

# ANNUAL REPORT

2021/2022

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**Education**



**Digital Literacy**



**Vaccination**



**SUPACK  
INDUSTRIES PVT. LTD**







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# Pahel



**Towards Empowerment & Sustainability**

The empowerment process is generally perceived by many as a herculean task that takes ages to achieve. However, it galvanizes the commitment of the people and institutions to address the issues that the communities face at large. Action for empowerment is increasing with increased access to resources, mobility, local institutions' capacity building, and nurturing of local leadership. Quality educational access is core to empowerment and building future citizens of the country. Schooling is important, but access to joy in learning is as important too. Project Pahel was born as a concept to empower children and communities through the concept of joy of and joy in learning, bringing together stakeholders to empower the children and sustain efforts to maintain quality education. It has a threefold approach, from dialogue to motivation to action, which uses a bottom-up, trickle-down, and across concept involving multiple stakeholders. The basic thing of bringing the children back to school, ensuring that they stay, and imbibing joy in their learning is central to the Project interventions. Communicating the change observed to the community and the involved stakeholders also ensures that they participate in the interventions and contribute to making learning a concept that children do not fear! Pahel is an initiative, a journey that has taken a flight to empower and sustain the efforts for change, one school at a time!





**Ms. Niyati Shah**

Vice President

Supack Industries Private Limited

“ **In the middle of every difficulty lies opportunity,** ”

*Albert Einstein*

The pandemic has thrown the world into a lot of ambiguity and uncertainty. The global tragedy in the past few years has made many realize the importance of building synergy to work toward lifting each other. And bringing each other out of the misery that the pandemic created.

The key to Supack's interventions has always been the two C's of intervention - Collaboration and Compassion. This year the key has been re-imagined, including the third C, Community Strengthening, in the efforts. The effort is to seek partners and build a cadre of individuals who can partner to create self-sustainable communities.

While Supack has had visibility and active interventions in the selected schools since 2018 for strengthening the learning level proficiencies in the schools, the last two years have helped in scaling up the efforts to keep the community at the forefront of development. Strengthening those efforts has become a vital component in the interventions of Supack to ensure the program's sustainability.

The quest to reach out to rural youth and women and bridge the digital divide gave birth to 'Digital Literacy Awareness.' This is perhaps one of the most vital innovations in the last 50 years where technology is rapidly transforming societies post covid 19. The program aims to equip the young and old, male and females, farmers, laborers, small business owners, students, and housewives, with the essentials of digital literacy a step towards AATMANIRBHAR BHARAT!!

Supack Industries was bestowed with the prestigious "India CSR Leadership Award 2021" under the category of Education and Health at a glittering ceremony by Shri Basavaraj Bommai, Chief Minister Karnataka, Mrs. Kiran Majumdar Shaw Chairperson of Biocon, Shri Rajiv Kumar, Vice Chairman of NITI Aayog in the presence of several dignitaries representing the corporate world, NGO's, Government, Press and Media from across India on 10th December 2021 at Hotel Ritz Carlton in Bengaluru, India. This was in recognition of innovative community services reached out to rural areas during the global pandemic through education school@doorstep, initiating Covid 19 vaccination awareness campaigns way early to burst the myths and educate villagers along with digital literacy drives in villages surrounding our manufacturing unit to make them at par with the sudden shift of the online working model adopted in several industries, banking, education, and other sectors all over urban India.

We appreciate and acknowledge our dedicated CSR team working at the grass root level and ARCH Foundation for being instrumental in shaping the idea of Supack interventions in the community and creating visibility and sustainability in the rural villages of Rajkot. Together we witness the progress in level of learning, reduced absenteeism and dropout, and an increased number of private school students shifting to Govt. Primary schools under our CSR project post covid. Scholarship to deserving Girl Students has led many meritorious girls to pursue further schooling without any hindrance or family pressure. In the coming year, we plan to introduce a variety of sports events to boost physical fitness, concentration, and team-building exercise at the primary school level involving students and teachers. We believe a "Healthy body and healthy mind leads to a Healthy Society."

We hope that the steps for change sustain, and the community becomes self-reliant in seeing the difference they so long desired. We extend our heartfelt gratitude to everyone in the journey Team Supack, ARCH Foundation, Government Primary Schools, DPEO, Public Health Centers, and Local Communities to support and strengthen the CSR program "To Be the Change"!!

***Jai Hind !***

On behalf of Supack Industries Pvt. Ltd.

**Niyati Mitul Shah**

Vice President and CSR Head



**Sonkee Shah**

CEO & Founder

ARCH Development Foundation

The name ARCH itself means a supporting structure that lifts not only itself but other structures. Arch Foundation works on a basic premise: if one can do it well, two can do it better. Collaboration has been a critical focus area for work at ARCH Foundation, and the identification of collaborations for sustainable, holistic development has been at the forefront of all work undertaken at the Foundation.

It is known what the world faced in the last two years. It has led the country into turmoil. The only escape from this was getting communities together and acting towards normalcy. The "new normal" standard has been set, and making communities adjust to the new normal is the task.

The first step to helping the community adjust to the new normal was to create mass education about the importance of safeguarding oneself from the pandemic and getting vaccinated. Myths, taboos, and ill-beliefs, whether it is health, education, or general way of life, prevail a great deal in the communities, and it is the need of the hour to tackle the myths and taboos to create self-reliant communities.

With the support from Supack Industries Pvt. Ltd., ARCH Foundation took the plunge to keep the community at the forefront of the educational development of the children and the community itself at large. This year's efforts included strengthening the community systems to accelerate health and education, the two vital development components. The underlying agenda is always ensuring the sustainability of the actions and making the community self-reliant.

This year, new spectrums of work emerged after assessing the needs of the communities. As always, these spectrums are woven into the mainstream activities of the overall project. The broader goal is to ensure that the children's education continues to thrive in an enabling environment. With such zest and enthusiasm, smaller efforts led to bigger ones, and the communities were mobilized to think about their development and take integrated actions towards the same.



## Awards & Recognition



We hope each effort to create change leads to newer efforts that build up into a sizeable integrated movement to seek change, bring about change and live the difference! We would like to express our sincere gratitude to Supack Industries for providing all the necessary support, for their kind co-operation and encouragement which help us in implement the project effectively.

Supack Industries was bestowed with the prestigious "India CSR Leadership Award 2021" under the category of Education and Health at a glittering ceremony by Shri Basavaraj Bommai, Chief Minister Karnataka, Mrs. Kiran Majumdar Shaw Chairperson of Biocon, Shri Rajiv Kumar, Vice Chairman of NITI Aayog in the presence of several dignitaries representing the corporate world, NGO's, Government, Press and Media from across India on 10th December 2021 at Hotel Ritz Carlton in Bengaluru, India.



## Context Setting

The past two years have proven exceptional challenges for everyone around the globe. While the pandemic has posed difficulties for everyone, it also charted various opportunities to transform the system. The major challenge of the pandemic was making education accessible to the children studying in the low- and middle-income schools, especially the ones at the grassroots level. The prolonged closure of schools has resulted in increased dropouts, low attendance after re-opening, decreased confidence levels, and lack of achievement of learning milestones.

The digital learning model has posed more significant inequities between rural and urban school children. Due to low or no access to digital infrastructure and loss of learning, this major threat can have long-drawn consequences for children in rural areas.

Companies can play a pivotal role through their CSR interventions to address the pressing socio-economic issues triggered by the pandemic.

Pahel- Towards Empowerment and Sustainability was a response to the disaster, not the pandemic alone. However, the catastrophe of the deep-set fear in children's minds for learning ensures that every child returns to school intending to achieve the learning milestones and fill in the learning gap.

