

Impact Evaluation Report on the Project

“ANUBHAV”

Transforming School Education

An experiential Learning Project by Nikalas Foundation

Submitted to

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Preface

This is an Impact assessment report of Project “ANUBHAV” Transforming School Education, An experiential Learning Project by Nikalas Foundation carried out in the states of Maharashtra and Madhya Pradesh 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 crisis related to the learning outcome as they are not on expected lines, which ultimately affects intellectual development of the children. Nikalas foundation has meticulously conducted the project wherein the newly developed teaching methods were used to teach the students of class I to V. The primary aim of the project ‘Anubhav’ was to inculcate the basic knowledge and skills in the students with focussed intervention. 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 twenty four schools where the project “Anubhav” was implemented. During this assessment feedback from all the teachers who used the novel teaching material as well as methods was collected. The impact assessment results are derived from quantitative 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.

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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

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Chapter – I

Introduction

1.1 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 to learn basic life skills¹. Consequently, as Pearson PLC (2018)² explains, the global problem in education is not simply about provision, but also ensuring quality learning. According to The Economist, India has completely 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.

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 free and compulsory available for all children in all nation. This objective was restated subsequently on many occasions, by international treaties and in United Nations Conference Declaration³. Most of these

¹ 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>

² The Global learning crisis: why every child deserves a quality education, UNESCO Digital Library, 2013, <https://unesdoc.unesco.org/ark:/48223/pf0000223826>

³ Taku, R and Ahmed, S. (2013). The quality crisis in Indian primary education, The Clarion, 2(2), pp. 85-89.

declarations and commitments were silent about the quality of education to be provided. The two most recent United Nations International Conference Declarations focusing on 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.

1.2 Importance of Quality Education

The strength and development of a nation depends upon the educational foundation of its people and this foundation is built during school education. To achieve the goals of education, schools should aim at providing children with the knowledge, skills and interpersonal competencies required for their development, adult life and contributions to the economy and society. Schools can offer learning experiences that a child may not obtain at home, particularly if he or she is living in a disadvantaged environment⁴ and it starts at the elementary level. Quality elementary education is of utmost significance as it establishes the foundation for learning. It aims to provide fundamental skills in reading, writing and understanding core areas of knowledge and personal development. Children are prepared for further education as well as for life.

Despite the many cultural and political differences among nations, the objectives and curriculum at least of elementary education tend to be similar. Education aims to enable learners not just to acquire knowledge but also to become capable and

⁴ Heckman J. (2008). The case of investing in disadvantage young children, In Big ideas for children: Investing in our nation's future, Washington, DC, First Focus.

responsible citizens. Therefore, we must prepare learners with more than basic reading and writing skills. Learners need to be able to interpret information, form opinions, be creative, communicate well, collaborate, and be resilient. Nearly all nations are officially committed to mass education, which is viewed as eventually including a full elementary education for all. Thus, Education systems have two important functions: keeping children in school and making sure that they are learning.

The developing nations like India are working hard to ensure education for the masses. A series of events both at the international and national level translated the vision of education for all into legal obligations and commitments of the government. The 'Education for All' programme launched at International level in 1990 demonstrated the responsibility to provide access to basic education to every child without ignoring the quality aspect of the education. In many instances, near universal access has been achieved but the quality dimensions of education remained elusive.⁵ On the contrary, it has been established that access and quality are not sequential elements, and a number of international organizations have visualized the role of quality as being instrumental in improving access (UNESCO 2003, UNESCO 2005). Thus it has been realized that only education with sufficient quality can effectively fulfill the human development agendas i.e. development of the individual and society.

1.3 Importance of assessing learning outcome

Learning outcomes are important for several reasons, as they provide clear expectations for all the stakeholders, outlining what knowledge, skills, and abilities students they are expected to gain by the end of a specific course or program. Moreover, learning outcomes serve as a basis for assessing student progress and achievement. They help in creating assessments that accurately measure whether students have acquired the intended knowledge and skills. They promote accountability for both educators and students. Educators can use learning outcomes to justify their teaching methods and course content, while students can understand what is required of them to succeed. Also, they aid in the development and continuous improvement of educational programs, ensuring that courses remain relevant and effective in meeting educational goals.

⁵ Ramachandran, V. A. (2004). synthesis of ideas and experiences shared, Conference Proceedings. National Conference on Enhancing Learning in Elementary Schools, July 23 – 25, Bangalore.

Furthermore, clearly defined learning outcomes can motivate teachers by providing them with a clear understanding of what they are working towards and how it will benefit them in their academic and professional lives. They ensure consistency in what is taught and learned across different instructors and institutions, providing a standardized measure of student achievement. Also, they help in identifying gaps in knowledge and skills, allowing for targeted interventions and support to enhance the overall learning experience. Periodic assessment of the teaching methods and learning outcomes can facilitate communication between educators, students, parents, and others about what is being taught and learned, fostering a shared understanding of educational objectives.

1.4 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.

1.5 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.

1.6 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 2024 details

Schools/Organizations	–	24
States	–	Maharashtra and Madhya Pradesh
Students	–	3106
Teachers	–	178
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

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.

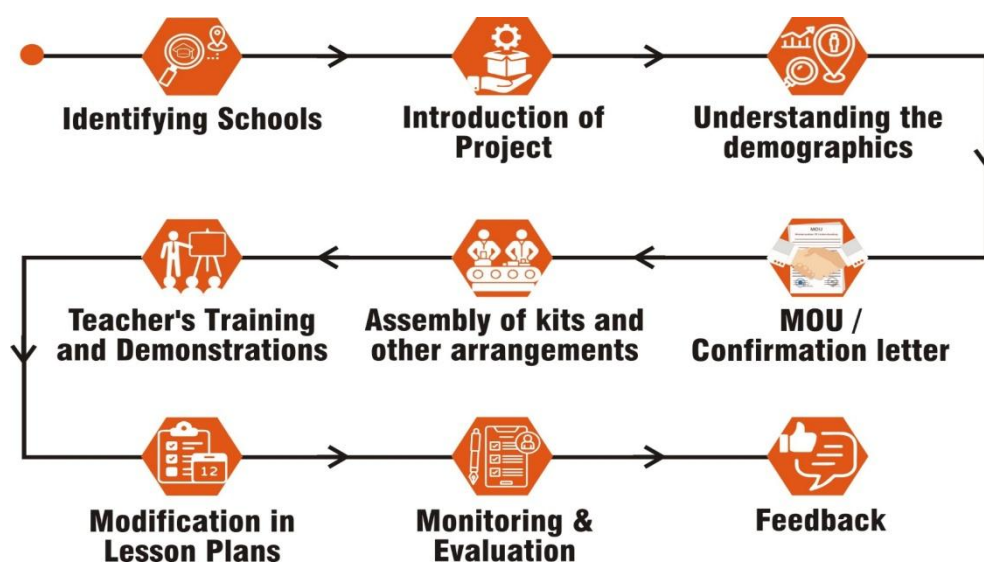
3.1 Objectives of the Study

- To determine the relevance, coherence and effectiveness of methods adopted in project Anubhav for improving learning outcome
- To study the impact of project Anubhav methodology on learning outcomes (basic knowledge, mathematics skills, critical thinking, problem solving, etc.) of school going children
- To assess the status of children’s interest and engagement in learning process in view of project Anubhav implementation
- To study the role of project Anubhav in student’s ability to apply the concepts learnt in school
- To determine the overall impact of project Anubhav vis-à-vis improvement in learning outcomes
- 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 all the teachers engaged in use of the customized teaching kits were considered for the purpose of data collection thereby using the **census sampling** method. Data was obtained from 178 teachers (working various schools situated in Maharashtra and Madhya Pradesh states of India) who have used the intervention method (customized teaching kits) 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; Annexure-II) and by following online survey method using **Google Form**.

3.5.1 Primary data collection

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.

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 0.92, 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 is divided in several sections, which are as follows

Section A: Demographic Information of the respondents

- Name of the respondent, Name of the School, District, State, Age, and Gender of the respondent

Section B: Evaluation of student's learning outcomes with respect to project 'Anubhav'

- **Section B-1:** Relevance (is the intervention doing the right things? Section has 5 statements)
- **Section B-2:** Coherence (how well does the intervention fit? Section has 5 statements)
- **Section B-3:** Effectiveness (is the intervention achieving its objectives? Section has 5 statements)
- **Section B-4:** Efficiency (how well are resources being used? Section has 5 statements)
- **Section B-5:** Impact (what difference does the intervention make? Section has 11 statements)
- **Section B-6:** Sustainability (will the benefits last? Section has 5 statements)

Section C: Assessment of Improvement in learning outcomes

- **Basic Knowledge Assessment** (Section has 7 statements)
- **Mathematics Skills** (Section has 6 statements)
- **Critical Thinking and Problem Solving** (Section has 3 statements)
- **Learning Strategies** (Section has 3 statements)
- **Overall Improvement and Confidence** (Section has 3 statements)

Section D: Improvement in interest in the learning process

- **Interactive and Playful Learning** (Section has 3 statements)
- **Visual and Multi-Sensory Engagement** (Section has 3 statements)
- **Positive Teacher-Student Relationships** (Section has 3 statements)
- **Peer Interaction and Collaboration** (Section has 3 statements)
- **Choice and Autonomy** (Section has 3 statements)
- **Hands-On Experiences and Exploration** (Section has 3 statements)

Section E: Improvement in learning engagements (Section has 8 statements)

Section F: Assessment of student's ability to apply the concepts learnt in school
(Section has 6 statements)

Scoring

- The questionnaire contains total $36+55=91$ questions, which assess some aspects related to students while some related to the intervention method and the teaching aid kit. These aspects are as follows
 - Relevance (total score; 5-15), Coherence (total score; 5-15), Effectiveness (total score; 5-15), Efficiency (total score; 5-15), and sustainability (total score; 5-15) of the intervention kit as well as its utility, and
 - Impact of teaching aid on the learning outcome, related to student's
 - Creativity (total score; 11-33)
 - Basic Knowledge (total score; 7-21)
 - Mathematics Skills (total score; 6-18)
 - Critical Thinking & Problem Solving (total score; 3-9)
 - Learning Strategies (total score; 3-9)
 - Overall Improvement and Confidence (total score; 3-9)
 - Impact on student's interest in learning process
 - Interactive and Playful Learning (total score; 3-9)
 - Visual and Multi-Sensory Engagement (total score; 3-9)
 - Teacher-Student Relationships (total score; 3-9)
 - Peer Interaction and Collaboration (total score; 3-9)
 - Choice and Autonomy (total score; 3-9)
 - Hands-On Experiences and Exploration (total score; 3-9)

- Impact on student's learning engagements (total score; 8-24)
- Impact on student's ability to apply the concepts learnt in school (total score; 6-18)
- Each correct/expected response gets 3 points, and the interpretation of the score is performed as follows

Impact Scale

Nature of impact	Weightage/Score
High impact	Scores above 75% of the possible score
Moderate impact	Score between 50 and 75% of the possible score
Low/No impact	Score less than 50% of possible score

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 using SPSS 18.0 software.

