



A WHOLE CHILD DEVELOPMENT PROGRAMME "PROJECT SAMPOORNA"

IN JHARKHAND

Supported by the Department of School Education and
Literacy, Jharkhand & National Health Mission, Jharkhand

Glossary

Abbreviation	Full-form
WCD	Whole Child Development
SEL	Social Emotional Learning
MoE	Ministry of Education
JEPC	Jharkhand Education Project Council
JCERT	Jharkhand Council of Educational Research and Technology
COVID-19	Coronavirus disease 2019
Govt. of NCT	Government of the National Capital Territory
SRG	State Resource Group
SPD	State Project Director
MT	Master Trainers
DIET	District Institute of Education and Training
DEO	District Education Officer
DRG	District Resource Group
BRCC	Block Resource Center Coordinator
CRCC	Cluster Resource Center Coordinator
APO	Assistant Project Officer
SHWP	School Health and Wellness Programme

Content

•	Glossary	3
•	Introduction to Project Sampoorna	4
•	Outcomes of the programme	6
•	Role of consortium partners	8



Introduction to Project Sampoorna

What is Project Sampoorna?

Socio-Emotional Learning (SEL) is a process that helps in building self-awareness, self-management, social awareness, establishing and maintaining positive relationships, and responsible decision making. Many studies have found out that social and emotional needs are not just important for a child's wellbeing but also a prerequisite for academic learning. The need for SEL has leapfrogged due to the pandemic situation with COVID induced stress, lack of social connection, emerging mental health issues and the trauma of death in families.

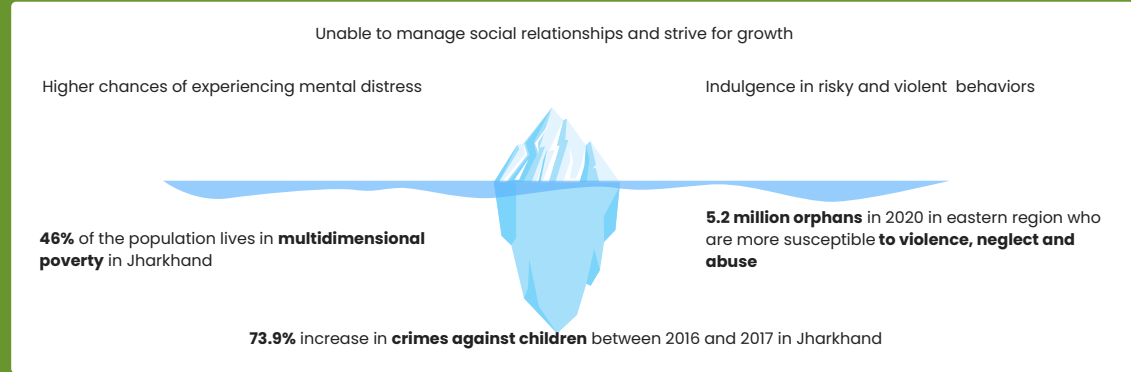
Project Sampoorna is a social-emotional learning (SEL) initiative for school-going adolescents by the Government of Jharkhand in partnership with a consortium of organizations ([Dream A Dream](#), [QUEST Alliance](#), [Kaivalya Education Foundation](#), [Sattva Consulting](#), [Porticus](#), [IDinsight](#)).

The project aims to embed and strengthen SEL policies, practices, and approaches by closely working with all stakeholders in the school education delivery value chain i.e. state-level officials (JEPC & JCERT), district & block level officials, teachers & school heads and parents.

- Source
1. [The impact of childhood adversity on later anxiety](#)
 2. [Toxic stress derails healthy development](#)

Why Jharkhand?

While adolescents across the country face adversities, Jharkhand has a higher prevalence of substance abuse, political disturbance, poverty level and malnutrition coupled with the highest proportion of girls aged 15-19 years currently married at 49% in India.



