# Coastal Gujarat Power Limited (TATA POWER)

***Shiksha Sarthi Project in Mandvi and Mundra (Kutch, Gujarat)***

# Annual Report (2016-17)

CGPL Coastal Gujarat Power Limited

Pratham
Every Child in School & Learning Well

## Acknowledgement

Pratham Education Foundation would like to thank Coastal Gujarat Power Limited (CGPL), A TATA Power Company for their continued interest to understand and extend support for education, and for improving learning levels of children in the villages of Kutch District.

The CGPL team has been pro- active at all levels to ensure that Project Shiksha Sarthi delivers well and has an impact on the education of over 7000 children who are covered by the program. Regular contact, sharing of key learnings, making most of the opportunities for convergence, for a larger and long lasting impact have been key elements of the project implemented in 2016-17.

In addition, we would also like to take this opportunity to thank the community members and local representatives for their continuous support.

This program would not have been possible without the support of teachers and SMCs. The success of the project can be attributed to a multi-stakeholder approach that allowed for ownership of the program to be transferred at the ground level with the Shiksha Sarthi team acting as facilitators.

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# I. Executive Summary

The Shiksha Sarthi Partnership between Pratham and the Coastal Gujarat Power Ltd, began in June 2012 in Mandvi and Mundra in Gujarat. **The objective behind starting the program was to work towards improving the learning levels of children in Mandvi and Mundra Blocks in Kutch District and try and build a model focusing on ownership at the community level so that parents would be more involved with their children's education.** The focus was on creating an outcome-oriented capacity development model centre around students in Std 3-5 and Std 1-2 aimed at strengthening their foundation in Language and Math.

In 2015-16, the project was implemented in 50 villages where Read India camps were being conducted for Std 3-5, Read India Plus camps for Std 4-8, Mother Involvement Activities for Std 1-2, and Science activities with students of Std 6-8. In terms of learning levels, we saw that in Std 3-5, there was an increase of 29 percentage points in the number of children at Story level and a rise of 43 percentage points in the number of children who could recognize three digit numbers. Through the Read India Plus program that targeted Std 4-8, we were able to build the capacity of children to do group work and work on skills such as direct fact retrieval and understanding of key concepts related to fractions and profit and loss. At Endline, 65% of the children were able to answer questions related to profit and loss while 68% of the children could answer questions related to understanding fractions.

**In 2016-17, Pratham and CGPL worked towards a sustainable model focusing on evolving the teaching methodologies of teachers in primary schools by training them as well as CRCCs on incorporating CAMaL as a part of the classroom processes and linking that to the textbook content.** In addition, we continued to target children in Std 6-8 through a focused Science Program that not only involved conducting workshops and fairs but also using the Science Centre as a platform to engage with the community members, village representatives as well as the youth.

**This year we are looking to further sustain the existing interventions and for the Teaching at the Right Level program by encouraging higher levels of CRCC involvement as well as focusing more on monitoring the program. In addition we are looking to extend our reach through the Science Program by introducing the Science Van. This will enable us to spend more time with the targeted communities to increase their awareness about malpractices as well as expose them to various scientific concepts.**

The coverage of the programs over the last four years is presented below:

| | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Program** | **Schools /Villages Covered** | **Reach** | **Schools /Villages Covered** | **Reach** | **Schools /Villages Covered** | **Reach** | **Schools /Villages Covered** | **Reach** | **Schools /Villages Covered** | **Reach** |
| Summer Camps | | | 41 | 1165 | 15 | 433 | 15 | 463 | 39 | 954 |
| Read India (Std 3 to 5) | 93 | 2910 | 44 | 2089 | 44 | 1974 | 37 | 3584 | | |
| Read India Plus (Std 4 to 8) | | | | | | | 24 | 710 | | |
| Mothers Involvement (Std 1-2) | 270 | 5319 | 83 | 2741 | 83 | 2840 | 30 | 2957 | | |

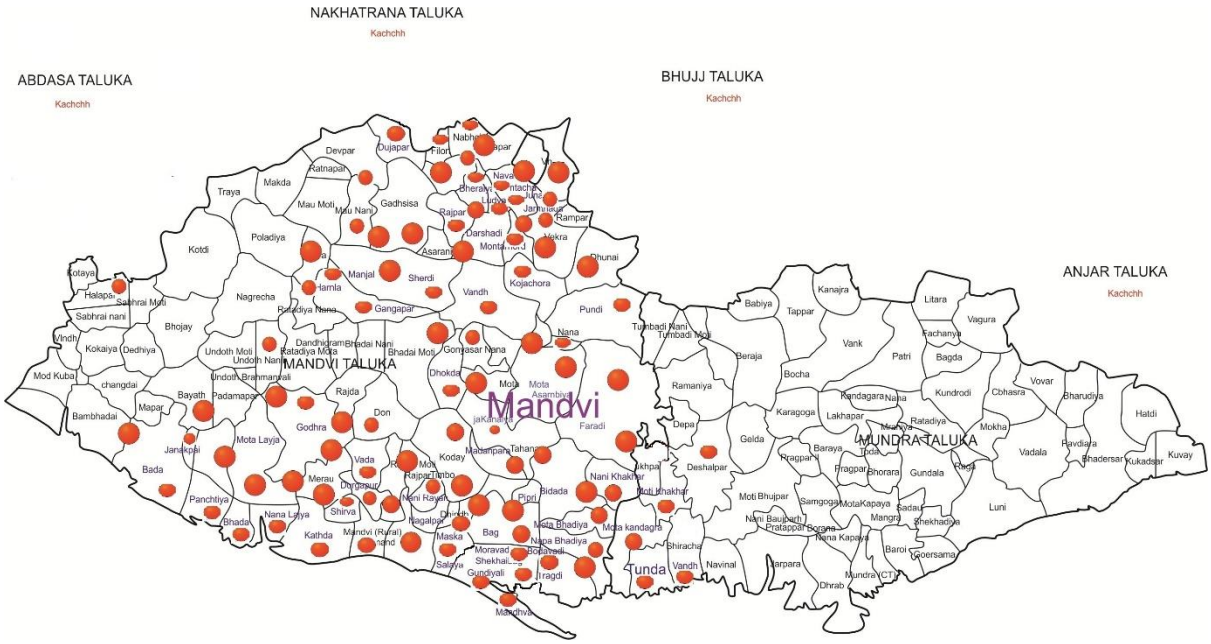
| | 2012-2013 | | 2013-2014 | | 2014-2015 | | 2015-2016 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Program | Schools /Villages Covered | Reach | Schools /Villages Covered | Reach | Schools /Villages Covered | Reach | Schools /Villages Covered | Reach | Schools /Villages Covered | Reach |
| Science Fairs | | | 16 | 647 | 9 | 552 | 21 | 5055 | 36 | 6958 |
| Science Workshops | | | 19 | 754 | 20 | 795 | 24 | 821 | 36 | 1015 |
| TaRL Training | | | | | | | 58 | 2004 | 145 | 3510 |
| Library Activities | | | | | | | 18 | 521 | 60 | 2287 |

## II. ASER Data on Kutch District and How Our Program Tries to Overcome Problems

District level data from the ASER Report of 2016 shows that only 54.8% of the children in Std 3-5 could read a Std 1 Level text or more while 22.8% of the children could at least do Subtraction. While this data reflects the learning levels at the District Level, the Shiksha Sarthi Project has tried to try and work around this problem at the Block level by working on Language and Math skills of children over the last few years. As mentioned above, we are undertaking a sustainable approach by not only focusing on evolving teaching methodologies but also on building and enhancing the learning levels of children so that the school system can eventually become sustainable in catering to the needs of the children.

## III. Coverage in Mandvi

Details regarding which villages have been covered as a part of the intervention are provided below through the map.



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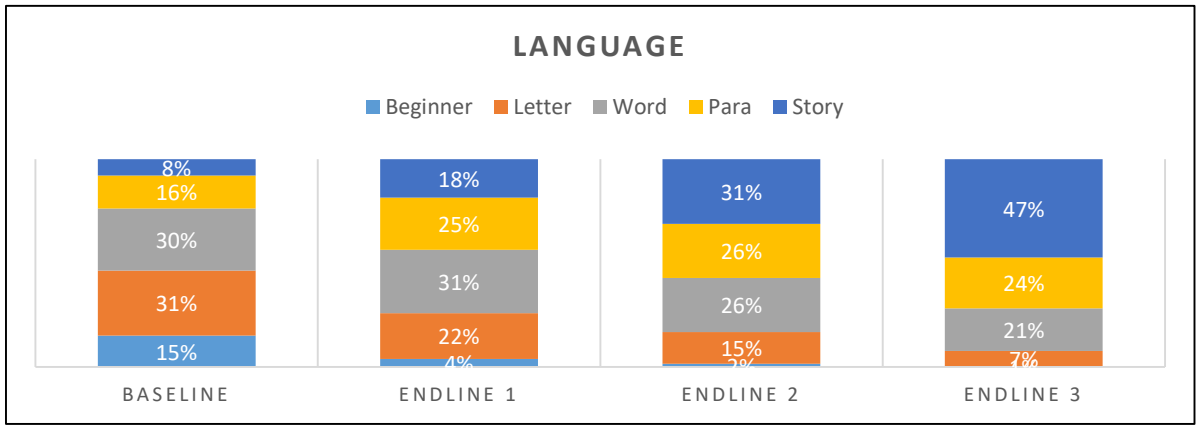
## IV. Impact of the Program Over the Years

CGPL has been supporting Pratham since 2012 and that has allowed Pratham to work at scale and reach out to children at the grass root level to work on improving their learning levels. CGPL and Pratham's efforts have come together in creating synergy based on each other's expertise. In 2015-2016, we focused our interventions on schools where we found the learning levels of children to be low compared to schools targeted in 2013-2014 and 2014-2015.

### 2013-2014

In 2014, the Read India program targeted 44 schools. The idea was to have focused interventions at the school level that would help improve the learning levels of children. **Approximately 1954 children were targeted as a part of the Read India program in 2013-2014.**

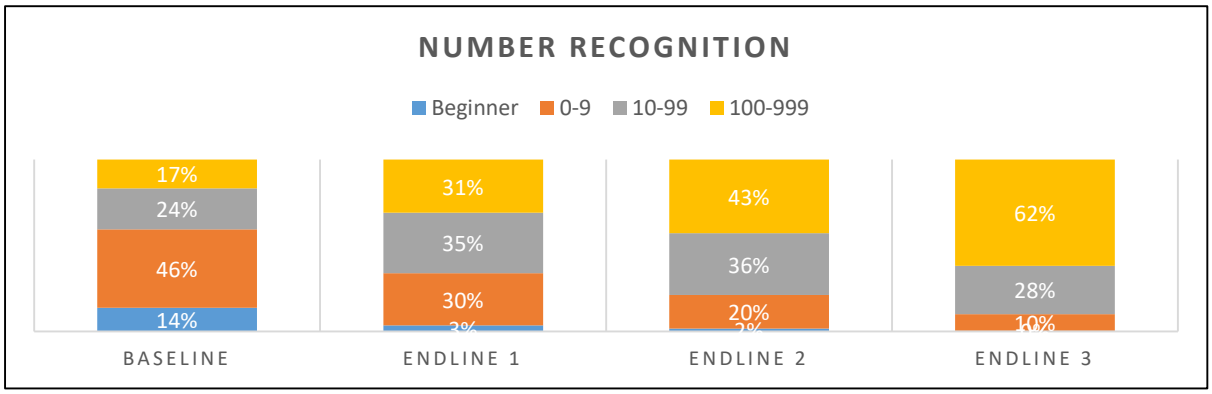
#### LANGUAGE




Baseline results in 2013-2014, showed that 15% of the children were at Beginner Level while 8% of the children were at Story Level at Baseline. At Endline 3, 47% of the children were at Story Level. The number of children at Para Level increased by 8 percentage points at Endline 3 compared to Baseline.

#### MATH

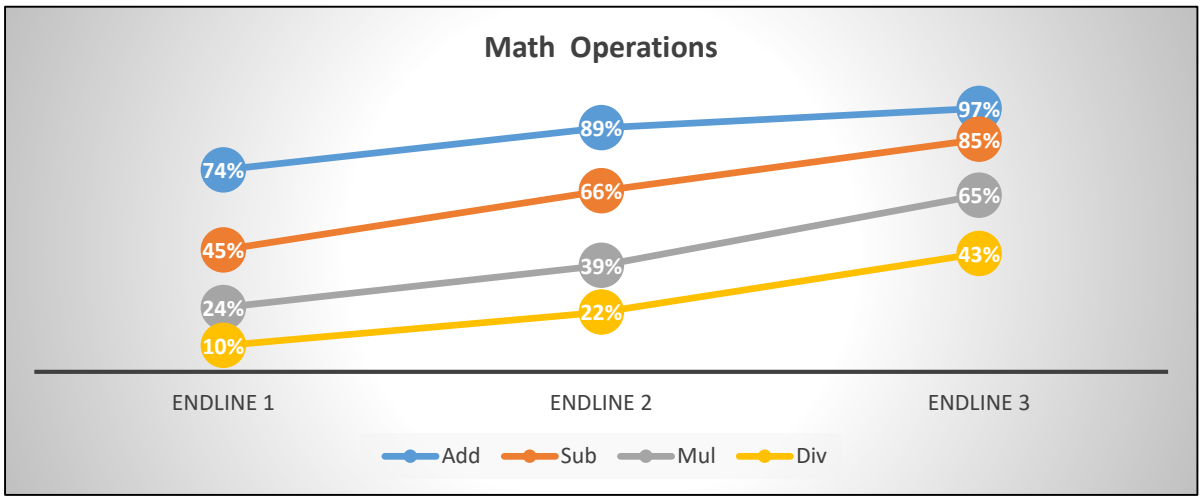
Number Recognition




The number of children at Beginner level reduced by 14% at Endline 3 compared to the Baseline. In the same way the number of children who could only identify single digit numbers reduced by 36

percentage points. The number of children who could recognize three digit numbers increased 45 percentage points.

