

RISE

Remedial Innovation in School Education

Investing in Education...

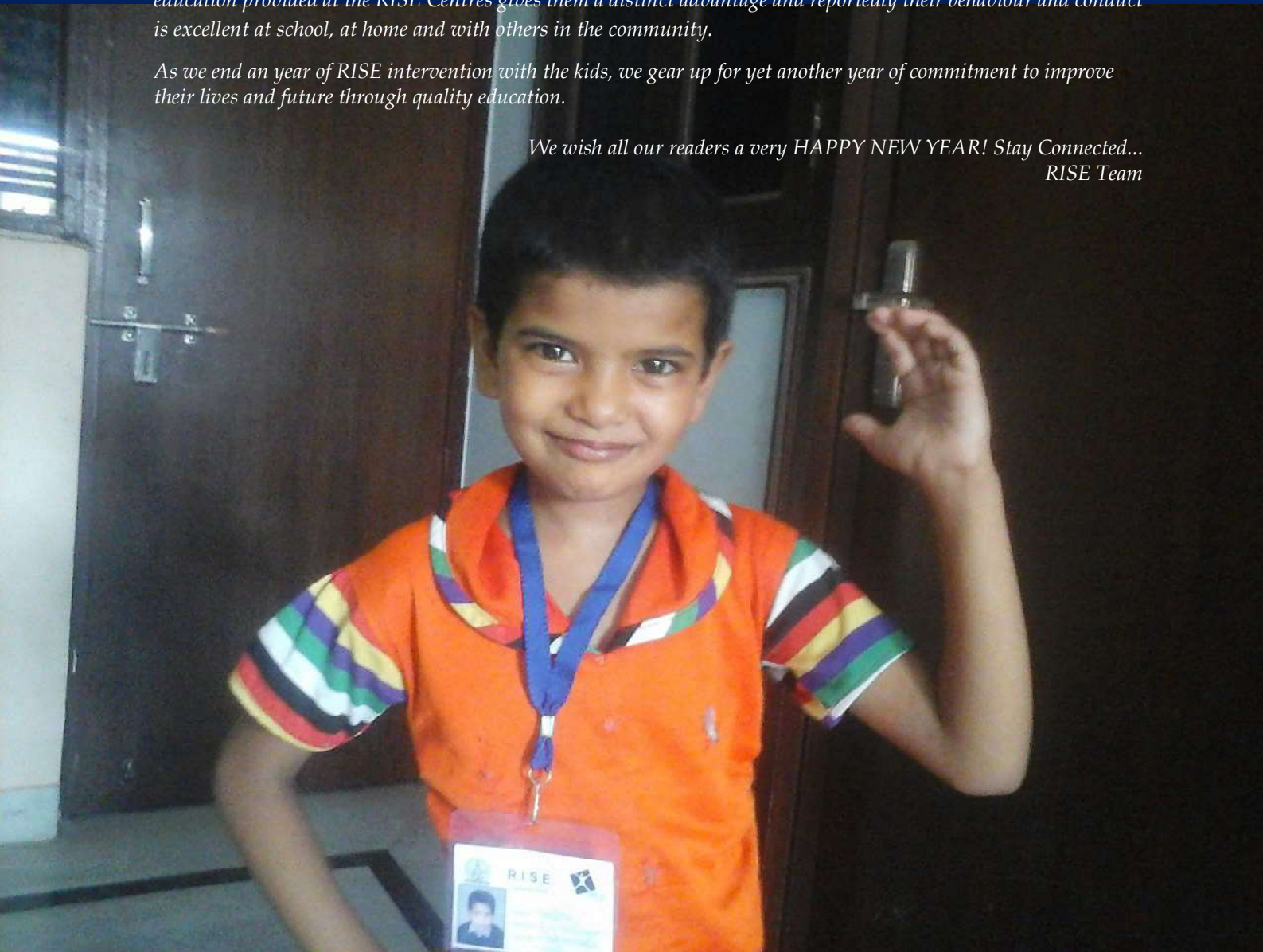
Despite progress in education sector, a huge number of children in slums continue to be excluded from school education. Besides being a colossal waste of human resources, educational exclusion is the worst form of exclusion because it means exclusion from other walks of life and areas of activities such as livelihood, knowledge, status in society, human dignity etc. Educational exclusion becomes cumulative as it is carried over from generation to generation, since it is seen that educated parents are more inclined to educate their children than those who are uneducated.

