



Centre For Learning Resources

Annual Report

2014-15



CONTENTS

- 1 Director's Message
- 3 About CLR
- 4 Early Childhood Care and Education
- 20 Elementary Education
- 23 Post-School English Education
- 24 Community Engagement
- 26 Other Professional Activities
- 28 Funding / Acknowledgments

DIRECTOR'S MESSAGE

In May, 2010, I met the CEO of a district panchayat in India. He asked me if we could help improve the teaching of mathematics in the schools of his district.

Delighted at the possibilities, I quickly outlined how the several thousand teachers involved could be provided effective training, coaching and teaching-learning materials to deepen their understanding of the subject as well as pedagogy, what organizational commitments and structures would be necessary and how we would assess whether the programme was progressing as desired. I suggested a five-year time frame, with capacities being built at various levels within the department and resource groups being formed in several geographies.

He was not impressed. He said he wanted the teachers to begin teaching the new programme in classrooms in June (this was already May), and wanted the entire intervention to be completed within one year. He said he couldn't wait that long for the quality of Maths teaching to improve.

I politely declined. We didn't have the capacity to create that miracle, I admitted.

Five years later, the district has had ad hoc trainings now and then for maths teachers. No improvement in student learning seems visible, and anecdotal evidence suggests that teachers have not developed any new skills in teaching Maths.

The five-year strategy we had outlined would have been fully implemented by now. While its impact on student learning and teacher capacity can only be hypothesized, it would have been based on a strategic vision of how change happens and what resources are necessary to foster it.

The public education system in India is in a crisis of capacity. Teachers, supervisors and officials at practically every level need better understanding of pedagogy, better teaching-learning tools and better assessment guide-posts for delivering desired outcomes. They are not getting them because of a pervasive lack of attention to systemic strategy.

Strategic thinking for improving educational outcomes is not a rocket-science, but it does require discipline. Even back-of-the-envelope strategizing would require attention to the following:

- *A credible, well-established theory of change.* What is the basis for imagining that a particular initiative will lead to desired results? Far too often, projects are initiated merely on a whim, anecdotal evidence or incomplete analysis. Desired outcomes are poorly articulated, if at all, and their desirability often based on little more than some individual preferences. Grounded in little reality, they fail to deliver and are quietly abandoned after the initiator has moved on.
- *A grounded understanding of needs and context.* A particular theory might have worked well elsewhere, but what leads us to believe that it will work well for us? Adults and children will learn new ideas

DIRECTOR'S MESSAGE

when they build on what they have already learnt, need to learn, want to learn and feel equipped to learn. Moreover, the actual organizational context will provide powerful cues for learners to either incorporate new learning into their lives or reject it as unprofitable. Unfortunately new initiatives are rarely designed based on such understanding. As a result, most learners, whether adults or children, simply learn by rote if they must, and discard the training if they safely can.

- *Coalition-building.* We might design an effective-looking plan, but how will we know whether everyone who is going to be affected is in agreement? Ideal plans thought up by someone, no matter how brilliant, are rarely ideal for all the stake-holders. Meaningful and effective interventions are almost always co-created. Unions, parents, communities, civil society organisations all have legitimate interests to protect and objectives to advance. Far too many well-meaning initiatives have been wrecked by either silent saboteurs or vociferous objectors or both, simply because not enough attention was paid to building coalitions. It is messy, it takes time, but something eventually gets done, rather than nothing.
- *A detailed process-map.* A programme might be well-designed and co-created, but what attention have we paid to effective implementation? Identifying motivational drivers of learners rarely figures on the radar of planners. Physical conditions play a great role in determining how much new learning will take place. Monitoring, when it is not explicitly supportive, is often experienced as punitive, dramatically reducing new learning among learners. On-going coaching is practically indispensable for ensuring that new learning is welcomed by learners into their lives. Integrating these concerns into implementation design makes the difference between success and failure.
- *Programme Assessment.* How will we know whether our assumptions about what causes improvement were right or not? Educational projects deliver outcomes over much longer time periods than, say, building a road. This means that it is both more complex and more important to have a coherent set of criteria by which to judge the success or failure of a particular initiative over a long period of time. Not only does this enable mid-course corrections for the particular programme, it generates valuable knowledge that can be used in other initiatives.

A huge proportion of our population is at and below school-going age, making us one of the youngest countries in the world. This means that in as little as 40 years, we are likely to be one of the oldest countries. The much-touted demographic dividend that the young population promises us can only be realised if our young today receive meaningful, high quality education. For us to have a prosperous and happy country in 2050, we need to think strategically about education. Now.

Chittaranjan Kaul

ABOUT CLR

BACKGROUND

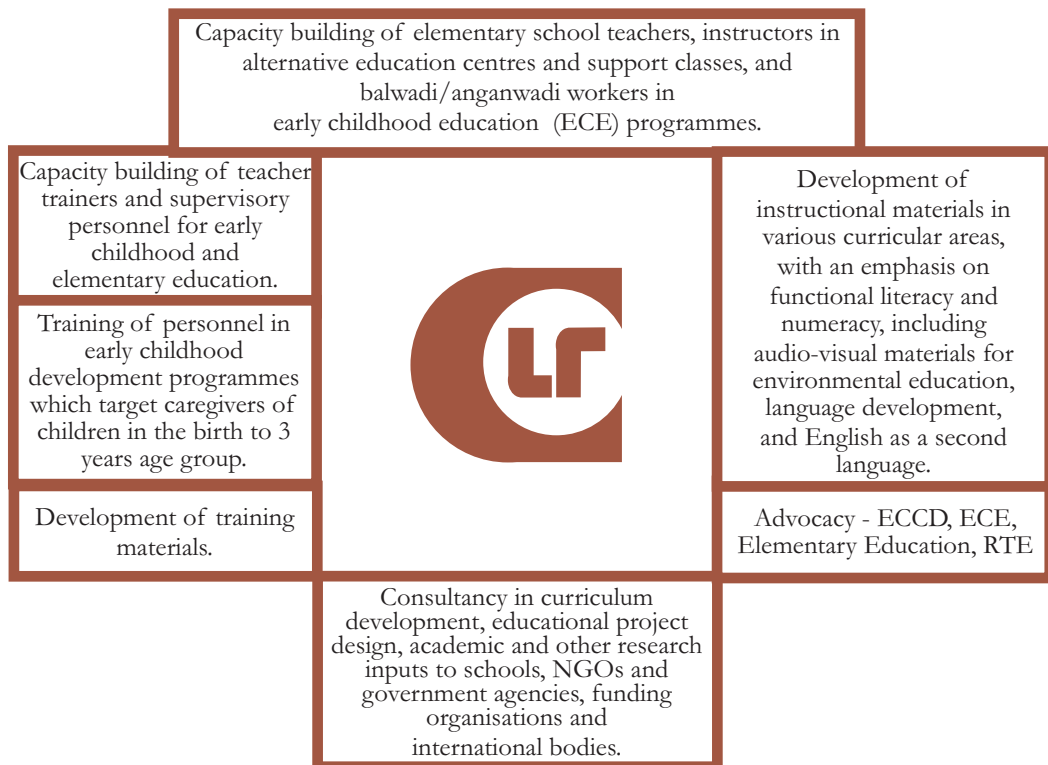
The Centre For Learning Resources (CLR) was established in Pune in 1984. It is a non-profit educational institution of The Society For Educational Improvement And Innovation which is registered under the Societies Registration Act of 1860, the Bombay Public Trust Act of 1950 and the Foreign Contribution Regulation Act of 1976.

