

SATHYA EDUCARE COMPETENCY TRUST

Annual Report

2021 - 2022



This year had been a transition year where trust activities picked up momentum, moving from the diverse Covid recovery and support activities into focused teacher/school transformation and elder caregiver development initiatives. During the initial two quarters of the year, our trust initiatives and impact were curtailed by Covid and starting from the latter part of second quarter, our trust was able to contribute well to the two focus areas of the trust - teacher/school transformation and elder caregiver development. We will first describe the progress we made in full in the education transformation area followed by a description of our activities in the elder care domain.

Education/Teacher Transformation

During the beginning of this year, we continued our engagement with the rural schools we had started working with in the previous year while also devising various ways of supporting the hardships caused due to Covid. Post Covid, we ramped up staff and created a structured program called ETTELL and systematically engaged with more schools. We start with highlighting monthly the key activities of the trust and then go on describing in detail various programs/initiatives in the education/teacher transformation domain.



April 2021 Highlights

Planning with Swami Vivekananda Vidya Kendra, Hosakote
Science Capability Enrichment Programme
English Language Improvement Capability Workshop



May 2021 Highlights

Online English Language Improvement Capability Workshop

Distribution of Food Kits, Hosakote

Financial Assistance to pandemic affected teachers across varied regions in Karnataka

Identifying Resource Faculty Strategic shift for pause on project during



June 2021 Highlights

Planning for Leadership Training Session for teachers of Swami Vivekananda Vidya Kendra, Hosakote

Sessions by Ms.Vidya Harish

Associating with Resource Faculty

Food Kit Distribution at Mandya and KR Pet



July 2021 Highlights

Leadership Orientation Programme for Head Teachers of Swami Vivekananda Vidya Kendra, Hosakote by Dr.G. Vijayakumari
Initiating Language lab at Swami Vivekananda Vidya Kendra, Hosakote
Science Capability Enrichment Program
Associating with Resource Faculty



August 2021 Highlights

School Capability Enrichment Programme
Science Capability Enrichment Programme
Visit to Sai Shankar Vidyashala
Leadership Training Programme for Head Teachers of Swami Vivekananda



September 2021 Highlights

Leadership Training Programme for Head Teachers of Swami Vivekananda Vidya Kendra, Hosakote by Dr.G. Vijayakumari
Professional Enrichment Programme for Inhouse Team
Exploring content creation portfolios- Diksha, ILP, Amplify
Meeting with Heads of Swami Vivekananda Vidya Kendra, Hosakote to



October 2021 Highlights

ETTELL-MOU
Inclusion of Technology Intervention Programmes in the Design
Planning for Library Intervention programmes
Guidance for Record Maintenance and School Management



November 2021 Highlights

Science Baselining
Career Counselling Sessions for students
Self Assessment mentoring with Heads
English Baselining
Signing of MOU and Discussion of Plan of Action with Vidya Vardhaka Sangha Educational Institutions



December 2021 Highlights

- Discussion with BEO, Hosakote
- Baseline Assessment Tool Generation
- Discussion and Meeting with ILP Team
- Orientation and Pedagogical Leadership Session- VVSEI
- NTSE session for SVVK, VVSEI school children
- Orientation and Introduction on Project with High School Teachers
- Technical Advice to assess status and computer lab requirement
- Appointment of Teacher Educators for SECT
- Visit to Tumkur DIET to explore possibilities for collaboration



January 2022 Highlights

- Baseline Tool Review and Administration
- Special Coaching Classes for Grade 10 students of SVVK, Hosakote
- Pedagogical Leadership Training with Heads of SVVK and VVSEI
- Technology Intervention with IT for Change
- Library Intervention Program with ILP



February 2022 Highlights

- Baseline Tool Review and Administration
- Pedagogical Leadership Training with Heads of SVVK -Administrative Heads to Pedagogical Heads
- Special Coaching Classes for kannada Grade 10 students of SVVK, Hosakote
- Special Coaching Classes in Maths for Grade 10 students
- Interventions program for teachers on cooperative learning strategies
- Demo lesson based on Co-operative Learning Strategies for High School Teachers of VVSEI



March 2022 Highlights

- Advisory Committee Meeting, Visit to Sai Shankar Vidyashala
- Teacher Classroom Observations, Workshop on CLES
- Teacher Orientation, Story Telling Session
- Baseline Tool Administration and Data Entry
- Special Coaching classes in SVVK, Pedagogical Leadership Sessions
- Meeting with the Managements of SVVK and VVSEI
- ILP Session, Technological Interventions

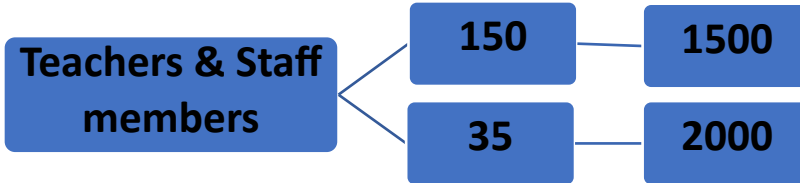
Covid affected teacher assistance

At the beginning of this year, since many teachers and schools were affected severely due to COVID induced lockdowns and hardships, our trust activities needed to be adjusted and we decided to provide relief to some teachers with financial and food kit assistance. This activity was our main focus during April through June 2021.

Food Kit Distribution at SVVK, and Hoskote

Since the Teachers and Staff of Sri Vivekananda Vidya Kendra (SVVK), Hoskote were our key beneficiaries at this time and since they were badly affected by the unprecedented Covid-19 second wave devastation and subsequent lock down, to alleviate these teachers' hardship during these critical times and encourage teachers to continue to be in their profession and serve children.

Grocery kit & Medical assistance



Since the hardship of teachers was felt across a wide array of teachers beyond those who work at SVVK, we decided to identify and help non-SVVK teachers. We managed to provide Grocery kits and Cash to a few teachers who were residing near SVVK.

Food kit Distribution at Mandya and KR Pet



Financial Assistance to teachers across varied regions

Having come to know through the contacts with different people in the Education sector, teachers who were in serious hardship and difficulties across Karnataka state were also identified. We helped around 80 plus teachers by providing cash assistance.

Continuation Of Interventions Online, Team Development and Partnerships

Our team tried their best to keep up the momentum of our impact on SVVK, Hoskote school with some online teacher development programs. In addition, we focused on some team development efforts, including training and identifying new resource personnel and new team members.

- **Online training**

Our key training interventions included:

1. English, Science, Maths; NEP 2020 and Leadership
2. Resource Development- Grades 1 to 5 in Science
3. English Language Capability Improvement Workshop

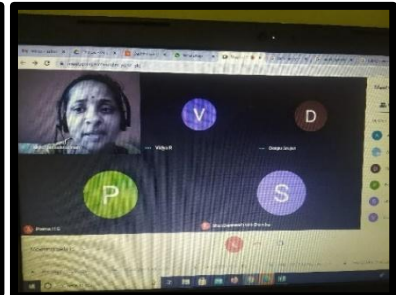
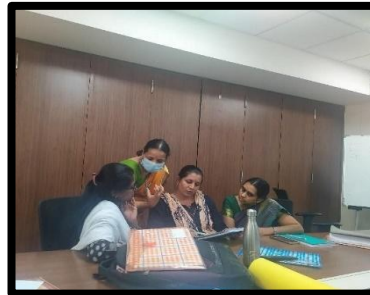
A day-long workshop was organized for teachers of Grades 1 to 5 from CBSE, State English and Kannada Medium and HBSVRT School to help teachers become confident and fluent in communicating (talking, reading, writing and comprehension) in English. Basics of learning English as a foreign language were revisited.

Activities like Web of Stories wherein individual teachers try to create sentences along with the given web thus making a beautiful story as well as an interconnected web was done to create interest among teachers towards stories and their importance. The whole session aimed at developing comprehension skills thus helping teachers to engage in creating their own stories and also helping them understand the role of communication and language while in the process of story creation. The need and importance of story narration, storytelling and creation was discussed and teachers were encouraged to come up with their own stories and they were made to frame a story by completing or changing the ending of story. All the activities demonstrated in the workshop were based on stories along with Grammar and Phonic Sounds. Teachers enjoyed the Journey to Story World and were excited to use the activities and ideas with their students.

The next phase included 3 full day physical workshops and several parallel online sessions. The sessions were designed and implemented for a set of 11 teachers through grade 1 to 5.



These sessions were beneficial to teachers for their own understanding improvement. Application or implementation of all the activities and learnings with children was not possible due to the absence of children in schools. But, a few online sessions designed in June aimed at improving teachers' ability to make online sessions effective thus helping them to teach better online.



● Language Lab at SVVK

After the Online sessions of English communication workshops and support for their online classes came to a close, a language lab was initiated to help teachers to leverage this facility for their online classes and use it as a collaborative space to develop, discuss and share resources and ideas for Language (English) teaching. Beginners English Language Kit was procured and teachers were oriented on how to use it while in online classes. This kit consisted of activities, games and ideas for language teaching. Teachers played games and activities of the Language Learning Kit and were involved in developing and designing their lab using their



creativity and innovativeness to come up with ideas and resources for language teaching. Few best available books were procured from Tulika Publishers to supplement teacher's classroom teaching for effective transaction and developing interest among children in learning a language. Teachers designed their lab by collaborating with peer teachers and came up with creative ideas for language teaching.

After the initial set up, teachers were directed to take it forward to develop and build on their language lab with innovative resources and ideas

to help children learn language interestingly and effectively. After the initial set up, there was little or no readiness among teachers towards its usage and building. It could be also because of the inadequate support for teachers in using and integrating the lab in their online teaching effectively Hence, we made a follow up visit to SVVK to motivate, inspire and enable teachers towards using and developing their own language lab and integrating it in their online classes thus making learning joyful and interesting

Feedback Received:



Ms. Nalini

I attended Ms. Akhila's classes for primary teachers. The areas covered by ma'am include phonic sounds and how to use the sounds. She covered Articles, Perfect Tenses and Parts of Speech in grammar. She also had sessions in Spoken English.

I attended a workshop conducted by Ms. Akhila. The areas she covered include

1. phonic sounds- vowel sounds and consonant sounds, soft sounds and hard sounds
2. The grammar areas are singular and plural-rule to add 's' and 'es', Parts of Speech and Modals
3. How to conduct ourselves during online classes- the spoken language and body language
4. Communication on the phone



Ms. Nagaveni

The session was helpful because the online class was new to us. She motivated us and gave us ideas for our classes.



● **Professional development of the Team**

Dr.G.Vijayakumari and Asha attended the P G Diploma course in Pedagogical Leadership to understand the Finnish Education system and implement the best practices in the trust

initiatives. Regular meetings and assignments were attempted by the team. Finnish Curriculum, Traversal Competencies, Teacher Education Structure, School Processes, Support System in Finland are some of the topics covered as part of the course structure. An 8 weeks internship project was assigned to the team to plan and implement their course learnings and present their findings. The objectives of this course were:

- To broaden the understanding of pedagogical leadership and how it is different from merely administratively managing a school.
- To understand the practical case studies, examples, and scenarios which a leader may need to handle in developing a high performing school.
- To formulate and advance participants' visions and practices as professionals to become leaders and share their know-how with other professionals, engaging in self-reflection and applying their knowledge and skills in practice.

The course helped to provide the participants with a strong foundation of the key principles of leadership in education and principals' work. It introduced us to the basics of the Finnish School system, its leadership, and practical ways of handling administrative and pedagogical issues in the school.

Appointment of Teacher Educators and Resource Faculty

After several discussions and interviews with the Teacher educators, appointment of New Teacher educators was completed. Subject wise resources to support trust projects were also identified.

Partnerships

Discussion with Kannaiah, BEO, Hoskote



A meeting was scheduled with Kannaiah, Block Education Officer, Hoskote to discuss the activities of Education transformation initiative of the trust in SVVK, Hoskote and seek cooperation and support for all the programs to be undertaken. It was evident from the discussion that there were no B.Ed and D.Ed colleges in and around Hoskote Taluk. Hence, no volunteers from teacher education institutions could be involved in the project.

IT for Change

Discussions were held with an NGO - IT for Change for collaboration to train teachers of SVVK and VVSEI on integrating ICT in the Teaching-learning process. A draft of the MOU for this purpose was finalised.

ILP

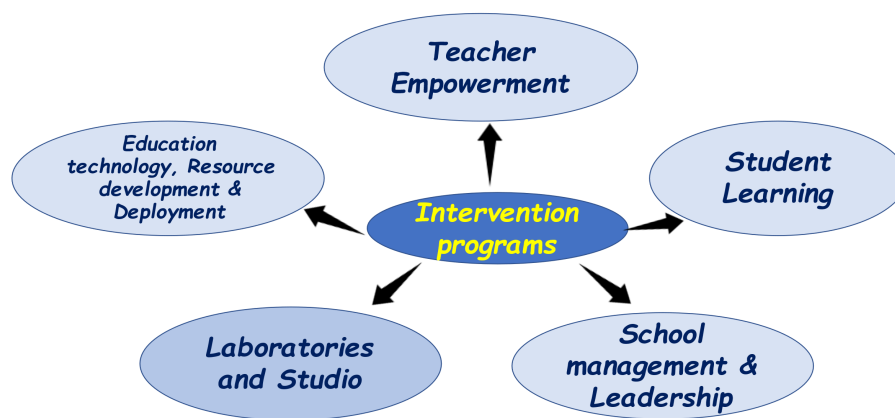
Discussions and Meetings with an NGO - ILP on Library Reading Level Assessment Project were held. We decided to collaborate with ILP in implementing Library reading level programs in SVVK and VVSEI Institutions.

District Education Transformation Program (DETP) activity with DIET -Tumkur:

Participated regularly in all interactions with team members from DIET and Co-creation cell to refine the proposals submitted by DIET for two different initiatives – Setting up of learning studio at DIET, Tumkur and development of MRPs for preparation of children to take up NTSE and NMMS competitive exams. Periodic inputs and feedback was given to the DIET team in order to fine tune the existing proposal. It was finally decided that there was no alignment on the long term impact we were looking for so decided to discontinue this relationship.

Education Transformation through Teacher Empowerment Leading to Learning (ETTELL) Program Design

Post the COVID lockdown relaxation during the second quarter of this financial year, we initiated the efforts to design an overarching program architecture. We called this program ETTELL and framed the following objectives for this program consisting of the 5 major categories of interventions as shown below:



1. To transform the school climate into a vibrant, communicative and collaborative environment.
2. To design and deploy a systematic and sustaining model for education transformation in the school community aligned with NEP 2020.
3. Self- assessment of School leaders about existing school practices, baseline assessment on quality of teaching and student’s learning in order to develop a customized model and robust plan.
4. To design and deploy pedagogical-leadership development program, leading to learning for 21st century education.
5. To design and deploy sustainable teacher-empowerment programs for 21st century teaching.
6. To enhance student’s learning and overall performance in and for 21st century learning.

7. To support restructuring of laboratories and libraries with essential equipment, tools and books; and organize intervention programs for their effective use.
8. To transform laboratories and libraries into “Learning centers” and technology labs into “Digital learning hubs”.
9. To conduct Pre- and Post-assessment for all intervention programs in the school.
10. To document all intervention programs, practices and assessments; and generate reports for future use.

