



ANNUAL REPORT 2019-2021

SARD -SDMC Intervention

Narrative Report

Remedial Classes -Tab Lab (Direct Intervention Model)

During the reporting period, SARD continued Direct Intervention Model of Remedial classes in 18 schools of South Delhi Municipal Corporation, where SARD established two Model tablet lab on pilot basis:

1. MCPS Ragubhir Nagar B-3, West Zone, New Delhi
2. MCPS B Block Janakpuri- West Zone, New Delhi

In both the tablet labs, equal opportunity to grade 3rd, 4th & 5th (all sections) children are being given, where students learn through e-content and practice and assessment through tablets. Grade 5th class children are ensured more time compared to grade 3rd and 4th grade students. In the month of August, baseline was conducted to check the initial level of students.

Tablet lab is now an integral part of the school and is seen as an important tool for enhancing learning levels and contributing to increase in enrollment which is evident from the enhanced enrolment rates. With this enhanced proficiency, Children are getting mainstreamed to their respective class. Moreover, each and every student is getting the opportunity to practice, explore and enhance their learning, through hands on applications, e-content through tablets. Similarly, all students get personalized attention of Academic facilitator in clearing their common and specific misconception related to any concepts (both mathematics and Hindi language). In the end of the August, the tablet lab was visited by Honorable Member of Parliament Mr. Pravesh Verma (MP), Mrs. Sunita, Honourable Mayor of South Delhi Municipal Corporation, Ms. Poorva Sankhla, Councillor of SDMC, Mr. Rishipal Rana, Deputy Director (Education) of West Zone, SDMC. They were also convinced about the essential facilities provided by SARD & MSDF. They encouraged students and school authorities to optimally use the Child resource center.



. SARD is closely working with many leading corporations in different parts of the country. We wish to bring to your notice that one of our corporate partners Marelli India which is supporting few schools in Manesar, Gurgaon on promotion of technology and science at Primary and senior secondary level. The Marelli representative recently visited few schools in Delhi and decided to replicate two low cost technology interventions schools one in Delhi and other one in Jhund Sarai, Pataudi Block of Gurgaon. We have extended the support of teacher in SDMC Qutab Vihar School, Najafgarh Zone of SDMC through Remedial teacher, rest of the support is given by Marelli- India. The support is included 20 tablet and e-podium with the same provisions, which we have given in other schools of SDMC and NDMC. The model has encouraged students to step-up and speaks in the wireless mic in front of the podium leading to building up of their confidence. This will not only increase their pedagogical understanding through e-contents but also help in personality grooming by providing a platform to speak their mind out in front of the class.



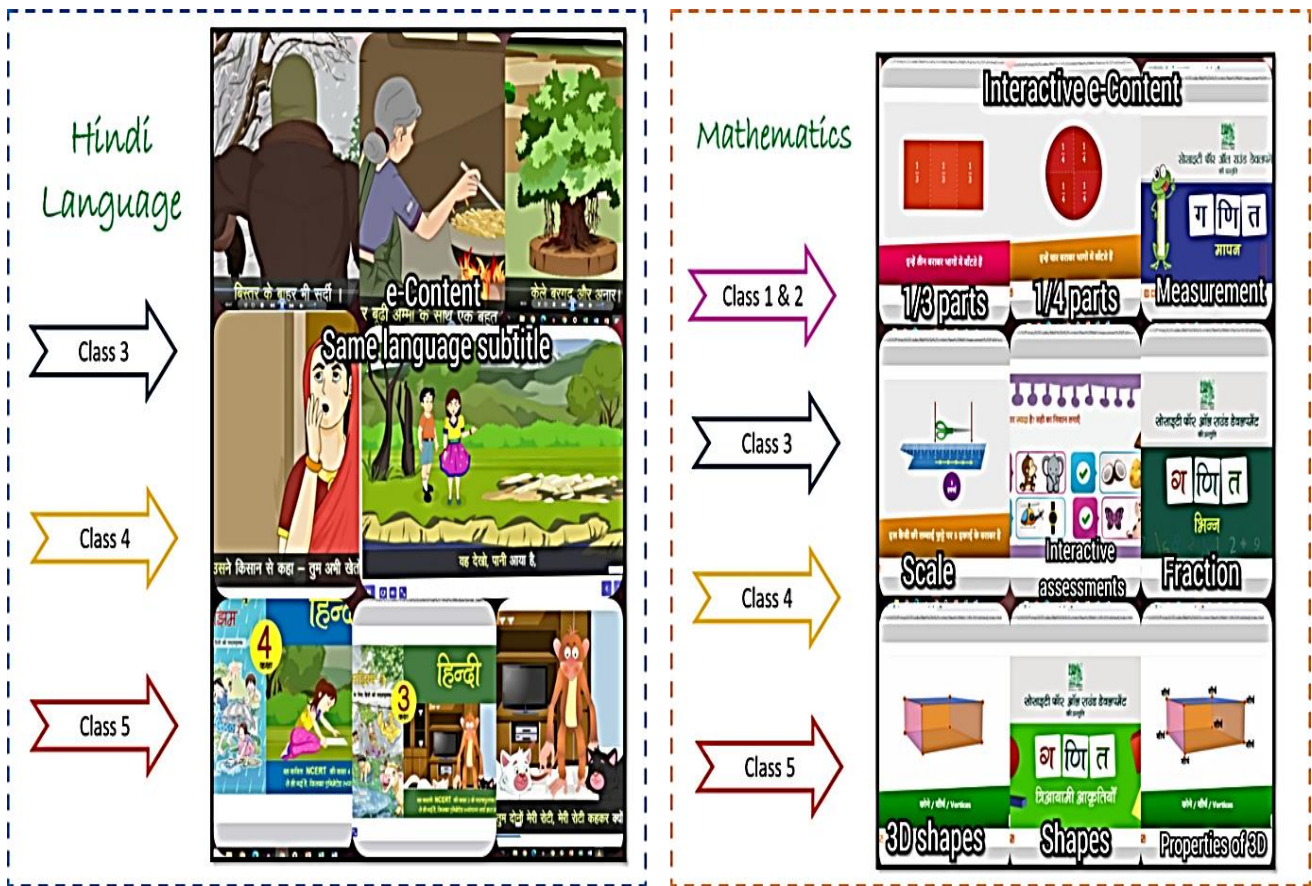
Capacity building of SARD Academic Facilitator and Academic support group member and 50 pilot school teachers on E-content

The Indirect model in consultation with SDMC members selected 50 schools on pilot basis. SDMC had setup Smart Classes from their own resources in these selected schools. SARD team complemented these smart classes by promoting E-content developed by SARD and E-pathshala apps developed by NCERT. SARD organized capacity building training for 50 schools teachers and Principal in the presence of the concerned Deputy Directors of respective zones in collaboration with CIET, NCERT. The training was very successful. The day long workshop also clarified doubts of participating teachers on the nuances of the content. A basic orientation to SARD AF and ASG on the use of technology and was successfully completed and promotional props to deliver the content innovatively were developed and trained. The orientation also covered the content, delivery mechanism and assessment tools and the common errors and to effectively address them. In the month of August, external baseline was conducted in 25 treatment schools and 10 comparison schools for 3rd & 5th grades on Hindi and Mathematics by GMI

Update on interactive E- Content in Mathematics and Hindi language for primary grade school children and teachers

SARD developed E-content on Mathematics and Hindi Language indigenously. Mathematics content was piloted and reviewed by experts from NCERT before taking it for use in schools. The Hindi content is under preparation and its completion is expected within next quarter; however in between team will use E-pathshala apps and few open resources to cover the syllabus. During the month of August, e-content was disseminated in selected schools in it fully developed form. The response from intervention schools have been very positive. According to them the content is very easy to follow in comparison to the content given to them by the department which were outdated and did not match (incompatible) the demands of smart class and therefore could not be use the full potential of the smart class facilities. Now schools have rescheduled the smart class time table and teachers and students in consultation with SARD team. They are maintaining the register to capture the smart class learning in all the 50 pilot schools.