GOALS

The expansion of elementary education and early childhood education in India has often not been matched by a similar concern for the quality of teaching and learning. This has resulted in dreary and unstimulating classrooms, millions of elementary school dropouts and unacceptably low levels of learning in our classrooms. Moreover, the significance of the first three years in early child development is also not sufficiently understood. The main goal of the CLR is to improve the quality of early childhood care and development and elementary education that the vast majority of rural and urban children receive in our country.

MAIN ACTIVITIES

CLR supports government institutions (and other NGOs and private schools) in strengthening their academic capacity, and in developing institutional mechanisms for effective delivery of their programs.



EARLY CHILDHOOD CARE AND EDUCATION

SAJAG-FOLLOW UP

A 5 Year Study to Understand Long Term Impact of Good Parenting Practices in Rajnandgaon, Chattisgarh

In 2014-15, CLR initiated a 5 year follow-up of the parenting intervention program “Sajag” that was completed in 2014 in Rajnandgaon, Chhattisgarh. “Sajag” was focused on delivering messages of psycho social stimulation for children between birth and three years through a cascade model of Master Trainers (MTs) & Village Communicators (VCs). The VCs intervened at the village level through community meetings and home visits to deliver the messages to the caregivers.



A child engaging with toys made by his mother

data on three dimensions: integrated developmental milestones of children, quality of home environment and school outcomes of children. All the tools for assessing these three dimensions have been widely tested and contextualized to the current setting. The sample comprised 400 children from the treatment block of Rajnandgaon (which has and will continue to receive intervention for five years) and the control block of Dongargaon (which has not received and will not receive intervention).

The “Sajag follow-up” supported by UNICEF, Chhattisgarh, will span a period of 5 years and has two-fold goals. First, to track the impact of the home visit intervention on the quality of the home environment and on the holistic development of the children in the long term. Second, to develop a scalable package for delivery of the home-based psycho social stimulation messages for children up to six years.

As the first step, 2014-15 saw the completion of the base-line assessment. Trained investigators collected



A Caregiver and Child in a Picture book discussion

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Sample items from quality of home environment scale

Responsivity

- Parent responds verbally to child's vocalizations or verbalizations
- Parent caresses or kisses child at least once

Acceptance

- No more than 1 instance of physical punishment during past week.
- Parent does not scold or criticize child during visit.

Organization

- Child goes out of house at least 4 times a week.
- Child's play environment is safe

Involvement

- Parent talks to child while doing household work
- Parent structures child's play periods.

Variety

- Do parents take the child out four times a week
- Child has real or toy musical instrument

Learning material

- Child has one or more large muscle activity toys or pieces of equipment
- Parent provides equipment appropriate to age

The study revealed interesting differences between the treatment and control groups with respect to quality of home based care. Rajnandgaon, which received intervention for a period of two years between 2012 and 2014 performed significantly better than Dongargaon on four out of six parameters on the home scale. : *Responsivity*- the communicative and affective interactions between the caregiver and child, *Acceptance* - The way caregivers discipline the child, *Organization* - how the child's time is organised and what the child's personal space looks like, and *Involvement* – of the parent in the child's activities and experiences.

These preliminary findings are very encouraging as they point to improvements in the quality of home environments. Theories of change suggest that child outcome improvements follow home environment improvements; we hope to see this reflected in child outcomes over the next few years.

We are currently designing and field testing a picture manual and process to be used in the program, for delivering integrated care messages of love, talk and play for caregivers of children between birth and three years.

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OBSERVATION-CUM-LAB CENTRES, MULSHI

To Demonstrate Effective Early Childhood Education

CLR has developed eleven Anganwadi Centres (AWCs) in Mulshi Taluka, in Pune district with the aim of developing model sites for ICDS and other NGO functionaries undergoing training on Early Childhood Education (ECE). The centres are also intended to serve as natural and continuous labs for designing and piloting of further ECE materials and processes.



Parents telling children stories at the AWC

In the year 2014-15 we continued with parent meetings of children between 3 to 6 years so that parents could be sensitized towards effective parenting practices and the importance of ECE. As earlier, parental support was available to AWWs by way of participation in mural painting activity, cooking food in the absence of helper, provision of stationery for creative activities conducted in ECE and replenishment of materials.

In March 2015, we conducted a school readiness assessment of children attending our AWCs to assess their skills in cognitive thinking, emergent literacy and math. Early analysis indicates that majority of the students performed well on these parameters.

The labs which also serve as Observation Centers for other organizations interested in strengthening their ECE work had visitors from the Aga Khan Foundation; Azim Premji Foundation, Bangalore; RDSS Pratapgad, Bhopal; and Shri. Dinesh Shrivastav, Secretary, Department of Women and Child Development, Chhattisgarh.



Shri. Dinesh Shrivastav, Secretary WCD, Chhattisgarh at the AWC

In addition to directly mentoring eleven AWCs which serve as labs, we also supported one Supervisor from the ICDS scheme, in training and mentoring AWWs in her beat on ECE. She has successfully helped develop an ECE program in 2 AWCs in her beat and has also been able to initiate an ECE program in 19 other AWCs.

