



**BASELINE
REPORT
2017**



BASELINE REPORT for Akikaran's Whole school improvement project in No. 2 Gopal Krishna LP School, Amlighat LP School, Bargog LP School and Deosal LP School

OBJECTIVE OF THE SURVEY

- To assess the gaps in ensuring child friendly environment in the school.
- To determine evidence so as to facilitate the implementation of the Akikaran Strategic Plan.



“ *Akikaran envisions revolutionizing schools in the Northeast so that every child have access to a joyful and value driven quality education.* ”

THE WHY OF AKIKARAN

The **Right to Education Bill 2009** is one of the landmark legislations in the educational history of our country. It has opened the doors of our schools to every child in the country. While it is a historic moment to be jubilant about, one look at what happens inside our schools is enough to be concerned about the future of our children and to usher in the realisation that a lot of our battle still remains to be fought. **NEAID** started **Akikaran** with this dream.

The situation in Assam is even dire, as compared to the national statistics. According to ASER report of 2014, only **12.8%** of children in Standard V in government schools in Assam can read sentences, as against the national statistic of **14.9%**. Similarly, a meagre **9%** children in government schools in Assam can do division problems in mathematics, as compared to a national average of **20.7%**.

Adopting a systemic view of the problem, we at Akikaran realise that the problem of educational excellence in our country is huge – with many interconnected parts and actors whose contributions must be acknowledged and leveraged to effect change. Trying to fix things piece-meal is an ineffective thing of the past. Imbued with this belief and based on emerging research on school system reforms, Akikaran believes that the smallest meaningful unit of change is not the child, the parent or the teacher, but the entire school. That lies at the root of the belief around a whole-school improvement project.

Towards this aim, this year, Akikaran has chosen two government schools in the Morigaon district, Gopal Krishna LP school and Amlighat LP school for piloting its whole school improvement project. This report outlines the findings of the baseline study conducted by the Akikaran team in these two school sites.

METHODOLOGY

In spirit with the holistic nature of the intervention, the intention of this baseline study was to elicit data on different aspects of the school – school culture, pedagogy, curriculum, learning outcomes, physical infrastructure, mindsets and beliefs of the different actors in the school. All of these are broadly categorized under the two broad headings of scholastic and non-scholastic items.

Field Investigators

Data was collected by interns who were from MSW background and had earlier experience of data collection in their academic research.

Sample Design Under the Akikaran Pilot project, four schools were chosen for 3 years case-control study. Hence, survey was done in all the 4 schools and post the survey two schools will be treated as intervention schools.

Data Collection and Analysis

The data was collected separately for Scholastic and Non-Scholastic categories in each schools in the month of May-June 2017. Data analysis was done using excel.

Questionnaire

Separate interview schedule were prepared for Headmaster, Teachers, Students and walk-in checklist to understand the school environment and questionnaires to measure the Students scholastic achievements.

Study limitation

Few students were absent during the time of data collection

Few open-ended qualitative answer of the respondents were difficult to measure due to unclear responses

Data Collection instrument

- Semi-structured interview schedule were used for data collection to assess school environment and non-scholastic parameters
- Systematic observations were done through 'school walk-in checklist'
- Questionnaires were used to assess the student's scholastic achievements





No.2 Gopal Krishna LP School

A SNAPSHOT

Year of establishment 1976



TEACHERS

7

CLASSES

6

STUDENTS

134

CLASS I



CLASS II



CLASS III



CLASS IV



CLASS V



Exposure visits for teachers in the year - 0

Computer/internet facility in the school - nil

Does the school provide recreational (and sports) materials for the children? - No

Are there enough desks and chairs for all children? - No

What are the current challenges the school is facing?

