



# LEARNING ENRICHMENT PROGRAM IMPACT ASSESSMENT



# EXECUTIVE SUMMARY

- **Vidhya Bharati Foundation** was setup in 2005 with the aim of helping **underprivileged children by focusing on their educational needs**. The foundation has come a long way from setting up schools on foot paths to working with government schools and setting up community education centers.
- Following report is the **first impact assessment report** produced by an independent external agent, covering aspects of scope, processes and impact of the work carried out by the foundation over the last two-three years. The report specifically covers the **Learning Enrichment Program**, implemented mainly across **schools in Dahej, Gujarat**.
- LEP was launched with a **focus on providing remedial education to primary grade students** lagging behind in government schools. The program has been designed to typically span 3-5 years. The Dahej program ran for 3 years with the focus spread across multiple facets:
  - **Remedial classes:** Focus on **basic reading and writing fluency** along with elementary **arithmetic skills**. Remedial classes were **conducted for grades 5-8 from 2017-19 and grades 3-5 from 2019-20**.
  - **Bridge courses:** Bridge courses to **cover residual gaps** between students' ability and required skill as per grade after students have completed remedial course.
  - **Life camps:** **Life camps for character development** and practical life skills. Conducted for **grade 7-8 students in 2019 and grades 6-8 in 2020**.
- The study covers background research on need for remedial education, interaction with members of VBF and analysis of monitoring and evaluation data collected since the launch of LEP Dahej in 2017.
- Overall the program has done well to **improve students' reading, writing and arithmetic skills** in a short amount of time. The **play-way approach adopted by team members** leads to broad student participation and consequently, an **increase in their interest in learning**.
- The program is also **easily implementable** in government primary schools without the requirement of additional facilities as well as **repeatable across different schools** as seen from its success in multiple schools.
- The program **promotes community participation** in improving education due to its involvement and training of teachers from the local community and raises awareness about providing education to young children.

# PROGRAM AT A GLANCE...



## Education Level:

Lower primary (grades 3-5)

Upper primary (grades 6-8)



