HDFC BANK PARIVARTAN
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IMPACT ASSESSMENT OF FOCUSED DEVELOPMENT PROGRAM – ICT LABS SETUP

An Impact Assessment Report

IMPACT
Partners in Social Development

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An Impact Assessment REPORT

Research Team

DR. MANISH SUBHARWAL
DR. SANJAY GUPTA
MOHAMMAD MUJTABA

Table of Contents

Abbreviations

CSR		Corporate Social Responsibility
FDP		Focused Development Project
FGD		Focus Group Discussion
HM		Head Master
ICT		Information and Communication Technology
ID		Identification Document
IDI		In-Depth Interview
MF		Moinee Foundation
MHRD		Ministry of Human Resource Development
NGO		Non Government Organization
QA		Quiz Academy
SDG		Sustainable Development Goal
SIAB		School In A Box
SMC		School Management Committee
TV		Television

Executive Summary

HDFC Bank supported Moinee Foundation for implementing a technology-based intervention with 60 government schools in the Jaipur district of Rajasthan. The aim of the intervention was to revive the existing ICT labs in the schools and make them functional for students to access the ICT labs for their studies. The project was named as "**School in a Box** (SIAB)" and was implemented for 3 academic sessions from 2019 to 2022. As part of the intervention, Moinee Foundation identified 60 schools, which included 30 schools that were supported by Moinee Foundation in the earlier phase to revive the ICT labs. The other 30 schools were those which had an ICT lab but needed revival. The most important component of this intervention was the provision of a Knowledge Server for each ICT lab, which helped students to access key digital content (for learning and assessment) without any dependence on internet availability. Other support to schools included WiFi dongles, headphones/speakers, switchboards, power cord, battery, timer, mouse, and VGA power cable. Some of the computers were upgraded by replacing their RAM. For the entire project duration, the Moinee Foundation monitored the utilization of the ICT lab through an online platform/dashboard and supported the target schools for any repair and maintenance, ensuring that the Knowledge Servers remain functional.

HDFC Parivartan commissioned an impact assessment to assess the efficacy of the grant, its usefulness for the students and the extent to which it created an impact on the teaching-learning in the target schools. The purpose of the assessment was to assess how the intervention contributed in improving the utilization of existing ICT labs in 60 target schools of Jaipur District.

To conduct the impact assessment, 30 (50%) schools were randomly identified, and a trained team of investigators visited each of the selected schools. The visit included physical verification of the equipment and supplies provided to the schools and discussions with students, teachers and school administration including Principals and SMC members.

Findings revealed that teachers and students from 24 schools confirmed that they have had subject classes through ICT for one or more subjects including Mathematics, Science, Social Science, and English. Also, students from 18 schools confirmed that they were taught the basics of computers and other functions such as computer basics, typing, drawing, painting, games, and general knowledge.

The discussion with students and teachers established the usefulness of using computers for education. Many teachers and students confirmed that:

- It is easier for students to understand and internalize scientific/mathematical concepts through computer and digital content.
- The use of computers generates interest among students in STEM subjects.
- Teaching through computers also improves the learning outcomes of students.
- Regular use of the ICT lab improves the attendance of students, as students are eager to use computers.
- Having an ICT lab enhances the status of the school and thus improves enrollment.
- Effective use of an ICT lab also gives students an opportunity to learn the basics of computer operations and essential software such as MS Office.

Therefore, it is both essential and critical that students are exposed to computers in early grades and the investment made by the government and other agencies in operationalizing ICT labs in government schools is quite relevant and important.

Further, all schools included in the assessment also mentioned the challenge they face in maintaining the computers, accessories and peripherals provided by the government or other agencies including the Moinee Foundation. The education department does not provide any exclusive budget for the repair and maintenance of the computers, not even for the ones that were provided by the department. The principals reported that minor repairs are carried out through contingency budget or from their own funds, but in absence of funds, no major repairs can be taken up, leading to many computers going out of order.

As part of the intervention, Moinee Foundation was expected to provide maintenance support for the Knowledge Servers installed in these schools. For the duration of the project (2019-2022), schools were provided with a helpline number for reporting issues in the Knowledge Server and Moinee Foundation resolved the issues. After the project completed in 2022, there was no provision for such support available from Moinee Foundation and as a result, Knowledge Servers in 10 schools were not functional at the time of the assessment and the school administration was not aware of the process to get these repaired.

Recommendations

The following recommendations emerge from the synthesis of the findings:

- Efforts are required to ensure the availability of trained teachers for conducting sessions in ICT labs. HDFC must ensure the training of a larger pool of teachers in schools so that the availability of trained teachers can be ensured, even after some transfers.
- Along with the training, teachers should be regularly motivated to conduct classes through ICT labs. Ensuring regular use of ICT labs will generate interest among students and the demand for ICT sessions will increase.
- HDFC, through its partners, may consider running some online refresher courses for teachers from the target schools, to refresh their skills in managing ICT labs and sessions in these labs.
- Better monitoring of the utilization of equipment and peripherals is strongly recommended, especially during the life of the project. Several small issues and challenges can be easily resolved through regular monitoring.
- The implementing agencies such as Moinee Foundation should advocate with the respective state government to provide contingency budgets to schools for repairs and maintenance. Facilitating annual maintenance contracts (AMC) for each school can help schools keep their ICT labs operational.

Chapter 1
Introduction

1.1. HDFC Bank CSR – Parivartan Program

HDFC Bank helps in transforming lives of millions of Indians through various social initiatives. HDFC Bank has a comprehensive program named as 'Parivartan' aiming to contribute towards the economic and social development by sustainably empowering its communities. The Parivartan program has been a catalyst in making a difference in the lives of people through its interventions in the areas of rural development, education, skill development and livelihood enhancement, healthcare & hygiene, and financial literacy.

Under Parivartan, the bank has a flagship "***Holistic Rural Development Program*** (***HRDP***)" focused on Rural Development and caters to the needs of the rural communities in multiple focus areas. Another support program is ***"Focused Development Program (FDP)"*** through which the Bank identifies an implementing partner with expertise in one of the focus areas and implements the intervention to improve the lives of the target groups with respect to the focus area. The progress of all the projects under these HRDP and FDPs are assessed through systematic routine monitoring and independent evaluations to assess the effectiveness of projects.

One of the key initiatives from HDFC Bank undertaken under Focused Development Program (FDP) was on 'promotion of education' in the state of Rajasthan in Jaipur district between 2016 and 2022 with the help of a partner NGO Moinee Foundation, Jaipur.

1.2. Establishment of ICT Labs in Schools

The aim of focused development programme (FDP) was to prepare youths to participate creatively in the establishment, sustenance, and growth of a knowledge society. HDFC Bank supported in revival and re-establishing the ICT labs in 200 schools in Jaipur. As mandated by the Government, ICT Lab in a school must have at least **10 computers, a projector/LED TV, power backup and internet facility** and the government had already supplied these equipment since 2010. HDFC Bank had supported 200 government schools in the revival of ICT Labs with the help of Moinee Foundation.

Further, HDFC Bank supported 60 schools (30 out of 200 schools supported earlier and 30 newly identified schools) with intensive intervention called **School In A Box (SIAB).** All 60 schools were provided with a smart knowledge server-based and academic curriculum mapped e-learning digital learning content in the local language which can be used without internet connectivity. As per Moinee Foundation, remote monitoring in no internet zone, multi-media & multilingual content and asset tracking of ICT infrastructure usage was undertaken during the intervention. The intervention started in 2019 and for 3 academic sessions (till 2022) Moinee Foundation provided administrative and monitoring support to these schools to ensure the functioning of the equipment provided.

Following were the specific objectives of the SIAB project:

I. To integrate technology at grass-root level for digital empowerment of students & teachers.
II. To create ecosystem for smart and quality education in government Schools leveraging available ICT infrastructure.
III. To provide basic revival support for maintenance and smooth functioning of ICT lab.
IV. To provide access for curriculum mapped digital learning content to students in local language with no dependency on internet.
V. Long-Term capacity building of teachers/principals for smooth and independent execution of ICT program.
VI. To improve the image of schools through attendance, enrolment, performance, board results of schools in long term.

1.3. Key Activities under FDP

Following activities were undertaken under the SIAB Project:

- Knowledge server customization, based on state board curriculum and student learning.
- Smart knowledge server installations.
- Teachers training and students orientation in schools.
- Concept wise content created for class 8th, 9th, 10th class covering all subjects for students' engagement and regularly shared through social media platforms (WhatsApp, Facebook) to students.
- Distribution of Remedial practice sets for class 8th, 9th & 10th students.
- Special Session with 10th class students for preparation of Board exam.

1.4. Specific Objectives of the Impact Assessment

Following were the objectives of the impact assessment study:

- To assess how effective is the establishment of ICT Labs in the government schools.
- To what extent installation of ICT Labs has brought any change in environment of the school/ classroom.
- To know what mechanism has been adopted for the maintenance for the smooth functioning of ICT Labs.
- To understand the challenges in the maintenance of ICT Labs and how sustainability could be ensured within the existing situation and settings at the Government schools
- How the ICT Labs have impacted the students' education on following:
  - Interest among students
  - Engagement of students in the classroom teaching
  - Increase in attendance
  - Ease of learning topics related to Science, Mathematics, Social Science and English
  - Change in students' learning outcomes
- To obtain the experiences of students of Grade 8, 9 and 10 and teachers related to use of ICT Labs, subjects, involvement, effectiveness of digital content, and teachers' ease in using ICT labs, perceived benefits seen by teachers due to induction of ICT Labs.

IMPACT PSD conducted the impact assessment for the FDP on establishment of ICT Labs and SIAB project in Rajasthan and the findings have been discussed in the forthcoming sections.

Chapter 2
Study Methodology

This chapter describes the methodology followed under the study including the study framework, research methods, sample, sampling procedure, study tools and data management.

