

**Wipro Applying Thought in Schools**  
**Projects Update 2010-2011**

## TABLE OF CONTENTS

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1.	Wipro Applying Thought in Schools.....	3
2.	Direct School interventions .....	5
2.1	Drishti – School intervention by EZ Vidya.....	6
2.2	Shiksha Samarthan Program, Phagi - Digantar .....	8
2.3	Shiksha Pahal Program - Samavesh.....	11
2.4	XSEED program in Elite English Public School - iDiscoveri.....	13
2.5	School and Teacher Training college interventions - Centre for Education and Voluntary Action (CEVA), Chandigarh.....	15
2.6	Whole School Transformation Process in Vidya Bhawan schools .....	18
2.7	Madrasah Quality Improvement Project - Vikramshila .....	21
3.	Organization support projects .....	24
3.1	Dil Se Campaign - Centre for Equity Studies .....	25
3.2	Courage to Lead - Disha India - Empowering School Leadership.....	28
3.3	SeasonWatch – NCBS & Wipro.....	30
3.4	Navchetna – EZVidya.....	32
3.5	From School intervention to urban teacher centres & education research - Eklavya.....	34
3.6	Shikshamitra, a Language Learning Resource Centre – Swanirvar.....	37
4.	Affect in Education & School environment.....	40
4.1	The Kabir project – Travelling with Kabir into Educational spaces.....	41
4.2	Safe And Sensitive Schools (SASS) – The Teacher Foundation.....	45
4.3	Human Rights Education with focus on Diversity, Equality and Citizenship - Udaan-Janvikas, Ahmedabad.....	48
4.4	Quality Education Study – Educational Initiatives .....	49
5.	Education Material & Literature.....	52
5.1	Graphic Novel for young adults - Parismita Singh – Wipro Education Fellowship.....	53
5.2	“Contemporary Education Dialogue” Journal – Education Dialog Trust.....	54

# 1. WIPRO APPLYING THOUGHT IN SCHOOLS

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## **Introduction**

Wipro Applying Thought in Schools (<http://wiproapplyingthoughtinschools.com/>) is a social initiative of Wipro (<http://www.wiprocorporate.com/>) that arose out of our concerns about school education in India. The objective of this program is to have schools be able to successfully address these concerns and impart good education and also advocate for a systemic trend towards schools that address these concerns. The strategy is to partner with organizations and individuals and work on capabilities needed for addressing these concerns and develop artifacts and materials required to aid the practitioners who engage with school education in various ways.

## **Objective**

The objective of the program clearly comes out of the concerns mentioned above. It can be articulated briefly as follows:

The school education system has to continuously respond to changing needs of society. Schools should become spaces that not only develop the student's individual capabilities but also further the idea of democracy and sensitivity to social and ecological responsibilities.

## **Strategy**

Such a change does not happen overnight. We believe that a sustained effort will be needed, and we are committed to the process of bringing about a change in the way our schools function.

There is a need to constantly engage in systemic education reform to transform the nature of our schools and the way education is perceived and hence rendered in schools. Work is needed at multiple levels; we plan to focus on the following:

### **Build eco-system**

- Build and nurture an eco-system of social organizations working in education reform
- Help existing organizations build capacity to influence the larger system
- Support creation of new organizations and help them acquire credibility, confidence and engage actively with schools

### **Experiment and Learn**

- Support experiments towards initiating and sustaining change in a school subsystem
- Document insights and learnings from these experiments and use them in advocacy

### **Advocacy**

- Build awareness on issues with current system and cascade the need for change
- Advocate the good cause of education and demonstrate possibilities

## **About the report**

Wipro Applying Thought in Schools works with partner organizations in a project mode, with the projects designed to achieve one or more of the objectives and outcomes. Our projects can be grouped into four broad categories:

- Direct School Interventions
- Organization Support Projects
- Affect in Education & School Environment
- Education Material & Literature

The following sections present the updates from our diverse interventions and initiatives, grouped into these four broad categories.

## 2. DIRECT SCHOOL INTERVENTIONS

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Direct School Intervention projects were designed to understand and support the process of change from a 'whole school' perspective. This was a result of the realization that teacher training alone doesn't comprehensively address the changes needed in school education and a 'whole school' approach is needed to sustain the changes needed in the schools.

Over the past few years, Wipro Applying Thought in Schools has been working with various partner organizations in many direct school intervention projects. The objective of these programs has been to understand how such a process would work in diverse contexts and to take the learning from these projects to the larger education community. Many of the projects supported in 2010-11 are projects continued from the past years.

The school intervention projects have been diverse. To quote some examples – Drishti, in Erode, was a school intervention aimed at promoting and sustaining the culture of thinking in a single school in Erode whereas Shiksha Samarthan Program was focused on bringing about a change in the teach methodology and school environment of 100 government schools in Phagi block of Rajasthan. When the Madrasah Quality Improvement Project in West Bengal saw a partnership evolving with the state government's Madrasah Board, the school and teacher training college interventions in Chandigarh had a grassroots approach in co-evolving the interventions with the teacher community.

While this approach to school interventions have had an impact, going forward, Wipro Applying Thought in Schools will continue such whole school interventions with a focus on specific themes like Ecology, Social Science, Math, Science etc.

The following chapters in this section bring out the updates from Wipro Applying Thought in Schools' direct school intervention programs.

## **Background**

EZ Vidya (<http://www.ezvidya.com/>) is an educational services organization, with its endeavors aligned to the Mission - 'Let the child blossom'. The services encompass development of academic curriculum, training initiatives and strategic engagement with schools. We believe in a 'cross fertilized' approach, wherein sharing and learning happens across different functions within, and with the partners.

Drishti was originally an initiative to promote a 'culture of thinking' in URC Palaniammal Matriculation Higher Secondary School, Erode. The project was conceptualized and implemented by EZ Vidya, with support from Wipro Applying Thought in Schools program. The span of the project was planned from September 2007 to March 2009.

While accomplishments of the project have been satisfactory, the school management, Wipro Applying Thought in Schools and EZ Vidya felt the need to extend the project for 2 more academic years. Specifically, the focus in these two years is on benchmarking academics, enabling sustainability of the various activities under the umbrella of the initiative and creating assets for the school to ensure the systemization of the initiative in its true spirit of continuous improvement.

## **Objectives**

The year 2010 concentrated on Asset creation and sustenance. The objectives were to create a need among the teachers to sustain 'Drishti' by

- Collecting resources like lesson plans, charts, Models etc and sharing them among their peers
- Preserving the resources created by them leading to re-use of the same
- Displaying soft copies of lesson plans for reference and re-use ( create higher order thinking (HOT) and reflective questions based lesson plans)
- Systemizing the various activities under the umbrella of Drishti
- Developing various process documents including Roles & Responsibilities of key members

## **Brief on some sessions**

- "How can I make the teaching learning process more effective?"  
(Session-I Number of participants -36) It was a full day session
- "How can I capture evidence of learning in my classroom?"  
(Around 33 teachers took part in the Full day discussion)

This Focus Group Discussion (FGD) led to the Formation of Steering Committees on:

- Ambience
- Public relations
- Asset creation
- Teacher Empowerment
- Evidence Capturing

Each Team lead had 5 members to assist them in their activities. Regular discussions and handholding was given by EZ Vidya.

The Roles and Responsibilities on the procedure and need for documentation were discussed and derived at during the FGD.

**Milestones achieved:**

- Stage- I Documentation of the soft copies of the lesson plan for future reference.
- Systemization of the various activities under the umbrella of Drishti
- Creation of Process documents including Roles & Responsibilities of key members of the committee members.
- Handholding the team in adhering to the process documents
- Documentation of individual teacher skills in order to create and sustain a 'thinking classroom'
- Consolidation of term wise Classroom Participation Report
- Initiation of peer classroom participation and sharing of feedback
- Initiation of Reading Circles
- FGDs and Reading circles now take place on a regular basis, without the presence of EZ Vidya facilitators

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## 2.2 SHIKSHA SAMARTHAN PROGRAM, PHAGI - DIGANTAR

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### **Background**

Digantar Shiksha Evam Khelkud Samiti (<http://www.digantar.org/>) has been working in alternative education for rural children since its founding in 1978. Digantar currently runs three schools on the outskirts of Jaipur and three projects entitled Shiksha Samarthan in Jaipur and Quality Improvement Programme in Baran district. Digantar develops curriculum material and run workshops for education workers. It also actively conducts education research and publishes an education journal and educational material for children.

The 'Shiksha Samarthan' project was initiated by Digantar in July 2006 with support from Wipro Applying Thought in Schools, SSA Rajasthan and the block administration, Phagi with an intention to transform 75 government schools of Phagi block in 5 years into units of education that provide quality education. This project is currently reaching out to 8000+ students and 250+ school teachers from 99 schools.

### **Specific Objectives**

To work for bringing a change in the teaching methodology, teacher's perspective and the school environment in 99 schools

### **Functional Area**

99 government schools of 21 dhaanis and 77 villages in 28 gram panchayats of the block, this included working with around 8000 children and 263 teachers

### **Nature and Scope of Intervention**

A Shiksha Samarthan works in 6-7 schools in which he provides academic support as well as helps in better functioning of the school. S/He visits one school daily and works there according to her/his weekly action plan which has five major focal areas:

- Upkeep of the school
- Morning Assembly
- School Environment
- Teaching-Learning
- Cluster level support

### **Activities**

**School Atmosphere:** In 72 schools out of 99, various activities have been included in the morning assembly and the participation of students and teachers has increased. The cleaning of the premises is organized and maintained with mutual cooperation and through devices like charts etc. In this session, things like compositions of teachers as well as students, learning material like cards, stories, worksheets etc. were displayed. Through regular dialogue with teachers and by working together, teachers have started listening to students. In these 72 schools, there are no more incidents of corporal discipline of students.

**With Teachers:** In 76 schools, with around 95 teachers, monthly targets and weekly teaching plans were made and the teachers worked on these plans in the classrooms up to 50-60 %. The growth of the students was shared with the teachers as well as the parents in the community, once every month.

**Assessment of children's learning level:** The environment, teachers' outlook and standard of education in the students was observed and analyzed in 35 schools (of which 30 schools were from these 99 schools and 05 schools were other schools in the block). The report writing of this activity is still in progress.

**Formation of SMC:** School Management Committees were formulated democratically under the regulations of R.T.E. with prior preparation in 18 schools.

**School Program:** Community was invited in all 99 schools for Independence Day and Republic Day celebrations. This was done with teachers and an active participation was observed by the members of local community. In 40 villages, a feast was also organized by the community for the students. Apart from this exhibition and cultural programs were also organized in 06 schools.

**At CRC:** There are libraries and computers for information collection and database management has been setup on 04 CRCs. From these the school teachers took various pro forma (mid-day-meal, new demand sheets, section-wise enrollment and consolidated pro forma etc.) At all these four centers, there are around 950 books available. Teachers and Shiksha Samarthaks issued approximately 475 books in this year.

On all these four centers, the education supporters (shiksha samarthak) prepared the teaching material. In this material, matra cards (hindi), word cards, quiz cards, worksheets, story charts and songs, poems etc. are included.

