ARIVU-DISHA 2015-2019

Compilation of the 4 years of programme implementation

Arivu-Disha

Initiated and implemented by

headstreams
Towards fullness of life

Supported by

Mphasis
The Next Applied

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ABOUT HEADSTREAMS

Headstreams envisions a world with opportunities for every person to realise their inherent potential to live a positive, confident, purposeful and socially productive life. Over the past decade, Headstreams has built its presence globally through networks in the fields of play pedagogy, promotion of 21st century life-skills and empowerment of individuals and communities. It has also earned a reputation as an advocate and facilitator of free play spaces that opened up opportunities for children and youth of marginalized socio-economic backgrounds to play, learn and change.

Headstreams started its journey working with young men and women in Karnataka on enhancing employment and livelihood opportunities. Over the years, realising the challenges of didactic educational practices, the disengagement of children, adolescents and youth in education, and dipping learning levels, Headstreams focused on enhancing learning through play.

One of the key programmes which the organisation has been implementing since 2015 is **Arivu-Disha**, a play based learning programme to enhance academic outcomes and life-skills of students from under privileged backgrounds enrolled in government schools. The programme culminated this year and has evolved into a new programme called **Children's Library and Activity Programme (CLAP)** which will be implemented from the new academic year 2019-2020 in government schools.

Along with the Arivu-Disha programme, Headstreams has been implementing other significant programmes like the **Tackle Caravan**, very popular among volunteers as it gives them the opportunity to facilitate play and learning spaces for children in government schools. Though it began as an independent programme and is one of the oldest programmes of Headstreams, it was later implemented under the Arivu programme. Headstreams also set up **Projects In Play And Learning (PIPAL)** initiatives in Bengaluru. One of the PIPAL initiatives was a pilot project at the City Central Library, Shivajinagar, in association with the Karnataka State Department of Public Libraries and the other one is currently being run at a Government Observation Home for Boys in Madiwala, Bengaluru.

Very different from the other programmes is the **Bachelors in Vocational Education and Jeevanam programme**, a three year degree programme in Software Development , integrated with a techno-social project, certified by Tata Institute of Social Sciences (TISS), Mumbai. This professional course along with allied integrated techno- social project work, will equip young women and men from the Kolar district of Karnataka, Malur *taluk* or block with hands-on knowledge of Software Development and internship opportunities with reputed companies.

Along with these regular programmes, Headstreams conducts several annual events like the **Tackle Fest**, **Summer Camps**, **Let's Play** and the **International Play Conference** which are part of the Arivu - Disha programme.
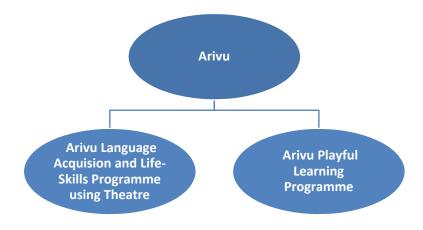
PROGRAMME OVERVIEW (2015 – 2019)

Aivu-Disha, a play-based learning programme was conceptualised to address the key challenges that exist in the state of education. According to the fourth edition of Pearson Voice of Teacher Survey, 2016, nearly 1 in 2 students in India were not actively engaged in their learning process, especially in schools catering to students from low-income backgrounds. Headstreams experience of working with children over the past eleven years showed that a one-size fits all; didactic learning approach followed by teachers with limited teaching styles and resources was a major contributor to the disengagement of students.

Reckoning the challenges, Headstreams piloted a unique learning program called Arivu-Disha in 30 state-run schools of Karnataka in 2015. The programme's USP has been the playful learning approach that integrates joy in learning among students or learners and puts the power of designing need-based, customised and engaging playful learning solutions in the hands of teachers or rather facilitators, especially in resource - poor settings like government or state-run schools. Through the multi-modal game formats which included text, audio and visuals, teachers were empowered to create personalised content that catered to multiple-intelligences and learning styles of different learners. Reckoning the needs of schools and educators in resource-poor settings, the programme and its digital platform was designed to be deployed in areas which have minimal or no internet facility and could be administered completely offline.

Equipped teachers could covert Arivu open-ended digital platform into playful learning digital games by adding any content to it. Teachers who did not know even one line of coding could gamify any learning content and present it to their students. In four years of its implementation, more that 200 government school teachers were trained in applying the playful learning approach through an on-the-job, immersive approach.

The playful learning approach and the game platform leveraged the power of collaborative learning and enhanced life-skills among learners in addition to improvement in their academic outcomes in subjects like English and Science.

Initially Headstreams piloted the unique learning program called Arivu-Disha in 30 state - run schools of Karnataka in 2015. Later the programme expanded reaching out to 30 state - run schools, 11 Government residential schools and couple of low budget private schools. Overall, the programme reached out to 6000 children from classes VI-IX across 43 schools. The programme offered two models - Arivu Language Acquision and Life-Skills Programme using Theatre and Arivu Playful Learning Programme .

Table A - List of the schools reached out by the Arivu Language Acquision and Life-Skills Programm

Schools in Shivajinagar Block, Bengaluru

- B.Channasandra GHPS
- Benniganahalli GHPS
- Ganganagar GHPS
- J.C.Nagar GHPS
- Kaval Birasandra GHPS
- Murphy Town GHPS

Schools in K. R Puram Block, Bengaluru

- A.Narayanapura GHPS
- Chikkadevasandra GHPS
- Hoodi GHPS
- Kaverinagar GHPS
- K.R.Puram GHPS
- Little Angels English School (Low budget private school)
- Munnekolala GHPS

Schools in Hosakote Block

- Doddahulluru GHPS
- Hosakote GGMS
- Kolar MMDRS
- Nandagudi GHPS
- Shivanapura GHPS
- V.V.Extn Hosakote GHPS

Schools in Kolar Block

- Belluru GHPS
- Dargha GUHPS
- Harati GHPS
- Kyalanur GHPS
- Millathnagar GUHPS
- Narasapura GHPS
- Rahamathnagar GUHPS
- S.S.Makhan GUHPS
- Sugatur GHPS
- Sullur GHPS
- Vemagal GHPS
- Vokkaleri GHPS

Table B - List of the schools reached out by the Arivu Playful Learning Programme:

Schools in Bengaluru

- Chamrajpet MDRS
- United MissionSchool (Govt. aided ow budget private school)

Schools in Hosakote Block

- Dandupalya MDRS
- Sulibele MDRS

Schools in Kolar Block

- KGF MDRS
- Kolar MMDRS
- Malur MDRS
- Madanahalli MDRS
- Mulbaglu MDRS
- Mulbaglu KCRS
- Parshganahalli MDRS
- Yelesandra KCRS

The impact of the programme has been phenomenal. Almost the entire class of students would be present on the days when the Arivu sessions were conducted. Students became more engaged in the learning process even in other classes and at home. Increase in learning outcomes like improvement in English writing, speaking, reading and comprehension were observed among learners. In addition to the cognitive developments, soft-skills such as increased confidence levels, problem-solving skills, creativity, collaboration, effective communication were other developments observed by teachers and parents.

This power of the programme was recognised and it won the **2017 NASSCOM Social Innovation Forum award** for Education. The successful implementation of the programme and its impact would not have been possible without the support of **Mphasis Pvt. Ltd**; **Department of State Educational Research and Training (DSERT)**, **District Institute for Education and Training (DIETs)**, the **Block Resource Centres (BRCs)** and schools where the programme was rolled out in the last 4 years.

The Arivu programme model has inspired Headstreams to take the playful learning format beyond schools. Today, Headstreams is offering programmes in play and learning to institution and spaces like the public library and juvenile correctional homes. The Arivu-Disha programme evolved into a new programme called Children's Library and Activity Programme (CLAP) which would be implemented from the new academic year 2019-2020 in government schools. The journey of the programme in terms of its reach and key components have been summarised in the Table C below.

Table C

Arivu Programme Reach			
2015-2016	**2016-2017**	**2017-2018**	**2018-2019**
• 30 schools • 1500 students	• 30 schools • 2500 students	• 42 schools • 2600 students	• 43 schools • 3500 students
Programme offerings			
• Play based learning activities and tools • Learning English • Digital app and games for learning • Life-skills based activities • Play resources • Career and academic guidance	• Playful based learning activities and tools • Learning English • Digital app and games for learning • Arivu comics • Dial -to-Learn Missed Call Service • Life-skills based activities • Play resources • Career and academic guidance	• Play based learning • Learning English and Science through play based tools , activities • Digital spaces or labs to explore concepts • Open-ended game formats for designing gamified content • Board games, card games, puzzles • Life-skills based activities • Workshop module based on career guidance	• Play based learning content • Theatre as a medium to learn • Open-ended game formats • English and Science playful learning resources • Life-skills development

Some of the popular play based learning tools include:

YO - YO FROG DIGITAL GAME FORMAT: It is a tablet based game, in a quiz format. Competences it develops includes critical thinking, time management, learning English and Science concepts.

MARBLE DIGITAL GAME FORMAT: It is a tablet based game format and develops critical thinking, curiosity, learning English and Science concepts among participants.

RESOLF: It is an open game system which could hold content from Maths, English and Science. Competences it develops includes problem solving, collaboration, competition, learning Maths, Science and English concepts.

ISLAND GAME: This card game helps to build connects and associations. It helps to enhance skills like communication, critical thinking, creativity, curiosity and logical thinking among players.

NANTOOS: This box of blocks made of cardboard helps to create patterns and models which strengthen the power of imagination, connection and creation in players.

GLEE BOX: This box of 8 different games and activities includes board games, a card game, and activities like painting with nature, lantern making and creating a pen-stand. This box keeps the users engaged constructively and creatively.

PLAY- CYCLOPEDIA (2 editions): These compilations of games and traditional game songs encourage playing games in different contexts for fun, enjoyment, learning and building relationships.
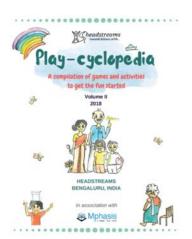
COMICS: Comics are bi-lingual (in Kannada & English) and each episode exposes a reader to a new place and different culture. These comics are available in print as well as in digital format. They develop a habit for reading, thereby improves reader's comprehension and speaking skills in English and Kannada.

JIGSAW PUZZLES: These puzzles are primarily from the comics/stories of Ballu and Chinnu. These puzzles are useful as they encourage players to concentrate, create and leave him/her with a sense of accomplishment when the puzzle is complete.

DIAL - TO - LEARN SERVICE: This service was primarily offered to Arivu programme students. Participants could listen to stories, songs and rhymes in English through this missed call service.

The Arivu-Disha programme that began as an English leaning play based programme expanded to cover Science as well, as teachers and students found great value the programme added in helping them understand concepts. In the course of time, the organisation's other programmes and events like Tackle Caravan, Summer Camp, Let's Play, Tackle Fest, and International Play Conferences were also inspired by the Arivu-Disha model and implemented as programmes or events under the Arivu-Disha programme. Hence the impact that the Arivu-Disha programme created was far beyond the 43 schools and its students it directly reached out to.

Programme Highlights:

- **6000 students impacted over 4 years by the Arivu programme.**
- **500 digital tables used for the programme.**
- **About 5200 sessions delivered across the 4 years to students of classes VI – IX.**
- **The 7th Tackle Fest (implemented as a Disha event) was organised in 2018. Every year an average of 300-400 high school students are invited to participate in the career exposure fest.**
- **2 International Play Conferences organised, having a participation of more than 700 delegates in all.**
- **Since 2015, Arivu inspired Let's Play event saw participation of more than 6000 individuals including children and adults every year.**
- **Around 1000 children participate in the annual summer camps organised since 2015.**
- **32000 copies of Arivu comics distributed among students.**
- **Over 15,000 missed calls have been received from students who have used the 'Dial-To- Learn' Service launched by Headstreams.**
- **Over 5000 Glee Boxes wee districted among students. These boxes were specially designed to encourage students to actively engage in fun based learning activities during their summer vacation.**
- **On an average 100 Tackle Caravan sessions are organised every year.**

INCEPTION

Arivu-Disha

Report 2015-2016

CONTENTS

1. INTRODUCTION: A PROGRAMME SO UNIQUE!

Headstreams' dream to empower students with the knowledge of English and life skills came to life in the year 2015. The Arivu-Disha programme was taking shape for quite some time since the beginning of the year 2015, was finally implemented in September.

'Arivu' was born with the belief that English is a differentiator and there is a need to equip students especially from non- English backgrounds, with the requisite skills. However headstreams' programme was way different from the English teaching that happens in school, which follows the traditional 'chalk-talk' method. Learning English through 'play and with 'tablets' was the mantra behind this unique English learning programme.

On the other hand, Disha was launched in November 2015 with the objective to make high school students aware of appropriate subjects or discipline they need to take up after their schooling, in order to pursue a specific academic or career option of their choice.

A common focus of both Arivu and Disha, is on developing life skills in students that help in problem solving, critical thinking, effective communication, decision making, creative thinking, interpersonal relationship, self-awareness, empathy and coping with stress and emotions etc. Whereas acquiring these skills is a lifelong process, the programme believes that consciously building these skills in children and adolescents is necessary.

As of April 2016, the Arivu-Disha programme has reached out thousands of students in 30 schools (list of schools in Annex 1) across three districts of Karnataka, namely, Bengaluru, Hosakote and Kolar. In six months, the programme has been able to make significant impact on the ground. The following sections of the report gives a detailed overview of its two pillars-Arivu and Disha, highlighting their focus areas, success stories, challenges and learnings.