## Location:

Dahej, Gujarat

## Focus of Program:

Remedial education for children

lagging behind in regular class

Life camps for character development



## Size:

450+ students since 2017



## Learning Outcomes:

Reading and writing fluency

Basic arithmetic skills

## Impact:

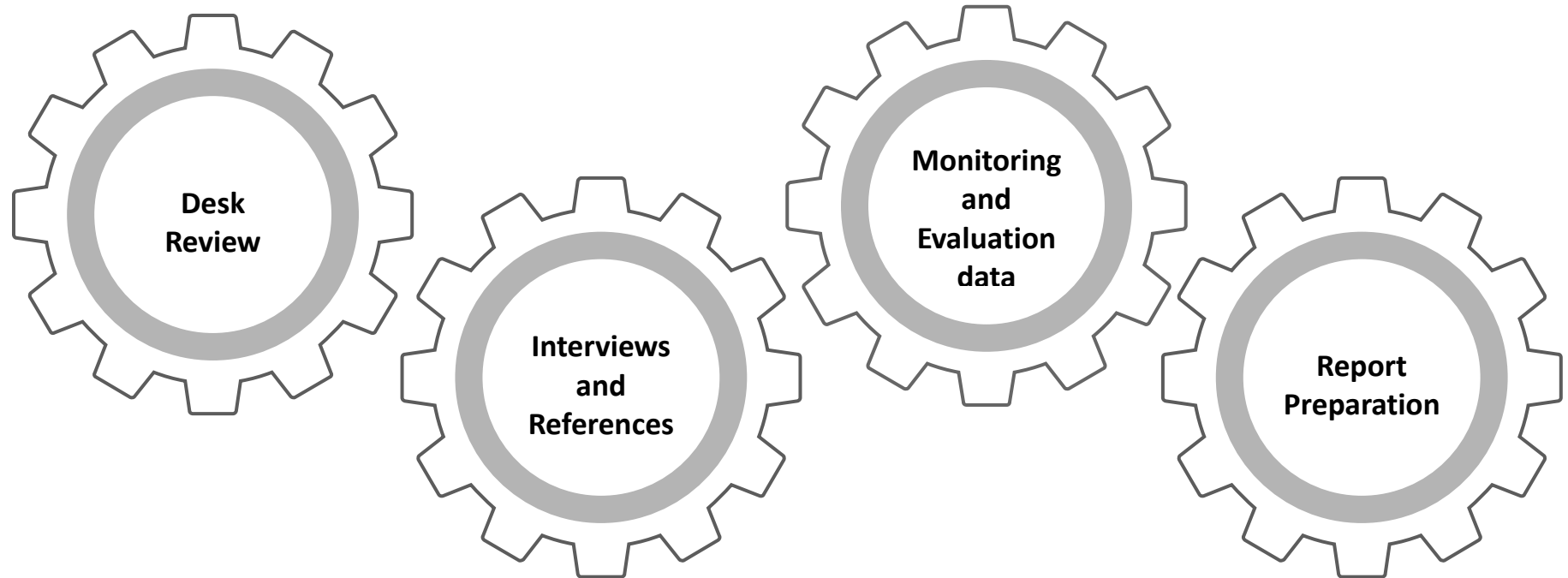


Enrolled students able to read and write in Gujarati after course end



Enrolled students able to identify numbers within 2 months of classes

# ASSESSMENT APPROACH



- Discussions with organization to understand need for their program
- Review of existing literature and data on educational standards in India and impact of remedial education

- Interviews with organization members to understand program setup
- Review of stakeholder testimonials to gauge program success

- Review of factors considered for selections of schools, teachers and students
- Analysis of student test data collected over duration of program to measure and quantify impact of program

- Based on review of information received, research and interviews, report is compiled, results are listed and recommendations are provided if any

# BACKGROUND

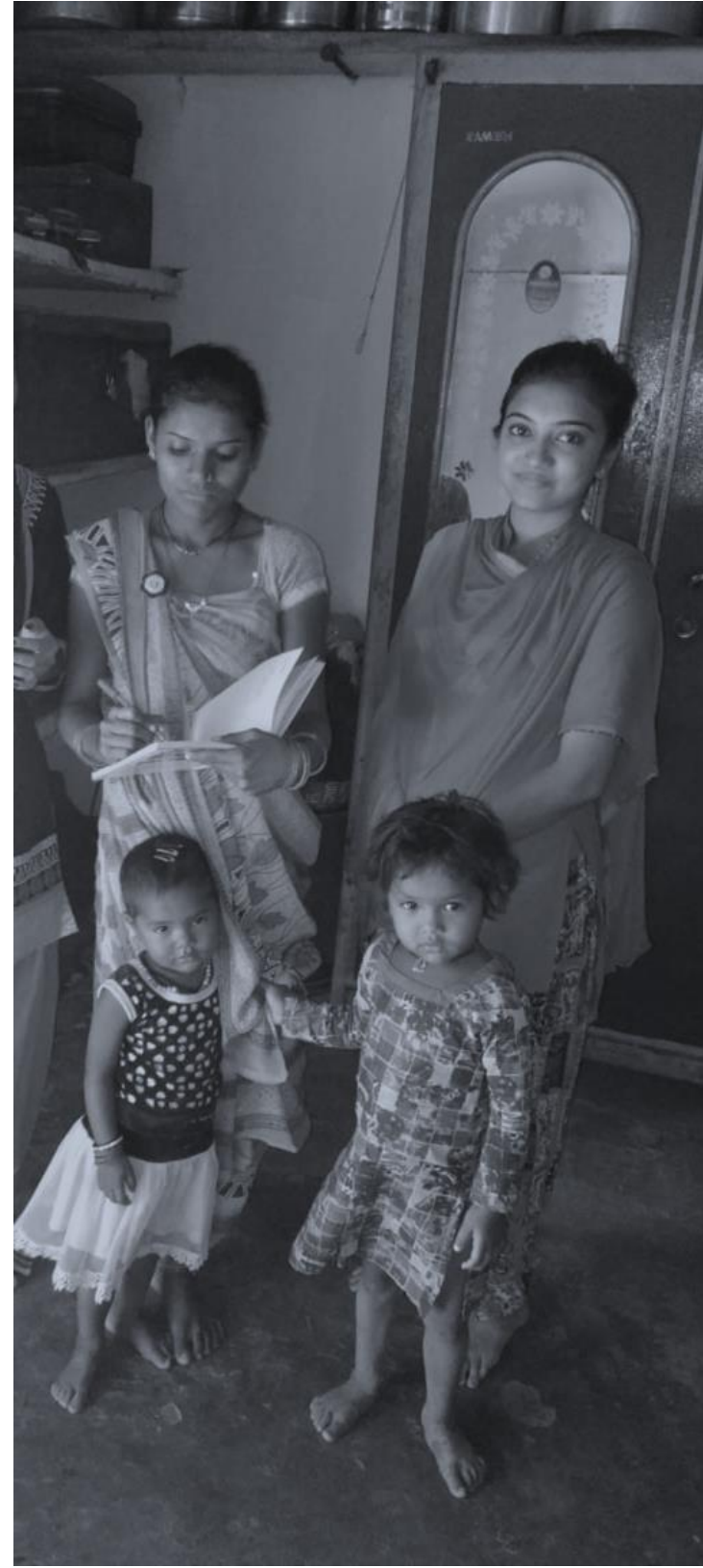
India announced the Sarva Shiksha Abhiyan in 2000 [1] with the goal of providing basic primary education to every child in India. Since then, great strides have been made in providing access to education to every child. In 2016, primary school enrollment rates were at about 90% [2].