### **Various Meetings**

**Academic meetings with teachers:** From October 2010 – February 2011, meetings with teachers of around 55-60 schools were organized at the CRCs (One teacher per school). In these meetings, the structure of a good school, strategies for language and mathematics teaching, academic issues etc. were discussed and worked upon.

**At school Level:** In this year, a total of 152 monthly evaluation and planning meetings were organized with teachers and headmasters in 62 schools. In these meetings, preparation of teaching material, working according to sub-groups in the classrooms, mid-day meal arrangement, irregularity of students, demonstration in classrooms and school management were discussed.

**Samarthak Sharing:** This year, a total of 07 monthly meetings were organized. In these, reading of monthly performance report, discussion and further planning were carried out.

**Block Education Officer:** Two meetings were arranged with Block Education Officer in which the progress and problems of the program were discussed.

**Community:** In 33 villages, meetings were organized with parents to discuss about attendance of students, state of schools etc.

**SMC:** In 23 schools, meetings were arranged and organized with School Management Committees. In these meetings, the state of school was discussed and proposals were passed accordingly.

### **Workshops and Training**

**For Abilities Development of Government Teachers:** A five days' workshop was organized with government teachers, in which 78 out of 90 teachers participated. In this workshop, effort was made to work on understanding R.T.E. and the nature of the subject. This workshop also saw one-day participation from the DEEO and the BEEO.

**For Abilities Development of Team:** In June 2010, work was done on the scenario of education, principles of learning, nature of mathematics and science as subjects and pedagogy. In October and November months of 2010, a 20-days workshop was organized. In this, nature of environmental studies, teaching methodology and issues and principles of learning etc. were worked upon.

**Training of new colleagues:** 15 days training was provided to 03 new Shiksha Samarthak colleagues.

**With All stakeholders:** On 02 December, 2010 a single day workshop was organized to demonstrate the work done so far and to plan and finalize further outline.

### **Documentation**

Various workshops, meetings, monthly, quarterly and annual growth reports, development of teaching material packages and the state of the 99 schools were documented in a school-wise pattern.

### **Visits**

During this period, to know and understand the program, a total of 60 people from the 06 different organizations visited the project sites.

### **Consolidated Analysis**

- By organizing workshops and regular monthly meetings with teachers, in 72 schools out of 99, trust and confidence was developed with them. The teachers have now started using alternative strategies and new activities in the classroom, according to the plan. They have also identified and started discussing about educational issues and conversing with students.
- In 18 schools, SMCs have actively passed proposals for school development. These tasks include Mid-day-meal arrangement, whitewash of school building, repair of facilities, construction of kitchen and maintenance of trees and plants in the premises etc.
- On 02 December, 2010, a meeting was organized with all partners and the work done was shared and further needs were identified. In this, the program was recognized as an active and valuable contributory activity in the block.

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## 2.3 SHIKSHA PAHAL PROGRAM - SAMAVESH

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### Background

Samavesh (<http://www.samavesh.org/>) is a registered society working in the sector of development and governance. Since 2006, Samavesh has initiated a program called 'Shiksha Pahal', which involves working intensively in 50 villages in two districts of Madhya Pradesh. The Program has 4 main components.

- Improvement of the School and Classroom Environment
- Enhancing the Local Community's Participation in the School
- Strengthening the academic and administrative management of these Schools through inputs at the Block Level
- Capacity Building of the Samavesh Team

### Program objectives

In the Shiksha Pahal program-Phase I, 6 clusters or Jan-shiksha Kendras of 2 blocks in Madhya Pradesh, namely Khidkiya in Harda district and Khategaon in Dewas district, were selected for work in an intensive manner. This meant working in an intensive manner in approximately 50 primary schools in as many villages of these two blocks. The aim of this work is to achieve the educational goals of the project in this selected region of 50 villages.

The specific objectives of the program could then be stated as

- Evolving a support program in 6 Jan Shiksha Kendras (covering around 50 villages and about as many schools) of two districts to provide good and effective education to all children.
- On a more extensive basis, to strengthen the overall education system in the two blocks, which meant strengthening the BRCs of two blocks (one in each district) to provide improved support, training and monitoring to the CRCs and all schools in the block

The annual update is given below in two parts. **Part I** gives the main activities, achievements and challenges in the last one year in bullet points, with minimal elaboration. **Part II** gives the data tables showing coverage of the program, both extensive and intensive. Apart from schools covered, data also includes number of PTA (changed to school management committees or SMCs now) activated and the youth groups involved etc. The regular activities have not been highlighted in this report.

### Part I: Activities in the Program

#### Academic Inputs to Schools

- Instead of working with children up to class 4, this year, it was decided to work only with classes I and II in all 50 schools. This was a challenging, but ultimately rewarding experience.
- The school teachers were happy to give this responsibility over to our Balmitras, since traditionally they are disinclined to work with the youngest children. Also, in all schools, class I children are tagged on with other classes due to lack of individual teachers and normally spend time copying alphabets from the board.
- Class I children were difficult for the Balmitras, since the Balmitras initially needed to respond to their emotional and physical needs more than their learning. In addition, the attendance rate is lower amongst these younger children.

- Among these 50 schools, we were able to introduce the Multi Grade Multi Level (MGML) approach in 45 schools. Debates continue over the strengths and weaknesses of this system. Samavesh team tries to empower the Balmitras to introduce new activities and gain more ownership over the learning process.

### **Support Activities in Schools:**

- 22 Balmelas were organized in the 50 villages with support from the local community and youth groups. 1600 to 1800 children participated in these melas.
- Regular Balsabhas are organized in all schools. Children prepare wall newspapers and put them up with help from school teachers.
- Puppet groups of children are active in 40 of the 50 schools, where children put up shows using paper and stick puppets. This has strengthened their confidence levels and expression capabilities.
- All schools have 'active and attractive' classes promoted by Balmitras. The aim is to have at least one or more active and attractive class in each school by the school teacher as well.
- Summer camp activities were organized in 47 of the 50 schools for 20-25 days. These activities were supported by 288 youths (142 girls and 146 boys) from the villages.

### **Interaction with other Groups**

- Interaction and support to some other organizations was provided through visit by our team members. These included 6 groups in M.P. And one each in UP and Chattisgarh. These were:
  - Sankalp Moradabad, UP
  - Adivasi Seva Sangh, Chattisgarh
  - Sampark, MP
  - Jansahas, MP
  - Pararth, MP
  - RDSS, MP
  - Sanjeevni, MP
  - Yukti, MP

### **Documentation and dissemination**

Apart from written documentation, the team tried out video documentation. A short film was made on the Balmela in Khadgaon. The teachers and janshikshaks suggested that the film use less of background commentary and more participant interviews.

Another short film is being prepared on the role of Janshikshaks in government schools, with support from the Rajya Shiksha Kendra. This could be used for training discussions, but some re-shooting is required to fill in the gaps on the janshikshak's multiple roles.

### **Work in Urban Areas**

Samavesh has extended its education activities to schools in Bhopal city. Since the Bhopal city has a large population of Muslims (70-80% in the old City), it has also started exploring the possibility of working with Madrasas which cater to the poorest Muslim children and government schools with mixed populations. It still needs to structure the work strategies, develop program material to support our interactions and to carry out basic studies in the city areas with mixed population groups.

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## 2.4 XSEED PROGRAM IN ELITE ENGLISH PUBLIC SCHOOL - IDISCOVERI

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### **Background**

iDiscoveri (<http://www.idiscoveri.com/>) is a social enterprise with a mission to renew education in India. iDiscoveri was founded in 1996 and is now a leading enterprise in the spaces of school education, enterprise leadership development and outdoor education.

XSEED is an integrated curriculum and training program to empower every stakeholder in a child's education. XSEED program has lesson plans for teachers up to Grade 7, covering English, Math, Social Science and Science. This is supported by round the year training for teachers and handholding support from XSEED team.

Wipro Applying Thought in Schools and iDiscoveri have partnered in a project to adopt a school and implement XSEED.

### **Overall objective of the program:**

- Building teacher's confidence in the XSEED (iDiscoveri's School Curriculum & Teacher training program) program.
- Accelerate shift from traditional methodology to XSEED methodology and initiate classroom transformation.
- Understand XSEED philosophy and its application in real classroom situation.

### **Tasks Conducted**

- Teacher orientation to XSEED manuals and its application
- Classroom demonstrations for XSEED teachers
- Monthly visits by Education Coach for classroom observation:
- One to one interaction with XSEED teachers
- Circle time for clarification of doubts and sharing of ideas

### **Program successes till now**

- Teachers though were very hesitant to take up the change in the beginning, slowly towards the end of academic year all the XSEED teachers developed a sense of confidence in the XSEED methodology.
- Teachers made all the efforts to use the new teaching methodology in their classroom by integrating with the XSEED topics.
- As the XSEED teaching practice involves concept introduction by putting children through an experience, the children were found to be curious, engaged and learning in the XSEED classroom.
- Teachers now realize the importance of child friendly interactive classrooms.
- Though this is just the beginning, but with XSEED methodology the teachers were able to engage children in most of the activities.
- A clear shift from telling to asking is visible in XSEED classroom.

- The biggest change is the visible in the teacher's attitude, wherein they are more open to learning and feedback for improvement.

**Challenges faced:**

- Now, when the teachers have developed confidence in the XSEED methodology, lot of improvement is required at micro teaching level.
- Need to help teachers develop friendly relationship with students to encourage humor, fun and enthusiasm in class.
- More focus on structured observation and assessment to be conducted during sessions.

**Future plans:**

- Working on academic plan before the beginning of the new academic year.
- Refresher course for teachers to get better clarity on XSEED classroom management
- Framing process for conducting regular circle time with the instructional leader at least weekly.

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## 2.5 SCHOOL AND TEACHER TRAINING COLLEGE INTERVENTIONS - CENTRE FOR EDUCATION AND VOLUNTARY ACTION (CEVA), CHANDIGARH

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### **Background**

The main focus of CEVA's (Centre for Education and Voluntary Action) work is to initiate, facilitate and carry on, dialogue and conversations within the community for mutual education. The CEVA Resource Centre was started in the year 2000 with the objective of exploring and bringing into practice and advocating, alternative approaches for educating children.

CEVA is working with Shri Guru Harkrishan Model Senior Secondary School (SGHMSSS), sector 38, Chandigarh and Rayat and Bahra College of Education, Mohali.

Below is a first person account from the CEVA team on both interventions.

### **Objectives in SGHSSS:**

- To work together with the school faculty to discover ways and means to execute CCE (Continuous and Comprehensive Evaluation), in the primary classes & to move away from 'mechanical testing' as well as 'paper and pen' tests, as advised by CBSE.
- To bring in a culture of higher order thinking in primary class-rooms.
- To design strategies/practices for effective class management with a class strength of more than 40 students.
- To work together with the school to do everything that might be required for this purpose.

The engagement in SGHMSSS has been designed in phases. In the first phase we have been conducting activity clubs (Math, Language arts and Science Clubs) three times a week with all sections of classes I to V. We have been in close dialogue with the Principal, Ms. Harpreet Kaur, trying to understand what trajectory would be best for facilitating lasting change in the school.

### **Outcomes:**

- The 'activity clubs have been like a preview of what is to come, for the school community.
- It gives us a context for dialogue with the Principal, Ms. Harpreet Kaur. We have been able to draw up a comprehensive and workable plan for the next year starting April 2011.
- We have been able to discover formative evaluation strategies (as required under CCE) that work in a class of 40 children.
- We have a fairly good idea classroom practices and teaching strategies that would help bringing in higher order thinking in a classroom of 40 kids and one teacher.