2.1. Assessment Framework

For undertaking the impact assessment, following assessment framework which incorporates the standard OECD-DAC criteria[1] was adopted.

Using this framework, following questions/indicators were adopted to assess the FDP, using the six parameters stated above. These questions were finalized in discussion with the HDFC MEL team.

	Indicators/Questions
Relevance	• What criteria were adopted by the NGO to identify the government schools • How was the need assessment undertaken for the establishment ICT Labs • To what extent did the project meet the identified needs
Coherence	• What challenges government schools were facing due to non-availability of ICT Labs • How the type of equipment, digital content and other essentials were finalized for the ICT Labs • How did these ICT Labs support the government schools in achieving the expected results • Options available with the government schools for repair and maintenance services of established ICT Labs
Efficiency	• What proportion of students were regularly attending ICT labs • What proportion of teachers could receive the benefits and type of benefits achieved • What subjects are being taught using the equipment at ICT lab
Effectiveness	• The extent to which ICT labs contributed in improving the retention and regularity of students in classes
Impact	• Proportion of teachers and students stated the type of benefits and achievements • Proportion of government schools reported: ○ Increase in enrolment (reflecting the image of the school)

[1] https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

	Indicators/Questions
	○ Improvement in learning outcomes of students ○ Improvement in board results
Sustainability	• Teachers and Principals have the understanding on how ICT Labs must be used to support students and in achieving the desired and improved results/learning outcomes. • Mechanism in place for regular maintenance and repairing, availability of vendors' contacts and allocation of funds for smooth functioning of ICT Labs

2.2. Research Methods

A mixed methods approach was used under the impact assessment study including the quantitative survey with students qualitative information through FGD with students and in-depth interviews with the stakeholders. Additionally, a checklist for observing the availability and functionality of support provided to the government schools was administered. An attempt was also made to collect the school-level data on a pre-designed template.

2.3. Target Groups

The following target groups were covered in the study:

- Teachers
- Principals
- Students

2.4. Sample Size

The project SIAB was implemented in 60 identified schools supported under the FDP. Considering the type of support provided to schools, we proposed to cover 50% of the total schools (N=60) for the impact assessment study. These 30 schools were those where HDFC support had earlier revived the ICT labs under a separate intervention, also funded by the HDFC Bank (before 2019).

2.5. Selection of Schools

For selecting the targeted 30 schools, a systematic random sampling was adopted. The list of sampled schools was shared with Moinee Foundation to facilitate access to schools. The study was conducted after receiving due permission from the school administration.

2.6. Sample of Target Groups

In each selected school, the following sample was covered:

(a) 1 ICT Lab Observation Checklist
(b) 1 in-depth interview with the subject teacher
(c) 1 in-depth interview with the principal
(d) 1 Focus Group Discussion with students (boys and girls both)
(e) 1 School datasheet

2.7. Sample Coverage

The following sample was covered under the impact assessment study:

S. No.	Type	Sample
1	Schools	30
2	ICT Labs Checklist	30
3	IDI with Teachers	30
4	IDI with Principals	30
5	IDI with SMC Members	30
6	FGD with Students	296
7	Schools Datasheet	30

2.8. Development of Tools

Considering the target groups and type of sample to be covered, study tools were developed to gather information on ICT Labs and capturing the stakeholders' perceptions on the project and their experience with the project. Following study tools were developed:

- Discussion Guide for Teachers
- Discussion Guide for Principals
- Discussion Guide for SMC Members
- Discussion Guide for Students
- Checklist for ICT Labs
- School Datasheet

All the developed Discussion Guides were designed in a way to capture the close-ended responses along with, recording verbatim responses for open ended questions. All the developed tools were translated into Hindi through our in-house teams.

2.9. Team Deployment

A team of two people—one male and one female—completed data collection in one school in a single day. Both team members completed three in-depth interviews with the principal, teachers, and SMC members, collected school-level data on a datasheet, and filled out the ICT Labs checklist during the data collection. Both team members also conducted an FGD with students to learn more about their experiences and feelings about ICT labs. In total, 5 teams with 2 members each were sent, and they finished the data collection—including follow-up visits—in 7-8 days. All team members were natives of the state of Rajasthan, had at least a graduate degree or higher, and had experience conducting surveys in the social sector. A dedicated researcher from IMPACT was deployed to assess the data collection process, and coverage and provide overall supervision to ensure the quality of the data collected.

2.10. Training of Data Collection Team

The data collection team received one-day training in Jaipur where they were introduced to the survey technique in detail and given instructions on the prerequisites, scope, and particulars of the project. To ensure the programme's quality, senior management from IMPACT PSD facilitated the training of the team.

2.11. Data Management

All study tools and materials were brought to the IMPACT office, cleaned, and processed for analysis. The data entry process was carried out using a data entry template. Using SPSS version 26 and MS Excel, the quantitative data was analyzed. The social researcher conducted the content analysis for the qualitative data.

2.12. Report Writing

Considering the data tables and findings of the content analysis, the senior management prepared the study report.

Chapter 3
Study Findings

This chapter contains the research findings that were discussed in light of the study's objectives, outlining the infrastructure and ICT labs' current state as well as the experiences and opinions of the target population. The information gathered during data collecting is presented in this chapter.

3.1. Study Coverage

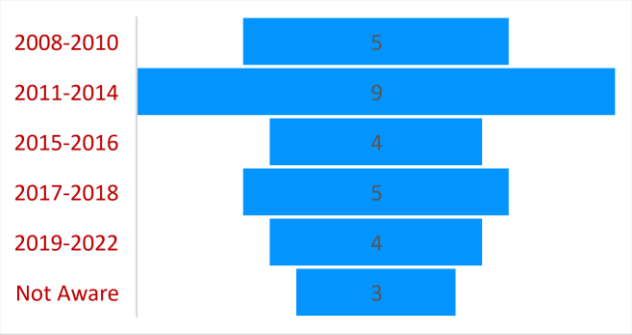
A total of 30 schools were covered under the impact assessment covering 4 blocks of Jaipur district namely, Amber, Bassi, Jhotwara and Jaipur (West). A total of 17 schools were covered in Bassi block, 5 in Jaipur (West) and 4 each in Amber and Jhotwara blocks. Following diagram shows the coverage status under the study.

Schools	ICT Labs	Stakeholders	Students	School Data
30	30	90 30 Principals 30 SMC Members 30 Teachers	296 121 Boys 175 Girls	30

3.2. Status of ICT Labs

In the past, the ICT program was implemented in multiple stages in the schools in five different phases between 2008 and 2017. Also, the teachers of these schools were provided with training for effective use of ICT Computer lab for students[2]. In all 30 government schools covered under this impact assessment, ICT Labs were established in different years with support from the Government of Rajasthan.

Graph 1: Establishment of ICT Labs (N=30)



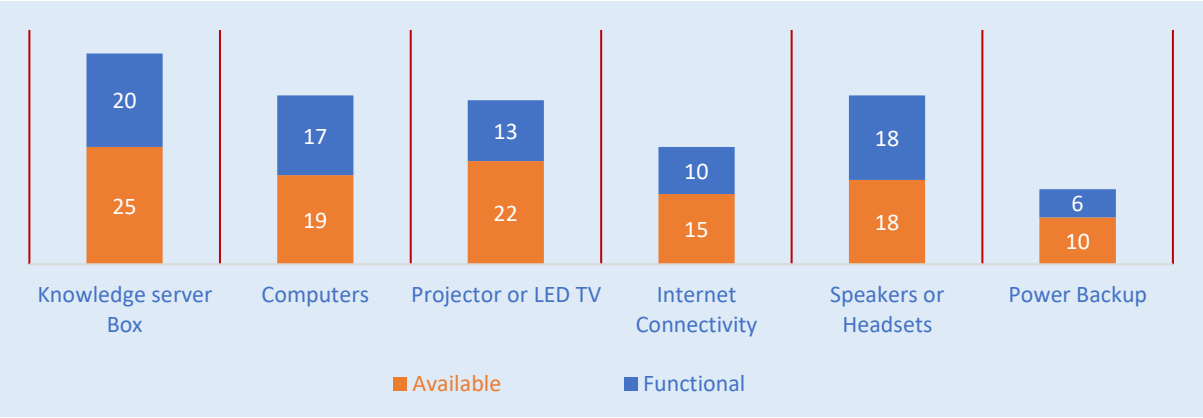
Under the assessment, information on the year of establishment of ICT Labs was gathered and the information is depicted in the graph.

Out of 30 schools covered, maximum ICT Labs (9) were established between 2011-2014 followed by 5 in 2008-2010 and 4 in 2015-2016.

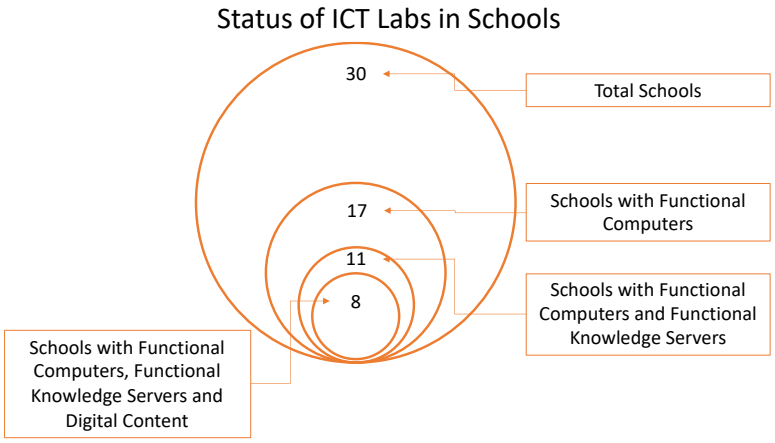
Under the *Rashtriya Uchchtar Shiksha Abhiyan* (RUSA), infrastructure support was provided to the government schools. As per the policy, it is mandated that each ICT Lab in a school must have 10+ Computers, Projector/LED TV, Internet Connectivity and Power Backup (Inverter/Generator). At the time of this assessment, ICT labs were functional in 16 out of 30 (53%) schools. Among the 16 schools, where ICT labs were functional, only 6 schools (20%) had the ICT Lab infrastructure as prescribed by the state government under ICT Lab provisions. The following illustration provides an overview of the infrastructure set-up available and its current functional status in all the 30 schools included in this assessment.

