YEAR 2023

A Report on Implementation of Sikkim Education Learning Supplement Initiative (SELSI)

A Students Readiness Programme Under Samagra Shiksha

Bhoomi Educational Consultancy
"Empowering Sustainable Education"

BY BHOOMI EDUCATIONAL CONSULTANCY PRIVATE LIMITED
NEW DELHI

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Teacher's Feedback of the Programme

1. NAME OF THE TEACHER: SIMON SUBBA
SUBJECT: MATH
SCHOOL: P.R LAMA YANGSUM SS
DISTRICT: WEST GYALSHING
About: SELSI's Workbook and modes of learning
"Firstly, I went through the topic and made them understand and had them solve the equations on the board individually and what was surprising was as in the regular classes. I, myself used to solve on the board with fewer responses but this time it was different. The students were ready to solve on the blackboard as their friends started doing the equations on the board others were motivated to do the next equations.
And everyone was happy and it was entertaining.

2. School: Tikpur Secondary School
District: Soreng
Name: Elizer Lepcha (GTA)
About SELSI, Learning Enhancement Programme
"During the past lockdown period, especially our students were all deprived of real education. Even the teachers were not able to process teaching learning activity. So, SELSI has helped our students to come to their own standard. Example given- The student of class 8, He/She might not have a standard of that particular class, in fact their level can be of classes 5, 6 or 7. So in order to bring back students to their level, I think SELSI is here."

1. 3. NAME OF THE TEACHER: DHURBA CHETTRI
SUBJECT: SCIENCE (GTS)
DISTRICT: PAKYONG
SCHOOL: SYAPLAY SARDARAY SS
ABOUT: IMPROVEMENT OF LEARNERS THROUGH READINESS SPRINT.

"To talk about the improvement:
In a classroom we see students with different levels some students take less time to understand and some take more time to understand what I experienced as a teacher during readiness there is a student in my class named Manni Kumar Subba, previously he could not read one sentence, it was difficult as a teacher to give special attention tough he is good at picture composition and all. In science, I was teaching Fabric- natural and Synthetic fabric, through the material I showed him and asked him to identify it, he could easily identify it, he knew but he was not able to express it. He even showed us his test copy where he scored 00 on his first test but gradually improved to 2-3 marks out of 10. Similarly, after readiness he scored 49 out of 100, he is at Scholars level right now, it was the biggest achievement for him, and now he can do MCQ Column matching"

2. NAME OF THE TEACHER: BHAWANA RAI
SUBJECT: ENGISH (GTA)
SCHOOL: SANGANATH SS
DISTRICT: SOUTH, NAMCHI
About: SELSI's course of 6-week programme for learners.

"The students handled it very well but the time was a major factor for some specific chapters. The program had different topics like day/ day 2 can't be started otherwise the students successfully took the program.
They coped and were very interested; enthusiasm was highly seen the students were already active and ready to learn more about the chapters, and topics. It was not like that before the readiness sprints started.
Throughout the course, they were happy to learn some slow learners had difficulty but later they too coped up after understanding the motive behind the readiness sprint of 6 weeks".

3. NAME OF THE TEACHER: **PRINITA PRADHAN**
SUBJECT: SCIENCE (GTS)
SCHOOL: NANDOK SS
DISTRICT: EAST, GANGTOK
About; ***Using the learner workbook***
workbook of readiness sprint was very informative. Before starting the lesson there were various useful key points to which we could give them a lecture. Some of the key points were very useful for them as they have known this in previous classes. There were important points not so long not so short.

According to her, she likes the primary lesson of the book.

Introduction

SELSI is a Whole School Turnaround (WST)/School Excellence Programme model based on the premise that sustained instructional change is essential to ensure that learning outcomes improve. This sustained instructional change can be brought about by the Key stakeholders in the education programme i.e. Teachers, Head Teachers and Parents. There are three critical components of the programme that ensures that learning gap is bridged and progress achieved is sustained till the next academic year.

Student Readiness Programme

This is Step 1 of the Learning Recovery Programme. The Student Readiness Programme is a fast-paced learning course implemented over 1.5 months. The aim of this part of the programme is to ensure that student learning gap is identified and it is bridged through a learning programme which is targeted at earlier competencies student should have attained before they have come to a particular class. This is usually recommended to be implemented at the beginning of the academic year so that some key competencies of the earlier classes may be revised.

Active Learning

Step 2 of the Readiness Programme includes an Active Learning component during classroom transactions after students have completed the Readiness Sprint. It is evident that after an intensive readiness programme, there would be significant difference in student learning level. This change in the learning level would hold, if methods and teaching strategies in the classroom were project based and included 21st Century skills.

Active learning methods ensure that students to engage in their learning by thinking, discussing, investigating, and creating. In class, students practice skills, solve problems, struggle with complex questions, make decisions, propose solutions, and explain ideas in their own words through writing and discussion.

To create a conducive environment for learning, our programme addresses all stakeholders of education. There is a SAAS based learning suite, Neeve for teachers and schools integrating a teachers' portal and student learning analytics. The platform helps schools adopt outcome focused learning solutions, levelling the playing field for rural and less privileged children in the post pandemic world.

Active Learning can be implemented with the right set of resources that encourage experiential learning. Teachers are always looking for fresh, hands-on activities to engage their students and build their knowledge of the world through first-hand experiences with objects. On Neeve portal, all is available at one place. Easily searchable. Teachers can select a lesson plan or make their own plan. The resources on Neeve Web Portal complement any curriculum. Neeve portal has all the ingredients to make the textbook lesson come to life - that's the essence of active learning.

We ask teachers to:

a. Start with a video lesson to introduce the concept. Video is a preferred mode of learning for kids of all ages. A video lesson can be followed by group discussions and sharing of ideas.
b. Warm up activity breaks the ice and kids are curious about the new concept.
c. Guided practice from Worksheet Warehouse reinforces the concept without the familiar boredom of end-of-the-chapter practice.
d. Connecting the concept with real life and community through 21st century skills projects.

e. Learning pathway is clearly charted in lesson plans.

The Neeve Web Portal has learning resources that can be used to create sessions where students cooperate and learn from one another. The Neeve Web Portal includes more than 1,000 Lesson Plans, Worksheets and Videos. The activities are grouped into the areas of Literacy, Mathematics, Science, and 21st Century Skills. The Web Portal presents simple resources that guarantees hands-on learning experiences.

Supplementary Learning

Phase 3 of the programme implemented along with Phase 2 is the Supplementary Learning Phase which provides students with an opportunity to receive extra help in academic subjects after school hours or at home so that student can practice the lessons that they have learnt in school. This is particularly helpful for children who have developed learning gaps or are in need to extra support. Supplementary learning creates greater equity in the education system, addressing the rights of these students to get a better chance at education

Supplementary learning is most effective when it is very different from the main mode of education, i.e., classroom teaching. Some examples are, educational TV programmes, educational games or learning apps – the last mode is highly preferred by students now.

Neeve is a lightweight mobile learning app made for students for supplementary learning. Neeve covers class 6-10 and has 3 subjects, English, Science and Maths.

a. Neeve is adaptive in nature. This means, the App adjusts itself to suit the learning level of the students. An advanced student and a struggling student will get separate set of practices to support their individual needs.
b. Students need android smartphone and a working internet connection (wifi or mobile data) to use Neeve. Neeve can be downloaded from Play Store and students can register following few simple steps. Each student's account is then preserved for as long as they are in secondary school.

Neeve has practice worksheets and activities in every chapter that consolidates the learning the that the teacher imparts in class. It is expected that students will

Phase 1: Student Readiness

The Student Readiness has 3 parts:

a. The Diagnostic Test Phase: A rigorous baseline assessment is administered to all students in from Classes 6-9 where remediation is carried out. Learning gaps are identified and the learning trajectory of each student is recorded for his or her academic year. In the Baseline Assessments, students are identified at different levels of competency based on the test: Aspiring (students with marks between 0-40%), Scholar (students with marks between 41-80%) and Master (students with marks between 81-100%).
b. The Intervention Phase: The intervention phase includes the actual transaction of the curriculum in the classroom and includes the transaction of clearly designed instructional materials. Teachers use active learning methods in the classroom which means that sessions are designed in a way so that he or she will typically spend more time helping students develop their understanding and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning).

c. Evaluation Phase: In this phase, students' learning levels are assessed after the completion of Student Readiness. This will be done in an Endline Assessment where students will be administered an assessment after undergoing 1.5 months of lessons. Over and above this, a continuous analysis of results over the academic year will be maintained to create a student portfolio.

Diagnostic and Endline Assessment Under SELSI

Assessment plays an important role in the process of learning. The kind of tasks that the learners perform determines how they will approach the learning task and what study behaviours they will use. Also, Assessment pushes instruction by stressing the importance of critical thinking, reasoning, and reflection thus creating a quality learning environment.

Diagnostic Assessments are primarily conducted to identify students' prior knowledge, strengths, and areas that need improvement. It helps educators design lessons that meet students' needs effectively. For example in a Maths class, before beginning a unit on fractions, a pre-test is administered to evaluate students' existing understanding of the concept. Based on the results, the teacher adjusts the lesson plan to focus on the areas where students struggled, ensuring that they have the foundational knowledge necessary for mastering fractions.

The Endline Assessments are created to assess the students after the Readiness Curriculum is transacted to observe the progress in their learning. Since the Diagnostic and Endline Assessments have not been made to grade a child but to help the student and the teacher understand the learning level of the child, consequently, the papers have been built primarily around two premises.

Premise 1

First, a student of say, Class 6 should have certain competencies- for that we referred to the Learning Outcomes set by the NCERT. In an English language class, a student of class 6 should be able to frame grammatically correct statements. He /she should be able to read and write simple passages- understand the main idea, write letters to parents, make a diary entry using simple language. That is why the grammar portion focusses on parts of speech questions for a child to frame correct sentences would need to know his/her nouns, pronouns, prepositions and so on. Similarly, the reading and writing segments present simple tasks such as identifying the main idea or answering questions from the text and writing letters to the grandfather thanking him for the birthday gift.

In Class 6 Maths, the section begins with simple multiple-choice questions about basic concepts including number system, fractions, divisibility rules, factors, measurements, and basic foundational concepts. Short questions are problems that involve simple calculations (possible in mind or quickly on paper) or reasoning, focusing more on competency rather than complex calculation or memorisation.

Similarly, in Class 6 Science, the section begins with a simple multiple-choice question relating to science vocabulary and keywords that can be quickly answered. The short descriptive questions are about basic concepts like change of states of matter, simple machines, air and combustion - spread across the breadth of the curriculum. The focus of the MCQ and short questions is to build confidence of the students in small bits.

Premise 2

The second premise was that the syllabus of the previous two to three classes should also be mapped to the assessment so that the children are evaluated and the school can ensure that they are ready for their present class.

It was decided to use questions to assess various levels of learning outcomes, from basic recall to application, analysis, and evaluation. The reliability is enhanced when the number of MC items focused on a single learning objective is increased. In addition, the objective scoring associated with multiple choice test items frees them from problems with scorer inconsistency that can plague the scoring of essay questions. Because students can typically answer a multiple-choice item much more quickly than an essay question, these tests can typically focus on a relatively broad representation of course material, thus increasing the validity of the assessment.

Assessment for English

The English Assessment is structured and closed as it includes the competencies under sections of Grammar, Reading and Writing.

Section A – Reading.

This section covers all the competency skills prescribed by the NCERT for the previous three classes.

The section begins with a simple multiple-choice question relating to vocabulary that can be quickly answered. , there are comprehension passages – all employing strategies like citing textual evidence, drawing inferences, citing main idea, sequencing and so on. The passages use simple language and interesting content and the exercises are simpler- so that the students are not intimidated by the thought of comprehending unseen passages

Section B – Grammar

This section goes from the simple to the complex. It covers all important topics covered in the syllabus of the previous three classes. The section begins by asking questions about parts of speech – Nouns, pronouns, adjectives, adverbs, and prepositions, which are considered to be the backbone of

the English language. It is important to understand the different parts of speech to know how words can and should be used together to make sentences. Also, understanding the parts of speech helps students to use punctuation correctly in sentences. Besides lessons like Time & Tense, Voice and sentence structure has also been included.

Section C - Writing

This section tests the students on their productive skills. The pattern again is from simple to complex. The questions in this segment require short structured answers which are typically composed of a brief prompt that demands a written answer of a few sentences. They are most often used to test basic knowledge of key facts and terms. These questions can also be used to test higher thinking skills, including analysis or evaluation. For example: Please justify your decision with two to three sentences explaining the factors that have influenced your decision.

Assessment for Science

In Classes 6-7, the science curriculum is mostly life sciences, hence almost 60% of questions are on biology or ecology. As the class goes higher, life science and physical science constitute almost equal

portions of the question paper. Lower classes have simpler topic, 'understand' skill dominates the MCQ whereas the 'apply' skill is tested in short answer questions. Questions in the lower classes can be leading in some cases. Higher classes have keywords, definitions, and short explanations for everyday matters. In higher classes students are encouraged to explain their thoughts in simple language.

Physical science, particularly physics questions dominate the question paper in higher classes. Concepts of light, sound, change of state, environment (physical part of it) have been included. Biology is higher class deals with structure and functions of plants and animals – cells, tissues, and organs. Questions based on diagrams are a great way to engage students, diffuse exam stress and build confidence. At least one diagram labelling is also included in biology questions.

Assessment for Maths

In class 6, almost two third of the mark are allocated for arithmetic, whereas in class 9 arithmetic questions constitute only 35%. Arithmetic forms the basis of mathematics in the foundation level, hence the emphasis. Number, number lines, basic operations, simple fractions, factors-multiples all are included more in lower classes. Complex multi-step operations, fractions and decimals related questions are asked in higher classes. Questions do not test the proficiency for complex calculation, rather checks application of basic rules of arithmetic, handling of small problems.

Geometry questions make up for 25 – 40% marks across classes. Concepts range from basic shapes to properties of triangles and lines, relationship between simple shapes. Area and perimeter are also covered.

Data handling, statistics are important concepts. 10-20% marks are allocated for this. Question ranges from basic tally marking in lower classes to creating or interpreting charts and graphs in higher classes. The focus, again, is on application of concepts rather than calculation skill.

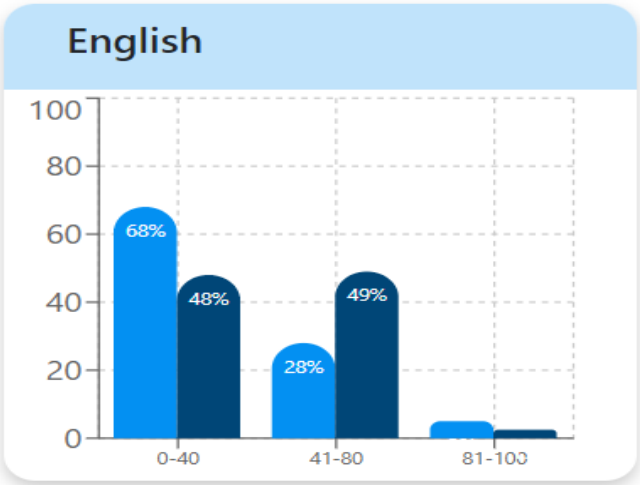
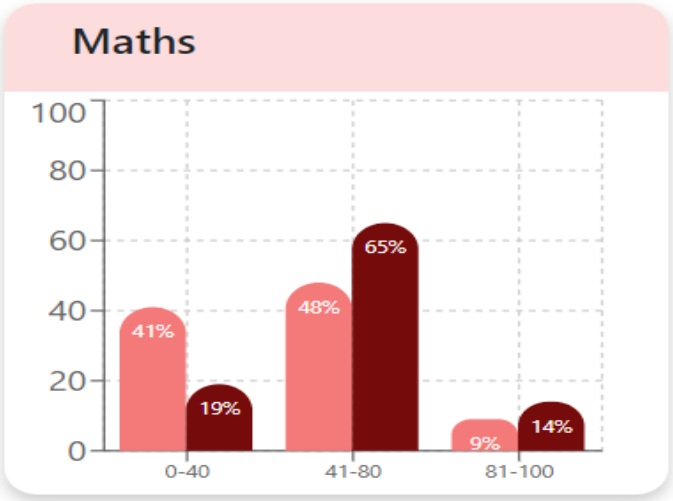
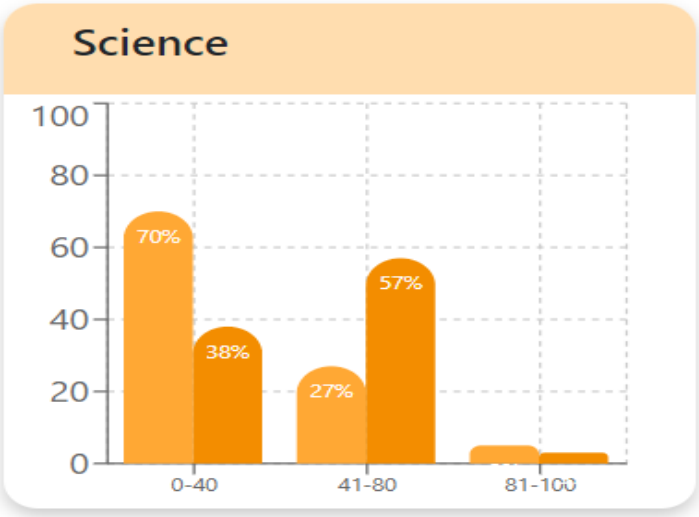
Comparison of Baseline-Endline Assessment

ATTENDANCE AT THE BASELINE AND ENDLINE ASSESSMENT

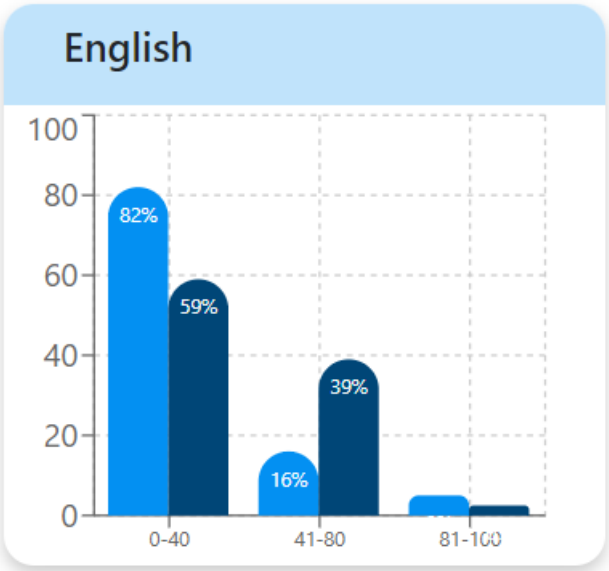
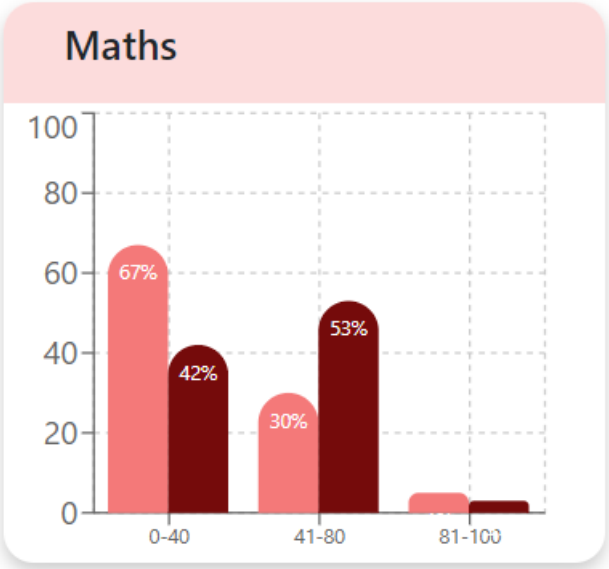
TOTAL STUDENTS ATTENDED THE BASELINE AND ENDLINE ASSESSMENT

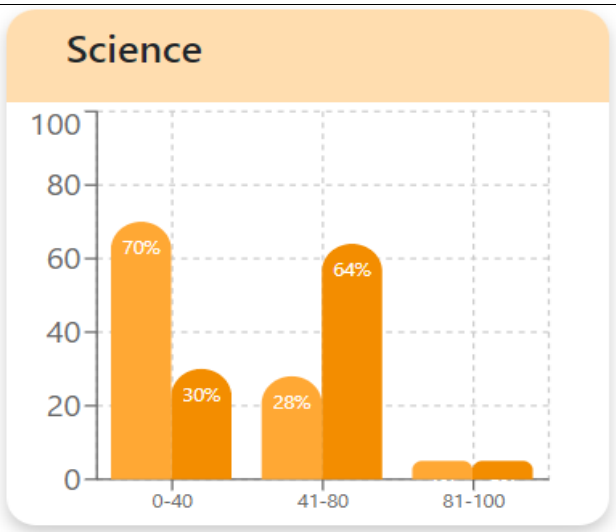
Subject	Baseline Attendance	Endline Assessment
English	22469	23708
Maths	23305	23255
Science	22578	22923

DISTRICT: GANGTOK

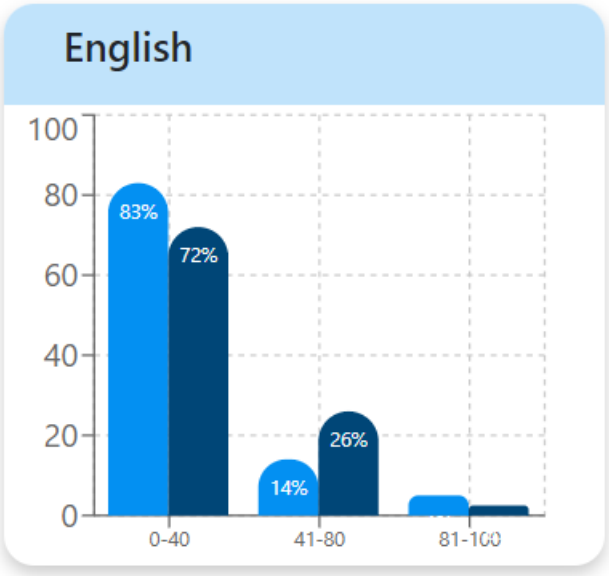
Class	Comparison of Baseline-Endline Assessment	Description
Class 6		20% of students have moved from the Aspiring level to the Scholar level.
Class 6		22% of students have moved to the higher levels of which 5% students have moved to the Master level.
Class 6		30% of students have moved from the Aspiring level to the Scholar level.