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ANKUR

Strengthening the Pre School Component in ICDS Anganwadis of Dharni Block, Amravati District

"I have been very encouraged by the processes being followed by CLR. I have now been implementing these in the new region assigned to me. It makes me really happy to see the change in the AWCs that I supervise."

– Sheela Raut, Supervisor, Mahuli Sector, Amravati

Over the last six years, CLR team has successfully developed Observation Anganwadis (OAs) in Dharni and Amravati districts of Maharashtra, where good quality ECE practices are carried out. These are used as observation centres for supporting the learning of other AWWs. This project aims to achieve sustainable, good quality ECE through the ICDS in Dharni, Amravati districts. It combines several strategies towards achieving its objectives : a) developing model anganwadi centres called OAs through intensive CLR

involvement to demonstrate good quality ECE practices; b) building capacities across the system, specially anganwadi workers, supervisors, anganwadi and middle level training centres (AWTC and MLTC) in good quality ECE; c) building capacities of AWWs incrementally, through periodic training at the decentralized level of the beat ; d) engaging the community in supporting the AWC; e) Shikshan Sakhi Model - This is a peer coaching model for scaling purposes. Those AWWs who are able to transact ECE effectively have been paired with an AWW (Sakhi) from a near-by AWC. The peer coach is responsible to improve the quality of ECE in her Sakhi's AWC. In this process both, the peer coach and the Sakhi visit each other's AWC periodically. The visit and subsequent interaction is used to mentor and learn about effective ECE. Due to this model, an environment focused on better quality ECE is created at circle levels, and is therefore more ongoing compared to a block level. It also helps block level trainings become more effective.

This year, 223 AWWs participated in the monthly circle level trainings conducted across 7 circles in Dharni ICDS Project and 2 circles in Amravati rural project. Along with this, the AWWs who were trained to act as Shikshan Sakhis last year, participated in a training program that focused on orienting them with the shikshan sakhi handbook. This training was designed to train AWWs on various modules such as complete development of one AWC, planning for mentoring and peer group learning. This also helped the AWWs during the monthly mentoring visits in the 12 observation anganwadis to improve the quality of ECE activities being conducted. A one day training was also designed and conducted in Amravati rural project to improve the knowledge and skill of Anganwadi Helpers (AWHs) while conducting ECE activities with children. 61 AWHs participated in this training.

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“When I interacted with the AWWs in Dharni during my visit, I realised how much they know about ECE and its benefits on children. I am now interested to begin this intervention in the Chikaldhara area also.”

- Kailas Ghodke, Deputy CEO, Amravati

Apart from various training programs organised for AWWs and AWHs, the focus was also to develop material (pictures for discussions) for community awareness during corner meetings within the community and home visits with parents. Several audio songs and messages on child care were recorded in the local language (Korku) to build community awareness. Bal Din (Children's Day) was celebrated in all AWCs to exhibit best practices of ECE and involvement of community for a child's overall development.

Two supervisors who had been trained and intensively mentored by CLR team in Dharni from 2009 to 2014 and were transferred to Amravati have decided to replicate the programme in their new location. The supervisors are highly motivated and have begun developing Observation Anganwadis in their regions, based on the training received earlier. They have been supported by the CLR team. Eight AWCs have been selected to be developed as Observation Anganwadis in this region. This is extremely encouraging as it suggests that the intervention has the ability to sustain itself in non-intervention locations also over the long term.

“I was beginning to feel that due to the influence that television and remote control have on children these days, that games and activities that we would play during our childhood have disappeared. However, because of CLR's activity and play based model, children have again begun to enjoy such games. Work seems a lot simpler now. I don't realise how time passes by in the AWC”

Kavita Deshmukh- AWW, Valgaon Sector

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MITANIN CAPACITY BUILDING

Integration of Components on Psycho-Social Development of Young Children in Training of 70,000 Community Health Workers across Chhattisgarh State



A Mitanin speaking to a caregiver during a home visit

The State Health Resource Centre, Chhattisgarh (SHRC) and CLR have partnered since June 2013 for a thirty month project to integrate components on Early Childhood Care and Development (ECCD) in the training of Mitanins (the Community Health Workers) in Chhattisgarh. With financial support from UNICEF, CLR designed counseling material on psycho-social stimulation and trained 40 District Coordinators (DCs) on use of the material during home-visits conducted by the Mitanins. The DCs trained over 300 Block Coordinators (BCs) who then

conducted training for nearly 3000 Mitanin Trainers (MTs). The MTs ultimately trained 70,000 Mitanins.

Building on this training in 2014, SHRC undertook a state-wide toy making campaign as a part of raising community awareness about the developmental needs of children. The campaign message focused on the critical role of toys and play in the overall development of young children. Over two months Mitanins went to 50,000 villages and trained 1,50,000 caregivers at village meetings on cost-free ways of making a variety of age-specific toys for their young children.

This year CLR initiated a formative evaluation of the programme. The evaluation aims to understand the implementation of the integrated psycho-social development messages in the Mitanin programme, and identify various challenges that impede effective delivery of the messages. The study will also include an assessment of the knowledge of psycho-social messages amongst parents, Mitanins and all other layers of the SHRC system. We are collecting data through multiple methods i.e. focus groups, interviews, group interviews, tests and observations, to understand the strengths and difficulties of the programme at each level. The results of this evaluation will feed into subsequent improvements in the design and implementation of the programme.



Toys made in a community during the campaign

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CARING FOR CHILDREN IN FULWARIS

A Design Intervention for Strengthening Integrated Care of Children in Fulwaris (community run day-care centres) in Chhattisgarh

This thirty-month project aims to design a scalable and contextually suitable model for a day-care centre (Fulwari) managed by tribal mothers, which provides integrated care (health, nutrition and psycho social development) to children up to three years. The SHRC, Chhattisgarh, introduced the Fulwari programme as a pilot in the tribal district of Sarguja in northern Chhattisgarh with the objective of serving as a nutrition center for children under three years and providing psycho-social care as a part of the Fulwari routine. The development and capacity building for scale-up of the psycho-social routine is designed by CLR in partnership with SHRC, supported by UNICEF.

In the first year, the activities by CLR included a base-line study, as well as the introduction of locally made toys in the Fulwaris. In the year 2014-15, CLR worked towards developing a laboratory of five Fulwaris to trial and demonstrate contextually appropriate, effective integrated care practices. The interventions emerging from the trial get scaled to the remaining 800 Fulwaris across the district. These practices are also shared in the state-wide Fulwari co-ordinators' monthly meetings for adoption in other districts as well.

