Executive Summary

DSH has completed a yearlong engagement with 70 District Institutes for Education and Training (Government Teacher Training Institutes) across the state of Uttar Pradesh. DSH representatives travelled to remote locations to assess the impact of the program “Capacity building of DIETs for enhancing teacher educators’ performance through mediation based pedagogy” initiated in April 2011. DSH videos have been widely appreciated by DIET students and teacher educators and over 85% institutes are using the material regularly. Realizing the potential of DSH content beyond classroom learning, over 77% of DIETs are using the video lessons in various trainings and workshops also. The most encouraging outcome is the adoption rate of methodologies presented in the videos. Adoption rate among students is close to 80% and among teacher educators is 90%.

We expanded DSH “Gender Empowerment” program to 3 districts in Uttar Pradesh, covering 38 KGBV schools and reaching out to around 3800 adolescent girls from underserved communities. We conducted a comprehensive five days training for 76 teachers from KGBVs and 33 representatives from local NGOs on Gender Awareness through critical dialogues. The training equipped the KGBV teachers with skills to use DSH critical dialogues effectively and inspired them to practice the methods in their schools. 100% schools are regularly running the program and have conducted 2-7 dialogues so far with the help of videos and supporting material.

Increasing penetration of Internet in rural India has encouraged us to use web as an alternative delivery method for our video content. We have developed a brand new user-centric website (digitalstudyhall.in) to reach out to our target group in remote locations. By the end of July 2012 we have made around 800 educational videos available on the website and accessible through an easy to use interface. Our YouTube channel has over 33,000 views so far and no. of views have grown at the rate 170% in last 6 months. We have developed a web based Information Systems to organize our field operations. The Information System is helping us collect data from the field, monitor the progress and analyze the results.

In last six months we have added around 55 videos to our content repository. We covered variety of topics to include Teacher Training videos, Critical Dialogues, Special Education and Digital Stories both in English and Hindi. Furthering the agenda of gender equity and social awareness, we recorded Critical Dialogues and these videos are currently being used in 38 KGBV schools across the state.

DSH has considerably expanded its outreach to cover teacher educators and underserved girl children. The DSH content is not only used as a tool for quality education but also as a tool to motivate and empower. We take this opportunity to express our gratitude to Mona Foundation for the continued support and look forward to extending quality education to more needy children.
Expansion into DIETs

In the Phase I of the program “Capacity building of DIETs for enhancing teacher educators’ performance through mediation based pedagogy” in collaboration with State Council for Education Research and Training (SCERT) and UNICEF India, we covered 12 districts. The outcome of the intervention proved the success of DSH content in improving the skill set of teachers. SCERT decided to expand the program in all 70 DIETs and we initiated the Phase II of the program. Last year we conducted comprehensive four day training for teacher educators from 58 DIETs. We have been in constant touch with all the DIETs since then and been collecting the feedback about DSH program and other related activities. As an important component of the program, DSH team members visited all the DIETs to collect feedback and help the teachers and students to use DSH in more effective, creative and valuable ways.

We found that around 86% of DIETs are using DSH content material regularly and have included the viewing sessions in their Time Tables. 80% students have adopted the methodologies demonstrated in the videos and are using them in practice teaching. Being a Hindi state the demand for English content is huge and the feedback revealed that 54% of users voted English lessons as most liked. Following English are Mathematics 25% and Science 18%. DIET Students are encouraged to maintain a notebook for recording their observations while watching DSH content. Around 35% of students have maintained a notebook for DSH videos and discussions. We collected opinions about what do they think is the purpose of using DSH content and we received some interesting views. 40% of them say that DSH videos
will help the teachers to learn new methods of teaching. 30% users say DSH content enhances a teacher’s skills and understanding of the subject. 30% of the teacher educators say that the videos encourage teachers for activity based teaching. In terms of value addition, 50% users feel that DSH content is a great resource for learning new methods of teaching. 34% users find the teaching style very inspiring and 14% users think it helps in learning the art of interaction with students. The lecturers in the DIETs have adopted the methods in majority and around 90% have started to put it into practice. DIETs organize regular trainings for the teachers in service and 77% of DIETs are using the DSH material in such trainings. DSH program has been included in the regular academic Time Table in 66% of DIETs.

**Phase II - Project Beneficiaries**

<table>
<thead>
<tr>
<th>Agra</th>
<th>Aligarh</th>
<th>Auraiya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allahabad</td>
<td>Azamgarh</td>
<td>Ambedhkar Nagar</td>
</tr>
<tr>
<td>Balia</td>
<td>Banda</td>
<td>Bareli</td>
</tr>
<tr>
<td>Bijnor</td>
<td>Baghpat</td>
<td>Balrampur</td>
</tr>
<tr>
<td>Behraich</td>
<td>Bulandshahar</td>
<td>Basti</td>
</tr>
<tr>
<td>Chandauli</td>
<td>Chitrakoot</td>
<td>Etah</td>
</tr>
<tr>
<td>Etawah</td>
<td>Faizabad</td>
<td>Farukkhabad</td>
</tr>
<tr>
<td>Fatehpur</td>
<td>Firozabad</td>
<td>G.B. Nagar</td>
</tr>
<tr>
<td>Gaziabad</td>
<td>Gazipur</td>
<td>Gorakhpur</td>
</tr>
<tr>
<td>Hamirpur</td>
<td>Hardoi</td>
<td>Jaunpur</td>
</tr>
<tr>
<td>Jalaun</td>
<td>Jhansi</td>
<td>J. P. Nagar</td>
</tr>
<tr>
<td>Kannauj</td>
<td>Kanpur Dehat</td>
<td>Kanpur Nagar</td>
</tr>
<tr>
<td>Kaulshambhi</td>
<td>Kushinagar</td>
<td>Lalitpur</td>
</tr>
<tr>
<td>Mainpuri</td>
<td>Mathura</td>
<td>Mau</td>
</tr>
<tr>
<td>Mahaoba</td>
<td>Meerut</td>
<td>Muzzafar Nagar</td>
</tr>
<tr>
<td>Mirzapur</td>
<td>Maha Maya Nagar</td>
<td>Pilibhit</td>
</tr>
<tr>
<td>Pratapgarh</td>
<td>Saharanpur</td>
<td>Sant Kabir Nagar</td>
</tr>
<tr>
<td>Sant Ravi Das Nagar</td>
<td>Shahjahanpur</td>
<td>Sultanpur</td>
</tr>
<tr>
<td>Shravasti</td>
<td>Unnao</td>
<td>Varanasi</td>
</tr>
</tbody>
</table>
DIET Teacher Feedback

DIET Kanpur Dehat

Dr. Shubhi Pandey, lecturer, says “The lessons are excellent and students benefit a lot by discussing the pedagogical principles shown in these videos. The use of role play, blackboard work and various interesting activities make the lessons very interactive. These videos have infused new energy into the trainee teachers. It washes away any hesitancy on their part. The students have participated in the group discussion on these videos lessons with great enthusiasm. This is an excellent program and we would like to have additional content on BTC theory curriculum.”

