Impact Report

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SAKSHAM

Reshaping Girls' Future

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Reshaping Girls' Future

Impact Report
2022–2026

20	1890	55	10
Schools	Students	Teachers	Villages

Implemented by
Quality Education Foundation, Barshi

CSR Support
India Exim Bank

Warvade Cluster • Solapur District • Maharashtra

Executive Summary

Radha had written a word "cat" many times, copied carefully from the blackboard. But she had never truly heard it come alive — until the day she tapped a tablet and the word she had been writing for years finally had a voice.

That moment revealed both a gap and a possibility.

SAKSHAM — Intervention for Rural Children in Learning Mathematics and English Language Skills based on Experiential Learning Pedagogy — was a four-year initiative (2022–2026) implemented by the Quality Education Foundation (QEF), Barshi, with CSR support from India Exim Bank.

SAKSHAM intervened at three levels simultaneously:

People

- 55 teachers trained as SAKSHAM Facilitators
- Shift from rote to active facilitation
- Every student tracked individually

Technology

- 1 KW solar panel per school
- Mobile van with 40 Lenovo tablets
- Real-time MIS mobile app tracking

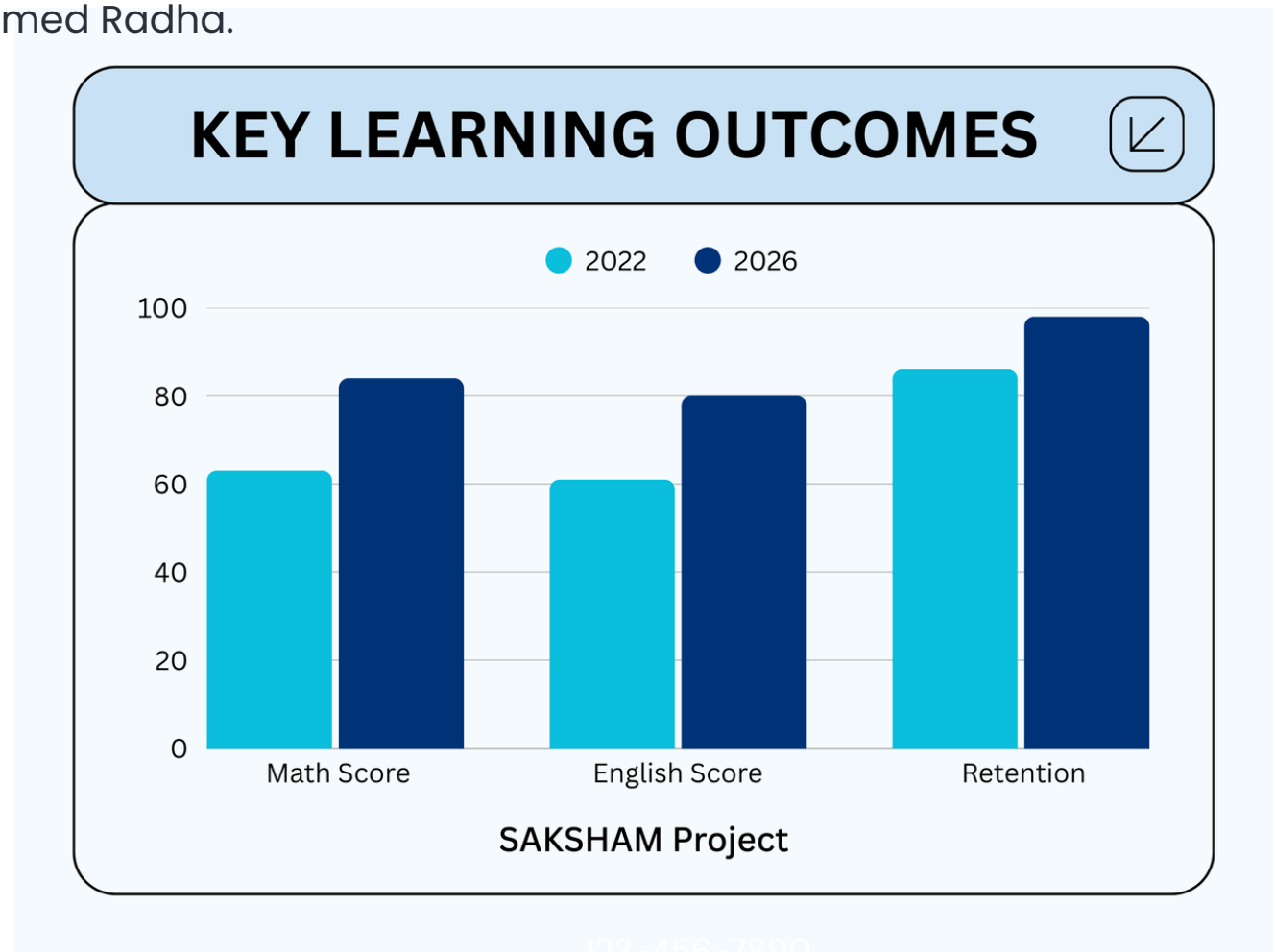
Pedagogy

- Activity-based experiential sessions
- Concept videos in local language
- Group discussion after each video

Executive Summary

Between 2022-2026, SAKSHAM has delivered 2400+ learning improvement sessions focusing on 120 concepts. Each child received a tablet to learn at their own pace, in their own language. The session closed with a 10-point assessment — not to grade children, but to confirm, with evidence, that the concept was understood.

