

RISE Update | April 2021 | Earth Day

RISE

Remedial Innovation in School Education



Teach your children to appreciate the planet.

Bring home a seedling and help them plant it.

Teach your children to conserve the trees.

Going paperless these days is a breeze.

Teach your children to respect the earth.

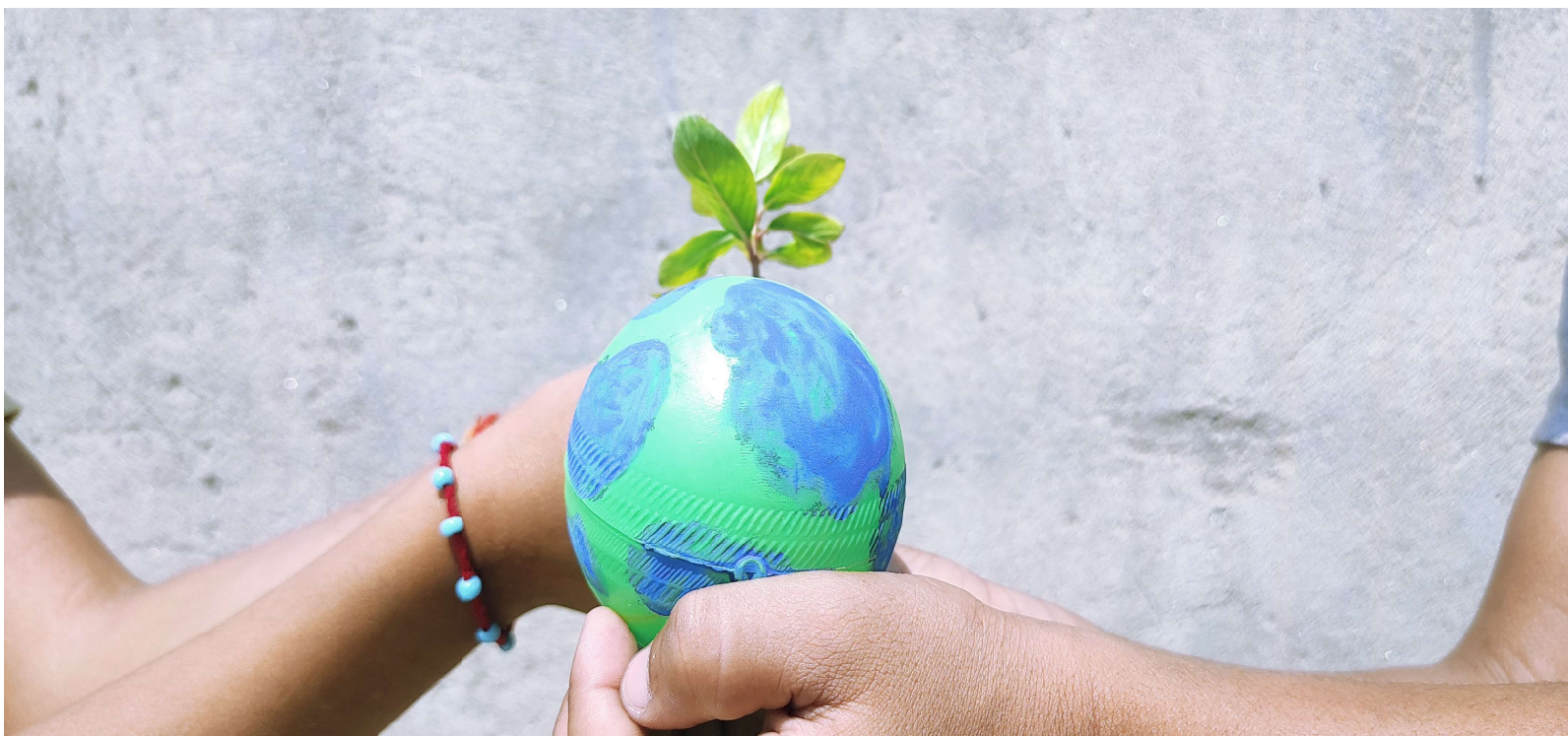
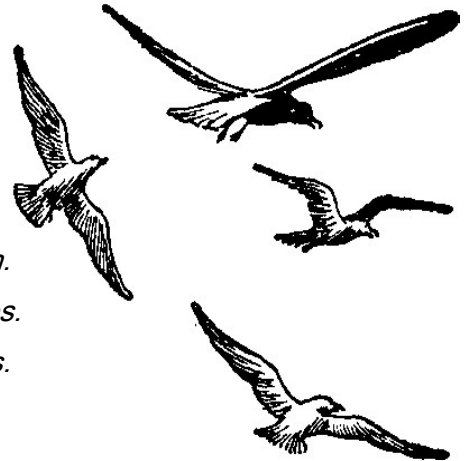
Recycle throw-aways into something of worth.

