



# 5 *Years of* Impactful Partnership in Haryana



Impact Report

2017-22

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- b. Provided English FLN Kit, Math FLN Kit and Sampark TV
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- d. Trained the teachers to create an impact
- e. Monitored Teachers and Learning Outcomes among 16.4 Lakh Children

**04**

Third Party Impact Assessment

- a. KPMG
- b. Feedback Advisory





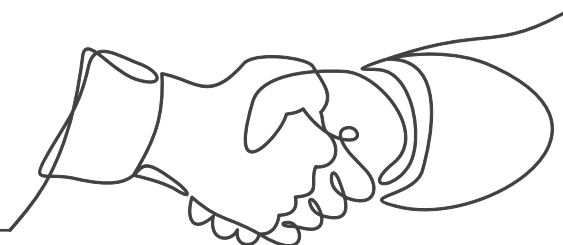
P1

## 5 Years of Impactful Partnership

16.4 Lakh Children Impacted



# 5 Years of Partnership



## Solving an Unsolved problem in Haryana

It was 2017, when we asked ourselves – how can we transform learning outcomes in 8,736 Government schools in Haryana 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.

Department of Elementary Education, Haryana 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 Haryana, 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





# 5 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 Haryana Textbooks to help teachers teach in the right sequence and in the right way. Today 52,567 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. Today over 29.25 Lakh assessments have been done post covid that formed the basis of identifying learning gaps.

The **fourth** innovation was an AI-driven Speak English program where all Haryana 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.

And finally, the **fifth** innovation, we introduced this year was Sampark TV, which transforms a dumb TV into a smart classroom enabling teachers to teach and engage children through interactive learning that has energized the classroom with excitement.



# 5 Years of Partnership



All these 5 innovations were wrapped around extensive teacher training at every block level and monitoring at the school level by our Sparks and the Department of Elementary Education, Haryana.

This has helped us achieve upto 24% increase in learning outcomes in Haryana government schools as per independent assessment by KPMG and Feedback Advisory.

We have touched lives of 16.4 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 Department of Elementary Education, Haryana and Sampark Foundation care!

Impact Created since 2017 by Department of Elementary Education, Haryana & Sampark:



**8,736**

Schools Covered



**92,179**

Teachers Trained



**16.4 Lakh**

Children Impacted

\*Source: Independent assessment by Feedback Consulting in 2020-21 in Haryana.

### Program Summary

Schools Impacted

**8,736**

SSS Users

**1,21,797**

SSS Resources used

**29,42,243**

SSS Kits Distributed

**22,122**

Children Impacted

**16,46,759**

Teachers Trained

**92,179**

SSS Enrolled Children

**9,61,438**

Program Audit Meetings

**45,534**

## Overall Program Highlights

SSS Super Users

**57,300**

Teachers Trained

**17,753**

SSS Kits Distributed

**4,350**

Program Audit Meetings

**7,896**

SSS Resources used

Total Resources Used

**2,63,877**

Resources used per school

**30.2**

Subject Resources Used

English

**91,823**

Math

**1,70,228**

Class Resources Used

FLN

**1,63,983**

Class 4-5

**95,501**

Other Resources Used

E-learning courses  
completed

**4,113**

SSS Assessment

Total Assessments

**5,68,870**

Assessments/school

**65.1**

No. of children

**1,69,338**

Subject Assessment

English

**1,56,470**

Math

**2,18,612**

Other Subjects

**1,93,788**

Class Assessment

FLN

**1,71,350**

Class 4-5

**3,92,361**





P2

## Innovation Timeline



# Innovation Timeline



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



**Sampark Smart Shala English Program** was introduced in Haryana 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.



**Sampark TV** was introduced to teach and engage children through interactive learning that has energized the classroom with excitement.



**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.



P3

**5 Years of  
Partnership  
in 5 steps**

# 5 Years of Partnership in 5 steps

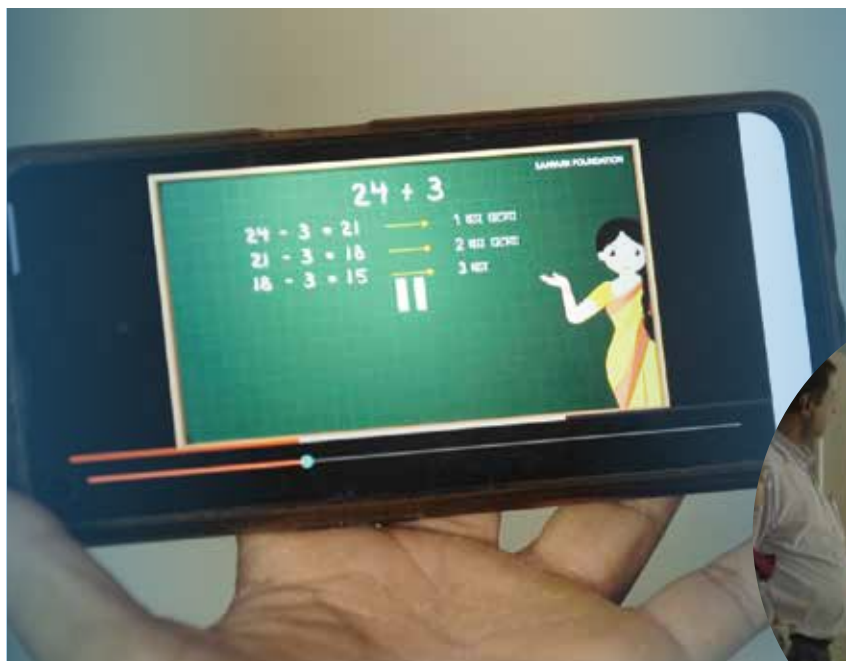


## 16.4 Lakh Children and Counting

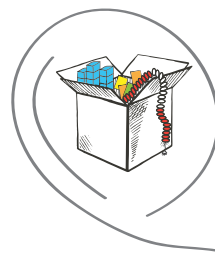
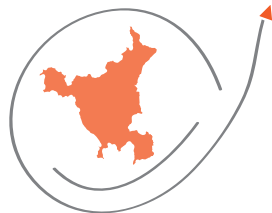
For innovations to trigger change, especially when it involves lakhs of children in government schools, it needs to find a mode of execution that works with the entire system and within the system. Without execution at scale, long-term change is not likely to happen. Sampark's Design Thinking innovation 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.

Department of Elementary Education, Haryana 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 16.4 Lakh children studying in the government primary schools in Haryana since 2017.





**First**  
**PARTNERED**  
with the  
Government  
Signed MoU  
with the  
Government of  
Haryana to  
rollout Sampark  
Smart Shala™ in  
8,736 schools  
across 22  
Districts.



**Next**  
**PROVIDED**  
Innovative  
Manipulatives

17,772 English and Math  
Kits distributed, 4350  
Sampark TV were set-up in  
the state to make learning  
a joyful experience.



**And**  
**TECH-ENABLED**  
the teachers

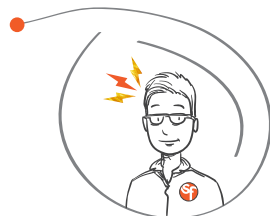
52,567 teachers now  
use the Sampark  
Smart Shala™  
mobile app, Gamified  
Assessment and  
Speak English  
program to teach  
children in the right  
sequence and the  
right way.



**Then**  
**TRAINED**  
teachers in blocks  
or villages

92,179 teachers  
were trained to  
use technology  
and engage  
children in  
effective learning.

**Finally**  
**MONITORED**  
learning  
outcomes  
16.4 Lakh Children  
monitored using  
Independent  
Assessment  
Partners - KPMG  
and Feedback  
Advisory.



## SAMPARK SMART SHALA™

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



# 1. Partnered with the Government of Haryana

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

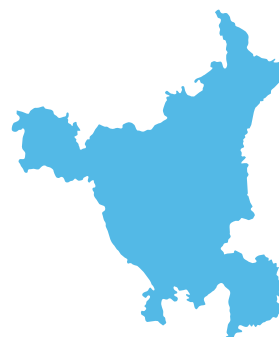


# Partnered with the Government of Haryana



Change at scale is impossible unless we work with the government, within their opportunities and constraints, to drive significant gains in learning outcomes. Since 2017, we at Sampark, along with Department of Elementary Education, Haryana, 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 Government of Haryana to impact 16.4 Lakh school children in 8,736 schools across 22 districts of Haryana, namely Ambala, Bhiwani, Charkhi Dadri, Faridabad, Fatehabad, Gurugram, Hisar, Jhajjar, Jind, Kaithal, Karnal, Kurukshetra, Mahendragarh, Nuh, Palwal, Panchkula, Panipat, Rewari, Rohtak, Sirsa, Sonapat and Yamunanagar.

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



**Signed MoU with the Government of Haryana to roll out Sampark Smart Shala program in 8,736 schools**



"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**



# Partnered with the Government of Haryana



## Sampark Foundation's Responsibilities

- Investments made in the transformative program.
- Rolled out Sampark Smart ShalaTM program in 8,736 schools in 22 districts.
- Trained one teacher per school, each in Math and English.
- Distributed Sampark Smart ShalaTM 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 22,122 Manipulatives

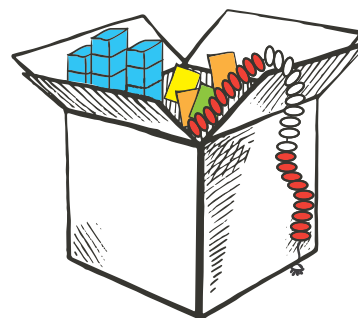
Impact – Teaching became easy  
and learning easier!

