



Annual Report

2015-16

Swadeep Shishan Vikas Sanstha



Swadeep

Swadeep Shikshan Vikas Sanstha

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1. About the Organization

Mission

To work towards the empowerment of vulnerable communities in under serviced area with a special focus on children and women.

Vision

Improved social service delivery to enable disadvantaged communities to become self-reliant and emerge out of the clutches of poverty.

Introduction

Swadeep was established in 2005, focusing on sustainable and integrated Rural Development of the vulnerable, with a special focus on children and women. The organization lays emphasis on transparency, accountability, community mobilization, participation and ownership. Swadeep working with a team of committed people, aim has been to secure integrated development through people's participation. The key areas identified for interventions include of preprimary, primary and secondary education, career guidance, health, safety, livelihoods and capacity building for *needy* communities. Swadeep provides support to women in strengthening their livelihoods and skills. Swadeep is also conducts awareness programs in the areas of education, Health and Safety, environment, water and Sanitation management practices and sustainable development. Our efforts have developed lasting association with government, non-government and corporate organizations as also with the communities and groups with whom we have worked.

Swadeep is guided by transparency and accountability, and committed to sustainable socio-economic development of the vulnerable with the special focus on children and women. Therefore Swadeep develops a platform to mobilize communities and build their capacities.

2. About the Shiksha Project

Education is the base of Human Development; if children receive good quality primary education they will have strong foundation and they will then be able to contribute to their family, Community and country. Gujarat Pipavav Port Terminal provided support to Swadeep Shikshan Vikas Sanstha to develop a strong base of pre-primary schooling for Children in villages near to their port. This included the villages of Shiyalbet, Bherai, Rampara and Devpara. The work is being done with 11 Anganwadi centres, one primary school and one High school. SWADEEP is currently implementing the programs, in partnership with the APM Terminal. The program spans over 11 Anganwadi, 2 LEP class for one primary school at Shiyalbet and the students of 6, 7, and 8 standards, a subject Hindi, English and Social Studies and one Secondary school at Shiyalbet. The work on Anganwadi is being done with eleven Anganwadis in village Shiyalbet, Bherai and Rampura. The work is not just with the children, but SWADEEP ensures that education programme also would require one to work with school teachers, School Management Committee members, Panchayat elected members and parents. Building their interest and capacity is the cornerstone to success.

Project Approach

Community awareness and developing ownership of the community members towards the school is likely to improve and management of the schools. It is towards this end, efforts are on to strengthen the SMC and the PRI members and also the Youths. PRIs and SMCs members meetings and consultations had been a regular feature in all the three operational villages. The focus of these consultations had been to discuss the issues affecting the primary education at the village level. The issues that had been identified during these consultations are:

- Learning methods for children
- Enrollment of Girls
- Issue of Migration and absence from schooling
- Dropout and irregularity of the children



LEP Class



An assessment of student outcomes had demonstrated that a large proportion of students in the government schools were not at the appropriate level in basic reading, comprehension or mathematic skills. The Shiksha Sarathi project focused improving the language and mathematic skills among the children of the 3rd to 5th class in the government primary school at Shiyalbet village. The main objective was to help reduce the language and maths learning deficit among these children.

During the period of this quarter (January to March 2016), the LEP classes could complete several worksheets with children. In addition, to this over a thousand Mankamala, and several group activities with children like,



drawing, essay writing, reading and writing, etc. were also conducted. For improving the mathematic skills, the snake and ladder game was introduced which helped in improving their skills in both addition and subtraction. The children through various play methods also learned identification of words, writings small sentences, reading texts and narrate stories.

The end of the year performance of the children carried out through the End-line exercise. This was to measure the level of achievement among the students. The achievement is highlighted in the table below and shows significant changes in the achievement levels of students who underwent the LEP classes.

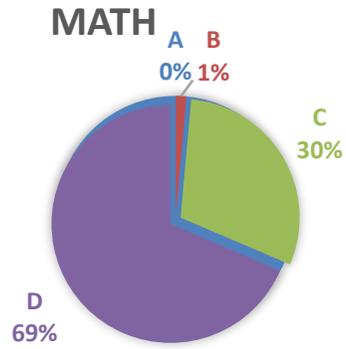
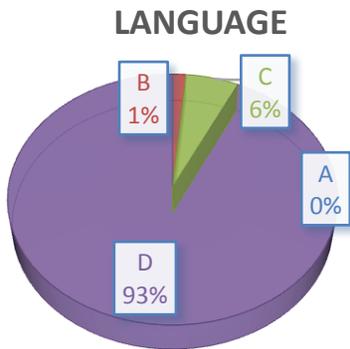
The end of the year performance of the children carried out through the End-line exercise. This was to measure the level of achievement among the students. The achievement is highlighted in the table below and shows significant changes in the achievement levels of students who underwent the LEP classes.

Baseline Grading			Midline Grading			End-line Grading		
Grade	Language			Language	Math	Grade	Language	Math
A	0	0	A	5	3	A	9	8
B	1	1	B	11	7	B	53	51
C	4	21	C	38	36	C	8	11
D	65	48	D	8	16	D	0	0
Total	70	70	Total	62	62	Total	70	70

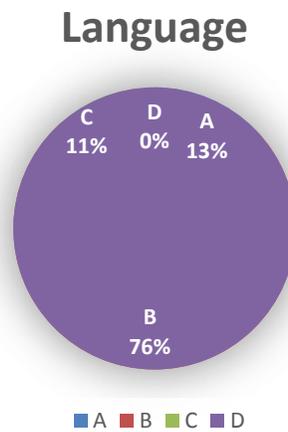
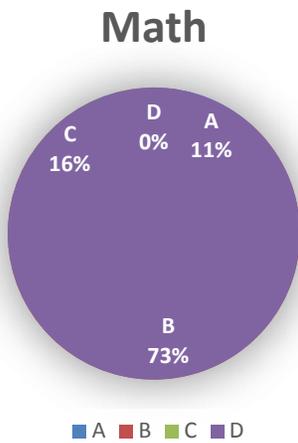
The number of students in C and D categories, the lowest one in terms of achievements have moved from C and D to A and B levels. There are no students who are now in D level, though about 12 and 15 % remaining in C level. This achievement is quite an excellent one.

Diagrammatical Presentation of Baseline, Midline and End-line

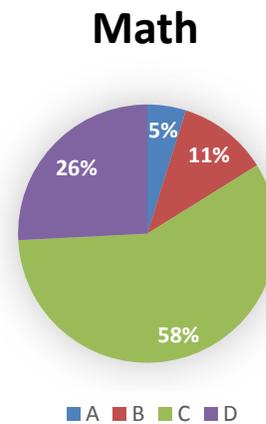
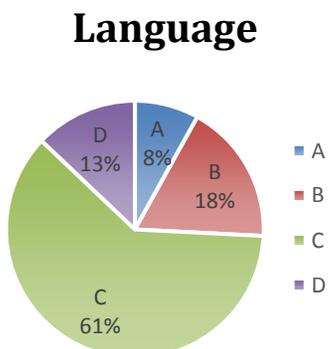
Baseline

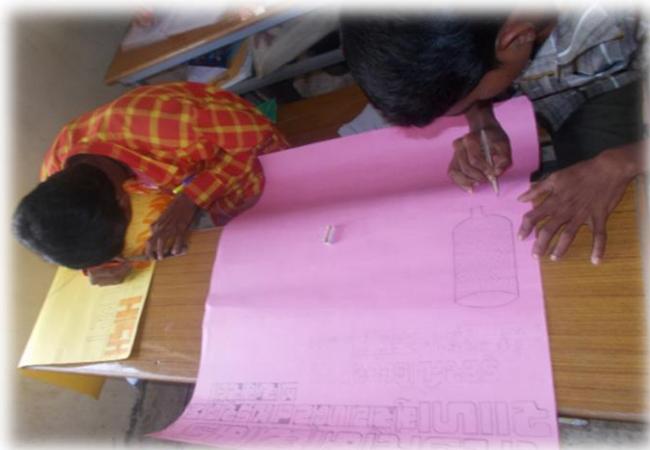


Midline



End-line





Primary and Secondary School Intervention

Since Swadeep and APMT's intervention in primary and secondary schools, received positive feedback from the local stakeholders, which includes the teachers of the local schools, the morning and evening classes were initiated in the Primary School of Shiyalbet.