Teach your children to care for God's creatures.

Set up a birdbath, a feeder, and other features.

Teach your children we're in this together.

We must try to help our planet last forever.



Earth Day at RISE



Our planet is an amazing place, but it needs our help to thrive! That's why each year on April 22, more than a billion people celebrate Earth Day to protect the planet from things like pollution and deforestation. By taking part in activities like picking up litter and planting trees, we're making our world a happier, healthier place to live. The first Earth Day was celebrated in 1970, when a United States senator from Wisconsin organized a national demonstration to raise awareness about environmental issues. Rallies took place across the country and, by the end of the year, the U.S. government had created the Environmental Protection Agency. By 1990, Earth Day was an event celebrated by more than 140 countries around the globe. The year 2021 marks the 51st anniversary of the annual celebrations. This year's theme for Earth Day is **'Restore Our Earth'**. Recovery from the COVID-19 pandemic is a chance to set the world on a cleaner, greener, more sustainable path," said UN Secretary-General António Guterres in a statement. Mother Earth is clearly urging a call to action. According to earthday.org, Earth Day aims to "build the world's largest environmental movement to drive transformative change for people and the planet." The movement's mission is "to diversify, educate and activate the

environmental movement worldwide." This day provides an opportunity to raise public awareness around the world to the challenges regarding the well-being of the planet and all the life it supports.

On this day, the resolution was adopted to reaffirm the agenda of sustainable development and also to acknowledge the role of earth as a mother, who sustains and nurtures all the species, including humans, animals and plants. One of the big examples of it is the depletion of the Ozone layer which prevents us from the ultra violet rays of the sun. Another big problem of the environment is death of rivers by getting mixed with the industrial toxic materials which leads to the global warming. Increasing industrialization on daily

basis leads to deforestation which ultimately leads to the rise in Earth temperature. Plastic bags productions are increasing day by day which is very shameful condition for us as these materials are nondegradable. These are the life ending dangers on the earth forever which can be lessens through the small steps such as new trees plantation, inhibiting the deforestation, limiting the vehicles use to reduce air pollution, enhancing the energy conservation through reducing the unnecessary use of electricity. Such small steps become a big step if taken care by the people worldwide together. On this day, the children of RISE zealously dived into the day with each class conducting varied activities to help the children



know and empathize with our planet better. Some creative craft and colouring exercises apart, the children were shown an audiovisual and also sang songs about the importance of Earth Day. To mark Earth Day and emphasize upon the need to save trees, children of RISE started with a Tree Plantation Drive for which they brought saplings and seeds to plant in the parks and gardens to contribute in the mission of making the Mother earth green. The aim was to sensitize the students about how valuable trees are. Through this awareness drive the children are to be engaged in maintaining the tree saplings through the year. This will ensure that every student is an environmental and climate literate citizen, ready to take action and be a voice for change. On this day, RISE children pledged to remind more than ever on this International Mother Earth Day that we need a shift to a more sustainable economy that works for both people and the planet.



Aoli, childrens' favourite Educator

Aoli Singh, RISE Educator, comes from a family of 5 members. Her father, Mr Ram Singh is a handicraft businessman and mother, Mrs Meenu Devi is a housewife. After completing higher secondary schooling, Aoli joined RISE and started teaching RISE children in search of self-dependency. Aoli is one of the oldest and youngest Educators. She has always been an asset to AROH Foundation. Aoli loves art & craft and wants to be a fashion designer. She is girl who finds good in everything and has courage to convert anything boring into interesting one. She is a pro when it comes to deal with community engagement & communication. Her excitement and enthusiasm for educating children are extraordinary and she is a gem for RISE.



Aoli is a known name in her community, in her own words she says, "I have been associated with RISE program since the so long and I've received this golden opportunity of working as an Educator in RISE- AROH Foundation. Now, I can say that it has been the most fruitful and satisfying journey of my life. I knew nothing but being connected with RISE had taught me many things that have always helped in my personal & professional development. I derive immense satisfaction and happiness that whatever work I am doing is all because of AROH-RISE."

