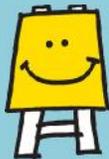




Coastal Gujarat Power Ltd.

Shiksha Sarthi Annual Report (2013-14)

Mandvi & Mundra (Kutch, Gujarat)



Pratham

Every Child in School and Learning Well...



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ORGANIZATIONAL INFORMATION	
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I. Glossary of Terms

ABL	Activity Based Learning
ASER	Annual Status of Education Report
BEP	Block Excellence Program
CAMaL	Combined Activities for Maximized Learning
CRL(s)	Cluster Resource Leader(s)
MIS	Management of Information System
MME	Measurement Monitoring & Evaluation unit
MT(s)	Master Trainer (s)
NCERT	National Council of Educational Research and Training
PC	Project Coordinator
RTE	Right to Education Act
SMC(s)	School Management Committee(s)
SMS	Short Messaging Service
SSA	<i>Sarva Shiksha Abhiyan</i>
TLM(s)	Teaching Learning Material(s)
VM(s)	<i>VigyanMitra(s)</i>

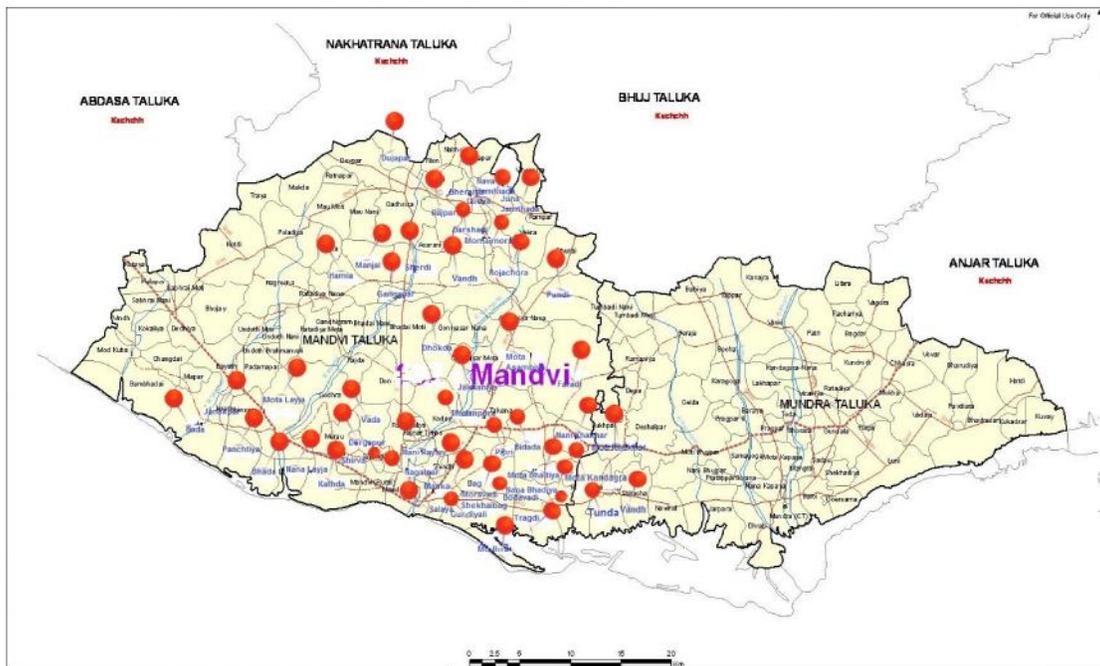
II. Summary

The *Shiksha Sarthi* partnership between Pratham and the Coastal Gujarat Power Ltd. began in June 2012 in Mandvi and Mundra in Gujarat.

In academic year 2012-13, the *Shiksha Sarthi* project was implemented in 157 villages across Mandvi and Mundra. Ten CRLs conducted learning camps for Std. 3-5 children while volunteers supplemented this activity with Read India classes for the same age group. Furthermore, volunteers interacted with mothers of children in Stds. 1-2 via the Mother Activity program providing mothers with resources to ensure their children studied regularly. Libraries were conducted in both blocks to encourage children to read. Government partnerships and meetings with other NGOs also took place over the course of that year.

In 2013-14 *Shiksha Sarthi* project has been implemented in 50 villages. The program strategy was revised as Pratham realized that more time was needed to be spent in schools in order to improve learning levels. Learning camps of 22 days were organized in 49 schools by 10 CRLs for Std. 3-5 children. The Mother Activity program for Std. 1-2 children and the library program continued this year with the addition of an exciting new focus on science.

Siksha sarthi coverage



Two science staff known as *Vigyan Mitras* joined the team and taught Std 6-8 students science concepts via hands-on experiments and demonstrations. Science fairs and thematic workshops were organized to simplify scientific concepts for children. An astronomy workshop known as Camp Galileo was conducted from February onwards to stimulate children's curiosity towards the solar system and beyond.

Apart from supporting education initiatives in Mandvi and Mundra, CGPL facilitated a wide array of activities to engage communities and the government for the holistic development of the region. All members of the *Shiksha Sarthi* team participated in these activities as a way to spread awareness not only about education issues and schemes but also the program.

For children going to school for the very first time, *Pravesotsav* was organized to distribute school bags and materials to children. A tree-planting drive known as *Urja Diwas* was organized for 750 Std 6-8 children in 15 schools across the blocks to raise awareness about the environment.

A block level sports day and a student parliament was also organized for the benefit of school children. A newsletter called the *Shiksha Sarthi Express* was distributed to all schools and SSA Centres across the blocks for the benefit of stakeholders.

This report documents activities and learning outcomes from June 2013 to May 2014.

III. Progress & Results

The *Shiksha Sarthi* project was implemented in Mandvi and Mundra in Kutch district, Gujarat. This report documents activities June 2013 to May 2014.

1.0 Team structure

There was one Project Coordinator who was responsible for the overall planning, coordination and monitoring of the program in Mandvi and Mundra. This individual supported Master Trainers and State Resource Groups in training CRLs and volunteers. The PC was in-charge of Read India learning camps, the science and mother activity programs and libraries. Additionally, the PC visited villages to create awareness about education and encourage parents to send their children to learning camps. The PC was also responsible for ensuring testing data entered at the cluster level was compiled and accurate.

For the Read India primary program, there were 10 CRLs who were each responsible for 8-9 schools. The CRLs conducted learning camps and organized libraries with the assistance of volunteers. Furthermore, CRLs were responsible for mobilizing volunteers and organizing meetings with the community especially through the Mother Activity intervention.

For the science program, 2 *Vigyan Mitras* conducted science fairs and workshops for children in Stds. 6-8 in Mandvi and Mundra. A Block Resource Centre was set up in Mandvi to serve as the nodal centre for planning, training, administrative and monitoring purposes.

Table 1. <i>Shiksha Sarthi</i> staff			
Block name	No. of Project Coordinators	No. of Cluster Resource Leaders	No. of <i>Vigyan Mitras</i>
Mandvi	1	9	2
Mundra		1	
TOTAL	1	10	2

2.0 Training

At Pratham, training is an integral part of all the programs. Every member of the team, irrespective of the level, received rigorous training before moving to the field.

In Gujarat, Pratham has a dedicated team of MTs for language, mathematics and science. Pratham's national content and training teams trained MTs who then trained the CRLs at the state level. Thereafter, the latter trained volunteers in their respective cluster of villages.

2.1 Read India training

In June 2013, the *Shiksha Sarthi* team of 10 CRLs and 1 Project Coordinator underwent training for 10 days in Adalaj (Gandhinagar). The training was split into theory mainly the delivery of Pratham's CAMaL methodology through activities. CRLs conducted practice learning camps with children in villages close to the training centre. Furthermore, staff was trained to mobilize volunteers and engage with communities, in particular, children's parents.



In July 2013, a day's training was organized to explain the new testing tools and data collection formats

developed by Pratham's Measurement Monitoring and Evaluation Unit (MME). CRLs were provided with a demonstration of data compilation through the SMS and MIS platforms. A key component of the training was assessing children to ascertain their competency level prior to the start of the intervention. Using the new testing tool, CRLs identified the learning levels of children and practised filling in the data collection formats.

In November 2013, the CRLs and the PC underwent refresh training for five days at Adalaj, Gandhinagar. The training focused on reviewing CRLs' work before Diwali wherein all CRLs shared their block and district experiences with other Pratham team members. A session on skill development was also conducted.

The *Shiksha Sarthi* Project Coordinator, CRLs and VMs met every Saturday in the Mandvi office to discuss their week's experiences and plan for the next week. A time was always set for practice on CAMaL activities and learning camp demonstrations during each meeting.

