

Project Profile

Computer Literacy and Speaking English



Gujarat CSR Authority

Project Profile - Computer Literacy and Speaking English

Background and Rationale

With advancements in technological know-how, computer education has grown tremendously in India in the last decade. Urban areas and cities now have high computer penetration. With increasing competition in job markets and constant changes in the educational system, the computer skills and their penetration levels in the rural areas also need to improve.

Computer skills, are now essential for the youth (especially the underprivileged) in both urban and rural areas, as this helps them secure better and higher paying jobs in the long run. From researching potential jobs to writing a resume, students need computer skills even before they start working on a job. Students who can competently research and type on computer are better-equipped for both academic and professional success. However, not all schools have equal facilities when it comes to provision of computer education and hence students either lack adequate or have negligible computer skills.

Children in primary and upper primary grades should be made aware on how to operate a computer and learn the basic skills and tools e.g. typing, web-browsing, Microsoft office (Word, PowerPoint and Excel),

This project aims to impart basic computer literacy to the students of government primary schools to enable them pursuing higher education and improve their future employability.

Another important project aspect is promoting importance of spoken English. English is a language of aspiration and opportunity in India. However, it is observed that most government teachers themselves have come from a 'system' where English was a 'subject' that lacked any real connect with the learner's life and was taught mostly through rote processes.

Importance of English today is something that can't be emphasized enough. For the youth, it is as important as a graduation degree and is considered something standing between one and one's dream.

Many children in rural areas are not getting trained in English speaking as there are no proper schools. Even when there are schools, there is no proper management. Spoken English skills for children in rural areas is necessary as it would be helpful in building their

confidence and their future. Teaching in rural areas should be done in a creative way which involves less strain and educates more number of children in a short period of time.

Recent developments w.r.t. English teaching and learning

1. The Sarva Shiksha Abhiyan (SSA) launched in 2001 is Government of India's flagship programme for providing free and compulsory education to children of 6–14 years age. Teaching and learning of English is given due attention under this programme to further improve quality of education.
2. As per the National Knowledge Commission (2007), teaching English as a language in school was included as an important activity. Early action in this sphere would help build an inclusive society and transform India into a 'knowledge society'. It is recommended that English teaching should

start from class 1 itself so that after 12 years of schooling, the learners will have improved and equal access to employment opportunities where English language is essential. This commission has also laid emphasis on the significance of language not only as a medium of instruction or a means of communication but also as a determinant of success while applying for jobs.

3. The **Right to Education Act, 2009** marks a historical moment for elementary education in India. It is meant to ensure that every child has the right to guaranteed quality elementary education. This would also include learning of multiple languages in which English occupies an important place along with the child's mother tongue.

Hence, children who complete primary education should also have minimum level of proficiency in English and computer skills.

Objective of the project

The Project aims at empowering rural children through education by facilitating following two courses -

1. **Basic Computer Certificate Course:** The major subjects covered shall be computer operation, English and Gujarati typing, document formatting, database sorting, data filtration, presentation.
2. **English Speaking Course:** The major focus areas shall be sentence formation, basic oral and written communication skills.

Expected benefits

The support provided by companies would result in tangible and intangible benefits for the Sponsor Company as outlined below:

Tangible Benefits	Intangibles
<ul style="list-style-type: none"> ❖ Community support & appreciation ❖ Social license to operate, through cooperative community engagement ❖ High levels of employee satisfaction through their participation in social responsibility projects ❖ Recognition through awards and appreciation 	<ul style="list-style-type: none"> ❖ Enhanced reputation by way of supporting projects benefitting communities at the 'bottom of the pyramid' ❖ Social branding ❖ Enhanced credibility within community and sector ❖ Contribute towards national and state goals aligned with Sarva Shiksha Abhiyan (2001), The National Knowledge Commission (2007) and Right to Education Act, 2009

Opportunities for CSR intervention

This CSR project aims to support the development of English language competencies and computer literacy amongst rural children. Companies may support in designing computer course in order to provide school children with an operating knowledge of Linux and Windows operating systems and other basic functional skills. The course would be of high utility to the students in their studies and would broaden their outlook towards the educational environment around them.

