



Impact
Assessment Report
**Shikshak Pehal
Programme (SPP)**

Assessment Period: 2019-2022

Submitted By



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- This impact assessment is pursuant to the Companies (Corporate Social Responsibility Policy) Amendment Rules, 2021, notification dated 22nd January 2021.
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- The premise of an impact assessment is 'the objectives of the project along with output and outcome indicators pre-set by the program design and implementation team. CSRBOX's impact assessment framework was designed and executed in alignment with those objectives and indicators.

Executive Summary

Eicher Group Foundation is committed to implementing Eicher Motor Limited's, CSR policy objective of creating economic benefits and earnestly contributing towards the development of a sustainable and equitable society. It pursues this aim by investing in social development projects, following conscientious business practices and good governance.

One such project, Shikshak Pehal Programme (SPP) has been delivering quality education, to marginalized children living in remote villages of Thanagazi and Umrain blocks, of the Alwar district, for over 23 years. It is financially supported by the Eicher Group Foundation (EGF), Goodearth Education Foundation (GEF) and the MM Lal Charitable Trust.

Methodology

The **assessment period** of this study is from **2019 to 2022** and the study adopted mixed methodology i.e., quantitative and qualitative approach. The study used the National Education Policy 2020 framework-Access, Equity, Quality, Affordability and Accountability. School Quality Checklist and Evaluation Rubrics were used to identify quality standards of Bodhshalas and LCs. Adopting a **360-degree approach**, three research designs were administered across the study- descriptive, experimental and cross sectional.

Descriptive research design

Focussed on capturing the concurrent on-ground impact

Describing the beneficiaries, stakeholders, their roles and the effect caused by SPP in direct and indirect ways

Tools used: FGDs, School Quality Checklist, Surveys

Experimental research design

Focussed on acquiring comparative analysis using counterfactuals

Considering learning outcomes results of Bodhshala students as dependent variable and results from other government schools as independent variable.

Tools used: Learning outcome test

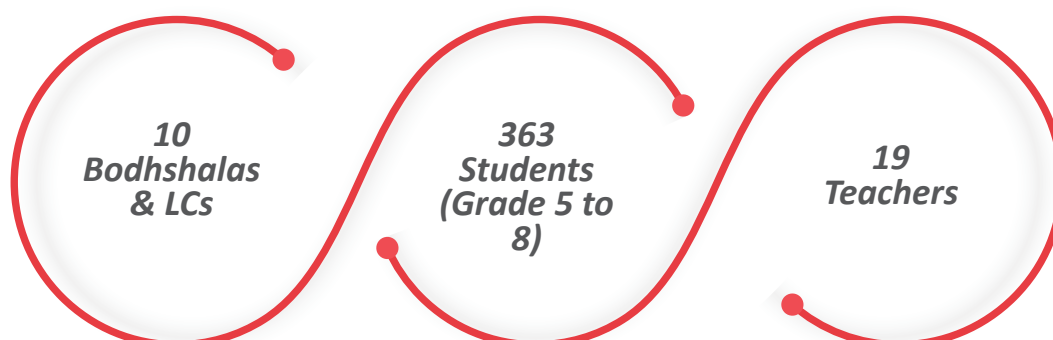
Cross-sectional research design

Focussed on obtaining correlations/comparative analysis

Learning outcome of Bodhshala students **vs. infrastructure, teaching pedagogy, students' performance, community participation and socio-economic background**

Tools used: Surveys, Learning Outcome Tests

Sample Size for Students and Teacher Surveys



Key Findings

Overall, the study found that:

- SPP is an inclusive programme with enrolment of **39% OBC, 25% SC, 20% ST** and **16% GEN** category students and **50% of sample Bodhshalas and LCs** had students with disabilities enrolled
- Delivery of education continued in community places and Shiksha Ghars throughout pandemic.
- In all, **88% of enrolled** students attended classes during pandemic.
- **Oral lessons (95%), worksheets (89%)** and **textbooks (26%)** were used as teaching material during classes in pandemic times
- Teachers played a crucial part in maintaining the proper execution of this programme.
- They act as adhesive between Bodhshalas and LCs and communities.
- All teachers (100%) interviewed had undergone extensive training to adopt new learning methods in teaching.
- Over **95% teachers** feel highly motivated to teach every day in Bodhshalas and LCs.
- **89% teachers** from category A Bodhshalas agreed that lesson delivery became better after using smartboards
- Over **95% students** stated they shared a good bond with teachers in Bodhshalas and LCs.
- Issues of school infrastructure and scarcity of teachers was observed in category B and C Bodhshalas and LCs

Comparative Study Sampling and Key Findings

<p>10 <i>Bodhshalas</i></p>	<p>357 <i>Students</i> <i>Grade 3,5,7</i></p>	<p>3 <i>Subjects</i></p>	<p><i>Direct Beneficiaries</i></p>
<p>8 <i>Government and</i> <i>Private Schools</i></p>	<p>312 <i>Students</i> <i>Grade 3,5,7</i></p>	<p>3 <i>Subjects</i></p>	

Schools	Percentages criteria
Bodhshalas and LCs	53%
Private Schools	52%
Government Schools	37%

The tool used for comparative analysis was Learning Outcome assessment. The table depicts the school category-wise average % of Learning Outcome Assessment (including scores of subjects- Hindi, English and Mathematics)

Learning Outcome Assessment-Evaluation Criteria			
Category of Students	Remarks	% Criteria	Legend
Category 1	Needs Ongoing Help	Below 50%	
Category 2	Approaching Expectation	50-70%	
Category 3	Meeting Expectations	Above 70%	

The results indicate that students of **Bodhshalas & LCs** fall under the category of “**approaching expectations**”. Whereas students of both private and government schools fall under the category of “**need ongoing help**”.

The table below is as per the schools (Bodhshalas and LCs, Private schools, and Government schools), per Grades (3rd, 5th, 7th), and Subjects (Hindi, English, and Mathematics). As highlighted in the table, Bodh schools are comparatively better than private and government schools. Bodh school students need ongoing help in English subject.

Subject and Grade wise percentages									
Grade	Bodhshalas and LCs			Private Schools			Government Schools		
	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7
Hindi	51%	55%	70%	53%	44%	50%	59%	47%	35%
English	40%	49%	40%	33%	26%	36%	33%	25%	19%
Math	49%	61%	60%	67%	57%	45%	47%	47%	33%

Skill Wise Criteria			
Grade	Bodhshalas and LCs	Private Schools	Government Schools
3rd Grade English	1.6	1.4	1.3
5th Grade English	1.8	0.9	0.9
7th Grade English	1.5	1.4	0.7
3rd Grade Hindi	2.5	2.6	3
5th Grade Hindi	2.7	2.2	2.4
7th Grade Hindi	4.2	3	2.1
3rd Grade Math	1	1.3	0.9
5th Grade Math	1.6	1.4	1.3
7th Grade Math	1.3	1	0.7

Further, the table presents the findings of learning outcomes, when assessed on the basis of skills and subjects. According to the table, students in Bodhshalas and LCs fall under the category of “approaching expectations” across all grade levels and subjects, except for grade seven Hindi subject where the students fall under the category of “meeting expectations”.

Statistical Inferences

Three statistical tests namely: **Kendall's tau-b correlation**, **chi-square test** and **ordinal logistic regression** were conducted on the available primary and secondary data. All three statistical tests indicate the importance of four common school quality parameters, which have significant impact on learning outcome of students in Bodhshalas and LCs:

- Availability of gadgets and electricity
- Availability of toilets and water facilities
- Availability of teachers' management system
- Atmosphere of physical and emotional safety

Findings of ordinal logistic regression analysis indicated an impact of gender, family income and parental literacy level on the learning outcomes of students:

*Male students scored **1.3 times** better than female students*

*Students with income APL scored **0.5 times** more than students with income BPL*

*Students with parents who studied till 12th standard scored **3.5 times** more than students who had illiterate parents*

*Students with graduate parents scored **7 times** more than students who had illiterate parents*

SROI Value of SPP

Social Return on Investment is a concept that takes social value into consideration when assessing investments made in a project. It considers value produced for numerous stakeholders in dimensions of development—economic and social. Thus, the results of an SROI calculation communicate the social value a project creates.

Social Return on Investment		
Year	FY 2022-2023	FY 2024-25
India Inflation Rate (Source IMF)	3.8%	3.9%
Discounted Rate Considered	3.9%	
Total Input Cost	191354734	
Total Net Impact	738662472	
Net Present Value (NPV)	711278259	
SROI	3.72	

As per the calculations in the table above, at present for every one rupee invested, the Shishak Pahal Programme delivers **INR. 3.72 of social value**.

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Abbreviations

Abbreviations	Full Forms
CSR	Corporate Social Responsibility
DMHF	Department of Medical, Health and Family Welfare, Government of Rajasthan
BKD	Ban Ki Dhani Bodhshala
BRSR	Business Responsibility & Sustainability Reporting Format
BSS	Bodh Shiksha Samiti
EGF	Eicher Group Foundation
ESG	Environmental, Social, and Governance
GEF	Goodearth Education Foundation
GEN	General category
Govt. School	Government School
Hb	Haemoglobin
HKD	Haud Ki Dhani Bodhshala
KKD	Khairati Ki Dhani Bodhshala
LC	Learning Centres
MKD	Manako Ki Dhani Learning Centre
MDM	Mid-Day-Meal
NEP	National Education Policy
OBC	Other Backward Class
Pvt. School	Private School
RTE	Right to Education
SC	Scheduled Castes
SEBI	Securities & Exchange Board of India (SEBI)
SMC	School Management Committee
SEDGs	Socially and Economically Disadvantaged Groups
SPP	Shikshak Pehal Programme
ST	Scheduled Tribes
Std.	Standard (grade)
SWD	Students with Disabilities
TLM	Teaching Learning Material
SDGs	Sustainable Development Goals
TLM	Teaching Learning Material
SDGs	Sustainable Development Goals
WASH	Water, Sanitation and Hygiene

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Chapter 1: Overview of Shikshak Pehal Programme

Chapter 1: Overview of Shikshak Pehal Programme

The Shikshak Pehal Programme (SPP) has been operational for approximately 20 years with financial support from the Goodearth Education Foundation (GEF), the EGF and the MM Lal Charitable Trust. Since 2000, GEF & EGF have supported SPP endeavours financially and have been a steady source of encouragement for the programme. The programme has been delivering education to marginalized children living in remote villages of Thanagazi and Umrain blocks of the Alwar district with the following objectives:

- Reach out to hard-to-reach communities of Thanagazi and Umrain blocks of Alwar to ensure Equitable Quality Education
- Demonstrate and disseminate models of quality pedagogical practices and positive learning outcomes of community schools
- To advocate principles, strategies, and processes of the SPP based on demonstration and involve communities in policy discourse and advocacy
- Ensuring a learning community through community learning centres and ensuring an active role of the school in community education
- To sustain the schools as our field space for research and innovation/sustain the existing 31 community Bodhshalas (schools) as our field space for academic and pedagogical research and innovation

1.1. SPP's Geographical Coverage

SPP is being implemented in 2 blocks of Alwar district, Rajasthan: Umrain and Thanagazi.

31 Bodhshalas and LCs are running with enrolment of approximately **5446 students** from pre-school to grade 8¹. Listed below are all 31 Bodhshalas and LCs. Presently, there are 19 upper primary Bodhshalas having classes from preschool to grade 8; 12 primary Bodhshalas having pre-school to class 5. Out of the 12 primary Bodhshalas, 10 are learning centres from preschool to grade 5. Learning centres are situated in areas with low student enrolments.

¹Secondary data shared by Bodh Shiksha Samiti (BSS)

Table 1. List of Bodhshalas and learning centres running under SPP

Sr. No.	Name of Bodhshalas	S. No	Name of Bodhshalas	Sr. No.	Name of Bodhshalas
1	Aadharshila	11	Khairati Ki Dhani	21	Indok
2	Ambedkar Nagar	12	Meena Cooperative	22	Kaleka
3	Badwala Guwada	13	Mukdo Ki Dhani	23	Manako Ki Dhani
4	Ban Ki Dhani	14	Reengaspuri	24	Rajali
5	Bas Savdi	15	Shyampura	25	Ramali Ki Dhani
6	Bhal Ki Dhani	16	Silibavadi	26	Bhanwta
7	Dev ka Devra	17	Siliser	27	Jogiyon Ki Dhani
8	Dheevron Ki Dhani	18	Taalvrikh Nala	28	Keero Ki Dhani
9	Haud Ki Dhani	19	Tanwarala	29	Kundalka
10	Indok Radi	20	Agar	30	Lalpura
				31	Rundh Binak




1.2. SPP's Alignment with the Schedule VII, Companies Act (2013)

In the table below, the sub-sections of Schedule VII, Companies Act (2013) are mentioned in descending order of alignment with the SPP.

Sections of Schedule VII		Alignment
Section 135 (ii)	Promoting education, including special education and employment enhancing vocation skills especially among children, women, elderly, and the differently abled and livelihood enhancement projects	Access to equitable quality education for all students through best practices to marginalized sections
Section 135 (i)	Eradicating hunger, poverty, and malnutrition, [promoting health care including preventive health] and sanitation [Including contribution to the Swatch Bharat Kosh set-up by the Central Government for the promotion of sanitation] and making available safe drinking water	Provide Mid-Day Meals to meet the nutritional needs of all students

1.3. SPP's Alignment with Sustainable Development Goals

In the table below, the SDGs are mentioned in descending order of alignment with the SPP.

SDG Goals	SDG Targets	Alignment
	Target 4.1 By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes	The interventions are related to ensuring equitable quality education to the most marginalized communities
	Target 2.1 By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious, and sufficient food all year round	As the program focuses on providing nutritious food to each student of Bodhshala and learning centres
	<p>Target 5.1 End all forms of discrimination against all women and girls everywhere</p> <p>Target 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life</p> <p>Target 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	Promotion of quality education for all students irrespective of gender, caste, disability, and background

1.4. SPP's Alignment with Environmental, Social, and Governance (ESG) Principles

SPP aligns with the ESG Sustainability Report of the corporate. Particularly, with respect to the Business Responsibility & Sustainability Reporting Format (BRSR) shared by the Securities & Exchange Board of India (SEBI), EGF's SPP can be covered under the following ESG principle:

PRINCIPLE 4: Businesses should respect the interests of and be responsive to all its stakeholders

- SPP is aligned to this principle as it ensures that opportunity to access quality education is available for all students regardless of caste, gender, disability, social and economic status.

1.5. SPP's Alignment with National Priority

Government Policy/Scheme/Mission	Alignment with SPP
Sarva Shiksha Abhiyan	Access to equitable quality education aspect of SPP is aligned directly with Sarva Shiksha Abhiyan programme as it includes universalizing elementary education.
Mid-day Meal Scheme	Provision of food in the form of lunch is aligned with the Mid-day Meal Scheme with the objective of eliminating classroom hunger of students and to increase attendance and enrolment of students at Bodhshalas and learning centres.
Right To Education Act	SPP is aligned with Right to Education (RTE) Act which made education for every child between 6 and 14 years a fundamental right.
National Education Policy	SPP is aligned with NEP where it ensures universal access to education at all levels of schooling from pre-primary school to grade 12. The target is set to be achieved by guaranteeing quality early childhood care and education for all students between 3-6 years, equitable and inclusive education, with special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs).



Chapter 2: Impact Assessment Design and Approach



Chapter 2: Impact Assessment Design and Approach

2.1. Objective of the Study

- To assess whether SPP has been able to provide access to good quality school education for economically challenged and other marginalized sections of the society in tribal areas of Alwar district, Rajasthan.

2.2. Approach & Evaluation Framework

The approach adopted a framework focusing on equitable access to quality education. Given the objectives of the study and the key areas of enquiry, the design of the evaluation focused on learning outcomes for students, as a primary focus. However, it also used a two level assessment framework:

Micro Level

Focused to measure and assess the behavioural and sensitization characteristics of the individual beneficiaries due to the programme

Macro Level

Focused on the programme specific indicators and outcomes

To determine the impact, potential and efficiency of the programme, the evaluation used the following pillars of assessment:

Access	Equity	Quality
<ul style="list-style-type: none"> • Infrastructural support provided as part of project delivery • Access to educational resources like stationery items and TLM • Efficiency of the project in delivering affordable education • Proximity- ease of access to community Bodhshalas • Mobilization of students to avail quality education • Learning during Pandemic 	<ul style="list-style-type: none"> • Inclusive education for marginalised section (OBC, ST, SC and SWD) • Education for girl child • Support in health and nutrition aspect for students to fulfil students' need 	<ul style="list-style-type: none"> • Quality of Teaching • Quality of Learning • Provision of SmartBoards • Extra-curricular activities • Coherence with other stakeholders • (Parents and SMCs)

To determine the inclusiveness, relevance, appropriateness, coherence, effectiveness, impact potential, and efficiency of the programme, the evaluation parallelly used the **IRECS framework**. This framework is helpful in generating relevant findings including on ground challenges, lessons learned, and in designing recommendations for the implementation of the programme. This is usually beneficial for the implementing team, funding team and other key stakeholders of the programme in evaluating the programme's performance.

The below evaluation matrix was designed in alignment with **IRECS and NEP parameters**.

Evaluation Matrix

Stakeholders	Indicators	Source of Data	Key Findings
Access to Education			
Students	<ul style="list-style-type: none"> Proximity of Bodhshalas to students Affordability of Bodhshalas 	Student Survey	<ul style="list-style-type: none"> Students from nearby communities preferred Bodhshalas and LCs. The students pay ₹30/- per month for MDM only to study in Bodhshalas and LCs. The Bodhshalas and LCs are constructed in areas nearest to the community people.
Teachers	<ul style="list-style-type: none"> Contribution in mobilization of students 	Teacher's survey	<ul style="list-style-type: none"> Teachers conducted outreach activities to connect with parents of students at least twice a week.
Parents/SMC	<ul style="list-style-type: none"> Accessibility challenges faced 	FGD	<ul style="list-style-type: none"> Parents did not face any accessibility challenges due to close proximity of the Bodhshalas and LCs.
Infrastructure			
Students and Teachers	Infrastructural support and Challenges <ul style="list-style-type: none"> School Premises Classrooms and other rooms Gadgets and Electricity Toilets and water facility 	Survey and FGDs	<ul style="list-style-type: none"> Infrastructural support and maintenance were observed to be better in category A Bodhshalas. Issue of scarcity of classrooms were highlighted by the stakeholders. Power cut or non-availability of electricity was a common issue highlighted by all categories of Bodhshalas and LCs. Underground water was the safest source of drinking water for the stakeholders. Lack of functional toilets was highlighted by students and teachers of category B and C Bodhshalas and LCs.

Enrolment and Attendance			
Teachers	<ul style="list-style-type: none"> Enrolment and attendance 	Teachers' Survey and School Quality Checklist & Rubrics	<ul style="list-style-type: none"> As per secondary data shared by BSS on attendance of students from 2019-2021, average attendance of each category of Bodhshalas and LCs is: Category A- 67%; Category B- 69% and Category C- 73%. On field observation and interaction indicated that both enrolment attendance is affected post Covid-19, especially in category C LCs. Enrolment of category A Bodhshalas has seen an increase post pandemic.
Education during Pandemic			
Students	<ul style="list-style-type: none"> % Students attending classes during pandemic 	Students Survey	<ul style="list-style-type: none"> Maintaining attendance records during pandemic was a challenge highlighted by the stakeholders. Through survey it was discovered that category A bodhshala teachers reached out to more than 76% of enrolled students, whereas category B and C teachers reached out to above 51% of enrolled students.
Teachers	<ul style="list-style-type: none"> Teaching methods used in pandemic Challenges faced during pandemic 	Teacher's survey	<ul style="list-style-type: none"> Oral lessons were most preferred method of teaching during pandemic. Maintenance and carrying TLMs as per lesson plan were an issue highlighted. Lack of proper teaching space was another common issue faced.
Alumni	<ul style="list-style-type: none"> Support received from Bodhshalas and LCs 	FGD	<ul style="list-style-type: none"> Alumni support was most effective in areas where teachers could not reach out due to strict covid restrictions. Alumni also supported students post lectures, being from the same community.

Equity			
Inclusivity of Gender and Marginalized Group			
Students	<ul style="list-style-type: none"> • % Of girls in school 	Students Survey	<ul style="list-style-type: none"> • As per secondary data shared, across 31 Bodhshalas, male student constitutes of 54% population whereas female student constitutes of 46% population.
	<ul style="list-style-type: none"> • % Of students in SC/ST/OBC 		<ul style="list-style-type: none"> • As per primary data, in 10 selected Bodhshalas and LCs, presence of SC, ST and OBC students is 25%, 20% and 39% respectively.
Inclusivity of Students with Disabilities			
Students with disabilities (SWD)	<ul style="list-style-type: none"> • Inclusivity of Bodhshalas and LCs • Learning paradigm • Support from peer and teachers • Challenges faced in studies 	FGD	<ul style="list-style-type: none"> • In 5/10 selected Bodhshalas and LCs students with disabilities were being taught. • Special external support (from AADI organisation) is also availed for capacity building of teachers. • Other students in Bodhshalas and LCs were observably keen in helping SWD demonstrating good values.
Teachers	<ul style="list-style-type: none"> • Challenges faced while engaging with SWD • Support from BSS to overcome the challenges 	FGD	<ul style="list-style-type: none"> • Teachers stay patient and allow SWDs to learn at their own pace. • At times, teachers have to think of innovative and disability-friendly ways to engage with SWDs.
Health and Nutrition			
Students	<ul style="list-style-type: none"> • % Students benefitted from Mid-Day-Meals 	Students Survey	<ul style="list-style-type: none"> • 100% students receive benefits of MDMs. • Quarterly health check-ups are conducted to measure height, weight and BMI of students.
Teachers	<ul style="list-style-type: none"> • Observation on Health-wise progress in students 	Teacher's survey	<ul style="list-style-type: none"> • Teachers share students record with parents and counsel them in case students are found to be malnourished.
Parents/SMC	<ul style="list-style-type: none"> • Parents' perception 	FGD	<ul style="list-style-type: none"> • Parents are attracted to send their children to school, due to provision of MDMs.

Quality of Education			
Quality of Teaching			
Students	<ul style="list-style-type: none"> • Perception on quality of education • % Of students comfortable in reaching out to their teachers 	Students Survey	<ul style="list-style-type: none"> • 100% students are comfortable reaching out to teachers to discuss issues related to academia or private life. • Students' perception of quality education is learning at own pace and having good bond with teachers.
Teachers	<ul style="list-style-type: none"> • % of teachers trained to teach SWD • Help provided to students • Fun-learning 	Teacher's survey	<ul style="list-style-type: none"> • Teachers can receive help from BSS ERC in regular meetings to solve issues related to SWDs. • Resource person from AADI organisation also help them build understanding on education for SWDs.
Alumni	<ul style="list-style-type: none"> • Advantages of starting process of learning from Bodhshalas and LCs • Continuous support 	FGD	<ul style="list-style-type: none"> • 100% alumni reported that the quality of education received in Bodhshalas, and LCs is better than in government and private schools. • The alumni in category A Bodhshalas still receive on-going academic support from teachers.
Parents/SMC	<ul style="list-style-type: none"> • Growth trajectory of child 		<ul style="list-style-type: none"> • Parents believed that pedagogy followed in Bodhshalas, and LCs help children to feel good about studies. • After passing out from Bodhshalas and LCs, students are able to dream big and go ahead with higher education.
Quality of Learning			
Students	<ul style="list-style-type: none"> • % Students facing difficulties in studying • Preferred ways of learning 	Students Survey	<ul style="list-style-type: none"> • 61% of students feel that the lessons delivered in Bodhshalas, and LCs are easy to understand. • 39% students feel that the lessons are alternatively easy and difficult depending upon the concept. • Student majorly prefer peer learning as a good way of understanding concepts.
Teachers	<ul style="list-style-type: none"> • Motivation of students • % Of students' showing progress 	Teacher's survey	<ul style="list-style-type: none"> • As per teachers, 100% students enjoy coming to Bodhshalas and LCs. • Students show progress based on their difference in pace of Learning.

Smart Board			
Students	<ul style="list-style-type: none"> % Students benefitted from smartboard 	Students Survey	<ul style="list-style-type: none"> 100% in category A Bodhshalas got chance to learn through smartboards. The smartboards, however, were non-functional in 2/3 category A Bodhshalas.
Teachers	<ul style="list-style-type: none"> % Teachers benefitted from smartboard 	Teacher's survey	<ul style="list-style-type: none"> Teachers enjoy teaching through smartboards. 69% of category A students feel that their teachers struggle using smartboards.
Extra-curricular			
Students	<ul style="list-style-type: none"> Students' perception Availability of such activities 	Students Survey	<ul style="list-style-type: none"> Category A Bodhshalas have planned indoor and outdoor games (around 21) which are used during physical education period. Students enjoy these outdoor activities as it helps them feel relax.
Teachers	<ul style="list-style-type: none"> Teachers' perception Attempt made by teachers to conduct such activities 	Teacher's survey	<ul style="list-style-type: none"> Teachers in all categories of Bodhshalas and LCs include some playful techniques during their lesson plans to increase students' engagement.
Parent's participation			
Students	<ul style="list-style-type: none"> % Students who can rely on parents in case of challenges faced in studying 	Student Survey	<ul style="list-style-type: none"> 15% students are able to take help from their parents in case of academic difficulty.
Parents/SMC	<ul style="list-style-type: none"> % Parents helping their children in studies Parents attending PTMs 	FGD	<ul style="list-style-type: none"> 15% parents are able to help students in studies. Parents of students in category A and B Bodhshalas are more participative and take accountability than those on category C Learning centres.

Methodology and Research Design

This study adopted mixed methodology i.e., quantitative and qualitative approaches. The impact of SPP interventions from the year 2019-2022 was evaluated during the course of this study. To comply with the study objective, the study was conducted under the aegis of the following research designs in order to capture deeper impact:

Descriptive research design

Focussed on capturing the concurrent on-ground impact

Describing the beneficiaries, stakeholders, their roles and the effect caused by SPP in direct and indirect ways

Tools used: FGDs, School Quality Checklist, Surveys

Experimental research design

Focussed on acquiring comparative analysis using counterfactuals

Considering learning outcomes results of Bodhshala students as dependent variable and results from other government schools as independent variable.

Tools used: Learning outcome test

Cross-sectional research design

Focussed on obtaining correlations

Learning outcome of Bodhshala students vs. infrastructure, teaching pedagogy, students' performance, community participation and socio-economic background

Tools used: Surveys, Learning Outcome Tests

The above-mentioned research designs guided in exploring **360° impact** of the SPP. The assessment had a two-pronged approach to data collection. Desk review included secondary data sources and primary data obtained from quantitative and qualitative methods of data collection.

Secondary Study

Involved review of annual reports, monitoring reports, past studies, and research studies by renowned organizations available in public domain to draw insights into the situation of the area.

Primary Study

Qualitative and quantitative approaches to data collection and analysis.

The qualitative aspects involved In-depth Interviews (IDIs) with the key stakeholders like school principals, teachers, SMC members, parents, alumni etc.,

Observation of the study area.

Focused Group Discussions (FGDs) were conducted with various groups (SMC members, alumni, parents) from the villages.

Quantitative analysis included students and teachers survey

Multi-level stakeholders were considered as a part of primary data collection.

Cumulatively, at micro level, the girl-to-boy students' ratio in 31 Bodhshalas and learning centres was 0.84:1². The study was conducted maintaining a nearly equal distribution of female and male students, i.e., 51% and 49%.

Micro Level Stakeholders

Students of Bodhshalas
Head of Bodhshalas
Teachers of Bodhshalas

Messo Level Stakeholders

Parents of students
SMC members
Alumni students of Bodhshalas

Challenges faced by the study team

The study initially included interaction with dropout students as part of a Focused Group Discussion. However, the dropout students were difficult to reach out due to the following reasons:

90% cases the dropouts migrated to other villages

Drop out students attending other government or private school: Due to absence of contact with them- unwilling to connect with the study team

Regular usage of TLM: To maintain the coordination with the implementation partner, the dates and time of school visit by the study team was disclosed to all selected schools. This perhaps impacted the findings of the naturalistic observation tool deployed by the study team to check the usage of TLM in classrooms.

Data discrepancy: Student enrolment data shared by BSS did not match the primary data maintained and shared by the heads of each Bodhshalas and LCs. The data received from the field underwent triangulation with other field data, hence was used for this study.

²Secondary data provided by Bodh Shiksha Samiti

2.3. Sampling Strategy and Data Collection

Sample Summary

Table 2(i). Number and Sample size for both the quantitative data collection tools

Bodhshala and LCs Selected	Students' Survey				Teacher's survey
	Classes				
	5	6	7	8	
Aadharshila	-	21	22	19	3
Reengaspuri	-	13	11	13	3
KKD	-	12	20	18	3
HKD	-	20	26	30	3
Silivabadi	-	33	18	25	3
Kundalka	6	-	-	-	1
BKD	-	8	10	7	-
MKD	8	-	-	-	1
Agar	19	-	-	-	1
Rajali	5	-	-	-	1
Total sample	38	106	107	112	19
Total students covered through each tool	363				

- A school quality checklist as per evaluation rubrics was filled for each of the above mentioned sample Bodhshalas and LCs.
- FGD were conducted with teachers, alumni, SMC members and parents.

Table 2(ii) Sample Size for quantitative tool- Learning Outcome Assessment

Bodhshala and LCs Selected	Students of Bodhshalas and Learning Centres			Students of comparison group (Government and Private schools)		
	Class 3	Class 5	Class 7	Class 3	Class 5	Class 7
Aadharshila	21	27	26	NA	NA	NA
Reengaspuri	7	17	10	NA	NA	NA
KKD	6	9	21	3	7	6
HKD	15	19	25	5	5	7
Silivabadi	17	20	21	10	13	16
Kundalka	6	6	NA	NA	NA	NA
BKD	7	7	10	13	8	8
MKD	5	8	NA	14	26	26
Agar	14	19	NA	34	39	72
Rajali	9	5	NA	NA	NA	NA
Total Students Covered each class	107	137	113	79	98	135
Grant Total of Students covered	357			312		

The above table mentions the names of selected 10 Bodhshalas of this study.

- Category C Bodhshalas and Learning centres had enrolment of only till grade 5
- Teachers in 'Ban Ki Dhani' did not fulfil the teacher sample selection criteria
- Control group schools near Aadharshila, Reengaspuri Bodhshalas and Kundalka and Rajali learning centres were not available

Sampling Criteria

For Students Survey

- Students shall be enrolled in **10** selected Bodhshalas during the assessment period of this study **(2019-2022)** and;
- For category A and B Bodhshalas, students shall be enrolled in **classes 6 to 8** and;
- For category C learning centres (till class 5 only), students shall be enrolled in class 5, assuming students below class 5 might not be able to respond satisfactorily.

For Teachers Survey

- Teachers shall be enrolled in any of the **10** selected Bodhshalas during the assessment period of this study (2019-2022).

Focused Group Discussion

- Stakeholders (Teachers, SMC members, Parents and Alumni) shall be a part of SPP during the assessment period of this study (2019-2022).

Learning Outcome Assessment (Students of Bodhshala)

- Students shall be enrolled in 10 selected Bodhshalas during the assessment period of this study (2019-2022) and;
- For category A and B Bodhshalas, students shall be enrolled in **classes 3, 5, 7** and;
- For category C learning centres (till class 5 only), students shall be enrolled in **classes 3 and 5**.

Learning Outcome Assessment (Students of other private and government schools)

- Students shall be enrolled in **3** selected **government schools** and **5** selected **private schools** and;
- Students shall be currently in **classes 3,5, and 7**.
- Selection of 8 schools under this category was subjected to permission from the school authorities to conduct these assessments.
- Selected schools were under **3 to 5 km radius** of selected 10 Bodhshalas and learning centres.

Sampling for Quantitative data

For quantitative sampling, a stratified random sampling approach was applied to ensure that sample was covered from each block and each of the three categories of Bodhshalas. The detailed sampling plan is presented below-

For the sampling criteria, **95% confidence level and 5% margin of error for the study** was considered.

Type of Bodhshalas	Particulars	No.	Total Sample size
Category A (Upper Primary Bodhshalas)	No. of Bodhshalas & learning centre	31	Total Bodhshalas & Learning centre: 10
	30% of Bodhshalas	10	
Category B (Primary Bodhshalas)	No. of students	5446	Students:363 + 10% Buffer
	Sample size	363	
Category C (Bodhshala and LCs)	No. of teachers	260	Teachers:19
	Sample size	19	

The sample size was proportionately segregated into students and teachers' beneficiaries based on the population size in three categories of Bodhshalas. Further, the study team added a non-responsive rate or a buffer of 10% per cent to the sample size.

