

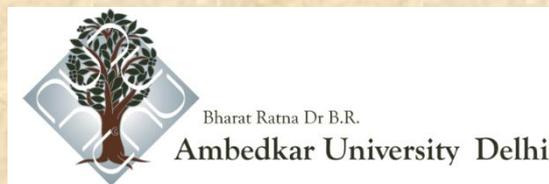
Jan to Apr 2019

# An Update of our Activities



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## Ahvaan Knowledge Partner



Ambedkar University Delhi (AUD)  
 Centre for Early Childhood Education and Development (CECED) at AUD  
 The School of Education (SES) at AUD

## Ahvaan Funding Partners

Sumitomo Mitsui Banking Corporation (SMBC)

Turbo Energy; Brakes India; Sundaram Finance;

Sundaram BNP Paribas Home Finance

HT Parekh Foundation (an HDFC Initiative)

## Programmes Background

Ahvaan has been implementing **two programmes** in Delhi's Government Schools, apart from conducting teacher training workshops through the DIETs:

**Neev Programme:** Supporting Pre-Primary teachers and Primary In-Charges of 47 schools across Delhi to execute the Nursery and Kindergarten curriculums effectively.

**Pathshala Programme:** Direct work with KG to Class-3 students of 4 schools in North Delhi, teaching them English and Maths, through child-centred pedagogy.

## NEEV UPDATE

The academic year ended with 30 out of the 47 schools identified by the team as schools that are ready to support other schools. The main objectives of teacher training are on the right:

July-Aug 2018:  
Classroom Management:  
how to help children set  
rules for classroom and  
peer group interaction

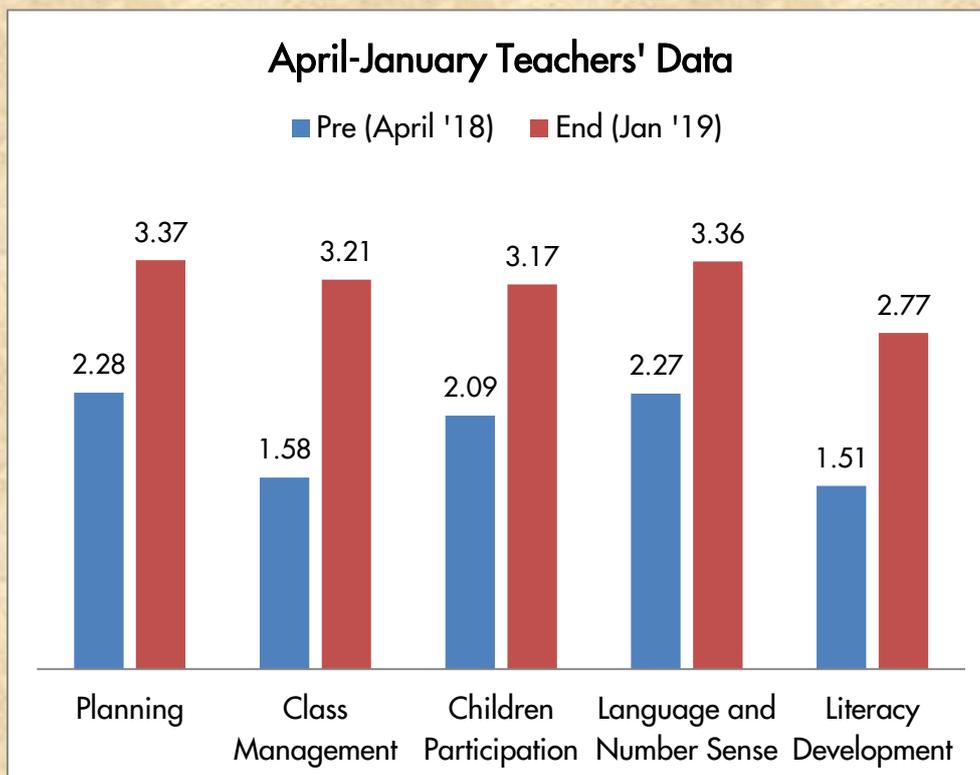
Sept-Oct 2018:  
Storytelling for  
vocabulary building and  
steps of teaching English  
and Hindi Letters

Nov-Dec: Pre Maths  
concepts and activities  
that can be used to  
develop number-sense

Dec-Jan: Conversation  
time as a tool to  
developing language,  
self-expression and  
creating safe spaces

January 2019:  
Discussion on the training  
needs of teachers for next  
year with a focus on  
values and empathy

## Neev In-School Support: Improvements in Teacher Ratings



The chart tells us how teachers have changed since April 2018, when a Baseline of their classrooms was conducted. Teachers come better prepared for classes. There is a marked improvement in Classroom Management which is a constant challenge with young children. English literacy is a challenge for teachers sometimes as they too prefer to speak in Hindi, their mother tongue.