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	42	23.6
31 to 45	76	42.7
More than 45	60	33.7
Total	178	100.0

Above Table 1 presents distribution of respondents with respect to their age. 23.6% respondents belong to the age-group 18 to 30 years while 42.7% respondents belong to the age-group 31 to 45 years. Further 33.7% respondents belong to the age-group more than 45 years.

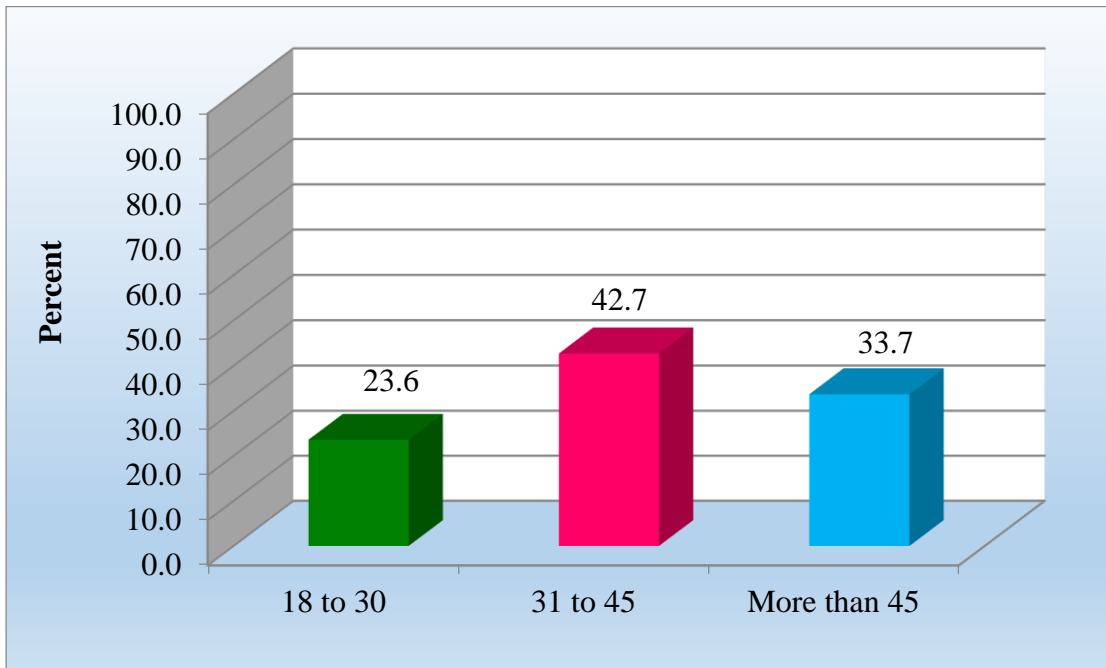


Fig 1: Distribution of respondents with respect to their age

4.2 Gender of the respondents

Table 2: Distribution of respondents with respect to their gender

Gender	Nos.	Per
Male	52	29.2
Female	126	70.8
Total	178	100.0

Above Table 2 presents distribution of respondents with respect to their gender. 29.2% respondents are male. Further 70.8% respondents are females.

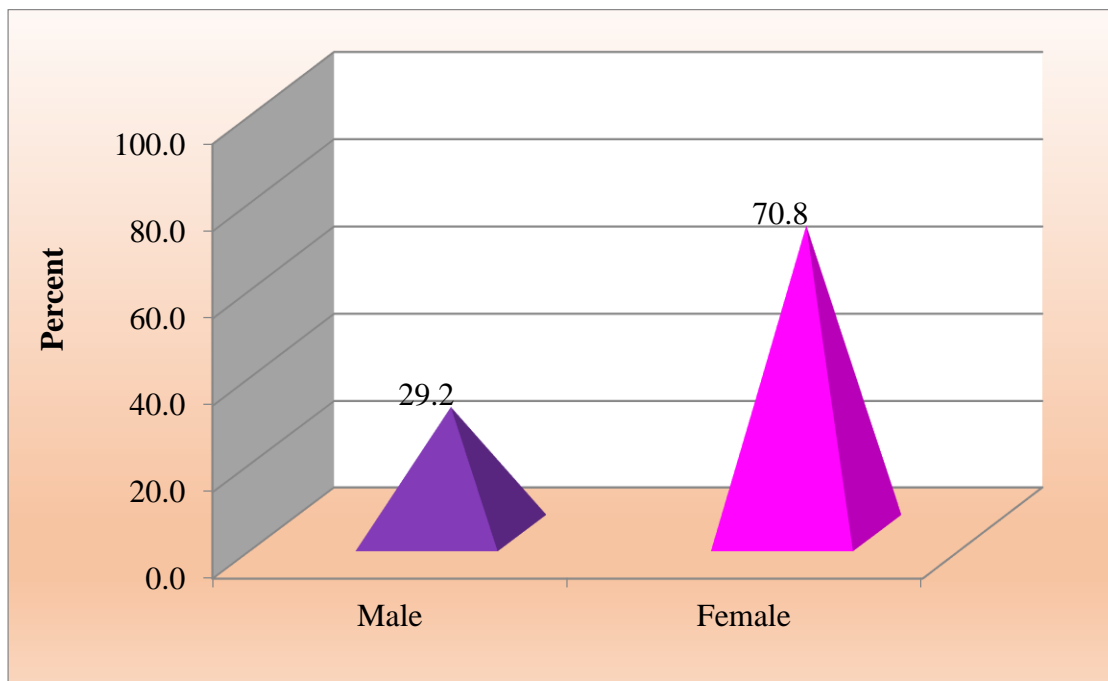


Fig 2: Distribution of respondents with respect to their gender

4.3 Relevance of the intervention (through project Anubhav)

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

Response	Frequency	Percent
High	174	97.8
Moderate	3	1.7
Low	1	.6
Total	178	100.0

Above Table 3 presents opinion of the respondents about project ‘Anubhav’ as a relevant aspect in student’s existing learning process. According to 97.8% respondent’s methodology of project ‘Anubhav’ is highly relevant while 1.7% respondents feel that it is moderate. Furthermore, only 0.6% respondents consider it to have low relevance. In view of the study results it is evident that, majority of teachers feel that intervention through project ‘Anubhav’ is relevant for improving the teaching learning process.

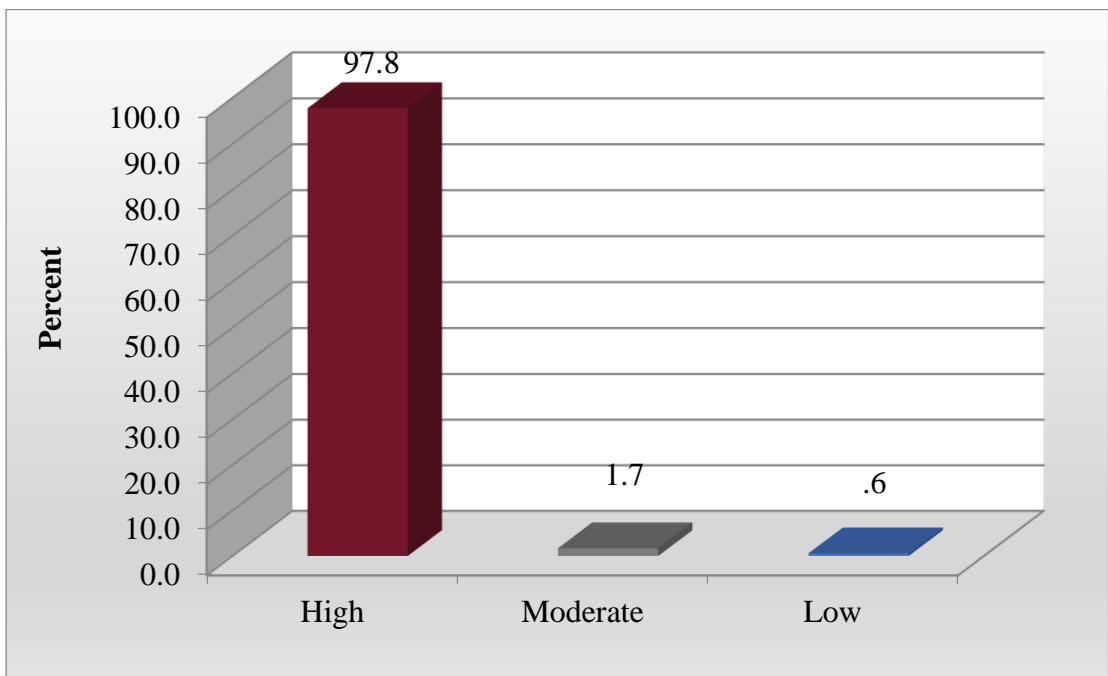


Fig 3: Relevance of the intervention (through project Anubhav)

4.4 Coherence of the intervention (through project Anubhav)

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

Response	Frequency	Percent
High	175	98.3
Moderate	3	1.7
Low	0	0.0
Total	178	100.0

Above Table 4 presents opinion of the respondents about coherence of the intervention through project ‘**Anubhav**’ vis-à-vis existing learning process. According to 98.3% respondents this intervention has high coherence while 1.7% respondents feel that it has moderate coherence. From the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high coherence with respect to existing teaching learning process.

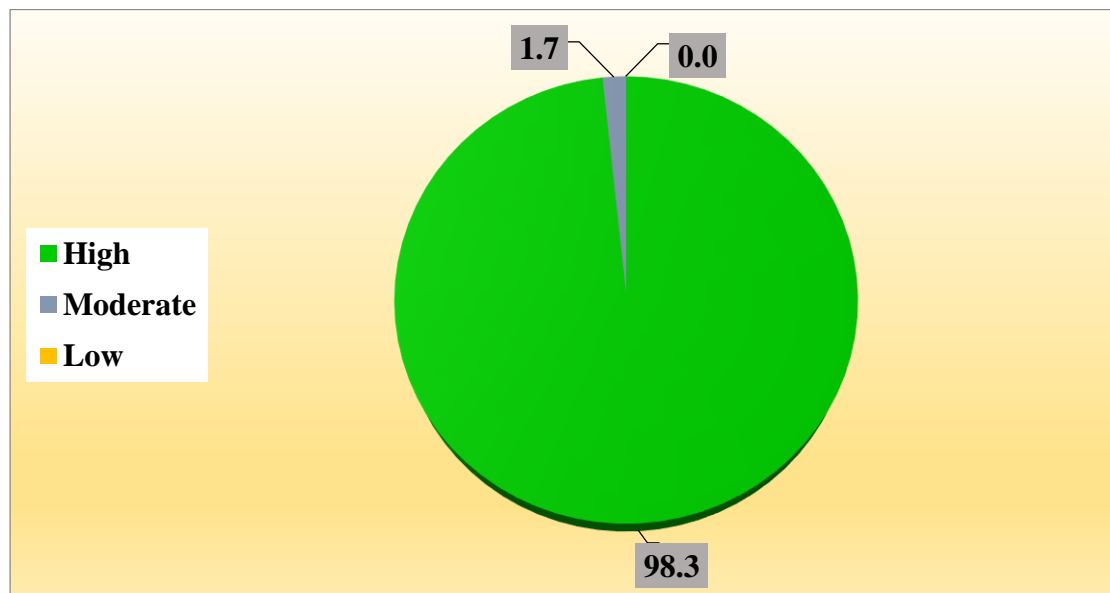


Fig 4: Coherence of the intervention (through project Anubhav)

4.5 Effectiveness of the intervention (through project Anubhav)

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

Response	Frequency	Percent
High	174	97.8
Moderate	4	2.2
Low	0	0.0
Total	178	100.0

Above Table 5 presents opinion of the respondents about effectiveness of intervention through project ‘Anubhav’ in improving existing learning process. According to 97.8% respondents this intervention has high effectiveness while 2.2% respondents feel that it has moderately effective. From the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high effectiveness in improving teaching learning process.

