BalaJanaagraha
TODAY'S CHILDREN. TOMORROW'S ACTIVE CITIZENS.

Analysis of
Bala-Janaagraha
Curriculum Knowledge
Assessments for Facilitators
SEPTEMBER 2016

About Janaagraha Centre for Citizenship and Democracy

The Janaagraha Centre for Citizenship and Democracy is a non-profit organisation based in Bengaluru, India. We aim to improve quality of life in urban India, through systemic change. Janaagraha sees 'quality of life' as comprising two distinct, but inter-related aspects – 'quality of urban infrastructure and services' (the quality of urban amenities such as roads, drains, traffic, transport, water supply etc.) and 'quality of citizenship' (the role that urban citizens play by participating in their local communities). We work with both citizens and government to catalyse civic participation from the grassroots up, as well as governance reforms from the top down. You can read more about Janaagraha at www.janaagraha.org

TABLE OF CONTENTS

Bala-Janaagraha is a civic education programme, which aims to transform today's children into informed, responsible and active citizens with a focus on urban governance and planning issues. The Bala-Janaagraha programme is conducted with Grade 8 students across private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools in India. The programme is also designed to enable critical thinking when it comes to addressing local civic problems. The programme is administered in over 500 schools in 25 cities across India and is delivered by local facilitators.

Effective and efficient delivery of the Bala-Janaagraha curriculum by the facilitators is key to the program. Effective and efficient delivery entails both sound knowledge of the content of the curriculum and the ability to deliver the content well through interactive means. As part of the monitoring and evaluation framework for the Bala-Janaagraha programme therefore, the monitoring of facilitators is key. Facilitators are monitored on a series parameters throughout each academic year for execution of responsibilities and quality of the same. Parameters include training, curriculum sessions, reports and meetings. With respect to the curriculum sessions, knowledge of the Bala-Janaagraha curriculum is paramount. In light of this, two curriculum assessments were designed and undertaken with the objective of gauging the facilitators' knowledge levels on the concepts given in the resource book. Training interventions were taken, in cases where facilitators did not fare well on the assessment, and were re-assessed to ensure an appropriate knowledge level is held by all facilitators delivering the programme across the country.

The first assessment was taken by 59 Facilitators[1] across the country during the training programme in Bangalore in May 2016 (before initiation of the 2016-17 Bala-Janaagraha programme). The assessment was analysed, scores were generated and inferences were made with respect to each facilitator's performance on the assessment. The average score for the first assessment was 79% for established facilitators and 70% for new facilitators. Based on the first assessment scores, 22 facilitators were selected for further training in order to improve their understanding of the Bala-Janaagraha curriculum. Focused training and additional reading material was provided to these facilitators by the Bala-Janaagraha team to aid the facilitators in improving their understanding of the curriculum content. After administrating the interventions, a second assessment of these 22 facilitators, along with 4 brand new facilitators, was undertaken in July 2016. A new assessment was used which also covered the curriculum content in the same proportions. The results indicated a substantial improvement in the knowledge content of all but one facilitator. The average score of the 22 facilitators who also took the first assessment, increased to 80% while the four brand new facilitators scored an average of 76%. Chapter 1 ('I know and appreciate my city') continues to be the most challenging for facilitators to grasp and further guidance is suggested for all facilitators on this chapter. Furthermore, it is suggested that the one facilitator, who has failed to improve their knowledge base since the first assessment continues to be monitored closely and is provided additional guidance on the curriculum. However, overall, following the second assessment it is evident that the remaining facilitators are well prepared for delivery of the Bala-Janaagraha curriculum for the year 2016-17.

1 Total strength of Bala-Janaagraha facilitators during the time of first assessment was 60. Only one facilitator could not take the first assessment. However, she took the second assessment.

Bala-Janaagraha is a civic education programme, which aims to transform today's children into informed, responsible and active citizens with a focus on urban governance and planning issues. The Bala-Janaagraha programme is conducted with Grade 8 students across private, state government, municipal, aided and Kendriya Vidyalaya (KV) schools in India. The programme is also designed to enable critical thinking when it comes to addressing local civic problems. The programme is administered in over 500 schools in 25 cities across India and is delivered by local facilitators.

Effective and efficient delivery of the Bala-Janaagraha resource book 'I Change my City' by the facilitators is key to the program. Effective and efficient delivery entails both sound knowledge of the content and the ability to deliver the content well through interactive means. As part of the monitoring and evaluation framework for the Bala-Janaagraha programme therefore, the monitoring of facilitators is key. Facilitators are monitored on a series of parameters throughout each academic year for execution of responsibilities and quality of the same. Parameters include training, curriculum sessions, reports and meetings. With respect to the curriculum sessions, knowledge of the Bala-Janaagraha curriculum is paramount. In light of this, two curriculum assessments were designed and undertaken with the objective of gauging the facilitators' knowledge levels on the concepts given in the resource book. Training interventions were taken, in cases where facilitators did not fare well on the assessment, and were re-assessed to ensure an appropriate knowledge level is held by all facilitators delivering the programme across the country.

This report documents the assessment of the knowledge base of all the facilitators who were due to teach the 2016-17 Bala-Janaagraha programme (including a mix of new and established facilitators) on the curriculum content for the program, detailed in the 'I change my city' resource book. The resource book is comprised of six units which are focused on different aspects of city governance. An outline of each unit is given below:

1. Unit 1 is titled 'I know and appreciate my city' and deals with the concept of a planned and a sustainable city.
2. Unit 2 is titled 'I know and understand my Government' and deals with concepts such as city governance, urban democracy, corruption and the Right to Information (RTI) Act.
3. Unit 3, which is titled 'I understand the Constitution and what it provides for me', offers an understanding of the Indian Constitution and lists some key fundamental rights and duties of an Indian citizen along with explaining the 'Right to Education' Act.
4. Unit 4 is titled 'I contribute as an Active Urban Citizen' and covers concepts such as citizenship, civic sense and smart cities.
5. Unit 5 is titled 'I conserve precious resources' and provides an understanding of the concepts such as Solid Waste Management (SWM) as well as alternate sources of energy and their importance.
6. Unit 6 is titled 'I ensure my Safety' and provides an understanding of the safety measures to be taken in situations such as fire and earthquake and also explains the importance of initiatives such as 'Community Policing'.

The content knowledge of all facilitators was evaluated by administering two assessments. The first assessment was taken by all facilitators while the second was taken only by those facilitators who scored below average in the first, and those who were new to the program. Those required to take the second assessment were given additional training and help to improve their curriculum understanding.

Sample

All 60 facilitators who were due to teach the Bala-Janaagraha programme in 2016-17 were part of the sample for the knowledge assessments. The first assessment was taken by 59 candidates. One candidate could not take the first assessment due to an emergency but did take the second assessment. Out of 59 facilitators who took the first assessment, 48 were established facilitators, i.e. they had been part of the programme for at least one year already and 11 were newly recruited and 2016-17 was their first teaching year.

The second assessment was taken by 26 candidates. Based on the performance of the 59 candidates in the first assessment, 15 established candidates were selected for a second assessment as they scored substantially below average in their first assessment along with all new facilitators (seven) who continued with Janaagraha after giving the first assessment[2]. Along with these 22 candidates, four new facilitators who had joined at the time between first and second assessment, were also asked to take the second assessment. Table 1 summarises the samples for the first and second assessments.

Table 1: Sample composition for 1st and 2nd assessments

	Number of facilitators	
Facilitator group	1st Assessment	2nd Assessment
Established facilitators	48	15
New facilitators	11	7
New facilitators	0	4

[2] Out of 11 new facilitators who took the first assessment, 4 discontinued after the first assessment. Since the remaining 7 facilitators were new and were not trained before the first assessment, they were provided the training before the second assessment and were therefore asked to take the second assessment as well.

The Assessments

Both assessments consisted of 21 questions which were designed to test the knowledge of the facilitators on six different chapters of the 'I change my City' resource book which is the main resource for curriculum knowledge in the Bala-Janaagraha program. Table 2 presents how the questions were distributed across the six different chapters in both the assessments, along with the maximum score for each question and chapter.

