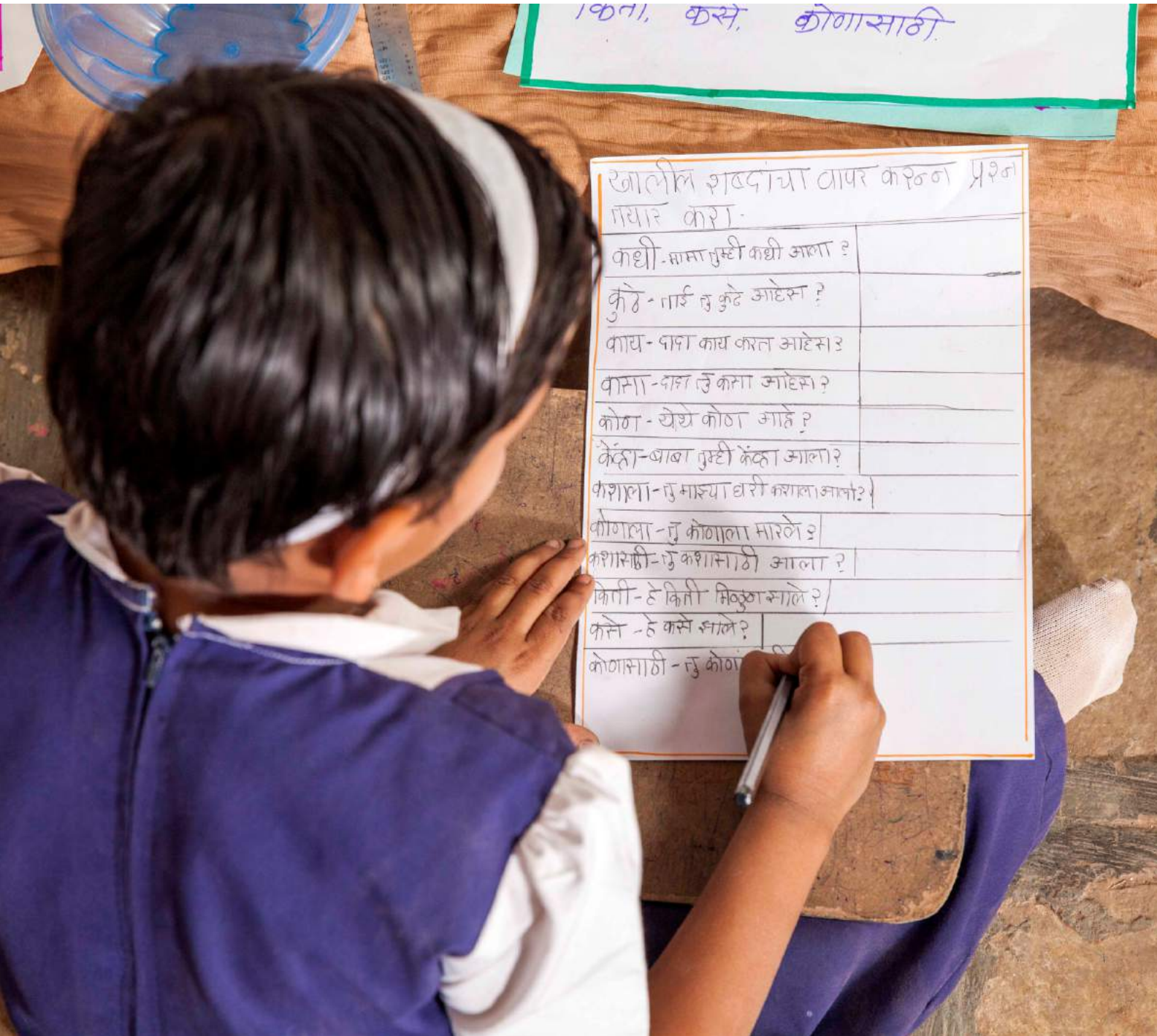


Nurturing Early Literacy in Primary Schools in Phaltan Block

Project End Report



Nurturing Early Literacy in Primary Schools in Phaltan Block

Project End Report

(October 2015 to March 2020)

From

Pragat Shikshan Sanstha, Phaltan

CmF-PSS-Edu-20151106

SDTT/MUM/EDU/PSSF787 (Sa/AP/Iv/2015-2016/0099)

To

United States Agency for International Development

Tata Trusts

Center for microFinance (CmF)

April 2020

Table of content

1. Project Synopsis	01
• Reading- Writing Scenario	02
• PSS Intervention and Insights	02
• Design of the Nurturing Early Literacy project	03
2. Financial Analysis	05
3. Highlights: Major activities	07
I) Capacity building of team	07
II) Motivational training for Government officials	10
III) Capacity building of teachers:	10
a. Teacher Education workshops	12
b. Support and mentoring through on-site visits and through WBP	13
c. Exposure visits for teachers	14
IV) Material Development-production and assembling	16
a. Films (90 minutes) to teach reading, writing and evaluation	16
b. Handbook for teachers	16
c. Modules for Teacher Education workshops	17
d. Supplementary readers for young children	17
e. Posters of poems and small stories	18
f. Assembling Activity Kits	18
g. Library Photo Essay	18
h. Documentary film	18
V) Web Based Portal (WBP)	19
VI) Setting up libraries and capacity building of library educators:	21
a. Setting up libraries	21
b. Selection procedure of the Library educators	23
c. Capacity Building workshops for the Community Library Educators	23
d. Cluster Review Meeting	24
e. Exposure visits for library Educators	24
f. Felicitation of Library Educators	25
VII) Monitoring and evaluation	26
a. Teacher evaluation	26
b. School Grading	28
c. Student Assessment	28
d. Third Party Assessment	29

VIII) Knowledge Management	30
a. Reflective teachers Fellowship (RTF)	30
b. State level consultation on Early Literacy	30
IX) District Level consultation	31
4. Best Practices	33
a. Best practices in community library component	33
b. Best Practices among the Teacher Community	35
c. Remedial Programme	36
5. Outreach	38
6. Key issues and challenges	39
a. Issues and challenges pertaining to development and use of WBP	39
b. Issues and challenges pertaining to teachers	40
• coercive practices	40
• teacher performance	40
• teacher transfer	40
• teacher training	40
c. Issues and challenges relating to the library component	41
d. Working with Ashram schools	42
7. Case studies	44
8. Photographs	51
9. Future Planning	60
10. Annexure 1	62
11. Annexure 2	65
12. Annexure 3	73

1. Project Synopsis

The problem of weak mastery over foundational literacy skills of reading, writing and numeracy continues in most schools in India even after 70 years of independence. To address this problem in Maharashtra, Pragat Shikshan Sanstha (PSS) has carried out a multipronged intervention project that has the capacity to go to scale. The PSS has a long (30 years) and proven track record of successful work with Zilla Parishad Government schools, especially to address the problem of failure of reading and writing through its educational outreach programme. The project schools have shown consistently high scores at the end of intervention.

For the project Nurturing Early Literacy in Primary Schools, the PSS has used its 30 years of experience of field level work, it's scientifically carried out surveys and the world's recent research to plan the strategies. These strategies were —

- a) Capacity building of teachers through training, books and other reading material, on-site support through school visits by the NELP team and online support through a web-based platform (WBP). Short films on pedagogy and classroom transactions were made available online and offline. Teachers' classroom experiences were shared through the WBP as well as through the platform of Knowledge Management. WBP was also used to minimize loss of training content.
- b) Material was provided for students in the form of readers, art material, stationery, posters, e-books and activity kits.
- c) Baseline, mid-term and end-term assessments of children was done to consolidate students' achievements at the end of grade I and grade II in the project schools as well as in a control group for the first cycle.
- d) Assessment of teachers was done through a carefully prepared and monitored observational tools and presence on the WBP.
- e) A group of about 25-30 teachers will be developed as resource persons who can mentor and support teachers in their clusters. They can also act as trainers in the future with the help of WBP.
- f) Libraries were set up in all the villages in collaboration with the community. One volunteer from each village was chosen to take care of the books and do book-related activities with the children.

g) The community was informed about the ongoing project through meetings with parents and SMCs.

h) The government officials were taken into confidence and informed about the whole project. The programme was completely transparent and all the information was be shared with government officers through regular reporting.

• **Reading- Writing Scenario**

Primary education has remained a serious concern for the Nation since independence. A large number of programmes and schemes have been initiated both by the Union and State governments to realize the goal of universalization of primary education. This has led to the opening of a large number of schools with emphasis on enrolment and retention coupled with quality of education. This rapid expansion primarily focusing on infrastructure has over shadowed the quality of education. Research studies conducted both at the National and State levels show low levels of learning in schools and the situation becomes worse as children move to higher classes. Poor level of achievement at primary level is a big de-motivating factor resulting in drop out from the schools (State Level Learning Achievement Survey 2013-14).

In 1989-90, Pragat Shikshan Sanstha had carried out a survey of 3rd standard students' reading and writing achievement in whole of Phaltan Taluka in both the municipal and private city schools and rural ZP schools. The data showed that even in the second term of standard three 44% of the children had not mastered the basic literacy skills expected in the second or at least the first standard—that is, the ability to recognize the basic characters of the *Devanagari* script, and to read simple words and two word simple sentences. 25 years down the line the picture has not changed much as is seen by the ASER figures that only 40.2 % of 3rd standard students can read standard 1 level text. Maharashtra along with a few other states shows a declining level of reading skills over the past 5-6 years.

• **PSS Intervention and Insights**

Following the survey, PSS planned and implemented some reading writing intervention in ZP schools in Phaltan Taluka. The PSS approach combines systematic teaching of sound-letter relationships in the context of language experiences. One of the significant insights of the PSS approach is that teaching sound-letter recognition does not necessarily mean deferring the child's introduction to meaningful words and sentences. If in a lesson we choose words that are emotionally charged for the child, or are otherwise closely related to his daily life, we can introduce the letters that are required to write these words. At the same time, there is no reason that we have to put off the introduction of the abbreviated vowel signs. By introducing two or three signs in a lesson, we quickly

open up the child's reading vocabulary, so that it is not long before a child can read whatever she can say.

The second significant insight of the PSS approach is the concept of 'Emergent Literacy'. Introduction to conventional writing is important but the child need not wait for expressing her thoughts, ideas and feelings till she has learnt it. Young children learn that print can be used to write down shopping lists, show the names of shops and label the things inside them and tell stories in a story book when they are immersed in language. They spontaneously start efforts to write by making marks on the paper-their invented script. Thus, they start expressing themselves through script and pictures at an early age. This is the concept of 'Emergent Literacy'. It fosters a confidence in a child about her literacy skills very early in life rather than the diffidence that she cannot read and write, seen later in the primary school.

The pedagogy used in this project is based on these insights. The intervention in Zilla Parishad schools within the NEL project involved teacher training and support. Introduction to the insights of PSS approach, films and demonstrations of specific teaching strategies reinforced the training. Teacher support was provided by school visits and the Web-Based Portal. Some of the teachers were systematically mentored to think reflectively about their classroom practices.

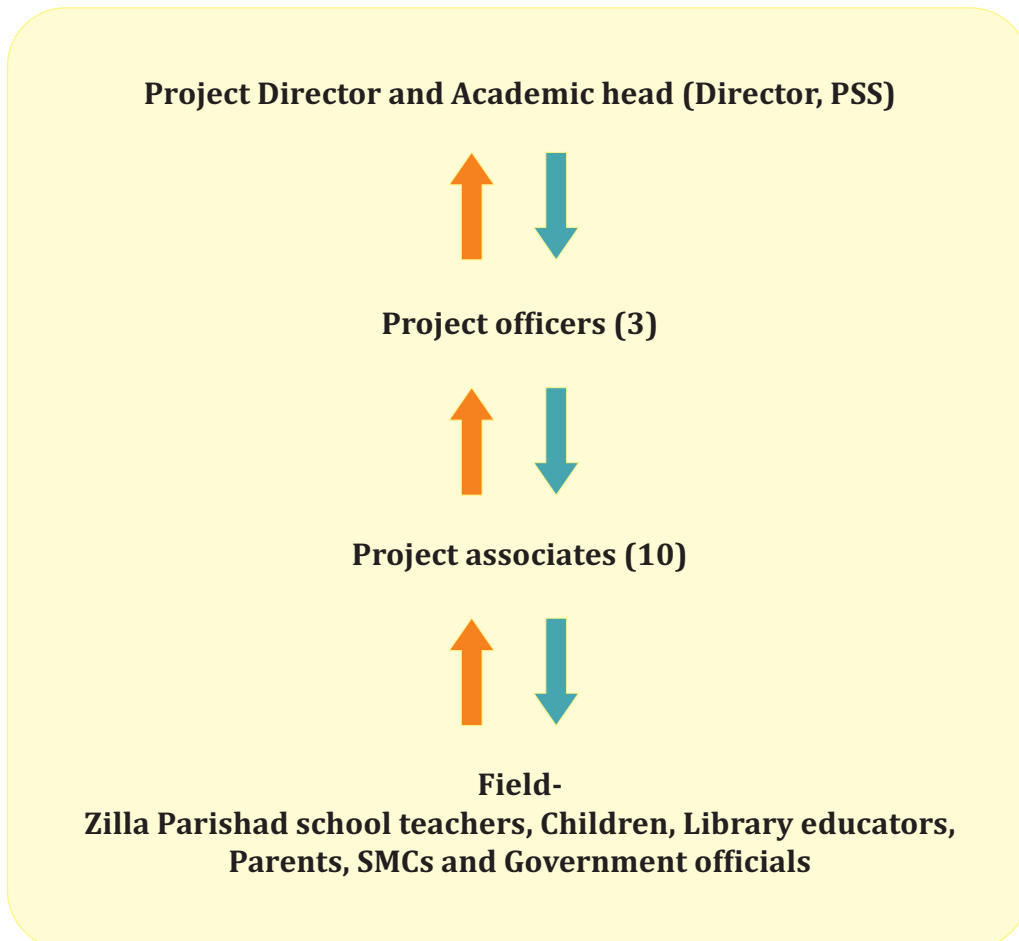
The community was involved through meetings with parents, Village Education Committees and School Management Committees. Libraries were set up in each village with community support and library volunteers, selected from the village were trained to look after the library and carry out activities to cultivate a love of books and reading among them.

• **Design of the Nurturing Early Literacy project**

The project Nurturing Early Literacy in Primary Schools of Phaltan Block was aimed at intervention to improve the skills of reading with fluency and understanding and independent writing to grade appropriate levels among lower primary level children in 145 Zilla Parishad and 5 Ashram Schools in Phaltan Block of Satara District.

The project was designed in such a way that 2 teachers teaching the lower primary level from each of the schools would get trained. 50 schools entered the project in the first year, 50 in the second and 50 in the third year. Thus each school was in the project for at least 2 years and both teachers received 8 workshops.

Fig. 1: Structure of NELPSPB Team and Data flow.



