



PROJECT  
**SAMPOORNA**

**ANNUAL REPORT**

2021-2022



**Project Sampoorna has contributed in strengthening access to quality education by introducing Social Emotional Learning.**

**MS. KIRAN KUMARI PASI**

*State Project Director, JEPC and Director, JCERT*



Having access to quality education not only shapes an individual's childhood, but has a profound impact on the rest of their lives. Last two years have been difficult and disruptive for school going children, where their normal lives were adversely affected.

Project Sampoorna has contributed in strengthening access to quality education by introducing Social Emotional Learning in Jharkhand with facets like - problem solving skills, ability to overcome negative

experiences etc. JEPC and JCERT's collaboration with Sampoorna has enabled the programme to reach children, teachers and parents in several districts in Jharkhand especially during the time of crisis.

We are excited to see the work Sampoorna team will do in 2022, and look forward to collaborating with them to strengthen Jharkhand's education system, especially for the most vulnerable children.



**Project Sampoorna has empowered teachers, officials, parents and adolescents to become more resilient and strive for collective growth.**

**MR AVINAV KUMAR**

*State Programme Officer, JEPC*



Project Sampoorna has played a vital role in Jharkhand to support JEPC to make the state education system more holistic.

In the past year, Project Sampoorna has focussed on developing critical SEL competencies such as - responsible decision making, empathy, self management etc in the child ecosystem.

This has empowered teachers, officials, parents and adolescents to become more resilient and strive for

collective growth and contribute to creating a conducive school climate and engaging parents for children's emotional wellbeing and agency.

We look forward to a successful continuing and positive collaboration with Project Sampoorna in the coming year as well - to ensure quality education reaches all children in the state of Jharkhand.



**Project Sampoorna's beauty lies in the collaboration and deep work across all the levels and stakeholders.**

**MS. NITA AGGARWAL**

*Programme Manager, Porticus*

Project Sampoorna's beauty lies in the collaboration and deep work across all the levels and stakeholders, like at the systems level, with school leaders, teachers, parents, and district/ block officials. Further, the broader approach of Whole Child Development while keeping the child at the center lent itself to beautiful contextualization of the approach.

It could be called various names but essentially focused on core skills such as social-emotional learning skills and life skills for the children and enabling adult support systems.

Together as a group of consortium members, we have nurtured and progressed collectively, holding space for each other, and spending time to reflect and work together. We saw formidable challenges along the way, but we have maneuvered around them steadily and been resilient.

I am very excited about the possibilities of what the future beholds as we move to the next step of programming in Jharkhand and Telangana.



**Whole child development (WCD) and its multiplier effect is one of the smartest, most cost-effective investments to ensure the health and prosperity of individual children, their families and entire communities and societies.**

**DR NEIL BOOTHBY**

*Professor and Director at Global Center for the Development of the Whole Child (University of Notre Dame)*

Evidence from across disciplines from neuroscience to biological and developmental science to economics has clearly demonstrated that investing in children's holistic well-being is a proven pathway out of adversity.

Whole child development (WCD) and its multiplier effect is one of the smartest, most cost-effective investments to ensure the health and prosperity of individual children, their families, and entire communities and societies.

At the University of Notre Dame's Global Center for the Development of the Whole Child (GC-DWC), we implement participatory, systems-wide innovations that lead to lasting change. It has been our true pleasure to partner with the Telangana Social and Tribal Welfare Residential schools as they envision and begin to realize a WCD approach for their learners. We are excited for what lies ahead as Project Sampoorna continues.





**It is not often that we see an effort to develop a shared vocabulary and meaningful relationships between organisations that come together despite all the conflicts and paradoxes.**

**MR AAKASH SETHI**

*CEO, Quest Alliance*

Project Sampoorna has been instrumental in creating a shared purpose for the holistic development of children in Jharkhand.

It is not often that we see an effort to develop a shared vocabulary and meaningful relationships between organisations that come together despite all the conflicts and paradoxes a collaboration throws up.

Oftentimes these collaborations look good on paper but require a lot of effort from the teams in the operational



role to align and accept each other as equal partners and unlearn the power and authority structures that come with the role that each organisation has to play.

It has been a humbling experience to stay with the process and work beyond the boundaries of our organisations to contribute to the social and emotional well-being of learners and educators in Jharkhand.



**The partnership between Government and Project Sampoorna has demonstrated that by working with parents, teachers, and officials to refine processes, develop expertise, curriculum, assessment methodologies and institutions, we can build a system of lasting change.**

**MR. ADITYA NATRAJ**

*CEO, Piramal Foundation*

With a mission to promote Whole Child Development, aligned to National Education Policy's concept of development of creative potential of students, Project Sampoorna and Jharkhand Education Department joined hands to develop social, ethical and emotional capacities of children.

The partnership between Government and Project Sampoorna has demonstrated that by working with parents, teachers, and officials to refine processes,



develop expertise, curriculum, assessment methodologies and institutions, we can build a system of lasting change.

This model will enable the State to fulfil its promise of nurturing the child as a whole, benefitting all children in Jharkhand, and is an example for other States. I am deeply grateful to be a partner of this consortium, and a part of this remarkable journey!



**Project Sampoorna has created a vibrant scope of contextualizing social-emotional learning where the new SEL-based curriculum and enhanced teacher capacity will make the classrooms' culture socially and emotionally resilient for young people in Jharkhand**

**MS. SUCHETHA BHAT**

*CEO, Dream a Dream*

Project Sampoorna has been an influential initiative in strengthening social-emotional learning and building an emotionally resilient ecosystem in Jharkhand both at schools and system-level where coordination and supportive partnerships are guiding principles

Building a powerful narrative around the whole child development approach has been an achievement within a short span of time in Jharkhand. Project Sampoorna has created a vibrant scope of contextualizing social-emotional learning where the new SEL-based

curriculum and enhanced teacher capacity will make the classrooms' culture socially and emotionally resilient for young people in Jharkhand.

Project Sampoorna's implementation process and its collaborative engagement steps ensures the real purpose of education and removes systematic barriers. The transformative learning experience of teachers and educators creates hope for a better future for young people in Jharkhand.



**Project Sampoorna has contributed to a shared vocabulary where we are able to move away from silos and can talk about the convergence of two spectrums of adolescents' issues - an opportunity spectrum and a risk spectrum**

**MR. RATHISH BALAKRISHNAN**

*Co-founder and Managing Partner, Sattva Consulting*

Over the past year, Project Sampoorna has been able to create systemic impact by working in a nested systems change model at the state, district and school level in Jharkhand.

Project Sampoorna has worked closely with adolescents, state and district governments, community members, teachers and school leaders to demonstrate innovation to support a system which can be agile and resilient, not just in times of crisis, but at all times.