Table 2: Distribution of questions across chapters for first and second assessments

CHAPTER DETAILS		FIRST ASSESSMENT		SECOND ASSESSMENT	
Chapter/Unit Number	Chapter Name	Question Number	Maximum Score	Question Number	Maximum Score
1	I know and appreciate my city.	1	3	1	2
		2	2	2	3
		3	2	3	2
	Total	3	7	3	7
2	I know and understand my Government.	4	3	4	3
		5	2	5	2
		6	3	6	3
		7	2	7	2
	Total	4	10	4	10
3	I understand the Constitution and what it provides for me.	8	3	8	3
		9	3	9	3
		10	1	10	1
		11	1	11	1
	Total	4	8	4	8
4	I contribute as an Active Urban Citizen.	12	3	12	3
		13	2	13	2
		14	2	14	2
	Total	3	7	3	7
5	I conserve precious resources.	15	3	15	3
		16	3	16	3
		17	3	17	3
		18	1	18	1
	Total	4	10	4	10
6	I ensure my Safety.	19	1	19	1
		20	3	20	3
		21	3	21	3
	Total	3	7	3	7
	Grand Total	21	49	21	49

Execution

The first assessment was taken in a classroom structure, as part of the first day of training for the 2016-17 Bala-Janaagraha program on 2nd May, 2016. It was administered in silence and facilitators had 45 minutes to complete the pen and paper exercise. The second assessment was administered over the phone on 2nd July, 2016. For the second assessment, the soft copy of the question paper was shared with the respondents 10 minutes prior to the assessment. The interviewers also had a hard copy of the question paper with them and marked the responses of the respondent on the question paper itself. In case of Bangalore facilitators who teach in Kannada, the questions were asked in their regional language.

Analysis

A simple three step procedure was followed to do the analysis.
1. Firstly, the scores were computed separately for each question, chapter and overall for each candidate.
2. Secondly, the scores were converted into percentages for both assessments. For both assessments, the candidates were evaluated for each chapter against the chapter specific average score. Additionally, for both assessments, the analysis was done separately for new and established facilitators.
3. Thirdly, the comparison of scores was done for facilitators who had taken both assessments by computing change in scores.

In addition, the Coefficient of Variation (CV) was calculated for both assessments to evaluate the difference in the performance of candidates. The coefficient of variation is a measure of dispersion and has been used to measure the difference in the scores of the participants compared to the mean score. A higher coefficient of variation suggests that few participants have fared exceptionally well and few participants have scored starkly low. Ideally, the coefficient of variation should be as low as possible as this implies the difference in the scores of the participants is less and all participants are on the same page in terms of knowledge content. It is an important parameter to consider in this study because the aim is to make sure that all facilitators have a similar, high-level of understanding of the Bala-Janaagraha curriculum.

FINDINGS

The analysis is reported in phases; that of the first assessment, then the second and then looks at differences between the two. Within each of these sections, the scores were calculated separately for new and established facilitators.

Findings: First Assessment

Out of the 59 facilitators who took the first assessment, 48 were established facilitators and 11 were new to the Bala-Janaagraha programme for the year 2016-17.

ESTABLISHED FACILITATORS

The findings are reported at three levels for established facilitators. First, the findings are reported for facilitators at the aggregate level. Second, chapter specific findings are reported which helps identify in which particular unit(s) most of the candidates have improved or have to improve. Finally, candidate specific findings are presented, highlighting particular unit(s) in which each facilitator has specifically improved or has to improve upon.

» OVERALL SCORE

The average overall score for the established facilitators in the first assessment was 79 percent. Out of 48 established facilitators who took the test, 19 scored below average and 29 scored above average. The range of scores was 55 to 94 percent. The coefficient of variation (CV) was also calculated in order to understand the dispersion of the scores. As mentioned before, the CV gives an understanding of the level by which the scores of the series differ from the average score. A lower level of the CV indicates all participants have a similar level of understanding. The CV for the overall score in case of established candidates was quite large at 12 percent. This means that the scores of most of the established facilitators was within the range of plus-minus 12 percent of the average score which is 79 percent in this case (i.e. 67-91%).

» CHAPTER SPECIFIC

The main findings of the chapter specific analysis are as follows:
1. In terms of average score, facilitators scored highest in chapter 1 titled 'I know and appreciate my city' and lowest in Chapter 3 titled 'I understand the Constitution and what it provides for me'.
2. The number of participants with above average score, is highest for Chapter 6 titled 'I ensure my safety' and lowest for Chapter 1.
3. The range of scores is highest for Chapter 4 titled 'I contribute as an Active Urban Citizen' and lowest for Chapter 1.
4. The Coefficient of Variation is highest for Chapter 5 titled 'I conserve precious resources' and lowest for Chapter 1.

Figure 1 presents the number of candidates with the lowest score by chapters. From Figure 1 it can be seen that most candidates scored lowest in Chapter 3 ('I understand the constitution and what it provides me') followed by Chapter 5 ('I conserve precious resources') and Chapter 2 ('I know and understand my Government'). This suggests that a particular re-focus is required on these chapters for established facilitators.

Since only seven or fewer facilitators had their lowest score in either chapter 1 ('I know and appreciate my city'), Chapter 6 ('I ensure my safety') or Chapter 4 ('I contribute as an Active Urban Citizen'), it can be infered that the understanding of the established facilitators in case of these chapters is relatively better.

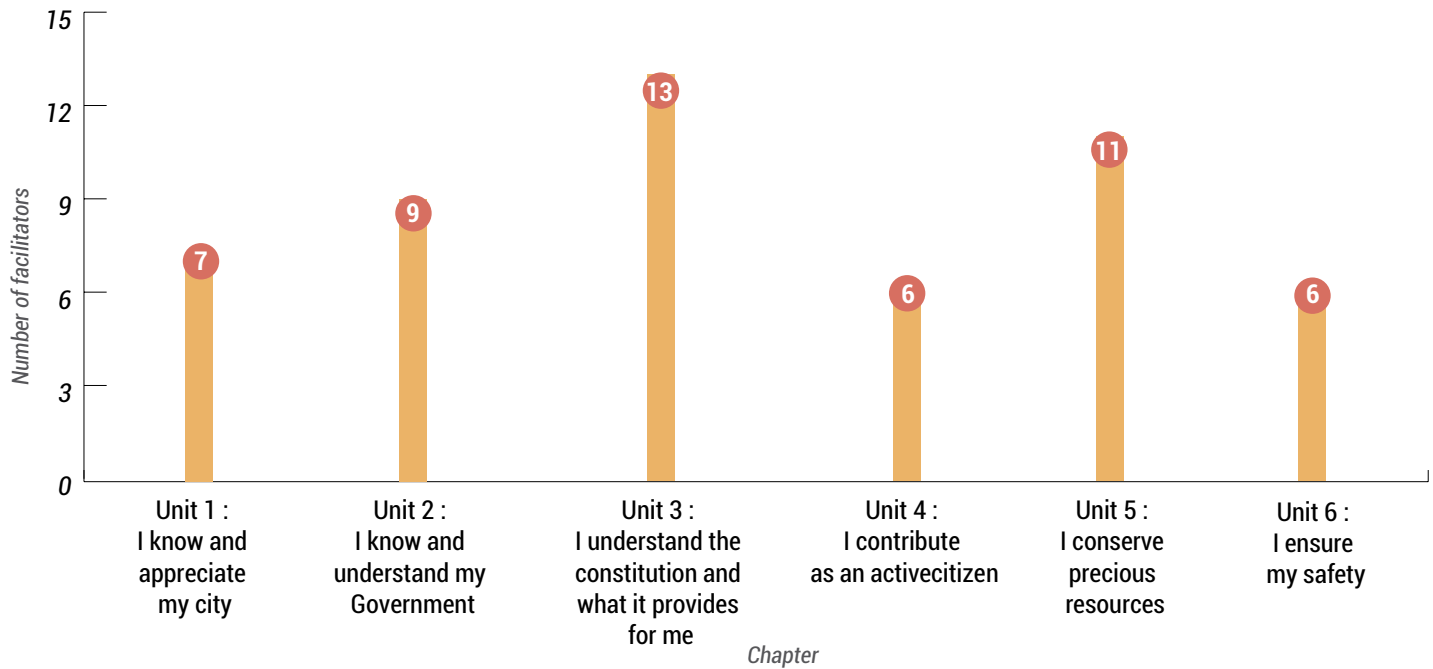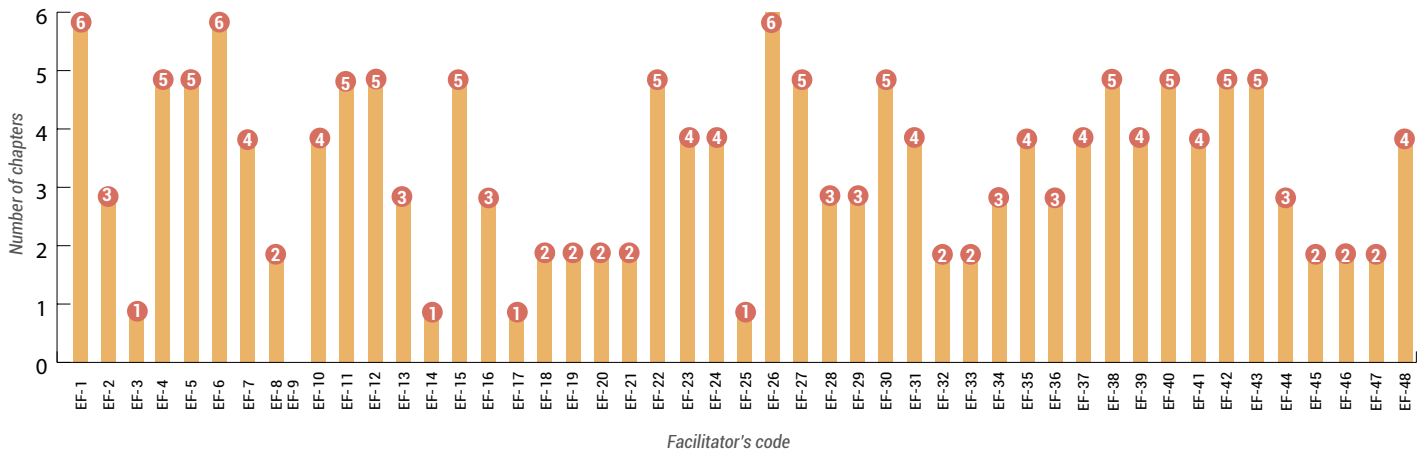**Figure 1: Number of Candidates with lowest scores by chapters**