2. Financial Analysis

- **Table of budget heads:**

Budget head	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5	Quarter 6	Quarter 7
Funds by CmF-USAID	2535550	500000	3699712	1675288	0	1991130	2183329
Funds by Tata Trust	2917000	2918000	0	3069000	0	0	3070000
Grand Total	5452550	3418000	3699712	4744288	0	1991130	5253329

Budget head	Quarter 8	Quarter 9	Quarter 10	Quarter 11
Funds by CmF-USAID	0	1313920	1851680	2356024
Funds by CmF-USAID for Knowledge Management	415200	429090	792580	210260
Funds by Tata Trust	0	3083000	0	3083000
Grand Total	415200	4826010	2644260	5649284

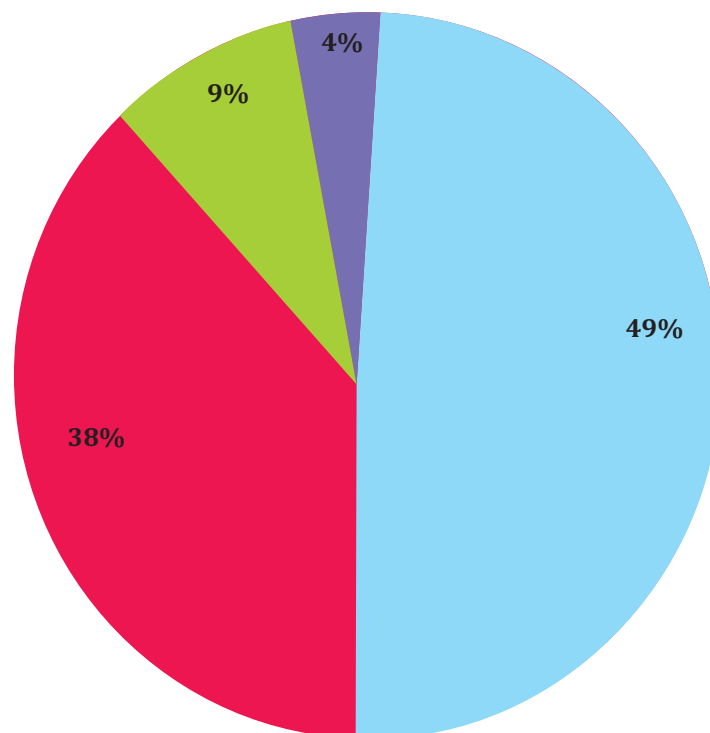
Budget head	Quarter 12	Quarter 13	Quarter 14	Quarter 15	Quarter 16	Quarter 17
Funds by CmF-USAID	1881074	1904503	2043385	1624515	859810	2206267
Funds by CmF-USAID for	0	0	0	0	0	0
Funds by Tata Trust	0	2747000	0	0	2156000	0
Grand Total	1881074	4651503	2043385	1624515	3015810	2206267

Budget head	Quarter 18	Total
Funds by CmF-USAID	1078912	29705099
Funds by CmF-USAID for Knowledge Management	0	1847130
Funds by Tata Trust	0	23043000
Grand Total	1078912	54595229

- **Expenditure break-up of each budget head:**

Budget head	Total Approved budget from October 2015 to March 2020	Actual expenditure October 2015 to March 2020
Project activities	26538703.65	25725106.65
Personnel	20516696	20475138
Capital	4797407	4802010
Overheads	1960966	1919953
Grand Total	53813772.65	52922207.65

**Expenditure Break-up
October 2015- March 2020**



3. Highlights: Major Activities

I. Capacity building of team

Capacity building of the NELP team was very crucial as PSS's model of teacher capacity building is a mentoring model. The capacity building strategies were of three types.

- 1) Building understanding of academics and pedagogy. Eg. Emergent and early literacy, child development, preparation and effective use of TLMs, role of books in early literacy, etc.
- 2) Building skills for better knowledge of field. Eg. Protocol of working with the system and department as well as the field, knowledge about RTE, NCF 2005.
- 3) Building up general skills. Eg. Improving problem solving, documentation, report writing and communication skills.

1) Building understanding of academics and pedagogy-

These were built up by the PSS and project resource persons by giving systematic inputs in the monthly meetings along with reading of the relevant chapters from 'mule shikhtikartana', the teachers' handbook distributed to all the teachers in the project schools. They were also given other books like mulanche srujanatmak likhan by Dr. Manjiri Nimbkar and shikshak ani mulanchi bhasha written by Prof, Krishna Kumar translated by Varsha Sahasrabuddhe. Other resource material in the form of magazines, articles and films were also made available and was discussed in the weekly meetings.

Exposure visits to other educational institutions was another way of building up their knowledge about other pedagogic practices. Three such visits were arranged to Organization for Early Literacy Promotion (OELP), Ajmer, Rajasthan, Vidyodaya Vishw Bharati, Gudlur, Tamil Nadu, Shramik Sahayog, Chiplun, Maharashtra.

The third way of strengthening of the academic capacities of the team was carried out through presentations by the team at the annual review meetings. The team discussed their experiences, challenges faced and strategies used to resolve issues. There were sharing, discussions and feedbacks that helped the team to refine their understanding. A total of 54 monthly, 18 Quarterly & 4 Annual meetings have been conducted and facilitated by the Project Director and other resource persons and experts.

2) Building skills for better knowledge of field-

These capacities were built up mainly by the project directors and project officers who had a great deal of experience of working with the system in PSS's other projects. Workshops by experts were arranged to explain the salient features of RTE and NCF 2005 and their importance for the child.

3) Building up general skills-

These were built by workshops by experts and giving feedback on their documentation and report writing drafts.

All these efforts improved the team's skills and competencies thereby increasing their confidence. In the last two years of the project the team took on many challenges, solved many problems and mentored many newly transferred teachers. The role they played in making the two Early Literacy Consultations extremely successful was very important.

One of the major activities that helped in project team was the annual work presentation by the whole staff including Project Officers and project Director. The quality of presentations and discussions showed definite progression above the earlier year's presentations.

Table 1: Table showing the workshops of capacity building of project team year 2016-2019

Sr. no	Date	Subject	Resource persons	Number of Participants
1	21-22 April, 2016	How children learn language, Children's language at home and school, importance of	Dr. Manjiri Nimbkar	13
2	3-5 May, 2016	Importance of stress free environment and effects of coercive practices on learning, language used in class, importance of studying in groups as against whole class instructions.	Dr. Nilima Gokhale and Dr. Manjiri Nimbkar	13
3	17-18 June, 2016	Concepts of Early Literacy—how the brain is shaped by and developed by Early Experiences	Dr. Maxine Berntsen	33 (project team and PSS resource persons)

4	10-15 November, 2016	Gender & Relationships	Dr. Mohan Deshpande Dr. Sanjeevani Kulkarni	25 (project team and PSS resource persons)
5	30 November, 2017	Overview of RTE Corporal Punishment, Cultural Politics of language	Koshor Darak Madhuri Dixit	25 (project team and PSS resource persons)
6	12-13 March, 2018	How to write reports, case studies and articles	Dr. Sanjeevani Kulkarni Smt. Neelima Sahasrabuddhe	20 (project team and PSS resource persons)
7	28-29 March, 2018	Gender biases in Education, Government policies, scope and implementation on local level, children's literature and its importance in children's education	Suresh Khopde, Disha Shaikh, Faruk Kazi	13
8	9-10 June, 2018	Approach of working with multilingual and multilevel children. Using children's prior knowledge in teaching-learning process. Developing Teaching Learning material Developing the ownership of community towards schools by involving community into schooling activities.	Mr. Rajan Indulkar	13
9	13-14 June, 2018	Identifying Learning level of child and planning remedial teaching Concept of Emergent Literacy and its importance. Use of books in developing child's language. Journey of Child's writing from early childhood to std. 4. Influence of Social Environment on development of child's language.	Dr. Neelima Gokhale, Dr. Manjiri Nimbkar	20 (project team and PSS resource persons)
10	26-29 December, 2018	Stress Management and School Counselling.	Vibha Deshpande	25 (project team and PSS resource persons)

II. Motivational training for Government Officials

Liaisoning with government officials for sharing of information regarding the programme activities and aims and objects of the project as well as the expected outcomes is necessary for the smooth and effective implementation of the project. Also, the full co-operation of the government officials ensures co-operation from the teachers. Motivational training workshops were arranged for the government officials with this object in mind. The government officials also acted as a bridge between the teachers and the project team. They helped us understand the expectations of the teachers as well as the system from the project.

Three motivational training workshops were arranged for the government officials in the project period from 2015-2020. These workshops were attended by the Cluster Resource Persons, DIET resource persons and, head-masters. Sometimes interested Zilla Parishad members, Block Development Officer, panchayat Samiti chairman, several political leaders and social workers attended parts of the workshops.

One of the main aims was to introduce the project Nurturing Early Literacy in Primary Schools. We introduced the various activities, objectives and expected outcomes of the project to them. We also explained the relationship between the various government initiatives like Pragat shaikshanik Maharashtra, Learning Outcomes, Reading-Writing programme and 'tantr snehi shala' or Digital Classroom and our project and activities.

The Right to Education act, 2009, the abolition of the corporal punishment from the classroom as per the RTE norm, National Curriculum Framework [NCF]-2005 and language education, the role of DIET Body in improving the quality of education, need of effective leadership and development and effective use of WBP to improve classroom practices were some of the other topics discussed in the workshops.

The government officials appreciated the training and mentioned that the project would help the government's initiative of the digital classroom and achieving the goals of Pragat Shaikshanik Maharashtra (PSM). They mentioned their interest in knowing the progress of the project on a regular basis and assured support for the project team during school visits.

III. Capacity building of teachers

Capacity building of teachers was one of the major strategies of the Nurturing Early Literacy project as a motivated, reflective teacher will continue to use her/his knowledge and skills with successive batches of children. We had adopted a mentoring model for capacity building of teachers. This includes teacher education workshops, providing resources, mentoring through on-site support as well as through digital media and exposure visits.

It was observed that the teachers participated actively and expressed their appreciation of the new concepts and skills shared during training. The feedback given by the teachers can be seen below in table 3.

Table 3: Table showing scores given by teacher participants for grading workshops

Sr. No.	Type of Workshop	Score			
		4	3	2	1
1	Academic & pedagogic std. I	84%	11%	4%	1%
2	Academic & pedagogic std. II	82%	13%	1%	4%
3	Library skill development	83%	11%	2%	4%
4	Technical skill development	79%	15%	3%	3%
5	Refresher training	88%	12%	0%	0%
6	Integrated training for newly transferred teachers	91%	2%	2%	5%



Teachers engaged in performing classroom activities in groups during workshop.

a) Teacher education workshops:

The design of the teacher education workshops was such that each teacher would undergo 8 workshops (5 for std. 1 and 3 for std. 2) over the period of 2 years. These were for developing academic and pedagogic knowledge and improving classroom skills. To this original design, workshops to develop technological and library skills were added later as the need was felt. Other changes too had to be made and some 'crash' workshops were arranged for newly transferred teachers in the last two years of the project due to mass transfers of teachers in 2018-19. Refresher workshops were arranged for teachers from the first 50 schools who had gone out of the routine of workshops by 2017.

In the period of four years, i.e between 2015-2019, 35 Teacher Education workshops for grade 1st teacher and 24 Teacher Education workshop for grade 2nd teachers in 150 project schools were organized. The total number of different workshops held over 4 years of the project are given below in Table 2.

Sr. No.	Type of Training	No. of workshops 2015-2020
1	Academic & pedagogic std. I	30
2	Academic & pedagogic std. II	20
3	Library skill development	8
4	Technical skill development	4
5	Refresher training	3
6	Integrated training for newly transferred teachers	2

These workshops touched upon the important aspects of literacy like what is literacy, what is emergent literacy, how to teach letters, words and sentences, how to develop oral language through games and activities, the importance of the physical and social environment in a child's learning and how to transfer the responsibility of learning gradually from the teacher to the child as far as reading and writing are concerned. The Devanagari script and special features of Marathi language were discussed during workshops. The teachers were also taught how to prepare simple teaching-learning material for the first two grades. They also focused on techniques and rules of writing skills as well as children's creative writing. It was discussed how children could be gently led by drawing pictures to writing stories. The second-grade teachers were also given inputs about important aspects of Marathi grammar and how to teach grammar in a play-way method. They were also shown the relationship between the 'Learning Outcomes' module of the SCERT and our modules. The methodology used in the Teacher Education Workshops was lecture, demonstration, games, activities, group work, presentation, observing films and reading texts together. The films used during training are listed in **Annexure 1**.

b) Support and mentoring through on-site visits and through WBP:

When a new thought or skill is given to people, they need to be given time to try it out in their place of work. They need to show, ask, discuss and share their experiences of the field with supportive individuals. This mentoring or hand-holding is essential in the mentoring model adopted by PSS for the capacity building of individuals. The mentoring was made effective by on-site support as well as through technology—the use of Web-Based Portal.

1. On-site Support:

On-site support was carried out by the project team through school visits. The frequency of the visits were need based. The schools needing more support were visited more often. The team was always supportive and never judgmental. They knew that practices would change only if the teachers were convinced and it was their job to persuade the teachers. One of the advantages of on-site support is rapport building between the teachers and the team.

Our team was in the field every day. They established rapport with the school teams, observed classroom practices, shared good practices seen elsewhere, demonstrated activities, helped prepare teaching-learning material, engaged with library volunteers and paid home visits with the teachers. They instructed the teachers on the use of Tabs and WBP as many were not well versed with technology. They also documented various processes and teacher practices in the school.

The team tried to plan their school visits to coincide with the Cluster Resource Coordinator's (CRC) visits. They always shared information regarding the good processes, achievement as well as problems in each school with the Head Masters (H.M's) and CRC. The team also shared information with the SMCs and Gram Panchayats.

2. Support through digital media:

Being in touch with the teachers from workshop to workshop was not very satisfactory. Hence support through visits and through technology was developed. On-site support too has its human limitations. The only effective, continuous method of mentoring without information loss is the use of technology. The WBP was designed specially to give this support.

All the 150 schools were given tablets with an internet connection, projectors and pen drives. We uploaded two types of material on the WBP - one for teachers alone—articles, pedagogic films, question and answer sessions with experts. The second is material for children—a bank of 46 contextual photographs for picture talks, e-books and read-aloud sessions with storybooks.