**From April 2011 till March 2012,** (the second phase) we would be working with all primary classes again.

- With classes I & II, we would be conducting activity classes, so that each class would be engaged for an hour and a half twice a week, in each of the three subjects (math, science and language).
- This means that each child will be with us in an activity session for more than eight hours a week.
- During this time we would be working with a ratio of one facilitator for 12-14 children.

- Similarly, with classes III, IV & V, we would be working on co-scholastic areas as defined under CCE. The children will be participating in projects in three areas:
  - language arts through storytelling & theatre; focusing on basic skills (listening, speaking, reading writing)
  - science and math process skills (questioning, hypothesizing, designing and carrying out simple investigations, recording) would be learned through a project about paper-making
  - visual spatial intelligence (in a photography project)

*We are planning to initiate a holistic engagement in another school in 2011 – 2012.*

**Expected outcomes:**

During the projects the children will experience a learner-centered learning environment. We will be work on their self-concept as well as data-handling and presentation skills (at a very basic level of course). They will learn to work together, and will pick up thinking, social and emotional skills, visual spatial and higher order thinking skills and hopefully learn a lot about themselves. We intend to introduce a culture of self-evaluation through definite processes.

The school will learn to evaluate co-scholastic areas (life skills; values and attitudes).

**Objectives in Rayat and Bahra College of Education, Mohali.**

The engagement had been designed as an add-on module aimed at helping currently enrolled B.Ed students

- to acquire the skills and understanding in applying theorized knowledge and in critical analysis of theory
- design curriculum that brings in Higher Order Thinking Skills as recommended by the NCF 2005
- to acquire skills such as creating classroom cultures and a caring environment for a happier classroom
- implementing lesson plans, use of innovative teaching methods such as those using theatre and puppetry
- communication skills and public speaking to build confidence in the classroom

**The Add-on Course** is focused on taking the students through an intensive process of designing lesson plans in different teaching subjects, with the purpose of bringing in higher order thinking in the classes. The students are to use the lesson plans they prepare during the program, in their teaching practice. During the teaching practice we would be reviewing the experiences of the students and incorporating changes in their plans on a daily basis. The students will spend 3 – 4 weeks in April in a school for their teaching practice.

**Workshop with the teachers:** Apart from the add-on course for taking the students through Higher Order Thinking Skills (the course is very aptly called “HOTS”), we also conducted a comprehensive five day workshop with the teachers of the college.

**A Thinking Mela:** We organized a fair called “SOCHO – the Thinking Mela” for students and teachers, to expose them to ideas for bringing in higher order thinking into the class-room in the month of November 2010. Another Mela is planned in April.

**A Resource Centre:** the process of building a resource centre was started last year. It is being added to this year and we hope will come to its full use in 2011 – 2012.

**Outcomes:**

- The most important outcome was that our presence in the college served as a catalyst for heralding important changes in the approach of the Director Ms. Indu Rihani and the senior staff members. This came about because we mooted the idea that ‘higher order thinking’ cannot be taught as a subject. That it has to become a part of the culture of teaching-learning in the college. And that teaching for developing higher order thinking skills would come in as a result of changes in the teaching methodology that is at present used in the college.
- The National Curriculum Framework of Teacher Education (NCFTE) has brought up a very radical vision for teacher education. Recognizing the need to work towards fulfillment of this vision, the college wants to re-structure the teaching plan next year (2011- 2012) to bring in higher order thinking skills in the classrooms of the college. Ms. Indu Rihani would like to chart an achievable course of action.
- We have been asked to initiate a dialogue as well as to conduct workshops with the teachers and M. Ed students. We would be looking at the process hitherto being used for preparing the B. Ed students for teaching practice. This will be followed by other interactions as necessary. The plan is to be able to eventually bring in higher order thinking in the B Ed classrooms.

**The year 2011 - 2012**

And so we are looking at deep changes in 2011-2012. The change needs to be envisioned and the logistics need to be worked out. The challenge would be to scaffold the teachers and work together with them to successfully plan and bring in the envisaged changes. The new session starts in October 2011. We start the planning sessions etc. in July. Right now the add-on course is in full swing and we are in the process of preparing for the teachers workshop.

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## 2.6 WHOLE SCHOOL TRANSFORMATION PROCESS IN VIDYA BHAWAN SCHOOLS

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### **Background**

Vidya Bhawan Society (<http://www.vidyabhawan.org/>) attempts to promote democratic citizenship and strengthen the possibility of those from the weaker sections to struggle for equity in terms of opportunity. The organisation aims at providing opportunities that would open new doors and broaden the horizons of the students who come into its care. It now has a wider canvas than education and engages with improving agricultural activity, improving off farm income, building capacities in the youth to look for skilled jobs, while focussing on a sense of respect for the other human being and becoming conscious of the need to cooperate and live in a plural society. Vidya Bhawan functions as a resource and exploration organisation.

### **Overall Purpose with which we set out to do the project**

The Whole School Transformation Process in Vidya Bhawan schools started in 2004 to *create schools as sharing and learning organizations* –

- Schools that have goals and attempts to pursue them with quality
- Schools where teachers attempt to understand the way students learn
- The classroom processes have space for children and for reflection
- Teachers have initiative and agency
- There is space for collaborative planning between teachers and educators
- Teachers learn and use the learning
- They help children learn to read with confidence, encourage expression, self learning, curiosity and use of all school resources such as the library
- They try to eliminate the fear associated with mathematics among children and work on their basic concepts and problem solving skills

### **Outcomes**

Work in the year 2010-2011 focused on:

- Teacher capacity building - to help teachers try and become reflective practitioners. As part of this:
  - Week-long workshop, for 90 teachers from the four Vidya Bhawan (VB) schools in the last week of June 2010 was held.
  - For primary classes teachers collectively developed a teaching plan for the new school session. This included choosing textbooks, identifying key concepts and developing worksheets and activities for the classroom.
  - Subject-wise groups of upper primary teachers worked out yearly plans and developed worksheets and activities for the same.
  - Increased sharing amongst the schools: meetings of all VB primary teachers organized on second Saturday of each month for review of the past month, planning for the following month, sharing of worksheets and activities.

- Development and usage of resource centre for teachers in Vidya Bhawan Public school. Contains additional reference material, question bank and internet facility.

### **Helping teachers carry out changes in teaching-learning processes**

- Worksheet usage in primary classes. Worksheets are now being used systematically and new worksheets based on needs are developed by teachers. Over 100 worksheets developed this year.
- Analysis of worksheets to identify the current specific learning requirements of children. Activity classes in Basic and Jhamarkotra School use this information in planning.
- Baseline assessment in math and language for classes 3, 5 and 7, March 2010. Results shared with teachers and used to develop activities and worksheets. The deadline for this study is planned for March 2011.
- Class Libraries extended to all classes and more areas than language.
- Nature camps organized at the Prakriti Sadhna Kendra to increase awareness of conservation and experience the joy of nature.

### **Leadership and management processes:**

- The principals of the 4 VB schools meet to discuss and co-ordinate events across the four schools.
- Yearly targets decided with increase in focus on the learning of children rather than meeting the syllabus
- A variety of interaction paths with the students.
- Meetings with common agenda provide a forum for interschool sharing of issues and common processes.
- Intra-school sharing and decision making through core team meetings.
- Neeta Mishra, the nursery section headmistress, participated in “Courage to Lead” workshop organized by Disha India.

### **For the coming year**

#### **Goals**

- Teacher capacity building
  - Increased and deeper understanding of children and the learning processes
  - Subject specific capacity building in mathematics, English and science
  - Reflective studies carried out by teachers
  - Worksheet development in more areas
  - Wider and more frequent sharing of experiences, review of the school results, work done and planning for the coming year
- Student Capacity Building
  - Helping children take on more responsibility in the school
  - Students help plan morning assembly, annual day and other such school activities
  - Improve their understanding of math and ability to read, understand and express oneself

- Extending the learning from VB schools to Basti schools
- Setting up of libraries including class libraries in Basti schools
- Teacher capacity building of Basti school teachers

### **Activities**

- VB teachers' workshop during the summer months for seven days on issues of pedagogy and subject-specific concepts
- For primary teachers – comprehensive workshop, workshops that focus on use and analysis of worksheets, diversity, inclusion and how children learn.
- For upper primary teachers – comprehensive workshop, workshops on use of worksheets and subject wise capacity building
- Workshops and meeting for development of new worksheets
- Monthly inter school meetings for VB primary teachers
- Responsibility of day to running, book selection, book issue in class libraries to be taken on by the children.
- Primary school teachers use their experience and record their observations systematically as part of reflective studies
- Distribution of worksheets in Basti schools
- Workshops for teachers from the government and private schools in the Bastis of Udaipur – subject specific, use and analysis of worksheets

### **Background**

Vikramshila Education Resource Society (1989) is a non profit non governmental organization working in the area of education with the mission of “*making quality education a reality for all children*”.

Vikramshila (<http://www.vikramshila.org/>) provides technical support to other organizations in the form of teacher training, development of curriculum material and teaching learning modules and materials. Vikramshila also undertakes innovative pilot projects from time to time in an action research mode to try out new ideas and look for practical solutions to problems in the field of education.

Vikramshila, in collaboration with Wipro Applying Thought in Schools, West Bengal Board of Madrasah Education (WBBME) and Department of Minorities Development & Welfare of Madrasah Education has been working on Madrasa Quality Improvement Project. The project that had started its course in July 2007, with a view to improve the quality of education in government aided Madrasahs in West Bengal, has now completed four long years of its journey with 10 Model Madrasahs. The project aimed to transform the 10 existing High Madrasahs into model centers whose good practices could be taken forward to change other Madrasahs of the state. In due course, the work with the project Madrasahs has gained depth, and as some of the impact became visible, the WBBME has taken up some of the successful practices at the systemic level, and have also started picking up some of the activity costs.

### **Objectives of the project:**

The main aim of the project was to build and enhance the academic quality and overall development of Madrasah system. For this, 10 lab Madrasah has been selected with the aim to convert these into model centres with a view to disseminate this learning in the system. Keeping this in mind, the following objectives were aimed at.

- Work in academic development and pedagogy to build capacity within the Board to create curricular and assessment material so that an academic support system is formed in the Board, which will act as a state level resource team in future for all the Madrasahs in the system.
- Build capabilities within the system to carry out high quality professional development for their teachers which will in turn help the system to review teacher development policies and practice.
- Build research capabilities within the Board so policy decisions can be taken with the help of research

### **Approach so far...**

Activities have focused on the following areas

- school culture and environment
- school management
- teacher development
- leadership building and strategic planning within the school

At the systemic level, the program has intervened in the areas of

- planning and policy
- building research capabilities to help decision making
- reviewing and developing curricular material

## **Activities in 2010-11...**

**Head master's Workshop:** On 10<sup>th</sup> May 2010, a one day workshop was organized by Vikramshila where 14 Head teachers and 14 Assistant teachers from 14 Model Madrasahs participated. The present status of the respective Madrasahs was discussed based on which action plan for the academic session was prepared in presence of President and Deputy Secretary of the Madrasah Board.