The programme is supported by Mphasis Pvt. Ltd -a global Software services and solutions company who is the sole funder of this Project and the Department of State Educational Research and Training (DSERT) and District Institute for Education and Training (DIETs). Active on the ground support, participation and engagement is being provided by the Block Resource Centres (BRCs) and beneficiary government schools in Karnataka.

2. ARIVU: LEARNING FUSED WITH FUN

Why Arivu?

In modern times, the knowledge of English language is considered to be an uncompromising skill in one's life. It has become the language of the education system, national media, corporate business, judiciary and bureaucracy. In the absence of any national language in India, and with the existence of several regional vernaculars, English remains the lingua franca.

The importance of the role of English in a student's life cannot be denied. Given the positive and tangible impact of English, the language has been introduced at initial stages of schooling across most government schools in India. In Karnataka, students start learning English from class I. However it becomes a serious subject like any other only in Class VI, when students are made to appear for an English examination for the first time in school.

Unfortunately, the latest available ASER report 2014 [1]highlighted a grim national and state level data. As per the report, only about 25% of children enrolled in class V could read simple English sentences. This number is virtually unchanged since 2009. As per the ASER Karnataka state report 2014[2] , in class VI, 4% children cannot even read letters, 6% can read letters but not more, 11% can read words but not class I level text or higher, 24% can read class I level text but not class II level text, and only 55% can read class II level text.

It is not unknown that for most of the students who study in government schools, English is a difficult language given their socio-economic backgrounds and the primary medium of learning at state schools which is mostly in local language. There is also an urgent need to revisit how English is taught in these schools, the quality of instruction and books and other learning aids.
Recognising the need to help students learn English using effective and alternative methodologies, the 'Arivu' programme was born.

What is Arivu?

- A four year English learning and digital literacy programme
- Works with children of class VI to VIII enrolled in Karnataka government schools
- Focus is on English reading, listening, comprehension; digital literacy and life skills
- Child-centered programme steered by trained facilitators
- Uses innovative teaching methodologies, particularly play based learning
- Leverages digital technology in the form of tablet based modules and language applications
- Arivu curriculum is designed by experts skilled in alternative education and learning processes - CERTAD, SNEHADHARA and AAROHI.
- Delivered across 30 schools in 3 districts and has impacted 1300 students till date

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[1]ASER National Report http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/National%20PPTs/aser2014indiaenglish.pdf

[2]ASER State Report
http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER%202014/ASER%20state%20pages%20Eng/karnataka.pdf
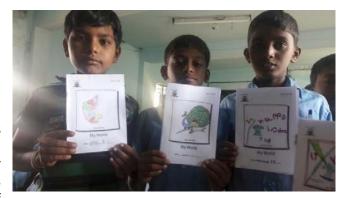
What has been done so far?

Brief description of each of the highlights (of figure 1) is given below:

Play based learning sessions

Headstreams' Arivu programme is paving a way towards alternative methods of teaching and learning by focusing on play based learning. Through games, digital medium, dance, songs, role-plays and various other activities children are introduced to the world of knowledge.

Arivu's play based sessions were designed with the belief that children learn best when they are allowed to observe, explore and engage. This got translated into Arivu facilitated classrooms where the role of Arivu teachers was beyond teaching. As facilitators, they introduced students to the world of English through play and digital medium.

In the first year, some of the lessons learnt by students during the sessions included simple English words and sentences; associating sounds and smell from their surroundings; identification of body parts and their functions in English ; sense of time and directions in English; Names of transport and colours in English.

Digital Learning sessions

Arivu's digital learning sessions provided opportunities to students to watch videos play digital games and explore varied digitals applications that evoked interest in them which further strengthened their understanding of the English language.

Digital sessions were in alignment with the themes and objectives of the activity sessions. Several applications, games, videos were selected in a way that evoked curiosity in children and had a positive impact on their learning outcomes.

Tackle Caravan

The 'Tackle Caravan' programme is one of the other programmes of headstreams, which is mainly for underprivileged children in Bengaluru. The focus of the programme is on promoting creative learning and positive mental health. Every Saturday, trained volunteers go out to different slums in the city and set up stalls with different creative materials and activities such as reading, arts, crafts, music, dance, drama, story -telling, games and sports. Children from surrounding low-income areas participate and make use of the resources in these stalls.

Incorporated into the Arivu programme this year, Tackle Caravan also reached out to students enrolled in Arivu schools and benefitted over 1000 children.

Let's Play

Every year, an international event called *Let's Play* is organised by several individuals and organisations. It is a collective platform to entitle children to their natural avenues- play spaces. Interested individuals and organisations create or organise play spaces for children in and around their homes, garages, vacant plots, parks, terraces or anywhere which is safe for children to come together and play for a few hours.

As a part of Arivu, the event was also held in the 30 Arivu schools in November 2015, which gave an opportunity to students to live their life!

Summer Camp

It is an annual camp organised for students of various age groups. The summer camp is held for a short period of a week to 10 days. The activities featured in the camp are designed around the core theme of Positive Mental Health. It acts as a medium for children to express their thoughts while at the same time explore their creativity. Many of the activities in the Summer Camp revolve around art, dance, theatre and music.

This year's Summer Camp engaged 18 volunteers who participated over 20 days, benefitting around 1125 children who joined the Camp.

Missed Call Service

To stimulate curiosity and ensure continuity in learning, a missed call service was launched for the students enrolled in the Arivu programme. Through this service, students could give a missed call and receive a call back, with options to listen to songs and stories in English. They also had the option to leave feedback. As many as 5000 missed calls were received over a span of 5months.

Arivu stories from the field

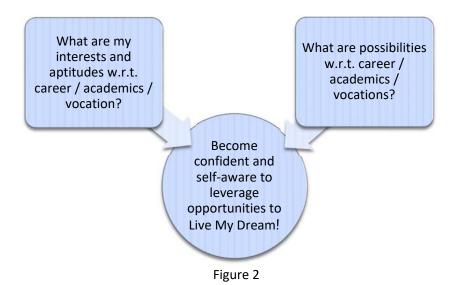| Student………	Facilitator……..
"Digital games, videos and applications help my mind grow."	"My family has started respecting me for my job"
-Esther, student, Chikkadevasandra School in Bangalore.	-Sharda R, facilitator, Kolar
Teacher…..	**HM…**
"After attending the Arivu sessions, children have developed an interest to learn English. Before Arivu was launched in the school, students would be absent during English exams. Now, their attendance during the exams has gone up with quite a few of them scoring very well in English." - English teacher, Hoodi School, Bangalore.	The HM of Doddahulluru school in Kolar thinks, Arivu-Disha is "God's gift to his students." Students love attending Arivu classes and they enjoy learning English. -HM, Doddahulluru School, Kolar

3. DISHA: SHAPING DREAMS FOR THE FUTURE

Why Disha?

Arming adolescents with skills and guidance to help them choose right academic and career path is best done within the education system. Unfortunately social conditioning and the school education framework over the years has created inappropriate stereotypes – for example careers chosen based on marks obtained –95% and above, medical or engineering, 70-80% commerce and any less, then an arts stream. There are standard courses and subjects that children 'think' they must take in order to succeed and be 'well-settled' / 'successful' (as perceived by society!).

These social conditions and stereotypes mislead students who fall prey to making inappropriate decisions or pursuing careers which they do not enjoy. Victims are mainly students who do are first generation learners or do have no pedagogic support with guidance.

Acknowledging this problem, Disha envisages allowing learners to select subjects that are in line with their future plans. Moreover, Disha's guidance could go a long way in giving the learners the confidence to decide where they want to be in future (Figure 2)

What is Disha?

- A 2 year career guidance programme for high school students (Class IX & X)
- Opens up range of vocational and academic opportunities
- Builds life skills that would help students take informed decisions in life
- Aligns academic choices with career interests
- Methodologies include exposure visits, interactive workshops, educational fairs and interactive sessions.
- Delivered across 3 schools in the year 2015, reaching out to over 500 students.

What are my interests and aptitudes w.r.t. career / academics / vocation?

What are possibilities w.r.t. career / academics / vocations?

Become confident and self-aware to leverage opportunities to Live My Dream!

Figure 2

What has been done so far?

> Disha's first workshop was organised in November 2015

> Disha's educational fest (second workshop), Tackle Fest 2015 was held on 5th December, 2015 at St. Joseph's College, Bangalore

> Disha's third workshop was rolled out on 29th January 2016

Description of each of the highlights is given below:

Disha-Workshop 1

Launched in November 2015, Disha's first session was rolled out for government school students of class IX in Bangalore, Kolar and Hosakote. Over a 2.5 hour session, it helped explore students' backgrounds, interests and aspirations through a series of fun filled activities and games. This session also served as a baseline or a needs assessment to help the design team in designing the future sessions. The key intent of the session was to generate curiosity and enthusiasm around Disha and share what it holds in store for the students in the coming months. Needless to say, they were excited!

Disha'sTackle Fest-Workshop 2

An Educational fest for IX grade students , the Tackle Fest was organised to expose around 400 students from 3 schools to a range of academic and career opportunities awaiting them after they finish school. For most students, it was their first such experience!

The educational fest combined theories with practical experiments that motivated students to understand and explore disciplines for higher studies and career opportunities of their interests. Tackle Fest 2015 brought in play based, activity oriented learning experience for students. Stalls displayed simple concepts in a fun, engaging and 'do it yourself' format. Students were allowed to touch, feel and 'play' to spark curiosity and learning.

Disha-Workshop 3

With session 1 generating curiosity about a new journey and the Tackle Fest opening up a window of opportunities, session 3 helped students consolidate learning's from both these experiences.

This session was also anchored back in reality through stories of people with humble and ordinary beginnings having achieved their dreams – only because they 'dared to dream' (for e.g. Abdul Kalam). Students played multiple games to help map different occupations that one would like to pursue, to the four core streams-Science, Commerce, Arts and ITI that one would need to study post their Xth standard in order to take up the career of their choice.

Disha stories from the field

As told by a teacher who accompanied students to the Tackle fest, "*my students are very excited. They have never seen career fair and such well-equipped laboratories before.*" -Teacher , Bangalore	*A participant of the Tackle Fest engrossed in matching colours and shapes said "here I am not only learning the theories in mathematics but I am also doing this activity."* - *Student, Hosakote*
"I was a volunteer at Headstreams' Tackle Caravan from September 2015 to February 2016. It was an amazing experience that I will treasure forever. I met so many wonderful children who soon became friends, and who made my every Saturday so much brighter. Tackle taught me that language, socio-economic classes, age - none of those impacted the friendships that I made with those children. At Tackle, we were all equals, and the biggest value that it added to me was seeing how much of an impact we were able to make on the children. That in itself made the entire experience so worth it. I'm so glad that I decided to volunteer at Tackle Caravan, as those six months were among the best months I've ever had." - Krishnaa Nair, Tackle Caravan Volunteer	The Disha program is truly a unique opportunity to impact young minds, who are at a crucial crossroad – transitioning out of school, into an unknown world. The Disha program aims to make this transition journey fun, enjoyable and insightful – allowing youngsters to make informed choices. As a facilitator, I realized how little it takes to enthuse energy, optimism and confidence in these youngsters, who are so hungry for knowledge. When knowledge of career and vocational options are shared through Play, a core methodology and philosophy practiced by Headstreams, it's made a world of difference to the students. Having delivered the Disha sessions, I would not hesitate to recommend that this module be integrated into the school curriculum for 9th and 10th graders." –Shilpa Diwakar, Trainer

4. Programme Achievements and Impacts

Achievements

Although this project was only implemented over six months, the programme has been able to achieve milestones like:

- 21 play based learning sessions and digital classes successfully completed as a part of the Arivu programme
- 165 Tablets leveraged for digital sessions which empowered students with technical skills, thereby bridging the technology divide and preparing students from humble backgrounds for the future
- 2interactive needs-assessment and exposure sessions organised in 4 schools as a apart of the Disha programme, reaching out to approximately 500 students
- A mega educational fair-Tackle Fest organised, having representation of250 corporate sector professionals and college volunteers and participation of 400 enthusiastic students and teachers from 4 schools
- Summer camps organised at 5 schools in Bangalore, Hosakote and Kolar benefitting 1125 students
- Tackle Caravan organised in Arivu schools engaging over 1000 students
- 30 Let's Play events organised in all the Arivu Schools.
- Missed Call Service launched, which has received over 5000 calls till date
- 15 young and dynamic candidates trained and empowered to facilitate Arivu classes
- As a part of the Arivu programme, 2500 Pratham Books3 distributed among students of grade V and VI
- The programme received visibility through active social media platforms
- Under programme monitoring and evaluation, English baseline assessment4 and endline assessment5conducted for over 900 students; 60 case studies6 conducted, whereby students, parents and their teachers were interviewed to study the programmed impact.

The programme achievements cannot be measured just in grades and numbers. The fact that the programme was successful in generating curiosity and interest in learning among students, create democratic space in classroom where students were allowed to think out of the box and express their thoughts, got opportunities to live their lives through play are the ARIVU programme's real achievements.

Impact

Through its various components, strategically carved out play based and digital sessions, the programme has been able to significantly contribute to positive outcomes which was evident through

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[3]Pratham Books, is a not-for-profit publisher with a dream "to see a country where every child wants to read, is able to read, and has something good to read." "In the last decade, Pratham Books has published over 300 original titles in 18 Indian languages, which total up to about 2000 books. The books cover a range of genres including early readers, fiction, non-fiction, and storybooks on science, history, mathematics and nature." (Source: www.prathambooks.org)

[4] English baseline assessment was conducted in November 2015, using the ASER framework for assessment.

[5] English endline assessment was conducted in March 2016, using the ASER framework for assessment.

