Computer Literacy

A journey to build young lives

REVIEW (IMPACT EVALUATION) OF COMPUTER LITERACY PROGRAM
March- 2010

Cosmo Foundation
Ta. Karjan, Dist. Vadodara

Acknowledgements

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Appreciates foresighted approach to computer literacy and efforts to make it an outstanding program by Board of Trustees of Cosmo Foundation

Aruna Lakhani
Development Professional,
21, Utkanth Society,
Alkapuri,
Vadodara, Gujarat.
LL: 0265-2332074
Cell: 09913868303
E-mail:arunalakhani@gmail.com
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Review of the Computer Literacy Program

Executive Summary

- Review organized to assess impact of Computer Literacy Program (CLP) and related activities initiated by Cosmo Foundation (CF) on learners, school system and community at large.

- This review was carried out by individual interviews, visits to the schools and home of the learners, focused group discussion with computer teachers and analyzing secondary data.

- Process of partnership building between Schools and Cosmo Foundation has been thoughtfully planned and executed.

- Local young people have been recruited as Computer Teachers and they have been trained intensely not only in skills and method of teaching computers, but also in CF work culture of commitment and perseverance.

- CF has developed its own distinct approach towards maintaining quality educations.

- CF has maximized the output by optimizing use of local resources, evolving and nurturing pupil friendly teaching methods, arranging classes outside school hours.

- Students' performance evaluation of their computer skills and curriculum assessment suggests that their computer performance is almost 100% better.

- CF's Computer Literacy Program along with other personality building inputs have made visible impact in schools and created goodwill in the community.

- Government of Gujarat has provided brand new Computers with Lynux operating system to all secondary schools in Gujarat. 16 schools in Karjan Block also got these computers. Only four schools supported by CF are running the program on the Lynux Operating System. In all the other schools, they do not know how Lynux system operates.

- CF may expand this program in other schools. Additionally CF needs to support English, Maths and Science education in these schools. Also need to support improve basic primary education.

Context

There are plans afoot to computerize thousands of rural schools across India, attended mainly by marginalized sections of society. Producing suitable software to cope with the needs of vernacular schools in each state of the nation is an uphill task.

Corporates under Corporate Social Responsibility initiatives, Governments under Sarvshiksha Abhiyan and scores of Non Government Organizations under the banner of inclusive development have tried to introduce computer literacy programs for rural pupils.

The only field IT has failed to transform dramatically is education. Computer is an effective means to remake education. It is indeed time to begin, but hurdles and challenges are many to overcome.

These issues come up regularly to haunt educationists who are keen to give school children better access to computers. More so, when the students come from underprivileged backgrounds, are familiar only with regional languages, and have to study in resource-poor government/trust run schools. In spite of their millions-strong numbers, the rural dwellers simply do not have the purchasing power. So why should anyone bother writing software specifically for rural population? Even if this is a country, that is increasingly claiming the status of being the world's software superpower.

Computer-aided learning has the power to transform education in a fundamental way," says Parth Sarwate, Head of Advocacy and Communications, Azim Premji Foundation, who currently works with 14 state governments, and has got outreach to 16,000 schools and covering over 2 million children.

Such kind of non government initiatives also had to struggle to find out sufficiently motivated teachers from the nearby area, difficult infrastructure (high and ultra low-voltage power), reluctance on the part of school authorities to open access for villagers outside school hours, lack of interest and will on part of the school authorities etc.

In the above-mentioned context Cosmo Foundation-a CSR initiative by Cosmo Films Limited has taken a big challenge by starting Computer Literacy Program in

Introduction

five schools located near its plant in Karjan block of Vadodara District. The program was initiated phase wise during August 2008, October 2008 and March2009. 3/5 of these schools are in remote areas. Schools selected are run by local trusts and receives grant from Government of Gujarat. In the year 2008-2009, total 914 students and in the year 2009-2010, total 906 students were enrolled.

Since the program has completed a year and at the same time, Government of Gujarat has provided computers to the 16 secondary schools of Karjan Block. In this context a need was felt by CF to get impact review with the help of engaging an external reviewer.

Computers have proved to be a centre of attraction at village schools, supported by growing partnerships between Indian states and private companies to push computer-aided learning like never before.

In this review it is examined as to how a program conducted by Cosmo Foundation has impacted about 900 students who are touched by this program.

Aim of the Review

- To review the short-term impact of the Computer Literacy Program and related activities.
- To evaluate this program weather it has any concrete contribution in shaping the life of rural children.

Objectives

- To examine the impact on Learners, Schools/Education System and Community.
- To examine people's perception about Cosmo Foundation and its various activities.
- To assess role of Cosmo Foundation in Computer Literacy Program in view of the new policy of Government of Gujarat that has provided computers in the schools.

Methodology

After understanding the process of the program, the reviewer prepared a guideline for conducting interviews of different stakeholders.

