



Swadeep



## Swadeep Shikshan Vikas Sanstha Annual Report 2013-14



**Swadeep Shikshan Vikas Sanstha**

J-108, Shrinandnagar-II, Vejalpur, Makaraba Road. Vejalpur- Ahmadabad- 380051  
[swadeepindiango@gmail.com](mailto:swadeepindiango@gmail.com) Phone: 079 26822012, Mo. No. 9428309408

## Contents

---

<b>1. About the Organization.....</b>	<b>3</b>
<b>2. Project Vidhya Jyot.....</b>	<b>4</b>
<b>3. Learning and Migration Program (LAMP).....</b>	<b>8</b>
<b>4. Our Partners.....</b>	<b>22</b>

## 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.

**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.

Presently, we are working with various projects in Gujarat. **LAMP** (Learning and Migration Program) the education program covering 100 schools of Mahuva block focuses on RTE, LEP and running Seasonal Hostels for migrant children. 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.

## 2. Project Vidhya Jyot

**Vidhya Jyot** project is, reaching out to the key stakeholders to bring about an improvement of the quality of schooling experiences and establish inter-linkages between the needs of the Anganvadi worker, school teachers, higher secondary school teacher/project staff and children. Partnership with the GHCL Foundation trust we are covering 18 ICDS center, 10 primary schools and 2 higher secondary school and 3 site school in Sutrapad and Veraval Block of Gir Somanath District of Gujarat.

### 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 daily wage workers are studying in the site school after and before schooling time.

There are 2 LEP (*Learning Enhancement Program*) classes in

Sutrapada and Kadvar village covering 90 children. 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 the LEP model to government school teachers, especially in early primary grades (3 to 5) to adopt these practices. The success would 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 organization in the proposed area. The project staff is regulating having the visit of site school and LEP Class and also having meeting with mines worker and aware them about present education activity and try to improve better education in Site school and LEP Class.

### **Primary Education**

Primary education is a fundamental right in India. It is the duty of the Government to provide free-education to every boy and every girl up to the primary stage. Primary Education is enabling a child to learn to read and write. It is also enable to follow a story in own vernacular language. The children have to learn the simple rules of arithmetic.

In this point of view Swadeep and GHCL Foundation take initiative to improve child education and regularity in the school and spread awareness about importance of primary education in the project area.

Presently Swadeep and GHCL Foundation at Sutrapada initiated in 10 school of Sutrapada and Veraval block as model base for pioneer work and sustainable way of educating in intervention schools.

It is best to take a simple view of things. Children in a primary school are not expected to be a vastly learned man. Apart from burden his/her mind with too much of book learning. One does not know whether they will have a taste for technical attainment or for theoretical study. So it will not be proper to fix him down to a technical line early in life. So the program develops the easy learning materials for the children, so they can easily learn while enjoying the leaning with various types of attractive group and individual activities.

After the completion of preschool education, children have enrolled in primary school that is one step forward to learn read and write and simple arithmetic. Therefore, It is important days of his /her life, If first day become celebrate with new things then its' joyful for the children.

Swadeep and GHCL Foundation celebrated enrollment ceremony with primary kits distribution to the children enrolling 1<sup>st</sup> standard education. Total 527 students of 15 schools have been benefited in kit distribution.

Swadeep and GHCL Foundation mainly focus on the community awareness regarding primary education. Community plays an important role to involve the local stakeholders in the educational awareness and initiate efforts towards the educating society. As a result of this meetings and regular community visit, children's regularity has increase in the school and parents allocating times for their children's education at home, community has started school visit and having discussion regarding children's performance.



## **Intervention on Secondary Education**

As above mentioned that primary education is mainly focusing on reading, writing, comprehension and simple arithmetic, so after completion of primary education (1<sup>st</sup> to 8<sup>th</sup> std) children would come in the next stage of education, is secondary education that is act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. But as per Swadeep's observation in the project area, it was found that most of the children of secondary education were deficient in the primary education's learning such as children could not solve simple math, and one of the often issue was children could not read English language. In the consequence of learning deficit, many students were failed the exam of 10<sup>th</sup> class.