DIET Mainpuri

Mr. Hardeepansh, lecturer, says “I have used the DSH content 15 times and found the English teaching content most interesting because the pronunciation is good and words as well as sentences are taught with activities. I have conducted role-plays based on the DSH content with the trainee teachers. The style of teaching using stories has been liked a lot by all. We would like to get more content on English.”
DIET Aligarh

Mr. Damodar, lecturer, says “I have used DSH everyday and it is part of our daily time-table. The math L.C.M lesson by Utpal was the most interesting one. DSH videos are used for having discussions, demonstrating black-board usage, interaction between students & teacher and how to create a fearless atmosphere”.

DIET Faizabad

Mr. Shyam Narayan, lecturer, says “I really liked the Hindi poem teaching as the teaching style is in itself equally poetic. The use of body gestures and symbols makes the meaning of poems and words self-evident. The teaching style is such that both the teacher and students were very engaged. These lessons can be taken as the standard reference while making lesson plans. We ask students many questions after showing these video lessons in order to drive home the points illustrated in the lessons”.
Dr. M. C. Sharma, lecturer, says “All DSH DVDs have been used especially on English language teaching. The English language teaching methodology is very effective for class 1 – 5 as in general students are not in touch with this language and therefore find it difficult to understand but the approach shown in these DSH lessons is very useful. These video lessons are often followed by a group discussion in which the students showed a lot of interest.

Harvansh, Principle, says “I have seen the DSH content and instructed my staff regularly. I like the English content most because it has correct pronunciation, lucidity of language and simplification of concepts. According to my lecturers English content is highly praiseworthy. The students feel that they learn what should be the correct body language for a school teacher from these videos apart from learning the general pedagogical principles. We need more content on English”
DIET Banda

Ashutosh Mani, lecturer, says “We have seen all DSH content videos. I liked the science videos most as the teacher looks very confident and the science examples are quite useful for demonstration purpose. The BTC students discussed both the good and poor aspects of these lessons. We would like to see more video lessons especially for higher classes.”

DIET Allahabad

Farzana, lecturer, says “I have used the DSH DVD’s ten times. I like the science lessons a lot for they show a lot of easy to do experiments which can be easily done with locally available resources. These video lessons have taught me how to engage students and drawing methods to teach alphabets to class 1. I will make every effort to put the principles learnt in these videos in practice during my own teaching.”
DIET Student Feedback

DIET Agra

Ashutosh, BTC Batch 2010 student, says “I liked the science lessons in particular as the teaching is clear and effective. I have used them to understand the concept of lesson plan and for conducting demo class. We, students, hold discussions after viewing the video lessons, this is indeed effective in helping us learn the correct methodology. We will in future use the various TLM and activities shown in these lessons. We would like to have content on Sanskrit language teaching.”

DIET Mainpuri

Amarjeet, BTC Batch 2011 student, says “I liked the English lessons in particular as the teacher has taught word making in an easy manner. I have used the techniques in micro-teaching but we don’t use the DVDs. We had discussion on the merits and demerits of this system and most of us feel it helps develop teaching methods and makes learning interesting. We have used the various TLM and activities shown in these lessons”.

DIET Varanasi
Deepta, BTC Batch 2011 student, says “I have really liked the English teaching videos as the body language and way of teaching is excellent. I have learnt how to make a good lesson plan and will follow the teaching methods shown in these lessons. It would be good to have more content on Math, Science and Geography.”

**DIET Jalaun**

Brijesh, BTC Batch 2010 student, says “The lesson on rational numbers is very effective as the topic treatment is very good. I have used these videos for the purpose of showing demo class and explaining lesson plan concepts.”

**DIET Aligarh**

Prashant, BTC Batch 2011 student, says “Earlier we had lots of difficulty getting concepts across to students, getting them to sit and pay attention for any length of time…. But after seeing the DSH classes, I learnt some of the examples and poems/songs…. I will now use all these skills in my practice teaching classes.
Meenal, BTC Batch 2011 student, says “DSH would be very helpful if we get something on special education, our villages have nothing for special students. If DSH can provide us with such content it would be really useful at the village level.

**DIET BIJNOR**

Swati, BTC Batch 2010 student, says “I have seen that if we want to improve the student’s mental level, we should reach down to their level and explain. Apart this DSH videos show a very strong bond between student and the teacher”

**DIET Meerut**

Abhishek, BTC Batch 2011 student, says “DSH videos are huge help in developing lesson plans. I have tried to reorient myself as per the DSH methodology”
Sarvesh, BTC Batch 2011 student says “The story ‘Judgment Skill’ has been presented in a very interesting way. I have used these videos lessons for holding discussions. Content on how to teach ‘preposition’ is excellent.”
**DIET Student Feedback Analysis**

**Regularity with DSH Content**
- 85.40% DIETs using DSH content regularly
- 14.60% DIETs not using DSH content regularly

**DSH Methodology Adoption by Students**
- 79.90% Adopted program
- 21.10% Did not adopt program
What do you think is the purpose of using DSH content?

- **40%** say that it will help to learn new methods of teaching.
- **30%** say that adding to skills of teachers and teachers’ better understanding of subject.
- **30%** say that encouraging teachers for activity based teaching.

Value Addition with DSH:

- **50%** - New Methods
- **34%** - Inspiration
- **14%** - Intercation with students
- **2%** - Not Sure
**DSH Methodology adoption by Lecturers**

- **Yes**: 89%
- **No**: 11%

**DSH Content Used in In-Service trainings**

- **DIETs used DSH in In-service Trainings**: 23%
- **DIETs didn't Use DSH in In-service Trainings**: 77%
**Expansion into 38 KGBVs**

We started the pilot project “Empowering Adolescent Girls Using Critical Dialogues Videos” with 3 KGBVs in Lucknow district which proved to be widely successful. We shared the success stories from Lucknow KGBVs with UNICEF, Uttar Pradesh with an intention to reach out to more adolescent girls to achieve Millennium Development Goal of Gender Equality. Study Hall Educational Foundation and UNICEF collaborated to replicate the success at UNICEF focus districts (Jaunpur, Mirzapur and Sonebhadra) with a total of 38 KGBVs. The intervention started with a comprehensive 5 day training to enable KGBV teachers to conduct critical dialogues with girls at school. Teachers were equipped with a critical dialogue kit that comprised of posters, videos and literature. Over the period of next one year the teachers were coached and guided telephonically by the DSH team.

**Capacity Building Training For KGBV Teachers**

“AROHINI” was a training program designed for KGBV teachers. The training was based on critically examining social and political conflicts and relating them to personal life. This introspection is the key to empowerment and transformation. Study Hall Educational Foundation (SHEF) in partnership with UNICEF and Sarv Siksha Abhiyan (SSA) conducted this training with KGBV schools from 3 districts, Sonebhadra, Jaunpur and Mirzapur. The training focused on Gender Awareness in schools using a methodology called Critical Dialogues. Training was conducted in three batches, first two batches were comprised of teachers from KGBVs and third batch comprised of local stakeholders like lady police officers and representatives from various NGOs in Jaunpur, Mirzapur and Sonbhadra districts. The entire training was conducted from 21st February 2012 to 25th February, 2012.