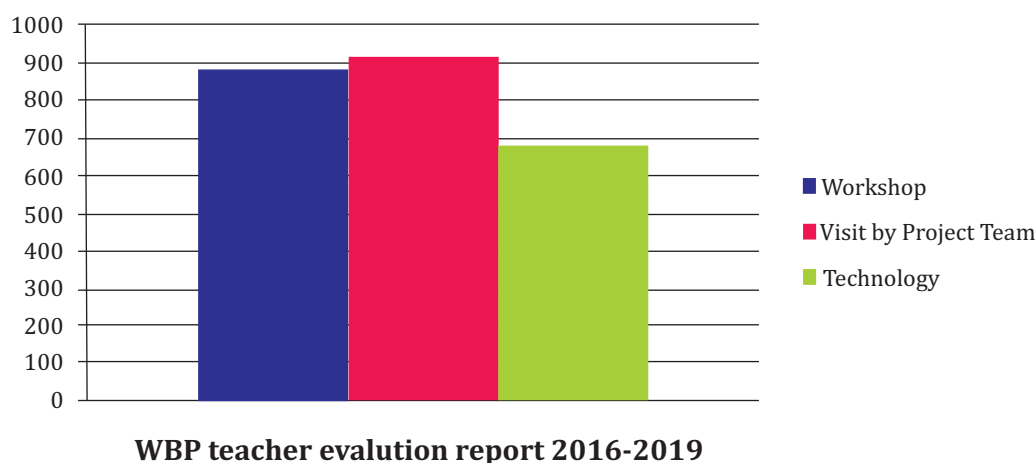
A Whatsapp group has been formed with teachers in 150 project schools, project team, subject experts, government officials and representatives of Tata

Trust and CmF. Some of the library volunteers having smartphones are also added. This is a platform to interact and exchange ideas, activities and experiences. It was seen that the Principal of DIET, C.E.O, E.O of Primary Education and representatives of Tata Trust and CmF who were also members of this group, frequently motivated the teachers by acknowledging their efforts.

WBP is a two-way medium and the teachers can seek advice regarding the difficulties they encounter in day-to-day practices through the medium of WBP. The teachers can also look up other information, photos and web-sites using the internet provided.

Of the three strategies of capacity building of teachers, the teachers thought the on-site support was the most effective and satisfactory followed closely by trainings. The support through use of technology is rated much lower. This is apparent from the Fig. 2 below. The data is collected over 3 years and each teacher is represented 4 times a year.

Fig. 2: Graph showing rating by teachers of the capacity building methods



C. Exposure visits for teachers

Exposure visits were arranged for the teachers to other exemplary schools and organizations as a capacity-building strategy.

The exposure visits were planned to Muskaan an organization working in the bastis of the extremely marginalized in Bhopal, Anandniketan, an organization running a school for tribal children using innovative methods, in Bhopal, Madhya Pradesh, Eklavya Foundation in Hoshangabad, well known for its science programme, material production and libraries, Azim Premji Teacher Learning Centre, Anandniketan a Nayee Talim school in Wardha, Maharashtra and Timbaktu Collective in Andhra Pradesh. Detailed information about the organizations visited is given in **Annexure 2**.

Table 4: Table Showing Exposure Visits for capacity building of teachers

Year	Organizations Visited	Participants	Programmes visited
2017	Ekavya, Hoshangabad Muskan, Bhopal	ZP teachers-15 Project Officers-1 Project Associates-1	Ekavya: Pitara Project Science Teaching programme Muskaan: Education Programme with the marginalized, Ex-convict (Vimuktjati) children
2017	Muskan, Anandniketan School, Bhopal Azim Premji Teacher Learning Centre	Cluster Resource Coordinator-4 Zilla Parishad Teachers-13 Project officer-1 Project Associates-3	Muskan: Anandniketan: Community Learning Centre at Gandhinagar Gondbasti Bagh Mughliya Balwadi Centre Azim Premji Teacher Learning Centre and community work
2018 (group 1)	Anandniketan School, Wardha	Primary Education Officer-1 Cluster Resource Coordinator-2 Zilla Parishad Teachers -20 Project Officers-1 Project Associates-2	Nai Talim school-teaching through work and hands on experience. Sevagram Ashram - A heritage monument Two Zilla Parishad schools associated with AnandNiketan - ZP school Wahitpur and ZP school Jamni
2018 (group 2)	Anandniketan School, Wardha	Cluster Resource Person-1 Zilla Parishad Teachers-24 Project Officer-1 Project Associates-2	Magan science museum Brahm-VidyaMandir at Pawnaar Ashram Gramopyogi Vidnyan Kendra (Centre for Rural Science and Technology) at Dattapur Bajaj Science Centre at Wardha Two Zilla Parishad schools associated with AnandNiketan - ZP school Wahitpur and ZP school Jamni

2018	Timbuktu Collective	Cluster Resource Person-1 Zilla Parishad Teachers- 19 Project Officer-1 Project Associates-2	Timbuktu: Chigura Program of Prakruti Baddi (Nature School) Kalpavalli Mobile Intervention Program- Children and Youth Resource Centre Dharni Food Processing Unit, Timbuktu Adishakti-Women's Cooperative, Bhavani Weaving Centre Mithila Centre of soap making for persons with special needs
------	---------------------	---	--

Thus, a total of 91 teachers, one Primary Education Officer, and 6 Cluster Coordinators could avail of the exposure visits. These visits proved very invigorating and motivating to the teachers, not only in terms of what they saw but also the discussions around the education of the deprived section and the complete dedication of the people to the cause and vision.

IV. Material Development-Production and assembling:

a) Films (90 minutes) to teach reading, writing and evaluation

The training films prepared during the project show the strategies to help shift the responsibility of learning from the teacher to the child in a gradual process of modeling, sharing, guiding and then doing things independently. They show strategies teachers can use in the classroom to teach reading and writing. They also show classroom arrangement and importance of art and craft activities in literacy development. Professional actors were hired to deliver the theory effectively. Demonstration of classes to support the theory was done by teachers and first standard students from KNB. They have been dubbed into Hindi to make them available to a larger audience.

The films cover two major aspects of literacy—reading and writing. The titles of the reading films are—1) Modeled reading, 2) Shared Reading (Part 1 and 2), 3) Guided Reading (Part 1 and 2) and 4) Independent Reading.

The titles of the writing films are—1) Modeled Writing, 2) Shared Writing, 3) Guided Writing and 4) Independent Writing (Part 1 and 2).

b) Handbook for teachers:

Two types of materials have been produced. A teachers' hand book called Mule shikti kartana which was developed during an SGP grant from SRTT in 2013-

2014 was reprinted and distributed to all the teachers from 150 project schools, cluster coordinators, extension officers, DIET, block resource persons, block education officer and education officers. This handbook is based on PSS's language programme with a view to the recent research in language learning. Some of the chapters are written by teachers from Goregaon Shikshan Mandal, our sister concern from Mumbai. This handbook gives many practical activities and processes for using in the classroom along with their theoretical underpinnings. The book also gives some guidelines to work with textbooks.

c) Modules for Teacher Education workshops:

Designing of Teacher Education modules began through a three-day workshop with the resource team of Ms. Varsha Sahasrabuddhe, Ms. Shalakh Deshmukh, Dr. Manjiri Nimbkar and Dr. Nilima Gokhale. The work was completed through some more workshops as and when necessary. The completed modules were tried out during teacher education workshops over the year. Teachers' needs were taken into consideration and additions made. Other inputs about the language used, photos to be used, practical activities etc. were given by Mr. Wasim Maner, Mr. Sominath Ghorpade, Mr. Prakash Anbhule, Ms. Kavita Shah, Ms. Priyadarshani Ahiwale and Ms. Sameera Qureshi from PSS. The detailed modules are given in Annexure 2.

The topics covered in the modules are concept of emergent literacy, oral language development, reading and writing trajectories, hands-on grammar, deonagari script and special features of Marathi language and learning outcomes. Each module is supported by activities and educational material pertaining to the topic.

Another workshop was then held with experts to go through all the modules and consolidate them. An extended meeting was held with trainers and NELPSPB team to discuss their experiences during and after trainings. All their views and suggestions were taken into consideration and modifications undertaken.

d) Supplementary readers for young children:

13 beautifully illustrated readers with contextual and graded text were prepared over the 4 years of the project. Some of these stories were used previously in PSS's early literacy project. In the first year these stories were illustrated and compiled into the reader sawlitli sheli. The readers Masemari (Fishing), Khushi Bhetli Pishila (Khushi meets Pishi), Time Machine and School Busare written by children from Kamala Nimbkar Balbhavan (KNB), the PSS school. Three of these books are also illustrated by a past student of KNB.

The other readers are Gabushetcha panja (Gabuseth's paw), Kumpanachya aat Kombda oradla (The Cock crowed inside the fence), Kurdaya Karu (Let us make kurdaya), Hirvyagar panyat kalyashar Mhashi (Black buffaloes in green water), Harwalela Kutra (The lost dog), Bhura Landga (The Gray Wolf), Ruslela Varg (The

Unhappy Classroom) and Kullu. Sawlitli sheli and Gabushetcha panja were distributed to all the children from the 1st Fifty and 2nd Fifty Project Schools respectively. However later we focused on developing more books rather than printing more copies. All the readers were printed and 2 copies each were distributed in 150 community libraries and 150 Project Schools.

The library volunteers are using the readers developed through NELPSPB project for carrying out many library related activities. It is found that as the themes of the readers are very contextual and illustrations very vivid and attractive, children relate to them more than other books. The readers have one more advantage which is the availability of big-books for loud reading. Children have done collage work of some of the illustrations. Some children have written about their own experiences relating to the readers

e) Posters of poems and small stories:

We have a collection of 12 posters of interesting songs for children. These are in large font to enable even the last child in the class to see it. They can be used for teaching various language components like letters, words, alliteration etc.

f) Assembling of Activity Kit:

The material for activity kits was selected carefully from Navnirmithi Learning Foundation and J. Datta and company. The kit includes Jodo blocks, Jodo straws, rangometry, tessellation, wooden blocks, magnifying glass, magnet, board games and puppets. Almost all the material is open-ended and hence triggers speech, discussions and imagination among children. These kits are placed in the classrooms where children can easily avail of them.

g) Library Photo Essay:

Our work in the community libraries was very exemplary and motivating. We tried to capture its essence in photo essays. The titles of these essays are chhote granthpaal (Little Librarians), Community of readers, Chance to Dream, New Books, When We Became Writers and Good Librarian. The essay 'Community of Readers' is used in the Parag Initiative's (Tata Trusts) Library Educators' Course. A photo from the same essay was displayed on the face-book page of USAID.

h) Documentary Film:

A project with hundreds of teachers and thousands of children, based on a sound theoretical background, addressing all the stake holders and using technology effectively needs to be documented simply. What is simpler than a film as visual impact is far greater and most effective too. With this in mind we documented our philosophy, objectives, strategies and impact and outcomes in a documentary film. It shows a glimpse of all the stake holders' involvement including the education officers to village communities.

V. Web Based Portal (WBP):

a) Development and Use of WBP

The rationale behind development of WBP was to support teachers on one hand and analyze data of surveys and classroom observations on the other. The design of the WBP is very simple and user friendly with a minimum number of clicks.

The WBP has a bank of resources like contextual photographs for picture talk, discussions with experts about early literacy, short videos about conducting literacy activities and preparing educational material and e-books. Some videos of good book read aloud are also provided for direct use with children. The content is developed keeping in mind the various theories of children's learning and their application in the classrooms. The content is developed in consultation with the subject experts, PSS resource persons and Z.P. teachers. The best classroom practices of some of the teachers were captured and showcased on the WBP.

Material from these banks is introduced one at a time in a controlled manner in synchronization with the workshops. This strategy helped the teachers to make use of the WBP more effectively. It also helped facilitate use of WBP by the teachers who were less techno savvy. However, all the material is available on the archives to be accessed as per need.

The development of the WBP, with support of first click technology, began in December 2015 and the first draft version was ready to use in December 2016. The development continued with feedback from Tata Trusts and CmF and the changing needs of the field. It had two draw-backs—one was the paucity of technical skills among the teacher community and second was the network and connectivity problem. The first one was addressed through one day technology training and the second was addressed through changing the service provider. From August 2017, the WBP came into full effective use. The teachers can log into the WBP after registering their details on the portal. The WBP contains the following pages:

Home Page:

After logging in the teacher sees the Home page. It is common for all the teachers. It contains the Abhyas Katta, click to search and comment sections. 'Abhyas Katta' contains different activities and videos updated on the WBP. The teacher can search regarding particular information, like movies or books after clicking on the search option. Teachers can click on 'comment' to make a comment on the different activities they have seen or carried out.

Common Space:

It is the collection of the e-books and the videos which are constantly uploaded on the WBP. So, if the teacher wants to search for information (article, video etc.) they go on the 'search' option, write the topic they want to search and

find the information. Teachers can also search by date.

Change details:

The user can get grade, subject and language wise information by changing the details. The grade tabs will have std. 1, 2, 3, 4 and 5. The subject tabs will have first language/Marathi, mathematics, Hindi and English. The content can be displayed in Marathi or English. At present material is only for std. 1 and 2 for subject first language and the medium is Marathi. However, the design is prepared all the other details as well. Thus, the WBP can be very quickly put into use for a great deal of more use at a very short notice.

Digital Library:

This page contains the sub-page- E-books, picture bank and short videos. E-books contain several books for children of different age group. Picture bank (more than 50) contains photos with thought provoking questions. The short video is the videos regarding the different classroom activities, making the TLM, using the TLM etc. shot during the NELPSPB project. The books from the E-Book page can be downloaded by clicking on the download option which is under the PDF tab.

Activity link:

This is a two-way sharing link where the teachers can send queries in the form of text, image or video and the experts will respond accordingly. It is a personalized link to keep privacy.

Sharing space:

Sharing space can be used by the teachers and admin to share problems, solutions, videos and articles with all logged in individuals. Word file, PDF file and pictures can be uploaded using the link. Video File less than 100 MB size can also be uploaded on the link in the sharing space.

The queries asked by the teachers on the sharing space are downloaded and shared on the WhatsApp group created for this purpose. The WhatsApp group contains experts and practitioners. They discuss the answers to the queries which were asked on WBP. Inputs which include theoretical and practical suggestions are given by the group. An answer is prepared taking all the responses into consideration. Thus, the content development on WBP is an ongoing process and new materials are added regularly on it which serve as the reference point for the teaching-learning process and solving the classroom queries of the teacher. This group also informs the newly added material to the teachers and to the team members.

We also had administrative support at the backend of the WBP. This enabled us to produce graphs and reports of student assessments, classroom observations for teacher assessment and assessment of library educators. The administrative part of WBP also stores the documentation of all the training and student

assessment-related data.

Admin Panel:

Through the admin panel, the baseline and midline survey data was analyzed. Similarly the daily and monthly teacher and classroom observations were analyzed to find out how many teachers are carrying out good classroom practices. These features of the WBP have made it easy to handle the enormous data that is coming in every day. The admin panel also tracks the total number of hits as well as the time a given person stays on a certain site. This tells us that the digital library and abhyas katta are visited most frequently.

Technology and WBP trainings

It was apparent during the initial stage of implementation of WBP that most of the Zilla Parishad school teachers in our project did not have the necessary skills. Hence in 2017, 4 technology and WBP training workshops were undertaken for the teachers included in the project schools following which the number of hits as well as the time spent on WBP increased considerably. Teachers even started participating actively by asking questions. The workshops were facilitated by a group of technology experts and other members of our team. The workshop gave basic information about technology, demonstrated the use of projector, tablet and Web Based portal. The teachers were briefed about using email and accessing other websites which provide relevant material on education for the use of the teachers.