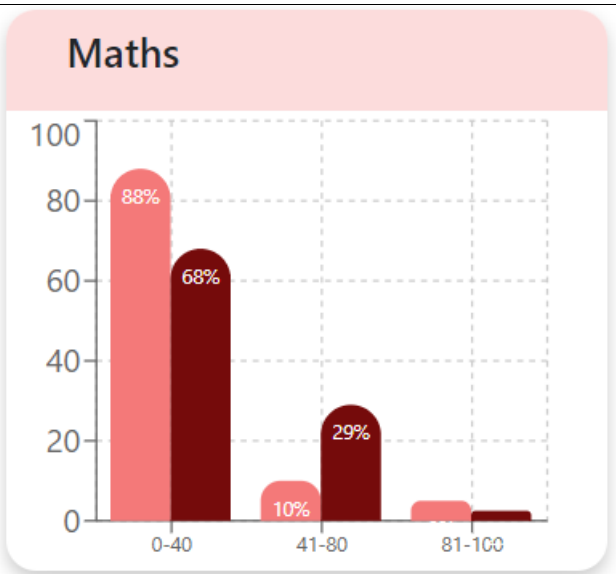
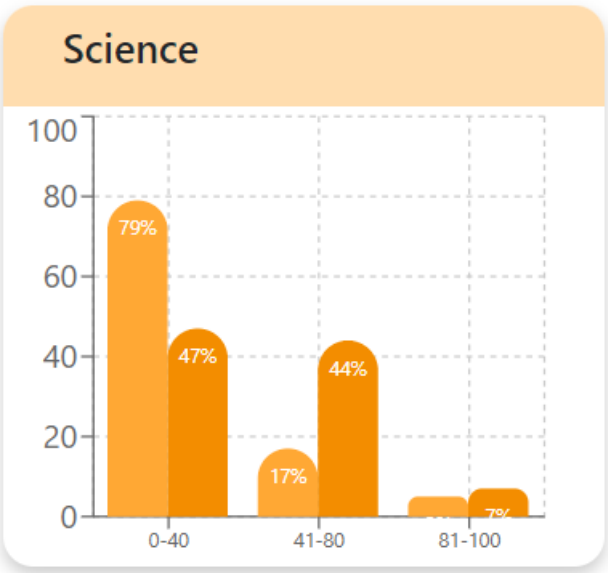
DISTRICT: GANGTOK

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		22% of students have moved from the Aspiring level to the Scholar level.
Class 7		25% of students have moved from the Aspiring level to the Scholar level.

Class 7		40% of students have moved from the Aspiring level to the Scholar level.

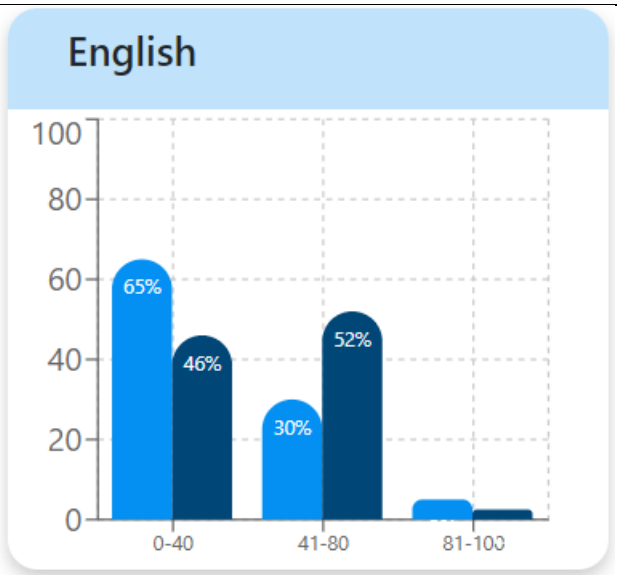
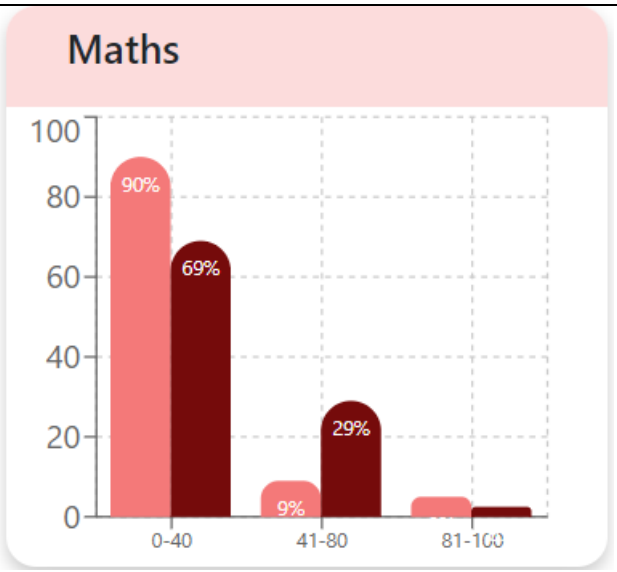
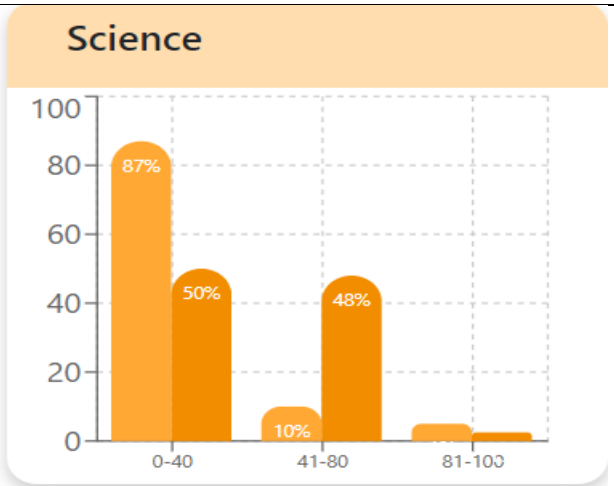
DISTRICT: GANGTOK

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		11% of students have moved from the Aspiring level to the Scholar level.

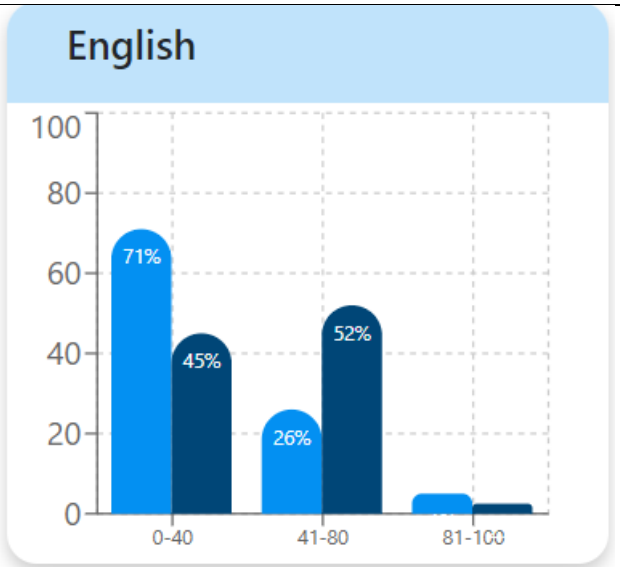
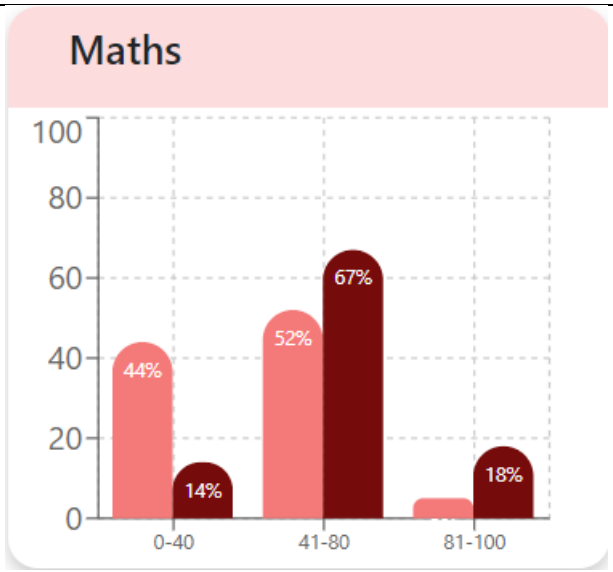
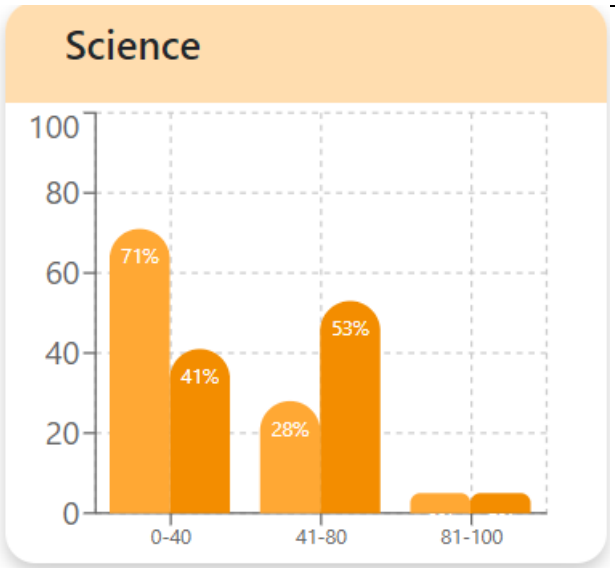
Class 8		20% of students have moved from the Aspiring level to the Scholar level.
Class 8		32% of students have moved from the Aspiring level to the Scholar level and 3% of students have moved to the Master level.

DISTRICT: GANGTOK

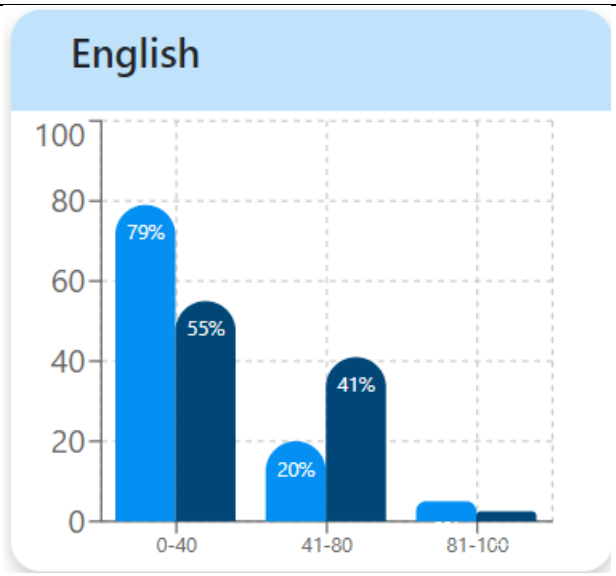
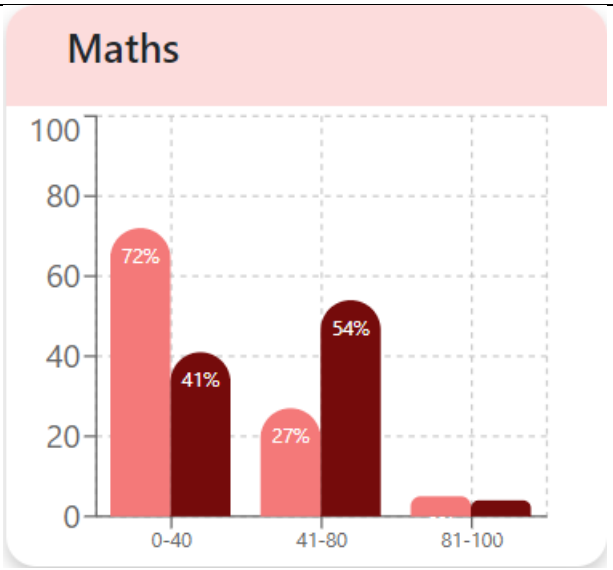
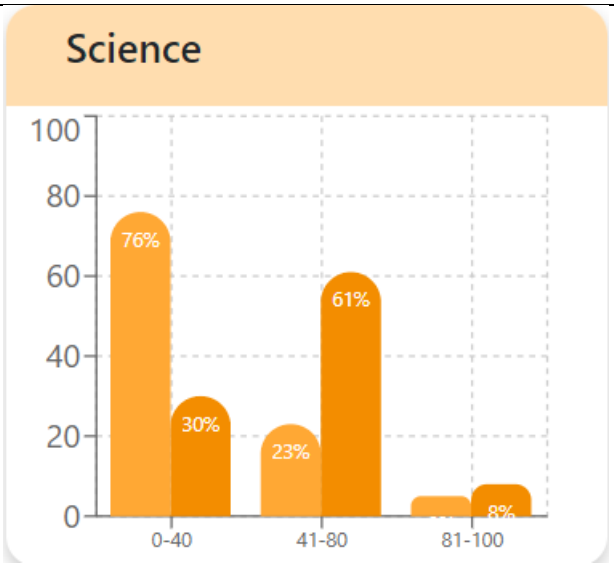
Class	Comparison of Baseline-Endline Assessment	Description

Class 9		Around 20% of students have moved from Aspiring to Scholar.
Class 9		Around 20% of students have moved from Aspiring to Scholar.
Class 9		37% of students have moved from Aspiring to Scholar.

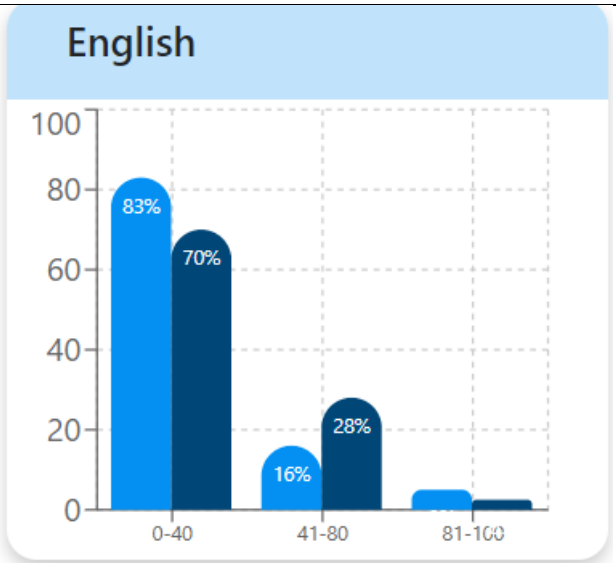
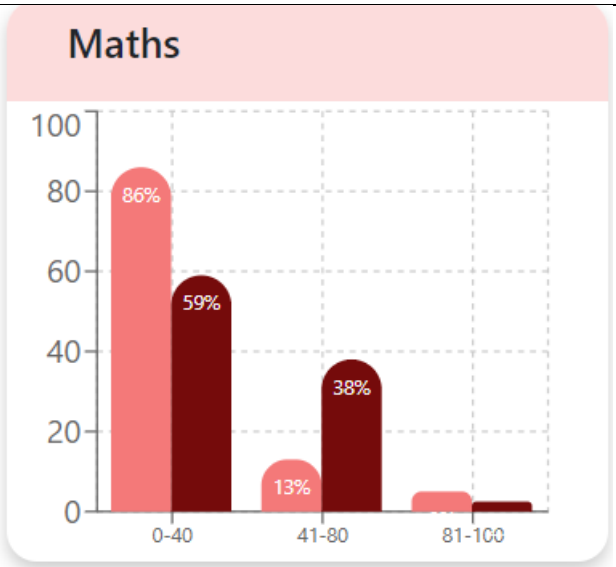
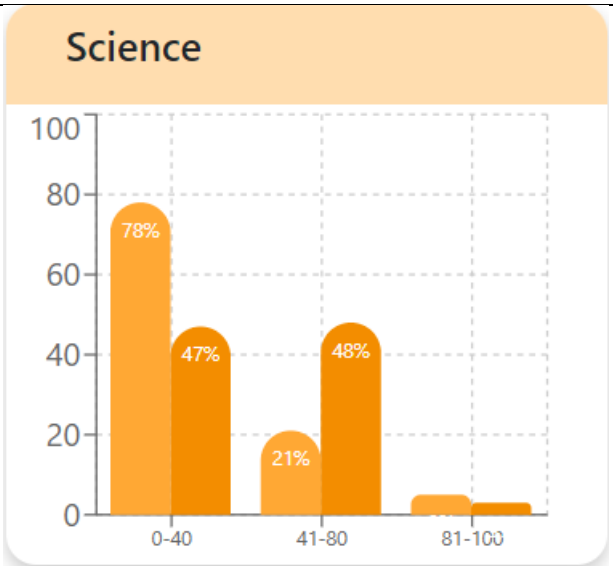
DISTRICT: PAKYONG

Class	Comparison of Baseline-Endline Assessment	Description
Class 6		26% of students have moved from Aspiring to Scholar.
Class 6		30% of students have moved from Aspiring to a higher level. The Master level has increased by 15% which is a notable improvement.
Class 6		30% of students have moved from Aspiring to Scholar level. There has been some increase in the Master level as well.

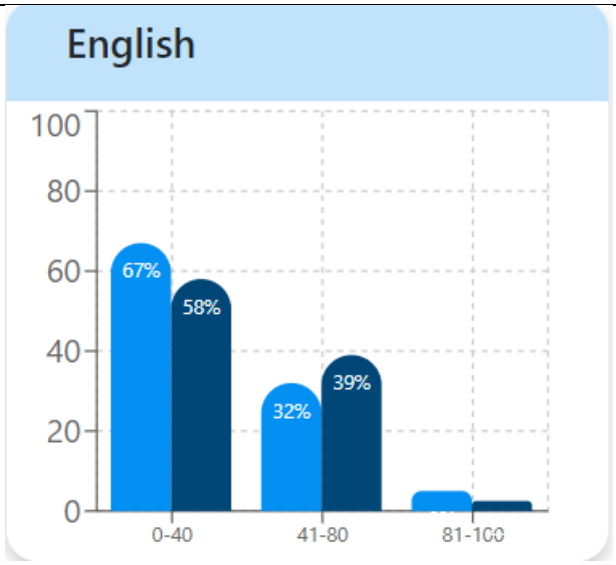
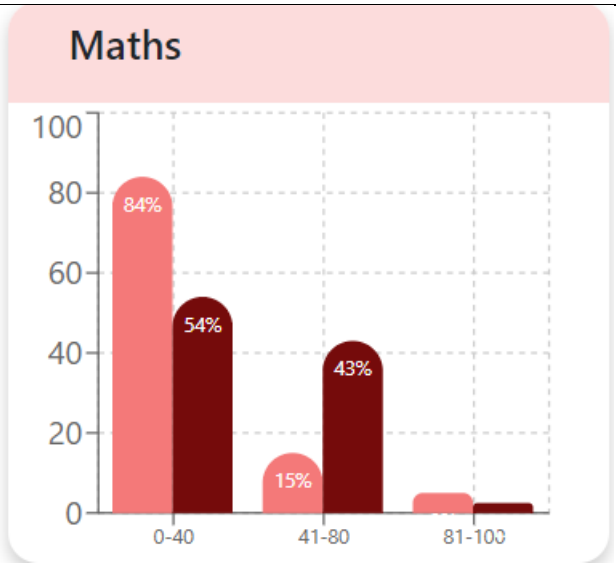
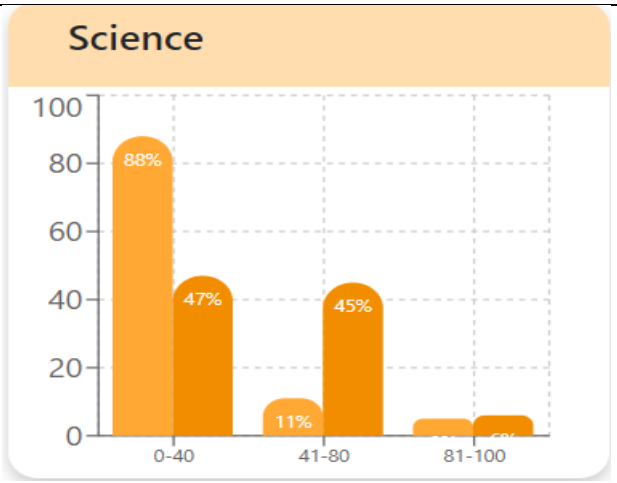
DISTRICT: PAKYONG

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		Around 24% of students have moved from Aspiring to Scholar level.
Class 7		Around 30% of students have moved from Aspiring to a higher level.
Class 7		Around 46% of students moved to a higher level including migration to the Master level.

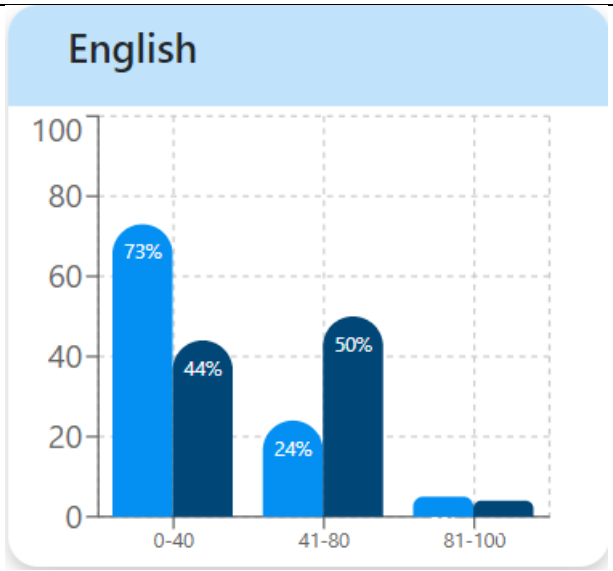
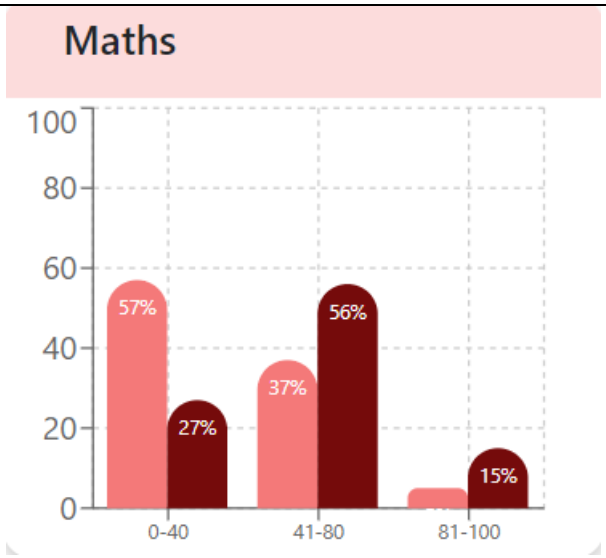
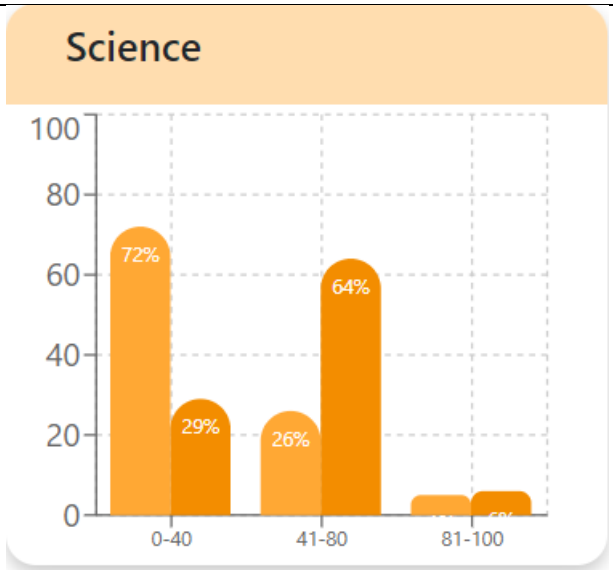
DISTRICT: PAKYONG

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		Around 13% of students have moved from Aspiring to Scholar level.
Class 8		Around 27% of students have moved from Aspiring to a higher level.
Class 8		30% of students moved to a higher level.