To support the execution of the above program with two schools (**SVVK and VVSEI**), we formulated a high-level memorandum of understanding (MOU) and conducted a discussion with a group of expert advisors to guide these MOUs.

The key focus areas at SVVK are:

- ❖ The changing role of leaders
- ❖ The emphasis on developing 21st century skills
- ❖ The transformation in education with NEP 2020 guidelines
- ❖ The empowerment of teachers
- ❖ ICT introduction

Advisory Committee Meeting

The Advisory Committee met to discuss and suggest improvements to the project design

Committee:

Members	Dr. Mythili Ramachandran	Professor, TISS, Mumbai
	Dr. Rishikesh	Associate Professor, Azim Premji University, Bengaluru
	Prof. Niranjana Dass	Former Principal, Vijaya Teachers College Jayanagar, Bengaluru
	Prof Hemanth Uppala	Vice Principal, Dayanand Sagar College of Arts, Science and Commerce, Bengaluru
	Sri Attaulla Khan	Principal, K.K. English School, Bengaluru
	Sri Gurumurthy Kashinath	Director, IT for Change, Bengaluru
	Sri Dwarakanath	Secretary, Vidya Vardhaka Sangha Educational Institutions, Bengaluru
	Sri. Nagaraj Gupta	Secretary, Sri Vivekananda Vidya Kendra

	Dr. H.R. Sudha	Associate Professor, Al-amen college of Education, Bengaluru
Convenor	Dr. G.Vijayakumari	Director-ETTELL

Some of their suggestions/concerns include:

- A concern was raised about the ability and comprehensiveness of teacher educators in order to visualise the objectives and to handle the in-service teachers, as convincing the set mindset of teachers may be a challenge that may be faced ahead.
- Through this model, one should also focus on building the agency of teachers, that is, raising the teachers to the level of visualizer and creator/developer rather than just being consumers.
- Mention NCFTE-2009 along with NEP-2020 in the e-document as we just can't leave the roots
- Improve the baseline assessment tools based on the expert review and make them undergo a standardisation process.
- A plan should be made for testing the periodical growth of teachers.
- The importance of developing critical thinking skills in teachers through concept mapping cannot be overstated.
- The projects need to be executed as pilot first and then explore the possibility of expansion.

Baseline Assessment Tool Generation

The objective of constructing the Baseline Assessment Tool was to assess the competency level of students of classes I to 10 in English, Kannada, Mathematics, Science and Social Science.

Program

1. Experts were identified and invited to construct baseline assessment tools in their respective subjects.
2. The team of experts were briefed on the objectives and requirements of the tool.

The main purpose was to identify the learning loss and gaps before starting the intervention programs and plan accordingly. The expert team was asked to prepare Competency based Assessment tools by referring to the documents on NCERT Learning indicators, NCERT Te books and KSQAC indicators. These documents were shared with team members.

Dr.G.Vijayakumari briefed the team about the format of the paper with number and type of questions, marks and



divisions

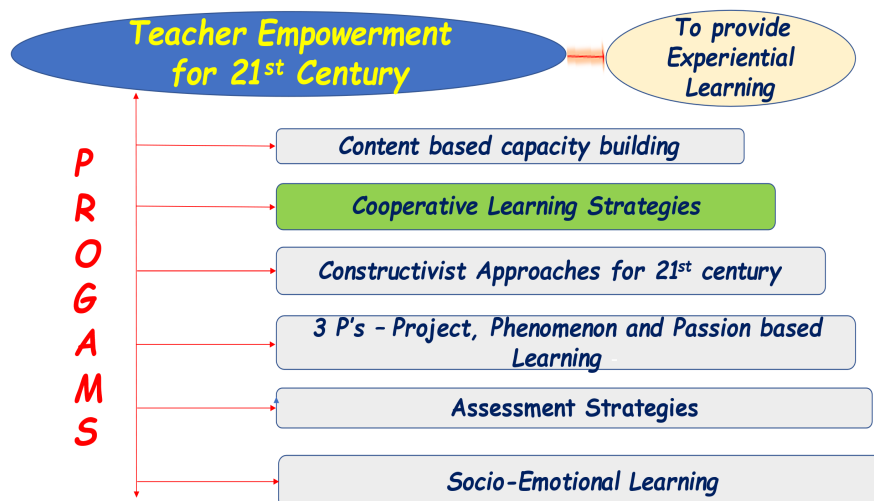
The list of Experts along with their subject expertise and tool development details are as follows:

SI No	Name of the Expert	Subject	Target classes for tool preparation
1	Prof. Niranjan Dass	Science (Biology)	Grade 6, 9, and 10
2	Vina Ranganath	Maths	Grade 1 to 7
3	Nirmala	EVS	Grade 1, 2, 4 and 5
4	Brinda Rao	Kannada	Grade 1 to 7
5	Akila Radhakrishnan	English	Grade 1 to 7
6	Sudha Rao	English	Grade 8, 9 and 10
6	Shivanand Hombal	Social Science	Grade 1 to 7
7	Suresh Shetty	Kannada	Grade 8, 9 and 10
8	Dr. Praveen Kumar	Social science	Grade 8, 9 and 10
9	Sridevi P Nayak	Mathematics	Grade 8, 9 and 10
10	Asha Y	Science and EVS	Grade 7 and 3

The tool was finalised and administered with Support from Volunteers of Dayanand Sagar College.

Having completed the preparatory work, deep engagements with both the beneficiary schools got kicked off and we will now describe our progress in each of the five dimensions of the ETTELL program.

Teacher Empowerment - Content Based Capacity Building



• Science Capability Enrichment at SVVK

After a thorough understanding of the needs and expectations of science teachers, a science teaching capability improvement workshop was organised at SVVK. The main purpose of this workshop was to enable teachers to improve their understanding and teaching of Science by deploying PCK through integration of subject matter, educational perspectives, pedagogy and action research components into the workshops. This workshop made teachers understand the need and importance of delving deep into the topic through more questioning and engagement. Teachers gained insights related to the conceptual development of the Topic Matter and Substances. Teachers also experienced means of engaging children while demonstrating or conducting experiments. Discussions were held on how to create opportunities for children to come up with more examples in their daily life and how to connect the insights from the demonstration/experiment to their daily life. Teachers were also guided to look at the concepts like properties of matter, solubility, purification and separation in a meaningful manner.

After a thorough understanding of the needs and expectations of science teachers and 2 workshops during the first and second quarter, 3 workshops were conducted during the third quarter. The details include:



SI No	Workshop Name	Topic	Date	Objectives
1	Science capability Enrichment Program 3	Matter and Substances	07/ 07/2021	<ul style="list-style-type: none"> Teachers analyse structure and function relationships at different levels of organization in non-biological systems and then perform a similar analysis using biological systems. Engaging in discussions and experiments to develop interest and curiosity among teachers using demonstration and questioning

2	Science capability Enrichment Program 4	Force and Motion	23/07/2021	<ul style="list-style-type: none"> • Giving kids hands-on experience can be a powerful way to help them learn scientific concepts and make connections with other science lessons. • Teachers will learn to pair hands-on learning with engaging maker-inspired building projects so that students will have fun putting forces of motion in action in the classroom and practicing engineering design at the same time. • Teachers will experience how to teach students about Newton's laws of motion in a more interesting way instead of using textbook—try something hands-on! • Teachers will build their own cars using craft materials and explore the relationship between force, mass, and acceleration.
3	Science capability Enrichment Program 5	5E Lesson Demonstration	06/08/2021	<ul style="list-style-type: none"> • To develop an understanding of teaching in the Constructivist approach ie 5E Model. • To enable teachers to demonstrate 5E model of teaching • To help teachers to develop a broader understanding of teaching Science • To help teachers to identify gaps in their teaching through peer-peer interaction

These workshops enabled teachers to improve their understanding and teaching of Science by deploying PCK through integration of subject matter, educational perspectives, pedagogy and action research components into the workshops.

As a result of the activities performed, discussions conducted and models created, Teachers could appreciate the understanding related to structure and function, relationships at different levels of organization in non- biological systems like water system, transport system and sewage system. They gained insights related to the conceptual development of levels of organization.

Trial and error followed by teachers in creating a fast-moving car made teachers understand the importance of designing and making in learning science concepts. Each car made by the teachers was discussed with its inability to move and the reasons, improvisations and suggestions to create a moving car were discussed in connection to its force, mass and acceleration.

5E Lesson demonstrations and discussions helped teachers to improve upon their teaching practices as per the steps and processes of 5E lesson planning thus making their teaching more effective. Teachers were guided to encourage questions from children and arouse interest and curiosity among children while teaching. They were also suggested the changes that they should make while planning a 5E Lesson plan.

Program Schedule: 10/11/2021

Place: SVVK, Hoskote

Sl No	Timings	Activity	Participants
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1	10:30 to 4.00 pm	Science baselining- Classroom observations	RP- Indira Vijayasimha, Science Teachers (12), Asha
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Science baselining- Classroom observations

Objective: To make teachers aware of the expectations from Classroom observations after the training programs

To provide them with the ideas and techniques to plan their lessons to meet the aims/objectives of middle school curriculum for science teaching



Answers to the questions like why are we teaching science to children, what do we want our children to do in science classrooms were elicited and recorded to help them understand the objectives and aims of science teaching and its interconnection with different objectives was emphasised using a concept map. Need for developing important skills among children like questioning, problem-solving, critical thinking, prediction, observation and experiment was stressed. Different examples were given on the skills like prediction, experiment, observation and questioning.

Teachers expressed their challenges and concerns while implementing a Plan focussing on the aims and objectives of science teaching in a real classroom with the following reasons:

- No time for planning
- Large class strength
- Too many classes to teach per day
- Inattentive children
- Transition from online to offline

An unplanned teacher observation was done and teachers were asked to observe the children rather than the teacher. After the observation, discussion to the questions like what they noticed about children, how children responded, how they could have planned it better, how they could have made the children more curious, and how the experiment proved conservation of mass was held. It helped teachers to think about how they could integrate objectives of science teaching while planning their lesson. Discussion on planning the lesson led to discussion on the content and also how the teacher could integrate POE, questioning, curiosity, group work by taking the examples of flower, cells and conservation of mass.

Activity: Teacher Classroom Observation

Objectives:

- To assess the planning and preparation ability of teachers.
- To understand the existing practice of delivering the content in the classroom.
- To study the classroom management skills exhibited by the teachers.
- To study the integration of teaching skills by the teachers.
- To analyse the assessment strategies incorporated by the classroom teachers.
- To assess the existing performance level of teachers in order to plan for further training programs

Process:

Construction of Teacher Assessment Scale

In order to achieve the above-said objectives, a four-point rating scale was prepared. The scale consisted of five major domains of teacher performance in the classroom:

- A. Planning and Preparation
- B. Delivery of Instruction
- C. Classroom Management
- D. Teaching skills
- E. Assessment of Learning

Orientation for the teachers and teacher educators

An online orientation session was conducted by Dr. G. Vijayakumari on 07.02.2022, Monday, to orient teachers on classroom observations and its purpose. Dr. G. Vijayakumari oriented the teacher educators about the scale and provided guidelines for observation and using the scale.

School Name: Vidya Vardhaka Sangha, Rajaji Nagar

Teacher educators and Resource persons involved in the observation process:

Smt. Asha Y

Dr. T D Praveen Kumar

Smt. Shridevi P Nayak

Sri Ramesha T R

Smt. Padma Murthy M K

Smt. Veena H R

Smt. Akhila

Date: 07.02.22, Monday to 10.02.22, Thursday (5 days)

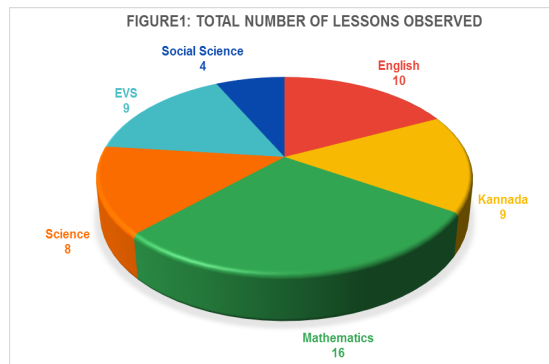
Tools Used: Teacher Assessment Scale

Classroom observation

A team of seven teacher educators observed 56 lessons in Lower Primary, Higher Primary and High School for 5 days. The teacher timetable was shared with the schools prior to the observation and accordingly, classes were rearranged by the schools. The following table shows the details of classroom observations done in VVSEI.

Table 1: Classroom Observation Details

Date	Day	Level	Lesson observation details	Total Number of lessons observed
10.02.22	Thursday	Higher Primary and Lower Primary	Mathematics- 9 Science- 4 Social Science- 2 EVS- 3 English- 2 Kannada- 7	27
11.02.22	Friday	Higher Primary and Lower Primary	Mathematics- 3 English- 5	8
14.02.22	Monday	High School and Lower Primary	EVS- 6 Kannada- 1	7
16.02.22	Wednesday	High School	Mathematics-4 Science 4 English -3 Kannada-1	12
17.02.22	Thursday	High School	Social Science-2	2



Scoring and data entry

The teacher educators entered the data obtained from the observation scale. The data was analysed and individual reports were generated.

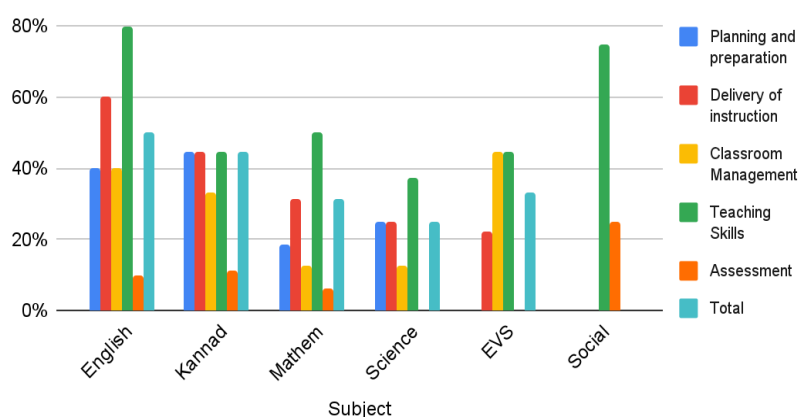
Analysis and Interpretation

Analysis was done for teachers of each subject under each performance area.

The details of the **number of teachers who scored above average** are given in Table 2

Table 2: Subject and Area Analysis													
Subject	Total No. of Teachers	Planning and preparation (A)		Delivery of instruction (B)		Classroom Management (C)		Teaching Skills (D)		Assessment (E)		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English	10	4	40%	6	60%	4	40%	8	80%	1	10%	5	50%
Kannada	9	4	44%	4	44%	3	33%	4	44%	1	11%	4	44%
Mathematics	16	3	19%	5	31%	2	13%	8	50%	1	6%	5	31%
Science	8	2	25%	2	25%	1	13%	3	38%	0	0%	2	25%
EVS	9	0	0%	2	22%	4	44%	4	44%	0	0%	3	33%
Social Science	4	0	0%	0	0%	0	0%	3	75%	1	25%	0	0%

Figure 2: Subject and Area Analysis (No. of Teachers who scored above average)



Interpretation:

The findings obtained from the above table and graph are as follows:

- In English, 50% of the teachers (5 out of 10) have scored above average in their total classroom performance. In the other subjects, the total classroom performance is between 25% and 44% except in Social Science where none of the teachers have scored

above average. That is, all the Social Science teachers' total classroom performance is below average.