The result, over four years, was measurable, documented, and independently validated. SAKSHAM delivered outcomes that the government system had not been able to achieve in decades. NEP 2020 asks every child to achieve foundational literacy and numeracy by Grade 3. Warvade already has the answer. Radha can now do more than write the word "cat." She can say it, spell it, use it in a sentence — and teach it to someone younger than her. That is what NEP 2020 calls Foundational Literacy. In Warvade, it is no longer a policy goal. It is a girl named Radha.



Project Rationale

In Jan 2021, QEF conducted a Need Assessment Survey across all 20 schools in the Warvade cluster to test whether children aged 6 to 14 had achieved grade-appropriate competencies in Mathematics and English. The findings were stark.

Learning Crisis

4

Classroom Engagement

Classroom engagement was limited to just 4 students per lesson

34%

Grade appropriate competiencies

Only 34% of students across the cluster had met the grade appropriate competiencies .

61

Average test score in English

English instruction was limited to copying words from a blackboard with no exposure to pronunciation, listening, or conversation.

64

Average test score in Math

In Mathematics, children could recite multiplication tables but could not apply them to real-world problems

320

Average no of English words known to students

Children who had completed Grade 4 — four full years of schooling — knew an average of 320 English words.

Project Rationale

The Infrastructure Barrier

The Warvade cluster schools were not entirely without resources. 10 schools had smart TV and 5 had projectors. But continuous electricity was unreliable. Power cuts rendered this equipment effectively useless. Digital learning, in theory available to these children, in practice it was inaccessible.

The English Deficit

For children in rural Maharashtra, English is not just a subject — it is a gateway. Access to higher education, competitive examinations, and the formal employment sector all require functional English. Yet in Warvade, English instruction was limited to copying words from a blackboard with no exposure to pronunciation, listening, or conversation. This gap, if left unaddressed, would follow children into adulthood and close off opportunities before they became visible.

The Gender Dimension

Girls in the cluster faced a compounded disadvantage. Baseline data showed girls lagged behind boys in both confidence and academic performance — not because of any inherent gap in ability, but because of lower expectations, fewer role models, and early social pressure around domestic responsibilities. The programme built gender-responsive strategies into its design from the outset, including the specific tracking of girls' participation and outcomes throughout all four years.

Project Objectives

Deliver

Deliver 40 structured intervention sessions in Mathematics and English over a period of 32 weeks in each academic year,using experiential learning methodology.

Train

Train 55 teachers from the 20 schools in the Warvade cluster as SAKSHAM Facilitators — equipping them to design, deliver, track, and monitor offline learning activities of students.

Conduct

Conduct all intervention sessions using digital content uploaded on tablets, combined with the existing infrastructure available in schools.

Ensure

Ensure weekly tablet access to every student through a dedicated mobile van visiting each village once a week.

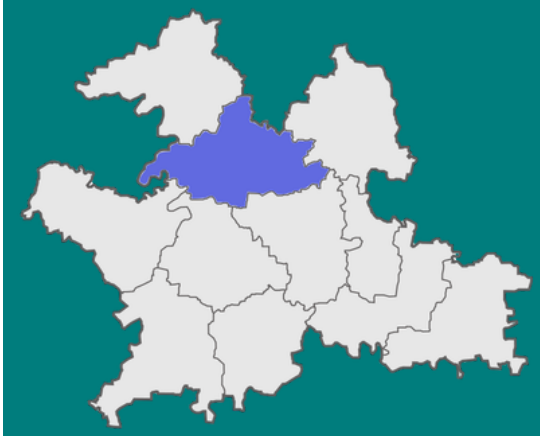
Install

Install a 1 KW capacity solar panel system in all 20 schools that remains fully operational for uninterrupted learning delivery.

Project Coverage

SAKSHAM operated across the Warvade cluster in Solapur district. The cluster comprises 10 villages spread across a rural geography where schools were small, teachers were few, and resources were limited.

Parameter	Detail	Number
Geography	Villages covered	**10**
Schools	Government schools	**18**
Schools	Private schools	**2**
Students	Total beneficiaries	**1,890**
Students	Boys	**928**
Students	Girls	**962**
Teachers	Trained as SAKSHAM Facilitators	**55**
Average school size	Students per school	**80**
Socio-economic	Families below poverty line	**Majority BPL**

