



Epicentre for Effective Elementary Education 2010-11

AN INNOVATIVE EFFORT BY

KATHA

SUPPORTED BY –
MINISTRY OF HUMAN RESOURCE & DEVELOPMENT



The budding Reader-Leaders.

We take this opportunity to express our sincere gratitude towards Ministry of Human Resource & Development, in joining our efforts and enabling us to provide meaningful and fun-filled education to disadvantaged children.

It gives us immense pleasure in submitting the Annual Report and financial utilization for the period April'10 – March'11 for the project Epicentre for Effective Elementary Education. The report incorporates the specific activities undertaken to upgrade and enhance the reading skills in children, and tools and researches carried out by the teachers and the research team in the reading centres and the communities they belong to, in order to address the poverties that the children living in underserved communities are facing.

The last one year has been exciting and rewarding for us and we have been able to achieve another milestone. Katha has influenced the lives of 15,942 (13,942 in Reading Centres and 2000 in Katha English Academy) children.

1760 children were identified as dropouts and not school going. These children are mainstreamed through the intervention of the effectiveness of the reading centres and the academies. 253 teachers were trained from other non-profits and our own reading centres. The team at Katha has been dedicated and committed in bringing quality output and we hope that the attached report will make everyone proud of our work and the joint efforts of Katha and Government of India.

Geeta Dharmarajan
Founder and Executive Director, Katha



Urban poverty and the challenges it poses.

Background

“At the present juncture, not only India, but worldwide attention is focused on the question:

Can we achieve the goal of Education for All, at least by the turn of this century?


“It is evident that the routine path adopted by us during almost the last five and a half decades, cannot take us anywhere closer to this goal in the near future. The task involved is of alarming proportions and demands radical solutions implemented with commitment, consistency and with trust in human capacity.

“It is not only a question of opening more and more schools. It is a multifaceted endeavour wherein quantitative expansion has to take place in such a manner that quality and quantity move together in symbiosis. Unless some drastic interventions are made, it may take several more decades before achieving some satisfaction.” R.Govinda, NIEPA, New Delhi

Analysis of the Problem

URBAN INDIA has a high incidence of urban poverty. NSSO survey estimates 81 million below the poverty line. The World Development Report 2009: Reshaping Economic Geography clearly states:

- While globalization has benefited many, billions have got left out, including slum dwellers. Yet the rush to cities continues.
- For development to be made inclusive there must be economic integration.
- Cities, migration and trade will be the main catalysts of progress. Economic growth will be unbalanced, and efforts to spread it out prematurely will jeopardize progress.



Youth dividend ...
the performing asset.

Urbanization and Slums in Delhi

With 13.8 million population, Delhi ranks third among the most populous metropolitan Indian cities. 45-50% of Delhi lives in slums or unauthorized colonies which are economically distant from the power centres [strange, for they are the closest to power, and help most to build it!]

- The city's population grew annually by 3.85 percent during the period 1991-2001. It is estimated that by the end of the decade, the population will be 18.4 million and by 2021 nearly 25 million. The Delhi Economic Report says that over 50% of this population, nearly 7 million live in "slum like conditions."
- The Delhi Slum Wing estimates 1100 poorest JJ clusters with about 6 lakh households, minimum population of 3 million.



E4 community BIW camp, Badarpur.

The Objectives of E4

E4 presents an innovative and unique approach to increasing the effectiveness of elementary education, specially reading skills, with a special focus on children living in slum communities of Delhi. The larger objective is to address the role of education in the lives of children living in poverty, and to assess how poverty reduction and equitable access to quality education addresses the needs of the child population in Delhi. It also helps teachers improve the quality of education, and to show grade-level increase in children in three specific areas: Student Performance. Attendance. Retention. It helps:

- i. Every child understand that she has a right to quality education.
- ii. Improve quality of education for 14,000 children living in Delhi slum communities.
- iii. Reduce poverty in the families of children in the programme so they can together work for equitable, sustainable futures.

Target Groups

Delhi's poor migrants have some of the best markets and employment opportunities at hand, but they do not have the knowledge, skills or goods to meet market needs. And their children languish in non-literacy or in schools that cannot spare a glance at their challenges.

- i. Vulnerable, poverty-ridden children, ages 6-14 years, living in 50 slums and street communities in Delhi. Mostly migrants from backward regions of India, their families come to Delhi in search of work. Each of the 50 slums has about 10,000 to 12,500 families, with a total population of around 6,25,000 and family earnings are in the region of Rs 2000 – Rs 3000. We estimate elementary school age children in these slum clusters to be around 100,000.
- ii. Young teachers working in private/NGO schools situated in slums or nearby where the majority of children who attend are from slums or street communities.



E4 community Ekta Vihar, R K Puram.

Children in Katha Innovative Reading Centre gleaming the knowledge through books and reading activities.



The Epicentre for Effective Elementary Education

INNOVATION: E4 is designed as a linked set of innovative and special elements that make it unique and relevant, its contributions leading to sustainable learning in Elementary Schools for students and teachers and communities alike. Each component of the programme listed below deals directly with 10,000 students.

5.1	KATHA INNOVATIVE READING CENTRES	Helps each slum develop innovative reading centres, bringing 10,000 children into grade-specific reading well and for fun. 1. Ensures that children reach grade level reading [ability to read 600 words by grade 3]
5.2	KATHA ENGLISH ACADEMY	An English academy for 2000 students, living in 18 slums. 1. Gets students to grade level reading in two years through a multiplicity of activities. 2. Gets students on to blogs, emails and internet searches. This ties up with their desire and a deepening interest in mastering the intricacies of the English language. 3. Research and documentation. 4. Faculty training and curriculum development.

5.3	RESEARCH	<p>Research and document:</p> <ol style="list-style-type: none"> 1. Elementary education [EE] initiatives for street children and for urban migrant children. 2. It runs a free Library and Resource Centre for 250 teachers working with 10,000 students in grades 1-8.
5.4	FACULTY DEVELOPMENT	<p>For elementary schoolteachers:</p> <ol style="list-style-type: none"> 1. Trains EE teachers in the special Story Pedagogy® methodology developed by Katha. 2. Develops a set of modules that will help students to work individually, in groups or with a mentor. 3. Conducts regular monthly one-day in-service training for teachers so that they provide quality support to children.
5.5	PRODUCTION OF PRINT & E-MATERIALS	<p>For elementary school students:</p> <ol style="list-style-type: none"> 1. Produces 8 books each year that are fun, colourful and attractive, and enhance reading skills in children. <p>IMPACT: Through 200 libraries, 100000 students in grades 1-8 have been reached so far.</p> <ol style="list-style-type: none"> 2. For elementary school teachers: Helps them bring out their own e-journal on creative teaching. The magazine will reach teachers in the Hindi belt.