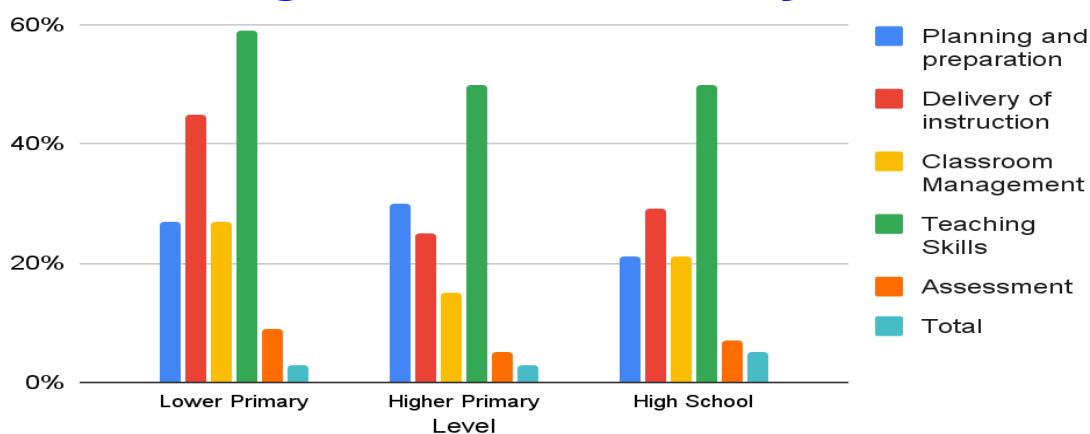
- In the area of Planning and Preparation all the subject teachers lie below 50%. Most of the teachers lie in the range of 25% and 44%. All teachers in EVS and Social Science are below average in the area of Planning and Preparation.
- In the area of Delivery of Instruction 60% of the English teachers are above average. Most of the teachers are below average and are in the range of 22% and 44%. All the Social Science teachers' performance is below average.
- In the area of Classroom Management all the teachers are below average with 44% (4 out of 9) as the highest in EVS . Most of the teachers are in the range of 13% to 40% with social science teachers as an exception at zero percent.
- Poor assessment skills are noticed across all subjects teachers. They lie in the range of 6% and 25%.
- The English teachers have performed better than the teachers in other subjects in all areas.

The data analysis clearly indicates the need for intervention programs for enhancing the performance in these areas to make their classes effective.

Level	Total No of Teachers	Planning and preparation (A)		Delivery of instruction (B)		Classroom Management (C)		Teaching Skills (D)		Assessment (E)		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
LP	22	6	27%	10	45%	6	27%	13	59%	2	9%	4	3%
HP	20	6	30%	5	25%	3	15%	10	50%	1	5%	4	3%
HS	14	3	21%	4	29%	3	21%	7	50%	1	7%	8	5%
Total	56	15	27%	19	34%	12	21%	30	54%	4	7%	16	29%

LP - Lower Primary, HP - Higher Primary, HS - High School

Figure 3: Level-Area Analysis



Interpretation:

Considering the performance of teachers in all the sections, we observe:

- 5% of teachers in the High School Section have scored above average, whereas it is only 3% of Lower Primary and Higher Primary sections. This indicates overall poor performance across teachers of all sections. Out of a total 56 teachers, only 16 have performed above average (29%).
- Only 27% of the teachers are above average in the area of Planning and Preparation, 73% of the teachers are below average in this area.
- 34% of the teachers are above average in the area of Delivery of Instruction, 66% of the teachers are below average in this area.
- 21% of teachers are above average when it comes to Classroom Management, 79% of the teachers are below average in this area.
- 54% of the teachers are above average in their Teaching Skills, 46% of teachers are below average in this area.
- Only 7% of the teachers are above average when it comes to Assessment, 93% of the teachers are below average. This is an alarming result and this area needs maximum intervention teacher training for improvement.
- On a comparative scale, lower primary level teachers have demonstrated a better performance in the area of Teaching Skills (59% of teachers) and all teachers have poor performance in the area of Assessment (7% of teachers).

The overall performance of teachers is not satisfactory in all areas and they need orientation and training in planning, delivery of instruction, classroom management, teaching skills and assessment strategies.

Individual Teacher Analysis were conducted

The following colour-coding matrix shows the individual teacher's classroom performance:

A	Planning and Preparation		Very Good	80% to 100%
B	Delivery of Instruction		Good	60% to 79%
C	Classroom Management		Satisfactory	30% to 59%
D	Teaching Skills		Unsatisfactory	0% to 29%
E	Assessment			

Subjects	Total No. of Teachers	80%-100%		60%-79%		30%-59%		0% - 29%
English	10	1	10%	6	60%	3	30%	0%
Kannada	9	1	11%	3	33%	4	44%	0%
Mathematics	16	0	0%	5	31%	11	69%	0%
Science	8	0	0%	2	25%	8	100%	0%
EVS	9	2	22%	1	11%	5	56%	0%
Social Science	4	0	0%	0	0%	4	100%	0%
Total	56	4	7%	17	30%	35	63%	0%

Interpretation:

- Only 7% of the teachers across all subjects lie in the range of 80% to 100%, i.e., Very Good
- 30% of the teachers are Good and lie in the range of 60%-79%.
- Most of the teachers (63%) have shown Satisfactory performance.
- None of the teachers have demonstrated Unsatisfactory performance.

Teachers definitely need intervention programs to enhance and hone their skills.

School: Sri. Vivekananda Vidya Kendra, Hosakote

Classroom observation

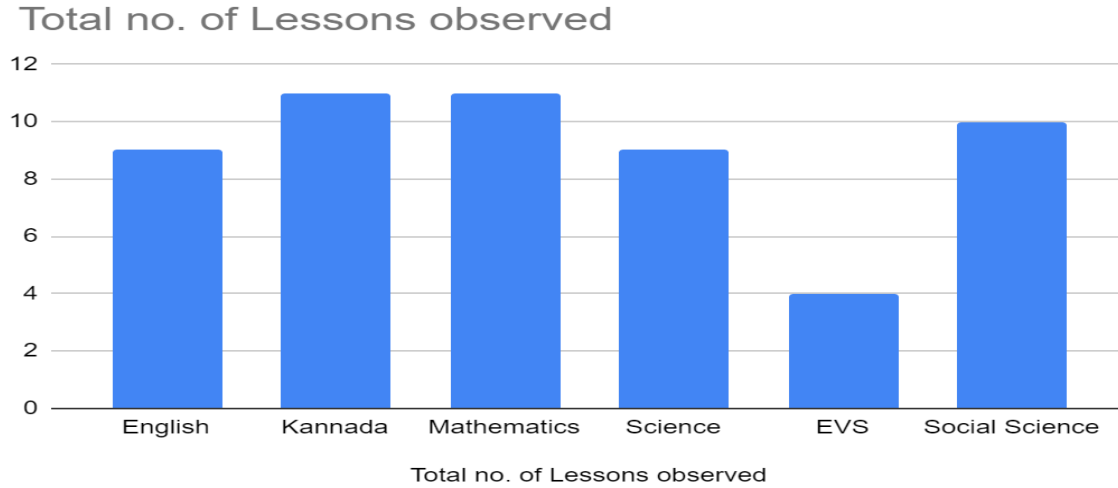
A team of five teacher educators observed 54 lessons in Lower Primary, Higher Primary, and High School for 2 days. The following table shows the details of classroom observations done in SVVK.

Table 6: Classroom Observation Details

Date	Day	Level	Lesson observation details	Total Number of lessons observed
02-03-2022	Wednesday	State 1-7 Teachers and CBSE	Mathematics- 4 Science- 3 Social science- 3 EVS- 4 Kannada- 4 English- 4	20

04-03-2022	Friday	High School (English and Kannada Medium)	Mathematics-6 Science - 7 English -7 Social Science-7 Kannada-7	35
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Figure 4: Total Number of lessons observed



Analysis and Interpretation

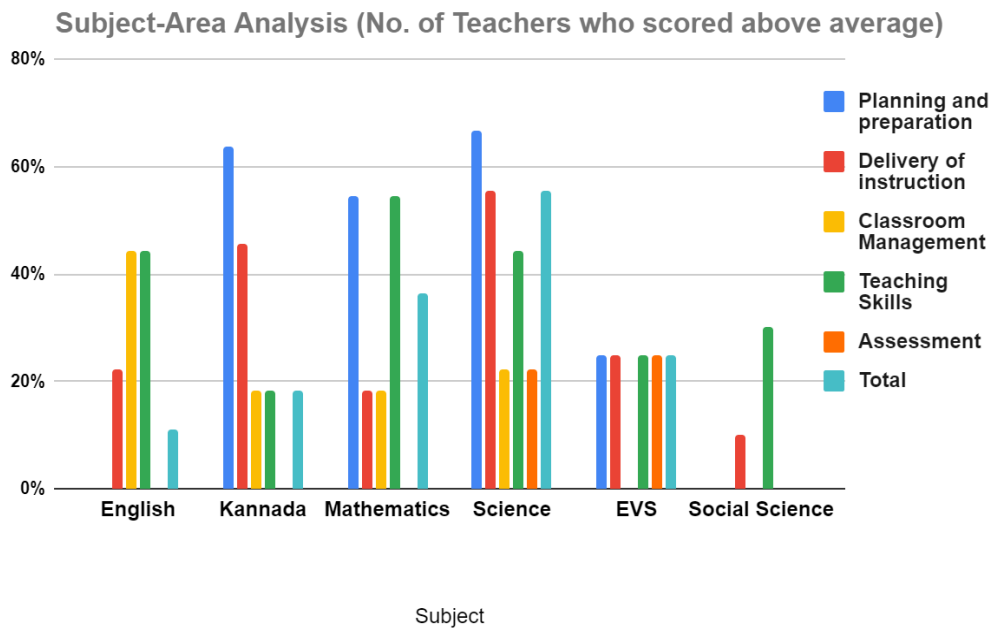
Analysis was done for each subject under each performance area.

The details of the number of teachers who scored above average are given in Table 7.

Subject	Total No. of Teachers	Planning and preparation (A)		Delivery of instruction (B)		Classroom Management (C)		Teaching Skills (D)		Assessment (E)		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English	9	0	0%	2	22%	4	44%	4	44%	0	0%	1	11%
Kannada	11	7	64%	5	45%	2	18%	2	18%	0	0%	2	18%
Maths	11	6	55%	2	18%	2	18%	6	55%	0	0%	4	36%
Science	9	6	67%	5	56%	2	22%	4	44%	2	22%	5	56%

EVS	4	1	25%	1	25%	0	0%	1	25%	1	25%	1	25%
Social Science	10	0	0%	1	10%	0	0%	3	30%	0	0%	0	0%
Total	54	21	38%	16	30%	10	19%	20	37%	03	6%	13	24%

Figure 5: Subject-Area Analysis



Interpretation:

The findings obtained from the above table and graph are as follows:

- In the total performance, 56% of science teachers have scored above average and other subject teachers have scored above average in the range of 36% to 0%. None of the social science teachers have scored above average.
- In Kannada, Mathematics and Science more than 50% of the teachers have scored above average in the Planning and Preparation area. In EVS, Planning and Performance of teachers is 25%. In the other two subjects, i.e, English and Social Science, none of the teachers have scored above average in Planning and Preparation. That is, all the English and Social Science teachers' performance is below average.
- In the area of Delivery of Instruction, more than 50% of the teachers are above average in Science and very close to 50% in English. Other subject teachers are below average and are in the range of 10% to 25%. All the Social Science teachers' performance is below average.
- In the Teaching Skill area, Mathematics teachers (more than 50%) are above average, Science and English Teachers have demonstrated satisfactory teaching skills between 40% and 60%. Whereas, EVS and Social Science teachers' performance in Teaching skills is between 20% to 40%, ie, below average.
- Poor Assessment Skill was noticed across all subjects, only 6% of total teachers have scored above average. 22% and 25% of Science and EVS teachers respectively have scored above average. None of the other subject teachers have scored above average.

- In most of the areas, the Science Teachers have performed better than the other subject teachers. This could be due to the impact of the Pedagogical Content Knowledge training program that teachers attended previously.

Table 8: Level and Area Analysis

Level and Area Analysis (No. of Teachers who scored above average)													
Level	Total No. of Teachers	Planning and preparation (A)		Delivery of instruction (B)		Classroom Management (C)		Teaching Skills (D)		Assessment (E)		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
LP	19	10	52.63%	8	42.11%	5	26.32%	8	42.11%	1	5.26%	7	36.84%
HP	11	3	27.27%	3	27.27%	1	9.09%	2	18.18%	1	9.09%	2	18.18%
HS	24	7	29.17%	5	20.83%	4	16.67%	10	41.67%	1	4.17%	4	16.67%
Total	54	20	37%	16	30%	10	19%	20	37%	03	6%	13	24%

Interpretation:

1. In the total performance area, lower primary teachers (36.8%) have scored above average, whereas only 18.1% of higher primary and 16.7% of high school teachers have scored above average.
2. Lower primary teachers (52.6%) have performed better in planning and preparation compared to Higher primary (27.2%) and High School teachers (29.1%).
3. High school teachers (41.7%) and Lower primary teachers (42.1%) exhibit similar performance in demonstrating their teaching skills, whereas only 18.1% of higher primary teachers have scored above average in this area.
4. With increasing levels from Lower primary to High school, Performance under the area of Delivery of Instruction seems to decrease (42.1%, 27.2% and 20.8%) .
5. Lower primary teachers (26.3%) have demonstrated better Classroom management skills, whereas only 9% of Higher primary teachers and 16.7% of high school teachers have scored above average in Classroom management skills.
6. Poor assessment skills are noticed among all the three levels i.e., Lower primary, Higher primary and High school teachers. Only 3% of teachers have scored above average.
7. Lower primary teachers have performed better compared to Higher primary and High school teachers in all the areas.

Individual Teacher Analysis

The following colour-coding matrix shows the individual teacher's classroom performance:

A	Planning and Preparation		Very Good	80% to 100%
B	Delivery of Instruction		Good	60% to 90%
C	Classroom Management		Satisfactory	30% to 59%
D	Teaching Skills		Unsatisfactory	0% to 29%
E	Assessment			

Table 10: Consolidated Subject-Teacher Analysis									
Subjects	No. of teachers	80%-100%		60%-79%		30%-59%		0%-29%	
English	9	0	0%	3	33.3	5	55.6%	1	11.1%
Kannada	11	0	0%	3	33.3	7	63.6%	0	0%
Maths	11	1	9%	4	36.3	6	54.5%	0	0%
Science	9	0	0%	6	66.7	3	33.3%	0	0%
EVS	4	0	0%	1	25%	3	75%	0	0%
Social Science	10	0	0%	0	0%	10	100%	1	10%
Total	54	1	1.9%	17	31.5%	34	63%	2	3.7%

Interpretations:

- Only one teacher's performance is very good (84%).
- 31.5% of teachers' performance is good.
- 63% of teachers fall in the range of 60% to 79%, who have performed at a satisfactory level.
- 3.7% of teachers are at an unsatisfactory level.