[2] https://rajsmsa.nic.in/public/Homepdf/ICTreportforwebsiteHindi.pdf

Graph 2: Availability of Basic Requirements at ICT Labs (N=30)



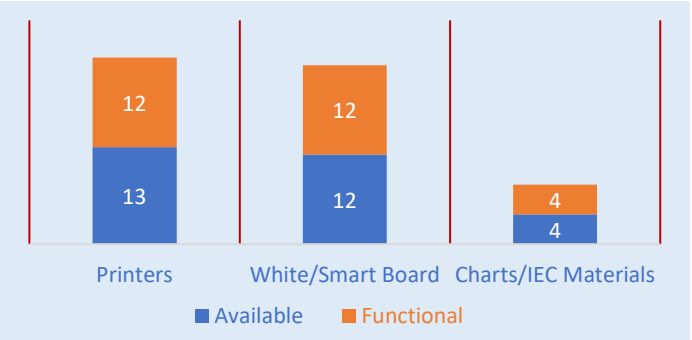
The availability and functionality of minimum infrastructure in the limited number of schools demonstrate the status of ICT Labs. As evident from the chart above, 25 schools received a knowledge server box and in 20 out of these 25 (80%) schools, these were in working condition at the time of this assessment.



The issue of the ICT Lab being unusable or lacking in equipment was brought up to the teachers and principals during the interaction. According to them, the government provided PCs for ICT labs during early 2010-2012. These computers are now outdated and in need of replacement or major refurbishment including upgradation of RAM and Motherboard. Improper handling and lack of maintenance have rendered many of these computers non-functional.

The minimum number of computers prescribed for an ICT lab is 10 and among the 30 schools included in this assessment, only 15 schools (50%) had 10 or more computers in the ICT Labs and 11 did not have any functional computers (dumped in stores). Two of the schools had not installed the computers and did not inform about the exact number received by them. Other accessories included in the list of minimum requirements included speakers or headsets (available in 18 schools), and 10 of these schools had more than 10 headsets. Twelve (40%) schools had power backup facilities available including an inverter and/or a generator but these were functional only in 8 schools. There were 4 schools which had both inverters and generators.

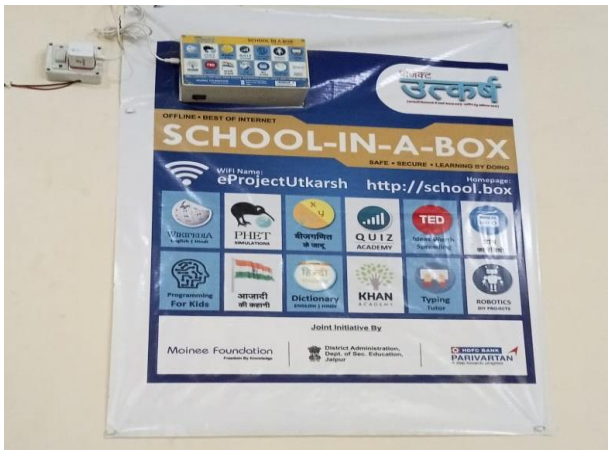
Graph 3: Availability of Peripherals at ICT Labs (N=30)



The project also ensured the availability of other peripherals including printers and smart boards. The adjoining graph illustrates the status of other equipment available in the ICT Labs.

Of the 30 schools, 13 had printers and of these, 12 were functional. Additionally, 12 schools had whiteboards at the ICT labs for the students. IEC materials or Teaching Learning Materials such as posters and charts play a significant role in teaching for the teachers and students. During the assessment, ICT labs at 4 schools displayed some kind of charts and posters inside the lab. However, the posters supplied under the project to the schools were available in all the schools.

Environment and Infrastructure Setup at ICT Lab

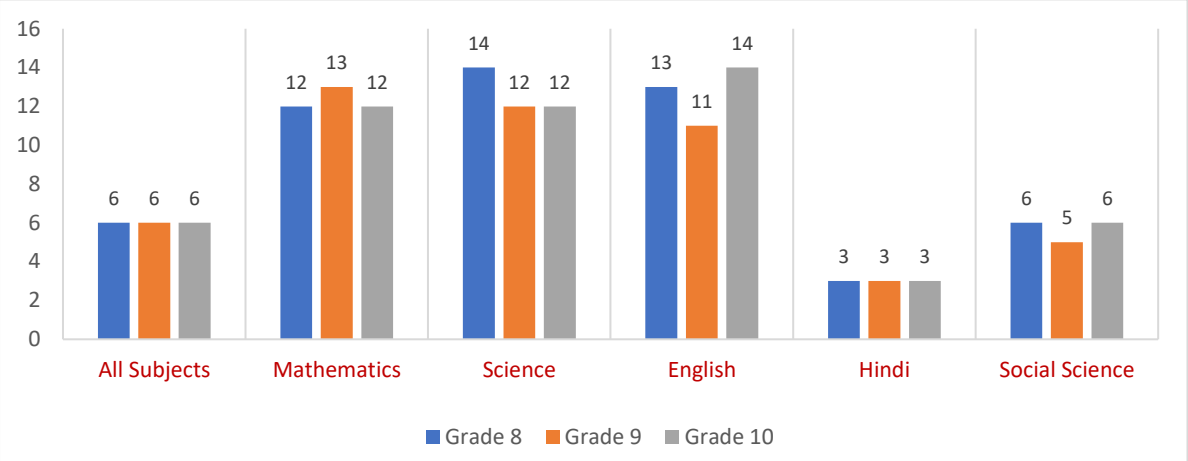


3.3. Availability of Digital Content

Digital content for various classes must be accessible in ICT labs so that students can access the material, complete practical, and take quizzes and test exercises. During physical verification, 22 out of 30 schools (73%) confirmed the availability of these digital content. The computer instructors of the remaining 8 schools could not confirm the availability of the digital content as they had assumed their positions recently, during the current academic year.

Among those having digital content, 21 schools had digital content for all the grades (8th to 10th) at least for one of the five subjects. Following graph depicts the status of availability of digital content in schools by grades and subjects.

Graph 4: Availability of Digital Content by Grades at ICT Labs (N=22)



As seen in the graph above, 6 of the 22 schools had digital content for all the subjects for all the grades. A total of 12 schools had digital content for Mathematics and Science subjects for all the grades and 11 schools had for English for all grades. Only 5 schools had digital content for Social Science and 3 had for Hindi for all the grades (8th to 10th).

3.4. Maintenance Mechanism

Information on maintenance mechanism adopted by the schools for the ICT Labs was gathered from the schools. Of the 30 schools, 6 confirmed access to any kind of maintenance mechanism for computers, peripherals and accessories. Of these 6 schools, 4 schools confirmed that they can access this mechanism whenever required.

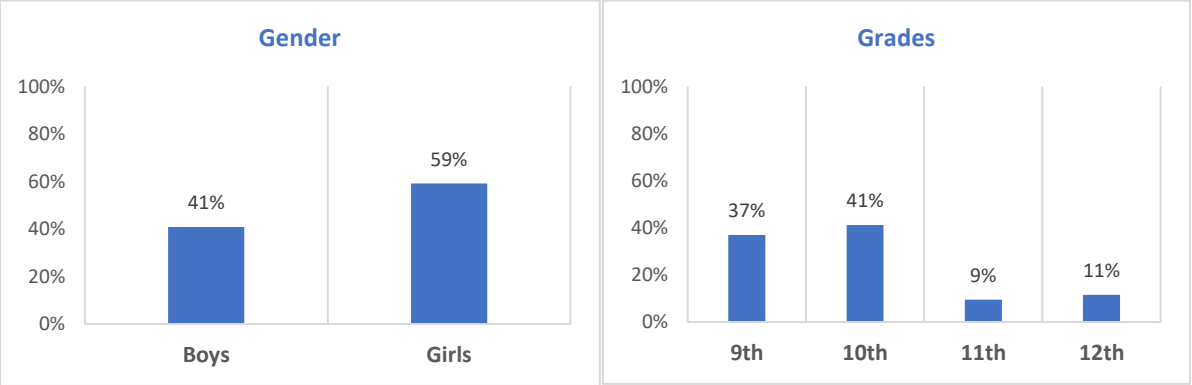
A total of 7 schools mentioned having a helpline contact number for getting the rectification of their concerns either related to digital content or need guidance for the operations.

A total of 18 out of 30 schools (or 60%) reported having an ICT lab period, which is encouraging because it gives students the chance to first participate in a classroom lesson before using the lab to further their understanding of the subject or ideas. If there is a method for sending the students to the ICT Labs, it is taken into account that the student learning results would improve.

3.5. Interaction with Students

Under the study, a total of 296 students were included in the assessment through FGDs conducted in all 30 schools. Initially, all the students were asked to fill their responses on the quantitative tool so that their responses regarding their opinion and perceptions towards their experience of ICT Labs can be captured. Among all 296 students, 59% were girls and 41% were boys. Of these, 56% were in the age range of 15-18 years and 44% in 12-14 years.

Graph 5: Gender and Studying Grades of Students (N=296)



Two out of 5 students (41%) were in Grade 10th who possibly had gone through the ICT Labs experience followed by 1 out of 3 (37%) from Grade 9th and a lower proportion in Grades 11th and 12th.

Further information was collected on the student's access to a smartphone, ownership of a smartphone and access to computers. The following table illustrates the accessibility to a smartphone and computers by the students.

