



Supporting Families to Enable Learning, Well- Being, and Safety of Their Children

August 2020 - December 2020



About Saajha

Saajha, a non-profit organization, is missioned to enable parents of children studying in government schools to be partners in their child's education. Strengthening of School Management Committees (SMCs) to bridge the gap between school-family-community has been our key focus area. Saajha has been working with municipal schools and has partnered with the Delhi Government to indirectly impact ~1,100 schools across Delhi. In Maharashtra, we are working across Ashram Shalas in partnership with the Tribal Development Department.

"Saajha" is a Hindi term which closely translates to "Partnership" or "Collaboration". We believe parents play a critical role in their child's life. Our efforts are towards ensuring that parents can be equal participants in the school systems and build platforms for parents to voice their concerns and bridge gaps in access to information and knowledge. It has been awarded Echoing Green Global Fellowship and Forbes 30U30 title. Saajha's founders have also been recipients of the prestigious Echoing Green Global Fellowship. Saajha has been awarded the NASSCOM Social Innovation Award for the rollout of SMC Mobile-App. It was also among the top 5 winning NGOs at the Silicon Valley challenge in the Action for India Conference 2016.

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A special thanks to Ms Reshma Agarwal and Ms Maithili Gupte for their continuous support and guidance.

Foreword

In stakeholder meetings and personal conversations, we have often seen an acknowledgement and desire for Parental participation in the functioning of schools or delivering educational services. However, seldom, have we noticed an organised attempt to build a meaningful collaboration with Parents. It might look like a scary goal; but empathy, a simple process and continued periodic action can make it very much doable.

There are three steps to initiate;

- First, recognize the criticality of participation. Research across the world shows that parent-factors play a significant role in continued education and learning.
- Second, break the ice by reaching out to families as a simple check-in. This would diffuse the power structures and also help educators get a deep insight into life and context of the families we serve. Thus, we called a Teacher-to-parent communication rather than just calling it Parent-teacher communication.
- Third, build systems and processes that would sustain the culture of periodic interaction with families. Articulating a goal, building the capacity of the teachers, allocating time and ensuring bandwidth are few of the critical bullets around which this model exists.

As the schools were shut owing to the pandemic response, the operations at Saajha have become heavily reliant on our tech-based communication and engagement model developed. With the help of Tribal Development Department, Maharashtra and Partners organisations in Delhi, we collectively reached out to 12000+ households via calls and WhatsApp based support, engaged in one-on-one conversations with 9529+ parents and 100+ teachers. We ventured into Mumbai and Palghar with help of UNICEF Maharashtra, to serve more families in diverse geographies, ensure the replicability factor of the model and drive the need of *Teacher to Parent Communication*.

Over the past, six months our partnership with UNICEF aimed at supporting families to enable learning, well-being, and safety of their children, project termed as "Sneh Samwad", our key learning was: -

1. Simplicity: The process of teachers to parent communication through the Saajha-connect app makes the process simple and hassle-free. Basic data is gathered through the app and it also manages to ensure the. It ensures the safety and wellbeing of the teachers; they can connect with families work-desks or home.
2. Buy-in from the government: It would be hard to imagine this model without the participation of the government. We would like to extend gratitude to Shri Palkar Sir (EO MCGM), Shrimati Asha More (DDE MCGM), Shrimati Sangeeta Tere (DDE MCGM), Shrimati Snehlata Dambre (AO, G-North ward), Shrimati Mahajan (AO, MEast ward), Shri Nasir (AO, MEast ward), Shri Tanaji Dawre (Subject Assistant, DIET, Palghar).

3. Consistency: Majority time of our volunteer teachers or Sneh-Shikshak was invested in dialling and verifying numbers. ~70% of the contact numbers were incorrect or not reachable. Consistency in this model would ensure that school and education systems have updated details of their children, very crucial for disaster preparedness. Continued efforts would ensure efficiency in the model where teachers would be able to dedicate more time in meaningful conversation with families instead of dialling and verifying wrong numbers.

This report and the annexed guidebook attempt to share the process, capture learnings, acknowledge challenges and adaptive suggestions in detail; for continuity as a reliable, reflective and responsive model for adoption at schools, or by educational institutions, development sector practitioners or anyone willing to craft a meaningful relationship with parents.

I also want to take this opportunity to express my sincere gratitude for Ms Reshma Agarwal (UNICEF) for believing into the potential of the idea and providing continuous support and guidance. Heartfelt gratitude for Shrimati Farida Lambey and Pratham Maharashtra Team for continuous operational inputs and support.

Abhishek Choudhary
CEO, Saajha

Executive Summary

The COVID-19 pandemic has created unforeseen challenges in India's educational landscape. With schools shut, no/less communication between schools and families- the learning graph of children is at a halt. While private school systems have resorted to online classes for overcoming the lost learning hours, it is relatively tough for students enrolled in government schools; a majority of whom belong to the marginalised, migrants and vulnerable community- to accept, access and adapt to the fast pace of technological tools for learning. Additionally, these families were unable to create a communication link with the schools due to lack of knowledge, support or ways to do so. This report summarises the intervention to support families in Mumbai and Palghar during the pandemic. The objectives of this intervention were:

1. Keeping in Touch with Families: Building a bridge of communication empathy between teachers and families
2. Stimulate Home Learning: Enable that children at home are involved in meaningful learning and wellbeing activities
3. Generate data for decision making: Insights and feedback from the families to be shared with the government system for guided decision-making
4. Back to School: Through mass communication and community engagement activities, ensure that maximum students join back to school as it reopens. However, we couldn't pursue this as the schools have yet not started.

We acknowledge that the content and teaching-learning process should leverage the culture and resources at home. It is crucial to leverage multiple channels to ensure access to mitigate the various technological and access barriers for parents. The need to reduce access barriers and enable families with simple tools that increase their self-efficacy. Learning at home, also, cannot be independent of home well-being factors like food security and space spaces.

This was our attempt to identify the potential roadblocks plus accentuate the teacher to parent connection during and even post-pandemic to ensure that the students of government schools are not left at a dis-advantaged premise. Moreover, the students aged 5 to 15 need extra attention for academics and learning-based tools, thus it's imperative for their parents to be able to support them along with their other responsibilities. A teacher who is trained plus the first responder of the education system for the parents/families can not only equip with tools but also act as a bridge between communities and schools.

As school systems move towards working both in online and offline mode, a structured teacher to parent connection is the foundation for a stronger education system.

This report captures the concept, implementation model, along with the technological tools used and summarizes the learnings and challenges. Starting from 16th June 2020

to 15th December 2020, the key program reach was 5517 families who were profiled for digital access via 790 teachers.

The break-up across the geographies are given in the table below:

Location	Families reached	Children reached*	Teachers who volunteered
GNorth ward, Mumbai	1803	4319	101
MEast ward, Mumbai	1067	2631	29
Palghar	2647	5286	660

*Each family has one or more children in the age bracket of 5-15 years, who access shared technological tools for learning.

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Glossary

MCGM	Municipal Corporation of Greater Mumbai
EO	The Education Officer is the person who works as a government representative for the education sector at the district level.
AO	Administrative officer They work at the ward level closely with the headmasters and supervisors to assist in school routines, classroom activities, and financial and administrative matters.
BO	Beat officer (in an urban context) works with education department / Block officer (in rural context) works with SCERT
HM	The headmaster of the school
Sneh Shikshak	A term coined for teachers who are volunteering for the Sneh Samvad Project
Saajha Sahayak	A representative from Saajha organization who supports in operations and coordination with teachers for Sneh Samvad project
Saajha connect Application	A mobile application developed in-house by Saajha organization
IVRS	Interactive Voice Response System is pre-recorded calls with customized messages
KOBO	Data collection tool that allows building questionnaires, and record data using mobile phones as well.
CWSN	Children with special need(s)
MSCERT	State Council for Educational Research and Training, Maharashtra
DIET	District Institute of Education & Training

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1.1 Literature review

'Parent-teacher communication is a vital link between school and society to strengthen the relationship between educators and caregivers areas'. Parent involvement can be seen as a 'product of the interaction between the influences of school and home settings by providing continuity between the two environments'. Hence, the benefits of effective parent-teacher communication are manifold. Along with parental participation, warm parent-teacher relationships demonstrate in students increased achievement motivation and higher levels of emotional, social and behavioural adjustment. It ensures that children pay attention in school, indicated by higher homework completion rates, more classroom participation and fewer absences. There is evidence that this is the first step to 'long-term parent engagement', establishing a stronger support network at home. Not only students and parents, teachers too, felt 'competent and more fulfilled' having strengthened communication with parents. Research suggests that children's social relatedness in the primary grades may establish patterns of school engagement and motivation that have long-term consequences for their academic motivation and achievement.

It has been cited as the six types of involvement while partnering with parents and families to "communicate with families about school programs and student progress- create two-way communication channels between school and home."

In a US-based study in 2007, it was found that positive relations with teachers in the classroom and between home and school appear to be less common for children from low-income households than for those from higher-income households. These early differences are suggested to contribute to disparities in achievement later in life. It is also worth noting the potential upward and downward biases of the effect of parent involvement. If the most competent parents with developmentally advanced children are more likely to be involved in school, the benefits of parent involvement could seem disproportionately larger.

Most school students today have grown up as digital natives, with technology being an integral part of their lives. The COVID-19 pandemic has moved a large part of the world online, and further alienated those without sustained access to the Internet. In India, nearly 2.7 lakh students in the country still don't have access to electronic devices that allow online learning. Government schools already struggle with the lack of availability of teachers and resources and less reliance on Information and Communication Technologies (ICT) as compared to private schools.

Furthermore, research on effective family engagement and home-school partnership strategies and practices, adult learning and motivation, and leadership development has built the Dual Capacity-Building Framework. This works on the goals of enhancement of staff and families on- capabilities, connections, cognition and confidence.

According to UNICEF, parent engagement programs are defined as interventions or services aimed at providing information, education, skills, and support on child development to parents and caregivers (UNICEF, 2015).

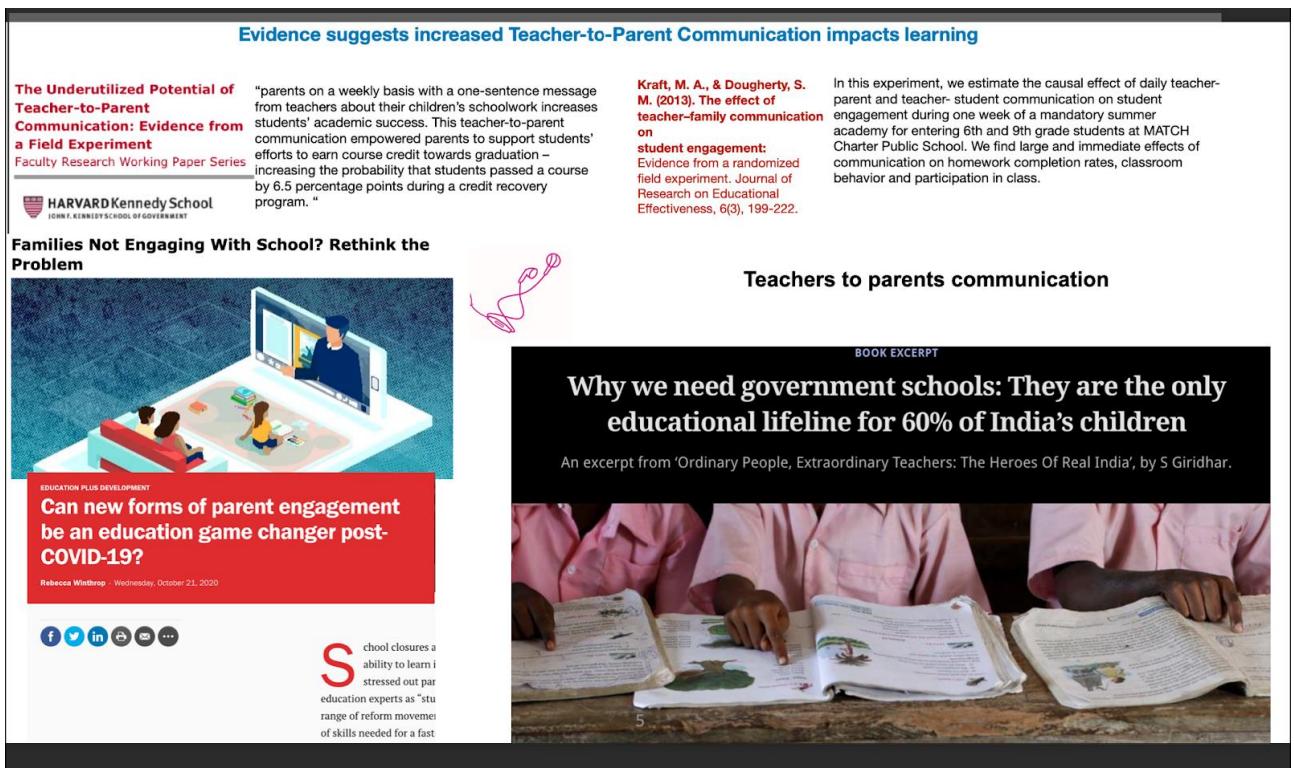


Image 1- A snapshot of notable articles on parental engagement sourced online.

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1.2 Taking forward our experience

In March 2020, when the national wide lockdown was announced to combat the spread of Coronavirus- The fear of their uncertain future, distress infused state of being and the incessant challenges accompanied were just the tip of the iceberg.

We at Saajha believe that children are at the most vulnerable state during any crisis, with specific mention to the ones whose parents and caretakers struggle to meet daily necessities. As committed to empowering the communities hit adversely during the lockdown. With an objective that, the well-being of the children is ensured; In Delhi, Saajha designed interventions to support households with access to dry ration (uncooked food items), and feasible methods to engage with the child at home whereas, in Maharashtra, efforts were directed towards creating a connect with tribal parents, to pave the way for the creation of a channel of communication to address multiple layers of issues of these parents.

The woman in Delhi fetched a ration to last for at least 10 more days from the nearest grocery, whose payment was made online by our team, within 24 hours since the distress call was received.

The trio stuck at the brick kiln, were reported to the Dharani Project Officer, who ensured to send an ambulance for rescue. Post a medical check-up, they were safely dropped to their village, located on the Maharashtra-Madhya Pradesh border.

In April-May 2020, we have reached out to 12000+ households via calls and WhatsApp based support, engaged in conversations with 8900+ parents and 55+ teachers- with an aim to support them by identifying their challenges, ensuring home-based learning for children, resolving their grievances and lastly to identify future areas for impact interventions.

ASHRAM SCHOOLS

Teachers, superintendents reach out to tribal families

EXPRESS NEWS SERVICE
MUMBAI, MAY 8

UNDER a new project to reach out to families of tribal students and assess what kind of help they may require during the current pandemic and lockdown, teachers and superintendents from Adivasi Ashram Schools have begun calling parents to advise and inform them on policy-making.

Called Sneha Setu or 'bridge of affection', the state Tribal Development department project will help officials understand the core concerns of tribal communities, said Tribal Development Minister K C Padvi. "The project aims to connect with our students' families and

convey a single message to the tribal community — that we are in this together," said Padvi. "A dialogue with parents will also help us understand their main concerns. The department will then work to formulate welfare policies after evaluating and analysing the information collected," the minister said.

The extended lockdown has led to extensive loss of livelihood for tribals in large parts of the state with work at brick kilns, construction sites and markets among others shut since mid-March. A report by various civil society organisations has also found that access to protected areas to gather forest produce has been difficult in some regions.

Principal Secretary, Tribal

Development department, Manisha Verma said the onus is on the department to engage with the parents of ashram school students and enquire about their wellbeing. "Sneha Setu is a channel which will help form the connect with the community," Verma said.

The 104 teachers and superintendents operating the Sneha Setu programme will use tele-calling app, Super Receptionist. Verma said training has been imparted to teachers to conduct an "open dialogue" about any urgent needs, including essentials, and slowly inform them about multiple welfare schemes that the department has as well as the cash transfers made to students via Direct Benefit Transfer.

Image 2- A snapshot of the newspaper article highlighting the efforts of TDD and Saajha on "Sneh Setu".

Our interventions in Delhi and tribal Maharashtra taught us about the importance of connecting with the families- how a simple call or text can make them feel empowered and supported. Such conversations if directed, oriented in a structured manner in alignment with the administrative requirements can reduce/lower the learning loss of millions of children across India.

Combined with acknowledging the importance of the teacher to parent connection, we aim to create a model which is able to strive, and is dynamic and long-lasting.

1.3 Our approach

A joint collaborative partnership with UNICEF (Maharashtra) and Saajha, aimed at "Supporting Families to enable learning, well-being, and safety of their children" was initiated as response to the pandemic.

Saajha has been a strong believer in bridging the school-community gap via multiple intervention channels. In the pandemic, we strived to continue our mission to enable an effective home learning environment and provide support to parents so that they can facilitate the child's learning process.

With UNICEF (Maharashtra) as the funding and intellectual partner, the program was based on technology and community-outreach interventions such as call support, IVRS, and support of community leaders/ volunteers. Taking forward the underlying belief is that continuity in learning can be ensured if there is assistance and guidance from schools to families through a regular check-in mechanism.

The check-in was offered by trained teachers (to ensure strengthening of the system functionaries) and Saajha staff members through call-based support, interactive chatbot systems and the broadcast of pre-recorded voice messages. The multi-media approach to communication was adopted keeping in mind the differences in access to technology across populations. Further, a rapid assessment of the availability of technology was conducted at the beginning of the project period, to better inform the kind of support channel to be established.

The project objective had three focus areas:

- Continuity of Learning at Home: Build a home-based learning environment through teacher-to-family communication by leveraging home culture and resources. Ensure equal access and importance to girls and other vulnerable communities, including children with disabilities and migrants (new or returning).
- Staying healthy: Ensure the wellbeing of children and their families, by generating awareness around hygiene and practices related to the prevention of COVID-19.
- Access and Returning to school: Facilitate information on school admissions, school transfer, access to scholarships, learning material, and other enablers for continuity of children's learning at home (once new academic calendar starts). Creating energy and environment for children's return to school when they physically open.

The program was proposed to be implemented in 2 geographies - urban Mumbai (G North and M/E ward, Mumbai) and Palghar district (rural/tribal).

The following activities were undertaken under this partnership:

- Rapid assessment and digital profiling of targeted families.
- Orientation on home-learning opportunities and plans for parents/ families by the respective departments (MCGM, TDD, MSCERT, etc).
- Teacher training for providing support to families via calls and engagement of community leaders; this also includes the orientation of District and block-level officials.
- Analysis of data from the field on the scope and nature of support required by families to inform policy decisions on school re-opening and home learning

The program was officially launched on 16th June 2020 and coined the name "Sneh Samwad", which closely translates to "care-driven conversations". Furthermore, a proposed partnership was initiated with MCGM to ensure involvement and permissions from the education sector officials in the Mumbai area. Whereas in Palghar, all permissions and approvals were sorted by an official representative of DIET.



Image 3: The logo created for the program Sneh Samwad.

1.4 Building feasible structures

As Sneh Samwad program inches towards a teacher to parent active and structured communication, it is imperative to understand the ground realities and competencies to ensure an effective model for implementation.

The following organisation's representatives, who already have a base in the geographies where Sneh Samwad was to be launched were contacted: -

Pratham
Meraki
Saarthi
Sahyog Foundation
Aaroohan
Save the children

Along with this, FBO's (Faith-Based Organisations) personnel and community members (such as social workers, Anganwadi employees, shopkeepers) were contacted to gauge deeper introspection on the community practises related to educational requirements.

Multiple meetings with MCGM officials were organized to understand current ongoing interventions and plans about teacher involvement, programs on child learning and safety and accessing the ways to receive the data of the students

A group of government school teachers and parents of the students, from the same area, were contacted as well to derive deeper insights.

The notes of the above-mentioned meetings/calls were triangulated and the following key points were identified: -

- Assigning teachers for Sneh Sanwad is feasible since only half of the total teachers are working from home, while rest are deployed for duties in alignment with health departments.
- MCGM has lists of phone numbers of the students. Duly permissions will have to be taken for using this dataset.
- MCGM officials were interested in the Saajha-Connect app, as it is simple and easy to use.
- Parents of the students are either unaware or unable to use online platforms such as ZOOM or G-meet, and only a few can access WhatsApp for learning-related tools for their children.
- Managing kids at home requires lots of effort from parents; they do want the schools to reopen as not just continuing education but as a safe space for the children to spend their time.

- One parent suggested that we must conduct a conference call for all parents, for them to ask their queries.
- Parents were worried about increased screen time among children.
- Teachers claim that they don't have any system to upload the data about online education that they are developing for the children.
- Online teaching is being done yet there but no data available on a real-time basis.
- Only less content should be shared with families, mostly targeted on reading and writing rather than core-subject material as most of them are struggling with ration needs, job loss, etc.
- Post lockdown, it was anticipated that the majority of the children would have left schools and must have started working to support their families financially.
- Parents won't even prefer sending children to school as other students might come from the zones that were marked as containment zones.
- There is no significant role of religious places in terms of helping or encouraging in education. They can be included in the community work (using loudspeakers or rallies).
- Most parents have simple keypad phones or smartphones with low memory space.
- The ones who have migrated to their villages are not traceable via calls. It is even unclear as to if this is a permanent or temporary migration.

The insights drawn supported in the execution of the activities undertaken as part of the program Sneh Samwad.

CHAPTER 2: IMPLEMENTATION

2.1 Digital Profiling of Families

2.2 IVRS (Interactive Voice Response System)

2.3 Call Support

2.4 Feedback & Surveys

2.1 Digital profiling of families via calling by Sneh Shikshaks

Rapid assessment of the families in select geographies; on available digital tools, access to technology, demographics, willingness to return to school post-pandemic.

2.1.1 Creating the form for Digital profile:

As a stepping stone to drafting the questionnaire for the rapid assessment of families, Saajha team defined a few key terms as aligned with the program objectives. They are as follows: -

Objectives	Indicators
Home learning	<p>A home environment for the kids that will be created by the elders of the family keeping in mind a few elements such as: -</p> <p>Children have access to the Govt. learning packages through elders</p> <ul style="list-style-type: none">• Children have access to the Govt. learning packages through elders• Parents are aware of children's study (use Govt. learning packages)• Parents provide their own mobile/internet and other stationery to the child for study;• Parents try to get more knowledge from teachers about their children's learning, Parents try to minimize the clutters during the study• Children from different socio-economic backgrounds are getting access to learning material, Parents/ Elders schedule a study time
Stay Healthy	<p>Ensure the wellbeing of children and their families, by generating awareness around hygiene and precautionary practices related to prevention of COVID-19.</p>
Children returning to school:	<p>Reduce procedural barriers related to admissions, school transfer, access to scholarships, learning materials, creating energy and environment for children when they return to school.</p>

Defining Vulnerable Children: - A vulnerable child who is defined as inadequate family care and protection, being under the age of 18 years. Ensuring equal access and importance to girls and other vulnerable communities, including children with disabilities and migrants (new or returning).

These terms were then collated with fitting into the basic demographic questions. The draft questionnaire was shared with the UNICEF team for their approval.

Post suggestions and feedback, the questions were added to Kobo toolbox with required skip logics, validation criteria (such as 10 digits for phone numbers) and drop-downs. The final tool for Digital profile in Hindi and Marathi was made available. It is attached as part of ANNEXURE 1.

2.1.2 Procuring the list of families and their phone numbers:

GNorth ward, Mumbai:

The lists of the family's phone numbers were sourced either from schools' authorities by the Administrative officer at the Education department (GNorth ward, Mumbai).

The total number of family data (consisting of the name of the child, parent name, phone number and school name) was 3683. Out of the total, 127 entries didn't have phone numbers while 26 had neither the phone numbers and school name. Furthermore, all duplicates of phone numbers ~490 entries were removed to ensure that no same family is being reached out multiple times by different Sneh Shikshaks.

Additional, family data was also sourced from a few Head of the schools- which was a total of 404 family lists with names and phone numbers.

The final data sheet prepared for allotment to Sneh Shishaks was 3444. It was duly noted and kept in mind to assign the families list to Sneh Shikshaks of the same school as the student.

MEast ward, Mumbai:

The Sneh Sahayak connected directly with the respective head of schools (from the list procured from MCGM website on school details) to procure the list of students. Calls, and text reminders were sent on alternate days to the head of the schools along with the format in which the data was asked for.

After multiple rounds of communication, the lists were sourced from 14 schools, comprising the family list of 7508. Out of this, 115 entries were removed since they didn't have the phone number mentioned.

Additionally, duplicate entries of phone numbers in respective school lists were removed (example two siblings with the same phone number in the same school, kept entry of the youngest child) to ensure that no duplication of work is being done by Sneh Shikshaks.

Note: The digital profile form does take into account the siblings of the child on whose name are being referred to in the call by Sneh Shikshak.

Palghar (Mokhada, Vikramgad, and Talasari):

A different method had to be used to complete this phase owing to network challenges and on-going parallel community visits by the teachers. The online form was shared with the teachers in Mokhada, Talasari and Vikramgad blocks. They completed the forms either during field visits, calls or a mix of both. To validate the findings of this process, our team had conducted a back-check data study with a selected sample.

Back Check:

Model: Randomly selected families from the filled forms were called again by the internal team at Saajha. They were asked the same set of questions as per the digital form.

A team of 5 call executives who are well-versed in Marathi were orientated on the program and then given a list of the families to be called. Initially, a list of 220 families was chosen (10% of the total families whose data was recorded by the teachers in the Digital profile form), out of which 131 calls plus forms were completed in 4 working days.

These forms were compared to the original entries as done by the teacher. The comparative analysis was done on specific categories, the results for the same is as follows:

	Particulars	Calls by Saajha team		Palghar calling by Teachers		Differences in %age
	Categories	Units	%age	Units	%age	
Gender Distribution	Male	62	47.33	62	47.33	0.00
	Female	68	51.91	69	52.67	-0.76
	Don't want to share	1	0.76			0.76
CWSN	Yes	4	3.05	2	1.53	1.53
	No	127	96.95	129	98.47	-1.53
						0.00
Medium of language	Marathi	130	99.24	129	98.47	0.76
	Gujarati	1	0.76	1	0.76	0.00
	English			1	0.76	-0.76
Grade of children	1st to 5th	108	82.44	107	81.68	0.76
	6th to 8th	23	17.56	24	18.32	-0.76
						0.00
Block wise families	Talasari	35	26.72	37	28.24	-1.53
	Mokhada	20	15.27	20	15.27	0.00

	Vikramgad	76	58.02	74	56.49	1.53
						0.00
Family Presently staying	Palghar	127	96.95	130	99.24	-2.29
	Out of Palghar	3	2.29	1	0.76	1.53
	Parents out, kids are at Palghar	1	0.76			0.76
						0.00
Available resources	TV with Dish + Smart Phone	49	37.40	36	27.48	9.92
						0.00
Duration of study	Less than 30 minutes	10	7.63	11	8.40	-0.76
	30 mins to 1 hour	35	26.72	70	53.44	-26.72
	1 - 2 hr	49	37.40	36	27.48	9.92
	2-3 hr	37	28.24	11	8.40	19.85
	more than 3 hrs			3	2.29	-2.29
						0.00
Access to online study	Yes	107	81.68	97	74.05	7.63
	No	23	17.56	33	25.19	-7.63
	Don't know	1	0.76	1	0.76	0.00
						0.00
Tools use for study	TV channel	48	44.86	46	47.42	-2.56
	Smart Phone	83	77.57	71	73.20	4.37
						0.00
Inability to access learning materials	No Smartphone	14	60.87	18	54.55	6.32
	Network issue	7	30.43	27	81.82	-51.38
	Limited support from Teachers	7	30.43	0	0.00	30.43
	Lack of digital skills of parents	3	13.04	12	36.36	-23.32
						0.00
Are the family accessing school related information	Yes	120	91.60	130	99.24	-7.63
						0.00
Covid-19 precautions	All the precautions mentioned are following	43	32.82	75	57.25	-24.43

						0.00
Are the parents ready to send back schools to their kids?	Yes	129	98.47	90	68.70	29.77

The major discrepancies were noted based on the below-mentioned reasons:

Nature/Designation of call executive: Some questions when asked by a teacher don't bear the similar sort of response if asked by a representative of an NGO out of fear or hesitation with the former one.

Time Difference: There was a gap of almost 15-20 days between the original and backcheck calls made. Some preferences (such as access to information or precautions for Covid-19) were bound to be changed in this period.

Furthermore, a team of two were asked to call 43 teachers from Palghar whose names were registered in the Digital profile forms to understand their source of conducting the activity. The data for back-checks validated the forms that teachers had submitted from Palghar (Mokhada, Talasari and Vikramgad).

The questionnaire is attached in [ANNEXURE 2](#).