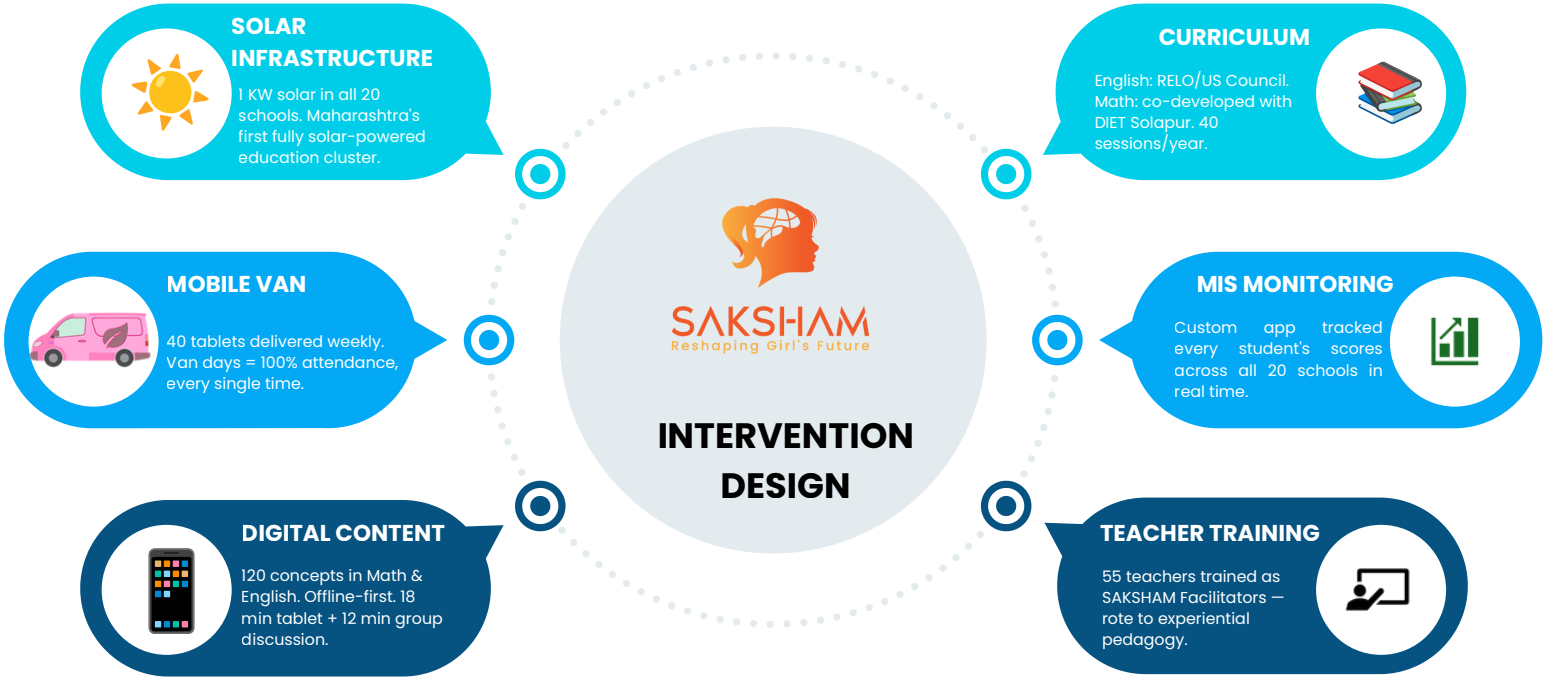


Project Coverage

The 1,890 children in SAKSHAM came overwhelmingly from families below the poverty line. Most parents were agricultural labourers or small farmers. For many, education beyond primary school was not a given — seasonal agricultural demands pulled children, particularly girls, away from school. English was not spoken at home. The only exposure to digital technology many of these children had ever had was a shared family mobile phone. When the SAKSHAM van arrived with 40 tablets, it was, for most of them, the first time they had held one.

Intervention Design

The SAKSHAM intervention was a carefully sequenced, four-year model built on the principle that lasting change requires repeated, structured exposure — not occasional events. The design addressed three simultaneous challenges: what children would learn, how they would access learning tools, and who would sustain the learning between visits.



The six days between van visits were not idle. SAKSHAM Facilitators were responsible for monitoring assigned activities, conducting weekly assessments, and maintaining student logbooks. This between-session structure separated SAKSHAM from a typical 'demo day' programme: children were expected to practise, facilitators were expected to track, and the MIS system ensured data flowed upward to programme managers in real time.

Intervention Design

Session Structure

Over each 32-week academic year, SAKSHAM conducted 40 structured intervention sessions per school — 20 in Mathematics and 20 in English. **This translates to more than 2400 learning improvement sessions delivered across the four-year programme period.**

Every week, a mobile van carrying 40 preloaded Lenovo tablets visited each school, staying for two hours. The tablets held digital content covering 120 carefully curated concepts in Mathematics and English.

Each child received a tablet for 18 minutes — watching concept-specific videos, learning at their own pace, in their own language. This was followed by 12 minutes of structured group discussion, where the facilitator brought the concept alive through conversation and activity. The session closed with a 10-point assessment — not to grade children, but to confirm, with evidence, that the concept had landed.

Children learned mathematics through action sheets and hands-on problem-solving; they learned English through pronunciation exercises, audio-visual tools, quizzes, and conversation practice.