Math Operations

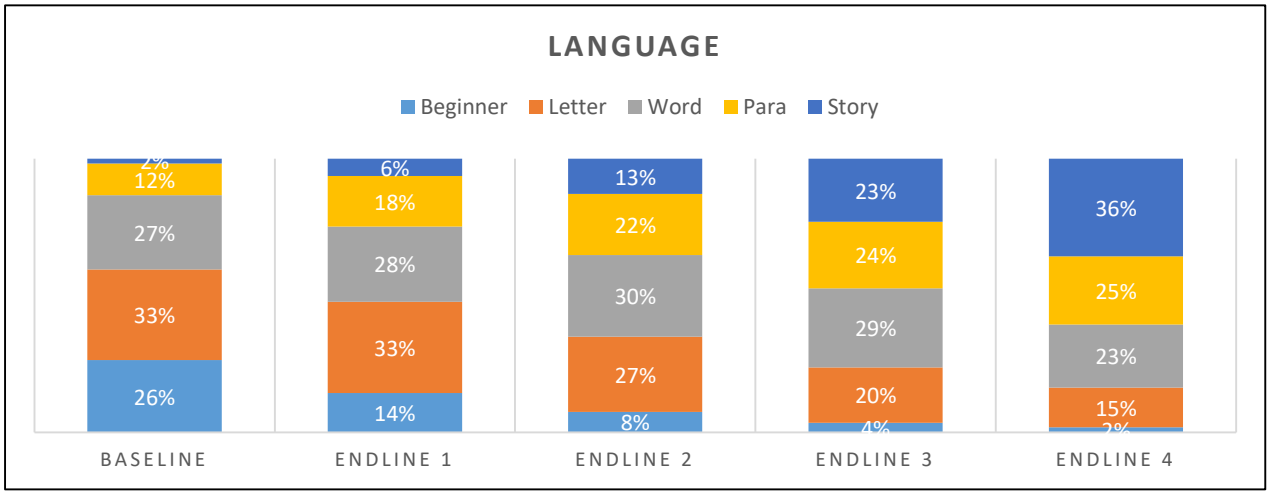



The number of children who could do addition increased by 23 percentage points at Endline 3 compared to Baseline. There has been a rise of 40 percentage points in the number of children who could do subtraction and a rise of 41 percentage points in the number of children who could do multiplication at Endline 3 compared to Baseline. There was a rise of 33 percentage points in the number of children who could do Division at Endline 3.

## 2014-2015

In 2014, the Read India program targeted 44 schools. The idea was to have focused interventions at the school level that would help improve the learning levels of children. **Approximately 1987 children were targeted as a part of the Read India program in 2014-2015.**

### LANGUAGE

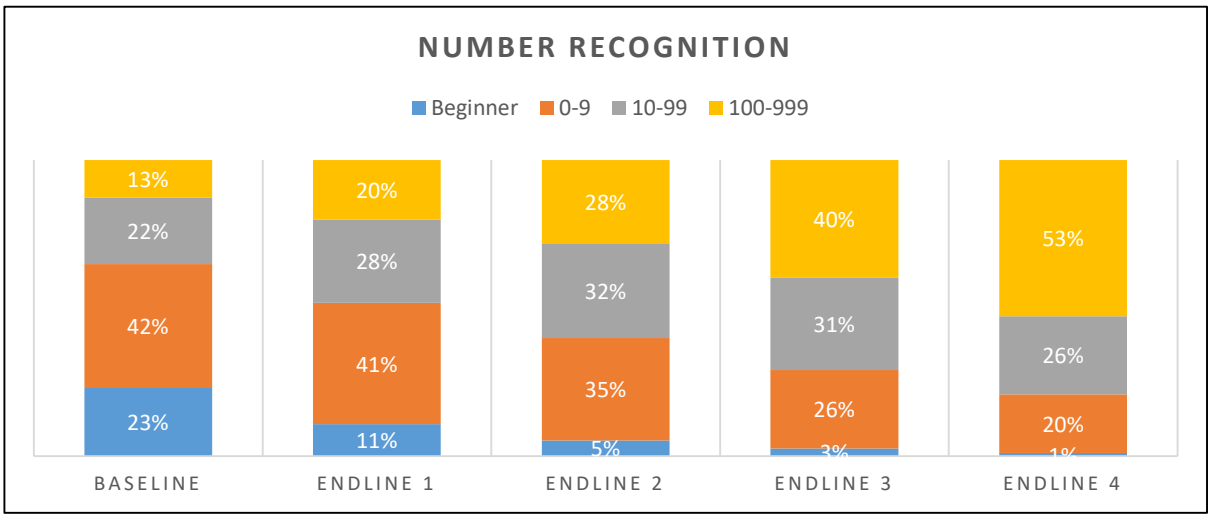



The number of children at Beginner level was 26% at Baseline and 2% at Endline. At Baseline, 33% of the children were at Letter level while at Endline, this reduced to 15%. There was an increase of 13

percentage points in the number of children at Para Level. In the same way there was an increase of 34 percentage points in the number of children at Story level.

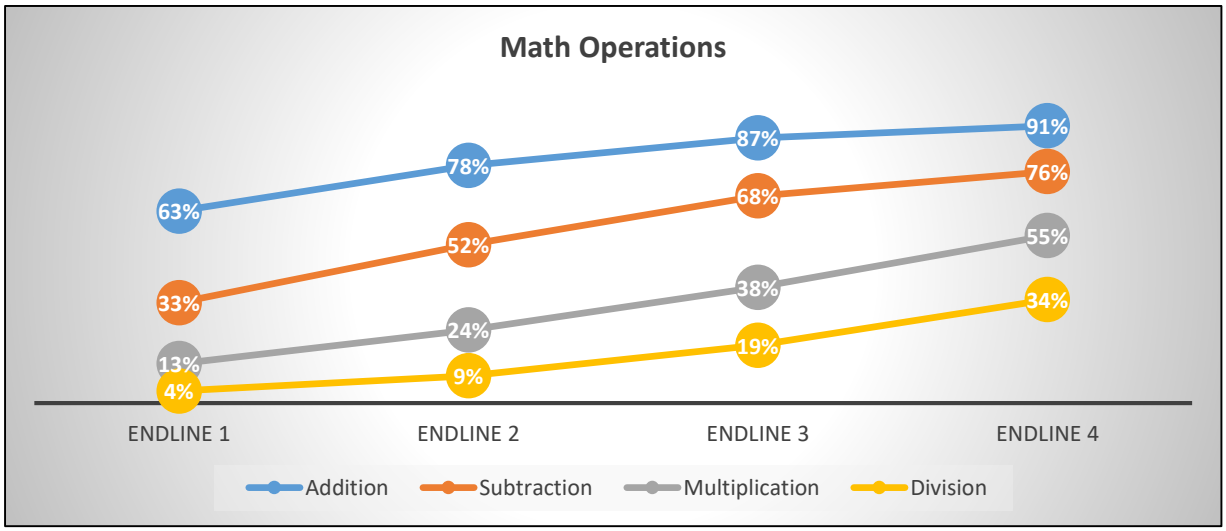
## MATH

Number Recognition




The number of children at Beginner level reduced by 22 percentage points while the number of children who could only recognize single digit numbers decreased by 22 percentage points. There was also an increase of 8 percentage points in the number of children who could recognize double digit numbers. At Baseline, the number of children who could recognize three digit numbers was 13%. There was an increase of 40 percentage points in the number of children who could recognize three digit numbers at Endline compared to Baseline.

Math Operations

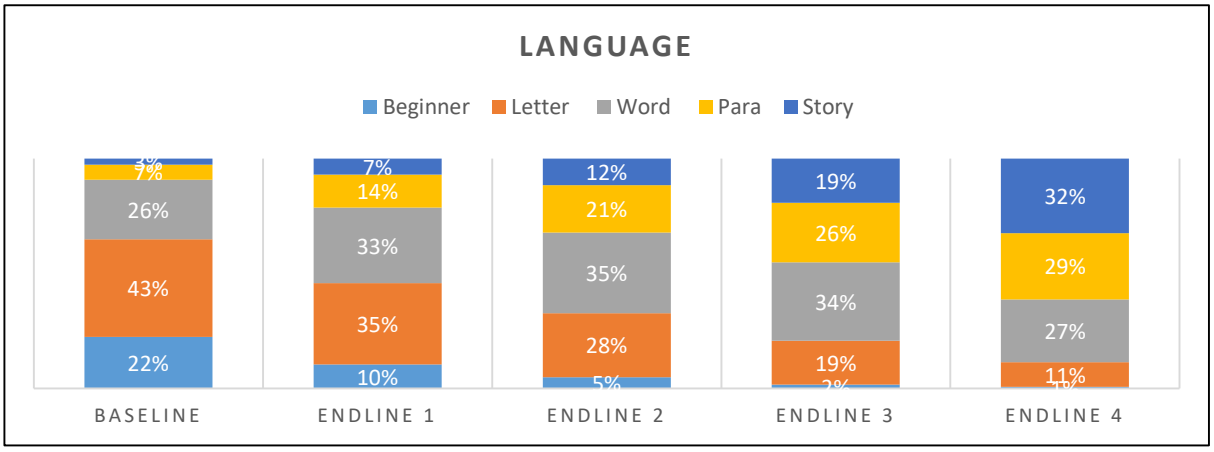



The number of children who could do addition increased by 28 percentage points at Endline 4 compared to Endline 1. The number of children who could so subtraction increased by 43 percentage points and the number of children who could do multiplication increased by 42 percentage points. The number of children who could do division increased by 30 percentage points at Endline 4 compared to Endline 1.

## 2015-2016

In 2015, the Read India program targeted 37 schools. **1468 children were a part of these camps from Std 3-5.**

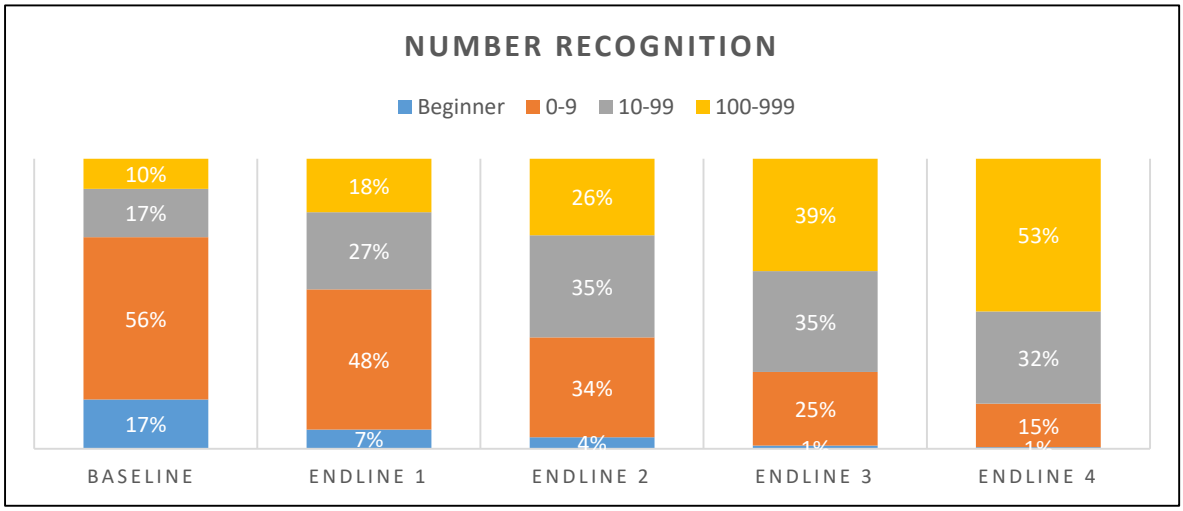
### LANGUAGE




The number of children at Beginner level reduced by 21 percentage points. At Baseline, 43% of the children were at Letter level and this reduced to 11% at Endline 4. There was a rise of 22 percentage points in the number of children at Para level at Endline 4 compared to the Baseline.At Baseline, 3% of the children were at Story level. This increased by 32 percentage points at Endline 4.

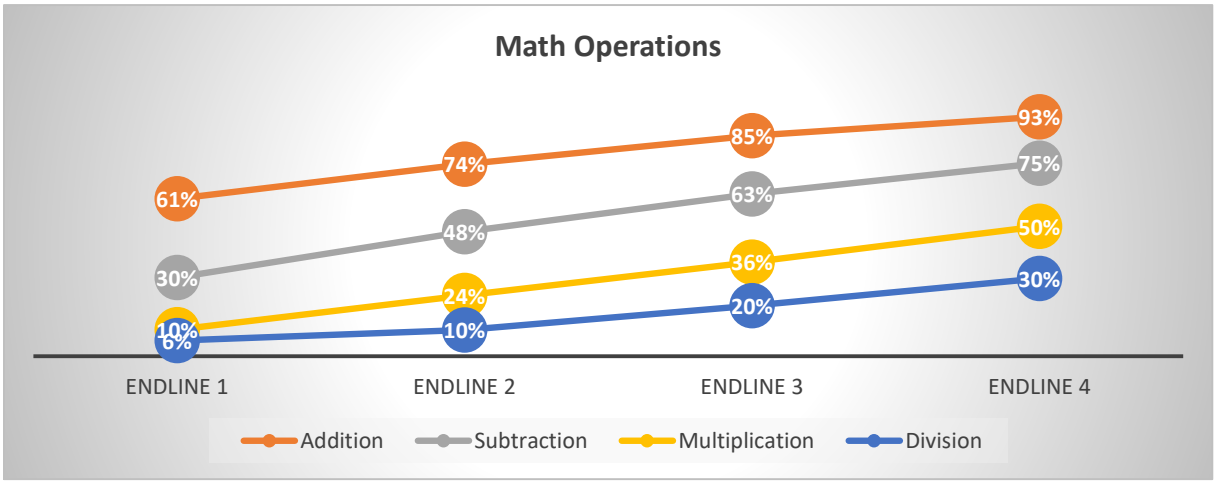
### MATH

Number Recognition




The number of children at Beginner level reduced by 16 percentage points. At Baseline, 56% of the children could only recognize single digit numbers. This reduced to 15% at Endline 4. The number of children who could recognize double digit numbers increased by 15 percentage points at Endline 4 compared to Baseline. At Baseline, 10% of the children could recognize three digit numbers. This increased to 53% at Endline 4.