- Less corporation from the community and parents
- Lack of proper environmrnt,poor economic condition
- Slower learners

Average Attendance of Grade 5 from Jan-June, 2017

84.69



SCHOLASTIC DATA

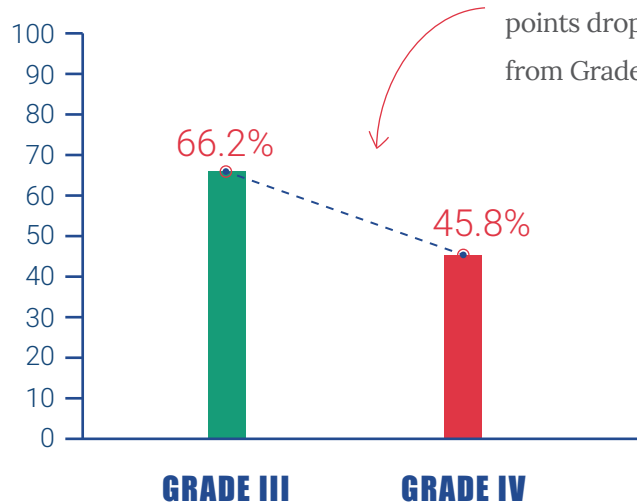
No. 2 Gopal Krishna LP School

85% of Class 5 children could not solve the simple Grade 4 multiplication word-problem as follows:
"The price of one pen is Rs. 15. Puja bought 12 pens from the shop. How much did Puja pay in total?"

A mere **8%** children in Grade 5 could read and successfully answer questions from a grade appropriate passage

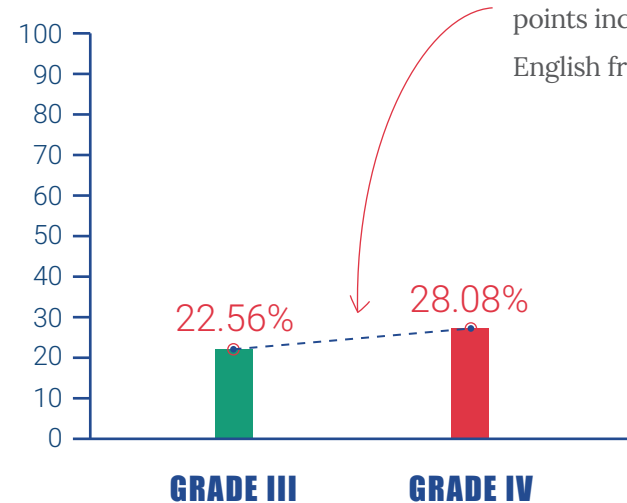
MATH

There has been a **20.4** percentage points drop in achievement in Math from Grade 3 to Grade 4 scores



ENGLISH

There has been a **5.52** percentage points increase in achievement in English from Grade 3 to Grade 4 scores



ASSAMESE

The average class score of Grade 5 children in Assamese is **23.46%**

“ We face lot of challenges while running our school such as fewer teachers, poor involvement of SMC etc. The participation of parents in their kid's education is also very low which results in absenteeism and poor academic growth of the child. When we heard that Akikaran is working in Government schools to improve children's learning, it gave us hope. I am looking forward to the year ahead.

- Mrs. Ritamoni Deka (Principal, Deosal L.P.School)



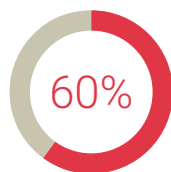


NON - SCHOLASTIC DATA No. 2 Gopal Krishna LP School

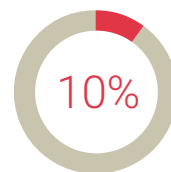
VALUES AND STUDENT LEARNING



children reported that there aren't adequate opportunities to develop their leadership potential



children reported that their ideas are listened to in the school



children reported that they have opportunities to apply their learning to real life



Number of minutes allotted in the school for group-work either intra- or inter-class in a week

TEACHER PREPARATION FOR FACILITATING DEEP LEARNING



On a scale of 0 (easy) to 10 (difficult), teachers rated their abilities to make learning meaningful and joyful at **6**

