

ANNUAL REPORT 2019 - 20

Learning Enrichment Program

Dahej Cluster



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OVERVIEW

The objective is to identify the various gaps in primary education under the Learning Enrichment Program and to compensate for them. So, during the first two years 2017-2018 and 2018-2019, we conducted remedial education classes for our beloved students from grades 5 to 8 who were unable to write, read and count. So that the students of the upper grades can easily get ahead in their curriculum subjects.

The government also took a serious note of this problem and started a special program of 'Mission Vidhya' from 2018-2019. Further in these two years students of grades 6 to 8 who have made progress in remedial education, the Bridge Course was launched under which the basic mathematical key chapters were being run. So that after learning the basic calculation one can easily cop up n the standard appropriate mathematics course.



In these two years we have accomplished this task of remedial education from grades 5 to 8. This work was done for students in grades 3 to 5 in year 2019-20 so that their reading, writing and computation errors are fulfilled in the following lower standard and can easily study the next level. In these two years. A 'Life camp' was conducted for the students of grades 7 and 8 for their character development and life skills. But during 2019-20, a special course in life skills was introduced for all students of grades 6 to 8. Also 'Joyful Learning' camps were organized to make the difficult topics of the course enjoyable through various activities.

Thus, our agenda is that students should be interested in their education, through various activities their educational problems are eliminated and to help them so that they can move forward in their curriculum.

We are very thankful to Adani Foundation to extending such wonderful opportunity to associate with the children. We also learned a lot from the children while working.



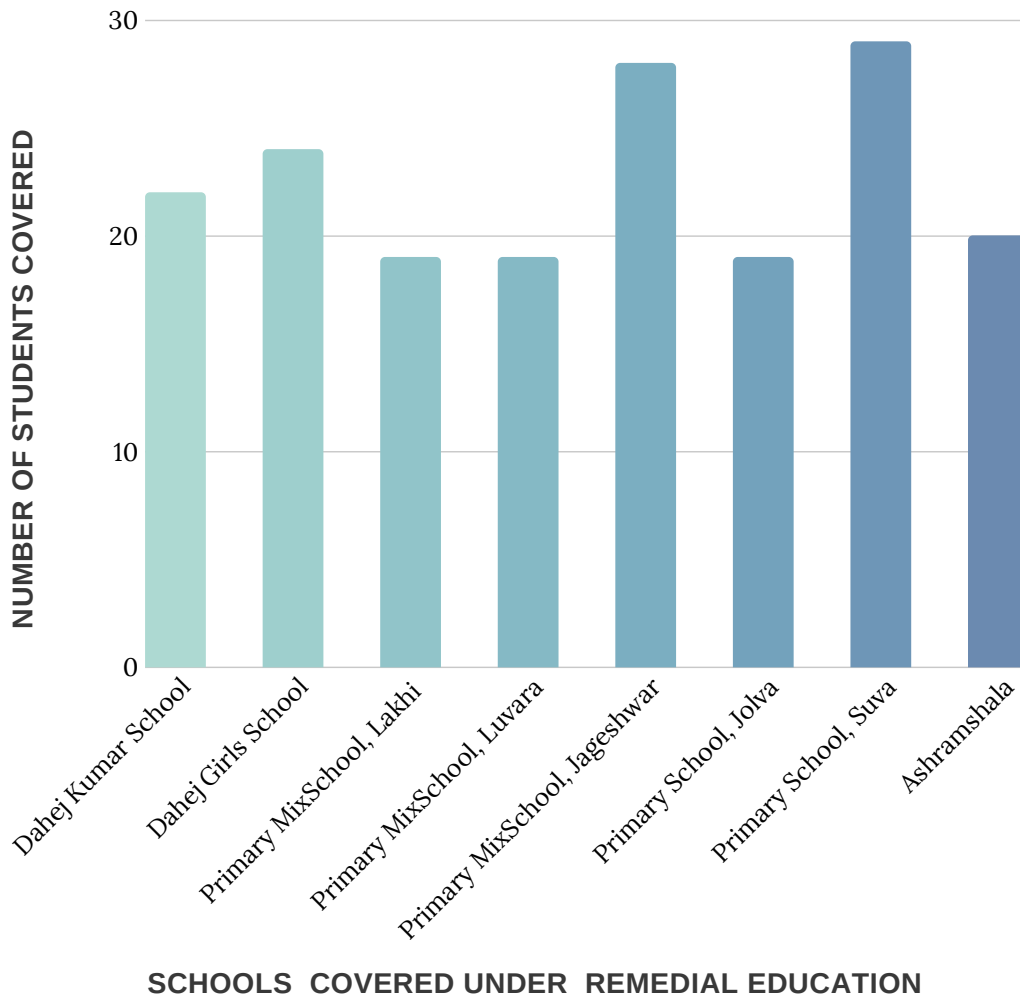
REMEDIAL EDUCATION

Vidyabharti Foundation runs remedial education classes in 8 government primary schools of Dahej cluster. The skill of reading, writing, and computing is a primary requirement for learning any subject and following the difficult situations in our practical lives. Remedial education classes during the years 2017-18 and 2018-19 were running for students of grades 5 to 8 who lacked the ability to read, write and count. So that they can progress well in their curriculum.

The Government Education Department also started the Mission Vidhya program, realizing the seriousness of its need. We also completed this work in a large part from grades 5 to 8 and from year 2019-20 this program will be implemented for students of grades 3 to 5. So that the problem is overcome in the lower grades and it is easier for the students to study when they come to the upper grades.



Schools providing Remedial Education :



Total number of students in these schools is 180.