Inter-league reading championship, Khore Gaon.

INNOVATIVE READING CENTRES



Educational stimuli, near-peer learning.

Objective - The project entails an innovative and unique approach for enhancing the effectiveness of elementary education, especially centering on improving the reading skills of children.

Target beneficiaries - Children living in the slums.

Katha Innovative Reading Centres (KIRC) in 50 Slums

Children Enrolled: 13942

Age Group: 6-14 years

1738 Dropouts Identified and Mainstreamed

Increase in Performance

Listening: 12.35% | Speaking: 20.2% | Reading: 68.66%

Storytelling: 57.46% | Writing: 61.93%

In exceptionally difficult and harsh conditions, Katha is making a tremendous impact on the community.

— Joint Evaluation Team, MHRD



Reading fun with flash cards at Khore Gaon.



One of the most important outcomes of Katha intervention is the sense of dignity and self-respect that it gives to the out of school children, who come to the Reading Centre and the English Academy and learn and work together with school going children.

— Joint Evaluation Team, MHRD




Highlights

- 13942 Individual Portfolio files of all children are maintained and are kept at their respective reading centres having the pre-assessment forms, championship and daily activity sheets.
- 1738 dropouts and children never been to school have been identified, out of which 1061 are mainstreamed to MCD or Sarvodaya Schools and the rest 677 are in the process of being mainstreamed.
- Reading Passbooks – Children’s passbook is where children write the names of the stories they read and the learning they glean.
- Children are also encouraged to be Active and Responsive citizens. In the past year, they led campaigns such as cleanliness drives at Badarpur, RK Puram, Taimoor Nagar; health talks for adolescent girls was organized at Lal Kuan; and street plays on various environmental issues.
- A set of reading-enhancing activities were planned like storytelling sessions, exploration of their creativity through art and culture, blogging and IT training etc.
- An increase in Listening, Speaking skills, Reading skills, Storytelling and Writing skills (12.35%, 20.2%, 68.66%, 57.46% and 61.93% respectively) was seen in the children coming to the Reading Centres.
- Parent-Mentor Meetings were conducted on monthly basis to share the various prospects of the child, keeping in mind the creativity, interest, regular/irregular behaviour of the child. Through success stories we can find out, this concept of sharing and caring can impact and bring out a change not only in the mindset but also the attitude of the giver and the receiver.
- Community: Katha began meetings with the women, including mothers, identifying their role in supporting a child’s education. Key messages were disseminated to the women to ensure each and every child goes to the school.



Children of KIRC, Vikas Puri, presenting a skit.

A photograph showing two children, a girl in a blue school uniform and a boy in a green plaid shirt, sitting on the floor and working together on a large activity sheet. They are both holding red pencils and appear to be coloring or writing on the sheet. The activity sheet has a large, dark, irregular shape on it. Other children are partially visible in the background, also engaged in similar activities.

Children filling-up the activity sheet.

Reading activities include:

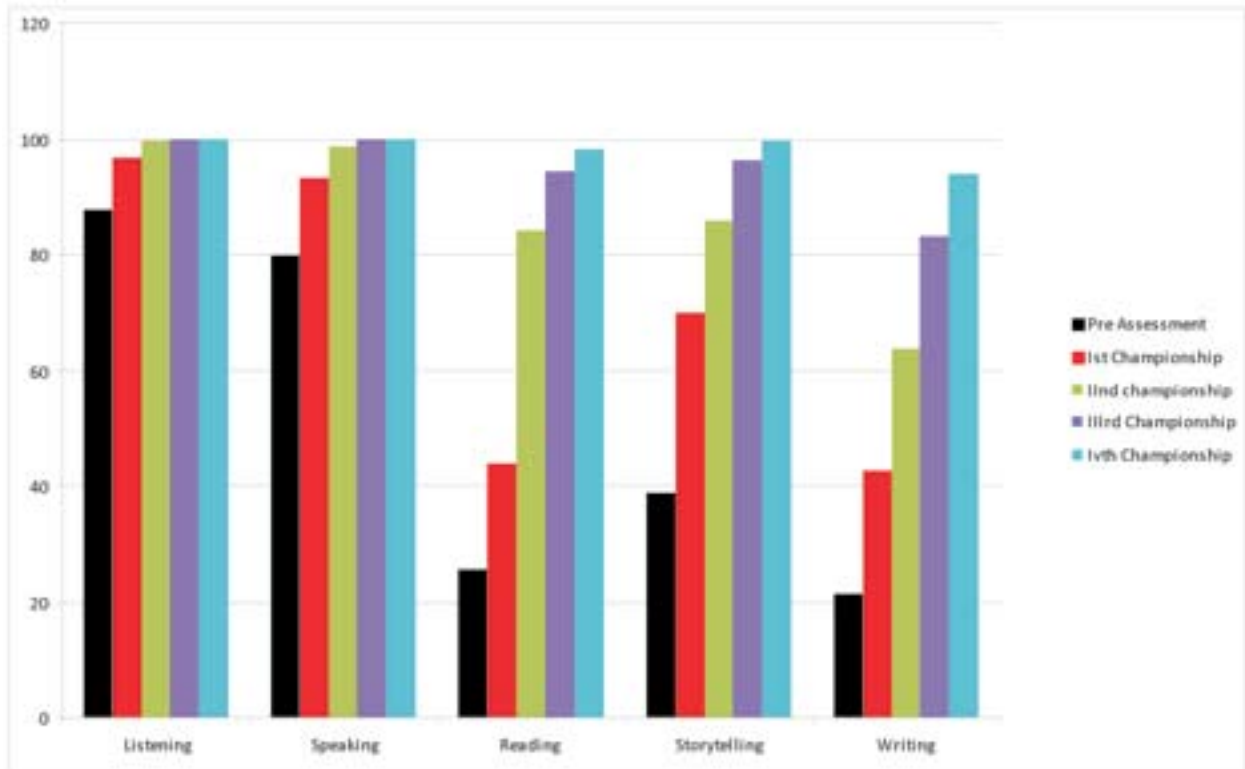
Reading simple words, using flash cards, debates, poem recitations, storytellings, role-plays, presentations, clay modelling, collage making, stick puppet making, pot painting

Monitoring and Assessment

Katha's PAR® tools measure childrens' Performance, Attendance and Retention. The students' reading skills were screened/monitored through continuous assessment through Reading League Championships/ matches that took place to ensure that students learn in fun ways and participate willingly in learning to read.

Assessment - Vast majority of children had reading, writing and storytelling skills that were significantly lower than grade-level performance. Through the pre-assessment and the subsequent championships, it was found that overall more children had listening and speaking skills at or near grade-level. Regular attendance at the Reading Centres did translate into substantial increase in improved skills. The championships show a tremendous improvement in the 5 skills of children. The following graph illustrates this point.