We also organized two important workshops for the Academic facilitators. One taught them on the usage of important e-platforms like Zoom, Kahoot, Zeetings, Diksha, NROER, epathshala, etc. with their daily teachings:

Zoom: AF's were taught functionality and usage of zoom which later on became most crucial at the time of lockdown as we are continuing our engagement on worksheets, concept knowledge, office updates, meetings, etc. on the Zoom conferencing app.

Kahoot: We introduced kahoot to AF's and encouraged its usage in regular class for active regular assessment. It is different from others as it functions on "Fastest Finger First". The person is marked on right option and he also gets marked with respect to the least time they took to answer the option.

Zeeting: Being an app used to present power point presentation when we are not having access to projectors using a mobile device. We can share the presentation on the mobile app and can present through same.

Diksha: An online platform created by government to keep continuing quality education. It also have multiple courses for teachers to update themselves on topics and also to learn new topics.

NROER: It is an educational platform where content is verified and uploaded by the NCERT team. After successful uploaded, it can be used free of cost by any of the education stakeholders. We are provided with the facility to sort and format our search on the basis of different categories which includes language, class, subjects, etc.

E-Pathshala: It is a government created e-platform responsible to hold e-textbooks, e-resources, journals, curricular resources and many more. Content available at the platform is bifurcated with respect to the stakeholders' viz. students, teachers, parents and educators for better understanding and delivery.



Internal and External assessment sharing with The AFs& ASGs:

The external assessment was shared by GMI in front of MSDF team in their office. A critical review on tools and the response given by the children were discussed with multiple-choice answer. The GMI team realized that some of the questions were not framed properly and needs more attention. SARD team recommended getting consent, critical feedback from NCERT while designing the tools for large scale assessment for the country.

Similarly, the internal and external assessment feedback was also shared with the team and broad issues were discussed:



Performance Prediction
Activity



Main Findings which was required
to re-consider



Introduction to the
Reports



Understanding Students
Performance on Specific Questions
and Student Misconceptions



Identifying weak and strong
skills and way forward

Indirect Model Intervention: The Academic support members had ensuring the implementation of the e content by aligning with the school curriculum and syllabus, so that govt. teachers can avail most of it. Periodically several demonstration session had also conducted by the ASG to ensure the implementation of the content with the majority of students. Every session had concluded with the relevant e-content, which has also aligned with learning indicators of NCERT. Assessment tools was also designed to ensure the clarity of the concepts and sub concepts in Mathematics and Hindi Language. Initially the teacher were hesitant to use the e content but now most of them are demanding and also bring similar content from open sources. It has observed that in many project schools the young teachers are proficient on technology and showing more receptiveness on using the content and technology. Continuous follow up and follow on sessions are also a part of every visit of ASG to ensure the implementation of e-content , establishing pedagogical skills by address the gaps that teachers had facing while teaching any concepts and sub concepts. During the month of February, the focus also shifted to the Endline assessment because it had become very important to brush up the assessment pattern with the students, so that students could easily attempt questions.



Capacity building of government school teachers and principals on using e-pathshala and SARD e-content and how to use assessment tools in collaboration with CIET, NCERT:

The workshop was organized with project school's principals along with the Zonal heads of SDMC and SARD's educators, for the optimal and efficient use of e-content. The workshop was mainly on use of various e-platforms, like e-Pathshala and NREOR and SARD e-content, besides Umang and Diksha apps. The session conducted by Mohd. Mamoor, Associate Professor CIET, he addressed the participants with the information of online courses for teachers from NROER and Swayam portal. Mrs. Manjula Mathur who is contributor for Barkha and Rimjhim series for Primary school children from NCERT was also conducted a session. Her session was more on the use of technology for development of language through story and poem. SARD has also informed teachers that we have setup an audio lab in our office and invited creative writing stories and poem for developing audio books. Many teachers shown keen interest to become part of the process for audio books and sub title stories developed by SARD and NCERT in future.



e- pathshala is the initiative of The National Council of Educational Research and Training (NCERT). Showcasing and disseminating all educational e-resources including textbooks, audio, video, periodicals.

The DIKSHA platform offers teachers, students and parents engaging learning material relevant to the prescribed school curriculum.

An initiative of Government of India, which is a National Repository of Open Educational Resources. This platform includes, e- Library, themes, e-books, etc. Each category provide opportunities like open educational e-resources,

UMANG App is under the Digital India program to develop a common, unified platform and mobile app to facilitate a single point of access to all government services.



Testimonial: Hemlata, Teacher, SDMC, D1-A Janakpuri School
 It was my big pleasure to attend yesterday's event organized by SARD at CIET (NCERT). Though it was a workshop about e - content but for me it was more than that in terms of learning as well as enjoyment



Testimonial: Veena Gandhi, Principal, SDMC, Chawkhandi New School
 The seminar was not like other seminars. It was very interactive seminar where we downloaded various apps and we were told how to use these apps for enhancing the knowledge of our students

Award in ICT Fair

Central Institute of Educational Technology (CIET), NCERT organized the All India Children's Educational Audio Video Festival (AICEAVF) and ICT Mela every year. The 24th All India Children Audio-Video film festival along with the ICT fair was scheduled in Cochin in collaboration with Cochin Technical University. The purpose of this ICT Mela is to showcase the best practices/solutions related to the use of ICT in the area of school education and teacher education. This year more than 3500 entries were received by the CIET, NCERT in different categories, out of which 550 entries were shortlisted for the film festival to showcase the Jury. We wish to mention that SARD has applied and participated for the first time in different categories – Interactive, Animation, Audio story, WASH APP.

In Audios

- a) Audio song- Nana Nani ji ke naam (Chapter of NCERT text book- Rimjhim) (e content of SARD)
- b) WASH Audio Song- Saf Safai Ham Apnayenge

Out of 3500 entries received by CIET, NCERT shortlisted 550 entries under various categories for the screening in front of the Juries. We wish to mention that SARD has awarded first prize under the categories of New Age Media category” Animated Video- ‘Shekhibaz Makhi’ with same language sub-title story. SARD received the citation and a cash price of Rs. 20,000/- . It is a great honour for SARD and MSDF to get recognition at National level by Ministry of Human Resource Development, Govt. of India. The purpose of such participation is to ensure the visibility and promotion of SARD e-content developed in joint manner for wider dissemination.