Accessibility	Use of Technology	Proportion of Students
Access to Smartphone	Have Smartphone at household level	94%
	Have Personal Smartphone	12%
Access to Computers	Have computer at home	19%
	Access Computers outside home	42%

A thorough analysis of the data reveals that 9 out of 10 students (94%) had access to a smartphone at home, and therefore were exposed to its use such as using WhatsApp, viewing movies, accessing YouTube content and other social media. Also, 12% of students informed in the survey that they own a personal smartphone. A higher proportion of boys (17%) possessed a personal smartphone as compared to girls (9%).

Information on access to computers revealed that 19% of students had a computer at home. More girls (23%) informed of having computers at home as compared to boys (12%). Students were also asked whether they use computers outside their homes. In response to this, it was found that 2 out of 5 students (42%) answered in affirmation and the proportion of girls was marginally higher compared to boys (43% vs 40%).

3.6.1 Exposure to ICT Lab

All the students were asked to specify whether they had ever participated in the ICT Lab. To which, 87% of the students responded in affirmation and remaining were those who were exposed to ICT Lab but never got a chance to work on computers. Only 31% of those who participated in ICT Labs claimed to have their IDs and passwords to access the computers.

Students were asked to specify the subjects in which they participated in ICT Labs. The majority (57%) reported Science as a key subject followed by 32% each mentioned Mathematics and English and 15% each in Social Science and General Studies. Further analysis shows that 21% of the students worked on Science and Math and 12% worked in 3 subjects—Science, Mathematics and English. There were only 9% (24 students) who reported all 4 subjects (Science, Mathematics, English and Social Science). This demonstrates that ICT Labs were useful for the students but to a low proportion of students. When asked for the number of days in a week, more than half (54%) could

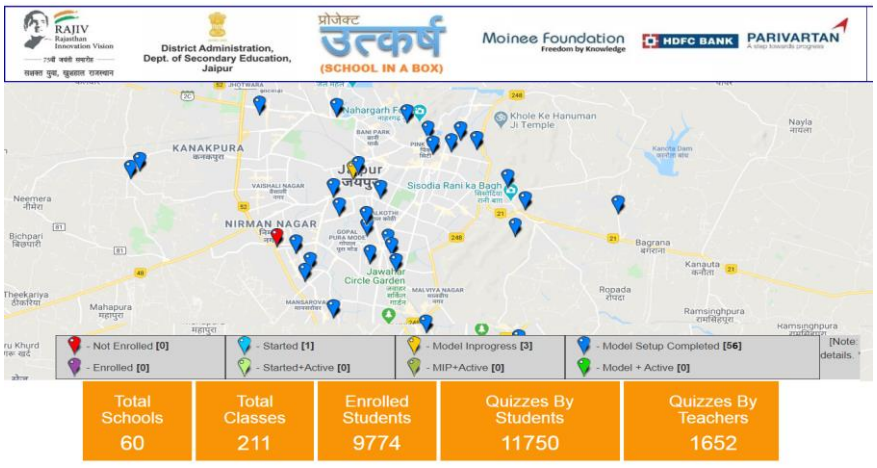
> "Students from 90% schools mentioned that they were taught Science, Mathematics or English at the ICT Lab during the last 3 years."

not recall but 25% reported two days a week in ICT Lab, 14% mentioned one day a week and 6% reported 3 days in a week.

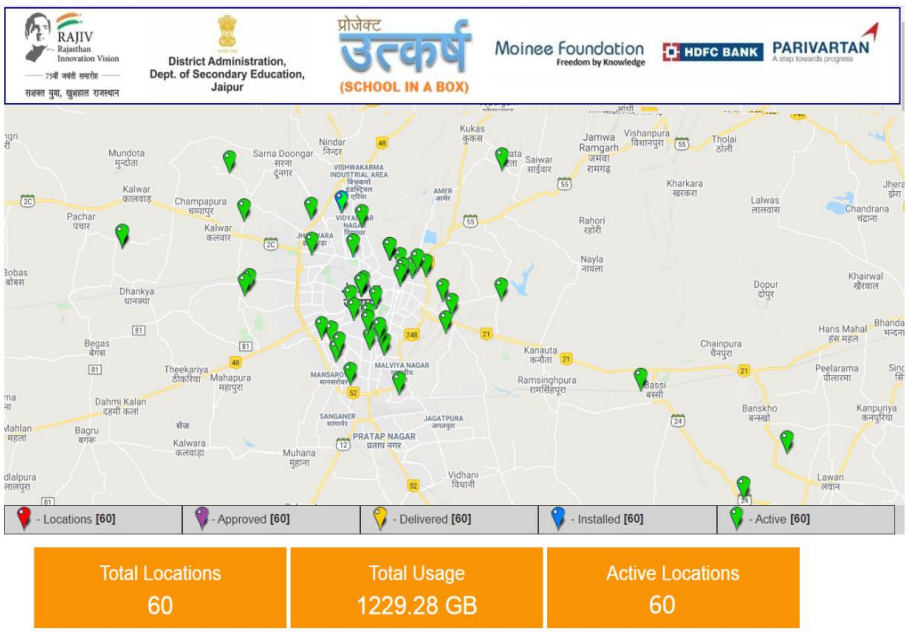
During focus group discussions, students from 24 schools reported that they were provided with classes for computer operations (such as drawing/painting, typing and MS Office), along with the academic subjects. In two of the schools, only computer operations were being taught. Students from the two schools did not ever go to the ICT Lab in their school as the ICT Lab of their school was not functional. No information was available from 2 schools.

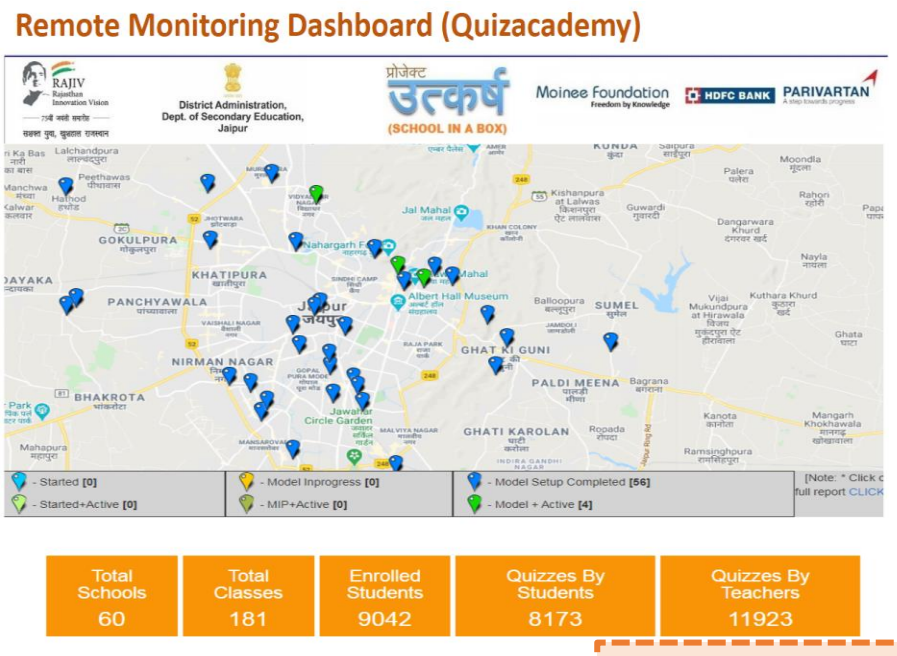
When asked, 54% of the students mentioned that they were able to get adequate time to operate computers and access the content and 42% were not satisfied with the time they got in the lab for using computers (4% of students did not answer the question). This is likely because generally the class strength in the sampled schools is at least 30 students and most schools only had up to 10 computers.

The Quiz Academy portal offers quiz and test exercises for students from different grades to assess their academic performance in different subjects. Under the SIAB Project, students provided access to Quiz Academy (QA) so that students can individually access the QA web portal and subsequently monitor the use of QA. During the discussion, the Moinee Foundation claimed that they tracked the usage of knowledge servers and Quiz Academy platforms. The images provided by the Moinee Foundation only refer to access to the Knowledge Servers and Quiz Academy, as shown in the following pictures.



Remote Monitoring Dashboard(Smart Knowledge Server)





Students were also asked whether they participated in the Quiz Academy online tests, quizzes, and exercises and almost half the students (49%) reported participating in the QA online exercises.

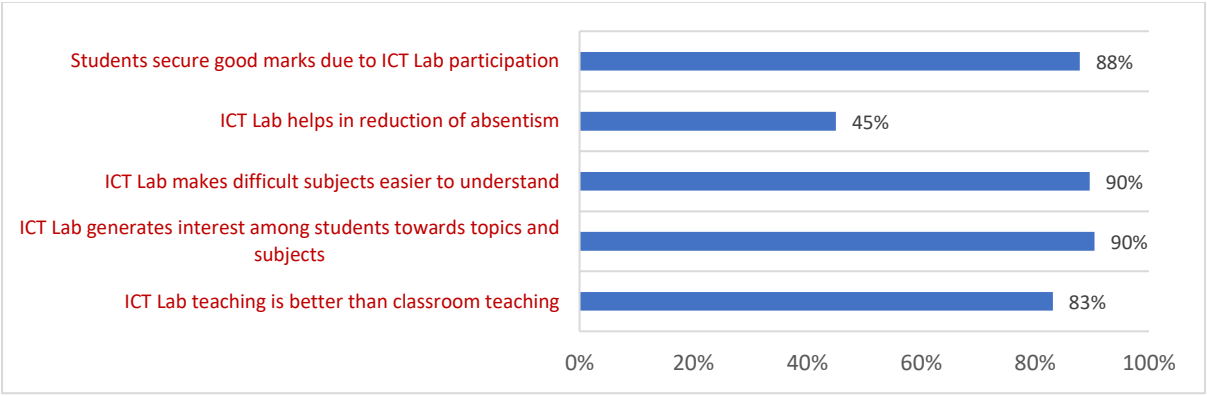
"Half of the students accessed the Quiz Academy for Quizzes, Tests, Exercises."

