

Impact Evaluation Report on the Project “ANUBHAV”

Transforming School Education

An experiential Learning Project by Nikalas Foundation

Submitted to

Nikalas Foundation

Nagpur

Submitted by

Datasol Consultancy, Nagpur

44-A, Hill Road, Gokulpeth, Nagpur 440010



May-2023

Preface

This is an Impact assessment report of Project “**ANUBHAV**” Transforming School Education, An experiential Learning Project by Nikalas Foundation in Maharashtra and Goa State of India. This project was conceptualized and implemented to inculcate culture of experiential learning in school education system as many reports from statutory bodies have shown that there is a learning crisis and children are deprived of real knowledge. Nikalas foundation expects that proposed teaching and learning experiences will enhance the learning outcomes and make the day-to-day teaching learning process meaningful & purposeful. This report briefly covers aspects like the need for such project intervention, its methodology, its objectives, and the outcome of impact assessment. The assessment is carried out in total fifteen schools where the project “Anubhav” was implemented. During this assessment feedback from the teachers who used the novel teaching material as well as methods was collected. The impact assessment results are derived from quantitative and qualitative data collected using reliable and valid research instruments and through an online survey method. The collected data was analyzed using SPSS 18.0 software. The conclusions drawn from the results are specific to this intervention.

Impact Assessment Team

Name	Designation
Dr. Atul Kulkarni, M.Sc., Ph.D.	Director, DataSol Consultancy
Dr. Manisha Kulkarni, M.B.A., Ph.D.	Investigator
Pallavi Rotke Thaware, M. Com.	Investigator
Sneha Kukade, M. Com.	Investigator
Reena Kumre, M. Com.	Investigator

List of Abbreviations

- UPE Universal Primary Education
- EFA Education For All
- NCF National Curriculum Framework
- NAS National Achievement Survey
- SPSS Statistical Package for Social Sciences

List of Tables

Table No.	Title	Page No.
1	Distribution of respondents with respect to their age	10
2	Distribution of respondents with respect to their gender	11
3	Relevance of the intervention (through project Anubhav)	12
4	Coherence of the intervention (through project Anubhav)	13
5	Effectiveness of the intervention (through project Anubhav)	14
6	Efficiency of the intervention (through project Anubhav)	15
7	Impact of the intervention (through project Anubhav)	16
8	Sustainability of the intervention (through project Anubhav)	17
9	Overall impact of the intervention (through project Anubhav)	18

List of Figures

Figure No.	Title	Page No.
1	Distribution of respondents with respect to their age	10
2	Distribution of respondents with respect to their gender	11
3	Relevance of the intervention (through project Anubhav)	12
4	Coherence of the intervention (through project Anubhav)	13
5	Effectiveness of the intervention (through project Anubhav)	14
6	Efficiency of the intervention (through project Anubhav)	15
7	Impact of the intervention (through project Anubhav)	16
8	Sustainability of the intervention (through project Anubhav)	17
9	Overall impact of the intervention (through project Anubhav)	18

Table of Contents

Particulars	Page No.
Chapter – I	
Introduction 1-4	
1.1 The Learning Crisis	1
1.2 How Serious is this Crisis?	1
1.3 Learning Poverty: Education Crisis in India	1
1.4 Scope of Work	4
1.5 Delimitations	4
1.6 Limitations	4
Chapter – II	
About Project ANUBHAV	5-6
2.1 Goal of Project Anubhav	5
2.2 Project Anubhav 2022-23 details	6
2.3 Objectives of the Project Anubhav	6
Chapter – III	
Research Methodology	7-10
3.1 Objectives of the Study	7
3.2 Core Action Points of Project “ANUBHAV”	8
3.3 Work Flow of Project “ANUBHAV”	8
3.4 Design of Study and Sample Selection	8
3.5 Collection of Data	8
3.5.1 Primary data collection	8
3.5.1.1 Selection of measurement scales	9
3.5.1.2 Questionnaire development, reliability and validity estimation	9
3.5.2 Secondary data collection	9
3.6 Statistical Analysis of Data	10
Chapter – IV	
Results of the Study	10-18
4.1 Age of the Respondents	11
4.2 Gender of the respondents	12
4.3 Impact Evaluation of Project “Anubhav”	13
4.3.1 Relevance of the intervention (through project Anubhav)	13

Particulars	Page No.
4.3.2 Coherence of the intervention (through project Anubhav)	14
4.3.3 Effectiveness of the intervention (through project Anubhav)	15
4.3.4 Efficiency of the intervention (through project Anubhav)	16
4.3.5 Impact of the intervention (through project Anubhav)	17
4.3.6 Sustainability of the intervention (through project Anubhav)	18
4.4 Overall impact of the intervention (through project Anubhav)	19
Chapter – V	
Conclusions	19-20
5.1 Relevance of the intervention (through project Anubhav)	20
5.2 Coherence of the intervention (through project Anubhav)	20
5.3 Effectiveness of the intervention (through project Anubhav)	20
5.4 Efficiency of the intervention (through project Anubhav)	20
5.5 Impact of the intervention (through project Anubhav)	20
5.6 Sustainability of the intervention(through project Anubhav)	20
5.7 Overall impact of the intervention (through project Anubhav)	21
Bibliography	22
Annexure	23-26

Chapter – I

Introduction

1.1 The Learning Crisis

Even though schooling has increased significantly in recent decades, most countries are facing a global learning crisis and India is not an exception. This is primarily because schooling does not automatically result in learning. In fact, education systems leave a lot of children behind in learning as they progress in schooling. As expressed by Karthik Muralidharan, RISE India Principal Investigator¹

“Going to school, day after day, and not understanding anything is a miserable experience”

1.2 How Serious is this Crisis?

It has been reported that in India, more than half of Grade 5 students have not mastered Grade 2 literacy. Many children start to fall behind as early as Grade 3, before they have mastered foundational skills such as basic literacy and numeracy, which means that they have no to very less chance of catching up later. This lack of learning can create a miserable school experience for many children, causing some to drop out of school altogether.

There are numerous challenges in providing primary education in India, amongst them notable are infrastructure deficit (dilapidated buildings, lack of drinking water facilities and separate toilets, etc.), leakages of funds meant for education (corruption), lack of well trained teachers, burden of non teaching activities on teachers, poor salaries, etc.

1.3 Learning Poverty: Education Crisis in India

The World Bank has already warned of a ‘learning crisis’ in global education; underprivileged students in developing countries are attending school, but many fail

¹ Kaffenberger, Michelle, What Have We Learned about the Learning Crisis?, 20 May 2019, <https://riseprogramme.org/systems-thinking/learning-crisis>

to learn basic life skills². Consequently, as Pearson PLC (2018)³ explains, the global problem in education is not simply about provision, but also ensuring quality learning. UNESCO states that globally, over 617m students are failing to achieve minimum proficiency standards in mathematics and reading. This case is very prominent in the Indian Context as the nation is undergoing it.