Fig.1 Bodhshala-wise distribution of student sample

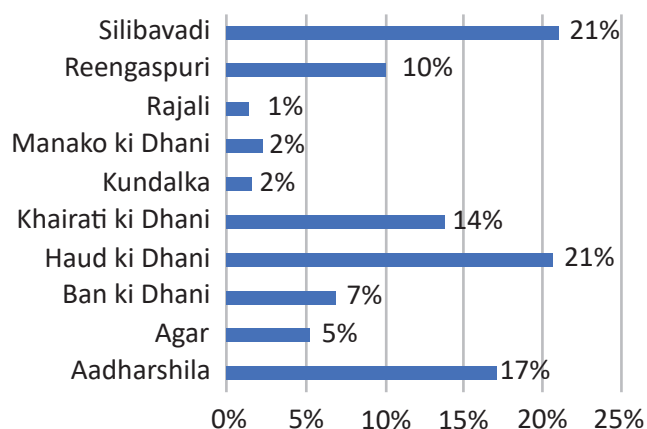
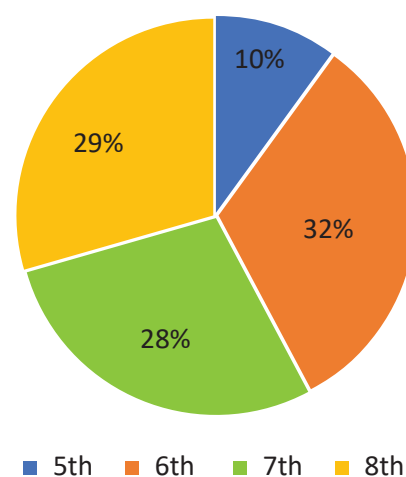


Fig.2 Class-wise distribution of student sample



The study covered **363 students from A Category Bodhshalas (3), B Category Bodhshalas (3) and C Category Bodhshalas and learning centres (4).**

**Thanagazi Block
8 Bodhshalas
and LCs**

**Umrain Block
2 Bodhshalas and
LCs**

Furthermore, these Bodhshalas were distributed within two blocks of **Alwar- Thanagazi and Umrain**. For robust sampling selection of schools and to ensure adequate geographical distribution of schools, a sample size of 30% of Bodhshalas was decided. The selection of samples of both the Bodhshalas and learning centres were not in the same villages, thus ensuring higher coverage of area.

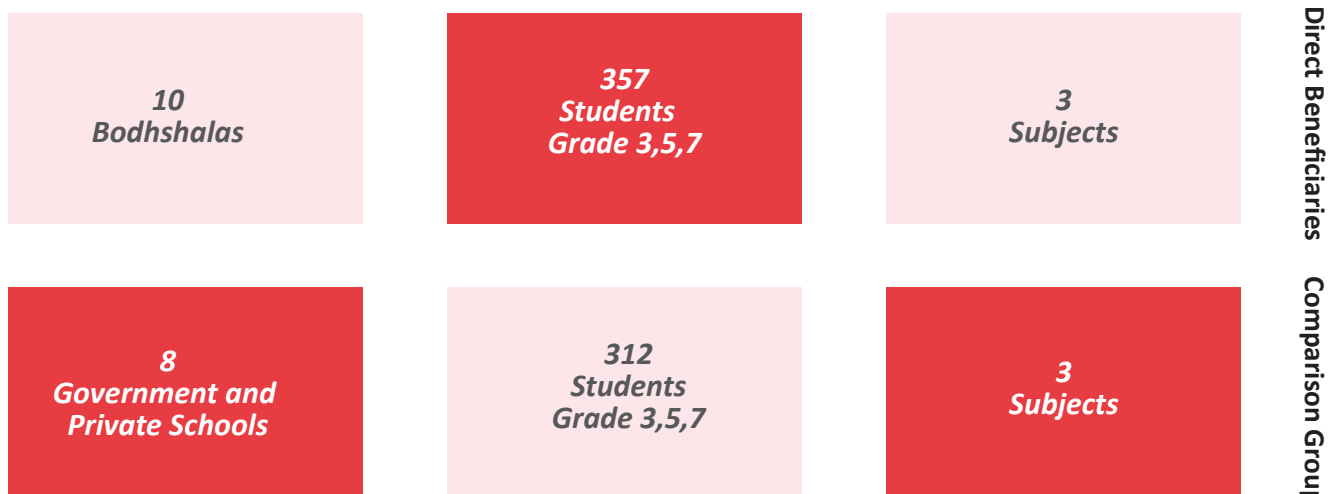
The map below indicates the area, Bodhshalas and learning centres covered to measure the impact of SPP:



Source: Created by CSRBOX

Comparative Analysis

A comparative analysis of learning outcomes was conducted during the course of this study. The purpose of conducting this analysis was to evaluate the overall efficiency of the programme delivery. This was evaluated by comparing the status of retained knowledge in students of Bodhshalas and learning centres with that of, students from nearby government and private schools. Sampling was performed for both students from Bodhshalas and learning centres (treated as “direct beneficiaries” of SPP) and students from nearby government and private schools (treated as a “comparison group” for this study). The tool administered was **Learning Outcome Test**. The distribution of stakeholders in direct beneficiary and comparison group are depicted below:



3 government and 5 private schools were considered as a sample for comparison group

Qualitative Sampling

FGDs

- FGDs with Teachers, SMC members, Alumni and Parents were conducted from each of the selected 10 Bodhshalas and learning centres
- The data gathered was used in triangulation of quantitative data gathered through the students and teachers' surveys

School Quality Checklist and Evaluation Rubrics

- A School Quality Checklist and Evaluation Rubrics was prepared by the study team to evaluate the performance of Bodhshalas and learning centres
- Both qualitative and quantitative data was captured for the parameters like school infrastructure, status of teaching-learning and assessments, learners' progress, teachers' management, school leadership management, inclusivity, healthcare and participation of community

As a part of collecting qualitative data from stakeholders at micro and meso levels, an attempt was made by the study team to connect with Bodhshalas' dropouts. However, in majority of cases, the dropouts had migrated to another village.

There were two other cases in which dropouts got enrolled in a different school which was relatively far away. Hence, Bodhshala and learning centres' dropouts were not included as part of the study sample.



Chapter 3: Access to Education

Chapter 3: Access to Education

This section of the report presents findings in alignment with the **five guiding pillars** of NEP 2020- **Access, Equity, Quality, Affordability, and Accountability**. The evaluation framework used to assess the impact of the programme is IRECS: **Inclusiveness, Relevance, Effectiveness, Convergence, and Service Delivery**.

The report shall elaborate further on the overall as well as Bodhshala & LCs' category-wise findings of the study in alignment with developed evaluation matrix.

3.1. Proximity and Affordability of Bodhshalas and LCs

The Bodhshalas and LCs are community schools which are built with community participation, in areas where children were not having access to affordable and quality education. The land area for the construction of these Bodhshalas and LCs were provided by the community members for best interest of their children. This ensured that the marginalized population feel ownership and responsibility towards these structures and utilize them to the optimum capacity.

Fig.3 Overall distance travelled by students to reach Bodhshalas and LCs

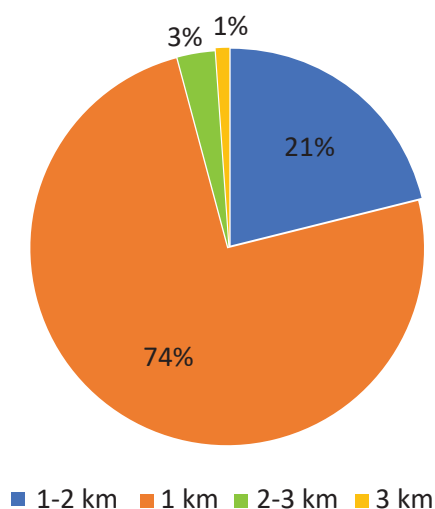


Fig.4 Proximity- Category A Bodhshalas

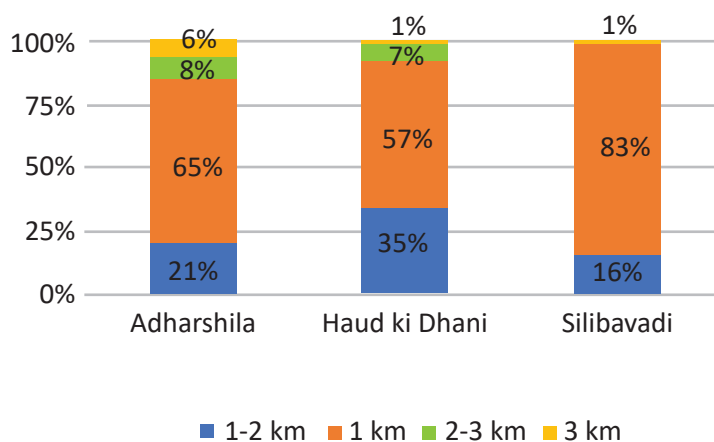


Fig.5 Proximity- Category B Bodhshalas

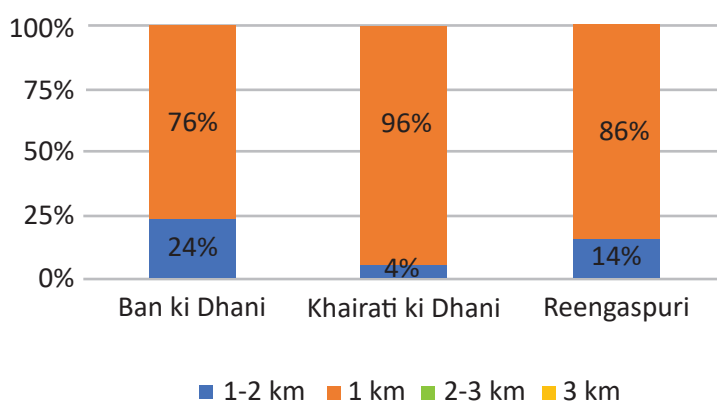
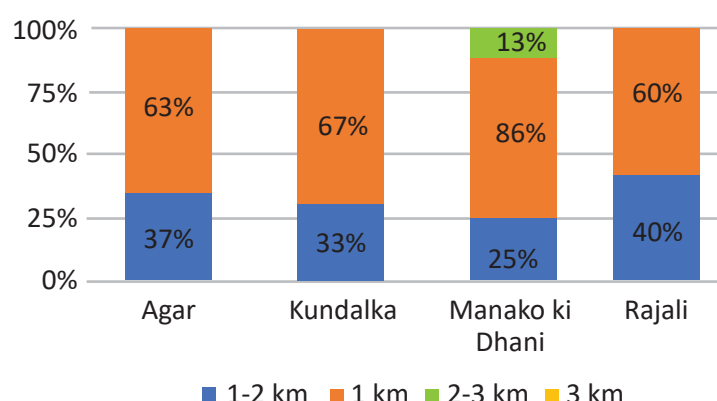


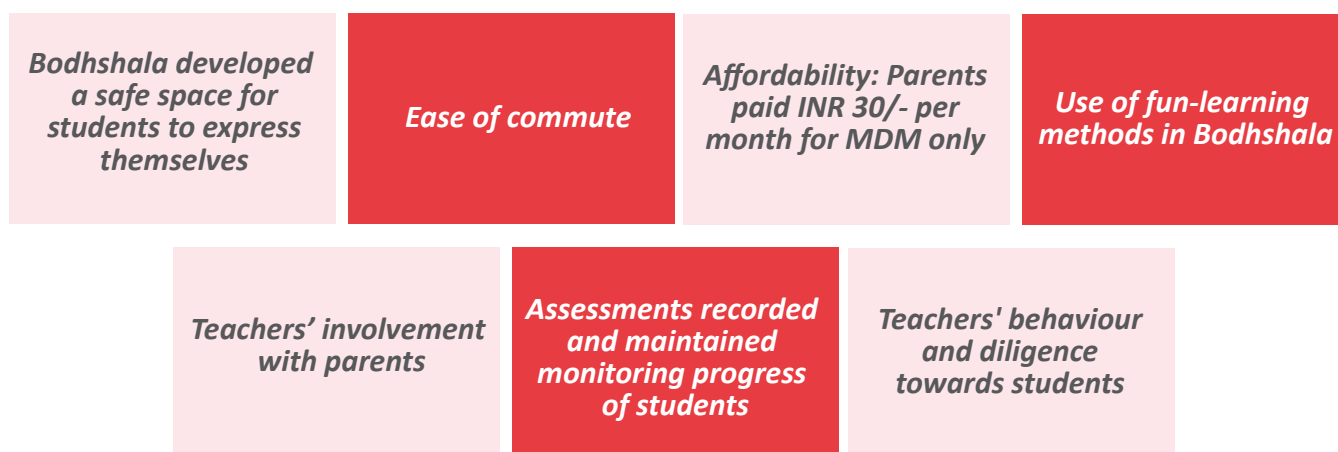
Fig.6 Proximity- Category C Bodhshalas



The above graphs represent that the focal points of constructed Bodhshalas and LCs were strategically chosen to make them accessible to the children who would have otherwise not attended schools. It was also observed that despite the presence of other government and private schools in these areas, the children preferred to attend Bodhshalas and LCs due to the affordability and quality they offered.

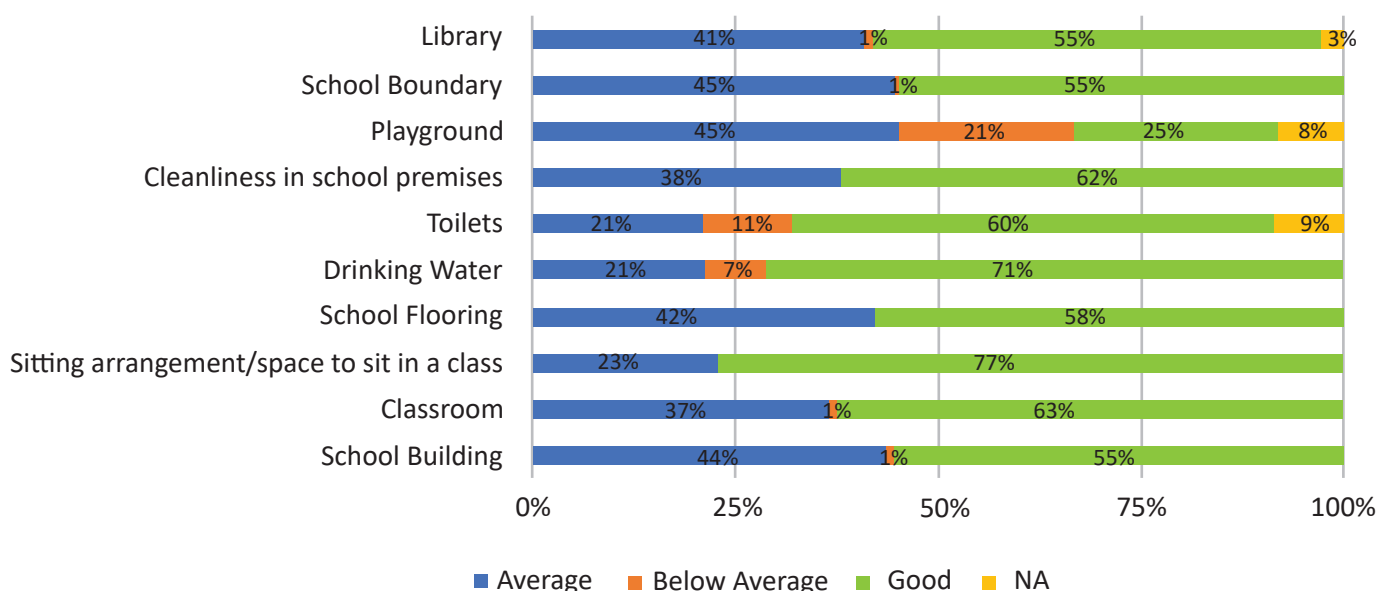
3.2. Infrastructural Support

One of the major highlights of Bodhshalas and LCs was that these structures were built by the contribution (in kind or monetary) of the community members. Bodhshalas were constructed within communities where children could not afford to travel far away distances to attain education. **74% of students** came from villages within **1km** of the Bodhshalas. In 4% of cases, students came from more than 2 km of distance as well. Despite of existence of other schools (private and government) in their villages, students and their parents preferred Bodhshalas for the following reasons:



BSS attempted to provide infrastructural support to all students by providing various amenities in these schools. The level of amenities varies category-wise. Strategically category A schools had better infrastructural and educational amenities than category B and C schools. Below is how teachers rated these amenities based on their perception of Average, Below Average, and Good.

Fig.7 Teachers' ratings on school amenities



The ratings like “below average” minimum facilities were provided under the evaluation indicator. These ratings were unique for each Bodhshala. A common trend observed was that in the case of category A Bodhshalas, the majority of responses fell under the “Average” classification, while category B and C Bodhshalas responses fell under the “Below average” classification.

As per the common understanding about the teachers perception, their ratings (presented in Fig.7) primarily were based on the following definitions of the classifications:

Good: Fully functional and no repair required

Average: Partially operation and minor repairs required

Below average: Non-functional and in need of major repair

NA: Facilities not available at all

The availability of the above-depicted amenities enhanced the students’ learning experience overall. This also added a sense of pride in students to be able to access amenities similar to or better than other government and private schools.

Below are the findings on facilities provided in the Bodhshalas:

Library

Availability of libraries was a common feature of the selected 10 Bodhshalas

As per the observation of study team the books available in libraries of 9 out of 10 Bodhshalas were old publications i.e., reference books were minimum 3-4 years old publications

As per responses gathered from principals/Bodhshalas in-charge, in 9 out of 10 selected Bodhshalas the library books were often issued to the students for a short duration (from 1-2 weeks) to read at their leisure time

Using the tool of natural observation, it was noticed that Ban ki Dhani Bodhshala was the only Bodhshala (out of 10 selected Bodhshalas) where the library books were being issued to the students on the day of CSRBOX field visit

In one Bodhshala (Rajali) the library cabinet was observed to be locked. As per Rajali’s in-charge the reason behind the same was to prevent books from wear and tear

Teaching Learning Material (TLM)

Under the SPP programme, TLMs played a crucial role in adding the essence of joy and innovation to the learning process. TLMs used under this programme can be categorised into two types:



*Kundalka Students using TLM
Source: Captured by CSRBOX, 2022*

Hand-made TLMs

Hand-made TLMs were prepared by teachers of Bodhshalas for their respective students

Capacity building workshops were conducted for all teachers for preparation

Subject teachers and ERCs (Expert Resource Coordinator) attended these workshops

New and innovative TLM ideas were discussed during these workshops

Ready-made TLMS

TLMS were issued by BSS to Bodhshalas

These TLMS were made of material like wood and metal. Ex: Globe, dice etc.,

Uniform

Based on field observation, students either wore casual wears to Bodhshalas or over/under-sized uniforms

In the absence of uniforms, students did not have basic sweaters or overalls to prevent from cold

Students from pre-primary section were observed to be poorly dressed

Uniforms were not mandatory for students of Bodhshalas and LCs.

WASH Facilities

Availability of facilities in the domain of WASH impact the:

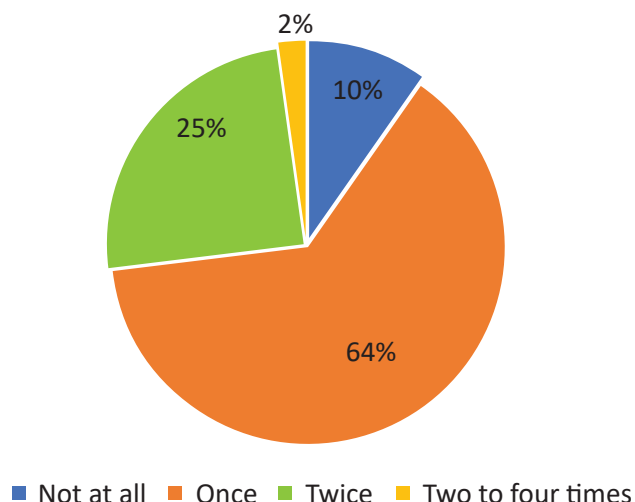
- Regularity of students in school
- Comfort in learning
- Effectiveness of Education delivery

Drinking water: Only the Adharshila school principal confirmed having an RO system for water filtration. In none of the other 9 schools water filter was observed or reported. According to the primary beneficiaries (teachers and students), underground water was supplied in schools, which was the cleanest source of water.

37% of Bodhshalas had the availability of buckets in the toilets.

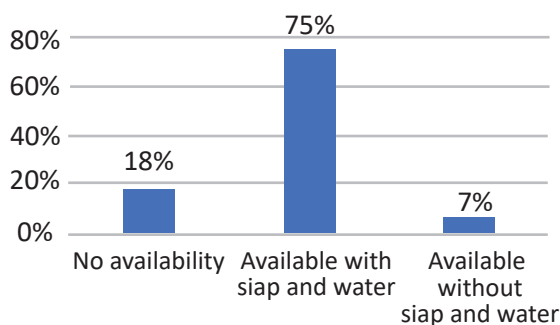
The availability of taps inside the toilets was in 40% of cases. In 1 out of 10 Bodhshalas, there was the availability of water supply in these taps.

Fig.8 Frequency of toilet cleaning in a day in Bodhshalas and Lcs



In all Bodhshalas and Lcs both teachers and students collectively cleaned toilets as a routine

Fig.9 Availability of functional hand-washing stations near toilets in Bodhshalas and LCs



In the rest of the cases, students filled their buckets from taps outside the toilets and then used them in the toilets. Field observation revealed that a small percentage of students from category A Bodhshalas only washed their hands before Mid-Day-Meal. In categories B and C Bodhshalas and LCs, none of the students seemed to have a habit of washing hands before Mid-Day-Meal.

3.3. Teachers' Role

Varied roles were played by teachers in following manner to maintain the continuous delivery of access to education:

- **Community Outreach and Parent-teacher meeting (PTM):**
Community outreach was done by each teacher, twice a week. PLM was conducted once in every month
- **Assessment and evaluation practices:** Teachers evaluate the holistic performance of students through fortnight assessment, monthly assessment, practice worksheets, half yearly, annual exams and overall observation
- **Teachers' training:** Guiding teachers to work in a structural manner with recording keeping of students' performance
- **Action research:** Conducted to build course curriculum and modules for students, in alignment with state board guidelines in an easy language

3.4. Student Enrolment

Basis data collected from the field, the following was the current enrolment of students in the 10 selected Bodhshalas and LCs:

Category A Bodhshalas		Category B Bodhshalas		Category C Learning Centres	
Aadharshila	329	Reengaspuri	180	Rajali	44
Haud ki Dhani	327	Khairati ki Dhani	195	Kundalka	39
Silibavadi	350	Ban ki Dhani	161	Manako ki Dhani	64
				Agar	44

The number of students enrolled in category A Bodhshalas was higher than category B and C. The reasons of lower enrolment in category B and C Bodhshalas and Learning Centres gathered during data collection were:

- Parents' perception on quality of education being affected by teachers' scarcity
- Lack of trust of community on newly allocated teachers
- Lack of basic amenities in school like classrooms, electricity and functional toilets
- Lack of maintenance of school infrastructure leading to water leakage during rainy season



Chapter 4: Education During Pandemic

Chapter 4: Education During Pandemic

BSS continued the education delivery in marginalized communities when all schools were closed while following all covid-related protocols. This was around March 2020; all the schools across India were closed. BSS did not only cover Bodh students in this drive but other community students as well. This made BSS's presence in the communities more intact and led to rapport building of Bodh teachers amongst community people.

During the pandemic, Bodhshalas re-created their educational model to reach out to the community children in the following way:

Teachers Interaction

- Bodh Shiksha Samiti (BSS) members connected at the onset the pandemic to plan a strategy for the continuity of education
- Teachers discussed the concurrent condition of their nearby communities with the BSS management

Baseline Study during Pandemic

- Analysis of the contemporary state of education and distribution of children in the communities across various standard
- The conclusion of this study was presented to BSS management

Teacher Training

- Bodhshala teachers were trained over video calls, preparing them to teach in community spaces and counselling community members
- Teachers were provided with clear instructions and guidelines by BSS to initiate the classes

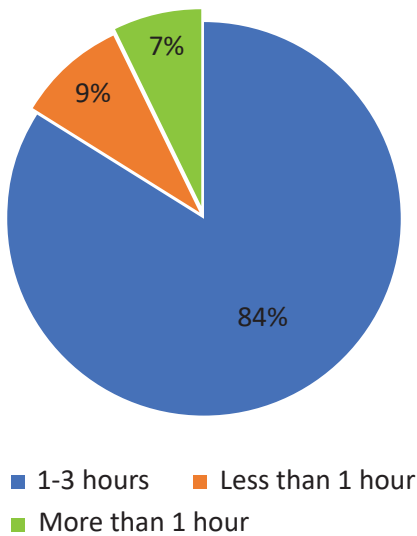
Conducting classes in community places

- Children from communities were gathered under a tree or shed area during the initial months of the onset of the pandemic
- Community was counselled on the importance of education to avoid a gap in learning
- Children from the same families were motivated to study together in a group

Shiksha Ghars

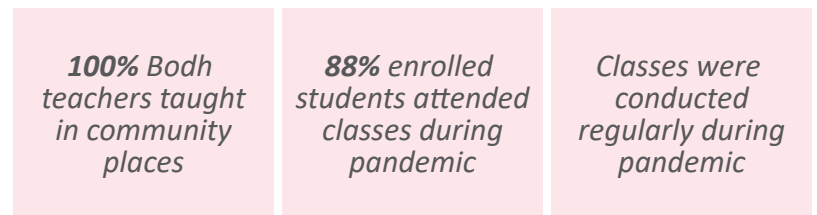
- Depending on the number of students in a particular village, Shiksha Ghars were opened in the homes of community people
- All covid-protocols were followed
- Mainly with the use of TLMs and worksheets, children were taught
- Multi-level teaching was conducted by the Bodh teachers adhering to the needs of students at all levels of learning
- A timetable was followed by the teachers to cover all Shiksha Ghars and subjects on planned days

Fig.10 Time spent by students on self-studying during pandemic



At the onset of the global pandemic, the entire education system collapsed. During this crisis, Bodh teachers were trained and prepared to maintain the continuity of education to benefit children in the communities.

Findings show that:



Teachers were fearful of the covid infection and were facing issues related to community negligence towards the virus. The commute between different Shiksha Ghars used to be time-consuming. They also had to stay inside the school premises, away from their family members. Some teachers also faced anger from government authorities and other school staff.

Fig.11 Challenges faced by teachers in pandemic

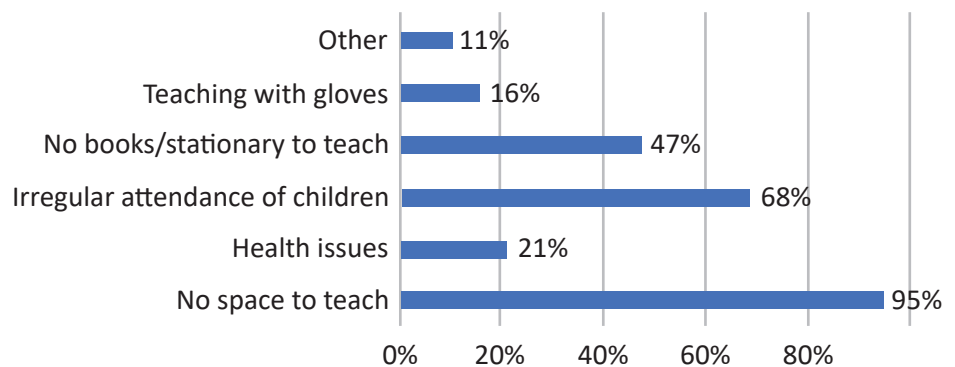
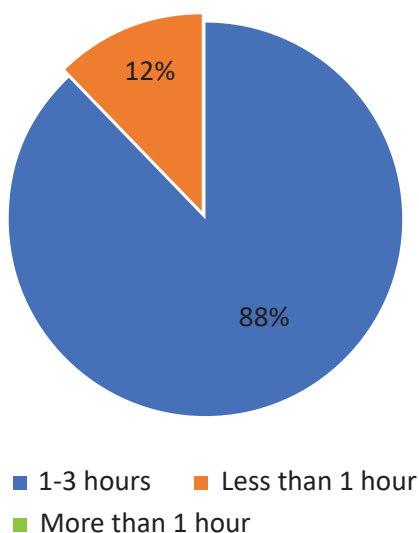


Fig.12 Frequency of attendance of classes by students during pandemic



On the other hand, overall students' attendance during the pandemic was as follows:

86% of students attended **classes daily**, while 12% attended the classes for 1-2 days, and 2% attended for 2-4 days.

Teachers followed proper covid protocols while delivering lectures. Physical contact was restricted, hence, usage of worksheets was introduced. The teachers used to keep these worksheets untouched for a day before distributing them to the students.

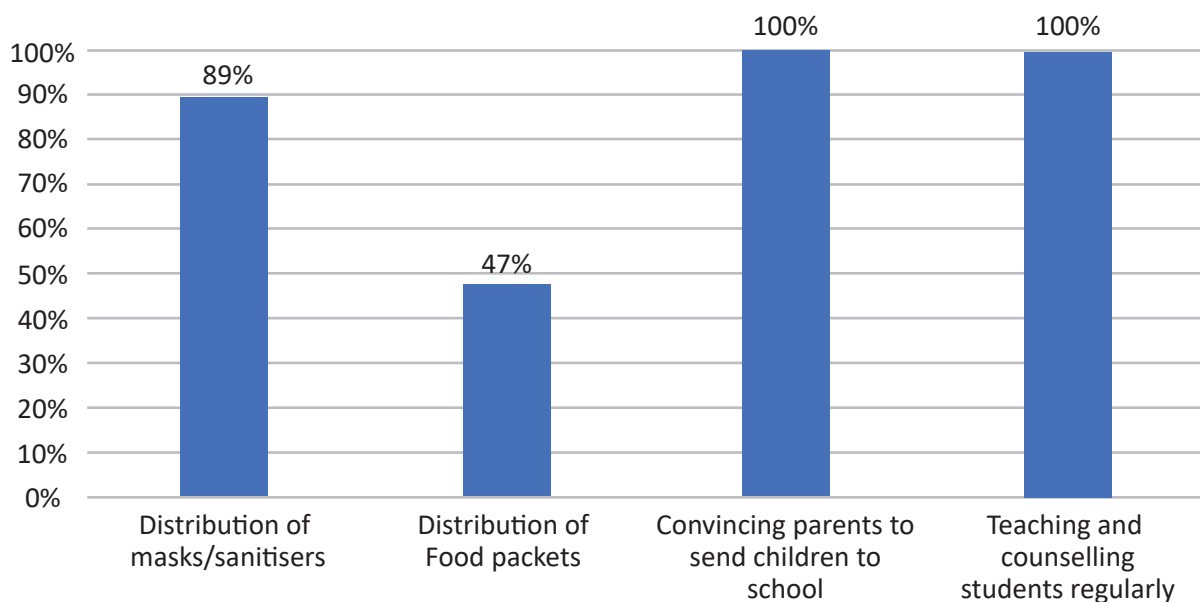
Teachers played a crucial role in involving parents in the learning of students during pandemic:

100% teachers connected with parents during pandemic regarding students' education

Teaching materials used during pandemic
95%- Oral Lessons
89%- Worksheets
26%- Textbooks

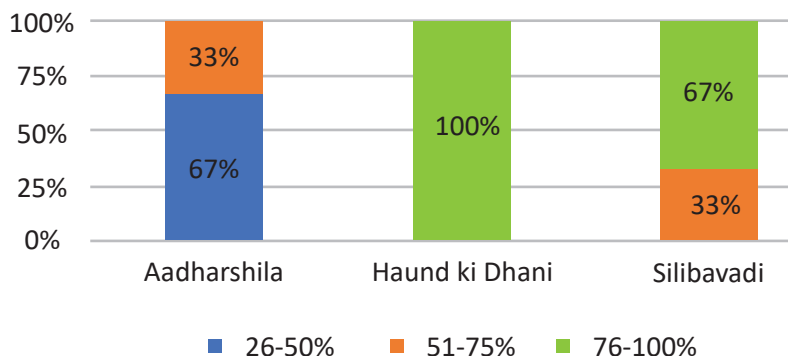
During the pandemic, apart from educational support, teachers also provided additional support in response to Covid-19, as depicted below:

Fig.13 Support activities by teachers during pandemic



4.1. Category A Bodhshalas

Fig.14 % Distribution of students with real-time interaction with teachers during pandemic



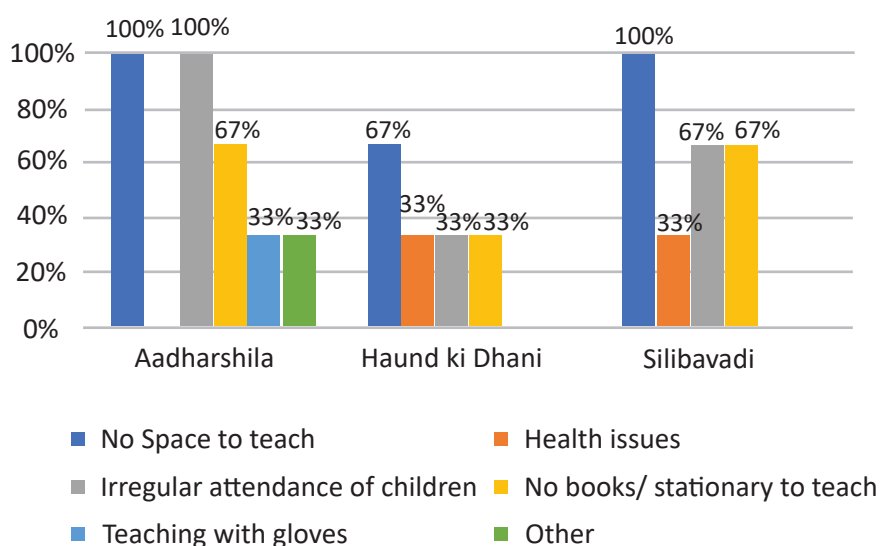
Category A Bodhshala teachers had **real-time** interaction with more than **51%** of enrolled students. The real-time interaction of category A Bodhshalas and LCs was higher than other categories, due to relatively higher number of enrolled students.

Through data collected via FGDs of teachers and SMC members, it was found that the net enrolment of students increased after the pandemic. The reason for the same was that the parents were highly motivated and encouraged to get their children enrolled in Bodhshalas after witnessing the efforts of Bodh teachers during the pandemic.

In comparison with other categories Bodhshalas and LCs, category A Bodhshala teachers did not face much resistance from police authorities or management of other schools.