<table>
<thead>
<tr>
<th>DAY I</th>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10:00 am – 10:30 am</td>
<td>Registration &amp; Welcome</td>
</tr>
<tr>
<td></td>
<td>10:30 am – 11:00 am</td>
<td>Icebreaker Game</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction of participants and Resource Group</td>
</tr>
<tr>
<td></td>
<td>11:00 am – 11:30 am</td>
<td>DSH – An introduction to DSH and Critical Dialogues</td>
</tr>
<tr>
<td></td>
<td>11:30 am – 11:45 am</td>
<td>Tea</td>
</tr>
<tr>
<td></td>
<td>11:45 am – 12:15 pm</td>
<td>Empowerment song</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expectations of the participants from the workshop</td>
</tr>
<tr>
<td></td>
<td>12:15 pm – 1:30 pm</td>
<td>Presentation of Case Study and Critical Dialogues</td>
</tr>
<tr>
<td></td>
<td>1:30 pm – 2:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>2:00 pm – 3:15 pm</td>
<td>Empowerment song &amp; Viewing of Critical Dialogue</td>
</tr>
<tr>
<td></td>
<td>3:15 pm – 3:45 pm</td>
<td>Crime against Women</td>
</tr>
<tr>
<td></td>
<td>3:45 pm – 4:15 pm</td>
<td>Legal Rights</td>
</tr>
<tr>
<td></td>
<td>4:15 pm – 4.45 pm</td>
<td>Group work: Devising and planning a small playlet on any gender issue in groups.</td>
</tr>
</tbody>
</table>
4:45 pm – 5:15 pm  
Wrap up and written reflective feedback – What have I learnt today about myself as a woman  
Empowerment song  
Homework: Make one poster each and bring for display.

<table>
<thead>
<tr>
<th>DAY II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9:00 am – 11:00 am</strong></td>
</tr>
</tbody>
</table>
| **11:00 am – 12:30 pm** | Viewing of Critical Dialogues  
Teacher as a social enhancer - Child Rights and Planning lives for girls |
| **12:30 pm – 1:15 pm** | Early Lunch |
| **1:15 pm – 3:30 pm** | Departure for KGBV - Shivpuri  
Demo of Critical Dialogues in the KGBV |
| **3:30 pm – 4:30 pm** | Group work: How will we use this program in our school when we return? |
| **4:30 pm – 5:00 pm** | Empowering Hindi song |
| **5:00 pm – 5:30 pm** | Certificate & Valediction |

<table>
<thead>
<tr>
<th>One Day Training for Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10:15 am – 10:30 am</strong></td>
</tr>
<tr>
<td><strong>10:30 am – 11:00 am</strong></td>
</tr>
<tr>
<td><strong>11:00 am – 11:15 am</strong></td>
</tr>
<tr>
<td><strong>11:15 am – 12:15 pm</strong></td>
</tr>
<tr>
<td><strong>12:15 am – 1:30pm</strong></td>
</tr>
<tr>
<td><strong>1:30 pm – 2:00 pm</strong></td>
</tr>
<tr>
<td><strong>2:00 pm – 3:00 pm</strong></td>
</tr>
<tr>
<td><strong>3:00 pm – 3:30 pm</strong></td>
</tr>
<tr>
<td><strong>3:30 pm – 4:00 pm</strong></td>
</tr>
<tr>
<td><strong>4:00 pm – 4:30 pm</strong></td>
</tr>
</tbody>
</table>
Images from the KGBV Teacher Training
KGBV Teacher Training Feedback

“I was planning to marry off my daughter, but now I will let her study as much as she wants.”

Ram Briksh Ram, KGBV Robertsganj, Sonbhadra

“In today’s training we learnt that in patriarchal society looking for solutions is not easy. We need to confront the situation and discuss it in an open forum. Solutions gathered from the discussion should be put to into practice with a lot of determination and will power.”

Kiran Yadav, KGBV Kerakat, Jaunpur

“We learnt from this training that if women are to unite, they can break shackles of orthodox and conservative society. They can change the society from a patriarchal one to one which is equal in rights and responsibilities for women and men. Going back to my school, I will try and instill the same spirit of awareness and self pride in my students”.

Sony Upadhyay, KGBV, Jaunpur

“We encounter numerous problems every day. Today we got much needed motivation and encouragement to fight against all these problems and hurdles”.

Anju, KGBV, Kutthan

“I was aware about lots of issues that were discussed in the training. But I was not aware of the incest problem at all. I am shocked and hurt to know about it. It is such a big problem and I was completely
ignorant of it. I will try and work for this issue in my future initiatives. I only came to know of its magnitude through Study Hall Educational Foundation. Thank you”

Vidyadhar Mishra, UNICEF

“Through this gender awareness programme we came to know about the crimes which are happening against women, the details about the laws and how we can take legal help to stop the crimes. How we can identify the problems of children and help them solve it. Following topics were discussed – child marriage, eve-teasing, dowry, right to education and domestic violence.”

Anju Lata Srivastava, KGBV Ghorawal, Sonebhadra

“I have never felt free since I have got married. Today after attending this Gender Awareness programme I realized that we should get ourselves empowered and practice our rights. Make our students understand and increase their awareness level so that they understand that they themselves can achieve what they want in life.”

Sunita Singh, KGBV, Rajgarh

“We all know that to accept dowry or to extend dowry is a bad practice, but I realized during the training that it’s not only bad but it’s punishable under law. I would like to follow the law myself and spread awareness about it among my peers, family and village”

Reena Patel, KGBV Kon, Sonebhadra
Feedback from KGBVs

KGBV Pahari, Mirzapur

Ms. Urmila: The training has really changed my thinking process. I want to fight against all the social evils which are prevailing in our society. There is a girl in class 8th, whose parents want to marry her. I have tried talking to them but they behaved in a bad manner. Please suggest what should we do?

Ms Neetu: I got to know about this project from the warden Amravati and my colleague Urmila. I find it very effective not only for our students but for ourselves. There are many women who are facing problems but have no solution. This project gives solutions to our problems.

KGBV Chhanbe, Mirzapur

Shashi Kala: I find DSH videos very helpful for a girl child. I have also seen academic DVD and I would love to have some DVD’s for Hindi and EVS.

Pratima: Now I feel comfortable with my students in talking such intimate topics. I try to share their day to day problems on a regular basis.
KGBV Lalganj, Mirzapur

Girja Devi: I have gained a lot of confidence and learnt a lot of new things. We are trying to empower our girls and make them aware of their rights. I myself had a child marriage but my father sent me to my in-laws place after 9 years of marriage, when I completed my graduation. Education is very important.

Vineeta: We were given orientation and I really liked the programme as it not only teaches us but also tells us how to take practical steps. Through this programme we are seeing that many traditions like dowry is actually a crime.