According to The Economist, India has utterly failed to convert going to school into learning; roughly half of the fifth-grade students can't read a book intended for second-graders. Moreover, The Economist (2017C) also emphasizes the poor quality of Indian teachers; since 2011, an estimated 99% of would-be teachers have failed their pre-joining test. A primary research case study of India has been selected for two reasons. Firstly, most Indians use the concept of *jugaad* innovation in their daily lives, meaning India naturally fits the aim of this investigation. Secondly, India is the earth's largest education system. Therefore, it can be argued that India sits at the 'heart' of the 'learning crisis'. Tackling India first should make it easier to deal with smaller, less complex education systems.

According to a report by the Ministry of Education titled- "Educational Statistics" At a glance- states that the Gross Enrolment Ratio at the elementary level (Classes I-VIII) has been consistently high, at around 97%. This indicates that almost every Indian child is going to school. Despite this, students don't seem to be learning anything in school at all. Only 44.2% of all students in government schools in Class V in India are able to read a Class II text, as per ASER report on School Education. The situation is worse for numeracy: only 22.7% of all students in government schools in Class V are able to do division. India has been in the midst of a learning crisis for a long time now.

The goal of achieving universal primary education (UPE) has been on the international agenda since the Universal Declaration of Human Rights affirmed, in 1948, that elementary education has to be made freely and compulsory available for all children in all nation. This objective was restated subsequently on many occasions,

² Sentinel Digital Desk , Learning poverty: Education crisis in India, 24 Dec 2021, 9:05 AM, <https://www.sentinelassam.com/editorial/learning-poverty-education-crisis-in-india-569438>

³ The Global learning crisis: why every child deserves a quality education, UNESCO Digital Library, 2013, <https://unesdoc.unesco.org/ark:/48223/pf0000223826>

by international treaties and in United Nations Conference Declaration⁴. Most of these declarations and commitments were silent about the quality of education to be provided. The two most recent United Nations International Conference Declarations focusing one education gave significant importance on ‘quality aspect of primary education’. The Jomtien Declaration in 1990 and more particularly the Dakar Framework for Action 2000 recognized the ‘quality of education’ as a prime determinant whether education for all achieved or not.

The World Education Forum (2000) agreed on six “education for all” (EFA) goals. The sixth goal concerns with quality of education: ‘... improving all aspects of the quality of education and ensuring excellence of also that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills’. Moreover at the sub-regional meeting of South Asian Ministers in Kathmandu in April 2001, ‘quality education’ was unanimously identified as a priority area from the regional perspective. The World Bank (1997) in one of its reports on elementary education suggested that ‘... the best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children.

Many educationalist and research scholars have defined the quality education according to their perspective. There is no universally accepted definition for ‘quality of education’ (Takwala, 2006)⁵. Terms like effectiveness, efficiency, equity, equality and quality are often used interchangeably (Adams, 1993)⁶. In education, perception of quality is around students (Mukhopadhyay, 2001)⁷. The performance of the students in examination results, learning achievements, ability to apply learned knowledge in practical life—exhibits the quality of education. For some, “quality of education” means value addition in education excellence in education for others, fitness of education outcomes and experience for use. Another indicator of quality education is the learning achievement of the students. This concept of quality

⁴ Taku, R and Ahmed, S. (2013). The quality crisis in Indian primary education, *The Clarion*, 2(2), pp. 85-89.

⁵ Takwala, R. (2006). Solving Quality-Quantity-Equity Triangle in Education, *University News*, 44 (48), UNESCO, EFA Global Monitoring Report, 2005, Education for All –The Quality Imperative, UNESCO, France, (www.efareport.unesco.org)

⁶ Adams, D. (1993). “Defining Educational Quality”, *Improving Educational Quality Project*, Institute for International Research, Arlington.

⁷ Mukhopadhyay, M. (2001). *Total Quality Management in Education*, NIEPA Publication Unit, New Delhi.

education is widely accepted by the international organization. The definition provided by World Bank, United Nations Millennium Declaration's committee and UNICEF on quality education reflect this concept of quality education. According to this concept quality education is measured by the learning acquired by the student in a particular stage of education through the learning achievement test in various subjects.

About Impact Assessment Agency

DataSol Consulting is a consulting firm specializing in statistical consulting, experiment designing, data analysis services, micromanagement, training and guidance for various research activities. *DataSol Consulting* is headquartered in Nagpur, (Maharashtra) and is providing consultancy services primarily in India. Our mission is to provide superior consultancy services and solutions for data management, statistical data analysis and assist in research activities by providing novel management solutions.

1.4 Scope of Work

The scope of the impact assessment project was to determine the overall impact of project '**Anubhav**' on the learning outcome of students.

1.5 Delimitations

The study was delimited on the following:

- The study was delimited to assess the learning outcome of students belonging to standard I to V only.
- Delimited to 15 schools where the intervention through project "Anubhav" was carried out.

1.6 Limitations

- There was no control on psychological condition of the teachers who provided the necessary information
- There was no control on work schedule of teachers
- No incentive was offered to the participants for providing data
- Lack of complete control over environmental factors was limitation.

Chapter – II

About Project ANUBHAV

Government of India has brought in a comprehensive framework in the form of National Education Policy 2020. The National Curriculum Framework (NCF) is undergoing radical changes with a view to implement the policy in a holistic way. NIPUN Bharat Mission is a Foundational Learning program that seeks every child in the country achieves desired foundational literacy and numeracy. Moreover, State Governments are undertaking innovative initiatives to achieve universal foundational learning by 2026-27. However, the successful implementation of these policies and schemes particularly for marginalised and underprivileged kids need efforts from all directions by the agencies of change. To bridge the existing learning gaps, students need extensive help and teachers require access to quality trainings and resources.

In view of the above, Nikalas Foundation has conceived and conducted a technology-independent, easy to implement experiential learning program for schools of underprivileged kids named ‘**Anubhav**’. The framework has been designed and developed to empower teachers, develop interest and engagement of kids in learning process and to improve the learning outcomes of each session in the class significantly. Project **Anubhav** is an effort towards achievement of development goals set out by NIPUN Bharat mission and the desired learning outcomes prescribed in National Achievement Survey (NAS).

2.1 Goal of Project Anubhav

To transform the way children from underprivileged background in rural / urban areas are learning and empower their teachers to develop 21st Century Learning Skills amongst them.

