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Bharti Foundation

Project Report

On

**Providing Internet Free Education Resource Bank to
Support Education of Underprivileged Children of Satya
Bharti Schools**

Bharti Foundation

August 28, 2023

Project Context

1. Is this group of learners hard-to-reach? Why?

Learners in Satya Bharti Schools belong to the underprivileged sections of society; with over 75% Schedule Caste/Schedule Tribes/Other Backward Classes (Communities considered lowest in social strata/hierarchy) and approximately 50% of these being girls. Parents of these learners are from economically backward sections and doing the petty jobs such as daily wager, street vendors, agricultural workers, etc. Bharti Foundation works with families where most of the learners are first generation learners; it requires regular parents' awareness to make sure children attend school regularly and explore their potential. Satya Bharti Schools are in the rural areas especially in difficult locations where children may travel up to 5-7 kilometers to come to school.

2. Who are the beneficiaries? (fill the table below)

Learner Profile	Group: Currently in school Academic Year: 2022-23	
	Male	Female
No. of Learners		
Grade 1	2182	2184
Grade 2	2122	2245
Grade 3	2350	2458
Grade 4	2267	2453
Grade 5	1950	2134
Total	10871	11474

3. Learner's Context:

- a) Barriers to education (in bullet points)
 - Most of the learners are first generation learners
 - Lack of support especially who are lagging behind leading to drop outs in Government schools.
 - Child safety especially for girls
 - Community mindset specially towards girls
 - Economic status of parents leading to issues vis-à-vis costs of stationery and other expenses of schools.
 - Less exposure due to economic and education background of parents

- b) Alternate learning solution/ existing programming,
 - In Satya Bharti Schools, we are providing free quality education with Innovative pedagogies such as Hands-on Learning, Story pedagogy, Sports Pedagogy (use of PEC cards), etc.
 - Digital resources (various educational applications and resources, EdTech lesson plans, digital classrooms)
 - Remedial teaching plan for learners who are lagging behind

- Focus on child safety
- Focus on ensuring girl child education and enhancing their leadership skills

4. Educator's Context

- a) Are most teachers experienced/qualified?
 - Our teachers are professionally qualified (NTT, JBT, B.Ed., etc.) as per Government norms but lack in the latest pedagogies and teaching tools.
 - Most of the teachers are old in system and having experience of 6-8 years.
 - Some of our school Alumni (Boys and girls) are working with us as teachers and using the same teaching methodology through which they were taught.

- b) Challenges they face today.
 - Post COVID, students have health issues which in turn impacting their attendance
 - Parents Awareness regarding Girl Child Education
 - Reduction in concentration/attention span of students due to exposure of smart phones during COVID times
 - Making up for the learning loss happened during COVID

5. Rationale for using IFERB

- a) How does IFERB address learning barriers? (low-resource, low-cost, student-led, tech-free, etc.)

The projects selected for Satya Bharti Schools are-

- low cost and require minimum resources.
 - helping students to apply their theoretical and conceptual knowledge.
 - Enabling students to gather the information required for project under the minimal guidance of teachers.
 - Students are using the gathered information and their knowledge to reach to the final requirement/conclusion of the project.
 - leading to self, group and peer learning
 - following integrated approach for learning
- b) Goal of the Project and Key Outcomes (in bullet points)
 - Enabling all students of Satya Bharti Schools, and students of government schools covered under Quality Support Program (in general), non-QSP schools, QSP at scale to undertake a competency-based self-learning path through use of Internet Free Resources.
 - Training of Teachers on using the projects with grade-appropriate curriculum
 - Integration of IFERB resources in regular teaching-learning process

Note: In AY 2022-23, IFERB resources are being used in Satya Bharti Schools and now we will apply our learnings from Satya Bharti Schools in QSP and QSP at scale for next AY 2023-24.

- c) For each age group, which IFERB resources were selected, in which format, and why? (You need not write the rationale for individual projects, just broad outcomes, as shown

in the eg.)