# Provided - Innovations to Improve Classroom Transactions

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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 Haryana with innovative learning and teaching materials developed by Sampark's Innovation Lab.

Over these 5 years, Department of Elementary Education, Haryana 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 and English and Sampark TV 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.



**Provided 17,772 Math & English FLN Kits and 4,350 Sampark TV in the state**



# Provided Innovative Manipulatives



## 1 Math FLN Kit

Under this program, with Department of Elementary Education's support, we introduced the innovative Sampark Smart Shala Math FLN Kits in all the 8,736 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 92,179 teachers in explaining the concepts to 16.4 lakh children in 22 districts of Haryana.





# Provided Innovative Manipulatives



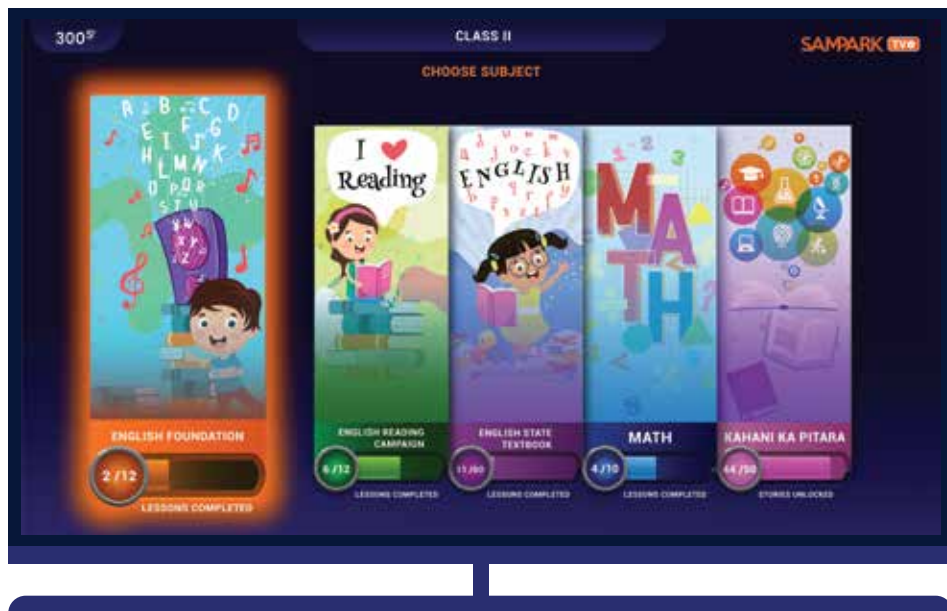
## 2 English FLN Kit

Next, with Department of Elementary Education's support, we introduced the English FLN Kit in all 8,736 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 92,179 teachers in explaining the concepts to 16.4 lakh children in 22 districts of Haryana.

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.







# Provided Innovative Manipulatives



## 3 Sampark TV

In an endeavour to transform government school classrooms into smart classrooms, Sampark with Department of Elementary Education's support has launched a flagship EdTech initiative, Sampark TV. Designed and developed by Sampark Foundation's Innovation Lab, Sampark TV is a plug and play device that converts any television into an interactive learning platform, featuring videos and animated content, quizzes, worksheets – all mapped to state textbooks and developed in accordance with the states' syllabus, as well as aligned to the FLN guidelines under NEP 2020.

Sampark TV will drive learning outcomes by following the right sequence of 'Learn, Play, Practice, Earn and Celebrate. Teachers can provide students with a rich in-classroom experience thereby enabling students to better understand concepts.

The Sampark TV set-up includes an android set-up box and a remote that provides a blend of engaging content with a simple hardware set-up. It has content for children in Class 1 to 8 studying – English, Math and Science. It will be a huge boost to Sampark's vision to drive large-scale improvement in learning outcomes as well as support government schools' to be future-ready for a successful education transformation.

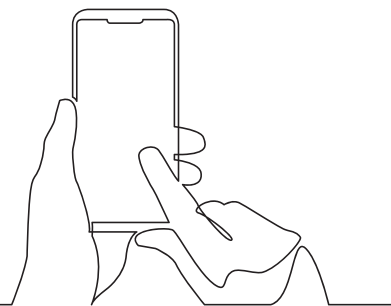
Also, given that internet connectivity is an issue for most rural locations, Sampark TV is pre-loaded with all required content and does not require to be connected to the internet

### 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 52,567 teachers and 16.4 lakh school children of Haryana 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 Haryana, under the Department of Elementary Education and Sampark program, 52,567 teachers are using the Sampark Smart Shala App.

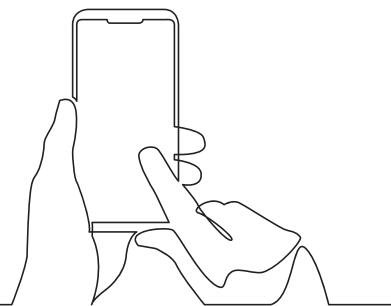
Three important elements that tech-enabled teachers, children and even parents in Haryana are Sampark Smart Shala App, Gamified Assessment and Speak English Program.



**Tech-enabled  
52,567 Teachers  
to use frugal  
innovations to  
improve learning  
outcomes**



# Tech-enabled with Frugal Innovations

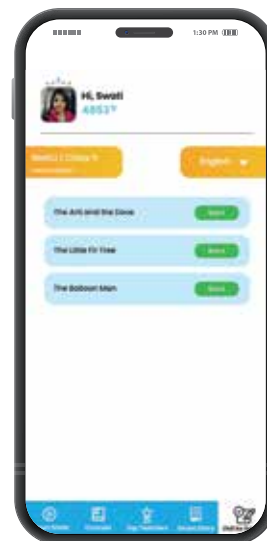
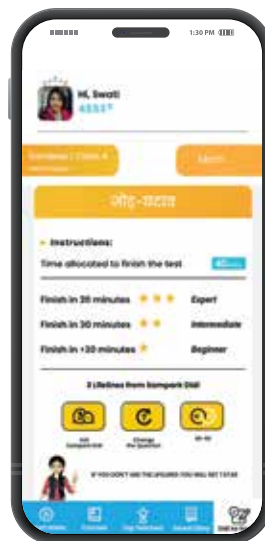
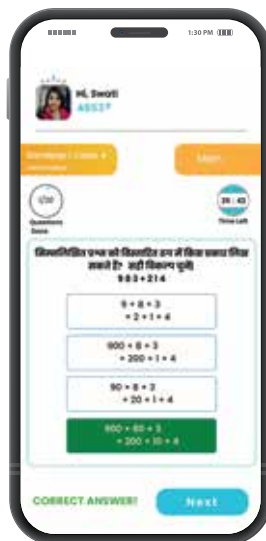
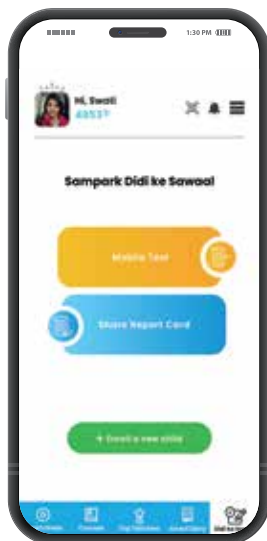


## 1 Sampark Smart Shala™ App

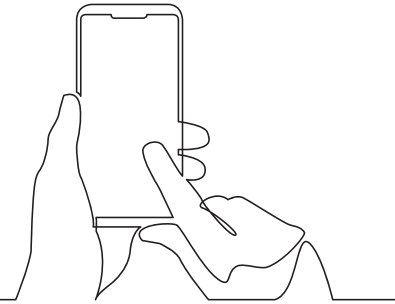
This mobile application is one of India's largest learning and development platform for primary government school teachers and children, which works without the internet and has thousands of teaching resources – subject-wise videos, puzzles, rhymes, riddles, worksheets, all mapped to the State curriculum. Available on the Google Play Store, Sampark Smart Shala is a free learning platform with over 57,300 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.





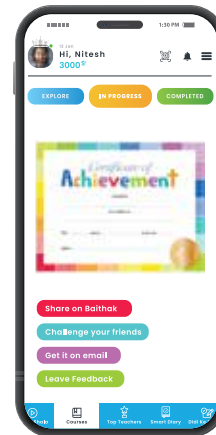
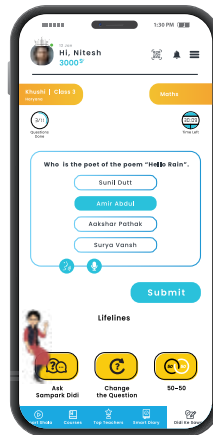
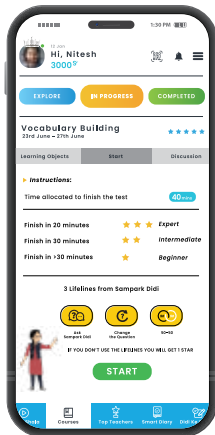
# Tech-enabled with Frugal Innovations



## 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.

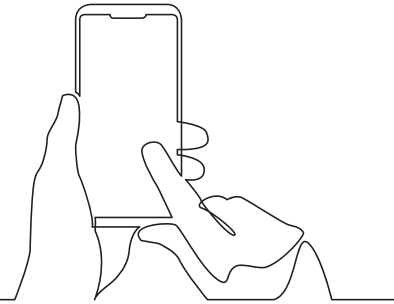
This fun-filled exercise is a response to the NEP's emphasis on treating assessment as a learning enabler rather than an evaluation that instils fear.







# Tech-enabled with Frugal Innovations



## 3 Speak English

Sampark Foundation, with Department of Elementary Education'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 92,179 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 schoolteacher. 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, Department of Elementary Education, Haryana and Sampark trained 92,179 teachers with a unique and interactive methodology that enabled teachers to understand how to deliver each concept using manipulatives in the classroom.