2.2 Project Anubhav 2022-23 details

Schools/Organizations	–	14
States	–	Maharashtra and Goa
Students	–	3106
Teachers	–	129
Size of Project	–	25,00,000/-
Source of Funds	–	CSR

2.3 Objectives of the Project Anubhav

- To Improve student's interest in learning
- To improve student's engagements in learning
- To improve student's creativity and visualisation
- To enhance student's applied intelligence
- To make learning process meaningful and purposeful for the students
- To empower teachers through trainings on experiential learning pedagogy

Chapter – III

Research Methodology

This section of the report presents details of the methodology followed in this study. Among other facets shared by the various fields of inquiry is the conviction that the process be objective to reduce a biased interpretation of the results. Another basic expectation is to document, archive and share all data and methodology so they are available for careful scrutiny by other scientists, thereby allowing other researchers the opportunity to verify results by attempting to reproduce them. In the present study, a quantitative method was used, which was delineated in view of the objectives of the study. In the present study, a careful collection of facts was undertaken to ensure the validity of the facts. The detailed description of all the methods used for data collection and processing are presented hereunder.

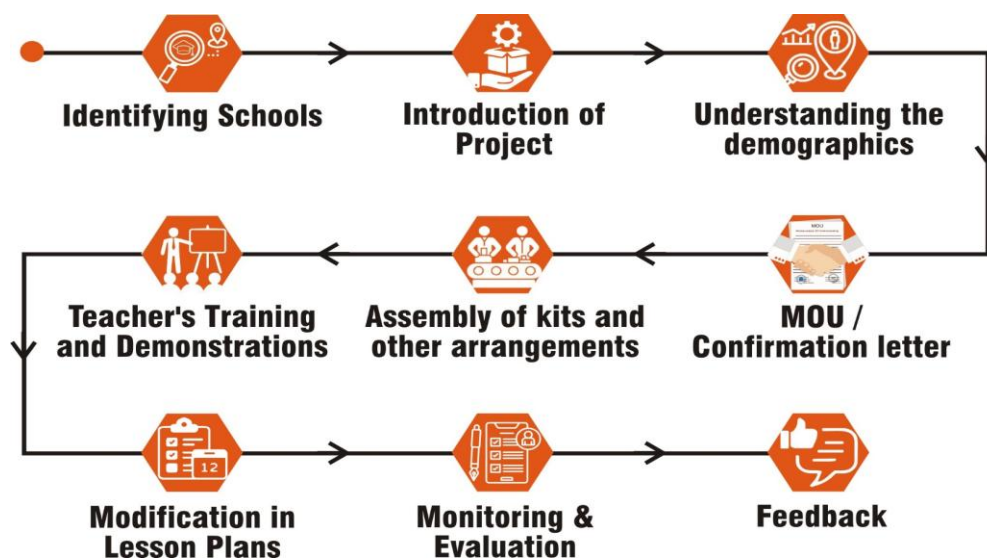
3.1 Objectives of the Study

- To determine the relevance of methods adopted in project Anubhav for improving learning outcome
- To determine the coherence of project Anubhav methodology for improving learning outcome
- To study the effectiveness of project Anubhav for improving learning outcome
- To study the efficiency of project Anubhav for improving learning outcome
- To determine the overall impact of project Anubhav in improving learning outcome
- To assess sustainability of project Anubhav for improving learning outcome

3.2 Core Action Points of Project “ANUBHAV” are

- Improving Student’s Interest & Engagement in Learning
- Developing 21st century learning skills
- Empowering teachers to improve learning outcomes of each session remarkably

3.3 Work Flow of Project “ANUBHAV”



3.4 Design of Study and Sample Selection

The study adopted a combination of descriptive and diagnostic research design, where the teachers were selected randomly. Data was obtained from 68 teachers who have used the intervention method that was part of project **Anubhav**.

3.5 Collection of Data

In the present study, all the data generation was done by using standard procedures and with the use of a structured questionnaire (research instrument) and by following online survey method using **Google Form**.

3.5.1 Primary data collection

For the purpose of primary data collection a questionnaire was developed in view of the objectives of this study. The process of developing the research instrument was based on generally accepted principles of instrument design, and was carried out according to the standard methodology. Care was taken so that each question should relate directly to the study objectives, every respondent should be able to answer every question, each question was phrased such that all respondents interpret it the same way, and finally, each question was framed in such a way that it should provide answers to what is needed to be known and not what would be nice to know.

3.5.1.1 Selection of measurement scales

In the present study, Fixed Response (Qualitative) Rating scale /Continuum (such as Likert-type scale) was used. The questionnaire used in this study is presented in the Annexure-1 of the report.

3.5.1.2 Questionnaire development, reliability and validity estimation

The reliability of the questionnaire was assessed using test-retest method prior to its use for data collection. The Pearson Correlation Coefficient was 0.089, which confirmed acceptable level of reliability. The validity of a measure refers to the extent to which it measures what it intends to measure. Three different types of validity were considered, which are **content validity** (was determined subjectively on the basis of the literature used), **criterion-related validity** (was evaluated by examining the correlation coefficients between the different measures), and **construct validity** (was checked for validation of the construct). Scoring and norms for impact assessment are as follows

- The questionnaire contains total 35 questions
- Each correct/expected response gets 1 point
- Therefore total possible score is **35**

Impact Scale

Score	Nature of impact
Above 30	Very high impact
25 to 30	High impact
20 to 25	Moderate impact
Less than 25	No impact

3.5.2 Secondary data collection

Secondary data was collected from the general publications, scientific journals, publications of educational organizations, research institutes and books from National and International authors.

3.6 Statistical Analysis of Data

Analysis of data was done with the help of suitable statistical tests. The descriptive statistics, such as frequency, percentage, etc. were determined from the collected data. The inferential statistics such as Chi-Square test was used to determine the if a difference between observed and expected data is due to chance or not. Statistical analysis of the data was carried out using SPSS 18.0 software. The significance level was chosen to be 0.05 (or equivalently, 5%).

Chapter – IV

Results of the Study

4.1 Age of the Respondents

Table 1: Distribution of respondents with respect to their age

Age	Nos.	Per
18 to 30	2	2.9
31 to 45	26	38.2
More than 45	40	58.8
Total	68	100.0

Above Table 1 presents distribution of respondents with respect to their age. 2.9% respondents belong to the age-group 18 to 30 years while 38.2% respondents belong to the age-group 31 to 45 years. Further 58.8% respondents belong to the age-group more than 45 years.

