

## Table of Contents

Director's Note	3
Teacher Development	5
Education to Employability	12
Naba Disha- Our Urban Education Centres	17
Shiksha Satra: Our Rural School	23
Madrasah Quality Improvement Project	27
Social Science Project	31
Early Childhood Education	35
Research, Documentation and Publications	38
Audited Account	43
Governing Body of Vikramshila	45
Programme Calendar	46
Behind the Scene	54
Thank You	55

---



## Director's Note



This year we have completed 25 years. A landmark year, and a naturally fitting time to take stock and reflect on a few basic questions: What is the road that we have traversed? Was the journey meaningful? How far have we achieved our objectives? Have we remained true to our vision? most importantly, have we been able to remain relevant in a world that is undergoing changes at an exponential rate?

I have been asking myself and my staff these questions, on and off in the course of this past one year. A great deal of change has occurred in our country in these 25 years, but sadly the quality of education available to a majority of our children has remained disappointingly poor. Children are not learning, a large number of children are still not able to complete their education, and a significant number of children who are able to reach high school are not getting equipped to access the new opportunities that are available, due to lack of proper career orientation and employability skills.

Our journey however, has been an exciting one because we chose to follow our heart and respond to the evolving needs of the children. Our programming has grown with our children and we have developed a multigenerational approach towards learning and development. We had started our work with early childhood education in 1989 and today we are working across the K-10 spectrum through our various projects. Naba Disha, our flagship project with urban deprived children is a live demonstration of this *life span approach to education* where children enter the learning centre at the age of 3 and leave it at 18, after completing their Class XII Board examination. Naba Disha is not a school but a support centre that makes sure that children get

access to essential resources that are not available to them either at home or in school, such as - library books, learning support materials, computers, opportunities for project work, citizenship training and employability skills development. These are the resources that ultimately help build social capital in our target communities, allowing children to pull themselves out of the poverty cycle and embarking on a lifelong journey of growth and development.

Last year we were able to reach out to 1721 teachers and 22850 children through our various projects. There are six major strands in our work - early childhood education, early grade reading, remedial education, citizenship education and employability skills development. Last year we introduced ITE (Integration of Technology with Education) , to try and create a level playing field for children from underprivileged homes. To sum up our quarter century journey, perhaps we are continuing with the same objectives since the basic problems that we are trying to address have remained unchanged: but there is a difference - *we are doing them differently*. Let us hope our efforts to make a difference in the lives of children we work with continue to grow in a positive spiral.



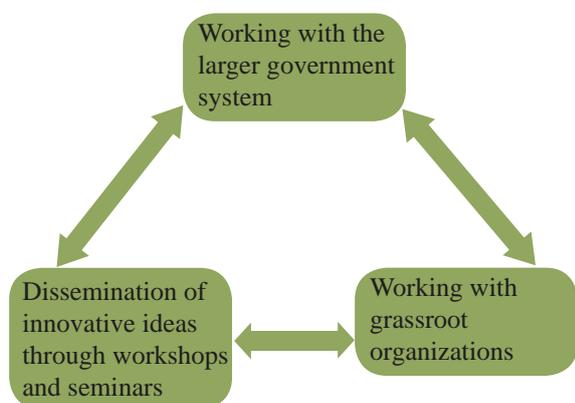
Mrs. Shubhra Chatterji



## Teacher Development

Vikramshila as an organization strongly believes that the teacher is the most significant agency in the education system and that teachers hold the key to ensuring quality education in schools. Teacher development is a core activity of our organization, one we have been working on for the last twenty five years, in order to strengthen and empower this agency through various projects and activities. Within the school spectrum, our work ranges from pre-primary to secondary education and from specific pedagogic strategies such as developing reading and writing skills to more foundational aspects of curriculum such as Child Psychology and Aims of Education. Through all these, we aim to ensure quality education as per the norms of the Right to Education (RTE) Act 2009. Vikramshila is often invited as a technical partner to work with the government system through the Department of Women and Child Development, Government of West Bengal, Paschim Banga Sarva

Shiksha Mission, Paschim Banga Rashtriya Madhyamik Shiksha Abhiyan, West Bengal Board of Madrasah Education, etc. Simultaneously, we constantly engage internally as a resource organization to analyze gaps and curriculum deficits in order to identify areas of improvement. Action research and experiments are regularly conducted in our rural and urban fields (Bigha and Naba Disha centres along with their network schools) to come up with concrete bodies of work and develop materials that can be showcased at the policy level for advocacy. Our goal is to share our varied experiences on the field to bring about an overall improvement in the quality of education.



Our training has evolved over the last twenty five years and based on our experience along this span we feel that centralized training alone can never bring about sustainable changes. As an organization we are trying to move away from one-off trainings and instead

make training an ongoing process linked to field realities. Onsite support and mentoring, collective reflections, shared meetings, discourses, exposure visits and other forms of engagement with the teachers have been found to be effective, the trainings being customized as per the needs of the target group. This year, continuing tradition, we have worked extensively with the government system as well as at the micro level to build the capacity of grassroots organizations. We reached out to 702 teachers of the government system and 419 NGO teachers and at the same time worked with various grass root level organizations and NGOs in the education field to meet their teacher training needs as well as to make them aware about key aspects of the RTE Act 2009. Our spectrum of work has ranged from conducting workshops on Early Childhood Care and Education (ECCE), special training and subject pedagogy for government teachers to sharing our rich field experiences through discourses, seminars and dissemination workshops. A few highlights of our work this year is given below.

• **Working with Government Madrasahs in West Bengal**

Vikramshila has been working with the West Bengal Board of Madrasah Education (WBBME) since 2011 to develop an academic resource pool of teachers within the system. The State Academic Resource Group (SARG) will be equipped to handle

the academic and curricular concerns of the Madrasah in the post RTE 2009 era. Several trainings and orientation workshops were conducted for the SARG members throughout the year on foundations of education and subject pedagogy.

This year, the primary focus was on developing English teaching skills of the teachers, which is an increasingly relevant skill in today's world and a skill the teachers wanted to update themselves in. A workshop was held for 30 English teacher-members of SARG where international ELT expert Joe Dwaileebe conducted the workshop and demonstrated how to teach functional grammar using the communicative method through various exercises and activities. In order to ensure that the capacity building was not restricted to the SARG teachers, efforts were also made to conduct workshops on Basic English Language Teaching for all 614 Madrasahs in the state. Two batches of this workshop were successfully conducted for 144 English teachers from South Bengal in 2013-14.

• **Training of teachers and Block Resource Persons in Tripura**

Vikramshila has been working in Tripura since 2004 to strengthen its state education system where it has helped to develop a team of 240 Master Trainers, 294 Block Resource Persons and 214 Cluster Resource Persons across the eight districts of Tripura. These resource

persons are employed by the government to provide training and mentoring support to school teachers at the block and cluster level. This year Vikramshila was approached to organise subject pedagogy orientations for high school teachers of RMSA, Tripura. We were fortunate to get national and international experts on English and Physical science to conduct these trainings. 29 teachers attended the Physical Science workshop while 13 teachers participated in the English workshop. Vikramshila additionally organized another workshop, the Master Education Leadership Training (phase II), for a group of 50 BRPs.

• **Ensuring quality education in Primary schools in Khowai, Tripura**

In 2012-13 Vikramshila had undertaken a project with the District Administration in Khowai, Tripura to improve the quality of education provided in 25 experimental schools in the district. We took up the same work this year in the remaining 25 schools of the 50 originally chosen for the intervention. The focus was on training the teachers on a specific issue: 'developing reading skills of children in primary schools' as there were many who were unable to read even at the end of primary education. Many of our experimental schools fell in tribal blocks where the children came from Kokborok speaking families. The schools being Bengali medium ones, there was a large gap between the

home and school language, a gap the teachers could not bridge sufficiently. To help them overcome this problem, we decided to conduct an embedded training through accelerated learning camps with children.

We first oriented the teachers and headmasters on the rationale, objectives, strategies and roll out plan of the five day camp to be conducted in their schools. During the camp, the BRPs and CRPs previously trained by us

**THE PROCESS**

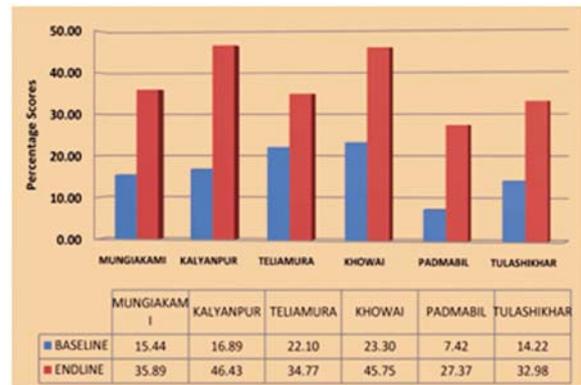
- Orientation of headmasters
- Training of teachers
- Inclusion of block level and cluster level resource persons and master trainers in the training process
- Mentoring support by Vikramshila to CRPs, BRPs and teachers
- Field visits by Vikramshila to provide monitoring and onsite support

for this Khowai intervention provided handholding and mentoring support to the teachers. Resource persons from Vikramshila were also present during the process to

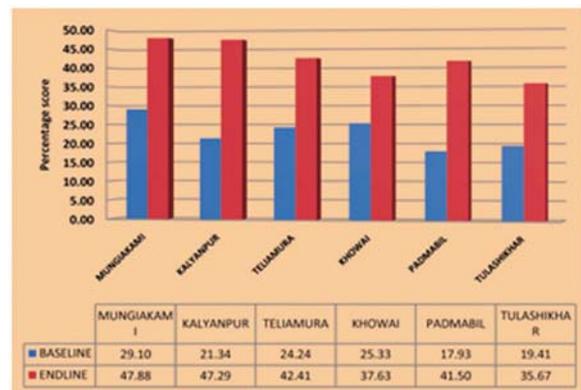
help them in its implementation. After each day of the camp, there were reflection and sharing sessions where the teachers discussed their day and devised plans for the next day. Through experimentation, trial and error and hands on work with the children, the teachers were able to understand from firsthand experience how children learn and what the various strategies for reading and writing were. This kind of a sustained intervention expectedly

brought about positive results. The performance of the children improved, and teachers were also convinced about using these strategies in the classroom on a regular basis.

