

ANNUAL REPORT

2018-19





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	বস্মা
বালু	সমুদ্র
	আরম্ভ
আগস্ট	জানু
সে	অসম্ভব
বন্ধি	ছান
	ব-গুণী
সমুদ্র	সমুদ্র
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From the Director's Desk

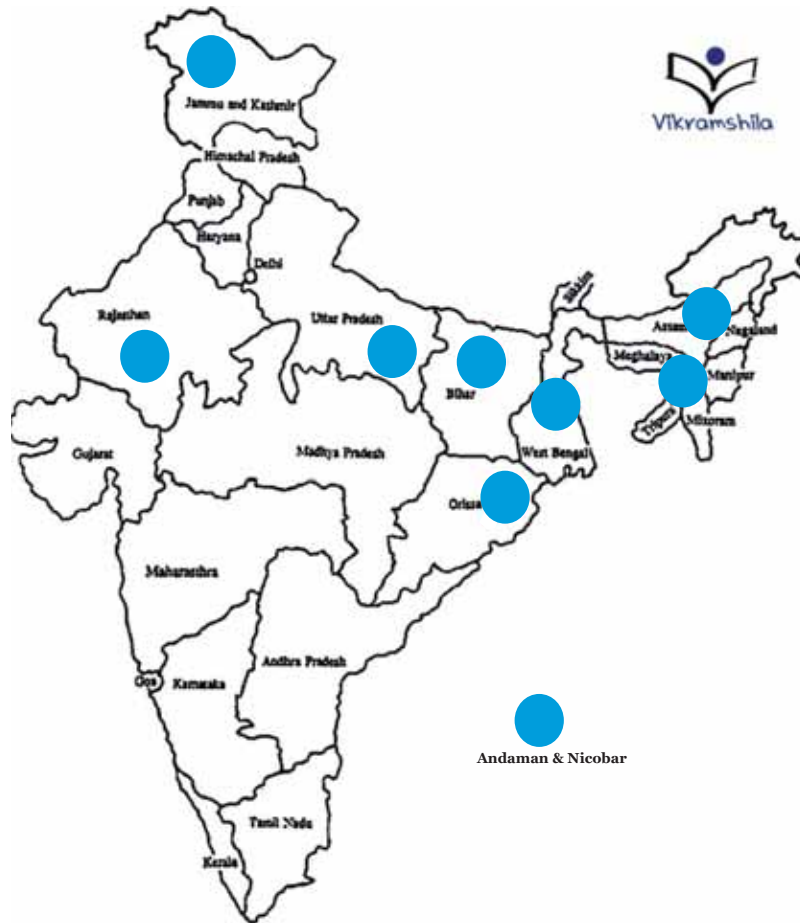
This year we completed 30 years of our existence as an education resource organisation. These landmark years are always an occasion to reflect and look back and ask ourselves a few hard questions. Have we remained true to the vision, mission and dreams that had propelled us to start our journey? In these 30 years, the education scenario has changed in great many ways, but some of the challenges still remain insurmountable. As a country we have made strides in terms of providing greater access and equity but the sheer scale and complexity of providing education to about 25 million students studying in around 1.5 million schools is mindboggling, and quality therefore still remains an elusive goal. And that is what keeps our work as relevant as it was 30 years back. As an organization that had set out with the grand vision of making quality education a reality for ALL CHILDREN in India, the words ALL CHILDREN in our mission statement is not meant to imply numbers, but to reach out to a specific category of children - the last mile children, children at the bottom of the pile, children residing in difficult geographies, marginalized by historical, sociological and economic factors, children for whom education is perhaps the only key to get out of the morass of intergenerational poverty. As an organization, we have been fortunate to have worked with many such children throughout the course of the previous year (2018-1019): we worked with children and teachers from 9 different states of India. It has been a year of learning for our team and as a learning organization, we have held fast to our conviction that we need to remain flexible in our approach, and be ready to innovate and customize in order to meet the unique challenges that a new context demands.

Each new project is therefore is a unique opportunity to learn and grow. It is this approach that has helped us stay young and energized - anyone walking into our office in Kolkata will not fail to notice the palpable energy and enthusiasm of our team. It is evident that we all enjoy doing what we do. Our team size is expanding, and like any other growing organization, we also have had to grapple with the problem of maintaining a balance between formalizing our systems while remaining flexible and responsive. Last year we had a team of 127 people and together we reached out to 18,891 children and 1425 teachers through our 11 different projects. A large number of our projects deal with foundational education – starting from early childhood education to learning the basics of language and mathematics in the elementary years. Madrasah Education continues to be one of our focus areas. In a world where change is the only constant, we feel our work with high school students is very important. Through our Education to Employability and Life Skills programs we aim to equip young people with skills necessary to face the challenges of escalating inequality, an increasingly invasive technology, and the exponential growth of a gig economy. We are thankful to our various donors who have made it possible for us to engage with such a wide variety of students. As we continue with our journey, we hope to remain true to our belief that an equitable education system that provides opportunities to ALL CHILDREN will lead us towards a more humane and just society, free from parochialism and dogmatism.



Subhra Chatterji

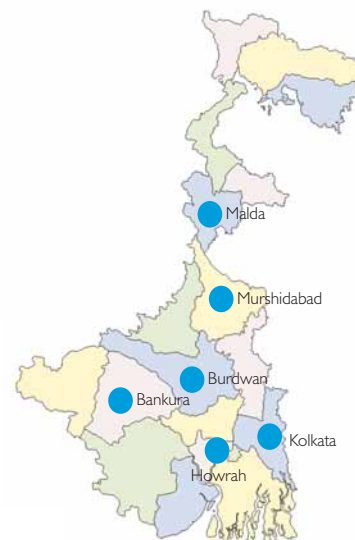
Outreach & Coverage



West Bengal • Assam • Bihar • Mizoram • Tripura
 Odisha • Jammu & Kashmir • Andaman & Nicobar • Rajasthan • Uttar Pradesh

We reached out to **18,891** children directly through classes, camps and workshops
 We capacitated **1425** Teachers and **230** ICDS Education Functionaries
 We also reached out to **140** Anganwadi centres and **232** front line workers (Sanghas, Upasanghas and Change Vectors)

In 2018-19 we operated out of **8** field offices namely – two offices in Kolkata, and one each in Burdwan, Howrah, Malda, Murshidabad, Bankura in West Bengal and Gonda in Uttar Pradesh



Central Themes and Areas of Work

A note on the organization of the Annual Report

Vikramshila's primary mission is to empower children to realize a relevant, meaningful and contextual education. The focal point of our theory of change is the agency of the teacher. The organization believes that the teacher is the key agent of transformation that needs to be empowered to help children realize this fundamental right. As a resource agency working in the field for nearly three decades, the gamut of our work is therefore to reach out to teachers with the best possible content, approaches and strategies to enhance their skills and capacity and in turn enable them to realize the professional dignity of being a teacher.

Vikramshila, with its body and spread of work through the years, has emerged as one of the pioneering resource organizations in the eastern part of the country. It is therefore a responsibility, and also a challenge, to reach out to all the important stakeholders of the education system (e.g. community members, officials, etc.) to create and sustain a meaningful change that contributes towards education reform.

The draft National Education Policy 2019 acknowledges the centrality of an equitable and quality education towards ensuring sustainable development, and the role that it plays for individual socio-economic mobility in the emerging global economy. It is in this context that Vikramshila frequently engages with the local and state administration for advocacy purposes. Sensitizing the education officials towards the various aspects of quality education forms a crucial part of our work. Vikramshila believes in working hand in hand with the system to help it bridge its own gaps, and much of our work is therefore with teachers and education practitioners of the government system to reduce gaps and improvise processes and systems.

We strongly value opportunities to work with grassroots organizations spread across varied and difficult geographical, linguistic and other social contexts to support them in their engagement with local education issues. Vikramshila partners with these organizations to provide technical and mentoring support to empower them in the realm of educational services.



Central Themes and Areas of Work

A note on the organization of the Annual Report

In the course of its journey, Vikramshila has created a niche for itself. We are frequently invited to be a part of national level policy discussions, education missions and think tanks. It is with our experience that we can hope to inform macro policy decisions that are nuanced and in line with the key challenges at the grassroots.

The Annual Report has been organized thematically, based on the broad areas of our work. The table below reflects the range of work that the organization has undertaken in the past year. The various programmes and projects have been arranged sequentially, based on the thematic framework given below. However, it is important to clarify that it is a broad classification only, for the ease of the reader. In our everyday practices, the work is often blended and the programmes and projects are interdependent.

Broad Area of Work	Approach	Programmes
As a Resource Partner	<ul style="list-style-type: none"> Capacity building support to partner organizations, government school teachers and internal programmes academic support Resource generation 	CRU – central resource unit
Working on Aspects of Foundational Learning	<ul style="list-style-type: none"> Nurturing the organization's urban and rural centres as laboratory centres for experimentation and learning Supporting learning support centres of partner organizations Directly working with children through learning camps and demonstration classes Academic support to teachers and education facilitators Helping teachers to adapt good practices and innovations in government schools Course development on foundational areas Working on early childhood education empowering community members to support schools in their locality orienting community members towards education reform 	<ul style="list-style-type: none"> Early Childhood Education ShikshaSatra - Vikramshila's Primary School and Resource Centre Naba Disha- Learning Centres in Collaboration with Kolkata Police Mission Sunehra Kal - Learning Centres- In School Model (Howrah) Transform Rural India – Education Programs through Capacitation of SHGs ShikshaDeep Prakalpa – Community Learning centres in Rural Birbhum Reading Improvement Programme, Tripura Promoting Equity in Learning Early Language Learning Course 2018
Engaging with the Madrasah System	<ul style="list-style-type: none"> Partnering with the West Bengal Board of Madrasah Education (WBBME) Intensive support to govt. aided madrasahs 	<ul style="list-style-type: none"> Madrasah Quality Improvement Project Maths and Science Academic Programs ICT in Education
Employability and Skill development	<ul style="list-style-type: none"> Support in Communicative English and Mathematical Computation logic and learning Soft skills and generic employability through short term courses 	<ul style="list-style-type: none"> E2E Headway Business Communications Course
Advocacy Actions	<ul style="list-style-type: none"> Working on child protection, active citizenship and quality education Seminars, research and scoping studies, publications 	<ul style="list-style-type: none"> Protection of Children's Rights Quality Education Active Citizenship Seminars and Papers

The Central Resource Unit

The Central Resource Unit lies at the heart of Vikramshila. Through the creation and dissemination of knowledge, it creates a network of academic and resource support that cuts across all the programmes of Vikramshila. The CRU works behind the scenes to create customized capacity building programmes and materials to support the organization and its partners. In the process, the team works with teachers, students, community members and education practitioners from a wide variety of contexts and it is this large body of experience over the years that makes Vikramshila a pioneering research based grassroots organization in the country.

Poor learning outcome of children is a serious concern across the country. In order to combat this situation, Vikramshila has been working in different states, in a wide range of geographical, socio-cultural and economic contexts. As a core functioning unit of the organization, the CRU provides in-service capacity-building programmes to government and non-government teachers, to bring about a positive change in the scenario.

In line with our vision of strengthening the existing government systems, the CRU has been involved in the capacity building of government teachers at the primary and upper primary levels in different states of the country.

It is with this same vision that Vikramshila also provides mentoring support to community based grassroots organizations that work on education issues. There are several civil society organizations that run learning centres beyond school hours for children from academically and sociologically deprived backgrounds with the purpose of providing the extra support they need to effectively realize their right to a quality education. Vikramshila acts as a technical partner to empower several of these organizations through training programmes and mentoring-monitoring visits.

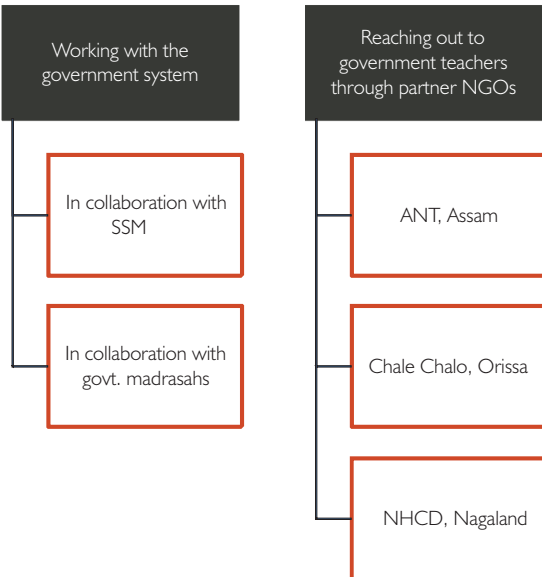
This year alone, Vikramshila worked in seven states across geographical and cultural contexts. Starting from the tea gardens of Dooars to the tribal villages of Keonjhar, or the remote villages in Nagaland, our resource and technical support is customized based on the needs of our stakeholders. Last year, our work also took us to Nepal!

Working with government school teachers

Vikramshila has been working with the department of education in West Bengal for a long time now. Our most recent collaboration was with UNICEF on Science and Math education with the aim of inculcating scientific temper among students and facilitating a shift towards enquiry-based learning. This project was launched in 10 upper primary government schools in Kolkata in 2016. In the pilot phase, we engaged with the 10 schools by conducting training programmes for teachers and HMs and exposure visits for teachers and students. This year, we have scaled up to 40 schools. Subject-based training was conducted with Mathematics and Science teachers, where teachers from the pilot phase acted as resource persons.

Vikramshila's has also been engaging with the Madrasah Education System in West Bengal since 2004, aiming to reach out to the most marginalized children coming from the predominant minority community. In Madrasahs, we worked in the areas of strengthening Science education, providing remedial support to students and integrating technology in education. This year, the CRU team has imparted training on Bridge Course for Bengali, English and Mathematics, exposing the teachers to activities that involve accelerated teaching-learning techniques, much required for bridging the gap between primary schools and Junior/High Madrasahs within a short span of time. We have also provided support to the teachers of 4 madrasahs in 2 districts in the field of ITE.

The Central Resource Unit



Boys' School Completion and Transition to work – a case study

This year, the CRU had a chance of undertaking a scoping study in the district of Maldah to analyse the rate of boys' school completion and transition to work. The study started as a situational and feasibility analysis before commencing with our work on Maths and Science with madrasahs in Maldah.

Through field level experience, we were aware of the fact that there is a high rate of boys' early transition from schools. During the study, we had a chance to interact with the head teachers of the 9 madrasahs, students and parents. We learnt that the early transition to work begins from class V and shoots up to the highest in class VIII, the reason being chiefly financial need. The younger students start with seasonal migration, especially during the time of mango cultivation. The need for money increases as they grow older. Gradually they start migrating to other states such as Odisha and Kerala or even to Dubai in search of livelihood, often falling into the trap of fraud 'acquaintances'. On the other hand, the declaration of a number of schemes for girl students by the government acts as incentives for them to go to school regularly. However, the boys, being dictated by the social and familial pressure of being the bread earner of the family, or being influenced by the growing consumerist culture, tend to move out of schools systems early.

Reaching out to teachers and other education practitioners through our NGO partners

Last year, Vikramshila worked across a rich variety of regional and cultural contexts to provide academic support to organizations doing substantial work with teachers and students from under-resourced backgrounds. These are organizations that work towards sustainable and holistic development, mainly with rural and poor communities. Vikramshila has also been working with WIPRO to empower several of its partner NGOs and to help them address pressing educational issues at the local level. In this context, Vikramshila has helped NGOs reach out to government teachers through various capacity building initiatives, and has also engaged with staff members of the organizations to empower and enable them in the scope of their work in the education domain.

The Central Resource Unit

The following data shows the partner NGOs capacitated by the CRU in the last year and the number of teachers reached out through each programme.

Organization	Objective	Strategy	Outreach
ANT	Capacitating NGO and Government teachers on Maths and Science education	Training and mentoring-monitoring visit	15 govt. teachers and 8 NGO teachers from ANT
Chale Chalo	Capacitating NGO teachers and staff on successfully running Learning Support Centres	Subject training on Language and Maths, Mentoring and monitoring visit and exposure visit to Vikramshila's field	53 government teachers, 28 NGO teachers
NCHD			39 NGO teachers and Government volunteers
Dooars Jagran& Rural Aid			22 NGO teachers
ANET-Dakshin Foundation			3 NGO staff
JMECT	Organisation development	Training on language, Maths, accounting and administration.	23 NGO teachers
Magic Bus	Capacitating Partner NGO on running Remedial Learning Centres	Training and mentoring-monitoring visit	87 RLC facilitators from Mizoram, Keonjhar and Nepal
SKC	Hand-holding support to the staff to successfully run Learning Centres	Mentoring and monitoring visit, camp orientation	15 NGO teachers
DMSC	Hand-holding support to the staff to successfully run Day-care and Research Centre	Mentoring and monitoring visit, camp orientation	15 NGO teachers
FADV	Capacitating NGO teachers on Language, Maths	Training	89 NGO teachers

In addition to the 290 NGO teachers, we have reached out to 23 education practitioners through our Early Language Learning (ELL) course, 433 teachers in Madrasahs, 24 teachers in Naba Disha, 320 teachers through Transform Rural India program in Bankura district and 390 teachers in Tripura through our language interventions.

Engagement with the community

Community mobilization is a small but very important part of Vikramshila's work. Actively involved community members can facilitate real change on the field. It is with this vision that the organization regularly engages with community members of the project areas to make them aware of the education interventions they undertake in the field, and the role they can play in making them successful. This year, our work spanned across two very different rural contexts, one in Tulashikhar block of Tripura and the other in Bankura, West Bengal. While our approach in Tulashikhar was to empower school management committees, in Bankura we partnered with TRI to capacitate after school activity centres for children. In Tripura, the CRU conducted an orientation programme with the SMC members consisting of the HMs, teachers and community leaders from all the project schools in Tulashikhar block. Through discussions on the roles and responsibilities of the SMC members as per RtE-2009, the team tried to give an insight on the different types of activities going on in the schools (in Maths and languages) and the role they could play to engage actively in the functioning of the same.

The Central Resource Unit

Internal support to Vikramshila projects

As the in-house resource and academic support team, the CRU members are constantly involved in the various projects and programmes of the organization, helping in the process of implementation through capacity building, resource development and monitoring support. Here is a glimpse of some of the internal programmes that the team was involved in the past year.

