



# Coastal Gujarat Power Limited

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

## Annual Report (2015-16)



**Pratham**

Every Child in School and Learning Well...

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## 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 8000 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 2015-2016.

## Executive Summary

### I. Background of the Shiksha Sarthi Project

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.

At present, the project is being implemented in 50 villages where Read India camps are 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 have seen 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.**

### II. Coverage over the Last Three Years

The outreach of the project over the last three years is presented below:

Sr. No.	Program	2012-2013		2013-2014		2014-2015		2015-2016	
		Schools Covered	Reach						
1	Summer Camps			41	1165	15	433	15	463
2	Read India (Std 3 to 5)	93	2910	44	2089	44	1974	37	3584
3	Read India Plus (Std 4 to 8)							24	710
4	Mothers Involvement Activity (Std 1-2)	270	5319	83	2741	83	2840	30	2957
5	Science Fairs (Std 6 to 8)			16	647	9	552	21	5055
6	Science Workshops (Std 6 to 8)			19	754	20	795	24	821
7	TaRL Training							58	2004
8	Library Activities							18	521

## 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 grassroots 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.

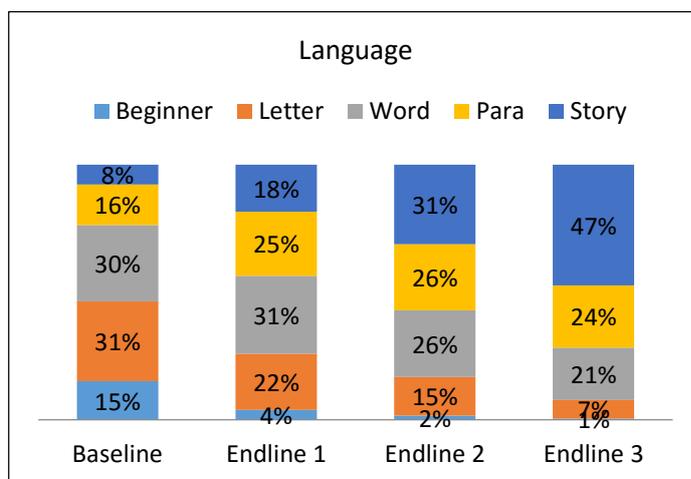
### 2013-2014

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.



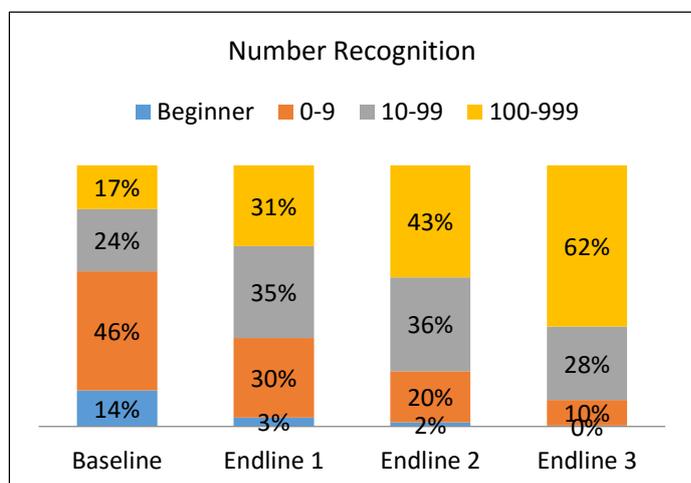
### MATH

#### 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.

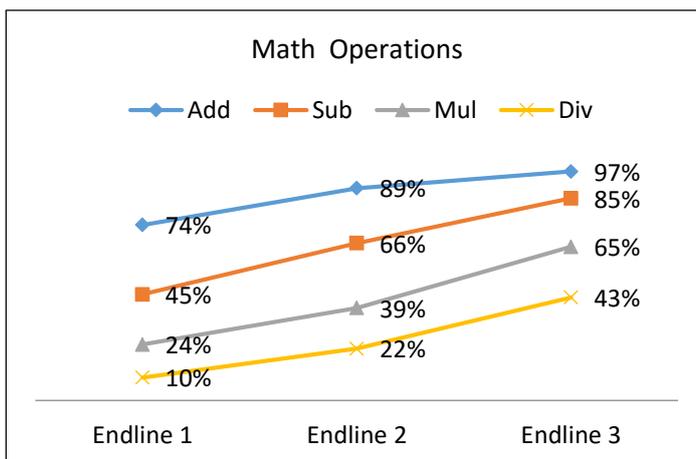
The number of children who could recognize three digit numbers increased 45 percentage points.



**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**

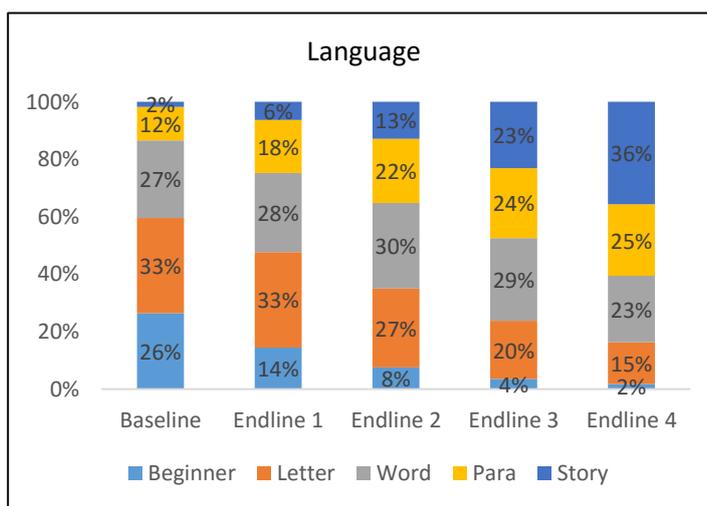
In 2014, the Read India program targeted 44 schools. The idea was to have focused interventions at the school level that would help improve the learning levels of children. Approximately 1987 children were targeted as a part of the Read India program in 2014-2015.

**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.



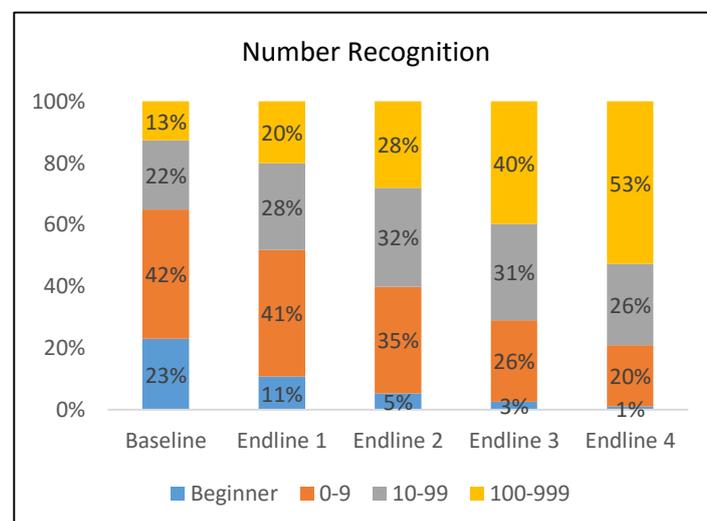
**MATH**

**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.

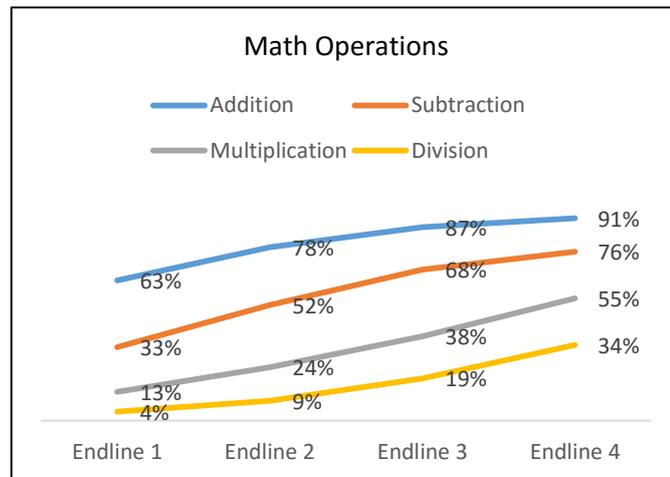
At Baseline, the number of children who could recognize three digit numbers was 13%. There was an increase of 40 percentage



points in the number of children who could recognize three digit numbers at Endline compared to Baseline.