From the above results and interpretations, it can be concluded that:

- Teachers need training and orientation in all the five performance areas.

- Planning & Preparation and Assessment areas are the most important areas which need maximum attention.

Analysis to test the difference between the classroom performance of teachers working in SVVK and VVSEI

Table 11: Table showing the Size (N), Mean (M), Standard Deviation (SD), and ‘t’ values of classroom observation scores of teachers in two schools

Area	Groups	N	Mean	Std. Deviation	t-value	Result
Planning and Preparation	VVSEI	56	11.41	3.167	1.135	NS
	SVVK	54	10.74	3.017		
Delivery of Instruction	VVSEI	56	22.73	6.086	.736	NS
	SVVK	54	21.87	6.192		
Classroom Management	VVSEI	56	21.16	5.396	.230	NS
	SVVK	54	20.93	5.323		
Teaching Skills	VVSEI	56	26.18	5.982	2.257	S
	SVVK	54	23.63	5.858		
Assessment	VVSEI	56	8.82	2.390	.136	NS
	SVVK	54	8.76	2.387		
Total	VVSEI	56	90.30	19.638	1.166	NS
	SVVK	54	85.93	19.744		

S-Significant; NS-Not Significant

From the findings of Table 11, we can conclude:

1. There is no significant difference in the performance of teachers in VVSEI and SVVK in the areas of Planning and Preparation, Delivery of Instruction, Classroom Management, and Assessment.
2. There is no significant difference in the performance of teachers in VVSEI and SVVK in the total performance.
3. There is a significant difference in the Teaching Skills of teachers in VVSEI and SVVK schools. The Mean value of VVSEI teachers (M= 26.18) is more than SVVK (M= 23.63) teachers. This indicates that VVSEI teachers are better in Teaching Skills compared to SVVK teachers.

Table 12: Table showing the Size (N), Mean (M), Standard Deviation (SD), and ‘t’ values of classroom observation scores of English teachers in two schools.

Area	Groups	N	Mean	Std. Deviation	t-value	Result
Planning and Preparation	VVSEI	10	12.10	3.604	2.354	S
	SVVK	9	8.78	2.333		
Delivery of Instruction	VVSEI	10	25.60	4.477	1.743	NS
	SVVK	9	21.33	6.144		
Classroom Management	VVSEI	10	24.80	4.467	.946	NS
	SVVK	9	22.33	6.782		
Teaching Skills	VVSEI	10	29.90	5.744	2.564	S
	SVVK	9	22.67	6.557		
Assessment	VVSEI	10	10.40	2.797	1.522	NS
	SVVK	9	8.67	2.062		
Total	VVSEI	10	102.80	15.541	2.171	S
	SVVK	9	83.78	22.382		

S- Significant; NS-Not Significant

From the findings of Table 12, we can conclude:

1. There is a significant difference in the areas of Planning and Preparation and Teaching Skills of English teachers teaching in VVSEI and SVVK schools. The Mean value of VVSEI teachers is more than SVVK teachers in both areas. This indicates that English teachers of VVSEI are better in Planning and Preparation and Teaching Skills compared to the English teachers of SVVK.
2. There is a significant difference in the performance of English teachers in VVSEI and SVVK in the area of Total Performance. The Mean value of VVSEI English teachers (102.80) is more than SVVK English teachers (83.78). This indicates that English teachers of VVSEI are better in Total Performance compared to the English teachers of SVVK.
3. There is no significant difference in the performance of English teachers in VVSEI and SVVK in the areas of Delivery of Instruction, Classroom Management, and Assessment.

Table 13: Table showing the Size (N), Mean (M), Standard Deviation (SD), and ‘t’ values of classroom observation scores of Science teachers in two schools

Area	Groups	N	Mean	Std. Deviation	t-value	Result
Planning and Preparation	VVSEI	10	10.80	2.530	1.946	NS
	SVVK	9	12.78	1.787		
Delivery of Instruction	VVSEI	10	20.30	4.877	2.619	S
	SVVK	9	26.22	4.969		
Classroom Management	VVSEI	10	20.80	5.959	1.110	NS
	SVVK	9	23.33	3.536		
Teaching Skills	VVSEI	10	23.80	5.789	1.175	NS
	SVVK	9	26.89	5.645		
Assessment	VVSEI	10	8.20	1.989	4.842	S
	SVVK	9	12.00	1.323		
Total	VVSEI	10	83.90	18.941	2.311	S
	SVVK	9	101.22	12.726		

S- Significant; NS-Not Significant

From the findings of Table 13, we can conclude:

1. There is a significant difference in the areas of Delivery of Instruction and Assessment of Science teachers in VVSEI and SVVK schools. The Mean value of SVVK teachers is more than VVSEI teachers in both areas. This indicates that Science teachers of SVVK are better in the Delivery of Instruction and Assessment compared to the Science teachers of VVSEI.
2. There is a significant difference in the performance of science teachers in SVVK and VVSEI in the area of Total Performance. The Mean value of SVVK Science teachers (101.22) is more than VVSEI Science teachers (83.90). This indicates that Science teachers of SVVK are better in Total Performance compared to the Science teachers of VVSEI.
3. There is no significant difference in the performance of science teachers in VVSEI and SVVK in the areas of Planning and Preparation, Classroom Management, and Teaching Skills.

Conclusions:

- From tables 11, 12, and 13 it is evident that there is no significant difference between the teachers of VVSEI and SVVK in their Classroom Management. That clearly indicates that teachers of both the schools are at the same level in their Classroom Management.
- The results of School Level- Area analysis have shown that there is no significant difference between the performance of teachers of VVSEI and SVVK teaching at Lower Primary, Higher Primary and High School level.
- The results of Subject-Area analysis have shown that except for English and Science teachers of VVSEI and SVVK, there is no significant difference between the performance of teachers of these two schools teaching Kannada, Mathematics and Social Science. This brings up an interesting point: both the school teachers are at the same level when it comes to teaching Kannada, Mathematics, and Social Science.

Activity: Intervention Program for Teachers on Cooperative Learning Strategies

Objectives:

To enable teachers to create cooperative learning environments in the classrooms.

- To facilitate teachers to incorporate cooperative learning strategies in the teaching-learning process.



Program

Children are the priority

Change is the reality

Collaboration is the Strategy

Keeping the above in mind, the teachers' orientation program on the co-operative learning strategies was organised in VVSEI Bangalore and SVVK Hoskote schools. Dr. GVK conducted the sessions.

She emphasised on the 4 Cs (21st century skills) recommended by UNESCO and stressed in the NEP 2020 document which have to be developed among students. Enabling students to "Learn to Live Together" in the society through "Learning Together" in the classrooms was highlighted.

The program was scheduled for 2 sessions of 3 hours duration each. It was conducted separately for Lower Primary, Higher Primary and Secondary School teachers. The program schedule is given below:

Cooperative Learning Strategies – Session 1

Duration	Content	Activity
10 min	Introduction to 21 st Century Education	Think-Pair-Share activity on the question “What changes do you observe in 21st century education compared to 20 th century education?”
15 min	Recommendations of NEP 2020	PPT on recommendations of NEP 2020 – Development of 21 st century skills, focus on collaborative skills and team work skills. Followed by group discussion.
10 min	Changes required for classroom transactions in 21 st century	Watching the video “Do Flowers Fly?” Discussion on the observations with quotes from experts.
15 min	Cooperative learning – meaning and characteristics	Participants write their responses in the KWL chart on what they know and what they want to know about cooperative learning. PPT on cooperative learning. Watching videos on this concept and discussions on key points.
20 min	Buzz group strategy Think-Pair-Share strategy Learning Together strategy	PPT and explanation, followed by discussion.
5 min	Summarising all the points	Video watching
15min	Advantages and challenges of cooperative learning strategies	Learning together- group activity to discuss and list the advantages and challenges of cooperative learning strategies.
1 hour	Implementation of cooperative learning strategies in real classroom	Demo lesson in real classroom 5 th grade students, Topic –Ratio 9 th grade students, Topic - Tangents Followed by discussion Feedback for the session on google form

Cooperative Learning Strategies – Session 2

Duration	Content	Activity
30 min	Jigsaw strategy	PPT and discussion
1 hour	Group Investigation strategy Snowball strategy Roundtable strategy Circle of Speakers strategy Timed-Pair-Share strategy	Learning of all the five strategies through jigsaw strategy

30 min	Four Corner strategy	Responding to the statement “It is not possible to develop 21 st century skills without creating a cooperative learning environment in the classrooms.” Summarising the steps of the four corner strategy.
1 hour	Implementing the Jigsaw and other strategies in the classrooms	Demo lessons; Grade 9 students, Topic – Properties of Tangents Grade 5 students, Topic – Characteristics of Living Beings Grade 9 students, Topic – Vachanamruta

Students and teachers could differentiate between the routine traditional classes and cooperative learning classes. They expressed their happiness for the active involvement of all students in learning.

- One student opined that at one shot he could master the concepts and the application of concepts is very easy if they learnt through these strategies.
- Teachers were surprised to observe that there was absolutely no indiscipline in the whole class for the entire lesson, which they had presumed would be chaotic when involving in group learning strategies.
- The only two concerns they had was completion of syllabus in time and change of seating arrangement in the classrooms.

Dr. GVK discussed several ways of overcoming these problems.

Interaction was initiated by 4 corner technique for the topic, “It is not possible to develop 21st century skills without creating cooperative learning environment in the classroom.”

The Teachers were made to choose the corners which were named “AGREE, DISAGREE, STRONGLY AGREE and STRONGLY DISAGREE”

The details about the orientation program on cooperative learning strategies conducted in both the schools are given below:

Name of the school	Date	Timing	Session/ Demo lesson	Teachers who attended (Level)	No. of teachers who attended	Resource Person
VVSEI	12/2/22	1pm to 3:30pm	Introduction to Cooperative Learning Strategies (3strategies)	Pre- primary and Lower Primary	51	Dr. GVK
VVSEI	14/2/22	2 pm to 4 pm	Demo lesson on CLS Topic - Ratio	Pre- primary and Lower Primary	54	Dr. GVK
VVSEI	18/2/22	9:30am to 12:45pm	Introduction to CLS	High School	27	Dr. GVK
VVSEI	18/2/22	1:20 pm to 2:20 pm	Demo lesson	High School	27	Dr. GVK

VVSEI	19/2/22	9:30 am to 11:45 am	Remaining strategies of CLS	High School	29	Dr. GVK
VVSEI	19/2/22	12:15 pm to 1:15pm	Demo lesson on Tangents	High School	29	Dr. GVK
VVSEI	19/2/22	1:30 pm to 3:30 pm	Remaining strategies of CLS	Pre-primary Lower Primary	54	Dr. GVK / Smt. Sridevi Nayak
SVVK	16/2/22	10 am to 11:45 am	Introduction to CLS	Higher Primary	25	Dr. GVK
		12 pm to 1pm	Demo lesson on Factors	Higher Primary	25	Dr. GVK
SVVK	17/2/22	10:30 am to 12:30 pm	Introduction to CLS	High School	29	Dr. GVK
		12:30 pm to 1:30 pm	Demo lesson on Tangents	High School	29	Dr. GVK
		2 pm to 4pm	Introduction to CLS	Lower Primary	22	Smt. Asha
		4 pm to 5pm	Demo lesson on Ratio	Lower Primary	22	Dr. GVK
SVVK	9/3/22	2.00pm to 3.30pm 3.30pm to 4.30pm	Cooperative learning strategies -2 Demonstration lesson on CLES-2 in Kannada.	High School High School	18 18	Dr.GVK Sri.Ramesh.
SVVK	10/3/22	10.00am to 11.30am 11.30am to 12.30am 2.00pm to 3.30pm	Cooperative learning strategies-2 Demonstration lesson on CLES-2 on EVS Cooperative learning strategies-2	Primary Primary and CBSE CBSE	18 37 19	Dr.GVK. and Soumya Smt.Asha DR.GVK and Asha

It was observed that Dr.GVK facilitated the maximum interactions among teachers. Teachers were enthusiastic, cleared the doubts on different cooperative learning strategies and they were excited to implement the learnt strategies in their teaching learning transactions.

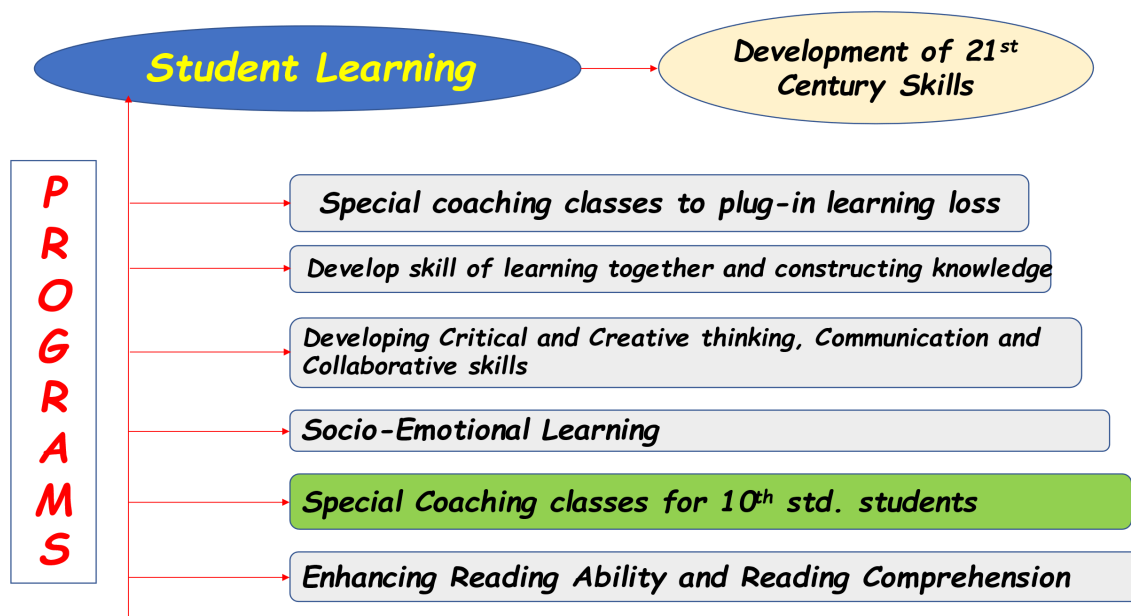
Anecdotes from SVVK

Video: <https://drive.google.com/file/d/1bE8N8G7OSG04t8KJTn71JvuIJRDV1UXq/view?usp=sharing>

Anecdotes from VVSEI

Children opined that they have got extra information on Ratio. Video: https://drive.google.com/file/d/166zsADwkE6X_af1IQLqEMbkcK8M4NeB/view?usp=sharing

Student Learning



Activity: Career Counselling sessions for students of SVVK

Objectives:

- To orient students of 10th std. on career selection and provide career counselling.
- To enable children to select their career path as per their interest and skill.
- To enable teachers to guide children to select their career as per their interest and skill.