VI. Setting up libraries in the villages and capacity building of library educators:

a. Setting up libraries:

There is a large and growing body of evidence showing the impact of books on students' language achievement. Reading of story books is an integral part of the PSS way of teaching literacy. Hence books were to be made available to the children in the schools. But we also thought that in small villages, community libraries would also be possible and more profitable, not only to Z.P. school children but also to the other population. Hence 150 community libraries were set up in all the 150 villages we worked in. The community contributed towards the books. Books were purchased as per lists suggested by experts and through our own experience with children. The books were kept in a box for safe keeping and displayed in a room provided by the school or community during a set time or the library period. The libraries were provided with stationery to conduct library activities. The following stationery material was distributed to each library:

- Plastic covers for books
- Scissors, scales, Stapler, Punching Machines, Thumb Pins, Ink-Pad
- Sketch pens, crayons, pencils, eraser, marker packet, colored and white paper

- Rubber stamps, register, files
- A-4 Size paper rims
- Display Board

Each class from 1st to 4th had a library period every week when the library volunteer carried out activities with books. All the children from 1st to 7th were lent books to take home. Sometimes even the adults borrowed books. Almost all the community libraries were active in the summer holidays. Even if the schools were closed, the Library Educator would take the books home and continue to carry out her work.

Fig3. Graph showing the average number of books lending per school over 2015-2020 as per federal year.

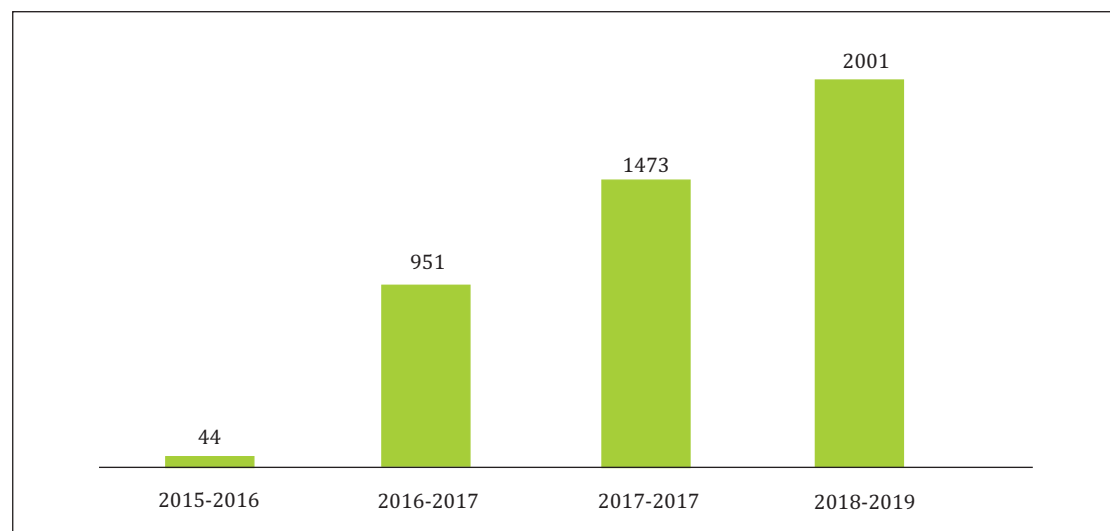
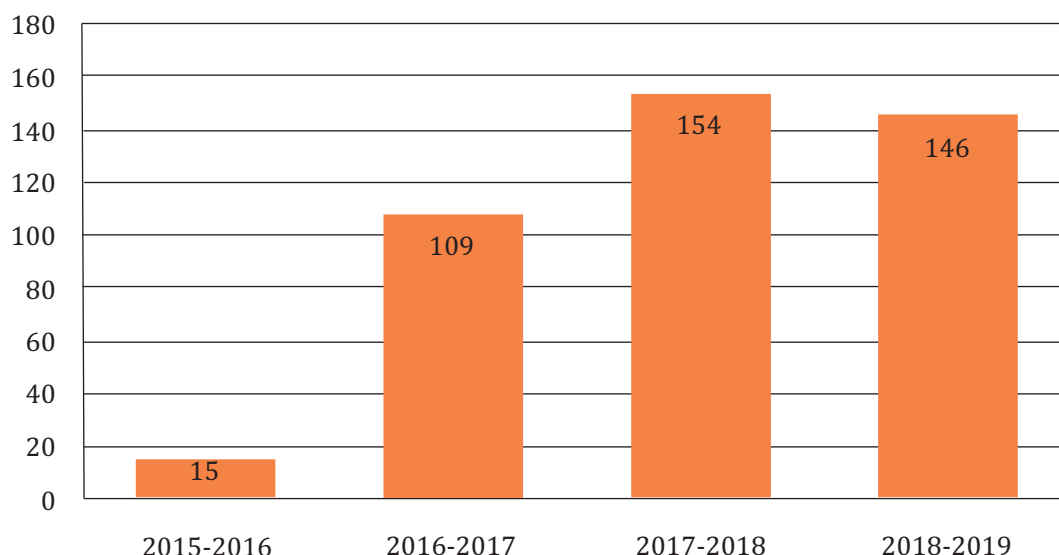


Fig 4. Graph showing the average number of sessions per school from federal year 2015-2019.



The last column for the federal year 2018-19 shows a slight decline because the libraries were being wound up and handing over to schools had begun in the month of August 2019.

b. Selection procedure for the Library educators:

Volunteers to run the libraries were selected from the community itself. In the beginning volunteers were selected with recommendations from the head teacher or the SMCs. However, as the project progressed, we adopted the process of interviewing all the interested candidates from the village. This was a more transparent method and yielded better results.

c. Capacity Building workshops for the Community Library Educators (CLE)

As against the Zilla Parishad teachers, the community library educators were not professionals but mostly housewives and young college girls. Some of them were not even graduate. With proper capacity building, they played a crucial role in developing the young children's literacy. All the volunteers were given a foundational training followed by several refresher trainings in the following years. They were trained to carry out book related activities, maintain accession and lending registers, repair damaged books and document the activities. About 40-50 activities were introduced to the community library educators in their workshops. Besides these, the educators, as a group came up with some 20 different activities more.

d. Cluster Review Meetings

Meeting of CLE from 10-12 villages in a cluster were held in a quarter. The NEL team members or the library resource persons would remain present in these meetings.

The rationale behind the cluster review meeting was to provide support to the library volunteers beyond workshops. The meetings were organized for sharing the work done by the volunteers. It also involved discussion and sharing of the new activities discovered by the CLE in the classrooms. Good practices were showcased in these meetings. One of the major focuses of these meetings towards the end of the academic year was to get information about their summer vacation library work action plan.

e. Exposure visits for library Educators:

It is always invigorating to meet like-minded people and experience good programmes. If exposure visits proved invigorating to Zilla Parishad school teachers who have status in the community and a good salary, why not give the same rich experience to the village library volunteers? This thought came up after witnessing the dedication and motivation of the community library educators.

Four batches and a total of 84 CLE gained from the exposure visit to Goa. The magnificent Central Library at Panjim, Goa and the exemplary work of Bookworm with the village schools and children did prove very invigorating.

Table 5. Table showing exposure visit for Library educators from 2017-2019

Year	Organizations Visited	Total Number of Participants
2017	Bookworm Trust and Central Library, Panaji, Goa	Library Educators- 17 Project Officer-1 Project Associate-2
2017	Bookworm Trust Central Library, Panaji, Goa	Library Educators-21 Project Associate-2
2018	Bookworm Trust Central Library, Panaji, Goa	Library Educators -21 Project Associate-2 Technologist-1
2018	Bookworm Trust Central Library, Panaji, Goa	Extension Officer-1 Library Educators -25 NEL Project Director, Project Officer -2 Project Associate-2

The visit to the central library was like a dream come true with its unimaginable grandeur, creativity and thought.

The major gains from the exposure visit to 'Bookworm' were as follows

- The visits helped the Library Educators to understand the importance of prior preparation and systematic planning of Library Activities to be conducted with students.
- Library Educators had the opportunity to observe good read aloud demonstrations using facial expression, body language and voice modulation.
- Educators came to know about age-wise book classification and issuing and maintenance systems.
- The educators understood the use of a big book in literacy education

f. Felicitation of Library Educators:

All 150 Library educators were felicitated on 15th October 2019. The event marked the termination of the library initiative at 145 community libraries and 5 Ashram School libraries by NELPSPB. It was attended by 111 educators, who engaged with the community libraries established under the NELPSPB between the timeline of October 2015- September 2019. The educators were awarded certificates for their excellent engagement with the libraries over the years. The educators reflected on their work associated with the library and its impact on their lives and self-esteem. They talked about the project providing them with a platform for understanding the elements of reading and writing and literacy development through active engagement with books. This work had earned them the respect of the community. Being referred to as the 'teacher' for many women educators was a path of gaining confidence and motivation and reinvigorated their zeal to read more, to learn more and to contribute in the children's development. Many women/ girls talked about the change in their self-esteem after working within the initiative.

VII. Monitoring and Evaluation

Monitoring and evaluation were carried out on three parameters—a. Teacher Evaluation through evaluation of classroom practices by direct classroom observation with the help of the specially prepared tool and running notes of actual classroom sessions. b. School grading c. Students' assessment by conducting baseline-midline and end-line surveys and documentation of samples of children's writing and d. Third Party Assessment

The expected outcome of the project Nurturing Early Literacy in Primary Schools in Phaltan Block was that 50% teachers would show changes in classroom practices for the better. And 75% children will show 25% raise above the base-line in literacy skills or will attain a reading fluency of correctly read 40 words per minute with understanding to be 80 %

a. Teacher evaluation

A twenty-four point classroom observation tool was prepared taking into consideration the social, emotional as well as academic aspect of teachers' capacities. We are presenting the data of federal year 2017-18 and 2018-19 for 100 teachers who had received 5-8 workshops over 2 years. The table below shows the percentage of teachers carrying out good classroom practices. We find that more than 50% of the teachers are showing improved classroom practices as per out indicators.

Table 6: Table showing number of Teachers showing improved classroom practices.

Parameter	Questions	Regularly	Sometimes
Broadening the child's world	Are children allowed to talk in the class recounting their experiences?	61	35
	children are taken out for trips	70	8
	children get an opportunity to express themselves after a trip	70	8
	Does the teacher use material from the activity kit? How?	63	25
	Is the tab and projector used for children's language development?	68	12
	Do all the children get the opportunity to handle the library books?	93	4
	Teachers use library books in the class	53	20

Student-Teacher Interaction	Does the teacher call the students by their first names?	84	12
	Does the teacher take efforts to get the shy and quiet children to get talking?	60	32
	The teacher listens to the children	67	25
	The teacher takes special efforts for the children lagging behind	52	37
	Does the teacher talk to the children while cleaning and tidying up?	57	31
Regarding Teacher Education Workshops	Teacher talks to the associate about the workshop content.	58	37
	Games and activities taught in the workshop are carried out in the class.	62	28
	The activities and games etc. introduced in the workshop are incorporated in the school syllabus.	57	34
	Teacher corrects children's work with them.	60	33
Use of WBP	The teacher uses WBP	9	60

Teacher evaluation was carried out based on quarterly classroom observations. The project associates (PA) visited and observed the classroom practices at least 4 times every month. They observed both the 1st and 2nd std. teachers from each school at every visit. The PA may observe 5-6 (or more) points of the 24point tool at any given visit. She/he would continue to fill in her/his observations in the tool over three months and finally feed the data in the WBP admin end at the end of each quarter. The points were entered only on actual observation of the practice. Sometimes proofs were accepted as in the case of a field visit where children's drawings or writing about the field visit is observed if not the actual field visit.

The PA filled in the evaluation report once a quarter or 4 times a year for each teacher. If a teacher is seen following a good practice in 2 or more observations (50% or above), she/he is considered to be a regular follower of the practice. If the practice is followed 1 time (25%) in four observations, it is considered as followed 'sometimes'.

b. School Grading

The project team had a way of grading the schools based on the performance of a school on the parameters of students, teachers, libraries and community participation. The project associates graded their own schools as very good, good and need improvement in the third and fourth years of the project. These grades were used for monitoring for planning further strategies. The table 7 below shows the gradation of schools.

Table 7: Table showing grading of schools over year 3 and 4 of the project

School grade	Year 2016-17	Year 2017-18	Year 18-19
Excellent (A)	22	52	77
Very good (B)	48	74	66
Average (C)	30	24	07
Total schools	100	150	150

c. Student Assessment

Three full cycles of student assessments were carried out in the project duration. The tools for the baseline were developed after studying the guidelines shared by Tata Trusts and CmF. The steering committee of six experts took part in the development of the tools. The tools are quite comprehensive, as the children will be tested on the same tools for mid-line and end-line. The tools test all five components of language - speech, listening, reading, writing and thinking. The tools were piloted in Dosibaijijibhoy Primary school of the Goregaon Shikshan Mandal, Mumbai and Apli Shala, PSS, Phaltan.

To carry out the actual testing, volunteers were selected from among the PSS staff and were trained for 2 days by the project associates and officers. This whole team carried out the pilots in the PSS's Apli Shala and all the surveys. The children were selected by random selection process keeping the gender and caste configuration of schools in mind. Five students were selected from a class of 20-25.

The first cycle involved control schools having similar geographical and social backgrounds as project schools. The base line assessment was carried out on a sample of students from the project schools and the same number of students from a control group of schools. In the first stage the objective of the base line test was data collection to establish starting point for the experimental group as well as the control group and to confirm that the two groups are comparable. The data involved 250 students from both the project and the control schools.

The analysis of data showed that the students from the project school scored better (improvement in scores by 20-40% over the baseline) than the control school (improvement by 10-20% over baseline) on all literacy parameters. The gap between the control and project school children's scores was most striking in the field of independent writing which is the area we have focused on in our inputs. The second and third cycles did not have a control group but the end line scores were compared with the baseline scores.

The skill of fluency in reading with understanding was added later in 2017. In the first two years the fluency was tested using percentages by the formula 'number of words read correctly in one minute / total number of words in the passage x 100'. The fluency in the first cycle was 80.68% and in the second cycle it was 88.22%. We had considered the children having scores above 60% as having good frequency. However, in the third cycle after the bench-marking workshop the fluency was calculated as the actual number of words read correctly in one minute. Due to the change in the methodology of calculation in the third cycle the fluency figure has come out to be 67. As the bench-mark for Marathi was 40, we considered only the children who could read 40 or more words correctly in a minute.

While calculating the comprehension, we allowed the child to complete her paragraph even if the minute was over and then asked all the questions on the entire paragraph giving the child an emotional advantage of having completed reading the passage and of understanding the whole story. As a result, the reading comprehension showed consistently higher scores than fluency. The last cycle of end-line testing could not be carried out due to the Corona virus pandemic causing schools to close down before assessment could be completed.