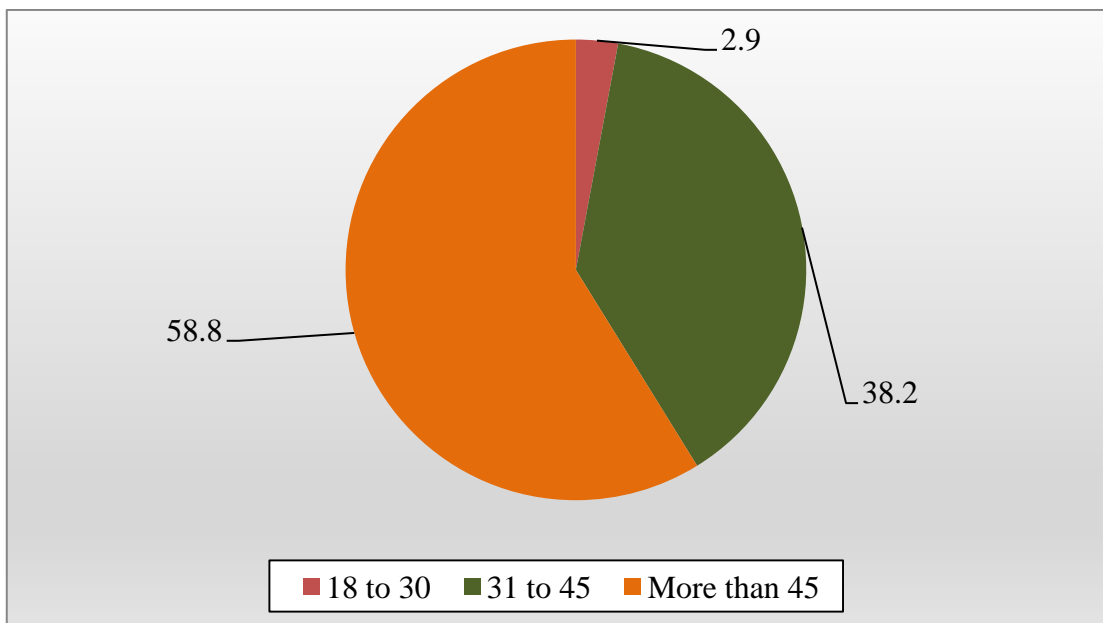


Fig No. 1: Distribution of respondents with respect to their age

4.2 Gender of the respondents

Table 2: Distribution of respondents with respect to their gender

Gender	Nos.	Per
Male	12	17.6
Female	56	82.4
Total	68	100.0

Above Table 2 presents distribution of respondents with respect to their gender. 17.6% respondents are male. Further 82.4% respondents are females.

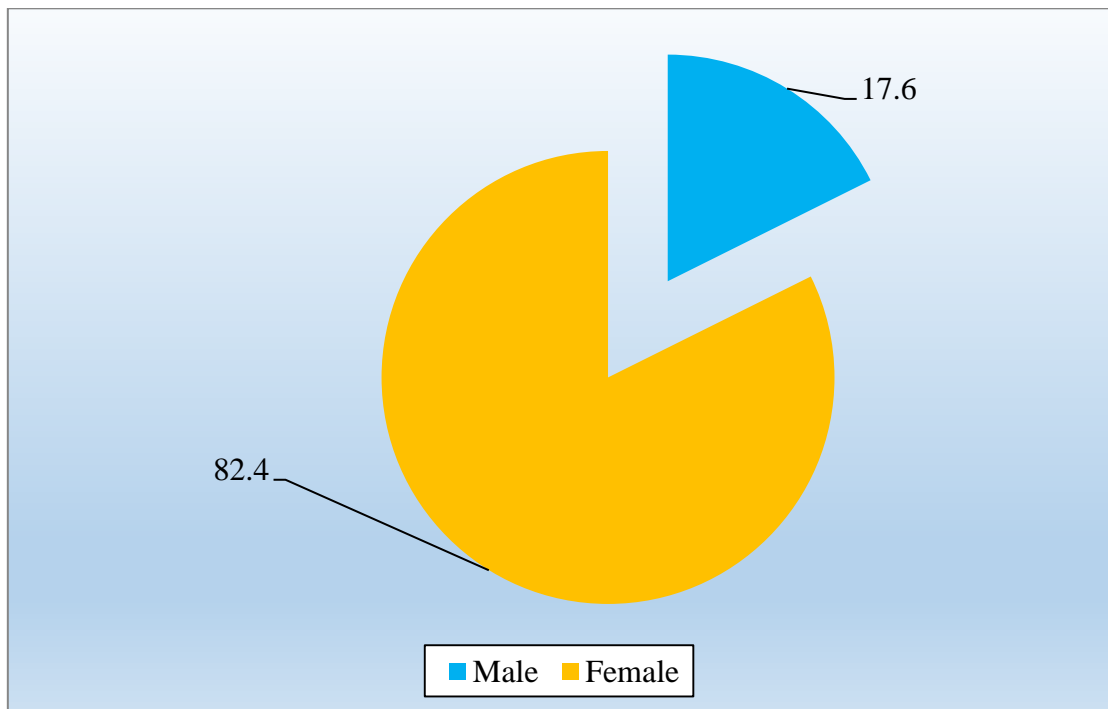


Fig No. 2: Distribution of respondents with respect to their gender

4.3 Impact Evaluation of Project “Anubhav”

Section B: RELEVANCE is the intervention doing the right things?

4.3.1 Relevance of the intervention (through project Anubhav)

Table 3: Relevance of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	62	91.2
High impact	5	7.4
Moderate impact	1	1.5
No impact	0	0.0
Total	68	100.0

Chi-square 159.647; **df:** 3, **p**<0.05; **Table Value:**7.82

Above Table 3 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ as a relevant aspect in student’s existing learning process. According to 91.2% respondents this intervention has very high impact on students while 7.4% respondents feel that it has high impact. Furthermore, according to 1.5% respondents this intervention has moderate impact. From the chi-square statistic (**Table 3**) it is clear that there is a significant ($p < 0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 159.647, $df = 3$, $p < 0.05$). Thus, overall, majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-a-vis its relevance in the teaching learning process.

