A WHOLE CHILD DEVELOPMENT PROGRAMME
“PROJECT SAMPOORNA”

IN JHARKHAND

Supported by the Department of School Education and Literacy, Jharkhand & National Health Mission, Jharkhand
Abbreviation | Full-form
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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

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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 deters 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

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<tr>
<th>Pedagogy &amp; Curriculum</th>
<th>Capability Building</th>
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<tbody>
<tr>
<td>• In-depth review of new (MoE) and existing curriculums (Udaan)</td>
<td>• Cap. building of State Resource group and MTs</td>
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<td>• Consultative meetings with JCERT/JEPC and experts</td>
<td>• Cap. building of district level officials (DEO, APO, BRC)</td>
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<td>• Contextualization of curriculum with SRG</td>
<td>• Cap. building of teachers of select 110 schools</td>
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<th>In-School Engagement</th>
<th>Governance &amp; Monitoring</th>
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<td>• On-site support to teachers in 110 schools</td>
<td>• Enable state to track effective implementation of the SHW programme through PMU support</td>
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<td>• Engage with parents through in-school forums</td>
<td>• Co-create and implement governance mechanisms at district and block levels</td>
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<td>• Strengthen school environment through innovative activities</td>
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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.
Project Sampoorna aims to achieve the following outcomes at the child-level to ensure that the children are able to:

- **Overcome negative emotional experiences**
  - Emotional resilience
  - Making sure that children can deal with various difficulties in their lives that compromise their wellbeing.

- **Solve complex problems effectively**
  - Critical thinking
  - Taking initiative
  - Responsible decision-making
  - Students should become better at identifying and understanding a problem, and devising possible solutions to solve it.

- **Strive for self-growth**
  - Self-awareness
  - Self-respect
  - Growth Mindset
  - Students will be equipped with the necessary attitudes and skills to develop both academically and personally.

- **Have positive social interactions**
  - Establishing and maintaining positive relationships
  - Empathy toward others
  - Building social and emotional skills will help students develop positive social relationships and interactions.
# Role of consortium partners

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<tr>
<th>Vision: To empower young people from vulnerable backgrounds to overcome adversity and flourish in a fast changing world, using a creative life skills approach.</th>
<th>Karnataka, Delhi and Madhya Pradesh</th>
<th>Implementation: Curriculum contextualization, training of SRGs and embedding SEL lens through teacher trainings in the state</th>
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<tr>
<td>Vision: To transform public education system by enabling education leaders working at state, district, block and school levels and improve life chances of children</td>
<td>Delhi, Gujarat, Haryana, Maharashtra, Uttarakhand, Madhya Pradesh, Jharkhand, Andhra Pradesh, Odisha, Bihar, Uttar Pradesh, Assam, Himachal Pradesh, Jammu &amp; Kashmir</td>
<td>Implementation: Capability building of DLOs, embedding SEL in monitoring systems of the state and district and engagement with relevant departments</td>
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<td>Vision: A world where young people thrive as self-learners and drive economic and social progress.</td>
<td>Bihar, Delhi, Gujarat, Guwahati, Karnataka, Maharashtra, Tamil Nadu, Telangana, Andhra Pradesh</td>
<td>Implementation: In-school engagement and intervention at the child level and surrounding adults to ensure effective development of SEL within the children</td>
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<td>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.</td>
<td>Jharkhand &amp; Telengana for Sampoorna and launching Life Skills Collaborative (with other co-funders) to develop and mainstream assessment for SEL in 4 states of India</td>
<td>Donor: Strategic oversight, funding and programme design inputs</td>
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<td>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.</td>
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<td>Programme Management: Programme design &amp; strategy, PMU support, internal governance, ecosystem engagement</td>
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You can connect with us to know more at

projectsampoornajhk@gmail.com