

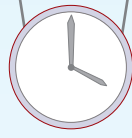


**Khelghar Handbook - 2**



**Palakneeti  
Pariwar  
Publication**





Part **Four**

We need to have clarity about our objectives when we undertake any work. What exactly do we wish to achieve must be clear to us. We should plan our work accordingly. We should evaluate our work after certain pre-decided intervals. If objectives are not met, then we need to think positively about difficulties faced and find out solutions to overcome them. The co-workers, parents and children with whom we work should all be included in this process. In this chapter let us seek to understand various aspects of democratic process of evaluation that we try to implement in Khelghar, with consultation and participation of all, and for the betterment of all.







## CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,  
He learns to condemn.

If a child lives with hostility,  
He learns to fight.

If a child lives with ridicule,  
He learns to be shy.

If a child lives with shame,  
He learns to feel guilty.

If a child lives with tolerance,  
He learns to be patient.

If a child lives with encouragement,  
He learns to confidence.

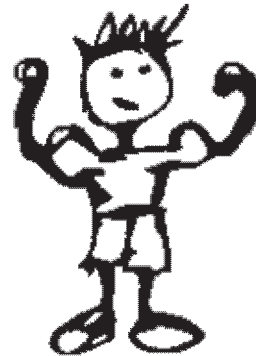
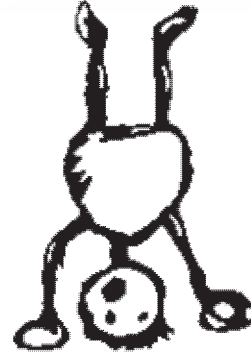
If a child lives with praise,  
He learns to appreciate.

If a child lives with fairness,  
He learns to justice.

If a child lives with security,  
He learns to have faith.

If a child lives with approval,  
He learns to like himself.

If a child lives with acceptance and  
friendship,  
He learns to find love in the world.

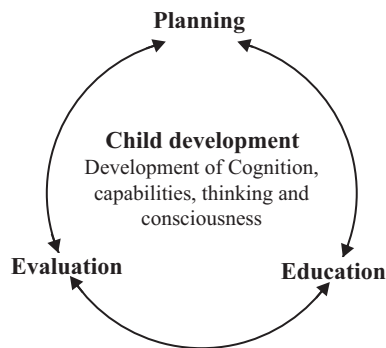


# Evaluation

In this chapter, various means of evaluation and how to make further planning by analysing the information that has emerged from the evaluation is laid out in detail.

Evaluation is inherently a part of the learning process. The teaching-learning process involves

- Deciding what to learn
- Gathering new information and experiences and then build our own understanding reflecting on the same.
- Use the new methods, experiments and evaluate what we have understood
- While doing so, find out if there are any shortcomings and define a plan of action to correct them In turn, decide the direction of further learning.



This is a continuous learning cycle. Evaluation is a crucial part of this whole process.

## What is Evaluation?

Evaluation is a process to check 'what exactly is the outcome of the teaching-learning process'. It may provide some expected results and at times some surprises too!

Before assessing the expected outcomes, it is important to understand our expectations from the current education system. Expectations of parents, teachers and the government may differ.

## Let's look at a common incidence-

A boy starts working for a shopkeeper after passing 10th standard. The shopkeeper is in the business of supplying paint cans. After working in the shop for a few days, the shopkeeper asks the boy, "We have a big order but we do not have enough stock of paint cans to fulfil it, so can you go to the wholesale shop in Pimpri(nearby town) and get 15 yellow and 15 blue paint cans?" The shopkeeper gives



him address of a shop in Pimpri, a map and some money. He explains him the neatly -drawn map. He also tells him to take the bus while going and take an auto-rikshaw while returning. The boy still wonders how to get to Pimpri but does not dare to ask the owner. Sometime later, he reads the address and notices the name of Pimpri Corporation. He recalls that once he had visited his aunt who lives nearby Pimpri Corporation, and that he had used bus number 22 to get there. He feels a bit relieved and boards bus number 22 and gets off at Pimpri Corporation.

He tries to read the map, but is unable to relate the directions shown in the map with actual surroundings, and hence unable to decide which way to go. He somehow manages to reach the given address by asking the people around and arrives at the shop. But that wholesaler has only 12 blue paint cans so he buys 15 yellow and 12 blue cans. Now he is confused about how much to pay. He cannot calculate new figures with the given rate and GST (tax). He is not sure whether the figures written on the receipt are correct or not. Finally, he leaves it to the wholesaler, accepts whatever change is returned and heads back to the shop in an autorickshaw. When he returns, he fumbles while giving an account to the shopkeeper. The amount returned by the wholesaler is lesser than that expected by the shopkeeper. Besides, the shop owner is also upset with him for bringing lesser number of cans than what's required to fulfil the order. The boy has to deal with more than his share of nasty remarks and cribbing from the shopkeeper, for his mistakes.

This boy has completed school tenure and has passed the secondary school examination with 50% marks. But let's look closely at what happened to this boy in the examination of life.

- This boy is not able to do simple calculations. He cannot apply his mathematical knowledge to day to day transactions.



- He cannot read a map
- He is not able to communicate his difficulties to his superiors/seniors in precise words. He lacks the confidence to do so.

**In fact, this boy has accomplished quite a few things.**

- He took responsibility for the task assigned and did his best without shirking back in fear.
- He found out the address of the shop by asking people around.
- It wasn't his fault that he brought 3 cans less, however, he could have informed the owner there & then and asked him what he should do. Yet, the boy had to face the dissatisfaction of the owner and is upset because he could not properly explain or communicate his side of the story.
- This example shows that the expectations for passing 10th standard examination and the expectations in real life from this boy are somewhat different.
- Developing the ability for arithmetic calculations is certainly expected within the examination system. But after ten years of schooling, this boy is unable to get there. He cannot apply his knowledge to address the practical situation.
- Even after 5-6 years of learning maps from school textbooks, the boy could not read a map.
- The boy is not bold enough to ask the right questions to get the required information. He has not developed the communication skills.

School education has not developed the confidence in this boy to be able to defend himself by thinking clearly about where he has committed mistakes, and where he is not at fault.

In this incidence, the boy had to bear with unnecessary scolding and if this continues, it is very likely that he loses the job. Meaning that he is on the brink of failure in the real world.

But if that really happens, would it be fair to blame only the boy here? To some extent, the circumstances in which he grew up are also to be blamed. The goal of the education system is to equip the children to face the real world. Therefore, it would be fair to say that the education system has failed here in some aspects.

Does school education take note of certain expectations considered necessary in day-to-day life?

Has this boy been educated in such a way that he lives up to those expectations? Has he got the opportunity to try applying the above skills while in school? Have we evaluated the above expectations during the examination? It is crucial to think about all of these questions.

After every few years' interval, the central government decides the country's education policy. Based on changes in the policy, curricula and textbooks are changed at the

state level and the evaluation system also takes shape in alignment with it. The spirit behind many things is lost during the long and tedious process of collation, which typically involves many people. The Right to Education Act of 2009 proposes a number of changes in the evaluation system. However such a change is not easy to come by. Traditional examination format and methods of evaluation deeply influence in today's education system. Writing questions and answers on specific topics alone seems to be the focus of school examinations. Therefore, children often memorize the answers and regurgitate those on the answer sheets. Developing one's own power of thinking does not have much scope in this kind of system. Most of the tests examine only the writing skills and memory. However, certain life skills of key importance, such as confidence, communication skills, independent thinking, etc. are left out of assessment. There is very little opportunity for children to learn these skills and to put them into practice, while in school.

As marks scored in examinations alone are of paramount importance in school education, children often do not develop crucial life skills required to lead a fruitful and meaningful life. Thus there is gross negligence towards experiential learning.

Going beyond the framework set by the government, we have come up with a distinct and holistic view of education and evaluation system in Khelghar.

Let us now understand:

## **How did the evaluation system at Palakneeti Khelghar develop?**

'Khelghar' is a centre of non-formal education that complements the education in school, then why should we get caught up in the framework of evaluation? This is what we used to think during the initial years of Khelghar. As long as the number of children was limited, we could determine the future direction based on the changes seen in the children.

