



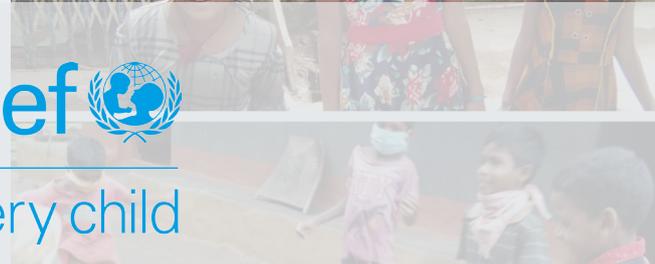
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Seekh

An Innovative Community-Based Learning Support Programme for Children during COVID-19...and beyond

A Case Study from Chhattisgarh



unicef 
for every child

About CIPS

The Government of India has set up the Centre for Innovations in Public Systems (CIPS) in May 2010 as an autonomous body in pursuance of the recommendations of the XIII Finance Commission. In line with its mandate and objectives, CIPS located in Hyderabad, is working with State, Central and District-level Government Departments and functionaries in developing policies and practices for promoting an innovative culture for transforming creative ideas into sustainable practices for improving service delivery.

Mission: Nurture an ecosystem and develop a culture of Innovations in Public Systems

Vision: Provide assistance to the state governments in developing policies for promoting innovative culture for transforming creative ideas into sustainable practices

CIPS is a unique institution that caters to the various needs of the developing society as under:

- Develop policies to accelerate the process of innovation for sustainable change and transformation in public systems.
- Scout, scan, identify and replicate innovations in various fields like Education, Health, Good Governance, Tribal/Rural Development, Environment, Agriculture, Biodiversity, etc.
- Facilitate the pursuit of diagnostic studies to identify possible barriers that block innovations and also factors that facilitate innovations in public systems.

- Design relevant training programmes, in partnership with state govt., to facilitate the emergence of ecosystems that nurture cost-effective innovative ideas.

The Centre contributes in a major way to the activity profile of the Central and State Governments with high visibility programs and projects that reflect the trust and confidence reposed by them and enhance its recognition and reputation for committed, high-quality work in policy advocacy and implementation support. The rich legacy and the reputation that the Centre has built over the years in carrying out projects and programs continue to add to the goodwill, and credibility of the Centre as a dependable think-tank for policy inputs trusted knowledge-source and reliable implementation partner. It aids the State Governments in developing policies for promoting an innovative culture for transforming creative ideas into sustainable practices at the local level. The Centre thus helps create a climate to nurture a culture for accelerating and diffusing innovation in public systems.



Seekh

*An Innovative Community-Based Learning Support
Programme for Children during COVID-19...and beyond*

A Case Study from Chhattisgarh



Glossary

ABEO	-	Assistant Block Education Officer	PHED	-	Public Health Engineering Department
ASCI	-	Administrative Staff College of India	PRI	-	Panchayati Raj Institutions
ASHA	-	Accredited Social Health Activist	PWD	-	Person With Disability
AV	-	Audio Visual	QR Code	-	Quick Response Code
BEO	-	Block Education Officer	RTE Act	-	Right To Education Act
BRAC	-	Bangladesh Rural Advancement Committee	RURBAN	-	Rural+Urban
CEO ZP	-	Chief Executive Officer Zilla Parishad	SBCC	-	Social and Behavior Change Communication
CG	-	Chhattisgarh	SCERT	-	State Council of Educational Research and Training
CIPS	-	Centre for Innovations in Public Systems	SLMA	-	State Literacy Mission Authority
CoG	-	Court of Governors	SMC	-	School Management Committee
CRY	-	Child Rights and You	UNESCO	-	United Nations Educational, Scientific and Cultural Organization
CSO	-	Central Statistics Office	UNICEF	-	United Nations Children's Fund
DEO	-	District Educational Officer	WASH	-	Water Sanitation and Hygiene
DMC	-	District Mission Coordinator			
GPDP	-	Gram Panchayat Development Plan			
LLF	-	Language and Learning Foundation			
MIS	-	Management Information Systems			
NCC	-	National Cadet Corps			
NCERT	-	National Council of Educational Research and Training			
NEP	-	National Education Policy			
NGO	-	Non-Government Organisation			
NIT	-	National Institute of Technology			
NSS	-	National Service Scheme			
NYKS	-	Nehru Yuva Kendra Sangathan			

डॉ. प्रेमसाय सिंह टेकाम

मंत्री

आदिम जाति तथा अनुसूचित जाति विकास,
पिछड़ा वर्ग एवं अल्पसंख्यक विकास,
स्कूल शिक्षा तथा सहकारिता
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दिनांक 04/02/2022

Message

From the desk of the Education Minister, Government of Chhattisgarh

The Covid-19 pandemic has disrupted many things that we held dear or took for granted. While many facets of our lives continue to be disrupted, no one imagined that schools would one day be closed for such long periods of time, threatening to undo the hard-won gains of several years.

The Government of Chhattisgarh was among the first to respond to the pandemic as regards the provisioning of education in the face of school lockdown. By April 2020, 'Padhai Tumhar Dwaar', the state's own education portal, was functioning. The portal used the potential of digital technology and provided access to learning resources for children from grades 1-12. Besides this, regular online classes were conducted by our teachers. More than two million children registered on this portal.

The Government was also quick to realize that digital approaches have a limited reach. To address this, Chhattisgarh designed the 'Mohalla Classes' (as part of 'Padhai Tumhar Para' initiative) in which teachers reached out to their children in their own communities, often working with small groups of children in the neighborhood. Community level volunteers helped in this effort.

There have been other innovations, too in Chhattisgarh, as the pandemic raged. The 'Charcha Patra' developed by Samagra Shiksha at the state level continued to share ideas with teachers, while encouraging them to reach out to children. Another initiative, 'Bultu ke bol', used the power of the Bluetooth facility on phone to transfer learning content to teachers, parents and community volunteers who lived in remote areas that were not connected to the internet. The 'Loudspeaker classes' (or Amcho Radio) were launched in a few districts to reach out to all children within the community by using a simple technology such as the loudspeaker which the teachers used for conducting learning sessions. Further, the very popular 'Missed call Guruj' enabled children who did not have a smart phone to place a missed call with their teachers who then responded with guidance for their learning.

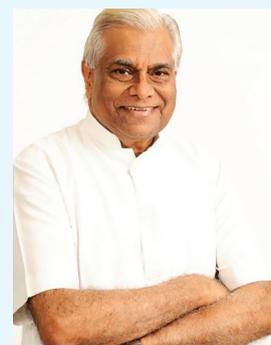
I'm happy to share that the Seekh program designed by UNICEF in collaboration with the Department of School Education and implemented in 13 districts, has been very effective in ensuring that children continue to learn even when their schools are closed. The uniqueness of this program is that it used both digital as well as non-digital means (with the help of community volunteers called Seekh Mitras) to reach out to children. The learning activities in Seekh are simple, clear and fun to do, which is why they are popular among children, parents, teachers and volunteers. Further, Seekh shows how parents and local communities can respond positively in the face of a crisis. It is this participation which can enrich and strengthen the education of every child.

I'm happy to note that this innovations has been documented by the Centre for Innovations in Public Systems, Hyderabad, and wish the Seekh program greater success in the days to come.

(Dr. Premsai Singh Tekam)

Chairman - Court of Governors, Administrative Staff College of India (ASCI)

It gives me immense pleasure to know that CIPS in collaboration with UNICEF is bringing out a detailed process documentation on an innovative programme in the area of Primary Education titled “Seekh - A case study from Chhattisgarh” which is in operation in that State since 2018. This programme is based on the philosophy that learning happens not only in school, but also at home and in the local neighbourhood and Community; that the members of the family, local education volunteers (named Seekh Mitras) and the local authority named in the RTE Act (the Panchayat) play an equally important role as teachers and schools do, in enhancing learning outcomes. Surveys have shown that the Seekh programme did supplement the efforts of schools to enhance children’s learning.



After launch of this programme, Covid-19 pandemic was declared in the country, and it caused total and indefinite closure of schools, and caused a major disruption in education especially at the primary or foundational level. Some schools at the secondary and high school level, partially switched over to online teaching. But in a State like Chhattisgarh, where Internet spread is thin, and more so, at the primary level, the disruption was almost complete. However, the ongoing Seekh program proved to be a boon, and with a slight tweaking in its details, has shown that with parental and community support, children can continue learning despite school disruption. As Seekh proved its inherent worth, it would continue to be implemented in the post-pandemic scenario also.

I recommend that the Seekh program is worthy of being implemented in other States also, for laying a great foundation for primary education.

I congratulate CIPS and UNICEF for bringing out this process documentation of Seekh, which would be of immense help for other States to strengthen their primary education.

A handwritten signature in blue ink, appearing to read 'K. Padmanabhaiah'.

K. Padmanabhaiah, IAS (R)
Chairman, CoG, ASCI &
Chairman, Advisory Council, CIPS

From the Director General, ASCI

Centre for Innovations in Public Systems (CIPS), a Centre created within Administrative Staff College of India (ASCI), with a grant by the 13th Finance Commission which has, over the years, grown manifold and has done pioneering work in identification, documentation, dissemination and replication of innovations in public systems.

The Covid-19 pandemic has created a massive disruption in school education. By some estimates, it has affected nearly 1.6 billion learners in more than 190 countries. Closure of schools and other learning spaces has impacted 94 percent of the World's student population. The impact has been more pronounced in low and lower-middle income countries where upto 99 percent of the students have been affected.

Seekh is an innovation in the field of school education, identified by UNICEF and CIPS jointly, has enabled in preventing a learning crisis from becoming a catastrophe in the geography in which the project has been implemented.

I would like to congratulate CIPS and UNICEF for bringing out this documentation of Seekh, and I hope that the innovation will be rapidly replicated in other geographies.



A handwritten signature in blue ink, reading "Nirmalya Bagchi".

Dr. Nirmalya Bagchi
Director General (I/c), ASCI &
Chairman, Steering Committee, CIPS

Message from Chief, Field Office, UNICEF

The COVID-19 pandemic has resulted in schools being closed for prolonged periods of time, disrupting children's learning. Over 800 million children in 51 countries (including India) were not attending school in most part of 2020 and 2021, as schools had not re-opened.

UNICEF describes this situation as a "global education emergency". Evidence shows that closure of schools and disruption of learning could lead to multiple adverse impacts, some of which are long term and irreversible such as:

- Learning loss: Decline in learning outcomes of students. A UNESCO study shows that one month of school closure leads to two months of learning loss of students
- Increase in drop-out of students from school, leading to increase in incidence of child marriage, child labor, child trafficking, child sex abuse and gender-based violence
- Widening of the digital divide due to lack of access to internet/other devices, especially for children living in rural, slums and vulnerable households.
- Increase in mental health issues (anxiety, aggression, sleeplessness etc.) among children

UNICEF in Chhattisgarh developed innovative ways of reaching out to children to enable them to learn even when schools were closed. While many states organized online classes, and provided distance education through radio and television, not all children have access to these resources. As the Annual Status of Education Report (ASER) 2021 showed, online learning was available to only 11% of children in India. There is thus a stark 'digital divide' in India.

UNICEF believes that learning happens not only in school, but also at home and in the local neighbourhood and community. It's experience of working with the local community and parents to support children's learning was harnessed to develop a unique program called 'Seekh' which provided joyful learning opportunities while schools were closed. Young volunteers in the community (Seekh Mitras) and parents became the new educators for children in Seekh. I take pride to say that over 14,000 volunteers provided education support to about 1.6 lakh children in 8,600 remote villages in Chhattisgarh.

'Seekh' has many unique features. First, the medium of transaction between the Seekh Mitras and children is the local language. Second, Seekh equally recognizes the role of home and community in learning. Third, it harnesses community resource in the form of volunteers. Fourth, Seekh attempts to bridge the learning gap through both digital and non-digital means. Fifth, Seekh uses age-appropriate sports and learning activities. We believe Seekh has emerged as a model which can be emulated by all states in India.

As the American child rights activist Marian Wright Edelman puts it, "It really takes a community to raise children, no matter how much money one has. Nobody can do it well alone...it's the bedrock security of community that we and our children need." Seekh attempts to embody this spirit.



A handwritten signature in blue ink, which appears to read 'Job Zachariah'.

Job Zachariah
Chief, Field office, UNICEF

From the desk of Director, CIPS

Centre for Innovations in Public Systems (CIPS) contributes in a major way to the activity profile of the Central and State Governments with high visibility programs and projects that reflect the trust and confidence reposed by them. The rich legacy and the reputation that the Centre has built over the years in carrying out projects and programs continue to add to the goodwill, and credibility of the Centre as a dependable think-tank for policy inputs, trusted knowledge-source and reliable implementation partner. It aids the State Governments in developing policies for promoting an innovative culture for transforming creative ideas into sustainable practices at the local level. The Centre thus helps create a climate to nurture a culture for accelerating and diffusing innovations in public systems.



The Covid 19 pandemic has adversely affected the education of children during the last two years and disrupted the processes of learning. It has challenged us to think of alternate ways to ensure that children do not lose out on their foundational learning. One such unique innovative experimentation is the 'Seekh' programme in the state of Chhattisgarh initiated by UNICEF in partnership with the Department of School Education, Government of Chhattisgarh. The Seekh programme complements the efforts of schools and the government to enhance learning during the lockdown period with the assistance of the community, members from gram panchayats, school management committees and other stakeholders. Further, the programme provides a complementary platform outside the schools to engage children with their studies through local educated youth volunteers (called Seekh Mitras) in the aspects of early grade reading, arithmetic, sports activities and environmental studies.

CIPS in collaboration with UNICEF, Chhattisgarh has documented the Seekh Programme with an objective of looking more deeply into various aspects of academic innovation and voluntary effort to address the learning crisis in a decentralized way. This experiment has potential for upscaling, showing a model of parental and community collaboration with schools to improve the academic standards.

I would like to thank the UNICEF team, Chhattisgarh, the District Collectors, Chief Executive Officers of Zilla Parishad (CEO ZP), and educational officials of districts Bastar, Dhamtari, Raigarh, Raipur and Sukma for extending their support in documenting the Seekh initiative. We hope that learning from Seekh will spur similar initiatives elsewhere.