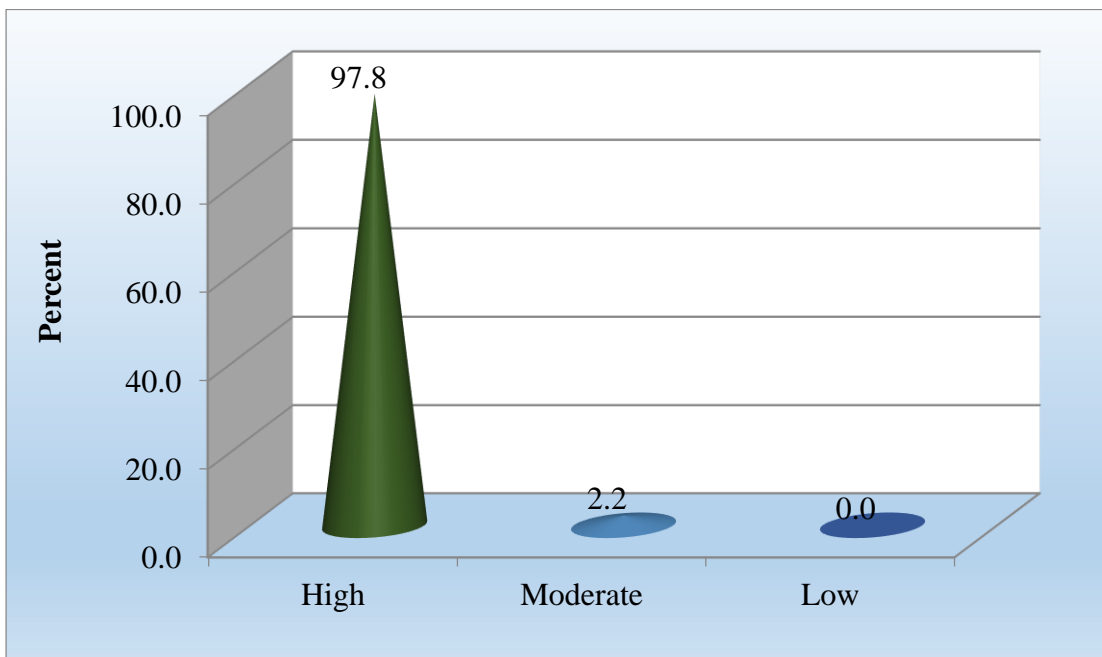


Fig 5: Effectiveness of the intervention (through project Anubhav)

4.6 Efficiency of the intervention (through project Anubhav)

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

	Frequency	Percent
High	176	98.9
Moderate	2	1.1
Low	0	0.0
Total	178	100.0

Above Table 6 presents opinion of the respondents about efficiency (how well are resources being used) of intervention through project ‘Anubhav’ in student’s existing learning process. According to 98.9% respondents this intervention is highly efficient while 1.1% respondents feel that it has moderate efficiency. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high efficiency with respect to the teaching learning process.

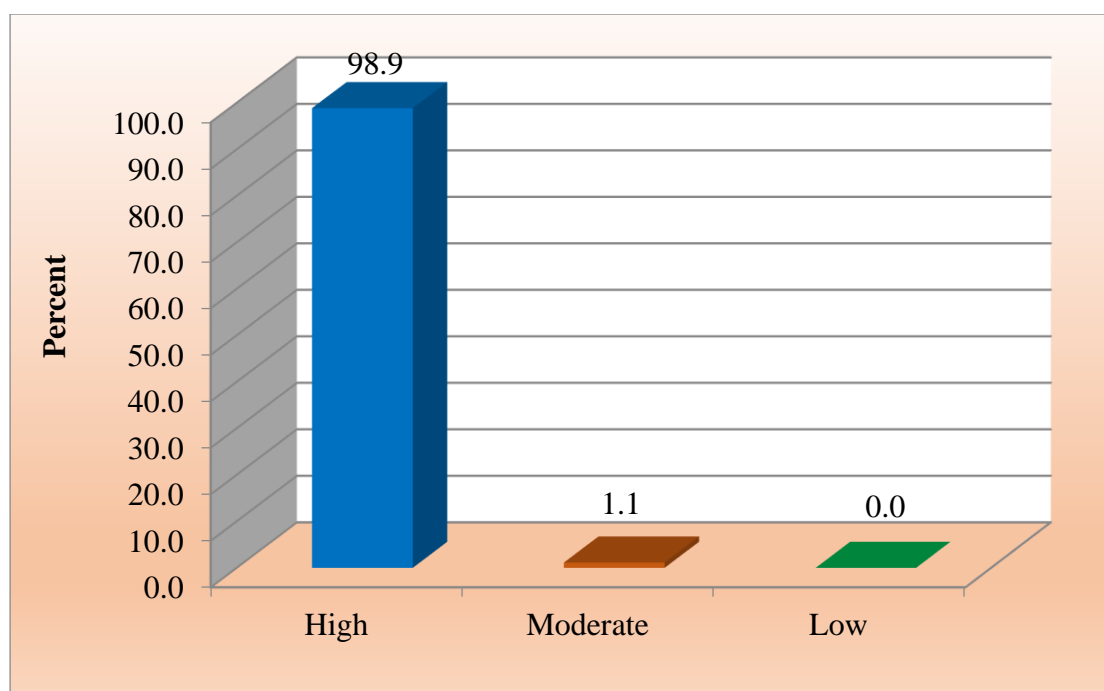


Fig 6: Efficiency of the intervention (through project Anubhav)

4.7 Sustainability of the intervention (project Anubhav)

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

Response	Frequency	Percent
High	172	96.6
Moderate	4	2.2
Low	2	1.1
Total	178	100.0

Above Table 7 presents opinion of the respondents about sustainability of intervention through project ‘Anubhav’ with respect to existing learning process. According to 96.6% respondents this intervention is highly sustainable while 2.2% respondents feel that it has moderate level of sustainability and further, 1.1% respondents feel that it has low level of sustainability. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ is highly sustainable with respect to existing teaching learning process.

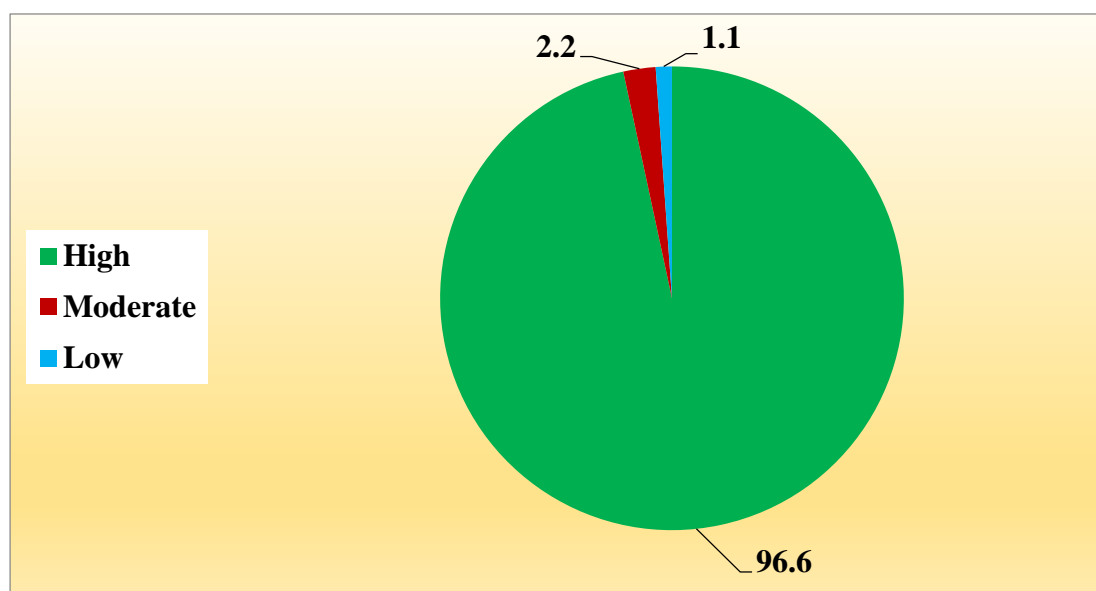


Fig 7: Sustainability of the intervention (through project Anubhav)

4.8 Impact of project ‘Anubhav’ on improvement in basic knowledge

Table 8: Impact of the intervention (through project Anubhav) on basic knowledge

Response	Frequency	Percent
Significant Improvement	138	77.5
Slight Improvement	20	11.2
No change	20	11.2
Total	178	100.0

Above Table 8 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on improvement in students basic knowledge. According to 77.5% respondents basic knowledge of students significantly improved due to this intervention while 11.2% respondents indicated that there was slight improvement (in student’s basic knowledge). Furthermore, according to 11.2% respondents there was no change in student’s basic knowledge even after this intervention. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students basic knowledge.

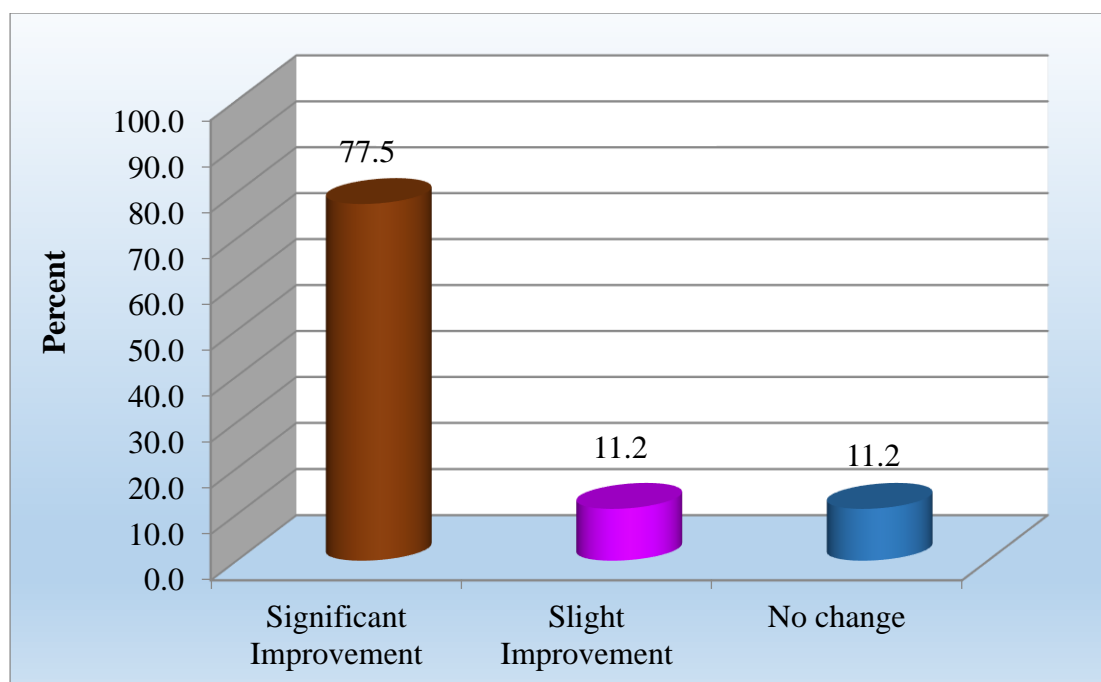


Fig 8: Impact of the intervention (through project Anubhav) on basic knowledge

4.9 Impact of project ‘Anubhav’ on improvement in Mathematics Skills

Table 9: Impact of the intervention (through project Anubhav) on Mathematics Skills

Response	Frequency	Percent
Significant Improvement	134	75.3
Slight Improvement	28	15.7
No change	16	9.0
Total	178	100.0

Above Table 9 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on improvement in students mathematics skills. 75.3% respondents indicated that mathematics skills of students showed significant improvement after this intervention while 15.7% respondents feel that it has slightly improved. Furthermore, according to 9.0% respondents this intervention had no impact on mathematics skills of students. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has resulted in significant improvement in students mathematics skills.