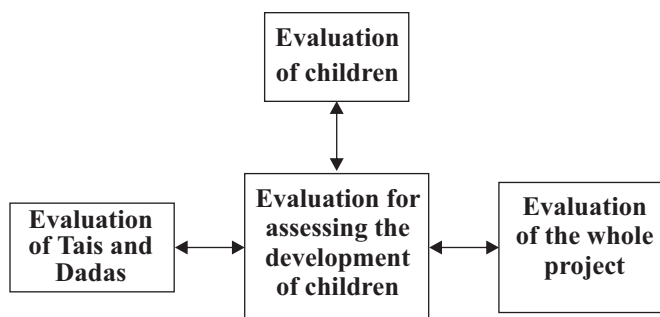
After a few years, however, this method of evaluation based on our observation and judgement seemed to become problematic. As the number of children increased, so did the number of tias and dadas. The subjective impressions created confusions while rating. This led to losing objectivity in evaluation. There were expectations about progress especially from the donors too. Need was envisaged to develop more objective and accurate methods of evaluation for evaluating the progress of the practices followed in Khelghar as well as children. Therefore, we finalised our precise goals and objectives at Khelghar.

We made a detailed syllabus for language, mathematics and life skills. Decided criteria for evaluation of each subject. Developed a method of giving ratings to children based on these criteria. Discovered a method to analyse

the performance of children. This method was evolved during many years of work. Sumitra Marathe, a volunteer from Khelghar, took special efforts to develop this method.

### What is to be evaluated?

It is commonly observed that within any system, only 'children' or 'students' are evaluated from time to time. While it is true that this helps to determine the learning levels of children which is necessary too. It is however not enough. Teachers, working with children also need to be evaluated when the teaching methods, curriculum, goals and strategies are also examined at regular intervals, we will be able to take appropriate decisions about the future direction of our teaching-learning process. The planning and evaluation of all interdependent factors involved in the process need to happen both independently as well as in an integrated manner.



### Some guiding principles

- Evaluation should be done in a completely free and fair atmosphere.
- It should be done with creative and positive ways.
- This should encourage children to move further.
- Discrimination, comparison and unhealthy competition amongst children should be avoided.
- There should be an empathetic discussion about what children are not able to do and change the teaching methods if necessary.
- Different methods of assessment should be used according to our objectives and needs of the children.
- Observations and records should be made while carrying out daily activities.

### Some key steps involved in Khelghar-evaluation method.

- 1) Determining children's needs based on pre-tests, children's background and teacher's observations
- 2) Setting goals / objectives for the work to be done with the children. Designing and planning teaching activities and methods.
- 3) Determining Khelghar curriculum based on our objectives and children's needs.
- 4) Identifying evaluation criteria based on curriculum.
- 5) Comprehensive evaluation of the subjects at the end of the term as well as on a continuous basis, through worksheets in day-to-day classes. Analysis of errors in worksheets is to be done by both the teachers as well as children themselves.
- 6) Rate each child on a scale of 10 after every six months, as per the evaluation criteria set for language, mathematics and life skills.
- 7) Assessment of life skills using out of the box creative and positive Methods
- 8) Numerical scoring of each child after every six months based on all of the above records.
  - Arranging these scores in the form of a graph.
  - Analysing these graphs and based on it drawing inferences, determining the future plan of action.
- 9) Review of the work done by the Tais and Dadas:
  - Every three months, Tais present the work done with their children in a common meeting of all tais and volunteers. After the presentation, the issues faced by her/children and possible solutions are discussed.
- 10) Annual review of the entire project:


This method makes you realise the gap in your expectations and the actual status. The evaluation method used in Khelghar, the records required for it, the thought process, the practices used are further elaborated with examples.

### 1) Determining the needs of children

The children who come to Khelghar are from underprivileged sections, so often there is a lack of conducive environment for learning in their homes, surroundings as well as in schools. In schools, the understanding of basic concepts often remains unclear or weak for these children. Despite of all these hurdles, they have to move further on the path of educational development.

When a new child comes to Khelghar, initially the child's background is studied thoroughly and appropriate points are noted. Information about children's families, parents' occupation, their culture, health and hygiene at home, progress in school and many more such pointers are sought and recorded. A





**“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”**



**Albert Einstein**

sample form of this information is attached in Appendix 1. When the child starts attending Khelghar, pre-test is conducted to determine the child's level of comprehension in terms of language and maths. This pre-test can be prepared considering the age and grade in school of the child.

## **2) Objectives of Khelghar**

- Children should feel interested in learning
- Children should complete their education at least till 10th grade. We encourage and support them to study further after SSC
- Development of certain abilities - (ability to read, write, communicate, observe, think, analyse etc.)
- Consciousness and personality development - means the development of values and qualities such as confidence, cooperation, equality, democracy.
- Strengthening the physical and mental health of children.
- Develop a positive attitude, freedom along with sense of responsibility and self-discipline among children.
- Children should develop the ability to think independently, to articulate their thoughts and also to act accordingly.
- Develop an awareness of their own problems and the challenges created by the situation around them and to develop a desire to change the situation around while solving their own problems.

The above objectives are taken into account while determining the evaluation criteria for annual evaluation at Khelghar.

## **3) What should be included in the Khelghar curriculum?**

Children come to Khelghar only for two hours a day for six days a week. Therefore, it is not possible to teach all the subjects. If all children develop linguistic abilities of read, write and comprehend, then it becomes easier for them to understand other subjects like science, history and geography which are taught in the local language itself.

Considering all these factors, we think that language, mathematics and life skills need to be included in the Khelghar curriculum.

### **Life skills**

Life skills curriculum at Khelghar is based on different modules designed for grades I to X. Modules like Exploring oneself, Relationships, Our Basti, Rules and Discipline etc. are designed at three levels: primary, secondary and high school.

Based on this curriculum, projects, special programs, festivals, excursions, discussion forums and Saturday Khelghar are conducted using an integration of games, art and dialogue.

### **Language and mathematics**

Children who come to Khelghar go to regular schools as well. Getting children interested in school and studies is a big challenge. Often, they lack conceptual clarity required to follow their grade-level curriculum. Therefore, the curriculum to be taught in Khelghar classes has to be decided by considering the level of understanding of the children. Khelghar works towards fostering basic conceptual understanding among children to develop foundational linguistic and mathematical concepts. Once children understand the basic concepts of any subject, they feel motivated to study further on their own. A detailed syllabus of 1st to 10th grade has been prepared for understanding these basic concepts according to the level of children.



#### 4) Curriculum and assessment criteria

Subject	Criteria for evaluation	What do we Understand
Life skills	Participation, observation, curiosity, cooperation, thinking, communication, dialogue, expression, consciousness, initiative, motor skills, taking care of one's own health and hygiene.	<ul style="list-style-type: none"> <li>To understand the characteristics of children.</li> <li>If we notice any behavioural issues, we can readily seek appropriate measures.</li> <li>Children's relationships with friends and others, their awareness in general and that of their surroundings.</li> <li>Health issues can be identified.</li> <li>Children's interest in learning, learning initiative, reading, ability to express their opinion fearlessly, hurdles faced by children in these areas can be identified</li> </ul>
Language	Awareness of the nature of language, vocabulary, grammar, listening, speaking, reading, writing	Ability to express, recognize written script, rules of linguistics, barriers to language development, understanding framework of the language, ability to comprehend
Mathematics	Numerical understanding, Understanding of mathematical operations, geometry, word problems, practical mathematics	Children's understanding of mathematical operations and concepts, logical and analytical development, obstacles in developing these mathematical abilities

#### 5) Comprehensive evaluation of study subjects

After every six months Mathematics and language tests are conducted at Khelghar. The question paper contains questions in such a way that children can be evaluated on all the criteria. The atmosphere in Khelghar class is not like that of school exams, while solving the question papers. The environment is tension-free, just like as in daily class.

##### Error analysis

Evaluation is an inherent part of the learning process. The habit of checking whether we have understood what we have learnt gives children motivation to study further. Teaching children to review their answer sheets carefully is a crucial part of their learning process.

It is high time that we move away from the system that believes in determining learning level of children based on the marks obtained in an examination.

The core purpose of evaluation is to improve oneself, not to label a child as 'pass/ fail' or 'smart/average'.