---

KGBV Badlapur, Jaunpur

Warden Bandana: I feel that students have empowered and become more confident after viewing DSH videos. Since we had training in Varanasi, I have discussed 2 major topics in detail, Domestic Violence and Eve Teasing.

Ms Kavita: She comments that her warden has trained her about DSH videos. She finds our videos very useful as it helps in developing a very strong teacher-student relationship.
Jaya Singh: I like the idea of posters. It is very useful, handy and easily accessible. I would even appreciate the language given in the posters, which is very simple and understandable.

KGBV Jalalpur, Jaunpur

Savita: After coming from the training, I have discussed each topic with my students. I liked the idea of DSH videos. I personally feel these videos are very close to our environment.

KGBV Nagar, Mirzapur

Ms. Praveena: Training has given me the confidence to deal with the social evils. My aim is to make the girls independent and able to take decisions. Students are very bright and active and take full participation in the discussions.

Ms. Singh: Earlier students were very reluctant but now they share and discuss things with us.
KGBV Mazhwa, Mirzapur

Warden Shabeena Begum: Training has given me idea of solving the problems related to our students and their family. We have come close to our students and now we are like their friends. Now students show more faith in us.

Ms. Archana: Students share their personal issues with us, we have come closer and now we all are enjoying more in school.

KGBV Karanjakala, Jaunpur

Kiranbala Misra: We usually discuss these topics on Sundays. Our girls have become more vocal and they want to live life with dignity. We have come closer to our students.

Sony Singh: Our Teacher – Student relationship has moved to the next level, now we are like friends and we understand each other better.

Pushpa Rai: Earlier I used to ignore things like eve teasing and domestic violence but now we don’t ignore them and teach the same to our students. After the training I have gained a lot of confidence.
Impact of the Gender Awareness Program with KGBVs

Girls in Indian society have been traditionally kept under many forms of restrictions. The strongly patriarchal approach has resulted in girls being socialized to accept that these gross inequities are a fact of life. So overpowering is this conditioning that most girls do not even realize that they do have a right to question these gender inequities. The situation is particularly acute in certain regions where factors like extreme poverty, caste based discrimination, high crime rate and systemic biases combine to make matters worse. Most of the KGBVs are situated in these educationally backward blocks of the country.

The critical dialogues conducted between teachers and students on various gender issues helped the students understand the power and social structure. The program helped them develop a sense and resistance against the unequal structure which helps them fight for equality. Students are becoming aware of their rights and responsibilities and the program is helping to build strong selves that see themselves as equal persons.

Almost all the teachers have expressed that these interaction have brought them close to their students and their problems. The videos helped them to overcome the hesitation and openly discuss the intimate topics impacting their lives in many ways.

In addition to critical dialogues, some of the KGBVs are frequently using the Academic videos also and have requested more DVDs on different subjects.

Success Story from KGBV Pahari, Mirzapur

Anju is a student in VIII standard in KGBV Pahari. Anju comes from a village called Jaugar. She has two younger brothers and two elder sisters, both married. One day her parents came to KGBV to get her relived from the school. They were planning to get her married. Urmila, one of the KGBV teachers who attended the Gender Awareness training, tried talking to the parents but they refused to listen and misbehaved with Urmila. Urmila used one the various options discussed in the training and approached the village authority. Urmila discussed the situation with the head of the village and the villagers and together they went to the girl’s house and convinced the parents.

Urmila is very happy now. She enthusiastically told us that Anju’s parents have agreed and they are not going to get her married before the legal age. She also said that she was very scared initially to take this step but got motivated by the project and gained the confidence that the entire system is behind her and supporting the cause.
Sahara School is run at Sahara City construction site near to India’s premier Business School, Indian Institute Of Management, Lucknow. Sahara City employee’s huge number of construction workers; children of almost all construction workers attend primary level classes at Sahara School. Children at the school are in the range of 4 years to 12 years of age. Most of the children that attend Sahara school have never had formal schooling. Major challenge with this school is the migration pattern that the labor class parents show which affects their children’s education. They relocate frequently depending availability of work and better wages – so there is no stability of children’s location. The strength of school class on any given day could range anywhere from 45 to 75 students, it is never certain that the same set of children will attend school on consecutive days. Older siblings at the school have to bring their toddler sibling along as there is no one at home to take care of them.

DSH is very well adapted in regular school time table. In the month of January we started off by using a lot of digital stories and pictures. There was poor attendance due to harsh cold waves. Later in February all the way to April there has been extensive use of English and Maths for Final Examination.

Teacher Feedback

when children were not listening to me I got irritated and felt I was not able to give proper explanation. The classroom was not engaging at all. With help of DSH content I find I can express much better. If I
missed out anything thing while teaching the TV teacher fills in for it. I want DSH program to continue at our school. Some guardians find it hard to understand how Television is used for education, their first impression was that students were probably watching cartoon shows in the classroom. But eventually when they see the impact on children they understand how beneficial it is. Some of the videos were shown to the parents too, they are all convinced that it’s good medium and understand how effective it is.

Poonam says “Earlier when we used to plan out the classes, we did not have any supporting material. Now with DSH we don’t need to look around for additional material. The DSH video teachers are very frugal and I just pick up easily available things around me and use them to teach. When we started with DSH I was looking after younger children, I started using pictures and found them to be very useful”

**Student Feedback**

**Kaajal**
I like to study with TV, it is very interesting I have learnt about numbers with a very hilarious story of a girl Ankita in a class 1 maths video

**Neeraj**
My spellings are weak which is why I find subtitles with English videos to be very helpful.
### Sewa School (Formal Spoke)

<table>
<thead>
<tr>
<th>Date of Visits</th>
<th>21st January, 19th February, 25th March, 4th April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visited By</td>
<td>Esha</td>
</tr>
<tr>
<td>Time</td>
<td>8:30 pm to 11:00 pm</td>
</tr>
<tr>
<td>Location</td>
<td>Chowk</td>
</tr>
<tr>
<td>Time Table</td>
<td>Twice in a week</td>
</tr>
<tr>
<td>Usage Log</td>
<td>The log book is well maintained.</td>
</tr>
<tr>
<td>DSH Coordinator</td>
<td>Shazia</td>
</tr>
</tbody>
</table>

**DSH is being very well adapted in regular time table. In the month of January we used a lot of picture stories as there was poor attendance due to harsh cold waves. From February till April there has been extensive use of English, Maths and Science for Final Examination. DSH test have been taken regularly.**

**Field Observation**

Shazia explained all the English words in the story, revised meanings of all the words that the students are familiar with.

In my last visit, I had suggested to her that in her normal conversation with the students she should start using the English words for things that the students are familiar with, e.g., - always say ‘chair’ and not its Hindi word; or refer to colour of leaves as ‘green’. I noticed that she has very diligently followed this suggestion and uses a lot more English.

Had a short session on ‘action words’ – e.g., she called out ‘left’ and children picked up their left hand, ‘up’ and children point upwards; then she reverses the process – she points to an object and children call out its English name.