Indo –Georgian Cultural Fest

Indo Georgian Cultural Fest was jointly organized with South Delhi Municipal Corporation at India International Centre. Beautiful performance by Georgian and Indian Students from SDMC School, Ramjas School, Gairatpur Bas Panchayat School and Govt. Senior secondary school, Mankrola including SARD team. All senior officials –commissioner , SDMC, Mr. Gyanesh Bharti, IAS-Commissioner-SDMC, Shri Rahul Garg, IRS, Commissioner- SDMC, Mrs. Aarti Sharma, IAS, Director (Education)-SDMC, Dr. Ravinder Aggarwal, Addl. Director General, Prof. Saubhagya Vardhan, Director (NZCC), Govt. of India, Dr. Kiran Mayee, Director-SCERT (Haryana), Mr. Ravinder Singh, HR Director, Marelli, Mr. Ashish Shrivastava, Head-CSR- Marelli, Mr. Rushin Patel, DGM, Solaris, Mr. Mohsin, HP, Dr. Darispan Prasher, Indian Culture Centre, Georgia, Mr. Nikoloz Tsulukidze, Actor & Professor- Folk Dance Georgia, Mr. Nikoloz Kherkhadze, Choreographer, Georgian Folk Dance- Georgia, All the doctors from AIIMS, Indian Spinal Injuries Institute. All the participants from Georgia and India had an opportunity to showcase their respective country cultural art. During the valedictory, all the participants were appreciated with a certificate.

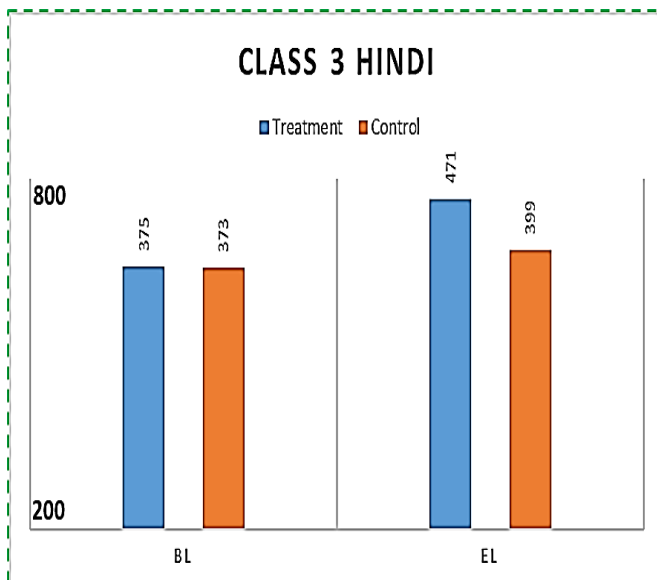


Baseline and Endline Assessment

In the year of 2019-2020, we wish to mention that fortunately, SARD team achieved more than 50% result in student performance in Direct and Indirect schools. This report presents the findings of the assessments conducted by Gray Matters India (GMI) to measure growth in learning outcome of students. The study assessed students from two groups of schools - schools under the 'Direct intervention' of Society for All Round Development (SARD) in Delhi (Treatment Schools) and schools that are not part of the intervention in Delhi (Comparison/ control Schools) to establish the treatment effect. The performance of Treatment schools is also measured against growth targets that were set at the start of the program. To achieve this, standardized tests were administered independently in schools of both groups. All schools under the intervention were assessed. The report represents student scale scores on an integrated scale so that scores across grades are directly comparable along a common continuum. This report describes student scores, growth in scores, targets achieved, student proficiencies and performance by strands.

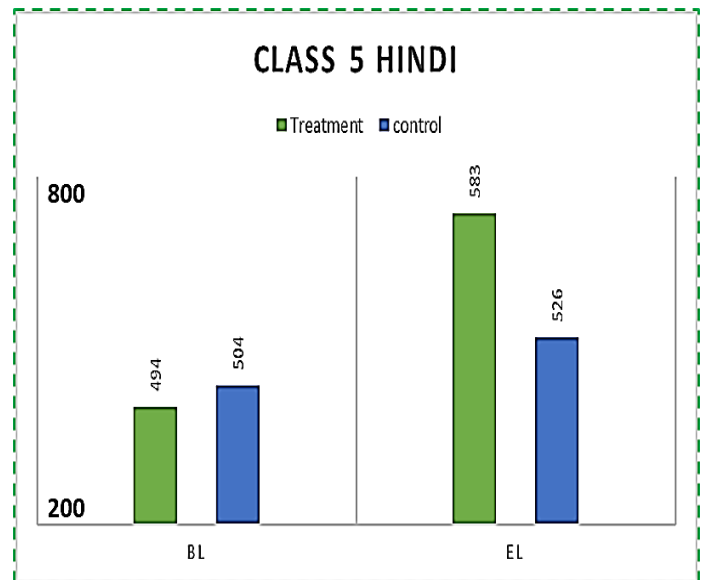
The impact in the year 2019-2020

Over Year performance in Hindi Language



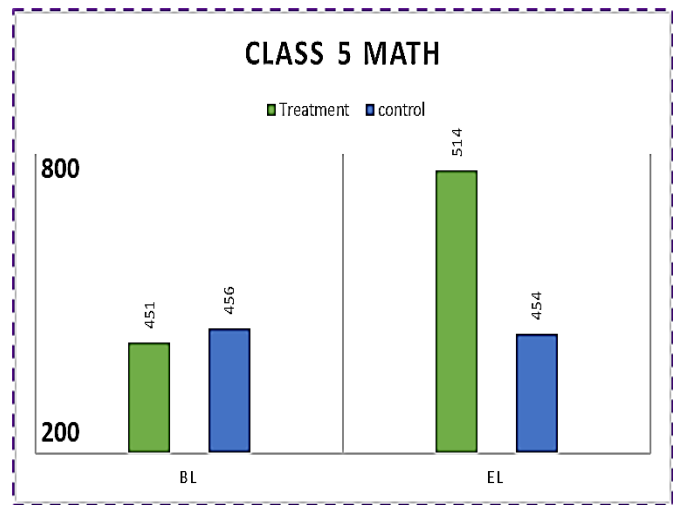
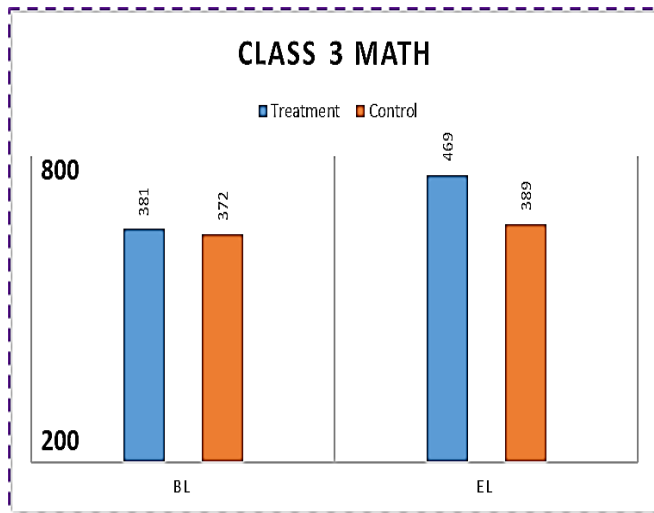
Class 3

