

# ANNUAL REPORT – LEARNING LINKS FOUNDATION

## SDMC SCHOOL Krishi Vihar



## Executive Summary

### 1. Key Developments

#### a) **Enrolment:**

Learning Links Foundation (LLF) started working at SDMC School, Krishi Vihar, in April 2016. When we started working, the total enrollment of students in the school was 70. In the last quarter of the academic year 2016-17, we had a total enrollment of 120 students. The enrollment in the LLFs intervention classes were - 34 students in Nursery and 23 students in Class One.

**Attendance:** Regular attendance of students was ensured by subsidizing the cost of transport for the parents. Intensive community drives and parent education efforts were made, to ensure student regularity.

#### b) **Classrooms:**

Learning Links intervention at the school started with a single classroom where we used to teach students from both Nursery and Grade 1. By the end of the first quarter, we had enough enrollment to divide the students into two classrooms. The classroom appearance has been changed completely. Both the classrooms are print-rich with a multitude of teaching learning resources. The classroom walls are divided into sections for displaying material for different subjects. Apart from different subject areas we have also given a significant place to rules zone, kid's zone and reading corners in the classroom. Students are well aware of all of these sections in the classroom. The teaching material, charts and mobiles are being changed and updated regularly. In classrooms, the changes were done according to the current themes of the unit and chapters.

#### c) **Teachers:**

When Learning Links started the intervention, we had only one teacher from SDMC and the Principal in the school. By the end of the year, SDMC appointed one teacher for Nursery and one teacher for Grade 4. Learning Links also placed two teachers to support the teaching process in Nursery and Grade 1. In Nursery, we followed a co-teaching model, where the SDMC teachers worked in collaboration with the teachers from Learning Links Foundation.

**Teacher Development:** Teacher development is a continuous process and therefore, daily mentoring of LLF teachers was being done by the LLF Academic Coordinator. The challenges faced during the implementation of Lesson plans were discussed regularly. The same process will be continued for the SDMC teachers as they join the intervention. Alongside regular mentoring, skill building workshops were also be conducted for the SDMC teachers.

**Infrastructure:** Extensive efforts were undertaken to make changes in the look and feel of the school. The addition of the much needed water cooler, colourful display boards, teaching learning material in the classrooms, made the two intervention classes look vibrant and colourful.

**a) Special Events:**

**Parent Teacher Meeting (PTM)**

We have organised 2- 3 Parent Teachers Meeting (PTMs) in each quarter of the academic year. PTMs helped us in getting a perspective on student's behavior. During the PTMs parents also shared with the teachers, their feedback about the teaching process in the school. Workshops were also conducted for the parents on habit formation, parent-child interaction and behavior management. Teachers also gave specific feedback to each parent about their child's development and academic growth.

**School Events-**

Various events were organised in the school at different times. On the occasion of International Volunteer's day on 2nd June, 2016, around 40 volunteers from Nielsen visited the school and spent their time in the school. The Nielson volunteers helped in cleaning the school, organizing the library and creating Teaching Learning Materials (TLMs).

Celebrations in the school included Independence Day, Diwali, Children's day, Christmas Day and Holi All these celebrations brought great joy to the students as they performed various cultural activities like dance, group song, drama, yoga etc.

## SDMC – School Quality Enhancement Program (SQEP)

1. Name of Organisation: Learning Links Foundation
2. School Name: Krishi Vihar
3. Reporting Period – April 2016 – March 2017

<b>School Statistics</b>									
<b>Total Enrolment (as on)</b>	At the beginning of the Academic Year 2016 – 17 :					At the End of the Academic Year 2016 – 17 :			
	<b>70</b>					<b>120</b>			
<b>Attendance data from July 2016 to March 2017</b>									
<b>2016-17 Nursery</b>									
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
<b>All</b>	49%	50%	44%	47%	55%	65%	47%	53%	68%
<b>Girls</b>	53	52	45	47	46	61	45	48	60
<b>Boys</b>	44	48	43	47	66	71	49	59	78
<b>2016-17 Grade 1</b>									
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
<b>All</b>	45	48	55	50	56	70	67	78	83
<b>Girls</b>	32	38	47	47	58	68	63	72	77
<b>Boys</b>	59	61	64	55	55	70	70	85	88

### Comments:

The Learning Links team made intensive and sustained efforts to educate the parents about the importance of sending students to the school regularly, which led to an overall improvement in student's attendance.

