

People For Action
Activity Report

2020-2021





Overview

People For Action (PFA) is registered under Societies Act 1860. It commenced its journey in line with its object of Memorandum of Association no. 2, 4, 13, 16, 18, and 19 with the view of improving learning outcomes at scale through its Transform Schools programme.

In line with its objectives and by virtue of the expertise of its team, PFA works to support and implement programmes of national importance in government secondary schools, particularly in under-resourced areas in the State of Odisha and disseminate its learning in other States.

Our Models

People For Action's Transform Schools programme works with the government school system, where a majority of the country's children are enrolled. It supports better teaching and management to improve learning outcomes for children in India through six core interventions:

Transform Learning: Enables students at the start of secondary school to be at the learning level for their age leading to

improving Student Learning Outcomes in government secondary schools

Transform Teaching: Strengthens teaching skills amongst English, Mathematics and Science teachers in a structured manner over two years to improve the quality of teaching

Transform School Management: Improves the HTs role clarity, management knowledge and skills over two years to enable them to effectively lead and manage the school

Transform PARity: Identifies and builds awareness and agency towards gender and other social norms which govern the decision-making processes in adolescents' lives, using Participatory Action Research (PAR) methodology

Transform Back To School: Supports re-entry of out of school children through campaigns and community outreach followed by accelerated in-school learning

Our Work

People For Action (PFA) and its Transform Schools initiative made reasonable progress in 2020. It was a difficult year due to COVID-19, school closures and funding disruptions that led us to pivot our work to focus on study at home programmes in partner States.

We developed our blended and tech enabled version of targeted instruction, teacher and head teacher professional development programmes in partnership with governments. We partnered with [DIKSHA](#), [Shikshalokam](#), [Drona](#)¹, [Ideas42](#), [ASER Center](#) and [Trello](#)² to improve our abilities to test and then scale



¹ A mobile application with advanced voice recognition features (www.drona.app)

² Trello is the easy, flexible, and visual way to manage your projects and organise anything

up online training, delivery, testing, predictive analysis using open-source platforms, Artificial Intelligence and Machine Learning, and improving team productivity via an online project management suite. Ideas42 and ASER Center enabled us to add behavioural nudges and research capacities for the targeted access, retention, and re-enrolment focus in our work post COVID. These efforts ensured our relevance, reach and opened possibilities to augment our efforts.

Our Reach

With the help of programme improvements, a blended version of the successful Transform Learning reached out to 13,61,582 students in two States. 72,820 teachers improved their capacities using our teacher professional development offerings on targeted instruction and competency-based. We made considerable progress in systemic capacity and the ability to impact student learning despite the spread of COVID-19 in five States.

Schools	Students	Head Teachers	Teachers	SMDCs	SMDC Members	Subject Experts (State Trainers)	District Education Officer	Districts	State*
68,105	13,61,582	60,028	72,820	60,000	900,000	1,023	53	68	4

*PFA provided technical support to the State government of Odisha in implementing their education programmes and disseminated learning’s of Odisha’s programme in the State of Chhattisgarh, Haryana, Himachal and worked with 28 schools in West Bengal.

Key Activity

PFA’s interventions benefitted students, teachers, school governing body members, Head teachers and schools across five States of Odisha, Chhattisgarh, Haryana, Himachal Pradesh and West Bengal.

TRANSFORM LEARNING

Alternate implementation plans in Odisha, Haryana and Chhattisgarh were agreed due to COVID-19 led school closures in consultation with our partner States. Himachal Pradesh put on hold student interventions by NGOs, focusing only on class level syllabus completion.



"We had missed our school and friends during lockdown. We were getting bored due to lack of physical activities at home. With passage of time, when the online SHIKSHA SANJOG and *Utkarsh* classes started we were able to connect with our lessons and teachers. We were waiting for the *Utkarsh* videos, which were very colorful and engaging."

