

SOCIETY FOR ALL ROUND DEVELOPMENT

the transformation of education



Society For All Round
Development (SARD)

ABOUT SARD

Society for All Round Development is a leading civil society organisation working in India for over two decades. SARD has been highly active in the education landscape, with programs ranging from ground level interventions in urban and rural schools up to advocacy for political decision makers. SARD's extensive experience with previous interventions, engagement with local and higher level stakeholders, and collaboration with technical institutions and international partners has shaped SARD's unique perspective on the educational needs of children in India.

SARD's inclusive and holistic approach to education aims to ensure the basic rights of children and provide quality education for all. SARD believes that children's education should focus on encouraging learning-level improvements, promoting cognitive development with IT-enabled support systems, nurturing creative talents, and engaging in meaningful co-curricular activities. SARD staunchly believes in the idea of "Meaningful Learning" i.e. we link what is being learned (the topic or content) with how it is taught so that it is relevant to the everyday lives of children and their families. Meaningful Learning should be personalized (addressing the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students) and proficiency-based (learning knowledge and skills they are expected to learn).

SARD believes in strengthening mainstream systems and processes by working closely with the government and does not believe in or encourage creating a parallel system. Partnerships with numerous multilateral and bilateral organizations, leading corporates, and influential individuals have played a key part in our journey and helped us continue to make a positive impact on society.

WHAT WE DO

IMPROVE THE LEARNING LEVEL OUTCOMES

of government school children through developing innovative pedagogical tools and assessment practices

SUPPORT STATE GOVERNMENTS

in writing curriculum, supplementary textbooks and refining assessment practices

ENHANCE THE CAPACITIES

of teachers, BRPs, mentors and front line staff on addressing hard- spots, weak skills, leadership and management skills

INTEGRATE TECHNOLOGY

into the classrooms and promotion of digital literacy in collaboration with national agencies such as NCERT and CIET

DISSEMINATE OUR LEARNINGS

in various national and international level forums and workshops

MAINSTREAM OUR MODEL, approach, best practices & learnings within the government system

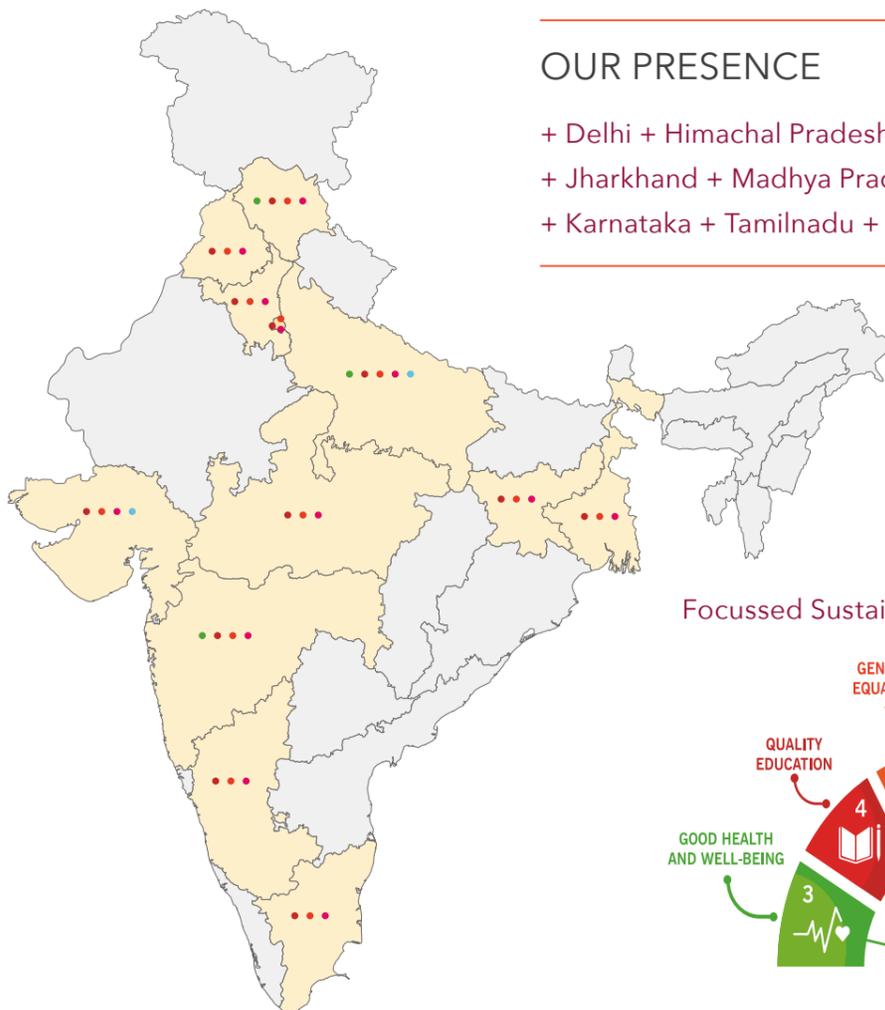
WHERE SARD WORKS

CORE SECTORS

- + Education Transformation, protection & gender
- + Health and WASH including MHM (HEALTH / WASH / MHM)

OUR PRESENCE

- + Delhi + Himachal Pradesh + Punjab + Haryana + Uttar Pradesh
- + Jharkhand + Madhya Pradesh + Gujarat + Maharashtra
- + Karnataka + Tamilnadu + West Bengal



Focussed Sustainable Development Goals (SDGs)



The SARD model focuses on learning-level outcomes

SARD's model improves the quality of education and learning level outcomes by working closely with children and teachers. Our model addresses learning gaps, common errors, and misconceptions by providing academic support via an Academic Facilitator (AF). The model brings students who are lagging behind academically up to the level of achievement realized by their peers. Our AFs offer vital help to pupils who need pedagogical or didactic assistance.