Health Day at RISE



April 7th of each year marks the celebration of World Health Day. From its inception at the First Health Assembly in 1948 and since taking effect in 1950, the celebration has aimed to create awareness of a specific health theme to highlight a priority area of concern for the World Health Organization. Over the past 50 years this has brought to light important health issues such as mental health, maternal and child care, and climate change. The celebration is marked by activities which extend beyond the day itself and serves as an opportunity to focus worldwide attention on these important aspects of global health. In recent years, countries in the Western Pacific have experienced rapid economic growth, migration and urbanization. This created opportunities for better lives for many, but left others behind. The COVID-19 pandemic has undercut recent health gains, pushed more people into poverty and food insecurity, and amplified gender, social and health inequities. This World Health Day with the theme of *Building a fairer, healthier world for everyone*, we're calling for action to eliminate health inequities, as part of a year-long global campaign to bring people together to build a fairer, healthier world. The campaign highlights

WHO's constitutional principle that "the enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition." Every day, people around the world are doing their part to keep us safe through vaccines, working in some of the most difficult conditions and

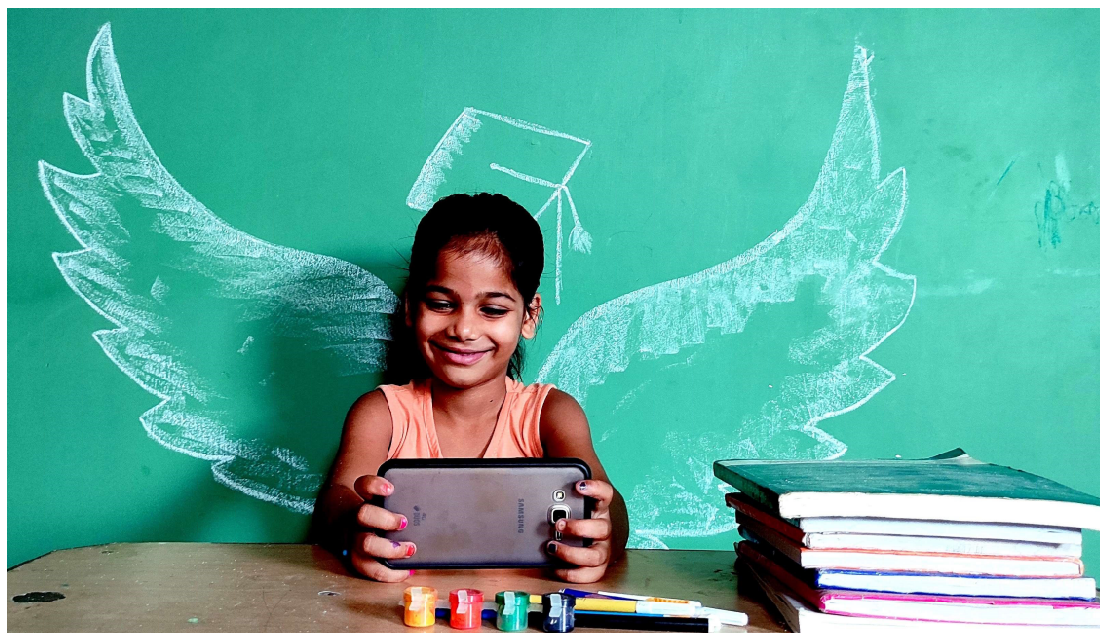
the world's remotest corners. World Health Day provides a global opportunity to focus attention on important public health issues that affect international community. In RISE, the project not only helps in providing education to the children of the underprivileged family, but also works in addressing the issues faced by the community like health,





social well-being, inequality etc. The pandemic has taken its toll on us all but it is particularly challenging for children & youngsters, who have now been suffering for almost a year. To commemorate the importance of the day, RISE children decided to spread awareness about COVID in their communities by informing them about the details of the deadly disease called Corona Virus. They taught & insisted people to wash their hands regularly, staying in home unless something important pops up. Told people to strictly maintain & follow social distancing with everyone as it spreads very fast. Children provided necessary advice and precautionary measures that need to be followed by everyone. Even the RISE Educators talked about a few basic things that helps in ensuring good health were: healthy eating habits, proper timely sleep, regular routine for exercise, ample drinking of water, daily washing habits, etc. Through Whatsapp video calls. They taught the children the key message of this day was that all the people in good health are a valuable resource and should be valued.

