



PROJECT PROPOSAL FOR ENHANCEMENT OF COMPETENCIES IN ENGLISH AT SECONDARY LEVEL IN CHHATTISGARH UNDER RASHTRIYA MADHAYMIK SHIKSHA ABHIYAN

By BHOOAMI EDUCATION CONSULTANCY, NEW DELHI

CONTENTS OF PROPOSAL

1. PROJECT SUMMARY	2
2 ORGANIZATIONAL INFORMATION.....	2
3 PROJECT PROPOSAL	
3.1 PROJECT TITLE.....	3
3.2 INTRODUCTION	3
3.3 PROGRAMME DESIGN.....	4
3.4 Beneficiaries.....	5
3.5 DURATION OF THE MODULE	5
3.6 RESOURCES.....	5
3.7 Implimentation stregety	5
3.8 Output	6
3.9 Expected Outcome and Impact Indicators	6
3.10 Roles and Responsibilities	6
3.11 Budget.....	7

Project Summary

The project aims to support students to improve English communication (listening, speaking, reading and writing) skills and help them to be able to converse in English, to be able to read available literature.

The key objective of the programme includes:

- Increase learning levels of 23314 students of Class 9 and 10 in 5 districts Bijapur, Dantewada, Baster, Narayanpur and Sukma in Chhattisgarh over one year.
- Build capacity of 327 subject teachers in all govt schools to improve teaching practices and deliver English programme
- Build capacity of 32 Teacher Coach /Resource Persons (RPs) for training teachers, provide classroom-based support to teachers and quality assurance during delivery of remedial classes and classroom teaching
- Support tracking student learning outcome through development of monitoring approach and formats.

Organisational Information

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Bhoomi Educational consultancy Pvt. Ltd. provides consultancy services to improve quality of education through be-spoke content development on English, Science, Maths and Social Science and capacity building of teachers, Head Teachers and District administration. The company initiates and executes innovative solutions and supports high-end planning and implementation of programmes, monitoring, research and evaluation. The company supports and provides professional, technical and academic support to government and private organizations, corporate, institutions, and other agencies.

Project Title:

“PROJECT UNNATI”: A Programme For Enhancement of Competencies in English At Secondary Level

Introduction

English is one of the official languages in India and it is important that all students learn the language. “UNNATI” aims to support students to improve English communication (listening, speaking, reading and writing) skills and help them to be able to converse in English, to be able to read available literature. It is also important to learn English communication skills as they are highly desired by the competitive market and the need for proficiency in English is becoming essential for many job opportunities.

The Annual Status of Education Report (ASER)¹ 2014 shows that only 48% of students in class 5 could read text suitable for class 2. This means that every second class 5 (aged 11) student in rural India is unable to read the text every 8-year-old should be able to read. The report also highlights that in 2009, 60% of children in class 8 could read simple English sentences but in 2014 this figure had fallen to 47%. The report also shows that although student enrolment in elementary schools is near universal at 97%, students are progressing to secondary education without the required learning levels. This has increased enrolment and retention rates of students but many are not equipped to deal with the secondary curriculum resulting in a high risk of dropout or failure. This problem is magnified in class 10 when students are set to take external State Board examinations.

The following are the highlights of reading and comprehension in english from Chhattisgarh ASER Report, 2016:

- In English, in Std 5, 16.1% of the students can read capital letters but no more, 41.5% can read small letter but not words or higher, 13.8% can read simple words but not sentences, only 16.3% can read easy sentences.
- In English, in Std. 8, 8.6% of the students can read capital letters but no more, 32.8% can read small letter but not words or higher, 18.2% can read simple words but not sentences, only 36.2% can read easy sentences.

The following are the key concerns inferred from the Chhattisgarh ASER Report, 2016:

- Students do not have the class and age appropriate learning levels in English in Class 8
- The report shows that basic foundational skills in English are deficient
- When students arrive in Class 9, they lack the requisite learning levels in English to get the necessary knowledge appropriate for the class they are in
- The same students would be appearing for the Class 10 Board Exam and would not have the skills to attain requisite outcomes in languages.
- For the teacher, as students have differential learning level at the secondary level, therefore they have to teach students who do not have requisite competencies

In order to address this deficiency and to ensure that students are equipped to use English as a language daily, it is planned to support students of Class 9 and 10 through extra classes to ensure fluency and competency that will ensure that they are prepared to use English in everyday life.