Description of Learning Level:

According to the following table of students for reading, writing and computing education, 0 to 10 learning levels have been set in Gujarati language and Arithmetic . On the basis of which a group of students was created related to improvement in their learning level which was taught through various activities and sports. On the basis of these learning levels, they were assessed monthly.

Gujarati Language

Level and Identification :

- 0-Cannot write
- 1- Able to identify and write alphabets & simple words of two alphabets
- 2- Able to write the words of 3 to 4 simple alphabets
- 3-Able to write the words with simple Matra and able to spell the words of small E 'ૈ'
- 4-Able to write the words of long E 'ૈ' and able to write the words of small U 'ઊ'
- 5-Able to write the words of Long U 'ઊ' and able to write the words of single Matra '૩'
- 6-Able to write the words of two Matras '૩૩'and with Kana & Matra '૩૩'
- 7-Able to write the words with kana and two matras '૩૩' and with Anushwars (.) bindi '૩૩'
- 8-Able to write the words with joint alphabets '૩૩૩' (connecting alphabets)
- 9-Able to write the simple sentences.
- 10-Able to write the sentences of joint alphabetsand able to read the paragraph.

Progress of students on a monthly basis (Gujarati) :

Sr No.	Level	AUG'19	SEP'19	OCT'19	NOV'19	DEC'19	JAN'20	FEB'20	MAR'20
1	0	159	85	53	53	31	25	19	19
2	1	0	56	46	46	30	29	29	26
3	2	0	16	41	40	38	32	23	18
4	3	0	0	27	27	33	29	17	16
5	4	0	0	9	9	36	19	21	15
6	5	0	0	0	0	8	32	23	15
7	6	0	0	0	0	1	13	24	11
8	7	0	0	0	0	0	0	19	27
9	8	0	0	0	0	0	0	4	19
10	9	0	0	0	0	0	0	0	10
11	10	0	0	0	0	0	0	0	3
12	Main Stream	0	0	0	0	0	0	0	0
13	Absent	0	3	3	4	2	0	0	0
14	Left	0	0	1	1	1	1	1	1
15	Total	159	160	180	180	180	180	180	180

Airthmetic

Level and Identification :

- 0 - Unable to identify the numbers
- 1 - Able to identify the numbers of 1 to 100 with its place value
- 2 - Able to identify the numbers of 1 to 1000 with its place value
- 3 - Able to identify the numbers of 1 to 10000 with its place value
- 4 - Able to identify the numbers of 1 to 100000 with its place value
- 5 - Able to calculate the simple sum and altar (carry forward) sums
- 6 - Able to solve the puzzle with sums and simple subtraction.
- 7 - Able to Subtract with borrowing tenth and with subtract borrowing tenth
- 8 - Able to do Simple Multiplications and multiply the multiplier.
- 9 - Able to solve the puzzles of multiplication and simple division.
- 10 - Able to do division of subtract with borrowing tenth and solve puzzles of division.

Progress of students on a monthly basis (Airthmetic) :

Sr No.	Level	AUG'19	SEP'19	OCT'19	NOV'19	DEC'19	JAN'20	FEB'20	MAR '20
1	0	159	157	129	130	116	95	76	70
2	1	0	0	45	45	34	36	34	30
3	2	0	0	0	0	18	30	22	13
4	3	0	0	0	0	8	12	15	15
5	4	0	0	0	0	0	4	22	16
6	5	0	0	0	0	0	1	5	12
7	6	0	0	0	0	0	0	3	15
8	7	0	0	0	0	0	0	1	4
9	8	0	0	0	0	0	0	0	2
10	9	0	0	0	0	0	0	0	1
11	10	0	0	0	0	0	0	0	0
12	Main Stream	0	0	0	0	0	0	0	0
13	Absent	0	3	5	4	3	1	1	1
14	Left	0	0	1	1	1	1	1	1
15	Total	159	160	180	180	180	180	180	180

Level wise descriptive evaluation report of Gujarati Language and Airthmetic :

The table above shows the number of students enrolled in remedial classes running in all schools. The program was started from August, 2019. From August to October'19, the number of students increased from 159 to 180 and then it was steady. At the beginning of the program all students were in Level-0 who could not even identify simple alphabets. In the above table we can see how many students have made progress every month and have been promoted to the next level. At the end of the year 110 out of 180 students have progressed to different learning levels including the number of students progressing at the level as follows L-01: 30, L-02: 13, L-03: 15, L-04: 16, L-05: 12, L-06: 15, L-07: 04, L-08: 02, L-09: 01.

School wise Annual Report :

Here is the annual progress report for each school. In the beginning of the year it is shown how many students were in different Learning level in Gujarati language and Mathematics and at the end of the year it is shown how many students have progressed at different levels.

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	End of the year	Starting of Year	Ending of the year
0	24	0	24	2
1	0	0	0	2
2	0	0	0	3
3	0	3	0	1
4	0	0	0	8
5	0	0	0	3
6	0	2	0	5
7	0	8	0	0
8	0	5	0	0
9	0	6	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	24	24	24	24

Girls School, Dahej

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	End of the year	Starting of Year	Ending of the year
0	24	0	24	2
1	0	0	0	2
2	0	0	0	3
3	0	3	0	1
4	0	0	0	8
5	0	0	0	3
6	0	2	0	5
7	0	8	0	0
8	0	5	0	0
9	0	6	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	24	24	24	24

Kumar School, Dahej

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	Ending of Year	Starting of Year	Ending of Year
0	19	0	19	0
1	0	0	0	3
2	0	0	0	2
3	0	3	0	4
4	0	2	0	1
5	0	4	0	3
6	0	0	0	4
7	0	2	0	0
8	0	7	0	2
9	0	1	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	19	19	19	19