**Trained 17,753 in 2021-22  
and 92,179 in the last 5 years  
to engage children in effective  
learning**



# Trained Teachers

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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 92,179 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 16.4 Lakh Children

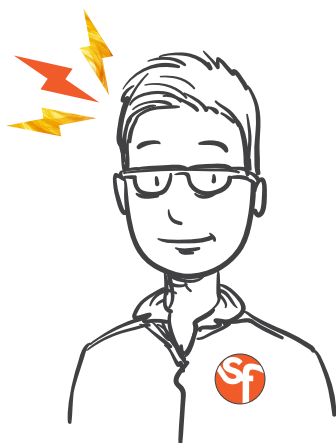
Impact – Motivation through reward and recognition of teachers, schools, and blocks.

# Monitored teachers and learning outcomes



In the Fifth Step, we monitored learning outcomes in the school children of the 22 Districts of Haryana. 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 16.4 Lakh children using Independent Assessment Partners – KPMG and Feedback Advisory**



**Top 10  
Districts**

1	Kaithal	6	Rohtak
2	Jhajjar	7	Charkhi Dadri
3	Nuh	8	Jind
4	Palwal	9	Gurugram
5	Yamunanagar	10	Bhiwani

**Top 50 Blocks**

S.N. Blocks	Districts	S.N. Blocks	Districts
1 Kalayat	Kaithal	26 Jatusana	Rewari
2 Bahadurgarh	Jhajjar	27 Kalanaur	Rohtak
3 Narwana	Jind	28 Dabwali	Sirsa
4 Ballabhgarh	Faridabad	29 Israna	Panipat
5 Hansi-ii	Hisar	30 Hathin	Palwal
6 Ghrounda	Karnal	31 Karnal	Karnal
7 Rohtak	Rohtak	32 Nagina	Nuh
8 Patuadi	Gurugram	33 Tosham	Bhiwani
9 Pataudi	Gurugram	34 Uchana	Jind
10 Punhana	Nuh	35 Kharkhoda	Sonipat
11 Bhiwani	Bhiwani	36 Nuh	Nuh
12 Behal	Bhiwani	37 Badhra	Bhiwani
13 Ambala-i (City)	Ambala	38 Shahbad	Kurukshetra
14 Bapoli	Panipat	39 Narnaul	Mahendragarh
15 Ambala-1 City	Ambala	40 Dadri	Charkhi Dadri
16 Sanauli Khurd	Panipat	41 Nilokheri	Karnal
17 Gharaunda	Karnal	42 Hisar-i	Hisar
18 Jhajjar	Jhajjar	43 Sadhaura	Yamunanagar
19 F.P.Jhirka	Nuh	44 Hansi-i	Hisar
20 Chhachhrauli	Yamunanagar	45 Ambala-ii (Cantt.)	Ambala
21 Kairu	Bhiwani	46 Matanhail	Jhajjar
22 Sirsa	Sirsa	47 Kathura	Sonipat
23 Palwal	Palwal	48 Loharu	Bhiwani
24 Hodal	Palwal	49 Nissing	Karnal
25 Ismailabad	Kurukshetra	50 Sampla	Rohtak

**Top 100 Schools**

S.N.	School Name	District
1	Ggps Ramgarh Pandwa	Kaithal
2	Gps Main Bazar	Jhajjar
3	Gps Phulian Kalan	Jind
4	Gps Saunda	Ambala
5	Gps Sailothi	Palwal
6	Gps Baroli Majra	Yamunanagar
7	Gps Kilrodh	Jhajjar
8	Gps Akbrpur	Nuh
9	Ggps Hanuman Colony	Rohtak
10	Gps Dhani Kumharia, 11916	Fatehabad
11	Gps Bajekan	Sirsa
12	Gps Model	Bhiwani
13	Gps Bhatol Rangran	Hisar
14	Ggps Mohana	Faridabad
15	Gps Prem Nagar	Karnal
16	Gmsps Jahangirpur	Jhajjar
17	Gps Bhurangpur	Ambala
18	Gps Phurlak	Karnal
19	Gps Modi	Sirsa
20	Gps Sugar Mill 17143	Rohtak
21	Gps Durjanpur	Bhiwani
22	Gps Farm Hansi	Hisar
23	Gps Dhani Shajmanpur	Bhiwani
24	Gps Sherpur	Yamunanagar
25	Gps Kamalpur	Kaithal
26	Ggps Ashram Basti Jind	Jind
27	Gps New Janta Colony School	Faridabad
28	Gps Budanpur Abad	Karnal
29	Gps Hansawas	Rewari
30	Gps Dhabdhani	Bhiwani
31	Gps Chiri	Rohtak
32	Gps Teja	Ambala
33	Gps Kanhora	Rewari



### Top 100 Schools

S.N.	School Name	District	S.N.	School Name	District
34	Gps Bhali Anandpur	Rohtak	67	Gps Kurar	Panipat
35	Gps Sacha Khera	Jind	68	Gps Tajewala V	Yamunanagar
36	Gps Bhigan	Sonipat	69	Gps Bas Mohalla Palwal	Palwal
37	Gps Chabotron	Yamunanagar	70	Gps Lakhnaka	Palwal
38	Gps Ramgarh[14801]	Kurukshetra	71	Gps Punjabi 1	Mahendragarh
39	Ggps Dadupur Jattan	Yamunanagar	72	Gps Jatola	Sonipat
40	Gps Dochana	Mahendragarh	73	Gps Bhagpath	Yamunanagar
41	Gps Harijan Basti Behal	Bhiwani	74	Gps Mukimpur	Sonipat
42	Gps Dhirpur[14769]	Kurukshetra	75	Gps Hailymandi	Gurugram
43	Gps Kheri Buttan	Karnal	76	Gps Deeghot	Palwal
44	Gps Gujjar Nagla	Nuh	77	Gps Goela Khurd	Panipat
45	Gps Rawalwas Khurd	Hisar	78	Gps Kasni Kalan	Bhiwani
46	Gps Samsipur[14898]	Kurukshetra	79	Gps Jharpuri	Nuh
47	Gps Jhajjar-1	Jhajjar	80	Gps Model Town A/city	Ambala
48	Gps Dhurala	Ambala	81	Gps Jhimrawat	Nuh
49	Gps Lopon	Yamunanagar	82	Ggps Aurangabad	Palwal
50	Gps Garhi Bohar	Rohtak	83	Ggps Ravi Das Basti.safidon City	Jind
51	Ggps Bamnikher	Palwal	84	Gps Naultha	Panipat
52	Gps Mokha Majra	Ambala	85	Gps Umarwas	Charkhi Dadri
53	Gps Chittora	Nuh	86	Gps Shahbad 3	Kurukshetra
54	Gps Jamnawala	Yamunanagar	87	Gps Deha Basti A/cantt	Ambala
55	Gps Fazailpur	Ambala	88	Gps Pulewala	Ambala
56	Ggps -1 Kharak Kalan	Bhiwani	89	Gps Kansali	Nuh
57	Gps Rampur Ariyan	Yamunanagar	90	Gps Chilli	Palwal
58	Gps Kotli	Sirsa	91	Gps Kakrala Gujran	Kurukshetra
59	Gps Chhota Bhood	Yamunanagar	92	Gps Ladmaki	Palwal
60	Ggps Kusumbhi	Sirsa	93	Gps Dhanonda	Mahendragarh
61	Gps Chundika	Nuh	94	Gps Ghasera	Nuh
62	Gps Gianpur	Hisar	95	Gps M.C.	Bhiwani
63	Gps Dhruv Ka Dera	Faridabad	96	Gps Mohaddamka	Palwal
64	Gps Rajoli	Nuh	97	Gps Nawli	Nuh
65	Gps Saunkra	Karnal	98	Ggps Badesra	Bhiwani
66	Gps Ibrahimbass	Nuh	99	Gps Mankpur Devi Lal	Panchkula
			100	Gps Bazidpur	Karnal

