



# The Sambhavana Programme

*Building sound foundation for life long learning*



**HUMANA**  
PEOPLE TO PEOPLE INDIA

## Overview

**Sambhavana** is an educational programme targeted to bring about sound foundation for life-long learning in children, in compliance with the Right to Education (RTE) norms as reinstated in 2009. The programme is offered to children, who are 12 years and above, at upper primary (middle school) level, addressing to their strategic, holistic development. Designed in a way to cater to the learning needs of those children who are behind in their learning levels by providing them with academic, social and soft-skill development, Sambhavana takes them through the upper primary school grade levels (relative to grades 6 to 8) in approximately two years time. In case these children need to consolidate their academic foundations (relative to grades 1 to 5), they are placed on the Kadam Foundation Programme for a maximum time limit of one year before they begin grade 6 of Sambhavana.



**Sambhavana** seeks to equip children with a strong base so they can succeed in moving ahead to complete secondary education through formal / non-formal schooling or joining vocational skills training programmes and finding meaningful employment, or any other form of engagement.











## Concept

- Sambhavana is a blend of cognitive development through the enhancement of subject-based competencies; development of analytical and problem-solving skills with projects and tutorials; development of social skills through hands-on experiences in thematic learning; and development of vocational aptitude with soft skilling.
- To address the above-mentioned domains, the programme has been designed for 22-months with 22 theme headlines.
- All the components of the programme are complementary, and are delivered concurrently.
- The programme's subject areas include Mathematics, Science, Social Science, Hindi and English. They are in alignment with the curriculum of the National Council of Educational Research and Training (NCERT).
- The thematic learning comprising of one theme headline for each month and project outlines suggested in the programme have been horizontally as well as vertically mapped with the National Curriculum Framework (NCF) 2005.

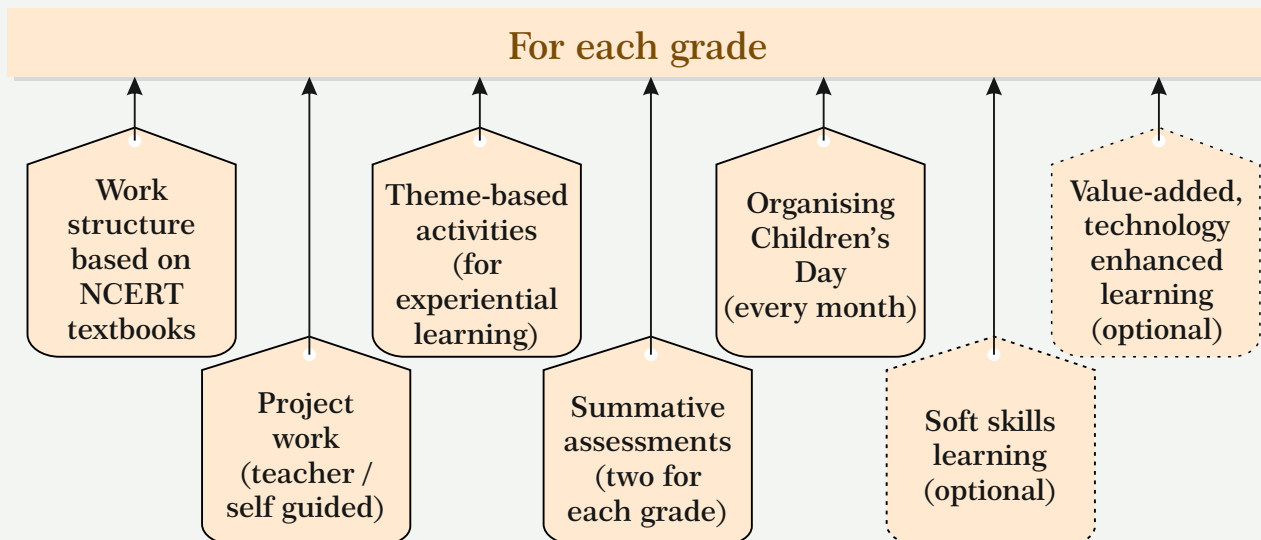
## Guiding Principles

- Child oriented, outcome-based learning
- Activity-based learning – learning by doing
- All-round development of the learner
- Build learners' capacity and independence
- Make learning visible