Therefore Swadeep and GHCL Foundation has decided to overcome this problem and appointed special teacher for Math and English subject for extra class in 2 intervention schools (Saraswati Vidhyalay, Gorakhamadhi and Bhagavati School-Harnasa) Total 220 students are benefited of the class.

The extra teaching class are divided into 4 categories as per student education level (A, B, C, D), and providing education as per their level. The TLM of the class includes attractive easy learning materials of math and English with easy methods to impart education. For the tracking of children's learning, regular test have been take place and given feedback accordingly. Performance tracking recording are maintaining for the checking of previous performance of each students.

### **Outcomes**

Under the guidance of GHCL Foundation, Sutrapada "*Vidhya Jyot project*" become more strategically implemented, Swadeep is doing their best efforts for the quality improvement of Anganvadi, Primary, secondary and higher secondary education.

During the year certain kind of improvement showed in respective areas like,

- Regularity of the children have increase in the school
- Community members and parents become having school visit and participating in educational activities.
- Children's learning has increase as per their grade.
- Children's are more enthusiastic to participate in educational activities.

### **3. Learning and Migration Program (LAMP)**

#### **LEP (Learning Enrichment Program) Classes:**

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.

**Swadeep** continues its successful work on educating the children of migration area through its partnerships with American India Foundation. Special learning classes will be conducted beyond school hours for children of grades III-V to clear basic learning deficits of Language and Math. This is done through a carefully evolved short term (20 week) program that tries to address some fundamental reasons behind learning deficits- inappropriate teaching methods and material, lack of individualized and timely learning support etc. These classes are managed by young and dynamic facilitators, trained to use scientifically designed workbooks along with support material with children.

### ***Learning Package for LEP:***

The learning material for LEP (Mathematics and Gujarati) has been collaboratively developed by AIF along with field personnel, and reflects the needs of children in rural schools. The material draws from the principles laid down by National Curriculum Framework 2005, and is based on the principle of child centric learning. The facilitators are trained to make use of pedagogic techniques like group and whole class teaching. By limiting the class size to 30, the facilitators are also able to give individualized attention to each child. The learning package not only focuses on alphabet recognition but also on language comprehension. It is designed in a way to keep children engaged through individual and group exercises and encourage them to progressively attempt more difficult activities.



### *Strategy of LEP:*

- Run Learning Enrichment Program (Learning Enrichment Programme) for children of classes III-V, beyond school hours with community teachers who would be trained to undertake the task.
- Make specialist provision to improve learning levels of children through learning classes, LEP class and learning center
- Facilitating creation of environment in classes and LEP class where children feel motivated to continue education
- To reach post LEP students through resource centre and engage them in education gaining procedure
- To enhance education level of village through creating learning activities and disseminating knowledge

To improve the learning deficit of the children, different techniques were practiced such as 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 was the focus in language. In Math, it was on using the Ganitmala, place value, number sticks and Rangometry

### *Teaching Learning Materials*

There is a tendency to believe that it is important that a teacher uses TLM in the classroom. LEP mentor has been engaged in developing and modifying teaching learning materials (TLMs) and other resources based on cognitive requirements. The emphasis on teaching learning materials from the LEP experiences that learning should be a joyful and meaningful exercise. There has been special focus on utilizing TLMs in building reading, writing, comprehension, number skills in children. A significant pool including words, sentences, puzzles, poem, cards, worksheets, charts, games etc has been developed. Some

of the TLMs are developed same as like game that children play and use materials that are locally available but every lesson ends up being a demonstration that approach should be appropriate for that particular lesson.

### **RTE (Right to 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 complementarily 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.

