

Celebrating 5 years of सीखें।सिखाएं॥



i-Saksham  
सीखें।सिखाएं॥

**ANNUAL REPORT  
2019-20**

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## From Founder's Desk....

Dear friends of i-Saksham,

The journey of i-Saksham started 5 years ago with the core belief that enhanced community capacity and empowerment can play a very critical role in remediating the distressed public education system of under-served areas of the country.

Today, it feels overwhelming to find ourselves coming this far, completing a very important milestone in the organizational history. I congratulate all our supporters, team members, and edu-leaders who have stood through thick and thin in delivering quality education to children and empowering their communities.

The year 19-20 saw us becoming a strong cadre of 100 edu-leaders. We undertook several initiatives of community engagement, and executed relevant partnerships that potentially sowed the seeds of scale. The impact of the hard work of the team has become visible with children showing significant improvement in learning, and our alumni reaching to prestigious universities of the country to fulfil their dreams of becoming education professionals.

Covid-19 crisis brought unique challenges. Our team re-modelled the training and pedagogy and has been reaching out to teach children through basic phone. The enthusiastic support from parents has been very encouraging and reinforced our beliefs of importance of community empowerment. We intend to build on this, and create another 100 women edu-leaders through our newly forged partnership with Mahila Samakhya and JEEVIKA to establish a community-led model in education.

We look forward to your feedback and inputs on the report. Wish you all good health and useful learning !



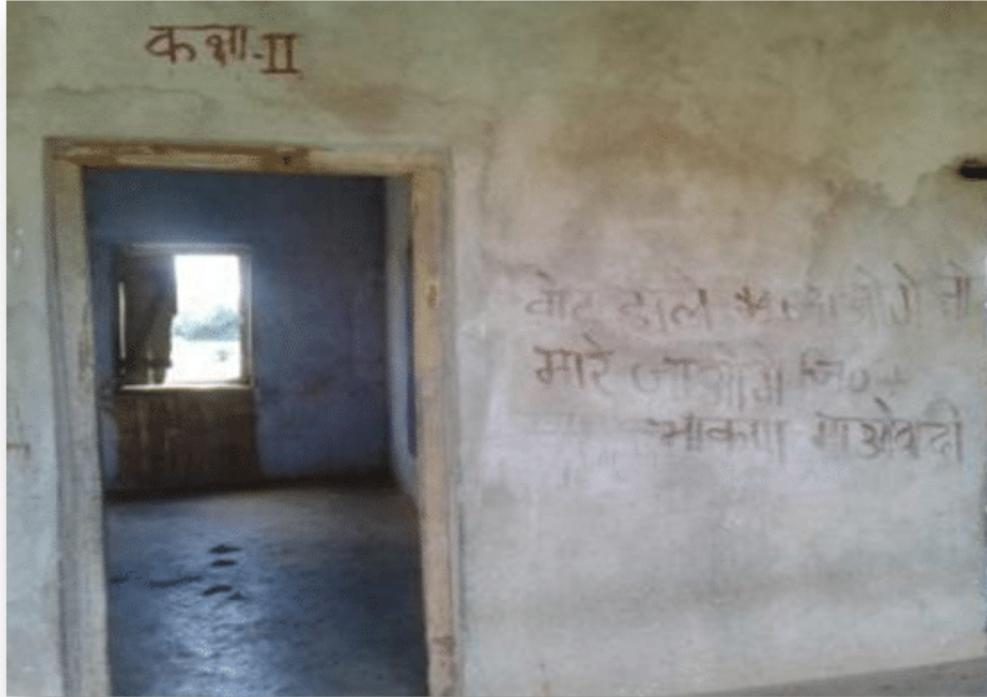
**Ravi Dhanuka, Co-founder  
and Director**