However, the challenge has shifted from children getting access to schools to children actually learning once enrolled. National education surveys have consistently shown that majority of Indian students fail to gain desired skills at the end of five years of primary school. A 2012 study by ASER [3] found that:

- 53% of class 5 students could not read class 2 level texts competently
- 75% of class 5 students were unable to solve questions involving class 4 division
- Alarming, by class 8, 24% of students could not read at the class 2 level or above

Clearly, learning gaps not only continue but also accumulate over time, causing students who are lagging behind in early grades to fall even further behind as they progress to higher grades. Since no child can be held back or required to pass a board examination until class 10 as per the Right to Education Act [4], children in government schools are allowed to move to the next grade even if they do not achieve the required level of competency.

Additionally, schools often lack resources necessary to effectively educate students. A simple comparison of student to teacher ratios from 2004 illustrates the problem: the ratio was 40 students under a teacher in India compared to 16.4 students in G7 countries [5]. Students in government schools also lack the financial means for private tuition. Ultimately, students who have fallen behind tend to lose interest and drop out.





# PROGRAM MOTIVATION

After a decade of working with underprivileged children who could not afford to go to school in Ahmedabad and surrounding areas, Vidhya Bharati Foundation decided to focus on solving the academic deficit that exists in government schools. Their Learning Enrichment Program is specifically designed to build capacity of weaker students over time using innovative play-way methods. The program is easily implementable in school premises without causing disturbance to regular classes.

The team at Vidhya Bharati believes that when children are grouped by ability rather than by grade, and taught using methods and materials appropriate to their level of ability, they can overcome learning deficiencies. They train members from the local community to act as teachers who can work with groups of 15-20 students every day for a few hours. Additionally, the foundation also focus on life skills towards the end of the program to help with character development through their 'life camps'.

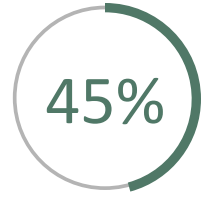


# RESULTS

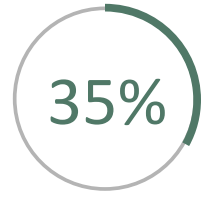
Results and progress were measured using fortnightly surveys and tests which allowed the team to adapt classes further to student need and ability. Using such a method of education, results obtained within a short period of time were truly amazing:



Students could identify and write the Gujarati alphabet within 6 months



Grade 3-5 students could identify numbers till 1,000 along with place value by the end of half a year