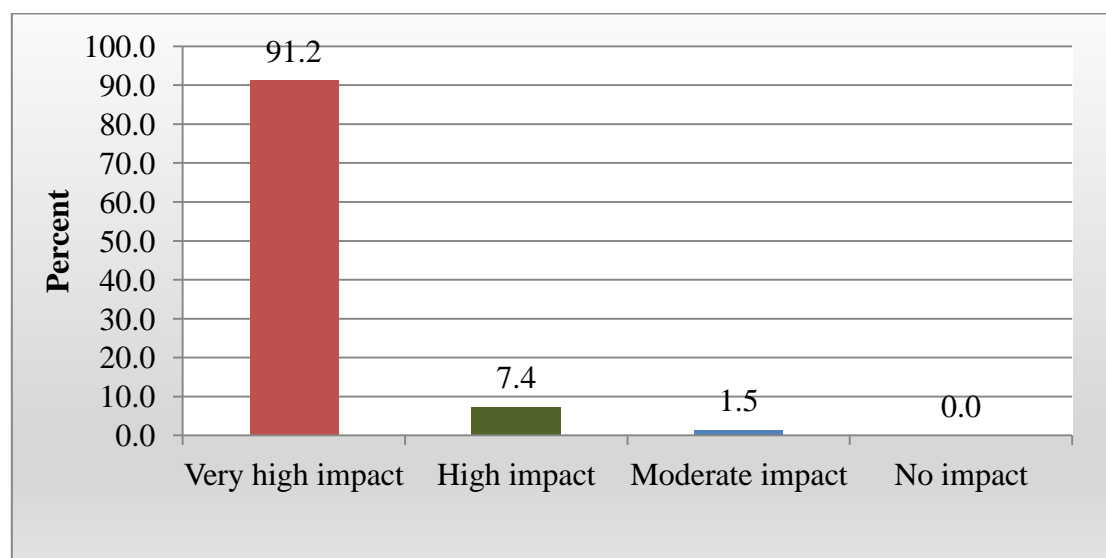


Fig No. 3: Relevance of the intervention (through project Anubhav)

Section B: COHERENCE how well does the intervention fit?

4.3.2 Coherence of the intervention (through project Anubhav)

Table 4: Coherence of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	61	89.7
High impact	2	2.9
Moderate impact	4	5.9
No impact	1	1.5
Total	68	100.0

Chi-square 152.118; **df:** 3, **p**<0.05; **Table Value:**7.82

Above Table 4 presents opinion of the respondents about impact of intervention though project ‘Anubhav’ as a coherent aspect in student’s existing learning process. According to 89.7% respondents this intervention has very high impact on students while 2.9% respondents feel that it has high impact. Furthermore, according to 5.9% respondents this intervention has moderate impact and 1.5% respondents feel that it has no impact. From the chi-square statistic (**Table 4**) it is clear that there is a significant ($p < 0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 152.118, df = 3, $p < 0.05$). Thus, overall, majority ($p < 0.05$) of teachers feel that intervention though project ‘Anubhav’ has very high impact vis-a-vis its coherence in the teaching learning process.

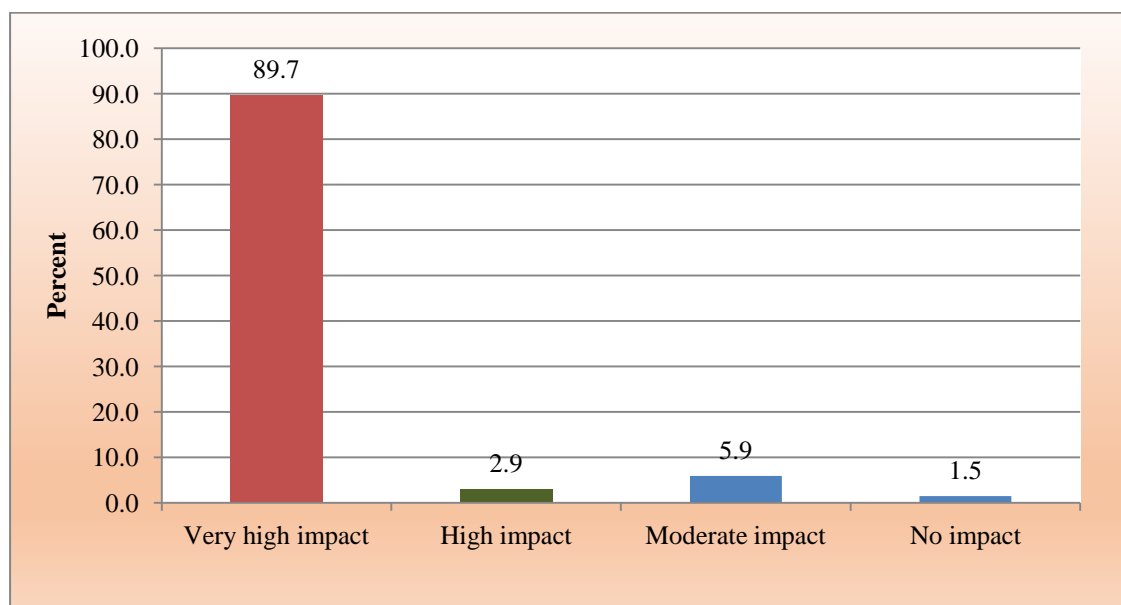


Fig No. 4: Coherence of the intervention (through project Anubhav)

Section B: EFFECTIVENESS is the intervention achieving its objectives?

4.3.3 Effectiveness of the intervention (through project Anubhav)

Table 5: Effectiveness of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	45	66.2
High impact	17	25.0
Moderate impact	1	1.5
No impact	5	7.4
Total	68	100.0

Chi-square 69.647; df: 3, p<0.05; Table Value:7.82

Above Table 5 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ as an effective aspect in student’s existing learning process. According to 66.2% respondents this intervention has very high impact on students while 25.0% respondents feel that it has high impact. Furthermore, according to 1.5% respondents this intervention has moderate impact and 7.4% respondents feel that it has no impact. From the chi-square statistic (**Table 5**) it is clear that there is a significant ($p<0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 69.647, df = 3, $p <0.05$). Thus, overall, majority ($p<0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-a-vis its effectiveness in the teaching learning process.

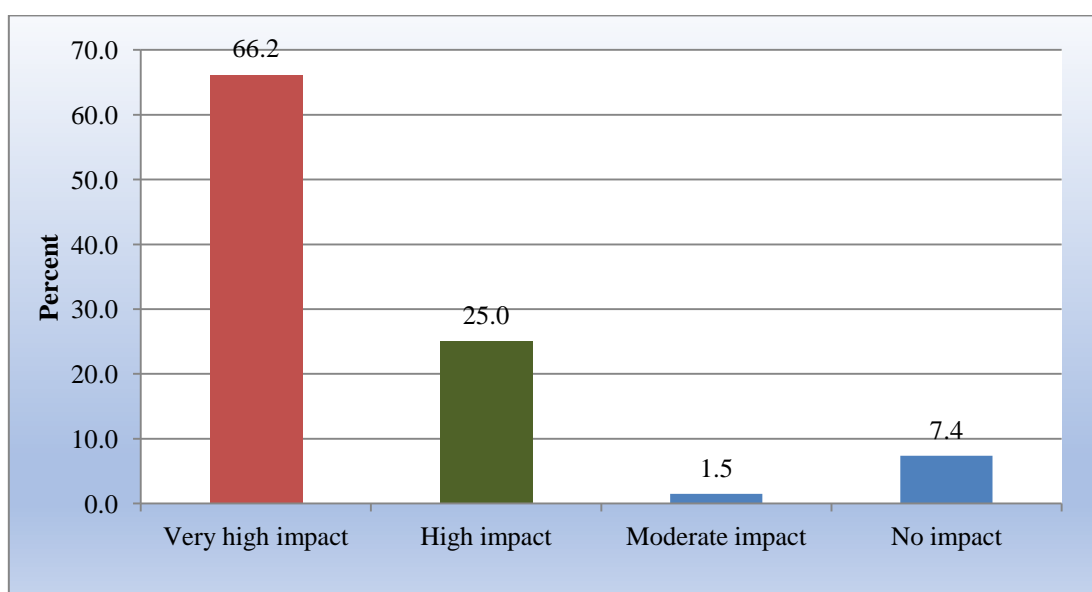


Fig No. 5: Effectiveness of the intervention (through project Anubhav)

Section B: EFFICIENCY how well are resources being used?