A handwritten signature in blue ink, consisting of a stylized 'C' followed by a series of loops and a long horizontal stroke.

C. Achalender Reddy, IFS (R)
Director, CIPS

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A glimpse of Seekh

The challenge of learning: need for collective effort

Seekh is a UNICEF supported intervention in Chhattisgarh which complements what schools do. It attempts to enhance foundational learning, by exploring what spaces outside school, such as the home and the local neighborhood, can do.

Seekh rests on the premise that the family and community can play an important role in helping children learn.

Seekh was initiated in selected districts in 2018 and showed positive results as an external assessment revealed in early 2020. As schools closed in March 2020 due to Covid-19, Seekh became the mainstay of UNICEF's response in the context of the pandemic to support the continuity of children's learning. Seekh materials and activities target parents and caregivers as well as community level volunteers called as 'Seekh Mitras.' The intervention depends on the participation of members of the local community, elected representatives from gram panchayats, school management committees, and the education department.

Seekh has sought to strengthen parental and community participation to raise demand for quality education and learning. Sensitizing parents and community representatives regarding the challenges that children face in learning and urging them to act on it, has been a key element of Seekh.

An external assessment of Seekh undertaken by the sociology department of NIT Raipur in 2019-20 showed that the 'scaffolding' provided by parents and community volunteers (the Seekh Mitras) had led to important gains in reading abilities and comprehension in children (See Annexure 2 for more insights). Given this positive experience, Seekh was used as a response for promoting continuity of learning in children as the Covid-19 pandemic forced schools to shut down.

To add a little more - the premise of the Seekh initiative is that schools and teachers are not the only factors that promote children's learning and overall development. They are important factors but are not the only ones. They may not even be the 'sufficient' factors. Seekh aims to energize and include spaces outside schools, such as homes, families as well as the community and neighbourhood to explore the roles that these spaces can play in promoting children's learning. This is best described by the African (specifically, Nigerian Igbo) proverb that 'It takes a village to raise a child.' In the context of



the Seekh intervention, this can be adapted to say, 'It takes a village to educate a child.'

The underpinning 'Seekh' strategy is that the home and community spaces complement the school. This results in a bigger impact on what and how children learn. What families/homes and the local communities can offer to help children learn has not been traditionally explored in mainstream education programming. Hence, parents and other caregivers, as well as community level volunteers (the real learning champions within a community) who can support learning have become critical to this initiative.

While UNICEF has the experience of working with volunteers in Chhattisgarh, and there are good results because of these efforts, finding pathways to engage with parents and caregivers, especially to support school going children is an area that the organization would like to pay more attention to.

This document tries to capture the Seekh experience in the context of the Covid-19 pandemic and reflects on the possible implications for education policy and practice.



Why Seekh?

The challenge of learning

National and State level assessment surveys being conducted periodically by NCERT and other organizations like Pratham show poor learning levels of children in basic foundational skills of literacy and numeracy. These assessments reveal a 'learning crisis', which adversely impacts children, and affects national goals of nurturing skilled human resources for overall national development. A deeper analysis of children's performance in these assessment surveys reveals that majority of the children do not possess class-specific competencies. Though a majority of children are attending schools, they are ending up with 'learning deficits' even after several years of schooling.

Further, given the tokenistic involvement of parents and community members in education, accountability for learning is an area which needs attention. In this regard, learning needs to be audited at the community level in much the same way that services for communities are often audited. In this process, parents, school management committees, panchayats as well as the education department can be involved to improve learning opportunities for their children. A demand for better education from local communities can go a long way in changing the way education is done.

To get to this stage, much groundwork needs to be done. Interventions like Seekh offer a starting point.

As mentioned, Seekh is premised on the belief that the crisis of learning in children needs a collective effort, going beyond what schools and teachers do, involving parents and local communities who have traditionally not been involved in this matter. Spaces outside the school have much potential to enable children to learn better. However, most efforts of the government have been expended on making schools better. While this should not be lost sight of, attention needs to be paid to what can happen in home/family environments as well as in the local neighborhood which can complement what schools do to develop learning competencies and outcomes in children that are committed by the state. The NEP 2020 recognizes this complementarity.

The challenge of ensuring learning in the pandemic

While Covid-19 has adversely affected all spheres of the life, organized/structured forms of education and learning such as anganwadis, pre-schools and schools have also borne the brunt of the pandemic due to prolonged lockdowns. Around 1.37 billion students and 60.2 million schoolteachers in 138 countries have been affected by school and university closures. UNESCO estimates that 826 million students do not have access to household computers or smart devices, with 43% having no internet connectivity. In India, Covid-19 has had a severe

impact on 28.5 crore young learners¹. This is not only a short-term academic disruption -- it has dire socio-economic consequence for states like Chhattisgarh.

The closure of schools has multiple impacts on children's education, both short-term and long-term². To summarize:

- There is no continuity in learning, leading to 'learning deficits' – a study by Azim Premji Foundation which covered 16000 children showed that in some cases, more than 90% of children surveyed were unable to demonstrate several competencies in mathematics and language
- There is an increased probability of dropout rates even after school reopen



1 <https://iite.unesco.org/news/1-37-billion-students-now-home-as-Covid-19-school-closures-expand/>
2 <https://www.unicef.org/india/press-releases/Covid-19-schools-more-168-million-children-globally-have-been-completely-closed>

- The lockdown affects physical, mental, and emotional health of children and their parents
- Children become more vulnerable to abuse, labor, and trafficking
- There is also an increased incidence of poverty which also increases the digital divide and further creates inequities as regards access to learning resources and opportunities

All the above have already led to an adverse impact on the country's economy, children's well-being, and their education, as various reports show. Primary school students, especially those from vulnerable backgrounds are one of the most affected groups due to prolonged school closures. It is this group that Seekh aims to address.

Literature on parental and community participation for learning

As a pandemic response, Seekh attempts to involve parents and local communities to help children learn.

Though parental and community engagement to support children's learning is not yet a part of mainstream educational policy and programming, existing literature clearly shows that when parents participate in their children's learning, it results in enhanced pro-social behaviour, increased attendance and higher academic achievements (Anderson et al, 1985, Edwards, P.A., 2004). Parental participation often need not be a direct engagement in the sense of how teachers teach, though where parents are literate, there is a likelihood that this can happen to some extent. On the other hand, research shows that by creating an 'enabling environment or condition' at home, through sensitivity, compassion, understanding, increased awareness of the challenges that the child faces in learning, expression of love and sharing of higher expectations, parents can make

a difference. Epstein's model (1986) is often used as a reference point for parental involvement where it concerns children's learning.

Parental engagement apart, the community or neighborhood is also a space with potential that can be harnessed to support children's learning. At scale, the BRAC initiative in Bangladesh is perhaps the best example of how learning can be promoted in the community. BRAC's 'community learning centers' managed by volunteers have contributed positively to strengthen learning, as evaluation reports of BRAC show.

UNICEF's experiences in Chhattisgarh

UNICEF in Chhattisgarh has had a rich experience of designing and implementing programs that recognize the primacy of parental and community roles in the development of the child. The earliest of these initiatives, Sajag, was a parenting programme piloted in Rajnandgaon district starting 2012-13 that focused on children below six years of age. It aimed to enhance parents' knowledge of their children's developmental needs and build skills in responding to these needs. Results from Sajag showed the multiple positive impacts of a holistic approach to parenting. Parents who were aware of their children's developmental needs and who enhanced the quality of their interactions with children providing early stimulation opportunities in home settings, were able to see cognitive as well as social and emotional gains in their young children. This corresponds to what global research evidence says. Sajag showed that a strong foundation for young children from socially and economically disadvantaged communities could be provided by making parents more responsive to their developmental needs.

This idea behind Sajag was extended to school going children through the 'RTE Watch program' (a social audit program for education

with community participation, from 2014-17) and later crystallized through the Seekh program in 2018 where parents were engaged to support their children at home to learn better. Seekh also involved 3-4 community volunteers (usually youth from the community called 'Seekh Mitras') who ran the 'Seekh Kendras' for children in the community before/after school hours. All these initiatives were undertaken in partnership with the government and with civil society organizations such as Centre for Learning Resources, the State RTE Forum, Samerth Trust, Prayog Sanstha, among others.

In Seekh, parental support at home and the Seekh Kendras in the neighborhood provided children the much-needed scaffolding, especially on aspects such as early grade reading, a critical area of learning in the first three years



of primary schooling. In addition, they offered children a recreational and socialization space in a non-threatening atmosphere. An external

assessment by NIT Raipur clearly showed the positive impacts of this intervention. This is summarized in Annexure 2.

In the context of a state like Chhattisgarh³ which has routinely scored well below the national average in various learning surveys, it becomes critical for educational programming to consider in totality the approaches needed to ensure that children not only access and remain in school, but also learn well. The school, family and community are part of a 'learning triad' which aims to nurture the way children learn especially during their foundational years. Further, in a state like Chhattisgarh where the internet penetration is only 35% (Nielsen report, 2019), e-learning approaches cannot be relied upon to promote learning especially during school lockdown. This is where Seekh comes in.

3 *The Chhattisgarh government's pandemic responses in education are mentioned in Annexure 1.*



Setting the stage

Background

The learning from the first phase of Seekh which was launched in 2018 in four districts helped UNICEF to quickly design a pandemic response for education. This became the next version of Seekh. UNICEF also recognized that the disruption to schools provided an opportunity to activate spaces that had not been tapped into so far – these included the home and family, and the local neighborhood. The situation thus provided an opportunity to stimulate community and parental participation in education.

Pandemic response

As part of its pandemic response, UNICEF Chhattisgarh initiated discussions at the state and district levels and proposed Seekh as a response for continuity in children's education owing to school closure. Seekh would use both digital and non-digital approaches to reach children. The digital component, it was envisaged, would consist of simple and interesting videos and worksheets that would be communicated every week according to a schedule via WhatsApp groups to the community and family level. A designated schoolteacher was expected to disseminate these learning resources to parents and children within the catchment area of the school.

The digital mode had its limitations, which were recognized at the beginning of the program – only those parents having a smart device could

access the videos and worksheets. And there was the issue of internet connectivity as well. To overcome this barrier, community level volunteers (Seekh Mitras) were mobilized with the help of teachers, parents and community representatives like Panchayat leaders. These volunteers were expected to set up informal learning spaces in the community (the Seekh Kendras) where they would meet small groups of children a few times a week to support their foundational learning. To support the Seekh Mitras, a 'Seekh Pitaara' (user's manual) was developed.

Though the idea of engaging with community volunteers as part of the pandemic response to help children to learn had its share of skeptics (partly because Covid-19 protocols advised against human contact and partly because the idea itself was new⁴), UNICEF advocated strongly for this approach because this was seen as a viable thing to do at that time.

The earliest UNICEF experience of engaging community volunteers for children's development was in the 'Sports for Development' program in the erstwhile district of Dantewada in South Chhattisgarh in 2009. Youth from the community, called 'Khel Mitras', were identified and trained to conduct inclusive and age appropriate sports activities. This program became popular, with community support. It

⁴ It may be mentioned here that the NGO Pratham has extensively used volunteers to teach children.

also played a key role in bringing back hundreds of children who had dropped out from school. This experience, along with those of the Sajag, RTE watch and Seekh initiatives, led UNICEF to believe that the Seekh program could effectively complement state efforts to ensure continuity of learning.

Preparations and launch

Preparations for Seekh began in the third week of March 2020, soon after the first countrywide lockdown. By mid-April, the initiative was ready for launch. The UNICEF team shared the proposed idea at the state level and followed this with discussions with selected/interested districts. Initially, Seekh was introduced in three districts (Jashpur, Sukma, Raigarh) before it organically spread to many more districts, driven by the interest shown by the district administration, often led by the District Collector and/or the Chief Executive

Officer (CEO), Zilla Panchayat. At the time of this documentation, Seekh covered 13 districts, 37 blocks, 659 clusters, 4214 communities, and reached out to 1,64,144 children in the primary school going age group. The number of volunteers associated with Seekh are (the Seekh Mitras) 14509 in total.

The districts responded enthusiastically to Seekh. The education department functionaries from the District Education Officer (DEO), District Mission Coordinator (DMC, Samagra Shiksha), the BEOs and ABEOs (Block and Assistant Block Education Officers), the CACs (Cluster Academic Coordinator) to the schoolteachers all played a crucial role in identifying the Seekh Mitras and in spreading the word about Seekh in the communities.

Typically, the launch of Seekh in every district would be accompanied by the district collector's video, encouraging parents, community representatives, teachers, Seekh Mitras and others to come together in a collective effort to support children to learn in the challenging times of Covid. This provided the much-needed momentum for the intervention. In Surajpur, the education minister launched the program. The Seekh Pitaara (volunteer manual) was also launched by the education minister from Bastar district.

At the back end of Seekh, the UNICEF team first consulted the state's list of learning outcomes. Based on these, the process of development of videos and worksheets was initiated in the following subject areas at the primary level – language, mathematics, environmental science and basic science. Sports activities were added in the form of 'non-contact' sports (given the need for Covid-19 precautions to be taken) to attract children to the community learning spaces. Two broad age divisions were made for the development of the materials – grades 1 and 2, and grades 3-5. This approach was followed as it was not practically possible to develop



Geographical coverage of Seekh

resources for each subject and for each grade, given severe time constraints. Further, it was also reasoned that clubbing children from grades 1 and 2, and grades 3-5 would help to address learning through a ‘multi-level’ approach.

For each subject area, WhatsApp groups were constituted for content development, consisting of volunteer teachers and resource persons who contributed their time and effort to help UNICEF develop high quality learning resources. Both the worksheets and the videos were uploaded on a separate YouTube channel called ‘CG Seekh’ (7700+ subscribers and growing) and the education portal of the Chhattisgarh Government called ‘Padhai Tumhar Dwaar’. A Facebook page was also created to have a presence on social media. Subsequently, Seekh twitter and Instagram handles were also established.