Through trialing, CLR developed a flexible routine of about five hours for the Fulwari which included basic care activities of meals, sleep and play along with suggestions for enhancing the quality of stimulation during such activities. For example, while meals were usually offered to individual children at different times without a set schedule, the routine encouraged mothers to determine a time for children and mothers to eat together, chat actively during meals, adopt responsive feeding practices for very young children, encouraging independent eating for older children and engaging older children in arranging for and clearing up after meals.



Poster depicting components of a routine at the Fulwari

children, encouraging independent eating for older children and engaging older children in arranging for and clearing up after meals.

This intervention was scaled up by means of a poster with photographs that highlighted the day's routine sequentially. The photographs were clicked in Lab Fulwaris. The posters have been put up in each Fulwari across the district, thus giving the Fulwaris an ambience as well as serving as a visual

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Leaf cones as toys for young children

aid to mothers. Through a cascade of Master Trainers and Mitanins, this training about flexible routines was carried forward all the way up to the mothers.

Other ideas which were trialed and are under preparation for scale-up were a set of semi-structured, individual and group play activities with the use of contextually available materials such as tyres, organic colors, mud, cones made of leaves, sand box etc.; creation of child-friendly spaces by adding color, hanging sarees to make play corners, painting the walls with local motifs.

A substantial leap was made by SHRC in the direction of institutionalizing a focus on psycho-social care alongside its otherwise predominant focus on health and nutrition. This was done by modifying their monitoring tools for the Fulwari program, to include key indicators of psycho-social care practices.



A Fulwari decorated by caregivers

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CARING FOR SAM CHILDREN

Developing NRC (Nutrition Rehabilitation Centres) Capacities in Delivering Holistic Care to Severe Acute Malnourished Children and Training their Caregivers, in Chattisgarh

Nutrition Rehabilitation Centers (NRC), a scheme under the Department of Health, is a unit in a health facility where children with Severe Acute Malnutrition (SAM) are admitted for ensuring medical and nutritional therapeutic care. Special focus is given on timely, adequate and appropriate feeding of children and on improving the skills of mothers and caregivers on complete age-appropriate caring and feeding practices. In addition, efforts are made to build the capacity of mothers and caregivers through counseling and support, to identify the nutrition and health problems in their child.

In 2014, CLR in collaboration with UNICEF initiated a pilot program to build capacities of NRC staff in combining psycho-social stimulation practices into the care routines, thus fostering an environment of holistic care in the NRCs. In addition, it aimed at building the capacities of mothers through the NRC staff to provide such integrated care at home.

As the first step, CLR completed an extensive 'needs and context' analysis of the NRCs across five districts in Chhattisgarh i.e. Sarguja, Bastar, Durg, Dhamtari and Raipur. In addition, objective data has been collected on quality of psycho-social care at the NRCs, current knowledge of NRC staff on holistic needs of children and quality of children's home environment. Based on these findings, a package for holistic care will be developed and trialed for six months after which an end-line evaluation of the pilot will be conducted to examine the effects of the package, assess its strengths and shortcomings, and modify it for scale-up.



Stimulation during feeding, bathing, guided play and free-play at a NRC

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ICDS LEADERSHIP PROGRAMME, CHHATTISGARH

Systemic Capacity-Building for Effective Implementation of ECCE in ICDS Anganwadis

This year we signed a three year MoU with UNICEF to initiate a leadership development programme for CDPOs within the Integrated Child Development Scheme (ICDS), Chhattisgarh, so as to ensure effective implementation of Early Childhood Care and Education in the anganwadis run by the ICDS.

In the context of the recently introduced National Policy on Early Childhood Education, CLR had earlier helped Chhattisgarh State develop an ECCE curriculum and a comprehensive activity bank for use in anganwadis. However, systemic capacities within ICDS to implement such a curriculum effectively are weak and continue to be a neglected part within the overall implementation strategy adopted by states. This programme seeks to build leadership skills among CDPOs for enhancing the quality of integrated early childhood developmental inputs available to children of 0-6 years of age in Chhattisgarh. It involves implementing a comprehensive, multi-level capacity-building programme across five districts in Chhattisgarh i.e. Durg, Dhamtari, Bastar, Mungeli and Surajpur. It strengthens CDPO, Supervisor and Anganwadi Worker capacities in ECCE curriculum and pedagogy, community participation and organizational leadership. The specific targeted outcomes of this programme are:

- Improved CDPO ability to ensure integrated developmental inputs are delivered to children under 6 years in anganwadis
- Improved CDPO ability to ensure integrated developmental inputs are delivered to children under 3 years through home visits and village meetings aimed at improving parenting skills
- Improved CDPO ability to enhance the capacities of Supervisors and Anganwadi Workers to achieve these outcomes
- Improved CDPO leadership capacity in addressing multiple systemic challenges
- Improved understanding of Supervisors and Anganwadi Workers about the integrated developmental requirements of young children

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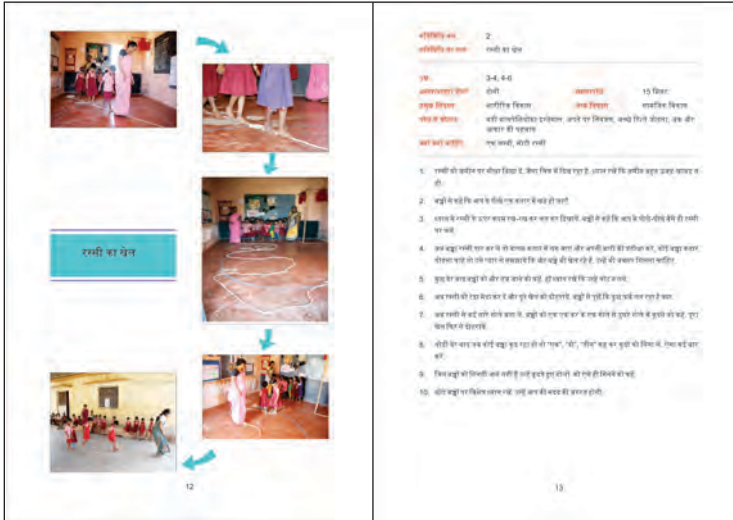
A comprehensive base-line and needs context analysis study was implemented at the beginning of the project. The study aimed to determine the current status of competencies at various levels, from the CDPO to the Anganwadi Worker, as well as identify systemic challenges and opportunities for designing the capacity building interventions. The table below describes the different variables studied with respect to various stakeholders within the ICDS system.