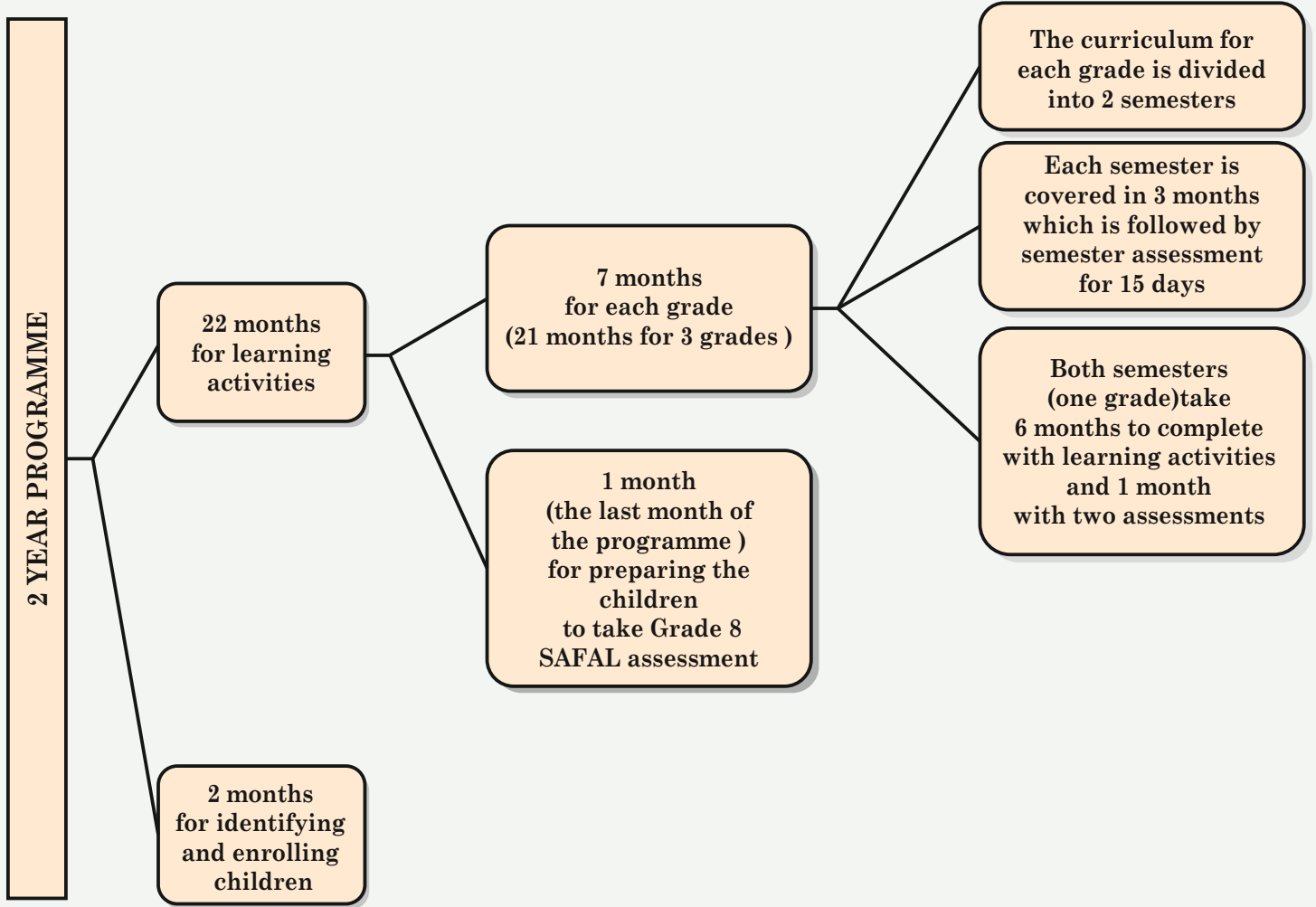
# About the Programme

-  Focussed learning enhancement programme for upper primary / middle school level that covers grades 6, 7 and 8, for children at 12 years and above
-  Based on the textbooks created by the NCERT for the subjects – Hindi, English, Mathematics, Science and Social Science
-  The entire learning programme is available in both Hindi and English mediums
-  Curriculum blends academic learning with experiential learning, thereby, providing holistic learning opportunities to children
-  Tools and techniques to instil learning ownership are embedded in the programme
-  Peer interaction and peer learning are an inherent part of the programme methodology
-  Regular assessments track the learning progress of children
-  Children are encouraged to safeguard a future for themselves to best of their interests and abilities
-  Soft skilling is provided to suit the individual likes and interests of children
-  Value addition ensured through technology enhanced learning (optional component)