Examinations need to be understood as an opportunity to seek feedback and correct one's mistakes. Aligned with this approach, we need to teach children to take charge of their learning, so that it boosts their confidence and, fosters awareness of what they are good at. The ultimate goal should be to teach them to observe their mistakes in a positive light and develop in them an urge to overcome

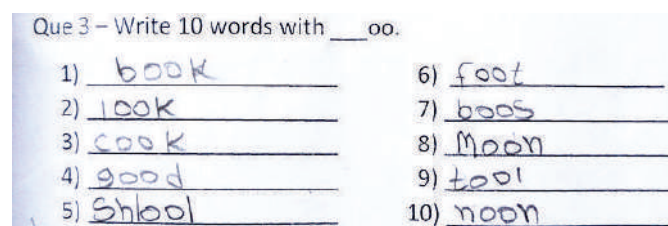
those in the next attempt. Such an approach will motivate children to solve the question paper with complete concentration rather than hastily rushing through it.

Further, during evaluation, if we categorize the mistakes as given below, both tai/dada as well as the children can get insight and direction to correct the same mistakes.

##### Errors made inadvertently or due to haste

When children want to complete the answer sheet in the allotted time, some mistakes are made inadvertently, due to time pressure, even though they know the answer. This may include spelling mistakes, missing words, forgetting carry/borrow in maths, etc.

Looking at the answer sheet, children realise such mistakes easily. However, if the same mistakes appear again and again in many places, then they cannot be called inadvertent mistakes. Such repeated mistakes need to be brought to the attention of the concerned child. Let's look at some examples in this context,



The letter 's' is written instead of t's here in 7th word

'boos'. The letter 'c' is missing and 'l' is used after 'h' where it is not needed in the 5th word 'shlool'. If we look at other words then probably this has happened due to haste. But the confusion in proper use of singular or plural words is seen in the following sentences,

**Que 1 – Make sentences.**

- 1) This is a Boobs.
- 2) That is a Compass.
- 3) There are big.

This does not seem to be inadvertent. This child is not well aware of singular and plural forms of nouns.

**Errors due to partial understanding of the concept**

Looking at the next two examples, it is clear that grouping 10 objects is well understood and the concept of ten's and unit's place is clear. However, when writing single digit number, it is to be written in unit's place and there is '0' at ten's place. This understanding is missing. Here revision of unit's and ten's place and place value of a number is necessary. Just as it is important for children to look at their answer sheets carefully, it is equally important for their teachers to make note of such mistakes. If it is noticed that many children have made the same kind of mistake then it would be wise to revise the concept again in the classroom and practice it again. To achieve this, it is necessary to spend sufficient time during classes so that children understand the basic concepts rather than just striving hard to cover all the portion.

Q.7) Write the given numbers in the form of tens and units.

Number	Tens	Units
36	3	6
27	2	7
40	4	0
7	7	

**Errors because the child has not understood or learnt the concept**

Q.4) Choose the correct sign from '<', '=' or '>' and write it between the given number's pairs.

7 > 10	15 > 9	5 > 5	22 < 26
30 < 50	43 < 43	38 > 18	20 < 40

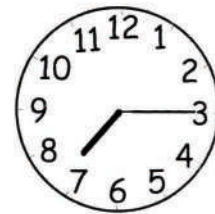
The above example shows that the concept of smaller & bigger is not understood at all. It involves two concepts, one is understanding the small or big number and the other is understanding the correct use of symbols used to represent those. If any of these things are not understood, then this needs to be discussed with the concerned child. We need to make sure that she understands the concept of smaller & bigger numbers and then teach her the symbols to be used to indicate comparison.

**Errors due to misunderstanding or not understanding the questions/instructions**

It is often observed that children do not understand the questions or instructions written in the question paper, and as a result they answer by guessing what the question is.

In the following example child has understood the question partially. It has drawn time in the clock but did not write the time in words

Q.4) Draw a clock & show 7.15 in it & write the time in words.



When we discuss answer sheets with children and explain them the instructions or questions in the question paper, their reaction is often 'Hey! I knew that!' Therefore, it is important to check whether the instructions / questions are understood well.

Some younger children cannot read well and as a result they do not understand the instructions / questions. In such cases, the teacher should explain the questions as well as instructions to ensure that they are understood properly.

One of the important considerations here is being clear about exactly what skills we are aiming to test – reading skills or subject knowledge.

**Errors due to lack of practice**

We understand that this girl has understood the word problems very well, but she has not written each step properly in the first example. This has been done in second example. This can easily be corrected with practice.



1) In Khelghar library there are 980 story books and 185 poetry books. How many total books are there in the library?

	H	T	U
	1		
	9	8	0
	+ 1	8	5
1	1	6	5

2) In a Ganapati immersion procession, 850 children, 1435 ladies and 2208 gentlemen were present. How many people were there in all?

TH	H	T	U	
1		1		
	8	5	0	Total children
+ 1	4	3	5	Total ladies
+ 2	2	0	8	Total gents
4	4	9	3	Total people

### Errors due to insufficient time for writing answers

Despite knowing the answers, some questions remain unanswered by children due to a lack of time. This is especially true in the case of elder children. In such cases, questions such as “why there wasn’t enough time?”, “how can I do better time management during exams?”, “where exactly did I lose most of my time?” need to be discussed and analysed with children. They begin to think about these aspects in later attempts, automatically start planning their time during examination.

If answer sheets are scrutinized in a systematic manner as described in the above section and errors are classified, children will develop an awareness about various aspects such as - the ideas/concepts not understood, in what areas more attention is required during the exam, how time management is to be done during the exam, etc. If children do such analysis on their own, they will develop a positive attitude towards their own mistakes, which will in turn increase the chances of a positive change in their skills. Hence we need to strive to motivate children themselves to analyse their own answer sheets and allocate some time for this activity within our plans.

Once children identify their own errors in the answer sheet, they should be given another chance to solve the question paper. In a way, this can be looked at as a preparation for the board exams as well.

If the subject teachers study the childrens’ answer sheets

in this way, they will realise which concepts are not understood well by children, what ideas or concepts need to be revised and thus they will find appropriate direction for planning the classes.

If the subject teachers study childrens’ answer sheets of their respective subjects in this manner, they can certainly develop insights useful for determining the future plan of action. There will be some changes in the analysis of errors according to the subject. E.g. In Mathematics, Tai must be able to identify the difference between a child having difficulty in conceptual understanding versus confusion in presentation or problem solving process. Children sometimes skip a step and this can lead to the solution thereafter going wrong. In such case, simply highlighting the particular area of confusion and then letting them solve the problem again can boost their confidence.

Conscious efforts and time need to be spent in teaching children to evaluate their performance in exams, draw conclusions from it and determine the future plan of action.

### 6) Rating in accordance with pre-determined criteria

While rating the child we should not only refer to the child’s answer sheet alone, but also take into consideration her daily progress, background and difficulties. Sometimes, the child may not be in a good mood while solving the question paper. The child might be hungry, which can also lead to lack of concentration.

Many such factors can affect child’s ability to solve the question paper properly. Marks should be given considering all such related factors.

Setting specific criteria gives Tai a clear idea of what to look for in a child’s response.

Based on insights from both answer sheets as well as daily records kept for each child by her group’s Tai, the progress for every child in each group is discussed/reviewed once in every six months. This discussion involves everyone who teaches the children in that group.

At the end, each child is to be given a score between 1 to 10. This is done unanimously by determining at what learning level the child is, with respect to the pre-determined criteria. It is commonly observed that a rating system on a scale of 1 to 5 is followed at many schools while rating children. However, using a scale of 1 to 10 is more useful for identifying even a small change in a child’s performance and skill levels, through keen observation. For example, every criterion like listening, speaking, understanding numbers etc. has to be analysed and monitored using a 10 point scale,

which enables us to notice even minute changes in children's learning abilities.

Involving all concerned teachers in this assessment and rating process makes the evaluation as impartial and objective as possible and reduces individual subjectivity or bias.