2.2 Science training

In August 2013, the 2 *Vigyan Mitras* attended a three day training conducted by the Pratham National Science team in Palanpur, Banaskantha. *Vigyan Mitras* received theoretical training on the facilitation of science activities. To practice what they had learnt, teams conducted science experiments with children in neighbouring schools.

The 2 *Vigyan Mitras* received refresher training for 5 days at Piloni in Rajasthan from January 30 to February 3 2014. Training focused on facilitation of astronomy camps, sky watching and making models for the workshops. *Vigyan Mitras* also devised their plan for the Mega Science Fair on National Science Day in February.

2.3 Volunteer training

Since the scale and coverage of the project was reduced this year, several volunteers dropped out of the program. In July 2013, 77 volunteers were mobilized across Mandvi and Mundra and received training on how to conduct learning camps and utilization of TLM for the Mother Activity Program.



In August 2013, a certificate distribution ceremony was scheduled in Mandvi for the volunteers who had conducted any *Shiksha Sarthi* activities in 2012-13. However, around the time of the event, there was a strike in Mandvi which posed a risk to the event which was subsequently cancelled. Some volunteers were presented with certificates in the *Shiksha Sarthi* Mandvi office.

After receiving permission to work in schools, CRLs gave teachers a brief orientation of Pratham's CAMaL methodology, utilization of TLM and facilitation of camp activities. 63 teachers were trained across Mandvi and Mundra in 2013-14.

Volunteers were mobilized by the CRLs through community initiatives like *Gram Sabhas* and one-on-one meetings with community members.

3.0 Program activities

Pratham conducted learning improvement programs for children in Stds. 1-5. With children in Stds 3-5, CRLs conducted language and mathematics learning camps for a total of 22 days in a year. TLM was distributed to mothers of Std 1 & 2 children with the intent that the home also became a place of learning. Science activities were conducted for children in Stds. 6-8 to generate an interest in the subject. Libraries were organized alongside the aforementioned activities to generate an interest in reading.

3.1 Learning camps for Std 3-5

To accelerate and sustain basic learning for children already in Std. 3-5 who are, as yet, not even at Std 2 reading level, Pratham adopted the learning camp approach.

Across Mandvi and Mundra, a total of 50 villages were selected. As represented in Table 3, by 30 April 2014, Pratham reached 2,089 children through learning camps.

Block name	No. of schools	Total no. of Std 3-5 children reached
Mandvi	45	1,923
Mundra	4	166
TOTAL	49	2,089

Each learning camp was conducted for three hours daily for a total of 22 days and was split into smaller camps of 10 days, 6 days and 6 days with an interval of 20-25 days in between each camp. The same amount of time was devoted to language (Gujarati) and mathematics daily.

Pratham actively tracked the learning levels of the children before, during and after learning camps. The learning levels were measured through an assessment tool devised by ASER Centre. Four sets of assessments took place for depth learning camps

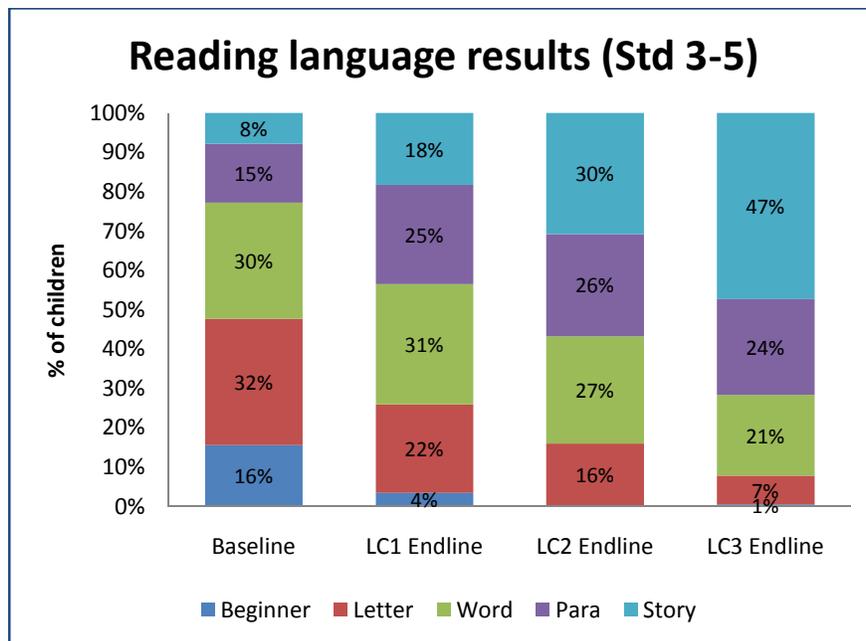
- The **baseline** was conducted at the beginning of the first camp. At the time of the baseline, two key competencies were measured - reading level of child in language and the number recognition for mathematics.
- **Endline 1** was conducted after the conclusion of the first learning camp of 10 days. CRLs assessed learning level improvement in the first 10 days for reading and number recognition. Apart from this, basic arithmetic questions were also included in this tool and thus were tested for the first time after the 10 day camp.
- **Endline 2** was conducted after the conclusion of second learning camp of 6 days. Reading level, number recognition and basic arithmetic were tested.
- Endline 3 was conducted on the conclusion of all three camps, the reading language and maths learning levels were assessed to gauge the overall impact of the intervention.

The Measurement, Monitoring and Evaluation (MME) unit of Pratham was responsible for conducting timely assessments and data entry. A Management Information System (MIS) was set up on *Salesforce* (a web-based cloud platform) for data collection and analysis. The learning level improvement data shown in section 3.1.1 was compiled by the MME unit.

3.1.1 Key educational outcomes of learning camps

The following charts depict the learning level improvement for Std 3-5 students who completed three or more camps across 37 schools in Mandvi & Mundra, Kutch district, Gujarat.

Fig 1. Mandvi and Mundra reading language results



From Figure 1, it can be inferred that at the time of the baseline, 16% of students could not read letters, words or sentences while 23% were readers (Para + Story). By the end of the third camp, when assessed for the Endline 3, 71% of the children were readers (Para + Story).

Fig 2. Mandvi and Mundra mathematics number recognition results

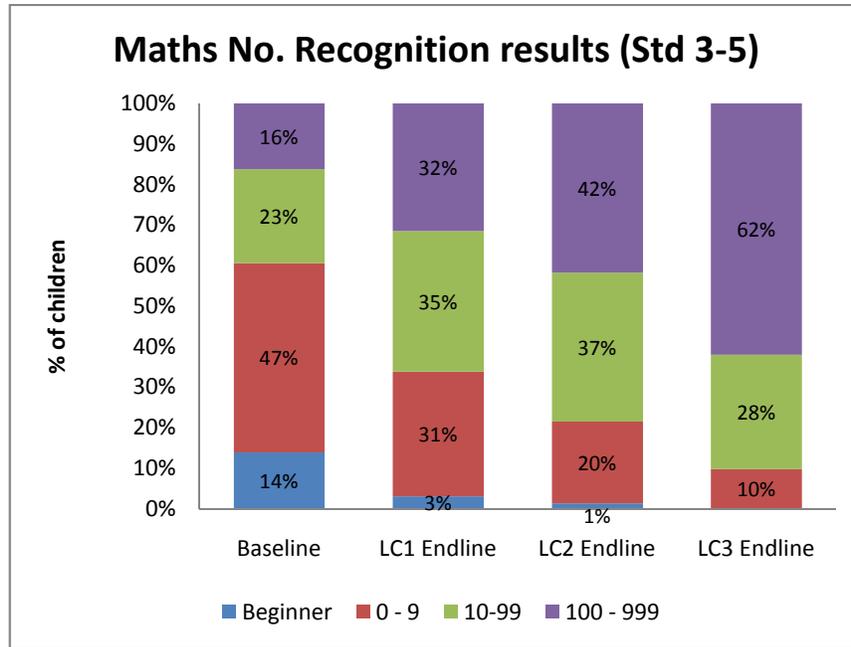
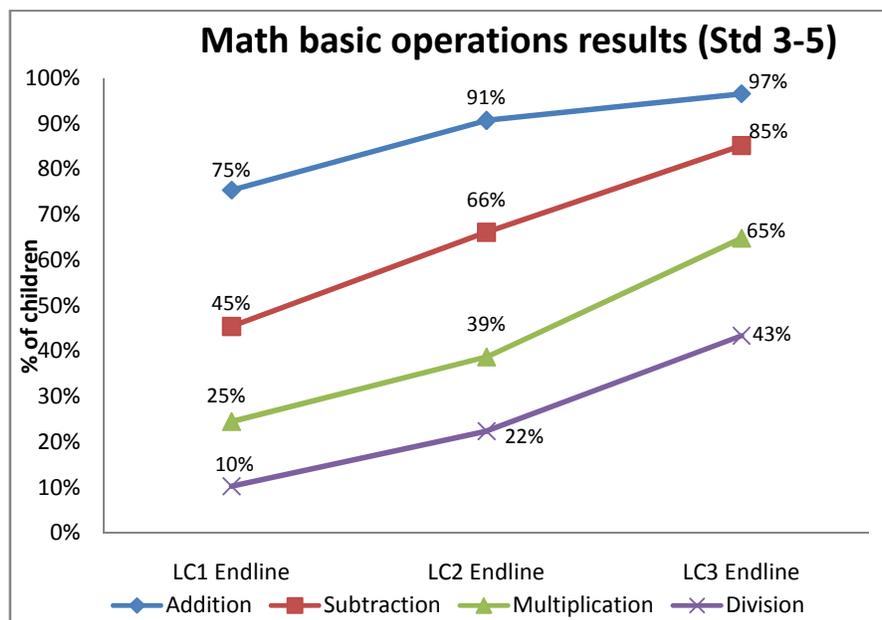