Figure 2: Number of Chapters with above average score - facilitator-wise

» CANDIDATE SPECIFIC

Figure 2 shows that only 15 candidates out of 48 scored above average in 5 or more chapters in the 'established facilitator' category. Out of these fifteen only three candidates[3] with codes EF-1, EF-6 and EF-26 scored above average in all six chapters.

Further details on candidate specific findings for established facilitators can be found in Annexure 2 given at the end of the report.

[3] All facilitator names have been anonymized into a code for the purposes of this report.

11

▶ NEW FACILITATORS

A similar structure of analysis was followed for assessment of new facilitators as it was for established ones. Eleven facilitators who were new to the programme took the first assessment.

» Overall Score

The average overall score for the new facilitators in the first assessment was 70 percent. Given that the new facilitators had not yet been trained on the curriculum at the time of taking the assessment, it is not unsurprising that the average score is lower compared to the average score of 79 percent for established facilitators. The range of scores was 59 to 78 percent for the new facilitators which is smaller compared to the established facilitators. Five facilitators scored above average while six scored below average. The Coefficient of Variation was 8 percent which is substantially lower compared to the CV of 12 percent for established facilitators for the first assessment. Thus, although the average score for new facilitators was lower compared to established facilitators, the difference is the range of scores is smaller for the new facilitators. The lower coefficient of variation in case of new facilitators is on expected lines because they were not trained before taking the assessment and as a result of this it is likely that there is no major difference in their level of understanding.

» CHAPTER SPECIFIC

Given below are the highlights of the chapter specific analysis for the new facilitators:
1. The candidates on an average scored highest in chapter 5 ('I conserve precious resources') and lowest in chapter 3 ('I understand the Constitution and what it provides for me').
2. The range of scores is highest for chapter 6 ('I ensure my safety') and lowest for chapter 1 ('I know and appreciate my city'). This implies that there is greater diversity in understanding of Chapter 6.
3. The number of participants with above average score is highest for chapter 6 ('I ensure my safety') and lowest for chapter 4 ('I contribute as an Active Urban Citizen').
4. The CV is highest for chapter 6 ('I ensure my safety') and lowest for Chapter 2 ('I know and understand my Government').

Figure 3 shows that most candidates scored lowest in unit 3 titled 'I understand the Constitution and what it provides for me' whereas, only one candidate each has scored lowest in chapters 1 ('I know and appreciate my city'), 2 ('I know and understand my Government') and 5 ('I conserve precious resources'). Thus, it was suggested that new facilitators particularly needed to be trained on the concepts in Chapter 3.

For further details on chapter specific analysis for new participants, refer to Annexure 3 given at the end of the report.

Figure 3: Number of candidates with lowest scores by chapters
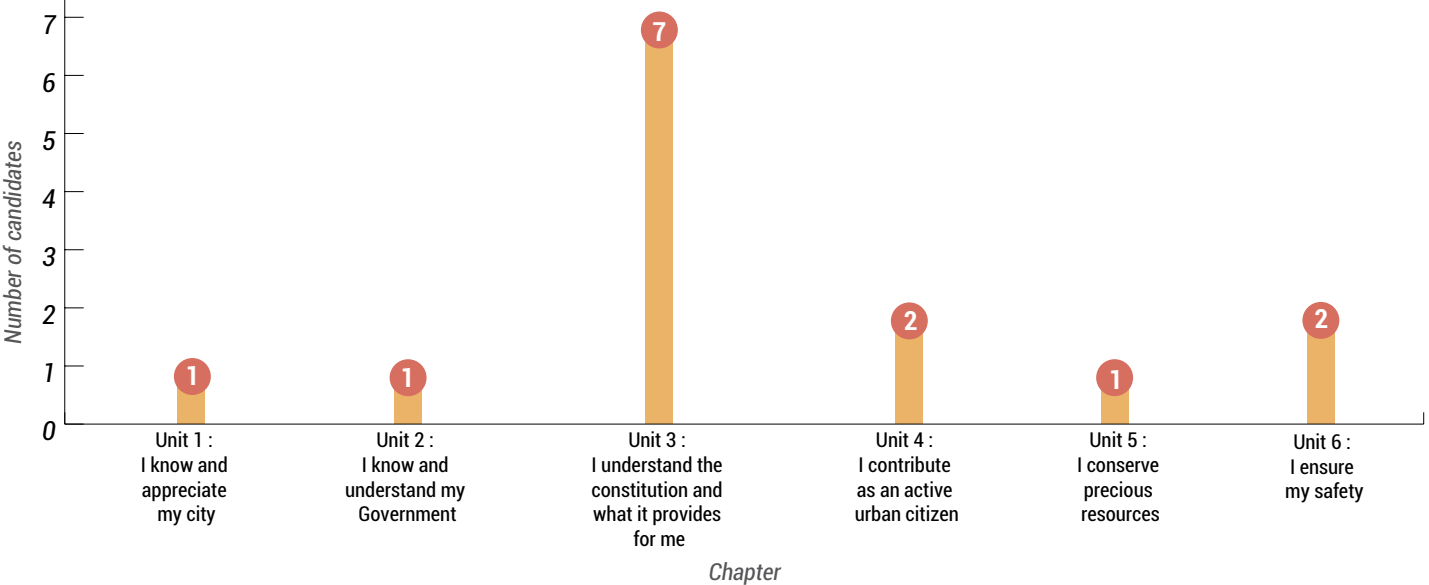
» CANDIDATE SPECIFIC

In Figure 4, the number of chapters in which each new facilitator scored above average is presented. None of the candidates scored above average in all six chapters. Only two candidates with codes NF-3 and NF-4, scored above average in 5 chapters while the rest scored above average in 4 or fewer chapters. Candidate with code NF-7 scored above average in only one chapter and thus needed training in all chapters accordingly. Details on the chapters in which each candidate needed to improve on are given in Annexure 4.

