

AGA KHAN DEVELOPMENT NETWORK



EDUCATION  
2008 TO 2015



2008



# EDUCATION PROGRAMME





## NEEDS ASSESSMENTS AND BASELINE STUDY

### TASK:

To complete necessary needs assessments and baselines for project planning

### PURPOSE:

To identify needs and explore feasible options for project implementation

### ACTION TAKEN:

- **Assessment and Feasibility Study for Early Childhood Care and Development (ECCD):** This study was completed in the 7 anganwadi centres to identify and prioritize areas of intervention.
- **Curriculum Enhancement and Teaching Learning Processes:** Inputs for improved access and quality of education have been identified through various activities:
- **Pedagogical inputs to implementation of Building as Learning Aid (BaLA)**
  - BaLA is an innovative way of creating conducive self learning situations for children and helping teachers adapt and optimize the use of already existing resources. BaLA is being implemented in the first Municipal Corporation of Delhi (MCD) School located in the Basti.
  - Pedagogical inputs for BaLA were finalized with consulting pedagogues through a series of workshops with school staff and students.
  - BaLA elements have been identified for each class, corridors, doors, staircases/window grills, common areas and open spaces in the school.
  - These elements reinforce concepts of language, science and mathematics and also provide for spaces for interaction amongst students, teachers and with parents and community.
- **Performing Arts in Education:** Performing arts, a new aspect included in NCF, 2005 is being implemented in the MCD School. A baseline on child wise assessment was completed.
- A continuous assessment, in collaboration with school teachers, of each participating child is being maintained to assess the impact of intervention over a period of time.

*Education Initiatives are co-funded by Sir Ratan Tata Trust*

Needs assessments were completed for initiating activities for ECCD and school improvement initiatives.



### NEXT STAGE:

Findings from the assessments have been consolidated to develop a yearly plan of activities as well as benchmark key impact indicators for various education interventions.



## EARLY CHILDHOOD CARE AND DEVELOPMENT

### TASK

- Preparatory activities and securing formal collaboration with the Integrated Child Development Scheme (ICDS)
- Improved functioning of pre-school and existing seven Anganwadi centres (AWCs)
- Establishment of community managed Early childhood care and development (ECCD) centres to cater to the unmet needs.

### PURPOSE

Ensure holistic development of children, facilitate smooth transition from ECCE to formal education system.

### ACTION TAKEN:

- Completed feasibility study covering 7 AWCs:

Key findings were :

- 250 children in 0-6 age are not served by AWCs
- Limited space in the centres-only 25% of those enrolled are able to use the services
- Pre-school education activities are absent
- Most parents are engaged in daily wage activities
- No follow up with children leaving the centre
- Key areas for improvement have been identified.
- Completed designs for setting up model ECCE centre at MCD School. The ground floor plan of the MCD School (with nursery class) provides for soft area, play area, creative area and meal area for children. Provisioning in the classroom includes creative corner for undertaking make believe activities with children; book corner to provide for a print rich environment; writable surfaces for children and teachers and other learning elements such as number lines, calendar, clock, colour wheels, tracing tiles etc.
- Efforts are underway to secure formal collaboration with the ICDS.

*The aanganwadi centres function from premises with average area of 6'x8'. These centres are unable to accommodate all children and currently cater to only to their nutritional needs. Interventions for holistic development of children are absent.*



### NEXT STAGE:

- (i) To secure formal collaboration with the ICDS to initiate implementation;
- (ii) to identify available space in the community to start a community based ECCD centre.

## SCHOOL IMPROVEMENT INITIATIVES

### TASK:

- Physical Improvement and upgrading in the MCD School to incorporate BaLA elements and improve infrastructure.
- Implement school improvement initiatives
- Implement home–community based interventions

### PURPOSE

Ensure access, improved efficiency and quality of school education

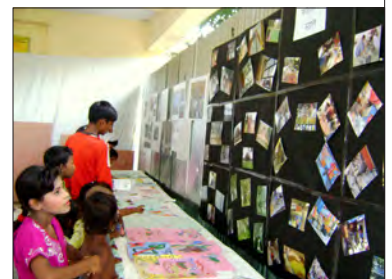
### ACTION TAKEN:

- **Physical Improvement and upgrading in the MCD School:**
  - Civil works have been initiated to significantly enhance the learning environment in the school premises and are nearing completion on one floor. Works are scheduled to be completed in the summer vacations.
  - Improved furniture for the school is being planned.
  - Implement school improvement initiatives:
- **Curricular and pedagogic inputs:** These have been provided for implementation of Building as Learning Aid (BaLA).
  - Workshops have been initiated with the school staff on the effective usage of BaLA elements in the classroom.
- **Professional Development of school staff:** Several activities have been initiated with school teachers, including:
  - Developing a daily time table, monthly plans
  - Identifying required technical and resource support
  - Introducing daily assembly in the school
  - Full time staff has been placed at the school to work on education initiatives with teachers, parents and students.
- **Performing Arts:** Theatre and Photography workshop was held in June 2008. The key objectives of the workshop were to orient and sensitize students to the changes occurring in their school.
- **Implement home-based community interventions:**
  - Routine home based contacts are being made with parents.

### NEXT STAGE:

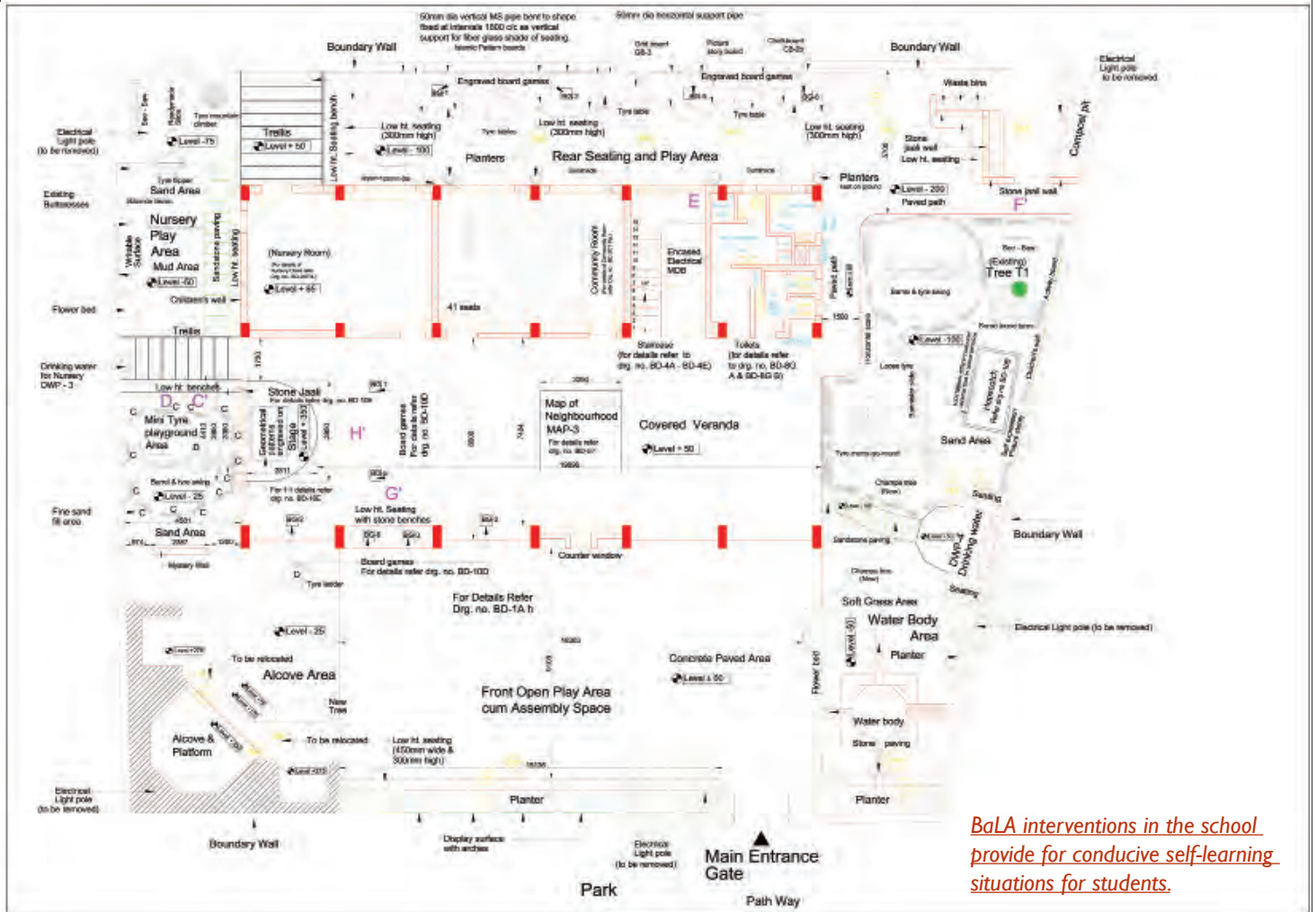
- Complete works within the school premises by June 2009.
- Complete assessments (intervention based) pertaining to establishing baselines on learner abilities and professional development needs of school staff
- Develop a plan for professional development for school staff to cover two key areas:
  - (i) orientation and utilisation of BaLA inputs and
  - (ii) curricular and pedagogic inputs based on monthly plans of school teachers.
- Implement school health programme
- Initiate activities related to Information Communication Technology (ICT) in education.

*Arts in Education interventions are being implemented to help children stretch their faculties with respect to expression, communication and multi-dimensional thinking.*

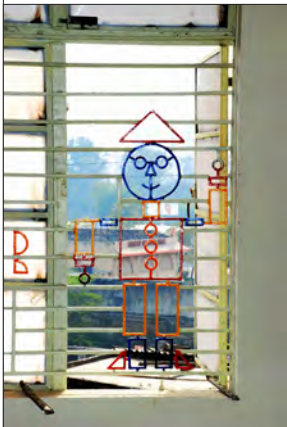




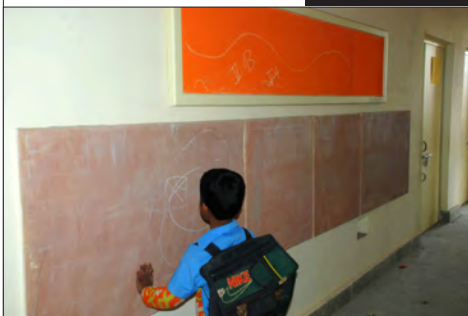
## BaLA ELEMENTS INCORPORATED IN THE MCD SCHOOL



*BaLA interventions in the school provide for conducive self-learning situations for students.*



*BaLA Elements being integrated in the school*





## CIVIL WORKS IN THE SCHOOL

### Classrooms



### Classrooms:

Activity corners and storage spaces have been provided in the classrooms and common spaces with an aim to build skills of management, negotiation and cooperation amongst children.

### Classrooms



### (Facing Page) Sewer Line:

To ensure secure access to the school at all times, the sewer line outside the school was re-laid to avoid water-logging during monsoon months.



# Education Programme

## CIVIL WORKS IN THE SCHOOL

### Corridors



#### Corridors:

*Learning elements in the classrooms and common areas have been provided for self-expression and developing a sense of autonomy amongst children.*

#### Toilets:

*All toilet blocks have been renovated and include provision of separate toilet blocks for girls and teachers.*

### Toilets



### Sewer Line outside school





## BRIDGE COURSES FOR OUT- OF- SCHOOL CHILDREN

### TASK:

Undertake preparatory activities for initiating bridge courses, remedial classes and addressing education needs of children with special needs.

### PURPOSE

Ensure access, improved efficiency and quality of education

### ACTION TAKEN:

- Completed listing of out of school children and students enrolled in classes 8 to 10 and in need of subject enrichment classes.
- Initiated subject enrichment classes for students of class 10<sup>th</sup>.
- Identified following areas for strengthening citizenship action
  - o Inculcating social leadership skills and ability to influence public opinion and
  - o Citizenship action to ensure sense of belongingness and ownership amongst community for common spaces.

### NEXT STAGE:

Initiate subject enrichment classes and bridge courses for out of school children and those enrolled in classes 8<sup>th</sup> to 10<sup>th</sup>.



*Subject enrichment classes being held for out of school children in English and Mathematics at the MCD School.*

## COMPUTER LEARNING CENTRE

### TASK:

To set up a needs based computer education courses for youth

### PURPOSE:

To enhance skills amongst unemployed youth to meet with livelihood challenges and equip them with new skills for sustainable livelihood options.

### ACTION TAKEN:

- Discussions were held with National Institute for Information Technology (NIIT) in September 2008 for the possibility of setting up a Computer Learning Centre in the Basti following a demand from the youth in the Basti.
- A visit was made by the NIIT team to the Basti and discussions were held with the youth to assess the capacities and requirements in context of the Basti.
- Following a series of discussions with NIIT, modalities are being worked out to initiate this activity on a pilot basis starting February, 2009.
- Preparatory activities related to ascertaining the course content (based on profile of students), batch size and number of batches per day, subsidy to be provided (nominal fee covering the cost of course material may be charged by NIIT to the students), setting up of the centre will be completed by January 2009.
- Efforts will be made to train educated youth in the Basti for supporting this initiative.