The other course companies may support is the Basic English programme which covers English grammar, conversational skills, and development of vocabulary in English. Both the courses shall lead to positive change in children's aspirations. It would also significantly help in increasing self-esteem among students and a feeling of pride in parents. Accordingly, under this project:

- The corporate shall finance project essentials e.g. books, tables, chairs, cupboards (if required) apart from the essentials provided by schools, teachers fees, children awards etc.
- The project aims to use the existing facilities available in government schools to the extent possible. However, in the case of any new asset, its ownership at the end of the agreement period shall be transferred to the partnered school, which shall then use these facilities and services sustainably for running similar courses in future.
- The NGO will ensure proper maintenance of the facilities provided by school and will try to mobilize current government primary school infrastructure and resources to the extent possible.

Potential project area

Schools in Rural Gujarat - one batch comprising 50 children from govt. primary school(s)

Target group

Target population shall cover rural children from weaker sections of the society.

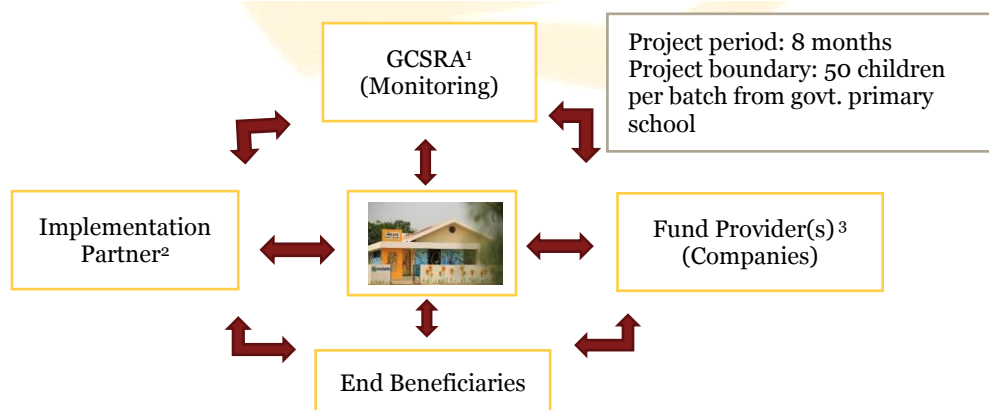
Project Implementation

The Project shall be implemented by GCSRA as a monitoring agency, with support from NGO(s) and corporates. The project aims to **cover 50 children** per batch. The project would be implemented for a minimum period of eight months. The initial first month shall focus on course module development and refinement by NGO partner and GCSRA respectively.

A. Implementation

The detailed implementation plan is provided below.

Figure 1: Implementation model



¹ GCSRA will act as monitoring partner for the project. GCSRA will channelize the fund to implementing agency.

² Implementation partner will be an NGO having expertise in implementing similar education projects for rural children.

³ Fund Provider(s) are the companies undertaking the CSR project in partnership with GCSRA and responsible for timely disbursement of CSR funds.

1. NGO partner(s) will identify govt. primary school(s) and list down beneficiaries (children) based on the situational and need assessment and a demographic profile of the beneficiaries shall subsequently be developed. The project aims to support multiple batches comprising 50 children per batch in the identified villages in rural Gujarat.

GCSRA shall assist the corporate and NGO partner in the:

- a. Identification of villages and govt. primary schools for the intervention.
 - b. Identifying the students within the govt. primary school(s)
 - c. Role clarity and signing agreement with primary school.
2. Assistance from nearby government primary school(s) shall be sought to provide:
 - space for conducting classes,
 - electricity, water & toilet facility and existing furniture,
 - teachers (computer teachers, assistant English teachers etc.),
 - computers, educational books, library books and TLM available in school(s), and
 - government frameworks of examination, contents etc.

Whether or not the space / infrastructure is inadequate or needs to be extended, would be decided in consultation with the selected school and the corporate funder.

3. Following are the **key project components** of the project -
 - a. **Computer literacy class:** Classes on computer learning shall be organized for a period of six months. The duration and number of days of classes shall be decided in consultation with school, corporates and NGO partners. The aim shall be to create interest in technology, make them familiar with computer operation as well as to sustain their interest in education. The subjects to be covered shall include basic functions of computing i.e. Microsoft office (Excel, Word and PowerPoint), digital arts, calculator, WordPad, Notepad etc.
 - b. **Spoken English class:** Classes on spoken English shall be organized for a period of six months. The inputs would cover methods such as simple conversation practice, situational conversation, phonetics sound practice, reading news bulletin and stories. Daily thoughts and day-to-day exercises on etiquettes and manners including personality development and behaviour training, story making through pictures shall be imparted. Colourful and attractive charts shall be used to encourage communication/conversations in English between teachers and the students. Through a combination of open ended questions and drills, speaking opportunities are enhanced. The course would begin with simple steps for basic comprehension of language, building vocabulary and getting the syntax right. The student would start with repetition of interesting rhymes and then move on to building confidence by communicating in short sentences. The classroom shall be equipped with print material like story charts, phonic cards, work books and reading cards, to facilitate the same.
 - c. An innovative **teacher training package** could also be devised to build confidence and improve teaching capacity of the teachers. Training of computer teachers on technical aspects of computing, teaching methods, record keeping and concurrent monitoring could be provided along with demo sessions for teachers. The supporting teaching-learning material/modules should be child and teacher friendly and developed in a contextual framework.
4. A group of **two field workers** could be engaged to manage the two courses covering 50 rural children. These field workers would be responsible to:

- motivate students and parents for the enrolment and rapport building
 - engage and train local youth as teachers or assistant to teachers from Govt. schools
 - conduct two tests per month to assess improvement in computer and English speaking skills in children
 - arrange and oversee the provision of teaching learning material and curriculum
 - content development and delivery support for life skill education to enhance communication, habit formation, hygiene, creativity, critical thinking
 - communicate and engage with parents, school teachers and school management committees
5. Local youth shall be identified and recruited as Computer Teachers and shall be trained intensely not only in skills and method of teaching computers, but also in the work culture of commitment and perseverance.
6. Performance Matrix (indicator based monitoring for each child) shall be developed for both courses. A Computer literacy and Speaking English competition will be conducted during end of six months. The winner could be provided with
- *Computer literacy competition*: Reading books, T-shirt and a Certificate.
 - *Speaking English competition*: Dictionary, reading books, T-shirt, and a Certificate.
- Awards for 2nd and 3rd runner ups shall be provided with a Certificate.

Fund Management

Funds to be channelized through GCSRA

- Cost associated with the infrastructure support (if required)
- Fee associated to running the project with the support of implementation partner (NGO)
- Fee associated with the monitoring of the project by GCSRA

Table 1: Step By Step Implementation Plan

Steps	Implementation Plan	Roles & Responsibility
Identification of Beneficiaries	<ul style="list-style-type: none"> ▪ Identification of beneficiaries and developing demographic profile of the beneficiary (rural children) 	NGO, in consultation with GCSRA
Stakeholder Engagement	<ul style="list-style-type: none"> ▪ Identify key project stakeholders and create stakeholder engagement plan 	NGO, in consultation with GCSRA
Identification of nearby government primary school(s)	<ul style="list-style-type: none"> ▪ Assistance from nearby government primary school(s) shall be sought for providing space for conducting classes. 	NGO & school
Implementation Structure	<ul style="list-style-type: none"> ▪ Dedicated team by GCSRA to manage and monitor the programme ▪ Corporate CSR funds will be channelized through GCSRA ▪ Local NGO partners to help in project implementation. 	GCSRA and partner NGO
Monitoring and Tracking	<ul style="list-style-type: none"> ▪ Financial monitoring > Project period plan > Donor Fund management system > Monitoring Report ▪ Identify KPIs (Key performance indicators) for the programme > Improvement in the overall learning environment 	GCSRA, NGO & Funding Company

Steps	Implementation Plan	Roles & Responsibility
	<ul style="list-style-type: none"> ▪ Fund utilization report from the NGOs > Mechanisms to measure / report progress and utilization of funds 	
Impact Assessment	<ul style="list-style-type: none"> ▪ Impact assessment of the programme to identify gaps and positive outcome 	GCSRA

List of success indicators

Project Outputs

- Number of beneficiaries supported over the project period
- Number of children acquiring basic computer operation skills
- Number of children acquiring basic English speaking skills
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Desired Outcomes

- Improvement in English speaking skills of children enabling them to be socially and culturally ready and competent to seek and/or retain a job.
- Improvement in computer literacy level of children enabling them to be socially and culturally ready and competent to seek and/or retain a job.
- Reduction in absenteeism in school(s).

Potential impacts

- Increased self-esteem and self-confidence among beneficiaries', leading to improved results among beneficiaries' Enhanced participation of parents in teaching learning process.

B. Implementing agency

The Project shall be implemented by GCSRA as an oversight & monitoring agency, with support from NGO/Implementing agency (having expertise in working with children in education related project in rural communities) being tasked with the responsibility of grass root implementation. The GCSRA/implementing agency shall work in collaboration with Corporates and local communities.