Level	Variable	Sample size
CDPO	Knowledge of ECE	24
Supervisor	Knowledge of ECE	223
	Quality of coaching provided to Anganwadi Workers	34
Anganwadi Worker(AWW)	Knowledge of ECE	100
	Quality of ECE implementation	100
Child	Developmental Milestones	448

After the base-line study, the programme will build multi-level capacities through a series of recurrent workshops in four cycles. These workshops seek to develop capacities among CDPOs and supervisors to be trainers, monitors and coaches to people immediately below them in the hierarchy. CLR calls it the Triple-hat leadership model.

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ECCE CURRICULUM DESIGN FOR CHHATTISGARH STATE



Example of an Activity Sheet

In 2013, the national government adopted an Early Childhood Education (ECCE) Policy and a National ECCE Curriculum Framework for guiding the design and implementation of early childhood care and education programmes across the country. All states were required to develop their own ECCE curriculum and materials. Department of Women and Child Development (DWCD), Chhattisgarh and UNICEF, Chhattisgarh invited CLR

to help develop the curriculum. Through a collaborative effort involving the DWCD, State Council for Educational Research and Training (SCERT), and other key contributors to ECCE work in Chhattisgarh, CLR formulated a curriculum which was formally accepted as the State Curriculum for ECCE. Thereafter CLR was also invited to develop an activity bank, Anganwadi Worker manual and a time-table for operationalizing the curriculum. The final activity bank, which was also a collaborative effort of all key ECCE actors in the state, comprised of nearly 300 activities and a detailed time-table.

SAMPLE 1									
Duration	30	30	20	20/20	20	40	30	20	20
Activity area	Level	1-10 Play (Multiple Domains)	Process, Song, Conversation	Language, 2 Cognitive Activity, 1 dramatic, speaking, Vocabulary (In-house language), memory, thinking processes	Physical Development, 1 Outdoor play	Theme based learning (Multiple Domains)	1 Process Experience, Art & craft, Fine motor activities	Language & Early Literacy and Math	
Months	3 to 4	Welcome & music	4 types of play experiences	1 Prayer, 2 Action Songs, Conversation	Matching objects using objects and things around	Different ways of naming	Show the cards, who are these animals? What do animals do for us? What do they eat? (discuss)	Feeling papers & making balls	Pinning their name tag
	4 to 6	Welcome & music		1 Prayer, 2 Action Songs, Conversation	Classification of animals				Identifying the sound of objects in the class
Months	3 to 4	Welcome & music	4 types of play experiences	1 Prayer, 2 Action Songs, Conversation	Story telling, reading	Game, using rope	Houses of Pta animals, what are they? (discuss)	Collage making, using paper balls and crayons	Reciting number names
	4 to 6	Welcome & music		1 Prayer, 2 Action Songs, Conversation	Story telling: Reading		Game: 4 houses of animals in 4 corners, go to the right animal house as soon as the teacher says		Teaching root & leaf to using leaves
Months	3 to 4	Welcome & music	4 types of play experiences	1 Prayer, 2 Action Songs, Conversation	How does it happen? How will you make milk? - take a cup of milk and add in SWC	Storytelling	Visit to cow shed and discussion		See animal cards & say something about animals
	4 to 6	Welcome & music		1 Prayer, 2 Action Songs, Conversation					Identify first sound of objects by using picture cards
Months	3 to 4	Welcome & music	4 types of play experiences	1 Prayer, 2 Action Songs, Conversation	Picture discussion	Game: using ball	Show the pictures of wild animals and ask who they are? What do they eat? Game: Using & using their animals	Flouring	Guessing by using words
	4 to 6	Welcome & music		1 Prayer, 3 Action Songs, Conversation					Teaching the concepts of large and short
Months	3 to 4	Welcome & music	4 types of play experiences	1 Prayer, 2 Action Songs, Conversation	Memory game	Hidden face	Word picture (who are I), storytelling, animals	Cartoon Characters	Identifying first sound by listening words
	4 to 6	Welcome & music		1 Prayer, 2 Action Songs, Conversation	Matching objects by understanding relationships for e.g. lock & key				Identifying similar sounds of the words
Months	3 to 4	Welcome & music			Story telling, dramatization				
	4 to 6	Welcome & music							

Weekly Time-Table Template

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SABER-ECD

A Study to Identify Policies, Provisioning and Practices Relating to ECD across the Country

The World Bank conducted a Systems Approach for Better Education Results (SABER) Early Childhood Development (ECD) assessment in States/ UTs across the country. In ten states and UTs (Chhattisgarh, Maharashtra, Goa, Karnataka, Jharkhand, Kerala, Andhra Pradesh, Pondicherry, Diu Daman and Dadra and Nagar Haveli) this assessment was conducted in partnership with CLR. This study was a part of a world-wide study on the subject. We understand that India was the only country in which data was collected at the state level rather than the national level.

SABER – ECD was designed to present a multi-sectoral assessment of the programmes and policies which affect young children's development in participating countries. This tool and subsequent report was designed to enable policy makers and development partners to assess three core aspects of ECD – establishing enabling environment, implementing widely and monitoring and assuring quality.

CLR examined secondary sources of data such as Government websites, publications, Government resolutions, annual state budgets and plans, annual reports from various departments, independent studies commissioned by government or UN organizations and studies by academic institutions etc. to identify existing policies and practices pertaining to ECD across these ten states and UTs.

CLR also collected primary data, mainly through interviews with state level stakeholders, including Department of Women and Child Development, Department of Health, Department of Education, Department of Labor, Department of Finance (State Administrative Department), State Level Bodies for Child Protection, other relevant state departments, civil society organizations and academic institutions.

The outcome of the study was a comprehensive report and state wise fact sheets on status of ECD which would greatly support a robust dialogue on ECD in India.

EARLY CHILDHOOD CARE AND EDUCATION

CLR ECCE APPROACH AND MATERIALS IN NGO AND CSR PROGRAMMES

Besides CLR's own involvement in the training and implementation of various programmes related to Early Childhood Care and Education (ECCE), our pedagogical approach and materials continue to be used by other NGOs, and within interventions undertaken by the corporate sector.