Primary MixSchool, Luvara

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	End of the year	Starting of Year	Ending of the year
0	24	0	24	2
1	0	0	0	2
2	0	0	0	3
3	0	3	0	1
4	0	0	0	8
5	0	0	0	3
6	0	2	0	5
7	0	8	0	0
8	0	5	0	0
9	0	6	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	24	24	24	24

Primary MixSchool, Lakhigam

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	Ending of Year	Starting of Year	Ending of Year
0	28	1	28	15
1	0	0	0	0
2	0	3	0	2
3	0	2	0	5
4	0	5	0	2
5	0	4	0	2
6	0	0	0	0
7	0	6	0	1
8	0	3	0	0
9	0	1	0	1
10	0	3	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	28	28	28	28

Primary MixSchool,Jageshwar

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	Ending of Year	Starting of Year	Ending of Year
0	19	1	19	8
1	0	2	0	9
2	0	3	0	2
3	0	5	0	0
4	0	7	0	0
5	0	1	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	19	19	19	19

Primary MixSchool,Jolva

Subject Level of Learning	Gujarati Language		Arithmetic	
	Starting of Year	Ending of Year	Starting of Year	Ending of Year
0	29	16	29	25
1	0	5	0	3
2	0	7	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	1	0	1
Main Stream	0	0	0	0
Total	29	29	29	29

Primary MixSchool,Suva

Subject	Gujarati Language		Arithmetic	
Level of Learning	Starting of Year	Ending of Year	Starting of Year	Ending of Year
0	20	1	20	10
1	0	17	0	10
2	0	2	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0
Absent	0	0	0	0
Left	0	0	0	0
Main Stream	0	0	0	0
Total	20	20	20	20

Primary MixSchool,Jageshwar



Success Stories :

"Teacher, I don't like to study." - Tushar

Tushar is a hyperactive student. He is always found occupying the last benches of the class doing pranks. He was least concerned whether the teacher is present or not, or what is being taught in the class. He was always busy playing the fool and least interested in studies. Neither does he study nor does he allow anyone else to do so and if he is called, he does not respond. To understand his strange behaviour once I asked him why he does not study. He replied "Teacher, I do not like study." From his reply I realised that the activity called Study did not interest him at all. It was for him real hard work. He was a bundle of energy which is spent having fun. All he was interested was to play mischief all day long enjoying himself and make everyone around him laugh. To make any changes in students it is important for the teacher to start from the position where the student is and then move forward. Tushar is a student whose existence is to have fun. I realised that if we can introduce the element of fun into studies the teaching game can be won. From the next class onwards, I turned all teaching into games which Tushar and then all his class mates enjoyed. Day by day the students made good progress learning their lesson the "Playing way". Soon all were happy. The students realised that they are indeed "clever" and the teacher was happy for the changes he had made in the student. Tushar was now, not a back bencher but an active participating student. Beginning with the identification of the alphabet, he gradually began to read, write words, sentences and paragraphs. His mischief making days were over and to everyone's shock he became a lover of studies. The kid who didn't even stand up and speak his name in class, now leads the games and sings the Barakshari. He does homework regularly. Tushar also find the teacher's new approach to teaching is encouraging. What he could not learn earlier is learnt by him now faster. His class teacher now praises him by saying "Tushar is responding in studies and has become a wise boy". Due to his participation in various activities in school, the principal has called me during the teachers meet and honoured by three steps clapping. I said, "Sir, Tushar has played an important role for his own transformation. No one can change without their own acceptance. Many possibilities are hidden and unexplored in him. I request that you come to our class and encourage him. "When the Principal has praised him in front of class, I saw the expression on his face and remembered his words "Teacher, I don't like to study".

- LEP Teacher



Success Stories :

Viral cried when he had to come to school.

Class of Learning Enrichment Program started at school. The 'PRIYA (favourite)' students (Weak in academics) playing educational game called 'Khul Ja Sim Sim' with teacher.

Viral came to the door and said "Main Aau Teacher?". Teacher said "Why is it late, Son?"

Viral said in his Gujarati-Hindi mix language "Mai, Moda Ho Gaya, Teacher" And whole class laughed loudly, Tears were in his eyes because he became fun factor of his class.

Viral is a very sensitive boy, if someone speaks loudly with him, he starts weeping.

Teacher has made the class quiet, called Viral near to her and made him calm with

love and asked to the students "Why you all laughed? Then students told "Viral always speaks in Hindi & Gujarati mix". Teacher said "It happens, if somebody belongs to other state and studying in Gujarati School, so those people can't speak properly, there is no point to laugh on it." Everybody replied, "Teacher, he is Gujarati but because most of the time he is watching Hindi Serials in TV".

Teacher makes viral understand "Beta, we should watch the program which one likes the most. If we watch TV whole day, we can harm our eyes as well as our time. But why is it that you are so late in the class?" Before Viral say something, all said "He would be drawing picture". Teacher said "Drawing picture? Viral becomes quiet and calm and to say yes nodded his head only. Teacher said "Would you like to draw pictures?"

Students said "Yes Teacher, He always draws". Viral gained courage and said "No Teacher, Not all the time but whenever I get the time then only"

Teacher said "so, what is wrong in that? This is your own skill. Please show me your pictures" Viral has opened a treasure trove of pictures from his drawing book. Teacher surprises while observing his art of drawing and passion. Teacher said "Wow, wonderful, how beautiful pictures you can draw!!!, You are so talented my dear son!!!"