S.N.	School Name	District	S.N.	School Name	District	S.N.	School Name	District
1	Krishan Kumar	Kaithal	34	Sheela Nain	Jind	67	Salinder Singh	Yamunanagar
2	Amarjeet Singh	Jhajjar	35	Omparkash Jbt	Charkhi Dadri	68	Indu Bala	Rohtak
3	Sanjay Kumar	Rohtak	36	Promila Ghanghas	Kaithal	69	Rama Verma	Faridabad
4	Jile Singh	Gurugram	37	Krishan Kumar	Panipat	70	Rajni Sharma	Ambala
5	Chandi Ram	Jind	38	Sushma Devi	Panipat	71	Meenu Girdher	Bhiwani
6	Karambir Singh	Jind	39	Chander Bhan	Jhajjar	72	Narinder Singh	Ambala
7	Satpal Kathura	Rohtak	40	Nitin Yadav	Panipat	73	Santosh Kumari	Panipat
8	Kanwar Singh	Hisar	41	Neelam Saini	Rohtak	74	Urmila Kumari	Palwal
9	Urmila Devi	Rohtak	42	Meena Meena	Rohtak	75	Pawan Kumar	Gurugram
10	Parmod Kumar Styadhrat	Nuh	43	Seema Dhaka	Rohtak	76	Dharambir Dahiya	Rohtak
11	Daya Ram Jbt	Sirsa	44	Rajni Sharma	Faridabad	77	Rosy Rosy	Kurukshetra
12	Subhash Sain	Sirsa	45	Bhagwanti Nokhwal	Fatehabad	78	Manju Rani Manju	Rewari
13	Santosh Gaur Gaur	Bhiwani	46	Kavita Kavita	Ambala	79	Jaideep Jai	Sonipat
14	Ravinder Kumar Jbt	Karnal	47	Mahavir Kait	Kurukshetra	80	Padam Singh	Palwal
15	Shiv Kumar	Kaithal	48	Rajbir Singh Karwasra	Fatehabad	81	Sanjay Taneja	Palwal
16	Sarita Yadav	Bhiwani	49	Panmeshwari	Yamunanagar	82	Deepika Rathi	Bhiwani
17	Bijender Chauhan	Palwal	50	Rekha Kadyan	Gurugram	83	Sunita Devi Devi	Sirsa
18	Meera	Sirsa	51	Saroj Saroj	Mahendragarh	84	Rashme Dahiya	Rohtak
19	Gian Chand	Jhajjar	52	Renu Rana	Bhiwani	85	Prachi Kumari	Faridabad
20	Rajender Singh	Bhiwani	53	Nirmala Verna	Yamunanagar	86	Kumari Manju	Gurugram
21	Ramesh Chand	Panipat	54	Rajbala Bengali	Bhiwani	87	Jasbir Singh	Kaithal
22	Rekha Devi	Rohtak	55	Renu Yadav	Rewari	88	Muskan Muskan	Jind
23	Baljit Kaur	Panipat	56	Neelam Chhabra	Ambala	89	Ram Chander	Rohtak
24	Neelam Kumari	Charkhi Dadri	57	Anil Kumar	Charkhi Dadri	90	Krishan Kumar Sharma	Sonipat
25	Ramavtar Poonia	Bhiwani	58	Ritu Kumari	Hisar	91	Sarita Saharan	Yamunanagar
26	Suresh Kumar	Yamunanagar	59	Anita Devi	Jind	92	Ajay Pal	Fatehabad
27	Dr Ravinder Bhartiya	Yamunanagar	60	Sushma Rani	Hisar	93	Balraj Saini	Karnal
28	Usha Rani	Panipat	61	Susheela Punia	Bhiwani	94	Babita Devi	Karnal
29	Darshan Kumar Vats	Ambala	62	Satpal Singh	Bhiwani	95	Rajbir Singh	Gurugram
30	Devender Singh	Karnal	63	Mukesh Kumar	Karnal	96	Neeru Gupta	Nuh
31	Sandeep Kumar	Bhiwani	64	Ajay Kumar Sheoran	Bhiwani	97	Telu Ram Kajal	Bhiwani
32	Santosh Santosh	Nuh	65	Ramphal Singh	Hisar	98	Sujata Devi	Hisar
33	Shri Krishan Sehrawat	Gurugram	66	Santosh Maan	Bhiwani	99	Rekha Chaudhary	Gurugram

S.N.	School Name	District	S.N.	School Name	District	S.N.	School Name	District
100	Hawa Singh	Fatehabad	133	Rohit Kumar	Kurukshetra	166	Ritu Ritu	Karnal
101	Seema Lohan	Panipat	134	Sandeep Kumar	Karnal	167	Madan Lal	Bhiwani
102	Kishan Babu	Gurugram	135	Ashok Kumar	Kurukshetra	168	Pushpa Sehrawat	Palwal
103	Diksha Sharma	Bhiwani	136	Krishan Kumar	Mahendragarh	169	Jagdish Kumar	Palwal
104	Shoukat Ali Ali	Nuh	137	Parhlad Singh	Sonipat	170	Anil Kumar Dahiya	Ambala
105	Amit Choudhary	Rohtak	138	Sajna Devi	Bhiwani	171	Sunil Kumar	Bhiwani
106	Rakesh Kumar	Yamunanagar	139	Santosh Saharan	Fatehabad	172	Surender Sharma	Yamunanagar
107	Rajesh Kumar	Sonipat	140	Vanita Saroha	Karnal	173	Dr Saroj Kumari	Bhiwani
108	Chander Bhan	Hisar	141	Manju Kumari	Bhiwani	174	Monica Monica	Palwal
109	Sapna Dabas	Rohtak	142	Nasir Ahmed	Gurugram	175	Meena Kumari	Palwal
110	Mamta K	Rohtak	143	Sunder Singh Malwal	Bhiwani	176	Dharmvir Dharmvir	Nuh
111	Bindu Gupta	Panchkula	144	Sushil Kumar	Karnal	177	Beero Devi	Panipat
112	Bharat Lal	Palwal	145	Sangita Rani	Hisar	178	Santosh Kumari Kumari	Rohtak
113	Monika Garg	Rohtak	146	Satish Kumar	Jind	179	Urmila Devi	Sirsa
114	Rachana Yadav	Yamunanagar	147	Rajender Singh	Fatehabad	180	Ashok Shastri	Kaithal
115	Jugbir Singh	Mahendragarh	148	Pardeep Kumar	Charkhi Dadri	181	Sagar Kumar	Fatehabad
116	Sunil Kumari	Rohtak	149	Gopi Ram	Sirsa	182	Asha Rani Hathin	Palwal
117	Rajesh Kumar	Gurugram	150	Sneh Lata	Palwal	183	Mukesh Jain Hathin	Palwal
118	Partibha Sharma Partibha	Panipat	151	Jyoti Jyoti	Palwal	184	Rajesh Pal	Panipat
119	Parabhjot Kaur	Kurukshetra	152	Sonu Devi	Panipat	185	Vikas Lamba	Fatehabad
120	Pooja Vats	Rohtak	153	Kavita Yadav	Yamunanagar	186	Poonam Poonam	Rohtak
121	Ravi Datt	Mahendragarh	154	Sudesh Kumari	Rohtak	187	Sanjeev Kumar	Fatehabad
122	Minu Jbt	Rohtak	155	Manjula Rani	Faridabad	188	Balvinder Kumar	Sonipat
123	Narender Dahiya	Ambala	156	Naresh Kumar	Bhiwani	189	Seema Rani	Palwal
124	Manjeet Mandiya	Yamunanagar	157	Suman Lata	Ambala	190	Rajesh Kumar	Rohtak
125	Bhawana Chaudhary	Panipat	158	Satyawan Jangu	Bhiwani	191	Sharmila Sharmila	Yamunanagar
126	Suman Devi	Panipat	159	Geeta Mehta	Bhiwani	192	Sunil Kumar	Fatehabad
127	Mukesh Kumari	Rohtak	160	Sunita Devi	Bhiwani	193	Sunder Singh	Rewari
128	Rajesh Kumar	Yamunanagar	161	Omwati	Panipat	194	Anita Anita	Yamunanagar
129	Poonam	Rohtak	162	Meena Kumari	Hisar	195	Neelam Rani	Ambala
130	Vikram Singh	Bhiwani	163	Sarita Rani	Kaithal	196	Kailash Chand Sharma	Palwal
131	Umed Singh	Ambala	164	Surender Singh	Palwal	197	Sudesh Sheoran	Charkhi Dadri
132	Saroj Saroj	Bhiwani	165	Satbir Swami	Bhiwani	198	Bijender Kumar	Bhiwani
						199	Satyawan Bhola	Jind
						200	Vijayluxmi Laxmi	Jhajjar



# Summary: Learning Outcomes Impact in Haryana

Assessment by KPMG and  
Feedback Advisory

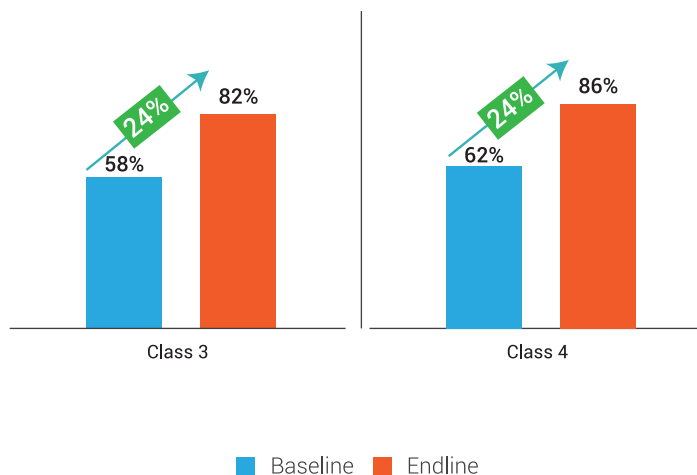


## Independent Assessment by KPMG (Haryana), 2022

Since 2017, Sampark Foundation with the continuous support from Department of Elementary Education, Haryana has been designing and delivering frugal innovations in the state of Haryana which are relevant to the policies and priorities of the country – especially the National Education Policy 2020 and Samagra Shiksha Abhiyan.