Swadeep also took interest to work on RTE along with this quality education work with the support of government department focusing “Compulsory and free right to education Act 2009 in early 2013. Under this program Swadeep focuses on effective governance of schools with community participation keeping in mind children rights, local authority's duties and parents duties by providing them information and knowledge. The organization is working with 92 villages covering 96 schools of Mahua Taluka. Out of which 23 coastal belt villages are highly migration prone villages.

### **Strategy of School Governance and Community Engagement (RTE)**

- Formation of SMCs & training of SMCs in direct intervention villages
- Formation of SMCs & training of SMCs in broad based villages



- Mobilize community members to demand quality education
- Train and federate SMCs, youth groups and women's groups
- Support preparation, submission and implementation of SDPs, Village Education Register (VER) for monitoring
- Initiate social audit of learning
- Facilitate training of SMC and dialogue between SMC and education department
- Through evidence gathered from the program, advocate with government departments, salt associations etc. about the importance and ways of ensuring better learning opportunities for

children affected by migration.

- Work with govt. officials to sensitize them towards needs of children and RTE Act and adopt best practices from the program

### SMC Training

Facilitating the purpose of the act, Swadeep carried out SMC trainings in two phases. Coordinating with the partner organizations, Swadeep developed a module of SMC training. 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.

Following points are discussed during the training,

- RTE Act 2009 – Key provisions, Fundamental Right, Role of SMC and Panchayats  
Role envisaged from the SMC members, composition of the SMC in brief
- Child development, understanding of RTE act and its key provisions - share key provisions of the Act, stress on the fundamental right aspect, constitutional guarantee aspect, it is justice able, can seek legal remedy etc
- Girls education, children regularity in the school, migration issues
- My dream school  
Understanding behind decentralization and the unique position of SMC in bringing improvement in the school

As a result, 971 SMC members and 400 other leaders were trained on the RTE act and principals were present in 68 SMC trainings



#### **SMC Federation:**

As a result of Rathyatra campaign, we felt need of forming a body which could take up the village level education issues to concerning education department. During a meeting of SMC members to understand the current situation, stress that

similar situations existed everywhere, disseminate information about the SMC and evolve the need of federation.

With an exercise, 12 participants as mentioned below selected by the participants to be the members of the network Executive Committee, The members of the executive committee

select their president, Vice president Secretary for their Network after due consultation. Each Executive committee member agreed to take complete responsibility for providing handholding support to respective SMCs in the Taluka. Role of the Network was drafted



and included activities like: activate SMCs as a whole and provide regular support to the members of SMC on issue related to education. Effort will be made to form the SMC where they have not been formed after the completion of tenure of old SMC.

Provides information about RTE related including laws and provisions of the Act, and it engages them in the program, encouraged to participate in education related programme at the village level and to help to solve education related problems in the villages. 1 youth Training conduct in 2 cluster.

### **Encouraging registered children for going to schools:**

Home visit has been effective tools to engage community with our work. Through home visits by staff members and volunteers keep track of the enrolled children of the villages. It also helps us developing children tracking and MIS and we also focus on regularizing the irregular children through the same method.

### **Building relation with the Community**

Community relationship is a fundamental of work, our team built up good relation within community and outside stake holders such as teachers, government officer etc. it makes our work easier. Generally we focus on women, youth, community leaders, PRI members

etc. We make regular contact with them and use them in development procedures. This rapport's result we found while organizing jamboree and other awareness program. Same way staff delivered their knowledge and information with community by organizing teachers meeting and SMC. Teachers are the most important characters of this entire process. If teachers would play their duties properly then half of the problems erased within schools only so our organization organized teachers training to understand law and to get their support in put into practice of law. We have received good support of teachers and local appropriate authority.