His sad face became the nail rose with proud smile and said "But Teacher, I do not know to read, write and calculate, I am far behind in the class". Teacher said "Don't worry Beta, Now this is my responsibility, I will teach you everything and you will also draw pictures". Whole class said "Teacher, secretly, Viral has also drawn your picture".

Teacher said, "Wow, let me see Beta". Teacher hugged him by seeing her picture. Then Viral became a regular student of the class and playing all the academic games. At the end of the year Viral learned all the necessary things with his passion of drawing. On the last day of school, Viral has wrapped a small box of gift from the discarded one, picked up a flower from the garden of school and presented to his teacher.

Teacher eagerly opened and looked inside a small box, there is a small eraser, a cartoon portrait of a mischievous child wrapped with dupatta of teacher. And 'THANK YOU TEACHER' was written in a small chit. Today, Teacher was not in position to control her tears....

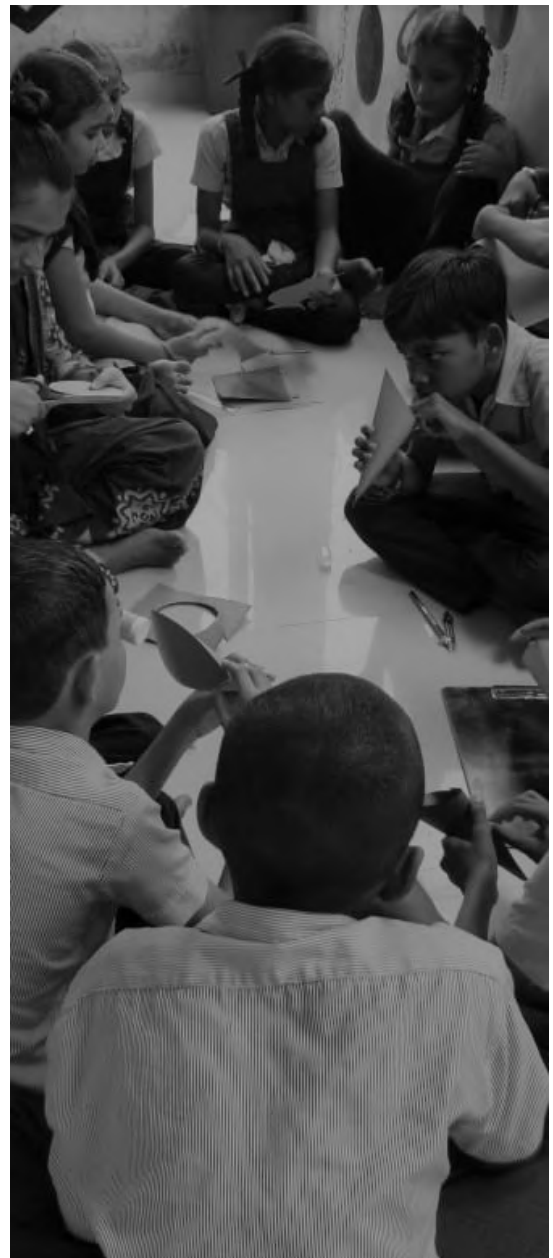


-LEP Teacher

LIFE SKILL EDUCATION

Objective :

Under the Learning Enrichment Program, a life-skills and character-building curriculum is running along with remedial education. Including various skills that can withstand practical life challenges, as well as the morale value of being a responsible citizen. The teacher who is appointed in the school by the institute for remedial teaching education in grades 3 to 5 also teaches a life skill course in the free period to grades 6 to 8. So that the regular course of this standard is not disturbed. Since students are very interested in these various activities and fun way method, there is a willingness in them to participate.



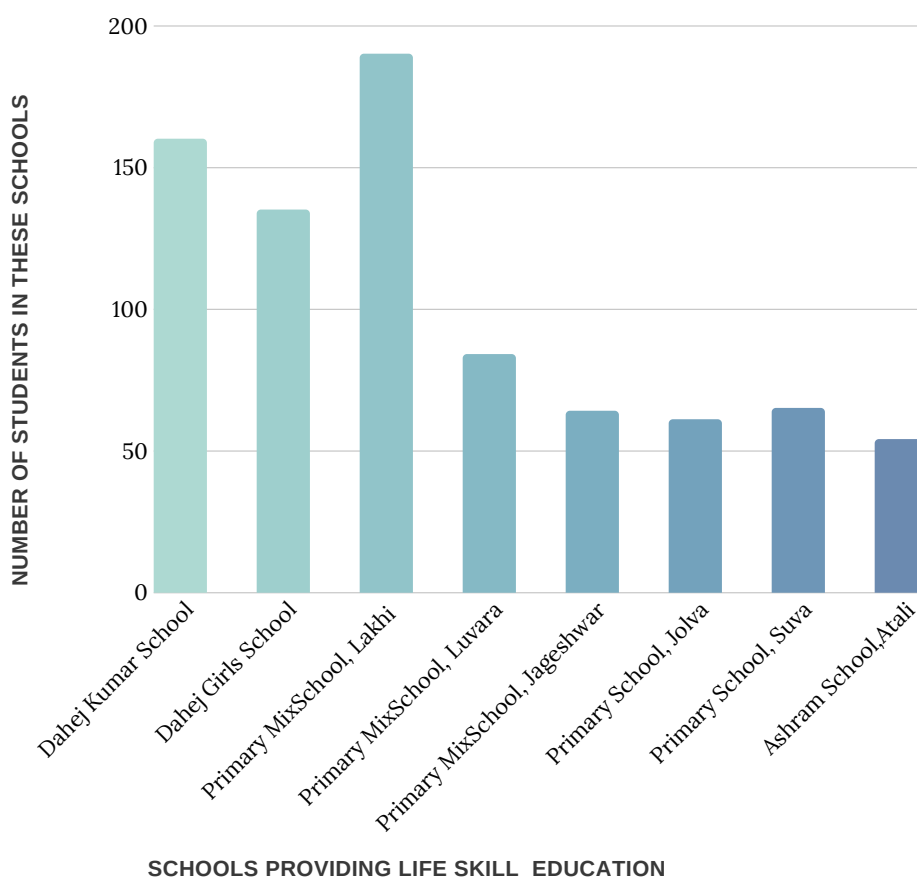
Syllabus & approach of implementation:

This course is designed for students in grades 6 to 8. It includes activity based 30 lessons yearly for each standard. Each term has 15 lessons to teach. There is a total of 90 lessons course for grades 6 to 8. Life skills have been defined by the World Health Organization (WHO) as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”. The syllabus is designed based on the following topics:

- | | |
|---------------------------|---------------------------------|
| 1. Self Awareness | 2. Communication |
| 3. Critical Thinking | 3. Emotional intelligence |
| 5. Sensitivity | 4. Problem solving Capability |
| 7. Interpersonal relation | 5. Decision Making |
| 9. Creative Thinking | 6. Stress Management Capability |

This course is designed specifically for students in the age group of 10 to 18 years to live a meaningful life as a future citizen. So that they have a sense of purpose, self-esteem, goals, ambition, higher vision etc. towards the country. There is no specific tool to measure the level of understanding and sensitivity developed in the students. So we have not compelled any examination of it.

Number of students in life skill education :



Total number of students in these schools are 813.

Life skill syllabus carried out :

Sr.	Name of School	Syllabus carried out			Total
		Std.- 6th	Std.-7th	Std.8th	
1	Kanyashala, Dahej	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: 45
		Sem-II: Chapters -10	Sem-II: Chapters -3	Sem-II: Chapters-2	Sem-II: 15
2	Kumarshala, Dahej	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: Chapters-14	Sem-I: 44
3	Prathmik Mishrashala, Luvara	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: 45
4	Prathmik Mishrashala, Lakhigam	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: 45
		Sem-II: Chapters-8	Sem-II: Chapters-15	Sem-II: Chapters-7	Sem-II: 30
5	Prathmik Mishrashala, Jageshwar	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: Chapters- 15	Sem-I: 45
		Sem-II: Chapters-12	Sem-II: Chapters-7	Sem-II: Chapters-10	Sem-II: 29
6	Prathmik Mishrashala, Jolva	Sem-I: Chapters-10	Sem-I: Chapters-3	Sem-I: Chapters-2	Sem-I: 15
7	Prathmik Mishrashala, Atali	Sem-I: Chapters-12	Sem-I: Chapters-13	Sem-I: Chapters-11	Sem-I: 36



Success Stories :

"Teacher, now I don't eat outside food." - Vrushali

As a part of Life Skill education course, I taught 3 lessons of 'Eating Habits of Good Food' in Std. 6th. I observed, a student Vrushali was learning with full of concentration in the class. A few days later, she meets me in the recess and shows her lunch box. I asked, what is it? She replied, "Teacher, see and have a homemade breakfast. I told my mom that the teacher always tells that if we eat outside food we would get sick. So now my mom makes breakfast every day at home. I know that most of the children use to eat packed food available outside the school during the recess like wafers etc. I was very happy to see the smiley face of Vrushali. I felt that what a positive impact was on an innocent mind by the power of our words. The Life Skill education creates an understanding of small but meaningful things in our life. In the long term, it forms habit and makes our life very successful. The motivated face of Vrushali and her trust inspires me towards my work with more enthusiasm.

-LEP Teacher



Success Stories :

Haryaksh - An aroma of understanding.

There was a deep thought in my mind that while teaching and learning process of each and every values of life skill education gives me something missing somewhere in my life. Various aspects of value education such as self-awareness, creativity, communication, identifying and bringing out the talent, development of thoughtfulness, etc. taught a lot in life. Learning was more fun during one-on-one activities than just teaching. I become as curious as children. The petals began to grow from each bud of understanding while thinking with kids about each activity and scent of the floral of understanding began to spread. A question raised in mind if I learned it in my childhood? But I am blessed because this is not too late. Haryaksh Lathia, a student of Std.7th who grew up like flower in the garden while conducting the activity. It is felt that his laughter spreads the aroma of understanding. In the activity of each chapter his enthusiastic involvement is very noticeable, He absorbs a lot from small things and one can see it in his behaviour. I have observed expanding horizon of his understanding. His strong self-confidence, sweet speech with the sense of how much and how to speak and where to keep silence. In front of audience, he can effectively deliver the thoughts with free flow speech. All of this makes him a winner of the debate competition of Group Schools of Dahej area. In the primary education, if a child's conceptual power develops the complexity of life become clear. Lead the life with true understanding; he can evaluate himself at each and every step of life. On behalf of Adani Foundation and Vidyabharti Foundation, when I participate in such activity at School, I feel peace and calm in the stressful life.

-LEP Teacher

TEACHER'S TRAINING

We have conducted 09 full days training for the teachers during the year at Kumarshala, Dahej. All the teachers with coordinator have participated with very enthusiasm. The sessions conducted by Mr. Jayesh Rathod and Mrs. Jeeta Trivedi. Mr. Sandeep Shah has taken special sessions with game and motivated teachers. Ms. Usha Mishra has interacted with the teachers, facilitators and acknowledged the work.