The results of this are as:

Particulars	Categories	Units	%age
General information is taken (Name, School, address, Phone number etc.)	Home visit	38	88.37
	Through phone	14	32.56
	Previous information	9	20.93
Resources available information	Home visit	38	88.37
	Through ph.	7	16.28
	Previous information	8	18.60
Corona Precautions	Home visit	39	90.70
	Through ph.	6	13.95
	Previous information	3	6.98

Based on the findings, it was concluded that the forms filled from Palghar were in tandem with the program outline as well as were genuine.

1.1.3 Orientation/Workshop of Sneh Shikshaks:

Sneh Samwad was initiated via Sneh Shikshaks- teachers who volunteer for the said role. For them to register to the program, a job description along with a form link was shared in GNorth ward and MEast ward, via existing ward level or school level WhatsApp groups. (Attached as part of ANNEXURE 3)

Number. of forms received for on-boarding: 370 (186 from GNorth & 184 from MEast)
No. of duplicates/ incomplete forms: 98 (Same entries as per the phone number or incomplete entries)

Invalid: 4 (Since the respondent did not have an android phone, which is a pre-condition for participation in the project. As Saajha connect application is compatible with Android phones only, the 4 teachers were removed from the database, followed by a call to them by our representative for re-confirming.)

Therefore, final number of teachers on-boarded: 268 (134 teachers from each ward)

These teachers were further divided into smaller groups for the workshop, since smaller groups facilitate more interaction between the participants and to avoid diversion of attention.

Workshop structure

The workshop was divided into three parts: -

- A. Pre-workshop: A WhatsApp group was created group-wise for each ward. A day prior to the scheduled workshop date, a welcome note and workshop details (Zoom invite, along with manual on using zoom) were shared with all.

The groups were given three different time/day slots for the workshop:

Date, Time	Groups (ward)	Group size
August 1st, 11am	Group 1: GNorth ward	49 teachers
August 1st, 1:15pm	Group 2: GNorth ward	48 teachers
August 1st, 3:30pm	Group 3: GNorth ward	39 teachers
August 24 th , 11am	Group 4: GNorth ward	51 teachers
August 20th, 11am	Group 1: MEast ward	134achers

- B. During the workshop: The first workshop on August 1st, 2020 started with words of encouragement from Mr Mahesh Palkar, Education officer (MCGM), followed by Mrs Snehalata Dambre, Administrative Officer (GNorth ward) and Ms Maithili (Consultant, UNICEF).

In MEast, the Head of the schools were oriented on the program, where Mr. Nasir, Administrative Officer (MEast ward) was present. This was aimed to brief the head of schools on Sneh Samwad, so that they can refer or encourage the teachers of their respective schools to become Sneh Shikshaks. This was followed by a workshop on August 20th, 2020 for all teachers in MEast ward.

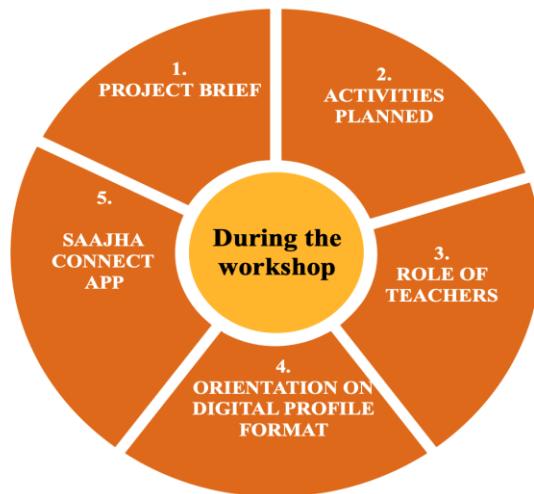


Image 4: The workshop flow and the concepts covered therein

- C. Post the workshop: A feedback form (Attached as part of ANNEXURE 4) was shared with the teachers, wherein they could share their experience of the workshop and provide inputs as well. Along with this, a manual was shared explaining the process to download, plus on using the Saajha connect app and important details of Sneh Samwad along with contact details of Sneh Sahayaks.

Key data points from the workshops: -

- A. Attendance in the workshops: This was done through 2 different methods;
(1) Headcounts of all attendees. It was noted on the basis of consistency
(2) Attendees/participants in the workshops were asked to mark their attendance in the chat boxes of the online training tool (Zoom). Data entry was done by Saajha representatives after the workshop. including the names, phone numbers, gender, School name and School ID of the participants, along with other details they might have mentioned.

Groups (ward)	Group size	Attendance marked	Head counts (excluding Trainers)
Group 1: GNorth ward	49 teachers	31	35
Group 2: GNorth ward	48 teachers	19	29
Group 3: GNorth ward	39 teachers	23	25
Group 4: GNorth ward	51 teachers	18	35
Group 1: MEast ward	134 teachers	166	200

B. Feedback form for the workshop: Apart from the attendance, a detailed form was shared through the chatbox (during the workshop) and WhatsApp groups (after the workshop) for feedback of the workshop. So far, 62 (58 from GNorth ,4 from MEast) participants had filled the feedback form.

An analysis has been done for the feedback form result for both wards are as follow: -

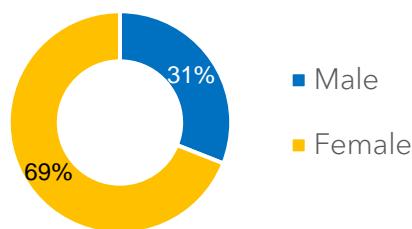
GNorth Ward

Total Respondents:58

Part 1-Analysis of the feedback received after the orientation workshop of Gnorth ward teachers.

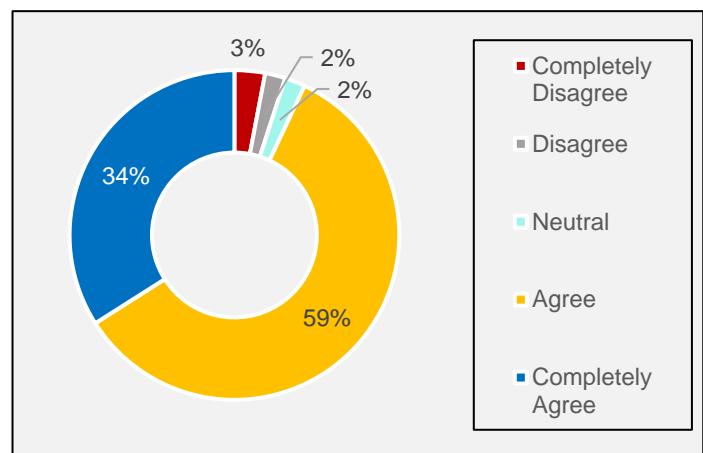
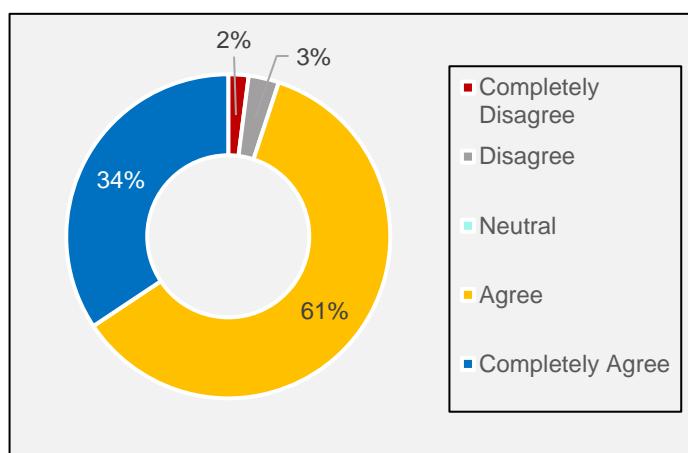
A majority of the participants of the workshop found it helpful and considered that the materials used were easy to comprehend.

Gender distribution of the respondents



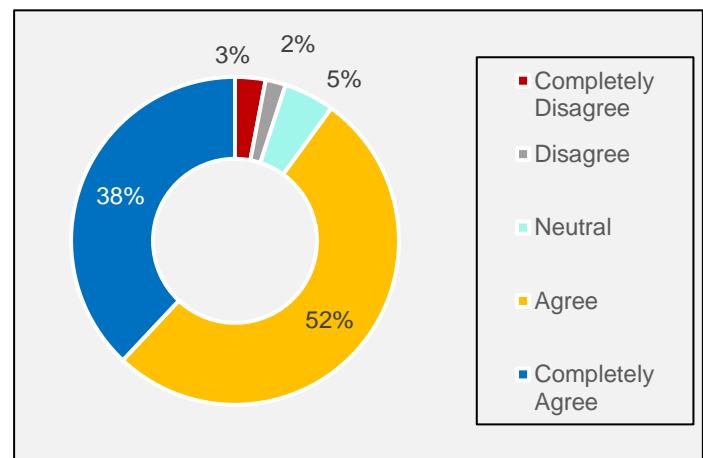
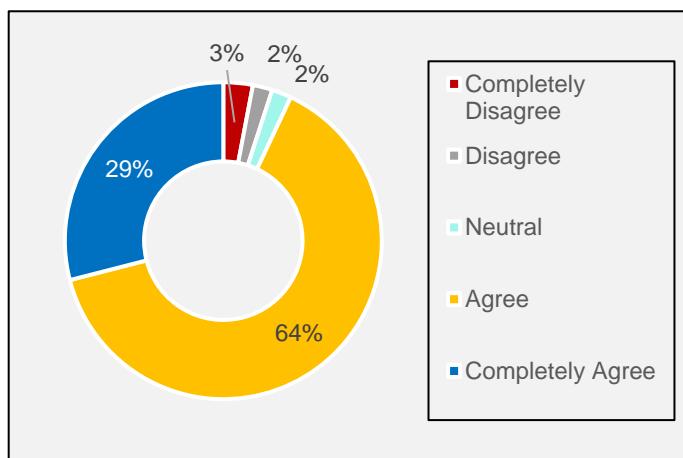
Objectives of the project were clearly defined

Workshop would be helpful



Workshop resources were easy to understand

Trainers were well prepared



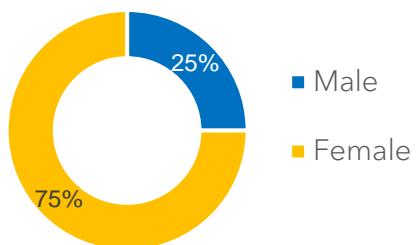
MEast Ward

Total Respondents :4

Part 2-Analysis of the feedback received after the orientation workshop of Meast ward teachers.

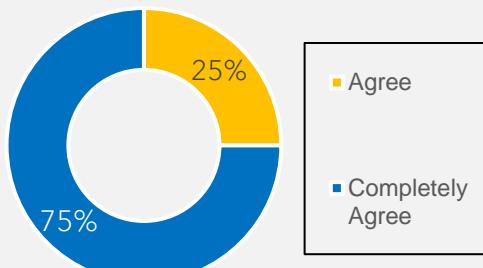
A majority of the participants of the workshop thought that the trainers were well-prepared for the workshop.

Gender Distribution of the respondents

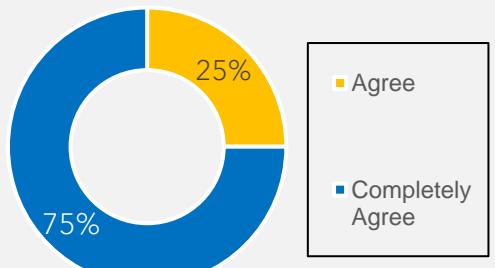


A few participants gave qualitative insights as well where they mentioned that they liked the workshop, and would like to participate in more such workshops. One of these respondents stated that the training should have examples that are linked directly to the work they do as teachers.

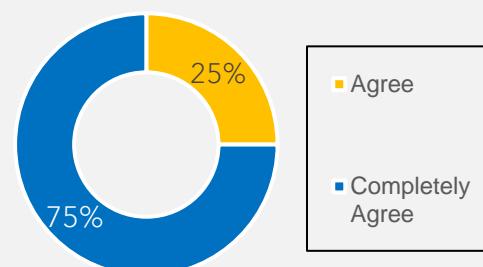
Objectives of the project were clearly defined



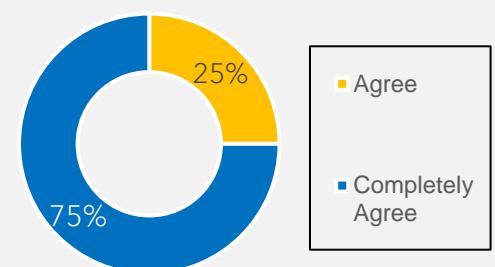
Workshop would be helpful



Workshop resources were easy to understand



Trainers were well-prepared



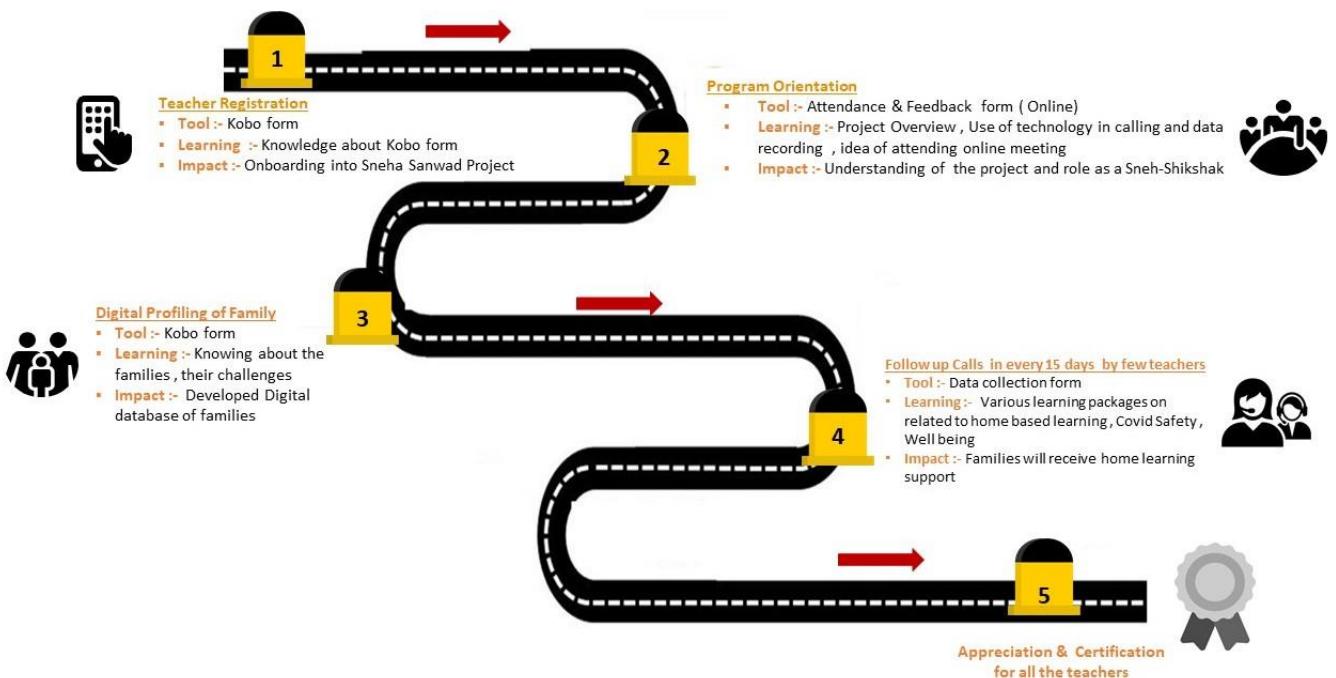


Image 5: - The journey of a Sneh Shikshak under the program Sneh Samwad

Digital profiling data Insights:

The number of families reached by Sneh Shishaks across all three locations are: -

Table 1: Calling data sourced from Saajha connect app post Digital profiling phase.

Number of Teachers called	Wards	Total call made	Connected calls	Not Connected calls	Total hours spent over call
101	GN	7764	2499	5265	182.40
32	ME	2039	740	1299	37.53
8 Volunteers*	ME	1242	536	706	35.93
Total	Mumbai	11045	3775	7270	255.86

*These volunteers were associated with the Saajha team from the other projects in the capacity of call facilitators and field managers.

Table 2: Total number of families reached in Digital profiling phase across all three location

Location	Families digitally profiled**
GNorth ward, Mumbai	1803
MEast ward, Mumbai	1067
Palghar	2647

****Note:** This number was derived after removing incomplete and duplicates from the entries filled by the Sneh Shikshaks.

A detailed analysis of the digital profiled data is attached in ANNEXURE 3.

1.2 IVRS Message

Re-enforcing the objectives of the program

The IVR software allows pre-recording of messages that a caller can receive on their phones. It is a voice message which is uploaded on a software linked to the phone numbers to whom that has to be sent.

In Sneh Samwad, we have used EXOTEL, (a cloud telephony platform that powers communication for enterprises, start-ups and small and medium enterprises in India); to ensure prompt and secure blast for all IVRS messages in GNorth, and M- East wards as well as in Palghar.

As part of the project Sneh Samwad, a rapid assessment (Digital profiling) of families was done via teacher calling. The data collected therein includes but doesn't limit to - information about the child, the school enrolled in, the medium of instruction, number of mobile phones available at home, most active/updated phone being used at home, and consent on whether they would like to receive IVRS from us.

Families who gave their positive consent on receiving IVRS were selected.

In Mumbai area, this family list was further bifurcated into two languages:

1. Hindi (ones whose children are enrolled in school medium Hindi, English, Telugu, Tamil or Gujarati)
2. Marathi (ones whose children are enrolled in Marathi medium schools)

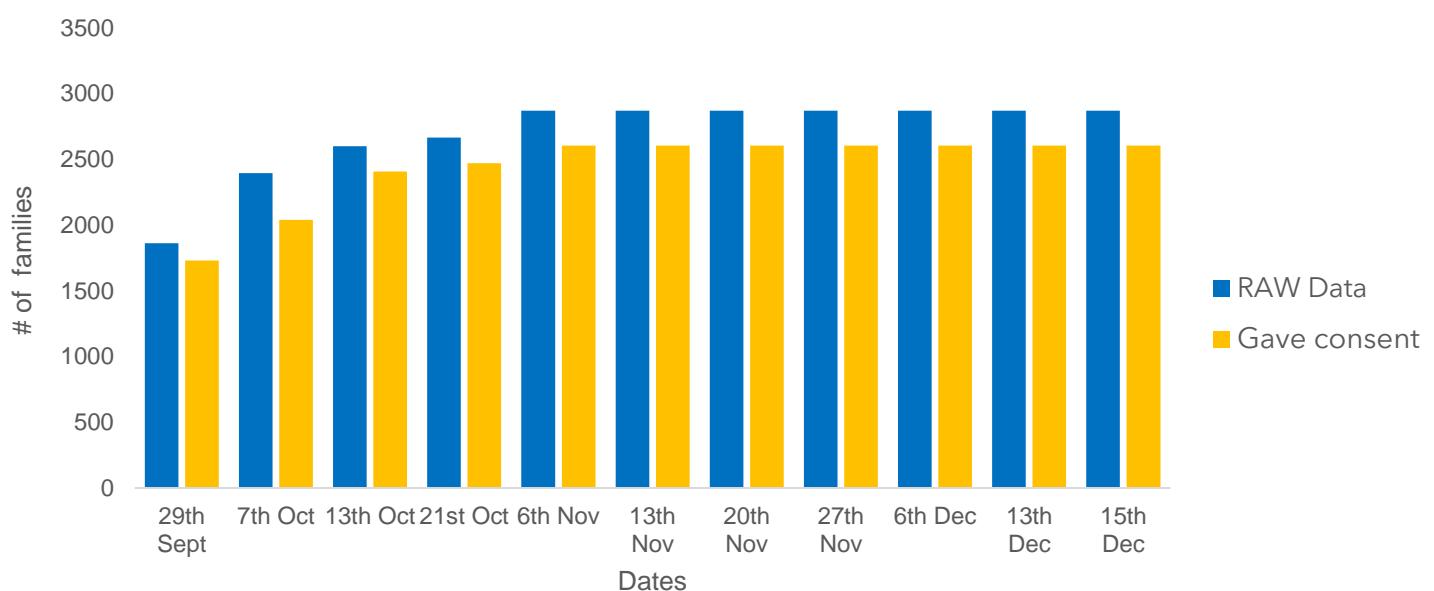
This was done to ensure language preferences are met of the families as well as they relate to the message more. Two lists each were created in both the wards based on the above-mentioned criteria.

Whereas in Palghar, only Marathi voice notes were sent, since almost all students were enrolled in Marathi medium schools.

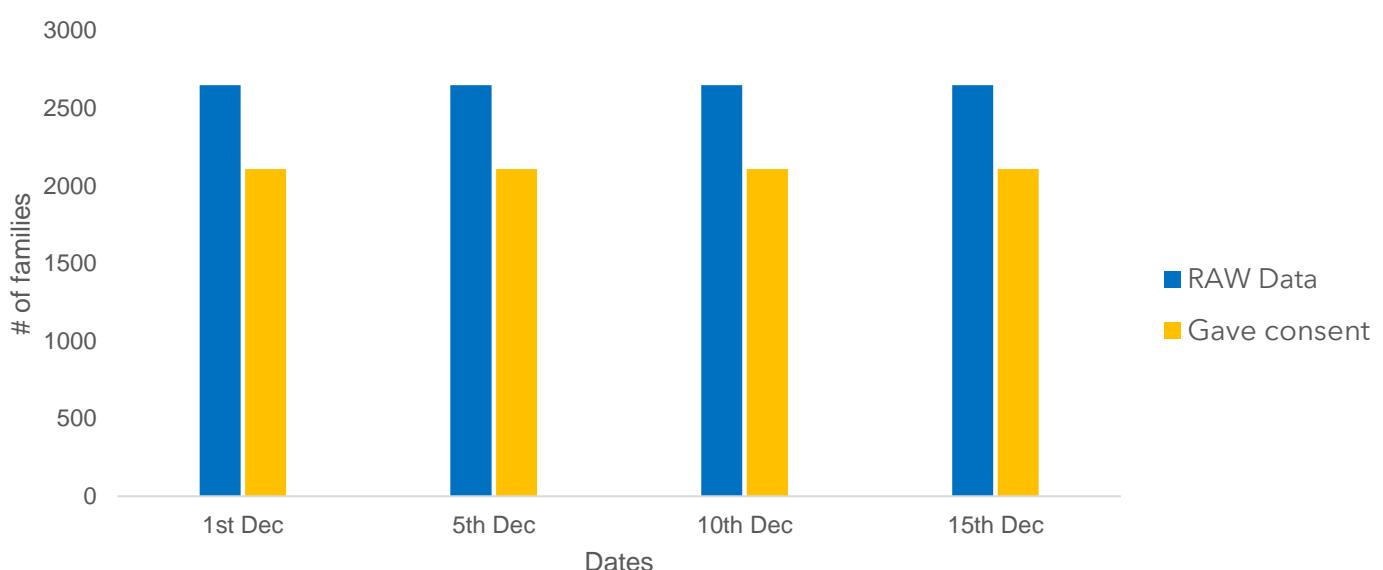
Note: The number of families as part of the raw data i.e., families whose digital profiling was done kept increasing as simultaneously as a few teacher volunteers were making the calls. This was a pattern till 31st October. No more digital profiling was done post this date.

Furthermore, the families' phone numbers from the rapid profiling were identified to eliminate the ones who had activated "DND" that is "Do not disturb" feature on their numbers as per the telecom services.

Part 3: Families data to whom IVS calls were to be sent of Gnorth and Meast wards, Mumbai



Part 4: Families data to whom IVS calls were to be sent in Palghar



1.2.1 Content Curation:

The content drafting phase is divided into three stages: -

Stage one: The content team at Saajha drafted the first version for the content that would be used for the IVRs message. These were based on the objectives of the project and the outline structure of content as mutually decided with the UNICEF team in tandem with the requirements of children and their families.

Objectives of Sneh Samwad		
Home learning	Staying healthy	Returning to schools
Learning by playing	Physical: Masks, wash hands, social distance	Read: material available
Household work: Cooking, buying groceries, washing clothes, fetching water	Mental: Stigma related	Write: Letter to HM, School reopens

Stage two: The first draft of the content was shared with the team at UNICEF for their suggestions and feedback. After incorporating that, the content draft was shared with MCGM officials (Mumbai area) and with the officer at DIET (Palghar area) for vetting. Post all suggestive edits, the updated content draft was recorded by Saajha team member, who is proficient in spoken and written Marathi and Hindi.

Stage three: The final draft of the content after approvals, is shared with an internal resource person for recording. An average IVRS recording is for 66-110 seconds. The themes of the IVRS messages were divided over the weeks as: -

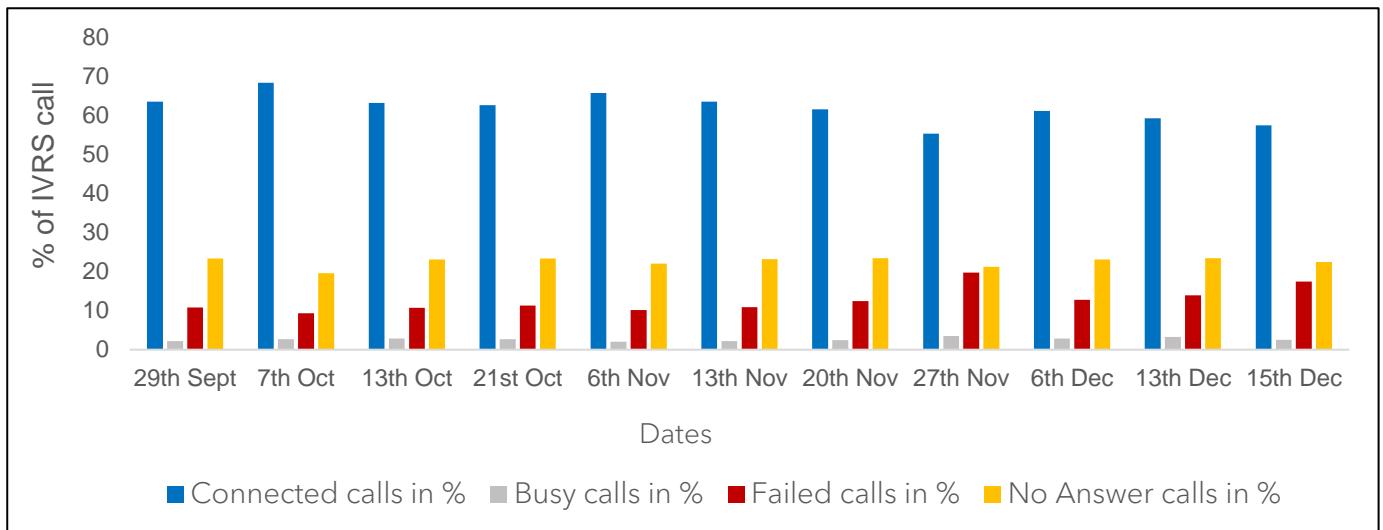
Mumbai		Palghar	
Date	Theme	Date	Theme
29th Sep	Introduction and COVID-19 Related	1st Dec	Covid Stigma & and embracing change
7th Oct	Home learning	5th Dec	Home learning
14th Oct	Stories /Home learning	10th Dec	Girl child education
21st Oct	Art and Craft /Home learning	15th Dec	Parental engagement & closing
6th Nov	Summary of all previous 4		
13th Nov	COVID-19 stigma and embracing change		
20th Nov	Second language		
27th Nov	Worksheets		
6th Dec	Letter to HM		
13th Dec	Girl Child Education		
15th Dec	Parental engagement and closing		

Table3: The themes used to draft IVR messages across three locations.

Please find Annexure 4 for all detailed messages used in IVRS.