[6]Case studies were conducted to study the programme impact in March 2016

1. Improvement in outcomes as per the Baseline –Endline assessment
2. Findings from 60 case studies conducted
3. Other impacts

Specific impacts under each of these are listed below.

Impact highlights as per the Baseline-Endline assessment outcomes

Improvement in students' English reading and comprehension skills

A comparison between the Baseline and Endline data show that the percentage of students who qualified the various levels of assessment is more in the Endline than the Baseline. Thus, the Arivu programme has been able to bring about a positive shift in students' English learning outcomes. (Figure 3)
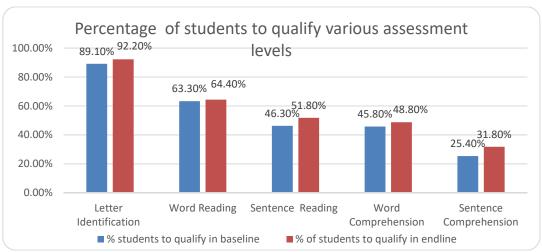

Figure 3

Even at the individual districts, the percentage of students to qualify all the levels and make it to the last and final level of assessment is more in the Endline as compared to the baseline, suggesting significant improvement in learning outcomes (Figure 4).
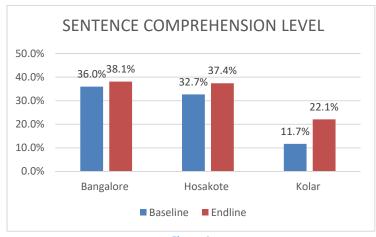

Figure 4

Impact as evident from the findings of 60 case studies conducted

- As per the observation of teachers and parents, the programme has been able to increase the confidence levels of 72% students who are more confident now compared to what they were before the programme intervention
- 85 % students have demonstrated their ability to follow instructions in Englishand63 %of them have confirmed their ability to respond in English.
- 93 % students have demonstrated acumen in digital skills as a result of digital sessions
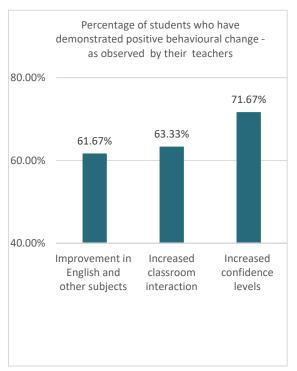- According to the teachers, the programme has brought about significant change in students' life -skills which was demonstrated through active participation in school activities, increased confidence levels and improved performance in English (Figure 5)
- According to their parents, 85% students are constructively more engaged at home through various Arivu activities.
- Parents also confirmed positive behavioral changes like increased attendance in school, interest in studies, and awareness about health and hygiene in77 % students (Figure 6).
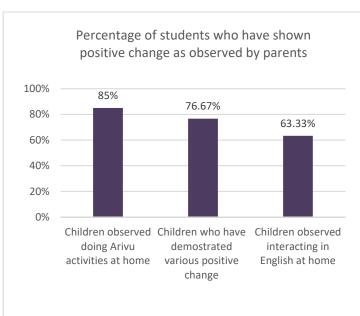

Figure 5

Figure 6

Other Impact

Disha's Tackle Fest had a positive impact on students' aspirations

Volunteers were trained to capture information before and after the Fest around topics related to student ambition and subjects they would want to pursue to achieve their goals. This was done through a small random sample. The same sets of students were used to understand the pre and post results. Are they aware of the right subjects they need to take up after their schooling, in order to pursue a specific academic or career option was a key question that this informal sampling aimed to answer.

The findings of the survey showed that 52% of the students corrected their choice of subjects after their exposure in the Tackle Fest were sure of the subjects that they needed to take up after schooling. At the end of the day, it was heartening to see that many students, who were confused with the choices of subjects and also career options, seemed to be more confident about exploring the variety of prospects that the Tackle Fest 2015 brought to them.

Impact on larger community by giving voice to more students

Through Summer Camps and Tackle Caravan, headstreams got the opportunity to take its alternative learning programmed to students of other classes in schools where the Arivu-Disha programme is implemented. Thus the programme has been able to make an impact on additional students who are otherwise not reached out to. As reported by volunteers and headstreams members, beneficiary students got more involved in the learning process. They learnt to speak and be heard!

Stories of Impact

A class VI student at Narasapura in Kolar, Anusha. R feels	Mr. Mohammed Hayath teaches Social Studies at S.S Makan School in Kolar.
"*English is easy than before*." Her learnings from the Arivu classes were many, including sense of directions, good habits like importance of throwing trash in a bin and keeping her surroundings clean. Anusha is also digitally empowered now. Arivu digital sessions helped her to learn English from tablets. She can easily operate, play games and watch videos on a tablet. Anusha communicated her admiration for Arivu classes and appreciated the way facilitators conducted the classes and explained to them. She said, unlike before, now she also followed instructions that teachers and facilitators gave in English.	According to him, Arivu significantly changed the classroom environment. Earlier, students easily got distracted in class and never listened and their participation was low. Due to Arivu programme, students gradually started participating in the class. The Arivu facilitators and their style of teaching fostered a positive learning environment. "*Class VI students are over enthusiastic on Wednesdays. Their attendance on Wednesday is the maximum as students do not like missing the Arivu class held on Wednesday. Students also liked to share their learning's from the Arivu class with one another and with other teachers in the school. Arivu has been a great motivator!*"

Ms. Jalajakshi, English teacher in Hoodi School Bengaluru strongly believes that the Arivu programme has benefitted her students.

Thilak is one such example. Compared to the previous (academic) year, his scores have improved from C / C+ to B/ B+. Initially, he would simply nod his head and copy instructions from the board without understanding. Now, Thilak observes, understands and produces good quality work. Though Thilak confesses having difficulties in speaking flawless English but he does not give up trying! Even at home, "*he would be studying and speaking in English*", says his sister Sukanya. Initially he could not read in English. Now, he "*joins letters, recognises the sounds of the letters and identifies the words*".

Thilak has also acquired leadership qualities. He always encourages his fellow class-mates to participate in various activities.

Sadiya is one of the very few students who responded to the case study questionnaire fluently in English. "*I like everything about Arivu*", said Sadiya. Her learning's from Arivu classes are many including new English words, sentence formation, awareness on emotions, games like the 'dot game' where she could create her own shapes.

Sadiya.C studies in a government located at V.V Extension in Hosakote. Sadiya's English teacher, Ms. Sumalatha B.S observed her making good progress in studies. Sadiya can properly construct sentences, frame questions, identify words and follows instructions in English. Sadiya's mother, Nafeesa Begum also noticed significant changes in her daughter over the last few months. Sadiya became punctual and regular to school. She also became very particular about hygiene and cleanliness. Sadiya's parents want her to continue her studies to PUC. They are of the opinion that a programme like Arivu should continue as it can help their child do well in education in the future as well.

5. Challenges and Mitigation Measures

The programme which started with purpose and zeal got successfully translated into the ground with hard-work and commitment from the implementing team, programme partners and stakeholders. However like any other programme that makes progress with learnings, Arivu-Disha also evolved in its first phase, facing challenges and in the course learning to improve every day. Some of the challenges are given below:

- Since, the programme started with a small team of facilitators, six schools had to be covered every week by each team to deliver the Arivu sessions. Given the large distances between schools and bleak state of transportation in the remote areas, commuting from one school to the other was a challenge. However, the facilitator team has been expanded from a size of fifteen to thirty-five, in the second phase of the programme. This will ensure that one team would do one school a day, facilitating two batches- the old batch of students , now in class VII (who were in class VI the previous academic year) and a new batch of class VI students (who were in class V the previous academic year).

- The Arivu-Disha programme is committed to bring about a positive change in every student's life. Hence, the programme has been trying to strengthen its tracking and monitoring system to be able to trace the journey of each and every student. In phase two, the Arivu-Disha team is getting prepared with a more efficient tracking and monitoring process which will make it feasible to study change at an individual beneficiary level.

- The digital sessions which have been very popular among students in the last academic year were mainly centered on open-source videos, games and apps. However to ensure that the digital sessions are in complete alignment to the learning objectives of the programme, a gaming company - Ludowise[7]has come onboard in the second phase to design a digital learning app.

- Arivu-Disha programme has been visible only within a familiar group of audience, and made an important but limited presence at a local media level. With a dedicated internal communications team in place, the programme in its second year is expected to reach out to a larger audience.

- In the first phase, Disha's focus was limited to understanding the needs of the beneficiary audience and to understand ground level challenges. The Disha program in its current version is a high touch intervention – i.e.it engages the students over a 2 to 3 hour session and is heavily facilitator driven who are required to possess specific skills. Hence, the programme is in the process of bringing on board partner originations to steer the sessions.

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[7]Ludowise is a joint venture of two leading companies from Netherlands and India, combining 19 years of design and development in one service. To know more about Ludowise, visit http://ludowise.net/

6. WAY FORWARD

- Arivu-Disha is growing in numbers! In its first phase, the programme reached out to students of class VI. In the second phase, the programme would continue with its first batch (students of grade VI of the previous academic year, now in grade VII) and include an additional batch (students of class of the previous academic year, now in grade VI). 20 new facilitators are being trained for the new batch and 180 new tablets have been procured for the programme.

- The sustainable programme model calls for a need to gradually empower school teachers with the required skills set so that they continue with the Arrive model even after the programmed completes its three planned phases in every Arrive school in 2018-19. As per the plan, 2 teachers from each of the existing Arrive schools, would be identified and trained to be able to gradually take forward the programmed after headstreams' exit through a hand-holding, mentoring and shadowing process by the programmed facilitators.

- This year, Disha would gain momentum, as partner organizations are being identified and brought on board to ensure that the programme benefits high school students to its maximum capacity. From 3 schools, Disha aims to increase its reach to include 3 more schools.

7. Conclusion

Core to the Arivu-Disha programme has been the alternative teaching and learning methodologies. Learning fused with fun and play, including use of tablets, created an environment that constantly evoked curiosity and imagination. Unlike the traditional 'chalk and talk' method where teachers led the learning process, the programme's philosophy is to promote a child-focused learning process where the role of teachers is that of facilitators and children learning by being exposed to practical and interactive sessions.

Most of the teachers, parents and students saw a great value in the programme. Students unanimously associated the Arivu programme with activities, fun and learning. Facilitators successfully created a democratic space in the classroom where students had the liberty to address facilitators as *Akka* and *Anna* (which means older brother and older sister in Kannada) and not as teachers. This informal environment indirectly helped students as they enjoyed the freedom to speak up their mind, think and question out of the box! These are some of the main factors leading to Arivu's success in the first year.

Whereas the Arivu focused on improving English learning outcomes of middle school children, Disha which is for high school students is about empowering them with information that would help them make informed decisions in life like for example, making appropriate choices of subjects and careers to pursue after they finish school. Distinct in their own ways, both the components of the program- Arivu and Disha, has a common agenda, that is, to build up life skills of students.

In a span of six months, Arivu- Disha has been able to make significant contributions by improving English learning outcomes of students, grooming them up as confident individuals who can interact with others, making them aware of their selves and others and also by setting a solid ground for high school students who are ready to get started with intensive career workshops in the year 2016-2017.

The programme has been extensively supported by various stakeholders like the Corporates, Department of Education, BROs, Schools, Teachers and Students who have been the main motivation behind the success of the programme. It is hoped that in the coming years, the programme would be able to successfully impact a larger number of students, by replicating itself in the state and across the nation to be able to amplify change.

8. ANNEXURES

List of schools under the Arivu- Disha programme

Schools in Bangalore		
J.C. Nagar GHPS	B. Channasandra GHPS	Murphy Town GHPS
Ganganagar GHPS	Benniganahalli GHPS	Kaval Birasandra GHPS
A.Narayanapura GHPS	Kaverinagar GHPS	Chikkadevasandra GHPS
Munnekolala GHPS	Hoodi GHPS	K.R.Puram GHPS
Schools in Hosakote		
Doddahulluru GHPS	Shivanapura GHPS	Hosakote GGMS
Dasarahalli GHPS	Nandagudi GHPS	V.V.ExtnHosakote GHPS
Schools in Kolar		
S.S. Makhan GUHPS	Vemagal GHPS	Harati GHPS
Dargha GUHPS	Kyalanur GHPS	Sugatur GHPS
Millathnagar GUHPS	Narasapura GHPS	Vokkaleri GHPS
Rahamathnagar GUHPS	Belluru GHPS	Sullur GHPS

GROWTH

Arivu-Disha

Report 2016-2017

CONTENTS

1. EXECUTIVE SUMMARY

The **Arivu Disha** programme which is creating a significant change in the education space in Karnataka was implemented by Headstreams in September 2015. The play based English digital learning and life skills programme reaches out to students from lower socio-economic backgrounds, enrolled in government schools of Karnataka.

The 'Arivu' arm of the programmme targeted at improving English learning outcomes of middle-school students while 'Disha' aimed at providing academic and career guidance to high schools students, to empower them to make informed decisions in life. In line with the organisation's vision, the programme's objective is to create a world where children have opportunities to realise their potential to live a positive, confident, purposeful and socially enriching life.

Arivu-Disha recently completed its second year implementation, running across 30 government schools in 3 districts (Bengaluru, Hosakote and Kolar) of Karnataka benefiting over 5000 students. In addition to the Arivu and Disha sessions in schools, there were also weekly events like Tackle Caravans, annual events such as the Let's Play Week and Summer Camps for underprivileged children which were organised under the banner of the Arivu-Disha programme.

In two years, the programme has not only become popular among beneficiaries showing significant outcomes and but also won the hearts of practitioners in the education space who now believe in play based pedagogy.