Technology Enablement

Technology in SAKSHAM was not decorative. It was structural. The programme was designed with a clear understanding that technology without infrastructure is useless — and that infrastructure without pedagogy is equally hollow. SAKSHAM addressed both.

40 Lenovo Tab M8 HD tablets (8-inch, 2GB RAM, 32GB storage, Wi-Fi enabled) were preloaded with curated English and Mathematics content and delivered weekly by mobile van. The content included audio-visual explanations, pronunciation guides, interactive quizzes, and activity-based exercises — all designed to make learning tangible for children who had never used a digital device before.

Technology Enablement

The most transformative infrastructure investment of SAKSHAM was the installation of 1 KW solar power systems in all 20 schools. Each system comprised Ware Solar PV modules (335 Wp, 3 units with 25-year warranty), a Microtek Solar Inverter (2.5 KVA), and Exide C-10 batteries (150 Ah, 2 units). The result: 24×7 electricity in every SAKSHAM school. Equipment that had gathered dust for years came alive. Warvade became the first — and currently the only — cluster in Maharashtra running entirely on solar power for education delivery.

Teacher Capacity Building

SAKSHAM program has invested heavily in teachers to become SAKSHAM Facilitator . Training program covered -

•Introduction to Online and Technology-Enabled Teaching

•Session Content Knowledge — deep enough to explain, adapt, and respond to student questions

•Preparatory and Post-Teaching Actions: lesson planning, reflection, and adjustment

Teacher Capacity Building

From Training to Practice

After initial training, facilitators were supported through regular monthly review meetings where implementation challenges were surfaced, solutions identified, and individual teacher performance tracked.

Teachers who had spent years delivering chalk-and-talk lessons began using tablets to explain concepts. Classroom participation — which had averaged just 4 actively engaged students per lesson at baseline — tripled to 12 students per lesson by programme's end. This shift was not caused by tablets. It was caused by teachers who had learned to teach differently.

Teacher of the Month

Out of 55 teachers, one is selected each month as the Teacher of the Month and awarded a certificate in 2025-26. The selection is based on students' performance in weekly assessments, particularly the number of students achieving top scores. 10 teachers received this award in 2025-26. And 6 of them are female teachers.

Monitoring & Evaluation

SAKSHAM's M&E framework was built on a principle that is rare in NGO programming: the commitment to being wrong. The programme did not assume its interventions would work — it designed a system to find out if they did, and to course-correct when they did not. The framework was co-developed with Pune University's Department of Education.

Baseline Assessment

Before the first session was delivered, QEF assessed all 1,890 students to establish where children were starting from — calibrating content to actual need, not assumed need

Continuous Formative Assessment

Every intervention session included post-session assessment. The MIS app aggregated data across all 20 schools in real time — if a concept was missed, facilitators knew before the next visit and could course-correct immediately.

Teacher and Parent Feedback

Structured interviews and focus group discussions with teachers, parents, and school heads at regular intervals — capturing what numbers could not: shifts in confidence, changes in parental attitudes, and the moment a child first raised their hand to answer in English.

Endline Assessment

The 2026 endline used the same instruments as the 2021 baseline — enabling direct, like-for-like comparison of learning gains. Results were cross-validated against government FLN district rankings, providing external confirmation that impact was real and systemic.

Key outcomes- Students

Improved FLN Ranking

Warvade cluster's ranking in FLN at district level jumped from 120 to 68 in four years.

English Proficiency

Average word recognition tripled, reaching 1,000 words per student by Grade 4.

Classroom engagement

Classroom engagement has tripled in four years.

Learning outcomes

96% of children achieved grade-appropriate learning outcomes.

Key outcomes- Students

Outcome Area	Baseline (2021)	Endline (2026)
Mathematics Test Score	64	**84 (+20 pts)**
English Test Score	61	**80 (+19 pts)**
FLN District Ranking	120th	**68th**
Student Retention Rate	86%	**98%**
Classroom Participation	4 students/lesson	**12 students/lesson**
English Word Recognition	320 words (Grade 4)	**1,000 words (Grade 4)**
Gender Performance Gap	Girls behind boys	**Girls ahead of boys**

Key outcomes – Schools & Teachers

Teaching Method

Teachers adopt activity-based, child-centered methods with renewed confidence.

Experiential tools

Smart classrooms and hands-on learning replace rote teaching.

Learning environment

Classrooms transformed into vibrant, joyful spaces of learning.

Academic processes

Structured planning, assessment, and review systems now drive every classroom.

Impact Highlight

Girls Lead

Girls outperformed boys both in English & Math consistently

4.2%

Increase in Student Enrolment

Total student enrolment in the cluster increased by 4.2% in four years.

5X

Listening practice exposure

Improved fivefold, from 1 hour to 5 hours per year.

20

Average Score Gain in Math & English

Test score increased by 20 points on average

98%

Retention Rate

Retention rate rose dramatically from 86% to 98%.

Case Study

Case Study

Javed Mujawar teaches at Gorvasti School — a small Zila Parishad school in Paritewadi village with 32 students and 2 teachers. Before SAKSHAM, the school was typical of its cluster: a blackboard, a few textbooks, and children who copied without comprehending.