# EXECUTIVE SUMMARY

- i-Saksham has now grown to be a team of **100 edu-leaders**. This year was special as we completed **5 years of our journey**. We remain thankful to our community, and supporters.
- Our **partnership with JEEViKA** pioneered a new model of developing community edu-leaders in association with federation of women Self-Help Groups. We plan to expand the similar model in 2021 in **partnership with Mantra 4 Change and Mahila Samakhya in 2 new districts of Bihar**.
- We saw our fellows and alumni growing immensely in their role of a community edu-leader and using creative approaches in teaching. Their actions have inspired other educators in the community. **50% of our alumni have got into professional education courses** in prestigious colleges of the country.
- We **experienced significant improvements in learning levels of children** and in their increased commitment towards learning. **80%** of children achieved appropriate learning competency.
- We **strengthened community engagement** initiatives through regular SMC meetings, PTMs, and learning fairs to enhance their participation and ownership in the learning journey of children.
- COVID-19 disrupted the teaching-learning processes. Our reliance on community and right use of technology proved to be our major strengths and helped us bring innovations to address learning needs of children during the time of crisis.

# THE CONTEXT

Our public education system is in deep distress, especially in remote areas of the country



**"If you go to vote, you will be killed"** written on the wall of a school in one of the extremism affected blocks of Jamui District, Bihar

- Bihar is **short** of approx. **280,000 teachers**
- About **50% of** primary school classrooms are multi-grade (WB, 2013)
- Less than **1/3rd of teachers' time is spent on student centric activity** (EdCIL, 2013)
- The national learning crisis becomes acute in remote geographies. Only **30.8% of grade 5** children in Jamui, Bihar **can read grade 2** text book versus the national average of 50.3%



## VISION

A society where people from excluded sections are well educated, skilled and self reliant.

## MISSION

Build community edu-leaders to enrich education experiences of underserved children for their continued success.

# I-SAKSHAM FELLOWSHIP PROGRAM TO BUILD EDUCATION ECOSYSTEM



## **Capacity building of community edu-leaders**

Building community youths, mainly females as edu-leaders through a two-year fellowship program.

## **Capacity enhancement of government schools**

Edu-leaders provide supplementary education, assist the teachers, and demonstrate delivery of effective teaching-learning processes.

## **Community Engagement**

Edu-leaders work with community, and SMCs to enhance their participation and ownership in education of children, and act as a bridge with school.

# PROGRAM HIGHLIGHTS 2019-2020

- i-Saksham completed **5 years of operation in Munger, and Jamui Districts of Bihar**.
- We recruited **2 new batches** of **60** fellows. This made us **100** edu-leaders strong. **2 batches of 40 fellows graduated** this year.
- We are now reaching out to **2000 children** in **20 schools and 50 learning centres**.
- Our partnership with JEEViKA, Bihar State Rural Livelihood Mission and formal association with the State Education Department kicked off.
- The cumulative number of youths trained under NSDC certified community tutorship program reached **1000**.
- Around **1500 parents participated** in 50 SMC meetings, PTMs and Baal Utsavs\* as part of our endeavour to strengthen community ownership.

*\*Baal Utsav is a panchayat level learning-fair event where children participate in different learning games, and showcase their creativity before parents.*



# BRIEF ABOUT JEEVIKA PARTNERSHIP



- **JEEVIKA** is a World Bank aided Livelihood Project implemented by Bihar Rural Livelihood Promotion Society, an autonomous society under Government of Bihar and an implementing agency for National Rural Livelihood Mission Program.
- JEEVIKA has a network of more than **10 million women Self-Help Groups** federated in three-tier structure of SHG-Village Organizations (VO)- and Cluster Level Federation (CLF). The partnership with i-Saksham was launched in September 2019 in Munger and Jamui Districts of Bihar.
- Under the partnership, **CLF recruits** community edu-leaders, liaisons with SMC and places fellows in schools and i-Saksham provides technical capacity building support. The **edu-leaders teach children** of women SHG for 2 and half hours in **government schools** and **present monthly progress** of children in CLF meetings.
- This model aims at **building community capacity and ownership** in the educational journey of children, and enhancing their partnership in the governance of schools. The pilot partnership will soon be scaled across Bihar.