4.3.4 Efficiency of the intervention (through project Anubhav)

Table 6: Efficiency of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	53	77.9
High impact	14	20.6
Moderate impact	0	0.0
No impact	1	1.5
Total	68	100.0

Chi-square 108.824; **df:** 3, **p**<0.05; **Table Value:**7.82

Above Table 6 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ as an efficient aspect in student’s existing learning process. According to 77.9% respondents this intervention has very high impact on students while 20.6% respondents feel that it has high impact. Furthermore, according to 1.5% respondents this intervention has no impact. From the chi-square statistic (**Table 6**) it is clear that there is a significant ($p < 0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 108.824, $df = 3$, $p < 0.05$). Thus, overall, majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-a-vis its efficiency in the teaching learning process.

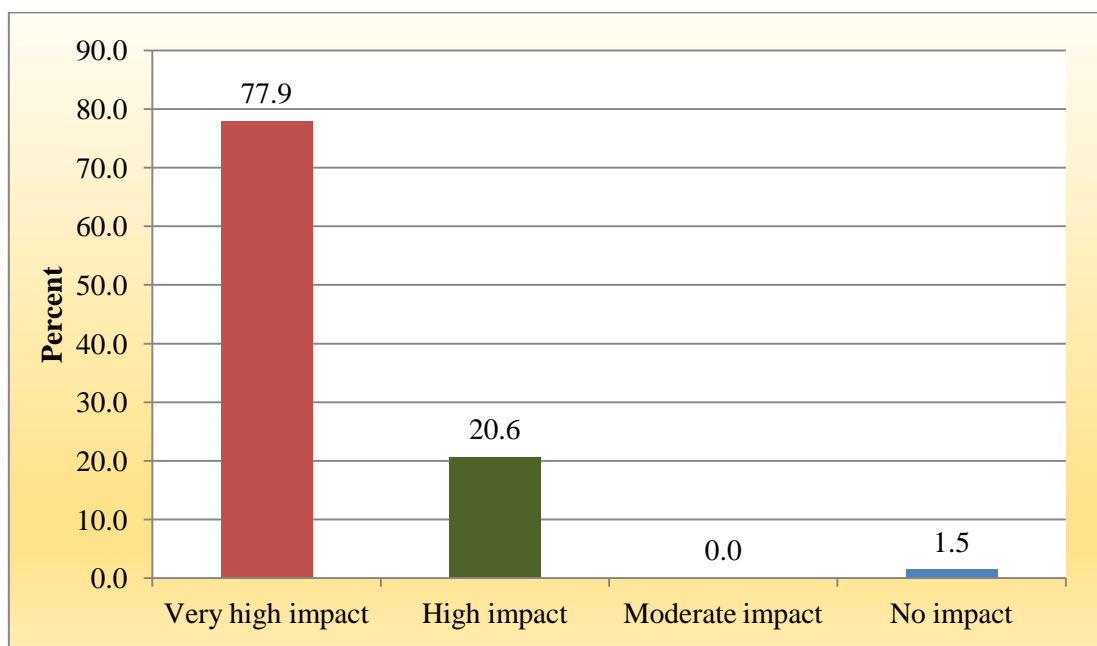


Fig No. 6: Efficiency of the intervention (through project Anubhav)

Section B: IMPACT what difference does the intervention make?

4.3.5 Impact of the intervention (through project Anubhav)

Table 7: Impact of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	29	42.6
High impact	17	25.0
Moderate impact	3	4.4
No impact	19	27.9
Total	68	100.0

Chi-square 20.235; df: 3, $p < 0.05$; Table Value: 7.82

Above Table 7 presents opinion of the respondents about impact of intervention through project 'Anubhav' on student's existing learning process. According to 42.6% respondents this intervention has very high impact on students while 25.0% respondents feel that it has high impact. Furthermore, according to 4.4% respondents this intervention has moderate impact and 27.9% respondents feel there is no impact of this intervention. From the chi-square statistic (Table 7) it is clear that there is a significant ($p < 0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 20.235, df = 3, $p < 0.05$). Thus, overall, majority ($p < 0.05$) of teachers feel that intervention through project 'Anubhav' has very high impact on teaching learning process.

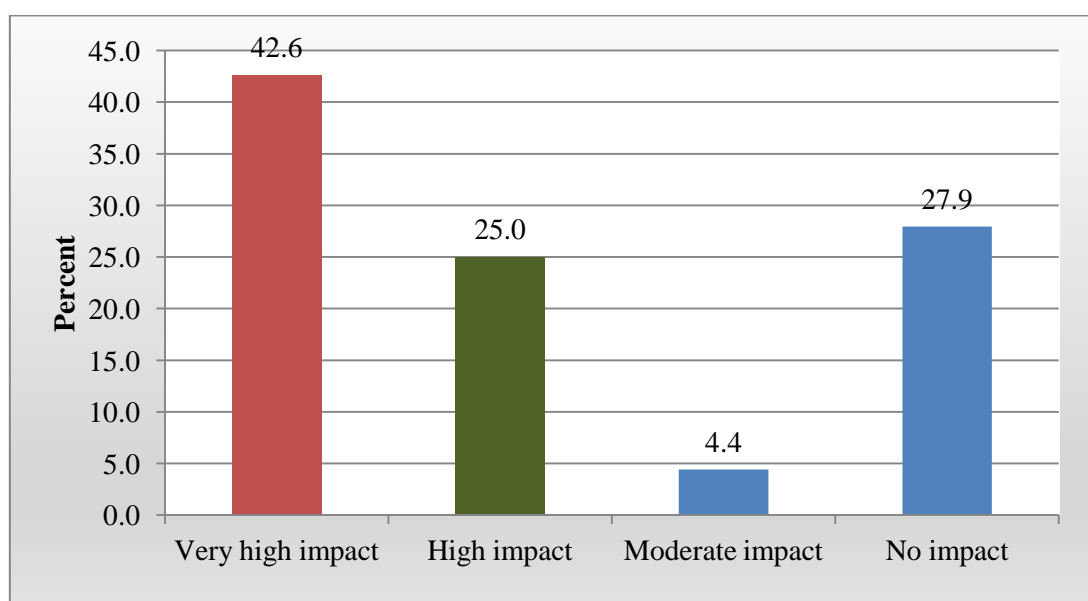


Fig No. 7: Impact of the intervention (through project Anubhav)

Section B: SUSTAINABILITY will the benefits last?