### NEXT STAGE:

- Organise a series of meetings with youth to start this initiative in 2009.
- Set up the Computer Learning Centre.

*Initial meetings with the youth have been undertaken to understand their education background, skills and aspiration levels prior to introducing need-based computer course.*



2009





# EDUCATION PROGRAMME



## Aanganwadi Programme

- Enrolment in anganwadi centres (7) ..... 59 %
- Enrolment in nursery class/day care centre (3-4) ..... 23 %





## EDUCATION PROGRAMME



Dr. Ashish Ghosh,  
Consultant  
(Art Education)

“With improved availability and access to common areas for activities such as the morning assembly the number of children attending school regularly and with a greater sense of punctuality has increased.”

## EARLY CHILDHOOD CARE AND DEVELOPMENT

### TASK:

Securing formal collaboration with the Integrated Child Development Scheme (ICDS), Department of Women and Child Development (DWCD), Government of NCT of Delhi.

### PURPOSE:

- Implement an Early Childhood Care and Development (ECCD) programme at the existing Anganwadi's in the Hazrat Nizamuddin Basti.
- To facilitate holistic development of children and their transition to a formal learning system.

### ACTION TAKEN:

Following sustained dialogue with the ICDS functionaries, a MoU has been signed with DWCD.

The scope of the project, developed following a baseline against key ECCD indicators includes:

- Facilitate universal access and reach to government services for health and nutrition for mothers and children less than three years of age while ensuring inclusion of the marginalised and children with special needs.
- Continued early childhood education for children of three to six years of age with child-centred learning programmes and provision of training for professional and family caregivers.
- Continued implementation of activities to empower women, adolescents, and young adults, including provision of adult literacy and numeracy, and provision of economic skills.
- Creating information, education and communication (IEC) products and tools for community-led improvement of mother and child health, education and nutrition.
- Support the creation and operations of a ECCD Resource centre or a 'Mother Anganwadi' in Nizamuddin Basti, which will support capacity building, training, IEC, workshops and local forums etc.

### NEXT STAGE:

- Securing field level coordination with the existing anganwadi centres and the Child Development Project Officer (CDPO).
- Joint six-monthly reviews for progress of ECCD activities.



The ECCD baseline was commissioned to capture status against health and nutrition and linkage related indicators.



Workshops on child development have been initiated.



## EARLY CHILDHOOD CARE AND DEVELOPMENT

### TASK

Establish baseline on key ECCD indicators.

### PURPOSE

To identify benchmarks and formulate and implement early childhood care and development (ECCD) programme.

### ACTION TAKEN:

- Findings from the feasibility study completed in 2008 covering seven anganwadi centres have been consolidated to formulate an outline for the ECCD baseline.
- DWCD and AKF have jointly commissioned the baseline. The baseline will help in strengthening the monitoring system under the ICDS programme of DWCD.
- The baseline, initiated in November 2009, establishes benchmarks to formulate strategies for:
  - Improving the status of health and nutrition amongst children and women in reproductive age (15-49).
  - Strengthening the preschool component to address socio-emotional and intellectual needs of children in 3-8 years for their optimum growth and development.
  - Implementing initiatives for economic empowerment of adolescents and women.
  - Strengthening capacities of various stakeholders for meeting demands, effective coordination and convergence.
  - Setting up an ECCD Resource Centre for management and monitoring of initiatives.
- ECCD indicators with respect above mentioned five core areas have been finalised.

### NEXT STAGE:

Complete the baseline in February 2010.

*Following the initiation of various child centred activities and professional development of staff, a formal collaboration with the Department of Women and Child Development (DWCD) has been secured to work with the existing anganwadis in the Basti.*



SCHOOL IMPROVEMENT INITIATIVES







Drinking water on all floors



Increased width of the staircase and incorporation of learning elements



- Toilets,
- Drinking Water
- Assembly area

Improved basic amenities such as drinking water and toilets (separate for girls) have been coupled with a school sanitation and health and hygiene programme.



All toilet blocks have been renovated and include provision of separate toilet blocks for girls and teachers.

## SCHOOL IMPROVEMENT INITIATIVES

### TASK:

Physical improvement including major civil works aimed at incorporating Building as Learning Aid (BaLA) elements and improving infrastructure.

### PURPOSE:

- Ensure access, improved efficiency, and quality of school education
- Enhance the school experience for the 400+ students.

### ACTION TAKEN:

- Civil works to ensure availability of basic amenities such as drinking water and toilets (separate for boys and girls) have been completed.
- Rebuilt school includes safe electricity connections, wider staircases and an additional door in each classroom to ensure adherence to disaster management/ safety norms.
- Window panes have been fitted with high quality, unbreakable panes as glass was prone to repeated vandalism from outside the school.
- Easily accessible storage spaces for teachers and children have been provided.
- Students and teachers are now using incorporated learning elements.
- New specially designed furniture has been provided in the school.

### NEXT STAGE:

- Renovation of the School façade in lines of the work carried out on the interiors.
- Set in place an appropriate, effective and sustainable maintenance regime.



Learning elements on building surfaces provide for self learning, creative display of work and collective management skills. The excited students of class V, MCD School, collectively voice 'there ought to be swings in the school, and a water pit and may be even a roller coaster'.



## SCHOOL IMPROVEMENT INITIATIVES

### TASK

Implement School Improvement Initiatives

### PURPOSE

Ensure access, improved efficiency and quality of school education

### ACTION TAKEN:

#### • Art Education

- 56 days of continued on site support to students (classes 3 to 5).
- Arts in Education interventions to regularise school assembly,
- Introduce Bal Sabhas, reinforce activity based learning in classrooms and student based interventions related to arts, singing/music classes, photography, theatre.
- Three performances organised for parents to strengthen school-community interface.

#### • Pedagogical Support

- Learning support to 110 school children (classes 3 to 5) for 46 days through a summer learning camp to build core competencies in Maths, Language and habits of hygiene.
- Since October, 2009, sustained inputs for professional development of teachers and community teachers is being provided.
- In classroom support for nursery to class 5
- After school learning support to students in classes 3 to 5.
- Participation of school and community teachers in theme specific trainings and work shops and in workshops on Life Skills Education, early learning, developing education kits.

#### • Strengthen School and Classroom Management

- Building capacities of teachers on lesson planning, usage and management of teaching learning aids.
- Regularisation of school assembly has resulted in punctuality and increased school hours
- Organised distribution of mid day meals.
- Regularised forum for leadership, action and interaction amongst students (Bal Sabhas, library committees, health and hygiene promotion committees).
- Monthly Review and Planning meetings with school staff, community teachers and Resource persons.

### NEXT STAGE:

- Continue ongoing interventions for school improvement.
- Set up a Teacher's Resource Centre, reading and activity corners in all classrooms.
- Initiate the School Sanitation, Health and Hygiene Promotion programme.

*Art Education interventions are beginning to have a positive impact in terms of confidence, language skills, self expression and communication skills amongst children.*



## SCHOOL IMPROVEMENT INITIATIVES

### TASK:

Strengthen School-Community Interface

### PURPOSE:

Ensure access, improved efficiency and quality of school education

### ACTION TAKEN:

- Formation of Parent Teacher Association (PTA) of which regular meetings are being held.
- Home based contacts with parents by community teachers.
- Monthly meetings with parents to share progress made by children. These meetings also help MCD and community teachers better understand the socio-cultural context and issues faced by students.
- Periodic events in the school for sharing ongoing activities such as implementation of BaLA, Art Education and learning support activities.

### NEXT STAGE:

Continue ongoing interventions for strengthening school community interface.



Periodic parent-teacher meetings, school based events and home based contacts are beginning to stimulate the relationship amongst teachers and parents.

Ms. Tazeen,  
MCD School Teacher

“The community was disconnected from the school. Now with the various AKDN interventions, the school has become a hub of activities for people of the basti.”

## SCHOOL IMPROVEMENT INITIATIVES

### TASK

Learning Support to Senior School Students in English and Maths.

### PURPOSE

Ensure access, improved efficiency and quality of school education

### ACTION TAKEN:

- Establishing a learning support centre for strengthening core concepts in Maths and English for over 100 students in classes 8 to 10.
- Improved performance of students has been recorded with a large proportion of students attending these classes scoring 60% or more in respective subjects.
- From December 2009, for a period of two years, the English Access Micro-scholarship Program aimed at supporting the teaching of English to 14-16 year old students from disadvantaged communities will be initiated. The program is supported by the US Embassy.
- The Centre will enrol 100 students and their English Language skills will be improved through 360 hours of interaction with a team of trained English Teachers.

Farheen, student

*“My grasp of English has improved a lot and my performance in Mathematics has also improved. Wish we had classes for Science as well.”*

### NEXT STAGE:

- Smooth implementation of the English Access Micro-scholarship Program
- Plan learning support for students in classes 6-7 for English and Maths and learning support in Science for classes 8 to 10.



*In addition to the ongoing learning support in English and Maths for students in classes 8 to 10, the English Access Microscholarship programme, aimed at teaching language skills to 14-16 year olds will be initiated in December 2009.*

2010



# EDUCATION PROGRAMME

## SCHOOL IMPROVEMENT INITIATIVES



School Facade in January 2010

School Facade prior to works

### Ammenities



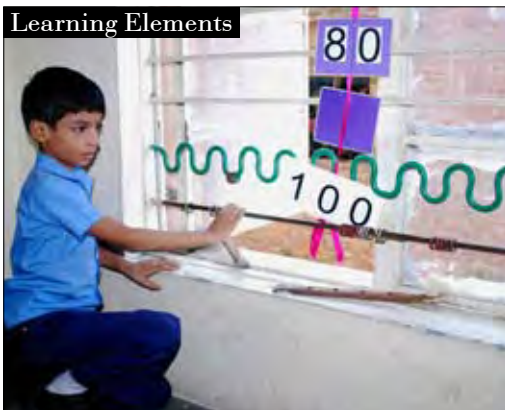
Providing wider staircases, which also integrates art into built environment; separate toilets for boys and girls ; clean drinking water

### Improved Classrooms



Special furniture designed for children's comfort

### Learning Elements



Students are effectively using the incorporated learning elements

### Display Surfaces



Learning elements provide for self-learning, creative displays and collective management skills

### CIVIL WORKS AND IMPLEMENTATION OF BUILDING AS LEARNING AID (BALA)

#### TASK:

Physical improvements including major civil works aimed at incorporating Building as Learning Aid (BaLA) elements and improving infrastructure

#### PURPOSE:

Ensure access, improved efficiency, and quality of school education

#### ACTION TAKEN:

- **Continuing from 2009, in 2010, physical improvement and up gradation activities in the school include:**
  - Culture wall painted along the school staircase, use of various forms of tribal painting to depict the elements of water, earth and air
  - Work on school façade completed
  - Innovative staircase railing to provide children with audio stimulus
- **The improvements to the school and faculty development interventions have helped in:**
  - Creating a vibrant environment in the school. Using each corner of the school as a learning medium, the school faculty has developed display material for the corridors and class rooms.
  - A major focus of these activities has been inculcating a sense of belonging for the school space amongst the users and community. For instance, creation of profiles for each class with each child's photograph and name on an attractive background gave the children a sense of belonging to their classroom.

#### NEXT STAGE:

- Developing open spaces around the school building, establishing pottery and paper recycling corners.
- Renovate adjoining park to the school as a 'Women and Child Park'. The park will be linked to the school complex during the school hours for any outdoor activities by children. It will also serve as an important urban space for activities with mothers.

MCD School Classrooms in 2008



MCD School Classrooms in 2010





### FACULTY DEVELOPMENT

#### TASK:

Implement School Improvement Initiatives

#### PURPOSE

Ensure access, improved efficiency and quality of school education

#### ACTION TAKEN:

During 2010, key school improvement initiatives include:

- Faculty Development of 12 MCD school teachers and 12 community teachers)
- In classroom support to 564 students in nursery to class 5
- After school learning support to students in classes 3 to 5 students (125 students).

#### Faculty Development: Trainings

- Eighteen training workshops were organised for the 20 school faculty on aspects such as:
  - Child development
  - Paradigms about 'teaching' and dealing with 'syllabus'
  - Notions of child-centred pedagogy and importance of including play in education
  - Pedagogical aspects on language, math and EVS and developing worksheets for specific core competencies
  - Lesson planning, usage of learning aids in the classrooms
- With the inclusion of community teachers as a part of school faculty, two life skills workshops and ten sessions to develop teaching-learning materials for the school, worked as a critical team-building exercise.