Language Support to Schools in Tripura	<ul style="list-style-type: none">• Intensive support in 10 government schools in Tulashikhar block• field based support to this programme by conducting grade appropriate assessments and language learning camps• Training on math and languages and on bilingual strategies at different levels of schooling
Training and Orientation to Teachers and Community Volunteers, Howrah	<ul style="list-style-type: none">• Capacitating learning support centres catering to primary level students of 3 gram panchayats• Orientation of government teachers on English, Bengali and Mathematics to share the teaching-learning strategies used at the centres.
Training of teachers and hands on Support to Schools in Bankura	<ul style="list-style-type: none">• Training of government teachers on Mathematics education• Camp orientation with government teachers, followed by camp support at the schools.
Support to Academic programs in Upper Primary Government Schools- Kolkata	<ul style="list-style-type: none">• Orientation on Mathematics to government teachers from 5 schools• Regular school based support to schools under this project

The Central Resource Unit

Resources Development

Resource development is a core area of work for the CRU team. The team is constantly involved in the creation of new content and materials to add to the repository of resources in the organization, with the primary focus of ensuring that all the members of the organizations are on the same page with respect to the latest developments on the field. They are also engaged in creating modules for upcoming trainings, and developing of innovative teaching learning materials for demonstration. The following are some of the resources that the organization has developed this year.

Resource	Description	Beneficiary
English TLM set	The general scenario in our country is that a huge gap exists between the level of the textbook and the learning level of the child. A child who does not have the competency of identifying a letter is expected to read a complete story from the textbook. Naturally, s/he does not achieve the expected learning outcome. In the process of completing the syllabus, these students fall behind and later on drop out of school. With the view of bridging the gap between the level of the textbook and the level of the child, this package of English TLMs has been developed focusing on the basic aspects of language acquisition. This set of TLMs contains the following: <ul style="list-style-type: none"> • Classified vocabulary cards • Letter cards • Board games • Story cards 	Teachers and students reached out through the Intensive Intervention programme under Reading Improvement Programme, Tripura
Learning Tree Books 1 & 2	These books have been designed for students of classes I to V (Book 1 for classes I and II and Book 2 for classes III to V) to give them written practice on some fundamental skills of English language learning. It has been developed as part of a remedial package aimed at giving scope to children with a very low exposure to English.	Students reached out through the following programmes: <ul style="list-style-type: none"> • Reading Improvement Programme, Tripura • NabaDisha • Vikramshila School in Bigha
Teachers' Manual for Learning Tree	A Teachers' Manual for the workbooks has also been developed to help teachers conduct activities before making students work in the workbooks. It gives clear instructions on what activities to conduct before working on each page of the workbooks.	Teachers engaged in the following programmes: <ul style="list-style-type: none"> • Reading Improvement Programme, Tripura • NabaDisha • Vikramshila School in Bigha
Kokborok workbook	A print-ready version of this workbook has been developed for the students of Primary level in Khowai. Kokborok, being their mother tongue, needs to be developed first, in order for them to learn any other language. Hence, this workbook will help them to practise their mother tongue, for enabling a smooth transition to Bengali.	It has not been printed, but was targeted towards students reached out through the Intensive Intervention programme under Reading Improvement Programme, Tripura

Staff Development

As a constantly learning organization, Vikramshila believes in the capacity development of its members. There is consistent focus on quality staff development to ensure that the team members are abreast with the current innovations and debates in the field, and are on the same page with the organizational belief systems. Apart from engaging in discussions and workshops with its members from time to time, Vikramshila also encourages its members to work on their own professional development through reading and engagement with courses of their domains of interest. Two of our members were supported in this regard to attend a library educators' course offered by Bookworm, Goa. Members of the Madrasah team attended a course on ICT in Education by TISS, Mumbai.

The Central Resource Unit

Teacher Empowerment Program Kolkata –Mission Sunehra Kal

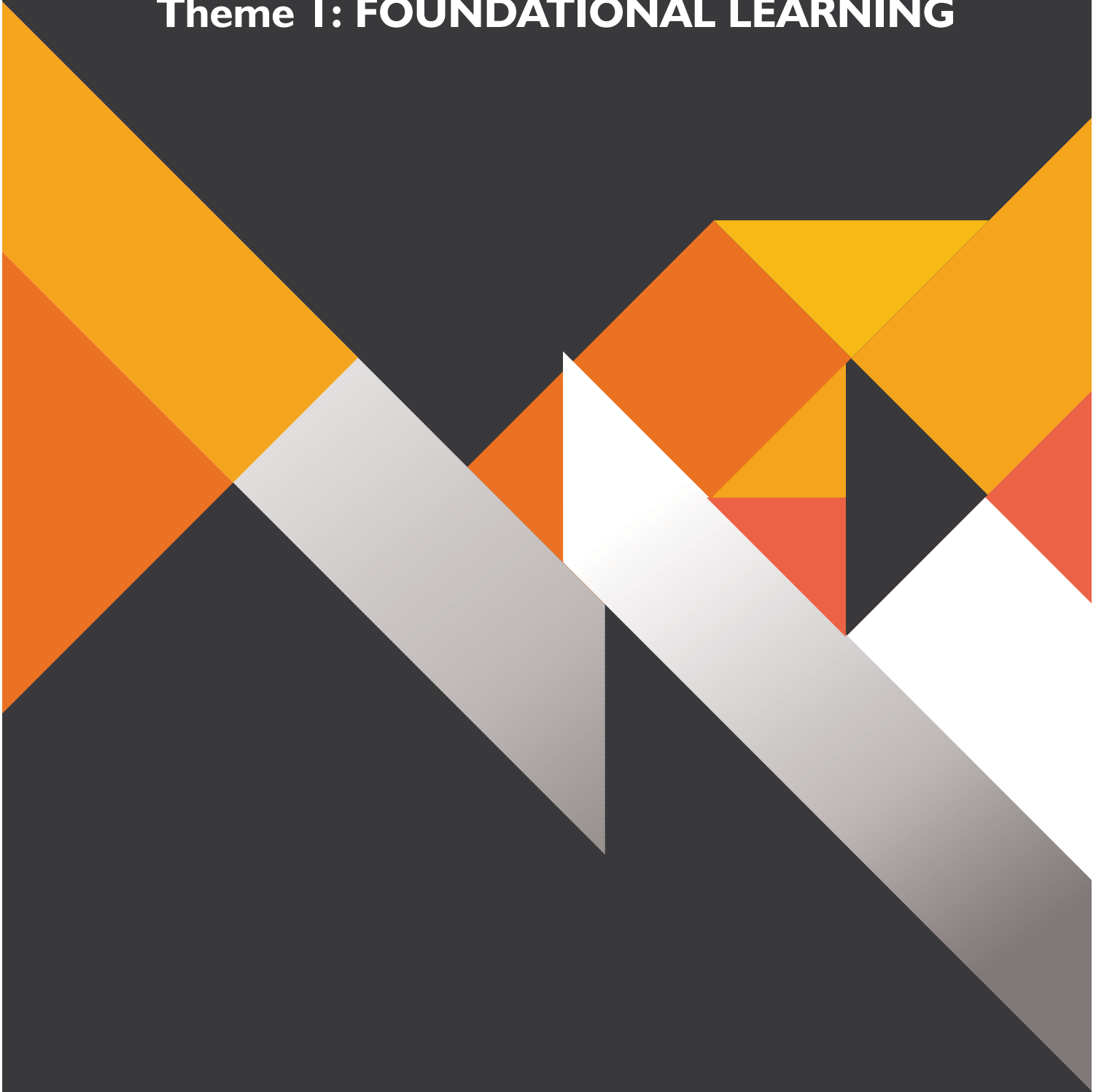
Started in January, this endeavor with the schools in circle 10 and Alipore in Kolkata aims to motivate and empower teachers to develop child friendly schools and to cope with the challenges that they face while going about their daily activities. The children in these schools are often from backgrounds that have little exposure to free thinking, innovation and learning without caring for grades. The idea was first placed to the Samagra Shiksha Abhiyan, Kolkata who welcomed such innovation in the sphere of education and also helped to identify the schools which needed a support like this. We began with a first round of visits to the 100 schools that the SSM had selected to start the intervention with. After a needs analysis the programme under the joint partnership of ITC Limited, SSM and Vikramshila was launched on February 28th, 2019 at Ahindra Mancha, Kolkata. The teachers and the head teachers of all the 100 schools were invited and a panel discussion was arranged headed by Janab Firhad Hakim, Mayor, Kolkata who also formally inaugurated the programme while explaining the purpose and need for such programmes.

After the successful launch, 30 hub schools were selected from the set of 100, 15 from each circle where we started with baseline assessment of all enrolled students in classes 2 to 4. The data from the baseline assessment will help to plan the nature of intervention and also the subsequent assessments will help to identify any impact of the programme on the learning outcomes of the children.





Theme I: FOUNDATIONAL LEARNING



Early Childhood Education Programs

The Call to Action Statement on ECE for ALL says that “it is time for a world ready to learn, where all children have access to quality early childhood education and enter school equipped with the skills they need to learn, succeed and prosper.”

Early Childhood Care and Education is the essential foundation of helping the youngest and most vulnerable children maximize their potential and give them a positive start to life. A sound foundation in ECCE contributes substantially not just in terms of school readiness at the age of six, but is instrumental in creating a strong and stable base for educational attainment for the remainder of their lives as students. Vikramshila works in the sub-theme of ECE across India, with focused program interventions in West Bengal, Uttar Pradesh and Rajasthan.

Early Childhood Education Program – West Bengal

In its role as knowledge partner to the Department of Women and Child Development, government of West Bengal (2011 to present), Vikramshila conducted a situation analysis of ECCE in the state of West Bengal in 2011. Following the findings of the aforementioned study, Vikramshila has led the curriculum development, piloting and implementation phases on the new ECCE curriculum in the state. In its role as state knowledge partner, and as part of the ECCE transformation process, Vikramshila has provided technical expertise in finalizing the Early Learning Development Standards, developing the ECCE curriculum and sample routine for 3-6 year olds, developing and implementing the state capacity building and leadership development plan (including a 400 member State resource Group on ECCE as well as the 1200 district level resource persons), and preparation and orientation on a number of tools and formats which will allow for sustained quality through assessment, monitoring and mentoring in the long run. More than 14,000 model centres (coined Shishu Aloys by the Chief Minister of West Bengal) have been developed so far.

The ECE programme attempted to sustain and strengthen high quality ECE centres across all the 23 districts in the state this year. Intensive training support, together with on-site mentoring, has made this expansion possible in a relatively short period of time, attempting to minimize transmission loss. With the final aim to create 1,20,000 Shishu Aloys, a decision was taken to pilot a scale up strategy in two districts – Malda and Murshidabad with the intent of preparing a road map, to avoid the pitfalls of rapid scale up. Our strategy was two pronged - a) support the system in instituting good practices in ECE at the state level, and b) intensive work at the field level for informed decision making. Some of the important work undertaken this year is highlighted below-

- Training of 100 SRG members- As part of the strategy of continuous capacity building, the SRG members are given recurrent training annually, to help them upgrade their knowledge and abilities so that they are able to play effective role as mentors to the DRGs at the district level. The 100 member SRG team was trained in two batches in July, 2018, where they shared their experiences, highlights and challenges. They were given in depth training on school readiness. The session on outdoor games was one of the highlights of the training, where there was discussion on reviving some of the traditional games.
- Support to DLMT Trainings - Recurrent training of district level resource groups were taken up to address the capacity gaps that were identified during the field visits so that they would be able to provide consistent mentoring and monitoring support to the frontline workers. Our trainers from Vikramshila have been providing need based support to various district level trainings organized by the state.
- Setting up 400 model centres in Malda and Murshidabad: So far 100 centres have been set up, 50 in each district. We opened local offices in these two districts and deployed an eight- member field teams to take on this task. We are trying to create effective monitoring and mentoring practices at the state level and develop an implementation model that would ensure standardization of quality during scale up. A Monitoring App, aligned to state guidelines, has been created for use of our team of supervisors.

The screenshot displays a mobile application interface for monitoring Shishu Aloys in West Bengal. The app is titled "Monitoring form Shishu Aloys in West Bengal" and includes a navigation bar with options like Summary, Form builder, Analytics, Responses, Recovery, and Settings. The main screen shows a form with the following fields:

- 1. Date of visit *
- 2. District *
- 3. Block *
- 4. Name of AWC *
- 5. Name of AWW *
- 6. Name of Supervisor *
- 7. Name of CDPO *
- 8. Start time *
- 9. Start Location with image *
- 10. Visit number *
- 11. Four Corners *
- 12. Current theme followed *
- 13. Quality of ECCE Activities- Morning circle Time *
- 14. Quality of ECCE Activities- Morning circle Time (Video) *

There is also an "Add Phone Number" button on the right side of the form.

Early Childhood Education Programs

- Development of Resources –

Fourth Handbook for Anganwadi Workers

In an evolving program there is a constant need to upgrade the resources. Our field visits revealed the need for a supplementary handbook. The first two handbooks provide the basic information of how to run a quality early childhood learning centre. In the fourth year of the programme, a third handbook, along with a set of two children's activity books were developed. This year, we designed a fourth handbook to augment the existing activity bank with more activities, stories, poems and ideas for thematic planning, and variable activities for concept development of children of different age groups

Translation of ECE Curriculum to Nepali

Language has emerged as a need for research and investigation as preschool is the first transition from home to school, as well as transition from home language to a more formal language. While some anganwadi workers have developed innovative methods of dealing with this, there are many more who are struggling to meet this challenge and need support. Translation of the ECE curriculum to Nepali has been a long standing demand from the field, and last year we were able to finalise the Nepali translation of the first two handbooks.

Development of prototype Santhali Package

There are several areas or pockets within the state, where anganwadi workers find it a challenge to devise strategies for bridging the home language-state language gap. Ideally, as the ECE stage, all transaction has to be in the child's mother tongue, but it often becomes a problem when there are children from more than one linguistic background, or if the worker is from a different language background. An expert consultation was held in January 2019, and based on their recommendations, a shorter and simpler version of the ECE package was developed in Santhali. The draft has been completed, and field testing will be taken up shortly.

Development of training videos

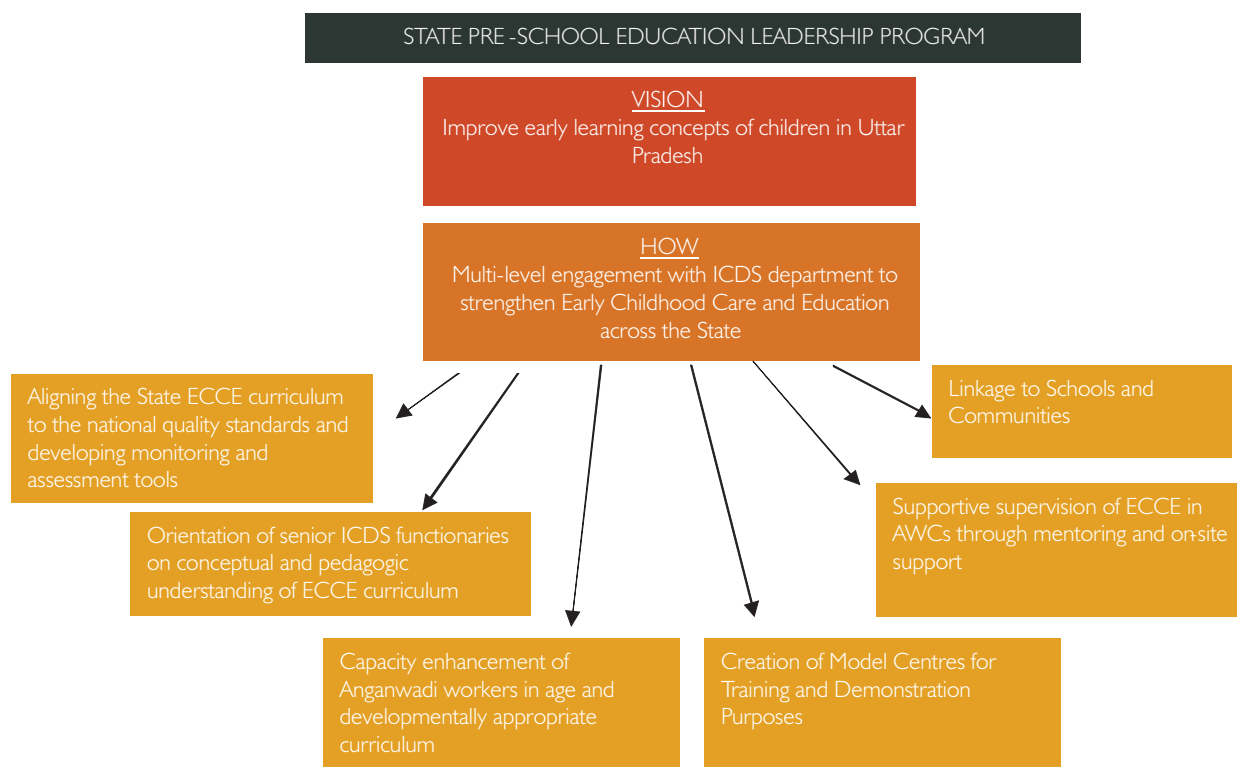
We supported CECED in developing a set of three videos that can be used by the trainers – a) Importance of conversation b) Story Telling and c) TLM Making and Use of the pre school education Kit.

