

# ANNUAL REPORT OF INSTITUTE FOR NATURE CARE AND DEVELOPMENT 2015-2016



## INTRODUCTION-INCD BASIC INFORMATION

Institute for Nature Care and Development (INCD) started its journey with an aim to empower the under privileged sections of the society, the rural areas of India. In research partnership with **Social Informatics Research Group (SIRG), Indian Institute of Management Calcutta (IIMC)**, INCD attempts to inculcate in rural women, children and youth essential skills and knowledge, so that they are empowered to exploit their skill set in pursuit of socio-economic prospects.

INCD has been conducting **BSS\_certified** (BSS is the National Development Agency established in 1952 and promoted by **Planning Commission, Govt. of India**) academic trainings for rural children and vocational trainings for rural adults across locales in rural West Bengal.

### Vision

INCD's vision is to create a more inclusive society through holistic development of community at large with a focus towards empowering them with knowledge, information and opportunities so that they can live a dignified life and become contributing members of society.

### Mission

INCD's mission is to generate employment opportunities for weaker sections of the society by

- Providing them recognized certification based career-oriented vocational training primarily in health and social care sectors
- Inculcating confidence in the trained workforce through soft skill, entrepreneurship, financial and digital literacy training
- Providing them the opportunities to upgrade their acquired skills and improving the quality, productivity, efficiency of the trained workforce

## 1. REPORT ON ACTIVITIES AND PROJECTS

### i) **COMPAS: COMMUNITY PROFILING & ASSESSMENT**

In collaboration with Social Informatics Research Group, SIRG at Indian Institute of Management Calcutta we have initiated three projects on Profiling and Academic Baseline studies on rural students in Krishnanagar, Nadia and Pailan, South 24 Parganas, West Bengal. Our objective was to conduct baseline surveys of rural children and adults, to know learning achievement levels, life and livelihood conditions and opportunities.

#### PROJECT 1: COMMUNITY PROFILING IN KRISHNANAGAR, NADIA

In April 2015, we have identified Ma Sharada Shishu Tirtha, a residential school for underserved tribal girls, located near Krishnanagar in Nadia, West Bengal where we conducted basic community profiling. The community profiling included demography of the region, before and after study of academic conditions of students from the school. The residential school houses 260 girls hailing from classes 1

to 5, they hailed from extremely low socio-economic backgrounds with absolutely no capacity to pay for their education. We also observed the teaching conditions by interviewing students, parents and local enablers. The in-service teachers though graduates, had no formal training to teach students. They mistreated students leading to students' unwillingness to come to schools.



We have conducted pre-studies on students in class II and class V. These students are first generation learners, staying in the residential school. We have conducted ASER studies on Mathematics and English. The result was that the children were fluent readers in Bengali, their mathematical ability was below average, with only 50% of the students of class V were able to solve Class 2 level division problems. It was further revealed that English and Mathematics remained a major concern for the students.

## PROJECT 2: VIDYA TIRTHA SHISHU NIKETAN AT PAILAN, SOUTH 24 PARGANAS

While working with SIRG, IIM Calcutta for the purpose of conducting surveys and profiling of students and school, we identified a low cost private school in Pailan, South 24 Parganas. The children hailed from nearby areas of Pailan and mostly from lower socio-economic families. Most of their parents were into menial labour or small jobs. We conducted a basic academic and wellbeing study on 34 children all studying in class 1 and aged between 6-8 years. Vidya Tirtha Shishu Niketan as a low cost private school is quite well known in its area. It was observed that despite of having quite a number of students and strict academic schedule, the academic scores of the students are very low. What we found out from our basic profiling of the school is that there were more than 200 students with only six teachers to teach all subjects to all students.