During the year for the students of 6th, 7th and 8th standards, regular morning and evening sessions were held. Two teachers were appointed to carry out these sessions. Two subjects Hindi and English were taken up for the primary schools children belonging to the 6th, 7th and 8th standard. The students of the 6th and 7th class were given lessons on Hindi and the students of the 8th class students were give lessons on English where they learnt synonyms and antonyms. Students



appeared test for performance tracking on regularly, it was observed that students are performing batter than previous records. The key intent of these exercises was to bring out the enable children to gain proficiency in language. The Hindi and English classes also elicited positive responses from teachers and children alike. Teachers found the teaching-learning materials a good tool and considered them as simple and easy method for instructions in language.

The progress made by the students was also tracked. An end-line paper showed that very few students were in category C and D. These end-line for the Children of classes 6th to 8th tested their competencies in reading, writing and grammar in both Hindi and English and will now be used to plan the pedagogy to focus on the areas that the children were deficient in. Apart from these, the evening and morning classes provided stationary support to children.

The students at the secondary level in the Government school were provided with inputs to help them solve the papers for their ensuing board examination which prepared them for English, Gujarati,



Mathematic and Social sciences. The board exam started on 8th March and the teacher provided tips and guidelines for keeping positive attitudes during the exam time.

Almost on similar lines were the efforts made with children of the 9th class. During the month of January the students of the 9th class participated in science fair at Amreli. This provided the children the opportunity to take information regarding blue

whale and natural filters. In addition to this, career talk program held for the students of 9th class and 10th class was very productive. It helped children with knowledge on career options. They had many questions and these were answered during the sessions.

Balmela

Balmelas are organizing on the regular basis at Shiyalbet Primary School. The children and the school teachers took out a rally in their village to generate awareness on child rights and education. Children in the rally participated actively. The children also took active part in various competitions which included drawing, colour filling, Rangometry,



Science and technology and others. The winners were awarded after the events. Villagers, parents and relatives and other members were presented during the Balmela and gave support in managing these activities.

Outcomes from the Balmela

- ✓ Children got opportunity to understand different themes.
- ✓ Child performed and took part in different activities.
Children got confidence in speaking out and exhibiting their talents.
- ✓ The Level of motivation among the children and enthusiasm among teachers also increased



Anganwadi

Anganwadi workers received new sets of materials and they have utilized the same to teach the children. The team also made regular visits to these Anganwadi centre to observe how the workers were using the materials for teaching. Children had during this period been able to identify few English alphabets and names of vehicles.



Training to the Anganwadi Workers and Helpers



Regular base training program are organizing at the Anganwadi centre. These were also attended by Anganwadi workers and a few members from the community. These trainings began with discussing the methodologies which they are using and distributed materials of words, stories, insect name set, and identification of toys name. The trainer also introduced the step for teaching alphabets and words. The use of words chart and storytelling were demonstrated to the participants. Jagrutiben Thakkar, the Supervisor of the Anganwadi Centre provided inputs on nutrition, and cleanness.

Parents Gathering

During 17th March '16, parents gathering was organised as part of Anganwadi seminar. Around 250



people (including Anganwadi helper and worker) participated. The program started with the welcome of the Chief guest Saryuben Pandya and her team (DPO, ICDS). In addition to this, CDPO and their team from Rajula and Jafrabad along with APMT CSR team participated in this parents gathering. The project staffs introduced the activities and demonstrated them in front of the parents and received needful suggestions. The DPO, CDPO, APMT CSR team talked on children's regularity, nutrition, health related issues, mother and child care, parents awareness etc. The program gave good exposure to the parents, Anganwadi workers and helpers for the betterment of the children. The Angawadi children also performed. They had a Balgeet dance, and sang the number calculation, and also orated the A to Z prayer and performed some group activities. The playing

materials were distributed and Workbook was given away by the chief guest's.

SMC/PRI and Youth Training

Regular base SMC/PRI and youth training are organizing for the education awareness, RTE, SMC and Panchayat committees' responsibilities etc. During the training SMC/PRI, youth members and Panchayat's members participated. Training hailed the fruitful changes happening in the village, and



also mentioning on the regular visits of the SMC members.

Parents Meeting, LEP

Regular base parents meetings of LEP class are organizing. During this meeting the teacher



conducting the LEP classes performed in front of the parents and also discussed about the individual and group activities that were being carried out. In the meeting also discussed the role of parents in ensuring attendance of their wards in this classes.

The agenda of meeting are discussing on good habits among the children and

the role of parents and teachers to help inculcate them. It was observed that parents were interested to attend these meetings and learn some good parenting tips.

Parents Meeting, Anganwadi

Parents meeting at Angnwadi are conducting for childrens progress and parents awareness regarding Anganwadi education. The agendas of meeting were on parents' awareness on education, children's regularity, children's progress and learning, health care issues.

The meeting stressed on the role of parents to visit the centres once every month to see the performance of their children.



Event Celebration

Drama on Educational Awareness

Drama on educational Awareness was organized on 29th Jan. '16 in Shiyalbet village of Rajula block. Drama was organized with the purpose to spread educational awareness among the community. There was around three hundred villagers including women, children, community leader etc were participated and benefited in the Drama. Following are the key points to be covered in the drama.



- Importance of education
- Girl child education
- Awareness on Government Schemes
- Health and Safety
- Important of Natural Resources and its use.

It was very fruitful to easily spread awareness in particular villagers that drama is one of the platform that can more involve the participants and easily deliver the information as we wants and it was happened as well.

Parents Awareness Program:

The program was organized at Shiyalbet village of Rajula block on 11th March '16. There was around three hundred parents were participated resents. Before going to start the program, we have run up for the rally on educational awareness in the village that every villagers can aware about the program and educational initiatives, steadily the numbers of rally participants had increase and it was positive affected in the parents awareness program that there were big numbers of villagers participated and benefited. The key agenda of



the program were children's regularity in the school, parent's perspectives towards education etc.

Gunotsav

During the month of January '16, the Jafrabad block level team visited Shiyalbet Primary School for the monitoring. The project staff also participated in activities at the school level.

26th January '16

Republic day was celebrated on 26th January at Shiyalbet Primary School. The celebration was attended by community members, school staff, APMT team and the team members of Swadeep.

Kumbhariya Anganwadi Handover Program

On the 13th February '16, the Kumbhariya Anganwadi inauguration program was organized. More than hundred villagers participated during the program. Anganwadi materials were given by the guest of the program to the centre.

Education Seminar at BRC Bhawan

On 20th January '16, an education seminar was organised in BRC Bhawan at Rajula. About 50 persons participated in the seminar. This included Rahim Bhai Kanojiya (BRC), School Principals of the Grade A school, APMT CSR team and Swadeep team.

The major discussion centred around the need to carry out school up-gradation, bettering the quality of education, migration of parents and wards and the related absenteeism. Discussions were on motivation, teamwork, Pragna classes and use of technology in teaching.