Comparison of Treatment schools and Control School



Class5

Over Year performance in Mathematics

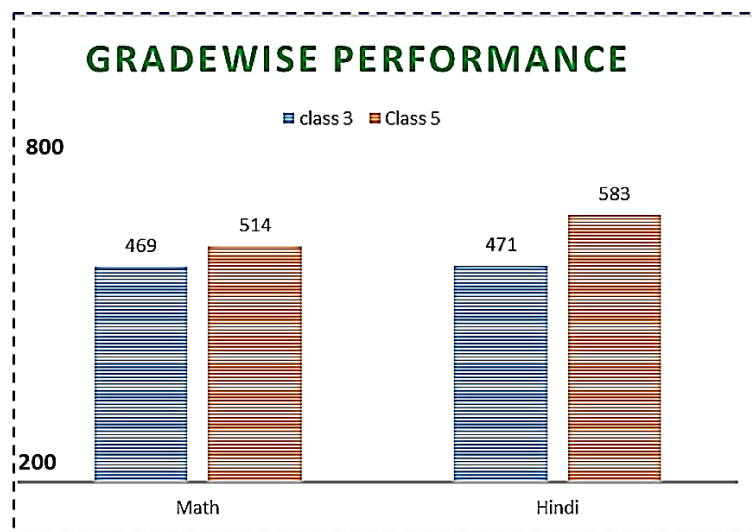


Class 3

Comparison of Treatment schools and Control School

Class5

Grade-wise subject performance in FY 2019-20

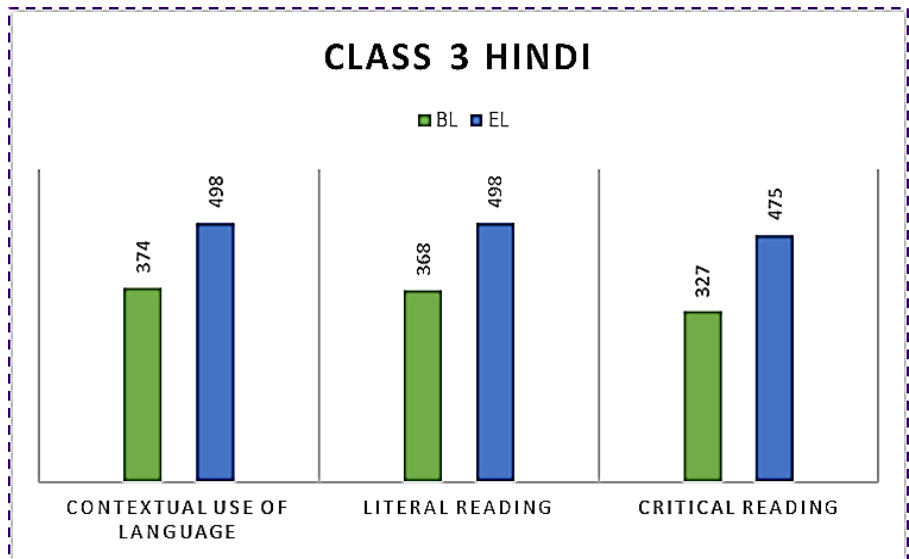


In comparative performance of Boys vs Girls- Class 3 & 5 Math – BOYs performed better, in Class 3 & 5 Hindi –GIRLS performed better

Performing skills need to address in next intervention are:

Hindi Grade 3rd

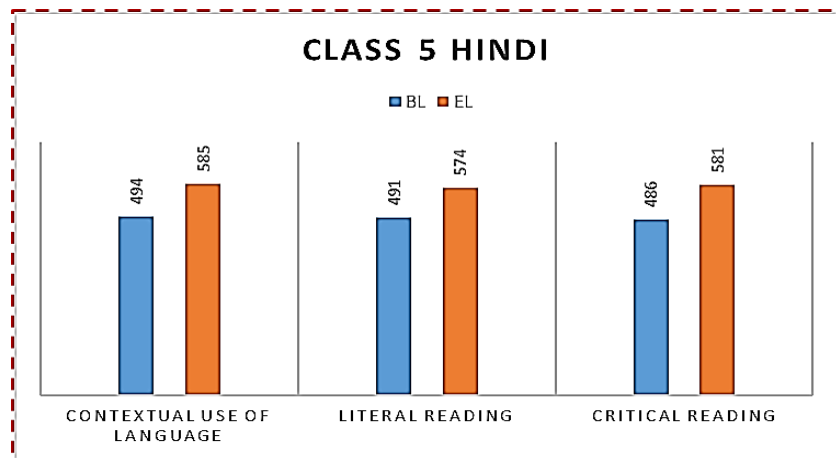
- Identify the correct noun that matches the description given in the sentence
- Identify the event by understanding sequence of events in a short literacy text (6-7 lines)



- Identify the last letters (Vowels) of the given word that matches the picture

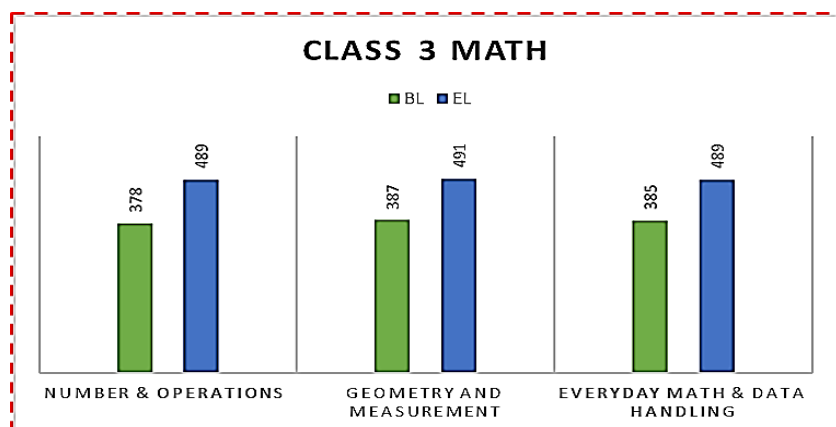
Hindi Grade 5th

- Infer the meaning of the words after reading a short text
- Read the short text (2-3 lines) and identify meaning of an idiom used in the text



Mathematics Grade 3rd

- Identify the right measuring units (Length of room and pencil)
- Identify the number in a given range

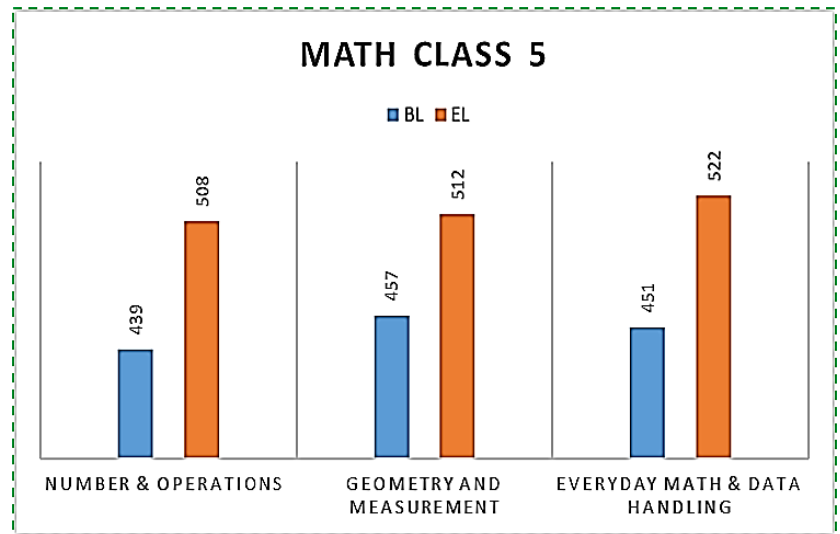


from the table of 3 - digit numbers

- solve a multiplication word problem having measuring units (ml)