3.6.2 Students' Perception on ICT Labs

Of the 231 students that reported learning academic subjects through ICT Lab, 77% thought that their understanding had improved due to the use of computers.

To assess the attitude of students towards the ICT Labs, the students were provided with 5 key statements on usefulness of ICT Labs and disclose their agreement or disagreement. Following graph portrays the status of their agreement on the ICT Labs with respect to various advantages.

Graph 6: Agreement to Statements on Usefulness of ICT Labs (N=231)



The data suggests that **90% of the students believed ICT Lab generates interest among students towards the topics covered in various subjects. About 88% of the students thought that due to teaching through ICT Lab,** the learning outcomes of students improved. Almost 90% of students also thought that the use of computers makes it easier for students to understand complex ideas, topics, and academic subjects. This indicates that wherever computers are being used for teaching regular subjects, these create a positive impact on students and their learning.

Further, 4 out of 5 students (79%) agreed that ICT Lab teaching is better than traditional classroom teaching and 42% agreed that ICT Labs inclusion in the teaching practices reduces absenteeism.

One of the key activities envisaged under the SIAB project was for the teachers to create and disseminate subject content through WhatsApp or any other social media platform for Grades 8 to 10. None of the schools included in this assessment reported any such activity neither for regular students nor for those needing remedial assistance. Also, none of the schools mentioned conducting any specific sessions for Grade 10, as envisaged under the SIAB project.

During the focus group discussion, students shared their views on the **effectiveness of learning through ICT labs** and their responses were captured. In 19 schools, all the students responded that it is very easy and adaptive to learn through digital content such as videos and animations, as it becomes easy to watch the steps or process of any topic such as area and volume in Geometry (Mathematics), Solar system in Geography. Further, these students shared that classroom teaching is largely theory-based, without any demonstration or practical exercise, but this new learning approach using digital content has minimised the learning gap. Now teachers can teach better with images, videos and graphics while delivering lessons and students can easily comprehend the topics.

On knowledge retention, these students thought that they were able to remember learnings for a long period of time. Another benefit shared by the students from the 5 schools was that digital content-based education is helpful in revising their syllabus or practice for examinations.

Students in four schools preferred classroom teaching over ICT labs and the reason was that ICT labs were not functional in their schools. This indicates that these students were deprived of learning from the ICT lab and gave their preference for classroom teaching so that they could finish their syllabus for the exams.

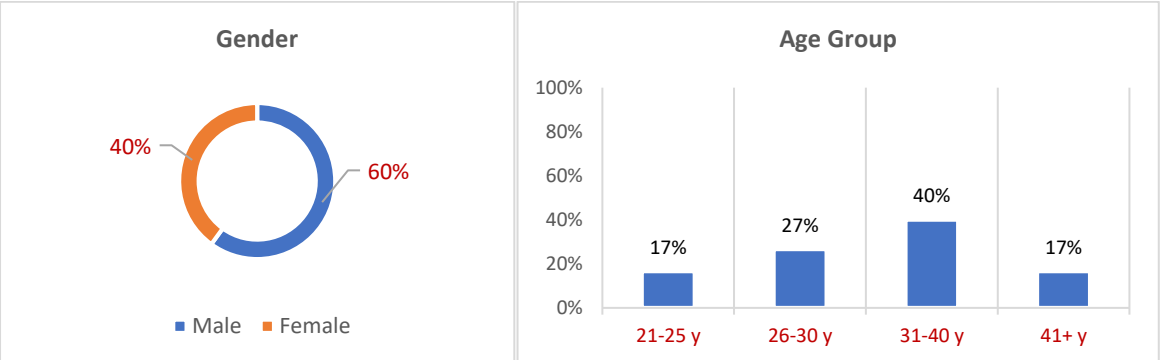
Students from 13 out of 30 schools expressed their satisfaction with ICT labs and its functioning. Of these, students in 6 schools were completely satisfied, and students from 4 schools mentioned they were partially satisfied as they faced challenges in ICT labs such as internet connectivity, electricity and lack of opportunities to participate in ICT Labs. In 6 schools, students were reluctant to give their opinions about their satisfaction.

In all 30 schools, students were asked to specify the challenges in attending the ICT Labs to understand their experience of using ICT Labs in their schools. The students from 17 out of 30 schools reported that computer sets and other accessories were not properly functional. in addition to this, these schools were facing internet connectivity issues (14 schools) and frequent electricity cut-offs (11 schools). Students from 5 schools also reported that proper sitting arrangement in ICT labs was not available considering the number of students in a class against the chairs available in ICT labs. The unavailability of trained teachers was also reported in 2 schools.

3.6. Interaction with Teachers

A total of 30 teachers were covered from the selected schools and information was obtained on their experience and opinions on the advantages and challenges of ICT Labs for the students. The following graph shows the gender and age-wise coverage in the study.

Graph 7: Age and Gender Distribution of Teachers (N=30)



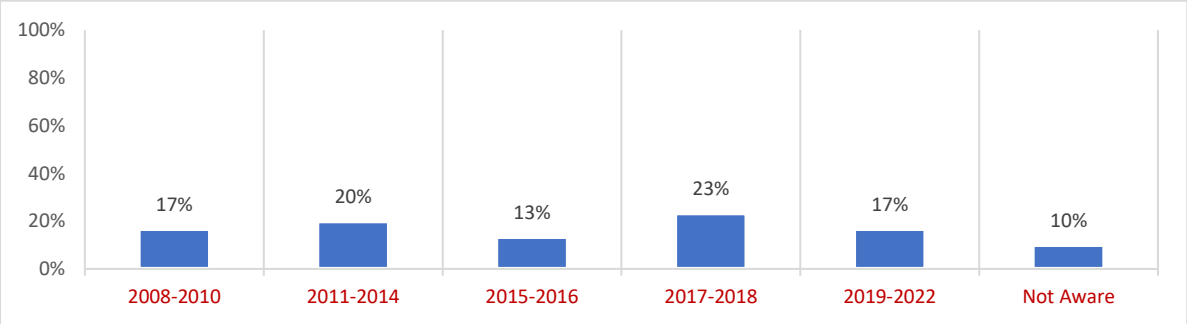
More male teachers were covered as compared to females (60% and 40% respectively). With respect to age, 44% of teachers were between 21 to 30 years (total of 13) and 2 out of 5 teachers (40%) were in the age range of 31 to 40 years (total of 12). It was noticed that the state government has asked principals to appoint computer instructors in their schools and largely, young computer instructors have been appointed to work in the ICT or computer lab.

Many schools have hired young professionals who are expected to do additional school-related work, such as managing data and creating reports whenever a department requests information from them. This work is in addition to the teaching that they are expected to do in computer labs.

About 10 teachers were those who had recently joined and not completed a year in the school followed by 3 teachers who completed 2 years and 13 teachers have completed 3 to 10 years. However, 4 teachers chose not to disclose their experience.

Teachers were requested to inform the year of setting up the current ICT Lab and it was observed that most ICT Labs were setup during 2008 to 2014 (37%) and then between 2015 to 2018 (36%). Following graph illustrates the year of establishment of ICT Lab in the schools as informed by teachers.

Graph 8: Year of Set-up of ICT Lab Reported by Teachers (N=30)



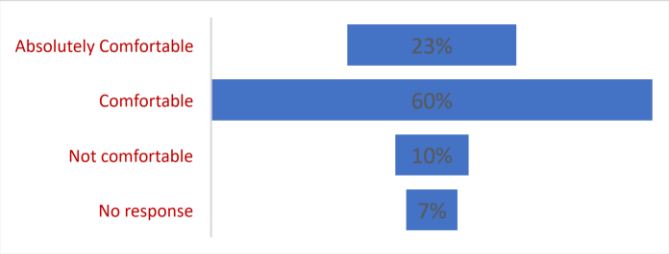
During the discussion, teachers were asked about their comfort in using technology (ICT lab) for transacting their subjects. In response, 16 teachers (53%) claimed that they are aware of adopting ICT for transacting their classes. Further, 6 teachers (20%) confirmed that they have received any training on using ICT lab through the Moinee Foundation, as part of the project. The training of teachers in ICT Lab sessions was one of the key components under the project.

It is likely that the teachers who were trained on using ICT Labs through the intervention have been transferred from many of these schools and teachers joining as their replacements are not trained in using ICT lab equipment.

Next, 17 teachers (53%) confirmed that the orientation was provided to the students about the importance of ICT Labs and how students can avail the benefits of digital content. Of these 17 teachers, 3 mentioned that they do it in every academic session.

Information on the supply of digital content for the ICT Labs was also explored by the teachers. Half the teachers (53%) had reported that the digital content they currently have was provided by the government or has been downloaded/ accessed from education portals of private companies (30%) and NGOs (23%). When asked, 10 teachers reported that they had digital content prior to the receipt of HDFC Bank support to their schools.