In the ecosystem, Project Sampoorna has contributed to a shared vocabulary where we are able to move away from silos and can talk about the convergence of two spectrums of adolescents' issues - an opportunity spectrum and a risk spectrum. I look forward to the exciting journey that this consortium will undertake in FY 23!



**Project Sampoorna has created a truly equitable platform to realise holistic development for all learners**

**MR CHANDRAKANTH REDDY**

*OSD, Social Welfare, Head Office, TSWREIS*

Project Sampoorna has created a truly equitable platform with representation from teachers, alumni, students, parents, and the senior leadership to realise holistic development for all learners.

We are working with the University of Notre Dame's Global Center for the Development of the Whole Child



to embed a WCD lens in our decision and strategy making processes. In the last one year, we were able to co-create a WCD framework for both TSWREIS and TTWREIS and now we look forward to being able to apply the framework at the school level. We are really excited to be on this journey with Project Sampoorna.

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# EXECUTIVE SUMMARY



India's 250+ million adolescents hold the power to shape the future of this country. Adolescents who experience adversities are at a higher exposure of vulnerability which can affect their ability to grow and thrive as healthy adults, amplifying their need for social emotional learning support.

Project Sampoorna aims to implement WCD-focused approaches in 2 states, Jharkhand and Telangana. In Jharkhand through building capabilities of teachers and school leadership, by strengthening the learning environment in schools and engaging the parent community. In Telangana by developing a bottom-up WCD Framework and co-implementing innovation packages to shift the school culture, create more spaces for all learners to succeed and strengthen the system.

In Jharkhand, Project Sampoorna is functioning as a collaborative with various voluntary and philanthropic organisations. Project Sampoorna is supported by Porticus, Sattva Consulting, Dream-a-Dream, Quest Alliance, Kaivalya Education Foundation and IDinsight and aims to build critical social emotional learning skills for 1 million school going adolescents by 2024 and build their resilience to overcome adversities in life.

In Telangana, Project Sampoorna's implementation partner Global Center for the Development of the Whole Child (GC-DWC) with the support of Porticus is working with The Telangana Social/ Tribal Welfare Residential Education Institution Societies

(or Society) to create outstanding residential government education institutions that provide high-quality, holistic, and value-based education to marginalised children that is on par with the education of advantaged children and will enable social mobility and empowerment through a variety of curricular and extracurricular activities.

Apart from structural challenges, adolescents continued to be one of the most vulnerable groups during COVID related lockdowns as they did not have a voice in most spaces, including their families. Whole Child Development, already a critical component of learning for adolescents, became even more pertinent in the light of aggravated stress due to COVID-19.

To create systemic change and enable adolescents to realise their full potential, there is a need to collaborate, learn and help each other succeed. This is critical to ensure that the ultimate goal of adolescents' wellbeing and holistic development is realised.