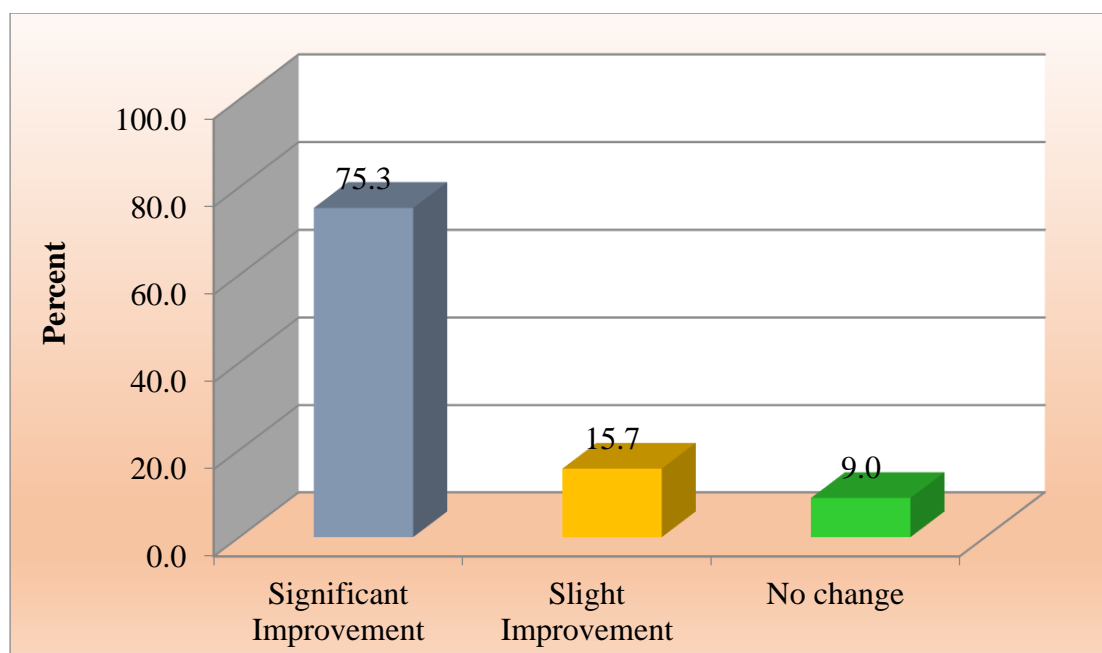


Fig 9: Impact of the intervention (through project Anubhav) on Mathematics Skills

4.10 Impact of project ‘Anubhav’ on improvement in critical thinking & problem solving

Table 10: Impact of the intervention (through project Anubhav) on critical thinking & problem solving

Response	Frequency	Percent
Significant Improvement	140	78.7
Slight Improvement	21	11.8
No change	17	9.6
Total	178	100.0

Above Table 10 presents opinion of the respondents of study area about impact of intervention through project ‘Anubhav’ on improvement in students critical thinking & problem solving abilities. According to 78.7% respondents there was significant improvement in critical thinking & problem solving of students after this intervention while 11.8% respondents feel that there was slight improvement. Furthermore, according to 9.6% respondents students did not show any improvement in critical thinking & problem solving after this intervention. In view of the study results it is evident that majority of teachers indicated that intervention through project ‘Anubhav’ has significantly improved students critical thinking & problem solving abilities.

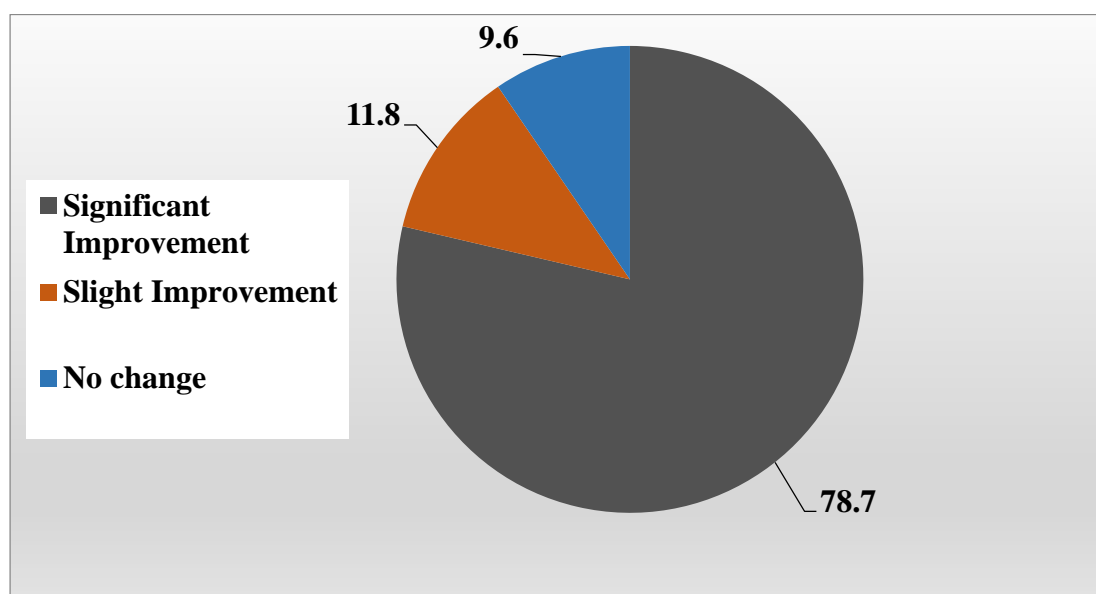


Fig 10: Impact of the intervention (through project Anubhav) on critical thinking & problem solving

4.11 Impact of project ‘Anubhav’ on improvement in learning strategies

Table 11: Impact of the intervention (through project Anubhav) on learning strategies

Response	Frequency	Percent
Significant Improvement	142	79.8
Slight Improvement	22	12.4
No change	14	7.9
Total	178	100.0

Above Table 11 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on improvement in students learning strategies. According to 79.8% respondents there was significant improvement in learning strategies of students post intervention, while 12.4% respondents feel that there was slight improvement. Furthermore, according to 7.9% respondents there was no improvement in learning strategies of students after this intervention. In view of the study results it is evident that majority of teachers of study area feel that intervention through project ‘Anubhav’ has resulted in significant improvement in learning strategies of students.

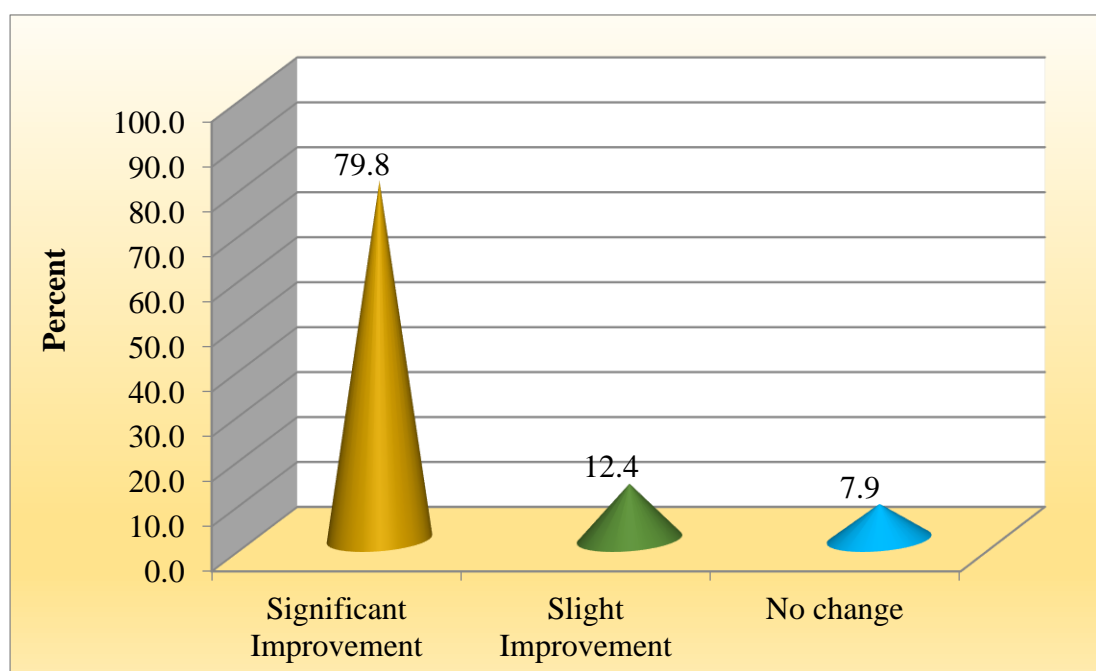


Fig 11: Impact of the intervention (through project Anubhav) on learning strategies

4.12 Impact of project ‘Anubhav’ on overall improvement and confidence

Table 12: Impact of the intervention (through project Anubhav) on overall improvement and confidence

Response	Frequency	Percent
Significant Improvement	143	80.3
Slight Improvement	26	14.6
No change	9	5.1
Total	178	100.0

Above Table 12 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on overall improvement in confidence of students. According to 80.3% respondents there was significant improvement in confidence of students after this intervention while 14.6% respondents feel that there was slight improvement. Furthermore, according to 5.1% respondents there was no change in the confidence of students after this intervention. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has resulted in significant improvement in students confidence.