Our interventions promote child-friendly learning environments in participating schools. A Child Resource Centre or "Anandayi Kaksh" is set up in each participating school to create a space where children actively participate in and are at the centre of learning. Our centres identify and support the lowest academic performers in grades 3, 4 and 5 with academic support in Hindi and Mathematics. Specific children in need of academic support (CNAS) are identified by SARD through a large-scale baseline assessment at the beginning of each year. Our Child Resource Centres breathe in a child-friendly environment and incorporate the concepts of Building as Learning Aid (BaLA), talking walls, low-cost teaching and learning materials, etc.

SARD supports AFs with specially designed teaching resources to help them teach their students and create a child-friendly and conducive learning environment. The resource content is tailored to students' identified weak skills, misconceptions, and challenge areas in order to ensure effective teaching. Periodical monitoring and evaluation to track student and AF performance ensures intervention quality. AFs' efforts are complemented by various teacher trainings to enhance their capacities for innovative pedagogy and the creative use of teaching resources.

COMPONENTS OF SARD'S DIRECT INTERVENTION MODEL



Intensive one-on-one engagement with every child to improve their learning levels



Customized approach & strategies based on individual needs



Introduction of our innovative pedagogy model & methodology



Periodical assessment of children & the maintenance of an intensive Information Management System



Use of technology to enhance students' understanding of Language & Mathematics



Psychosocial support for children as and when required

Continuous follow up with concerned school teachers on students' performance

DIRECT INTERVENTION - REMEDIAL MODEL

Assessment of learning problems/disorders & extension of appropriate support

Systematic efforts for ensuring retention of students in the school

Rolling-out of awareness building & sensitization initiatives for stakeholders

1 academic facilitator/school



1 academic thematic facilitator/school



1 or 2 premises

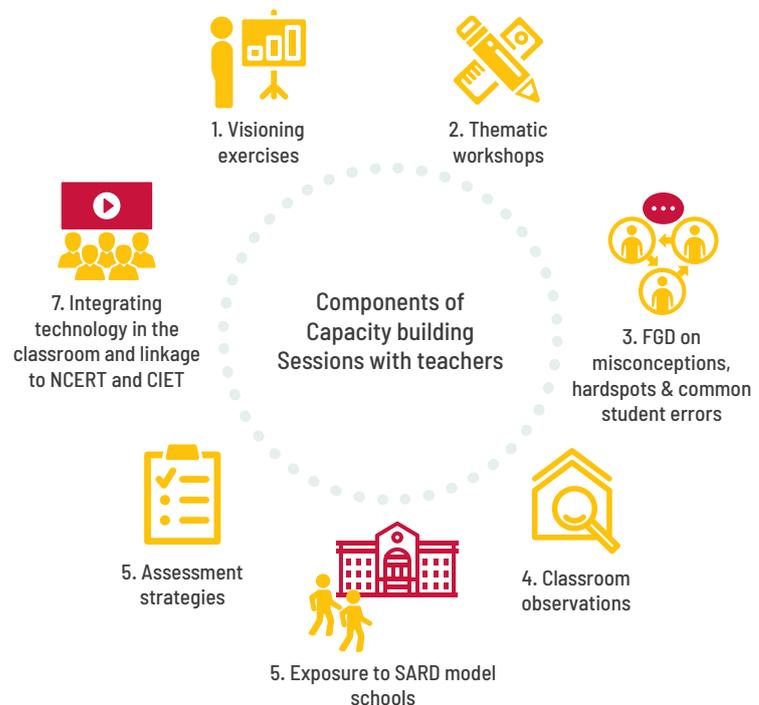
Intensive one-on-one engagement with the students

Customized learning support based individual need assessment

Designing of appropriate teaching-learning material

TEACHER TRAINING MODEL

Comprehensive approach adopted by Academic Support Group (Teacher Trainers)



THE WAY FORWARD ENVISAGED BY SARD

Taking ahead hitherto work, SARD would like to converge its activities to complement the National Education Policy 2019. Schools shall thus promote activity-based learning and support teachers with educational technology through variety of intervention enabled by SARD. These include consolidation of successful practices, scaling up to unreached schools of the existing operational area and mainstreaming the best practices in other Municipal corporations.

Value additions, like e-content development in close collaboration with NCERT and few SCERTs aimed at addressing the misconceptions and common errors of primary grade teachers (Grade 1 to Grade 5) for Mathematics and Hindi subjects, shall be pursued. This e-content will be provided as a learning resource material to fill gaps in existing content. In addition, efforts towards evolving methods for mobile application-based e-Assessments to assess performance of students, at each school level, is envisaged to be introduced after getting it field tested and building teacher capacities to use it. This will also help them to reduce human errors, teacher burden relating to cumbersome paperwork, and analyse focusing on student performance in real-time. SARD would also work towards optimizing SMART classes by strengthening its video-based teaching sessions, with support enabled by SARD academic facilitators-AFs, to provide visual learning experiences in classes on the E-content developed and other resources through effective convergence.

SARD (SOCIETY FOR ALL ROUND DEVELOPMENT)

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