Figure 2 is for number recognition for Std. 3-5 children who completed three or more camps across Mandvi and Mundra. For number recognition, a majority of 47% could recognize single digits at the time of the baseline which dropped 37pp by endline 3. Children who couldn't recognize any numbers (Beginner) at baseline declined 14pp by endline 3 while children who could recognize numbers from 100-999 rose 46pp over the course of three camps.

Fig 3. Mandvi and Mundra mathematics basic operation results



It can be inferred from figure 3 that during the endline 1 conducted at the conclusion of camp 1, 75% of total children could solve addition sums. By endline 3, a jump of 22pp was seen with almost all children becoming proficient at addition. Percentage of children able to solve basic subtraction and multiplication problems increased by 40pp over the course of two camps while there was an increase was of 33pp in division.

3.2 Summer camps for Std 3-5

Before 2011, during the summer vacations, no learning camps or volunteer classes were organized. However, with no form of learning activity for a two month period, substantial learning loss was noticed in Std. 3-5 children. To address the issue of learning loss and ensure that children retain their levels, Pratham began conducting summer camps in the months of April and May.



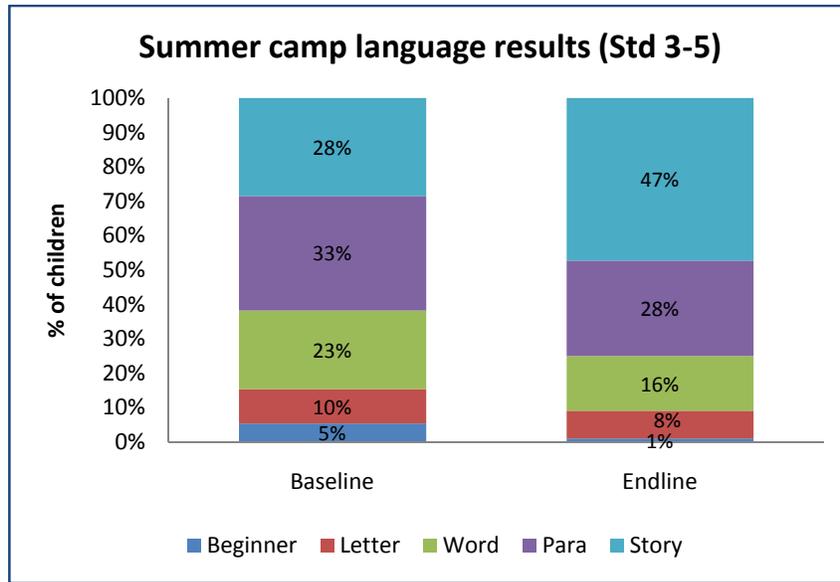
In Mandvi and Mundra, CRLs conducted summer camps for 3 hours daily for 8 days in mathematics from 19 April to 31 May 2014. At the end of each camp, CRLs conducted a 30 minute practice session on reading. In summer camps, reading language (Gujarati), number recognition and basic operations were tested at the baseline and endline since children who attended the summer camp had attended the learning camp previously.

Table 3. Summer camp reach			
Block name	No. of schools	No. of volunteers	Total no. of Std 3-5 children reached
Mandvi	37	39	1,064
Mundra	4	1	101
TOTAL	41	40	1,165

3.2.1 Key educational outcomes of summer camps

The following charts depict the learning level improvement for Std. 3-5 students who complete done 8-day summer camp across 41 schools in Mandvi & Mundra, Kutch district, Gujarat.

Fig 4. Mandvi and Mundra summer camp language results



From Figure 4, it can be inferred that at the time of the baseline, 5% of students could not read letters, words or sentences while 23% could read words and 61% were readers (Para + Story). By the end of the 8 day summer camp, children at Beginner level dropped by 4pp while 75% of the children had become readers (Para + Story) thus an increase of 14pp.

Fig 5. Mandvi and Mundra summer camp number recognition results

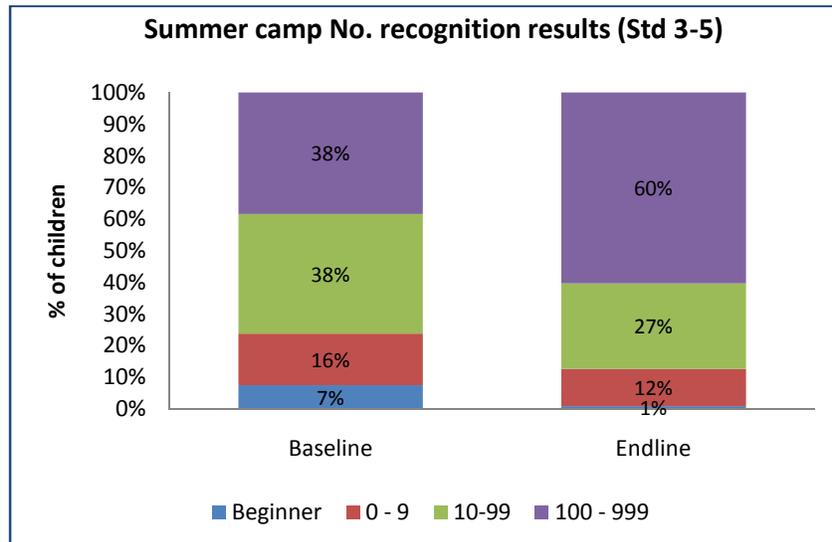
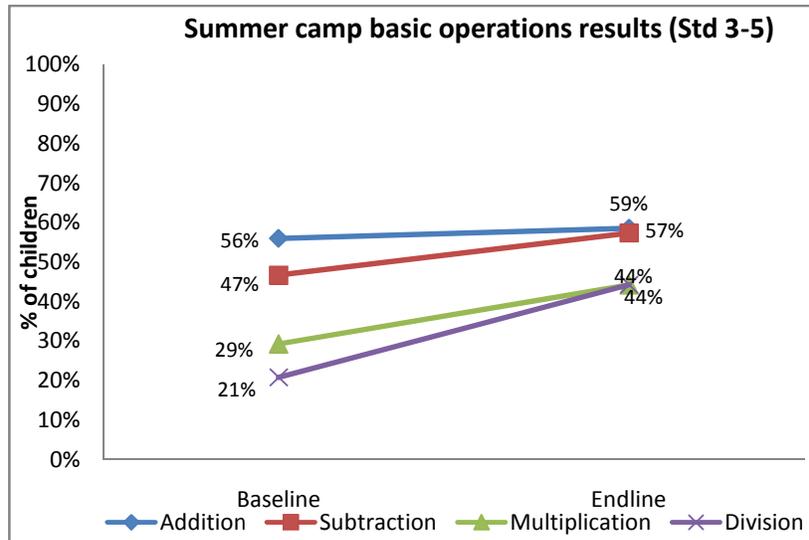


Figure 5 shows that a majority of 38% could recognize double and triple digits each at the time of the baseline. Children who couldn't recognize any numbers (Beginner) at the baseline declined 6pp by the end of the camp. Children who could recognize numbers from 100-999 rose 22pp over the course of the 8 day summer camp.