Then the van began arriving. Every week. Word spread the way it does in small villages — fast and without any announcement. On van days, Mujawar Sir noticed that class attendance was 100%. Every time.

One afternoon, a seven-year-old girl stood at the school gate. She had seen the van from the road. She wanted to know what it was, and why the children inside were so different.

Mujawar Sir explained: India Exim Bank is supporting a programme called SAKSHAM. The van came every week. Every child got a tablet. They learned on it — Mathematics and English, through activities and exercises they could hear, see, and touch.

The next morning, the girl came back. With her father. “Papa,” she said, “I want to study in this school. Starting today.” Her father enrolled her that same day.

Today, every morning at Gorvasti, the Pratigya is recited in three languages — Marathi, Hindi, and English. Not because a teacher told the children to. Because they learned it.


Case Study

Case Study

Gayatri, Class 7, ZP School Akole. For years, English class meant one thing: copy what the teacher wrote on the blackboard. She could spell every word correctly. But the moment a teacher asked her to speak — her eyes dropped, her throat closed, and the words she knew so well refused to come out.

Fear does that. Especially in classrooms where being wrong is the same as being embarrassed.

Then the SAKSHAM van arrived at her school. . A tablet was placed in her hands — not to copy from, but to learn with. She tapped on a word. It spoke back to her. She recorded her own voice. She heard herself. She tried again. And again. No one was watching. No one was judging.

The fear did not leave all at once. But week by week, it had less room.

Three years later, in 2025, senior officials from India Exim Bank visited Akole School. The school chose Gayatri to represent them.

She stood up. She looked at the officials. And she said, " I am standing here because you helped me to unleash my potential." — in English — without stopping, without looking down.

The girl who once couldn't find her voice had just used it in front of the people who gave her the chance to find it.

Teacher's Feedback

"Earlier, even though we had equipments, frequent power cuts made it difficult to use. With electricity available 24*7 through solar power, I have been able to adopt digital pedagogical skills in my classroom."

Mrs. Kute
Teacher

"On the days when the tablet van visited our school, I consistently observed 100% attendance in my classroom. Students have developed a strong interest in learning through the use of tablets, finding the experience engaging and enjoyable."

Mrs. Kuber
Teacher

" The concepts I taught were revisited by students using tablets, which helped reinforce their learning. As a result, 100% of the students in my class achieved the intended learning outcomes in mathematics."

Mr. Kadam
Teacher

Challanges & Mitigation

CHALLENGES

Frequent electricity outages disrupted digital learning in early programme phases

Student attendance varied due to seasonal agricultural work and family obligations

Connectivity limitations in remote villages restricted real-time learning.

Initial resistance from some teachers and parents to technology-based pedagogy

MITIGATION

Solar power kits installed in all 20 schools, ensuring 24×7 electricity for digital tools

Flexible scheduling accommodated seasonal attendance variations

Offline-accessible digital content ensured learning continuity without internet

Dedicated teacher training & handholding reduced resistance and built confidence

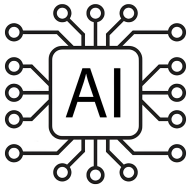
Recommendations

Scale Geographically

Scale the SAKSHAM model to 50 schools across Solapur district in the next phase

Strengthen Teachers

Establish a continuous teacher mentoring model with peer-learning circles and digital resource banks



Promote AI powered learning

Integrate AI-driven personalized learning tools to adapt instruction for every child.

Power the Future

Target 50 solar-powered schools by 2027, generating 180,000+ kWh of clean energy annually

Influence a Policy

Share SAKSHAM findings with the district education department for policy integration

Conclusion

Four years ago, Warvade ranked 120th in Solapur district for foundational literacy and numeracy. Girls dropped out early. Classrooms were quiet. Digital equipment sat unused because the power never stayed on.

Today, Warvade ranks 68th. Retention stands at 98%. Girls are outperforming boys in both English and Mathematics. A seven-year-old girl walked through a school gate because she saw a van and wanted what the children inside had.

Conclusion

SAKSHAM demonstrates that rural classrooms can become centres of active, equitable, and sustainable learning — when the right combination of technology, pedagogy, teacher ownership, and community trust is brought together with sustained commitment.

India's NEP 2020 envisions a future where every child has access to quality foundational education. SAKSHAM is proof that this vision is achievable — school by school, village by village, one van visit at a time.

The foundations are firmly laid. The model is proven. The next chapter requires the same partnership that made this one possible.

