



Society For All Round
Development (SARD)



Michael & Susan Dell
FOUNDATION

2017-18

Annual Report



SOCIETY FOR ALL ROUND DEVELOPMENT

Education:

Continuation and Expansion of both the Direct Remedial model and In-direct teacher training model in SDMC, New Delhi (India)

a) Remedial Classes (Direct Intervention Model)

SARD continued the Direct Intervention Model of Remedial classes in 21 schools of South Delhi Municipal Corporation. In all of these 21 schools, a Children Resource Centre (CRC) which was established in each school last year is functional and is serving the purpose. The CRC was set up in a child friendly manner and contained talking walls, innovative teaching pedagogy, complete TLM kits and teaching aids with which the remedial classes were conducted with the children in need of academic support by the Academic Facilitators

b) Teacher Training (Indirect Model)

In 2017-18, SARD expanded the Teacher Training model by the Academic Support Group member to cover 153 new schools of South Delhi Municipal Corporation. This was the first year in which we were able to expand our operations to cover the South and Central Zone of South Delhi Municipal Corporation. Dedicated 6 to 8 thematic sessions on Hindi and Mathematics each were held in all of these schools and all of these schools were closed successfully.

Development of more and new Teaching Learning Material in collaboration with MASHAV

SARD, in collaboration with MASHAV, developed even more new and innovative Teaching Learning Material (TLM) which covers about 150 concepts in Mathematics and Hindi Language. These TLM are used by our Academic Facilitators and Academic Support Group members when they took sessions with the teachers. These TLM are completely hands-on child friendly material and SARD also developed a TLM bank in one of the science centres of SDMC. The entire TLM set is kept here for demonstration and regular sessions with SDMC teachers and educators were held here regularly throughout the academic year 2017-18.

SARD also held an inter-zone Science Quiz for the VIPNET science members in the Science Centre of SDMC. The quiz witnessed participation by more than 40 school teachers across all the zones of SDMC. The questions were all thematic in nature and focused on the various misconceptions, hardspots which the teacher carry in the classroom.

Internal Assessments to identify the students for remedial classes.

SARD conducted an internal baseline at the start of the academic year in all the 21 remedial schools to identify the children in need of academic support (CNAS). In total, 90 students from Grade 3,4,5 from each school were enrolled into our remedial classes and specialized and individual attention were given to these students. Our Academic Facilitators conducted sessions with these students in Hindi Language and Mathematics throughout the year. At the end of our intervention, an Endline was also conducted to assess the improvement in their performance compared to the baseline.

In the academic year 2017-18, we were able to reach 1890 directly and intensively through our remedial mode. Indirectly, we were able to reach around 7000 students through peer learning sessions, group activities etc in the CRCs of the remedial schools.

Regular Capacity building sessions with the teachers by ASG members

SARD conducted more than 1500 thematic sessions with the teachers of 153 schools in this period of 2017-18. The sessions were on Hindi Language and Mathematics and covered approximately 60-70% of all the teachers of a school. Initially, a visioning exercise was held with the school principals and teachers to align them on the intervention and its purpose. After visioning exercises were complete and rapport was established, regular pedagogy capacity building sessions were carried out.

The sessions were held during the school hours at the school location with the same set of ASG members to provide continuity, follow-up and follow-on purposes. The sessions were conducted in parallel with the syllabus and were focused on the teacher hard spots, weak skills, common misconceptions which the teacher has in the subject of Mathematics and Hindi Language.

Thematic Teacher Award Ceremony

For the first time in the history of the SDMC, SARD launched a teacher award which was entire focused on the thematic capabilities and achievements of the Teachers. This was done through a very extensive and objective process in collaboration with the SDMC department. The Award Form was floated to all of the 270 intervention SDMC schools of SARD and applications from the teachers were received in a sealed form with the stamp of the school principal. More than 300

applications were received in total. The application form was very specific and had questions specifically to pedagogy, methodology, concept application and ICT usage in the classroom.

SARD then set up a high level panel which consisted of eminent educationists, researchers, pedagogy experts. No member of this panel was either from SARD, MSDF or the SDMC department. The panel whetted the applications and shortlisted about 60 applications after forming an evaluation metric.

It was then decided to have a second panel of phd scholars and practitioners who would physically go to the schools of all of the shortlisted applicants and check their teaching practice in the school with the students. Based on the physical observation, 25 candidates were shortlisted for a face to face interview. Finally, after the interview, 14 awardees from across all 4 zones were selected for the award.