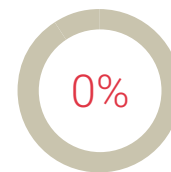
VISIBLE CULTURE OF LEARNING SCHOOL



The schools has NO space where student's OWN questions and queries are made visible



of teaching learning material on the wall are rote based



of children reported having an active role in creating a culture of learning in the classroom





Amlighat LP School

A SNAPSHOT

Year of establishment 1955



TEACHERS

4

CLASSES

5

STUDENTS

102

CLASS I



CLASS II



CLASS III



CLASS IV



CLASS V



Events held for showcasing children's abilities and talents - None, except the annual sports week

The school currently has only one functional toilet with no laboratory, computer, internet facilities, and most importantly, no mission and vision statements as part of the SDP.

What are the current challenges the school is facing?

- The main problem is lack of classrooms
- They have only two classrooms
- Infrastructural problem
- No space for teacher
- Parents are also ignorant towards their child's education as they belong from the labour community
- Parents use to enroll their children in other English medium schools or well-known schools after they see that their child is improving in their academics thinking that they will get more exposure in other schools

Average Attendance of Grade 5 from Jan-June, 2017

76.28



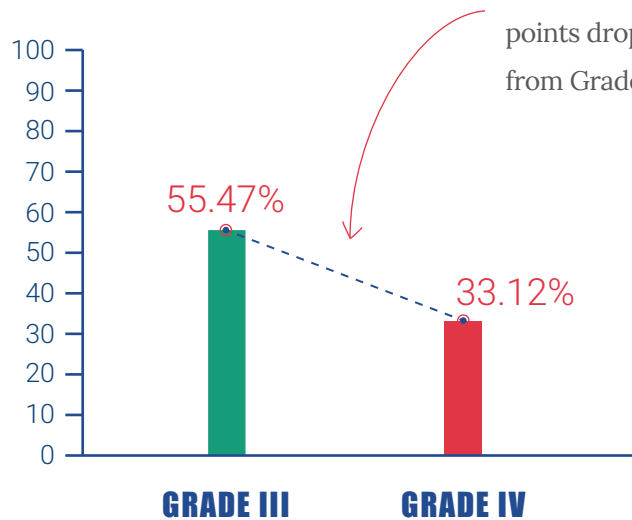
SCHOLASTIC DATA Amlighat LP School

85% children in Grade 5 couldn't do problems relating to mathematical estimation (guessing the length of a given line), skills that are expected from Grade 1 or 2 students

No children in Grade 5 is reading with understanding. **0%** children could read and successfully answer questions from a grade appropriate passage

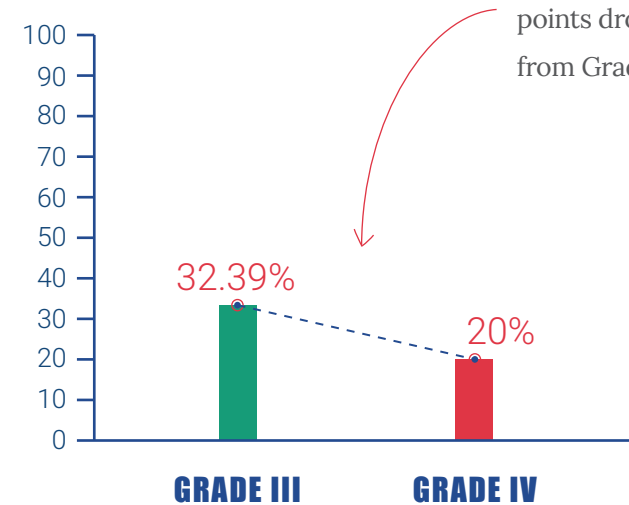
MATH

There has been a **22.35** percentage points drop in achievement in Math from Grade 3 to Grade 4 scores



ENGLISH

There has been a **12.39** percentage points drop in achievement in English from Grade 3 to Grade 4 scores