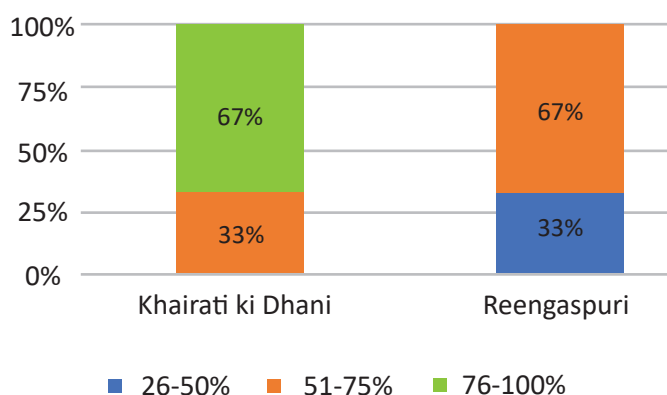
Hence, the major challenge faced was the irregularity of students and lack of space to teach. Even when teachers used to get places to teach, these spaces could not provide a learning environment as Bodhshalas, and LCs did. The environment was affected by noises around, roads, or the movement of people.

Fig.15 Challenges faced by teachers during pandemic



4.2. Category B Bodhshalas

Fig.16 % Distribution of real-time interaction with students



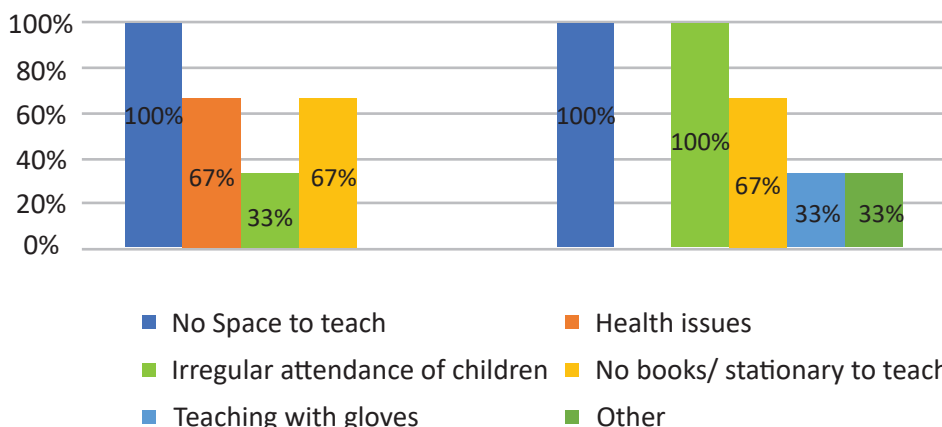
During the onset of the pandemic, Category B Bodhshalas connected with more than 50% of the enrolled students regularly.

However, the teachers faced a few challenges, majorly because of the lack of space to teach.

In the case of a covid-positive person in the villages, the teachers were not allowed to enter until the person has been tested. Strictness was maintained by the police authorities in the villages.

During these difficult times, the alumni supported teachers in all Bodhshalas, by continuing the flow of classes as per the lesson plan.

Fig.17 Challenges Faced by Teachers during Pandemic



4.3. Category C Learning Centres

At the time of the pandemic when classes were conducted in community places and Shiksha Ghars, 50% of LCs selected as samples were able to connect with more than 76% of the enrolled students.

However, 100% of teachers faced challenges due to scarcity of space to teach and irregular attendance of students.

Fig.18 Status of Real-time Interaction with Students by Teachers

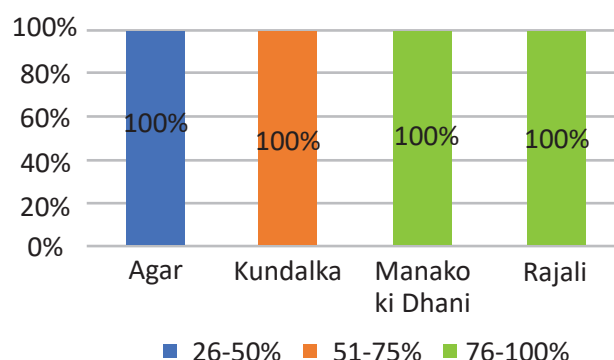
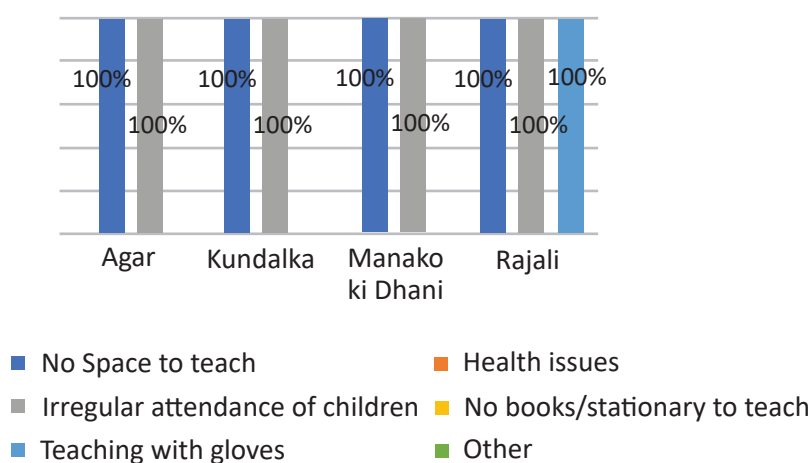


Fig.19 Challenges faced by teachers during pandemic



The reason for the irregularity of students gathered through teachers' FGD were:

- Fear of Covid-19**
- Lack of motivation in parents to send their children to Bodhshalas**

Parents of children residing around LCs often emphasised that even if their children studied till class 5 in LCs, he/she will have to help the family with dairy farming. They also mentioned the lack of opportunities for higher education and in the job sector for people belonging to a lower caste misalign them from the idea of education. These explanations indicated parents' perception of their child's future.



Chapter 5: Equity in Education

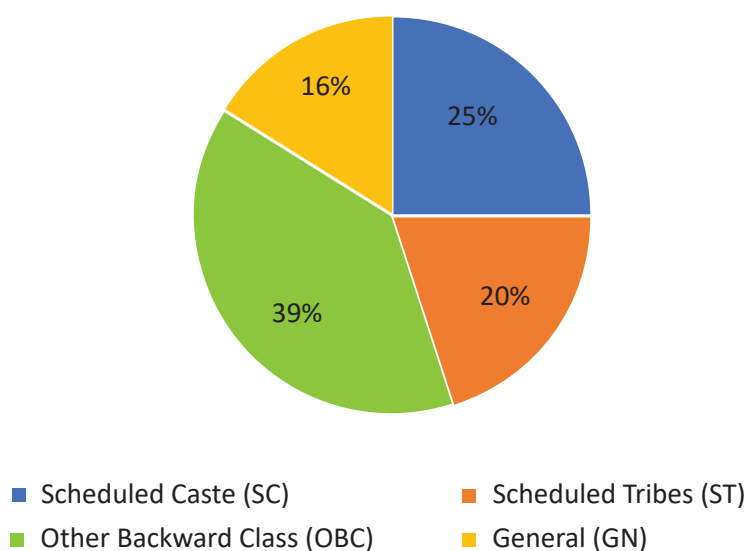


Chapter 5: Equity in Education

5.1. Education for marginalized communities

The Bodhshalas and LCs supported the education of first-generation students from different caste groups contributing to building social capital with a motto of “learning by doing.” The table below represents the average percentage distribution of SC, ST, OBC, and the General population in the 10 selected Bodhshalas and LCs, with a total population of 1778 students.

Fig. 20 Average % distribution of caste groups in sample Bodhshalas and LCs



Highlighting the importance of education amongst weaker caste students, an SMC member of Kundalka learning centre shared her views:

“We have never seen books in our childhood. Now, all we do is household chores. We live in a forest-reserved area where police officers may come anytime and hand over written notices. We do not know how to read. However, my grandson who is in class 5 of the learning centre helped us read those notices once. This is how we realised the importance of education in coming times”

-Female SMC Member, Kundalka Learning Centre

The programme interventions were bringing a change in society by breaking caste-based stereotypes. The students belonging to SC, ST, and OBC communities, who were often neglected in the mainstream education system due to discrimination and lack of social capital were given a chance to emancipate and get deserving opportunities to improve their social, economic, and physiological situations.

The head of Agar Bodhshala shared an important aspect where training received by teachers contributes to building more inclusivity in the mindset of teachers. Teachers’ training and workshops were often provided to change the attitudes of Bodh teachers.

Another point highlighted by an EGF CSR team member on the role played by BSS to overcome caste-based challenges:

“Around early-2000s, caste conflict between different sets of communities was observed. This impacted the participation of women in the mid-day meal arm of the programme. To bring community participation in the programme, mothers of students were encouraged to serve mid-day meals during lunchtime. However, parents of a certain caste group often objected to their children being served by minority caste women. Bodh then worked on changing the mindsets of parents through community outreach activities.”

-Ms. Shalini, CSR Team Member, EGF

Based on field observation, at present, caste-based discrimination was not very evident in the school setup. However, quantitatively the enrolment of SC, ST, and OBC students was higher than in General. This can be analysed in three ways:

SPP contributed to mind-set change with students from all castes studying together

16% enrolment of general category students can be understood as reluctance of GEN students to study in Bodhshalas indicating caste-barriers

Perception of Bodhshalas amongst GEN category needs change through community outreach for increase in enrolment

5.2. Education for Students with Disabilities

Students with disabilities received special attention in Bodhshalas, as per the response gathered from teachers. The lesson plans were often changed in accordance with the needs of students with disabilities. All students with disabilities studied with their other classmates (without disabilities). This helped students with and without disabilities to study in an inclusive atmosphere without discrimination. Following is the support available for students with disabilities in Bodhshalas and LCs:

Bodh Shiksha Samiti Internal Support

- A team member was deployed for capacity building of Bodhshala teachers to engage with students with disabilities

External Support

- Bodh Shiksha Samiti's partnership with organisation AADI (Action for Ability Development and Inclusion) for capacity building of Bodhshala teachers

5.3. Health and Nutrition

Thanagazi kitchen was piloted under the Poornima project in the year 2017. The kitchen runs through the combined fundings from:

- Community: Families of students enrolled in 31 Bodhshalas
- Eicher Group Foundation
- Other Bodh Shiksha Samiti Funders



Source: Captured by CSRBOX,2022

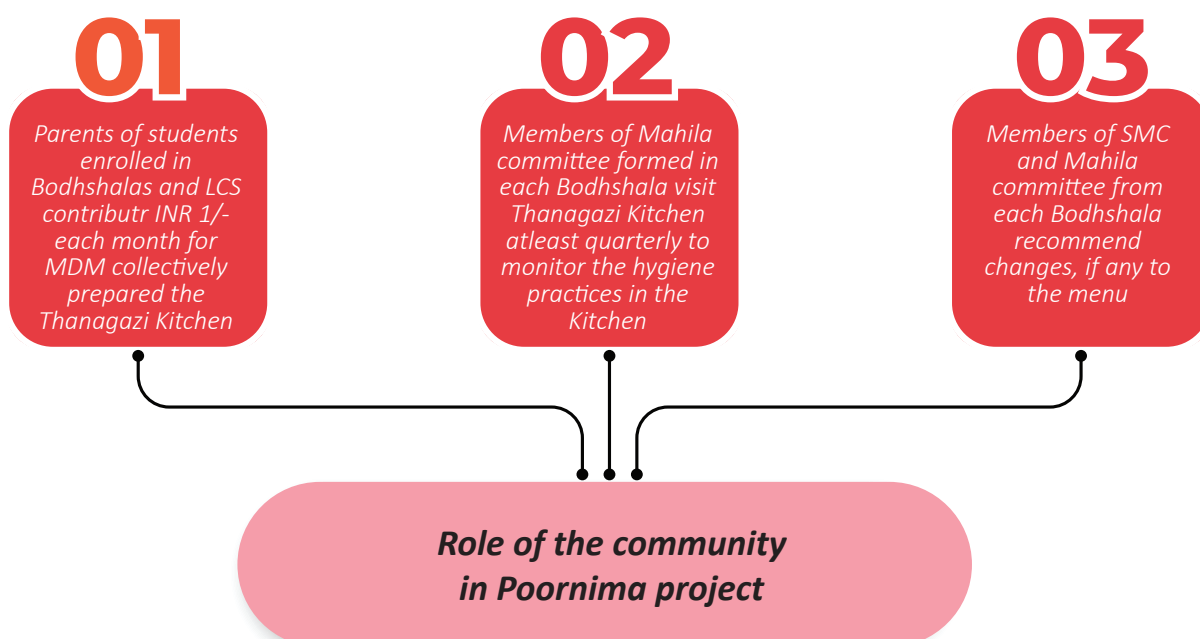
Staffing in Thanagazi kitchen:

The team structure included cooks (5) who had been working with Bodh Shiksha Samiti for more than 15 years.



Roles and responsibilities of Team Members:

- **Programme Manager:** Responsible for timely preparation of food and overall storage and transportation. Played the role of focal point between Kitchen Staff and Programme Heads.
- **Procurement Manager:** Responsible for the purchase of food items daily (for vegetables and urgent items) or monthly. Also responsible for the storage of these food items in the attached storeroom.
- **Cooks:** Responsible for cooking food from 5 AM to 8 AM IST every morning and concluding each day with minor preparations for the next day.



Storage:

The monthly procured food items were stored in the rented attached storeroom in the kitchen

The everyday items were stored in a fridge

Maintaining the freshness of food items:

The food was never spoiled or wasted

Special consideration was given to the tight packing of food items in steel containers and the food reach all Bodhshalas and LCs by 12 noon IST

Around 1:00 PM IST, students consume this food

To avoid food wastage, the extra food is re-distributed amongst students

Mid-Day-Meal Menu

- MDM menu was pre-planned monthly
- Programme Coordinators: Ms. Lekha Mohan, Mr. Surjan Gurjar, and Mr. Rajmal Agrwal, together finalized the food menu each month.

Transportation

Fresh food was cooked and packed in steel containers separately for each Bodhshala

Four vehicles run from Thanagazi Kitchen on 4 decided routes every morning to deliver food to all 31 Bodhshalas

The food was then transported to 31 Bodhshalas

Quality and Quantity of Mid-day Meal

98% students reported that MDM quantity was adequate

99% of students reported that the MDM quality was of good quality

MDM was transported to all Bodhshalas everyday

It was a common practice in all Bodhshalas and LCs that students used to sit together during lunchtime and eat MDM. A few students as per the duty-chart were given the responsibility of serving the other students.



*Transportation of MDM from Thanagazi Kitchen
Source: Captured by CSRBOX,2022*

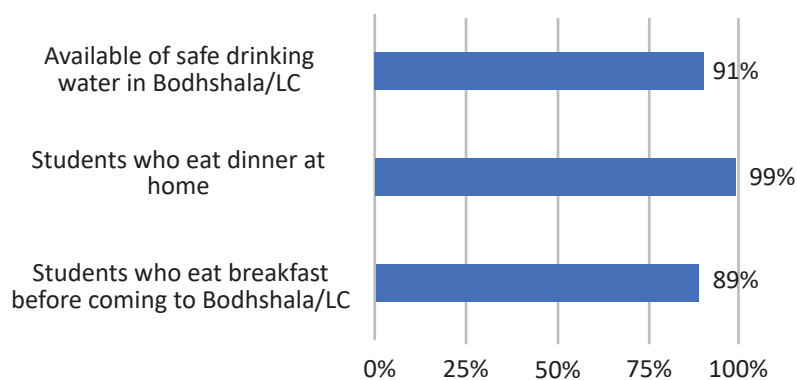


Students gathered for lunch at Haud ki Dhani Bodhshala
Source: Captured by CSRBOX, 2022

In 5 out of 10 selected Bodhshalas and LCs, it was observed that the fruits which were received at a part of MDM were distributed to students during the assembly itself. The same was done with a rationale to ensure proper attention of students during classes. As depicted in the graph (Fig. 21) below, 11% of students did not consume their breakfast before attending Bodhshala.

This 11% constitute students from Ban Ki Dhani (61% of students did not consume breakfast at home), Khairati Ki Dhani (4% of students), Manako Ki Dhani (8% of students), and Rajali (1% of students who did not consume breakfast before school).

Fig.21 Students' eating habits and water availability



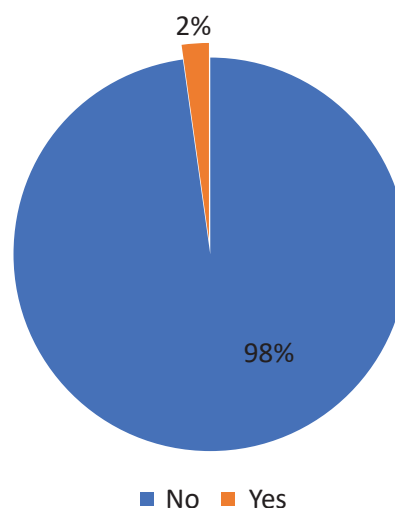
For all stakeholders during this study, the meaning of “safe drinking water” was the receipt of groundwater with the help of a motor or hand pump. Apart from Aadharshila, no Bodhshala or LCs reported having an RO filter system. In LCs like Manako Ki Dhani, Kundalka, and Khairati Ki Dhani Bodhshala, the drinking water was provided by women from the community every day in a bucket after fetching it from the hand pump or nearby community tank. This bucket of water was used both for hand-wash and drinking purposes.

2% of students shared incidents of falling ill, presumably due to MDM. All of these 6 students from Aadharshila Bodhshala shared that they reported the incident to their schoolteacher.

It can be assumed that other factors like not-washing hands before MDM could also be the reason for falling ill for this 2% population.

Further, health-related interventions undertaken in Bodhshalas, and LCs include medical check-ups mentioned below.

Fig.22 % of Students falling ill due to Mid-Day-Meal



Medical Check-ups

Findings from all selected Bodhshalas indicated that a general check-up for all students was conducted by the physical education teachers deployed in category A Bodhshalas. These teachers also conducted such check-ups in category B and C Bodhshala every quarter.

BMI

Height

Weight

Intervention based on medical check-ups

- Based on these check-ups, the anaemic and malnourished students were identified
- Bodhshala teachers provide results of medical check-ups to the parents and counseled them to provide nutritious diet to their children

Medical Box:

A medical box was available in all Bodhshalas, and LC visited

The medicines available in these boxes varied in each Bodhshala and LC

However, as reported by school heads, they were generic medicines for fever, open cuts, and dehydration, along with sanitizer and cotton

In category A Bodhshalas, the medicines were kept in a plastic box, however, in category B and C Bodhshalas, the medicines were kept in plastic polythene

A common observation from all these Bodhshalas was that none included sanitary napkins in their medical box/bags

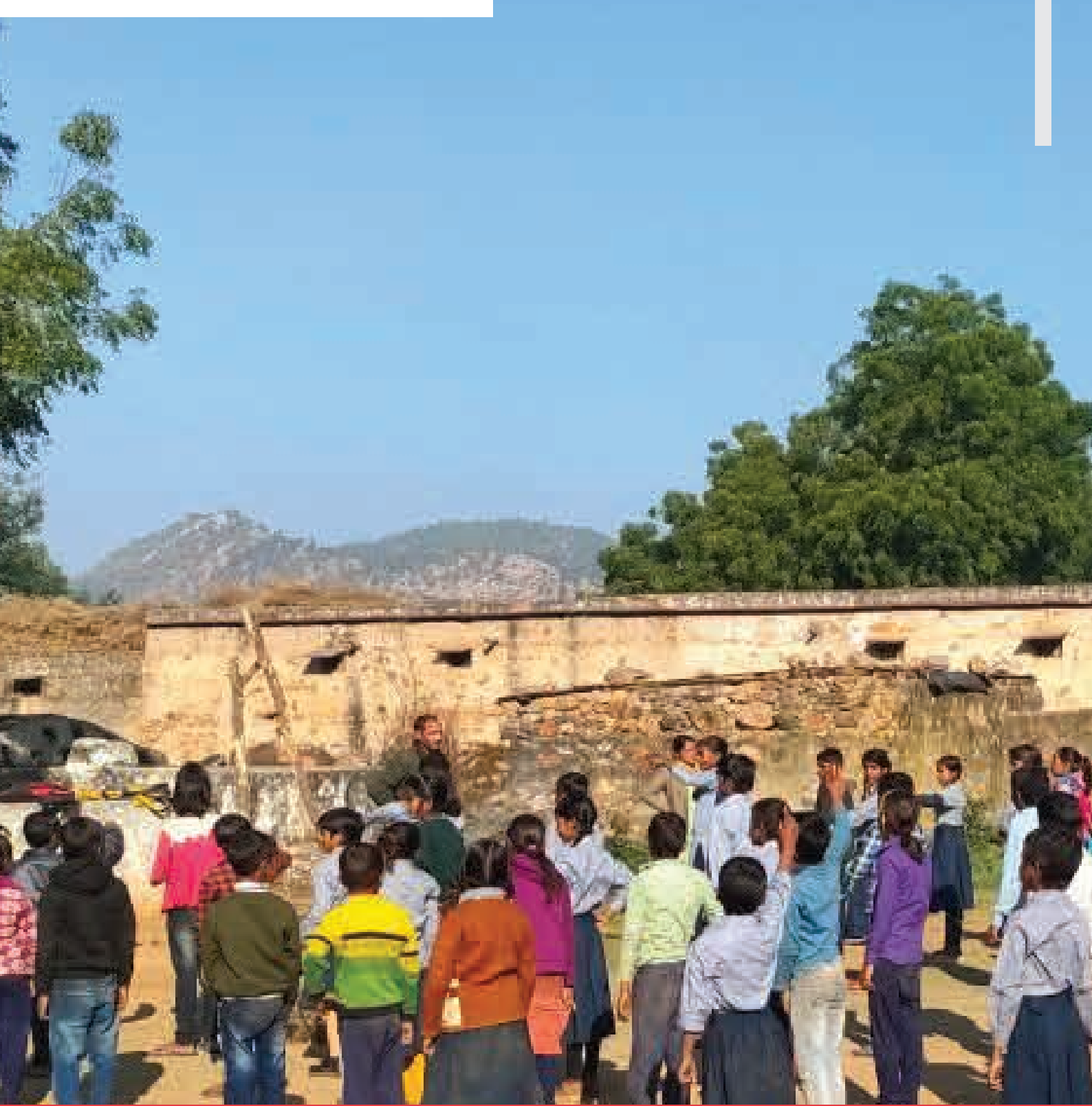


Medical Box of Silibavadi Bodhshala



Medicines kept in polythene bag in Manako Ki Dhani LC

Source: Captured by CSRBOX, 2022



Chapter 6: Quality of Education

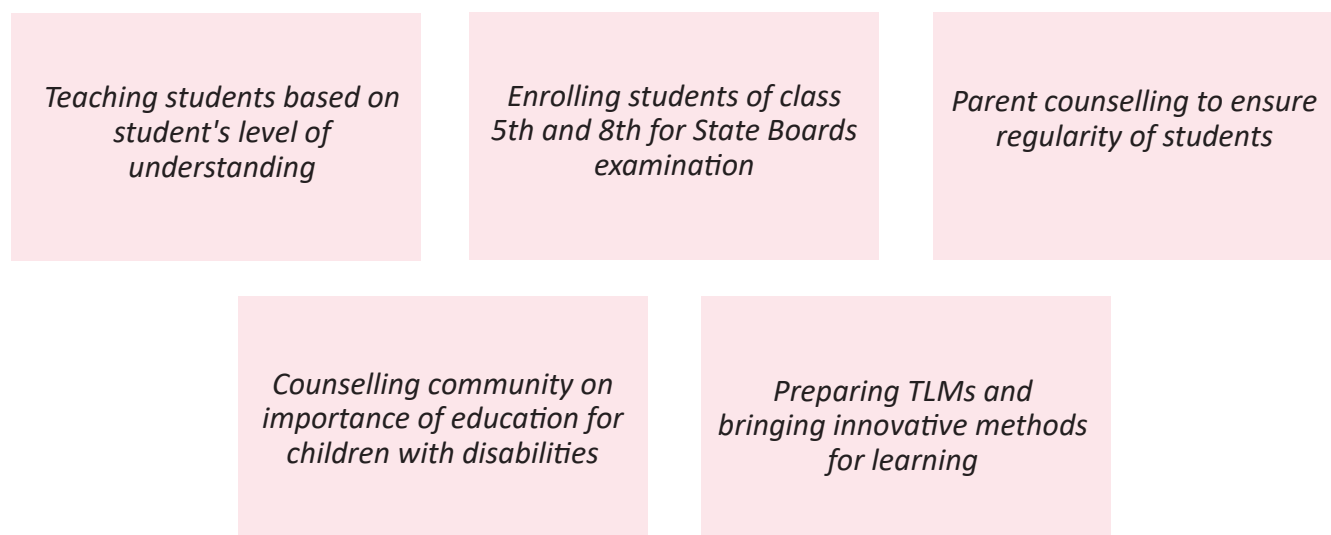
Chapter 6: Quality of Education

6.1. Quality of Teaching

The quality of teaching was analysed through interaction with different stakeholders (students, alumni, teachers, SMC members, and parents). The resources used by Bodhshalas' teachers to make learning enjoyable were also observed. The teachers seemed to have a fair understanding of pedagogy promoting "learning by doing".

As per students' rating on support from teachers during the pandemic, 99% of students have rated it as "Good" when asked to choose between "Good" and "Average." Current students and alumni also highlighted their positive and friendly relationships with teachers.

Through field observation and interaction, it was found that teachers were playing a crucial role in the holistic development of students. They were involved in activities like:



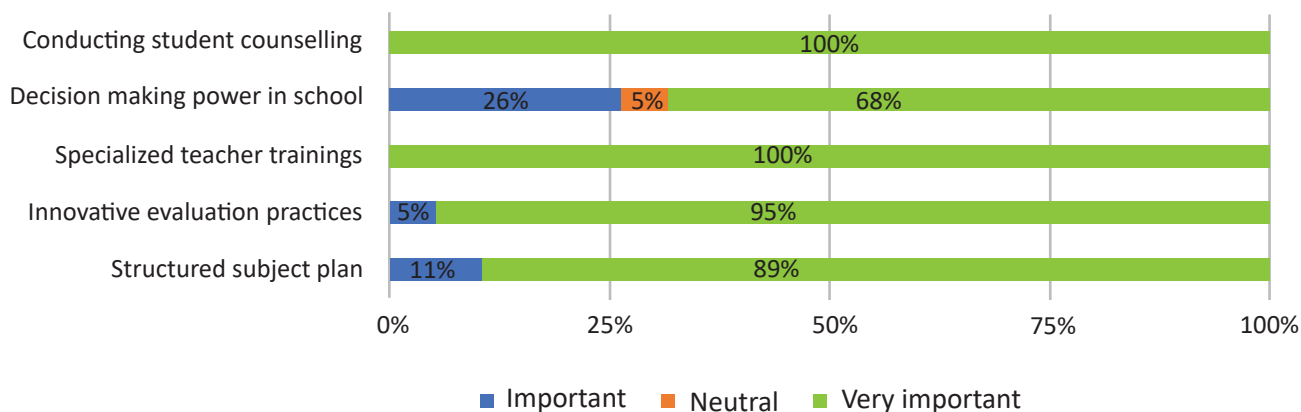
Indicating the diverse role played by teachers, below is a quote from the head of Agar Bodhshala:

"Teaching staff in Bodhshalas take in initiative of enrolling Bodh students by filling forms for the students and submitting in the nearby government schools."

-Principal of Agar Bodhshala

The programme was modelled to involve all stakeholders and enhance their participation. The teachers acted as an adhesive between different stakeholders and bring coherence to the programme interventions. The below graph represents teachers' perception of the importance of different roles played by them to maintain cohesiveness in the programme execution:

Fig. 23 Teachers' ratings on importance of roles played by them



All Bodhshalas were registered under the Education Department of the Rajasthan Government. This convergence benefited different stakeholders in the following ways:

Students received quality education in Bodhshalas without compromising on State's recognition

Students were eligible to take State Board examinations

Bodhshalas were considered equivalent to other registered private and government schools

Community trust on Bodhshalas stayed put and regularity of students maintained

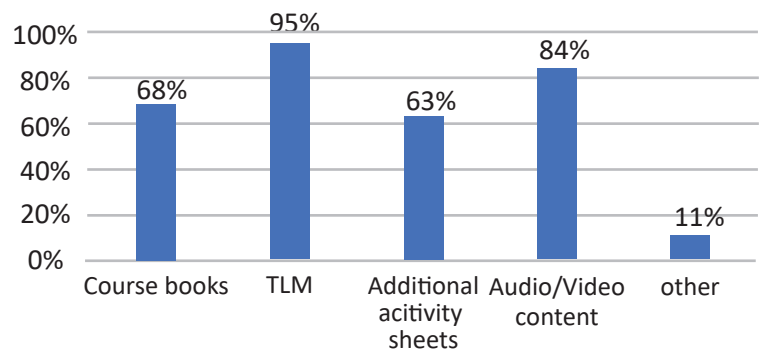
Students could pursue higher education after passing out from Bodhshalas from reputed institutions

SPP covered the aspect of training teachers with different fun-learning methods to enhance the quality of teaching. The teachers had the autonomy to plan their lessons as per their experience and change their strategies on the spot to suit the students' requirements. The preferences of teachers in using different teaching materials to deliver quality education is presented in the below table:

The lesson plans were designed by the teachers by referring to the course books and BSS worksheets.

However, the use of course books and activity sheets is depicted as 63% and 68% (in Fig. 24) respectively, since to deliver the lessons, teachers preferred using TLMs and Audio/Visual content.

Fig.24 Material used by teachers for effective teaching



Smartboards were used as a medium of audio and visual content for category A Bodhshalas. However, teachers of category B and C Bodhshalas and LCs used their internet connection to present audio/visual content on their phones.

Overall, the findings indicate that:

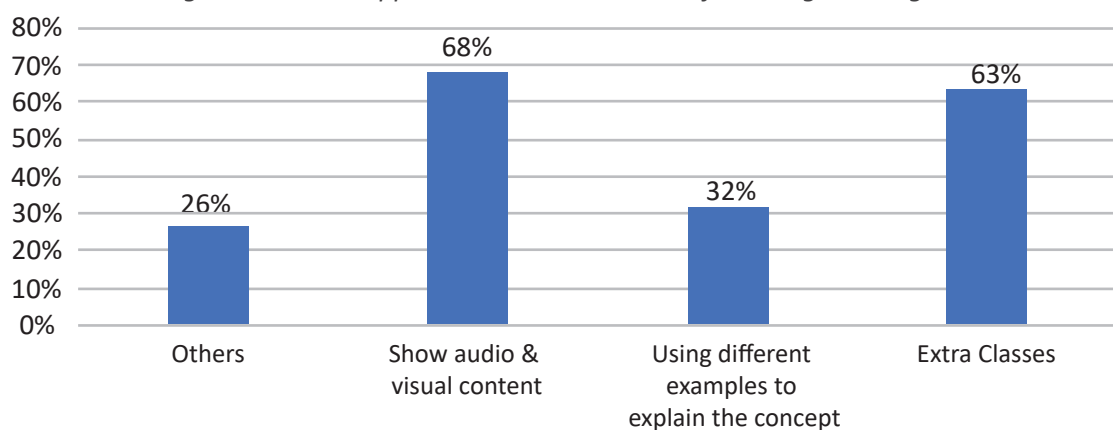
<i>95% students shared good bond with teachers</i>	<i>95% teachers felt highly motivated teaching everyday</i>	<i>In 3 Bodhshalas (Khairati ki Dhani, Agar and Silibavadi) higher percentage of teachers felt average motivation teaching every day</i>	<i>All teachers attended workshops provided by Bodh Shiksha Samiti</i>
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The following reasons for lack of motivation was also captured during interaction with the teachers:

<i>Expected salary > Actual salary</i>	<i>Demotion of teachers from a higher post to lower post</i>	<i>Lack of clear communication about salary structure</i>	<i>Burden on teachers due to scarcity of staff</i>
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Despite challenges faced by teachers, it was found that teachers made their best attempt to help students learn at their pace. In cases of learning challenges faced by the students, teachers used multiple methods to help students understand the concept better.

Fig.25 Teachers support to students in cases of learning challenges

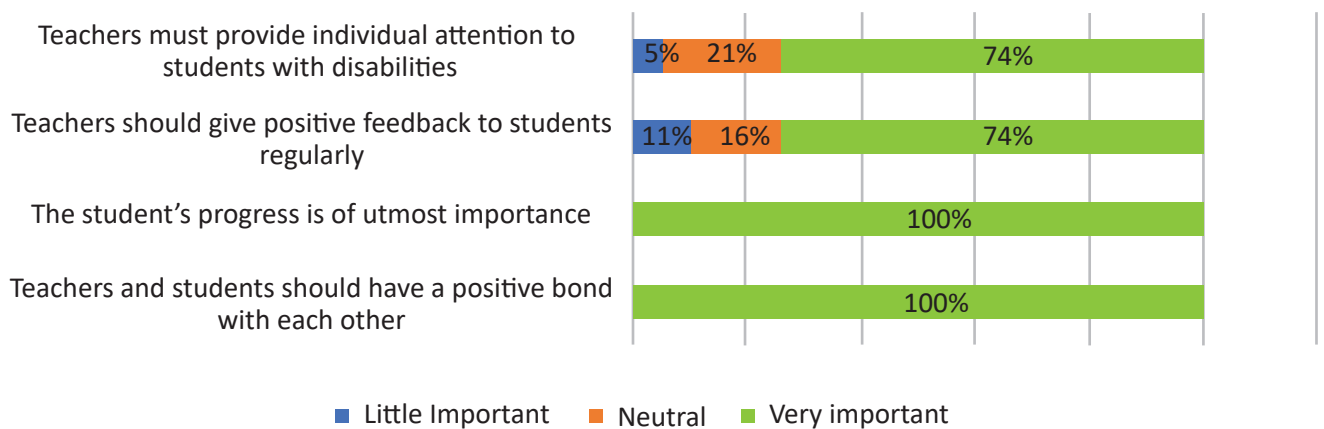


Teachers planned their lessons by pre-deciding methods of teaching. However, in case the students were unable to understand a concept, the teachers were capable enough to change their methods on the spot to suit students’ learning levels.