It sought to achieve educational empowerment of not only the children but also amongst the communities. Another essential spectrum is ensuring the sustainability of the efforts of the project activities. An initiative to empower communities to sustain educational efforts to strive for a community where every child lets go of the fear of learning.

A four-pronged strategy was adopted to implement the activities under Project Pahel and to enhance the interventions' impact, scale, and speed in the selected villages -

## 1 | **Direct Engagement with Stakeholders**

Project Pahel believes in working directly with all the stakeholders of the Project - Teachers, students, local level formal and informal leaders, volunteers from colleges, industries, and the community members at large. The project interventions were directed at the involvement of all the stakeholders at every level of the project. It also ensured participatory change, sustainability, and empowerment co-created in the quest to provide joyful learning for school children.

## 2 | **Partnerships and Collaborations**

Partnerships with local governance structures, schools, community leaders, academia, and private institutions are the key to building upon knowledge, technological reach, and a pool of human resources that can be instrumental in implementing the project activities. Partnerships and collaborations are the vital elements of Project Pahel, due to which the project activities could achieve their objectives.

## 3 | **Leveraging Technology**

Technology has come to be an essential tool in education. The world has long talked about ICT (Information, Communication, Technology) in education, but this application could be seen the most in times of pandemic. While high-income schools quickly adapted to the virtual medium, technological leveraging was difficult for many low- and middle-income schools. Leveraging technology is thus one of the most critical approaches adopted in Project Pahel to ensure that through technology, the monotony of classroom learning is broken and fun is inculcated in education. This has become a common feature of the project activities.

## 4 | **Encouraging Synchronous and Asynchronous Learning**

One of the essential elements of Project Pahel is that it promotes both kinds of learning- synchronous and asynchronous learning. While synchronous learning took the form of distance learning through virtual mediums through online sessions, asynchronous learning was what the children required- learning through games, puzzles, and activities that stimulate their minds. With the blend of both forms of education, children never missed a class, could learn at their pace, and the learning was optimized and personalized as per the characteristics of the children.

The elements mentioned above by Pahel have transformed a little initiative of bringing the joy of learning and fun into education. A massive intervention in the majority of the schools to help children get rid of the fear of learning and enjoy coming to schools altogether. This is Pahel- an initiative to empower and sustain the joy of and joy in learning.



# Journey of Pahel

**Pahel**  
Towards Empowerment & Sustainability



Transitioning Remote Teaching and Learning



Rebuilding Basics, Transitioning Pedagogy



Increasing outreach and approach



Scaling and Sustaining

# Phase I

## TRANSITIONING REMOTE TEACHING AND LEARNING

Project Pahel has achieved several milestones since its inception.

With a small-scale aim of bringing back children to school initially, Pahel initiated resource allocation in Haripar primary school. It was essential to transition the remote teaching and learning and take a plunge into the inculcation of ICT in the schools.

Initial entry into the schools revealed that absenteeism, the low interest of the students, and low levels of learning achievement among the students, plague the school. The high rate of absenteeism was regarded as children working with their parents, lack of interest among the children in attending schools, and societal and cultural norms that inhibited them from coming to school.

A smart screen was provided in 2016-17 to the school to create a supplementary mode of learning and ensure that the children are back in school.

This became an object of interest amongst the school staff and students, which instantaneously increased the children's attendance. ARCH introduced creative activities and used smart screens in the classrooms.

While resource allocation may seem just a drop in the ocean, the entire activity of installing, managing, training, and trying out the facility in the school has stirred curiosity in the minds of the children and the teachers alike. This has helped in meeting the first milestone of Project Pahel- bringing the children back to school.





## Phase II

### REBUILDING BASICS, TRANSITIONAL PEDAGOGY

The year 2017-18 saw the launching of Project Umang under Pahal initiatives to inculcate the joy of learning. The effort was towards building learning-level proficiencies and ensuring joy in learning. Transitioning pedagogy to participative, empowering, and multi-methodological were the principal aims of this phase.

The Project Umang activities were introduced in Haripar and Metoda schools. With the initial step of bringing the children back to school, active attention in the classroom, engagement, and involvement became vital components of the intervention.

#### **THIS RESULTED IN IMPROVED LEARNING LEVELS AND A SURGE IN THE ATTENDANCE LEVELS OF THE CHILDREN IN THE SCHOOLS.**

In 2017-18, with the advent of Project Umang in the schools, various supplementary teaching and learning materials were introduced to help children learn in different ways and also to lure the children to come to school regularly.

The inter-school competitions were introduced in the selected schools to inculcate the habit of positive competition. It was important for the students to experience competitions with the children of the other schools to achieve various goals: one, to get the children out of the usual learning environment, and second to help children understand the need and importance of learning through creative arts.





## THE YEAR 2018 SAW A GREAT DEAL OF IMPROVEMENT IN THE SCHOOLS OF HARIPAR AND METODA.

The problem of children enrolled in schools but not being present in schools is a problem that all the government-run schools in the country face. The schools and the community are equally responsible for ensuring that each child is enrolled and learning well. The project Umang was scaled up to the Vad-Vazdi school in 2018-19.

The school promotion system is not based on achieving the learning level milestones causing more harm than good. The children often get promoted without actually learning the essential milestones. The damage is done already, which intensifies when the child reaches the secondary level education, resulting in increased dropout and little or no visibility of children from government school at the college level.

With a zeal to intensify achievement milestones at the schools, Project Umang was introduced with more teaching and learning materials and activities to support and enhance learning. The focus was on a learner-centered approach rather than a teacher-centered approach. As a result, the schools saw an increased enrolment of boys and girls in the villages' government schools.

More than helping the children to understand the importance of learning milestones, the community members were also involved in the identification of the efforts of the schools in helping the children learn. The difference was visible amongst the children, which resulted in increased enrolment in the government schools. Only girls were enrolled in government schools earlier, but after project interventions, even the boys, who used to go to private schools, were enrolled in the government schools. The taboo of government schools being mediocre was broken.

The component of inter and intra-school competitions was also continued to help the children move out of their comfort zone of learning. Children often feel comfortable with the minimal competition that is created at their classroom level. It is essential to bring the children out of their comfort zone and increase their competition level to develop their abilities. As a result, children were exposed to various inter and intra-school competitions to ensure that they actively participated in their journey of learning.

This motivation was also trickled across the teachers of the various schools. Discussion amongst the teachers helped identify the different teaching and learning modes that teachers across the schools adopt to teach the children multiple subjects. The teachers actively helped improve their delivery modes to teach the children at the schools.



## Phase III

### INCREASING OUTREACH AND APPROACH

In December 2019 and in the years that followed until now, the entire landscape of community intervention across sectors changed. Covid brought with it new challenges and opportunities for community-led interventions. While working in schools was necessary, working with the communities was all the more important to ensure that the children's learning was not hampered.

Despite the onset of the pandemic in the year 2020-21, Supack Industries committed itself to work for the children. The pandemic forced many children to drop out of school. The interventions at Supack majorly focus on the all-around development of the communities. To ensure that the students' growth does not stop, Supack kept the work in the communities alive by adhering to the norms of the Government.

Despite the lockdown being relaxed, the students had no medium of learning. While the high and middle-income schools could afford to continue learning through the availability of digital infrastructure, the low and middle-income schools had a hard time focusing on resource requirements for continued learning. This was the time when Project Umang scaled up its remote learning strategies; when the child cannot go to school, the school goes to the child.