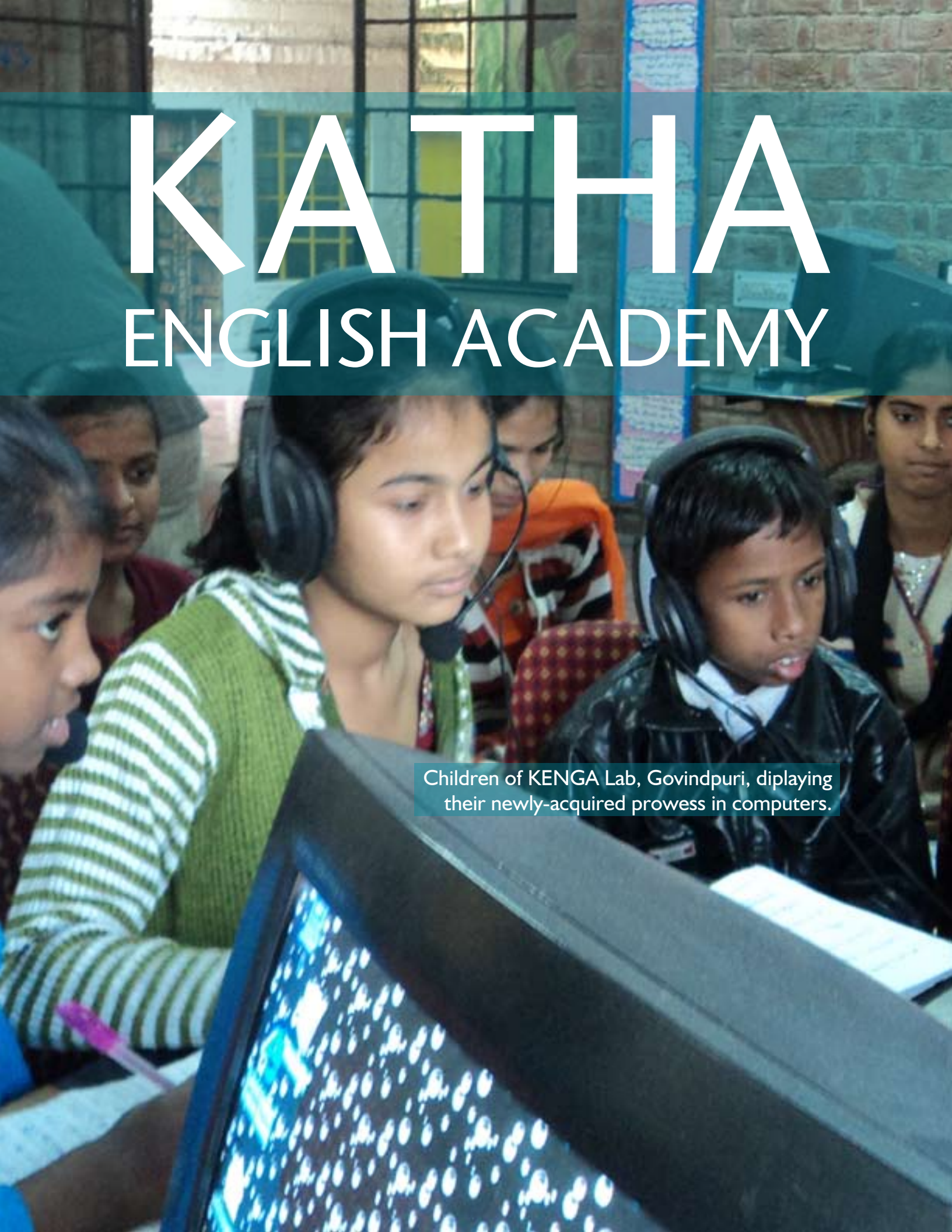
Percentage of grade level skills of language



Safai Abhiyaan organized by the children of KIRC, Gautam Puri, Badarpur.

KATHA

ENGLISH ACADEMY

A group of children are seated at a computer workstation in a classroom. They are wearing large black headphones and looking intently at a computer monitor. The monitor displays a colorful, abstract pattern of white dots on a dark background. The children are dressed in casual clothing, including a green and white striped sweater and a black jacket. The background shows a brick wall and a window with a grid pattern.

Children of KENGA Lab, Govindpuri, displaying their newly-acquired prowess in computers.

A unique effort which brings greater language skills to students i.e. greater reading, writing and comprehension skills for children from non-literate families in elementary education, grades (1-8).

Children Impacted in 22 slums: 2000

Age Group: 6-14 years

Performance: 20% rise in reading and pronunciation skills

Regular Attendance: 90%

Retention Rate: 100%

“ The children at KENGA were very enthused doing their various projects. ”

— Joint Evaluation Team, MHRD


2000 children who we see as the beneficiaries of the Katha English Academy have been able to improve their basic English reading skills which will foster a lifelong learning process in them. As the capital of a country going into determined and positive growth over the next five years, it becomes mandatory to equip them with both Hindi/English reading and writing skills.

The Process

- Identification and setting up of KENGA
- Orientation and Training of English teachers
- Development of Curriculum and Teaching Learning Aid i.e., Worksheets, Modules and other TLM

Reading Carnival at KENGA, Tughlukabad Gaon.





The motivation that Katha provides to out of school children is very unique. This, for us, is something very distinct and out of box outcome from the Katha intervention.

— Joint Evaluation Team, MHRD



Highlights

- Out of 2000 beneficiaries, 22 drop outs were identified and are getting mainstreamed.
- Portfolios were maintained for all the children having their pre-assessment, championship and activity sheets.
- Focus on English language conversation by recording, listening and self -correcting. Children were encouraged to learn pronunciation. Contests for vocabulary and spellings were arranged.
- Various activities were conducted on computer like word game, spelling correction, drawings on nouns etc.
- Other activities, like newspaper reading - practicing how to read the newspaper, understanding the formats of the newspaper, reading the headlines etc., were also organized (all to improve their reading skill).
- Audio-Visual Aids brought out the creativity and built the confidence in children to work and use the audio-visual aids.
- Microphone sets were used by the children to do one to one conversation which built listening and speaking skills.
- Educational visits developed the understanding of the subject and the exposure visits broadened their horizon - students were taken to Cerven Institute, Hanuman Road, for a puppetry show through animation on adventure of Alvin Sputnik. Animation builds interests and creativity in the child to seek career opportunities.
- Parents-Teacher Meetings were conducted on fortnightly basis to share the various prospects of the child.
- Topic-wise description, development of pronunciation, vocabulary, intuitive use of word, grammar, dialogue/discussion.
- Use of Tamasha! and Katha storybooks like The Famous Smile, Kaleh and the Sing Song Castle, Carpenter's Apprentice, Moaning Morris.
- Word games like whispering game, passing the alphabet, flash cards, passing the message etc.
- EQUIPMENT USED - computers, microphones, television. library for children (books from Katha, NBT, CBT, Room to Read.)