Rajkumar Sahu, Class 9, Syed Mumtaz Ali High School, Jadupur, Bhubaneswar

Odisha: Odisha pivoted blended delivery of programme with our support. 148 instructional videos on foundational competencies were developed by the State Resource Group (SRG) with our support and were delivered to students using State's WhatsApp groups and DIKSHA³ to supplement printed resources. Key outputs of the programme include:

- Participation in trainings: Trainers-587 (96%), teachers-15,218 (85%) and Head Teachers-4,277 (87%)
- Delivery of printed resources at school level for all subjects: Teacher Handbook-81% and Student Handbook-88%
- Participation in baseline assessment: 97,795 students with digital access (27%)
- Quality Assurance: Teacher trainings-6, Digital Teaching-learning - 10,791, Student Worksheet assessment - 1,021 and Telephonic assessment - 485)
- Participation in endline assessment: 113,759 students with digital access (31%)



"Education of students is badly affected by this pandemic situation. Physically reaching the students is not possible. Initiative to convert *Utkarsh* programme into online is really a positive step. People For Action has oriented us to design and develop content-based videos and uploading it on education portals like DIKSHA and Shiksha Sanjog which will help the students to address their learning loss." **Kadambini Nayak, State Resource Group member (English), Odisha**



Building on the lessons from *Utkarsh* RCT evaluation, PFA nudged the State to replicate key processes from *Utkarsh* to *Utthan*, leverage *Utkarsh*'s digital resources to support 1.7 M students in Classes 6-8 and improve secondary school outcomes.

Work with SC & ST Development (SSD) Department to replicate **Transform Learning** as- *Accelerated Learning Enhancement Programme (ALEP) – Mission Suvidya* was also initiated. Face-to-face trainings for Master Trainers in both programme districts have been concluded by March 2021. Teacher training will take place in April and the programme will commence in June 2021.

³ DIKSHA (Digital Infrastructure for Knowledge Sharing) is a national platform for school education, an initiative of National Council for Education Research and Training (NCERT), MHRD (www.diksha.gov.in)

Haryana: Haryana was the first partner to pivot blended delivery of programme with our support. Competency Framework, 42 Teaching Manuals and 45 Student Worksheets for classes 1-8 for English, Hindi and Mathematics were developed and uploaded on DIKSHA. PFA developed training plan and videos to deliver online training on DIKSHA for over 40,000 teachers, mentors, head teachers, district officials. The State prioritised teacher professional development on competency-based Learning Enhancement Programme (LEP) approach, and completion of syllabus in 2020. Continuous nudging and engagement have now ensured initiation process of development of instructional videos, each for Classes 6-8 in English, Hindi and Mathematics. PFA is leveraging State's online and TV learning platform - EDUSAT⁴ to deliver LEP instructional videos and use DIKSHA for sharing worksheets with students January 2021 onwards.

The screenshot shows the Saksham Haryana portal interface. At the top, there are navigation tabs for 'Digital textbooks', 'Courses', 'TV classes', and 'All'. A search bar is present. Below the navigation, the page title is 'LEP Math 6 Mathematics • Class 6'. The main content area features the Saksham Haryana logo and the heading 'गणित | कक्षा 6 सक्षम तालिका'. Below this is a table with two main sections: 'LEP-अध्यायक संदर्भिका' and 'पाठ्यपुस्तक (सहित) कक्षा अनुसूचक दक्षताएँ'. The table lists various materials with their SAT Cycle, Code, Description, and Page Count.