**KEY PROJECT  
ACTIVITIES OF THE  
YEAR**

# TRAINING OF EDU-LEADERS



- **7 days Induction Training** at the beginning of the fellowship program
- **50 Weekly Face-Face** Sessions of 2 and half hours each



- **20 Days of** classroom observations, and **on-site coaching** support
- Continuous Professional Development through **online learning groups**

## Teaching skills

- Classroom management
- Child behaviour management
- Differentiated lesson plans
- Language teaching
- Storytelling
- Mathematics teaching
- Assessment

## Leadership skills

- Philosophy of Education
- Coaching
- Community engagement
- Team building

## Subject Knowledge

- NCERT Class 1-5
- Spoken English
- Digital literacy

# ENRICHING LEARNING EXPERIENCES OF CHILDREN

100 edu-leaders in 25 schools and 50 community learning centres teaching 2000 children according to the Bihar State Curriculum Framework



**Story-telling and Activity based pedagogy**



**Mathematics teaching through concrete, representation and abstract method**



**Multi-grade differentiated teaching pedagogy to teach children as per their learning level**



**Leveraging technology to bring innovation in learning**

# ENCOURAGING STUDENT LEADERSHIP AND CREATIVITY



Celebration of various events, festivals, national and international days, and creative classroom exercises give children an opportunity to enhance their creativity, critical thinking and communication skills



# LEVERAGING BENEFITS OF TECH

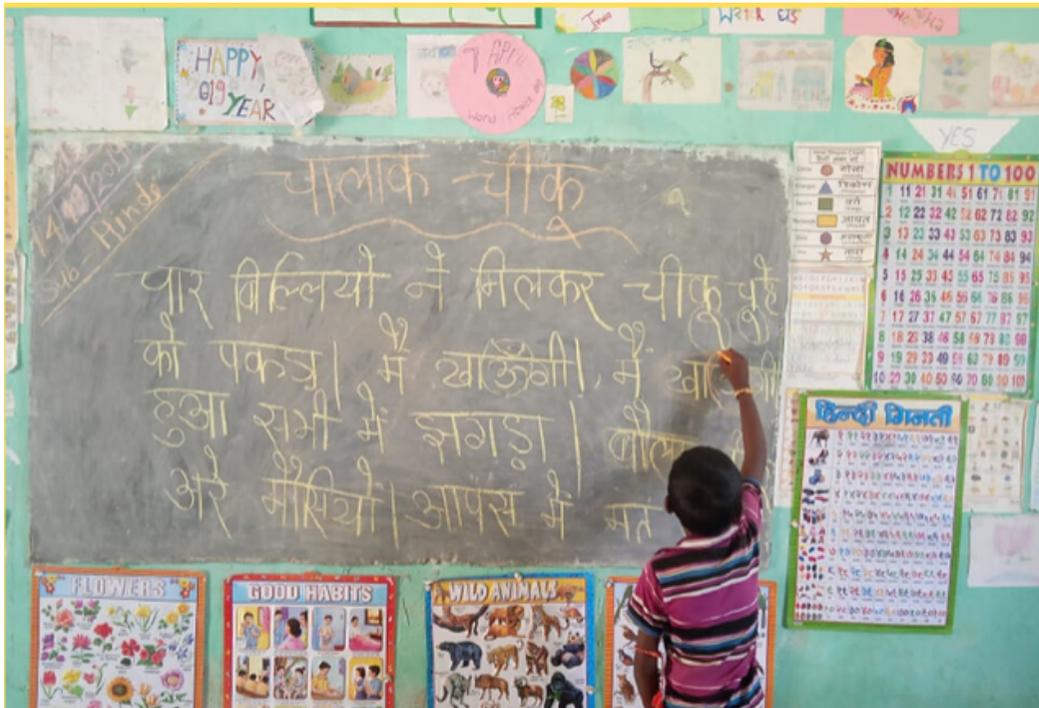


- The right use of right **technology helps deal with the infrastructural constraints** of under-served geographies
- Edu-leaders are provided with android smartphones.
- They **use digital content and participate in online learning groups** to strengthen their subject knowledge.
- **Capture real time attendance** on google sheets.
- They capture **students' profile and learning data** through online apps synced with the centralized dashboard.
- Children use various **Mathematics and Literacy building apps**, and digital content as a learning aid .