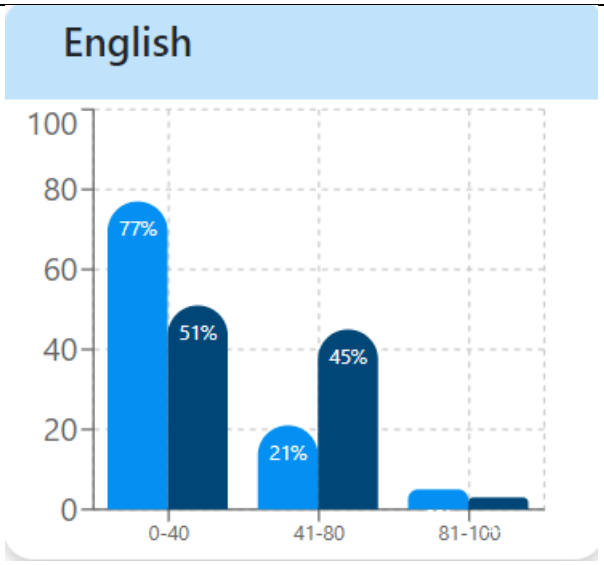
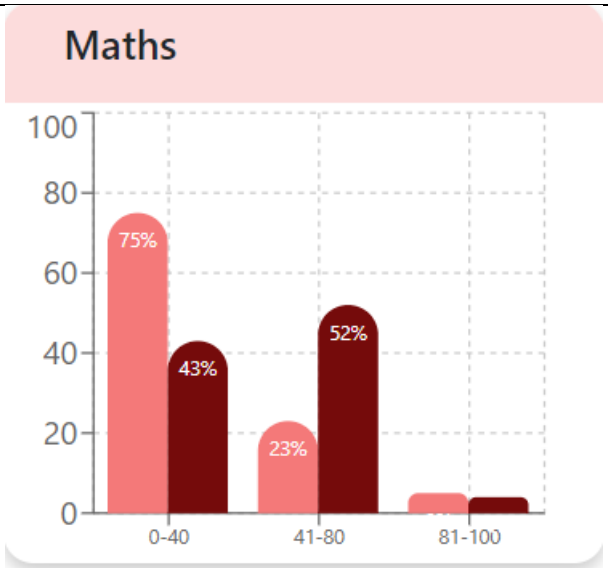
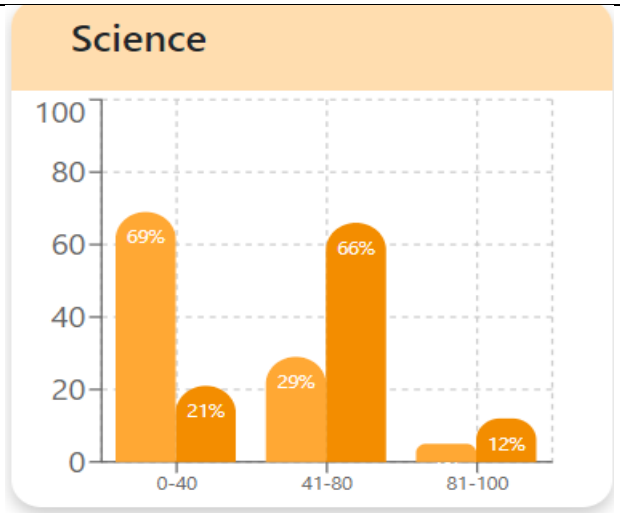
DISTRICT: PAKYONG

Class	Comparison of Baseline-Endline Assessment	Description
Class 9		9% of students moved to a higher level.
Class 9		Around 30% of students moved to a higher level.
Class 9		Around 41% of students moved to a higher level with a 7% migration to the Master level.

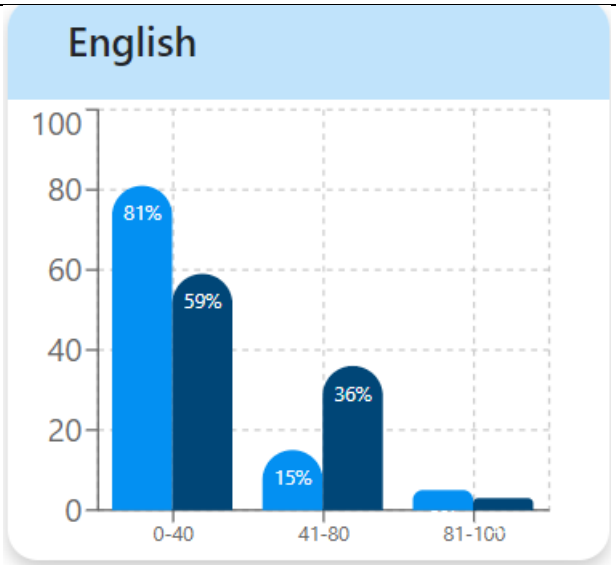
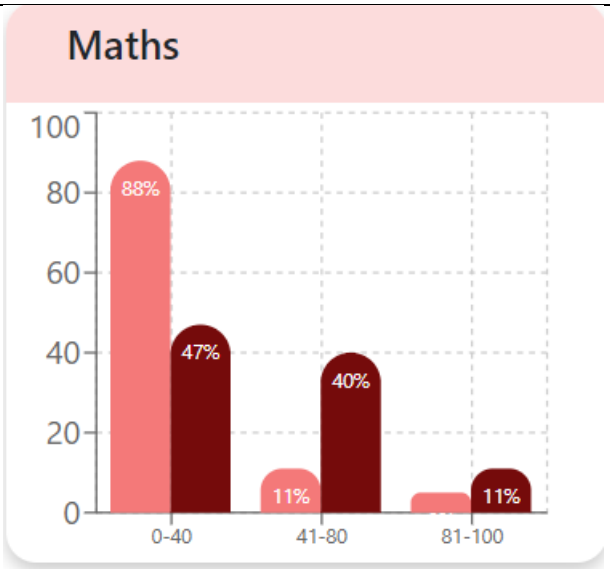
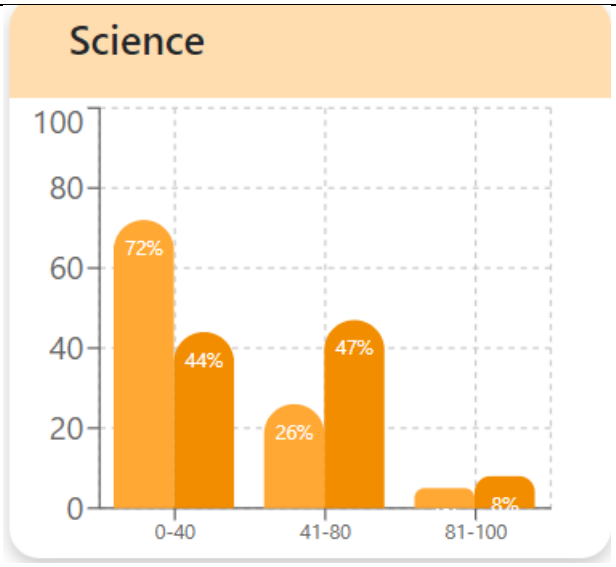
DISTRICT: MANGAN

Class	Comparison of Baseline-Endline Assessment	Description
Class 6		29% of students moved to a higher level.
Class 6		30% of students moved to a higher level with 9% of students progressing to the Master level.
Class 6		43% of students moved to a higher level with 5% of students progressing to the Master level.

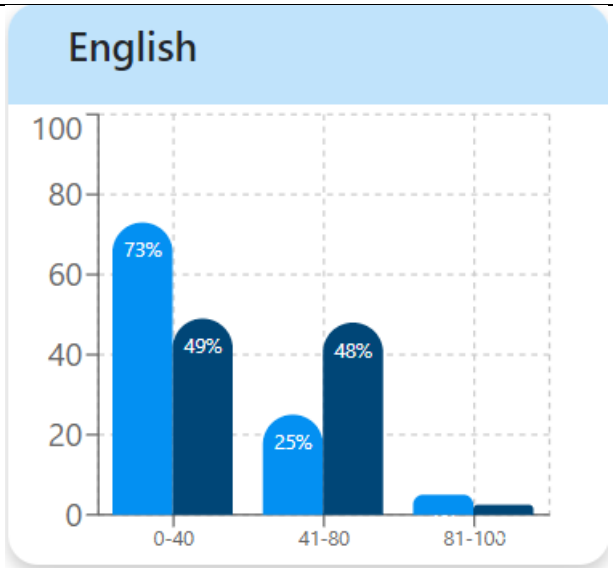
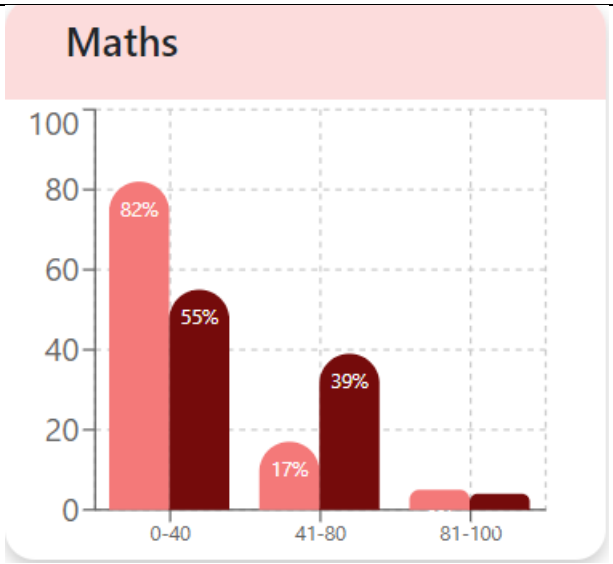
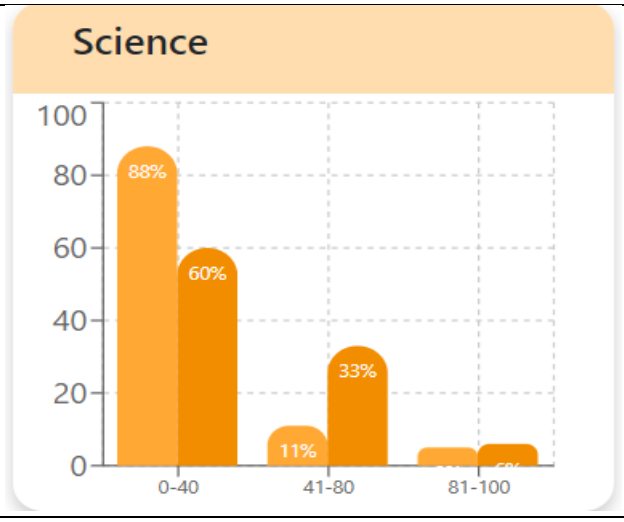
DISTRICT: MANGAN

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		26% of students moved to a higher level.
Class 7		32% of students moved to a higher level.
Class 7		39% of students moved to a higher level with an increase to 12% of students at the Master level.

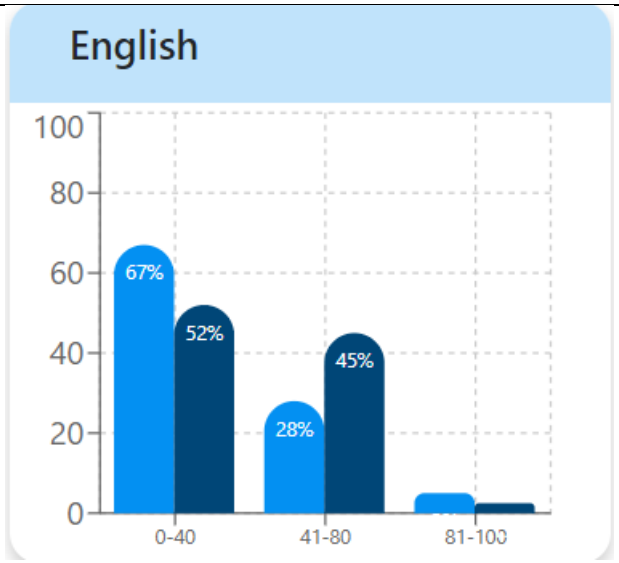
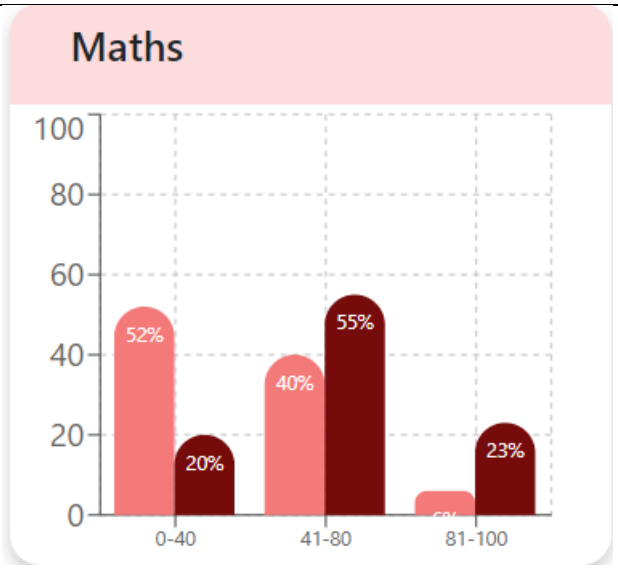
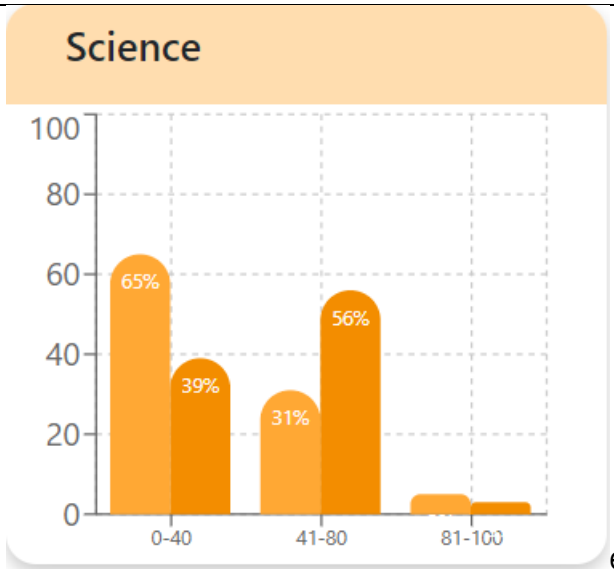
DISTRICT: MANGAN

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		22% of students moved to a higher level.
Class 8		41% of students moved to a higher level with 11% of students attaining the Master Level.
Class 8		28% of students moved to a higher level with 8% of students attaining the Master level.

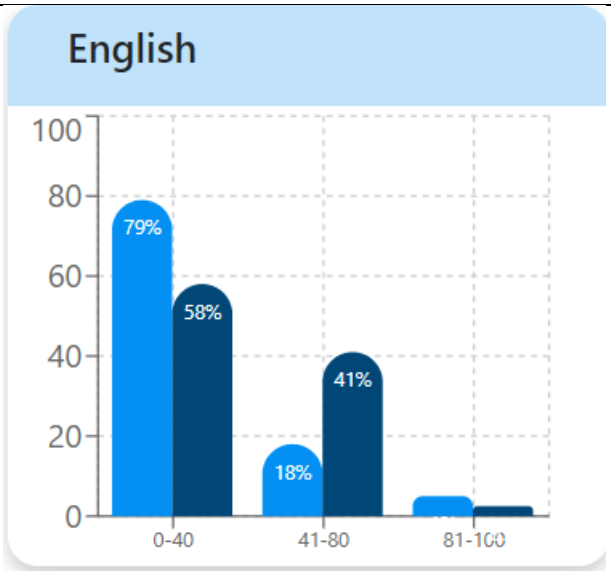
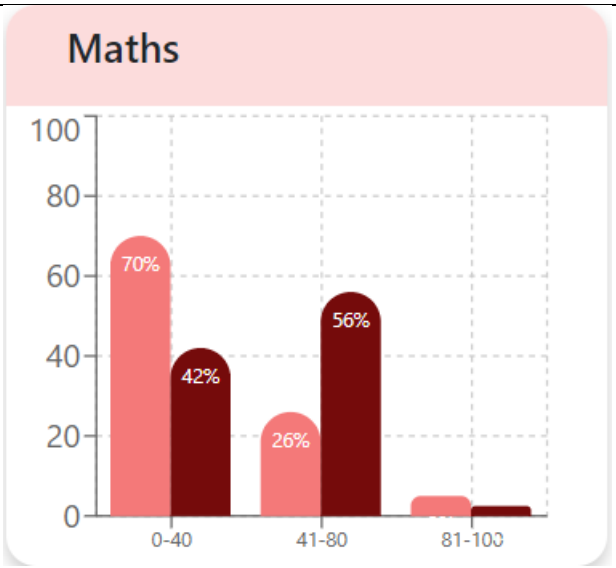
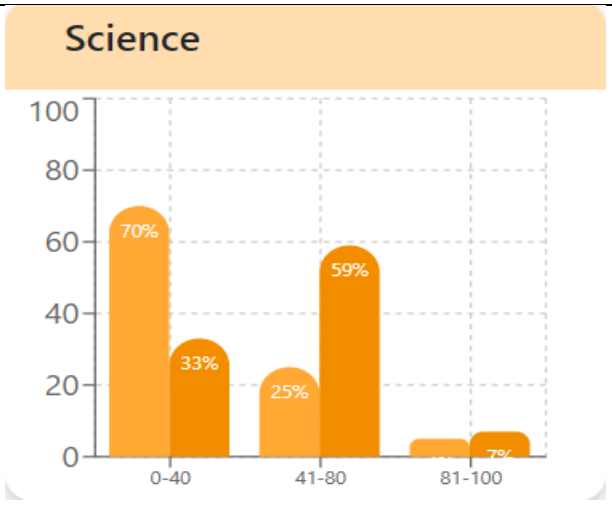
DISTRICT: MANGAN

Class	Comparison of Baseline-Endline Assessment	Description
Class 9		24% of students moved to a higher level.
Class 9		27% of students moved to a higher level.
Class 9		28% of students moved to Scholar level with 7% of students attaining the Master Level.

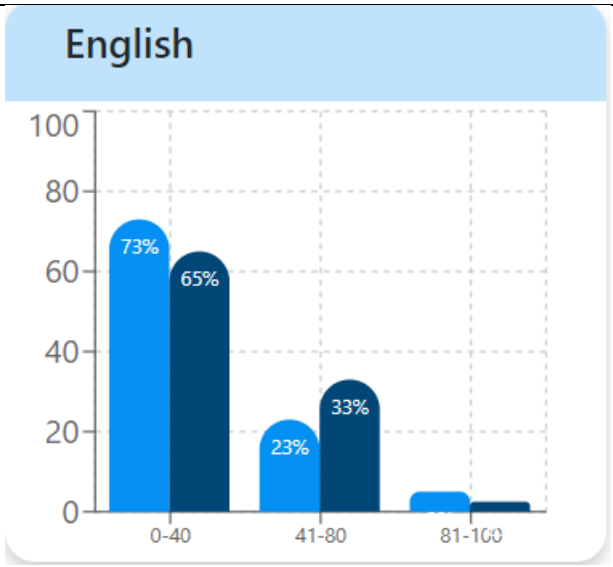
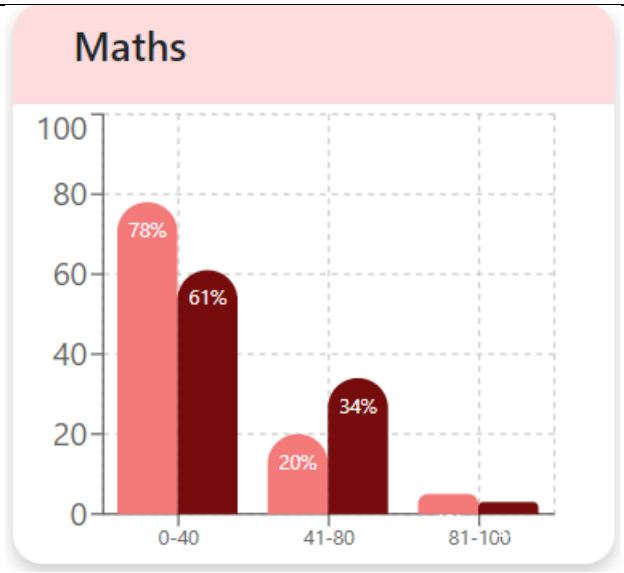
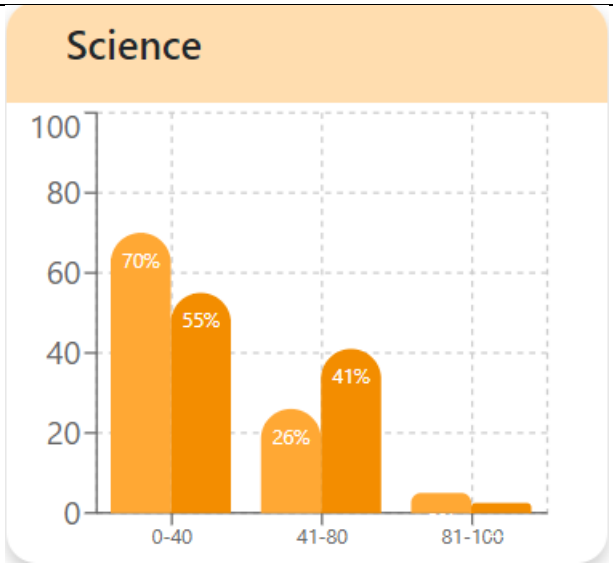
DISTRICT: NAMCHI

Class	Comparison of Baseline-Endline Assessment	Description
Class 6		15% of students moved to a higher level.
Class 6		32% of students moved to a higher level and 23% of the students attained the Master level.
Class 6	 e	26% of students moved to the Scholar level.