Graph 9: Level of Comfort in Teaching through ICT Lab (N=30)



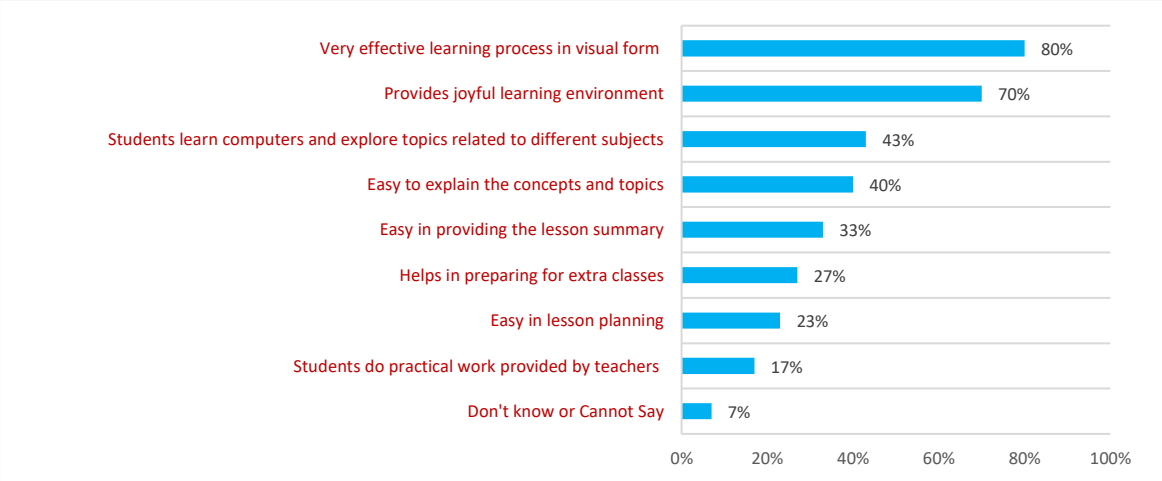
Teachers were asked about their comfort level in organizing ICT Lab sessions for the students. The adjoining graph portrays the responses of the teachers on their comfort level.

A total of 25 teachers (83%) reported that they feel comfortable in teaching using ICT Labs. Close to three-fourths of teachers (72%) reported that they are confident of teaching in the ICT Lab as they were trained (by various agencies) and/or have experience of taking sessions in ICT Labs. Almost 44% of teachers mentioned that they have a professional degree and extensive teaching experience that provides them the confidence and competency to take ICT sessions.

3.7.1 Perception of Usefulness of Digital Content

To assess the perception of the usefulness of digital content, teachers were asked to specify the ways in which digital content helps them in teaching. Most teachers (24; 80%) had a perception that students learn effectively if they see things in visual forms as they can observe things happening and are able to relate the process with the theory. These teachers also thought that the use of digital content in teaching creates a joyful learning environment for students and develops their insights towards the subject/topic/concept or phenomenon. The following graph shows the perceived ways in which digital content helps in teaching.

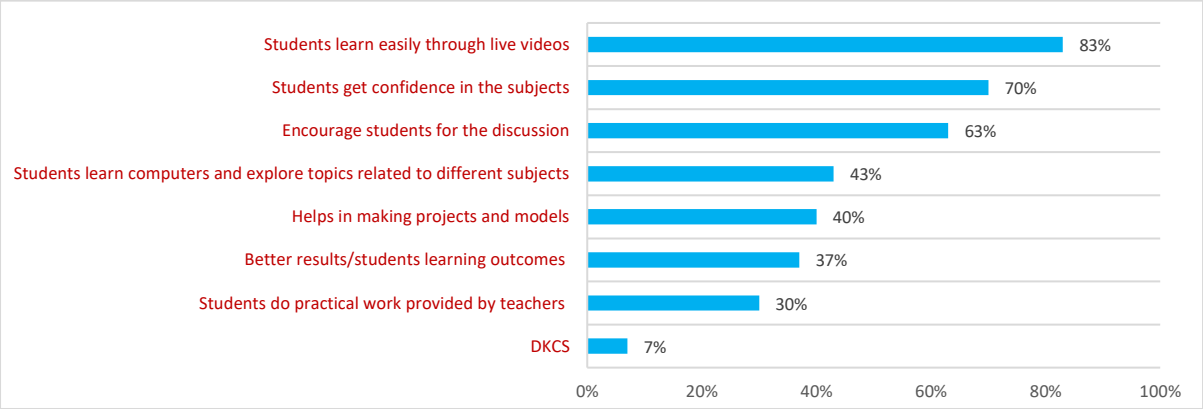
Graph 10: Perception on Ways in which Digital Content Helps in Teaching (N=30)



Also, 10 teachers (33%) had a belief that it helps in summarizing their chapter or concepts/topics once the students go through the audio-visual digital content. However, 7 teachers (23%) thought that digital content helps in making their lesson plans and identifying topics, students would need digital content and practical exercises. This demonstrates that the teachers had a fair understanding of the importance of digital content and its usefulness for the students.

Again, teachers were asked to specify the type of benefits that students get with the use of digital content, ICT Lab sessions and practicals. Following graph illustrates the type of benefits perceived by the teachers that students get from the use of digital content and ICT Labs.

Graph 11: Perception on Type of Benefits that Students Get from Digital Content and ICT Labs (N=30)

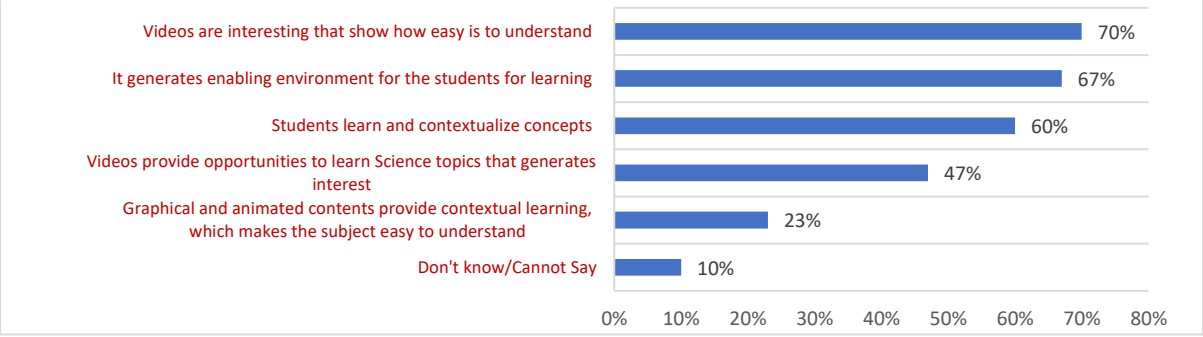


A total of 25 out of 30 teachers (83%) believed students learn the concepts, processes, topics, mathematical formulae and equations and the theory behind the concepts, much more easily through the digital content. through videos, animation, sound, and interesting presentations. About 21 teachers (70%) expressed that once students go through the digital content and develop their understanding and insights, they are more confident in managing the subject. There were 19 teachers (63%) who said that during the ICT session on topics or subjects, the students get motivated to discuss various concepts and contexts, share similar examples ask doubts and are able to clarify their doubts. Also, 11 teachers (37%) believed that students after capturing the topics and developing their understanding, perform well in the class tests and secure good marks.

> "All the teachers demonstrated their consensus and accepted that students like digital content and ICT Labs sessions very much and enjoy the activity."

During the discussion, teachers were then requested to inform the ways through which digital content-based teaching generates or enhances the interests of the students. The following graph depicts the ways through which digital content-based teaching generates interest among students.

Graph 12: Perception of Ways Digital Content-Based Teaching Generate Interest Among Students (N=30)



About 21 teachers (70%) had the perception that videos and animations make the topics interesting along with sound effects as well as a sort of enabling environment created within the ICT Lab wherein every student is keen to understand the topic being discussed. 18 teachers (60%) shared that students learn and contextualize the topics and context once they see the videos and animated exercises.

About 14 teachers mentioned that this digital content-based teaching generates interest in Science and Mathematics which are normally considered to be difficult subjects leading to students losing interest and later switching to the humanities subjects to score better marks in their examinations.

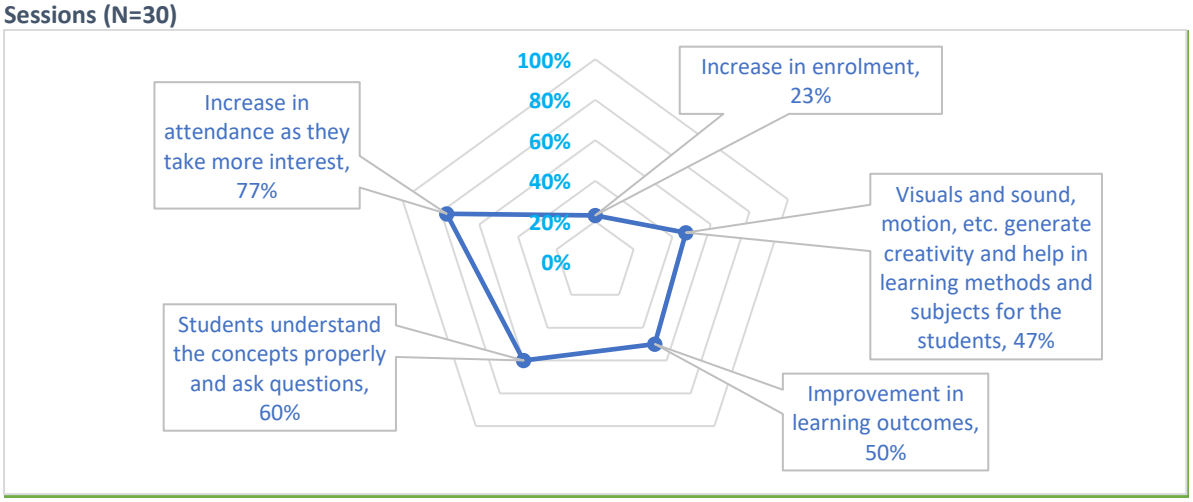
Proportion of teachers reported digital content based teaching pedagogy to be EFFECTIVE	Proportion of teachers reported digital content based teaching pedagogy motivated students to become regular	Proportion of teachers reported better attendance on the day of ICT Lab Class
94%	60%	23%

Regarding activities associated with ICT Labs, the two key activities reported were teaching, and practical classes shared by 70% and 63% of teachers respectively. More than half (57%) of the teachers also mentioned that students also participate in online tests and quizzes to check their scores. This is in confirmation of the findings reported by students.