Early Childhood Education in Uttar Pradesh

This year Vikramshila's experience and expertise in Early Childhood Care and Education has spread its wings to the North Indian state of Uttar Pradesh. It is an important milestone for our organization to be a part of this inception. A pilot was undertaken from June 2018 – December 2018, and after successful completion of the pilot, the project, the State Pre-School Education Leadership Program (SPSELP) was extended till December 2019. The partnership involves a multi-level engagement and high level technical expertise in capacity building and supportive supervision, especially for the following:

- Support overall capacity development of the state system through review and development of curricula, training and learning materials, monitoring and assessment tools related to preschool education, including through the use of ICTs
- Create prototype model ECE centres and support the establishment of similar model centres across the state with special focus on Devipatan Division as demonstration

Early Childhood Education Programs

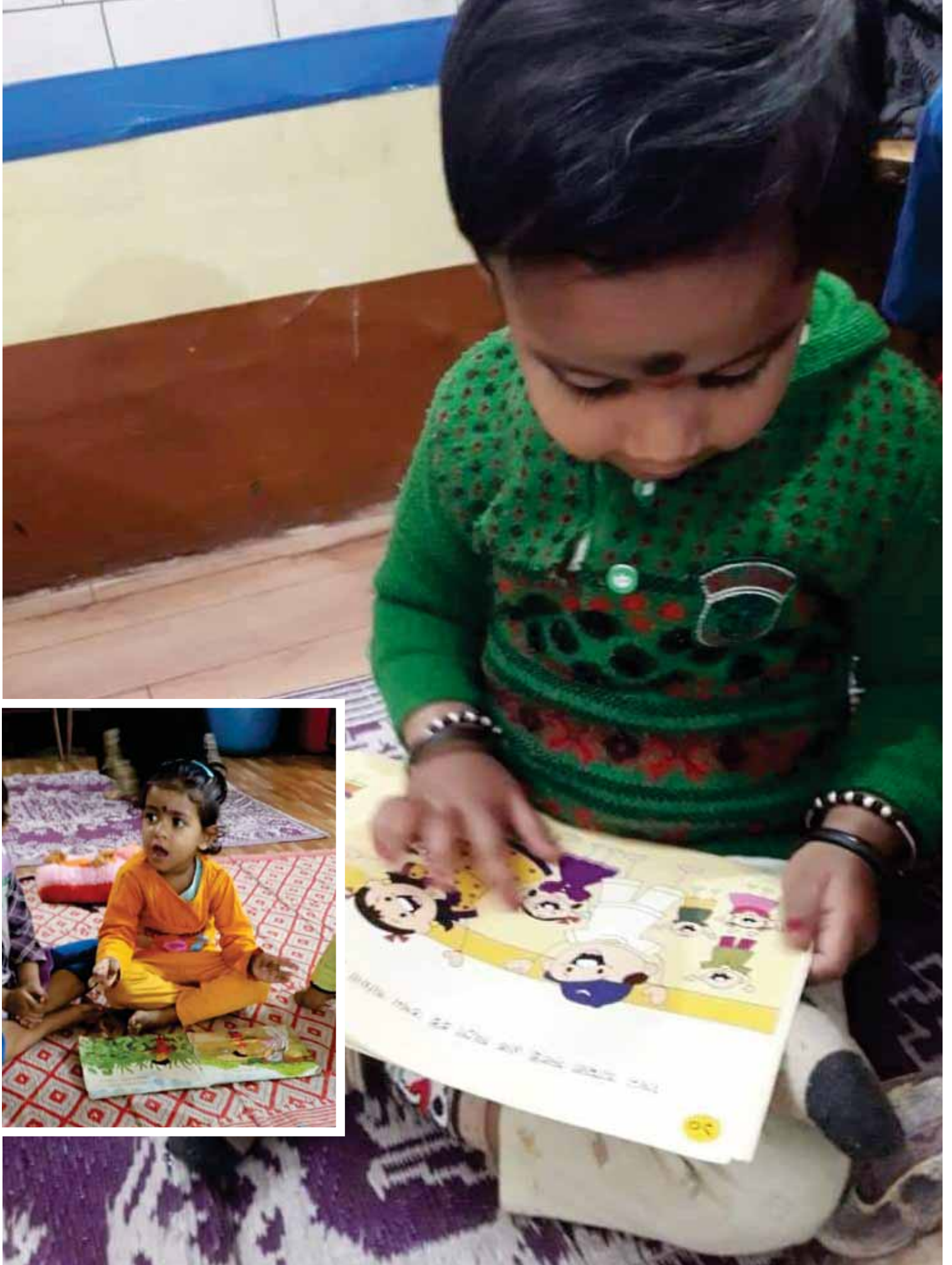


The partnership unfolds in the State at two levels – Division and State. At the division level we are engaged in intensive work in the four districts of the Devipatan division – Bahraich, Shravasti, Balrampur, Gonda- these are some of the aspirational districts identified by the NitiAayog. At the State level 15 districts were covered in the first phase where a cadre of Master Trainers comprising of DPOs, selected CDPOs and supervisors from the identified districts were trained.

State level work	Divisional level work
Resource Development <ul style="list-style-type: none"> • Prototype Quality Monitoring Tool that is being tested out at Devipatan • Developing Child Assessment Cards • Developing ECCE Day guidelines • Guidelines for the PSE Kit and Books for AWCs 	Capacity Building <ul style="list-style-type: none"> • 94 senior level functionaries comprising of DPOs, CDPOs, and Supervisors were provided training at the request of district administration. • 4 Technical Support Groups formed in 4 districts, which were provided two cycles of training by us on quality ECE practices and supportive supervision.
Training of senior level functionaries <ul style="list-style-type: none"> • 32 MTs trained from 15 districts • 6 Model Anganwadi centres developed in Lucknow as demonstration points for the state level trainings • 1460 Anganwadi workers and supervisors trained to set up model centres in Varanasi, Chitrakoot, Lucknow, Raebareilly, Barabanki, Moradabad. They now are cognizant about what it entails in setting up model centres. 	Model Centres Set Up <ul style="list-style-type: none"> • 40 Model Anganwadi centres were developed, 10 in each district headquarter, as demonstration points for district level trainings. • 20 Model centres were developed by TSG members • 191 AWWs were trained in the first phase and training of 2800 workers was taken up during the second phase.

Early Childhood Education in Rajasthan

Vikramshila offered technical support to Schoolnet India Ltd. in the effort to pilot their ECCE intervention in Rajasthan. The program aims to demonstrate an ECE curricular model which creates visibility and impact, builds capacity of Anganwadi workers and makes children ready for school. Vikramshila stepped in as a resource and technical support partner to align their manual and resources to the state level curriculum, review the content and the implementation methodology, review the TLM kit, as well as support trainings of Anganwadi workers and supervisors across districts of Jaipur and Sikar. The training support will continue in the coming year as well.



Shikshasatra - Vikramshila's Primary School and Resource Centre

The Bigha School, through its twenty three years of journey, continues to be a centre for development activities in the village. Set up as an experimental school in 1996 under the MHRD's Innovative and Experimental Scheme, the school is a living example of how to integrate life and learning through a relevant and contextual education that does not alienate the child from her environment. It serves as a thriving resource centre catering to education practitioners from the government system as well as from the civil society to understand and implement innovations in curriculum and pedagogy. A major objective of the school is to serve as a model for mainstream schools and to illustrate how simple innovations in an under-resourced environment can still go a long way to positively enhance classroom processes. The school has, over the years, set an example of how community ownership can become a driving force for positive change. It is often credited with bringing about a positive socioeconomic and cultural shift in the community over time.

Outreach

- 17 government primary schools
- 38 ICDS centre on ECE
- 5 High Schools through Suchana Group
- 9 SSK through community and PRI members
- Students (direct) -2487
- Student Indirectly – 4092
- Adolescent group members – 142 in 15 villages
- Government teachers - 198
- Panchayat Members – 34

Highlights of school activities

Bondhur Khata

A means to learn about the environment through a sensitive and ecological approach by maintaining a personal diary on nature as the child's friend

Creative Writing

As an extension of regular conversation, showcasing the individual experiences of children and their differing realities through wall magazines and events

Library Sessions

To encourage reading for pleasure and as a pathway to further learning, also to nurture the imagination of young readers

Kitchen Garden

to engage children in local activities in the garden to create awareness about organic farming and sustainable development, and as a means to learn science and math through hands on activities

BaLA

Using wall paintings to engage students in conversation and story telling to facilitate oral language learning

Suchana

An active citizenship group comprising of adolescent students, mainly girls, engaging on local issues of retention, child marriage etc. by working closely with the government's Kanyasree group to encourage awareness and positive action

Sahitya Sabha

A regular platform for local students of the upper primary and secondary level to showcase their creativity through speaking and writing to their peers and the community, organised by the Suchana volunteers

Shikshasatra - Vikramshila's Primary School And Resource Centre

The school continues to innovate and show the way with its curricular practices. The alternative pedagogic practices at Vikramshila continue to be a pull factor for the community, local administration and government teachers. The school continues to serve as a resource hub and model for demonstrating learner centric and activity centred classroom processes.

Outreach activities

The Vikramshila School and resource centre at Bigha regularly organizes centralized and field-based orientations for teachers, and are constantly visited by government and private school teachers and NGO staff members. The visitors spend the full day at the school observing classroom processes and later sitting with its teachers to understand aspects of lesson planning and creating learning materials. This year, **80 teachers from 15 government schools** visited our school and participated in a structured orientation programme. Moreover, the staff at the school regularly engages with government schools in the locality to contextually replicate the good practices and provide the teachers there with hands on support to incorporate these activities in their daily routine. The highlights of this year's work with government schools are as follows.

Using libraries as a space for language development	<ul style="list-style-type: none"> 750 students from 15 villages are regular readers of the libraries The team has helped 17 government primary schools to set library corners with school teachers playing an active role In 10 government primary schools library sessions have been included in the daily routine 						
Organizing learning camps	<ul style="list-style-type: none"> Conducted centralized learning camps for 185 students of classes III and IV from 15 government primary schools. Three phase learning camps were on foundational areas - Eng, Bengali and Mathematics spanning 15 days to demonstrate that all children are capable of learning Small games, art and craft and other activities to make the camp an engaging experience for children Orientation of teachers were organized prior to camp to enable them to actively understand the design and technology of the learning camps 						
Supporting innovative efforts in government schools	<ul style="list-style-type: none"> Schools were encouraged to include some of the good practices of Vikramshila's school in their own schools Wall magazines, creative writing activities and "BondhurKhata" were some of the good practices adapted by the local schools 						
	<table border="1"> <thead> <tr> <th>Wall Magazines</th> <th>Creative Writing</th> <th>BondhurKhata</th> </tr> </thead> <tbody> <tr> <td>451 students</td> <td>570 students</td> <td>160 students</td> </tr> </tbody> </table>	Wall Magazines	Creative Writing	BondhurKhata	451 students	570 students	160 students
	Wall Magazines	Creative Writing	BondhurKhata				
451 students	570 students	160 students					
Academic Support in Government Schools	<ul style="list-style-type: none"> Orientation for teachers of government schools in the locality on Bihan module on school readiness for pre primary children of ShishuSreni Conducting demo classes based on above module in 10 government schools Directly reached out to 274 children 						
Collaboration with Schools in Events and Celebrations	<ul style="list-style-type: none"> Collaborated with all 17 government schools from 15 villages in the area across the year to organise Independence day, RabindraJayantiprograms Annual events such as Sports and Education fairs were organized to showcase student talent to the entire community Suchana group members (Our school alumni) mobilized student participation in events All events were attended by parents, larger community and local administrative body members to encourage and motivate the children 						

Shikshasatra - Vikramshila's Primary School And Resource Centre

Networking and advocacy

Apart from working directly with government school teachers and students, the Vikramshila School regularly engaged with the school administration on various initiatives. The school also hosted exposure visits for partner NGOs





Naba Disha- Learning Centres In Collaboration With Kolkata Police

LifeStories

Twenty year old Rima is a confident young college goer working as a part time teacher. She was a school drop-out who was brought back into the folds of education. Farheen was on the verge of leaving school due to financial difficulties at home. With regular motivation, learning support and counseling she continued her education and was selected as the best performer for NCC at the state level. Amit, a student with us since age three, now works as a Green Police with the Kolkata Police and has earned a good reputation for his honesty and hard work.

Rima, Farheen and Amit* are part of **Naba Disha, Vikramshila's flagship programme, run in partnership with Kolkata Police since 1999** that has helped to change the lives of more than 6000 children living in difficult circumstances in the city of Kolkata. More than 350 children have been supported to complete High School and are pursuing college education/ vocational training with a specific career orientation.

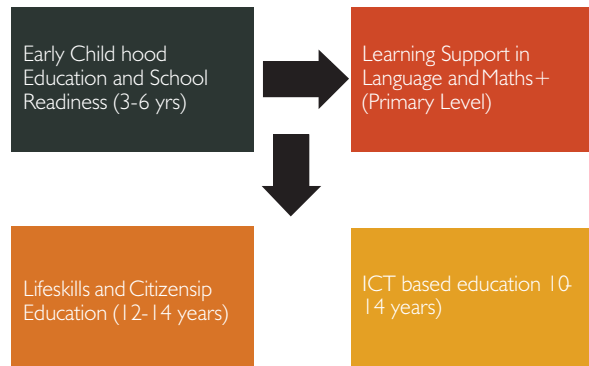
**names changed to protect privacy*

Naba Disha centres are after school community-based learning centres that follow a lifespan approach to education - **“from school readiness to job readiness”** – working with a children right from the age of 3, Naba Disha offers a basket of services from early childhood to young adulthood. The 11 centres are located inside Police Stations. The present centres are spread across the city of Kolkata to provide access to quality educational experiences to vulnerable children residing in crime prone pockets. Children attend the centres before and after school hours for supplementary support through various kinds of resources and activities.

Education here is offered in alternative ways, going beyond the traditional chalk and talk methods used by schools, with emphasis on collaborative activities, use of manipulatives and objects, pictures, charts, flashcards, well designed and age appropriate teaching learning materials TLMs and library books. The program also believes in bringing in home-knowledge, home language, community specific skills and using familiar contexts, demonstrations, innovative assessment strategies to track progress such as observation, portfolios, projects and peer reviews.

The Program this Year (2018-19)

This year we worked with our multi-level, multi grade enrichment centres offering support in a variety of languages Urdu, Bangla and Hindi. The centres operated from 8:30 am to 2:30 pm (6 hours), five days a week to offer learning support before and after school hours. The program reached out to 725 children and 660 parents from twelve communities under 10 Police Stations.



Naba Disha- Learning Centres In Collaboration With Kolkata Police

Focus Areas – Language Our focus this year was on Language Learning and strengthening the writing skills of children. Through regular hand-holding support and mentoring, we witnessed children's confidence and fluency both in free conversations and reading in their mother tongue. In English support, children have acquired a sufficient stock of words and can now follow simple instructions, use greetings and social expressions.

Centre Location	Medium of instruction	Dominant population
Nadial, Garden Reach	Urdu	Urban minority community, predominant livelihood zari work and kite making
Taratola, Hastings Lake	Hindi	migrant population, predominant livelihood -daily wage earner
Kalighat	Bangla	Domestic helper, shop assistant
	Bangla	Local people as well as migrant population, predominant livelihood related to temple economy
Narkeldanga, Beniapur and Bowbazar	Urdu, in Beniapur Urdu and Bangla both	Urban minority community. Of these, Bowbazar had traditionally been a red-light area.
Watgunge	Hindi and Bangla	Urban minority community.

The success of the centres for holistic learning support could often be instances like neighbourhood government schools sending their labelled “low achiever” to us for concept building and intensive learning support. In three months, they saw a visible improvement in the child's reading skills. Now the child can read grade-level texts with comprehension and fluency. A parent said, “Our children are learning better here than they are in government schools.” We believe it's our mix of academic rigour simplified into small scientific steps together with a strong emphasis on social and emotional learning (SEL) which includes peer learning support, friendly teacher –child interaction and a very democratic classroom environment that helps drop the affective filters for better learning of concepts.

Felicitation and Alumni Meet

A Felicitation cum Alumni Meet was organized to celebrate the success of our Naba Disha students in board examinations of 2017-18, where about 500 students, 21 teachers and 15 Alumni members of 10 centres, attended the event. The event was chaired by the officials from Genius Foundation including Mr. R.P. Yadav (Chairman and Managing Director) senior police officer, Mr. Satyajit Bandhopadhyaya, chairperson of the West Bengal Commission for the Protection of Child Rights Ms. Ananya Chakraborty, and Director of Vikramshila Ms. Shubhra Chatterji. Vikramshila in partnership with Kolkata Police also released 'Reclaiming Childhoods', a document on Naba Disha Programme's lifespan approach to education for children living in urban poverty channeling them into the school system.

ITE Mela (Integration of Technology in Education)

In collaboration with Sarva Shiksha Mission and Tata Institute of Social Sciences, Vikramshila organized an ITE Mela on 11th October, 2018 at the SSA. Children from our centres participated in the event where they prepared an ITE project on importance of conservation

Celebration of World Read Aloud Day

For 10 years World Read Aloud Day (WRAD) has called attention to the importance of sharing stories by challenging participants to grab a book, find an audience, and read aloud. The global effort is now celebrated in over 173 countries and counting! In this context for the first time Vikramshila also became a part of the celebration for a whole one month starting from the February 1st. Since the centres already have a culture of book reading and other literacy based activities in the library, this gave a more focused opportunity to understand the significance of Read Alouds.

Naba Disha- Learning Centres In Collaboration With Kolkata Police

Nabadisha Annual Programme

January ended with a delightful cultural event by the students of our Naba Disha centres as they celebrated learning in various forms. With music, dance, drama, art and creative writing, the afternoon at Rabindra Tirtha was filled with vibrancy and warmth. This occasion marked the culmination of a drawing and creative writing event that was held at ten Naba Disha centres on 30th January. Awards were distributed to students who had exhibited exceptional talent in drawing and creative writing. The presence and performance of eminent singer Sidhu, eminent percussionist Mallar Ghosh and elocutionist Mallika Ghosh, helped to make the event memorable.

Celebrations of Festivals

At Naba Disha, children learn about cultural traditions by experiencing them through celebrations of local festivals and events. These celebrations create opportunities for children to share their personal experiences which lead to mutual respect and social cohesion in the classroom. The teachers try to connect these celebrations such as Rabindra Jayanti, Eid, Teachers' Day, Durga Puja, Christmas, as part of their learning experience through various activities.

The Diary of A Volunteer
Poymanti Gupta

Loreto College – Volunteer with Vikramshila at our Naba Disha centre

"I approached Vikramshila Education Resource Society for internship where I could teach younger children. I was sent to Nabadisha Centre of Bowbazar area. My students were among classes I to V. I was assigned to teach them English language. As we started with a chapter, I asked them to read it out loud to improve their pronunciation. Some of them were uncertain about the pronunciation as well as the meaning. However, they did not hesitate or feel shy. Here I would like to draw a comparison. There was a time when I had given private tuitions to children of primary school coming from well to do families. If they came across a word which they were not familiar with, their eyes would express some sort of anxiety; the anxiety of lagging behind from the rest of the peers, a guilt for not knowing a simple word. However, the children in Naba Disha, would show excitement when they came across an unfamiliar word. They would try to answer it with great enthusiasm not worrying about being right or wrong! They would not be reticent, instead approach a problem with an intention to solve it and know more. I had about ten boys and girls, sitting around me with eagerness and I felt a different level of satisfaction in working with these children, who want to learn as much as their brain can take. I wish they had sufficient resources to move on with their dreams and aspirations."



Mission Sunehra Kal – Learning Centres (In School Model) In Howrah

Vikramshila embarked on a partnership with ITC Limited in November 2015 to launch Supplementary Learning Centres in Howrah, West Bengal, within 30 government schools as part of their Mission SunehraKal. A multi-sectoral partnership with the community, parents, SHGs, Gram Panchayats, the Department of Education, government officials, the DPSC & Samagra Shiksha Mission (SSM) together with individual schools, their HMs, teachers and above all the children, are all partners working together to achieve lasting objectives. In this milieu, Vikramshila worked on strategic interventions in the area of enhancing learning outcomes for primary school age children. This has taken the form of SLCs (Supplementary Learning Centres), providing before and after school learning support to primary school students, to cope with and mitigate learning gaps; innovative approaches including learning camps are used to encourage foundational learning skills in students – reading, writing and numeracy. In a first of its kind initiative for the organization, the learning centres are in-school models and community based. Another objective of this programme is to influence government school teachers to adopt some of the good practices and pedagogy of the learning centres into their own classroom spaces. To promote and maintain a child-friendly environment conducive to learning, the physical environment has been remodeled to include wall paintings and decoration based on the concept of BaLA (Building as a Learning Aid). This programme continues to work with the underserved communities of 3 Gram Panchayats of Howrah district - Joargori, Kanduah and Beldubi. This year, the programme has been extended to cover Chandipur area.

The program has directly impacted 3000 students. in 2018-19. Additionally, students and teachers have also benefitted from indirect outreach as those attending school but not part of SLCs have also been participants in various events and a total of 3588 students and 110 teachers have been impacted through the different events in SLCs.