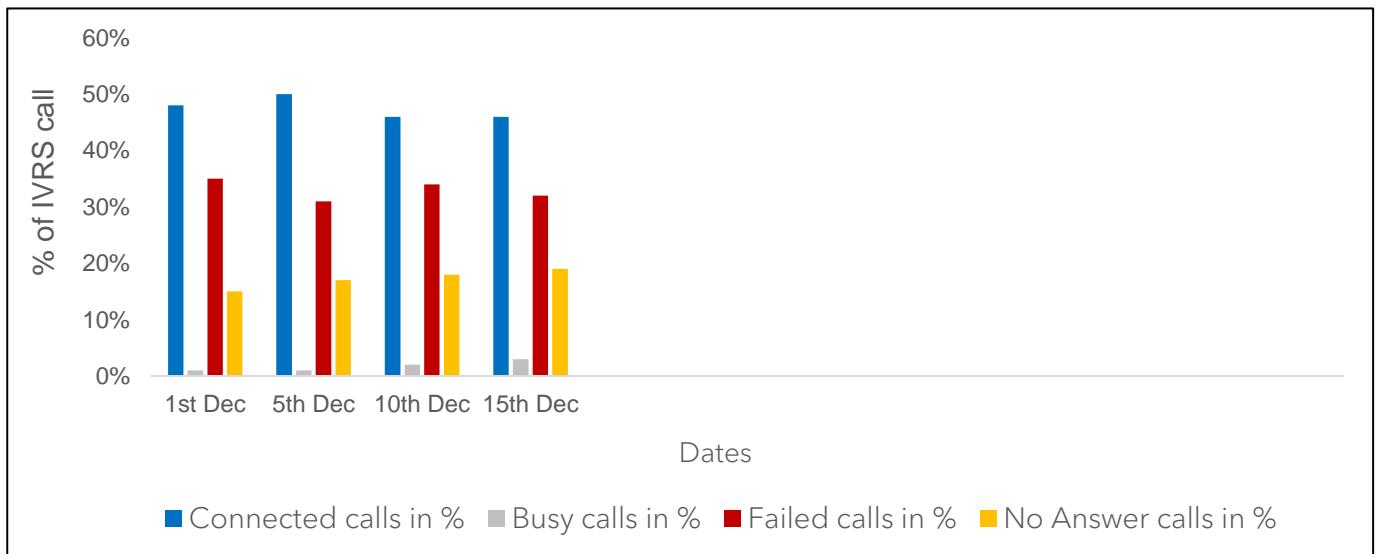
1.2.2 Data Points on IVRS:

Part 5: IVR call status in Mumbai area (Gnorth and Meast wards)



The graph shows that on 7th Oct, the IVR calls that were connected were highest, whereas on 27th Nov it was the lowest. No clear reason can be anticipated as to why the IVR calls failed the most on 27th Nov in comparison to the other IVR blast dates.

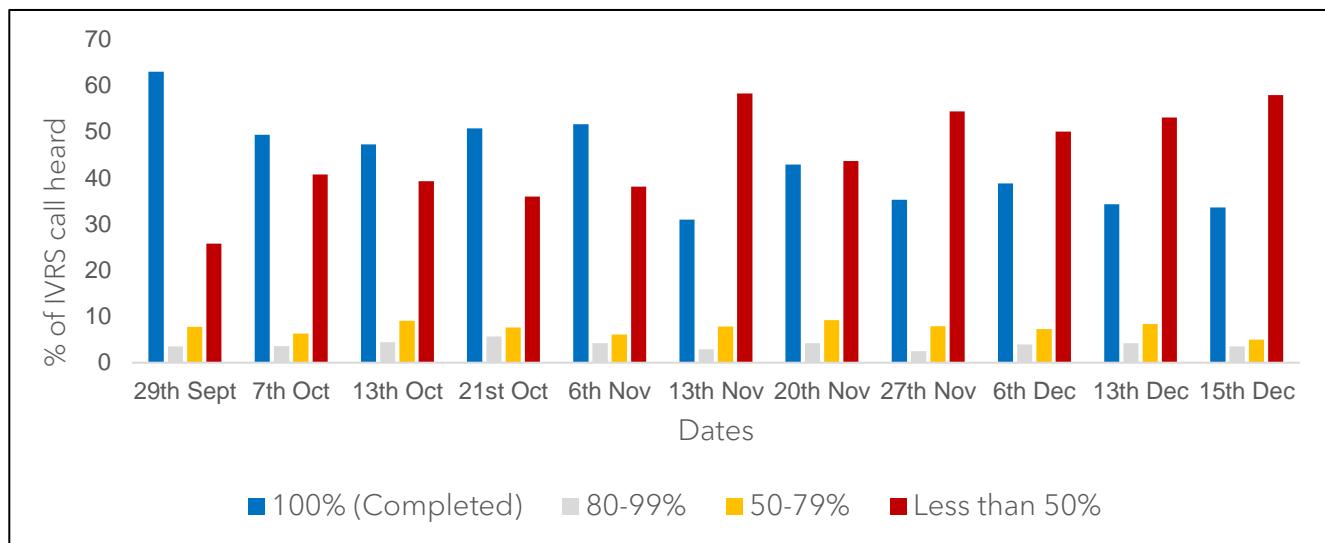
Part 6: IVR call status in Palghar area.



The graph shows that on 5th Dec, the IVR calls that were connected were highest, whereas on 10th Nov it was the lowest. It is assumed that the network challenges are the major reason for calling being failed to connect in Palghar.

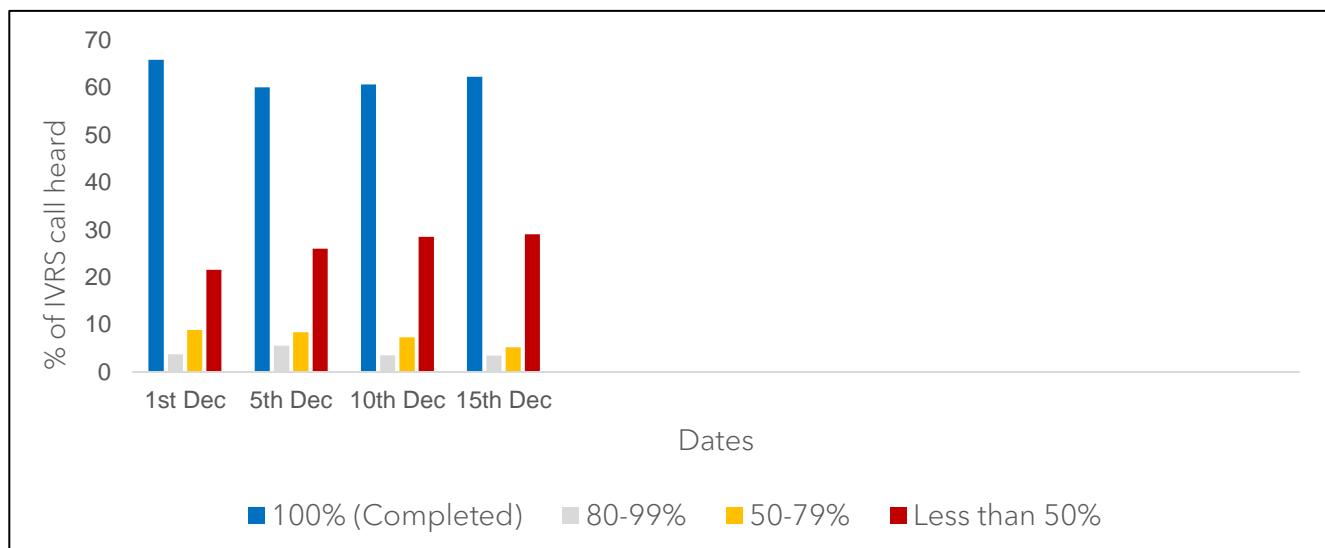
Out of the IVR calls that were connected, the below graph depicts the IVRS engagement for each message:-

Part 7: Status of IVR messages heard of the calls connected in the Mumbai area.



The above graph clearly shows that the IVR call retention lowers with the consecutive IVR blasts. Though, the message on 13th Nov on "Covid patients' stigma and embracing change" was not heard even to the half by the majority of the families

Part 8: Status of IVR messages heard of the calls connected in the Palghar area.



The graph shows that average 60% calls out of total connected calls are being heard 100% completely

IVRS Schedule Sheet:

Table 4: The time schedule sheet for sending IVR calls in the Mumbai area.

Dates	GNorth ward-Hindi	GNorth ward-Marathi	MEast ward-Hindi	MEast ward-Marathi
29th Sept	8.00pm	8.15pm	8.30 pm	9.00pm
7th Oct	7:15 PM	7:30 PM	7.45pm	8.00pm
14th Oct	7:00 PM	7:15 PM	7:30 PM	7.45pm
21st Oct	7.05 pm	7.20pm	7.40pm	8.05pm
6th Nov	8.00pm	7.45pm	7.30pm	7.15 pm
13th Nov	8.00pm	7.40pm	7.00pm	7.20pm
20th Nov	8.00pm	7.40pm	7.00pm	7.20pm
27th Nov	8.00pm	7.40pm	7.20pm	7.00pm
6th Dec	8.00pm	7.40pm	7.20pm	7.00pm
13th Dec	8.00pm	7.40pm	7.20pm	7.00pm
15th Dec	8.00pm	7.40pm	7.20pm	7.00pm

The timings after the first IVRS blast was re-scheduled for the consecutive ones, owing to the changes in the telecom rules. Furthermore, a gap of one week was taken after 31st October 2020 for collating the findings of the previous four IVRS, and devising the strategy accordingly.

Table 5: The time schedule sheet for sending IVR calls in.
Palghar (Talasari, Mokhada & Vikramgad)

Dates	Vikramgad	Talasari	Mokhada
1st Dec	7pm	6pm	6.30pm
5th Dec	7pm	6.30pm	6pm
10th Dec	7pm	6pm	6.30pm
15th Dec	6.45pm	6.20pm	6pm

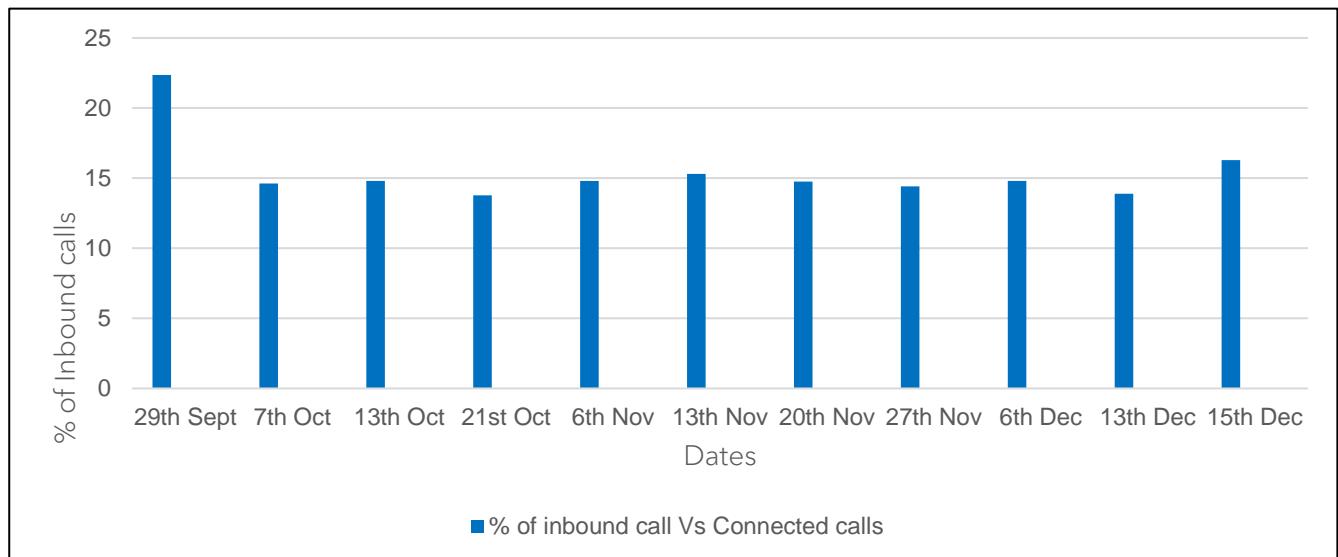
The below table highlights the number of families across all three locations who have identified IVR as a medium to access online learning material and school related information (as per the data received via digital profiling of families):

Location	Online learning material		School related information	
	Able to access	IVRS medium	Able to access	IVRS medium
GNorth ward~1803 families	1731	1	1166	4
MEast ward~1067 families	1016	7	915	8
Palghar~ 2647 families	2603	8	1977	20

It can be clearly seen that less than 1% of families have received IVR prior to Sneh Samwad project. Though it is not clear whether this data was filled by the teacher as an error or if the families didn't understand the IVR meaning in its true sense.

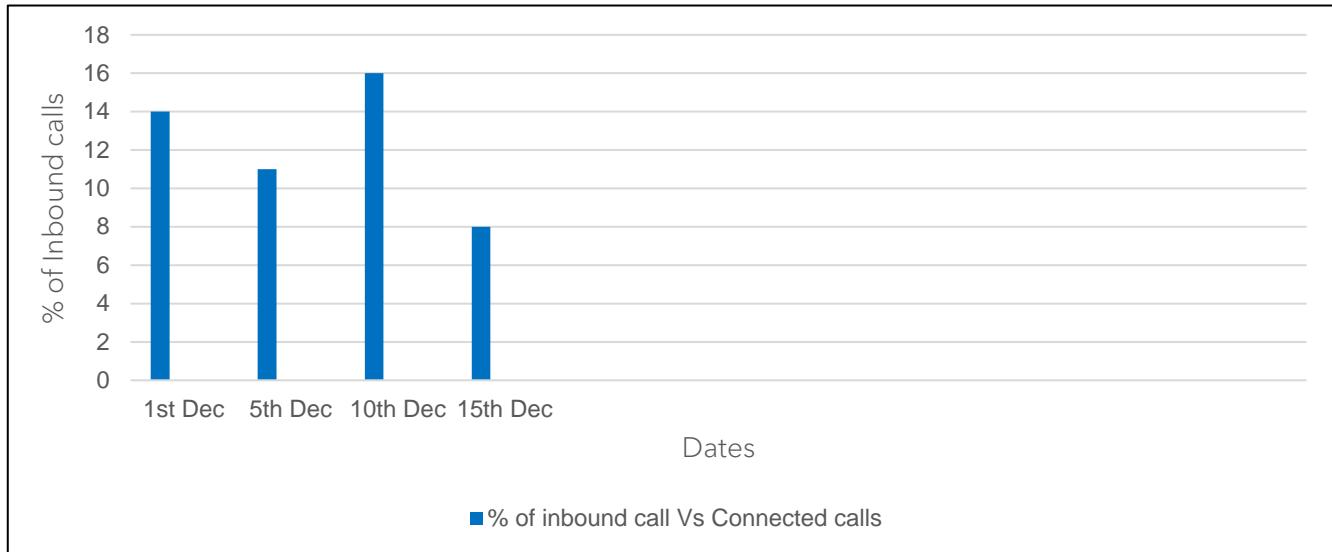
Inbound call details:

Part 9: Incoming calls received after each IVR blast in Mumbai.



The graph shows that on 29th Sept the highest % of inbound /incoming calls (22.34%) happened and on 21st Oct the lowest % of inbound calls (13.77 %) happened.

Part 10: Incoming calls received after each IVR blast in Palghar.



The graph shows that on 10th Dec the highest % of inbound /incoming calls (16%) happened and on 15th Dec the lowest % of inbound calls (8 %) happened against the total connected calls

Conclusion:

On an average 62% of the numbers were connected from the total numbers dialled for IVR messages, out of which almost 42% heard the entire message. It has been observed that leveraging IVRs calls is both beneficial for families who can access smartphones or not (only keypad phone users).

Furthermore, 8-10% of the families have called back on the number which is maybe out of curiosity or for initiating further conversations. The trickle-down impact of the messages can be noted when children are able to do simple tasks with help of their parents. It was also noted that shorter messages are likely to be retained for a longer time period by families.

2.3 Call support

Support calls to parents, environment for learning at home

With an aim to leverage the “Teacher to Parent” communication, building connection that would result in positive outcomes in a child’s life; even in the post-covid world- e by facilitating dialogues regarding well-being, home-based learning, precautions for COVID-19 as well as post-pandemic schooling in Mumbai's GNorth ward and MEast ward.

In August 2020, 253 teachers of government schools from the before-mentioned geographies were trained as Sneh Shikshaks on profiling the student families of their respective schools; via using a mobile application- Saajha connect to set up a virtual call centre and data compilation on family demographics, student identifiers (such as the names, gender, class, medium of instruction and school name) and the available technological tools for learning, and school readiness in the post-COVID world.

With a focus on vulnerable groups- Girl child, Children with special needs and Migrants; families in Gnorth ward are offered additional support via call-based support from 56 Sneh Shikshaks. This is aimed to identify loopholes, suggest alternatives and most importantly initiate emphatic conversations with these families.

2.3.1 Selection of families:

The 1803 families from Gnorth ward who were covered in the digital profiling phase. Out of these 550 families were randomly selected, with a priority to families which are in the category of having a girl child, or is a migrant family or has a child with special needs.

2.3.2 Selection of Sneh Shikshaks:

Out of the 550 selected families, the school names of the students were identified and matched with the teachers from the respective schools. This was done with a consideration that the families, as well as the teachers from the same school, would be more comfortable to talk to each other, and also will be more likely to continue to program at the school level. The selected list of 55 teachers was finalised, who were active and responsive since the start of the program Sneh Samwad. A separate Whatsapp group was created for these Sneh Shikshaks.

2.3.3 Orientation of Sneh Shikshaks:

On 5th December 2020, a detailed orientation workshop was organised for 55 Sneh Shikshaks. The invite for Zoom was shared on the Whatsapp group.

The tool to be used for recording notes from the calls made to families (Attached in ANNEXURE 5) was explained along with the briefing of Saajha connect app.

2.3.4 Attendance in the workshop:

This was done through 2 different methods; (1) Headcounts of all attendees. It was noted on the basis of consistency (2) Attendees/participants in the workshops were asked to mark their attendance in the chat boxes of the online training tool (Zoom). Data entry was

done by Saajha representatives after the workshop including the names, phone numbers, gender, School name and School ID of the participants, along with other details they might have mentioned.

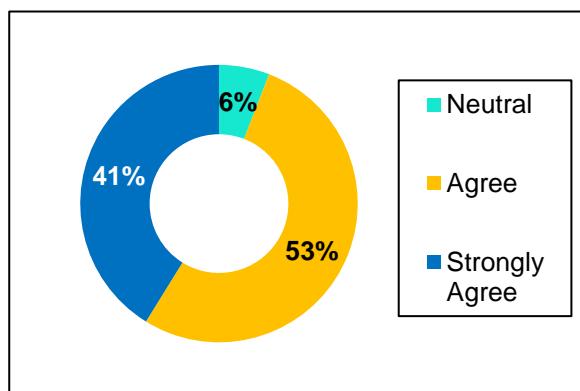
A total of 37 teachers had marked their attendance while 43 participants attended the workshop (excluding the trainers)

2.3.5 Feedback for the orientation workshop:

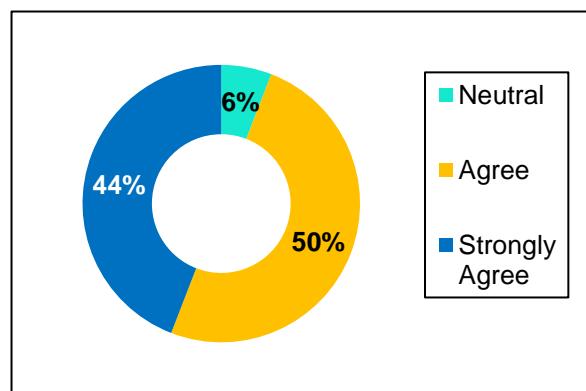
A form (Attached in ANNEXURE 6) was shared with the teachers on the WhatsApp group. 34 teachers submitted the feedback form. The findings are as follows: -

Part 11: Analysis of the feedback received after the orientation workshop of Gnorth ward teachers for the phase three (Call support) of the program

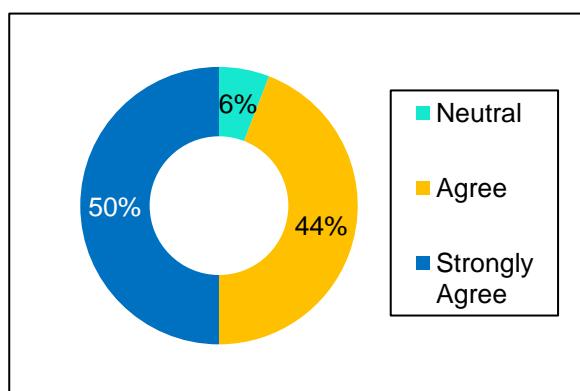
Objectives were clearly defined



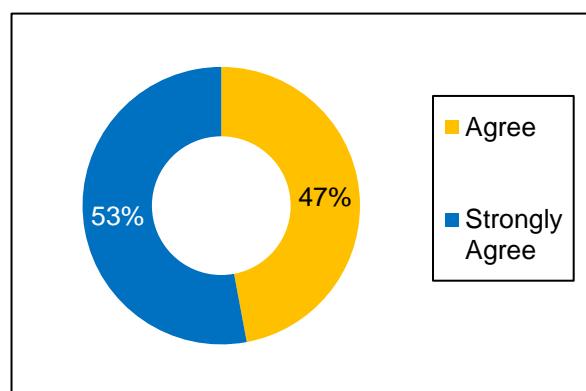
The training experience will help



The training resources were easy to understand



The trainers were well prepared



2.3.6 Call support data Insights:

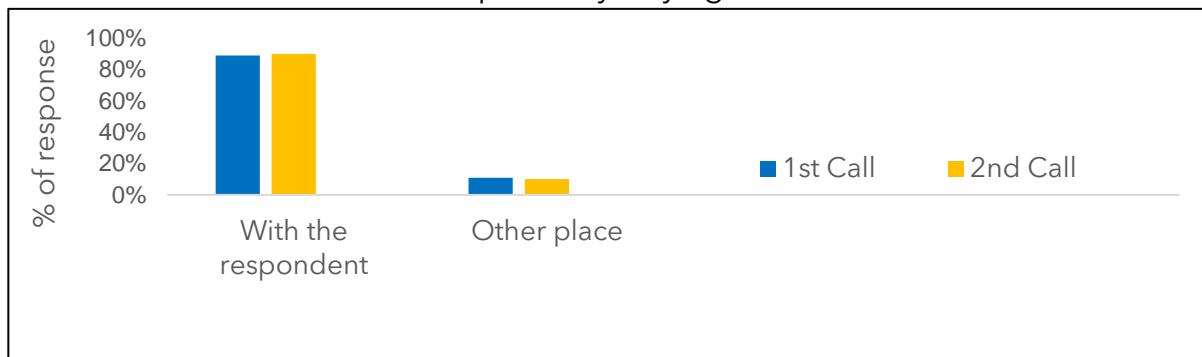
Table 6: Call data sourced from Saajha connect app post Call support phase, in Gnorth ward.

Number of Teachers called	Total call made	Connected calls	Not Connected calls	Total unique family reached	Total hours spent over call
44	1518	610	908	374	35

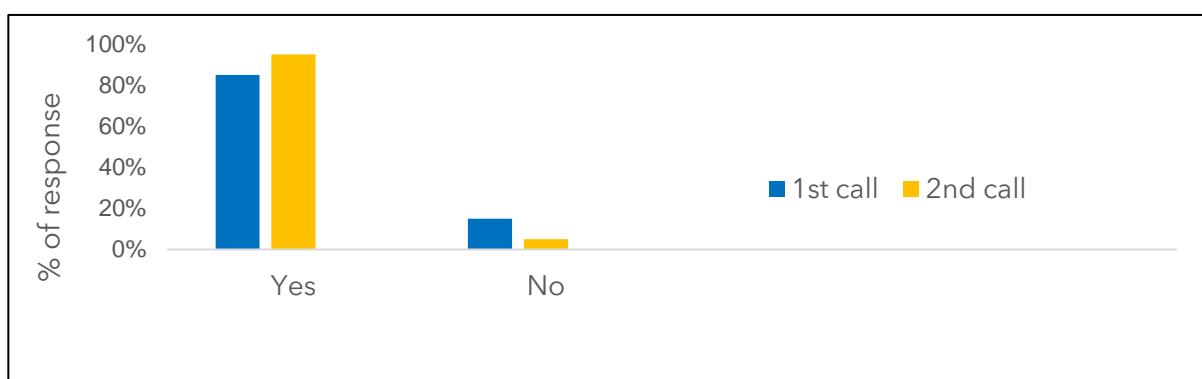
Total form filled	589	Number of teachers
1st time entry form	374	44
2nd time entry form	215	29

Part 12: Analysis of the data received in the call support phase in Gnorth ward.

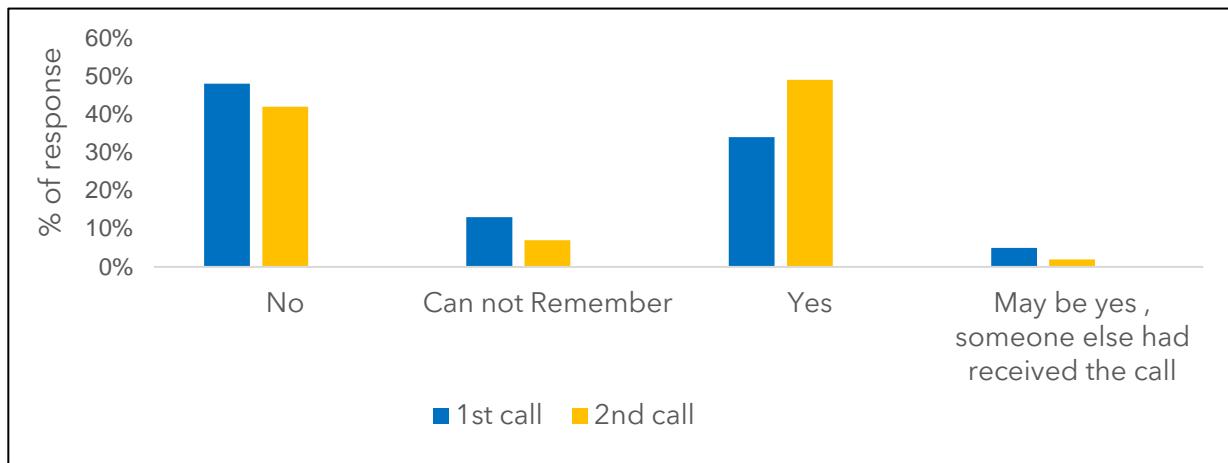
Kids presently staying



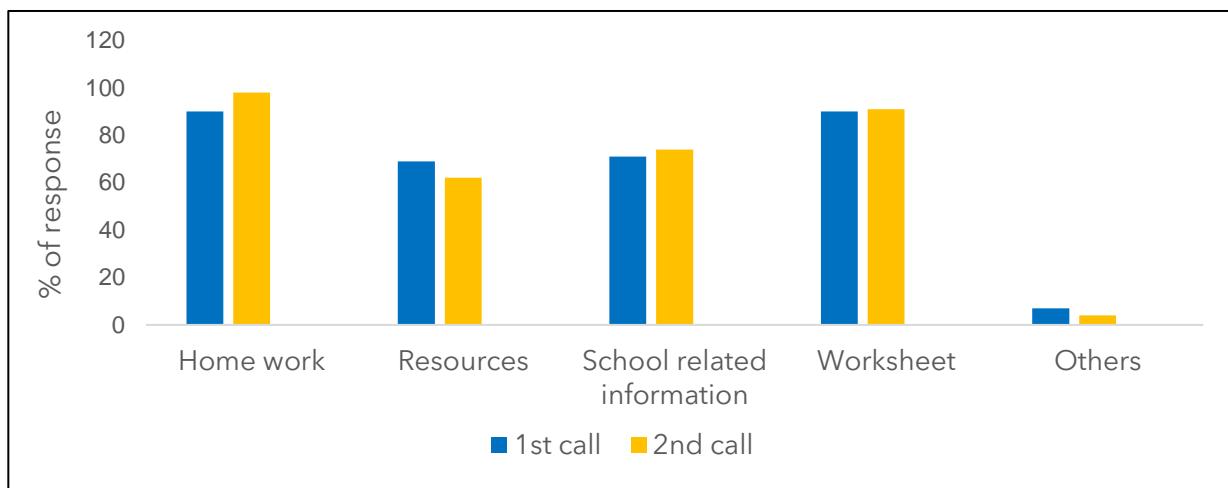
Knowing about Sneh Sanwad



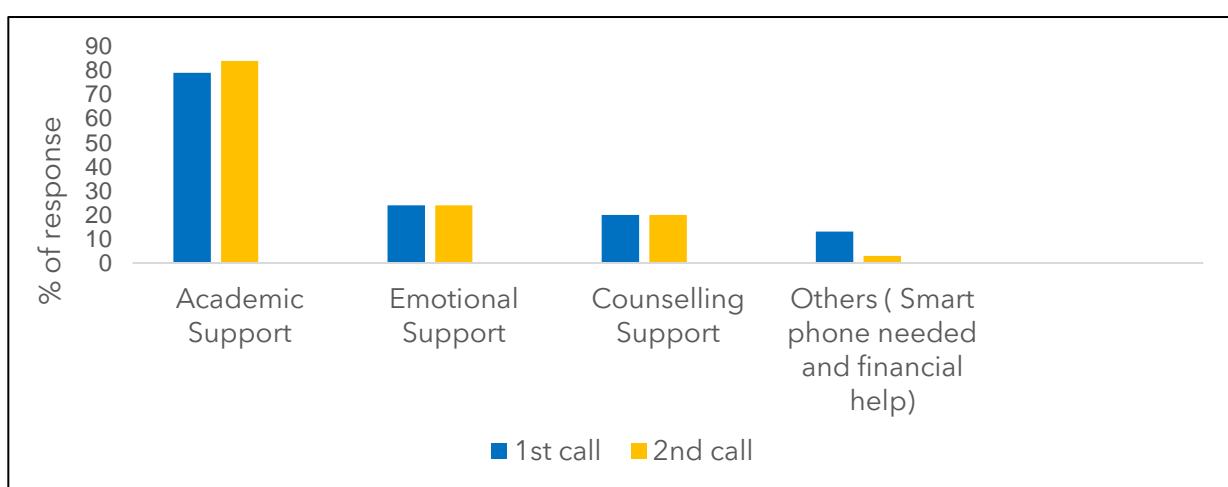
Receiving any IVRS messages



Help from teacher/ school/NGO



Kids require supports



2.4 Feedback & Surveys

This section of the report outlines the assessment of the program Sneh Samwad; wherein Saajha team conducted focus group discussions (FGDs) with Sneh Shikshaks and spoke to parents of the children who were contacted by the Sneh Shikshaks and conducted an online survey.