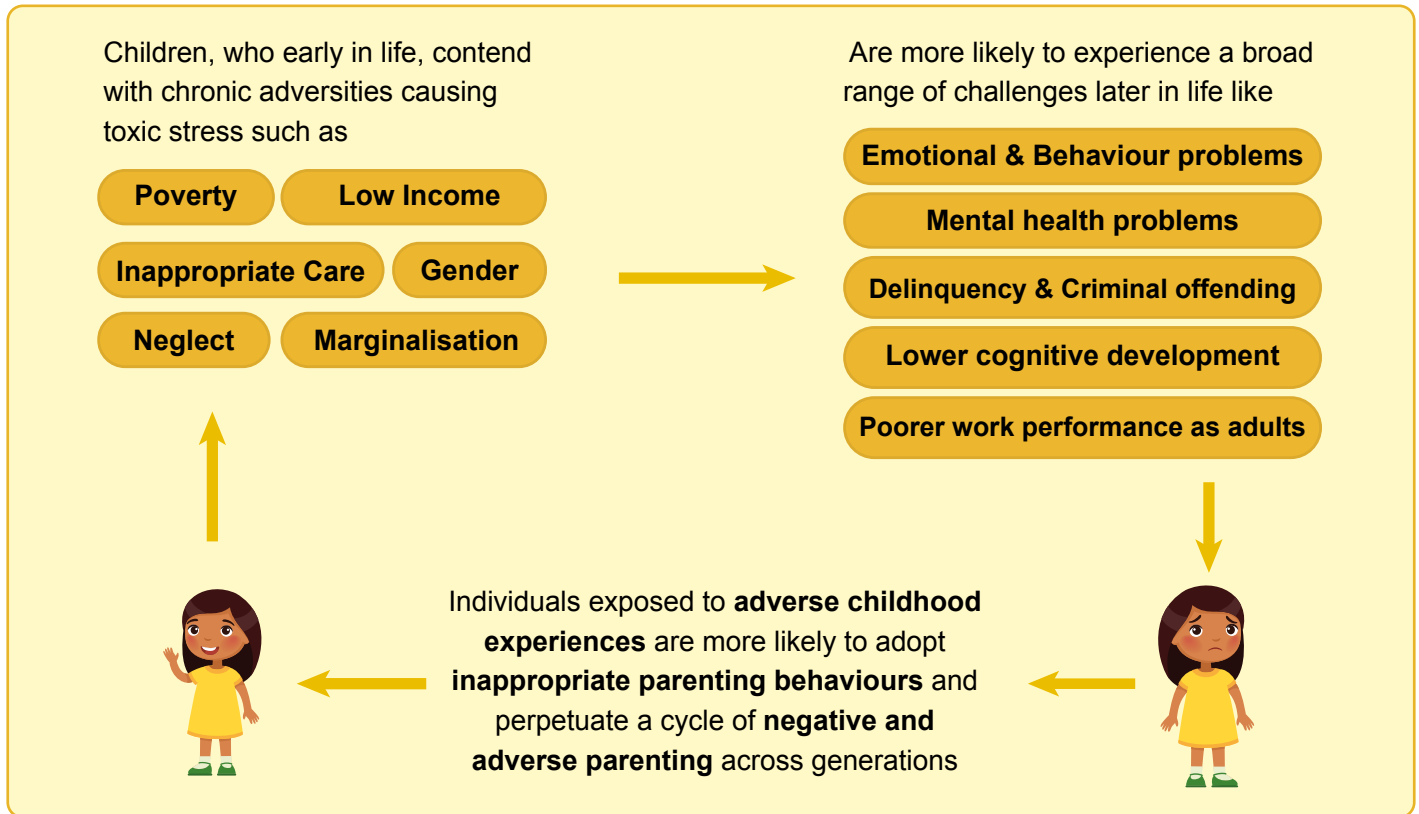


**VISION OF PROJECT**

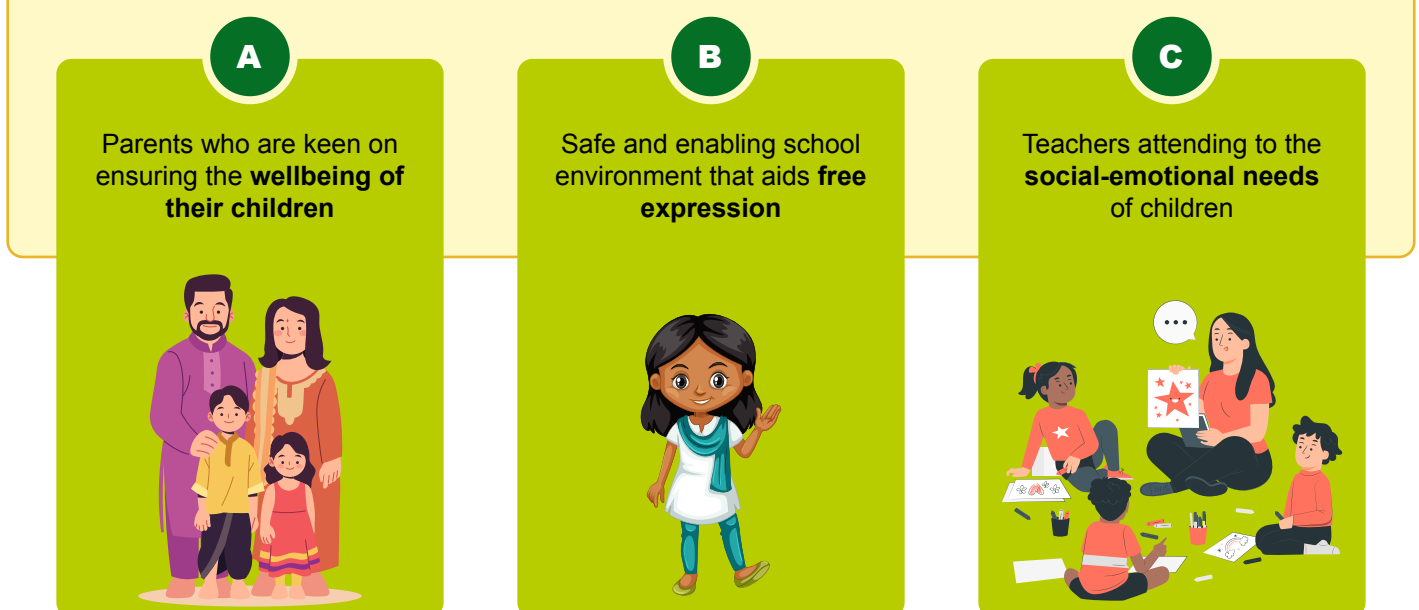
**SAMPOORNA**

Sampoorna's Theory of Change envisions a mindset and behavioural change at the systemic level for adolescents, parents, teachers and government officials to create an environment that is conducive to adolescent wellbeing.

Extreme adversities limit growth of individuals, which can be tackled through safe and enabling environment both at school and home



However, this cycle could be disrupted through...









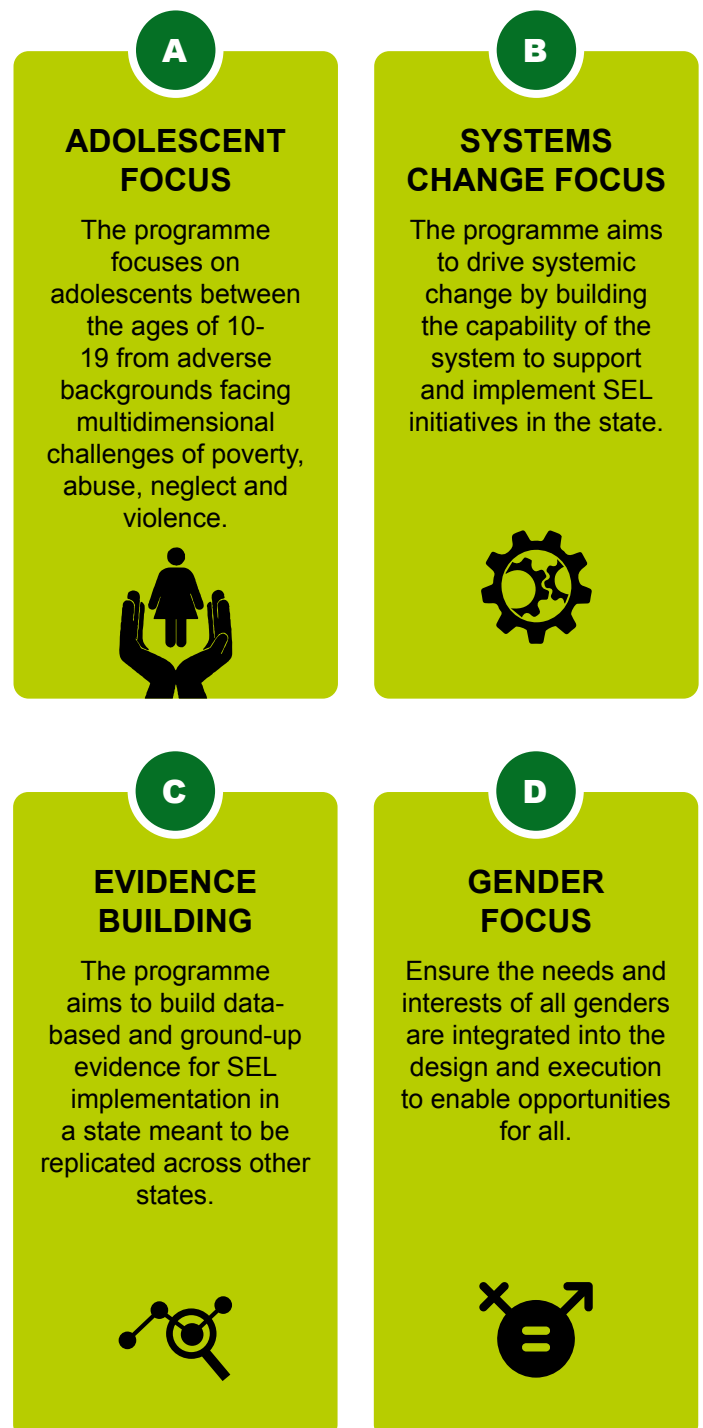
# JHARKHAND



# VISION IN JHARKHAND

Our winning aspiration is to improve **social-emotional learning** of **1 million adolescents** by building systemic capability in Jharkhand.

