

7 *Years of* Impactful Partnership in Chhattisgarh



Impact Report

2015-22

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- Partnered with the Government of Chhattisgarh**
- Provided** English FLN Kit, Math FLN Kit
- Tech-enabled** teachers with Sampark Smart Shala App, Gamified Assessment and Speak English
- Trained** the teachers to create an impact
- Monitored** Teachers and Learning Outcomes among 38.2 Lakh Children

04 Third Party Impact Assessment (KPMG)





P1

7 Years of Impactful Partnership

38.2 Lakh Children Impacted

7 Years of Partnership



Solving an Unsolved problem in Chhattisgarh

It was 2015, when we asked ourselves – how can we transform learning outcomes in 33,000 Government schools in Chhattisgarh where nationally 4 out of 5 children in grade 5 could not read grade 2 text and 8 out of 10 children could not solve previous grade questions despite doubling of investment in education over the last decade.

Samagra Shiksha and Sampark Foundation entered in a long-term strategic partnership with a belief that by leveraging design thinking we could build innovative solutions that would bring excitement back into the classroom.

This partnership led to **the beginning of a change** across the primary schools of Chhattisgarh, however the road was long and hard.



4/5

Children in Grade 5 could not read Grade 2 Text nationally



8/10

Children could not solve previous Grade question nationally





7 Years of Partnership



First, we introduced the innovative Sampark Smart Shala Math and English FLN Kits to help teachers teach math from concrete to abstract and English through Listening and Speaking before Reading and Writing. These kits included innovative manipulatives, board games and an audio box with a voice mascot called Sampark Didi, who brought the class to life with songs and music to make learning a joyful experience.

Second, we introduced Sampark Smart Shala mobile app for teachers with lesson plans, mock teaching videos and question banks mapped to Chhattisgarh Textbooks to help teachers teach in the right sequence and in the right way. Today 55,784 teachers are on this platform viewing resources that have made teaching and learning significantly easier.

Third, based on the popular KBC format, we brought gamified AI-driven assessment called Sampark Didi Ke Sawaal to the classroom. This innovation took away the fear of exams and made assessments fun.

And finally, the **fourth** innovation was an AI-driven Speak English program where all Chhattisgarh textbooks were animated with a unique button for the child to record and test their pronunciations. This innovation had a significant impact on enhancing teachers' ability to teach English and a child's ability to speak and comprehend English.



7 Years of Partnership



All these 4 innovations were wrapped around extensive teacher training at every block level and monitoring at the school level by our Sparks and Samagra Shiksha, Government of Chhattisgarh.

This has helped us achieve upto 56% increase in learning outcomes in Chhattisgarh government schools as per independent assessment by KPMG.

We have touched lives of 38.2 Lakh children and will continue exploring new ideas, innovations, and new ways to ensure that no child is ever left behind – because we all at Samagra Shiksha and Sampark Foundation care!

Impact Created since 2015 by Samagra Shiksha & Sampark:



30,595
Schools Covered



2,25,347
Teachers Trained



38.2 Lakh
Children Impacted

Program Summary

Schools Impacted

30,595

SSS Users

55,784

SSS Resources used

6,71,953

SSS Kits Distributed

86,308

Children Impacted

38,29,382

Teachers Trained

2,25,347

Overall Program Highlights

SSS Super Users

17,781

SSS Kits Distributed

100

SSS Resources used

Total Resources Used

1,51,278

Resources used per school

4.9

Subject Resources Used

English

72,597

Math

77,709

Other Subjects

972

Class Resources Used

FLN

1,31,203

Class 4-5

17,589

Other Resources Used

E-learning courses
completed

1,274



P2

Innovation Timeline

Innovation Timeline



Sampark Smart Shala Math Program was introduced in Chhattisgarh to help teachers teach Math from concrete to abstract.



Sampark Smart Shala English Program was introduced in Chhattisgarh to help teachers teach English through Listening and Speaking before Reading and Writing.



Sampark Smart Shala Mobile App was introduced to help teachers teach in the right sequence and in the right way and make teaching and learning significantly easier.



Speak English was introduced to encourage active learning of English language and help develop listening & comprehension skills among children, parents and teachers.



Gamified Assessment was introduced to take away a child's fear of exams and make assessments fun. The AI-based assessment module also helped identify learning gaps.





03

**7 Years of
Partnership
in 5 steps**

7 Years of Partnership in 5 steps

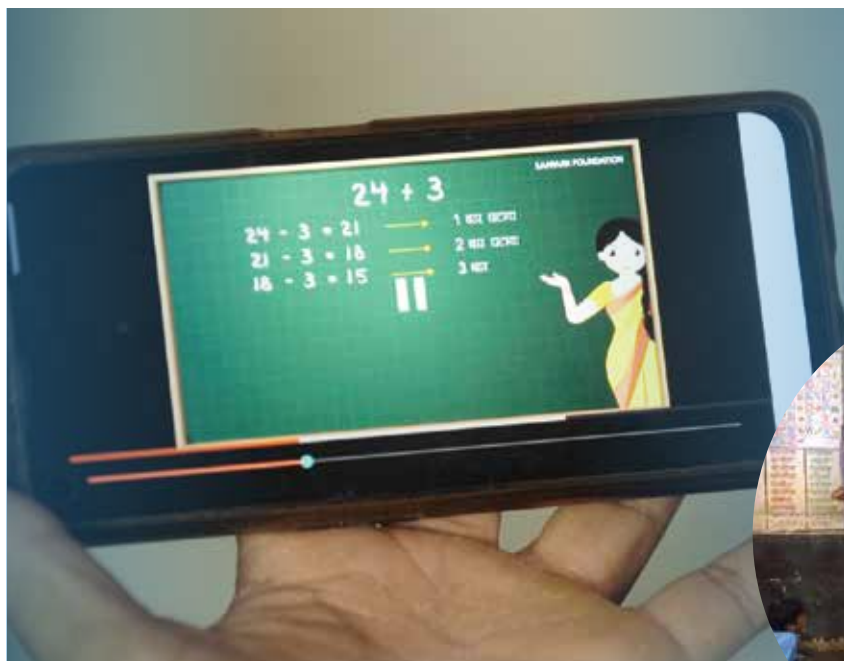


38.2 Lakh Children and Counting

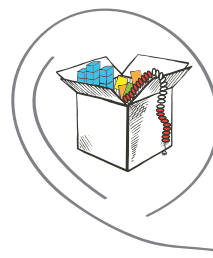
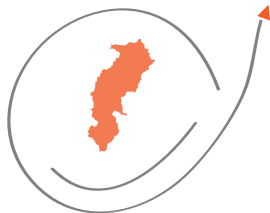
For innovations to trigger change, especially when it involves lakhs of children in government schools, it needs to find a mode of execution that works with the entire system and within the system. Without execution at scale, long-term change is not likely to happen. Sampark's Design Thinking innovation Centre produced a 5-step model of change to bring about state-wide transformation in learning outcomes by implementing the Sampark Smart Shala (SSS) program.

Samagra Shiksha supported us in implementing this 5-step model of change and together we have been able to reach and transform learning outcomes of as many as 38.2 Lakh children studying in the government primary schools in Chhattisgarh since 2015.





First
PARTNERED
with the
Government
Signed MoU
with the
Government of
Chhattisgarh to
rollout Sampark
Smart Shala™ in
33,000 schools
across 28
Districts.



Next
PROVIDED
Innovative
Manipulatives

86,208 English and Math
Kits and 100 Science Kits
were distributed in the
state to make learning a
joyful experience.



And
TECH-ENABLED
the teachers

55,784 teachers now
use the Sampark
Smart Shala™ mobile
app, Gamified
Assessment and
Speak English
program to teach
children in the right
sequence and the
right way.



Then
TRAINED
teachers in blocks
or villages

2,25,347 teachers
were trained to
use technology
and engage
children in
effective learning.

Finally
MONITORED
learning
outcomes
38.2 Lakh Children
monitored using
Independent
Assessment
Partners - KPMG.



SAMPARK SMART SHALA™

A 5-step model for change we followed to
bring about transformation in Chhattisgarh:

1. Partnered with the Government of Chhattisgarh

Impact – Achieved alignment of all education initiatives in the state.



Partnered with the Government of Chhattisgarh



Change at scale is impossible unless we work with the government, within their opportunities and constraints, to drive significant gains in learning outcomes. Since 2015, we at Sampark, along with Samagra Shiksha, have been closely working to drive significant gains in learning outcomes. The basis of our collaboration was a non-financial long-term MoU with the state government to impact 38.2 Lakh school children in 33,000 schools across 28 districts of Chhattisgarh, namely Balod, Balodbazar, Balrampur, Bastar, Bemetara, Bijapur, Bilaspur, Dantewada, Dhamtari, Durg, Gariyaband, Janjgir-Champa, Jashpur, Kanker, Kawardha, Kondagaon, Korba, Koriya, Mahasamund, Mungeli, Narayanpur, Raigarh, Raipur, Rajnandgaon, Sukma, Surajpur, Gaurela-Pendra-Marwahi and Surguja.