SAT Cycle	कोड	LEP-अध्यायक संदर्भिका	सत्र	SAT Cycle	कोड	पाठ्यपुस्तक (सहित) कक्षा अनुसूचक दक्षताएँ	अध्याय
LEP 1- Catch up (Apr- May) की हस्त	MAT209	विद्यार्थी संख्याओं को पढ़-लिख सकते हैं तथा बढ़ाने घटाने के क्रम में जगा सकते हैं और छोटा-बड़ा व् पारने-बाद में जैसे शब्दों का प्रयोग कर सकते हैं। (70 तक की संख्याओं का प्रयोग करते हुए)	1	SAT 1 (Apr-May) कक्षा के अंतर	MAT601	विद्यार्थी किसी प्राकृत संख्या को विभिन्न तरीकों से पढ़, लिख, तुलना और प्रयोग कर सकते हैं और उनपर घटी सज्जियाएं कर सकते हैं।	1
	MAT303	विद्यार्थी स्थानीय मान की सहायता से संख्याओं को पढ़-लिख सकते हैं, तुलना कर सकते हैं तथा बढ़ाने घटाने के क्रम में लगा सकते हैं।	2		MAT602	विद्यार्थी सममित रेखा, शैकिक सममिति और घूर्णन सममिति की पहचान कर सकते हैं।	13
	MAT404	विद्यार्थी स्थानीय मान की अभावस्था को प्रयोग करते हुए पाँच अंकों तक की संख्या को पढ़-लिख सकते हैं व् उनकी तुलना कर सकते हैं व् उन्हें विस्तारित रूप में लिख सकते हैं।	3,4				
	MAT502	विद्यार्थी निम्न बॉनों को पहचान सकते हैं व् उनका वर्गीकरण कर सकते हैं- समकोण, अधिक कोण, न्यून कोण, ट्रेसिंग या रचना द्वारा इनको प्रदर्शित कर सकते हैं।	12,13				
	MAT503	विद्यार्थी चित्र या बिना चित्र की सहायता से क्षेत्रफल से सम्बंधित दैनिक जीवन की समस्याओं को हल कर सकते हैं।	9,10,11				
	MAT504	विद्यार्थी परिमाण से सम्बंधित दैनिक जीवन की समस्याओं को हल कर सकते हैं।	9,10,11				
	MAT505	विद्यार्थी निम्न और विभिन्न निम्न को पढ़-लिख व् निरूपित कर सकते हैं।	5				
MAT506	विद्यार्थी गुणज, संज्ञे गुणज और गुणनखंड को पहचान सकते हैं।	6					
MAT507	विद्यार्थी किसी के मध्यम से दसमस्तों को 1/10 और 1/100 के भाग के रूप	7					

“This week, SCERT Haryana launched online training on the State's revised competency framework for Grades 1-8. The same training will also train teachers on the new Learning Enhancement Program (LEP) for remedial teaching across the State.

These new materials have been created as part of the Saksham Haryana program - a state-wide education transformation program, conducted in mission mode under the leadership of the Honorable Chief Minister.

Under the Saksham program, Haryana has set the ambitious goal of ensuring more than 80% government school elementary students are grade level competent. To support this goal, SCERT partnered with Transform Schools to design the new material and its training. This is an important step to encourage competency-based teaching and to bridge the learning gaps for students who are still not at their grade level.

While the schools remain closed due to Covid-19, the teachers will be oriented on these academic changes through online training on Diksha. This will ensure that they are ready to use the new content whenever the schools re-open.

I congratulate Transform Schools on this valuable partnership and wish all educators in Haryana all the best!” **Dr. Rakesh Gupta, IAS, Project Director CM’s Good Governance Associates Program, Haryana, Nodal Officer, Beti Bachao Beti Padhao, CM office, Government of Haryana**

⁴ The EDUSAT project was initiated in the year 2005 by the Education Department, Haryana to provide quality education through satellite in collaboration with the Ministry of Human Resource Development (MHRD) and ISRO, Bengaluru. (<https://www.haryanaedusat.com/#aims>)