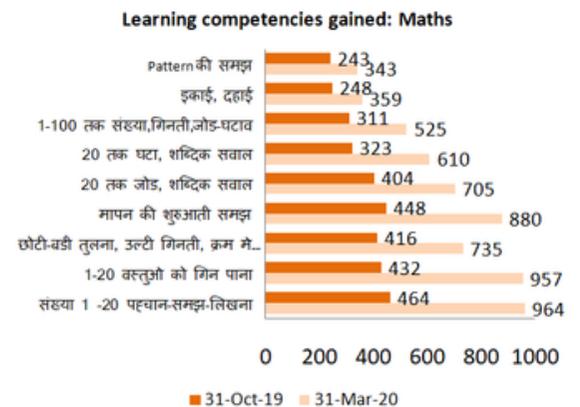
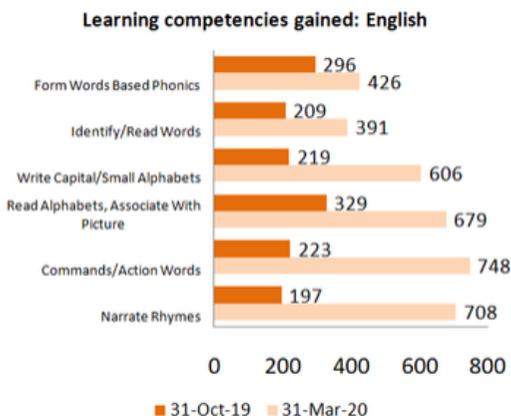
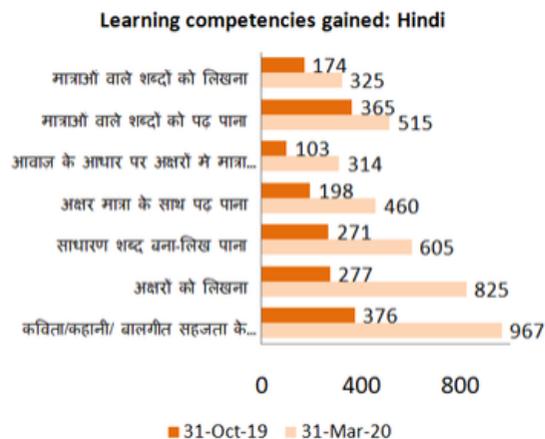
**KEY ACHIEVEMENTS  
OF THE YEAR**

# SIGNIFICANT IMPROVEMENT IN LEARNING LEVELS OF CHILDREN



- The learning portfolio analysis of 1000 students reveals that **80% children gain appropriate learning competencies** in Language and Arithmetics.
- The child-centric pedagogy of edu-leaders led to **increased involvement and commitment of children** as well as parents
- The government school classrooms saw **25% increase** in attendance.

## Learning portfolio analysis of 1000 children over a period of 6 months (Oct'19 to March'20)



# CHILDREN'S GROWING INTEREST AND COMMITMENT TOWARDS LEARNING



On the road to discipline



Increasing peer support



Becoming better citizens of tomorrow



Vibrant classrooms with inquisitiveness of children

Our edu-leaders experienced numerous instances of :

- Children running to school early morning and reaching before the school opens.
- Children calling edu-leaders from their home when they were on leave.
- Children loving the books in the mini-library set up in classrooms and reading almost all books within a quarter.