**Field Observation**

She asked the questions in Hindi, but expects answers in English, The answers were always single words only. She doesn’t go ahead till gets the correct answer (in English) eg. What is this (in Hindi).... keeps repeating the question till one child finally says ‘cow’ (in English).
Mawaiya School (Informal Tuition Centre)

**Date of Visits**
23rd January, 24th February, 27th March, 7th April 2012

**Field Visited By**
Esha

**Time**
1:30 pm to 3:00 pm

**Location**
Mawaiya

**Time Table**
Twice in a week

**Usage Log**
The log book is well maintained.

**DSH Coordinator**
Sushma

DSH is very well adapted in regular time table at Mawaiya tuition center. In the month of January DSH content was used a lot, especially stories and pictures as there was poor attendance because of harsh cold waves. From February through April there has been intensive use of English, Maths and Science lessons for Final Examination.

**Field Observation**

Sushma’s progress was very definite. She was very enthusiastic to learn and was quick to adapt to new ways of teaching. Soon she started coming up with her very own innovative methods of teaching. She designed a game for young learners.

‘Alphabet Hop Scotch’

Alphabets were drawn in a grid form on the floor, Sushma would call out a letter. As the alphabet was called students were required to jump on the called alphabet. The game engaged and involved the entire class.

The difference in Sushma’s approach with students is very clear now. The class is much better managed – different age groups are given work as per their ability, there is more constructive participation from the students, students who have been coming for some months now have better recollection of subject matter, there are lesser calls for students leaving the class room to drink water etc, which happens mostly in a disengaged class. Although they may not be ready to give an exam right now, but they are much more active, more involved and engaged.
Gangaganj School – Raebareli (Formal Spoke)

<table>
<thead>
<tr>
<th>Date of Visits</th>
<th>29th January, 3rd February, 11th March, 12th April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visited By</td>
<td>Esha</td>
</tr>
<tr>
<td>Time</td>
<td>1:30 pm to 3:00 pm</td>
</tr>
<tr>
<td>Location</td>
<td>75 kms from Lucknow, Raebareli</td>
</tr>
<tr>
<td>Time Table</td>
<td>Twice in a week</td>
</tr>
<tr>
<td>Usage Log</td>
<td>The log book is well maintained.</td>
</tr>
<tr>
<td>DSH Coordinator</td>
<td>Umesh</td>
</tr>
</tbody>
</table>

Gangaganj is a co-ed Hindi medium private school. It has classes running from classes 1 to class 12. It has a decent campus. Class nursery to Class 8 has at least 2 sections each with strength of 60 students in each section. All the teachers use DSH. Which just translates into a lot of rush to the DSH room, the result of which is only one DSH video for a class in a week. Hence the impact of DSH is not so apparent and difficult to gauge. In addition to this, the school syllabus till class 5 is different from DSH content. Although the teachers were making an effort to connect the two, Results are not very visible and measurable.

So a recent change in focus was put to affect, it was discussed that the school may use DSH only for classes six, seven and eight. At the very end of the school year- Gangaganj used DSH content for classes six, seven and eight for the last 10 days of school for revision. They also ran students through some of DSH DVD tests.

Some of the teachers at Gangaganj are very capable and knowledgeable. Some of these teachers find DSH to be very helpful.
Educational Academy School (Formal Spoke)

**Date of Visits**  
19\(^{th}\) January, 14\(^{th}\) February, 17\(^{th}\) March, 9\(^{th}\) April 2012

**Field Visited By**  
Esha

**Time**  
1:30 pm to 3:00 pm

**Location**  
Banthara

**Time Table**  
Twice in a week

**Usage Log**  
The log book is well maintained

**DSH Coordinator**  
Praveen

Classes Nursery – 8

Students from Educational Academy come from financially challenged background, most of them belong to scheduled and backward castes, and most of the parents are illiterate. DSH is a big support for the teachers in Educational Academy. The teachers are not very qualified and they are young in age and therefore lack experience. DSH proves to be an experienced and planned support to these teachers.

One of the major changes in teachers after watching DSH video lessons has been the evolution of student-teacher relationship. Before watching DSH lessons teachers were at distance from the students because of which students were scared to speak to the teachers. After using DSH videos, teachers have understood the importance of student teacher interaction. They have also understood that a better student teacher relationship will ensure that students’ understanding of the study material improves exponentially.

As per the Principal of the school ‘Students come to Educational Academy because they are lured by the television. They pay a lot of attention to the video lessons without realizing that they’re also being taught. The TV teacher is seen as a heroine, about whom they talk when they go home.’
Madantoosi – Raebareli School (Formal Spoke)

**Date of Visits**  
19th January, 4th February, 7th March, 19th April 2012

**Field Visited By**  
Esha

**Time**  
7:45 am to 11:00 am

**Location**  
Bachrawa

**Time Table**  
Twice in a week

**Usage Log**  
The log book is well maintained.

**DSH Coordinator**  
Siya Ram

Madantoosi school is among one of the very first DSH spokes. The old principal Mr Yadav was very keen and interested in adopting DSH. The position of Mr. Yadav was transferred to Mr. Siya Ram this year, who also happens to be DSH coordinator for the school.

This school is one of the oldest spoke. Based on our experience/feedback received from the teachers at the school, changes were made to our lessons. The idea of adding subtitles to English videos was inspired by Madantoosi school. The school has been very actively giving us feedback on our audio and video quality too. However some of the teachers at the school needed a lot of ‘hand holding’.

Because of constant mentoring and interventions, DSH is doing very well at Madantoosi. One of the Maths teacher (Siyaram) relies on DSH as he himself is a Post Graduate in History and has no history of studying Math. He adapts and adopts new methods of teaching very well. Siya Ram has been very cooperative and has been sharing DSH test scores with us on a regular basis. Teachers at government school are very irregular as they are constantly called away from the school for other duties by government. The school relies on DSH through ‘peer mediation’. Some students from each class have been trained to play-pause the video. The students play the required lesson, pause and discuss concepts being taught and even note down points that they do not understand which they later discuss with their subject teacher. The last year has shown a remarkable change in teachers who were earlier resistant to adapting DSH. Ravindra is also using DSH with much more interest, although he still needs to understand the importance of tests. The teachers agreed that there is a lack of written work especially independent written work and understood the importance of regularly taking the DVD tests.
KGBV– MALL (Residential School)

<table>
<thead>
<tr>
<th>Date of Visits</th>
<th>28th January, 6th February, 19th March, 24th April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visited By</td>
<td>Esha</td>
</tr>
<tr>
<td>Time</td>
<td>7:45 am to 11:00 am</td>
</tr>
<tr>
<td>Location</td>
<td>Mall</td>
</tr>
<tr>
<td>Time Table</td>
<td>3-4 times in a week</td>
</tr>
<tr>
<td>Usage Log</td>
<td>The log book is well maintained.</td>
</tr>
<tr>
<td>DSH Coordinator</td>
<td>Juhi Kishore</td>
</tr>
</tbody>
</table>

Juhi Kishore, warden of the school is a very pro active person. She took a great shine to DSH lessons from the very first day. This school has classes 6 and 8. Electricity is the major issue in Mall DSH. Being a residential school they have the liberty of making the time of classes flexible. Lessons are shown to students at night from 8 to 9 pm.