The successful implementation of the programme and its impact would not have been possible without the funding support that came from Mphasis Pvt. Ltd; trust and guidance from the Department of State Educational Research and Training (DSERT), District Institute for Education and Training (DIETs), the Block Resource Centers (BRCs) and schools where the programme was rolled out.

The programme got considerable knowledge support from Aarohi Life Education; Snehadhara Foundation; gaming company-Ludowise and Phicus Social Solutions.

This report puts together the second year journey of the programme over the period of one year from June 2016 to May 2017.

2. Programme Implementation

In the last one year the programme has achieved considerable milestones in terms of reaching out to students and brining change through its sessions and other services. Highlights of Arivu and Disha programmes are mentioned below.

2.1 ARIVU

ARIVU SESSIONS: The programme that began its second year journey in 2016, reached out to **over 2500 students** from classes VI and VII of 30 schools across Bengaluru, Kolar and Hosakote.

As many as **24 sessions** have been completed this year. Each of the **90 minutes session**, helped students to learn English through playful learning English content and digital modules. Learning in these sessions was inspired through play, multi-arts (dance music, activities, projects, crafts), Tablet based apps, games and videos.

Sessions were designed keeping in mind that each session achieved literary outcomes, helped students to develop certain life skills and had digital components. Among many things, students learnt new English words, body parts in English, about emotions, names of various colours in English, association with their surroundings, communication, etc. In additional to improved academic performance, these sessions also helped students to master key social skills like self-acceptance, self-awareness, regulation of emotions, build social relationships with others, ability to accept and appreciate differences etc. Students were always encouraged to think out of the box, be creative, imaginative and be confident.

During the academic year, **140 Arivu digital learning apps** (games, stories, songs, English learning videos) were identified and compiled for students of **class VI** and **24 Arivu gaming apps** were developed for students of **class VII**.

A **survey** with teachers and HMs was conducted by Headstreams to get their feedback and opinion about the Arivu programme. Feedback from teachers and HMs have been summarised below:

- About **91% of the teachers and HMs** who were interviewed said that students have shown moderate to high level improvement in **English reading** and **76%** of them believed that they have shown moderate to high level improvement in **English comprehension**.
- As a result of the programme, **93 %** of the respondents thought students demonstrated moderate to high level improvement in **English conversation**.
- Out of the total respondents, about **76%** said that students had moderate to high level improvement in their English writing skills.
- In terms of life skills, **88%** teachers and HMs found moderate to high level improvement in the confidence levels of students and about **73%** of them thought that students exhibited positive behavioral change.

ARIVU COMICS: During this academic year, **24 Arivu comics** were published. Over **32000 copies** of comics were distributed among class VII students in 30 schools. These stories were also recorded and illustrated for the Arivu App and uploaded in Arivu 'Dial-To-Learn' service.

'DIAL-TO-LEARN' OR MISSED CALL SERVICE: Over **13,000 missed calls** have been received from students over a **period of 1.5 years** that indicates the popularity of the service among beneficiaries.

The missed call service had **24 stories and 3 songs**. Since the stories were narrated in Kannada with English dialogues, it was quite easy for students to understand them and learn the (English) language. Students were also asked to give a missed call and narrate a

story or sing a song that they've learnt in the Arivu classes. So, most of the messages from students entailed stories and songs.

LET'S PLAY WEEK: Let's play is a celebration of free play among children and adults from various segments of society. Organised by Headstreams, like-minded organisations and individuals, the Let's Play week was celebrated between November 7th and 14th, 2016.

Over **6500** people including children from schools, *anganwadis*, street vendors, laborers, government officials like traffic police, shop-keepers, parents and corporate sector employees participated in various Let's Play events. Some of the popular games played included scrabble, dumb charades, fruit salad, cricket, volleyball, football, basketball, musical chairs, tug of war and many more.

TACKLE CARAVAN: In the last one year, **21 weekly Tackle Caravans** were organised across 3 schools in Bengaluru, 4 schools in Kolar and 6 schools in Hosakote. On an average, 100 students in Bengaluru, 200 students from Kolar and 200 students from Hosakote participated in each of the weekly Caravans. Over 40 volunteers from colleges participated every week in each of the locations were the Tackle Caravan was organised.

Every week, Tackle Caravans had different themes. Based on themes, different stalls such as dance stall, music stall, craft stall, games stall and story stall were set up. Children who attend the Caravan were provided materials to explore and understand different themes in each of the stalls. Every alternate week, Tackle Caravans had free play sessions for children where children could come and just play with volunteers.

COMMUNITY ENGAGEMENT AND STREET PLAYS: Visits to the villages where the beneficiaries live were done with the purpose to understand their socio- economic conditions. These visits intended to create social awareness among rest of the community members. As a part of these visits, street plays and walks are organised in and around the villages. Overall **14 community visits** were done. Along with the community visits, **18 street plays** were organised in the community covering issues like health and cleanliness, urbanization, trees, road safety, alcoholism, child labour, education, waste management, etc. Teachers, HMs, parents, students and other community members enthusiastically participated in the community visits and street plays.

STORIES OF CHANGE

Jennifer, a student of class VI from Murphy Town government school in Bengaluru had no friends in school. Her class-mates would not talk, sit or play with her. She would mostly be sitting alone, at the last bench. Other children would underestimate saying it was useless to give her worksheets and encourage her to participate in Arivu sessions. Naturally, Jennifer's reaction to this was bitter. She would not even talk to the facilitators. She would not participate in a single activity or submit her worksheets.

However, Vineetha, a programme facilitator mentioned, "I did not force her to do anything but would sit with her in Arivu digital sessions. Gradually, she started talking to me. I took this opportunity to tell her she could try participating or doing the worksheets and it was alright not to be able to finish her worksheets properly." Jennifer slowly started participating in Arivu sessions and submitting worksheets. She stopped sitting at the last bench and also started responding to questions in English. She became more forgiving in nature, and this also changed others behaviour towards her.

Arivu programme, brought about improved academic outcomes as well as positive behavioural change such as confidence among beneficiary students.

Bharat from J.C Nagar School, Bengaluru would not listen to any facilitator speaking in English. He would simply refuse saying he did not understand English and would only speak if the facilitators would talk to him in Kannada. Bharat was adamant and no one could convince him.

However one incident changed him completely. Bharat's facilitators as a part of their usual community visit when to Bharat's village. Bharat did not attend school that day. The facilitators asked him the reason for his absence and also shared that the Arivu activities and session for the day was designed keeping in mind Bharat's interests and request. Tears rolled down Bharat's eyes when he heard about it. He probably felt special and also guilty of his behaviour. From that day, Bharat was a changed boy. He never missed a single Arivu class and enthusiastically cooperated and tried to respond and understand English.

Tabrez a class VI student from Dargha School, Kolar would not sit in the class. He was least interested to participate in Arivu sessions or learn anything. However when requested by facilitators he started attending sessions. Soon there was a day when Tabrez got up and asked the facilitators for help in a writing assignment. Gradually, he started taking interest in activities and participating in class discussions, reading and writing. Tabrez's performance improved day by day.

"We were very friendly towards him and never forced him or discouraged him even when he did not produce good work" added Nagajyoti, a programme facilitator from Kolar. "Our students share everything with us, sometimes their personal and family problems" added Nagajyoti. The bond of trust and encouragement that the programme built with beneficiary students paid off.

Chandrasekhar Reddy, a class VI school from V.V. Extension School is a digital-geek. He never missed school on Fridays because that was the only day he got to play around with tablets. He was not only fond of digital games, stories and other apps but he also demonstrated great leadership skills when it came to helping other fellow-mates who either struggled with instructions or got stuck with any game or app in the digital session. Arivu gave him the opportunity to explore something that became his passion.

Most of the girls from V. V. Extension school especially Muslims found it difficult to have free and open conversation with other boys and facilitators in the class. They initially hesitated to participate in group activities or games. Gradually, the girls came out of their hesitation. As facilitators "we would sit and talk with them and also motivate them to participate and enjoy", said Asha Rani.

Gradually they did something which they themselves did not think of. The girls enacted in street theatre in front of the community. They appeared vocal, fear-less and expressive as they played their roles. This was indeed a significant change they demonstrated.

2.2 DISHA

ABOUT DISHA SESSIONS: This year, Disha reached out to over 800 beneficiaries enrolled in classes IX and X in 4 schools across Kolar and Hosakote.

A total of 10 sessions were successfully completed in class IX and 7 sessions were completed for students of class X. The sessions were 2 to 2.5 hours each. Throughout the year, students were exposed to many academic and career opportunities they could consider pursuing in the future. Sessions were conducted outdoors within the school premises.

Key elements of the sessions included creating awareness, exposure to various professions, enhancing social skills, making adolescents self-reliant and abled individuals who could explore and identify their potential and aspirations. Session abstracts are available in Annex 1 (see Annexure).

TACKLE FEST: The 5th mega educational fair-Tackle Fest was organised in November 2016 at the St. Joseph's College, Bengaluru. 45 stalls and 2 start-ups, MindAuraa and ILoveMondays gave hands on experience to students who got inspired being exposed to the wide range of academic and career opportunities that awaited them after they finished school. Working of an electric circuit, Rifle shooting, pigeon inbreeding, developmental stages of a human, were some of the appealing stalls to name. Around 450 students participated from Disha schools along with 40 pre-service teachers of Malur D.Ed College.

SUMMER KITS OR THE GLEE BOX: Summer Kits were designed primarily to engage children of class IV to VIII during their summer vacation. The Glee Box was made of 8 different activities that ranged from board games, craft activities to other games that help children explore and learn English. These games / activities included in the box were- Urulatta (Board Game); Hurray! (Card Game); Star of Courage; Scavenger Hunt; How to make a pen stand? ; Light Shade and Paint with nature. The activities and games were designed with the purpose to help children learn something new while keeping the fun element intact; instill aspects of well-being and engage them in productive and creative way during their summer holidays.

In all, 5500 glee boxes were designed. These were distributed among students on their last day of school, before the summer holidays.

SUMMER CAMPS: This year's summer camps were planned for 3 different locations- Nandagudi in Hosakote, Hararti in Kolar and Thoranahalli in Malur. It started on 18th April in Hosakote, followed by other two locations. In each location, camps were organised for 10 days mainly for high school students.

The objective of the summer camps was to create a safe space for children to be able to express themselves without being judged for anything. It was a camp that encouraged self-expression. Participating children got exposed to different activities and mediums such as Drawing and Painting; Craft and Display; Upcycling; Movement and Dance, Singing and Composing and Acting and Story-telling. In groups, participants along with facilitators or volunteers experienced variety of activities conducted in different stalls. The summer camps in each of the locations culminated with a final production created and staged by participants themselves. Prior to the final production, children visited their village along with other

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team-mates and facilitators, to discuss, interview and choose key social issues from the community. Based on real stories or issues, children narrated their experiences through their performances. These performances were staged in front of the communities and students won huge applause for their work. About 300 children participated in these camps.

3. Programme Impact

3.1 Arivu

An English Endline assessment was carried out between 8th February and 10th February for students of class VII in 30 Arivu schools and 11 control schools.

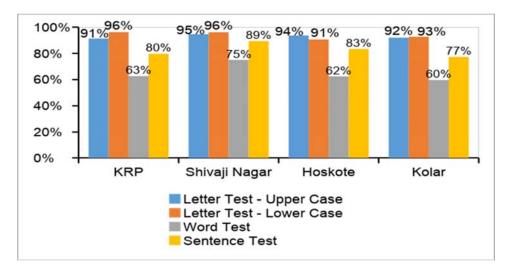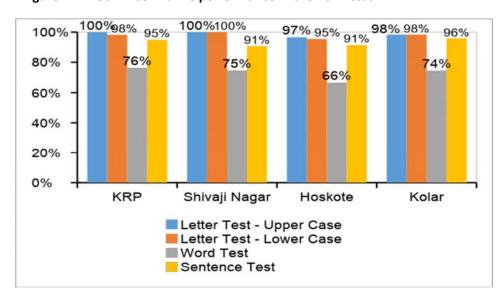**Figure 1A: Block-wise Baseline performance in the ASER test**

Figure 1B: Block-wise Endline performance in the ASER test

COMPARISON BETWEEN BASELINE AND ENDLINE ASSESSMENT USING ASER TOOL: An English Endline and Baseline comparison of assessments show:

- While block-wise differences persist, **overall improvements are observed in Endline as compared to the Baseline** across the board, with the K.R. Puram and Kolar blocks showing better performance in the word level test. (See figure 1A and 1B)

- Component or level wise analysis of results show that there is improvement in performance mostly at all the levels in Endline as compared to the Baseline:

- ✓ There is a significant increase in the correct identification of the **maximum count of letters** provided in the Endline test as compared to Baseline
- ✓ More students are observed to be scoring a higher number of **words in reading** over the Baseline
- ✓ Overall performance in giving correct meanings for 4 to 6 words has improved from around 40% to 60% in K.R. Puram, Shivaji Nagar and Hosakote.
- ✓ There is a progressive shift towards scoring more correct sentences in reading, over the Baseline scenario. While the share of students scoring only 2 correct sentences has reduced across all blocks, the highest scoring rate improvements (all 4 sentences) are seen in K.R. Puram, Shivaji Nagar and Kolar blocks.
- ✓ In sentence meaning there is improvement in Endline improvement over Baseline performance. This is considerable in K.R. Puram, Shivaji Nagar and Hosakote, in terms of better 3 and 4 sentence scores. However, in the case of Kolar, there has been a significant shift from 2 sentences (64% to 26%) to getting all 4 correct (9% to 41%), during the Endline.