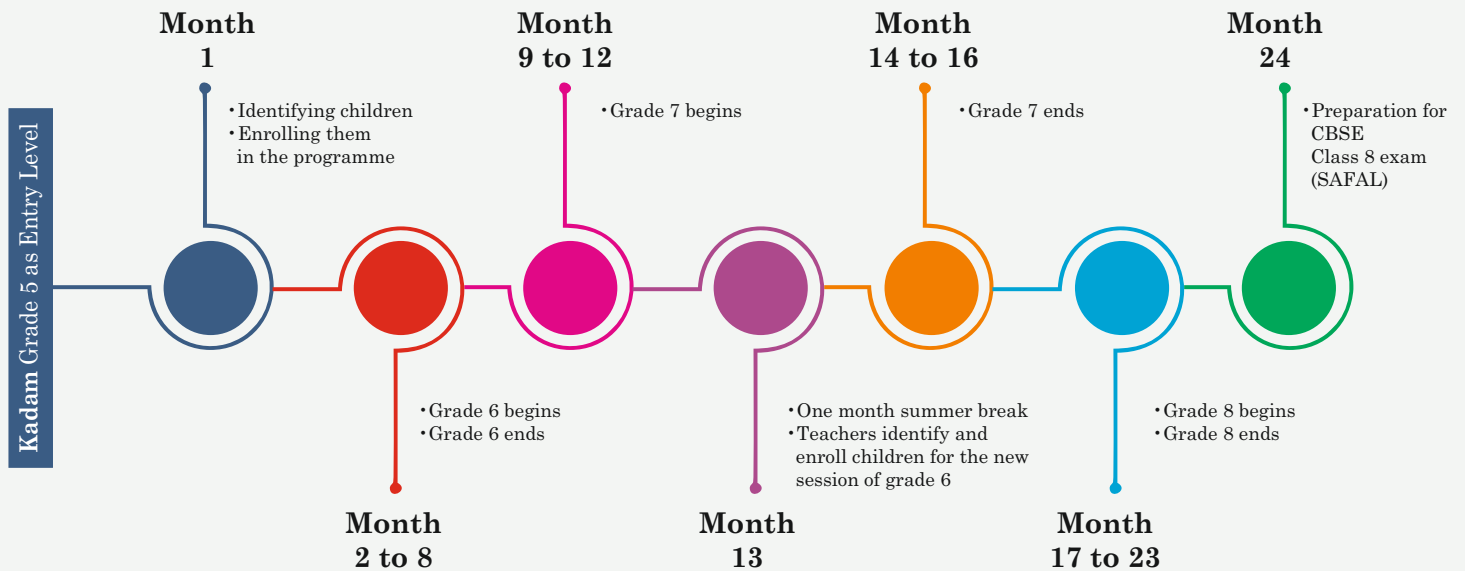
# Programme Structure



# Programme Duration



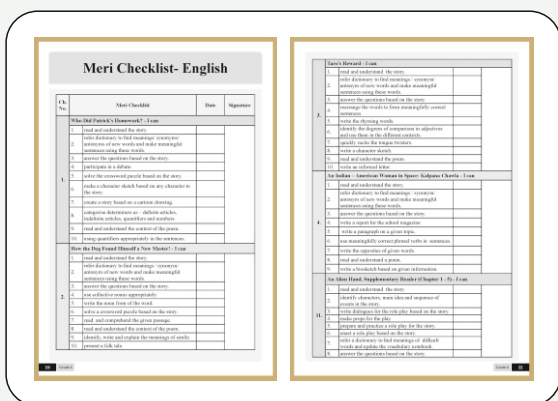
# Programme Timeline



# Key Features of Sambhavana

## Kadam foundational platform

For children who are assessed with learning gaps in lower primary grades, a bridge course is provided to them, which helps in plugging their learning gaps for a sound base to begin the Sambhavana programme for grade 6 and onwards. The bridge course, called the Kadam foundational platform, is maximum one year-long, which can be completed earlier depending upon the requirement of the child. It benefits the children in preparing them to take on further concepts with greater clarity.



## Meri Checklist

Based on the topics/ sub topics of the NCERT textbooks for each subject in the programme, a checklist of competencies is provided for each chapter at the beginning of the Student Book. As the children achieve learning upon completing the tasks as suggested in Student Books, they fill up the Meri Checklist and move forward. Hence, Meri Checklist is the self-assessing component of each Student Book that guides children to move progressively with their learning activities.

## Project work

Projects are the defined tasks to attain desired learning outcomes. Two types of project work is designed in the programme: one, are teacher-guided projects (TGPs), and, the second, are the self-guided projects (SGPs). TGPs are mandatory as they are designed on important concepts that cannot be missed out in the curriculum. Every subject has a definite number of TGPs for the children to attempt. SGPs are based on those topics/ concepts which a child chooses according to his/ her own interest. Each child has to choose three SGPs (of different subject areas) in each semester. An extensive list of SGPs from all subjects provided at the end of each Student Book.





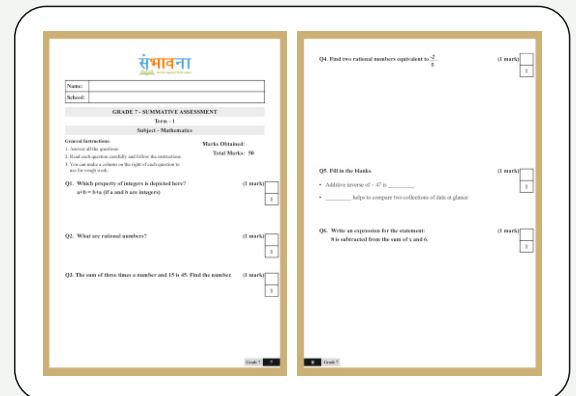


## Use of multi-media

Use of tablets is encouraged to make technology user-friendly to children in the programme. All the subjects are provided with supportive web links to understand concepts and topics through multi-media. Multi-media helps in better understanding of the concepts and widens the horizons of children's thinking. The programme also creates many opportunities of research and findings, which are done with the help of Information and Computer Technology (ICT).

## Comprehensive assessments

A comprehensive system of assessments is created on the basis of the Bloom's Taxonomy to assess children for their achievement of their learning outcomes for each semester in each grade of the programme. The assessments consists of questions like – multiple-choice-questions, fill-ups, match-the-followings, true/false, one-word answers, one-sentence answers, short-answer type, long-answer type, maps, diagrams, graphs, etc.