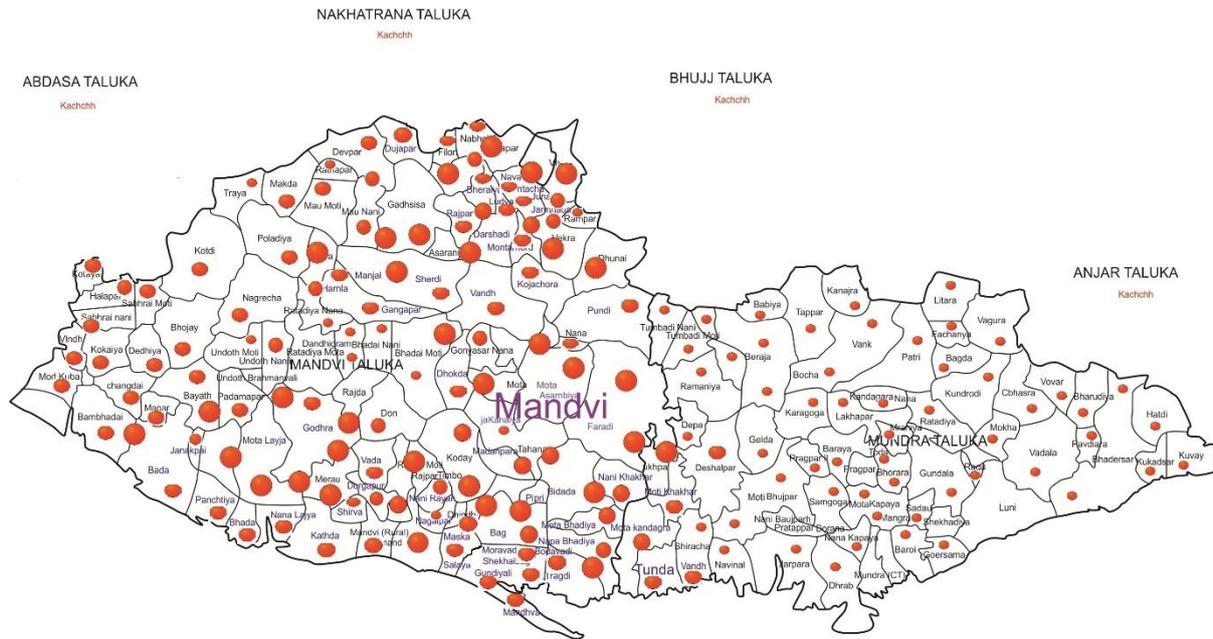
### Math Operations

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 do 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.



## Coverage

Details regarding which villages have been covered as a part of the intervention are provided below through the map. As mentioned previously, this year we reached out to 83 villages under the Shiksha Sarthi intervention. Villages that were reached out to as a part of the Lakhon mein Ek campaign have also been mapped below.



## Read India Camps

The Read India Camps focused on children in Std 3-5. The program was implemented through a series of highly intensive short duration learning camps. The Read India camps were centred on activity based learning and the focus was on strengthening the competencies of children in Language and Math for a total of 30 days in a year in one village.



### I. The Model

The Learning camp model for 2015-16 consisted of 4 camps. Each camp was compartmentalised into three phases. The first phase of the camp was for 12 days, followed by three phases of six days each. There was a gap of 20-22 days between each camp.

### II. Coverage Numbers

Learning camps were conducted in 37 schools reaching out to 3587 children. In Std 3-5, 1468 children were a part of these camps from Std 3-5 while 2119 children were targeted from Std 1-2. A total of 148 camps were completed in 37 schools.

### III. Key Activities

Pratham Tutors focused on interacting with children so that they would feel comfortable in the classroom environment. Basic Language and Math activities were also introduced. These included reciting poems in groups, playing games with picture cards and identifying numbers with number cards. Pratham Tutors worked on planning their daily schedules to ensure that children would get to learn Language and Math for 3 hours every day.

There was also a special focus on non-reader children to ensure that they were at par with other students. For this, group activities were implemented so that the non-reader children also benefited from the process of peer learning.

Community mobilization activities were undertaken to try and get the parents to participate more actively in the community meetings. 81 community meetings were held during the entire year to ensure that the Pratham tutors shared the learning levels of the children. During these community meetings, there were discussions on what steps could be taken by



parents to try and encourage children to study more. The community meetings served as an important tool to mobilize important stakeholders such as Sarpanchs and other Panchayat members to also get involved in education related matters at the community level.

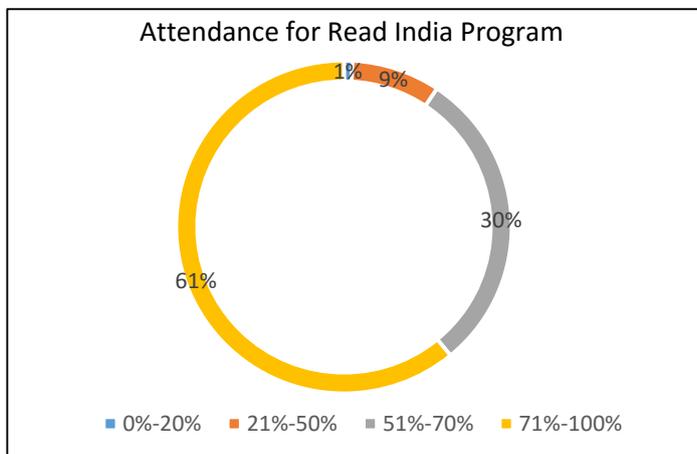
#### IV. Orientation and Training

Two trainings were held for the Read India team in July and October 2015 on CAMaL methodology, tracking the performance of children, and conducting child friendly activities to keep the children engaged.

#### V. Attendance

61% of the children attended the learning camps for 71-100% of the days while 30% of the children attended the camps for 51-70% of the days. 9% of the children attended Learning camps for 21-50% of the days while 1% of the children attended camps for 0-20% of the days.

Our community meetings at the grassroots level encouraged parents to send their children to schools more regularly as a result of which the attendance levels have been higher.



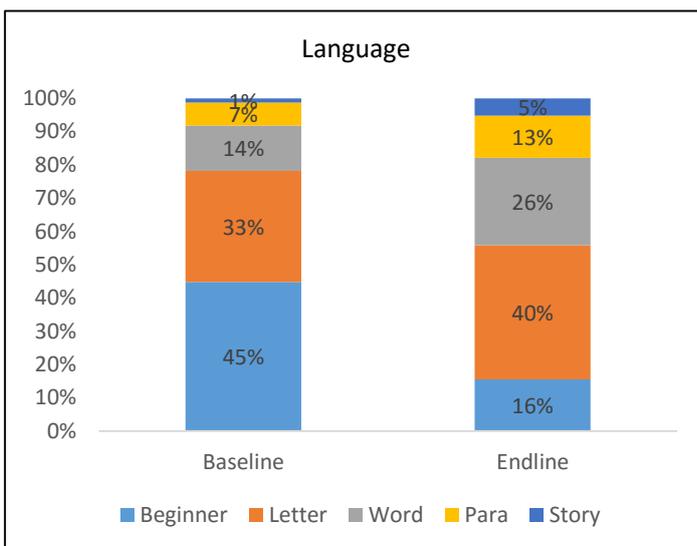
#### VI. Learning Levels of Children in Std 1-2

##### LANGUAGE

The number of children at Beginner Level at Baseline reduced by 29 percentage points while the number of children at Letter level increased by 7 percentage points.