Signed MoU with Samagra Shiksha, Government of Chhattisgarh to roll out Sampark Smart Shala program in 33,000 schools

Under the partnership with the state government, both the parties took up separate responsibilities to make the program a success-



Partnered with the Government of Chhattisgarh



Sampark Foundation's and Samagra Shiksha's Responsibilities

- Investments made in the transformative program.
- Rolled out Sampark Smart Shala™ program in 30,595 schools in 28 districts.
- Trained one teacher per school, each in Math and English.
- Distributed Sampark Smart Shala™ Math and English kits.
- Provided the technology and platform to ensure monitoring.
- Developed new programs based on state requirements.
- Monitored 10% of the schools through Sparks and share monthly dashboards at District and State Level.
- Conducted and reported annual third-party evaluations.

State's Responsibilities

- Arranged teacher trainings for SSS for all teachers.
- Printed and disseminated SSS workbooks for children.
- Monitored program through the state and other district officers.
- Made SSS a part of the state dashboards at all administrative levels.
- Reviewed Progress and provided direction at all levels.
- Integrated SSS pedagogy in the state education framework.



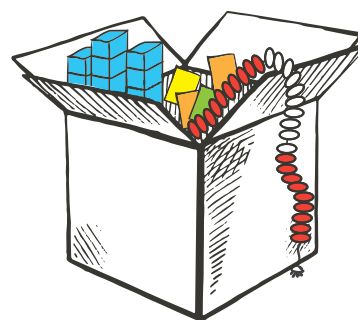
2. Provided 86,308 Manipulatives

Impact – Teaching became easy and learning easier!

Provided - Innovations to Improve Classroom Transactions

At the core of our design thinking approach is an assumption that if we can get a child excited about learning, nothing can stop her from getting to where she wants to go, irrespective of all the constraints she might face on the way. Hence, we provided children and teachers in Chhattisgarh with innovative learning and teaching materials developed by Sampark's Innovation Lab.

Over these 7 years, Samagra Shiksha and Sampark provided teachers with various innovations to impact and enhance learning outcomes. These frugal innovations included foundational literacy and numeracy (FLN) Kits for Math, English and Science to engage and inspire children to become the best version of themselves. The Sampark Smart Shala learning material is aligned with the SCERT curriculum and is based on the latest NIPUN guidelines of NEP 2020 and Samagra Shiksha.



Provided 86,208 Math & English FLN Kits and 100 Science Kits in the state



Provided Innovative Manipulatives



1 Math FLN Kit

Under this program, with Samagra Shiksha's support, we introduced the innovative Sampark Smart Shala Math FLN Kits in all the 30,595 schools to help teachers teach Math in the right way. The Math Sampark Smart Shala Kits included innovative Teaching Learning Materials, puzzles, counting beads, and board games – specially designed to work in rural classrooms and help explain concepts in linear steps: from simple to complex and concrete to abstract.

These engaging, colourful, and attractive manipulatives has helped 2,25,347 teachers in explaining the concepts to 38.2 lakh children in 28 districts of Chhattisgarh.





Provided Innovative Manipulatives



2 English FLN Kit

Next, with Samagra Shiksha's support, we introduced the English FLN Kit in all 30,595 schools to help teachers teach English through Listening and Speaking before Reading and Writing. The English Sampark Smart Shala Kits included innovative Teaching Learning Materials, flash cards, theme calendar, letters, puzzles, and an audio box with a voice mascot called Sampark Didi, who brought the class to life with songs and music to make learning a joyful experience.

These engaging, colourful, and attractive manipulatives has helped 2,25,347 teachers in explaining the concepts to 38.2 lakh children in 28 districts of Chhattisgarh.

What is quite interesting is that the methodology adopted and executed by Sampark Foundation in 2014-15 was finally accepted by the central government's ministry of education in the form of the NIPUN Bharat, FLN (Foundation Literacy and Numeracy) Mission in 2021 which points to the fact that our journey was on the right track and our thinking in this critical issue was way ahead of its time.

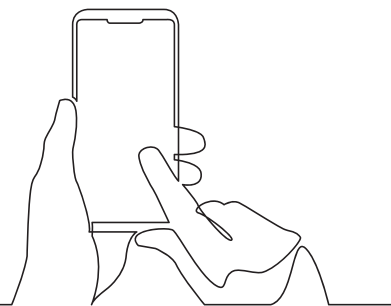


3. Tech-enabled teachers and children

Impact – Teachers now know
WHAT, WHEN and HOW to teach!



Tech-enabled teachers with frugal innovation



In the Third Step, we tech-enabled 55,784 teachers of Chhattisgarh with the Sampark Smart Shala Mobile App – which is a one-stop solution for exchanging ideas, sharing innovations, teaching with rhymes, stories, and many more interactive tools all mapped to the state syllabus.

The idea behind tech-enabling children and teachers was to uplift both – the **Giver (Teacher)** and **Receiver (Children)** whilst encouraging learning as an integral part of individual growth. Also, so that one teacher can effectively teach more children and no child is left behind.

The tech-enablement provided by Sampark is not a stand-alone intervention and is an integral part of the full learning cycle that integrated physical and digital pedagogy seamlessly. The focus is on learning personalized, self-paced learning experience. In Chhattisgarh, under the Samagra Shiksha and Sampark program, 55,784 teachers are using the Sampark Smart Shala App.

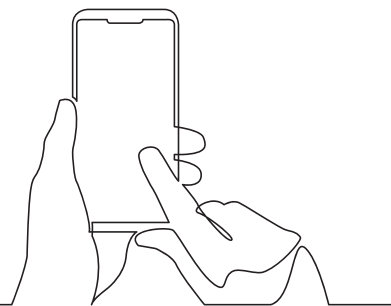
Three important elements that tech-enabled teachers, children and even parents in Chhattisgarh are Sampark Smart Shala App, Gamified Assessment and Speak English Program.



**Tech-enabled
55,784 Teachers
to use frugal
innovations to
improve learning
outcomes**



Tech-enabled with Frugal Innovations

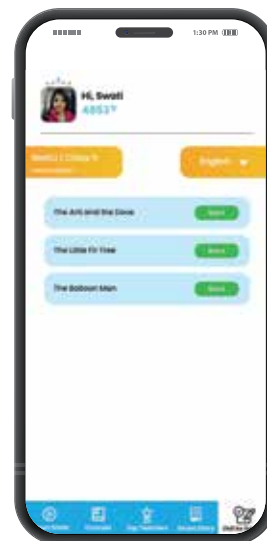
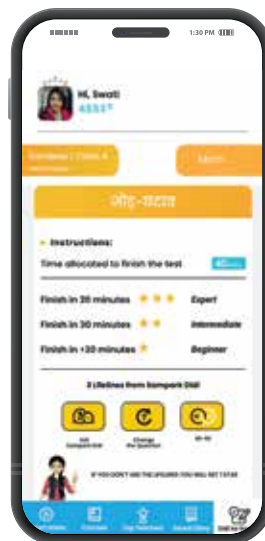
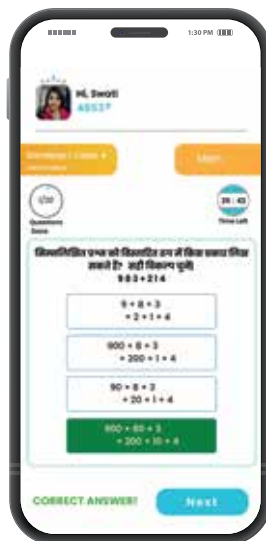
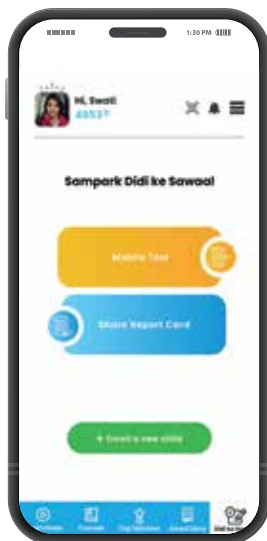


1 Sampark Smart Shala™ App

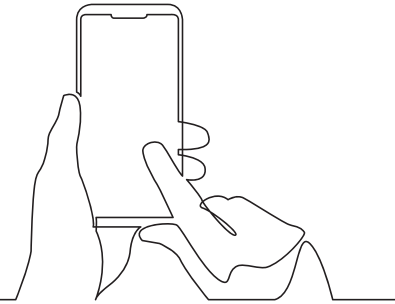
This mobile application is one of India's largest learning and development platform for primary government school teachers and children, which works without the internet and has thousands of teaching resources – subject-wise videos, puzzles, rhymes, riddles, worksheets, all mapped to the State curriculum. Available on the Google Play Store, Sampark Smart Shala is a free learning platform with over 17,781 active super users in the state. The app was designed and developed to make learning fun and interactive for children.

All teachers, who have been trained, now have the mobile application on their phone.