### **Seasonal Hostel:**

Seasonal migration affects the education of millions of children each year and consequently hampers the achievement of universal elementary education. Many parts of the country which suffer from agrarian distress cannot support livelihoods of its entire population throughout the year. The socio economically backward families migrate in search of work from their villages where they do not have livelihood options, to worksites of various kinds such as salt pans, brick kilns, construction sites, fishing sites, etc, where they find employment for subsistence wages in the toughest of living conditions. Migrations typically start after the monsoon crop is harvested, around September-October, and continue until next April-May.

Children also accompany their parents. The education of children is the first causality in this process of migration. Children's studies are seriously disrupted and either they stagnate in the same grade or drop out of school altogether. For children at work-sites the options to attend schools are rare. There are hardly any basic facilities available at these sites, like drinking water, a school or a health care centre. Even if there is a school, these children are considered outsiders and not encouraged to join. These factors result in discontinuation of education, high dropout and repetition rates. On account of missing school for a major part of the year, because of migration, these children often need remedial support to bridge the learning gap.

### **Strategy of Migration:**

- community contact, enrolment of migrant children in schools / LEP classes, etc



- Awareness building among parents regarding importance of education continuing of their children
- Community interaction to ensure highly needy migrant children, especially girls, will stay in the SH and identification of alternative residential facilities (care givers) for others
- Provide access to quality, age appropriate education to children through hostels
- Motivating parents to send their children to hostels
- Preparation to set up Seasonal Hostels (SH) from September
- Mainstream children in regular government schools through advocacy with state education functionaries
- Starting Seasonal hostel program
- Identify in village level Cook, Balmitra, Place and other facilities
- Medicine, Music, Gems and Books
- Food,

## Cultural Programme



There are many entertainments for these children in the School in 15 August.

Games, Competition and cultural programs create a joyous atmosphere throughout their stay in the hostel. This is specially taken care because their parents are away from them and so that they learn more from each other.

### **Regular meetings with Team:**

Monthly staff meetings are held in which review takes place on LEP, hostel and RTE. Also experiences and learning are shared in the training, and next month planning is done. Every month team decides objectives and based on objectives they decide activities. Based on activities, management and coordination takes place among team members and weekly review and planning are done which help to carry on further activities.

### **Learning Mela:**

We have organized learning mela's for children in Mahuna blocks. In every village rally of children organized in the morning to create awareness regarding education. Main objective of rally was to create awareness related to rights of children and RTE act. Children had shouted slogan and also provided information regarding BAL meals. Once children come back in the school different programs had organized. It has started with opening of stalls by Sarpanch, precedence of SMC and principal of the school. Then children visit the stalls in the groups and teachers and team members of Swadeep provide them knowledge about each stall. Afterwards, student of 1<sup>st</sup> to 4<sup>th</sup> standard has done drawing, preparing different things form Rangomaitry, filling colors in the picture and they enjoyed a lot. Meanwhile students from standard 5<sup>th</sup> to 8<sup>th</sup> divided in to small groups of five to seven, than they were given different theme to work upon such as solar light, technology and great scientist. They discuss those things in to group and then made a presentation in from of all children. Small children also show drawing and other things they have done and all children learn from each other.

In the second half, different kind of plays such as Kabbadi, Kho Kho, musical chair, lemon spoon etc organized.