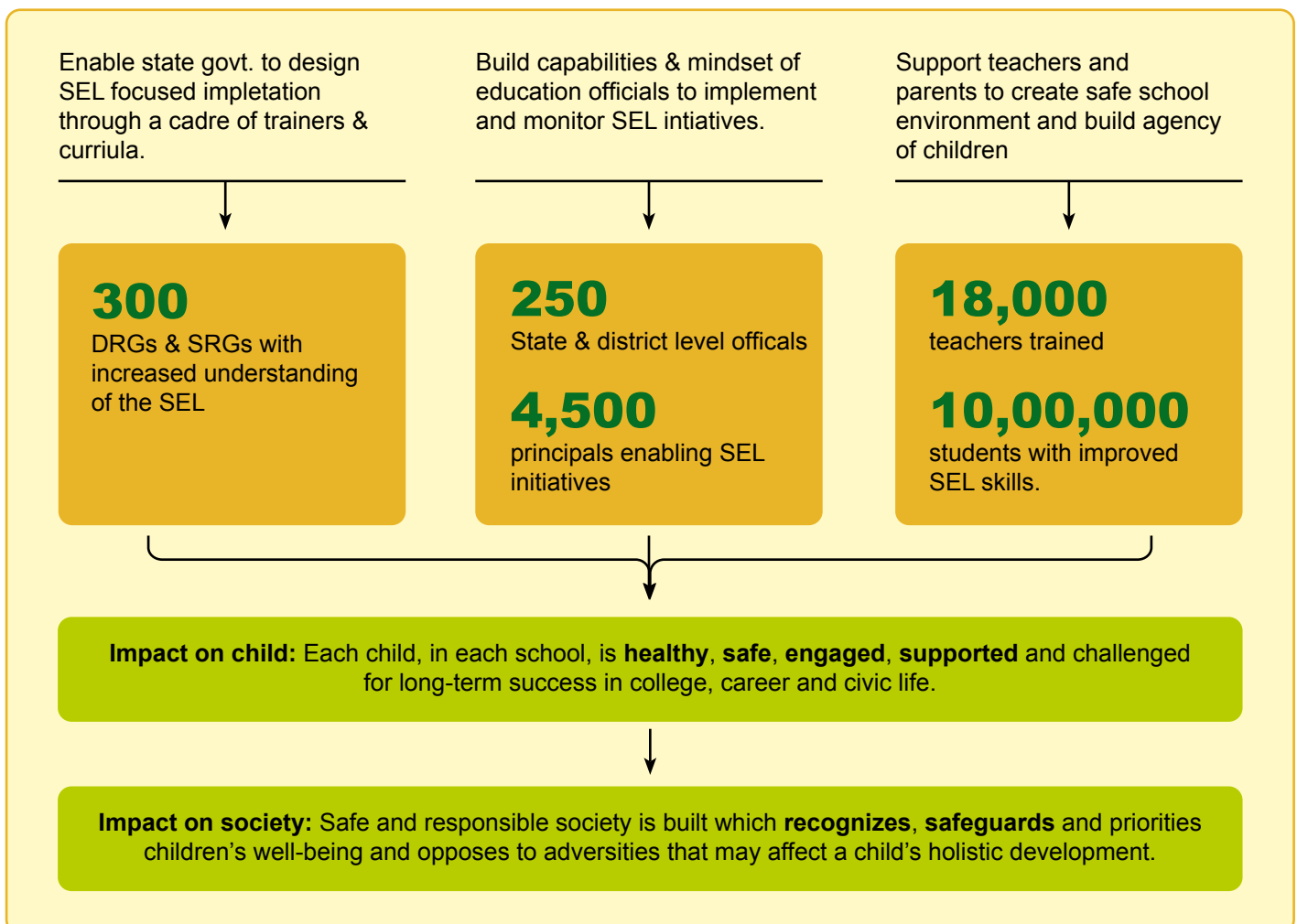
## Key Tenets of the Programme



Project Samprona signed a **4 year MoU with Government of Jharkhand** to achieve the following outcomes at the child-level to ensure that the children are able to:



**Towards this, we aim to work with teachers, parents and official, to develop SEL competencies in adolescents across all 24 districts in Jharkhand**





**HIGHLIGHTS FROM**

**JHARKHAND**

**2021-2022**



## BETTER UNDERSTANDING OF SEL\*



**27,379**

Students

**90%**

students adolescent girls

### Understanding of SEL

**97%** students reported a better understanding and the ability to distinguish between empathy and sympathy

### Classroom collaboration

**80%** students were able to effectively participate within teams and displayed an understanding of each other's stand points

### Confidence in classroom participation

**70%** students were able to respond to questions on SEL and were able to share experiences with their classmates

## BETTER UNDERSTANDING OF ADOLESCENTS' SEL NEEDS



**8,000**

Parents

### Interest in learning more about SEL

**1.7x** increase in the average pick up rate of IVRS messages from April 2021 (42%) to March 2022 (70%) on ways of supporting children's growth

### Community engagement on SEL

**3.0x** increase in the participation in webinars through a "word of mouth" strategy in community

\* Data is self reported and will be validated through impact evaluation

## SEL PRIORITISED ALONG WITH ACADEMICS IN DISTRICT REVIEWS



**3,000**  
Officials

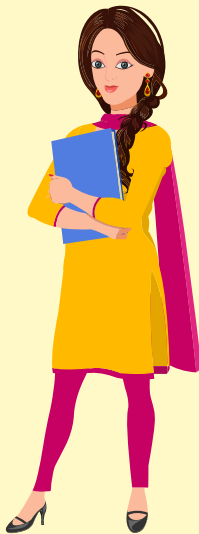
### Prioritisation of SEL

**67%** monthly district review meetings across 5 districts include SEL as part of their agenda

### Accountability for SEL

**21%** school visits made by district officials in 5 districts\* were to understand progress on SEL

## DEEPER UNDERSTANDING OF NEED AND APPLICABILITY OF SEL



**774**  
Teachers

### SEL to be part of everyday learning

**96%** teachers feel it is important for SEL to be a part of a student's everyday learning practices

### Comfort in teaching SEL

**87%** teachers feel comfortable in teaching SEL

### Integrate SEL in classes

**68%** feel highly prepared to integrate SEL in the classes

# STAKEHOLDERS SAID

“

SEL is a significant component for crisis-sensitive learning and we advocate the incorporation of SEL in the everyday learning process of students

- State Project Director, JEPC

“

I would like to understand what my child is feeling in a better way and help her to follow her dreams

- Father of an adolescent studying in KGBV, Dumka

“

I enjoyed being part of the training sessions where my opinion was welcomed and concepts were explained in a simple way”

- Warden from East Singhbhum



“

We should not limit a student's progress to academic excellence, rather provide each child with holistic education to tap into their full potential and ensure success in life

- Teacher, KGBV, Giridih



“

Social emotional learning has helped us stay calm and mindful even during the uncertainty of the pandemic