Figure 4: Number of chapters with above average score: New facilitators

Interventions

Based on the first assessment scores, 22 facilitators who scored below average were selected for further training in order to improve their understanding of the Bala-Janaagraha curriculum. Interventions w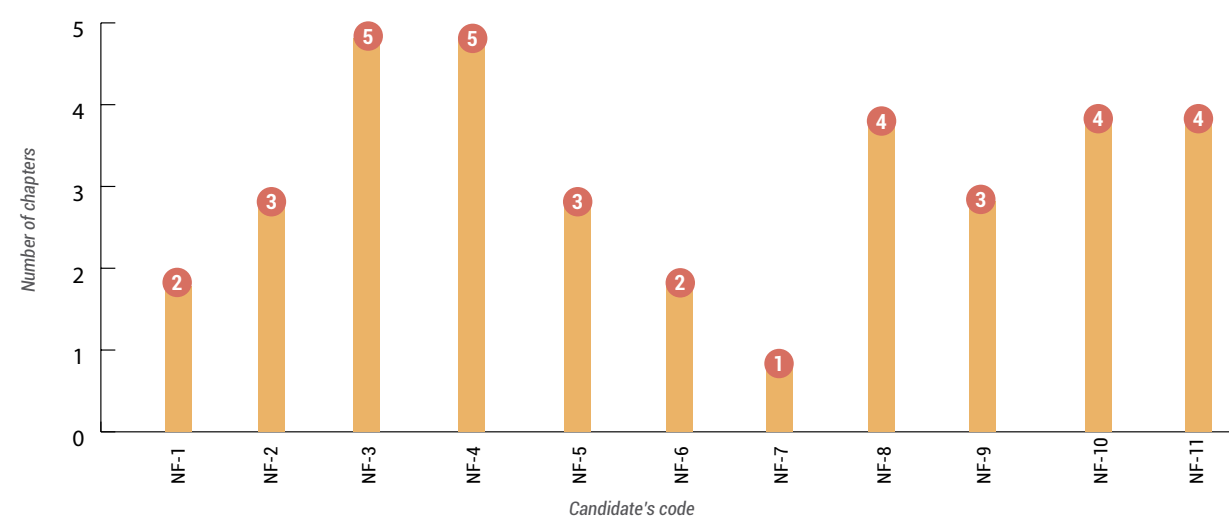ere taken by the team to aid the facilitators in improving their understanding of the content which primarily involved focused training and the provision of additional reading material. Additionally, content related videos and power-point presentations were shared with the facilitators to ensure better understanding and more clarity.

Findings: Second Assessment

The second assessment was taken by 26 candidates. Out of these 26 candidates, 22 had already taken the first assessment. These 22 candidates were selected for second assessment because they either scored below average in their first assessment or were newly recruited in the program just before the first assessment and were asked to take the second assessment as well. On the other hand, 4 were new facilitators and took only the second assessment because they were newly recruited in the program only before the second assessment. The results are presented separately for facilitators who took both the assessments and those who took only the second assessment.

▶ ### ESTABLISHED & NEW FACILITATORS (Those who took both the assessments)
First the analysis for overall score is presented. Then, chapter specific analysis is presented which is followed by the candidate specific analysis.

» OVERALL SCORE
The average score for the second assessment for the participants who took both the assessments was 80 percent. The number of participants who scored above this average was 15 with 7 candidates scoring below this average. The range of scores was 57 to 100 percent. The coefficient of variation was 8.25 percent.

» CHAPTER SPECIFIC

The key findings from the chapter specific analysis for both established and new facilitators who took both the assessments are given below:
1. The average score is highest for chapter 4, titled 'I contribute as an Active Urban Citizen' whereas, it is lowest for chapter 3, titled 'I understand the Constitution and what it provides for me'.
2. The number of candidates who scored below average was highest for chapter 2, titled 'I know and understand my Government' and lowest for chapter 4, titled 'I contribute as an Active Urban Citizen'.
3. The range of scores is highest for chapter 1, titled 'I know and appreciate my city' and 4, and lowest for chapter 5, titled 'I conserve precious resources'.
4. The CV is highest for chapter 3, titled 'I understand the Constitution and what it provides for me' and lowest for chapter 5.

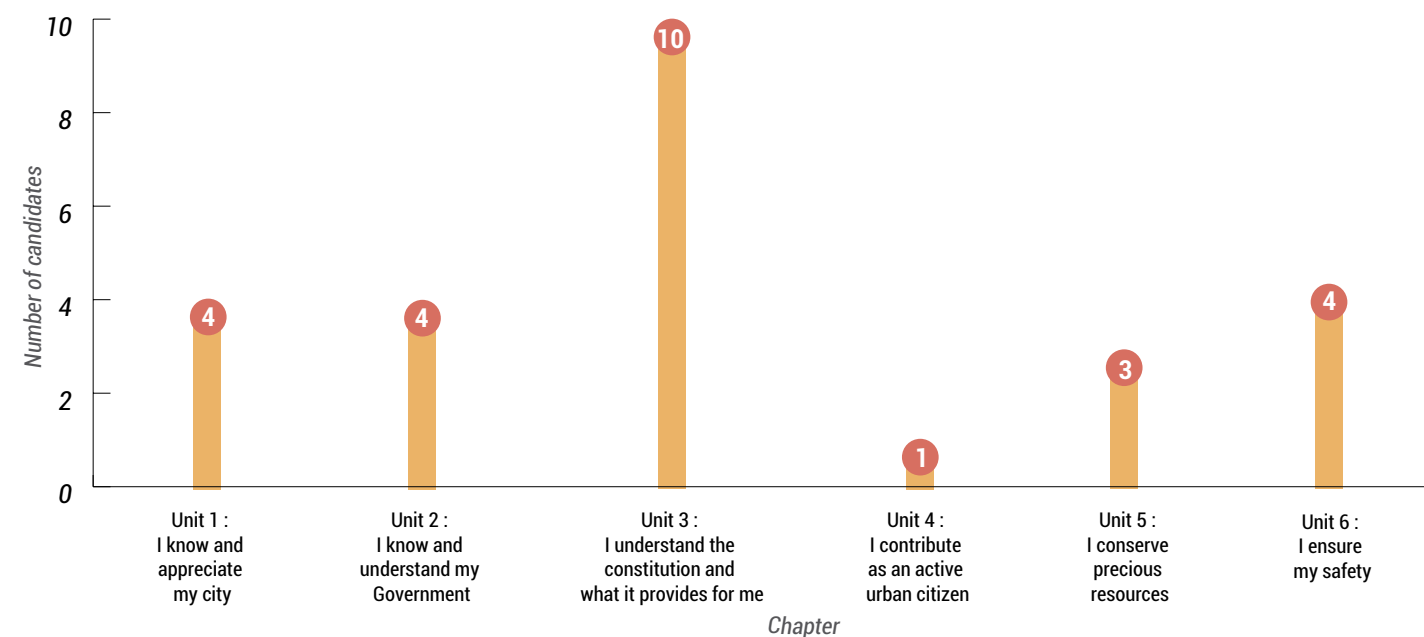**Figure 5: Number of established facilitators with lowest scores by chapters**

Figure 5 shows that most candidates scored lowest in chapter 3 and the least number of candidates scored lowest in chapter 4. Thus, it is suggested that focused training on Chapter 3 ('I understand the constitution and what it provides for me') continues to be required.