## Choosing education over child labor...



*Banarasi Kumar is an 11 year old from Daniyalpur village, Munger (Bihar) whose family works at brick kiln. When his family faced financial crises last year, **they forced him out of school and asked him to work.** But Banarasi wanted something else from life. He sought help of Sonam, i-Saksham edu-leader and his teacher. Sonam's conversation with his parents, made them realize **how well Banarasi was doing at school** and he really wanted to earn well for the family, but not now. Today **Banarasi has been transited from primary school and is studying in 6th grade** pursuing his dream of getting good education. Banarasi is also the **first generation learner** from his family.*

# ENHANCING COMMUNITY ENGAGEMENT AND OWNERSHIP



To build ownership, it is important to engage community, enhance their capacity and establish hope that change is possible and can be brought through collective action.

- Edu-leaders demonstrated learning progress in children in regular meetings with CLF, SMC, and parents. Baal Utsavs were conducted across panchayats. **2,500 children and 1,500 parents participated** in these events.
- **Parents were sensitized through regular meetings** and home visits on how they can contribute to the learning growth of children through simple home-based learning activities.
- These **demonstrations of effective teaching-learning processes inspired other educators** in the community and increased parental involvement.

# ENCOURAGING RESPONSE FROM COMMUNITY AND ADMINISTRATION



The **community institutions and parents** have been **delighted** to experience growth in the learning levels of their children.

i-Saksham fellowship program experienced **growing demand** from community institutions and SMCs.

**District Magistrate, Jamui** invited i-Saksham **to scale** the initiative across the district.



These days, I see my children singing rhymes everyday and at-least have a knowledge of what they are learning. Participatin in PTMs and Baal Utsav has made me aware how children learn things.

- Lalita Devi (Sarari village, Jamui)

# OUR ALUMNI CONTINUE TO GROW IN THEIR ROLE OF EDU-LEADERS

## From Sathgama Village, Jamui to Tata Institute of Social Sciences, Mumbai

*Nikita belongs to a family of daily wage-laborers in Sathgama village, Jamui. She has faced severe societal neglect and gender stereotypes in her life leading to suppressed aspirations. 2 years back when she wanted to write SSC entrance examination, her family denied. She was working with i-Saksham and leading intervention in a Kasturba Gandhi Vidyalyaya. The experience rekindled her interest in education and helped recollect herself. Today she is pursuing Masters in Women Studies from Tata Institute of Social Sciences, Mumbai.*



**3 more alumni and 2 team members made it to Azim Premji University this year to pursue M.A. Education.**

### On the path...

**90%** of alumni continue to serve the educational needs of their backward communities.

**50%** of our alumni enrolled in professional education courses, and aspire to become teachers/education professionals.

**25%** of our alumni joined i-Saksham team as a peer-mentor ('buddy') to support on-going batches of fellowship



Smriti



Taniya



Rajaram



Sonam



Sanjay



Paramjeet



Shivdaani



“

*The fellowship has instilled a different confidence in me. I am no more scared of speaking what I feel is right.*

*-Kanak  
(Fellowship alumna)*

”

# OUR COMMITTED TEAM CONTINUES TO SPEARHEAD

The team size grew to 19 this year with 7 fellowship alumni joining. The team continues to serve with integrity, learn and grow. Majority of the senior team members are with the organization since the foundational years.