Almost three-fourths of teachers **(73%) had the opinion that students score better marks and grades because of the digital content-based teaching and ICT Lab sessions. About 13 teachers (43%) said that some improvements in their grades can be attributed to ICT Lab sessions.**

Almost all the teachers observed that the interest levels of students related to their studies and subjects improved due to digital content and computers. To take the discussion further teachers were requested to state a few positive changes that they have observed among the students. The following graph presents the type of positive changes observed by the teachers among the students attributable to ICT Labs and digital content-based teaching.

Graph 13: Positive Changes Observed Among Students Due to Digital Content Based Teaching and ICT Lab Sessions (N=30)



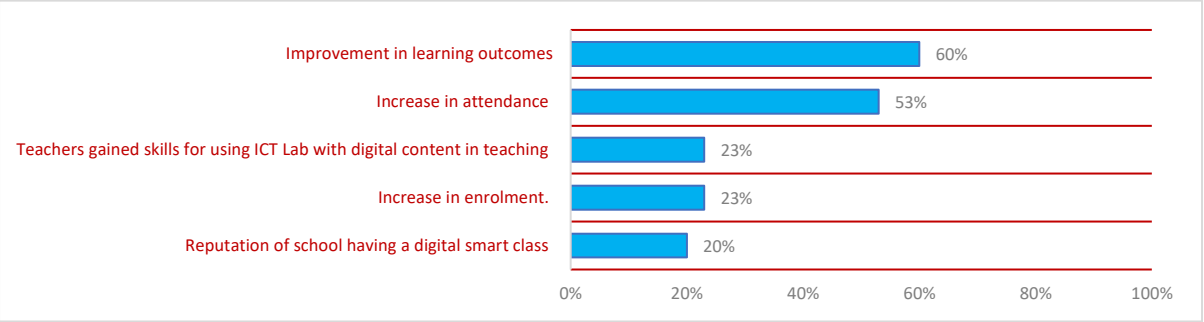
Over three-fourths of teachers **(77%) mentioned that they had observed an increase in attendance** as more students want to participate in the ICT Lab as they get a chance to work on computers. Three out of five teachers (60%) cited that students understood the concepts and raised their queries followed by about half who reported that they have seen learning outcomes improving due to an increase in their knowledge on the topics.

Almost a quarter of teachers (23%) pointed out use of computers and digital content in teaching enhances the status of their school, thereby increasing the overall enrollment in school.

3.7.2 Type of Changes Observed Due to the intervention

An attempt was made to seek views from the teachers on the support received from the HDFC Bank for ICT Labs. Teachers' opinions on the type of changes observed are shown in the following graph.

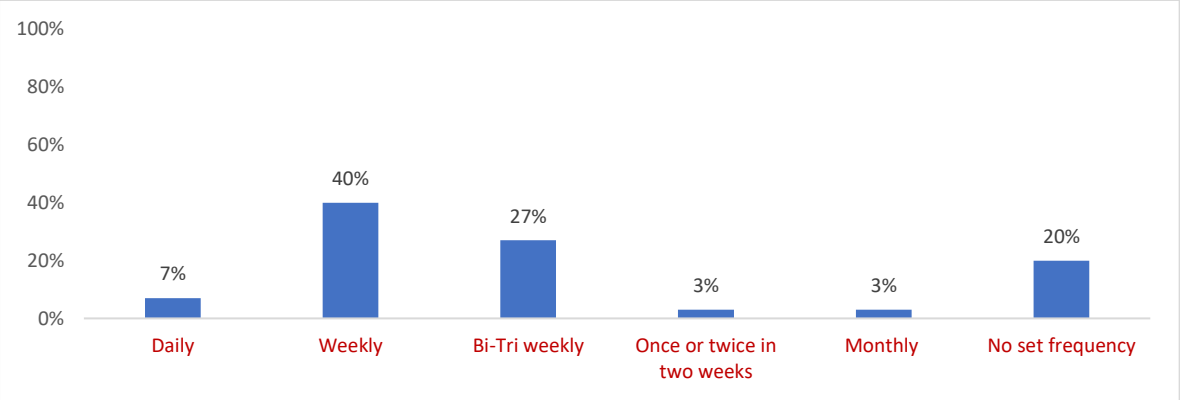
Graph 14: Perceived Changes Seen Due to HDFC Bank Support (N=30)



As many as 60% of teachers were of the opinion that with HDFC support in reviving the ICT labs, the student's learning outcomes improved followed by 53% who thought it had led to an increase in attendance in the class and some increase in enrolment (23%). About a third of teachers mentioned that that due to this support, they can get regular updates for the Knowledge Server, through the Moinee Foundation.

An enquiry was made to ascertain the frequency of ICT Lab sessions practiced in the schools. The following graph shows the frequency reported by teachers.

Graph 15: Frequency of ICT Lab Sessions in the School (N=30)



About 34% of teachers indicated the frequency of ICT Labs as daily or twice/thrice in a week (7% + 27%) followed by 40% of those who mentioned the frequency as weekly. However, 20% of teachers reported that there was no set frequency and organized as per the requirement in terms of the topic being discussed and availability of infrastructure and equipment as well as electricity supply.

3.7. Interaction with Principals and SMC Members

In the assessment, principals and SMC members were also included in the assessment to understand their views and experience with the SIAB project supported by HDFC Bank. A total of 30 principals and 30 SMC members were interacted with to understand their perspectives on ICT Labs and their functioning. In the forthcoming discussion, different components are discussed to assess the effectiveness of the support.

3.8.1 Digital Content-Based Teaching in ICT Labs

Of the 30 principals surveyed, 11 (37%) gave encouraging and positive feedback on the ICT trainings teachers had received for using ICT Labs and teaching using the digital content made available as part of the support. About 17 out of 30 principals (57%) mentioned that the training provided was satisfactory. Of the 30 principals included in the assessment, 6 were not aware of any such trainings provided to the teachers for operating ICT Lab sessions using the digital content.

The discussion with school principals and teachers revealed that almost 60%-65% staff has been changed/ transferred during last 2-3 years and therefore most of the teachers trained are not with these schools.

3.8.2 Opinion on Teaching based on Digital Content and ICT labs versus Classroom Teaching

All 30 principals believed that use of digital content and sessions in ICT Lab impacts the learning of students and improves their understanding. A total of 11 principals thought that if students understand the concepts, topics, and learn new things, it also adds to their personality development. Learning through digital mode has made learning concepts, and topics easy for the students as they watch and listen to the video content. They believe that the process is good for understanding the steps in Mathematics, Social Science and Science topics such as Solar System, Photosynthesis process and Pythagoras theorem. More than half of the principals reported that now students can easily operate computers and use MS Office, undertake internet search, and appropriately handle the computer. Some of the principals (12) also mentioned that learning through ICT Lab and practical knowledge has boosted the interest among students towards studies and their interest in classroom discussions has improved. Seven principals thought that due to digital content and ICT Lab, the students now have a provision for revising their syllabus and retaining their gained knowledge for a longer period.

All the principals had a view that digital content based teaching and practical in ICT Labs is far better than the traditional classroom teaching method.

Similarly, 16 SMC members had a view that digital content helps students to understand the concepts easily as they watch and listen the videos and animations. About 8 SMC members felt that students can learn things easily and retain their knowledge for the extended period of time. Same proportion of SMC also mentioned that ICT Labs have impacted the learning as classroom teaching is sometimes not interesting.

Both principals and SMC members were posed with the statements related to the benefits of digital content based teaching and ICT Labs and their opinion was sought. Following table illustrates the results.

Table 1: Agreement on Benefits of Digital Content and ICT Labs from Principals and SMC Members (N=30)

Statements on Benefits of Learning through ICT Labs	Principals		SMC	
	N	%	N	%
Student's Interest has increased/increases	29	97%	25	83%
Learning Environment in Classroom has Improved/improves	25	83%	24	80%
Easy to Learn Topics and Processes of Subjects	24	80%	22	73%
Student's Contribution in Classroom Discussion has Improved or improves	25	83%	22	73%
Easy to Learn Topics through Digital Content	26	87%	25	83%
Keep Remember the Discussions for Long Period of Time	28	93%	23	77%
Remedial Classes for Students	25	83%	20	67%
Workbooks Provided to Students	23	77%	20	67%
Special Classes for 10th Students for Boards Preparation	26	87%	23	77%
Students Score Good Marks in Examinations	27	90%	24	80%

Most of the principals and SMC members were in agreement on majority of these statements. When further probed, the principals reported that the ICT Labs were functioning effectively during the project phase as the computer instructors and other staff members were visiting the schools to ensure the same. Post completion of project, there is no support from anywhere. Usually, schools are struggling with outdated computers which can't be used in their current state and also not much scope to get these replaced without any external support.

3.8.3 Perception on the Impact of ICT Labs on Students

20 out of 30 principals responded that the adoption of new technology has made education easy where students learn topics or concepts by performing practical and they watch, understand and retain the knowledge for a long period of time. Also, the learning capacity of students has increased with the interactive way of teaching in schools. As per their perception, now students take interest in studies and there is better communication

between teachers and students. Use of technology has created a better learning environment in classrooms. Among others, 2 Principals cited that since ICT labs are not functioning, they won't be able to comment.

About 20 principals had reported that they have seen students learning mathematics and science topics easily and learned the correct pronunciation of English words. Some of the principals also hinted that the performance of weak students has improved. However, 6 principals reported that students did not show interest in ICT labs because either the computers are not working or the teachers are not trained to deal with students, effectively.

Of all 30, 24 SMC members said that students are learning topics and taking part in classroom discussions because they learn by doing. There were 3 SMC members who responded that they do not see any changes among students while 3 SMC members stated that ICT labs are not functional and they don't know the reasons for the same.