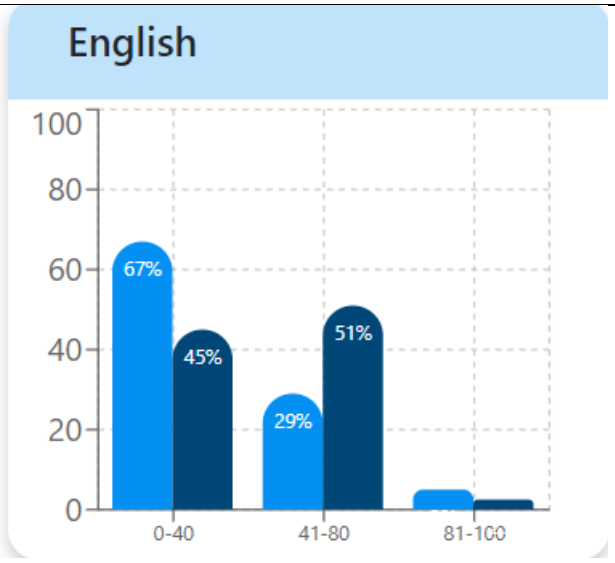
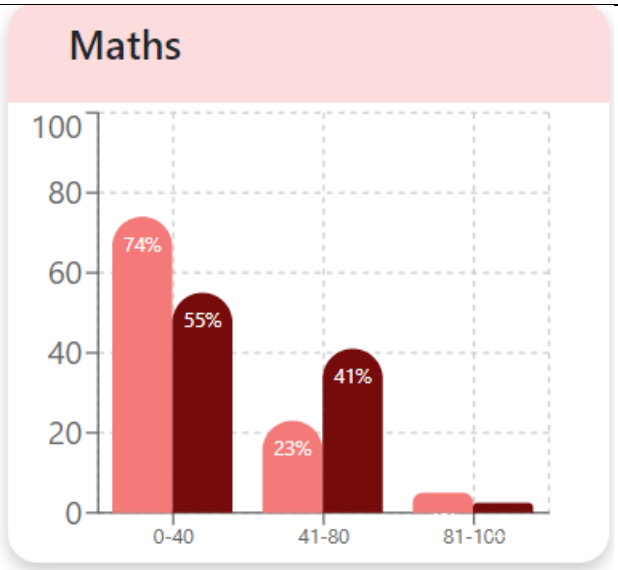
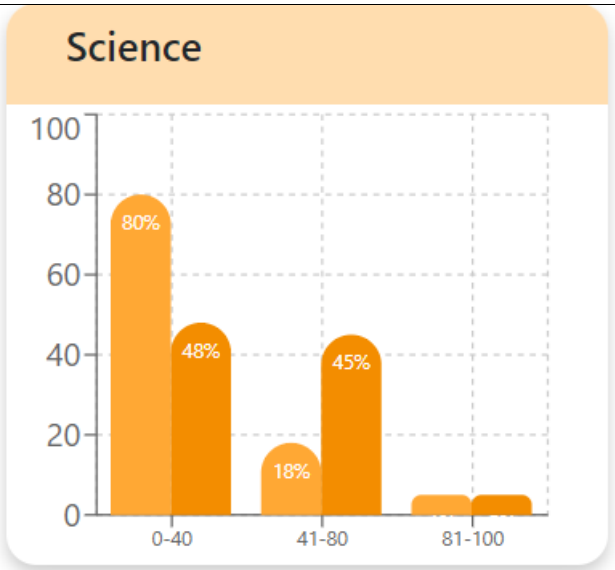
DISTRICT: NAMCHI

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		21% of students moved to a higher level.
Class 7		28% of students moved to a higher level.
Class 7		47% of students moved to the Scholar level with 7% of students attaining the Master level.

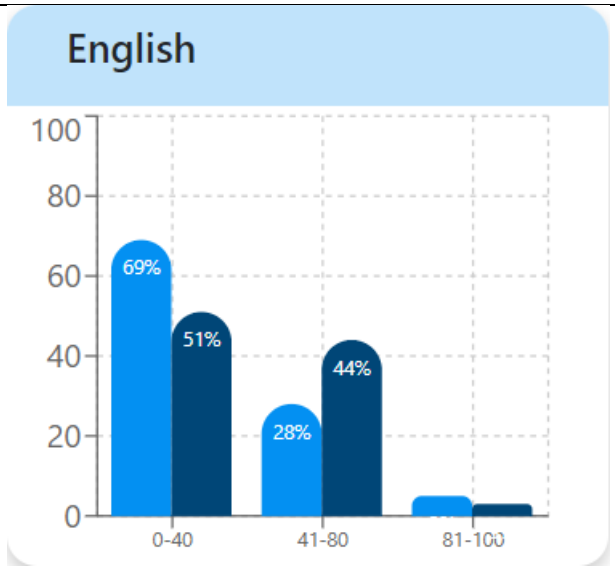
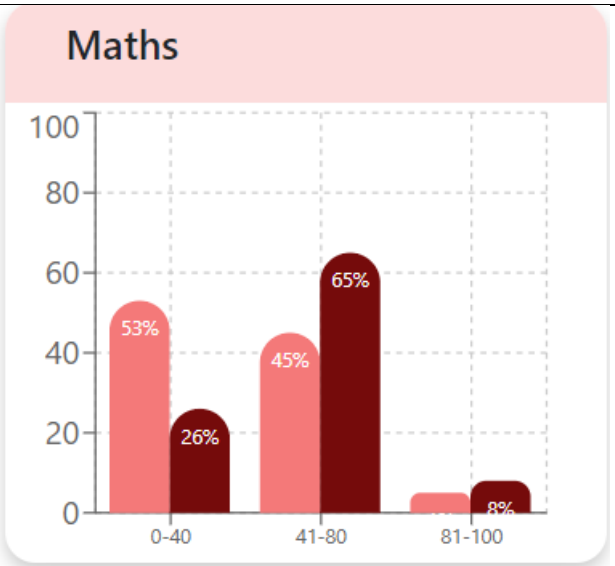
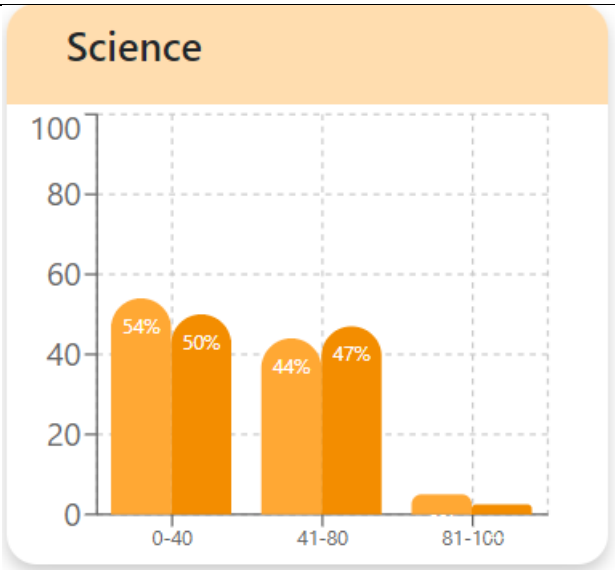
DISTRICT: NAMCHI

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		8% of students moved to a higher level.
Class 8		17% of students moved to a higher level.
Class 8		15% of students moved to the Scholar level.

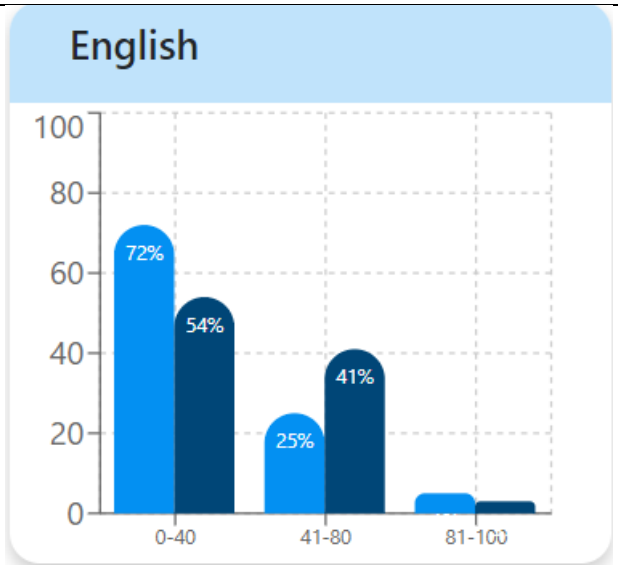
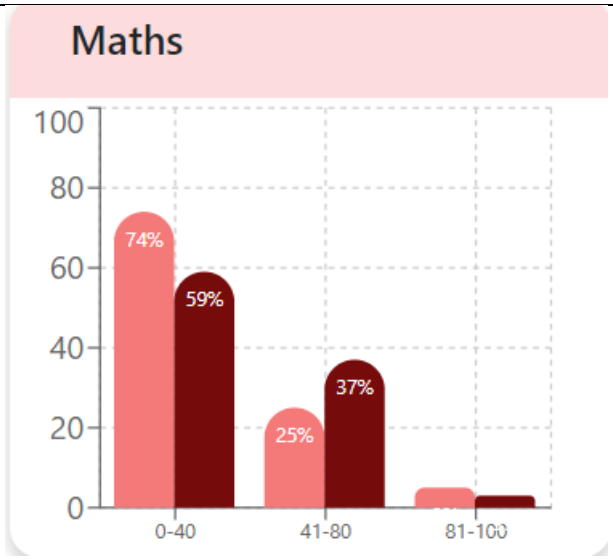
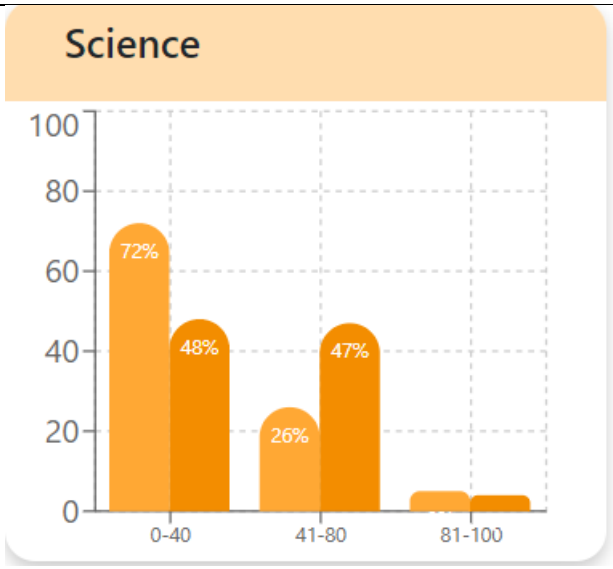
DISTRICT: NAMCHI

Class	Comparison of Baseline-Endline Assessment	Description
Class 9		18% of students moved to a higher level.
Class 9		19% of students moved to a higher level.
Class 9		32% of students moved to the Scholar level.

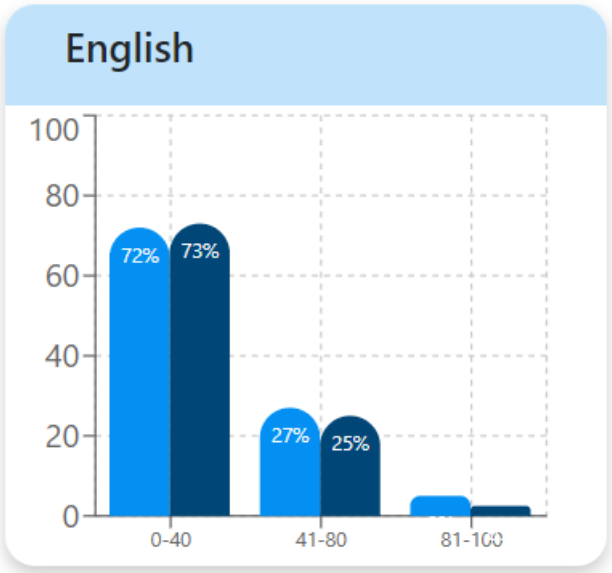
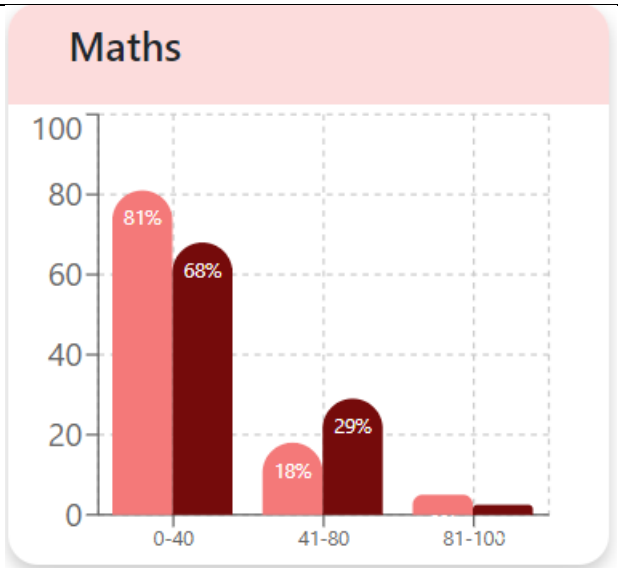
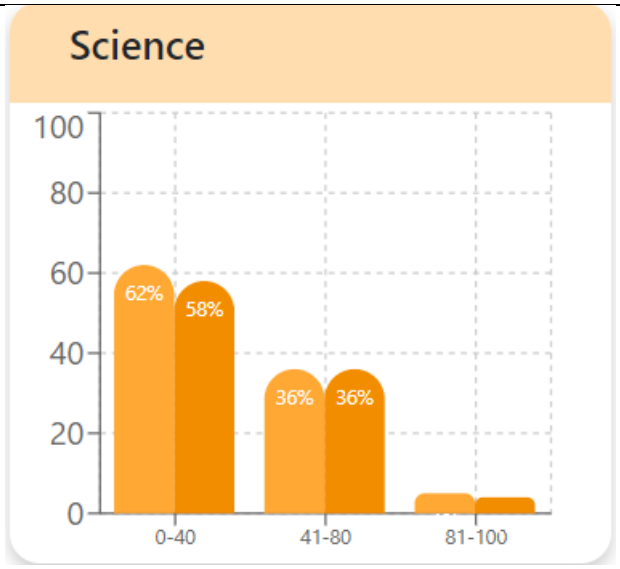
DISTRICT: GYALSHING

Class	Comparison of Baseline-Endline Assessment	Description
Class 6		8% of students moved to a higher level.
Class 6		27% of students moved to a higher level and 8% of the students attained the Master level.
Class 6		4% of students moved to a higher level.

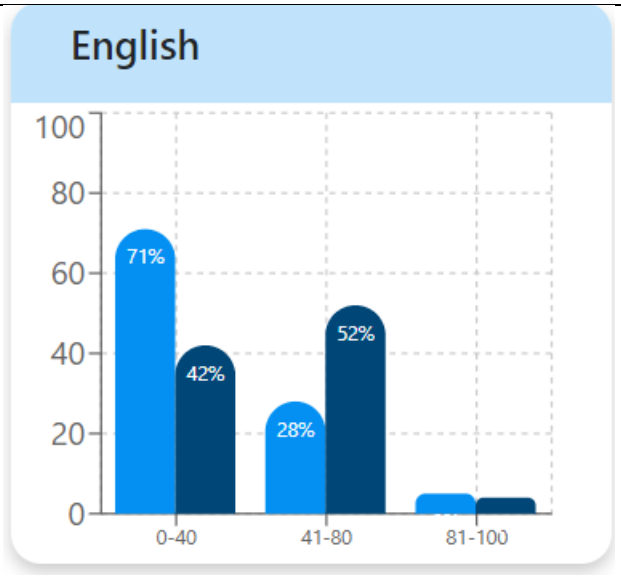
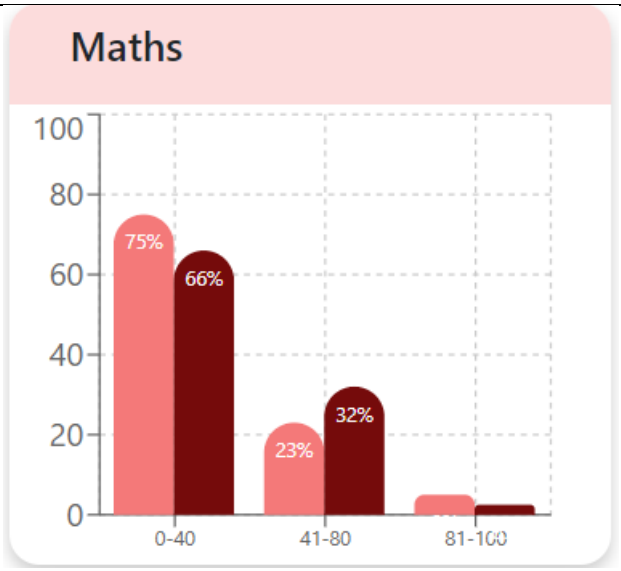
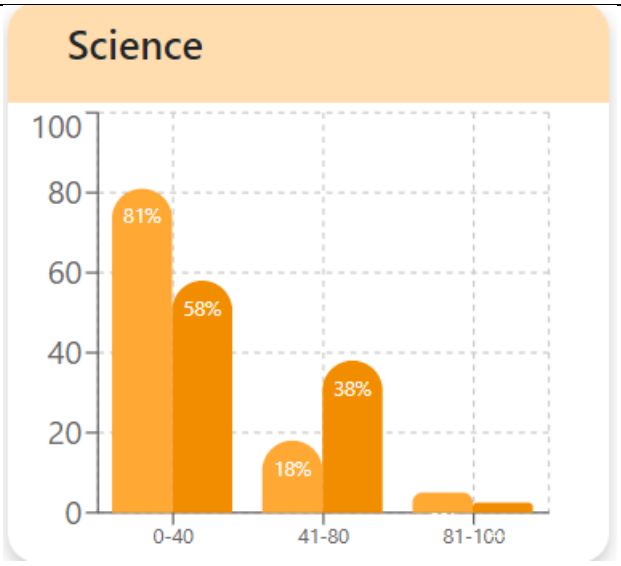
DISTRICT: GYALSHING

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		18% of students moved to a higher level.
Class 7		15% of students moved to a higher level..
Class 7		24% of students moved to the Scholar level.

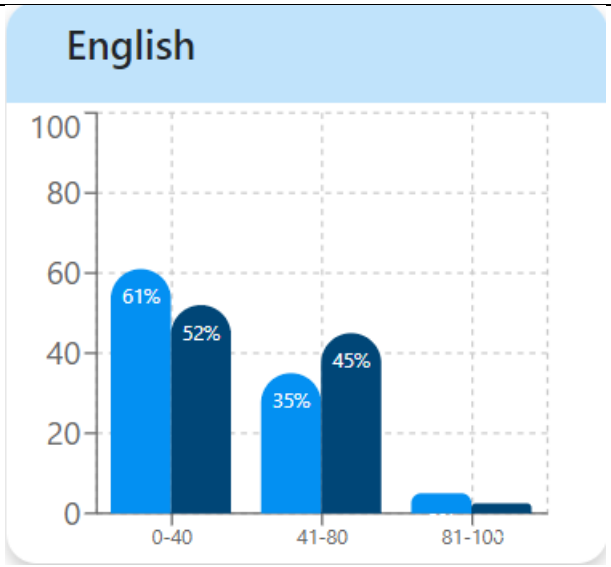
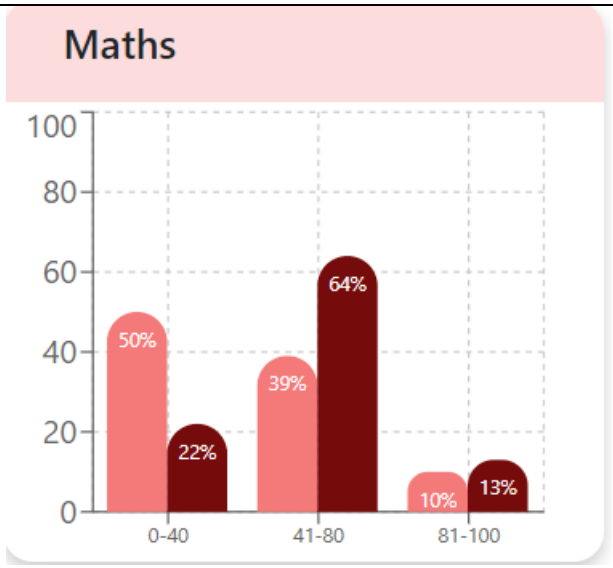
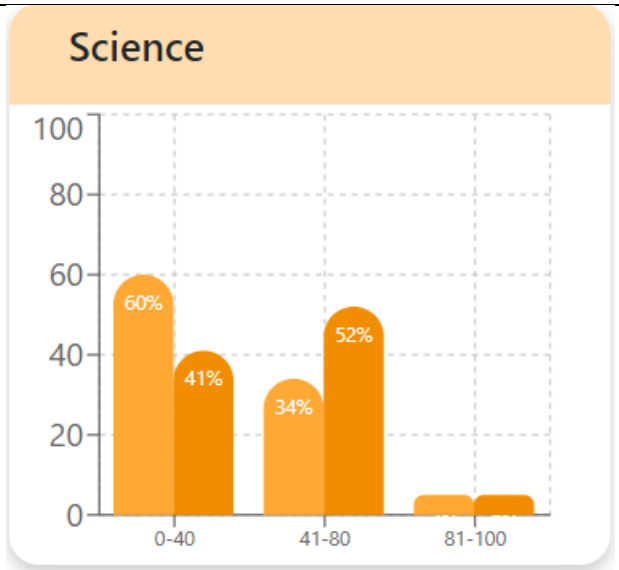
DISTRICT: GYALSHING

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		No change in the learning level in Class 8 English, Gyalshing.
Class 8		13% of students moved to a higher level.
Class 8		No significant change.

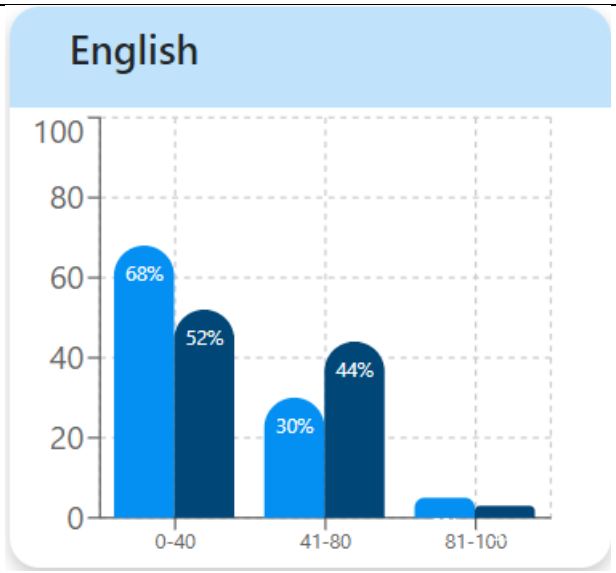
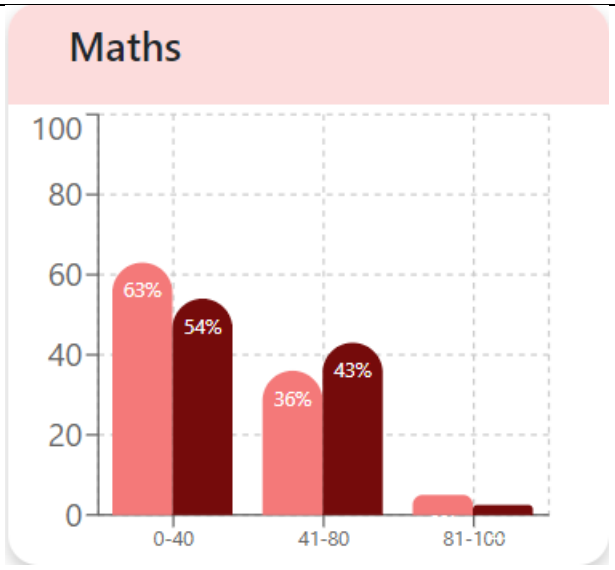
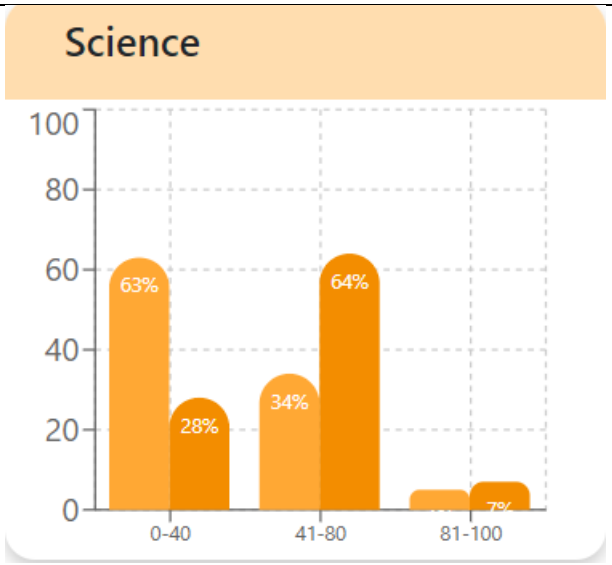
DISTRICT: GYALSHING

Class	Comparison of Baseline-Endline Assessment	Description
Class 9		29% of students moved to a higher level.
Class 9		9% of students moved to a higher level.
Class 9		23% of students moved to a higher level.