ASSAMESE

The average class score of Grade 5 children in Assamese is **36.43%**

“ There are multiple issues that we are fighting with in our schools right now – right from infrastructure to teacher motivation. Amidst all this, the thing that often gets sacrificed is student learning. We are struggling to build a school culture with learning at the center of all our activities. We need a massive mindset change for that kind of transformation. We are hopeful that the Akikaran intervention helps us make great leaps in that direction. - Mr. Lombudar Deka (Principal, No.2 Gopal Krishna LP School)



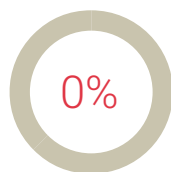


NON - SCHOLASTIC DATA Amlighat LP School

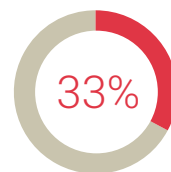
VALUES AND STUDENT LEARNING



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TEACHER PREPARATION FOR FACILITATING DEEP LEARNING

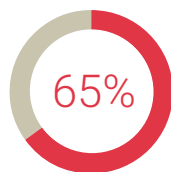


On a scale of 0 (easy) to 10 (difficult), teachers rated their abilities to make learning meaningful and joyful at **5.6**

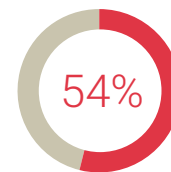
VISIBLE CULTURE OF LEARNING SCHOOL



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of children reported having an active role in creating a culture of learning in the classroom





Deosal Government LP School

A SNAPSHOT

Year of establishment 1946



TEACHERS

2

CLASSES

5

STUDENTS

121

CLASS I



CLASS II



CLASS III



CLASS IV



CLASS V



Events held for showcasing children's abilities and talents - None, apart from the annual functions

Does the school have electricity facilities? -No

Is there any library facility for students? - No

What are the current challenges the school is facing?

- Lack of teachers is the utmost problem of the school
- Parents are not cooperative
- No electricity