#### Faculty Development: Exposure Visits

- Six exposure visits to various institutions in Delhi such as the Shri Ram Foundation Schools, NDMC School at Sangli Mess, and Santa Maria School, have been facilitated to broaden the perspectives of the teachers.
- The School Faculty have attended training sessions at The British Council, The American Center and Jodo Gyan which have been pivotal in providing the school staff with a worldview and adapting the best elements of educational prototypes in their classrooms.

#### Faculty Development: Developing Teaching Learning Aids

- During 2010, Thirty-four workshops have been organised to assist teachers in developing low- cost teaching materials. The materials developed are categorised by the competencies addressed.
- The teachers have developed 200 worksheets and 91 TLMs using inexpensive stationery and materials of everyday use.
- The material is being used in various classes. Learning is now fun and interesting with innovative teaching techniques and well-thought-of lesson planning.



### NEXT STAGE

- Continue ongoing interventions to strengthen school faculty.
- Initiate dialogue to expand programme to include school faculty of two new MCD schools under the project interventions.

*“The workshops on creating teaching-learning aids were great. We were working in the school until six in evening on certain days, without even realizing that it was late. The only thing on our minds was developing meaningful aids that the children would like!”*

- Sana,  
MCD School Teacher,  
Class II





### DIRECT LEARNING AND CLASSROOM SUPPORT

#### TASK:

Implement School Improvement Initiatives

#### PURPOSE:

Ensure access, improved efficiency and quality of school education

#### ACTION TAKEN:

##### Summer Camp

- In June, 2010, with engagement of SRFF, learning support to school children (classes 3 to 5) was organised for 24 days through a summer learning camp. The summer camp aimed at

building core competencies in Maths, Language and habits of hygiene amongst 110 students.

- The camp also addressed teacher training on handling multi-level classrooms. The use of teaching and learning aids and art activities was integral to every lesson plan and logically classroom transaction. The use of audio/visual aids was also pivotal to this phase of intervention. The children were given the space to learn through exploration rather than instruction.
- The results of this intervention are visible in the comparison of the results of the pre-test and the post-test conducted for the summer camp:
  - Maths: The children showed a marked improvement in Maths with an average score of 66% in the post-test compared to 51% in the pre-test.
  - Language: While 24% of the children started at Level 0 in terms of language skills, 91% progressed to the next levels at the end of the intervention. While none of the children had completed the highest level (Level 4) of language skills, 6% of the children successfully completed this last level.
- As in 2009, after school learning support for students in classes 3 to 5 has been initiated since November 2010.

#### NEXT STAGE

- Ensure learning from Summer Camp and afterschool hours learning support to students is implemented during routine classes in the morning. Specific aspects include using multi-level teaching methodologies, lesson plans, teaching learning materials such as worksheets and teaching aids.





### Workshops conducted in:

- theatre and animation workshops
- music classes
- photography
- arts and crafts
- claywork
- papier mâché

Art Education included in daily routine of school activities via Bal Sabhas, workshops and morning assembly etc. Students benefit in terms of knowledge, expression and team work

### TASK:

Implement School Improvement Initiatives

### PURPOSE

Ensure access, improved efficiency and quality of school education

### ACTION TAKEN:

The inclusion of arts in the project interventions was need-based. The school, being the point of initiation of the project's initiatives, needed to be approached and prepared for the physical improvement works that were to take place in the school

premises. At this point not only was it important to include the children in this process of change but it was also imperative to pierce through the negative image of the school that the community held. It was perceived as a dead structure inhabited by jinns and victims of substance abuse.

Arts, has a way of beginning dialogues from a non-confrontational space. Theatre was acknowledged as the form that could break the moulds and penetrate through perspectives by creating a safe, alternative zone for communication. Arts interventions in the education programme were initiated as an urgent step towards attempting to make a foray within the hostile environs of the school at the beginning of the project.

- In 2010, over 150 days of continued on-site activities with the students were conducted.
- Creating an atmosphere where the arts become a part of everyday learning and spaces for expression and interaction has resulted in a change in the confidence levels of children and in their fluency while interacting.
- As a group of children underwent intensive training in terms of playing musical instruments, along with songs of various genres and languages, they were exposed to the experience of recording music and a CD of their songs was created.
- Workshops led to the development handicrafts that have great potential for use in class rooms as TLMs.
- Forty- three days of support in terms of theatre involvement included new activities that built on skills developed earlier.

### NEXT STAGE

- Include Art Education in teacher trainings to ensure sustainability and integration with curricular aspects of learning.
- Skill-based workshops for core group of students will be organised to hone skills of certain talented children and make opportunities to avail scholarships accessible to them.





### STRENGTHEN SCHOOL AND CLASSROOM MANAGEMENT

#### TASK:

Implement School Improvement Initiatives

#### PURPOSE:

Ensure access, improved efficiency and quality of school education

*Improved functioning of the school through collaborative efforts such as morning assembly, Bal Sabhas etc. Regular school assembly encourages punctuality, attendance and involvement of the students. Also serves as a forum for teachers and students to demonstrate leadership*

#### ACTION TAKEN:

##### Morning Assemblies

- The stage area constructed as a part of the physical improvements has provided the children and the teachers with a literal platform for their voices. It has facilitated a dialogue between the school and the larger basti community.
- Morning assemblies, introduced in 2008, have resulted in increased number of school hours, owing to the Assembly starting at 8 AM. This has led to increased attendance of students and teachers taking responsibility of morning assemblies.
- Activities in the assembly include children singing to the rhythm of the student orchestra, storytelling, news-reading, physical exercise, bal sabha (news of, by and for the children) and reinforcing health and hygiene promotion messages.

##### School Time Table

- Introduced during the summer camp in 2010, the school now works within a school time-table, with a stipulated time assigned for all daily activities. The time-tabling has contributed greatly toward not only increasing the learning hours but also efficiency in terms of organising in-school activities, and actual transaction of lesson plans.

##### Midday Meals

- A range of health and hygiene related issues have been addressed for organised distribution of mid day meals including discontinuing students being served food on newspapers, ensuring regular hand- washing and proper collection of waste

##### Teachers' Resource Centre

- The Teachers' Resource Centre has been set up within the school premises. It is a space that provides an environment that is conducive for teachers and resource persons to create innovative teaching-learning material and ensure its access for all to use. It is a dynamic, evolving space, as more material and ideas get generated. It will be a locus of the reading programme next year.

#### NEXT STAGE:

- Continue ongoing interventions for school improvement.
- Set up reading and activity corners in all classrooms.
- Initiate skill based art workshops with core groups of students.





### STRENGTHEN SCHOOL COMMUNITY INTERFACE

#### TASK

Implement School Improvement Initiatives

#### PURPOSE

Ensure access, improved efficiency and quality of school education

#### ACTION TAKEN:

- Formation of Parent Teacher Association (PTA) for effective parent-teacher interaction. Monthly meetings with parents are organised to share progress made by children. These meetings also help teachers and community teachers understand the socio-cultural context and sensitise them to issues faced by students.
- During the PTAs, the teachers have ensured the involvement of parents by sharing with them, their wards' work and attendance as maintained in individual student files.
- Regular home-based contact and meetings with parents.
- Two events were conducted in the school till October 2010. First event marked as the school's Annual Day and the second, as a closure to the Summer Camp. These events have given the students a chance to share their experiences with their community.
- The students have been felicitated for their achievements in various fields.

#### NEXT STAGE:

Continue ongoing interventions for strengthening school community interface.

*Encouraging community participation and parental involvement through Parent Teacher's Association (PTA), periodic newsletters prepared by the students*



### LEARNING SUPPORT TO SENIOR STUDENTS

#### TASK:

- Continue support to alumni group from the MCD School, Hazrat Nizamuddin Basti
- Curriculum based subject enrichment classes for senior school students in English, Math and Science

#### PURPOSE:

- Ensure smooth transition of students from primary to upper primary classes.
- Provide learning support to students with limited/no access to educational support at home.

#### ACTION TAKEN:

- In all, 28 students who have completed class 5 from the MCD Primary School continue to receive learning support. These students also participate in co-curricular activities organised in the school such as in (i) recycling paper-the project being at an incipient stage for a larger 'go green' programme; and (ii) training in music along with their peers from the primary school, to open up the possibility of government sponsored scholarships and awards for them.
- 140 senior school students (53 boys and 57 girls) of classes 6 to 10 from the Hazrat Nizamuddin Basti are taking Maths, English and Science classes at the learning support centre, which was established in February 2008, with an initial enrolment of 20 students.
- During 2010, the average attendance of students enrolled in the centre was learning support 72%.
- 70% of students enrolled during 2009-2010, scored 60% or more.

#### NEXT STAGE:

To strengthen learning support in Science by supplementing additional faculty for Physics, Chemistry and Biology for classes 8-10.

Learning Support to School Alumni group

Curriculum Based Support in English, Math and Science

Average attendance: 72%

Average Score: 60% for two third of the students

Total Students Benefitted: 140





# English Access Microscholarship Programme

“Education that prepares children for life must go beyond fundamental skills to stimulate creativity, intellectual curiosity and honest inquiry.”

His Highness  
The Aga Khan

The US Embassy funded **English Access Micro-scholarship Programme** aims at improving English language skills amongst 14-16 year olds through interaction with a team of trained English teachers.

Initiated in January 2010, the Access centre has an enrolment of 125 students enrolled from 14 schools residing in the basti.



## Summer Intensive Activities



## Classroom Interactions



## Library Visits





# EDUCATION PROGRAMME

## SCHOOL IMPROVEMENT INITIATIVES



### ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM

#### TASK

Implementation of the English Access Micro-scholarship Program

#### PURPOSE

- To develop English Language proficiency amongst 14-16 year old students from disadvantaged communities.
- Support developing key skills such as listening, speaking, reading and writing amongst the students.

#### ACTION TAKEN:

Access Centre set up in 2010

#### Preparatory Activities and Programme Induction

- English Access Micro-scholarship Programme for 14-16 year old students was initiated in January 2010 and is co-funded by the US Embassy.
- 116 students from the Basti going to 17 different schools are benefiting from the programme. A majority of the students have no learning support at home or the means to access learning support with limited exposure to educational resources and facilities.
- The centre, run in the MCD Primary School, is equipped with 4 LCD screens and a library. In all 4 trained English Language Teachers and 6 Assistant Teachers (from the Basti and who have in 2009 undergone training and certified as Novice Teachers from British Council programme in English Language for Employability) conduct classes at the centre.

#### Instruction

- The programme comprises of 3 hours of induction, 360 hours of instruction and 30 hours of mid-term intensive programme. During 2010, besides assessments and induction of selected students, 176 hours of instruction and 30 hours of mid-term intensive programme have been completed.

#### Mid Term Intensive and Co-Curricular Activities

- The mid-term intensive programme aimed at English Language proficiency through storytelling, puppetry, theatre, and cultural enhancement activities with students.
- Based on the response of students to these methods to encourage self-expression in English Language, a further 3 days' puppetry workshop was organised (October, 2010).
- During November, the students attended the 'Dramatised Reading of Tales' by American author Carol Moore, performed by Madhu Sagar, at the American centre.
- Story telling sessions were also organised for Access students as a part of 'Bookaroo – Festival of Children's Literature'.



# EDUCATION PROGRAMME

## SCHOOL IMPROVEMENT INITIATIVES



### Development of Modules

- With a view to document learning materials used in the Access Centre, four modules on themes such as family, weather, neighbourhood, shopping, health and hygiene, and entertainment have been developed.
- Worksheets for usage of children have been compiled. The Novice Teachers from the basti have undertaken these tasks under the guidance of their teacher-trainer and coordinator.

### Faculty Development:

The teaching faculty and Novice Teachers have had various training opportunities:

#### Teaching Faculty

- Two English Language teachers attended a five day residential programme on 'Bringing grammar to life in the secondary classroom' organised by the British Council and A.S. Horn by Educational Trust. The faculty also attended four days training on Democracy in Classroom organised by the American Centre and conducted by Spencer Salas.
- Two faculty members are pursuing/completed an online training course on Teaching English to Teens (TET) from the University of Maryland, Baltimore County (UMBC) English Language Center (ELC). This programme is sponsored by the US Embassy for faculty associated with the Access Programme.

#### Assistant Teachers

- The assistant teachers receive weekly support for lesson planning, preparing for classes in the subsequent week, conducting sessions of up to 30 minutes under the supervision of the teachers.
- Issue specific trainings received are on usage of dictionary, democracy in classroom, reflective teaching.

#### NEXT STAGE:

- A proposal for setting up of a second Access Centre has been accepted for co-funding by the US Embassy. This second centre should be operational from early 2011.
- Given the low levels of English amongst the students, a bridge course has been initiated in November 2010 to prepare 75 students for enrolment in the second access centre, proposed to be started in January 2011. In all, three English language teachers and assistant teachers are conducting these classes.
- Ensure smooth functioning of the established Access Centre and implement co-curricular and cultural enhancement activities for students.
- Organise reading materials and resources for students in 14-16 years old for easy access to English Language support.