## PATHSHALA UPDATE

Ahvaan has been running the Pathshala programme with four Government Sarvodaya Schools since 2015. Under this programmes students of Classes KG to Class-3, are taught by an Ahvaan teacher for one hour everyday. Ahvaan focusses on English and Maths and aims to enhance understanding of these subject areas. A purely activity based methodology is used in the Pathshalas so that children grasp the concepts for life.



The annual assessments, that Ambedkar University Delhi conducts with Pathshala children, took place in Feb 2019:

- Tests were conducted with Classes 1, 2 and 3
- A random sample of children were tested
- Baseline was conducted in April 2018 and the Endline in Jan 2019 so the learning trajectory of children has been captured.
- The report is awaited.

### **Assessment of Grade-3 by DIET Keshav Puram (Pathshala Programme)**

In January, the District Institute of Education and Training (DIET) Keshav Puram conducted an assessment of students of Class-3 in English. This is the first time a Government body has chosen to assess Ahvaan's work and the team is excited to learn of the outcomes. The report from Keshav Puram DIET is awaited.

## AHVAAN STRATEGIC DEVELOPMENT PLAN 2019-2022

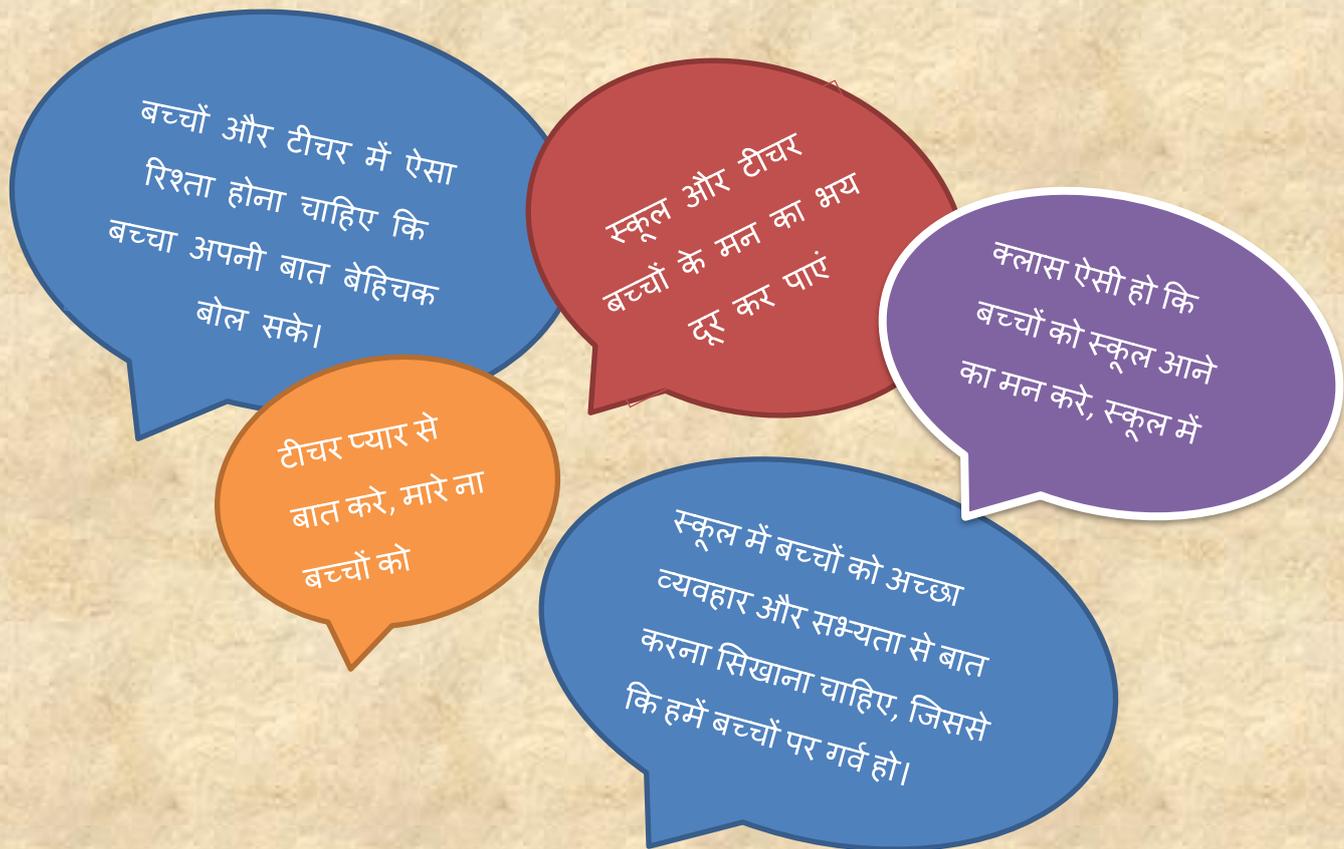
In July 2018, Ahvaan started working on a detailed strategy (SDP) for three years, resulting in **the goal** for the next three years: **"Pre-Primary Teachers across NCR government schools are motivated and reflective facilitators who practice learner-centred and developmentally-appropriate pedagogy with empathy and understanding."**