C. Partnerships

Roles and responsibilities

- **GCSRA:** Will provide CSR project monitoring support. GCSRA role shall include inter alia conducting baseline survey, preparing the implementation plan for the project, coordinating between donors, implementing partners, project level monitoring & evaluation, project documentation and reporting (physical/financial), facilitating in issuance of compliance certificate for the CSR activities.
- **NGO:** Will provide technical and project execution support towards on ground implementation and training of the field workers, trainers, maintenance of the vocational centres, reporting of CSR activities under the project.
- **Corporates:** funding the initiative and timely disbursements of funds.
- **Government primary school(s):** assistance in providing space for conducting classes and teachers (computer teachers, assistant English teachers), computers and academic textbooks.

D. Anticipated benefits from the Project

While the outcomes are difficult to quantify, the changes in the child's personality could be transformational. Following are some anticipated benefits arising from this project:

- enhanced English speaking and computer literacy levels of children
- achievement of a higher level of personal self-sufficiency and success in school and their community
- increased probabilities for youth to find suitable jobs in their desired professional field

Work plan

#	Activity Description	M1	M2	M3	M4	M5	M6	M7	M8
1.	Identification of govt. primary school(s) and 50 beneficiaries per batch (in identified villages) based on situational & need assessment								
2.	Entry point interventions - community sensitization and school mobilisation								
3.	Developing the results framework								
4.	Course module development								
5.	Training of teachers by experts								
6.	Implementation and delivery of both courses and their inputs								
7.	Project Monitoring & Evaluation by GCSRA								
8.	Reporting								
9.	Impact Assessment								

Estimated financial cost

The estimated financial costs for supporting centre computing & English speaking intervention for a batch of 50 students in one school, is provided below. The costs also include 4% administration costs to be paid to GCSRA as an overall agency for monitoring and managing the project.

*Table 2: Estimated cost for supporting **one batch** comprising **50 children***

Head	Amount (in Rs)
Honorarium, conveyance and communication charges (1 computer teacher x Rs.25000 x 6 Months)	1,50,000
Honorarium, conveyance and communication charges (1 English teacher x Rs.25000 x 6 Months)	1,50,000
Salary of 2 NGO field staffs (2 x Rs.10000 x 8 Months)	1,60,000
Educational Material - Books, CDs, Manuals, English dictionaries (one time cost)	30,000
Stationary (line book, cursive writing books etc.) (50 students X Rs.200)	10,000
Board, mattresses, storage cabinet (one time cost)	15,000
Training of computer and English teachers on - technical subjects, teaching methods, systems of planning- record keeping & concurrent monitoring, demo sessions of teachers	50,000

Head	Amount (in Rs)
Curriculum development- tailor made for students, session planning, record keeping, class and subject monitoring with checklist.- shared and prorated	50,000
Internet bill (1000 per month for 6 months)	6,000
Awards for winners	10,000
Total Program Cost	6,31,000
Other admin and logistic cost @5%	31,550
GCSRA's Administrative Cost @4 % (including admin costs)	26,502
Grand Total	6,89,052
Investment per student	13,781

Note: If a school does not have a computer lab, then funding company could sponsor setting up the lab (costing approx. Rs. 11 lakh). If school has a computer lab, then set of additional desktops, hardware support, maintenance viz. whitewash, earthing etc. may need to be taken care by respective funding company. If there is more than one school, curriculum and training cost would be less in each of the project as the same shall be pro-rated across the target schools.

Monitoring

- Based upon the perceived progress over the project period, GCSRA will provide support to the company to develop a success framework, under which, performance indicators shall be defined and the baseline levels as well as targets defined over the project horizon. Once defined, the targets can then be broken down into monthly input-output-outcome targets, with impact criteria defined over the project period w.r.t. computer-skills and English speaking skills of the children, post the project implementation.
- GCSRA team will supervise periodic monitoring of the project, whereas NGO will collect data and provide progress reporting as per the results framework. Subsequently, the children's progress will be monitored on a month to month basis. New techniques and methods to improve the quality of the teaching – learning systems are evolving continuously. A progress report will be shared with the sponsoring organization quarterly.
- GCSRA will also conduct evaluation and impact assessment of the project.

Reporting

The implementing agency would be responsible for the following:

- ensure regular monitoring and follow up and updation of records in the database and generate progress reports for GCSRA and company as per agreed timelines
- ensure reporting on CSR activities to GCSRA on monthly and quarterly basis as against the funds disbursed to them

GCSRA would be responsible for reporting on the overall CSR activity management and compliance and issue a compliance certificate on the same to the company.