At the community level, the Gram Panchayats and School Management Committee (SMC) identified spaces other than school buildings to run the Seekh Kendras. Often, the Seekh centre/kendra was set up in spaces like temple courtyards, the verandas of homes, under the trees, common community spaces or even the homes of the Seekh Mitras.

Most of the Seekh Mitras are themselves students who have time at their disposal due to closure of their institutions because of the lockdown. The schoolteachers and Gram Panchayats jointly developed a list of educated youth in the village whose services could be requested from time-to-time based on the need. At one point in 2020, Seekh utilized the services of more than 15000 volunteers.

In some districts such as Dhamtari where Seekh was introduced in May 2020, the Red Cross came forward to provide soaps, masks, and other hygiene related materials. In some communities, the Self-Help Group (SHG) made these arrangements. Often, the District Collectors, CEOs and education department



officials convened meetings of Panchayat Sarpanches at the block level and discussed the idea of Seekh. These efforts also led to a rapid community level mobilization for the intervention. Further, collectors and CEOs made it a point to regularly monitor progress of Seekh through their weekly interdepartmental ‘time limit’ meetings.

Seekh has garnered the attention of print media (national and local) as well as television. In 2020, organizations like Piramal Foundation and CRY along with their partners requested UNICEF for an orientation to Seekh. Many organizations have used Seekh materials in their pandemic response initiatives.

Seekh has so far shown that a ‘culture of voluntarism’ can be built for education across the state. The challenge would be to sustain this. Ways must be found to develop these mechanisms. This is where the local governance of education becomes crucial. As we will see, Seekh has so far shown that there is much that parents and local communities can contribute when it comes to the education of their children. Experiences show that they can respond in meaningful and supportive ways to complement what schools do. Working with parents and community spaces through School Management Committees and Panchayats will contribute to making education a collective effort, one which will help overcome the barriers children face in learning.



Partners

Seekh involves working with multiple levels of the education department in Chhattisgarh, from the state to the community. There is UNICEF, which has conceptualized the intervention. Then there are the NGO partners of UNICEF, like Samerth Trust, Prayog Samaaj Sewi Sanstha, Sankalp Ek Prayaas Society and Bachpan Banao, who played a key role in implementing the initiative and in engaging with the government at the district and sub district levels. Finally, there are many individuals who continue to volunteer their time and effort.

Brief descriptions for each stakeholder are as follows:

UNICEF

UNICEF has designed the Seekh program to complement government led efforts to ensure continuity of learning for children during school lockdown. It is presently focused on primary school going children. UNICEF's role is in content development; in advocating with the government for the Seekh program, and in coordinating with districts to strengthen implementation, monitoring and review.

State and District Administration

The State Education Department is fully cognizant of Seekh and acknowledges it as an important contribution during pandemic times. Seekh is part of UNICEF's approved Rolling Work Plan signed with the Government of Chhattisgarh. Though the education department at the state level has so far not played an active

role in Seekh, the action has been more at the district level, which has taken ownership of the initiative. The state recognizes Seekh as a worthy practice which was showcased recently at a national education conclave on education.

The district administration directs the education department to implement Seekh, with the involvement of teachers and cluster academic coordinators, who play a key role in identifying community volunteers or Seekh Mitras. From time to time, the district administration, led by the Collector and/or CEO, Zilla Panchayat, review the program and take corrective actions where needed. The district administration also provides the Seekh Pitaara (volunteers kit), using DMF (District Mineral Fund), CSR (Corporate Social Responsibility) funds or financial resources available within the education budgets.

In Chhattisgarh, UNICEF has used the platform of Adult Education (AE) to promote actions for childcare and education. The belief underlying this approach is that Adult Education need not be restricted to the acquisition of literacy and numeracy skills. It needs to be situated in the contexts in which adults live. This necessitates a broader scope for AE, which includes areas such as legal literacy, digital literacy, and the knowledge, attitudes and practice needed for child care and education, among others. This is what the NEP 2020 articulates as well. Both the Sajag and Seekh initiatives have collaborated with the State Literacy Mission Authority

(SLMA) to use the AE platform to engage with adults regarding the roles they can play in the child's overall development. This point will further be touched upon when we look at the implications of Seekh for policy and practice (in Chapter 11).

Other departments

At this point in time, Seekh does not work on a convergence approach involving departments other than education. This is something that can be fruitfully pursued. Other departments such as Health, or PWD, PHED, for instance can share key messages for parents and children through the WhatsApp communication structure established for Seekh, or through Seekh Mitras from time to time who can reach out to families. Thus, Seekh provides the possibility of developing a communication architecture that goes all the way down to the parents. This pathway, if nurtured, can become a bulwark for many government interventions that seek to inform parents on various matters that concern them.

Parents and the communities they live in

Parents have been one of the biggest contributors to Seekh. At a time when schools have closed for long periods, parents have opened their homes for children in their neighbourhood. It is a common sight to see verandas, living rooms, additional rooms at home, corridors and terraces converted as learning spaces or Seekh Kendras. Parents not only have shared their homes for Seekh, they have also kept watch on the activities happening and, in some cases, have played the role of Seekh Mitras too.

Seekh has seen Panchayats and School Management Committees come to the fore, in mobilizing parents and encouraging them to support their children. They have played a key role in identifying physical spaces for the Seekh Kendra. There are examples of monetary contributions made by PRIs and SMCs, in terms

of stationery and learning materials, printing of worksheets and even in the paying of honoraria to Seekh Mitras. All these actions suggest that once communities decide that something needs to be done, they are able to come together to do it. This has lessons for strengthening local governance for education. Some districts, like Dhamtari, engaged with PRIs in selected locations as part of the RURBAN program. In Bastar, UNICEF has supported the first round of orientation of PRI members on the role they can play in education. In the new district of Gaurela-Pendra-Marwahi (GPM), Seekh was introduced via the participation and orientation of Panchayat representatives at the block and Gram Panchayat levels, with the view that for an initiative like to be sustained, elected representatives need to take responsibilities.

With the Panchayats, GPDP (Gram Panchayat Development Program) funds can be earmarked to support educational/learning activities for





children outside the school, especially during these times. These expenses could include the cost of the Pitaara, recurring costs of stationery, teaching-learning materials, story books, honoraria for the Seekh Mitras, among others.

Internal UNICEF convergence

As in the case of inter departmental convergence in the government, UNICEF's internal convergence for Seekh is also work in progress, and by and large an aspirational element at this point. A key area which emerges is SBCC messaging (through AV and textual materials) on issues of critical importance for children – their health and nutrition, matters related to water, sanitation, and hygiene, as well as their protection. These messages can be aimed both at children and their parents and they offer opportunities for UNICEF's 'core programs' to come together for children.

In partnership with the Child Protection program in UNICEF, Seekh has begun developing messages on child protection for the Seekh Mitras. These are being used in the four blocks of Dantewada, where Seekh serves as a platform for a community level Child Protection program in partnership with the NGO Bachpan Banao. The objective is to create Seekh Kendras as safe learning spaces and develop awareness on child protection issues in the local community. Seekh materials, be they the AV materials or the

worksheets, easily lend themselves to curricular integration – for instance, there are examples of Seekh videos which have looked at WASH and gender issues through a few language episodes. But these are few and far between, and more work needs to be done for this cross curricular integration.

In the coming days, there is a plan to develop more targeted messages for parents/adults on different aspects of children's development. Given that Monday-Friday is spent on the 'core' curricular areas like language, mathematics, basic science and environmental science, content that aims at integration of other concerns or which specifically targets parents can be shared over the weekends.

That said, there is a collaboration between the education and 'Communication for Development' (C4D) program in UNICEF for Seekh. In 2020, the C4D team played a key role in rendering the A-V materials and the design of the worksheets. With the Communication, Advocacy and Partnerships (CAP) program, Seekh got media visibility. At the same time, the CAP has been working to identify NSS (National Service Scheme) volunteers across several districts who can be enlisted as Seekh Mitras. Thousands of NSS volunteers can be added as Seekh Mitras in 2021.

Civil Society Organizations

As a pandemic response, Seekh program began implementation in two broad ways: (a) in some districts, UNICEF worked directly with





the district administration and (b) in other districts, UNICEF partnered with local CSOs who have good community presence and are able to engage on a regular basis with the district administration for a systemic engagement. The main NGO partner is Samerth Trust, while Sankalp and Bachpan Banao work in Dantewada and Durg districts respectively

Ideally, the government should engage more and more with local CSOs across the state to get involved in these efforts to provide learning continuity, as schools are likely to be closed for longer duration of time and there can be multiple disruptions. As part of Samagra Shiksha budgets, some costs can be budgeted for CSO engagement, which can contribute to deepening of efforts, especially in remote areas where internet connectivity as well as community involvement/support are not adequate.

Apart from Seekh implementation, UNICEF has developed non-financial partnerships with Pratham Books (to access illustrations and books from their Story Weaver collection), Pratham Education Foundation and Room to Read. Their learning resources as well as staff time have been sought from time to time for development of Seekh's learning content.

Volunteers

While the Seekh program has been largely driven by thousands of volunteers mobilized by the government across several districts of Chhattisgarh, it must be noted that many

volunteers, often from varied backgrounds, have contributed to the 'back-end' of the initiative. This includes the script writing exercise for the development of videos, the development of worksheets and the finalization of both A-V materials and worksheets. These volunteers include former SCERT faculty, teachers, master trainers (resource persons) representatives from organizations such as LLF, Room to Read and so on. Often, the process of developing learning resources involves many discussions in the WhatsApp groups created for this purpose.

The most heartening aspect of this volunteer involvement is the involvement of children, who lend their voices to the making of the A-V materials. Their recorded audios are part of the dialogic script that is developed to illustrate several concepts or themes in the learning of language, mathematics, science as well as in the playing of games that have now become popular in the districts.

Further, in the first few months of Seekh in 2020, there were volunteers who were involved in calling up parents, teachers and cluster coordinators to get feedback on various aspects related to Seekh implementation – access to videos; content comprehension and recall; availability of smart devices; access to the internet, etc. These rapid surveys helped in understanding the issues and challenges that were being faced on the ground.

The continuing contribution of volunteers at the backend of the programs clearly shows that a huge base of 'do-gooders' can be tapped for a public good such as education.



Pedagogy and Learning Resources

Beliefs

A core belief that infuses Seekh is that children are not passive receivers of knowledge from the teacher or any adult. In essence, the teacher is a facilitator of learning. There are multiple facilitators of learning as the children grow and develop in their families and communities. These include the schoolteacher, Seekh Mitra (volunteer of Seekh programme), parents and other caregivers in the family. They all play complementary roles. Seekh thus looks at learning as a broader community agenda, a societal mission which goes beyond the confines of school.

Seekh learning resources, be they Audio-Video materials or worksheets, are kept simple and are designed to promote curiosity. Learning in Seekh happens in a dialogic form between the learners and the facilitators. In the videos, the children are shown to be asking questions confidently, and the facilitator encourages this. Learning happens by relating to the immediate context, using local examples, objects and drawing from the immediate environment. The videos promote an interactive learning process in an inquisitive and free environment. The sensitivity of the facilitator becomes central to learning.

Development of learning resources

UNICEF facilitates resource groups for content development in language, mathematics, environmental and basic science and sports.

These resource groups comprise teachers, resource persons and academic faculty who have been working on a voluntary basis since April 2020. Group members often work remotely.

In addition to the content development by the resource groups, Seekh has an active social media engagement group consisting of volunteers, who regularly post and share interesting experiences from districts on Facebook, Twitter, and Instagram. Social media platforms such as YouTube and Facebook have also been used to host live events on various themes. The first such event was with a young female mountaineer from Raigarh district. This was followed by discussions on the impact of the pandemic on education, among others. These rich conversations have also contributed to the Seekh program becoming a platform for exchange of views, ideas, experiences. This takes it beyond the confines of a pedagogical intervention addressing children.

As mentioned, one of the most heartening aspects of Seekh is the contribution of children in developing the AV materials. The videos follow a dialogic approach as part of the pedagogy – the adult narrator interacts with the children to create an exchange using which, the content is communicated. This is found to be the most effective way of promoting teaching-learning. Children enthusiastically contribute their voices – they say their pieces as part of the script. Their audio recordings are then merged

with the voice of the adult narrator in the process of rendering the video.

Besides 'core' curricular areas, Seekh has added age-appropriate sports activities and experiments in basic science in content, to foster a sense of curiosity in children. It was felt that 'non-contact' sports activities would be needed during these pandemic times, given the emphasis on physical distancing. These activities are also meant to enable children to positively channelise their energies during periods of lockdown. Developing such sports activities has been an interesting and challenging process in Seekh.

On the whole, it can be said that the entire focus of Seekh has been to address the 'learning loss' that has set in due to prolonged school closure. The emphasis is therefore on the foundational aspects at the primary level.

Subject-specific pedagogies

Language learning

Activities for language learning are shared with the districts as per a weekly schedule every Monday (also called 'Bhasha Somwar').

The key objective of the language stream of Seekh is to focus on the development of foundational literacy and develop reading and comprehension skills in children. The overall aim is to see children developing as independent readers who can derive meaning from the text and who can critically engage with literature in



the long run. The focus is on enabling children to read fluently and with comprehension at their respective grade levels. This can further help them access the rest of the curriculum and empower them to be lifelong learners.

The language pedagogy of Seekh is focused on the following steps and strategies:

1. Increased focus on oral language development through storytelling, picture discussion and general conversation
2. Use of phonological awareness activities
3. Use of decoding activities in a systematic manner
4. Use of native/local languages in the Centers
5. Use of multiple reading strategies
6. Promoting active engagement of children through interactive A-V materials, worksheets and the 'Pitaara', a user's manual for the Seekh Mitras
7. Focus on basic skills of writing and independent writing

UNICEF has formed a state-level language resources group with language learning experts including practicing teachers, state level resource group members and persons from agencies working on language education across the country i.e., Pratham, Room-to-Read, Language Learning Foundation, SCERT etc.

Several discussions have been facilitated by UNICEF to discuss the language approach and nature of learning resources for Seekh. The class-specific learning outcomes outlined by SCERT Chhattisgarh have been taken into cognizance in developing the appropriate learning material to achieve the expected learning outcomes across grades.

