

EDUCATION PROGRAM STANDARD OPERATING PROCEDURES



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About CSA

Catalysts for Social Action is an Indian NGO that works towards creating and ensuring a brighter future for every child under institutional care. **With a vision to build a nation where children in need of care and protection are nurtured into happy and contributing members of society.** By empowering institutional care channels, we ensure family-like care for our children, and that enhance access to healthy living conditions, good education resulting in the journey of developing young adults living independently with dignity. As of 2019, approximately 3,70,000 live-in Child-Care Institutions across the country need constant care and support.

Our Programs

Health & Nutrition 	Education & Development 	Livelihood & Aftercare 	Capacity Building & Advocacy 
<ul style="list-style-type: none">- Health & WaSH (Water, Sanitation & Hygiene)- Supplementary Nutrition- Infrastructure- Day to Day Essentials	<ul style="list-style-type: none">- Education- Life Skills- Recreation- Sports- Digital Engagement	<ul style="list-style-type: none">- Preparatory program- Aftercare support- Higher Education & Skill Training- Vocation Training	<ul style="list-style-type: none">- Adoption- CCI Capacity Building- Stakeholder Workshops & Trainings

Rationale & Scope

Standard Operating Procedures (SOPs) have been developed to facilitate joint action by all stakeholders to effectively respond to children in Institutional care. It is intended to assist them in understanding and supporting the rights of children they work with. This will be a guiding document that seeks to identify the step-by-step processes to be set in motion when interventions are made for different categories of children in Institutional care.

CSA has always tried to develop its programs on a child-centered approach, where the child is seen and kept in focus throughout the process of the program especially when establishing and providing services

- It takes into account critical timeframes from childhood to adolescent stage and customizes interventions according to the developmental needs of the child
- Ensures services offered are appropriate to those developmental needs.
- Provides children with appropriate opportunities to participate in decisions that affect them.
- Promotes a collaborative approach to influencing the child's environment and their interactions in those environments

This SOP neither seeks to advocate a one size-fits-all-approach nor seeks to present a standardized model of intervention with children in Institutional care; since it acknowledges that Children in Institutional care are not a homogenous group. This SOP does not present standardized prescriptions, but processes that should be set in motion once a child becomes part of Institutional care.

Although this guidance is relevant to all children in Institutional care, its application will vary depending on context and on the circumstances and experiences of specific groups of children. It is vital that those using the guidelines adhere to the general principles included, but carefully adapt the detail of the application. The guidelines may be used in a variety of ways including as:

- a reference document for program implementation and impact measurement;
- a guideline to support people working with children and young people in Institutional care
- a guideline to ensure quality control measures which are to be applied across different phases of the program
- a resource when developing training materials and evidence of practice

Background of the problem

As per the Census of India 2011, 77 percent of children in the age group of 5–18 years in urban India have access to educational institutions. A sample survey estimation of out-of-school children done by the Social & Rural Research Institute in 2014 reveals that approximately 6 million children (2.97%) in the age group of 6–13 years are out of school in India. A higher proportion of females (3.23%) are out of school than males (2.77%). At the national level, a higher proportion of children are out of school in rural areas (3.13%) as compared to urban areas (2.54%). The survey also reveals that poverty or economic constraints are the main reasons for dropping out of school. In urban areas, a higher proportion of the children (28.67%) are out of school because of poverty or economic reasons as compared to rural areas (22.33%).¹

ASER 2016, a household survey facilitated by 'Pratham' came out with some important findings on Reading and Arithmetic abilities:

- The percentage of children in Std III who can read at least Std I level text (i.e. a set of four simple linked sentences, each having not more than six words) has increased from 54.1 percent in 2014 to 61.6 percent in 2016.
- The percentage of children in Std V who can read Std II level text (i.e. short stories with 7-10 sentences) has increased from 53.5 percent in 2014 to 62.5 percent in 2016.
- The percentage of children in Std VIII who can read Std II level text is still 75.8 percent in 2016 which was 76.5 percent in 2014.
- The percentage of children in Std III who can do at least 2-digit subtraction (with borrowing) increased to 23.9 in 2016 from 18.7 in 2014.
- The percentage of children in Std VIII who can divide is 31.5 percent in 2016 which was 32.9 percent in 2014.