Meetings with school principals and teachers, President/Trustees of the Schools, parents in the community were convened with appointments. Interaction with students, observing computer class activities, was the crucial part of this process. Time was spent observing computer teachers to understand their motivation and involvement in the program. Most of the interviews were recorded for accuracy and authenticity of feedback. It was interesting to see that there was no hesitation from anyone about conversation being recorded.

Subsequently secondary sources of information viz. Teachers training material, curriculum for learners, their previous exam results (Sept.09), CF annual report were studied and analyzed as part of the review.

Computer Literacy Program and Related Activities at a Glance

Computer Literacy Program began to initiate community based intervention to fulfill Corporate Social Responsibility by Cosmo Films Limited. As a result of this, CLP is functional in 5 schools covering students belong to from Class 5th to 10th.It was an entry point for CF in rural areas where direct intervention was made to make positive change in education system and create opportunity for rural children to learn this technology.

The major focus was to build awareness about basic operation of computer and its fundamentals, logical applications of Micro Soft Window and practical application of the computers. Formally the course coverage was on Orientation to computers, NotePad, WordPad, WordArt, Paint, Logo and MS office.

Along with Computer Literacy Program following other activities were organized with a view to broaden horizon of rural children:

- **Subscribing News papers/Magazines**

- **Activating school Library**

- **Celebration of Festivals and National Days and Screening Educational Films**

- **Organizing Life Skill Education and Career Guidance Programs.**

Guiding principles of the CLP program of Cosmo Foundation

- Quality approach towards teachings
- Teaching with dignity and respect for students' pace of learning
- Opportunities to dialogue and interrogative sessions
- Creativity and innovation in teaching methods
- Conducive environment and providing opportunities to students and CLP teachers to rethink beyond their curriculum to dream and enhance self esteem.
- Regularly planned interactions among CF teachers and other functionaries allowing thereby generating new ideas from all members and sharing best practices with all the teachers.
- Enhancing capacities of local institutions
- Optimum use of local resources
- Maintaining transparency and accountability

Building Partnerships

CF was new to the area and it was a real challenge as to how it has to begin. When a decision was made to initiate CLP, it was thought to build partnerships with local schools. The primary reasons were:

- To provide benefit to students already enrolled in schools rather than spending time on mobilization

- To make optimum use of underutilized infrastructures of local school

- To enhance participation of local academic institutions

To begin with, Sarva Shiksha Abhiyan, a Unit of Karjan Block was approached to initiate the program for 5th to 7th class students in primary schools. There was a total refusal because in previous year, one nonprofit organization had made partnership with education department of Government of Gujarat but within few

months, they absconded taking large deposits of local people. So because of this bias nonprofit Organizations with computers were absolutely not acceptable for Government education programs. In such circumstances, it was a big challenge to introduce computers in schools in Karjan Block.

In this situation second alternative explored by CF was to approach village based high schools run by local Registered Trusts. Visits were made to different schools, dialogues with Trust presidents and principals were made and introduced the program in staff meeting. No. of visits were made to these schools and it took about 3 months to arrive at a common consensus, signing agreements, arranging computers and furniture and modifying electrical peripherals.

The range of challenges were faced viz. in one school, President honestly said that in previous year one company had come with four computers with similar idea. But it worked hardly for two months as students were very irregular, there was lack of importance of education in the village. He cautioned that CF may not succeed. However, this was the first school from where CF started its journey and at present it is continuing covering 212 students in the same school. In other school, President subsequently shared that "I was very skeptical when our school was approached. Why should somebody come from the distance of 15 km. in Auto Rickshaw and take interest in our school." This particular school had delayed response and hence CF dropped that school. Started in other three schools and when they heard about computer literacy program success, school authority of the same school approached with the request to undertake the activity.

With continuous dialogues and negotiations, a rapport was established gradually, without compromising core values as an organization- neither to favor not to bias any religious groups. There was a demand to put "Vande Mataram" on the program banner, which CF completely refused and by doing same built successful partnership and no such demand came again during the course of journey.
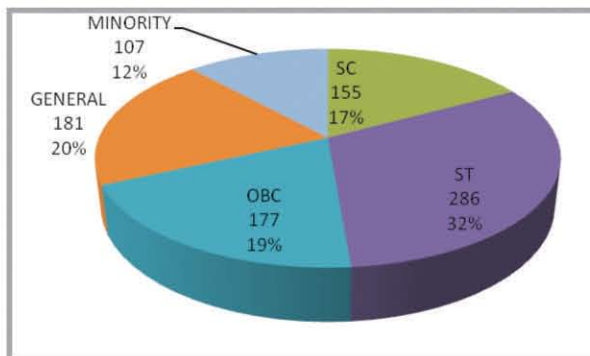
These days approach of the Government and corporate houses is Public Private Partnership, with CF the same has come with a difference; a partnership which has come from the grass roots, where apparently no sharing of the finances but there is sharing of resources, space, talents and knowledge.