2011







Classrooms priors to AKDN's interventions



Improved Classroom spaces



School facade in 2007



Creating better learning environment



Learning through non-traditional means



# EDUCATION PROGRAMME



### TASK:

Physical improvement of the school, adding to the major civil work undertaken in the previous years

### PURPOSE:

Ensure a happy learning environment

### ACTION TAKEN:

- The adjoining park has been landscaped and equipped with swings for use of the school children during school hours.
- Storage area has been created on the roof thus allowing the space vacated to be used for an extra classroom.
- A child-friendly amphitheatre has been built within the school compound. This is used actively in the 'Arts In Education' programme components.

### NEXT STEPS:

The open space within the school boundary will be landscaped in summer 2012 once steps have been taken to ensure no flooding takes place during the monsoon.

Story-telling

Theatre

Mother & Child Reading  
Programme

Outdoor Classes

Art Workshops



### TASK:

Capacity enhancement of the MCD school faculty

### PURPOSE:

To bring about change in classroom processes to move towards more child centric pedagogy school education.

### ACTION TAKEN:

- An Exposure Visit for seven staff was organised to AKESI, Mumbai. The visit focussed on understanding of School Management processes, Classroom process, Teaching Learning Material and need to regular Review and planning meetings
- Eight teacher capacity enhancement workshops were held for a total of 23 days for school and community teachers covering a range of topics ranging from teaching language, mathematics and developing teaching-learning material for use in classroom.
- The capacity enhancement workshops focussed on:
  - Preparation of lesson plans
  - Different teaching methodologies
  - Preparation of new teaching learning material
  - NCERT Hindi curriculum
  - Preparation of teaching plans
  - Sharing teaching experiences
  - Feedback and problem solving of issues that arise in class
- In addition, these workshops also focussed on the manner in which mathematics was taught – the current practices and understanding of issues in the classroom with specific issues of focus being:
  - Number Sense and Place Value for class 1 and 2
  - Fractions for classes 3, 4 and 5
  - A 5-day workshop focusing exclusively on developing teaching-learning material was organised for the teachers. The workshop also discussed mechanisms for review of learning achievements of children.
  - Weekly review and planning meetings are held with school and community teachers to track classroom processes. The key issues covered in these meetings include:
    - Review of the learning achievements of students
    - Preparation of lesson plans for next week
    - Development of worksheets and teaching learning material
    - Coordination between school and community teachers with clearly defined roles and responsibilities.

### Key Issues of Language Workshops :

- *What is Language?*
- *What are the linguistic skills and how to develop them in children through various activities?*
- *How do children learn the language?*
- *Preparation of reading and writing*
- *Language teaching with context*
- *Need of story telling*
- *Making stories and poems making from illustrations or words*
- *Understand the new curriculum and books prescribed by NCERT*

### NEXT STEPS:

- Continue training programmes through 2012 with a focus on Mathematics and English.



### TASK:

Direct engagement with bridge classes with school going children from Hazrat Nizamuddin Basti

### PURPOSE:

To provide required support to students of both primary and secondary classes.

### ACTION TAKEN:

- A Summer Camp was held where 118 children participated. All children underwent a pre test for Hindi and Maths to identify learning gaps among the selected children
- The camp allowed a total of 30 days of pedagogical intervention with children
- This pedagogical support in Hindi, Math, Environmental Sciences and Art in Education
- In addition, onsite classroom support by Community Teachers during the school hours in Hindi, Math, Environmental Sciences and Art in Education all three sections A, B, C (Urdu, Hindi and English medium).
- Class I B of the MCD Primary School is being handled by one community teacher independently on an experimental basis to demonstrate child centred teaching learning processes.

### NEXT STEPS:

Direct support to continue with increased focus on out of school children and children in madarasas.



### *For I can reach the sky ...*

*I am Sahiba (right) and I attend the secondary school for girls in Jangpura. I am in class VIII now, but I started attending workshops on photography and art when I was in class V and went to the MCD Primary School in the basti. In the first workshop we spoke, drew and wrote about what a perfect school should be like. Today the school is a lot like some of our drawings. I loved attending the photography and book-making sessions. I was a group leader in the former. I wanted to learn English and computers, because you have to know all about computers and speak English nicely to succeed. So I completed the 'Fun with Computers' programme with the NIIT Centre set up at the school by Aga Khan Foundation and I am also attending the Access English Microscholarship Programme held at the school.*

### TASK:

Introduce measures to better manage the school activities.

### PURPOSE:

Student enrolment in the MCD school has increased by over 200% since the onset of the project and improved management practices are required to ensure effective learning and an improved school experience for the students.

### ACTION TAKEN:

- Introduction of a regular Morning Assembly at the school has aimed at confidence building, inculcating leadership values, punctuality amongst teachers and students and provides a forum to children and teachers to interact on various issues like health and hygiene, reading.
- Improved distribution of the Midday meal has focussed on improved health and hygiene practices and issues of sharing resources
- Adhering to a time table which is monitored on a weekly basis
- Classroom displays to encourage creative expression among children
- Introduction of Multi level teaching in classrooms with children who need greater inputs being supported by community teachers.

### NEXT STEPS:

The regular monitoring activities to continue with a special focus on increasing community involvement in the processes.

*Time-table introduced in the MCD School :*

- Assembly
- Hindi
- Maths
- Art
- Physical Education
- Reading
- English
- Environmental Sciences

*The children will get distracted by the TLM's ...*

*The class teacher of the MCD school nursery section, had a great deal of apprehension in introducing the TLM's (Teaching-Learning Material) in her class. She felt it would distract the students and it would be difficult to maintain them in the class. Once the corners were introduced, the children took up the task of keeping the materials in the right place. The teacher was also pleasantly surprised. The children love their classroom and when asked to draw their favourite place, many draw their classroom as it has toys they can play with! ▶*



### TASK:

Create opportunities for regular teacher - parent interaction.

### PURPOSE:

To ensure parent involvement in their child's education and also ensure parents are informed by the teachers of their child's progress.

### ACTION TAKEN:

- Eight Parent-Teacher Meetings were held during the year with each meeting attended by 25 parents on an average.
- The Parent-Teacher meetings helped to create awareness about the education initiatives in the basti, inform parents about school activities, emphasise need for high attendance of students.
- The meetings were also a platform to share performance appraisals, including the learning achievements of their children.
- Over 100 parents attended the Summer Camp closing ceremony where school students performed and shared their learning of the summer camp
- Meetings are being held with parents to constitute a 'Vidyalaya Kalyan Samiti'. The meetings have explained the benefits and role of VKS in development of the school
- In addition Community teachers make two home visits each week i.e. visit the homes of 2 children to keep in touch with the community and discuss progress of their children.
- A sports and cultural event was organized at Basti Hazrat Nizamuddin. A total no. of 600 people participated from ages 3 onwards. There were various athletic events, a badminton and cricket tournament, and poetry recitation, drawing and creative writing competitions.

### NEXT STEPS:

There will be a special focus on increasing community involvement in school management with the creation and strengthening of the School Development and Management Committee (Vidyalaya Kalyan Samiti) that is a mandate of the recent Right of Children to Free and Compulsory Education Act.

## ... And the teachers sang!

*In the 2011, summer camps, the project initiated arts workshops with the community teachers. In the two month period of the summer camps the teachers reactions changed from sheer rejection to one of not just accepting these sessions but embracing each of the projects. They were as enthusiastic about singing at the camp's closing ceremony as the students, whereas, in the initial days these workshops were perceived by them as something that was eating into their work time. Given the cultural context this is a HUGE step forward. ►*







### TASK:

Integrate arts in various programmatic components and involve all stakeholders in arts-based processes.

### PURPOSE:

Develop a sense of collective identity, promote explorative teaching-learning paradigms, and build a sense of self-worth and confidence in children and adults alike.

### ACTION TAKEN:

- Established a youth group (with 60 participants in the 8-20 age group) that can mobilise and initiate dialogues with the community using arts as a participatory approach. The participants underwent 55 hours of training with established resource persons in a period of 4 months. This is called the Arts Peer Group.

- Teacher Training for Arts in Education was initiated with the teachers. They underwent 25 hours of engagement with visual and performance arts forms that feeds into classroom transactions and enriches them.
- Arts and physical education have been streamlined into the regular school curriculum and time table, a much needed addition in the MCD schools' structure.
- Each phase of arts interventions culminated into a community event with exhibitions of art work in public spaces and a number of performances within and outside the basti (July and December 2011).
- The community was exposed to performances by professionals through shows within the basti (String Puppet Marionettes from UK and Mother Holle by the German Embassy) and outside (with students attending storytelling sessions by professionals) in a bid to widen the scope of arts for the community.
- Involve the local population in arts-based activities to develop a sense of belonging to the same community. These included painting a public wall in the basti, developing toys, and attending storytelling sessions.

### NEXT STEPS:

Strengthen the role of arts in various programmatic components and integrate it with others such as the reading and health programmes.

*The vital role of arts in education was acknowledged by the National Curriculum Framework in 2005. In the early years, letting children experiment with a variety of material, body movements, vocal modulations, ideas, and media of expression is integral to their growth in terms of critically conscious and discerning individuals. Arts and the element of 'play' inherent in all art forms are essential for the development of cognitive, fine and gross motor, and socio-emotional skills in children.*







*Recreation Purposes*



*Education Purposes*





## Developing Community Spaces

# & Bringing Community Together

*Sports can bring people from all walks of life together – into one common space. This was proved during the various sporting events held during 18-20 December, 2011 in Hazrat Nizamuddin Basti. Women, children, elders, young men were seen participating enthusiastically – running, jumping, playing in teams, playing for themselves, cheering for each one and all. The Basti has been infused with abounding energy and activity over the last one year.*

*The community parks are being used everyday for the physical education programme of the school. In addition, the annual events of the school that includes sports, a science fair and a cultural programme have also been organised here. The parks are also used for free play by the children everyday and for the ECCD programme for the physical development of the children.*



### TASK:

Install computers in key locations where they can be accessed by children.

### PURPOSE:

Though computer facilities have been provided at the MCD school it was determined that these are not being accessed by a large section of children.

### ACTION TAKEN:

- Four separate points have been identified in Hazrat Nizamuddin Basti to set up the computers under the 'Hole in the Wall' programme of NIIT.
- Following paving and landscaping of a strip of land adjoining the community toilet complex and the gym, two computers were installed here in October 2011.
- The computers have been installed with software developed by NIIT and well documented to enable children to learn from one another.
- Large groups of children can be seen at the computers at any given time of day.

### NEXT STEPS:

To install computers in three other locales within the Basti.

*In addition to the NIIT operated Computer Training Center established at the MCD Primary school as part of the Project, computers are now being installed on street corners for use and learning by street children. The Hole in the Wall was inaugurated by Hazrat Pir Khawaja Ahmed Nizami, Sajjadanashin of Dargah Hazrat Nizamuddin Aulia on 19-Novemeber 2011. ►*





# Education Programme

## SCHOOL READING PROGRAMME



### TASK:

Create opportunities to improve the reading habits among the children.

### PURPOSE:

- Establishment / strengthening of an active and effective reading corner in each classroom.
- Connecting the activities of reading corner with text books and teaching learning practices of class room.
- Strengthening the reading skills of the children through the reading corner.
- Activities that encourage the imagination and creativity of the children.
- Linking the functional literacy programme for women with reading corners.

### ACTION TAKEN:

- A three day orientation workshop for school and community was organised on initiating a reading programme. The programme focussed on reading requirements, selection of books, activities to attract children towards the reading corner, library management, amongst others.
- A book fair was organized from 18 to 20 October 2011 in the school. Five publishers (NBT, CBT, Pratham, Eklavya and Katha) took part and displayed their books. It is estimated that almost 1000 students and 200 parents attended the book fair.
- A range of activities like storytelling, cover designing, preparation of pop-up books were organized during the book fair organized from 18 – 20 October 2011. In addition, over 200 parents participated in the event.

### NEXT STEPS :

There will be a special focus on developing reading habits among the children with the creation and strengthening of the Children's Library Committee.

*Organized a Book Fair in Nizamuddin Basti which provided a common platform for parents and children to come and buy books, participate in story telling sessions/book cover designing/ pop-up story book making and puppet shows as part of the event. Children came and read through books and participate in many book-reading activities and story-telling sessions ▼*



2012



## FACULTY DEVELOPMENT

### Improving Primary Education

*Capacity building of the municipal school teachers as well as of community teachers placed at the school aimed at bringing about change in classroom processes towards a child centric pedagogy school education*



▲ Training of teachers in child-centred teaching-learning process

#### ACTION TAKEN:

- Key issues faced by teachers for English teaching include language and creative expression, listening comprehension, written expression, reading with meaning, expressing an idea through words. For Math teaching issues include operations and measurement.
- Seven teacher training workshops conducted for 26 school and community teachers for a total of 50 days.
- The NCERT has introduced new books according to the National Curriculum Framework which the teachers need to learn to use. The capacity enhancement trainings thus focussed on the NCERT curriculum and textbooks, sharing teaching experiences, different teaching learning methodology, preparation of lesson plans, feedback and problem solving.
- Two exposure visits conducted for school and community teachers at Gramin Shiksha Kendra, Sawai Madhopur, Rajasthan. The visits focussed on understanding of classroom processes, teaching learning methodology, multi level teaching, lesson plans, child assessment and record maintenance.