To achieve the target of quality teaching, the study team marked specific classroom interaction parameters considered presumably significant for the delivery of education efficiently. These parameters were presented below in the graph. Through teachers’ survey, teachers’ perceptions on these parameters were gathered during the study:

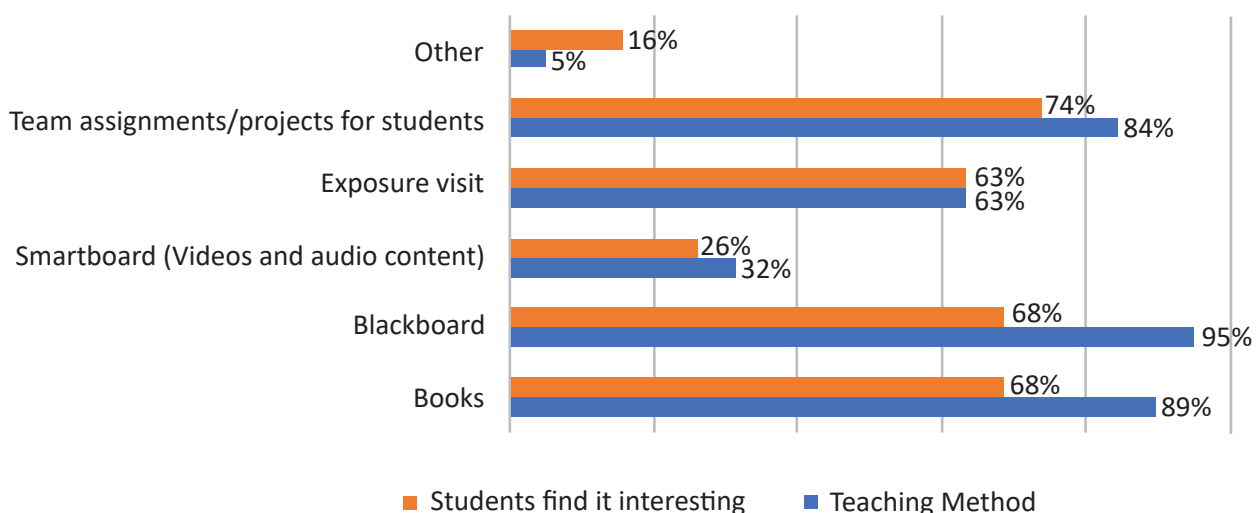
2 out of 19 teachers believed that instead of always providing positive feedback, it’s important to give honest feedback which motivates the student. According to them, teachers must know how to provide feedback in a child-friendly manner. This helped the student to learn how to take criticism in positively in the future as well.

Fig.26 Teachers' perception on classroom-interaction parameters



Teachers of Bodhshalas were given workshops to inculcate innovative methods of teaching in their lesson plans. The graph indicates that using blackboards was the most preferable method for teachers, however, students enjoyed learning through group assignments better. The category “other” included learning through poems, outdoor games, board games, and art and craft.

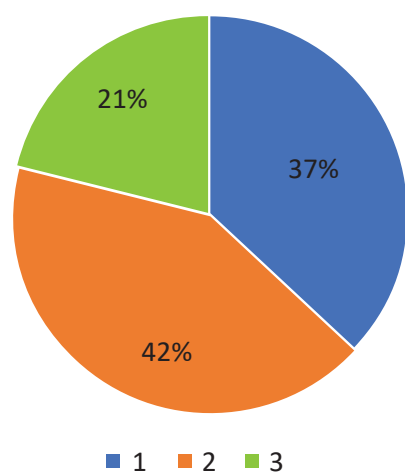
Fig.27 Methods applied for teaching vs Method preferred by students



The findings indicated that students liked working in groups. This method also instilled good interpersonal skills in students. Bodhshala and LC students were observed helping each other inside the classroom setting.

Conversely, teachers' willingness to bring innovation in education was also captured as a part of the teachers' survey and based on the natural observation tool. The below pie-chart represents the same.

Fig.28 Teachers' rating on motivation to bring in innovation in education



1 = Highest Motivation; 2= Average motivation;
3= Lowest Motivation

It was observed that teachers' motivation was impacted by the burden created by teachers' scarcity, specifically in categories B and C Bodhshalas and LCs. Due to this extra burden, the teachers had less time to focus on new innovative methods of teaching.

Apart from developing and using innovative methods of teaching, teachers were also trained with values and strategies to engage with students at different levels.

6.1.1. Category A Bodhshalas

Overall findings on quality of teaching in category A Bodhshalas are presented below:

78% students on an average understood teachers' instructions in classroom

89% students felt comfortable talking about their concerns with teachers

100% of teachers received training on the use of smartboard

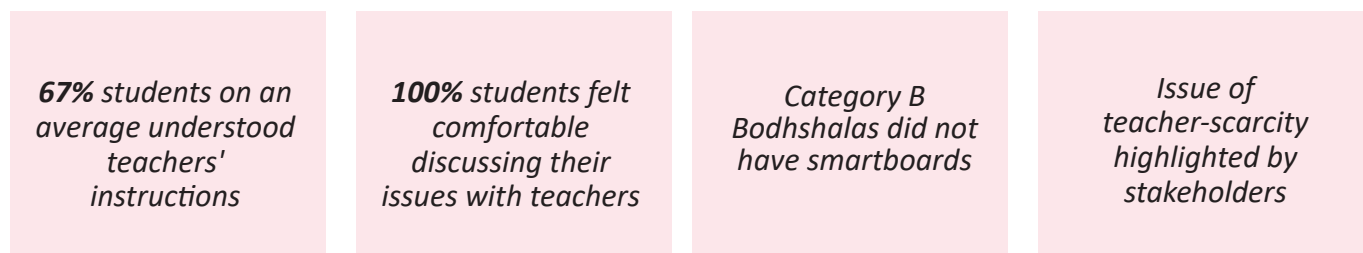
89% teachers from category A Bodhshalas agreed that lesson delivery became better using smartboards

100% students adapted well with tech-based education method (as per teachers' response)

In 100% of selected category A Bodhshalas, student enrolment had increased post-pandemic. Teachers' dedication was the major reason for delivering quality education during the pandemic when other schools were closed.

6.1.2. Category B Bodhshalas

Overall findings on quality of teaching in category B Bodhshalas are presented below:

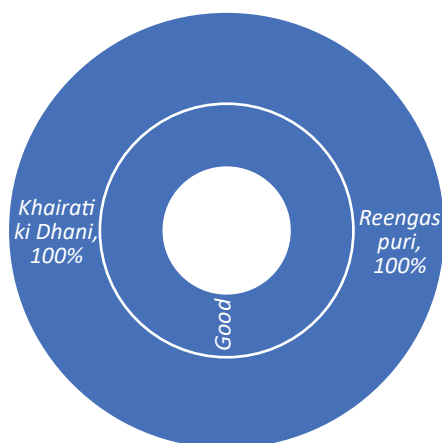


In category B, three Bodhshalas were selected as part of the sample. However, during the teachers' survey, it was found that in Ban Ki Dhani Bodhshala, none of the teachers fulfilled the teachers' survey criteria. Hence, data from Ban Ki Dhani is absent in the below graphical representations.

Teachers of category B Bodhshalas stated that the status of education was gradually improving in schools.

The educational gap generated during the pandemic needed to be filled by regularly engaging with students and parents.

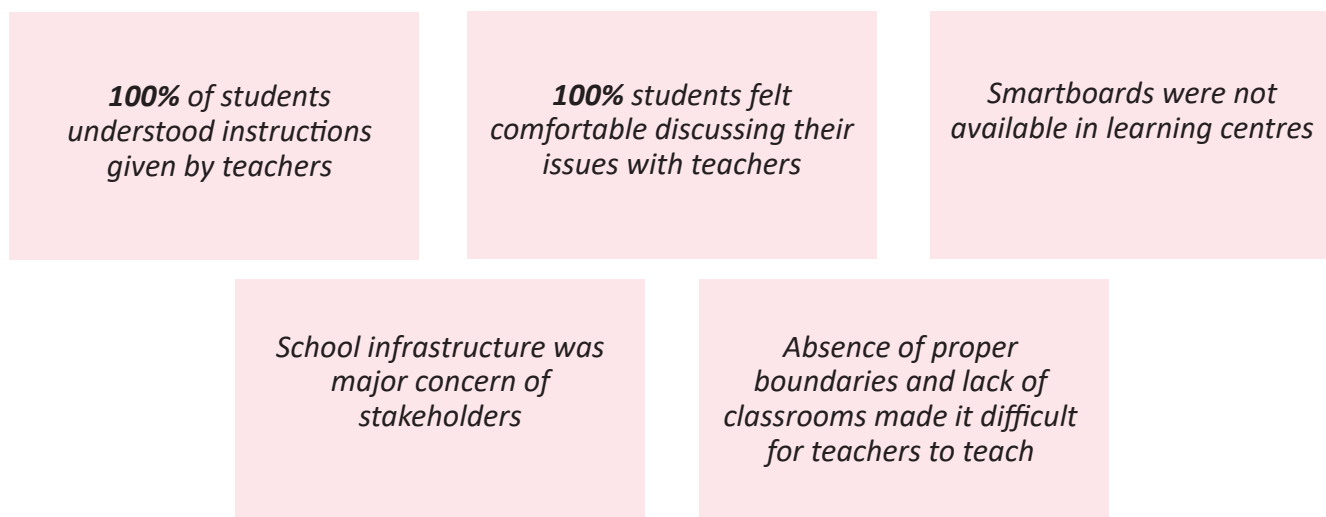
Fig.29 Teachers' Rating on Status of Education



Teachers and SMC members also shared that to improve the status of education, it is required that classes were conducted regularly. However, during the rainy season, it became impossible to conduct classes due to the continuous problem of leakage. All the category B Bodhshala teachers mentioned during FGDs that this hampered the lesson planning and brought more gaps in education. Hence, both Bodhshalas' teachers based on their perceptions rated the status of education as "Good" instead of "Excellent."

6.1.3. Category C Bodhshalas

Overall findings on quality of teaching in category C Learning centres are presented below:

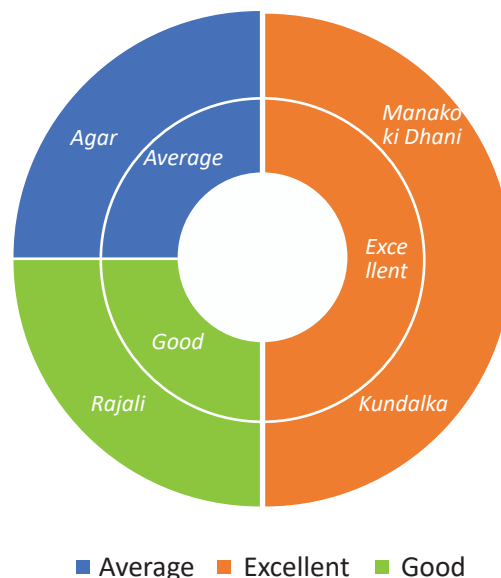


Category C Bodhshalas were reported to have issues of students dropping-out post-pandemic, mainly due to the unavailability of adequate teachers.

Classrooms Challenges

- 100% of category C schools reported the issue of the inadequate number of classrooms. The teachers took classes of 2-3 different grades in one room
- Teachers devoted 15 minutes per grade instead of 40 minutes
- Multi-level teaching: Teachers found it beneficial to divide sub-groups in each grade and deliver lessons to students as per their level of understanding. This method of multi-level teaching became challenging as 2-3 grades were studying in the same classroom

Fig.30 Teachers' rating on current status of education

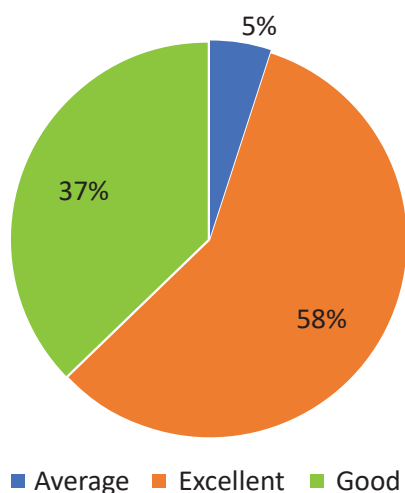


6.2. Quality of Learning

The understanding and engagement of each Bodhshala and LC student during class were used to assess their learning quality. It was found that overall, 53% of students understood teachers' instructions. The reason behind this percentage was explained by teachers quoted below:

“Since students in pre-primary and classes 1 and 2 are relatively younger, hence it takes more time to help them understand instructions properly. Sometimes even if they understand the instruction, they need encouragement to put instructions into action.”

Fig.31 Post pandemic- teachers' rating on current situation of education



Post-pandemic education situation was reported as “excellent” by category A teachers and consecutively reduced in category B and C schools.

The reasons behind the same were found out to be:

Category A schools had higher enrolment rates post-pandemic

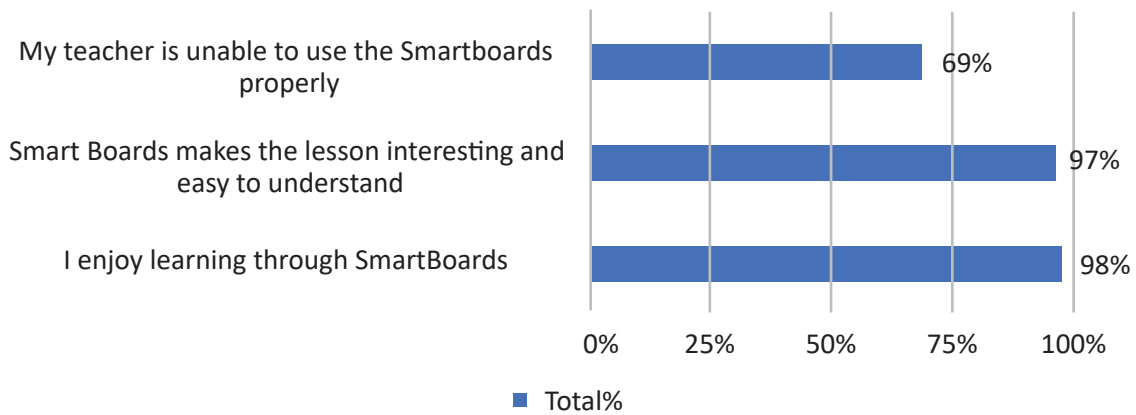
Category B and C schools were gradually increasing new enrolments

Teacher scarcity was the key issue due to which parents were not sending their

6.3. Education through Smartboard

Smart Boards were currently positioned in category A Bodhshalas only. The use of smart boards made learning easy and interactive for students.

Fig.32 Students inputs on use of smart boards



Students were also enquired about what ratings they would like to provide for the lessons they were taught.

Category A Bodhshalas started integrating technology into education post-pandemic. These Bodhshalas had one smartboard each utilised by all subject teachers as per the timetable.

However, it was observed that these smartboards were not functional for 2-3 months when the study team visited these Bodhshalas (November-December 2022)

Fig.33 Students' ratings on difficulty level of lessons taught

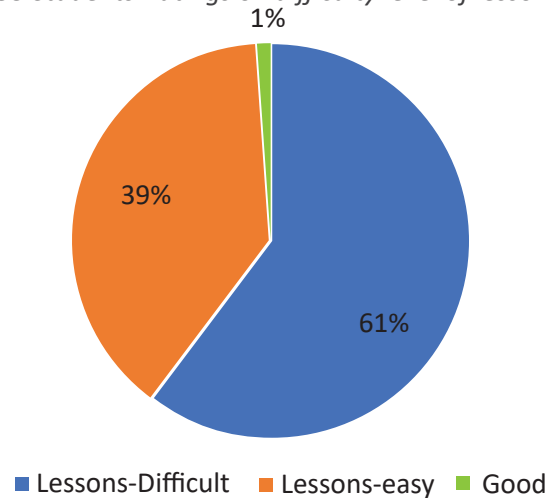
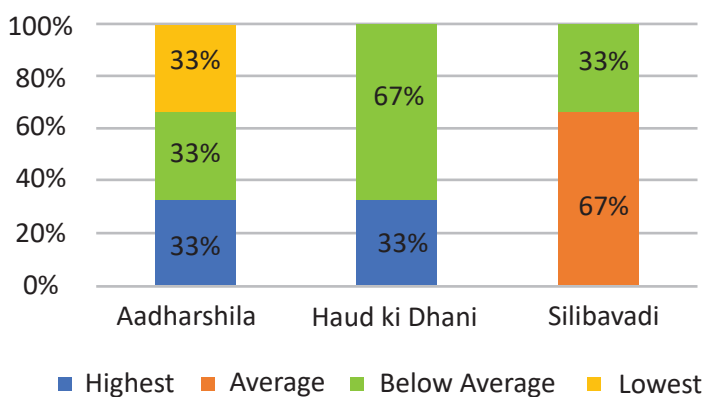


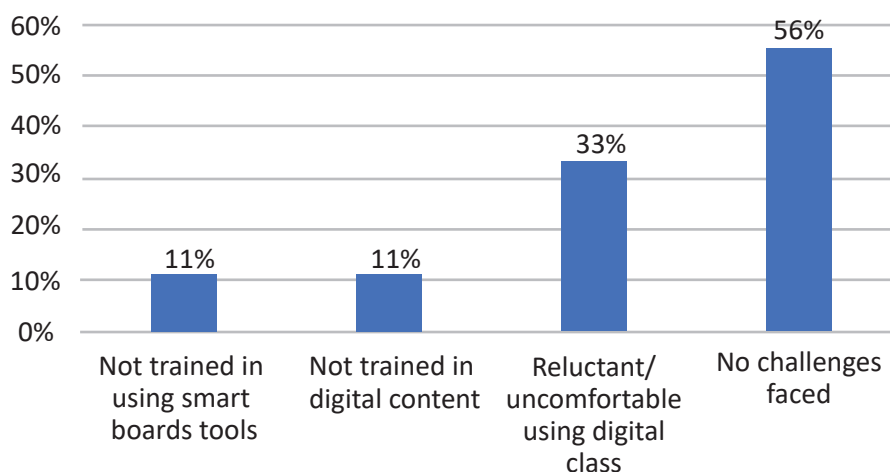
Fig.34 Teachers' rating on IT skills they possess



All teachers felt comfortable using the smartboards as per the response. However, in case of technical glitches, the teachers were clueless about finding the right solution. Due to this, 37% of teachers were reluctant to use digital classes.

However, while sharing their experiences with technical glitches, 9 out of 19 teachers very proudly mentioned that in some cases, students themselves resolved these glitches. This indicated students' willingness to help their teachers and enthusiasm to learn through smartboards.

Fig.35 Challenges faced while using smartboards by teachers

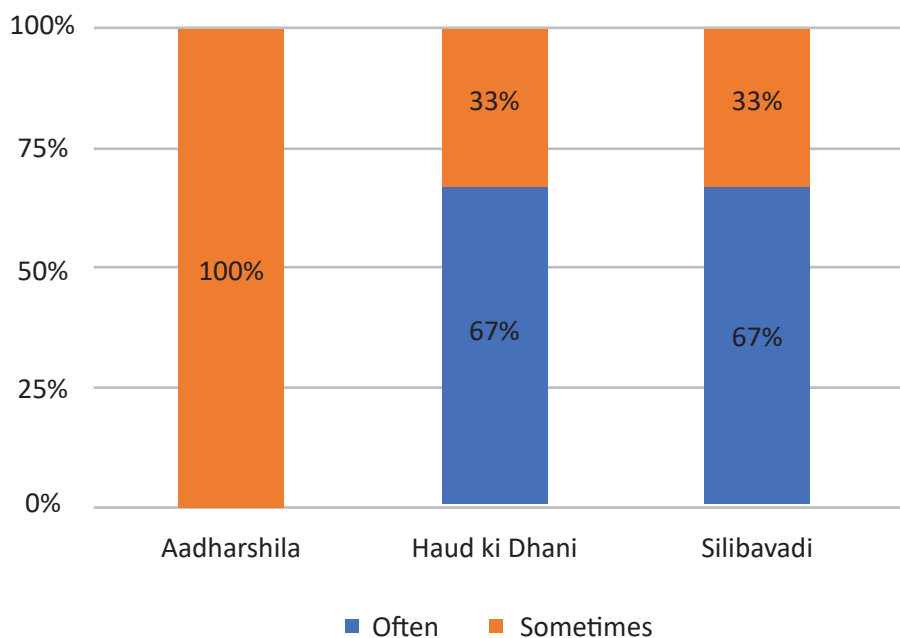


Below is a quote from a teacher sharing how students helped in usage of smartboard:

“When we as teachers are stuck with technical glitches while using smartboards, out students seem to know technology better than us. They somehow come up with a solution.”

-Teacher, Aadharshila Bodhshala

Fig.36 Frequency of difficulty faced using smartboards by teachers



6.4. Extracurricular activities

As per students' responses, they preferred learning through outdoor activities. These activities varied based on the concurrent need of the lesson plan and students' choice. Learning sessions through outdoor games and group activities was also conducted by the teachers of Bodhshalas and LCs.

Extracurricular activities like dance, music, and art also played an important role in either teaching a concept or just providing a space for students to explore their talents. This time spent by category A Bodhshala students, helped them to calm their minds for a while and develop imagination through art.



Source: Retrieved from Kundalka Learning Centre In-charge, 2022



Learning through outdoor activities, Kundalka LC

Source: Retrieved from Kundalka LC Head

Plantation was one of the extra-curricular activities as shown in the picture. Such activities serve triple purposes:

Beautification of Bodhshala/LC contributing to a positive learning environment

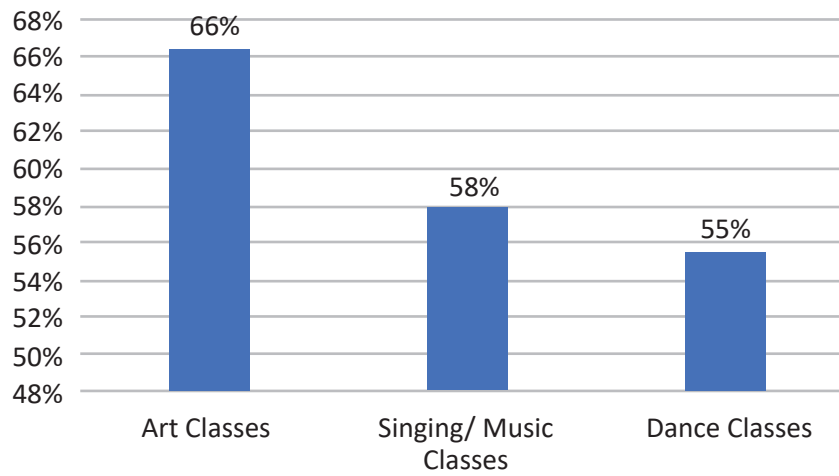
Students learning the importance of environment conservation

Students developing a sense of ownership for Bodhshala/LC and planet Earth

Category A Bodhshalas included music and art classes as part of the students' timetable. Any classrooms for dance classes or availability of dance-teacher was not observed during the visit. However, students responded that sometimes teachers include dance-related activities in classroom learning.

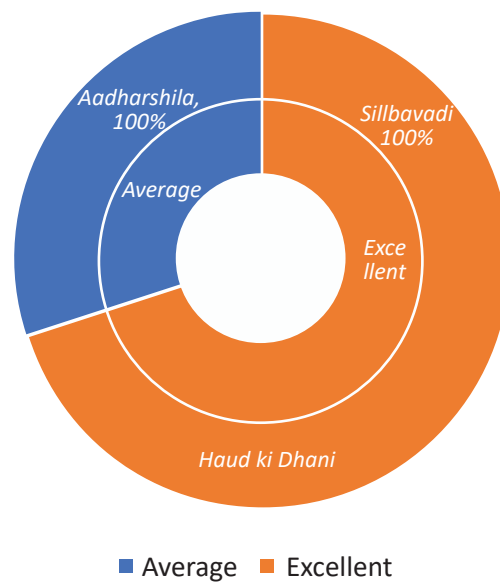
However, in categories B and C Bodhshalas and LCs, majorly art classes were conducted due to the absence of any special teacher for music or dance classes.

Fig.37 Conduction of Extra-curricular activities in Bodhshalas and LCs



6.4.1. Category A Bodhshalas

Fig.38 Teachers' ratings on education status



Teachers in category A Bodhshalas had time slots devoted to making TLM material and planning well-thought-through lesson plans for the next lecture. In these Bodhshalas, teachers were inadequate numbers with separate teachers for each subject. This allowed teachers to use their after-hours to plan their sessions based on the student's responses.

Fig.39 Teachers' motivation level to bring innovation in education

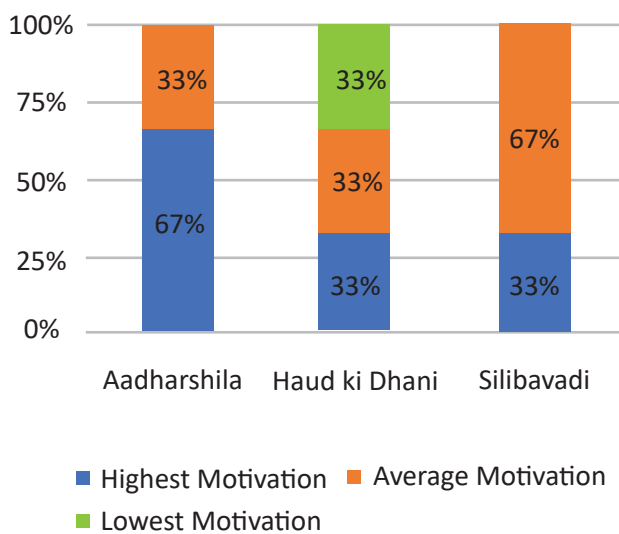
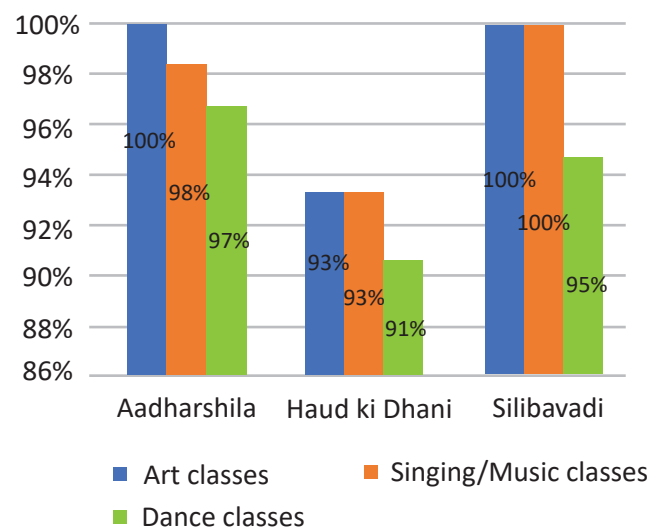


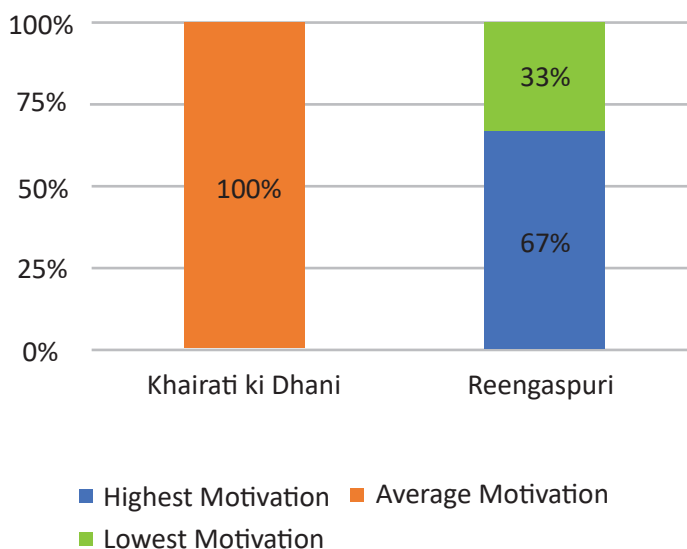
Fig.40 Conduction of Extra-curricular activities



A correlation between adequate teacher number and level of motivation can be seen through these graphs. Since there were separate teachers allocated not just for academics but also for extra-curricular activities, all staff members found time to work on bringing in innovative teaching methods. Teachers had allocated hours to perform their duties in these Bodhshalas.

6.4.2. Category B Bodhshalas

Fig.41 Teachers' Rating on Motivation to bring Innovation in Education

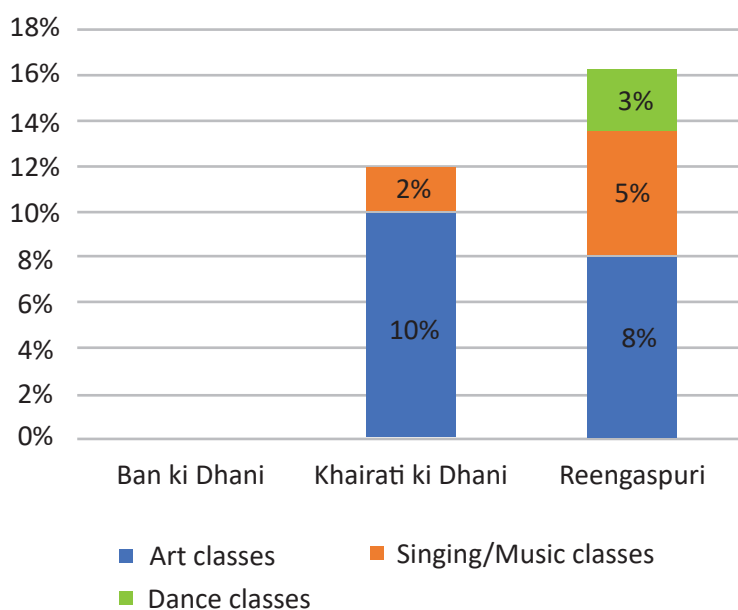


During teachers' FGDs, teachers shared that they got very little time to explore innovative options for teaching mainly due to two reasons:

The teachers were newly appointed and hence were focussed on understanding the teaching methods at present

Teacher scarcity led to an additional burden on existing teachers, leaving less time for them to spend on innovative methods of teaching

Fig.42 Conduction of extra-curricular activities



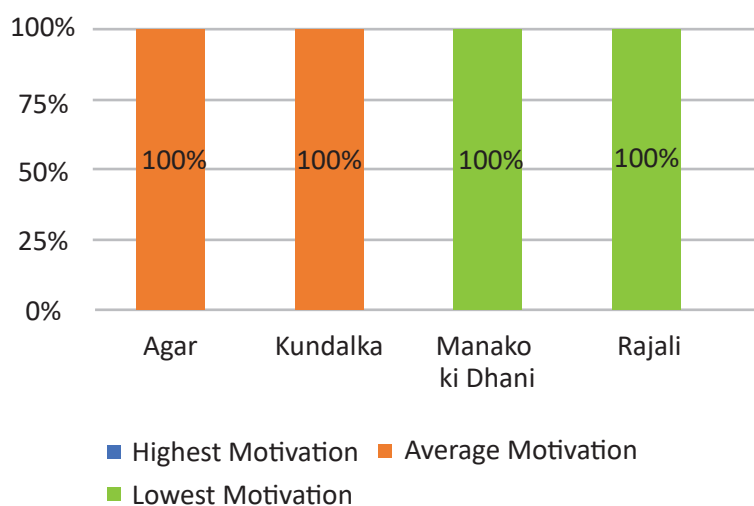
With regards to conducting extra-curricular activities in Bodhshalas, there was no availability of music, dance, or art teachers.

Ban ki Dhani had 10 computers (purchased with contribution from the community), yet these were not being used due to the absence of subject teacher and frequent power cuts issues.

The students at these schools participated in classroom activities that involved art and craft, singing, and movement. A team of students from Ban ki Dhani also participated in sports competitions conducted internally by BSS.

6.4.3. Category C Learning Centres

Fig.43 Teachers' rating to bring innovation in education



Similar to category B Bodhshalas, due to teachers' scarcity, the existing teachers were left with lesser time and mental space to focus on innovative methods of teaching. As per teachers, the issue of teacher scarcity was being addressed by BSS.

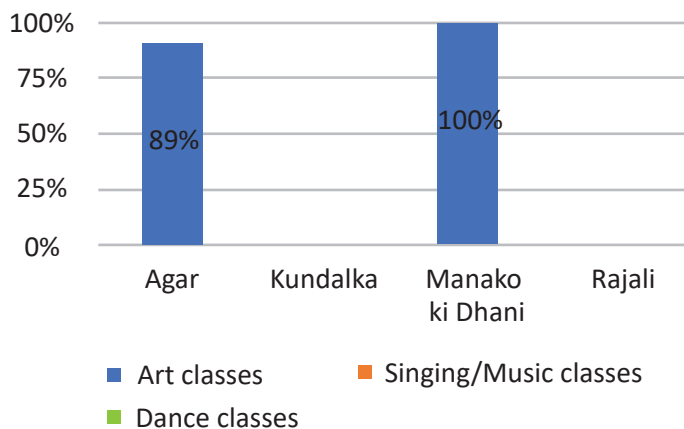
The reasons for teachers' scarcity in these Bodhshalas as per SMC members are:

Previous teachers getting promoted to "school-in-charge" positions of different Bodhshalas and hence leaving these schools

Teachers leaving these schools due to the burden caused by teachers' scarcity

Due to the prevailing issue of teachers' scarcity the focus of BSS was seemingly to deploy an adequate number of subject teachers rather than deploying teachers for extra-curricular activities. Hence, art and crafts were the only extra-curricular activities conducted during classroom learning.