Average Attendance of Grade 5 from Jan-June, 2017

82.98



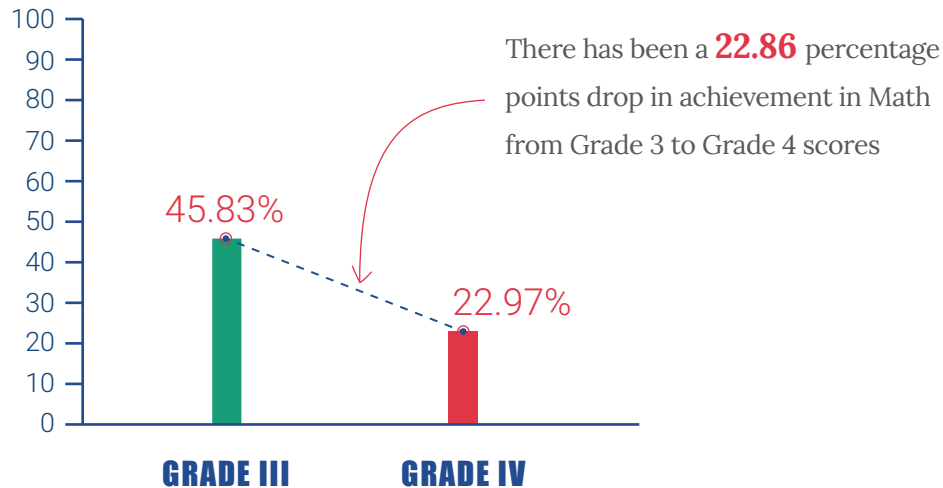
SCHOLASTIC DATA

Deosal Government LP School

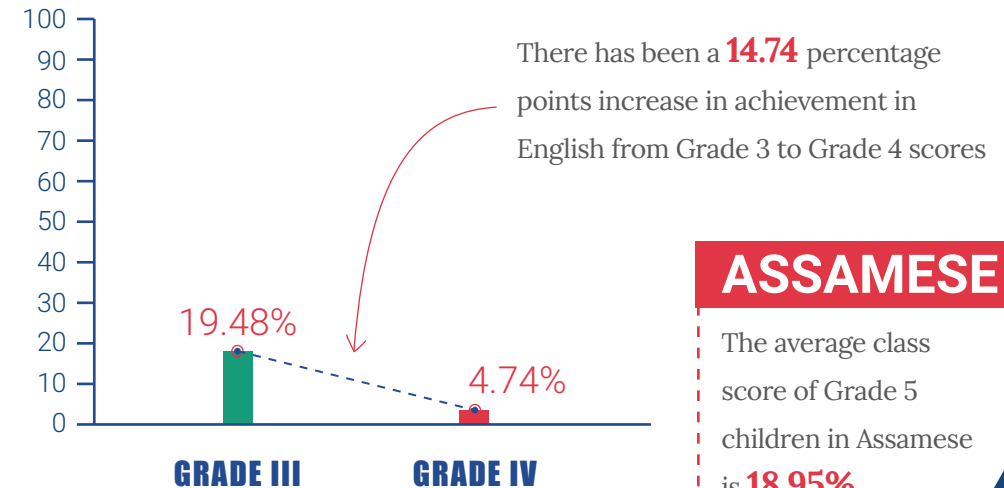
95% children in Grade 5 could not solve a basic Grade 3 division problem

0% of children could show competencies in phonological awareness, a basic skill required to read and write in text in any language

MATH



ENGLISH



ASSAMESE

The average class score of Grade 5 children in Assamese is **18.95%**

“ We want to give our children the best education but often we feel we do not know the best way to achieve that. Children come from diverse backgrounds, with diverse needs and family backgrounds. Some families can devote time and attention towards their children’s education while others do not seem to care. Learning cannot happen by only changing what happens in classrooms for five hours in the day. Everyone needs to care about whats happening. That’s why, the Akikaran’s project which involves children, teachers, principals and most importantly, parents, in our school seems like the best approach to our problems. We are feeling hopeful this year.

-Tularam Chetri (President SMC, Amlighat LP School)

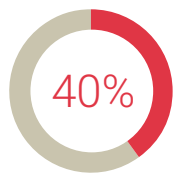




NON - SCHOLASTIC DATA

Deosal Government LP School

VALUES AND STUDENT LEARNING



children reported that there aren't adequate opportunities to develop their leadership potential



children reported that their ideas are listened to in the school



children reported that they have opportunities to apply their learning to real life

TEACHER PREPARATION FOR FACILITATING DEEP LEARNING



On a scale of 0 (easy) to 10 (difficult), teachers rated their abilities to make learning meaningful and joyful at **4**

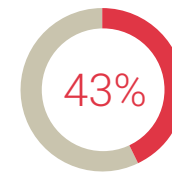
VISIBLE CULTURE OF LEARNING SCHOOL



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Bargog LP School

A SNAPSHOT

Year of establishment 1985



TEACHERS
3

CLASSES
5

STUDENTS
72

CLASS I

10 07
03

CLASS II

10 06
15

CLASS III

11 11
08

CLASS IV

13 13
04

CLASS V

02 02
03

Are there enough desks and chairs for children? - No

Events held for showcasing children's abilities and talents - Yes (annual sports,quiz,cultural program)

Does the school have electricity facilities? - No

Is there any library facility for students? - No

What are the current challenges the school is facing?