Smt. Kalpana Ramesh, Career Counselling Expert was invited to conduct the career counselling sessions for 10th std. students of SVVK school.

The Schedule of the Sessions on Career counselling were as follows:

Sl No	Date	Activity	Beneficiaries	Total No. of Participants
1	10/11/2021	Career counselling session- 1	CBSE and HBSVRT Children and 2 teachers from all the divisions	8 Teachers, 60 Children

2	12/11/2021	Career counselling session- 2	Kannada Medium and English medium Children and teachers from all divisions	8 Teachers , 60 children
3	23/11/2021	Career counselling session- Session 3	State English Medium (Batch1), State Kannada Medium (Batch 2), CBSE and HBSVRT (Batch 3)	8 Teachers 60 Children
4	26/11/2021	Career counselling session- Session 4	State English Medium (Batch 2)	2 Teachers, 30 children

Program

1. Teachers from different sections were oriented on the need and importance of careers and its selection. The need for identifying children's interests based on 5 different types of interest was clearly communicated. Examples and ideas were given to teachers to identify children's interest areas based on their type of interest.

All teachers were guided to score the tool



2. The tool was administered for 2 batches of children. The responses were scored by trained teachers for this purpose.

3. During the second session, the resource person made the students aware of the characteristic interests of each of the groups under Holland's RIASEC model and the dominating behaviours/ activities of each group was explained through a PowerPoint presentation.

The students were appraised of the various career options suitable to each interest group under RIASEC. They were asked to identify their own major interest type and explore the suitable career options taking into consideration their own skills & abilities. In addition to the default study streams like science, arts & commerce subjects, the students were encouraged to



The sessions concluded with fruitful interactions with the students and various doubts / conflicts faced by students with regard to career choice were discussed. The students expressed that the sessions were very useful and that they got a fairly good idea about the factors / process involved in career selection. The students were quite interactive and participated well in the discussions.

Addressing Parents on Career counselling

A session was also held for the parents of students who attended the career counselling sessions by the resource person, Smt. Kalpana Ramesh. About 60-80 parents participated in the session on November 26, 2021. While reiterating that the career decision is a collaborative process between parents & children, the parents were advised to allow the students to exercise their own choice in selection of a suitable career and help them in the decision-making process. Several facts and information were provided to the parents as tips and hints for helping their child in choosing a career.

A detailed report was shared by Smt. Kalpana on these career counselling sessions.



Activity: NTSE Sessions for SVVK and VVSEI School children

Objectives:

To support students to perform with confidence and score well in NTSE Exams.

Program

Online coaching classes were planned to help students of SVVK and VVSEI, who had enrolled for NTSE exams. The resource person Sri. Arakere Narayana Rao Rangesa handled the online sessions on NTSE coaching classes.

A daylong Session was organised at SVVK, Hoskote on 15th Dec 2021, to make the students comfortable and involve themselves actively while in online sessions.

The details of the Online sessions conducted are as follows:

Sl No	Date	Sessions	Timings	Participants
1	20-12-2021	Session 1	6 to 8 pm	40-50 Participants from SVVK and VVSEI Schools
2	22-12-2021	Session 2	6 to 8 pm	
3	24-12-2021	Session 3	6 to 8 pm	
4	27-12-2021	Session 4	6 to 8 pm	
5	29-12-2021	Session 5	6 to 8 pm	
6	31-12-2021	Session 6	6 to 8 pm	



Activity: Baseline Tool Review and Administration

In order to administer and determine the level of students in various subjects a Baseline Assessment Tool was constructed and administered in VVSEI and SVVK. A comprehensive list of the objectives and review of the program is listed below:

Objectives:

- To construct the baseline assessment tools based on competencies for Grades 1 to 10.
- To administer the constructed tools for Grades 1 to 10 in VVSEI and SVVK.
- To assess the competency level of students in English, Kannada, Sanskrit, Mathematics, Science and Social Science.

Program:

Review and Translations:

1. Rigorous follow ups and discussions were held with the experts in the five subjects during the process of construction of tools. They shared the tools constructed by them.
2. The following process was initiated in the office by the teacher educators to finalise the tools:

- **Review and modification of the tools:**

Dr. G.Vijayakumari guided the teacher educators on the techniques of reviewing the tools constructed by experts. Teacher educators reviewed the tools on these guidelines and submitted them to Dr.G. Vijayakumari. She further reviewed all the tools and the corrections were incorporated. The experts were further called for discussions about the changes required for modification of the tools. Based on the review and discussions the tools were finalized.

- **Construction of rubrics:**

A brainstorming session was held followed by discussions on construction of rubrics for assessing 2/3 marks short answer questions in all the tools. Dr.G.Vijayakumari guided the team members on constructing rubrics for few necessary items. This was an insightful experience for the team. Rubrics were constructed for all the required items.

- **Translation of tools:**

The tools were supposed to be administered for Kannada medium students in SVVK school. Hence, it was decided to translate all the tools from grades 1 to 10 in Mathematics, EVS, Science and Social Science into the Kannada version.

- **Formatting the question papers:**

The format of the tools was decided and formatting of the tools which were ready was done.

The whole task was taken up to construct all together 44 question papers and translate 24 papers.

The status of the work related to construction of baseline assessment tools as on 31-01-2022 is shown below:

Sl. No	Subject	Tools Reviewed	Translated	Finalized
1	Kannada	Grades 1-10		Grades 8, 9 and 10
2	English	Grades 1-10		Grades 8, 9 and 10
3	Science	Grades 6-10	Grades 8, 9 & 10	Grades 8, 9 and 10
4	EVS	Grade 1-5		-
5	Mathematics	Grades 1-10	Grades 8, 9 & 10	Grades 8, 9 and 10
6	Social Science	Grades 7-10	Grades 8, 9 & 10	Grades 8, 9 and 10

Administration and Scoring:

The tools in all the five subjects and Constructivist Learning Environment Survey Scale were administered for Grades 1-10 students of SVVK and VVSEI Institutions along with the assistance of student volunteers of Dayanand Sagar college of Arts, Science and Commerce and Vidya Vardhaka Sangha First Grade College, Bengaluru.

A MOU was signed with Dayananda Sagar College of Arts, Science and Commerce to plan and execute internship programs for their students on 06 – 02 - 2022 .

Details:

Sl. No	Date	School	Subjects Administered	Grades
1	02-02-2022	SVVK	Kannada, Science	Grade 8 & 9
2	03-02-2022	SVVK	Mathematics, Social Science	Grade 8 & 9
3	04-03-2022	SVVK	English	Grade 8 & 9
4	15-02-2022	SVVK	Kannada, Mathematics English	Grade 1-7
5	16-02-2022	SVVK	English, EVS, Social Science	Grade 1-7
6	17-02-2022	SVVK	English, EVS, Science, CLES	Grade 1-7
7.	18-02-2022	VVSEI	English, , Mathematics, CLES	Grade 8 & 9
8.	19-02-2022	VVSEI	Mathematics, Kannada, Social Science, Science	Grade 5 - 9
9.	21-02-2022	VVSEI	Mathematics, Kannada, EVS, Science, English	Grade 1-7
10.	22-02-2022	VVSEI	Social Science, EVS, English, CLES	Grade 1-7
11.	25-02-2022	SVVK, HBSVR T	Kannada, Mathematics, English, Science Social Science, CLES	Grade 1- 9

In January, the tools were administered only to the Grade 10 students of SVVK School, Hosakote. The administration, valuation and scoring was done by the Teacher Educators.

Administration of tools in SVVK:

Sl. No	Date	Activity	Participants
1	12-01-2021	Administration of tools in Mathematics and Science	199 students of SVVK Institutions
2	13-01-2021	Administration of tools in Science, Social Science and English	199 students of SVVK Institutions

Anecdotes:

SVVK:

- Teachers felt that the test administered did not cover the content prescribed in the text and it was out of syllabus. They were not aware of the competencies list provided by NCERT and development and assessment of these competencies.
- Students felt that the test papers were difficult to answer. Teacher educators' observations revealed that students of SVVK were finding it extremely difficult to read and comprehend the questions.

VVSEI:

- The students felt that the language papers were very interesting, particularly English. For them, the Kannada paper was a bit difficult as they were learning Kannada as a third language. According to them, core subjects were difficult.

Administration of the Baseline Assessment Tool in SVVK

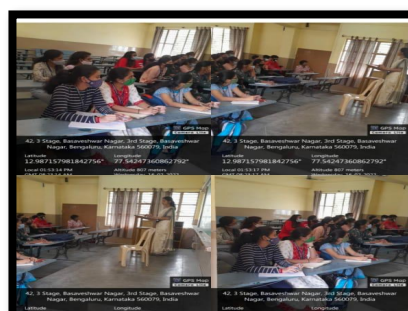


Student volunteers in SVVK



Student Volunteer monitoring the Administration of the Tool

Student Volunteer monitoring the Administration of the Tool



Baseline Assessment Tool orientation in VVSEI



Administration of the tool in VVSEI

Activity: Special Coaching Classes for Grade 10 Students in Various Subjects Inclusive of Food in SVVK

Objectives:

- To develop conceptual understanding on the topics: Light -Reflection and Refraction, Electricity and Magnetic effects of Electric Current.
- To develop the conceptual understanding on the difficult areas in Mathematics and prepare them for examination in that topic.
- To develop the conceptual understanding on the topic Similar Triangles and Trigonometry.
- Make students familiar with writing appropriate and suitable answers, Analyse the model question paper of 10th standard and Provide the content clarity related to the specific questions.
- To provide healthy and nutritious food for children.

Program

The program was initiated and coordinated by SECT.

- The sessions began with an introduction to the prerequisites pertaining to the topics.
- They were followed by an interaction with the students and clarification of their doubts.

Subsequently the subjects Mathematics, Science and Social Science were covered. The areas covered include:

Science

- Refractive index, problems related to lenses and mirrors and sign conventions for lenses and mirrors.
- Joules law of heating, problems related to ohm's law, series, parallel resistors.
- Concept of electromagnetic induction and working of motor and generator.
- Tips for preparation for the State Board Examinations in Science.
- Discussed the areas that students found difficult in Chemistry and Biology sequentially.

Social Science

- By analysing the questions in the question paper, content clarity was given to the students - Historical events like the 1857 War of Independence, Freedom Fighters and geographical phenomenon like Types of Rain, Physical Features of India and other content.
- Map Drawing and locating the places on the map was taught by the resource person.

Mathematics

- History of Euclid's geometry, Postulates on Similar Triangles, Objectives of studying Similar Triangles, Introduction to Equiangular Triangles, Introduction to Similar Triangles, Definition of Similar Triangles and Converse of a theorem.
- Introduction to Trigonometry, Trigonometric

History of Euclid's geometry, Postulates on Similar Triangles, Objectives of studying Similar Triangles, Introduction to Equiangular Triangles, Introduction to Similar Triangles, Definition of Similar Triangles and Converse of a theorem.

Introduction to Trigonometry, Trigonometric



Identities, Trigonometric Ratios, Trigonometric Ratios of Complementary Angles and Trigonometric Ratios of Specific Angles.

Higher order problems in the topics Circles, Surface Area and Volume were solved

FOOD PROVISION: Rural areas students were provided with nutritious food for 3 months (January to March). It included breakfast, lunch and evening snacks.

Anecdotes:

Students got an idea about a quick revision to be done in the subject.

Students found it easier to solve the numerical in the difficult topics and learnt the easy way of drawing circuits and ray diagrams.

The content transaction not only helped the students, it was more helpful for the teachers also.

Students also felt that the sessions were very good and they got clarity about the content.

The orientation was helpful in solving problems



- They feel it will be easy to solve verbal problems and higher order thinking questions.
- Teachers also felt happy that the session gave them inputs for effective methodology.
- They are sure to make use of these techniques in their classes in future.
- Students felt very happy for providing the food. They want us to provide the same food for upcoming 10th children also.

Anecdotes:

A student expressed that she was very interested in the session. She did not realise how the day had passed. She was very appreciative of the resource faculty as he had helped them

understand how to use the formula to solve problems. He also drew their attention to the real life connections in mathematics. She summed up the session as an enriching one.

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School Management & Leadership



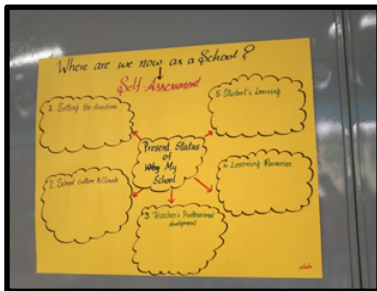
Self-assessment of Head teachers- SVVK

Agenda: To persuade and motivate the Heads to improve pedagogical leadership skills by analyzing the current status of their school, their role and responsibilities as Heads.

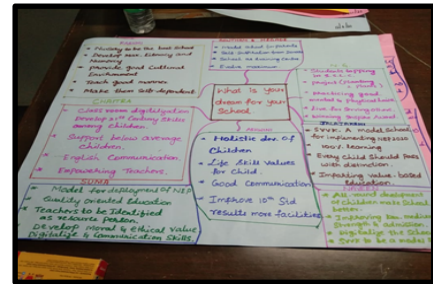
Meeting proceedings: Dr. G Vijayakumari emphasised on the transformation of the education system to 21st century education for improving the quality of learning. The importance and need to develop the 5Cs (**Critical Thinking, Creative Skills, Communication Skills, Collaborative Skills, Computer Skills**) was stressed. The Trust's broad objective, vision and desire to develop Vivekananda School as a Model School in implementing the recommendations of NEP 2020 by undertaking a 2 years project was shared.

All the participants were made to reflect on their thoughts on what their dream was for the school after two years or how they want to see their school functioning after 2 years. All the Heads shared their thoughts and ideas about their dream school and it was recorded as follows

The Heads reflected on the time they spent on various activities such as Administrative & Pedagogical work and Interactions with teachers and students. It was evident from the results that most of the Heads spent maximum time in administration work. With this activity they were guided and encouraged to maximize their time for pedagogical work as per the expected standards - **Administrative Work (1 to 1 ½ hour) 25%, Interaction (1 hour) 15% and Pedagogical Work (3.5 hour to 4 hour) 60%**. Discussion focused on how value can be increased when extra time, energy and dedication are added



All the Heads reflected on the question, ‘Where are we now as a School?’ and were asked to list out the areas that need to be considered to bring in changes according



Goal. Digital Improvisation, Teacher & Teaching (Quality and Pedagogical Approach, Teacher Professional Development, Learning Resources (Labs, Computer lab, Library, Arts and Craft centre, Music, Playground), and Systemic Administration strategies. With this background, the Self-Assessment tool prepared to understand the current status of the school in all the above-mentioned performance areas with different descriptors was explained step by step for self-assessment. The inputs obtained by this process led to the plan for November and December. Few videos on best practices that can be followed while greeting children to school, generating interest among children to come to school and the need for change were shared.