Fig.44 Conduction of extra-curricular activities



Below is a quotation from SMC member highlighting the issue of teacher-scarcity:

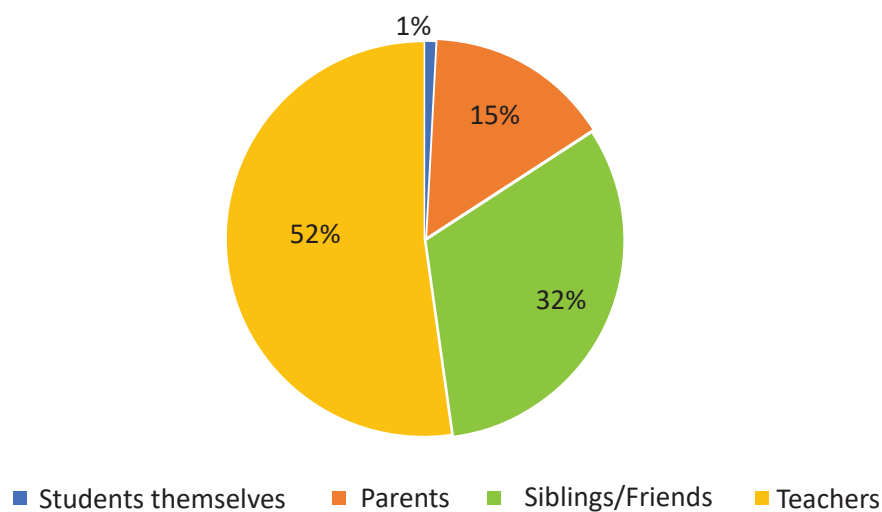
“There is a cycle due to which the teachers’ are scarce in this Bodhshala. On one hand the students are dropping out due to lack of teachers. On the other hand, BSS is not deploying more teachers due to lesser student enrolment. In this quest, the education of current students is getting affected.”

-SMC Member, Rajali Bodhshala

6.5. Parents Participation

One of the crucial roles played by the teachers was keeping parents involved in every step of the education of their children. This had built a stronger support system and learning environment for students in all Bodhshalas and LCs.

Fig.45 Stakeholders helping students to overcome study challenges



This practice of connecting with parents of students had been carried on by the teachers for a long time, even during pre-pandemic times. The rapport built through this practice was of great help during the pandemic. Since teachers had good relations with the parents of the students, it was easier to convince them and start education through Shiksha Ghars during the pandemic.

The graph shows the involvement of various stakeholders at the time of challenges faced by the students. In many cases, since these students were first-generation learners, parents were not able to help them much with the education-related challenges.

However, teachers were of the greatest support for the students. Teachers not only supported concurrent students of Bodhshalas and LCs but also guided alumni groups. Alumni of Silibavadi Bodhshala shared that they often attended classes inside Bodhshala and received classes from different subject teachers during the morning slot (before Bodhshala opens for current students). This way, both alumni and current students were benefitted with continuous educational support.



Chapter 7: Learning Outcomes Assessment Findings

Chapter 7: Learning Outcomes Assessment Findings

7.1. Overall Learning Outcomes assessment

Overall Bodhshalas and LCs' students scored the highest i.e 53%

Out of 10 selected Bodhshalas and LCs, the highest scores attained by Haud ki Dhani (60%) and Ban ki Dhani (59%)

Category B Bodhshalas scored the highest (57%)

The table below explains instructions to read the key findings:

Category 1 included the students in need of ongoing help and the students whose % is less than 50% and the colour coding is Orange

Category 2 included the students who were approaching expectations and whose % was between 50% – 70%, and the colour coding is Yellow

Category 3 included the students who were meeting expectations and whose % is above 70%, and the colour coding is Green

Learning Outcome Assessment – Evaluation Criteria

Category of Students	Remarks	Percentage Criteria	Colour coding
Category 1	Needs Ongoing Help	Below 50%	Orange
Category 2	Approaching Expectation	50-70%	Yellow
Category 3	Meeting Expectations	Above 70%	Green

Key findings:

Table 7.1 Learning outcome assessment results

Schools	Average %
Bodhshalas and LCs	53%
Private Schools	52%
Government Schools	37%

The table highlights that the Bodhshalas and LCs fell under the category of approaching expectation. In comparison to students from private and government schools, Bodhshala and LCs students came out as top scorers in the programme's targeted locations.

Table 7.1.1 Bodhshalas and LCs result

Bodhshalas and LCs Result		
School Categories and Averages	Bodhshala and LC Name	Percentages
A	Haud ki Dhani	60%
A	Silibavadi	46%
A	Aadharshila	57%
Average of Category A		54%
B	Khairati Ki Dhani	55%
B	Reengaspuri	57%
B	Ban ki Dhani	59%
Average of Category B		57%
C	Manako Ki Dhani	51%
C	Rajali	38%
C	Kundalka	49%
C	Agar	55%
Average of Category C		48%
Overall Bodhshalas and LCs Average		53%

The table shows the outcome for the Bodhshalas, and LCs were divided into categories A, B, and C. The average percentage for Category B Bodhshalas was 57%, whereas the average percentage for Category A Bodhshalas was 54%. These two categories of Bodhshalas fell under the “approaching expectations”, while category C LCs, with an average percentage of 48%, fell under the category of “need ongoing help.”

Table 7.1.2 Private school result

Private School Result	
Private School Name	Percentages
Khairati Ki Dhani- Private School (P1)- Yash Dev Public School	52%
Silibavadi- Private School (P2)	34%
Ban Ki Dhani- Private School (P3)	47%
Manako Ki Dhani- Private School (P4)	59%
Agar- Private school (P5)- Jyoti Academy Senior Secondary School	68%
Overall Private Schools Average	52%

Results are shown for each private school. Findings show that students from 3 schools belonged to category 1, i.e., Approaching expectations. The other two schools belonged to category 2, i.e., Need ongoing help. Jyoti school’s result was the highest among all private schools (68%). Jyoti Academy senior secondary school was a renowned school in Alwar. Students in these schools came from across the districts of Rajasthan.

Table 7.1.3 Government school result

Government school result	
Government School Name	Percentages
Haud ki Dhani Govt. School	32%
Silibavadi- Government School (G2)	36%
Manako Ki Dhani- Govt. school (G3)	44%
Overall Government Schools Average	37%

Government school results are shown in the above table. As per the assessment findings, the schools fell under the category of "require ongoing attention" based on an average percentage of 37%.

Table 7.1.4 Subject and grade-wise percentages of all schools

Subject and Grade wise percentages									
Grade	Bodhshalas and LCs			Private Schools			Government Schools		
	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7
Hindi	51%	55%	70%	64%	55%	55%	59%	47%	35%
English	40%	49%	40%	41%	34%	41%	33%	25%	19%
Math	49%	61%	60%	74%	60%	49%	47%	47%	33%

The table includes all schools taken for the assessment (Bodhshalas and LCs, private schools, and government schools), all grades (3rd, 5th, 7th), and all subjects (Hindi, English, and Mathematics). As highlighted in the table, Bodhshalas and LCs comparatively scored better than government schools and to some extent, better than private schools as well. Bodhshalas and LCs students needed ongoing help in English subjects.

Table 7.1.4.1 Subject-wise average percentage of all the school

Grade	Bodhshalas and LCs	Private Schools	Government school
	Average %	Average %	Average %
Hindi	59%	58%	47%
English	43%	39%	26%
Math	57%	61%	42%

The table mentions the subject-wise average percentage of all the school categories. As per the table, Bodhshalas and LCs scored well in Hindi and Mathematic subjects, while they required ongoing help in English subject.

Table 7.1.5 Skill wise criteria for assessment

Skill Wise Criteria			
Grade	Bodhshalas and LCs	Private Schools	Government Schools
3rd Grade English	1.6	1.7	1.3
5th Grade English	1.8	1.3	0.9
7th Grade English	1.5	1.5	0.7
3rd Grade Hindi	2.5	3.2	3
5th Grade Hindi	2.7	2.8	2.4
7th Grade Hindi	4.2	3.3	2.1
3rd Grade Math	1	1.5	0.9
5th Grade Math	1.6	1.5	1.3
7th Grade Math	1.3	1	0.7

Grade-wise and subject-wise skill scores are shown in the above table. According to the table, students in Bodhshalas and LCs fell under the category of “approaching expectations” across all grade levels and subjects, which was not the case for private and government schools.

Table 7.1.6 Gender-wise results

Gender-wise results							
School Name		Bodhshalas and LCs		Private School		Government School	
Gender		Female	Male	Female	Male	Female	Male
3rd	Hindi	56%	59%	53%	69%	70%	74%
	English	45%	45%	55%	57%	34%	34%
	Math	57%	57%	63%	72%	50%	45%
5th	Hindi	56%	55%	62%	57%	54%	60%
	English	48%	50%	60%	49%	23%	26%
	Math	61%	62%	64%	64%	47%	41%
7th	Hindi	71%	67%	70%	68%	33%	43%
	English	44%	36%	59%	45%	19%	18%
	Math	55%	63%	61%	58%	33%	32%

The results were displayed in this table by gender, grade, school, and subject. As highlighted in the table, male and female students in Bodhshalas require ongoing support in the English subject mainly. Both males and females fell under the category of "approaching expectations" in all other subjects.

7.2. Category A Schools

Table 7.2.7 Category A Bodhshala results

Category A Bodhshala Results									
Bodhshala Name	Haud Ki Dhani			Silibavadi			Aadharshila		
Grades	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7
Hindi	55%	56%	78%	42%	52%	57%	74%	59%	69%
English	39%	52%	56%	37%	38%	29%	48%	48%	35%
Math	61%	71%	68%	49%	58%	51%	57%	65%	57%

As the above table highlights, Haud Ki Dhani Bodhshala's students from 7th grade in Hindi and 5th grade in Math were "meeting the desired expectations." Almost all the student's grade in Category A Bodhshalas fell under the "Approaching expectations" category.

7.3. Category B Schools

Table 7.3.8 Category B Bodhshala Result

Category B Bodhshala Result									
Bodhshala Name	Khairati Ki Dhani			Reengaspuri			Ban Ki Dhani		
Grades	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7
Hindi	53%	52%	66%	73%	54%	75%	52%	68%	78%
English	50%	57%	33%	50%	52%	45%	49%	54%	43%
Math	59%	53%	70%	63%	55%	48%	59%	65%	65%

As highlighted in the table, category B Bodhshalas' students from Reengaaspuri (grade 3rd and grade 7th) and Ban Ki Dhani (grade 7th) fell under the category of "meeting desired expectations". In category B Bodhshalas almost all the students "need ongoing help" in English.

7.4. Category C Schools

Table 7.4.9 Category C LC Results

Category C LC Results								
LC Name	Manako Ki Dhani		Rajali		Kundalka		Agar	
Grades	Grade 3	Grade 5	Grade 3	Grade 5	Grade 3	Grade 5	Grade 3	Grade 5
Hindi	61%	46%	35%	39%	62%	56%	50%	61%
English	51%	40%	37%	21%	37%	64%	41%	64%
Math	51%	55%	45%	50%	51%	69%	48%	65%

In category C, LCs grade 5 students from Manako Ki Dhani, both grade 3 and 5 students from Rajali, and grade 3 students from Agar Bodhshala fell into the category of “need ongoing help” taking into consideration their percentages in all the subjects. On the other hand, Manko Ki Dhani and Kundalka (grade 3) and Agar Bodhshala (grade 5) fell into the category of “approaching expectations.”

7.5. Learning Outcomes Key Findings Excluding Jyoti Academy results

Jyoti Academy was a private school located in Thanagazi, taken as a part of comparison group. Unlike other schools included in the comparison group sample, the students enrolled in this school came from economically and socially privileged background. Hence, for more pertinent comparison, this section of the study shall present the learning outcome assessment findings excluding scores of Jyoti Academy.

Table 7.5.10 Learning outcome assessment Results

Schools	Percentages criteria
Bodhshalas and LCs	53%
Private Schools	48%
Government Schools	37%

The table highlights that the Bodhshalas and LC fell under the category of “approaching expectation”. The private and government schools belong to the category of “need ongoing help.”

Table 7.5.11 Private school result

Private School Result	
Private School Name	Percentages
Khairati Ki Dhani- Private School (P1)- Yash Dev Public School	52%
Silibavadi- Private School (P2)	34%
Ban Ki Dhani- Private School (P3)	47%
Manako Ki Dhani- Private School (P4)	49%
Overall Private Schools Average	45%

The table shows private school results for each school. Students from only one school belonged to category 2, i.e., approaching expectations. The other three schools belonged to category 1, i.e., need ongoing help. The overall average result was 45% which meant that the private schools fell under the category of needing ongoing help.

Table 7.5.12 Subject and grade wise percentages

Subject and Grade wise percentages									
Grade	Bodhshalas and LCs			Private Schools			Government Schools		
	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7	Grade 3	Grade 5	Grade 7
Hindi	51%	55%	70%	53%	44%	50%	59%	47%	35%
English	40%	49%	40%	33%	26%	36%	33%	25%	19%
Math	49%	61%	60%	67%	57%	45%	47%	47%	33%

The table is as per the schools (Bodhshalas and LCs, Private schools, and Government schools), per Grade (3rd, 5th, 7th), and Subject (Hindi, English, and Mathematics). As highlighted in the table, Bodh schools were comparatively better than private and government schools. Bodh school students needed ongoing help in English subjects.

Table 7.5.13 Skill wise criteria

Skill Wise Criteria			
Grade	Bodhshalas and LCs	Private Schools	Government Schools
3rd Grade English	1.6	1.4	1.3
5th Grade English	1.8	0.9	0.9
7th Grade English	1.5	1.4	0.7
3rd Grade Hindi	2.5	2.6	3
5th Grade Hindi	2.7	2.2	2.4
7th Grade Hindi	4.2	3	2.1
3rd Grade Math	1	1.3	0.9
5th Grade Math	1.6	1.4	1.3
7th Grade Math	1.3	1	0.7

The skill scores by grade and subject are shown in this table. According to the table, students in Bodhshalas and LCs fell into the category of “approaching expectations” across all grade levels and subjects. 7th Grade Hindi students of Bodhshalas fell into the category of “meeting expectations.”

Table 7.5.14 Gender-wise results

Gender-wise results							
School Name		Bodhshalas and LCs Gender wise		Private School Gender wise		Government School Gender wise	
Gender		Female	Male	Female	Male	Female	Male
3rd	Hindi	56%	59%	36%	53%	70%	74%
	English	45%	45%	33%	48%	34%	34%
	Math	57%	57%	43%	59%	50%	45%
5th	Hindi	56%	55%	41%	45%	54%	60%
	English	48%	50%	39%	33%	23%	26%
	Math	61%	62%	54%	62%	47%	41%
7th	Hindi	71%	67%	44%	50%	33%	43%
	English	44%	36%	29%	38%	19%	18%
	Math	55%	63%	45%	49%	33%	32%

The results are displayed in this table by gender, grade, school, and subject. As highlighted in the table, both male and female students in Bodhshalas and LCs required ongoing support in the English subject primarily. Both males and females fell under the category of "approaching expectations" in all other subjects.



Chapter 8: Statistical Inferences



Chapter 8: Statistical Inferences

This chapter includes findings from the statistical tool of correlation, used to assess the association of certain quantitative variables for this study. The variables measured for this study were: students' learning outcome, socio-economic factors (like gender, family income and parent literacy levels) and school quality parameters. The tool "correlation" describes the strength of a relationship between two variables, indicating that when one changes by a specific amount, the other changes on an average by a similar amount.

Methodology:

Student-wise data from 336 students³ was gathered from primary and secondary data sources. Data for two ordinal parameters: learning outcome results and school quality of 10 selected Bodhshalas and LCs, was collected directly from the field through designed data collection tools. Whereas the data on family income and parental literacy levels were obtained from BSS (the implementation partner).

Two types of tests were run to calculate a correlation between different variables:

- **Kendall's tau-b correlation test** was run to check the correlation between ordinal parameters⁴: learning outcome and school quality parameters.
- **Chi-square test** was run to check the association between learning outcomes, 12 selected parameters of the school quality index and also the socio-economic factors (like gender, family income and parental literacy level).
- **Ordinal Logistic regression** was used to model relationship between an ordinal response variable and one or more explanatory variables.

Note: Parameters like Mid-Day Meal, inclusivity and health-related data points from the school quality checklist were not taken into consideration for the correlation analysis since they all are assigned Level 3 i.e., the highest level (as per the rubrics) and hence the standard deviation came out to be 0.

³A sample of 357 students was considered for Learning Outcome Assessment. However, for the purpose of correlation a sample of 336 students is considered. The reason for this difference in student sample is that the study team was able to capture gender of 336 students only. It was observed that class 3 students across 10 Bodhshalas and LCs could not provide their basic details (like name and gender) enquired as a part of learning outcome assessment paper. Hence, correlation is conducted for the 336 students for whom all student-level details were available through both primary and secondary data sources.

⁴Ordinal data is a type of categorical data with an order. Reference: https://www.sagepub.com/sites/default/files/upm-binaries/42772_1_Introduction_to_Statistics.pdf

8.1. Kendall's tau-b correlation (τ_b)

A Kendall's tau-b correlation was run to determine the relationship between learning outcomes and the school quality parameters.

The learning outcome assessment results were categorized into below mentioned three categories:

Category of Students	Remarks	Percentage Criteria	Colour coding
Category 1	Needs ongoing help	Below 50%	
Category 2	Approaching expectation	50-70%	
Category 3	Meeting expectations	Above 70%	

Listed below is the τ_b value of correlation between learning outcome assessment results and the various school quality parameters:

Legend	
τ_b	Kendall's tau-b (τ_b) correlation coefficient
p-value	A p-value measures the probability of obtaining the observed results, assuming that the null hypothesis is true. The lower the p-value, the greater the statistical significance of the observed difference

Ordinal Parameters	τ_b value
Cumulative learning outcome assessment result of 10 Bodhshalas and LCs	1.000
School premises of Bodhshalas and LCs	0.028
Playground and equipment/material available	0.055
Classrooms and other rooms	0.035
Library	0.077
Gadgets and electricity availability	.170**
Toilets and water facility available	.136**
Teaching learning and assessment	0.082
Teachers' management	.112*
Leadership and management	.112*
Physical and emotional safety	.120*
Productive community participation	.205**

** . Correlation is significant at the 0.01 error (2-tailed)

* . Correlation is significant at the 0.05 error (2-tailed)

Note: Correlation significant at 0.01 error means that there is 1 in 100 chance that we would have seen these observations if the variables were unrelated. And 2-tail hypothesis test is designed to show whether the sample mean is significantly greater than or significantly less than the mean of a population. The two-tailed test gets its name from testing the area under both tails (sides) of a normal distribution.

Kendall's tau-b correlation (τ_b) Findings:

There is a **positive correlation between learning outcomes and the availability of gadgets and electricity**, it is statistically significant, $\tau_b = 0.170$, $p = 0.01$. This indicates that in presence of a continuous electricity supply and functional electric gadgets, like computers, inverters, and the internet, the learning outcome of students can be enhanced. Qualitative data collected through interactions with teachers of Bodhshalas and LCs, it was found that, in warm weather conditions, frequent power cuts or total absence of electricity tend to distract the students studying in classrooms

There is a **positive correlation between learning outcomes and the availability of toilets and water facilities** in Bodhshalas and LCs, it is statistically significant, $\tau_b = 0.136$, $p = 0.01$. Availability of age and gender-appropriate, clean and adequate toilets, along with proper water facilities, prevent transmission of communicable diseases and also contribute to more students attending schools. Thereby, improving the learning outcomes of students.

There is a **positive correlation between learning outcomes and the availability of teachers' management** in Bodhshalas and LCs, it is statistically significant, $\tau_b = 0.112$, $p = 0.05$. Teachers' management includes the availability of a subject-wise adequate number of teachers in Bodhshalas and LCs, alternative management to overcome teachers' absenteeism and proper orientation of new teachers. To impact education, this parameter was observed the most in categories B and C Bodhshalas and LCs. The findings indicate that students' academic performance is directly dependent on proper teacher management.

As per NEP 2020: A pupil-teacher ratio (PTR) of under 30:1 is advisable at the level of each school. For areas having large numbers of socio-economically disadvantaged students a PTR of under 25:1 shall be ensured.

There is a **positive correlation between learning outcomes and the availability of leadership management** in Bodhshalas and LCs, it is statistically significant, $\tau_b = 0.120$, $p = 0.05$. The findings indicate the importance of having leadership management in place which includes building schools' development plans and taking day-to-day decisions in consultation with all school staff members by the school in charge. A healthy relationship between teachers and the school in charge shall lead to active and effective decision-making and hence, boost the learning outcomes results of students.

There is a **positive correlation between learning outcomes and the availability of physical and emotional safety** in Bodhshalas and LCs is statistically significant, $\tau_b = 0.205$, $p = 0.01$. Physical and emotional safety in school parameters indicates how secure a student feels while physically and emotionally expressing themselves. A secure school environment contributes to making students confident in their expression and motivates them to take challenges positively. As per field observation, it was observed that students of all Bodhshalas and LCs were overall expressive with their views. While interacting with alumni and SMCs, it was found that this factor was majorly missing in nearby government and private schools.

8.2. Chi-square test

Chi-square test was run to find an association between:

- Learning outcome results vs. school quality parameters
- Learning outcome results vs. socioeconomic parameters

The test is run to test the hypothesis of association between learning outcome results and school quality parameters and socio-economic parameters respectively.

Legend	
χ^2	Chi-square test value
p-value	For all p-values < 0.05, a significant association is observed between the variables.

Learning outcome results vs. School quality parameters

This section includes all chi-square test findings indicating the presence or absence of an association between learning outcome results and school quality parameters.

Chi-square test findings:

- School quality parameters, like the availability of library, electricity and gadgets, toilet facilities, teaching-learning mechanism, mechanism for assessing learners' progress, teachers' management system and physical and emotional safety had a significant impact on the learning outcomes of students.
- School quality parameters, like adequate and child-friendly school premises, classrooms, playgrounds, leadership management and productive participation from the community were not significantly associated with the learning outcomes of students.
- The levels mentioned in below presented chi-square findings were linked with the School Quality Rubrics prepared by the study team as a tool for data collection. Levels indicate the following:

Levels	Description
Level 1	Poor
Level 2	Fair
Level 3	Good

i. Library Facilities

			Library			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	19	58	37	114
		% within scores	16.7%	50.9%	32.5%	100.0%
	Category 2	Count	6	89	44	139
		% within scores	4.3%	64.0%	31.7%	100.0%
	Category 3	Count	1	55	27	83
		% within scores	1.2%	66.3%	32.5%	100.0%
Total		Count	26	202	108	336
		% within scores	7.7%	60.1%	32.1%	100%

$\chi^2=20.938$ and p-value = 0.000

There is a **significant association between library and learning outcome results** of students. As per on-field observation, all Bodhshalas and LCs had availability of the library. However, usage of libraries was observed more in categories A and B Bodhshalas. The findings of chi-square test suggest availability and usage of libraries can impact the learning outcomes of students positively.

ii. Gadget and Electricity Availability

			Gadget		Total
			Level 1	Level 3	
Learning outcomes	Category 1	Count	88	26	114
		% within scores	77.2%	22.8%	100.0%
	Category 2	Count	76	63	139
		% within scores	54.7%	45.3%	100.0%
	Category 3	Count	47	36	83
		% within scores	56.6%	43.4%	100.0%
Total		Count	211	125	336
		% within scores	62.8%	37.2%	100%

$\chi^2=15.389$ and p-value = 0.000

There is a significant association between gadgets and learning outcome results. The findings indicate that the availability of electricity, the internet and basic gadgets, like inverter and computer have a direct impact on the learning outcome of students.

iii. Toilets

			Toilet			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	41	47	26	114
		% within scores	36.0%	41.2%	22.8%	100.0%
	Category 2	Count	33	43	63	139
		% within scores	23.7%	30.9%	45.3%	100.0%
	Category 3	Count	24	23	36	83
		% within scores	28.9%	27.7%	43.4%	100.0%
Total		Count	98	113	125	336
		% within scores	29.2%	33.6%	37.2%	100%

$\chi^2=15.997$ and p-value = 0.003

There is a **significant association between the availability and facility of toilets and learning outcome** results. School buildings with proper toilet facilities could prevent gap in education and hence improved learning results for students.

iv. Teaching learning assessment

			Teaching Learning Assessment			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	19	19	76	114
		% within scores	16.7%	16.7%	66.7%	100.0%
	Category 2	Count	6	28	105	139
		% within scores	4.3%	20.1%	75.5%	100.0%
	Category 3	Count	1	22	60	83
		% within scores	1.2%	26.5%	72.3%	100.0%
Total		Count	26	69	241	336
		% within scores	7.7%	20.5%	71.7%	100%

$\chi^2=21.400$ and p-value = 0.000

There is a **significant association between teaching-learning assessment and learning outcome** results. As per field observations, students learnt better from fun-learning activities, like TLMs and peer learning. This helped students to retain the taught lessons and perform better academically.

v. Teacher management

			Teacher management			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	14	21	79	114
		% within scores	12.3%	18.4%	69.3%	100.0%
	Category 2	Count	0	31	108	139
		% within scores	0.0%	22.3%	77.7%	100.0%
	Category 3	Count	0	17	66	83
		% within scores	0.0%	20.5%	79.5%	100.0%
Total		Count	14	69	253	336
		% within scores	4.2%	20.5%	75.3%	100%

$\chi^2=28.570$ and p-value = 0.000

There is **significant association between teacher management and learning outcome** results. A proper teacher management mechanism in place was seen in category A Bodhshalas. Teacher management is dependent on the availability of an adequate number of teachers in Bodhshalas and LCs. Observably, this factor had an impact on both the learning outcomes of students and student enrolment.

vi. Physical and emotional support

			Physical emotional support			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	14	79	21	114
		% within scores	12.3%	69.3%	18.4%	100.0%
	Category 2	Count	0	101	38	139
		% within scores	0.0%	72.7%	27.3%	100.0%
	Category 3	Count	0	53	30	83
		% within scores	0.0%	63.9%	36.1%	100.0%
Total		Count	14	233	89	336
		% within scores	4.2%	69.3%	26.5%	100%

$\chi^2=33.605$ and p-value = 0.000

There is a **significant relation between learning outcome results and physical and emotional support**. Teachers in Bodhshalas and LCs played an important role in providing a safe and secure environment to students. One of the unique characteristics of Bodhshalas and LCs observed during data collection was that the students did not fear their teachers and in-charge, they rather feel comfortable sharing their personal issues with them.

vii. Learners' Progress, Attainment and Development

			Learning progress			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	14	21	79	114
		% within scores	12.3%	18.4%	69.3%	100.0%
	Category 2	Count	0	31	108	139
		% within scores	0.0%	22.3%	77.7%	100.0%
	Category 3	Count	0	17	66	83
		% within scores	0.0%	20.5%	79.5%	100.0%
Total		Count	14	69	253	336
		% within scores	4.2%	20.5%	75.3%	100%

$\chi^2=28.570$ and p-value = 0.000

There is a **significant association between learning outcomes and learners' progress, attainment and development**. Learners' progress when documented and maintained properly helped both teachers and parents to analyse students' academic development. The teachers were trained to document challenges faced by students in daily lectures. These challenges were worked upon by these teachers thereby giving need-based support.

viii. School premises

			School premises			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	44	14	56	114
		% within scores	38.6%	12.3%	49.1%	100.0%
	Category 2	Count	46	12	81	139
		% within scores	33.1%	8.6%	58.3%	100.0%
	Category 3	Count	30	10	43	83
		% within scores	36.1%	12.0%	51.8%	100.0%
Total		Count	120	36	180	336
		% within scores	35.7%	10.7%	53.6%	100%

$\chi^2=2.541$ and p-value = 0.637

There is no **significant association between learning outcome results and school premises**. The qualitative studies indicated that an adequate number of classes and maintaining school premises were the major requirements of stakeholders. However, as per chi-square test results, this factor did not seem to have a statistically significant impact on the learning outcomes of students. The quality of education delivered by teachers (regardless of the availability of proper school premises) could be a factor in overcoming infrastructural challenges.

ix. Playground Availability

			Play ground			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	36	22	56	114
		% within scores	31.6%	19.3%	49.1%	100.0%
	Category 2	Count	31	27	81	139
		% within scores	22.3%	19.4%	58.3%	100.0%
	Category 3	Count	17	23	43	83
		% within scores	20.5%	27.7%	51.8%	100.0%
Total		Count	84	72	180	336
		% within scores	25.0%	21.4%	53.6%	100%

$\chi^2=6.130$ and p-value = 0.190

There is **no significant association between learning outcomes and the availability of playgrounds**. The qualitative findings also indicate the same result. The play activities were conducted by teachers either in classrooms directly or in open spaces of school premises. Hence, the unavailability of playground was not showing statistically significant impact on students' academic performances.

x. Classrooms

			Classrooms			Total
			Level 1	Level 2	Level 3	
Learning outcomes	Category 1	Count	58	37	19	114
		% within scores	50.9%	32.5%	16.7%	100.0%
	Category 2	Count	58	44	37	139
		% within scores	41.7%	31.7%	26.6%	100.0%
	Category 3	Count	40	27	16	83
		% within scores	48.2%	32.5%	19.3%	100.0%
Total		Count	156	108	72	336
		% within scores	46.4%	32.1%	21.4%	100%

$\chi^2=4.354$ and p-value = 0.360

There is **no significant association between classrooms and learning outcome** results as per chi-square test findings. Teachers' capacity of providing quality education to students despite the shortage of classrooms could be one of the reasons for this finding. Another reason could be the utilization of open spaces as classrooms by teachers in favourable weather conditions. The study team travelled to the field during November and December. Weather and climate-wise, this time was most favourable for teachers to utilize open spaces and terraces as classrooms. However, this was not the case during extreme summer and rainy seasons, as communicated by teachers. Specifically, during the rainy season, the lectures were dismissed due to shortage and water leakage issues in classrooms. Hence, all beneficiaries indicated the importance of an adequate number of classrooms as an important parameter during the field visit.

xi. Leadership management

		Leadership management			Total
			Level 2	Level 3	
Learning outcomes	Category 1	Count	24	90	114
		% within scores	21.1%	78.9%	100.0%
	Category 2	Count	18	121	139
		% within scores	12.9%	87.1%	100.0%
	Category 3	Count	8	75	83
		% within scores	9.6%	90.4%	100.0%
Total		Count	50	286	336
		% within scores	14.9%	85.1%	100%

$\chi^2=5.638$ and p-value = 0.060

There is **no significant relationship between the management of leadership and learning outcome** results. These findings indicate that the leadership shown by principals and school in-charges was not impacting the learning outcome result of students. This shall be true considering that in categories B and C Bodhshalas and LCs, the teachers and in-charge were relatively equivalent in status and hence both teachers and in-charge had equal say in decision making.

xii. Productive community participation

		Productive community participation			Total
			Level 2	Level 3	
Learning outcomes	Category 1	Count	22	92	114
		% within scores	19.3%	80.7%	100.0%
	Category 2	Count	15	124	139
		% within scores	10.8%	89.2%	100.0%
	Category 3	Count	13	70	83
		% within scores	15.7%	84.3%	100.0%
Total		Count	50	286	336
		% within scores	14.9%	85.1%	100%

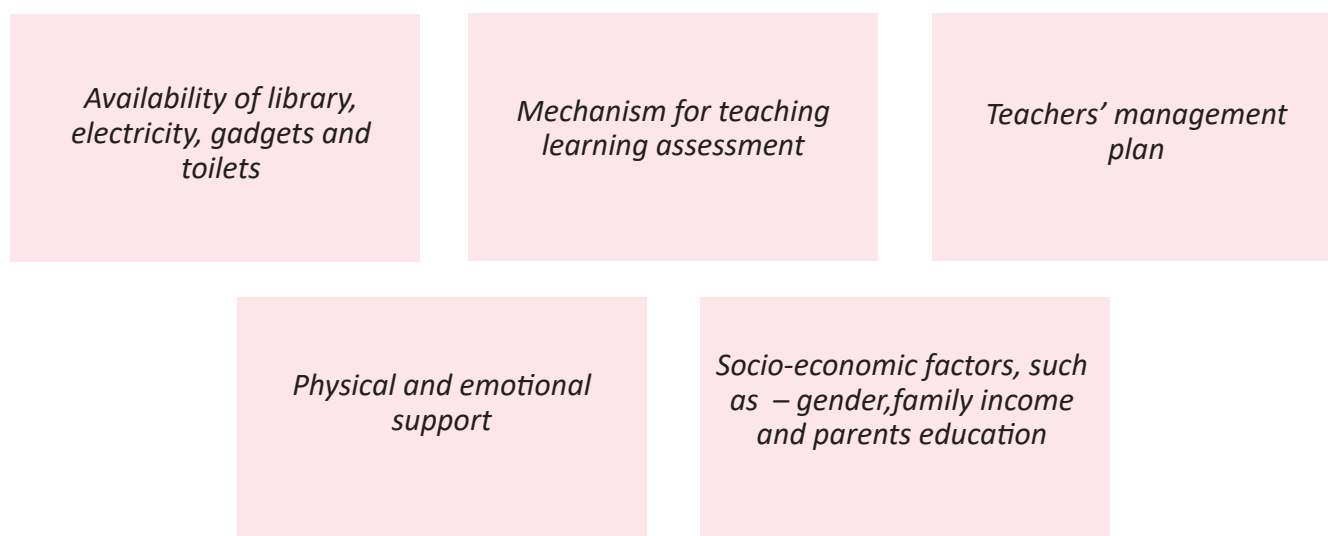
$\chi^2=3.632$ and p-value = 0.163

There is **no significant relation between learning outcome** results and productive community participation. However, it was found that support from the community and parents helped teachers in times of pandemic. Hence, qualitative findings indicated that active community participation made it possible for teachers to disseminate quality education to students.