Assessment

Pre-assessment of the children and three league championships were conducted for the children coming to the reading centres in order to assess their reading skills. Pre-assessment is a tool to analyse the level of reading capability in each and every child, when s/he comes first time to Katha Innovative Reading Centre.

Assessment tools used by the teachers are worksheets, debate, conversation, interaction, role play, daily newspaper reading both in Hindi and English.

“ The children at the Katha centres are always excited to read and learn more. ”

— Joint Evaluation Team, MHRD



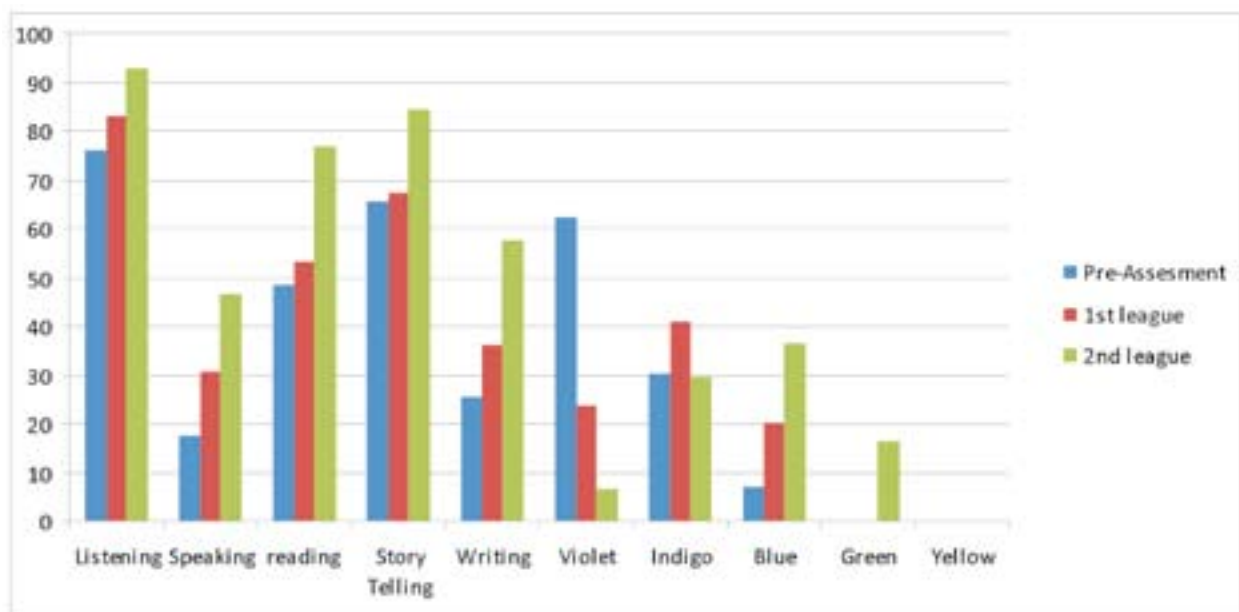
A Reading Mentor discussing the activity sheet with children.

First reading championship - KENGA, Govindpuri.



The Performance Result of the children can be seen in the graph given below:

Consolidated % increase in Skills: KENGA										
	Listening	Speaking	reading	Storytelling	Writing	Violet	Indigo	Blue	Green	Yellow
Pre-Assessment	76.2	17.5	48.3	65.3	25.6	62.2	30.2	6.9	0.0	0.0
1st league	82.8	30.5	53.1	67.2	36.0	23.8	40.8	20.0	0.0	0.0
2nd league	92.8	46.7	76.8	84.2	57.6	6.5	29.6	36.4	16.4	0.0



RESEARCH & TEACHER EDUCATION CENTRE



A glimpse of the in-service teacher training session.

The Research component of E4 is designed to provide documentation of the current status of children in relationship to education, and to work alongside Reading Centres to build Excited Students and Empowered Communities.

Teachers Trained: 253

In-Service Teacher Training sessions held: 73

Development of Teaching Learning Material:

[Board Games](#) | [Puzzles](#) | [Worksheets](#) | [Flash Cards](#) | [Masks and Puppets](#)

Development of relevant syllabus, lesson plans and modules for children

“The project through building capacity of teachers is improving the quality of education being provided to the children living in the slums.

— Joint Evaluation Team, MHRD

Training workshop for future educators



Katha workshops and trainings have hugely contributed in making leaders in Reading Mentors to work in the community and become agents to facilitate change.

— Joint Evaluation Team, MHRD

Highlights

- Prepared and piloted baseline survey.
- A comprehensive research design has been created. Compiled secondary data to create community profiles on access to basic amenities, other poverty issues.
- Prepared and conducted Focus Group Discussions with women, children, community leaders and MCD school teachers in different slum communities and compiled community observations based on various topics to be taken up during the consultation meetings.
- Planned series of larger civil society meets, with basic needs and its impact on education.
- Topics of the Consultation Meetings – Safe Water, Sanitation and the Child; Health, Nutrition and the Child and Shelter, Economic Security and the Child on 8th January, 12th February and 12th March, 2011 respectively, in collaboration with India Habitat Centre and National Institute of Urban Affairs at India Habitat Centre. The meetings had representatives from community – Women, Men and the Children, Policy Makers, Representatives from NGOs, Scholars and Academicians.
- Compilation of findings and transcription of Phase I and Phase II FGD is over.
- Data collection of slum communities about the basic amenities available at the place (Water, Drainage, Garbage, Toilets and Health) in relation with target population.
- Analyzed DICE data to see dropout ratio in E4 targeted areas (South and West Delhi)
- Created data management system. Trained volunteers and community mobilizers to conduct 28 FGDs.

From the very next day of the workshop one could witness the change happening in our classrooms. Thanks, Katha!

— Jatan Sansthan



Teachers developing Teaching/Learning Material.

Faculty Development

Practice what you preach: Team work was a major component of the practical sessions

Katha has impacted 148 teachers from the community through its Faculty Development component.

Teachers – One of our guiding principles is to transform the teacher into a 'reflective practitioner.' Katha believes in maximizing the potential of its teachers. The teachers were identified from the community. Through its entire gamut of in-service training programmes, the faculty development helped the mentors to change the classroom practices, build a cohesive, innovative and non-threatening environment which in turn enhanced students' achievement.