Record Maintenance and Management Guidance

Date: 13th October 2021

Agenda: To address the administrative consensus and queries related to Record management and maintenance in SVVK, CBSE.

An orientation program was organized at Sri Vivekanda Vidya Kendra leveraging Dr. Anil, Vice- chairperson, Sahodaya School complex, Bengaluru

Following were the requirements related to record maintenance from the CBSE department.

Administration Support

- Academic calendar
- Monthly planner
- Annual planner
- Admission register for grade 1 to 9
- Withdrawal register book
- Minimum records school must maintain and follow up
- Academic year fees split (percentage)
- Details on activities that have to be conducted for effective functioning

Teachers Support

- Lesson plan – format for CBSE
- Program of Work – Any specifications
- Details on Casual Leave for teachers
- Service and Acquaintance register– few questions
- Connections or links for enhancing Teacher professional development programs at SVVK

In order to address the above needs and expectations, a day-long session was organised at SVVK. The sessions focussed on sharing the expected regulations, norms and documents relating to overall management of the CBSE administration for effective functioning of the school. Sample records and documents were shared with schools to give a glimpse about the expected formats and norms during inspection. Even though the school did have all the documents in place, they needed inputs from Dr. Anil on managing the records and documents as per CBSE regulations and norms, which was very well received during the session. Questions and queries relating to the above documents and other things related to administrative management were addressed during the session. Contact and connections for enhancing Teacher professional development programs were provided to them.



Leadership Orientation Program for Sri Vivekananda Vidya Kendra Head teachers by SECT



After thorough understanding of the needs and expectations of SVVK during Needs Analysis phase early in the year, Leadership Orientation Program for SVVK Head teachers was planned with Dr. G. Vijayakumari to strengthen leadership skills among the Heads and to address the challenges and difficulties they were facing while enabling smooth functioning of the Schools. 6 Online sessions were planned as per the needs and expectations of the Heads.

The details of the sessions conducted are as follows:

Sl No	Online session	Topic	Date	Duration
1	Session 1	Leadership Skills for effective functioning of the School	02-07-2021	2 pm to 5 pm
2	Session 2	Best Practices of NEP to be deployed effectively soon	10-07-2021	3 pm to 5 pm
3	Session 3	Perspective planning and Institution planning	26-07-2021	3 pm to 5 pm

4	Session 4	Self- management and Time-management	10-08-2021	3 pm to 5 pm
5	Session 5	Interpersonal and intrapersonal relationship	31-08-2021	3 pm to 5 pm
6	Session 6	Pedagogical leadership (Face to Face)	29-09-2021	3 pm to 5 pm

Objectives:

- To strengthen leadership skills among the Heads for effective functioning of the School
- Create and maintain an efficient, effective, and motivated team
- To develop leadership skills needed to empower parents and other stakeholders to take shared responsibility for student and school success.

These Sessions gave insights to Head teachers to understand and exercise skills that are essential for being leaders. Sessions addressed leaders' questions and consensus related to functioning and development of the School. The recommendations and suggestions made in the document to prepare teachers and children for 21st century skills were discussed. The new structure as per NEP recommendations was also discussed. Few important shifts in education like learning to learn, foundational literacy and numeracy, reduced curriculum content, experiential learning and holistic development of children were presented with suggestions on how to integrate these important recommendations. The important steps of planning and carrying out SWOC Analysis for effective functioning of the school were given. Ideas and suggestions on Time and Self- Management, Institution and Perspective Planning, maintaining a healthy relationship within self and colleagues were discussed in detail focussing on the overall improvement of school leadership.

All these sessions made Head teachers introspect on the leadership skills they possess. The sessions and discussions helped them develop a different perspective from being a manager to a pedagogical leader. These sessions also helped them to take up new action plans and tasks efficiently to improve school functioning.



Leadership Orientation Program for Sri Vivekananda Vidya Kendra Head teachers

The highlights of the Heads discussion, Self-Assessment and Planning for the library, Technology and School Climate were recorded on a chart and the teams were suggested to display them in relevant rooms so that they could reflect on those ideas. They were asked to select and plan the other areas for the next quarter and suggestions were given to involve parents and children to get inputs from them.



Heads shared their apprehensions and concerns about teachers' negative response during the programs organised by The Trust due to time constraint, overburden with various work and shortage of teachers. Heads were encouraged and motivated to handle the teacher's mindset and response peacefully by giving them various examples and stories. However, Heads requested an orientation and motivational session for teachers. However, it was very evident that there is a lack of teachers in HBSVRT, High School English medium and pre-primary which was the sole reason behind teachers' negative response. As per their request, Teachers were divided into 3 groups to address them and to introduce NEP recommendations in the coming weeks.

Activity: Pedagogical leadership session for heads of SVVK and VVSEI

These sessions were planned and conducted by Dr.G.Vijayakumari, Director, ETEEL and organised by Smt.Asha in collaboration with the coordinator of the schools.

Objectives:

- To facilitate school heads to transform their roles from administrative leaders to pedagogical leaders.
- To enable school heads to assess the status of their school in various performance areas.
- To develop the competency of preparing a prospective plan and annual pedagogical plan.
- To facilitate them to implement their plans.

The details of the session organized and held during the quarter are as follows:

Sl No	Date	Activity	Beneficiaries	Total No. of Participants
1	29/10/2021	Pedagogical leadership session-1 with Heads of SVVK	All Heads of SVVK	9 Heads
2	14/12/2021	Pedagogical leadership session-1 with Heads of VVSEI	All Heads of VVSEI	15 Heads
3	12/11/2021	Pedagogical leadership Session -2 with Heads of SVVK	All Heads of SVVK	9 Heads

Program

The sessions were organised to help Heads of the Institutions to introspect and reflect on their Pedagogical role along with administrative duties. They were facilitated to assess the existing status of the school in various areas. Series of sessions and activities have been planned as part of the Pedagogical leadership session for Heads of both the institutions.

1. SECT delivered the Presentation an insight into transforming the education system for 21st century education. The importance and need to develop 5C's (Critical thinking, Creative skills, Communication skills, Collaborative skills, Computer skills) was stressed.
2. Through video presentations followed by discussions, School Heads were introduced about the concept and need for pedagogical leadership.
3. The school Heads were made to introspect on the question, where are we now as a School?
4. Brainstorming session was held to list out the areas of school that need to be considered to bring in changes and transformation. The areas listed by the heads were Vision and Goals of the school, Infrastructure, Digital improvisation, Teacher & Teaching (Quality and Pedagogical approach), Teacher Professional Development and Learning Resources (Lab, Comp. Lab, Arts & Craft, Music, Playground) and Systemic Administration strategies.
5. A Self -Assessment tool prepared for this purpose was shared with the leaders. The tool was made familiar to them and explained the performance areas along with different descriptors through examples and illustrations.
6. The Heads were facilitated to do SWOC analysis by interacting with all stakeholders.
7. They were guided and mentored to identify performance areas and descriptors to assess their current status and plan accordingly. Instructed to plan for Library, Computer lab and School climate under different performance areas (Plan for Nov and Dec 2021) by taking suggestions and feedback from teachers, children, parents and other stakeholders. Few best practices were shared and discussed.

8. Heads were familiarised with preparation of a Perspective plan and Annual pedagogical plan.

The sessions were concluded with the group activity, where the participants were made to reflect on their thoughts on “What is their dream for the school after two years? or how they want to see their school functioning after 2 years”.

Both online and offline sessions were organized to achieve the above-mentioned objectives. The details of the sessions organized and held during the first quarter of 2022 are as follows:

Sl. No	Date	Activity	Mode	Beneficiaries	Total no. of Participants
1	20-01-2022	Pedagogical Leadership session	Online	Heads of VVSEI	10
2	22-01-2022	Pedagogical Leadership session	Online	Heads of SVVK	9
3	04-02-2022	Pedagogical Leadership session	Offline	Heads of SVVK	9
4	09-02-2022	Pedagogical Leadership session	Online	Heads of SVVK	7
5	21-03-2022	Pedagogical Leadership session	Offline	Heads of Both SVVK and VVSEI	25

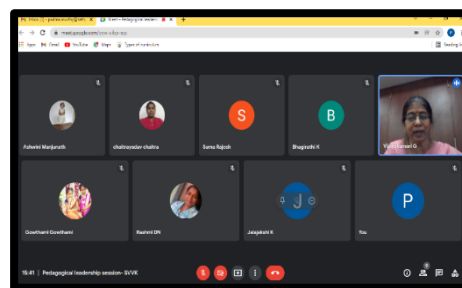
Highlights:

1. The importance of Pedagogical Leadership was presented to the participants and they were made to realise the need to shift from being administrative leaders to pedagogical leaders with several examples and evidence.
2. The participants were informed that inputs to train them in pedagogical leadership were taken from the "Model on Pedagogical Leadership" developed by Dr. Mythili, NIPEA as it is a field-tested model for our Indian context and recommended by NCERT.
3. The Heads responded to a Self- Appraisal tool. Heads were guided to do SWOT analysis and create a vision for the school.
4. Discussion on the SWOT analysis report shared by respective Heads of Institutions was done and they were asked to revise it based on the feedback given to them.
5. After viewing a video on live discussions on leadership by Dr. Mythili was followed by a discussion with the Heads.
6. In the following session, each Head presented his/her vision statement which was followed by a discussion to refine them. Heads were guided to rewrite their goals under the performance area 1 (creating constructivist environment) with the addition of few more details.
7. Heads were guided to rethink about the descriptors and the rating done by them. They discussed the reasons for their ratings under each descriptor.

8. Heads were asked to revise their scores with the feedback given on descriptors and were asked to prepare an Annual Pedagogic Plan as per the instructions given.
9. During the face-to-face session at VVSEI for the Heads of both SVVK and VVSEI Institutions, the Heads were asked to introspect and reflect on the questions: "What type of a leader am I?" and "What are my special qualities as a leader?" through Think-Pair-Share activity: The Heads from both the institutions together shared their thoughts and ideas.
10. Discussion was initiated among the Heads on developing the strategies to build a shared vision within their school community. Most of the Heads shared their ideas on building the shared vision within the school community.
11. Introduction and Orientation on SMART goals was conducted.
12. The Heads were guided to prepare an Annual Pedagogic Plan (APP) for the given topics using a Jigsaw activity and thus were prepared to develop an Annual Pedagogic Plan for different activities.

Feedback Received:

The Heads were happy to share their thoughts and ideas with the Heads of different institutions. They all agreed on a common point that they got more clarity about the planning to be done through this session than through the online session.



Anecdote:



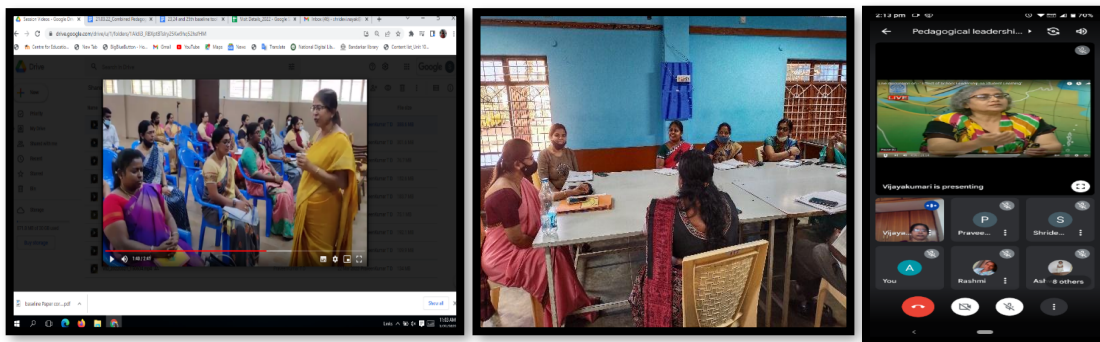
Ms. Deepthi

Taking part in these workshops on pedagogical leadership the first thing that comes to mind is that the annual pedagogical workshop is a new term for me. We do plan for the entire year, which is what we refer to as the calendar of events, and we have numerous committees in place. However, this pedagogical plan is unique, here we can get into the specifics and identify the person who is in charge of it, as well as, provide a deadline or timeline for when we can anticipate those things.

This annual pedagogical plan, which is quite helpful, enables us to maintain a track of the things we have planned for the entire year by breaking them down into manageable tasks, allocating them to the concerned committee and instructors, and conducting regular follow-up on those tasks. This particular issue caught my attention and I believe it will be quite helpful for any pedagogical leader in addition to the other important things that a leader must consider. This was a very insightful learning from the workshop on pedagogical planning.

Glimpses of feedback:

Dr Vijaya Kumari conducted sessions on pedagogical leadership which were very good. She highlighted the qualities of a good leader and how to manage personnel.



Activity: Teacher Orientation on Future Intervention Programs

Venue: VVSEI Rajajinagar

Date: 26.03.22, Saturday

Orientation by: Dr. GVK

Participants: Sri Dwarakanath, Smt. Kalpana, Smt. Shridevi P Nayak, 4 Heads and 83 teachers of VVSEI

Objectives:

- To orient the teachers on future intervention programs
- To provide a bird's eye view of the activities by SECT for the months of April and May.

A meeting with the Management, Heads, and teachers was organised on Saturday, 26th March 2022, at VVSEI. The program began with a warm welcome by Smt. Deepthi, Head of Lower Primary Section, VVSEI.

- Dr. GVK started the discussion with a question, "What is the major challenge that we, as teachers, are going to face in the next academic year 2022-23?" Teachers came up with varied responses. Ultimately, they shared that NEP implementation itself would be the major challenge ahead.
- A small discussion was initiated on "The needs of the 21st century child in the post COVID situation; Are we ready to face these children?" With this background, Dr. GVK presented the intervention programs that will be implemented by SECT in the near future.
- Setting higher-order objectives: The objectives of teaching a topic were discussed to bring to focus the importance of setting goals and objectives for any topic.
- Need for mapping higher-order skills with each topic in each subject.
- Writing lesson plans based on constructivism.