Similarly in the context of Childcare Institutions CCIs, CSA made efforts to understand the possible challenges in achieving educational outcomes for children in Pune and Madhya Pradesh. The study findings revealed that:

1. Most children attend public or private school but there is no support once they come back to the CCI
2. Lack of awareness of the importance of education both at CCI level and the student level
3. Students at the CCIs do not meet the basic educational criteria (grade level competencies) as a result when they exit the Institution they are ill equipped to manage independently

¹ Social & rural research institute, EdCIL (India) Limited. (2014). National Sample Survey of Estimation of Out-of School Children in the Age 6-13 in India.

Given the findings, we realized the importance of making necessary intervention CCI level teaching transactions with children in grade2-7th. This SOP provides detailed guidelines and instructions to conduct the education programs with different CCIs. It is aimed mainly at the task executives and managers of the education program (program officers and Managers) however it also extends to all the stakeholders of the CSA education program. It comprises of

- The education program procedure to be followed across all the CCIs.
- Quality Assurance measures- Classroom observation Checklist
- Quality Assurance Measures- Teacher Observation & Mentoring Tool
- Program flow at the operations level, Pre and post-program Roles, and responsibilities of each stakeholder.
- Analytical tools used to map the child's performance during a specific academic year
- Quality control measures are to be applied across different phases of the program e.g.: Basic guidelines to be followed during the selection of the tuition teacher

Education Program

Objectives of the Education Program

- To improve functional literacy and numeracy of all children residing in child care institutions CCIs
 - i. Promoting multi-grade and multilevel teaching by trained teachers
 - ii. Diagnostic assessment to understand the abilities of the child for more targeted focus and attention for each child
 - iii. Developing a child-friendly learning environment and teaching-learning methods
 - iv. Enabling tutors to use Interactive teaching methods and provide learning support materials
 - v. Formation of classroom groups and peer support
- To build a perspective and ecosystem in the CCI towards importance of education and teaching learning transactions

Intervention Pathways

- All children receive tuition teacher support for 1.5hrs - 2 hrs/day in the CCIs
- All Tuition Teachers (recruited by CSA) receive 5 days of training support in a year. They will be able to address the needs of the children and be able to design their lessons based on feedback received.
- Monthly classroom observation and monthly meeting are executed by CSA location staff to improve the Teaching-learning processes