Vatsalya Day Celebrations



On 7th January '16, Vatsalya Day was celebrated at Shiyalbet village. Approx. 200 women participated in the celebration. In addition to this, Muryaben Shah (DPO) and her team, the Jafrabad ICDS team and Jayantbhai Madhad (APMT, CSR) and team members of Swadeep participated in the program. Muryaben spoke on mother and child care, precautions to be taken by pregnant women, and methods to handle health related issues during pregnancy was discussed. At the end of the program food packet and lunch box were distributed to 90 children

Women Literacy Program

Women literacy program has started on 17th January '16 at Shiyalbet village, where 35 women participated in morning time and another 70 women during the evening hours. These women were between 14 and 60 years of age. The intent of this program was to help the parents learn some basic reading, writing and calculations.



Meeting with Government Officers

During January and March '16, the project staff had a series of meeting with Rajula and Jafrabad block ICDS supervisors, CDPOs, BRC and CRC team. These meetings were on seeking their participation in various events and meetings and also on aspects like quality improvement in the programmes being carried out by APMT and SWADEEP.

3. About Sagarbandhu Project

Sagarbandhu is a special initiative of CGPL which focuses at the fisher folk community and is directed towards bettering their lives and livelihoods. CGPL and its development partner Swadeep (a Gujarat based NGO), have made various interventions in the form of integrated socio-economic development around various themes. This includes water and sanitation, health, children's education, rural infrastructure, rural energy, livelihood support, information dissemination, convergence, and above all institution building. A participatory approach is followed for effective planning and implementation of all initiatives.

Tragadi has been a traditional fishing *bunder* for at least last three decades. The main livelihood of the people of this hamlet has been seasonal small-scale marine-capture fishing using relatively small motorized boats equipped with simple fishing gears.

Fishing families typically settle here on the beachfront from mid August to end of the May every year. Therefore, the fishing season is a window of about 8 to 9 months. On an average 100 fishing families come over to this place during the season (till the end of May) and carry on with their livelihood activities. From end of the May to mid-August, which is the closed season since with the onset of monsoon fishing in the sea is banned by the government, these families return back to their native villages in the district and work as daily wage laborers or in some or the other farm related activities.

This fishing settlement had remained unserved by the state (till the involvement of CGPL) and had no access to any of the civic amenities. The settlement had no sources for drinking water, electricity, healthcare, education, roads, public infrastructures and existence of community institutions like the preschool centers or Anganwadis etc.

CGPL partnered with Swadeep to work with the fisher folk at this place in 2013. This partnership was forged to help improve the quality of life of the families engaged in small scale fishing at Tragadi.

Swadeep Intervention at Tragadi Bandar

Swadeep working on two thematic areas at Tragadi Bandar. Under the Sagarbandhu project, Swadeep has carried out various activities in these two thematic areas.

The details of the two thematic areas are as follows,

Education

A. Inauguration of Sagarshala and Health Kits Distribution Report:

SWADEEP organized a Health kits distribution program at Tragadi Bandar on 7th October '15. The president of the Ekta Machhimar Seva Samiti's gave the welcome address and greeted Sri Chetan Tolia with a shawl. The programme saw participation of all the students' and parents of the children along with staff members from CGPL and SWADEEP. On this occasion a health kit was handed over to each of the student of Sagarshala. This kit consisted of Nail cutter, Combs; Ointments for pain relief, Cotton bandages; Soap for hand washing; Tooth pastes and Tooth brush. All the school students who received this kit were also told how they need to use it on a daily basis.

B. Sagarshala:

A support school at Tragadi Bandar is in operation with support of the Government run National initiative called the Sarva Siksha Abhiyan (SSA). This Sagarshala has about 80 students in the age group 6 to 14 years and the teachers who are deputed by the SSA come for two hours every day. CGPL has supported in the establishment of the Sagarshala and this was done keeping the following objectives in mind.

- Work with children to bridge the learning gaps and ensure children develop themselves as independent learners.
- Address the learning deficits of children at the primary level.
- Introduce among children various activities including sports.

The Sagarshala apart from the teachers provided by SSA has special teachers appointed and managed by SWADEEP. They remain engaged with the children and engage them in basic studies and in various

sporting activities. Activity based learning through using TLM is used to help children learn. Various teaching and learning methods introduced by SWADEEP help the children learn. Children are divided in small groups as per their learning levels and are handed various materials. Methods like “story building” are tried to help students learn languages.

Children are also provided with materials like papers, drawing sheets, clays etc which help them carry out creative work. Apart from this children engage themselves in various cultural events.

Teaching is done according to a pre-determined plan. This has three distinct parts - techniques for Language and Math teaching, attaching students with LEP classes and consolidation of experiences of students from these attachments. A demonstration of activities and methodologies for Gujarati and Math is also given. In Math, the effort is on using the Ganitmala, place value, number sticks and rangometry.

Techniques to involve children in doing worksheets, exercises in phonetics, appreciating rhythm and patterns through rhymes and poems, dealing with stories, cultivating expression through ‘Chain talking’, comprehension through ‘Shared reading’, clarity in pronunciation through ‘Loud reading’ and mind mapping as a useful tool for structured writing. This helps children remain focus on language. They are also able to clear their doubts by asking the teacher and also get involved in doing practices which helps the children clear their doubts and are also able to consolidate upon their own learnings.

This support school for children aged 6 to 14 provides education today to about 63 to 70 children who benefit from the action that takes place in the school. There is enthusiastic participation of children and one often would notice children reaching out to school much before the teachers arrive. There is also a positive response from the parents of the children. Some of the activities that has taken place during the year includes.

- Distribution of Education Kits and Recreation Kits to the children
- Arrangement of Snacks to children from the SSA.
- Conduction of evaluation of student’s performance. The focus of evaluation is for mathematics and Gujarati.

C. Educational Kits Distribution:

SWADEEP organized an Educational kits distribution program on 24th September '15. The programme was initiated with a welcome address by the School teacher. The programme was attended by 90 students and 30 fisher folk – mainly parents of the children.

The programme saw distribution of educational kits to all the children studying from standard 1 to 8th. The kits were distributed by representatives from CGPL which included Mr. Krudalkar; Mr. Pradeep and other. On this occasion Mr. Dinesh Krudalkar also gave a motivational speech to the students and teachers. The programme culminated with distribution of biscuit packets among the school children.

Outcome:

- Children received the educational kits which they could use to further their studies.
- Fisher folk / parents of children realised the importance of education.

D. Celebrating the Republic day: 26th January:

The 67th republic day was celebrated at Tragadi Bander. The flag hoisting was done by a 8th standard girl. Those who gathered sang the national anthem.

On the occasion of the celebration, a cultural programme was also organized. This included dance, songs and the traditional Kutchchi songs (GAJIO). The students of the *Sagarshala* participated enthusiastically in this event.

A sport completion was also held which included musical chair and chocolate finding for boys and girls. Those who took part in the events were given snacks. On this occasion participants received prizes as well. At the end of the program the winners were given small token prizes and all the students received water bottles. The program was organized by Mr. Faqir Mohammad the by the teachers of the Sagarshala.

E. Exposure visit for student:

SWADEEP organized an exposure tour for the entertainment of the children on 25th February '16. Children were taken to visit the Vijay Vilas Palace and the Mandavi beach.

F. Drawing Competition:

A drawing competition was organized on 29th March '16. Approximately 100 students were present of which 18 students participated. Prize was given to the students who ranked 1st to 5th in the competition. The Village Development Committee President provided a token amount of Rs. 100 to the contestant.

Such competitions help bring out the latent skills and talent from among the children. The competition has given the children of Sagarshala a sense of accomplishment as well.

G. Singing Competition:

A singing competition was organized on 28th March '16. The competition saw 19 students participating in the competition. Prize was distributed among the students who were ranked 1st to 5th. The Village Development Committee President gifted Rs. 300 to the winners. The program had been extremely productive and saw the enthusiastic performance of the children.