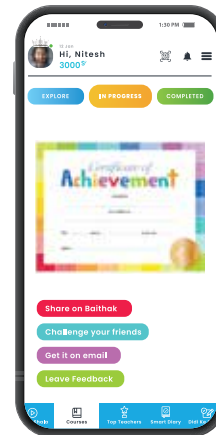
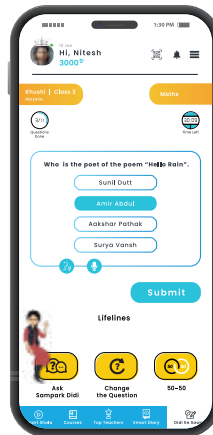
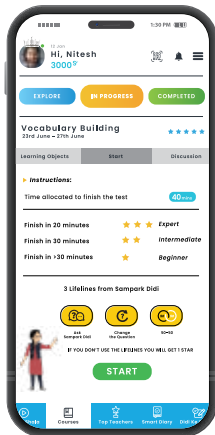
Tech-enabled with Frugal Innovations



2 Sampark Didi Ke Sawal: The Gamified Assessment

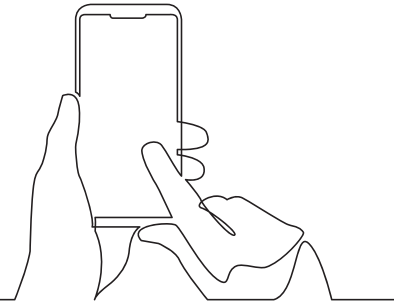
To make assessment experiential, learner-centred, flexible, and enjoyable, we have designed and developed a first-of-its-kind AI-based gamified test module that not only tests the child's learning but also delivers graphical analytics to the teacher on their mobile – enabling the teachers to track the learning journey of each child under their tutelage.

This fun-filled exercise is a response to the NEP's emphasis on treating assessment as a learning enabler rather than an evaluation that instils fear.





Tech-enabled with Frugal Innovations

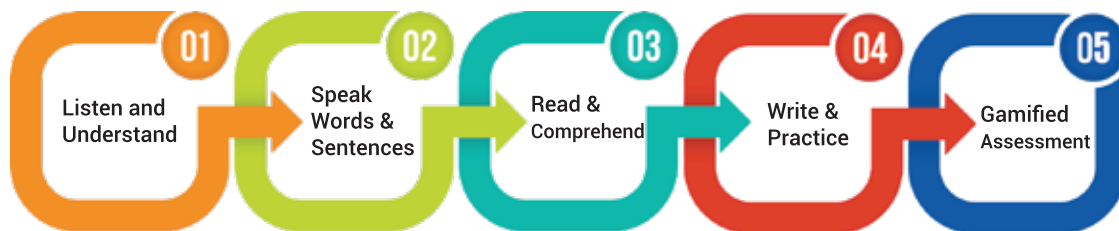


3 Speak English

Sampark Foundation, with Samagra Shiksha's support, has introduced another innovative intervention in the domain of language literacy as it encourages active learning of English language among children, parents and teachers.

We have made this easier with our Speak English program by first converting the state board's English textbooks into interactive talking books to help develop listening and comprehension skills. This AI-driven feature enables the child to correct their pronunciation of English words by recording it in their own voice and obtaining instant scores.

We have followed the LSRW (Learn, Speak, Read, and Write) approach and leveraged children's most favourite mascot – Sampark Didi to make learning more fun.



4. Trained 2,25,347 Teachers

Impact - Main bhi Sampark Didi
Teachers energized to act and teach
like Sampark Didi



Trained Teachers



Learning outcomes depend on the interface of the teacher and the child in what we call the 'learning zone'. The person most responsible for making learning happen is the school teacher. Thus, by putting Teachers First in everything we do, we could help them own and drive the change and claim credit for any improvement. Teachers first is an outcome of our design thinking methodology focuses on enabling teachers to teach in the best possible manner in the classroom, that is ignite the 'learning zone' to make learning fun, engaging and impactful.

In our fourth step in the model of change, Samagra Shiksha and Sampark trained 2,25,347 teachers in Chhattisgarh with a unique and interactive methodology that enabled teachers to understand how to deliver each concept using manipulatives in the classroom.



Trained 2,25,347 in the last 7 years to engage children in effective learning



Trained Teachers



Master trainers (appointed by the state governments) and Sampark Sparks trained teachers at the start of each academic year to ensure that the program is well understood and owned by teachers. Across all the schools, teachers who teach grades 1 to 5 have been trained in the interactive, activity-based pedagogy. A two-day mandatory training was combined with state training programs. Additionally, digital training and e-learning modules were provided to the teachers. The training was also provided to BRCs/CRCs.

The training covered all early grade Math and English concepts and introduced the teachers to the philosophy, methodology and use of Sampark TLMs. Refresher training was also conducted regularly with a peer-to-peer problem solving approach.

During the pandemic, multiple online training sessions were also conducted to train and enable 2,25,347 teachers to leverage the learning resources in our Sampark Smart Shala App as well as our TLMs. The training and video lessons available on the app enabled the teachers to use multiple approaches to explain concepts to the children, and also prepare and plan in advance the syllabus of upcoming classes.



5. Monitored Teachers and Learning Outcomes among 38.2 Lakh Children

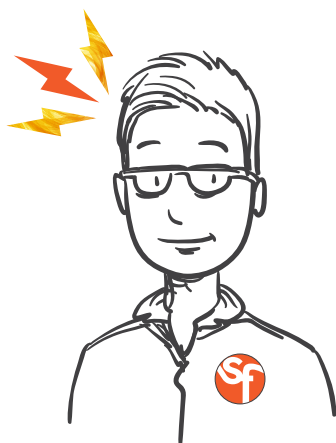
Impact – Motivation through reward and recognition of teachers, schools, and blocks.

Monitored teachers and learning outcomes



In the Fifth Step, we monitored learning outcomes in the school children of the 28 Districts of Chhattisgarh. We leveraged the existing education infrastructure and personnel and incorporated regular monitoring of schools by nodal persons and on-site support made available by Sparks (Sampark personnel on ground) to teachers.

Basis the monitoring data, regular meetings took place between Sampark and State/District representatives to monitor and take corrective action to ensure the success of the program. Monthly performance reports were sent to School administrators via the Sampark Smart Shala app.



Monitored teachers and learning outcomes among 38.2 Lakh children using Independent Assessment Partners – KPMG

**Top 10
Districts**

| | | | |
|---|------------------|----|------------|
| 1 | Korba | 6 | Kawardha |
| 2 | Balodabazar | 7 | Mahasamund |
| 3 | Gariaband | 8 | Raigarh |
| 4 | Janjgir - Champa | 9 | Bilaspur |
| 5 | Dantewada | 10 | Koriya |

Top 50 Blocks

| S.N. Blocks | Districts | S.N. Blocks | Districts |
|--------------------|------------------|-----------------|------------------|
| 1 Pondi-uproda | Korba | 26 Bagbahara | Mahasamund |
| 2 Katghora | Korba | 27 Pali | Korba |
| 3 Baloda | Janjgir - Champa | 28 Saraypali | Mahasamund |
| 4 Gariaband | Gariaband | 29 Kharsia | Raigarh |
| 5 Pithora | Mahasamund | 30 Kawardha | Pandariya |
| 6 Kota | Bilaspur | 31 Nawagarh | Janjgir - Champa |
| 7 Bilaigarh | Balodabazar | 32 Durg | Durg |
| 8 Dharamjaigarh | Raigarh | 33 Baloda | Janjgir - Champa |
| 9 Raigarh | Raigarh | 34 Bhaiyathan | Surajpur |
| 10 Kasdol | Balodabazar | 35 Bagbahra | Mahasamund |
| 11 Sakti | Sakti | 36 Bataoli | Surguja |
| 12 Balod | Janjgir - Champa | 37 Pratappur | Surajpur |
| 13 Palari | Balodabazar | 38 Daundi | Balod |
| 14 Dharshiwa | Raipur | 39 Patan | Durg |
| 15 Gourela | Bilaspur | 40 Basna | Mahasamund |
| 16 Dhamtari | Dhamtari | 41 Baloda Bazar | Balodabazar |
| 17 Bamhnindih | Janjgir - Champa | 42 Sarangarh | Raigarh |
| 18 Nagri | Dhamtari | 43 Lormi | Mungeli |
| 19 Sahaspur Lohara | Kawardha | 44 Simga | Balodabazar |
| 20 Saja | Bemetara | 45 Khadgava | Koriya |
| 21 Bhopalpatnam | Bijapur | 46 Manpur | Rajnandgaon |
| 22 Kartala | Korba | 47 Katekalyan | Dantewada |
| 23 Arang | Raipur | 48 Bilha | Bilaspur |
| 24 Mainpur | Gariaband | 49 Charama | Kanker |
| 25 Pamgarh | Janjgir - Champa | 50 Baderajpur | Kondagaon |

