

## 1. Bridge course for High school Program

- **Program objective:** To evolve a high school program that provides high quality education that enable high school students to perform better in GSEB board exams and join higher secondary school to pursue their academic and career aspirations.
- **Target group:** Government granted rural secondary schools located in Anand District.
- **Program rational:** As per the U N report India has largest youth population around 28% of country's population. So Today in India more than 95% children attend primary school, while less than half of 16 years old just 44% completes grade 10<sup>th</sup>. So, there is a huge loss for a nation in spite of having largest and youngest workforce in the world. Evidences also shows that In India, primary education is universally available, but many children, particularly girls, do not finish secondary school. Researchers estimate that less than one-third of Indian girls complete their secondary school education. According to Sam Carlson, the World Bank Lead Education Specialist mentioned in his report: Secondary Education in India: Universalizing Opportunity: "Secondary Education is vital for breaking intergenerational cycle of poverty provides hugely beneficial social impacts. Compared to girls who only complete primary education, girls who finish secondary school earn more money, tend to get married at a later age, have fewer children, and adopt better child rearing practices, leading to better health and education for future generations. It is a very high return investment."
- **Describe the model:** High school program will focus on Urban and rural poor children studying in government recognized schools.

A subject specialist central team will be identified for academic execution of the program. The detailed planning and preparation of curriculum transactions in the classes is done by subject specialist team members using E-learning platform. This team will responsible for quality lesson transaction as per State curricular norms with some additions to improve learning quality based on best practices. Subject specialist central team will also be identified, developed and supplied high quality learning materials to students to complement teaching input. Testing of academic progress and ranking and adaptation of the curriculum is constant. In each school a local teacher will be deployed. Local teachers are qualified to university degree preferably from science or commerce stream. They will be responsible for timely arrangement for class, individual support to student as well organize supplementary classes for students, coordination with school management and parents.

All Local teachers undergo a twelve-day core training prior to recruitment. Only those, only candidates who successfully complete the training are employed. There is intensive in-house training for teachers on concepts and curriculum delivery throughout the school year, every month, and during the Diwali holidays (one week) and summer holidays (two weeks). Subject specialist also provides support to teachers

in class as well for supplementary class. This is critical to ensure high quality learning outcomes even with modest teacher capability.

Evaluations are conducted periodically to assess learning outcomes and provide feedback to the management team.

Institutionalize process that includes Central subject specialist team recruitment, Local teacher recruitment, training, attendance record for both teacher and students and performance records.

### **1. Assumptions for Possible Outcomes:**

- In the first year
- From Next 2 year onwards 80% of Students enrolled in class 9<sup>th</sup> will continue their study till grade 10<sup>th</sup>.
- 80% of children from the cohort enter higher secondary schools (grades 11-12) or professional/technical schools.
- At least 50% of children from the cohort continue to university or other higher education institutions.

### **2. Outcomes:**

- School average result will be improved by 10-15% in comparison with past trends in board exams as well difference in average GSEB board exam results of respective years. Realistic target will be decided after 2 cycles of class 10 board exams. Reviewed on year to year basis after analysing the results of school. (This will vary from school to school)
- Average attendance of school for high school grades will be increased by 15-20%.

### **3. Major challenges:**

- There are two main challenges in working with rural and urban underprivileged children: absenteeism and dropout. This is related to poverty, and the need for these children to help provide for their families. To reduce absenteeism and dropouts, we will raise awareness about the value of education among families and communities (Field person) . We will also monitor children's attendance closely, and engage school management and families in case of absence to prevent and overcome dropouts (SC with Field person).
- Allocate time for self-preparation at home. As majority of children are studying only during school hours. After school hours they are busy in income generating activities to support their family. Specially girls are spending their time in such activities

- Children studying in government schools are lack in basic reading, writing and arithmetic skill, finding themselves difficult to cope up with high school curriculum.