In a typical week there are around 3 to 4 DSH video lesson sessions. Therefore in a span of six months they have had 40 sessions approximately before summer vacation. According to Juhi (warden) the students have shown tremendous improvement.
Neelima Singh, warden of the school has taken responsibility of DSH in this session. She was involved in the DSH program in the last session too. Students at Malihabad KGBV really like the DSH lessons and are eager to study with them. They manage to show the video whenever the electricity is available.

2012 (6 months): There were around 40 sessions of DSH video viewing in the last 6 months. They watched English, Hindi, Science and Maths videos.

As per Neelima, Students have shown tremendous improvement in languages both English and Hindi. DSH played an important role in increasing their understanding of the language specially the alphabets. As for Science and Maths the improvement has been slow because of less time that has been invested in watching the videos because of the electricity problem, but we expect more improvement in this new session.
### KGBV– KAKORI – Residential School

<table>
<thead>
<tr>
<th>Date of Visits</th>
<th>28th January, 6th February, 19th March, 24th April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visited By</td>
<td>Esha</td>
</tr>
<tr>
<td>Time</td>
<td>12:00 pm to 2:00 pm</td>
</tr>
<tr>
<td>Location</td>
<td>Malihabad</td>
</tr>
<tr>
<td>Time Table</td>
<td>3-4 times in a week</td>
</tr>
<tr>
<td>Usage Log</td>
<td>The log book is well maintained.</td>
</tr>
<tr>
<td>DSH Coordinator</td>
<td>Shuchi Mittal</td>
</tr>
</tbody>
</table>

Shuchi Mittal, warden is a confident and an energetic lady. She is a big advocate of the program. She has made a backup of all DVDs and takes ownership of the project at her school. Students have been using the DVDs for 3 months now.

- **2011-12:** The class 8th students were specially shown the critical dialogue DVDs as they were prone to similar issues at their life beyond the residential school. Students saw the videos of discussions and the play with great interest. After seeing the play they themselves staged a similar play and invited us to see. It took a similar insight to issues addressed in the videos. The girls felt empowered after staging their performance. The academic videos were shown twice a week. As per warden, improvement in academic performance of students was around 50% to 60%.

- School has just shifted to new campus, they are in process of settling in therefore log book is not up to date. They have had 5 to 6 sessions of DSH classes. Especially for the new students of class 6th. These students were shown the stories which they really liked. When asked about the bridge course they were delighted to know that we can provide them the course content for it too. Immediately their English, Maths and Hindi teacher gave us the list of topics they require for the bridge course.
### Mehmood Nagar (Informal Tuition Centre)

<table>
<thead>
<tr>
<th>Date of Visits</th>
<th>21&lt;sup&gt;st&lt;/sup&gt; January, 11&lt;sup&gt;th&lt;/sup&gt; February, 23&lt;sup&gt;rd&lt;/sup&gt; March, 29&lt;sup&gt;th&lt;/sup&gt; April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visited By</td>
<td>Esha</td>
</tr>
<tr>
<td>Time</td>
<td>4:00 pm to 5:30 pm</td>
</tr>
<tr>
<td>Location</td>
<td>Malihabad</td>
</tr>
<tr>
<td>Time Table</td>
<td>Everyday</td>
</tr>
<tr>
<td>Usage Log</td>
<td>The log book is well maintained.</td>
</tr>
<tr>
<td>DSH Coordinator</td>
<td>Sunita</td>
</tr>
</tbody>
</table>

There are around 20 to 25 children from class 1 to 5. The group is of mixed age group. A few of them come from government schools. The school runs in evening as a tuition centre. Sunita, care taker of the school is a very positive person. She adapted to the DSH program from the very first day and responded very well.

**Sunita**: “By watching video lessons I got idea of how a topic has to be taught. Students are now regular to school. DSH was very helpful to make my classes interesting and participatory. I was not very confident about English, but as I am progressing with video lessons I feel more and more comfortable. I have got a good grasp of the language now. We never used to speak in English but with the help of these lessons we’re now speaking in English. DSH videos have helped me a lot. My calculations in Maths were a little sloppy but now I see them getting sharper every day. Initially I’d give only examples that were in the books, but now I give other examples too. There are times when I am not at my best in the class, but having a video teacher who I know I can trust makes it very easy to keep the class engaging.”
Swarachna, Sitapur (Formal Spoke)

Date of Visits  5th March 2012

Field Visited By  Esha

Time  9:45 am to 1:00 pm

Location  Sitapur

Usage Log  The log book is well maintained.

DSH Coordinator  Dhirendra

Last year school comprised of 2 rooms with a verandah in front and a temporary thatched-roof shed. There were mixed classes of students of different age groups. The school has no boundary walls and there is no inhabitation anywhere close by.

Later in the year the school managed to construct a basic structure of the building with 3 very big and airy class rooms with plastered walls. School got a boundary wall and 2 more rooms for administrative purposes. There is a staff of 7 teachers. Dhirendra said they were interviewing candidates for 4 more teaching posts. Some laptops and computers and TV have been donated to the school and there is generator. Dhirendra has donated a DVD player to school for DSH. All the recent changes make setting up DSH much easier. Last year the school had used the books as per the SSA syllabus, but this year they have changed it to CBSE syllabus for classes 1 – 5. Classes 6-10 still follow the UP board.

I had asked Dhirendra for a set of the books till class 5, so that we can map the books with our content. To restart DSH work in Swarachna – we will need to first wait for the building work to get over and the teachers will also need some training.
Gangagarh High School is situated in a village with lush green farms all around. The environment around the school is very serene and calm. The students are mostly from the nearby areas and mostly belong to families engaged in farming activities. The teachers are also mostly from the surrounding villages. The school, which is till class X, has an enrollment of about 800 students and 25 full time teachers. Out of these 25 teachers 9 are B. Ed., 14 postgraduates, 5 graduates and two teachers are intermediate pass but with very significant teaching experience (45 & 15 years).