Both 'whole language' as well as 'phonetics based' approaches have been followed to achieve the skills of listening, speaking, reading, and writing. For instance, as part of this foundational

approach, listening to a story through online video lessons where children listen and interact and re-tell the story, is followed to enable children get comfortable with the usage of language. Further, graded worksheets have been developed relating to the videos and learning outcomes to improve reading, comprehension, and writing. The learning activities have adequate scope to provide for expression through drawing and coloring activities as well. The Seekh Kendras have often displayed children's expressions through drawing, coloring, and crafts. Seekh Mitras are encouraged to create a fear-free environment through a friendly relationship with the children who often refer to them as 'bhaiyya' and 'didi' (brother and sister) out of affection. The advantage for language learning is that the Seekh Mitras easily mingle with the children and use their language for communication.

The learning of mathematics

The content for maths transaction has been developed in alignment with the broader learning outcomes prescribed by NCERT and SCERT Chhattisgarh. Activities to achieve those learning outcomes are developed keeping in mind the local context and daily lived experiences of children. Emphasis is on the 'fun' element in learning but keeping in mind that the activity should lead to meaning making. The idea is to develop love for mathematics and dispel the fear of the subject in children.

Math is typically taught as a 'right or wrong answer' subject. A fixed answer solved through

a fixed approach is expected from the students and sometimes this rigidity is so high that the students have no freedom to express in their own way. And that leads to a rote method of learning. To get away from this, open-ended problems are shared through the AV materials and worksheets. Multiple strategies are discussed to solve a single problem to ensure individuality among students. This also helps to show that the subject is flexible. The idea is to start from the world of children and then gradually take them to the terminologies used in mathematics like fractions, prime numbers etc. The larger aim is the skills of logical reasoning that children develop during this process, which then become an integral part of their vocabulary that can be used for problem solving in their day to day lives.

Every week on a Wednesday (also called 'Ganit Budhwar'), the Seekh Mitra engages children in math activities. As in the case of language, a State level math resource group has been constituted to engage the services of subject-matter experts, academicians, representative from DIETs, SCERT, teachers (government/private), and NGOs. The focus is on conceptual understanding and problem-solving abilities considering the local day-to-day transactions and other applications. The approach stresses on the conceptual understanding relating to the activities and practical examples from child's day-to-day context.

In Seekh, conceptual clarity is the basis to make children to think and develop problem solving skills. Appropriate worksheets have been developed on each concept and related problems. A variety of video lessons and worksheets have been developed and made available at the Seekh Kendras through online and offline modes. Once children understand the concepts with context and culture-specific examples, they start developing an interest towards solving problems.



Sports, Science and Environment



Every week on a Friday (also called ‘Mazedar Shukrwar’), Seekh Mitras engage children in a variety of activities spanning basic science, environmental science, and sports. The sports component was added to provide children a recreational element especially during times when schools were closed, and socialization was not possible. It was recognized that sports can also provide psycho-social support especially during periods of lockdown. Like with language and mathematics, UNICEF has constituted a specific resource group with experts in sports, games environmental and popular science activities utilizing the services of subject-matter experts, academicians, representative from DIETs, SCERT, teachers (government/private), and NGOs.

On Fridays, children explore hands on science and engage with some or the other aspect related to their local environment besides enjoying age appropriate and inclusive sports activities designed by the UNICEF team. The sports activities are very popular among children. Keeping Covid-19 precautions in mind, UNICEF has designed many ‘non-contact’ sports activities requiring minimum material/equipment purchase – what is available in the local environment is enough to conduct these

activities in the local neighborhood. Fridays have also seen children involved in arts – drawing and coloring have been emphasized in some Seekh Kendras, which also display the work children have done.

It is interesting to see a video of a simple science experiment in which the Principal Secretary (Education) has demonstrated the principles underlying the experiment. Teachers and children have often played a key role in supporting UNICEF to develop many interesting videos for Seekh. At one point, the idea was to involve government officers, elected representatives, among others to get more involved in the development of these learning resources to communicate key messages to teachers, parents, Seekh Mitras and children. With the influence they have, their communication to a large audience of parents, teachers and Seekh Mitras through these activities would have had a greater impact on the ground. However, the Seekh team has not been able to pursue this idea beyond a few attempts. This is worth pursuing.

Schedule and delivery pathway

Once developed, the A-V material and worksheets are communicated through WhatsApp groups constituted at the district, block, cluster as well as at the school level. The district level officials like DEOs or DMCs share the messages with the block level officers like the Block Education Officers (BEO), ABEOs (Assistant Block Education Officers) and Block Resource Coordinators (BRC), who share these messages with the Cluster Academic Coordinators (CAC). The CAC communicates the Seekh resources to the schoolteachers, who anchor school/community level WhatsApp groups. Parents as well as community level volunteers (Seekh Mitras) are part of these groups. That is how the parents and Seekh Mitras finally get access to the A-V materials and worksheets.

It is also found that wherever internet connectivity is poor or not available, the CACs download the learning material and share the same with the Seekh Mitras through the Bluetooth feature available on their phones.

As mentioned, A-V materials and worksheets are transmitted currently in 13 districts according to the following timetable:

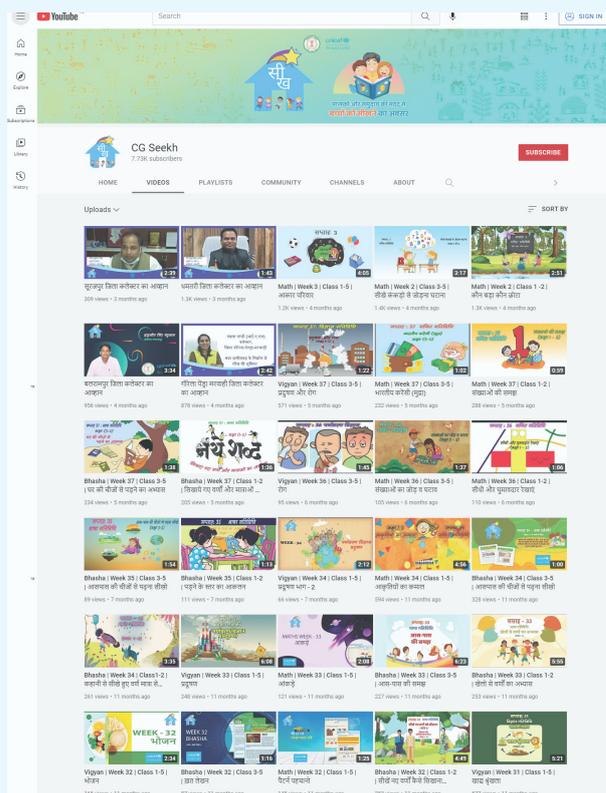
- Monday (Bhasha Somwaar) - language activities are shared
- Wednesday (Ganit Budhwaar) - math activities shared
- Friday (Mazedaar Shukrwaar) – sports, science and environmental science activities⁵

It has already been noted that two broad groups have been created for the development of the learning materials – grades 1 and 2, and grades 3-5. This approach is followed as it was not practically possible to develop resources for each subject and for each grade in the interests of time. Further, it was also reasoned that clubbing children from grades 1 and 2 and grades 3-5 together would help to address learning through a multi-level approach. Many videos and worksheets recognize this multi-level challenge.

Online Repository

An online repository has been created for Seekh and AV resources as well as worksheets are being uploaded from time to time. ‘CG Seekh’ is the title of the YouTube channel. The channel is subscribed to by teachers, education department officials from the state to the cluster level, Seekh Mitras and even parents. CG Seekh has 200+ videos covering language, mathematics, science, environmental science and sports. There are some episodes from the well-known UNICEF

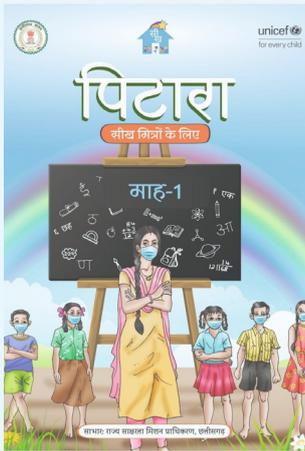
⁵ It is to be noted that the sports, basic science and environmental science activities are not all shared at the same time on Fridays. This is done on rotation and according to a plan.



series ‘Galli-galli sim sim’ focused on life skills issues for adolescents. These are in audio form. The Seekh family is growing on YouTube, and this is evident from its subscription and viewership. At the time of writing, there are more than 7700+ subscribers with 2,00,000+ views for the channel. The Facebook page is linked to 5000+ persons. There has been an attempt by the UNICEF team to keep this space active and dynamic. Some live events have been undertaken using both the Facebook and YouTube pages. This is to use Seekh as a program that brings together people for discussion, reflection and learning on various topics related to education.

Pitaara – the Seekh Mitra’s manual

Given the poor internet and phone connectivity in many regions of Chhattisgarh, the Seekh Mitras have been provided with a physical package of learning material called the ‘Seekh Pitaara’, which consists of a bag that contains an activity manual, stationery items, a rolling blackboard that can be fixed anywhere, as well as



worksheets, timetable, and other learning resources such as reading material for children. The Pitaara enables Seekh Mitras to engage with children even when there is no internet connectivity. It can also be used by teachers as part of

their 'Mohalla' classes in the community and in the classrooms as well when schools reopen.

The challenges of training and supporting a large number of Seekh Mitras (at one point in 2020, nearly 15000 Seekh Mitras were on board) led to the development of the Pitaara which is a simple user's manual for the Seekh Mitra. The Activity Book is the key component of the Pitaara – it contains both activity descriptions and instructions for conducting all the learning activities at the Seekh Kendra (the community learning centre). The instructions are simple and clearly illustrated. Activity descriptions are categorized as per Seekh's curricular areas – Language, Mathematics, Basic and Environmental Science and Sports. Each activity description also has a QR code, which leads the user to the activity video that is uploaded on Seekh's YouTube page, 'CG Seekh'.

The main content areas apart, the Pitaara often

contains reading material for the Seekh Mitra. In the first instalment of the Pitaara, Gijubhai Badheka's classic, 'Divasvapna', was shared. This was followed by 'The Parrot's Tale' by Rabindranath Tagore. Such readings can help Seekh Mitras to deepen their understanding of educational issues and appreciate the nuances of children's learning.

The Pitaara also includes messages on precautions to be taken to prevent the Covid-19 infection. Small groups of children, not more than 8-10 per Kendra, are recommended per session. Protocols to be followed with respect to hygiene are provided. These messages are also reinforced through the videos.



Further, the Seekh Kendra is meant to be a 'safe learning space'. In UNICEF, the idea of a safe learning space is an important one. Keeping in view that child protection concerns needs to be addressed in any space that involves adult interactions with children, the Seekh Mitra is also guided, through the Pitaara, on the key aspects related to the protection of children. Simple notes on child protection are therefore included in various instalments of the Pitaara.

The Pitaara printing and distribution is taken up by the district administration from its own resources.





Implementation

The implementation of Seekh involves many aspects, involving different players located in as many places. So far, the back end of the intervention has been described. Key questions that give a sense of what implementation involves are the following:

1. Once developed, have the learning resources (A-V materials and worksheets) reached Seekh Mitras and parents as per the plan?
2. Are the activities happening as per schedule?
3. Are there mechanisms in place (within the education department and elsewhere) at the district, block, cluster, and community levels to monitor the program from time to time and address bottlenecks, if any?
4. Are Seekh Mitras in a position to do what is expected of them? What about their preparation?
5. Are children attending regularly and participating in the Seekh Kendras?
6. How does one get parents to engage more actively with their children using the Seekh learning materials?
7. How do we strengthen community engagement in creating learning spaces for their children?

There may be other questions, too. This section discusses some of these aspects.



It has been mentioned that in the first few months of the Seekh program in 2020, UNICEF involved volunteers in calling up parents, teachers and cluster coordinators to get feedback on various aspects related to Seekh implementation – timely access to videos; content comprehension and recall; availability of smart devices; access to the internet, etc. These rapid surveys helped in understanding the issues and challenges that were being faced on the ground. In one or two cases, feedback from these surveys helped districts to strengthen Seekh implementation.

Over time, the districts have developed their own mechanisms to monitor Seekh and implement it better. Since teachers play a key role in the identification and supporting of volunteers, the education department has often used its communication channels with the teachers to keep a track of how Seekh implementation is progressing on the ground. Cluster Academic Coordinators, for instance, use their WhatsApp groups with teachers to monitor the program.

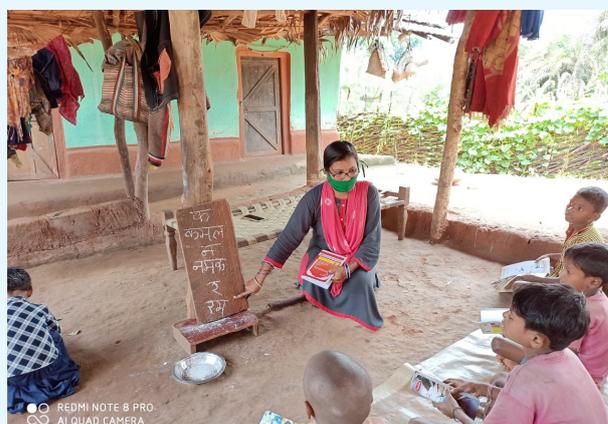
Through these groups, they are often able to ascertain which location/community has actively implemented the learning activities. In this case, the reliance is on the photos or videos of activities undertaken, received from a particular Seekh Mitra or teacher. In fact, this prompted the UNICEF team to once do an analysis of WhatsApp messages from Kurud block in Dhamtari district. Kurud has traditionally been one of the most active blocks in the Seekh program. The analysis showed the locations which were active or inactive in the program. This data was shared with the district administration and the concerns were discussed with the block and clusters. The UNICEF team followed this up by training block level MIS persons to similarly analyze responses on WhatsApp groups. However, this process did not move forward as envisaged, as the MIS persons are involved in many other activities. They were not able to allot the time for this analysis.