Programme design

Functional English equips students with the necessary knowledge, skills and understanding to use and apply English in everyday life. Gaining these skills will ensure students can get the most out of their future work and education. On Functional English, students can learn to write in different styles using different formats, improve their basics (spelling, grammar and punctuation), reading and writing skills and learn how to communicate confidently and efficiently, both spoken and written.

The general aim of “UNNATI” is to develop the basic language skills needed for everyday life in acquainted

¹ <http://www.asercentre.org>

personal, social and transactional contexts for learners whose first language is not English. Learners undertaking this course will have little or no previous knowledge of English. In “UNNATI”, the focus will be to develop students for everyday life.

Teachers will wish to plan activities to meet learners' needs in the four key skills of reading, writing, listening and speaking. The programme will put particular emphasis on acquiring knowledge of the basics of the language, developing fluency, building vocabulary, and building confidence when using the language. Teaching and learning activities will facilitate both sequential and concurrent development of all four language skills, and will focus on the following:

Key Skill	Key Competency Focus	Topics on Everyday Life for all Competencies
Listening	<ul style="list-style-type: none"> Predicting general meaning Identifying the purpose of a text Identifying basic genres Listening for and selecting specific information Recognising key words and main points Understanding familiar accents 	<ul style="list-style-type: none"> At the Store: Asking for and Giving help Buying Railway or Air Tickets-over the phone Making and Handling Complaints Ordering at the restaurant Agreeing & Disagreeing
Speaking	<ul style="list-style-type: none"> Being able to pronounce simple, familiar words adequately to be understood Attempting the use of appropriate intonation Showing awareness of word and sentence stress Using cooperative strategies, e.g. asking for help or repetition, use of mime and gesture Being able to self-correct when appropriate Using fundamental discourse markers and linking devices 	<ul style="list-style-type: none"> Making Suggestions Giving Advice Asking and Giving permission Greeting and taking leave
Reading	<ul style="list-style-type: none"> Being able to identify keywords Recognising context and predicting general meaning Reading and recognising simple sentence structure Recognising a limited number of words, signs and symbols Recognising common abbreviations Understanding alphabetical order and being able to use simple bilingual and picture dictionaries 	
Writing	<ul style="list-style-type: none"> Using upper and lower case accurately Checking spelling Writing numbers, times, dates Understanding when to use capital letters, full stops and question marks Writing with reasonable phonetic accuracy short words that are in his/her oral vocabulary Writing a simple sentence using basic word order and verb form Using an appropriate format or layout 	

Beneficiaries	
Direct Beneficiaries	UNNATI
Students	23314 students of Class 9 students in 5 districts
Teachers	321
Resource person	30
Schools	321

Duration of the Module			
The Programme will be implemented in the following framework:			
S.No.	Levels of module	Duration	Intervention
1	A1	Year 1: 90 hours (1-2 hour every day for a period of 3 months)	For individuals who do not know the English language at all. The course aims at introducing them to English words and vocabulary. The content revolves around basic things, animals and people around.

Resources			
<ul style="list-style-type: none"> Baseline Assessments and Score Cards to assess the learning level of students in the English language Functional English Student Book which Provides a wealth of assessment preparation, practice and guidance and includes mock papers Guidance Handbook which will be an implementation guide that will include step by step implementation strategies for implementing the programme effectively Data Entry and Reporting formats for collating data and creating a detailed report on the Baseline Assessment. 			