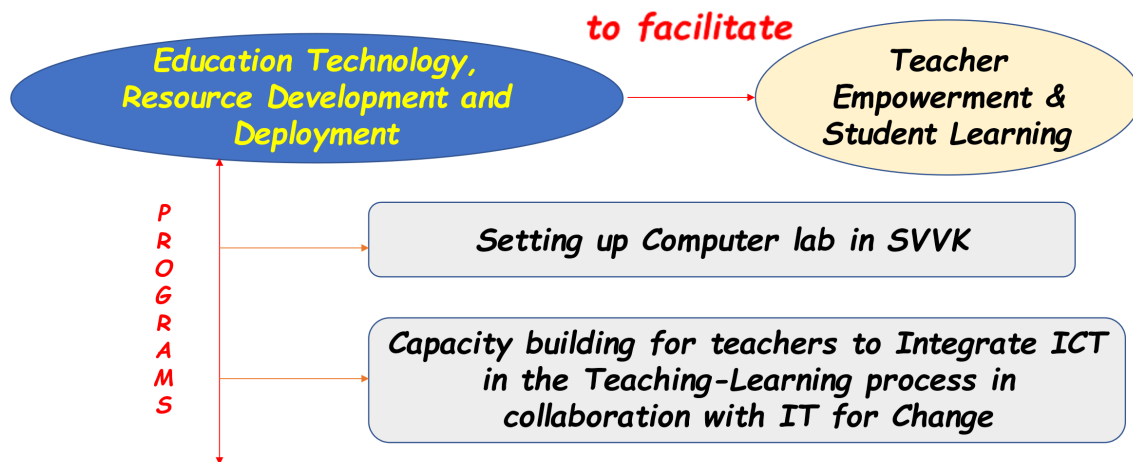
- Diagnostic Test - Construction and Administration of Diagnostic Tests to identify the learning gaps.
- Constructivist learning approaches and PBL
- Training on the integration of ICT in teaching-learning process
- Assessment strategies to assess the 21st century skills
- Development of OERs

Cooperation from Heads and teachers was sought for the successful implementation of the programs.

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Education Technology, Resource Development & Deployment



Activity: technology intervention program

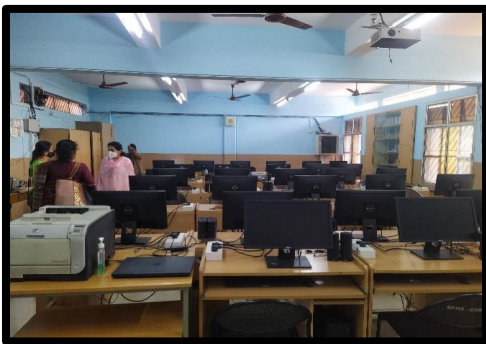
Objectives:

- To set up a functional computer lab in SVVK school.
- To introduce Information & Communication Technologies (ICT) to teachers.
- To develop technological knowledge and skill among teachers.
- To support teachers and Teacher educators in the creation of context-specific resources (Open Educational Resources) for their classrooms.
- To create a community of teachers experienced in ICT integration in teaching learning.
- To create a resource pool from the resources created by the teachers from these institutions.

Program

1. An assessment tool was constructed on “Technological Knowledge and Skills of teachers’ and administered to the Heads and teachers of SVVK and VVSEI schools. The results revealed that a rigorous technology intervention program is required for teachers.

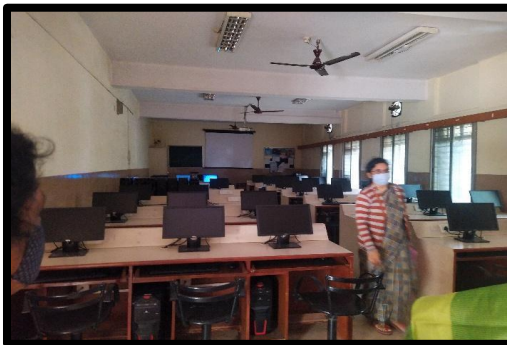
2. Several Discussions and meetings were held with an NGO, IT for Change, Bengaluru to understand the training program that it can offer



These discussions resulted in collaboration of SECT with IT for Change to train teachers on integrating ICT in the teaching-learning process.

3. Present status of the technological infrastructure and computer lab at SVVK was surveyed before initiating the program to understand the requirements. It was

Similarly, Visit to VVSEI institutions was scheduled to understand the Technological requirements and it was found that the schools are well equipped with sufficient computers and technology infrastructure.



Activity: IT infrastructure and ICT program

Activity I: Planning the ICT activities in collaboration with ITfC

Objectives:

- To provide the IT infrastructure to the in-house team members.
- To set up the computer lab in SVVK school for ICT teachers training
- To set up the computers lab in VVSEI (Dhruvadhama) for ICT teachers training.

Program: Computer lab status

Sathya Educare Competency Trust had an objective to enhance the teacher's competency in using ICT. The ICT integration in teaching and learning workshops were organised in both SVVK and VVSEI. As part of the project, the Trust equipped the SVVK school computer lab by providing 13 computer systems and installed UBUNTU software in all the systems with the help of ITfC. VVSEI has a well-established computer lab with 40 computers. With the help of ITfC UBUNTU software was installed in VVSEI computer lab.

Timeline of the ICT Project SECT & ITfC

Dates	Activities
18/1/2022	Finalised copy of the MoU was handed over to the ITfC office.
27/1/2022	Mr. Anand provided a tentative plan of action for the ITfC program in SVVK and VSSEI.
1/2/2022	Meeting with Dr.GVK- discussed what has to be done next as part of the IT program.
4/2/2022	The ITfC team agreed to share the Data Sheet which they had collected from SVVK and VSSEI.
8/3/2022	Discussed with Gurumurthy Kashinath and Anand sir about the ICT program plan. They agreed to install the software once the computer lab was set up.
23/3/2022	UPS and Computer lab set up was done at SVVK
24/3/2022	Mr. Anand of ITfC sent his team to install the software. They completed the installation process on 25th March 2022
25/3/2022	Harish and Arjun from ITfC installed the software. A total of 13+4 systems are ready and in active condition.
29/3/2022	Requested Anand ITfC to confirm the availability of the team to conduct the first level of the ICT workshop on 4, 5 and 6th of March in VVSEI.

30/3/2022.	Anand confirmed the visit to VVSEI to install UBUNTU software. The program schedule from ITfC was approved by Dr.GVK. The above-mentioned dates were finalised for VVSEI after discussion with Dr.GVK. Discussed with Anitha the requirement of two more computers for SVVK. She has shared a quotation of 17,000/-. Waiting for review and finalisation
31/3/2022	ITfC team visited VVSEI Saptharshidhama to install the software but the attempt failed as the hard disk was secured and did not support the installation of the software.

Activity: Procured IT gadgets for SECT and computer lab setup in SVVK

Date	Work done
2/3/2022	<ul style="list-style-type: none"> Leading enterprises supplied the required inhouse IT infrastructure material
3/3/2022	<ul style="list-style-type: none"> 15 Monitors and 10 CPU, 10 mouse and Keyboard supplied by Communication Test Design India Private Limited. Requested Mayur Tech to supply another 5 CPUs and 15 Headphones.
16/3/2022	<ul style="list-style-type: none"> Based on our order, received 5 CPUs, 15 headsets, 5 keyboards and mouse from Mayur Tech
23/3/2022	<ul style="list-style-type: none"> UPS was placed in the CBSE ground floor and Computer systems were placed in the lab and checked the active condition of the computers by providing the power supply.
24/3/2022	<ul style="list-style-type: none"> UPS has been shifted to CBSE school, 1st floor computer lab and completed the installation and set up process there itself.
25/3/2022	<ul style="list-style-type: none"> Software installation process completed by Harish and Arjun from ITfC. A total of 13+4 systems are ready and in active condition.SVVK school is now ready with 13 computers for the ICT teachers training program
31/3/2022	<ul style="list-style-type: none"> Software installation process completed by Harish and Arjun from ITfC. A total of 13+4 systems are ready and in active condition. VVSEI school (Druvadhama) is now ready with 30 computers for the ICT teachers training program.

Activity - Library Development in SVVK and VVSEI

SECT in collaboration with ILP has procured books for both the libraries and the teachers were oriented on the Reading Level Assessment that could be done for all students in the school. They need to be monitored either in the middle of the year or at the end of the year.

The books selected were from Pratham, NBT, Tulika and Vasan publications.

Mr. Harish from ILP conducted an orientation program at SECT for the librarians of SVVK and VVSEI Institutions. The in-house team of teacher educators also attended the session. The session highlighted the importance of reading for children, self-learning tools, the need for colour coding the books according to GROWBY Reading Levels and the criteria for colour coding. The guidelines and procedure for conducting Reading ability assessment was shared with the group. This would be the basis for conducting Reading Level Assessment in their respective schools.



FEEDBACK RECEIVED:

- VVSEI



Mrs. Sudha Rao,
Resource Faculty-

“We tried it. We realised that the energy and knowledge could be channelised in the proper direction and it ultimately facilitated independent thinking.”



Mrs. Deepthi
Headmistress (L.P)
VVSEI,

“The whole approach has shifted from teacher-centric to student -centric. This gives students an opportunity to ask more questions, co-operative and learn from peers. The registration and retention of concepts is stronger with the student’s engagement in the learning process. Many of these techniques define boundaries, cater to HOTs and results in effective learning.”



Mrs. Jyothi
Headmistress, Higher
Primary, VVSEI

“So many techniques were introduced last year and teachers have tried them in the classrooms. Children are enthusiastic, they co-operate and learn. We intend to incorporate it wherever possible.”

“Cooperative learning strategies were introduced last year and the technique worked wonderfully as there were different strategies like Think-Pair-Share, Buzz Group and Jigsaw. We intend to continue these strategies in the year ahead as its impact is far-reaching.”



Mrs. Vanishree



Mrs. Rashmi
High School English

She expressed her gratitude to the resource persons for the various techniques introduced to them. She expressed that Think-Pair-Share and other techniques were very effective as she tried them in her revision classes.

● **SVVK**

“Various strategies were introduced and teachers tried them in their classes but more assistance is required for them to gain mastery.”



Mr. Nagaraj Gupta,
Secretary of SVVK

Mrs.Ashwini, Headmistress-
CBSE SVVK

“Teachers have attempted cooperative learning. They have alternatively attempted different techniques. They still need to gain mastery.”

“My teachers are comfortable with using Cooperative Learning Strategies. They use is once in a way. This year they will try and implement it more than what they did last year.”



Mrs. Vinodha,
Head of the State Board,
SVVK

Mrs.Chaitra
Head of the State Board
Primary-SVVK

I was not sure how discipline and class control would be possible while using Cooperative Learning. Anyway, I had decided to try it in the class. To my surprise there was no indiscipline at all. Class management was easy and the process was effective.”

ELDER CAREGIVER DEVELOPMENT

Our trust initiated this year the elder caregiver development program which we had been planning previously. Amidst COVID restrictions and several difficulties, this program completed a successful year. Along with the completion of 2 batches of Geriatric caregiver development program, we were able to establish new collaborations with organizations such as NIMHANS and St John's Medical College, Bangalore. Along with the usual trust work, Sathya Educare also did some humanitarian work to help few old age homes in the area during COVID time.

One such situation was the sudden death of the director of a known assisted living facility in Bangalore called Om-ashram. This assisted living was providing care for the elderly with poor financial background. Sathya Educare has known this place for some time and has seen their work closely. And hence it was decided to provide financial assistance to Om-ashram. After identifying their needs, the trust decided to pay vendors for medicines and milk for the month of April and May.

As the nation was struggling with oxygen shortage in the first quarter, Sathya Educare was able to procure 10 Philips oxygen concentrators. Out of which 6 O2 concentrators were handed over to state president of Sri Sathya Sai Seva Organizations - South Karnataka to be distributed in rural areas such as Sirsi, Kumta. One concentrator was donated to Shri Krishna Anandashram Vrudhashram in Dharwad.



Oxygen concentrators donated to Shri Krishna Anandashra Dharwad.

Present from L to R: Dr Vilas Kulkarni, Dr Urmila Tokekar, Dr Krishna Mikillineni, Mr Prahlad Rao and Mr Navin Kulkarni

As India experiences the demographic transition, older individuals are now living longer with increasing life expectancy, and at the same time, are also requiring more assistance or care to manage their day-to-day activities. Because of the increased life expectancy, there is an increased need for elder care and support. In India, as in most Asian countries, the family is responsible to provide support and care for their older adults.

Studies have reinforced that home-based care with family members as primary caregivers was still the first and often the only option for a majority of older adults. But rapid development in the past few decades such as increasing urbanization, changes in lifestyle, migration etc. has impacted our socio-cultural setup. Consequences of these have been the gradual disappearance of large families and an increase in the number of nuclear families. This has created a situation where many elderly persons have fallen into the situation of living alone, got abandoned or forced into external shelters etc. On the other hand, with increasing life expectancy due to the advanced medical facility and new development in socio-cultural norms also have added to the scenario and created the need for senior care centres. This subsequently has created an evident demand in the job sector as well.

With this in mind, our trust has initiated the Geriatric Caregiver Development Program. The pilot program began in Sai Charan Campus in Dharwad on July 5th, 2021 with 16 female trainees.



Geriatric caregiver development program classroom

Program was inaugurated on 5th July with Dr.Krishna , Sri.Padmanabha Pai and Sri.Nagesh Dhakappa gracing the occasion and reiterated the need of empathetic care givers, especially in unreached communities.

Following topics were covered in the class:

- Introduction to Caregiving
- Introduction to COVID 19
- Medical terminology
- Infection control and prevention
- Introduction to Human Anatomy and Physiology

- Introduction to Aging
- Mental Health
- Death and Dying
- Working with people with disabilities
- Communication
- Introduction to Rehabilitation
- Nutrition and Hydration
- Diagnostic test
- Vitals
- Medication Administration
- First aid and choking
- Introduction to CPR
- Healthcare Safety
- Caregiver selfcare
- Ask for help



Students practicing hand washing techniques



Starting the class with morning prayers



Students practicing back

Aging simulation was conducted on campus as part of the training. Students were asked to wear glasses smeared with Vaseline, gloves with fingers taped, garbanzo beans in socks, mask, and cotton balls in their ears. They were then asked to perform a few tasks around campus. This exercise is a way for students to understand how old people struggle daily.



As a part of the training, trainees visited Shri Krishna Anandashram Vrudhashram, an old age home located in the outskirts of Dharwad. Objective of this visit was to expose students to the situation in old age homes and help them to connect with elderly people in this real situation through discussion with inmates. They were made to understand the different levels of mental and physical capabilities of elderly.



Students interacting the old age home residents and staff members



Students at Shri Krishna Anandashram, Dharwad

Students also visited Mahishi Yoga and Naturopathy hospital and Banashankari old age home located in Dharwad. Students got a tour of the hospital and learned about naturopathy treatment available at the hospital. At Banashankari old age home, students got an opportunity to spend time and interact with inmates. They interacted with staff members and gained information about the routine of inmates. At the facilities students saw the inmates with different physical and cognitive abilities.



Students interacting with residents at Banashankari old age home



Students at Mahishi Naturopathy hospital and yoga centre

Trainees also visited another old age home, Jeevan Sandhya old age home based in Kaddankoppa area. Due to COVID restrictions, students were not allowed to visit with residents, but students got to see the premises and interact with staff members. During the visit and staff conversation, students got information about inmate and staff daily routines.



Students interacting with the manager at Jeevan Sandhya old age home



Students at Jeevan Sandhya old age home

After classroom training, a practical session was started in the month of August and following topics were covered.