The number of children at Word level increased by 12 percentage points while the number of children at Para level increased by 6 percentage points.

The number of children at Story level increased by 4 percentage points.

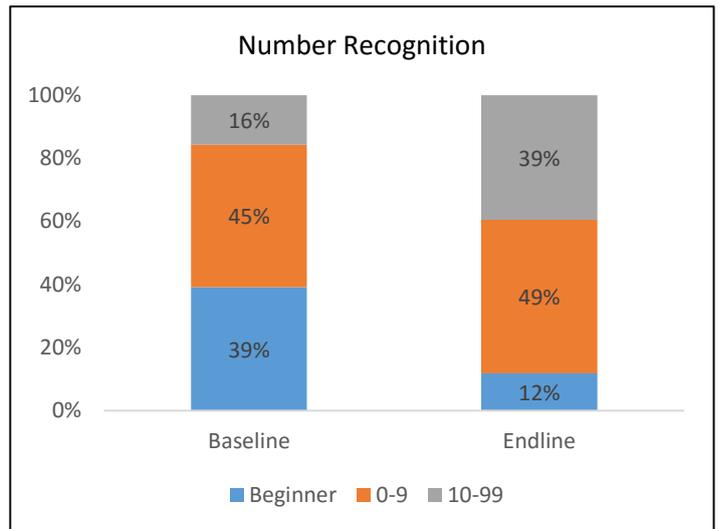


**MATH**

Number Recognition

The number of children at Beginner level was 39% at Baseline and reduced to 12% at Endline.

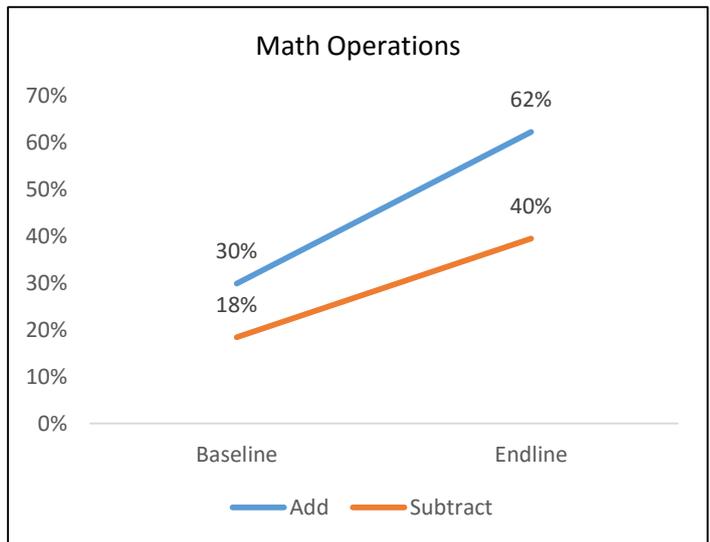
There was a rise of four percentage points in the number of children who could recognize single digit numbers increased by 4 percentage points while the number of children who could recognize double digits increased by 23 percentage points at Endline compared to Baseline.



Math Operations

The number of children who could do 1 by 1 addition increased by 32 percentage points at Endline compared to Baseline.

At Baseline, 18% of the children could do 1 by 1 subtraction. At Endline, 40% of the children could do subtraction.



Learning Levels (Std 3-5)

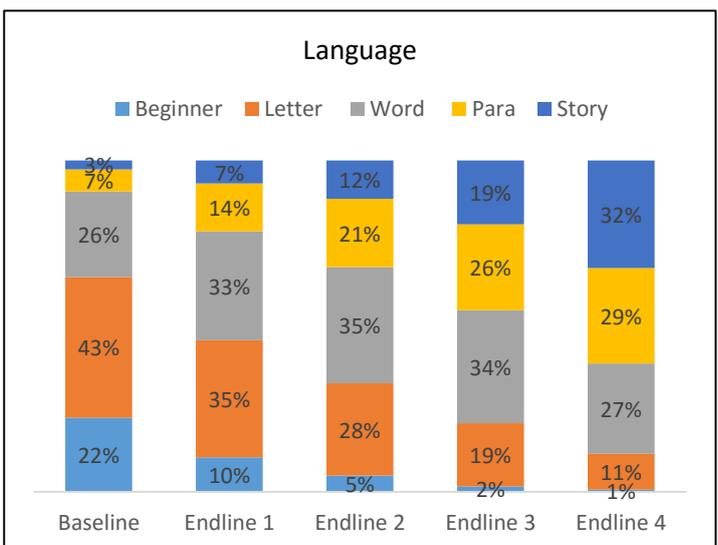
**LANGUAGE**

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

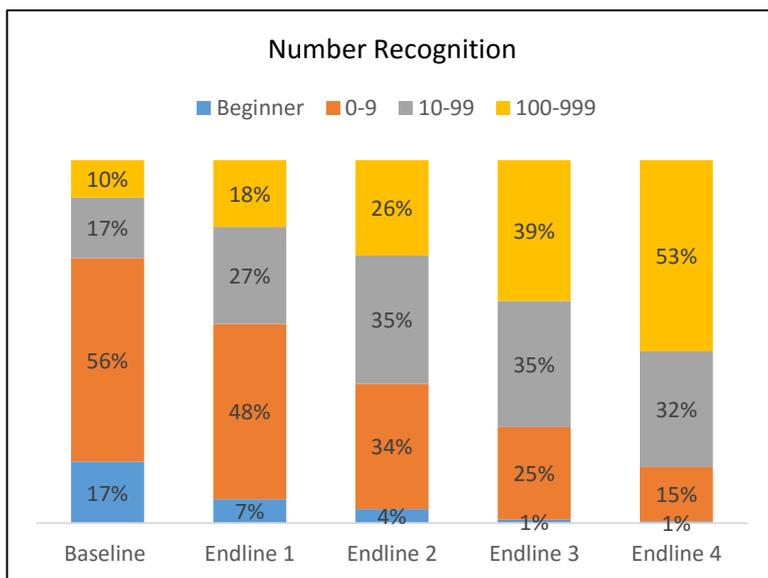
### Number Recognition

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.

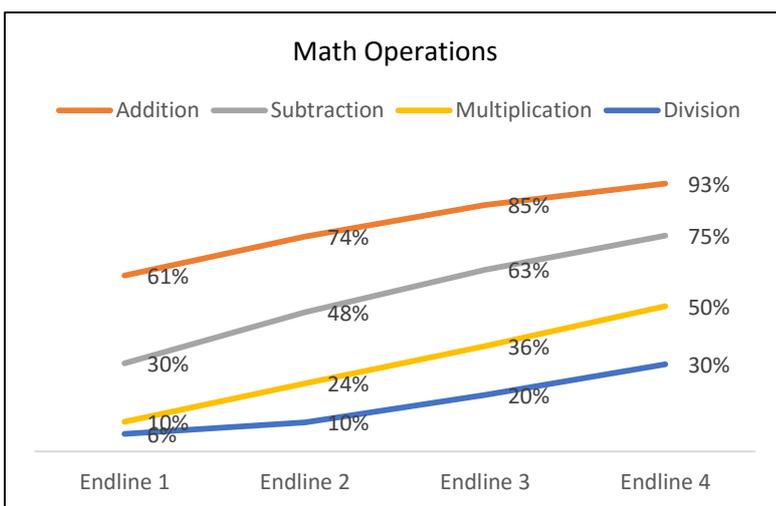
At Baseline, 10% of the children could recognize three digit numbers. This increased to 53% at Endline 4.