The following points should be considered during this discussion -

- Daily observation records in Tai's notebook, especially the child's participation during Khelghar activity, Discussion Forum, various activities, initiatives, opinions expressed, hygiene and group work.
- Overall changes in Child's progress in academics
- Academic tests, solved practice sheets, children's notebooks from Khelghar classes, creative writing samples, participation in special events, children's self-evaluation as well as that done by other children, through various activities.
- The manner in which a child interacts with other children, siblings as well as the Tai of his group.
- Progress at school

It is useful to fill in basic information of children, their class attendance and the marks given by their Tai in an excel spreadsheet. Keeping this information computerized makes it easier to analyse further by drawing graphs and in turn helps to arrive at appropriate conclusion.

## 7) Evaluation of life skills

Life skills cannot be 'taught'. Children learn them as their life progresses; they internalize these skills based on what is happening around them. Schools, Khelghar are also a part of children's lives.

Therefore, if these spaces provide a lot of creative opportunities for children to experience, explore and apply what they have learned, then these educational spaces can also provide a positive energy to the learning of children's life skills.

However, while doing this, two things are very crucial. The content of this education needs to be relevant to the life and emotional world of the children. Secondly, there should be enough space for communication in the



Arogya Dindi (A procession on the theme of 'Awareness about health and hygiene') by children of Khelghar conducted in 2011.



classroom to express the perceptions created through experiences.

However, it is a complex process to assess whether the expected life skills have been developed in children or not. It is difficult to rate one criterion at a time, as these skills are intertwined. For example, thinking, expressing an opinion, making a decision, taking responsibility of a decision made – all these four processes can go on more or less simultaneously in one's mind. Six months is a very short period to notice the changes taking place in such thinking process at this level. Certain things can be checked easily, like-

- Children's attendance and punctuality are recorded in the classroom. From these entries, we may be able to infer whether the child's interest in learning is increasing or not.

- Keeping a record of children's participation and initiative in different activities such as discussion forums, observing whether the child is carrying out allocated work responsibly in the daily class etc. This will also help while rating children.

- Participation and leadership of children during special events and projects also gives many pointers that help in assessing children for life-skill parameters.

In addition, we deliberately plan an activity to evaluate life skills.

For example, to check how children think about an issue, activities such as 'If...then what will I do? what will

happen then?' are conducted. An activity like 'Complete the story', assessment of self in four quadrants, role play, etc. are planned and conducted systematically. At that time, children are observed carefully and are rated on all the criteria.

However, in actual process of rating, ratings are given by combining Tai's daily records and the points noticed during the activities mentioned above.

If children are attending Khelghar with interest, participating wholeheartedly and if they are communicating freely about their understanding and experiences, then we can safely assume that we are able to achieve the desired life-skills to a fair extent.

## Reading fair of Khelghar

### Positive and creative ways of evaluating life skills

Evaluation can be done in different ways. If we evaluate by only one method then it may become quite stereotyped and may not depict the true picture. Stereotyping creates a rigid framework which may lead to loss of vitality. People start fitting everybody into that framework and the true purpose of evaluation is lost. Children should enjoy learning. Learning and evaluation should be intertwined. If this basic principle is understood, then we can develop creative ways of evaluation. Once there is clarity about the desired



Reading fair of Khelghar.



changes in children's behaviour or what kind of life-skills we aim to develop in them, then planning an assessment through some innovative methods is easy.

Tais are not the only ones who evaluate children. Children can also evaluate themselves as well as each other. This kind of methods not only help to evaluate but also help to improve an understanding of oneself. Some of the evaluation methods used in Khelghar are described below.

- During the annual trip, children from the high school group shoulder all key responsibilities such as planning, travel bookings, arrangement of breakfast-tea etc. and carry them out without the help of their Tais. Tai observes each child carefully. She keeps records about - how the various tasks get done, such as - group work, planning of chores, purchase of required material and eatables, preparation for the trip, actual cooking, cleaning etc. She

also makes a note of who takes initiative, who lacks confidence. This makes it easier to evaluate different skills of children.

- A 'Sports Week' is organized every year, usually during summer holidays, which provides opportunity to observe leadership qualities among children. Team Sports like Langadi, Kabaddi, standing Kho-Kho are played. During these activities, children themselves select the best players and discuss the happenings in the games. Elder children take responsibility for organizing the event & games for younger children. At every stage, Tai observes each and every child meticulously and keeps record.

Activities like creative writing, elocution, rangoli etc. help to identify various abilities of children. Such activities also help to recognize qualities such as teamwork, leadership etc. among children.

### **Out of the Box evaluation in Palakneeti Khelghar**

In May 2011, the annual meeting of Khelghar was underway. Elaborate discussion took place on the objectives set last year, what was accomplished and what was missed. A detailed discussion also took place on the needs of the children. During that discussion, it was felt that for the better development of children, their health issues must be addressed separately. Then it was decided to work on four topics related to health viz. hygiene, diet, illnesses and healthcare systems. Accordingly, a goal decided was to inculcate healthy habits among children. To internalise such good habits, it was necessary to make them understand the need for certain changes in their behaviour. Various innovative activities were planned to make children's learning enjoyable. Children learned about the structure of the whole body through posters and games. Different recipes of nutritious food were tried and relished by children. There was discussion on food items which are beneficial and harmful for the body. Examination of ears, nose, eyes, haemoglobin levels etc. was carried out for almost all children and remedies were suggested. Key points such as what to eat - what not to eat, how to deal with simple ailments etc. were discussed.

As a culmination of the project, Khelghar decided to hold a health fair. It was decided that Khelghar children would conduct the health fair, for the people of Basti!

Children studied and had elaborate discussions about various aspects of holding the fair such as - what key information should be discussed with the visitors, what is to be highlighted through the stalls, how the message needs to be emphasized so that people remember, etc. They planned and prepared for the event with great zeal and enthusiasm. The health fair was held in an excellent manner. In this health fair -

1. Children held a procession - Arogya Dindi in the Basti. It included street plays, songs, placards/slogans informing about home remedies for some usual ailments, and information on medicinal plants.
2. Health exhibition was arranged at Anand Sankul (our centre in Basti). Children held live demonstrations for various topics such as home-made nutritional recipes, home remedies for some simple ailments. They performed skits, and sang songs on various health-related topics.
3. A quiz was organized on some topics.

Children enthusiastically participated in all these activities.

Their parents were happy with the children's presentation and confidence. They appreciated the awareness created among children about their own health. In the process, each Tai of Khelghar took notes related to health of every child, such as weight and height. The concerns observed were discussed at weekly meetings.

To be precise, this health fair was an evaluation of the health activities undertaken throughout the year in Khelghar. The assessment revealed what the children had learnt about their health, and the habits they had developed to take care of their health. This is the true stress-free assessment!!

**At Khelghar, for rating second and third grade children on the scale of 1 to 10, the criteria and various points considered are listed below.**

**This is just a sample. The criteria need to be decided as per the situation prevalent at Khelghar.**

**Life skills**

**Health**

- Are the children coming to Khelghar every day with desired cleanliness? Do the children wash their face, hands and feet before coming to Khelghar?
- Are their hands, nails, hair, teeth clean?
- Do the children use a handkerchief when they have a cold?
- Do the children use footwear while roaming around?
- Any problem with eyes or ears? Can they hear normal? Can they read everything on the blackboard?
- Do children have any serious illnesses?
- Mental health --Are there any stressful situations/events in the family that affect their mental condition?

**Development of consciousness**

- Do children use abusive language, fight and quarrel with other children?
- Are they helpful to other children and Tai?
- Are they able to complete the task assigned to them?

**Participation**

- Are the children able to participate, take initiative, and cooperate during all the Khelghar activities?
- Do the children participate in discussion forums?

**Leadership**

- Do the children take initiative in different Khelghar activities on their own?
- Do they shoulder their responsibilities properly?

**Communication and Expression**

- Can the children express themselves using the right words at the right time?
- Are children able to express what they think, through words / pictures / dialogue?

**Thinking**

- Are there any issues of children related to understanding and comprehension?
- Are the children able to apply textbook content in their day to day life?
- Are the children able to take a decision by considering all aspects related to the problem?

**Language**

**Vocabulary**

Children's vocabulary is the very basis of language usage. Check the pool of all kinds of words like nouns, adjectives, verbs, pronouns that the children have.

**Listening and speaking (dialogue)**

- Are the children able to listen to instructions carefully and act accordingly?
- Are they able to ask appropriate questions?

- Are the children able to memorize and deliver a message?
- Can they respond properly after listening to another person?
- Are the children able to describe an event coherently?