In post-pandemic times, most of the responsibility for students' academic performance fell on teachers. Community participation was maintained by teachers through regular community outreach activities. Additionally, the role of the community came into effect predominantly when there was a requirement for construction on school premises.

8.3. Ordinal Logistic Regression

Ordinal Logistic Regression framework is used to analyze the determinants of the phenomenon of the learning outcome results. Here, the learning outcomes of the students are the dependent variable. As per regression analysis, many variables that may have an impact on this dependent variable, include:



The above factors were selected by the study team considering the overall qualitative and quantitative findings from the field. The parameters of the school quality index selected for the regression analysis were also based on the propositions made by the beneficiaries based on the reasonings that these amenities were a basic requirement of students to study effectively in schools. Socio-economic factors were taken into consideration for this regression analysis to understand the impact of lived realities of beneficiaries on the academic performance of students. These lived realities shall include a larger context of attitudinal barriers created by parents preferring male-child education over female-child education in Indian society. Additionally, realities shall also include the economic and educational level of parents to prioritize the education of children while making ends meet.

The usefulness of the regression analysis is that it indicates the influence of one factor on the dependent variable (here the three categories of learning outcomes of the students) after controlling for the possible impact of other factors. This information is not available in cross-tabulation or analysis of the correlation between two variables. Regression results do not indicate 'causation' in general, and this is not a serious issue in this case. For example, if the presence of a library in the school has a positive influence on the learning outcomes of the students, the direction of the relationship is clear in this regard: availability of a library makes an impact on students' scores and not the other way around.

Determinant of Learning outcomes: Results of Ordinal Logistic Regression

8.3.1. Impact of school quality parameters on learning outcomes of students

The impact of each school quality variable independently (without considering other variables) affecting the learning outcomes of the student is given in Table 8.3.1. It gives two important values: (a) odds ratio –this indicates the likelihood values. For example, the variable ‘teacher and learning assessment’ has an odds ratio of 4.76, which indicates that if the quality of teaching-learning assessment falls in Level 3, it is 4.76 times more likely that the student will score good grades (will fall in category 3) compared to the students receiving teaching and learning assessment of level 1 and level 2 and (b) p-value – it gives the level of significance. Hence a variable has a significant impact if its p-value is less than 0. 050.

Table 8.3.1 shows that the following variables – availability of gadgets and electricity, teaching and learning assessment, and physical and emotional support have a statistically significant influence on the learning outcomes of the students. Amongst these, teaching and learning assessment is more important than physical and emotional support and the availability of gadgets.

Table 8.3.1. Results of the ordinal logistic regression- school quality parameters vs. learning outcome

Dependent variable	Levels	Odds Ratio
Library	Level 1	0.280
	Level 2	1.445
	Level 3	-
Gadget	Level 1	0.550
	Level 3	-
Toilet	Level 1	0.774
	Level 2	-
	Level 3	-
Teaching and learning assessment	Level 1	3.42123
	Level 2	4.760
	Level 3	-
Teacher management	Level 1	0.487
	Level 2	0.421
	Level 3	-
Physical and emotional support	Level 1	0.792946
	Level 2	0.452
	Level 3	-

In this exercise, the **impact of each variable is assessed** after controlling for the possible influence of other variables. As per the findings,

- **Availability of the library** is a significant parameter, however, difference in levels 1,2,3 is not significant.
- The students with level 1 (poor) **availability of gadgets and electricity** have a lower chance of getting higher scores. The odds of scoring higher marks are 0.5 times low when gadgets are of level 1.
- Students with level 3 (good) **gadgets and electricity** have a higher chance of getting higher scores considering there is a significant difference in scores with the availability of gadget facilities.
- Students with level 1 (poor) **toilet facilities** have less chance of getting higher scores.
- The **toilet facility** of levels 2 and 3 (fair and good) has a higher chance of getting higher scores. For this parameter the total presence and absence of toilets is making significant difference in the learning outcome of students regardless of the level at which this parameter falls under.
- **Teaching learning assessment** quality is a significant parameter since the scores are differing significantly with changes in the level of teaching-learning assessment.
- In Bodhshalas and LCs where students are taught with good **teaching learning assessment** mechanisms of level 3 have a higher chance of scoring well.
- Students in Bodhshalas and LCs where **teacher management planning** is of level 1 (poor) have the least chance of scoring good marks. Students in Bodhshalas and LCs with level 2 of teachers' management planning have a low chance of scoring good marks. Similarly, at level 3 students have a high chance of scoring good marks. However, there is not much significant change in marks with change in level 1,2 and 3 of teacher management plans. The overall absence and presence of this parameter shall make an impact regardless of the level.
- Students receiving **physical and emotional support** at levels 1 and 2 have less chance of scoring good marks as compared to students with level 3 (having a high chance of scoring good marks). There is a significant difference in scores with change in level 1,2 and 3. Hence, this parameter is of utmost importance.

8.3.2. Impact of socio-economic factors on learning outcomes of students

The impact of socio-economic variables independently (without considering other variables) affecting the learning outcomes of the student is given in Table 8.3.2. It gives two important values: (a) odds ratio –this indicates the likelihood values. For example, the variable ‘Education-Graduation’ has an odds ratio of 6.85, which indicates that if the quality of the parent is graduated, it is 6.85 times more likely that the student will score good grades (will fall in category 3) compared to the students whose parents are less educated and (b) p-value – it gives the level of significance. Hence a variable has a significant impact if its p-value is less than 0.050. Table 8.3.2 shows that the following variables – Education of the parents are significant.

8.3.2. Results of the ordinal logistic regression- socio-economic factors vs. learning outcome

Dependent variable	Parameters	Odds Ratio
	Male	1.310278
	Female	
Income	APL	1.630153
	BPL	
Education	Till 5th std	1.684692
	Till 8th std	2.403834
	Till 10th std	2.938024
	Till 12th std	3.411238
	Graduation	6.858263
	Illiterate	-

*In this exercise, male students scored **1.3** times better than female students*

*Students with income APL scored **0.5** times more than students with income BPL*

*Students with parents who studied till 12th standard scored **3.5** times more than students who have illiterate parents*

*Students with graduate parents scored **7** times good marks than students who have illiterate parents*

Findings from Kendall's tau-b correlation, chi-square test and ordinal logistic regression analysis are listed below:

Important parameters based on statistical inferences		
Kendall's tau-b correlation	Chi-square test	Ordinal Logistic Regression
School Quality Parameters		
Availability of gadgets and electricity	Availability of library	Availability of the library
Availability of toilets and water facilities	Availability of gadgets and electricity	Availability of gadgets and electricity
Availability of teachers' management system	Availability of toilets and water facilities	Availability of toilets and water facilities
Availability of leadership management	Availability of teaching-learning mechanism	Availability of teaching-learning mechanism
Availability of physical and emotional safety	Availability of mechanism for assessing learners' progress	Availability of teachers' management system
	Availability of teachers' management system	Availability of physical and emotional safety
	Availability of physical and emotional safety	
Socio-economic parameters		
		Gender
		Family income
		Parents' literacy level

All three statistical tests indicate importance of four common school quality parameters (apart from socio-economic parameters) which have significant impact on learning outcome of students in Bodhshalas and LCs:

Availability of gadgets and electricity

Availability of toilets and water facilities

Availability of teachers' management system

Availability of physical and emotional safety



Chapter 9: Social Return on Investment

Chapter 9: Social Return on Investment

Social Return on Investment (SROI) helps to understand the social impact of the programme among the beneficiaries and their families. While it is easy to measure the return on investment of intervention through methods such as cost-benefit analysis etc., it is difficult to impute the value of outcomes for an intervention. However, some methods help in imputing values to outcomes. SROI looks at the cost which would have been incurred if the intervention was not made.

SROI is calculated by adding the tangible costs (TC) and intangible costs (IC) to the total investment (TI) made.

$$SROI = (TC + IC) / TI$$

SROI can be evaluative and forecast. For the current assignment, evaluative SROI is estimated. To calculate the SROI, the following data/ information is collected for each programme:

- **Programme costs**, including all staffing costs, materials, and supplies for providing direct services.
- **Overhead/administrative costs**, including the cost of providing support to implement the programme, such as payroll and benefits, programme oversight and management, and policy development, as well as the actual cost of implementing the programme.
- **Non-tangible costs**, such as reduction in academic year loss due to the programme, reduction in extra tuition cost, etc.

To calculate the non-tangible costs, the following steps were adopted:

Establishing scope and identifying key stakeholders

- The key stakeholders for each program were identified, and their roles were ascertained for estimating the SROI.

Mapping outcomes

- Through engaging with the stakeholders, an evaluation matrix showing the relationship between inputs, outputs, and outcomes has been laid out for each of the programmes.
- A list of measurable indicators is used to develop an inventory checklist for each programme.

Evidencing outcomes and giving them value

- This stage involved data accumulation to show whether outcomes have happened. The programme outcomes were then “monetized” or assigned financial values.
- However, for those outcome indicators where the value is difficult to ascertain from a primary survey, values were used from secondary literature.
- The values for outcome indicators were then multiplied by the total number of units identified in the outcome indicator. This gave the value for total return.

Establishing Impact

- Having collected evidence on outcomes and monetized them, the “deadweight” was eliminated.
- Deadweight is the value of those aspects of change that would have happened anyway or are a result of other factors that are eliminated from consideration.
- For each programme, the chances of the outcome being attributed to the programme were determined, either as high, medium, or low, and accordingly a certain part of the value was reduced from the estimated total value.

Impact of Corona Virus

- The programme operations might have been hindered due to the emergence of the pandemic. The various cause and effects of the pandemic and the subsequent lockdowns on the programme were also considered.

Presented below are the SROI Framework findings for the SPP interventions:

Quality of Education

I. Access to education

Financial Proxies			
Stakeholder	Indicator	Financial proxy	Source
Students	Availability of quality education	Average savings on education fees spent in private school	Secondary study
Students	Availability of education during the pandemic	Average savings on internet packages for online education	Secondary study
Students	Availability of learning resources (stationary)	Average reduction in the cost of stationary and basic resources for learning	Secondary study

II. Extra-curricular activities

Financial Proxies			
Stakeholder	Indicator	Financial Proxy	Source
Students	Availability of extra activities (Art/singing/dance classes)	Average savings on extra fees spent for private classes for extra-curricular activities	Secondary study
Students	Educational trips	Average savings on the cost of educational trips	Secondary study

III. Health and Nutrition

Financial Proxies			
Stakeholder	Indicator	Financial Proxy	Source
Students	Better health and nutrition status	Average savings on the cost of treatments	Secondary study
Students	Availability of relief material (food parcels) from school (during the pandemic)	Average savings on food (lunch) during the pandemic	Secondary study

IV. Quality of teaching

Financial Proxies			
Stakeholder	Indicator	Financial Proxy	Source
Teachers	Enhancement of IT Skills (Digital training)	Average savings on money spent on IT training programme	Secondary study
Teachers	Specialized training sessions and seminars for better teaching styles and training for teaching students with disability (SWD)	Average savings on money spent on training sessions for updating teaching skills	Secondary study

Social Return on Investment		
Year	FY 2022-2023	FY 2024-25
India Inflation Rate (Source IMF)	3.8%	3.9%
Discounted Rate Considered	3.9%	
Total Input Cost	191354734	
Total Net Impact	738662472	
Net Present Value (NPV)	711278259	
SROI	3.72	

The results of an SROI calculation communicates the social value a project creates. At present for every INR. 1 invested, the Shikshak Pehal Programme delivers **INR 3.72 of social value**.



Chapter 10: School Quality Checklist Findings

Chapter 10: School Quality Checklist Findings

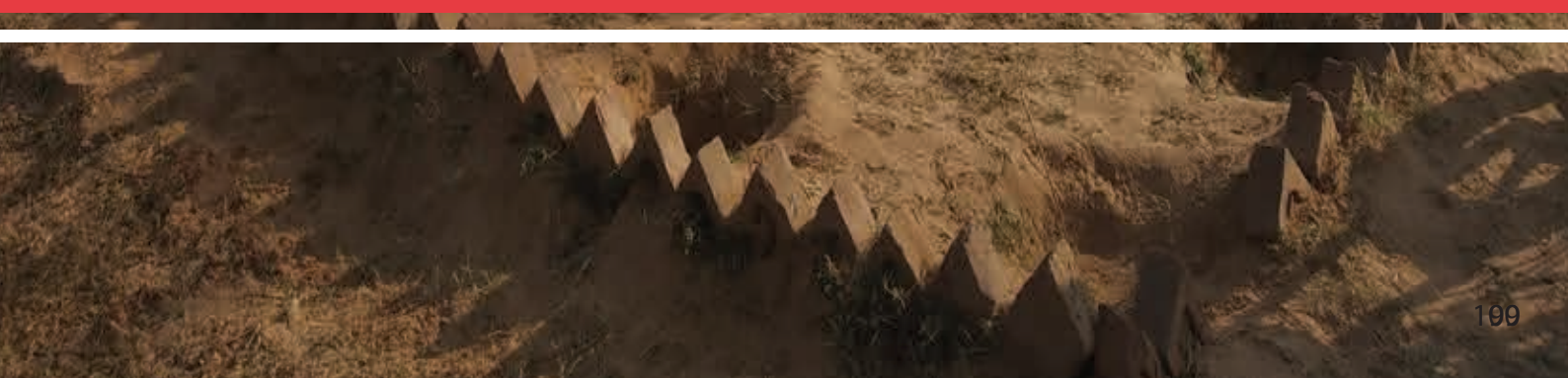
This section of the report provides a brief overview of the findings of the School Quality Check conducted by the study team. A brief rubric predetermining the criteria for each level was developed (Annexure III) to provide markings for each of the below-mentioned parameters to Bodhshalas and LCs taken as the sample under this study.

	Level 1 = Poor			Level 2 = Fair			Level 3 = Good			
Parameters	Adhar shila	HKD	Silibavadi	Ringuspuri	KKD	BKD	Rajali	Kundalka	MKD	Agar
Levels										
A.1.School Premises	3	3	3	1	2	1	1	1	1	1
A3. Playground and Equipment/Material	3	3	3	1	2	2	1	2	1	1
A4. Classrooms and other rooms	3	2	2	1	1	1	1	1	1	1
A5. Library	2	3	3	2	2	2	1	2	1	2
A6. Gadgets and Electricity	3	3	1	1	1	1	1	1	1	1
A7. Toilets and water facility	3	3	2	2	1	1	1	1	1	2
A8. Mid-day meal	3	3	3	3	3	3	3	3	3	3
B. Teaching learning and assessment	3	3	3	2	3	2	1	2	1	3
C. Learners' progress, attainment, and development	3	3	3	2	3	2	1	3	2	3
D. Teachers Management	3	3	3	2	3	2	1	3	2	3
E. Leadership and Management	3	3	3	3	3	2	2	3	2	3
F1. Physical and Emotional safety	2	3	2	2	3	2	1	2	2	2
F2. Inclusivity	3	3	3	3	3	3	3	3	3	3
F2.3. % Of students with disability	3	NA	2	1	2	2	NA	NA	NA	NA
F3. Health	3	3	3	3	3	3	3	3	3	3
G. Productive community participation	3	3	3	3	3	2	2	2	3	3

Note: Bodhshala and LC-wise detailed school quality checklist is included as Annexure I.



Chapter 11: Recommendations & Way Forward



Chapter 11: Recommendations & Way Forward

Components of Evaluation Matrix	Recommendations
Access to Education and infrastructural support	<ul style="list-style-type: none"> • Maintenance and re-construction of properly covered toilets and taps for drinking water and hand-washing purposes • Sessions related to WASH can be conducted periodically to students' post-repair of hand-washing stations in Bodhshalas and LCs • Provision of electricity should be provided considering the continuity of education in all seasons • Classrooms shall be constructed, to improve quality of teaching
Equity	<ul style="list-style-type: none"> • Sanitary napkins can be made a part of a medical box, in case it is required by any female student, specifically in upper primary Bodhshalas • Involvement with other organisations working in the field of inclusive education to provide better training and capacity building to teachers on how to engage with students with different types of disabilities
Quality of Education	<ul style="list-style-type: none"> • Incessant transfer of teachers from one Bodhshala to other results into drop in the community's trust and bond with the new teachers, hence impacting community relations. Teachers should be deployed to one school for a significant period. In cases of necessary transfer of teachers, the community should be intimidated and involved in decision-making well in advance • The needs of the parents, teachers, SMC members, and alumni can be assessed on a quarterly basis to align the programme objectives with the current requirements. This shall be applied specifically for categories B and C Bodhshalas to avoid gaps in communication between BSS and the beneficiaries • Maintenance of student portfolios for all students across categories of Bodhshalas. All worksheets and assignments attempted by the students can be included in these student portfolios on a regular basis. This can be monitored by Bodh Shiksha Samiti on a monthly or quarterly basis. In addition, the performance brief written by teachers in report cards (towards the end of the year) can be added monthly in student portfolios as well • An adequate number of teachers are to be deployed, especially in category B and C Bodhshalas to prevent students' from dropping out • Provision of breakfast can be added as a part of the Poornima Project • Since these Bodhshalas and LCs are in the area where farming is one of the primary occupations, students can be taught composting in Bodhshalas and LCs • Sessions of waste management can be taken to develop a sense of cleanliness from early childhood to mid-childhood
Accountability	<ul style="list-style-type: none"> • Maintenance and repair of electronic appliances like inverters and computers purchased with contributions from the community members for the benefit of students • Teachers can work alongside Anganwadi workers or organisations working towards menstrual hygiene. Through this convergence, awareness of menstrual hygiene and puberty-related issues can be spread among students



Annexures

Annexure I Detailed School Quality Checklists

A1.1. Category A Bodhshalas: School Quality Checklists

1. Adharshila

Sr. No.	Key Domain	Quantitative Data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises					✓
A1.1	Total area of school premises with covered area	Area: 5404 sq. ft. (approx.)	Principal: Ram Krishan (joined in 2022) Students come from 10-12 kms of radius. Children come from Kesarpur (500m), Palghari(9-10km), Dadar(4kms), Jayanti(6kms), Burja(2.5kms), Bhugor(2.5kms), Liwari(11-12kms). Transportation: School does not provide any transportation service to students. Students either come with their parents, siblings or by themselves to school. However, a very minuscule percentage of students have vans as a mode of transportation.			
A1.2	Area of playground, if available	Area: 3000 sq. ft. (approx.)				
A1.3	Area of open space in the school if there is no playground	Area: N.A.				
A1.4	Condition of the school building	Good				
A2	<i>Classes and enrolment</i>			NA		

A2.1	Classes taught in school	From: Pre-primary To: Upper primary	Total number of children at present: 329 No. of girls: 174 No. of boys: 155			
A2.2	Enrolment in Pre-Primary Classes (4+ and 5+ years)	% Of Girls:56 % of Boys:45	Total no of students in pre-primary: 47			
A2.3	Enrolment in Primary Classes (1-5)	% Of Girls: 52 % of Boys: 48	Total no of students in primary:185			
A2.4	Upper Primary (6-8)	% of Girls:54 % of Boys:46	Total no of students in upper primary:97			
A3	<i>Playground and Equipment/Material</i>					✓
A3.1	List of games/ sports, art education	No. of games/sport:20 No. of art education classes in a week:3	Two types of sports played by children: Outdoor and indoor. Indoor:6 Outdoor:13-14 Names of games: Kho-Kho, Kabaddi, chess, ludo etc. Physical Teacher/Sports teacher maintain quarterly records of height, weight, age, and BMI.			
A3.2	List equipment/ material available for different activities	No. of equipment/materials available	weighing machine, disk, chess, and other board games.			
A4	<i>Classrooms and other rooms</i>					✓
A4.1	Classrooms and other rooms	The ratio of classrooms and students: 16/329 The ratio of other school staff and other rooms:16/3				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classes: 6				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classes: 10				
A5	<i>Library</i>				✓	

A5.1	Library	Separate Library Type of books available in the library: Stories/Course books				
A5.2	Library manages by	Librarian				
A6	<i>Gadgets and Electricity</i>					✓
A6.1	Is there electricity in school	Yes				
A6.2	No. of computers available in the school	8-10				
A6.3	Internet facility in the school	Teachers only	As a component in their salaries			
A7	<i>Toilets and water facility</i>					✓
A7.1	No of functional toilets are available	No. of total functional toilets: 22-23				
A7.2	Toilets for girls	No. of toilets for girls: 11				
A7.3	Toilets for boys	No. of toilets for boys: 11				
A7.4	Toilets for other staff (MF)	No. of toilets for other staff: Same as students- 22-23				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash: 329/22 Drinking water:329/3				
A7.6	Process of purification of water in school	Filtration				
A7.7	Water storage	Overhead tank: 7				
A7.8	No. of time overhead tank cleaned per month	2				
A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment					✓
B1	Teaching Learning Method (TLM)	In place				

B2	Students Assessment	In place. How many times did the assessment happen:2				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources				
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas. Observation of learner behaviour both in and outside class.				
C	Students' Progress, Attainment and Development					✓
C1	Average school attendance for each assessment years (2019-2021)	Yes	63%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	60%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				
C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation, behaviour in school and class performance. Class performance evaluation: Practice sheets, classwork notebook and performance in half-yearly and annual exam. Observation at Home: Inputs received from parents during community			

			outreach and homework attempted by students.			
C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	In place				
C5.2	Smartboard timetable	In place				
C6	Students' Progress	How is the learner's learning progress measured: Monthly through class tests. Half yearly and Annual Exams				
C7	Student's portfolio is available	Yes				
D	Teachers Management					✓
D1	No. of teachers in school	Total: 16 Female:2 Male:14	Teachers keep their mobiles in Principal office in almirah to avoid distraction during the session.			
D2	Orientation of New Teachers	Does the school have an orientation programme in place? -Yes Old teachers orient new ones along with teacher trainings.				
D3	No. of vacant positions for teachers in the school	None				
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher: 16/329				

D6	Alternative arrangements made for classes	Another free teacher takes the class				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	Yes	Happens once in a week as per set timetable			
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021- Yes				
E3	School Head usually take routine management decisions	In consultation with a few teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes				
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety					✓
F1.1	No. of students who generally talks to teachers about puberty issues	All girls discuss their puberty related issues with female teachers				

F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff: 2 No of male staff:14				
F1.3	Availability of first aid/medical box in school campus	In place	No sanitary napkin included in medical box			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff: 2 No of male staff:14				
F2	Inclusivity					
F2.1	% Of girls in school	53%				
F2.2	% Of students in SC/ST/OBC	SC: 100%	Data not available with school. Source: Interaction with Head of the School			
F2.3	% Of students with disability	2%				✓
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male: All-155 % of females: All-174				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	18				
G2	No. of meetings organised each year	1				
G3	Parents Teacher Meeting	Monthly				

2. Haud ki Dhani

Sr. No.	Key Domain	Quantitative data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises					✓
A1.1	Total area of school premises with covered area	10000 sq. ft. (approx.)				
A1.2	Area of playground, if available	5000 sq. ft. (approx.)	Land for playing is taken on rent in nearby farming area			
A1.3	Area of open space in the school if there is no playground	NA				
A1.4	Condition of the school building	Needs no repairing	The construction of new rooms has stopped.			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-primary To: Upper primary	Total 372 students. During pandemic Bodh teachers taught children from private and government schools as well. As a result, impressed by Bodh Teacher's efforts and pedagogy the number of students enrolment increased after pandemic.			

A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys: 7% Girls: 4%				
A2.2	Enrolment in Primary Classes	% Of Boys: 28% % of Girls: 19%				
A2.3	Upper Primary	% Of Boys: 23% % of Girls: 17%				
A3	<i>Playground and Equipment/Material</i>					✓
A3.1	List of games/ sports, art education	No. of games/sport:9 No. of art education: one class each week	Outdoor 1. Volleyball 2. Cricket 3.Hoola Hoop 4. Skipping 5. Badminton 6. Football 7. Ultimate frisbee Indoor 1. Chess 2. Board games like ludo, snake, and ladder etc.,			
A3.2	List equipment/ material available for different activities	No. of equipment/materials available: 16	Sports: Rackets: 5-6 Football: 1 Volleyball:1 Hoola hoop:3 Skipping rope: 1 Music: 1. Tabla: 1Pair 2. Kanjari: 1 3. Flute: 1 4. Harmonium:1			
A4	<i>Classrooms and other rooms</i>					✓

A4.1	Classrooms and other rooms	The ratio of classrooms and students: 17/372 The ratio of other school staff and other rooms: 2/18				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms: 13				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms:4				
A5	<i>Library</i>					✓
A5.1	Library	In music room				
A5.2	Library manages by	Teachers	By music teacher			
A6	<i>Gadgets and Electricity</i>					✓
A6.1	Is there electricity in school	Yes	Invertor is present, but not working. Power cut during day in every 7 days			
A6.2	No. of computers available in the school	10				
A6.3	Internet facility in the school	Teachers only	As salary component			
A7	<i>Toilets and water facility</i>					✓
A7.1	No of functional toilets are available	2				
A7.2	Toilets for girls	1	With three compartments			
A7.3	Toilets for boys	1				
A7.4	Toilets for other staff (MF)	0				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash: 372/3 Drinking water:372/3				
A7.6	Process of purification of water in school	Underground water				
A7.7	Water storage	Overhead tank				
A7.8	No. of time overhead tank cleaned per month	2				
A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				

A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment					✓
B1	Teaching Learning Method (TLM)	In place				
B2	Students Assessment	In place How many times did the assessment happen: Monthly, Half yearly and annually				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources	They have access and they use the resources			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	observation of learner behaviour both in and outside class			
C	Students' Progress, Attainment and Development					✓
C1	Average school attendance for each assessment years (2019-2021)	Yes	69%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	77%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				

C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation, behaviour in school and class performance. Class performance evaluation: Practice sheets, classwork notebook and performance in half-yearly and annual exam. Observation at Home: Inputs received from parents during community outreach and homework attempted by students.			
C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	In place				
C5.2	Smartboard timetable	In place				
C6	Students' Progress	How is the learner's learning progress measured: Monthly through class tests. Half yearly and Annual Exams				
C7	Student's portfolio is available	Yes				
D	Teachers Management					✓
D1	No. of teachers in school	Male: 12 Female: 6				

D2	Orientation of New Teachers	Does the school have an orientation programme in place? -Yes Old teachers orient new ones along with teacher trainings.				
D3	No. of vacant positions for teachers in the school	None				
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher: 372/18				
D6	Alternative arrangements made for classes	Another free teacher takes the class				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	Yes	Happens once in a week as per set timetable			
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021- Yes				
E3	School Head usually take routine management decisions	In consultation with a few teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				

E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	Maths			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety					✓
F1.1	No. of students who generally talks to teachers about puberty issues		Students hesitate to talk about issues related to puberty			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff: 6 No of male staff:12				
F1.3	Availability of first aid/medical box in school campus	In place	No sanitary napkin included.			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:6 No of male staff:12				
F2	Inclusivity					✓
F2.1	% Of girls in school	41%				
F2.2	% Of students in SC/ST/OBC	SC: 13% ST: 9% OBC: 69%				
F2.3	% Of students with disability	Slow students in each class.	% Not definite	NA		
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male:100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	15				
G2	No. of meetings organised each year	12				
G3	Parents Teacher Meeting	Monthly				

3. Silibavadi

Sr. No.	Key Domain	Quantitative data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises					✓
A1.1	Total area of school premises with covered area	No data provided				
A1.2	Area of playground, if available	NA				
A1.3	Area of open space in the school if there is no playground	No data provided				
A1.4	Condition of the school building	Needs minor repairing	Construction is on-going for building more classrooms			
A2	Classes and enrolment			NA		
A2.1	Classes taught in school	From: Pre-primary To: Upper-primary	Total students:350			
A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys: 10% Girls: 6%				
A2.3	Enrolment in Primary Classes	% Of Boys: 21% % of Girls:18%				
A2.4	Upper Primary	% Of Boys: 25% % of Girls: 18%				
A3	Playground and Equipment/Material					✓
A3.1	List of games/ sports, art education	No. of games/sport: 10 No. of art education: 1 per week				
A3.2	List equipment/ material available for different activities	No. of equipment/materials available: 3	1. Ball 2. Freebie 3. Skipping rope			
A4	Classrooms and other rooms				✓	

A4.1	Classrooms and other rooms	The ratio of classrooms and students: 8/321 The ratio of other school staff and other rooms: 15/3	Total classrooms:5 Class under tree: 4 Class in open space: 2			
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms:3				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms:5				
A5	<i>Library</i>					✓
A5.1	Library	In music room. Type of books available in the library: Story books, course books, reference books for teachers				
A5.2	Library manages by	Teachers: Music teacher				
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	Yes				
A6.2	No. of computers available in the school	0	10 computers got stolen in 2020. Due to insurance the damage has been repaired in monetary values.			
A6.3	Internet facility in the school	Teachers only	As a salary component			
A7	<i>Toilets and water facility</i>				✓	
A7.1	No of functional toilets are available	2				
A7.2	Toilets for girls	1	With three compartments. Issue of privacy: The 3 compartments do not have separate doors. The main door opens into the washroom directly.			
A7.3	Toilets for boys	1	With three compartments.			

A7.4	Toilets for other staff (MF)	0				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash: 2/350 Drinking water: 2/350				
A7.6	Process of purification of water in school	Underground water				
A7.7	Water storage	Overhead tank				
A7.8	No. of time overhead tank cleaned per month	2				
A8	Mid-day meal					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment					✓
B1	Teaching Learning Method (TLM)	In place				
B2	Students Assessment	In place. How many times did the assessment happen: Monthly, Half yearly and annually				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources	They have access and they use the resources			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	observation of learner behaviour both in and outside class			
C	Students' Progress, Attainment and Development					✓

C1	Average school attendance for each assessment years (2019-2021)	Yes	67%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	63%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				
C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation, behaviour in school and class performance. Class performance evaluation: Practice sheets, classwork notebook and performance in half-yearly and annual exam. Observation at Home: Inputs received from parents during community outreach and homework attempted by students.			

C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	In place				
C5.2	Smartboard timetable	In place				
C6	Students' Progress	How is the learner's learning progress measured. Monthly through class tests. Half yearly and Annual Exams				
C7	Student's portfolio is available	Yes				
D	Teachers Management					✓
D1	No. of teachers in school	Male: 10 Female: 5				
D2	Orientation of New Teachers	Does the school have an orientation programme in place? - Yes Old teachers orient new ones along with teacher trainings.				
D3	No. of vacant positions for teachers in the school	None				
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher: 15/350				
D6	Alternative arrangements made for classes	Another free teacher takes the class				

D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	Yes	Happens once in a week as per set timetable. No computer class			
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021- No				
E3	School Head usually take routine management decisions	In consultation with a few teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	Social Science			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety					✓
F1.1	No. of students who generally talks to teachers about puberty issues		Students hesitate to talk about issues related to puberty			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff: 5 No of male staff:10				
F1.3	Availability of first aid/medical box in school campus	In place	No sanitary napkin included.			