### 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.



## Read India Plus Camps

In order to go beyond basic reading and arithmetic, the Read India Plus program helped children to form groups and create a self-sustaining learning environment and so that group learning becomes an accepted way of learning independently. In Read India Plus, the staff took on the facilitator's role and let children take ownership of their own learning.

The target children were taken to the next level of learning wherein children could benefit from the process of peer learning. This program aimed to create a learning environment in which children evolve into curious thinkers and confident individuals.



### I. The Model

Each CRL conducted two Read India Plus Camps in two villages. Each camp ran for 16 days (8 days + 4 days + 2 days + 2 days). The camp was conducted in schools or communities. The CRLs focused on Gujarati and Math as a part of the Read India Plus Camps.

### II. The Coverage

Learning camps were conducted in 23 schools reaching out to approximately 710 children from Std 4-8.

### III. Key Activities

The last two days of the first phase of the camp and the last day of the fourth camp were used to make children present the models created by them. CRLs and the mentors made regular home visits to persuade parents to pay more interest to their children's studies.

In the intervening period between the camps, children were encouraged to complete the tasks assigned by the CRLs. Parents were also encouraged to track whether their children were completing the worksheets.



Worksheets were given to students so that they could practice solving math problems as well as build problems to improve their arithmetic skills.

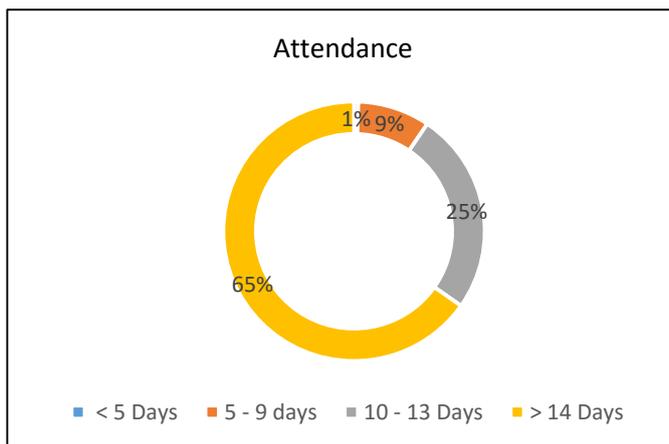
### IV. Trainings

Two trainings were conducted for the Read India Plus team to discuss how parents could be mobilized through activities at the communities level and how children could benefit from peer learning.

### V. Attendance

65% of the children attended camps for more than 14 days while 25% of the children attended the camps for 10-13 days.

9% of the children attended camps for 5-9 days while 1% of the children attended camps for less than 5 days.



### VI. Learning Levels

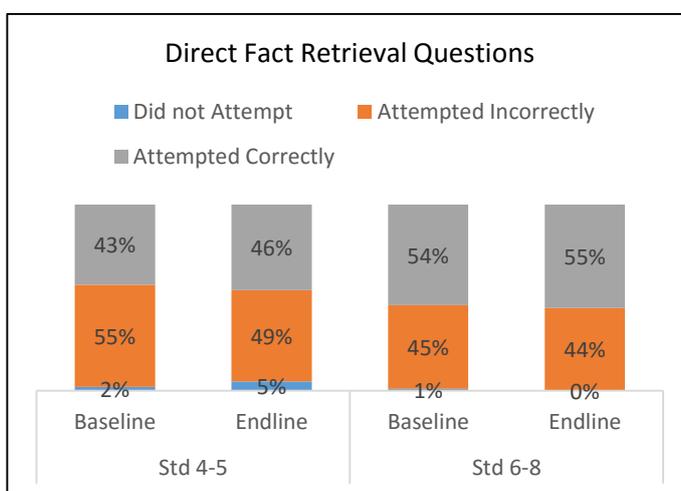
#### LANGUAGE

##### Direct Fact Retrieval

Children were given a passage to read based on which they were supposed to answer questions based on direct fact retrieval.

Based on the data, it can be seen that at Baseline, 43% of the children could answer Direct Fact Retrieval Questions correctly. At Endline, the number of students who could answer Direct Fact Retrieval Questions increased to 46%.

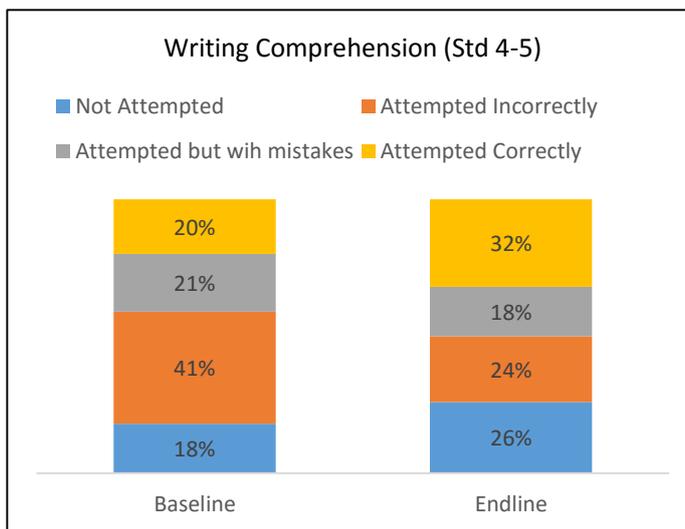
The number of children who could answer Direct Fact Retrieval Questions at Endline in Std 6-8 was 55%.



##### Writing Comprehension for Std 4-5

The number of children who could write five sentences or more correctly on a given topic increased by 12 percentage points at Midline compared to Baseline.

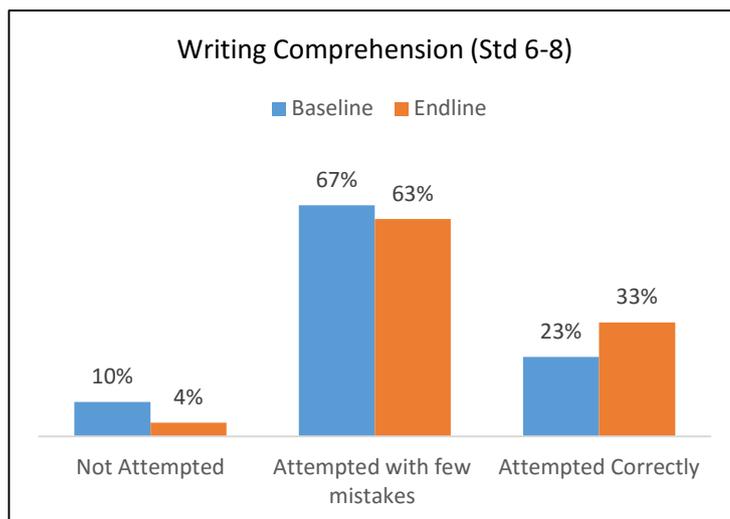
The number of children who attempted the questions but did so incorrectly reduced by 17 percentage points at Endline compared to Baseline.



Writing Comprehension for Std 6-8

The number of children from Std 6-8 who could write five sentences correctly or more increased by 10 percentage points at Endline compared to Baseline.