## 1. Our School Infrastructure and Facilities

Infrastructure	Start of the Year	End of the year	Time taken for Repairs	Repaired By	Notes
Painting	Acceptable	Good Quality			
Windows	Extremely Poor	Good Quality	Repaired	LLF	
Floor	Acceptable	Acceptable			
Doors	Good Quality	Good Quality			
Walls and Ceilings	Poor	Poor			
Electricals & Wiring	Poor	Acceptable	Repaired	LLF	
Water Connections	Acceptable	Good Quality			
Toilet Fixtures	Extremely Poor	Extremely Poor			
Toilet Block	Poor	Poor			
Purified Drinking Water Supply	Acceptable	Acceptable			
Playground	Acceptable	Acceptable			
Classroom Cupboards and Fixtures	Poor	Good quality		By LLF	
Blackboards	Acceptable	Acceptable	New added	By LLF	
Boundary Wall & Security	Acceptable	Acceptable			Manning of the main gate still not happening thereby compromising the security of children
Others					

The Krishi Vihar School is a semi-pucca structure with asbestos sheets on the roof. We have faced several challenges with regard to the school infrastructure. The asbestos roof continues to be the biggest challenge, as the classrooms become extremely hot in the summers while the roof leaks during the rainy season, making it very difficult to teach students. During this academic year, several requests were made to the SDMC to repair the roof and build a new toilet block in the school. Other SDMC schools with similar problems have been demolished and new buildings have been constructed. However, in the case of the Krishi Vihar School, this was difficult as the land on which the school is constructed does not belong to SDMC. Secondly, in the absence of a nearby school where students can be shifted during maintenance, it was not possible to start major repair work in the school.

However, LLF team ensured that key improvements are made in the school infrastructure so that the classrooms look vibrant and happy. The students of grades Nursery and 1 were provided with child friendly and colorful furniture. The school ambience was enhanced through the addition of display boards and cupboards. This led to the classrooms being better organized. Class libraries were created and toys became accessible to students. A printer cum photo copier was acquired to enable printing worksheets and other materials. A water cooler has been made available for the students to have access to cold drinking water. Additional fans in the classrooms led to better ventilation. Additional display boards have also been put up in the corridors to display samples of students' art and craft work.



*A classroom before the start of the intervention*



*A classroom at the end of the first year of intervention*



*Glimpses of Infrastructure provided to the school*

## 2. Our Students

### a) Enrolment and Attendance

Learning Links Foundation team has been successful in building the visibility for the school in multiple communities (Subhash Camp, Tigri, Dakshinpuri, Sangam Vihar, Madangir etc.) Sustained and intensive community mobilisation efforts included extensive survey of communities around the school, partnership with aanganwadis, community meetings, nukad natak and door to door mobilization drives.

Most of the parents were concerned about the distance from the school. The start of subsidised transport helped in increasing the enrolment. Most of the parents welcomed the intervention in the school and supported us in our efforts to improve the learning atmosphere of the school.

Shared below are the two key challenges that led to the fluctuation in student attendance and our strategy to deal with the same

### b) Distance of the communities from the school and the cost of transportation

The Krishi Vihar School is located on the BRT corridor. The communities from where our students come are a minimum of 5 km away. This meant that parents had to invest in transportation and also take time to drop and pick their child from the school. Parents who found it difficult to afford the cost of transport, stopped sending their children to the school for days at length. This impacted our attendance negatively. Learning Links team therefore requested the Investment Committee to support the cost of subsidised transport for the students. Once the vans for students started, we started seeing an improvement in student attendance