Rigorous efforts were made to train a set of volunteers committed to go to the communities to teach the children. The volunteers not only went and taught the children but also ensured that the social distancing in real terms, one who distanced children from children, could be looked into, and children could be integrated into one large learning group of individuals.

### STRENGTHENING THE COMMUNITY SYSTEMS

Community system strengthening was a twofold approach, one to ensure that the community actively participates in the learning of the children and second, the community takes initiatives to sustain the project activities in the selected schools. At this hour, the importance is to leverage the community resources in such a manner that the local human and non-human resources are strengthened to achieve the target of participating in improving the learning efficiencies of the children.





## Phase IV

### SCALING AND SUSTAINING

2020, 2021, and 2022 posed new challenges for intervention, not only in the schools but also in the communities altogether. With challenges came more unique opportunities to identify areas of intervention that could only strengthen the goals with which the activities were planned.

The approach to community system strengthening adopted in the previous years helped in re-imagining the goal of project Umang- scaling up from Joy in learning to Joy in educating!

By educating, the paradigm was not only spreading education in schools but initiation of a new paradigm of community education, one where the community is educated about certain aspects like the importance of educating children, the importance of vaccination, participation and integrated action, etc.

The year 2021-2022 saw community support in ensuring that the project activities were continued in the long term. The community members realized the importance of education and that education is the key to sustenance. This realization, clubbed along with efforts to engage the community members in schooling and learning of children, has helped gain community support for the intervention strategies.

### AUGMENTING FROM SCHOOL TO COMMUNITY LEVEL APPROACH

Communities form an important aspect for responding to issues of community development approaches, for they can be multi-dimensional. They have the ability to combine service, engagement, resource mobilization, monitoring, accountability, and governance.

Community engagement helps in adding value to the efforts compared to normal interventions. One, they help in addressing the issues of health, education, and empowerment, implementing effective strategies, and making the decision-makers accountable for their actions. Building on community support is vital to ensure the sustainability of the intervention programs.





# Introduction

The pandemic has surged the perception of the world in various ways. Adjusting to the new normal has been easy for some communities, but this has been a great ordeal for many. It has nudged many communities to reinvent the ways of living and working.

While the world is adjusting slowly, the communities are slowly adjusting to accept the change. The reality in the rural communities is grim. Governments, civil society members, non-profit organizations, and corporates have done a lot to help alleviate the damage done by the pandemic and help communities rise above it all. Ensuring diversity and inclusion has been at the forefront of development activities in many communities.

The two years of the pandemic led to a dramatic loss of life and livelihoods. Schools were shut, communities were forced into distancing, livelihoods were lost, and the communities had to grapple with social, economic, and emotional trauma. Vaccinations led to a hope of an increased rate of survival amongst the people. While many across the world readily got themselves vaccinated, the rural communities were faced with myths, taboos, and wrong beliefs that inhibited them from getting vaccinated.

Project Pahal was conceived as a result of the ill effects of the pandemic, which plunged many people into the gloom. Pahal means "an initiative," an effort to bring back normalcy to people's lives through awareness, community strengthening, and capacity building. The project has two verticals, the community vertical and the school vertical.

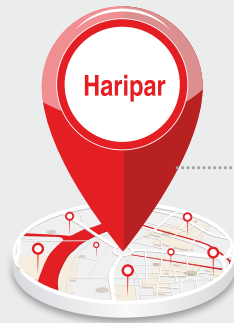
There was a need to create awareness regarding the Covid-19 vaccination. Many people are unaware of the importance of the vaccine. Vaccine hesitancy has been one of the major concerns for development interventions across the country.

The schools were shut for the most extended period; getting the children back to school and ensuring continuity in learning was of primary concern. However, vaccine hesitancy among the community members could not allow the opening of the schools. One cause led to another, and the worst sufferers were the children.

This year the intervention strategy of Supack included working on vaccine hesitancy as its primary response to managing this disaster.



# Target Villages





# There were three focus areas of intervention

1

**Ensuring 100%  
Vaccination  
in 5 villages**



2

**Training 500 youths  
on digital literacy &  
Cyber Safety**

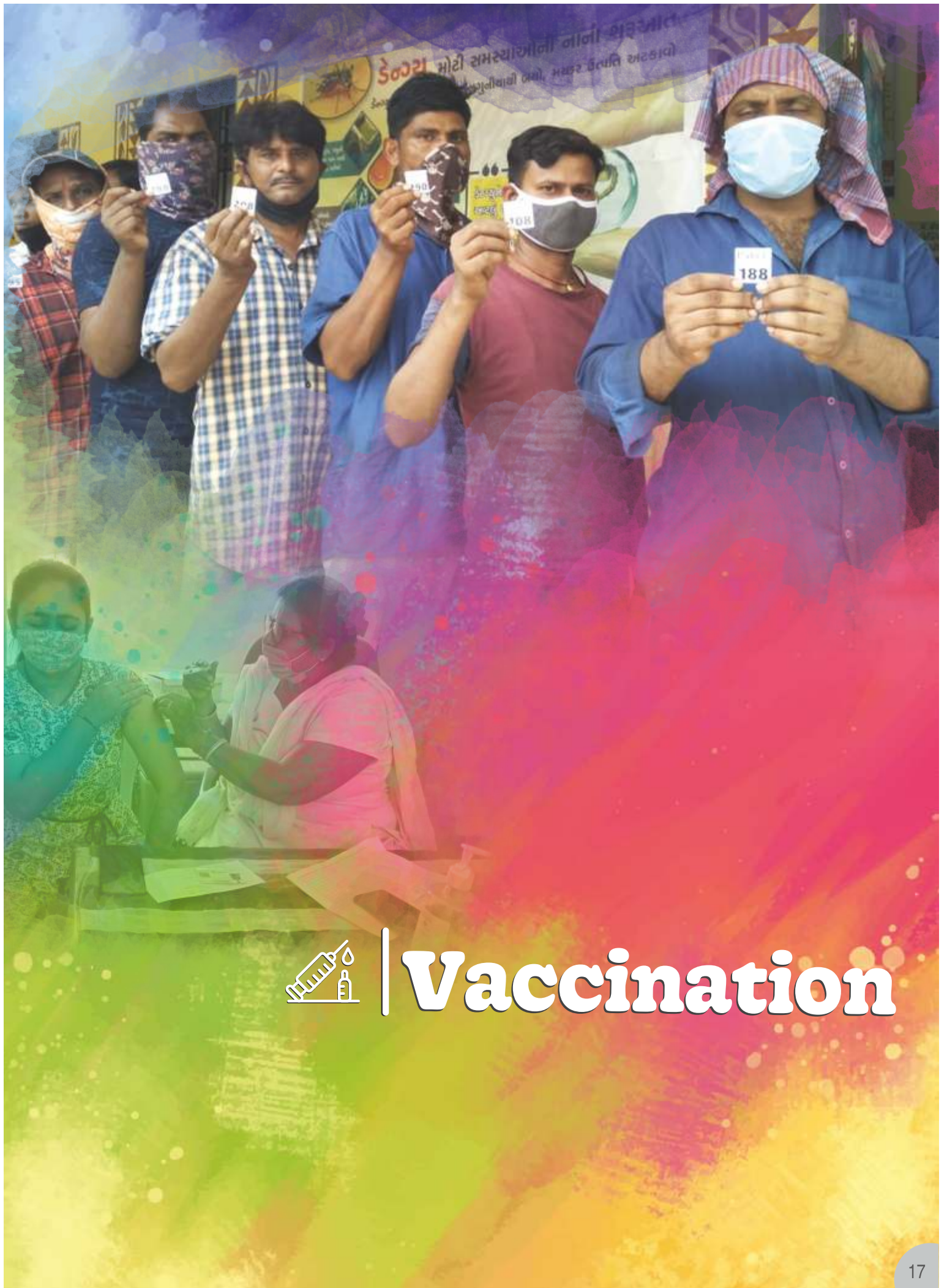


3

## **Education**

- a. Ensuring 100% of children return to school after Covid
- b. Improved learning proficiency to mainstream students with low learning level
- c. Increased support for academic and nonacademic interventions to school – helping them to cope with situation during and post covid





# Vaccination



# Achieving 100% Vaccination



The Government has been prompt in bringing about vaccination efforts to the country in order to safeguard the population against the Covid-19 virus. Despite the vaccine being free and locally available, vaccine hesitancy was widely seen across the urban and rural areas of the country. Delayed acceptance of the vaccine, and refusal to take it could result in a prolonged threat of the virus staying for long, making it a significant public health threat.