Mode: Online survey of Sneh Shikshaks:

A form (Attached as ANNEXURE 7) was circulated in the Whatsapp groups (both Gnorth ward and MEast ward) of the Sneh Shikshaks, aimed at gauging the opinion of the program, and highlighting their learnings and challenges post completion of Phase 1, the Digital profiling of families.

A total of 74 Sneh Shikshaks filled the form; 68 from GNorth ward and 6 from MEast ward.

The key findings of the survey are: -

- 58 Sneh Shikshaks who filled the forms are female teachers (total from both wards), while only 16 male teachers had completed the survey.
- 54% of the total, consider Sneh Samwad as a "Learning opportunity", while 18% think that it is an inspiring program.
- When asked about their favourite moment as a Sneh Shikshak, a few of them cited that:

"Many parents were pleasantly surprised to hear from teachers"

"A positive response from parents increased teachers' enthusiasm to make more calls."

"The families appreciate the efforts being taken for their children."

- While citing the major challenges faced during phase one of digital profiling the families;

"Network connectivity, and wrong numbers or respondents' being unavailable."

"Time-consuming process: Starting from calling, noting the information and then finally filling the form on the app."

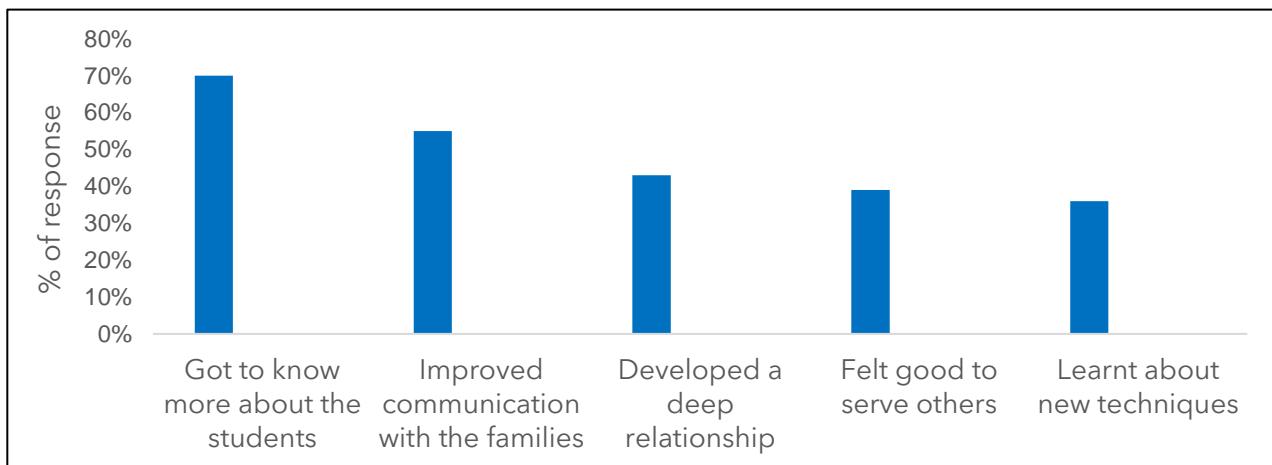
"A few parents were hesitant to talk with the teachers; due to fear or being shy."

- 66% of the teachers would like similar programs in the future too, that helps them to build relationships with the families and deems essential for the overall improvement of the child. The ones who do not prefer it are hesitant owing to their ongoing engagements of taking online classes.

The ones who do not prefer it are hesitant owing to their ongoing engagements of taking online classes.

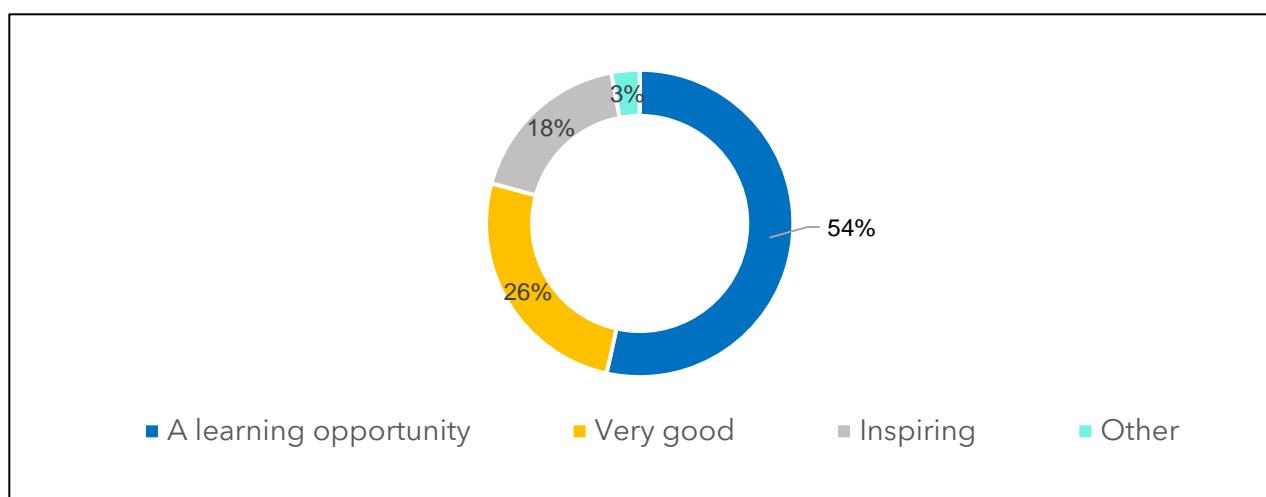
Part 13: Analysis of the data received on feedback for Sneh Samwad by 74 Sneh Shikshaks.

Achievements as a Sneh Shikshak



The graph shows that 70% told that they have learnt more about their students and 55% told that this project helped them to improve their communication skills. Beside that there some also said this project help them to learn new techniques, and technology.

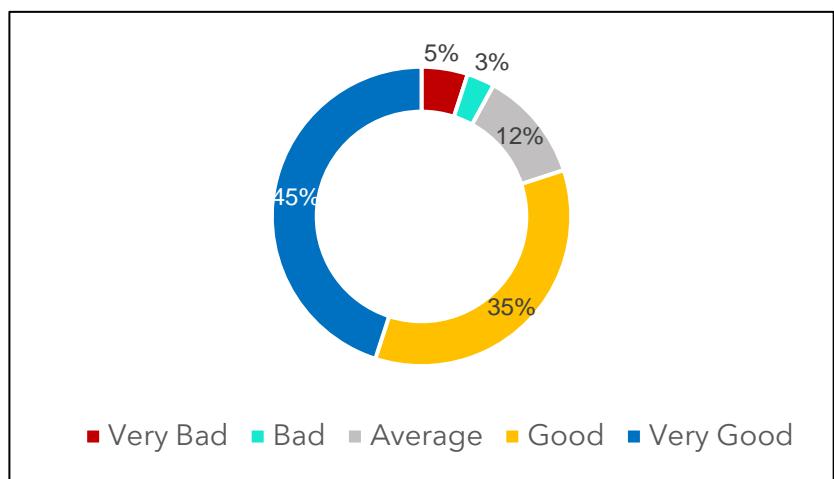
Experience as a Sneh Shikshak



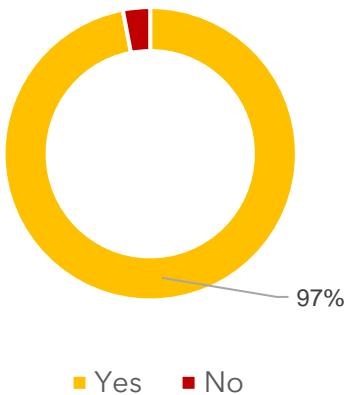
The chart shows that 54% Sneh Shikshak considered this project as a learning opportunity while 26% and 18% considered the project as very good & inspiring for

Rating on project by Sneh Shikshak

The chart shows that 80% Sneh Shikshaks marked good or very good while only 8 % marked bad or very bad. 12% marked on average



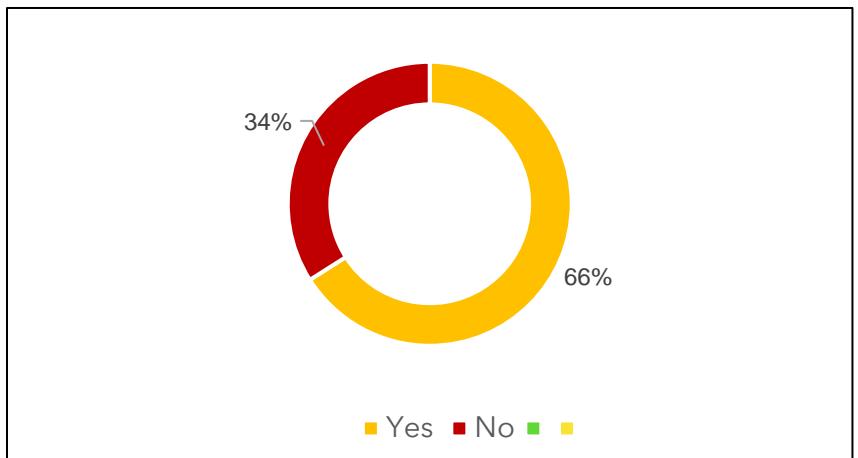
Would like to recommend this project



The chart shows that 97% Sneh Shikshaks would like to recommend this project to other teachers

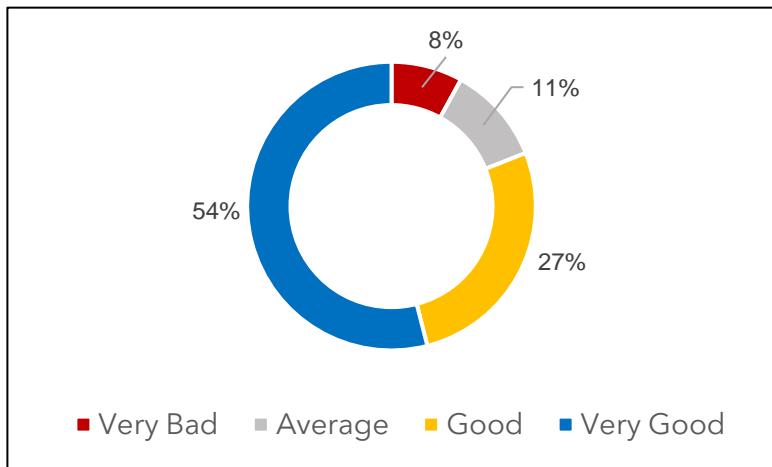
Would like to be part of similar projects in future

The chart shows that 66% Sneh Shikshaks would like to be part of similar projects in future where as 34% said no for the same.



Saajha Team members' support to Sneh Shikshaks

The chart shows that 81% Sneh Shikshaks said that they are satisfied with the help from saajha team member where as 11% marked average and 8% marked very bad



Mode: In Depth interviews of the parents

The Saajha team members interacted with 21 families via direct phone calls. These families were randomly selected from the list of families profiled from GNorth ward, Mumbai. It was taken into consideration that the selected families have also received IVR calls and they were also part of the getting call support from Sneh Shikshaks. The notes of the calls were recorded in a pre-defined format and stored in an excel file (Attached ANNEXURE10).

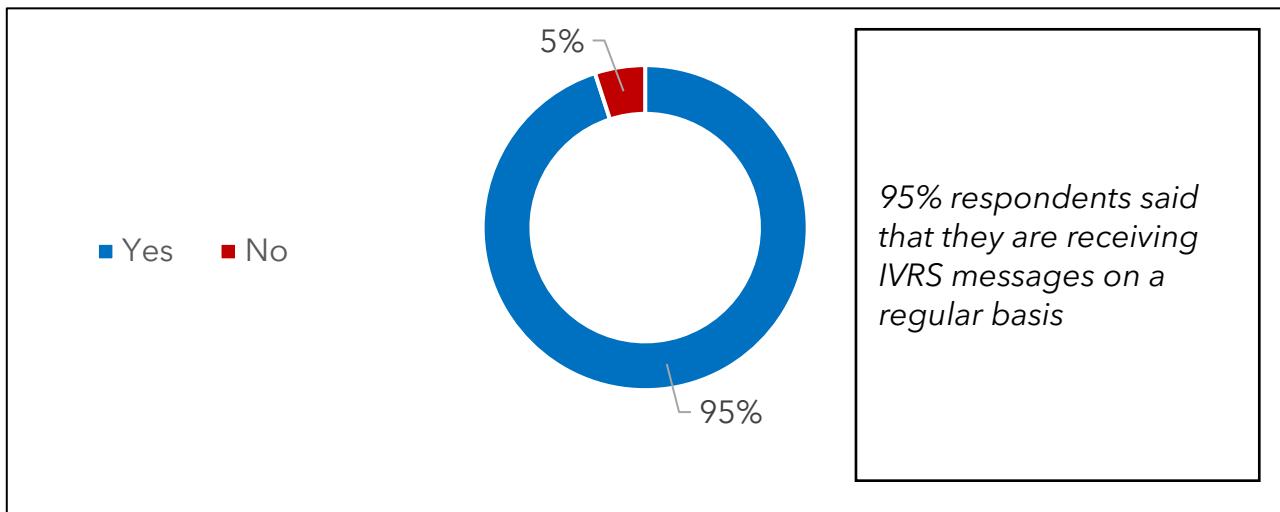
This exercise was aimed to understand the perspective of the families on Sneh Samwad, and measure the effectiveness of call-support by Sneh Shikshaks and IVR calls.

The key insights are: -

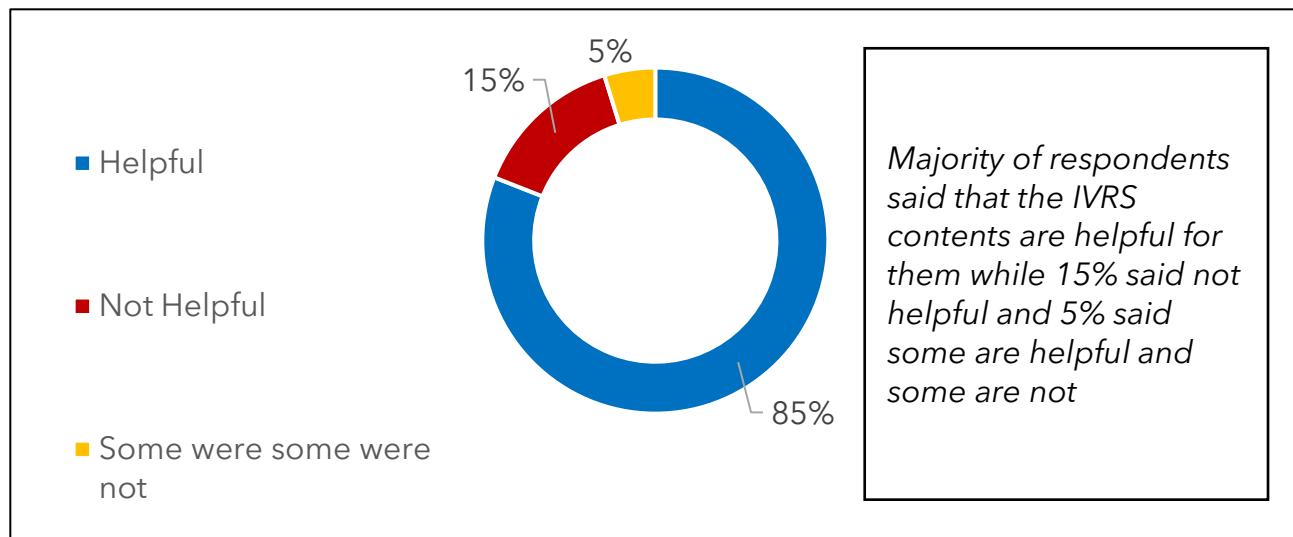
1. A few parents reported that it was tough to stay connected with Sneh Shikshaks in cases when the mobile phone wasn't working properly or the owner of the phone (father or mother) was travelling to work or back from their village. They feel that without alternatives to a particular mobile phone registered in Sneh Samwad, the dependency on that phone has increased, such as ensuring that it is charged at all times, isn't occupied for a long duration to make any other phone call or even keeping it safely.
2. Some parents expressed their gratitude for the efforts that the teachers are putting in to check in with the child.
3. 3 Out of 21, reported that they have not received any IVR call or any call from the teacher.

Part 14: Analysis of the data received on feedback for Sneh Samwad by 21 families.

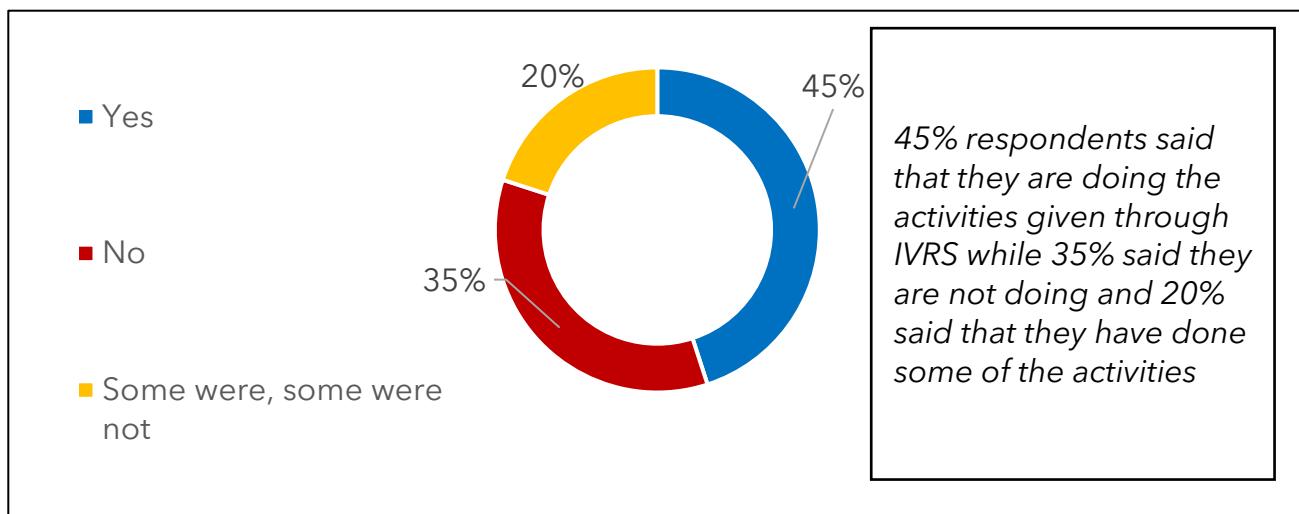
Receiving of IVRS Messages



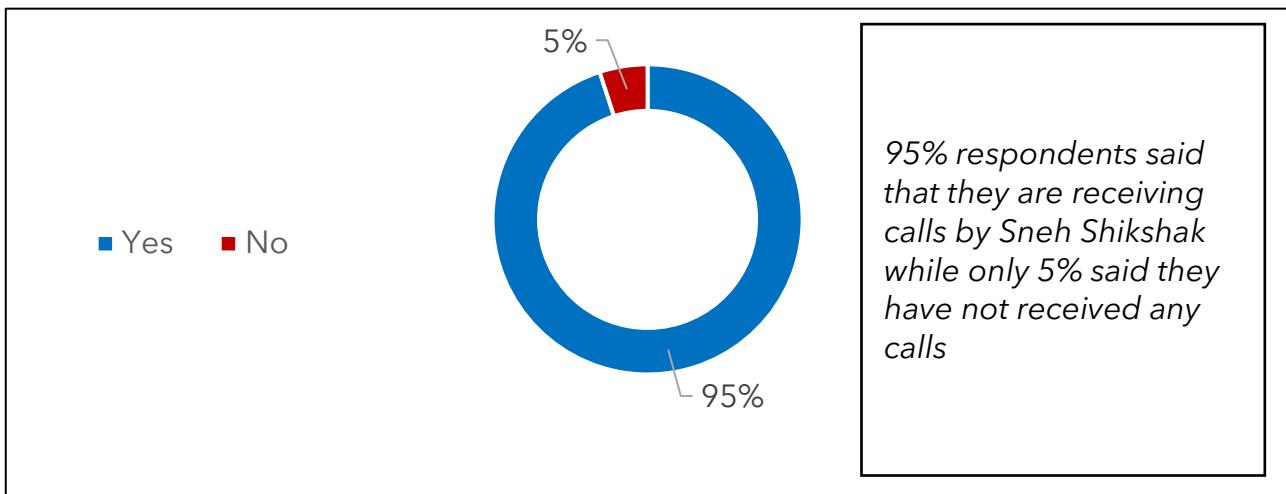
Usefulness of content



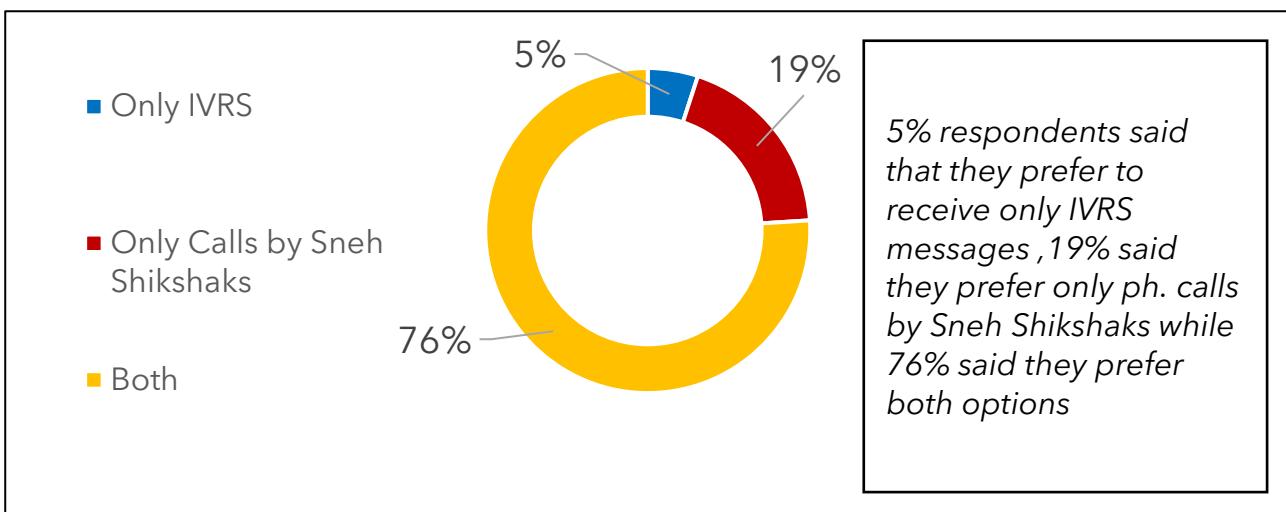
Activities done at home



Weekly call to parents by Sneh Shikshaks



Mode of Information that parents prefer



Mode: Focus group discussions (FDG) with the Sneh Shikshaks from GNorth ward:

This was aimed to meet the following objectives: -

1. Sort recommendations on the program implementation as well as at the policy level
2. Identify gaps of communication, methods and strategies to build a more holistic model

Methodology: Four focus group discussions (FDG) were conducted with each of a group of 6-7 Sneh Shikshaks over 4 meetings conducted on ZOOM. Two each group were taken for an hour-long FGD on 17th and 22nd December 2020.

Taking into consideration the academic and administrative work responsibilities of the participants, each one was duly asked for their availability and verbal consent was taken. Understanding of Sneh Samwad:

- In the pandemic situation, when everyone including the teachers was mitigating challenges met; it is the families of the students who consider teachers as a community representative who is literate and has accurate information at all times.
- Sneh Samwad is a link that connected teachers and parents, in a structured manner which was the need even before the lockdown.
- The priorities of families have completely changed during the lockdown; when they are struggling to meet ends, education would be the last in the priority list. Thus, Sneh Samwad is an easy way for the parents to reconnect their children to education with little or fewer efforts of their own- by continued teacher support, guidance and consultation on academics, as well as the emotional front.
- Digital profiling provides a more understanding of the families, which enables a customised approach to provide solutions rather than bulk-made strategies that aren't apt or advisable for each student.
- Sneh Samwad provided a means to not only do a job of a teacher but also do a socially responsible activity for students and families. It isn't limited to the education sector, additionally has a scope to be explored more.
- Furthermore, Sneh Samwad is about sharing, caring and supporting families, peers, and educational reforms.

Teacher to Parent Connect requisites:

- Active communication with parents will provide inputs on the behaviours, patterns and attributes of the students.
- Problem identification and real-time solutions can be mapped
- Two-way empathetic communication leads to a long way of positive impact on children.
- Beyond marks, report cards, attendance: Data pointers that have been associated with the child's progress, rather deep dive to what is even required to improve or maintain the aforementioned.

Recommendations on the program and the overall policies:

- A joint initiative that covers emotional, financial, mental wellbeing of the family, not just academic inputs for the child.
- Continuation of Sneh Samwad by sharing experiences and involving more teachers of the same school.
- Re-imagine the role of a Class teacher: They are more connected to the families of their respective class students. This aspect should be leveraged for the program.
- School-specific intervention models should be adopted for better outcomes
- Branding of the program: Logos, face of the voice behind IVRS or identifiers; to make it a common point of conversation of stakeholders in the education sector.
- Creating a repository of phone numbers of the families and maintaining a system for updating them on a regular interval.

Motivational factors for Sneh Shikshaks:

- Constant appreciation of the work done by peers and seniors
- Acknowledging the challenges of the teachers in an open platform such as WhatsApp groups or ward zoom meetings
- Mention in online or offline media platforms such as newspapers, blogs
- No gender preferences for selection of teachers or families for the program.
- Reverse check-in calls or texts by families to the teacher
- Feeling of doing social good for the children beyond yet within the employment structure.
- Easy, and achievable targets for calling families
- The constant support of a representative

Conclusion:

It can be inferred that among teachers, a higher ratio would like to continue the program with a few minor edits in plan (such as a dedicated time slot, lesser investment to find the correct phone number). They find connecting to parents as beneficial for not just the children's good but also learning for themselves to use technology. It can be implied that a school-level model is preferred by the teachers, where they connect with the students of the parents they know already. This was seconded by parents, who felt that the teacher from the same school whether the class teacher of the child or not- has more common discussion pointers in comparison to any other teacher from the ward.

The extent of the success of Sneh Samwad in the past months is derived from the quantitative and qualitative insights from the families and teachers, it would be worthwhile to determine the impact on the children in the long run.

3.1 Saajha Connect Application

Multiple calling numbers, privacy concerns, data visualisations at a real-time manner were the major roadblocks while the user has to operate on more than one tech-enabled tool. This android application navigates the users (calling team) to streamline their work to reach out to the parents. The users interface design and functionality is created to ensure that it is dynamic, compatible and easy to navigate. It is also capable to run smoothly when under high-stress load i.e., more users.

Some key features are: -

- In build form: The application is linked to a data collection tool. The call executive is able to record the identifiers and findings of each specific call on the corresponding form.
- Dialler: The call executives are able to make the calls to the parents by not using their personal contact number. This feature doesn't require another sim-card or mobile phone. The call receivers are able to see only a designated phone number assigned to the call executives.
- Data collection: It is possible to get the status of the calls made by each call executive during a time span.
- Insights: Reports and data visualizations can be generated to support operational activities.
- Prerequisites: A user with an android phone, with an understanding of using basic features, would be able to operate Saajha connect with ease.

Among its top features is an excellent user interface and help options. It also has a functional, clean design and interactive pop-up messages.

In the tech-environment of the plethora of mobile applications, Saajha connect is aimed to boast systematic functionaries with a dynamic dashboard. Organising, operating and optimising a virtual call centre has been easier with Saajha connect.

In the past few months, we have been able to reach and support to 12000+parents via a call centre set-up. This team in Delhi comprises female home-makers, who were willing to contribute to the cause and engage in a learning experience. Whereas in Maharashtra

it is the teachers of the government schools, who are re-establishing the connect with the parents and students.