'Balangan': Anganwadi Workers' Training In Goa



Role-playing the use of ECE materials

Sethu is an NGO in Goa working with ICDS anganwadi workers (AWWs) over the past 8 years. This year, in partnership with a local Rotary Club, they decided to focus on empowering AWWs to promote holistic child development. CLR's Early Learning package in Marathi, entitled 'Shikshan Chhotyanche, Sahbhag Mothyancha' formed a core component of the workshops for AWWs from different

parts of Goa. Besides

developmentally appropriate early childhood education, the training programme also included skills in offering parental guidance for good home-based child care and developmental activities.

"Anganwadi workers received a wonderful bonanza of learning. They valued the CLR kit as an excellent tool to promote child development and early learning"

Feedback from Sethu trainers

Training of Master Trainers for The UNICEF-ICDS Pilot in Maharashtra

CLR's training videos in Marathi, focusing on early literacy learning, were used by ICDS-selected trainers in a training programme held at Indian Institute of Education, Pune, for master trainers from Yevatmal, Jalna and Wardha districts. Several activities from the CLR Marathi package, 'Shikshan Chhotyanche, Sahbhag Mothyancha' were included in the training.

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A CSR Initiative of Paranjape Autocast Pvt. Ltd.



CLR's Early Childhood Education Kit in Marathi

As part of its Corporate Social Responsibility (CSR) activities, Paranjape Autocast Pvt. Ltd., in partnership with ICDS, is working in 12 villages in Satara District with the objective of strengthening the preschool component in anganwadis and improving early child care within families. The Marathi version of the CLR Early Learning package as well as the accompanying videos are being used by their trainers. The company intends to expand the project to more villages after an evaluation of outcomes in the first phase.

ECCE Workshop for Aga Khan Foundation, Bihar

Eighteen members from the ECCE team of Aga Khan Foundation, Bihar, visited CLR for a two day workshop in January 2015. In the context of beginning work with the ICDS in Bihar, this team of project managers, supervisors and Anganwadi teachers, visited the observation-cum-lab centres in Mulshi and underwent an orientation to partner with ICDS, as well as understand sensitive periods of early childhood development and the importance of ECCE, and the Triple-hat leadership model – working as a trainer, monitor and coach simultaneously.

ECCD Workshop for Tathapi, Pune

Tathapi is a Women and Health resource organisation, partnering with local, rural and urban NGOs, responding to needs of the communities they work with. They have recently begun running crèches in some of the communities they work with. With the help of CLR's expertise in ECCD, they plan to develop the crèches as stimulating and nourishing care giving centres for very young children. In this context, an initial two day workshop to train 15 crèche workers and their coordinator was conducted in February 2015. The workshop included training on sensitive periods of early childhood development, developmental domains and developmental milestones in very young children, providing young children stimulation through everyday activities, play and toy making.

EARLY CHILDHOOD CARE AND EDUCATION

Consultation workshop for ICDS, Uttar Pradesh

CLR was also invited by UNICEF and ICDS, Uttar Pradesh (UP) in November 2014 to conduct a consultation workshop on developing a road map for the implementation of the ECCE curriculum developed by the state. The Director ICDS UP, various state, district and sub district level officials participated extensively in the workshop. The three day workshop resulted in identification of a detailed set of challenges and possible solutions for implementing the curriculum through out the state.

Consultation workshop for ICDS, Bihar

In February 2015 CLR was also invited by UNICEF and ICDS, Bihar to conduct a consultation workshop to sensitise senior officials in the state ICDS machinery about good quality ECCE and help plan a state wide roll out of the ECCE curriculum. With extensive participation of the Secretary Social Welfare department as well as Director ICDS, several state, district and sub district level officials, the three day workshop led to a fairly detailed plan to implement the curriculum through out the state, identification of anticipated problems in implementation and plausible means to tackle them.

ELEMENTARY EDUCATION

WE LEARN ENGLISH - JALGAON DISTRICT

Implementation of “Aamhi Ingrazi Shikto / We Learn English ” Radio Programme in Jalgaon District

In 2014-15, CLR in partnership with Jalgaon Zilla Parishad Education Department and All India Radio (AIR) Jalgaon began the implementation of the 3 year Interactive Radio Instruction programme “Aamhi Ingraji Shikto / We Learn English” in Class 4 of all Jalgaon Zilla Parishad (ZP) primary schools.

“The program is helpful in teaching the Bal Bharti book. Students are trying to speak small simple English sentences in their daily life. Students can talk about their hobbies. When the children find items in the classroom they have begun asking each other simple questions like 'Whose pencil is this? Whose Compass box is this?’”

Shakil Shaikh, Teacher, Jamner, on the 'Phone-In' program

The programme was broadcast in the afternoon, along with a repeat broadcast in the evening so that students and the community as a whole could benefit from it. The programme also had a 'Phone In' feature, which enabled teachers to share their opinions, feedback and queries based on actual class experiences. A CLR mentor provided guidance to the teachers. Parents have reported

through this feature that their children are now speaking more English at home, thus garnering enthusiastic parental support for the school broadcast. Akashwani too reported that their officials heard the programme and appreciated it.

A unique feature of this programme was the introduction of the SMS based monitoring system which allowed hassle free, easy and effective monitoring. The Cluster Coordinators, the key monitoring officers in this programme were required to send CLR SMSs which enabled CLR to understand the status of availability of radio, transaction of radio lessons in the classrooms and revision etc. and provide feedback to district administration.



News article in a Jalgaon newspaper about SMS monitoring

“Amhi Ingraji Shikto program has helped increase the attendance of the students in the school. Because the program is broadcast during assembly, students make sure that they don't miss assembly. The program has led to improved interaction between students and teachers. Students' vocabulary too has improved”

Mr. Vikas Patil, Block Education Officer, Erandol

Our observation visits and interactions with various individuals in the Zilla Parishad education system have indicated that the programme has led to improved English listening and speaking skills of the students. The teachers have found the programme useful not only to teach children but also to improve their own English language skills.

ELEMENTARY EDUCATION

WE LEARN ENGLISH - PUNE DISTRICT

Implementation of “Aamhi Ingrazi Shikto / We Learn English ” Radio Programme in Pune District



Officials inaugurating the prize kit distributed to quiz winners

For the fifth consecutive year, CLR in partnership with the Pune Zilla Parishad implemented the Interactive Radio Instruction Programme to improve the English listening and speaking skills of Class 4, 5 and 6 students across 825 upper primary Zilla Parishad schools in 13 Talukas of Pune district.