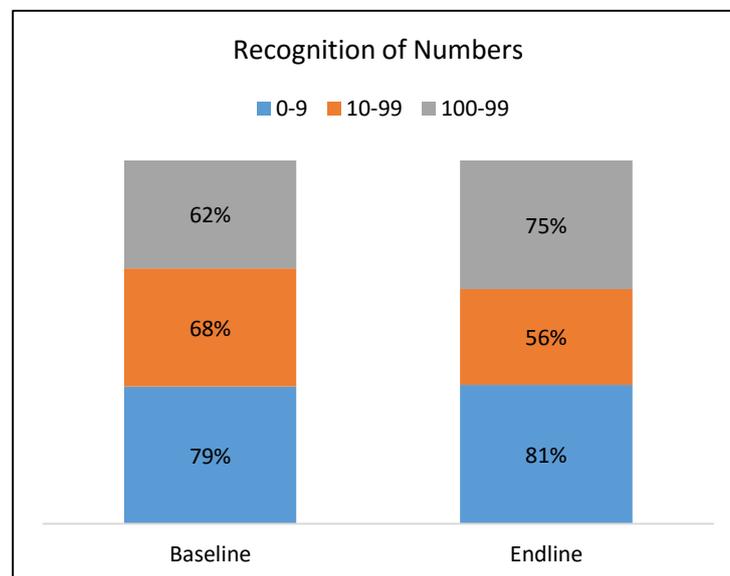
The number of children who did not even attempt to write five sentences or more on a given topic decreased by 6 percentage points.



**MATH**

Number Recognition

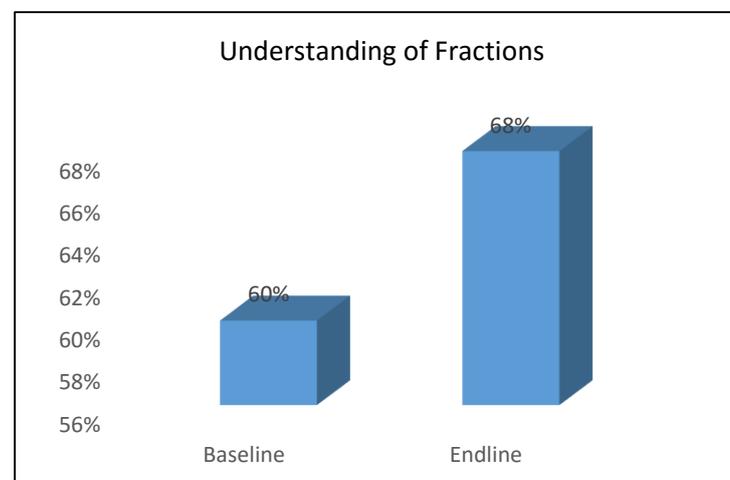
The number of children who could recognize single digit numbers increased by 2 percentage points. The number of children who could recognize three digit numbers increased by 12 percentage points.



Understanding of Fractions

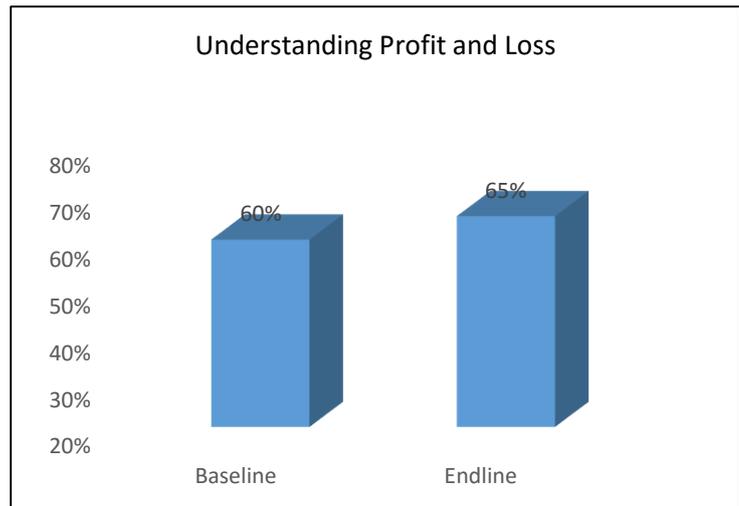
Children were given pictures that they could co-relate the relevant fractions with.

At Baseline 60% of the children could co-relate pictures with relevant fractions correctly. At Endline, this increased to 68%.



Understanding Profit and Loss

Children were given simple word problems, based on which they were to draw a conclusion as to whether they would make profit or loss. At Baseline, 60% of the children could answer such questions correctly and this increased to 65% at Endline.



## Science Program

Pratham's Science Learning Program created an environment of 'learning by doing'; an environment where children could engage with science models, experiments and activities first-hand and build their capacity for scientific thinking.

The Science Learning Program was implemented through science workshops and fairs, which were conducted in schools by Pratham-trained staff, known as Vigyan Mitras (Friends of Science). The Science Learning Program targeted children between Std 6 – 8.



### I. Model

The Science intervention consisted of workshops and fairs. The Science workshops were held for a duration of three days and the Science fairs for a duration 3-4 days with the initial two days being used for preparation. Modules related to food testing, sound, nature exposure, local environment and home and electricity were covered during the Science Workshops.

### II. Coverage

21 schools and 5055 children were reached out to as a part of the Science Fairs while Science Workshops were held in 24 schools.

### III. Key Activities

On 28<sup>th</sup> August, a Block level science fair was organised by the Government of Gujarat in Mandvi at Bada primary school. 190 children from 167 schools participated in it and 80 models were presented.

In the Science Fairs, experiments were carried out and demonstrated in front of other children, parents, teachers and villagers. Science Fairs were organized in the form of 5 to 6 day camps 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.



Workshops were conducted on the different kinds of sounds, the environment and contamination of food sources.

#### IV. Trainings

4 trainings were held for the Vigyan Mitras this year. Vigyan Mitras were trained on the different workshop modules. In the trainings, the Vigyan Mitras tried to demonstrate the modules and experiments and gained first-hand experience.

## Mother Involvement Activities (Std 1 &2)

Mother Involvement Activities were started in July 2014. The knowledge the mothers gained through the awareness programme was expected to be useful as they engaged with their children. In Pratham's Early Years Program, we believe that it is essential to "reach out", to engage mothers in supporting children's readiness for school, besides actively building awareness about the food and feeding practices, basic health and overall development of the child.

### I. Model

Mother Involvement Activities were carried out with students from Standard 1-2 and their mothers. The purpose was to create awareness on education, and encourage mothers to engage with students regarding their everyday learning.

### II. Coverage

2852 children belonging to Std 1-2 from 38 villages were reached out to through this program. The villages that were targeted as a part of this program were those that were not being targeted for the Read India or Read India Plus camps.

### II. Key Activities

Cluster Resource Leaders (CRLs) and/or volunteers distributed language and arithmetic teaching learning materials in the form of charts, reading cards, number cards and worksheets to stakeholders with basic instructions to teach children of this age group. CRLs interacted with mothers for the duration of the time spent in that village.



These activities are also seen as an opportunity to build their understanding on mothers on topics such as nutrition, health and development in early years. Games and activity cards helped mothers understand nutritional groups for better diet diversity for overall development.

## The Library Program

A library program was implemented alongside other programs to cultivate reading as a habit and stimulate self-learning amongst the children. Libraries served as an extension of Read India and Read India Plus activities to achieve the overall goals. The library aimed to be developed as the learning hub in the village /



community. Children were encouraged to work in groups and appointed project work to support development of higher level skills.

### I. The Model

The Library program was conducted at a community place such as a temple courtyard, in the school and so forth. CRLs distributed books and reading material to children which ranged from simple, familiar texts to complex, unfamiliar and abstract texts.

During libraries, children will be encouraged to narrate the story--of the book that they completed--in their own words and create a mind map with a given word.

The library will aim to be developed as the learning hub in the village / community. Children will be encouraged to work in groups and appointed project work to support development of higher level skills.