Livelihood Augmentation of Fisher folk

The fisherfolks have been traditionally engaged with this activity and have been making a living out of it. Scores of intermediaries have also come up to aid the sector and also make a living of the sub sector. There are people who make their living through supplies of essentials like nets to that of repair of boats and machines etc. There are also scores of traders who have also co existed in trading with the catch. Many of them have evolved from among the community of fisher folk – but have over due course of time have established good contacts with the outside world and make slightly more money than that of the hardworking fisher folks. The project understood that there are better margins available to the fisher folk if they do what they were doing in a better and an organized way. As such CGPL supported SWADEEP to undertake some very specific interventions to make it happen. Some of the activities undertaken to help promote the livelihoods of the fisher folks during the year are elaborated below.

- a. **Establishment of FIC:** The main purpose of establishing a Fisheries Information Centre (FIC) is to help in information dissemination to the fisher folk. This centre will also allow the community a place to get together and serve as a centre to mobilize, strengthen and promote the wellbeing of the fishery community. The centre provides information on various government schemes which the community member can access and use. FIC is also a medium to liaison with fishery department and to organize workshops to disseminate different schemes and other related information.

Functioning of FIC: FIC was established during September '14. The centre remains open for 2 hours every day and one representative from Swadeep Mehmoodsha Saiyed attends to the centre. The centre also serves as a meeting venue for meetings with men, women and youths group which are held once every month. Workshops in consultation with fishery department and Majalis programme are also conducted at FIC almost on a regular basis. The centre has provided to the fisher folks various kinds of information and the prominent ones are:

- Government schemes of the fisher folks.
- Providing community support particularly in helping them obtain migration certificate from schools, mainstreaming children in schools, repairing schools and linkages with mid-day-meal.
- It has helped in providing demonstrations of solar dryer
- Organizing health camps

The fisher folk have seen the centre as something to their advantage and have been reaching out to the centre on a regular basis. They now do not go through the private channels to obtain information but their faith in FIC has helped them to see FIC as a new and an honest channel to obtain information.

- b. **Shrimp farm Training:** Four days training was held at Tragadi Bandar by MPEDA, Valsad from 14th March to 18th March '16. The training programme was to train the fisher folk on shrimp farming. The training provided inputs on various aspects of the farming. Of the 71 forms submitted, forty forms were registered from Tragadi and Bhadiya in the training. Sixty two trainees received a stipend of Rs 1550 for attending the training. The training provided the needed orientation.

c. **Exposure visit:** During the year, SWADEEP had organized exposure visits to help the community see for themselves certain method that work. These exposure visits were on.

- **Micro Finance Exposure:** A Micro finance exposure visit was organized on 9th March '16. The groups formed of the fisher folks were taken to interact with groups at Mangrol. The visit organized at AKRSP sub center at Kharas Atkav Group (SHG) provided opportunity to the groups to see the activities of the groups. They learnt about documentation, management of group and savings. Some 50 fishermen came for this exposure.
- **Technical exposure:** A Technical exposure visit was done on 8th March '16. The fisher folks were taken to Veraval to understand the role of agencies like Central Marine Fisheries Research Institute (CMFRI) and the Central Institute of Fisheries Technology (CIFT). The exposure enlightened the fisher folks on technologies and on methods like cage culture and value added product like fish pickle, laminated dry Bombay duck, Chitosan, cutlets, fish soup, dry Jawala, fish liver oil. The fisher folks also saw different methods of drying fishes and came across the solar dryer machine.
- **Fresh Fish Processing Plant:** The Team of fisher folks also visited a fresh fish plant (Soneri Marine Fish Processing Plant at Veraval) and saw for the first time what actually happens to the catch that they do. They learnt about the post harvest technologies like sorting, peeling, dressing, gutting and freezing of fish. They also learned about the quality parameters that these processing plants adhered to and how they rated the price of the catch based on the quality standards. This was an eye opener for many.
- **Dry Fish Processing Plant:** During this visit the group also visited a Dry Fish Processing Plant. They learnt about the various parameters used in sorting the fishes; salting and drying processes on bamboo racks and on carpet. The enterprise also helped the fisher folk to see for themselves the methods adopted in drying fishes.

d. **Tadpatri and Bamboo Distribution:** Tadpatri and Bamboo poles were distributed among the fishermen on 23rd September '15. The intention of the distribution was to support the fisher folk in getting better value for the catch. With Bombay duck among the prominent fish and

which is sold in dried form in the market, the bamboo poles served to the advantage of the fisher folks. It subsidized their cost of operation. The polythene sheet called Tadpatri provided the fisher folk with a simple low cost solution for draying the fishes. The fisher folks earned more in selling the fishes that they dried on the polythene sheets.

- e. **Micro Finance:** The fisher folk remain in debt as for every operation they borrow money from the traders to whom they ultimately are bound by a contract (unwritten) to sell their catch. In this arrangement the price of the produce (catch) is fixed at the beginning of the season and remains as it is till the fisher folk repay the entire amount so borrowed. Not a single fisher folk at Tragadi bundar in that sense are out of debt. They have been deep into debt and remain so for years.

CGPL had been keen to introduce a system wherein an amount is pledged to a group as seed capital. The fisher folk borrow money from the group and repay the amount back to the group as soon as they sell their produce. The price of the catch for the fisher folk in that sense is not fixed in advance and hence it is likely that they get a better deal from the traders. They can also hold back the dry catch and sell them at a later time when they get a better deal. They are also free to sell it to anyone who gives them a better deal.

In order to implement this idea a consultative meeting was carried out with the fisher folk on 9th November and then again on 17th November 2015. CGPL team also were present in the meeting. During the first meeting the idea was shared and the fisher folk during the next three days got themselves organized into four Groups. These groups continued to be federated into one structure called the Ekata Machhimar Vikas Seva Samity. The groups selected their office bearers which included the President, Vice president and one Accountant. Groups got formed on affinity basis. Each group had their own names for identification. Members of these groups latter also attended training and exposure visits to understand and learn group operation practices. They also currently are in the process of savings some amount and also forming some rules of operation.

Infrastructure And Basic Needs

As had been indicated earlier the migratory nature of the settlement at Tragadi Bandar had made the settlement not to have any access to essential civic amenities. It was important that some efforts be made by CGPL to ensure that certain facilities reach the population who remain at Tragadi Bundar for almost 8-9 months every year. Some of the initiatives during the year are narrated as under.

- a. **Sea Shore Cleanliness Program:** This was held on 30th March '16 under the Sagarbandhu project. The intention behind was to make the fisher folk become aware and realise the importance of the cleanliness. Approximately 100 Sagarshala students and fishermen participated in this event.
- b. **Construction of Toilets:** CGPL provided the resource support for construction of community toilets at Tragadi bundar. A block having 18. Toilets with source of water (fitted with overhead tank) were constructed for the use of the fisher folk and their families. The construction was completed and the fisher folk particularly their women members residing at Tragadi bnadra find this to their advantage. They also have turns among them to keep the toilets clean.

Social Activities at Community Level

Being away from their native village, and without electricity supplies, the population is cut off from the mainstream. Entertainments are rare and for the fisher folk they remain busy with all kinds of work during the day. In light of this CGPL along with Swadeep carried out several activities. These are:

- a. **Cricket tournament:** Youth taking part in sports contributes to a wide range of positive social outcomes. Sports encourage positive relationships and helps build social cohesion. Team games promotes positive social integration and provide for an unique forum for facilitating the development of social skills, including cooperation, coping mechanisms, sharing, teamwork, self-esteem, discipline, and respect for oneself and for others. In consonance to this SWADEEP organized two days cricket tournament during the year. It was held during 1st March to 2nd

March '16. The 22 players were divided into four team. The tournament was witnessed by over 150 spectators who cheered up their teams. The winning team received the trophy.