Highlights of the programme this year

10 more schools added in the project extension area - Chandipur

4 day capacity building of teachers and school heads, reaching out to 58 teachers from 32 schools in the project area

Demonstrating camp methodology in the 10 newly added schools of Chandipur block through 4 separate learning camps in 4 quarters

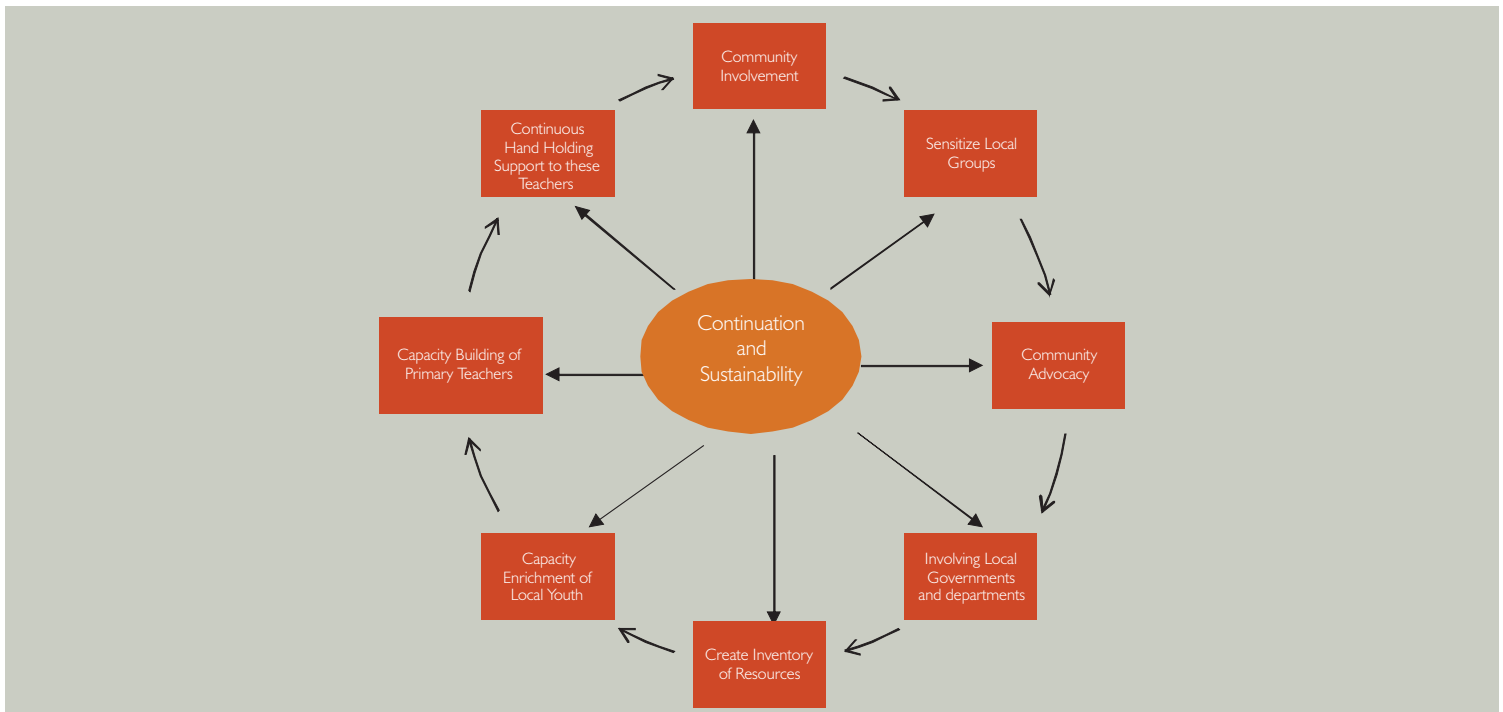
Continued investment in capacity building of our 36 EVs through induction, foundational courses and refresher programmes

Successfully conducted events such as Sahitya Sabha and Reading Mela across all 30 schools, reaching out to 2456 children from the project schools

Feedback of some of the teachers on the training programme

Mr Sandeep Banerjee (Assistant Teacher, Bhabanandapur Primary School) : *"Highly impressed at the teaching activity...Second language learning can be achieved fearlessly by adopting the methods...Math is not a matter of phobia, it can be a matter of fun... it requires a joyful environment. Impressed at the approach and attitude of the trainer...Continuation of such training at least once a year would be beneficial. Keep it up!"*

Mr Sudip Bera (Assistant Teacher, Mohisrekha Junior Basic School) :*"Pocket Library is a new concept, the use of charts is excellent and the creation and presentation of the "Big book" is remarkable"*



Mission Sunehra Kal – Learning Centres (In School Model) In Howrah

Future Plans and Sustainability

Throughout this year, continued enhancement of capacity building with a view towards sustainability of the programme has been carefully planned. Linkages with the community have been nurtured to enable continuation in the future of a service that adhered to the principles on which the programme is based upon. To this end, Vikramshila has engaged with local groups such as teachers' groups, Panchayati Raj Institutions and youth groups and involved them in the phase-out and exit strategies.

The theme of community advocacy is central to this. Concerted and sustained efforts in sensitizing the community about the benefits of education, data driven and evidence based learning outcomes, library based literacy initiatives, importance of enrolment and regular school attendance, innovative and child friendly teaching learning processes that can ensure sustainability in the long run through pressure groups and right-based teams were nurtured within the community.

Vikramshila's programme team also plans to create an inventory of all physical resources that can be used after the project ends. Some devices and equipment purchased during a project can be used in future along with the resource rooms created, libraries, reading writing corners, TLM, training modules, lesson plans etc. This list will be provided to all stakeholders who can ensure project sustainability towards attaining desired goals.

We want to go to “Vikramshila School”

In a short span of time, Vikramshila has made a perceptible difference in engagement and attitude towards learning. We would like to share about Sumit (name changed), a student of Class I of Chandipur Primary School. Initially his attendance in school was irregular, and teachers expressed that they were fed up of his antics. Over time, his attitude towards learning changed significantly. A folder of his work with outputs and artefacts that he had himself created instilled in him great pride towards his work. His parents were surprised and impressed to see what he had produced in the learning camps and his mother asked the EVs where the “Vikramshila school” is, as she wants her son to be admitted there! She further elaborated that since attending the learning camps, her son has started taking interest in drawing and studies, not only that, she has witnessed a positive change in his behaviour, too. Children like Sumit continue to inspire our work each day.



Reading Improvement Programme, Tripura

Tulashikhar is a tribal dominated block in Khowai district of Tripura, where most of the inhabitants speak Kokborok, a language that has no lexical resemblance with Bengali, which is the official medium of instruction of all government-run schools. As part of a comprehensive multi-thematic intervention of Tata Trusts with the Govt of Tripura, Vikramshila has been working in Tulashikhar since 2015 to improve learning levels of children in Classes 1 to 8 in the area of Language – both English and mother tongue (Bengali and Kokborok). Vikramshila worked in partnership with Tata Trusts and the School Education Department, students, teachers, and the community. This year we reached out to 390 teachers approximately and 4600 students.

The programme which came to a planned end on 31st January 2019 led to the creation of good practices and models of excellence during the project period. In the process of closure, we have attempted to transfer the technical knowhow and resources to the state and we hope that these may contribute to the sustainability of these practices, going forward.

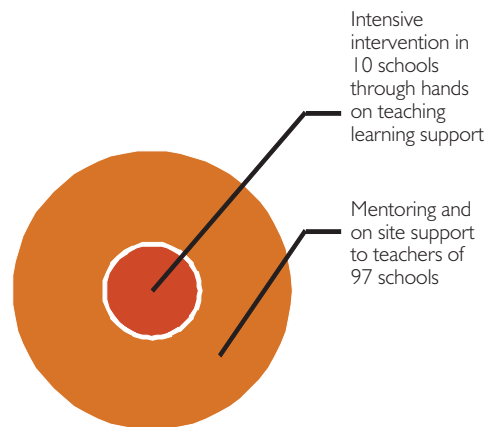
PRIMARY ACTIVITIES

- Intensive support programme
- Summer camp
- RTM (Read to Me) software support
- English camp orientation for teachers teaching at the primary level
- Learning Camp Orientation on Bengali Language
- Secondary Level Teachers' Training on English and Bangla
- Refresher Training of English Primary and Upper Primary Teachers
- HM Orientation
- Regular onsite support
- Grade level End-line Assessment
- Support by middle level and senior level functionaries

Program Highlights

This year the program team undertook 446 visits to 97 schools both Primary and Upper Primary Sections. For Secondary Section our team undertook 32 visits. For Primary and Upper primary sections they took sessions on English and Bengali while for Secondary section the sessions were on English using the Read to Me (RTM) software.

The approach was to provide mentoring and monitoring support to all 97 schools in the project area through capacity building and need based on site support. Moreover, a small group of 10 schools was selected from within these 97 schools for intense hands on intervention. The idea was to demonstrate good practices and showcase how intensive intervention in the classroom can bring about marked improvement in learning levels of students.



Reading Improvement Programme, Tripura

1. Intensive support programme at the primary and upper primary level in 10 schools

Vikramshila's initial approach was to work with cluster and block resource persons to help in the effective implementation of the programme. Adequate orientation and capacity building programmes were conducted with them for the purpose. However, this did not yield the desired results, and Vikramshila realised that direct hands on support through intensive intervention with children would be able to bridge this gap. Thus, in February 2018, an intensive engagement with 10 schools was taken up for provide academic support, with the view of observing the impact and effectiveness of the programme. The 10 schools that were selected for intensive support was on the basis of the following criteria:

- Schools with a considerable number of students
- Schools which will be commutable
- Schools with co-operative teachers

Major milestones of the programme in 2018

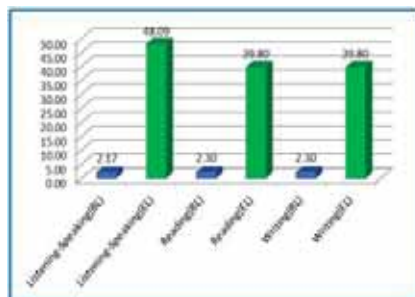
- Training of existing Cluster Co-ordinators of CML (Tata Trust partners) and field staff of Vikramshila to provide effective mentoring support to schools.
- Number of schools for intensive English support was increased from 10 to 15 by the end of the year
- Grade appropriate assessments were conducted at 5 newly added schools to understand the actual learning level of the students.
- Depending on the requirement of the students, support was provided at the basic level or was based grade level.
- Grade Level Baseline and Endline assessments were conducted across the initial 10 schools. The tests covered learning indicators across listening, speaking, reading and writing – the four elements of language.
- The endline assessment took place in November 2018, after a continuous regular intensive support in these 10 schools by the team of Vikramshila and CML. The children showed considerable improvement across several competencies. We also witnessed a marked improvement in the listening and speaking skills of students across all levels in primary school. The graphs show a considerable improvement in the performance of students across classes. The figures represent the comparative performance of students (in percentage) in grade level assessments that were conducted in the ten schools. These graphs are of classes II and III in the primary level and of class VIII at the upper primary level, where the improvement was most remarkable.

The Pedagogic Approach

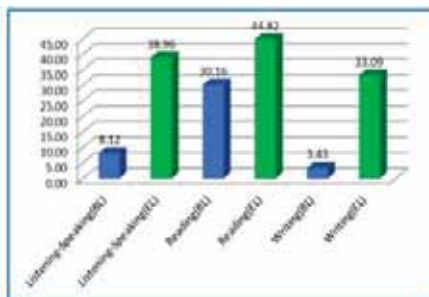
The facilitators conducted rhymes, conversation with realia, language games based on classified vocabulary and phonemic awareness. After the language camps, the facilitators also discussed chapters from the textbook. Hence, the school syllabus was also addressed during the period. Apart from these, there were sessions on story books, where the facilitators read out stories and students did activities based on the stories. The culture of reading and listening to stories was introduced through library sessions, where after a read aloud session, the students would do activities based on the story they heard. The library sessions were vibrant with story-based discussions and activities.

Support in the form of rich and varied Language inputs such as library books, audio-visuals, worksheets, workbooks and teaching learning materials including charts, flashcards, letter, word, picture cards, concertinas etc. was given to these ten schools from March 2018 to December 2018

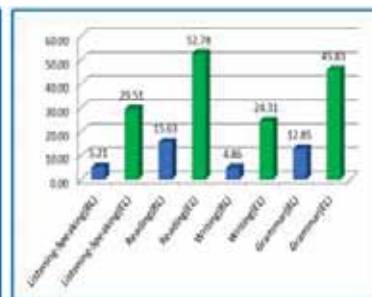
Reading Improvement Programme, Tripura



Class 2



Class 3



Class 8

- A library intervention for primary classes was initiated in Banbazar primary school, one of the 10 intensive schools. The library was set up as a model to demonstrate the concept of language development through reading. It was an initiation of the process which aimed at continuing the concept routine wise. The process of replication has begun in the other nine schools selected for intensive intervention as well.

2. Intervention in other schools of the project area

The language team in Tripura together with the academic team of Vikramshila undertook a series of school support interventions for a six month period at two levels-

- Teacher capacity enhancement in the area of language development together with understanding the nature and pedagogy of language in the classroom. A total of 11 trainings were undertaken for more than 100 teachers across 97 schools.
- Consistent on-site support to the classrooms through demo classes, support in language camps and mentoring visits across all schools approx. 108 times in 6 months, roughly 300 hours of face time in schools.

A significant progress was visible and demonstrated in a short span of 6 months. The regular support with camps, demo classes, trainings and regular and sustained monitoring went a long way to ensure the improvement of children's learning outcomes in language. This was visible through the endline assessment results that were conducted in December, at the end of the intervention period which showed a marked improvement in language learning of students.

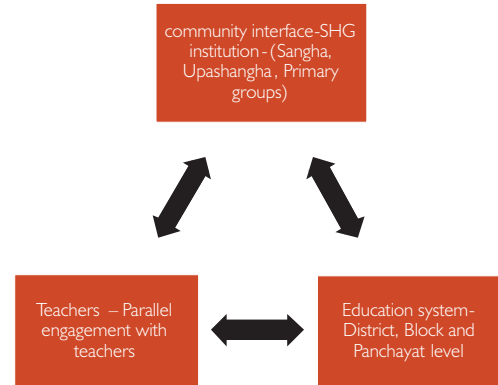
3. RTM support

The Read to Me software is a multimedia software with a voice input which helps the students to read the textbook chapters in English with accurate pronunciation. It also identifies the hard words and explains the meaning of such words. The voice inputs are all in English and it helps the teachers in transacting the textbook chapters. It is a reality that there is a huge gap between the level of the students and the level of the text book. This software was used to help bridge the gap. The software proved to be a useful resource for both teachers and students. The role of Vikramshila was to help the school use this software effectively to help the learning process in classes IX and X. During the period of April 2018 to January 2019, 43 sessions were taken on RTM in 13 schools.

Transform Rural India – Education Interventions Thorough Community Empowerment

- OUTREACH
- 1025 primary groups (SHGs)
- 80 primary schools
- 120 teachers
- 84 villages
- 4000 children

The Transform Rural India (TRI) initiative, which commenced in August 2016, focuses on stimulating potential for social change in villages, creating places of vibrant and equal opportunities, to support India's poorest in their journey to prosperity, dignity and a better life. Envisioned by Tata Trusts, the fundamental tenet of TRI's work is driven by the belief that ownership, responsibility and initiative taken by the communities with a responsive public service network and a platform for partners acting as catalysts will bring about lasting transformation which is sustainable. As part of the TRI multi-sectoral partnership, Vikramshila continued working in Bankura in the Ranibandh and Hirbandh blocks in two Gram Panchayats of each block – Ambikanagar, Rudra, Gopalpur and Molian.



Partnering with Pradan

The TRI impact platform is an alliance of civil society organizations across sectors of education, health and livelihood. This multi-dimensional multi-stakeholder engagement is focused on synergistic and holistic transformation by facilitating and harnessing collaboration across communities, technical support organizations, governments and markets.

The multi-pronged intervention has three main threads, namely community interface through Self Help Groups, sensitizing the education system and parallel engagement with teachers.

Program Focus - Creating a pool of CVs (change vectors) from within the SHG groups to accelerate and sustain the processes initiated in the first phase of intervention.

This year the focus was to build a cadre of highly motivated CVs to take the work forward. At present we have 129 CVs working in the field. Initially, CVs were mainly engaged in initiating a critical discourse around educational issues within the SHG groups in their respective hamlets. Later, in addition to this process they participated in TLM making workshops and learning camp orientation with teachers. They have been instrumental in organizing learning camps and writing workshops in schools. Some CVs co-facilitated learning camps with teachers.

Transform Rural India – Education Interventions

Thorough Community Empowerment

Linkages with Community Institutions: It is essential that the community institutions such as Sangha (GP level) and Upashangha(cluster level) which are envisioning and steering the change process concur with the view point that it has to be led by persons from their own communities. Last year our focus has been to facilitate the formation of education sub-committees within Upashanghas to anchor the CVs and take ownership of the educational work carried out by the CVs. We are trying to create an ecosystem where the newly deployed CVs have a constant connection with Upashanghas in terms of their work, have a two way dialogue with the community and make collective decisions at Upashangha level.

Institutionalization at a glance

- 50% Sangha Education Committees formed
- 79% Upashanghas have discussion on Education
- 60% of active CVs linked to Upashanghas
- 25% Education Sub-Committee formed

District level visibility and advocacy

A daylong seminar on “*Child Rights And Quality Education*” was held at Rabindra Bhavan, Bankura on March 18th, 2019, in collaboration with District Primary School Council, Bankura

The event was very well- attended with 350 Head Teachers of primary schools and 44 SIs of the entire district. It was a convergence of stakeholders including Government officials – the DPSC chairperson, the ADM of Bankura district and all important education functionaries as well as district level administrative functionaries. Honourable members from SCPCR facilitated the seminar. The event was a good opportunity for us to generate awareness on the initiative of the community institution in the field of education and how the women collectives are collaborating with teachers to build a new culture of education in the villages. The highlight of the day was the teachers from 6 schools of Ambikanagar GP sharing their experience of community participation in the affairs of school and how it has helped to build a bridge between parents and teachers.

Working directly with children

There is a deep rooted belief system within the teacher community as well as within certain sections of the community that children coming from disadvantaged backgrounds lack the essential ability to learn. To challenge this notion, a series of activities were undertaken to demonstrate that all children can learn if taught in certain ways.

Learning camps | Writing workshop | Art and craft workshop

These events were organized to demonstrate simple but effective teaching learning process to acquire desired language competency in an age appropriate manner. At the end of the event, a gallery walk was organized where paintings, drawings and writings of students were exhibited for everyone in the village to see. These occasions became a good opportunity for parents and teachers to interact in a stress free environment and start a meaningful dialogue. Children were happy to receive appreciation from their parents and teachers alike. This event created a positive atmosphere in the village and created a demand for more such activities in the school.