Figure 6: Number of chapters with above average score by candidates
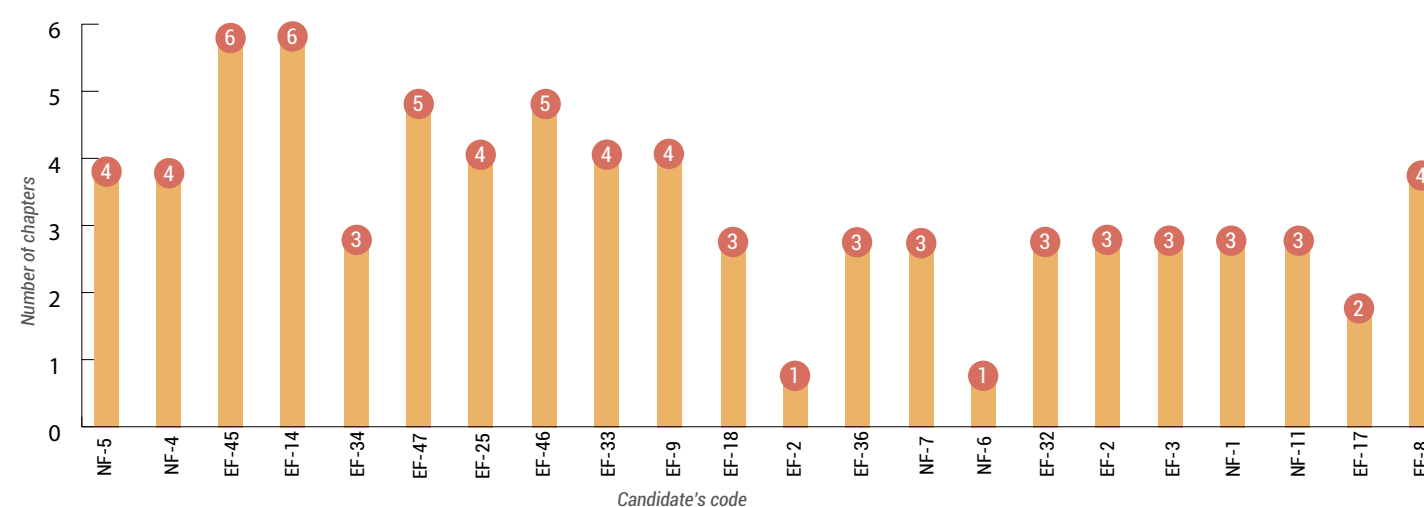
» **CANDIDATE SPECIFIC**

Figure 6 shows that only two candidates with codes EF-45 and EF-14 scored above average in all 6 chapters. Also, only candidates with codes EF-47 and EF-46 scored above average in 5 chapters. Candidates with codes NF-2 and NF-6 scored above average in only chapter and thus it is suggested that these two candidates revise all the units in the module. For further information on candidate specific results, please refer Annexure 6 given at the end of the report.

The analysis of how the scores of these 22 facilitators changed in the second assessment relative to their scores in the first assessment is provided in the later section.

▶ **NEW FACILITATORS (those who took only the second assessment)**

There were four facilitators who were recruited to the Bala-Janaagraha programme after the first assessment was undertaken. These four facilitators only took the second assessment.

» **OVERALL SCORE**

The average total score for the four new participants, who took only the second assessment, is 76 percent. Two candidates (codes NF-12 and NF-13) scored above average score and two scored (codes NF-14 and NF-15) below average. The range of overall score was 59 to 92 percent.

» **CHAPTER SPECIFIC**

The key findings of the four new facilitators based on chapter specific analysis are as follows:

1. Participants, on average, scored highest in chapters 1 ('I know and appreciate my city') and 4 ('I contribute as an Active Urban Citizen').
2. Participants, on average, scored lowest in chapter 3 ('I understand the Constitution and what it provides for me'). This suggests that these participants need to revisit this chapter.
3. An equal number of participants scored above average and below average in all the chapters.
4. The range of scores is lowest for chapters 2 ('I know and understand my Government') and 5 ('I conserve precious resources') suggesting only a little disparity in scores of the new facilitators for these chapters.
5. The CV is highest for chapter 6 ('I ensure my safety') and is lowest for chapter 2 ('I know and understand my Government'). This suggests that the highest variation of scores among four new participants is seen for chapter 6 and the lowest is seen for chapter two.

For further details on chapter specific findings please refer to Annexure 7 given at the end of the report.

» **CANDIDATE SPECIFIC**

The results of the candidate specific analysis show that candidates with codes NF-14 and NF-15 performed outstandingly well in the assessment as they both scored above average in all the chapters. On the other hand, candidates with codes NF-12 and NF-13 scored below average in all six chapters.

Findings:Change in Performance

This section provides a comparison of scores of the 22 facilitators who took both assessments (this includes both established and new facilitators). The first assessment scores of these 22 facilitators are compared with their scores in the second assessment and the inferences are again drawn at three levels: overall, chapter specific and candidate specific.

» **OVERALL SCORE**

The average total score for these 22 participants has increased from 67 percent[4] in the first assessment to 80 percent in the second assessment suggesting an improvement in overall scores of these candidates by 13 percent on an average.

The coefficient of variation for participants has reduced from 9.81 percent in the first assessment to 8.25[5] percent in second assessment. The reduction in CV is a good sign as it reflects that the difference in level of understanding of the 'I change my city' module of these 22 facilitators has reduced to some extent.

» **CHAPTER SPECIFIC**

Chapter specific analysis is intended to find the chapters in which the candidates have improved in performance or where there has been a decline in scores. The following are the main findings based on the chapter specific analysis:

1. The number of participants with improvement in scores is highest for Chapter 2 ('I know and understand my Government'), Chapter 4 ('I contribute as an Active Urban Citizen') and Chapter 5 ('I conserve precious resources').
2. The number of participants with decline in scores are highest for chapter 1 ('I know and appreciate my city'). Clearly, the understanding of the facilitators in case of chapter one is the least. Training sessions particularly for chapter one is suggested for all these participants.
3. The number of participants with no change in the score is highest for chapter one ('I know and appreciate my city'). Again this corroborates the argument that further training is needed on chapter one.
4. Average overall change is highest for chapter five ('I conserve precious resources') and lowest for chapter one ('I know and appreciate my city') suggesting that facilitators have improved significantly in chapter five and least in chapter one.
5. Those who have improved in chapters, have improved substantially in chapters four ('I contribute as an Active Urban Citizen') and five ('I conserve precious resources').
6. The participants with a decline in scores in chapters have the highest average decline for chapter four ('I contribute as an Active Urban Citizen'). Thus, although the number of facilitators with decline in scores is highest for chapter one ('I know and appreciate my city'), the extent of decline is highest for chapter four.
7. The CV has improved for all chapters in the second assessment compared to first assessment except chapter one ('I know and appreciate my city'). Also, the highest improvement in CV is seen for chapter five ('I conserve precious resources'). Thus, for chapter one the difference in the level of understanding between the facilitators has further increased, whereas for chapter five the difference in the level of understanding between facilitators has come down drastically.

For further details on the chapter specific analysis, please refer to Annexure 10 provided at the end of the report.

[4] The average score of 67 percent in first assessment is only for 22 candidates who gave both the assessments and not for all 59 candidates who took the first assessment.
[5] The coefficient of variation is computed only for 22 candidates who took both the assessments and not for all 59 candidates.

» CANDIDATE SPECIFIC

Figure 7 presents the change in the overall score for the 22 candidates who took both assessments. Clearly the scores for all the candidates have improved except for the candidate with code EF-34. For this candidate, the total score in both the assessments is same. Although, relative to other facilitators who scored below average in the first assessment and were subsequently selected for second assessment, the score for candidate EF-34 is much higher. The average overall score in the first assessment for the established facilitators who were selected for second assessment is 67 percent whereas, for candidate EF-34 the score is 76 percent. Thus, despite no change in the performance it cannot be argued that the candidate has fared particularly poorly compared to other candidates who did both assessments. The highest improvement in scores (31 percent) is seen for candidates with code EF-14 and EF-9.

Figure 8 presents the number of chapters in which candidates have improved in the second assessment compared to their scores in the first assessment. From the figure it can be seen that the number of chapters with improved scores is lowest for candidates with codes EF-34, EF-36, EF-2 and EF-8, where improvement is seen in only 2 chapters. For candidate EF-34, the scores have declined in chapters 2 ('I know and understand my government') and 4 ('I contribute as an Active Urban Citizen') and there is no change in scores for chapters 1 ('I know and appreciate my city') and 3 ('I understand the Constitution and what it provides for me'). In case of chapters where the scores have declined, the average score in the first assessment of candidate EF-34 was substantially higher compared to other established facilitators who took both the assessments. Similarly for candidates, EF-36, EF-2 and EF-8 the scores on the first assessment were high compared to other established candidates who took both the assessments.

The highest improvement is seen for candidate code EF-9 as improvement is there in all six chapters in the second assessment compared to the scores in previous assessment.