- Vitals (Blood pressure, temperature, oxygen, pulse, height, weight)
- PPE Kit

Nebulization	Catheter insertion and care
Steam inhalation	Bedpan/Urine pot
Chest physiotherapy	Bedside toileting
Oral care	How to give Enema/Suppository
Bed bath	Housekeeping
Perineal care	Massage techniques
Adult diaper changing	Wound care/dressing
Ambulation with and without assistive device	Dressing and undressing of patient
Transfer technique and patient lifting	Morning cares
Back care	Night cares
Bed ridden patient care	Bed making with occupied and unoccupied bed



Students internship completion

Internship 1: Duration 4 weeks

Sl. No	Name of Internship	No of students
1	Shri Krishna Anandashram, Dharwad	4
2	Jeevan Sandhya, Kaddankoppa	2

3	Sai Niketana, Daigoli	3
4	Banashankari old age home, Dharwad	3
5	SDM Hospital, Dharwad	3

Internship 2: Duration 4 weeks

Sl. No	Name of Internship facility	No of students
1	Shri Krishna Anandashram, Dharwad	4
2	Jeevan Sandhya, Kaddankoppa	2
3	Sanjeevani foundation, Belgaum	3
4	Banashankari old age home, Dharwad	3
5	SDM hospital, Dharwad	3

Internship hands on experience:



Students gaining hands on experience during their internship program

Individual student evaluation was arranged on October 28th, 2021. Subject Matter experts were invited to evaluate the students. Dr Nilima Kadambi from Bangalore and Dr Sunita Shanbhag from Mumbai were the evaluators. They spent the day with students asking them questions about their experience, theoretical and practical knowledge, skills they learned during internship and also gave them tips as the students entered the job market.



**Dr Shanbagh and Dr Nilima
roleplaying with students as
part of evaluation**



Students with Dr Shanbagh and Dr Nilima

Graduation ceremony and certificate distribution for the class was arranged on October 30th 2021 followed by lunch at the auditorium on campus. Students received completion certificates issued by Sathya Educare Competency trust. Students also received a certificate from RVTC program and a duffle bag as a gift from trustees of Sri Sathya Sai Organization, Dharwad.



11 students graduated and received completion certificate as Geriatric

Recruitment for the 2nd batch started with the help of the Program Management Director. 40 students had enrolled in the program. The Master trainer and Program Management Director visited Haliyal town and met with some of the students interested in the program. Students were shortlisted based on their dedication and sincere interest towards eldercare. 27 students were finalized for 2nd batch starting Tuesday, November 9th, 2021.

The 2nd Batch program duration was changed to 3 months. (6 weeks theory + practical and 6 weeks internship). This was done based on feedback from various stakeholders. Syllabus was same as Batch 1 and mentioned above



Students practicing abdominal thrust and back blows in case of choking

Aging simulation exercise was also conducted for Batch 2. This was conducted on campus as part of the training. Students were asked to wear glasses smeared with Vaseline, gloves with fingers taped, garbanzo beans in socks, mask, and cotton balls in their ears. They were then asked to perform a few tasks around campus. This exercise is a way for students to understand how old people are and the struggles they go through daily.



Student participating in Aging simulation exercise

As part of the program, students visited Shri Krishna Anandashram Vrudhashram, an old age home located in Dharwad. The students got a tour of the facility and got an opportunity to interact with residents. At the facility students got a chance to see residents with different levels of physical and mental ability.



Students interacting with Dr Kulkarni, President of Shri Krishna Old age home

Field trip was conducted to Mahishi trust Naturopathy hospital and Banashankari Old age home located in Dharwad. Students got an opportunity to tour the naturopathy hospital and interact with Savitri Mahishi Ma'am and understand the concept.



Students with Ms Savitri Mahishi and Mrs Vijaya at Mahishi Naturopathy and Yoga center



Students at Mahishi Naturopathy hospital and Yoga centre

Practical classes started 1st week of December



Students practicing oral care and blood pressure checks

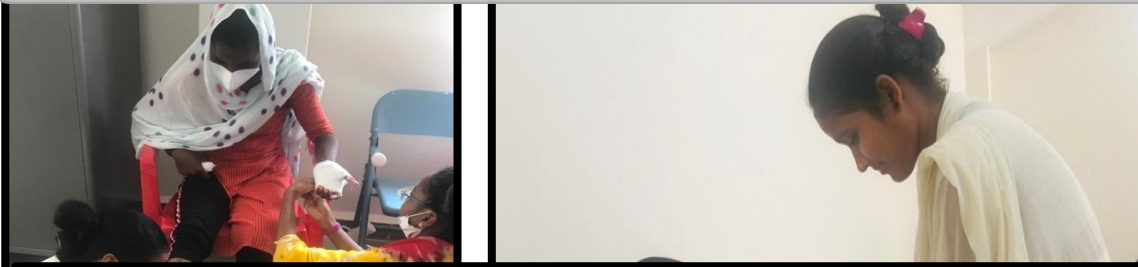


Students practicing oral care and grooming



Students practicing bed bath, glucose check, wound care and other skills during practical session

Students practicing bed bath, glucose check, wound care and other skills during practical session



Students wearing complete PPE kit

Internship period was changed to 6 weeks with 3 weeks each at 2 different locations.

Internship 1: Duration 3 weeks

Sl. No	Name of Internship facility	No of Students
1	Lady of the Lourdes hospital, Dharwad	4
2	Shri Krishna Anandashram, Dharwad	5
3	Banashankari old age home, Dharwad	4
4	Sanjeevani foundation. Belgaum	4
5	Kites Senior care, Bangalore	7

6	Shiv Shakti old age home, Bangalore	3
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Students on the way to Bangalore for Internship 1

Internship 2: Duration 3 weeks

Sl. No	Name of Internship facility	No of students
1	Lady of the Lourdes hospital, Dharwad	4
2	Shri Krishna Anandashram, Dharwad	4
3	Banashankari old age home, Dharwad	4

4	Sanjeevani foundation, Belgaum	3
5	Kites senior care, Bangalore	5
6	Santhvana Old age home, Bangalore	4
7	Health Heal Elderly care center, Bangalore	3



Students leaving for Bangalore for 2nd Internship



Students with staff at Shri Krishna old age home during



Students gaining hands on experience during their internship program

3 subject matter experts were invited for student evaluation. These evaluators were as below:

-Dr Vilas Kulkarni, Shri Krishna Old Age home, Dharwad

-Dr Savita Deginal, Sanjeevani foundation Belgaum

-Mr Rakshan Melanta, Octaplus Home care, Mangalore

Questionnaire was prepared for the evaluators. These evaluators spent the entire day with the students questioning them one on one basis. They graded the students based on their knowledge they learnt in class and clinical skills they learnt during practical and internships. After the evaluation, students received good feedback and inputs from these experts that will help them in their professional life.



Dr Vilas Kulkarni addressing the students



Student participation



Dr Savita and Mr Rakshan addressing the class



Token of appreciation given by students to Dr Vilas Kulkarni,



Token of appreciation given by



Token of appreciation given by students to Mr Rakshan Melanta, Mangalore

Various home care agencies and old age homes were invited on campus or via video call to interact with the students. These were as below:

-Octapulus Home care agency, Mangalore

-Health Heal, Bangalore

-Avanta Healthcare, Bangalore

-Kites Senior care, Bangalore

-Sanjeevani Foundation, Belgaum

-Shri Krishna Anandashram, Dharwad

These agencies spoke to the students about job opportunities in their company, the pros and cons of each job, and responded to all student questions/queries. They also conducted an interview for those who were interested in taking up jobs right away.

Rest of the students were given a few days to make a decision. Final placement of students is as below:

Name of facility	No of students
Octaplus Home Care	3
Sai Niketan, Daigoli	1
Sanjeevani Foundation	3
Health Heal Home care	5
Santhvana Old age home	3
Sharada Clinic, Mangalore	2
ESHA Program	2
Nursing college	4
Shri Krishna old age home	1
TOTAL Students	24

Certificate distribution was held on Friday, February 4th 2022. Students were facilitated by sweets and a completion certificate was issued to them by the trust. Following COVID protocols, a small celebration was done on campus with snacks and cake for the graduation class.

Students receiving completion certification



27 students graduated and received completion certificate as Geriatric caregiver

Top 3 students were selected based on their attendance, participation in class, feedback from internship and they were awarded with sarees and an appreciation letter.



Madhura Tinnekar recognized for her



Saraswati recognized for her



Radha Dalal recognized for her outstanding performance

Trainee Feedback:

I worked as a housekeeper at a clinic and they sent me to this training to learn about eldercare. This class gave me the confidence to work with the patients in the clinic and also get a salary hike which was needed to survive and support my 2 children.

Saraswati KP, Mudgerri

This training gave me the required knowledge and skills needed to care for my grandparents at home who need constant medical attention.

Anita M, Gundolli

After completing the training I was more empathetic towards my grandparents and the elders in my village. This changed my attitude towards the elderly in our community.

Rekha P, Kyatengera

I really enjoyed the training. This covered a wide range of aspects including communication, attitude towards the senior people under care and also nursing related services. I really enjoyed this course and was able to learn many good things that I was not aware of. This training helped me in my first semester at nursing college.

When I came for the training I was uncertain about my future, but after gaining the experience through internship in Bangalore old age home, I have found a new career path. I got job in home care the next day and I am very happy.

Ashalin S, Dandeli

Miscellaneous Trust Activities:

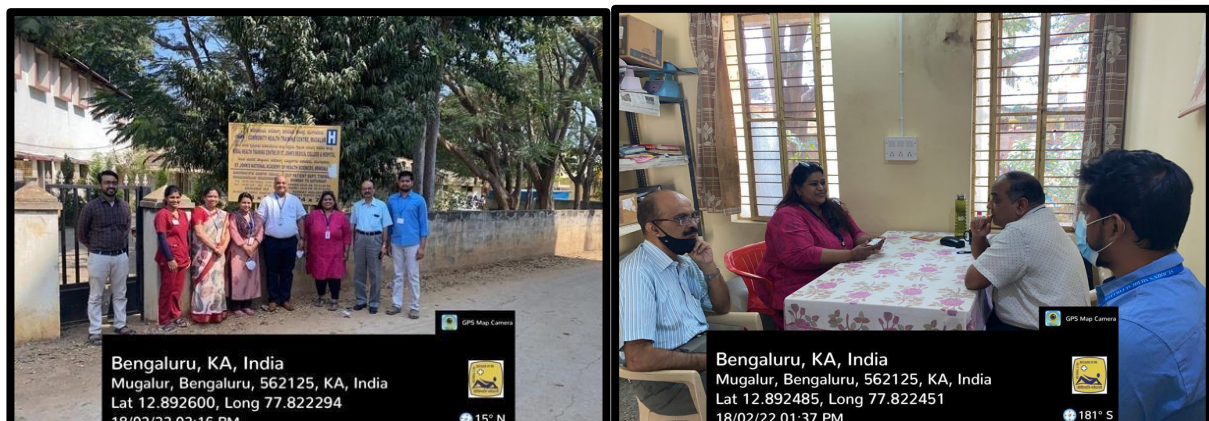
Alike Program:

SECT Team travelled to Mangalore in October. Meeting with Sri Vasuki sir, Dr Vikram Shetty, Sri Pai sir and other board members of Alike campus was conducted to discuss Geriatric caregiver development program in Alike. Mr Gurudutta Mallya, was hired as a trainer for Geriatric caregiver development program to be held at Alike, Mangalore. Unfortunately, Alike program had to be cancelled. In spite of all the marketing with flyers, banners and TV scroll ads, only one application was received.

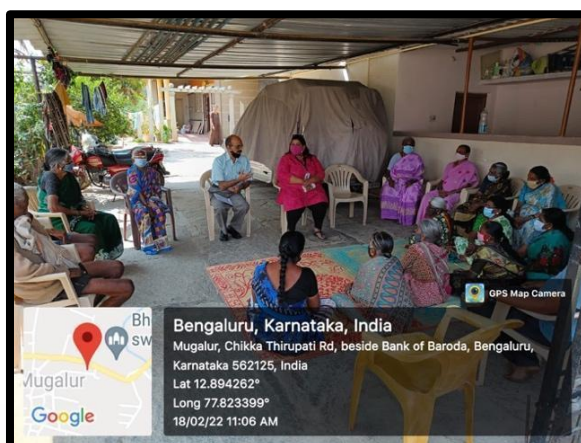
Visit to St John's Medical College Rural Health Centre in Mugalur

SECT team visited the Mugalur rural health centre run by St John's medical college in February 2022. The purpose of this visit was to understand their concept and day to day administration of their adult day care centre. Visit was made to 2 different facilities and the team interacted with the seniors that participated in the program. The team also interacted with the visiting doctors and medical officers of the health centre to understand the health care aspect of the villages.

Team also interacted with village youth to understand their participation in supporting this program not just financially but physically as well



SECT team with Medical officer Dr Nithin and Dr Ramakrishna Gouda



SECT team interacting with seniors at Mugalur health centre



SECT team interacting with seniors at Mugalur health center

Visit to Haliyal district PDO's:

SECT team met with 2 Panchayat District officers (PDO's) in Thattigera and Kesrolli village. The purpose of this visit was to inform them about the Geriatric Caregiver development program held in Dharwad campus and also to introduce them to the ESHA program trust is planning to start soon.

The PDO's both welcomed the idea of ESHA workers and expressed their full support in launching and sustaining the program. ESHA program will start from 1st May 2022.

Karnataka Skill Mission Certification:

Online registration for accreditation of Geriatric caregiver development program has been completed. Final steps of setting up the lab are in process. Visit from KSDC officer scheduled in the month of April 2022.

Meeting with NIMHANS:

Team from NIMHANS was met to discuss potential areas of partnership with SECT. Following are some of the areas listed as areas of collaboration –

- Family caregiver training
- Caregiver workshops

- Support in fine tuning caregiver development modules for mental health related topics.
- NIMHANS has a lot of courses available online for caregivers (Family and professionals).

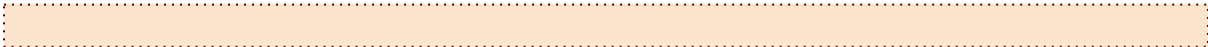
Visit to villages:

Visit was made to Haliyal and neighboring villages such as Sambrani, Kurrigadda, Gundolli to introduce the geriatric caregiver development program and recruit students for the next batch.



Post geriatric caregiver training program feedback session conducted for trained students and received feedback about their training and internship experience. Top achievers were awarded to motivate others to reach bigger heights.

In summary, it can be said that despite many difficulties, Sathya Educare had a successful year. 38 caregivers were developed and many are employed or in nursing schools, meaningful connections were made throughout the year and plans were made to expand this program to new locations so as to reach maximum people (boys and girls) throughout Karnataka.



Our trust is proud to have responded with humanitarian support to the teaching staff and elderly affected by Covid this year while continuing and scaling up our teacher transformation initiative as well as launching the elder caregiver development program. We reached out to more beneficiaries in terms of teachers and schools. We are happy that we were able to contribute to eldercare with trained caregivers while helping develop underprivileged youth and enable them to find employment.

This year our invested time and effort in the education transformation area created a positive impact on over 200 teachers and two school systems with over 3000 students. Similarly in the elder care area created a positive impact by training over 30 youth with 70% of them being employed as caregivers, earning livelihood for their families while caring for over 20 elderly.

With the staff resources and partners we were able to bring on board this year, we expect definitely a much larger positive impact on the two communities of our focus - teachers and elderly in the coming year.