Students could read and write alphabets within the first month itself



Students could write words with a 'matra' by the end of six months



Students could perform simple addition puzzles within a period of 6 months





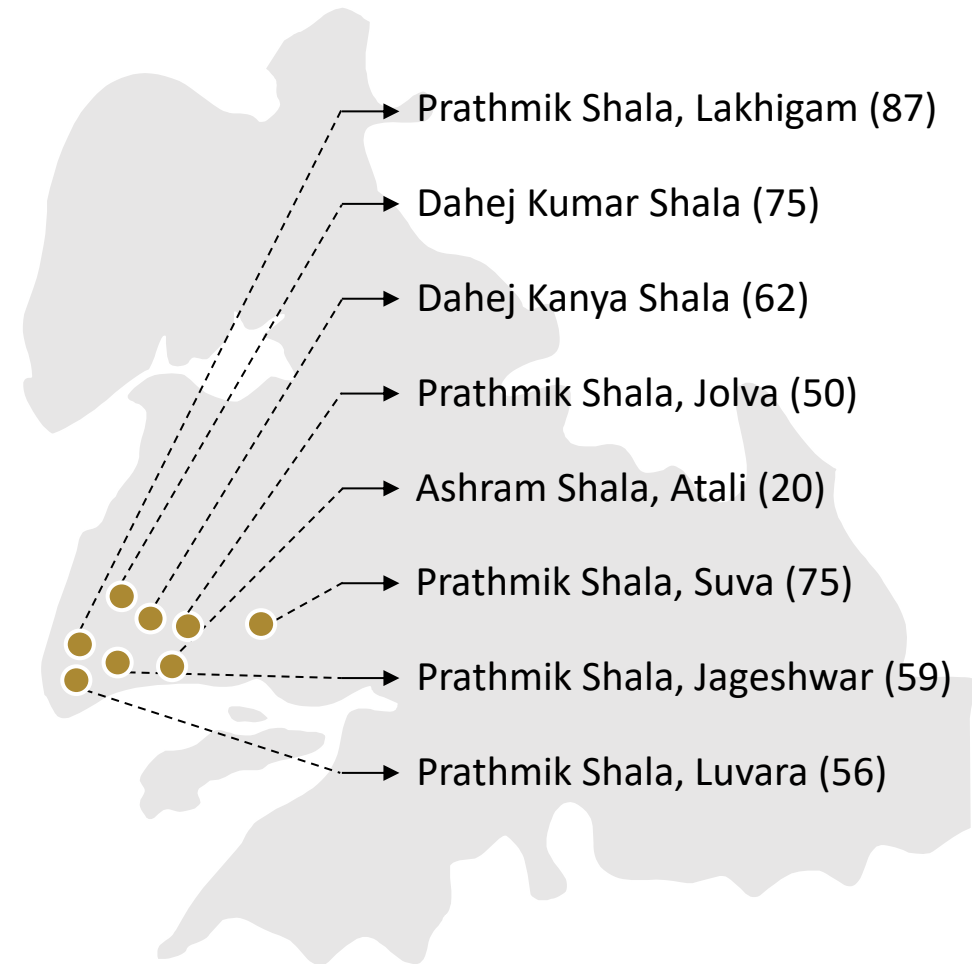
# PROGRAM SETUP

With their mission of erasing the academic deficit in government primary schools, the team at Vidhya Bharati approached the Adani Foundation with a proposal for a unique, innovative and easy to implement program. The Foundation wanted to help in minimizing the local education gap and provided its full support. The Vidhya Bharti team then undertook and completed a feasibility study of schools in Dahej to finalize a group of 7-8 schools for program launch. The schools were selected on the basis of factors such as student count, classroom availability etc.

Now that they had their classrooms, the team needed children and teachers. Candidates from the local community were invited for the post of teachers and 8-10 academic staff were selected after comprehensive written, psychometric and verbal interviews. These candidates were provided intensive training over 4 days as well as additional training during the program.

Lastly, tests were conducted across schools to identify students in need of help with studies. Academically, the focus was on fluency in Gujarati and arithmetic. Math is an integral part of primary education and the rationale for focusing on Gujarati was that once a child can read and write, they can manage other subjects relatively better.

The tests also helped the team establish a baseline which could be used to monitor and evaluate results during program implementation. According to the tests, almost 25% of students each year were in need of remedial coaching.



**Students in LEP  
classes since 2017**



# PROGRAM IMPLEMENTATION

Classes were started after selection of student groups and baseline survey. Students were divided into groups on the basis of their learning levels in Gujarati and Mathematics respectively. Every student started at level 0 and progress through successive levels was tracked through comprehensive fortnightly evaluations.

<b>Level 0</b>	Cannot write or read Gujarati	Unable to identify numbers
<b>Level 1</b>	Able to identify and write alphabets	Identify numbers till 100 with place value
<b>Level 2</b>	Write words of 3-4 simple alphabets	Identify numbers till 1,000 with place value
<b>Level 3</b>	Write words with choti E ki matra	Identify numbers till 10,000 with place value
<b>Level 4</b>	Words with badi E (ঐ) or chota U (ঊ)	Identify numbers till 100,000 with place value
<b>Level 5</b>	Write words with bade U ki matra (ঋ)	Able to calculate simple sums with carry
<b>Level 6</b>	Write words with 'kana' and 2 matras	Able to do simple sums and subtractions
<b>Level 7</b>	Write words with 'anuswar' and 2 matras	Use concept of borrowing in subtraction
<b>Level 8</b>	Write words with joint alphabets like 'ક્રમ'	Able to perform simple multiplication
<b>Level 9</b>	Able to write simple sentences	Able to do simple division
<b>Level 10</b>	Write longer sentences; read paragraphs	Able to do mix of calculations

Student had two to three hours of classes each day over a period of months. Classes were conducted throughout the day to accommodate student availability. Teaching was done in a fun-game based manner rather than normal instructional medium. As a result, students felt they were playing rather than studying, increasing their participation and interest. Additionally, each student got an opportunity to answer in the games which ensured teachers could monitor progress of individuals. Along with remedial classes, the organization also ran a life skills and character-building curriculum to impart various skills that can help students withstand practical life challenges, as well as teach them the moral value of being a responsible citizen.