The independent assessment by KPMG suggests that the impactful partnership between the two foundations has improved the performance of students studying in Class 3 and 4 as below:

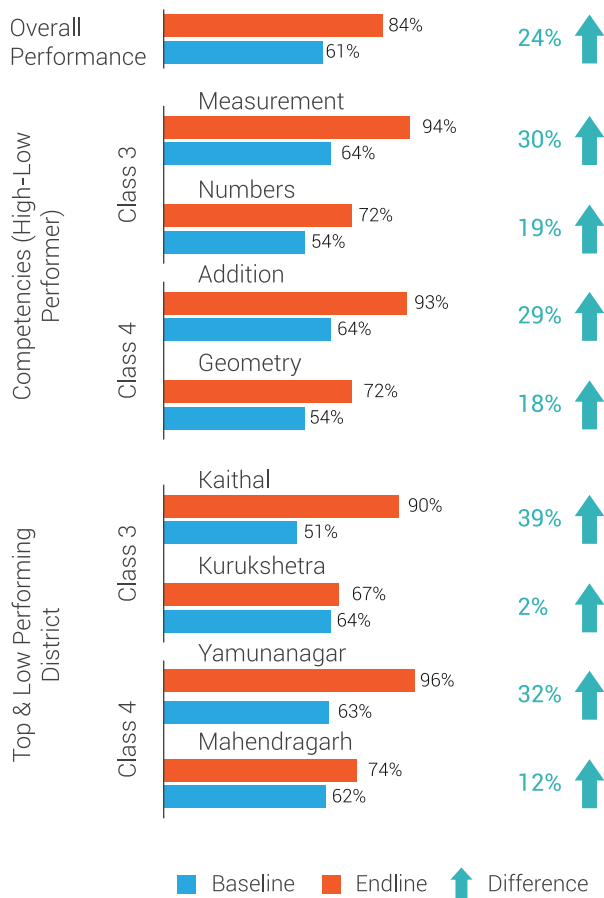
### Haryana Learning Outcomes 2021





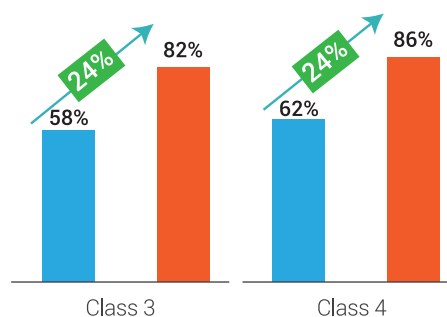


## Class 3 & Class 4 Performances - Math



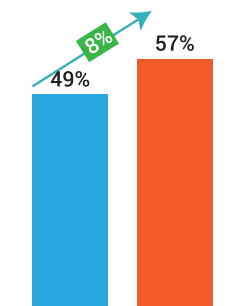
Furthermore, the study also suggests that there was an overall improvement of 23.6% in learning outcomes of students of Class 3 and 4 showing a remarkable improvement in competencies such as Measurement, Numbers, Addition and Geometry.

Average Performance By Class (%)

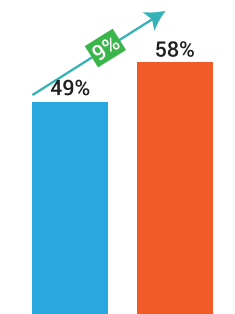


## Independent Assessment by Feedback Advisory (Haryana) 2022

### Overall performance of Class 4 in Haryana



### Overall performance of Class 5 in Haryana



■ Baseline ■ Endline

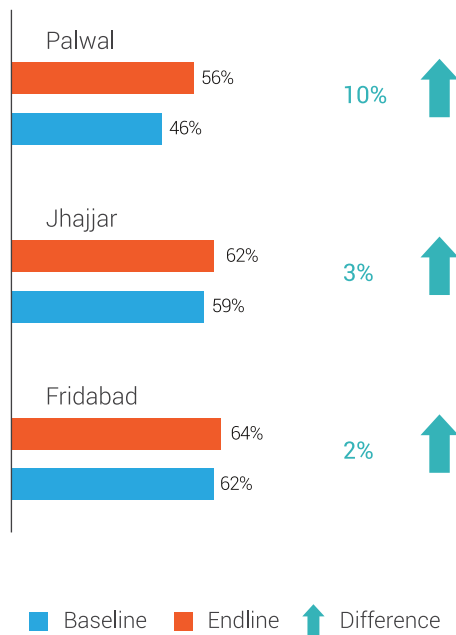
An independent assessment study by Feedback Advisory in 2022 in Haryana indicates that there has been a notable improvement in overall learning outcomes with

- 8% improvement in the overall performance of children of Class 4 in the state from 49% to 57%
- 9% improvement in the overall performance of children in English from 49% to 58%



## Independent Assessment by Feedback Advisory (Haryana) 2022

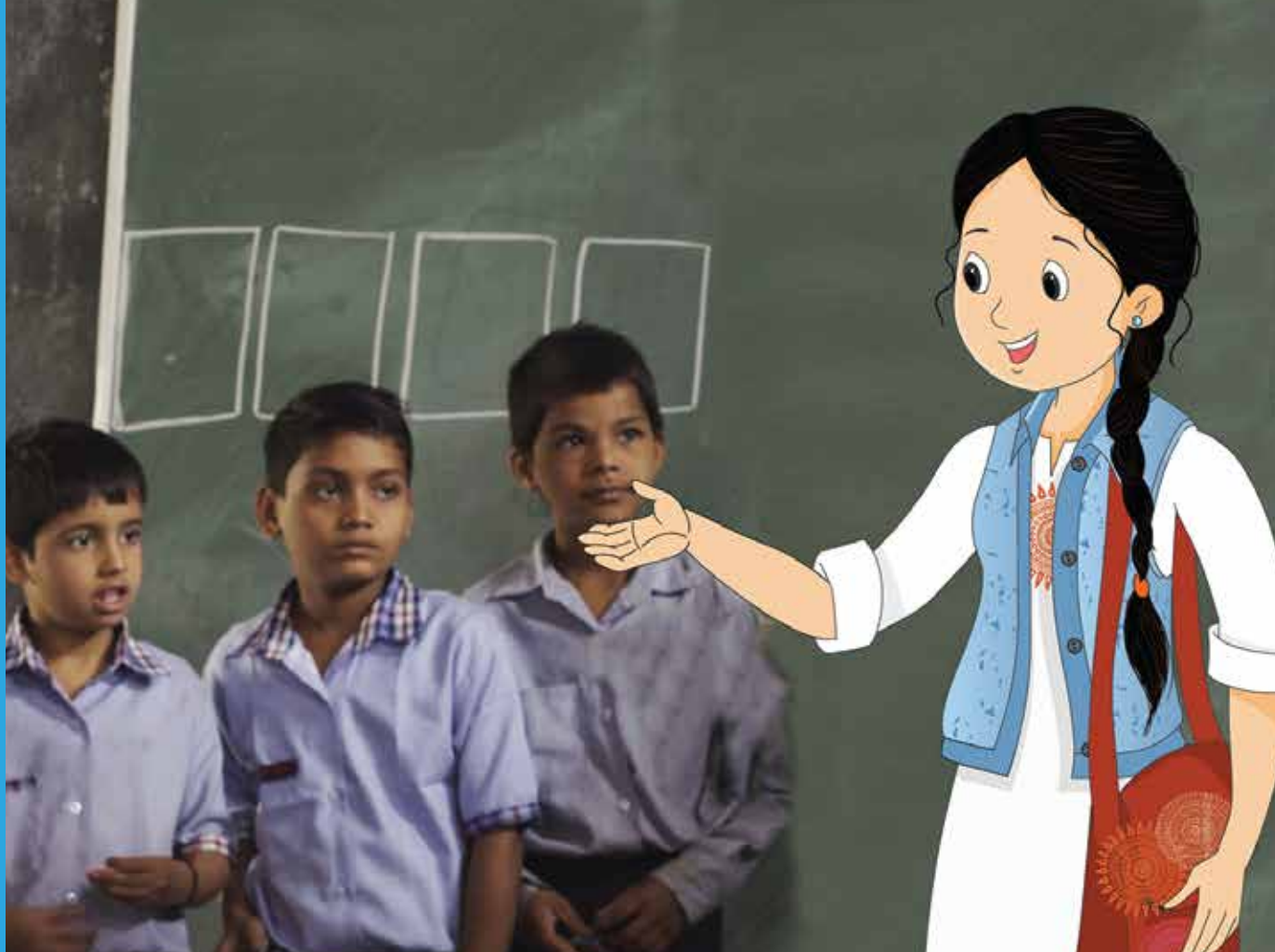
The Feedback Advisory assessment conducted in Haryana indicates that Palwal, Jhajjar and Faridabad are among the top performing districts with an overall improved learning outcome of 10%, 3% and 2% respectively.



\*Due to the pandemic, the baseline could not be conducted in 2020 and hence the baseline for this study is taken from the survey conducted in 2019.







P4

## Third Party Impact Assessment



# Learning Outcomes Assessment Report

Haryana State  
2021-22

# KPMG (Third Party Impact Assessment)

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Sampark Foundation has been working in Haryana since 2017. The MoU between the Directorate of Elementary Education (DEE)- Haryana and Sampark Foundation was signed in May 2017 and is valid for a period of five years. The DEE, Haryana is responsible for education in Haryana 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 Haryana Primary Schools.

The Program Goal was for Haryana to be among top 10 states in learning outcomes.

The project covers all government primary schools (with enrolment of more than 50 students) of the selected districts of Haryana and involves - Introduction, implementation and monitoring of the Sampark Smart Class Pedagogy developed by Sampark Foundation for Primary Classes.

# KPMG (Third Party Impact Assessment)

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For the purpose of the evaluation, KPMG conducted stakeholder consultations with two Education Secretaries who had overseen the project and Academic Cell Quality Head in Haryana. KPMG also conducted interviews with the State Head at Sampark and with two Sparks to gather their perspective. The stakeholders were-

- Dr. Mahavir Singh - Additional Chief Secretary
- Mr. P.K. Das - Ex Principal Secretary
- Mr. Pramod Kumar - Academic Cell Quality Head
- Mr. Durga Prasad Yadav - State Head- Haryana, Sampark Foundation
- Mr. Anil Singh- Spark - Haryana, Sampark Foundation
- Mr. Abdul Rahim - Spark- Haryana, Sampark Foundation

# Criteria I- Relevance

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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.

The ex-education secretary stated that the good thing was Sampark came to them with an already tested project which had been piloted at other blocks, which gave them the confidence to initiate the partnership. The department saw the potential and recognized the need for innovation at school level – which further cemented their belief to partner with Sampark.



