



Engaging Community to Boost Anganwadi Attendance

Empowering mothers to fill the gap and
keep children engaged in learning even
when the teacher is absent

Leader Name : Sujatha
Leader Designation: Teacher

School Name: Doddkanalli Anganwadi
Location : Doddkanalli, Bangalore
Karnataka, India

Testimonial

“Both the Anganwadis and the children need me. I can’t change the system. But I am trying to change small things so that children do not stop coming to the centre.”*




- Sujatha
Teacher

*Sujatha is managing two Anganwadis.








The Challenge




Sujatha has been assigned the responsibility of managing two Anganwadis since the retirement of one of the teachers in a neighbouring Anganwadi. However, this has resulted in her having to divide her time between the two locations, causing her children to lose out on valuable learning time. The children attending her Anganwadi were becoming irregular due to her inability to be present all six days of the week. On the days when she was required to be present at the other centre, parents were hesitant to send their children to her Anganwadi, unsure of how the children would spend their time without her guidance.










The Change



Sujatha reached out to three mothers from her class, asking if they would be willing to come on the days when she was not available. She even took the time to suggest some activities that the mothers could engage the children in. The mothers agreed and started taking turns to come to the Anganwadi on days when Sujatha was not present, actively engaging the children in fun and educational activities.



Project Steps

1. Sujatha recognized that her absence from the centre was causing children to become irregular in their attendance.
2. She reached out to three mothers from her class and explained the situation to them.
3. Sujatha asked the mothers if they would be willing to come in on days when she was not available to guide the children.
4. She also suggested some activities that the mothers could engage the children in, to keep them interested and engaged.
5. The mothers agreed to help out and started taking turns to come to the Anganwadi on days when Sujatha was not present.
6. The mothers actively engaged the children in small activities and helped to maintain the momentum of learning even when Sujatha was not there.



MAKKALA JAGRITI

Creating equitable learning spaces for children and youth, to promote equal opportunities.