After using DSH regularly the following benefits were discussed in detail:

- Useful for revision purpose. (Can be given after teacher has taught)
- Special class for weak kids. (Can be shown lessons of lower classes)
- Useful for re-explaining concepts. (DVD can be played many times)
- Teacher can upgrade and revise content knowledge
- Get new ideas for teaching activities
- New Examples for various concepts
- Learn how to be effective communicator
- For learning about any topic that teacher might not know of
- For Private tuition by teachers
- Teachers can use DSH at home for self learning and even their kids can learn from it

According to the teachers the students have shown remarkable improvement in Science, Maths and English during the unit test in the month of January.
Saraswati Children Academy – Takrohi - Formal

**Date of Visits**  
2\textsuperscript{nd} March, 12\textsuperscript{th} April 2012

**Field Visited By**  
Esha

**Time**  
9:45 am to 1:00 pm

**Location**  
Sitapur

**Usage Log**  
The log book is well maintained.

**DSH Coordinator**  
Deepshi and Sita

**DSH Coordinator – Deepshi and Sita**

We met two teachers Sita and Deepshi, who are in-charge of DSH program. When we got to the AV room Class 8th was sitting in the AV room, 9 students, 4 girls and 5 boys. Students were sitting on the floor in front of the TV and Sita was behind them on a chair. Sita switched on the DVD player. It was a story of Guru Dronacharya, a chapter from English textbook. Sita was playing and pausing the DVD after each sentence. She was explaining it but in Hindi, when she paused the DVD she herself read out the subtitles instead of asking the students. Two students were trying to read the subtitles themselves but in a very low voice. Sita kept asking the students short questions related to the story in Hindi. The whole chapter was dealt with in Hindi. Looking at the current situation it is obvious that the school needs to go through an orientation training. And a lot of work needs to be done with them.
It’s one of the best government schools that DSH has been associated with. All the students were in their classes. The Principal Mr Shukla, a middle age friendly man greeted team DSH warmly in his well kept office. He proudly shared a few snaps of his students in a rally as orchestra band. He also told us that school has been donated a big LCD TV and once we install the LCD in the big hall DSH DVDs will be shown on the bigger screen. Students were very excited about the big screen. School has two teachers Nirmala and Tanveer. Tanveer is an English teacher. After the introductions Tanuja asked Tanveer if we could see the DSH class. We all went to the DSH room, a newly constructed and clean room which had a built in cupboard for the TV and DVD player. It was a well behaved and disciplined class. Total 28 students were in the class (11 boys and 17 girls). Boys were sitting on the left side of the class and the girls on the right side, with TV on the left and the black board on the right.

Tanveer started her English class of Pronoun. Tanveer was teaching English chapter in Hindi. Tanveer dutifully played the DVD but was not sure when to pause it. Tanveer was not conducting the class in an ideal way so Tanuja took over from Tanveer in order to demonstrate how a model class has to be like. When Tanuja asked who would come and write on the board, one boy volunteered to come up and wrote surprisingly well. Tanuja was asking students to make a sentence related to the drawings on the board. After Tanuja’s session Tanveer started asking the students why they were not answering when they have been taught earlier by her. When the class finished the students got up quietly and left the room.
### Mahaveer Prasad Mahila Mahavidyalaya

<table>
<thead>
<tr>
<th>Date of Visits</th>
<th>18&lt;sup&gt;th&lt;/sup&gt; March, 13&lt;sup&gt;th&lt;/sup&gt; April 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Visited By</td>
<td>Esha</td>
</tr>
<tr>
<td>Time</td>
<td>9:45 am to 1:00 pm</td>
</tr>
<tr>
<td>Location</td>
<td>Rajajipuram</td>
</tr>
<tr>
<td>Usage Log</td>
<td>The log book is well maintained.</td>
</tr>
</tbody>
</table>

DSH has been introduced in this degree college for the B. Ed and BTC students. This is one of the 2 colleges that have been recognized by the Government of India for running BTC courses. 100 B. Ed students, 50 BTC students and 18 teachers were present along with Dr Sudha Gupta, the Director of the Institute, participated in the training. BTC students have watched DSH videos around 20 times in the span of 6 months. According to their teacher educator the students have extensively used and prepared lesson plans accordingly. They have also maintained DSH discussion registers.
These are key observations by the BTC students.

<table>
<thead>
<tr>
<th>Key Observations</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common, easily understandable language</td>
<td>Simple drawings on board</td>
</tr>
<tr>
<td>Good and expressive actions</td>
<td>Introduction and explanation of difficult words</td>
</tr>
<tr>
<td>Fun and entertaining method of teaching</td>
<td>Explaining concepts easily</td>
</tr>
<tr>
<td>English lesson understood by the students</td>
<td>Teacher behavior is very friendly</td>
</tr>
<tr>
<td>Was patient even when not getting answer – kept encouraging the students to answer</td>
<td>encouraging the students to think and give opinion</td>
</tr>
<tr>
<td>Gave opportunity to the hesitant students</td>
<td>Ensured correct pronunciation, explained meanings of words</td>
</tr>
<tr>
<td>Got the students to act out the words, the stories – learning by doing</td>
<td>Good board work</td>
</tr>
<tr>
<td>Examples/ explanations related to daily life</td>
<td>Everything explained with demonstration/acting.</td>
</tr>
<tr>
<td>Teacher very energetic</td>
<td>Kept the teaching within the context of the lesson</td>
</tr>
<tr>
<td>Retained attention of students – look at me, fold your hands</td>
<td>lots of interaction</td>
</tr>
<tr>
<td>had command over subject</td>
<td>voice loud and clear; good facial expressions</td>
</tr>
</tbody>
</table>
**Harchandpur, Raebareli, Formal**

**Date of Visits**  
10th March, 7th April, 23rd May 2012

**Field Visited By**  
Esha

**Time**  
10:00 am to 12:00 pm

**Location**  
Harchandpur

**Usage Log**  
The log book is well maintained.

**DSH Coordinator**  
Mr. Verma

---

DSH is being regularly used in this school after the training. DSH is used 1-2 hours every day. All the classes have been allotted a DSH session in a week. They also taken the DVD tests regularly and have maintained the marks registers for same.

**Field Observation**

Right after the lunch break class 6 moved to the AV room. Abhishek, new math teacher has used DSH videos before but up until now he has never used the DVD player independently. Umesh has always started the lesson for him. He started the DVD but played lesson plan instead of the lesson video. He was a little perplexed and ended up reading the lesson plan from the screen. One of the senior teachers Mr Verma interrupted the class to explain to Abhishek that students don’t need the lesson plan and it was for the teachers only. Abhishek was nervous, so I went up to help and started the lesson. Teacher in the video is doing an activity wherein he is explaining the concept of ‘variables’ and ‘constants’. According to Umesh, Abhishek had used this chapter before and mediated it well.

I decided to give Abhishek a demo and took over the class. I explained how and when to pause the video. I mimicked the activity in video with the students in class. Somewhere in the middle I took out time to explain Abhishek how to properly use the DVD player.
Launch of Beta Version of New User-Centric Website

The New Idea
A facilitated video-based instruction system

The Digital Study Hall (DSH) initiative is a user-generated video sharing system intended to overcome the shortage of qualified teachers in poor and remote rural schools. DSH provides tools to help local schools and civil society organizations make videos of the best teachers in actual classroom sessions, teaching standard textbook materials.

Learn More

70
DIETs are working with DSH

41
KGBVs have intervention programmes

2000
video lessons recorded and counting

6000
students are using DSH videos

Approach
How do we do it

The principal means of disseminating the content in the DSH database is shipping DVDs to spoke schools...

Focus Group
Whom does serve

The shortage of qualified teachers in rural and slum schools is one of the most challenging problems faced by...

The Network
Hubs & Spokes

DSH is not a physically centralized system. Instead, DSH is designed to work as a decentralized network of...

Technology
Video Sharing

Technically, what we have described so far is akin to a user-generated video sharing system...