Need assessment before the interventions revealed that vaccinations' challenges prevailed to a great extent amongst the selected communities. Challenges like apprehension to take vaccines, myths and beliefs about vaccines, religious reasons binding the people from taking the vaccines, and the larger issue of traditional beliefs of not taking the vaccines, prevailed in the villages.

An awareness drive was conducted in the selected villages to tackle the vaccine hesitancy amongst the communities with the following objectives:

- To build a confident vaccine environment in the villages
- To help link the communities to the frontline workers and centers where vaccines are provided
- To develop sustainable systems that can help promote the message of vaccination amongst the population

To work on the objectives mentioned above, a dedicated team to work on vaccination drives in the selected communities was formed.



**TOTAL PEOPLE  
COVERED THROUGH  
THE AWARENESS DRIVE**

**3000+**

**TOTAL PEOPLE  
VACCINATED**

**2300+**

## **ORIENTATION AND TRAINING OF PROJECT TEAM AND CONDUCTING AWARENESS DRIVES–**

The dedicated team for the awareness generation drive and vaccination campaigns was oriented towards community perception of vaccinations, prevailing myths, and taboos against vaccination and the strategies for effective campaigning.

The strategies were carried out with the help of consistent efforts by spreading factual information amongst the population and glorifying success stories of individuals who took the vaccine from amongst the communities. Communities where reluctance was the highest about vaccination were targeted.

Through the awareness drives, about 3000 plus people were covered. Information about vaccinations, the importance of vaccination, myths, and taboos about vaccination were broken through the awareness drive.

Community members were given coupons after the session to track people who have taken vaccination.





## Collaboration with PHCs and CHCs –

Another step was to mobilize the community members to take the vaccine after generating effective awareness regarding covid-19, the importance of vaccination, and breaking the taboos and myths related to vaccination. ARCh sought collaboration with the local level Primary Health Centres (PHC) and Community Health Centres (CHC) to achieve a hundred percent vaccination. Online registration was facilitated for the members of the community.

The supply of required medicines was distributed amongst the vaccinated population to act as a bridge between the PHC/CHC and the community members.

This was another opportunity for intervention identified where people could be mobilized towards digital literacy as not many people were aware of the use and misuse of digital mediums of communication.





# Testimonials from Panchayat

“The people were hesitant to take vaccines earlier. Thanks to the efforts of Supack and ARCH that, we could achieve 100% vaccination.”

"This is to inform that vaccination drive was going on in Metoda village of Lodhika Taluka in Rajkot district during the pandemic. Likewise, there was a vaccination drive for the GIDC employees, and the community staff at a dedicated center meant for vaccination. However, despite this, there was hesitation amongst the community members concerning taking vaccines.

With the help of "Pahel" - A CSR intervention by Supack Industry Pvt. Ltd. And ARCH Foundation, awareness drive campaigns were conducted in the entire village regarding vaccinations and the importance of vaccinations. The awareness was conducted through door-to-door campaigns. The benefits of taking vaccines were stressed, and the possible issues that can erupt from no vaccinations were explained. The people were counseled towards taking vaccinations. They also assisted the community members until the community health centre facilitated vaccinations.

With the help of the ARCH Foundation and various departments of the Government, hundred percent vaccinations were achieved in Metoda village. We thank ARCH development Foundation and the team for their efforts."



Sarpanch,  
Metoda Gram Panchayat

“There was no enthusiasm amongst the community members regarding vaccinations.”

"This is to inform all that there was a vaccination drive in Haripar Pal village at Lodhika Taluka in Rajkot District. There was little or no awareness amongst the people regarding vaccination.

Supack Industries Project "Pahel" and the effort of ARCH Development Foundation, door-to-door campaigns were conducted across the village in various areas. The importance of vaccinations, myths, and taboos related to taking no vaccinations, and the misinformation regarding vaccinations floating around in social media was brought to the light of the community members. Correct information was given to the members of the community members. A special campaign was conducted to take the community members to the nearest vaccination centres.

Thanks to the efforts of ARCH Foundation and various departments of the Government that the people got awareness regarding vaccination due to which hundred percent vaccinations could be achieved."



Sarpanch,  
Haripar Gram Panchayat

# Endorsement from Primary Health Centre - Khirasara



**Primary Health Centre- Khirasara**  
Vill: Khirasara, Ta: Lodhika, Dist : Rajkot  
Ph.No:- 02827-288292  
E-mail - [phckhirasara.health.rajkot@gmail.com](mailto:phckhirasara.health.rajkot@gmail.com)

dt. 11-10-2021

**CERTIFICATE OF APPRECIATION**

This is a certificate of appreciation for work done by **ARCH Development Foundation** under the **project Pahel, a CSR initiative by Supack Industries Pvt. Ltd.**, for its efforts during the global pandemic, COVID -19 in Rajkot, Lodhika sub- division villages.

During this difficult time people were scared to get vaccinated in the villages due to false rumours about the corona vaccine. ARCH team helped in spreading awareness among the people about the benefits of corona vaccine and the misconceptions related to corona.

With the support of **ARCH Development Foundation and Supack Industries Pvt. Ltd.**, our Primary Health Centre (PHC) has been able to achieve 100 %vaccination in all the five villages as mentioned below:

1. Haripar – Pal
2. Vad Vajdi
3. Metoda
4. Khirasara
5. Rataiya

We are thankful to the entire team of ARCH Development Foundation and Supack Industries Pvt.Ltd. for the kind support provided during the pandemic crisis.

  
**MEDICAL OFFICER,  
PRIMARY HEALTH CENTRE  
KHIRASARA, TA; LODHIKA**

# Testimonials from Panchayat

## “ The Myths related to vaccinations have been broken. ”

"It is to inform everyone that vaccination drives were being conducted in Vad-Vazdi village of Lodhika Taluka in Rajkot district. Many norms related to vaccinations prevailed due to low awareness and no enthusiasm to take vaccines whatsoever.

Under Project Pahel, a CSR initiative of Supack Industry and community development efforts of ARCH Foundation, campaigns for vaccination were conducted. Each household was visited by the team, and people were counseled regarding the importance of vaccinations. The taboos regarding vaccinations were broken, and the benefits of vaccinations were disseminated among the community members. The counseling has been beneficial with regard to bringing awareness of vaccines amongst the community members.

We are grateful for the efforts of the ARCH Development Foundation that, with their support, we could achieve a hundred percent vaccination in our village. We express our heartfelt gratitude to ARCH Development Foundation and their team for the support extended."



Sarpanch,  
Vad-Vazdi village





# Digital Literacy

# Digital literacy



Access to the internet has become integral to society post the pandemic. Having said that, while it has brought about positive changes in the work-life-school-life balance of many people in the urban areas, it has negatively affected the people in the rural areas, for those with no access to home internet.