Candidate specific inferences are given in Annexure 11 attached at the end of the report. It highlights the unit(s) the candidate has to improve on and also provides the number of the chapter(s) where the candidate has improved.

Figure 7: Overall change in scores (%)
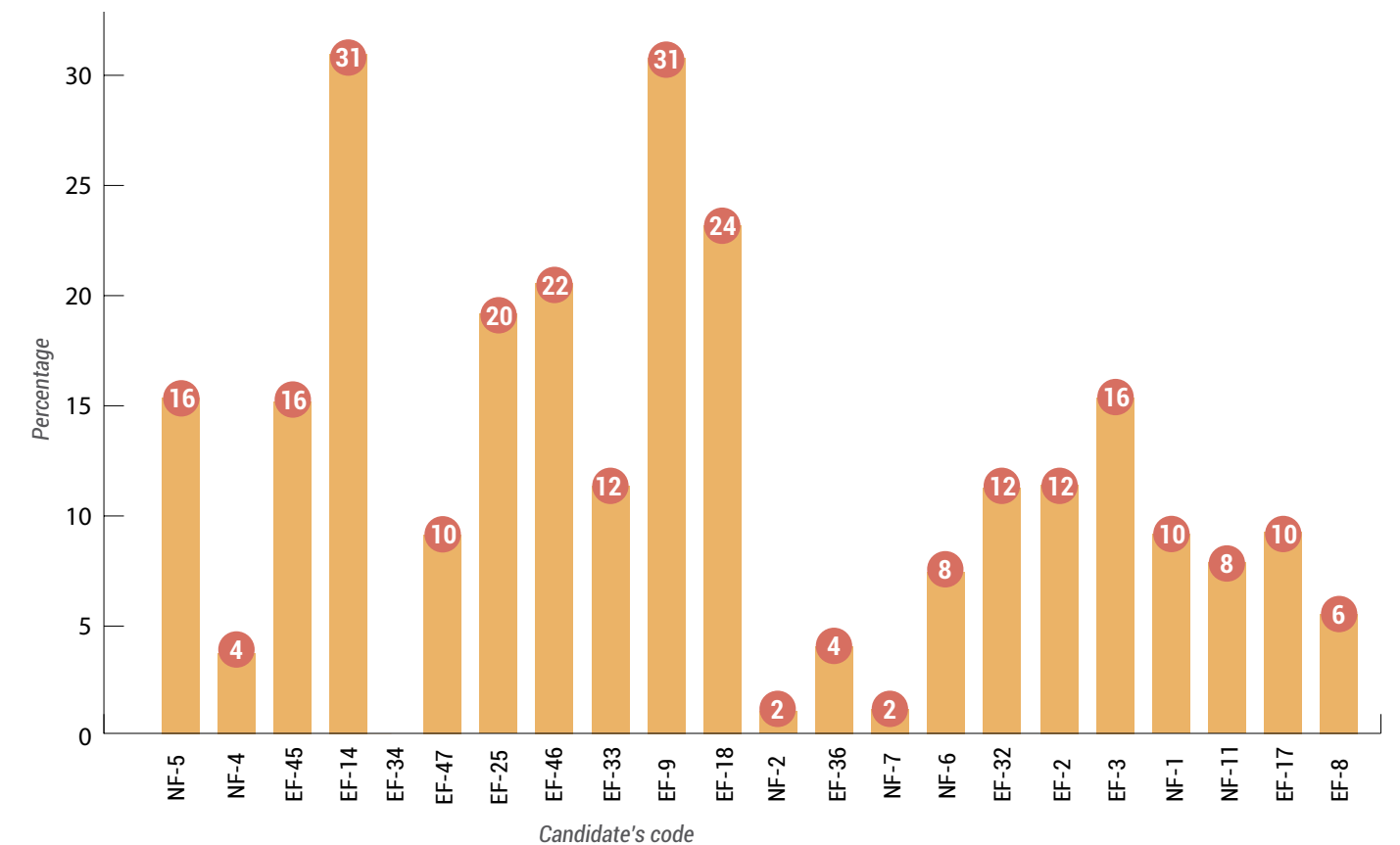
Figure 8: Number of chapters with positive percentage change
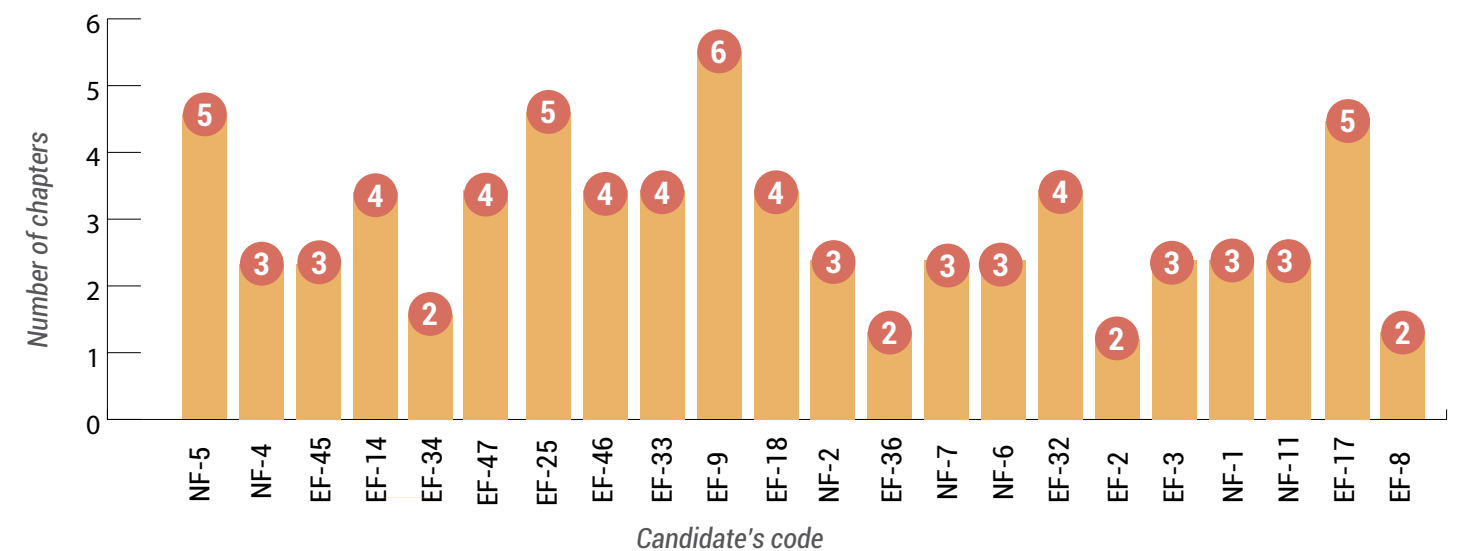
CONCLUSION

As part of the monitoring and evaluation framework, curriculum knowledge of Bala-Janaagraha facilitators was assessed. Knowledge of the curriculum is imperative to the effective delivery of the programme. Two assessments were devised. The first was administered during the training for the 2016-17 Bala-Janaagraha programme year to all facilitators, while the second was administered as a follow-up for those who scored below average on the first assessment or were new to the programme.

In the first assessment, the established facilitators scored 79 percent on an average with the score range of 55 to 94 percent. Also, out of these 48 established facilitators, 29 scored above average and 19 scored below average. The average total score for new facilitators was 70 percent in the first assessment with a score range of 59 to 78 percent. Out of 11 new participants, 5 facilitators scored above average and 6 below average (out of all only the new facilitators).

Based on the first assessment scores, 22 facilitators were selected for further training in order to improve their understanding of the Bala-Janaagraha curriculum. Selected candidates for the second assessment consisted of 15 established facilitators who scored substantially below average in the first assessment and all new facilitators who continued with Janaagraha after their first assessment (7 candidates). After administrating the interventions, a second assessment of these 22 facilitators, along with 4 new facilitators, was taken in July 2016. Out of 22 facilitators, who fared below average in the previous assessment, 21 facilitators scored more than their last assessment scores. The average score of these 22 facilitators was 67 percent in the first assessment, which improved substantially to 80 percent in the second assessment recording an improvement of 13 percent. Chapter 1 ('I know and appreciate my city') continues to be the most challenging for facilitators to grasp and further guidance is suggested for all facilitators on this chapter. Furthermore, it is suggested that the one facilitator, who has failed to improve their knowledge base since the first assessment continues to be monitored closely and is provided additional guidance on the curriculum. However, overall, following the second assessment it is evident that the remaining facilitators are well prepared for delivery of the Bala-Janaagraha curriculum for the year 2016-17.