- Student in 10th grade in KGBV, Pulamu



# HIGHLIGHTS

## OF GOVERNMENT ENGAGEMENT

### 1 Recognition of Sampoorna's work under best practices in the state during COVID

Sampoorna's support to the government, schools, parents, and adolescents to cope up with COVID induced stress through 204 hours of engagement across 100+ webinars was commended and highlighted under best practices during COVID-19 by JEPC in May 2021

### 2 Support in School Health and Wellness Programme (SHWP)

- Sampoorna partnered with the Government of Jharkhand (GoJ) to support the roll out of the School Health and Wellness Programme (S.H.W.P) a Ministry of Education and Health mandated programme aimed towards improving health and wellness of adolescents in **35,000 govt. Schools (100%)** in 19 Aspirational Districts of Jharkhand
- The Sampoorna consortium supported the state government in the development of 5 contextualized modules in the SHWP program; one of which was on SEL. SHWP curriculum was printed and shared by the government in all schools in Jharkhand.
- JCERT invited Sampoorna as a co-facilitator to train 300 SRG and DRG members to deliver SHWP modules to teachers across the state

### 3 Memorandum of Understanding with the JEPC

JEPC launched the programme in January 2021 and the consortium entered into a 4-year long MoU with JEPC & JCERT to support the Jharkhand government to achieve holistic child development goals

### 4 Recognition of work and integration in Adarsh Vidyalaya Programme (AVP)

State Programme Officer and State Project Director at JEPC expressed high commitment to have Sampoorna as a partner of GoJ in the flagship Adarsh Vidyalaya Programme to deploy Sampoorna's interventions in 405 Adarsh Vidyalayas by 2024-2025





# ECOSYSTEM

## ENGAGEMENT

### 1 Regular engagement and traction on [Linkedin](#) and [YouTube](#)

Sampoorna's interventions are shared regularly on these platforms which have been leveraged to create visibility and connect with other organisations working in WCD space. Sampoorna's YouTube channel serves as a repository of self paced learning material for officials, parents, adolescents and teachers on various SEL topics, with a watch time of ~ 330 hours

### 2 4 Prerna Circles/Learning Circles

4 Prerna Circles/Learning Circles have been organised in the past year with 9 expert organisations in the Whole Child Development domain, namely - Slam Out Loud, Labhya Foundation, NalandaWay, Learning Curve Foundation, ELMS Foundation, Ugam Foundation, ICRW, CARE India and The Teacher Foundation - which helped the Sampoorna team for field building and collective engagement on Whole Child Development with, ecosystem partners and external audiences to deepen their understanding of WCD and SEL, engage with alternative approaches and build a relationship with key stakeholders working on WCD

### 3 State Level Event in Jharkhand

In May 2022, as part of a collaborative effort by Quest Alliance, Dasra and Project Sampoorna, 15+ civil society organisations, govt. representatives, educators, learners and sector practitioners came together in Ranchi to share insights, learnings, and discuss opportunities to strengthen education, health and skill-building programmes for Jharkhand's adolescents.





**KEY STRATEGIES & LEARNING**

**JHARRKHAND**

## PROJECT SAMPOORNA IN JHARKHAND IS BEING IMPLEMENTED ACROSS 4 KEYS TRACKS

PEDAGOGY  
AND  
CURRICULUM

CAPABILITY  
BUILDING

IN-SCHOOL  
ENGAGEMENT

GOVERNANCE &  
MONITORING

## PEDAGOGY AND CURRICULUM

Development of an SEL based curriculum and pedagogical tool creation for teacher support

### 1 Interventions undertaken

- Project Sampoorna has designed and developed an SEL curriculum for grades 1st-12th in accordance with the principles of NEP 2020. This would enable a phased, high on applicability learning journey of SEL for students. Sampoorna's curriculum will be launched in August 2022 in the 80 Schools of Excellence and 40 KGBVs in Jharkhand
- **5 SEL modules** were included as part of the national mandated SHWP. **300 SRG, DRGs were co-trained** by Sampoorna and JCERT to deliver this, and this curriculum was disseminated across all schools in Jharkhand
- JCERT has uploaded a SEL online course developed by Project Sampoorna in the state owned MOOC platform (DIKSHA), which has been completed by 64,000 (51% of state government teachers) teachers across the state
- **15 day campaigns** on SEL skills such as empathy, resilience, mindfulness and self-care were conducted via WhatsApp

### 2 Learnings

- Campaigns saw a high interest among teachers for multiple reasons -
  1. **Avenue for reflections** - These channels encouraged reflections and became an outlet for teachers to share their thoughts and emotions in times of high distress during COVID
  2. **Sense of community** - A sense of community and solidarity was developed among teachers as they gradually started sharing personal experiences and learnings
- Training SRG, DRG on SEL helped them understand its needs and ways to practice it in schools. However, to ensure high focus on SEL, **explicit instruction and time investment is necessary in schools.**

The last 15 days on mindfulness have made me feel hopeful after a very long time. All is not lost, and if we keep an optimistic outlook, overcoming any adversity - be it COVID, is possible

- Teacher, KGBV, Dhanwar



# CAPABILITY BUILDING

Enable SRGs, DRGs, Teachers and district level officials to support students in SEL

## 1 Interventions

### a. Teachers and School leaders :

- **150 Teachers and school leaders** were oriented and trained on social emotional learning themes such as - empathy, resilience, self-care etc
- **64,000 (51% of state government teachers)** teachers across the state have taken the DIKSHA course on SEL designed by Sampoorna

### b. District and state level officials :

- **10 State level webinars (for 3k participants)** were organised on ways to build responsive educational systems
- **12 virtual sessions on mental health conducted by TISS SIMHA** on themes across trauma sensitivity, resilience and mental wellbeing, focused on awareness generation and capability building with Sampoorna members, officials, teachers, parents and adolescents
- **10 SEL dialogues** - bite sized content on YouTube on governance of SEL

## 2 Learnings

- Self reflection and creating safe spaces for sharing has helped teachers cope with personal and COVID related distress, and helped them and school heads to internalise concepts like empathy and self awareness during trainings
- In all trainings where district nodal officials actively participated and engaged, a strong correlation was observed with better teacher attendance, less dropout of teachers from trainings and improved receptiveness of the content
- In person engagement on bite sized content like “SEL dialogue” has helped officials to explore and open up about new ideas like self care, self reflection, empathy



The session on resilience was quite insightful. We face many challenges on a daily basis, teachers and students also face several kinds of challenges. Cultivating resilience can help us all become better at what we do.