Unlike the UNICEF team, the MIS or data entry persons do not have a proper understanding of the Seekh messages that report the activities from the communities, so categorizing them under different subject heads was becoming difficult, as one could see. Further, Seekh is not the only educational intervention that is being implemented in the State of Chhattisgarh. Seekh WhatsApp groups have been used for communication on various initiatives like the Padhai Tumhar Duar/Padhai Tumhar Paara.



Apart from this, the NGOs working in education also use these WhatsApp groups as a medium to share their content. The UNICEF team realized that it would become very challenging to distinguish responses pertaining to Seekh from the activities under other programs, as this tends to clutter the Seekh groups.

As Seekh progressed, Google forms have been utilized for feedback and for collecting information as required. The Google forms were filled by CACs and teachers, and it was found that there was excessive overreporting (often 90%+ against any question that was asked). This kind of self-reporting was not very effective and



hence this practice was discontinued. Further it was realized that at least 50% of Seekh Mitras were having smart devices and could respond to online Google forms. Since the Seekh Mitras are outside the education department and do not have a direct stake in its activities, it was felt that they can be relied upon to provide critical feedback on the status of the programme on field. This has helped generate actionable data. The practice of calling parents and volunteers has continued, albeit in a much smaller way.

Currently, with the Samerth partnership covering all the Seekh districts, UNICEF relies more on the feedback provided by its partner. This does not underline the monitoring mechanisms developed by the education department at the district level. In many districts, Seekh monitoring is part of the Collector's 'time

limit meetings every week. It is also a part of the review meetings conducted by the DMC/DEO and BEO/ABEO. Samerth as well as the UNICEF team works in close coordination with the districts and often participate in these meetings.

A key element in monitoring Seekh is the involvement of parents, SMCs and community representatives such as panchayat leaders. This is an area needing more attention in the coming days. A bottom up, locally governed Seekh initiative will go a long way in ensuring that education becomes a collective effort, involving not only teachers but also parents and other community members. In turn, their improved participation will also positively impact on school functioning.

A word on preparing Seekh Mitras needs to be mentioned. In the absence of direct training inputs (online or offline) the Pitaara has been developed as a self-learning manual. In many

locations, teachers and CACs are visiting the Seekh Kendras to observe the implementation of learning activities, and volunteers are being guided. The activities conducted by the volunteers are shared on the WhatsApp groups by the teachers. However, this practice is not universal, and not all teachers are engaged equally. There was earlier an effort in Bastar district to create master trainer's groups to prepare Seekh Mitras for their roles. This effort did not go beyond the first orientation session.

UNICEF has created an app (currently in its draft stage) for the Seekh Mitras, which will help in their registration as volunteers, in sharing of AV and print materials, in eliciting feedback and in creating learning spaces for the Seekh Mitras. The app is yet to be launched. The other plan in the offing is a short certificate course for the Seekh Mitras which addresses their learning needs and grounds them as education volunteers in their communities.





Key features and challenges

Key features

Certain features of Seekh deserve mention. They have been discussed here.

Culture of Volunteerism

Seekh has tapped into the voluntary energy in local communities especially during a time of unprecedented crisis. Volunteers have expressed their interest in supporting children for their learning; parents have often allowed the Seekh Kendra (community learning spaces) to operate out of their homes, and School management Committees as well as Gram Panchayats have played a key role in identifying and motivating the Seekh Mitras in their communities. This outpouring of support indicates that local communities not only have the intention of doing good for their children, they are able to do it well with some support from outside. The Seekh experience clearly shows that parental and community participation should be integrated in the educational programming of the government. But this needs to go beyond tokenism.

At the back end of the Seekh program many volunteers (young persons; schoolteachers, resource persons and even retired education faculty) have tirelessly worked together to create innovative learning activities for children. This shows that education can be served well through a voluntary and collective effort, often going outside the structured approach followed so far.



This culture of voluntarism can go a long way in building 'community champions' for children.

Seekh is not a top down program

Seekh is not a top-down programme initiated by the State Education Department with specific guidelines/orders to be followed; rather, it is an initiative that draws from the capacity of local governance structures such as the SMCs and Panchayats to make a difference within their communities. Seekh volunteers, while they are acknowledged for their efforts, are not paid for their services. They, with the support of parents and community representatives choose a community space for learning. Seekh sessions are conducted as per local convenience and conditions. The Seekh volunteers are free to add their context, use their own examples and bring in their experiences while they engage with children in their neighborhood. Their interactions with children are usually conducted in the local language.



These experiences indicate that there are possibilities to activate local governance based on the vision of the 73rd Constitutional Amendment as well as the idea of 'local authority' as enshrined in the Right to Education Act, 2009. For this, there is a need for the education and Panchayat departments to work together.

Hybrid approach

In states like Chhattisgarh, where internet connectivity as well as availability of 'smart' devices is a major challenge, the approach of Seekh, using digital platforms as well as parental and volunteer support, works well. This serves as a pointer for educational programming in the future, in which schools, parents and local communities can come together to create an environment for learning for their children. Only when this integrated approach is in place can one hope to see quality being sustained in education.

This 'hybrid' and integrated approach does not necessarily result in high costs, as it taps into voluntary efforts at the community level.

Active Pedagogy

Seekh learning materials have been designed keeping in mind the need for engaging interactions between adults and children. The central character in the Seekh videos, 'Manisha Didi' is seen to be having conversations with children through which she helps them learn the many aspects of language, appreciate

mathematical patterns and relationships and at the same time, creating an awareness on the environment besides exposing them to the joys of exploring science. Every Friday, she plays with the children. The videos are interactive; children are free to ask all manner of questions and as many times as they want.

The Seekh volunteers are often seen to be picking up from Manisha's style and approach. In their Seekh Kendras, they have often tried to establish an interactive and dialogic approach. This is emphasized in the Seekh Mitras' handbook as well. The handbook comes in useful in locations where digital material cannot be accessed.

The Seekh worksheets have been designed with a lot of care. They promote thinking and application. Very often, even in the absence of worksheets at the Seekh Kendras, Seekh Mitras have copied them onto their rolling blackboards to enable children to use them for learning.

Challenges

Retaining Seekh Mitras and creating an environment for Seekh Mitras to emerge

A key challenge is the attrition that is observed among the Seekh Mitras, owing to their pre-occupations and responsibilities. Most of the Seekh volunteers are college going students pursuing higher education. After a few weeks or a few months, these volunteers have moved on as their colleges have reopened. Some have returned to their workplace, often in other towns. In some districts, Panchayat representatives have attempted to make alternative arrangements with the available persons in the village. Panchayats are also supporting volunteers by acknowledging their efforts with certification. In some places, phone recharge bills have also been paid, as downloading digital content involves a cost.

There are other challenges – Seekh Mitras expect this association to translate into a

government/paid job eventually. In a situation where employment and livelihood are key challenges, this demand is bound to arise. Still, if local community representatives can take up the responsibility of developing groups of volunteers who can support children in their communities, the challenge of attrition can be addressed to some extent.

Panchayats can also pay an honorarium to Seekh Mitras from their funds. For this, no permission from the 'higher ups' is needed – a resolution passed in the Gram Sabha should suffice. Yet, in the absence of a culture of local decision making on education, this would remain a challenge.

In some districts like Bastar, there has been an attempt by the district administration to connect youth with government schemes that they can access for their benefit. These include training as well as livelihood opportunities, including entrepreneurship.

For voluntarism to thrive, it is essential to create an eco-system that sustains it. This will be a key challenge for the Seekh program.

Training of Seekh Mitras

This has been a critical challenge, one which will need attention in the coming months. There is a limit to which the videos, worksheets and Seekh Pitaara will help. A short course or sessions on working with children, supporting them to learn, etc., can help in preparing this volunteer cadre better. It is good to note that UNICEF is developing a comprehensive digital platform to register and support Seekh Mitras. This platform can host many learning opportunities that Seekh Mitras can access. These opportunities can not only help them to understand how they can support children, they can also expose the Seekh Mitras to other learning opportunities, provide information on careers and link them to opportunities that are available for their growth.

Given that internet connectivity and the lack of smart devices are major challenges in Chhattisgarh, nurturing and supporting volunteers will become key, especially for hard to reach areas. This will need a long-term vision and planning, involving local communities and the district administration.

A problem of plenty

As part of the pandemic response, both government as well as a number of organizations have supplied learning materials to schools and communities. These include both A-V as well as print materials. At the level of the Seekh Mitras, this problem of plenty has often caused confusion, as there are multiple expectations from them.

While there is not much that can be done about this, the education department needs to map the resources available to ensure that Seekh Mitras have a clear plan of action that is supported by easy to use materials.

Assessing results

The positive response to Seekh from the districts has been noted. An area needing attention as a consolidated assessment of what results have emerged so far. Seekh has influenced multiple stakeholders – teachers, education department officials, parents, community members, Seekh Mitras, and, last but not the least, the children. As UNICEF's earlier efforts with community volunteers has shown (the NIT Raipur study of the Seekh program), engaging with parents



and supporting community involvement for learning can have positive impacts. UNICEF can once again demonstrate this through the larger Seekh program and disseminate learning.

Strengthening local participation for education

Initiatives like Seekh cannot succeed only on the strength of the learning resources developed. They can only be sustained when mandated structures like the SMCs and local governance structures like the Panchayats can get involved and start taking decisions for children. A review of what has been done so far under the banner of community participation will help to understand what needs to be done differently to promote local participation that goes beyond tokenism.

Finding pathways for parental engagement

Traditionally, engagement with parents and families has not been a part of the plans and activities of the education department. While SMCs have been constituted and consist of parents (both mothers and fathers), they continue to remain weak or dysfunctional. Routinely, budgets are allotted for SMC training. This seems to be more of a formality. Seekh provides an opportunity to rethink the way we work with SMCs and with parents, whose resources can be effectively used to help children learn. In the coming months, this is an agenda that needs to be attended to.



Stakeholder voices

Seekh has widespread support from a range of stakeholders. This is evident from their positive observations of the initiative. Seekh attempts to bring together teachers, parents and community members as part of a collective effort to support children's learning. This seems to be working well. The tremendous response that Seekh has received from the district has motivated UNICEF to further reach out to many districts. One of the key messages that comes from various conversations across the districts is this: Seekh should continue even when schools are open.

There is thus a policy implication for how one does education. The point is that learning needs to be seen as a 'societal mission' involving parents, families and the local communities. School, parents and community leaders and members thus need to come together to make learning a priority in their communities. The following paragraphs capture the many statements that were heard.

In a group discussion with children in Raigarh district, they expressed their interest in meeting Manisha Didi, the main narrator and teacher in the Seekh videos. They said they like to learn from the videos and in the Seekh Kendras. When the children were asked what they had learnt from Seekh, they said 'reading, writing, playing and learning'. When they were asked how it is different from regular school, they replied that there is freedom with the Seekh

Mitras who also make it more interesting and easier to learn subjects like mathematics and language. In some places, children gather at the house of the volunteer which also doubles up as a Seekh Kendra. From what children say, it appears that Seekh has become an integral part of their lives in the lockdown.

Mr. Bhim Singh, District Collector, Raigarh, opined that Seekh follows an effective excellent pedagogy using a clear A-V presentation format. The worksheets reinforce the AV materials. He feels that there has been an increase in learning outcomes as Seekh focuses on the fundamentals; further, children are missing out minimally on learning opportunities because of the initiative. Post lockdown, he says, continuation of Seekh in the districts would be critical, as it will play a complementary role to what schools do. Summing up, Bhim Singh says:



"Seekh has brought changes in the way children were taught with a pedagogical shift thereby making education accessible, especially to children from remote areas. The usage of digital technology in preparing the video content and making it accessible to children is commendable."



Mr. Rajat Bansal, District Collector, Bastar, informed that Seekh is a part of a larger youth mobilization program called 'Yuvoday' which focuses is on the empowerment of youth in the communities of Bastar.

Their services are also utilized for various community development programmes. The Yuvoday volunteers are oriented on a number of topics through youth shibirs (camps), which bring them in touch with renowned social workers and experts. Rajat further says that these sessions have motivated young men and women to participate in community level government initiatives to make people understand government schemes, their entitlements, public policies etc.

'Seekh has engaged the children during Covid lockdown period and a great surge voluntarism is being witnessed from village panchayats and youth volunteers,' says Rajat.



Mr. Vinit Nandanwar, District Collector, Sukma stated that their focus is on addressing the learning crisis through a focused early-grade literacy programme in the district.

During the lockdown, Seekh has played a critical role in ensuring that children continue to learn in Sukma, Nandanwar said. Unlike other districts, Seekh in Sukma is being implemented by teachers. The Seekh Kendras are being run by teachers. The district administration has been closely monitoring Seekh.

Ms. Namrata Gandhi, District Collector of Gaurela-Pendra-Marwahi (G-P-M) spearheaded Seekh in Dhamtari, which was also the first district to scale up Seekh across the district. In her new district, Namrata says

that the panchayats have been involved in playing a key role in Seekh right from the beginning. This involves identification of Seekh Mitras, setting up the Seekh Kendras, motivating parents and Seekh Mitras, among others. Namrata strongly believes that Seekh can succeed through local level decision making.



Ms. Richa Choudhary, CEO of Zilla Panchayat in Raigarh, sums up the ethos and experience of Seekh well:

'During the pandemic when schools were closed, Seekh was an important intervention to keep children engaged in learning. The role of community and need of parental support in education came to the forefront. Further, the method of video audio lessons and activities made learning enjoyable to children. As we learn to live with the pandemic, and as we focus on foundational numeracy literacy skills in young children, Seekh will continue to remain a very important mechanism for primary education.'



Mr. M Sudhish, Assistant Director and Pedagogy In-charge at Samagra Shiksha observed:

"In Chhattisgarh, when everything was affected due to lockdown, the state government adopted alternative measures to help children continue their learning. Teachers played a key role in these efforts, such as the Mohalla classes. One of the best programs implemented



in 13 districts during this period is the Seekh program designed by UNICEF. Thousands of volunteers joined this program across the state. They worked on a purely voluntary basis. A kit or Pitaara was provided to them to support children in these Mohalla classes and Seekh Kendras. The workbooks developed under Seekh are also of very good quality and children have shown great interest in learning through Seekh.”