'Level 1 of the 'We Learn English' Radio Programme was in the fifth year of its broadcast, Level 2 has been aired for four years, and the broadcast of Level 3 was in its third year. The Pune district administration

continues to actively support the implementation of the programme.

A help-line was introduced by CLR, this year, for teachers to call in for assistance regarding the implementation of the Radio Programme. The “Phone-In” help-line was open for 2 hours every Friday. CLR received more than 100 calls every week. Key take-aways from the recorded phone conversations with teachers were then edited into a 15 minute broadcast which was aired once at the end of every month. This broadcast usually also included a message by an officer of the Education Department of the Zilla Parishad motivating teachers to implement the Quality Education Development campaign which includes the Radio Programme.

To enthuse teachers and students further, a quiz was conducted during the broadcast based on the lessons aired that month. This quiz received a very enthusiastic response from all schools. Winners were selected by a lucky draw and prizes were sent to them by post-parcel. The prize included CLR's Graded Reader Series, Story-Time Series and CLR's Picture Dictionary 'My World-My Word'. On the whole, the programme has met with widespread enthusiasm from across the Pune Zilla Parishad school administration and will be continued in the year 2015-16.

ELEMENTARY EDUCATION

EARLY GRADE READING - LET'S READ AND WRITE ENGLISH

Digital, Interactive Audio-Visual Programme for Early Grade Reading

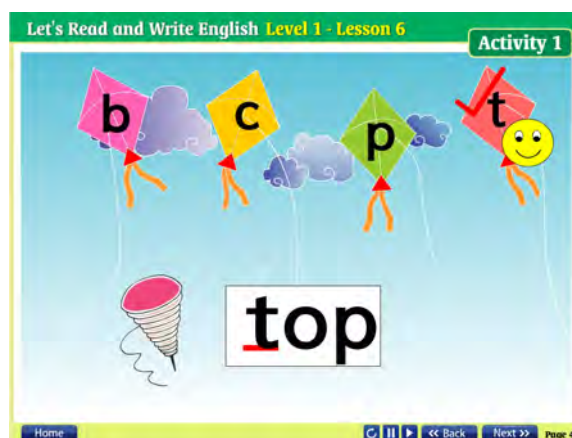
This year we signed an MoU with Centre for Knowledge Societies (CKS), who have agreed to fund the development of a bilingual audio visual program for teaching reading and writing of English to primary school children. This partnership aims to develop and pilot an easy to scale, digital, audio-visual, bilingual programme for improving the English reading and writing skills of children in government-run regional medium schools and other low-cost schools where availability of good quality English teachers is an issue. The digital version of the program will be developed by repurposing a widely-tested paper-based programme called Let's Read and Write English (LRWE).



A train used as a theme to revise words introduced in Lesson 2

While the paper-based material has proven highly effective in improving learning outcomes of English reading and writing in government schools, its large scale use has run into challenges because of the cost incurred for providing learner material to individual students. The digital version will help obviate the need for producing individual learner material by projecting the content on a screen through a computer or projector visible to the whole class. The digitization will take place through html-5/flash technology.

The Marathi version will be piloted in Ashram Shaalas of the Tribal Welfare Department of Government of Maharashtra. The Tribal Welfare Department has initiated the plan for this pilot and expressed keen willingness to implement the programme. The Tribal Welfare Department will be responsible for deployment of the digital material, and providing dedicated personnel for training, monitoring and classroom implementation. CLR, besides developing the material, will also be the resource agency to provide Training of Trainers (TOT), monitor subsequent trainings as well as design and support monitoring and evaluations.



An animated activity to revise consonants - b, c, p, t

POST-SCHOOL ENGLISH EDUCATION

YUVA ENGLISH

The 'YUVA English' course was developed to enhance the English skills of post-secondary youth from regional medium backgrounds. This year a number of organisations conducting English classes for this age group accessed the YUVA English Instructor's kit which contains the required material for learners, a detailed Instructor's Guide and audio CDs, as well as a Training DVD for Instructors.

•Amongst the organisations that used the material on a fairly large scale was Aga Khan Education Services (AKES), India. Its programmes targeted youth who were school dropouts or enrolled in higher education across several regions in Gujarat, specifically Rajkot, Junagadh, Surendra Nagar, Maliya Hatina and Chitradvad

YUVA materials were also accessed by the following:

- Lokuttara Leadership Academy, Alapuzha, Kerala.
- Udaan India Foundation, Mumbai
- Sampoorna Shiksha, Pune
- Lila Poonawala Foundation, Pune

Positive feedback from users indicates that the Training DVD for instructors has been greatly appreciated as a self-training tool. Course participants have found the serialised stories and the activities particularly interesting. Instructors have also liked the absence of stress on rote learning of grammar rules and structures, which they say is very different from some of the other English classes being run elsewhere.



Students engaging in a group activity during a YUVA class

COMMUNITY ENGAGEMENT

COMMUNITY AWARENESS BUILDING PROGRAMMES

Developing Community and School Collaborations towards Effective Education, Pune

The importance of school-community collaboration towards achieving sustainable developmental and educational outcomes of children has been emphasized extensively, including in the RTE. However, there are few exemplary programmes that demonstrate how the collaboration can be developed between government schools and parents/communities. CLR has embarked upon a pilot initiative to develop effective strategies for catalyzing collaboration within five urban areas in Pune city.



A parent meeting at the school

We aim to support this collaboration by supporting parents and communities to develop greater confidence and skills in participating in the education of their children, and by supporting schools to play a constructive and inviting role in eliciting this participation.

Through home visits and community meetings, we promoted various activities which could be easily conducted at home by parents to expand their communication with their children, and to adopt

simple tasks that could support their child's academic work. E.g. We encouraged parents to spend some time with the child each day, asking the child to share the day's events and experiences. Or, by encouraging the child to buy household items and thereby calculate money spent and saved.

Because I used household material for teaching numbers it helped Harshada learn math easily. Her fear of math has also reduced.
Sushma Sathpute, Barmashel

We also trained parents on conducting early Math and Language development activities with their children. E.g. single digit additions and subtractions, picture-based discussions, introduction to Marathi alphabet etc.