In the case of the youth, it has affected them the most as they have lost connection with their peers. This has led to increased instances of mental health issues and isolation. This was generally due to the lack of support received from the parents/community members regarding fighting issues of isolation. Most young people today rely on digital mediums for communication, whether in rural or urban areas. Particularly during the pandemic, it has changed the way people talk to each other and interact.

The quality of technology available to the youth seriously impacts their development. In most households in the Indian subcontinent, youths are the digital leaders who navigate the older and younger people through technology. Thus, it is vital to provide the youth with the latest technology to be updated and be the technological leaders to steer the technological development of their communities.

However, the hurdle to doing this in the community is the lack of internet connectivity and literacy. Youngsters today are knowledgeable enough to know which sites to use and which do not but are not digitally literate enough to assess what to use and what not to use for their benefit.

With the advent of the Digit India campaign, efforts are being made to ensure that the internet affordability gap is closed between the rural and the urban areas. While the internet has undoubtedly become cheaper in the country, using the internet for life skills and to build upon one's skills and techniques is of utmost importance. The youth today has to be made digitally competent if they have to participate in the workforce for parallel development of the nation.

Digital literacy involves developing critical thinking and creating a holistic value system that outlines the kind of digital environment our society should find desirable. Values such as inclusivity, safety, and anti-bias are essential to building young people's digital resiliency and deepening their awareness of how they want to participate in digital spaces.



With the help of the digital literacy campaign, a total of 600 youths were reached out to. The following topics were covered as a part of the digital literacy campaign:

**Email – importance and usage**

**Net banking**

**Digi locker**

**Social media and cyber safety**

**Government portals –  
Adhar card, Pan card, various government schemes that can be obtained through an online platform**



The youth are the future of society, and they must have ample knowledge regarding the digital spaces available to them. It is essential to build a community where the youth contributes to the digital space rather than consuming alone.

The digital literacy campaign focused on helping the youth assess the correct information and evaluate the available information. The movement positively impacted the youth as they started identifying the right and wrong aspects of using digital mediums.

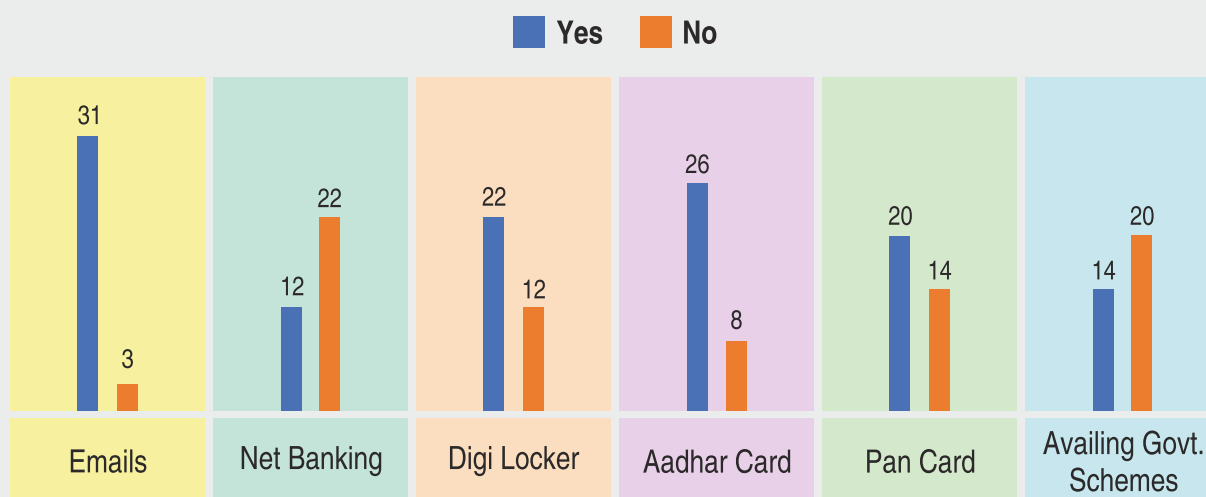
Since homes became the only digital access points for the communities' youth, it became imperative to work with entire communities for digital literacy. A coordinated approach to digital literacy was adopted to spread information and misinformation about using and misusing digital mediums.



## The outcome of the DIGITAL LITERACY CAMPAIGN

The Digital Literacy Campaign focused on the essential life skills for the youth. Use and importance of emails, Digi Locker, Aadhar card update and service, Pan card application, and application for Government Welfare Schemes. A pre-assessment showed that most youth were unaware of these digital facilities. Post the campaign, 34 youths were covered to assess the outcome of training; the following were the results.

### DIGITAL APPLICATIONS USED BY YOUTH POST DIGITAL LITERACY CAMPAIGN



Various important digital applications were taught to the youth during the campaign. Out of those, emails were found to be the most important thing that the youth learned. The youth must be taught the basics of entering the job market to develop their confidence before they actually enter the market. At the same time, there are various government plans and programs for the youth and the communities in the rural areas. It becomes vital that the youth, who is the vehicle for digital change in the rural communities, be trained in availing the benefits of the programs specifically meant for the rural communities.



## Feedback about the Training

“ The topic on email- use, importance and making email id was really good. Next session, we want to learn what we can do if we forget our email id. ”

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*Mohit Pravinbhai Bata,  
Youth from Vad-Vazdi village*

“ The sessions conducted were fascinating. Thank you for providing me with the opportunities to learn. Next time I want to learn more about the Government Schemes. ”

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*Dharmesh Subodhbhai Chandravanshi,  
Youth from Vad-Vazdi village*

“ Thank you for providing me with training on digital literacy. I would want to learn about internet safety in the future. ”

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*Abhay Kanaiyalal Mardiya,  
Youth from Metoda village*

“ Training on Net Banking was the best. We needed such type of training. Now that we know about digital literacy, another session on career guidance should also be conducted. ”

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*Pooja Bhagwandas Patil,  
Youth from Metoda village*

“ The training provided was excellent. We would like to learn more about Government schemes, educational loans, scholarship forms, etc. ”