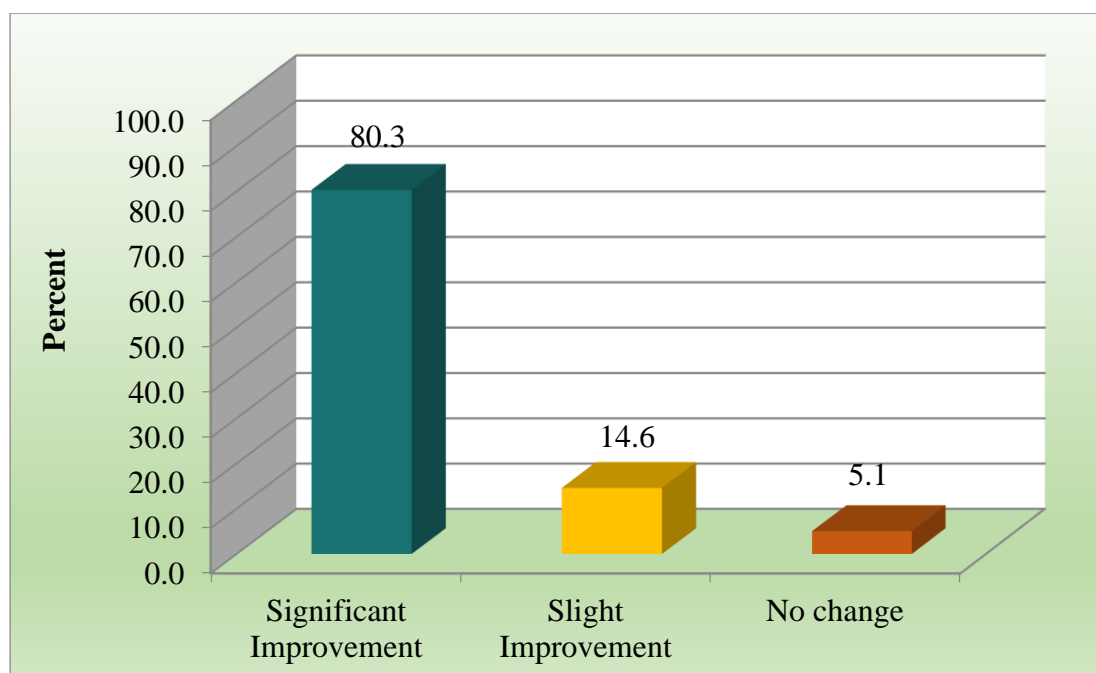


Fig 12: Impact of the intervention (through project Anubhav) on overall improvement and confidence

4.13 Impact of project ‘Anubhav’ on improvement of learning outcomes

Table 13: Impact of the intervention (through project Anubhav) on learning outcomes

Response	Frequency	Percent
Significant Improvement	142	79.8
Slight Improvement	24	13.5
No change	12	6.7
Total	178	100.0

Above Table 13 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on learning outcomes of the students. According to 79.8% respondents there was significant improvement in learning outcome of students after this intervention while 13.5% respondents feel that it showed slight improvement. Furthermore, according to 6.7% respondents there was no improvement in the learning outcomes of the student after this intervention. In view of the study results it is evident that majority of teachers of study area feel that intervention through project ‘Anubhav’ has significant improvement in learning outcomes of the student.

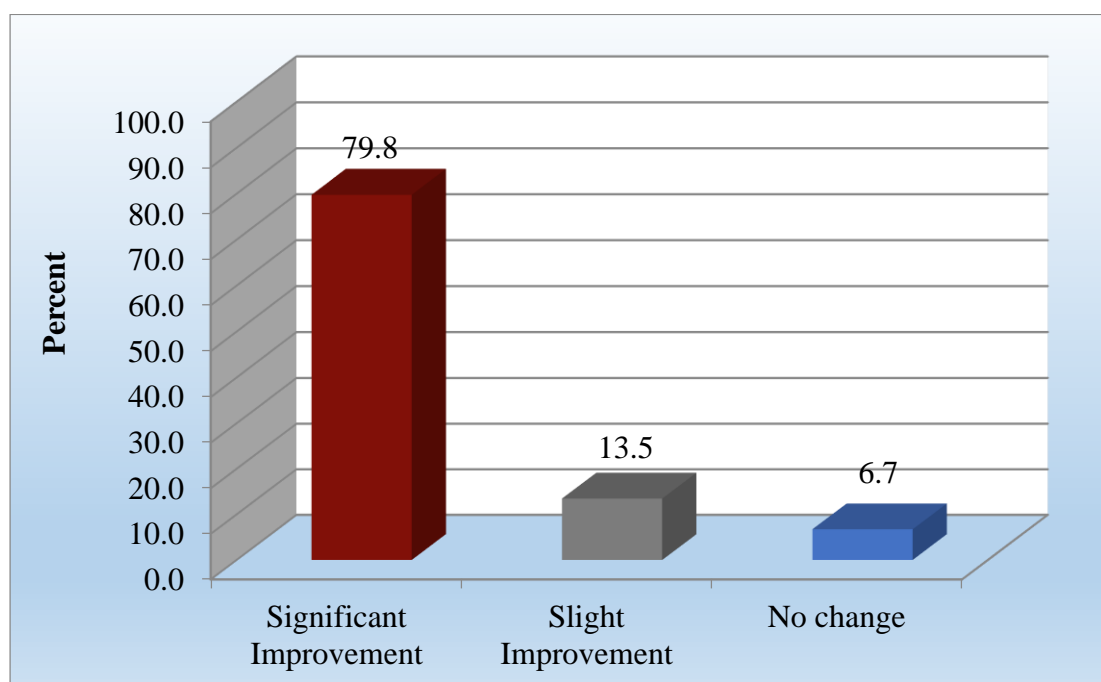


Fig 13: Impact of the intervention (through project Anubhav) on learning outcomes

4.14 Impact of project ‘Anubhav’ on improvement of students interest in learning process

Table 14: Impact of the intervention (through project Anubhav) on playful learning

Response	Frequency	Percent
Significant Improvement	166	93.3
Slight Improvement	5	2.8
No change	7	3.9
Total	178	100.0

Above Table 14 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on change in student’s interest in learning process with respect to interactive and playful learning experience. According to 93.3% respondents this intervention resulted in significant improvement in student’s interest in learning process while 2.8% respondents feel that there was slight improvement. Furthermore, according to 3.9% respondents there was no change in student’s interest in learning process post intervention. In the backdrop of study results it is evident that majority of teachers of study area feel that there was significant improvement in students interest in learning process with respect to interactive and playful learning aspects after intervention through project ‘Anubhav’.

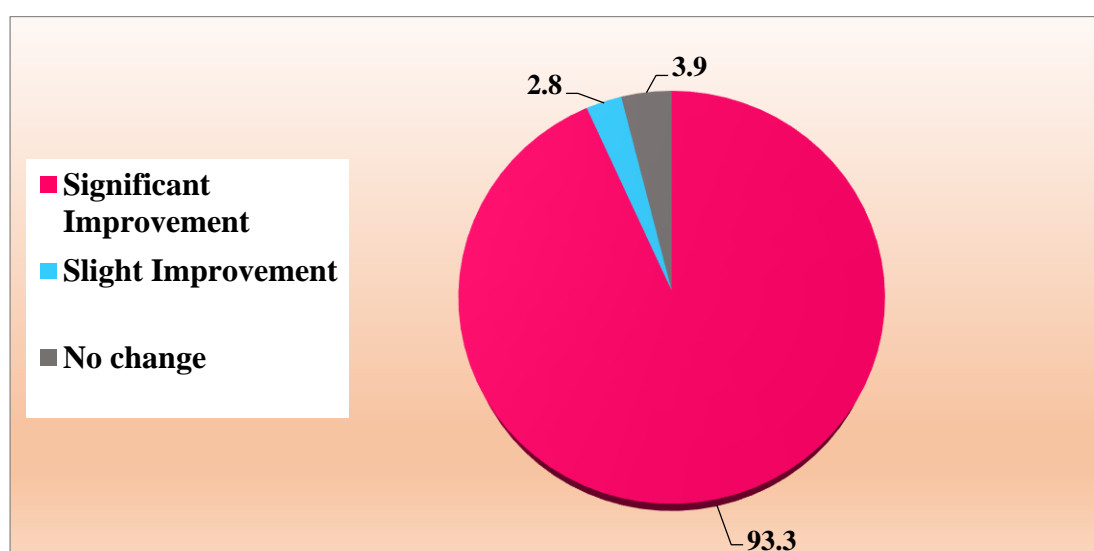


Fig 14: Impact of the intervention (through project Anubhav) on playful learning

4.15 Impact of project ‘Anubhav’ on visual and multi-sensory engagement in learning process

Table 15: Impact of the intervention (through project Anubhav) on visual and multi-sensory engagement in learning process

Response	Frequency	Percent
Significant Improvement	174	97.8
Slight Improvement	2	1.1
No change	2	1.1
Total	178	100.0

Above Table 15 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on change in student’s interest in learning process with respect to visual and multi-sensory engagement. According to 97.8% respondents post intervention there was significant improvement in student’s visual and multi-sensory engagement in learning process while 1.1% respondents feel that there was slight improvement. Furthermore, according to 1.1% respondents there was no change in visual and multi-sensory engagement after this intervention. In view of the study results it is evident that majority of teachers feel that there was significant improvement in visual and multi-sensory engagement of students in learning process after intervention through project ‘Anubhav’.

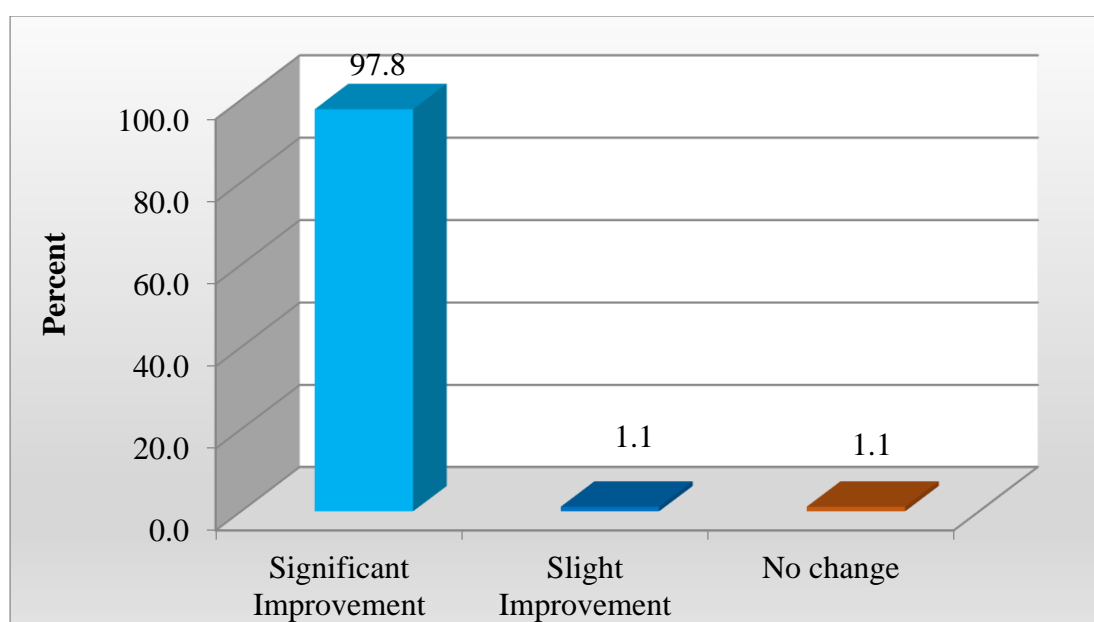


Fig 15: Impact of the intervention (through project Anubhav) on students interest in learning process

4.16 Impact of project ‘Anubhav’ on Positive Teacher-Student Relationships

Table 16: Impact of the intervention (through project Anubhav) on positive students teacher relationships

Response	Frequency	Percent
Significant Improvement	174	97.8
Slight Improvement	2	1.1
No change	2	1.1
Total	178	100.0

Above Table 16 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on positive teacher student relationships. According to 97.8% respondents after this intervention there was significant improvement in positive teacher student relationships while 1.1% respondents feel that it has improved slightly. Furthermore, according to 1.1% respondents this intervention has not resulted in any change in positive teacher student relationships after intervention. In view of the study results it is evident that majority of teachers feel that there was significant improvement in positive teacher student relationships after intervention through project ‘Anubhav’.