Mathematics Grade 5th

- Identify the image representing the given fraction ($\frac{1}{3}$)
- Calculate the area of irregular shapes (Combo of 3 rectangles)
- Calculate the perimeter of an irregular shape



Covid-19 intervention

Executive Summary

In the current state of Pandemic, SARD team has been continuously working with Concerned Civic Agencies -SDMC & NDMC, school administrators, teachers and mentors by holding capacity building sessions & sharing SARD designed content and worksheets according to the curriculum set to achieve learning level outcomes. During April – May period, we have developed, showcased, advocated and commenced these sessions for all SARD-Oracle Project Schools, maintained consistency in our sharing with concerned agencies. As shared earlier, SARD addressed the competency-wise learning level outcomes for first three chapters of Hindi Language and Mathematics by sharing a detailed excel with school teachers and mentors. They provided access to links for SARD e-content and open-source useful for explanation of topic and sub-topics as well as detailed worksheets. The government teachers shared these links with students on their “School Teacher – Parent” WhatsApp Groups (which were officially started in each school for each section).

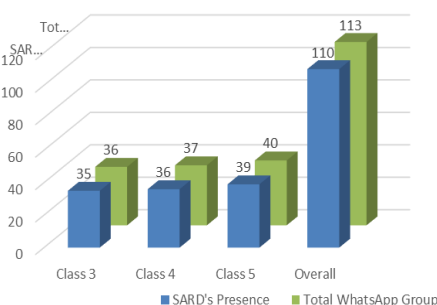
Since we have planned to approach the students directly through WhatsApp groups and share the SARD developed e-Resources with the students as part of a Holiday Homework exercise being initiated in consultation with the school teachers and principals of Project intervention schools.

During this period, SARD also developed content for Diksha and NROER apps of NCERT, which is currently under validation process and will upload on their portal. We are continuously doing advocacy to use SARD-Oracle content for wider dissemination. SARD also invited Dr. Amrender Behera, who is joint Director of NCERT and Director of Central Institute of Education in Technology (CIET), which is a Technology wing of NCERT to speak about various initiatives of NCERT with Project School teachers, administrators and SARD team and also explore the possible collaboration with NCERT for Content development and sharing. Dr. Behera also invited SARD team to contribute for their TV channels.

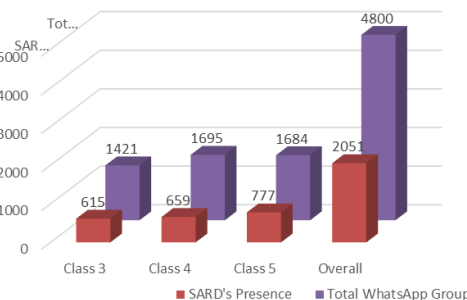
The Online Intervention

In continuation of sharing the content, we are able to cover all the project schools for sharing of worksheets and content links (in support to any difficult concepts) successfully. We have created a time line where, content sharing will be done twice a week engaging students in different assessment tools (worksheets) which enhancing learning level outcome. These worksheets are based on text book and ensuring learning indicators of NCERT related to respective chapters of Mathematics and Hindi Language. The level of the worksheets is ensuring the simple to complex approach with different domain based (Knowledge, application, reasoning) questions. About 40-50% students are able to attempt these worksheets gradually. AF's are having daily guiding students of their respective schools to help students understand and complete the concept based worksheets. AF's are giving their continuous support in ensuring to address students queries and doubts through audios and text on the group as required. We have succeeded to join 110 out of 113 school WhatsApp groups. Through these groups we are able to reach more than 40% of the Class's Strength. Besides sharing weekly content, the team is also working to increase the strength of the WhatsApp group by personally talking and motivating parents to join the group and help their child in the weekly task. One best work of each subject for all 3 grades per week is shared in the form of a PPT collage by the AFs.

SARD's Presence in WhatsApp group vs Total no of Whatsapp Group in Intervened Schools



Number of Students SARD's AF connected with vs Total Strength of Class



In addition to the above, Saturdays have been kept for creative work for all students. A few options are shared with students of all classes every week and children respond to the task with keen interest and enthusiasm. A glimpse of the task assigned and corresponding response by students is shown below

(Annexure – ‘B’ provides the full set of Creative Tasks assigned to students starting 1st Jun – till date)

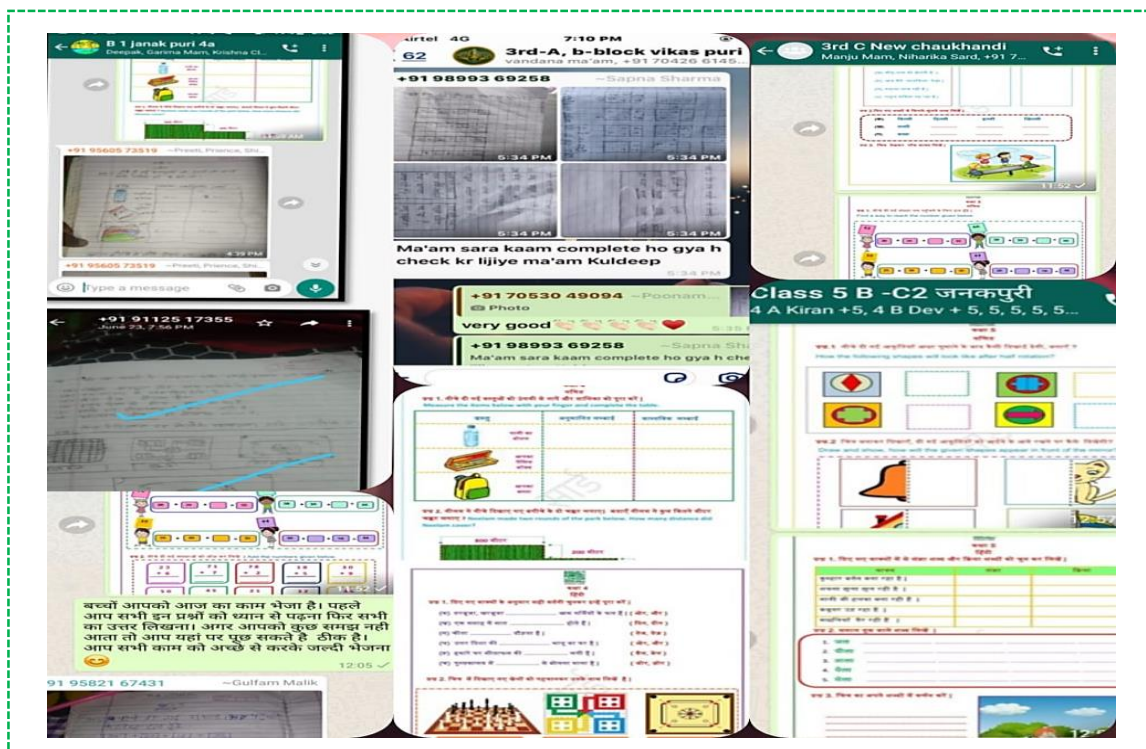
We also begin to know that in the month of May, teachers were also sharing the worksheets which SARD has developed with concerned civic agencies mentors, those worksheets were provided through mentors directly to their clusters schools.