Besides, exclusion from school education, particularly at the primary level, is a denial of human rights both in accordance with the provision in the Indian Constitution and the relevant provision of the Universal Declaration of Human Rights. It is also a well established fact education is the key to poverty alleviation – the poor children, if excluded from education will never be able to grow out of the cycle of poverty and ignorance. Rapid urban population growth and relative lack of attention to urban poverty, has possibly exacerbated multi-dimensional deprivation, including deprivation of education, in urban areas.

RISE is reaching out to more than 500 poor children to improve their learning outcomes. RISE beneficiaries have been found to respond well to their school environment and their learning achievements are slowly improving. Value education provided at the RISE Centres gives them a distinct advantage and reportedly their behaviour and conduct is excellent at school, at home and with others in the community.

As we end an year of RISE intervention with the kids, we gear up for yet another year of commitment to improve their lives and future through quality education.

*We wish all our readers a very HAPPY NEW YEAR! Stay Connected...
RISE Team*



Ensuring Quality Education – Not Just Teaching

Capacity Building Workshop for RISE Educators



A teacher is expected to fill many roles in and out of the classroom. These roles of a teacher can manifest as educator, caregiver, community leader, colleague, and even student. All of these roles work together to help the teacher provide the best education for his or her students.

Educators are the backbone of RISE. They are the ones who motivate the beneficiaries to learn and become better individuals. They reinforce in the young minds, the importance of education. They also help in identifying and shaping individual talents in the beneficiaries, like drawing, singing, elocution, games and moral studies. They, along with mobilisers and supervisors, counsel the parents for getting their kids enrolled in the nearest NFE centre.

While the beneficiaries are given regular lessons by the educators, the educators are also given regular capacity enhancement and review exercises so that they are able to give their best to the children. Monthly educator's workshops are held to

review their month's work and progress and take up such exercises which further build their skills and competence for teaching learning activities undertaken at the centres.

December workshop focused on requirements of project based learning and how to strengthen the delivery for the benefit of learners. Teachers shared their experiences and challenges and discussed in detail how to overcome the challenges of attendance, slow learning, monthly test scores, value education, etc. The teachers were also given a session on how to improve personal hygiene of students and how to inculcate the spirit of cleanliness in them. Various suggestions came from the teachers and a charter on hygiene was developed on which each centre will work.

Discussions were also held on timings and time table, teaching tools, school level outcomes, lack of interest from school authorities, family issues of beneficiaries, etc. The project team unanimously

agreed to have a common prayer and a set of exercises to be followed at all centres.

Further decisions were taken on how to monitor the progress of every child and to how to assess and evaluate them appropriately on regular basis. A short film on RTE was screened to emphasize the guidelines of the Act and how each stakeholder can be made aware of its provisions. As per RTE act 25% of the seats in Govt or public schools have been reserved to unprivileged section of the society and educators were encouraged to seek admissions of RISE kids in better schools.

The key to success of Project RISE is the dedicated and committed educators who work tirelessly for the wellbeing of underprivileged slum children and make sure that their learning outcomes improve by the day. Their constant nurturing has awakened the spirit of inquisitiveness even in deprived and underprivileged kids who still lag behind in learning achievements.

Parental Counselling – Way to Sustainability



For most slum families, educating their children is the last thing on their minds. As per RTE, every child up to the age of 14 is entitled to free schooling, but the government schools they attend are poorly resourced and have low teaching standards. English and computing skills are barely taught, and the option of higher education remains an expensive dream. As slum children grow up, parental pressure to leave school and start work increases, and the vast majority of these children leave school at different stages of schooling. Among slum residents, the most common belief about higher education – or even completing school - is that it's a waste of time and money.

While the core objective of the project is to improve the learning outcomes of poor and educationally backward children, RISE goes further. The regular parental counselling done under the programme motivates and encourages parents to send their children regularly to school and also keep an eye on their progress in school. The project also tries to change their mindsets to pro-education so that a demand for education comes from them. It makes



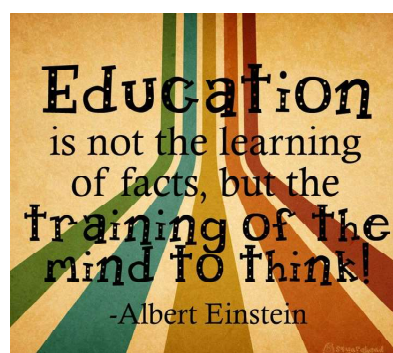
whole communities aware of the value of education.