## Thematic learning

Thematic learning constitutes theme-based learning wherein a theme headline is chosen for a month and activities for children are planned around it. It is blended in curriculum to provide experiential situations and real-life learning to children. It addresses to the need of social and emotional skill development, bringing about holistic development of children. 22 theme headlines have been carefully planned for the entire programme, one headline for each month of the learning activity. The month-long theme headline ends with Children's Day – an event organised by children to showcase their learning during the month to their parents who are invited. Children's Day is held on the last Saturday of the month as a culmination of the month-long activities

## Soft skills

Providing soft skills help children to enhance their personalities and recognize their talents. In the programme, the children are provided with a range of opportunities that lie ahead of them and increase their level of success in their future careers in the form of soft skills. Skill learning is practiced in the school/ centre in the afternoons, once other learning activities are over. A special teacher is engaged to carry out skill activities.

Some of the skills learning provided in the programme are – music, dance, art & craft, sewing, computer, English (LSRW), etc.



## Preparation for secondary school

In the last month of the programme, the children who have completed grade 8, are taken through a month-long preparation to take Structured Assessment for Analyzing Learning (SAFAL) exam in future. Upon successful taking of this exam, the children are open to admission in grade 9 of formal and non-formal school system. An entire month is dedicated to this preparation wherein children work by themselves under the guidance of the teacher. A list of revision questions is provided to children for each subject area and the concepts are revisited.