- • There is an overall improvement among low scorers in Endline as compared to Baseline. It is important to summarise any observed improvement in the scoring among those students who did not clear a particular component during Baseline, but have done so during the Endline. However, it is notable that the improvement rates are better for correct meaning, over reading - at both the word and sentence levels. Table 1 provides this disaggregated information:

Table 1: Component-wise improvements in low scorers

Component	Number of students not clearing the Baseline	Number of students clearing the Endline*	Percentage (%)
Letters: Upper Case	54	51	94%
Letters: Lower Case	37	26	70%
Words: Reading	235	106	45%
Words: Meaning	171	135	79%
Sentences: Reading	11	9	82%
Sentences: Meaning	42	38	90%

*This is a subset of the same students not clearing the corresponding baseline

COMPARISON OF ASSESSMENT OF ARIVU PROJECT SCHOOLS VS CONTROL SCHOOLS: A summary statistics of the Endline (project) and control ASER tests suggests (Refer Figure 2A & 2B):

- • **Listening & comprehension** performance is the highest and similar across both project and control schools (at near 100%). Speaking in English or a mix of English and the local language are the most challenging modules.
- • The Kolar block in the **project sample has performed significantly better than the control sample** – 80% over 68% - in the **spelling component**. The non-Urdu schools have particularly scored better: 85% (project) over 62% (control).
- • Hosakote and K.R.Puram blocks in the project group have **performed better in the speaking** component- mix of English and local language – 47% and 43% respectively, as compared to 32% and 28% in the control schools.
- • In the component on speaking in English, the Kolar block of the project sample has performed much better than control- Urdu schools have scored 23% over 4% in control; and the other schools 37% over 27% in control.
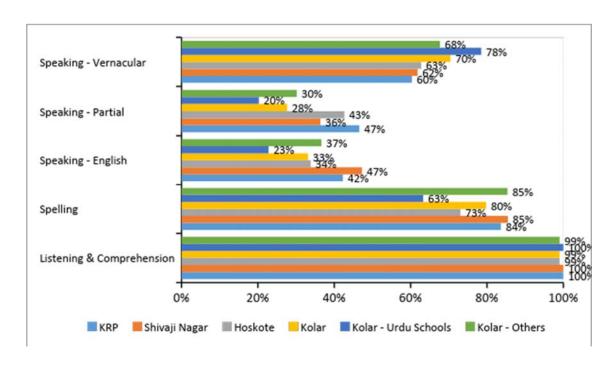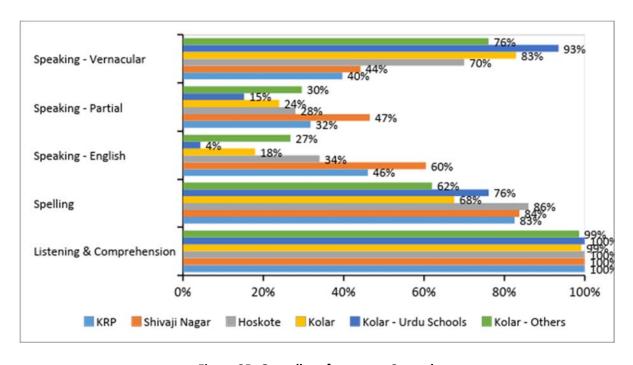
Figure 2A: Overall performance: Project

Figure 2B: Overall performance: Control

IMPACT STUDY: Focused Group Discussions (FGDs) were conducted between 15th February and 17th February by an external team of research experts to study the impact of the Arivu programme on beneficiaries in terms of improved creativity, problem solving, communication skills of students; improved digital literacy; eagerness to learn English; greater engagement with others, improved social relationships, better self-awareness, etc.

Findings of the FGDs suggest:

- **Improved grasp of the English language among students**- Students unanimously agreed that they had learnt to speak and write better English through the activities of the Arivu programme. Their enhanced ability, and also eagerness to speak the language was demonstrated in the focus group discussions as well. In most school, the children at once agreed that they would speak in English for the discussion, and were seen to attempt speaking in complete sentences in the language, albeit with a smattering of Kannada. They were able to identify various objects in the classroom, and state the English names for the same. Many children attributed their increased capacity to use the language to the Arivu Programme. Some children even mentioned not liking English before the initiation of the program, but the programme changed that aspect for them.

- **Enhanced digital literacy**- The children said that they enjoyed the sessions with the tablet greatly. They added that it not only developed a better comprehension of the concepts taught to them through classroom activities, but also helped develop technology-related skills like sending electronic messages.

- **Impact on other academic subjects**- Through the focus group discussions, it was found that the influences of the Arivu programme had ramified to touch upon other subjects taught at school. Some of the children explained that they were able to transfer learning from Arivu activities to other areas, for example, activities relating to maps helped them in social studies; drawing activities aided in science subjects; better capability to read helped them in other subjects.

- **Enhanced life skills such as personality development, confidence, creativity, moral values, improved emotional regulations-** In the course of the focus group discussions, children were given some activities to perform. It was observed that the children worked together as a group to develop the characters and a storyline for the skit in a very short span of time. In one instance, they even performed a skit without any preparation.

Children illustrated examples of where they experienced a boost in sense of accomplishment, and hence, self-confidence, owing to their knowledge and skills in various domains enhanced through Arivu activities. For example, one of the children narrated in the focus group discussion "I didn't know how to speak English earlier. Now, I have learnt it. My teacher tells me that I know so much now, I can even teach others. ...It makes me feel very happy".

It was brought forth that the stories narrated to children had a significant impact on them. The children not only retained the stories in their memories, but also reflected upon them. They thought about the various characters, how they were similar or different to them, and what they could learn from them. In the focus group discussions, children exemplified this by recounting the instances which taught them various aspects.

Perhaps one of the most significant and beneficial impact areas of the Arivu programme on the children's personal self was that of better ability to regulate their emotions and express it appropriately. At the outset, children were able to identify emotions as and when they experienced them; they were able to recount a host of instances where they felt a particular emotion, for example, they felt happy when they went for movies with their families or when they went for picnics with friends, they felt sad when they were scolded by their parents or obtained low scores on a test, and so on.

- **Enhanced interpersonal skills and socialisation patterns**- A vast majority of children responded that they had made more friends following the commencement of the Arivu programme.

Since a great number of Arivu activities involved teamwork, children undividedly agreed that they had improved in terms of working as one unit, a team. Moreover, they also enjoyed and looked forward to team activities now. One of the children explained "It was not possible for one person to do it alone (build a tower). It is just not possible. But a group, a group can do it together." On being asked if they shared what they learnt in their class with others, all the

children said that they shared the same with their parents, grandparents, siblings, friends, and even neighbours. Many children brought forth the aspect of teaching a younger sibling by narrating stories and reciting poems to them.

3.2 Disha

Disha's journey in the last one year saw significant changes among its beneficiaries with respect to their skills, attitudes, personality development and confidence levels. Some of the areas that show significant change include:

INCREASED CONFIDENCE: Beneficiary students were initially shy to talk or participate in Disha sessions. Though they were curious, they did not have the confidence to involve themselves in activities or games which were conducted. Disha facilitators however encouraged them and gave them the choice to decide if they would like to be a part of any activity of their choice, without being forced.

Students gradually came forward, participated and demonstrated leadership skills in the way they owned a game or an activity and led the group.

GENDER EQUITY IN CLASSROOMS: Making students work in teams was a challenge as girls and boys were reluctant in working together as a team. Reactions like, "What! I can't work with the boys" and "They will tease us if we sit with girls" was common among the students.

However, consciously or unconsciously, Disha sessions did change the conditioned gender stereotypes in the classrooms. Almost all the activities which tried to build in team spirit among students helped them do away with differences. Students no longer hesitated to work with opposite gender in Disha sessions.

ABILITY TO TAKE INFORMED DECISIONS: Disha sessions were carefully designed making sure that students were exposed to maximum opportunities lying ahead of them. A big effort in this direction was the Tackle Fest that was organised to expose students to career and academic opportunities. Post the fest, feedback from students suggested that students were motivated to pursue their college education. Unlike before, students said they were able to differentiate between disciplines and identify subjects which fall under each of them.

4. MAJOR EVENTS AND RECOGNITION

THE INTERNATIONAL CONFERENCE ON PERSPECTIVES AND PRACTICES IN PLAY, 2017- A grand conference that was organised by Headstreams in association with International Play Association-India, Christ University and supported by Mphasis was held at Christ University on the 7th and 8th April, 2017. The conference brought together experts, academicians, play professionals, therapists, counsellors and students who either work on play or use forms of play in their interventions.

The conference was a step towards understanding and integrating play practices from India and around the world. With the theme, *Play for Change*, it was a step towards popularising the plethora of aspects that form the basis of play, with the hope that more and more people could adopt the benefits of the same.

The conference featured **3 panel discussions** attended by **29 delegates,** exploring play and learning, play and therapy and play in creative mediums. It also had **13 experiential workshops**. Along with intensive knowledge sharing, the conference also provided a platform for **over 260 participants** to experience **28 different games** which were beautifully set up in stalls put up by the play facilitators of Headstreams.

The conference details including agenda, names of delegates and workshops experts are enclosed in Annex 2 (see Annexure).

2017 TASP CONFERENCE- The Association for the Study of Play (TASP) invited Headstreams in the annual conference which was organised between April 5th and 8th, 2017 at the Strong Museum in Rochester, New York. The conference theme was 'Playful Communities' which intended to examine the concept of "play community" across the world.

Ms. Anu Thomas represented Headstreams' work through the presentation "Play Caravan: Building Community through Play" at the conference. Her presentation about Headstreams' work on play in the communities of Karnataka was much appreciated by delegates and participants present at the conference.

PLAYATHON: A game design challenge called Playathon was organised for game designers to design digital games for school children of classes IV to VIII that had the potential to enhance digital literacy, language skills and life-skills that would complement their academic curriculum. This initiative was a step towards reimagining gaming in a school set-up which would help students to experience and explore the digital world. The winners of the challenge were announced and awarded with mementos and a cash prize sponsored by Mphasis at the International Conference on Perspectives and Practices in Play, 2017. The third place was won by Indranil Kale, the second place was won by Ipshita Srivatsav and the first prize was shared between two winners- Sriram and Chaitalee.

NASSCOM AWARD: This year, Headstreams was announced as **one of the winners of the ninth edition of the NASSCOM Social Innovation Forum-platform** that fosters innovative use of technology to create sustained social impact. Headstreams received the award in the Mphasis Primary and Secondary Education category. Out of 1300 entries, Headstreams was one of the 9 winners selected under different award categories.

CERTIFICATION OF FACILITATORS: The Post-Graduate Diploma course on "Psycho-Social Well-Being Using Multi-Arts and Play" was introduced for the first time in the academic year 2016-2017 for the staffs of Headstreams. The course was certified by Christ University and Headstreams. It was facilitated by Dr. Naveen I. Thomas, Headstreams' Secretary and an experienced Social Worker. The duration of the course was for 12 months- from May 2016 to May 2017.

Regular theory sessions were held throughout the year. Field experience sessions were held at the community based Tackle Caravans, Arivu and Disha sessions in government schools across Bengaluru, Hosakote and Kolar. All assignments and reports were mandatory and regularly submitted by the facilitators pursuing the course. 43 of them enrolled for the course and **28 completed it successfully**; 6 of them are eligible for a certificate and not a diploma as they joined late.

5.   CHALLENGES AND LEARNINGS

Arivu

- Unlike what was envisaged at the beginning of the programme, it was difficult to involve school teachers in the programme. Despite being given tablets and invited to sit in the classrooms when the Arivu sessions were being taken, teachers showed less enthusiasm and participation. As has been released over the course of time, teachers did not seem to be able connect with the programme. Going forward, the programme would ensure that teachers are involved right from the beginning, and would be made owners or co-creators of the programme.

- Dropping out of few facilitators in the mid-way, without sufficient prior notice was a struggle. The reasons for some of the facilitators exiting included hectic schedules, carrying heavy bags containing activity materials and sheets, tablets to travelling long distances. In such situations, their positions had to be filled in by bench facilitators or programme supervisors.

- Throughout the year, there has been continuous production of Arivu materials like in school-activity sheets, at-home activity sheets, comics, card games and other games. Timely designing, production and printing of these materials in huge numbers has not been easy. However, a dedicated team of professionals and facilitators ensured that despite difficulties the materials were delivered in schools at the right time and made available to beneficiaries.

Disha

- Handling a large number of students, sometimes as many as 128 in a class was one of the biggest challenges. Engaging every single student in a big class size, handling noise and every student's attention was not easy for a team of two Disha facilitators. However sessions and activities were re-designed in a way that ensured maximum participation and engagement of students. Whenever possible, bench facilitators were sent to assist the regular Disha facilitators.

- Disha sessions were held in open spaces within the school premises. Though open space had its own benefits but it also came with couple of challenges like stress on facilitators' voices as they had to make themselves audible in the open, inability to use microphones and loudspeakers in common open spaces that could disturb other classes.

- Due to the lack of electricity in schools, digital and audio visual sessions had to be dropped from the initial plan.

6. WAY FORWARD

Arivu

- Arivu programme is being designed for the third year in a way that in is able to shift from the fun and learning that was limited to the classrooms in the last two years to digital learning labs in schools. These digital labs would offer a space where learning would happen through play, exploration and creation.

- The Arivu programme in the last two years, reached out to students of class VI and VII. However, the focus is now on students of class IV to VII. This programme is envisaged to be a continuation of the Karnataka Government's *NaliKali* programme that is designed for students of classes I to III.

- It was difficult to engage and integrate school teachers in the programme. To ensure that teacher's own the programme, the initiative would be to make teachers co-owners of the programme along with Headstreams and empower them with the right skills to use play based learning formats in their classrooms. Teachers who undergo this process will be certified.