**Reading**

- Are the children able to tell the story by looking at the picture?(picture reading)
- Are the children able to read the written matter on their own?
- Are the children trying to read the book by themselves, though they might be stumbling during the effort?
- Do the children understand the meaning of the text they read?

**Writing**

- Is hand-eye coordination appropriate while writing, drawing and doing things by hand?
- Can the children write their names and address?
- Are the children able to write 3-4 sentences about an object or a person?

**Mathematics**

**Understanding Numbers**

- Can the children show any number through actions, sounds or objects?
- Can the children show numbers with its proper place value using currency notes, on bead string or using ten's & unit's? - Can the children place currency notes according to the place values of a number? -
- Is the understanding of numbers happening properly? Do the children apply this knowledge while performing different mathematical activities or in solving word problems?

**Mathematical operations**

- Do the children understand the meaning of mathematical signs and symbols?
- Do the children understand the mathematical operations required to be done after reading the word problem?
- Are they able to express it in mathematical form?
- Are the children able to arrive at the answer by understanding the problem?
- **Understanding of word problems** - Are the children able to write a mathematical statement from a given sentence?
- Are they able to do mathematical operations for a given word problem?
- **Understanding of shapes and geometric figures** - understanding shapes, drawing patterns, properties of geometric figures and mensuration.

**It is easier to rate children if such detailed criteria are established for evaluation.**

## 8. Children's ratings charts, quantitative evaluation, bar graphs and analysis

Charts should be prepared based on ratings of each and every child on different criteria decided for language, mathematics and life skills.

This information can then be analysed, which throws light on several important points.

For example: Looking for the number of children who fall in the upper slab of 7 to 10 marks and the lower slab of 0 to 3 marks, in various sub-criteria defined within language, Maths and life-skills. Are more children falling in upper or lower slabs, if yes then in which area, is there any relation between the regular attendance of children in Khelghar classes and their rating? If yes, how?

These ratings depict the overall performance of children in the group and help in deciding future course of action. Many important conclusions can be derived.

### Group-wise evaluation process of Khelghar

Khelghar performs very thorough and holistic evaluation of each child, on each of the predefined criterion. The school system also includes individual evaluation of children. It helps children and parents understand how the child is progressing. However, at Khelghar, we do not stop at individual evaluation alone but move further to group-wise evaluation. In general, the Tai has an overall idea about the needs of the children, but if she does a comparative analysis using numerical data, then it becomes easier for her to decide the future course of action. This can be easily achieved by following a group evaluation process.

Children can be divided in 3 different groups—First group of bright children who need more challenging inputs so that they feel inspired and motivated to learn more. Second group is that of slow-learning children who need different inputs to bring them to the overall level of the group. Third group of children who match the overall learning level that falls in the middle. Teaching during Khelghar classes can be planned considering the middle level, however when planning practice exercises, the three group levels need to be considered.

If most of the children are lagging behind in certain criteria, then special efforts are required to reinforce learning in those areas. On the other hand, if it is noticed that most of the children are doing well in a certain criterion, then the Tai can move to slightly advanced and challenging tasks related to that criterion.

The main purpose of evaluation at Khelghar is to set the future direction and create positive energy to bring about improvement among children.

We have given below a sample set of information about a group of children in the second and third grade of Khelghar, which includes their attendance and ratings in

life skills, language and mathematics respectively.

### Information and analysis of the ratings of the children in the subject of 'Life Skills.'

The table on page 328 provides the information of 23 children in the second and third grade (P2) in Palakneeti Khelghar, along with the ratings/marks/grades they got in the life skills subject in June 2015.

Let's see what kind of insights we can derive from this information.

Number of classes a child attended and its correlation with her rating.

- For a given criteria, how many children are at minimum rating and what is the rating number. Similarly, find similar information for maximum rating too. For example, in 'Communication and Expression' criterion, the minimum rating is 3. and 2 students are at these rating. The maximum rating is 6 here, and 9 children are at these rating. Overall, this situation looks satisfactory.
- Some conclusions can also be drawn from the number of children with minimum and maximum ratings. For example, under the criteria 'health', 21 children are at minimum rating but there is not much difference between the minimum rating which is 5 and maximum rating which is 6 for this criterion. This means that all children are more or less at the same level. 11 children are on minimum rating for the 'Leadership' criterion. Minimum score is 2 and maximum is 5 points. This situation is not satisfactory. This highlights the need to create opportunities for children to improve their leadership skills.
- In the 'participation' criterion, 9 children are seen on the maximum rating, which means efforts are being made in the right direction to encourage children to participate in the activities.

The above analysis can be understood and validated by looking at the data from the tables and graphs shown on next pages



Weekly meeting of Khelghar Teachers.



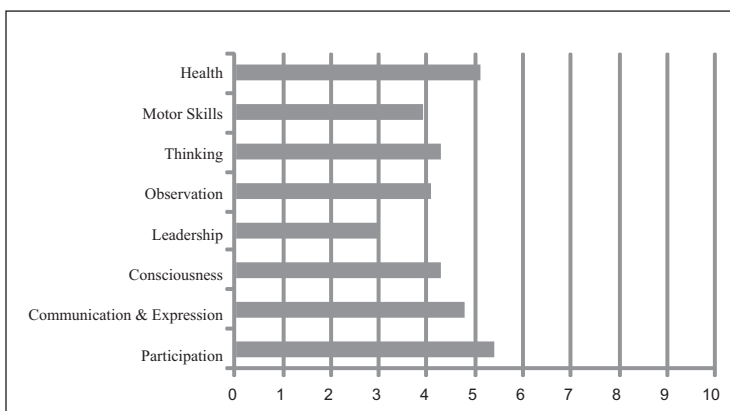
**The table for the ratings in the subject of life-skills for the second and third grade children**

Sr. No.	Reg. No.	Name	Sex	Presenty	Life Skills								Health
					Participation	Communication & Expression	Consciousness	Leadership	Observation	Thinking	Motor Skills		
1	0002A	Abhishek Ravi Pawar	M	22	4	4	4	2	4	4	4	4	5
2	0003A	Anand Ambu Rathod	M	43	7	6	6	5	6	6	5	6	6
3	0004A	Balaji Sunil Salunkhe	M	30	4	4	4	3	3	4	4	5	5
4	0005A	Diksha Shiram Baladhye	F	68	5	5	4	3	4	4	4	3	5
5	0006A	Laxmi Anand Hedlagi	F	67	4	4	4	2	4	4	4	4	5
6	0007A	Nandini Ganesh Pawar	F	39	7	6	5	4	5	5	4	4	6
7	0008A	Pranjal Santosh Kambale	F	47	7	6	5	5	6	6	6	5	5
8	0009A	Prathamesh Bhimashankar Guttekar	M	19	4	4	3	2	3	4	4	2	5
9	0010A	Radha Suresh Salunkhe	F	39	7	6	5	3	4	5	5	5	5
10	0011A	Rahul Anand Hedlagi	M	79	7	6	6	3	6	6	6	4	5
11	0012A	Rajashri Tukaram Ware	F	42	5	4	4	2	4	4	4	4	5
12	0013A	Riya Anil Salunkhe	F	41	7	6	5	4	5	5	5	5	5
13	0014A	Rohit Gopal Chavan	M	71	7	6	5	5	5	6	6	5	5
14	0015A	Sakshi Shankar Vasmani	F	46	4	4	4	2	3	3	3	3	5
15	0016A	Sawan Govind Rathod	M	51	4	4	3	2	3	3	3	3	5
16	0017A	Shivraj Mahesh Shetty	M	26	3	3	3	2	2	2	2	3	5
17	0018A	Suresh Dasu Rathod	M	64	7	6	6	4	5	6	6	5	5
18	0019A	Vijay Chandu Rathod	M	49	4	3	3	2	3	3	3	3	5
19	0020A	Payal Reddy Rathod	F	65	7	6	6	5	5	6	6	4	5
20	0021A	Akashy Arjun Chavan	M	39	4	4	3	2	3	3	3	3	5
21	0022A	Babali Uttam Navgire	F	37	5	4	4	2	4	4	3	3	5
22	0023A	Ratan Nagesh Vaggi	F	72	6	5	5	3	5	5	5	4	5
23	0024A	Rohit Sahdev Chavan	M	73	5	4	4	2	3	4	4	3	5
		Minimum		19	3	3	3	2	2	2	2	2	5
		Maximum		79	7	6	6	5	6	6	6	6	6
		Average			5.4	4.8	4.3	3	4.1	4.3	4.3	3.9	5.1
		Minimum Count		1	1	2	6	11	1	1	1	1	21
		Maximum Count		1	9	9	4	4	3	5	5	1	2