### II. The Coverage

Volunteers were mobilized, trained, and provided with story books. Children were encouraged to visit the library to read books or cards. 521 children had access to 18 libraries.

## TaRL Activities

The TaRL framework was used as 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 that were focused on included basic reading and comprehension skills as well as basic arithmetic (number knowledge and operations) for students of standards III, IV and V.

While holding the training of teachers on the TaRL framework, the Shiksha Sarthi team received support from Government officials who were interesting in scaling up the program. There was also a convergence in terms of all three stakeholders including Pratham, CGPL and Government officials coming together to support implementation of the TaRL program to improve the learning levels of children.

### I. Model

TaRL uses a system of five-learning levels to make manageable grouping 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, had been provided for the government teachers for each of the participating schools. The kit supported activities for Language and Math at standards III, IV and V and included activities for students at their learning level.

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 were carried out periodically at intervals during the program to enable groups to be reworked and to move children to the next group.

### II. Coverage

58 schools were reached out to as a part of this program. 2004 children were reached out to as a part of this program. 121 teachers were trained as a part of this program.

### III. Visit from Government Officials

On the first day of the training, the District Education Officer and the District Primary Education Officer came to attend one of the training sessions. They spent one hour with the teachers and discussed ways in which the teacher learning material could be used by teachers to conduct activities with children in more innovative ways.



### IV. Feedback from 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.

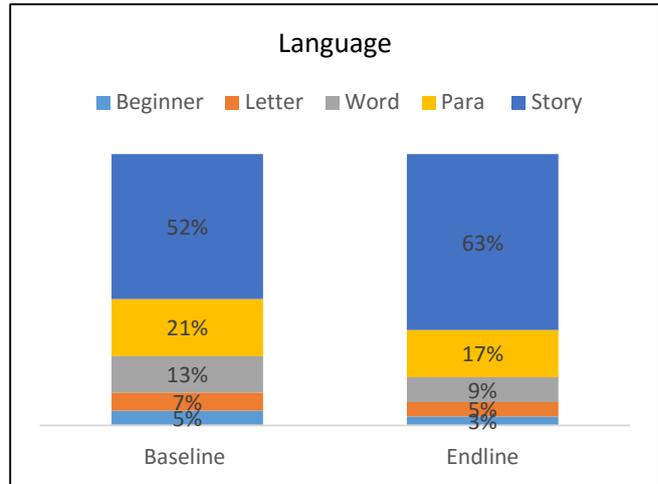
**V. Learning Levels**

The learning levels of students assessed as a part of this program are presented below.

**LANGUAGE**

The number of children at Beginner level reduced by 2 percentage points. The number of children who could only recognize letters reduced by 2 percentage points.

The number of children at Story level increased by 11 percentage points.



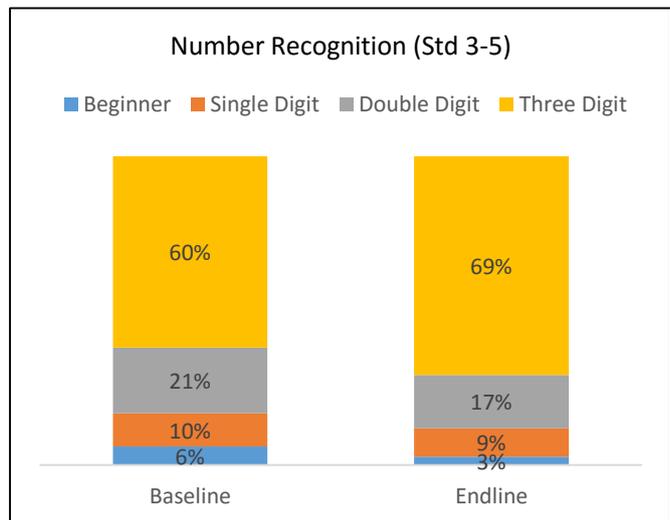
**MATH**

Number Recognition

The number of children who were only at Beginner level reduced by 3 percentage points.

The number of children who could only recognize double digit numbers decreased by double digit numbers.

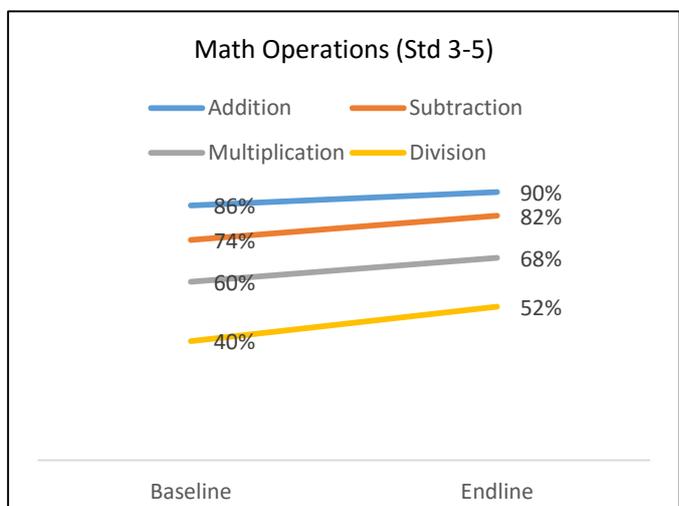
There was an increase of 9 percentage points in the number of children who could recognize three digit numbers at Endline compared to Baseline.



Math Operations

The number of children who could do addition increased by 4 percentage points at Endline compared to Baseline. The number of children who could do subtraction increased by 8 percentage points.

The number of children who could do multiplication increased by 8 percentage points while the number of children who could do division increased by 12 percentage points.



## Summer Camps

The main objective of Summer Camps was to sustain the newly acquired reading skills and to ensure that the learning loss was minimized during the vacation period. The project team worked towards encouraging self- directed learning and these camps were held with this aim.

### I. Model

The Summer Camp was conducted for six days. On the first day of each camp, the team assessed learning levels of the children for reading and number recognition and basic arithmetic operations. The team carried out learning activities for two hours each per day.

### III. Coverage

15 schools were covered through the Science Activities and 463 children were covered.

### II. Key Activities

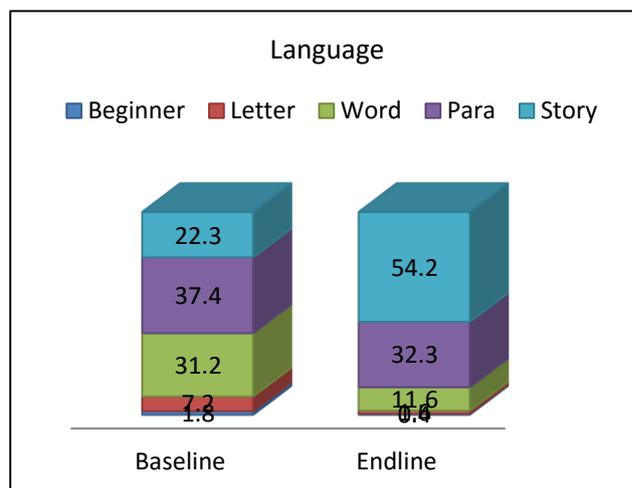
The Shiksha Sarthi team carried out learning activities for two hours every day – the first hour on Gujarati and the next on math - focusing on developing writing and arithmetic skills of the children.

### IV. Learning Levels

#### LANGUAGE

22.3% children were at the story level at Baseline. However, this increased by more than 30 percentage points to 54.2% at the Endline.