4.3.6 Sustainability of the intervention (through project Anubhav)

Table 8: Sustainability of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	56	82.4
High impact	4	5.9
Moderate impact	5	7.4
No impact	3	4.4
Total	68	100.0

Chi-square 119.412; **df:** 3, **p**<0.05; **Table Value:**7.82

Above Table 8 presents opinion of the respondents about impact of intervention through project 'Anubhav' as a sustainable aspect in student's existing learning process. According to 82.4% respondents this intervention has very high impact on students while 5.9% respondents feel that it has high impact. Furthermore, according to 7.4% respondents this intervention has moderate impact and 4.4% respondents feel that it has no impact. From the chi-square statistic (**Table 8**) it is clear that there is a significant ($p < 0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 119.412, $df = 3$, $p < 0.05$). Thus, overall, majority ($p < 0.05$) of teachers feel that intervention through project 'Anubhav' has very high impact vis-a-vis its sustainability in the teaching learning process.

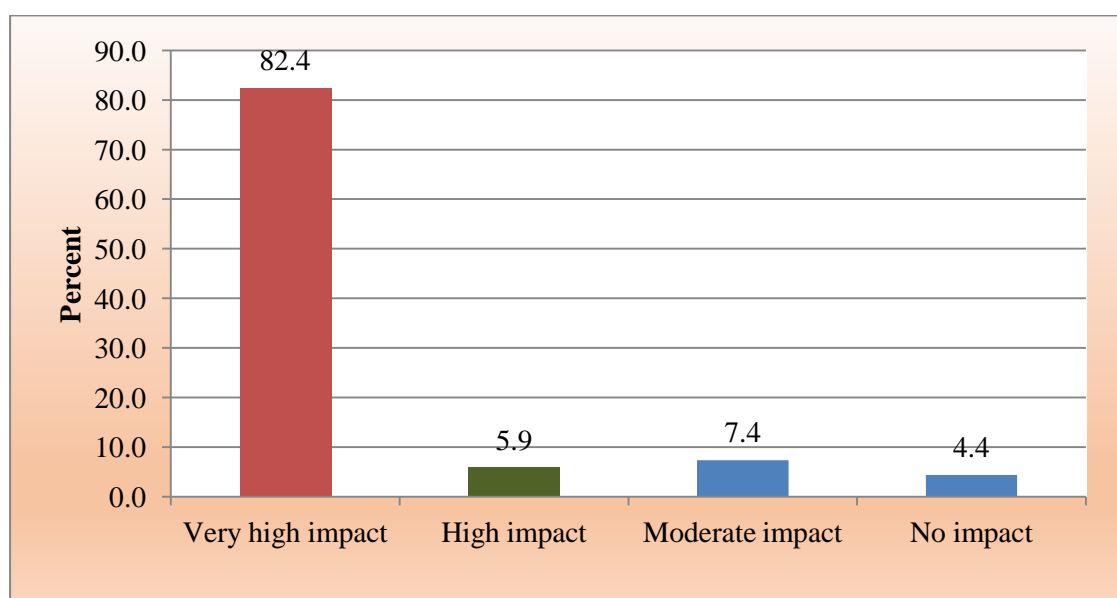


Fig No. 8: Sustainability of the intervention (through project Anubhav)

4.4 Overall impact of the intervention (through project Anubhav)

Table 9: Overall impact of the intervention (through project Anubhav)

Nature of Impact	Nos.	Per
Very high impact	34	50.0
High impact	33	48.5
Moderate impact	0	0.0
No impact	1	1.5
Total	68	100.0

Chi-square 64.118; **df:** 3, **p**<0.05; **Table Value:**7.82

Above Table 9 presents opinion of the respondents about overall impact of intervention though project ‘Anubhav’ in student’s existing learning process. According to 50.0% respondents this intervention has very high impact on students while 48.5% respondents feel that it has high impact. Furthermore, according to 1.5% respondents this intervention has no impact. From the chi-square statistic (**Table 9**) it is clear that there is a significant ($p < 0.05$) difference between the proportion exhibited for different type of impact (Chi-square= 64.118, $df = 3$, $p < 0.05$). Thus, overall, majority ($p < 0.05$) of teachers feel that intervention though project ‘Anubhav’ has very high overall impact in the teaching learning process.

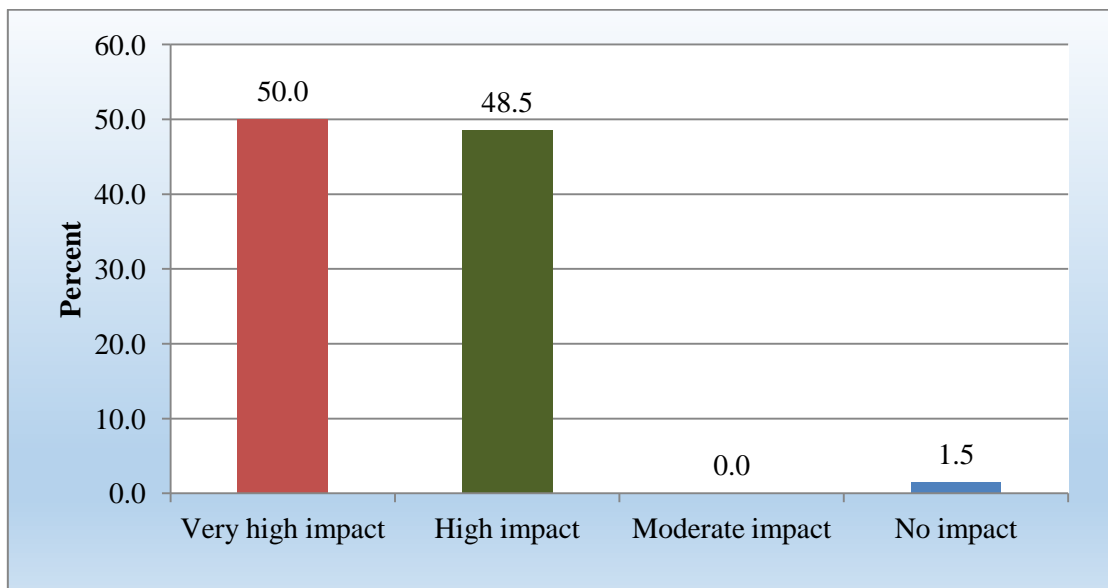


Fig No. 9: Overall impact of the intervention (through project Anubhav)

Chapter – V

Conclusions

5.1 Relevance of the intervention (through project Anubhav)

- On the basis of the study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-à-vis its relevance in the teaching learning process.