In Sneh Samwad, 130 Sneh Shikshaks were using the Saajha connect app, comprising 49 % of the total teachers who had registered in the program. They collectively attempted to connect 10935 calls, via investing 15096 minutes.

Saajha connect continues to improve to delve into existing systems, whilst creating a robust and reliable application. We are imagining Saajha Connect as a one-stop-platform for support. At Saajha, we run three channels to support parents. The first channel of support is outbound/inbound cloud-based calling, the second channel is via WhatsApp Bot and the third channel is via school/home visits to provide much intensive support. Currently, Saajha Connect caters to the only cloud-based calling support. We are planning to integrate these three channels so that we ensure to manage support efficiently. We are aiming for more automation and machine learning to answer questions that our beneficiaries might have.

To know more, please email at collaborate@saajha.org

Image 6: Screenshot of Saajha connect app display on the mobile phone.

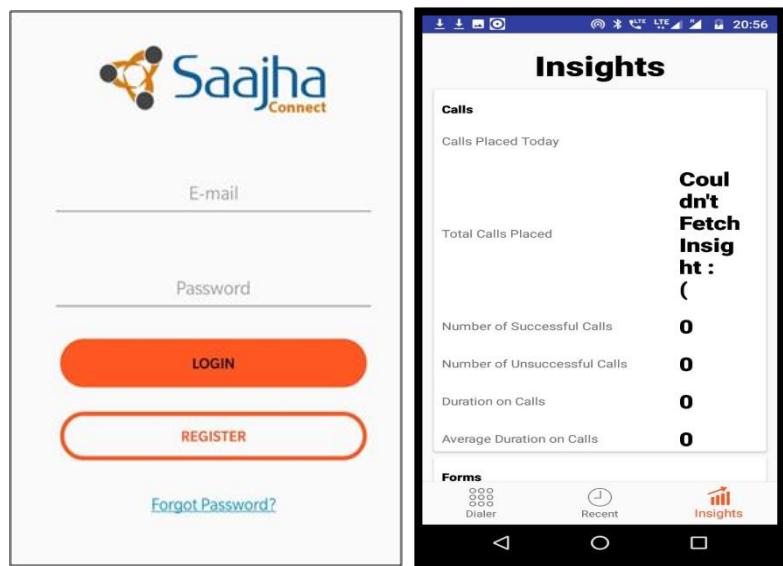


Image 7: Screenshot of the backend dashboard of the Saajha connect app.

Agents						LOGOUT
Total Agents : 19						
+ ADD AGENT						
EMAIL	FULL NAME	PHONE NUMBER	SCHOOL ID	LOCATION	STATUS	
vaishnavi1995sharma@gmail.com	vaishnavi sharma	+919654911022	1234	DL - Delhi	Remove	
prabhat.kumar@saajha.org	Prabhat Singh	+919122800813	1234	DL - Delhi	Remove	
tabishzaidi24@gmail.com	Tabish Zaifi	+918860904946	110110	DL - Delhi	Remove	

Table7: Format structure of the calling data on the Saajha connect dashboard

Agent Number	Agent_Name	To	Time	Call Type	Duration	Calling Status
919619126353	Subhash chandra Yadav	8890456732	Wed Aug 05 18:07:15 GMT+05:30 2020	Incoming	0	Not Connected
919619126353	Subhash chandra Yadav	7738136985	Sat Aug 08 16:29:54 GMT+05:30 2020	Incoming	509	Connected

3.2 Exotel & Kobo toolbox

The IVR software allows pre-recording voice messages which are uploaded on a software linked to the phone numbers to whom that has to be sent. As part of the disseminating content via pre-recorded voice messages (compatible with both keypad phones and smartphones).

In the project, Sneh Samwad we have used EXOTEL, (a cloud telephony platform that powers communication for enterprises, start-ups and small and medium enterprises in India); to ensure prompt and secure blast for all IVRS messages in GNorth & MEast wards and Palghar.

Furthermore, for all used forms - digital profile, feedback, registration KOBO toolbox was used. It is an open-source platform with compatible tools for data collection.

Image 8: Screenshot of the backend dashboard Exotel.

The screenshot shows the Exotel backend dashboard with the following interface elements:

- Header:** Call, SMS, Campaign created for 1055 numbers!, Credits: 42392, Call, SMS.
- Left Sidebar:** SMS, Outbox, TOOLS (Campaigns selected), CONTACTS (Address book, Co-workers and Groups), ADMIN (App Bazaar, ExoPhones, SMS Configurations, Access Control, Co-worker Activity Log, Analytics, Heartbeat Beta).
- Table:** Displays four campaign entries:

CAMPAIGN NAME	TYPE	CAMPAIGN TYPE	CALLER ID	SCHEDULED TIME	STATS	ACTIONS
Unicef-G-N/Hindi/8th IVRS/27th Nov	Call	Transactional	02071179432	27-Nov-2020 8:00pm	Scheduled : 1055 In-progress : 0 Failed : 0 Failed_dnd : 0 Success : 0	
unicef/G-N/ Marathi/8th Ivr/27th Nov	Call	Transactional	02071179432	27-Nov-2020 7:40pm	Scheduled : 232 In-progress : 0 Failed : 0 Failed_dnd : 0 Success : 0	
Unicef/M-East/Hindi/8th IVRS/27th Nov	Call	Transactional	02071179432	27-Nov-2020 7:20pm	Scheduled : 681 In-progress : 0 Failed : 0 Failed_dnd : 0 Success : 0	
Unicef/M-East/ Marathi/8th Ivr/27th Nov	Call	Transactional	02071179432	27-Nov-2020 7:00pm	Scheduled : 95 In-progress : 0 Failed : 0 Failed_dnd : 0 Success : 0	

Image 9: Screenshot of the backend dashboard of Kobo toolbox

The screenshot shows the Kobo Toolbox interface for creating a questionnaire. At the top, there's a header with a project icon, the title "Title - Name of the questionnaire", a "SAVE*" button, and a close button. Below the header is a toolbar with icons for eye, square, and arrow, followed by "Add from Library" and "Layout & Settings". The main area displays a form with one question: "1. Name of the teacher". This question has a dropdown menu open, showing various field types: "Select One" (highlighted in blue), "Select Many", "Text", "Number", "Date & time", "Video", "Acknowledge", "Ranking", "Range", "Time", "Audio", "Barcode / QR Code", "Question Matrix", "Rating", "Note", "Photo", "File", "Date", "Line", "Area", and "Calculate".

CHAPTER 4: LEARNING, CHALLENGES & OPPORTUNITIES

4.1 Lessons Learnt

4.2 Challenges

4.3 Way Forward

4.4 Policy Recommendation

4.1 Lessons Learnt

In GNorth ward the data for families that will be digitally profiled was shared by AO with Saajha. The term "Family" was interpreted differently by some HM's who shared data to only include children whose siblings are also enrolled in the same school. This data was mapped to each teacher volunteer for calling in order to digitally profile the families. This way, we were unable to take into account the families who have one child studying in school or more than one child but studying/enrolled in different schools.

Leverage local resources: During the pandemic, when field visits were restricted, the community members (such as Ganpati Mandal, ex-social workers) can be helpful to give knowledge on ongoing practices, information on families of students and trends emerging related to education.

Urban vs Rural: In the urban setting, community outreach is tougher than rural in the pandemic. What works in an urban setting isn't the same as the rural one. Even the form for digital profile could be verified via community visits in Palghar but this wasn't even remotely possible in Mumbai. Implementation strategies must be planned keeping in the mind the geographies.

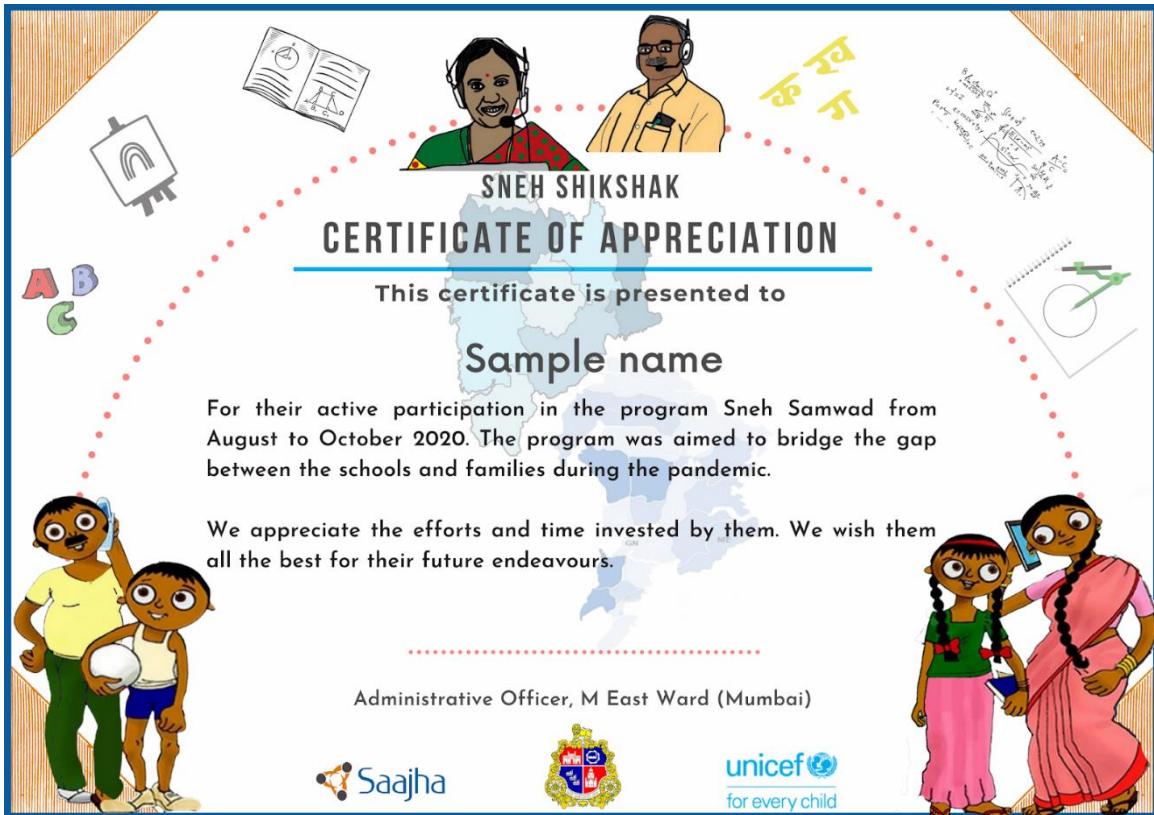
Engagement of teachers: Non-Subject teachers were more motivated for the project as they have lesser responsibility to give online classes and school-related work, in comparison to core academic/subject teachers. Yet they face challenges in building a bond with the families as not all recognise them or haven't interacted with earlier.

The medium of workshops: The language preference for stakeholders must be checked before the implementation to ensure that there are lesser barriers to communication channels. Additionally, everyone is able to relate to the cause and actively participate as well, whether it's the teacher or parents or children.

Appreciation and facilitation of teachers: Certificates for the contribution made, acknowledgment via texts from senior officials motivates the teachers to continue to work and improve their performance.

In GNorth ward and MEast ward, we shared the name of the teacher and their school who could do the maximum number of calls and digital profile form each day, and tagged them as "Best caller of the day". A text on the WhatsApp group was shared by the Saajha Sahayak.. The teachers were elated to see their names in the WhatsApp group. Their call numbers increased on consecutive days as well, so did for a few more teachers.

Image 10: Sample of the certificates given to the Sneh Shikshaks.



4.2 Challenges

There were many wrong numbers, or numbers were unreachable as per the list allotted to Sneh Shikshaks. Out of the 11045 numbers dialled, only 3775 could be connected. Even the ones connected, the majority were of the fathers of the students who either didn't know much details about the learning access by children or were busy at work to attend the call. Moreover, the database of students' numbers isn't updated in a long time which further reduces the target number of calls by the Sneh Shikshaks.

- Implications of the COVID-19 resulted in no field visits by the team which was tough to build rapport with official, teachers or community members.
- Teachers and officials were on Diwali break from 10th to 30th November, which delayed the timelines for conducting the events of training and certificate distribution.
- Without the presence of an official signed document with MCGM or the education department, there was resistance from teachers and head of the schools to share data and even volunteer for the program.
- Data received from other NGO partners had too many duplicates on family phone numbers since it was procured via home visits. Furthermore, this data comprised students who are enrolled in private or semi-private schools.
- Some teachers were unable to take up the role of Sneh Shikshak, due to:-
 - 1) the issues with their phones or it not being compatible with Saajha connect app.
 - 2) Additional responsibilities of administrative school work or online class.

4.3 Way forward

- Samwad Saathi: A detailed guidebook has been created, based on experiences of Sneh Shikshaks. It summarizes the best practises and steps for conducting a similar or re-tweaked version of Sneh Samwad, at school/ward/district/State level. All tools prepared would be accessible whosoever is interested in building a robust teacher to parent model. An orientation on the guidebook will be given to officials in Palghar by the Saajha team.
- Advocacy: Saajha would actively seek the opportunity to communicate the learning from the project with the government and ecosystem.
- Continuity: Saajha would establish the process for consistent engagement with the teachers, head of schools and officials for making a robust teacher to parent model even in the post-pandemic world.
- Collaboration: Avenues to take the learnings forward and mitigation of challenges shall be explored with MCGM, MSCERT and UNICEF.

4.4 Policy recommendations

- The mechanism for updating contact information of the student:

Given that ~70% of the phone numbers dialled were unreachable or wrong by Sneh Shikshaks, it's imperative to have a system wherein the contact details of the students are updated at regular intervals with the most recent and active use one.

- Develop a multi-pronged strategy to address the diverse needs of students:

Government stakeholders at all levels (ward, district or State) and school authorities come together to focus on emerging needs of the students across all classes- for not just academic needs, also well-being and safety of the child. There is a need for targeted intervention for vulnerable social groups such as Child with special needs especially with challenges related to vision are unable to follow through any online material that isn't in audio form.

- Incentivization for continuing education, during and post-pandemic:

Scholarships or incentives or schemes for the benefit of the children must be launched that promote continuing education post pandemic. Furthermore, the academic pressure on students without direct assistance or guidance of the trained teachers must be reduced. Ways must be sorted out to make the curriculum vocationalized till the time schools don't re-open.

- Attention to data collation:

With the pool of data sets and survey findings available, it must be collated with the existing data collected by the government, NGOs, development sector practitioners or other State/block/district departments to formulate policies.

For example, The Children with special needs in Palghar under Sneh Samwad program shows more number of girl children in the category than boy child. This data can be used by the health department at the respective block to launch policies for immunisation for girl child at a younger age.

- Creation of a task force: At the school level, that includes teachers and parents to address the challenges of the students in a timely and efficient manner.
- Re-defining role of the teacher:

There is an urgent need to address the allocation of tasks and responsibilities on the teachers of the government schools

Annexure

Sneha Sanwad (Digital Profile) MH (20th Aug 2020)

1. फोन करने वाले व्यक्ति का नाम/फोन करणाऱ्या व्यक्तीचे नाव

2. फोन करने वाले व्यक्ति का फोन नंबर/फोन करणाऱ्या व्यक्तीचा फोन नंबर

3. फोन उठाने वाले व्यक्ति का नाम/फोन उचलणाऱ्या व्यक्तीचे नाव

4.फोन उठाने वाले व्यक्ति का नंबर/फोन उचलणाऱ्या व्यक्तीचा नंबर

5. परिवार में 5 से 14 की आयु के कुल बच्चों की संख्या /५ ते १४ वयोगटातील मुलांची (संख्या)

6.फोन उठाने वाले व्यक्ति का बच्चे से क्या रिश्ता है ?/फोन उचलणाऱ्या व्यक्तीचे विद्यार्थी कुटुंबाशी नाते?

- पिता/वडील
- माता/आई
- भाई/भाऊ
- बहिन /बहीण
- चाचा/काका
- चाची /मावशी
- दादा/आजोबा
- दादी/आजी
- अन्य/इतर

यदि किसी ने अन्य ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें/ जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

7.बच्चे का नाम/मुलाचे नाव

8.लिंग

- स्त्री
- पुरुष
- अन्य/ इतर
- बताने की इच्छा नहीं है/सांगू इच्छित नाही

9.विशेष आवश्यकता वाले बच्चे (CWSN) श्रेणी से है /मुल हे विशेष गरजा असलेले (CWSN) श्रेणी मधले आहे का?

- हाँ/होय
- नहीं/नाही

10.स्कूल का नाम/शाळेचे नाव**11.स्कूल में शिक्षा का माध्यम (भाषा)/शाळेत शिकवण्याचे माध्यम**

- मराठी
- हिंदी
- उर्दू
- इंग्लिश
- कन्नड
- तमिल
- तेलगु
- गुजराती

12.कक्षा/इयत्ता

- पहली/१ली
- दूसरी/२री
- तीसरी/३री
- चौथी/४थी
- पांचवी/५वी
- छठी/६वी
- सातवीं/ ७वी
- आठवीं /८वी

13. वार्ड (जिसमें बच्चा रहता है)/वॉर्ड (जिथे मुल राहते)

- जी-नार्थ/जी नॉर्थ
- एम-ईस्ट 1/एम इस्ट 1
- एम-ईस्ट 2/एम इस्ट 2

14. जगह/स्थान (जहाँ बच्चा रहता है)/ परिसर (जिथे मुल राहते)

संकेत: निकटतम लैंडमार्क, सऱ्हक या गली का नाम/संकेत .घराजवळची महत्वाची खुण

15.इस समय परिवार कहाँ रह रहा है ?/सध्या कुटुंब कुठे राहते?

- मुंबई
- मुंबई के बाहर/मुंबईच्या बाहेर
- पैरेंट बाहर हैं पर बचे मुंबई में हैं/पालक बाहर आणि मुले मुंबई
- बचे बाहर हैं और पैरेंट मुंबई में/मुले बाहर आणि पालक मुंबई
- कुछ बचे बाहर हैं और कुछ मुंबई में हैं /काही मुले बाहर आणि काही मुंबई

16.क्या परिवार पिछले दो साल में किसी और राज्य या जिले से मुंबई आया है या आकर मुंबई में बसे हैं ? /कुटुंबाने मागील 2 वर्षांपेक्षा कमी कालावधीत इतर राज्य / जिल्ह्यातून मुंबईत स्थलांतर केले आहे का?

- हाँ/हो
- नहीं /नाही
- बताने की इच्छा नहीं है/सांगू इच्छित नाही
- पता है/माहिती नाही

17.निश्चिखित में से कितने साधन बच्चों के लिए उपलब्ध है ?(लागू होने वाले सभी विकल्पों पर निशान लगाएं)/पुढीलपैकी किती साधने मुलासाठी उपलब्ध आहेत? (लागू होणारे पर्याय निवडा)

- डिश या केबल वाला टी.वी. /टीव्ही व डिश
- इंटरनेट वाला मोबाइल फोन/इंटरनेट सह मोबाइल फोन
- बिना इंटरनेट वाला फोन/इंटरनेट शिवाय मोबाइल फोन
- लैपटॉप/लॅपटॉप
- कंप्यूटर/ वैयक्तिक संगणक
- टैब/टॅब
- रेडिओ
- कुछ नहीं/काहीच नाही
- अन्य /इतर

यदि उपरोक्त प्रश्न में "कुछ नहीं अंकित है" तो बच्चे को क्या उपलब्ध कराया जा सकता है। किन स्रोतों का उपयोग किया जा सकता है?" /वरील प्रश्नात "काहीच नाही" म्हणून मार्क केले असल्यास, मुलासाठी काय उपलब्ध केले जाऊ शकते. कोणते स्रोत /माध्यम वापरले जाऊ शकते ?

यदि किसी ने "अन्य" ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें /जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

.18. अगर परिवार के पास इंटरनेट वाले मोबाइल फोन (स्मार्ट फोन) हैं। तो परिवार के पास ऐसे कितने मोबइल स्मार्ट फोन हैं ? /जर कुटुंबात इंटरनेटसह फोन (स्मार्ट फोन) असेल तर, असे कुटुंबाकडे किती फोन आहेत?

19. फोन नंबर, जो बच्चा इस्तेमाल करता हो (यदि बच्चा फोन इस्तेमाल कर पाता हो)/ फोन नंबर जो मुल वापरू शकेल.(जर मुल फोन वापरत असेल तर)

- वहीं नंबर जिस पर बात हो रही है
- अन्य /इतर

यदि किसी ने "अन्य" ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें /जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

20. क्लाट्सऐप नंबर, जो बच्चा इस्तेमाल करता हो (यदि बच्चा क्लाट्सऐप इस्तेमाल कर पाता हो) /क्लॉट्सऑप नंबर जो मुल वापरू शकेल (जर मुल क्लॉट्सऑप वापरत असेल तर)

- वहीं नंबर जिस पर बात हो रही है
- अन्य /इतर

यदि किसी ने "अन्य" ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें /जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

21.रोजाना बच्चा घर पर कितनी बार पढ़ाई करता है या कुछ सीखता है ? (नोट: कला, हस्तकला और अन्य शैक्षणिक गतिविधियों को पढ़ने या सीखने के तौर पर गिना जायेगा)/मुल रोज किती वेळ अभ्यास करतो किंवा शिकतो ? (नोट :कला, हस्तकला आणि इतर शिकण्याच्या कृतींची अभ्यासातच गणना केले जाईल)

- 30 मिनट से कम /30 मिनिटांपेक्षा कमी
- 30 मिनट से 1 घंटा/ 30 मिनिटे -1 तास
- 1-2 घंटे/1-2 तास
- 2-3 घंटे /2-3 तास
- 3 घंटे से अधिक /3 तासांपेक्षा जास्त

22. क्या बच्चे की किसी भी तरह की ऑनलाइन पढ़ाई, अन्य माध्यम से पढ़ाई करवाई जा रही है ?मुलाला कोणत्याही प्रकारचे ऑनलाइन /इतर माध्यमांनी शिक्षण दिले जाते का ?

- हाँ/हो
- नहीं/नाही
- पता नहीं/माहिती नाही

यदि हाँ, तो पढ़ने/ सीखने का माध्यम क्या है(एक से अधिक आप्शन चुन सकते हैं)/जर हो असेल तर अभ्यासचे /शिकण्याचे माध्यम कोणते आहे.

- टी.वी. चैनल/टीव्ही चॅनल
- IVRS (आडिओ)/आयव्हीआरएस (ऑडियो)
- रेडिओ
- इंटरनेट वाले फोन (व्हाट्सऐप, जूम, यूट्यूब) / इंटरनेटसह फोन (व्हॉट्सअॅप, झूम, यूट्यूब)
- अन्य/इतर

यदि किसी ने अन्य आप्शन चुना है, तो उसके विषय में जानकारी लिखें/जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

.यदि उत्तर हाँ है, तो इसकी चीजें या सामग्री कौन भेज रहा है ?(लागू होने वाले सभी विकल्प चुनें)/जर उत्तर हो असेल तर या विषयी साहित्य कोण पाठवते (लागू होणारे सर्व पर्याय निवडा)

- शिक्षक/शिक्षक
- स्कूल/शिक्षक
- कोई भी संस्था या NGO/कोणतीही संस्था किंवा स्वयंसेवी संस्था NGO
- अन्य/इतर

यदि किसी ने अन्य आप्शन चुना है, तो उसके विषय में जानकारी लिखें/जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

यदि उत्तर हाँ है, सामग्री/ मटेरियल भेजने वाली संस्था का नाम लिखें/जर उत्तर हो असेल तर साहित्य पाठवणार्या संस्थेचे नाव लिहा

लर्निंग मटेरियल न ले पाने के कारण या चुनौतियां((लागू होने वाले सभी विकल्प चुनें) /कोणत्या कारणामुळे शिक्षण आणि शैक्षणिक साहित्य मिळवण्यास अडथळे येत आहेत? (लागू होणारे सर्व पर्याय निवडा)

- परिवार में स्मार्टफोन उपलब्ध न होने के कारण/कुटुंबात स्मार्टफोन उपलब्ध नसल्यामुळे
- नेटवर्क कनेक्टिविटी की समस्या/नेटवर्क कनेक्टिविटी समस्या
- फोन रिचार्ज के लिए पैसा न होना/फोन रिचार्ज करण्यासाठी पैसे नाहीत
- परिवार में टी.वी. - रेडिओ नहीं है/- कुटुंबात टीव्ही -रेडिओ नाही
- पालको के पास डिजिटल स्किल न होना/पालकांकडे डिजिटल कौशल्ये नसल्यामुळे
- घर के कामों में व्यस्त होने के कारण/घरातील कामांमध्ये व्यस्त असल्यामुळे
- परिवार को आर्थिक मदद पहुंचाने के लिए काम करता है/कुटुंबाला आर्थिक पाठबळ देण्यासाठी काम करत आहे
- लर्निंग सामग्री या मटेरियल रुचिकर नहीं होने के कारण/शैक्षणिक साहित्य चित्तवेधक नसल्यामुळे
- लर्निंग मटेरियल सीखने के स्तर के अनुसार नहीं होने के कारण /शैक्षणिक साहित्य मुलाच्या शिक्षणस्तरासाठी योग्य नक्ते
- लर्निंग में परिवार की मदद नहीं मिलना पाना /शिक्षणाला कुटुंबाचा पाठिंबा मिळत नाही
- लर्निंग में टीचर की मदद न मिल पाना शिक्षणामध्ये शिक्षकांचे सहकार्य मिळत नाही
- बच्चों के पास डिजिटल स्किल न होना/मुलाकडे डिजिटल कौशल्य नसल्यामुळे
- अन्य/- इतर

यदि किसी ने अन्य ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें/जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

23. क्या परिवार को स्कूल से जुड़ी जानकारी मिल पा रही है ? उद्हारण के लिए एडमिशन, पुस्तक वितरण, स्कूल शुरू होने से जुड़ी जानकारी इत्यादि ।/कुटुंबाला शाळे संबंधित माहिती उपलब्ध होत आहे का? उदा. प्रवेश, पुस्तक वितरण, शाळा पुन्हा सुरु करण्याबाबत, इत्यादी

- हाँ/हो
- नहीं/नाही
- जानकारी नहीं/माहित नाही
- अभी शुरू नहीं हुआ/अजून सुरु नाही झाले

यदि हाँ, तो परिवार को यह जानकारी किस माध्यम से मिली रही है ?/जर हो तर, कुटुंबाला याची माहिती कोणत्या माध्यमातून मिळते?

- टीचर द्वारा व्यक्तिगत कॉल/शिक्षकांकडून व्यक्तिगत कॉल
- टीचर द्वारा व्हाट्सएप या वीडियो कॉल/शिक्षकांकडून व्हाट्सएप कॉल किंवा विडिओ
- IVRS (पहले से रिकॉर्ड की हुई कॉल)/आईव्हीआरएस (पहिलेयापासूनच रेकॉर्ड केलेला कॉल)
- SMS/एसएमएस
- SMC सदस्य/एसएमसी सदस्य
- टीचर द्वारा होम विजिट/शिक्षकांकडून घरी भेट
- टी. वी/टीव्ही
- रेडिओ/रेडिओ
- न्यूज़ पेपर/वर्तमान पत्र
- गूगल मीट अथवा ज़ूम कॉल/गूगल मीट किंवा ज़ूम कॉल
- अन्य/ इतर

यदि किसी ने अन्य आँप्शन चुना है, तो उसके बारे में जानकारी लिखें /जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

24. कोविड-19 से बचने के लिए परिवार के सदस्यों ने क्या-क्या रोकथाम, एहतियात ली है?/कोविड-19 पासून बचावासाठी कुटुंबातील सदस्य कोणते प्रतिबंधात्मक उपाय करत आहेत?