### **Output**

1. Children got an opportunity to understand different themes by various means

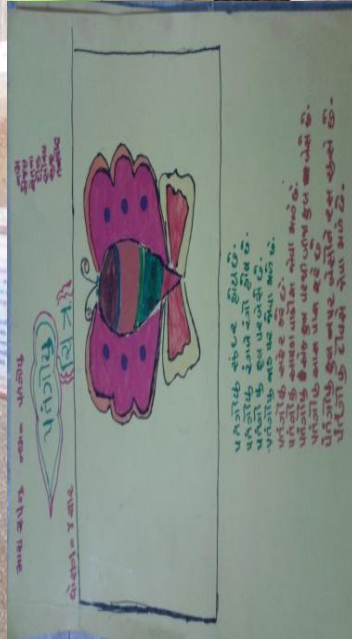
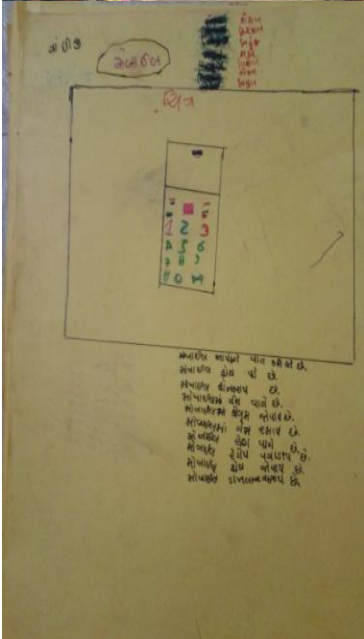
2. Children have done different things themselves
3. Building of children's confidence and encourage to participate
4. Everyone seems enthusiastic in the schools for whole day
5. Village leaders, Sarpanch , SMC president and youth get an opportunity to link with education
6. School teachers were motivated and realize that, such types of events should be happens in the schools.

### **Major Achievements / Outcomes in the year**

- A network of all village-level School Management Committee of Mahua block called 'Mahua Taluka network of School Management Committee' was formed.
- 12 participants as mentioned below selected by the participants to be the members of the network Executive Committee:
- The members of the executive committee select their president, Vice president Secretary for their Network after due consultation
- Linkages were developed with Panchayat representatives, school authorities and SMCs in all the direct intervention villages.
- Panchayats are important body in village level intervention. To make collaborative efforts in effective governance, Swadeep also focused PRI members to train on the RTE act. 80 members present.
- Demands for seasonal hostels were generated for the children of migrant families and passed resolutions from Panchayats and SMCs in 17 villages. All the resolutions have been submitted at District SSA office for further consideration.
- SMC members understood about RTE, and become aware of education work in the villages. Their Understanding behind decentralization and the unique position of SMC in bringing improvement in the school has improved.
- Learning Mela (Bal Mela): children got an opportunity to understand on different themes such as environments, importance of computer, mobile phone, and medicinal plants etc. through various means. Children were motivated to do different activities by themselves with support of Swadeep team and developed confidence. Village leaders, Sarpanch , SMC president and youth were involved

during the process and get an opportunity to link with education and teachers by seen the process initiated by the children during learning Mela. Total number of 30500 children participated during learning Mela organized in 88 schools with support from Panchayats, SMCs and School teachers.

- Good relationship and linkages were built with government teachers and officials from CRC and BRC, through regular interaction and also inviting them to participate in ongoing activities such as SMC training, Balmela, LEP class etc.
- LEP Teacher Training covering different pedagogical methods, making and use of TLMs, different techniques / strategies, class planning
- Many parents realized that their children have learnt a lot especially in math and language due to LEP classes. Children's overall learning has increased. SMC members, Parents and Panchayats member visiting in LEP class on regular basis which motivated the LEP teachers a lot.
- Out of the 487 children in LEP classes, 227 are girls. Four LEP class were closed in the month of November due to migration. Currently, 355 children are covered through 11 LEP class.
- 308volunteers & federation member have been trained in all 92 villages. They were trained on different aspect of school governance and their roles in it. Efforts have been made regularly to engage village volunteers in different activities facilitated by Swadeep in their respective village to strengthen School Governance.
- As of now, Swadeep has reached 39,000 community members (youth volunteers, SHG and parents etc.) through regular meeting and IEC campaign on issue related to primary education and importance of RTE in 90 villages.
- District level workshop "Role of Community in Primary education " involvement of community, NGOs. School teacher, academicians and over federation total 73 parson participant involvements in this programme.
- Good relationship and linkages were built with Panchayat, Government School & SMCs



## 4. Our Partners

### 1. American India Foundation



### 4. Sarva Shiksha Abhiyan



### 2. Tata Chemicals Society for Rural Development



### 3. GHCL Foundation