The In-Service Teacher Training

- In-Service Teacher Training in the month of May and June. The teachers professionally engaged themselves in either developing worksheets, doing library consultations, interacting with learners or enacting the curriculum in their classes.
- Fortnightly Teacher Training sessions were held for the Junior Reading Mentors where based on Katha storybooks, teachers developed T/L aids, indoor and outdoor activities to enhance children's participation and encourage active learning amongst them. Social, Personal, Intellectual, Cultural and Environmental (SPICE) components developed a better understanding of their society and activities were accordingly developed which are mentioned above in the Reading Centres report.
- Collaborations were made with other NGOs like Kutumbh, Dastak, Arohan, Prayas, Vidyapeeth, Prabhat Tara, Bachpan Bachao Andolan, Maitri, Project Aid, aspiring to impart teacher training.

Components Covered Under Faculty Development

- ACE is Alternative Classroom Education. It teaches teachers to run effective schools under difficult circumstances. This also covers an innovative approach to use story as pedagogy for learning and development. No. of Modules on ACE – 13
- LEAD is Leadership for All-round Development. It helps teachers find, inspire, nurture and give space for toddlers and little children to grow their individual potential. They applaud progress with hugs and community praise. No stars or physical awards are given to children. LEAD also helps teachers be good preschool administrators, to put into place the effective fees system that Katha has that recognizes regular attendance, good performance, cooperative behaviour and the involvement of parents in the programme. All girl children get Rs. 10 off the fees anyway. No. of Modules on LEAD – 14
- ECTA teaches student teachers to Empower Communities with Teacher Action. It ties up to the SACH AWARD and the training that helps teachers be worthy of the Award that is given to all teachers as performance pay. The Social Action for Change techniques to bring community into the classroom is followed. No. of Modules on ECTA – 6

Teaching Learning Material Developed

Flash Cards, Theme Based Board Games, Puzzles, Worksheets, Workbooks, Picture Cards, Board Games, Stick and Finger Puppets, Posters and Slogans

Learning Outcome

Teachers have now gained a greater confidence in their own skills and abilities through an extended range of tools, techniques and activities. Presentation of their own work has instilled confidence and motivation.



Teachers of other NGOs.



Success

Stories



Sama

Name of Community: Khore gaon

Sama belongs to a conservative family where girls were not allowed to go to schools. Her parents were not ready to send her to school, but with Katha intervention, and regular visits by the Reading Mentors to her home, her parents agreed to send her to the Katha English Academy. Sama now comes to KENGA regularly, is admitted to a school and grows with a vision to become a doctor.

Arif Hussain

Name of Community: Navjeevan Camp

Name of Cluster: Govindpuri

Arif is in class five, and started coming to KENGA from the beginning of this year. At the time of his admission, he could not read properly. The difficulty in reading was leading to diffidence to read. But as the mentors introduced him to the computers, and headphones, he found his motivation. Slowly he started taking a lot of interest and over a few months, his reading skills have improved substantially.



Sudha

Name of Community: Ekta Vihar | Name of Cluster: R.K Puram

Sudha, a 7 year old, migrated to Delhi from Bihar with her parents. Her father, Kimti Lal, is a gardener and her mother, Imrati Devi, a domestic worker. They are living on a monthly income of approximately Rs. 3000. Due to lack of attention and support from the family, Sudha turned shy, introvert, and reluctant to meet people.

Initially, when she was brought to the reading centre, she was very hesitant and was finding ways to go back. She did not interact with any one and was not responsive. Gradually, when she was involved in different activities based on Katha's Pedagogy and was given special attention, she started responding, and interacting with other children. She started enjoying the various reading activities. Today, after 9 months of being regular at Katha Innovative Reading Centre, Sudha is active and confident, participates in all activities and takes interest in group activities. She is now a regular student in school too.

A teacher training workshop on Alternate Classroom Education.



Focussed Group Discussion / Teacher Training

Area approved by MHRD	Centre No.	Slum community served	Area approved by MHRD	Centre No.	Slum community served
Vasant Kunj (1)	1	Bandhu Camp	Okhla (5)	26	Harkesh Nagar
	2	Nardhan Basti		27	Tekhand Golakuan
Pahladpur (2)	3	Sonia Gandhi Camp		28	Tekhand Village
	4	Mohan Baba Nagar		29	Indira Kalyan Vihar
Badarpur (5)	5	Tajpur Pahadi		30	Bengali Camp
	6	Gautam Puri	Govindpuri (5)	31	Transit Camp-1
	7	Budh Vihar		32	Transit Camp-2
	8	BIW Camp		33	Nehru Camp
Jaitpur(4)	9	Dhobi Basti		34	Bhumiheen Camp
	10	Harijan Basti		35	Navjivan Camp
	11	Sapera Basti	Lalkuan (3)	36	Lal kuan (A-E)
	12	Bilaspur		37	Lal Kuan (F-J)
Tughlakabad (5)	13	Kangar Mohalla		38	Prem Nagar
	14	Balmiki Mohalla	Koregaon(3)	39	Khore Gaon -1
	15	Prajapati Moh.		40	Khore Gaon-2
	16	Master Colony		41	Khore Gaon-3
	17	Churiya Mohalla	Uttam Nagar (4)	42	T Camp East
R.K Puram (8)	18	Ekta Vihar		43	T Camp West
	19	Lal Bahadur Shastri		44	Kali Vasti East
	20	Sonia Gandhi Camp		45	Kali Vasti near Terminal
	21	J P Camp	Vikaspuri (2)	46	Indira Camp 3
	22	Kanak Durga Camp		47	Indira Camp 5
	23	Motilal Nehru Camp	Taimoor Nagar (3)	48	Indira Camp
	24	Saraswati Camp		49	Nehru Nagar
	25	Ambedkar Camp		50	Bengali Camp



Focus Group Discussion, Taimoor Nagar.

- Research of DISE data across Delhi conducted.
- Focused Group Discussions [FGDs] held with various stakeholders - children, women, leaders and teachers.
- Accumulated data on the basic amenities available in the 50 communities and its impact on the status of education.
- 3 Consultation Meetings held in collaboration with India Habitat Centre and National Institute of Urban Affairs at IHC on the topic.

Research Report

Research has indicated that lack of basic amenities and basic needs for survival in urban slum communities interrupts the child's ability to maintain a consistent and healthy school-going routine. This year's research had three major themes, which corresponded with consultation meetings for developing action steps between community members and government officials, NGO's and scholars.

1. Safe Water, Sanitation and the Child
2. Health Care, Nutrition and the Child
3. Economic Security, Housing and the Child

The impact of the consultations resulted in more empowered and enlightened communities. The children from reading centres took initiatives to put across their views and suggestions on the above topics and how these impact their lives. Followed by this, they organized the campaigns, abhiyaans, and discussions in the reading centres. The mothers seeking a better future for their children held meetings inviting local leaders and service providers to ask for their rights at various places like RK Puram, Prahladpur, Badarpur and Govindpuri.