# Criteria I- Relevance

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## 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 discussion with state functionaries of Haryana, the education priorities of the state in the last five years have moved from focusing on educational infrastructure to building the quality of education. There is a lot of emphasis on teacher training now to bring up the productivity of students in the classrooms. Earlier the state was focusing on building classrooms, focused on attendance and drop-out rates. Subsequently, after that stabilized, they shifted focus towards holistic ways of learning in the classroom. In such a scenario, Sampark proposed an innovative model of learning, and it was exactly what they were looking for. The state is similarly working with other organizations on ground to bring up the level of education for students. As per the state functionaries, the Smart Shala project has strengthened the quality of education delivery for English & Mathematics, and there has been a considerable amount of change in the way students are receptive to both the subjects. The interest of students has gone up, but there is a long way to go. A strength identified by the state level stakeholders for SSS is that conventional ways of learning have been replaced by innovative methodologies.

## Criteria I- Relevance

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- The principal secretary also stated that it was now a priority to evolve and introduce innovative ways of learning, to keep the best interest of a child. Sampark Smart Shala is in accordance with the current state educational needs.
- The ex- Education Secretary stated that Haryana has one of the best educational infrastructures. As a state, they wanted to move away from corporal punishment, and wanted to focus on accessibility to education for all students. The focus was not only on inclusivity, but also to look at all aspects; for example, the teachers – who need to adopt new methodologies, and the content of subjects they are teaching needs to be refined and renewed from time to time. Sampark Smart Shala was in sync with their visions and objectives. Hence, they decided to go ahead with this partnership.
- The State Head for Haryana, also said that the project is very relevant, especially, in the case of the lockdown. Even otherwise, it is a very low- cost intervention and hence very implementable. It's a system in which day to day reach can be made with the teacher- which is something unique. As per the State Head, the SSS application, launched by the education minister has 90,000 active users including both parents and teachers. The content available with Sampark Foundation matches with the textbooks of the students. The various interventions also enable teachers to self-learn. Through Sampark Didi and other innovations, they have created an atmosphere of learning.

# 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> <ul style="list-style-type: none"><li>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.</li></ul> <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>Th 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

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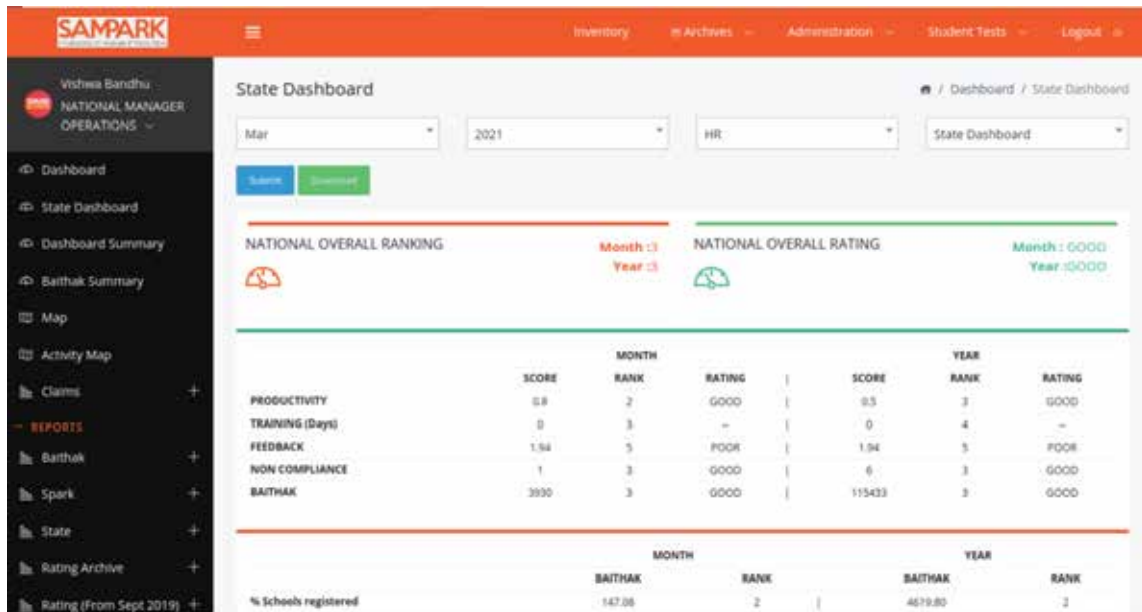
The compatibility of the intervention with other interventions in a country, sector or institution.

### 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 Haryana, the tie up of the project is with DEE 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.
- As mentioned above, the state functionaries of Haryana pointed out how the project was directly aligned with the educational needs and policies of the state. 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

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

### i. Target vs. Achievement

The project is meant to cover each primary school in Haryana.

As per information provided by Sampark Foundation- the schools covered were as follows-

As per the conversation with the state head, the project started in 2017 and initially 800-1000 schools were covered across 22 blocks. Now, 8736 schools, across all of Haryana (119 blocks, now 125 blocks) have been covered and 19,740 teachers have been trained. Each school has been provided with one kit for English and one for Maths.

### ii. Usage of the Sampark Smart Shala App

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

# Criteria 3- Effectiveness



## SSS App Usage- Registration Data

- In Haryana, a total of 8,196 primary schools have been registered, that is, 95% of primary schools have been registered.
- 1.40% of teachers are active for >1 hour per month.in Haryana.
- Total number of registered teachers are 47,815.
- The app also has over 3,500 government officials registered, over 35,000 parents registered, and 2,371 other educators registered. Additionally, over 54,000 unregistered users are there on the app.

## SSS App Usage- Videos Watched

- Total Video Views- 9,61,894- highest among all states of Sampark Foundation.
- Total Unique Users-92,529- second highest among six states of Sampark Foundation
- Math and English videos are the highest among the six states and stand at
  - Math Video Views- 6,90,485
  - English Video Views- 2,57,824
- Resource View Count
  - Total View Counts- 3,20,120
  - View per Active Users- 6.30
  - View per Active Teachers- 13.69

## Criteria 3- Effectiveness



### SSS App Usage- Assessments Taken

The assessments per district in Haryana have been presented below. These were conducted between December and February 2021.

District	Total Assessments	Unique Students	Av. Assessments per Student
Panipat	415306	21682	19.15
Nuh	265469	29044	6.80
Gurugram	228653	14007	16.32
Yamunanagar	149911	15974	9.38
Mahendragarh	144884	8600	16.85
Faridabad	135421	12231	11.07
Palwal	124528	15712	7.93
Rewari	122916	11651	10.55
Karnal	87820	16019	5.48
Kurukshetra	78240	9711	8.06
Sonipat	71865	14640	4.91
Fatehabad	69715	15103	4.62
Bhiwani	69283	13620	5.09
Jind	67316	5855	11.50
Ambala	63066	11294	5.58
Jhajjar	61547	9362	6.57
Rohtak	57255	8128	7.04
Hisar	56336	8297	6.79
Sirsa	38228	3932	9.72
Panchkula	18437	3668	5.03
Kaithal	15717	2277	6.90
Charkhi Dadri	14279	2914	4.90
Grand Total	2356192	263721	8.93

## Criteria 3- Effectiveness



### iii. Scale of the Program – Teacher Training

The objective of the program is to achieve learning outcomes at scale. One of the design elements that makes effectiveness possible is the sheer scale of teacher training- as per the MoU, the training of teachers would be amongst the single largest teacher training activity undertaken by State Government in partnership with a Foundation in any state.

- The training has been integrated into the training plan of the state.
- The training of Master Trainers (MT) for 3 Foundation Programs and 2-day refresher programs was to be conducted- ensuring the creation of 4-5 MTs for this program from each block.
- The program then trains 2 teachers per school for hands on training on Smart Class kit for 2 days (12 hours)
- Mid-year refresher trainings are also conducted.
- Teacher response- As per the Academic Cell Quality Head, initially there was a lot of resistance from the teachers with regards to the training, since this is not a part of the school curriculum. But continuous trainings and engagements with the teachers helped reinforce the importance of learning innovative methods of learning. The teachers were earlier unhappy with extra work being given to them, however now the kit has been adapted in more than 8000 schools of Haryana and the teachers have given positive feedback for the teaching methodologies. There has been a high demand of these kits across schools now. The teachers have been more receptive to smart ways of learning and are moving away from traditional techniques now.

## Criteria 3- Effectiveness

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### iv. Coordination with the government- meeting expectations

The Academic Cell Quality Head has testified to the fact that all their expectations from the Sampark team have been met. Sampark has performed as per the agreement that was drawn.

The government wanted Sampark to bring in an innovative model of learning, they have stood by their expectations. Sampark has been innovative and tried to introduce methods of learning which inspire the curiosity of a student. A curious student is always eager to learn more and pay attention to what is being taught in the school. The fact that there has been a change in the mode of learning, is a huge achievement. It takes a lot to devise and administer new pedagogies.

The principal secretary has also stated that they do see a significant difference in the performance level of a child, which is the primary reason for them to conduct this study. He stated that their experience with Sampark has been satisfactory, and they have been good with training and reporting. The Sampark team is diligent and visits the office regularly for mapping progress. The ex-education secretary has also stated that there has been a change in the learning mechanisms which have been well received by the students.

## 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 DEE Haryana 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.
- 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 DEE and Sampark Foundation have been clearly defined in the MoU.