**Aditya Tyagi**  
Co-founder



**Ravi Dhanuka**  
CEO



**Shravan Jha**  
CKO



**Prince Singh**  
Asst. Manager



**Divya Sharma**  
Asst. Manager



**Ekta Sinha**  
Asst. Manager



**Kaifee Raza**  
Saksham Executive



**Babloo Rawat**  
Saksham Executive



**Wakil Mistry**  
Saksham Sahayak



**Dharmveer**  
Saksham Sahayak

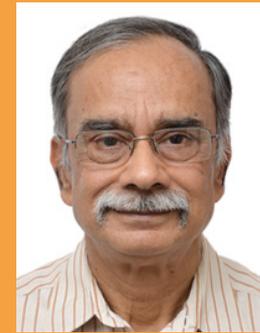


**Bipin**  
Saksham Sahayak



**Golden**  
Saksham Sahayak

## Guided by eminent Board Members & Mentors



**Anup Mukerji**  
Ex-Chief  
Secretary, Bihar



**Sweta Anand Arora**  
Ex-Director, The  
Education Alliance



**Sandeep Uppal,**  
MD, Acuvon  
Consulting



**Soumen Biswas**  
Ex-ED Pradan

# RESPONSE TO COVID-19

COVID-19 disrupted education and teaching-learning processes. Ensuring continued learning for children in backward areas facing several infrastructural constraints and lack of digital access was a major challenge.

Our ground assessment through telephonic survey of 500 parents revealed that

**70%** children were being helped by siblings/caregivers at home to engage in some sort of learning activities.

Only **50%** Children had access to smart/jio phones at their home

## Our approach leveraged parental involvement and adapted right technology:

### Prepare edu-leaders



2 weeks of virtual training to conduct e-learning sessions over the phone with children

### Digital content



Searching and packaging easy-to-use digital content.

### Designing creative session plans



Learning activities along with digital content for better impact.

### Engaging parents



Involve parents/siblings to provide on-site teaching support to children



Storytelling through phone



Parents supporting children at home

## Our edu-leaders also took several steps to spread awareness in their community..



# KEY MILESTONES IN I-SAKSHAM JOURNEY

## 2015-16

- The prototype recognized as a **top 5 Skilling Innovations in the country** by National Skill Development Agency (NSDA), GoI.
- Became an **innovation training partner of NSDC**, and signed a 10 year MoU
- Received first institutional grant

## 2016-18

- **Trained 1000 youths** in Munger and Jamui districts of Bihar under a NSDC accredited certificate course on Community Tutorship.
- **Piloted a 2 year i-Saksham Fellowship** Program to build community edu-leaders
- **Launched the first batch** in 2017
- Received **incubation support** from IIM B, TFlx, Unltd. India, Edumentum
- Recognized as **Champions of Change by Dainik Jagran**

## 2018-20

- Became a team of **100 community edu-leaders** and reached **2500 children**
- Children began to show **significant improvement in learning**
- **Partnered with JEEViKA, Bihar State Rural Livelihood Mission** to scale the model with women SHG network
- **Partnership with Mantra4Change and Mahila Samakhya** to expand in other districts.
- Edu-leaders begin to emerge as role models in their communities. **50% alumni made to prestigious universities** of the country, like APU, TISS

# DRAFT FINANCIALS FOR FY 19-20

<b>I-SAKSHAM EDUCATION AND LAERNING FOUNDATION</b>			
			Amount in Rs.
Income and Expenditure Account for the year ended	Note No.	March 31, 2020	March 31, 2019
<b>INCOME</b>			
Grants and Contributions	7	7,274,569	3,548,835
Other Income	8	286,404	315,222
<b>Total Income (A)</b>		<b>7,560,973</b>	<b>3,864,057</b>
<b>EXPENDITURE</b>			
Employee Benefit Expenses	9	2,564,165	2,748,512
Other Expenses	10	2,119,503	766,520
Depreciation	4	72,864	87,180
<b>Total Expenses (B)</b>		<b>4,756,532</b>	<b>3,602,212</b>
<b>Excess of Income over Expenditure (A-B)</b>		<b>2,804,441</b>	<b>261,845</b>
Extraordinary/Exceptional Items		-	-
<b>Total</b>		<b>2,804,441</b>	<b>261,845</b>
<b>APPROPRIATION</b>			
Excess of Income Over Expenditure b/f		2,804,441	261,845
Transfer to:			
Capital Assets Fund		-	-
Reserve and Surplus to the Balance Sheet		2,804,441	261,845
<b>Total</b>		<b>2,804,441</b>	<b>261,845</b>