Math Operations




At Endline, 93% of the children could do addition compared to 61% at Baseline. There was a rise of 45 percentage points in the number of children who could do subtraction. At Baseline, 10% of the children could do multiplication. This increased to 50% at Endline. There was also a rise of 24 percentage points in the number of children who could do division.

## V. Summer Camps

### A. Overview on the Summer Camps

The Summer Camps focused on implementing the Library Activities. The idea behind conducting these activities was to ensure that an initial phase of interaction could take place with the targeted communities. The Library Activities were centered on setting up of children's groups in communities. The Summer Camps were used as an opportunity to interact with the community and build a foundation of the children in terms of their learning levels. These groups went beyond merely plugging learning gaps among children and instead focused on developing an environment where children were able to learn on their own. Through periodic contact at set intervals, Pratham staff supported these children's groups through the appropriate material, suitable to be used by children themselves. Basic material on Language and Math was provided in a specially designed package for children for each

community for a week so that habitual changes could be brought in children by ensuring that they also took out time to study after school hours.

The process was facilitated by Pratham Cluster Assistants but the responsibility for implementing the community level activities lay with the volunteers from the community. The volunteers sat with children on a daily basis to help children study using the specially designed package.

Through these community led activities, the aim was to facilitate the support of community members such as mothers, older siblings or village leaders in a more structured and organized manner and help:

- Enhance and sustain the reading skills of children in the community. Some of these children may have already participated in learning camps conducted by Pratham and these activities will help further sustain impact of those camps
- Inculcate in children a desire to read
- Encourage support in the community for children's learning
- Foster a culture of group-learning and studying among children

## B. The Model

All Std 3-8 children formed their own groups of 5-6 children in their own mohallas.

All children were explained the goals of the Library Program and the importance of self and peer learning was emphasized as a part of this process. Parents and other important stakeholders were encouraged to take responsibility for conducting the activities.

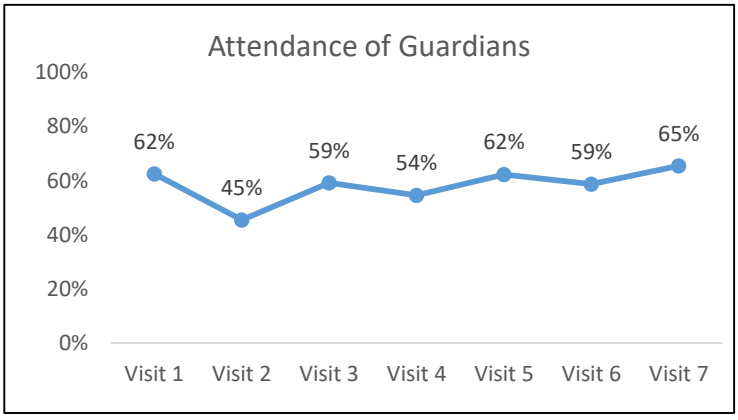
## C. Coverage Details

**As mentioned previously, through the Library Program, we were able to reach 39 villages and 954 children. We were able to make approximately 175 groups comprising an average of 5 children each.** Four groups were formed on an average per village. 80 volunteers engaged with us to conduct the Library Activities in the 39 villages.

The most positive sign for us was that we were able to successfully engage with guardians. Through this program, we were able to reach out to 103 guardians. Of the total guardians, we were able to reach out to, 30% comprised mothers.

## D. Attendance Levels

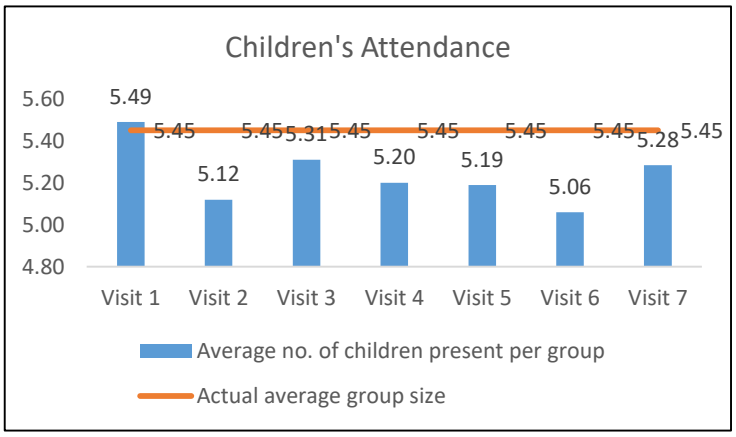
### i) Participation of Guardians




Since a large part of the focus was on mobilizing the communities for the library activities, we tracked the attendance of the guardians who participated in these activities. The data shows that the average attendance levels for all the seven visits was approximately 58%. As it can be seen, during the first visit, approximately 62% of the Guardians were present for the activities. At the 7th visit, this rose to 65%. In between the first 1st and 7th visit, the attendance of the Guardians dipped slightly. Based on our experiences, we feel that we will have to work on ensuring that the mobilization is more effective between the 1st and the 7th visit by making the volunteers more active.

### ii) Attendance of Children

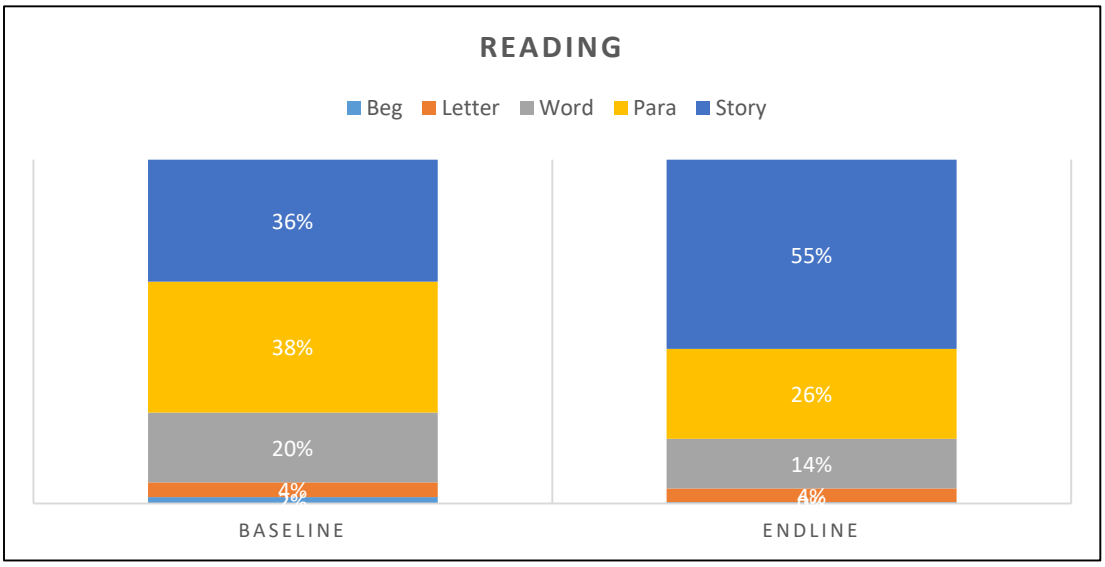
As it can be seen the average group size comprised at least five children per group. It can be seen that the attendance of children remained above 5 for each of the visits conducted. The highest attendance can be seen during Visit 1, Visit 3 and Visit 7.




## E. Improvement in Learning Levels of Children

Presented below are the assessments results conducted as a part of the Summer Camps.

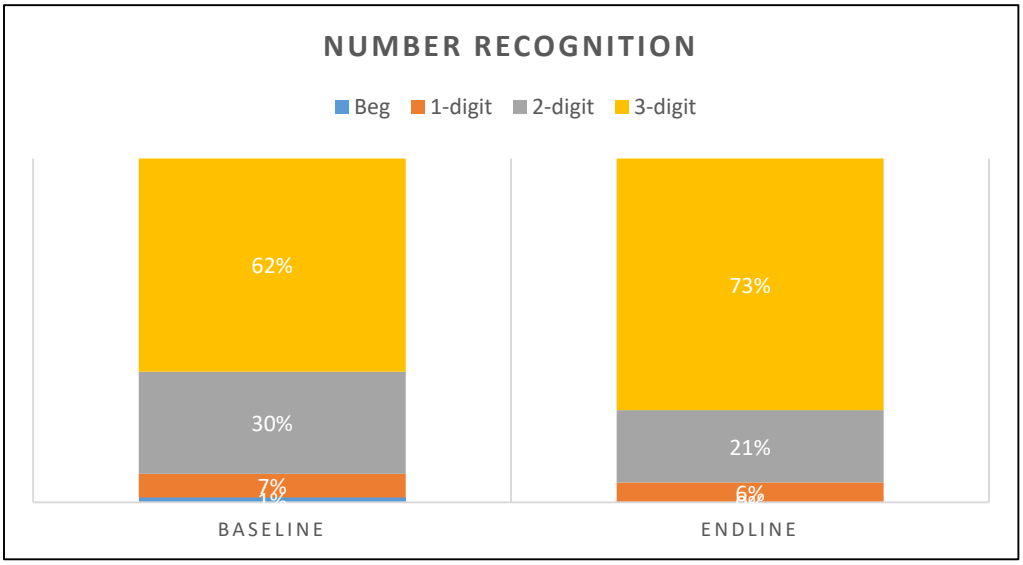
**LANGUAGE**




The number of children at Beginner and Letter level reduced by 2 percentage points. The maximum jump could be seen in the number of children at Story level as there was a rise of 19 percentage points at Endline compared to Baseline.

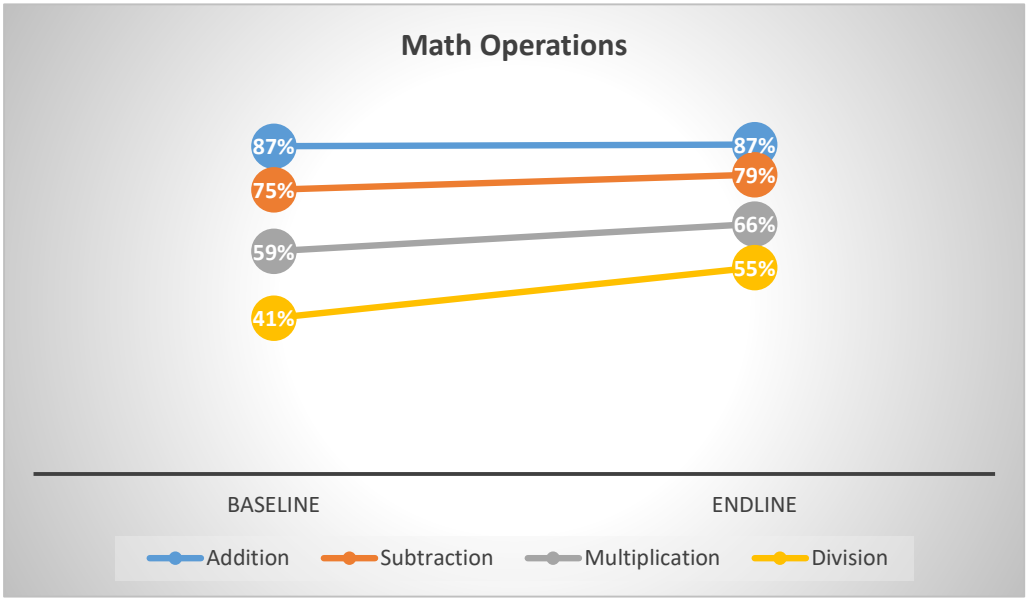
**MATH**

Number Recognition




The number of children who could recognize three digit numbers increased by 11 percentage points while the number of children who could only recognize two digit numbers reduced by 11 percentage points at Endline compared to Baseline.

Math Operations




The number of children who could do subtraction increased by 4 percentage points while the number of children who could do multiplication increased by 7 percentage points. The number of children who could do division increased by 14 percentage points.

# VI. Training of Government Teachers and Implementation of TaRL

## A. Implementation

**Government teachers from 145 schools who are teaching students in Std 3 to 5 attended the training on TaRL (Teaching at the Right Level) in Mandvi Block.** The training was held in six phases by the Shiksha Sarthi team for a period of seven days and the objective behind the training was to train teachers on activity based learning as well as on how to build up the basic competencies of the students. **The Shiksha Sarthi team not only trained the teachers but also provided them with relevant teacher learning material so that that the material could be incorporated into the learning process.** From September onwards, the teachers started implementing the TaRL methodology in the classrooms with support from CRCCs (Cluster Resource Centre Coordinators).