The analysis of the data showed that more than 60% (almost 80%) of all the children from 150 schools through 3 cycles of testing had shown grade appropriate skill development in all the literacy skills of speech, listening, fluent reading with understanding and writing to dictation as well as independent writing. The detailed tables are given in **Annexure 3**

d. Third Party Assessment

Third Party assessments were carried out twice during the project period. Below are the reports in a nut-shell regarding the aspect of reading fluency with understanding. Both the external agencies tested children from control schools which were selected by them from the Government of Maharashtra data.

- 1) ASER External Evaluation- 2018-- 60% of students from project schools met or exceeded the fluency benchmark of 40 words per minute by the end of Grade 2 compared to 56 % of comparison school students.
- 2) SUTRA External Evaluation- 2019-- 75% of students from project schools are reading with understanding (scored full marks) to 41% of comparison school

VIII. Knowledge Management

a. Reflective teachers' Fellowship (RTF)

When a programme is well thought out and creative, involves capacity building, hand-holding and promise, it creates new knowledge. This new knowledge is steeped in practice and hence is genuine. Nurturing Early Literacy being a robust programme which got refined as it progressed, had much to offer in the form of knowledge creation. An attempt was made to consolidate and showcase the teachers' learning through the Reflective Teacher Fellowship under the umbrella of knowledge management.

Knowledge is created only through the process of reflection. We found during our work with the Z.P. teachers that many of them were really reflecting on their classroom practices and trying out new things with the understanding of a scientific experiment. We also found some of the library volunteers showing an amazing insight. After talking to several such individuals, 14 teachers and 3 library educators were selected on the basis of their work, interest and time they could spare to take part in the Reflective Teacher Fellowship programme.

This programme was an offshoot of the main project and was an attempt to get the teachers to reflect and talk about the process of change that has occurred in their thinking and classes following their association with PSS through the Nurturing Early Literacy project. The work on final drafts of Reflective Teachers' essays was completed by August. Editing was carried out and a draft copy of the compendium was prepared. The reflective teachers and library volunteers were honored with certificates in a small programme presided over by the PSS trustees and Phaltan Panchayat Samiti members. The teachers shared their experience and their journeys of reflecting on their practices and writing about it. All the teachers thanked the PSS for giving them this opportunity and giving them the confidence that they can write.

This whole lengthy but rewarding process was facilitated by Ms. Mini Shriniwasan, consultant Tata Trusts, Ms. Jyotsna Sharma, Grant Manager, Tata Trusts, Dr. Manjiri Nimbkar, Director, PSS, Ms. Madhura Ranjvanshi, Academic coordinator, KNB.

b. State level consultation on Early Literacy

A State level consultation on Early Literacy was held on 1st and 2nd of December 2017. About 190 participants including speakers and project team attended the two-day consultation. Participants came from all over Maharashtra from Chandrapur to Kolhapur and from Nasik to Solapur.

A variety of topics from Emergent Literacy to assessment of early literacy were presented in the form of panel discussions, presentations and speeches with

films and power-point presentations.

There was also a poster exhibition by organizations doing exemplary work in Early Literacy in Maharashtra. The organizations involved in the poster exhibition were Pragat Shikshan Sanstha, Phaltan, AnandNiketan, Wardha, Aksharnandan, Pune and QUEST, Sonale, Dist. Palghar. Three organizations, ECOLOGIC, KajaKajaMaru and Palakneeti had put up stalls of children's books and other material. The participants appreciated this whole effort greatly. For most of them the concept of Emergent Literacy was quite new and many had a great deal of questions about it. The presentations about classroom teaching practices by practitioners were very well received. The presentations by library educators were extremely effective. The last session on 'Cultural Politics of Literacy' cast a completely new light on the way of looking at symbols, textbooks, language and classroom discourse. The planning and overall consultation was very unique and praiseworthy.

Five teachers from project schools attended the consultation as participants and one teacher and one Library Educator gave presentations.

IX. District Level consultation

A district-level consultation on Early Literacy highlighting the work of NELPSPB was held on 17th and 18th February 2020. About 375 participants including government officials, speakers, teachers from Zilla Parishad schools from all the blocks of Satara District, special educators, NGO representatives working in education, teachers from College of Education, anganwadi supervisors and librarians attended the workshop. Participants were from all blocks of Satara District.

Dr. Maxine Berntsen, founder of PSS gave the key-note address and kept the participants spellbound with her Indian experiences in 1960s and the early days of PSS, sprinkled with abhangas of Marathi saints and poetry written by school children in fluent Marathi. There were sessions with presentations of good classroom practices and children's independent writing by teachers from Project schools and other government schools and about experiences with books by library educators of Nurturing Early Literacy project. The innovative session with a writer of children's literature, an editor of children's magazine and a publisher of children's books was very well received. The sessions were conducted by Ms. Malvika Jhaa (Tata Trusts), Dr. Neelima Gokhale (Early Childhood Expert), Dr. Manjiri Nimbkar (Secretary, PSS) and Mr. Prakash Anbhule (Director, NELP)

One of the most outstanding features was the magnificent exhibition of Z.P. children's work - pictures, stories, poems, craft and collages. All the participants

spent every spare minute in looking at and photographing this exhibition. The books and the readers developed during the project were also displayed. The display also included teaching learning materials developed by the teachers during the project. Table 8 below is the consolidated list of the participants who attended the workshop.

Table 8: Table showing category-wise number of persons attending the District Level Consultation

Persons Attending District Level Consultation	Number of Persons
Chief Invitees and Tata Trust representative	20
Government officials (extension officer, cluster resource persons, subject resource persons, education officers)	56
Teachers (Zilla parishad teachers, special teachers, teacher educators, school head masters, teachers from private schools)	232
Non-Government Organization Representatives	22
Aanganwadi Supervisors	16
Pragat Shikshan Sanstha	29
Total	375

4. Best Practices

a. Best practices in community library component

Libraries functioning during holidays:

The schools are closed for summer. However the NELP community libraries were function during holidays. As anganwadi centres (AWC) are not closed even in long school holidays, many library educators kept their books in the AWCs and carried out their activities. Some educators worked from homes—their own or neighbour's. Some arranged for the use of temple halls or other public spaces. This is definitely an indication that the community is taking ownership of the libraries. In Mathachiwadi, many adults from the village as well as children visiting relatives were seen reading books in the library. In Dhangarwada & Ghulewasti parents had taken it upon themselves to issue books and supervise children who wanted to draw or do other activities. In some villagers, enthusiastic young mothers were seen attempting to carry out library activities in their homes.

Use of libraries in anganwadis:

The natural downward extension of primary school is pre- primary school or anganwadi. We started involving the anganwadi workers (AWW) in the library component of the project from the second year. It began with the library volunteers visiting the anganwadis to read aloud to the little children. The children's response motivated the AWWs to read to children. This was the beginning of a dialogue between the AWWs and library volunteers as well as the project team. The team also introduced the concept of emergent literacy to the AWWs. The AWWs observed the changes in children's interest in books, pictures, drawing and literacy and were greatly motivated to try for themselves. The young mothers coming to AWCs also got interested and started issuing out books to take home to read to their children. A total of 53 anganwadis were lending books to the children and doing regular reading aloud, telling stories and allowing children to write in their own invented script.

Children Taking Initiative to run Libraries:

The NELPSB Community Libraries are functional throughout the year. Library Volunteers along with the school teachers play an active role in running the libraries effectively. The library volunteers in most villages run the libraries for four days in a week conducting library activities and lending books to the children. In some schools like Z.P Chavanwadi, Z.P Tadvale, Z.P Saswad and Z.P Hingangaon the children of higher grades have taken the responsibility of lending books and also carrying out some of the library activities with the children of lower grades.

In schools like RajeKuran Bangla, Rajiv Gandhi Nagar and Bhavaninagar higher grade students do reading aloud of books at assembly every day. In Z.P.

school Nandal children of higher grades are conducting activities like book making and poem writing with the children of lower grades. They have also worked on displaying their own work, and the work of other students in their classrooms. Similarly, in Ashram School Algudewadi children are seen displaying their library books for book lending during lunch breaks. We feel that one of the ways of sustaining the community libraries is by children taking similar initiative in all the schools where a library educator cannot be supported. The total number of schools taking this initiative is 67.

Sustaining the Community libraries:

Accomplishing sustainability of libraries after discontinuation of financial aid was a major challenge. The project team along with the project director decided on taking some deliberate steps for sustaining the libraries. To achieve the task B.D.O, Sarpanch and the members of Gram Panchayat, Head Masters and the teachers were taken into confidence. A children's library committee was established with the objective of future existence of the library. The students who were the members of the committee were trained by the project team with the help of the teachers to issue books, maintain the book accession registers, and conduct other library activities. A timetable for conducting the library activities with different classes was developed by the children with the help of the Project Associates. The committee was created in all 150 schools.

Libraries in 47 villages are still maintained by the library volunteers who visit the school at regular intervals. Libraries in 9 schools are actively managed by the teachers. The Block Development Officer (BDO) has supported the sustainability of the libraries by assuring allocation of an amount for the library books and stationery under the 15th Finance commission. A list of stationary material and books was handed to the BDO. In some of the villages, the Gram Panchayats have decided to support the library volunteers for their own villages. Gram Panchayat of Vidni along with the School Management Committee has appointed 3 community library volunteers who will regularly visit 9 other schools located in the cluster.

Organizing Anand Melawas:

The Community Libraries were an important component of the project. Community libraries, established across all project schools, were made effective by library volunteers, teachers, students and community members. As a strategy to showcase the work of libraries and motivate parents and villages to come forward to sustain the libraries after the exit of the project, we organized Anandmelawas in four different locations of Phaltan block. The locations were Saswad (Zanzane), Nimblak, Vidani and Ashram School Kharadewadi. 650-800 children from nearby ZP schools attended the melas in each location. Community members not only from the village where it was held but also from other villages also visited the Anand melawas.

Anand Melawas provided children the opportunity to exhibit their work in front of all the stakeholders. It also gave them an opportunity to see the work of other schools and to participate in on-site activities of clay work, drawing, collage making, reading, participating in quiz competition etc. In 2 of the sites, Ms. Prasanna Hulikavi, a puppeteer engaged the children in puppet shows of an hour.

These events were fully financed by the community. At every location Government officials and local leaders were present for the program and assured to support the libraries after exit of the project. The location of Kharadewadi Ashram School Anand Mela was visited by Mr. Vijay Singh, General Manager of CmF.

b. Best Practices among the Teacher Community

Sharing children's work with parents:

The teachers from the project schools are working intensively to develop foundational literacy skills in grade I and II children. They are also encouraging the children to write independently or draw pictures or make collages to express their thoughts and ideas. The teachers have understood the importance of these activities as well as of sharing children's work with their parents. Most of children's work remains in the school and parents may not have time to visit the school to see it or it may not be on exhibition when they visit. Hence teachers from Rajale Circle and Takicha Mala have made a whatsapp group of parents where they post children's work regularly. Parents are very appreciative and encouraging.

Teachers visiting other project schools:

NEL Project was being implemented for the past 4 years. It covered 150 schools in Phaltan Block. Many teachers have adopted good classroom practices to the benefit of children's learning. The project team plays a big role in talking to teachers about the good classroom practices seen in other schools. Sharing photos also occurs on whatsapp. The team took the initiative to motivate some of the teachers to visit each other's schools to emphasize the fact that it is not necessary to go somewhere far to see good practices. They can be found in our own block. 13 teachers visited nearby schools with the PAs. The two teachers had a very good dialogue and sharing about various practices, the difficulties and issues faced, new ideas implemented and the successes.

Sharing between Teachers and Library Volunteers:

In most schools, the library volunteer visited the schools 4 days a week. She introduced the children to the world of books. She worked closely with children and followed their progress. The Library volunteer shared the work of children and other observations about their literacy skills with the teachers daily after conducting activities. Teachers appreciated these feedbacks and they also shared some challenges that they faced in the classroom. Many times the volunteer helped the teacher with some of the children lagging behind in class work. This sharing

strengthened the importance among teachers about the use of story books in Early Literacy.

c. Remedial Programme

At the beginning of the academic year 2018-19 a survey of children from grade two was done. It revealed that 103 children did not have grade level literacy skills. The team was tracking them and talking to teachers. However, towards the end of the first term, not much improvement was observed. The Project Associates (PAs) and Project Officers (POs) then consulted the PSS Resource persons. They then prepared a tool and assessed the children systematically and categorized them based on their reading and writing levels into three categories.

Seventeen children were at letter level and could not recognize all the letters and vowel signs. Eighty six children could identify all the letters but had difficulty reading words. Eighteen of these 103 children were certified to have special needs. A plan was then put into place for remediation of these children. The plan was as follows -

- Home visit- visits were paid to the children's homes to know about the home language, home culture, parents' aspirations and expectations, parents' education and occupation etc. Home visit was also used to inform the parents that the school was going to make extra efforts for their child and that they too would be expected to contribute.
- Diagnose the child's problem areas with the help of specially designed tools
- Allow time to the child for doing play or drawing activity every day, talk about what the child has made or drawn and give informative feedback,
- Displaying the child's work on the pin-board as much as possible
- Read aloud to the child daily. This was done by the library volunteer or a buddy or an adult or older sibling at home
- Prepare teaching learning material for instruction and one which the child could use on her own at home. Eg. Words cards of home language
- Special instruction and coaching for 10 minutes every day
- Give homework in small, easily doable bites every day which would be examined daily
- Assess the child daily through informal chit-chatting and weekly by using mini-tests
- Expert's help was sought through the WBP in the form of videos and question and answer if improvement was not seen

All these steps were taken by the teachers with the help of the PAs, POs and the library volunteer. This regiment worked on building up the child's self-image, self-confidence as well as literacy skills. The table below shows the improvement in children over the year.

Table 8: Table showing improvement in children of std. 2 following remedial regiment.

Parameters	Before the remedial	After the remedial
Children at letter level	17	0
Children at word level	86	0
Children at sentence level	0	103

5. Outreach

Articles Published in Sadhana Weekly: Two articles, one about the community library component of NELPSPB called Gosht Didshe Gav-Granthlyanchi (The Story of One Hundred Fifty Village Libraries) written by Prakash Anbhule, Project director and Mahiti Te Gosht Via Anubhav (From Information to Story through Experience) by Mr. Dnyaneshwar Kadam, Reflective Teacher Fellow from Bhivarkarwadi ZP school, were published in Sadhana weekly.

Both these were greatly appreciated by the readers who wrote or phoned to say so. Some readers of the article expressed the desire to visit some of the community libraries. The organization called Vachanved initiative which distributes books to schools from rural Maharashtra, expressed their desire to gift a set of books to each one of the community libraries.

Readers taken to the marginalized:

The readers developed by NELPSB are a great resource and other organizations and individuals are requesting for copies of them. There was a request for the use of the reader Kupanachya aat Komabada Oradlabhy Mrs. Geetanjali Kulkarni a famous stage and film actress for dramatization in Goshtrang (QUEST) through which these books are taken to marginalized children from Ashram Schools and KGBVs. Many other teachers from Z.P. schools have requested for copies of all the readers for their schools, especially the big-books.