ANNEXURES

Annexure 1

Chapter specific findings for first assessment: established facilitators

PARAMETERS	CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6	TOTAL
AVERAGE SCORE (%)	88	78	70	78	76	85	79
RANGE OF SCORES (%)	43-100	40-100	38-88	29-100	30-100	43-100	55-94
Number of Participants: Above Average Score	22	31	26	25	31	33	29
Number of Participants: Below Average Score	26	17	22	23	17	15	19
Coefficient of Variation (%)	16	17	18	22	23	18	12

Annexure 2

Candidate specific findings for first assessment: established facilitators

FACILITATOR CODE	CHAPTERS WITH ABOVE AVERAGE SCORE (CHAPTER NUMBER)	COUNT	CHAPTERS WITH BELOW AVERAGE SCORE (CHAPTER NUMBER)	COUNT	HIGHEST SCORE (CHAPTER NUMBER)	LOWEST SCORE (CHAPTER NUMBER)
EF-1	1,2,3,4,5,6	6	N/A	0	1,4,6	3
EF-2	1,2,4	3	3,5,6	3	1,4	5
EF-3	6	1	1,2,3,4,5	5	6	3
EF-4	1,3,4,5,6	5	2	1	1,6	2
EF-5	2,3,4,5,6	5	1	1	5	1
EF-6	1,2,3,4,5,6	6	N/A	0	1,4,6	3
EF-7	1,2,3,6	4	4,5	2	1	5
EF-8	4,6	2	1,2,3,5	4	4,6	5
EF-9	N/A	0	1,2,3,4,5,6	6	1	2
EF-10	2,3,4,6	4	1,5	2	3	5
EF-11	2,3,4,5,6	5	1	1	6	2
EF-12	1,2,4,5,6	5	3	1	1,4,5,6	3
EF-13	1,4,6	3	2,3,5	3	1	5
EF-14	5	1	1,2,3,4,6	5	5	3

Annexure 2 contd..

FACILITATOR CODE	CHAPTERS WITH ABOVE AVERAGE SCORE (CHAPTER NUMBER)	COUNT	CHAPTERS WITH BELOW AVERAGE SCORE (CHAPTER NUMBER)	COUNT	HIGHEST SCORE (CHAPTER NUMBER)	LOWEST SCORE (CHAPTER NUMBER)
EF-15	1,2,3,4,6	5	5	1	1,4,6	5
EF-16	1,2,6	3	3,4,5	3	1,6	5
EF-17	3	1	1,2,4,5,6	5	1	5
EF-18	2,5	2	1,3,4,6	4	2,5	4,6
EF-19	2,4	2	1,3,5,6	4	4	3
EF-20	4,5	2	1,2,3,6	4	4	2
EF-21	1,6	2	2,3,4,5	4	5	1,6
EF-22	1,2,3,4,6	5	5	1	1	5
EF-23	2,3,4,5	4	1,6	2	2	6
EF-24	2,4,5,6	4	1,3	2	2	3
EF-25	5	1	1,2,3,4,6	5	5	2
EF-26	1,2,3,4,5,6	6	N/A	0	1,6	3
EF-27	1,3,4,5,6	5	2	1	1,4,6	2
EF-28	1,5,6	3	2,3,4	3	1,6	3
EF-29	1,3,6	3	2,4,5	3	1,6	4
EF-30	2,3,4,5,6	5	1	1	4,6	1
EF-31	1,2,4,6	4	3,5	2	1,2	5
EF-32	1,6	2	2,3,4,5	4	1	4
EF-33	2,5	2	1,3,4,6	4	2,5	3
EF-34	2,3,5	3	1,4,6	3	5	6
EF-35	2,3,4,5	4	1,6	2	5	6
EF-36	2,5,6	3	1,3,4	3	6	4
EF-37	1,3,5,6	4	2,4	2	1,6	2
EF-38	1,2,3,5,6	5	4	1	1,6	4
EF-39	2,4,5,6	4	1,3	2	2,5	3
EF-40	2,3,4,5,6	5	1	1	2,4,6	1
EF-41	1,3,5,6	4	2,4	2	1	2
EF-42	2,3,4,5,6	5	1	1	6	1
EF-43	1,2,3,5,6	5	4	1	1,6	4
EF-44	1,2,5	3	3,4,6	3	1,2	3
EF-45	3,6	2	1,2,4,5	4	6	2
EF-46	1,6	2	2,3,4,5	4	1	5
EF-47	2,5	2	1,3,4,6	4	5	3
EF-48	2,3,5,6	4	1,4	2	2	1

Annexure 3

Chapter specific findings for first assessment: new facilitators

PARAMETERS	CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6	TOTAL
AVERAGE SCORE (%)	74	68	57	73	77	74	**70**
RANGE OF SCORES (%)	57-86	50-80	38-75	57-100	50-100	29-100	**59-78**
Number of Participants: Above Average Score	6	6	5	4	7	8	**5**
Number of Participants: Below Average Score	5	5	6	7	4	3	**6**
Coefficient of Variation (%)	15	13	23	21	18	27	**8**

Annexure 4

Candidate specific findings for first assessment: new facilitators

FACILITATOR CODE	CHAPTERS WITH ABOVE AVERAGE SCORE (CHAPTER NUMBER)	COUNT	CHAPTERS WITH BELOW AVERAGE SCORE (CHAPTER NUMBER)	COUNT	HIGHEST SCORE (CHAPTER NUMBER)	LOWEST SCORE (CHAPTER NUMBER)
NF-1	3,6	2	1,2,4,5	4	6	4
NF-2	2,4,5	3	1,3,6	3	5	3
NF-3	1,2,3,5,6	5	4	1	1	3
NF-4	1,2,4,5,6	5	3	1	6	3
NF-5	1,4,6	3	2,3,5	3	1,4	2,3
NF-6	2,3	2	1,4,5,6	4	1	6
NF-7	6	1	1,2,3,4,5	5	6	3,5
NF-8	1,3,4,5	4	2,6	2	4	6
NF-9	1,5,6	3	2,3,4	3	1,6	3
NF-10	2,3,5,6	4	1,4	2	5	1,4
NF-11	1,2,5,6	4	3,4	2	5	3

Annexure 5

Chapter specific findings for second assessment: established and new facilitators

PARAMETERS	CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6	TOTAL
AVERAGE SCORE (%)	82	81	69	86	81	81	80
RANGE OF SCORES (%)	43-100	50-100	50-100	43-100	60-90	57-100	65-90
Number of Participants: Below Average Score	8	13	11	3	12	8	7
Number of Participants: Above Average Score	14	9	11	19	10	14	15
Coefficient of Variation (%)	18	17	21	18	11	15	8

Annexure 6

Candidate specific findings for second assessment: established and new facilitators

FACILITATOR CODE	CHAPTERS WITH ABOVE AVERAGE SCORE (CHAPTER NUMBER)	COUNT	CHAPTERS WITH BELOW AVERAGE SCORE (CHAPTER NUMBER)	COUNT	HIGHEST SCORE (CHAPTER NUMBER)	LOWEST SCORE (CHAPTER NUMBER)
NF-5	1,4,5,6	4	2,3	2	1	3
NF-4	2,3,4,5	4	1,6	2	2,5	1,6
EF-45	1,2,3,4,5,6	6	N/A	0	2,4	3
EF-14	1,2,3,4,5,6	6	N/A	0	2,4	3
EF-34	3,4,6	3	1,3,5	3	4,6	2,5
EF-47	1,2,4,5,6	5	3	1	2	3
EF-25	1,3,4,6	4	2,5	2	4	2,5
EF-46	1,2,3,4,5	5	6	1	1	6
EF-33	2,3,4,5	4	1,6	2	3	1
EF-9	1,2,3,4	4	5,6	2	1,3	6
EF-18	1,4,6	3	2,3,5	3	1,4	3
NF-2	1	1	2,3,4,5,6	5	1	3
EF-36	3,4,5	3	1,2,6	3	4	1
NF-7	1,5,6	3	2,3,4	3	1,6	4
NF-6	1	1	2,3,4,5,6	5	1	2
EF-32	1,4,6	3	2,3,5	3	6	3
EF-2	1,4,6	3	2,3,5	3	1,6	3
EF-3	3,4,6	3	1,2,5	3	4,6	2
NF-1	4,5,6	3	1,2,3	3	4	3
NF-11	2,3,4	3	1,5,6	3	2,4	1,6
EF-17	4,6	2	1,2,3,5	4	4,6	5
EF-8	1,2,4,6	4	3,5	2	6	3