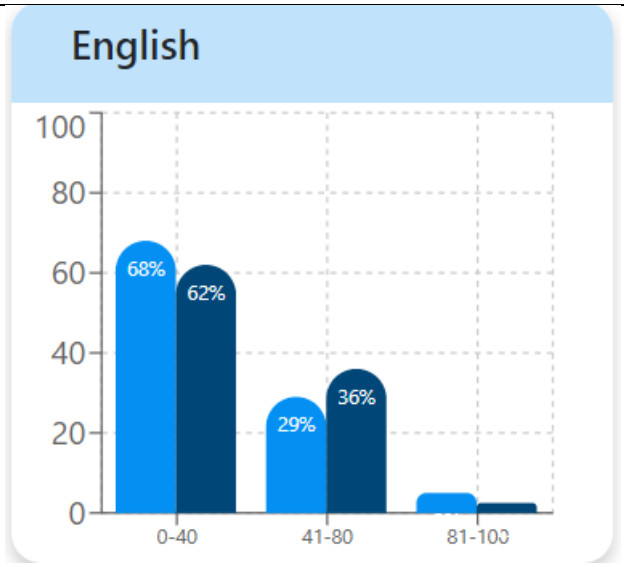
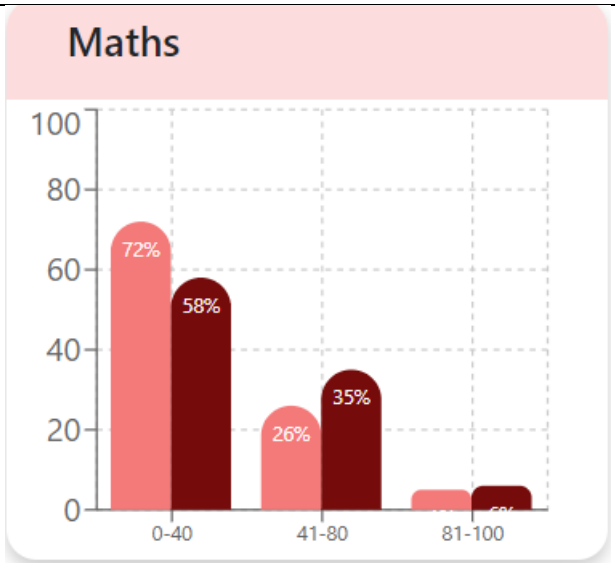
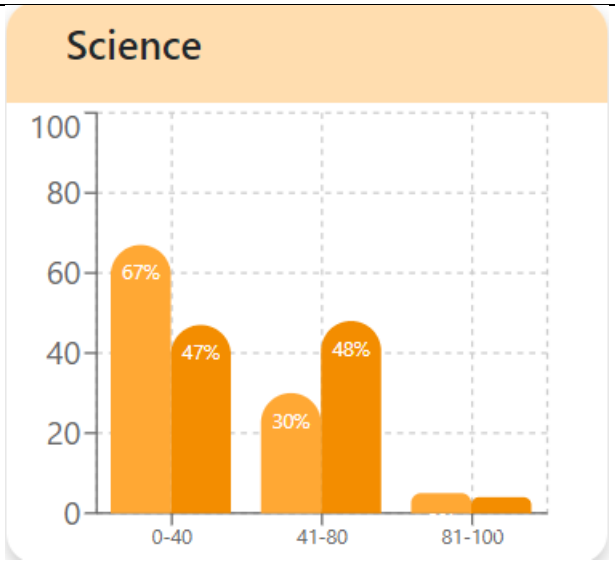
DISTRICT: SORENG

Class	Comparison of Baseline-Endline Assessment	Description
Class 6		9% of students moved to a higher level.
Class 6		28% of students moved to a higher level and 13% of the students attained the Master level.
Class 6		19% of students moved to the higher level.

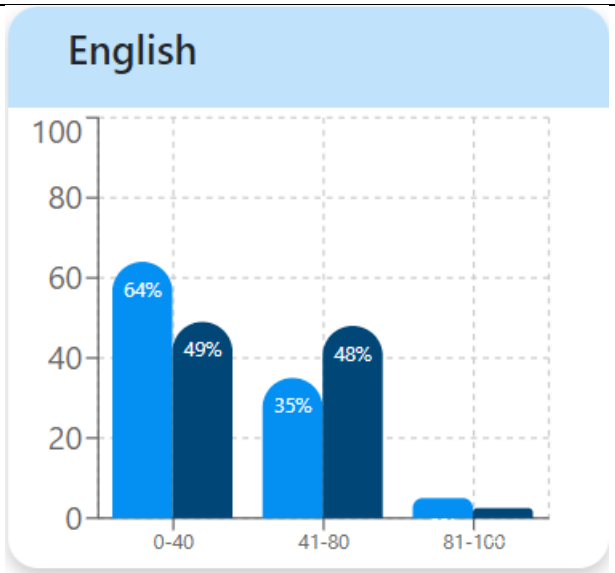
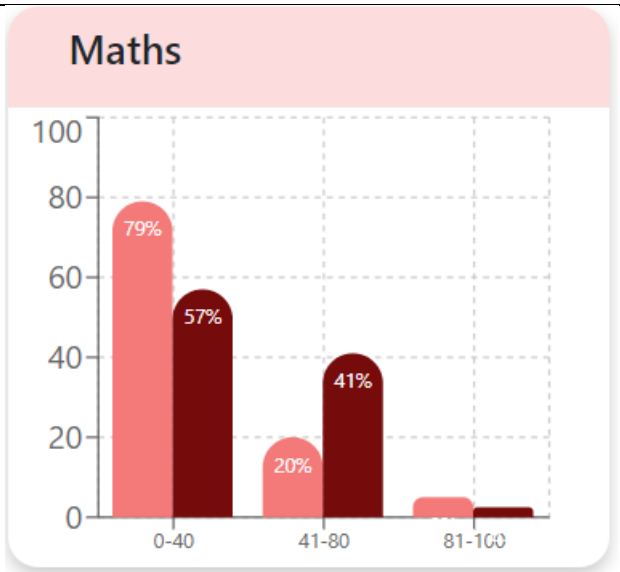
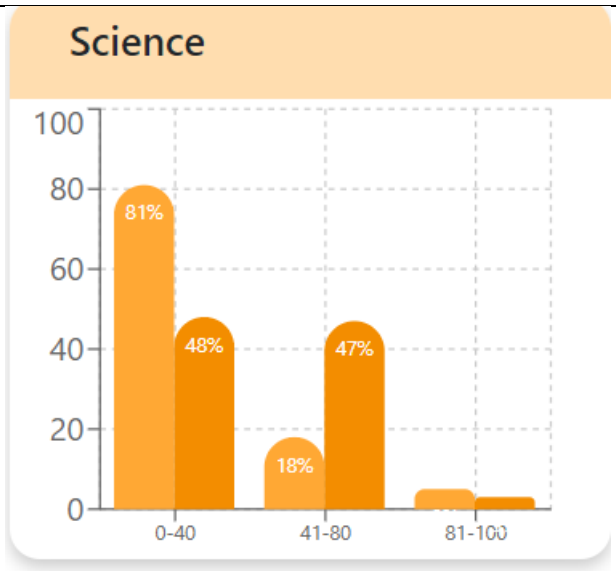
DISTRICT: SORENG

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		16% of students moved to a higher level.
Class 7		9% of students moved to a higher level.
Class 7		35% of students moved to the higher level with 7% students attaining Master level.

DISTRICT: SORENG

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		Slight improvement for Aspiring and Scholar level.
Class 8		14% of students moved to a higher level and 6% of the students attained the Master level.
Class 8		20% of students moved to the higher level.

DISTRICT: SORENG

Class	Comparison of Baseline-Endline Assessment	Description
Class 9		15% of students moved to a higher level.
Class 9		22% of students moved to a higher level.
Class 9		33% of students moved to the higher level.

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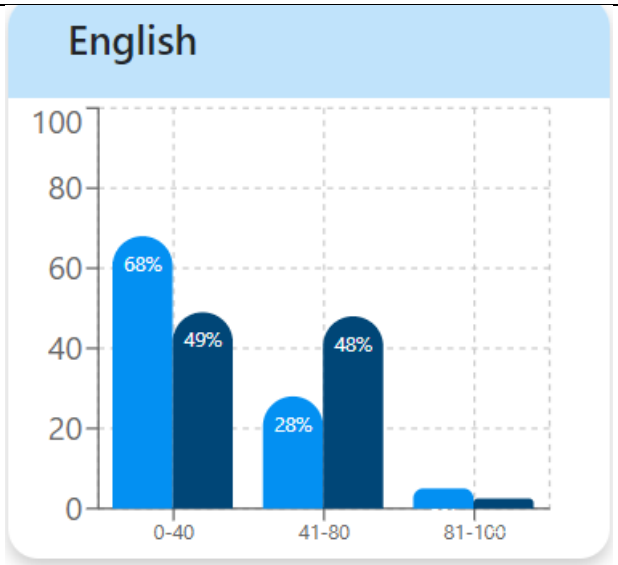
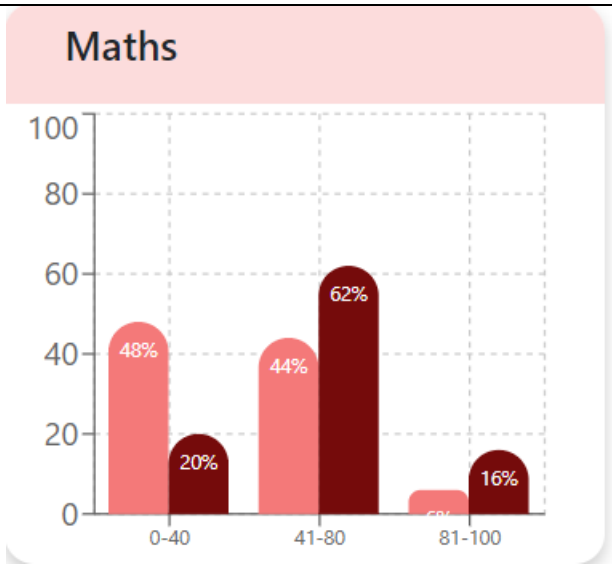
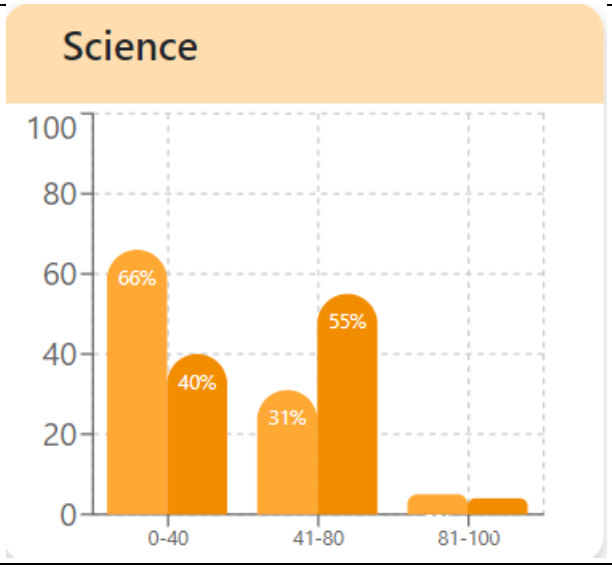
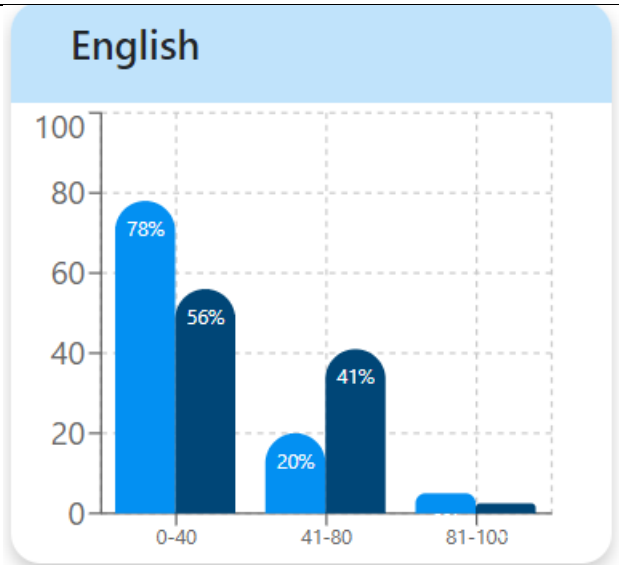
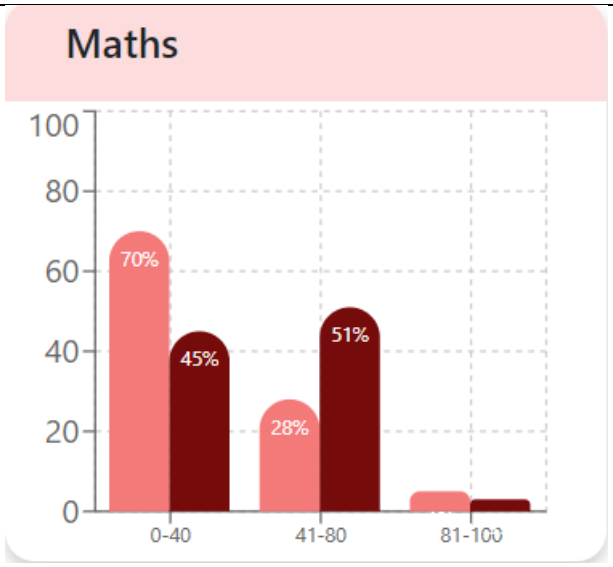
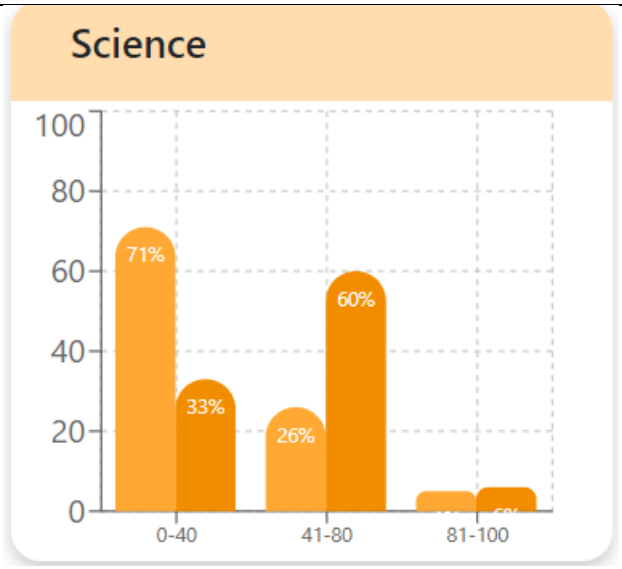
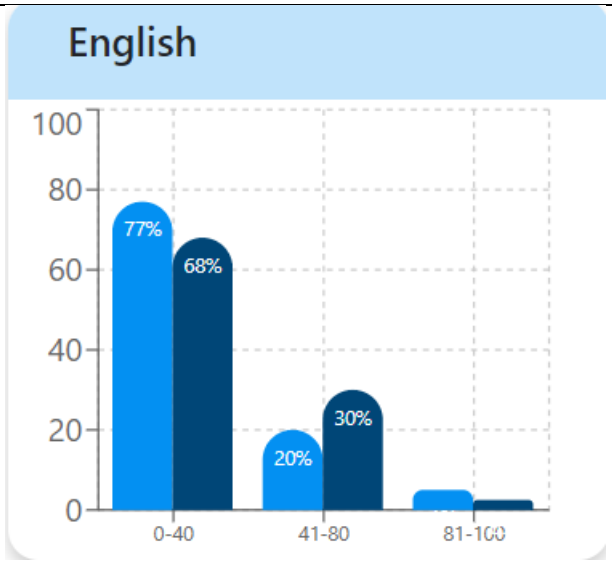
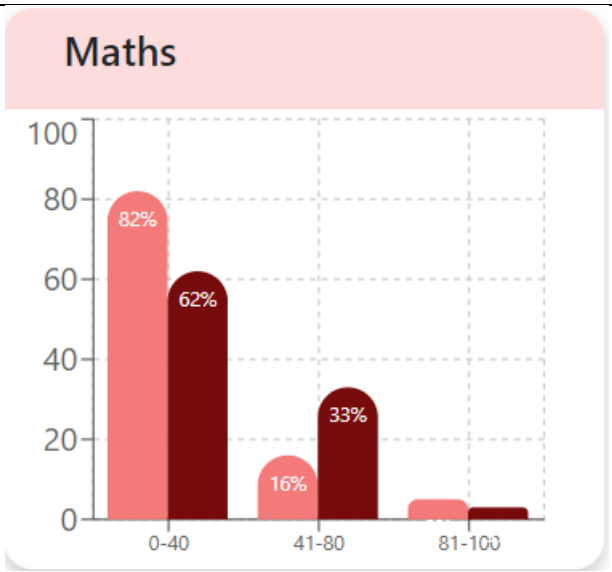
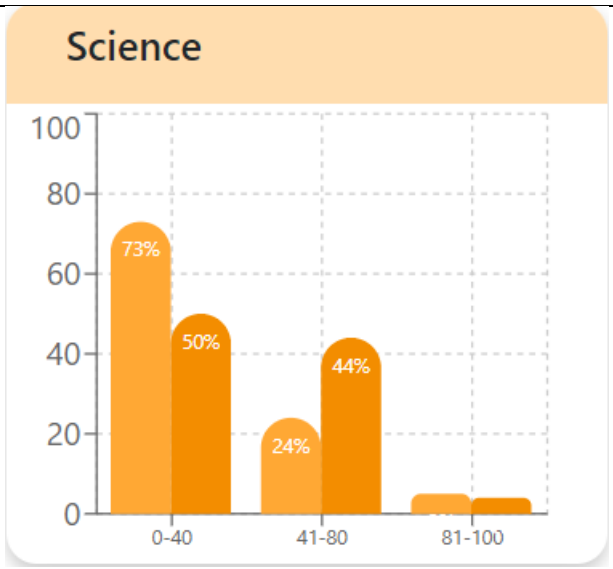
Class	Comparison of Baseline-Endline Assessment	Description
Class 6		19% of students moved to a higher level.
Class 6		28% of students moved to a higher level and 16% of the students attained the Master level.
Class 6		26% of students moved to the higher level.

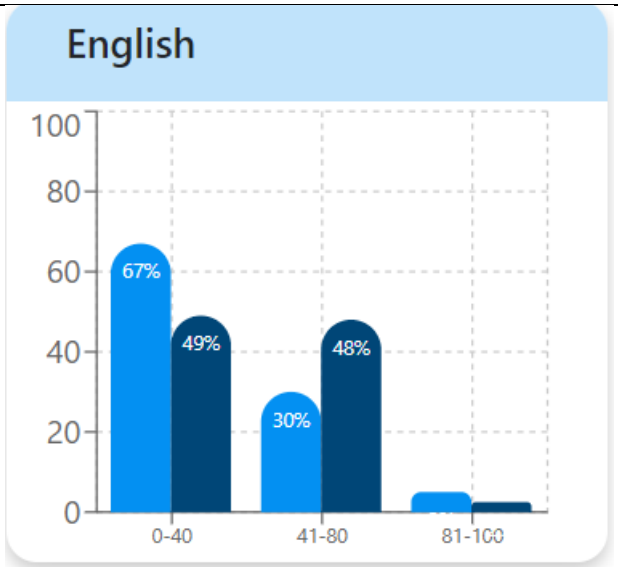
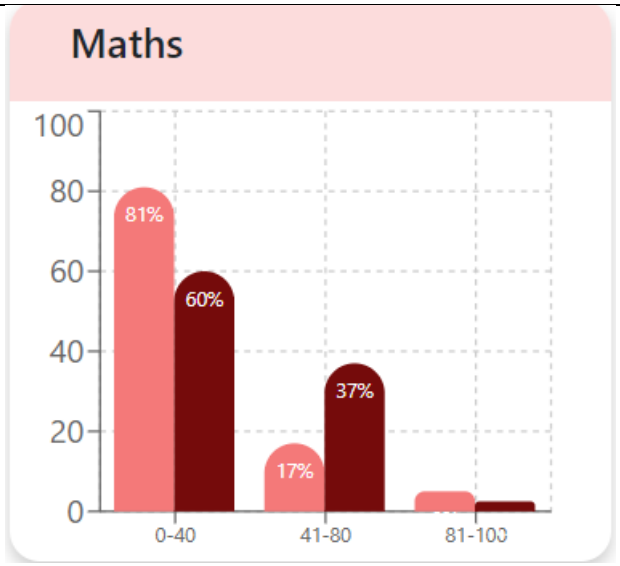
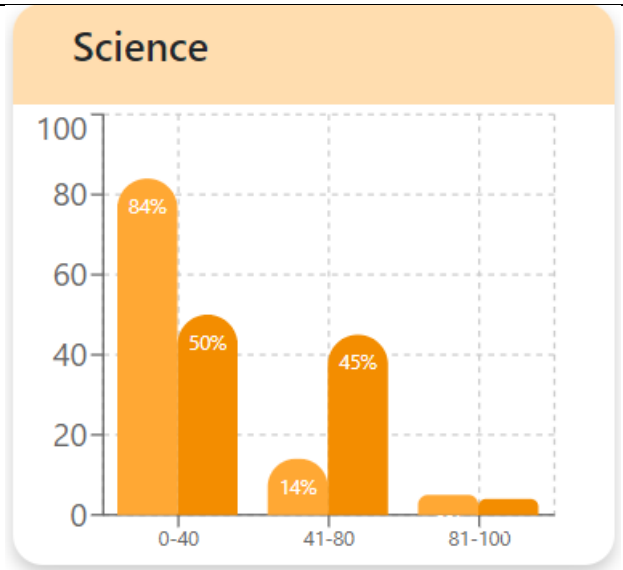
STATE: SIKKIM

Class	Comparison of Baseline-Endline Assessment	Description
Class 7		22% of students moved to a higher level.
Class 7		25% of students moved to a higher level..
Class 7		38% of students moved to the higher level and 6% of students attained the Master level.

STATE: SIKKIM

Class	Comparison of Baseline-Endline Assessment	Description
Class 8		9% of students moved to a higher level.
Class 8		20% of students moved to a higher level.
Class 8		23% of students moved to the higher level.