**Micro planning:** This was conducted in 10 model Madrasahs in the month of June and July '10 where the individual Madrasahs planned the activities in a whole school day for the academic year and necessary actions were taken as required. About 15-16 teachers from each of the 10 model Madrasahs, the HM/TIC and 3-4 representative members of the managing committee participated during their individual planning and a feeling of ownership developed amongst the stakeholders.

**Remediation:** Generally, the students who are enrolled in class V do not achieve the desired competencies of class IV and as a result a gap is created in their learning standard. To fulfill these lacunae, intense remediation is required in basic subjects where the Cluster coordinators from the project supported the students throughout the year. In the session 2010-11, remedial camp was conducted in August – September 2010 for Mathematics in all 10 model Madrasahs in class V, where about 1000 students of Class V of the 10 model Madrasahs participated in the 3 days fifteen hours remedial camp.

**Childrens Festival:** Vikramshila organized Children's Festival for the 10 Model Madrasahs on March 30, 2010. The events selected for the festival were Sit & Draw, Creative Writing, Recitation, Debate, Group Speaking and Science Exhibition. The objective of the festival was to emphasize on the co-scholastic area of the curriculum along with the regular academic part. In this event, 150 children from 10 Madrasahs participated. 80 teachers from the respective Madrasahs, officials from Madrasah Board, Department of Minority Affairs and Madrasah Education and Vikramshila staff were present. The minister of Minority Affairs graced the occasion.

**Common Assessment:** A central assessment system is developed for the 10 Model Madrasahs where the resource teachers of Madrasah Board framed the questions for the students of Classes V & VI. This common system gives scope to measure the comparative performance of the students. In this academic session 2010- 11, a one day Common Assessment Workshop was held twice before the terminal test where 14-18 Resource teachers from Madrasahs other than these 14 Model Madrasahs participated.

**Monitoring and supervision:** The project team visits the Model Madrasahs on a regular basis (once/twice a month) and talks to the teacher and plan for the academic progress of the children as well as the development of the Madrasahs.

**Data analysis and record keeping:** The project measures the academic progress of the students, their attendance and the overall progress of the 10 Madrasahs in a continuous mode. The Madrasahs are graded in 5 point scale according to their performance in 3 areas like classroom environment, school culture and teaching learning process.

**Induction Training:** There are a large number of newly recruited teachers who have had no exposure to formal pre service teacher training in Madrasah system. To meet the expectations of the RtE Act, these teachers have to be helped to develop their knowledge, skills and professional expertise. The 20 Day Induction Training Course has been designed to equip the newly recruited teachers in the Madrasahs to meet the demands of RtE and NCF 2005. The first 2 days training of 80 teachers from 14 Madrasahs was held in May '11 in 2 batches. The next 4 days training of those teachers was held in November – December'11 in 2 batches.

The project took a step forward by selecting 4 Madrasahs in North Bengal, followed by the appointment of Cluster Coordinators for the respective Madrasahs. Here, the project team provides technical support to these Madrasahs in terms of providing teaching learning material and including the teachers in workshops and training.

### 3. ORGANIZATION SUPPORT PROJECTS

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One of the key pillars of Wipro Applying Thought in Schools' strategy in education reform is to build organizational as well as individual capacities and expertise in the field of education. Towards this objective, we support many organizations in their efforts to develop expertise in the education space, to run pilot programs which further the spirit of 'good education', organization building efforts etc.

Initiatives and organizations of a diverse nature are supported under this program. The Dil Se campaign, for instance, is focused on developing educational support programs for street children. SeasonWatch is an initiative to bring in meaningful environment education to schools through a citizen science program. An urban teachers' resource network is targeted at bringing Eklavya's rich experience with rural schools to urban schools. 'Courage to Lead' program aims to support the building of an organization focused on developing educational leadership. Swanirvar is an initiative in the domain of language learning.

Organization support will continue to be a focus for Wipro Applying Thought in Schools with such projects increasingly aligning with our emerging theme focus in the future.

Read on for an account of the various programs in this section.

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### 3.1 DIL SE CAMPAIGN - CENTRE FOR EQUITY STUDIES

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#### **Background**

The Centre for Equity Studies (CES) was founded in August 2000. It is an autonomous institution engaged in research and advocacy on issues of social justice. The Government of Delhi (GoD) identified the Centre for Equity Studies (CES) as the nodal agency for managing residential homes for street children in allocated government buildings. Since then, CES has been coordinating the Dil Se campaign (<http://www.amanbiradari.org/dilse.html>), and managing these residential homes for deprived urban children, in Delhi and later in Hyderabad, where once again collaboration has been instituted with the state government.

Street children are, by far, the most elusive among the group of difficult to reach and yet most vulnerable children in society. Their life experience has no correlation to their age and the youngest among them has gone through circumstances that normal adults who come into their lives would need to be highly sensitive to even begin to understand them. As a result, Dil Se, with the support from Wipro Applying Thoughts in Schools, is working towards developing education programs that accommodate all the unique aspects of their background.

#### **Objectives**

Dil Se's education aims to support children from pre-primary to higher education and beyond, by:

- Bridging age-formal schooling gaps for children who come to Dil Se at a later age,
- Supporting Dil Se children attending mainstream schools through secondary school
- Providing a comprehensive program to help Dil Se children successfully pursue and excel in higher education, vocational skills for employability, and full financial and social integration into an independent lifestyle for life after the Aman Ghar.

#### **Primary Bridge**

A Bridge Education Programme for the children in the Dil Se homes was the most pressing need in ensuring that children are able to continue with their education and rebuild their lives. Thus, a bridge course developed in collaboration with Bodh Shiksha Samiti is being implemented in Dil Se homes this year and, on an average, 70 children enrolled at various levels of learning. From this group, we have 24 children ready for mainstreaming in the coming academic year.

#### **Mainstreaming**

This year, 190 Children have been successfully mainstreamed into age-appropriate classes in most cases and are coping with their studies. Children are enrolled in schools - St. Mary's School, Balwant Rai Mehta School, Katha School-Govindpuri, Sarvodaya School-Mori gate No 1, Sarvodaya School-Gokhaley Marg, MCD School-IIT gate and MCD School-Mehraulli. Children are, no doubt, struggling to keep up with the demands of regular school – timings, routine, sitting in class, paying attention, being regular, understanding the importance of home work and giving some time to learning even after they come back from school etc. – but they are getting better by the month.

#### **School Support**

School support is provided through remedial teaching by the home teachers, regular interaction between the school teachers and principal and our own remedial teacher, regularly attending the parent teacher

meetings that the schools organize which the home manager attends. This close coordination between the school and the home staff has contributed immensely towards the integration of the child into the class and school.

Children also have to take classes in English, computer skills and life skills. English and computers are scheduled classes of about 60 minutes each, but life skills has more varied methodologies – regular sessions, films & discussions on them, excursions, visits, meeting professionals from different walks of life etc.

The child also receives a range of extra-curricular activities that aim to bring out talents and skills and provide a platform for expression and display of the child's potential.

### **Approach to Ensuring Learning**

**Grouping by ability** is the fundamental class management technique being followed in all education programs to ensure learning. The second principle is to cut core inputs into really small pieces. The children have very short attention spans and are easily distracted and, therefore, to expect any absorption or understanding of inputs that stretch beyond 5-7 minutes is highly unrealistic. The children's own life experiences are also used as a resource. Some of the traditional materials and examples that are found in text books and other resources are childish or simplistic and children whose lives have been so hard and harsh would not be able to relate to them.

**Learning through Projects:** In the last year, project based learning was introduced for bridge and school support group. The projects focus on issues/institutions that are part of our day to day life such as water, historical monuments in Delhi, the zoo, nursery etc. Computer Aided Learning- Knowing how powerful the computer and the T.V. are in drawing and retaining children's attention, using Computer aided learning will help us to make the present teaching learning process joyful, interesting and easy to understand through audio-visual aids. Teachers use Ernst and Young's Toon Masti program for CAL education.

### **Dil Se Education Capacity Building of Teachers**

Teachers fulfilling different components of the overall program receive training and ongoing capacity building in different ways- Full-day bi-monthly capacity building workshops, intensive week long refresher training program, two fulltime Bodh teacher-trainers stationed at Dil Se Aman Ghars provide daily ongoing support, larger education team capacity building meeting held 4 times in a year.

### **Future Focus and Unmet Challenges**

**Pre-School program:** The children in the pre-school would be the young ones living in the Ummeed Aman Home, Qutub and other children in the age group of 3-5 years who are in the neighborhood and in need of care, protection and supervision. We aim to provide for a group of 30 children.

**Bridge Courses:** Upper Primary, Senior Secondary and English-Our next focus at Dil Se is to develop Bridge Education and English Language courses for the upper primary classes and the secondary & senior secondary school level. At the end of the spectrum, a seventeen+ child should be able to bridge the formal needs of ten years of learning levels in about 2-4 years and be ready to take the class 10 exams as an external candidate or through the NIOS.

**Special Children:** There are some children in our homes who have special needs and we have yet to put in place a plan to take care of their needs.

**Transition Preparation:** Transition preparation is envisaged as the multi-pronged program to take care of children's needs post schooling period which is after class 12.

### **Background**

Disha-India (<http://www.dishaindiaeducation.org/>) works with schools in designing meaningful and relevant education for children – with the larger purpose of empowering children for a purposeful living. Disha-India’s focus is on working with schools in a holistic engagement to help in developing in-house capability and skills in the school to support wholesome and relevant education. Wipro Applying Thought in Schools supports Disha-India in this endeavor.

### **The Purpose and the Program Overview**

To initiate the thinking and dialogue on ‘how can we make learning more engaging and exciting for our children’ and ‘what it takes to create a culture of learning and excellence in schools’

The objective is to develop the leadership capacity in schools for bringing the desired change and in the process build a network of schools for collective learning and sharing.

It is a 14-day residential program consisting of three modules spread over six months. We do one “Courage to Lead program” in a year.

### **The work done so far and the impact:**

- Three programs done so far.
- Seventy-five (75) principals, vice-principals and program coordinators have participated in three programs.
- Around 15 schools have been really impacted by the program. And the impact has been in terms of
  - Building the critical mass of positive change agents in the schools. More than two members of the leadership team have participated in the program from these schools. This has helped in building the shared vision and understanding on learning and the desired change in the schools.
  - Initiating the work of curriculum design and classroom implementation of project based learning.
  - Making of the school improvement plan and how to implement the plan
  - Teachers’ capacity development for project based learning.
- Building a team of 9 faculty members for the program from different disciplines and organizations.

### **Action-plan for next three years:**

- To redesign the program based on the experience of last 3 years. To build the shared understanding among the faculty members on the purpose, objectives and design of the program
- To strengthen the network of schools those have been part of Courage to Lead programs by having the Annual Seminar for sharing of their success stories, planning and challenges.
- To work on program documentation i.e. documenting the experiences, questions, challenges, dialogues, case-studies, project work, action-plan, reading material and assignments.

- To build the scholarship fund for the deserving participants/schools.
- To have 20 to 25 percent participation from government public schools
- To explore the possibilities of joint certification with an established educational university/organization. We are exploring possibilities of co-partnering and joint certification with Expeditionary Learning ([www.elschools.org](http://www.elschools.org)) and Dr Kolb (Case Western University) for both the program i.e. 'Courage to Lead' and 'Courage to Teach'.
- To have an annual conference on experiential learning to further initiate and strengthen the discourse and dialogue on experiential learning in the country.

