



OCTOBER 2021

MONTHLY PROGRAMME REPORT



**PREPARED FOR:
PEARL GLOBAL INDUSTRIES LIMITED**

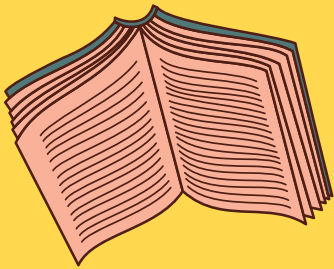
**PREPARED BY:
ADHYAYAN QUALITY EDUCATION FOUNDATION**



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ABOUT THE PROGRAMME

Due to school closures since March 2020, nearly 247 million children across India have been impacted, bringing their learning to a near halt. The existing inequities in our system became even more conspicuous, wherein only one third of India's school children were able to take up online education with an even smaller section of this 32.5% continuing live online classes (ASER 2020). Children have not just faced disruptions in their academic learning but also in social interactions, a sense of well-being and safety over the last 18 months.

A study by Azim Premji Foundation concluded that children in government primary schools had lost 82% of their language abilities and 92% of math abilities.

Learning loss has become the biggest challenges for the education system.

Keeping in mind Pearl Global's vision of keeping children and their learning at the centre of any intervention, this programme seeks to begin to bridge the gap caused due to the pandemic and support in the improvement of students' English language skills. This is being done by supporting 2 government schools in Gurugram, through student exposure to continuous listening and speaking in English as part of the Read Aloud Programme. The employees of Pearl Global will be reading out stories to students to build their listening, vocabulary and word recognition in a fun and child-friendly way.

OCTOBER HIGHLIGHTS

We began the Read Aloud Programme in October 2021. AQEF's Programme Manager and representatives from the Pearl team visited the selected government schools to understand their expectations and the status of reading, as well as the school calendar, given that schools had just re-opened.

Further, employee volunteers of Pearl Global were identified and oriented on how to conduct read-aloud sessions

14 volunteers signed up for the programme

2 training sessions were conducted for volunteers

successfully. Activities this month included:

- visiting and liaising with the principals of
 - Government Primary School, Rosewood City
 - Government Senior Secondary School, Khatola.
- orientation and training of volunteers.
- setting up sessions for volunteers in the schools.
- baseline assessment of students in 1 school.

1 out of 2 schools has been fully on-boarded

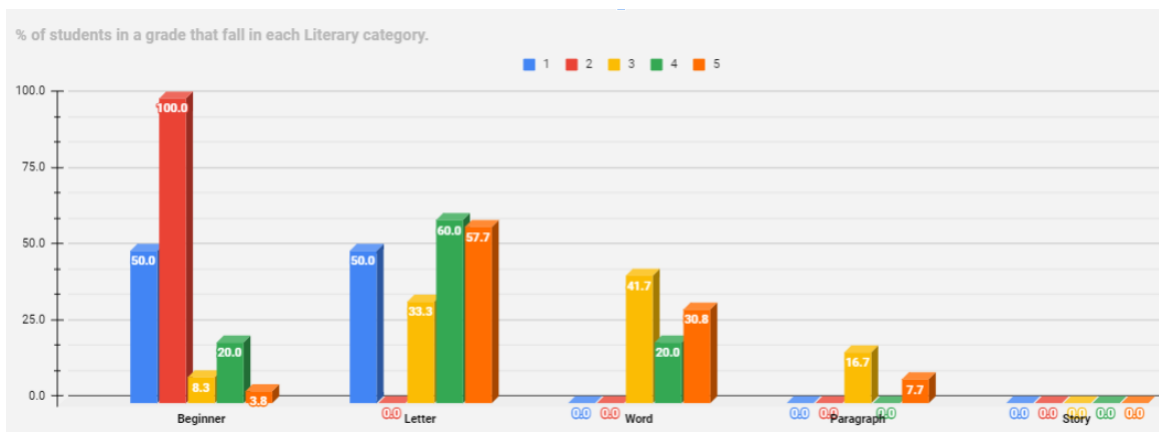
8 student groups were read to twice by the volunteers





INSIGHTS

54 of the 130 officially enrolled students in GPS, Rosewood City (Grades 1 to 5) were assessed. Although daily attendance was found to be much lower than 130. The ASER Reading Test tool for grade 5 was used. Here are some findings and insights in terms of the current status of English reading levels of students:



- There are a few students in grades 3 and 5 who are able to read sentences in a paragraph, but none of them were able to read an entire story.
- Students of grades 1 and 2 are mostly at the Beginner level, with very few even being able to identify letters correctly. This could be a result of school closures over the last 18 months. This might be the first time these two cohorts of students are coming to school.
- Reading comprehension is also low in most students when asked questions from the text itself.
- The Read Aloud programme will enable the students to recognise letters and words better as they move along in their sessions, which is their first step in gaining english proficiency and support with their english listening and oral comprehension skills.

VOLUNTEERS SPEAK

Q. Why did you want to volunteer for this programme?

I have always wanted to give back to society. Women and children have been the focus in this regard. I believe that knowledge is useless if not shared.

- Firdaus Jahan

...because this (is) the opportunity for me where I can help some children with my skills, and it give me satisfaction.

- Asha Gahlawat

Q. On a scale of 5, please rate how the orientation session went for you (8 respondents):

★★★★☆ 2 votes

★★★★★ 6 votes

Q. Mention 2 highlights from the first student session:

Kids were enjoying the session, they were also enquiring about so many things

- Kheema Sharma

Q. Mention things that could be better from the first student session:

More activities and if we can show them something in the form of videos..

- Rohit Kumar

NOTE: The above responses are as collected through the feedback forms





WHAT WENT WELL

- Both the schools were visited and the Programme Manager was able to have clear and in-depth conversation about the programme's process, expectations, schedules and the requirements.
- 1 school's onboarding and baseline assessment was completed and the volunteers have started their sessions in the school.
- The volunteer orientation and the first part of the training and one school visit took place in-person.

EVEN BETTER IF

- We could have completed the onboarding of the second school, Government Senior Secondary School, Khatola, and started the sessions. However, due to the COVID SOP issued by the state (which prevented outsiders from entering the school) and due to certain national examinations, we were unable to begin. The programme is scheduled to start in this school after the 15th of November.

PLAN FOR NOVEMBER

- 4 sessions will be conducted by the AQEF Programme Manager with the volunteers to debrief the sessions they undertake with students and needs-based training/support will be provided through these sessions.
- 4-5 sessions will be conducted by the volunteers with the students.
- On-boarding of the second school will be completed and sessions will begin there as well.
- The Programme Manager will help set up trackers that volunteers can use to update the details of their sessions and student attendance, along with other parameters to assess the progress towards the outcomes of the programme.
- Recurring monthly meetings with the Pearl Global team will be set up to discuss updates on the programme and next steps.



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