Schedule for the training :

Sr.	From	To	Days	Participants
1	20-08-2019	21-08-2019	2	9
2	28-11-2019	30-11-2019	3	9
3	26-02-2020	29-02-2020	4	9
Total Days			9	27



JOYFUL LEARNING CAMP

Date: 3rd to 7th February , 2020,
Subject: Social Science

Joyful Learning (Fun education) Camp at Government Primary School in Dahej Cluster is organized by Vidyabharti Foundation for the children of grades 6 to 8. This is a one day camp. During 3rd to 7th February, 2020, it was done in 5 schools. Keeping the social science subject as the core part in mind, through various activities in-depth content for understanding the subject was given, so that children would enjoy variety of activities. Activities that develop understanding with fun were organized covering the various lessons of social science from grades 6 to 8. The students, teachers and principal of every school participated enthusiastically in this camp and responded positively. They too saw flashcards and monitored and appreciated the activity.

They said that excellent content of the subject is given in the card. Tough content of activity, maps, sample of things, various educational materials like game and flash card, through the module and techniques of learning the children participated peacefully and learnt a lot of new things. By this way of teaching children could remember for a long time the activities taught to them.



Details of children attending the camp along with their school name :

No.	Date	Name of the School	Subject	Grade	Number of students
1.	03-02-2020	Ashram school, Atali	Social Science	6,7,8	68
2.	04-02-2020	Primary School, Jolva	Social Science	6,7,8	62
3.	05-02-2020	Primary School, Suva	Social Science	6,7,8	87
4.	06-02-2020	Primary School, Jageshwar	Social Science	6,7,8	74
5.	07-02-2020	Primary School, Luvara	Social Science	6,7,8	63
				Total	354

Activities conducted for different grades :

No.	Std.	Activity
1.	6	Lets play with maps
2.	6	Lets assume
3.	6	Hey there it is!
4.	7	Learn to fill the information
5.	7	Along with time
6.	8	Let's play the court
7.	8	India's today & tomorrow

Facilitators of the camp: Jayesh Rathod

Collaboration: Ms. Krupali Parmar as well as LEP teacher appointed by the Vidyabharti and Adani Foundation.

Activity Details :

Grade: 6 Activity name : Lets play with maps

Given the information about the map to the children of grade 6 and also given the Information about map type and parts of map. Then after showed a chart of the map of India to the children and gave information about the directions through the map. According to the group, children were given 5 flash cards with the name of the States written on it. Then they came in as one group after another and kept the flashcards in the place they thought to be fit. Then the children were asked to open a political map of India in their social science textbook. They were told to see the name of states in it. According to the group, the children came around and put the flashcards of the states in the map in place and repeatedly explained to the children the states of India. Thereafter, the activities of identifying were made by children in which the administrator of the camp first went outside the classroom and asked the children to assume the name of the state. Then, coming back in the classroom, these children were asked various questions about the state and from that they have to make out the name. Likewise one after another students went out of the classroom and make out the name of the state assumed by other children.



In this activity, children got to know the state language, dance, dress, the famous place of the state, their food etc. and other different things.

Grade: 6 Activity name : Lets Assume

In order to get the kids engaged, the camp administrator first went out of the classroom and asked the children to assume something from organic and inorganic chart. Then, in the classroom, the children were asked various questions related to what was on the chart and gave them the name of the things they had guessed. Then one by one the children went out of the classroom and asked other classmates the names of the guesswork. In this activity, children got new information such as the characteristics of that animal, their food, water animal or land animal, etc. and became aware of different things. Also took information about which vegetation is used in which forest, what kind of leaf it is, where it is used.



Grade: 6 Activity name : Hey,there it is!

In this activity, organic and inorganic activities were performed by the children. In which children were shown a chart of organic and inorganic things and the children were given an explanation of the information contained therein. In which the plants and animals were divided into two sections. On the basis of forests, plants and animals were categorized into 5 parts while the inorganic has two parts,natural and artificial. It is further subcategorized in three types of solid, liquid and gas. Then gave the organic and inorganic flashcards to the children and asked the children to identify the appropriate place for the flashcard. Children came one by one and identified the flashcard in the correct place. In this way, this understanding was strengthened by training children.

Grade: 7 Activity name : Learn to fill Information.

This activity gave the children an understanding of the variations in rainfall and explained the diversity in soil form. He then briefed us about farm products and industries in our country and its sampling of various farm products and then asked them to put in the right place on the map. Fort that they took the help of a textbook to find the right place in the map to put samples of farm products and industrial products. The children were then given a map of India and asked them to display the sample information in their area using Sketch Pen. Through this activity, the children learned about the cultivation of various commodities in India and where different industries are located in India. Children got information about which products are used in which industry.

Grade: 7 Activity name : Along with time.

Special activity on 'Along with time' was been performed by the children. First of all, set the timeline in sequence and gave the children an explanation of it. The children were then given flashcards showing information about kings who had ruled in different period of time in which there were flashcards showing the information of the kings who ruled from 690 BC to 1560 BC. The children came one by one and read the information contained in it and put the flashcards in the appropriate place on the timeline. With the help of this activity, the children learned great things about the kings and helped them understand their rank. Through this activity the children learned about many new kings.

Grade: 8 Activity name : Let's play the court.