Coverage

- 14 primary schools
- 60 days of direct interaction in camps
- 20 hours interaction with children through writing workshop
- 735 children reached

Transform Rural India – Education Interventions Thorough Community Empowerment

Teachers' Day Program

This year 21 Upsanghas took ownership to celebrate teachers' day this year where 34 villages were involved in the celebrations. Teachers' day was celebrated in 29 schools and 80 teachers were honored. 1199 students participated/ attended in the program across all 21 Upsanghas.

It is more than 5 times incremental progress than the previous year which shows that the community institution has started taking ownership in educational issues and reaching out to the schools in an organized manner. Many teachers were overwhelmed and touched when honored by the community. The entire initiative has contributed towards building a positive environment around education in the villages and paved way for bridging the school-community disconnect.

Comparative reach in 2017 and 2018

	2017	2018
Number of Upsanghas celebrating Teachers' day	4 (9.5%)	21 (50%)
Number of villages involved in the celebration	6 (7%)	34 (40.4%)
Number of schools celebrating Teachers' day	4 (5%)	29 (36.3%)

New initiatives

The programme continues to innovate and create new strategies to evolve to reach collective goals and objectives

- (a) Demonstrating children's work in camps and workshops through gallery walk**
- (b) TLM workshop with CVs**

Story of Sumitra Mahato: CV didi

I am Sumitra Mahato. I come from a remote village named Ladda of Ambikanagar GP in Ranibandh block. I have always been interested in music and dance. My parents were very poor but they encouraged me to learn music in my childhood. When I lost my parents at an early age, my dream to become a dancer got shattered. Due to extreme poverty, I grew up in unfavorable conditions and I was married off by my relatives at a young age. I could not complete my school education and my dream died a silent death with time. Marriage brought no respite either. I continued to suffer at my in-laws place. I had lost all hope in life when one of my neighbours asked me to join a Self Help Group. It brought a little cheer to my life but I was still not happy within... I continued to search for meaning in life. It was then that I heard about the education work in my village. I went to the meeting and got selected as a CV. I was unsure but there was a new hope. I went to receive my first training as a CV. There I met so many women like me for the first time in my life. I sensed an instant connection. That training changed my life forever. There was so much to learn. I found a purpose to my existence. I came back from the training with a zeal to work for my village. It's been one year since then. A lot has changed in this little non-descript village. I took initiative in organizing teacher's day and children's day in our primary school along with other didis of my Upashangha. I worked with children to prepare them for cultural program. Teaching them to dance brought back my memories of childhood. Now I go to school and talk to teachers. I have taken initiative to start regular PTM in Ladda primary school. Life is looking up now. I want to work for my village, I want to work for the children, I want to dream. Again!



Shikshadeep Prakalpa- Community Learning Centres In Rural Birbhum

Shiksha Deep Prakalpa is an education program for children run through Community Learning Centres (CLCs) targeted to reach 6000+ children, across all 10 Gram Panchayats of the block, through 65 CLCs in Khoyrasole, a community Development block in Birbhum district. The program in collaboration with National Stock Exchange Foundation (NSEF) started in March 2019. The block has 44 percent are Scheduled castes, 30 percent OBC, 6% tribal population and 27 percent Muslims. The literacy rates are low, as are the school going rates among children. With open coal mines and underground economy of illegal mining, child labour is rampant.

It is in this milieu that the ShikshaDeep Prakalpa offers Language and Mathematics learning support to children who are either (a) out-of school, (b) in-school but frequently absent thus possessing major conceptual gaps, and (c) those who are regular but need support to cope with the standards expected in school curriculum. The ShikshaDeeps are envisioned as supplementary learning centres within the community. These are run by selected local village youth trained and empowered by Vikramshila.

Project Objective

- To increase the learning outcomes (literacy and numeracy) in children of age group 6-12, facilitate increase in school enrolment, retention and regularity of school attendance over a period of three years
- To capacitate and enrich local educated youth in sound pedagogical processes and subject interventions, especially in Maths and Language (Bangla and English) to facilitate the learning centres and ensure transfer of good practices into the local schools and communities
- To create models of educational excellence at each Gram Panchayat with the larger aim of sensitizing and empowering the local community, the PRI institutions and formal education system on good practices of a child friendly and effective primary education and importance of school attendance and completion

The Feasibility Study

A Feasibility Study was undertaken across March-April 2019 to understand the needs of the community, factor in numbers, geographies, school timings etc. The study was undertaken through purposive sampling (to ensure inclusion of all types of village demographics – ST, SC, Muslim, Hindi, large population, small population, low resourced, well-resourced etc) in 15 percent villages of the block.



Promoting Equity In Learning- Support To Learning Centres Of Partner Ngos

This programme was launched in collaboration with Indienhilfe e.V Herrsching in 2015, in partnership with Durbar MahilaSamanwaya Committee (DMSC) and Seva Kendra Calcutta (SKC). The two organizations work in very different contexts with the overarching aim of empowering marginalized communities through interventions in education, health and other areas. SKC's primary focus is to work with migrant children in an area where children are regularly engaged in manual labour with the objective of creating child labour free villages and DMSC works for the empowerment of people of Naachni and Jhumur community in Purulia with an overall objective of protecting their rights. Vikramshila as a technical support partner to both organizations continued to ensure an equitable access to quality teaching and learning by empowering the animators who provide learning support to the children coming to the community learning support centres from these marginalized sections .

North 24 Parganas	Purulia
<p>The project is focused on the Swarupnagar block with concentration of Scheduled Castes, Scheduled Tribes, minority and other groups. There are a significant number of BPL households in the project area as well.</p> <p>We cover 3 Gram Panchayat and 34 villages in the Block</p> <p>There are 13 Day Care and Research Centres with 161 learners.</p> <p>12 animators (known in the organization as Child Rights Workers or CRWs) are present across 3 clusters</p>	<p>In Purulia, Vikramshila's work is directed towards children of two particular communities, namely Nachni and Jhumur, who primarily live in Senabona, Purulia. They are engaged in folk culture, and perform mostly as singers of folk music and folk dance.</p> <p>Furthermore, they belong to an extremely impoverished section of the society and are frequently socially ostracized as untouchables. In their struggle to fend for daily living, education is often neglected.</p> <p>There is one Learning Support Centre and the area serves 31 children aged 0-5 years, 48 children aged 6-14 years</p>

Program focus

- *Community and Teacher's Meeting at regular intervals*- Vikramshila conducted bi-monthly meetings with the community members, heads and teachers to establish continuous support and build positive relationships to ensure sustainability of the project goals.
- *More importance laid on implementation of activities by working directly with children*: Vikramshila conducted regular demonstrations of activities. This brings to life the concepts of innovative ways of transacting the curriculum, in real time, to illustrate to the animators how to engage learners in the teaching learning process. This year, 8 mentoring-monitoring visits were made to centres of Purulia and 14 visits were made to Swarupnagar. The mentoring visits provided scope for animators to share their work with each other and to engage in a collective feedback process that is steered by the mentor. Each visit consisted of demo classes, assistance in making lesson plans and teaching learning materials, to discuss new ideas for the classroom.

Early Language Learning Course For Education Practitioners

Vikramshila received a unique opportunity this year to design an Early Language Learning Course for education practitioners based on our curated knowledge and experience of 30 years. The objective of this course was to not only equip individuals to understand the importance of early language learning, but also create a platform for cross-learning, sharing best practices and contribute towards creating a knowledge base (a collaborative space for sharing discourse about innovative practices). This course therefore is invaluable to those working on the field, and are directly or indirectly engaging with children. In developing the course, Vikramshila kept young children and their learning needs at the core, and the course content was developed based on our long and varied experiences across the length and breadth of the country. The course commenced in May 2018 and concluded in January 2019. A blended model of theory and practical sessions with three contact periods, the course totals 11 days, with additional time spent by the attendees on offline assignments.

Wipro, working with a network of partner organizations on systemic issues in school education for supporting literacy and learning, supported us in this endeavour. Vikramshila was host to 20 participants from 12 NGOs in this residential course.

Organization	State
Library for All	Manipur
Vikramshila's Bigha School	West Bengal
Awadh People's Forum	Uttar Pradesh
Maarga	Karnataka
Key Ed Foundation	Karnataka
Roshni	Karnataka
Shiksharth	Chattisgarh
Prayog	Bihar
BachpanBanao	Chattisgarh
Aawaj	Madhya Pradesh
Musht	Madhya Pradesh
Pratyaya Edu Research Lab	Madhya Pradesh

Course Description - Early Language Learning Course is a professional development course that aims to improve the quality of teaching and learning of language in early grades. It seeks to build a broad understanding of early literacy and approaches to teaching reading and writing.

On successful completion of the course the participants are able to -

- Design and implement appropriate classroom activities for young learners (3 to 8)
- Facilitate learning in a language classroom through enhanced knowledge and skills
- Assess children's progress in language and literacy learning and identify expected learning outcomes at the end of pre-primary, grade 1 and grade 2

Course Content

Each module consists of reading and audio-visual material, practical exposure units and discussion topics:

- Significance of oral language development – connecting language learning theories with real life experiences of how children learn
- Principles and components of ELL
- Overcoming challenges of the Indian classroom to facilitate an enabling language environment
- Understanding the importance of print richness and creating a print rich environment in the classroom
- Approaches to teaching reading and writing with focus on balanced approach
- Classroom strategies for reading and writing
- Teaching Comprehension Strategies
- Planning and preparation of Literacy Block activities
- Approaches to teaching English as a Second Language (ESL/EFL) and strategies to introduce the language through various activities
- Significance of including children's languages in classrooms to facilitate participation as well as the understanding of concepts
- Understanding linguistic diversity in the classroom and using it to an advantage in planning literacy experiences
- Assessment of Language – current frameworks of assessments

Early Language Learning Course For Education Practitioners

One of the assignments was for the participants to identify and collate rhymes, songs and conversations within their local contexts of work. The participants came from the North-East, Central, Eastern, Northern and Southern India, and the richness and diversity of child-friendly locally available language and literature was an eye-opener. This repository of information enhanced the knowledge of all the participants, including the facilitators, and emphasized the point of the symbiotic relationship between the facilitators and attendees of the course. English, Hindi, Awadhi, Kannada, Gondi, Korku were the some of the languages spoken by the participants, the remarkable range and depth of knowledge and wisdom that was collectively shared led to a truly rewarding experience. Facilitating and conducting this course has also contributed immensely to Vikramshila's own learning.

One of the central highlights of the course was that it provided a platform to all participants and facilitators to reflect about the learning from this course and its implementation in their respective areas of work. What stood out for us for the whole-hearted participation and the high quality of shared learning. It has also been rewarding for Vikramshila to be a part of the WhatsApp group after the course concluded, with informal support provided to each other, and thus the learning process has continued, with exchange of opinions and views. We are proud to have the second session of the ELL course, scheduled for June 2019, with the revised curriculum and Teaching Learning Material incorporating these learnings.

Afaq Ullah of Awadh People's Forum has shared his views

Knowledge and language are not tools of violence, rather, they are instruments to strengthen the voice of the marginal community. I have been to Kolkata thrice now for the 6 month ELL course, which was conducted by Vikramshila. Once children step into their school premises, they are forced to leave behind the language that they use every day in their home environment and with their local community. The language used by the teachers and the knowledge imparted by them in schools is aimed to exercise their control over the child's own cognition and comprehension power. This diminishes the child's capacity to learn from his physical and social environment. They are pulled into the endless race of memorizing and delivering manufactured information in a tailored language. This disables the child's ability to resolve problems by self-awareness and understanding, instead, accepts the pre-existing norms and practices and bases his/her opinions around them. In such situations the child, as he/she grows up, starts justifying violence, hatred, shrewdness and war as is preached to him/her. We need to interact with children in a way that encourages enables knowledge from one's environment and skill based learning.

Sneha Suresh from Key Ed Foundation says "From the beginning till the end, various strategies, activities, methodologies have given me a broader perspective on early language learning and will help in understanding what works and what does not."



Theme 2: Engaging with the Madrasah system

The background features a dark grey field with several overlapping geometric shapes. On the left, a large orange triangle points downwards. A grey diagonal band crosses the center from the top-left towards the bottom-right. To the right, there are several smaller shapes in orange, yellow, and white, some overlapping each other and the grey band. A small dark grey triangle is also visible on the right side.

শিশুশিক্ষায় প্রযুক্তির সাহায্য



জারকে পশ্চিমবঙ্গই হল সেই রাজ্য যেখানে প্রথমে সার্বিকভাবে সাক্ষাৎ হিসেবে তৈরি হয়েছে 'সফটওয়্যার বোর্ড অফ মাস্টার্স এডুকেশন', যারা লক্ষ্য রাখবে রাজ্যের মাস্টারগণের আগের আয়ুষ্কালক আধুনিকীকরণ ক্ষমতির সিকে। অস্বাভাবিকভাবে পিছিয়ে পড়া পরিবারের মেয়েরা, যারা মাস্টার্স লেখাপড়া করেন, তারা এই সংস্থার সহায়তা পেয়ে পড়াশোনার ক্ষেত্রে খুবই উৎসাহিত হয়েছেন। একটিও সাক্ষাৎ 'বিভ্রমশীলা' এবং 'টীটা ট্রাস্টস' একত্রিত হয়ে স্থানীয় স্বেচ্ছাসেবীরা শিক্ষণ করার চেষ্টা চালিয়ে যাচ্ছে বিগত বেশ কয়েক বছর। ইতিমধ্যেই মাস্টার্স তারা এনেছে দু'টি নতুন শিক্ষা ব্যবস্থা। সাবেক এডুকেশন এবং আইটিই (ইন্টিগ্রেটেড অ্যামেড টু টেকনোলজি ইন এডুকেশন) সমৃদ্ধ শিক্ষা।

আইটিই আসলে এমন একটি শিক্ষক-সহায়ক প্রোগ্রাম, যা পঠনপাঠ্য বা 'সিডি' এবং 'সার্বিক'-কে উন্নীত করার উদ্দেশ্যে তৈরি করা। বিভিন্ন স্কুল এবং বিশেষ করে

শিক্ষকদের সেওয়া সফরমাটি থেকে তারা জন্মতে পারেন, টিক কী ধরনের আইটিই সংক্রান্ত সেলসন প্ল্যান তারা তৈরি করবেন। কম্পিউটার বসানোর পর সংস্থার প্রতিনিধিরা সেখানে যাবেন এবং প্রয়োজনীয় গাইডেন্স দেবেন

আইটিইর নির্দিষ্ট সফটওয়্যার মাধ্যমে এককভাবে শ্রমিকের জন্য আরও প্রয়োজনীয় ও আরও লক্ষ্য করে রেখা। এবং এই লক্ষ্য করে কোর্সের ক্যাঙ্ক ব্যবহার করেন সেই সব শিক্ষকেরা যারা এই প্রোগ্রামের-এর মাধ্যমে প্রশিক্ষণ পেয়ে এসেছেন। 'আইটিই' ইতিমধ্যেই দেশের ৮টি রাজ্যে ব্যাপকভাবে রয়েছে। সেই রাজ্যগুলি হল অসম, জম্মুশ্মি, কেরালা, মহারাষ্ট্র, গুজরাট, উত্তরপ্রদেশ এবং পশ্চিমবঙ্গ। বিভিন্ন রাজ্যে খেদ্দাসেবী সংস্থার সঙ্গে হাতে-মিলিয়ে টীটা ট্রাস্টস এই কাজ শুরু করেছে।

২০১৩ সাল থেকেই পশ্চিমবঙ্গে বিভ্রমশীলার সঙ্গে হাতে-মিলিয়ে টীটা ট্রাস্টস মাস্টার্স এডুকেশন সিস্টেম নিয়ে কাজ

প্রবর্তন করা হয়। এই প্রোগ্রাম শুরু হওয়ার আগে প্রতিটি মাস্টার্সের হাতে-আইটিইর টেকনোলজি এবং নন-টেকনোলজি বিভাগে একটি নির্দিষ্ট লেন-আইন তৈরি করা হয়। শিক্ষকদের নিয়ে সেওয়া হয় একটি সফরমাটি, যার মাধ্যমে শিক্ষকেরা জানতে পারেন, টিক কী ধরনের আইটিই সফটওয়্যার সেলসন প্ল্যান তারা তৈরি করবেন। এর পরে কম্পিউটার বসানোর পর নির্দিষ্ট সংস্থার প্রতিনিধিরা সেখানে যাবেন এবং প্রয়োজনীয় গাইডেন্স দেবেন শিক্ষকদের। এবং শেষ পর্যন্ত হাতে-আইটিইর মাধ্যমে নিজেরাই নিজেদের আইটিই সফটওয়্যার তৈরি করতে পারেন, সেই বিষয়েও সাহায্য করবে।

প্রাথমিকভাবে ডিভাইস বা কম্পিউটারের সঙ্গে পরিচয় না থাকার কারণে অনেক ক্ষেত্রে শিক্ষকদের পক্ষেও হাতে-আইটিইর সহযোগিতা করার ব্যাপারে অসুবিধে তৈরি হয়েছিল। কিন্তু শিক্ষকেরা বুঝতে পেরেছিলেন তাঁদের সেলসন ডিভাইসে কীভাবে আইটিই প্রোগ্রামের মূল বিষয়। কিন্তু দিনের মধ্যেই শিক্ষকেরা যথেষ্ট সঙ্গে সজাভ হয়ে যান এবং প্রোগ্রামটি নির্মাণ একটি পথি পায়।

সেইম এডুকেশন সিস্টেম পুঁথিবা ব্যাপী বিস্তৃতি পেয়েছে। পশ্চিমবঙ্গ সরকারও এই কাজে অংশে নিয়ে আসছে। এবং সেই কারণেই স্থানীয় স্বেচ্ছাসেবী মাস্টারগণের মাধ্যমে শিক্ষকদের আইটিই সফটওয়্যার তৈরি হয়েছে হাতে-আইটিইর মাধ্যমে এই জায়গায় এসে নানা ধরনের পরীক্ষা করতে পারে।

WANTED SAP (SYSTEMS) EXECUTIVES IN KOLKATA

We are looking for SAP (SYSTEMS) EXECUTIVES in KOLKATA. If you are interested, please contact us at [Phone Number].

Promoting Equity And Quality In Education In The Madrasah System

We take great pride in continuing our long association with the Madrasah system in West Bengal. The partnership which began in 2004 with the West Bengal Board of Madrasah Education continues till date. It must be recognized that West Bengal has the unique distinction of the WBBME allowed to function with the same academic, administrative and financial powers, facilities, status and privileges as enjoyed by the other Education Boards, Councils and similar bodies in the State Government.

We continued to collaborate with the West Bengal Board of Madrasah Education this year through a number of interventions with the twin objectives of ensuring equity and quality in education.