Sample worksheets for the references:

The image displays six sample worksheets for Class 3 students, arranged in a 2x3 grid. Each worksheet is titled with a class number and a subject area.

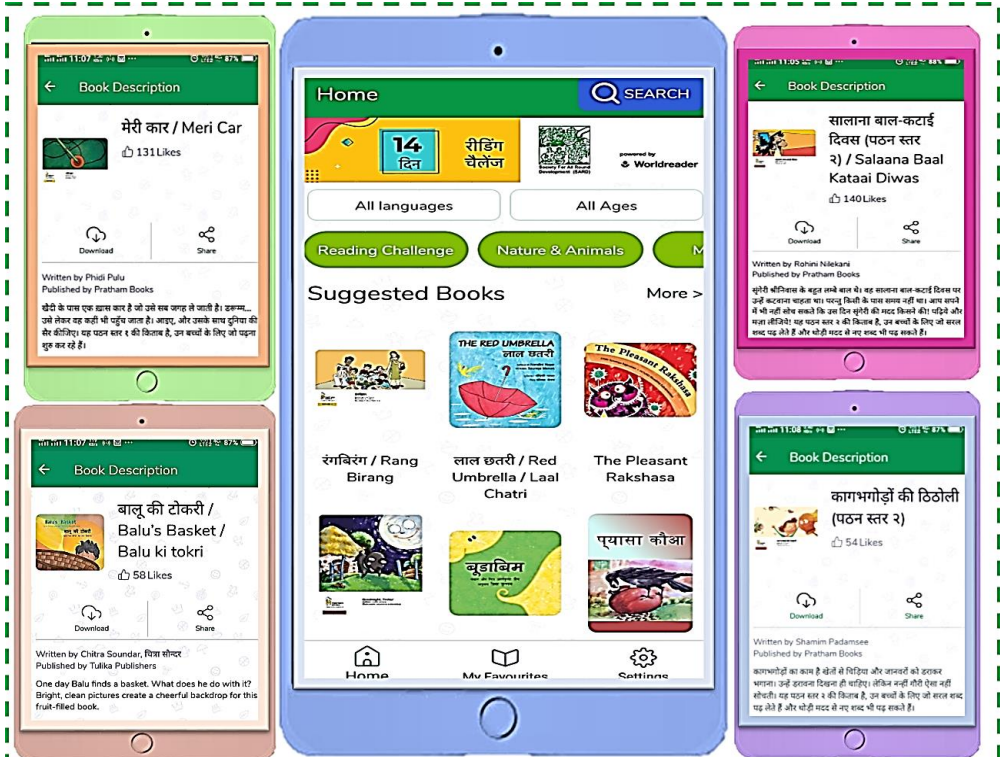
- Worksheet 1 (Top Left):** Class 3, Math. Task 1: "How much are these?" with visual aids of blocks and coins. Task 2: "Write the numbers between them" with a number line from 85 to 107.
- Worksheet 2 (Top Middle):** Class 4, Math. Task 1: "Estimate and find out what will be the length of the given object in centimeter?" with images of a table, pencil, book, and cylinder. Task 2: "Write down the length of the objects given on the scale" with a ruler and a pair of scissors.
- Worksheet 3 (Top Right):** Class 5, English. Task 1: "Which of the following English words will remain the same in reading after half-rotation?" with words SWIMS, NOON, EYE, MOW. Task 2: "Find out which shape will remain same after 1/2 rotation" with various geometric shapes.
- Worksheet 4 (Bottom Left):** Class 3, Hindi. Task 1: "Write the words in the boxes" with a list of words like गिराव, धार, उड़ान, etc. Task 2: "Write the words in the boxes" with a picture of a forest scene.
- Worksheet 5 (Bottom Middle):** Class 4, Hindi. Task 1: "Write the words in the boxes" with a table of words. Task 2: "Write the words in the boxes" with a grid of words.
- Worksheet 6 (Bottom Right):** Class 5, English. Task 1: "How the following shapes will look like after half rotation?" with various shapes. Task 2: "Draw and show how will the given shapes appear in front of the mirror?" with a bell, a house, and a sailboat.

Feedbacks from project schools - parents and children



Convergence with WorldReader for Early Grade and Reading promotion

Apart from the above, SARD has always been focusing on developing and inculcating Reading comprehension skills in students of all grades. Reading comprehension is one of the indicator in learning outcomes, keeping this in implementation,



SARD has already partnered with WorldReader (Booksmart App) to use the convergence model and provide free access to all short and long stories to the students. As a continuous

practice, 1 story link with its audio shared with the entire groups on daily basis where, students are enjoying this interesting addition to their daily schedule(attached in Annexure 'C'). These are short stories in easy text language supported by creative pictures and are easy to read on a mobile. We have also launched a campaign in the form of a "14 Day Reading Challenge" for all students as to promote reading habits through a separate set of 14 stories -Link for Booksmart App: <https://booksmart.world/sard>

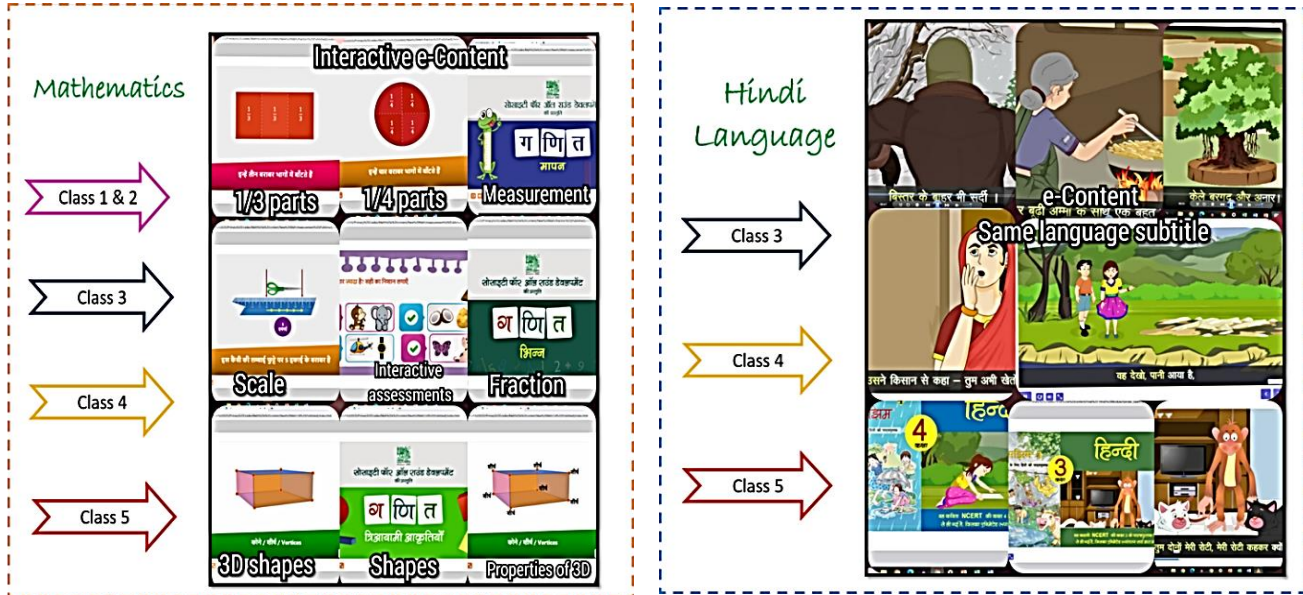
Convergence with MSDF for Feedback Management System Mobile App