In this activity the children were given general information about the court and its role. Then a court room was arranged with the help of children here and prepared many children to participate in this activity. In which 1 child was given the role of judge and 2 children were given the role of lawyer. Of which, 1 prosecutor of the prosecution and the defense lawyer of the second were made. Other children were given different roles as village heads, unemployed youths, young men working in companies, farmers and factory owners. We gave the children a situation in which factory pollution causes loss to the village so the advocate child will argue for the shutdown of the factory. While the defense lawyer discussed the benefits of the factory. Thus the children argued face-to-face which discussed the advantages and disadvantages of the factory. The judge-turned-child heard his argument and made his decision that the factory is also very important and its pollution should not harm the village. So it should be made in such a place that it do not cause harm to the people of the village. Through this activity children learned the importance of production and employment for living and develop the understanding of the disadvantages of pollution as well as why it should be resolved. The children learned about the court procedure in order to have a lot of fun.



Grade: 8 Activity name : India's today and tomorrow.

In this activity, the students were given the understanding of the important events in India during the period of 1850 BC to 1950 BC. Then we arranged the timeline up to this time period and gave an explanation to the students. The students were then given a flashcard with the event written on it. Students came in sequence and read the information written in it and placed the flash card on the timeline in which the students gave detailed information about the important events of that time. It includes events like the arrival of the British, the revolt of the 1857, the birth of Gandhiji, Gandhi returning from South Africa, a non-cooperation movement, a case of piracy, Kakori Train Loot, Jalliwala Bagh Massacre, Dandi March, India's Independence Event in which children were given an understanding of what India was like yesterday and what it is today. Also made them realize about yesterday's struggle to get to today's situation.



Feedback :

The principal of different schools have shared their experiences about Joyful Learning Camp.

Principal, Primary Mix School , Suva:

Joyful Learning Activity introduced the activity in which children of Grade 8 were allowed to do the activity of 'Lets play court'. In which the student who became a judge heard the arguments of both parties and gave judgment that there should be a factory in the village so that people can get employment. Factories should reduce pollution so that people can lead a better life and the contaminated water should be disposed of at proper place so that people's health does not deteriorate.

Principal, Primary School, Jolva:

Through this program, the children got the information about understanding the subject in an interesting way like map activity, organic, inorganic, vegetation, animals, various region, state and its crops, industries and cloth. Teachers in our school are expecting such kind of program to happen in future.

Principal, Primary Mix School, Jageshwar:

India's today and tomorrow, Lets play court, Along with time, Farming and Industries in India etc. These interesting activities helped the children to learn the subject and also got to learn new ways.



TESTIMONIALS

Jageshwar Primary School :

॥ बालदेवो लयः ॥ Cp-1-19

प्राथमिक मिश्रशाला-जगेश्वर

मु.पो. जगेश्वर, ता. वागरा, ज. लखन, पीन-322130

शाળानो डायस कोड : 24210601601
शाળा नं. : DHJ - 34

ता. 06 - 02 - 20 20

शपक नंबर :

प्रति,
अहाली इण्डिकेशन तथा विद्याभारती इण्डिकेशन


सविनय जल लारत सह जलाववानुं छे,
अहाली इण्डिकेशन तथा विद्याभारती इण्डिकेशन द्वारा
अभारी प्राथमिक मिश्रशाला, जगेश्वरमां " भोखुलुं शिक्षण " इण्डिकेशन
कुपालीयेन, निर्भलायेन अने विद्यासायेन द्वारा धोरण-6 थी इना
आणकोने सामाजिक विज्ञानमां महदइय धाय तेवी प्रवृत्तिये केवी
छे धोरण-8 मां लारतनुं व्याज अने डाल अने शाली डोर्ट,
डोर्ट शीअ्ये, धोरण-6 मां नैविड-अकैविड अने नकशानी
प्रवृत्ति कशवी. धोरण-7 मां लारतमां अती अने उद्योगीनी
प्रवृत्ति अने समयना सधवारनी प्रवृत्ति कशवी.

आ इण्डिकेशनमां आणकोने अय्य क मज
आवी तथा सामाजिक विज्ञान विषय रसप्रद अने सरणी
रीत शीअ्यवानी रीत समज पडी. आ आधे शाला उपरोक्त
संस्थाअीनी अंतःकरणपूर्वक व्याभार लयक्त करे छे.

आभार सह ...


मु.शिक्षक
प्रा.शाला जगेश्वर
जगेश्वर, ता.वागरा, ज. लखन

Jolva Primary School :



ભરૂચ જીલ્લા પંચાયત શિક્ષણ સમિતિ સંચાલિત

શાળાનો ડાયર કોડ : 242010601801



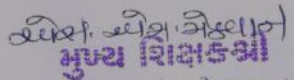
શાળા નં. ૫૩
વર્ષ :
સ્થાપના : તા. ૬-૭-૧૯૪૨

પ્રાથમિક શાળા, જોલવા, તા. વાગરા, જી. ભરૂચ.

જા.નં. જયહિંદ જયભારત ... તારીખ : ૫/૨/૨૦

અદાબદિ કોઈન્ડેશન તથા વિદ્યાભારતી કોઈન્ડેશન તરફથી અમારી શાળા પ્રાથમિકશાળા- જોલવામાં મીમલું શિક્ષકાની કાર્યક્રમ લોજવામાં આપ્યો હતો. જેમા અમદાવાદ ની પદાર્થલ શ્રી જલેશભાઈ શરા થી (૯૫૫૮) ના વ્યાજકોની આમામુક વિજ્ઞાન માં મદદ પાલ તેવલ નકશાનલ પ્રવૃત્તિઓ કરવામાં આવી અને જૈવિક , અજૈવિક વનસ્પતિઓ, પ્લાનીઓ , પ્રદાર્થો વિશે પ્રવૃત્તિ શરા સંપૂર્ણ માહિતી વ્યાજકોને આપવામાં આવી. આ કાર્યક્રમ વ્યાજકો ને ખૂબ જ મગા પડી અને શિક્ષકો કરી આપવા આ કાર્યક્રમો અમારી શાળા માં પાલ તેવો આગ્રહ આપી શકા આપ કરી પદાર્થો તેવો વિવનંતી. અને આપણી થી જે નકશા નલ પ્રવૃત્તિ કરાવલ તેમાં વ્યાજકોને ખૂબ રસ પડ્યો. અને ભારતના રલ શાસ્ત્રીમાં કયા-કયા પાક અને ઉદ્યોગો સૌધ વધારી પ્રમાણમાં પાલ તે સવળતાવલ વ્યાજકો જાપલા હી.