Annexure 7

Chapter specific findings for second assessment: new facilitators

PARAMETERS	CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6	TOTAL
Average Score (%)	79	75	69	79	77.5	75	**76**
Number of participants with above average score	2	2	2	2	2	2	**2**
Number of participants with below average score	2	2	2	2	2	2	**2**
Range of Scores (%)	57-100	60-90	50-88	57-100	60-90	57-100	**59-92**
Coefficient of Variation (%)	23	17	23	23	19	29	**21**

Annexure 8

Candidate specific findings for second assessment: new facilitators

FACILITATOR CODE	CHAPTERS WITH ABOVE AVERAGE SCORE (CHAPTER NUMBER)	COUNT	CHAPTERS WITH BELOW AVERAGE SCORE (CHAPTER NUMBER)	COUNT	HIGHEST SCORE (CHAPTER NUMBER)	LOWEST SCORE (CHAPTER NUMBER)
NF-12	N/A	0	1,2,3,4,5,6	6	4	1,6
NF-13	N/A	0	1,2,3,4,5,6	6	1	3
NF-14	1,2,3,4,5,6	6	N/A	0	1	3
NF-15	1,2,3,4,5,6	6	N/A	0	4,6	1

Change in scores

Facilitator code	Chapter 1			Chapter 2			Chapter 3			Chapter 4			Chapter 5			Chapter 6			Overall score		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
NF-5	86	100	14	50	80	30	50	63	13	86	86	0	70	90	20	71	86	14	67	84	16
NF-4	86	71	-14	70	90	20	50	75	25	86	86	0	80	90	10	100	71	-29	78	82	4
EF-45	86	86	0	60	100	40	75	75	0	71	100	29	70	90	20	86	86	0	73	90	16
EF-14	86	86	0	50	100	50	38	75	38	71	100	29	50	90	40	71	86	14	59	90	31
EF-34	71	71	0	90	70	-20	75	75	0	71	86	14	80	70	-10	57	86	29	76	76	0
EF-47	86	86	0	80	100	20	50	63	13	71	86	14	90	90	0	71	86	14	76	86	10
EF-25	71	86	14	50	80	30	63	88	25	57	100	43	80	80	0	71	86	14	65	86	20
EF-46	100	100	0	70	90	20	63	75	13	29	86	57	30	90	60	86	57	-29	61	84	22
EF-33	71	43	-28	80	90	10	63	100	38	71	86	14	60	90	30	71	71	0	69	82	12
EF-9	86	100	14	40	90	50	50	100	50	71	86	14	50	80	30	57	71	14	57	88	31
EF-18	57	100	43	80	70	-10	63	63	0	43	100	57	40	70	30	43	86	43	55	80	24
NF-2	57	100	43	70	80	10	38	50	13	86	57	-29	90	70	-20	57	57	0	67	69	2
EF-36	71	57	-14	80	70	-10	63	75	13	43	100	57	90	90	0	86	71	-14	73	78	4
NF-7	71	86	14	60	60	0	50	63	13	71	43	-29	50	60	10	86	86	0	63	65	2
NF-6	71	86	14	70	50	-20	63	63	0	57	57	0	60	80	20	29	71	43	59	67	8
EF-32	100	86	-14	70	80	10	63	63	0	57	86	29	50	80	30	86	100	14	69	82	12
EF-2	100	100	0	90	80	-10	50	50	0	100	86	-14	30	80	50	57	100	43	69	82	12
EF-3	86	71	-14	70	70	0	38	75	38	57	86	29	40	80	40	86	86	0	61	78	16
NF-1	71	71	0	60	70	10	75	50	-25	57	100	43	60	90	30	86	86	0	67	78	10
NF-11	86	71	-15	70	100	30	50	75	25	71	100	29	90	80	-10	86	71	-14	76	84	8
EF-17	57	71	14	70	80	10	88	63	-25	57	86	29	60	70	10	57	86	29	65	76	10
EF-8	86	86	0	60	90	30	63	50	-13	86	86	0	70	70	0	86	100	14	73	80	6

Annexure 10

Chapter specific findings: change in scores

	VARIABLES	CHAPTER 1	CHAPTER 2	CHAPTER 3	CHAPTER 4	CHAPTER 5	CHAPTER 6
1)	NUMBER OF PARTICIPANTS WITH POSITIVE PERCENTAGE CHANGE	8	15	13	15	15	11
	(Percentage)	36	68	59	68	68	50
2)	NUMBER OF PARTICIPANTS WITH NEGATIVE PERCENTAGE CHANGE	6	5	3	3	3	4
	(Percentage)	27	23	14	14	14	18
3)	NUMBER OF PARTICIPANTS WITH NO CHANGE	8	2	6	4	4	6
	(Percentage)	36	9	27	18	18	27
4)	OVERALL AVERAGE CHANGE	3%	14%	11%	19%	20%	9%
5)	AVERAGE POSITIVE CHANGE	19%	25%	24%	32%	32%	25%
6)	AVERAGE NEGATIVE CHANGE	17%	14%	21%	24%	13%	21%
7)	COEFFICIENT OF VARIATION	18.46 % (16.46 %)	16.6 % (19.25 %)	20.61 % (22.61 %)	17.81 % (25 %)	11.38 % (30.74 %)	14.76% (24.06 %)

Annexure 11

Candidate specific findings: change in scores

FACILITATOR CODE	CHAPTERS WITH IMPROVED SCORES (CHAPTER NUMBERS)	COUNT	CHAPTERS WITH DECLINED SCORES (CHAPTER NUMBER)	COUNT	CHAPTERS WITH NO CHANGE IN SCORES (CHAPTER NUMBER)	COUNT	HIGHEST IMPROVEMENT (CHAPTER NUMBER)	LEAST IMPROVEMENT (CHAPTER NUMBER)
NF-5	1, 2, 3, 5, 6	5	N/A	0	4	1	2	4
NF-4	2,3,5	3	1,6	2	4	1	3	6
EF-45	2,4,5	3	N/A	0	1,3,6	3	2	1,3,6
EF-14	2,3,4,5,6	5	N/A	0	1	1	2	1
EF-34	4,6	2	2,5	2	1,3	2	6	2
EF-47	2,3,4,6	4	N/A	0	1,5	2	2	1,5
EF-25	1,2,3,4,6	5	N/A	0	5	1	4	5
EF-46	2,3,4,5	4	6	1	1	1	5	6
EF-33	2,3,4,5	4	1	1	6	1	3	1
EF-9	1,2,3,4,5,6	6	N/A	0	N/A	0	2,3	1,4,6
EF-18	1,4,5,6	4	2	1	3	1	4	2
NF-2	1,2,3	3	4,5	2	6	1	1	4
EF-36	3,4	2	1,2,6	3	5	1	4	1,6
NF-7	1,3,5	3	4	1	2,6	2	1	4
NF-6	1,5,6	3	2	1	3,4	2	6	2
EF-32	2,4,5,6	4	1	1	3	1	5	1
EF-2	5,6	2	2,4	2	1,3	2	5	4
EF-3	3,4,5	3	1	1	2,6	2	5	1
NF-1	2,4,5	3	3	1	1,6	2	4	3
NF-11	2,3,4	3	1,5,6	3	N/A	0	2	1
EF-17	1,2,4,5,6	5	3	1	N/A	0	4,6	3
EF-8	2,6	2	3	1	1,4,5	3	2	3