Starting January key stakeholders in the SDP were interviewed/ met so as to take feedback on our three-year goal and how we plan to achieve it. The feedback was very useful for Ahvaan.

### **Interviews with Parents**

Parents were interviewed individually by members of the Ahvaan team with a set questionnaire. The questionnaire was designed to understand their aspirations for their children. Most parents spoke about 'trust' and 'respect' – towards them, the teachers and their children.

## Some verbatim responses from Parents



## Principals' Feedback

There were three different ways in which Principals' feedback was sought for Neev during the year. The end of the academic year feedback had a dual purpose of getting them to speak about our previous year's intervention and give feedback on the strategy plan:

Feedback Forms distributed to Principals for them to know the Ahvaan intervention outcomes and seek their feedback on the intervention

- Done twice in the year

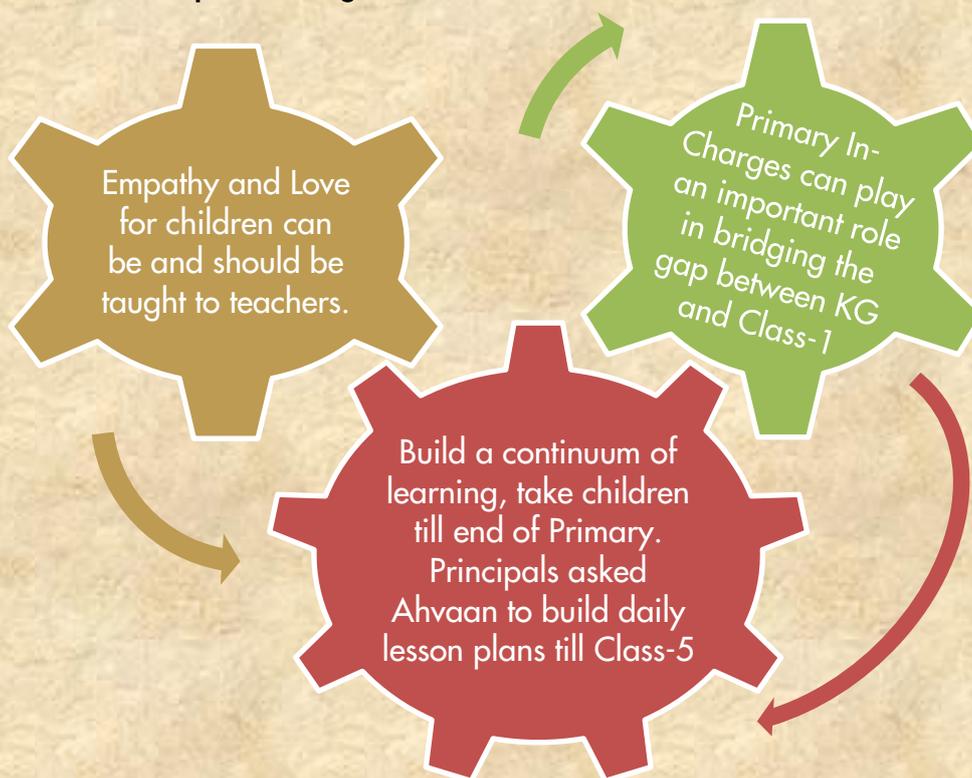
Visits by Ahvaan Senior Management to check with Principals what more Ahvaan could do.