CF has provided computers, takes care of hardware maintenance, teachers, development of curriculum and organizing related activities and getting eminent experts from Baroda to these villages to strengthen and expand educational processes. Local schools provide space, furniture, electricity as well as permits to run program during and after school hours, provides caretaker services and also provide educational inputs. If one does the cost analysis of the said partnership about 20% taken care by local schools and 80% by CF in first year of the program. This may change because now school provides brand new computers. Over and above, schools allow use of the infrastructure outside school hours permitting out of school children/youth for computer literacy classes. It is an indicator of real partnership.
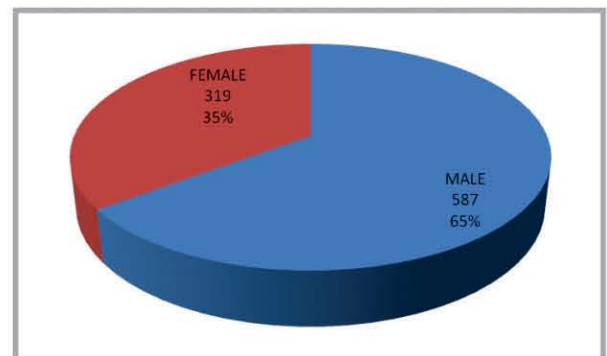
Baseline of Learners

As a part of review, profile of learners was analyzed and they are depicted hereunder-
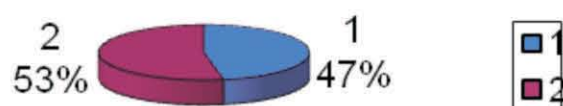
Caste and Community Based Diversity 2009 -2010
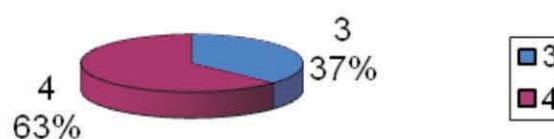
Gender Based Diversity 2009 -2010

MINORITY 107 12%
GENERAL 181 20%
OBC 177 19%
ST 286 32%
SC 155 17%

FEMALE 319 35%
MALE 587 65%

It is interesting to see that 80% of the students belong to marginalized group of rural area.

| Awareness Lever of Computer among Students	Opportunity to Operate Computers

1. Seen Computers before CF intervention

2. Seen computers after CF intervention

3. Little Familiarization, no systematic learning before CF intervention.

4. Seen but no opportunity to operate before CF intervention

Before CF intervention 53% had not even seen computers and 63% had not even touched computers.
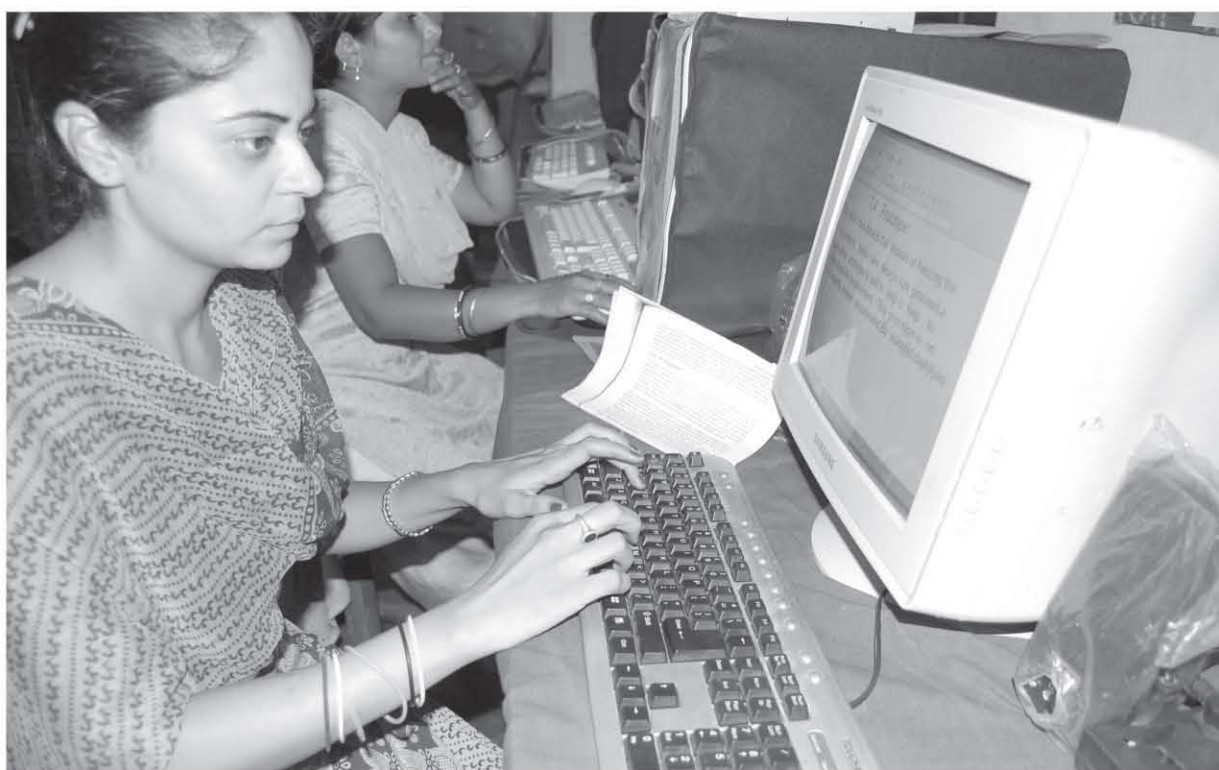
Teaching Methodology

Emphasis is given on theory and actual operations of the computer.