5.2 Coherence of the intervention (through project Anubhav)

- In view of the study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-à-vis its coherence in the teaching learning process.

5.3 Effectiveness of the intervention (through project Anubhav)

- In the backdrop of study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-à-vis its effectiveness in the teaching learning process.

5.4 Efficiency of the intervention (through project Anubhav)

- From the study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-à-vis its efficiency in the teaching learning process.

5.5 Impact of the intervention (through project Anubhav)

- On the basis of the study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact on teaching learning process.

5.6 Sustainability of the intervention (through project Anubhav)

- In the backdrop of study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project ‘Anubhav’ has very high impact vis-à-vis its sustainability in the teaching learning process.

5.7 Overall impact of the intervention (through project Anubhav)

- On the basis of the study results it is evident that majority ($p < 0.05$) of teachers feel that intervention through project 'Anubhav' has very high overall impact in the teaching learning process.

The intervention method adopted through project 'Anubhav' indicates that the learning outcome of children has improved significantly. Moreover, as there are other aspects, which are also important in view of long term use of this method; the aspects like relevance, coherence, effectiveness, efficiency, and sustainability also are very high. All these results clearly show that the project 'Anubhav' has significant positive impact on the learning process as well as learning outcome of children belonging to class I to V.

Bibliography

1. Adams, D. (1993). "Defining Educational Quality", Improving Educational Quality Project, Institute for International Research, Arlington.
2. Alan Nankervis, Robert Compton, Marian Baird, Jane Coffey, Human Resource Management Strategy and Practice, 7th edition, Cengage Learning Australia, 2011, pp-586
3. Kaffenberger, Michelle, What Have We Learned about the Learning Crisis?, 20 May 2019, <https://riseprogramme.org/systems-thinking/learning-crisis>
4. Mukhopadhyay, M. (2001). Total Quality Management in Education, NIEPA Publication Unit, New Delhi.
5. Sentinel Digital Desk , Learning poverty: Education crisis in India, 24 Dec 2021, 9:05 AM, <https://www.sentinelassam.com/editorial/learning-poverty-education-crisis-in-india-569438>
6. Taku, R and Ahmed, S. (2013). The quality crisis in Indian primary education, The Clarion, 2(2), pp. 85-89.
7. Takwala, R. (2006). Solving Quality-Quantity-Equity Triangle in Education, University News, 44 (48), UNESCO, EFA Global Monitoring Report, 2005, Education for All –The Quality Imperative, UNESCO, France, (www.efareport.unesco.org)
8. The Global learning crisis: why every child deserves a quality education, UNESCO Digital Library, 2013, <https://unesdoc.unesco.org/ark:/48223/pf0000223826>
9. Wood, S. J., & De Menezes, L. M. (2010). Family-friendly management, organizational performance and social legitimacy. International Journal of Human Resource Management, 21(10):1575

Annexure

Impact evaluation of the Project “ANUBHAV”

Transforming School Education

An experiential Learning Project by Nikalas Foundation

Dear Sir/Madam,

I am approaching you with this questionnaire, to generate data with respect to the objectives of the above mentioned title. I request you to spare some time to provide your valuable feedback with respect to the questions present in this questionnaire. I assure you that the information provided herein will be kept confidential and will be used for this research work only. Kindly read each statement carefully and indicate your choice by (√) on any of the options given below:

Questionnaire for the Teachers

Section A: Demographic Information

1. Name of the respondent : _____
2. Name of the School : _____

3. Age : (a) 18 - 30 (b) 31 - 45 (c) More than 45
4. Gender: Male/Female

Section B: Opinion about impact of project ‘Anubhav’, the experiential learning project vis-à-vis on students learning outcomes

Learning outcomes describe the measurable skills, abilities, knowledge or values that students should be able to demonstrate as a result of a completing a course (which in this case is project **Anubhav**). In view of the above, you are requested to kindly provide your response to the following statements/questions so as to determine the overall impact of the project.

Section B-1: RELEVANCE is the intervention doing the right things?

Statements/Questions	Yes	No	Not sure
• Contents of all the learning kits are as per syllabus			
• There is an increase in student’s engagement in learning process			
• Students consider kit as part of their learning process			
• Students pay attention to the instructions			
• Students participate in the learning process			

Section B-2: COHERENCE how well does the intervention fit?

Statements/Questions	Yes	No	Not sure
• The learning kits are easy to use			
• Kits contain all the things mentioned			
• Ease for teachers in explaining the concepts			
• Students pay attention to all the instructions			
• Students are curious to use the kits			

Section B-3: EFFECTIVENESS is the intervention achieving its objectives?

Statements/Questions	Yes	No	Not sure
• Student's interest in learning process			
• Students understood the concepts easily			
• Students learned the concept in less time			
• There were no to very few revision for each concept			
• Academic performance of students increased			

Section B-4: EFFICIENCY how well are resources being used?

Statements/Questions	Yes	No	Not sure
• Learning kits contain all necessary part of the pack			
• Components of learning kits are very attractive			
• Learning kits are easy to use			
• Colour combination of the kit items is good			
• Paper quality of the product is excellent			

Section B-5: IMPACT what difference does the intervention make?

Statements/Questions	Improved Significantly	Moderate Improvement	No Change
• Student's Creativity vis-à-vis			
○ Originality (looks at how novel or unique the ideas students used)			
○ Relevance (considers how useful or valuable the ideas are)			
○ Fluency (speed and ease of generating new creative ideas)			
○ Flexibility (diverse categories of ideas)			
• Interest in reading books			
• Learning outcomes			
• Student's sensory motor skills			
• Student's Hand-Eye-coordination			
• Collaboration among all students post experiential learning process			
• Student's Psychological well-being post experiential learning activity	Positive	Indifferent	Exhausted

Section B-6: SUSTAINABILITY will the benefits last?

Statements/Questions	Yes	No	Not sure
• Students look forward to engaging in experiential learning activity			
• Experiential learning activity is easy for the teachers			
• Learning kits are durable and work as per claim			
• Students are able to apply the concepts learnt independently			
• There is very less rework of teaching difficult concepts			

Section C: What changes you feel are needed to improve the effectiveness of the project ‘Anubhav’?

Thank you for your time!