Fig 6. Mandvi and Mundra summer camp basic operation results



It can be inferred from figure 6 that in the baseline test, 56% of total children could solve addition sums. By the endline, children showed minimal improvement in addition with a 3pp jump. In subtraction, children jumped 10pp from 47% to 57% while in multiplication, children jumped 15pp from 29% to 44%. In division, children jumped 23pp over the course of the summer camp.

3.3 Science program for Stds. 6-8

Pratham's science program is a focused intervention where Std. 6-8 children are taught various science concepts by hands-on experiments and demonstrations. Different methods like organizing science fairs, conducting thematic workshops and other fun activities such as observing the sky,



buildings science models, are used to teach children. The main objective of the science program is to simplify scientific concepts and minimize the perceived dread that children have towards the subject. Science activities are fun, interactive ways to stimulate children's curiosity about science.

The two *Vigyan Mitras* (VMs) for the *Shiksha Sarthi* project met school principals in Mandvi and Mundra to seek their permission to organize science fairs in the schools.

VMs presented principals with the science activity plan and program purpose to familiarize the school authorities with the science program.

Once permission was granted, VMs selected 48-50 Std 6-8 children in each school to form a science club. In the club, a plethora of science topics such as magnetism, simple machines, inclined plane,

different levers, Newton’s Three Laws, gravitation force, light and properties, sound and its waves, solar systems and so forth were explained through workshops.

In the workshops, VMs conducted demonstrations of experiments for children. Thereafter, children were expected to choose a particular experiment model they wanted to present at the science fair and go about making the model by recycling common household items.

Cluster Resource Centre Coordinators of the SSA, local *Sarpanchs*, SMC members, parents and other members of the community were invited to attend the science fair. By participating in the science fair, the confidence levels of children increased—they got an opportunity to share their insights on science with their peers, parents, members of the community and administration officials. Parents and school staff were pleased to see children presenting the models confidently.



From November 2013, the topic of human anatomy was introduced for the children in the science program. Four *Bal Vigyan Mitras* were selected from each school to create a skeleton of the human body using cardboard and stationary. Thereafter, children were expected to explain parts of the skeleton, its importance and function.

From February 2014, Camp Galileo activities began. The activity lasted 4 days and covered children who were members of the science clubs. Role playing activities were conducted with children on astronomy-related topics and were expected to create different types of models of the sun, earth and moon. Children explained the workings and function of each model. Through this activity, children learnt about the day-night process, phases of the moon, and solar and lunar eclipses. At night, children used telescopes to watch the sky.

On 25 February 2014, a Mega Science Fair was organized at Nani Khakhar School to celebrate National Science Day. 70 *Bal Vigyan Mitras* participated in this fair and explained 35 models. 505 children visited the fair to understand basic concepts of science. 150 members of the community visited the fair. Before this fair, *Vigyan Mitras* trained 70 *Bal Vigyan Mitras* for 4 days on the 35 models that the children were presenting at the fair. Children were allowed to choose a model of their choice, practice how to make the models and explain the concept behind the model. On the conclusion of the Mega Science Fair, the *Bal Vigyan Mitras* were awarded certificates for their participation and efforts.

Table 4. Science program reach*

Block name	No. of science fairs	No. of visitors to science fair	No. of <i>Bal Vigyan Mitras</i>	No. of science clubs organized	No. of children in science clubs	No. of Camp Galileo organized	No. of children in Camp Galileo
Mandvi	13	4,296	529	16	634	14	562
Mundra	3	1,003	118	4	120	2	60
TOTAL	16	5,299	647	20	754	16	622

*No. of *Bal Vigyan Mitras* and children in science clubs and Camp Galileo overlap.

3.4 Mother activity with Std 1-2 children

While the learning camp model has demonstrated success, it has its limitations as well. The first limitation is its applicability to Std 1-2 students. Versions of the model were tried with children in this age group but overall improvement and effectiveness was not as much as with children in higher grades. A separate annualized model was developed for this age group.

The basis of the mother activity program arose from evidence from the “mother literacy and child learning” program that was carried out in Bihar and Rajasthan in 2011-12. This program was evaluated by JPAL. A key intervention in this program was a set of periodic activities and materials that were given to mothers with instructions to use them with young children which they performed at home with their children. This intervention showed that basic reading and math levels of young children improved as a result of this activity even in very low female literacy locations.¹



Village youth and *Anganwadi Sevikas/Didis* were mobilized and trained to become volunteers. TLM in the form of worksheets, picture cards, number charts and story cards were distributed by these volunteers to households throughout the year.

Volunteers met mothers of Std. 1-2 children on a regular basis to create awareness about education issues and to convince mothers and/or other relatives to encourage children to make

studying a daily habit. In subsequent meetings, mothers and/or other relatives voiced their difficulties with TLM and asked volunteers to demonstrate activities using the TLM. CRLs were instrumental in testing children and monitoring the program from time to time.

Through the mother activity program, volunteers and CRLs raised awareness about children’s academic performance and education initiatives in general. Mothers took time to understand the activity but with constant follow ups, they received support and could conduct the activity satisfactorily.

Table 5. Mother activity program reach

Block name	No. of villages	No. of mothers	Total no. of Std 1-2 children reached
Mandvi	46	2,425	2,536
Mundra	4	198	205
TOTAL	50	2,623	2,741

¹<http://www.povertyactionlab.org/publication/impact-mother-literacy-and-participation-programs-child-learning-evidence-randomized-eva>

3.4.1 Key educational outcomes of Mother Activity program

The following charts depict the learning level improvement for 1,399 Std. 1-2 students who were taught by their mothers and/or other relatives through the Mother Activity program in Mandvi and Mundra. The testing tools used for the Mother Activity program differed from the Read India learning camp testing tools. These children were tested on a tool developed by the Pratham Gujarat team based on the ASER tool. It is worth noting that children in this particular activity were indirectly reached by CRLs and volunteers.

Fig 7. Mandvi and Mundra Std 1-2 language results

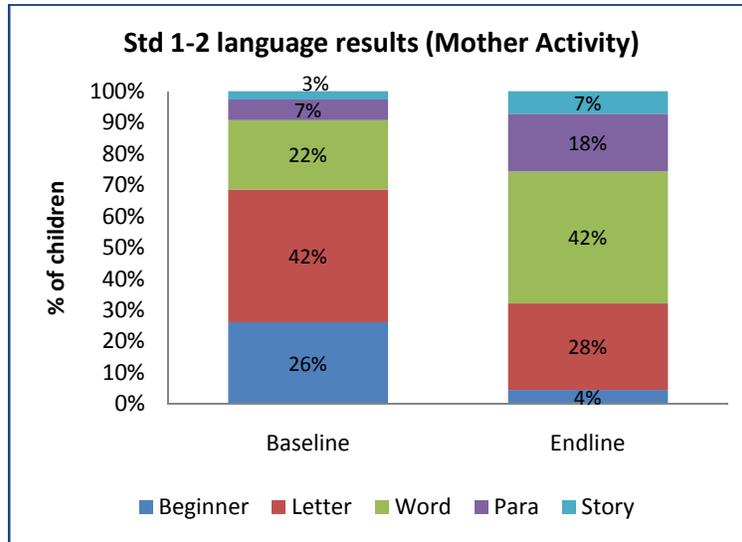


Figure 7 shows that 26% of Std. 1-2 children were unable to read letters/alphabets, words or stories during the baseline while a majority of 42% could recognize letters and 22% could read words. Children who could read paragraphs and stories were 7% and 3% respectively during the baseline. In the endline, word level registered a 20pp jump while paragraph and story level recorded an 11pp and 4pp jump, respectively, for Std 1-2 children.

Fig 8. Mandvi and Mundra Std 1-2 mathematics results

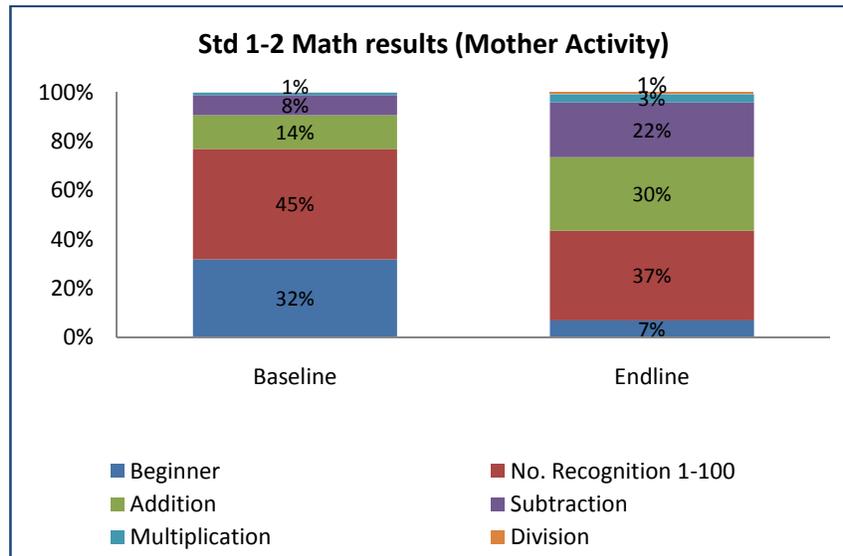


Figure 8 shows that, at the baseline, 32% of Std. 1-2 children were unable to recognize numbers or solve basic operations such as addition etc. 45% could recognize numbers from 1-100 while 14% could add and 8% could subtract. In the endline, children who were proficient in addition rose by 16pp while subtraction level children rose by 14pp.