Targeted Outcomes from the Program

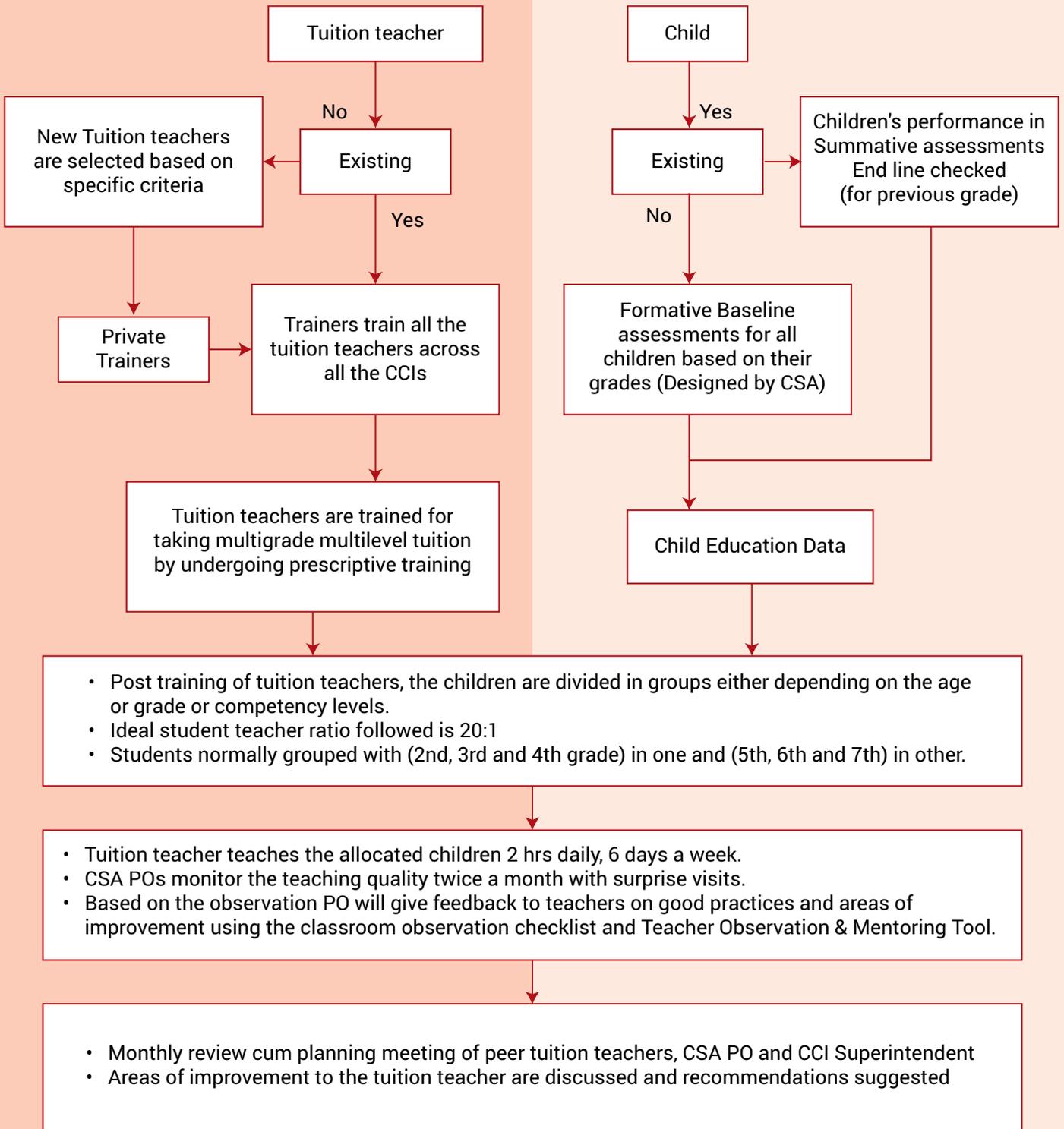
- With improved functional literacy and numeracy, children will be able to learn more effectively, gain a better understanding of their subjects, improve learning outcomes, and develop their academic skills. Creating a strong foundation and therefore children appearing in board are better prepared
- Children at the CCI will be able to carry out their academic tasks effectively, experience the joy of using TLM, and joyfully engaged in learning
- End line results showcase an 8% improvement in Maths and Language against the baseline conducted in the year by CSA