Our efforts were undertaken in collaboration with Tata Trusts and UNICEF to reach out to Madrasahs in Hooghly and Malda. Under Madrasah Quality Improvement Project of Tata Trusts, Vikramshila continued to provide intensive support to 36 Govt. aided Madrasahs in Hooghly and create models of excellence to improve learning outcomes, promote child centered classroom practices and work towards teacher capacity enhancement.

The intervention enabled us to provide high-quality, innovative pedagogical interventions, enabling the diverse group of historically under-served students to gain skills and knowledge while having lots of fun! The current programme has been active since February 2015 in Hooghly district of West Bengal. From the inception of this programme, sustained effort to address quality and equity issues in educational inputs and outcomes has been the focus. The majority of students attending Madrasahs come from the most marginalized sections of society. Recognizing the crucial role these institutions play in providing children access to formal education, Vikramshila continues to collaborate with the state in its efforts to modernize Madrasahs and bring about an all-round improvement in their quality.

Equity And Quality In Education In The Madrasah System

The Madrasah Quality Improvement Project has a two pronged approach:

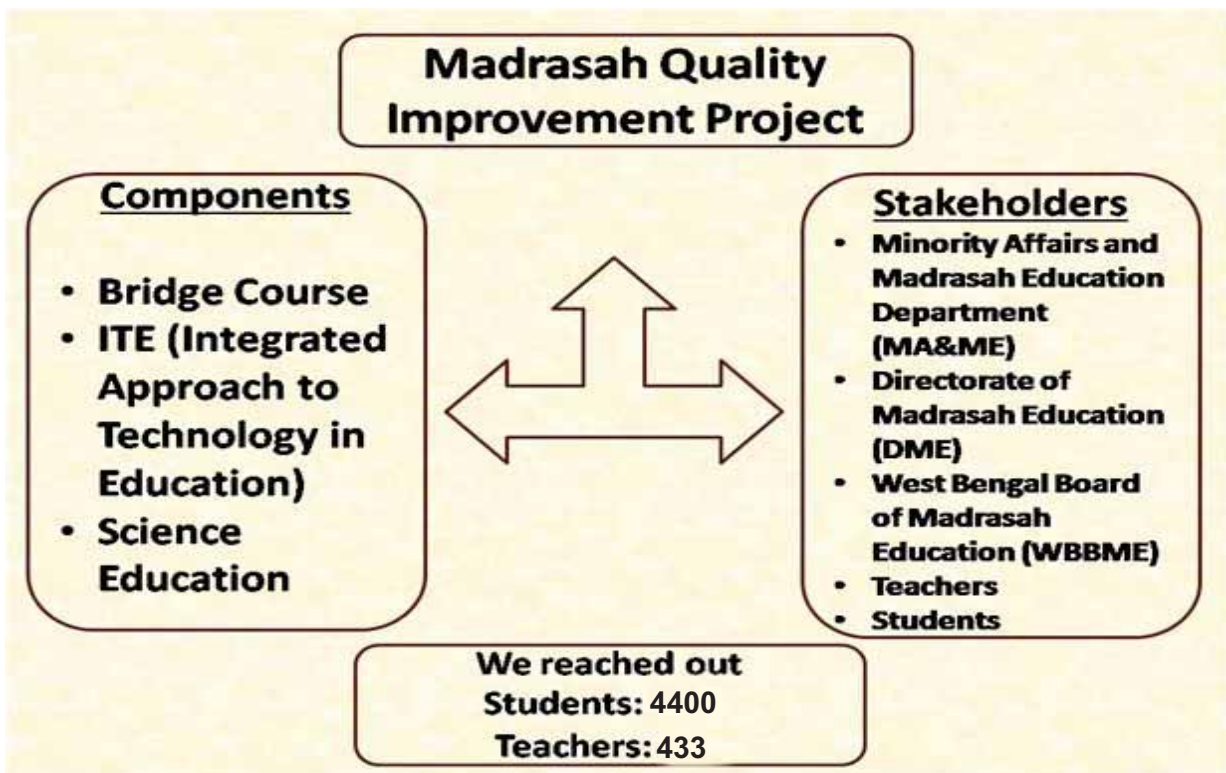


Establishing Models of good practices for advocacy and upscaling

- Learning Enhancement Activities (Support for camps with children of Classes 6,7& 8)
- Capacity Enhancement Programmes for teachers
- Setting up Science Corners to promote hands-on classroom teaching
- Integrating Technology in Education (ICT based educational program)

Supporting the State system in their Educational Efforts

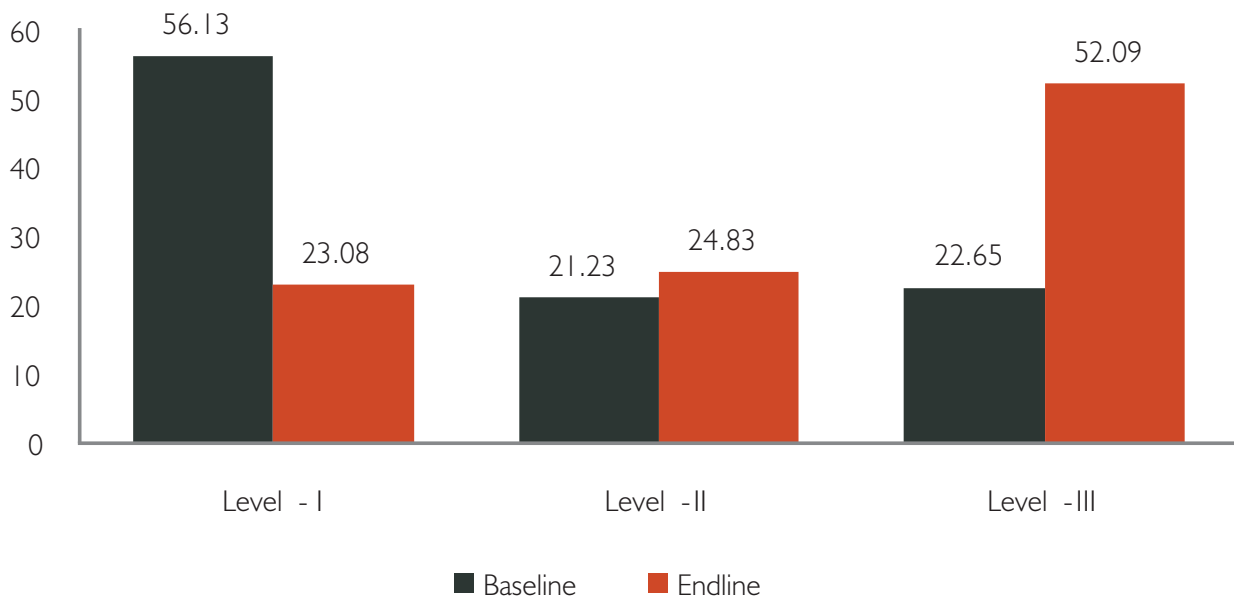
- Support to state-wide Bridge Course Development for students of Class V, in the capacity of a Technical Support organization
- Support in Bridge course training in Hooghly, need assessment and analysis of baseline and endline results for Class V



Promoting Equity And Quality In Education In The Madrasah System

Highlights of the Year -

- **Learning Enhancement** - Vikramshila has continued to support learning enhancement activities of children. The subject focus was around Math with learning camps being planned across 36 Govt. Madrasahs, to reach out to 1500+ children. Math camp orientation for teachers of all 36 Madrasahs was undertaken including developing TLM and preparing camp schedules and content.
- **Integrating Technology in Education** - Vikramshila continued to work with ITE in Madrasahs which included providing post-certificate course and handholding support to teachers. The project continued to offer support for the strengthening of science and integration of IDD (Dinni Duniyavi) in ITE education with 2900 children.
- **Focus on science and technology** is essential in today's world to enable children to develop vital critical thinking skills. The programme objectives continue to be for the students and teachers in Madrasahs to be exposed to some innovative ideas which are expected to encourage the spirit of scientific inquiry and gain proficiency in acquiring technology skills that are an integral part of attaining full potential in their chosen fields.
- **Bridge course:** A marked improvement of the children in mathematics has been witnessed when the data of Endline was compared with that of the Baseline. Following is the graphical representation of the analysis of Endline data over Baseline data that shows students' performance in Mathematics. The significant and substantial changes in the Endline scores in comparison bear testimony to the role of the enhancement of understanding. Given that Math skills are acquired on a cumulative basis, this will go a long way towards these students gaining grade level skills in future.



BL & EL Comparative Result 2018 **According to the Counts of Grade Levels**

This year the programme impacted 4400 children reached directly, across camps in 33 Madrasahs, and 433 teachers were reached directly.

Promoting Equity And Quality In Education In The Madrasah System

28 teachers were felicitated for successful completion of the certificate course in ICT and Education conducted by Tata Institute of Social Sciences, Mumbai

Participation of Vikramshila team in National level ITE Meet and workshop in TISS, Mumbai

Student groups from 2 madrasahs participated in an international conference organized by WBCPCR, IJM and Department of Information Technology & Electronics. They made a one minute video presentation on 'cyber safety' and won the first prize and the special jury award respectively

Capacity Building and Outreach

This year the programme concentrated on scaling up and enhancing the sustainability of the existing components that includes some innovative interventions like ITE, Dinni Duniyavi (IDD) and strengthening science education through ITE. In this context, teachers had been deputed from Madrasahs to participate in the TISS Certificate Course on ICT and Education. A total of 28 teachers from 28 different Madrasahs from Hooghly, Malda, North 24 Parganas, Nadia and Murshidabad explored technology-enabled experiences for continued professional development, and were recognized as ITE Master Trainers. This enabled us to reach out to a total of 351 more teachers who were trained by the MTs, with an eventual coverage of a total of 38 Madrasahs.

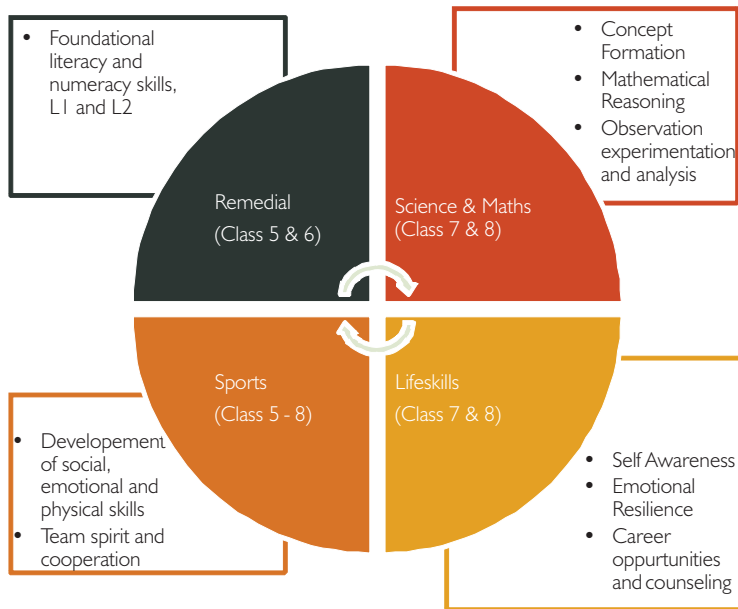
Comprehensive Learning Package for Madrasahs in Malda

In spite of the efforts of governments to improve access and school functioning, a large number of children are unable to complete their school education. The transition rate from Upper Primary to Secondary is quite low. Lack of interest in studies, engagement in household work, migration to take up employment in other states and inability to cope up with the class due to progressively increasing learning gaps are some of the main reasons for children dropping out. A significant percentage of children exit the school system to join the unorganized sector as unskilled workers. While there has been a significant reduction in dropout rate of girls due to the state program KanyashreePrakalpa to incentivize girls' school completion, studies have revealed that school completion in boys is going down. Based on a study undertaken by Vikramshila and UNICEF, it was found that there is a strong need to have some programmes targeted at adolescent boys who are at the risk of dropping out. They need mentoring support when they are still in Classes 7,8 and 9 to withstand the strong pull factors that operate in society that make them opt out of the system. More than poverty or parental apathy, it is the peer pressure and negative school experience that seem to be two overriding factors of certain children opting to drop out. Quality of education can be an influencing factor - children who start becoming disengaged from the process of education due to lack of interest are more likely to drop out if not given proper support. Keeping in mind the specific nature of problems leading to this complex social phenomenon, a comprehensive learning package has been designed for this group of children. The package is based on a skills framework addressing the four 21st century skills: Creativity, Communication, Critical Thinking and Collaboration and aims to achieve the following objectives:

- Motivate students to complete their school education through a number of academic inputs in Maths, science and technology
- Improve their self awareness, self efficacy, social emotional learning and life skills including sports
- Provide opportunities to make better informed and improved choices for their future
- Sensitizing and empowering teachers to realize and address the issue of high transition rates

Promoting Equity And Quality In Education In The Madrasah System

So far, 73 teachers have been trained and Learning Camps in Maths and Science have been organized in the Madrasahs in Malda, which have succeeded in generating a great deal of enthusiasm among both students and children.



The long term impact of our intervention is demonstrated in the positive changes we have seen in students

Abdur Rajjak Khan and Sk. Imtiaj of Dar-Un-Neda Siddiquia Senior Madrasah in Hooghly are ordinary boys, usually passive and reticent in the classroom. With the introduction of ITE classes and use of applications, over time we were witness to their extraordinary minds. Together they worked on a project on GPS, ideating the fixture of GPS on two wheelers as a useful application for riders

"I am amazed that my students are now able to clarify to the local people how and why it is important to use organic fertilizers and they also understood what the actual reasons for most farmers tending to use chemical fertilizers are, during their project on Ratio"

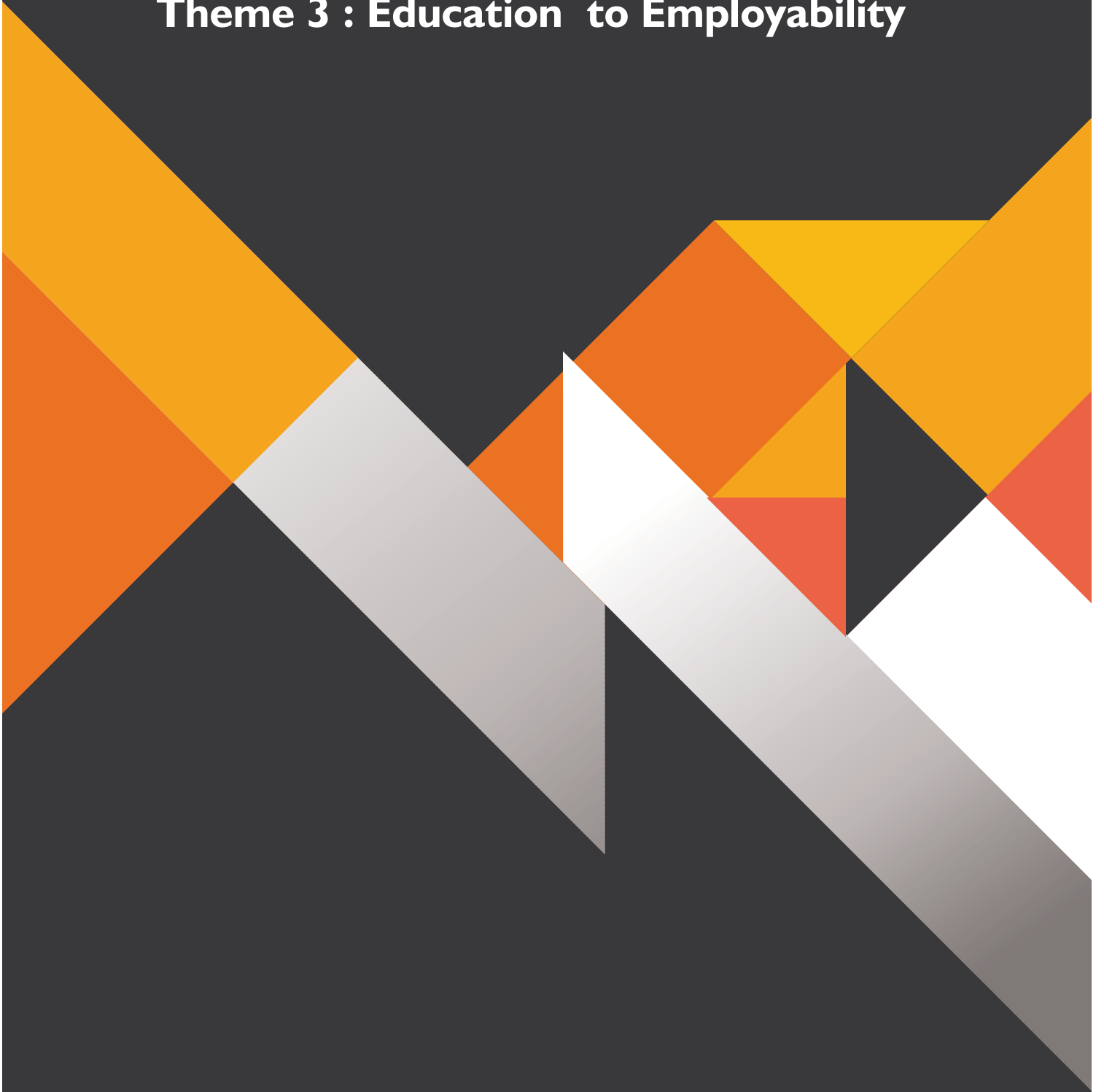
Mr. Obaidur Rahaman, Headmaster of Mustafapur High Madrasah

"To observe the level of pollution in the local river and river side, students have taken photos and have also taken some preventive measures at their level; they are now conscious about the problem regarding pollution at their locality and are taking small steps for prevention. These make me feel proud of my students."

Mr. Farid Ahmed, Assistant Teacher of Dankuni Siddiquia Senior Madrasah



Theme 3 : Education to Employability



E2E Headway

Communicative English

Logical Reasoning and Analysis

Generic Employability

The Headway Programme, visualized by Vikramshila, began in 2017 as a pilot. The program is in alignment to global and national trends and research that skill development is a priority and there is great need to bridge the gap between aspiration and ability. International Labour Organization defines employability as “*portable competencies and qualifications that enhance an individual's capacity to make use of the education and training opportunities available in order to secure and retain decent work...to cope with changing technology and labour market conditions*”. Some of the basic skills identified globally for employability are literacy, numeracy and logical reasoning, communicating effectively, thinking creatively, solving problems, managing self, team work, etc.

Given the recent trend in the employment field, there is seen a clear gap in these basic foundational skills. Hence companies have to either hire low-skilled professionals or suffer in the quality of their products, or not hire at all, increasing the unemployment ratio. Hence the need to develop an enhanced programme with logical reasoning, English communicative skills and complex mathematical concepts that will work with students from an early age (upper primary) was felt by Vikramshila based on its long standing experience in the education sector for almost three decades.

This programme comprises of three key components – Language support (English), Mathematics support and Master class for Generic Employability. The first two components- Language and Mathematics support involved intense work with the students of class 7 and 8 to enhance communicative English language skills and develop core concepts of mathematics as well as logical and analytical thinking among students.