- सब मास्क या कपडे से मुँह ढकते हैं /तोंड झाकण्यासाठी मास्क किंवा कपड्याचा वापर करणे
- सार्वजनिक जगहों पर 1 मीटर के अंतर का पालन करना/सार्वजनिक ठिकाणी 1 मीटर अंतराचे पालन करणे
- बिना कारण भीड़ इकट्ठी न करना /विनाकारण गर्दी टाळणे.
- घर और परिसर साफ़ और स्वच्छ रखना/घर आणि परिसर स्वच्छ ठेवणे
- बिना कारण घर से बाहर नहीं जाना /विनाकारण घराबाहेर पडणे टाळणे
- बाहर से लाई गई वस्तुओं को धोकर साफ करना/बाहेरून आणलेल्या वस्तू धुणे.
- ऐसी कोई भी विशेष सावधानी का पालन नहीं करते हैं /अशी काही फार काळजी घेत नाही
- हाथों को बार-बार धोना/हात वारंवार धुणे

25. क्या स्कूल फिर से खुलने पर अभिभावक बच्चे को स्कूल भेजने को तैयार हैं ? (यह देखते हुए कि स्कूलों में सभी तरीकों की एहतियात / रोकथाम/ तैयारी की गयी है)/शाळा पुन्हा सुरु झाल्यास पालक मुलाला शाळेत पाठवण्यास तयार आहेत का? (सगळ्या प्रतिबंधात्मक उपयांसोबत)

- हाँ/हो
- नहीं /नाही
- जानकारी नहीं/माहिती नाही
- अभी सोचा नहीं/अजून विचार नाही केला

यदि परिवार स्कूल खुलने पर बच्चे को स्कूल नहीं भेजना चाहता, तो उसके कारण क्या है ? (लागू होने वाले सभी विकल्प चुनें)/शाळा पुन्हा सुरु झाल्यास जर कुटुंबाला आपल्या मुलाला पुन्हा शाळेत पाठवयाचे नसेल तर काय कारण आहे(लागू होणारे सर्व पर्याय निवडा)

- बच्चा काम में व्यस्त है/मूल कामामध्ये व्यस्त आहे
- करोना के संक्रमण का डर/कोविडच्या संसर्गाची भीती
- बच्चा शहर से बाहर जा रहा है/मूल शहराच्या बाहेर जाणार आहे
- अन्य/इतर

यदि किसी ने अन्य विकल्प चुना है, उसकी जानकारी यहाँ लिखें /जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा

26. क्या आप इस प्रोजेक्ट से जुड़ी जानकारी कॉल, मैसेज, वॉइस मैसेज और व्हाट्सएप मेसेज के ज़रिये लेना चाहेंगे ? या प्रकल्पाशी निगडीत माहिती फोन, मैसेज, आयडीआरएस व्हॉट्सअॅप मेसेज द्वारे तुम्हाला मिळण्यास तुमची परवानगी आहे का?

- हाँ/हो
- नहीं/नाही

27. क्या आपने परिवार को प्रोजेक्ट स्लेह संवाद के बारे में बताया?/तुम्ही कुटुंबाला स्लेह संवाद प्रोजेक्ट विषयी माहिती सांगितली आहे का?

- हाँ/हो
- नहीं/नाही

28. परिवार से जुड़ी कोई अन्य जानकारी जो आप बताना चाहते हों ?/कुटुंबाबद्दल इतर माहिती ,तुम्हाला सांगायची इच्छा असेल तर लिहा ?

यह शिक्षकों के नोट्स के लिए है

Palghar Teacher Backcheck (9thSept)

फ़ोन करने वाले का नाम

- सकुं अक्का
- होउसा ताई

टीचर का नाम

टीचर का फ़ोन नंबर

स्कूल का नाम

लिंग

- पुरुष
- महिला
- अन्य

सेह संवाद इस प्रोजेक्ट के बारें आपके पास कोई जानकारी हैं क्या ?

- हाँ
- नहीं

फॉर्म में बच्चे और परिवार से जुड़ी जानकारी (जैसे की उनका नाम, पता, फ़ोन नंबर, स्कूल का नाम) कैसे भरे हैं ?

- गाँव /पाड़ा में जाकर जानकारी इकट्ठा की हैं
- फ़ोन पर बातचीत करके जानकारी इकट्ठा की हैं
- पहलेसे जो जानकारी प्राप्त थी उसके आधार पर फॉर्म भरें
- अन्य

अन्य को स्पष्ट करे

फॉर्म फॉर्म में परिवार के पास कौनसे संसाधन है (टीवी, रेडियो, स्मार्ट फ़ोन आदि) से जुड़ी जानकारी कैसे भरे है ?

- गाँव /पाड़ा में जाकर जानकारी इकट्ठा की हैं
- फ़ोन पर बातचीत करके जानकारी इकट्ठा की हैं
- पहलेसे जो जानकारी प्राप्त थी उसके आधार पर फॉर्म भरें
- अन्य

अन्य को स्पष्ट करे

फॉर्म में परिवार कैसे कोरोना से बचाव करते हैं इस पर जानकारी कैसे भरे हैं ?

- गाँव /पाड़ा में जाकर जानकारी इक्काटा की है
- फ़ोन पर बातचीत करके जानकारी इक्काटा की हैं
- पहलेसे जो जानकारी प्राप्त थी उसके आधार पर फॉर्म भरें
- अन्य

अन्य को स्पष्ट करे

फॉर्म में बच्चे पढाई में कितना समय देता है, क्या दिक्कते आती है उसे पढाई से जुड़ी सामग्री लेने में - कैसे भरे हैं ?

- गाँव /पाड़ा में जाकर जानकारी इक्काटा की है
- फ़ोन पर बातचीत करके जानकारी इक्काटा की हैं
- पहलेसे जो जानकारी प्राप्त थी उसके आधार पर फॉर्म भरें
- अन्य

अन्य को स्पष्ट करे

गाँव /पाड़ा में विजिट के दौरान कौन कौन सी गतिविधियों करते हैं ?

इसके अलावा आप अधिक कोई जानकारी देना चाहते हैं तो ?

स्नेह-संवाद

शिक्षक पालक एकत्र येऊया मुलांना पुढे घेऊन जाऊया व्हॉलिन्टियर्स शिक्षकांसाठी

युनिसेफ, एमसीजीएम (प्रस्तावित भागीदारी) आणि साझा संस्था संयुक्तपणे राबवणार आहे. या प्रकल्पात कोविड -19 च्या काळात फोन आणि मेसेजच्या माध्यमातून मुलांना घरी अभ्यासासाठी आणि शिकण्यासाठी पूरक वातावरण तयार करणे तसेच मुलांना आणि कुटुंबाना वेळोवेळी शाळेविषयक आणि कोविड पासून बचावासाठी माहिती पुरवणे असे ध्येय आहे. हा उपक्रम मुंबईतील जी नॉर्थ आणि एम इस्ट या विभागात चार महिने राबवण्यात येईल.

शिक्षकांची भूमिका आणि जबाबदारी:

- मुलांच्या कुटुंबियाना कॉल करणे
- कॉलचा डाटा ऑनलाईन फॉर्ममध्ये भरणे
- कॉलच्या माध्यमातून आवश्यक माहिती पोहचवणे
- वेळोवेळी प्रोजेक्ट संबंधित आयोजित केलेल्या प्रशिक्षणात सहभागी होणे
- स्वतःहून काम करण्यास सक्षम असणे

नोट : प्रोजेक्टमध्ये पूर्णवेळ स्वयंसेवक म्हणून काम करणारे शिक्षक दर दिवशी 15 कुटुंबांशी आणि अर्काधिवेळ काम करणारे शिक्षक दर दिवशी 7-8 कुटुंबांशी संवाद साधतील.



- अँड्रॉइड स्मार्ट फोन
- इंटरनेट आणि कॉल कनेक्टिविटी
- ई-मेल आई डी (Email ID)
- व्हाट्सऐप नंबर



आपण आपल्या घरात राहून कुटुंबं आणि समाजाची सेवा करण्याचा आनंद आणि समाधान घेऊ शकता. नव- नविन तंत्रज्ञान शिकू शकता. या प्रोजेक्टमध्ये सामील होणाऱ्या शिक्षकांना युनिसेफ मार्फत प्रमाणपत्र देऊन सन्मान केला

Sneha -Sanvad (Post Workshop Feedback Form) For Mumbai Location

1. प्रतिभागी का नाम

2. मोबाईल नंबर

3. लिंग

- महिला
- पुरुष
- अन्य
- नहीं बताना है

4. संगठन से जुड़े

- एम. सी. जी. एम
- युनिसेफ
- अन्य

5. कृपया अन्य का उल्लेख करे

6. पद

- शिक्षक
- बी.ओ.
- ए.ओ.
- अन्य

7. कृपया अन्य का उल्लेख करे

8. स्कूल का नाम

9. स्कूल का Udise Code

10. वार्ड

- एम -पूर्व 1
- एम -पूर्व 2
- जी - उत्तर

11.

सभी से पूछा जाना है

अत्यधिक
सहमत

सहमत

तटस्थ

असहमत

अत्यधिक
असहमतपरियोजना के उद्देश्यों को स्पष्ट रूप से परिभाषित
किया गया था

कार्यशाला के अनुभव मेरे काम के लिए सहायक होंगे

कार्यशाला संसाधन को समझना आसान था

प्रशिक्षक अच्छी तरह से तैयार थे

12. कार्यशाला के लिए कोई अन्य प्रतिक्रिया या सुझाव

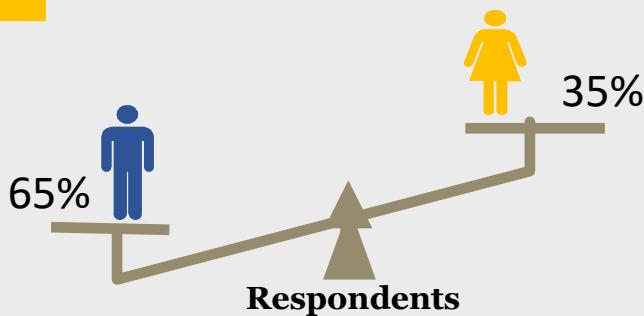
Digital Profile Analysis of G-North Ward , Mumbai

1

1803 families were profiled under Sneh Samwad

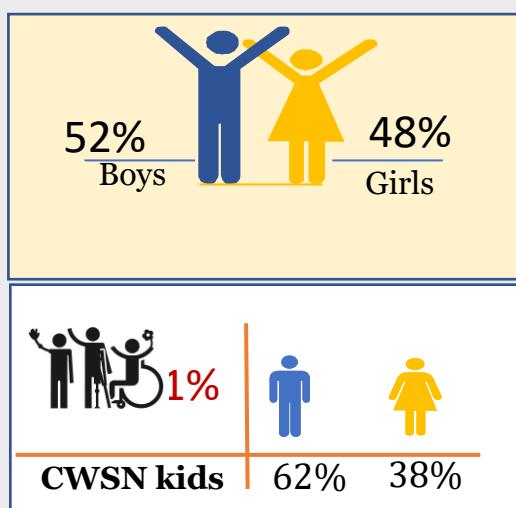
2

Gender Distribution of the respondents



56% of the total respondents, is the father of the child. Out of the 1803 respondents, 5 respondents were the children themselves (all girls).

Gender Distribution of children



Father	1022
Mother	481
Uncle	93
Aunt	90
Brother	38
Sister	44
Grandfather	13
Grandmother	9
Others (All females)	13

Through digitally profiling 1803 families, 4319 children have been reached out between age of 5-15 years.

3

Medium of Language



English	39%
Urdu	31%
Marathi	18%

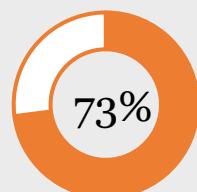
Hindi	9%
Others	3%

4

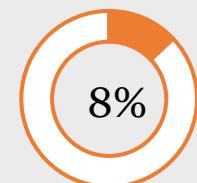
Family presently staying



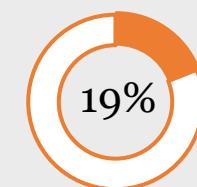
In Mumbai



Parent not in Mumbai, while the child is in Mumbai or Child not in Mumbai, while the parent is in Mumbai



Entire family is not in Mumbai



Out of the 350 entire families who are no longer in Mumbai, 20% had migrated from outside the State or district to Mumbai in the past two years.

A significant number of 277 families had NOT Migrated in the past two years but are not in the Mumbai at present and 2 had no idea

5

Tools available at home



TV with Dish



Ph with Internet



Ph without Internet



Radio



Others(PC, Tab etc)

32%**83%****19%****4%****1%**

Only 0.33% families marked “No Tech tools” available at their home

56 families (3.1% of the total) claim that there is no smart or normal phone in the household. Out of which 22 families, children spend less than 30 mins each day on learning activities- from which only 3 are able to access online material via neighbours or friends.

6

Class wise students ratio

6%**13%****15%****13%****14%****11%****14%****14%**

Class 1

Class 2

Class 3

Class 4

Class 5

Class 6

Class 7

Class 8

7

Are the kids accessing online education ?

**64%**

Yes



48%

34%

No



53%

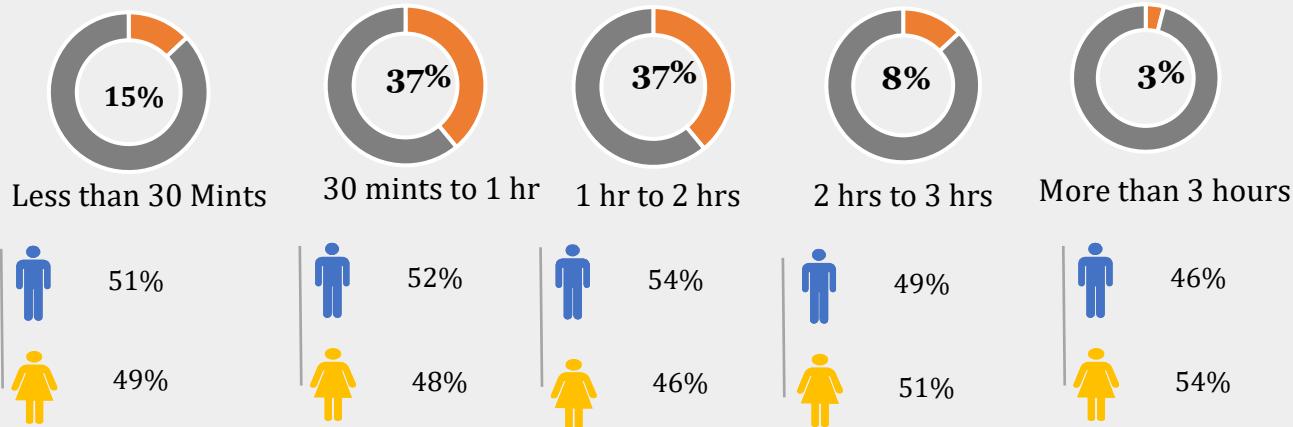
47%

2%Do not
Know

48%

1166 marked “Yes” that their children use online learning material

Out of which only 16 don’t have smart or keypad phones, thus accessing via tuition teachers, neighbours or other members near the household. 606 marked “NO” that their children use no online learning material out of which 39 respondents , who don’t have smart nor keypad phone

8**Duration Of Study****9****Mode of Study**

TV Channel



Ph with Internet



Others (Radio ,Tuition tab pc etc)

9%

45%

55%

59%

52%

48%

5%

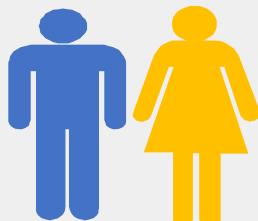
62%

38%

10

Inability for collecting learning materials %age with problems

34%



54% 46%

**Two major issues of
not accessing Online
materials are**



29%



43%

No Smartphone

Internet Connectivity

11

Covid Precautions

3 Major Precautions that families are taking



Using Mask
98%



Hand washing
81%



Social Distancing
78%

12

Are the parents ready to send back their kids to school if all precautions are taken ?



92%

Yes ✓



5%

No ✗



3%

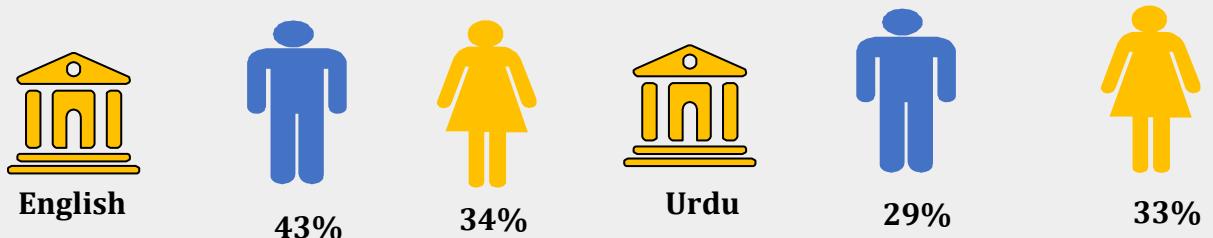
Haven't thought
yet/don't know

Out of the 1803 families 5% families unwilling to send children back to school even if the COVID precautions are taken, 83% fear that their children would get infected while 17% stated that the child is no longer staying in Mumbai.

A few data insights from a GENDER LENS

13

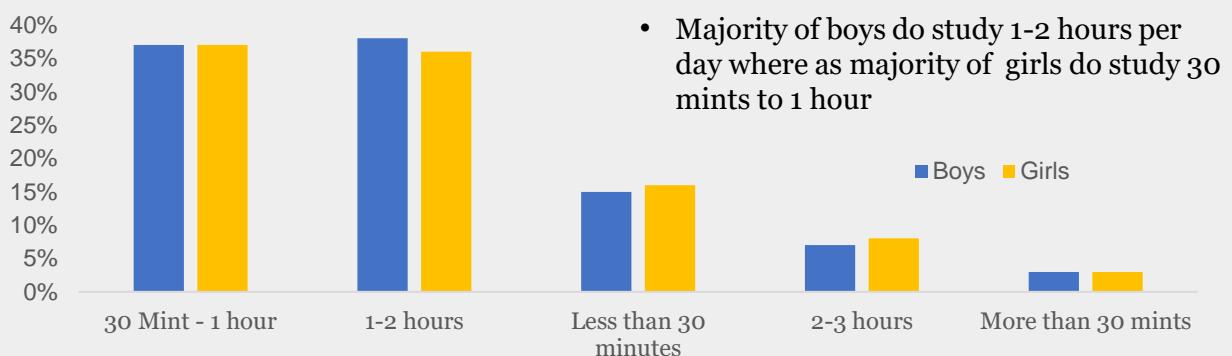
Medium of learning at school



Majority of male children are enrolled in English medium school whereas majority of the girl children are enrolled in Urdu medium schools.

14

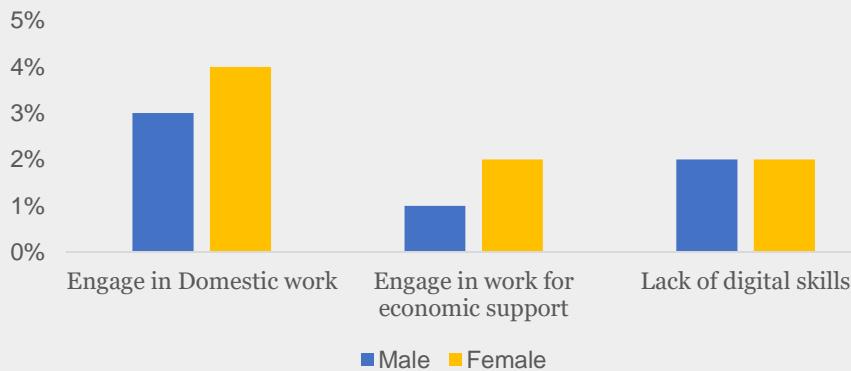
Duration of study



- Majority of boys do study 1-2 hours per day where as majority of girls do study 30 mints to 1 hour

15

Reason of not accessing online study



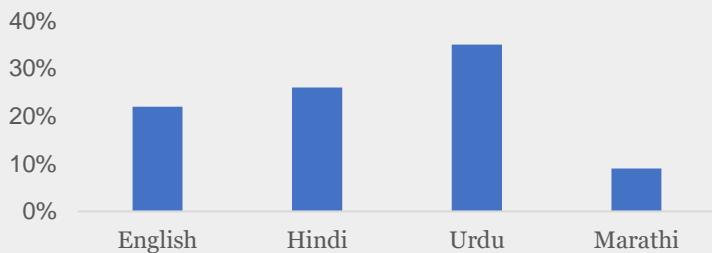
More number of girls are not accessing online study due to engagement in domestic work and to financially support to their families.

A similar number of both boys and girls are not accessing online study due to lack of digital skills among them.

From a Migrant family lens:
Only 10% of the families in GNorth ward have migrated from another State/District in the past two years.

16

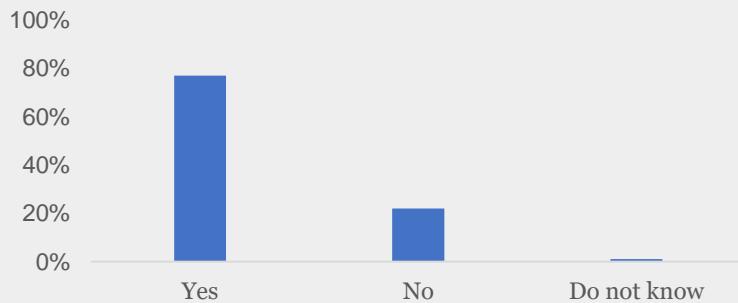
Medium of learning at school



It can be observed that the families who have migrated to GNorth ward from another State or district are less likely to send their children to English, Hindi and Marathi medium schools, rather they prefer Urdu medium schools.

17

Access of online study



It can be observed that the children of the migrant families are receiving online learning material irrespective of where they are presently residing.

18

Reasons of not accessing online study

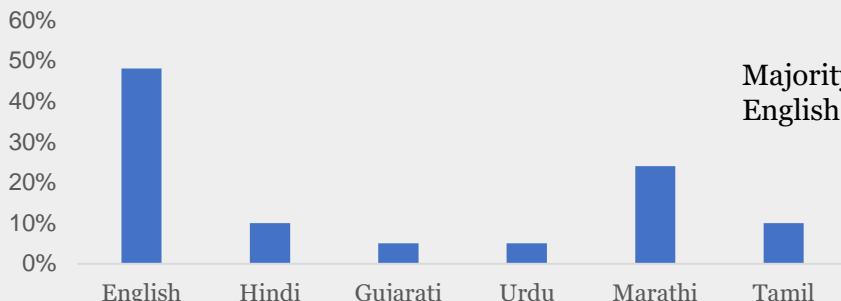


While the ones unable to access learning material, has a major challenge are due to no smart phone , paucity of money to recharge their phone and network issue

A few data insights with the focus on children with special needs: They are only 1% from the total families who have reported that their children belong to CWSN category

19

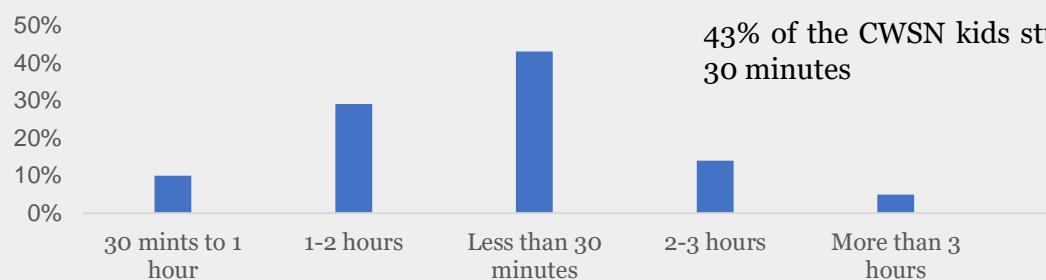
Medium of learning at school



Majority of the CWSN kids are enrolled in English medium schools

20

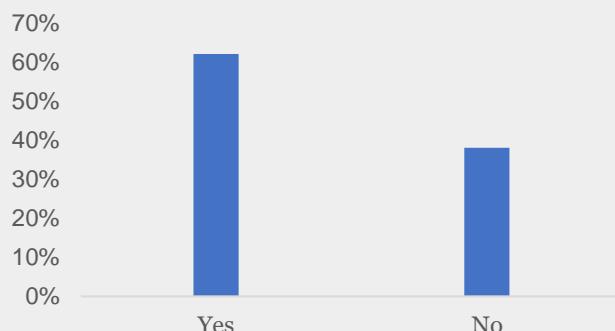
Duration of study



43% of the CWSN kids study less than 30 minutes

21

Accessing online study



62 % of the CWSN kids are accessing online study whare as 38% CWSN kids are not accessing due to mainly no smartphone available at home

Digital Profile Analysis of M-East Ward , Mumbai

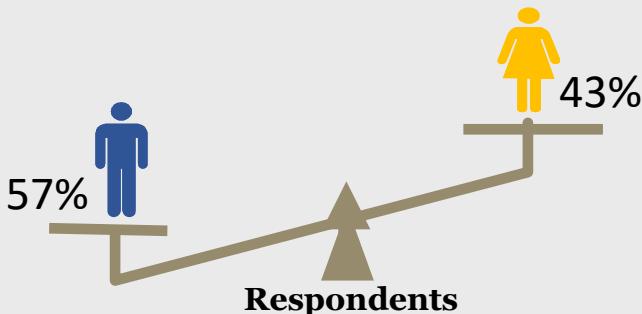
1



1067 Digital Profiles got submit from September to October ,2020

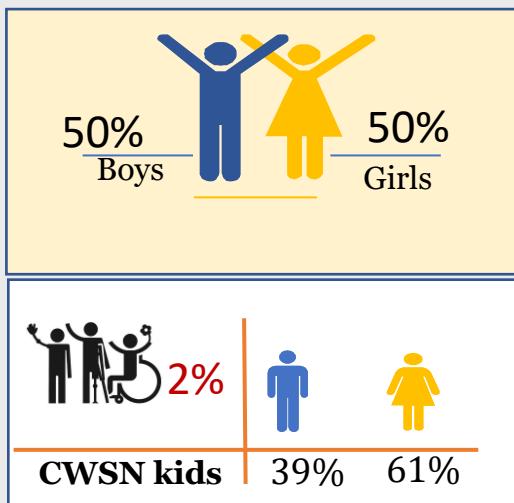
2

Gender Distribution of respondents



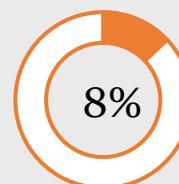
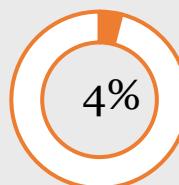
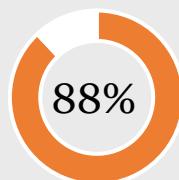
48% of the total respondents, is the father of the child.
Out of the 1067 respondents, 13 respondents were the children themselves.

Gender Distribution of **1067** children (1 child from every family)



Father	48.17
Mother	32.71
Brother	5.44
Sister	7.69
Aunty	1.69
Uncle	2.25
Grand Mom	0.66
Grand Father	0.09
others (Self & guardian)	1.31

Through digitally profiling **1067** families,
2631 children have been reached out
between age of 5-15 years.

3**Medium of learning at school****English** 12%**Urdu** 65%**Marathi** 11%**Hindi** 12%**Others** 0.9%**4****Family presently staying****In Mumbai**

Parent not in Mumbai, while the child is in Mumbai or Child not in Mumbai, while the parent is in Mumbai

Entire family is not in Mumbai

Out of the 80 entire families who are no longer in Mumbai, 14% had migrated from outside the State or district to Mumbai in the past two years. Out of the 126 families who are outside Mumbai or have any family member who is outside Mumbai, 13% families had migrated from outside the State or district to Mumbai in the past two years. While a significant number of 73 families had NOT Migrated in the past two years but are not in the Mumbai at present.

5

Tools available at home



TV with Dish



Ph with Internet



Ph without Internet



Radio



Others(PC, Tab etc)

24%**88%****15%****0.9%****0.47%**

1 % families marked “No Tech tools” available at their home

32 families (3% of the total) claim that there is no smart or normal phone in the household. Out of which 5 families, children spend less than 30 mins each day on learning activities- from which only 1 is able to access online material via neighbours or friends.

6

Class wise students ratio

6%**13%****15%****13%****14%****11%****14%****14%**

Class 1

Class 2

Class 3

Class 4

Class 5

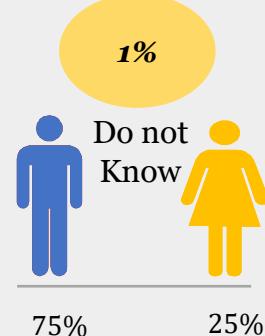
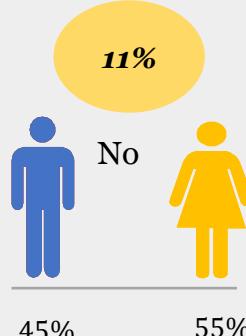
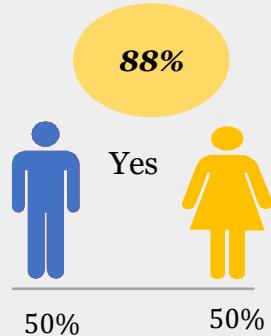
Class 6

Class 7

Class 8

7

Are the kids accessing online education ?



942 marked “Yes” that their children use online learning material

Out of which only 8 don't have smart or keypad phones, thus accessing via tuition teachers, neighbours or other members near the household. 117 marked “NO” that their children use no online learning material out of which 24 respondents , who don't have smart nor keypad phone

8

Duration Of Study

**9**

Mode of Study



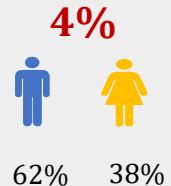
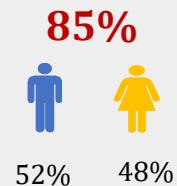
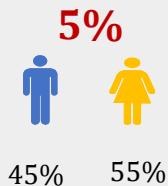
TV Channel



Ph with Internet

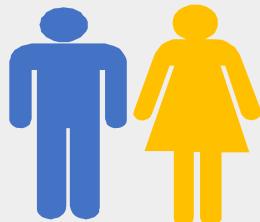


Others (Radio ,Tuition tab pc etc)



10

Inability for collecting learning materials %age with problems



**Two major issues of
not accessing Online
materials are**



59%



13%

No Smartphone

Internet Connectivity

11%

11

Covid Precautions

3 Major Precautions that families are taking



Using Mask
99%



Hand washing
93%



Social Distancing
78%

12

Are the parents ready to send back their kids to school if all precautions are taken?