Process and Implementation

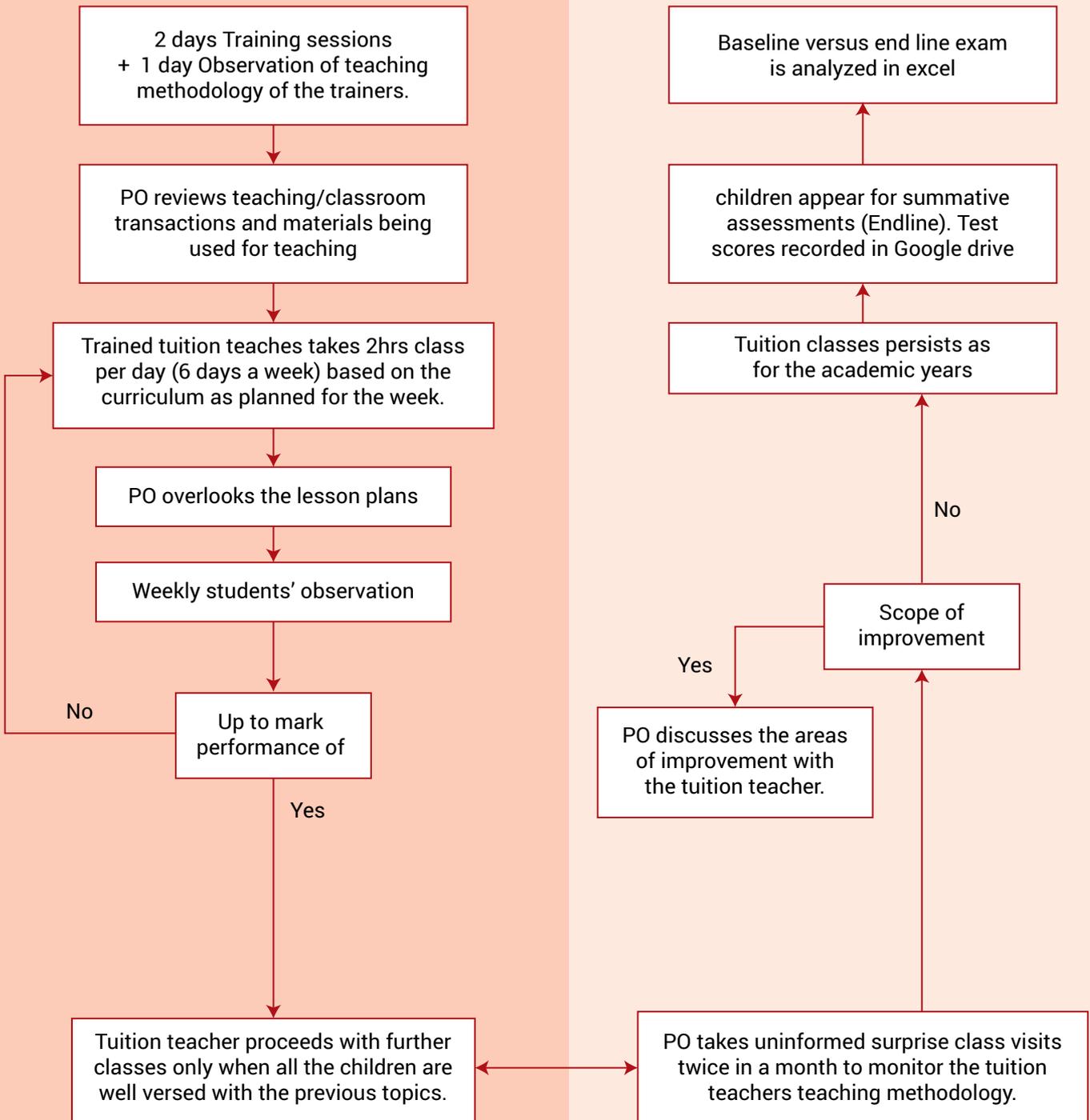
	PROCESS	PARAMETERS	RESPONSIBILITY
1	Appoint tutors to support the children in CCIs to enable them to improve their learning outcomes.	Standard selection process of teachers by CSA staff (Job descriptions and interview processes defined) Children from grades 2-7 will receive tuition support in their academics from tutors who will be available during non-school hours.	CSA PO
2	Baseline assessments conducted, based on the competency scores the children /Age children are grouped	Assessments are designed by CSA and administered by the POs Based on the performance children are grouped for support programs	CSA PO
3	Conduct capacity-building sessions for tutors appointed for teaching in CCIs.	Tutors will be better equipped with skills needed to teach children coming from the background and challenges such as those in CCIs, they will be trained for promoting multi grade multilevel teaching, and create print-rich classrooms.	CSA PO + Tutor
4	Post-training of tuition teachers, the children are divided into groups either depending on the age or grade or competency levels based on the situation	The ideal student-teacher ratio followed is 20:1 with students normally grouped with (2nd,3rd, and 4th grade) in one and (5th,6th, and 7th) in other. The tuition teacher supports the allocated children for 2 hrs daily, 6 days a week.	Tutor
5	Conduct classroom observation twice a month	Response of the children to the classes will be evaluated on an ongoing basis, difficulties faced by tutors will be discussed and classroom observation feedback would be shared with teachers	CSA PO
6	Conduct monthly progress review meeting with the tutors and CCI staff	Tutors will be given feedback by the location staff to enable cross learning and solving problems in various processes	CSA PO + CCI Superintendent
7	Conduct capacity-building sessions for CSA staff who implement and monitor the program.	CSA staff will be able to support the tutors in implementing the education program and will be able to give better feedback and guidance.	CSA PO + Tutor
8	Provide essential school and education supplies and stationery on a need basis, such as stationery, uniform, books, etc;	Children will receive essential education supplies as per the need analysis conducted for the CCI.	CSA
9	Children's Committee (CC) will be formed and activated.	CC will be formed and activated as per guidelines in the Juvenile Justice Act and the processes to be followed by the Committee for its monthly meetings will be put in place. CSA staff will participate in two meetings in the year, one in October and one in February.	CSA + CCI