STATE: SIKKIM

Class	Comparison of Baseline-Endline Assessment	Description
Class 9		18% of students moved to a higher level.
Class 9		21% of students moved to a higher level.
Class 9		34% of students moved to the higher level.

Inference

S.No.	District	Inference			
		Science	English	Maths	Highlight
1	Gangtok	Migration from Aspiring to Scholar has been most significant. This is particularly true for Classes 7 and 9.	An average of 10-20% of students has migrated from Aspiring to Scholar level in all classes.	An average of 10-20% of students has migrated from Aspiring to Scholar level in all classes.	In Class 6 Maths, the Master level has increased from 9% to 14%.
2	Pakyong	Migration from Aspiring to Scholar has been most significant in Science where more than 30% of students have progressed to the next level in all classes.	More than 20% of students have migrated to a higher level in Classes 6-7. However, the impact is lower in Classes 8-9.	An average of 10-20% of students has migrated from Aspiring to Scholar level.	In Class 6 Maths, the Master level has increased from 4% to 18%.
3	Mangan	Migration from Aspiring to Scholar has been significant where more than 30% of students have progressed to the next level in all classes.	More than 20-25% of students have migrated to a higher level in all classes.	More than 30% of students have progressed to the next level in all classes.	In Class 6, students at the Master's level in Maths have increased from 6% to 15%. and in Class 8 Maths, the Master level has increased from 2% to 11%.
4	Namchi	Migration from Aspiring to Scholar has been significant where more than 30% of students have progressed to the next level in all classes except for Class 7.	More than 10-20% of students have migrated to a higher level in all classes.	The migration to the higher levels has been more in Class 6-7(25-30%) and lower in higher classes (15-20%).	In Class 6, students at the Master's level in Maths have increased from 8% to 23%.
5	Gyalshing	In Classes 6 and 8, there has been no significant change, but Classes 7 and 9, 20-29% of students have progressed to a higher level.	Change has been insignificant in all classes except for Class 9 where 29% of students have migrated to a higher level.	The migration to the higher levels has been more in Class 6 (27%) and lower in higher Classes (9% in Class 9).	In Class 6, students at the Master's level in Maths have increased from 2% to 8%. In Class 8, change in all subjects is insignificant.

S.No.	District	Inference			
		Science	English	Maths	Highlight
6	Soreng	Migration from Aspiring to Scholar has been significant in Science where more than 20-35% of students have progressed to the next level in all classes.	Change has been upto 15% of students moving to a higher level.	10-28% students have progressed to the next level in all classes.	In Maths, the progression from Aspiring level has been significant in Class 6 (28%) including students at the Master's level in Maths having increased from 10% to 13%.
7	Sikkim	Migration from Aspiring to Scholar has been significant in Science where more than 25-35% of students have progressed to the next level in all classes.	Change has been upto 10-22% of students moving to a higher level.	The migration from Aspiring to higher levels have been in the tune of 20-25%.	Students at the Master's level in Maths having increased from 8% to 16% in Class 6.

Teaching Learning under the Learning Enhancement Programme

The aim of the Learning Enhancement Programme implemented in Classes 6-9 is to ensure that learning gaps that students have accumulated over the years is addressed and students are able to effectively learn the curriculum of the earlier classes. On the other hand, while knowledge and skill gaps are being bridged, the curriculum of Class 6-9 needs to continue and students need to acquire previous competencies along with the syllabus of the current class. The resources are created in a way to bridge the learning gap and to create the foundation for age appropriate education while also supporting teachers with graded resources for the current class that can address the diverse learning levels of students.

Pedagogical Approach

LEP curriculum while bridging learning gaps need to be student focussed and text-based simultaneously. Questioning, thinking and responding should be driven by student's responses and interests as well as content and demand of the school text and syllabus.

Therefore, while knowledge and skill gaps are being bridged, the class curriculum needs to continue, and students need to acquire previous competencies along with the class curriculum.

That is why active learning strategies is the methodology of choice that has been used in LEP as it will allow students to learn the curriculum through reading, writing, discussion, or problem-solving, which promote analysis, synthesis, and evaluation of class content. This will ensure that diverse students

engage with each other to understand the lesson transacted in the classroom and can reflect on it. Thus, active learning strategies include interconnectedness between students allowing all students to participate in classroom processes and provide inclusiveness for marginalised students who do not have the requisite learning levels.

Active learning instructional strategies in LEP resources engage students to think critically, work collaboratively in small or large groups, giving and receiving feedback and reaching conclusions based on the learning experience. When an instructor employs active learning strategies, s/he will typically spend a significant time focussing on supporting students to develop their understanding rather than just transfer of knowledge. Other than improving students' knowledge of a particular topic, the teacher provides the opportunity for students to apply their knowledge to real-life situations. The students are also encouraged to provide feedback to other students based on what has been demonstrated in class.

While Active Learning Strategies used for LEP include learning by doing, it also promotes inclusiveness through addressing the need of all students at different learning levels, recall earlier competency for students who are not at the requisite learning, and finally connect previous skills to current lesson through appropriate bridging.

The following are some of the key features of the Readiness Curriculum:

- The Readiness Curriculum is based on NCERT Learning Outcome Framework rather than a particular syllabus. There are certain key competencies that students should know in a particular class. The course targets those competencies and not specific textbooks or boards. This is an essentially Competency Based Curriculum
- Worksheets for Readiness are marked as Easy, Medium and Hard. Teachers are expected to use the worksheets as per discretion. If we have a student who is at scholar level, we can use 1 easy worksheet, 2 Medium. We could also try the Hard with them. However, if the student is Aspiring, they can do all Easy and one Medium level worksheet

Teaching-Learning Process

The following processes will be included in the curriculum while designing the curriculum for LEP:

4. Consolidation of Prior knowledge through competency-based curriculum: Consolidation of Prior knowledge refers to skills and competencies that students need to acquire before s/he is promoted to the next class. Prior knowledge has been considered to influence future learning and student achievement. If there is a mismatch between students' actual knowledge and the teachers' expectation of that knowledge, learning will be hampered. The curriculum for LEP will identify key competencies that are essential for students to acquire before they can comprehend the curriculum of their current class.
5. Connecting Student Readiness lessons to current syllabus/lesson: All students receive high-quality instruction in the classroom where classroom instruction will recall prior competencies connected to lessons in Class 6-9. Each chapter in Class 6-9 will be connected to two-three key competencies through a backward mapping. These competencies will be taught to students before a particular Chapter in Class 6-9 is taught. Therefore, each lesson (or a group of lessons) will be grouped as themes connected to which prior lessons will need to be transacted for students to understand that particular lesson.

6. Subject based Curriculum

- English Instruction is rooted in the following instructional standards:
  - All standards (listening, speaking, reading and writing) should be taught in an integrated manner and students should be given the chance to connect the standards in different ways. For example, students may listen to a narrative story and talk about character development, listen to a poem and discuss how sound repetitions contribute to the poem's rhythm.
  - Regular practice with simple and complex texts
  - Focus on four key skills: Listening, speaking, reading, writing with the purpose of comprehending simple and complex text, both literary and informational
  - Building knowledge through content rich fiction and nonfiction
- Science Instruction at this level will include the following instructional standards:
  - Support students in observation, analysis, critical thinking and raising critical questions
  - Ensure that students learn classification, design, planning and organisation
  - Ensure that students are able to read and decode information in multiple formats including tables, charts and diagrammes
  - Employ technical writing skills to be able to write scientific procedures
  - Use appropriate academic vocabulary when communication scientific phenomena.
  - Provisioning of ample opportunity for students to engage in the practices and applications of Science.

-Maths instruction at this level will include the following instructional standards

- Support to students to build mathematical fluency: procedural and conceptual
- Build conceptual understanding of students using mathematical concepts
- Solidify and understanding of multiple problem-solving strategies
- Ensure that students are able to engage in mathematical thinking and reasoning
- Students are provided with opportunities for regular practice and support in demonstrating fluency in algebra
- Students are provided with opportunities to apply problem solving skills in new and unfamiliar contexts and situations.

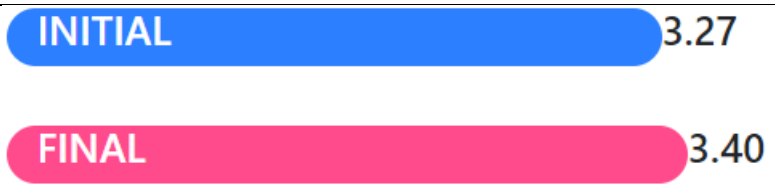
7. Differential instruction on Mathematics, Science and English: A multi-tier approach is used to differentiate instruction for all students. The curriculum has two basic attributes: a) concepts that should have been previously learnt are introduced so that students can recall and retain key concepts of earlier classes b) New concepts are introduced build on what has been already learnt by the student. E.g. To teach Fundamental Unit of Living Things in Class 9, two key concepts need to be introduced to students: a) discussion of keywords connected to the word cell b) Awareness of different types of cells c) Difference between living and non-living things. Finally, the actual chapter of Class 9, i.e. The Fundamental Unit of Living Things should be introduced in the classroom.

5. Relevant Curriculum: When students are bored they are unable to learn which is particularly true for students with a learning gap. Since they lack the earlier competencies to grasp the current curriculum, boredom would become an obstacle to learning the current curriculum. The LEP curriculum makes the current curriculum relevant as it considers the level at which the student is and then start from there so that students can grasp concepts easily. Since the curriculum is competency-based and is differentiated, therefore it allows students to catch up to the current curriculum.

6. Lesson Plan Format: Scaffolded instruction, or the gradual release model, is broadly recognised as a successful approach for moving classroom instruction from teacher-centred, full group delivery to student-centred collaboration and independent practice. This model proposes lesson plans that include demonstrations and practice. Each lesson plan will be preceded by setting a Learning objective. The section Warm Up sets a buzz in the classroom. We propose a Guided and Independent Practice section has practice sessions that students need to complete to comprehend and absorb the topic. In the Guided practice section, while teachers may support the students, they will have the opportunity to work in pairs, groups or any other collaborative learning efforts. In the Independent learning section, students will have the opportunity to work together and present their work.

Teacher Observation during the Readiness Programme

STATE : SIKKIM

State : Sikkim	Score Comparison – Initial vs Final Observation
Preparation for class	
Classroom Management	
Teaching Learning Practice	
Assessment, Feedback, Followup	

TOP 10 TEACHERS - ACHIEVEMENT

SL	TEACHER NAME	NAME OF SCHOOL	SUBJECT	FINAL SCORE	DISTRICT	STATE
1	Nirmal Dahal	PACHEY KHANI SS	Maths	4	PAKYONG	Sikkim
2	JONA TAMANG	NAMBU JHS	Maths	4	GYALSHING	Sikkim
3	Yangchen Doma Bhutia	MALBASEY BUDANG JHS	English	4	SORENG	Sikkim
4	Lila Wati Gurung	MUKRUNG SS	English	4	GYALSHING	Sikkim
5	Bidhya Rai	MUKRUNG SS	English	4	GYALSHING	Sikkim
6	Sumira Sharma	PAKKIGAON SS	Science	4	SORENG	Sikkim
7	Sanjay Pradhan	MUKRUNG SS	Maths	4	GYALSHING	Sikkim
8	Lopsang Tamang	TIMI TEAGARDEN JHS	Maths	4	NAMCHI	Sikkim
9	Chyo Lhamu Lepcha	TIMI TEAGARDEN JHS	English	4	NAMCHI	Sikkim
10	Deepak Sharma	SIRWANI SS	Science	4	GANGTOK	Sikkim

SIKKIM : TOP 10 TEACHERS - PROGRESS

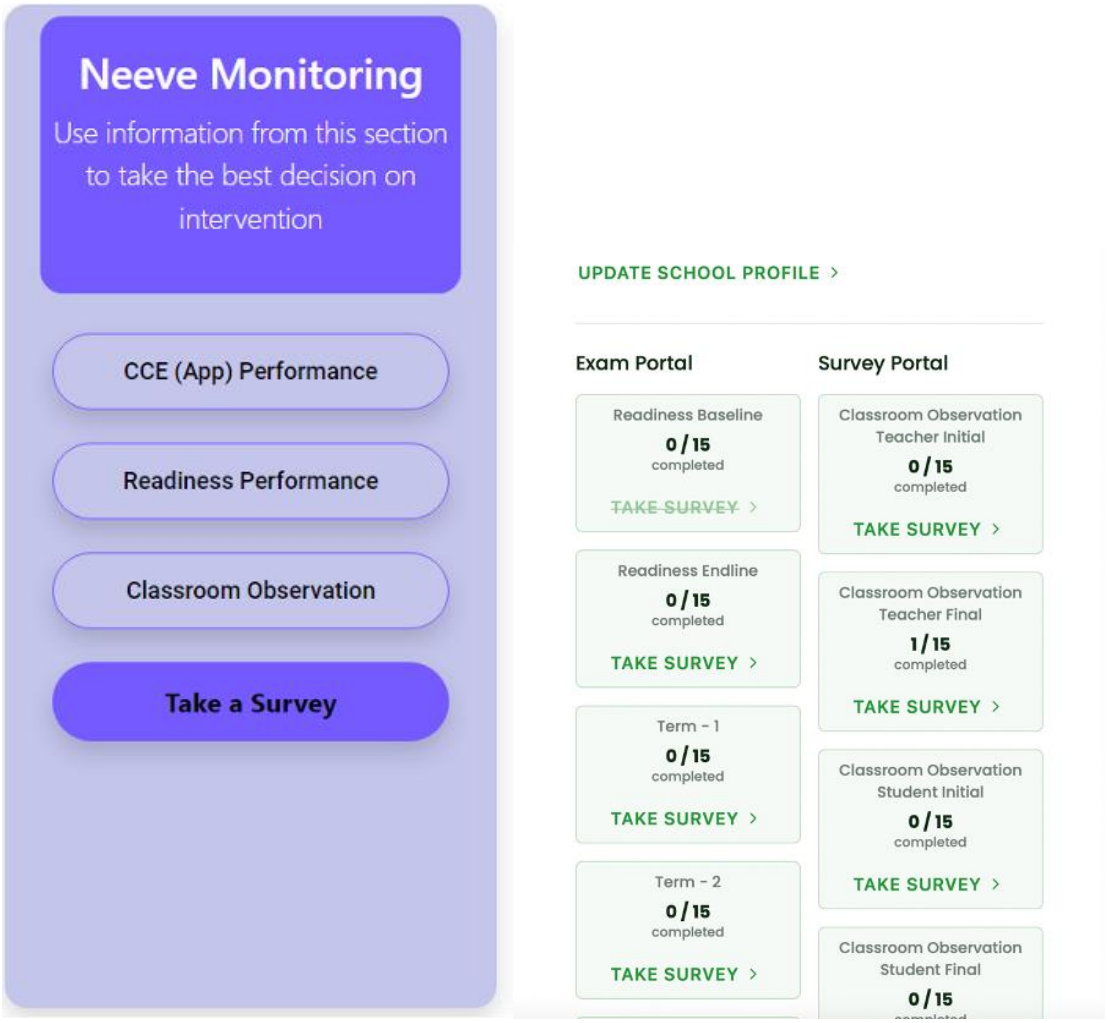
SL	TEACHER NAME	NAME OF SCHOOL	SUBJECT	PROGRESS SCORE	DISTRICT	STATE
1	TSHERING CHODEN BHUTIA	GOR SS	English	2.06	MANGAN	Sikkim
2	Surya Moti Rai	MELLI PAIYONG JHS	English	1.45	NAMCHI	Sikkim
3	Passang Lhamu Sherpa	MELLI PAIYONG JHS	English	1.39	NAMCHI	Sikkim
4	Praveen Kharga	MELLI PAIYONG JHS	Science	1.32	NAMCHI	Sikkim
5	Dechen Bhutia	SWAYEM UPS	Science	1.23	MANGAN	Sikkim
6	Balkrishna Pradhan	MELLI PAIYONG JHS	English	1.17	NAMCHI	Sikkim
7	Tshering choden Bhutia	SRIPATAM JHS	English	1.08	NAMCHI	Sikkim
8	Da Lhamu Sherpa	RIBDI SSS	English	1.05	SORENG	Sikkim
9	Tshering Kipa Lachenpa	Government Girls's Secondary School	English	1.00	MANGAN	Sikkim
10	Roshan Adhikari	SUDUNGLAKHA SS	Maths	0.89	PAKYONG	Sikkim

SIKKIM : CLASSROOM OBSERVATION - STUDENTS

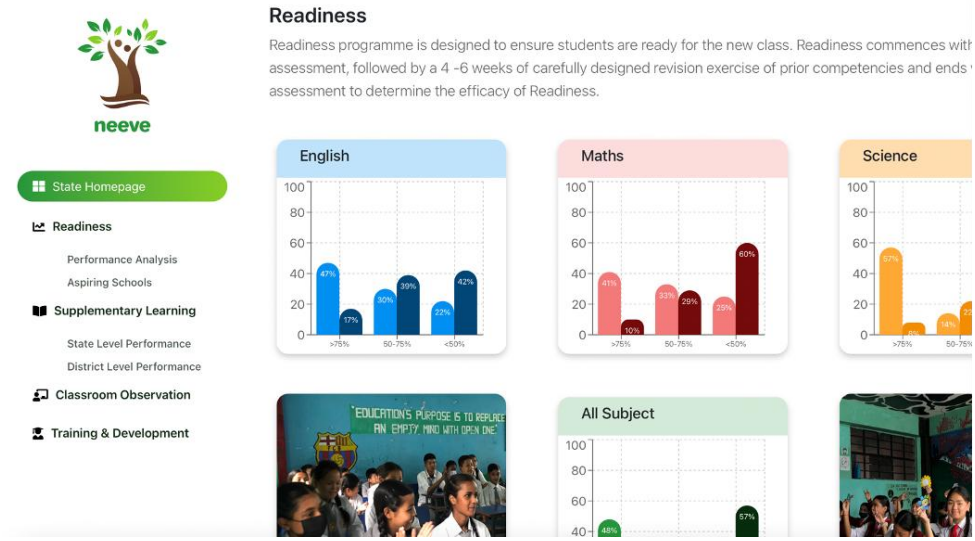
SL	OBSERVATION PARAMETERS	FINAL OBSERVATION	COMPARISON
1	Students contribute in classroom discussions, express unafraid and confident	98.2% Yes	Upto 3.4% from Initial Observation
2	All students have the opportunity to ask or respond to question or contribute to discussion	98.8% Yes	Upto 1.7% from Initial Observation
3	Students complete homework	91.2% Yes	Upto 2.5% from Initial Observation
4	Students accessed variety of teaching and learning resources other than the textbooks	84.2% Yes	Upto 5.7% from Initial Observation
5	Students improve their learning abilities and demonstrate a repertoire of learning strategies	91.1% Yes	Upto 6.2% from Initial Observation
6	Students are orderly, no challenging or disruptive behaviours	87% Yes	Upto 2.9% from Initial Observation
7	Students expect and accept feedback to redirect their learning to a specific outcome	94.6% Yes	Upto 3.9% from Initial Observation
8	Student groups participate and compete to complete the work	95% Yes	Upto 4.1% from Initial Observation
9	All students in each group actively participate in group work	92.7% Yes	Upto 6.8% from Initial Observation

Neeve Monitoring Module

School Homepage



State Dashboard



School Level

This section will capture the specifications and functionality for all the pages related to the above menus from the School Page

Functional Specifications

Function of the school level Monitoring Module (***Neeve Monitoring***) is twofold:
Input part – to take online surveys e.g., exam marks, readiness implementation,
Output Analytics part – to view results of all surveys with appropriate analytical representations

Neeve Monitoring Input – this is also referred to as ***Monitoring App*** as this web app is specifically created to carry out online surveys. Monitoring App can be accessed from the school homepage. Monitoring App 2 sections: Exam Portal and Survey Portal.
Exam Portal is used for uploading exam marks for Readiness Exams (baseline and end line) and also for routine school exams (Term Exams, Half Yearly and Annual).
Survey Portal is used for all other kinds of surveys for teachers and students. This may include Classroom observations, health records, infrastructure related surveys or SELSI programme implementation surveys.
Survey inputs can be of following types:

- Numbers
- Multiple options – single or multiple input
- Anecdotal text
- Photo / Video

Survey tags can be of following types (all or combination of any number of tags):

- District & State
- School (UDISE)
- Class & Section
- Subject
- Teacher (to be registered)

Neeve Monitoring Analytics (Output) – Survey inputs are aggregated and displayed as actionable reports to schools in their Neeve School Portal. Different analytical tools are used to present data in the forms of graphs, charts, and tables that are easily interpreted. Analytics happens instantly as surveys are taken.

Describe the design and architecture of the Monitoring module.
Provide a high level diagram showing all the components within the Monitoring Module.
List the input device (if any) and output (if any)
List any constraints of the module, or possible good to have features that can be added

External Interfaces

User Interface

Describe the logic behind the interactions between the users and the software (screen layouts, style guides, etc).

Monitoring App has been designed to be clear and simple because it will be used by only educated mature people. The dashboard has 2 clear parts – Exam Portal and Survey Portal. Any experience teacher or education worker can understand the layout and flow by the look of the simple dashboard.

Monitoring App is accessed through Single Sign On (SSO) from School Portal so data from UDISE is prefilled for the school. There is no requirement of filling in basic information of the school (UDISE, name of school, District, State)

Survey questions are simple, and explained in plain English. Also, filling instructions, boundary conditions and limits (e.g., numbers only, 100 words, max 5 MB upload) are mentioned clearly inside each of the input fields to avoid any confusion that the surveyor may face.
Photo upload/video upload is allowed with one simple click.

The Analytics page of school dashboard is relatively more complex. Standard subject colour scheme is followed in all across Neeve platform – Neeve app and School Portal. Colour is graded from light to dark shades to denote lower to higher learning level.
English – Blue (to negate the bias that language study is feminine)
Science – Yellow
Maths – Light Red (again to negate the gender bias associated with Maths and encourage girls)

Bar graphs and pie charts are used for data interpretation and analytics. Data label for all graphs are displayed on the graph/chart itself. Analytics reports can be interpreted at a glance. All reports are downloadable as well.

Hardware Interface

Can be viewed and run on mobile device (smartphone & tablet), laptop and desktop
Network requirements – 4G or higher for mobile device
20 Mbps or higher in case of WIFI broadband
Communication protocols not used.

Software Interface

The Monitoring App platform is a web application which interacts with a micro-services backend to enable survey functionality.

The technical stack of Monitoring app includes the front-end of the application being created using React JS and the backend of the application being written in Node JS. The infrastructure stack includes dedicated VPS instance hosting the web application using the Nginx Web server as a proxy.

The backend of the application interacts with a No-SQL MongoDB database instance which is hosted on a separate VPS instance which is located inside a secured Virtual Private Network or VPN. This database

instance is not accessible from internet IPs and has multiple firewalls preventing malicious intrusion to the same. Further, to ensure data sanctity, the whole VPS instance on which the database is hosted is backed up every week using automated backups.

The backend of the application is served as a micro-service on a PM2 instance running inside the same VPS instance as that of the frontend application. This allows for cost savings and optimised usage of the permitted infrastructure abilities.