The overall intervention was a big success. An assessment was conducted at the end of the intervention to gauge the effectiveness of the programme, which revealed that the reading levels of children had improved significantly at the end of the few months of the



*District wise improvement in reading levels of children in Classes II and III*



*District wise improvement in reading levels of children in Classes IV and V*

intervention. The community members were found to be more involved in the process of school monitoring and as a result, teachers were also more proactive in the Classroom. The District Magistrate of Khowai endorsed the project and showcased it as an example, aiming to regenerate it in other districts of the state.

**• Working with RMSA West Bengal on career awareness**

From our past experience with upper primary and secondary schools we realized that children often pass out from school, with no idea about their career prospects. The school curriculum does not empower them to make the best suited career choices, nor do they possess the necessary skills to face the competitive job market. Our previous work with them on career awareness and job readiness skills had been a success. We shared this idea with RMSA West Bengal, who partnered with us to reach out to 200 schools across the state. In an effort to take this forward to children through their teachers, about 600 teach-

<p><b>THE PROCESS</b></p> <ul style="list-style-type: none"> <li>• Orientation of headmasters of 200 schools</li> <li>• Training of 600 teachers in areas of IT, career counseling and soft skills</li> <li>• Helping teachers to organize 'Career Camps' in their school</li> <li>• Monitoring support in schools</li> <li>• Setting up a dedicated teacher helpline to assist them in their work</li> </ul>
---

ers from across the state were oriented in this regard so that they could anchor and implement this project in their respective schools.

**• Sharing our work on developing a social science curriculum with govt. teachers**

Our in house resource team had developed a resource package on social science teaching at the middle school level. These materials were successfully piloted in some government aided and private schools. We decided to share this work with about 100 teachers of government schools from across the state and invited feedback from them to capture their classroom experiences in our materials. The idea was to engage the teachers in an academic discourse to bring about clarity at all levels, on issues like gender, media and livelihood, among others.

**• Technical Support to PBSSM for Special Training**

The RTE Act 2009 advocates age appropriate admission for all children. In this context, many never- enrolled along with many of the children who had dropped out are re-admitted to schools. Naturally, they find it difficult to cope with the regular class and need extra support to overcome their learning gaps in order to reach their class appropriate learning level. Since last year we have been working with PBSSM along with some other organizations to help them design and develop a package for

special training. We were also engaged in training of teachers and education functionaries at the state and district level on the issue where we reached out to teachers from 8 districts.

• **Working with partner organizations and other NGOs**

Vikramshila believes in empowering the government education system and works to develop the capacity of those organizations that do the same.

Our aim is to fill the gaps in the system so that quality education is provided effectively in government schools.

**THE PROCESS**

- Exposure visit to our Bigha School, followed by discussion, reflection and training
- Teacher training workshop
- mentoring support through field visits and monitoring

Keeping this in mind, we have worked intensively with Sir Dorabji Tata Trust (SDTT) partners in Eastern and North Eastern states like Orissa, Assam and West Bengal. These are all community based organizations working at the grassroot level to improve quality of education through a holistic developmental approach. Vikramshila was requested by

the trust to provide technical support to these organizations to empower them to handle issues linked to quality education for their immediate community. These organizations visited our resource centre in Bigha village to understand our philosophy and classroom pedagogy before receiving training on educational issues, followed by mentoring support at the field level. Vikramshila conducted trainings of teachers and project staff of various NGOs on contemporary education issues like RTE 2009, Continuous Comprehensive Evaluation (CCE) and subject pedagogy. About 419 teachers and project staff from organizations across states like Bihar, Jharkhand, Orissa and West Bengal were trained by our resource team. All of them visited our experimental rural school at Bigha, Bardhaman to gain a firsthand experience of how quality education can be provided in school. Vikramshila has played a key role in developing the new curriculum for Early Childhood Care and Education (ECCE) at the state level. Through our various ECCE trainings imparted to different organizations, we have tried to prepare them to ensure successful implementation of the new curriculum in their field.

**On a different Note...**

**Life Skills training for adolescent girls in Dhupguri**

This year we got a rare opportunity to step out of our comfort zone and work not with teachers, students or education practitioners, but with young workers in tea plantations in North Bengal to conduct a camp on 'Life Skills'. We conducted this workshop for forty young girls in the age group of 12-25 years. These young girls and women attended a school in a nearby church. Trafficking, abuse, exploitation and other social evils were issues that they faced on a daily basis. The camp focused on building their self confidence and social awareness. The camp module was designed keeping in mind their background and social context. Lively discussions, debates, storytelling sessions, art and craft and poster making activities were used to reach out to the participants and empower them to take control of their own lives.



## Education to Employability

The introduction of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) scheme has made learning completion up to the level of Class X a priority for the government. Secondary Education is a crucial stage in the educational hierarchy. This is the stage which prepares students for higher education as well as for the world of work. Referring to the comparatively low transition rate of students from Class X to Class XII (as low as 37% to 40 % in West Bengal), it is imperative to provide students with the required skills linked to employability. Curricular deficit coupled with lack of employability orientation at school level poses a major challenge for a large number of students who are unable to continue their education after Class X. Those quitting further education thus enter the labour market as unskilled workers while a vast majority of students who continue with their studies

enroll into college studies in academic courses without any specific goal alignment. The present market provides opportunities in the sector of skilled jobs, opportunities for which these students are ill equipped. This is leading to an inferior pool of human resource, lowering the economic growth for the country. Keeping this in mind, both the central and state governments have launched several schemes and policies to promote skill development of the youth with placement linkages. However, lack of awareness about career options and lack of basic employability skills in young adults is resulting in an education to employability gap as the benefits of the skills development schemes are not being fully leveraged by the target audience.

• **Scaling up of E2E Project**

In the light of the above mentioned situation, an innovative program termed as ‘Education to Employability’ or E2E was conceptual-

ized by Vikramshila in 2008. The idea was to develop a sustainable model to meet the gap that exists between the school curriculum and industry needs, scaling it up over a period of time and embedding it as part of the curriculum in schools. It was taken up by the state government in 2012 and piloted in 30 schools. The success of the project in these schools prompted the government to scale it up to 200 Government and government aided schools across the state in 2013. The training offered in the project is different from vocational courses as it aims to develop and enhance employability skills of students through specifically focused programmes in four areas – Communicative English, Soft Skills, IT and Career Awareness along with setting up of Career Hubs in schools to provide information on careers.

**Project Highlights**

- A total of 219 schools were surveyed and 200 were selected for implementation of the programme. The project covers 33956 students from Classes IX and X from these selected schools
- Baseline assessment of 19079 students were conducted from selected schools
- 200 School Heads were orientated in 4 phases jointly under the leadership of the State Project Director of RMSA
- A total of 600 teachers were trained



*9 step process of the key project activities:*

during the first phase of teachers training on Communicative English and Career Counseling.

- Learning modules in Career Counseling, Communicative English and IT were printed by the state Government and distributed to the project schools. All the modules have been endorsed by reputed institutions.
- Career Hubs have been set up in 100 project schools
- A dedicated E2E Telephone Helpline Centre has been set up for monitoring rollout of camps and other related activities.

#### • Orientation Programmes for School Heads and teachers

Seven orientation programmes for the 200 School Heads and 600 selected Nodal Teachers were organized to help them take ownership and to make them understand the importance, scope and goals of the project and thereby motivate them to implement the project in their own schools. The presence of the RMSA State Project Director: Ms. Choten D Lama, the Commissioner School Education Mr. Rajesh Sinha, and Joint Director School Education Department Mr. Debasish Sarkar in these events added much value to these programmes.

#### • Career Camps

The initial stage of school sensitization through heads of schools and teachers was followed by a baseline of students to assess their existing capabilities in the three intervention areas. After the teachers' training, the project and its implementation became essentially school centric. The teachers received training on Career Direction Setting, Communicative English & Soft Skills and IT before they imparted the same training to the students. These career camps were organized for each of the 3 modules by the trained teachers for students of Classes IX and X. Facilitators' Manual and students work books were developed for each module.

#### • Career Hubs

Career Hubs have been set up in schools to create a platform for sharing a variety of career related information with students, teachers and any visitor, government representatives or any other concerned person who may



*Career Hub*

visit the school from time to time. Career Awareness or Career Direction setting is a critical stated objective of the E2E project. Since the project inception in 2008, the hub materials have evolved through constant research and development. This year we have put together a collection of 12 Posters and 100 Career Cards that can be used by our students for information and awareness. There is also a Query Box for students, submissions from which are to be collected and processed by the Career Hub Guide. In addition, the helpline that has been set up is being accessed by teachers for their specific queries.

#### • Study by FICCI

A benchmarking study was conducted jointly by FICCI and Vikramshila on the Education to Employability Project in West Bengal, developed after conducting a survey of students (X, XII and pass outs) from 14 selected project schools in West Bengal. The objective of the study was to gauge the current awareness and capabilities of students in terms of employability skills and making proper career choices. It was formally released in a Seminar held on 7th May, 2013 at the Bengal Club which was attended by over 100 participants from government, industry, academia, foundations, leading NGOs and media.

#### • Model Schools

While the E2E program was being scaled up



*IT Camp at project school*

in 200 schools, the entire effort was institutionalized in three schools that would act as the 'Hub' schools to support the remaining 200 schools in terms of continuous research and knowledge upgradation. State of the art Career Labs were set up in these schools comprising of an internet enabled career kiosk, a large display board highlighting career options, a rack full of career journals along with a counseling corner for career counseling. Coordinators from Vikramshila are attached to these labs to ensure proper implementation of the programme.

#### • Career Portal

A Career Portal has been developed to serve both as a data bank and a repository of information. It is a digital extension of the career hub that seeks to provide guidance to students in planning their future career options and career direction on an ongoing basis using the power of the internet to maximize access time. The portal has both static and dynamic

pages with user interactivity and transaction management features. It also provides op-

portunities for real time assessment to students, within and outside the project purview.