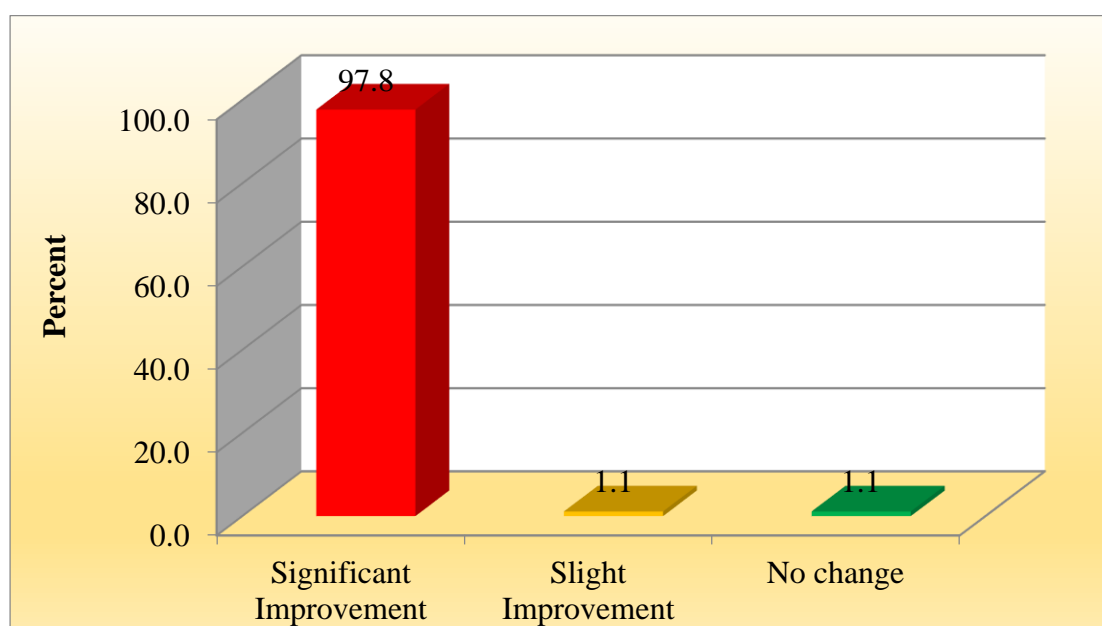


Fig 16: Impact of the intervention (through project Anubhav) on students interest in learning process

4.17 Impact of project ‘Anubhav’ on Peer Interaction and Collaboration

Table 17: Impact of the intervention (through project Anubhav) on peer interaction and collaboration of students in learning process

Response	Frequency	Percent
Significant Improvement	175	98.3
Slight Improvement	2	1.1
No change	1	.6
Total	178	100.0

Above Table 17 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on peer interaction and collaboration of students in learning process. According to 98.3% respondents there was significant improvement in peer interaction and collaboration of students in learning process after intervention while 1.1% respondents feel that it has resulted in slight improvement. Furthermore, according to 0.6% respondents the intervention had not resulted in any improvement in peer interaction and collaboration of students in learning process. In view of the study results it is evident that majority of teachers feel that there was significant improvement in peer interaction and collaboration of students in learning process after intervention through project ‘Anubhav’.

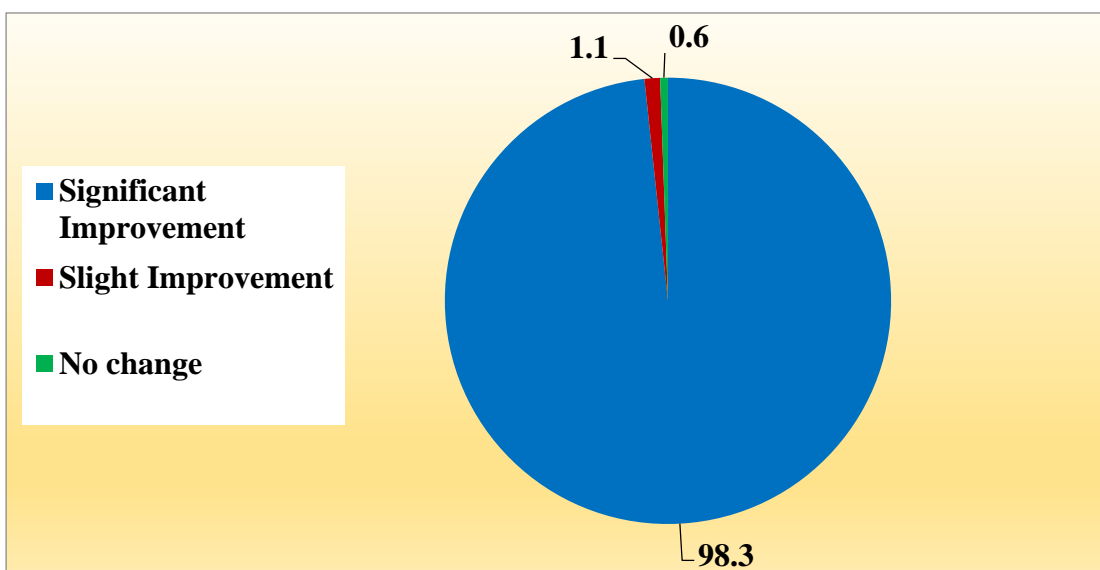


Fig 17: Impact of the intervention (through project Anubhav) on students interest in learning process

4.18 Impact of project ‘Anubhav’ on Choice and Autonomy

Table 18: Impact of the intervention (through project Anubhav) on choice and autonomy of students vis-à-vis learning process

	Frequency	Percent
Significant Improvement	169	94.9
Slight Improvement	5	2.8
No change	4	2.2
Total	178	100.0

Above Table 18 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on choice and autonomy (providing options for selecting activities, materials, or topics allows children to explore their interests, express preferences, and take ownership of their learning) aspects of learning process. According to 94.9% respondents there was significant improvement in choice and autonomy of student after this intervention while 2.8% respondents feel that it has shown slight improvement. Furthermore, according to 2.2% respondents there was no change in choice and autonomy aspects of learning process of students after this intervention. In view of the study results it is evident that majority of teachers feel that after intervention through project ‘Anubhav’ there was significant improvement in students interest in learning process with respect to choice and autonomy.

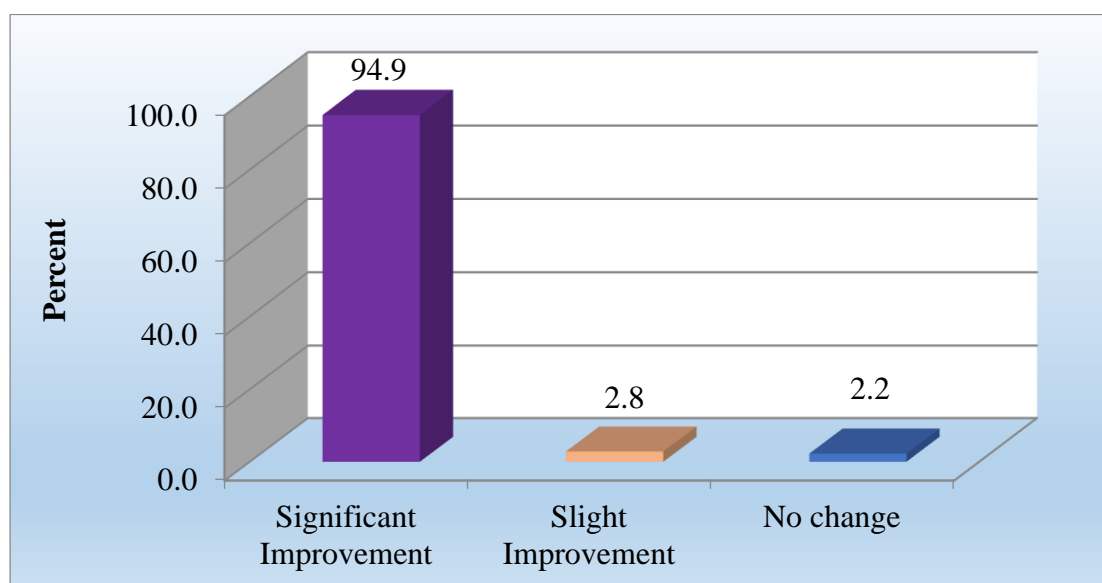


Fig 18: Impact of the intervention (through project Anubhav) on students interest in learning process

4.19 Impact of project ‘Anubhav’ on Hands-on Experiences and Exploration

Table 19: Impact of the intervention (through project Anubhav) on student’s interest in learning process (hands-on experiences and exploration)

Response	Frequency	Percent
Significant Improvement	172	96.6
Slight Improvement	2	1.1
No change	4	2.2
Total	178	100.0

Above Table 19 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on change in student’s interest in learning process with respect to hands on experience and exploration (Science experiments, nature walks, art projects, and hands-on activities stimulate curiosity). According to 96.6% respondents there was significant improvement in student’s interest in learning process (hands on experience and exploration attributes) after this intervention while 1.1% respondents feel that it had shown slight improvement. Furthermore, according to 2.2% respondents there was no improvement in student’s interest in learning process (hands on experience and exploration attributes) after this intervention. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has resulted in significant improvement in student’s interest in learning process (hands on experience and exploration attributes) after this intervention.