### c) Frequent sickness among students due to the unhygienic conditions in which they live

Most of our students come from extremely poor communities, they live in shacks which are often next to open drains. The filth and rubbish in the slums where they live impacts their health negatively. Our students, especially the students of Nursery fall ill frequently. While this is a constant battle that our team has to fight, we tried to improve the situation by holding workshops on health and hygiene for parents and students. We partnered with an organization called Shodh – which conducted basic hygiene workshops with parents and students. Our social worker also focussed on the need for providing nutritious food to children and maintaining a healthy and hygienic school environment. By the end of the academic year 2016-17, we observed a good improvement in student attendance.



d) Classroom Engagement

Students have developed a good learning attitude and they now enjoy doing their work. Listening and learning skills are being gradually inculcated among the students who carefully follow the teacher's instructions. Teachers regularly make changes in the physical environment of the classroom as per various themes. Different sections are made in the classrooms for all subjects where relevant materials are displayed and are used as TLMs by the teachers. Some of them are worksheets, which actively involves children in fun learning ways. Many effective classroom management strategies are being used by the teachers like behaviour trackers and performance trackers, to keep a track of their academic and behavioural developments. In Grade 1 and Nursery, a student reading corner is being maintained to motivate students to finish their tasks quickly and help them utilize their time efficiently instead of sitting idle. The classrooms are joyful and learning is engaging.





## Assessment

End of year assessment for Grades Nursery and Grade 1 was conducted by Education Quality Foundation of India (EQFI). EQFI is a not-for-profit Trust registered in 2007 in New Delhi. The Foundation has brought together eminent educators, academicians, school leaders, members of civil society, education technologists, curriculum specialists, child development specialists and researchers working to create data based indicators of school excellence through accreditation and assessment solutions.

### Class 1

#### *Written Test:*

- ✓ Students have the highest mean score percentage in Hindi subject; 75.8%.
- ✓ The mean score percentage for English and Math subject is above 60%.
- ✓ Maximum student population is falling in the range of 61-80% in English & Math.
- ✓ In Hindi, maximum student population is in above 80% range.

- ✓ For content scores, English has highest mean score for 'Word Families', Hindi for 'Aa ki Matra' & in Math it is for 'Sequencing'.
- ✓ Males have performed better across all the three subjects in comparison to Females.

### Class-1

#### *Oral Test:*

- ✓ In Class-1, 44.4% students could identify upper case and lower case alphabets in English.
- ✓ In Math, 100% students could do forward counting and only 55.6% could do backward counting.
- ✓ In Hindi, 77.8% could name letters of Vern Mala and 72.2% could name letters of the Swar.