The screenshot shows the E2E Portal website in a browser window. The URL is [www.education2employability.org/index.php](http://www.education2employability.org/index.php). The page features a navigation menu with links for ABOUT US, CAREER HUB, ASSESSMENT, EXTENSION ACTIVITY, STORIES, NEWS ROOM, and DISCUSSIONS. A main banner asks, "Are you a concerned parent with a child on the threshold of a career?" and lists various career paths: Electronics hardware, Food processing, Chemicals & pharmaceuticals, Building hardware & home furnishings, Building and construction, ITES-BPO, and Banking/Insurance and finance. A central section titled "Welcome to the E2E Portal" provides a list of questions for users to explore, such as "How can I find out my strengths and weaknesses and decide on a suitable career path for myself?" and "How can I match my aspirations, knowledge and skills to ensure a stress free worklife?". The page also includes a "USER LOGIN" section with fields for Username and Password, and a "NEWS & EVENTS" section reporting on a project involving 800 school heads and teachers trained in 60 schools. The footer contains copyright information for 2014 and the Vikramshila logo.

[www.education2employability.org](http://www.education2employability.org)



## Naba Disha- Our Urban Education Centres

As we celebrate Vikramshila's 25th year, we revisit our mission statement, "providing quality education to all children..."

### • **Academics and Achievements**

The programme (run in collaboration with the Kolkata Police) offered learning support to 1685+ children over the year across 19 centres of Kolkata and peri-urban areas of the city, within or in proximity to the Police Stations. The centres recorded an average of 75% attendance across centres last year.

The programme attempted to bring the children into an educational environment, offering them a variety of resources, as well as instilling in them a sense of responsibility, organisation and essential life skills. The teachers of the education centres have been simultaneously working to gain the confidence of the mothers on one hand and the school authorities on the other, ensuring that the children continue with their studies in the formal school environment,

hereby preventing them from dropping out. The students receive academic support in early childhood education (3-5+ years) and school readiness support, together with after-school support and remediation for those who have been mainstreamed and now go to government schools in the elementary Classes (Classes 1-8). Last year approximately 310 students were mainstreamed in age-appropriate classes in government schools. Nearly 200 children attending high school received tutorial support in specific subjects from subject specialists in their area.

Our internal assessments held for primary Classes revealed that in 2012-13,

- 468 children undertook the assessment in mathematics and first language,
- 83.3% students achieved their age and grade specific learning standards as defined by the National Council for Education, Research and Training (NCERT)
- 14 children successfully passed their secondary examinations and 10 students their higher secondary examinations

As a supplementary education centre, Naba Disha is a resource centre where children come before and after school for reinforcement of school curriculum, support in understanding basic concepts that the formal school system fails to offer; as well as the overall socio-emotional support that the children from margina-

lised backgrounds need in order to cope with the problems of home on the one hand and rigidities of the school system on the other.

#### • Library as an Active Learning Centre

About 1200 new titles found their way into the Naba Disha libraries this year, across 12 centres, where 800 students now have access to books in Urdu, Hindi, Bengali and English. In an effort to encourage the older students to read as well, biographies, stories and fiction have been added, keeping in mind the needs and sensibilities of young adults. Further, in a step emphasizing early literacy, 150 children of Classes I and II underwent additional sessions on language specifically in the library classes. Through a series of pedagogical processes – from reading aloud, shared reading, guided reading to independent reading – the children received in addition support to developing essential reading skills such as decoding and fluency, to help better reading with comprehension. A number of books have been developed



Reading time

by the children under the guidance of their centre teachers in Urdu, Bengali and English, specifically created for shared reading sessions with large illustrations and simple rhythmic words to encourage early literacy.

• **Fostering Digital Citizenship (Integrating Technology with Education)**

The ITE programme is an additional component to the Naba Disha programme, which envisages the use of technology in educa-



*Children making projects using search engines*

tion by integrating the two. It is therefore not about developing IT skills but integrating technology in the classroom, empowering the students to overcome the digital divide in order to access resources and information from around the world to supplement their learning and further their outlook. The assumption is that skills will be learnt incidentally through exploration and discovery with a little help from teachers and experts. Applications such as multimedia, spreadsheet, digital story, and DTP are the means

through which the ITE student projects are being created and showcased.

Last year, 5 phases of teacher capacity building were undertaken by the master trainers of the ITE project, who themselves underwent a prior training. Simultaneously, children from Classes V- IX were identified to take part in this project. All the 356 students underwent a baseline on three areas namely authentic learning and analytical skills, research and analytical skills and learning process. A total of 34 laptops were procured for the 12 centres that are a part of ITE project and the students have already begun their journey of exploration through the exciting process of digital empowerment and keep up with their more privileged counterparts.

• **Empowering the Young Citizens of Tomorrow**

Through the variety of exposure and resources offered to the students together with democratic learning environment, the students have imbibed a spirit of critical thinking and questioning. They began to question their own environments at the slums, the lack of basic protection and amenities, problems of everyday survival – they brought up issues of morality, needed to negotiate in their own life and surroundings. It was then that we felt the need to create a forum for such discussions. Young citizens' groups were formed for adolescents and pre adolescents to cre-

ate a pace wherein they could discuss such issues with their teachers in the role of their elder sisters/guides and mentors. Discussion and activities evolved as per the issues they wanted addressed. Comics, posters, slogans and creative drama activities were employed in the discussion of values and ethics, alcoholism, substance abuse, gender disparity, domestic abuse, violence and other grim issues. The children have now a platform to share and debate these issues. Such a platform is missing in our schools. A curriculum for citizenship was developed by consolidating our experiences in the area of life skills and citizenship, on self, values, awareness, critical thinking, creative thinking, leadership, understanding, identifying social problems and issues and developing subsequent action plans from the core components of our curriculum. About 75 students of Classes V to IX are a part of this citizenship programme. The seniors offer their guidance and support as well as participate in the activities, attend the meetings and mentor the younger students who are encouraged to find their own ways to instill a greater sense of confidence among them.

• **Career Direction Setting and Employability**

Naba Disha has many students in the age group of 16-18 yrs. Since E2E is a strong focus area of the organization, we decided to take these

students through the same process of career direction setting and employability skills. About 62 students of Classes X, XI and XII participated in the workshops. Among them:

- 47 students are pursuing higher studies with a clearer goal alignment.
- 9 students have completed their studies and are currently employed in various sectors.
- 6 students are currently both employed and are continuing with their formal education in colleges.

**Capacity Building of Naba Disha Teachers**

Since Naba Disha teachers face a wide range of challenging situations in the classroom on a regular basis, we invest in their capacity building by getting in experts from various fields. The following trainings were undertaken last year.

**(a) Training and workshops on ITE :** 50 teachers of Naba Disha were provided an overall orientation on the need and concept



*Teachers making projects during ITE training*

of integration of technology in education, wherein they were introduced to the use of internet, applications such as multimedia, spreadsheets, DTP and digital story in order to create lesson plan based projects. Gradually over time, the teachers gained confidence and are now comfortable enough with technology to help and encourage students to gain access to the digital world.

**(b) Assessment Tool Development :** A series of workshops to understand the making of assessment tools based on learning standards, preparing scoring guides and answer keys were conducted for the teachers to help them standardize the assessment tools being used for the longitudinal evaluation being carried out for students of primary Classes (I- IV) based on NCF 2005 learning standards.

**(c) Early Literacy:** Keeping the importance of early literacy in mind, the library was a major focus last year. Naba Disha teachers received training on how to use the library as an active learning centre for language development.

**(d) Career Counseling :** A workshop titled “Gearing Up for the Competitive World of Education” was organised by experts. There were specific sessions on theories of development, discussions on career research tools, how to set a goal and make a career action plan, an overview of the various upcoming career options for students, the important characteristics on mentoring, counseling and

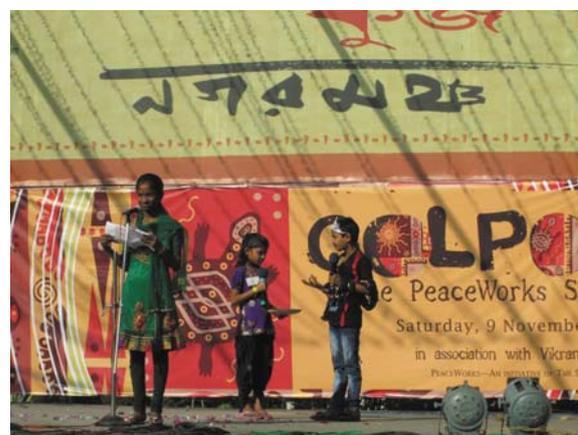
coaching. For our Naba Disha teachers, this kind of an orientation was a first and they look forward to the practical application of the knowledge gained in this workshop.

**(e) Personal Safety Education :**

Experts trained the teachers of Naba Disha on how to address personal safety issues with the children who, more than often, have experienced disturbing circumstances which in turn are reflected in Class.

**• Annual Events**

Some of the events organized last year were:



*Golpomela*

- A centralized Speaking Festival where 100 children from 19 Naba Disha centres participated, mentored by volunteers from an Irish organization SUAS.
- GolpoMela–TheStoryTellingFestival
- Thematic dance drama on Childrens Day called ‘Firiye dao Shei Chelebela’ (Return to our childhood)

• **Naba Disha as Resource Centre**

The centres, now running for more than 15 years, have grown to be regarded as a resource centre in the communities and for the cluster of government schools in its vicinity. Last year, ten schools asked for support in teaching methods, teaching-learning materials, library support and training on subject teaching and pedagogies. The

centres have been a part of exposure and learning visits for about fifteen development sector professionals and agencies from West Bengal, Assam and Orissa among others. The teachers of the centres have also organized and hosted trainings for schools and provided internship opportunities for volunteers and students from around the world.



## Shiksha Satra - Our Rural School

What started as an experiment in 1996 under an MHRD scheme is now a 17 year old institution which tries to integrate school with life-long learning. The primary school in Bigha village, Bardhaman, does not use textbooks. Here, children learn through observation, activity, experimentation and interaction with the community. Quality education can ultimately lead to community development at all levels, and this is the philosophy with which our school has been functioning through the years. The school is now a thriving resource centre and model for schools and education practitioners, especially in the light of the RTE Act 2009.