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### 3.3 SEASONWATCH – NCBS & WIPRO

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#### **Program objectives**

SeasonWatch (<http://www.seasonwatch.in/>) is a national program in which volunteers (citizen scientists) collect information on the timing of flowering, fruiting and leaf flush for approximately 100 species of common trees

The program has 3 clear and equally important objectives:

- Scientific: have as many people from diverse regions within India sign-up and provide regular quality data on all the species identified
- Schools: have school students and teachers register and participate in this program and use this as a platform to engage in a more meaningful environmental education in schools
- Public: have wide public participation in SeasonWatch and use this as a platform for awareness on climate change, biodiversity and related topics

#### **What has happened over the last year:**

SeasonWatch national program:

- Launch of main site: <http://www.seasonwatch.in/>
- The site provides user statistics on its home page. Including the main site the participation till now is: 200+ participants and 40 schools; 400+ trees and 1000+ observations. This could be an underestimate – several hundred additional trees are being monitored under this program, but have not made it to the database yet.
- The site has many features like letting a user select and register a tree they want to monitor by zooming into a google map

Pilot launch in Kerala - SeasonWatch-SEED program for schools in Kerala:

- Tie up with Mathrubhumi, a large newspaper and media house in Kerala
- Mathrubhumi, over the last 2 years, has been running SEED, a program that has 11 environment related themes that some 5500 schools registered for last year (<http://www.mbiseed.com>)
- SeasonWatch was launched as an integral part of SEED to 1800 SEED school teachers in November-December 2010 through 8 Biodiversity awareness workshops across the state. The workshops had a presentation and then a discussion around biodiversity anchored by an expert panel and then a presentation about SeasonWatch and how to participate in it.
- Kits, including a tree identification booklet and tree guide book, were distributed to the participants
- We have a dedicated site for SEED teachers to register trees and upload data (<http://www.seasonwatch.in/seed>)
- SeasonWatch SEED up till now has around 40 schools, 300 trees and 400 observations for these trees. (Including the main site the participation till now is: 200+ participants and 40 schools; 400+ trees and 1000+ observations)

#### **What is planned for the next year?**

SeasonWatch national program:

- We will have a national, public, launch of SeasonWatch after 6-12 months of testing and refinement of the project with existing users, and after developing additional awareness and educational material.
- We will connect with organizations- schools, colleges, government institutions, NGOs- having environment related activities and introduce SeasonWatch to them
- The website will be made more useful by adding functionality for data visualization, community building etc

SeasonWatch SEED program for schools in Kerala:

- The participant and tree data numbers are expected to go up significantly in 2011-2012 because the Mathrubhumi SEED program cycle is from June to December and to compete for the Rs 20 lakhs worth of prizes that Mathrubhumi gives away each year the schools have to now necessarily participate in SeasonWatch
- We have recruited and are in the process of training a full time Kerala state SeasonWatch coordinator

Other alliances:

- Discussions are on to partner with Centre for Science and Environment ([www.cseindia.org](http://www.cseindia.org)) to take SeasonWatch to the 15,000 schools that they work with across India

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### 3.4 NAVCHETNA – EZVIDYA

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#### **Background**

EZ Vidya (<http://www.ezvidya.com/>) is an educational services organization, with its endeavors aligned to the Mission - 'Let the child blossom'. The services encompass development of academic curriculum, training initiatives and strategic engagement with schools. We believe in a 'cross fertilized' approach, wherein sharing and learning happens across different functions within, and with the partners.

#### **Objectives:**

Navchetna was conceived as a continuous improvement program for schools, working around four key aspects - empowerment, collaboration, reflection and sustenance.

The primary objectives were to:

- Provide opportunity for systematic collaboration among teachers
- Empower teachers to move them from the paradigm of being 'transactors of curricula' to 'researchers in education' by reflection on their practices and adopting methods to improve the same
- Provide a systematic approach for teachers to identify academic and other school related issues
- Facilitate a spirit of continuous improvement by enabling teachers to develop unique solutions to the issues (mentioned above)
- Provide schools with means to sustain and further improve the process

#### **Work done in the last year:**

Broad activities done in the schools with respect to Navchetna:

- Training
- Group discussions
- Classroom Participations
- Lesson plan validation
- One-on-one interaction

#### **Outcomes of the last year:**

- Created a large number of lesson plan assets for schools
- Trained around 150 teachers on concepts such as brain based learning, emotions and empathy, self esteem, big ideas of subjects, lesson planning, multiple intelligence theory, and so on.
- Empowered teachers to use several new strategies to enhance their teaching
- Provided opportunities collaboration and reflection among teachers
- Jointly developed ideas to sustain Navchetna within each schools – examples being documents / guidelines for new teachers, 'project champions' within schools focusing on taking Navchetna to other teachers within the school and so on

- Identified key aspects to be observed during classroom participation gather evidences of achievement of objectives

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### 3.5 FROM SCHOOL INTERVENTION TO URBAN TEACHER CENTRES & EDUCATION RESEARCH - EKLAVYA

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#### **Background**

Eklavya (<http://www.eklavya.in/>) is an organization that has been working in elementary education in Madhya Pradesh for more than 27 years now. It worked in collaboration with the Government of Madhya Pradesh for near twenty years, developing and helping to implement appropriate curriculum in Language Mathematics, Social Science and Science at the Primary and Middle School levels.

Mahila Chetna Manch (MCM) is an organization working for the development for women and children for the last 25 years. In this context it has been running a few pre-primary, elementary schools and one higher secondary school. Its mission is to provide good quality but affordable education to the children of class 3 & 4 employees.

Eklavya has been partnering and engaging with the MCM schools since 2004 with the support of Wipro Applying Thought in Schools, in order to see if fairly mainstream and established schools can through some processes move towards more developmentally appropriate practice across the school. Emerging from the partnership on whole school development with 3 schools of the Mahila Chetna Manch school management, the present partnership aims at

- Completing the documentation of the previous phase and
- Taking the learning forward by
  - sharing with other NGOs,
  - giving support to NGOs and schools,
  - building groups of teachers in Bhopal,
  - developing courses for teachers, principals and parents,
  - setting up a nodal and small resource centers,
  - taking up collaborative studies on issues related to urban education,
  - Working on a bilingual program in the urban context.

This phase is also in partnership with the Sir Dorabji Tata Trust.

#### **The year 2010-11:**

##### **Documentation of the previous phase:**

A document on the previous phase of the program was prepared by a Wipro Applying Thought in Schools Fellow. It has to be gone through by the team, edited and finalized.

##### **Working with NGOs**

##### **Meetings and workshops with NGOs**

Eklavya has organized a number of meetings and workshops, for sharing of work and capacity building of members of NGOs as well as children's workshops. It has also participated in workshops organized by other NGOs both in and outside Bhopal. More details on this are in last section.

##### **Understanding NGOs working in Bhopal**

In order to network with NGOs and work collaboratively with them on issues of education, we have begun a process of locating those working in education and documenting their work briefly so as to bring out a directory of NGOs in Bhopal. This work is in progress.

#### **Supporting schools and other organizations:**

Eklavya has begun work in 21 government primary and middle schools of Bhopal on a classroom library program, in order to improve government school by involving, teachers, management and students in the development and running of the program and look at it as a strategy for developing a language (bilingual) program in schools. This is taking forward some of the learning from the previous phase into other contexts of school development.

#### **Building a group of Teachers:**

In order to build a group of teachers who can act as a core group for taking discussions on various educational issues, we have been contacting teachers and listing their interests and also interacting with them in workshops, study trips etc. We are also trying to build cluster resource centre at the Jan Shiksha Kendra for this. As there are probably between 5,000 and 10,000 teachers in a city like Bhopal, we would need to work out a systematic way of networking with them. We are in the process of working this out in various ways. We have listed about 60-70 teachers in this regard.

#### **Setting Up a Nodal Resource Centre and smaller centers:**

A Resource centre space has been taken up on rent and is being organized as a space for regular interactions between NGOs, Teachers and other intellectuals. These regular activities have begun and will be enhanced and systematized in the coming months. Preparations for one resource centre at the Jan Shiksha Kendra level have been done and this will begin from next session.

#### **Collaborative studies:**

This aspect did not happen this year at all as we were not able to recruit appropriate personnel for it. It is hoped that we will be able to work better next year.

#### **Courses for teachers and NGO members:**

We were unable to work out a course for pre-primary teachers as planned, again, because of lack of personnel. However, we have been working on a beginners level primary teachers' course with government school teachers and members from the NGO Aarambha.

#### **Developing a bilingual education program**

After the literature review which was completed last April, we were not able to follow up with a field study. There are some possibilities of collaboration emerging with University departments, which should make this possible.

#### **Outcomes**

- Document of the previous phase of the partnership has been drafted and needs to be finalized.
- Background work of a resource network that can begin to engage with issues of education has been done and processes of developing an NGO network as well as a teachers' network have begun.
- Action programs of working on school development in Government schools and through NGOs are beginning to be established.
- A nascent teachers' English learning program is in place and needs to be built upon.

The work next year will continue in the same strain with greater focus on studies, courses and the Bilingual program.

### **Details on work with NGOs**

- A three day summer workshop with about 300 children of a government school and children with whom some NGOs are working took place from 28th June to 1st July, 2010. NGOs involved were Aarambha, Smbhavana Trust and Bachpan. Resource persons included artists like Shobha Dhare from Bharat Bhavan and others from Eklavya.
- A one day workshop on Krigami was held on 6<sup>th</sup> September in which the members of a number of NGOs (Aarambha, Muskaan Bachpan and Eklavya) participated. The resource person was Mr. Shastri from Hyderabad.
- A one day sharing of programs from different organizations took place with the visit of Vikramshila on 1<sup>st</sup> October 2010. Organizations participating were Oasis, Aarambha, Muskaan, Room to Read, BGVS, Eklavya and Samavesh. Each shared their programs and there were discussions around issues. It was felt that such opportunities of visitors will be taken up by other organizations as well.
- A three day workshop on formative assessment was held on 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> of November 2010, in which about 30 participants from Aarambha, Muskaan, Mahila Chetna Manch and a number of programs of Eklavya participated. The main resource person was Professor Ken Jones of the University of Southern Maine, a teacher educator who takes courses on assessment. One of the interesting features of this program was that it was a bilingual workshop with continuous translations of both ways as Professor Jones could not understand or speak Hindi and most of the participants were not comfortable in English. Yet, the workshop went off quite well and was a good experience for all.
- A two day workshop on method of Science was conducted for about 30 participants from Room to Read, Aarambha, Samavesh, Prerna Service society – i.e. those working with middle school children. This is planned as a series of 4 short workshops as a course.
- A meeting with well known poet and musician, Shri Naresh Saxena, was held on March 10<sup>th</sup> 2011.