### Nursery

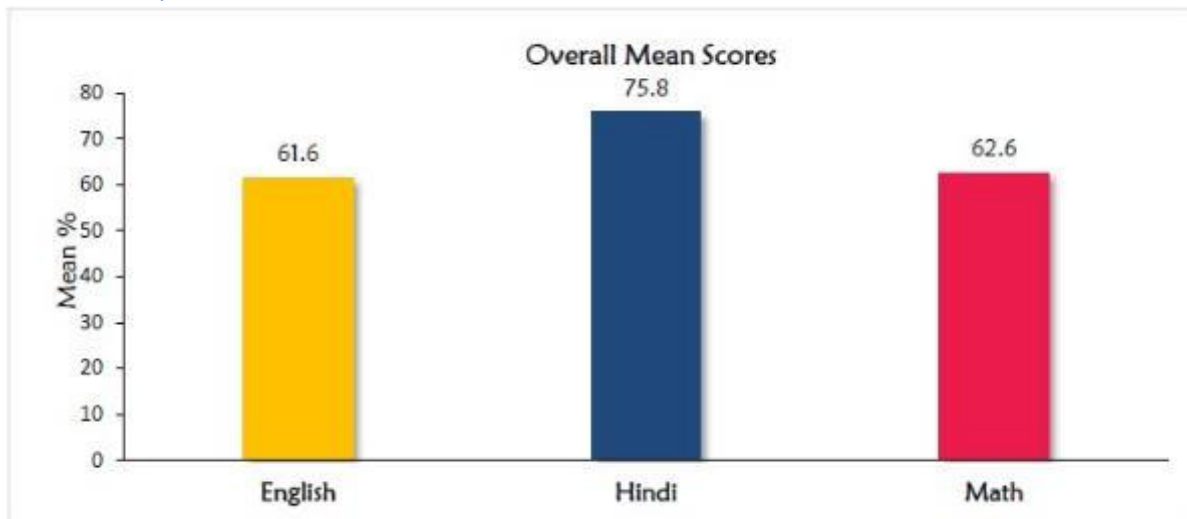
#### *Oral Test:*

- ✓ In Nursery, 50% students could identify alphabets in English.
- ✓ 85% students could count 1 to 10 in Math.
- ✓ 85% students could recite a rhyme in Hindi.

## Results

### Class 1

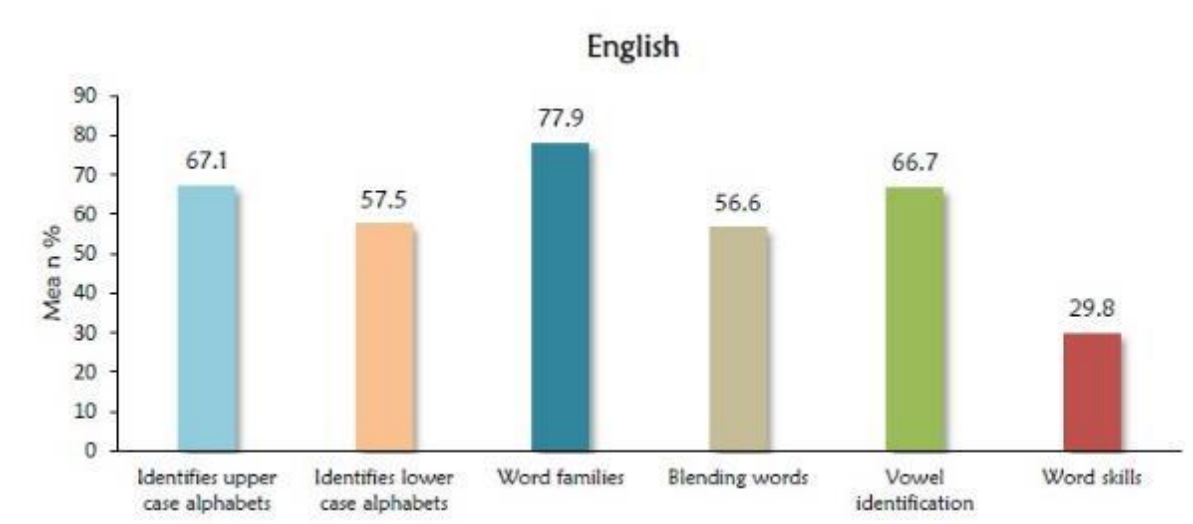
#### Overall Subject wise Mean scores



Overall, students have performed better in Hindi subject in comparison to English and Math with 75.8% mean score percentage.

The mean score percentage of English and Math is at an insignificant difference of 61.6% & 62.6% respectively.