- Earth filling and boundary wall

- No TLM

- No uniform for the students from last year

- Less teachers

- They have only two classes

Average
Attendance
of Grade 5 from
Jan-June, 2017

86.62

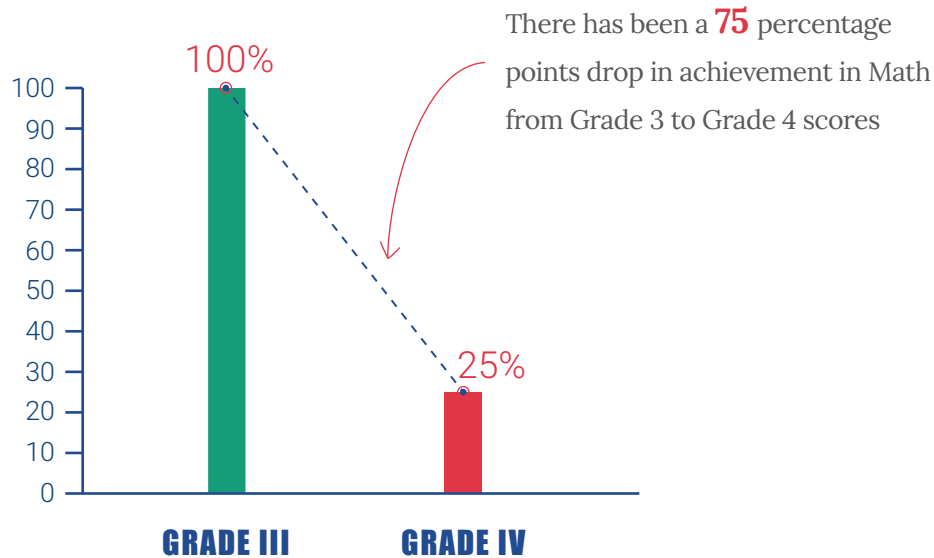


SCHOLASTIC DATA Bargog LP School

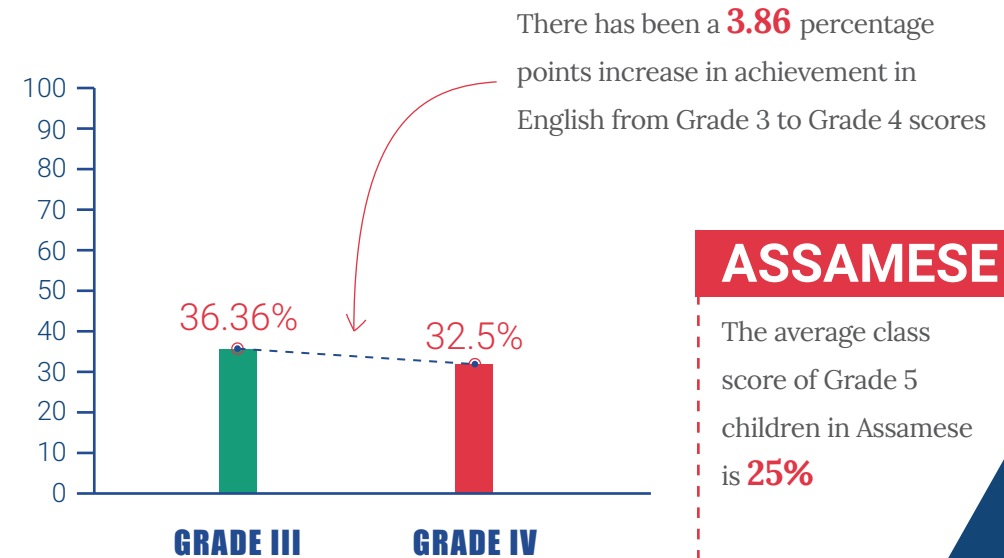
0% children in Grade 5 couldn't do problems relating to mathematical estimation (guessing the length of a given line), skills that are expected from Grade 1 or 2 students

0% of children could show competencies in phonological awareness, a basic skill required to read and write in text in any language

MATH



ENGLISH



ASSAMESE

The average class score of Grade 5 children in Assamese is 25%

“ Ms. Rupriyam Hazarika (Field Investigator) said - It's really sad to see that children are missing out on good learning opportunity due to lack of learning materials, good infrastructure and skilled teachers as compared to children from private and public schools in Urban areas. The bias was apparent. The schools in urban or semi-urban regions are well maintained and allocated with the basic needs but the remote areas are much behind. There should be equality in distribution in all schools irrespective of the area.