3.5 Libraries

The Pratham library project aimed to improve reading and comprehension skills of children; reduce the number of school dropouts; ensure greater understanding of the academic matter thereby improving the academic performance of the children in the schools.



Stationery libraries were conducted in communities to develop the reading and comprehension skills of children from the ages of 6-14 years. 2 volunteers were in-charge of running libraries i.e. distributing storybooks and maintaining a ledger of borrowers.

Block name	No. of libraries	No. of Std 1-8 children reached
Mandvi	13	593
Mundra	5	191
TOTAL	18	784

*There is overlap of children with other programs

3.6 Other activities

Apart from supporting education initiatives in Mandvi and Mundra, the Coastal Gujarat Power Ltd. has also facilitated a wide array of activities to engage communities and the government for the holistic development of the region.

3.6.1 Meetings with the Government and other NGOs

The Project Coordinator met and shared the *Shiksha Sarthi* 2013-14 activity plan with the Block Resource Centre Coordinator (BRCC) of the Mandvi SSA. The BRCC offered the BRCC Bhavan for training and other events. Thereafter, meetings were organized between the Shiksha Sarthi team and the Education Inspector of Mandvi and the BRCC of Mundra to provide information about the program.

In August 2013, a Shiksha Sarthi team of two CRLs conducted a training for 13 teachers of the Yusuf Meharali Centre (YMC) in Bhadreshwar, Mandvi. The YMC is an organization that works on children's education in the fishing villages along the coast of Mandvi. The training focused on activities of CAMaL and the application of teaching learning materials. In language, the *Shiksha Sarthi* team

helped teachers plan class activities and resolved issues of teaching children at different comprehension levels in one class.

In November 2013, the team met the Block Resource Centre Coordinator (BRCC) and Education Inspector of Mandvi to discuss the project as well as a cultural program in the area. The Kasturba Gandhi Balika Vidhyalaya (KGBV) scheme of the *Sarva Shiksha Abhiyan (SSA)* was also discussed at this meeting.

3.6.2 *Praveshotsav*

Pravesotsav is an annual education awareness initiative of the Gujarat government for children beginning formal education. During this initiative, government officials and local communities motivate children as they enter school. Two Shiksha Sarthi CRLs participated in *Pravesotsav* which was organized in June 2013. A tempo bearing a Shiksha Sarthi banner and program material went to 8 schools in 7 villages to create awareness about the program. The team also met many government and education officials which provided them with the opportunity to extol the achievements of the *Shiksha Sarthi* project.



3.6.3 *Urja Diwas*

In December 2013, CGPL organized *Urja Diwas* in 15 schools across Mandvi and Mundra while the *Shiksha Sarthi* team participated in 9 schools. CRLs and VMs explained the importance of conserving energy to Std. 6-8 children via a presentation. This activity was followed by a tree-planting drive. Approximately 700-750 children participated in the discussion while 225 participated in the drawing competition.

3.6.4 *Ramatotsav*

The *Shiksha Sarthi* team supported a block level sports event organized by the Mundra Block Resource Centre (BRC) at St Xavier's School, Mundra. 900 children and 100 teachers from 103 schools across the block participated in the event.

The BRC Coordinator and Chairman of the Teachers' Association were appreciative of the Tata Power CGPL's endeavour to create a positive and successful environment in education. The *Shiksha Sarthi* team was asked to support future primary education activities.



3.6.5 *Bal Sansad*

On the occasion of India's Republic Day on 26 January 2014, the *Shiksha Sarthi* team--after discussions with CGPL--staged a Children's Parliament or *Bal Sansad* in two schools (in Salaya and Maska). The purpose of this event was to raise awareness about Republic Day democracy and the electoral process. In a mock election, each class teacher nominated 2-3 children as candidates and asked the rest of the class to vote for a candidate of their choice. Thereafter, a winner was selected based on the largest majority. The winning candidate formed a committee and formulated some rules for the school. Approximately 347 children participated in the *Bal Sansad*.

The principals, teachers and children of both schools enjoyed the activity. Kaasam Node, Principal of the Salaya Primary School stated that "through *Bal Sansad* and the mock election, we can create awareness in children's mind about democracy, leadership and the election process."

3.6.6 *Women's Day Event*

On 8 March 2014, the CGPL Corporate Social Responsibility Division organized a Women's Day event at Kala Raksha Vidhyalay, Tunda-Vandh village. Approximately 150 women participated in the event. Also at the event were Mr. K. K. Sharma (CEO, CGPL), Mr. Sharad Bajjal (Head, O.& M. – CGPL), Mamtaben Bhatt (BRCC, Madvi), Truptiben Thakar (CRCC, Mundra) and other guests.

As part of this event, a play was presented on women empowerment. The *Shiksha Sarthi* team organized a *Shiksha Sarthi* stall wherein visitors could understand the activities in this project. In the end gifts were distributed to all women who participated in the event. The *Shiksha Sarthi* stall team got an opportunity to meet different members of the community, administration officials and CGPL officials.

3.6.7 *Shiksha Sarthi Express*

From February to April 2014, two newsletters called the *Shiksha Sarthi Express* were developed, printed and distributed to all schools where the *Shiksha Sarthi* programs were implemented. The newsletter was available in all school libraries. Besides, all *Sarpanchs*, SSA Cluster Resource Centre Coordinators and SSA Block Resource Centre Coordinators in Mandvi and Mundra received the newsletter. Block government officials were glad to see the newsletter and proposed to have a combined newsletter with *Shiksha Sarthi* and SSA – Mandvi for the benefit of children.

3.6.8 Career Counselling

On 28 April 2014, a Career Counselling Fair was organized for youth in Mandvi. The program began with an introduction to the *Shiksha Sarthi* project and activities. 123 youth attended this event.

During the event, a *Shiksha Sarthi* stall was set up which was visited by a large number of youth who seemed eager to know more about the program and teaching learning materials.