#### Content wise Mean Scores

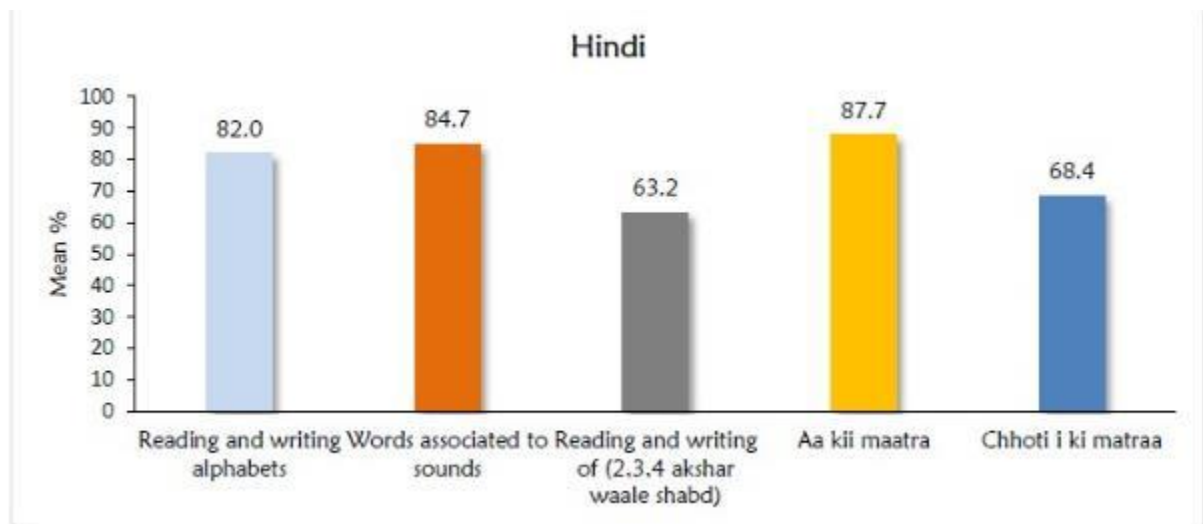


In English, students have got the highest mean score percentage in 'Word Families' content with 77.9% score.

'Identifies Upper Case alphabets' & 'Vowel Identification' has mean score percentage above 65%.

The mean score percentage for the content 'Identifies Lower Case alphabets' & 'Blending Words' is 57.5% & 56.6% respectively.

The lowest mean score percentage is for the content 'Word Skills' with a score of 29.8% .



In Hindi, the mean score percentage is above 60% across all the content areas.

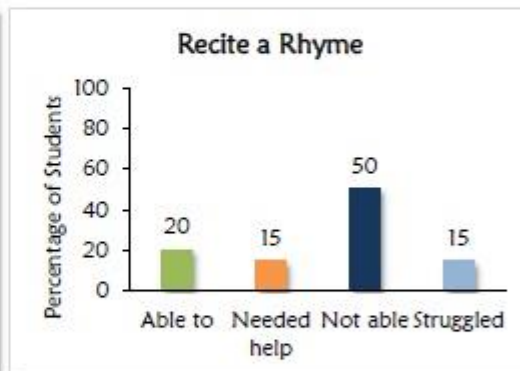
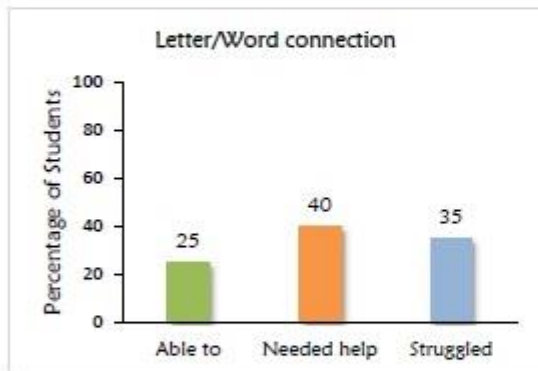
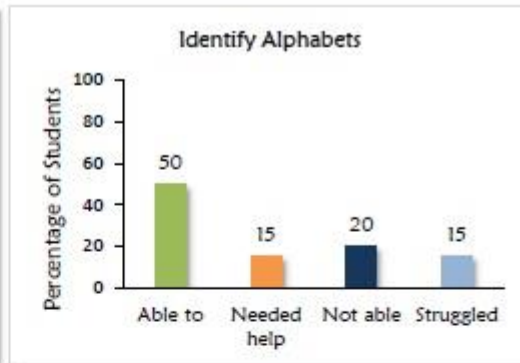
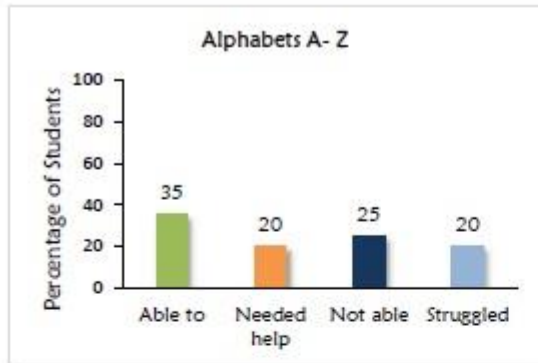
Students have got the highest mean score percentage in 'Aa Ki Matra' content with 87.7% score.