### • School as a resource centre

At the Bigha School, the teacher is not the only source of knowledge – the children learn by interacting with their environment and from their community. Our ongoing activities like creative writing, wall magazine, reading competitions, speaking

festival and language and math melas are now being periodically replicated in many nearby government schools as well. 142 teachers of 32 schools have successfully conducted these above activities with 2000 children this year. This and other best practices of the school are being implemented in these above 32 schools to ensure quality education as per the RTE Act. Panchayati Raj Institutions (PRI), Self Help Groups (SHG), Children's Resource Group (CRG) members, teachers and other stakeholders of the community have been empowered to monitor and ensure the implementation of the School Development Plan in Government primary schools. We maintain individual child profiles to develop lesson plans based on their specific needs and Teacher Learning Materials (TLMs) are designed accordingly. All these practices were shared with nearby schools. A big achievement for us was the findings of the Pratham during 'Shiksha Bandhu' training programme. Trainee Shiksha Bandhu went for practice teaching at local government primary schools in our project area. The focus of the intervention was on early literacy and numeracy, and there was not a single child in our school, or in the five government schools in which we have intervened, who pertained to the "beginner level".

### School Libraries

An accessible and appropriately stocked school library is a very important factor for

language learning. Keeping this in mind, a project was started in the previous year under which three libraries were set up, the main nodal library in our school and two auxiliary libraries in two government schools. This year, extensive work was done to ensure that library classes become a part of the school routine, and these libraries were showcased as models to other government schools. We also worked with 17 nearby primary schools to set up library corners in the classroom which resulted in improving the reading habits of children who are now expressing opinions not limited to academic knowledge and are becoming more confident readers. As always, many teachers, NGOs, education practitioners and policy makers visited our resource centre during the year. They observed our practices and some of them even received training on aspects of quality education and subject pedagogy from our in house resource team. A total of 149 government teachers and 273 teachers from private organizations and NGOs were trained at the Bigha Resource Centre this year.

### Some highlights of the year

- 14 children of the school sat for the Science Talent Search examination, out of which 6 got the AA grade and 5 got the A+ grade.
- 135 children received minority scholarship from District Minority Department.

- To motivate children to go for higher education, post graduate students in the village were felicitated in the school.
- Two compilations of creative writing by children were published.
- Important days in the school calendar were jointly celebrated with local government schools through tribute, cultural programmes and quiz, debate and drawing competitions.
- 10 government Primary schools participated in Language and Math Mela organized by us.
- Five Upper Primary schools in the locality participated in 'Sahitya Sabha' organized by our school.
- 10 government primary schools participated in our 'annual exhibition' to showcase teaching learning materials and project work done by their students.



*Children participate in cultural programme*

- 120 children of our school participated in the annual cultural programme which was attended by 3500 members of the community.

• **Quality improvement in government schools in collaboration with community**

Vikramshila works actively with other schools in the community to improve the quality of teaching in the classrooms and to ensure that the schools are RTE compliant. We conducted a child tracking programme this year in 15 villages under three panchayats in the neighborhood where we tracked the academic status of all children, based on which 492 children between the ages of 6 and 14 are now attending nearby schools. This child tracking data is being updated constantly. An appeal was also made at the district level for special training of drop out and never enrolled children. We have conducted several awareness programmes at the community level in this year. Enrolment campaigns were conducted in 15 villages based on the child tracking status report. 25 meetings were conducted at the village level to identify children for age appropriate admission in schools. We helped primary schools in the area to conduct meetings on school development plan. A direct result of these meetings was the construction of a makeshift access road (*moram rasta*) of 1 km to the Mousa Primary School, a functional toilet in the Put-suri Hajrapara SSK and a tube well at the



## Annual Report 2013 - 2014

---

Sahajadpur Primary School with support from their respective local panchayats. Apart from this, we also organized various sharing and advocacy meetings at the block, district and state levels for implementation of the RTE Act at the field level. District Project Officer (DPO), Block Development Officer (BDO), teachers, Sarva Shikshya Mission (SSM) staff and other govern-

ment officials attended these seminars. A Children's Resource Group (CRG) was set up in 15 villages with 146 children as members. These children monitored their own schools to see if they were RTE compliant. Their work was to identify the needs of their school and to create pressure on the administration to improve their quality, leading to the creation of kitchen gardens in four schools.



## Madrasah Quality Improvement Project

Vikramshila has been working with Private Madrasahs for about seven years (since 2007) with the objective of introducing formal education of good quality to the children. Vikramshila's vision of quality education for all children implies that we seek out marginalized populations to work with, and very often, the communities that are found to be the most marginalized are Muslims. A number of children from this section attend private Madrasahs. Vikramshila is working in 10 selected private Madrasahs in Hooghly who have Dunyavi Talim (formal education) component and are open to getting involved in improving the Dunyavi Talim methods and pedagogy. Of late some of the

Madrasahs have realized the importance of science education and admitted that neglecting the science subjects often narrows the scope of understanding Islam as a way of life and the importance it lays on rationality and science. Sustained interventions through various projects and activities brought into focus the disconnect between Dinni (religious education) and Dunyavi talim. We have already explored the concept of integration with our project Madrasahs.

### OUTREACH

NO. OF MADRAS-AHS	NO. OF TEACHERS SUPPORTED	NO. OF CHILDREN BENEFITEED
10	102	1066

### Mathematics Camp

A mathematics camp had been organized with the objective of dispelling fear and



*A child Measures the height of his friend*

failure associated with mathematics in the minds of the children. The aim was to clarify certain primary concepts and to make the subject enjoyable. A total of 796 students from 9 Madrasahs participated in this camp. During the selection of the mathematical concepts the participant range from Class II to V had been kept in mind. Children come equipped with a set of intuitive ideas about numbers and simple operations at the entry level into Madrasah. Activities as basic as counting and understanding numeration system involve logical understanding for which children need time and practice.

### Focus was laid on

- Working with limited quantities and smaller numbers
- Addition, subtraction, multiplication and division of whole numbers which occupy a dominant role in the curriculum despite of the children lacking a conceptual base.
- Application of fractions in everyday contexts
- Using concepts of Geometry like shapes, ideas of symmetry etc in everyday life
- Dispelling fear and anxiety concerning mathematics

### Strengthening Science Education in Madrasahs

A physical science workshop was conducted at Dar-Un-Ne Siddiquia Madrasah with



*Resource person showing experiments*

participation by 15 science teachers from 9 private Madrasahs. National experts in the field were brought in as resource persons to conduct the workshop. The main aim of this workshop was to equip the teachers to design experiments upholding the basic concepts of Class VII and VIII physical science, which were demonstrated through various interesting and interactive experiments done with low or no cost materials. A direct outcome of these workshops was that science corners were set up in three Madrasahs, Purah Siddiquia Azizia MSK, Mayapur Hifjul Quran and Siddiquia Senior Madrasah and Al Ameen Senior Madrasah, where teachers and students perform simple experiments on a regular basis for science learning. An exposure visit to Science City was also arranged for both teachers and students, accommodating 400 students from Classes V to VIII along with 30 teachers.

### ITE training

A six day ITE Training with private Madrasah teachers was organized at Sitapur and Kolkata, reaching out to 16 teachers from 4 Madrasahs. Focus was laid on theoretical underpinnings and three major applications on ITE: Spreadsheet, Multimedia and Digital Story. The teachers chose the topics for the three applications which fit their prepared lesson plans for different classes and demonstrated projects on them.

### • Workshop on Integration of Dinni and Dunyavi Talim

In our project Madrasahs we observed that there is a cognitive rift which sees Dinni Talim as different and disconnected from the world of science, social science and mathematics. To bridge this gap between Dinni and Dunyavi Talim, we initiated Integration of Dinni and Dunyavi Talim (IDD) workshops in three of our project Madrasahs where students were inspired to discover and explore Islamic information, traditions and ethos that they can relate to their Dunyavi

**THE PROCESS**

- Training of Master Trainers.
- Training of Madrasah teachers
- Mentoring support by Vikramshila staff to the teachers and students during implementation
- The sharing workshops

learning. A sharing workshop on Integration of Dinni and Duniyavi Talim was held, meant for inter- Madrasah sharing on IDD followed by an exhibition and demonstration by the students. 80 students of Classes V to VIII



*Student describing the booklet on Hill and Mountain*

from three implementing Madrasahs and 23 teachers from 10 project Madrasahs participated in this workshop. The variety of the outputs of integration activities emphasized the value of creative thinking, exploring great Muslim men and women, and probing into learning science.



## Social Science Project

The Project was taken up by Vikramshila in 2012 with the objective of developing a Social Science curriculum for upper primary students by adopting an interdisciplinary approach. Social Science in the true sense of the term is largely a neglected area in our school education and West Bengal is no exception. There are many socially relevant issues such as gender, media, livelihoods and diversity that are not covered at all because they do not fall under either History or Geography which have traditionally been considered as the Social Sciences. We feel that it is very important to have a good understanding of these issues to help learners deal with the rapidly changing complex world of today. We developed some exemplary chapters on selected topics to help start an academic discourse among teachers and other education practitioners in the state. In the first phase, to initiate the process, we undertook a review of available social science text-

books and organized a series of consultation meetings with educationists and subject experts. Some chapters from NCERT text books were chosen for translation and contextualization. These were then used for field testing at various schools to understand children's perceptions. This helped us to design appropriate materials and adopt a suitable pedagogy for social science teaching.

The second phase witnessed engagement with teachers who wanted to play a pivotal role in any kind of transformation. Along with the text chapters and activity books for students, additional resource books were prepared to help teachers conduct similar sessions with ease and confidence. Some consultation meetings were planned for them to build up a larger discourse on the pedagogy of Social Science.

### Key Accomplishments of the Year

#### • Resource Materials Developed:

Chapters on 'Gender' and 'Diversity' were developed. The Gender chapter focused on gender roles, gender stereotyping in professions, gender as a social construct, gender discrimination, and the importance of breaking stereotypes. The Diversity chapter focused on concepts such as identification and appreciation of diversity in our immediate surroundings, diversity and discrimination, prejudices and stereotyping and inequalities prevalent in our societies.