ZP Children's Work Published in Chakmak magazine:

Community Library is a place where children come to explore and discover themselves. The library educators play a role supporting the children and help them discover their strengths and abilities. The work done by children, both stories and pictures, is displayed on the board. Some of the best work was picked up and sent to the science magazine called Chakmak, a publication of Eklavya, Bhopal. Four collages done by children were published in Chakmak. These four children received the subscription for the magazine for a whole year.

Article on NELPSPB Libraries Published in Torchlight Magazine of Bookworm: Bookworm is a Non-Government organization which aims at creating a library and learning space to enhance literacy and the love of books amongst the children of Goa. Bookworm runs Torchlight, a multilingual e-magazine which is run in association with Tata Institute of Social Sciences.

An article named Gav Granthalaya via Sarkari Shala was published in the ninth issue of the Magazine. The article was written by Mr. Prakash Anbhule- NELPSB Project Director. Mr. Himanshu Burte - Assistant Professor, Centre for Urban Policy and Governance (CUPG) at TISS helped Mr. Anbhule to tell the story of 150 community libraries run by NELPSPB Project.

6. Key Issues and Challenges

a. Issues and challenges pertaining to development and use of WBP:

A Web-Based portal was developed with the objective of providing additional content and support to the teachers within the project. It was introduced in the project schools in August 2016. However, it was continuously under development and improvement due to new requirements over the next 2 years. Some of the issues faced were as follows-

1) The designing of WBP required several modifications after its launch at the schools. The restructuring of WBP arose out of the needs and demands of the teachers as well as the funding agencies over the period of 2-3 years. The teachers wanted a simpler, one-click design as many of them were not techno-savvy while the funding agencies required more or different kind of information regarding the assessment of students. The feature of fluency was added much later to the assessment.

2) As the teacher assessment was indirectly by classroom observation, we were writing running notes and filling in the tool based on this evidence. But the data this generated was so vast that we felt the need for technical assistance to generate figures and graphs. Hence some more modifications were made to the admin back-end of the WBP. These changes led to an increase in expenses and time over the actual allocated amount and time frame.

3) Initially, a large number of teachers did not own a smartphone. In the first cycle of 50 schools only 13 teachers owned a smart phone and very few out of them were proficient in its use. They showed little interest in learning new applications on the phone. Due to the lack of awareness of technology among the teachers, a great deal of time was spent in the preliminaries of introducing the technology and the need for it in education before the content could be introduced. (As it happens, a little later, in 2016-17, the Govt. of Maharashtra launched the concept of 'Digital School' and then the teachers were happy that they had learnt the technology.)

4) Many villages did not have proper network connectivity. Several mobile network services could not be operated in the villages. As a result, the teachers couldn't operate the internet and work on WBP at their schools compelling us to change the service operators twice during the project period.

5) At several schools one of the two teachers had an additional charge of the head master's office reducing the time they could devote for classroom. However, later with better understanding of technology, they realized that the use of WBP helped them engage the children more fruitfully while they carried out their other administrative duties.

b. Issues and practices pertaining to Teacher Community:

1) Coercive practices:

At the beginning of the project, we came across many instances of coercive practices in most of the schools. These practices are considered to be the norm to such an extent that we had to hold a training for our own team to make them understand the implications of such practices in a child's later life. Constant reminder of the RTE section 17 (1) ("no child shall be subjected to physical punishment or mental harassment") through all our workshops, talking during visits and sharing some articles and films provided by our resource persons was needed to bring about a change that was painfully slow. But in the end, we managed to effectively do away with the erstwhile cane on the teacher's table in all schools.

2) Teacher performance:

The PSS worked with 150 schools and close to 450 unique teachers, counting the 293 who came to the project schools after transfers. We had a system of tracking the teachers based on their classroom practices and grading schools. The schools were graded in November-December and strategies decided upon the grades. Most of the low performing schools were because of negative teachers and in some cases, it was local politics.

3) Mass Teacher transfers:

Although teacher transfers are a regular phenomenon among government schools, there was a mass-transfer of teachers in 2018-19, followed by transfers of some of the just transferred teachers on some technical grounds. Almost 80% (199 in the year 2018-19 and then again 94 in the year 2019-20) of the teachers from project schools were transferred in one year. Some of them were transferred to other project schools, but most went out of the block. The project suffered due to the loss of trained personnel within the programme.

Establishing rapport, explaining the objectives of the project, introducing the material, methods and technology of the project was a marathon job that needed to be started from scratch and many of the schools escalated downwards in their quarterly grading carried out by us as a monitoring and evaluation strategy. The capacities of the new teachers were systematically built up by the strategies by now formalized. We also carried out some modified trainings clubbing 2-3 modules for the newly transferred teachers.

The first cycle of 50 schools had completed their 8 trainings by 2017. However 87 of the 100 teachers were transferred in the next two years. Hence we held refresher trainings involving these to build their capacities.

4) Teacher training:

As a rule, in most Zilla Parishad schools having grade I to IV, there are two teachers and each teacher has to teach two grades. At some vastishalas only one

teacher has to manage the entire school. This situation made it difficult for teachers to leave school to attend the training workshops especially if the other teacher was on leave. To overcome this obstacle, we kept in touch with the teachers and adjusted their dates according to their convenience. Our team also helped single teacher schools by filling in the gap. In some villages, the volunteer filled the gap so that the teacher could attend the workshop.

A few schools focused on preparing students for competitive exams. Their thrust was on a lot of rote learning and practice. They showed little response to library activities or drawing and independent writing by children. Such teachers were not very enthusiastic about the training workshops and their participation was very superficial if present.

c. Key issues and challenges relating to the library component:

Establishment of the community libraries in Zilla Parishad schools was one of the objectives of the project as books play an important role in children's early literacy. In some of the schools (7 from the first cycle of 50 and 2 from the second cycle of 50 schools), the teachers were not very willing to have us put the library books and material in the school or even to let the library volunteer to work on the school premises. However, with the help of the SMCs and local leaders who were convinced about the importance and usefulness of the library, we managed to get the teachers to allow entry into the school building. There were other problems too. They were as follows-

1. At the beginning of the project, the library volunteers were being paid a small sum of Rs. 1000 every month because they were volunteers in their own community libraries and they would be working for one hour every day for 5 days a week. We also wanted to create a model which will be sustainable after our exit. Many people, especially men felt that the amount was too small and hence did not apply. However, one year later we requested for a reallocation and increased the honorarium to Rs. 1800 per month. (Today, after exit of the project, 34 volunteers have chosen to continue to work without any honorarium and the number is slowly growing)
2. Selection of the library volunteers posed to be a problem due to the interference of the members of the gram panchayat, local politicians or senior head masters in the process of selection. In some villages, we hired volunteers suggested by one of these to avoid conflicts. However, some of them were found to be quite ineffective and had to be replaced. From the entry of second 50 schools, we adopted the method of advertising in each village and selecting from all the candidates desiring to work by a written test and interview method. This yielded good results and being a transparent method, avoided all conflicts.

3. Availability of an appropriate space at school or in village to set up the library tended to be a problem for some time but as the advantages of the libraries became obvious, schools and villages made space for it.

4. Getting a community contribution to the community library was difficult in the first fifty schools. Some of the schools were very small and the contribution was low in comparison to bigger schools. One teacher who opposed the libraries incited 6 others into not allowing the community to contribute. However, the local politician, a medical doctor, stepped in and helped us. In other places the project team held repeated meetings with the community and SMCs to explain the importance of the library. As the project progressed and the community could see the profits from the libraries through their children, community contribution started rolling in. Later the students and volunteers also helped collect contribution.

5. The Library Volunteers were largely housewives who had never carried any professional work. 2-day foundational training was not adequate to prepare them to carry out the activities. However, the project team mentored them every time a visit was paid to the school and soon the volunteers became quite adept at library skills.

6. In some schools, the teachers were reluctant to allow the library volunteer to visit and carry out book-activities in the classroom. Repeated interactions by the project team convinced most of the opposing teachers about the profits from the library activities in improving children's literacy skills. In some cases, help of the SMCs had to be taken to resolve this problem. (As it happens, the Government of Maharashtra is advocating setting up libraries in all schools and also allowing a helper for the teachers from the year 2020. Many of our trained library volunteers will get absorbed into this system)

d. Working with Ashram schools:

Working with ashram schools (AS) had its own set of problems. The enrolment of children in the ashram schools was always later than the Z.P. schools (almost by end of August as compared to mid-July in Z.P. schools). As a result, the time one got to work with the teachers and children was decreased. The children coming to ASs are emotionally disturbed as their family members are not with them. There are at least 4-5 different languages and dialects in each class of 20. The managements of the ASs are private and many times the teachers were not very cooperative. Besides there is no SMC and the education department does not pay attention to the education component of the ASs. The AS teachers are not given any pedagogy training organized by the education department. Most of their trainings focused on the administration of the Ashram Shalas. All these factors led to difficulties in smooth running of the project.

To overcome these difficulties, we established a rapport with the Social Welfare Department officials and kept talking to them about the gains to children and teachers by associating with the project. We invited their supervisors in the teacher education workshops.

We talked to the managements of the Ashram Shalas and convinced them about the need for teacher capacity building in getting better results. We involved the teachers in the exposure visits arranged by the project. We set up libraries with the help of funds raised by villagers as a result children started reading in their spare time after school and their literacy skills started improving. We brought good practices of the teachers to the attention of the department who felicitated those teachers. All this brought about great changes in the ashram schools to such an extent that other ashram schools in the block started asking for involvement in the project.

7. Case studies

Case studies:

Caste Study 1: Improvement in making story books as a result of library activities

Name of the school: Z.P. school Ghulewasti

Name of Student: Dnyaneshwari Vishwas Ghule

Project Associate: Sachin Dnyandeo Kadam

Background:

Gunaware is 20 Kilo meters to the East of Phaltan. The population of this village is about 4,000. It is in the irrigated belt and people are mostly farmers and also do dairy business. 2-3 kilo meters from Gunaware is a small basti called GhuleWasti with about 450 (find out exact number) population. The Zilla Parishad school has two teachers and 41 children.



This school became a part of the project in the second year—2016-17. Children started reading books and became interested in stories and illustrations. Their writing skills too started flowering with the ample opportunities they were given to write independently.

The children were given opportunities to express their ideas, thoughts and observations through telling of news, and visiting the surroundings with a questioning mind.

They started drawing pictures of the various things they saw and putting down their thoughts and observations about what they saw. They were also reading books and readers provided in the project. They were very much impressed with the books as they had never before come across such illustrated story books. The library volunteer also talked to them about illustrations and carried out various activities like drawing a cover and naming the book, completing a story, writing their own experiences similar to the ones in a story book etc. children started viewing pictures as something that carries meaning and tells the story. They started looking at the pictures more carefully and started using them to express their ideas as one will see in the case of Dnyaneshwari, a third standard child.

Dnyaneshwari was in the third standard when her school was included in the group of second 50 schools. She decided to make a book after reading many and doing activities with the help of the library volunteer. Her first book was a two pager. She had drawn four flowers of the same colour as a cover. She had put her name as the author but the name of the book was 'story'. Inside she told the story of a child who got caught in rain and slipped and fell in mud on his way back from school. His mother scolded him but he was allowed to go and play cricket later. She drew pictures inside the book. She drew a tree and a girl on the back cover that has no context with the story.

First book - Story



The front cover



The back cover

In the next year she has made a book of poems because she has now experienced books of songs and poems in her library. Her books have become neat and tidy over the years.



Case Study 2: Impact of onsite support on the project teacher.

School- Z.P School Saaskal

Teacher's Name: Ashwini Magar (June-May 2018-19)

Project Associate- Jayashree Kadam

Background:

NELPSPB was started in the year 2015. The project includes 150 schools. It included 50 schools each in three phases between 2015-17. Zilla Parishad School Saaskal was included in the project within the first phase of the project in 2015. The trained teacher from Saaskal was transferred and Ms Ashwini Magar was transferred to Saaskal. She was allotted grade 1 and 3. Engagement in the project of this nature was a new experience for her. The P.A built rapport with the teacher by telling her about the project, its components, the material provided for the children and teachers, WBP resources and the ease of sharing them with children.

Development and use of TLM:

The teacher mostly used readymade materials for the delivery of information in the classroom. But after attending one training she developed a new insights regarding the development of TLMs. The P.A helped the teacher prepare “Swarchinha lift” and “Swarchinha belt” (a left and a belt for strengthening the vowel signs) and also demonstrated its use. The teacher also developed some more materials by observing the videos on the WBP. Following is the list of the materials developed by the teacher:

- Letter and vowel sign cards to make words
- Vowel sign (Swarchinha) Lift and Belt
- Bingo Game
- Noun, adjective, verb and adverb cards
- Sentence strips to help Paragraph Writing
- Word Cards to make sentences
- Three words Story cards
- Mulaakshar Takta (Letter chart)
- Letter and Connecting Word Dice
- Anuswaar word cards



Ashwinitai using a vowel sign lift

Use of WBP:

Ashwinitai is quite techno savvy and started using WBP quite regularly. She watched the films and videos about Emergent Literacy and Pragat Vachan Paddhati. She started using E-books and pictures for encouraging open discussion in the class. These activities helped the students to speak out their thoughts freely and respond actively in the classroom.



Ashvinitai projecting a picture for picture talk

Planning Multigrade classrooms:

Like all other teachers, Ashvinitai was teaching two grades--1st and 3rd. She was finding it difficult to manage the two classes together. The P.A. discussed with her about the different ways of classroom management which can reduce the load of the teacher. The classroom sitting arrangement was also discussed and it was shown that small group arrangement and using outside spaces would help classroom management. Initially, the girls and the boys were sitting separately in Ashvinitai's class. The P.A. convinced her about the needs and advantages of making boys and girls sit together. The teacher started making these changes to advantage.

Including Library activities:

Ashvinitai was not aware of the work of the library volunteer. The library volunteer planned and demonstrated various library activities to the teacher. The teacher browsed through the books in the library. The P.A. had a discussion with her regarding the role of books in developing good reading and writing skills among children. The teacher observed the library activities like picture-talk, letter and vowel introduction, word and sentence construction, creative writing and fluent reading by the children. She realized the contribution of books in developing the language skills. She started using books in the class regularly.

Learning corners in the classroom:

A classroom is comprised of the children with different learning paces and are at different learning levels. A classroom set up with learning centres offers children the opportunity to learn at their own pace. Following several discussions with the P.A., Ashvinitai started setting up learning centers of maths, language games, reading, art and craft. She liberally used the material provided by the project. The children actively participated in setting the centres up. The children

were assigned different responsibilities regarding the centres. According to the teacher “the students help one another to perform different tasks.” The students engaged in various activities in the centres when they had finished the task given by the teacher leading to better management of the multi-grade classroom.