			Medicines kept in a plastic bag			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:5 No of male staff:10				
F2	Inclusivity					✓
F2.1	% Of girls in school	43%				
F2.2	% Of students in SC/ST/OBC	SC: 45% ST:38% OBC: 16%				
F2.3	% Of students with disability	1%	3 out of 350		✓	
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male:100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	15				
G2	No. of meetings organised each year	12				
G3	Parents Teacher Meeting	Monthly				

A1.2. Category B Bodhshalas: School Quality Checklists

1. Ringuspuri

Sr. No.	Key Domain	Quantitative Data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises			✓		
A1.1	Total area of school premises with covered area	1600 sq. ft. (approx.)	Principal Joined in :2021 Students come to school from nearby villages within 5kms of radius.			
A1.2	Area of playground, if available	NA				
A1.3	Area of open space in the school if there is no playground	250 sq. ft. (approx.)				
A1.4	Condition of the school building	Needs minor repairing	1.The school needs proper toilets for both male and female. 2. The school faced problem of water leakage from walls during rainy season			
A2	<i>Classes and enrolment (% w.r.t total student strength)</i>			NA		
A2.1	Classes taught in school	From: Pre-primary (4+ and 5+ year old children) To: 8th standard	180 students in total			
A2.2	Enrolment in Pre-Primary Classes	Boys:11% Girls:12%	41 students in total			
A2.3	Enrolment in Primary Classes	Boys: 23% Girls:22%	83 students in total			

A2.4	Upper Primary	Boys:14% Girls:17%	56 students in total			
A3	<i>Playground and Equipment/Material</i>			✓		
A3.1	List of games/ sports, art education	No. of games/sport: 11 No. of art education: 0	1.Kho-kho 2.Kabadi 3.Running 4.Jumping 5.Ultimate 6.Football 7.Badminton 8.Ring throw 9.Mouse-rat 10.Parrot-game 11.Learning with placards			
A3.2	List equipment/ material available for different activities	No. of equipment/materials available: 10	Badminton rackets:6 Football: 2 Small ball: 1 Sponge ball: 1 Puzzles Board game:1 Volleyball net: Not maintained and of no use			
A4	<i>Classrooms and other rooms</i>			✓		
A4.1	Classrooms and other rooms	The ratio of classrooms and students: 1/60 The ratio of other school staff and other rooms: NA	Classrooms: 3 Classes in corridor: 1 Classes under shed: 3 Classes under tree: 2 Total: 9			

A4.2	Classes where students sit on mats/ tatputtis	No. of classes:6	Classrooms are combined due to shortage.			
A4.3	Classrooms in which students sit on benches/chairs and have desks	No. of classes:3				
A5	<i>Library</i>				✓	
A5.1	Library	In a classroom. Type of books available in the library: Story books, social science textbooks, Science textbooks and Maths practice books				
A5.2	Library manages by	Teachers				
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	No	Power cut in every 5 mins			
A6.2	No. of computers available in the school	No. of computers:0				
A6.3	Internet facility in the school	Teachers only	As part of teachers' salary, internet connection is provided			
A7	<i>Toilets and water facility</i>				✓	
A7.1	No of functional toilets are available	No. of total functional toilets:2				
A7.2	Toilets for girls	No. of toilets for girls:1	The toilet does not have water supply			
A7.3	Toilets for boys	No. of toilets for boys:1	The toilet does not have water supply			
A7.4	Toilets for other staff (MF)	No. of toilets for other staff:0				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash:1/90 Drinking water:1/90				
A7.6	Process of purification of water in school	No arrangements	Underground water			
A7.7	Water storage	Overhead tank: 2				
A7.8	No. of time overhead tank cleaned per month	2				

A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment				✓	
B1	Teaching Learning Method (TLM)	In place	TLMs are 60% hand-made and 40% were read-made including dice, cards, placards, stick stand with coloured balls etc.,			
B2	Students Assessment	In place How many times did the assessment happen: Monthly, Half yearly and annually				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources				
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	Observation of students' behaviour both in and outside of classroom and school			
C	Students' Progress, Attainment and Development				✓	
C1	Average school attendance for each assessment years (2019-2021)	Yes	65%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	65%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				

C3	Personal and social development of students	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				
C3.1	How is students' personal development monitored	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				
C4	Students' attainment measured overtime	By keeping a record of students' participation and attainment	By observing students' participation, behaviour in school and class performance. Class performance evaluation: Practice sheets, classwork notebook and performance in half- yearly and annual exam. Observation at Home: Inputs received from parents during community outreach and homework attempted by students.			
C5	Students timetable	Monthly through class tests. Half yearly and Annual Exams				
		Properly in place				
C5.1	Timetable during lockdown	In place				

C5.2	Smartboard timetable	How is the learner's learning progress measured Monthly through class tests. Half yearly and Annual Exams	No Smartboards in category B Bodhshalas			
C6	Students' Progress	Yes				
C7	Student's portfolio is available	Yes				
D	Teachers Management				✓	
D1	No. of teachers in school	Male: 4 Female: 3				
D2	Orientation of New Teachers	Does the school have an orientation programme in place? Yes	The old teachers help new teachers through basic supervision and providing suggestions to improve their performance			
D3	No. of vacant positions for teachers in the school	1				
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	180/7				
D6	Alternative arrangements made for classes	classes are combined				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	No	No special timeslots or teachers for these activities.			
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021 No	SDP was not formulated officially			

			due to pandemic situation			
E3	School Head usually take routine management decisions	In consultation with a few teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	Social Science			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety				✓	
F1.1	No. of students who generally talks to teachers about puberty issues	0	Students generally hesitate to talk about topics related to puberty. But some girls talk about eve-teasing related issues. Girls also talk to female teachers about being fearful about periods.			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff:3				

F1.3	Availability of first aid/medical box in school campus	In place	No Availability of sanitary napkins			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:3 No of male staff:4				
F2	Inclusivity					✓
F2.1	% Of girls in school	52%	93 girl students out of 180			
F2.2	% Of students in SC/ST/OBC	All OBC				
F2.3	% Of students with disability	1%	Total CWD are 2	✓		
F3	Health					✓
F3.1	No. of medical/health camps in a year	Once				
AF3.2	No. of students undergone medical/health check-ups	% Of male: 100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	15				
G2	No. of meetings organised each year	12				
G3	Parents Teacher Meeting	Monthly				

2. Khairati Ki Dhani

Sr. No.	Key Domain	Quantitative Data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises				✓	
A1.1	Total area of school premises with covered area	14520 sq. ft (approx.)	<p>The school started in 2000 under a tree. The school started with two rooms as the number of students increased. The area where school was constructed was "Johar" (had cow dung) and garbage.</p> <p>2. The initial construction of two rooms was done with community support. The support was in the form of 2-3 labour days.</p> <p>However, now community is not ready to support that much. The reason cited by principal was that there are two types of communities (groups) in Khairati ki Dhani. One is Gujjar group who are financially stable and have social status. Other group is of Balai who are lower in the social strata. The difference between these two communities is that the former has resources but no intend to support children</p>			

			education however the latter have intent to support education but lack resources. The balai community also has drinking problems. So, whatever the male members of the family earn- is spent on alcohol.			
A1.2	Area of playground, if available					
A1.3	Area of open space in the school if there is no playground	1800 sq. ft (approx.)				
A1.4	Condition of the school building	Needs major repairing	The school is undergoing construction to add more classrooms. The need of toilets inside the schools is essential and the classrooms leakage problem needs attention			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-primary To: 8 standards	195 total students			
A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys: 11% Girls: 9%				
A2.3	Enrolment in Primary Classes	% Of Boys: 22.5% % of Girls:26%				
A2.4	Upper Primary	% Of Boys:33% % of Girls:18%				
A3	<i>Playground and Equipment/Material</i>				✓	
A3.1	List of games/ sports, art education	No. of games/sport: 8 No. of art education: None	Due to construction playing is not possible			
A3.2	List equipment/ material available for different activities	No. of equipment/materials available:2				

A4	<i>Classrooms and other rooms</i>			✓		
A4.1	Classrooms and other rooms	The ratio of classrooms and students: 6/195 The ratio of other school staff and other rooms: NA				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms: 1				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms: 5				
A5	<i>Library</i>				✓	
A5.1	Library	Inside a classroom Type of books available in the library: Story books and NCERT books				
A5.2	Library manages by	Teachers				
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	No	Problem of frequent power-cut			
A6.2	No. of computers available in the school	No. of computers: 9-10	These computers are not being used due to absence of teacher and frequent power cuts.			
A6.3	Internet facility in the school	Teachers only	As a salary component			
A7	<i>Toilets and water facility</i>			✓		
A7.1	No of functional toilets are available	No. of total functional toilets: None	Due to construction, toilets have been removed. The students and teachers use community toilet nearby			
A7.2	Toilets for girls	No. of toilets for girls:0				
A7.3	Toilets for boys	No. of toilets for boys:0				
A7.4	Toilets for other staff (MF)	No. of toilets for other staff:0				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash: 195/1 Drinking water: 195/1	The water is available through tap attached to 1 tank			

A7.6	Process of purification of water in school	Underground water				
A7.7	Water storage	Overhead tank				
A7.8	No. of time overhead tank cleaned per month	1				
A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment					✓
B1	Teaching Learning Method (TLM)	In place	TLMs are 60% hand-made and 40% were read-made including dice, cards, placards, stick stand with coloured balls etc.,			
B2	Students Assessment	In place How many times did the assessment happen: Monthly, Half yearly and annually				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources				
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	Observation of students' behaviour both in and outside of classroom and school			
C	Students' Progress, Attainment and Development					✓
C1	Average school attendance for each assessment years (2019-2021)	Yes	61%			

C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Completely filled/up to date	63%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				
C3.1	How is students' personal development monitored	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				
C4	Students' attainment measured overtime	By keeping a record of students' participation and attainment. Monthly through class tests. Half yearly and Annual Exams	By observing students' participation, behaviour in school and class performance. Class performance evaluation: Practice sheets, classwork notebook and performance in half-yearly and annual exam. Observation at Home: Inputs received from parents during community outreach and homework attempted by students.			
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	In place				
C5.2	Smartboard timetable	Not Applicable	No Smartboards in category B Bodhshalas			
C6	Students' Progress	How is the learner's learning progress measured Monthly through class tests. Half yearly and Annual Exams				

C7	Student's portfolio is available	Yes				
D	Teachers Management					✓
D1	No. of teachers in school	Male: 11 Female:3				
D2	Orientation of New Teachers	Does the school have an orientation programme in place? Yes	The old teachers help new teachers through basic supervision and providing suggestions to improve their performance			
D3	No. of vacant positions for teachers in the school	0				
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	195/7				
D6	Alternative arrangements made for classes	classes are combined				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	No	No special timeslots or teachers for these activities.			
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021: No	SDP was not formulated officially due to pandemic situation			
E3	School Head usually take routine management decisions	In consultation with a few teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				

E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	English			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety					✓
F1.1	No. of students who generally talks to teachers about puberty issues	0	Students generally hesitate to talk about topics related to puberty.			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff:3 No of male staff:11				
F1.3	Availability of first aid/medical box in school campus	In place	No sanitary napkin included			
F1.4	Safety mock drills	Not in place	This information is given as a part of social sciences curriculum			
F1.5	Staff availability for students counselling	No of female staff:3 No of male staff:11				
F2	Inclusivity					✓
F2.1	% Of girls in school	41%				
F2.2	% Of students in SC/ST/OBC	SC:18% OBC:19%	Based on data from July 2020. No updated data available SC: 27 out of 152 students OBC: 29 out of 152 students			
F2.3	% Of students with disability	0.25%	5 out of 195 students are with disability		✓	

F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male: 100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	15				
G2	No. of meetings organised each year	12				
G3	Parents Teacher Meeting	Monthly				

3. Ban Ki Dhani

Sr. No.	Key Domain	Quantitative data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises			✓		
A1.1	Total area of school premises with covered area	350 sq. ft. (approx.)	Villages from where students enrol in the school: Kanpura, Banki, Badh, Khathiwala, Naka, Dairy.			
A1.2	Area of playground, if available					
A1.3	Area of open space in the school if there is no playground	Area: 1200 sq. ft. (approx.)				

A1.4	Condition of the school building	Needs major repairing	Construction of classroom halted half-way due to land conflict. The school does not have boundary. The school is closed during rainy season due to excessive leakage.			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-primary To: Upper Primary	161			
A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys:17% Girls: 11%				
A2.3	Enrolment in Primary Classes	% Of Boys:21% % of Girls: 22%				
A2.4	Upper Primary	% Of Boys: 11% % of Girls: 15%				
A3	<i>Playground and Equipment/Material</i>				✓	
A3.1	List of games/ sports, art education	No. of games/sport:7 No. of art education: NA	1.Kho-kho 2. Kabaddi 3. Skipping 4. Badminton 5. Ultimate frisbee 6. Running 7. High jumping			
A3.2	List equipment/ material available for different activities	No. of equipment/materials available: 3	1. Skipping rope 2. Frisbee 3. Badminton racket pair			
A4	<i>Classrooms and other rooms</i>			✓		
A4.1	Classrooms and other rooms	The ratio of classrooms and students: 2/161 The ratio of other school staff and other rooms:NA	Classrooms: 2 Classes held on to field: 1 Classes held under tree: 1			
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms: 1				

A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms: 1				
A5	<i>Library</i>				✓	
A5.1	Library	Inside a classroom. Type of books available in the library: Story books				
A5.2	Library manages by	Teachers				
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	No				
A6.2	No. of computers available in the school	10	Not being used due to unavailability of electricity and teacher			
A6.3	Internet facility in the school	Teachers only	As a component in salary			
A7	<i>Toilets and water facility</i>			✓		
A7.1	No of functional toilets are available	0				
A7.2	Toilets for girls	0				
A7.3	Toilets for boys	0				
A7.4	Toilets for other staff (MF)	0				
A7.5	Ratio of number of students to number of taps/ outlets for	No water outlet.				
A7.6	Process of purification of water in school	No arrangements	Students bring their own water bottles			
A7.7	Water storage	In buckets/matka	Water stored in a bucket			
A7.8	No. of time overhead tank cleaned per year	NA				
A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment				✓	
B1	Teaching Learning Method (TLM)	In place				

B2	Students Assessment	In place. How many times did the assessment happen: Monthly, Half yearly and annually				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources	80% of TLM is hand-made and rest 20% ready-made			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	Observation of learner behaviour both in and outside class. Report cards not maintained properly for students			
C	Students' Progress, Attainment and Development				✓	
C1	Average school attendance for each assessment years (2019-2021)	Yes.	75%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	71%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Not in place				
C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation in class performance.			
C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				

C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	In place				
C5.2	Smartboard timetable	NA				
C6	Students' Progress	How is the learner's learning progress measured: Monthly through class tests. Half yearly and Annual Exams	Due to scarcity of teachers, students reported that the syllabus for recent annual assessment was not completed			
C7	Student's portfolio is available	Yes				
D	Teachers Management				✓	
D1	No. of teachers in school	Male:3 Female:4	Issue of teacher scarcity and classroom space highlighted			
D2	Orientation of New Teachers	Does the school have an orientation programme in place? - No	Teachers without orientation from implementation partner join the school without understanding of pedagogy. It becomes a burden on existing teachers to fill the gap in education delivery			
D3	No. of vacant positions for teachers in the school	None (officially)	Issue of teacher scarcity and classroom space highlighted. Due to which teachers without specific knowledge of a particular subject must teach that subject			
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher: 161/7				

D6	Alternative arrangements made for classes	One teacher stays and takes all classes				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	NA	No such classes			
E	School Leadership and Management				✓	
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021- Yes				
E3	School Head usually take routine management decisions	After discussion with other teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	Hindi and Social Sciences.			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety				✓	
F1.1	No. of students who generally talks to teachers about puberty issues		Students are hesitant to talk about puberty related issues			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff:4 No of male staff:3				

F1.3	Availability of first aid/medical box in school campus	In place	The medicines are kept in a plastic polythene. It lacks sanitary napkin			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:4 No of male staff:3				
F2	Inclusivity					✓
F2.1	% Of girls in school	50%				
F2.2	% Of students in SC/ST/OBC	ST: 4.3% OBC: 55%				
F2.3	% Of students with disability	1%			✓	
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	15	Parents however do not participate as much.			
G2	No. of meetings organised each year	12				
G3	Parents Teacher Meeting	Monthly				

A1.3. Category C Bodhshalas: School Quality Checklists

1. Agar

Sr. No.	Key Domain	Quantitative Data	Qualitative Data	Level		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability			1	2	3
A1	School Premises			✓		
A1.1	Total area of school premises with covered area	1400 sq. ft. (approx.)				
A1.2	Area of playground, if available	NA				
A1.3	Area of open space in the school if there is no playground (in square metre)	350 sq. ft. (approx.)				
A1.4	Condition of the school building	Needs minor repairing	Water leakage during rainy season. Playground for children. Walls in classes to avoid noise pollution.			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-Primary To: 5th	44 Total students			
A2.2	Enrolment Pre-Primary	% Of Boys:20% % of Girls:4.5%				
A2.3	Enrolment in Primary Classes	% Of Boys: 43% % of Girls: 40%				
A3	<i>Playground and Equipment/Material</i>			✓		

A3.1	List of games/ sports, art education	4	Physical education teacher not assigned but teachers are trained to play following sports. However not much of sports are played in the school due to lack of space and trainer. a. Kho-Kho b. Cricket c. Ring ball d. I-let card			
A3.2	List equipment/ material available for different activities	4	1. Skipping rope 2. Bat and ball 3. Ring 4. I-let ball			
A4	<i>Classrooms and other rooms</i>			✓		
A4.1	Classrooms and other rooms	The ratio of classrooms and students: 4/44 The ratio of other school staff and other rooms: 0/7				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms: 4				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms: 0				
A5	<i>Library</i>				✓	
A5.1	Library	In a classroom				
A5.2	Library manages by	Teachers				
A6	<i>Gadgets and Electricity</i>			✓		

A6.1	Is there electricity in school	No	Hardly any electricity even during summers. Also, just one room has arrangement for fan, rest three rooms does not have any place to put fans. Electricity connection not available. Sometimes it's taken from neighbour's house (paid, not sure if it's true)			
A6.2	No. of computers available in the school	No. of computers:0				
A6.3	Internet facility in the school	Teachers only	Both provides rupees 500 per month to all teachers as part of their salaries.			
A7	<i>Toilets and water facility</i>				✓	
A7.1	No of functional toilets are available	No. of total functional toilets: None				
A7.2	Toilets for girls	0				
A7.3	Toilets for boys	0				
A7.4	Toilets for other staff (MF)	0				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash: 44/4 Drinking water: 44/4				
A7.6	Process of purification of water in school	No arrangements				
A7.7	Water storage	Overhead tank: 2				
A7.8	No. of time overhead tank cleaned per month	2				
A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				

A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment					✓
B1	Teaching Learning Method (TLM)	In place	Not used much, based on observation			
B2	Students Assessment	In place: In student portfolio How many times did the assessment happen: Monthly	Half and annual yearly assessment: Does not happen in this school. Assessment in form of practice sheet is taken after completion of one topic monthly or fortnightly			
B3	Utilization of Teaching-learning Resources	They have access and they use the resources,	Frequency not sure. It would require long term observations and surprise visits to decide this factor.			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas. Observation of learner behaviour in class.				
C	Students' Progress, Attainment and Development					✓
C1	Average school attendance for each assessment years (2019-2021)	Yes	70%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	72%			

C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Not in place				
C3.1	How is students' personal development monitored	By observing students in class/games/other activities By keeping a record of students' participation and attainment	No efforts made			
C4	Students' attainment measured overtime	Fortnightly	Topic-wise			
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	Properly in place	Photo			
C5.2	Smartboard timetable	NA	No smartboard			
C6	Students' Progress	How is the learner's learning progress measured: Fortnightly practice sheet. Workbook given				
C7	Student's portfolio is available	Yes				
D	Teachers Management					✓
D1	No. of teachers in school	Male:1 Female:6				
D2	Orientation of New Teachers	Does the school have an orientation programme in place? No				
D3	No. of vacant positions for teachers in the school	0				
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher:44/7				
D6	Alternative arrangements made for classes	Classes are combined				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				

D9	No. of activity teachers (art, music, computer teachers) available	No				
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021: No				
E3	School Head usually take routine management decisions	In consultation with a few teachers	With involvement of all teachers			
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	Yes				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes				
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety					✓
F1.1	No. of students who generally talks to teachers about puberty issues	Students do not discuss puberty related issues since the school is also till class 5th				
F1.2	No. of staff (F/M) available to talk to students about puberty issues					
F1.3	Availability of first aid/medical box in school campus	In place	Medicines in polyethene sanitary napkins available in the bag			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:1 No of male staff:1				
F2	Inclusivity					✓
F2.1	% Of girls in school	45%				

F2.2	% Of students in SC/ST/OBC	OBC: 11% ST: 88%	Majority of ST community (Koli, Balai, Raigar) in the school. Caste issues: The school for many years was known as "Kodhiyo ka school" and hence the enrolment of general category is evidently less in the current records. As the SC population lives 5-6kms away from the school location.			
F2.3	% Of students with disability	NA		NA		
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male:100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	16				
G2	No. of meetings organised each year	12				

2. Manko Ki Dhani

Sr. No.	Key Domain	Quantitative Data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises			✓		
A1.1	Total area of school premises with covered area	Area: Not shared	<p>The principal joined in July 2021.</p> <p>Students from following villages come to school:</p> <ol style="list-style-type: none"> 1. Pachekhra (3km) 2. Galala Ki Dhani (1.5km) 3. Manako Ki Dhani (500m). 4. Hamirpur (500km). <p>Before this school was built. The land was not yielding any crops. Community helped financially, did labour work, gave cement and bricks to build this school.</p>			

A1.2	Area of playground, if available (in square metre)	NA				
A1.3	Area of open space in the school if there is no playground	Area: Not shared				
A1.4	Condition of the school building	Needs minor repairing	Needs minor repairing: The classrooms have pigeon nest and the iron net which covers classroom windows also has spaces between it. Flooring is required for school as this floor does not get clean easily. (Cement flooring). Walls of newly built room leak during rainy season. Bushes around the school can be cleaned up as during rainy season they have snakes.			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-primary To: Primary	Total 64 students			
A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys:8% Girls: 20%				
A2.2	Enrolment in Primary Classes	% Of Boys: 32% % of Girls: 40%				
A3	<i>Playground and Equipment/Material</i>			✓		
A3.1	List of games/ sports, art education	None				
A3.2	List equipment/ material available for different activities	No. of equipment/materials available: None				
A4	<i>Classrooms and other rooms</i>			✓		

A4.1	Classrooms and other rooms	The ratio of classrooms and students:2/64 The ratio of other school staff and other rooms: 0/3				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms: 2				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms: 0				
A5	<i>Library</i>			✓		
A5.1	Library	In a classroom Type of books available in the library: Stories and subject books- NCERT and Bodh Books.				
A5.2	Library manages by	Teachers				
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	No				
A6.2	No. of computers available in the school	0				
A6.3	Internet facility in the school	Teachers only	As salary component			
A7	<i>Toilets and water facility</i>			✓		
A7.1	No of functional toilets are available	0	None of the Toilets are functional. There are 3 toilets constructed but not functional and maintained.			
A7.2	Toilets for girls	1				
A7.3	Toilets for boys	1				
A7.4	Toilets for other staff (MF)	0				
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash:0 Drinking water:0	Water for is provided by a community woman or a female teacher/alumnus in a bucket from nearby community tank			

A7.6	Process of purification of water in school	No arrangements				
A7.7	Water storage	In buckets/matka				
A7.8	No. of time overhead tank cleaned per year	NA	No tank functional. Two tanks are present but not maintained and being used			
A8	<i>Mid-day meal</i>					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment			✓		
B1	Teaching Learning Method (TLM)	In place	But the material is not maintained in proper boxes or even used as much			
B2	Students Assessment	In place/not in place: Somewhat in place. How many times did the assessment happen: Summative assessments- Twice a year even during Covid.	It's the end of an academic year, yet the student portfolios were not filled with assignments like in other schools.			
B3	Utilization of Teaching-learning Resources	They have access and they use the resources	Usage of TLM not much observed			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Observation of learner behaviour both in and outside class	Overall attitude and performance of students is also added in annual report cards.			
C	Students' Progress, Attainment and Development				✓	
C1	Average school attendance for each assessment years (2019-2021)	Yes	71%			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	77%			

C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Not in place				
C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation in class performance.			
C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				
C5	Students timetable	Not in place	Classes as per availability of teachers with change of subject after 40mins.			
		In place				
C5.1	Timetable during lockdown	Not in place				
C5.2	Smartboard timetable	NA				
C6	Students' Progress	How is the learner's learning progress measured: Monthly through class tests. Half yearly and Annual Exams				
C7	Student's portfolio is available	Yes				
D	Teachers Management				✓	
D1	No. of teachers in school	Male:2 Female:1	Issue of teacher scarcity and classroom space highlighted			
D2	Orientation of New Teachers	Does the school have an orientation programme in place? - No	Teachers without orientation from implementation partner join the school without understanding of pedagogy. It becomes a burden on existing teachers to fill the gap in education delivery.			

D3	No. of vacant positions for teachers in the school	None (officially)	Issue of teacher scarcity and classroom space highlighted			
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher: 68/3				
D6	Alternative arrangements made for classes (in absence of teachers)	One teacher stays and takes all classes				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	NA	No such classes			
E	School Leadership and Management				✓	
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021- No				
E3	School Head usually take routine management decisions	After discussion with other teachers				
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	No				
E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	Maths			

F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety				✓	
F1.1	No. of students who generally talks to teachers about puberty issues		Students are hesitant to talk about puberty related issues			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff:1 No of male staff:2				
F1.3	Availability of first aid/medical box in school campus	In place	The medicines are kept in a plastic polythene. It lacks sanitary napkin			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:1 No of male staff:2				
F2	Inclusivity					✓
F2.1	% Of girls in school	60%				
F2.2	% Of students in SC/ST/OBC	OBC: 23% ST: 65%				
F2.3	% Of students with disability	NA		NA		
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male:100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation					✓
G1	No. of SMC members	15				
G2	No. of meetings organised each year	once in a month either one of the four meetings alternatively in 4 months.				
G3	Conduct meetings like: Community meeting Community meeting Alumni meeting					

3. Kundalka

Sr. No.	Key Domain	Quantitative data	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises			✓		
A1.1	Total area of school premises with covered area	Area: 640 sq. ft. (approx.)	People had to be convinced a lot to open the school. Around 6months of convincing and trust building			
A1.2	Area of playground, if available (in square metre)					
A1.3	Area of open space in the school if there is no playground	Area: 120 sq. ft. (approx.)				
A1.4	Condition of the school building	Needs minor repairing	Classrooms have leakage problems during rainy season. Since the school is built in reserved forest area, any type of new construction would require permissions.			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-primary To: Primary	Total strength: 40			
A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys: 27% Girls: 2.5%				
A2.3	Enrolment in Primary Classes	% Of Boys: 35% % of Girls:35%				
A3	<i>Playground and Equipment/Material</i>				✓	

A3.1	List of games/ sports, art education	No. of games/sport: 2 No. of art education:NA				
A3.2	List equipment/ material available for different activities	No. of equipment/materials available:2	1. Skipping rope 2. Frisbee			
A4	<i>Classrooms and other rooms</i>			✓		
A4.1	Classrooms and other rooms	The ratio of classrooms and students:2/40. The ratio of other school staff and other rooms: NA				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms:2				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms:0				
A5	<i>Library</i>				✓	
A5.1	Library	Inside a classroom. Type of books available in the library: Story books				
A5.2	Library manages by	Teachers	Any other arrangements?			
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	No				
A6.2	No. of computers available in the school	NA				
A6.3	Internet facility in the school	Teachers only	As a salary component			
A7	<i>Toilets and water facility</i>			✓		
A7.1	No of functional toilets are available	0	Open defecation is a common practice in and around this school.			
A7.2	Toilets for girls	0				
A7.3	Toilets for boys	0				
A7.4	Toilets for other staff (MF)	0				
A7.5	Ratio of number of students to number of taps/ outlets for	No arrangements	A community member fetch water from 2-3km away handpump and			

			stores it in a bucket for students in school every morning.			
A7.6	Process of purification of water in school	No arrangements				
A7.7	Water storage	In buckets/matka				
A7.8	No. of time overhead tank cleaned per year	NA				
A8	Mid-day meal					✓
A8.1	Mid-day meal	Distributed: Everyday				
A8.2	Mid-day meal preparation	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala				
B	Teaching-learning and Assessment					✓
B1	Teaching Learning Method (TLM)	In place				
B2	Students Assessment	In place. How many times did the assessment happen: Monthly, Half yearly and annually				
B3	Utilization of Teaching-learning Resources	They have access and they use the resources	80% of TLM is hand-made and rest 20% ready-made			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	observation of learner behaviour both in and outside class			
C	Students' Progress, Attainment and Development					✓
C1	Average school attendance for each assessment years (2019-2021)	Yes	75%			

C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes	82%			
C2.1	Is average attendance calculated monthly for every learner	In place				
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Not in place				
C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation, behaviour in school and class performance.			
C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	In place				
C5.2	Smartboard timetable	NA				
C6	Students' Progress	How is the learner's learning progress measured: Monthly through class tests. Half yearly and Annual Exams				
C7	Student's portfolio is available	Yes				
D	Teachers Management					✓
D1	No. of teachers in school	Male:1 Female:1	Issue of teacher scarcity and classroom space highlighted			

D2	Orientation of New Teachers	Does the school have an orientation programme in place? - No				
D3	No. of vacant positions for teachers in the school	None (officially)	Issue of teacher scarcity and classroom space highlighted			
D4	Teachers' Attendance	Properly in place				
D5	Student Teacher Ratio	How many students are per teacher: 40/2				
D6	Alternative arrangements made for classes	One teacher stays and takes all classes				
D7	Do you follow lesson plans?	Yes				
D8	Is the lesson plan available for each subject?	Yes				
D9	No. of activity teachers (art, music, computer teachers) available	NA	No such classes			
E	School Leadership and Management					✓
E1	Does the school have a mission/vision statement	Yes				
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021- Yes				
E3	School Head usually take routine management decisions	Yes	The other teacher is new			
E4	Monitor students' progress in learning	Yes				
E4.1	Reviewing record of the CCE of students of every class	Yes				
E4.2	By discussing the performance of students with teachers	Yes				
E4.3	By checking the results of all students in tests	Yes				
E4.4	Progress is not reviewed by the School Head	Yes				

E4.5	Teachers monitor their progress at their level	Yes				
E5	Does Principal take classes on any subjects	Yes	All subjects			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety				✓	
F1.1	No. of students who generally talks to teachers about puberty issues		Students are too young to talk about puberty related issues			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff:1 No of male staff:1				
F1.3	Availability of first aid/medical box in school campus	In place	The medicines are kept in a plastic polythene. It lacks sanitary napkin			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:1 No of male staff:1				
F2	Inclusivity					✓
F2.1	% Of girls in school	38%				
F2.2	% Of students in SC/ST/OBC	OBC: 98% ST: 2%	ST: 1/40 students			
F2.3	% Of students with disability	NA		NA		
F3	Health					✓
F3.1	No. of medical/health camps in a year	1				
AF3.2	No. of students undergone medical/health check-ups	% Of male:100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation				✓	
G1	No. of SMC members	15				
G2	No. of meetings organised each year	12				
G3	Parents Teacher Meeting	Monthly	Parents however do not participate as much.			