Media

सोलापूर जिल्हा

टॅबमध्ये पुस्तक • अकोले बुद्रुक शाळेत व्हॅनचे उद्घाटन, भारतीय एक्झिम बँकेचा उपक्रम

वरवडे केंद्रांतर्गत २० शाळांमध्ये टॅब्लेट व्हॅनद्वारे देताहेत इंग्रजी अन् गणिताचे धडे

प्रतिनिधी | टेंभुर्णी

दोन्ही विषयातील अवघड संकल्पना सोडवण्यासाठी उपयुक्त

माढा तालुक्यातील वरवडे केंद्रातील २० जिल्हा परिषद शाळांमधील विद्यार्थ्यांची गणित व इंग्रजी विषयांतील संपादणूक पातळी वाढवण्यासाठी भारतीय एक्झिम बँकेच्या वतीने ६० टॅब्लेट असणारी टॅब्लेट व्हॅन देण्यात आली असून, याचे उद्घाटन बँकेच्या डेप्युटी मॅनेजिंग डायरेक्टर दीपाली अग्रवाल व सीएसआर अधिकारी रेन रोड्रिग्स यांनी दि. १५ एप्रिल रोजी अकोले बुद्रुक येथील जिल्हा परिषद प्राथमिक शाळा अकोले बुद्रुक येथे केले.

या भेटीत त्यांनी विद्यार्थ्यांची इंग्रजी व गणित विषयातील प्रगती प्रत्यक्ष पाहिली. ही टॅब्लेट व्हॅन वरवडे केंद्रातील सर्व जिल्हा परिषद शाळांत आठवड्यातून एकदा जाणार असून टॅबच्या मदतीने गणित व इंग्रजी विषयाचे धडे मुलांना शिकवले जाणार आहेत.एक्झिम बँकेच्या सीएसआर निधीतून वरवडे केंद्रातील २० शाळांना सोलर पॅनलदेखील देण्यात आलेले असून, सौर ऊर्जेच्या माध्यमातून सर्व शाळांमधील डिजिटल साधने वापरात आहेत. या कार्यक्रमास शाळेचे मुख्याध्यापक, शिक्षक, पालक, ग्रामस्थ, व्यवस्थापन समिती सदस्य, सरपंच, पालक, शिक्षक, ग्रामस्थ यांची उपस्थिती होती.

माढा तालुक्यातील अकोले बुद्रुक शाळेत टॅबवर संकल्पना समजून घेत असताना विद्यार्थी.

जिल्हा परिषदेच्या या शाळांत जाते व्हॅन

कदमवस्ती परितेवाडी, परितेवाडी, गोरेवस्ती परितेवाडी, चव्हाणवस्ती परितेवाडी, वरवडे, गायकवाड वस्ती, वरवडे, आकुंभे, कदमवस्ती आकुंभे, अहेरगाव, अकोले बुद्रुक, गायकवाड वस्ती अकोले, अजगर वस्ती, जठार वस्ती वेनेगाव, वेनेगाव, कदम वस्ती वेनेगाव, नाळेवस्ती, चव्हाणवाडी, विनायक विद्यालय, वरवडे, रयत हायस्कूल, वरवडे या शाळांमध्ये व्हॅन जाणार आहे. त्या-त्या शाळेत मुलांना इंग्रजी आणि गणिताचे धडे देणार आहे.

सर्व शाळांमध्ये सोलर पॅनलद्वारे वीजनिर्मिती, त्याच शाळेत जाणार आहे टॅब्लेट व्हॅन

राज्यातील एकमेव केंद्र जिथे सर्व शाळांत सोलर वीज वापरली जाते. मागील दोन वर्षात ३० हजार युनिट वीज निर्मिती, एकूण १८९० विद्यार्थ्यांना लाभ गणित व इंग्रजी विषयावर भर ६० टॅब्लेट असणारी व्हॅन आठवड्यातुन एकदा दोन तासांसाठी शाळेत जाते. पालक व शिक्षकांसाठी विशेष प्रशिक्षण फायदा पटसंख्या वाढ आठ टक्के गणित व इंग्रजी विषयात सरासरी गुणात १३ अंकांची वाढ झाल्याचे दिसते. दैनंदिन उपस्थिती १०० टक्के आहे.

BREAKING NEWS

The Indian EXPRESS
JOURNALISM OF COURAGE

Premium

Solar panel on rooftops of Solapur Zilla Parishad schools end electricity woes

Gorewasti ZP school is one of the 17 ZP and two government-aided schools from Madha taluka; for whom electricity shortage is a thing of the past now.

Media

राज्यातील पहिला प्रयोग : एक्झिम बँकेचा पहिलाच प्रयोग यशस्वी

माढ्यात १७ जिल्हा परिषद शाळा अन् दोन हायस्कूलमध्ये सोलर ऊर्जा निर्मिती

इन्फो स्टोरी

गणेश पोळ

लोकमत न्यूज नेटवर्क

टेंभुर्णी : राज्यातील अनेक जिल्हा परिषद शाळांमध्ये वीज नसल्याची ओरड कायमच असते. बिल न भरल्यामुळे अनेक शाळांचे वीज कनेक्शन तोडले जाते. विजेअभावी जिल्हा परिषद शाळांमधील संगणक, प्रोजेक्टर यासारखी डिजिटल साधने वापराविना धूळ खात पडलेली असतात. मात्र, याच समस्येवर उपाय म्हणून एक्सिम बँकेने माढा तालुक्यातील वरवडे केंद्रातील १७ जिल्हा परिषद शाळा व २ अनुदानित हायस्कूल अशा १९ शाळांमध्ये एक किलोवॅट क्षमतेचे सोलर पॅनल बसविले आहेत.