Implementation Strategy			
UNNATI will be delivered for Class 9 and 10 students where students will be undertaking a competency-based learning framework for three months in the year. The curriculum will start from simple concepts and topics and will proceed with increasing difficulty and will support students who have the lowest competency to gain functional knowledge of English language. The following will be the key implementation steps for the programme:			
<ul style="list-style-type: none"> Development of teaching-learning resources and guidelines for teachers, students and trainers in Year 1 Identification of students through a diagnostic test to assess the level of the student. Students to be identified at two levels: a) students who have competencies below Class 5 and b) students who have competencies between class 6-8 A summer camp of three months for students who are below Class 5 level, one hour per day for 90 days on basic functional English concepts. Once these students have grasped the basic concepts of functional English, other students who are above Class 5 level will be added to this group in Year 2 and will be taught concepts of increasing complexity The programme will also include training and development of District Functionaries, Teacher Coaches², Head Teachers and Teachers in Year 2. <ul style="list-style-type: none"> Orientation of District functionaries and Head Teachers on the programme model, processes, 			

² Subject experts from DIETS, Teacher Training Institutes and other state agencies who will train teachers, support teachers in implementing the programme

implementation strategies and monitoring framework

- Training of teacher coaches on programme contours, content, facilitation skills, observation skills and monitoring framework and data
- Training of Teachers on programme contours, content and programme implementation
- End-line of all students after completion of 2 years of the course at the end of Class 10 session
- District Programme Offices will be collecting and collating data as well as monitoring the project to report on key data sets and programme progress.

Outputs

- Implementation Guideline for Teachers and District functionaries to implement the programme effectively
- A course outline and customized module covering agreed topic developed and supplied to State Government.
- Develop Baseline and End-line Assessments to understand the skill growth of the students.
- Final reports of the Baseline and End line assessment of all students

Expected Outcome and Impact Indicators

Listening and Speaking

- All students enrolled are able to form and articulate simple sentence, introduce himself/herself.
- All students are able to make one to one communication in English in general topics.
- All students are able to participate in-group discussions in English.

Reading & Writing:

- All students have Basic Grammar competencies
- All students are able to write simple sentences
- All students are able to write applications, letters and paragraphs
- All students will be able to read and write Basic English and will become active members of book clubs that will be encouraged in schools.

Roles and Responsibilities- Year 1

Activities	Government	BHOOMI Education
	Year 1	
Development of resources- Implementation Guideline, Student Handbooks, Baseline Assessments and Data formats	Review of Resources and endorsement of all resources pertaining to Year 1	Development and finalisation of Resources based on State Government feedback
Baseline Assessment	Administration of Baseline Assessment	Analysis of Baseline Assessment based on Data available
Programme Implementation	Manage Implementation <ul style="list-style-type: none"> • Ensure baseline assessments are administered in all school and data collated by District Administration 	Implementation Guideline of programme
Programme Monitoring	<ul style="list-style-type: none"> • Review and endorse monitoring framework and tools • Quality checks of Baseline Assessments during field visits 	Recommend monitoring and evaluation framework and tools for tracking progress and impact

Budget					
SN	Quantity	Description	Unit Price	Total price	Delivery Date
1	Pre-Project Activity	Mobilization, Team Development, Project Planning	2 Meeting @ Rs. 25000/meeting	50000	5 days from date of assigned work
2	Development of implementation guide	Development of Implementation guide on model and processes for Teachers, Head Teachers & District functionaries	15 Days consultancy @ Rs.15000/day/person for 1 person	225000	20 days from date of assigned work
3	Develop Data Capture formats	Develop Data Capture Framework to capture student information	5 days consultancy @ Rs.15000 /day for 1 person	75000	20 days from date of assigned work
4	Develop Diagnostic Assessments	Develop Baseline Diagnostic Assessments for Assessment of learning levels	10 Days consultancy @ Rs.15000/day/person for 1 person	150000	
5	Content Development	Students handbooks on basis of Student learning levels	45 days consultancy @ Rs. 15000/day for 2 person	1350000	45 days
6	Baseline Evaluation Results and Reporting	Report writing and documentation	20 days consultancy @Rs.10000 per day for 1 person	200000	20 days
(1) Total amount				2050000	
(2) 18% GST				369000	
Grand Total (1+2)				2419000	
Note :- Any expenses related to accommodation, meal or travel associated with this assignment would be borne by the state government					