The DEE is responsible for	Sampark is responsible for
<p>ensuring participation of the relevant government functionaries,</p> <p>make available a Learning Task Force with representatives in each district, and at the State Office as well as monitoring support and review,</p> <p>facilitating co-ordination, passing appropriate orders for uptake of innovative practices,</p> <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>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 DEE.</p> <p>To design and provide worksheets for state textbooks.</p>



# Criteria 4- Efficiency



The DEE is responsible for	Sampark is responsible for
<p>provide infrastructure for team members at 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, &amp; 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 DEE. 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 / Additional 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

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

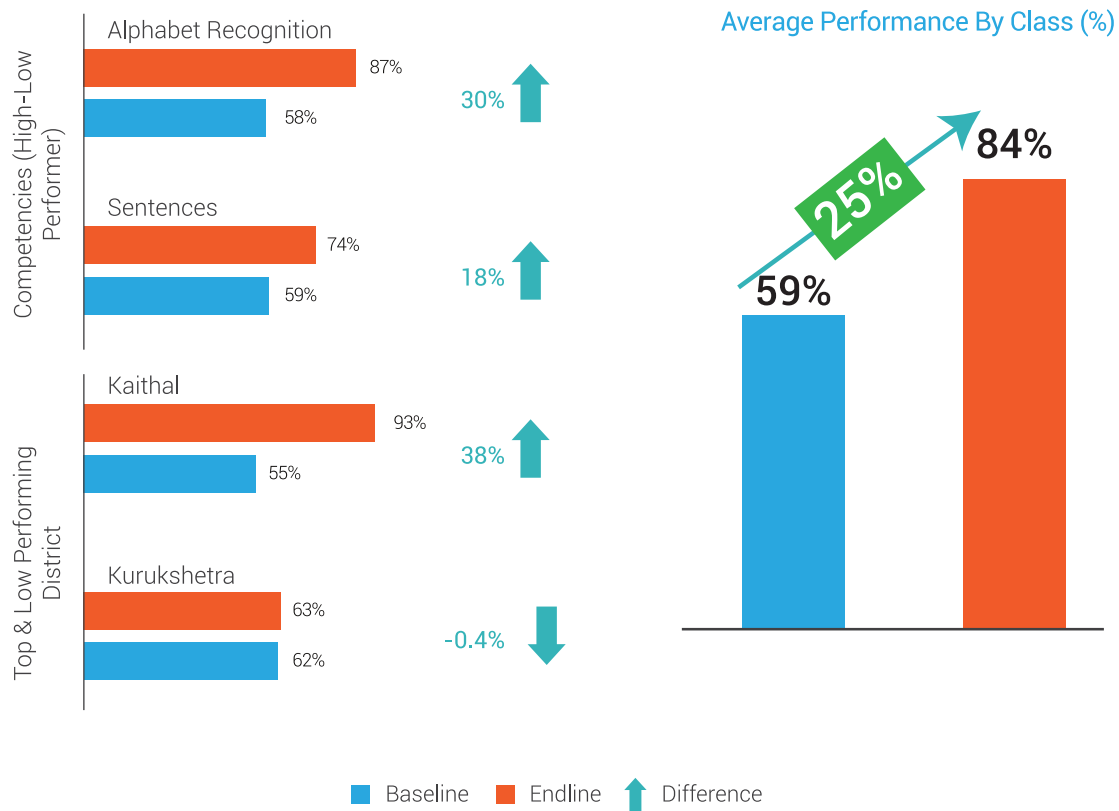
### iii. Change in learning outcomes

As per the learning outcome assessment report 2020/21, there is a clear increase in learning outcomes for between the baseline and endline results of classes 3 and 4.

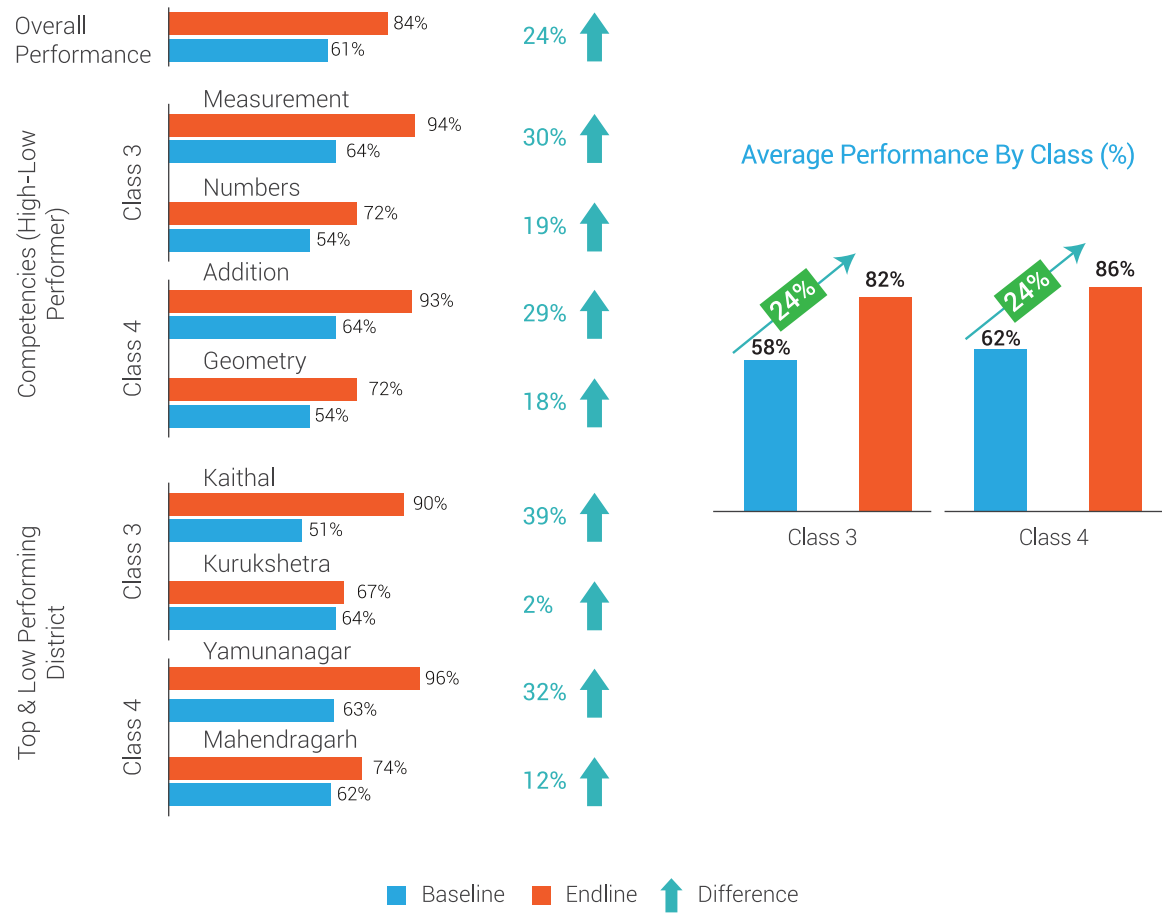
Extracts from the impact assessment report show a clear increase between baseline and endline results-

- The performance of class 3 in English has increased from 59.4% to 84%, that is, an increase of 24.6%
- The performance of class 3 in Math has increased from 52.5% to 82.5%, that is, an increase of 23.6%
- The performance of class 4 in Math has increased from 62.4% to 86.1%, that is, an increase of 23.7%

## Class 3 Performances - English



# Class 3 & Class 4 Performances - Math



# Criteria 6- Sustainability

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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.

# Learning Outcomes Assessment Report

Haryana State  
2021-22

# Feedback Advisory (Third Party Impact Assessment)

## Overall Summary – Haryana

- For Class 5, 40% of students were not able to answer the Grade-3 level test, while 43% students of Class 4 couldn't pass the Grade-3 level test
- Overall scores are low as compared to the average Class 3 Baseline 2019 scores, with Class 3 students showing a dip of 6% in a like-to-like comparison with class 3 averages of Baseline 2019
- 48% students of Class 3 were not able to answer their own grade level questions
- Top performers Faridabad and Yamuna Nagar had around 36% of students who couldn't give the correct answers for assessment tests
- Faridabad students have been the toppers in most classes, including Class 2 (63%), despite the use of the Class 3 tool. Mahendragarh was the lowest performer with around 55% of students not giving the correct answers
- For English, Phonic Sounds was the highest-scoring competency. However, around 40% of students were not able to answer the related questions.
- For Math, Measurement & Addition were the top-scoring competencies. However, it had 36% of students who were not able to give the correct answers.
- Overall, most competencies have seen a marginal or no growth in the learning level as compared to the 2019 performances
- Except Palwal (56%), all districts have seen a growth below 4% in scores as compared to the Baseline scores of 2019
- Sentences was the lowest-scoring competency with 42% of students & the highest dip of 13% as compared to the performance in 2019



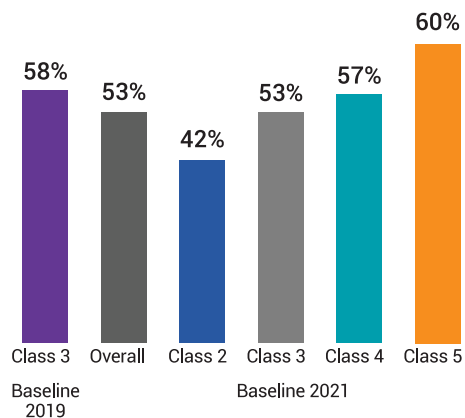
## Key Learning Outcome

The current overall average has dropped by 6% as compared to the average performance in 2019

### Coverage:

- 14 districts & 28 blocks covered in Haryana
- Students from 60+ schools participated in tests from Class 2-5
- Students studying from home through Eduset and Sampark Shala
- 4000+ students' tests conducted through home assessments in July
- Class 3 assessment tool was used for Class 2, 3, 4, & 5