### **Participation in meetings and workshops organized with other NGOs:**

- Resource persons took sessions for two days on 29<sup>th</sup> and 30<sup>th</sup> April in a residential camp for children organized by Muskaan.
- Resource persons from Eklavya took a one day Primary school mathematics workshop of about 50 teachers of Bhopal region of the Kendriya Vidyalayas on May 8<sup>th</sup>, 2010.
- Resource persons addressed a group of teachers from private missionary schools on the issue of RtE in August as well as the paralegal volunteers from different organizations organized by Samarthan.
- Persons from Eklavya participated in workshops organized on September 1 -5 2010, by BGVS on developing materials for the Right to Education.
- They took sessions in the camp organized for girls by the Room to Read program.

Resource persons from the Urban Resource centre team have also done workshops for other organizations on Science, Social Science and Language. This was done for CARE – Bhuj and Patna, Muktangana Teachers in Bombay, Vikramshila Teachers and Ambuja Cement Group of Dadri U.P.

### 3.6 SHIKSHAMITRA, A LANGUAGE LEARNING RESOURCE CENTRE – SWANIRVAR

#### Background

Swanirvar (<http://www.swanirvarbengal.org/>), set up in 1990, has been doing experiments with primary and secondary education since 1997. It also has pre-primary, health, sustainable agriculture, SHG - microfinance, panchayat wings. In the last few years, it has started making interventions in many govt. primary and secondary schools and also some private schools.

Swanirvar is in the process of setting up an education resource center “Shikshamitra” in Kolkata. This center is envisioned as a repository of information for various educational resources including teaching learning material, books, workbooks and other artifacts, a database of trainers and resource people in West Bengal. The first step towards this has been to consolidate resources in Bengali and English language learning.

#### Overall objective of the Project:

- To evolve effective curricula, methodology, materials to teach Bangla and English, especially under difficult circumstances
- By working in one’s own alternative school, in government schools (primary and high) of North 24 Parganas where Swanirvar has intervened, others NGOS and institutes

#### Language Learning Training and Dissemination: English

<b>Govt schools/orgs</b>	<b>7 Government High Schools (HS), 1 MSK &amp; 1 tuition center in N 24 Parganas, West Bengal along with Swanirvar intervention</b>	<b>IIM Calcutta (Joka)</b>
<b>Duration; for</b>	Nov, 2009 – Dec, 2010 for class V	Sep–Dec, 2010 for IIM Mess worker
<b>Objective</b>	To help children in class V <ul style="list-style-type: none"> <li>ü To overcome fear of English</li> <li>ü To pick up the basic skills in English - Recognition of the alphabet, Making words, Making sentences, Reading, Writing, Speaking within the first 4-5 months</li> </ul>	To pick up the basic spoken skills, reading and writing skills, formatting bio-data and letters
<b>Numbers</b>	12 teachers oriented by 7 workshops & 5 visits, benefiting 881 children	10 workers benefited by 16 classes (twice a week), coordinated by 4 IIM students
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• 12 teachers tried out most of the steps, word building, sentence construction &amp; speaking</li> <li>• A step by step foundation course in English has evolved</li> </ul>	<ul style="list-style-type: none"> <li>• 4 students took the final exam &amp; received certificate</li> <li>• Others attended 90% of the classes</li> </ul>
<b>Special Outcomes</b>	<ul style="list-style-type: none"> <li>• Rumi Ganguli (Media HS) has been the best practitioner &amp; can contribute as teacher trainer</li> <li>• A new batch (5 teachers from 5 more schools) started in Feb 2010</li> </ul>	<ul style="list-style-type: none"> <li>• In regular contact with Shikshamitra through phone calls &amp; SMS in English</li> <li>• Brother of a student, who could not attend the course, studied the</li> </ul>

	<ul style="list-style-type: none"> <li>5 teachers from the old batch moved to Class VI level demanding next level of training</li> </ul>	course material, took the exam & passed with flying colors!
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### Language Learning Training and Dissemination: Bangla

With	Nibedita Seba Mandir (NGO)	Swanirvar & Govt Primary schools
<b>Duration; for</b>	Apr, 2010 for children in the 10-15 yr age group	Apr & Jun 2010 for primary school teachers
<b>Objective</b>	To gain confidence in writing independently	
<b>Numbers</b>	14 children benefited by 4 weekly one-hour classes	Day 1: 19 teachers & Day 2: 25 teachers
<b>Outcomes</b>	Almost of all children are trying to write answers on their own	All Swanirvar teachers are using the skills learnt in all trainings they are conducting henceforth
<b>Special Outcomes</b>	Asked for creative writing classes in English from Apr 2010	

With	Praajak (NGO)	Marfat (NGO)
<b>Duration; for</b>	– Sep, 2010 for children in Railway platforms	Jun, 2010 – present for girls & women (in 14-30 yr age group) involved in bidi-making
<b>Objective</b>	To develop & put in practice appropriate language program	Accelerated Reading Writing Program
<b>Numbers</b>	4 teachers trained by 4 workshops & 15 visits, benefiting 17 children	6 teachers, 6 supervisor & 1 coordinator trained by 3 workshops & 3 visits, benefiting 47 children
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>All children attend regularly, set rules for them &amp; take care of the shelter</li> <li>Can read write &amp; calculate at different level</li> <li>Much more composed &amp; confident</li> <li>Teacher is ready &amp; can help out at others similar centers</li> <li>Praajak is introducing the education program in two more platform centers</li> </ul>	<ul style="list-style-type: none"> <li>All 6 centers trying their best</li> <li>In 3 center girls can read &amp; write well</li> </ul>
<b>Special Outcomes</b>	<ul style="list-style-type: none"> <li>Children insisted on going to the Malda book Fair &amp; bought books according to their level of competence</li> </ul>	<ul style="list-style-type: none"> <li>Few girls in one center started writing stories after 5 months input</li> </ul>

With	Mandra Hazer Ali Smriti Bidyapith (HS)	Jabala (NGO)
<b>Duration; for</b>	Mar , 2011 – present for class V	Nov, 2010 – present classes V-VIII
<b>Objective</b>	To teach basic Bangla reading & writing skills followed by other language exercises	
<b>Numbers</b>	80 children benefiting from 2 classes per week	10 teachers getting trained benefiting ~250 children

**Curriculum & material:**

- Developed & completed the alternative language syllabi: (i) Bangla – for classes V-VIII (ii) English -> 2.5-3 yr course at the end of which children will be ready to enroll for the Open School Secondary exam
- Drafts ready for (i) Workbook for Creative Writing & (ii) Teachers' Manual for Language Teaching
- Bangla program documented at WATIS website

**Plans for the next year:**

- Training – help & orient groups working with hard-to-reach children & youth, especially in language learning, math and self-development
- Developing & publishing materials, texts for students & teachers

## 4. AFFECT IN EDUCATION & SCHOOL ENVIRONMENT

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Affective education deals with issues of attitude, motivation and values. It brings in issues like sensitivity, safety, diversity, feelings and senses into the classroom and the school environment. Wipro Applying Thought in Schools has been working on different projects that aim to bring in affective educational aspects to the school through both curriculum and work that influences the school environment.

The Safe and Sensitive Schools project with The Teacher Foundation aims at making the school a place that is more sensitive to the child and brings about a feeling of safety. The Kabir project aims at bringing Kabir and other mystic poets within the classroom and the school and experiment with non-textual forms of knowledge. Another project is on Socio-cultural Diversity and Education with Udaan in Gujarat. The Quality Education Study with Educational Initiatives is an initiative to study the schools we consider 'good' from a perspective that goes beyond scholastic performance as measured using examination and grades.

This is a continuing theme for us in the coming years too. The following sections give an update of these projects over the last year.

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## 4.1 THE KABIR PROJECT – TRAVELLING WITH KABIR INTO EDUCATIONAL SPACES

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### **Background**

The Kabir Project (<http://www.kabirproject.org/>) is a project of the Srishti School of Art, Design & Technology, conceived and directed by artist-in-residence, Shabnam Virmani. The Kabir Project seeks to document, strengthen and propagate through diverse media and social initiatives, the spirit, values and ideas of mystic poets such as Kabir and others in diverse sections of Indian society.

Wipro Applying Thought in Schools is partnering in this project to bring the spirit and values of the 15<sup>th</sup> century mystic poet, Kabir, in powerful ways into educational contexts in Indian society. This project will specifically focus on elementary and primary education.

### **Journey so far... with Kabir**

The Kabir project engaged with schools or educationists in various ways, including through teacher training, longer school interactions, music performances and Kabir Festival. Details on each of these different engagements and some of the future plans within this project are given below.

### **Longer interactions with schools:**

- Week-long interaction at Rajghat Besant School (Varanasi) – Woven around two main strands of diversity and ecology, this included film screenings and discussions, live concert with folk musicians from Kutch, workshops with students integrating the poetry of Kabir with hands-on arts based work, exercises and storytelling, and field trip with students and teachers to Kabir Chaura Math.
- Ongoing engagement with students at Shishuvan School (Mumbai) – film screening and discussion with students of Class 7, followed by two workshop sessions with students of Class 9 (using Kabir’s poetry along with stories, exercises and videos to enter discussions of self, identity, ‘othering’, diversity), and more workshop sessions with Class 7-8-9 planned for March 2011.
- New alliance towards a year-long engagement with Creative School (Bangalore) – Modules being developed for the Life and Living classes that would integrate mystic poetry and music in creative ways with story-telling, games, theatre and art work leading to in-depth exploration of issues and conflicts faced by students in their immediate life contexts, clustering of relevant dohas and songs as resource material for the Environmental Studies classes, creating a play script based on contemporary readings of legends from Kabir’s life and involving students in the performance and production. Plans include the systematic documentation of the educational modules created by the Kabir Project in partnership with Creative School for sharing as a resource with other schools and educators.

### **Work in the area of teacher training**

- One-day workshop with young teachers affiliated to Doosra Dashak in Rajasthan, including film screening, singing of Kabir songs, and group discussions based on deeper reflections on the poems.

- Two-day workshop with Mukhtangan as part of in-service training for municipal school teachers, involving film screenings, sharing of music, and discussions drawing out teachers' perspectives on everyday conflicts and challenges in their lives and how Kabir's poetry speaks to them.
- Four-day interaction with college and university teachers of Psychology as part of a refresher course at Delhi University – including film screenings and discussions, talks by artist Jyoti Sahi and process work psychologist Kalpana Tanwar, as well as a concert by Malwi folk singer Prahlad Tipanya.
- Some exploratory discussions have taken place with Central Institute of Education (Delhi), Centre for Studies in Sociology of Education at Tata Institute of Social Sciences (Mumbai) and The Teacher Foundation (Bangalore) for embedding ideas from Kabir in the teacher training curriculum. There has been an expression of mutual interest, but concrete plans have yet to be worked out.
- Discussions with Azim Premji University, Bangalore about developing a semester long 'open course' for students pursuing MA programs in Education, Development and Teacher Education. This is the most concrete option that has emerged so far.