In the Academic Profiling study of this school, we found out that most students were first generation learners. Despite going to school on a regular basis, these students didn't have any parental support at home. Their basic level of education was extremely low. It also revealed that the students fared lower than the age/class level competency they were expected to have. The study of the wellbeing in school test also depicted that the students' perceived wellbeing of their school and education was very low and needed immediate attention. The students didn't quite understand the text books that they were taught and barely had the courage to ask questions.

### PROJECT 3: CHANDANPIRI RAMKRISHNA ASHRAM, NAMKHANA, SOUTH 24 PARGANAS

In January 2016, we collaborated with Chandanpiri Ramkrishna Ashram at Chandanpiri, Namkhana in South 24 Parganas. Ramkrishna Ashram at Chandanpiri is a school for underserved children located at Namkhana, a rural area in the south 24 Parganas, established in 1953. Currently it is operated by Mr. Swapan Chakrabarty, Chief Functionary. The Ashram aims to look into various issues of the society like Education for the underprivileged, Micro Finance, Agriculture Children from neighboring villages belonging to poor economic background come for their schooling.



The students hailed from nearby areas of Namkhana and belonged to lower socio-economic background. Some of them were first-generation learners, their parents were a part of either the fishermen community or were field laborers. 90% of the population interviewed revealed that they had very little academic support at home. It was observed that academically the community people are quite poor, many of them studied till class 3 or never went to school in their life time. During initial field visits to this centre an academic pilot-study was conducted to evaluate the academic standards of the students. A basic ASER survey was conducted on the students along with grade level competency tests in the subjects Mathematics and English. It was found out that a handful of students could pass the academic standard tests and several of them could not even pass the class competency wise academic tests.

ii) STUDY : Supplementary Teaching Using Digital & phYsical intervention

After conducting the Profiling studies through-out 2015 and 2016 mid, we have initiated our STUDY Programme where we tried to improve academic levels of the rural children and some school drop-outs. Social Informatics Research Group has architected an online learning framework which connect rural students with urban teachers. We as the contact partner of SIRG, were responsible towards organising and mobilising local community students, school teachers and rural enablers.



In Krishnanagar, our Field Staff spent a month in mobilising students, training in-service school teachers using innovative teaching learning materials. We tried to implement the technology enabled framework architected by the Research Group in the rural classroom of Krishnanagar. We conducted workshops and provided offline teaching support to the rural students along with the online intervention by the SIRG.

A three month long online teaching session was conducted through Google Hangout. This was the Pilot study aimed to inquire a possibility of disseminating quality and improvised learning to underserved children using digital technology especially an online learning platform.

16 students of Class V were taught for a period of one month and 28 students from Class I were taught for a period of 3 months. The students were regularly taught Mathematics and English through the online interface by experienced teachers from Kolkata; involved two remote teachers delivering lessons in Mathematics and English via the video conferencing Meeting room Google Hangout, and sharing Power Point Presentations.

Online sessions on Mathematics and English for class V and English for class I were taken by experienced teachers from the city. After the intervention, an impact study was covering the topics taught via ICT, to gauge their interest, retention and possible improvement.

iii) SCOPE : Skill, Competency, Opportunity driven Employability

INCD conceptualized a program called, SCOPE (Skill, Competency, Opportunity driven Employability) for the semi educated youth communities where the following BSS\_certified (under National Development Agency established in 1952 by Planning Commission, Govt. of India) vocational training courses are offered;

- DIPLOMA IN PHYSIOTHERAPY & ACTIVITY THERAPY (2 Years)
- CERTIFICATE IN PHYSIOTHERAPY & ACTIVITY THERAPY (1 year)
- DIPLOMA IN AUDIOLOGY & SPEECH-LANGUAGE PATHOLOGY (2 Years)

Besides covering the prescribed syllabus, INCD also provides

- o skills related hands-on training and professional hand holding
- o necessary support and guidance to promote micro-entrepreneurs
- o post-training workshops for skill updates

63 students took admission in the BSS-certified (BSS is the *National Development Agency* established in 1952 and promoted by Planning Commission, Govt. of India) courses in physiotherapy & activity therapy. Out of 68 students, 35 students enrolled in Certificate course in Physiotherapy & Activity Therapy (CPT) and 28 students enrolled in Diploma in Physiotherapy & Activity Therapy (DPT). All the students who appeared for the exam successfully completed their courses and received certificates.