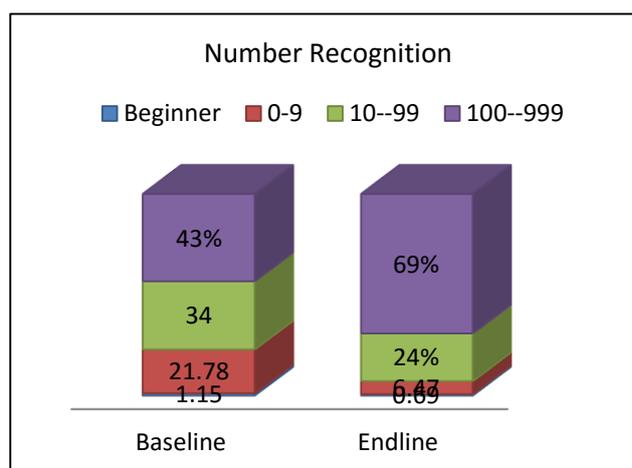
Before the summer camp, 59.7% children were able to read text (Para level and above); at Endline, 86.4 % children were able to read at para level or above.



#### MATH

##### Number Recognition

Before the summer camp, 77.1 % children could recognize two digit numbers; after the summer camp, 92.84 % of children could recognize 3 digit numbers. The number of children at Beginner level also reduced to 6% at Endline.



## Other Activities

### I. School Entrance Program

To mobilize communities to admit 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 1<sup>st</sup> Std.



### II. Teacher Training

35 teachers participated in the Cluster level teacher training in Mandvi on 12th September. Teachers were trained in conducting group activities designed for children. The teachers enjoyed the training and discussed strategies on how to implement the activities in classes. Teachers were also encouraged to attend the science fair and motivate their students to create models for presentation in the fairs.



### III. Lakhon mein Ek Campaign

Pratham and ASER Centre's Lakhon mein Ek was a call-to-action campaign to reach out to children in 100,000 communities and villages, by facilitating the provision of necessary learning interventions. The Lakhon mein Ek campaign was a citizen led assessment in a community/village to help create more accountability amongst community members for the status of education in their villages.

During the 1<sup>st</sup> phase, we focused on mobilizing communities as a part of the Lakhon mein Ek campaign. The Pratham team worked on identifying Village Leaders who could be the point persons responsible for their villages or communities. The Village Leaders spent time with the local communities to understand the status of education and tried to involve key stakeholders such as Sarpanchs, Government teachers, Government officials as well as parents who could play an influential role in helping improve the learning levels of children in the villagers.

### Lakhon mein Ek in the Shiksha Sarthi Work Areas

(Pratham Education Foundation in Partnership with CGPL)




PHASE I

(November - December)

Pratham and ASER's Lakhon mein Ek was a call to action campaign that reached out to more than 100,000 communities and villages by facilitating the provision of necessary learning interventions. In Mandvi and Mundra, the Shiksha Sarthi team worked to energize communities so that they would also take responsibility for improving the status of education in their communities.

No. of village leaders- 147  
Village volunteers- 207  
Villages Reached out to -121  
Reports cards shared in -117 villages

PHASE II

(17-14 January)

A 'Reading Week' was conducted in the Shiksha Sarthi Villages to reach out to communities to demonstrate simple activities that could be done by children, parents and neighbours to build the children's learning levels. Children formed their own groups and got one set of activity sheets that encouraged them to read and solve basic math problems every day. Parents and other villagers also got involved.

More than 1900 children were reached out to  
Villages reached out to -70  
Number of volunteers- 126

IMPACT ON THE SHIKSHA SARTHİ PROGRAM

The Lakhon mein Ek campaign has allowed us to further strengthen work in the communities where the Shiksha Sarthi program is currently being implemented. Communities in the Shiksha Sarthi work areas took accountability for the status of education in their villages and worked together to help improve the learning levels of children. Several youth took responsibility of sitting with children on a daily basis to solve worksheets with them to get them into the practice of studying everyday.

The Shiksha Sarthi team also reached out to sarpanchs as a part of this campaign and held community meetings to increase awareness about the importance of education as well as the need for children to attend school regularly.

WAY FORWARD

Pratham Education Foundation and CGPL will continue to build on this momentum to ensure that education becomes a priority for all the communities across the Shiksha Sarthi work areas.





During the 2<sup>nd</sup> phase of the campaign, from the 17<sup>th</sup> to 24<sup>th</sup> January 2016, the Village Leaders demonstrated simple activities to the community members that could be done by children and parents to build the foundational skills of children.

In the Mandvi and Mundra Blocks of Kutch District, children were divided into groups *Mohalla* wise. The groups included children between 6-14 years of age so that children could take advantage of the process of peer learning and enjoy it as well. It was seen that several parents and villagers also got involved and sat with children one hour per day in the evening to help them work on the learning material supplied by Pratham.

#### IV. Block Level Sports Event

A Block Level Sports Event was organized in which 103 schools and 825 children were reached out to. The event was used as a platform to encourage children to also play sports. Several children played enthusiastically and said these kind of events should be organized more frequently.



## Challenges

- Mobilization and sustainability of volunteers is challenging in villages, especially in areas where there are companies or industry in the vicinity.
- Schools in the interior villages often have a lower enrolment. Hence different strategies need to be formulated for learning improvement in such villages, both for outcomes and for an ownership at the village and school level.
- Government teachers had requested the Shiksha Sarthi team to give them more time to finish the entire syllabus before the exams. As a result of this, to make up for the lost time we had to conduct activities at the community level.
- The majority of the mothers spent time conducting the activities with their children at night and hence it was difficult to monitor whether the activities were being conducted in an effective manner. To get over this, home visits were undertaken to see if the mothers are facing any challenges.
- Several children from remote villages are not a part of the Science Activities as they were busy helping their parents. We tried to get our volunteers to reach out to the children and their parents.

## Case Study

The Library program has been in running in the Shiksha Sarthi work areas since June 2012. The Library program continues to encourage several children to take out time to read.

In one of the villages, Maska, where the Library Program is ongoing, Krishnaben and Dhara Maheta tried to encourage children like Bhumi to take out time to read books that they would enjoy. Both Krishnaben and Dhara tried to give Bhumi different genre of books. Though she is only 9 years old, she has shown tremendous improvement in her reading skills.

Bhumi also tried to encourage her peers to take out time to read. When Dhara went to meet Bhumi's parents as a part of the community engagement activities, she found out that Bhumi had also motivated her younger brother to read.

Bhumi has read most of the books in the library. When Dhara met Bhumi's mother, she got to know that Bhumi was also motivating her younger brother to read books. Bhumi's father said, "Bhumi was always a good student but I am particularly happy to see my son read because he never took interest in his studies. When both the brother and sister take time to study, I feel very proud of them."

Bhumi's teachers have also noticed a tremendous improvement in her learning levels. They said that earlier she was quite hesitant to participate in class discussions but now she is quite active and also shares what books she has read in the class.



## Feedback from the Community

*“The Shiksha Sarthi team facilitated a session on teaching methodologies during the teacher’s training. This training helped us understand how to bring children who are lagging behind at par with other children. All these activities will be very effective to bring about a clarity of concepts in children. I look forward to such sessions in the future.”*

**Yogesh Mehata**  
Training Manager & State Core team-SSA

*“The Shiksha Sarthi project has allowed to gain key insights into what can be done to improve the learning levels of children at the Block level. We have also taken note of the Science program and how excited children are when they are presenting the models.”*

**Mamtaben Bhatt**  
BRC Coordinator – Mandvi

*“Your team has implemented the program quite efficiently. This has definitely impacted the learning levels of the children.”*

**Mehul M. Shah**  
CRC Coordinator – Nana Asambiya

*“The Science workshops helped children become more inquisitive and children were excited to learn about the process through which a plane takes off and lands. Such workshops involve the children completely and these kind of practical activities will further encourage children to take a greater interest in Science.”*

**Kasam Node**  
Principal, Salaya Group School

*“In our Nani Kahkhar Pri. School, the Shiksha Sarthi team conducted Learning Camps with children in Std 3-5. This has helped improve the learning levels of children tremendously. ”*

**Principal,**  
**Nani Khakhar Pri.**  
**School**

*“All the Shiksha sarthi’s activities are interesting and can be replicated easily.”*

**Rambhai A. Modhvadiya,**  
**(Teacher - Navinal Pri. School,**  
**Mundra)**

## Media Coverage



## Roadmap for the Future

After building the learning levels of children for the last so many years, CGPL and Pratham mutually decided to also work towards building the capacity of Government teachers in Mandvi Block in 166 schools to ensure the long term sustainability of the program. Pratham will work to train the teachers on CAMal methodology and support them where required. The focus will be on grouping children based on their learning levels. During this period, the learning levels of children will continue to be tracked to understand the impact of the program.