Age Group/Grades	IFERB Resource Type	Focus Area	Rationale
Grade 1	Project based Learning	Covering all 5 domains of Foundational Literacy and Numeracy (Physical Development, Socio-Emotional and Ethical Development, Cognitive Development, Language and Literacy Development; and Aesthetic and Cultural Development)	These integrated projects provide opportunity to students to develop skills like problem solving, creativity, expression and helps in real life application.
Grade 2	Project Based Learning	Covering all 5 domains of Foundational Literacy and Numeracy (Physical Development, Socio-Emotional and Ethical Development, Cognitive Development, Language and Literacy Development; and Aesthetic and Cultural Development)	
Grade 3	Project based Learning	Covering all areas which are essential for holistic development of the learners (Literacy, Creativity, Science, Literacy, Art and Design, Mathematics, Social Sciences, Science, Social Emotional Learning)	
Grade 4	Project Based Learning	Covering all areas which are essential for holistic development of the learners (Literacy, Creativity, Story Telling, Mathematics, Social Sciences, EVS, Geography, Mathematics, Science, Life skills)	
Grade 5	Project Based Learning	Covering all areas which are essential for holistic development of the learners (Literacy, Art and Design, Mathematics, Science, EVS, Social Emotional Learning, Maps, Community, Communication)	

Pilot Overview

<The following should be explained in brief points/flowchart/tabular format>

1. Timeline (Start date, end date and broad monthly milestones)

Start date	End Date	Broadly Monthly Milestones
July, 2022	March/April, 2023	• 1 project for each month

		<ul style="list-style-type: none"> • 8 projects per year for each grade
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2. Details about processes - Content Review, Contextualization and Translation (if applicable)
 - Content review and selection of IFERB projects completed at Head Office Level
 - Project Contextualization was done by teachers by at school and class level under the guidance of district trainer
 - In AY 2022-23, English medium projects were used. Translation work (Hindi and Punjabi) for AY 2023-24 is in process.

3. Trainings conducted (no. of trainings and topics, no. of participants, language of instruction)
 - Number of trainings: 1 training per district and also integrated in subject based trainings
 - Topics: Contextualization of projects and Implementation of Project Based Learning
 - Number of participants in EAA training: 710 (All Primary School teachers attended this training)
 - Number of Participants in Subject Based trainings: 1085 (All Primary School teachers attended this training)
 - Language of instruction: Mixed (English and regional language)

4. How was the program implemented? (in-person/remote, school or home-based, etc.)
 - The teachers were trained for contextualizing the projects as per their local context and then for implementing the project based learning in the classroom.
 - Project selection for different grades was done at head office level and mapping of the projects with syllabus was done at the district level.
 - Subject teachers at school level were engaged to do required changes in the projects and implement the projects in the classroom.

5. Details (if applicable) on teacher roles and responsibilities, community involvement etc.
 - Subject teachers were responsible for explaining and assigning the tasks given in the projects and guiding the learners wherever needed.
 - In some of the projects, support and information were required from parents and community. So they were also involved as and when required.

6. Summary of the projects for each grade
 - Grade wise eight projects were selected to cater holistic development of the learners and implemented in integrated manner. Projects were mapped with curriculum topics. Refer to *Annexure I* for project details.

Results and Key Learnings

<Present the overview for each and 2 to 3 insights - challenges, explanations, observations, etc.>

1. Assessment results (SA2 results of AY 21-22 vs AY 22-23)
 - a) **State wise:** Overall improvement of results can be seen in Haryana, Punjab and Uttar Pradesh with highest improvement in Haryana (by 5.1%).

- b) **Class wise:** There was improvement in results of all classes with maximum improvement in Class I and II (approximate 4%)

2. Success Stories

The success of the project is observed as below-

- a) A few students of the class V were able to use their learnings at home and guide their parents (Project: Less is more).
- b) A few students of the Class V was able to write the story in Hindi told by her grandmother with proper beginning, middle and ending.
- c) Most of the Class IV students in all states showcased their conceptual and creative skills in the project: Build your Dream house
- d) Most of the students of Grade I and II were able to form different vocabulary words using different alphabet in the project: ABC by Me.

3. Key highlights and Challenges

- a) Though subject wise projects were already part of our school system, the first challenge was to use integrated projects in the teaching-learning process. We overcome this challenge by training our teachers, mapping the projects with syllabus, doing regular mentoring during our visits and interacting with students.
- b) Another challenge was to implement the projects in the classroom and making learners apply their learnings in real-life scenarios and think critically and creatively. Though a little shift has been observed during our interactions but it is yet in progress.

4. Lessons learned

- a) Hindi and Punjabi medium states were facing difficulty in implementation due to language. Projects were being translated in the regional languages.
- b) Monitoring of implementation process need to be strengthened as all the learners are not participative completely as required.

Stories From the Ground

4 to 5 photographs

2 to 3 Teacher Testimonials

2 to 3 Student Testimonials

You may choose add testimonial snippets or photos across the report too.