*- District official, Dumka*





# IN-SCHOOL ENGAGEMENT

Onsite demonstration, school climate activities and parent engagement

1

## Interventions

### a. Adolescents

- **Webinars with adolescents:** During COVID second with **2000 adolescents** who had access to devices, on ways to deal with the lockdown, self growth, and empathy
- **Activity booklets:** To promote self learning, activity booklets and 1 radio show on key constructs of SEL were used to provide SEL support to **8000 adolescents** who were not able to join virtually
- **In-school sessions:** From September onwards, Sampoorna engaged **27,379 adolescents** from 5 districts - Palamu, Dumka, Chatra, East Singhbhum and Giridih, through weekly in-school sessions on mindfulness, SWOT analysis and positive mental health and emotional resilience with the support of TISS School Initiative for Mental Health Advocacy (SIMHA)

### b. Parents

- **Webinars:** Monthly webinars with parents across 5 districts on ways to support the Social Emotional Learning of children at home, especially during lockdown
- **IVRS engagement:** Weekly messages are shared with parents to engage parents on SEL; **>70% pick up rate** has been observed. Issues relevant to parent-child relationships are taken up in these messages
- **Parent-teacher Meetings:** Parents and children participate together, PTMs serve as a safe space for parents to share and receive feedback on their children's SEL

2

## Learnings

- It is essential for teachers to participate and gradually co-construct the SEL demonstration in schools to ensure high ownership of implementation
- Supporting teachers on weekly planning for conducting SEL ensures that teachers feel guided and take accountability for SEL implementation
- Grounding techniques like mindfulness and box breathing helped adolescents to stay calm during times of uncertainty
- Students who participate in SEL sessions are able to articulate their difficulties more clearly with the help of case studies and goal setting for themselves



Social emotional learning for me is to express my thoughts confidently, be there for my loved ones and become the best version of myself.

- Student in 11th grade, KGBV Jamshedpur



Webinars and IVRS have helped me understand why my child could be behaving in a certain way. These modules have helped me become aware of my own thoughts as well as empathise with my child better than before.

- Parent, Palamu



# GOVERNANCE AND MONITORING

Governance, monitoring of SEL activities and leadership development at various levels

## 1 Interventions undertaken

- **Engagement with state level officials:** Monthly progress sharing and review meeting with nodal officers at JEPC and JCERT and bi-monthly meetings with SPD/PS, JEPC to share overall activities in the state, and align on future plans
- **Engagement and building awareness of district officials:** Leverage monthly DC review sessions and meetings with DEO to understand priorities, share Sampoorna's progress and plan for the coming month
- **Professional Learning Communities:** District wise communities of 15-20 officials who are being oriented and trained on implementation of SEL. PLCs which were started in December 2021, will serve as avenues for peer-learning and sharing of best practices in all districts of Jharkhand.

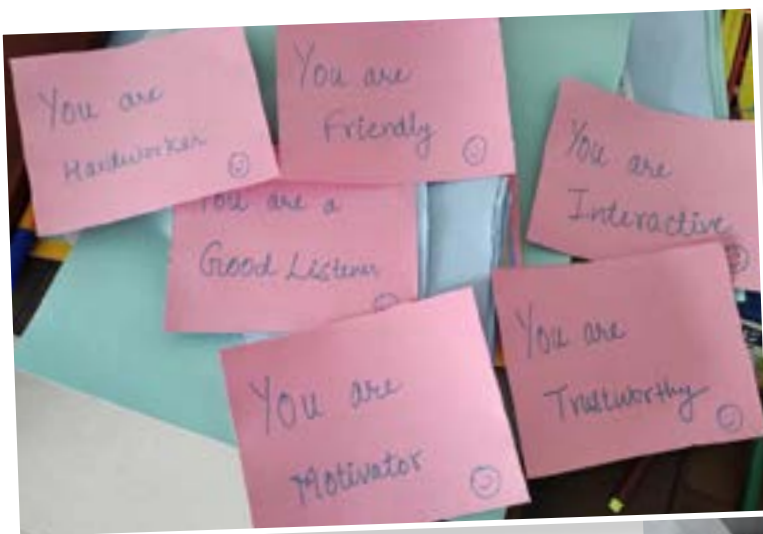
## 2 Learnings

- It is critical to understand the district's vision and problems, to ensure that SEL is not a one-size fits all solution, but the activities build on and further the planned goals of the district
- Sharing the outputs and advantages from SEL implementation is important for officials to prioritise and track the activities
- Supporting officials to undertake regular school visits, including SEL as part of district review meeting agenda integrates SEL in the state processes



The PLC session helped me identify and understand why some problems exist in our education system. We need to focus on aspects beyond academics to find the right solutions

- District official from Ranchi











# TELANGANA



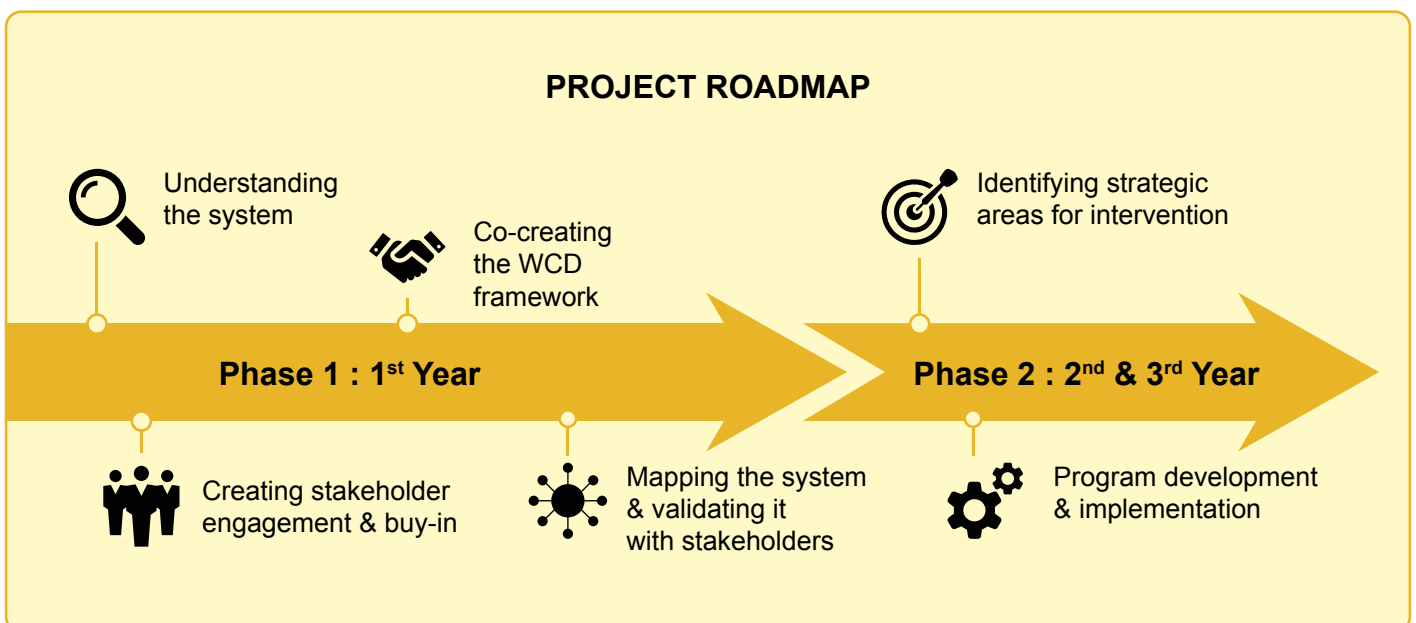
# VISION IN TELANGANA

The Telangana Social and Tribal Welfare Residential schools (or Society) **envision outstanding residential government education institutions that provide high-quality, holistic, and value-based education to marginalized children.**

Developing a holistic education system that meets the complex needs of learners requires careful assessment of how both existing and potential activities align within a WCD approach. As the implementing organization for Project Sampoorna, the University of Notre Dame's Global Center for the Development of the Whole Child (GC-DWC) is working to match the Society's vision with the tools and support they need to achieve their goals, refine their processes, and sustain them into the future.