Mr. Bipin Deshmukh, District Mission Coordinator (Samagra Shiksha), Dhamtari said that the District Collector and CEO Zilla Parishad played crucial roles in initiating Seekh. They have

made several visits to the villages to motivate the officials, address teacher’s concerns and help overcome the initial barriers. In this intervention, UNICEF and its staff had been a pillar of support with all their academic content and guidance, he said. To the best extent possible, the learning gaps and disruption in children’s education was addressed by the meticulous planning and implementation of Seekh programme.



Mr. Shyam Sunder Singh Chouhan, District Mission Coordinator, Samagra Shiksha in Sukma, echoed Vineet Nandanwar and shared that initially, the plan was to start Seekh programme through

village level youth volunteers. Given that a few teachers started joining voluntarily to conduct teaching-learning activities in the communities following school closures, they were given the responsibility of opening Seekh Kendras and becoming a part of the program. This led other

teachers to join the Seekh program, which was first started in Chhindgarh block. Sukma is the only district where the Seekh programme is being implemented directly by the teachers.

Mr. Ramesh Kumar Dewangan, District Mission Coordinator, Samagra Shiksha in Raigarh, played a key role in establishing Seekh in the district. In the first phase of Seekh in which Raigarh came on board, he ensured



that the initiative took root in the district by promoting ownership in the education department. Dewangan shared his thoughts:

“For us, the Seekh program is like the Sanjeevini from Ramayana, the magical herb that could cure any illness. Seekh has brought many interesting activities for children to learn, in language, mathematics and in science, which our Seekh Mitras are using with children. We have seen that Seekh has helped improve learning in children. There is widespread support for Seekh from our Seekh Mitras, mostly educated youth from our communities. Young women, who have moved homes to settle in a new community after their marriage, have also come forward to support children in their neighborhood. In Raigarh, we have also been fully supported in our efforts by the District collector and the CEO, Zilla Panchayat.”

Mr. Chandra Kumar Sahu, Block Education Officer, Kurud (Dhamtari district) said that there were objections initially from teacher unions in the block for implementation of the Seekh programme. The unions raised the concern of children getting infected by Covid. This matter was sorted out with the active support of the collector and the CEO, ZP, Namrata Gandhi.

Kumar says that the impact of Seekh has been such that some teachers have used their personal financial resources to enable volunteers to recharge their mobile phones (given that Seekh videos have to be accessed and downloaded on their phones). In some locations, Gram Panchayats gave Rs. 500/- as an honorarium to each volunteer as a gesture of their acknowledgement for their good work. Further, the CACs have supported the Seekh Mitras to access the learning resources of Seekh via Bluetooth, especially in remote areas that do not have internet coverage. All of this shows that everyone concerned came together when it mattered the most, said Kumar.



Mr. Rajesh Singh, Cluster Academic Coordinator (CAC) from the Chhindgarh block of Sukma offered interesting insights about how Seekh works on the ground. He shared that cluster-wise WhatsApp

groups have been formed, with teachers and SMC members and parents. In some cases, even the elected representatives like the Sarpanch or Ward Panch are part of these groups. These groups have been effective in monitoring Seekh activities and for communication of the A-V materials and worksheets. Further, Rajesh says that in remote areas which do not have digital connectivity, the teachers first download the weekly Seekh learning material from their locations as a backup. CACs ensure that all the teachers download Seekh WhatsApp messages and related content. They use the WhatsApp groups to routinely follow up with teachers to ascertain if the videos have been received, seen and if activities have been conducted with the children.

Teachers spoken to in Raipur felt that Seekh should be continued even after the schools reopen, as evening learning centres, as this

enables children to learn a lot more from youth and other community members. This complements what they have been taught in school. They felt that much support has been provided by parents in organizing the Seekh Kendras.

In Jogaram Village, Kurud Block of Dhamtari district, parents informed that children are more interested to attend Seekh Kendras. They are very much attached to the Seekh Mitra and they listen to what they have to say. They are happy since their children are engaged and learning during this period of school disruption.

Anjali and Rajesh, Seekh Mitras from Raigarh opined that through Seekh programme they personally gained a lot of teaching experience by working with the children and availing UNICEF's support through materials such as the Seekh Pitaara. However, they were disappointed that there were no incentives including certificates from the government for their efforts. They hope that they would be provided these acknowledgements soon. They further said that Seekh was an opportunity to learn and understand the subjects which they had not understood well at school. They also felt that their time was meaningfully spent.

In Singadala village, in Kurud block of Dhamtari district, the Seekh Mitra **Ms. Garima** shared her thoughts:

“After covid-19, all educational institutions were closed, due to which the education of children was a matter of concern. Then with the help of UNICEF, the Seekh program was conducted in all the districts and in this, opportunities were created to make the education of children interesting, fun and simple through play and games. This how children learn maths, science and language. It develops develops creativity. Through this program, children take a lot of interest in studies.”

They also learn to work in groups. In this program, children learn by doing. Seekh develops an atmosphere for children's curiosities. This program is great fun!"



Garima says that she learned a lot of concepts while teaching because children ask her many questions. She frequently takes recourse to the internet to find answers to their questions:

"Children like the activities we conduct, and they have become our friends. Now it is difficult to leave the children," she added. "If we are late, children come to our houses and take us to the Kendras. Sometimes, we go to their homes to convince their parents to send them to the Seekh Kendras. In our village, the head teacher approached me when Seekh Mitras were being identified. Teachers supported us with masks, chalk pieces, black board, and told us how to teach and how to download the digital material from Seekh's YouTube channel."

In Charra Village of Dhamtari District, the Seekh Mitra **Ms. Sudha Sahoo** shared that she has graduated from the school in her village. Every day, 12-15 children come to her house in the evening to learn from the Seekh kendra she has set up at home. She supports them in doing the exercises from the textbooks. She also takes the children students to a nearby ground to play. She informed that she learnt a lot while discussing with the children and through their questioning. The Seekh materials have made

her interactions with them interesting.



Ms. Manjeet Kaur from Samerth Trust, a long time UNICEF partner, has played a key role in working closely with the district

administration in several districts to facilitate the implementation of Seekh. She shared her observations about Seekh:

"Seekh does not only run Learning Centers (the Seekh Kendras) for children from rural, urban or marginalized communities. It is actually an integration of all aspects of learning by bringing together Panchayat, local communities, parents and youth. It creates for children an environment in their communities in which learning brings together the social and the cultural. Seekh is not a parallel system to school education but a complementary system which supports the entire school education system of the state, from the local to the state level."

These testimonies make it clear that there is a groundswell of positivity for Seekh. There is recognition that alternative and comprehensive approaches exist to support children's learning when the schooling structure does not work as it should. The next challenge for the Seekh program is the advocacy that is needed with the government to integrate the elements and aspects that have defined Seekh as part of mainstream education programming.



Impact of the Programme

The impact of Seekh can be best understood in two interrelated ways:

- How has Seekh changed the way education and learning opportunities are provided in periods of crises, like the Covid-19 pandemic?
- How has Seekh influenced learning outcomes (as defined and committed to by the state)?

The first dimension is process related while the second can be said to be output related.

As far as the second parameter is concerned, there is no baseline or midline to show what difference Seekh has made. This is in main part due to a lack of time and bandwidth – the UNICEF team had to design and implement this intervention in collaboration with the government as a pandemic response. Much time was spent in developing the A-V materials and worksheets and in reaching out to as many districts as possible for the intervention. This left little time to engage with aspects related to measuring impact. In the second half of 2020, the UNICEF team was quite close to undertaking a baseline in the newer districts of Seekh. Tools were developed for this purpose. The exercise was not carried through. This needs to be done. Further, an external assessment at an appropriate time will help in mapping the impacts of this initiative.

The NIT Raipur study has been referred to in

the beginning of this document. It provides insights regarding the effects of parental and community support for improving children’s learning, specifically in the context of improving reading abilities and comprehension. There is evidence that a certain level and intensity of engagement both at home and in the local community through spaces such as Seekh Kendras, can make a positive difference and enhance children’s learning abilities. In the pre-pandemic version of the Seekh program, it was seen that the initiative positively impacted children reading and comprehension levels. The ongoing Seekh intervention, if assessed rigorously, can provide insights regarding what needs to be done to complement the efforts of school to enhance the ‘what’ and ‘how’ of children’s learning. Now that the Seekh initiative is fairly well established across the districts, a study can help in identifying the input level interventions that can make a difference.

The pre-pandemic Seekh program, it must be said, was a more intensive effort, covering a few hundred volunteers and selected locations





within districts. This apart, there was an intervening NGO on the ground which reached out to parents and mobilized community volunteers. The results from this engagement therefore cannot be said to be representative of the results from Seekh as a pandemic response. Barring four districts, Seekh was implemented directly through the involvement of the education department in the remaining 7-8 districts for a year, starting April 2020. Again, from 15th April 2021, the partnership with Samerth came into picture. The partnership covers 13 districts.

These points are mentioned to indicate that Seekh as a pandemic response on a much larger scale is not very similar to the program studied by NIT Raipur. Yet, the scaled-up version of Seekh presents useful pointers to what can be done to establish an educational intervention with the involvement of families and communities.

Depending on how well Seekh has been implemented in a particular area, there are anecdotes which indicate that Seekh has ensured that children 'did not stop learning even when schools were closed'. But this does not tell us much about what children learnt, and to what extent this addressed 'learning loss' due to prolonged school lockdown.

UNICEF and the Education Department can develop approaches that assess learning outcomes in children and ascertain if Seekh has had an impact on these outcomes. This would be a definitive statement on the results that can be expected from a Seekh like intervention, should it be undertaken elsewhere. It will further help if a 'ready reckoner' can be developed for interested organizations and governments to use when community level engagements to improve learning are considered. This ready reckoner or Statement of Procedure (SoP) can outline aspects such as volunteer identification and onboarding; volunteer support and training; parental roles; roles of teachers, SMCs and Panchayats; budgets needed; monitoring systems to be put in place, among other considerations that are crucial to Seekh like interventions.

That said, it is worth paying attention to the 'process elements' that Seekh has managed to influence. The biggest gain (which, if sustained, can lead to a fundamental change in the way education is done) is that Seekh as a pandemic response has brought together a collective of people to address the challenge of education disruption in their communities.

The striking image of Seekh is that of parental and community support in the hope that children continue learning even through school disruption. When it became apparent that school lockdown was there to stay, parents opened their homes to allow children in the neighborhood to come together and learn with the support of the Seekh Mitra. Rooms, verandahs, backyards, terraces, corridors and other spaces were made available. Parents, community representatives (like SMC and Panchayat members) and teachers then looked for volunteers (the Seekh Mitras) who could help children during their free time, but at least 3-4 times a week. In some places, Seekh Kendras have been provided with the materials needed

to support learning activities. In some districts, voluntary organizations such as Red Cross have provided masks, soaps, buckets etc., to support these community learning spaces. All these actions seem to suggest a spontaneous reaction to the situation created by the pandemic. Further, the Seekh experience tells us that there is much potential within local communities 'to do good' for children. This potential needs to be harnessed.

Seekh has capitalized on the potential that exists outside the school space for enabling learning. This is its key achievement. One can see this as an impact in process terms. Whether this will be sustained in the days to come, depends on what is done to build upon this momentum for a collective approach to the improvement of education, leading to better learning. This discussion will be taken up in some detail in the chapter on 'Policy Implications'.

As Ashish Srivastava from the Shiksharth Trust in Sukma so aptly says, *'Seekh has busted the myth that parents and local communities cannot do anything for their children. This alone should make the government realize that much more needs to be done to develop a collective effort for education.'*



Success factors and areas for improvement

The Seekh experience tells us that if a set of factors fall in place, this can lead to a program that is effective and can yield results in the long run. These interrelated factors can be categorized as:

1. Administration and governance related
2. Community and family related
3. Pedagogy related
4. Capacities

The first factor focuses on the leadership role within the government, where we have found interested and committed leadership at the district level, which has resulted in a greater ownership of the Seekh initiative. District Collectors and CEOs of the Zilla Panchayats, for instance, have monitored the implementation of Seekh as part of their weekly meetings. They have sent clear messages to the rank and file within the education department that Seekh is an important initiative which needs to be given attention. This has resulted in development of district and sub district level monitoring mechanisms.

Where there has been resistance to Seekh, as in the case of teacher unions in Dhamtari, the district leadership has not hesitated to deal with it and resolve the issue. Seekh has taken deeper roots in districts, where, along with the first rung leadership, the DEOs and DMCs have also come on board to implement it as their own program.



In districts like Jashpur, after the initial enthusiasm for Seekh, interest in the initiative waned after a change of leadership at the district level. All of this goes to show that individuals within the education system have played a key role in making things happen.

The implication for education is that educational systems have to now move into a space where school is no longer the only structure that needs to be supported – ways have to be found to engage with families and communities to create a collective effort around improving how children learn. This is all the more necessary given that school reopening will continue to be shaped by the course of the pandemic.

The second factor is in some ways given. A moot question is: What is it that contributes to some communities responding better than others with respect to education in the face of the pandemic? This is a reflection of how education is seen in these communities. It is also a function of the socio-economic conditions at a

given point in time. These conditions have been impacted adversely as a result of the lockdown, further affecting the potential of families and communities to support their children. In the course of the study, we have seen that communities where active SMCs, teachers and other community representatives have come forward to respond to the lockdown, Seekh has enjoyed better success – volunteers have been identified more easily; Seekh Kendras have been established (at homes or in community spaces); other forms of support (both cash and kind) have been provided to sustain the initiative.

We do not have enough data and analysis to show how Seekh has been impacted due to family factors, such as educational status, income, etc. This is an area worth investigating. Anecdotally, it can be said that families having more literate members have been able to do more for their children by way of supporting their acquisition of foundational competencies, though examples to the contrary are also available.