4. Rajali

Sr. No.	Key Domain	Quantitative Inputs	Qualitative Data	Levels		
				1	2	3
A	Enabling Resources of School: Availability, Adequacy and Usability					
A1	School Premises			✓		
A1.1	Total area of school premises with covered area	100 sq. ft (approx.)	One government and private school in 2km radius of this Bodhshala. Government schools does no tuition fee and private school takes INR 2000/- annually per student			
A1.2	Area of playground, if available	NA				
A1.3	Area of open space in the school if there is no playground	1500 sq. ft. (approx.)				
A1.4	Condition of the school building	Needs minor repairing	The walls need repairing to prevent leakage The blackboard in all classrooms need repair. These blackboards have not changed since 2004-2005			
A2	<i>Classes and enrolment</i>			NA		
A2.1	Classes taught in school	From: Pre-Primary To: Primary	44 students in total			
A2.2	Enrolment in Pre-Primary (4+ and 5+ years)	Boys: 20% Girls: 4.5%	11 students in total			
A2.3	Enrolment in Primary Classes	Boys: 34% Girls: 41%	33 students in total			
A3	<i>Playground and Equipment/Material</i>			✓		

A3.1	List of games/ sports, art education	No. of games/sport- 8 No. of art education	Kho-Kho Kabaddi Hide and Seek Neer-teer Rat-A-Tat			
A3.2	List equipment/ material available for different activities	No. of equipment/materials available: 1	Skipping Rope			
A4	<i>Classrooms and other rooms</i>			✓		
A4.1	Classrooms and other rooms	The ratio of classrooms and students: 3/44 The ratio of other school staff and other rooms: NA				
A4.2	Classrooms where students sit on mats/ tatputtis	No. of classrooms:3				
A4.3	classrooms in which students sit on benches/chairs and have desks	No. of classrooms:0				
A5	<i>Library</i>			✓		
A5.1	Library	In a classroom Type of books available in the library: Story books, mathematics, social studies, and science topics related books	The library desk was closed			
A5.2	Library manages by	Teachers				
A6	<i>Gadgets and Electricity</i>			✓		
A6.1	Is there electricity in school	No				

A6.2	No. of computers available in the school	0			
A6.3	Internet facility in the school	Teachers only	Teachers receive internet recharge as part of their salaries		
A7	Toilets and water facility			✓	
A7.1	No of functional toilets are available	0	Open defecation is a common practice in and around this school.		
A7.2	Toilets for girls	0			
A7.3	Toilets for boys	0			
A7.4	Toilets for other staff (MF)	0			
A7.5	Ratio of number of students to number of taps/ outlets for	Hand wash: 44/1 Drinking water: 44/1			
A7.6	Process of purification of water in school	No arrangements like filtration or chlorination	The water from neighbour's tube-well is fetch and filled in the tank.		
A7.7	Water storage	Overhead tank			
A7.8	No. of time overhead tank cleaned per month	Thrice			
A8	Mid-day meal				✓
A8.1	Mid-day meal	Distributed: Everyday			
A8.2	Mid-day meal preparation	Supplied from outside	Kitchen built in Thanagazi under Poornima Project supplies freshly cooked food to the Bodhshala		
B	Teaching-learning and Assessment			✓	
B1	Teaching Learning Method (TLM)	In place	Most of the TLMs available were hand-made		
B2	Students Assessment	In place How many times did the assessment happen: Monthly, Half yearly and annually			

B3	Utilization of Teaching-learning Resources	They have access and they use the resources	The TLMs were not being used on the day of visit by the study team.			
B4	On what basis do teachers assess students' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas Discussion with school in-charge and parents during community outreach	observation of learner behaviour both in and outside class			
C	Students' Progress, Attainment and Development			✓		
C1	Average school attendance for each assessment years (2019-2021)	Yes: 77%	The current in-charge is 3-4 months old in Rajali Learning Centre, hence, could not share the attendance record of students.			
C2	Students Attendance Records (2019 - 21 i.e., post lockdown)	Yes: 81%	The current in-charge is 3-4 months old in Rajali Learning Centre, hence, could not share the attendance record of students.			
C2.1	Is average attendance calculated monthly for every learner	In place	This information is recorded in report cards of each learner			
C2.2	Is average attendance calculated monthly for every class	In place				
C3	Personal and social development of students	Activities undertaken: Overall observation of students- interpersonal skills in school and at home				

C3.1	How is students' personal development monitored	By keeping a record of students' participation and attainment	By observing students' participation, behaviour in school and class performance. Class performance evaluation: Practice sheets, classwork notebook and performance in half-yearly and annual exam. Observation at Home: Inputs received from parents during community outreach and homework attempted by students.			
C4	Students' attainment measured overtime	Monthly through class tests. Half yearly and Annual Exams				
C5	Students timetable	Properly in place				
C5.1	Timetable during lockdown	Not in place	Reason: The prior in-charge transferred to other Bodhshala.			
C5.2	Smartboard timetable	Not Applicable	No Smartboards in Learning Centres			
C6	Students' Progress	How is the learner's learning progress measured: Monthly through class tests. Half yearly and Annual Exams				
C7	Student's portfolio is available	Yes	The students' portfolio had very a smaller number of worksheets even at the time of year-end.			
D	Teachers Management			✓		
D1	No. of teachers in school	Male: 2 Female: 1	A teacher for English subject takes care of three Bodhshalas- Rajali, Manko ki Dhani and Dev ki Dhani			
D2	Orientation of New Teachers	Does the school have an orientation programme in place? Not in place				
D3	No. of vacant positions for teachers in the school	0				

D4	Teachers' Attendance	Properly in place			
D5	Student Teacher Ratio	44/3			
D6	Alternative arrangements made for classes	classes are combined			
D7	Do you follow lesson plans?	Yes			
D8	Is the lesson plan available for each subject?	Yes			
D9	No. of activity teachers (art, music, computer teachers) available	No	No special timeslots or teachers for these activities.		
E	School Leadership and Management				✓
E1	Does the school have a mission/vision statement	Yes			
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021: No	SDP was not formulated officially due to pandemic situation		
E3	School Head usually take routine management decisions	In consultation with a few teachers			
E4	Monitor students' progress in learning	Yes			
E4.1	Reviewing record of the CCE of students of every class	Yes			
E4.2	By discussing the performance of students with teachers	Yes			
E4.3	By checking the results of all students in tests	Yes			
E4.4	Progress is not reviewed by the School Head	No			
E4.5	Teachers monitor their progress at their level	No	Two teachers take care of overall learning of primary, and one teacher takes care of learnings of pre-primary students		

E5	Does in-charge take classes on any subjects	Yes	Maths, Science and Hindi			
F	Inclusion, Health, and Safety					
F1	Physical & Emotional Safety			✓		
F1.1	No. of students who generally talks to teachers about puberty issues	0	Students generally hesitate to talk about topics related to puberty			
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff:1				
F1.3	Availability of first aid/medical box in school campus	Not in place	No Availability of sanitary napkins			
F1.4	Safety mock drills	Not in place				
F1.5	Staff availability for students counselling	No of female staff:1 No of male staff:2				
F2	Inclusivity					✓
F2.1	% Of girls in school	45%				
F2.2	% Of students in SC/ST/OBC	11%-OBC 89%-SC				
F2.3	% Of students with disability	0		NA		
F3	Health					✓
F3.1	No. of medical/health camps in a year	Once				
AF3.2	No. of students undergone medical/health check-ups	% Of male: 100% % of females:100%				
AF3.3	List of items covered in health check-up	Eye check-up, BMI, Ear-check-up, Height, Weight, Hb levels				
G	Productive community participation				✓	

G1	No. of SMC members	15			
G2	No. of meetings organised each year	12			
G3	Parents Teacher Meeting	Monthly			

Annexure II Broad Recommendations from Stakeholders

Names of Stakeholders	Sampling	Recommendations
Parents	Minimum 30 parents from 10 selected Bodhshalas	<ol style="list-style-type: none"> 1. Current education model can be expanded till class 12th. 2. Adharshila Bodhshala: (i) For cleaning the school compound and washroom, sanitation staff to be appointed. (ii) Parents willing to fund school uniforms. 3. 20% of Bodhshala to have a proper boundary for a safer environment.
Alumni	Minimum 40 members from selected 10 Bodhshalas	<ol style="list-style-type: none"> 1. To continue engagement with alumni even after the pandemic. 2. To Bodhshalas extend till class 12th. 3. To increase teachers' strength so that the quality of education does not get affected. 4. Like government schools, to develop good habits in Bodhshalas. Good habits like- reading newspaper daily in the morning assembly.
School Management Committee (SMC) Members	Minimum 30 SMC members from 10 selected Bodhshalas	<ol style="list-style-type: none"> 1. To appoint more teachers to be appointed for category B and C Bodhshalas. 2. To focus on subjects like English and Computer. 3. Bodh can parallelly help generate an income source for some single mothers near Bodhshalas. 4. To extend Bodhshalas till the 12th. 5. Ban ki Dhani: Appoint computer teachers and maintain available 9 computers for students' benefit.
Bodhshala Teachers	19-21	<ol style="list-style-type: none"> 1. To build new classrooms in 90% of Bodhshalas. * 2. 80% of Bodhshalas need electricity supply. 3. To improve the quality of fruits distributed in Mid-day meals. 4. Number of fruits in Mid-day meals to be increased. 5. Condition of toilets to be improved. 6. To repair Bodhshalas' water leakage problems during the rainy season. 7. 20% Bodhshalas be provided with proper maintenance and repair support for Smartboards. 8. Adharshila Bodhshala: To allow students to play in a bigger playground reserved for Alwar Public School students.

* Classrooms construction on-going in Khairati Ki Dhani and Silibavadi Bodhshalas

Annexure III School Quality Checklist Rubrics

Sr. No.	Key Domain	Status			Level 1	Level 2	Level 3
A	Enabling Resources of School: Availability, Adequacy and Usability						
A1	School Premises				Kucha /Pucca No wall/fence		
A1.1	Total area of school premises with covered area	Area (sq. ft.)			Availability and Adequacy • An open area is insufficient with limited space for assembly and building type is kuccha/ semi-pucca/tent-type • The boundary wall/ fence doesn't exist or is discontinuous with big gaps; no gardens/ trees in the compound Quality and Usability • Open space is	Availability and Adequacy • Open and built area is sufficient with available assembly hall/ space but inadequate to accommodate all learners • Pucca building exists with a boundary wall/ fence without a gate, few garden/trees in the compound Quality and Usability • Assembly space/ hall is used for organizing physical exercises, organizing functions, etc. • Ground is even; minor repairs are needed in floor/	Availability and Adequacy • Ample open and built spaces for free movement of learners with assembly space, boundary wall/plantation and gate exist Quality and Usability • Open space and building are clean and well-maintained; repairs are undertaken in a timely manner
A1.2	Area of playground, if available	Area (sq. ft.)					
A1.3	Area of open space in the school if there is no playground	Area (sq. ft.)					
A1.4	Condition of the school building	Good	Needs minor repairing	Needs major repairing			

					used only for assembly and the ground is uneven • Premises appear to be unclean and lacking maintenance, major repairs are needed on the floor/walls/ roof/ doors/ windows, etc.	walls/ roof/ doors and occasional maintenance is undertaken	
A2	<i>Classes and enrolment</i>						
A2.1	Classes taught in school	From	To		Not needed		
A2.2	Enrolment in Primary Classes	% Of Boys	% Of Girls				
A2.3	Upper Primary	% Of Boys	% Of Girls				
A2.4	Secondary Classes	% Of Boys	% Of Girls				
A3	<i>Playground and Equipment/Material</i>						
A3.1	List of games/ sports, art education	No. of games/sport	No. of art education		Availability and Adequacy • Playground is unavailable, and school occasionally uses the playground of a neighbourhood	Availability and Adequacy • Playground of inadequate size is available and for certain games another school playground is used • Adequate material and equipment	Availability and Adequacy • Playground of adequate size is available and adequate sports equipment/material also available for a variety of games
A3.2	List equipment/ material available for different activities	No. of equipment/materials available					

					<p>school</p> <ul style="list-style-type: none"> • No or limited equipment/ material is available <p>Quality and Usability</p> <ul style="list-style-type: none"> • Learners sometimes play those games for which no or minimal equipment is needed • No guidance and supervision is available. 	<p>available only for a few games</p> <p>Quality and Usability</p> <ul style="list-style-type: none"> • Learners utilize the playground well for limited games and have specific time allocated • Playground activity is always supervised, and equipment is maintained and is available as and when required • Sports events are conducted in the school playground or outside 	<p>Quality and Usability</p> <ul style="list-style-type: none"> • Learners participate a variety of games/ sports and facility for training/ coaching for sports is available
A4	<i>Classrooms and other rooms</i>						
A4.1	Classrooms and other rooms	The ratio of classrooms and students	The ratio of other school staff and other rooms		Availability and Adequacy	Availability and Adequacy	Availability and Adequacy
A4.2	Classrooms where learners sit on mats/ tatputtis	No. of classrooms			<ul style="list-style-type: none"> • Classrooms are crowded, no other rooms are available except for School Head 	<ul style="list-style-type: none"> • A few classrooms are crowded and rooms for School Head and a common room for teachers are available 	<ul style="list-style-type: none"> • All the classrooms have adequate space for group work and other activities and additional rooms to be used as an office, store, craft, etc. are available
A4.3	Classrooms in which learners sit on	No. of classrooms			<ul style="list-style-type: none"> • Furniture (mats in the case of primary 	<ul style="list-style-type: none"> • Furniture is adequate as per requirements of the 	<ul style="list-style-type: none"> • Each classroom has

	benches/chairs and have desks				<p>classrooms) is available but not sufficient</p> <p>Quality and Usability</p> <ul style="list-style-type: none"> • Classrooms including other rooms are poorly ventilated with inadequate natural/ electric light • Some classrooms have poor quality of blackboards with few displays like charts and maps • Furniture is of poor quality and requires repairs or replacement 	<p>school</p> <p>Quality and Usability</p> <ul style="list-style-type: none"> • Majority of classrooms have good ventilation, natural light, and fans • Most classrooms have charts and maps displayed on the walls • Furniture is comfortable and caters to the needs of the learners 	<p>sufficient number of benches and chairs and teachers have lockers/ cupboards</p> <p>Quality and Usability</p> <ul style="list-style-type: none"> • Majority of classrooms have good ventilation , natural light and fans • Most classrooms have charts and maps displayed on the walls • Furniture is comfortable and caters to the needs of the learners
A5	Library						
A5.1	Library	Separate	Type of books available in the library		<p>Availability and Adequacy</p> <ul style="list-style-type: none"> • Books are insufficient in number and 	<p>Availability and Adequacy</p> <ul style="list-style-type: none"> • Enough books, magazines and newspapers are 	<p>Availability and Adequacy</p> <ul style="list-style-type: none"> • A large collection of books is available:
A5.2	Library manages by	Librarian	Teachers	Any other arrangements?			

					<p>library room and/ or reading space is not available</p> <p>Quality and Usability</p> <ul style="list-style-type: none"> • Books are not properly catalogued • No specific library period in the timetable • Books are generally not issued for reading at home 	<p>available and updated regularly</p> <ul style="list-style-type: none"> • Reading space/ library room is available and there is no e-books or digitized material <p>Quality and Usability</p> <ul style="list-style-type: none"> • Books are well-kept, catalogued and issued regularly • library period(s) is allotted in the timetable • New books are added as and when resources are available 	<p>periodicals, magazines, newspapers</p> <ul style="list-style-type: none"> • A separate room for library with adequate reading space is available and e-books and digitized materials are available <p>Quality and Usability</p> <ul style="list-style-type: none"> • Books are properly catalogued, arranged and regularly used by learners and teachers • Library provides access to eBooks and digitized materials • Regular addition of new books is done through an appropriate selection as per the age, linguistic background, academic needs of learners and teachers
A6	<i>Gadgets and Electricity</i>						
A6.1	Is there electricity in school	Yes	No		Availability and Adequacy	Availability and Adequacy	Availability and Adequacy
A6.2	No. of computers available in the school	No. of computers			• School has no computer used for teaching-learning	• School has a few computers accessible to both teachers and learners	• School has its own power backup facility, such as generator or inverter to deal with
A6.3	Internet facility in the school	School head only	Teachers only	Learners			

					<p>purposes</p> <ul style="list-style-type: none"> • No provision for electricity <p>Quality and Usability</p> <ul style="list-style-type: none"> • School borrows/ hires generator/battery • Absence of opportunity for teachers and learners to use computers 	<ul style="list-style-type: none"> • Electric supply is irregular and no alternative arrangements for power failure/ cuts • All rooms have electric lights and fans; electronic equipment(T.V, radio, etc.) are available • Teachers use computers for different classes and subjects and learners are occasionally given the opportunity to use computers • Wiring and switchboards are in good condition and electrical equipment (fans, etc.) is serviced from time to time 	<p>power failures</p> <ul style="list-style-type: none"> • All rooms have adequate electric lights and fans • School has computer room with sufficient numbers of computers with internet access • Miniature Circuit Breaker switches (MCB), are in place to prevent fire due to short circuit • All electrical and electronic equipment is regularly checked, maintained and kept in working order • Use computers in the assessment of learners and every learner gets an opportunity to use the computer
A7	<i>Toilets and water facility</i>						
A7.1	No of functional toilets are available	No. of total functional toilets			Availability and Adequacy	Availability and Adequacy	Availability and Adequacy
A7.2	Toilets for girls	No. of toilets for girls			<ul style="list-style-type: none"> • Drinking water facility is 	<ul style="list-style-type: none"> • Sufficient and regular supply of 	<ul style="list-style-type: none"> • There is continuous supply of safe drinking
A7.3	Toilets for boys	No. of toilets for boys					

A7.4	Toilets for other staff (MF)	No. of toilets for other staff			available but supply is insufficient	drinking water and if underground water, then facility for purification is available	water and retrofitting of drinking water facilities is done, if required, for maintenance and purification
A7.5	Ratio of number of learners to number of taps/ outlets for	Hand wash	Drinking water		• Insufficient supply of water and inadequate number of hand-wash outlets/ stations and no provision for soap	• Sufficient supply of water but inadequate hand-wash outlets/ stations	• Regular and sufficient supply of water and an adequate number of hand-wash outlets/ stations available
A7.6	Process of purification of water in school	Filtration	chlorination	No arrangements	• None or an insufficient number of toilets are available	• inadequate supply of soap is made	• Adequate and regular supply of soap
A7.7	Water storage	Overhead tank	In buckets/matka		• Separate toilets for boys and girls are available but number of seats and urinals is not sufficient (as per norms)	• Separate toilets for boys and girls are available	• Separate toilet seats and urinals for boys and girls are available in sufficient number
A7.8	No. of time overhead tank cleaned per year				• No separate toilets for boys, girls, and others	Quality and Usability	Quality and Usability
					• Drinking water is used as supplied from the source/s without any quality check	• Drinking water is purified and water storage facility is cleaned regularly	• School ensures regular supply of purified drinking water
					• Hand-wash stations/water containers are cleaned and	• Hand-wash stations/ water containers are cleaned and maintained on a regular basis and monitoring of hand-washing is undertaken occasionally	• Cleanliness is maintained around drinking water facilities
						• Teachers communicate the importance of hand-washing during school	• Hand-wash stations are cleaned daily and school organizes hand-washing and hygiene drives through posters, slogans, songs, skits, etc.

					<p>maintained</p> <ul style="list-style-type: none"> • Teachers rarely communicate to learners about hand-washing 	<p>assembly</p> <ul style="list-style-type: none"> • Toilets are functional and cleaned at least once a day and water is available for flushing and cleaning for a limited time • Maintenance of toilets is undertaken occasionally 	<ul style="list-style-type: none"> • School Head monitors learners' personal hygiene regularly • All the toilets are functional and maintained at all times • Cleaning of toilets is undertaken regularly and continuous supply of water is available for flushing and cleaning • School maintains sanitation and cleanliness of toilets
A8	<i>Mid-day meal</i>						
A8.1	Mid-day meal	Is distributed or not	How many days in a week		<p>Availability and Adequacy</p> <ul style="list-style-type: none"> • No proper kitchen shed or designated room for cooking food • There is only a makeshift arrangement as a kitchen • Cooking utensils are not adequate • No specified place for 	<p>Availability and Adequacy</p> <ul style="list-style-type: none"> • Kitchen shed or separate room for cooking is available through space is insufficient • Utensils are adequate in size and number • Sitting space for learners to eat is specified but insufficient <p>Quality and Usability</p>	<p>Availability and Adequacy</p> <ul style="list-style-type: none"> • Ample space in the kitchen shed or room for storage of utensils and cooking activity • Adequate space for learners to have their midday meal <p>Quality and Usability</p> <ul style="list-style-type: none"> • Kitchen and utensils are cleaned after every use • Person responsible for cooking makes special efforts to
A8.2	Mid-day meal preparation	prepared in school	Supplied from outside				

					<p>learners to have their midday meal</p> <p>Quality and Usability</p> <ul style="list-style-type: none"> • No effort was made to keep utensils covered while cooking and storing food • The eating place for learners is unhygienic 	<ul style="list-style-type: none"> • Cooking utensils are clean for use and kept covered while cooking/ storing food • Eating place for learners is hygienic 	<p>maintain personal hygiene</p> <ul style="list-style-type: none"> • Proper seating arrangement is made for the learners to have their meals • Designated teachers regularly supervise the mid-day meal programme
B	Teaching-learning and Assessment						
B1	Teaching Learning Method (TLM)	In place	Not in place		<ul style="list-style-type: none"> • Teachers mainly use textbooks for teaching in the class; use other TLM, which may be sporadic and not planned for 	<ul style="list-style-type: none"> • Teachers use other resources in addition to textbooks such as reference materials, charts, maps, models, digital learning kits, local resources 	<ul style="list-style-type: none"> • Teachers integrate the use of TLM, local community resources, ICT support material, laboratories, library, etc. with the lessons appropriately
B2	Learners Assessment	In place/not in place	How many times did the assessment happen		<ul style="list-style-type: none"> • Teachers use only the textbooks and 	<ul style="list-style-type: none"> • Conduct experiments in the classroom to explain concepts 	<ul style="list-style-type: none"> • Teachers provide opportunities to learners for self-learning through inquiry, exploration,
B3	Utilization of Teaching-learning Resources	Unaware of the resources	Aware but unable to access	They have access and they use the resources			

B4	On what basis do teachers assess learners' attitudes, motivation, and interest in learning?	Attainment in scholastic and co-scholastic areas	discussion with other teachers	observation of learner behaviour both in and outside class	blackboard to teach in class and sometimes make learners copy from the blackboard • Classwork and homework are given to learners occasionally • Learners' performance is communicated to the parents only through report cards	<ul style="list-style-type: none"> Teachers use a variety of activities/tasks to assess all the curricular areas including art, health, and physical education on set criteria Provide descriptive feedback highlighting areas of improvement in the progress report card Regularly interact with parents to share learners' progress 	<p>discovery, experimentation, and collaborative learning</p> <ul style="list-style-type: none"> Teachers consider assessment as an integral part of the teaching-learning process Analyse the learners' past assessment records and link them with the current achievement levels Make a continuous assessment and provide feedback on progress and attainment
C	Learners' Progress, Attainment and Development						
C1	Average school attendance for each assessment years (2019-2021)				• School documents and maintains records of learner's progress data as per	• School continuously gauges individual learner's progress against curricular expectations (scholastic and co-scholastic)	• School tracks and monitors each learner's progress across subjects and co-scholastic areas • Tracks individual
C2	Learners Attendance Records (2019 - 21 i.e., post lockdown)	Completely filled/up to date	Half Filled	Not Available			

C2.1	Is average attendance calculated monthly for every learner	In place	Not in place		mandate, such as report cards, CCE register, etc. • School is aware of the indicators of personal and social development of learners e.g., spirit of nationalism, tolerance, secular behaviour, good interpersonal relations, etc. • Organizes activities like morning assembly, a celebration of national days and festivals as per the mandate	• Creates a cumulative database across classes and for different groups of learners that are updated annually • Teachers organize group activities in the class with a view to developing social and interpersonal skills • Organize meetings with parents/ community for discussing the social and personal development needs of learners	learner progress from the beginning and over time, keeping in mind the differential pace of learning of learners • Analysis of the cumulative database to identify progress patterns and trends for classes and groups of learners • Uses the findings of such analyses and incorporates the feedback into classroom practice • School integrates life skills development with day-to-day classroom transactions to promote creative and critical thinking, problem-solving and decision-making, communication, and interpersonal skills • Teachers create and use resources like stories, audio-video
C2.2	Is average attendance calculated monthly for every class	In place	Not in place				
C3	Personal and social development of learners						
C3.1	How is learners' personal development monitored	By observing learners in class/games/other activities	By keeping a record of learners' participation and attainment	No efforts made			
C4	Learners' attainment measured overtime	Annually	Half yearly				
C5	Learner's timetable	Properly in place	Not in place				
C5.1	Timetable during lockdown	Properly in place	Not in place				
C5.2	Smartboard timetable	Properly in place	Not in place				
C6	Learners Progress	How is the learner's learning progress measured					
C7	Student's portfolio is available	Yes	No				

							clips, etc. to create a conducive value ethos • Discuss with parents the role of both school and home in the personal and social development of the learner
D	Teachers Management						
D1	No. of teachers in school	Male	Female		<ul style="list-style-type: none"> • School provides a pre-designed timetable and expects the teacher to complete the syllabus and perform other duties as assigned from time to time • Teachers are aware of the changes, if any, in the school curriculum and textbooks resulting from changes in policy The lesson plan is not available 	<ul style="list-style-type: none"> • School Head briefs the teachers about their responsibilities and performance goals, informally or at staff meetings • Reviews and monitors the completion of the syllabus, assigned responsibilities, and other tasks as expected • Teachers make efforts to understand the changing curricular expectations • Adapt their teaching-learning practice to suit the same Lesson plan available 	<ul style="list-style-type: none"> • School allocates responsibilities of teachers through mutual consultation • Encourages teachers to set their own performance goals and provides opportunities to innovate and experiment with new ideas • Teachers themselves monitor their own progress • School creates opportunities for teachers to discuss and reflect upon the changing curricular expectations and their implications on their current classroom
D2	Orientation of New Teachers	Does the school have an orientation programme in place?	Not in place				
D3	No. of vacant positions for teachers in the school						
D4	Teachers' Attendance	Properly in place	Not in place				
D5	Student Teacher Ratio	How many students are per teacher					
D6	Alternative arrangements made for classes	classes are combined	Another free teacher takes the class	No arrangements made			
D7	Do you follow lesson plans?	Yes	No				
D8	Is the lesson plan available for each subject?	Yes	No				

D9	No. of activity teachers (art, music, computer teachers) available	Yes	No		4-5 or more vacant positions for teachers There are no activity teachers available in class	but not for all the subjects 2-3 vacant positions for teachers There is only one teacher available for all activities.	practice • Provides follow-up support for teachers to adopt context-specific changes Lesson plan available for all the subjects No vacant positions for teachers There are activity teachers available for all art subjects
E	School Leadership and Management						
E1	Does the school have a mission/vision statement	Yes	No		<ul style="list-style-type: none"> • School Head is broadly aware of areas that need attention • Acts on issues in response to official mandates and immediate needs • The required change is rarely discussed and reflected upon • School Head ensures that all 	<ul style="list-style-type: none"> • School Head, in consultation with teachers, identifies the strengths of the school, and areas that need improvement • Reflects upon the required changes and identifies action points and appropriately acts upon them • Logically assesses the progress and refines actions, where required • Takes note of the changes that are 	<ul style="list-style-type: none"> • School Head communicates clearly the need for change to all the stakeholders and enhances their understanding of the same • Identifies clear targets and formulates predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders • Leads change and
E2	School Development Plan (SDP)	Is the SDP available for 2019-2021					
E3	School Head usually take routine management decisions	On his/ her own	In consultation with a few teachers	With involvement of all teachers			
E4	Monitor learners' progress in learning						
E4.1	Reviewing record of the CCE of learners of every class	Yes	No				

E4.2	By discussing the performance of learners with teachers	Yes	No		classes are taken regularly, and makes alternative arrangements for classes when teachers are absent	being reflected in the teaching-learning and other school practices	monitor incremental improvement regularly
E4.3	By checking the results of all learners in tests	Yes	No			• School Head regularly observes the teaching-learning process in different classes and provides written/ verbal feedback to teachers individually	• Distributed leadership roles and individual responsibilities for implementing change
E4.4	Progress is not reviewed by the School Head	Yes	No		• Ensures effective classroom teaching by taking rounds	• Analyses and reviews the learners' performance in different classes and subjects and discusses the same with concerned teachers/ subject teachers	• Encourages teachers to engage in evidence-based improvement and change in school practices
E4.5	Teachers monitor their progress at their level	Yes	No		• School Head manages routine activities and school resources (staff, material, and finances)	• School Head and staff plans and manage routine activities and school resources (staff, material and financial)	• School Head and teachers collectively reflect on current teaching-learning practices and learners' progress and attainment
					• Allocates responsibilities to a few, takes decisions and communicates decisions.	• Involve staff in decision-making	• Discuss required improvement in the light of learning indicators, learner-centered pedagogy, innovative approaches to teaching, etc.
					• Acts on the orders and instructions received from the authorities for compliance and shares the orders and	• School Head communicates details of the SDP and provides clear directions to staff members and takes the lead for its effective	• Discuss performance of learners with parents
							• School Head and staff members collectively develop a shared vision and a strategic plan in

					instructions received No subjects taught by the principal	implementation Only one class a week	consultation with parents and learners • Distribute the responsibilities among the staff members on the basis of mutual consensus and areas of expertise • Take action with mutual support, monitor and evaluate the progress collectively More than two classes taken in a week
E5	Does Principal take classes on any subjects	Yes	No				
F	Inclusion, Health, and Safety						
F1	Physical & Emotional Safety						
F1.1	No. of students who generally talks to teachers about puberty issues				<ul style="list-style-type: none"> • Takes measures to ensure safety in the existing school building and additional construction, if any • Ensures that the building and its surroundings have necessary 	<ul style="list-style-type: none"> • Monitors entry and exit of visitors • Undertakes safety drills as mandated • Makes arrangements for keeping the building safe from rodents, reptiles, stray dogs etc. • Allocates responsibility for all safety-related 	<ul style="list-style-type: none"> • School adopts a structured approach to ensure the emotional safety of all children which includes awareness building through dialogue and discussion, programmes on child abuse, sex, and adolescent education, regular one-on-one
F1.2	No. of staff (F/M) available to talk to students about puberty issues	No of female staff	No of male staff				
F1.3	Availability of first aid/medical box in school campus	In place	Not in place				

F1.4	Safety mock drills	Are there a safety mock drills document in place	Not in place		safety provisions e.g., displays providing information on safety equipment, emergency exits, emergency contact numbers, first-aid kits, fire extinguishers, etc. • School is aware of the policy on child abuse and exploitation; does not allow corporal punishment or verbal abuse	activities • Ensures the presence of personnel to regulate traffic during peak hours and in accident-prone areas as and where needed • School staff is trained to recognize signs of sexual/ physical/ substance abuse • School creates awareness among children to differentiate between good touch and bad touch • Screens all digital/ non-digital learning material for objectionable content • Has a mechanism to address complaints and grievances of children and parents • Undertakes background checks of all adults working in the school	counselling sessions, dialogue to resolve complaints and grievances • Checks the implementation of the policy on emotional safety and reviews the same on a regular basis • Conducts counselling sessions for children and parents to ease out child anxieties related to curricular overload and pressure of performance, thereby helping children develop coping mechanisms • Regular career counselling sessions are also held for appropriate age groups • School and SMC together monitor cleanliness, sanitation in the school and the personal hygiene of children • Conduct orientation programmes/ workshops on health,
F1.5	Staff availability for students counselling	No of female staff	No of male staff				

							<p>hygiene and sanitation for parents/guardians; invite health practitioners for such events</p> <ul style="list-style-type: none"> • Advise parents/guardians about health-related problems noticed in the school • Arrange for professional medical advice for children engaged in substance abuse
F2	Inclusivity						
F2.1	% Of girls in school						
F2.2	% Of students in SC/ST/OBC				<ul style="list-style-type: none"> • School ensures that no child is denied admission based on caste, gender, language, economic status, disability, etc. • Convinces parents of diverse backgrounds to send their children regularly to the school. 	<ul style="list-style-type: none"> • Teachers maintain equity among children, parents, peers, and other staff based on caste, gender, socio-economic background, etc. • During classroom tasks, activities, seating arrangement, etc. • Give special attention to girls and disadvantaged groups to promote equity. 	<ul style="list-style-type: none"> • School responds to the needs of all children with varying abilities and backgrounds. • Values and ensures participation of all children, irrespective of their different physical, emotional, and learning abilities. • Encourages parents from diverse backgrounds to actively participate in SMC meetings and other school activities.

F2.3	% Of students with disability				<ul style="list-style-type: none"> • Teachers are aware of children with visible disabilities • School maintains records of the same • Extends support for activities for which funds and resources are provisioned and documents the same 	<ul style="list-style-type: none"> • School is aware of the Persons with Disabilities Act • Leverages the support of available resource persons to identify and support CWSN • Teachers attempt to attend to their needs with special aids and curricular material • Follow the curriculum for CWSN with minor adaptations like making small changes in learning content, using appropriate learning approaches and assessment methods • Ensure CWSN are learning as per the targets mutually agreed upon with the parents 	<ul style="list-style-type: none"> • School involves the community and local NGOs in the identification and subsequent support needed for CWSN • Monitors and documents the progress of CWSN regularly • Includes CWSN in general classrooms with the rest of the class • Builds teacher capacity for the same through training • Teachers share inspirational stories of accomplishments of people with special needs
F3	Health				<ul style="list-style-type: none"> • Records height and weight measurements of all children 	<ul style="list-style-type: none"> • Creates growth charts of children to check status of their health; facilitates regular primary health checks (including 	<ul style="list-style-type: none"> • Invite health practitioners and advise parents/guardians about health-related problems noticed in the school
F3.1	No. of medical/health camps in a year						
AF3.2	No. of students undergone medical/health check-ups	% Of male	% Of females				

AF3.3	List of items covered in health check-up					dental and eye check-up)	<ul style="list-style-type: none"> • Arrange for professional medical advice for children engaged in substance abuse
G	Productive community participation						
G1	No. of SMC members				<ul style="list-style-type: none"> • SMC Meetings are organized without a predetermined agenda. • Only a few members attend the meetings • SMC takes decisions largely in the areas of finance and infrastructure 	<ul style="list-style-type: none"> • A predetermined agenda • Only a few members attend the meetings • SMC takes decisions largely in the areas of finance and infrastructure • Meetings are organized as per the mandate with prior notice and fixed agenda • Most members attend the meetings and participate in the discussions • SMC also take decisions on issues other than finance and infrastructure 	<ul style="list-style-type: none"> • The SMC/ SDMC meetings are organized regularly and additionally when the need arises • Identified issues and plans to resolve the same are discussed • The SMC also facilitates, monitors, and reviews the implementation of the decisions
G2	No. of meetings organised each year						

Annexure IV Results of the ordinal logistic regression- school quality parameters vs. learning outcome

(Full table)

Logistic Regression								Log likelihood=77.207
No of observations = 336		Pearson Chi square=14.006					Pseudo R square=0.164	
Parameter Estimates								
Dependent variable	Levels	Odds Ratio	Estimate	Std. Error	Significance	95% Confidence Interval		
						Lower Bound	Upper Bound	
Library	Level 1	0.280	-1.272	1.117	0.255	-0.917	3.462	
	Level 2	1.445	0.368	0.310	0.235	-0.240	0.976	
	Level 3		0 ^a					
Gadget	Level 1	0.550	-0.597	0.300	0.046	-1.185	-0.010	
	Level 3		0 ^a					
Toilet	Level 1	0.774	-0.256	0.439	0.560	-1.115	0.604	
	Level 2		0 ^a					
	Level 3		0 ^a					
Teaching and learning assessment	Level 1	3.42123	1.23					
	Level 2	4.760	1.560	0.658	0.018	0.271	2.850	
	Level 3		0 ^a					
Teacher management	Level 1	0.487	-23.719	0.000		-23.719	-23.719	
	Level 2	0.421	-0.865	0.650	0.184	-2.139	0.410	
	Level 3		0 ^a					
Physical and emotional support	Level 1	0.792946	-0.232					
	Level 2	0.452	-0.794	0.356	0.026	-1.491	-0.097	
	Level 3		0 ^a					
Link function: Logit.								

Annexure V Results of the ordinal logistic regression- socio-economic factors vs. learning outcome

(Full table)

Logistic Regression							Log likelihood=133.938	
No of observations = 336		Pearson Chi square=34.180						Pseudo R square=0.065
Parameter Estimates								
Dependent variable	Parameters	Odds Ratio	Estimate	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Gender	Male	1.310278	0.270	0.208	0.194	-0.138	0.678	
	Female		0 ^a					
Income	APL	1.630153	0.489	0.324	0.132	-0.147	1.124	
	BPL		0 ^a					
Education	Till 5th std	1.684692	0.522	0.294	0.076	-0.054	1.097	
	Till 8th std	2.403834	0.877	0.284	0.002	0.320	1.434	
	Till 10th std	2.938024	1.078	0.349	0.002	0.394	1.762	
	Till 12th std	3.411238	0.927	0.441	0.036	0.062	1.792	
	Graduation	6.858263	1.325	0.586	0.024	0.177	2.474	
	Illiterate		0 ^a					
Link function: Logit.								

To access the live dashboard developed by CSRBOX on study findings, please click on the below link:

https://lookerstudio.google.com/u/0/reporting/239f0b41-22cf-4bd4-8f67-6d2a6d9c5705/page/p_hcokwc3t1c

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