### Trial in Schools:



*A student solving assigned work in the classroom*

The chapters were tried out in both Bengali and English medium schools from diverse backgrounds such as Kishore Bharati (Residential Private School), Konnagar Rajendra Smriti Vidyalaya (Government Aided School), Giribala Sirkar Balika Vidyalaya (Government Aided School), St. George's (a private School) and Loreto Day School, Bowbazar (English medium) and reached out to 391 students. A resource package for providing additional support to teachers to conduct classes was prepared on each of the themes, based on our experiences with children. Given below are a few highlights of the process:

#### ▪ Interviews and surveys

The chapters provided the students oppor-

tunities to step out of the four walls of their schools and explore the real world with the concepts that they were being taught.

#### ▪ Making personal connections

The chapters contained activities which were assigned to the students to bring out their understanding and views regarding these issues. The teachers were not confident about the ability of the students to think and express their views on various contemporary issues, but were happy to see how this exercise brought to light their analytical thinking and capacity to express themselves in an organized manner.

#### ▪ Critical Thinking, Situation Analysis & Problem Solving

Various activities such as debate, role play, preparing skits and news reports demanded active participation of the students. This enabled them to think critically and deepen their understanding

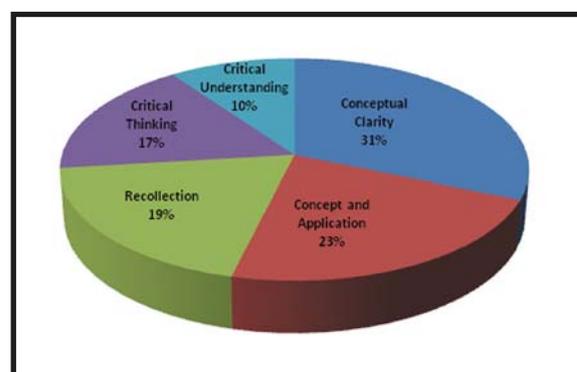


*Students present a chart on gender stereotypes*

on the concepts that were being taught.

#### ▪ Evaluation Process:

The evaluation process tried to measure the students' learning in different areas. In one of the schools, we found that out of 80



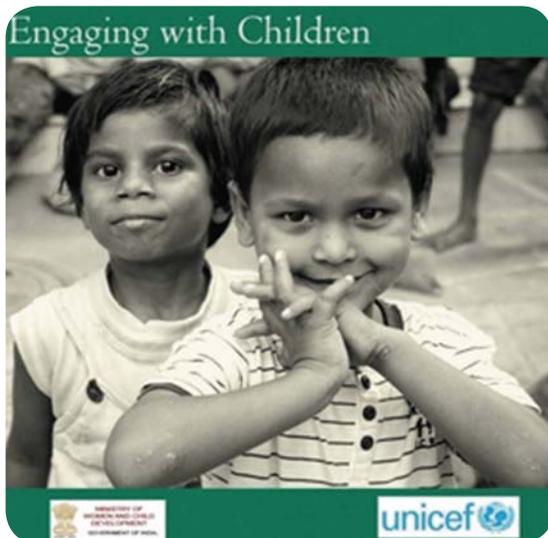
students, 31 % had achieved conceptual clarity, 23% were able to apply their understanding, and 17% were capable of thinking about the concepts critically and 10% had competence in critical understanding. The evaluation tool comprised of some recall type questions, case studies, application based questions, poster making, group work, etc.

#### Workshops with Teachers

This initiative was taken by Vikramshila to involve teachers in the new discourse on Social Science Pedagogy. Our objective was to create larger awareness and sensitization of the teachers on these issues so that they could help to build a perspective among students on them. Consultation meetings

were organized in collaboration with the DIET in Hooghly district, the West Bengal Board of Madrasah Education and a group of enthusiastic teachers from government aided schools in Birbhum. The sensitization process was conducted with near about 94 teachers, most of whom were willing to implement the chapter in their respective schools. We shared an interdisciplinary, activity based and analytical approach to social science while encouraging the use of various

learning tools such as class cards, video clippings, and newspaper cuttings in the classroom. The second phase of the workshop focused on distribution of the developed resource packages for providing handholding support among the willing teachers. Also feedback on “Gender” and “Diversity” chapters were collected from them. Around 8000 sets of materials were distributed among 49 interested teachers, who wanted to try out the chapters in their schools.



## Early Childhood Education

### A Quality Intervention in the Anganwadi Centres of West Bengal

In the face of growing evidence of learning deficits found in children attending primary schools, the importance of school readiness has now been brought into the centre stage of educational discourses. It has been well established by worldwide research that a well structured early childhood education gives a 'head start' to children by giving them an opportunity to maximize their learning potential and thus investment in Pre School Education is now acknowledged as a sound investment by policy makers. Unfortunately, the pre-school component has so far remained weak in the Government of India's flagship ICDS project. The Ministry of Women and Child Development has, however, recently passed a

policy on ECCE to achieve holistic development and activate the learning capacities of all children. The National Policy on ECCE, along with the Right of Children to Free and Compulsory Education Act (2009) has the potential to provide a strong foundation to build child-centric systems and programmes. There is a growing consensus among educationists and policymakers alike that universalization of pre-primary education should be treated as a prerequisite for achieving the goals of the RTE Act. In 2012 the Government of West Bengal had initiated a process of overhauling the pre-school component of the ICDS programme in alignment with the principles stated in the national policy, the new curriculum prepared by the state focusing on developmentally appropriate practices and providing a framework to provide for age appropriate learning opportunities based on early learning development standards.

Vikramshila has played a key role in the process of revising and redesigning the ECCE curriculum in West Bengal as part of an intense and consultative process initiated by the Government of West Bengal. In order to take it forward to the all the anganwadi workers in the state, a detailed training roll out plan has been prepared last year and a state level resource pool; called the State Resource Group (SRG) has been initiated. This will further be taken to the district level (DRG or District Resource Group) through

training. Model centres demonstrating better, evolved practices are being set up across the state to facilitate the training process.

### Highlights of our work in the area of ECE

- Providing training to 80 State Resource Persons in collaboration with CECED. The curriculum as well as the training module has been shared in details with the SRG members.
- Developing Training Modules for training State Resource Group (SRG), District Resource Groups (DRGs) and anganwadi workers. A five days' training module has been developed for the SRG and DRG and a four day module is prepared for the anganwadi workers.
- Developing a prototype kit in line with the guidelines given by the Ministry of Women and Child Development in its Curricular Framework as well as the new curriculum.



*An outdoor game is played by the children of an anganwadi centre of Jalpaiguri district.*

---

- Providing technical support to 13 model anganwadi centres in Bishnupur-I and Bishnupur-II, South 24 Parganas. Vikramshila has provided continuous support to the AWWs in decorating the Classrooms and preparing the ideal Classroom environment for implementing the curriculum.

- Providing intensive field based capacity building support to the CDPOs, supervisors and anganwadi workers of the two projects.

The resource persons from Vikramshila mentored the AWWs in their Classroom process and helped them to implement the curriculum according to the routine.

- Developing two training videos – A day in an Anganwadi Centre in West Bengal and Engaging with Children. The videos showcase the suitable pedagogical practices for early childhood education and how to conduct activities with children.

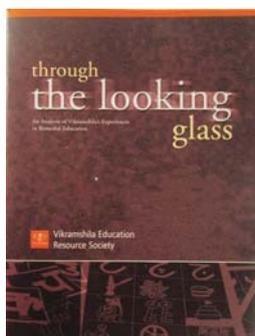


## Research Documentation and Publications

**R**esearch based intervention that is planned and purposeful is the crux of any good educational programme. Vikramshila has strived to document much of its practices both for learning and advocacy purposes. While as a resource organisation, almost all our work is practical research, there have been some areas where conscious efforts were made to relook at the volume of work in order to identify some emerging patterns that would be useful for educational practitioners, teachers and policy level decision makers.

### **I. Through the Looking Glass -Analysis of Vikramshila's experiences in Remedial Education**

Vikramshila's work in classrooms has often been in the area of offering remediation for students that

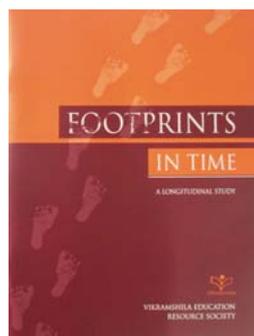


are aimed at strengthening their educational foundations and helping them surmount obstacles in learning. This publication discusses the idea of remedial tutoring strategies that were used by Vikramshila

across its various projects, to help children overcome their learning difficulties based on the principle that “effective intervention begins with a deep analysis of learning”. The study also explores the idea of tuitions that is large and burgeoning in our society and compares it to the idea of remediation.

## II. Footprints in Time - A Longitudinal Study

This publication tracks Vikramshila’s Naba Disha programme over the last 14 years through a narrative based in the first person account through the lens of 16 alumni. The study is an evidential representation of the ideologies followed in Vikramshila’s educational practices, which focuses both on academic achievements and developing of individuals into conscious and socially sensitive individuals. The narration gives a ‘longitudi-



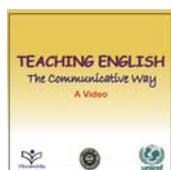
nal perspective on the process of unfolding of these children into proud and confident youth’.

## III. Amar Boi – A decoding of the State’s Class 1 Textbook through a Pedagogical Lens

The new state government textbooks have reached the classrooms and are being used by the teachers for everyday classroom teaching and learning. The books have followed an integrated model of learning, where single and thematic units incorporate different subject areas of language, mathematics and EVS. However, while the approach is new and in keeping with the current research supported practices of subject integration, often teachers in the Classroom need a decoding of the text, to understand the various underlying layers and themes in order to be able to deliver it effectively to the students. It was at this juncture that Vikramshila’s teachers practicing in the Naba Disha centres came across the needs felt both within the centres and in the schools. An attempt was taken to analyse the textbooks, chapter-wise, theme-wise, page by page and then clubbing common teaching areas together that appeared across the book to designate the content areas. This was followed by incorporating in each of this, the idea of ‘how to teach’ these content areas – using appropriate teaching methods and teaching learning materials. The research took about 6 months to com-

plete and was put into book form by a section of our practicing teacher and experts.