However, Jharkhand state education department JEPC and JCERT have made significant strides to enable SEL in the state

- **State Education department (JEPC and JCERT) have taken crucial steps to introduce structural reforms in education and improve Student Learning Outcomes (SLOs) and are prioritizing SEL through curriculums such as UDAAN:** Jharkhand has successfully set up a two-tier PMU for implementing key initiatives under the SATH-E project and on-boarded more than 50 professionals who have been deployed at the HQ at JEPC and in all 24 districts for implementation of the initiatives. JEPC and JCERT are now exploring avenues to strengthen both the existing and new initiatives, provided the programme is able to demonstrate outcomes in the short term and impact in the long-run.
- **KGBVs, JBAVs and SAS in Jharkhand can serve as critical units of intervention to target children facing extreme adversities:** Residential schools in Jharkhand cater to children facing extreme adversities such as financial stress, marginalization due to caste, and human trafficking.

Whole child development approach encompasses multidimensional approach for child's growth to overcome adversities as envisioned under SHWP; Project Sampoorna will focus on the social and emotional aspects

Whole Child Development

Project Sampoorna Focus



Physical growth of a child and development of gross and fine motor skills, sight, touch, hearing, smell, taste and vestibular and proprioception growth.



Cognitive growth of the child in problem solving skills, ability of abstract thinking, learning and language skills.



Emotional growth of the child in terms of the ability of interaction, cooperation, self confidence, sense of values, and spirituality.



Social growth encompasses the development of sense of community, and communication and reception skills.



Safe and enabling environment creating spaces which foster learning and development (e.g. engaging, relevant, safe environment)

The consortium of partners will support in state-wide implementation of School Health & Wellness Programme across 4 key implementation tracks

Pedagogy & Curriculum



- In-depth review of new (MoE) and existing curriculums (Udaan)
- Consultative meetings with JCERT/JEPC and experts
- Contextualization of curriculum with SRG

Capability Building



- Cap. building of State Resource group and MTs
- Cap. building of district level officials (DEO, APO, BRC)
- Cap. building of teachers of select 110 schools

In-School Engagement



- On-site support to teachers in 110 schools
- Engage with parents through in-school forums
- Strengthen school environment through innovative activities

Governance & Monitoring



- Enable state to track effective implementation of the SHW programme through PMU support
- Co-create and implement governance mechanisms at district and block levels

Proposed Modalities of the programme

Project Sampoorna has been designed to support the implementation in two distinct ways to ensure that the programme is addressing the needs of the stakeholders at different levels and adequately demonstrating impact at the school level:

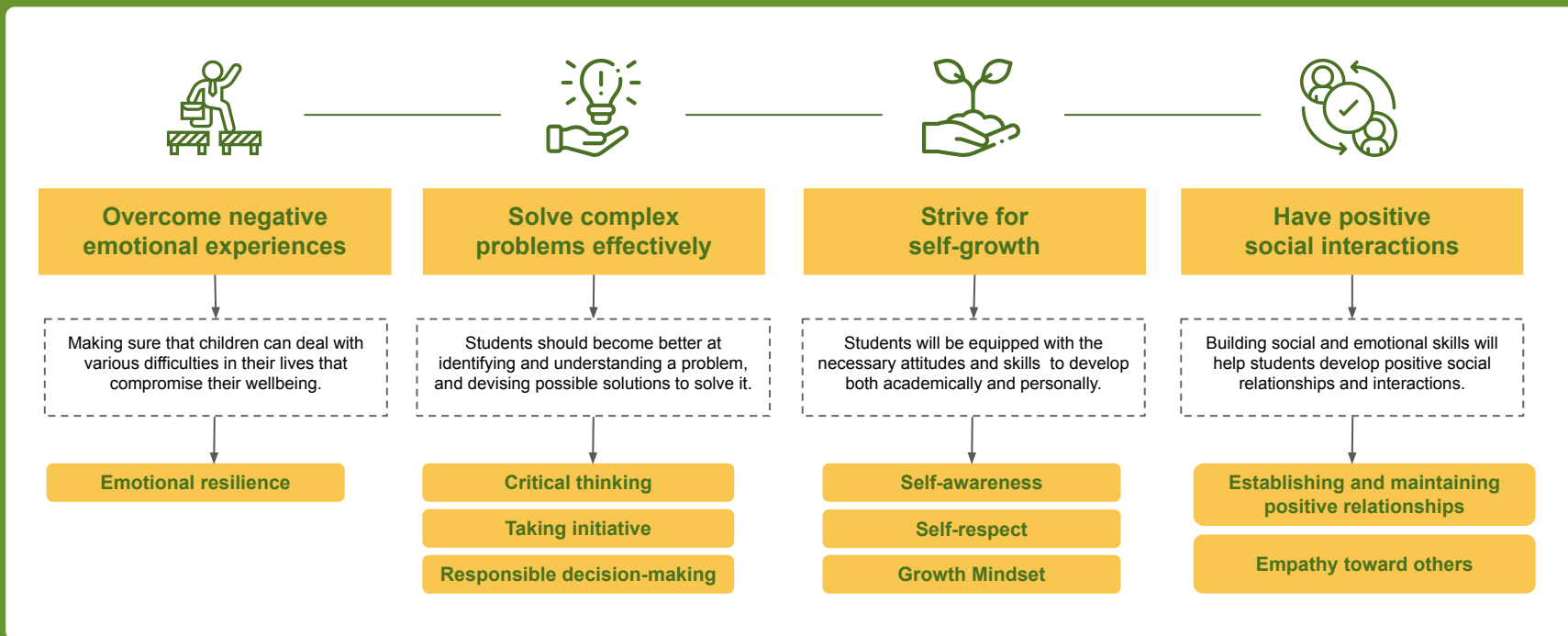
A **top to bottom approach** to enable the district and block level officials to effectively support the implementation of the curriculum in the schools of their districts and monitor the progress on defined indicators. The ambition of this approach is to **develop a cadre of SEL ambassadors** with capabilities to implement the SEL focussed policies into practice within government system.