Children have great difficulty remembering names of computer parts like hard disk, CPU, keyboard, monitor, and mouse. Equally difficult, is to remember different commands. Certain concepts are explained through games, like minimize and maximize, cut/ paste, match cards (picture of CPU and card with words CPU in English and Gujarati.) Class is divided in two groups and through quiz competition, they are expected to show different parts of the computer and write it in English and Gujarati.

To learn more words of English, they play the game of "Antakshari" they have to find a word from the last alphabet of word spoken before. Children come prepared with words when they are to play this game. This enhances their English vocabulary.

CF has done excellent job of motivating teachers, so many of these games are innovation of teachers and then they learn from each other in their regular meetings.

CF uses different examples from real life to explain computer concepts. Like, to understand meaning of title bar in computers, children compared it as titles of movies.

To teach commands of the computer, along with icons given in the computer, charts were made and put up in the class.

To familiarize students with places where computers are used, selected students and teachers visited Panchayat office, Bank, Dairy, Sugar factory and learnt type of jobs carried out through computers. They would share the experience with the whole class.

Out of school youth got an opportunity to learn computers in summer holidays of 2009. Apart from school students 60 such women and adolescents successfully completed basic computer literacy course. Generally women do not get such opportunity in remote rural areas.
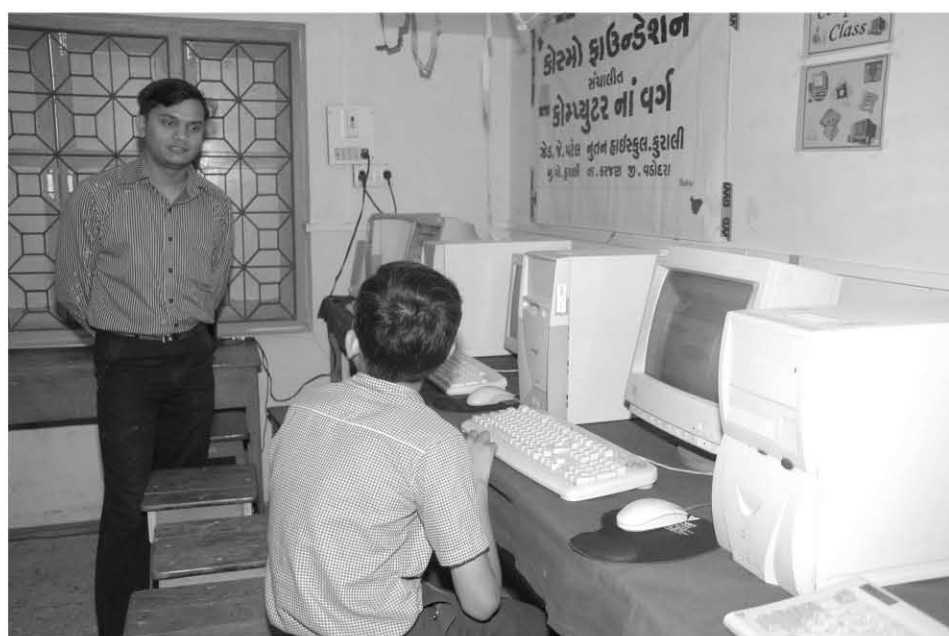
Diversity of teachers

Local computer teachers come from diverse background-different castes, education and geographical area, moulding them in CF program culture was challenging task.

Recruitment Process

CF emphasized to build capacities and enhancing employment opportunities for the local youth. Various informal methods used for engaging teachers like spreading a word in the area, approaching to local computer classes and giving advertisement on local cable. Majority of them are pursuing their studies (University Education), done Basic computer course from private institutes and passionate to play around with computers. They are recruited as teachers, placed in respective schools and systematically groomed. Intensive inputs given, on the jobs, to enhance their knowledge and skills.

Teacher's Training

It's an uphill task when teachers are fresher. Initially help was taken from private institutes located in Karjan and on the job inputs were given. From this year senior faculty from NIIT was engaged to train the teachers on Linux operating system. Classroom sessions, mock sessions, pamphlets, teacher's test is part of the process. AS a result, it is interesting to see students' performance on totally new operating system (Linux) in short span of 3 months. The last assessment of students was done in January 2010 on Linux operating system.

Curriculum Development

Initially textbooks and exercise books published by Government of Gujarat were used. These books were based on Window operating System. Government of Gujarat recently provided computers with Linux operating system but no literature is available and hence CF with the help of consultant developed its own curriculum.