- Done once in the year, mid-session

One on one interviews conducted with a random sample of principals

- Done end of the academic year

## Important Outcomes of Principal Meetings:



### A Workshop with Children

A workshop with Nursery and Kindergarten children was conducted to find out “What Children Want”! Children were asked to draw their favourite teacher and then speak about why they liked her. They were also asked to draw their favourite activity in school and speak about why it was their favourite activity. A film was then produced and shown to teachers.

### A Focus Group Discussion (FGD) with Pre-Primary Teachers and Primary In-Charges



Ahvaan shared its plans for teacher education in the coming year and the film on what children want. Teachers spoke about the need for continuous support till they reached a degree of proficiency in transacting the pre-primary curriculum. The children’s video spoke more about soft-skills – like love, fun, recognising their needs, etc. Half the teachers felt that these soft skills are hard to develop.

The other half felt they would encourage Ahvaan to develop these skills in teachers. Almost all the teachers concurred that Ahvaan’s intervention was a motivating factor in their professional lives and they would want to benefit from it further. There was also concern for the children’s future as the teachers felt that the traditional methodology in Class-1 would hamper children’s learning.

## Feedback from Experts

Ahvaan met with and presented the Strategic Development Plan (SDP) to education experts and senior members of the Education Department. The following feedback has been incorporated:

**Maintain Continuity:** For the purpose of continuity, any early childhood programme should extend up to 8-years – i.e. till Class-3. Ahvaan has taken on new Pathshalas with the aim to build daily lesson plans in English and Maths, for Classes-1 and 2, based on NCERT Textbooks. This should enable teachers to maintain continuity in teaching methodology.

**Cascade the Training:** Instead of working with a limited number of schools, Ahvaan should attempt to cascade the training to neighbouring schools. The trickle down effect is much needed, even though some amount of dilution is likely. Ahvaan is piloting the Cascade Model through Neev.

**Ahvaan has been working under the aegis of the Delhi Government in Primary Education since 2014 and Pre-Primary Education since 2015. Ahvaan will continue to support the Delhi Government in its endeavour to improve Delhi's early childhood education.**

## PLANS FOR 2019-20

### Neev Teacher Training Plan

Group-1: Comprising of 30 schools to become mentor schools to 4-5 schools in the neighbourhood.

Ahvaan's Intervention: Mentoring the Mentors

- Cascade Model, with continued high-touch support to Mentor School teachers

Group-2: A set of 20 schools where Neev would be introduced for the first time  
Ahvaan's Intervention: Same as 2018-19, increasing proficiency in transacting the curriculum

- Direct Intervention with Pre-Primary Teachers as per the Neev Programme

Group-3: The remaining 400 schools where teacher training would take place through the Govt's training calendar (designed and to be lead by Ahvaan)

- Support: training to all Govt Pre-Primary teachers, three times during the year as per the training calendar submitted

**Pathshala in 2019-20:** This was the last academic year for our work with the four schools that we have been working with for the last five years, since 2014. A new set of Pathshalas are now assigned to Ahvaan from 2019. The main idea behind our work during the year would be to prepare daily lesson plans, in English and Maths, based on NCERT textbooks, for Classes-1 and 2.

# LEARNING AT AHVAAN: TEAM PROFESSIONAL DEVELOPMENT

## Dasra Social Impact Leadership Programme



Manish Arora, Associate Director of Ahvaan, successfully completed the Dasra Social Impact Leadership Programme earlier in March. The Leadership Programme has been particularly significant for Ahvaan given the organisation's focus on scaling up and developing a three-year strategy.

Picture: Manish receiving a certificate from Christian Hanael of Bosch Foundation (one of the supporters of the Dasra Leadership Programme)

## External Workshops

Learning Matters conducted a workshop on 'Laying a Foundation for Language and Literacy Development in Early Years', on 23rd February. The objective of the workshop was to gain an understanding on how young children learn. Research-based, hands-on enrichment ideas were shared to enhance young children's emerging language and literacy skills.