- b. **Cultural nights:**The cultural night's program is an event that is organized once every month. It is done on various themes and is organized with due consultation with the fisher folk leaders. The youth group among the fisher folk community has been taking the initiative of planning, organizing, announcing and executing the events. They have been doing this with teamwork.
- c. **Cloth Distribution Program:** A cloth distribution program was held on 10th January '16 on behest of Mr. K. K Sharma (E.D & CEO) of CGPL. On this occasion Miss. Dipa Sharma (President of Ekta ladies club Asiana), and other members from CGPL were present. The clothes were handed to one of the community leaders and in consultation of the VDAC the clothes were distributed to the families.
- d. **Women visit to Hajipir Dargah:** A visit to Hajipir Dargah, one of the known religious places in Kutch was organized for the womens group of Tragadi Bandar. The visit was done on 25th March 2016 and 102 women from Tragadi Bandar came along.
- e. **Celebration of World water day:** On 22nd March 2016, children of the Sagarshala school participated in celebrating the world water day. The event saw 105 children and villagers coming together and celebrating the event.

4. About the Vidhya Jyot Project

Model and Sustainable Education Initiatives

Anganvadi

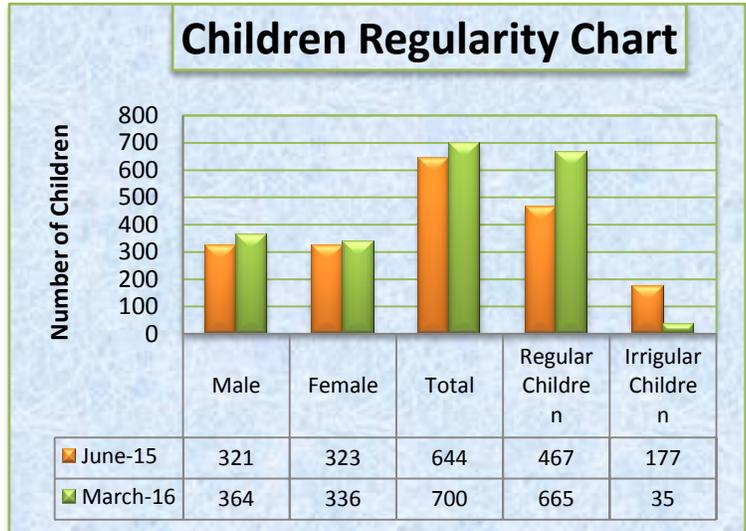
GHCL Foundation in order to ensure that these eighteen Anganwadi centers also provide preschool educational services roped in the expertise of an SWADEEP an organisation involved with similar efforts with other agencies in Gujarat. Swadeep developed an action program and with support from the ICDS office at the

ICDS

- ✓ Kit Distribution
- ✓ Parents Meeting
- ✓ Field Visit
- ✓ Parents Gathering
- ✓ Aanganvadi Worker Training
- ✓ Aanganvadi Helper Training
- ✓ Prepared Home work book
- ✓ Aanganvadi Painting Work

block level a program was developed to work on the pre schooling aspect of the children. Eleven Anganwadi centers from three villages were selected and the processes initiated for preschool education.

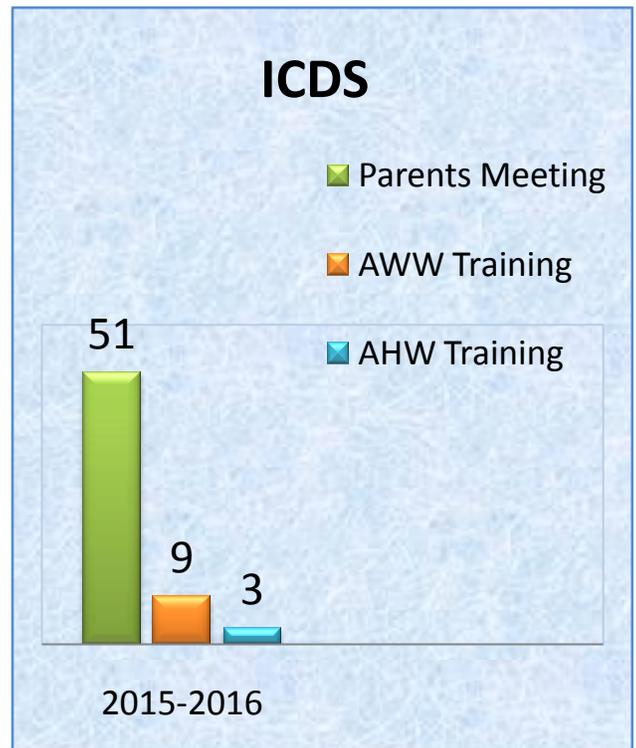
At the beginning the baseline data obtained from the records of the Anganwadi showed that 644 children (321 boys and 323 girls) came to these Eighteen centres, but at that time approximately 177 children were irregular and other not came to Centers. There were some apprehensions as regards to the cooperation that the project might receive from the first level human resources i.e. the Anganwadi workers. The project heavily depended on their acceptance of the roles. Many of them were tuned in for last years on doing the role of feeding the children and doing other administrative work assigned to them time to time by the state administration.



However, to the surprise none of the workers showed any reluctance and realized that they can play these roles without them becoming an extra burden to them. Since the programme did not expect paper work, maintaining of stocks and no reporting of performances, the



workers were happy to play the roles. They on the contrary they found the roles interesting and brought them closer to the parents and the children.



Swadeep provided the needed inputs on pedagogy and worked in supporting the workers and mentored them. Meetings (51) were conducted by Swadeep with the parents and with village leaders. About 1514 parents (repeat) attended these trainings. The workers saw increase in the number of children at their centers. All this happened as there was an increase in the level of interest in the parents. Parents saw that their wards were also inclined to attend the centers. The situation earlier was not the same. Children never liked going to these centers. But now with small little toys being made available in the centers, children found the centers having the environment that pulled them.

Till now nine such trainings of the Anganwadi workers and three trainings of the Anganwadi helpers (cooks) have been conducted. The training on nutrition was open to all and even the parents of the children attending the Anganwadi centers also came to attend.



Primary School

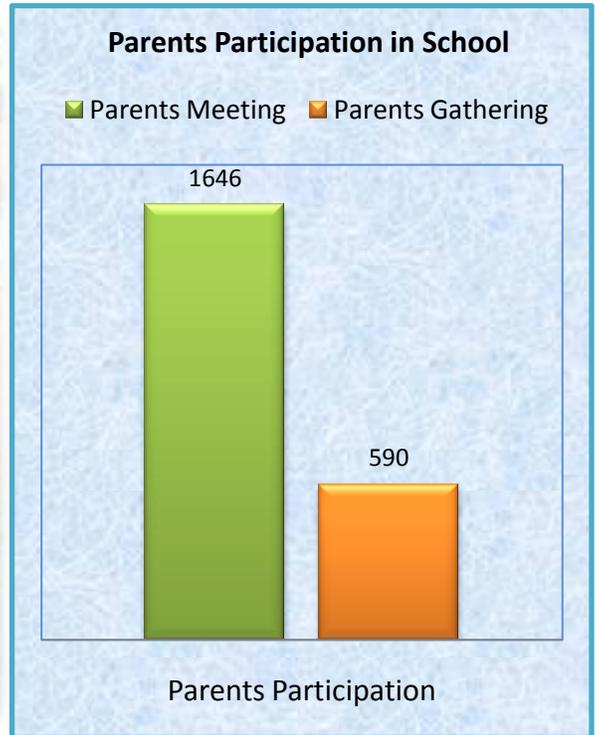
Education plays vital role for progress of a civil society. Education is universally recognized as an important investment in building human capital. It is now widely accepted that human capital, and not physical capital, holds the key to persistent high growth in per capita income.-From the report of the prime minister’s task force.