- We are happy to inform you that with the able support of MSDF (one of our Partner organizations), SARD has been steadily progressing towards development of SARD's own "Feedback Management System Mobile App" which will act as a master resource for SARD to implement across all its projects and will provide the following functionalities:
- Record & Maintain data related to all projects
- Formulate and maintain attendance of all staff through QR code & Geo-Tracking features.
- Formulate & maintain attendance of the Primary project beneficiaries i.e. Students through QR Code enabled School ID Cards.
- Formulate, Assign and maintain Rosters for Academic Support Group members
- Provide App access to all school teachers, administrators and civic agency officials including School Inspectors, ADEs/DDEs to provide their instant feedback on the session attended by them on a given day. This feedback is continuously monitored at the HO Level for further analysis and improvements.
- This will also be a repository for the all the E-Resources developed by SARD over the years across all projects.
- It will provide access of SARD project reports, activity reports and other sharable SARD documents.
- It will incorporate the analytics for internal as well as external Assessment Reports, links to read the complete reports as well as act as a ready platform for the management to take critical decisions.

Partnering with NCERT for e-Content Sharing

- At the macro level, SARD has been continually collaborating with NCERT on multiple fronts as enumerated below:

- E-Content Development, which will be freely accessible on NROER & Diksha Apps. This will ensure access to the downloadable resources under one umbrella.
Link: https://drive.google.com/drive/folders/1KgZweXo_AWoUoPGIOiA2wnWzOQ_0g8D?usp=sharing
- This content is under validation process with academic committee of NCERT. Necessary suggestions has been incorporated and sent it back to NCERT. Once the validation process is over it will upload on their various portal for wider dissemination.



Partnering with NCERT for TV Channel –Videos

Development of Short Stories and Videos as requested by NCERT for its educational channels being run under the initiatives launched by our Hon’ble Prime Minister. Already 8 such videos have been sent to NCERT for validation and final approval. The content is related to various concepts of Mathematics and Hindi Language. It is also focusing multilevel approach, child friendly content so that child can relate things with their day to day life experiences. It is also covering various misconception occurs during the concept. In Hindi language, focused mainly on listening, reading and speaking skills. The content shared as follows:

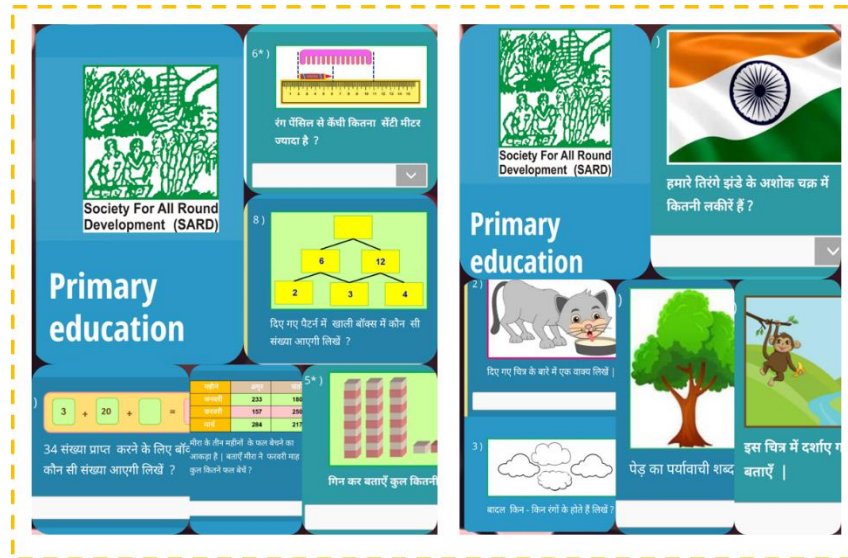
LIST OF VIDEOS SHARED FOR NCERT CHANNEL		
Sl.No	Topics	Subject
1	Decimal	Math
2	Number	Math
3	Role of story in language development	Hindi
4	Role of Poem in language development	Hindi
5	Mangal Par Chunmun	Hindi
6	Bandar Baant	Hindi
7	Chand wali amma	Hindi

8	Pattiyon ka Chidiyaghar	Hindi
9	Naav Bnao	Hindi

Online Assessment Tool

Last but not the least, it is our privilege to be working with Oracle for the development of an “Online Assessment Tool” wherein we are creating various styles of online questionnaire formats as well as questions related to every concept based on Learning Level Outcomes for all classes. This tool will be used by SARD across all projects and will be implemented as a real time assessment tool for evaluating students’ different concepts of Mathematics and Hindi Language.

Sample for reference:



Questions Responses 908 Total points: 33

प्रश्न 14. अनुच्छेद पढ़कर प्रश्न का सही उत्तर दीजिए - *

किसी जंगल में एक हरा-भरा पेड़ था। उस पेड़ पर बहुत-से पक्षी अपना घोंसला बनाकर रहते थे। उन पक्षियों में एक तोता भी था। वह बहुत ही धार्मिक स्वभाव का था। अन्य पक्षी तो फल-फूलों के साथ-साथ कीड़े-मकोड़े भी खा लेते थे। परंतु वह तोता केवल उस पेड़ के फल-फूल खाकर ही संतुष्ट रहता था।

प्रश्न- पेड़ पर पक्षी क्या बनाकर रहते थे ?

(क) झोंपड़ी

(ख) घोंसला

Questions Responses 4,602 Total points: 4

प्रश्न 15. नीचे दिए गए विज्ञापन को पढ़िए और बताइए कि कौन-कौन सी कक्षा के विद्यार्थी इसमें भाग ले सकते हैं?

तारीख - 15.12.2020

तीन सबसे बड़े इनाम

कक्षा 1 से 5 के विद्यार्थी

प्रथम स्थान - रु. 3000/-

द्वितीय स्थान - रु. 2000/-

तृतीय स्थान - रु. 1000/-

मातृकार 9.00 से 12.00

चित्रकला प्रतियोगिता

स्थान - इंदिरा गाँधी इंडोर स्टेडियम, आई.टी.ओ, नई दिल्ली

(क) कक्षा 1 से 5 तक के विद्यार्थी

(ख) कक्षा 2 से 4 तक के विद्यार्थी

(ग) कक्षा 1 से 4 तक के विद्यार्थी

(घ) कक्षा 5 से 8 तक के विद्यार्थी

Questions Responses 4,602 Total points: 42

प्रश्न 5. शिड में दी गई रंगीन आकृति का क्षेत्रफल कितना है? What is the area of the shaded part of the shape?