Rising on a Digital Wave



COVID 19 pandemic has put the spotlight on the ever-increasing infrastructural imbalances in school education in terms of rural-urban, rich and poor and gender divide. During the COVID-19 pandemic, girls were badly hit by this situation. They were first to be taken off the education system and put to domestic chores. According to a UNESCO COVID Monitoring website, approximately 1.72 billion learners have been affected due to closure of educational institutions. In a matter of weeks, the COVID-19 pandemic changed how students learn around the world. The centuries-old, chalk-talk teaching model was disrupted, leaving the students, practitioners and policy makers in a fix. As schools shut down, and billions of students sat at home, the world saw a paradigm shift in the delivery of education which was fast adopting a technology-driven approach.

However, in a country like India which suffers huge disparities in resources, including a digital divide between the poor and the rich. Despite efforts made by the Government and other stakeholders to integrate digital learning with our traditional mode of learning, much stride was not made and progress has been quite slow. More than 80 per cent of student population in India could not be served through distant digital mode. COVID 19 made it imperative to look

at ways and means to provide education to poor children who would regress into further backwardness if left un-attended owing to inadequate resources.

Thus, the daunting challenge of providing education to poor children during hard times of COVID pandemic and lockdown shook the practitioners. AROH Foundation is one of the progressive NGOs working in the field of education to improve the quality of education at all levels, in both rural and urban areas. AROH has designed and pioneered some innovative models to teach the educationally backward rural children and urban slum children. This includes a holistic approach to education by improving school infrastructure, teachers training, students learning outcomes and parental engagement with education. From installing SMART classes in remote villages, to installing e-libraries, providing computer literacy skills to youngsters or ensuring digital literacy within students and villagers or making remedial education pedagogy digital friendly through various programmes taken up by the Foundation.

This forward-thinking approach and farsightedness of AROH to provide digital modes of learning in its various programmes has helped us cope better as nation was reeling through difficult times when schools

were shut down. RISE (Remedial Innovation in School Education) is on such initiative which caters to more than 1000 destitute slum children with free remedial education, physical and nutritional wellness support along with facilitating holistic growth for children. The centres were shut down in COVID, but both teachers and students adopted digital learning in almost no time. RISE never stopped even though the education became a privilege of riches during the lockdown and was the last sector to be unlocked.

Catering to mostly migrants' population, RISE could manage to prevent a large percentage of children from dropping off, while connecting with them over internet, Whatsapp, audio or video sessions. With a special emphasis over the girl child, counsellors from AROH made sure, it reached out to maximum parents and community to aware them towards girl child education. RISE quickly upgraded its curriculum from being a 'Project-Based Learning' (PBL) to a 'Blended Learning' (BL) which could cater to both face-to-face and digital learning methodology. Children found the new curriculum more interesting and easy to grasp. The audio-video teaching learning modules also creates a quick and longer impact on children. It's much more fun. Adding icing to the cake, the teachers are now

available just at a click of a button over the mobile, which was limited to just 3 hours previously.

After a year of remaining under lockdown, in February 2021, the RISE centres opened with a lot of caution and uncertainty. But sudden surge of cases in April forced another lock down, dashing the hopes of teachers and children alike. However, once again the centres swiftly switched to the online mode. RISE could retain maximum of its students through online methodology and that too with much ease. It was a result of a futuristic approach and planning towards a digital paradigm shift that was happening with education system within India.

While sudden COVID situation has put us out of gear, this sudden shoving of education system into digital mode has also proven to be a blessing in disguise for the much-needed push towards the digitization of Education pedagogy in India. The lockdown has accelerated adoption of digital technology. Schools, educational institutes, analytics, computer, data management methods and online education solutions have been forced to work in tandem and improve in quality and delivery time to handle such situations. This is an ideal time to experiment and deploy new tools to make education delivery meaningful to students who can't go to campuses. It's a chance to be more efficient and productive while developing new and improved professional skills and knowledge through online learning and assessment. It is also a fact that use of technology in education is resulting in different concepts in the system, for instance the move from teacher-centric education to student-centric education.