- School management and teachers have always expressed a need to expand the programme to other disciplines. Based on the need, the Arivu programme would focus on other academic subjects like Science, in addition to English.

- The Arivu programme in its new format would collaborate with schools that can provide committed teachers and space for setting up digital learning labs.

Disha

- The design of Disha sessions is currently being revisited. It is being explored if the sessions could be more like workshops. It is also hoped that Disha would get expanded from two to more districts across Karnataka, in the coming years.

7. CONCLUSION

Core to the Arivu-Disha programme has been the alternative teaching and learning methodologies. Learning fused with fun and play, including use of tablets, created an environment that constantly evoked curiosity and imagination. Unlike the traditional 'chalk and talk' method where teachers led the learning process, the programme's philosophy was to promote a child-focused learning process where the role of teachers was that of facilitators. The facilitators facilitated the learning environment by exposing students to practical and interactive sessions.

Most of the teachers, parents and students saw a great value in the programme. Students unanimously associated the Arivu programme with activities, fun and learning. Facilitators successfully created a democratic space in the classroom where students experienced the freedom to explore, question and create, thereby experiencing joy in learning.

In two years, the programme achieved considerable visibility across India and even internationally and also been recognised with appreciation and awards. In one of the recent platforms, the international conference which was organised by Headstreams in association with International Play association –India and Chirst University, delegates from India and abroad expressed interest to associate with the programme. Headstreams also had international volunteers, interns and visitors who came to experience and study the Arivu- Disha programme.

Based on the programme impact, evaluation and need assessments, the programme in its third year journey would be designed in such a way that it gets co-created and owned by school teachers who could not be fully engaged in the last two years. The programme is also identifying schools which could allocate space and cooperate in setting up digital learning labs for students.

The programme has been extensively supported by various stakeholders like the private sector companies, Department of Education, BROs, schools, teachers and students. It is hoped that in the coming years, the programme would be able to successfully impact a larger number of students, by replicating itself in the state and across the nation to be able to amplify change.

8. ANNEXURE

ANNEX 1 - Disha Session Abstracts

Session 1 for Class 9 and 10: *The Disha Express Train!*
The objective of this session was to meet the students and introduce ourselves. The activities used were games and model of a train engine, which was a metaphor to the journey of Disha that the students would experience. The students were very excited for the Disha sessions and were looking forward to it.

Session 2 for Class 9 and 10: *You Are Special*
The theme of this session was about knowing how unique every individual is. The aim of the session was to build rapport with the students and make them understand that every individual is unique in his/her own way and though each one is different, people must co-exist in this society. A need analysis to know more about the students, their aspiration, and their parents' occupation was carried out.

Session 3 for Class 9 and 10: *How Many Professions Do You Know?*
This session was designed to understand how many professions the students are already aware of. Games like dumb-charades where the children used non-verbal communication to understand various professions which were enacted in the game. The students were given space to think for themselves and tried something that they had never tried before. The objective of the session was to understand whether there is any relationship between the parents' professions, the surroundings of the school and home and the level of their understanding of the job market.

Session 4 for Class 9 and 10: *Strengths and Weaknesses*
Self-Reliance was one of the focus areas of the Disha programme. This session's objective was to understand what were individual strengths and weaknesses. It included writing activity and group activity where they built homes using nothing but newspapers and cello-tape. The students reflected on their strengths and weaknesses.

Session 5: *Conducted Pre-Tackle Fest Survey among students*
The main objective of this session was to invite the students and teachers for the most awaited fest of the year – Tackle Fest 2016. A simple survey was conducted to understand students' aspirations and what subjects they would like to opt in PUC and Degree to achieve it.

Session 6 for Class 9: *Tackle Fest 2016!*
A half-day extravagant career fair was conducted. The objective of the fest was to create a platform where students see and experience various topics under the sky ranging from languages to the sciences.

Session 7 for Class 9/Session 5 for Class 10: *Expressing Emotions*
In this session, post the Tackle Fest, was on expressing emotions and emotional regulations through the games. A post fest survey was carried out to understand / measure the impact of Tackle Fest.

Session 6 for Class 10: *The last stop of the Disha Journey…*
As the board exams were fast approaching for the 10th standards, the last session of Disha was done in the month of December. The day was planned with a lot of fun elements for the students and we prepared small notebooks in which they created a future map for themselves, fast forwarding 5 years. Some of the things students recorded were who they aspire to be, where they will travel to, what is their dream for themselves their family and their community, all of these 5 years down the line.

Session 8 for Class 9: *What is my role?*

The objective of this session was to make the students think about what their roles in their family, school, village/community, country and world are. The method used was skit/role play. The students prepared in-depth with themes that was given to them. The themes were an array of topics ranging from family to school to community. The impact was them thinking through the topic and spreading a message through each of these skits. The students also did a writing activity on what dream they have for their community 5 years down the line.

Session 9 for Class 9: *Significance of Time Management*

This session's objective was to understand the importance of time. Writing activities and crafts were the day's highlight. Students also played "Minute-to-Win-it" games and experienced the thrill and value of a minute.

Session 10 for Class 9: *The Last Stop in Disha Journey!*

The last stop in Disha journey for the 9th standard was planned with a lot of games, activities and recap sessions. The objective of this session was to recap the important take-away of all the sessions conducted till date. There was a finale act put up by the students where they all turned into creative Paper Tailors, making actual costumes using nothing but newspapers, scissors and

ANNEX 2- Conference Details

Day 1 Friday, April 7, 2017 Time	Schedule
8:30 – 9:00	**Registration**
9:00 – 10:00	**Let the games begin** (Games)
10:00 – 11:00	**Inaugural Ceremony** *The Choir of Loaves and Fish:* Choir performance Keynote speaker: **Ulrike Reinhard:** Founder, Janwaar Castle
11:00 – 11:15	**Tea Break**
11:15 – 12:45	*Hakuna Matata:* Play and Therapy (Panel Discussion 1) **Panelists:** **Dr. Nithya Poornima** – Assistant Professor, Department of Clinical Psychology, NIMHANS **Harish Bhuvan** - Founder, Compassionate Clowns **Dr. Sonya Lorelle** - Play Therapist and National Certified Counselor. Professor, Governors State University, in Chicago's Southland **Maitri Gopalkrishna** - Drama Therapist and Counseling Psychologist
12:45 – 13:45	**Lunch**
13:45 – 15:30	**Play to experience**
Workshop 1: Arts and Gallatta Conducted by: Gitanjali Sarangan, *Snehadhara Foundation* **Workshop 2: Laughter is the best medicine** Conducted by: Harish Bhuvan, *Compassionate Clowns* **Workshop 3: Non-directive Play Therapy** Conducted by: Dr. Sonya Lorelle, *Governors State University* **Workshop 4: Sensory Play** Conducted by: Janaki Hari, *NAPT & Erisha speech language interventions* **Workshop 5: The Story Lab** Conducted by: Bharti Dekate, *WorldReady Education* **Workshop 6: Play in Literacy and Language Development** Conducted by: Sonali Nag & Laxmi Sutar, *The Promise Foundation* **Workshop 7: Educators and Play** Conducted by: Rashida V. & Gayatri Makati, *aProch*	
15:30 – 16:00	**Tea Break**

16:00 – 16:30	**To be continued …** (Concluding session ending with games)
Day 2 Saturday, April 8, 2017 Time	**Schedule**
9:00 – 09:30	**This is how we do it!**
09:30 – 11:00	*A Whole New World:* Play and Learning (Panel Discussion 2) **Panellists:** • **Lewitt Somarajan** - Founder, Life-lab • **Abhijit Sinha** - Founder, Project DEFY • **Prasanth Nori** – Co-Founder, Dramebaaz • **Ratnesh Mathur** – Co-Founder, Aarohi Life Education • **Dr. Sarat Kumar Jena** - Assistant Professor Language, Culture and Media Studies, Institute of Advanced Research
11:00 – 11:15	**Tea Break**
11:15 – 12:45	*Imagine:* Play and Creative Mediums (Panel Discussion 3) **Panellists:** • **Mina Dilip - Child psychologist** • **Rajesh P.I .- Founder, The Actors Collective** • **Dr. Naveen I. Thomas - Secretary, Headstreams** • **Sudarshan Khanna - Design Educator & Consultant, former Principal Designer, Head, Toy Innovation Centre, Chairman of Education & Research, NID** • **Gitanjali Sarangan - Founder, Snehadhara Foundation**
12:45 – 13:45	**Lunch**
13:45 – 15:30	**Play to experience**

Workshop 8: Toys & Tales with Everyday Materials Conducted by: Prof. Sudarshan Khanna & Surabhi Khanna, *Sushant School of Design*
Workshop 9*: Joy of Play* Conducted by: Archana Magar & Vijay Kumar, *Play for Peace*
Workshop 10: Games to Learn Conducted by: Children of Aarohi, *Aarohi Life Education*
Workshop 11: Play as a Creative Medium in Developing Self-Awareness Conducted by: Mina Dilip, *Child Psychologist*
Workshop 12: A perspective of Play through Dance and Movement Conducted by: Tonmoy Haldar, *Life and Dance*
Workshop 13: Introduction to Theatre Conducted by: Rajesh P.I., *The Actors Collective*

15:30 – 16:00	**Tea Break**
16:00 – 16:30	**To new beginnings** (Closing ceremony

EXPANSION

Arivu-Disha

Report 2017-2018

CONTENTS

I. PROGRAMME IMPLEMENTATION

Headstreams has been working with school students, children, youth, teachers, community members for a very long time. It has MoU signed with the Department of State Education Research & Training (DSERT) and Karnataka Residential Educational Institutions Society (KREIS) to implement play-based learning programmes in government schools and government residential schools. In this academic year, Headstreams also reached to low cost private schools and started new programmes including projects in a public library and observation home. Highlights of Arivu and Disha programmes are discussed below.

ARIVU PROGRAMME

Programme highlights
- Arivu version 1 continued this year in 30 schools - 18 sessions completed and 1400students of class VII benefitted from the life skills based English play-based learning programme
  Arivu version 2 [8] launched in 7 government residential schools and 1low budget government aided school - as many as 1200 students of classes VI to VIII benefitted through activity and digital Science and English sessions conducted for them this year
- Playful learning Maths curriculum using the VEKTOR App [9]was introduced for the first time in 3 low-cost private schools including United Mission School in Bengaluru, Valley Public School, Narsapura and Kiran Public School, Kyalnur in Kolar - 8 Maths sessions completed this year and more than 80 students were benefitted
- As many as 16 content based trainings and 2 special trainings conducted for Arivu facilitators to upgrade and improve their skills in facilitating Headstreams' Arivu programme
- A unique 'digital station' was designed to store android tablets, router along with other play-based learning tools and resources

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[8] Arivu Version 2 is a direct implementation model using blended learning for govt. Schools. The programme creates easy-to-use digital & activity templates which teachers can customise and use to teach their curriculum and different concepts.

[9] Vektor is designed based on research about effective early learning of mathematics and developed by leading researchers in collaboration with experienced game developers. It's a playful and engaging tablet app designed for children around 6-8 years old, but can be also used by older children if they have difficulties in learning mathematics

(Source: Cognition Matters)

DISHA PROGRAMME

Programme highlights
- The programme was designed to reach out to high school students (especially class IX) as well as college youth and empower them with awareness and decision-making skills with regards to academic and career choices
- Through the programme, participants were exposed to 6 major domains including Clothing, Shoe and Apparel, Food, Media, Housing and Energy
- During the programme, participants of an institution were introduced to 6 different domains over 4 days (**Programme format is attached as Annex 1**)
- With the help of 50 college students, Disha programme set up a one day 'mela' or career fair in government schools and 450 school students explored opportunities in the career fair
- Disha programme was executed in schools such as Sanskari Poudhshali School in Malur, Morarji Desai School in Malur and Government Higher Primary School in Gokak and in 3 colleges including Gokak Education Society, BSW College and Government First Grade College in Malur

TACKLE CARAVAN

Programme highlights
- Tackle Caravan was organised at 4 Morarji Desai Residential Schools in Sulibele, Dandupalya, Madanahalli and Malur, this year
- Inactivity-based play sessions, children explored different stalls and learning tools
- 92 caravans have been conducted across all the locations
- On an average about 750 children and 70 volunteers participated every week
- Participants believe, it has improved their communication skills, made them patient, helped them learn different

vernaculars, helped them make new friends and most importantly helped them experience and learn new games, craft, music and dance

II. OTHER INITIATIVES INSPIRED BY ARIVU-DISHA

RANG MAIDAN

In collaboration with Playground Ideas, an Australian NGO and Gudgudee, an Indian design studio,
Headstreams built 6 playgrounds using tyres and wood in low income government schools, which are Doddahulluru Govt. HPS (Hosakote), Munnekolala GHPS (Bengaluru), Vemgal GHPS (Kolar), Madanahalli Residential School (Kolar), Narasapura GHPS (Kolar) and Mar Thoma Opportunity School, KR Puram (Bengaluru).

PROGRAMMES IN PLAY AND LEARNING (PIPAL)

After launching several programmes within institutional set ups like schools and colleges, Headstreams wanted to reach out to spaces unexplored, which could also expand its reach to population who have potential but lack opportunities. Two such spaces identified were public libraries and observation homes. These are two most recent initiatives under PIPAL.

First of its kind in Karnataka, Headstreams set up a digital play and learning space at the City Central Library in Shivajinagar, Bengaluru. In February, the project was inaugurated by Dr. Satish Hosamani, Director of Public Libraries in Karnataka. The vision of this programme is to create self-directed, life-long learners from the communities living around the public library, by giving them access to online resources, tools, skills development opportunities and services, materials for projects and individual guidance as and when required by participants.