NON - SCHOLASTIC DATA

Bargog LP School

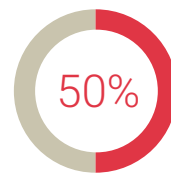
VALUES AND STUDENT LEARNING



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TEACHER PREPARATION FOR FACILITATING DEEP LEARNING



On a scale of 0 (easy) to 10 (difficult), teachers rated their abilities to make learning meaningful and joyful at **1**

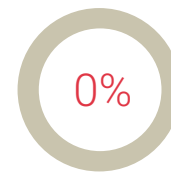
VISIBLE CULTURE OF LEARNING SCHOOL



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of children reported having an active role in creating a culture of learning in the classroom





OVERALL TRENDS Areas for intervention

Drop in academic achievement

There is a significant drop in language and math learning levels in schools as children progress through the critical grade levels of 3, 4 and 5. National and regional statistics show that this drop in achievement level in primary grades is co-related to a huge drop-out rate across the country. And if there is no intervention in this critical schooling period, bridging the gap becomes too wide to bridge.

School learning is not at the center of school culture

The schools do not have a coherent idea of what deep learning is, and how to facilitate. In contrast to the country's policy documents like National Curriculum Framework 2005, children in these schools are not considered as active constructors of their knowledge. Most schools have no resources for children to understand using their multiple intelligences or opportunities to simply

apply their classroom learning. Text-book based rote learning is the norm rather than the exception. The processes and culture of the school is geared around operational upkeep rather than for furthering the idea of learning. This is evident in mis-allocation of resources – time, money, space and people – in a way that doesn't treat learning to be the fundamental activity of the school, instead, as a possible by-product of other activities.

Challenges around learning outcomes are complex and not just restricted to classroom issues

The latest research in educational leadership and management show that what a child learns in the classroom is not just a pedagogical question alone, but an enormously complex issue that involves the habits, actions, beliefs of not just the teacher but of the school management, community of parents and the larger educational bureaucracy. Our findings in the school point to a similar direction, where we have seen, for example, teacher





OVERALL TRENDS Areas for intervention

motivation being affected not just by infrastructure and operational issues but by how involved the parental community is/is not around the learning process of the child as well. No linear solution will provide sustainable solution to such complex issues in the educational landscape.

Parental involvement in school

The level of parental engagement in the four different schools vary widely. While some schools have monthly meetings, others meet less frequently. But what is common across the schools is that the parental engagement right now is limited to infrastructure or operational issues. There has been no attempt in involving parents or the community in the active process of the child. If the concern of each parent is activated towards their children's learning and development in school, in the long term, it can serve as a sustainable, community-based monitoring and constructive force in improving learning outcomes.