The research team conducted research on the following components –
Schooling in Delhi | MCD Schools in E4 Communities | Reasons for Dropping Out

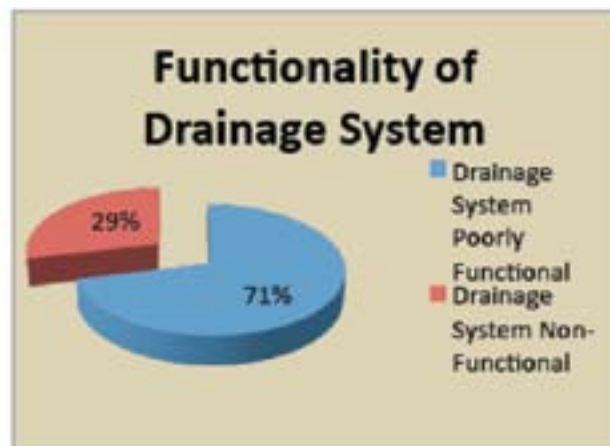
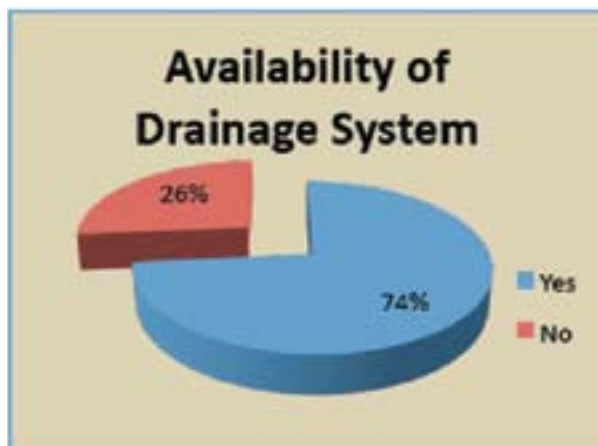
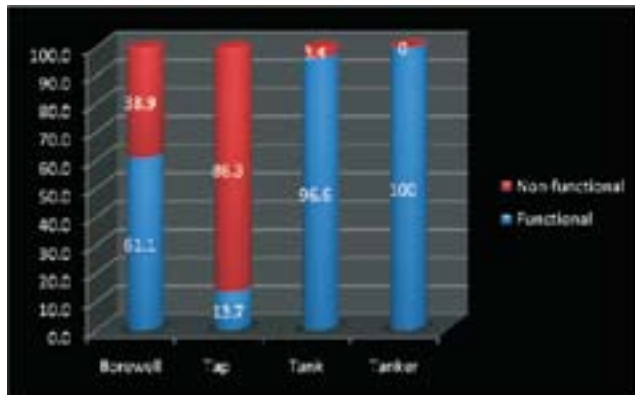
In order to understand the scenario for MCD schools in the 50 slums, the Research Team compiled secondary data from the District Information System for Education (DISE) and categorized it based on the study needs. The DISE data starts from year 2005-2006 and tracks a cohort of children from Class I to Class 5 until 2009-10. The data includes number of schools, number of children attending (and the breakdown by gender), along with presence of basic amenities in the schools. This data is particularly relevant for this study as it not only presents a picture of schooling in our slum areas, but it provides an

additional data set for cross-checking and correlating findings. The 2009-2010 data shows that there are a total of 95 MCD schools in the E4 communities of south and west Delhi, which shows an increase by 5 schools from 2005-06.

The table below shows the number of children enrolled over the course of the 5 years of tracking

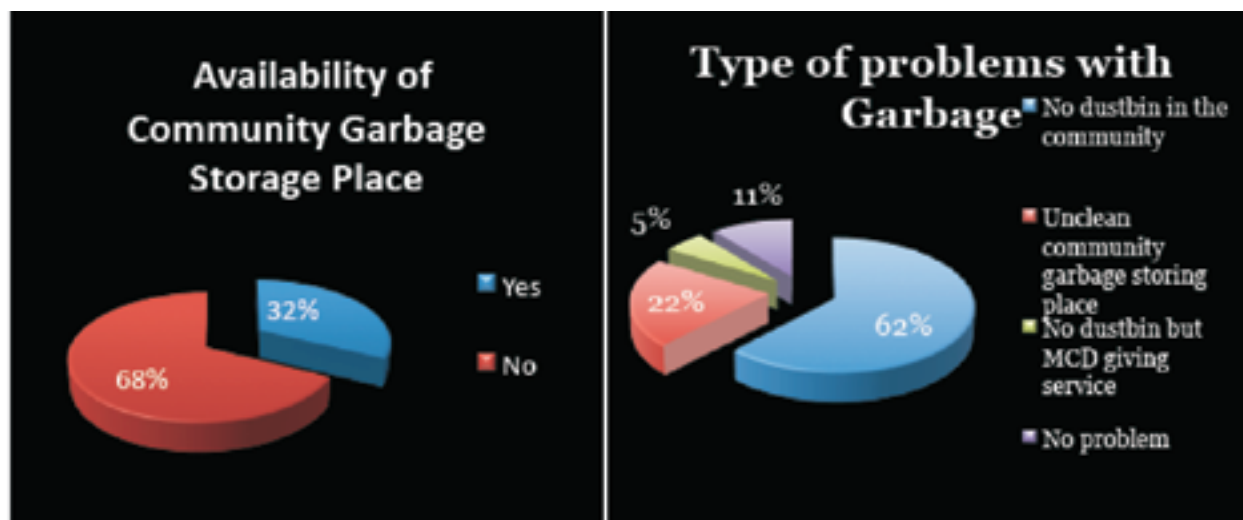
Region	Gender	2005-06	2006-07	2007-08	2008-09	2009-10
		Class I	Class II	Class III	Class IV	Class V
South Delhi	Boys	6061	5264	5223	5465	6278
	Girls	6727	5499	5654	5886	5831
West Delhi	Boys	669	983	754	358	371
	Girls	604	327	444	471	441
Total		14061	12073	12075	12180	12921

The dropout from class 1-5 is 8.11%, which includes 14.4% girls and 1.2% boys. It is not surprising to find that girls are dropping out at significantly higher rates than boys. A gender wise comparison shows that in south Delhi the number of girls decreased by 13.3%, while boys increased by 3.5%. However in west Delhi, the drop-out rates were much higher with 44.5% of boys dropping out and 27% of girls.