Headstreams set up an open learning space for children at the Government Observation Home in Madivala Market, Bengaluru. The programme creates a self-directed learning space where children have access to computers, books, games and musical instruments. Each child spends 2 hours at the centre, every day. The programme provides children with self-directed learning opportunities and enhances their life skills which will be useful for reintegration into the society.

III. EVENTS

INTERNATIONAL PLAY CONFERENCE 2018

The International Play Conference 2018 organised by Headstreams, in association with St. Joseph's College (Autonomous), Christ Deemed to be University, Smt. VHD Central Institute of Home Science, Gudgudee and Mphasis explored the relationship between play and human development over two days - March 2 and 3, 2018. The play conference brought together research, intervention and practices on play primarily from India and across the globe.

Highlights of the two days were three plenary discussions on topics such as play across the life-span, play in academics and right to play; 12 experiential workshops and 27 play stalls that gave opportunity to the participants to get first-hand experience of different kinds of play activities.
The conference was attended by over 350 participants including panellists, workshop facilitators, play practitioners, play experts, social sector organisations, university students, and children with special needs from organisations like Ashraya, Snehadhara and Mar Thoma Opportunity School and volunteers.

LET'S PLAY

Let's Play 2017 was a successful event reaching out to more than 7500 individuals across 88 locations in India and abroad. The play event was celebrated for two weeks from November 7 to 21.
The event brought together over 200 volunteers including individuals and organisations who organised play events for different audiences such as children, the elderly, professionals, community helpers and people from all walks of life.

On the occasion of Children's Day, a mega play event was organised by Headstreams in collaboration with Decathlon, Whitefield on November 14, 2017. Over 100 students, 6 teachers from GKHPS Government School, Kaveri Nagar and 20 volunteers from TCS, Decathlon and Headstreams participated. School students who participated in the event were exposed to different sports. They also got an opportunity to create different craft items with papers, ice-cream sticks and colours etc.

PLAY AND LEARNING FEST

It was conducted by Headstreams at Morarji Desai Residential School, Sulibele, Hosakote on 6 February, 2018. The fest was an official inauguration of the 'digital station' which has been exclusively designed by Headstreams and sponsored by Mphasis for the Arivu programme. The digital station is a multi-purpose unit that is used for storing 25 android tablets, router and an access point device along with play and learning tools and resources. The uniqueness of the unit is that it can work in remote areas without internet. This unit has been installed in 8 Arivu schools. The 'digital station' was inaugurated by Smt. Rama, Joint Director of Karnataka Residential Educational Institutions Society (KREIS).

PLAYATHON

Playathon was a game design challenge organised for students, game designers and anybody who is passionate about designing digital games for school children. The participants could choose any academic topic to design a digital game for students of classes IV to VII. The three winners of the game challenge were announced and awarded on March 3, 2018 at the International Play Conference.

TACKLE FEST

On February 17, 2018Headstreams organised the 6th Tackle Fest in association with the English department of St.Joseph's College (Autonomous), for high school students of government schools. The fest was organised to expose under-privileged students to a range of academic fields and career choices, who otherwise are deprived of it. Students from different departments set up stalls/learning spaces/laboratories to create awareness and give information about academic and career scope which children can opt for after finishing school. Over 200 students experienced this which inspired their own aspirations and also exposed them to an urban college campus.

IV. WORKSHOPS ORGANISED

ARIVU PLAY - LEARNING WORKSHOP

Headstreams conducted a workshop on playful learning for programme facilitators. The primary objective of the workshop was to introduce the fundamentals of play and game design which are the core elements of Headstreams' Arivu programme. The five days' workshop from September 11-15, 2017 at SAIACS, CEO Center in Bengaluru was conducted by senior play design and pedagogy experts from The Netherlands - Evert Hoogendoorn, IJsfontein & Willem-Jan Renger, HKU University of the Arts Utrecht.

CEEP- CERTIFICATE IN EXPERIENTIAL EDUCATION AND PRACTICE

The three-day workshop organised by Headstreams and facilitated by Vishwas Parchure gave a quick insight into the methodology of experiential education. The workshop dealt with concerns on education and methodology, evolved thinking, sequencing of activities and elements of powerful experience. The workshop was conducted between 6th and 8th of March 2018 at Ecumenical Christian Centre (ECC), Whitefield.

V. PROGRAMME VISIBILITY

NASSCOM FOUNDATION LEADERSHIP CONFERENCE

Headstreams was invited to showcase the NASSCOM Foundation recognised Arivu programme at the CSR Leadership Conference organised on November 29, 2017 at the Leela Palace in Bengaluru. It opened opportunities for Headstreams to network with organisations representing the corporate sector, social sector and media. The platform helped to engage in conversations on innovative digital education programmes like the Arivu model and see scope for the programme to scale up and possibilities of collaboration.

TECH CONFERENCE

Headstreams was invited at the TECH conference organised by UNESCO MGIEP. The 3 days conference was organised from December 16 to 18, 2017. It intended at bringing educators, researchers, gaming experts, implementation organisations to build, share, enhance and deliver new and innovative approaches to education system and digital pedagogies.

Headstreams conducted a session on the Arivu innovation highlighting digital pedagogies and 21stcentury life skills that the programme promotes among students. The session was attended by 40 participants consisting of students, educators, practitioners and government officials. Participants got hands-on experience on Arivu gamified learning formats.

VI. WAY FORWARD

PROGRAMMES AND NEW COMPONENTS

The different play-based learning programmes have evolved over the years. Every year, the programmes have become better and impactful. The Arivu programme which was implemented since 2015 would be introduced as theatre workshops, to help students learn English and life skills. As a part of the programme, students would be exposed to 'Tinkering Labs' where young minds would give shape to their ideas through hands-on-do-it-yourself model. Along with strengthening some of the previous programmes, the organisation would offer new programmes like the 'In - Service Teachers Training Programme' which would equip teachers to use digital and play way activity format in their respective teaching/ learning spaces.

SETTING UP A CENTRE OF EXCELLENCE

This Centre is being set up by Headstreams as an exploratory, play and learning space in Malur, 40 kms from Bengaluru. This Centre would be a model for all the play-based programmes initiated by Headstreams in different locations. It is a low-cost initiative to re-kindle curiosity and the joy of learning in children, youth and teachers through games, arts, music, hands-on work such as cooking, gardening and so on.

SUMMER CAMPS

The much-awaited summer camps would start from the second week of April. It would be organised in 3 different locations including one at the Headstreams' Centre of Excellence in Malur, one at Kudiyannur Government School, Malur and one camp at Shivajinagar Government School in Bengaluru.At each of the locations, a weeklong camp would be conducted primarily for students of classes 6 and above. The theme for this year's summer camp is 'Self Exploration' and participants would explore and build projects in experiential learning spaces.

TRAININGS

Play facilitators and team of Headstreams would undergo a month's training on concepts such as
Tinkering Lab and Experiential Learning Space. These concepts will help the team set up tinkering labs and experiential learning spaces in schools and other places, which would foster curiosity, creativity and imagination among participants.

VII. ANNEXURE

ANNEX 1: DISHA PROGRAMME FORMAT

Session	Name of the session	Objective of the session	Activity	Career choices
Day 1	Introduction and team building with kids	• Introduce the organization, Project and the Plan. • Building rapport with children	Activity – my name is sappo (introducing each other), electric fence, tower building.	
Day 2	Running stalls on Health and Cloth-Shoe-Apparel domains	• Introducing health, clothing, shoe and apparel domains to children. • Introducing 14 professions by giving children hands on experience.	Health activity – blood pressure, weight, height checking, manufacturing medicine, preparing first aid box, medical mask. Clothing, shoe and apparel activity- body measurement, pouch making, slipper making, newspaper bag making, packing.	Tailor, Cutting Master, Cloth Designer, Cobbler, Quality Checker, Marketing Person, Sales Person, Accountant, Hospital Administrator, Nurse, Medicine Manufacturer, Equipment Manufacturer, Doctor, Pharmacist, Dietician
Day 3	Running stalls on Food and Media domains	• Introducing food and media domains to children. • Introducing 20 professions to children by giving hands on practice.	Food activity- farming, bio pesticides making, food processing, marketing. Media activity- enacting a script, making posters, enacting different news channel situations, making newspaper.	Farmer, Fertilizer Manufacturer, Pesticide Manufacturer, Seed Banker, Chef, Factory Worker, Taster, Advertiser, Shop Keeper, Cashier, Movie Director, Actor, Costume Designer, Camera Person, Make- Up Artist, Visual Editor, Content Writer, Printing Machine Operator, Journalist, News Reporter
Day 4	Running stalls on Energy and Housing domains	Introducing energy and housing domains to children. Introducing 16 professions to children by giving hands on experience.	Energy activity- building circuits, wind mill, making solar cell using CD, up cycling balloon car, speaker. Housing activity- drawing a dream home, making a sponge brick, painting the sponge brick, painting the drawing, making interiors by ice cream sticks.	Wind Energy Engineer, Solar Energy Technician, Sound Engineer, Electrician, Civil Engineer, Mason, Furniture Designer, Painter, Draftsman, Interior Designer, Carpenter, Architect, Construction Worker, Brick Kiln Worker

CONSOLIDATION

Arivu-Disha

Report 2018-2019

TABLE OF CONTENTS

1. PROGRAMME IMPLEMENTATION

The Arivu programme resumed its fourth year journey in June 2018, and offered distinct models - **Arivu Language Acquision and Life-Skills Programme using Theatre and Arivu Playful Learning Programme.**

1.1 ARIVU LANGUAGE ACQUISION AND LIFE-SKILLS PROGRAMME

Highlights of the programme for this academic year:

- Rolled out in June 2018
- Reached out to **3500 students** of classes VI – IX in 43 schools
- Successfully completed **22 English language related activity and digital sessions** for classes VI to IX in all 43 schools

Core elements:

Theatre based activity sessions

- Students were introduced to theatre (acting, directing, music, singing, dancing, script writing, costumes and sets)
- Mini performances were planned in between sessions
- Exclusive sessions were facilitated for students to pursue specific areas in theatre
- Mega theatre production were executed by each class in every school at the end of the sessions

Digital sessions

- Specially crafted app takes students to different parts of the world and gives them exposure to different cultures, languages and more, through comic characters was introduced
- The bi-lingual stories on the App with games helped students learn English
- The App can be deployed offline
- It is the first of its kinds certification programme on play and blended-digital education for government school teachers

Why Theatre?

✓ Theatre collaborates with different art forms and has something to offer to everyone - dance, movement, music, games, creative writing, photography, videography etc.

✓ Integrates multi-modal and multi-intelligence aspects of learning

✓ Through Theatre, participants are naturally engaged in a process of communication

✓ Theatre creates a democratic space that helps teachers , students and audience to involve equally

Why Digital App based content?

✓ Makes learning virtually experiential , fun-filled and attractive for students

✓ The audio-visual elements help to increase the learning outcomes

"The word 'English' was a nightmare for children in rural government schools. Arivu language and life-skills programme changed their perception about the subject. Through interesting digital games and theatre based activities, Arivu language and life-skills programme has made the process of learning English and using English in everyday life, easy and enjoyable. Our students demonstrate leadership skills, creativity and impressive communication skills."**- Prakrithi P, Play Co-ordinator**

1.2 ARIVU PLAYFUL LEARNING PROGRAMME

Highlights of the programme for the year 2018 - 2019:

- Rolled out in August 2018
- Reached out to about **2300 students** of classes VI-IX across 12 schools of Bengaluru Urban, Bengaluru Rural (Hosakote) and Kolar districts
- The programme introduced playful learning methodology both in English and Science
- Successfully completed **15 sessions in each school for each class**

Core elements:
- The key objectives of the programme included promoting the play pedagogy in learning thereby making learning enjoyable, creating a space for learners to get hands on experience of learning through digital games and activity based content, making the context/content interesting and attractive to learners and enabling teachers or educators to become designers of playful learning curricula.
- The programme created 'Play and Learn' spaces that encouraged students to learn scientific concepts and English using technology and various activities
- The programme Digital App was used. It had an open-ended games format which made it possible for any teacher to plug in any content and teach subjects like English, Science or other disciplines.
- The App supported multiple languages, both in terms of game content as well as App interface.
- 'Problem Solving' and 'Experiential Learning' were the two key approaches used.

"This is an excellent programme as the most difficult subjects like Maths and Science are taught playfully and experientially. Unlike any ordinary classroom, where students often learn scientific concepts without being able to associate its relevance, this programme helps to draw a connection between the concepts learnt and learners' own lives. We reach out to children who need us the most. Many children work after school hours to help their families. Access to a playful learning environment is a distant dream for them. The Arivu playful learning programme has filled the gap between their dreams and aspirations. In Arivu sessions, learners are engaged in group activities that promote collaborative learning. There is absence of conflict and unhealthy competition among learners. They learn by solving and answering questions together. Our participants share a strong connection with us. This has been possible because of the way the activities are designed under the programme."

-Apeksha Paul T, Play Co-ordinator

2.   ARIVU BEYOND SCHOOLS PROGRAMMES

Reckoning the power of playful learning, the Arivu programme that started in schools, expanded to other institutions and spaces including a public library, observation home and communities (Tackle Caravan). The playful learning model equipped individuals with play materials, playful learning tools, technology like tablets and computers, gamified Science and English learning content.

2.1 TACKLE CARAVAN

Over the years, Tackle Caravan has been able to nurture creative tiny hands of our students, provide free space for innocent voices to speak out their hearts without being judged, add rhythm to their movements and provide canvas to give shape and add colours to their imagination and expressions.