Educators remain in constant touch with parents through monthly parent teacher meetings. During these meetings, parents are counselled, helped and supported in all possible ways. Their child's progress is discussed with them and they are informed and prepared about the desired learning outcomes of their wards.

As a result of regular counselling, parents are now learning to value education and to attend to the needs and requirements of a school going child. They are even motivated to attend the parents' meetings called in some schools.



My daughter loves coming to RISE learning Centre. Now she understands everything taught in school. Thanks to RISE.



Celebration Time at RISE Centres



Christmas is children's favourite festival! The name itself brings a twinkle in the eyes and a smile on the faces of children.

In today's world Christmas is celebrated by one and all irrespective of caste, religion, creed and colour.

RISE kids are no different. The educators tell them all about Christmas and take up various types of creative activities to teach them significance of Christmas. The children wait anxiously for the day to arrive.

On 24 December all the beneficiaries from all the centres gathered at the nodal centre to spread the cheer of X'mas celebration. The entire centre was decorated with flowers, candles, balloons and wishes. A big Santa was also pasted on the wall and the kids eagerly waited for the Santa to arrive.

Educators dressed up as Santa came in and distributed sweets and gifts to the children. They enjoyed various activities with the kids.

A cake was ordered and Santa teachers shared it with all the beneficiaries. Even parents of the kids participated and enjoyed the event and thanked the Foundation for bringing cheer and happiness in their lives.



Christmas celebration at RISE centres



The endeavour of the project is to encourage individual and corporate volunteers to support the project. A strong network has been established with civil society and corporates who are helping the children in various ways, thus adding a host of benefits to the project. Some volunteers celebrated Christmas with the kids and said that it was an enriching experience to be with these kids.

Giving Wings to their Dreams...



At RISE, children learn how to put their heart and souls into their dreams; and how to give wings to their dreams.

AROH strongly believes that poor children need a caring, safe and fun-filled environment to make positive life choices and become responsible citizen of the Country. Through our innovative way of pedagogy we create the right environment for underprivileged kids to thrive and fulfill their dreams.

Slum children learn to face deprivation and hardships from early childhood. They do not understand what a dream is. All their dreams get extinguished in daily drudgery.

RISE Centres nurture and nourish these children to heal and build their personality through project based learning which brings out their creativity to the fore. The children are taught not only subject, but also life skills. They become aware of their surroundings, aware of life and begin



to dream.

A creative paper craft workshop was held at the RISE Centres on 12 December. The children were quick to learn the craft and as they created the 'butterfly' model, it also gave wings to their dreams!

After creating their butterflies, children were seen flying the butterflies and feeling delighted about their creations. Children had coloured them differently to make each butterfly a unique creation and they all felt so proud!

Project Based Learning at RISE



Child-centric and innovative project-based learning methods are followed for imparting the curriculum and pedagogy designed for the project. While community teachers would be responsible for delivery of teaching, it would be important to build the capacity of school teachers for better outcomes. The project adopts the NCERT or State prescribed curriculum, but follows its own well designed and robust project-based learning modules in which learning relates to a child's life. Core concepts have been identified from the NCERT books for all 4 subjects (Hindi, English, Arithmetic, and EVS). Stories are framed around the social and societal concerns of the child and community, like water, air, food, etc. 4 stories are taken up for a month in the classes. Every story is divided into the learning of 5 days, each story includes learning objective, matching of core concept and activities. This is the basic essence of the PBL (project base learning). E.g. Class Two covered Core concepts through NCERT books in some of the Projects:

Hindi: Barakhadi , swar-venjan, matras, akshro ka nirman, shabdo ko jodna , shabdo ke sath vakya banana, akshoro aur shabdo ko bolkar aur likh kar abhyash karna,

vakya se anukshed ka nirman karna, kahani ko padhana, kavita ke madhayam se vakyo ko bolna sikhana,etc.

English: Alphabets, sound words, formation of words, develop writing skills , building the rhymes words, to develop writing skill of sentences.

Arithmetic: counting up to 100, both forward and backward, addition, subtraction, multiplication and division, tables up to ten, concept of time etc.