There will also be a Science program running in 36 schools to further the vision of the Pratham Science Learning Program and to create a larger impact on local communities, a Science Exploratory Centre will be equipped with models, apparatus, etc. The Science Exploratory Centre will also integrate technology with learning, by using tablets and LED TVs with digital content. Vigyan Mitras (VMs) will facilitate workshops and sessions with children at the centres.

## Annexure

School wise Activity details of Shiksha Sarthi (2015-16)								
Cluster Name	Village Name	School Name	Activities will be conducted in the school-2015-16					
			Mother Activity	Learning Camp (RI)	Learn India (RI+)	Library	Science Program	Summer Camp
			Std 1-2	Std 3-5	Std 4-8	Std 1-8	Std 6-8	
Deep Shiksha Group	Tunda	Tunda Primary School	✓		✓	✓	✓	<input type="checkbox"/>
	Vandh (Mundra)	Vandh Primary School	✓		✓	✓	✓	<input type="checkbox"/>
	Desalpar	KGBV Desalpar				<input type="checkbox"/>	✓	<input type="checkbox"/>
	Mota Kandagara	Mota Kandagara Pri School	✓	✓		✓	✓	<input type="checkbox"/>
		Chavdatar Primary School	✓					
		MotaKandagara Vadi Pri. School	✓					✓
	Moti Khakhar	Moti Khakhar Primary School	✓	<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>
		Moti Khakhar vadi School no. 1	✓					
		Moti Khakhar vadi School no. 2	✓					
	Chanakya Group	Mota Bhadiya	Mota Bhadiya Primary School				✓	
Mota Bhadiya Primary School 1			✓	✓			✓	<input type="checkbox"/>
Mota Bhadiya Primary School 2			✓		✓			
Mota Bhadiya Primary School 3			✓	✓		<input type="checkbox"/>	✓	<input type="checkbox"/>
Modhva		Modhva Primary School	✓	✓		✓	✓	<input type="checkbox"/>
Pipri		Pipri Primary School	✓		✓	✓	✓	✓
Bag		Bag (Maska) Primary School	✓	✓	✓	✓	✓	<input type="checkbox"/>

		Bag Vadi Primary School	✓				✓	<input type="checkbox"/>
		Hundrai Bag Primary School	✓					
Gyan Shakti Group	Maska	Kumbharvada Primary School	✓	✓	✓			✓
		Maska Group Primary School	✓	✓	✓	✓	✓	✓
		Ramnagari Primary School	✓					
		Piyava Maska Primary School	✓					
		Maska Sumravas Pri. School	✓	✓				
		Maska Octroy Primary School	✓	✓		<input type="checkbox"/>	✓	<input type="checkbox"/>
	Tragdi	Tragadi Primary School	✓	✓		✓	✓	<input type="checkbox"/>
		Tragadi Bandar STP class	✓	✓		✓	✓	<input type="checkbox"/>
	Nana Bhadiya	Nana Bhadiya Primary School	✓	✓	✓	✓	✓	<input type="checkbox"/>
Vividhlaxi Group	Bidada	Bidada Primary School	✓	✓	✓	✓	✓	✓
		Bidada Mafatnagar Primary School	✓	✓		<input type="checkbox"/>	✓	<input type="checkbox"/>
		Kothavadi Primary School	✓					
		Naranbag Primary School	✓					
		Kailash nagar Primary School	✓					
		Bhanatar Primary School	✓					
		Bhabhutiya vadi Pri. School	✓					
	Faradi	Faradi Primary School	✓	✓		✓		✓
		Faradi Vadi Primary School	✓					
		KGBV Faradi				<input type="checkbox"/>	✓	<input type="checkbox"/>
	Nani khakhar	Nani Khakhar Primary School	✓	✓	✓	✓	✓	<input type="checkbox"/>
	Bodavadi	Bodavadi Primary School	✓					

Gyan Jyot Group	Moravadi	Moravadi Primary School	✓			☐			
	Salaya	Salaya Group Primary School 1	✓	✓		☐	✓	✓	✓
		Salaya Primary School 2	✓	✓				✓	☐
		Salaya Primary School 3	✓	✓					
	Gundiayali	Gundiayali Group Pri. School	✓	✓	✓	✓	✓		☐
		Lalbag Primary School	✓						
	Shekhaibag	Shekhaibag Primary School	✓	✓		☐	✓	✓	☐
Sarasvati Group	Mota Asambiya	Mota Asambiya Pri. School	✓	✓					
	Pundi	Pundi Primary School	✓			✓			
	Zakhaniya	Zakhaniya Primary School	✓			✓		✓	
	Vada	Vada Primary School	✓	✓	✓				
		Vada vadi Primary School	✓						
		Chhahhi vadi Primary School	✓						
	Nani Rayan	Nani Rayan Primary School	✓						
		Nani Rayan vadi Pri. School	✓						
	Madanpura	Madanpura Primary School	✓	✓		☐			
Gyan Dixa Group	Kojachora	Kojachora Pri. School	✓			☐			
		Pai vadi Primary School	✓						
	Momaimora	Momaimora Primary School	✓	✓					
	Bheraiya	Bheraiya Primary School	✓			✓		✓	
	Ludva	Ludva Primary School	✓			✓			
	Vandh (Mandvi)	Vandh Primary School	✓			✓			

	Nava jamthada	Nava Jamthada Pri. School	✓					
	Juna Jamthada	Juna Jamthada Primary School	✓					
Shashvat Group	Kathda	Kathda Primary School	✓	✓	✓			
		Kathda vadi Primary School	✓					
	Nana Layja	Nana Layja Primary School	✓	✓	✓			
	Dhindh	Dhindh Primary School	✓	✓				
	Panchatiya	Panchotiya Primary School	✓		✓			✓
		Panchotiya Vadi Pri. School	✓					
	Bhada	Bhada Primary School	✓	✓				✓
Bal Shakti Group	Darshadi	Darshadi Primary School	✓	✓				
	Rajpar	Rajpar Primary School	✓		✓			✓
	Dujapar	Dujapar Primary School	✓	✓	✓			
	Dhokda	Dhokda Primary School	✓					
	Hamla	Hamla Primary School	✓					
	Sherdi	Sherdi Group Primary School	✓	✓				
	Manjal	Manjal Primary School	✓	✓				
	Gangapar	Gangapar Primary School	✓					
Eklavya Group	Sirva	Kishanpar Primary School	✓					
		Shirva Group Primary School	✓	✓				
	Nagalpar	Nagalpar Pri. School	✓	✓				
		Nagalpar vadi Pri. School	✓					
	Moti Rayan	Moti Rayan Primary School	✓	✓	□			✓
		Moti Rayan vadi School - 1	✓					

		Moti Rayan vadi School - 2	✓					
	Mota Layja	Mota Layja Primary School	✓	✓	✓			✓
	<b>50</b>		<b>83</b>	<b>37</b>	<b>24</b>	<b>18</b>	<b>24</b>	<b>15</b>