#### NEXT STEPS:

Continue academic support to teachers through 2013 with a focus on Mathematics, Hindi and English language.



## SCHOOL MANAGEMENT

### Increasing parent involvement in school activities.

*To ensure parent involvement in their child's education through setting up and empowering an active Vidyalaya Kalyan Samiti (VKS)*

#### ACTION TAKEN:

- Seven Vidyalaya Kalyan Samiti meetings were held during the year with each meeting attended by 25 VKS members including parents, school teachers, community teachers and project staff.
- The VKS meetings helped in the development of the school, create awareness about the education initiatives in the basti, inform parents about school activities, emphasise need for regular and timely attendance of students.
- An exposure visits for 6 VKS members, 2 MCD school teachers, 3 community teachers was organised to Gramin Shiksha Kendra, Sawai Madhopur, Rajasthan. The visit focussed on understanding of parents involvement in school development through 'School Management Committee'
- In addition, five Parents-Teachers Meetings were held during the summer camp. A total no of 125 parents participated in the meetings.
- Over 150 parents attended the Summer Camp closing ceremony where school students performed and shared their learning of the summer camp
- Community teachers make a series of home visits to share the children's performance and ensure the retention.
- At a sports and cultural event was organized during the 'Apni Basti Mela' at Basti Hazrat Nizamuddin a total of 800 children participated in activities such as 100 meter race, sack race, spoon race, skipping rope race and shot-put
- A three day book fair was organized in the school. A range of reading activities i.e. creative writing, storytelling, story illustration and story dramatization were organized during the book fair. A total no of 800 students and 100 parents attended the book fair.

#### NEXT STEPS:

Focus on capacity building of Vidyalaya Kalyan Samiti to develop a school development plan.



▲ Strengthening / Capacity building activities of the school management committee



## SCHOOL MANAGEMENT

### Strengthen administration and systems

*Introduce measures to better manage the school activities to increase learning efficiency and ensure the retention of students.*



#### ACTION TAKEN:

- Daily morning assembly has been introduced and has helped in improving punctuality.
  - Health and hygiene practices are shared during Midday meal distribution.
  - Classroom displays are encouraged to instil creative expression amongst children
  - Introducing extra classes for grades I and II for improved learning.
- Established a classroom library to increase reading habits among the children

#### NEXT STEPS:

The activities will be continued with a special focus on increasing the involvement of the 'Vidyalaya Kalyan Samiti' in the processes.



#### **Midday Meal Time ▲**

*The midday meal is a government mandate, and at the MCD School the team emphasizes on distributing a nutritious meal during the summer camp as well. Even as children, wash their hands, take their shoes off, and sit down for a communal meal, eating itself is transformed into a learning activity.*



## COMPUTER ACCESS FOR STREET CHILDREN

### 'Hole-in-the-wall' kiosks

*To expand the computer training provided at the established centre in the Basti to those not to be accessing the centre, especially street children.*

#### ACTION TAKEN:

- Two computers have been installed at the main gate of M.C. Co-ed Pratibha Vidyalaya, Nizamuddin (West) under 'Hole in the Wall' programme of NIIT.
- Another two are installed near the Polyclinic access.
- The computers have been installed with software developed by NIIT and well documented to enable children to learn from one another.
- Large groups of children have accessed the computers and learnt operating the system.
- Open space that was mostly misused has been put to community use.

#### NEXT STEPS:

To install 'hole-in the-wall kiosks' at two additional locales within the Basti as well as monitor the usage of the computers. To develop basti specific knowledge on the kiosks created.





## BRIDGE CLASSES FOR STUDENTS

### Providing Hindi, English, Mathematics learning opportunities

*Direct engagement through bridge classes with school going children to provide required support to students of both primary and secondary classes.*



▲ Summer Camp activities for children in the MCD School

#### ACTION TAKEN:

- A 15 day camp focussing on pedagogical support in Hindi, Mathematics and Art in Education was attended by 144 students
- On-site classroom support has been initiated by the project appointed community teachers during the school hours.
- The community teachers focussing on the basics of Language and Mathematics are working with all the children of grades I and II for two hours daily.
- The project conducted an assessment of academic levels of children in early 2012. Based on this the children who needed the most help were identified and the community teachers provide learning support to these children in Hindi and Math in grades III, IV and V.
- Bridge Classes for out of school children with pedagogical support in Hindi, Mathematics and Environmental Sciences were held.
- Exposure visit to zoological park and science museum, Qutb Minar and rail museum for students of Bridge classes.
- A total number of 12 children, out of 32, have been mainstreamed in the regular school.

#### NEXT STEPS:

Direct support to continue with increased focus on out-of school children and the alumni group.

## SUBJECT ENRICHMENT CLASSES

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### Providing Learning support to secondary school students

*To ensure continued support on completion of primary school, organising afternoon classes for students studying in grades VI to X.*

#### Activities:

- Learning support classes for English, Mathematics and Science are held at the Primary School after school hours in the afternoon from 2:30 pm to 5:30 pm
- Recitation, debate and drama competitions for children who otherwise have limited opportunities.
- Organising an annual sports meet as well as heritage awareness walks to important Delhi monument complexes.

#### NEXT STEPS:

Subject enrichment classes to continue as they are much needed in the basti.





## ARTS EDUCATION

### To mainstream arts integrated learning

*As a critical part of the education programme, introduce arts as an alternative vocabulary of expression to develop critical thinking capacity amongst the children. Also establish community based youth groups that are able to initiate a process of change through using theatre and other art mediums to spread awareness.*



▲ Hon'ble Chief Minister of Delhi, Mrs. Sheila Dixit, was the Chief guest for the event along with various distinguished delegates and eminent speakers on ozone and its impacts

#### ACTION TAKEN:

- In 2012 97 theatre workshops, 75 music workshops and 25 visual arts workshops have been held as part of the project.
- Introducing arts as a subject in the school time table and the MCH centre schedule where once a week classes are held for each class/ aanganwadi centre
- Two arts education teacher training workshops were held in 2012.
- In March a puppetry workshop allowed teachers to learn how to build and use different kind of puppets.
- A December workshop titled, Framing Stories, was theme rather than skill oriented. The community teachers were taken through a series of exercises aimed at enabling them to relate non verbal stories through 'frames' created through the camera lens.
- This puppetry skill is being used by teachers to liven up morning assemblies, in classroom transactions and community based shows on issues related to early stimulation needs of children and the importance of aanganwadi centres.
- A Peer Group of 60 students was set up for intensive training in theatre, music and visual arts. Theatre and music workshops commenced in January and visual arts workshops in August.
- The theatre group carried out a range of performances in 2012. Performances included, devised pieces on the environment and inequitable distribution of resources performed on World Ozone Day as well as World Environment Day, one scripted piece (Tagore's Tota Kaahini) was performed at NCERT campus in January. Several street theatre performances were also held in the basti in collaboration with the ECCD programme.
- The music group has been working in conjunction with the theatre group.
- At the Apni Basti Mela performances of Duniya Sabki, based on Safdar Hashmi's writings were held daily at Ghalib Academy and Mela Ground in November.

#### NEXT STEPS:

Continue teacher training workshops that focus on the art of finding/creating and telling stories. Continue weekly music and theatre classes in the school for all classes and strengthening the peer group's involvement in developing community based performances.



## ADULT EDUCATION

### Imparting education to adult women

▲ Learning has NO Age Limit

*To impart literacy skills and initiate a process through which women are enabled to handle everyday textual communication independently as well as facilitate women with higher learning levels to gain secondary and senior secondary examination certificates.*

#### ACTION TAKEN:

- At the onset of the programme, the 55 women who enrolled in the programme were individually assessed in terms of their pre-existing skill sets. Based on the assessment, three groups were established.
- 47 classes were held in the last quarter of 2012.
- The content for the classes was chosen from available resource material that is meant to teach reading, writing, arithmetic through pertinent issues related to health, gender, class and caste issues.

#### NEXT STEPS:

Facilitate quarterly assessments to map progress and conduct guided field visits to facilities such as post office, bank, police station, hospital, amongst others.





## ENGLISH TEACHING

### English Access Micro scholarship Program

*To provide innovative English Language teaching for 14-16 year olds from the basti and adjoining neighbourhoods through the US Embassy Access Micro-scholarship program. The teaching includes support for developing key language skills such as listening, speaking, reading and writing amongst the students.*



▲ English Access Microscholarship Programme helps young adults gain confidence through learning English

#### ACTION TAKEN:

- Co- funded by US Embassy, 300+ students have undergone English language training since January 2010 onwards. Batch 1 has been completed and certificates awarded to 70 students. Batch 2 was initiated with 120 students and Batch 3 was initiated with 135 students in February 2012
- The programme has allowed curriculum based support to improve performance of students in school.
- Regular review of individual academic achievements of skills to determine areas that need strengthening.
- The programme has required regular review and planning meetings with Access teachers who come from several premier educational institutes.
- Preparatory activities and programme induction third batch of students required meeting all parents and conducting tests.
- 135 students, studying in seventeen different schools were selected. A majority of the selected students had no learning support and very limited exposure to educational resources and facilities.
- Post enrolment activities were emphasized to enable students and families to be oriented towards the programme objectives.
- The programme developed culturally relevant teaching learning material that included themes like Incredible Delhi and Famous Indians, health and hygiene..
- Summer intensive program was organised in June for 100 Access students with the aim of developing English Language proficiency through co curricular activities. This programme involved eminent experts from theatre and music in education, creative writing, public speaking, pottery, life skills and cooking who conducted parallel sessions.
- Special activities organised by and for Access students during visits by special guests and celebrations of special days – both American and Indian to understand the different cultures. These events help the students understand the relevance of the different days/ issues and work towards generating awareness.
- 100 Access alumni successfully completed the Young Leaders Programme in collaboration with Toastmaster International. Students learned public speaking and leadership skills as part of this programme.

- Access programme also includes a component of capacity building of the teachers and staff. One teacher from the Nizamuddin centre undertook a two month Teacher Development Online Program conducted by the department of Linguistic, University of Oregon.
- Teachers interacted with Access student's parents and discussed the performance and progress of students at regular intervals.
- Role of honour was given to 60 Access students with 90% attendance for last quarter.
- Monthly meetings have been held with teachers and assistant teachers to review the progress and plan ahead for the following month's activities.
- Observation of all the Access Teachers and Assistant Teachers was carried out by an external trainer to help enhance effectiveness by providing meaningful feedback.

### Student Visitors to the US

- Access alumni, Fazlu Rehman, participated in the Access plus Program - a 4 week exchange program on leadership and community service, in the US.
- Access alumni, Halima, was selected for the Benjamin Franklin Summer Institute in the United States for a 4 week exchange program focussed on global issues, media, project development and community service.

### NEXT STEPS:

Ensure smooth functioning of the Access program and to implement co-curricular- cultural enhancement activities and the mid-term intensive with the Access students.

*Sayma Siddiqui lives in Tilakwali Gali, Basti Hazrat Nizamuddin. She lives in a joint family. Her uncle and her family lives with them. Her father is an auto driver. Her mother works in D.P.S. Ibtida shiksha Kendra, Mathura road as a child mobilizer. Sayma is studying in 9th class in the same school and registered with National Institute of Open Schooling (NIOS). She joined the Access programme when she was 14. She was doing well academically but found it very difficult to speak in English. After 2 years, she is a confident speaker and a good communicator in English.*

*Her mother says, "May Allah, give this type of opportunity to everyone, to see their child speaking English."*





2013

# EDUCATION

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## FACULTY DEVELOPMENT

*Improving primary education and capacity building of the teachers placed at the school aimed at bringing about change in classroom processes towards child centric pedagogy*

### ACTION TAKEN:

Four teacher training workshops conducted for 20 community and government teachers for a total of 43 days in language and math through classroom observation. The capacity enhancement trainings focused on the NCERT curriculum and textbooks, sharing teaching experiences, different teaching learning methodology, preparation of lesson plans, feedback and problem solving. These sessions were recorded and analyzed as a group around the key issues of understanding teaching and learning, language and creative expression (in Hindi), as well as maths and logical thinking

- 29 weekly review and planning meeting were held in 2013 with the community teachers and the school principal. At these meetings the learning achievements of the students were reviewed and the teaching plans as well as development of teaching learning material discussed.
- The project has appointed 10 community teachers in the SDMC School to address the increased number of children by providing support to the government appointed teachers.