The program was implemented in four vernacular medium schools in the heart of Kolkata catering to students from modest backgrounds of classes 7 to 12. The intervention partnered with teachers and school heads, involving them in the planning, implementation, feedback, analysis and capacity building processes. This year, the Headway program reached out to 2324 students directly, in collaboration with 30 teachers and 4 school heads.

Program Highlights- The focus this year was on classes 7 to 12. In classes 7 and 8 we worked with students on communicative English and Mathematical skills through regular classes and six monthly camps. Before starting the work, we undertook a baseline assessment with the students on a composite paper to gauge their analytical skills, English comprehension knowledge and mathematical knowhow. The broader goal of the programme was improving school effectiveness measured in terms of equitable learning outcomes. One component of this is activity-based learning. This has been the bedrock of the modules and this message was reinforced to our partner schools. Vikramshila did not operate in isolation and a constant dialogue remained in place with our valuable allies, the HMs and teachers, in identifying which part of the syllabus to cover, and we provided updates prior to commencing classes in the week. Thus nodal and subject teachers were made familiar with the evidence-based pedagogical approach of the project, and how, within the time-limits of the duration of periods and school week, this approach may be continued.

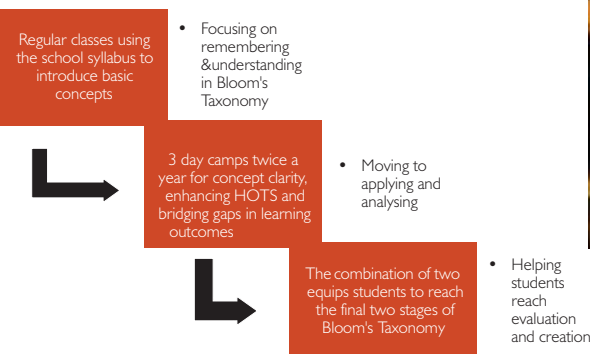
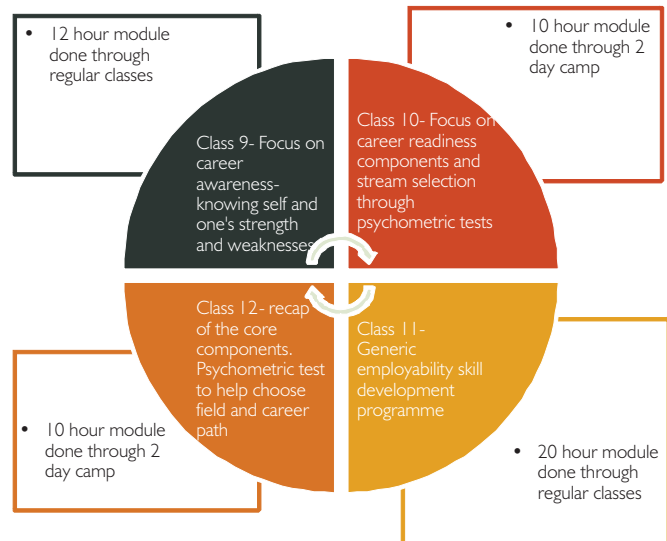
E2E Headway

Math Labs were set up in each school, with a view to encouraging students to be initiated into the relevance and wonder of math in everyday life, not just limited to the textbooks. Mathematics TLM kits and charts on mathematical components were provided to the schools and teachers were oriented on its use. This will hopefully enable the continued innovative and experiential learning in a subject that has historically been a source of worry for students.

New Initiatives

The intervention with classes 7, 8 and 11 remained the same as in 2017-18. However, in 2018-19 classes 9, 10 and 12 were added within the purview of the project. In classes 9, 10 and 12 we organized sessions on life-skills and career readiness to equip the students with workplace skills after finishing their school education and choose a career path suited to their skills and aspirations.

One of the highlights this year was the celebration of Career Days in the four schools. This day was organized by the students of class 11 with the help of the teachers. All students from classes 9 to 12 participated in the event. The main purpose of this event was to create a platform to help the students showcase their awareness regarding the different career paths that they discovered through the E2E programme. Since the event was planned and executed by the students, it gave them an opportunity to show their leadership and organizational skills as well. The students had set up stalls to demonstrate their knowledge of different careers. There were motivational talks by ex-students who have succeeded in different walks of life. The students had also put up plays, organized debate competition, poster making contests and some spot quizzes.



E2E Headway

In classes 9 to 12 our focus was on imparting life-skills and career counseling. The students of classes 10 and 12 were also helped to select streams for study through psychometric tests and group and individual counseling sessions.

Program Impact

We are pleased to share the baseline and endline data for Classes 7 & 8, where all domains show an upward trend, the rise in Math being especially noteworthy.

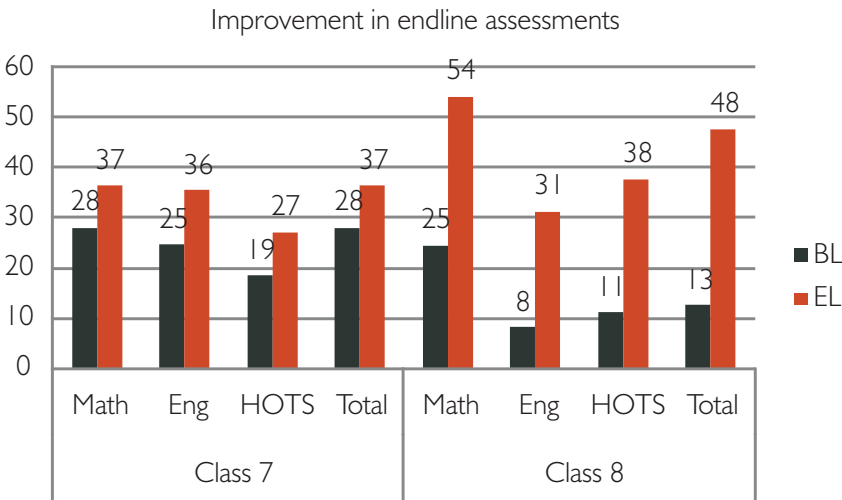


Fig. 1: Improvement seen in the students of class 7 & 8 (average of all 4 schools) from the baseline to the endline assessment

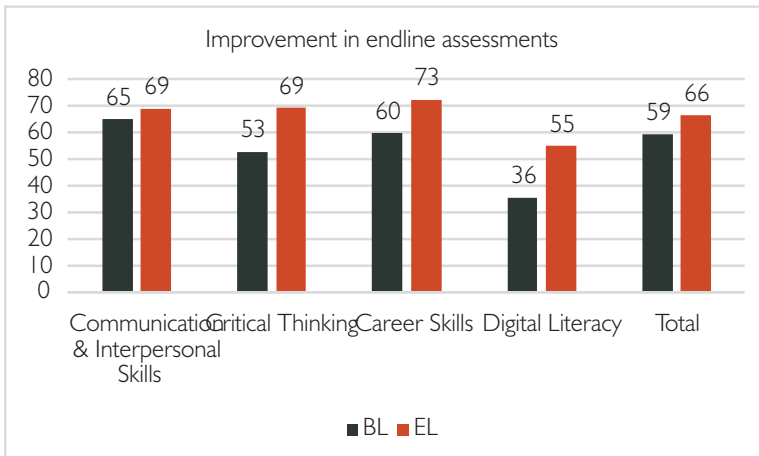


Fig. 2. Improvement seen in the students of class 11 (average of all 4 schools) from the baseline to the endline assessment. Career Skills and Digital Literacy show substantial increase and other endline parameters are also higher than the baseline

E2E Headway

Our goals in the project were to have 60 hours interface with students in classes 7 and 8 and 10 to 12 hours with students in classes 9 to 12. This objective was reached in most schools. All the school heads have been most appreciative about the interventions, especially those related to Generic Employability Skills and Career Counselling. Significant efforts also continued in bringing the teachers in alignment with the ethos of the programme. Some successes were achieved but we also faced significant challenges mainly due to factors like compromised PTR, low working days, absenteeism and others.

Sustainability

The programme drew to an end in March 2019 and we are hopeful that from the orientation sessions, teachers have become more aware of how to deliver activity-based inputs to students and its benefits. The teachers are well-equipped to continue to interact with students using these strategies, instead of rote-based methods. The Math Labs and kits will continue to bolster mathematical concepts. All lesson plans created to date by Vikramshila have been shared with each school and each plan has a clear detailing of Session Structure, Activity Plans and Session Observations components. All teachers can base their teaching on the lesson plans and also create their own. This investment in capacity building is expected to help sustain consistency and continue to enable teachers to achieve outcome-focused child-friendly learning environments, subsequent to the closure of the project. In Binodini Girls' High School, teachers have taken sessions on career counselling. This school and two other schools (Baptist Girls Higher Secondary School & Dumdum Road Govt. Sponsored High School) have well-functioning career hubs.

In our experience, it has been seen that each school, on their own initiative, contributes financially and in kind, in addition to the funding provided by Vikramshila on these occasions. The success of Career Days leads us to infer that schools will do their best to continue the tradition of celebrating an annual Career Day, and set aside their budget, time, space and organisational skills to make this a continuing feature for the foreseeable future, to involve students in an experience that will be useful to them not just on the day, but have an impact in their lives as adults.

Life Stories-

Sneha (name changed), a student currently in Class 8 of Baptist Girls' School was initially very reluctant to participate in the Mathematics class. She insisted she didn't understand Mathematics but the facilitator noticed her potential. She always took great interest in working with materials. The facilitator encouraged her to participate in activities conducted in the class. She was always keen on solving problems on the board. It seemed to boost her confidence and so she was summoned to solve problems on the board every now and then. She was slowly coming out of her self-imposed limitations. In the camp conducted in July, she showed great enthusiasm in both participating in activities and solving worksheets. Her attitude towards learning was changing and she was showing significant improvement. Her self assessment of not being able to understand Mathematics gradually proved to be wrong. The inputs she received from an interactive learning environment developed her higher order thinking skills. This can be established from the fact that she recently asked the facilitator a very pertinent and insightful question on Pie Chart which illustrated her understanding of a topic totally new to her, and it reflected her ability to mathematize a concept. The transformation of a student who decided she was no good in Mathematics to a student who contributed to the learning of the entire class was a big source of encouragement for us.

Nazia

Her father works in a shoe factory to run the household with three children. From an early age Nazia knew that life will not be easy and she was determined to help her father run the family, partly out of responsibility and partly out of necessity. She stayed with her family in central Kolkata close to her school Baptist Girls' School. After passing her higher secondary examination in 2015 she was on the pursuit of some work as she knew that it would be difficult for her father to pay for her graduation. But while in school she was unsure and sceptical of her choices in the job market as she knew that she was an "average" student. It was the Education to Employability (E2E) classes that pushed her to have greater self esteem. E2E connected her with the General Duty Assistant programme of Tech Mahindra Foundation where she is now being trained to be a General Duty Assistant in a private hospital in Kolkata. The stipend from her course is helping to take care of her needs and she is sure that things will only get better. Nazia is thankful to her school for organising these E2E classes and hopes to complete her graduation one day.

Business Communication Course 2018

Business Communication for Young Professionals, an intermediate course on communicative skills, strategies and associated soft skills, was undertaken by Vikramshila Education Resource society in collaboration with the US Consulate General, Kolkata. The course was specially designed for university students and young professionals, including managers, sales people, account managers and business leaders between the age group of 18-30 years, who are keen to communicate successfully in general business situations. This was a pilot course aimed at adults – and we at Vikramshila took this opportunity to enhance our expertise in this area of continuing education, over and beyond children's education, especially in the area of English Language Teaching (ELT).

Program Structure and Participant Selection

With Vikramshila as the facilitating body, the course was delivered by English Language Specialist (ELS) under the aegis of the US Department of State, Dieter Bruhn (President, One World Training), selected by the Regional English Language Office (RELO) along with four trainers (with relevant experience in teaching and business administration) – Anasuya Paul, Farha S Ahmed, Tamanya Mukherjee and Olivia Mondal, who were selected by The American Center, Kolkata. Vikramshila anchored the whole program, following up with trainers and participants, maintaining attendance and logistics. We also took the responsibility of reaching out to organizations, colleges of management and engineering. Since this was a pilot course in a somewhat new area, we needed to devise ways to reach out to a larger network of relevant institutes and organizations. The course was free of cost, to ensure inclusivity from the widest range of applicants. 200 applications were received and the interview panel sought to shortlist 30 candidates from the group, based on a five-point scale on five criteria – level of communication, motivation, socio-economic background, availability for classes and future goals. These criteria were set to make a need assessment of the candidates that helped us determine the participants that should be accommodated for the course.

The course structure covered the following topics and sub-topics –

- Communication skills – Active listening, communication styles, business idioms, cross-cultural communication
- Social English – Useful language in business conventions
- Work skills – Leadership skills, team player, negotiations, conflict management, time management
- Telephone etiquette – Telephone manners, conversation structure, phonetics, objection handling
- Meetings – Chairing, setting agendas, asking for or giving opinions, participating, turn-taking, agreeing and disagreeing
- Presentations – Organization (intro, body, conclusion), making effective slide presentations and its delivery (individual and group)
- Business Correspondence – emails, notes and memos and business-specific language and phrases
- Branding – Personal branding, elevator pitch, pitching to clients/investors
- Reports – Styles of writing, writing a summary
- Applying for work – CV writing and cover letters

Course Delivery

Right from the onset, the content and delivery of the course was participant focused and user-friendly. The subject matter meant that maximum inputs from the participants were elicited to understand their needs, with guidance and support of the trainers. The mentoring support from Dieter Bruhn, between sessions, driven by the participants' needs, contributed substantially towards the successful outcome of this program. The extensive use of PPTs, teaching learning materials, handouts, worksheets, modeling by trainers, group activities and role play, followed by debriefs ensured participative and meaningful sessions.

Business Communication Course 2018

Mock Interview and Group Discussion

One of the highlights of the course was the mock interview and group discussion activity conducted in December 2018. The potential situations that the applicants may find themselves in were kept in mind when designing this two-day long session, facilitated by Jay Treloar, Assistant Public Affairs Officer, US Consulate General. They were given a brief of companies and they had to pitch their companies for two minutes to get funding. Jay played the role of the investor, willing to invest 2 million. This group activity tested the participants' overall communication skills - negotiation, reasoning, pitch, and also confidence and leadership quality. The mock interview was conducted by James Dragon for the position of program manager.

Certification Ceremony

The course reached out to 37 participants, out of whom 24 participants completed the course successfully with 80% attendance. On 11th December 2018, the certification ceremony was graced by the Director of the American Center, James Dragon (also Public Affairs Officer, US Consulate General) and the local trainers. Each attendee shared their journey of the course briefly and how it positively helped them to improve their business communication skills. With the successful completion of the course and positive feedback from both the participants and donor, we have been again invited to launch the second edition of a three-month bi-weekly Business Communication Course in 2019.

Voices of some of the participants (students and working professionals)

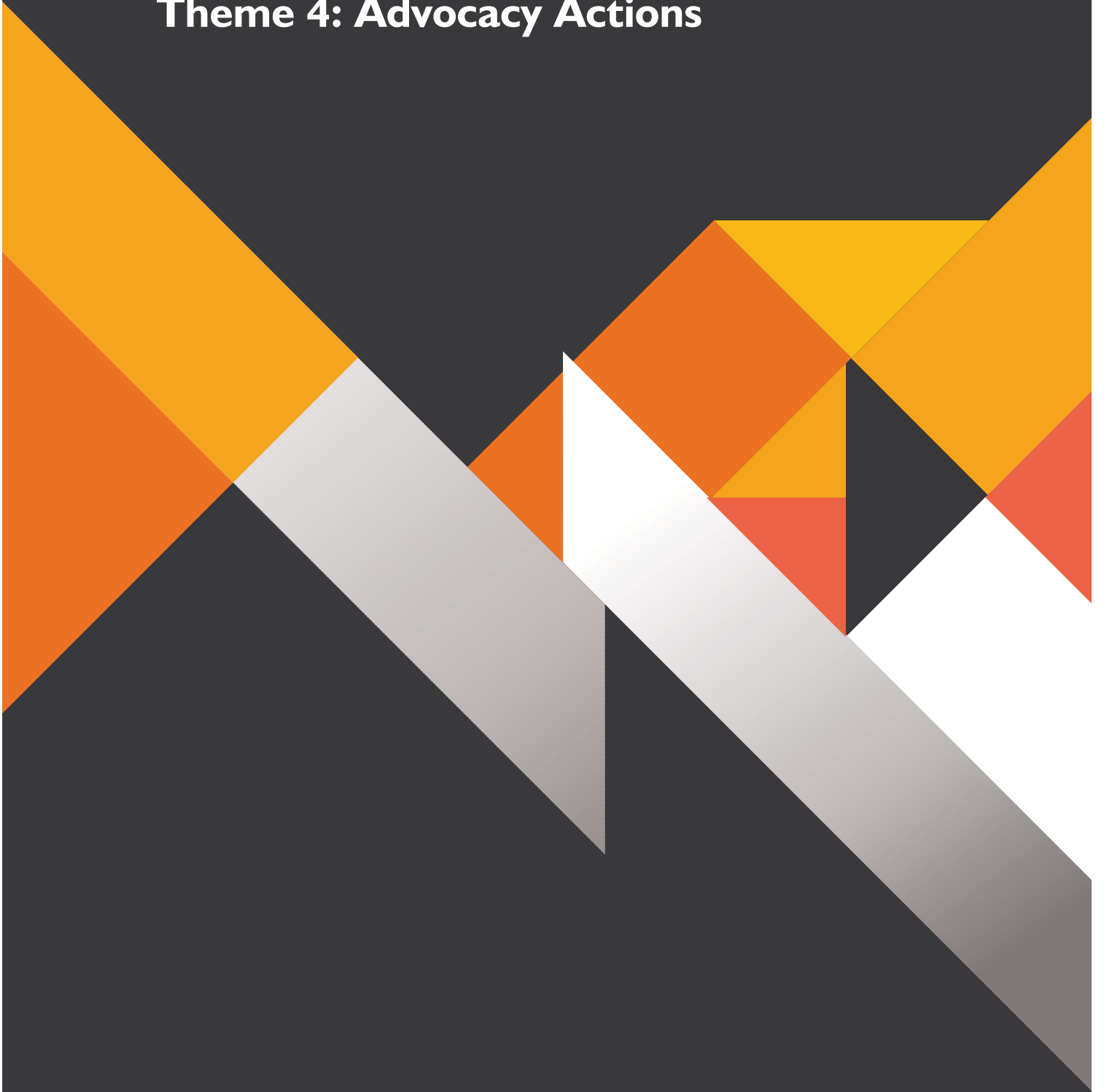
Rupsa – “I have been able to improve my body language and communication style especially while negotiating. Dieter’s teaching style was very engaging. Even if I attended a class after a day’s work, I never felt less focused. The trainers were amazing at maintaining the classroom decorum. Apart from the coursework, they also helped each one of us to be respectful and non-judgmental towards each other.”

