Celebrating 5 years of सीखें सिखाएं
CONTENTS

1. Executive Summary
2. The Context
3. Vision and Mission
4. i-Saksham Model
5. Program Highlights
6. Brief about JEEViKA Partnership
7. Key Project Activities and Achievements
8. Our Team and Board
9. Response to COVID-19
10. Key Milestones in i-Saksham Journey
11. Draft Financials for FY 2019-20
12. Plan 2021
13. Support and Partnership
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!
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.
Our public education system is in deep distress, especially in remote areas of the country.

- 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%

"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.
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.
i-Saksham completed 5 years of operation in Munger, and Jamui Districticts 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 a half hours each

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

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**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
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.
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.
The learning portfolio analysis of 1000 students reveals that 80% children gain appropriate learning competencies in Language and Arithmetics.

The child-centric pedagogy of educators 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

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.

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.
Edu-leaders demonstrated learning progress in children in regular meetings with CLF, SMC, and parents. Baal Utsavas 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.

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 Utsavas 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

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)

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

-Kanak
(Fellowship alumnus)
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.

Guided by eminent Board Members & Mentors

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

Anup Mukerji  
Ex-Chief Secretary, Bihar

Sweta Anand Arora  
Ex-Director, The Education Alliance

Sandeep Uppal, MD, Acuvon Consulting

Soumen Biswas  
Ex-ED Pradan
COVID-19 disrupted education and teaching-learning processes. Ensuring continued learning for children in backward areas facing several infrastructual 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 Agendy (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, TFIx, 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 Samakhyya** 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
# I-SAKSHAM EDUCATION AND LEARNING FOUNDATION

## Income and Expenditure Account for the year ended March 31, 2020

<table>
<thead>
<tr>
<th></th>
<th>Note No.</th>
<th>March 31, 2020</th>
<th>March 31, 2019</th>
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<tr>
<td><strong>INCOME</strong></td>
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<td>Grants and Contributions</td>
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<td><strong>EXPENDITURE</strong></td>
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<td>Employee Benefit Expenses</td>
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<td>Extraordinary/Exceptional Items</td>
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<td><strong>Total</strong></td>
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<td><strong>APPROPRIATION</strong></td>
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<td>Excess of Income Over Expenditure b/f</td>
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<td>Transfer to:</td>
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<td>Capital Assets Fund</td>
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<td>Reserve and Surplus to the Balance Sheet</td>
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<td>2,804,441</td>
<td>261,845</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>2,804,441</td>
<td>261,845</td>
</tr>
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</table>

**Significant Accounting Policies and Notes to Accounts**

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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
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.

PLANNING FOR 2021

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

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

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

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

Educating parents/caregivers on how they can support children learning at home
How A Young Girl Is Transforming Her Community Through Education

By India Fellow Social Leadership Program in India Fellow, Inspiration, Society, Women Empowerment
25th June, 2019

Nikita is 23 years old and a true fighter. From not being allowed to appear for an exam, to being away from her home to now being a student at Tata Institute of Social Sciences (Mumbai), Nikita has come a long way. She is now a role model for a lot of girls in her village and an inspiration to all those who want to change their circumstances and have better life prospects.

i-Saksham salutes women like Nikita who are crafting their own destinies.

From Sandhali, Bargawan village in Nager district of Bihar, where most girls are forced to stay at home and are valued only on their ability to do household chores, a young girl Taniya Parveen is breaking the norms of the society by stepping out to follow her dreams.

Taniya, a 1.5-year-old girl with her mother and four younger siblings, her father worked outside the village to earn for the family. Iniquitous by birth, she started learning (still at the age of 10) behind closed doors. Though she was aware of her primary education was in a private school called Saraswati School, KohΗgull, in Kutch, she continued in a local school in the beginning of her 9th standard where she showed tremendous potential in academics. She decided to leave school and head directly to 10th in middle school in Jashan. She now teaches there.

In the era of advanced smart boards and ed-tech, simple blackboards can yet be a super powerful tool to learn and expand. You use it to build your basic literacy skills, draw your wishes, boost your math but the best part...you can start afresh anytime you want to! 😊

Quite like the classroom blackboard, #Education too empowers you to create, fix and restore your own destiny on the Blackboard of Life.

Below are some blackboard glimpses created by the students of i-Saksham. Could you recall any fond ‘Blackboard' memories too? Share!
SUPPORT AND PARTNERSHIPS

Funding and Implementation partners

Incubators and Mentors

Content & Technology Partnerships
Contact:

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E-19, Lajpat Nagar 3, New Delhi

contact@i-saksham.org

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6344243066

Field Office : Jamui
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Digambar Babu House, Bombay Colony, Near Ashok
Town Hall, Jamui - 811307, Bihar +91 8809583093