The Society has a network of 451 schools, which supports students in grades 5th - degree colleges, the majority of whom are from the Scheduled Caste (24.52%), Backward Caste (54.03%), and Tribal communities (13.8%).

Guided by the belief that the most effective and enduring results come from solutions that are created, understood, and accepted by the people impacted, the GC-DWC's Telangana and Notre Dame based teams have engaged senior Society leadership since the project's start in December 2020 at the systems level, and its school directors, teachers, and students at the school level.







# KEY LEARNINGS

# TELANGANA

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The first year of Project Sampoorna in Telangana was dedicated to understanding and mapping out the Society's ecosystem while building internal consensus about WCD and Project Sampoorna's goals.

# 1

## ACTIVE AND CONSISTENT ENGAGEMENT OF STAKEHOLDERS IN THE PROJECT

- 35 member working group established
- Whole Child Development framework and systems map co-created with the working group
- Representation from teachers, principals, alumni and leadership
- 4 big group meetings and 16 smaller group meetings conducted with the working group
- One in-person 2-day workshop conducted in Hyderabad, India
- Meetings used as a platform for co-creating and disseminating WCD framework and systems map.

# 2

## GENERATION OF DEMAND FROM THE SOCIETY LEADERSHIP TO APPLY AND INTEGRATE WCD FRAMEWORK IN THEIR DECISION MAKING

- Buy-in and discussions at the Secretary level in understanding and applying the WCD framework
- Request from the leadership to review the current curriculum to integrate elements of WCD framework, especially SEL into classroom practices
- Working group and leadership identified next steps for the project to develop a package focused on addressing bullying and abuse in the Society schools
- Demand for establishing a WCD training center within the Society.

# 3

## ONGOING CAPACITY BUILDING OF THE SOCIETY

- Workshop to build Society's capacity in understanding the WCD framework
- Workshop to build the Society's understanding of systems map and obtain their validation of the map created
- Discussion between the Society and an external Technical Advisory Group (consisting of business leaders, youth advocates, academics, and future employers) on the definition of "student success" and WCD framework.



**CREATING SYSTEMS CHANGE IN**

**TELANGANA**

**2021-2022**

## PHASE 1

# UNDERSTANDING THE SYSTEM

The Society has already been implementing a number of initiatives that contribute to holistic child development and learning approaches. In 2021, GC-DWC undertook several activities to better understand the society's ecosystem and co-design an approach and set of criteria to review these existing initiatives with a WCD lens.

### 1 School Visit

24 school visits (13 physical visits and 11 online interactions) were completed to understand the different geographical, social, and economic contexts to which students belong to and also identified scholastic and co-scholastic programs. These visits and interactions helped us identify key thematic areas of attention within the Society.

#### AREAS OF ATTENTION

##### AREA 1

Social and  
academic  
barrier



##### AREA 2

Psychosocial  
well being



##### AREA 3

Link between  
academics  
and SEL



##### AREA 4

Student  
health  
needs



##### AREA 5

Teachers  
and admin  
workload



### 2 Focus group discussions

with 22 alumni and 46 parents to better understand the familial context of the learners and the experiences of alumni in transitioning from Society to higher education and work environments.

Here are a few key findings organized thematically:

## 1. Support for marginalized learners transitioning to Society classrooms in Grade 5:

- a. The **society provides essential support** to bring learners into the classroom. Parents shared that enrollment was easy and streamlined and their learners were supported in the classroom.
- b. Since students transition into Society schools in Grade 5, many alumni identified **challenges adjusting to the rigor of the school system** and transiting from Telugu (the native language of many learners in Telangana) to the English medium in the classroom. Lastly, many alumni shared that bullying or 'ragging' especially from older students to younger, was a significant part of their school experience. These are opportunities for increased Society support moving forward.

## 2. Expectations for students

- a. Parents want their children to go to school and value their education. **Parents aspire for a better life for their children** than theirs and believe that a quality English medium education would help their children achieve it.

There was a **strong gender bias** in terms of conceptualization of success. Parents wanted their sons to grow up and have a job that would help them lead a comfortable life. Although mothers in particular wanted their daughters to be financially independent, they also expressed the importance of domestic responsibilities, marriage, and social mobility.

- b. The alumni overwhelmingly indicated that **families are their biggest champions**. Parents play a big role in deciding their children's future from the choices they make about children's education and what their expectations and aspirations are.

## 3. Academic pressure & successes

- a. Alumni cited significant improvement in language, confidence, leadership and discipline from being in Society schools. Co-curricular programs like IGNITE, mock parliaments and youth parliaments, gave them opportunities to build their independence, communication, and learn new skills. Almost all alumni emphasized that staying in school dramatically improved their English.
- b. Alumni also shared that the teachers helped them build their interest in various subjects which helped them in making relevant professional choices. The **quality of education** at the schools definitely has given some of them an edge over other children who accessed low income private schools or other government schools.
- c. Some students have to navigate a tension between **family obligations and academic progression**. If children have lower scores or failed grade 10th examinations, parents shared that they were more likely to drop out of school and move into agriculture to support their family at home.
- d. Some students struggled to meet academic expectations, and experienced bullying for being a 'slow learner.' The **pressure to achieve high academic scores** was a significant stressor.
- e. Alumni also identified some ways that Society schooling could be improved:
  - i. The need for **greater inclusivity** in enriching co-scholastic activities' and additional resources to build technology-related skills like computers. Many require computers in their workplace and if they had adequate exposure in their time in school, they would have had a major advantage at their workplace.
  - ii. The need for **critical thinking** to be more strongly embedded in the curriculum. Teaching was often focused on securing marks rather than understanding the concept. This made it hard for students when they moved on to higher education as they felt their foundations were not strong enough.