दिए गए फोटो-फ्रेम, शिड में 9 वर्ग के बराबर जगह को घेरा है। इसका मतलब फोटो-फ्रेम का क्षेत्रफल 9 वर्ग है।

क्षेत्रफल =
1 वर्ग + 1 वर्ग + 1 वर्ग + 1 वर्ग + 1 वर्ग + 1 वर्ग + 1 वर्ग + 1 वर्ग + 1 वर्ग
= 9 वर्ग

क्षेत्रफल = वर्ग
Area = Square

7 वर्ग (7 Square)

8 वर्ग (8 Square)

9 वर्ग (9 Square)

10 वर्ग (10 Square)

Questions Responses 5,939 Total points: 48

प्रश्न 11. नीचे चित्र में सुजाता का जन्म प्रमाणपत्र दिया गया है। प्रमाणपत्र की सहायता से बताइए सुजाता 11 अप्रैल 2012 में कितने साल की हो गई? Sujata's birth certificate is given in the picture below. With the help of the certificate, choose the correct option, and tell how old Sujata was on 11 April 2012?

फार्म संख्या 9

जन्म प्रमाण पत्र

नाम- सुजाता पटेल

लिंग- स्त्री

जन्म की तारीख- 11/ 04 / 2007

जन्म स्थान- गुजरात

पिता का नाम- साजू पटेल

माता का नाम- सुमन

पंजीकरण की तारीख- 11/ 04 / 2007

3 साल (3 years)

4 साल (4 years)

Special Webinar Sessions :

• Dr. Amrender Behera, Joint Director, NCERT

Very fortunate to invite Dr. Amrender Behra, Head and Professor- CIET and Joint Director of NCERT, MHRD, Government of India on a very important online session with Project school teachers, administrators, and SARD team. The session was full of knowledge and Potentialities of Digital Education and various initiatives of CIET, NCERT, CIET. The session was attended for more than 300 people from live fb and zoom session. He appreciated the SARD team efforts for the e-content for their e-portal. He further invited SARD team to contribute short clipping and videos for their TV channel I hope everyone like his session.

<https://www.facebook.com/SocietyforAllRoundDevelopment/videos/2647577478897501/>

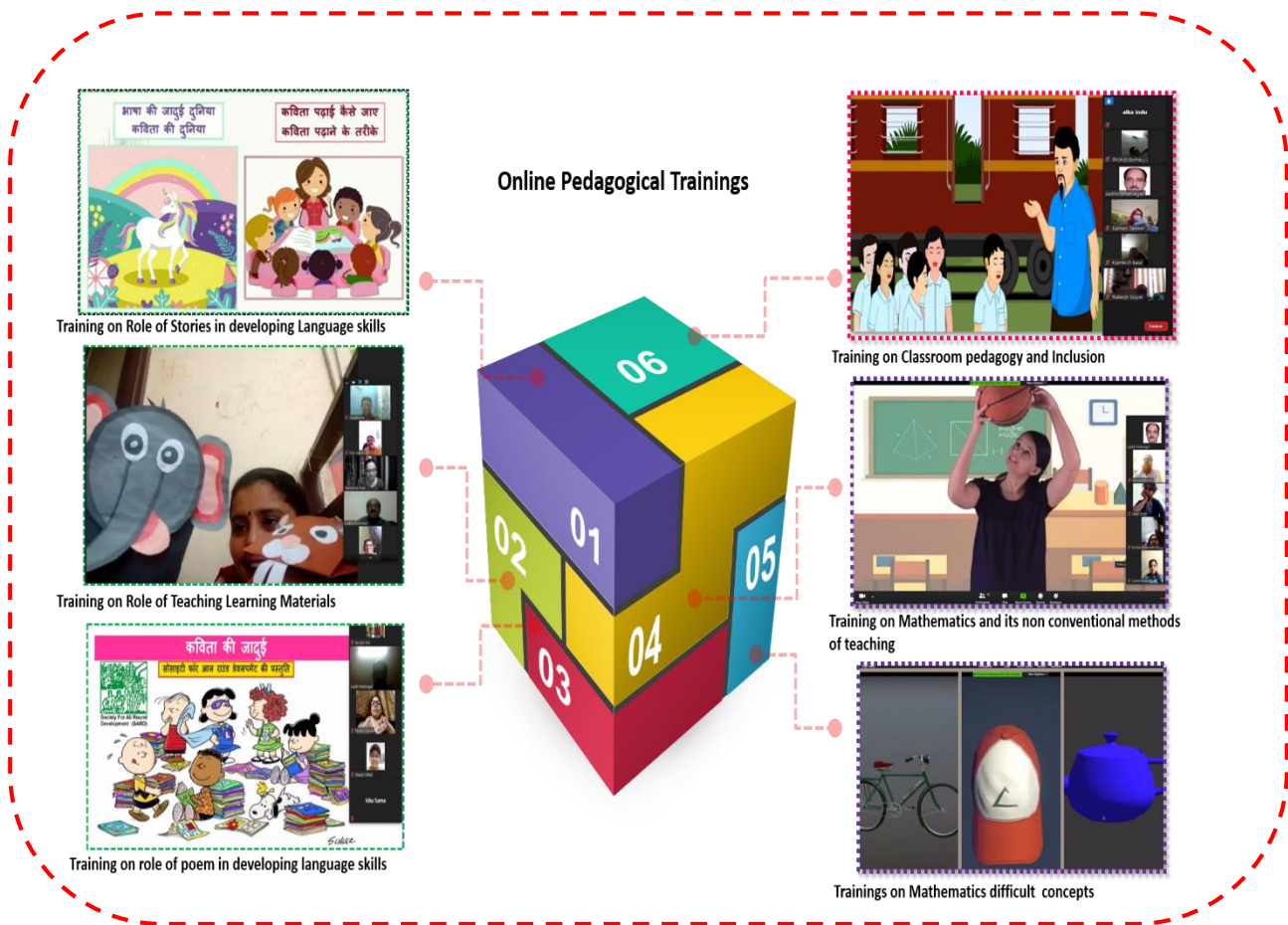
• 21st Centaury Core Life Skills :

SARD was fortunate to covered entire North Delhi Municipal Corporation to have an intense virtual webinar on 21st Life skills with government teachers, mentors and principals. The entire session was focusing on how the life skills are relevant and important for teachers and students both. How the skills support in holistic development of the children.

• Gender sensitization:

SARD was fortunate to covered entire South & North Delhi Municipal Corporation to have an intense virtual webinar on gender sensitization with government teachers, mentors and principals. The entire session was focusing on how the gender sensitization are relevant and important for teachers and students both. Gender sensitization also prevents violation of every

child rights and also to create a conducive environment for the children



Workbook developed during COVID-19 for SDMC intervention schools

Our project schools got workbooks for grade 3rd, 4th and 5th children on language and mathematics and got appreciation by MCD management, parents, school administrators, parents, etc.



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