The ceremony was held on 26th March 2018, in the mayor hall of the SDMC headquarters. The ceremony was graced by the Honorable Mayor of SDMC, Ms. Kamaljeet Sehrawat, Education Committee chairman, Director of Education, CIET Director and other stakeholders. A 1 min film was also made on all the 14 awardees and was displayed in the award as they collected their prize.

Through this award, SARD and MSDF was able to identify the ambassadors of the intervention who benefitted the most from the SARD intervention. These awardees would become champions of the program and carry forward the learnings on a sustainable basis. An exposure visit is also planned for these teachers to Vikram Sarabhai Institute in Ahmedabad to further their learnings and motivation.

Launch of SARD MSDF Dissemination Report titled “SARD Experiential Journey Towards Learning Enhancement”

SARD has been working with the support of the Michael and Susan Dell Foundation for many years now in two phases. Throughout this journey and partnership, there have multiple learnings, challenges, difficulties, celebrations towards improving the learning level outcomes of the children on MCD schools. In order to capture all those learnings in a crisp manner, SARD prepared a journey document which was titled “SARD Experiential Journey towards Learning Enhancement”.

The report was launched in SDMC headquarters in the presence of the Honorable Mayor of South Delhi Municipal Corporation, Ms. Kamaljeet Sehrawat, and Ms. Geeta Goel, Country Director, MSDF.

Story Creation workshop:

A workshop was organized on story creation and storytelling for preschool teachers, early grade teachers, anganwadi workers/instructors and lady supervisor of Anganwadi which aimed at:-



Workshop on story creation

- Getting feedback on need and nature of the story book in terms of language i.e. one liners, picture book, two liners etc.; illustrations with choice of cartoons, real pictures, themes which children need etc.
- To empower teachers to create and write stories according to their need and context
- To discuss and delineate upon the elements of good story read aloud session and storytelling sessions
- The workshop was activity based and was facilitated by Ms. Garima Arya, who is a renowned story teller. It was quite fruitful event in terms of capacity building of teachers enhancing their abilities to
 - choose story books according to grade and age group of students
 - read aloud stories with group of students
 - select appropriate elements of good stories
 - to use voice modulation keeping in mind the clarity, tone, pitch, and volume of voice
 - use gestures and body language to enhance storytelling and reading sessions

- express emotions according to the mood and nature of the characters of stories
- bring innovation and adaptation to any story
- to decide upon the point of interaction with children and many more subtle aspects of story telling

Another achievement of the workshop was consensus building on the nature and types of book children enjoy most whether they view it on screen or listen to the content of it.

- The teachers were of the opinion that early graders like (caricatures imitating real life pictures) cartoon characters and not real life pictures
- The perception levels of preschoolers are more in to absorbing objects and natural expressions than lengthy narratives.
- They said that they need lots of pictorial rendering mono syllable expressions to effectively work with preschoolers and one to four five lines per page to work with early graders (gradual increase of complex sentences).
- In addition to the above, the teachers and other experts indicated on the lack of customized contents and expressed a need for indigenously developed context appropriate stories to connect with the children and make the stories relevant to their local circumstances.

At the end of the workshop many story creation activities were performed which paved the way for creating some beautiful stories. It seemed that stories can be created from all situations. The themes were

- stories from objects
- stories from scribbling
- and stories from characters

Concept of Indigenous audio books and visual podium

In the process of elucidating pre-created stories/content through various applications, the need for indigenous localized stories and e-content was voiced. This was promptly picked up by SARD and the concepts of **Audio room** and **visual podiums** were introduced. The indigenous e-contents sourced, from local experiences/expressions were aptly condensed with a mix of existing stories to an intelligible format in the form interactive audio visuals. The visual podiums were used as story delivery platforms to keep the children engrossed with suitable pauses with scope for interaction.



Inter school story telling competitions:

The 'Reading Champion' competition was organized among MCD schools (run by municipal corporation of Delhi, SDMC) and Kendriya Vidyalaya schools. In this event various competitions were held among the students of respective schools to perform on stories from the applications.

During the event students were encouraged and motivated by the teachers on innovative story-telling. The prime objective of the event was to identify the students who are capable of performing the stories in a better way. The aim was also to identify the reading champion and motivate them to help their peers.