#### IV. Training Video on English Teaching



We have found that videos are very effective in training programmes to demonstrate good practices. When presented with new ideas, very often teachers are not able to visualize their classroom application. A training video titled “Teaching English the Communicative Way” was developed by us this year for this purpose. The idea was to film a lesson from the English textbook using communicative ELT methods. The video illustrates how activities, group work and interactive teaching can be used on a regular basis to teach the text book lessons.

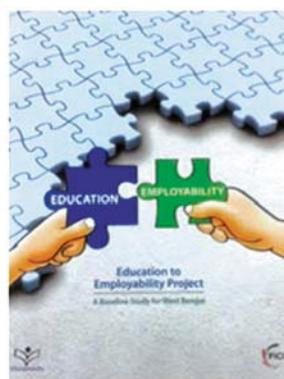
#### V. Books on Creative Writing by Bigha School Children

Creative writing classes are conducted regularly in our school. These classes not only help to improve language skills of children, but also help to boost their creativity. Children have their own way of looking at and understanding social issues. This year we decided to publish a compilation of the writings of Class III and IV



children on two topics - “Amader Utsab” and “Amar Gram, Amar Poribesh”. The essays are accompanied by relevant drawings made by the children that show how the children think about their environment and their festivals.

#### VI. Education to Employability Project – A Baseline Study for West Bengal (FICCI Report)



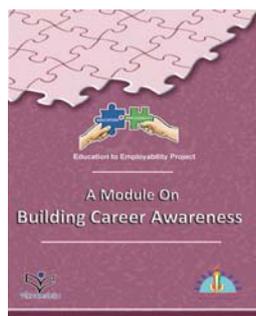
The study was an attempt to gauge the status of the current level of awareness and abilities of students who have completed school in the last 5 years along with their views on employability and

making right career choices after finishing school. It was conducted with over 500 children and their parents in and around Kolkata. The findings brought to focus the importance of introducing career counseling and developing employability skills at the school level to enable students to make a smooth transition from being educated to being employable.

#### VII. Employability Orientation Modules :

A set of 3 Modules were developed for the Education to Employability project comprising of a facilitator’s manual and students workbooks.

### Module on Building Career Awareness



A 20 hour module entitled “Building Career Awareness” was developed for students of Class IX and X under the Education to Employability project implemented by us under the RMSA scheme. The module has been vetted by Department of Applied Psychology, Calcutta University.

### Module on Communicative English and Soft Skills

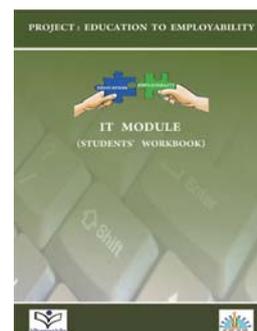
Communicative English in today’s world is a key ingredient in empowering learners to express themselves in spoken and written forms of the language to as well as to secure jobs in various fields of employment. Training on soft skills becomes all the more relevant in a country like India where the education system does not delve into personality development. A 34-hour module has been developed by Vikramshila under the Education to Employability project.



### IT Skills Development Module

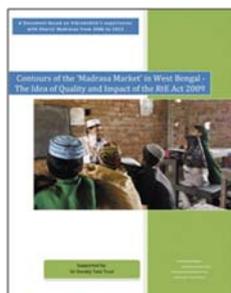
The computer education that is currently

offered in schools is of a theoretical nature and not aligned to the needs of the job world. Vikramshila has developed an IT module of 30 hours duration which has been vetted by Webel. Over and above MS office skills and applications, the module also includes some career related activities such as, looking for career related information using the internet, writing resumes and preparing power point presentations on their future plans.



### VIII. Contours of the “Madrasah Market” in West Bengal- The idea of Quality and Impact of the RTE Act 2009

Vikramshila has been working with Khariji (private unaided) Madrasahs in West Bengal for the last 7 years. In this duration several milestones affecting the context of Madrasahs have been crossed, namely, the Sachar Committee Report (2005), the National Curriculum Framework 2005, the RTE Act 2009, the Supreme Court Judgement on Private Unaided Minority Institutions (2012) and the change of government in West Bengal in 2011. Based on qualitative research conducted in 14 Madrasahs in Hooghly district, over the last two years, a study was undertaken which attempts to analyze the idea of



quality in terms of child centeredness, institutional management, infrastructure and functioning. The

paper also delves into the issues of demography; access and the socio-economic distribution of children in each type of Madrasah.

# Audited Account

## BALANCE SHEET AS AT 31ST MARCH 2014

LIABILITIES	SCHEDULES	31.03.2014	31.03.2013
Capital Fund	A	10283445.44	10647922.82
Capital Grants	B	2318894.76	1036154.21
Grant received in advance	C	5963831.76	7023950.91
Secured Loans	D	372551.00	400855.00
Outstanding Liabilities	E	135656.88	536529.71
<b>TOTAL</b>		<b>19074379.84</b>	<b>19645412.95</b>
<b>ASSETS</b>			
Fixed Assets	F	3739845.89	2725805.69
Deposits	G	99945.00	93945.00
Advances & Receivables	H	1864379.62	3572150.19
Cash and Bank Balance	I	13370209.33	13253512.07
<b>TOTAL</b>		<b>19074379.84</b>	<b>19645412.95</b>
<b>Notes On Accounts</b>	<b>J</b>		

Annual Report 2013 - 2014

## INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH 2014

PARTICULARS	Rs	PARTICULARS	Rs
<b>Expenditure</b>		<b>Income</b>	
Administration	2022185.38	Administration	1783015.03
IL&FS ETS LIMITED	0.00	IL&FS ETS LIMITED	85200.00
Sarbosiksha Abhijan -TRIPURA (SSA-Tripura)	37802.00	Sarbosiksha Abhijan -TRIPURA (SSA-Tripura)	70160.00
Khowai Tripura	113669.00	Khowai Tripura	118147.00
Rashtriya Madhyamik Shiksha Abhijan - Tripura	62326.00	Rashtriya Madhyamik Shiksha Abhijan - Tripura	83683.00
Depreciation	268700.03		
<b>TOTAL EXPENDITURE (B)</b>	<b>2504682.41</b>	<b>TOTAL INCOME (A)</b>	<b>2140205.03</b>
<b>Excess Of Expenditure over Income [B-A]</b>			<b>364477.38</b>

## SCHEDULE OF UTILISATION OF FUND

### RAJIV GANDHI FOUNDATION (RGF):

Opening balance as on 01.04.2013		113778.00
Expenses		96710.00
FIXED ASSETS PURCHASED		11970.00
Grant received in Advance		5098.00

### MICHAEL AND SUSAN DELL FOUNDATION (MSDF):

Grant Received		4533325.78
Expenses		5365139.59
Grant receivable		831813.81

**SIR DORABJI TATA TRUST (SDTT):NABADISHA**

Opening Balance as on 01-04-2013		1955941.44
Total Grant Received		9437379.00
Expenses		9479347.1
<b>Grant Received in Advance</b>		<b>1913973.34</b>

**SIR DORABJI TATA TRUST (SDTT):KHARIJI MADRASA**

Opening Balance as on 01-04-2013		461888.60
Total Grant Received		1668732.00
Expenses		1870094.40
<b>Grant Received in Advance</b>		<b>260526.20</b>

**SIR DORABJI TATA TRUST (SDTT):ITE**

Grant Received		2082000.00
Fixed Asset Purchased		1642130.00
<b>Grant Received in advance</b>		<b>439870.00</b>

**RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN(RMSA)**

Grant Received		550000.00
Expenses		865387.00
<b>Grant Receivable</b>		<b>315387.00</b>

**CHILD RIGHTS AND YOU:(CRY)**

Opening Balance as on 01-04-2013		32559.37
Grant Received		1171667.00
Expenses		1202659.00
<b>Grant Received in Advance</b>		<b>1567.37</b>

**GLOBAL FUND FOR CHILDREN:(GFC)**

Opening Balance as on 01-04-2013		666027.00
----------------------------------	--	-----------

**UNICEF**

Grant Received		953193.5
Expenses		976268.50
<b>Grant receivable</b>		<b>23075.00</b>

**WIPRO**

Opening Balance as on 01-04-2013		2811832.00
Expenses		1180364.35
<b>Grant received in Advance</b>		<b>1631467.65</b>

**TECH MAHINDRA FOUNDATION - (TMF)**

Grant received		629950
Expenses		598602.40
<b>Grant received in Advance</b>		<b>31347.60</b>

**INNOVATION FOR POVERTY ACTION- (IPA)**

Grant received		883713.00
Expenses		406061.90
<b>Grant received in Advance</b>		<b>477651.10</b>