Impact of CLP on Rural Children

To assess impact of CLP it was decided to meet with parents of students and other concerned persons.

During interaction with parents of 8th class students, Ravi's mother described how much her son loves his computer class, he fights with his parents who earn their living as daily farm laborer, for paying his monthly computer class fees of Rs.15. He said "It is ok if you did not give me one meal, but give me my computer fees" Some times he has paid fees from some money saved by him.

Vrinda's father narrated "my daughter attends computer class all the Sundays. Last Sunday a responsibility was given to her to look after her diabetic grandmother but still she managed to attend the class."

One grand mother was saying that her grand son loved to go to weddings, but now he refuses to go because he does not want to miss his computer class.

In a community meeting with parents, children explained what computers are like. They compared it with TV, little smaller; it can store so many files like it would take a big cupboard. It has mouse, CPU, keyboard and monitor, easy to make totals.

An idea of calling parents to come and see their computers generated in this meeting.

Parents were saying that even if you give Rs. 50, no one would let you touch a computer. Another young lady was saying that her brother had to pay Rs.6000 fees for his computer class.

Hardik, who had just moved to village Choranda was narrating his school in outskirts of Surat where he had to pay Rs. 150-200 fees and still he got very little time on computer. "In remote village like Choranda they had better facility to learn computers then in a city like Surat"

CF has planned their classes in such a way that with regular and extra classes, children get close to three hours of computer time every week. Parents were very appreciative of this.

Schools report, improved attendance in school, one of the teachers of Kanam High School reported that earlier some Muslim children were taking time off on Friday for Namaz, by using that excuse they will while away

their time, now if they have computer class, they do not go out with excuse of Namaz.

During the dialogue with computer teachers, some of the school authorities and parents it was learnt that due to computer education, literacy skill (especially Alphabets and words in English) has improved in number of students. As Simali high school principal puts it, 60/70 students did not know basic ABCD(alphabet) in 8th class, CF teachers patiently taught them.

CF teachers are taught to be sensitive to students who cannot read and write and support them in learning basic literacy skills up to some extent.

A major contribution of CF is building self-esteem of students. In each school, preparing students to read news in the school assembly from daily newspaper is CF teacher's responsibility. This has reduced stage fear of students.

To be able to operate computer is another great confidence building measure. Children in rural schools can't ask questions to their teachers. While CF teachers are friendly and encourages children to ask questions. Freedom of expression is another

important self- esteem building measure which was closely observed.

Computers have become platform for exposures and enjoyment. They have learnt to operate, to make drawings, to type poems and addresses, see world map and experiment different things like playing games, changing screen savers with their own drawings and photos, playing games and making pictures is great fun for them.

Geeta Vasava, a randomly selected girl of 8th standard of Methi high school walks about an hour from near by village Bavalia, to attend school and her computer class. Her two sisters have dropped out of school, but she wants to study and become a computer teacher some day. She enjoys her computer class. She obtained 70/100 marks in her last computer test.

Impact of CLP on Computer Teachers

It has been quite a challenge for CF to find motivated teachers for computer literacy class in remote rural areas. These teachers require enormous patience and perseverance to work with children who have no literary skills. To generate interest for learning among these students, to teach them basic alphabets and numbers along with fun learning of games, graphics and drawings to sustain their interest and attraction to work on computers is a challenging task.

In the process many young local youths have found their life's mission- clarity about what they want to do in their life. They are remembering impact of their teachers in their life and have started imagining how computer literacy will impact lives of so many young people they are interacting with. This is a great achievement by itself. It is an indication of involvement of these teachers.

Opportunity for local youth to enhance skill:

Teachers say that they teach much more and different things then what they learnt in their private computer classes. Their own skills and confidence enhanced, now as a teacher they have to be systematic and planned, conduct exams, handle 150 to 200 students and maintain coordination with school authorities and CF.

Some of these young people are still in colleges finishing their graduation, for them small additional income is a great boon to finish their studies.

One of the teachers is only 12th pass, he always wanted to be a teacher and this opportunity for providing computer literacy for most oppressed caste and class students has brought a flicker in his life and in the life of his students. Maximum utilization of computers is seen in this school, because it is a school with hostel and the teacher is single so has no family demands.

Program runs out of the school timings and when needed on Sundays. The readiness on part of school authorities to provide space and platform and computer teachers themselves willing to work on Sundays and holidays is the culture of CF program.

Impact of CLP on School/Education System:

A remarkable achievement of CF program is that putting computers in rural schools has already boosted attendance and triggered children's interest in computer literacy and also in mainstream education.

The objective of the mid day meal program was to increase enrolment, attendance and retention of students at government-run primary schools. Similarly like midday meals, computer literacy program of CF has helped to draw more children to schools.

Kanam Kelavani Mandal in the village Choranda has a big school building; some of the classrooms are still vacant. Village has a Panchayat school till 7th std., so normally students will come in 8th std. only, but computer literacy is a big draw and so they could run their 5th standard class.