Significant Accounting Policies and Notes to Accounts

11

As per our report of even date attached  
for **N S B & ASSOCIATES**  
Chartered Accountants  
Firm No.: 023043N

**For and on behalf of the Board of**  
**I-SAKSHAM EDUCATION AND LEARNING**  
**FOUNDATION**

Place: New Delhi

Date:

**Nandan Singh Bisht**  
Partner  
Membership No. 099805

**Ravi Dhanuka**  
Director  
DIN 07437626

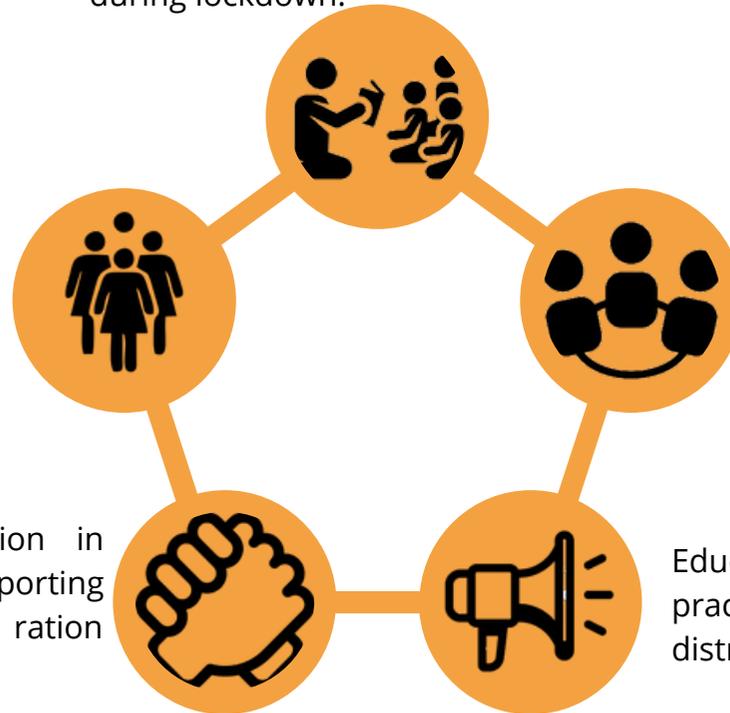
**Sandeep Uppal**  
Director  
DIN 01793868

# PLANNING FOR 2021

The learning of our children remain vulnerable to prolonged closure of schools because of risk of flaring up of COVID-19.

**i-Saksham will create 100 more female edu-leaders who would not only ensure continued learning of children during the crisis but also be front soldiers of the community to disseminate communication related to health and hygiene, and act as a support in government relief measures, etc. .**

Deliver quality education to children. Reach out through tech and parental engagement during lockdown.



Collective of edu-leaders and women SHG/community institutions to combat the crisis together.

Educating parents/caregivers on how they can support children learning at home

Support community and administration in distress relief measurements e.g. supporting unregistered migrants,, distribution of ration cards, food supplies, etc.

Educating community about health and hygiene practices, government relief measures, and distress helpline numbers



# SUPPORT AND PARTNERSHIPS

## Funding and Implementation partners



**LAL FAMILY  
FOUNDATION**

## Incubators and Mentors



## Content & Technology Partnerships





**Contact:**

**Registered Office**

i-Saksham Education And Learning Foundation,  
E-19, Lajpat Nagar 3, New Delhi

[contact@i-saksham.org](mailto:contact@i-saksham.org)

**Field Office : Munger**

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3rd Floor, Arohan Bank Building, Road no. 1, Behind  
Avantika Cinema Hall, Deeh Jamalpur, Munger, Bihar+91  
6344243066

**Field Office : Jamui**

I-Saksham Education And Learning Foundation, C/o Shri  
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