92%



No

4%



4%

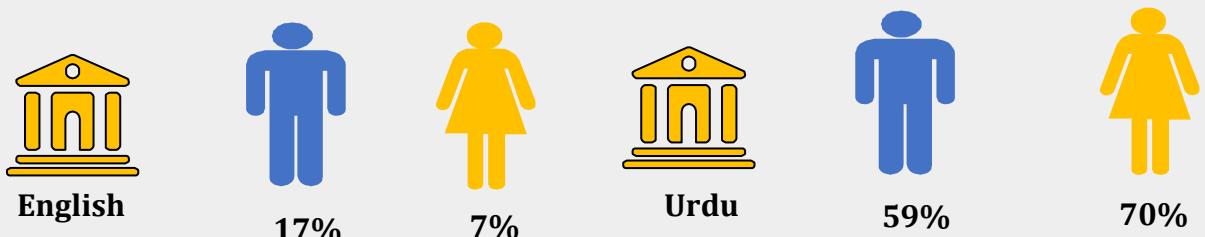
**Haven't thought
yet/don't know**

Out of the 1067 families 4% families unwilling to send children back to school even if the COVID precautions are taken, 87% fear that their children would get infected while 13% stated that the child is no longer staying in Mumbai.

A few data insights from a GENDER LENS

13

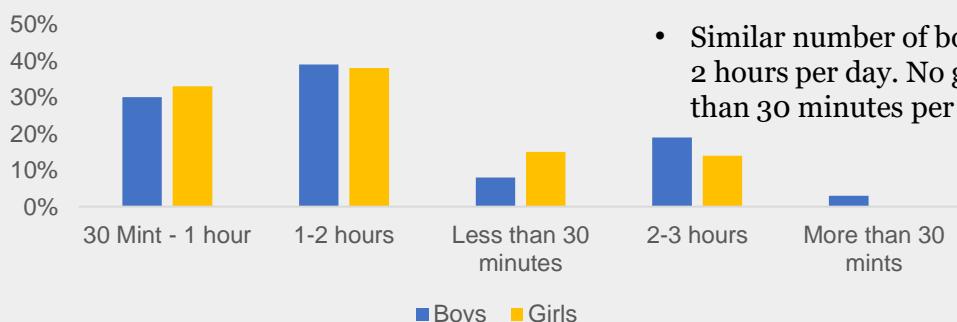
Medium of learning at school



Majority of boys & girls are enrolled in Urdu medium school. Compare to girls ,boys are more enrolled in English medium school .

14

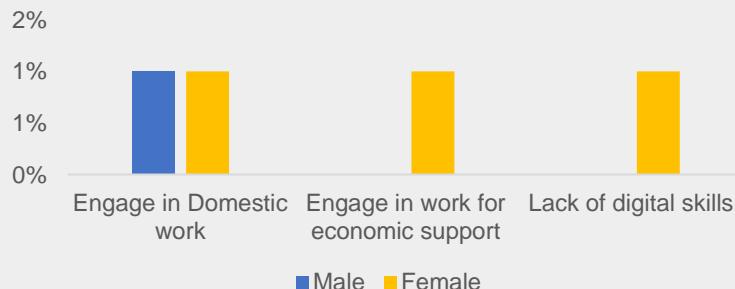
Duration of study



- Similar number of boys & girls do study 1-2 hours per day. No girls do study less than 30 minutes per day

15

Reason of not accessing online study

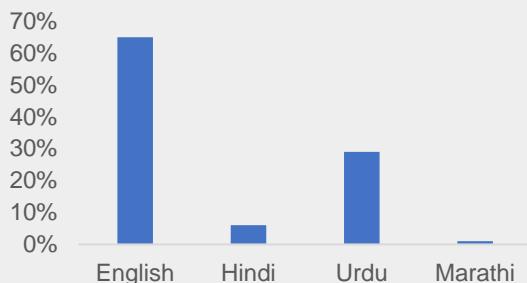


similar number of girls are not accessing online study due to engagement in domestic work , financially support to their families and lack of digital skills .

A similar number of both boys and girls are not accessing online study due to engagement in domestic work

**From a Migrant family lens:
Only 13% of the families in MEast ward have migrated from another State/District in the past two years.**

16 Medium of learning at school



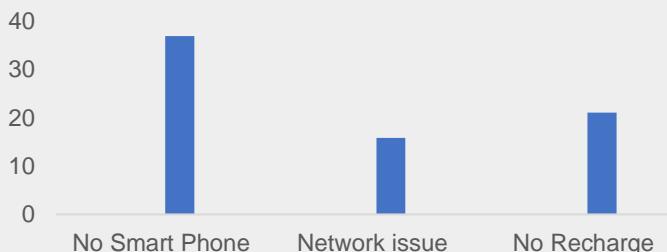
It can be observed that the families who have migrated to GNorth ward from another State or district are less likely to send their children to English, Hindi and Marathi medium schools, rather they prefer Urdu medium schools.

17 Access of online study



It can be observed that the children of the migrant families are receiving online learning material irrespective of where they are presently residing.

18 Reasons of not accessing online study

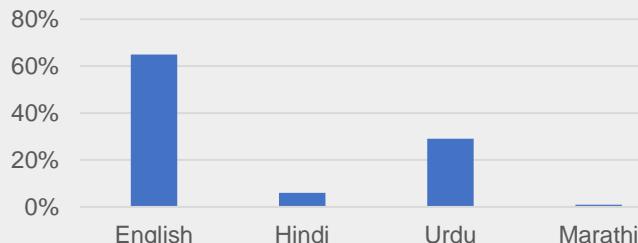


While the ones unable to access learning material, has a major challenge are due to no smart phone , paucity of money to recharge their phone and network issue

A few data insights with the focus on children with special needs: They are only 2% from the total families who have reported that their children belong to CWSN category

19

Medium of learning at school



Majority of the CWSN kids are enrolled in English medium schools

20

Duration of study



4% of the CWSN kids study 2-3 hours

21

Accessing online study



94 % of the CWSN kids are accessing online study where as only 6% % CWSN kids are not accessing due to mainly no smartphone available at home, network issue and no recharge in ph

Digital Profile Analysis of Palghar

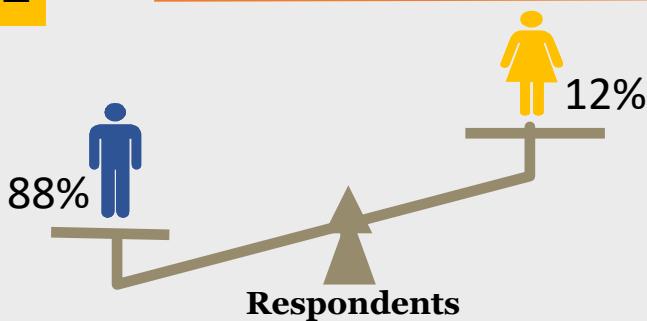
1



2647 families were profiled under Sneh Samwad

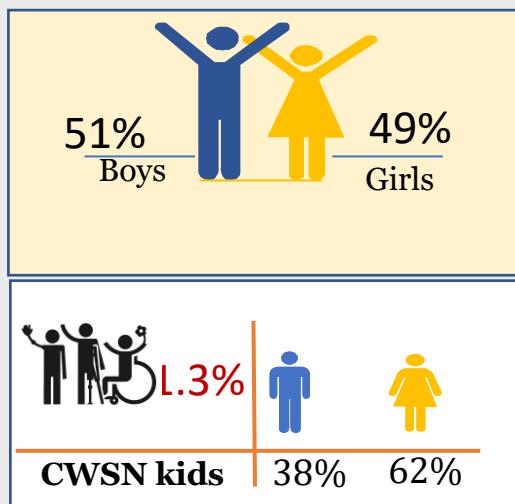
2

Gender Distribution of the respondents



81 % of the total respondents, is the father of the child.

Gender Distribution of children



Father	2150
Mother	273
Brother	83
Sister	26
Aunty	3
Uncle	64
Grand Mom	7
Grand Father	9
others (Self & guardian)	32

Through digitally profiling **2647** families, **5286** children have been reached out between age of **5-15** years.

3**Medium of Language**

English	0.1%
Gujarati	0.4%
Marathi	99.5%

4**Family presently staying****In Palghar**

99.2%

**Parent not in Palghar, while
the child is in Mumbai or Child
not in Palghar, while the
parent is in Palghar**

0.7%

**Entire family is
not in Palghar**

0.1%

**A significant number of 17 families had NOT Migrated in the past two years
but are not in Palghar**

5

Tools available at home



TV with Dish



Ph with Internet



Ph without Internet



Radio



Others(PC, Tab etc)

45%**58%****33%****2.7%****.02%**

Only 4.7% families marked “No Tech tools” available at their home

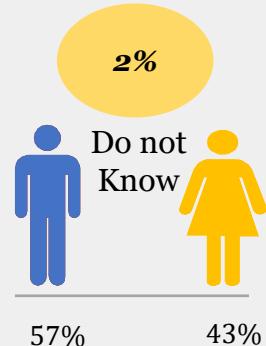
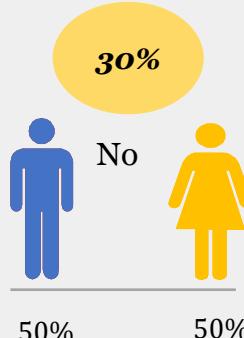
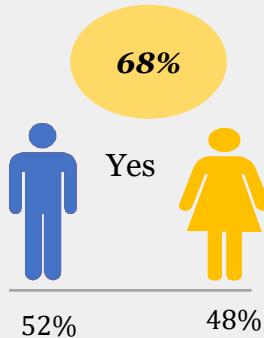
337 families (13% of the total) claim that there is no smart or normal phone in the household. Out of which 37 families, children spend less than 30 mins each day on learning activities- from which 21 are able to access online material via neighbours or friends or through tv channel .

6

Class wise students ratio

**7**

Are the kids accessing online education ?



1797 marked “Yes” that their children use online learning material

Out of which only 201 don’t have smart or keypad phones, thus accessing via tuition teachers, neighbours or other members near the household. 803 marked “NO” that their children use no online learning material out of which 134 respondents , who don’t have smart nor keypad phone

8**Duration Of Study****11.2%****47.8%****32.3%****7.8%****0.9%**

Less than 30 Mints

30 mints to 1 hr

1 hr to 2 hrs

2 hrs to 3 hrs

More than 3 hours



51%



49%



52%



48%



54%



46%



49%



51%



46%



54%

9**Mode of Study**

TV Channel



Ph with Internet



Others (Radio ,Tuition tab pc etc)

34%

51%



49%

44%

52%



48%

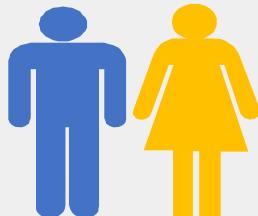
15%

54%



46%

30%

10**Inability for collecting learning materials %age with problems**

50% 50%

**Two major issues of
not accessing Online
materials are**



56%



79%

No Smartphone

Internet Connectivity

11**Covid Precautions**

3 Major Precautions that families are taking



Using Mask
96%



Hand washing
74%



Social Distancing
77%

12**Are the parents ready to send back their kids to school if all precautions are taken ?**

67%

Yes ✓



12%

No ✗



21%

Haven't thought
yet/don't know

Out of the 2647 families 11% families unwilling to send children back to school even if the COVID precautions are taken, 100% fear that their children would get infected if they send to school

13

Medium of learning at school



Marathi
medium



100%

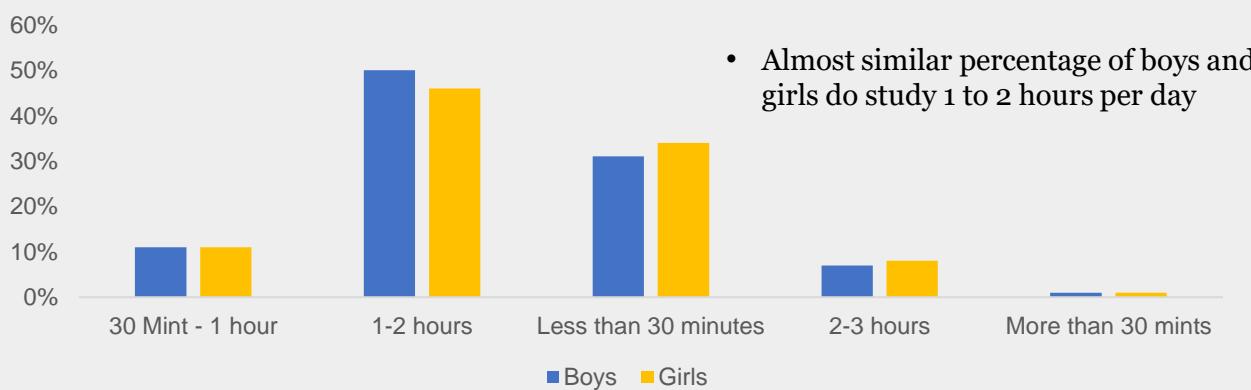


99%

Almost similar number of boys and girls are enrolled in Marathi medium school. Although around 1% of girls also enrolled in other medium schools.

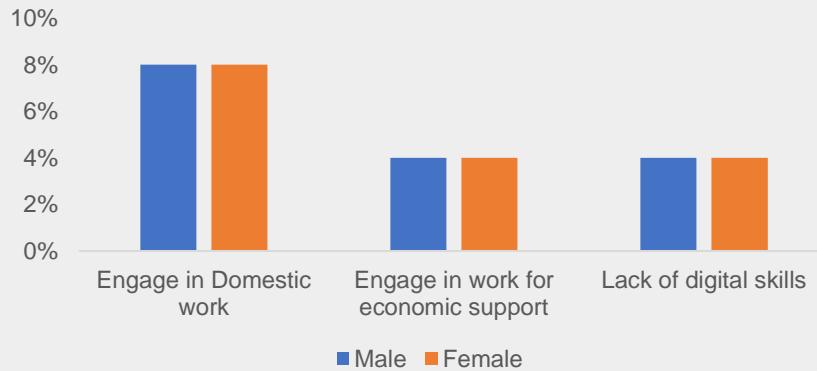
14

Duration of study



15

Reason of not accessing online study



A similar number of both boys and girls are not accessing online study due to lack of digital skills among them, engage themselves in domestic work and helping financially to their family

From a Migrant family lens:
Only 10% of the families in GNorth ward have migrated from another State/District in the past two years.

16

Tools available at home



TV with Dish



Ph with Internet



Ph without Internet

61%

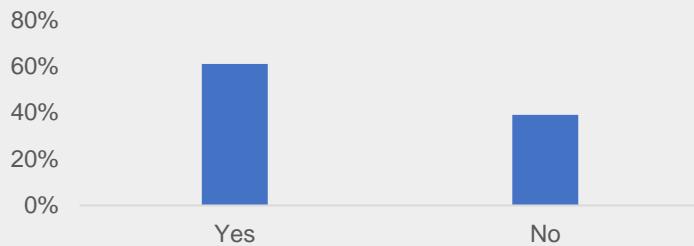
39%

13%

It can be observed that majority of migrant families have tv with dish and very less number of migrant families have ph with internet or without internet

17

Access of online study



It can be observed that the children of the migrant families are receiving online learning material irrespective of where they are presently residing. Although a good percentage of children of migrant families are not accessing online study

18

Reasons of not accessing online study



While the ones unable to access learning material, has a major challenge are due to network issue , no digital skills of parents and children are engaged with domestic work

A few data insights with the focus on children with special needs: They are only 1.3% from the total families who have reported that their children belong to CWSN category

19

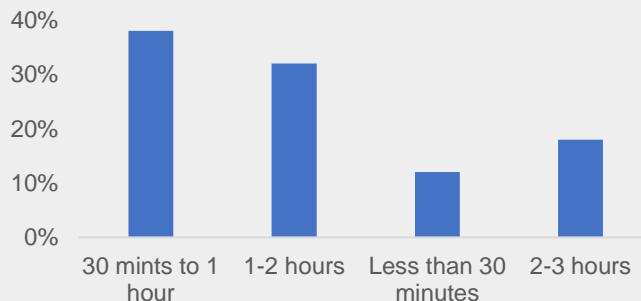
Medium of learning at school



It can be observed that 100% CWSN children are going to Marathi medium school

20

Duration of study



It can be understood that the majority of CWSN children do study 30 mints to 1 hour

21

Accessing online study



79 % of the CWSN kids are accessing online study whare as 21% CWSN kids are not accessing due to mainly no smartphone available at home

ANNEXURE 6: IVRS CONTENT USED

Particulars	HINDI	MARATHI
	Theme	Message content
Introduction and Covid Related	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है जो कि कोविड -19 और आपके बच्चे की पढ़ाई के बारे में हैं कृपया ये पूरी कॉल जरुर सुनें हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है कोविड से बचने के लिए बहुत ज़रूरी है कि आप, आपके बच्चे और परिवार के सभी लोग: -जब भी कहीं बाहर जा रहे हैं तो मास्क ज़रुर पहने और खासकर भीड़ वाले इलाके में तो मास्क पहनना बहुत ही आवश्यक है साथ ही किसी से बात करते हुए दो मीटर की दूरी पर खड़े हों - और दिन में कई बार 40 सेकंड के लिए साबुन या हँड सैनिटाइजर का इस्तेमाल करें आपको हमारे द्वारा हर सप्ताह में इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभाग करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बदल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत. कोविड पासून आपला बचाव करण्यासाठी तुम्ही सर्वांनी: बाहेर जाताना मास्क घालणे आवश्यक आहे. गर्दीच्या ठिकाणी जाताना तर मास्क घातलाच पाहिजे. कोणाशीही चर्चा करताना दोन मीटर चे अंतर राखा. तसेच दिवसातून वारंवार साबण किंवा हँडवॉश वापरून ४० सेकंदांसाठी हात धुवा आणि नियमितपणे सॅनिटायजरचा वापर करा.</p> <p>कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणारा असाच फोन तुम्हांला शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>

Update whatsapp Number/home learning	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। कृपया ये पूरी कॉल ज़रुर सुनें। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है। आपके बच्चे के स्कूल टीचर व्हाट्सऐप पर बच्चे के लिए गृहकार्य भेज रहे होंगे। एक पालक होने नाते आप सुनिश्चित करें कि बच्चे ये गृहकार्य करें। अगर आपके पास : -व्हाट्सऐप वाला कोई अलग नंबर है और टीचर को वो नंबर नहीं पता तो टीचर को वह नंबर बताएं, व्हाट्सऐप वाला फ़ोन नहीं है तो आस-पड़ोस के किसी व्यक्ति (जिसके पास व्हाट्सऐप वाला फ़ोन हो) का नंबर टीचर को दें। अगर आपके व्हाट्सऐप नंबर नहीं है तो टीचर को कॉल करके गृहकार्य समझें। यदि आपने स्नेह संवाद प्रोजेक्ट में अपना व्हाट्सऐप वाला नंबर दिया है तो वह नंबर हम टीचर तक पहुंचा देंगे। ताकि बच्चे की पढ़ाई जारी रहे। इसके अलावा कई ऐसी गतिविधि हैं जो आप बच्चे के साथ घर में कर सकते हैं, जैसे : रोज़मरा के कामों में गणित एक महत्वपूर्ण भूमिका निभाते हैं। इस सप्ताह अपने बच्चे को उसकी गणित को बेहतर करने के लिए और परिवार की थोड़ी ज़िम्मेदारी समझने के लिए उनसे - साप्ताहिक पारिवारिक खर्चों का हिसाब करने को कहें। एक सप्ताह के लिए अपने परिवार के खर्च की गणना करें (कितना पैसा था, कितना खर्च किया गया था, कितना बचाया गया था। आशा करते हैं कि यह गतिविधि आपको और बच्चों को पसंद आएगी। आपको हमारे द्वारा हर सप्ताह में इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुंच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहे तुमच्या मुलांचे शिक्षक त्यांना व्हॉट्सअॅप वरून अभ्यास पाठवत असतील. एक पालक या नात्याने आपली मुले अभ्यास करत आहेत ना याची खात्री तुम्ही करा. जर तुमच्याकडे: व्हॉट्सअॅप साठीचा वेगळा नंबर असेल आणि शिक्षकांना तो माहिती नसेल तर तो नंबर शिक्षकांना नक्की द्या. , व्हॉट्सअॅप असणारा फोन नसेल तर तुमच्या शेजारी राहणाऱ्या एखाद्याचा (ज्यांच्याकडे व्हॉट्सअॅप असणारा फोन आहे) नंबर शिक्षकांना द्यावा. जर व्हॉट्सअॅप असणारा फोन उपलब्ध करणे शक्य नसेल तर शिक्षकांना फोन करून अभ्यास समजावून घ्यावा.</p> <p>जर तुम्ही स्नेह संवाद प्रकल्पामध्ये तुमचा व्हॉट्सअॅप नंबर दिला असेल तर तो नंबर शिक्षकांपर्यंत पोचवण्यात येईल, जेणेकरून मुलांचा अभ्यास सुरु राहील. याशिवाय घराच्या घरी मुलांसोबत तुम्ही विविध उपक्रम करू शकता. जसे की- आपल्या दैनंदिन जीवनामध्ये गणित महत्वाची भूमिका बजावत असते. या आठवऱ्यामध्ये आपल्या मुलांचे गणित अधिक चांगले करण्यासाठी आणि त्यांना घरातील थोडी जबाबदारी समजण्यासाठी त्यांना कुटुंबाचा आठवऱ्याचा हिशेब करायला सांगा. एका आठवऱ्यातील कुटुंबांचा खर्च किती झाला याचा हिशेब ठेवायला सांगा (किती पैसे होते, त्यातील</p>
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Stories / Home learning	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। कृपया ये पूरी कॉल ज़रुर सुनें। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है। कहानियां बच्चों को सीखने, बातचीत करने और व्यक्त करने में मदद करने का एक शानदार तरीका है। क्या आपके बच्चे को कहानी सुनना पसंद है? जैसे: बंदर और बिल्ली की कहानी, प्यासे कौए की कहानी? अगर आप चाहते हैं कि आपका बच्चा कोवीड के समय में भी पढ़ाई से जुड़ा रहे और कहानी के ज़रिये नयी-नयी बातें सीखें। इसके अलावा घर में किसी कहानी किताब से आप या बड़े बच्चे कहानी पढ़कर सुने सकते हैं। आप अपने बचपन का कोई किस्सा कहानी बच्चों को सुना सकते हैं। अपने बच्चे को प्रोत्साहित करें कि वो अपनी कोई निबंध लिखे या आपको सुनाये जैसे स्कूल में बिताया कोई खास दिन आदि। आपको हमारे द्वारा हर सप्ताह में इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत गोष्टी, कथा या मुलांना शिकण्यामध्ये, चर्चा करण्यामध्ये आणि व्यक्त होण्यामध्ये मदत करण्यासाठीचे एक उपयुक्त माध्यम आहे. तुमच्या मुलांना तहानलेल्या कावळा किंवा ससा कासव अशा गोष्टी ऐकायला आवडतात का? जर त्यांचा अभ्यास या कोविडच्या काळात देखील सुरु राहावा आणि गोष्टींच्या माध्यमातून त्यांना नवनवीन गोष्टी शिकता याव्यात असे तुम्हांला वाटत.याशिवाय तुमच्या घरातील एखाद्या गोष्टीच्या पुस्तकातील गोष्ट तुम्ही किंवा घरामधील मोठे दादा, ताई त्यांना गोष्ट वाचून दाखवू शकता. तुम्ही तुमच्या लहानपणीच्या काही गोष्टी मुलांना ऐकवू शकता. तुमच्या मुलांना 'शाळेमध्ये घालवलेला एक खास दिवस' अशा विषयावर निबंध लिहायला आणि तुम्हांला ऐकवायला प्रोत्साहित करा.कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणारा असाच फोन तुम्हांला शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>
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Art and Craft / Home learning	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। कृपया ये पूरी कॉल ज़रुर सुनें। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है।</p> <p>बच्चों के सोचने की क्षमता को बढ़ने के लिए बच्चों को प्रोत्साहित करें कि वो सोचें कि कोविड के बाद स्कूल कैसे होंगे और उसका कोई चित्र बनाएं। ये चित्र बनाने के लिए ज़्यादा से ज़्यादा घर की ही चीज़ें इस्तेमाल करें। जैसे: घर में कोई पुराने काग़ज, मिट्टी, कपड़े के टुकड़े या जो चीज़ें इस्तेमाल नहीं हो रही हों।</p> <p>आपको हमारे द्वारा हर सप्ताह में इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत मुलांची विचार क्षमता वाढवण्यासाठी त्यांना 'कोविड नंतर त्यांची शाळा कशी असेल' याबद्दल विचार करायला आणि त्याचे चित्र काढण्यासाठी प्रोत्साहित करा. हे चित्र काढताना जास्तीत जास्त वापर घरातील उपलब्ध वस्तूंचा जसे की जुने कागद, माती, कपड्यांचे तुकडे किंवा ज्या वस्तूंचा वापर आता केला जात नाही यांचा करायला सांगा.</p> <p>कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणारा असाच फोन तुम्हांला शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>
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नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। कृपया ये पूरी कॉल ज़रुर सुनें। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है। इस तरह से फोन पर आपको कुछ मैसेज भेजे गए होंगे, आशा करते हैं कि वह आपको अपने बच्चे के लिए मददगार लगे होंगे।

आपको हमारे द्वारा हर सप्ताह इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।

नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत. अशया प्रकारचे मैसेज तुम्हाला तुमच्या फोनेवर पाठविण्यात आले आहेत. आम्ही आशा करतो कि आपल्या मुलांसाठी त्यांची मदत झाली असेल

कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणारा असाच फोन तुम्हांला शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!