Picture: Soniya Philip of Learning Matters leading the workshop on Early Literacy



## School Visit: GURUKUL THE SCHOOL

Ahvaan visited 'Gurukul The School' in Ghaziabad, on 26 and 27 February and 2 March. The objective of the visit was to understand the functioning of pre-primary classes at Gurukul, a progressive private school. This visit included classroom observations, interaction with primary heads and class teachers. Circle time, language and story time were the focus of the observations. The team also interacted with Gurukul teachers to get a deeper understanding of their pedagogy.

## A Visit to PRATHAM's ANGANWADI



A visit for Ahvaan team members was organised by Pratham, to their Anganwadi classrooms setting, on 26 March. The purpose of the visit was to observe their classes, understand their functioning and collaboration with the community. Our team members got the opportunity to go through the curriculum and lesson plans developed by Pratham. They observed some of the activities like storytelling, show and tell and finger printing. Ahvaan team members also got an opportunity to visit a community home and witness the activities Pratham promotes. This visit was most enriching for our team.

## Team Learning From Team

'Cascade' has always been an important word internally at Ahvaan! Team members who attend external workshops always share their learning with the rest of the members of the team.

## Muktangan and Singapore International Foundation's Series of Trainings in Early Education

Muktangan and Singapore International Foundation (SIF) organised a series of workshops during 2018-19 on Early Years' Learning. Ahvaan members have been attending the workshops. Muktangan and SIF's training on Free and Purposeful play was cascaded by Babita Maher and Sakshee Sharma for the Ahvaan team in January. The module focused on introduction and theories related to play, types of play and the role of play in child development.



Similarly, Muktangan-SIF's training on 'Mathematics in Early Years' was replicated for the team by Babita Maher in March, 2019. The workshop focused on mathematics, particularly pre-number concepts introduction, through interesting strategies. It also detailed out how mathematics learning/ teaching is to be related to the themes of the curriculum.

## FOCUS ON VALUE EDUCATION

### How 'Values' Can Be Built: A Reflective Brainstorming Session

In March, once the schools became out of bounds for the team, a brainstorming session was done internally. The team reflected on the organisational values identified by Ahvaan and the values included in the pre-primary curriculum. The session was facilitated by Sakshee Sharma. Sakshee helped the team identify how each of **Ahvaan's values – of Equality (and Non-Discrimination), Respect, Trust, Courage, Empathy and Integrity** – reflected in how we interact with each other, children and the outside world. The team then planned activities that can be put into the curriculum to help in the development/ inculcation of values in children.

### Values in the Nursery and Kindergarten Curriculums



Ahvaan supports teachers to deliver these values in the most appropriate manner. Each value is linked to the theme of the month (in brackets). In the coming year, Ahvaan will focus deeper on these values

## AHVAAN IN GOVERNMENT COMMITTEES

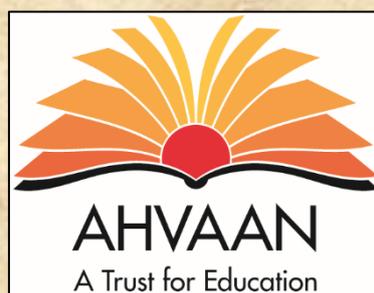
### Programme Advisory Committee of DIET RK Puram



Manish Arora, Associate Director of Ahvaan, in a mid-term Programme Advisory Committee (PAC) meeting of RK Puram DIET, at SCERT, Delhi. The meeting was Chaired by Dr Nahar Singh, Joint Director, SCERT. Preeti Prasad and Manish Arora represent Ahvaan at the PAC Meetings. The final PAC meeting was held in March.

## **Sub Committee of State Advisory Council for Pre-School Education in Delhi**

Ahvaan is also a part of the State Advisory Sub-Committee for Pre-School Education. The role of the Sub-Committee, Chaired by Prof Venita Kaul and coordinated by Dr Sharda Kumari, is to suggest a road map for strengthening the quality of pre-school education in Delhi State. The committee recommended ways to bridge the learning deficit among children by ensuring holistic school readiness among children who come into Grade-1 in Delhi schools.



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