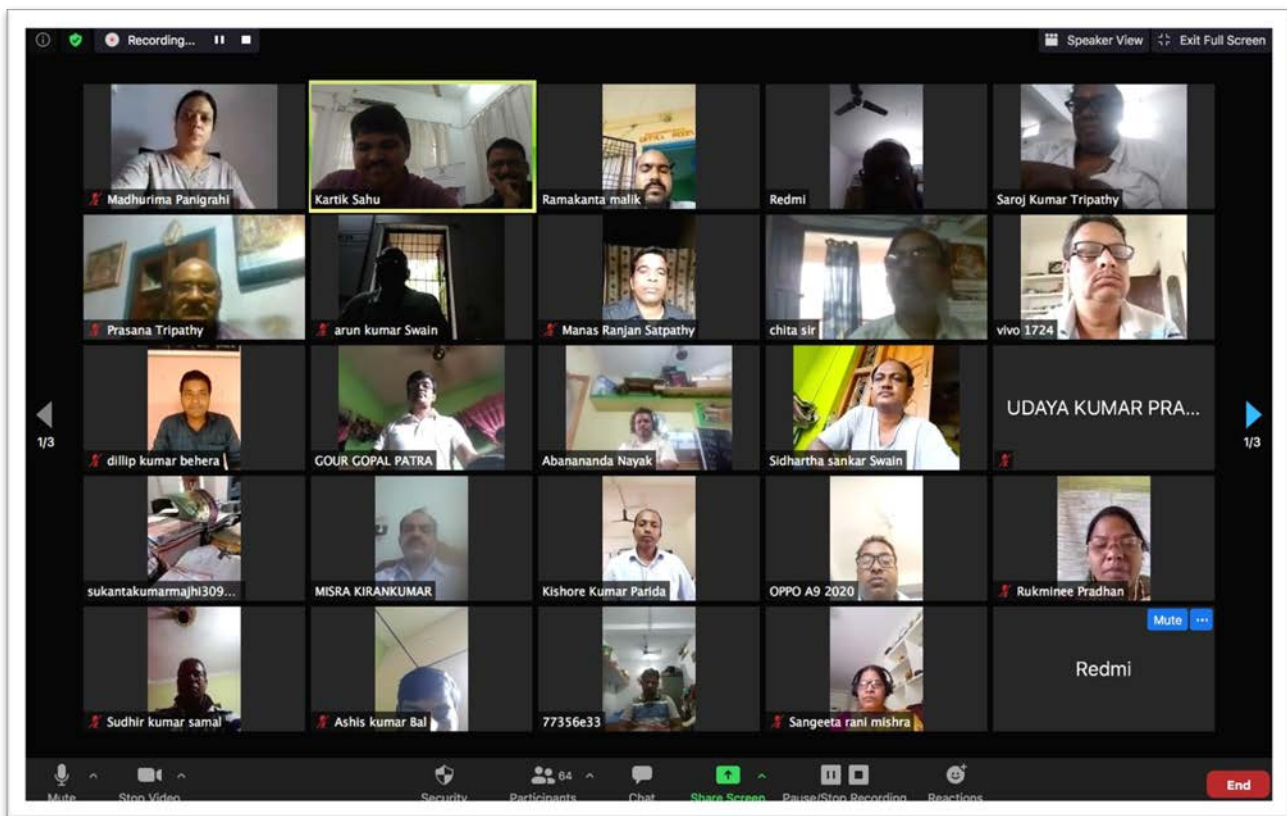
Chhattisgarh: PFA's committed and sustained engagement with the State government to support its study-at-home initiative in 10 districts by a team of District Academic Coordinators (DAC) have led to the approval of structured implementation of Nikhaar in 15 Districts including 10 aspirational districts. In 2020, PFA developed Teacher Handbook and Student Handbook for Classes 6-9 in English, Hindi, Mathematics and Science, provided worksheets for State's study-at-home initiative. This will include deployment of DACs to provide academic mentoring to the teachers, ensure co-ordination with district and block level officials and volunteers hired by government pro-bono and distribution of Nikhaar resources. This will be followed

by training of government officials and teachers, baseline assessment and commencement of delivery of Nikhaar lessons to build foundational and class level learning and better learning outcomes.