**Following information need to be derived from the given life-skill ratings of each child**

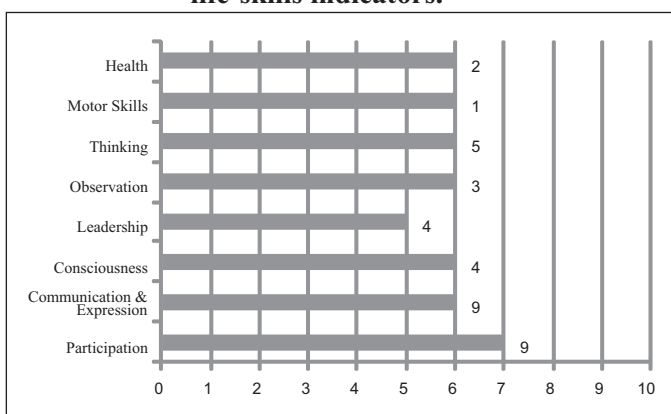
	Participation	Communication & Expression	Consciousness	Leadership	Observation	Thinking	Motor Skills	Health
<b>Minimum</b>	3	3	3	2	2	2	2	5
<b>Maximum</b>	7	6	6	5	6	6	6	6
<b>Average</b>	5.4	4.8	4.3	3	4.1	4.3	3.9	5.1
<b>Minimum Count</b>	1	2	6	11	1	1	1	21
<b>Maximum Count</b>	9	9	4	4	3	5	1	2

**Bar graph of Average ratings from life-skills.**

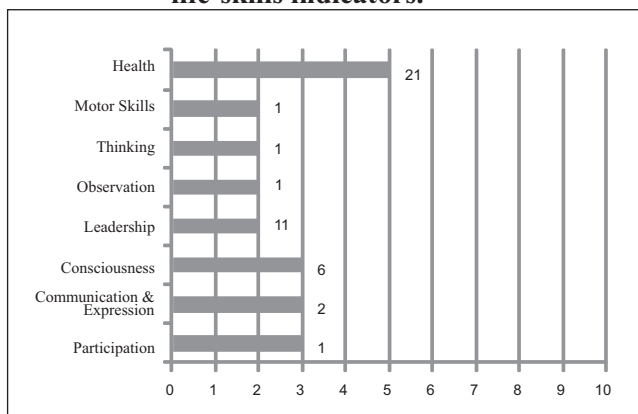


On observing the bar graph for ‘health’ criterion, in the graph showing ‘minimum ratings’, the number of children is 21. This means that 21 children in this class were given the minimum rating of 5 for this criterion.

**Bar graph of maximum ratings for all the life-skills indicators.**



**The Bar graph of minimum ratings for all the life-skills indicators.**



From the above charts and graphs, we can conclude that the average ratings for ‘life-skills’ in this group of children fall between 40% to 50%. Noteworthy work has been done for improvement in the ‘health’ and ‘participation’ criteria, in the previous term.

However, for ‘Leadership’ and ‘Development of consciousness’ criteria, 11 and 6 children respectively are found at minimum rating, which means we need to focus on improving them in the next semester.

In all the other criteria, the number of children at minimum rating are less than 5. This means that rating of most of the children is closer to the average. This is quite satisfactory.

The table for ratings in 'Language'

Sr. No.	Reg. No.	Student Name	Gender	Attendance	Language					Total Marks
					Vocabulary & Grammer	Speaking	Listening	Reading	Writing	
1	0002A	Abhishek Ravi Pawar	M	22	4	3	3	4	3	34
2	0003A	Anand Ambu Rathod	M	43	4	3	4	3	3	34
3	0004A	Balaji Sunil Salunkhe	M	30	6	5	4	4	3	44
4	0005A	Diksha Shriram Baladhya	F	68	5	5	3	4	3	40
5	0006A	Laxmi Anand Hedlagi	F	67	5	4	4	5	5	46
6	0007A	Nandini Ganesh Pawar	F	39	7	6	5	6	5	58
7	0008A	Pranjal Santosh Kambale	F	47	5	5	4	5	4	46
8	0009A	Prathamesh Bhimashankar Guttekar	M	19	2	3	2	2	2	22
9	0010A	Radha Suresh Salunkhe	F	39	6	5	5	6	5	54
10	0011A	Rahul Anand Hedlagi	M	79	7	7	6	7	6	66
11	0012A	Rajashri Tukaram Ware	F	42	4	4	3	4	3	36
12	0013A	Riya Anil Salunkhe	F	41	7	6	5	6	5	58
13	0014A	Rohit Gopal Chavan	M	71	6	5	5	4	3	46
14	0015A	Sakshi Shankar Vasmani	F	46	4	4	3	4	3	36
15	0016A	Sawan Govind Rathod	M	51	3	3	2	3	2	26
16	0017A	Shivraj Mahesh Shetty	M	26	2	3	2	2	2	22
17	0018A	Suresh Dasu Rathod	M	64	6	7	5	5	3	52
18	0019A	Vijay Chandu Rathod	M	49	3	3	2	3	2	26
19	0020A	Payal Reddy Rathod	F	65	6	6	5	5	3	50
20	0021A	Akashy Arjun Chavan	M	39	5	5	3	4	4	42
21	0022A	Babali Uttam Navgire	F	37	5	4	3	4	3	38
22	0023A	Ratan Nagesh Vaggi	F	72	7	7	6	6	7	66
23	0024A	Rohit Sahdev Chavan	M	73	6	5	4	5	5	50
		Minimum			2	3	2	2	2	
		Maximum			7	7	6	7	7	
		Average			5	4.7	3.8	4.4	3.7	
		Minimum Count			2	6	4	2	4	
		Maximum Count			4	3	2	1	1	

**From the above chart, let us see what do we understand**

- What is the level of attendance of each child?
- In language criteria what is the maximum and minimum rating? For example on criterion of speaking, maximum rating is 6 and minimum rating is 3
- Overall percentage of marks are between 38% to 50%. In that case we need to put more efforts in improving language skills. Focused efforts are necessary.

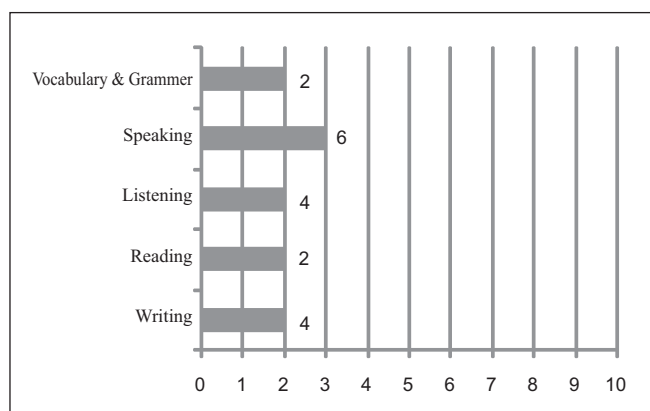


**Table showing ratings in the subject of ‘language’ for children in second and third grade children**

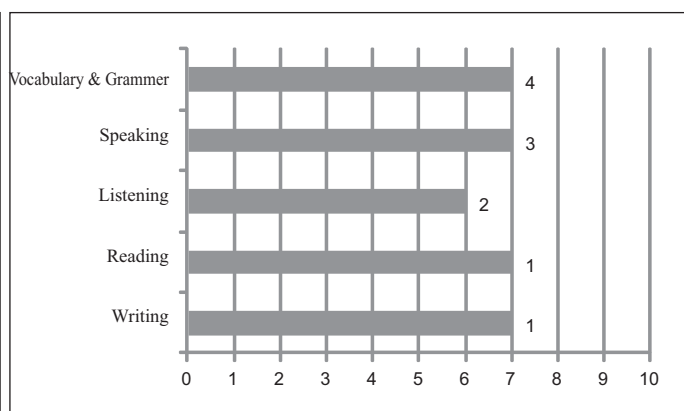
	Vocabulary & Grammer	Speaking	Listening	Reading	Writing
<b>Minimum</b>	2	3	2	2	2
<b>Maximum</b>	7	7	6	7	7
<b>Average</b>	5	4.7	3.8	4.4	3.7
<b>Minimum Count</b>	2	6	4	2	4
<b>Maximum Count</b>	4	3	2	1	1

