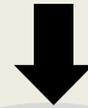




ANNUAL REPORT 2015-16

**I-SAKSHAM EDUCATION AND
LEARNING FOUNDATION**



I-Saksham is an initiative by 3 Prime Minister Rural Development Fellows, who during the course of their fellowship encountered with the pathetic status of education in remote areas of Munger and Jamui districts of Bihar.

Only 47% of class 5 children can read class 2nd text

Only 20.8% of class 5 children could solve a three-digit by one-digit division problem



The Challenges



1

Poor learning attainment among students



2

Absence of quality teachers, skill training providers in localities near to difficult areas



3

Issues of accessibility and affordability



4

Dependence on centralized delivery model



The Challenges made us Question :

Can there be an **intervention** that **complement and supplement teachers, enhance their capability**, be an effective substitute when required, **engages students** and make **learning an interesting experience?**

and

i-Saksham was born



Local community tutors
(Saksham Mitra) were
selected, trained and provided
with capabilities and resources to
empower their community
through education and
awareness, while earning a
livelihood for themselves.



Mission and Vision

VISION

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

MISSION

To provide in-situ education and skill development services in unreached areas to enterprising young community educators, mainly females and differently-abled with the aid of digital technology/content.



Objectives of the Initiative

Skill development of rural youth, as a community tutor in delivering quality learning

Improving learning levels of children through quality content delivery

Empowering within-village livelihood for youth by delivering quality educational & skilling services to fellow villagers.



We wanted to **improve the capability of individual through use of ICT tools** by promoting digital literacy. We promoted the **engagement of the youths with ICT tools** to become an active stakeholder in development process through **improved capabilities.**



We shared a tablet with youth, trained them on pedagogy and the use of technology to deliver best practices at their Saksham Kendras.



The Support and the Beginning

As of now 50 Android tablets have been crowd sourced through individual philanthropy and are placed with Residential Bridge Course schools, Remand Homes, Schools, Social Workers, Community Tutors and Students Self-Study Circles.



We work on low cost but good quality tablets. The total hardware cost along with content is around Rs.10000. It requires low investment and financial risk of failure is limited for the entrepreneur.

When Tablets were made the computers

The tablets were connected with a keyboard and a mouse, and this computer was then used to train community tutors.

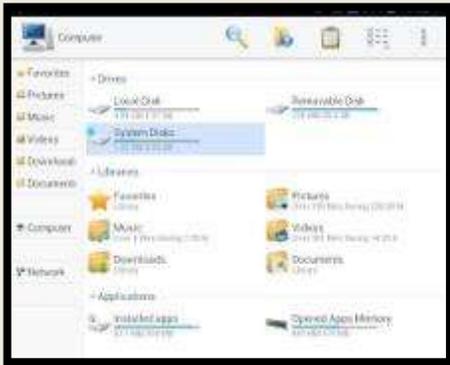


And youths learned....

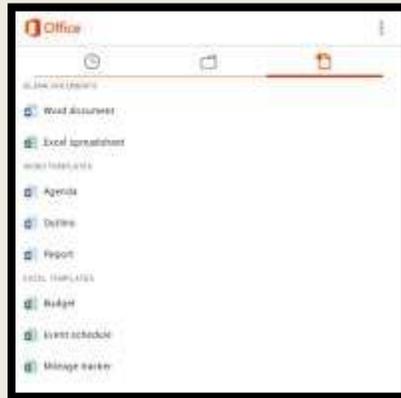
The youth was trained on the customized pedagogy to for effective learning among children at their Education Resource Centers. Tablets also helped youth attain digital skills.



Content Loaded in Tablets



Digital literacy: Windows simulator on android (A. 20 students per centre)



Digital literacy; MS Office @ Android (A. 20 students per centre)



Class I-V digitised curriculum (B. 40 students)



Vocational training : Video lecture on Mobile repair, Computer & MS Office (A. 20)



Video lecture on Spoken English, Maths, GK etc. for Class VI-X (C.20 students)



Competitive Exam preparation (D. 20 students)

Children had an enriching experience and best quality education material became accessible to poor students at their door steps



Stories from Field

Pradeep Manjhi, a 28 year old unemployed inter-educated youth from naxal affected village Koilu runs an i-Saksham Education Resource Centre (ERC). His ERC has 40 SC/ST children taking tuitions through android apps and digital videos daily at early morning before going to school. Pradeep's experience with tablets has been phenomenal. He displays animated videos for first 20 minutes, and then gives practice tests using conventional methodology of pen-paper or chalk-slate. According to him, this pedagogy attracts kids and facilitates knowledge absorption. He finds interested in learning and building their skills as well.