The third factor has been discussed earlier. Where parents and community volunteers like Seekh Mitras are involved in helping children learn, it is essential that we develop learning resources that can be used in settings where those involved (parents and Seekh Mitras) have not had a history of promoting children's learning. Seekh addresses this challenge quite effectively given the circumstances that were available in the lockdown. From the beginning, it was recognized that online approaches alone would not work in Chhattisgarh. The emphasis on the identification of the Seekh Mitras helped in reaching out to children who did not have smart devices or the internet. The pitaara helped Seekh Mitras conduct the same activities even if they did not have access to the digital world. Districts like Bijapur and Surajpur, for example, almost exclusively depended on the pitaara.

With the A-V and print materials, adequate care was taken to keep things simple, clear

and dialogic, with an emphasis on nudging questioning and discovery. The inclusion of sports, and science has also made Seekh popular among children. Seekh pedagogical resources are popular among children, Seekh Mitras and even teachers. Further, while digital technology is important as a vehicle for Seekh, it is not entirely dependent on it. This is because the 'hybrid' mode has been followed from the beginning.

Seekh seems to have put its finger on the idiom that is needed to engage with actors outside school to get them involved in enhancing children's learning. This is the beginning and more work is needed to move this promising engagement forward.

The fourth factor is critical. Ultimately, Seekh's success will depend on how well parents/families are prepared to support their children's learning (irrespective of whether schools reopen). What are the understandings and skills that parents need, and how can these be developed in circumstances where they may themselves be occupied in addressing multiple challenges (socio-economic, emotional, etc.)? This is where a rethinking of how educational programs work, is needed. Parents have not been a constituency for the education department. But as Seekh shows, they can become key partners.

Similarly, the preparation of Seekh Mitras as well as sustaining their availability are important to ensure that there is neighborhood and community level support for learning, before or after school hours. This becomes all the more critical as children return to school after a long break. Studies clearly show 'learning loss' and 'learning deficits' as a result of the lockdown. These need to be addressed both through in-school strategies and scaffolding outside of school. In this regard, it is not enough to rely entirely on the enthusiasm of the Seekh Mitras. This may wane over time. To keep them motivated, a number of initiatives including

their training, linking them to livelihood opportunities as well as acknowledging their efforts are all necessary.

Lastly, preparing teachers for this engagement with parents and local communities is important. The teacher can bring all these stakeholders together.

What can be done as Seekh moves forward...

Seekh has completed almost 18 months as an initiative. While much ground has been covered in terms of material development, advocacy with the districts, monitoring, etc., UNICEF and the Government can look at the following areas for improvement.

Seekh needs to continue even when schools re-open: this is the first and foremost point. It is critical to ensure that children get the much-needed reinforcement and scaffolding beyond school, given that they have faced extended period of school lockdown. This scaffolding can be provided to some extent through parental and community level support.

Material support: To ensure that Seekh does not lose its equity focus, learning materials have to be made accessible to both children and Seekh Mitras. This is particularly critical for areas which do not have availability of phone and internet phone connectivity. This may be done in a collaborative way by UNICEF, the district administration, (Gram) Panchayats, SMCs and community representatives. Government resources need to be leveraged (as they have been so far) for this purpose.

Supporting and nurturing Volunteers: UNICEF and the government need to address the larger question of how a 'culture of voluntarism' can be created to ensure that at any given point in time, each local community has 'do-gooders' for children. Remunerating Seekh Mitras (this can be done by Panchayats and SMCs with the support of parents), finding ways of training them (a comprehensive Seekh

Pitaara is a good idea, as it can be used as a ready reference by anyone who wishes to engage with young children and help them learn; it can be followed up with short courses for them on various topics), recognizing them for their efforts (through certificates, connecting them with various schemes of the government, creating awareness on careers, among other such efforts) are all ways by which the volunteer base for Seekh can be strengthened. It must be recognized that, much as Seekh Mitras give their time, energy and resources to enable children in their communities to learn, this engagement also contributes to their personal development – it enables them to become better listeners and facilitators apart from helping to instill in them the value of reaching out in an effort to be more useful. The idea of volunteers engagement for education can be pursued in several ways – schools and colleges have structures and programs to promote voluntarism in young people. For instance, the National Service Scheme (NSS), the National Cadet Corps (NCC) and the Nehru Yuva Kendra Sanghathan (NYKS) programs all provide platforms for young people to participate in developmental activities in their communities. Another possibility is to involve the District Institutes of Education and Training (the DIETs) which provide pre-service education to prospective teachers. The two years Diploma in education (D. Ed) course itself can be used to promote community work for course credits. Connecting the Seekh program with student bodies like NSS, NYKS, NCC and reaching out to colleges and universities across the state from time to time will make a difference. It contributes to the 'collective' that is needed to make education happen. A 'culture of voluntarism' is what we should aim to develop in local communities.

Looking at parents and local communities differently – how the teachers and Seekh Mitras can play complementary roles and build upon

each other's work is an area that needs attention. Enabling teachers to play mentoring roles for the Seekh Mitras (many of whom were their students) will be crucial to create an eco-system that can nurture learning. Creating a dialogue with teachers regarding their roles vis-à-vis their engagement with parents and at the same time supporting teachers in creating enabling learning spaces within the communities is essential to develop a collective effort to enhance learning.

The whole approach to parents/families and local communities needs to change – instead of viewing them as not being able to play a key role in the education of their children, the government needs to view them as resources who can make a difference.

Working with parents – This needs more attention in Seekh. Parents (literate or otherwise) bring much to the table in unique ways. Can we, over a period of time, enable parents to understand how children learn and what it means to support them in this process? Admittedly, this is not going to be an easy area to work on – parents do not 'belong' to the education department. Traditionally, they have not been seen as allies who can make a difference. This mindset needs to be challenged. We can learn from the successes of ASHA and Anganwadi workers who have enabled parents and caregivers understand better their child's health and nutritional needs. A similar approach is needed for education. The Seekh Mitras can play this role and can help teachers in bringing parents into the fold.

Strengthening local governance for education: While the RTE Act designates Panchayats as the 'local authority' for education, little work has been done to operationalize this idea. Seekh provides a strong opportunity to make this happen. As we have seen across Chhattisgarh, Panchayats have more often than not stepped forward, along with the SMCs, to ensure

that children are engaged in some form of learning during the lockdown. UNICEF can impress upon both the education and DoPRD departments to engage with each other and develop a roadmap for strengthening the local governance of education. To ensure that all Panchayats become 'learning friendly', there is much work to be done.

UNICEF and the Education Department can also explore how the Gram Panchayat Development Program (GPDP) can be harnessed to develop the idea of a 'Learning Friendly Panchayat'. A learning friendly panchayat is where local communities are empowered to take decisions for their children. They use their resources to overcome the barriers that prevent children from developing according to their potential. These barriers can arise because of rigid social norms and beliefs, or they can arise due to economic factors. Panchayats as local governance structures can be supported to develop processes and indicators that can guide them to becoming learning friendly.

Review of the program: This is an area that needs improvement. The Seekh program needs to become an integral part of review at the state, district and block levels. Mechanism for reviewing the program at block, district level with stakeholders at regular intervals can strengthen the program and address critical gaps such as motivation of Seekh Mitras, community awareness on the program, roles of various stakeholders, etc. Regular review will provide feedback on the strengths and weaknesses of the program there by enabling the stakeholders to act at the right time to improve and sustain the program.

Budgeting for Seekh – As part of Samagra Shiksha annual plans, an initiative like Seekh can be adequately funded. A cost per Seekh Kendra can be worked out. This can include printing and dissemination of the Seekh Pitaara, stationery materials, story books (vibrant

community level libraries can be created), Seekh Mitra honorarium, among others. As part of a learning friendly panchayat initiative, the GPDP resources can be harnessed for providing educational support to children. This support can act as a complement to what schools do.



Implications for education policy and practice

Seekh has interesting lessons for how we do education. The Seekh experience therefore has implications for educational policy and practice. Key considerations are discussed after a brief prelude.

Prelude

The Covid-19 pandemic has opened us to the reality of prolonged school lockdown. This reality was not even in the realm of our imagination earlier. The continuity of schools was taken for granted. The urgent and overarching question for us all is: How do we ensure that (formal) education continues to happen and children continue to learn? In effect, this is related to another question: What can we do to ensure that children continue to learn things they are meant to be learning at school? It is quite another matter that many of the things we want schools to do, are not happening.

While the pandemic has resulted in much churning, mental and emotional, for everyone as a result of widespread distress, continuing anxiety, displacement and loss of livelihoods, these experiences and what they can mean for children's learning and development have somehow not entered educational discussions so far. There is one recognition (beginning of a recognition, it must be said), though – that for education, mental and emotional health issues are important – children, parents and teachers need to be supported to cope with the stresses they have all experienced. Tollfree helplines

have been set up and there are innumerable online sessions for those who can access them. Material for self-help is available in plenty on the world wide web.

As schools open, the focus is shifting back to the usual concerns of school – completion of syllabi, assessments and so forth. One is not sure why learning outcomes need to be assessed now, when schools have been closed for so long. Even as cases of children infected are reported from here and there, it is hoped that we will not have a devastating Covid wave. We continue to live under an air of uncertainty about schools – how long will schools continue? What happens when they are forced to close again?

The overarching challenge is that if schools continue to get disrupted, we need to find alternative and effective ways of reaching out to children, to provide them opportunities for their overall development and for their learning. We would not want them to fall off the 'learning curve'.

The pandemic has made us scramble for responses. Nationwide efforts have included every medium available to communicate messages, learning opportunities and the like. Digital platforms have proliferated since the lockdown, so much so that we are now lost in a sea of videos, worksheets and apps. Radio and television have been used. In some places, community loudspeakers have helped teachers blare out lessons that children (and everyone

else in the community) can listen to. Where the internet is missing, Bluetooth has been used to transmit messages. Then there are the non-digital approaches – these range from the provision of printed materials to community volunteers (like the Seekh Mitras) engaging with children. As the months went by, many state governments asked their teachers to go back to their communities and start working with small groups of children wherever they could find space.

It is clear that digitally driven approaches to help children learn are limited in several ways – apart from access to ‘smart devices’ to access to the internet, no online approach can recreate the ‘human touch’ which is so important in education, especially for younger children. Older children, it may be argued, can learn many things on their own. But younger children (especially those attending pre-schools, Anganwadis and primary schools) need adult support and facilitation.

What Seekh points us towards

The pandemic has shown that a rethinking in education is needed. As schools reopen and one gets back to the task of rebuilding learning routines for all children, let us not forget that there are other spaces whose potential can be harnessed for learning. These spaces do not replace the school or even mimic it. Instead, they can complement what school does.

This is what Seekh shows – that homes and families can come together to help children learn, that local neighborhoods can be used as community learning spaces (such as the Seekh Kendras). The learning experiences that these spaces provide are unique, based on local language, history and culture. In fact, in contrast to the ‘formal and structured’ experience that schools provide, the home and community can provide an organic experience, one that is rooted in context. One part of this experience

can cater to the formal learning requirements of school – what schools do can be reinforced here.

UNICEF’s Seekh initiative, when seen in totality, shows us the possibility of bringing schools, homes and neighborhoods together to enable children to learn the curriculum of the school, and the curriculum outside it. As a pandemic response, while Seekh engaged (through a hybrid mode) mostly with Seekh Mitras, the earlier, pre-pandemic version of Seekh attempted to engage with parents as well through messages focused on what they could do to help their children learn. We know from the NIT study that this combination of factors (parental and community support) can make a difference.

Implications for policy and practice

The implication for education policy and practice is then clear – can mainstream educational programming engage with parents, caregivers as well as local neighborhoods for the purpose of promoting children’s learning? Can this be done even when schools are open? If so, it should be seen as a matter of policy – the intent must be clear. That is when a policy is imbued with meaning and purpose.

What does it mean in terms of preparation and approach? What old habits, prejudices and biases will need to be dropped? This needs serious reflection.

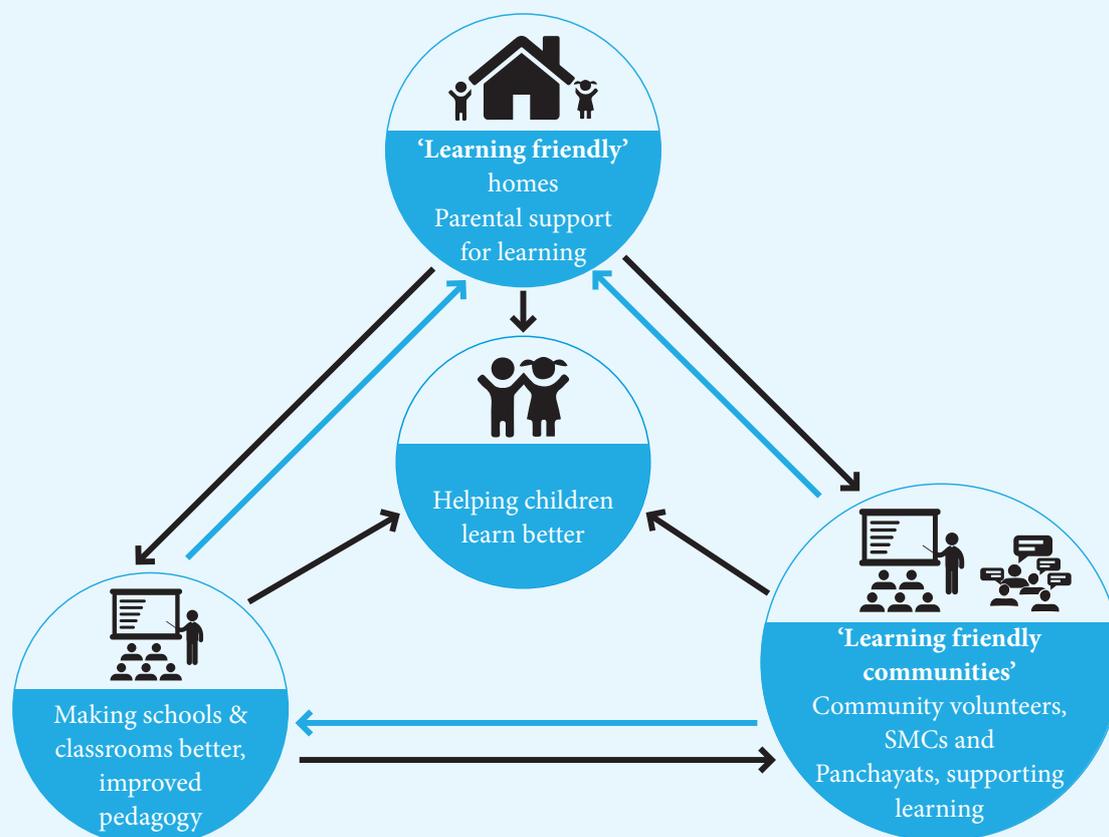
The pathways are already available, except that we have not activated them yet. Or, it can be said that we have not done enough to use these pathways to make a difference. The School Management Committee (SMC), for instance, consists of parents and teachers. We need to understand why SMCs are by and large weak or dysfunctional and why the agenda of children’s learning rarely figures in SMC discussions. Is it because the teacher does not want the spotlight on his or her performance? Is it

because it is generally believed that parents will not ‘understand’ anything about their child’s learning? This seems to be a very deep-rooted bias that will need working on, across multiple levels. This bias stops many of us from taking parental and community resources seriously. It can create positive impacts for children, as the UNICEF supported Sajag program which worked with parents of young children showed many years ago.