3.8.4 Challenges in Managing ICT Lab

The discussion indicated that there are many challenges existing in the schools that is hampering the functioning of ICT Labs in schools. The discussion on the type of challenges faced by schools were also sought from principals. All the schools were facing challenges in conducting sessions in ICT Labs. One of the biggest issues in majority of schools (23) was internet connectivity and the power supply. Six principals reported that computer sets are outdated and not working currently. About 3 principals shared that ICT lab equipment such as computers, knowledge server, mouse, headsets have not been updated or replaced since these were provided. Three principals also complained of lack of trained teachers due to which no sessions are being conducted in ICT Lab.

> "Internet Connectivity has been a consistent issue in many schools. The power supply is the other key challenge reported by principals and SMC members."

Similar challenges were reported by SMC members, including internet connectivity (12) and electricity cut off or no power back system in school (10 each). Ten SMC members also mentioned outdated computers. Lack of teachers and no digital content available in school was mentioned by 5 SMC members, each.

3.8.5 Efforts to Mitigate Challenges

Six Principals reported that their school has setup wi-fi connection for ICT labs and other 2 principals cited that school is taking temporary solutions such as connecting computers with hotspots and principals would pay for the repair of non-functional equipment from their contingency budget. To meet the electricity requirements, power backup has been installed in 2 schools. The schools that require new computers have written to the department for the replacement.

Chapter 4
Assessment on OECD Criteria

This chapter discusses the research findings considering the study's objectives based on OECD Criteria. Following sections present the discussion and scoring by the OECD components.

Component	Discussion	Rating
Relevance	The project implemented in 200 schools of Rajasthan, where it identified the limitations and challenges in effective use of ICT Labs that included lack of trained human resource and infrastructure. Thus, Moinee Foundation sought support for Project SIAB from HDFC Bank to revive the existing ICT Labs and training the teachers to conduct classes using digital content. The project was **significantly relevant** as it provided support for internet connectivity, knowledge server to reduce the dependence on internet and storing the digital content for the frequent use. Moinee Foundation adopted an appropriate criterion to identify the needs and selecting schools for the support which further confirms the relevance. Under the project, Moinee Foundation conducted infrastructure requirements survey with the schools to identify school specific support needed. HDFC Bank support to the project is relevant as it supports integration of technology, ensuring digital empowerment of students and teachers. This created an environment for quality education through a smart class within the government education system.	*****
Coherence	Under the ICT Projects from the Government of India and the Rajasthan State Government, computer systems with projectors or TV and other accessories such as speakers or headsets were supplied in a phased manner in about 8 years. The equipment and supplies were provided to the schools without understanding the limitations and barriers being faced by the schools such as trained teachers, availability of grade specific digital content, and current availability of school level infrastructure like separate room, internet connectivity, furniture, electricity, or power backup. As a result, most ICT Labs were not functional. Many schools covered under the HDFC Bank supported SIAB project were facing similar situation and hence, the project supported the schools with required equipment such as knowledge servers, internet dongle, speakers/headsets, inverters for power backup and to an extent repair and replacement support for accessories. The support had a value addition considering the importance of ensuring quality education for the students of grades 8 to 10, which can be achieved through integration of technology. The HDFC Bank funded SIAB project has been contributing to the two leading SDGs which are Goal 4 on Quality Education and Goal 10 on Reduced Inequality in education.	*****

Component	Discussion	Rating
Efficiency	Project SIAB ensured functioning of ICT Labs and teachers using digital content to deliver relevant topics to the students. It was observed that schools were receiving support from the NGO during the project phase in terms of functionality and resolution of issues as and when these emerge. Post the project phase, the synchronization between the schools and the NGO was lost due to the large-scale transfers of teachers and principals, non-availability of maintenance fund and lack of willingness among the teachers. The assessment findings show that there were only 16 schools (out of 30) where ICT Labs are functional and available for the ICT Lab sessions and practical. At the time of visit, none of the schools reported ICT Labs being used, for teaching academic subjects or computer operations. This may be due to the early stage of academic session post summer vacations but is also due to lack of trained instructors. One of the major challenges faced during the assessment was to identify the students who had experience of using ICT Labs during the project duration. Findings revealed that 87% of the students (out of 296) had attended ICT Labs sessions at least once. More than half the students (57%) reported Science, 32% each cited Mathematics and English, and 15% stated Social Science and General studies being taught through ICT Lab sessions. This demonstrates that ICT Labs were useful for the students but was not being accessed by the majority of students, in most of the schools. It was observed that digital content based teaching was not a regular feature as more than half (54%) the students could not recall the frequency of ICT Labs participation. However, 25% reported two days a week, 14% mentioned one day a week and 6% reported 3 days in a week. Teachers who were provided with training under the project were not available in the schools as many have been transferred in the last 2 to 3 years. In some of the schools, a dedicated computer instructor has recently joined who is likely to take the responsibility of managing the ICT lab and ensuring its access to students. Moinee Foundation made limited efforts to monitor the project progress. No ongoing analysis was undertaken of the available data to ensure the efficiency of ICT Labs.	***

Component	Discussion	Rating
Effectiveness	The assessment findings show that the project was effective to some extent. Findings have shown that the use of ICT Labs was not regular and ongoing due to many factors that contributed to its low effectiveness. These factors include non-functionality of equipment due to computers that are outdated, damaged or non-functional, non-availability of teachers, power backup, frequent power cuts and disrupted internet connectivity. During the project phase, the partner NGO representative was visiting the schools that ensured functionality of knowledge server, computers and projector, available accessories, but did not ensure regularity of usage of Labs. Findings reveal that 83% of teachers perceived themselves as competent in technology-based teaching. However, they were more focused on completing their syllabus but have less inclination towards taking additional efforts for the students and use ICT Labs to generate interest among them. Discussion with principals revealed that the school gained recognition for having a Computer Lab, but regular use of ICT Lab could not be ensured due to systemic constraints and infrastructure issues.	***
Impact	The synthesis of assessment findings shows that 80% of teachers felt the students learn effectively if they use audio-visuals and practice. About 70% of the teachers felt that use of digital content creates an environment in the class that generates interest and students get engaged in the discussion. Due to such benefits, teachers also get motivated and take extra efforts. According to the teachers, the digital content-based teaching generates interest in Science and Mathematics subjects, which are normally considered to be the difficult subjects. Teachers and Principals believed that the students get better marks if ICT Labs are used appropriately. None of the teachers and principals claimed that the school results have improved due to ICT Labs. Largely, teachers and principals were of the opinion that they work with students to bring them at the level where they can perform better but impact of ICT Labs has not been seen so far.	***

Component	Discussion	Rating
Sustainability	Schools have pride that ICT Labs exist, but do not see them competent in managing the functioning of the ICT Lab. For this purpose, they still seek external support. During the study, it was observed that the teachers and principals understand how ICT Labs support students in achieving the desired results, but lack in efforts of walking an extra mile for the students and use ICT Labs extensively, make digital content-based teaching a regular practice. Mechanism of regular maintenance and repair has been identified as a key constraint in all the schools. A few schools have demonstrated their willingness to use their school funds for the repairs but depends on the availability and urgency. There is an emergent need for consistent support for the maintenance either from the state government or any other organization.	***

The total rating scored is 3.7 out of 5.

Annexure—List of Schools Covered

S. No.	Block	Village	Name of School
1	Amber	Labana	Govt. Sr. Sec. School, Labana
2	Amber	Kukas	Govt. Sr. Sec. School, Kukas
3	Amber	Akhepura	Govt. Sr. Sec. School, Akhepura
4	Amber	Nagal Susawatan	Mahatma Gandi Govt. School, Nagal Susawatan
5	Bassi	Patan	Govt. Sr. Sec. School, Patan
6	Bassi	Dhanau	Govt. Sr. Sec. School, Dhanau
7	Bassi	Garh	Govt. Sr. Sec. School, Garh
8	Bassi	Kutada Khurd	Govt. Sr. Sec. School, Kutada Khurd
9	Bassi	Jhar	Govt. Sr. Sec. School, Jhar
10	Bassi	Padasoli	Govt. Sr. Sec. School, Padasoli
11	Bassi	Badwa	Govt. Sr. Sec. School, Badwa
12	Bassi	Mansar Khedi	Govt. Sr. Sec. School, Mansar Khedi
13	Bassi	Karangarh	Govt. Sr. Sec. School, Karangarh
14	Bassi	Bainada	Govt. Sr. Sec. School, Bainada
15	Bassi	Ramratanpura	Govt. Sr. Sec. School, Ramratanpura
16	Bassi	Paliyawas	Govt. Sr. Sec. School, Paliyawas
17	Bassi	Baskho	Govt. Girls Sec. School, Baskho
18	Bassi	Jatwara	Govt. Sr. Sec. School, Jatwara
19	Bassi	Devgaon	Govt. Sr. Sec. School, Devgaon
20	Bassi	Sumel	Govt. Sr. Sec. School, Sumel
21	Bassi	Tahatada	Govt. Sr. Sec. School, Tahatada
22	Jaipur West	Maharani Banipark	Maharani Govt. Girls Sr. Sec. School, Bani Park
23	Jaipur West	Pano Ka Dariba	Govt. Girls Sr. Sec. School, Pano Ka Dariba
24	Jaipur West	ModiKhana	Govt. Sec. School, Modi Khana
25	Jaipur West	C-Scheme	Govt. Girls Sr. Sec. School, C-Scheme
26	Jaipur West	Labour Colony	Govt. Girls Sr. Sec. School, Labour colony
27	Jhotwara	Chak Basri	Govt. SR Sec School CHAK BASDI
28	Jhotwara	Sirsi	Govt. Sr. Sec. School, Sirsi
29	Jhotwara	Sarnachor	Mahatma Gandi Govt. School, Sarnachor
30	Jhotwara	Machwa	Govt. Sr. Sec. School, Machwa