Top 100 Schools

| S.N. | School Name | District |
|------|-----------------------------------|------------------|
| 1 | Govt Primary School Sutarra | Korba |
| 2 | Govt Primary School Juna Dih | Korba |
| 3 | Govt Primary School Nagoibachhera | Korba |
| 4 | Govt. Ps Ganj Kota | Bilaspur |
| 5 | Govt. Primary School Jevradih | Raipur |
| 6 | Govt Ps Rusey | Bemetara |
| 7 | Govt.ps Badepara,kongera | Kondagaon |
| 8 | Govt Ps Sabar | Balodabazar |
| 9 | Govt Ps Khusrupali (Bk Bahara) | Mahasamund |
| 10 | Govt P S Khursidih (Ssa) | Raipur |
| 11 | Govt P S Kheditkra (Ssa) | Gariaband |
| 12 | Govt Primary School Sarora | Raipur |
| 13 | Govt Primary School Mudiyadih | Balodabazar |
| 14 | Govt. Ps Sardar Patel Durg | Durg |
| 15 | Govt Unnyan P.S. Amadi | Dhamtari |
| 16 | Govt.jan Ps Kurda[Edu] | Janjgir - Champa |
| 17 | Govt. Primary School Chicha | Raipur |
| 18 | Govt Ps Durugpali | Mahasamund |
| 19 | Govt Primary School Atari | Korba |
| 20 | Govt Ps Bharripara Palari | Balod |
| 21 | Eps Loharpara(Ssa) | Raigarh |
| 22 | Govt. Ps Bandhvapara (Ssa) | Bilaspur |
| 23 | Govt.ps.rampur | Raigarh |
| 24 | Govt P.S. Keint Tarai | Dhamtari |
| 25 | Govt.p.s. Devari(Edu) | Janjgir - Champa |
| 26 | Govt Primary School Bodarapara | Korba |
| 27 | Govt Ps Tandapara Remda | Mahasamund |
| 28 | Govt P S Amdi M (Twd) | Gariaband |
| 29 | Govt. P.S.Ghumka | Balod |
| 30 | P.S. Putukela | Surguja |
| 31 | Govt. Ps Bagdabri[Edu] | Janjgir - Champa |
| 32 | G.P.S.Patpar | Kawardha |
| 33 | Govt Primary School Patelpara | Korba |

Top 100 Schools

| S.N. | School Name | District | S.N. | School Name | District |
|------|--------------------------------------|------------------|------|---|------------------|
| 34 | Govt. Practionary School Bhadrupali | Balodabazar | 67 | Govt Ps Bhendarwani | Bemetara |
| 35 | Govt Primary School Chandkhuri Gram | Raipur | 68 | Govt. Primary School Ranitarai | Rajnandgaon |
| 36 | Govt. Ps. Badedeogaon | Raigarh | 69 | Govt. Primary School Kurud (Baradera) | Raipur |
| 37 | Govt. Primary School Pateltole Dokla | Rajnandgaon | 70 | Govt Primary School Mudabhantha | Korba |
| 38 | Primary School Suklabhata | Gariaband | 71 | Govt P S Bhathapara Budena | Janjgir - Champa |
| 39 | Govt Ps Temri | Balodabazar | 72 | Govt. Primary School Bhathapara Borenda (Ssa) | Durg |
| 40 | Govt Ps Girvar (Twd) | Bilaspur | 73 | Govt New Primary School Paras Nagar | Raipur |
| 41 | Govt.nps Budhibhatha Baghauda (Ssa) | Janjgir - Champa | 74 | Govt Primary School Bhanthapara | Korba |
| 42 | Govt. Primary School Mohba | Rajnandgaon | 75 | Govt Primary School Bhelva Dongri | Korba |
| 43 | Govt. Ps. Kurrha | Raigarh | 76 | Govt Ps Irikpal Arkot | Baster |
| 44 | Govt Ps Sarangpuri | Dhamtari | 77 | Govt Ps Banigirola | Mahasamund |
| 45 | Govt. P.S. Beltara | Dhamtari | 78 | Govt Primary School Lalpur | Raipur |
| 46 | P.S. Birkona | Kawardha | 79 | Govt. Ps Gadvat | Bilaspur |
| 47 | Govt Primary School Achanakpur | Korba | 80 | Govt. Jp. P.S. Jaitpur | Bilaspur |
| 48 | Govt.ps Penderwani | Balod | 81 | Govt New Primary School Sarora (Ssa) | Raipur |
| 49 | Govt Aashram School Singhiya | Korba | 82 | Govt Ps Pretendih | Mahasamund |
| 50 | P.S.Chinapahari | Surguja | 83 | Govt Ps Aurabhata | Balod |
| 51 | Govt. Primary School Sarnabahal | Gariaband | 84 | Govt Ps Dihpara Baseen | Bemetara |
| 52 | Govt Ps Jamaruwa | Balod | 85 | Govt. Ps. Thelkabhantha | Raigarh |
| 53 | Govt. Primary School Khairwahi | Kanker | 86 | Govt. P.S. Sarstal | Surajpur |
| 54 | Govt. Primary School Pachari | Balodabazar | 87 | Govt.s. Ashram Sala. Pondum | Dantewada |
| 55 | Twd. Ps. Lamikhar | Raigarh | 88 | Govt. Primary School Kukra | Raipur |
| 56 | Govt P S Barula (Twd) | Gariaband | 89 | Govt New Primary School Bhatapara Samoda(Ssa) | Raipur |
| 57 | Govt. Primary School Lingadih | Raipur | 90 | P.S. Semraha | Kawardha |
| 58 | Govt. Ps Gadholi (Edu) | Janjgir - Champa | 91 | Govt Primary School Darripara (Pasan) | Korba |
| 59 | Govt. Ps Majha Gaon | Bilaspur | 92 | Govt Ps Pathra Tola (Twd) | Bilaspur |
| 60 | .govt.p.s.khapradih[Ravan] | Balodabazar | 93 | Govt Ps Bhadora | Balodabazar |
| 61 | Govt. Ps Limbhatha[Edu] | Janjgir - Champa | 94 | Govt Primary School Binori | Balodabazar |
| 62 | Govt Ps Badeloram | Mahasamund | 95 | Govt. Practionary School Dhandhani | Balodabazar |
| 63 | P.S.Karmipara | Surguja | 96 | Govt Ps Magarghata | Bemetara |
| 64 | Govt Ps Chandkhuri | Mahasamund | 97 | Govt Ps Madkada | Balodabazar |
| 65 | Govt Ps Basantpur[Edu] | Janjgir - Champa | 98 | Govt. Ps Piraiya | Bilaspur |
| 66 | Govt Primary School Kukera | Raipur | 99 | Govt. Ps Kurhipara (Ssa) | Bilaspur |
| | | | 100 | Govt. Primary School Khola | Durg |

| S.N. | Teacher's Name | District | S.N. | Teacher's Name | District | S.N. | Teacher's Name | District |
|------|-------------------------|------------------|------|------------------------|------------------|------|--------------------------|------------------|
| 1 | Mahettar Lal Patel | Korba | 34 | Duryodhan Singh Markam | Gariaband | 67 | Yashwant Kumar Dubey | Balodabazar |
| 2 | Sawan Singh Mashram | Korba | 35 | Ku Monu Gupta | Kawardha | 68 | Nagesh Chandrakar | Korba |
| 3 | Jp Dixena | Korba | 36 | Pankaj Singh Rajput | Durg | 69 | Mahraj Singh Ureti Ureti | Bilaspur |
| 4 | Bharti Patel | Korba | 37 | Dogendra Kunjam | Bemetara | 70 | Dileep Kumar Joshi | Balodabazar |
| 5 | Smt Laxmi Tiwari | Korba | 38 | Dileshwari Ogrey | Korba | 71 | Suman Chaturvedi | Raipur |
| 6 | Sushma Sahu | Korba | 39 | Rinku Rani | Raipur | 72 | Benu Ram Baghel | Gariaband |
| 7 | Kiran Kashyap | Korba | 40 | Sukbati Pusam | Kawardha | 73 | Kusumlata Uike | Balod |
| 8 | Jalhotri Chauhan | Korba | 41 | Kashiram Patel | Korba | 74 | Shakuntala Chandrakar | Raipur |
| 9 | Narayan Singh Paikra | Korba | 42 | Savitri Sahu | Raipur | 75 | Anita Singh | Raipur |
| 10 | Kartikeshwar Singh | Balodabazar | 43 | Hemwati Sahu | Janjgir - Champa | 76 | Narendra Kumar Sahu | Balodabazar |
| 11 | Ramkumar Harjpal | Korba | 44 | Umend Singh Rawte | Bemetara | 77 | Ramprasad Netam | Dhamtari |
| 12 | Sunita Kurrey | Bilaspur | 45 | Hingula Bhoi | Mahasamund | 78 | Anil Pandey | Kawardha |
| 13 | Niranjan Lal Patel | Raigarh | 46 | Arjun Ram Verma | Bemetara | 79 | Karuna Netam | Kondagaon |
| 14 | Laxmi Narayan Verma | Balodabazar | 47 | Manju Patel | Raigarh | 80 | Ishwari Sinha | Gariaband |
| 15 | Bhooshan Lal Chandrakar | Mahasamund | 48 | Mohit Kumar Kaiwartya | Balodabazar | 81 | Jagdish Ch. Suryawanshi | Koriya |
| 16 | Narayani Dewangan | Balodabazar | 49 | Sushama Bagga | Raipur | 82 | Varun Kumar | Dhamtari |
| 17 | Vishnucharan Patel | Mahasamund | 50 | Manoj Kumar Chandrakar | Bilaspur | 83 | Vinay Jha | Korba |
| 18 | Mrs Chetna Sahu | Balod | 51 | Punarat Nishad | Gariaband | 84 | Smt Yogeshwari Jaiswal | Korba |
| 19 | Pushpanjali Khan | Bilaspur | 52 | Vandana Tiwari | Kawardha | 85 | Kumari Bai Yadav | Janjgir - Champa |
| 20 | Kiran Painkra | Raigarh | 53 | Jeevan Lal Rathore | Janjgir - Champa | 86 | Bhuneshwari Sahu | Kawardha |
| 21 | Pardeshi Lal Katakwar | Baloda | 54 | Gajendra Kumar | Durg | 87 | Rekha Sahu | Raipur |
| 22 | Chunni Dewangan | Janjgir - Champa | 55 | Sunita Lahare | Balod | 88 | Smt Renu Kanwar | Korba |
| 23 | Somdudd Sahu | Dhamtari | 56 | Lala Ram Yadav | Korba | 89 | Raghuvir Sahu | Kanker |
| 24 | Digeshwar Kumar Sahu | Gariaband | 57 | Ramkumar Bhaskar | Mungeli | 90 | Satynarayan Jangati | Bijapur |
| 25 | Mr Ishwar Kumar Sahu | Raipur | 58 | Sangeeta Rathore | Bilaspur | 91 | Anita Singh | Surajpur |
| 26 | Yogeshwar Kumar Sahu | Balodabazar | 59 | Aradhana Dhruwe | Bilaspur | 92 | Dew Prasad Komre | Rajnandgaon |
| 27 | Trilok Singh Maravi | Korba | 60 | Sushil Kumar Pradhan | Mahasamund | 93 | Satynarayan Jangati | Bijapur |
| 28 | Santosh Kumar Tarak | Gariaband | 61 | Ranjay Kumar Singh | Surajpur | 94 | Smt Neera Patel | Mahasamund |
| 29 | Kiran Dhruw | Gariaband | 62 | Dilkesh Kumar Madhukar | Korba | 95 | Prakash Singh | Raigarh |
| 30 | Sushila Dewangan | Raigarh | 63 | Netram Verma | Rajnandgaon | 96 | Nema Thakur | Raipur |
| 31 | Bhama Diwan | Mahasamund | 64 | Parmeshwari Fekar | Balodabazar | 97 | Dinesh Dewangan | Raigarh |
| 32 | Godawari Sahu | Gariaband | 65 | Priyanka Pandey | Janjgir - Champa | 98 | Vishwanath Panda | Raigarh |
| 33 | Omprakash Dahare | Dhamtari | 66 | Vinod Chandrakar | Raipur | 99 | Lokeshwar Sahu | Dhamtari |