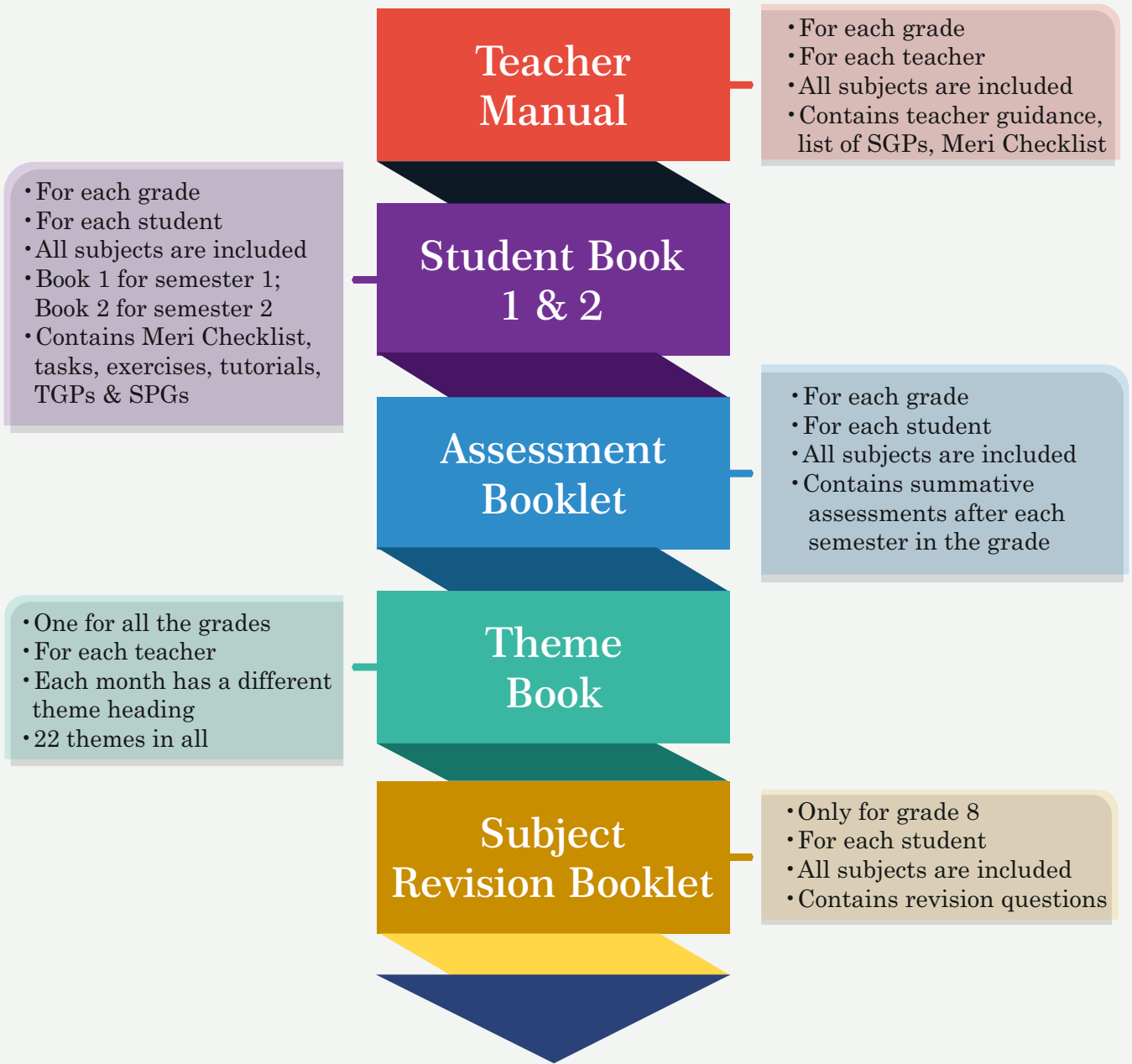


## Role of the teacher

Sambhavana teacher is a facilitator and a guide to the children. The teacher explains the concepts in his/ her subject area once a week and after this the children work upon their learning tasks during the rest of the week under teacher's guidance and support. The teacher provides opportunities to children to work in tutorial groups for the respective subject to carry out learning tasks along with guiding them to successfully complete the projects for different subjects.

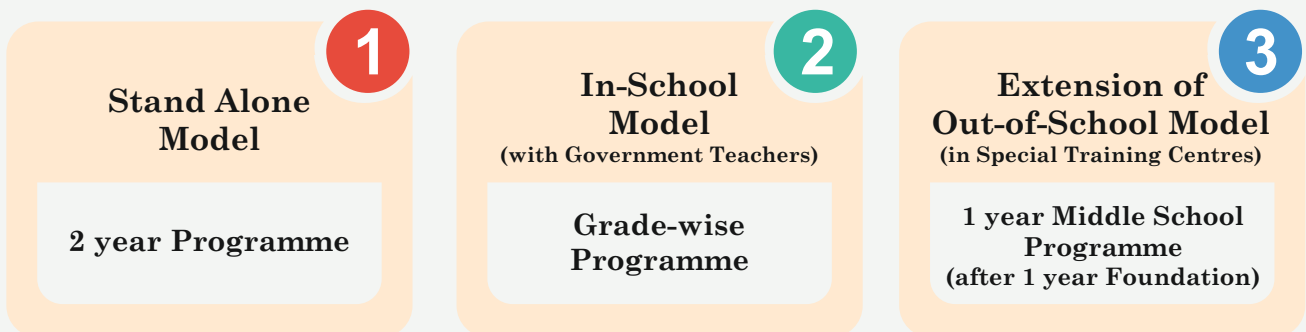


# Toolkit



Grade 6 has 5 books | Grade 7 has 5 books | Grade 8 has 6 books

## Linkages with School System



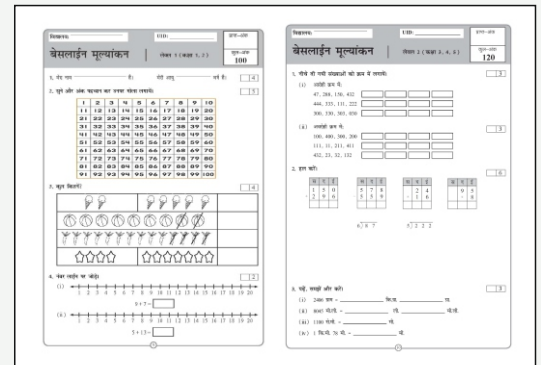


# Learning Measurements

## Baseline assessment (Kadam)

Baseline assessment (BA) is conducted for each child to know the initial learning level of each child. If the child obtains more than 80 percent in the BA, the child will start with grade 6 of Sambhavana. In case, the child gets less than 80 percent marks, he/she starts with the bridge course (the Kadam programme) depending upon the performance in the test.