Education Program Life Cycle

Education Program Cycle 1



Education Program Cycle 2



List of Abbreviations

CSA	Catalyst for Social Action
CCI	Child-Care Institutions
CINCP	Children in need of Care and Protection
HOT	Higher Order Thinking
LOT	Lower Order Thinking
LO	Learning Outcome
MRHD	Now Ministry of Education
PIP	Performance Improvement Plan
SOP	Standard operating Procedure
TLM	Teaching Learning Material

Annexures

Teacher Observation Tool

TEACHER OBSERVATION AND MENTORING TOOL												
			Excellent	Very Good	Good		Satisfactory		Needs Improvement		To be placed in PIP	
S. No.	INDICATORS	OBSERVABLE PARAMETERS	10	9	8	7	6	5	4	3	2	1
1a	LESSON PLAN TRANSACTION	Components of the Lesson Plan										
		Virtual transaction plan										
		Assignments / Assessment based on Learning Outcomes + Bloom's Taxonomy										
1b	LESSON PLAN TRANSACTION	Records of Learning Progress										
		Assignments and Assessments										
		Learning Outcomes achieved										
2	STUDENTS' CONCEPTS	Online and Offline concept building activities										
		Establishment of conceptual understanding through brain connections										
3	CLASSROOM MANAGEMENT	1. Management of Classroom Routines and Procedures: a. Virtual attendance b. Engagement level c. assignment / task completion										
		2. Learning Management a. Learner Queries b. Learner Difficulty										

Class observation checklist

Name of CCI:

Location:

Name of Teacher:

Name of PO:

Class:

Date:

Time:

Number of Students Present:

Stationery available: Y/N

Textbooks available: Y/N

Multiple classes/ Single class

FOCUS ON ENVIRONMENT	FOCUS ON LEARNERS	INSTRUCTIONAL PRACTICE	TEACHER LEADERSHIP
Classroom has	Students are	Teacher is using	Teacher is
<input type="checkbox"/> Student work showed which is changed monthly <input type="checkbox"/> Student work shown <input type="checkbox"/> Some display material <input type="checkbox"/> No materials on walls etc	<input type="checkbox"/> Listening and/or copying from blackboard/book <input type="checkbox"/> Speaking in chorus <input type="checkbox"/> Discussing in group/pair <input type="checkbox"/> Solving a problem/task in pair/group <input type="checkbox"/> Presenting or doing roleplay	<input type="checkbox"/> A lesson plan <input type="checkbox"/> Any other manual for teaching <input type="checkbox"/> Textbook <input type="checkbox"/> Blackboard <input type="checkbox"/> Other material _____	<input type="checkbox"/> Regular and on time <input type="checkbox"/> Present in class throughout <input type="checkbox"/> Put extra timing in class whenever required <input type="checkbox"/> Give extra time to children with lower level
Students are <input type="checkbox"/> Seated in random order <input type="checkbox"/> Seated in rows <input type="checkbox"/> Seated in pairs <input type="checkbox"/> Seated in planned groups	Students are using <input type="checkbox"/> No material but listening <input type="checkbox"/> Notebook and pencil <input type="checkbox"/> Textbooks <input type="checkbox"/> Other material _____	Teacher is <input type="checkbox"/> Reading aloud in class <input type="checkbox"/> Giving work to students <input type="checkbox"/> Writing on blackboard <input type="checkbox"/> Using other activity like game, storytelling etc.	Teacher <input type="checkbox"/> Attends training <input type="checkbox"/> Participates in training and uses ideas <input type="checkbox"/> Attends staff meetings <input type="checkbox"/> Participates and shares at the meeting
Students are <input type="checkbox"/> quiet and not interested <input type="checkbox"/> happy and participating <input type="checkbox"/> excited and doing a task <input type="checkbox"/> disruptive		Teacher uses <input type="checkbox"/> Questions to check to understand <input type="checkbox"/> Practice exercises from the textbook for checking <input type="checkbox"/> Other FA tools like quiz/project <input type="checkbox"/> Weekly/monthly tests	



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