## Workshops and conferences attended during 2015-16

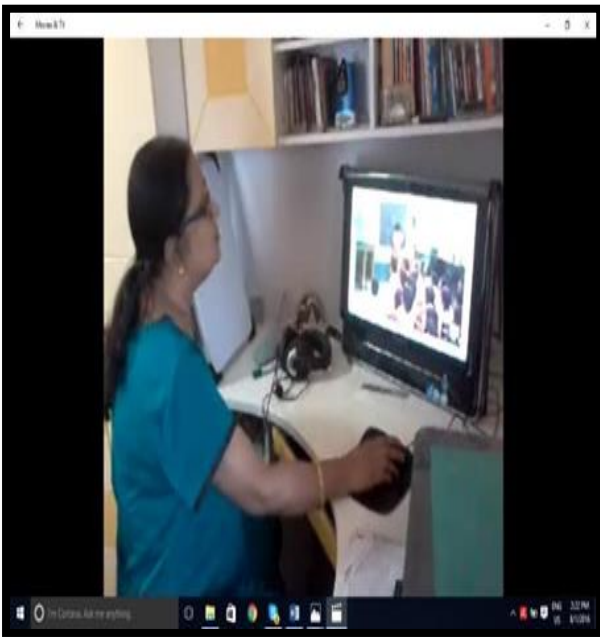
- 51 students from INCD attended the annual conference of West Bengal Association of Sports Medicine which was held on 21.02.2016 at Narayana Super Speciality Hospital, Howrah where our students received the opportunity to get exposure on applications of various advanced techniques in paramedical field.

### iv) C2C: Connect to Collaborate with purpose (intra-group, intergroup and B2B communications)

A free physiotherapy camp (with free BMD test) organized in collaboration with HELPAGE INDIA, another Kolkata based NGO in April 2015. A camp was organized for the physiotherapy based management of arthropathy in elderly people was held on 20 March, 2016 at Dhakuria, Kolkata in association with Sahomormi Charitable Trust.

### OUR ACTIVITIES THROUGH PHOTOS:









Students of INCD Physiotherapy Course



**NUMBER OF LIVES IMPACTED:**

S.No.	Project Name	Number of students	Class/Level	Rural Locations
1	COMPAS: COMMunity Profiling & ASsessment	50	Primary level (Class I to V)	Krishnanagar, Nadia, Pailan and Chandanpiri in Namkhana, South 24 Parganas
2	STUDY: Supplementary Teaching Using Digital & phYsical intervention	20	Primary level (Class I to V)	Krishnanagar, Nadia
3	SCOPE: Skill, Competency, Opportunity driven Employability	50	Rural Adults	Diamond Harbour

**OTHER WELFARE ACTIVITIES**

Apart from the above mentioned activities, we also associate with other welfare activities:

### **Health Camps**

INCD in collaboration with various NGOs and local clubs conducted more than 15 Free Health Camps, Free Physiotherapy camps in and around Kolkata and district towns as listed below.

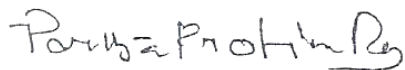
2015:

- Blood Donation Camp, Health cam and distribution of free medicine at Raipur, Bankura in February, 2015
- Free Physiotherapy camp (with free BMD test) organized in collaboration with HELPAGE INDIA, a Kolkata based NGO in April 2015

### **CONCLUSION**

As a Non Profitable organisation we thus aim to continue working for the rural poor and improve their life and livelihood through training and market connect. We further aim to work in fields of education and training in villages of West Bengal.

Thanking You



(PARTHA PROTIM ROY)  
SECRETARY