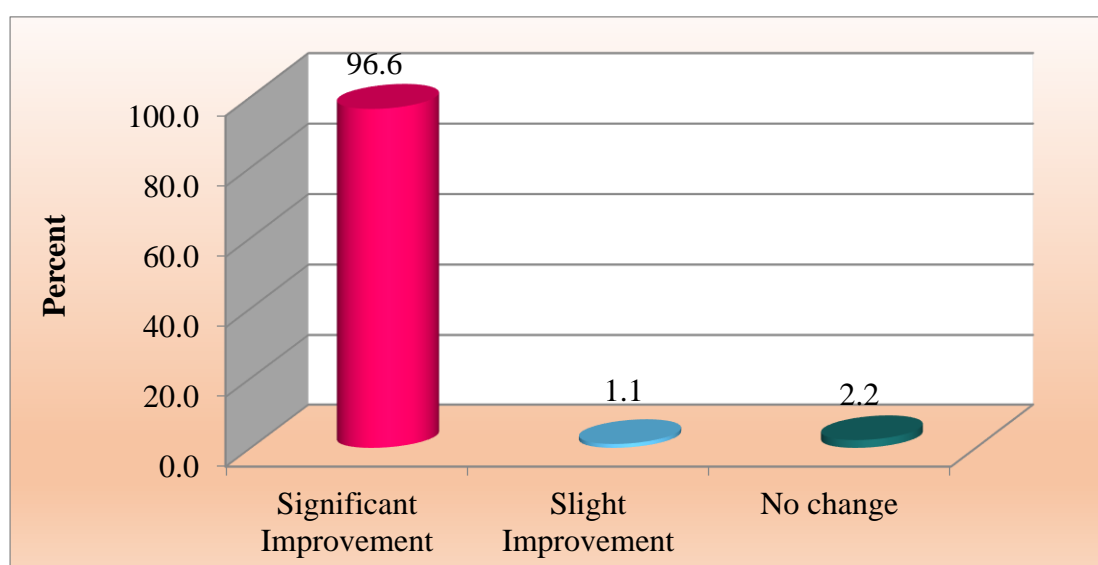


Fig 19: Impact of the intervention (through project Anubhav) on students interest in learning process

4.20 Impact of project ‘Anubhav’ on learning engagement

Table 20: Impact of the intervention (through project Anubhav) on improvement in learning engagements

Response	Frequency	Percent
High	140	78.7
Moderate	12	6.7
Low/No	26	14.6
Total	178	100.0

Above Table 20 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on improvement in students learning engagements. According to 78.7% respondents student’s engagements in learning process was high after this intervention while 6.7% respondents feel that it has shown moderate improvement. Furthermore, according to 14.6% respondents there was low/no change in students learning engagement after intervention. In view of the study results it is evident that majority of teachers feel that there was high engagement in learning process after intervention through project ‘Anubhav’.

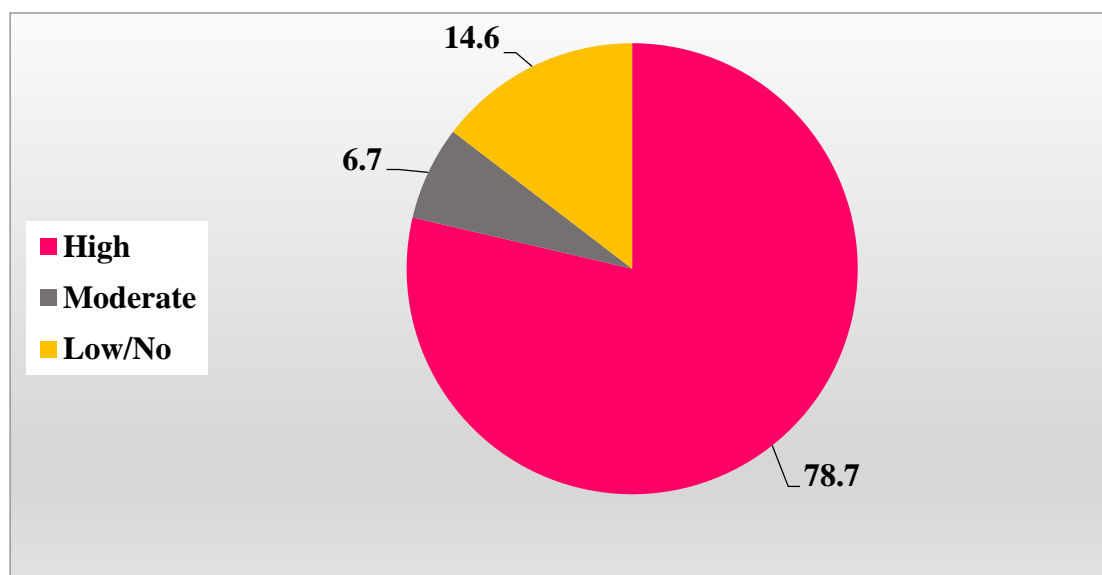


Fig 20: Impact of the intervention (through project Anubhav) on improvement in learning engagements

4.21 Impact of project ‘Anubhav’ on Student’s ability to apply the concepts learnt in school

Table 21: Impact of the intervention (through project Anubhav) on improvement in Student’s ability to apply the concepts learnt in school

Response	Frequency	Percent
High	171	96.1
Somewhat/Moderate	3	1.7
Low/No	4	2.2
Total	178	100.0

Above Table 21 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on improvement in Student’s ability to apply the concepts learnt in school. According to 96.1% respondents students showed high level of ability to apply the concepts learnt in school after this intervention while 1.7% respondents indicated that there was somewhat/moderate level of improvement. Furthermore, according to 2.2% respondents post this intervention there was low/no improvement in student’s ability to apply the concepts learnt in school. In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ resulted in high level of improvement in students ability to apply the concepts learnt in school.

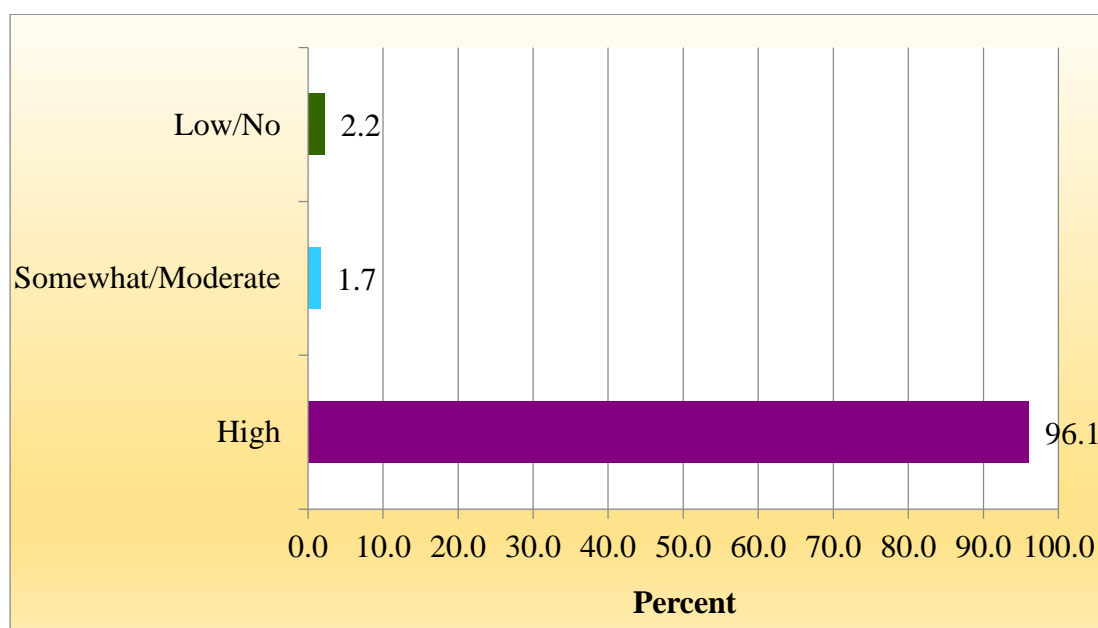


Fig 21: Impact of the intervention (through project Anubhav) on improvement in Student’s ability to apply the concepts learnt in school

4.22 Impact of project ‘Anubhav’ on overall learning outcome

Table 22: Overall impact of the intervention (through project Anubhav) on learning outcome

Level of Impact	Nos.	Per
High impact	164	92.1
Moderate impact	14	7.9
Low/No impact	0	0.0
Total	178	100.0

Above Table 22 presents opinion of the respondents about impact of intervention through project ‘Anubhav’ on learning outcome of students. According to 92.1% respondents this intervention has high positive impact on learning outcome while 7.9% respondents feel that it has moderate level of impact. Thus, overall, significantly high percentage of teachers indicated that intervention through project ‘Anubhav’ has high positive impact on learning outcome.

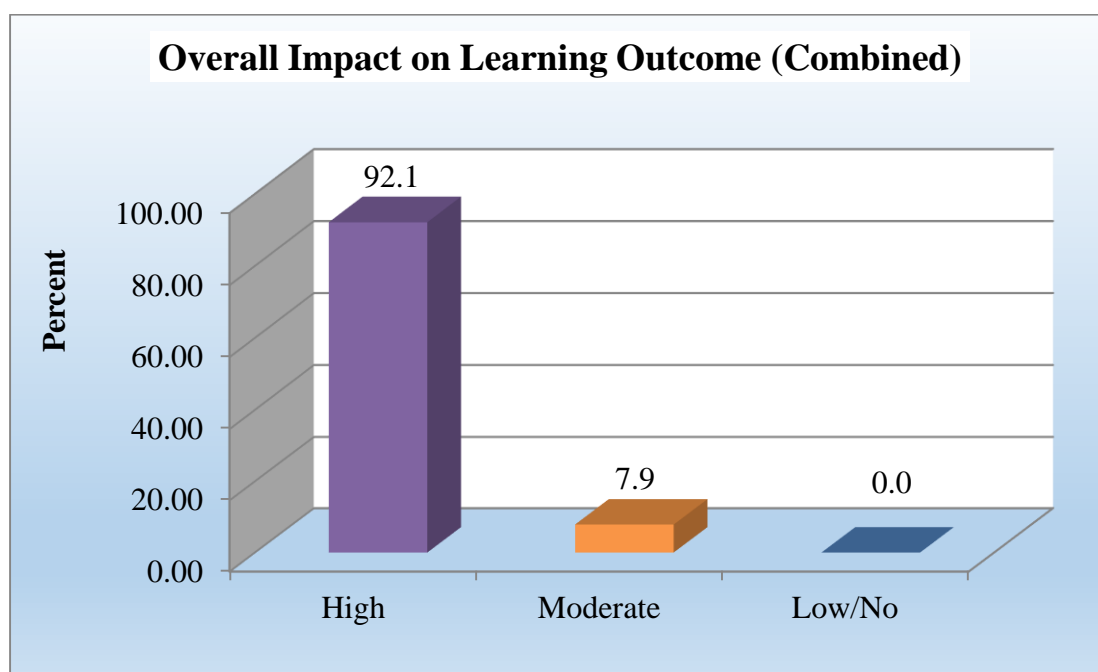


Fig. 22: Overall impact of the intervention (through project Anubhav)

Chapter – V

Conclusions

5.1 Demographic details of the respondents

5.1.1 Age of the Respondents

- In view of the study results it is evident that, majority of teachers of study area belong to the age-group 31 to 45 years.

5.1.2 Gender of the respondents

- In view of the study results it is evident that, majority of teachers of study area are females.

5.2 Assessment of the intervention method

5.2.1 Relevance of the intervention (through project Anubhav)

- In view of the study results it is evident that, majority of teachers feel that intervention through project ‘Anubhav’ has high impact vis-a-vis its relevance in the teaching learning process.

5.2.2 Coherence of the intervention (through project Anubhav)

- From the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high impact vis-a-vis its coherence in the teaching learning process.

5.2.3 Effectiveness of the intervention (through project Anubhav)

- From the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high impact vis-à-vis its effectiveness in the teaching learning process.

5.2.4 Efficiency of the intervention (through project Anubhav)

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high impact vis-a-vis its efficiency in the teaching learning process.