| S.N. | Teacher's Name | District | S.N. | Teacher's Name | District | S.N. | Teacher's Name | District |
|------|-----------------------|------------------|------|-----------------------|------------------|------|------------------------|------------------|
| 100 | Sanau Ram Nag | Kondagaon | 133 | Harish Kumar Patel | Janjgir - Champa | 166 | Lihan Gawre | Rajnandgaon |
| 101 | Bhooshandas Sahu | Rajnandgaon | 134 | Gangotree Thakur | Kanker | 167 | Vikas Kumar Bhagat | Raigarh |
| 102 | Ashok Kumar Sahu | Korba | 135 | Purnima Netam | Bemetara | 168 | Manju Markam | Narayanpur |
| 103 | Mamta Panigrahi | Mahasamund | 136 | Khub Chand Verma | Balodabazar | 169 | Chudamani Sarthi | Janjgir - Champa |
| 104 | Premalata Sahu | Balod | 137 | Shiv Narayan Yadav | Balrampur | 170 | Sunita Sahu | Balodabazar |
| 105 | Pradip Bakhla | Surguja | 138 | Rajiv Gupta | Jashpur | 171 | Indulata Sinha | Kawardha |
| 106 | Aashif Khan | Korba | 139 | Kedar Nath Sahu | Mahasamund | 172 | Komal Dhankar | Kawardha |
| 107 | Jagpal Chandroal | Kawardha | 140 | Akash Shrivastava | Kawardha | 173 | Surendra Dansena | Raigarh |
| 108 | Mrinalini Bhoi Yg | Mahasamund | 141 | Shilpa Bhagdikar | Raipur | 174 | Varsha Jain | Janjgir - Champa |
| 109 | Ramesh Kumar Jaiswal | Korba | 142 | Lekh Chand Kanwar | Rajnandgaon | 175 | Kamal Singh Paikra | Balodabazar |
| 110 | Prafull Yadav | Balodabazar | 143 | Laxmi Kumar Dadsena | Janjgir - Champa | 176 | Gayatri Khute | Korba |
| 111 | Doman Singh Dhurwe | Rajnandgaon | 144 | Kiran Mishra | Raigarh | 177 | Hardev Das Banjare | Bemetara |
| 112 | Rekha Sarwa | Dhamtari | 145 | Peela Devi Verma | Rajnandgaon | 178 | Champeshwar K. Sahu | Gariaband |
| 113 | Dharm Prasad | Surguja | 146 | Dharmendra K. Nawrang | Bilaspur | 179 | Chandrashekhar M. | Kondagaon |
| 114 | Gopi Charan Sahu | Bemetara | 147 | Chitrekha Singh | Korba | 180 | Roshan Dewangan | Durg |
| 115 | Shambhu Yadaw | Gariaband | 148 | Anil Kumar Mishra | Surguja | 181 | Mahendra Pradhan | Raigarh |
| 116 | Seema Rani Dewangan | Bemetara | 149 | Maya Devi Kshatriya | Dhamtari | 182 | Naresh Kumar Sahu | Dantewada |
| 117 | Laxminarayan Verma | Raipur | 150 | Narendra Markande | Kondagaon | 183 | Tulawati Kashyap | Baster |
| 118 | Aarti Bag | Raipur | 151 | Parmeshwar Kumar | Surguja | 184 | Satish Kumar Sao | Janjgir - Champa |
| 119 | Poornima Gedam | Kanker | 152 | Sanjay Dhruw | Balodabazar | 185 | Penkeshwer Manjhi | Gariaband |
| 120 | Jaikant Sahu | Janjgir - Champa | 153 | Smriti Gupta | Balodabazar | 186 | Jagdamba Sahu | Korba |
| 121 | Janki Choudhary | Raipur | 154 | Dhanurjay Singh Kondh | Raigarh | 187 | Amin Singh | Balrampur |
| 122 | Devesh Kumar Bhoi | Mahasamund | 155 | Divya Turkane | Raipur | 188 | Rajkishori Khalkho | Balod |
| 123 | Lokesh Kumar Verma | Kawardha | 156 | Dinesh Kumar Dhruwa | Rajnandgaon | 189 | Chandrashekhar Diwakar | Korba |
| 124 | Savitri Sahu | Bemetara | 157 | Kamlesh Paikara | Surajpur | 190 | Daneshwari Sahu | Kawardha |
| 125 | Shravan Uraon | Raigarh | 158 | Gyaneshwari Sahu | Dhamtari | 191 | Bhuneswalal Tande | Balodabazar |
| 126 | Rajendra Kumar Rajput | Korba | 159 | Anil Sahu | Janjgir - Champa | 192 | Chunnilal Sonwani | Gariaband |
| 127 | Balram Netam | Mahasamund | 160 | Purushottam Nikhar | Bilaspur | 193 | Jaynarayan Bhuarya | Rajnandgaon |
| 128 | Kalpna Singh Kanwar | Janjgir - Champa | 161 | Vijaylaxmi Rawat | Bemetara | 194 | Sahadev Ram Ch. | Rajnandgaon |
| 129 | Mukesh Kumar Ekka | Mungeli | 162 | Usatram Bhoi | Balodabazar | 195 | Hingula Bhoi | Mahasamund |
| 130 | Rajesh Kumar Aditya | Korba | 163 | Sheshnarayan Netam | Durg | 196 | Pushpa Barle | Gariaband |
| 131 | Kanhaiya Lal | Rajnandgaon | 164 | Tameshwar Lal Nishad | Dhamtari | 197 | Devchand Tandan | Dhamtari |
| 132 | Neelam Yadav | Kondagaon | 165 | Laxman Sahu | Gariaband | 198 | Dineshwari Thakur | Mahasamund |
| | | | | | | 199 | Umesh Guni | Rajnandgaon |
| | | | | | | 200 | Mahendra Sahu | Rajnandgaon |



Summary: Learning Outcomes Impact in Chhattisgarh

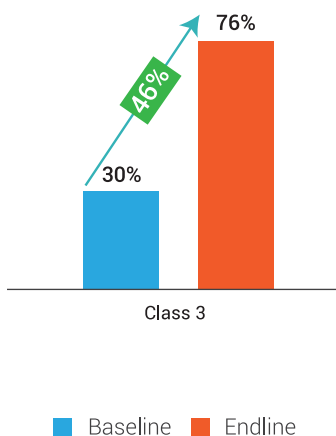


Independent Assessment by KPMG (Chhattisgarh), 2022

Since 2015, Sampark Foundation with the continuous support from Samagra Shiksha has been designing and delivering frugal innovations in the state of Chhattisgarh which are relevant to the policies and priorities of the country - especially the National Education Policy 2020.