Covid stigma and embracing change	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है। यह समय हम सभी के लिए कठिन है- काफी लोग इस बीमारी से सामना कर रहे हैं। यह अपने घर पर, या फिर रिश्तेदारी में, या आसपास के हो सकते हैं- ऐसे समय में हमें उनके साथ भेदभाव की जगह सबका सहयोग करना चाहिए। जैसे:</p> <p>अगर कोई कोविड-19 पॉजिटिव है तो उनको खाना बनाने में, राशन लाने में या दवाई लाने में मदद करें।</p> <p>अपने मुहल्ले में, खासकर उनके घर के आसपास सफाई का ध्यान रखें।</p> <p>कोविड-19 संक्रमित व्यक्ति से दुरी बनाकर बातचीत करते रहे ताकि उनको अकेलापण महसूस न हो।</p> <p>यदि उनके घर में कोई बच्चा है तो उसकी पढ़ाई में मदद करें।</p> <p>यह लढ़ाई हम सब मिल कर ही जीत सकते हैं। इस बदलाव को हम सबको मिल कर स्वीकार करना है। हमारी आपसे विनती है कि आप कोविड के मरीज़ से कोई भेदभाव न करें और अपने बच्चों को भी ऐसा करने के लिए कहें। आपको मुंबई महानगरपालिका द्वारा हर सप्ताह इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह- संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत.</p> <p>हा काळ सर्वांसाठीच कठीण आहे - बन्याच लोकांना करोनाची लागण झाली आहे. ते आपल्या घरी, शेजारी किंवा नात्यातले सुद्धा असू शकतात. अश्या वेळी आंपण त्यांच्याशी भेदभाव न करता त्यांना मदत केली पाहिजे .</p> <p>जैसे कि</p> <p>जर कुणी कोविड 19 पॉजिटिव असेल तर त्यांच्यासाठी जेवण बनवणे, किरणा सामान आणणे किंवा औषधे आणायला मदत केली पाहिजे</p> <p>आपल्या गल्लीत विशेषत: त्यांच्या घराच्या आसपासची साफ सफाई केली पाहिजे कोविड- 19 पॉजिटिव व्यक्ती बरोबर योग्य ते अंतर ठेवून संवाद केला पाहिजे म्हणजे त्यांना एकट वाटणार नाही</p> <p>त्यांच्या घरात कुणी लहान मुल असेल तर त्याला शिकायला मदत करा</p> <p>हि लढ़ाई आपण सर्वजण एकत्र जिंकू शकतो. या बदलाचा आपण सर्वांनी स्वीकार करारायचा आहे. आम्ही आपल्या सर्वांना विनती करतो तुम्ही करोना रुग्णा बरोबर कोणत्याही प्रकारचा भेदभाव करू नका तसेच आपल्या मुलांना ही या विषयी जागरूक करा .</p>
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Second language	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है। बच्चे अपनी मातृभाषा या वह भाषा जो घर में इस्तेमाल होती है- उस भाषा को अच्छे से जानते हैं और समझते भी हैं। ज़रूरी है कि बच्चे घर पर और भी नए भाषाओं का अभ्यास करते रहे। अपने बच्चे को एक कविता गाणे को कहे, या एक चिठ्ठी लिखवाये /उस भाषा में जो उसे सीखनी हो या सीखना चाहता हों। आपको हमारे द्वारा हर सप्ताह इसी समय एक कॉल की जाएगी ताकि आप तक कोविड और बच्चों की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत. मुलांनी आपली मातृभाषा किंवा घरात वापरली जाणारी भाषा याच्यासोबत घरीसुद्धा इतर भाषांचा सराव करणे महत्वाचे आहे. तुमचा मुलगा /मुलगी जी भाषा शिकत आहेत त्या भाषेत त्यांना एक कविता म्हणण्यास सांगा किंवा त्यांना त्या भाषेत पत्र लिहायला सांगा.</p> <p>कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणरा असाच फोन तुम्हांला मुंबई महानगरपालिका च्या शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>
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Worksheets	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है।</p> <p>आपके बच्चों को स्कूल से वर्कशीट मिल रहे होंगे। पेरेंट्स ने स्कूल से नियमित वर्कशीट लेकर आना चाहिए। बच्चों से वह वर्कशीट हल करवाएं। बच्चों द्वारा हल की गई वर्कशीट को समय पर कक्षा शिक्षकों को दीजिए। यदि बच्चों के लिए वर्कशीट हल करने में कोई दिक्कत है, तो पेरेंट्स, बड़े भाई-बहन या फिर पड़ोस में बड़ी कक्षा के छात्रों की मदद ले सकते हैं। पेरेंट्स को अपने आसपास के उन छात्रों की मदद करनी चाहिए जो ऑनलाइन, ऑफलाइन पढ़ाई में शामिल नहीं हैं, साथ ही ऐसे बच्चों के बारे में स्कूल को सूचित करें। महामारी के इस कठिन समय में, हम अपने बच्चों को स्नेह संवाद के माध्यम से महत्वपूर्ण जानकारी देते रहेंगे जारी रखेंगे। धन्यवाद!</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी जोडलेली राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत.</p> <p>आपल्या मुलाला शाळेतून अभ्यासाच्या वर्कशीट मिळत असतीलच .पालकांनी शाळेतून नियमित वर्कशीट्स आणायला पाहिजेत. मुलांकडून त्या वर्कशीट्स सोडवून घेतल्या पाहिजेत. मुलांनी सोडवलेल्या वर्कशीट वर्गांशिक्षकांना वेळेवर घायला हव्यात. मुलांना वर्कशीट सोडवताना काही अडचणी येत असतील तर पालकांची ,मोठ्या भावंडांची किंवा शेजारच्या मोठ्या वर्गातील विद्यार्थ्यांची मदत घायला हवी.. पालकांनी आपल्या परिसरातील जे विद्यार्थी ऑनलाइन,ऑफलाइन शिक्षणात सहभागी नाहीत अश्या मुलांना सहभागी होण्यास मदत करा, तसेच अश्या मुलांची माहिती शाळेत घायला हवी. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>
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Letter to HM	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है।</p> <p>स्कूल काफी समय से बंद हैं, और जब खुलेंगे तब भी काफी प्रयासों के बाद व् साथ ही साथ COVID के सभी एहतियात रखते हुए। क्योंकि बच्चों को स्कूल जाना है / इसलिए इसमें बच्चों की राय का शामिल होना बहुत ज़रूरी है। इसलिए आप अपने बच्चे को कहे कि वो लिखकर, चित्र बनाकर या रिकॉर्ड करके अपने स्कूल के प्रिंसिपल को बताएं कि वो स्कूल में कोविड-19 से बचने के लिए कैसी तैयारियां चाहते हैं।</p> <p>ताकि ज्यादा-से ज्यादा बच्चे स्कूल जाएँ। आपको हमारे द्वारा हर सप्ताह इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी जोडलेली राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत.</p> <p>शाळा बच्याच काळ बंद आहेत, आणि जेव्हा सुरु होतील कोविडची सर्व खबरदारी घेऊन कराव्या लागतील. म्हणूनच मुलांना या विषयी माहिती असणे महत्वाचे आहे. कोविड 19 च्या बचावासाठी शाळेत काय करायला हवे या बद्दल एका कागदावर लिहून, चित्र काढून किंवा फोनवर रेकॉर्डिंगद्वारे आपल्या शाळेच्या मुख्याध्यापकांना सांगावे. कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणारा असाच फोन तुम्हांला शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल.</p> <p>महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>
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Girl Child Education	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय पहले आपको स्नेह संवाद के बारे में आपके बच्चे के टीचर ने बताया होगा। इस कार्यक्रम में कोविड के समय में भी बी.एम.सी स्कूल में पढ़ने वाले बच्चे पढ़ाई से जुड़े रहें और उनके परिवार स्वस्थ रहें यह कोशिश की जा रही है।</p> <p>सावित्रीबाई फुले ने भारत में महिलाओं की शिक्षा के बारे में बात की उनकी कविताओं ने भेदभाव के खिलाफ बात की और शिक्षा पर जोर दिया ज्योतिराव फुले ने सावित्रीबाई को शिक्षक बनने के लिए प्रशिक्षित किया। दोनों ने मिलकर लड़कियों को पढ़ाने के लिए 1 स्कूल शुरू किया आज के भारत में बच्चों को सावित्रीबाई फुले से प्रेरणा लेने की जरूरत है। उन्हें प्रेरित किया जाना चाहिए और शिक्षा के माध्यम से अपने सपनों को प्राप्त करना चाहिए।</p> <p>आशा करते हैं कि आप भी अपने घर में बच्चियों / लड़कियों की पढ़ाई रुकने नहीं देंगे और उन्हें आगे बढ़ने में पूरा सहयोग देंगे।</p> <p>आपको हमारे द्वारा हर सप्ताह इसी समय ये कॉल की जाएगी ताकि आप तक कोविड और बच्चे की पढ़ाई से जुड़ी जानकारी पहुँच सकें। महामारी के इस मुश्किल समय में स्नेह संवाद के ज़रिये हम आपको बच्चों से जुड़ी महत्वपूर्ण जानकारी देंगे।</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी जोडलेली राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत.</p> <p>सावित्रीबाई फुले भारतातील महिलांच्या शिक्षणाबद्दल काम केले आहे, त्याच्या कवितांमध्ये भेदभाव विरोधात बोलले गेले आहे. त्यांचे मुलींच्या शिक्षणात खूप मोठे योगदान आहे. ज्योतिराव फुले यांनी सावित्रीबाईना शिक्षक होण्यास प्रेरणा दिली. मुलींना शिकवण्यासाठी दोघांनी त्यांनी मिळून एक शाळा सुरु केली आजच्या मुलींना सावित्रीबाई फुले यांच्याकडून प्रेरणा घेणे गरजेचे आहे.</p> <p>शिक्षणाच्या माध्यमातून स्वतःची स्वज्ञे पूर्ण करता येतात. आंम्हाला आशा आहे की आपणही आपल्या मुलींचा अभ्यास थांबू देणार नाही आणि त्यांना प्रगतीमध्ये पूर्ण पाठिंबा घ्याल. कोविड१९ आणि तुमच्या मुलांच्या अभ्यासाबद्दल माहिती देणारा असाच फोन तुम्हांला शिक्षण विभागाकडून याच वेळी दर आठवड्यातून एकदा करण्यात येईल. महामारीच्या या कठीण वेळी स्नेह संवाद द्वारे आपल्या मुलांसाठी महत्वपूर्ण अशी माहिती आम्ही देत जाऊ. धन्यवाद!</p>
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Parents engagement and closing	<p>नमस्ते, यह कॉल आपको BMC शिक्षा विभाग से किया जा रहा है। हम आशा करते हैं कि आप अपने परिवार सहित स्वस्थ और सुरक्षित हैं। कुछ समय से आपको स्नेह संवाद कार्यक्रम के ज़रिये कॉल्स आ रही थी जिसमें कोशिश की जा रही थी कि आपका परिवार कोविड से कैसे बच्चीं और बच्चे की पढ़ाई भी कैसे सुनिश्चित की जा सकें।</p> <p>इन संदेशों में बच्चों से बातचीत करना, स्कूल के प्रधानाध्यापक को लिखित रूपमें अपने सुझाव देना और लड़कियों की पढ़ाई शुरू रखना आदि मुद्दों पर बात की गयी।</p> <p>आज यह इस कार्यक्रम की आखिरी कॉल है और हम आशा करते हैं हम आपकी कुछ सहायता कर पाये इसलिए आपको हमारा अब तक का साथ अच्छा लगा होगा। बच्चों के सीखने में पैरेंट की बहुत मुख्य भूमिका होती है और हमें उम्मीद है कि आप ये भूमिका ज़रूर निभाएंगे, आप आगे भी अपने बच्चे के साथ समय बिताएंगे, / उनको पढ़ाई और घर से जुड़े कार्यों में जोड़े रखेंगे, / बच्चों की पढ़ाई में मदद करेंगे और रुकने नहीं देंगे। और बच्चे के टीचर से बात करते रहेंगे।</p> <p>हम आशा करते हैं कि आप यह ज़रूर करते रहेंगे। धन्यवाद</p>	<p>नमस्कार, कोविड-१९ आणि तुमच्या मुलांच्या अभ्यासाविषयी माहिती देणारा हा फोन तुम्हांला BMC शिक्षण विभागातून करण्यात आला आहे. कृपया ही माहिती पूर्ण ऐका. तुम्ही आणि तुमचे कुटुंबीय निरोगी आणि सुरक्षित आहात अशी आशा आम्ही करतो. काही दिवसांपूर्वी तुम्हांला तुमच्या मुलाच्या शिक्षकांनी स्नेह संवाद या प्रकल्पाबद्दल बद्दल माहिती दिली असेल. या उपक्रमाद्वारे BMC शाळांमध्ये शिकणारी मुले त्यांच्या अभ्यासाशी संलग्न राहतील आणि त्यांचे कुटुंबीय निरोगी राहतील यासाठी प्रयत्न केले जाणार आहेत. या सर्व कॉलमध्ये मुलांशी बोलणे, शाळेच्या मुख्याध्यापकांना पत्रे लिहिणे, सूचना देणे आणि मुलींना अभ्यास बंद करू न देणे इत्यादींवर चर्चा करण्यात आली आहे आज या कार्यक्रमाचा हा शेवटचा कॉल आहे आणि आम्ही आशा करतो की आतापर्यंतची साथ तुम्हाला आवडली असेल आणि थोड्या फार प्रमाणात आम्ही आपल्याला मदत करू शकलो . मुलांच्या अभ्यासात पालकांची खूप महत्वाची भूमिका असते. आम्हाला आशा आहे कि तुम्ही तुमची जबाबदारी नक्कीच पूर्ण कराल. आपण इथून पुढे सुद्धा मुलांबरोबर वेळ घालवा . त्यांना शिक्षण आणि घरातील कामांशी जोडून घ्या. मुलांना अभ्यासात मदत कराल आणि अभ्यास थांबू देणार नाही. मुलांच्या शिक्षकांशी बोलत रहा आम्ही आशा करतो की आपण या सर्व बाबींचा पाठपुरावा सुरुच ठेवाल . धन्यवाद</p>
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Sneh Shikshak calling_GN ward

1.फोन करने की तारीख /फोन करण्याची तारीख

yyyy-mm-dd

2.फोन करने वाले का नाम /फोन करण्याचा व्यक्तीचे नाव

3.फोन करने वाले का नंबर /फोन करण्याचा व्यक्तीचा नंबर

4.फोन उठाने वाले का नाम/फोन उचलण्याचा व्यक्तीचे नाव

5.फोन उठाने वाले का फोन नंबर/फोन उचलण्याचा व्यक्तीचा नंबर

6.बच्चे का नाम (एक्सेल शीट के अनुसार)/मुलाचे नाव (एक्सेल शीटनुसार)

7.बच्चे के साथ का रिश्ता /मुलाशी नांतं

- पिता /वडील
- माता/आई
- भाई/भाऊ
- बहिन/बहीण
- चाचा/काका
- चाची/मावशी
- दादा/आजोबा
- दादी/आजी
- अन्य/इतर

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर नोंद करा

8.बच्चा अभी कहां रह रहे हैं?/मुल सध्या कुठे राहते ?

- फोन उठाने वाले के साथ/उत्तर देण्याचा व्यक्तीबरोबर
- अन्य स्थान , फोन उठाने वाले के पास नहीं/इतर जागी, उत्तर देण्याचा व्यक्ती जवळ नाही राहत

9. क्या आप स्वेह संवाद के बारे में जानते हैं? (क्या किसी शिक्षक ने आपको अपने बच्चे के बारे में पूछने और घर पर उपलब्ध तकनीकी उपकरणों को जानने के लिए फोन किया था)/तुम्हाला स्वेह संवादबद्दल माहिती आहे का? (आपल्या मुलाबद्दल विचारपूस करण्यासाठी आणि मुलांसाठी उपलब्ध तांत्रिक साधने जाणून घेण्यासाठी कोणत्याही शिक्षकांनी आपल्याला कॉल केला होता का ?)

- हाँ/होय
- नहीं/नाही
- याद नहीं है/लक्षात नाही
- हो सकता है लेकिन कॉल किसी और द्वारा प्राप्त किया गया था/कदाचित कॉल आला पण कोणा दुसऱ्याने घेतला होता

10. क्या आपको कोई आईवीआरएस मिला है? (एक रिकॉर्ड वॉयस नोट)/तुम्हाला कोणता आयझीआरएस आला आहे का? (एक रेकॉर्ड केलेला कॉल ची क्वॉइस नोट)?

- हाँ/होय
- नहीं/नाही
- याद नहीं है/लक्षात नाही
- हो सकता है लेकिन कॉल किसी और द्वारा प्राप्त किया गया था/कदाचित कॉल आला पण कोणा दुसऱ्याने घेतला होता

यदि नहीं, तो क्या आप आईवीआरएस प्राप्त करना चाहेंगे? इसमें कोविद से संबंधित जानकारी, होम लर्निंग टूल के बारे में जानकारी है/जर नाही तर तुम्हाला आईवीआरएस मिळाला तर चालेल का? त्या मध्ये कोविड विषयी माहिती आणि घरातील शिक्षण या विषयी माहिती असेल?

- हाँ/होय
- नहीं /नाही

यदि हाँ, तो वे कैसे थे ?जर होय, तर कसे होते?

- उपयोगी/उपयोगी
- उपयोगी नहीं/उपयोगी नाही
- कुछ उपयोगी हैं कुछ/काही उपयोगी होते आणि काही नाही
- अन्य /इतर

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर सविस्तर माहित लिहा

यदि हाँ, तो आपको इससे क्या जानकारी मिली?/जर होय, तर आपल्याला त्यातून कोणती माहिती मिळाली?

- कोविद सावधानियाँ/कोविड खबरदारी
- आर्ट एंड क्राफ्ट /आर्ट क्राफ्ट
- कहानियां/कथा
- क्वाट्सेप पर होमवर्क प्राप्त करना/क्वाट्सअॅपवर होमवर्क प्राप्त करणे
- अन्य

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर सविस्तर माहित लिहा.

यदि हाँ, तो क्या आपने घर पर इन गतिविधियों को किया था?/जर होय, तर सांगितलेल्या गोष्टी घरी करून बघितल्या आहेत का ?

- हाँ/होय
- नहीं/नाही
- याद नहीं है/माहित नाही
- अन्य/इतर

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर सविस्तर माहित लिहा.

यदि नहीं, तो क्या कारण थे?/केल्या नसतील तर कोणती कारणे होती ?

- नहीं समझ सके/समजले नाही
- मुश्किल कार्य/कठीण काम होते
- कोई भी मदद नहीं कर रहा था/कोणीही मदत करीत नाही
- दिलचस्प नहीं/चित्तवेधक नाही
- संसाधनों की अनुपलब्धता/संसाधनांची उपलब्धता नाही
- तेज सूचना/सूचना खूप जलद होत्या
- पूरे सूचना को नहीं सुन सका/संपूर्ण सूचना ऐकूशकलो
- अन्य/इतर

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर सविस्तर माहित लिहा.

यदि हाँ, तो, क्या आप आईवीआरएस प्राप्त करना जारी रखना चाहेंगे? /होय असल्यास, पुढेरी तुम्हाला आयव्हीआरएस आलेले चालतील का?

- हाँ/होय
- नहीं/नाही

11.स्कूल / शिक्षक / गैर सरकारी संगठन से बच्चों को किस तरह का मदद मिलता है?/शाळा / शिक्षक / स्वयंसेवी संस्थांकडून मुलांना कोणती मदत मिळत आहे ?

- होमवर्क
- पढ़ने की सामग्री/वाचन साहित्य
- विद्यालय संबंधी सूचना/शाळेशी संबंधित माहिती
- वर्कशीट/वर्कशीट
- अन्य/इतर

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर सविस्तर माहित लिहा.

12. बच्चे को किस तरह के मदद की आवश्यकता है?/मुलाला कोणत्या प्रकारच्या मदतीची आवश्यकता आहे?

- शैक्षणिक सहायता/शैक्षणिक
- भावनात्मक /भावनिक
- परामर्श/समुपदेशन
- अन्य//इतर

अगर अन्य चुना है, तो विस्तार में लिखे /जर इतर निवडले असेल तर सविस्तर माहित लिहा.

14. शिक्षक के लिए: कोई अन्य जानकारी जिसे आप परिवार के बारे में साझा करना चाहते हैं?/स्थेह शिक्षकांसाठी -कुटुंबाविषयी इतर माहिती तुम्हाला सांगायची असेल तर

Sneh Shikshak Calling orientation feedback

1. सहभाग्याचे नाव/प्रतिभागी का नाम/Name of the Participant

2. मोबाइल नंबर/Mobile Number

3. लिंग/Gender

- स्त्री/Female
- पुरुष/Male
- इतर/अन्य/Others
- सांगू इच्छित नाही/नहीं बताना है/Does not want to disclose

4. संलग्न संघटना /संगठन से जुड़े/Associated with organization

- एम. सी. जी .एम/एम. सी. जी. एम/ MCGM)
- युनिसेफ/युनिसेफ/UNICEF
- इतर/अन्य/Other

5. कृपया इतरांचा उल्लेख करा/कृपया अन्य का उल्लेख करे/ Please mention other

6. पद/Designation

- शिक्षक/शिक्षक/Teacher
- बीओ/बीओ/BO
- एओ/एओ/AO
- इतर/अन्य/Other

7. कृपया इतरांचा उल्लेख करा/कृपया अन्य का उल्लेख करे/ Please mention other

8. शाळेचे नाव/स्कूल का नाम/School Name

9. शाळेचा Udise Code/स्कूल का Udise Code /Udise Code of School

11. प्रकल्पाची उद्दीष्ट स्पष्टपणे परिभाषित केली गेली/ परियोजना के उद्देश्यों को स्पष्ट रूप से परिभाषित किया गया था/The objectives of the project/work were clearly defined

- पूर्णपणे सहमत/अत्यधिक सहमत/ Strongly Agree
- सहमत/सहमत/ Agree
- तटस्थ/तटस्थ/ Neutral
- असहमत/असहमत/Disagree
- पूर्णपणे असहमत/अत्यधिक असहमत/Strongly disagree

12. प्रशिक्षणाचा अनुभव माझ्या कामासाठी उपयुक्त ठरेल/प्रशिक्षण के अनुभव मेरे काम के लिए सहायक होंगे/The training experiences will be helpful for my work

- पूर्णपणे सहमत/अत्यधिक सहमत/ Strongly Agree
- सहमत/सहमत/ Agree
- तटस्थ/तटस्थ/ Neutral
- असहमत/असहमत/Disagree
- पूर्णपणे असहमत/अत्यधिक असहमत/Strongly disagree

13. प्रशिक्षण अभ्यासक्रम समजणे सोपे होते/ प्रशिक्षण संसाधन को समझाना आसान था/The training resources were easy to understand

- पूर्णपणे सहमत/अत्यधिक सहमत/ Strongly Agree
- सहमत/सहमत/ Agree
- तटस्थ/तटस्थ/ Neutral
- असहमत/असहमत/Disagree
- पूर्णपणे असहमत/अत्यधिक असहमत/Strongly disagree

14. प्रशिक्षकांची तयारी चांगली होती / प्रशिक्षक अच्छी तरह से तैयार थे/The trainers were well prepared

- पूर्णपणे सहमत/अत्यधिक सहमत/ Strongly Agree
- सहमत/Agree
- तटस्थ/ Neutral
- असहमत/Disagree
- पूर्णपणे असहमत/अत्यधिक असहमत/Strongly disagree

15. प्रशिक्षणासाठी इतर काही सूचना/ प्रशिक्षण के लिए कोई अन्य प्रतिक्रिया या सुझाव/Any other feedback or suggestion for the orientation

**ANNEXURE 9: FEEDBACK FROM
TEACHERS FOR SNEH SAMWAD**

Teachers' Feedback on Sneh Samwad

1. स्नेह शिक्षकांचे नाव / स्नेह शिक्षक का नाम

2. लिंग

- स्त्री/स्त्री
- पुरुष/पुरुष
- इतर/अन्य
- सांगू इच्छित नाही/बताने की इच्छा नहीं है

3. मोबाईल नंबर

4. वॉर्ड/वार्ड

- जी नॉर्थ/जी-नार्थ
- एम इस्ट 1/एम-ईस्ट 1
- एम इस्ट 2/एम-ईस्ट 2

5. शाळेचा आयडी / स्कूल का आयडी

6. डिजिटल प्रोफायालींग साठी मिळालेल्या कुटुंबांची संख्या / डिजिटल प्रोफायालींग के लिये मिले हुए परिवारों की संख्या

7. डिजिटल प्रोफायालींग भरलेल्या एकून फॉर्मची संख्या / डिजिटल प्रोफायालींग भरें हुए कुल फॉर्म संख्या

8. तुमचा स्नेह शिक्षक म्हणून अनुभव कसा होता?/ स्नेह शिक्षक के रूप में आपका अनुभव कैसा रहा?

- शिकायता मिळाले/सीखने को मिळा
- आनंददायक/आनंदपूर्ण
- प्रेरक/प्रेरक
- निराशाजनक/निराशाजनक
- इतर/अन्य

जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा/यदि किसी ने अन्य ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें

9. स्नेह शिक्षक म्हणून तुम्हाला काय मिळाले ?/ स्नेह शिक्षक के रूप में आपने क्या हासिल किया?

- कुटुंबाशी एक सखोल नाते तयार झाले/गहरा संबंध विकसित किया है
- मुलांच्या संदर्भाविषयी बाबी समजल्या/बच्चे के बारे में अधिक जानकारी प्राप्त कर सकते हैं
- नवीन तंत्रज्ञान शिकायला मिळाले/तकनिकी के बारे में सीखा
- मुलांशी आणि पालकांशी चांगल्या पद्धतीने संवाद कसा करायचा हे समजले/परिवारों के साथ संवाद को बेहतर तरीके से करना सीखा
- कुटुंबांची सेवा करून चांगले वाटले/दूसरों की सेवा करके अच्छा महसूस किया
- इतर/अन्य

जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा/यदि किसी ने अन्य ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें

10. डिजिटल प्रोफायालींग करताना तुम्हाला कोणत्या अडचणी आल्या ते लिहा /डिजिटल प्रोफायालींग करते समय आपको कौनसी दिक्कते आपी उसकी बारे मैं लिखें।

11. संपूर्ण "स्नेह संवाद प्रोजेक्ट" 1 ते 5 (5 खूप चांगले आहे आणि 1 खूप वाईट आहे) च्या स्केलमध्ये आपण काय रेट कराल?/ आप 1 से 5 के पैमाने पर पूरे "स्नेह संवाद परियोजना" का मूल्यांकन करेगे (5 बहुत अच्छा है और 1 बहुत बुरा है)?

- 1
- 2
- 3
- 4
- 5

12. साझा सहाय्यकाने केलेले मार्गदर्शन आणि मदत तुम्ही किती समाधानी आहात ते 1 ते 5 (5 खूप चांगले आहे आणि 1 खूप वाईट आहे) च्या स्केलमध्ये रेट करा / 1 से 5 के पैमाने पर साझा टीम के सदस्योंद्वारा समर्थन और मार्गदर्शन प्राप्त करने से आप कितने संतुष्ट हैं (5 बहुत अच्छा है और 1 बहुत बुरा है)

- 1
- 2
- 3
- 4
- 5

13. स्नेह शिक्षक म्हणून तुमचा आवडता क्षण तुम्हाला शेर करायला आवडेल का ?/ क्या आप स्नेह शिक्षक के रूप में आपने पसंदीदा पल या अनुभव बताना चाहेंगे?

- होय/हाँ
- नाही/नहीं

जर हो असेल सविस्तर लिहा / अगर हाँ, तो कृपया विस्तार में लिखे

14.तुम्ही हा कार्यक्रमात सहभागी होण्यासाठी इतर शिक्षकांना सुद्धा सल्ला द्याल का ? / क्या आप अन्य शिक्षकों को भी इसकी सलाह देंगे?

- होय/हाँ
- नाही/नहीं

जर नाही अस का ते स्पष्टीकरण लिहा/ अगर नहीं, तो ऐसा क्यों

15.जर तुम्हाला या कार्यक्रमाची शिफारस करायची असेल तर तुम्ही कोणते मॉडेल प्रस्तावित कराल ?/यदि आपको इस कार्यक्रम को आगे के लिए बताना हो तो आप किस मॉडल का प्रस्ताव करेंगे ?

- सर्व शिक्षकांनी ठराविक वेळ ठरवून पालकांशी एक - एक करून संवाद करायचा/शिक्षकों के पास एक विशिष्ट समय स्लॉट हो जिसमे वो पेरेंट्स के साथ बात कर सके
- सर्व शाळेतील 1-2 शिक्षक पालकांशी नियमित संवाद करायचा/सभी स्कूलों में 1-2 शिक्षकों को पेरेंट्स से बात करने के लिए नियमित किया जाये
- इतर/अन्य

जर कुणी इतर पर्याय निवडला असेल तर त्या विषयी माहिती लिहा/यदि किसी ने अन्य ऑप्शन चुना है, तो उसके विषय में जानकारी लिखें

16.तुम्हाला भविष्यातही अशाच प्रकारच्या कार्यक्रमात सहभागी व्हायला आवडेल का ?/ क्या आप भविष्य में इसी तरह के कार्यक्रमों का हिस्सा बनना चाहेंगे?

- होय/हाँ
- नाही/नहीं

17.स्नेह संवाद या संपूर्ण प्रकल्पाबद्दल कोणताही अभिप्राय असल्यास लिहा/ समग्र परियोजना स्नेह संवाद पर कोई प्रतिक्रिया

18.स्नेह संवाद प्रोजेक्ट मध्ये काही सुधारणा करण्यासाठी काही सूचना असतील तर लिहा / हमारे लिए कोई सुझाव की हम किस तरह स्नेह संवाद परियोजना में सुधार करे

ANNEXURE 10: PARENTS FEEDBACK FORM FOR SNEH SAMWAD

1. Name of the Caller

- Ashvini
- Nilanjan
- Apoorva

2. Name of the Respondent

3. Ph number of the Respondent

4. Name of the kid

5. Relationship with the kid

- Father
- Mather
- Brother
- Sister/elder sister
- Uncle/ Maternal uncle
- Aunty
- Grand Father
- Grand Mother
- Others

If select others please mention in details

6. Did you receive any Ivrs (Recorded audio)?

- Yes
- No
- Can't remember
- May be someone else received

If yes, How was those Ivrs messages ?

- Helpful
- Not much helpful
- Some were useful some were not
- Others

If select others please mention in details

If yes what information did you receive ?

- Covid Precautions
- WhatsApp number update
- Stories
- Art and Craft
- Covid stigma and embracing change
- Second language
- Worksheets
- Letter to HM
- Girl child education
- Parental engagement & closing

If yes did you do those activities at home ?

- Yes
- Some activities did and some did not not
- Not at all
- Can't remember

7. Did you receive any call from teacher in last 15 days ?

- Yes
- No
- Can't remember
- May be some one else picked up

If yes how was your experience

- Liked when the teacher called
- Not much difference if the teacher calls
- I had face difficulty when the teacher called
- Others

if you select others please mention in details

8.What mode of information was most useful for families ?

- Ivrs Messages
- Weekly calls by teacher
- Both

If you select ivrs , please mention how .

If you select weekly calls by teacher , please mention how

If you select both , please mention how

9.Any major remarks by the caller



Contact us: collaborate@saajha.org