## B. The TaRL Methodology

The TaRL framework is a guideline for teachers to lead teaching-learning activities for Language and Mathematics with the objective of building up students' basic competencies for specific and measurable learning outcomes that are assessed regularly. These competencies are focused on basic reading and comprehension skills as well as basic arithmetic (number knowledge and operations) for students of standards 3, 4 and 5. The assessment tool tests and identifies students for teaching in one of the five learning levels according to their Hindi and Math competencies at the start of the program. Assessments are carried out periodically at intervals during the program to enable groups to be

reworked and to move children to the next group. TaRL uses a system of five-learning levels to make manageable groups of students in the school-context for teachers and students. The aim is to move all the students up the learning levels by the end of the school year, with the greatest gains expected for those starting from lower levels. The TaRL resource kit, designed by Pratham, has been provided to the government teachers from each of the participating schools.

## C. Coverage

The Shiksha Sarthi team facilitated the Block level training of teachers in Mandvi, Kutch. The training was implemented in six phases and each phase comprised two training days. **The focus throughout the training was on Language and Math. A total of 314 teachers who were teaching Std 3-5 took part in this training. In addition, 561 teachers from Std 1-2 and Std 6-8 were also reached as a part of this training under a new initiative by the Government to train teachers on effective teaching methodology.** The training focused on how teachers could use the 'Teaching at the Right Level' methodology to successfully improve the learning levels of children. In addition, a Baseline assessment was conducted of 3351 children in Std 3 to 5. The baseline assessment was conducted to gauge the current learning levels of children so that interventions could be planned accordingly.

## D. Feedback of Teachers

The teachers enjoyed the training process and found it to be quite useful. Several teachers felt that this would help make the teaching process more interesting for the children. **Teachers also felt that the teaching and learning material shared would make it easier for children to learn Math and Gujarati and would also make the learning process fun for the children.**

## E. Key Achievements of Program

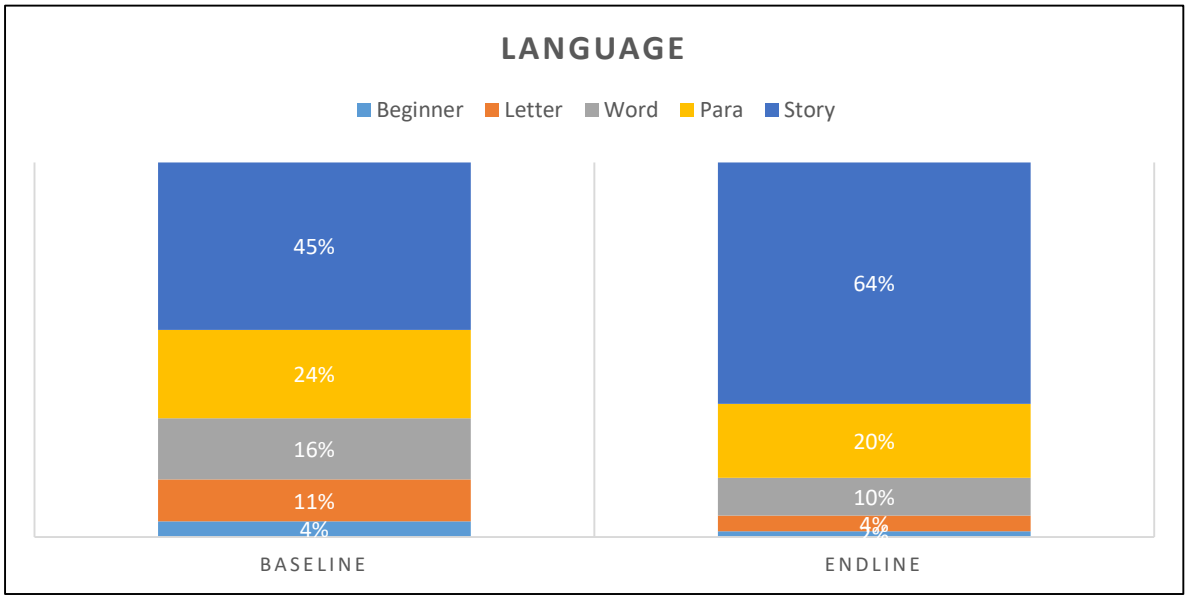
**One of the key achievements that was visible as a part of the program was the fact that teachers were able to successfully incorporate the CAMaL methodology as a part of the teaching process.** This model is important because it demonstrates how various stakeholders, which in this case would be CGPL, Pratham and the government can come together to run a successful program that not only helps improve the learning levels of children but also helps provide more sustainability within the system by equipping teachers with more effective teaching methodologies.

**Another aspect that is worth highlighting is that CRCC involvement was seen in several schools and they were trying to support onsite support to teachers where required. This** is a positive sign as it highlights that all the important stakeholders are taking ownership of the program to collectively improve the quality of education being imparted to students.

## F. Learning Levels of Children

**The data presented below is of 145schools where teacher led classes took place. The data is of approximately 3139 children.** The data reflects on how the teachers were able to implement the CAMaL methodology successfully to improve the learning levels of children.

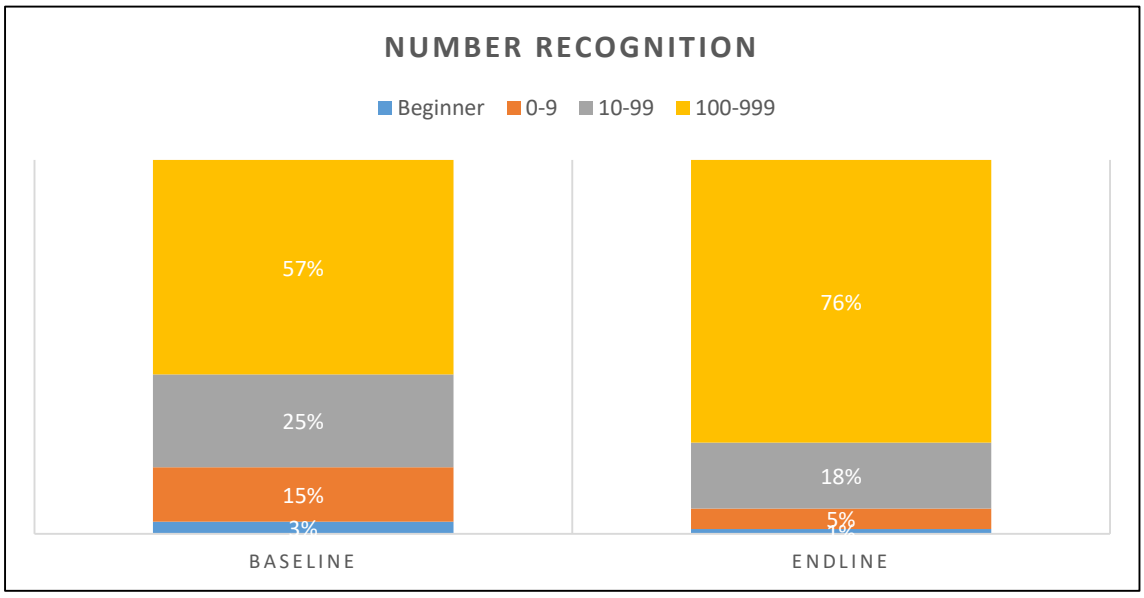
## LANGUAGE




At Baseline, 4% of the children were at Beginner level and this reduced to 2% at Endline. 45% of the children were at Story level and this increased to 64% at Endline.

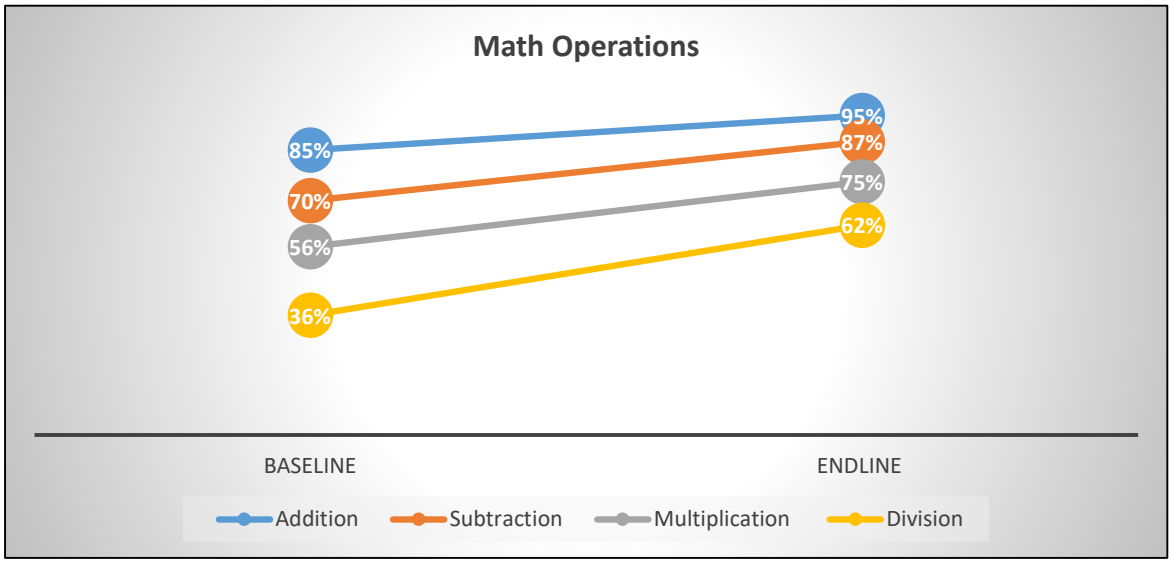
## MATH

Number Recognition




The number of children at Beginner level reduced by 2 percentage points. The number of children who could recognize three digit numbers increased to 76% at Endline compared to 57% at Baseline.

Math Operations




At Baseline, 85% of the children could do Addition and this increased to 95% at Endline. The number of children who could do Subtraction was 70% at Baseline and this increased to 87% at Endline. 75% of the children could do Multiplication at Endline compared to 56% at Baseline. 62% of the children could do Division compared to 36% at Baseline.

## G. Best Practices as Mentioned by Teachers

Vikrambhai H. Trivedi and Sangeetaben Trivedi have been teaching in primary schools since 1999. They come to teach at the Sri Sultan Nagar Primary school in Koday on 25th March 2013. The school was not performing well and the learning levels of children were not high. While Koday village is one of the bigger villages, the level of awareness related to education remains low. Most of the parents are wage labourers and are hence fighting for their day to day survival becomes a priority. In such a situation, it becomes key to work on children's learning levels. Vikrambhai and Sangeetaben said that while the teachers were putting in efforts to improve the reading and math levels of children, it did not reflect in positive results coming out. Hence the challenge for the teachers was to work on the foundational skills of children. **Vikrambhai and Sangeetben felt that their training on CAMaL methodology was a boon for them as it allowed for them to pump life into the school system. Earlier the three teachers present in the school could not handle all the children however the training allowed them to group children based on their learning levels, which not only helped them handle children more effectively but also come up with more effective teaching strategies. Gradually the three teachers also learnt to use teaching learning material more effectively and that also helped**

**generate the awareness levels of children.** Overtime, the learning levels of children transformed and their foundational skills were not only built but also strengthened.

**Every year, schools are assessed during Gunotsav in terms of their performance. This year Sri Sultan Nagar Primary School has been given an A grade by Gujarat government officials.**

As per the villagers, the credit for this goes to teachers such as Vikrambhai and Saritaben as well as the Shiksha Sarthi team for constantly keeping children's learning levels as their first priority.

# VII. Science Program

## A. Overview of Science Program

Pratham's Science Learning Program was scaled up in 2016-17 to further build an environment of 'learning by doing'; an environment where children can engage with science models, experiments and activities first-hand, build their capacity for scientific thinking and hone their application skills.

The Science Learning Program was implemented through science workshops and fairs in schools by Pratham- trained staff, known as Vigyan Mitras (Friends of Science). The Science Learning Program targeted children between Std 6 – 8. A Science Centre was also created to ensure a larger impact on local communities for which the Science Centre was equipped with models, apparatus, etc. The Vigyan Mitras (VMs) facilitated workshops and sessions with children at the centre.

## B. Science Workshops

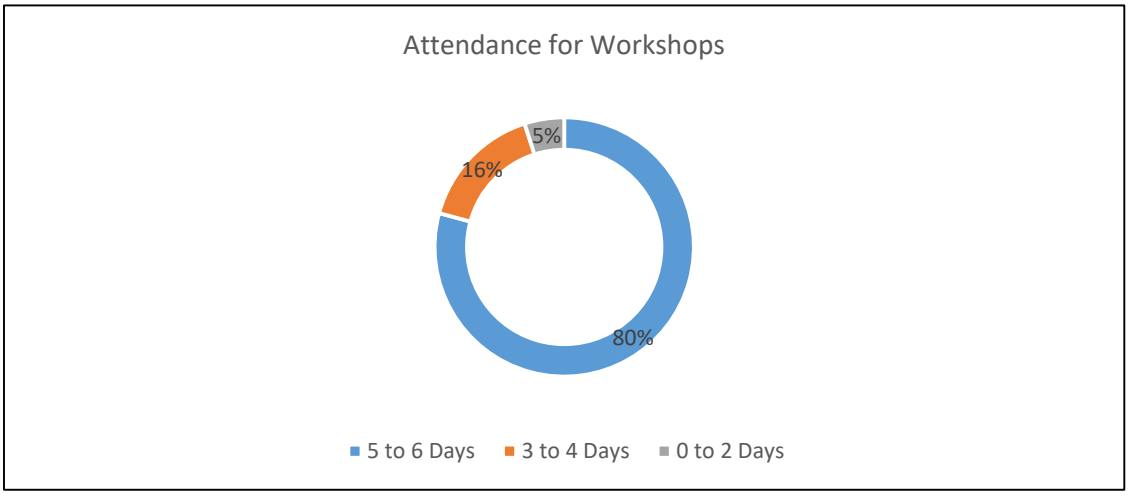
**Science Workshops were conducted in 36 schools and 1015 children were reached. Workshops were carried out in these schools on subjects such as Nature Exploration and Magnets. During the workshops, children were formed into sub-groups consisting of 6 to 7 children.** Material was provided to each group and children were asked to conduct the experiment or make the model on that topic. Children were encouraged to work in groups, perform experiments, observe and explore. A discussion was undertaken with the children at the end of session on each experiment. During workshop days, as homework, children were asked to read associated textbook chapters or reading material for each science topic. Assignments and project work were given on each of science topics to be covered and children will be encouraged to work on it individually or in groups. During the

workshops, Vigyan Mitras acted as 'facilitators' and guided students to create the models on their own.