A **bottom to top approach** of implementation is designed to implement the programme in select 110 residential schools such as the KGBV, JBAV and SAS. In the first two years, that is in the first phase of the programme there will be in-school intervention in 55 residential schools. The programme will be additionally rolled out to another 55 residential schools in the phase two of the programme.

Outcomes of the programme

Project Sampoorna aims to achieve the following outcomes at the child-level to ensure that the children are able to:



Role of consortium partners



Vision: To empower young people from vulnerable backgrounds to overcome adversity and flourish in a fast changing world, using a creative life skills approach.

Coverage: Karnataka, Delhi and Madhya Pradesh

Role: Implementation: Curriculum contextualization, training of SRGs and embedding SEL lens through teacher trainings in the state



Vision: To transform public education system by enabling education leaders working at state, district, block and school levels and improve life chances of children

Coverage: Delhi, Gujarat, Haryana, Maharashtra, Uttarakhand, Madhya Pradesh, Jharkhand, Andhra Pradesh, Odisha, Bihar, Uttar Pradesh, Assam, Himachal Pradesh, Jammu & Kashmir

Role: Implementation: Capability building of DLOs, embedding SEL in monitoring systems of the state and district and engagement with relevant departments



Vision: A world where young people thrive as self-learners and drive economic and social progress.

Coverage: Bihar, Delhi, Gujarat, Guwahati, Karnataka, Maharashtra, Tamil Nadu, Telangana, Andhra Pradesh

Role: Implementation: In-school engagement and intervention at the child level and surrounding adults to ensure effective development of SEL within the children



Vision: IDInsight aims to improve millions of lives by transforming how the social sector innovates, learns, and improves.

Role: Monitoring & Evaluation: Regular monitoring, process and impact evaluation of the programme to enable learnings from the ground and enable effective implementation



Vision: Porticus aims to contribute to systemic social change by combining its thematic expertise with their global networks such as OECD, Global Centre for Developing Whole Child, Brookings and Global Partnerships for Education to name a few.

Coverage: Jharkhand & Telengana for Sampoorna and launching Life Skills Collaborative (with other co-funders) to develop and mainstream assessment for SEL in 4 states of India.

Role: Donor: Strategic oversight, funding and programme design inputs



Vision: Sattva is committed to realising impact on the ground and at scale, by delivering global solutions, towards a sustainable future for all of us.

Role: Programme Management: Programme design & strategy, PMU support, internal governance, ecosystem engagement

**You can connect with
us to know more at**

@ projectsampoornajhk@gmail.com