याकरिता एक्सिम बँकेने त्यांच्या सीएसआरमधून सर्व रक्कम खर्च केली आहे. मागील वर्षभरात वरवडे केंद्रातील सर्व शाळांमध्ये एकूण ३० हजार युनिट विजेची निर्मिती झाली आहे. सोलर ऊर्जा निर्मिती करणारी राज्यातील पहिली केंद्रशाळा म्हणून वरवडे केंद्राची ओळख निर्माण झाली आहे.

एक्सिम बँकेच्या विशेष सहकार्याने वरवडे केंद्रातील सर्वच जिल्हा परिषद शाळांमध्ये सौरऊर्जा निर्माण होतेय. या अंतर्गत वरवडे केंद्रातील जिल्हा परिषद शाळेतील मुलांना टॅबच्या मदतीने शिक्षण देणारी मोबाइल वॅन आणि ४ स्वयंसेवक नियुक्त केले आहेत. ही मोबाइल वॅन प्रत्येक शाळेत आठवड्यातून एकदा जाते आणि मुलांना टॅबच्या मदतीने गणित व इंग्रजी विषयातील कठीण संकल्पना सोप्या भाषेत समजावून सांगितल्या जात आहेत.

यासोबतच शाळांमधील डिजिटल साधने वापरात यावी म्हणून सोलर पॅनलदेखील बसवण्यात आले आहेत. शाळांच्या भौतिक गरजा व मुलांच्या शैक्षणिक गरजा लक्षात घेऊन हा उपक्रम राबवण्यात येत असल्याने जिल्हा परिषद शाळांच्या गुणवत्तेत वाढ होईल, असा विश्वास वरवडे केंद्राचे केंद्रप्रमुख शिवराज ढाले यांनी व्यक्त केला.

या नावीन्यपूर्ण उपक्रमाबाबत केंद्रीय मुख्याध्यापक छगन गवळी, गटशिक्षणाधिकारी विकास यादव यांनी एक्सिम बँकेचे आभार मानले. ग्लोबल टीचर पुरस्कार विजेते शिक्षक रणजितसिंह डिसले यांनी याकरिता विशेष प्रयत्न केले आहेत.

वरवडे जिल्हा परिषद केंद्रशाळेतील १९ शाळांमध्ये एक्झिम बँक अंतर्गत सोलर पॅनल बसवून दिलेले आहेत. राज्यातील हा पहिलाच प्रयोग असून, ३० हजार युनिट वीज निर्मिती यापासून झाली आहे.

पर्यावरणाचे रक्षण

३० हजार युनिट वीज निर्मितीपासून २७ मेट्रिक टन कार्बनडाय ऑक्साईड हवेत फेकला गेला असता. कोळशापासून वीज निर्मितीमध्ये हवेतील प्रदूषण होत असते. ३० हजार युनिट सोलर वीज निर्मितीमुळे पर्यावरण रक्षण झाले आहे.

वर्षाला दीड लाखाची बचत..

या १९ शाळांतील सोलर वीज निर्मितीमुळे वर्षाला साधारण दीड लाख रुपयांची बचत झाली आहे. इथून पुढे १५ ते २० वर्षे हे सोलर पॅनल काम करणार आहेत.

> राज्यातील प्रत्येक जिल्हा परिषद व सरकारी शाळेत राजाश्रय किंवा एनजीओच्या माध्यमातून सोलर वीज निर्मिती केल्यास मुलांना याचा फायदा होणार आहे. पर्यावरणाचे रक्षणदेखील होणार आहे. शिल्लक वीज उन्हाळ्याच्या सुटीत विकताही येऊ शकते. यापासून आर्थिक फायदा होणार आहे. यासाठी आम्ही प्रयत्नशील आहोत.
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> - रणजितसिंह डिसले, ग्लोबल शिक्षक परितेवाडी, ता. माढा

> वरवडे केंद्र अंतर्गत वरवडे, परितेवाडी, आहेरगाव, वेणेगाव, अकुंभे आणि अकोले बुद्रुक या गावांतील जिल्हा परिषद शाळांमध्ये एक्सिम बँकेने सीएसआर अंतर्गत सक्षम प्रकल्प सुरु केला आहे. सोलर पॅनलच्या वापरामुळे वीज बिलाचा प्रश्न कायस्वरुपी मिटला आहे.
>
> - जाविद मुजावर, मुख्याध्यापक, गोरे वस्ती, वरवडे

BREAKING NEWS

वरवडे केंद्रातील १७ जि.प. शाळांना सौरऊर्जेवरील वीज

सर्व शाळांमध्ये सौरऊर्जा असणारे राज्यातील पहिले केंद्र; एक्सिम बँकेचे सहकार्य

■ सूर्यकांत बनकर :
सकाळ वृत्तसेवा

करकंब, ता. १३ : राज्यातील बहुतांश जिल्हा परिषद शाळांमध्ये विजेचा प्रश्न कायम आहे. औद्योगिक पट्ट्यातील भारनियमन होणारी वीज आकारणी आणि वीजबिल भरण्याची कोणतीही नसणारी आर्थिक तरतूद यामुळे शाळांमधील वीजजोडणी खंडित केलेल्या आहेत. या पार्श्वभूमीवर वरवडे (ता. माढा) केंद्रातील सर्व म्हणजे १७ जिल्हा परिषदांच्या शाळा आणि दोन माध्यमिक विद्यालयांना मुंबई येथील एक्सिम बँकेने एक किलोवॉट क्षमतेचे सौरऊर्जा पॅनल चमकले आहेत. याकरिता बँकेने त्यांच्या सीएसआर फंडातून सर्व रक्कम खर्च केली आहे.