Literacy and numeracy are essential components of learning, the basic building blocks without which desired schooling outcomes, however defined, cannot take place. Learning declines do not happen in one year. They are the result of a

Primary School

- ✓ Enrolment Kit Distribution
- ✓ Music & Playing equipment distribution
- ✓ Balmela
- ✓ GK Competation
- ✓ Games Competation
- ✓ Parents Meeting
- ✓ Parents Gathering

cumulative effect of neglect over the years. Yet despite massive investments in primary education, many children are not acquiring even basic abilities in reading and arithmetic.



In that point of view Swdeep and GHCL Foundation take initiative to improve child regularity in school and spread awareness about importance of Primary education in child life.





40 meetings were conducted by Swadeep with the parents and with village leaders. About 1646 parents (repeat) attended these meetings and 590 parents participated in the parents gathering during year. The workers saw gradually increase in the number of children in school. All this happened as there was an increase in the level of interest in the parents. Parents saw that their wards were also inclined to attend the School.

Every Children have own ability to do something new in his life, but when he/she know his latent power then it can be success in his/her life. There are certain types of activities like of Balmela, Games and music competition, GK competition, drawing competition arranged by the SWADEEP during year for improve school children regularity and try to children learn with joyful environment.

Due to fruitfull effort local youth like *Vir Mandhata Group –Kadvar* and *Vachchharaj Swachchhata Group, Meghpur* take initiative for arrange various education activity in village level.





Secondary Education

When children completion of his/her education at 8th and 9thstd., now they have mutual understanding, but they all are facing some difficulties in Std.10th like, Problem for understanding Maths and English subject , Board exam to another centre, Paper completion in time limit etc. are the main reason during 10th standard, because of that more student are failed in this subject.

Swadeep and GHCL Foundation decided to overcome this problem they had started extra tutor for Maths and English Subject class in 2 high schools one is Saraswati Vidhyalay, Gorakhmadhi and second is Bhagavati School-Harnasa. Total 225 students have benefited with this class.

Econdary Education

- ✓ Maths & English subject Tutor Class
- ✓ Maths and English Material distribution
- ✓ Home work Book for Maths and English Subject
- ✓ MCQ Distribution
- ✓ Parents Meeting
- ✓ Parents Gathering
- ✓ Career Counseling



Such Class divided in to 4 categories as per student education level (A, B, C, D), and teach them as per



his/her level. Provide such kind of easy education material of Maths and English Subject. Exam test have been taken in regular bases to reduce exam fear and prepare progress report for every student, and check out the result of Progress report with the help of teachers.

10th standard ad 12th standard are very crucial as per the children as well as parents too regarding career of children. GHCL Foundation and SWADEEP also focused on this issue specially rural level school, To overcome this issue SWADEEP organize Career counseling Program with the children as well as parents.

As per the parents point of view this type of program help them for better choice of career for their children.



Site School / LEP Class

Site school and LEP class run under direct observation of GHCL Foundation, Sutrapada , There are 3 site schools (Sutrapada, Haranasa, Nakhada village site) total 120 children's of labour studied in site school after and before schooling time.

There are total 2 LEP(*Learning Enhancement Program*) class run in (Sutrapada and Kadvar Village) total 90 students learned in the class . In the process of demonstrating the enormous learning potential of children through the new pedagogic practices followed in LEP, there will be an attempt to influence government school teachers, especially in early primary grades (3 to 5), to adopt these practices. The success of which will lead to overcoming the endemic problem of learning deficits among children and their exclusion from schooling.

In the year 2015-2016 total 9 parents meeting and school program arranged in Site school there are approxy 263 parents participated in meetings,like vise parents now gradually visited the school and help their children in education

As a result of education program in site school parents who are almost all engage in labour work they should be started gave his best efforts to learn their child in school and keep away fromm site area.

Site School/LEP Class

- ✓ Class Monitoring
- ✓ Parents Meeting
- ✓ School Programs
- ✓ Field Visit





5. LAMP (Learning and Migration Program)

LAMP (Learning and Migration Program) the education program covering 100 schools of Mahuva block focuses on RTE, LEP. Swadeep commenced its intervention in the area of education for migrant children are provided coaching and other facilities for their development. The education programme is supported by AIFT, TCSR and SSA.

Swadeep is working in rural areas of Mahuva block of Bhavnagar district, Gujarat. Most of the children from this area are first generation learners; the problem of children in migration prone geographies is more acute. Children from families that migrate seasonally for a livelihood / cultivation of cash crop-cotton in particular have been the first choice for farmers in over area. Though, cultivation of cotton provides them remunerative cash income in comparison to other crops. However, it leads to major social issues especially in migration prone areas. Involvement of children especially during harvesting is one such issue. Parents involve their school going children for plucking of cotton during the harvesting season. This forces them to drop out, irregularly during the period and on rejoining school couple of days, months later, and they lose out on regular study ultimately leading to deficit permanently.

- To Improve primary school students' learning ability
- To Create awareness on right to education,
- To enhance capacity of SMCs, PRIs and Youth

Project Strategy

The implementation of the proposed project will be undertaken by SWADEEP, reaching out to the key stakeholders to bring about an improvement in the quality of schooling experiences and establish inter-linkages between the needs of the government school teachers/project staff and children. The strategy includes key focus areas - **Learning, Participation, and Governance and Systemic integration** - a continuum that provides a cohesive framework for intervention.

Focus on all these components in an integrated manner will bring about a change that will be holistic and sustainable. The key components of the interventions are envisaged as follows:

SWADEEP's *Learning Enhancement Program* (LEP) is designed to address the learning needs of first generation learners. **Self directed learning and school completion** will be the end goal for each child. In the process of demonstrating the enormous learning potential of children through the new pedagogic practices followed in LEP, there will be an attempt to influence government school teachers, especially in early primary grades (3 to 5), to adopt these practices. The success of which will lead to overcoming the endemic problem of learning deficits among children and their exclusion from schooling.

The LEP works both ways, addressing learning deficits of children in primary grades and as a bridge course for first generation children as well. There is a conscious effort to focus on the adopting mother tongue language learning to begin with, and then gradually taking children towards the language of instruction.

To clear basic learning deficits of children in Language and Math through a 6 -6 month systematically designed course and specially trained teacher accordingly.

The program started with 12 LEP classes in 6 villages through identifying the deficit children with base line survey of the children studying in class III to V. On the basis of the finding of the base line survey 365 children have been selected to enrol through 12 LEP classes.

This is meant for children who have been promoted to grades III-V but who still have basic learning deficits of Language and Math (of grade level I-II). In other words they are unable to read and write and deal with numbers and number operations. Only when these deficits are removed will these children be able to comprehend their grade level curriculum and progress in their studies. These

learning deficits will be addressed through LEP – a systematically evolved short term program that entails 2- hour classes, six days a week for 18 weeks. The LEP methodology incorporates:

SWADEEP's approach to bridge basic learning deficit covers thru LEP Class. Village Identification , LEP class Demand letter from Village School, Panchayat, Formation of teacher selection Committee at village level, Advertisement at village level Exam writing paper and Oral test true selection Committee, one year instructional plan, divided into two six months packages

- ✓ Orientation and training of the volunteer teachers and school teachers
- ✓ A defined set of teaching strategies and TLM for Language & Math
- ✓ Classroom organisation and transaction designed for effective learning outcomes
- ✓ Continuous assessment (baseline and final assessment, along with monthly progress report)

Project Objectives

Address learning deficits of primary grades children by creating a learning intervention encompassing the diversified learning needs of 365 children, studying in 6 schools and also facilitate them to complete the schooling.