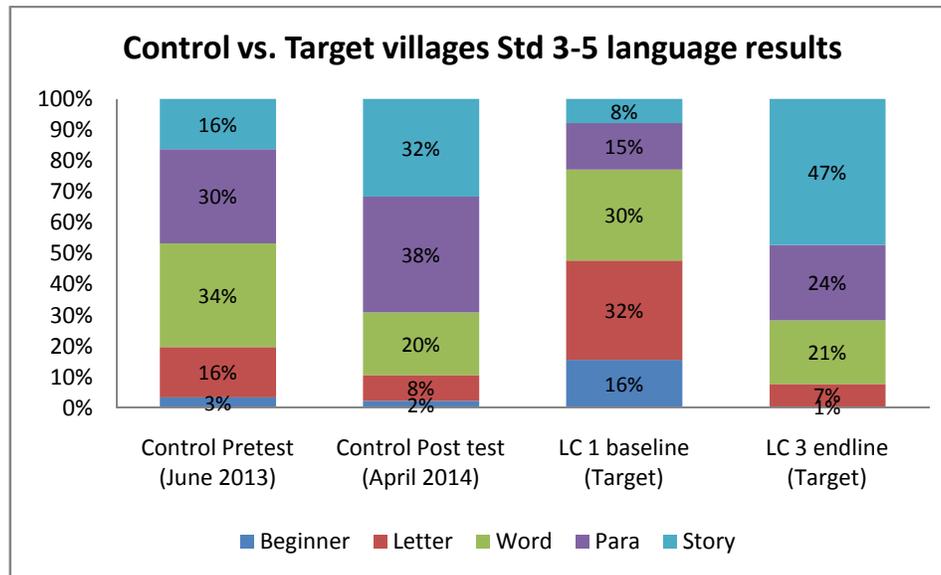
V. Challenges and risks

1. Since Mandvi and Mundra are coastal blocks, a lot of companies and factories offered youth better job prospects and higher salaries. As a result, staff and volunteer attrition was high thus leading to temporary impediments to the *Shiksha Sarthi* program.
2. Volunteer mobilization and retention has been a challenge as volunteers expect some form of remuneration for their efforts. Volunteers who were mobilized have to be motivated by CRLs and the PC constantly. Certificates were also awarded to volunteers to address this challenge. Local school teachers and *Anganwadi Didis* were also encouraged to assist with program activities.
3. Oftentimes, children's attendance in class was poor as they were enlisted to undertake household chores or tend to the field instead of going to school. Education was not as much a priority for parents and the larger community but through frequent meetings, community members have come to the gradual realization that education is a catalyst for development and growth.
4. The medium of instruction in school (Gujarati) is not the same as the children's mother tongue (Kutchi) which created a challenge while conducting learning camps in language. As a result, local persons who could speak the Kutchi dialect were employed to facilitate the understanding of Gujarati.
5. Organization of activities such as the Women's Day event, sports programs etc. required intense planning and participation from the PC, CRLs and VMs. As a result, not adequate time could be devoted to learning camps—a review camp was planned to address children's low learning levels but could not be carried out in all villages. Learning camps and science activities can be conducted only within a certain frame of time i.e. before and during school hours. Pratham's expertise, experience and mandate are education-related and any event management responsibilities create a change in the time lines, for the education program and particularly the children's learning improvement.

VI. Lessons learnt

In 2013-14, Pratham undertook a census in 27 control villages in Mandvi and Mundra which did not receive any form of education intervention. 1,891 Std. 3-5 children attending elementary government schools were tested in June 2013 (pre test) and again in April 2014 (post test) to gauge learning progress without any external remedial learning support programs. The percentage of beginners in control villages is far lesser than the ones in target villages. While progress to story level is indeed seen in the control group where no remedial support is given, a far larger percentage of children progress to become story readers over three learning camps in the target group. (*Shiksha Sarthi* project area)

Fig 9. Mandvi and Mundra Control vs. Target language results



Through the current Read India model, Pratham Central and State personnel were involved in monitoring of program implementation, class room processes, and coverage of schools, student reach and material distribution. Observations from personnel filtered back into the program and were useful in formulating program design. One key area of convergence between observation and strategy has been the effort to address low attendance in schools. Pratham has faced this issue since the beginning and lack of attendance was one of the main reasons for low learning improvement. To counter absenteeism, an effort was made to involve community members and parents in order to raise their awareness regarding their children’s learning levels. A positive effect has been noticed on the entire community at large. Through home visits and the mother activity program, parents became more involved in their children’s education and opted to send them to school instead to work during the day. Overall, awareness regarding the importance of education and the role of the school was generated in addition to the growing voice of the parents who were demanding quality education.

Furthermore, it was observed that during learning camps in Mandvi and Mundra, school teachers were not attempting to understand the methodology nor practice it further once Pratham staff left the school. It was also noticed that in areas where Pratham had authorized letters from local government officials for teachers to participate in the learning camps, they were actively involved not just during the camps but also made efforts to conduct the activities post Pratham’s intervention. This was a key reason for advocacy in government bodies since teachers will continue to work with children post the learning camp as well.

The support and involvement of the SSA was vital to the implementation of the project and participation of teachers in schools. . However, due to involving them in events and increased communication with govt. officials –we have got them on board. At this time we have full support from block level and district level govt. officials for our project. This support has now to be translated for active teacher participation in schools.

VII. The voices of *Shiksha Sarthi*



In Tragdi vallage, the *Shiksha Sarthi* team organized an 8 day mathematics summer camp in May 2014. One of the children who attended the camp was a Std 5 student called Rashid Sameja.

Rashid's family was very poor and educationally backward: his father was a fisherman who could barely provide for his children.

On the first day of the camp, Rashid was at beginner level and could not recognize single digits but could solve some basic addition sums.

During the 8 day camp, the Project Coordinator, Kishor Dabhi met Rashid's parents and requested them to send Rashid to camp regularly.

As the camp progressed, Rashid began solving higher sums of addition and subtraction with straws. He could recognize all two digits and some three digit numbers.

Rashid was so enamoured by the straws that he wanted to take some home to teach his younger brother, Nasib.

Seeing Rashid teach his younger brother, the boys' mother Kusumben stated that their family was not educated, "but we are very happy, because our sons are studying. Before the camp, we had never seen Rashid sit down to do homework but now he does voluntarily and even force his brother to sit with him."

Feedback

मामद हुसीन गोधा
सदस्य श्री,
गुंदिवाली-मोडवा जूथ ग्राम-
पंचायत
गाँव - मोडवा
ता.मोडवा - मंडवी - ५२६०

सीएसएसएचपी प्रोग्राम अंतर्गत आलेली
प्रवृत्तियां 'दक्षिण डेप' तसेच 'माथर अॅकटिविटी' आदी
गुरळीतून सीएसएसएचपी सदस्यो जड्याएल्ल्यांत
आज लवीतसे तु आनी प्रवृत्तियां संसुद्योरा
वृत्तीं दे दे तां कुंठल तातूंत गुरळी सीएसएसएचपी
अस्तित्वांत आदीं आनी सडे छे

आदी
गोधा सुसाद हुसेन

"Mamad Hussain Godha, Panchay Member, Gundiyali Modhva Juth Panchayat "I have seen improvement in the children through the learning camps and mother activities. For improving education for children in the village Modhva, continuing such programs would be useful"

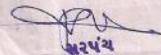
Sarpach, Bag Village Gram Panchayat
"The activities by Tata CGPL and Pratham should continue--this will help children of the village in the long run, for their studies."



FEED BACK

प्रथम संस्था तथा TATA CG-PL देदी

आजता शिक्षा आरंभ प्रोग्रॅड अंतर्गत इतली आनी
लिंगी डेपची तातूंत गांवात आनी मोडवा आ. शिवा, आ.
तातूंत लिंगी लेवनात आरंभ जड्याए छे. आनी आनी,
प्रवृत्तियां आरंभो तातूंत गांवात आनी मोडवा आ. शिवा, आ.
तातूंत आरंभ पडे


सरपच
बाग ग्राम पंचायत
बाग, ता. मंडवी-५२६०.



विज्ञान - प्रदर्शन

ता. 20/10/2023 का क्षेत्र विज्ञान मेला
में आयोजन योग्यता में भाग्य पूर्वक था।
मेला में मैंने बहुत ही मजा खाया है।

अब मैंने तीन दिनों तक तालीम आयोजित की
था तालीम में अनेक प्रयोग विशेष महत्त्वपूर्ण
हूँ।

था विज्ञान मेला में बहुत सारा प्रयोग
किया गया।

था तालीम के लिए अनेक छात्रों को
प्रयोग में मोड़ने का प्रयास हुआ।

था कार्यक्रम में परिवार निर्वाह
में बहुत ही मजा था।

नाम :- वीरवा प्रदीप

द्वारा - 8 (अ)

Prakash Rathwa, Bal Vigyan Mitra Std 8, Bidda Group Shala

"I have seen such a program for the first time and I enjoyed. I saw very useful experiments. We were given training for three days and then we could present the models and explain it too. I have also prepared a model explaining the concept of simple machines through an inclined

VIII. Shiksha Sarthi in Print Media

શિક્ષકોએ મેળવી શિક્ષા સારથિની તાલીમ



શિક્ષા સારથિની તાલીમમાં ખેડાએલા શિક્ષકો. -સુરેશ ગોસ્વામી

યુસુફ મહેરઅલી સેન્ટર દ્વારા ભદ્રેશ્વર ખાતે થયું આયોજન ભારતર વ્યૂઝ. માંડવી

યુસુફ મહેરઅલી સેન્ટર (વાયએમસી) સંસ્થા જે સમુદ્રકિનારે રહીને માછીમારી કરતા લોકોના બાળકોના શિક્ષણ માટે વર્ષોથી કચ્છમાં કામ કરે છે, જેમાં મુખ્યત્વે બંદર પર આવા જરૂરિયાતમંદ બાળકો માટે શાળા ચલાવવામાં આવે છે અને તેઓનું શિક્ષણ બગડે નહીં તે માટે કામ કરવામાં આવે છે. તાજેતરમાં મુન્દ્રા-માંડવીના શિક્ષકો માટે શિક્ષા સારથિ પ્રોજેક્ટની તાલીમ પણ અપાઈ હતી. એવી જ રીતે 'પ્રથમ' સંસ્થા પણ

પ્રાથમિક શિક્ષણક્ષેત્રે વર્ષોથી દેશના વિવિધ રાજ્યોમાં તેમજ ગુજરાતના વિવિધ જિલ્લાઓમાં કામ કરે છે, જે અંતર્ગત અંજાર, ગાંધીધામ અને ભુજ તાલુકાઓમાં પણ સંસ્થા કામ કરી રહી છે. સીજીપીએલના સહયોગથી માંડવી અને મુન્દ્રા તાલુકામાં એક નવા શૈક્ષણિક કાર્યક્રમની શરૂઆત થઈ છે, જે 'શિક્ષા સારથિ પ્રોજેક્ટ'નામ અપાયું છે. ભદ્રેશ્વર ગામમાં વાયએમસીના ટ્રેનિંગ સેન્ટર ખાતે તાલીમમાં ગુજરાતી અને ગણિત વિષય વધુ સરળતાથી કરી રીતે બાળકોને શીખવી શકાય એના માટેની વિવિધ પ્રવૃત્તિઓની તાલીમ આપવામાં આવી હતી.