Communication Interface

No embedded forms, emails, used

Non Functional Specifications

Security - Encrypted login neeve.io. SSO from Neeve School Portal onto Monitoring app, not accessible from outside of neeve.io
Hosting – Secure Server Digital Ocean https://www.digitalocean.com

Capacity

10,000 simultaneous data entry

Compatibility

Android 10.0+ mobile device (smartphone or tab), laptop and desktop
Best viewed on Android 13.0 Laptop or Desktop 1920 x 1080 @ 60 hertz or higher resolution

Reliability

Neeve Monitoring App – 99.99% uptime (scheduled maintenance taken up during after schools hours)
Neeve School Portal – 99.99% uptime (scheduled maintenance taken up during after schools hours)

Scalability

Highest workloads under which the module will still perform as expected:
Neeve Monitoring App – up to 10,000 data input per second
Neeve School Portal – Up to 100,000 Schools

Maintainability

Adding new surveys with existing input data type can be done without any major development work.
15 hours per month of maintenance work (without downtime) is carried out by a senior backend developer for smooth functioning of Monitoring app.
A complete upgradation to the latest version will be necessary by 2026 April or after release of 5 versions – whichever is earlier.

Usability

Neeve Monitoring App is extremely user friendly. The user can login with School UDISE and secure password. It needs few easy clicks to take a survey. Simple surveys can be completed under a minute. No formal training is necessary for working on Monitoring App, it is easy and obvious.

Neeve School Portal is a view only portal with Analytics reports. Navigation through the portal is simple and easy. Analytics reports are downloadable with one click.

Launch & Use of New Functions & Products

Class Promotion:

Class promotion set of APIs were developed for Neeve App. These APIs run to promote all the students registered on app Neeve to next class on command from backed.

Class promotion was (on App) was done in February 2023 without any downtime.

From users' perspective, the class promotion experience is as following:

1. Class promotion changes are effective WITHOUT any update ensuring no effort or communication is necessary for receiving the change.
2. Students do noy need to re-register or provide any details inside or outside the app, all identifying details (Name, class, school, DOB) are automatically transferred.
3. Students will receive next class's study material on App Neeve. E.g., a student who was in class 6 in 2022 and promoted to Class 7 ion 2023, will receive class 7 courses on Neeve after February 2023. They can start using the app for new class immediately.
4. The teacher will see new class list on Neeve School Portal. Analytics will be automatically update.

** in case a student is retained in the same class in 2023, that will be handled on case-to-case basis by technical team.

Neeve Monitoring Portal (app and dashboards)

Monitoring Portal (app and dashboards) was launched in 2 phases.

Phase – 1 Bulk upload of baseline performance data June 2023

In this phase, a major function was tested and handed over for usage. Baseline assessment result and classroom observations for the entire state was uploaded at one go. This is a function that is highly useful in case Monitoring app (the default input device) cannot be used for some reason.

No issue was reported during bulk upload of data – Baseline assessment and Classroom observations.

Phase – 2 End line assessment result entry by schools through Monitoring App July 2023

All schools used Monitoring app for entering endline assessment result. Using Monitoring app is easy, but a concise note was sent to the users for building confidence. The launch process went on smoothly. Data entered was reflected on school and state dashboard analytics page instantly.

1% schools (4 schools) reported an issue of difficulty in entering correct numbers. The issue was traced to hypersensitivity to touch of the input field which was promptly corrected. Data for schools that faced issues were correctly reentered.

NEEVE TRAINING PORTAL

External portal Graphy (https://graphy.com) has been chosen for conducting training of teachers.

Interactive training course with online quizzes and assignments have been prepared (SCORM Packages) and the course is hosted on Graphy's platform.

A teacher can click a link on Neeve School Portal and go directly to the course. She then needs to register herself by providing few basic information and start the training course.

The training course is made up of multiple modules that consists of interactive lecture delivery, online quizzes, videos, assignments (offline assignments to be uploaded for review).

After successful completion, scoring qualifying marks on the quiz and review of assignment, the teachers are awarded certificates.

All data related to training, number of trainees, average score and certificates are displayed on State Training Dashboard.

State Level – New State Dashboard

This section will capture the specifications and functionality for all the pages related to the above menus - from the State/Administrator Page

Functional Specifications

Analytics on State Dashboard – Surveys are analysed in detail, analytics presented in state dashboard for viewing of the administrators. Every survey has its own analytics page where input data is compared with standards or past records. Analytics is represented in forms of actionable tables, graphs and charts. State dashboard analytics is available for each individual districts as well as for the entire state in aggregated form – for every exam and every survey on the Monitoring App.
State dashboard analytics is generated automatically an instantly as the surveys are taken.

Provide a high level diagram showing all the components within the Monitoring Module.
List the input device (if any) and output (if any)
List any constraints of the module, or possible good to have features that can be added

External Interfaces

User Interface
Describe the logic behind the interactions between the users and the software (screen layouts, style guides, etc).

Hardware Interface
List the supported devices the software can run on, the network requirements, and the communication protocols used.

Software Interface
Describe the connections between the module and other software components, including frontend/backend framework, libraries, etc. List the versions of different components used.

Communication Interface
Any embedded forms, emails, used

Non Functional Specifications
Security
State Dashboard Login credentials are encrypted

Capacity
Describe the current storage used and anticipated future storage needs

Compatibility

Best viewed on Android 13.0 Laptop or Desktop 1920 x 1080 @ 60 hertz or higher resolution

Reliability
State Dashboard – 99.99% uptime (scheduled maintenance taken up during national holidays)

Scalability

10,000 pages on State Dashboard – completely scalable

Maintainability

Describe how the module is structured to ease maintainability or any constraints

Usability
Describe how easy it is for end-users to use the module

Any other details

Communication interface

SMS Gateway
External service provider – 2Factor https://2factor.in
Networks supported – BSNL, Jio, Vodafone
SMS OTP
SMS OTP price - ~30p (10,000 OTP)
SMS Header registration – OWLSKP

Conclusion

SELSI is unique in two ways. Firstly, it completes the loop of each small processes and steps. None of the parts of SELSI can be called standalone. The outcome of one process feeds into another strengthening the processes as it progresses. starting from larger parts of the programme like Student Readiness to app practice - it has its analysis and feedback that either supports the part itself or the next process. Secondly, SELSI supports and connects all stakeholders of education from students to the top administrator. There is a continuous flow of information connecting all levels that is automatic and is done without any effort. This flow of information helps in timely intervention at all levels. Any decision with classroom strategy or a state-level policy, or backed by authentic, real-time data.

I. OUTCOME

- Reaching Students: Reach children who have learning gaps and are in danger of dropping out of the system.
- Active Learning: Ensure active learning through projects and hands-on teaching-learning materials to encourage students to continue learning in groups and pair. To encourage creative thinking in students.
- Reaching and Teaching Students through quality resources: Virtual Resource Support for teachers to access a large number of resources that can be used in class. Ensure that students and teachers have quality learning resources.
- Monitoring learning: Learning monitored through the Monitoring App. Ensure that teachers use students' data to make the connection between learning levels and the instructional decision for groups of students.
- Home based learning: Self-Learning is encouraged through sharing of weekend assignments and through App practice so that students keep practicing key competencies and do not develop learning gaps.
- Measured Impact in Education: Analysis of student learning level continuously to ensure that students achieve grade appropriate learning levels in Science, English and Maths.

Annexure 1

TEACHER INTERVIEW			
Name of facilitator(s)	SANJOK GURUNG, SUSMITA RAI, PALZANG BHUTIA and BIKASH KHARKA CHETTRI		
Name of school	P.R.YANGSUM SS WEST GYALSHING DISTRIT		
UDISE Code	11020700201		
Date	24-August 2023		
Name of Participants	LADEN ZANGMU BHUTIA	SIMON SUBBA,	NABINA GURUNG
Subject Teaching during Readiness	Science	Math	English
Length of meeting Time (in minutes)	2 Hours		

The total amount of time should be approximately one hour.

Section 1: The course (20 minutes)

Ask the questions and lead a discussion. These could include verbatim comments that represent the general view or views at opposite ends of the spectrum. Make sure any direct quotes are highlighted.

1.1 What do you know about the Learning Enhancement programme in your state? (Note: Use the name of the programme in your state, SELSI, RTL, etc.)

As Sir SIMON math's said, what we do here at learning enhancement program or SELSI that students are done remedial classes when they pass on to the next class previous chapter or syllabus are taught for the basic knowledge or knowledge.

Firstly conducting baseline to check the performance of the students at the beginning of the year to track the students and there was conducted remedial classes called readiness sprint

1.2 Tell us a little about the Readiness Program that you are implementing in your school. (Note: Prompt them to share their process, how they started, the number of classes they are dedicating each day, the number of hours, and the completion of the entire course. We are not looking for their likes/dislikes here)

As laden ma'am said, SELSI has conducted the remedial classes from 3 of April and given the handbooks of all the particular chapters for all the subjects where we had the gap of knowledge that schools who didn't receive any book had the website where they can check all the resources and go through all the PDF

The time taken for the readiness sprint was allotted 45mins for each teachers
the experience of teachers said that it helped a lot both students and teachers because in a normal class we don't know about the certain students problems after that we could track the students who needs help and can be treated accordingly
So, this remedial classes help us a lot.

1.3 How did you find using the learner workbook that was shared with you? Why did you like/not like it?

As per the teacher's view, it was helpful.
As the English teacher said, the book provided for the schools was very helpful to be honest the students don't have the base so it was quite challenging for teachers and students.
within a short period, we had to complete both syllabi of R, S and the helpfully, so it was challenging yet it was very helpful.

But according to Sir SIMON the book contained up to the point of information and knowledge the students wanted fast learning techniques so it was very helpful.
they grabbed it easily for one period what we did was we discussed the topic so they had to learn way better and easier

after that LADEN Ma'am added the book was well structured Before we started there was a summary kind of for the topics/chapters there were ways for the teachers of how to teach and what to teach so it was easy as it was structured even for the students as the questions were not long and it was short with MCQs which helped the students.

1.4 How did you use the Workbook? Did you use it with lectures, pair work and group work, independent learning sections, and project work? Why? (Note: Get specific examples from each teacher)

As per all the teachers
YES!, the workbook was very helpful

The English teacher said, she used the book through the lecture method or mode, group discussion with the student's project mode or activities was done under group discussion
As sir SIMON added, first he went through the topic and make them understand and have them solve the equations on the board individually and what was surprising was as in the regular classes the teacher himself used to solve on the board with no responses but this time it was different he said the students were ready to solve it in front as he/she's friend started doing the equations on the board others were motivated to do the next equations or problem on board.
and everyone was happy and it was entertaining he added.
it was more of individual-focused learning.

as SCIENCE teacher said, mostly the classes were done under group activities or based mode the groups were quite many.
one particular topic fibre and fabric she asked the students to bring the different clothes cotton etc.
as science is a practical base they can touch and feel way of learning She believes that the discussion way of learning is more effective.

1.5 What did you find challenging to teach from the workbook? Why? (Prompt: Encourage teachers to think about activity types, specific projects, exercises etc.)

As English ma'am said, the challenges were not there as such the structure was well structured even the weaker section of the students could understand.

no one found any challenging topics or errors in the topics
As asked by the teachers of all three subjects

1.6 How did you find using the facilitator notes at the beginning of the workbook? Would you like formal lesson plans along with the worksheets shared?

It was helpful said all the teachers,

As laden ma'am science said, it was a kind of summary for the teachers.
yes it would be more helpful if the formal lesson plan was added
as concept mapping is important for the students. The students memorize or jot up answers and while writing if they forget one sentence they can't write so concept mapping and writing are important.
A better flow chart can be better.
English ma'am added it was all good and would be better if we were provided with the formal lesson plan.

1.7 How did you find doing the assessments? Do you think more support was needed in terms of how to administer them? If yes, what kind of support would have helped you?

The students need more support and more online download materials to be provided for the students as homework.
as the brief about the upcoming program was briefed

Section 2: Your learners (10 minutes)

2.1 How would you describe your learners? (Think about their learning levels, motivation, interest in the course, etc.)

According to my teaching experience sir SIMON math, giving them one type of question for a certain period they want to learn more,
SELSI books had questions similar and expanding types of same questions so the students had an easier way of understanding and effective ways to learn.

As English ma'am visual-based learning helped a lot showing them pictures was more effective and they learned faster than they used to before.
Leaning has different categories.

In math, the students are aspiring level, in English also aspiring and in science, most of them are aspiring some at scholars.

2.2 Do you think the learners enjoyed the sessions? Why /why not?

The students enjoyed the 6-week readiness sprint a lot,
math's topic was tally marking for class 6 because it contains pictures to mark, time and day etc. for which they were very excited.
In this topic, everyone was engaged teachers as well as all the levels of students.
English they too enjoyed and participating in the session projects mode was effective.
story writing the students were actively participating
Science All the students knew what were they going to learn and were already excited mostly all the chapters students enjoyed science.

2.3 Do you think your learners improved their learning levels by the end of the course? How do you know? (Prompt: Ask for a general overview as well as specific examples for students by name) At the end of the course, the teachers found improvement by seeing the writing and ideas of how the students executed the ideas even just a little bit of performance percentage.

2.4 What sort of classroom activities do you think the learners responded the best to? (Prompt: Get specific examples)

As Sir Simon said,
Math's class 6 tallies and class 9 geometrical shapes they were all engaged in it
as in day-to-day life the shapes they came across they learned about it so they were excited towards it.
As English NABINA ma'am said, the project work was effective and responded to it to make up writing and discuss about it.
science practically based mode was done about plants flowers and leaves were segregated topic parts of the flower they were more interested and had the enthusiasm to learn more.

2.5 Considering the staggered nature of the course, 6 weeks, do you think your learners coped well with this or was it too much for them?

As per all the teachers, 6 weeks' program as well and 45 time of 45mins was not enough, but the students coped with the course
but it was challenging for both teachers and students, as the time was not enough.
the students had to complete.

Section 3: Your learning (10 minutes)

3.1 What were your expectations of participating in this project? What did you hope to learn?

The teacher expected to see a little bit of a boost in the performance to see students come up with different ways of learning processes and ideas

As per the teachers, the project work was given under the group activities and the expectations were to see the students coming up with innovative ideas and different perspectives to learn was different as compared to previous classes.

3.2 You were observed during this project, how useful was this exercise? What did you learn about yourself and your teaching?

4: Any other comments?

4.1 Is there anything else that you would like to highlight about this project, successes and areas for development? (school principals/nodal officers/the school facilities)

No Comment.

Teacher INTERVIEW			
Name of facilitator(s)	Susmita Rai, Bikash Kharka, Palzang Bhutia and Mang Hang Subba.		
Name of school	GOVT. SECONDARY SCHOOL TIKPUR		
UDISE Code	11020500501		
Date	28-AUGUST		
Name of Participants	Ruben subba	Sukraj Singh Lepcha	Yangchen Lepcha
Subject Teaching during Readiness	GTM	GTS	GTA
Length of meeting Time (in minutes)	2 Hours		

The total amount of time should be approximately one hour.

Section 1: The course (20 minutes)

Ask the questions and lead a discussion. These could include verbatim comments that represent the general view or views at opposite ends of the spectrum. Make sure any direct quotes are highlighted.

1.1 What do you know about the Learning Enhancement programme in your state? (Note: Use the name of the programme in your state, SELSI, RTL etc.)

SELSI is the learning enhancement programme which provides the real and effective learning technique and materials to the students of different category. It the learning process which fulfill the gap of knowledge between the present standard and the previous one.

1.2 How did you find using the learner workbook that was shared with you? Why did you like/not like it?

As per Suk Raj sir, the workbook was very useful to the students and to teachers as well. The students were quite enjoying and able to solve the problem as well. Some questions were difficult, but overall, the pattern of the questions was in such a way that it would be very useful in the future as well.

As per the math teacher sir, Ruben it covers all the essential and basic questions. 20 – 25 questions cover the complete chapter, and 20-page chapters are covered in a single page, which is a summary-based collective material. Regardless, the time factor is somehow a challenge in this process.

As per Yangchen Miss SELSI's book is all about the inductive process. In the case of English subjects, it provides all the materials for the grammar portion. The exercises make students properly use the grammatical, like prepositions, conjunctions etc.

Over all the book is very good and effective.

1.3 How did you use the Workbook? Did you use it with lectures, pair work and group work, independent learning sections, or project work? Why? (Note: Get specific examples from each teacher)

The workbook is used differently.

As per Yangchen Miss 'In English, I used to do the activity practically. For example, I kept the pencil bag in different positions on the chair and I used to ask the question, 'Where is the bag'? The students simply answered the question by saying in the table, on the table, behind the table and all, so basically by doing this the students were able to use and understand the materials and uses of prepositions'.

As per the science teacher Parts of different kinds of plants were practically brought to class and shown to students.

As per the maths teacher Changes in the dimension of various shapes from 2D to 3D were shown to students using paper rolls.

1.4 What did you find challenging to teach from the workbook? Why? (Prompt: Encourage teachers to think about activity types, specific projects, exercises etc.)

As per the English teacher Miss Yangchen, there was a shortage of books. One book was shared among 6 to 8 student groups. The pictures in the workbook were quite unclear.

In the field of science subject, the ample time given to students was very short and to cover all those syllabi was very difficult. Some exercises were quite complicated.

In the field of mathematics, some topics like algebra, and the chapter have been provided directly with questions without the proper introduction that students are unable to understand clearly.

1.5 How did you find using the facilitator notes at the beginning of the workbook? Would you like formal lesson plans along with the worksheets shared?

As per Yangchen Miss, the facilitator's notes were very useful to her because they provided the basic fundamental plan to start the lesson in the class. She said ' Yes, obviously I would like a formal lesson plan along with the worksheets shared'.

1.6 How did you find doing the assessments? Do you think more support was needed in terms of how to administer them? If yes, what kind of support would have helped you?

Section 2: Your learners (10 minutes)

2.1 How would you describe your learners? (Think about their learning levels, motivation, interest in the course etc.)

As per Suk Raj sir, while checking endline data there were only a few students who scored above 80%. Maximum no of students scored in the line of 40% – 60 %. Overlooking by baseline assessment the students were maximum aspirants.

As per Ruben sir, the practice of SELSI assessment level has been upgraded. Before that students used to hesitate to sit in this type of test because they thought that they wouldn't be able to pass the test. Gradually, nowadays they are quite experienced and motivated by this assessment.

2.2 Do you think the learners enjoyed the sessions? Why /why not?

As per Miss Yangchen, the students have enjoyed the sessions.

She said,

'Whenever I used to enter the class the students themselves used to suggest by saying 'Miss, Today we have to do this chapter'. The books were opened already and they were in a discussion mode.'

In the field of mathematics, being solvable and having many exercises students ask for the readiness workbook, keeping a school book aside, says Sir Ruben.

So by citing this scenario the students enjoy the session.

2.3 Do you think your learners improved their learning levels by the end of the course? How do you know? (Prompt: Ask for a general overview as well as specific examples for students by name)

As per Miss Yangchen, learners have improved learning levels.

She said

'I want to give an example of a class 9 student. His name was Diwash Gurung he was an aspiring student. By starting this assessment his curiosity level gradually increased and often he used to show his exercise copy daily and whenever he got confused in class he used to speak up. So the positive changes were seen in students.'

As per Suk Raj sir, Students were very slow in science and they were not interested in it.

After starting this SELSI assessment the students come to get interest in it. By doing numerous project work, not only did their interest and attitude change but their numbers (score) also increased.

As per the mathematics teacher, Ruben Lepcha the student who was very weak in mathematics usually used to attain less in class. He was also a detained student. By doing these readiness exercises he was able to solve a few questions, which made him interested in solving more questions. Accordingly, he also came up with the solution of school questions to, gain his interest more and more.

2.4 What sort of classroom activities do you think the learners responded the best to? (Prompt: Get specific examples)

According to the science teacher, the students have well responded to some chapters of their interest, While teaching the chapter like reproduction and Reaching the age of adolescence.

Being teenager they have curiosity about things, they are curious in knowing their know their physical changes, and how animals reproduce. How body mechanism works?

Being unknown and curious to these topics students have greatly responded to it.

As per the mathematics teacher, students were interested in 2D and 3D figures.

He visually explained and differentiated between them.

2.5 Considering the staggered nature of the course, 6 weeks, do you think your learners coped well with this or was it too much for them?

As per Suk Raj sir, students as well as teachers had a good session but the time was less to cover up a certain time. So over time management should be a matter of discussion.

According to Ruben Sir, Mathematics requires time for solving problems, and the same goes for time management problems.

Section 3: Your learning (10 minutes)

3.1 What were your expectations of participating in this project? What did you hope to learn?

As per science teachers, the training session should be there for the specific teachers so that they can run the programme more efficiently. There should be a proper mode to run this programme.

Overall, the department has launched a very effective programme and it is sure to achieve its goal in future.

4: Any other comments?

4.1 Is there anything else that you would like to highlight about this project, successes and areas for development? (school principals/nodal officers/the school facilities)

As per Miss Yanchen, she says 'SELSI not only developed the student's standard but it also increases the teaching potential of the teachers too. It is a very good programme and in certain areas, it needs to be improved. Not to students, teachers should be given proper training and most importantly there should be time management.'

The students have greatly succeeded in increasing their potential and are expected to have a bright future in the coming days.

TEACHER INTERVIEW			
Name of facilitator(s)	SANJOK GURUNG, SUSMITA RAI, PALZANG BHUTIA, BIKASH KHARKA CHETTRI and MANG HANG SUBBA		
Name of school	NANDOK SS, GANGTOK DISTRICT		
UDISE Code	11040301501		
Date	17-AUGUST		
Name of Participants	Pranita Pradhan	Beepmala Chettri	Shuvadra Sharma
Subject Teaching during Readiness	GTS	GTA	GTM
Length of meeting Time (in minutes)	3 hours		

The total amount of time should be approximately one hour.

Section 1: The course (20 minutes)

Ask the questions and lead a discussion. These could include verbatim comments that represent the general view or views at opposite ends of the spectrum. Make sure any direct quotes are highlighted.

1.1 What do you know about the Learning Enhancement programme in your state? (Note: Use the name of the programme in your state, SELSI, RTL etc.)

As per Miss Prinata SELSI refers to the Sikkim Educational Learning Supplementary initiative, about Enhancement It was stated in Feb. 2023 and it is very useful to Students and this program is new to students and for teachers too.

As per Beepmala Miss SELSLI is the readiness sprint programme that looks after the outcome of the students.

As per Miss Suvadra, SELSI is the programme that gets started with a baseline assessment followed by a readiness sprint programme and ends with the end-line assessment.

1.2 Tell us a little about the Readiness Programme that you are implementing in your school. (Note: Prompt them to share their process, how they started, the number of classes they are dedicating each day, the number of hours, and the completion of the entire course. We are not looking for their likes/dislikes here)

According to miss pranita Readiness progamme is a learning sprint which was a six week long progamme through which student were bored at first but after one week they were very enthusiastic as many activity were included there, even the project Was there. Some project make them very creative. At the beginning they got bored but after a week they got interested.

As per miss Beepmala it was a six week long programme which started from 3rd april till 30th of may. Each class of different subject was of 20 min. She claimed that the given time was not enough.