- ✓ To improve learning levels of children through specially designed Learning Enhancement approach and use it as a demonstration, to bring changes in the teaching –learning practices and classroom organisation in the proposed schools.
- ✓ To build community awareness and ownership towards the school, leading to better transparency, accountability and management of schools. Towards this end, initiate strengthening SMC and PRI members and youth through training and handholding, and develop School Development Plans (SDPs) and capacities for its implementation.

Learning Enrichment Programme (LEP)

Good quality education is the foundation of new discoveries, new knowledge and innovation that trigger growth and prosperity of the individual as well as that of a nation. For this, we need to make our curriculum and pedagogy relevant to the needs of our society and economy and nurture qualities of problem solving and creative thinking, learning-by-doing, greater engagement with the live context, and confident self-expression from an early age. Education for any person is not only a tool to enhance his/her understanding and knowledge of everything present and happening around him but is also an avenue for ensuring an all-round growth and development of his or her personality in all respects.

An assessment of student outcomes in India has demonstrated that a large proportion of students in government schools are not at the grade-appropriate level in basic reading or math skills. It is an

undisputed fact that whatever a child picks up in his/her early years stays with her/him.

This cycle leads to significant learning gaps. Even when they attend school, the lack of specific attention from teacher to these children to help them cover up the course work deficits, and lack of sensitivity towards their tough circumstances, makes schooling a burden for them. This calls for ways to ensure their regular participation in schools and also a special focus on filling their learning deficit.



To clear basic learning deficits of children in Language and Math through a 6 month (in two phases) systematically designed course and specially trained LEP teachers. The program started with 12 LEP classes through identifying the deficit children with base line survey of the children studying in class III to V. On the basis of the finding of the base line survey 365 children have been selected to enrol in 12 LEP classes.

This is meant for children who have been promoted to grades III-V but who still have basic learning deficits of Language and Math (of grade level I-II). In other words they are unable to read and write and deal with numbers and number operations. Only when these deficits are removed will these children be able to comprehend their grade level curriculum and progress in their studies. The LEP classes were systematically evolved short term program that entails 2- hour classes, six days a week for 18 weeks.

SWADEEP's approach to bridge basic learning deficit covers through LEP Class. Village Identification, LEP class demand letter from village school, Panchayat, formation of teacher selection Committee at village level, advertisement at village level, exam writing paper and Oral test, one year instructional plan divided into two six months packages accordingly,

- ✓ Orientation and training of the volunteer teachers and school teachers.
- ✓ A defined set of teaching strategies and TLM for Language & Math.
- ✓ Classroom organisation and transaction designed for effective learning outcomes.
- ✓ Continuous assessment (baseline and final assessment, along with monthly progress report).
- ✓ Continuous enhancement of SWADEEP's LEP Coordinator skills through on-the-job training.
- ✓ Baseline of selected children- A detailed baseline of selected children is conducted by the coordinators to understand the nature of deficits in each child.
- ✓ Initiate class- 30 children are taught in a 2 hour pre/post school class, within the school premises. The coordinators follow a carefully designed plan and implement the math and language LEP package.
- ✓ Village level monitoring chart.

- ✓ Progress- The children go through end-line exam, which along with the periodic classroom records maintained by the coordinator chart the progress made by the children.
- ✓ Weekly Review and Monitoring of classes and tracking of the individual child.

The whole process exposes children to multiple sources of learning and steers them towards self directed learning. It helps children use a variety of learning materials and sources, not only remaining confined merely to the text-books.

School Governance and Community Engagement (RTE)

A major reason for poor school functioning is disconnect between the parents and the school, and lack of oversight by the local community on the school. Bringing the school and community together, and orienting and training community-based forums like SMCs for school governance will not only improve school management, but ensure effective use of existing human, physical and financial resources, and raise the overall performance of schools. Moreover, when SMCs and parents, the primary stakeholders of the school, support the teachers, and restore their respectable place in the community, remarkable changes will be witnessed, as has been proven by similar such initiatives in the past. This will also alter the accountability framework within the school system. Mobilising community based institutions and local governance structures along with the civil society organisations, orienting and supporting them on systemic reform agenda are major tasks to be carried out for effecting change in the school education.

After the RTE Act, there lies a constitutionally mandated opportunity and space for the civil society organizations to strengthen community institutions, like SMC and Panchyat and restore community's role in planning and management of schools. This opportunity so far has largely remained untapped. There is a need of creating mechanisms and a facilitative environment for civil society engagement in strengthening SMCs and Community institutions. This has to be done by evolving a genuine public-private partnership model where both sides should have clearly laid down responsibilities as well as accountabilities. The current terms of engagement are extremely bureaucratic and leave little innovation space. It is more in the nature of a contract than a genuine partnership basing on the complementarity of both the partners.

The roles and responsibilities vested in the SMCs provide opportunity to the local community to intervene in the schooling process and bring substantial improvement in functioning of schools. By improving the school function and overall accountability in the system, SMCs can help actualize the purpose of the RTE legislation.

Building Rapport with the Community and Stakeholder's Active Participation

Stakeholder's engagement is considered vital to the success and improvement of the education status in respective villages. Significant and sustainable improvement in the educational scenario is not possible without the active engagement of all the key stakeholders. Children, parents, SMC/PRI, federation members, youth, community members, government school teachers, program staffs and others all need to be involved in proactive partnership.

Program's stakeholder development component thus seeks to work and learn together with these key stakeholders. The purpose is to work with the participants on a journey of awareness, community ownership of school, developing a holistic understanding of education, and identification of one's roles and potential for action. Drawing from program's philosophy and experiences in education, it has provided trainings to teachers, program staff, SMC/PRI, parents, federation members, youth, women as per their roles.

Swadeep has building good rapport with the community and stakeholders such as teachers, government functionaries related to the education, women, youth, community leaders, SMC/ PRI members etc. Program staffs having regular contact with all the key stakeholders it makes our work easier and smoother. Program team has delivered their knowledge and information to the community by organizing training and meetings. Teachers are one of the important stakeholders of this entire process, for that Swadeep has organized teachers training to understand program's philosophy of education and to get their support in the journey of education.

Issue Based Consultation with Community

Community awareness and ownership towards the school, leading to better transparency, accountability and management of the schools, the issue based consultation were discussed during the meetings and training. The team has strengthened SMC and PRI members and youth through the trainings. The focus of the consultations was to discuss the issues which were affecting in strengthening primary education at village level. The issues that were identified and discussed during the consultations are,

- Learning audit for School and School Children
- Girl child Education
- Issue of Migration
- Dropout and irregularity

The objective of the consultation was to sensitize the community, SMCs and PRIs members on above mentioned issues and enable them to address these issues and improve the status of primary education in their respective villages. There were two rounds of issue based consultation has covers 8380 community members, SMCs and PRIs representatives in 94 villages.

The process has introduced the sense of the important of education in the villages and their participation leads to improve the status of quality education in the schools. The issue based consultation process has been completed in 94 villages in two phases. Once meeting contained at least 35 and maximum 100 participants. The meetings were conducted successfully in program's concern areas.

Outcomes of the meetings:

- Introduce the sense of the important of education among the stakeholders was done through the issue based consultations.
- 94 villages were covered through issue-based meetings
- The members of SMC federation of Mahaua taluka took active part during



these consultations and assured their support to the respective SMC and community members in addressing these issues.

SMC/PRIs Cluster level Training

Twenty clusters were covered through the issued-based training for SMCs and PRIs members. Awareness was generated on RTE among SMC and PRIs and ensured their participation to improve the status of retention and completion of primary education, 889 SMCs and 477 PRIs members have been trained.

The agendas of training were focused on the girl child education, retention and effort to ensure the continuity of education for the children of migrant families. The community members and government teachers have observed and noticed the improvement in the level of children's education, attitude and self-confidence in the children of LEP class. SMCs and PRIs has taking various initiatives for the children's education in that, many schools has improved in infrastructural as well as regularity has increased among the students and teachers.