The independent assessment by KPMG suggests that the impactful partnership between the two foundations has improved the overall performance of students studying in Chhattisgarh from 21.9% to 76.5%:

Learning Outcomes Chhattisgarh

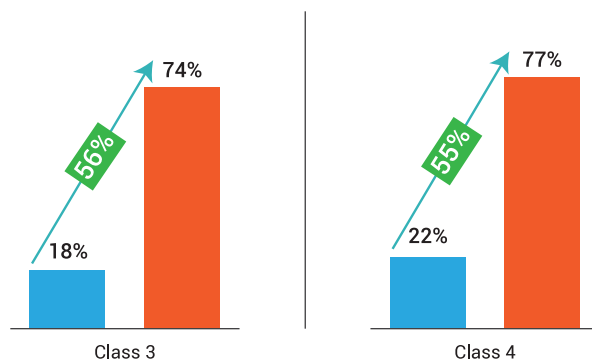






The study also suggests a significant improvement in learning outcomes of students studying Math in Class 3 and 4 as below:

Learning Outcomes of Class 3 and 4 in Math (Chhattisgarh)



Furthermore, the study also suggests that there was an overall improvement in the performance of Class 3 in English from 24.9% to 81.3%, that is, an increase of 56.4%

Learning Outcomes of Class 3 in English





P4

Third Party Impact Assessment



Learning Outcomes Assessment Report

Chhattisgarh State
2021-22

KPMG (Third Party Impact Assessment)



Sampark Foundation has been working in Chhattisgarh since 2014 and thus has been a long-time partner of the education department of the state. The current MoU was signed in 2018 between the Rajiv Gandhi Shiksha Mission, Government of Chhattisgarh and Sampark Foundation was signed in June 2018 and is valid for a period of five years.

The Rajiv Gandhi Shiksha Mission, Government of Chhattisgarh is responsible for education in Chhattisgarh across the schools.

As per the MoU, the joint programme has the following objective-

The Primary Program aims to make learning interesting, meaningful and effective for children and for this purpose to introduce the new practices developed by Sampark in a phased manner. It also aims to strengthen the capacity of the resource groups in the pedagogy of Mathematics & English through a collaborative process involving direct field-based experiences and create a basis for the sustainable improvement of the quality of learning in Chhattisgarh Primary Schools.

The Program will encompass classes 1-8 and will focus on developing the lesson plans and strategies for the same that can be used by teachers in the classroom that will facilitate improvement in learning outcomes.

The Program Goal was for Chhattisgarh to be among top 10 states in learning outcomes by 2023.

KPMG (Third Party Impact Assessment)



While the focus of the project is primarily on Maths and English and on primary classes, it may also be extended till class 8 and to include other subjects such as Environmental Studies and Science.

For the purpose of the evaluation, KPMG conducted stakeholder consultations the State Head at Sampark and with two Sparks to gather their perspective. The stakeholders were-

- Mr. Shailesh Parsai - State Head- Chhattisgarh, Sampark Foundation
- Mr. Sujay Biswas - Spark - Chhattisgarh, Sampark Foundation
- Mr. Suman Jain - Spark- Chhattisgarh, Sampark Foundation

Criteria I- Relevance



Relevance is the extent to which the intervention objectives and design respond to beneficiaries, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

i. Relevance to the needs of the beneficiaries

The programme has two sets of primary beneficiaries- teachers and students. The larger aim of the programme is to improve student learning outcomes and the medium of this is through training and provision of resources to the teachers. As per the State Head of Chhattisgarh, the SSS programme is very relevant. He has prior experience of government projects and has seen a marked difference in this project. The strong point of this project is the scale at which it operates- covering all primary schools of the geography.

Moreover, with the coming in of NEP 2020, the new pedagogy they've launched relating to Maths and English, with the special focus on LSRW is all the more relevant and forward looking. The government has also accepted the programme due to its relevance. The Chhattisgarh state head also said that there was significant acceptance from schools as well. Moreover, the stakeholders such as collectors- are also invested in the project and want the districts to do well. They have also observed a high degree of attendance of teachers in training since it's mandated by the state. As per the state head- the sparks have also reported good anecdotal impact of the programme – for example, some schools were using Sampark Didi for the school prayer during assembly. He also pointed out that the very fact that the Chief Minister's office is monitoring the programme is testament to the relevance of the programme.

Criteria I- Relevance



ii. Relevance to the policies and priorities of the state/country

- The project is relevant to the policies and priorities of the country- especially the National Education Policy 2020 and Samagra Shiksha Abhiyan.
- As per the Harvard Business School case study, Rajat Kumar, the Joint Secretary to the Chief Minister of Chhattisgarh at the time, remarked: "Very often, when NGOs came to us, they talked about pilots. Sampark's commitment was so much more than what we generally saw. They understood that we didn't want islands of great results, but that we wanted an intervention across all schools in the state. They brought the funding, the materials, the training, and their own accountability structure, which demonstrated to us their sincerity of purpose. We were not disbanding or changing our schools or teachers, their proposition was just to add value to the existing system." Each state held public inaugurations of the program. As Rajat noted, "[They] demonstrated that the government was taking part ownership of the project. [They] sent the message that the government was serious."

Criteria I- Relevance



| NEP Theme | What does the NEP Say ? | How is the SSS Project Aligned ? |
|---|---|---|
| Foundational Literacy and Numeracy: An urgent and Necessary Prerequisite to Learning | <p>The NEP places a great emphasis on the ability to read, write and perform basic operations with numbers, and calls it an 'indispensable prerequisite for all future schooling and lifelong learning'.</p> <p>It also points out that various surveys have established how a large proportion of the estimated 5 crore students in elementary school have not attained foundational literacy and numeracy.</p> <p>The NEP has declared attaining foundational literacy and numeracy to be an urgent national mission to be completed by 2025.</p> <p>National Mission on Foundational Literacy and Numeracy to be set up.</p> | <p>The SSS is directly aligned to the theme of improving literacy and numeracy. It focuses on English and Maths at the primary level and their work is focused on building fundamentals.</p> <p>Using the innovation of Sound Box- with the mascot Sampark Didi, Sampark uses the LSRW- Listening, Speaking, Reading, Writing and a 'whole language' approach to enhance literacy.</p> <p>The 3-D learning material and multimedia workbooks also support the teachers and students to ensure fundamental learning needs are met.</p> |

Criteria I- Relevance



| NEP Theme | What does the NEP Say ? | How is the SSS Project Aligned ? |
|--------------------------------|---|---|
| Technology Use and Integration | <p>While education will play a critical role in this transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional.</p> <p>Educational software and hardware will not just change what students learn in the classroom but how they learn</p> <p>An autonomous body, the National Educational Technology Forum (NETF), will be created to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration, and so on, both for school and higher education.</p> | <p>The SSS project uses technology and innovation for improving learning outcomes.</p> <p>The focus is on providing technology which is scalable and suitable for public schools. In this project, technological innovations are used to provide teachers with the relevant tools to be able to improve learning outcomes. These include- Sampark Didi, Soundbox, Sampark Smart Shala and Sampark Baithak applications and workbooks. These innovations come together in an SSS kit which is provided to the teachers</p> |

Criteria I- Relevance



| NEP Theme | What does the NEP Say ? | How is the SSS Project Aligned ? |
|-----------|--|--|
| Teachers | <p>The quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards. The high respect for teachers and the high status of the teaching profession must be restored so as to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.</p> <p>Teachers will be given continuous opportunities for self-improvement and to learn the latest innovations and advances in their professions.</p> | <p>One of the main pillars of the SSS project is teacher training in high quality content and pedagogy, thereby directly aligning itself with the NEP.</p> <p>The project is integrated with the existing public education system and has been designed in a manner to support the teachers, rather than overburdening them.</p> <p>The monitoring of the project is also done with a view to understand the problems that the teachers have been facing and helping them.</p> |

Criteria I- Relevance



| NEP Theme | What does the NEP Say ? | How is the SSS Project Aligned ? |
|-----------|---|--|
| | <p>Teachers doing outstanding work must be recognized and promoted, and given salary raises, to incentivize all teachers to do their best work.</p> <p>Recognizing that the teachers will require training in high-quality content as well as pedagogy, teacher education will gradually be moved by 2030 into multidisciplinary colleges and universities.</p> <p>It is recognized that there may be several pedagogical approaches internationally for teaching particular subjects; NCERT will study, research, document, and compile the varied international pedagogical approaches for teaching different subjects and make recommendations on what can be learnt and assimilated from these approaches into the pedagogies being practiced in India.</p> | <p>The SSS App has an interactive platform called Baithak, which provides the teachers with a space to connect with other teachers and discuss common matters of interest.</p> <p>Sampark Didi is meant to be a supportive technology to help the teachers with their daily tasks.</p> |




Criteria I- Relevance

iii. Relevance to the SDGs

The project is extremely relevant to SDG 4- Quality Education. The specific targets with which the project is most aligned, are mentioned below-

SDG alignment

| SDG | Targets | How is the Project Aligned ? |
|--|--|--|
|  | <p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes</p> <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p> | <p>The project strengthens the public education sector in India which aims to provide free, equitable and quality primary and secondary education</p> <p>The project works with SSA which is aimed at the universalisation of primary education in India</p> |