#### **Outreach in schools through live music performances:**

- Sita School
- Drishya
- The Valley School
- Titan School
- Mallya Aditi International School
- Shree Bharathi Vidyalaya
- Peepal Grove School

#### **Outreach during the Kabir Festival in Mumbai**

- Interactive storytelling sessions with underprivileged children from Down To Earth and BODH, facilitated by informal educator and trained storyteller Ameetha Singh who developed a Hindi script based on Jaya Madhavan's novel 'Kabir: The Weaver Poet'
- Four days of 'Kabir in Rock' music workshops with students of Class 7 and 8 at Shishuvan School, facilitated by Niraj Arya of Delhi-based band Makeshift; a shorter one-day workshop with students at a municipal school run by NGO Mukhtangan
- Interactive session with music teachers across schools in Mumbai, led by Malwi folk singer Prahlad Tipanya at Bombay Cambridge School (Andheri East)
- Dance workshop with children from Salaam Bombay, facilitated by Sanjukta Wagh

#### **Online resources for Open Space:**

Collaborating with Open Space, the civil society and youth outreach initiative of the Pune-based Centre for Communication and Development Studies to develop an online web-resource on Kabir and syncretic traditions. The attempt here is to build a resource that would be accessible and creatively invigorating for young people in colleges and universities to engage with. It could also be utilized as a space that educators seek inspiration from. This section would offer a curated selection of videos, songs, articles, and much else – some culled out of existing footage available with the Kabir Project; others that will be

specially commissioned for the website. Other mystic voices such as Lalok, Shah Latif, Khusro and Bulleh Shah will also be found here.

#### **Online resources for educators on the Kabir Project website:**

- The idea is to create a vibrant and engaging online resource for educators interested in working with mystic poetry and music with their students. This would be a space that allows us to creatively share our learning with the education sector in a cohesive and replicable manner. This would ensure greater returns on the energies invested in some of our one-off engagements with schools that hold sparks for wider experimentation.
- This online web resource would have many features, one being a space that could be navigated through theme (ecology, cultural identity, caste, nonsense verse, impermanence, etc) and the poems themselves, which would take browsers through a bunch of learning/teaching resources around that theme/song – these could be classroom lesson plan ideas, experiments, exercises, music, activities, games, writings, reflections, films and other resources, both generated from the Kabir project and from other sources.
- Another feature would carry insightful and reflective articles contributed by senior educators – on how they see Kabir, mystic poetry, folk music, oral traditions, politics of knowledge and such entering/enriching formal and non-formal learning spaces and also the wider discourse of education and teacher education.
- Both the above features would dip into and share resources other than those produced by the Kabir Project – children’s story books, animation films, national-level curriculum documents, school textbooks, novels, anthologies of essays, etc.
- Other features for this online space are likely to evolve as we get into the act of creating it. We have invited designers Roy and Arati (who designed the current Kabir Project website) back on board to design this space.

#### **Books for Children & Exhibition Ideas (work with artist Vishakha Chanchani)**

- The ideas evolving for these books are a culmination of Vishakha’s recent in-depth work with HBP School and Vikasana School, trips to Benaras and Malwa, and her decades of experience as artist, illustrator, storyteller, craftsperson and educator.
- The idea is to create simple, well-illustrated story books drawing inspiration from the poetry of Kabir – more the spirit than the words. They would be written in a playful and poetic metre in Hindi & English by Vishakha – creating evocative narratives around Kabirian themes and ideas, with a light reference to a Kabir couplet or a poem.
- The decision is to consciously eschew an approach that seeks to “explain Kabir’s poems” to children, rather these books would playfully evoke an idea/story that has a profound though tangential link to a Kabir poem. The “experience” of the story book would hopefully nudge open the possible meanings of the Kabir poem to children. Tentative ideas here include a story about a “lawaris topi” (evoking the idea of “cutting off the head” and laughing at stodgy intellectualism), a poetic paen to “Patte” (Leaves, evoking the ideas of impermanence and the wisdom inherent in the cycles of nature), a story about the “Vendor of Ears” (about listening, deeply and carefully) and “Dr Kabir meets Seuss Das” an imaginative encounter between the creators of profoundly nonsensical poetry/literature, from two culturally disparate traditions, to mention a few.

- Talks are planned with Tara Publishers, Chennai on Mar 17th to discuss publication possibilities at affordable rates in two languages – English and Hindi.
- Ideas are evolving for dissemination through exhibitions/workshops around the themes explored in the books, for children and teachers.

### **Partnering with Diverse Educators**

- Decision to collaborate with as many diverse educators as possible. This stems from a recognition of the fact that the Kabir Project team is best placed to infect other experienced educators with the ideas stemming from the Kabir space, rather than try to take on the primary role of the educator ourselves in creating materials/courses/lesson plans.
- So we have developed a partnership with Rakesh Ganguli in helping devise classroom ideas with two schools – Shishuvan School in Mumbai and Al Fazal School in Godhra. Rakesh is trained in social work from TISS, has a wide range of experience in conducting workshops on cultural diversity and human rights with young people as part of his work with Pune-based Open Space, and has been working closely with Al Fazal School in Godhra. This is the emerging shape of his initiatives in this area, co-facilitated with Chintan Girish Modi, with inputs from Shabnam Virmani from the Kabir project team –

### **Kahat Kabir...**

The Kabir project is seeking to create spaces for a deeper experience and learning from mystic poetry – an exploration of its ideas, images and metaphors of syncretism, pluralism and spirituality – through a series of workshops. The modules under the series will allow participants, especially children and young adults to appreciate mystic poetry, and engage creatively with it through films, music, art, literature, theatre, games/simulations and conversations!

The modules will be of 2-3 hours duration each and will engage up to 30 participants. Both English and Hindi languages will be used in the workshops.

- We may partner with Arka Mukhopadhyay, a theatre & performance artist, who is keen on working with school children through the poetry and qawwali traditions of Amir Khusro and also the Baul traditions of Lalon Fakir to open up ideas of cultural identity.

### **Learning with Kabir Workshop**

- The next 4-day immersive Learning with Kabir workshop is tentatively planned for May 18-21, 2011. Participants would include teachers from many or all of the schools/universities we have initiated partnerships with and also include new persons who would help expand the scope of these ideas into new constituencies.

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## 4.2 SAFE AND SENSITIVE SCHOOLS (SASS) – THE TEACHER FOUNDATION

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### **Background**

The Teacher Foundation (<http://www.teacherfoundation.org/>) is a young dynamic organization that aims at infusing the school education system in India with new energy, enthusiasm and expertise. We work with schools, principals, school-administrators, teachers and teacher educators in the areas of school development & improvement, teacher development, technology enabled training and support, design and production of teaching aids and classroom-resources.

The SASS initiative of The Teacher Foundation is a pilot project supported by Wipro Applying Thought in Schools, with the sole objective of making the selected schools safe and sensitive through embedding policies, spaces and interactions that are positive, constructive, nurturing and collaborative for all – students and staff alike. The pilot began in early 2009 and is a 2 ½ year long project, with 15 schools, focusing on training the school and the teachers in changing their overall approach to teaching & interacting amongst themselves and students using the Whole School Quality Circle Time structure developed by Jenny Mosley Consultancies, UK.

### **The intended objectives of SASS were that by the end of the Project:**

School Managements and Principals will be enabled to:

- treat all students and teachers with fairness, respect and warmth
- encourage open discussions amongst teachers, students and invite feedback
- have a documented common behavior policy for all in the school with clearly stated rewards and sanctions

Teachers will be enabled to:

- Demonstrate the Golden Rules, a set of 16 rules that reflect the universal values and form the crux of Quality circle time model, towards students and fellow colleagues and parents. Despite provocation, they would treat all students and colleagues with fairness, respect and warmth
- Give both rewards and sanctions, as appropriate in a gentle, assertive and consistent manner.
- Maintain a scheduled time and space for listening to all students and parents, e.g. a weekly QCT period, time for one-on-one listening, suggestion box/think books

Students will be able to:

- Observe the Golden Rules despite provocation from peers
- Voice their thoughts and feelings without any sense of threat or embarrassment
- Take responsibility for their work and learning

### **A Quick Status Update**

Number of schools – 15 (7 schools in Phase 1, 8 schools in Phase 2)

Number of Teachers Trained – 426 (Phase 2 schools)

No. of Training days – 23.5 days

Total training hours – 6008

### **School Based Support**

No. of teachers – 890 (including Phase 1 schools)

No. of SBS days – 148 days

### **Outcomes of the intervention so far**

- The Quality Circle Time sessions are now regularly being conducted in schools for classes 1 to 8th.
- Teachers are innovatively using QCT sessions to discuss common classroom concerns and help students think of creative ways to solve them. For e.g., concerns related to homework, teasing, exam stress and peer issues.
- The children are delighted to participate and share their thoughts. The teachers in many cases mentioned that the unity in the class has also strengthened.
- Teachers have begun using positive behavior management techniques rather than punishments.
- Doing regular sessions has helped children, especially the quieter ones, to express themselves confidently.
- There is an earnest attempt by teachers and students to follow the Golden Rules
- Some of the listening and appreciation systems are in place.
- 'Golden Rule Week' in the schools is being practiced, where for each week a Golden Rule is followed by the students, teachers as well as the management, in different spaces and interactions.

### **Challenges**

- A couple of schools are quite overwhelmed by the deep change they need to bring about in their overall approach to interacting with students
- Head teachers in these schools are grappling with the problem of teachers 'objecting' to being urged to treat students with gentleness, respect etc.

### **Plan for the next year (for Phase 2 Schools)**

- To conduct a Positive Interactions Workshop to support teachers to specifically improve interactions with parents, colleagues and school management.
- To support the teachers as well as the heads to further establish and consistently evolve the Listening and Appreciation systems in the School.
- To enable the school to have a clear policy for both Rewards and Sanctions and ensure that they are used in a gentle, assertive and consistent manner with teachers and students alike.
- Conduct regular Focus Group Meetings with all teachers to help them sustain the momentum and ethos of SASS
- To help the school, draft their Whole School Behavior Policy. TTF will provide them with a framework in advance, which will be filled in consultation with teachers and students. The final draft will then be decided over a series of sessions at the school, moderated by the TTF-SASS facilitators.

### **Certification Process**

All the pilot schools are eligible for the SASS Award – a Certification awarded jointly by The Teacher Foundation and Jenny Mosley Consultancies, UK. The objective is to institutionalize the concept of a caring school in a tangible manner.

The certification is offered at 3 levels - Gold, Silver and Bronze with specific criteria for each level. The criteria and indicators for each of these levels have been developed and shared with the schools. It is valid for 2 years after which the school will need to re-accredit themselves. We have had meetings with the Phase 1 and Phase 2 school principals and most of them have expressed interest in being certified. In addition other schools from outside Bangalore have expressed keen interest in being part of the certification too.

## **Research**

The research component of the project aims to evaluate the impact of intervention in schools. The objective is to explore and analyze the change in the nature of personal interactions between management, staff and students – once they have been trained and supported to adopt an ethos of respect and warmth. A Pre-Intervention Survey (questionnaires with children and teachers) was conducted with three of the second phase schools, one from each category - high end, middle-rung and low cost school in June'10. Mid-intervention, Qualitative research using intensive focus group discussion has recently been carried out with teachers and children. By the end of the project, the Post Intervention Survey and analysis will conclude the research.