'Words associated with sounds' & 'Reading & writing Alphabets' has mean score percentage above 80%.

The mean score percentage for the content 'Chhoti I ki Matra' is 68.4%.

**Nursery Oral**  
*Test Mean*

**ENGLISH**

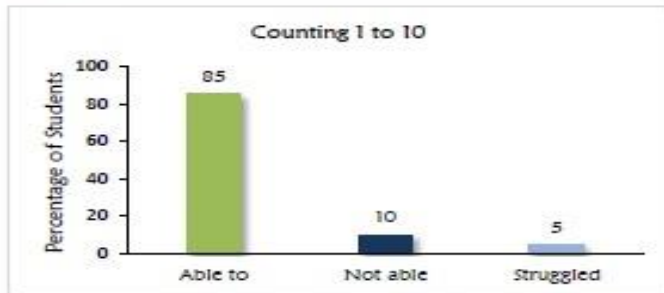


In English, 35% students could present A to Z alphabets. However, 50% students could identify alphabets.

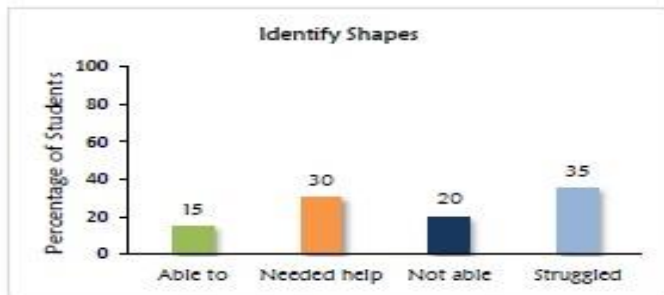
25% students were able to make Letter word connection.

Only 20% students were able to recite a rhyme contrary to 50% who couldn't recite a rhyme at all.

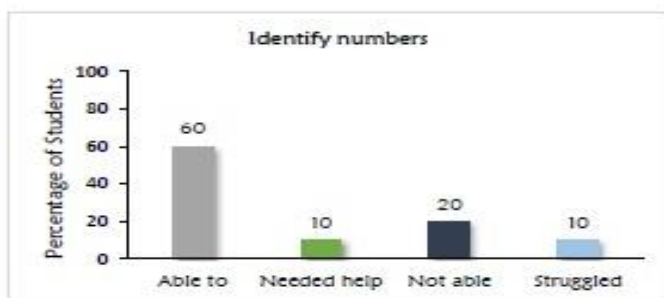
**MATH**



In Math, 85% of the students were able to count 1 to 10.

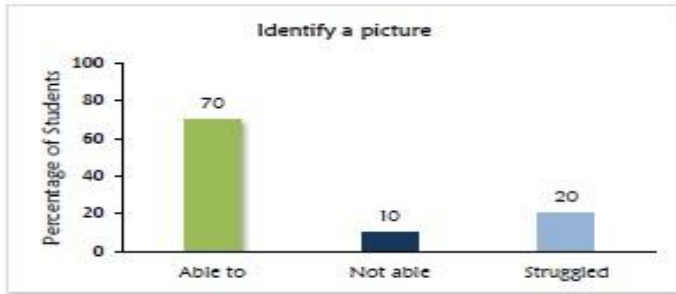


Only 15% students were able to identify shapes and 20% students were not able to identify shapes at all.