"We got the worksheets developed from Transform team and I have personally gone through them and found them very useful during this time. Using parents and teachers groups, I am sure it will reach the maximum through whatsapp. This is one of the best approaches to make use of such situations. Worksheets can be printed for use after the lock down is over." **Dr. M. Sudish, Assistant Director, Samagra Shiksha, Chhattisgarh**

TRANSFORM TEACHING



Odisha: Post development and presentation of Teacher Professional Development Management System (TPDMS) approach, 30 State Resource Groups (SRGs) were oriented on 22 October 2020. This was followed by second round of workshop with 14 SRG members being oriented on the draft Teacher Competency Framework on 29 December 2020. Finalisation of the competency framework and development of TPD courses were initiated in mid-January 2021 on the basis of inputs from the SRGs. PFA also conducted a meeting with DIKSHA team on 22 December 2020 to brief on the TPDMS requirements. In March 2020, we finalised the Teacher Competency framework, oriented the State Resource Group and State NIC to develop the TPD Management System. The development and curation of blended courses is underway.

Haryana: PFA supported SCERT to develop capacities of teachers, Head Teachers and officials on competency-based approach for teaching and learning. Refresher trainings on competency-based approach for teaching and learning were conducted during January-February 2021. SRG members were also oriented on development of instructional videos in January 2021.

Himachal Pradesh: PFA developed learning outcomes framework for languages for Classes 1-8 in collaboration with 6 SRG members for English and 5 for Hindi. Training is planned to be integrated within NISHTHA⁵ and expected to be completed in April 2021. This will enable design and use of competency-based content immediately for ongoing home learning and subsequently in regular teaching and assessments.

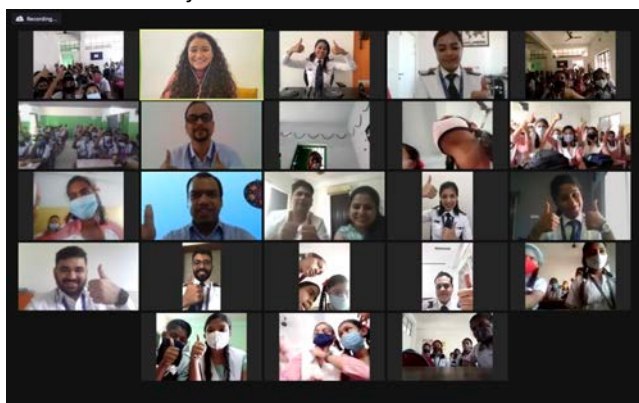
"SCERT Haryana has worked in partnership with Transform Schools to develop revised competency framework and new teacher and student material for Learning Enhancement Programme (LEP) for classes 1-8 in the subjects of English, Hindi and Mathematics. It has been a team effort for nearly seven months and we appreciate our association and collaboration. The Transform team has put in relentless efforts, have been quick to respond to our inputs and adhered to the timelines. Our collective efforts and trust have brought us to the final phase of the project."

Deepti Boken, Head, Textbook and Curriculum Department, SCERT, Haryana

EQUITY AND EDUCATION – Transform PARity and School Management



STEM CODE: Our STEM and gender projects have successfully pivoted for digital delivery, reaching 5,227 girls, and 56 STEM subject teachers across 28 schools in Kolkata.