આભાર ...


મુખ્ય શિક્ષકશ્રી
 પ્ર. શાળા જોલવા
 તા. વાગરા, જી. ભરૂચ

Suva Primary School :

શાળા સ્થાપના તા. ૧-૭-૧૯૭૧

શિક્ષણનો અધિકાર
સર્વ શિક્ષા અભિયાન
સૌ ભણે સૌ આગળ વધે

ભરૂચ જિલ્લા શિક્ષણ સમિતિ હસ્તક સંચાલિત

પ્રાથમિક મિશ્ર શાળા, સુવા, તા. વાગરા.

ડાયર કોડ - ૨૪૨૧૦૬૦૫૫૦૧

તારીખ : ૦૬/૦૨/૨૦૨૦

પ્રતિ,

અદાણી ફાઉન્ડેશન તથા વિદ્યાભારતી ફાઉન્ડેશન

સંવિનય જયભારત સહુ જણાવવાનુંકે, અદાણી ફાઉન્ડેશન તથા વિદ્યાભારતી ફાઉન્ડેશન દ્વારા અમારી પ્રાથમિક શાળા-સુવામાં "મોનુલું શિક્ષણ" કાર્યક્રમ યોજવામાં આવ્યો હતો. જેમા. પદાર્થ શ્રી. જયેશભાઈ, કૃપાલીલેન તથા ડિલીલેને દ્વારા દોરણ- ૬ થી ૪ ના ભાગડોને સામાજિક વિજ્ઞાનમાં મદદરૂપ થા તેવી પ્રવૃત્તિઓ. જેવીકે દો-૪ માં ભારતનું આજ અનેકાલ અને આતો કોર્ટ, કોર્ટ રમીઓ, દો-૬ માં જૈવિક-અજૈવિક અને નકશા પ્રવૃત્તિ કરાવી, દો-૭ માં ભારતમાં ખેતી અને ઉદ્યોગોની પ્રવૃત્તિ કરાવી.

આ કાર્યક્રમમાં ભાગડોને ખૂબ જ મજા પડી તથા સા.વિજ્ઞાન વિષય રસપૂર્વક અને સરળ રીતે સીખવાની રીત સમજ પડી આ સાથે શાળા ઉપરોક્ત સંસ્થાઓનો અંત: ઉરણ પૂર્વક આભાર વ્યક્ત કરે છે.

અધિકારી
ગૌરીબેન
પ્રા. શાળા - સુવા
તા. વાગરા, જી. ભરૂચ.

Luvara Primary School :

CP-7-16 સ્વચ્છ ભારત-સ્વસ્થ ભારત સ્વચ્છતા અભિયાન શાળા નંબર : ૨૭

ભરૂચ જિલ્લા પંચાયત શિક્ષણ સમિતિ સંચાલિત

પ્રાથમિક મિશ્રશાળા, લુવારા, તા. વાગરા.

સાયસ કોડ : 24210603001 સ્થાપના તારીખ : 29-06-1927

જાપક નં. જયહિંદ જય ભારત... તારીખ : ૦૭ - ૦૨ - ૨૦૨૦

આજીવની કારકિર્દીના તથા વિદ્યાભ્યાસની કારકિર્દીના તરફથી અમારી શાળા પ્રાથમિક શાળા લુવારામાં મૌજીનું શિક્ષણનો અર્થક્રમ ચોંટવવામાં આવ્યો હતો. જેમાં અમદાવાદ થી પદવિદ્યા અને જ્યોત્સનાબાઈ, કૃપાબીબેન, રેણુકાબેન, પારુલબેન, જીમિનીબેન કુલ ૬૫ (૬૫ થી ૭) ના બાળકોને આમાનિક વિજ્ઞાનમાં મદદ થાય તેવી જરૂરની પ્રવૃત્તિઓ કરવામાં આવી અને કૈવિક, અર્કૈવિક વનમ્યલિઓ, પ્રાણીઓ, પદાર્થો વિશે પ્રવૃત્તિ કાર્ય સંપૂર્ણ મપિતી બાળકોને આપવામાં આવી. આ અર્થક્રમમાં બાળકોને સ્ખર જ મળ્યું હતું અને શિક્ષકો શ્રી આરવ, આરવ અર્થક્રમ અમારી શાળામાં થાય તેવી આજીવની રાશી આપ કરી પદવિદ્યા તેવી વિનંતી. અને આપણી શ્રી જે જરૂરની પ્રવૃત્તિ કરાવી તેમાં બાળકોને સ્ખર વમ પડ્યો. અને ભારતના ૨૯ રાજ્યોમાં ઉપા-ઉપા પ્રાક અને ઉદ્યોગો સૌથી વધારે પ્રમાણમાં થાય છે તે સરખતાથી બાળકો શીખ્યા છે.

આભાર...

જિલ્લા
આચાર્ય
પ્રા શાળા લુવારા, તા.વાગરા



THANKYOU