वरवडे (ता. माढा) : वेणीत शाळेवर बसवलेले सौरऊर्जा पॅनेल. (दुसऱ्या छायाचित्रात) टॅबच्या साह्याने शिक्षण घेताना विद्यार्थी.

सध्या राज्यभरातील जिल्हा परिषदांच्या शाळांमधील वीजबिलाच्या प्रश्न ऐरणीवर आला आहे. परिणामी मिळे वकील जळून वीज वितरण कंपनीने अनेक शाळांचा वीजपुरवठा खंडित केला आहे. परिणामी, विजेअभावी शाळांमधील संगणक, एलसीडी प्रोजेक्टर यांसारखी डिजिटल साधने वापराविना धूळखात पडलेली असतात. मात्र याच समस्येवर उपाय म्हणून माढा तालुक्यातील वरवडे केंद्रासाठी एक्सिम बँक धावून आली. ग्लोबल टीचर रणजित डिसले यांच्या मार्गदर्शनाखाली बँकेने केंद्रातील सर्व १७ जिल्हा परिषद शाळा व दोन माध्यमिक विद्यालयांमध्ये सौरऊर्जा पॅनल बसवले आहेत. त्यातून मागील वर्षभरात सर्व शाळांमध्ये एकूण ३० हजार युनिट विजेची निर्मिती झाली आहे. शिवाय सौरऊर्जा निर्मिती करणारी राज्यातील पहिले केंद्र म्हणून वरवडे केंद्राची ओळख निर्माण झाली आहे.

> जिल्हा परिषद शाळांमधील वीजविलाच्या समस्येचे निराकरण सौरऊर्जेच्या माध्यमातून करता येते, हेच या उपक्रमातून दिसून आले. मला आशा आहे, की याचे अनुकरण इतरही संस्था करतील. ग्रामपंचायती नाफतेही जिल्हा परिषदांच्या शाळांना सौरऊर्जा पॅनल दिले तर ही समस्या कायमची निकालात निघू शकते.
>
> - रणजित डिसले, ग्लोबल टीचर

विद्यार्थ्यांना टॅबच्या मदतीने शिक्षण

सौरऊर्जा पॅनलबरोबरच एक्सिम बँकेने त्यांच्या सीएसआर फंडातून वरवडे, परितेवाडी, आहेरगाव, वेणेगाव, अकुंभे आणि अकोले बुद्रुक या गावांतील जिल्हा परिषद शाळांमध्ये सक्षम प्रकल्प सुरू केला आहे. याअंतर्गत विद्यार्थ्यांना टॅबच्या मदतीने शिक्षण देणारी मोबाईल व्हॅन आणि चार प्रशिक्षित स्वयंसेवक नियुक्त केले आहेत. ही व्हॅन प्रत्येक शाळेत आठवड्यातून एकदा जाते आणि मुलांना टॅबच्या मदतीने गणित व इंग्रजी विषयातील कठीण संकल्पना सोप्या भाषेत समजावून सांगितल्या जातात. यासोबतच शाळांमधील डिजिटल साधनांचाही वापर व्हावा हे स्वयंसेवक शिक्षण देतात. सौरऊर्जा पॅनलमुळे या शाळांमधील विजेचा प्रश्न कायमचा निकाली निघाल्यामुळे गटशिक्षणाधिकारी विकास यादव, केंद्रप्रमुख शिवराज ढाले, केंद्रीय मुख्याध्यापक छगन गवळी, मुख्याध्यापक जाविद मुजावर यांनी एक्सिम बँकेचे आभार मानले.

> एक्सिम बँकेने वरवडे केंद्रातील सर्व शाळांना सौरऊर्जा पॅनल तर दिलेच पण केंद्रातील विद्यार्थ्यांसाठी मोबाईल व्हॅनच्या माध्यमातून चार... प्रशिक्षित स्वयंसेवकांमार्फत टॅबद्वारे शिक्षण दिले जात आहे. ही आनंददायी संकल्पना खूपच अभिमानास्पद बाब आहे. विशेष म्हणजे हा उपक्रम तीन वर्षे चालणार असल्याने त्याचा विद्यार्थ्यांना खूप फायदा होणार आहे. भविष्यात तालुक्यातील आणखी शाळांना इतर बँका व कंपन्यांनी अशाच प्रकारे मदत केली तर गोरगरिबांच्या मुलांना काळाबरोबर शिक्षण घेता येईल.
>
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