As narrated by Muljibhai Bhatt, president of Kanam Kelavani Mandal: "Our 5th standard has students because of availability of computer education, (otherwise we had to close the class)."

If these classes continue, they are hopeful that school's infrastructure will be fully utilized, because absenteeism has reduced considerably and more students are retained and enrolled.

Extra resources provided by Cosmo Foundation means a lot to management of these schools. Availability of an extra teacher, who is willing to proxy, for teachers, when they are absent. Extra computer class is always available.

CF celebrates festivals and brings appropriate celebration material, decorates class- rooms by involving school children and brings appropriate eatables for the school, it has created a feeling that school is also place to celebrate and enjoy together. CF disseminates a write up about importance of the different festivals and discusses its significance.

CF subscribes to newspapers and magazines for every school, encourages children to find important news of the day from the newspaper through computer teachers, organizes career guidance programs for 10th standard students. Mukesh Bhatt principal of Pujya Shri Jashuba Swami Vidyamandir, Methi School says "Karkirdi Margdarshan"(career guidance) conducted by CF has brought a great success. Now students come and ask for literature about pursuing their career after 10th. They also seek guidance about selection of discipline with respect to the choice of trade in ITI or polytechnic.

Normally girls from the school take very little part in youth festivals and after such programs, many girls started participating. This reveals the immediate impact of "Karkirdi Margdarshan" conducted in our school. These girls were in our school in 8th and 9th, they never participated, but this time they were really enthused," as opined by Mukesh Bhatt principal of school.

He further added "our school's method of teaching was based on "chalk and talk". Now with the means of computers and CD as a tool of education, the vision of children and teachers has definitely broadened.

"CF also displayed the films on Sardar and Gandhi to share with other five schools. We could not have bought this with the meager grant that we get. There is lot of difference in we teach text book lesson on Gandhijee and showing the film." Most of the principals and teachers whom this reviewer met certainly give credit and praise to CF for its support to schools.

"Every time CF representative comes, we talk about how to improve teaching; those discussions give us new vision. Our President says that as if CF has become our hands and feet" (Foundattion to apada hath-pag bani gayu chhe).

CF has brought many experts from different fields, like life skill educator, art and craft trainer, computer technologist etc that has never happened before. This is first exposure of school to outside visitors.

Principal of Kurali High School says that CF comes with concrete programs; it is not on paper, so we have to support fully ("pachhi amare to tuti ja padvanu hoy").

Principal of Simali High School Piyush Patel was very appreciative of providing full time teacher for

computer class by CF. School has only three classes, 8th 9th and 10th. Government has given computers, so they will have to train one of their teachers. Teachers are not well motivated and training they get is also not so good. He says, "CF teachers are very well trained. Teachers also help in taking classes if some teachers are absent."

One of the mandates of CLP teachers is to activate school library. They bring books to computer class, sorting the books subject wise and encourage children to read according to their interest. Children are encouraged to write about the book they read. This has triggered new interest in students and in one school, schoolteachers also started bringing library books to classrooms.

On community

CF program has very little communication with the community. Most of the interaction is centered within the schools. Reviewer insisted meeting parents in the community instead of inviting them in the schools. It was interesting to see parents' eagerness to meet with CF teachers and functionaries.
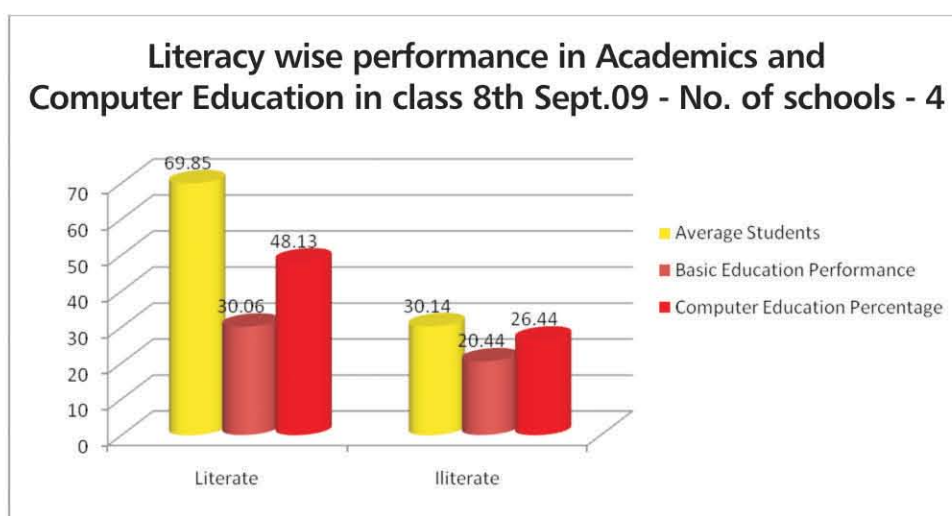
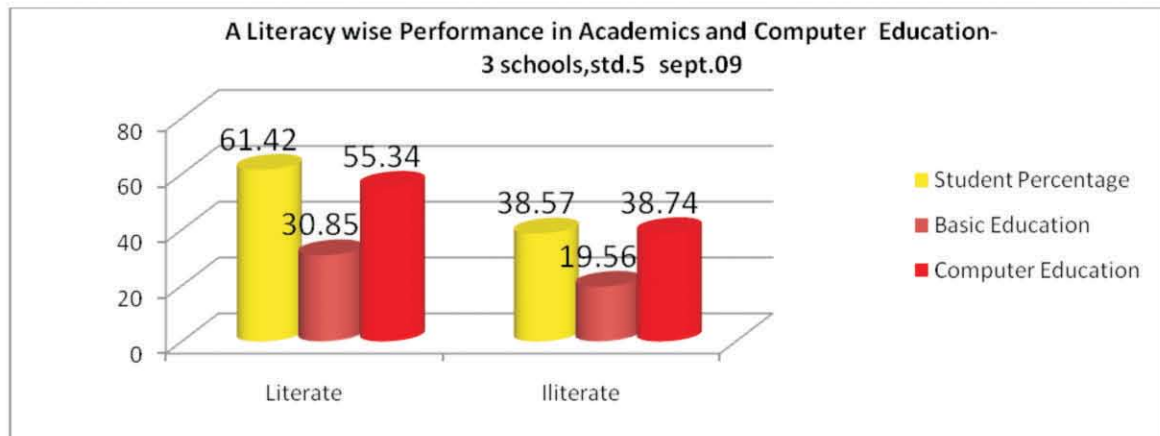# Status of the CLP after Government of Gujarat stepped in