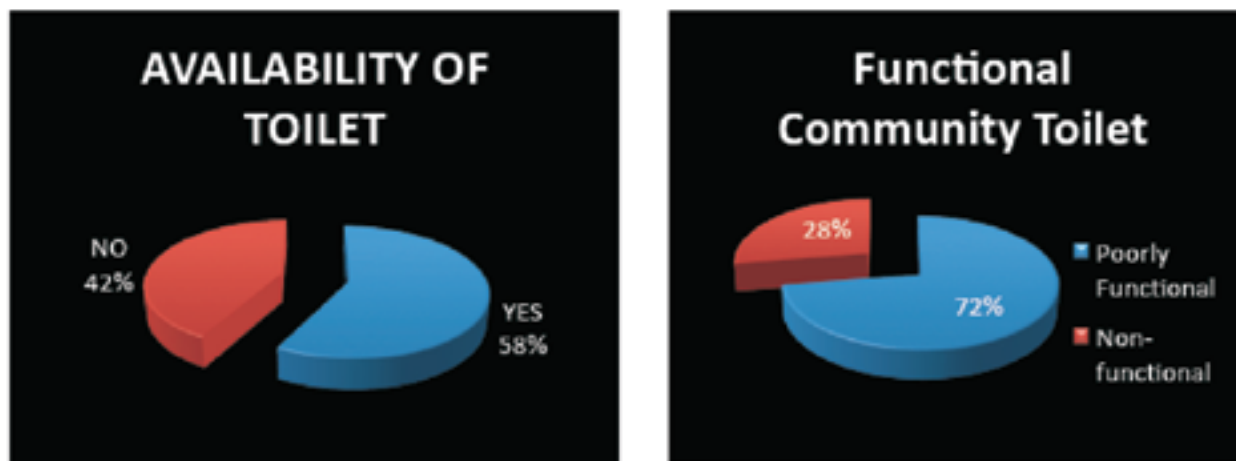


Composition and Status of Slum Households

To study this, the Research Team honed data from Mission Convergence of south and west Delhi, which is collected by Gender Resource Centres (GRC) from their own phases I & II.



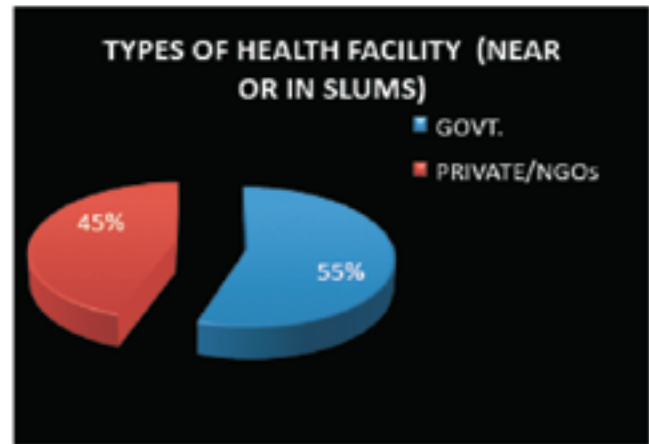
Basic Amenities in Delhi slums



- Water - In the slum communities, it is often children who are given the responsibility to fetch water for their homes because timing of tankers and bore-well supply is not fixed. Each person is given a number and often waits anywhere from 1-4 hours until their number is called and they can fill their water containers.
- Drainages - The following two charts show the availability and the functionality of drainage systems in 37 communities. 74% of the communities have a drainage system and the remaining 26% do not have a drainage system at all. Yet even among those that do have a drainage system, 29% of drains are non-functional, and the remaining 71% are only poorly functional. Only two communities of 37 – Saraswati Camp of RK Puram and Kangar Mohalla of Tughlakabad – have functional drainage systems.

- Garbage
- Toilet - 20.7% people have own toilet facility at their home, 67.3% people are using paid toilet service available in the slums, 3.1% people are using free government toilet facility and the remaining 8.9% people have no toilet facility available.
- Health Care Facilities

Additionally, the dispensaries often do not offer full care services, for example many simply provide medicines for fever and first aid only. As a result, people travel far distances to acquire the more specialized services and often then are met with long waiting hours and additional fees. Most of community people get their comprehensive health services from big hospitals like All India Medical Sciences, Safdarjung hospital, or Batra hospital, especially for the conditions of dengue and malaria. In many cases people are treated poorly, misdiagnosed, or refused service. Pre and post-natal, and maternal and newborn health continue to be areas where health care needs are not being met.





The first consultation in the series.

ENSURING QUALITY EDUCATION FOR ALL

A Consultation Series on Education, Poverty and the Urban Child
A Katha-NIUA-IHC Initiative

A partnership between Katha, National Institute of Urban Affairs and India Habitat Centre brought “Ensuring Quality Education for All,” an eight-meeting series exploring the relationships between poverty, education, and the urban child. This eight-meeting consultation will take place over the course of 1 year, and will culminate in a national conference. The first three in the series took place over the last year, with experts and civil society convening to dialogue, devise, and implement solutions to ensure all children in Delhi have access to a quality education.

Through this conference series, by strategically linking Katha’s successful models for education and slum resurgence with rigorous action research, and by engaging all stakeholders in critical dialogue along the way, we hope to address the needs of society’s most vulnerable group – the children. A comprehensive report providing practical and realistic policy decisions, actions and programmes will be prepared with the findings and outcomes from this series.

EQE 1, Safe Water, Sanitation and the Child

Date: Saturday, 8th January 2011

Place: India Habitat Centre

Keynote Speakers:

Ms Geeta Dharmarajan, Executive Director & Founder of Katha, New Delhi

Mr Chetan Vaidya, Director, NIUA, New Delhi

Mr Liberhan, Director, IHC, New Delhi

Mr Prof. H. Ramachandran, Delhi School of Economics, New Delhi

Mr Santosh Vaidya, Secretary, New Delhi Municipal Council; Former Additional CEO, Delhi Jal Board

Ms Sandhya, Community Representative, Govindpuri Slum Cluster

Objectives:

- To learn about how water and sanitation problems affect the child education.
- To share local and expert knowledge and solution ideas on this topic.
- To build partnerships between communities, NGO's, government and academics.
- To make connections between water, sanitation, cleanliness, and educational performance and retention.

EQE IMPACT: Community Action for Solution

Highlights of Community Initiatives


1. Information dissemination through Camps, General Group meetings and Focused Group Discussions on specific topics.
2. Visits to Government Departments - The SHG women are taken for visits to government departments and they feel more aware and confident while talking of their rights.
3. Involving local leaders of the community - Bridging the gap between the ignorant section with the service providers.
4. A pledge by the community to be active and responsive citizens.

Initiatives by the Children

1. Discussions in the reading centre on Safe Drinking Water and Drainage System.
2. Cleanliness Drives – Badarpur, RK Puram, Govindpuri.
3. Street Plays on cleanliness and its impact on our lives.
4. Solid Waste Disposal by keeping dustbins in their houses.
5. Body Workshops in the Reading Centres.



Roundtable discussion amongst participants.



The open discussion during the session gave many participants the opportunity to put forth their views.