This also fulfilled the main objective of increasing students to have enhanced reading skills round the year. Students are not able to come in mainstream majorly because of gap in the skills of reading, speaking. Hence, such competitions boost up the students to give their best efforts.

Such events are also benefiting the teachers who are struggling to develop skills of reading and speaking in whole class. This event were also aimed to create 'Bal Samuh (Groups of children) in their respective classes. Every group has one leader who facilitate and encourage their peers to enhance their reading skills.

In the valedictory session, three best performers were announced. 1st position from B3 Raghunagar, 2nd position from IIT, KV and 3rd position from NCERT, KV. Apart from this all the participants were awarded with certificates and Medals.

Celebrations throughout the year with schools and Anganwadi Centers:

SARD organized events to celebrate on Independence Day (15th August), Children Day (14th November), Dussehra, Diwali, Christmas Day, Republic Day (26th January), in the all intervention schools and anganwadi centers. The stories from the application were performed by the students of class nursery to 2nd class. In the celebrations teachers and anganwadi workers took part in preparing the students for the respective day and also took part in performing stories.

On 2nd October, students with teachers participated in the school cleaning. Students were motivated from the stories of the application and encouraged to implement what they learned from the stories like 'Kachre ke Badal', 'Nanhe Madadgar', 'ped' 'haryali ped', 'phool' 'etc. A combined programme involving aspects of street play, Mono act and Face mask performance were also conducted by the students on the occasion. Students shared their experiences in the end narrating as to how well they felt motivated to bring this change in their schools, on narrating these stories from the application.

Best practices of storytelling sessions:

- Use of puppetry emerged as the winner among all story telling methods employed by AWW, government teachers and parents. They opined that it is best method to engage student as well as toddlers as it appeals most to both group of children.
- Role play by teachers, AWW, parents as well as students using Masks is another great medium to put across the ideas behind the stories.
- Identifying parent reading champions so that these parents can work as a leader to enhance and support the other peer parents and children. Also, during the brainstorming sessions at both the workshops one of the focal discussion point was how to involve of parents and communities in the story telling sessions so as to use the app to its optimum potential.

ICPS Workshop :

- **WASH, Health and Hygiene:**

Monthly capacity building sessions on Hand Washing with Children's Groups, New Delhi (India)

Different activities on Hand washing related with WASH brigade was conducted with all the 30 students of class 3rd, 4th and 5th. The WASH brigade was further divided into six different groups on key hygiene messages. The group consisted of boys and girls. The methodology used were through group discussion, different teaching learning materials (Puppets, Story Cards, Flash Cards, Hygiene related materials like as nail cutter, comb) and teaching modules.

S. No.	Name of School	Shift	Boys	Girls	Total
1	D1A Janakpuri	General	281	198	379
2	Dabri Village	Morning	0	236	236
3	Dabri Village	Evening	292	0	292
4	Ghasipura	Morning	0	369	369
5	Chand Nagar D-Block	Morning	0	459	459
6	Nawada Village	Morning	0	274	274
7	Nawada Village	Evening	242	0	242
8	Baprola Village	Morning	457	375	832

9	J J Hastal Village	Morning	0	237	237
10	J J Hastal Village	Evening	259	0	259
11	Khazan Basti	Morning	0	145	145
12	Khazan Basti	Evening	121	0	121
13	Chaukhandi New	General	137	145	282
14	Chaukhandi Old	Morning	0	195	195
15	C-1 Janakpuri	Morning	0	219	219
16	Tatarpur	General	57	54	111
	Total		1746	2906	4652

Total 4652 students were reached through hygiene sessions in the presence of the nodal teachers of the school.

The following methods were used to deliver key hygiene messages –

- WASH modules (of standard 2nd, 3rd, 4th and 5th)
- Picture cards
- Audio Visual
- Games
- Cut outs
- Puppets
- Blackboard
- Role plays
- Competitions.

The sessions on M.H.M (Menstrual Hygiene Management) was conducted for class five students. The students, either in pre – menstrual or post – menstrual stage, were carefully selected after consulting the class teachers. Most of the girls were in pre-menstrual stage and they had very little knowledge about menstrual hygiene.