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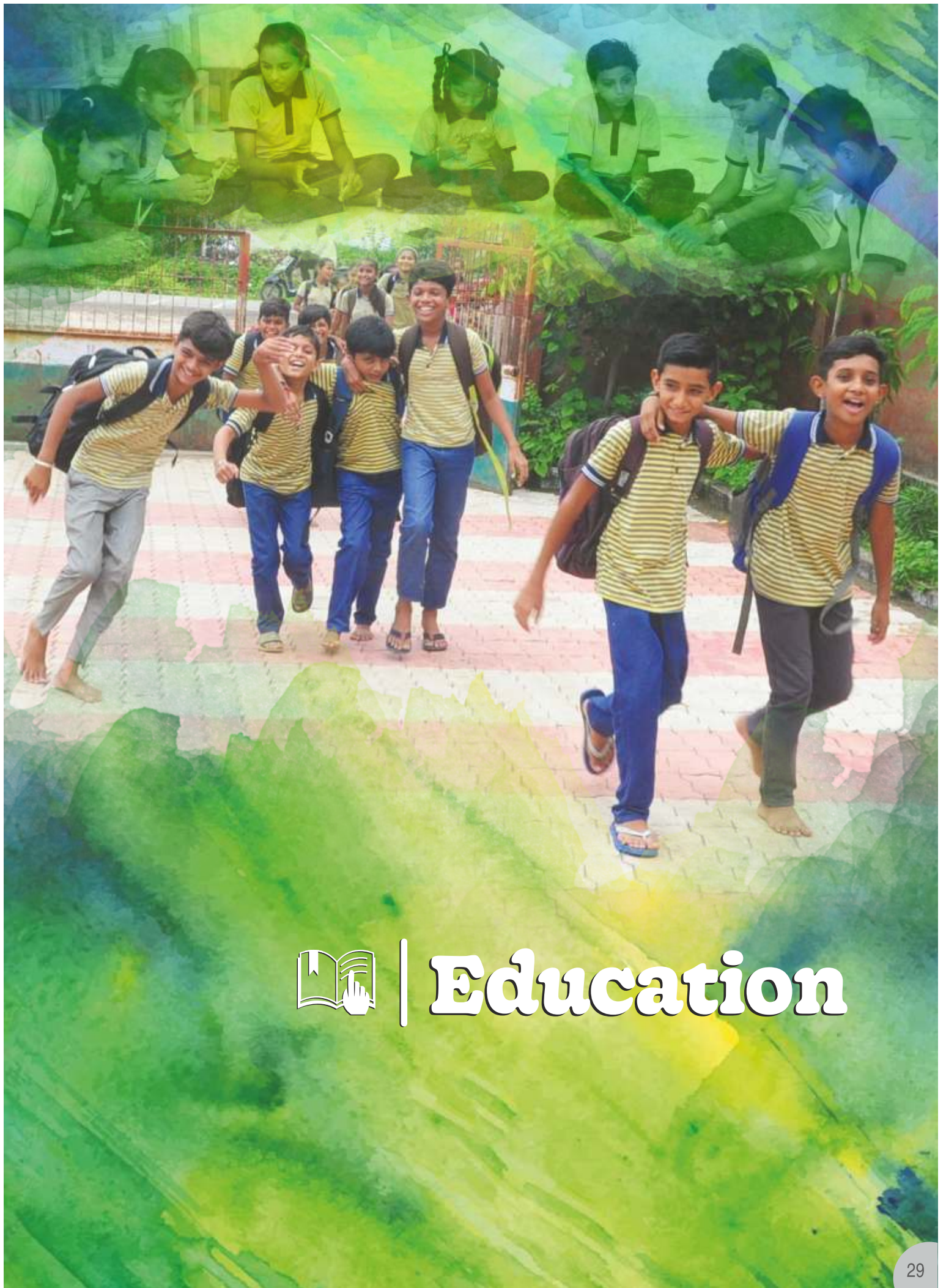
*Rohit Vanrajbhai Bata,  
Youth from Vad-Vazdi village*

“ This training was necessary. Some things are not taught in schools, and I feel happy that all this was taught to us. ”

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*Mansi Makwana,  
Youth from Haripar village*





# | Education





## UMANG

### Joy of Learning

Project Umang is the school vertical of Project Pahal to bring back normalcy to the schools. It has been the longest of times that the schools were shut down in the country. While the names of the children were registered in the schools, the children were absent from the schools due to reasons like the increased rate of child labor post-pandemic low economic capacity of the community members to sustain the education of the children. These reasons led to increased dropouts from the schools. This further resulted in low levels of learning proficiency, gaps in learning, and discontinued education.

Project Umang is all about bringing back the joy of learning. Project Umang was launched to address the challenges raised due to the Covid 19 crisis. The fundamental objective of the project was to inculcate joy in learning and, at the same time, reduce the pressure on the teachers with the help of the introduction of assisted teaching and learning materials. While the two years wiped off the genuine enthusiasm for learning from the children's minds, Project Umang breathed a new life into schooling using strategic approaches to education and learning.



# Approach

The Covid-19 pandemic made not only the economy stagnant but also restricted the movement of the people quickly, resulting in little or no interaction of the children with their mentors/teachers. But as facilitators of community-based education, the organization had to adapt to the pandemic constraints & therefore, modify the existing program according to the community's needs to ensure that the children's learning does not become stagnant.



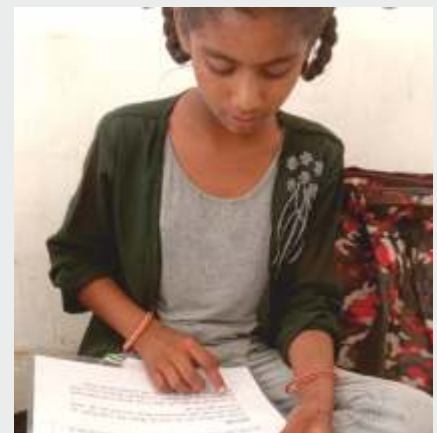
# Activities

## 1. IMPROVING LEARNING LEVEL PROFICIENCY

The primary step to creating learning strategies for the students is to conduct a formative learning assessment for the children to identify the learning milestones that have been or have not been achieved by the students. One of the primary aims of the program is to improve the learning level of the students.

The identified glitches in the learning assessments become the starting points to help formulate strategies for learning. The review helped us understand students' different learning levels, which further helps create the blueprint of strategies to be adopted for the students' learning.

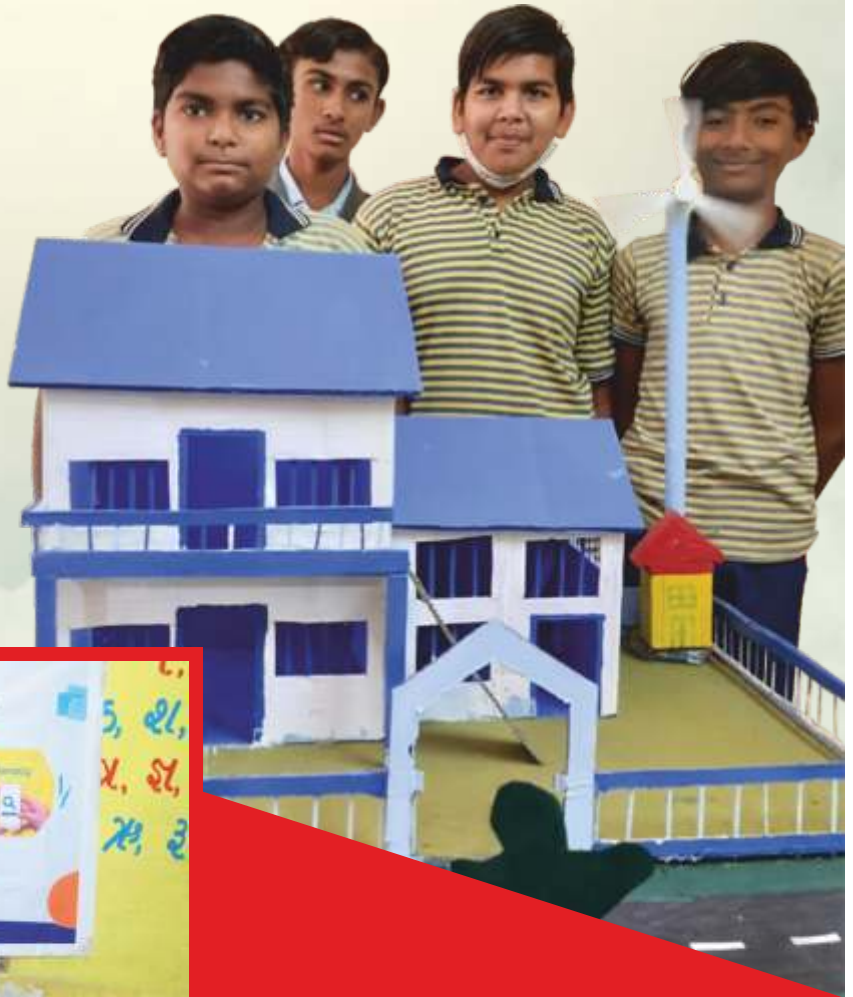
Subjects like Mathematics, Science, and Language are focused upon to ensure that the learning level milestones of the children are achieved.