EVS/ Moral studies : hygiene, body parts, knowledge about climate weather, day's name month's name,

river, mountain, environment, identification of colours Drawing: fruits, vegetables and shapes.

It is not enough for teachers to understand the content in textbooks; through PBL modules they're able to explain this content in simple language and easy steps. A number of tasks are included in the curriculum that attempt to capture the ways in which teachers explain content to children. These include meanings of difficult words, summaries of long texts, and steps in basic arithmetic operations.





Scholastic Assessment of children at RISE Centre through pre and post tests



Co-scholastic Assessment of children at RISE Centre through sports and other activities



Assessment through direct observation

Scholastic Assessment: Pre, mid and Post Test papers will be used as assessment tools to assess the level of the beneficiaries in the beginning, middle and end of the annual project cycle. The rationale for the pre test is to assess the level of the student and then the mid-test will be conducted so that the status could be checked and at last the post test will be conducted to ensure and to check the improvement in the student from the stage of the beginner and after the test remedy is provided to the student, it manifests the change or the development in the student. After the mid test the results are also compared with the results of the mid-term exams of the schools so that the exact development in the student could be traced out for the better functioning of the centre.

Co-scholastic Assessment: Co-scholastic assessment of the children is conducted to assess the level of skills in sports, music, environment, art, etc. Tools have been developed to assess these skills and other extracurricular skills of children.

Assessment through direct observation in RISE Class: Every teacher is required to maintain an observation diary to write the daily random notes for the student. Teacher makes random notes about the formative assessment. This daily observation constitutes the conduct of the student. This also forms the basis of the discussion with their guardians in the parent teachers meeting.

With this innovative project based learning and little push and support of RISE, each and every child can reach the summit of his/her potential. RISE is trying to create a safety net to catch those who may be the most at risk of dropping out or not learning. The team at RISE is sincerely trying to create an environment when classes are full of happy, smiling girls and boys and teachers in joyful classrooms where learning climbs in leaps and bounds.



RISING through Education

Ali is 10 years old. His family lives in a shabby hut inside the Jawahar Park crematorium cum burial ground as his father works as a digger for burying the human catastrophe. Life is not easy for the entire family consisting of five members as the meager amount they get out of the work can feed them only a meal a day. In such a scenario educating the kids is an unimaginable dream. Parents of Ali wished that their kids too learn and come out from the miserable life they were leading. When they were in search of avenues they came across AROH's RISE centre and walked in to enquire the procedure. Learning the fact that the education would be given at no extra cost they immediately brought Ali to the centre and got him enrolled. They thanked the Foundation and said 'God has heard our prayers and brought a ray of hope in the form of AROH and RISE. Ali is now a changes child and is taking keen interest in studies.



The tale of Shabeena, a beneficiary of RISE is very heartening. At a tender age of 9 she lost her father to deadly skin cancer, and being the eldest among five siblings was forced her to give up education and take some work for living. In spite of the hardship and the misery, she never let her dream of getting educated wean off. One encounter with the RISE educator gave her the hope and she joined the Centre. Now she is a regular school goer by the day and a house help by the evening. Her determination to strike a balance is commendable.



Agriculture Insurance Company of India Limited (AIC) was incorporated under the Indian Companies Act 1956 on 20th December, 2002 with an authorized share capital of INR 15 billion and paid up capital of INR 2 billion. AIC commenced business from 1st April, 2003. AIC has taken over the implementation of National Agricultural Insurance Scheme (NAIS) which, until FY 2002-03 was implemented by General Insurance Corporation of India. In addition, AIC also transacts other insurance businesses directly or indirectly concerning agriculture and its allied activities. AIC also works towards upliftment of marginalized sections of the society. Project RISE is CSR initiative of AIC which aims to provide better educational opportunities to underprivileged children.



AROH Foundation is a leading national-level NGO, strengthening government programmes and CSR initiatives of several corporates and PSEs by providing total integrated solutions - consulting, planning and implementing - for sustainable, inclusive development and growth of the needy and marginalised communities in several states of India for the past 12 years. AROH is an ISO 9001:2008 Certified organization, registered under Societies Registration Act, 1860.

RISE is a pioneering initiative designed by AROH Foundation, which recognizes the nation's concern of improvement of learning outcomes and universalisation of elementary education as of paramount importance, and strives to bring the deprived and marginalized or educationally backward children in backward villages and slums under the safety net of education through an innovative approach and Project-Based Learning Methodology.