A program at Bhadrashwar with Yusuf Mehrauli Trust - CGPL's Shiksha Sarthi project conducted teacher training at the YMC training centre for teaching learning methodologies to improve reading and basic math.

Tata Power's Shiksha Sarthi project – Students are intrigued by the sky watch activity. Bidada Group School hosted a four day Science Fair, 30 students, as Bal Vigyan Mitras prepared various models and presented different aspects of the Solar System to school children and people in the villages

ટાટા પાવર અને સંસ્થા દ્વારા શિક્ષા સારથિ પ્રોજેક્ટનો પ્રારંભ

શાળાના બાળકો સૂર્ય મંડળ નિહાળી રોમાંચિત થયા

ભુજ, તા. ૧૩ શિક્ષણ ક્ષેત્રે કાર્ય કરતી સંસ્થા પ્રથમ અને સીજીપીએલ કંપની દ્વારા જૂન ૨૦૧૨થી માંડવી અને મુન્દ્રા તાલુકાના ૧૫૭ ગામોમાં અને ૨૭૦ શાળાઓમાં "શિક્ષા સારથિ પ્રોજેક્ટ" કાર્યક્રમ શરૂ કરવામાં આવ્યો હતો, જેમાં પ્રાથમિક શિક્ષણ ક્ષેત્રે શાળા કક્ષાએ અને સમુદાયમાં પણ બાળકો સાથે કામ કરવામાં આવે છે. વર્ષ ૨૦૧૩થી આ પ્રોજેક્ટ અંતર્ગત ૫૦ ગામ અને તેની ૮૩ શાળાઓમાં કામ ચાલી રહ્યું છે. આ કાર્યક્રમ અંતર્ગત વિવિધ પ્રવૃત્તિઓ કરવામાં આવે છે, જેમ કે, ધોરણ ૩ થી ૫માં ભણતા બાળકો માટે લર્નિંગ કેમ્પ અને સ્વયંસેવક ક્લાસ, ધોરણ ૧-૨ના બાળકો માટે મધર એક્ટીવિટી તેમજ તમામ માટે લાઈબ્રેરી જેવી પ્રવૃત્તિઓ ચાલે છે. આ વર્ષથી આ "શિક્ષા સારથિ

પ્રોજેક્ટ" અંતર્ગત સાયન્સ એક્ટીવિટી પણ શરૂ કરવામાં આવી છે, જેમાં શાળા કક્ષાએ વિજ્ઞાન મેળાઓ યોજવા, વિજ્ઞાન ક્લબ બનાવીને તેને રાષ્ટ્રીય કક્ષાએ જોડાણ કરવાનું કાર્ય થયું હતું. હાલમાં ૪ દિવસીય ગેલેલિયો કેમ્પ હાલમાં જ તારીખ ૭ ફેબ્રુઆરીથી ૧૦ ફેબ્રુઆરી ૨૦૧૪ દરમિયાન બિદાડા ગ્રુપ શાળામાં થયો હતો. જે અંતર્ગત સૂર્ય સાયન્સ ક્લબના ૩૦ સભ્ય બાળકોએ ૪ દિવસ દરમિયાન સૂર્ય, પૃથ્વી અને ચંદ્રના વિવિધ મોડેલો બનાવી, તેનું પ્રેઝન્ટેશન કરીને જાને જ વિજ્ઞાનની સમજ મેળવી હતી. આ કેમ્પમાં મુખ્યત્વે દિવસ - રાત ચલાના કારણો, ચંદ્રની કળાઓ, કૃષ્ણ પક્ષ (વદ) અને શુકલ પક્ષ (સુદ), સૂર્ય પ્રહલ અને ચંદ્ર પ્રહલ વગેરે વિશે બાળકોએ સમજ મેળવી હતી.

નાની ખાખર પ્રાથમિક શાળાના વિજ્ઞાન મેળામાં ૭૦ ઇત્રો જોડાયા

માંડવી, તા. ૨૭
માંડવી તાલુકાના નાની ખાખરની પ્રાથમિક શાળામાં રાષ્ટ્રીય વિજ્ઞાન દિવસની ઉજવણી કરવામાં આવી હતી. પ્રથમ સંસ્થા અને સી.જી.પી.એલ. દ્વારા ચાલતા શૈક્ષણિક પ્રોજેક્ટ શિક્ષા સારથિ અંતર્ગત યોજાયેલા કાર્યક્રમમાં બાળક વૈજ્ઞાનિકોએ આંતરસૂઝથી વિવિધ કૃતિઓ તૈયાર કરી હતી.

રાષ્ટ્રીય વિજ્ઞાન દિવસની ઉજવણીના ભાગરૂપે યોજાયેલા કાર્યક્રમમાં ૭૦ બાળકોએ ઉત્સાહભરે ભાગ લીધો હતો અને બાળ વૈજ્ઞાનિકોએ કોઠાસૂઝથી ૩૫ કૃતિઓ તૈયાર કરી હતી. શાળામાં એક રીડિંગ કોર્નર બનાવીને પુસ્તકો મૂકવામાં

આવ્યા હતા. પ્રદર્શનમાં મૂકાયેલી કૃતિઓ પાંચ શાળાના ૫૦૫ વિદ્યાર્થીઓએ નિહાળી હતી. પ્રારંભે ગામના સરપંચ મહેન્દ્રસિંહે વિજ્ઞાન મેળાને ખુલ્લો મુક્યો હતો. બાળકોમાં રહેલી કૌશલ્ય શક્તિને ખીલવવા માટે આયોજિત કાર્યક્રમમાં દશરથસિંહ, મંગલસિંહ, કિશોર દરજી સહિતના અગ્રણીઓ ઉપસ્થિત રહ્યા હતા. આ તકે શરદ બેગલે જણાવ્યું હતું કે, આવા કાર્યક્રમો થકી બાળકોમાં રહેલો સ્વેજ ફોબિયા દૂર થાય અને બોલવાની આવડતમાં વધારો થાય છે. કાર્યક્રમમાં કો-ઓર્ડિનેટર કિશોર ડાબી, વિજ્ઞાન મિત્રો રોહિત પાતાળિયા, નીતા રામાણીએ સહયોગ આપ્યો હતો.



વિજ્ઞાન મેળો : માંડવી તાલુકાના નાની ખાખર ગામની પ્રાથમિક શાળામાં વિજ્ઞાન દિવસ ઉજવવામાં આવ્યો હતો. ફોટો : સુરેશ ઠીરાણી

Nanikhakar observes the National Science Day with a Mega Science Fair – 70 enthusiastic Bal Vigyan Mitras participated and presented –Shri Sharad Bajjal of CGPL talked of such activities being beneficial, as they did wonders in increasing confidence levels in the children and encouraging them for public speaking

Career Counselling Fair- 8th April – 123 young people participated in the Career Counselling Fair where they were given presentations on opportunities for vocational and other avenues to prepare for their work.

માંડવીમાં આયોજિત શિબિરમાં કારકિર્દી બાબતે યુવાનોને માર્ગદર્શન અપાયું

માંડવી, તા. ૮ : શહેરમાં શિક્ષાસારથિ પ્રોજેક્ટ અંતર્ગત પ્રથમ સંસ્થા તથા સીજીપીએલ કંપનીના સંયુક્ત ઉપક્રમે કારકિર્દી માર્ગદર્શન શિબિર યોજાયો હતો.

કોઇપણ જાતના આર્થિક વળતર વગર સ્વયંસેવકો ગામના કે શેરીના બાળકોને તાલીમ પામીને શિક્ષણ આપે છે તે હેતુ સાથે આ શહેરની રાજપૂત સત્રિય સમાજવાડી ખાતે કારકિર્દી માર્ગદર્શન શિબિર યોજાયો હતો.