## Governing Body of Vikramshila



Dr. Atindra Sen, IAS  
President



Mrs. Shubhra Chatterji  
Director & Vice-President



Mrs. Tapati Gupta  
Secretary



Mr. Aresh Dutta  
Treasurer



Mr. P.K. Chowdhury  
Member



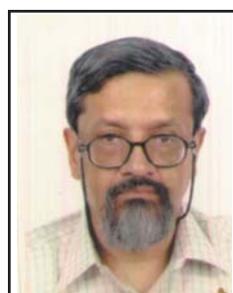
Mr. Percy Sigantoria  
Member



Mr. Aspi Kapadia  
Member



Dr. Shelley M. Brown  
Member



Prof. Hari Vasudevan  
Member



Mr. Atanu Sain  
Member

## Private Madrasa

Sl.No	Events	Participants	Date
1	2 day Workshop on Integration of Dinni and Duniyavi Talim at IITD, Kolkata	24 teachers , 2 Deputy Directors and project team	22.04.2013 & 23.04.2013
2	2 day Residential training on English Language Teaching at IITD, Kolkata	15 teachers of private madrasa, 6 teachers of Bigha school and project team	29.05.2013 & 30.05.2013
3	Workshop on Documentation of Workbooks at Al Ameen Senior Madrasa, Horinkhola, Hooghly	24 teachers and project team	14.08.2013
4	Career Counseling at Dar-Un-Neda Siddiquia Madrasa for 13 students by Taraash , Mumbai based organization	13 students	21.08.2013
5	2 day Workshop on Arabic as a language in the classroom at IITD, Kolkata	15 Arabic teachers, 3 Nabadiha teachers and project team	02.09.2013 & 03.09.2013
6	2 phase ITE training at Hooghly and Kolkata	16 teachers and project team	22.10.2013-24.10.2013 & 21.01.2014-22.01.2014
7	Sharing Workshop on Integration of Dinni and Duniyavi Talim at Arambagh, Hooghly	80 students, 23 teachers, 3 resource persons and project team	23.11.2013
8	Exposure Visit to Science City, Kolkata for Madrasa students and teachers	400 students and 30 teachers	23.12.2013 ,26.12.2013 and 16.01.2014
9	Annual sports meet at Horinkhola, Hooghly	190 students	28.01.2014
10	2 day workshop on Physical Science at Dar-Un-Neda Siddiquia Madrasa, Sitapur	15 science teachers and project team	06.01.2014 & 07.01.2014
11	One day Orientation on Mathematics Camp at Mayapur Hifjul Quran and Siddiquia Senior Madrasa	26 teachers and project	01.02.2014
12	3 day Mathematics Camp in Madrasa		
	Dar-Un-Neda Siddiquia Madrasa, Sitapur	56 students	10.02.2014,11.02.2014 & 13.02.2014
	Arambagh G.P. Junior High Madrasa	44 students	13.02.2014-15.02.2014
	Shishu Bikash Mission,Furfura	119 students	18.02.2014-20.02.2014
	Mrigala Muzaddedia Senior Madrasa	117 students	18.02.2014-20.02.2014
	Al Ameen Senior Madrasa	98 students	25.02.2014-27.02.2014
	Mayapur Hifjul Quran and Siddiquia Senior Madrasa	174 students	25.02.2014-27.02.2014
	Noorani shishu Siksha Niketan ,Sehera Bazar	38 students	11.03.2014-13.03.2014
	Purah Siddiquia Azizia MSK	105 students	11.03.2014-13.03.2014
	Hifjul Quran Nababiya Azizia Senior Madrasa	45 students	11.03.2014-13.03.2014
13	Annual Review meeting at Mayapur Hifjul Quran and Siddiquia Senior Madrasa	4 Secretaries, 8 HMs , 14 teachers and project team	25.03.2014

## Training

Sl.No	Events	Date
1	4 Days Residential Capacity Building Workshop on English Language for SARG 1st Phase	08 – 11 April, 2013
2	3 Days Residential Capacity Building Workshop on English Language for SARG 2nd Phase	16 – 18 April, 2013
3	Exposure visit and orientation of volunteers from Kaivalya Education Foundation	8 – 10 May, 2013
4	Exposure visit and orientation of teachers from Pratichi Institute	23 – 25 May, 2013
5	5 Days State Level Training For Academic Resource Group including Master trainers under RMSA Rajya Mission, Tripura ( Physical Science)	10 – 14 June, 2013
6	One Day Orientation of reading camp for Quality Education Project at Khowai , Tripura	13 June, 2013
7	One Day orientation for Master Trainers on project management and monitoring	14 June, 2013
8	5 Days State Level Training For Academic Resource Group including Master trainer under RMSA Rajya Mission, Tripura(English Language)	15 – 19 June, 2013
9	Reading Camp at 25 schools at Khowai district	17 – 21 June, 2013
10	2 Day orientation on Special Training for teachers of DRSC, Kolkata	25 – 26 June, 2013
11	5 Days Teachers' Training on Quality Education for Jubeyer Masud Educational and Charitable Trust, Assam	4 – 8 July, 2013
12	Exposure visit and orientation of teachers and education functionaries from Sikshasandhan, Orissa	8 – 9 August, 2013
13	'Life Skills' camp for adolescent girls of Tea Gardens in Dhupguri, West Bengal	15 – 18 August, 2013
14	10 days State level 'Master Education Leadership Training' for block Resource Persons (2nd phase) at Tripura	21 – 30 September, 2013
15	5 days Teachers' Training on Quality Education for teachers of Mount Carmel School, Jalpaiguri	2 – 6 October, 2013
16	Two Days teachers Training on English Subject Pedagogy for SARG, WBBME, West Bengal	8 – 9 October, 2013
17	One Day Orientation for teachers of JMECT, Assam	10 November, 2013
18	Two Days Teachers Training on English Subject Pedagogy for SARG, WBBME, West Bengal	19 - 20 November, 2013
19	Teachers training on ECCE for Calcutta Kids	3 – 5 December 2013
20	Teachers training and exposure visit of Sikshasandhan, Orissa	10 – 15 December, 2013
21	Exposure visit and teachers training for teachers of Aga Khan Rural Foundation, Bihar,	17 – 18 December, 2013
22	Exposure visit and orientation for teachers of Center For Environmental and Socio-Economic Regenerating (CESR), Purulia, West Bengal	22 – 23 December, 2013

23	Field based orientation for teaches through field visit, for Jubeyer Masud Educational and Charitable Trust(JMECT), Assam	26 – 27 December, 2013
24	6 days teachers training for teachers of Center For Environmental and Socio-Economic Regenerating (CESR), Purulia, West Bengal	16 – 21 January, 2014
25	Field Base Orientation on ECCE for teachers of Sundarban Sishu Siksha Niketan	24 – 26 January, 2014
26	4 days teachers training for the teachers of Railway Schools in Eastern Zone, Kharagpur, West Bengal	5th February, 2014 – 8h February, 2014
27	Field based orientation for teachers through field Visit, Center For Environmental and Socio-Economic Regenerating (CESR), Purulia, West Bengal	19 – 20 February, 2014
28	Exposure visit and orientation for teachers of Kajla Jana Kalyan Samity, East Midnapore, West Bengal	11 –13 March, 2014
29	6 days teachers training (2nd Phase) for teachers of Center For Environmental and Socio-Economic Regenerating (CESR), west Bengal	21 –26 March, 2014
30	Camp for adult women on ‘Life Skills’ – Lataguri, West Bengal	16 –19 March, 2014

### Nabadisha

Sl.No	Events	Date
1	5 day training and workshop on Personal Safety Education by Arpan for 30 teachers and programme team members	April 2013
2	Exposure visit for ND teachers at Kishore Bharati school to understand their idea of holistic education, curriculum and school philosophy.	April 2013
3	Orientation on CCE by Training Coordinator followed by workshop on assessment practices.	May 2013
4	Orientation on brain development by Dr. Monimalika Day of Ambedkar University developmental stages and appropriate pedagogical practices	May 2013
5	Orientation on action research for library practices, record keeping, use of book cards, importance of observation of children by Bratin Chattopadhyay.	June 2013
6	Workshop on analysis of new textbook of class 1 – preparation of thematic units, activities and TLM for the same	June 2013
7	Half yearly Assessment of Naba Disha children of primary grades on NCF learning standards (Language and Mathematics)	June-July
8	Workshop on Library practices and pedagogy with Bratin Chattopadhyay	July 2013
9	Suas Volunteer Programme 2013 – placement of 12 volunteers across centres	June-August
10	Workshops with government schools in Kalighat, Garden Reach, Taratala – language, library, pedagogy	June-August

## Annual Report 2013 - 2014



11	Speaking Festival – participation by more than 200 children	August
12	Orientation on career direction setting and individual career counseling for 30 Naba Disha students by Taraash, Mumbai	August 2013
13	Sharing workshop on early literacy and library pedagogy for 16 centres	August
14	Urdu Special package work presented to SSA team. A teacher’s manual was asked to be prepared. This was prepared through a workshop at GR.	August
15	Naba disha undertook a module on ‘Doing Social Work’ for the Certificate course on Applied Sociology in collaboration with Jadavpur University.	September
16	4 days - National Level Master Trainers Training organised by Vikramshila and SDTT for partners in the ITE programme.	September
17	Phase 1 ITE training organised for all Naba Disha Teachers	October
18	Phase 2 ITE training organised for teachers who would be implementing the ITE programme	October
19	Review meetings for sharing and review of progress of centres, students and teachers – primarily on the different components being implemented	Monthly
20	Programme team and Core teachers Meet	Fortnightly
21	Phase 3 ITE training organised for teachers who would be implementing the ITE programme	November
22	Story Telling Festival for children ‘Galpo Mela’ organised by Seagull in collaboration with Vikramshila at Mohorkunja	November
23	Childrens’ Day celebrations through a production ‘Firiye Dao Sheyi Chele-bela’ (Return of childhood)	November
24	3 day Assessment Tool Development Workshops	November
25	Series of meetings with Kolkata Police (CPW) for sharing of ITE programme and need to update the centres to make it ITE friendly	Monthly/Fortnightly
26	9 days orientation on career direction setting and employability opportunities for 50 Naba Disha students of classes 10,11 and 12	December –January
27	Annual Sports of Naba Disha centres organised by Kolkata Police	January
28	Mittika’s visit to different ND centers to review the citizenship activities undertaken at different centres	December
29	Naba Disha team undertook a pilot of ITE baseline tools	December
30	Naba Disha assessment for primary grades (classes 1-4) in Language and Mathematics for 468 children based on NCF learning standards	December –January

31	Orientation on early literacy and library pedagogy at Beniapukur	January
32	Library reading Baseline in 12 centres of Naba Disha for 150 students of classes 1 and 2	January
33	Phase 4 ITE training review and recapitulation in small groups of 5 teachers of ND, across 2 weeks	January
34	ITE Training was conducted for 20 private Madrasa teachers	January
35	ITE Baseline test (external) for 356 Naba Disha students across 12 centres	January-February
36	Procurement process of IT equipment for ITE programme – calling for quotations, review etc	January-March
37	Book fair visits by teachers, children and staff for ND library	January-February
39	3 day workshop on 'Gearing up for the Competitive World of Education' by Taraash for 25 Naba Disha teachers	February
40	4 day training on IT skills for about 20 ND students who completed their class 10 boards	March
41	4 day training on Communicative English for 20 ND students who completed class 10 board examinations	March
42	Finalisation of 2 publications – one on remedial teaching and the other being a qualitative study of 16 ND youth alumni	March