A child can also join the programme in grade 7, if eligible, and gets 75 percent in the two term assessments of grade 6 and similarly, can join grade 8 based upon his/her eligibility after securing 75 percent in the two term assessments of grade 7.



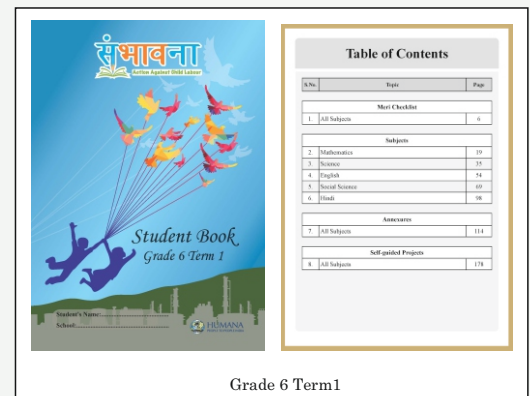
## Student Book

Sambhavana learning content is based on NCERT textbooks of grades 6, 7 and 8 in the subject areas of Hindi, English, Mathematics, Science and Social Science. The learning content is for both the teachers and children.

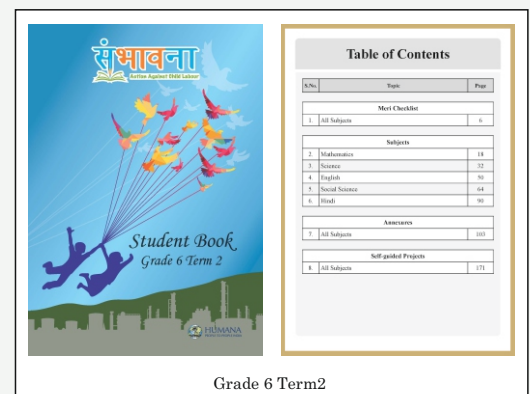
The teachers get a teacher manual for instructions to the children in each subject. It contains – how to approach a topic/ chapter, how to plan any activity/ demonstration/ experiment around it, how to guide children to follow the competencies based on the chapter.

The children get Student Books. There are two Student Books – Term 1 and Term 2 – each term contains chapters in each subject to be taken up for that term. Each chapter in the Student Book is divided into sub-topics that are based on the competencies as reflected in the NCERT learning outcomes. The checklist of competencies, in form of Meri Checklist, is provided in the beginning of the Student Book.

The learning content in the books is in form of tasks, exercises (based on the textbooks or given in annexures), activities, student tutorials and projects, both teacher-guided (TGPs) and self-guided (SGPs). Student tutorials are based on the competencies that are taken up by the children in their Trios and then the activities are attempted by them. Ample time is given to the groups to work on their presentations and present in front of the whole class.



Grade 6 Term1



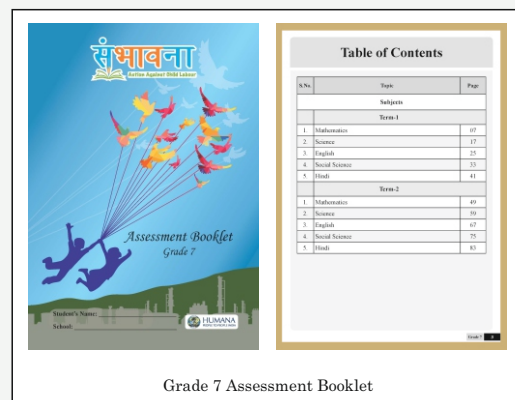
Grade 6 Term2

Projects are activities taken up by the children either in Trios/ groups or individually. The topic of each project is based on one or more competency in the subject. Sometimes, two or more subjects are also integrated in a project topic.