### KEY ISSUES:

- Reviewed the learning achievements of students
  - Lesson plan and development of worksheet and teaching learning material
- 
- The project has appointed 10 community teachers in the SDMC school to address the increased number of children by providing support to the government appointed teachers.

### NEXT STEPS:

- Continue academic support to teachers through 2014 with a focus on Mathematics Hindi and English language.
- Build the intervention based on the annual academic achievement of children





## SCHOOL MANAGEMENT

*To improve school functioning through empowering the School Management Committee and increasing community involvement in school management*

### ACTION TAKEN:

- Seven school management committee meetings were held during the year with each meeting attended by 25 SMC members including parents, school teachers, community teachers and project staff. The SMC meetings helped in the development of the school, create awareness about the education initiatives in the Basti, inform parents about school activities, and emphasized need for regular and timely attendance of students. SMC members made home visits to ensure regularity. SMC members also conducted inspection visits to the school.
- A training workshop conducted for 22 participants including School Management Committee (SMC) members, parents, MCD and community teachers. The training focused on understanding the Right of Children to Free and Compulsory Education Act (RtE), role and responsibility as SMC member and school development plan.
  - Four Parents-Teachers meetings organized during the summer camp. On an average 25 parents attended the each meeting and ensured regularity and retention of their child to summer camp.
  - Over 100 parents attended the Summer Camp closing ceremony where school students performed and shared their learning of the summer camp
  - Community teachers made a series of home visits to share the children's performance and ensure the retention.

### NEXT STEPS:

- Focus on continuous capacity building of SMC to develop a school development plan and continue the school events.
- Work towards using available SDMC funds through the SMC

*(Left) Teacher training in Education pedagogy; (Right) The School Management Committee meeting which comprises of the school principal, school in-charge, members from the parent-teacher group, social worker and a representative from the local councillor*



## MADARSA DEVELOPMENT

*Engaging with the local madarasas and maqtabas and strengthen them by improving the quality of education.*

### ACTION TAKEN:

- A baseline conducted to understand the status and teaching –learning environment in the *madarasas* and *maqtabas* of the Basti.
- A meeting conducted with local *maulvis* and imams. A total no of 25 religious leaders attended the meeting. The agenda of the meeting was to share the programme and understand their concerns.
- Responded to their need of learning English by organising English classes at the Dargah and the school which increases their employability too.
- An exposure visit conducted for the *Madarsa* faculty to Seetapur, Uttar Pradesh to understand the integration of secular education in *madarasas*.

### NEXT STEPS:

Initiate the programme to strengthen *madarasas* and *maqtabas* in the Basti in consultation with the religious leaders.



(Right) Meeting with religious leaders to initiate the Madarsa Programme; (Below) Exposure visit with religious leaders to the madarasas in UP



## ACADEMIC SUPPORT

Bridge Classes And Extra Support To Out Of School Children

*Providing learning opportunities to children who are out of the education system and working with children who need extra support.*



### ACTION TAKEN:

- Bridge classes for out of school children with pedagogical support in Hindi, Mathematics and Environmental Sciences were held. A total number of 12 children, out of 32, have been mainstreamed in the regular MCD school
- An assessment conducted for Language and Mathematics by the project identified those children who would benefit the most from extra academic support. Based on this assessment the community teachers provided academic support after school hours to 70 children of grades 3 to 5 for two hours daily.
- A 15 day summer camp conducted for children from pre primary to grade 7 in the SDMC School. The camp focused on pedagogical support in Hindi, Mathematics and Art in Education. The camp was attended by 184 students.

### NEXT STEPS:

Direct support to continue with increased focus on out-of school children.

A post assessment will be conducted to compare learning achievements of the children of grade 1 to 5

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## 63 Academic Support To Nizamddin Primary School Alumni

*To ensure continued academic support on completion of primary school by organizing afternoon classes for students studying in grades VI to X.*

### ACTION TAKEN:

- Academic learning support classes for English, Mathematics and Science are held at the SDMC school after school hours in the afternoon from 2:30 pm to 5:30 pm
- Recitation, debate and drama competitions for children to provide opportunities to increase their confidence.

### NEXT STEPS:

The subject enrichment classes will be continued to address the issue of school completion.





## BRIDGING THE DIGITAL DIVIDE

### 'HOLE-IN-THE-WALL' KIOSKS

*'Hole-in-the-wall' kiosks installed to make computers accessible to all children in the Basti, especially those who would not have access to computers.*

#### ACTION TAKEN:

- Total three new computers have been installed at two additional locales within the Basti this year.
- Two computers have been installed at in front of Police Chowki in the Basti with electric support of Delhi Police and one computer installed near the Bara Khamba Park.
- Large groups of children have accessed all six computers at different location of the Basti and learnt operating the system.

#### NEXT STEPS:

To develop Basti specific knowledge on the kiosks created

*Six computer kiosks have been installed with subject enriching content explained in engaging game format. These kiosks are used on an average by 60-80 children from the Basti daily*



## ADULT EDUCATION FOR WOMEN

### ACTION TAKEN

The programme was initiated in the last quarter of 2012 to help women attain basic skills of reading and writing. The batch of women attending classes in 2012 continued till February 2013. New batches began in March 2013.

- A total of 60 women enrolled for adult education classes since March 2013 who attended the classes with varying degrees of regularity.
- A total of 139 classes were held since March 2013.
- The content for the classes was chosen from available resource material that is meant to teach reading, writing, arithmetic through pertinent issues related to health, gender, class and caste issues.

### NEXT STEPS

- Focus on improving reading comprehension of participants
- Forum for discussing child care related issues







## ARTS EDUCATION

### MAINSTREAM ARTS INTEGRATED LEARNING

*The programme mainstreams arts integrated learning and introduces arts as an alternative vocabulary of expression to develop critical thinking capacity amongst the children. Establish community based youth groups that are able to initiate a process of change through using theatre and other art mediums to spread awareness.*

#### ACTION TAKEN:

- Regular music classes facilitated by a project appointed music teacher in the school. Children learnt songs, poems and play the music instruments like bongo, electrical keyboards etc.
- Regular visual art classes taken by a project appointed community teachers.
- A five days training conducted for community teachers in the school. The training focused on theatre in classroom.
- 10 days visual arts workshop conducted with children focused on paper & cardboard- paper folding, cutting and quelling, stencils and standees, masks and flower making with stocking, paper, tissue, ribbon.
- 25 days visual arts workshop conducted with children in SDMC School and Anganwadi centres focused on wall paintings of the textbook/curriculum related concepts.
- 137 day sessions conducted with peer group during the year. The peer group performed two devised pieces 'Duniya Sabki' and 'Kho' at different places in Delhi.

#### NEXT STEPS:

- Continue music classes, visual art classes in the school.
- Strengthening the peer group's involvement in developing community based performances through theatre training workshops.

### A story-teller from across the border

*The Hindu, January 19, 2013*

*With his play on legendary Urdu writer Saadat Hasan Manto, Pakistani theatre artiste Fawad Khan on Friday made the most of the lost opportunity by conducting a story-telling session for children of Hazrat Nizamuddin Basti here.*





# ENGLISH TEACHING

## ENGLISH ACCESS MICROSCHOLARSHIP PROGRAM

– Supported by the American Centre of the US Embassy

*To develop English language proficiency amongst 14-16 year old students from disadvantaged communities. Support development of key skills such as listening, speaking, reading and writing English.*

### ACTION TAKEN

- Increased the outreach of the programme to include two neighbouring schools where children from the Basti and other disadvantaged children study.
- Initiated curriculum based support to improved performance of students in school.
- Module on World Famous Personalities has been developed as part of program. This has been shared with other Access programmes running elsewhere in the country.
- The summer intensive programme was organised for 120 Access students. This enriched the English learning experience through music, creative writing, public speaking, pottery, life skills and cooking. In addition a cultural week was celebrated where children learned puppetry and performed a play on Mahatma Gandhi.
- The Access programme celebrates days of significance. In 2013, the team celebrated Republic Day, Martin Luther King Day, Women's Day, World Heritage Day, World Environment Day, Indian and American Independence Day, Teachers Day, Ramzan and Id, Halloween, Thanksgiving and Children's Day. The objective of celebrating days is that this breaks the monotony of regular classes and gives an opportunity to the students to improve their organisational skills.

### STUDENT EXCHANGE PROGRAMME

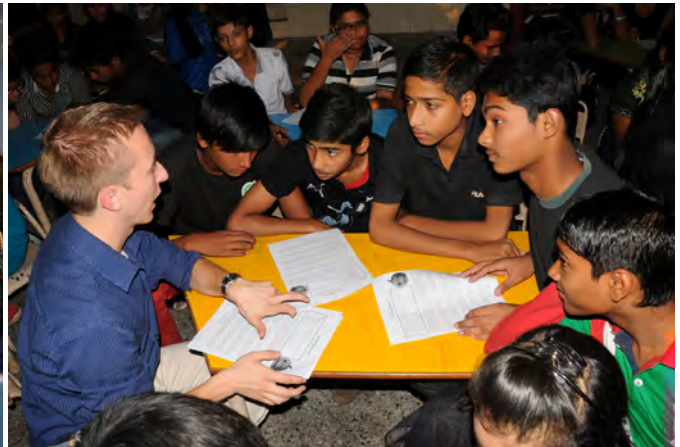
- Fours Access alumni - Afzaur, Farha, Khalida and Nazia were selected for one year Youth Exchange Program (YES) and Community College Initiative (CCI) programme to USA and Italy.
- 40 Afghan Access students visited the Nizamuddin Access centre.
- The Chicago Children's Choir performed at the India Islamic Cultural Centre where the Access students interacted with them.

### YOUTH LEADERSHIP TRAINING PROGRAM:

- 30 Access alumni and teachers attended six months Toastmaster youth leadership programme.
- Life skills programme was conducted for all the Access students.

### FACULTY DEVELOPMENT (SKILLS ENHANCEMENT AND CAPACITY BUILDING):

- Ten Access teachers, ATs and staff have attended workshop on 'Activities related to 'Reading' and 'Meaningful Library Activities'.
- 10 Access teachers, ATs and staff have attended 3 days of training on Listening skills and six thinking hats of Edward De Bono.
- Regional English Language Office (RELO) of the American Centre conducted a three day annual TOT Program for Access trainers where the Access teachers participated.
- The Access team shared their approach at a RELO organized workshop for Access Coordinators to share best practices for managing the Access programme.



### **EDUCATIONAL EXPOSURE VISITS**

In 2013, the Access students went for five educational tours to the American Centre Library for Story Telling session, Access Centre Aligarh, National Science Centre and Nehru Planetarium, Parliament Museum and a bio-educational tour. These activities fill the gap for events and activities that do not normally happen in their own schools.

### **NEXT STAGE**

- Complete the third batch of the programme.
- Initiative a fourth batch of students.
- Strengthen the youth exchange programme



2014

# EDUCATION



The education programme for children aims to address the educational needs of all segments of children in the Basti – the primary school children, during and after school; children who have passed out of the MCD school and children who study in *madarsas*. Further the education component aims to enhance the quality of education by addition of art components like music, visual art, theatre and computers.

## Faculty Development

Improving primary education and capacity building of the teachers placed at the school aimed at bringing about change in classroom processes and strengthening child-centred pedagogy.

Working with community and MCD teachers to develop capacities to understand the principles of child-centred education and work according to the principles of the National Curriculum Framework of the National Council of Educational Research and Training (NCERT).

### Action Taken:

- 52 days of training for 27 community teachers and MCD teachers covering the topics of grades 1 to 5
- One of the training methodologies included video recording of teachers conducting classes according to lesson plans and replayed and analyzed as group
- Monthly review and planning meetings with all the MCD teachers, community teachers to plan the school calendar and curriculum transaction.

### Next Steps:

- Continue capacity building process and academic support according to the needs of the teachers
- Continue with joint monthly review and planning meetings.

### Impact:

- Learning levels of children in Hindi and Mathematics show a steady increase
- Greater stability in school attendance (as marked by community teachers not official records).
- Better organized school timetable

*The project appointed young women from the community as teachers to strengthen the faculty as the enrolment had increased by 300 %. These women had basic education but were not professional teachers. Young women from the community were chosen as they understood the social background of the children and would be able to interact with the parent community with ease.*

*Also, the National Curriculum Framework, 2005 was to be implemented along with the new NCERT textbooks which was a significant shift from the earlier pedagogy. The teacher community in the government did not fully agree with the shift nor was there adequate in-service training.*

*The project filled this gap through this initiative. Further, there is a need for regular academic support to the teachers in order to positively impact learning levels of children.*

*A 10-day residential training was held for the community teachers and MCD teachers in Sidh, Mussorie from 7<sup>th</sup> to 17<sup>th</sup> June, 2014. The teachers spent time understanding philosophical underpinnings of education using John Holt's book 'Why children fail?' They also worked on how to teach language and math to children at pre-primary and primary level.*





## School Management

An in-situ demonstration of school management practices to improve practices of school functioning and increasing community involvement in school management. While the SDMC School in the Basti existed before the project was initiated, its management had tremendous scope for improvement. The project team has ensured that the school runs for the mandated number of days and hours. Further, with the improved physical infrastructure, both enrolment and attendance increased dramatically. This necessitated better management and was seen through the regular morning assembly, better management at midday meal times and inclusion of music, computer, art and drama in school. All this is visible in the lively school environment.