In the current scenario, RISE centres doubled up as rejuvenation centres for those already deprived children during the pandemic. RISE was our priority, we could not close it completely. Good part was, we were prepared. A holistic approach to education – that addressed students' learning, social and emotional needs was crucial, especially in times of crisis. School closures meant that students from

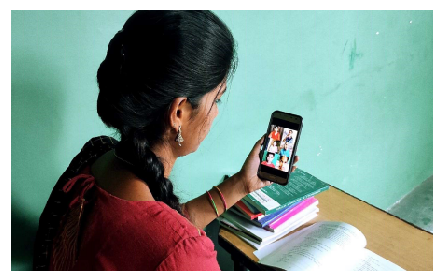
diverse backgrounds who were more at risk of increased vulnerability were less likely to receive the support and extra services they needed, and the gap between students who experience additional barriers and who do not, could widen. Closures could also have considerable effects on students' sense of belonging to schools and their feelings of self-worth – these were key factors for inclusion in revival and retention of RISE.

During the pandemic, AROH also ran fundraisers to support children with pre used digital gadgets to continue their education, supported the parents, who lost their jobs during lockdown in alternative livelihood options, catered to cases to surging domestic violence during lockdown and continuous counselling and support sessions were done. A key aspect of coping with Covid-19 is to ensure that the learning remains a continuous process virtually. Connecting students and teachers through digital platforms and necessary software through the use of laptop or phones is the latest transition in education trying to eradicate the physical need of teachers or classrooms. This is an ideal time to accept technology and its latest offerings in order to make education delivery to students more efficient and make it more productive through online learning and assessments. All these steps will help strengthen the country's digital learning infrastructure in the long run. Covid-19 has only accelerated adoption of technologies to deliver education."

Although we are witnessing a kind of technological revolution in the education system, there is also a crisis caused by the sudden digitization. According to the Key Indicators of Household Social Consumption on Education in India report, based on the 2017-18 National Sample Survey, less than 15% of rural Indian households have Internet (as opposed to 42% urban Indian households). A mere 13 per cent of people surveyed (aged above five) in rural areas — just 8.5 per

cent of females — could use the Internet. The poorest households cannot afford a smartphone or a computer. Though this shall be beneficial in the longer run as this shall lower down the infrastructural and physical barriers but this was supposed to go slow especially when a large chunk of socio- economically weaker children are enrolled in government schools in cities and villages, who are already in financial crisis due to lockdown and cannot afford requisites of digital learning like smart phones or laptops.

Schools and educational institutions are struggling to have an access to the required infrastructure like internet connectivity, telecom infrastructure, affordability of online system, availability of laptop/desktop, software, educational tools, online assessment tools, etc. Teachers are not well-equipped with the gadgets, so the first thing required shall be the capacity building of the teachers. Although we have installed the infra to support digital mode of education, enhanced the capacities of educators, upgraded the schools and teaching learning methodology, but we still are facing a huge obstacles of power supply, internet supply and government needs to play its role here. To support the education sector, government should come forward with a policy perspective on post-Covid response to education. This should entail a plan to address the specific academic needs and psycho-social needs of children once they return to school as well as strategies to mitigate COVID-induced issues related to the management of schools, addressing emerging learning gaps among children, and training of teachers to use principles of blended learning flipped classroom.



Liza..

Liza, a 10 years old RISE-AROH Foundation beneficiary study in 5th grade and hails from U.P. under the village named Kasana. Her father Mr Harish Kumar used to farm in the village long ago but due to lack of proper livelihood, her father came to Delhi to find work for better job opportunities. Liza loves to study in RISE now as she considers that after getting admitted into RISE she was totally analphabetic and was unable to read & write. Since she began studying in RISE, there has been a lot of positive improvement in her. She was struggling hard in her scholastic front as due to large



family, she usually gets engaged in household chores and sibling care but is a pro in dancing. She is given special attention for her learning by RISE educator and is also nurtured in dancing through providing her with ample opportunities to perform. Liza also got support of RISE and now after joining RISE she is able to read & write efficiently. Once she was motivated enough, her learning ability also improved. She eventually became a normal student of the class. Now after 2 years in RISE, Liza is a happy and chirpy girl and shows continuous improvement in her grades too. She thanks her teacher Ms Aoli for this change. Liza's parents also review that Liza has shown remarkable growth in only a short span of 12 months.

Liza's mother says "After only few months in RISE, Liza can now study efficiently. She has shown improvement both scholastically and also improved her dancing passion too."



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



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

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