The 'life skills' course is designed for students in grades 6 to 8. It includes activity based lessons for each standard. There is a total of 90 lessons course for grades 6 to 8. The syllabus is designed based on the following topics:

- Self-awareness
- Communication
- Emotional intelligence
- Sensitivity
- Problem solving capability
- Interpersonal relation
- Decision Making





# PROGRAM BENEFITS

Following features can be identified as key to the success of the Learning Enrichment program:

- In a small class, teachers can provide more individualized attention to each student. Also, as a member of the local community, program teachers are more familiar with and socially linked to the children.
- Remedial classes are conducted in a play-way method, unlike normal classes. This allows children initially uninterested in 'school' to feel as if they are playing rather than studying and hence, increases participation.
- Shifting children from the normal classroom benefits non-targeted children as well by reducing the effective student teacher ratio and allowing regular school instructors to proceed to more advanced topics.
- The program is easily replicated. Teachers are recruited locally, and trained as per need. They are also aware of local space constraints and more agreeable to adapting, so there is low overhead and capital costs.
- There is existing evidence that official teachers appreciate the extra help from the program teacher in reducing class size and helping out with some other basic administrative tasks at the school.





# TIMELINE

**2005**

## **The Beginning**

Vidya Bharati Foundation established by Haresh and Jeeta Trivedi to improve lives of children from low-income families through education.

**2008-14**

## **Bringing the school to children through SAVERA**

Initially, the organization worked with children of construction workers, children working as rag pickers, begging at traffic signal and living on the pavements in Ahmedabad. Since these children could not afford school, the team setup classes on the footpath as per availability of children.

**2015-16**

## **Expanding SAVERA**

Community based education centres setup in sections of Ahmedabad and classes started in schools across Sanand

**2017-19**

## **Start of LEP**

Learning enrichment program launched across 7 government schools in Dahej, Gujarat  
200+ students enrolled across grades 5-8; classes adapted to education level of children rather than grade.

**2019-20**

## **Expanding LEP**

Remedial classes started for 150+ students from grades 3-5 across 8 schools; first 'life camp' conducted for students

# REFERENCES

1. Sarva Shiksha Abhiyan – Website ([Link](#))
2. World Bank primary school enrolment data by country ([Link](#))
3. A Status of Education Report, Pratham 2012 ([Link](#))
4. Right to Education – Website ([Link](#))
5. Index Mundi – Teacher Pupil ratio by country ([Link](#))

# AUTHOR BIO

At the time of writing this report, I, Nikunj Bhimsaria, am a strategy consulting professional based out of Gurgaon, Haryana. I completed my undergraduate studies in Electronics and Instrumentation from Birla Institute of Technology and Science, Pilani in 2017. Before the global pandemic, I used to volunteer at a local non-profit working towards the establishment of community libraries in Gurgaon. Since the lockdowns took effect, I have been working as an online volunteer trying to help non-profits with impact assessment, content writing and research. I am also a volunteer with the United Nations Climate Development Fund, working on last mile financing for Least Developed Countries.

The report tries to be comprehensive to the extent possible by analyzing data available for student progress, interviews with key personnel and testimonials from stakeholders. In the interest of transparency, I am attaching a copy of all the data analyzed for the purposes of this report.



Dahej LEP  
Enrollment.xlsx



Dahej LEP Student  
Monitoring.xlsx

# ABOUT THE FOUNDATION

Vidhya Bharati Foundation is a non-government, professionally managed, not for profit organization registered in 2005 under The Bombay Public Trust Act. Their teams work with underprivileged children, youth and women, focusing on their education, skill development, awareness and empowerment.

Since 2015-16, the NGO has started working in government primary schools. Presently they are working in 19 schools across Ahmedabad, Sanand, Dahej areas of Gujarat and 3 community based education centers in Ahmedabad. They have a team of professionally qualified and experience employees of academic field.

## **Details for getting in touch:**

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