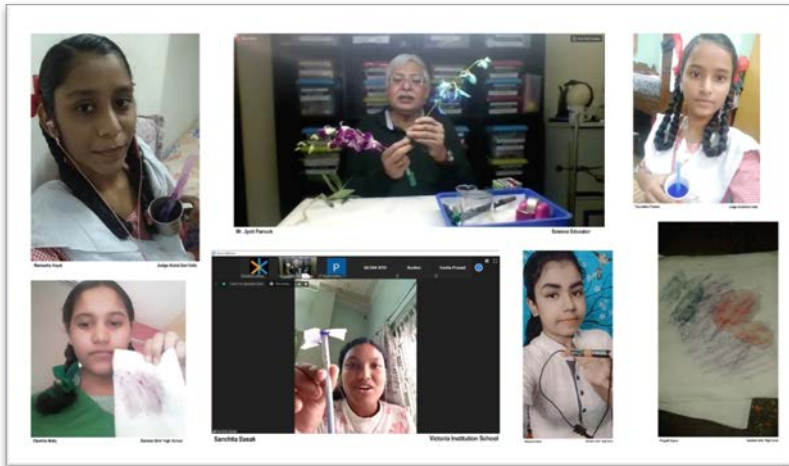


"Thank you so much to Transform Schools for organising this wonderful workshop for our students. I and my students feel lucky to be a part of this workshop. Continue this good work for students, I will ensure that our students will join in all upcoming events."

Bushra Khalique (Science Teacher), Judge Abdul Bari Girls High School, Kolkata

⁵ National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a national level initiative of NCERT to build capacities of teachers and school principals at the elementary stage

- 30 concept explainer videos were delivered in October-November 2020 as part of five week digital STEM Learning timetable through school wise student groups on WhatsApp, with 500+ girls responding to Google form based assessments



- First in the planned quarterly series of DIY STEM workshops were conducted by a Raman awardee scientist, Mr. Jyoti Parruck on 16 December 2020. 150+ girls participated and conducted experiments live with the facilitator

- Baseline assessment on gender norms and norms governing uptake of STEM education by girls was conducted in November 2020. The analysis of response from 700+ girls were made available in January 2021

- A four week video based Transform PARity timetable was delivered in December

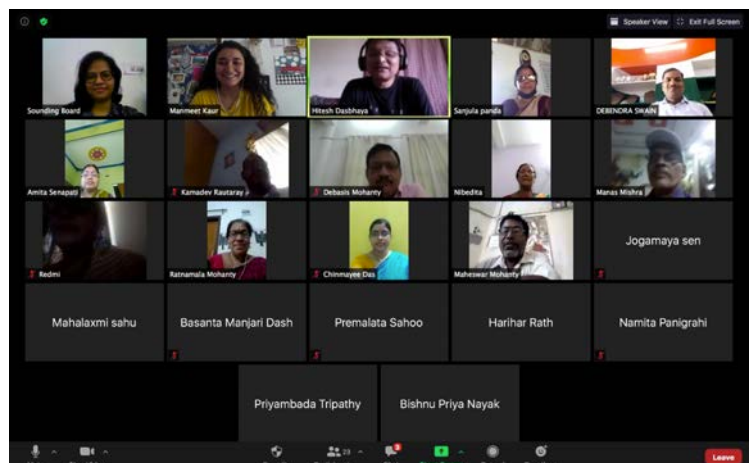
2020 to introduce girls and teachers to the PARity approach before schools reopen

- Indigo airlines staff visited and delivered STEM resources as Christmas gifts to all of 88 girls enrolled in Classes 9 and 10 in one of the partner schools in Kolkata on 24 December 2020



Future School Leaders Programme (FSLP): Our #EquityinEducation project for Head Teachers in Puri, Odisha have found feet in the blended delivery approach with online models delivered through WhatsApp and Zoom. The PFA staff members made bi-monthly school visits and understood the Head Teacher fellows' progress on their chosen school projects.

- Online training and self-learning modules - All 25 Fellows actively accessed the weekly learning modules on Academic, Strategic and Administrative leadership, gender responsive



- self, school governance. The assessments were delivered over the 12 weeks during October-December 2020
- Coaching - Each fellow also received personalised coaching support from five internationally accredited coaches over four sessions, and two plenary meetings for peer support

Collation of the participation and performance data from the fellowship is underway, as is a compilation of qualitative case studies of all Women Head Teachers. With the digital arm developed and tested, the programme will be rolled out digitally across Odisha in 2021.