The idea of the programme is to create within communities, an opportunity for children to experience a physically and emotionally safe space where they can exercise free choice and where intrinsic motivation is encouraged and self-directed learning is supported.

Caravan details:

- As many as **65 sessions** have been conducted
- More than **300 volunteers** have been involved at various Tackle Caravan sessions
- Participants include children of classes I - IX
- Executed in 5 locations across Bengaluru and Malur
- About 25 - 150 students participate per Caravan
- Conducted every Saturdays from
  2 - 4 PM
- 7 spaces are created and in each space children get to play and learn about different concepts and explore their inner intelligence

“Thanks to Headstreams for designing this wonderful programme. Our team appreciates the way all the play spaces - arts and craft to games and music are managed. We had an awesome time participating and co-facilitating the Caravan at a Government School in Shivajinagar, Bengaluru. Interacting and playing with these kids is always an exhilarating experience. Thanks for giving us this opportunity to be a part of the programme.” - Astha Agarwal, Corporate Volunteer from UiPath

2.2 PROGRAMME IN PLAY AND LEARNING (PIPAL) AT THE PUBLIC LIBRARY

The PIPAL project at the Public Library was a pilot initiative of Headstreams focusing on promoting libraries as vibrant community spaces, catering to the information and learning needs of the local community. Headstreams, in association with Project Defy, worked with the community in and around the City Central Public Library, Broadway branch, HKP Road, in Shivaji Nagar.

The main objective of the project was to create a community platform for accessing relevant information and to provide opportunity for users to be exposed to advancements in technology. The project helped participants to enhance certain skills that would eventually help them improve their livelihoods. This project was conducted in collaboration with the Dept. of Public Libraries, Govt. of Karnataka, and SNC-Lavalin Atkins.

Farheen, a learner from the first batch of the PIPAL's programme, completed her Pre-University. She was interested in Fashion Designing. The PIPAL's project at the Library helped her to get training in tailoring and sewing. Now, she tailors frocks and blouses and makes an earning for her, working from home.

About **125 participants** including students, drop-outs, youth, women and men, visited every week. This space was loaded with variety of materials, books, prototype games, building tools, stationery and online resources. Participants worked on projects of their interests, upskilling themselves through online and provided resources

2.3 PROGRAMME IN PLAY AND LEARNING (PIPAL) AT THE OBSERVATION HOME

A facilitated learning space has been set up at a Government juvenile correctional home for boys in Bengaluru. About **35 boys, aged 10-18 years, use the space, 5 days a week,** and have access to a reading space, computers, different kinds of indoor games, sports like basketball and musical instruments. This programme helps the participants develop new skills and interests, become self- learners, release their negative emotions and stress through positive social interactions.

"I have seen these boys transform over the months. They have become more social and communicate their feelings better and positively. They love working on the computer and making Power Point Presentations, djembe drumming, and theatre. Some of the boys, who were introvert, have gradually, and demonstrated leadership skills. They manage the other participants and help them organise in different activities at the PIPAL space." - Shahajahan T., Play Co-ordinator

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2. 3 SUMMER CAMP

This year, the summer camps resumed in March, 2019. It has been designed to create opportunities for children to become inventors, builders and creators by exploring different mediums such as art & craft, movement and dance, makers space, library and story-telling. It is designed for children to learn new skills like sewing, embroidery, gardening, clay modelling, printing and wood - work etc. through problem solving, critical thinking and exploration of out-of-the box ideas and learning by doing hand-on projects. Summer Camps were organised at 5 different locations across Bengaluru, Kolar, Hosakote and Munirabad. In each location, the camp is set up for 5 days. The camps are attended by underprivileged kids and also corporate volunteers and student volunteers who facilitate the various stalls.

3. KEY EVENTS

3.1 LET'S PLAY 2018

The Let's Play event which is conducted every year in November, took place between November 14 and November 28, this year. The event was a great success and more than 9000 individuals/ organisations participated in various play events. Play hosts organised their own play dates with their friends and families and shared their stories with Headstreams.

Let's Play 2018 was also special because alongside the event, Headstreams also partnered in a global campaign called Outdoor Classroom Day (www.outdoorclassroomday.in).

Some of the other special play events organised by Headstreams to mark the Let's Play 2018 celebration were:

- Let's play event with VMware India team at Mar Thoma Opportunity School for special children.

- A football event for school children, in collaboration with Technico Sports, Aspire India and FSV Arena.

- A play event, with Riverbed Technology at a low budget private school in Bengaluru.

3.2 TACKLE FEST

For the past six years, Headstreams has been organising a learning and career guidance fest called the Tackle Fest, in association with the English department of St. Joseph's Autonomous College, Lalbagh Road, for high school students of government schools.

This year, the fest was organised on February 9, 2019 at St. Joseph's College, Bengaluru. High school students of Government schools, who are mostly unaware of the opportunities ahead of them, were exposed to a range of academic fields and career choices. College volunteers from different departments set up stalls or learning spaces and open laboratories that created awareness and gave information about academic and career options which school students can opt for after completing their schooling. About 400 schools students and 140 college volunteers were present.

3.3 THE ARIVU SHOWCASE EVENT

The event was organised by Headstreams, in collaboration with Mphasis and the Department of Public Libraries, Government of Karnataka, on February 5, 2019 at the Indira Priyadarshini Children's Library in Cubbon Park, Bengaluru.

The event showcased Arivu, Headstreams' innovative learning programme. The event demonstrated the power of play and problem-solving in classrooms. At the event, Arivu students set up and facilitated various stalls including a Science Scary House, Theatre & English stalls, and also displayed Headstreams' play based learning tools. The event also exhibited the Tackle Caravan model space and a demo tyre park , Rang Maidan. Headstreams new programme called the Children's Library and Activity Programme (CLAP) was also introduced to the visitors.

Special guests who attend the event included Dr. Satishkumar S. Hosamani, Director of Dept. of Public Libraries, Govt. of Karnataka; Ms. Nisha James, IPS officer; Dr Meenu Bhambhani, Vice President & Head of Corporate Social Responsibility at Mphasis; Block Education Officers, Principals and teachers of Arivu Government schools.

3.4 DISCUSSION ON RIGHT TO PLAY

On March 9, 2018, a Discussion on Right to Play was organised by Headstreams in collaboration with CHRIST (Deemed to be University), Smt. VHD Central Institute of Home Science, St. Joseph's Autonomous College, Gudgudee and Mphasis. About 80 participants, including 25 delegates consisting of researchers, academicians, NGOs, and play practitioners were present. Our panellists contributed to the discussion on key issues related to play in the context of three themes - Children in Conflict with the Law, Disability, and Academic Settings.
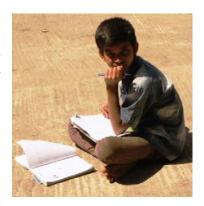
The discussion set the agenda for the Third International Play Conference, which is scheduled for December 2019 . Key action points were formulated, which the core working team would work on and present at the International Play Conference.

4. IMPACT STORIES

"The programme is really interesting and it has lowered our burden and helped kids to understand the subject matter quite better. We were finding it difficult to engage them in activities and teach them the concept through it because of the time barrier. Headstreams team was successful in teaching them through activities and paying individual attention to every child which we couldn't. Our students understood the concepts in a better way and the activities aroused curiosity in them. This programme helped students to develop good communication skills, confidence and they have learnt a lot more things through this. I wish we could implement this methodology to other subjects too." -Sunita Daniel, Principal, United mission school

"I like Arivu-Disha class as I can learn a lot of things through activities. Facilitators are very friendly and they play with us and make learning easier through activities. Since we do a lot of projects and activities we understand concepts and it becomes easy for us to recall the concepts and learnings during exams. I taught all these activities to my friends too. This activity gives us hands on experience on different science topics. Now I feel Science is not too difficult and I can learn and do well in this subject. The things we learn through these activities, we can also be used in our everyday life." -Devaraj, Student, Morarji Desai Residential School, Chamrajapete

"We have children from different backgrounds. Some of them come from slum areas and are underprivileged. Arivu programme classes are really like a boon for them where they get to use a lot of materials they have not seen or not got a chance to explore with. The sessions are playful as well as informative. The activities help them to improve their skills and the sessions grab their attention easily. Children eagerly wait for the sessions and their curiosity is boosted. It will be nice if the sessions are conducted often in a week instead of a single day. A lot of joy and happiness is seen among children and they are also changing behavior wise."-Saleem Beig, Teacher, J.C Nagar School

For more impact stories / testimonials refer to the Annexure, page 71 (Table 2).

5. ANNEXURE

Table 1 List of Arivu programme schools - Arivu Language and Life Skills Acquision Programme

BLOCK	GOVERNMENT SCHOOL
SHIVAJINAGAR	Kaval Birasandra GHPS
	J.C.Nagar GHPS
	Murphy Town GHPS
	Ganganagar GHPS
	Benniganahalli GHPS
	B.Channasandra GHPS
K.R.PURAM	K.R.Puram GHPS
	Chikkadevasandra GHPS
	Hoodi GHPS
	A.Narayanapura GHPS
	Kaverinagar GHPS
	Munnekolala GHPS
	Little Angels English School (Low budget private school)
HOSKOTE	Doddahulluru GHPS
	Nandagudi GHPS
	Hosakote GGMS
	Dasarahalli GHPS
	Shivanapura GHPS
	V.V.Extn Hosakote GHPS
KOLAR	S.S.Makhan GUHPS
	Vemgal GHPS
	Sugatur GHPS

	Rahamathnagar GUHPS
	Narasapura GHPS
	Belluru GHPS
	Millathnagar GUHPS
	Vokkaleri GHPS
	Sullur GHPS
	Dargha GUHPS
	Kyalanur GHPS
	Harati GHPS

List of Arivu programme schools - Arivu Playful Learning Programme

BLOCK	GOVERNMENT RESIDENTIAL SCHOOLS
BANGALORE	Chamrajpet MDRS
	United Mission School
HOSKOTE	Sulibele MDRS
	Dandupalya MDRS
KOLAR	Mulbaglu MDRS
	Mulbaglu KCRS
	Kolar MMDRS
	Parshganahalli MDRS
	Madanahalli MDRS
	KGF MDRS
	Malur MDRS
	Yelesandra KCRS

Table 2 Impact stories

"I feel very happy about the Arivu sessions as I have learnt lot of new things such as play games using digital tablet and I have learnt English. If all our subjects are taught in this playful method, using games, digital tablets and activities, it

will be fun and easy to understand different subjects. I wait for 'Akkas' (Arivu facilitators) to come and take our sessions. They make us feel comfortable and teach us many things. In Arivu sessions I have learnt Adjectives, Nouns and other grammar lessons in an easy way." – Akshith, Student, J C Nagar School

"I love Arivu Language and Life Skill classes. We sing songs, do theatre, dance and create new things. We use English to read, talk and write. I enjoy the Arivu-Disha digital sessions as we learn about different places through the stories played on digital tablets. The stories are available in English and Kannada, which make it simple for us to learn English." – Ulfath Tasneem Khan , 7th Std, Hoskote GGMS

"Arivu Playful Learning classes are my favourite. In this class, I really love to learn science. Facilitators come with new activities and experiments, and it helps us to understand the concepts given on our text books. The most difficult concepts become simple when we do the experiments on our own. The lesson about food and its nutritional value was made interesting through the food tests. By doing the experiment, I had clarity on carbohydrates, proteins, lipids and knew the differences between these." -Shoaib A.S , 7th Std, Dandupalya, Hoskote

"I love attending Arivu class. This class helps us to improve our English, specially our speaking skills. This class has made confident to speak I front of public. I interact better with my teachers, family and friend. I loved the session which was based on different types of communication. The best part of this class is we learn English and soft skills through theatre. We have learnt about tableau, skits, dance, stills, moving stills, facial expressions, body movements and a lot more through theatre. We also write scripts based on our own stories create props, costumes, sets and also direct. We feel so proud when we do this."- Jeevan, Student, 8th Std, Little Angel Modern High School

"Our children were hesitant to speak in English and now I can see improvement in their English language skills. Children now days are very much fascinated about tablets and mobile phones, therefore the activities through tables rouse curiosity in them, keeps their interest and attention in the classes. Arivu sessions have activities, model making, etc and any day it is more effective than just listening." – Manjula, Science Teacher, Murphy Town Government School

"I wait for the facilitators of Arivu-Disha to come and take sessions. The session is divided into two parts. In the first part, we learn new concepts of theatre and in the second part we watch stories on digital tablets, which take us to different places in Karnataka. We also play amazing games on tablets. I really love the way our facilitators teach different concepts of theatre. In every session, we learn new concepts and perform drama, music and dance. We enjoy when we work in groups with our friends and the opportunity to produce and perform a skit has helped us to be more confident." – Radha, Student, 7th Std, Government Kannada Higher Primary School, Hoodi

"Arivu Disha Programme is very useful for our students. This class is conducted on Friday for two periods. Arivu Disha is the most favorite class for our children. They eagerly wait for the facilitators to come and take sessions. In this session facilitators teach English language. The main skills of English language such as listening, speaking, reading and writing are taught to children. Facilitators teach these very effectively. Facilitators come up with some really interesting stories and children listen to these stories. Facilitators then give students an opportunity to come up with their own story; so children use English to narrate their stories. As we are competing with private school we want our children to be like private school students who speak good English. Arivu Disha classes are really helping our children grow day by day. We are very happy to see our children speak good English. I am thankful to Arivu Disha team."

-Poornima, Teacher, Government Higher Primary School , Narsapura, Kolar Talk

"Play keeps us vital and alive. It gives us an enthusiasm for life that is irreplaceable. Without it, life just doesn't taste good."
- Lucia Capocchione