Criteria 2- Coherence

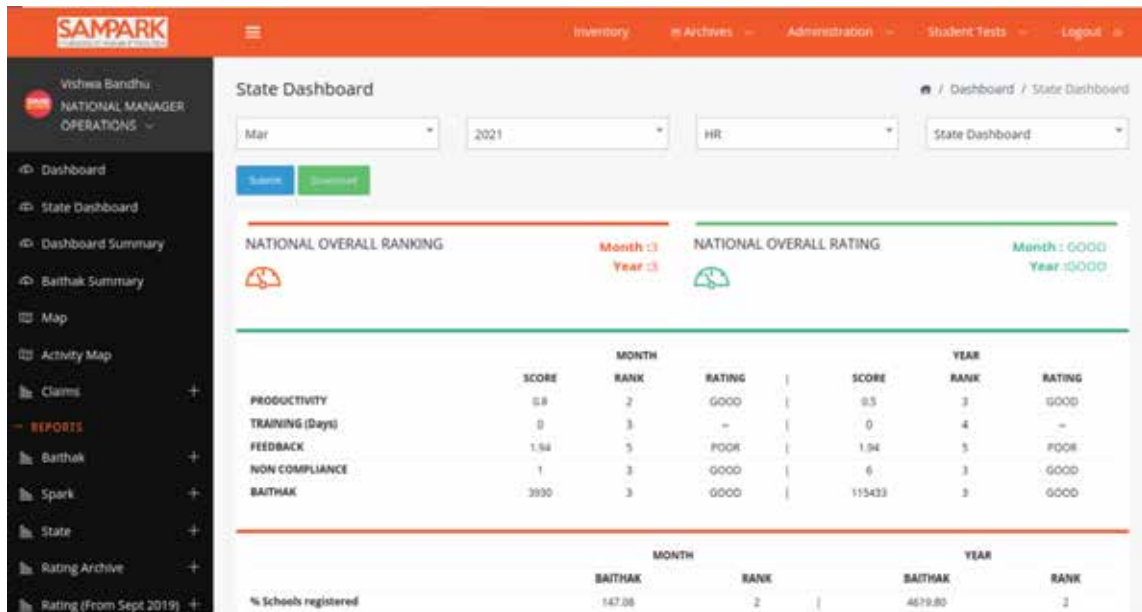


The compatibility of the intervention with other interventions in a country, sector or institution.

i. Coherence with the government institutions

- The project is compatible with the government interventions in the country. It works with the public schools in selected states and the model is such that ownership lies with the government. The model is one that promotes coherence.
- In Chhattisgarh, the tie up of the project is with Rajiv Gandhi Shiksha Mission, Government of Chhattisgarh, which has focused on development of a cadre of teachers specifically focusing on Primary Education. The cadre is available as the State Resource Group, District Resource Group and Block Resource Group. Much like Sampark Foundation- their role is to specifically focus on improving the quality of Mathematics and English education in primary classes.
- The project uses the existing infrastructure of the state for the project and even at the monitoring stages, the CACs/CRCs, who are part of the Samagra Shiksha Abhiyan are involved.
- Sampark Foundation has also developed a dashboard which can provide updates to the state functionaries from time to time.

Criteria 2- Coherence



Criteria 3- Effectiveness



i. Target vs. Achievement

The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

The project is meant to cover each and every primary school in Chhattisgarh. The schools covered were as follows-

As per the conversation with the state head, the current agreement with Chhattisgarh is till 2023, and the plan is to extend this further. Sampark started the assignment in 2013-14 in December with about 3000 schools in 13 blocks. Currently, 33,000 schools of the state are covered (now 30595 schools due to merger of some schools). 86,208 teachers have been trained, covering the entire state. 27 sparks are part of the team and 25 staff including state head and operations manager are part of the team. In 2018-19, the Maths programme for class 4 was also initiated.

ii. Usage of the Sampark Smart Shala App

The below statistics are from March 2021 for the state of Chhattisgarh (As shared by Sampark Foundation). Numbers are year-to-date.

Criteria 3- Effectiveness



SSS App Usage- Registration Data

- In Chhattisgarh, a total of 22,703 primary schools have been registered, that is, 74% of primary schools have been registered.
- 0.56% of teachers are active for >1 hour per month.in Chhattisgarh.
- Total number of registered teachers are 49,533.
- The app also has over 800 government officials registered, over 1,700 parents registered, and 462 other educators registered. Additionally, over 23,000 unregistered users are there on the app.

SSS App Usage- Videos Watched

- Total Video Views- 2,21,952- third highest among all states of Sampark Foundation.
- Total Unique Users-35,889- third highest among six states of Sampark Foundation
- Math and English videos are the highest among the six states and stand at
 - Math Video Views- 1,28,387
 - English Video Views- 86,842
- Resource View Count
 - Total View Counts- 65,276
 - View per Active Users- 6.17
 - View per Active Teachers- 6.53

Criteria 3- Effectiveness



iii. Scale of the Program – Teacher Training

- The objective of the program is to achieve learning outcomes at scale.
- The Sampark trainings are in sync with the current government school structure and syllabus.

Assisted Teaching: Innovation in Pedagogical Process- All interventions are focused on assisting the teacher and not replacing them. Teacher guidebooks are designed to tell the teacher clearly what needs to be done after the video is played. The pedagogy is mapped with state textbooks, making it easier for the teacher to teach. Assisted teaching has high buy in from teachers as it makes them learn as they teach and makes the class room easy to manage and deliver higher learning outcomes.

Smart Training: Innovation at Scale- Sampark to conduct a 2-day mandatory training for two different teachers combined with the state training program as it has worked very well in the experience of Sampark. The training includes-

- Use of audio/video both to introduce concepts and live class simulations by teachers done by the Sparks.
- Refresher training to be conducted twice in the middle of the year at the cluster level for different grades and subjects.
- Standardized training of teachers ensures consistency and reach.
- The program is well understood by teachers and other ground level officials. A sense of being part in a community is developed when you see thousands of your counterpart participating in this initiative.

Criteria 3- Effectiveness



Training of Master Trainers: Rajiv Gandhi Shiksha Mission, Government of Chhattisgarh to select and make available from each block 3MTs for this program to be trained by Sampark Foundation.

Teacher Feedback: Sampark Foundation shared a number of teacher feedback testimonial videos where they spoke about learning new teaching methods for Maths and English, the importance of correct sequencing for teaching, and how such programmes would be helpful for teachers to raise their problems and also help them in performing better and, that it was useful to them. It helped them teach the students better and would help them achieve learning outcomes. It was also pointed out that the workbook is particularly useful in the pandemic situation where students are not able to come to school as they can fill them up at home and get doubts resolved in mohalla classes

iv. Coordination with the government- meeting expectations

The HBS studies has testimonials from the state functionaries who have highlighted the following-

- Sampark has been very committed compared to the other pilots they have seen.
- They understood the requirement of consistency across the entire state as opposed to islands of excellence
- They added value to the system as opposed to trying to redefine an existing structure.
- Sampark's work was being reviewed directly by the Chief Minister in his standing meeting with the District Collectors
- A principal in Chhattisgarh said that enrollment at her school had increased from 200 to 250 students over the last year, which she attributed directly to Sampark's Smart Shala kits.

Criteria 4- Efficiency



The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

i. The frugal model

- The project model is one that has been focused on being frugal to ensure scale of the project. Sampark Foundation has not taken any financial contribution from the Rajiv Gandhi Shiksha Mission for this project.
- The project is also extremely focused with a fixed set of subjects and classes- the focus is on primary school children and on English and Maths- this helps in ensuring that all the resources are targeted towards very specific initiatives to ensure that the objectives are met. The approach to Content and Methodology has been clearly defined in the MoU. Now the project is focusing on upscaling to include Science as well as classes up to 8th standard.
- The scale of the project is huge and hence it has the advantage of economies of scale and the cost per beneficiary is driven down.
- The model is designed in a manner that it is plugged into the existing systems of the government and hence can leverage the existing infrastructure of the government. Since Sampark does not hire local offices, but works out of government offices, the cost is further lowered as there is no duplication of cost and they invest only in the most important components.

Criteria 4- Efficiency



ii. Defined Roles and Responsibilities, Program Monitoring and Support

The roles and responsibilities of the Rajiv Gandhi Shiksha Mission and Sampark Foundation have been clearly defined in the MoU.

| The Rajiv Gandhi Shiksha Mission is responsible for | Sampark is responsible for |
|---|---|
| <p>Providing overall leadership in the implementation of Program with the support of Sampark Foundation</p> <p>ensuring and monitoring participation of the relevant government functionaries, teachers and headmasters</p> <p>make available a Learning Task Force with representatives in each district, and at the State Office as well as monitoring support (through Call Centre) and review,</p> <p>Provide the requirements to the school for the effective implementation of the program. This includes-TV/Projector in high enrolment-schools, USB stick/Memory card for videos for every school, training of the teachers from every school, monitoring and school support by the CACs, Work books for children</p> | <p>providing academic inputs for the intervention as detailed which inter alia will build the capacities of teachers and teacher educators in the pedagogy of primary classes. The roles and responsibilities include-</p> <p>To build academic resource agency for content development, capacity building of teachers, and teacher educators participating in the program through orientation and training.</p> <p>To design and provide appropriate learning kits, curriculum objectives and expected learning levels, assessment tools, annual and quarterly plan, trajectory for development of specific concepts, in concurrence with Govt of Chhattisgarh.</p> <p>To design and provide worksheets for state textbooks.</p> |

Criteria 4- Efficiency



| The Rajiv Gandhi Shiksha Mission is responsible for | Sampark is responsible for |
|---|---|
| <p>coordination with SCERT and incorporation of Sampark Smart Class worksheets in state textbooks,</p> <p>organize teacher training- including identification of Master Trainers from each block, travel lodging and boarding</p> <p>support deployment of baseline and endline assessments of the project</p> <p>provide infrastructure for team members at the state and block level</p> <p>ensure data entry for monitoring by CRC/BRC</p> <p>enable the process of development for a Chief Minister Dashboard</p> | <p>Build capacity of teacher and school system</p> <p>Work with various departments to design appropriate structures to transact classes for meeting project outcomes.</p> <p>To conduct workshops to deepen the curricular and pedagogic knowledge of the resource group identified by the state</p> <p>Collaborate with SIEMAT, SCERT, & DIET as required for the program</p> <p>To conduct need based action research and document the processes and come up with periodic recommendations during the program for sustained development of the program</p> <p>To participate in project monitoring</p> |

Criteria 4- Efficiency



Moreover, the entire program management mechanism is completely defined in the MoU with a PMU based out of State Office of the Rajiv Gandhi Shiksha Mission. Logistics have also been clearly defined in the MoU.