Inadequate teacher support on making learning joyful and value-driven

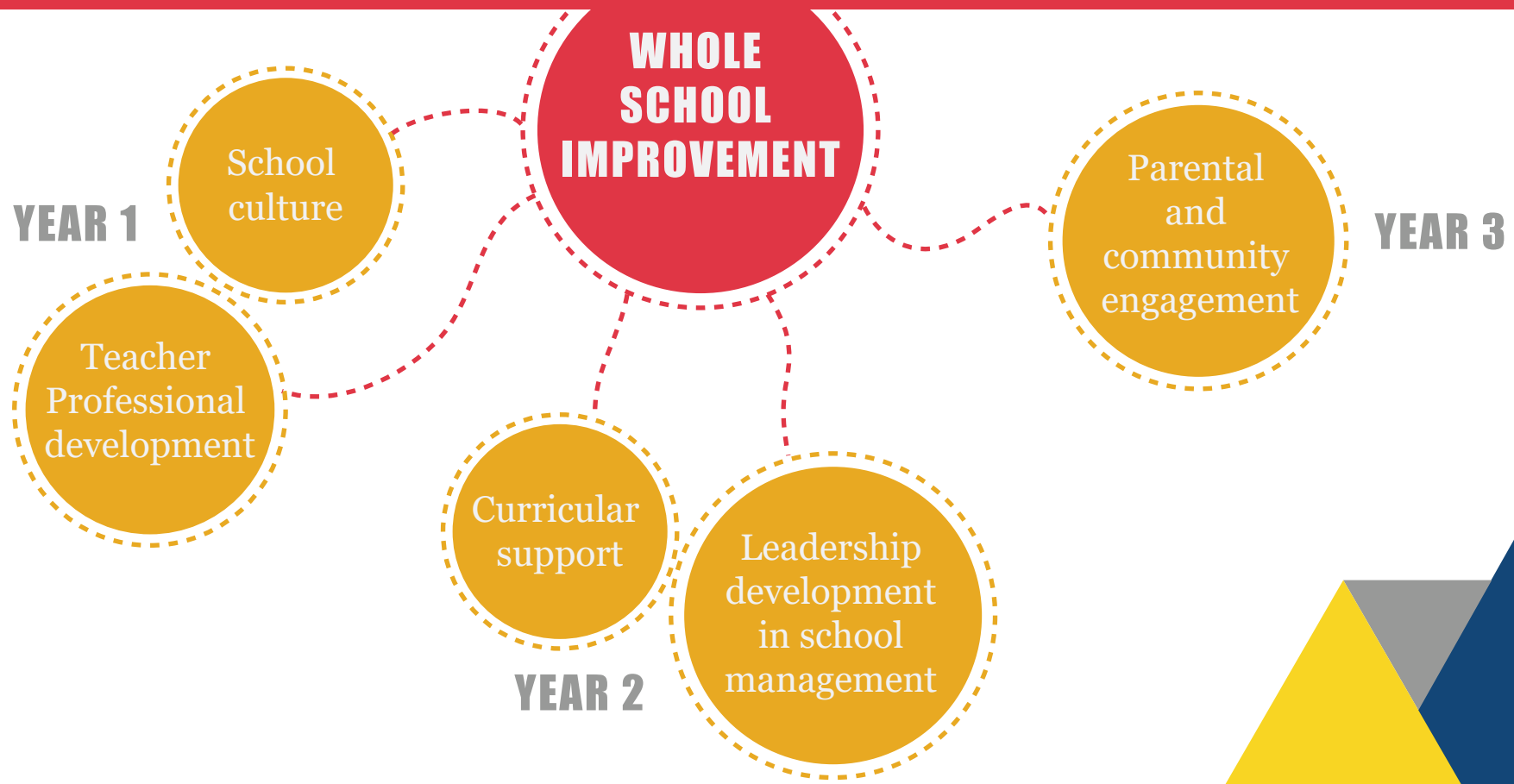
The teachers in all the schools had in varying degrees the mindset required to make learning joyful and value-driven, but didn't have the requisite know-how to make it happen. (On a scale of 0 to 10, most teachers rated them below 5.) Unless, teachers are involved in co-creating a curriculum which allows children to learn and apply in different ways, deep learning will always be a mirage.





WAY FORWARD

Akikaran believes that issues in school are complex, systematic and ever-changing. Through this project we want to build schools as institutions where learning is at the center of all activities, where every stakeholder knows they have a role to play and excellence is a habit. Hence, instead of a linear, piece-meal solution addressing just one – part of this complex problem, Akikaran brings into use the best knowledge from the domains of pedagogy, education management and systems thinking to design a whole-school improvement program for sustainable excellence in the government schools of Assam. Akikaran will work in a dynamic way on these different interacting pieces that ultimately results in deep, joyful and value-driven learning in schools.





Northeast Centre for Equity Action on Integrated Development (NEAID) is Non-profit organization working in the field of Health and Education focusing on the age group of 3-13 years. NEAID works primarily to bring about integrated and sustainable development linked to constructive policy change and advocacy. The interventions are based on learning from what works and what doesn't at grass-root level through research and direct involvement.



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