## Assessment Booklet

For each grade, one Assessment Booklet is provided for each child. The booklet contains two sets of assessments for each subject, which are semester-wise. The assessments of each subject are based on weightage of:

- approximately 2/3rd Simple Questions (SQs) under the dimensions of remember, understand and apply
- approximately 1/3rd Higher Order Thinking questions (HOTs) under the dimensions of analyze, evaluate and create



Term 1 assessment is taken up by the children once the course content of Term 1 in the Student Books is completed and in the same way, Term 2 is taken up at the end of the grade. The assessment questions are to be attempted in the booklet; no separate notebook/ sheets are given. Once the children take the assessment of the relevant subject, the booklet is returned to the teacher to evaluate.

To clear a term, 75 percent of minimum marks are required in each subject. In case the child fails to do so, the topics in which the child lags behind are re-visited by the teacher in the afternoon time when the regular school is over. The Assessment Booklet is kept in the custody of the teacher.

## Theme headlines

For the entire duration of Sambhavana, 22 theme headlines are selected, which also corroborate the course content of grades 6, 7 and 8.

Some of the theme headlines are:

Our body, Our world in numbers and shapes, Theatre play, Examinations with flying colours, Running the school together, The universe, our solar system and the planet Earth, 100 facts of the country we live in, People known for history and society: Activists, Big issues of our times, Science in everyday life, Technology in our daily lives, Mastering my employability skills (what about my future?), Our world in numbers and shapes, I am ready!, etc.

## Preparing for SAFAL at end of grade 8

The children who finish grade 8, are provided a month's preparation for taking Structured Assessment for Analyzing Learning (SAFAL), a competency-based assessment to assess the progress of foundational skills and basic learning outcomes/competencies among students. Subject Revision Booklet is provided for revision of grade 8 competencies in all subjects. The teacher and children work together to revise and achieve the missed/ forgotten learning.

# The Operational Model

Humana People to People India (HPPI) has meticulously structured the Learning Tools and Operational Models to be in alignment with National and State Academic policies, curriculum, standards and school-systems. The modular design of the programme components and bi-lingual design facilitates effective adoption in a variety of scenarios (rural, urban, stand-alone ed-tech enabled classrooms, stand-alone low-cost centres and collaborative implementation with the Government school system).

Designed to effectively leverage and complement the largest public schooling system in the world, the aim of the Sambhavana initiative is to support the Government of India's initiative to provide quality foundational learning to every child till the age of 14 years.

## Alignment with National Policies

The Sambhavana model is designed in line with the vision of the Right to Education Act (RTE) so that every child has access to free and quality education. To ensure that children covered by Sambhavana-based projects get the same quality of education as children in regular schools, the operational models are designed to be in sync with the budgetary and operational norms of the Samagra Shiksha Abhiyan (SSA).

The National Education Policy 2020 and its guidelines have played a considerable role in Sambhavana's pedagogical practices and form basis to many of Sambhavana's conceptual bearing and its implementation strategies.



## Collaboration with Government

The Sambhavana philosophy and approach recognizes and emphasizes the role of Government schools and stakeholders in the securing of the vision of the RTE. Therefore, HPPI works in partnership with State Governments (Department of Education, District & Block Officials and Government-run primary schools). HPPI's partnerships with different State Governments involve the State as co-implementor (all processes and activities are mainly carried out by Government primary school staff) and co-funder (State invests in all school-level costs, including cost of Sambhavana learning toolkits). HPPI's principal role is that of a facilitator, providing technical and operational support.







## ABOUT HUMANA PEOPLE TO PEOPLE INDIA

Humana People to People India is a development organisation working for the holistic development of the under-privileged and marginalised people in rural and urban India through social development and poverty alleviation interventions by coordinated, strategic approaches focusing on education, life skills, improved livelihoods, health and sanitation, the empowerment of women and environment protection.



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