### Action Taken:

- Strengthening of school management committee through 2 trainings and exposure
- Ensuring that the meeting happens regularly with the participation of the school principal, teachers and SMC members. In 2014, eight meetings were held
- Involving the SMC members in school management issues like mid day meals and ensuring attendance of children
- In 2014, the SMC also took the responsibility of procuring and distributing school uniforms to all the children.

### Next Steps:

- SMC needs to be reconstituted
- Strengthening of new SMC
- Greater role of SMC in school management

### IMPACT

Community feels there is a greater stake in the functioning of the school though it is still far away from managing the school without support



A 3-days training for School Management Committee (SMC) was conducted at S.D.M.C. Co-Education Pratibha Vidyalaya, Nizamuddin (West) from 18<sup>th</sup> to 20<sup>th</sup> November 2013. As per the Right To Education (RTE), MCD has constituted this SMC which comprises of parents of the students, community representatives, social workers and activists. With the primary objective of IMPROVING QUALITY OF EDUCATION and strengthening the school - community - parent interface, this training oriented SMC's members of their role and responsibilities and make a common understanding about Right To Education (RTE).



## Computer Access for All

The ability to work with computers is today a necessity. In Hazrat Nizamuddin Basti access to computers was limited to a handful and in order to address the need, the project established a NIIT Career Development Centre at the Municipal School. Computers access to school children and to the larger community in the afternoon's has thus been possible for six years now. At the NIIT Career Development Centre, several programmes are offered ranging from for the very young children to training programme that prepares youth for jobs in the hardware sector. In addition, Animation/ Web design advanced programme and course in Data entry have also benefitted several youth. Despite operating these courses it was realized that several children, especially street children, had no access to computers and the NIIT 'Hole in the wall' computers have been installed in six locations within the Hazrat Nizamuddin Basti. Though unstructured training, these computers are pre-loaded with educational material and monitoring & research has demonstrated that groups of children working on computers in this manner has a significant positive impact on learning.

### Action Taken:

- For children who are not enrolled in the SDMC school, there are 6 hole-in-wall computer kiosks spread throughout the basti which are pre loaded with school curriculum taught through games as well as games for pure fun. Maintaining 6 hole-in-the wall computer kiosks spread across the Basti which were installed in 2012; these kiosks are connected to a range of electrical connections – school, polyclinic, police station and a community member.
- There is a computer lab in the school which was setup in 2008 with 16 computers and a dedicated computer teacher. Each child from nursery to grade 5 has at least one computer period a week, increasing their familiarity with computers.
- Computer period integrated into the school time table.

### Next Steps:

- Maintenance of kiosks
- Strengthening the school computer programme

### Impact

- All the children in the Basti have access to the computers – free of cost
- A study indicated a small increase in academic achievement.

*(Below) A NIIT Centre has been established in the Basti*



## Academic Support to Children

There are three components to this programme, academic support to children from class 1 to 5 during school hours, the bridge classes for out of school so that they can be enrolled in the mainstream school and an after school academic support programme for children till grade 10.

Children who complete grade 5 from the SDMC School need additional support especially in Maths, Science and English. This academic support is provided through after school classes, held in the SDMC school. About 80-100 children participate in these classes. This support enables them to complete their school education as failure in the upper primary classes is a major reason for dropping out of school.

### Action Taken:

- 500 school children (from grades 1 to 5) received on site classroom support in Math and Hindi from community teachers during school hours.
- A 15 days summer camp was organized in the month of May 2014. A total no of 200 children attendant the summer camp from nursery to class 6. The main emphasis of the summer camp was language, math, visual arts and theatre.
- Pre and post learning assessment
- Bridge classes for 24 children were organized in 2014; of these 15 were main streamed, 9 children's families migrated out of the Basti.
- Academic support was provided to 117 children after school. For the primary school children, this was especially focused on first generation learners in key learning areas of Hindi and Mathematics; 82 children who had completed primary school in the Basti were provided academic support in Mathematics, Science and English.

### Next Steps:

- Continue support to the learning activities for all primary classes during school hours by the community teachers.
- Review the out of school programme for efficiency and continue with modifications.

### Impact

Academic achievement of children who have regularly attended the classes have improved





## Art Education

There are 2 parts in this component – Art Education in school and after school activities.

The project has introduced art education in the school curriculum. This has taken the form of a dedicated music teacher from the project, a part time music teacher from the SDMC. One of the community teachers has been trained to work in visual arts and crafts with the children. Each child receives at least one music class and one art class per week.

In addition, community teachers work with children to dramatise the lessons that they study in class. There are special assemblies where the children present their work to the rest of the school.

### Action Taken:

- Included music lessons and art lessons in the school timetable to ensure that the children of all the 15 sections in the school receive 8 sessions per month in art and music.
- The project had begun a theatre initiative in 2010. Those children have grown up and set up their theatre group called **Agaaz**. They are poised to take it to the next level.

### Next Steps:

- Maintain art education in the school
- Add sports to the curriculum
- Provide hand holding support to **Agaaz**

### Impact

The curriculum is richer with the addition of the art component and improves the quality of education offered in the MCD School.

(Top) On the 9<sup>th</sup> of April, 'Aghaaz' - a theatre group of children from Nizamuddin Basti performed 'Kho' a play based on the writings of Safdar Hashmi, at The Heritage School, Vasant Kunj, New Delhi. The play was performed in the morning assembly where all the school students and teachers were present .



(Below) 32 children from Hazrat Nizamuddin Basti participated in an intensive month long summer theater workshop organised by Urdu Academy which culminated with the performance of a play "Gadbad Jhaala" at Chinmaya Mission, Lodi Road. The script was written by Anis Azmi, Secretary, Urdu Academy while the play was directed Nadeem Khan. This is the fourth year in a row that the collaborative effort in between AKTC and Urdu Academy resulted in a brilliant performance by the Nizamuddin Basti Children utilizing the summer holidays for a creative endeavor.



## Madarsa Education

The Madarsa education programme was initiated with the objective of improving the quality of education in the madarsas in the Basti. It began with an assessment of education in the madarsas. This programme works with 2 of the 3 madarsas in the Hazrat Nizamuddin Basti with a view to expand the scope of their educational experience. These are children from other states and have limited access to non religious education. The project has appointed a teacher to work on Hindi and Maths. This was the first time that these boys from the Madarsa visited an area outside Nizamuddin during the exposure tour. In the apni basti mela, special events were organized for them keeping in mind the cultural context. This took the form of naat competition instead of regular music competition and calligraphy competition instead of art competition.

They also enthusiastically participated in the summer camp and a special cricket tournament held in the Australian/New Zealand High Commissions.

### Action Taken:

- A total number of 24 meetings organized with *madarsas* of Kaali Masjid, Dargah Hazrat Nizamuddin, Panchpeeran, Chakkar Waali Masjid, Lal Masjid and DPS *Madarsa* in 2014. The main focus was on to introduce the formal education in *Madarsa* system.
- Appointment of a teacher working in 2 *madarsas* to add to the religious education offered in the *Madarsa*. The teacher goes in both the *madarsas* at mutually agreed times and teaches the children
- To improve the quality of education, the *madarsa* children participated in the Apni Basti Mela and enthusiastically participated in the book fair and specially organized competition of *naat*, *qurait* and calligraphy.
- *Madarsa* children were taken on an exposure trip to Delhi monuments

### Next Steps:

- Initiate work in the girls Madarsa
- Strengthen the programme

### Impact

Greater exposure to Madarsa children





## Education for Adolescents

Taking cognizance of the expressed need to learn English, especially by the young adults during the baseline survey, the project initiated the English Access Micro- Scholarship Programme, supported by the American Centre of the US Embassy in 2010. This programme was very successful it continues.

### Action Taken:

- Initiated the fourth round of English Access Micro-Scholarship Programme with 116 young women and men between the ages of 13 to 18 years.
- 12 young women and men applied for scholarships to study abroad after completing Access and 7 went abroad.
- Continued the toastmasters club to encourage public speaking

### Next Steps:

Apply for continuation of this programme

### Impact

- 300 young women and men have participated in this programme so far and 116 more are currently enrolled
- An increase in confidence and self esteem in the youth who graduate from this programme

*To provide innovative English Language teaching for 14-16 year olds from the basti and adjoining neighbourhoods, the project teamed up with the US Embassy Access Micro-scholarship program since 2010. The teaching includes support for developing key language skills such as listening, speaking, reading and writing amongst the students. Co-funded by US Embassy, 300+ students have undergone English language training since January 2010 onwards. The programme has allowed curriculum based support to improve performance of students in school. English Access Microscholarship Programme helps young adults gain confidence through learning English and various activities.*





## Adult Education

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This has been a smaller programme in response to a need expressed by women from the Basti to learn basic literacy and numerals skills. This has been a small and difficult programme to maintain given the constraints of women's mobility and household responsibilities.

A similar programme for teaching English to religious leaders based on a need expressed by them was initiated.

### **Action Taken:**

Initiated the 3<sup>rd</sup> round of the adult literacy programme for women with 20 women

### **Next Steps:**

This programme will be continued only if there is a need expressed by the community

### **Impact**

The women who attended the classes regularly became competent readers leading to an increase in self esteem.



## Education for religious teachers

During a meeting with the religious teachers in the basti (there are 9 *maqtabs* and 3 *madarsas* in the basti); the group shared a desire to learn English. The project organized English classes for them in two locations.

The teachers also visited other areas where Madarsa improvement programmes were functional. A similar programme for teaching English to religious leaders based on a need expressed by them was initiated.

### Action Taken:

- Initiated 2 batches of English classes for religious leaders – one in the Dargah of Hazrat Nizamuddin Auliya and the other located in the school.
- Monitoring of the classes indicated that the religious leaders after the need expressed by them were unable to attend the classes regularly leading to poor learning.

### Next Steps:

Review the programme and if needed re-initiate it.

### Impact

- Those religious leaders/teachers who were regular in coming for the classes, showed marked improvement and learnt English.
- Demonstrated to the community our intention to help them develop but the project needs their participation for programmes to function at peak capacity.



2015



The education programme for children aims to address the educational needs of all segments of children in the basti – the primary school children, during and after school; after school support to children who have passed out of the SDMC school in ‘difficult’ subjects i.e. English, Mathematics and Science and children who study in madarasas.

Further the education component aims to enhance the quality of education by addition of art components like music, visual art, theatre and computers.

A key area is the in-situ demonstration of school management practices to improve practices of school functioning and increasing community involvement in school management through strengthening of the School Management Committee.