Classroom Display:

Ashvinitai showed a positive attitude towards the classroom display after discussion. The children's work was displayed on the wall. The teacher prepared a calendar and children practiced day, date, month etc. on it regularly. The name tags of the children were laminated and kept at the school.

Use of “Mule shikti kartana”:

The P.A. gave “Mule shikti kartana” to the teacher. The teacher read the book and discussed it with the P.A. on her visits to the school or on phone. Also, the teacher used the book for reference to tackle the problems she faced in the classroom. The teacher started using the practices enlisted in the book to teach the students. She realized that it was easier to teach the students using Pragat Vachan Method. She shared these new methods on the WhatsApp group amongst her colleagues. Sharing of news and Mind-Mapping as a teaching strategy were the two activities she liked the most. The teacher developed an amicable bond with the students. She talked with the kids in spare time. The teacher divided the kids based on the learning levels and made them sit in mixed groups. With the new methods she used, all the 1st graders soon started to read. Some students from grade-3 were having trouble with whom she used the same strategies and got them reading soon. Ms Ashwini Magar got transferred in June 2019 to a non-project school. The teacher still talks to the P.A. about the pedagogies she is implementing in the new school. NELPSPB works with the objective of developing teachers' capacity because the students change every year but the teacher remains the same. Teacher sustaining the practices and using it in different places accomplishes the objective of the project of transforming in the teachers and pedagogies. The motivation gained within the project increases the willingness of the teacher to work with enthusiasm and passion with the students and use new methods.

8. Photographs

Capacity building of team:



Report writing workshop by Sanjeevani Kulkarni and Neelima Sahasrabuddhe



*Exposure visit for project team, OELP, Ajmer, Rajasthan
Mr. Sankpal, BEO interacting with support teacher*



Quarterly review meeting with Project team by Dr. Manjiri Nimbkar

Capacity building of teachers:



Teacher Education Workshop: Demonstration of activity kit



Project associate discussing with teacher about use of TLM



Home visit



Demonstrating the WBP



Exposure visit for teachers at Nai Talim, Wardha

Material production:



Readers developed during the project



Library photo essays developed during the project

Motivational training for Govt. officials :



Kishore Darak conducting the training for the government officials

Setting up libraries :



Library educators workshop



Village library setup at school



Participation of parents in village library during the thumb print activity



Village library: Self check in check out by children



Library educators workshop by Prabhat ji

Others:



Prasanna Hulikavi presenting the puppet show in Balanand Melawa



State level early literacy consultation in Pune 2017

9. Future Planning

a. Intervention in 150 Anganwadis in Satara District:

Based on the decades of experience gained by PSS of working with government schools in the field of Early Childhood education we understand that an informal experience of foundational literacy to the children between 3-6 years of age can ensure better reading and writing skills in the primary school. Also, following the training program conducted for anganwadi supervisors in 2013-14, there is a demand from the anganwadi supervisors and primary school teachers to begin a program in the anganwadis. The AWWs with whom we have been in contact through the community libraries of NELPSPB, also ask for a programme for their AWCs. With all these stake holders asking for guidance, and with our conviction that the natural downward extension of NELPSPB should be an equally robust programme for anganwadis, we propose to work with 150 Anganwadis from different blocks of Satara District, Maan, Jaoali and Patan. Maan is drought-prone while Jaoali and Patan are hilly and extremely remote.

PSS's experience in Early Childhood Education:

Apart from the 35 years of experience of running its own pre-primary centres mainly for lower-income group children, PSS has been offering support to many organizations in and out of Maharashtra. PSS has been able to align its curriculum with that of other states like Chhattisgarh, Gujrat and Rajasthan as they are all based on the same principles of child development.

PSS conducted a baseline survey of 84 anganwadis from 26 districts in Maharashtra with UNICEF and CECED, Dr B. R. Ambedkar University, Delhi in 2019

PSS was also implementing a community-based program in Phaltan called Taking Education to homes to cater to the need of children in the age group of 0-3 years along with their caregivers. The program included visiting the homes and neighborhoods of the children to carry out activities of early stimulation and supporting their caregivers by informing them about child development and demonstrating good practices for the physical, cognitive, social and emotional upbringing of the child.

The ECE resources developed by PSS includes seven booklets of teacher-training curriculum, sixteen training films shot in balwadi classrooms and forty-five ECE educational posters. PSS has also designed a course for early childhood educators from rural areas.

b. Developing material for and training teachers for carrying out library activities to improve literacy skills in Ashram Schools in Maharashtra-

It has been proven time and again that libraries play a very important role in the development of literacy skills in lower primary classes. Our own experience with NEL project has highlighted the fact.

The PSS would like to develop a simple, hands-on course with conceptual clarity for training teachers in Ashram Schools in getting children to be interested in books and reading and expressing their thoughts, ideas and feelings. Our work with ashram schools has shown that books support the children's emotional well-being, a crucial aspect in ashram schools.

The teachers can be made aware of this and can get children interested in books. In ashram schools, as children also stay in the school, they have time on hand as compared to children staying at home. This time can be gainfully employed to read books. There are 150 ashram schools in Maharashtra. All these can be reached out over 3 years with one year of preparation and material development along with getting books.

The project would include the following things-

1. Training of teachers in charge of the library
2. motivational training of head masters
3. development of reading material
4. holding 'kitab melas'
5. working on multi-linguality

Thus it would be a total of 4 years' project.

Annexure 1

Audio-Visuals used in the Trainings

Sr. No.	PSS AV's - Balwadi films (Marathi)	Youtube links
१	बलशाळेची वर्गरचना	https://www.youtube.com/watch?v=bMZA4d4_7tI
२	बलशाळेची सुरुवात	https://www.youtube.com/watch?v=q7SvvvsRoNc
३	चित्रकथा वाचन	https://www.youtube.com/watch?v=uL-BDoMOPY0
४	लेखन समृद्ध परिसर	https://www.youtube.com/watch?v=X90vIkM7rUk
५	मुक्त खेळ - बाहुलीघर	https://www.youtube.com/watch?v=_63FevPDyos
६	मुक्त खेळ - भाषिक खेळ	https://www.youtube.com/watch?v=1q7STUvti9U
७	मुक्त खेळ - ठोकळे	https://www.youtube.com/watch?v=cboAPqi2iT4
८	मुक्त खेळ - वाचन लेखन कोपरा	https://www.youtube.com/watch?v=Bd4I0mBlTtE
९	मुलांचे लेखन	https://www.youtube.com/watch?v=wwVpJtgFVQE
१०	सहभागी पुस्तक वाचन	https://www.youtube.com/watch?v=DeQbJLMbr4c
११	सुचना देण्याचे महत्त्व	https://www.youtube.com/watch?v=u7XvPJ4dtg

Sr. No.	NELPSPB AV's (Marathi)	Youtube links
१	प्रकट वाचन भाग - १	https://www.youtube.com/watch?v=pZO7wl7mKXk
२	प्रकट वाचन भाग - २	https://www.youtube.com/watch?v=djKroMRx1cA
३	सहभागी वाचन भाग - १	https://www.youtube.com/watch?v=10MolLHge1U
४	सहभागी वाचन भाग - २	https://www.youtube.com/watch?v=4x4sbITgi9s
५	सहभागी वाचन भाग - ३	https://www.youtube.com/watch?v=kv6vwnWNaDk
६	स्वतंत्र लेखनाकडे वाटचाल भाग - १	https://www.youtube.com/watch?v=7HW0rXZI8o4
७	स्वतंत्र लेखनाकडे वाटचाल भाग - २	https://www.youtube.com/watch?v=hAqkKJszZWg
८	स्वतंत्र वाचन	https://www.youtube.com/watch?v=cuY8HM9St00
९	मुलांच्या वाचनाचे निरीक्षण	https://www.youtube.com/watch?v=8_ILrmRbgVw
१०	लेखनाचे प्रात्यक्षिक	https://www.youtube.com/watch?v=fBe0vvOMMe8
११	सहभागी लेखन	https://www.youtube.com/watch?v=c9aD6R9yrNU
१२	वर्गरचना	https://www.youtube.com/watch?v=WqtpP_weTfo

Sr. No.	PSS AV's - Prakat wachan (Marathi)	Youtube links
१	प्रकट वाचन - सुनुसुनू गोगलगाय	https://www.youtube.com/watch?v=i55Y4uzUhJI
२	प्रकट वाचन - एक भिल्ल कथा	https://www.youtube.com/watch?v=OiXuu_JeUfI
३	प्रकट वाचन - सरीवर सरी	https://www.youtube.com/watch?v=vGsrV32e41Y
४	प्रकट वाचन - लाल छत्री	https://www.youtube.com/watch?v=bqFO1nnmy00
५	प्रकट वाचन - बुलबुलीचे बांबू	https://www.youtube.com/watch?v=vl0ZXwUDQbI
६	प्रकट वाचन - माझे हात	https://www.youtube.com/watch?v=G-JScSnjqDE

Sr. No.	PSS AV's - Pragat Wachan Padhati (Marathi)	Youtube links
१	प्रगत वाचन पद्धती भाग - १	https://www.youtube.com/watch?v=ElFrpZvI-Ww
२	प्रगत वाचन पद्धती भाग - २	https://www.youtube.com/watch?v=Ytj0GWxv-fk

Sr. No.	PSS AV's - Prakat wachan (Marathi)	Youtube links
१	चित्रावरून लेखन	https://www.youtube.com/watch?v=i55Y4uzUhJI
२	बडी रिडिंग	https://www.youtube.com/watch?v=OiXuu_JeUfI
३	पुस्तक कोडे	https://www.youtube.com/watch?v=vGsrV32e41Y
४	मुखपृष्ठ तयार करणे	https://www.youtube.com/watch?v=bqFO1nnmy00
५	अभिनयावरून गोष्टीच नाव ओळखणे	https://www.youtube.com/watch?v=vl0ZXwUDQbI
६	मी आहे जुळणारी	https://www.youtube.com/watch?v=G-JScSnjqDE
७	ओळख माझे पुस्तक	https://www.youtube.com/watch?v=Iz2S4iv2dVY

Sr. No.	NELPSPB documentary AV (Marathi)	Youtube links
१	NEL film (Short)	https://www.youtube.com/watch?v=gB_fEmDJFK8
२	NEL film (Full)	https://www.youtube.com/watch?v=dNdJTTeSEqA

Sr. No.	NELPSPB AV's - Balgeet (Hindi)	Youtube links
१	बालगीत - आरे बादल, कारे बादल	https://www.youtube.com/watch?v=WCCfuvq4Epc
२	बालगीत - पैसा पास होता तो	https://www.youtube.com/watch?v=K9PBnCSdYio
३	बालगीत - टके थे दस	https://www.youtube.com/watch?v=CCO-mJGneIY

Sr. No.	NELPSPB AV's - Balgeet (Marathi)	Youtube links
१	बालगीत - अबबबब केवढा फणस आई	https://www.youtube.com/watch?v=N_IB-JQg_XU
२	बालगीत - चट चट चटणी लसणीची	https://www.youtube.com/watch?v=s2d7zS0j1xw
३	बालगीत - एक दिवस अचानक पोटामध्ये	https://www.youtube.com/watch?v=fIZh15NlleA
४	बालगीत - एक फुगा	https://www.youtube.com/watch?v=s8220ZysMEY
५	बालगीत - गुलगुल्या रे गुलगुल्या	https://www.youtube.com/watch?v=JN4eSKuwkNg
६	बालगीत - इवली इवली चांदणी	https://www.youtube.com/watch?v=-lyfky2eHGI
७	बालगीत - नाचतो डोंबारी गं	https://www.youtube.com/watch?v=9ocuTo20wbg

Sr. No.	NELPSPB AV's - Chala, Goshtichi pustake banvuya (Marathi)	Youtube links
१	चला, गोष्टीची पुस्तके बनवूया भाग - १	https://www.youtube.com/embed/WJWNI9Pliyg
२	चला, गोष्टीची पुस्तके बनवूया भाग - २	https://www.youtube.com/watch?v=BHf0UOJgkFk
३	चला, गोष्टीची पुस्तके बनवूया भाग - ३	https://www.youtube.com/watch?v=YpmX1Fmxgco
४	चला, गोष्टीची पुस्तके बनवूया भाग - ४	https://www.youtube.com/watch?v=Dx94aD1DI_M
५	चला, गोष्टीची पुस्तके बनवूया भाग - ५	https://www.youtube.com/watch?v=e4PxDjx5R08

Sr. No.	NELPSPB AV's - WBP Contain (Marathi)	Youtube links
१	चित्रवाचन	https://www.youtube.com/watch?v=6k8fYvTg_5o
२	ग्रंथालयासाठी गोष्टीच्या पुस्तकाची निवड	https://www.youtube.com/watch?v=YnL9nJYZWbk
३	मागे पडणाऱ्या मुलांची स्तर निश्चिती	https://www.youtube.com/watch?v=mTfFEloomjE
४	मुलांचे लेखन तपासणे	https://www.youtube.com/watch?v=Epf68VojxeA&t
५	मुलांच्या भाषेचा स्विकार	https://www.youtube.com/watch?v=eXdyot33sf8
६	मुलांना शिक्षा नको	https://www.youtube.com/watch?v=0B4MRQHg6YY
७	वर्गभिर्तीवरील मांडणी	https://www.youtube.com/watch?v=8Ije45BShzo

Annexure 2

Information about organization visited

Eklavya, Bhopal, Madhya Pradesh:

Eklavya Organization has been working in education field since 1982 and high enough experience with teachers and students through Friends Rural Centre, Rasuliya- 1869 and Kishore Bharti 1972 and each centre had its separate major programs as under

- 1] Friends Rusaliya Rural Centre – Education Health and Agriculture
- 2] Kishore Bharti – 1972
- 3] Eklavya- 1982

- Friends Rusaliya Centre was first programme of organization where they started work on Health Education and Agriculture and again each sector worked through separate department in their respective areas. In under education sector, Kishore Bharti and Eklavya started working, Rupantar took initiative under the programme of Health and Gram Seva Samiti and Vikalp were working in Agriculture sector.

- **Hoshangabad Science Teaching Programme:** HSTP programme mainly includes the journey of Organization from 1972 to 1982 from Kishore Bharti to Ekalavya. This programme conducted with 1000 schools and there were another sub activities as follows

Textbook- The objective of textbook development was to connect and emphasize an importance of science in day today life of people and for the same purpose the textbooks were prepared.

Sawaliram- This was one of best popular programme where students used to write important academic questions and submit to Education Officer and he used to answer those questions and clarify their doubts and some critical doubts and clarification were been given by Education Department.

Teacher Training- The training had organized with main objective of increasing teacher student interaction and work with them. Major components of that teacher training were making teacher learning material, identifying new, creative activity, making new module on science and social science, Maths, language development.

Examination- To reduce exam stress and depression, the textbooks were allowed and even discussion was allowed to students.

Hovi Bulletin [1980]- It was dedicated to address and awareness about Science and social science

- **Social Science Education Programme[From 1981]:**

This programme included major two textbook preparation 1] Primary Education Programme 2] Language, Maths and Environment Education for 1st to 5th grade and to increase interest in Science was important objective of this programme.