School Monitoring:

During the year, 100 schools of Mahuva block were monitored. During monitoring process following agendas were covered:

- Learning audit of the school and school children
- Attendance of children
- Quality of education
- School infrastructure and learning materials

Through this monitoring, it came to know that 12 to 14% children were irregular in the schools.

VER Register:

Social audit of learning and implementation of the programmed was done in 6 LEP and 14 non LPE villages. Social audit was done in non LEP by preparing village education registers (VERs). Now SMC members also visit the schools and note down the status of the



schools in terms of attendance of children and quality of education. After visiting the school principal and SMC members sign in the VER.

Outcomes

Social audit in 20 villages were completed through preparation of Village education registers (VERs).

Village Volunteers' Training

SWADEEP focuses on community participation. As a part of this, SWADEEP identified volunteers from



the villages and trained them about the improvement of quality education in the village schools. The volunteers were encouraged to participate in education related programme at the village level and to help to solve education related problems at the village level.

Two rounds of youth training were conducted in 6 clusters. The major discussion was held on education and school related issues. Youth members were strengthened through the training and generated a feeling of importance of education among the community people. This process will prepare community people to ponder about long lasting impact of education

Following are the agenda for action came out:

- Learning audit for School and School Children
- Girls' education
- Irregularity of children in the schools
- Migration

Youth members were prepared chart papers as per the agendas and placed in 8 to 10 public places in the



village. Citizen Educators (Village Volunteers) to work as an interface between school authority, community, SMC and PRI members for strengthening school governance and improve the status of retention and completion of primary education. . In the both rounds of training 221 youth members were trained.

Balmela

Hundred Balmelas were organized during the year. A total of 28132 children participated in these Melas. The children and the school teachers took out a rally in their villages to generate awareness on child rights and education. In the Mela, children took active part in various competitions which included, drawing colour filling, Rangometry,



Science and technology and others. The winners were awarded after the events. Villagers, parents, community leaders were presented during the Balmela and gave support in managing these activities.

Outcomes from the Balmela

- ✓ Balmela is the platform where children use and apply their knowledge, skills and understanding in different ways and in different context.
- ✓ Many different approaches to engaging children in activities that help them to learn and to develop positive dispositions for learning.
- ✓ Participation in the activities such as drawing and painting, Rangometry, colour filling, making charts were encourage creativity, imagination and expression of feelings among the children.
- ✓ Children got opportunity to understand different themes.
Children got confidence in speaking out and exhibiting their talents.
- ✓ The Level of motivation among the children and enthusiasm among teachers also increased.

Major Achievements / Outcomes in the Year 2015-16

- ✓ 365 children in classes III-V have covered. Basic learning deficits and achieved age-appropriate learning levels (complete two levels of LEP).
- ✓ SDP was prepared in 30 schools through technical support to SMCs
- ✓ Social Audit through maintaining and monitoring for 6 LEP class teachers and Village Education Register (VER) was implemented in 20 villages. SMC members having regular school visits in that, daily attendance of children was noted down in registered and signatures of Principal and SMC members were taken on it.
- ✓ 94 villages were covered through issued-based “Gram Sabha” in each village with community and SMC to generate awareness on RTE and ensure their participation to improve the status of retention and completion of primary education. SMC/PRI members became aware about RTE and various issues of primary education. 8380 village level community, youth and Teacher /school principals were also present during the Village level consultations.
- ✓ 20 Clusters were covered through issued-based training for SMC and PRIs members. Awareness was generated on RTE among SMC and PRIs and ensured their participation to improve the status of retention and completion of primary education. 889 SMC and 477 PRI members from 94 SMCs / PRIs have been trained.
- ✓ Covers 6 Cluster through two rounds of issued-based training in each Cluster with Citizen Educators (Village Volunteers) to work as an interface between School authority, community, and SMC/PRI members for strengthening school governance and improve the status of retention and completion of primary education. We have trained 221 Citizen Educators (Village Volunteers

6. Health and Safety Awareness Program

The primary objective of the raising awareness and importance of Health and safety for school. Childhood is the age of learning and it is the time when a child start developing practices and attitude towards health and safety. It is very important to target the children for oral health awareness and demonstration of correct methods for oral hygiene. Children learn not only subjective knowledge but also life style practices and health seeking behaviors. Teach some basic safety rules and precautions. Do this inside and outside the home. For example, teach your child to always we have a simple saying: "Use your head, wear a helmet." It is the single most effective safety device available to reduce head injury and death from bicycle crashes.





Project Goal

- ✓ Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.
- ✓ It is important that children learn to understand and manage the risks that are a normal part of life.
- ✓ Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.
- ✓ Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.

Project Objectives

- ✓ To provide hygiene promotion and education through multiple channels such as interpersonal communication in household, different group settings liker laborers as well as schools.

- ✓ To promote different stakeholders for appropriate health friendly techniques for sustainable health, hygiene and safety through health fast aid box with primary medicine kit, awareness program and IEC materials
- ✓ To encourage civil society citizens to contribute in promotion of community and to develop healthy life style within community
- ✓ To support community people for enhance the capacities to promote awareness on health and safety in the community

Key Issues have been addressed during the period December 2015 to March 2016

- ✓ Integration of health, hygiene Integration of health, safety
- ✓ Behavioral change of health, safety
- ✓ Different techniques on health and safety

School awareness program to promote Health and Safety

The project team had covered 97 primary and 20 secondary and higher secondary schools of Rajula block. The major activities were to sensitize about the health related issues i.e. cleanness, daily cares, healthy food, hygienic practices and skills, urinals and hand washing. This was done by showing children related videos.

The Month wise health and safety program's that was done in different schools is shown below:

Sr. No.	Month	Village covered	Schools	Students Covered
1	December '15	7	Primary-6/Secondary-1	1263
2	January '16	22	Primary-11/ High School-11	2801
3	February '16	37	Primary-35/ High School-2	3899
4	March '16	51	Primary-45/ High School-6	5727
Total		117	Primary-97/ High School-20	13690

7. Disha Project/ Career Talk

Farming, livestock and related business was very famous in past times. But this world is going very fast because of industrialization, modernization and urbanization, where various sphere of business and study's Dore going to open. "Disha" Project. The main goal of the project is to provide counseling and career guidance so that students and youths know their own skills and professional interests, in order to choose an appropriate career in accordance with their

psychological profile, aspirations, studies chosen, professional requirements and existent jobs, in the current conditions and requirement of socio-economic and cultural development of the nation.

Main objectives of the project are as follows,

- Provide career guidelines to the students of 9th to 12th standard.
- Provide materials relevant to the career.
- Provide a measure of the subjects that interest the child by using a psychometric test and thereafter providing guidance on career option that is available.



Career talk

During December to February '16, 1431 children studying in 8 schools were provided with career guidance. The basic aim of the career talk was to provide them the path they want to choose for themselves and the career options that they may like to choose from.

Month	School Covered	Students Covered
December '16	1	175
January '16	5	611
February '16	3	645
Total	9	1431

Methods

At every school a two hours input session was organized. This was provided for children studying in 9-12th standard. The emphasis was on common career for the students and what options were available within it. The sessions displayed various fields and short clips were shown on each of them for the children to get inspired and build up their capabilities based on the same.



Our Experiences

- Principal and teacher gave us good support and they were demanding us to visit their schools at frequent intervals.
- There were demands for the career talk and psychometric test of Disha by the school principals and teachers.
- Students showed interest as they could see the opportunity set that was available to them on their field of interest.

8 Our Partners

1. Tata Power



2. American India Foundation



2. Tata Chemicals Society of Rural Development



4. APM Terminals



5. GHCL Foundation



6. Sarva Shiksha Abhiyan