3

**Creating stakeholder engagement and buy-in**

The GC-DWC established two working groups, an internal WCD Working Group (IWG) in June 2021 and the Technical Advisory Group (TAG) in October 2021 which will meet throughout the lifespan of the project. The IWG has representation from Society leadership, teachers, alumni, principals, and regional coordinating officers (RCOs) and advises on targeted research and effective evidence utilization from mapping existing processes to program implementation, assessment, and review. Importantly, the IWG co-designed the Society’s WCD framework, and is advising on its subsequent implementation. The IWG’s integration in the process of Project Sampoorna will support sustained project efforts beyond the life of the project. The Technical Advisory Group is composed of content experts, academicians and potential future employers to provide input on our process, findings, and the direction of the project itself.

4

**Society created a WCD Framework**

The WCD Framework was created using working group input along with global evidence for attributes which set up a Society student for success. This framework was developed through a participatory process where the working groups identified the key

attributes and domains. The framework was then put together by the GC-DWC team using these inputs, and was presented to the working group for their feedback.



**THE TELANGANA SOCIAL AND TRIBAL WELFARE RESIDENTIAL SCHOOLS’ WCD FRAMEWORK**

## FRAMEWORK DEVELOPMENT PROCESS

### Thematic Areas of Attention



### Group articulation of attributes

#### Group 1



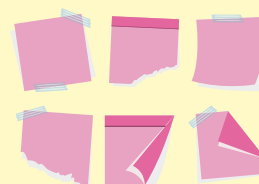
#### Group 2 Education



#### Group 3 Health & Wellness



#### Group 4 Safety & Protection



### REFINEMENT OF ATTRIBUTES AND DOMAINS

Domain	Attribute

### FINAL FRAMEWORK WITH 5 DOMAINS, ATTRIBUTES AND DEFINITIONS



## 5 Mapping the system and validating it with stakeholders

- Developed a program inventory to take stock of various scholastic and co-scholastic programs initiated by the Society along with a set of visuals and criterion with which to review these programs with the WCD Framework in mind.
- The GC-DWC created a visual systems map of the Society was created to explain how multi-layer systems function and can therefore provide guidance on how program changes can impact the full ecology of a system. The map showed student performance, staff performance and along with staff workload are variables impacting student success. Variables like school environment, historic marginalisation, and access to nutritious foods all impact student performance as does the quantity of curriculum, the quality of its implementation, and teacher training. All of these factors interplay with each other to produce the full society system and can be manipulated at key leverage points to create change. This visualisation helped to focus the prioritisation of interventions for moving forward.

# KEY STRATEGIES TELANGANA

1

## **Strong and consistent engagement with Society stakeholders**

through the WCD Working Group through the last year has led to a strong buy-in for Project Sampoorna. Our engagement has been able to create a knowledge translation ecosystem which will ensure that Project Sampoorna's actions are relevant to key decisions, links research to action, builds in advocacy support from the onset, and empowers Society decision-makers to take transformational steps.

2

## **Voices of students, teachers, principals, RCOs, and head office staff**

have all been given equal value as all are important stakeholders within the Society.

3

## **Developing strong relationships with multiple tiers of Society leadership**

has helped to ensure the project's continuity despite leadership turnover.

4

## **Bringing in expert voices**

The constitutions of the Technical advisory group which is composed of content experts, academics and future employers and mentors of Society beneficiaries has added tremendous value in offering an outside perspective on our process, findings, and the direction of the project itself.

The Society has already been implementing a number of initiatives that contribute to holistic child development and learning approaches. In 2021, GC-DWC undertook several activities to better understand the society's ecosystem and co-design an approach and set of criteria to review these existing initiatives with a WCD lens. The GC-DWC: undertook several activities to better understand the society's ecosystem and co-design an approach and set of criteria to review these existing initiatives with a WCD lens.



**GOALS FOR**  
**2022-2023**



## JHARKHAND

- In partnership with Jharkhand Education Project Council we aim to:
  - i. Pivot the programme along with the Adarsh Vidyalaya Programme initiated by the Chief Minister focussing on Quality Education in public schools as envisioned under NEP 2020
  - ii. Deploy the interventions to 405 schools and build system's capacities to scale it to all 4500 Adarsh Vidyalaya
- Develop an SEL curriculum for 6th-12th (Sampoorna Curriculum) and implement it across 121 schools in Jharkhand
- Support teachers, parents and officials to grow from possessing knowledge and a positive attitude towards SEL to taking more ownership in practicing SEL in their domains

For Project Sampoorna in Telangana, the years 2022 - 2024 are designated for implementation and learning. After completing the systems mapping process and sharing the created materials back with the Society, a workshop was hosted in March 2022 in Hyderabad to identify and operationalize the project's innovation package in collaboration with the IWG. In June 2022, the GC-DWC will begin to roll out its innovation package, which was co-identified by the IWG. This will include:

- A re-design of four priority programs, including teacher training and support, and implementation in selected pilot schools.
- Co-design and implementation of a school-wide safety and protection program in selected pilot schools.
- Communication and rollout of the WCD framework into schools
- Embedding rapid program assessment mechanisms (REALM) in pilot innovation schools. The overall goal of the Telangana demonstration site is to create more effective and holistic learning and life skills opportunities for historically marginalised students in Telangana by building, sustainably operating, and replicating a WCD model for education through holistic systems engagement.

The GC-DWC works to achieve sustainability through co-creating with the Society at every level and equipping decision-makers and implementers alike with global evidence and contextually adapted resources.

We have seen evidence of this approach taking route through the buy-in of Society headquarters, the essential feedback of the IWG and an invitation to explore the development of a WCD center and certificate course within the Society to embed training and capacity development for teachers within the institution.

## TELANGANA



**COLLABORATE**

**WITH US!**

1

### **Prerna Circles**

Project Sampoorna initiated Prerna Circles/Learning Circles in 2021. The idea behind Prerna Circles is to build spaces for the consortium and the ecosystem to showcase our work and enable meaningful learning exchanges and reflections on various themes of Whole Child Development

1. Recordings of our Prerna Circles can be found [here](#)
2. If you would like to know more, participate in the panel or attend the upcoming session, please reach out to us on our LinkedIn account or mail us at on [projectsampoornejhk@sattva.co.in](mailto:projectsampoornejhk@sattva.co.in)

2

### **Co-create the Whole Child Development Narrative with us**

Sampoorna consortium has been implementing the programme for 1.5 years, and its partners come with a rich experience of working in the Whole Child Development space. If you are passionate about creating an impact in the WCD space and have a vision for it, we would love to co-create the WCD narrative for India with you.

3

### **Any ideas you have!**

With child wellbeing and development as the north star, it is important for actors working in the WCD space to join hands and collaborate with each other. If you have any ideas on potential synergies, please write to us and we will connect with you!





## PROJECT SAMPOORNA


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