Arin – “I just want to give a simple life example. In my office, I have never worked on a presentation before. After taking the course I made presentation thrice and my boss told me that you’re getting better every time and now onwards you will take the responsibility of presentation.”

Rekha – “Dieter has helped me by motivating and correcting me on every point of my mistake. The local trainers are very focused on our pronunciation and they keep their eyes on every student to rectify their mistakes.”

Arkaprava – “The course helped me to improve my vocabulary and to understand the correct tone of saying things and at proper time. He even taught me that personal life should not affect my behaviour in professional life.”

Theme 4: Advocacy Actions





Advocacy Actions

Vikramshila plays an important role in shaping and influencing policy and legislation to uphold and safeguard children's right to be safe and secure, and have access to quality education. Our engagement encompasses three main strands- protection of child rights, active citizenship and quality education as well as convergence between education and child protection.



(I) Protection of Children's Rights

Vikramshila continues to contribute towards bringing the discourse of child protection and child rights into the mainstream, to remind civil society about the collective conscience of society, where truly the child's rights and welfare are paramount.

The Directorate of Child Rights and Trafficking under the Department of WCD & SW appreciating the credibility and technical expertise of Vikramshila, gave us formal permission to set up Supplementary Learning Centres in Government Child Care Institutions. This year saw the introduction of an early childhood education program in the SMM Liluah Child Care Institution. This is the first venture of its kind and may emerge as an example of convergence between Child Protection and Education.

- Ms Shubhra Chatterji, Director, continues to be a member of the ECCE Council since its inception.
- Mr. Satya Gopal Dey, Head, Child Protection and Advocacy, is an Executive Body Member of the State Child Protection Society (SCPS) and has been associated with child protection for over three decades
- Mr. Satya Gopal Dey has been honored with the Shishu Shree Award, a state level annual award introduced by West Bengal Commission for Protection of Child Rights, and received a special certificate of mention for empathic reporting on Child Rights. This has been featured in Hullor, WBCPCR Children's Magazine (December 2018 issue).
- Mr. Dey was invited as an expert to deliver training on Victim Counseling & Recording of Statements of Victim Issues Related to Medical Examination, as part of a training programme for Investigators (SIs) of West Bengal Police on the Safety of Women, organized by the Swami Vivekananda State Police Academy, Barrackpore, on 18th February 2019.
- West Bengal is the 2nd state after Assam in having a Child Protection day declared by Government of West Bengal, which is observed on the 9th of June and UN Universal Children's Day on 20th November. Vikramshila is part of the core group of the organizing committee for the events organized by WBCPCR.
- The International Conference 2018 on Sexual Exploitation of Children in a Digital Era was held on 14-15th December 2018 in Kolkata. This was organized by West Bengal Commission for Protection of Child Rights and hosted by the IJM (International Justice Mission) with Department of Information Technology and Communication, Department of Women child Development and Social Welfare, Government of West Bengal. Vikramshila was part of the Organizing committee and got a prominent space during deliberation and discourse during the plenary sessions.
- Vikramshila was one of the organizing core group members (together with CRY, Save the Children & Kolkata Sanved) of the Workshop on Protecting Child Rights and Role of Media: Opportunities and Challenges, in Kolkata, on 1st March 2019, organized by West Bengal Protection of Child Rights. Several delegates from print, electronic and web-based media took part, as did Government officials and NGO functionaries. A Pocket Hand book for media and Journalists on reporting on child rights was unfolded by Dr. Shashi Panja-Hon'ble Minister of State (Independent Charge) Women Child Development and Social welfare, Government of West Bengal.

Advocacy Actions

(II) Active Citizenship

Vikramshila's collaboration with the WBCPCR (West Bengal Commission for Protection of Child Rights) also included being part of their stall in the International Book Fair, 2019 in Kolkata. The programme opened with an active citizenship poster inauguration in the WBCPCR (West Bengal Commission for Protection of Child Rights) stall followed by a discussion regarding various points on citizenship. The importance of an active citizenship programme was discussed with the crowd and a quiz was conducted with the children present in the WBCPCR stall. The quiz sought to promote awareness and understanding of responsibilities of citizens and to create a platform of sharing and discussing each other's views on democracy. The quiz had interesting questions on folk dance and painting. Last but not least, the programme focused on rights of children for free and compulsory education.

A few points of discussion on the day:

Is there a National language in our country? Which state in India has a separate constitution? Some people have suggested that helping needy people is an important part of being a good citizen. Do you agree? Do you think you are a good citizen? Why, or why not? What are some of the things in your community that need improving? What could you do about it?

Agree or disagree: I don't have any responsibility to my school, my community, my nation, or anything else. My only responsibilities are to myself.

National Meet on Active Citizenship

Vikramshila hosted a three day national meet of organizations and individuals working to promote democratic citizenship among children and adolescent youth from 3-5 October 2018 in collaboration with WIPRO. The meet created a platform for conversations and exchange of learning of participating organizations and individuals on citizenship education and its key challenges, followed by a reflection on how to take on collective work in the domain by forming a network. The meet paved the way for future collaboration in this area. The Democratic Citizenship in Action meet 2018 was envisaged to bring focused discussion around the critical question – 'how do we develop responsible democratic citizenship?' The meet took the shape of a forum and had its origins in the Wipro Partners Forum 2017 where the idea of a citizenship network was first raised.

Understanding the Link between Citizenship and Democracy- To clarify the concept of citizenship/citizen and their role as active participants of a democracy	Educating for Democratic Citizenship To understand the role of content and pedagogy, key principles and approaches for citizenship education	Content & Methodology Resources and pedagogic strategies for citizenship education	Network discussion To discuss the different ways in which organizations can support each other and build a critical mass by working together
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The meet discussed the problem of trying to fit citizenship education into the existing school curriculum. No single organization can alone track issues and bring about sustainable change. Therein lies the importance of networks and it comes with its own challenges. The meet was designed to ensure maximum engagement, interaction and exchange of ideas through Poster Presentations, Thematic Sessions, Open Forums, and Informal Discussion time, Structured Presentations, Network Discussions and Actionables.

We saw very enthusiastic collaboration and partnership of all the participants and we would like to extend our heartfelt thanks to each of them.

Advocacy Actions

We thank Ms Anjali Noronha, our friend and guide at all times, Prof Hari Vasudevan (Faculty, University of Calcutta & NCERT) for his immense insights, Ms Vinita Singh (Trustee: We, The People) and Mr Ashish Patel (Director, CMCA) for taking such an active role in the design and implementation for the Meet and Ms Shaheen Shasa (Wipro) for providing this opportunity and handholding us through it.

Active Citizenship in Naba Disha and Bigha

Citizenship awareness and education is a recurring theme in Vikramshila's programmes. Citizenship awareness often figures in Vikramshila's work with adolescent children and youth, especially in its flagship programme Naba Disha and Bigha School. The young adults take up active roles in forming task based groups and organize activities and events based on local issues of relevance. The adolescents play a prominent role as community mobilizers to raise awareness and devise need based solutions to issues at the local level. From organizing cleanliness drives and joint events with government schools to obtaining important documentation certificates from the local administration – the adolescent groups take on important responsibilities that take them forward towards being responsible members of the citizenry. As long term partners of Vikramshila, these responsible and proactive young adults represent the basic ethos of our long term engagement with the community.

(III) Quality Education

(a) Membership in Govt and Private Bodies

- The Director, Ms. Chatterji, became a member of the Advisory Board of NCERT, Department of Language and Literacy
- She is also a member of the Advisory Board of LLF (Language and Learning Foundation) – a premier organization working in the area of Foundational Language learning.
- Ms Shubhra Chatterji, Director, continues to be a member of the ECCE Councils in West Bengal and Chhattisgarh.
- Ms Shubhra Chatterji is member of Advisory Group in Early Literacy Cell under Department of Elementary Education, NCERT

(b) Seminars and Papers

Vikramshila believes in sharing and contributing towards enhancing insight and learning about what the education system needs to deliver on, so that children do not just survive, but become part of a more just and equitable society, where being truly educated is no longer limited to just a privileged few.

- Vikramshila's Director, Ms. Chatterji was invited as a speaker to a national conference on "Writing in Schools: processes, practices and the Writer. The topic was "Marginalised children's voices". It was organized by the Department of Education, University of Delhi and was held on February 22-23, 2018.
- Ms. Chatterji was a speaker at the 4th International Conference on 'Early Childhood Development and Emergencies: Way Forward' on 14th and 15th November, 2018 organized by Centre for Early Childhood Development and Research (CECDR) Jamia Millia Islamia, New Delhi talking about the capacity building of educators in difficult contexts.

Advocacy Actions

- In November 2018, Ms. Chatterji was invited as a speaker to a National Conference on “Every Child's right to Early Childhood Development : Evolving Inclusive Practices”, organized by CECED (Centre for Early Childhood Education and Development, Ambedkar University speaking on the “The Importance of Inclusive spaces.”
- Ms. Chatterji was invited as a speaker to the national conference on “Leadership Pathways for School Improvement” organized by the National Centre for School Leadership – NUEPA (National University of Educational Planning and Administration), held on January 22-24, 2019. Her talk was on field narratives of leadership in difficult circumstances.

c) Studies in collaboration with UNICEF

Vikramshila's collaboration with UNICEF, West Bengal led to the commissioning of three studies relating to children's education across the age spectrum.

- **Mapping the Trajectory of ECCE in West Bengal (2011-18)**

The last six years have seen a sustained and systematic effort to transform the status of Early Childhood Care and Education in West Bengal. The state now has over 14,000 model Anganwadi centres with continued exponential upscale and a projected universalization in the coming years. A process document was undertaken by the Department, UNICEF and Vikramshila to understand the extent to which the curriculum is fulfilling the needs of various populations in the state to plan for future course of action. This document titled 'Mapping the Trajectory of ECCE in West Bengal (2011-18)', led by Kanupriya Jhunjhunwala and supported by Vikramshila team presents a brief overview of the curriculum development and upscale process, and the unique success factors that have enabled the effectiveness of the curriculum, both in terms of opportunities and outcomes for children, as well as curriculum led administrative strategies that enabled capacity building and scale up within the ICDS (Integrated Child Development Scheme) system.

- **Boys' School Completion and Transition to Work: A Case Study of Government-Aided Madrasahs in Malda**

This was an in-depth exploration about the concerns on increasing levels of work related migration of underage youth, coinciding with falling enrolment numbers in the middle school years. The study involved field visits to identify the push and pull factors and contains valuable first hand testimonies from children, their families and teachers. The conclusions and recommendations have led to a Life Skills Programme being launched in Malda district in West Bengal, as well as programmes to support Science and Math learning.

- **Scoping study to understand CSO activities with special focus on educational packages developed for Out Of School Children**

This was attempted to map out the interventions carried out by Kolkata based CSOs (Civil Society Organizations) with the Out of School Children (OoSC) and children at the risk of dropping out in Kolkata. The study was undertaken mainly to understand CSO activities to enroll, mainstream and retain OoSC and potential dropouts and to look into types of work, geographical focus, and educational packages developed to address the issue. Our analysis of the educational packages offered to out of school children and those at risk of dropping out points towards the need to address existing fissures in the public school system with the note that the role of CSOs, CBOs and NGOs is far from over. The role of CSOs needs to shift from singular mainstreaming efforts to more sustainable and impactful delivery of quality education that involves multi-sectoral partnerships involving the state, CSRs, Trusts, Foundations, local communities and international agencies.

Accounts and Audit

BALANCE SHEET AS AT 31ST MARCH 2019			
FUND AND LIABILITIES	SCHEDULES	31.03.2019	31.03.2018
		Rs.	Rs.
Capital Fund	A	11654040	12305995
Capital Grants	B	1695985	1960486
Grant received in advance	C	9124899	8374197
Secured Loans	D	154410	213928
Outstanding Liabilities	E	129370	592310
TOTAL		22758704	23446916
ASSETS			
Fixed Assets	F	2013165	2323453
Deposits	G	117444	147945
Advances & Receivables	H	4884716	6134178
Cash and Bank Balance	I	15743379	14841340
TOTAL		22758704	23446916
Accounting Policies & Notes On Accounts	J	-	-

INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2019			
Particulars	Rs.	Particulars	Rs.
Expenditure		Income	
ADMINISTRATION	5016856	ADMINISTRATION	4445329
INDIENHILFE(IH)	842716	INDIENHILFE(IH)	842716
PRADAN(TRI)	3122838	PRADAN(TRI)	3122838
SYNERGY	86375	SYNERGY	0
BUSINESS ENGLISH	182749	BUSINESS ENGLISH	182749
CHILD RIGHTS AND YOU(CRY)	1782210	CHILD RIGHTS AND YOU(CRY)	1782210
GENIUS	884178	GENIUS	884178
ITC LTD.	5920280	ITC LTD.	5920280
JAMSETJI TATA TRUST	6192757	JAMSETJI TATA TRUST	6198704
TATA TRUST TRIPURA	2951448	TATA TRUST TRIPURA	2951448
TECH MAHINDRA FOUNDATION(TMF)	2582187	TECH MAHINDRA FOUNDATION(TMF)	2582187
UNICEF UP	3270367	UNICEF UP	3270367
UNICEF KOLKATA	3693901	UNICEF KOLKATA	3693901
NATIONAL STOCK EXCHANGE FOUNDATION (NSEF)	117349	NATIONAL STOCK EXCHANGE FOUNDATION (NSEF)	117349
WIPRO FOUNDATION	1238583	WIPRO FOUNDATION	1238583
		Excess of Expenditure over Income	651955
TOTAL	37884794	TOTAL	37884794

Governing Body



Justice (Retd) H.L. Dattu
Former Chief Justice of India
Chairperson, National Human Rights Commission

Patron in Chief



Justice Pinaki Ghosh
President



Mrs. Shubhra Chatterji
Director & Vice-President



Mrs. Tapati Gupta
Secretary



Mr. Aresh Dutta
Treasurer



Karthik Manna
Member



Mr. Aspi Kapadia
Member



Dr. Shelley M. Brown
Member



Prof. Hari Vasudevan
Member



Surojit Chatterji
Member



Mr. Atanu Sain
Member

Acknowledgements

We express our sincere thanks and appreciation to all partners who have worked with us over the year – Trusts, Foundations, Government systems, Corporates, NGOs, individual donors and well wishers. We thank our friends, community partners, SHG groups, officials and education functionaries who have continued to place their trust in us and remained open to new ideas and challenges all year through.

Development Partners

- UNICEF West Bengal
- UNICEF Uttar Pradesh
- Tata Trusts
- ITC Mission Sunehra Kal
- WIPRO
- WiproCares
- CRY
- PRADAN
- IndienHilfe e.V. Herrsching, Germany
- Tech Mahindra Foundation
- Genius Foundation
- Dr. Shelley Brown
- Schoolnet India Ltd.
- US Consulate General Kolkata

Government Partners

- The Department of Women and Child Development and Social Welfare- Govt. of West Bengal
- Directorate of Child Rights and Trafficking – Government of West Bengal
- Sarva Shiksha Mission, Tripura,
- District offices of SSM, Kolkata, Howrah, Bankura, Burdwan, Birbhum
- West Bengal Board of Madrasah Education
- Directorate of Madrasah Education
- Kolkata Police
- West Bengal Commission for the Protection of Child Rights
- Department and Directorate of School Education – Government of West Bengal

Most importantly we thank the thousands of children who worked with us and motivated us to think deeper and aim higher.

People behind the scenes

Main Office(Kolkata)

Shubhra Chatterji
Atanu Sain
Ria Banerjee
Sanchari Roy
Chowdhury
Rita Das
Namrata Ghosh
Ankita Gupta
Sumana Ganguli
Sutapa Baksi
Probal Saha
Uday Samanta
Riti Mukherjee
Priya Roy
Satya Gopal Dey
Babita Dutta Majumder
Md. Mehedi Hasan
Samima Seikh
Md.Mujibar Rahaman
Sk Julfikaruddin
Sayani Kushari
Madhumita Das
Ankita Bhaatashali
Ananya Dam
Mustafiz Iqbal
Arpita Ghosh
Soumi Mukherjee
Manjula Das
Somdutta Bhoumick
Sanjay Bhattacharjee
Shadma Goolnur
Shohini Dasgupta
Nurul Hasan
Suparna Ash
Jhuma ghosh
Amartya Sen Sharma
Madhubanti Bhattacharya

UNICEF WB Project Office Malda and Murshidabad

Shobhan Sarkar
Shreya Roy Chowdhury
Gouri Mondal
Sarmistha Biswas
Chinmay Mandal
Chiranjit Sannyasi

Bigha School and Resource Centre (Burdwan)

Partha Sarathi Mukherjee
Atanu Kundu
Aynul Sekh
Milon Kumar Sarkar
Mujibar Rahaman SK
Nazrul Haque Mondal
Saherunnessa Khatun
Samser Ali SK
Sudip Samanta
Keka Mullick

TRI Project Office (Bankura)

Atanu Das
Jayanta Pal
Kunal jit pyne
Mohammad Sazzad
Hossain

UNICEF UP Project Office (Gonda)

Krishna Mohan Singh
Manoj Kumar Jaiswal
Shashanka Pandey
Dan Bahadur shukla

Nabadisha Centre Teachers, Kolkata

Noori Begam
Afrin Jahan
Guncha Kahkaha
Jasmin
Sangeeta Dutta
Piyali Biswas
Shyamali Bose
Dolly Mukherjee
Pinki Kumari Rajbhar
Mehnaz Bano
Durga Rajak
Tora Das
Sima Roy
Piyali Patro
Afreen Afroz
Nagina Parveen

Alam Ara
Nazneen Begum
Naseem Ara
Zeba Khatoun
Madhumita Das
Soma Saha
Shabana Alam

Evs and Supervisors (Howrah)

Diptanshu hait
Modhumita Adak
Sudakshina Sing
Minakshi Manna
Chameli Deshmukh
Eishita Panja
Shibani Santra (Jana)
Kaberi Sinha
Krishna Dalui
Putul Rani Malik
Jamuna Sinha
Monalisa Bag
Shampa Hazra
Rupsona Khatun
Priyanka Roy
Avijit Sardar
Avijit Pramanick
Samina Begam
Suvra Das
Ikbali Mallik
Joyashree Mondal
Animes Kanji
Suparna Ari
Sudha Hudati
Priyotit Panja
Rita Malick
Mithun Bhandari
Samar Kanji
Surochita Manna
Pallab Ghosh
Peu Golui
Piyali Bar
Chiranjit Golui
Arpita Manna
Imran Khan
Mita Koley
Baby Adak
Sagarika Hazra
Priya Dalui



Vikramshila Education Resource Society
256B Prince Anwar Shah Road
Kolkata 700045

Phone No. : (033) 46003331, (033) 24224855

Fax No.: (033) 24229176

Email : info@vikramshila.org

Website : www.vikramshila.org