**Pradeep Manjhi,
Village Koilu**

Children are more eager to attend tuition classes, says Pradeep.



Jagadev Manjhi is sending his three children-Prabhat, aged 10 years in Std.5; Ranjani 8 years,in Std. 3; and Bhagirath, 6 years old in Std. 2 to ERC. He says “a notable improvement has happened in the learning level of my children. Now, my elder son can count numbers on his fingers and read poems

Quality Education At Doorsteps: Earning Within Village

*Pintu is differently-abled 12th pass youth in extremism-affected village Sakhol, in Munger, Bihar. Due to financial challenges he could not study beyond class 12. Had very limited livelihood opportunities. In his pursuit, he saw opportunity in teaching children, observing the poor learning levels. As on date, with the support of i-Saksham, Pintu is imparting quality education to 45 children and is earning ~3000 Rs per month, **within his village***



Our new Intervention at KGBV



We started our intervention at Kasturba Gandhi Balika Vidyalaya (KGBV), Jamui. At KGBV, we aim at promoting education on the principals of **“learning by discovery,”** **“learning through activity”** and **“learning from the environment”** in contrast to the prevailing textbook-centred 'learning by rote' method.

Features of the Intervention



1. Teacher training

2. Promoting activity based learning, not curriculum based rote one

3. Mainstreaming and bridging the gap between learning level and the grade level of a child

4. Weekly sessions with children by I-Saksham volunteers

5. Innovative ways of learning the basics of English, Mathematics

6. Engaging them with moral values and sanitation



Awards and Acclamations

1. Residential Bridge Course Centers, Jamui

खौफ की सरजमीं पर जला रहे शिक्षा की लौ

असम प्रशासित क्षेत्र की आदिवासी राज्यों को विरासत में मिले संस्कृत

असम की राजधानी से कुछ ही दूरों में कई सड़कियों के परिवार के सुख संकट

सर्वे के बाद बच्चियों का होता है चयन

इन आदिवासी शिक्षा प्रशिक्षण केंद्र का मुख्य उद्देश्य है सुख-दुख का भेदक भेदक, जो अपने परिवार के प्रति उत्तरदायी होते हैं, उनके बच्चों को शिक्षा देना है। इनके लिए केंद्र छोटी राजकीय प्रशासन के द्वारा सहायता प्रदान की जा रही है और उसे वहाँ रहकर प्रशिक्षण देते हैं। शिक्षिका ललिता देवी, रिजर्विना देवी, रिजर्विना देवी, रिजर्विना देवी को आधुनिक शिक्षा प्रदान की जा रही है।

खेल-खेल में शिक्षा

टीचर का अतीव महत्वपूर्ण काम बच्चियों को खेल-खेल में ही शिक्षा, प्रशिक्षण व जीवन की शिक्षा देना है। वह बच्चियों को विद्या-सेवा में लेकर खेले, खाने-पीने एवं उनके लिए उचित वातावरण की जगह है। बच्चों को हर दिन नए-नए का अनुभव होता है।

पैरेंट्स मीटिंग भी

केंद्र के छोटी राजकीय प्रशासन के अनुसार 20-25 बच्चों के परिवारों को मीटिंग होती है जो 60 परिवार बच्चियों को शिक्षा प्रदान में सहित नहीं होने है लेकिन उनकी समस्याएं समझ ले जाते हैं। इन बच्चियों को मदद मिले है।

दायित्व को भी समझ रही बच्चियां

उन शिक्षा को करीब 100, अपने परिवार के प्रति उत्तरदायी बनना रही है। उनका वाक्य है, कि शिक्षा, माई या अन्य सहाय सुख-दुख का भेदक है जो उन्हें यह शिक्षा को के रूप में सुख-दुख का भेदक का प्रदान करेगी।

असम के देश-जंगल में बच्चियों को परंपरिक शिक्षा के सब संस्कृत का ह्रास भी शिक्षा का रूप है, यदि उसे बाले दिनों में वे आत्मनिर्भर हो सकें।

2. i-Saksham was presented as a model to develop tutorship as skill in difficult areas at workshop convened by MSDE

3. Covered in **CSR today**, local media, CNN-IBN

4. **Top 50 proposals under Innovate for Digital India Challenge**

5. **Top 35 best practices selected under SAGY** for replication across the county by MoRD.