## C. Science Fairs

As a part of the Science Fairs, science experiments were carried out and demonstrated in front of other children, parents, teachers and villagers. Science Fairs were organized on the last day of the workshops in schools as well as communities. The Vigyan Mitras selected 30-40 children from schools and trained them through four to five day workshops to demonstrate different experiments and models. These children were then referred to as Bal Vigyan Mitras and they demonstrated the experiments and models to other children, teachers, parents and members of their community during Science Fairs. **1080 children presented their models while 5878 children from the community visited the fairs. 601 community members also attended the fairs.**

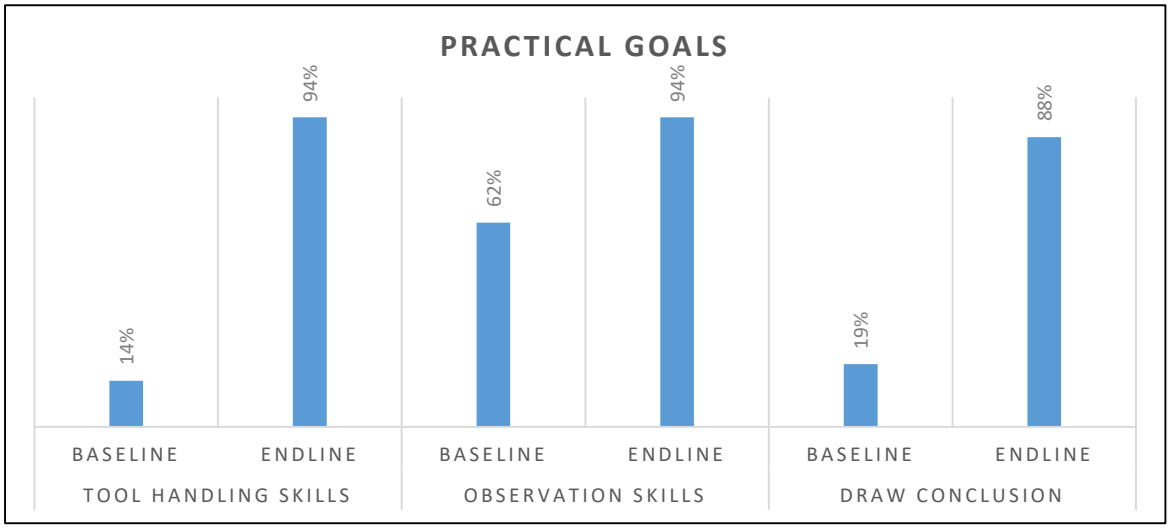
## D. Attendance of Children for Workshops




The overall attendance trends for the children who were a part of the workshops are presented below. 80% of the children attended the workshops for 5 to 6 days while 16% of the children attended workshops for 3 to 4 days. 5% of the children attended workshops for 0 to 2 days.

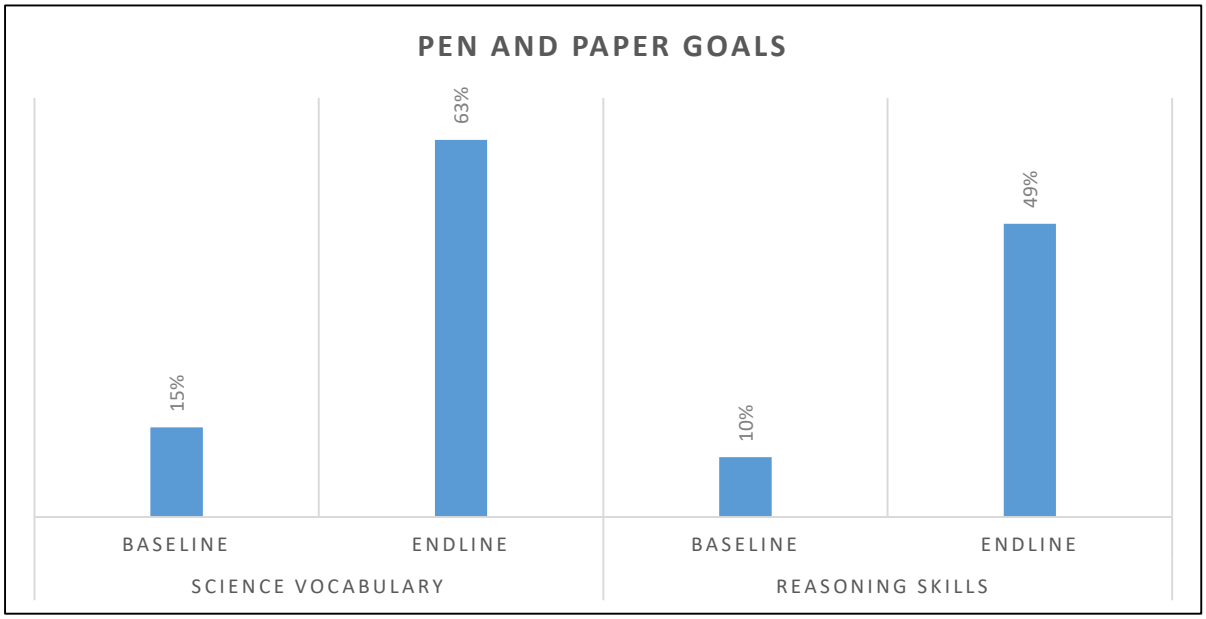
## E. Assessment Results

### Practical Goals




Children were tested on various skills related to conducting experiments as well as making models. At Baseline, only 14% of the children could handle the basic tools required to carry out experiments and this increased to 94% at Endline. In terms of Observation skills, it can be seen that at Baseline, 62% of the children were able to make correct observations on experiments conducted and this increased to 94% at Endline. 19% of the children were able to draw correct conclusions based on the experiments conducted at Baseline and this increased to 88% at Endline.

### Pen and Paper Goals




At Baseline, only 15% of the children could successfully answer vocabulary based questions experiments undertaken. This increased to 63% at Endline. A test was also undertaken to try and evaluate the reasoning skills of children. At Baseline, only 10% of the children had the required reasoning skills and this increased to 49% at Endline.

# VIII. Other Science Activities

## A. Nurture the Talent Workshops

**19 schools and 80 children were reached as a part of the Nature the Talent Workshops.** These children were identified based on how actively they participate in the science clubs, workshops as well as their eagerness to learn and perform experiments. The selected children were then made to participate in additional workshops in conjunction with the education department of the government and identified local science institutions to nurture their talent and provide them with greater exposure.

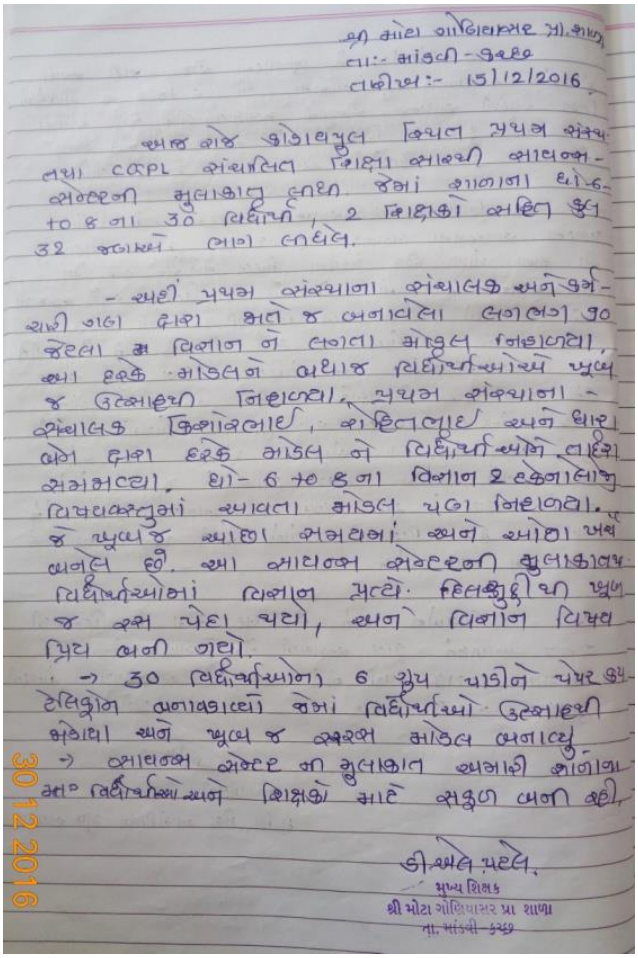
## B. Camp Galileo

**Thirty six Galileo camps were conducted on sky watching which helped in reaching out to 1485 children**. As a part of these camps, three hour sky watching sessions in each of 36 focus villages were also conducted. **In 19 villages a sky watching session was conducted to see the transit of mercury from 4:30 pm to 7:30 pm. Children were then encouraged to discuss the process in detail. A total of 542 children were reached out to through the sky watching session.**

## C. Activities at the Science Centres

An inauguration of the Science Centre was held on the 15th of February, which was inaugurated by Mr. K. K. Sharma (CEO & ED, CGPL). A one-time visit was arranged of students from 22 schools to the Science Centre through which 194 children were reached and workshops were undertaken with them. In addition to this, Youth and adults from the community who are curious about the centre or are keen to volunteer/teach were also reached out.

*Feedback about the Science Centre*



શ્રી મોટા ગોળિયાસર પ્રા.શાળા
તા:- માંડવી - ૩૭૭૦
તારીખ:- 15/12/2016.

આજ રોજ કોડાયપુલ ખાતે પ્રયત્ન સંસ્થા તથા CGPL સંચાલિત શિક્ષા સારથી સાયન્સ-સેન્ટરની મુલાકાતે ગયેલ જેમાં શાળાના ધો-6 to 8 ના ૩૦ વિદ્યાર્થી, 2 શિક્ષકો સહિત કુલ ૩૨ જણાએ લાભ લીધેલ.

- અહીં પ્રયત્ન સંસ્થાના સંચાલક અને ઉર્જા-ચક્રી ગઢા દ્વારા અને જ બનાવેલા લગભગ ૭૦ જેટલા મ વિજ્ઞાન ને લગતા મોડલ નિહાળ્યા, આ દરેક મોડલને બધાજ વિદ્યાર્થીઓએ ખૂબ જ ઉત્સાહથી નિહાળ્યા, પ્રયત્ન સંસ્થાના - સંચાલક કિશોરભાઈ, સોહિલભાઈ અને ઘણા બીજા દ્વારા દરેક મોડલ ને વિદ્યાર્થીઓને સારી રીતે સમજાવ્યા, ધો- 6 to 8 ના વિજ્ઞાન & ટેકનોલોજી વિષયવસ્તુમાં આવતા મોડલ પણ નિહાળ્યા. જે ખૂબજ ઓછા સમયમાં અને ઓછા ખર્ચ બનેલ છે. આ સાયન્સ સેન્ટરની મુલાકાતમાં વિદ્યાર્થીઓમાં વિજ્ઞાન પ્રત્યે જિજ્ઞાસુવૃત્તિ ખૂબ જ સરસ પેદા થયો, અને વિજ્ઞાન વિષય પ્રિય બની ગયો.

→ ૩૦ વિદ્યાર્થીઓના 6 ગ્રુપ પાડીને પેપર ઉપર ટેલિફોન બનાવડાવ્યો જેમાં વિદ્યાર્થીઓ ઉત્સાહથી જોડાયા અને ખૂબ જ સરસ મોડલ બનાવ્યું.

→ સાયન્સ સેન્ટર ની મુલાકાત અમારી શાળાના મા° વિદ્યાર્થીઓ અને શિક્ષકો માટે સફળ બની રહી.

30 12 2016

આભાર સહ,
મુખ્ય શિક્ષક
શ્રી મોટા ગોળિયાસર પ્રા શાળા
તા. માંડવી - ૩૭૭૦

"We had visited the Shiksha Sarthi Science Centre at Koday Pul, Mandvi. 30 students and 2 teachers were seen and almost 90 science experiments were being conducted. Many models were based on the curriculum. It was evident how much the students were enjoying the activities. Students were very excited and actively participated in groups, making models of ***paper cup telephones.***

**D. L. Patel**
**Principal, Mota Goniyasar Pri. School**
**Mandvi (Kutch)**

*"I had visited the Shiksha Sarthi Science Centre at Koday pul with my classmates and teachers. We saw several working models at the science centre. All models were very interesting and related to our curriculum. The Eclipse model was my favourite model."*

**Bhumi Rajgor**
**STD 8**
**Bag vadi Pri. School (Mandvi)**

*"The manner in which practical activities and model making workshops are conducted with children in the Science centre help children understand key concepts as well as inculcate a sense of reasoning amongst them."*

**Kanchanben K. Charel**
**K.G.B.V., Faradi (Mandvi)**

## D. Block Level Science Fair and Mega Science Fars

A Block Level Science Fair was conducted in Padampur by the SSA as a part of which the 36 schools that we worked with this year also participated to share their experiences as well as their models. **Pratham and CGPL also collaborated to hold Mega Science Fairs as a part of which 7 schools were reached and 154 children presented their models. In addition, 659 children and 120 community members also visited the fair.**

## E. Key Achievements of Science Program

The Science program has successfully demonstrated to teachers at large on how low cost experiments and models could be used as a platform to increase the curiosity levels of children as well as motivate them to pursue science. In addition the Science program also allowed for the Shiksha Sarthi team to reach out to the community and increase their curiosity levels to understand why processes take place in a certain way.