## E2E

Sl.No	Events	Date
1	<b>Baseline Survey &amp; Report release</b> in the presence of Education Minister, several Government officials, representatives from donor agencies, DIs, Project school heads, journalists, other partner agencies and Vikramshila team at Bengal Club, Kolkata	May 7th, 2013
2	<b>Head Masters' and Teachers' Orientation Programme with 668 Head Masters and Teachers</b> from the project schools, Government officials and Project team	
	at APC Bhaban, Saltlake, Kolkata	21st Sep, 2013 26th Sep, 2013
	at Maheswari Bhaban, Siliguri	3rd Oct, 2013
	at APC Bhaban, Saltlake, Kolkata	13th Dec, 2013 14th Dec, 2013
	at Conference hall, Bankura	18th Dec, 2013
	at AC meeting hall, Mahakuma Parishad, Siliguri	4th Jan, 2014

3	<b>Teachers' Training</b> with 310 Teachers, Government officials , Resource persons and Project team	
	Communicative English and Soft Skill ( CE&SS) training at WBVHA Tower, Anandapur, Kolkata	7th & 8th Jan,2014
	Career Counselling ( CC) training at WBVHA Tower, Anandapur,Kolkata	9th,10th & 11th Jan,2014, 15th,16th & 17th Jan,2014
	Communicative English and Soft Skill ( CE&SS ) training at WBVHA Tower, Anandapur,Kolkata	17th & 18th Jan,2014
	Career Counselling ( CC ) training at DIET Bardhaman, Kalanabagram	20th,21st & 22nd Jan,2014
	Communicative English and Soft Skill ( CE&SS ) training at DIET Bardhaman, Kalanabagram	24th & 25th Jan, 2014
	Communicative English and Soft Skill ( CE&SS ) training at DIET Malda, Sobhanagar	27th & 28th Jan,2014
	Career Counselling ( CC ) training at DIET Malda, Sobhanagar	29th,30th & 31st Jan,2014
4	<b>Skill development Camps at project schools with</b> nodal teachers and students of class 9 & 10.	Ongoing since April,2014
5	<b>Setting up Career Hubs at project schools with</b> teachers, school heads and students of class 9 & 10.	Ongoing since April,2014

### Social Science

Sl.No	Events	Date
1	Strategy and Planning meeting at Bolpur, Birbhum	12th July, 2013
2	Orientation of 26 government teachers of Birbhum district on "Teachers role as a facilitator in classroom process" as well as their view on curriculum	4th August, 2013
3	In-house capacity building workshop with Bratin Chattopadhaya on framework for chapterization	23rd - 26th August,2013
4	Meeting with Dr. Paromita Chakraverti, Professor of Jadavpur University on framework for chapterization on Gender at Jadavpur University.	11th September, 2013
5	Workshop with 26 government teachers of Hooghly district at Hooghly DIET, on Social Science Pedagogy and social science curriculum	18th September,2013
6	Workshop with "Mittika" for developing the chapter on Diversity.	28th October, 2013
7	Workshop with 35 teachers of West Bengal Board of Madrasah Education on Social Science pedagogy and curriculum	3rd November, 2013
8	Workshop on sharing ideas focus on newly developed chapters e.g. Diversity and Gender with 17 government teachers at Hooghly DIET.	3rd February,2014
9	Workshop on sharing ideas focus on newly developed chapters e.g. Diversity and Gender with 35 teachers from West Bengal Board of Madrasah Education	24th March,2014

**Bigha School**

Sl.No	Events	Date
1	Annual Guardian meeting	9th April,2013
2	Two day orientation on RtE Act for Children Resource Group	16th April,2013
3	One day orientation on RtE Act for 28 CBO secretary	24th April,2013
4	One day orientation on Mid Day Meal for 22 SHG members from 17 Govt. Primary School	25th April,2013
5	One day orientation on EVS for 28 government Primary teachers	26th April,2013
6	Organized Joint event with 6 government schools in the occasion of 'Ravindra Jayanti	9th May,2013
7	In house capacity building on 2nd language pedagogy	29th May, 2013
8	One day orientation on 2nd language pedagogy for 27 government primary teachers	8th June,2013
9	One day orientation on article 29 of RtE Act for 29 govt. teachers at Putsuri CLRC	22nd June,2013
10	Community meeting on 'Role and responsibility of SMC as per RtE Act mandate' at four villages in the project area	25th June,2013
11	One day orientation on RtE Act for 23 CBO members at Bamunpara Panchayat	25th July,2013
12	'Barsha Mangal' – joint cultural programe by our students and SUAS volunteers	26-27 July,2013
13	One day orientation for 27 SHG members of Bamunpara Panchayat on Mid Day Meal	31st July,2013
14	Celebrated Independence Day Jointly with four government schools	15th August
15	Celebrated 'Teachers Day' in the presence of 74 government teachers	5th September,2013
16	One day orientation on RtE Act and role of SMC for 36 PRI members from 3 Gram Panchyat	14th, September, 2013
17	One day orientation on formation of SMC and role of SMC members for 27 PRI members from 3 Gram Panchayats	30th October, 2013
18	Celebrated 'Children's Day'	14th November, 2013
19	One day orientation on 2nd language pedagogy for 29 government primary teachers	23rd November, 2013
20	Celebrated 'Education Rights Day' – organized rally in 15 villages in the project area	28th November,2013
21	'Language and Math Mela' – with participation of 10 government primary schools in the project area	29th – 30th November,2013
22	One day orientation on Mathematics pedagogy for 27 government primary teachers	7th December,2013

## Annual Report 2013 - 2014



---

23	Annual Exhibition – with participation of 10 government primary schools in the project area	23rd and 24th December,2013
24	Annual Sports Meet – jointly with four government schools in the project area	24th December, 2013
25	Experience sharing meeting with district level education functionaries and organization	27th December ,2013
26	Experience sharing meeting with block level education functionaries and organization	30th December ,2013
27	One day orientation on ‘SMC formation and it’s role’ for 37 PRI members from three Gram Panchayat	12th January, 2014
28	Celebrated Netaji’s Birthday through joint event with 3 government primary schools	23rd January,2014
29	Celebrated Republic Day through joint event with 3 government primary schools	26th January, 2014
30	One day orientation for 65 community leaders through a community meeting	10th February,2014
31	District level meeting on special training	12th February,2014
32	Annual Cultural Programme – approx 3000 people present in the occasion	14th – 15th February,2014
33	One day orientation on 1st Language pedagogy for 27 government primary teachers	9th March,2014

## Behind the Scene - People who make it possible

Ahana Das Gupta	Jhuma Ghosh	Quazi Md. Imran	Shinjini Sanyal
Aijul Khan	Keka Mullick	Rachana Das	Shrabani Debnath
Ajanta Sanyal	Lakshmi Mahato	Radha Choudhury	Shadma Gulnoor
Alam Ara	Madhumita Das	Radha Rao	Shyamali Basu
Amna Khatun	Madhusree Koley	Ranjita Devi Basfore	Sibani Chakraborty
Anisha Sen	Mahasweta Roy	Raushan Ara	Sk Japhar Ali
Anjali Gayen	Manjula Das	Rejaul Islam	Sohini Sen
Anjana Das	Manjula Shaw	Rita Das	Soma Saha
Arun Kr. Sain	Maumita Chatterjee	Riti Mukherjee	Somesh Roy
Asha Shaw	Md. Mehedi Hasan	Roshon Israil	Srabanti Basak
Ashma Khatoun	Md. Mujibar rahaman	Ruby Khanam	Sucheta Mondal
Atanu Sain	Milan Kumar Sarkar	Ruchi Arora	Sudip Samanta
Atanu Kundu	Moumita Manna	Rukhsar parveen	Sujata Dutta Chowdhury
Atri Som	Mridula Chakraborty	Rupali Ghosh	Sumana Ganguli
Aynul Sekh	Mujibar Rahaman SK	Saddam	Suparna Basu
Babita Dutta Majumder	Mukta Kundu	Safina Kausar	Sutapa Baksi
Baby Deb	Mustafiz Iqubal	Sahana Ghosh	Sutapa Chakraborty
Banasri Dutta	Namrata Ghosh	Shadma Gulnoor	Syed Ejaz Husam
Chandravati Gupta	Naima Parveen	Salma Sitara	Tabassum Begum
Dally Mukherjee	Nagina Parveen	Samima Sheikh	Tahsin Begum
Dipannita Biswas	Nargis Nahid	Samsar Ali SK	Talat Parveen
Durba Sarkar	Naseem Ara	Sangeeta Das	Tarana Parveen
Durga Rajak	Nasim Banu	Sangeeta Dutta	Tarun Kayal
Gita Tewari	Nazneen Begum	Sanjay Bhattacharjee	Uday Samanta
Gulnaz Begum	Nazrul Haque Mondal	Seema Roy	Usha Sharma
Guncha Kakahsha	Nilay Sur	Shabana Alam	
Jasmin	Nilofar Kausar	Shabnam Bano	
Jayanta Panda	Partha Sarathi Mukherjee	Shaheen Alam	
Jaydeb Mukherjee	Piyali Biswas	Shahajahan Sk	
	Piyali Patro		

## Thank You!

We would like to offer our heartfelt gratitude to all our development partners, consultants, volunteers and friends for all their support and guidance. We would like to thank our development partners- Sir Dorabji Tata Trust, Michael Susan Dell Foundation, Wipro, Child Rights and You, UNICEF, Rajiv Gandhi Foundation, American Service to India (ASTI).

We would like to thank the Paschim Bangla Sarva Siksha Mission, Paschim Banga Rashtriya Madhyamik Shiksha Abhiyan- Government of West Bengal, Department of Women and Child Development, Government of West Bengal; West Bengal Board of Madrasah Education, Sarva Shiksha Mission-Kolkata, SSA Rajya Mission- Government of Tripura, RMSA- Government of Tripura and the Kolkata Police. We would also like to thank SUAS, Ireland for sending their young and enthusiastic team of volunteers to work with our children every year. We would also like to thank FICCI for their support and collaboration.

Lastly Vikramshila would like to thank S.N Mukherjee and Co. , our auditors, for their guidance.