Table of maximum, minimum and average ratings

**Bar graph of maximum ratings for all the language criteria**



**Bar graph of minimum ratings for all language criteria**

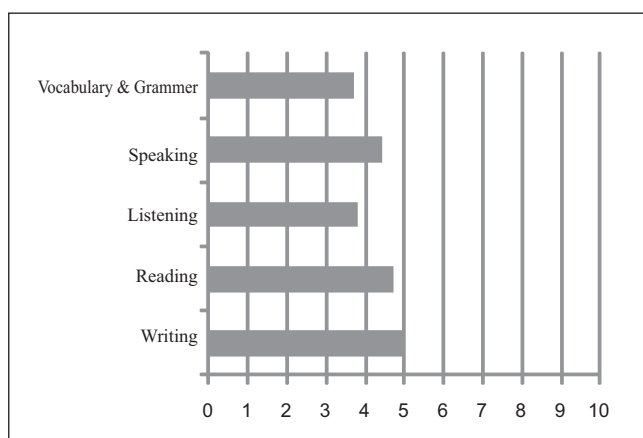


From the bar graphs for minimum and maximum ratings, we can draw conclusions as below:

On the criterion of ‘Speaking’, 6 children are at minimum rating and 3 children are at maximum rating. This means that we need to work on these children for developing coherent speaking abilities in the next semester.

On the criterion of ‘Writing’, minimum rating is 2 and maximum is 7. The difference is quite noticeable. Special efforts are required for improving writing skills of these children.

**Bar graph of average ratings for all the language criteria**



If we closely observe the graph showing average rating of all criteria, they are between 3.5 to 5. This means we need to focus on almost all criteria within ‘Language’ for almost the entire class.

These kinds of graphs assist in creating groups of children while teaching for better focus.

**Table showing ratings in the subject of ‘Mathematics’ for children in second and third grade**

Sr. No.	Reg. No.	Student Name	Gender	Attendance	Language				Total Marks
					Understanding Numbers	Mathematical Operations	Geometry	Understanding word problems day to day math	
1	0002A	Abhishek Ravi Pawar	M	22	4	3	4	3	35
2	0003A	Anand Ambu Rathod	M	43	6	3	3	5	43
3	0004A	Balaji Sunil Salunkhe	M	30	6	4	5	4	48
4	0005A	Diksha Shriram Baladhya	F	68	3	4	5	4	40
5	0006A	Laxmi Anand Hedlaji	F	67	4	4	4	4	40
6	0007A	Nandini Ganesh Pawar	F	39	5	5	5	5	50
7	0008A	Pranjal Santosh Kambale	F	47	4	5	3	5	43
8	0009A	Prathamesh Bhimashankar Guttekar	M	19	1	2	1	1	13
9	0010A	Radha Suresh Salunkhe	F	39	4	4	3	3	35
10	0011A	Rahul Anand Hedlaji	M	79	5	4	5	5	48
11	0012A	Rajashri Tukaram Ware	F	42	5	4	5	4	45
12	0013A	Riya Anil Salunkhe	F	41	5	3	3	4	38
13	0014A	Rohit Gopal Chavan	M	71	6	5	6	6	58
14	0015A	Sakshi Shankar Vasmani	F	46	3	5	5	4	43
15	0016A	Sawan Govind Rathod	M	51	4	3	4	5	40
16	0017A	Shivraj Mahesh Shetty	M	26	1	2	1	1	13
17	0018A	Suresh Dasu Rathod	M	64	5	4	5	3	43
18	0019A	Vijay Chandu Rathod	M	49	4	3	4	5	40
19	0020A	Payal Reddy Rathod	F	65	4	3	5	4	40
20	0021A	Akashy Arjun Chavan	M	39	3	2	4	5	35
21	0022A	Babali Uttam Navgire	F	37	3	5	5	5	45
22	0023A	Ratan Nagesh Vaggi	F	72	6	4	5	4	48
23	0024A	Rohit Sahdev Chavan	M	73	6	6	5	5	55
		Minimum			1	2	1	1	
		Maximum			6	6	6	6	
		Average			4.2	3.8	4.1	4.1	
		Minimum Count			2	3	2	2	
		Maximum Count			5	1	1	1	

**Let's see what insights we can derive based on information given about the performance of 23 children in second and third grade, in the subject of Mathematics in June 2015.**

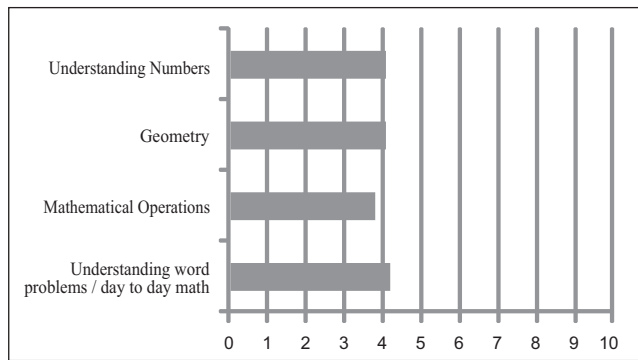
- The correlation between the attendance of each child for Mathematics class and his average rating
- The data tells us the number of children at minimum rating and maximum rating for every sub criterion. There are only two children at minimum rating of 1 and 5 children at maximum rating of 6 for 'Understanding Numbers' criterion.
- Few conclusions can be derived from minimum and maximum ratings too. Though the minimum rating for 'Understanding number' is 1, the count of children who received this rating is only 2. The average rating is quite good and hence we can safely

say that good work is done on this criterion.

- For the criterion 'Mathematical operations' there is only one child who got the maximum rating of 6. Average rating of the group is on lower side as well, which is 3.8. This means, there is some hurdle in understanding some mathematical operations. We need to find out where children are getting stuck and focus on improving this ability among them.

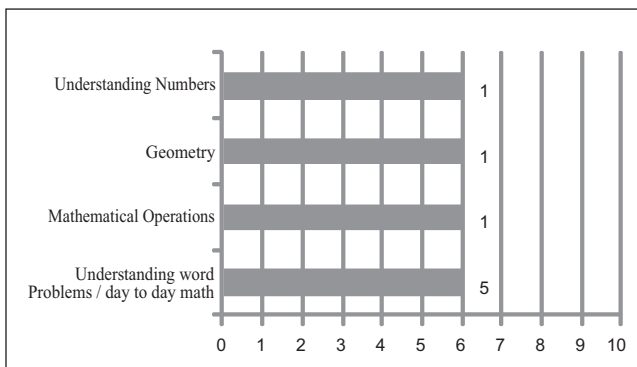
On almost all criteria average rating is in between 30% to 40% for this group of children. This shows that we need to work more closely on mathematics with these children.

**Bar graph of average ratings for all 'Mathematics' criteria**

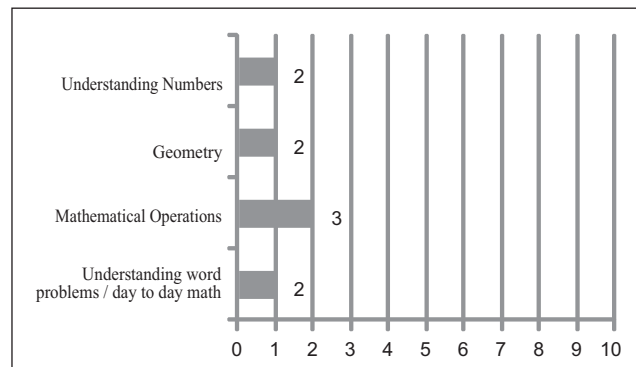


**The numbers shown on the top of each bar of different criteria within Mathematics subject indicate the number of children on maximum or minimum rating.**

**Bar graph of maximum ratings for all Mathematics criteria**



**Bar graph of minimum ratings for all Mathematics criteria**




When we look at the above graphs, we realize that there is good work done on 'Understanding Numbers'. It is necessary to work with almost all children to improve the average level of performance on all criteria. More focus is required on 'Mathematical operations' criterion. The number of children at minimum rating is more than the number of children at maximum rating. If we want to bring the average rating at 6-7 then we have to work more with all the children.