- **Social Learning Education Programme:**

To identify new learning methods, analyze historic incidents, event, to develop critical and comparative thinking , compile and study statistical data and to understand history from new perspective.

- **Teacher Education Programme:**

This programme started in 1981. This programme basically started for Language and Maths and objective behind this was to motivate student to research, give emphasis on self experiments, to ensure and enhance students-teacher interactions etc . In beginning it was conducted with 25 schools and expanded to 130 schools. Apart from it , this programme was done in other states as well . The brief blue print of this programme was under

- **Earlier support to states:**

- Social Science in Gujarat, Assam, Rajasthan, Chhattisgarh, Kerala and Bihar
 - EVS for Ladakh class 4 & 5;
 - Participation in development of NCF perspective papers on Science, Social Science & Systemic reform.
 - Development of Social Science & Science textbooks - NCERT.

- **Teacher Education**

- Collaboration in the development of MA in Elementary Education at TISS
 - Collaboration in developing the Ded course in Chhattisgarh
 - Collaboration with NCTE in developing the teacher Ded curriculum framework, and exemplary syllabus.

In-service courses in Chhattisgarh and Madhya Pradesh

MUSKAAN, Bhopal:

Muskaan organization is working in this field since long. They are working mainly working with urban poor rather weaker section of society.

The major programme of organization are

- 1] Balwadi Classes in Slum
- 2] Library programme with Government Primary School
- 3] Boys Hostel for weaker section
- 4] Government Recognised School

The major observations and outcomes of this visit are as under:

- This visit helped teachers to understand Child Education, Effective interaction methods for free environment in class.
- Totochaan drama was based upon one of the most important books ever written and experimenting with it into a theatrical performance had different challenges and fun too which made teacher clear about the role of teacher, understood theme rather concept of constructivism and innovative student centered teaching methods.
- Teacher got to know students age appropriate teaching input and methods as mentioned in RTE
- It was observed that all teachers involved and participated enthusiastically in each activity and this helped them to change their approach towards marginalised community and weaker section of the society.
- Teacher thoroughly learned an effective contribution of books like textbooks, magazines in student's academic development .It is because Eklavya's Books and publication material have been added students writings, drawings which enable students interest and highly teach to relate it to their day today life and experiences, it gives enough space and scope to do experiments with regards to their curriculum and daily experiences. Beside this, these books also encourage and give direction to holistic development. Khushi Khushi textbook series, Chakmak magazine, Social Science learning in School textbook, Strot and Sandarbh are the major books that have an impact in students academic improvement.
- Community Ownership and contribution in Eklavya's Project in slum area was highly seen during this visit. Most significant concern was found that they are working for continuity and sustainability of the Center even after funding is stopped. This support is provided by giving commitment through cash and kind nature, providing resources for these children. Apart from it, they ensure rather has taken responsibility of appointing people like Cluster Director and other staff for this center, their honorarium and ensure all activities are happening smoothly through timely interaction, intervention and support. Therefore our teacher understood an importance of role of community and their support in any project or programme and how we can approach them to get support for our causes.

Timbaktu, Andhra Pradesh:

The Timbaktu Collective is a registered Not-for-Profit Organisation initiated in 1990, working for sustainable development in the drought prone Anantapur district of Andhra Pradesh (A.P.) INDIA.

The Collective works in over 178 villages of Chennekothapalli, Roddam and Ramagiri mandals of Anantapur district, reaching and serving about 22,000 marginalised families.

The Collective works with some of most affected by chronic drought, unproductive land, unemployment and poor infrastructural facilities in the region, among them the landless, small and marginal farmers with special emphasis on women, children, youth and dalits.

The Collective works with some of most affected by chronic drought, unproductive land, unemployment and poor infrastructural facilities in the region, among them the landless, small and marginal farmers with special emphasis on women, children, youth and dalits.

The major themes The Collective works with are:

Chiguru:

Chiguru encompasses all initiatives related to alternative education and rights of children & youth.

- Prakruti Badi, an alternative school for children from difficult circumstances;
- Mogga, a project to promote the rights of children for safe and joyful childhood.
- Back to Basics, a project to help slow learners perform better in academics.
- Bhavani, a handloom weaving centre for young girls. A resource centre for children.

Dharani:

Dharani encompasses all the work done on organic farming with small holder farming families. It anchors:

- Village level associations (Sanghas) of small holder organic farming families;
- All training programmes in organic and low carbon farming;
- All PGS organic certification processes;
- Avani (mandal level) farming and marketing cooperative;
- Bhoomata (mandal level) farming and marketing cooperative;
- Vasuda (mandal level) farming and marketing cooperative;
- Dharani (Apex body) cooperative of cooperatives;
- Paryavarana Parasa (Annual celebration of the International Environment day – June 5th & 6th).

Gramasiri:

Gramasiri encompasses all the work done with the agricultural labourers & rural enterprise development. It anchors:

- Village level associations (Sanghas) of agricultural labour families;
- All training programmes in rural enterprise development;
- Gramasiri agricultural labour cooperative dealing in free range sheep and goat rearing and sale of meat;
- Annual May day celebrations.

Kalpavalli:

Kalpavalli encompasses all the work done on natural resource management. It anchors:

- Village level associations (Sanghas) of tree growers;
- All training programmes in protection and regeneration of wastelands;
- Development and management of around 8,000 acres of Watersheds;
- Ecological restoration of 7,500 acres of contiguous common (wasted) lands into a wilderness and wild life corridor;
- Revival of traditional water harvesting structures and water bodies;
- Kalpavalli tree growers cooperative;
- Research studies on ecology, water, etc;
- Work with youth on issues of local governance.

Militha:

Militha encompasses all work regarding empowerment & inclusion of people with disabilities. It anchors:

- Village level associations (Sanghas) of families that have members with disabilities;
- All training programmes related to disability and rural enterprise development;
- 3 mandal level organisations of people with disabilities.
- 'Prathibha', a federation and cooperative of people with disabilities.
- Balamilitha, rehabilitation work with children with disabilities.

Swasakthi:

Empowerment of women & alternative banking; It encompasses all the work with women:

Promotion of four mandal level autonomous thrift cooperatives of rural women, Adisakthi, Ananthasakthi, Mahilasakthi and Durgasakthi that run as alternative banking institutions.

Promotion of Mahasakthi, a federation and apex body of thrift cooperatives. Legal aid and counseling centres to protect the human rights of women.

Nai Talim:

Nai Talim promotes the use of the real world as classroom and appreciates learning through life. The real world to the child is the closest environment in which children grow. It is the world of adults, their relationships and occupations. It harnesses the learning inputs spread over the entire surrounding environment and the society.

For Nai Talim, relationship with nature is not with a sense of conquest but with a sense of harmony and humility.

Its vision is a just world order directed towards the cooperative self-reliant neighborhood societies/self-reliant in most basic needs.

It integrates physical work and the intellectual work for a new social order and also for the efficient learning as “learning by doing” is the best method of learning ever known. (Most modern neuroscience research supports this contention.)

Historical Background:

Mahatma Gandhi said that 'Nai Talim' was his last and the best gift to the nation. In 1937, he presented the concept of Nai Talim for a new social order much before independence viz. in 1937 that was in tune with the culture and needs of our nation. This experiment was successfully conducted in Sewagram and other parts of the country for many years. The Nai Talim school at Sewagram together with Teacher's Training Institute and various levels of learning activities from pre-primary (Purva-Buniyadi) to Rural University (Uttam Buniyadi) was a unique and path-breaking experiment which continued for decades. After independence, due to Government apathy and other reasons this novel experiment was closed down in Sewagram in 1974. On the occasion of Ashadevi Aryanayakam Birth Centenary in 2004 an All India Conference on Education was organized in Sewagram. All the participants expressed their strong disapproval to the current system of education and expressed the need for 'Nai Talim' as an alternative vision to it.

This was followed by consultations with the like minded educational institutions and individuals who shared the same concern and were equally serious about initiating an alternative educational programme. Nai Talim Samiti initiated and took up the responsibility and this resulted in the reopening of Anand Niketan since July 2005.

Anand Niketan School:

School Philosophy:

School aims towards holistic development of a child i.e. the development of head, heart and hand. It equally aims for the development of a responsible citizenship. The development of intellect with compassion, humility and respect for all life forms, non violence and respect for mother earth is considered important. It believes in a transformative role of education towards a non exploitative and sustainable world. Since education is meant to get ready for life, so the learning process ought to be integrated with life.

About Anand Niketan:

Anand Niketan School inherits the same Nai Talim campus and the buildings where the historic experiment was conducted. Peaceful, pleasant, full of greenery and pollution-free atmosphere provides an ideal place for children's education. Currently, there are three levels of pre-primary and grades 1 to 9 with a total of 225 children. Every year there has been an addition of one more grade as a natural growth. As a first stage of our work, it was decided to take the school to seventh grade. After review, it was decided to upgrade the school up to tenth grade.

School Features:

- Learning takes place at the individual level, thus the freedom of the child to work with his/her own pace is honoured. There is no competition, no ranking. A joyful atmosphere is created.
- Medium of instruction and learning is the vicinity language i.e. Marathi.
- English is learnt as a language from class I. Hindi comes to children informally from the very beginning i.e. preschool, but formal introduction and writing work starts only from 5th grade.
- Taking responsibility for one's own learning to become intellectually, physically and emotionally self-reliant is encouraged.
- Emphasis is given on learning through day-to-day life skills and crafts. Many activities of this type come under the free life skill activity at the, pre-school level. At primary level proper cleaning of class-rooms, ground, urinals, toilets, etc., is regularly done by teachers and children together. Cooperative weekly cooking class by class also takes place. Children enjoy various activities involved in the production and preparation of food. Gardening, spinning, hand stitching and embroidery, machine stitching, hand-paper making, bicycle repairing etc. are the other crafts that are practiced regularly at primary level. Weaving, carpentry, etc. are some other crafts to be incorporated at higher primary level. Crafts help in imparting dexterity and aesthetic sense. It helps to develop self-esteem arising from a sense of worth and confidence in one's competence.
- Carefully graded scientific educational material and real life situation for the learning of mathematics and sciences is made available to children. Use of integrated pedagogy is the special feature of the school.
- A well set computer lab also expases students to the basics of computers and their creative use.
- Creative expression through various art forms is given importance. Drawing and painting, paper folding, clay work, traditional art forms like 'Alpana', music, and dance are incorporated in the programme on a regular basis.
- Games are loved by children. It has an important role in the personality development of children. A wise combination of indoor and outdoor games, group games and traditional form of group and individual performance i.e. Malla-khamb forms the regular feature of the school for girls and boys both. There is a special time slot of 1/2 to 1 hour daily reserved for the physical activity.

- The vegetative and animal life that exists around the child becomes a part of the nature study.
- Special effort is taken to see that there is a free dialogue with the children on topics evolving out of individual and collective felt need, emotional and socio-cultural contacts.
- Self evaluation is encouraged and appreciated. Children are encouraged to think.
- An atmosphere of cooperation is built during most of the indoor and outdoor activities.
- An effort is done to relate learning to socio-cultural reality that exists around children so as to build up their analytical ability and to lay the foundation of responsible citizenship. Essential exposures are planned for the same.

Annexure 3

Table showing the percentage of children getting score to in baseline and endline of first cycle 2015-2016

(EL-BL)/BL *100)

Language component	Baseline (%)	Endline (%)
1. Observation & Oral expression	56	87.55
2. Listening Comprehension		
I) Remembering key words(easy)	46.4	73.39
II) Collating(easy)	50	76.39
III) Reasoning & expressing thoughts	39.2	85.84
3) Sentence reading		
I) Letters	74	97.42
II) Vowel signs	28.4	93.13
III) Compound Letters	20.4	92.7
4) Reading Comprehension		
I) Pick an answer	51.2	167.52
II) Comparison	30.8	84.12
III) Reasoning and logical thinking	10	32.19
5) writing to Dictation		
I) Letters	42	92.7
II) Vowel signs	26	87.98
III) Compound letters	8.8	79.4
6) Independent Writing	18.4	85.84
Fluency	-	80.68
Understanding	-	69.1

Table showing the percentage of children getting score to in baseline and endline of second cycle 2016-2017

(EL-BL)/BL *100)

Language component	Baseline (%)	Endline (%)
1. Observation & Oral expression	65.6	95.07
2. Listening Comprehension		
I) Remembering key words(easy)	25.2	89.29
II) Collating(easy)	35	90.58
III) Reasoning & expressing thoughts	21.4	93.36
3) Sentence reading		
I) Letters	40.4.	98.93
II) Vowel signs	5.4	96.15
III) Compound Letters	3.8	94.43
4) Reading Comprehension		
I) Pick an answer	0.8	75.02
II) Comparison	4.2	93.58
III) Reasoning and logical thinking	0.6	55.25
5) writing to Dictation		
I) Letters	10.4	93.36
II) Vowel signs	4.2	90.36
III) Compound letters	1	81.37
6) Independent Writing	3.2	88.44
Fluency	-	88.22
Understanding	-	87.15

Table showing the percentage of children getting score to in baseline and endline of third cycle 2017-2018

(EL-BL)/BL *100)

Language component	Baseline (%)	Endline (%)
1. Observation & Oral expression	40	98
2. Listening Comprehension		
I) Remembering key words(easy)	22	97
II) Collating(easy)	25	97
III) Reasoning & expressing thoughts	25	97
3) Sentence reading		
I) Letters	4	100
II) Vowel signs	0.6	95
III) Compound Letters	0.2	94
4) Reading Comprehension		
I) Pick an answer	0.2	81
II) Comparison	0.4	96
III) Reasoning and logical thinking	0.2	63
5) writing to Dictation		
I) Letters	0.6	94
II) Vowel signs	0.2	91
III) Compound letters	0	82
6) Independent Writing	0.2	93
Fluency	-	67
Understanding	-	93

Table showing the percentage of children getting score to in baseline and endline of fourth cycle 2018-2019

(EL-BL)/BL *100)

Language component	Baseline (%)	Endline (%)
1. Observation & Oral expression	70	82
2. Listening Comprehension		
I) Remembering key words(easy)	18	71
II) Collating(easy)	27	73
III) Reasoning & expressing thoughts	27	77
3) Sentence reading		
I) Letters	14	96
II) Vowel signs	6	83
III) Compound Letters	4	74
4) Reading Comprehension		
I) Pick an answer	1	43
II) Comparison	3.6	69
III) Reasoning and logical thinking	0.4	32
5) writing to Dictation		
I) Letters	4	77
II) Vowel signs	2	70
III) Compound letters	0	43
6) Independent Writing	0.8	70
Fluency	-	11
Understanding	-	56

This endline was scheduled in March 2020 which is unable to conduct because of COVID 19.



Pragat Shikshan Sanstha

Ring road, Laxminagar,
Phaltan, Dist- Satara 415523
Website: www.pssphaltan.org
Email: pragatshikshansanstha@gmail.com