# IX. Key Internal Trainings

## A. Training of Vigyan Mitras

Two trainings were held in May. A training was organized for Vigyan Mitras at the office in Mandvi. The first phase of the training was for two days and focused on the theme of planets. During the two days, the pattern of mercury's rotation was discussed as well as what comprises the solar system. In addition, detailed discussions were held on what process will be followed during the events that will be held at the community level. In addition two trainings were also conducted in September and April that focused on orienting the Vigyan Mitras on subjects related to Nature and Magnets.

A field practice session was held for the Vigyan Mitras and feedback was given by the Master Trainer accordingly. The next phase of the training was held for five days and subjects covered included making skeleton models, understanding the local environment and watching the sky at night as a part of Camp Galileo.

## B. Training on Implementing Science Fairs

A training was held at Ambaji for the Vigan Mitras in July on how to conduct Science Fairs. As a part of this training, Vigyan Mitras were trained on how to conduct experiments and guide children on the same. Five Vigyan Mitras and an Assistant Program Coordinator were a part of this training.

## C. Training of Cluster Resource Leaders

A 12 day training was held from the 17th of June to the 28th of June in Adalaj. The training was used to ensure that that the CRLs had enough time to practice implementing the CAMaL methodology as well as support teachers as and when required. The CRL's were also trained on how to monitor the program and collect data as well as fill the required formats. The CRLs were also made to think of innovative activities that could be used to improve the learning levels of children in Std 3-5. The CRLs were trained on how they could use Teaching Learning Material more effectively and how they should train teachers on the same. In addition, a seven day training was held for our staff in November. This training was a refresher training and it was used to discuss challenges faced by the team

# X. Other Activities

## A. Pravesh Utsav

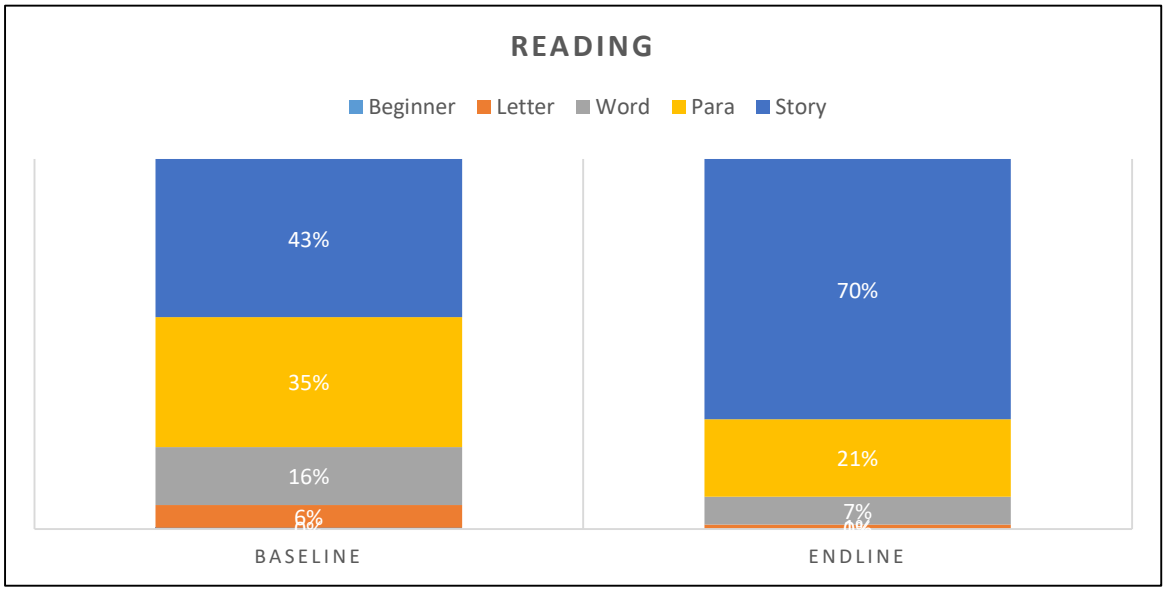
To mobilize communities to enrol their children to Std 1, the Shiksha Sarthi team canvassed in the mini-truck and used slogans to spread the message. **Pamphlets were distributed across 50 villages and parents were invited to be a part of the School Entrance Program. 1000 school bags and kits that included learning material such as pictures and number cards, were given to children admitted in Std 1.**

## B. Library Activities

The Library Activities continued as a follow up to the Summer Camps. The idea has been to build up on the existing reading levels of children in Std 3-8. In addition, the Shiksha Sarthi team is continuing to interact with the communities to encourage them to take part in supporting the learning levels of children. **The Shiksha Sarthi team reached out to 60 villages and 2044 children. It has been encouraging for us to see the participation of guardians as a part of the activities. So far 262 guardians have actively participated in these Library Activities and taken ownership. We have also successfully mobilized 190 volunteers so far who are helping the Shiksha Sarthi team in not only mobilizing the activities but also conducting the Library Activities with groups of children.**

## C. Learning Levels for Library Activities

**LANGUAGE**



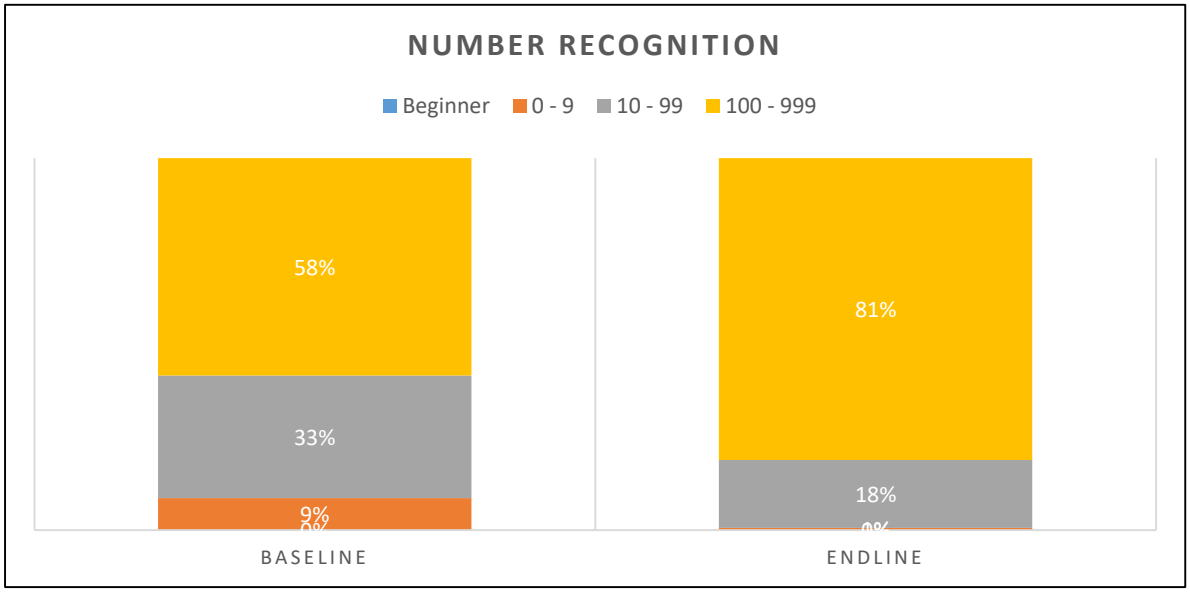



Pratham
Every Child in School & Learning Well

The number of children at Beginner, Letter and Word level was 22% at Baseline and this reduced to 7% at Endline.

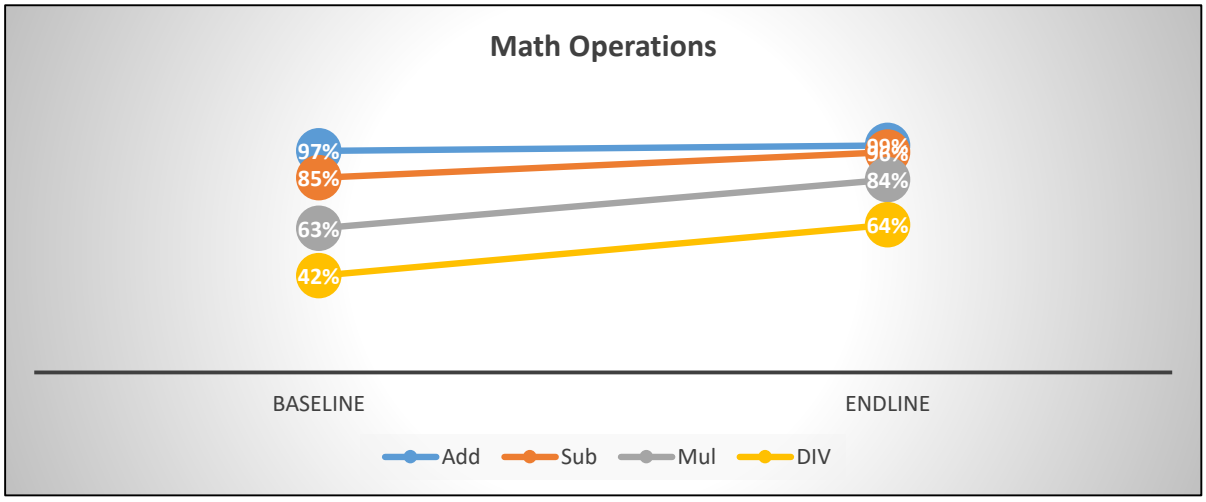
## MATH

Number Recognition




At Baseline, 58% of the children could recognize three digit numbers. This increased to 81% at Endline.

Math Operations




At Baseline, 97% of the children could do Addition and this increased to 99% at Endline. 85% of the children could do Subtraction at Baseline and this increased to 96% at Endline.

63% of the children could do Multiplication at Baseline and this increased to 84% at Endline. 42% of the children could do Division at Baseline and this increased to 64% at Endline.

### D. Training of Para Teachers

Acting on the request of Dhan Vallabh Charitable Trust, the Shiksha Sarthi team trained their para teachers for a period of 4 days. This trust is working under the Aarti Foundation and they are providing para teachers to the schools where there is need.

A four day training was held from the 1st June to 4th June by the Shiksha Sarthi team. The training focused on acquainting teachers with the CAMaL methodology. For this purpose, activities based on the CAMaL methodology were demonstrated by the team in front of the teachers and the teachers were expected to come up with their own activities based methods on their understanding of what had been demonstrated.

Sraddha Jadeja, one of the para teachers felt that the training helped her ensure that she could devise a strategy to bring children at par with each other despite the difference in learning levels. Similarly other teachers also felt that the methodology would come into use to help them become more effective teachers. Other para teachers such as Neetaben Nakar were impressed by the diversity of the Teaching Learning Material and how it helped them become better teachers.

## XI. Challenges

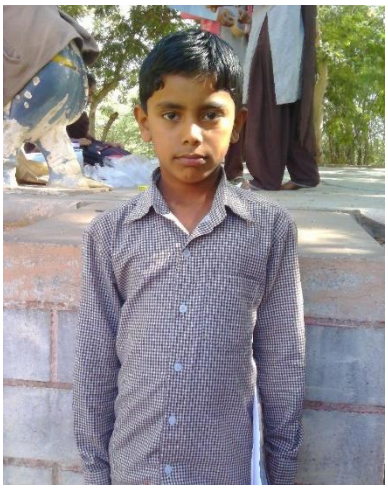
Mobilizing volunteers as a part of the Library Activities in a few of the remote villages has been challenging but we are trying our best to focus on them to ensure that it does not result in the program suffering.

Higher levels of CRCC involvement will be required to ensure that teachers have the required support to incorporate CAMaL into the class processes.

Several children from remote villages are not a part of the Science Activities as they are busy helping their parents. We are trying to get our volunteers to reach out to the children and their parents.

# XII. Case Studies

## A. Case Study on Ashwin Maheshwari- *Small Considerations Make a Difference*



Mota Asambiya is one of the villages being reached out as a part of the Shiksha Sarthi intervention. Dhara Maheta, a Vigyan Mitra was given the responsibility of holding workshops in the villages. It was during this period of 6 days that was met Ashwin Maheshwari. In the first few days while conducting workshops, she noticed that Ashwin was not only not participating but also creating trouble for his classmates. Dhara Maheta decided to pay more attention to Ashwin to understand where the problem lay. After interacting with his friends, she got to know that he wasn't well versed with Gujarati and only understood Kutchi as a result of which he could participate in any of the workshops. After understanding this, Maheta spoke in-person to Ashwin to encourage him to participate in the workshops. In addition Maheta always ensure that she gave instructions in Gujarati as well as Kutchi so that children like Ashwin were also able to participate actively. In the next few days, Ashwin not only took part in the workshops but also helped his peers when he could. Seeing this transformation, his friends also made it a point to translate instructions from Gujarati to Kutchi when required to help their friend with the learning process.

## B. Case Study on Anishabanu Qureshi- *Nurturing Talent, Nana Ambasiya'a Shining Star*

Anishabanu is currently enrolled in Nana Asambiya Primary school in Std 7. Her father Latifbhai Qureshi is a vegetable seller while her mother Norrbanu is a housewife. Despite the background she comes from, Anishabanu is known for her intelligence and hard work. She was a part of the Science workshops held in her school. On the first day, Rohit Bhai, a Vigyan Mitra presented 17 models to children. Anishabanu took a lot of interest in understanding the models and how they could be applied to real life. Based on her interest area, she decided to present a model on the stethoscope. During the 2nd day, Rohit Bhai was surprised to see that Anishabanu was able to confidently describe other models besides her own. Her class teacher, Jagrutiben praised Anishabanu's efforts and said, "Anishais a very hardworking girl and her ability to grasp concepts quickly has made her one of the brightest students in class."