A brief of the monitoring and review mechanism is presented below-

| Level | Frequency |
|------------------------|------------------|
| Chief Minister | Once in 6 months |
| Chief Secretary | Once in 3 months |
| State Project Director | Monthly |
| District Collector | Monthly |

Review meetings are also conducted periodically at the Block, District and State level on a quarterly basis.

Additionally, for program monitoring support, the following interventions have been put in place-

- Call centre at the state office
- Online portal in the form of Sampark Smart Shala App

Criteria 5- Impact



The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

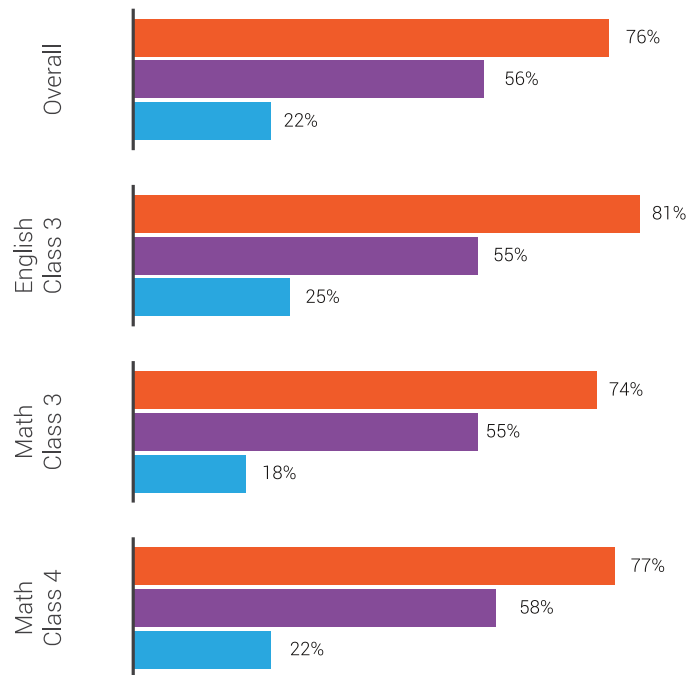
iii. Change in learning outcomes

The impact assessment was impacted due to the COVID-19 pandemic and projections/alternatives from other states have been used to provide analysis (details provided in the footnote.) As per the learning outcome assessment report 2020, there is a clear increase in learning outcomes for between the baseline, midline and endline results of classes 3 and 4.

Extracts from the impact assessment report show a clear increase between baseline and endline results-

- The performance of class 3 in English has increased from 24.9% to 81.3%, that is, an increase of 56.4%
- The performance of class 3 in Math has increased from 18.3% to 73.8%, that is, an increase of 55.5%
- The performance of class 4 in Math has increased from 22.4% to 76.7%, that is, an increase of 54.3%

Overall Impact in Chhattisgarh



- For endline, the collective average performances of the intervention group for 3 states (UP, Jharkhand and Haryana) were considered.
- Endline scores are shown as projection of expected growth in Midline Scores.

Endline Midline Baseline

Criteria 6- Sustainability



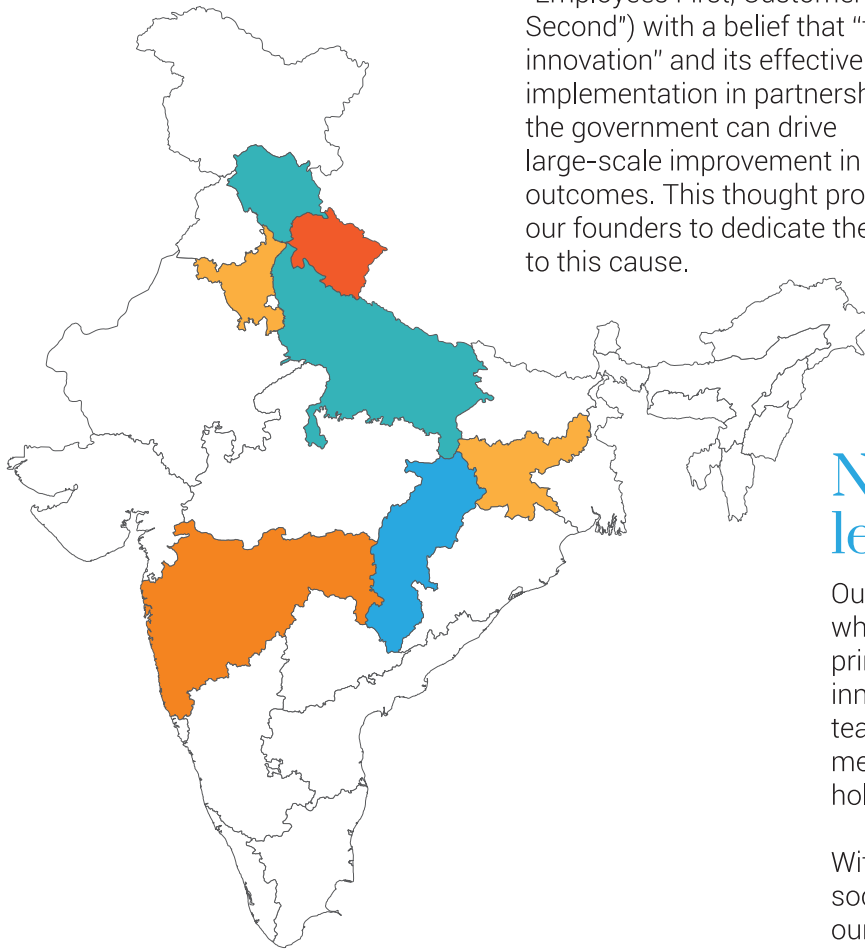
The extent to which the net benefits of the intervention continue or are likely to continue.

i. Sustainability of project outcomes

Sustainability of the project is built into the project model. The idea of the project is for Sampark Foundation to transform the public education system and have the system take ownership of the interventions so that they can continue with the best practices. The teachers have been provided with training and resources so that they can sustain the project outcomes.

Moreover, in the case of Chhattisgarh, the model has proven to be quite successful as they are now expanding to class 8 and including Science as a subject. Prior to the COVID-19 pandemic, classes 1,2 and 3 were prepared for handover to the state, however, the lockdown situation put the project on hold. While Sampark Foundation can choose to exit certain programmes, they don't exit the geography.

About Sampark



Sampark Foundation was founded by Anupama Nayar and Vineet Nayar (Former Vice Chairman and CEO of HCL Technologies and author of Harvard Business Press bestseller "Employees First, Customer Second") with a belief that "frugal innovation" and its effective implementation in partnership with the government can drive large-scale improvement in learning outcomes. This thought prompted our founders to dedicate their lives to this cause.



No child left behind

Our vision is to create a world where every child receives optimal primary education through frugal innovation in the critical domain of teaching practices, tools and methodologies, thus fostering their holistic development.

With innovation-led large-scale social change as the central idea, our mission is to significantly improve the quality of education for 20 million children by 2020 across 200,000 schools in 6 states.



The change on the ground would not be possible without our Sparks, who work relentlessly with great pride and passion, and a single-minded focus on results!



"Sampark Baithak has been launched by the Haryana government with the objective of providing home-based education to primary school children during lockdown."

Shri Manohar Lal Khattar,
Chief Minister,
Haryana



"I thank Mr. Vineet Nayar for his continued support to the state. We extend all support needed to make it happen."

Shri Trivendra Singh Rawat,
Former Chief Minister,
Uttarakhand



"I am sure our young State will see significant improvement in the quality of primary education with such a strategic partnership."

Shri Raghubar Das,
Former Chief Minister,
Jharkhand



"I urge the community-oriented bodies like Sampark Foundation to adopt the eight aspirational districts of Uttar Pradesh."

Yogi Adityanath,
Chief Minister,
Uttar Pradesh



"We are grateful to Sampark Foundation for bringing Innovation to our State, that will ignite classrooms, giving teachers a new way to stimulate children to learn better."

Shri Jairam Thakur,
Chief Minister,
Himachal Pradesh



"This is a very innovative intervention that is bringing excitement back into the classroom and significantly improving learning outcomes as we saw last year."

Dr. Raman Singh,
Former Chief Minister,
Chhattisgarh

SAMPARK

A Foundation by Anupama & Vineet Nayar

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