Increasingly, parents are beginning to adopt these activities

and even share these ideas with others around in the community.

A workshop was organized with Head Masters of five schools to sensitize them to the needs of parents and to the importance of building the parents' confidence in engaging in various school processes.

I'm not educated. But I conduct the activities the way you have recommended them. I find it easier to help my children study. All these activities have led to better communication between me and my son.

Ms. Lokhande, Ganj Peth

COMMUNITY ENGAGEMENT

After the workshop Head Masters took the initiative to invite the active participation of parents in school related activities such as field trips, gatherings, exhibitions, mehndi and rangoli competitions.

On account of a busy school calendar we were unable to take these activities forward in the end of the academic year. However, in the following year, we hope to undertake more programmes with the schools to help extend the communication and partnership between parents and schools.



Meeting with Head Masters

RTE Watch, Chhattisgarh

The RTE Watch in Chhattisgarh is a UNICEF-supported initiative bringing together a large number of grassroots community-based organisations to help monitor the effectiveness of RTE implementation in rural schools in the state. It aims at conducting a periodic rapid assessment of various educational parameters through broad based civil society participation, and facilitating a dialogue between civil society and the government to address the gaps identified through the assessment.

CLR supported the core group in developing rapid assessment tools for measuring math and language competencies at primary school levels, and to develop a training protocol which would be used to train civil society organizations in conducting the assessment. The first cycle of the assessment has been completed.

OTHER PROFESSIONAL ACTIVITIES

Chittaranjan Kaul was a speaker and a panel member at an ECCE Round-table hosted by the World Bank in New Delhi.

He anchored workshops organized by PMC School Board for its members and senior staff on Leadership, MIS and Assessment.

He facilitated a workshop on Mindfulness in Education organized by Aman Setu for several teachers and others engaged in education.

He participated in a padyatra across Kabirdham district of Chhattisgarh in an effort to understand important existential issues faced by Baiga tribals.

Dr. John Kurrien was engaged in the following activities related to the implementation of the Right to Education Act:

- Completion of a manual commissioned by UNICEF-Maharashtra on the 25 percent Reservation provision, for raising the awareness of government education officials, NGOs and parents of various aspects of this provision to improve its implementation in Maharashtra .
- Participation in the National Consultation on “RTE Implementation: Issues and Challenges”, organised by National University of Educational Planning and Administration (NUEPA), New Delhi.
- Co-chairing of a session at the National Convention on Inclusive Education and Children with Special Needs, organised by the National Commission for the Protection of Child Rights (NCPCR) at Vigyan Bhavan, New Delhi
- Participation in a panel discussion on “Realities and challenges of implementation of 25 percent reservation for disadvantaged children under RTE Section 12(1)(c)”, organised by IIM, Ahmedabad, CSQ, Accountability Initiative and Vidhi, at India Habitat Centre, New Delhi.
- Publication of an article, “RTE Act: Time to revisit non-compliance” in the magazine Education World.
- Maintenance of the RTE website of Action for the Rights of the Child (ARC) - www.rtemaharashtra.org

He addressed the 6th International Conference on Creating High Achieving Schools on “Unpacking the Cognitive and Ethical dimensions of High Achieving Schools and its Implications for Early Schooling”, and also conducted a workshop on 'Learning in our Best Primary Schools', Venue IIT, New Delhi

Dr. Kurrien is a member of the following:

- Advisory Committee on Monitoring of Child Rights to Education instituted by the National Commission for the Protection of Child Rights (NCPCR), New Delhi

OTHER PROFESSIONAL ACTIVITIES

- Advisory Committee of the Department of Educational Policy Studies, National University of Educational Planning and Administration, New Delhi
- Pune Action Task Force (PATF), a public-private partnership attempting to improve the quality of education in Pune Municipal Corporation Schools
- Action for the Rights of the Child (ARC), where he has played a lead role in formulating its overall advocacy agenda, and its educational activities in PMC schools.

Ms. Zakiya Kurrien undertook to be an Independent Reviewer of the course package for 'Teaching English as a New Language to Young Learners' developed for the Azim Premji University (APU) by the Rishi Valley Education Centre. She formally reviewed the Beginner, Intermediate and Advanced levels of the course materials and the Faculty Pack, covering the teaching of listening, speaking, reading and writing skills. The review contributed to several modifications in the materials before final submission to APU.

She contributed an article towards advocacy efforts of the network Alliance for the Right to Early Childhood Development, entitled: 'The First 1000 Days of Life: Investing in the Long Term' which was subsequently published in The Hindu.

She assisted UNICEF-Maharashtra in facilitating the formulation of a state-level Policy for Early Childhood Care and Education (ECCE), based on its national counterpart. The document was prepared with wide participation of stake holders, including ICDS. It awaits ratification by the state government.

Ms. Kurrien continues to serve as a member of the following:

- Governing Board of Bharatiya Samaj Seva Kendra (BSSK), Pune
- Advisory Committee of Centre For Early Childhood Education and Development (CECED), a unit of Ambedkar University, New Delhi
- Alliance for the Right to Early Childhood Development, a national network

FUNDING / ACKNOWLEDGEMENT

FUNDING

We gratefully acknowledge the funding support we have received from our several partners:

- UNICEF, Chhattisgarh
Sajag Follow-Up, Rajnandgaon, Chhattisgarh
Mitanin Capacity Building Project, Chhattisgarh
Caring for Children in Fulwaris, Sarguja, Chhattisgarh
Caring for SAM Children, Chhattisgarh
ICDS Leadership Programme, Chhattisgarh
ECCE Curriculum Design Project, Chhattisgarh
- The World Bank
SABER-ECD
- CKS Consulting Pvt. Ltd.
Early Grade Reading Project
- Jalgaon District Administration
'We Learn English' Project, Jalgaon
- Pune District Administration
'We Learn English' Project, Pune

ACKNOWLEDGMENTS

We gratefully acknowledge the guidance and cooperation of the following members of our Governing Council :

Mr. Ardeshir Dubash

Mr. Chittaranjan Kaul

Mr. Denzil Saldanha

Dr. Farrokh Wadia

Ms. Ingrid Mendonca

Dr. John Kurrien

Mr. Milon Nag

Ms. Rati Forbes

Dr. Statira Wadia

Ms. Zakiya Kurrien

NOTES



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