Anishbanu's father Latif Bhai Qureshi proudly said, "I am an illiterate but I wanted to make sure that my daughter studies hard."

Rohit Bhai said, "Anishabanu described all the models quite comprehensively and it was good to see how much effort she took to understand the models."

### C. Case Study on Sheetal Maheshwari- *Volunteering in Kathda Village*

Kathda village is located 6 km west from Mandvi in Kutch district. Dhara Maheta, a Cluster Resource Leader from the Shiksha Sarthi team was assigned to initiate Library Activities and mobilize volunteers. At first, Maheta met with a lot of resistance from the community as a result of which it became quite difficult for her to mobilize volunteers. However, Maheta did not lose hope and continued to engage with the community as a result of which she was able to find three volunteers. Over time, however, only one volunteer, Sheetal Maheshwari continued to play a role to lead the Library Activities in her village. Sheetal Maheshwari discontinued her studies after her 1st year in college; however she was always keen to do something to improve the learning levels of children in her village. She focused her efforts on working with children in Std 3-8 and tried to ensure that children participated in these activities regularly. She has also been holding small community meetings with children and their parents to discuss the importance of doing Library Activities.

## XIII. Quotes from the Community

*"We are thankful to the Shiksha Sarthi team for facilitating teacher training for all the 875 govt. primary teachers of Mandvi block from STD 1 to 8. Teachers were highly impressed with CAMaL methodology which was demonstrated by the Shiksha Sarthi team."*

**-------Mamtaben Bhatt, BRC Coordinator - Mandvi**

*"Science Workshops were conducted in Bidada primary school with the students in the Upper Primary sections. Children got an opportunity to understand how to go about conducting experiments and making models. This also helped increase the interest levels of children in Science.*

**------- Thakarshi Dhoriya, Principal, Bidada Group, Primary School**

## XIV. Way Forward

The same model will be continued and the focus will be on providing more on-site support of teachers as well as encouraging more CRCCs involvement so that move closer towards the path of sustainability. Some advance level competencies will also be covered this year to further build on what the students had been taught in 2016-17.

In addition, the Science program will be further scaled to expand the outreach of the program as well as ensure greater impact. We will ensure that there is greater communication with the community through the use of the Science Van. Besides this, there will also be more focus on using the Science Centre as a platform through which the youth and community members can be reach to build their awareness about scientific concepts.

## XV. Glimpses From the Field

## XVI. Media Coverage

કોડાયપુલ ખાતે શિક્ષા સારથી પ્રોગ્રામ અંતર્ગત કચ્છમાં પહેલીવાર સાયન્સ સેન્ટરનો પ્રારંભ

સી.જી.પી.એલ. અને તાતા કંપનીના સી.ઈ.ઓ. અને ઈ.ડી. કે.કે.શર્મા દ્વારા ઉદઘાટન કરાયું

માંડવી: પ્રથમ એજ્યુકેશન ફાઉન્ડેશન અને સી.જી.પી.એલ. કંપની દ્વારા જુન-૨૦૧૨થી માંડવી અને મુન્દ્રા તાલુકામાં શિક્ષા સારથી પ્રોગ્રામની શરૂઆત કરવામાં આવી હતી. જે અંતર્ગત ધોરણ ૧ થી ૮ માં અભ્યાસ કરતા બાળકોને મદદરૂપ થવા માટે વિધિ પ્રવૃતિઓ દ્વારા શિક્ષણ આપવામાં આવી રહ્યું છે. આ જ રીતે વિજ્ઞાનમાં બાળકોનો રસ રૂચી વધે તે માટે વિજ્ઞાન મેળાઓ યોજવામાં આવે છે. આ શિક્ષા સારથી અંતર્ગત કોડાયપુલ પાસે એક સાયન્સ સેન્ટર બનાવવામાં આવ્યું છે. જ્યાં બાળકો, શિક્ષકો અને વાલીઓ તેની મુલાકાત લઈ વિવિધ પ્રયોગો નિહાળી શકે, સી.જી.પી.એલ. ટાટા પાવર કંપનીના સી.ઈ.ઓ. અને ઈ.ડી.કે.કે.શર્મા દ્વારા શિક્ષા સારથી સાયન્સ સેન્ટરનું ઉદઘાટન કરવામાં આવ્યું હતું. આ પ્રસંગે સી.જી.પી.એલ.ના અરૂણાચલ, પ્રદિપ ધોબાલ, આરીફખા સહિત ઉપસ્થિત રહ્યા હતા. પ્રોગ્રામ કોર્ડિનેટર કિશોર ડાભીએ પ્રોગ્રામ વિશે માહિતી આપી હતી. આ પ્રસંગે વિવિધ શાળાઓના વિદ્યાર્થીઓ ઉપસ્થિત રહ્યા હતા. ઉદઘાટન બાદ વર્કશોપનું આયોજન કરાયું હતું.

કોડાયપુલ ખાતે શિક્ષા સારથી પ્રોગ્રામ અંતર્ગત કચ્છમાં પહેલીવાર સાયન્સ સે

સી.જી.પી.એલ. અને તાતા કંપનીના સી.ઈ.ઓ. અને ઈ.ડી. કે.કે.શર્મા દ્વારા ઉદ્

માંડવી: પ્રથમ એજ્યુકેશન ફાઉન્ડેશન અને સી.જી.પી.એલ. કંપની દ્વારા જુન-૨૦૧૨થી માંડવી અને મુન્દ્રા તાલુકામાં શિક્ષા સારથી પ્રોગ્રામની શરૂઆત કરવામાં આવી હતી. જે અંતર્ગત ધોરણ ૧ થી ૮ માં અભ્યાસ કરતા બાળકોને મદદરૂપ થવા માટે વિધિ પ્રવૃતિઓ દ્વારા શિક્ષણ આપવામાં આવી રહ્યું છે. આ જ રીતે વિજ્ઞાનમાં બાળકોનો રસ રૂચી વધે તે માટે વિજ્ઞાન મેળાઓ યોજવામાં આવે છે. આ શિક્ષા સારથી અંતર્ગત કોડાયપુલ પાસે એક સ બનાવવામાં આ બાળકો, શિક્ષકો તેની મુલાકાત લઈ મિહાળી શકે, ટાટા પાવર કંપની અને ઈ.ડી.કે.કે.શ સારથી સાયન્સ સે કરવામાં આવ્યું હ સી.જી.પી.એલ.ના પ્રદિપ ધોબાલ, અ ઉપસ્થિત રહ્યા કૉર્ડિનેટર કિશોર ડ વિશે માહિતી આ પ્રસંગે વિધિવ વિદ્યાર્થીઓ ઉપસ્થિ ઉદઘાટન બાદ આયોજન કરાયું હતું

# કોડાયમાં બાળવૈજ્ઞાનિકોએ અવનવી કૃતિઓ રજૂ કરી

## વિજ્ઞાન કેન્દ્ર દ્વારા છાત્રોને પ્રમાણપત્રો આપી પ્રોત્સાહિત કરાયા

માંડવી, તા.૨

પ્રથમ એજ્યુકેશન ફાઉન્ડેશન અને સી.જી.પી.એલ. દ્વારા માંડવી અને મુન્દ્રા તાલુકામાં શિક્ષા સારથી પ્રોગ્રામની શરૂઆત કરાઈ છે, જે અંતર્ગત કોડાયપુલ વિજ્ઞાન કેન્દ્ર ખાતે ચાર દિવસીય ત્રણ વર્કશોપ યોજવામાં આવ્યા હતા.

વર્કશોપમાં ૧૯ પ્રાથમિક શાળાઓમાંથી પસંદ કરાયેલા ૮૦ વિદ્યાર્થીઓએ ભાગ લીધો હતો, જેમણે નાના-નાના જૂથોમાં ૪ દિવસ સુધી કામ કર્યું હતું. પ્રથમ દિવસે બાળકોએ શિક્ષા સારથી ટીમના સભ્યોની મદદથી અલગ-અલગ પ્રયોગો રજૂ કર્યા હતા. બીજા અને ત્રીજા દિવસે બાળકોને વિવિધ પ્રયોગોની વીડિયો કલિપ્સ બતાવવામાં આવી હતી. અંતિમ દિવસે ભુજ સ્થિત જિલ્લા લોક વિજ્ઞાન કેન્દ્ર મુલાકાત દરમિયાન બાળકો માટે ક્વિઝ સ્પર્ધા યોજાઈ હતી. આ તકે

નરેન્દ્ર ગોરે ખગોળ વિષયક માહિતી આપી હતી.

સેમિનારના અંતિમ દિવસે શ્રેષ્ઠ પ્રદર્શન કરનારા બાળકોને પ્રોત્સાહિત કરાયા હતા તેમજ તમામ બાળકોને પ્રમાણપત્રો આપવામાં આવ્યા હતા.

## XVII. Intervention School-Wise

| Activities Conducted in Each School | | | | |
|---|---|---|---|---|
| Mandvi-Mundra (Kutch) | | | | |
| No. | School Name | Village Name | Focus Activity | |
| | | | TaRL | Science Activity |
| 1 | Tunda Pri. School | Tunda | | 1 |
| 2 | Vandh Pri. School | Vandh (Tunda) | | 1 |
| 3 | Mota Kandagra Group School | Mota Kandagra | | 1 |
| 4 | Mota Kandagra vadi Pri. School | Mota Kandagra | | |
| 5 | Chavdatar vadi Pri. School | Mota Kandagra | | |
| 6 | Moti Khakhar Pri. School | Moti Khakhar | | 1 |
| 7 | Moti Khakhar Pri. School no. 1 | Moti Khakhar | | |
| 8 | Moti Khakhar Pri. School no. 2 | Moti Khakhar | | |
| 9 | Faradi Pri. School | Faradi | | 1 |
| 10 | Faradi Vadi Pri. School | Faradi | | |
| 11 | Faradi KGBV | Faradi | | 1 |
| 12 | Nani Khakhar Group Pri. School | Nani Khakhar | | 1 |
| 13 | Jodiyavadi Pri. School | Nani Khakhar | | |
| 14 | Modhva Pri. School | Modhva | 1 | 1 |
| 15 | Tragadi Pri. School | Tragadi | 1 | 1 |
| 16 | Tragadi Bander (STP) | Tragadi | 1 | 1 |

| Activities Conducted in Each School | | | | |
|---|---|---|---|---|
| Mandvi-Mundra (Kutch) | | | | |
| No. | School Name | Village Name | Focus Activity | |
| | | | TaRL | Science Activity |
| 17 | Nana Bhadiya Pri. School | Nana Bhadiya | 1 | 1 |
| 18 | Mota Bhadiya Pri. School | Mota Bhadiya | 1 | |
| 19 | Mota Bhadiya Pri. School-1 | Mota Bhadiya | 1 | 1 |
| 20 | Mota Bhadiya Pri. School-2 | Mota Bhadiya | 1 | 1 |
| 21 | Mota Bhadiya Pri. School-3 | Mota Bhadiya | 1 | 1 |
| 22 | Pipari Pri. School | Pipri | | 1 |
| 23 | Baag Maska Pri. School | Baag | 1 | 1 |
| 24 | Baagvadi Pri. School | Baag | 1 | 1 |
| 25 | Hundarai Baag Pri. School | Baag | 1 | |
| 26 | Raamnagari Pri. School | Baag | 1 | |
| 27 | Talvana Group Pri. School | Talvana | 1 | 1 |
| 28 | Tipna Road Pri. School | Talvana | 1 | |
| 29 | Dhindh Primary Pri. School | Dhindh | 1 | 1 |
| 30 | Bidada Group Pri. School | Bidada | 1 | 1 |
| 31 | Bidada Mafatnagar Pri. School | Bidada | 1 | 1 |
| 32 | Kothavadi Pri. School | Bidada | 1 | |
| 33 | Naranbaag Pri. School | Bidada | 1 | |
| 34 | Kailash Nagar Pri. School | Bidada | 1 | |
| 35 | Bhanatar Pri. School | Bidada | 1 | |
| 36 | Bhabhutiya Vadi Pri. School | Bidada | 1 | |
| 37 | Salaya Group Pri. School- 1 | Salaya | 1 | 1 |
| 38 | Salaya Pri. School- 2, Mandvi | Salaya | 1 | 1 |
| 39 | Salaya Pri. School- 3, Mandvi | Salaya | 1 | |
| 40 | Gundiyali Group Pri. School | Gundiyali | 1 | 1 |
| 41 | Moravadi Pri. School | Gundiyali | 1 | |
| 42 | Bodavadi Pri. School | Gundiyali | 1 | |
| 43 | Laalbaag Pri. School | Gundiyali | 1 | |
| 44 | Shekhai Baag Pri. School | Shekhaibag | 1 | 1 |
| 45 | Panjrapod Pri. School, Mandvi | Mandvi | 1 | |
| 46 | Maska Octroi Pri. School, Mandvi | Salaya (Octroy) | 1 | 1 |
| 47 | Maska Group Pri. School | Maska | 1 | 1 |
| 48 | Maska Kumbharvada Pri. School | Maska | 1 | |
| 49 | Piyava (Maska) Pri. School | Maska | 1 | |
| 50 | Maska Sumravas Pri. School | Maska | 1 | |
| 51 | Babavadi Pri. School Mandvi (Mandvi-1) | Mandvi | 1 | |
| 52 | Khalfaanbhai Damani Pri. School | Mandvi | 1 | |
| 53 | R. Mu. Kanya Pri. School, Mandvi | Mandvi | 1 | |