# Education Programme



Introducing Art in Education



Teacher Trainings



Parents Participation



Working With Children



Support to out-of-school children

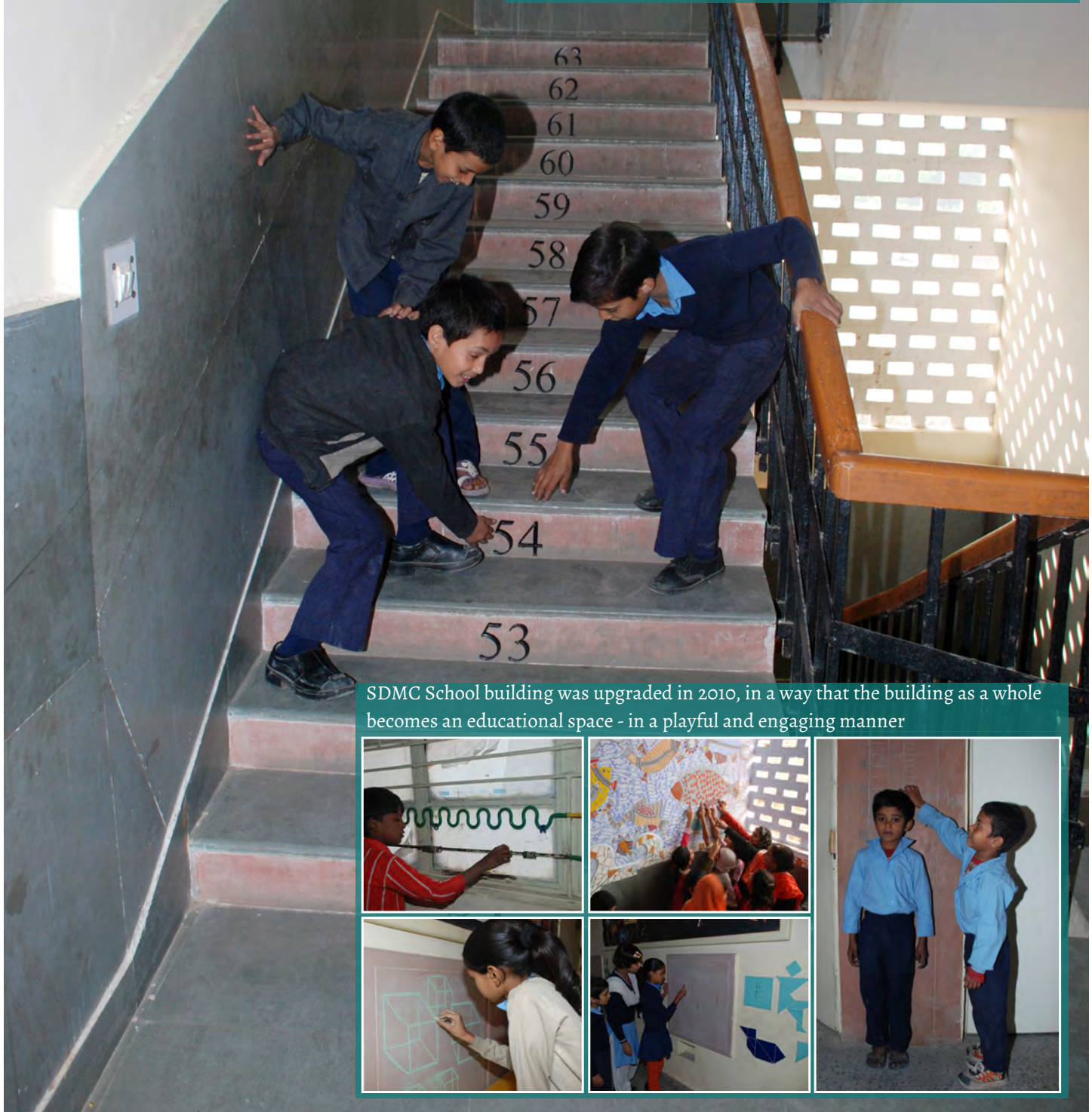




*Amphitheater created in the SDMC School has provided a platform for various school plays and art events.*

## Educational Spaces

The SDMC school in the Basti today serves as a hub for education. The school needed a major renovation that were designed by specialised architects working with child psychologists, teachers, craftsmen and engineers. Addition of toilets on each floor, installing unbreakable glass in windows, incorporating Building as a Learning Aid (BaLA) elements, considerably improved the learning environment as did the creation of a Children's park on the adjoining DDA land. Physical improvement works coupled with improving infrastructure, activity-oriented classrooms, and enhanced student friendly and safe environment not only led to a vibrant environment in the school, but also encourages school going amongst students.



SDMC School building was upgraded in 2010, in a way that the building as a whole becomes an educational space - in a playful and engaging manner





## Academic Support to Children

As part of the education programme, learning support is provided to school children from Nursery to Grade 5 during school hours, and through Bridge Classes for out-of-school children to enable their being enrolled in the mainstream school, and after school hours for academic support for children till Grade 10. All these are aimed at improving the academic achievements of children from the Basti.

### **ACTION TAKEN:**

- 400 school children (from grades Nursery to 5) received onsite classroom support in Math and Hindi from community teachers during school hours.
- A 15 days summer camp was organized in the month of May 2015. A total number of 291 children attendant the summer camp from nursery to class 6. The main emphasis of the summer camp was language, math, visual arts and theatre. This ended with a closing ceremony where both children and their parents participated.
- Annual learning assessment was carried out in the month of February for all children from grades 1 to 5. There was a marked improvement in competencies in both Hindi and Maths.
- Academic support was provided to 30 children after school. For the primary school children, this was especially focused on first generation learners in key learning areas of Hindi and Mathematics; 60 children who had completed primary school in the Basti were provided academic support in Mathematics, Science and English.

### **NEXT STAGE:**

- Continue support to the learning activities for all primary classes during school hours by the community teachers.
- Review the out of school programme for efficiency and continue with modifications

*(Below) The classroom teaching encourages teamwork and art education.*





Supported by:



SDV International Logistics Limited

## Faculty Development

Capacity building of the Municipal and community teachers of the SDMC School aimed at improving classroom processes and strengthening child centred teaching.

### ACTION TAKEN:

- 33 days of training for 18 community teachers and 8 SDMC teachers covering all topics of grades 1 to 5.
- Training methodologies included video recording of teachers conducting classes according to lesson plans and replayed and analysed by the entire group.
- Monthly review meetings with all the SDMC and community teachers to plan the school calendar and curriculum transaction. In 2015, eight such meetings were held that led to better coordination between Municipal and community teachers.

### NEXT STAGE:

- Continue capacity building process and academic support according to the needs of the teachers
- Continue with joint monthly review and planning meetings

### IMPACT:

- Learning levels of children in Hindi and Maths show a steady increase. The 2015 results indicated that the children were getting better at number operations and better at reading.
- Greater stability in school attendance (as marked by community teachers not official records). In 2015, the average attendance was almost 60% per year.
- Better organized school timetable, in which sports has been introduced as one of the subjects.

*(Below) Teachers reviewing the video recording of their pre-recorded classroom sessions, to improve the curriculum transaction*



## Improved School Management

A School Management Committee (SMC) has been formed, and is being strengthened to play a greater role the school's management.

### **ACTION TAKEN:**

- Strengthening of school management committee through a four day training focussing on Right to Education (RtE) and teacher roles and responsibilities as well as providing exposure to an organization that works towards strengthening School Management Committees.
- Ensuring that the meeting happens regularly with the participation of the school principal, teachers and SMC members. In 2015, 12 meetings were held
- Involving the SMC members in school management issues like follow up on school enrolment, observation of mid day meal, opening of bank accounts for children and assistance in preparation of identity documents like Aadhar Card.
- In 2014, the SMC also took the responsibility of procuring and distributing school uniforms to all the children; in 2015 they continued the process so that all children have 2 school uniforms.

### **NEXT STAGE:**

- This has provided the community a greater stake in the functioning of the school though it is still far away from managing the school without support.
- Strengthening of newly reconstituted SMC, and enable a greater role of SMC in school management.

Composition of School Management Committee:

- School Principal
- Parents/Guardians of children
- Elected representative of the Local Authority
- Teachers of the School
- Social workers involved in the field of Education

*(Right) The SMC at work, and monitoring the school operations.*





## Computer Access for All

Six computer kiosks (NIIT: Hole in the Wall) were installed for free access in 2012. Computer lab had been initiated in the school in 2008. A computer period integrated into the school time table so that each child has one computer period a week. There is a full time computer teacher who works with children from Nursery to Grade 5. The computers have software loaded that focuses on developing competencies for primary school children.

### **ACTION TAKEN:**

The Kiosks are regularly upgraded with additional learning material and promptly maintained as and when required.

· Computer teacher has been appointed in the SDMC School, and non-professional courses for the young have been initiated in the Career Development Centre (CDC).

### **NEXT STAGE:**

- Strengthening of newly reconstituted SMC
- Greater role of SMC in school management

*(Right) The first Hole-in-the Wall kiosk was installed in 2011 to provide computer access to street-children installed, which has since grown into six kiosks at key locations in the Basti where they can be accessed by a large section of out-of-school children.*





## Co-Scholastic Activities

In addition to the academic improvements, art education in school and after school activities has been consistently carried out to ensure overall development.

### ACTION TAKEN:

- Included music lessons and art lessons in the school timetable to ensure that the children of all sections in the school receive 8 sessions per month in art and music.
- The project had begun a theatre initiative in 2010; participating children have formed their theatre group called Agaaz. They functioned with minimal support from the project and performed in several schools and public forums.
- The project initiated an 'idea competition' and winners were selected to go for the national level event held at Rashtrapati Bhavan. The idea to organise disposal of plastic glasses was selected to be made into a prototype.
- The children also went to Ahmedabad for a national level event.
- Environment education was introduced in the SDMC School. Concept of environment and its components were introduced and discussed in grades 3-5.
- Special assemblies formed a critical component in the school calendar; 25 such special assemblies on the topics of health and hygiene, school cleaning, waste management, regularity of the child were held.
- Monthly Bal Sabhas or children's meetings also became a regular feature. These were on special themes and included waste, water and paper.
- Reading activities became a regular feature and took a special turn at the Apni Basti Mela through storytelling, story writing, story illustration and story dramatisation. 500 children participated in the same
- Special events – Republic Day, Summer Camp Closing ceremony and Independence Day were celebrated in the school.
- Exposure visit to Asola wildlife sanctuary and historic monuments.

### NEXT STAGE:

- Maintain art education in the school
- Add sports to the curriculum
- Provide hand holding support to Agaaz

### IMPACT:

The curriculum is richer with the addition of the art component and improves the quality of education offered in the SDMC School.



(Right) Art, craft, and music introduced in SDMC School

## Madarsa Education

The Madarsa education programme was initiated with the objective of improving the quality of education in the several *madarsas* functioning within the Basti.

### ACTION TAKEN:

- In 2015, a total number of 20 meetings organized with *madarsas* of Kaali Masjid, Dargah Hazrat Nizamuddin, Panchpeeran, Chakkar Waali Masjid, Lal Masjid and DPS Madarsa. The main focus of these meetings was to work towards introducing formal education in *madarsa* system.
- Appointment of two teachers now teaching at four *madarsas* to add to the religious education offered in the *madarsa*. To improve the quality of education, the *madarsa* children participated in the Apni Basti Mela and enthusiastically participated in the book fair and specially organized competition of *nath*, *qurait* and calligraphy.
- They also participated in the cricket tournament organized by Australia and New Zealand High Commission in New Delhi and at the sports meet.
- Madrasa students also participated in an 'idea competition' and two won placements to participate in the finals at Rashtrapati Bhavan.
- A heritage awareness programme for *madarsa* children was also undertaken and they visited several Delhi monuments

### NEXT STAGE:

Strengthen the Madarsa Education Programme, and initiate work in the girls *madarsa*.

Our *madarsas* offered religious education (*deeni taleem*) but not formal education (*duniyavi taleem*). The AKF teachers have enriched the curriculum, and now our children also know Hindi and Mathematics. We want them to learn English and Computers now, so that they can make projects, like the ones we saw in the Kolkata *madarsas* during our exposure visit.

- Maulana Sajid, Madarsa Mahad-al-Sheikh and Maulana Tufail, Madarsa Jamia Arvia Nizamia

(Below) Special events for the madarsa children were organized during the Apni Basti Mela



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## Education for Adolescents

### English Access Microscholarship Programme

One of the earliest expressed needs from the community in Nizamuddin Basti was to learn English, especially by the young adult during the baseline survey, to enhance employability. Taking cognizance of the expressed need to learn English, the project initiated the English Access Micro- Scholarship Programme, supported by the American Centre of the US Embassy in 2010. This programme continues to be very successful.

#### **ACTION TAKEN:**

The initial baseline survey conducted in Nizamuddin Basti in 2008 indicated a high unmet need for learning English, especially among youth. Parents were also keen that their children learn English as it was seen to be a step towards increasing employability as well as becoming upwardly mobile.

The project responded to this expressed need by linking with the English Access Microscholarship Program (Access). Access programmes are supported by the American Centre of the US Embassy and are conducted in more than 85 countries.

We have been conducting this programme in Nizamuddin since 2009. This is a two year programme where each student is expected to go through 360 hours of English Language instruction. A key feature of the Access programme is its curriculum. The focus is on using English for communication with a view to increase confidence and employability of the young people of Nizamuddin Basti. Typically, Access participants go through a range of contextualised curriculum and events that focus on using English. These could be speaking opportunities in class and celebrating days/events where the participants are responsible for planning and anchoring.

Access provides a foundation of English language skills to talented 13-20 year-olds from economically disadvantaged sectors through after-school classes and intensive sessions. Access gives participants English skills that may lead to better jobs and educational prospects. Participants also gain the ability to compete for and participate in future exchanges and study in the United States.

· 100 young women and men between the ages of 13 to 18 years enrolled in the fourth batch of the English Access Microscholarship Programme 20 young women and men applied for scholarships to study abroad after completing the access programme. Out of these, four students were selected to study in the USA .

#### **NEXT STAGE:**

The project has applied for the continuation of this programme.

#### **IMPACT:**

- 400 young women and men have participated in this programme so far.
- 12 students and 4 Access teachers have studied in foreign universities.
- An increase in confidence and self esteem in the youth who graduate from this programme.







Art & Craft Activity



Sports Events



Skills Enhancement Activities



Exposure Visits



Celebration of Important days



Teachers Day



Art & Craft Activity



Theatre & Plays



Reading Sessions



Classroom Activities



Education Games



Job Fairs