Further, the Panchayat body is designated as per law (the Right to Education Act of 2009) to function as the ‘local authority’ for education. Yet, neither has the education department nor the DoPRD have come together to understand how this legislation can be made operational. In Seekh, we have seen how all these actors – parents, Seekh Mitras and SMC and Panchayat representatives – came together to do what they could for their children. There are many heartwarming stories from which we can learn. A point that was brought up in Chapter 4

is that there is value in looking at the Seekh approach as part of Adult Education (AE). It is interesting to note that the NEP 2020 seeks to integrate AE with child care and education. The policy document alludes to this connection in several places: Chapter 4, Section 1, Chapter 21, Section 3, among others. There is a clear acknowledgement that AE needs to go beyond foundational literacy and numeracy for adults. Thus, in addition to what has been mentioned in this section, we can use the experiences and learning from Seekh to see how parents and caregivers can do more for children. Both Sajag and Seekh have established strongly this possibility. Adult Education can help energize the home and family as a space that can promote learning for children.

Finally, Seekh beckons us to a place and time when education and learning can become a ‘societal mission,’ fostering a collective effort to ensure that children learn, make sense of their world and act upon it in enabling ways.



Developing a collective effort to improve learning - this is what educational policy and practice need to look at

Annexure - 1

Educational Initiatives of the Department of School Education, Chhattisgarh during Covid-19 to engage children in learning

This section provides an overview of the efforts of the Chhattisgarh government to provide learning opportunities to children during the lockdown.

Loudspeaker classrooms – Bastar district



Loudspeakers were made available by the local gram panchayats for ensuring education of children in their respective villages by collaborating with local vendors. While teachers teach through loudspeakers, the children either sit at their respective homes or in small community groups and listen to the lessons. Such classes start every day with the state's song. Then, various tasks are also provided to the children through loudspeakers, and the teachers supervise the children while walking through the village.

Around two thousand teachers in the state have reached out to more than 69,000 children through loudspeaker classes. These loudspeaker classes were held in villages to teach large number of students simultaneously while practicing the norm of social distancing.

Charcha Patra (Discussion paper) – State level



Charcha patra is a 12-page monthly discussion paper from SCERT through digital mode, which highlights success stories of teachers' innovative practices. The Charcha patra aims to discuss contemporary developments and ongoing issues in the field of education across

the country and globe. Twelve pages having 12 different themes are being widely appreciated by the teachers.

The teachers or local panchayat members implementing unique practices/innovations are also acknowledged through Charcha patra. This unique intervention enables teachers in their continuous professional development process, enhancing their digital literacy skills thereby motivating them to adapt innovative practices.

Radio broadcast (Amcho Radio)



Amcho Radio is a Community Programme in Bastar district under the umbrella intervention of 'Padhai Tumhar Dwar' wherein the children are taught English through their mother tongue (Halbi). The content is developed by the District English Resource committee which is then converted into audio form by local linguistic expert team, thereby broadcasting it through loudspeakers in a particular time slot. (8:00am-9:30am & 5:00pm-6:30pm).

Padhai Tumhar Dwar (Education at your doorstep)



Padhai Tumhar Dwar is an online intervention which was initiated as one of the flagship programmes of the Chhattisgarh Government when schools went under lockdown. It is an education portal which functions as a repository of online learning resources.

As of December 2020, around 20 lakh students and two lakh teachers were engaged through online learning activities on the portal. Nearly 39.57 lakh online classes have been held. Further, around 18,184 video lessons and 914 audio lessons were uploaded by the teachers on the portal, which won an e-Governance Award.

Padhai Tumhar Para (Education in your locality)



As the internet penetration is less than 40% in the State of Chhattisgarh, online education interventions do not have the potential to reach out to children living in remote areas.

To address this problem, small classes at 'mohalla' (Street) and 'para' (locality) levels were started and bluetooth was used to share the study material with students. These mohalla classes were named 'Padhai Tumhar Para.' Under Padhai Tumhar Para initiative, around 23,643

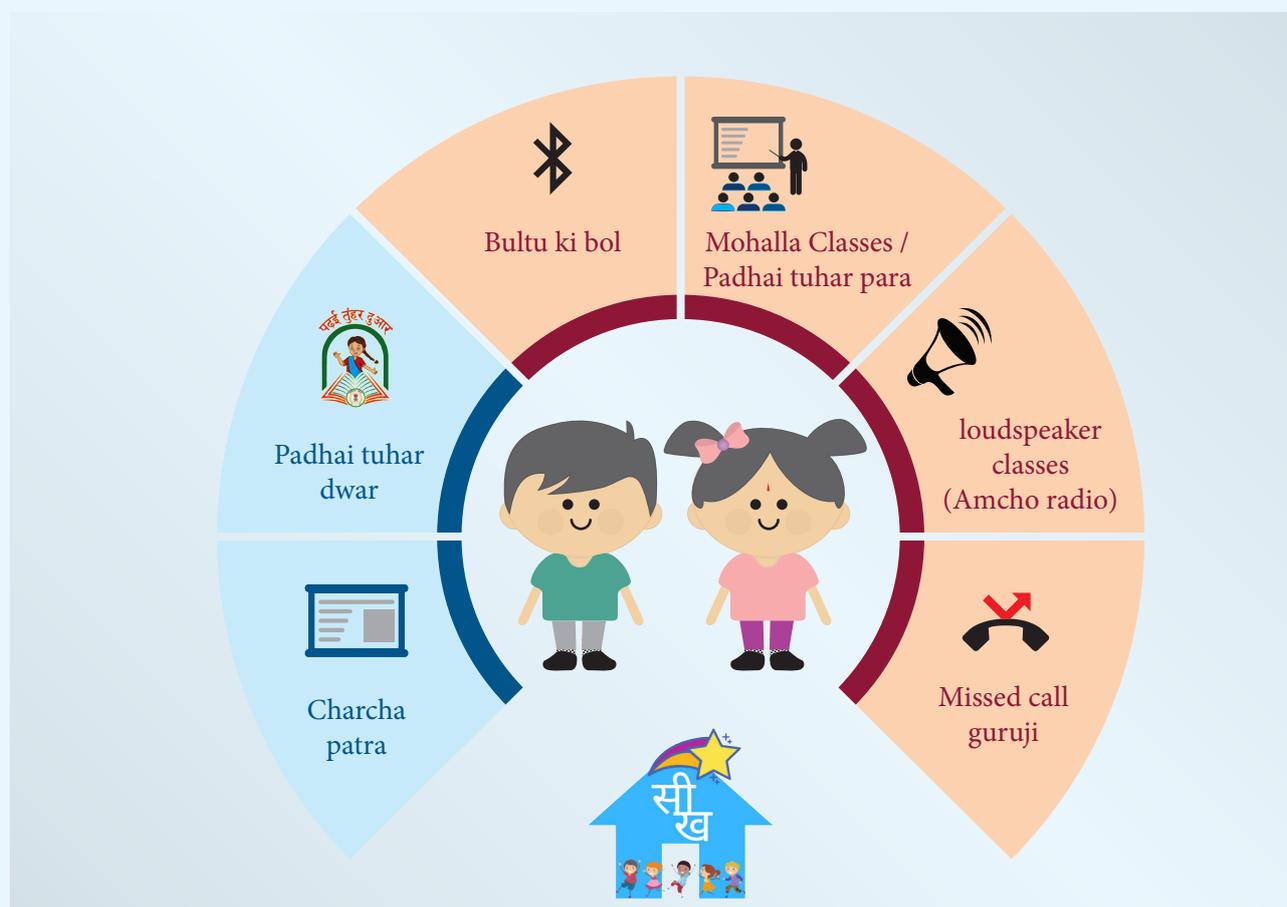
teachers are helping about 7,48,266 students to continue their education in 35,982 centres. It was also well appreciated and received by the parents and they are extending their full support.

The Padhai Tumhar Para intervention, it can be said, has also derived from the successful implementation of Seekh.

Bultu Ke Bol



Where internet connectivity is an issue, quality study material has been shared from phone to phone and from person to person using the Bluetooth feature available on phones. In 4677 weekly markets, as many as 1608 teachers transferred more than 60,000 audio lectures to 27,000 parents through blue tooth, as they did not have smartphones or internet connectivity.



Annexure - 2

Key learning from the NIT study of Seekh, 2019-20

This is an excerpt from the NIT Raipur study of Seekh:

Family and community settings offer natural and organic learning opportunities for children, though there may be different constraints. Children learn a lot from simply observing adults in action. The environment at home and in the community should provide space for discussion and questioning, with the freedom to learn. The experiences of UNICEF and Civil Society Organizations in the field during the implementation of RTE Watch (2014-17) indicate that while focus on improving infrastructure and school functioning are essential along with community participation and Government support, 'other spaces' like the family and the local community need special attention as these have not been tapped appropriately for improving the learning outcomes among children. Thus, Seekh was initiated in 2018 to explore the scope of 'scaffolding' in ensuring that children retain concepts, develop the confidence to participate in school and are able to achieve competencies as laid out in the state and national level learning outcome documents.

The Seekh program was launched in Chhattisgarh with the objectives to strengthen parental participation in regard to children's learning, generating demand for quality education and engaging with structures such as the SMC and PRI. The intervention had various

levels of engagement involving key stakeholders and promoted convergent action among them. The baseline conducted in 2019 highlighted the correlation between the parental involvements with children and latter's learning achievements. This premise of the baseline reinforced the understanding that scaffolding support for children's learning, with active participation of parents and caregivers in the family, and through interventions such as Seekh Kendras among the community can bring promising change. Further to ensure that the project was moving in the right trajectory, Midline assessment was carried between January and February 2020.

The midline assessment suggests positive impact of intervention on parental participation in children's school related activities at home. There has been a significant increase from 42% to 57.6% in parental monitoring such as regular checking of school notebooks and textbooks. Further, the percentage of parents who earlier were not at all involved (26.3%) in learning activities also fell sharply to 6.2%. It clearly shows that parents have become more concerned about their children's education. It is very promising to know how these concerns have helped in the learning achievements of children. The percentage of children who obtained more than 75 marks in reading ability (Gadhyansh Pathan) significantly increased from 33.85% to 69.67% in class 4, from 22.31% to 56.20% in class 3 and 2.31% to 33.58% in

class 2 children. The positive impact suggests that the interventions of Seekh program have motivated parents and made them aware of the importance of spending quality time with their children. This also gives space to the children to open up, share things and elevates their social functioning.

The midline assessment has brought constructive results and clarity to the ongoing program, the results of which have been presented in this document. This document is evidence to the efforts of children, parents and community put together. We're certain that this document will be useful in understanding the positive results that can be brought through an increased participation of parents, caregivers and community in improving the quality of learning.

Annexure - 3

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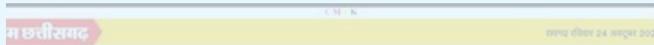
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कलेक्टर की एक और अनूठी पहल सीख कार्यक्रम

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वैतल इंडिया

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वृत्तिका एवं एम टू सेट के सदस्यों ने किया तमनार विकासखंड के स्कूलों का निरीक्षण

सीख कार्यक्रम की गतिविधियों का किया अवलोकन

सीख कार्यक्रम के तहत दस लाख बच्चों में 198 शिक्षा मित्रों की जा रही प्रशिक्षण

नया रायपुर में सीख केंद्र का उद्घाटन

सीख कार्यक्रम के तहत दस लाख बच्चों में 198 शिक्षा मित्रों की जा रही प्रशिक्षण

देशबन्धु बिलासपुर

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पत्रिका दंतेवाड़ा

सीख कार्यक्रम के तहत दस लाख बच्चों में 198 शिक्षा मित्रों की जा रही प्रशिक्षण

हरिभूमि

सीख कार्यक्रम के जरिए नौनिहालों को दी जा रही रुचिपूर्ण शिक्षा

सीख कार्यक्रम के तहत दस लाख बच्चों में 198 शिक्षा मित्रों की जा रही प्रशिक्षण

संकल्प एक प्रवास के स्वयंसेवकों का मास्टर ट्रेनर प्रशिक्षण समापन

के सीख कार्यक्रम के लिए स्वयंसेवकों ने लिया प्रशिक्षण

सीख कार्यक्रम के तहत दस लाख बच्चों में 198 शिक्षा मित्रों की जा रही प्रशिक्षण

कलेक्टर ने शाम को संचालित सीख केंद्र की कक्षा का किया अवलोकन

सीख कार्यक्रम के तहत दस लाख बच्चों में 198 शिक्षा मित्रों की जा रही प्रशिक्षण

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सीख कार्यक्रम - 2020 अक्टूबर से शुरू किया गया है।

अब बच्चों को शिक्षित करने की जिम्मेदारी हमारे हाथों में है।

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वillage who are willing to join in this programme says that there is no gap in the children's learning. He has instructed to provide education to the children both online and offline under this programme.