## **Some Testimonials**

"There is certainly a visible change since the teachers have started doing the QCTs. My daughter tells me that she enjoys it so much, they are so relieved during the Circle time session." – Parvathi, Headmistress, Lawrence High School

"I've seen pre school kids lose their energy and bubbly nature once they come to class 1. But off late QCT sessions have brought back the light in their eyes!" – Sister Basil, Principal, Holy Angels School

"QCT program has brought the students closer to the teacher and also to each other. It has encouraged the students to introspect and find solutions from within and also at times from their peers. I hope that this generation emerges stronger in moral values and decision making skills which in turn will enhance their self esteem". – Renu Varghese, High School Headmistress, Sishu Griha School

"I like QCT because we get an opportunity to express our feelings and the teachers become our friends" – Student

**Do visit TTF's Blog for photographs and other updates on the Safe and Sensitive Schools Project**  
<http://blog.teacherfoundation.org/search/label/SASS%20Journal>

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### 4.3 HUMAN RIGHTS EDUCATION WITH FOCUS ON DIVERSITY, EQUALITY AND CITIZENSHIP - UDAAN-JANVIKAS, AHMEDABAD

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#### **Background**

Udaan works in education reform towards promoting Peace, Conflict resolution and Diversity education as an integral part of school education. Udaan has initiated direct interventions in the arena of primary education in areas significantly affected by communal riots in Gujarat. Udaan is also involved in developing curriculum and pedagogy for peace promotion and conflict transformation and in capacity building of educators. They plan to take this forward and build Udaan as a resource center. Wipro Applying Thought in Schools is supporting Udaan in setting up this resource center.

#### **Overall purpose**

To demonstrate and institutionalize diversity, equality and citizenship based human rights education in 100 elementary schools in two districts of Gujarat.

To achieve the above purpose, following concrete objectives are set for the next three years:

- Train 100 teachers to facilitate activities promoting human rights understanding among children.
- Provide exposure to the concept of diversity, citizenship, equality and human rights to 3000 children.
- To develop resource material for training and to create various print and video kits as creative learning tools for children.
- To evolve a system of long term continuation of human rights education program in the schools.
- To initiate state level dialogue to mainstream human rights education in primary education system.

#### **Update on the work over the last one year:**

- During the last one year, Janvikas through its education program called Udaan continued its direct work in Panchmahal and Kutch districts and collaborate with other organizations in other districts in Gujarat. Following are some of the key outcomes of its work on primary education:
- Udaan, through its direct intervention in Panchmahal district, reached out to 791 children through its two primary schools and running centers in 15 government schools.
- Udaan also introduced Mobile Computer Lab to offer basic computer skills to children. Last year 227 children were trained through this initiative.
- Through its video-shala program, udaan has prepared 22 educational video kits and has reached out to 13671 children in 225 schools.
- During the year, Uddan has worked with 502 children in Kutch district to mainstream children getting religious education in 'maktibs'.
- Through its Human rights education program, Udaan worked with 47 schools in Anand district. This programme reached out to 2442 children and training of 93 teachers.
- Udaan published 4 books last year as part of curriculum for its human rights education program.

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#### 4.4 QUALITY EDUCATION STUDY – EDUCATIONAL INITIATIVES

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##### **Background:**

Educational Initiatives (<http://www.ei-india.com/>) is an organization with a mission to work towards qualitative improvement in India's educational system by devising and sharing solutions focused on quality improvement and effective learning. Educational Initiatives (EI) offers educational products and services to private schools, schools groups, municipal school boards and governments.

The Quality Education Study (QES) has been conceptualized jointly by Wipro Applying Thought in Schools and Educational Initiatives (EI) to be executed in a partnership mode, with EI carrying out the actual execution. This is planned as a 3 year long study that will expand the meaning of 'quality' in education to include educational outcomes beyond cognitive learning and study the attributes of quality learning environments. It is hoped that it will form the basis for a wide-ranging debate on the topic of what constitutes quality education, but based on evidence collected from a systematic study.

##### **Objectives:**

In the year 2010-11, the study had the following specific objectives

- To identify, study and where possible measure some of the factors or parameters that are seen to occur in different learning environments.
- Provide information on different approaches and practices and their contexts
- Provide information on student learning levels
- Comparisons on student achievement as seen in schools of different types, boards and regions
- Provide information on students' values and attitudes
- Provide information on participation of students in the areas of learning not considered part of the core curriculum like sports, music, arts etc. and the supportive environments for the same provided by schools.

##### **Overall Approach:**

The project is planned and executed including the following steps

- Background research on quality education from other studies and literature
- Constitution of an expert panel
- Selection of Schools
- Finalization of the parameters that needed to be studied
- Finalization of the test design
- Piloting of tools
- Final tool administration and data collection
- Analysis of data
- Final Report

##### **Sample:**

- The sample planned for the study was in the range of 100 schools of diverse school types (here after referred to as ‘main’ study).
- About 20 schools was taken up for a more intense and broader study (here after referred to as ‘in-depth’ study) to understand the attributes of different learning environments.

#### **Selection of Schools:**

- The schools selected for the study were perceived as good schools based on a public opinion survey carried out in Bangalore, Chennai, Delhi, Kolkata and Mumbai in 2006 (as part of the earlier Wipro-EI’s ‘Student Learning in Metros’ study).
- The study also covered schools recommended by experts as schools providing different learning environments.

#### **Development of Tools:**

- Scholastic papers for classes 4, 6 and 8 were assembled in English, Math, EVS/Science and Social Studies from ASSET. A section with questions on citizenship and social attitude was included for each class. Papers included questions from International tests such as the TIMSS and PIRLS for benchmarking. The final papers were fine tuned based on pilot testing
- Three background questionnaires – one each for student, teacher, and Principal were developed based on detailed secondary research and covered various aspects such as school context, leadership and management practices, teacher beliefs, practices, classroom climate, student background, etc. The questionnaires were fine tuned after pilot testing.
- The focus group discussions for students and teachers were planned to be carried out by experts, and the questions and methods were decided after detailed consultation with the Wipro-EI core project team and fine tuned based on pilot runs.
- The Principal interviews focused on gathering the views of practitioners on quality in education and were planned to be administered by EI’s Senior Team members.

#### **Field Administration:**

- The final field administration was carried out between November 2010 and February 2011.
- EI recruited 5 city coordinators and 110 invigilators across the 5 metros to carry out the field administration.
- The invigilators were further trained to ensure standardization of data collection procedures.
- The ‘main’ study schools were administered the scholastic papers and the background questionnaires.
- The schools selected for ‘in-depth’ study were administered the scholastic papers, background questionnaires. In addition, focus group discussions for students and teachers, as well as Principal interviews were carried out in these schools.
- A total of 255 schools were approached for permissions, 89 permissions (73 for main study and 16 schools for in-depth study) were received and these schools tested. Out of the 16 schools that took part in ‘in-depth’ study, 7 schools were known for different learning environments.
- About 23,000 students, 790 teachers and 54 Principals participated in the study.
- Data has been received, cleaned for errors.

- Various data preparation methods such as merging the questionnaire data with performance data etc have been carried out
- The project is currently in the analysis stage.

**Next Steps:**

- Various quantitative and qualitative analysis techniques will be applied to different segments of data
- An overall report addressing the various objectives planned and the insights obtained based on analysis will be drafted in the coming month
- Based on the final report, advocacy and dissemination steps will be planned.

**Plan for Next Year:**

For 2011-12, it is planned that the study will explore the concept of quality in the non-scholastic areas more deeply. Also, based on the insights that emerge from the first year in areas related to Leadership and Management in the school context, pedagogic parameters in the classroom context as well as student perception and their background, 2-3 of these findings will be unraveled further through an in-depth exploration of the same.

## 5. EDUCATION MATERIAL & LITERATURE

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Public Advocacy is an important element of Wipro Applying Thought in Schools' strategy for influencing education reform. One of the ways in which we do this advocacy is by bringing out Education Material & Literature.

In the past, we have brought out books like Water Stories, What did you ask in School today etc – books for children as well as books on education. Continuing the efforts in this direction, apart from efforts to bring out material from our other projects, we're currently working with two efforts – a graphic novel based on folk stories from Assam and a biennial journal on contemporary dialog in education.

The updates from these two initiatives follow.

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## 5.1 GRAPHIC NOVEL FOR YOUNG ADULTS - PARISMITA SINGH – WIPRO EDUCATION FELLOWSHIP

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### **Background**

In keeping with Wipro Applying Thought in Schools' objective of providing good literature for children and young people, this fellowship project is initiated for the creation of a graphic novel for young adults.

The objective was to work on folk stories from the Kokrajhar region of Assam, and produce a graphic novel that would touch upon the various issues that children in a forest village in Kokrajhar during the 1990's would face. Along with a strong ecological concern – that of dwindling forests, man-elephant conflict etc., the book is also influenced by the political turbulence of 1990's Assam. The protagonists of this novel, two young people, in this environment of political instability and adversity, are able to take the help of various characters from folklore and the traditional and current day stories that I have heard in the last few years, while traveling in this region. So that in an increasingly complicated world, with militarism and uncertainty, there is also a giant talking crab to guide the characters, in their search for solutions and survival.

### **An Update**

In the period of November '09 to February '11, the following aspects of the project have been completed:

- Collecting and researching stories, the setting and milieu of the story
- Researching visual details through photographs, sketches etc for the illustrated part of the story
- Working on the script
- Working on the story board
- Editing and re working the concept from that of a set of stories to one with a more integrated narrative
- Finalizing the story board – illustration and text
- Doing the sketches for the story, inking, putting in the text. The first 70 pages of a proposed 120 pages have been completed till date.

In the remaining period of the project, the other aspects expected to be completed are:

- Finishing the remaining pages ( 50 approx) of the book
- Editing
- Working with publishers
- Working on the documentation of the process

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## 5.2 “CONTEMPORARY EDUCATION DIALOGUE” JOURNAL – EDUCATION DIALOG TRUST

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### **Background**

Education Dialogue Trust (EDT) is a Trust devoted to the advancement of scholarship and practice of education and publishes a biannual journal. Contemporary Education Dialogue (<http://edudialogue.in/>) is a biannual journal brought out by EDT. EDT and Wipro Applying Thought in Schools are partnering to publish the journal.

### **Updates for 2010-11**

The monsoon 2010 issue (volume 7, no 2) of Contemporary Education Dialogue was brought out in this period. This was the last issue to be brought out independently by Contemporary Education Dialogue Trust. A contract has been signed with Sage India to henceforth be the publisher of our journal. All the materials for volume 8, no 1 were submitted to Sage India in this period. Registration with the Registrar of Newspapers for India (RNI) was sought through Sage. However, this issue could not be published on time due to delays at the RNI. It has now come out.

Apart from the above, thirteen papers were processed by the editors, going through various stages of assessment, revision and review for publication in subsequent issues. Some of these papers were also rejected.

A meeting of the editorial collective was held on 12/07/2010. CED's editorial office was shifted to Delhi along with the Assistant Editor, Anil Kumar. The editorial team saw a reshuffle, with Padma Sarangapani moving into a supportive role. The articles section and overall management began to be looked after by Amman Madan and Sarada Balagopalan. Book reviews were taken care of by Geetha Nambissan and Nargis Panchapakesan, with Poonam Batra looking after the Classics with Commentary section. All major decisions, of course, continued to be taken made collectively. A meeting of the editors and the trustees was held and Malini Sood was contracted to copy-edit the journal. The CED website <http://edudialogue.in/> was set up.

### **Plan for 2011-12**

In the subsequent six months, it is expected that volume 8 (2) would be released as per the usual Sage schedule. As of now there are no concrete plans to have a writing workshop or a round table/conference.