Now with new programs of GOG, brand new computers with LINUX operating systems are given to 4/5 schools of Karjan Block and also recruited Coordinator among five schools, natural reaction would be whether to CF CLP to continue further.

Ambubhai Patel, Principal of Kurali school commented, "GOG has given computers but no teachers are provided, when our teachers go out for Govt recognized training, they do not find the quality education as provided by CF. Thus it is pertinent to mention over here that CF has done very good work in our school. It has generated great enthusiasm among children and their own CLP teachers. We cannot let go CF now, our new computers are operational because of CF.

Challenges

The biggest challenge for CF is lack of reading writing skills of students they work with. CF teachers have to spend considerable amount of their time teaching basic alphabets and numbers. This is a basic requirement for computer literacy.

Literacy wise performance in Academics and Computer Education in class 8th Sept.09 - No. of schools - 4

	Literate			Iliterate		
Average Students	69.85			30.14		
Basic Education Performance		30.06			20.44	
Computer Education Percentage			48.13			26.44

A Literacy wise Performance in Academics and Computer Education - 3 schools, std.5 sept.09

	Literate	Iliterate
Student Percentage	61.42	38.57
Basic Education	30.85	19.56
Computer Education	55.34	38.74

Note:

A sample study of 5th and 8th class students (279 out of 906) was done. PSJSVM, Methi was not included as assessment of students in Sept.09 was not done in this school.

Above mentioned Graph shows the difference in performance in Academics and Computer Subject vis a vis literacy skills.

From the graphs, it reveals that in Standard 5th and 8th, if the literacy skill is appropriate to their respective standard, there is the better performance in academic and computer subject. But if literacy skill is not appropriate, then comparatively, there is less deterioration in performance of computer education. The reasons could be computer subject involves graphic, symbols and children run to operate because of digital attraction.

Erratic electricity supply is another problem in all rural areas. This is a routine problem affecting computers. CF has to find for hardware support for its repair that is not easily available in the remote area.

Now with arrival of computers from GOG, hardware support too comes from them, which require intensive follow up.

CLP runs in four schools with Linux operating system and in one school with window based system. Hence It is a challenging task to organize training, literature, assessment etc. interweaving both the systems.

At times lack luster response of school authorities, to them no work is urgent and they want to deal with every issue at their own speed.

Recommendations

In spite of many hurdles, CF has been able to establish a strong footing in these schools of Karjan Block touching life of 900 plus children. It is an extra ordinary achievement to get cooperation from school authorities in conducting various activities of the school viz. allowing to run CLP for community people and also allowing before and after school timings and excess on holidays and Sundays. Still there is ample scope to strengthen and replicate this program as well as to expand other educational processes. Some of the recommendations are as follow:

For Existing Program

CF has definitely built rapport with school authorities that is truly commendable. But to make a strong foothold in these villages, CF needs to establish good rapport with the community as well. Best entry point in the community is through school children and their parents. Home visits and parents meeting may help this process.

To increase interaction with parents and to develop their appreciation, they may be invited to computer classes.

In each class there are a few students, who are very weak, not able to cope with writing theories and hence avoid coming to computer class. To inculcate their interest in computers, methodology to work with them will have to be different. They may be allowed to do more graphics, artwork and play games, so that their fear of computer is first removed. When discussed with CF teachers, they feel that, if this was done in regular class all students would demand the same. So it is recommended that there may be separate class for very weak students offering few hours in a week.