| Activities Conducted in Each School | | | | |
|---|---|---|---|---|
| Mandvi-Mundra (Kutch) | | | | |
| No. | School Name | Village Name | Focus Activity | |
| | | | TaRL | Science Activity |
| 54 | School No-3. Mandvi | Mandvi | 1 | |
| 55 | E.P. Kanya Pri. School, Mandvi | Mandvi | 1 | |
| 56 | Nagalpur Group Pri. School | Nagalpur | 1 | 1 |
| 57 | Nagalpur Vaadi Pri. School | Nagalpur | 1 | |
| 58 | VRTI Pri. School | Nagalpur | | 1 |
| 59 | Merau Pri. School | Merau | 1 | |
| 60 | Merau Vadi-1 Pri. School | Merau | 1 | |
| 61 | Merau Vadi-2 Pri. School | Merau | 1 | |
| 62 | Merau Vadi-3 Pri. School | Merau | 1 | |
| 63 | Jayant Khatri Pri. School, Mandvi | Mandvi | 1 | |
| 64 | Gokuldas Bambhdai Group (Mandvi-2) | Mandvi | 1 | |
| 65 | Valmiki Pri. School, Mandvi (Mandvi-3) | Mandvi | 1 | |
| 66 | Bhutnath Pri. School, Mandvi | Mandvi | 1 | |
| 67 | H. N. Kothari Pri. School, Mandvi | Mandvi | 1 | |
| 68 | Marwada Vas Vadi Pri. School, Mandvi | Mandvi | 1 | |
| 69 | School no-4, Mandvi | Mandvi | 1 | |
| 70 | Bhimanvadi Pri. School, Mandvi | Mandvi | 1 | |
| 71 | Taluka Group Pri. School-1 Mandvi | Mandvi | 1 | |
| 72 | Kathada Pri. School | Kathda | 1 | 1 |
| 73 | Kathada Vadi Pri. School | Kathda | 1 | |
| 74 | Sirva Group Pri. School | Shirva | 1 | |
| 75 | Koday Pri. School | Koday | 1 | 1 |
| 76 | Koday Dataniyavas Pri. School | Koday | 1 | |
| 77 | DNC Pri. School | Koday | 1 | |
| 78 | Sultan Nagar Pri. School | Koday | 1 | |
| 79 | Jakhaniya Pri. School | Jakhaniya | | 1 |
| 80 | Madanpura Pri. School | Madanpura | 1 | 1 |
| 81 | Nana Asambiya Group Pri. School | Nana Asambiya | 1 | 1 |
| 82 | Mota Asambiya Pri. School | Mota Asambiya | 1 | 1 |
| 83 | Mota Goniyasar Pri. School | Mota Goniyasar | 1 | |
| 84 | Dhunai Pri. School | Dhunai | 1 | |
| 85 | Punadi Pri. School | Pundi | 1 | |
| 86 | Nana Goniyasar Pri. School | Nana Goniyasar | 1 | |
| 87 | Moti Rayan Pri. School | Moti Rayan | | |
| 88 | Moti Rayan Vadi-1 Pri. School | Moti Rayan | 1 | |
| 89 | Moti Rayan Vadi-2 Pri. School | Moti Rayan | 1 | |
| 90 | Nani Rayan Pri. School | Nani Rayan | 1 | |
| 91 | Nani Rayan Vadi Pri. School | Nani Rayan | 1 | |
| 92 | Piyava (Koday) Pri. School | Koday | 1 | |

| Activities Conducted in Each School | | | | |
|---|---|---|---|---|
| Mandvi-Mundra (Kutch) | | | | |
| No. | School Name | Village Name | Focus Activity | |
| | | | TaRL | Science Activity |
| 93 | Vanothi Pri. School | Koday | 1 | |
| 94 | Kandhrai chowki Pri. School | Koday | 1 | |
| 95 | Dhokda Pri. School | Dhokda | 1 | |
| 96 | Don Pri. School | Don | 1 | |
| 97 | Don vadi Pri. School | Don | 1 | |
| 98 | Moti Bhadai Pri. School | Moti Bhadai | 1 | |
| 99 | Rajda Pri. School | Rajda | 1 | |
| 100 | Durgapur Group Pri. School | Durgapur | 1 | |
| 101 | Landhan Vadi Pri. School | Durgapur | 1 | |
| 102 | Kothariya vadi Pri. School | Durgapur | 1 | |
| 103 | Vada Pri. School | Vada | 1 | |
| 104 | Vada-Vadi Pri. School | Vada | 1 | |
| 105 | Chachivadi Pri. School | Vada | 1 | |
| 106 | Bharapar Pri. School | Bharapar | 1 | |
| 107 | Bharapar Pri. School-1 | Bharapar | 1 | |
| 108 | Bharapar Pri. School-2 | Bharapar | 1 | |
| 109 | Kishanpar Pri. School | Mota Layja | 1 | |
| 110 | Godhra Group Pri. School | Godhara | 1 | |
| 111 | Godhra Vadi Pri. School-1 | Godhara | 1 | |
| 112 | Godhra Vadi Pri. School-2 | Godhara | 1 | |
| 113 | Dudheshwar Vadi, Godhra Vadi-3 | Godhara | 1 | |
| 114 | Radha vadi Primary Pri. School | Godhara | 1 | |
| 115 | Lakshmivadi Pri. School | Godhara | 1 | |
| 116 | Nana Layja Pri. School | Nana Layja | 1 | |
| 117 | Bhada Pri. School | Bhada | 1 | |
| 118 | Panchotiya Pri. School | Panchtiya | 1 | |
| 119 | Nani Undoth Pri. School | Nani Undoth | 1 | |
| 120 | Moti Undoth Pri. School | Moti Undoth | 1 | |
| 121 | Nagrecha Pri. School | Nagrecha | 1 | |
| 122 | Padampur Pri. School | Padampur | 1 | |
| 123 | Kotdi Group Pri. School | Kotdi | 1 | |
| 124 | Poldiya Pri. School | Poladiya | 1 | |
| 125 | Mota Layja Pri. School | Mota Layja | 1 | |
| 126 | Halapar Group Pri. School | Halapar | 1 | |
| 127 | Sambhrai Pri. School | Sambhrai | | |
| 128 | Dedhiya Pri. School | Dedhiya | | |
| 129 | Kokliya Pri. School | Kokaliya | 1 | |
| 130 | Kotaya Pri. School | Kotaya | | |
| 131 | Bayath Group Pri. School | Bayath | 1 | |

| Activities Conducted in Each School | | | | |
|---|---|---|---|---|
| Mandvi-Mundra (Kutch) | | | | |
| No. | School Name | Village Name | Focus Activity | |
| | | | TaRL | Science Activity |
| 132 | Modkuba Pri. School | Modkuba | 1 | |
| 133 | Janakpur Pri. School | Janakpur | 1 | |
| 134 | Bhinsra Pri. School | Bhinsara | 1 | |
| 135 | Vindh Pri. School | Vindh | 1 | |
| 136 | Mapar Pri. School | Mapar | 1 | |
| 137 | Bambhdai Group Pri. School | Bambhdai | 1 | |
| 138 | Bada Pri. School | Bada | 1 | |
| 139 | Bhojay Pri. School | Bhojay | | |
| 140 | Gadhshisha Mafatnagar Pri. School | Gadhshisha | 1 | |
| 141 | Gadhshisha Kumar Group Pri. School | Gadhshisha | 1 | |
| 142 | Gadhshisha Kanya Pri. School | Gadhshisha | 1 | |
| 143 | Dhodalakh Pri. School | Ghodalakh | 1 | |
| 144 | Rajpar Pri. School | Rajpar | 1 | |
| 145 | Aashrani Pri. School | Aasrani | 1 | |
| 146 | Virani Pri. School | Virani | 1 | |
| 147 | Nabhoi Pri. School | Nabhoi | 1 | |
| 148 | Filon Pri. School | Filon | 1 | |
| 149 | Rampar Kumar Group Pri. School | Rampar | 1 | |
| 150 | Rampar Kanya Pri. School | Rampar | 1 | |
| 151 | Ludva Pri. School | Ludva | 1 | |
| 152 | Bheraiya Pri. School | Bheraiya | 1 | |
| 153 | Ajapar Pri. School | Ajapar | 1 | |
| 154 | Vekra Kumar Pri. School | Vekra | 1 | |
| 155 | Vekra Kanya Pri. School | Vekra | 1 | |
| 156 | Dujapar Pri. School | Dujapar | 1 | |
| 157 | Devpar Group Pri. School | Devpar | 1 | |
| 158 | Varzadi Pri. School | Varzadi | 1 | |
| 159 | Ratnapar Pri. School | Ratnapar | 1 | |
| 160 | Moti Mau Pri. School | Moti Mau | 1 | |
| 161 | Moti Mau Mafat Nagar Pri. School | Moti Mau | 1 | |
| 162 | Nani Mau Pri. School | Nani Mau | 1 | |
| 163 | Makda Pri. School | Makda | 1 | |
| 164 | Vingdiya Pri. School | Vingadiya | 1 | |
| 165 | Juna Jamthda Pri. School | Juna Jamthada | 1 | |
| 166 | Nava Jamthda Pri. School | Nava Jamthada | 1 | |
| 167 | Darshadi Group Pri. School | Darshadi | | |
| 168 | Momaymora Pri. School | Momaymora | | |
| 169 | Kojachora Pri. School | Kojachora | | |
| 170 | Pai Vadi Pri. School, Kojachora | Kojachora | | |

| Activities Conducted in Each School | | | | |
|---|---|---|---|---|
| Mandvi-Mundra (Kutch) | | | | |
| **No.** | **School Name** | **Village Name** | **Focus Activity** | |
| | | | **TaRL** | **Science Activity** |
| 171 | Hamla Pri. School | Hamla | | |
| 172 | Manjal Pri. School | Manjal | | |
| 173 | Gandhigram Pri. School | Gandhigram | | |
| 174 | Sherdi Pri. School | Sherdi | | |
| 175 | Gangapar Pri. School | Gangapar | | |
| 176 | Nani Bhadai Pri. School | Nani Bhadai | | |
| 177 | Mota Ratadiya Pri. School | Mota Ratadiya | | |
| 178 | Nana Ratadiya Pri. School | Nana Ratadiya | | |
| 179 | Vandh (Kojachora) Pri. School | Vandh (Kojachora) | | |
| 180 | K.G.B.V. - Deshalpar | Deshalpar (Kanthi) | | 1 |
| **TOTAL** | | **103 Villages** | **145** | **36** |

## XVIII. List of Villages Where Library Activities are Being Conducted

| Library Activities- Village Wise | | |
|---|---|---|
| 2016/17 | | |
| **No.** | **Block** | **Village Name** |
| 1 | Mundra | Tunda |
| 2 | Mundra | Vandh |
| 3 | Mundra | Mota Kandagra |
| 4 | Mundra | Moti Khakhar |
| 5 | Mandvi | Nani Khakhar |
| 6 | Mandvi | Bharapar |
| 7 | Mandvi | Vada |
| 8 | Mandvi | Don |
| 9 | Mandvi | Rajda |
| 10 | Mandvi | Moti Bhadai |
| 11 | Mandvi | Nani Bhaai |
| 12 | Mandvi | Gandhigram |
| 13 | Mandvi | Hamla |
| 14 | Mandvi | Manjal |
| 15 | Mandvi | Sherdi |
| 16 | Mandvi | Mandvi (Valmiki vas) |
| 17 | Mandvi | Mandvi (Gokulvas) |
| 18 | Mandvi | Koday |
| 19 | Mandvi | Kathada |
| 20 | Mandvi | Shirva |

| Library Activities- Village Wise | | |
|---|---|---|
| 2016/17 | | |
| 21 | Mandvi | Ratnapar |
| 22 | Mandvi | Moti Mau |
| 23 | Mandvi | Nani Mau |
| 24 | Mandvi | Varajadi |
| 25 | Mandvi | Devpar |
| 26 | Mandvi | Ghodalakh |
| 27 | Mandvi | Rajpar |
| 28 | Mandvi | Filon |
| 29 | Mandvi | Ajapar |
| 30 | Mandvi | Bheraiya |
| 31 | Mandvi | Mota Layja |
| 32 | Mandvi | Bayath |
| 33 | Mandvi | Mapar |
| 34 | Mandvi | Bada |
| 35 | Mandvi | Bhinsara |
| 36 | Mandvi | Bidada Mafatnagar |
| 37 | Mandvi | Bidada (Ambedkarnagar) |
| 38 | Mandvi | Shekhaibag |
| 39 | Mandvi | Gundiyali |
| 40 | Mandvi | Salaya |
| 41 | Mandvi | Nana Asambiya |
| 42 | Mandvi | Mota Goniyasar |
| 43 | Mandvi | Punadi |
| 44 | Mandvi | Moti Rayan |
| 45 | Mandvi | Nani Rayan |
| 46 | Mandvi | Modhva |
| 47 | Mandvi | Tragadi |
| 48 | Mandvi | Mota Bhadiya |
| 49 | Mandvi | Pipari |
| 50 | Mandvi | Baag (Maska) |
| 51 | Mandvi | Mandvi |
| 52 | Mandvi | Octroy (Maska) |
| 53 | Mandvi | Merau |
| 54 | Mandvi | Nagalpur |
| 55 | Mandvi | Maska |
| 56 | Mandvi | Godhra |
| 57 | Mandvi | Nana Layja |
| 58 | Mandvi | Bhada |
| 59 | Mandvi | Panchotiya |
| 60 | Mandvi | Padampur |