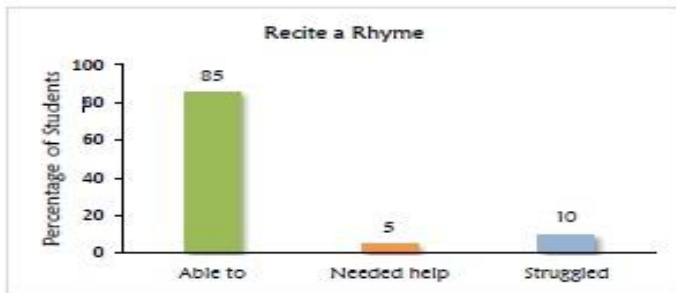


60% students were able to identify numbers.

**HINDI**



In Hindi, 70% of the students were able to identify a picture.



85% of the students could recite a rhyme in Hindi.

## OVERALL STUDENTS SCORES: Class-I

Name of the students	Overall %	English %	Math %	Hindi %
Jatin	94.0	84	98	100
Luv	89.3	74	98	96
Anushka	84.0	88	64	100
Kunal	83.3	84	90	76
Gungun	82.7	80	84	84
Rehan	80.7	78	68	96
Muskaen	80.0	88	68	84
Harshwardhan	76.0	68	72	88
Simran	74.0	66	72	84
Jarvi	72.0	54	70	92
Sagar	71.3	60	74	80
Versa	67.3	70	62	70
Ravi	65.3	70	66	60
Shantanu	56.0	34	54	80
Pratap	48.0	24	48	72
Priyanshu	45.3	46	18	72
Maithali	34.7	16	40	48
Sanjana	34.7	38	24	42
Redhika	28.0	48	20	16

### 3. Our Parents

Our parents have enthusiastically embraced the program. Their support is over-whelming. They receive the LLF teachers and social worker with a lot of respect and enthusiasm during the home visits. Parents are actively involved and are present whenever called. They are replicating the suggestions given by the teachers and understand the importance of sending their children regularly to the school.

4. Parents have started participating in discussions, asking questions, giving suggestions to the school staff and other parents as well. Parents now are more open to discussions related to their child's growth and development.

Parent Characteristics	Start of the year	End of the year	Notes
Engagement with School (PTMs and teacher meetings)	Acceptable	Excellent	Teachers are making community visits to increase interaction with parents
Support at Home	Poor	Good	Frequent telephonic conversation between teachers and parents on student behaviour and progress. Teacher suggestions are implemented by the parents

### 5. Special Events and initiatives

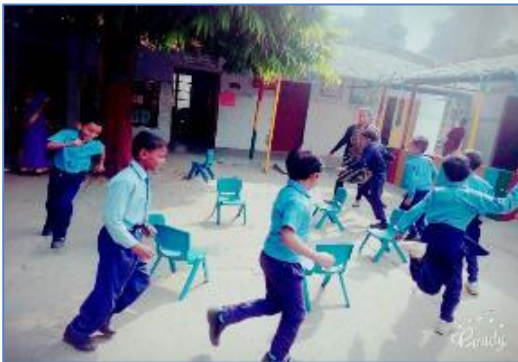
Different events were organized in the school at different times. About 40 volunteers from Nielsen came and give their time to the school on the occasion of International Volunteer's day on 2nd June, 2016. They worked on cleaning the school, organizing the library and making TLMS. The other celebrations which happened in the school were Independence Day, Diwali, Children's day, Christmas and Holi. All these celebrations brought great joy to the students, they performed in various cultural activities (dance, group song, drama, yoga and others). Parents were invited and they were all given refreshments. All senior SDMC officials including the Asst. Commissioner – Ms. Meeta Singh were present for the Christmas event.



*Independence Day Celebration*



*Diwali Celebration*



*Children's Day Celebration*



*Christmas Day Celebration*

**Teacher Development:**

Teacher development is a continuous process with the daily mentoring of the LLF teachers by the academic coordinators. Besides this, experts on early childhood and Pre-Primary teaching from the LLF Academic team also visited the school – they sat through the classes and gave feedback to the teachers. Workshops conducted in the school for PMC and LLF teachers included sessions on National Curriculum Framework, creating a student centric classroom, understanding the