In the evaluation system practiced at Khelghar, children are not stamped with labels such as 'pass' or 'fail'. In this

method, the focus is on development of abilities of children without being pressurised to perform on our yardstick.

Using this method helps in highlighting the positive changes taking place among children, which energizes the Tais. **It also helps in understanding needs as well as lacunas observed in children. That provides direction to plan future activities.** This evaluation method is also taken into consideration while evaluating work of Tais and deciding overall future direction of Khelghar. This is discussed at length in the next section.



**One looks back with appreciation at the brilliant teachers, but with gratitude to those who touched our feelings. The curriculum is a necessary raw material, but warmth is the vital force for the growing plant and for the soul of the child.**



**Carl Gustav Jung**  
(Swiss psychologist and psychiatrist)

## 9 Evaluation and review of Tais' work

The Tais play a vital role in the development of children. Tais also constantly keep learning themselves.

It is necessary to review and evaluate the work of the tais so that their learning happens in proper direction, pace and motivation.

Method of reviewing the work of the Tais in Khelghar has also been evolved.

Since the assessment criteria for children are set at the beginning of the year, Tais have a fair idea of each child's progress. What has been achieved and what is not, and the reasons behind are reviewed so that it becomes clear to the Tais which activities should be continued and which activities need to be changed or improved.

This evaluation of the Tais is a review of their work i.e. their role, study, methods used, their willingness to learn new things, relationships with colleagues, interaction with children and parents, etc. Therefore it needs to take place in a tension free atmosphere. It must be emphasized during the review meeting that the purpose is to seek improvement in Tais rather than finding faults.

The assessment of children and the review of Tais' work, together provide direction for further planning.

At Khelghar, this review happens in two stages.

- 1) A quarterly review of the happenings in each class and their outcomes, difficulties faced and probable solutions.
- 2) Annual review of major events, activities, achievements, challenges faced throughout the year and the solutions sought.

### Quarterly review

One day of the week is to be reserved for a meeting of the entire team of Tais and volunteers.

For the sake of convenience, children at Khelghar are divided in primary, secondary, high school and youth groups. Every Tai presents a summary of happenings in her group by turns. This gives each Tai an opportunity to present her work after every three months.

The following points are included in this review.

- Special programs, events and activities
- Study classes
- Number of children in the group and their regularity, causes and remedies for irregular attendance
- Tai's self-study / new learnings/trainings
- Achievements, innovative experiments
- Things which were missed out
- Issues of her group - about children, planning, management, etc.
- The assistance required from others for this group
- Future planning

At this time, the educational materials prepared by the Tais, write ups by children, pictures, objects prepared by the children, their daily report, papers etc. are to be displayed for everyone to take a look at. This kind of review



helps to understand whether each group is working in the right direction, where help is needed, and then different ways to resolve difficulties are explored. The activities are evaluated while they are fresh in the minds of Tais. It leads to get clarity for further direction. In addition, the following points are to be discussed in the weekly meetings of Khelghar -

- Important activities that happened in the previous week
- Khelghar trainings and its implementation at work
- Planning of next major events / projects
- Issues faced in the context of children
- Management issues

This makes it easier to deal with problems in a timely manner, and the positive incidents motivate all the Tais to move forward with enthusiasm.

### **Annual Review and Evaluation**

The annual review is an important aspect of the development of the Khelghar methodology leading to effective development of Tais as well as that of children.

This review provides a comprehensive overview of the activities undertaken within each group, major events and projects undertaken in Khelghar, changes in management, training of Tais, and the overall status of each group of children. It helps in understanding the current status as well as the effectiveness of our strategies. This kind of review provides insight to tais to realize the connection between their daily work and the overall results achieved at the end of the year.

The annual evaluation and planning of the whole project is done immediately after group-wise evaluation. This annual meeting is usually held for two to three days. During that time all other work is stalled and the sole focus is on review and evaluation. The objectives of this type of evaluation are as follows -

1. Understand the unique qualities, characteristics, and skills of each Tai
2. Determine the needs of training for each Tai and the whole group
3. Determine the direction of future work
4. Review the set goals of Khelghar, what was achieved and what was missed out
5. Trainings undertaken in the previous year and their effect on the current year
6. What should be our goals for the next year? What kind of trainings are necessary for us.

Before the annual meeting, each member of the group should write down a detailed report based on the above guidelines. Once this is done, each member of Khelghar group should read everybody else's report and write his/her review comments on it. Thereafter critical group discussion should happen. During this discussion, it must be closely monitored that Khelghar values are being upheld/adhered to in each and every activity. This helps in inculcating those values among Khelghar Tais. Everyone comes to Khelghar with some pre-conditioning. To change old notions and habits, such emphasis on values is crucial. Such discussions help improve Tai's ability to communicate and confront. During such discussions, some stressful episodes can happen but if everybody is assured that such discussions are held only for the betterment of work as well as each person, then only the discussion can be fruitful.

It is through such discussions that direction of one's future work unfolds. Appendix 3 (p. 634) provides a sample of the self-assessment done by a Tai of Khelghar.

### **10) Evaluation of the entire program**

An organization like Khelghar can have many projects and those are often connected to each other. During an evaluation of the whole program, all the projects must be reviewed together. It must be identified whether one or more projects are being neglected or over-emphasized.

To make the program run more efficiently, availability of funds, management, empowerment of Tais, involvement of volunteers must be reviewed. From this discussion, the objectives/goals should be re-examined and the appropriate direction for future efforts should be planned accordingly.

For example, the operation of Khelghar is carried out at two levels –Development of the children of Laxminagar community and trainings to guide other teachers to start Khelghar like initiative in their respective areas. During such trainings, Khelghar methodology is taught to people who wish to have similar Khelghar like initiatives in their area. Through this project we wish to reach more and more deprived children and provide them joyful experience of learning. The annual meeting of Khelghar, as mentioned above reviews whether both of these projects are on the right track. This includes the following:

1. Activities undertaken in the previous year – Were the activities conducted consistent with the values of Khelghar?

2. Are the values of Khelghar internalised in the behaviour of all the Tais?
3. Obstacles to children's behavioural development and possible solutions
4. Revisiting goals, strategies and practices of Khelghar if needed
5. What was implemented successfully and what got missed out. Probable reasons for such outcomes of success or failure.
6. Review of administrative and financial matters
7. Opinions of funding agencies about our work, What should be our stand about it
8. Difficulties faced while disseminating Khelghar methodology to others
9. New training schemes / projects

A detailed report is made considering all the factors stated above. Everyone writes his/her opinion about it, after which a detailed discussion is held to arrive at certain conclusions. All of this is conducted in a democratic manner and by consensus. This inspires everybody to move forward and work enthusiastically.

This kind of evaluation method practised at Palakneeti Khelghar has been instrumental in steering the development of Khelghar children using joyful learning methods. This evaluation method has played an important role in enabling Tais to align their objectives with the expected outcomes.

Those of us who received education in the context of the prevailing education system have to make conscious efforts for changing our attitudes towards teaching and learning processes. For this, a conducive environment has to be created. We have to work diligently to overcome the difficulties and challenges that come up during the course of action. We need to leave aside any negative thinking or doubts that are often imaginary. We have to face the real problems that arise from such work, we have to help each other to find a way out of it. Such methods certainly benefit children, Tais and volunteers to move forward in a self-reliant, sensitive, and thoughtful manner.



**Sale of decorative earthen lamps at Diwali shop fair**











Children understand the joy of learning, they want to learn; they are curious and want to explore the world around them. They relate new information to their own experiences and express spontaneously what they have grasped and felt. They enrich themselves and the surroundings through what they have comprehended.

How beautiful is this picture of the teaching-learning process! But far from reality! This book tries to explain how to bridge this gap; especially, how to help those who are excluded from the mainstream education.

It is based on years of work done by Palakneeti Pariwar's Khelghar project and will definitely be useful to every person sensitive about the process of learning and teaching.