5.2.5 Sustainability of the intervention (project Anubhav)

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high impact vis-a-vis its sustainability in the teaching learning process.

5.3 Impact of project ‘Anubhav’ on Learning Outcome

5.3.1 Impact of project ‘Anubhav’ on improvement in basic knowledge

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students basic knowledge.

5.3.2 Impact of project ‘Anubhav’ on improvement in Mathematics Skills

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students mathematics skills.

5.3.3 Impact of project ‘Anubhav’ on improvement in critical thinking & problem solving

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students critical thinking & problem solving.

5.3.4 Impact of project ‘Anubhav’ on improvement in learning strategies

- In view of the study results it is evident that majority of teachers of study area feel that intervention through project ‘Anubhav’ has significant improvement in students learning strategies.

5.3.5 Impact of project ‘Anubhav’ on overall improvement and confidence

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students confidence.

5.3.6 Impact of project ‘Anubhav’ on improvement of learning outcomes

- In view of the study results it is evident that majority of teachers of study area feel that intervention through project ‘Anubhav’ has significant improvement in learning outcomes of the student.

5.4 Impact of project ‘Anubhav’ on interest in learning process

5.4.1 Impact of project ‘Anubhav’ on improvement of students interest in learning process

- In view of the study results it is evident that majority of teachers of study area feel that intervention through project ‘Anubhav’ has significant improvement in students interest in learning process with respect to interactive and playful learning.

5.4.2 Impact of project ‘Anubhav’ on visual and multi-sensory engagement in learning process

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students interest in learning process with respect to visual and multi-sensory engagement.

5.4.3 Impact of project ‘Anubhav’ on Positive Teacher-Student Relationships

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students interest in learning process with respect to positive teacher-student relationship.

5.4.4 Impact of project ‘Anubhav’ on Peer Interaction and Collaboration

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students interest in learning process with respect to peer interaction and collaboration.

5.4.5 Impact of project ‘Anubhav’ on Choice and Autonomy

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students interest in learning process with respect to choice and autonomy.

5.4.6 Impact of project ‘Anubhav’ on Hands-on Experiences and Exploration

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has significant improvement in students interest in learning process with respect to hands on experiences and exploration.

5.5 Impact of project ‘Anubhav’ on learning engagement

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high improvement in students learning engagement.

5.6 Impact of project ‘Anubhav’ on Student’s ability to apply the concepts learnt in school

- In view of the study results it is evident that majority of teachers feel that intervention through project ‘Anubhav’ has high improvement in students ability to apply the concepts learnt in school.

5.7 Impact of project ‘Anubhav’ on overall learning outcome

- In view of the study results it is evident that overall, majority of teachers feel that intervention through project ‘Anubhav’ has high overall impact in the teaching learning process.

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Annexure – I

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 get your feedback in view of assessing impact of the project Anubhav. I request you to spare some time to provide your valuable feedback. 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. District: -----
4. State: -----
5. Age : (a) 18 - 30 (b) 31 - 45 (c) More than 45
6. 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 has improved			
• Students understood the concepts easily			
• Students learned the concept in less time			
• Teachers could put across the concept with ease			
• Consistent and effective use of these kits will improve academic performance of students			

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 good			

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

Statements/Questions	Improved Significantly	Moderate Improvement	No Change
• Student's Creativity			
○ 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)			

Statements/Questions	Improved Significantly	Moderate Improvement	No Change
○ Flexibility (Diverse categories of ideas)			
• Student's Focus			
• Student's Visualisation			
• Student's Cognition			
• Student's Problem-Solving Skills			
• Learning Outcomes			
• Collaboration among students			
• 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: Assessment of Improvement in learning outcomes

Kindly indicate the changes in learning outcomes with respect to following attributes

Attributes	No change	Slight Improvement	Significant Improvement
Basic Knowledge Assessment			
• Ability to identify simple features of plants, animals, food items etc			
• Understanding relationship amongst family members			
• Understanding directions			
• Counting things with ease and accuracy			
• Reading writing numbers with ease			
• Understanding time			
• Identification of basic shapes like circle square, rectangle and triangle			

Attributes	No change	Slight Improvement	Significant Improvement
Mathematics Skills			
• Ability to perform basic arithmetic operations			
• Ability to compare numbers with ease			
• Understanding fractions			
• Ability to estimate length, distance, height, weight, volume etc			
• Ability to make 2D/3D shapes by folding papers			
• Ability to measure Area, Perimeter of any given shape			
Critical Thinking and Problem Solving			
• Ability to immediately explain how to solve a problem when he/she doesn't know the answer			
• Approach towards solving difficult tasks			
• Ability to categorise the given data and form groups of similar information			
Learning Strategies			
• Having specific or favourite way to learn new things			
• No hesitation about asking questions when he/she doesn't understand something			
• Helping a classmate understand something they were struggling with, etc.			
Overall Improvement and Confidence			
• Overall progress in school			
• Confidence of students in various abilities compared to the beginning of the year			
• Overcoming learning related challenges			

Section D: Improvement in interest in the learning process

Kindly indicate the changes in student's interest in learning process with respect to following attributes

Attributes	Yes	No	Can't say
Interactive and Playful Learning			
• Students are keen to learn through hands-on, interactive, and playful activities			
• Students are keen to learn through exploration			
• Students are keen to learn through experimentation			
Visual and Multi-Sensory Engagement			
• Visual aids raised students interest in learning			
• Multi-sensory materials promote interest in learning			
• Colourful visuals, tactile objects, and storytelling stimulated children's interest in learning			
Positive Teacher-Student Relationships:			
• Fun-filled activities mapped with syllabus improved student's interest in learning			
• Using fun-filled activities as a teaching aid is a warm experience and created supportive environment			
• Nurturing relationship between teachers and students formed that improved student's interest in learning			
Peer Interaction and Collaboration			
• Group activities raised student's interest in learning			
• Cooperative learning tasks raised students interest in learning			
• Peer discussions encourage student's interest in learning			
Choice and Autonomy			
• Offering choices and opportunities raised students interest in learning			
• Available options for selecting activities, materials, or topics raised students interest in learning			
• Opportunity to take ownership of their learning raised student's interest in learning			
Hands-On Experiences and Exploration			
• Option to explore, manipulate, and discover concepts raised student's interest in learning			
• Hands-on activities stimulated curiosity and raised student's interest in learning			
• Recognizing and celebrating students' efforts and achievements raised student's interest in learning			

Section E: Improvement in learning engagements

Kindly indicate the improvement in student's learning engagements with respect to following attributes

Attributes	No change	Slight Improvement	Significant Improvement
Attention			
<ul style="list-style-type: none"> • Task oriented teaching improved ability of students to focus and sustain attention on learning activity. 			
Interest			
<ul style="list-style-type: none"> • Variety in activities raised student's engagement in learning process 			
<ul style="list-style-type: none"> • Incorporation of relevant and meaningful content raised student's engagement in learning process 			
Relevance			
<ul style="list-style-type: none"> • Personal Experiences related to children's lives raised student's engagement in learning process 			
Challenge			
<ul style="list-style-type: none"> • Adequate level of challenges in activities raised student's engagement in learning process 			
Autonomy			
<ul style="list-style-type: none"> • Giving children choices and opportunities to make decisions about their learning raised student's engagement in learning process 			
Social Interaction			
<ul style="list-style-type: none"> • Collaborative learning activities raised student's engagement in learning process 			
Feedback			
<ul style="list-style-type: none"> • Timely and constructive feedback by teachers raised student's engagement in learning process 			
Intrinsic Motivation			
<ul style="list-style-type: none"> • The design and variety of activities resulted in intrinsic motivation that raised student's desire to learn and promoted sustained engagement 			

Section F: Assessment of student’s ability to apply the concepts learnt in school

Kindly provide your feedback about student’s ability to apply various concepts learnt in school with respect to following attributes

Attributes	Yes	No	Can’t say
Curriculum and Instructional Design			
• Emphasis on application-based learning help student’s to develop ability to apply the concepts learnt			
• Instructional strategies incorporate hands-on activities that help student’s to develop ability to apply the concepts learnt			
Teacher Training and Professional Development			
• Training given to teachers played a crucial role in fostering application-based learning			
Resources and Materials			
• Access to appropriate resources, materials, and technology supported application-based learning			
• Integration of concepts and skills across different subject areas help student’s to develop ability to apply the concepts learnt			
• Recognizing and celebrating student achievements in application-based learning motivates student’s to develop ability to apply the concepts learnt			

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

Thank you for your time!

Annexure – II

SN	Name	Category
1	Surhud Mandal Pune, Dhayri Karn-Badhir Mulanchi Shala, Pune	Maharashtra
2	Deaf and Dumb Residential School, Saoner, Dist. Nagpur	Maharashtra
3	Kalyan Mook-Badhir Vidyalaya, Reshimbagh, Nagpur	Maharashtra
4	The Poona School & Home for the Blind Boys, Pune	Maharashtra
5	The Poona School & Home for the Blind Girls, Pune	Maharashtra
6	YMCA Garland Craig Memorial School for the Deaf, Pune	Maharashtra
7	Patashibai Ratanchand Manav Kalyan Trust School for Blind, Pune	Maharashtra
8	Indian Red Cross Deaf School, Pune	Maharashtra
9	Shri Sant Gadge Maharaj Bahuddeshiya Shikshan Sanstha Residential Deaf and Dumb School, Hudkeshwar, Dist. Nagpur	Maharashtra
10	The Deaf and Dumb Industrial Institute, Shankar Nagar, Nagpur	Maharashtra
11	Maitri Parivar Sanstha, Vanwasi Kalyan Ashram, Nagpur	Maharashtra
12	Ekal Gram Sangathan, Pandharkawada, Dist. Yawatmal	Maharashtra-Tribal
13	Utkarsh Vidya Mandir, Khapri, Dist. Nagpur	Maharashtra-Rural
14	Shreenath Vidyalaya Surji Anjangaon, Dist. Amaravati	Maharashtra-Rural
15	CM RISE School, Khamarpani, Dist Chindwara, Madhya Pradesh	Madhya Pradesh-Tribal

SN	Name	Category
16	CM RISE School, Harrai, Dist Chindwara, Madhya Pradesh	Madhya Pradesh-Tribal
17	CM RISE School, Tamia, Dist Chindwara, Madhya Pradesh	Madhya Pradesh-Tribal
18	CM RISE School, Damua, Dist Chindwara, Madhya Pradesh	Madhya Pradesh-Tribal
19	CM RISE School, Ghoradongri, Dist Betul, Madhya Pradesh	Madhya Pradesh-Tribal
20	CM RISE School, Shahpur, Dist Betul, Madhya Pradesh	Madhya Pradesh-Tribal
21	CM RISE School, Gurva-Piparia, Dist Betul, Madhya Pradesh	Madhya Pradesh-Tribal
22	CM RISE School, Nasirabad, Dist Betul, Madhya Pradesh	Madhya Pradesh-Tribal
23	CM RISE School, Bhaisdehi, Dist Betul, Madhya Pradesh	Madhya Pradesh-Tribal
24	CM RISE School, Hidli, Dist Betul, Madhya Pradesh	Madhya Pradesh-Tribal