In Methi and Simali village schools, under utilization of computers and teacher is about 31/2 hours for a day and 5 days a week. The reason for such under utilization is the aforesaid two high schools with only three grades 8th, 9th and 10th. To increase utilization local Panchyat run primary school children may be given access to the class. Since these are Panchyat run schools, CF may have to convince District Development Officer in District head quarters.

Assessments of students are done with more emphasis on theory (30% marks for theory and 20% marks for practical). It is observed that students are much better in operation and even in oral representation than in theory because of limitations of reading writing skills. This system may be changed to encourage students.

For New Program

Note worthy strategy of the program is partnership with local schools. It makes the program economically viable and contributes to strengthen educational processes. It is strongly recommended that CF expand this program to other schools. In Karjan Block 16 Govt. granted schools have received set of computers from GOG. Out of which 7 local trusts have engaged computer teachers, but they do not know LINUX operating system. 5 schools do not have computer teachers. Thus 12 schools have computers but they are still not operational. 4 schools come under umbrella of CF, by hiring a consultant for learning Linux system. CF has done remarkable work – made these computers operational, created conducive environment through professional inputs for the acceptance of new operating system. CF has received requests from 5 new schools to take them under CF's net. This may be considered seriously.

CF may take up supplementary teaching of English, Maths and Science in 5th to 7th class if deemed feasible.

CF has conducted interesting programs on "Urja Bachat" (save the energy) with Community Science Center. Simultaneously, another program on Water Conservation and Rainwater Harvesting may be thought of. Making rainwater-harvesting structures for the school will create lot of awareness among children and provide additional water resource to school.

There is a dire need to set up the facility of sanitary latrines for the school especially for girls. In high schools, many a time's adolescent girls from distant villages are not sent to school when they are in monthly periods in absence of facility of toilets in school. CF may take this up as future program.

Conclusion

Lot of efforts are being done to successfully implement Computer Literacy programs across the nation. Azim Premji Foundation is probably the largest such program in India. It promotes computer aided learning but not in teaching computer as a subject. All have faced many hurdles, but simultaneously experiences of Computer literacy as a draw for rural children seems to be every one's experience. Finding well trained teachers nearby and retaining them, getting school authorities to agree to make school infrastructure available and allow out of school children and adults to use computer class seems to be a universal problem.

CF has successfully handled these issues in a short span of one year and well streamlined the systems to deal with school authorities. CF's advantage has come from starting small and keeps consolidating in the process. It is time to take full advantage of the goodwill created with educational institutions and community through children. Once systems are established and CF is known as no nonsense organization, to expand the program will become easier than starting a fresh.

Current CLP program should also continue until schools are able to continue to run the program on their own with the same depth as CF is doing

CF's effort to significantly invest in local people, local resources and continuously build capability within the organization to work on quality initiatives has kept the cost low and yielded good results and established responsible, non compromising work culture.

Beginning of new initiatives to improve primary education will enhance reading/writing skills of children and as a result they will be better equipped for CLP.

In couple of years CF should be able to make a clear dent looking at present trends of Computer Literacy program.

COSMO FOUNDATION
COMPUTER LITERACY PROGRAMME - REVIEW
Name of the Reviewer: Aruna Lakhani

Sr. no.	Date	Time	Locations	Interview with					
				Students	Parents	Computer Teacher	School Teacher	Principal	President
1	17/12/09	11 to 2	Z.J.Patel Nutan High school, village:Kurali, Karjan	Students of dass 5th	2 mothers 1 father	Ms.Bela Patel	Mr.Parmar	Mr.Amba lal Patel	-----
2	17/12/09	2.30 to 5.30	Pujya Shri Jashuba Swami Vidya Mandir, village: Methi Karjan	Students of class 8th and 9th.	Vrinda's Father	----	-----	Mr.Muke sh Bhatt	-----
3	19/12/09	9 to 12	Harikrupa Ashramshala, Karjan	Students of class 7th, 8th	------	------	------	------	Mr. Chaganbhai Sonera
4	19/12/09	12.30 to 3.30	Harikrupa Ashramshala, Karjan			All computer teachers,Local co-ordinator and Program co-ordinator of cosmo foundation			
5	22/12/09	11 to 1.30	Shri Kanam Vidya Mandir, village:Choranda, Karjan	Group discussion with 8 students from class 7, 8.	Home visits Group meeting with 7 parents		Mr.Kalpes h Patel		Mr.Mulajibhai Bhatt
6	22/12/09	2.00 to 5.00	Simli Sarvajanik High school, Village:Simali	Group discussion with 6 students from class 8,9	----	Mitesh Maharaj	-----	Mr.Piyus h Patel	
7	16/2/10	11.00 to 1.00	Pujya Shri Jashuba Swami Vidya Mandir, village: Methi Karjan	Dialogue with 9th class student Geeta Vasava				Dialogue with Teachers	
		1.00 to 2.00	Shri Kanam Vidya Mandir, village:Choranda, Karjan						

![CF] **Cosmo Foundation**