1.3 How did you find using the learner workbook that was shared with you? Why did you like/not like it?

Miss Pranita's workbook on readiness sprint was very informative. Before starting the lesson there were various useful key points to which we can give them a lecture. Some of the key points were very useful for them as they have known this in previous classes. There were important points not so long not so short.
According to her, she likes the primary lesson of the book.

1.4 How did you use the Workbook? Did you use it with lectures, pair work and group work, independent learning sections, or project work? Why? (Note: Get specific examples from each teacher)

Miss Pranita, used a book in the form of a lecture, delivering the lecture verbally and writing on the board. After that, she made a group and made individual students read it. She makes one group prepare a question and another group answers it. She also prepares project work for the students where the acid and base separation techniques are taught. By creating groups told her students to bring up different substances like lemon, plane paper, baking soda, and china rose, in different groups, and she practically ran an experiment to detect, whether the substance was acid or a base.
As per Miss Beepmala, particularly in English, she focus on studying the lesson in a pair group or as an individual. Some activities were done, like making of Jhalmuri by bringing different ingredients to the class and all the students were very excited.

1.5 What did you find challenging to teach from the workbook? Why? (Prompt: Encourage teachers to think about activity types, specific projects, exercises etc.)

As per Miss Pranita, the first challenge was that the maximum number of students were unaware of the topic of a lesson. There were many new topics where students were unknown, besides that they faced problems in doing one project where students were to measure greater size. They were to measure the size of 3 multistory buildings. The problem is that all students don't possess the same kind of house, some have only a cottage type, so it was a bit challenge for students to do it.
For class ix students there were some kind of projects where she was unable to provide material from the lab.
As per Miss Suvadra, there were some challenges. She finds very long and complicated questions in algebraic chapters and geometry for class IX students.

1.6 How did you find using the facilitator notes at the beginning of the workbook? Would you like formal lesson plans along with the worksheets shared?

As per Miss Pranita, the facilitator's notes were quite useful, but some lesson provided in it is out of the textbook. It doesn't connect the materials of class VIII and class IX. So there were the questions from students' side regarding the doubt portion.
As per Miss Pranita, she likes formal lesson plans along with the worksheets shared.
As per Miss Beepmala, the facilitator's notes were very useful to her and further, she claimed to have formal lesson plans along with the worksheets shared.

1.7 How did you find doing the assessments? Do you think more support was needed in terms of how to administer them? If yes, what kind of support would have helped you?

As per Miss Pranita, the assessments were very informative and very useful as well as the projects provided by the book.
She didn't have any issue with adding more support to it.
As per Miss Suvadra, there should be more basic materials for each chapter for class IX because some of the weaker students from class VIII passed to IX with A detention policy.

Section 2: Your learners (10 minutes)

2.1 How would you describe your learners? (Think about their learning levels, motivation, interest in the course etc.)

As per Miss Pranita, some students are average and maximum are below average. 1 to 2 per cent belongs to masters. 40 % of students are aspiring, 40 % are scholars and the remaining 20% are masters.
As per her aspiring students are not motivated by the workbook but are motivated by project work. If she delivers a lecture in the class, aspiring students get bored but when she conducts a quiz in the class the aspiring ones get interested.
According to Miss Beepmala, most students are aspiring ones and with the help of this readiness sprint programme, students have improved a bit at online assessment.
As per Miss Suvadra, the maximum falls under aspiring ones. She makes a group of students including all categories and guides them accordingly.

2.2 Do you think the learners enjoyed the sessions? Why /why not?

As per Miss Pranita, most of the aspiring students enjoyed the session. As for the scholar they are motivated by the book.
For example, one of the students of class IX was supposed to level the diagram of a cell, and he was very interested in drawing it because he already knew the concept of a cell. Many more aspiring students were interested in such type of activity.
As per Miss Suvadra, there was one project in class VI called 'How many pairs and how many legs', where all the students were excited and interested in doing it.

2.3 Do you think your learners improved their learning levels by the end of the course? How do you know? (Prompt: Ask for a general overview as well as specific examples for students by name)

As per Miss Pranita, the learning improvement data were low in baseline assessment but 9 to 10% of the learning level has improved in online data. This assessment usually has a good impact on aspiring students and now they can come up as scholar students. At least 1 % of scholar students have mastered but overall this assessment marks the aspiring students.
Pravakar from class IX and Anjaniya from class VIII are the students who have levelled the position from aspiring to scholar.

2.4 What sort of classroom activities do you think the learners responded the best to? (Prompt: Get specific examples)

As per Miss Pranita activities like multiple-choice questions make very enthusiastic to students. Diagram-based questions and projects also create an interest among the students.
According to her topics like Nutrition, cells and photosynthesis are the best topics for students to learn.
As per Miss Beepmala, there's one comprehension part like a historical temple, where students were curious to read it.

2.5 Considering the staggered nature of the course, 6 weeks, do you think your learners coped well with this or was it too much for them?

As per Miss Pranita, at the beginning of the course, the students were very enthusiastic but at the end, they got a little bored.
There was less time also the academic exams were coming near so the students were worried also.
As per Miss Beepmala, students were very interested in the first week to the third week, they wanted to cover all the topics. After 4th week the students got a little bored because the same things were repeating.

Section 3: Your learning (10 minutes)

3.1 What were your expectations of participating in this project? What did you hope to learn?

As per Miss Pranita at first, they were quite worried when we conducted a baseline assessment. after a certain time when we were provided with the materials, we came to know that this program was supposed to test the basic level of the students. When we observed the book we came to know that it was the book with the previous lessons so that students can never forget what has been taught. She says that she doesn't have many more expectations but indeed the workbook practically helps the students in reminding the previous class lessons too.
As per Miss Beeplama with the help of this programme, she expected that the level of students might step up and she finds it happening in a bit mode. She also says that not the students in this programme also help her a lot in the field of grammar.
As per Miss Suvadra, expected to include more basic content books.

4: Any other comments?

4.1 Is there anything else that you would like to highlight about this project, successes and areas for development? (school principals/nodal officers/the school facilities)

As per Miss Pranita, it was a very long programme and she claimed to make it a bit shorter. There should be time management. She faces a challenge to complete the academic syllabus. The programme should be launched at the beginning of the sessions. She was questioned by the students whether she was going to teach the academic syllabus or not.
she says that the programme was very useful to the students and the teachers as well.
As per Miss Beepmala, the programme should be supposed to be for 4 weeks only because the long-term programme will make the students bored at a particular time. There should be some improvisation on the readiness programme so that students get more interest in it.
Miss Suvadra, suggested giving an answering space with questions related to it.
She also appreciated the SELSI programme for such an initiative and hopes to have more exciting things in the coming days.

TEACHER INTERVIEW			
Name of facilitator(s)	SANJOK GURUNG, SUSMITA RAI, PALZANG BHUTIA and BIKASH KHARKA CHETTRI		
Name of school	SANGANATH SS, SOUTH NAMCHI DISTRICT		
UDISE Code	11030501201		
Date	25-August 2023		
Name of Participants	MANITA RAI, YOGNA LIMBOO	DINESH RAI	PHURBA NAMGYAL SHERPA, BHAWANA RAI
Subject Teaching during Readiness	Science	Math	English
Length of meeting Time (in minutes)	2 Hours		

The total amount of time should be approximately one hour.

Section 1: The course (20 minutes)

Ask the questions and lead a discussion. These could include verbatim comments that represent the general view or views at opposite ends of the spectrum. Make sure any direct quotes are highlighted.

1.1 What do you know about the Learning Enhancement programme in your state? (Note: Use the name of the programme in your own state, SELSI, RTL, etc.)

All the teachers were acknowledged through the books provided at the school

They were informed beforehand.

As sir NAMGYAL said it deals with the recovery our students needed after the pandemic and also helps in the learning enhancement of the students in the current syllabus
after that,
sir DINESH added it helps in the concept of math science and English

1.2 Tell us a little about the Readiness Program me that you are implementing in your school? (Note: Prompt them to share their process, how did they started, the number of classes they are dedicating each day, the number of hours, completion of the entire course. We are not looking for their likes/dislikes here)

As bhawana Ma'am said, it was books were provided to the school and every day like day1, day 2 the syllabus was given we have to follow the weekly process given to the school in English it was very helpful like for students writing section more and it has help the students more.
45mins were taken for each school for 6 weeks.
Pictures provided help students for them to understand and give answers
activity based and discussion based was the major help for the students

Sir NAMGYAL said 6week program was quite challenging as per the experience as they had to do research in resources the clear thing was given

in science yogna ma'am said in science also it was project based which has help them a lot

1.3 How did you find using the learner workbook that was shared with you? Why did you like/not like it?

The teachers found the learning workbook very helpful to the teachers as well as students the part of speech were explained noun verb were explained and it was easy for both.

Readiness sprint workbook helped students have the imagination power so they can write and learn more effectively.

Science was very helpful for the students as there were many activities and chapters based on their previous class and while doing the workbook they were very happy and interested

Math for the basic concept for the student's simple concepts of the chapters and topics were provided and they would come up or the teacher's can explain it again with the reference.

And in general, the teachers found the workbook helpful.

1.4 How did you use the Workbook? Did you use it with lectures, pair work and group work, independent learning sections, or project work? Why? (Note: Get specific examples from each teacher)

as the English teacher Bhawana Ma'am said, the book was based on grammar section and as teachers we know our students were weaker in grammar the book was very helpful and all the activities like were done in pair and group activities based for the grammar section told the students to come in front of the board and make them underline the sentence like noun pronoun etc

math's sir dinesh said the participants were involved First it was done under the lecture mode done some explanation on the specific topic and then added some questions on the board and told them to sum up the equations from the workbooks Students were more interested.
Science teachers used the group activity students' involvement was done

1.5 What did you find challenging to teach from the workbook? Why? (Prompt: encourage teachers to think about activity types, specific projects, exercises etc.)

All three teachers share their challenges faced during the readiness sprint,

Challenges were based on the previous knowledge and class 9 because of the covid was the main reason
they don't know anything about the previous class too rather than getting the previous understanding they found it new. Said by science MANITA ma'am
English sir NAMGYAL said something that was time consuming because there were some new difficult word which was even new to him and then students found it difficult anyway so I had to research and the teach the students and make them use the word to frame a sentence. Time management was tough for the lecture and other activities because of it.
45mins was not enough for him to complete the chapters
Math's DINESH sir said some students didn't know about the chapters or the topic and they had to make them understand it again from the beginning 45mins time management was hard.

1.6 How did you find using the facilitator notes at the beginning of the workbook? Would you like formal lesson plans along with the worksheets shared?

For sir NAMGYAL he mentioned it was very helpful and he gave e.g. a map saying if you have a map you have less chances of getting lost, as it had how to do what to do with the students make then learn in pairs or groups and discussions.

Lesson plan provided will be helpful saying having a map and time to observe will help a lot and will give clear direction.
As Bhavana ma'am said, Guiding students will be helpful and the distraction of the individual will be helpful to both students and teachers
sir DINESH said it had the proper direction for the teachers.

1.7 How did you find doing the assessments? Do you think more support was needed in terms of how to administer them? If yes, what kind of support would have helped you?

As per the math teacher" Before the readiness classes were done the baseline assessment the students were not able to understand simple questions after the books were provided gradually the students improved as of the baseline exam and they started understanding basic things and questions day after day.
as English said, the writing and imagination powers were developed what she felt even reading was improved baseline readiness sprint and end-line assessment had done well and the performance was clearly seen.

Students were interested and excited she mentioned that after day 1 was done they were excited to study the topics of day 2 and day 3 students were engaged because of lot of lecturing.
they enjoyed it as it was interesting

All the teachers said more support is needed as fast learners and scholars The book provided is very good for slow learners the book needs to be upgraded a little bit more or in more detail.
Science the diagrams needed to be shown in different colors
math more basic concept to be added.

Section 2: Your learners (10 minutes)

2.1 How would you describe your learners? (Think about their learning levels, motivation, interest in the course, etc.)

As sir DINESH's math's said that the students in his class are at are at 30% masters, some aspiring level and some scholars students are interested at the visual based activities aspiring students are also interested as well and master they understand without it. Maximum students are at the aspiring level
The same goes with science said by yoga ma'am,
students are motivated by activities like taking them to the lab and doing experiments makes them interested
masters aspiring and scholars are separated but all the students are interested while doing activity learning
Group activities come up with good concepts and good ideas for every individual

2.2 Do you think the learners enjoyed the sessions? Why /why not?

The topics were managed in activities sessions and was interested in the session
the group activities mode caught them more as they loved to discuss and give answers and were happy to learn from each other.

2.3 Do you think your learners improved their learning levels by the end of the course? How do you know? (Prompt: Ask for a general overview as well as specific examples for students by name)

As English teacher said that she has looked at and observed the outcome of the students in all three categories
masters aspiring and scholars
even the aspiring level is trying and has come up with an effective way, they all have different way of thinking and capabilities.
they have improved at the end of course.

2.4 What sort of classroom activities do you think the learners responded the best to? (Prompt: Get specific examples)

As per the teachers, the classroom activities the learners responded were the group activities and project-based activities.
the students loved to get engaged and are interested more on discussion and pair modes of learning as they shared their thoughts to each other and came up with better ideas results outcomes were even better than they used to be before

2.5 Considering the staggered nature of the course, 6 weeks, do you think your learners coped well with this or was it too much for them?

As BHAWANA ma'am said, the Program 6 week the students did very well but the time has a major factor of specific chapters every day program had different topics and next day or day couldn't be started so here it was a bit of problem otherwise the students successfully took the program.
they coped and were very interested, enthusiasm was highly seen the students were already seen as active ready to learn more about the chapters, topics it was not there before the readiness sprint she added.
Throughout the 6 week, they were interested some slow learners had difficulty but later they too coped up after understanding the motive behind the readiness sprint of 6 weeks.
As DINESH said, for students in the readiness sprint time management has rush hours and it had difficulty otherwise yes!, the students have coped up well.

Other teacher's science added they completed the topics back and forth the time played a major factor but the students learned well.
It was like a energy booster.

Sir NAMGYAL added now even after the assessment readiness sprint is over he can see the same enthusiasm he saw during the session and till today also the students are also interested and ready to learn.

Section 3: Your learning (10 minutes)

3.1 What were your expectations of participating in this project? What did you hope to learn?

English teacher BHAWANA ma'am said, after receiving the books she had expectations high as the book had a grammar section for the students and after the session he hoped the students would improve, be better in the future and found the result as expected during the 6weeks program and involvements were high
as a teacher learning is a never-ending process, every day we learn something new I found many interesting things to grab and teach the students that as grammar what was the ways to teach.

The math's teacher sir DINESH said, the fundamental ways of learning was there basic concept at book.
The expectation was that if after the program they would learn the basic information and ways if basic concepts by the students where they were lacking and the improvement well be made as has been the same the students performance was seen as expected.
After that YOGNA ma'am added science teacher, because of the learning gap of pandemic the expectation was to improve the performance and it has been done, as class 7 the chapters nutrition they didn't knew so all the understanding has been achieved.

3.2 You were observed during this project, how useful was this exercise? What did you learn about yourself and your teaching?

It was quite useful someone watching or observing you has the pros and cons,
for example while explaining the teachers gets carried away at that time the observer points out that one should use black/white board so that students can learn easily as visual experience is more effective.

Teacher's had the ways of teaching students more effectively.
it is useful as the teachers has the habits of speaking fast and observer told to slow down the pace for the better understanding of the students and in which the teachers are practicing and are focus to continue it in mere future
TLM to be used as told by the observer and we have started using the materials for the students and to every class.

4: Any other comments?

4.1 Is there anything else that you would like to highlight about this project, successes and areas for development? (school principals/nodal officers/the school facilities)

No Comment.

Learner focus group DISCUSSION						
Names of facilitators	Susmita Rai Bikash Kharka, Mang Hang Subba, Sanjok Gurung and Palzang Bhutia					
Name of school	Syaplay Saradaray S S					
UDISE Code	11040802101					
District	Pakyong					
Date of Learner Focus Discussion	18-August, 2023					
Number of participants	Male-2	Female-2			Total	4
Length of meeting Time (in minutes)	One Hour					

Introduction: We would like to ask you about how you feel about the Readiness Programme. It is not a test, so don't worry. You can use English or your local language(s) when answering the questions. Please be honest!

Section 1: The workbook (20 minutes)

Ask the questions and lead a discussion on them. These could include verbatim comments that represent the general view or views at opposite ends of the spectrum. Make sure any direct quotes are highlighted.

- What was your favourite unit in the workbook? Why?

All four students had different answers, they are from different classes where some students like English more the science and maths likewise some students like science the rest subjects.

Students from class 9 told us she liked English subject more and in the English workbook she liked one unit named" What do you like about your school", where she explained it was an individual activity that they did in class, they highlighted the needs in the school, they did this activity with waste papers.

- Which part of the workbook did you feel you learnt the most from When your teacher was giving a lecture when you were working in a group, independent learning section, or doing the project work? Why? (Prompt: Please make sure that they understand what you mean by various sessions. Explain, if necessary, tell them how the session has been divided into group work and project work.)

Here students from 6-9 told us, that their teachers usually use the workbook in a lecture mode at the beginning of the class and once the topic is explained he/she will do some activity based on the topic.
Shreyans From 9 told us he enjoys more group work done in the classroom where they get to learn many things from each other. In regular classes also he likes to have more group work because when they do group work, they can share their ideas and thoughts, They teach and learn at the same time so he highlighted the teaching and learning process they can experience in group activity.
Likewise, students from 6,7 & and 8 also shared they enjoy more group work than the lecture mode, they like to have the same session in regular classes.

What did you like doing in your Readiness Programme? Why? (Prompt: Encourage them to think about activity types, specific projects, exercises etc.)

Students answered, that during 6 weeks they experienced different ways of learning, they enjoyed doing MCQS in every chapter, and they enjoyed the group activity which was explained in a simple term in every chapter end.
Student from class 9 Shreyans told us he enjoyed the group activity the most during the readiness sprint, he highlighted the activity name- "Stop Bullying ", here They made a batch out of waste materials like paper to make batch for all the students of class nine, the batch they made contains different quotation like ''Say no to Bullying'', "Compassion Zone, say no to bully", "Your action count, stand up to Bullying", "Be Kind Be Gentle Be Caring" etc.
He told us they never experienced this kind of activity in the school but during readiness, they did many activities like this which was fun.

What did you not like doing in your Readiness lessons? Why? (Prompt: Encourage them to think about activity types, specific projects, exercises etc.)

Students told us they didn't remember much about which topic was so hard to understand, as most of the topics were from the previous class which was already studied. But the chapter was very long so it was a bit boring to do the same things again.
One student highlighted that they were doing all the activity MCQs on the previous lesson so they were not doing anything related to the current syllabus it was good to do but boring at the same time to repeat the topic.

- What did you find easy? (Prompt: Encourage them to reflect on which section/lesson they found easy and they already knew on)

All students told us in comparison of the three subjects they found the English session and activity were easy as compared to other subjects, where in English the activity was fun, and they learned many things through the activity.
A student from class 8 told us she found all the MCQs related to grammar were easy, as she already studied in class 7 so when she was doing the MCQs in the classroom she found it easy and fun to do when she was getting mostly the correct answers.

What did you find the most difficult? (Prompt: Encourage them to reflect on which section/lesson they found difficult and they still do not understand)

A student from class 9 told us there was an activity to write one essay in the English workbook, "Journey to Mars" which he found difficult because he was not aware of the topic, the explanation especially the new words used in the workbook were a little difficult for him to understand.
Not only in this lesson but in most lessons in English the words used to frame a sentence were difficult to understand because we are not used to the word and its meaning.

Section 2: Your teacher (20 minutes)

2.1 How would you describe your teacher? Why?

(Prompt: Were they easy to understand?)

As per the students, all teachers are very good and helpful, whenever they have doubts, they can easily connect with them in class or after class.
All the students told us about their favourite teacher, and class 9 students told us Mr Binay Is his favourite teacher because he teaches in a fun way in the classroom, he always explains to us in understandable language for example if we are not understanding something in English he again explains us in Nepali for better understanding., he uses more example to make the topic understandable.

A student from class 8 told us their one period is for 45 minutes, their teachers don't teach them all the time they give some time for Q&A sessions, doubt clearing sessions also they they feel bored or difficult to understand something they tend to have their life examples and motivate them.

Especially in science, they give real-life examples like cooking food and all the preparations we do They connect that preparation to explain the science concept they don't remember the exact topic right now, but they usually give this kind of example to explain.

2.2 What kinds of things did your teacher do during the lesson to help you with your learning?

(Prompt: Think about the games, activities, feedback they gave etc.)

During Readiness Sprint every chapter has MCQs they used to do that activity in the class, and the teacher used to divide the student into groups and answer questions.
One student from class 9 their English ma'am used to explain the concept in detail before assigning any task, she highlighted once she had been given the assignment to write a school essay, she explained how to start an essay, and what information should be written which was helpful to her to write.

2.2 When you didn't understand something during your lesson, how did your teacher help you? (Prompt: ask for specific examples)

Here students shared that most of the teachers keep a few minutes at the end of the class for doubt doubt-clearing session where students ask questions which was not clear and the teachers explain them once again.
One student from class 9 hightailed once she was having difficulty understanding the topic Circle, The exercise was huge and she couldn't able to do it, so she went to her teacher and showed her answer She did it wrong so her teacher did the same question her notebook with explanation and gave one more question to do. As per her, she was not able to understand the same problem in class but when she approached personally to her teacher after class she was able to do that exercise and now she is good at doing exercises in the circle chapter.

2.3 How did you feel if you got something wrong/made mistakes during the lesson? How did your teacher support you when this happened? (Prompt: ask for specific examples)

All students from 6-9 shared that when they make some mistake, they feel bad and embarrassed in front of their friends.
One student from class 9 highlighted that whenever she makes some mistake in doing exercises her teachers never scold her for her mistake, they always try to explain in simple terms so that we can

understand it better Also they ask to come up with our problem in the staffroom so that they can help them out in free time to make them understand.

Section 3: Your learning (20 minutes)

3.1 What were your expectations from doing the Readiness Programme? What did you hope to achieve? (Prompt: Encourage them to think about what they thought they would gain from the session before they began with the course.)

When the students heard about the Reds sprint from the subject teacher they thought it would be very hard, they had to go through many tests also excited that they would be doing or learning something new.
One student from class 9 told us he heard about the readiness sprint they thought he had to study hard so he was feeling nervous because he already had his current syllabus to read, but when the teacher conducted the session on readiness it was all the previous year concept, so it was easy to do whereas some topics were hard also but the majority were easy.
So, he highlighted that through the readiness sprint, he was able to revise the previous year's syllabus which he had already forgotten half of. Especially in maths, it's helping him to do current class exercises.

3.2 Did the Readiness Programme course meet those expectations? (Why/why not?)

Students said yes, the majority did not have much expectation out of the readiness sprint but they said they learned many things out of Readiness Sprint.
A Student from class 8 said, she did not expect anything out of readiness but at the end of 6 weeks she learned many things in English she felt she learned to write an essay and learned many new words from the workbook.
While doing group activities she learned how to work as a group, and in science projects like 'Acid and Litmus paper" she enjoyed the activity and was able to see and learn at the same time.

3.3 Since completing this course what do you think makes a good English language learner? What do you need to keep doing so that you can keep on improving your spoken English?

No Comments

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