તાલુકા તથા શહેરના ૧૨૩ જેટલા યુવાનોની ઉપસ્થિતિમાં આ શિબિરમાં શિક્ષાસારથિ સ્ટોલ વડે પ્રોજેક્ટની પ્રવૃત્તિઓ વિશે માહિતી અપાઇ હતી. માંડવી તાલુકા બી.આર.સી. કોર્ડિનેટર મમતાબેન ભટ્ટે પ્રવર્તમાન સમયમાં યુવાનોના લક્ષ્ય અંગે અચોક્કસતાનો નિર્દેશ કરતાં ભવિષ્યમાં આવા કાર્યક્રમોની સાથે સાથે સારા કારકિર્દીવારની મદદ લઇને યુવાનોનું કારકિર્દી માર્ગ

શિક્ષાસારથિ પ્રોજેક્ટ તળે આયોજિત કાર્યક્રમ પ્રસંગે તજજ્ઞોએ સમજ આપી

કરવામાં આવે તો આ દિશામાં વધુ સારું પરિણામ જોવા મળે. જ્યારે વીઆરટીઆઇ માંડવીના રોહિતભાઈ ત્રિવેદીએ શિક્ષાસારથિના આયોજનને બિરદાવતાં ભવિષ્યમાં આ પ્રોજેક્ટને તમામ પ્રકારે સહયોગની ખાતરી આપી હતી.

બ્લોક રિસોર્સ પર્સન તરુણભાઈ, દેવાંગભાઈ, અર્જુનભાઈ (વીઆરટીઆઇ-માંડવી), તૃપ્તિબેન ઠક્કર, લાલજી (પ્રથમ ઇન્સ્ટિટ્યૂટ), દીપકભાઈ વગેરે ઉપસ્થિત રહી યુવાવર્ગને તેમની કારકિર્દી તથા તેમના પર અસર કરનારા પરિબળો અંગે માહિતી આપી હતી.

VII. Annexure

1. List of villages and Schools – Shiksha Sarthi phase II, 2013-14.

Sr. no.	Name of school	Name of village	Selection (Depth/Spread)
1	Tunda Primary School	Tunda	Depth
2	Vandh Primary School	Vandh (Mundra)	Depth
3	Mota Kandagara Primary School	Mota Kandagara	Depth
4	Chavdatar Primary School	Mota Kandagara	Spread
5	Mota Kandagara Vadi vistar Primary School	Mota Kandagara	Spread
6	Moti Khakhar Primary School	Moti Khakhar	Depth
7	Moti Khakhar vadi vistar 1 Primary School	Moti Khakhar	Spread
8	Moti Khakhar vadi vistar 2 Primary School	Moti Khakhar	Spread
9	Mota Bhadiya Primary School	Mota Bhadiya	Depth
10	Mota Bhadiya Primary School 1	Mota Bhadiya	Spread
11	Mota Bhadiya Primary School 2	Mota Bhadiya	Depth
12	Mota Bhadiya Primary School 3	Mota Bhadiya	Spread
13	Modhava Primary School	Modhva	Depth
14	Pipri Primary School	Pipri	Depth
15	Bag (Maska) Primary School	Bag	Depth
16	Bag Vadi Primary School	Bag	Spread
17	Hundrai Bag Primary School	Bag	Spread
18	Kumbharvada Primary School	Maska	Depth
19	Maska Group Primary School	Maska	Depth
20	Ramnagari Primary School	Maska	Spread
21	Piyava Maska Primary School	Maska	Spread
22	Maska Sumravas Primary School	Maska	Depth
23	Lalbag Primary School	Maska	Spread
24	Maska Octroy Primary School	Maska	Spread
25	Tragadi Primary School	Tragdi	Depth
26	Nana Bhadiya Primary School	Nana Bhadiya	Depth
27	Bidada Primary School	Bidada	Depth
28	Bidada Mafatnagar Primary School	Bidada	Depth
29	Kothavadi Primary School	Bidada	Spread
30	Naranbag Primary School	Bidada	Spread
31	Kailash nagar Primary School	Bidada	Spread
32	Bhanatar Primary School	Bidada	Spread
33	Bhabhutiya vadi Primary School	Bidada	Spread
34	Nani Khakhar Primary School	Nani khakhar	Depth
35	Faradi Primary School	Faradi	Depth



36	Faradi Vadi Primary School	Faradi	Spread
37	Salaya Group Primary School 1	Salaya	Depth
38	Salaya Primary School 2	Salaya	Spread
39	Salaya Primary School 3	Salaya	Spread
40	Gundiayali Group Primary School	Gundiayali	Depth
41	Bodavadi Primary School	Gundiayali	Spread
42	Moravadi Primary School	Moravadi	Spread
43	Shekhaibag Primary School	Shekhaibag	Depth
44	Kathada Primary School	Kathada	Depth
45	Kathada Vadi vistar Primary School	Kathada	Spread
46	Mota Asambiya Primary School	Mota Asambiya	Depth
47	Pundi Primary School	Pundi	Depth
48	Kojachora Primary School	Kojachora	Depth
49	Paivadi Primary School	Kojachora	Spread
50	Zakhaniya Primary School	Zakhaniya	Depth
51	Nagalpar Group Primary School	Nagalpar	Depth
52	Nagalpar Vadi Primary School	Nagalpar	Spread
53	Madanpura Primary School	Madanpura	Depth
54	Momaimora Primary School	Momaimora	Depth
55	Darashadi Group Primary School	Darshadi	Depth
56	Vandh Primary School	Vandh (Mandvi)	Depth
57	Rajpar Primary School	Rajpar	Depth
58	Bheraiya Primary School	Bheriya	Depth
59	Ludva Primary School	Ludva	Depth
60	Nava Jamthada Primary School	Nava jamthada	Spread
61	Juna Jamthada Primary School	Juna Jamthada	Spread
62	Nana Layja Primary School	Nana Layja	Depth
63	Bada Primary School	Bada	Spread
64	Panchotiya Primary School	Panchotiya	Depth
65	Panchotiya Vadi Vistar Primary School	Panchotiya	Spread
66	Bhada Primary School	Bhada	Depth
67	Janakpur Primary School	Janakpar	Depth
68	Nani Rayan Primary School	Nani Rayan	Spread
69	Nani Rayan Vadi Primary School	Nani Rayan	Spread
70	Dhokda Primary School	Dhokda	Spread
71	Hamla Primary School	Hamla	Spread
72	Manjal Primary School	Manjal	Depth
73	Sherdi Group Primary School	Sherdi	Depth
74	Gangapar Primary School	Gangapar	Spread

75	Dujapar Primary School	Dujapar	Depth
76	Kishanpar Primary School	Sirva	Spread
77	Sirva Group Primary School	Sirva	Depth
78	Vada Primary School	Vada	Depth
79	Vada Vadi Primary School	Vada	Spread
80	Chhachhivadi Primary School	Vada	Spread
81	Langhan vadi Primary School	Durgapur	Spread
82	Durgapur Group Primary School	Durgapur	Depth
83	Mota Layja Primary School	Mota Layja	Depth

Number of Depth Schools	45
Number of Spread Schools	38

2. Activities Photographs

Learning Camp (LC)



Children taking part in number recognition activities



Reading practice in Learning camp



Teacher conducting activities for understanding place value



Children practicing in small groups



Volunteer carrying out picture story activity



Children doing Mind Map – self writing activity

Mother Activity



Demonstration of teaching learning materials to Mothers of children studying in std. 1-2



Mothers sharing their experiences

Science Activities



Bal Vigyan Mitras making science models (Maglev Train) in science fair workshop



Bal Vigyan Mitras explaining their science experiments with other children during science fair



Villagers visiting science fair - Tragdi village



Learning by doing, Children making models understanding Astronomy in the School Science Club – Bidada village



Children enjoying sky watching at Camp Galileo – Vandh (Tunda) village



Children feel happy by completing their Skeleton models during the workshop

Other Activities



National Science Day celebration - Mr.Sarad Baijal, O&M Head, CGPL - Addressing students in Mega Science Fair



Sarpanch,, Nani Khakhar village visiting Mega Science Fair



Children voting at 'Bal Sansad' An event for the awareness on the election process



Celebrating International Women's Day

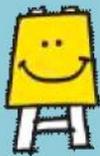


Block Level Sport Eevent - Mundra



Career Council Fair

Shiksha Sarthi



Pratham

Every Child in School and Learning Well..



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