## 2. SCIENCE CLUB STUDENT COVERED - 547

Science has always been one of the complex subjects for students in schools. To make these concepts easy to understand & in a fun, play-way manner, we introduced the Science Club for 6<sup>th</sup> to 8<sup>th</sup>-grade students. The science club aimed to inculcate a scientific approach in the children through the joy of learning.





### 3. SCIENCE QUIZ STUDENT PARTICIPATED – 100



Organization of Science Quiz at an inter-school and intra- school level proves to push the students and the teachers to look beyond the textbook curriculum and be engaged in learning that is not limited to the classroom alone.

Quizzes of such a genre are organized to rekindle the spirit of science amongst the children's curious minds so they can comprehend the theory into practice and widen their imagination.

The aim of conducting a science quiz under the Pahel project is to develop a spirit of partnership amongst the students while at the same time encouraging the students to build a sense of search and inquiry.



Moreover, it exposes the students to a world outside the schools and brings the outside world into their own school, which helps them identify the variety of knowledge people possess.

The science quiz is organized in two phases, which include screening the student teams through a pen and paper round of multiple-choice questions on math, physics, biology, current events, and reasoning.

The student teams screened through this level and won, which made the team move to the final round of the quiz competition.

This is an activity that reinforces the students to actively participate and learn concepts of science. The winning teams are felicitated with medals, while the participants are awarded a certificate of participation each.

This is an essential feature of the Pahal Project, where the facility is not just established. Still, an entire process of availing the facility to its maximum potential is also shown.





#### 4. CREATIVE MELA

Other than being a break away from the monotony of conventional teaching and learning methods, creative activities are more of a pathway to develop the habit of self-expression in children. In the long run, innovative experiences help the children express and cope with their feelings. Through creative activities, children learn to act, react, express themselves verbally or non-verbally, and interact with one another, which builds social cohesion amongst the children.

Creative activities foster cognitive, emotional, and social development in a child. Children's interaction while engaging in creative activities leads to their overall socio-emotional development. Most importantly, this is the phase where the child's identity for self is being developed; creativity, in any form, be it verbal or non-verbal, helps boost the child's confidence, which can play a crucial role in the subsequent processes of the child development.

A three-day event focusing on fostering the spirit of creativity amongst the children is held, including various activities that help them focus on their imagination and skills.

Various competitions were held for 600 children belonging to the lower primary sections in the selected schools of Haripar, Vadvazdi, Khirasara, and Rataiya Primary Schools.





## **A** Coloring Competition

Students Participated – 352

1<sup>st</sup> and 2<sup>nd</sup> grade: Coloring is often seen as an activity that is not academic in nature but more towards the leisure side. Seldom do people understand that the basic activity of coloring not only helps in the development of fine motor skills of the children but also develops their concentration power. Apart from that, the simple task of coloring can help eliminate the eye and hand dexterity which is quite common in children at the early school-going age.

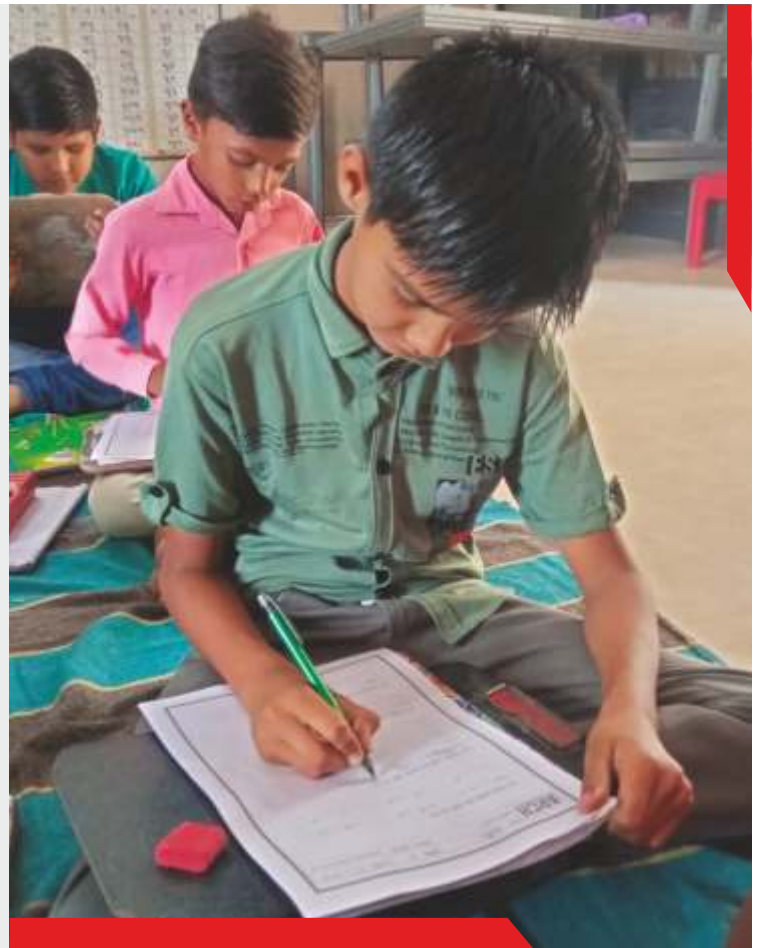




## **B** Handwriting

Students Participated – 411

3<sup>rd</sup> and 4<sup>th</sup> grade: Handwriting is a complex skill that children develop with time and age. It's an activity that combines fine motor skills, language, memory, and concentration. This skill often takes a back seat when we talk of the overall development of the child as it is one of the most critical factors in determining if a child has any learning disabilities or not. A handwriting competition was organized for the 3<sup>rd</sup> to 4<sup>th</sup>-grade students to foster handwriting as an essential skill. The basic idea of this competition was to help children realize that handwriting is also an important component of academics.





## C Freehand Drawing

### Students Participated – 203

5<sup>th</sup> grade: Freehand drawing is one of the children's essential developmental milestones. Project Umang ensured that this activity was incorporated as a daily routine at school for the children in 5<sup>th</sup> grade. The phase of lockdown led to increased isolation amongst the young children. Practice in freehand drawing makes the children confident to express themselves and enhance their imagination.





## **D Social Science Fair**

### Students Participated- 62

Social science as a stream is less known and recognized as a professional field by many students as they are not exposed to the various disciplines under the domain.

Social Science is a discipline that most students find boring and difficult to learn.

A Social Science fair was organized in Haripar Primary school, covering 62 6<sup>th</sup> to 8<sup>th</sup>-grade students from all the five targetted schools. Charts and posters were prepared on various topics from their textbooks. Small skits were presented on topics like our leaders, dress, and culture of multiple states. Plays were presented on – the justice system, parliament, and consumer rights where the students were directors and participants of the entire space.

The fair helped the children identify the importance of social science in everyday life and thus think of it as a professional discipline to take up in the future. The fair all provided in developing the children's human qualities and desirable attitudes and expanded their critical thinking capacities and imagination.

On this day, children who had participated and won in various competitions organized in three-day creative mela were felicitated with medals, trophies, and certificates.



# SCHOLARSHIP PROGRAM

Scholarships are a great way to boost talent.

There is no shortage of young talent in India; however, due to a lack of financial support, lakhs of students cannot pursue their interests and aptitude. They drop out of the formal education system for various reasons, and the situation in the targeted villages of project Pahal is no different. As per the statistics, more than 60% of girls drop out after 10<sup>th</sup> or 12<sup>th</sup> grade.