Hygiene sessions in WASH intervention schools

Sessions were conducted on six hygiene messages in four model WASH schools with the classes 3rd, 4th & 5th including WASH Ambassadors. It mainly focused on delivering Hygiene Messages (*Safe*

handling of food, Water, Use of toilets, Hand Washing, Safe disposal of child feces and Mensuration Hygiene Management). Material used like flash cards, videos, puppets, blackboard, conducted competitions, storytelling, role play, demonstration.

ICDS Training on WASH with Anganwadi Workers and Lady Supervisors

The workshop was conducted on 18th September 2018 at SDMC Urban Health Centre and was facilitated by Dr. Nishi Puri (Chief Medical Officer).

In his inaugural address, Mr. Santosh Sundaresan (Sr. Program Manager, SARD), explained about the importance of this workshop for Anganwadi Workers & Lady supervisors and their role of ingraining WASH in the children at an early age itself; further Dr. Nishi Puri discussed with participants about the importance of instilling good health & hygiene related habits among the children, adolescent girls and community at large.



Capacity Building Training on WASH with Anganwadi Workers and Lady Supervisors

WASH Fair:

The WASH fair was organized with the support of Dr Nishi Puri (Chief Medical Officer) who gave opportunity to spread awareness on personal hygiene, Safety of food and water, use of toilets in community perspective. The WASH Fair Was focused on Hygiene Concepts with quiz competition, Street play and rewards related to WASH. Around 250 Children participated in the workshop.



Health Camp:

- To create awareness in the community related to health.
- Early identification of diseases of the people and the sponsored children in the community.
- To provide free health check-up to monitor health status.
- To provide free medicines for curing their diseases.
- To promote good health and well-being of the people in the community.
- To detect the hazardous diseases and referred the patient to the District Hospital for better treatment.

Technology & Education

Audio room:

With the aim to bring the application to the next level, we have introduced Audio lab to create/originate application based interactive stories (audio visuals). The Audio lab has equipment for mixing voice signals with advanced microphones where the recording was done with story boards. The lab is adequately taken advantage by the government teachers and anganwadi workers to record their voices to give life to a story. Students were motivated to create their own stories and recorded in this lab. The purpose of the lab is to create a shift from image based stories to audio visual stories. This is proving as a major aid for the government teachers and anganwadi workers to mainstream indigenous story telling effectively. It is benefitting the pre-schoolers and early grade students in their learning and understanding stories with these lucidly made audios

and picture. Students eventually enhance their reading skills and retain the content/moral addressed as a life style concept. The instructors/workers and government teachers are now find more interests in handling this enhanced educational tool with lots of confidence. This innovation brings wide range of interest among the intervention schools because this is proving to become a good aid for them to improve students reading skills.

Digital Reading and Audio creation workshop:

A workshop was organized on audio creation of the stories written itself by government teachers and anganwadi. The workshop was which aimed to

- To empower teachers to create and write stories according to their need and context
- To come out with good audios of selected stories.
- Discussion on implementation of calendar, lesson plan and worksheet in developing reading comprehension skills.
- To share, discuss, assess and review the impact as well as to discuss challenges faced by the AWW& teachers while using the app to read/tell the stories.
- To have discussion on impact of workshops – Boot Camp, ‘Tell and Tale, in two pilot schools (Karampura G Block, B 3 Raghubir Nagar) and how they are useful for parents and students.

It was quite fruitful event in terms of capacity building of teachers corresponding their abilities to

- Choose story books according to grade and age group of students
- Discern elements of good stories which can have good audios.
- To use voice modulation keeping in mind the clarity, tone, pitch, and volume of voice
- Express emotions in voice according to the mood and nature of the characters of stories
- Bring innovation and adaptation to any story and creating the new one.

At the end of the workshop audios of the stories were performed which paved the way for creating some beautiful audios.

Deployment of SARD App for monitoring purposes

In order to effectively improve the monitoring of the program and to get instantaneous feedback of the sessions conducted with the teachers, SARD developed an android app in which every ASG and AF member would have a dedicated daily schedule. The app recorded the check in attendance and check out attendance along with the GPS location. The feedback of the session by the teacher would also be gathered in the app itself and would be shared with the SDMC authorities. The ideation, features and development of the app was completed in this period and field testing of the app will be done in the coming academic year. In this year, we went live with the full roll-out of the app and got the entire team registered on it and all the government teachers of our intervention schools also registered on it.

“Our Sincere thanks to the South Delhi Municipal Corporation for the endless support in ensuring the learning level outcome of children “