Learning from the Year

After our pilot with 20 tutors we realized the need to **prepare those youth and teacher's training.**



Though children spend time in schools but **time consumed in learning is very low.** For this, **teacher's should be trained on multi-grade and a multi-level classroom.** There is also a need of resources and content that should be available to teachers.

Education and learning can't completely be digital. Instead, **digital content should be integrated with lesson plan,** giving tech a complementary role.



There is a need to intervene in the traditional method that is being followed for teaching. **Innovative practices in teaching are required** and teacher-student relation should improve.

Plan 2016-17

- Train **300 new youth**
- To **establish i-Saksham as a reliable support** to improve learning outcomes in children by bringing visible change in the learning delivery of the community tutor
- Working out synergetic avenues to **increase in-village earning opportunities** for the community tutor (e.g. Digital Literacy)

We expect to reach up to
25,000
children in
2016



Financials

Provisional Balance Sheet	Notes	As at March 31, 2015
I. EQUITY AND LIABILITIES		
1 Shareholders' funds		
(a) Share Capital	1	100,000
(b) Reserves and Surplus	2	(30,500)
2 Current liabilities		
(a) Other Current Liabilities	3	72,000
TOTAL		141,500
II. ASSETS		
1 Non Current Assets		
(a) Fixed Assets	4	21,000
2 Current Assets		
(a) Cash and Cash Equivalents	5	120,500
(b) Other Current Assets		
TOTAL		141,500

Significant Accounting Policies and Notes to Accounts
The Notes enclosed form an integral part of the Financial

8

As per our report of even date attached
for **N S B & ASSOCIATES**
Chartered Accountants

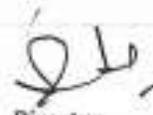
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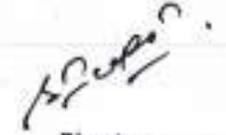


Nandan Singh Bisht
Partner

M. No. 099805

For and on behalf of the
Board of Directors


Director


Director

Place: New Delhi
Date: August 05, 2015

Statement of Profit and Loss for the period		Note No.	March 24, 2015 to March 31, 2015
A CONTINUING OPERATIONS			
I.	Grants and Donations		443,400
II.	Other Income		20,500
III.	Total Revenue (I + II)		463,900
IV. Expenses:			
	Employee Benefit Expenses	6	15,000
	Other Expenses	7	470,400
	Depreciation	4	9,000
V.	Total Expenses		494,400
VI.	Profit Before Exceptional and Extraordinary Items and Tax (III-V)		(30,500)
VII.	Exceptional Items		-
VIII.	Profit Before Extraordinary Items and Tax (VI - VII)		(30,500)
IX.	Extraordinary Items		-
X	Profit Before Tax (VIII- IX)		(30,500)
XI Tax Expense:			
	(1) Current Tax		-
	(2) Deferred Tax		-
XII	Profit (Loss) for the year ended from Continuing Operations (X-XI)		(30,500)
B DISCONTINUING OPERATIONS			
XIII	Profit/(loss) from Discontinuing Operations		-
XIV	Tax Expense of Previous Year		-
XV	Profit/(loss) from Discontinuing Operations (after tax) (XIII-XIV)		-
XVI	Profit (Loss) for the year ended (XII + XV)		(30,500)
XVII Earnings per Equity Share:			
	(1) Basic		(3.05)
	(2) Diluted		(3.05)

Significant Accounting Policies and Notes to Accounts

8

The Notes enclosed form an integral part of the Financial statement

As per our report of even date attached

for **N S B & ASSOCIATES**

Chartered Accountants

Firm No. 023043N

Nandan Singh Bisht

Partner

M. No. 099805

For and on behalf of the
Board of Directors

Place: New Delhi

Date: August 05, 2015

Director

Director