To encourage young girls to study further and reach their full potential, Supack Industries started a scholarship program in 2020. Every girl selected after multiple rounds of screening and interview is supported with an educational kit or fees from 9<sup>th</sup> grade till 12<sup>th</sup> grade. This year seven girls were supported under the initiative taking them near to their dream of self-reliance.

Sr.No.	Name of students	Village	Standard	Support
1	Patil Nilam Bhagwandas	Metoda	10 <sup>th</sup>	School fee
2	Mahida Hitaxi Bhurabhai	Haripar	9 <sup>th</sup>	School kit
3	Toriya Puja Jivabhai	Haripar	9 <sup>th</sup>	School kit
4	Chandrabanshi Suhani S	Haripar	9 <sup>th</sup>	School kit
5	Rathva snehal V	Khirsara	9 <sup>th</sup>	School kit
6	Makwana Vishwa S	Khirsara	9 <sup>th</sup>	School kit
7	Sagathia Vandna H.	Khirsara	9 <sup>th</sup>	School kit





## CHALLENGES MAPPED AND FACED.

A lot of fluctuations were experienced in implementing the project activities in the selected areas. Covid posed the biggest threat to the activities, disrupting the continuation. Due to schools being shut, opened for a few days, and being shut again, the project activities could not be focused on the dedicated number of children due to absenteeism, safety protocols, and community quarantines at some places.

However, efforts were made to ensure that the maximum number of children are reached through the activities to increase the children's learning level proficiencies.



# WAY FORWARD

## FOCUS IN 2022-23

Change is the bedrock of community development. It is changeless; to adapt and adopt new things is the way of life. The pandemic has shown that accepting change is the only way to keep moving. Learning the new normal has to be the way to bring about community development. The verticals of Pahal, the community, and the school, help to bring about that change, child by child, community by community.

The phase now is that of scaling up and sustaining the efforts of Project Pahal and breaking taboos, ensuring education, and reaching the nook and corners of the communities. With so much uncertainty that is going to remain due to covid 19, one thing is sure, change is inevitable.

To loop communities and schools into the change, new activities are being planned for the forthcoming year, focusing on sustainability.

### **Digital literacy :**

Digital literacy is the future to get the citizens to be prepared for the uncertain times to come. In line with the Pradhan Mantri Gramin Digital Saksharta Abhiyan, the project activities would be scaled up to include two major spectrums with an aim to reach out to about 2000 beneficiaries.

The spectrums would include digital literacy for youth, including digital life skill literacy, and digital literacy for children, including cyber safety.

Sustainability in the initiatives can only be achieved when the realization that the rural youth also want to be included in the development process is accepted. The youth want that the developmental changes reach them, but more often than not, these changes rarely meet the demands due to a lack of training and resources.

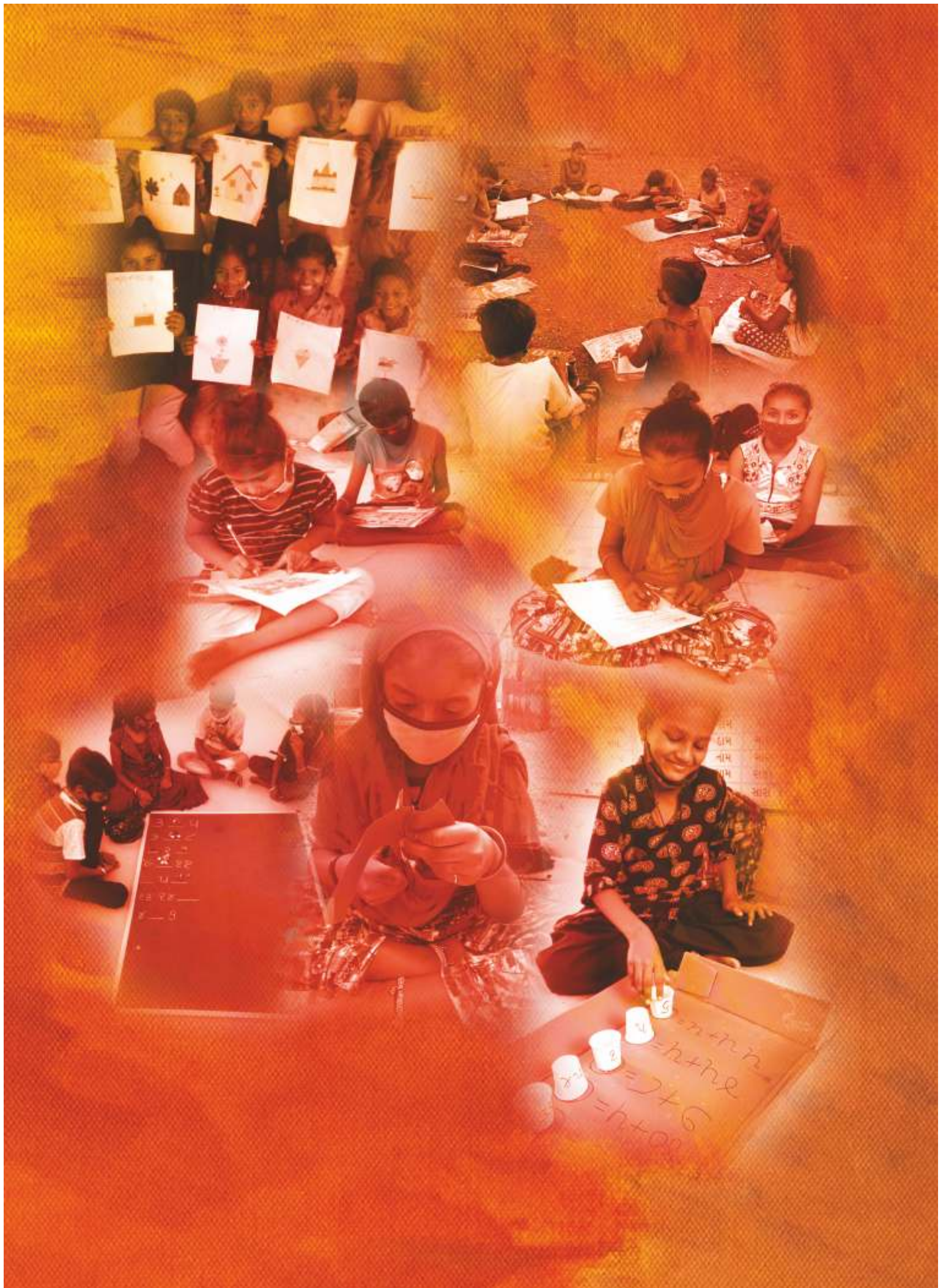
Education will always remain at the forefront of the initiatives under Project Pahal. With the New Education Policy of 2020 being implemented across the country, it is vital to align the project activities. NEP 2020 advocates for large-scale, transformational reforms in both the school and higher education sectors. The policy is built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability. While universal access is more or less achieved, the greater reliance would be on retention strategies of the children in schools through improved strategies like identification of learning deficiencies, improving learning milestones, and fostering the creativity of the children.

Umang has always focused on improved learning methods and revised pedagogy to teach the children. This would entail a reduction in curricular content to enhance essential learning and critical thinking and a greater focus on experiential learning.

Capacity building would be an important vertical of the project shortly that would focus on building the capacities of not only the school children and teachers but also the community at large to ensure the sustainability of the project activities.

Uncertainty is certainly inevitable, but with rekindled spirits and zest to work, the efforts of Pahal- an initiative, would aim to make a difference and bring certain change!







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