### Average Performance by Class (%)

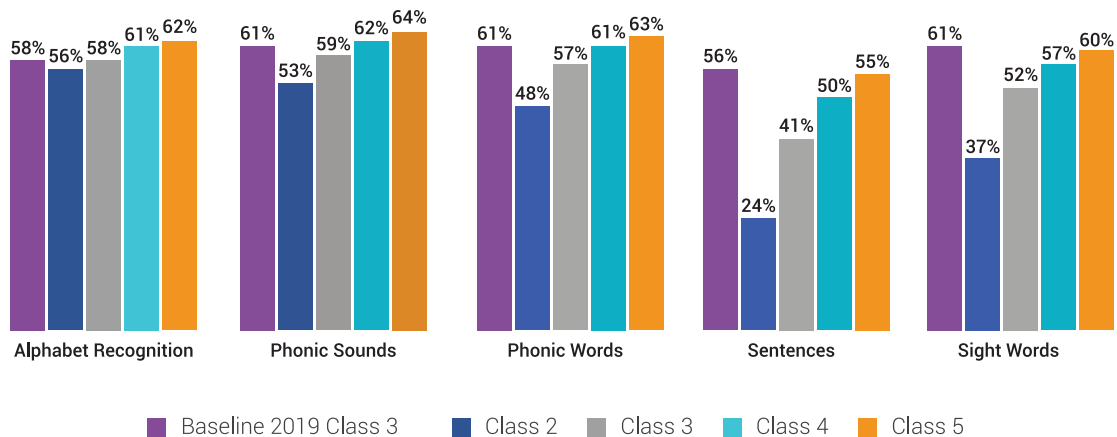


## Key Findings

- Except Class 5, all classes have shown an overall performance below the Baseline average of 2019
- Class 5 performance overall has been the highest for both subjects. However, around 40% students of Class 4 & 5 were not able to answer the Grade-3 level questions.
- Around 50% students of Class 3 were not able to give the correct answers to the same-grade questions, which was around 40% in 2019
- The Math learning level has also shown a dip of 5%, with 53% of students answering correctly as compared to 58% of students in 2019

## English Competencies:

Overall, around 40% students of Class 5 were not able to answer the Grade-3 level questions correctly

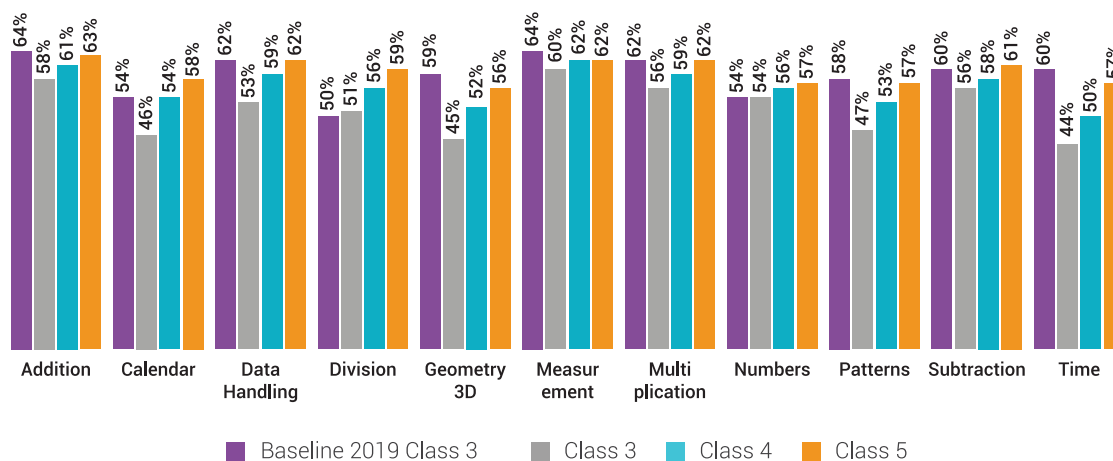


Baseline 2021

- Sentences was the lowest-scoring competency, with around 60% of students not able to give answers to the related questions
- Phonic Sound had the highest score. However, it had 40% of students giving wrong answers for the competency-related questions.
- In a like-to-like comparison, Class 3 performances have dipped for all competencies (except Alphabet Recognition), with Sentences seeing the highest dip of 15% as compared to the Baseline 2019 score
- Class 2 students from Hisar & Karnal districts were low performers in all competencies

### Math Competencies:

Around 40% students of both Class 4 & Class 5 couldn't answer the Grade-3 level Math questions



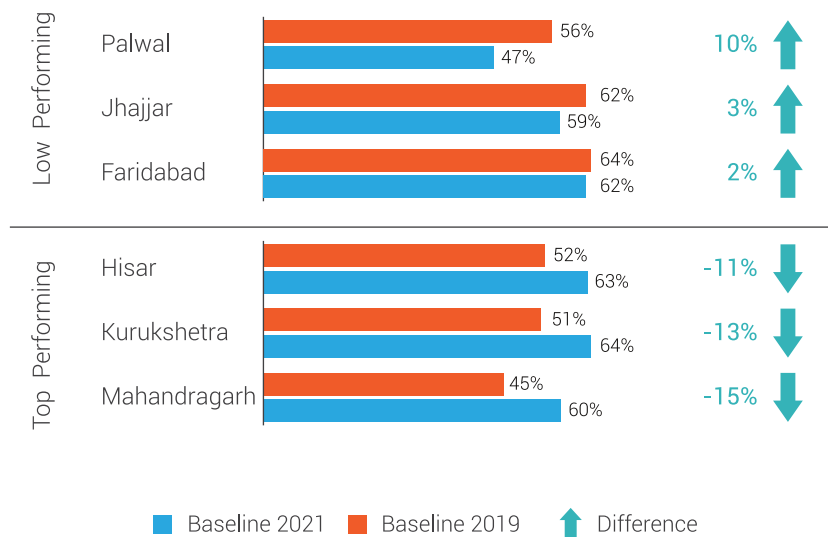
Baseline 2021

- Addition was the highest-scoring competency overall. However, 40% of students were not able to answer the related questions.
- Time was the lowest-scoring competency, with only 45% of students able to give the correct answers for competency questions
- In a like-to-like comparison for Class 3, Geometry 2D Shapes have seen the highest dip 13% as compared to Baseline 2019
- Class 2 students of Fatehabad, Rohtak & Hisar have shown the lowest average performance in all competencies, closely followed by Class 5 students of Gurugram having a low performance in Math

### District Performance:

Faridabad & Yamuna Nagar were the top performers. However, around 35% of students in both the districts were not able to provide the right answers

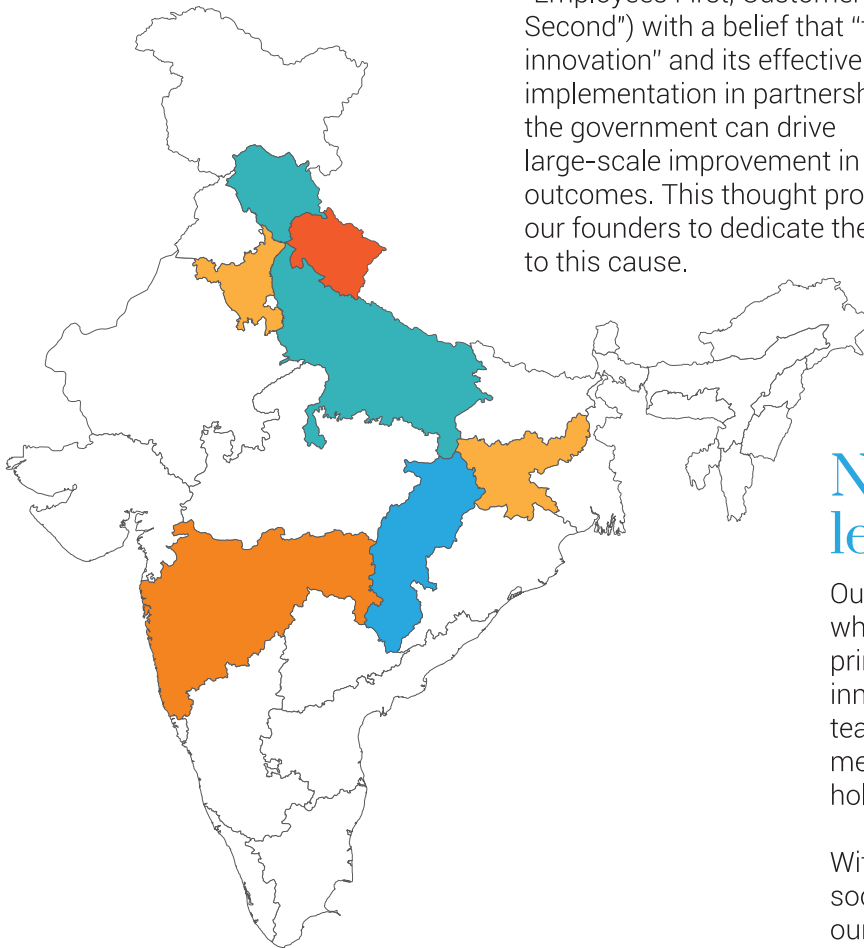
Top & Low Performer Districts of Haryana (%)



- Overall, Mahendragarh has the lowest score, where 55% of students couldn't provide the correct answers
- Despite the use of Class 3 tool, Class 2 Faridabad students have an overall score of above 60% for all competencies except Patterns & Time
- Hisar district Class 2 students have the lowest score overall, with only 25% students answering correctly
- Rohtak (45%) has been the lowest-scoring district for Math, while Mahendragarh has the overall lowest performance (44%) in English
- In a like-to-like comparison, the Class 3 performance for Mahendragarh has shown the highest dip of 27%, at an overall performance of 36% as opposed to 63% in 2019

# 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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