Latest Updates

Collaboration with UNICEF and SSA

Empowering Adolescent Girls Using Critical Dialogue Videos

DSH is working with UNICEF India to extend the DSH Critical Dialogue project to 38 Girls Residential Schools, Kasturba Gandhi Balika Vidyalaya (KGBV). This project will empower 3800 adolescent girl students, belonging to the poorest communities in the three most educationally backward districts of the state of Uttar Pradesh, India to fight against issues like child marriage, domestic violence, sexual abuse, right to education and such other similar issues. The project is currently running in Mirzapur, Jaunpur and Sonbhadra districts.

Learn More

Watch the Lessons

Educational Content Repository

Content database is being populated with systematic and coherent sequences of lessons based on curricula designed and sanctioned by state boards, so that they can be easily adopted by our target schools.

Learn More

Media Coverage

"DSH works on a simple idea of using available and cost effective technology to improve quality of education in rural and under served areas. The beauty of the entire initiative lies in the low cost model that it has managed to abuse" - Hindustan Times

Learn More

Explore DSH

What we do
Who do we serve
Database
Help & guides
Pickления

Technology
Content
Team
Partners
Sponsors

Video Lessons
Research & Case Studies
Voice Forum
Links
Digital Polyvdr

Blogs
Talks
Media
Awards
Gallery

Contact Us
Donate
Volunteers
Site Map
Copyright
India has added 69 million Internet users during 2008-2011 and now has 121 million Internet users with a population penetration rate of 10%, recording a 38% YoY growth. Internet penetration rate is still slow in rural India but we think it's the perfect time to start moving our content online and making efforts to attract learners to this convenient and effective method of accessing quality education. We have developed a new user-centric website to extend our outreach and spread awareness about the program and its benefits. So far we have uploaded around 800 videos and continuously adding to the number as more videos are being developed. We have developed an easy to use navigation system on our website to browse and access the videos.
We are using YouTube for hosting the videos so that they are accessible to YouTube users also. Videos are arranged in two categories - Academic and Extension. Academic content comprises of lessons covering state board syllabus and Extension section features videos related to Health, Gender Sensitization, Special Education, Teacher Training, Digital Stories and Critical Dialogues. We have started a Blog on the website where we will share the stories and learning from our work in the field. The website currently is in beta phase and we are planning to develop it as a platform for teachers, educators, students and learners to share, contribute and discuss. YouTube analytics is already showing the growing number of viewers and electronic methods will help us to understand viewing patterns and align our efforts accordingly.

We have developed a MIS system to collect data from Tele-Monitoring calls and analyze the results. The MIS system will enable the field workers input data systematically and store the reports at a centralized location and make data available for quick reference.
Increasing outreach through Web
As the internet penetration is increasing in our operating areas, we are making our existing and new content available on web

Starting more Hubs and engaging more schools
We are in the process of setting up more spokes and Hubs in other states to localize the content material

Covering the school curriculum of other State Boards
We want to expand beyond UP board to replicate the DSH model for other state boards and seeking partnerships with state boards

Expansion into DIETs in more States
We have existing Hubs in the state of West Bengal and Maharashtra where we would like to collaborate with the state government to extend the success of DSH intervention in U.P. to other states

Development of Resource Material for Teacher Trainees and Educators
The DIET Lucknow expressed their need to digitize the BTC curriculum, in order to standardize delivery and make up for faculty shortage in other DIETs in the state. We have responded by beginning to create some of the content on the basis of their curriculum.

Expansion into KGBVs in More Districts in UP
In the next phases of KGBV intervention we are targeting to cover more districts in the state of Uttar Pradesh.

Collaborations
We are seeking collaboration with various organizations in order to meet technological and execution challenges. We are in touch with Microsoft Research India and looking forward to a possible collaboration.
**Program Challenges**

DSH has significantly improved the student and teacher performance over the years but there are a number of significant challenges that need to be addressed in order to achieve the envisioned benefits of the program. We are working on building evaluation systems to assess the progress of students, improvement in teachers’ ability to impart education more effectively and measuring a school’s effectiveness. So far we have used the test scores and interview data as indicators but the efforts are being made to develop standard assessment processes, tools and methods. It is important to involve teachers in the process and making the schools accountable for the sustainability of evaluation exercise.

DSH program works with the schools in resource starved areas and functions on basic infrastructure of TV and DVD being powered by a generator or inverter. Sometimes sessions get interrupted because of equipment or power failure. It’s difficult to find technical help in remote locations and providing help from the Hub takes some time. Scratched disks require frequent replacement and there no other delivery method in absence of Internet connectivity. We are experimenting with a small and portable projector that can solve many problems that we face with bulky TV-DVD setup. Many of the schools are off the power grid and even the ones having electricity face severe outages. The mini projector is battery powered and comes with multiple charging options which can be a good alternative. But the projector is most effective in a darkened room and it’s inconvenient for students to read and write in low light.

We are also seeking a technology to collect data from the schools to analyze the video viewing patterns and bringing more accountability into the system. We have observed that the best performing schools are those that have responsible and accountable administration. Currently the methods of monitoring are limited to visits and telephonic conversations with the teachers, students and mediators. We need more efficient and comprehensive data collection mechanism to measure the performance of the school and taking corrective measures from time to time. The ultimate solution would be devices which can talk back with the controlling hub and transmit the usage data in realtime.
Budget Utilization for FY 2012 (January – July)

<table>
<thead>
<tr>
<th>Head</th>
<th>Budget Granted</th>
<th>Budget Utilized</th>
<th>% Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Creation</td>
<td>15,000</td>
<td>4,038</td>
<td>27%</td>
</tr>
<tr>
<td>School monitoring/Teacher Training</td>
<td>23,000</td>
<td>5,250</td>
<td>23%</td>
</tr>
<tr>
<td>Adding New Schools/Tuition Centers</td>
<td>4,000</td>
<td>464</td>
<td>12%</td>
</tr>
<tr>
<td>DSH in all DIETs Monitoring</td>
<td>7,000</td>
<td>1,896</td>
<td>27%</td>
</tr>
<tr>
<td>Financing DSH Kolkata, Nepal and new Hub in Pune</td>
<td>5,000</td>
<td>8,663</td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td>2,000</td>
<td>2,726</td>
<td>55%</td>
</tr>
<tr>
<td>DSH Staff Training</td>
<td>18,000</td>
<td>4,423</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>74,000</td>
<td>27,461</td>
<td>37%</td>
</tr>
</tbody>
</table>

Note: All figures in USD

We received a sum of $40,000 as the first installment of FY2012 grant in February 2012. So far we have utilized just 37% of the grant as most of our infrastructure and expansion plans and outreach programs are planned for the second half of the year.

Conclusion

DSH has gone through a major restructuring and organization building exercise in last couple of months. We took a stock of our progress and learning so far and built systems to get better organized in our approach and to move towards a robust, scalable and sustainable model that will spread the light of education even in the most disadvantaged and neglected areas.

Again we express our gratitude to Mona Foundation for the continued support and look forward to extending quality education to more needy children.