EQE 2, Health Care, Nutrition and the Child

Date: Saturday, 12th February 2011

Place: India Habitat Centre

Keynote Speakers:

Dr Siddharth Agarwal, Director, Urban Health Resource Centre

Dr Arun Panda, Joint Secretary, Ministry of Health & Family Welfare

Mr PK Mohanty, Additional Secretary and Mission Director, Ministry of Housing and Urban Poverty Alleviation

Dr Jayadev Sarangi, Special Secretary, Health & Family Welfare, Government of NCT Delhi

Ms Hemlata, Community Representative of Ekta Vihar Slum Cluster

Objectives:

- To learn about health care and nutrition issues and how they affect children living in Delhi's urban slums.
- To share local and expert knowledge and solutions on this topic.
- To build partnerships between communities, NGO's, government and academics.
- To make connections between water, sanitation, health, nutrition and educational performance and retention.
- Platform for sharing and caring.

EQE IMPACT: Community Action for Solution

Highlights of Community Initiatives:

1. Holding Camps on community health and hygiene at various slum communities like R K Puram, Tughlukabad, Badarpur, Khore Gaon.
2. Building leadership to take action through workshops at our main Lab School for the Working Group Committees of different communities.
3. Approval from MCD to lay down sewerage pipelines in Ekta Vihar, R K Puram
4. For security purpose and effective lightening, electricity poles will be set up in Ekta Vihar, and Sonia Gandhi Camp, RK Puram.
5. Mohalla Sabhas planned – In Prahadpur and BIW Camp, the communities decided to hold Mohalla Sabha, wherein the mobilisers with the women went to the pradhans, counsellors and MLAs.

EQE 3, Economic Security, Housing and the Child

Date: Saturday, 12th March 2011

Place: India Habitat Centre

Keynote Speakers:

Mr Mike Slingsby, Consultant of Ministry of Housing and Urban Poverty Alleviation

Ms Monalisa Mohanty, Urban Development Resource Centre

Ms Sudeshna Chatterjee, Child-friendly Urban Design, Kaimal Chatterjee & Associates

Ms Nivedita, Director, Ministry of Urban Development

Objectives:

To learn about economic security and housing/environment issues and how they affect children living in Delhi's urban slums.

- To share local and expert knowledge and solutions on this topic.
- To build partnerships between communities, NGO's, government, and academics.
- To make connections between water, sanitation, health, nutrition, economic security, housing and educational performance, attendance and retention.

EQE IMPACT: Community Action for Solution

Yuva Police Panchayat:

This committee of representatives of slum dwellers and selected police team are jointly responsible for policing in a particular slum. Yuva Police Panchayat's first initiation took place at Katha Lab School, Govindpuri and is to be replicated in other slum communities as well. It is an ongoing process as the cases which will be taken up by YPP will not only include criminal cases (apart from rape and murder) but will also make YPP responsible for effective functioning of the local bodies.



Representatives from the community.

PRODUCTION OF PRINT & E-MATERIALS



Drawing from the vast storehouse of India's narrative fiction, Katha, with active support from Ministry of Human Resource & Development, published eight books under the Young India Library imprint.

YOUNG INDIA LIBRARY

Honing Cultural Literacy and Bringing Reading Pleasure to Children

Wrapped in a certain magic that communicates a culture, the YOUNG INDIA LIBRARY books nourish a child's imagination with rich and diverse images and help them make sense of the world around them. These CURRICULUM FOR LIFE BOOKS span the literacy to literature spectrum and help build moral character, break stereotypes as well as equip children with the capacity to sustain a dignified human existence.

With this series, Katha fosters learning skills and knowledge that sharpen the inner imperative to excel in our children; that make classroom teaching rememberable, relevant, and understandable.

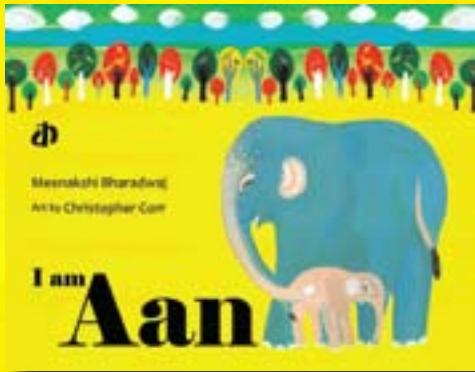
With support from the Department of School Education & Literacy, Ministry of Human Resource Development, Govt. of India; Katha brought out the following books in 2010-11.



... very lively, informative and relevant.

— Joint Evaluation Team, MHRD





I am Aan

By Meenakshi Bharadwaj | Art by Christopher Corr

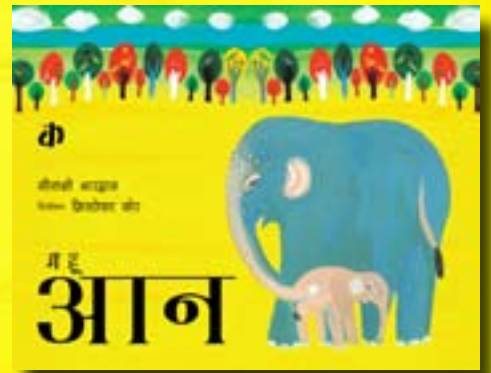
Deep in the jungles of the Western Ghats lives a baby elephant called Aan. Here's a heart warming story of Aan as he embarks on his journey from the magical world of childhood to the tough adult one.

Punctuated with facts on elephants, Aan's exciting voyage of self-discovery will sure make him great friends with young readers.

मैं हूँ आन

मीनाक्षी भारद्वाज | चित्रांकन: क्रिस्टोफ़र कोर

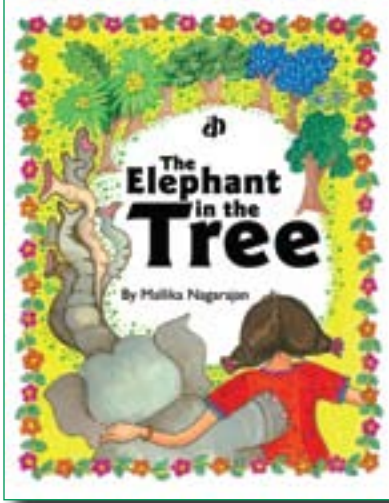
मिलिए पश्चिमी घाटियों के घने जंगलों में रहने वाले नन्हे हाथी आन से और देखिए उसे बचपन की जादुई दुनिया से युवा जीवन में कदम रखते। साथ ही जानिए हाथियों के बारे में कुछ मजेदार बातें!



It is a cute lesson in nature for children because the author leads them through the elephant's eating habits, weight, habitat and more. — Saffron Tree

Meenakshi Bharadwaj's book is illustrated by Christopher Corr, the well known children's book artist, who says he discovered colour in India. — Time Out

This is the story of Aan, a baby elephant who lives deep in the jungles of the Western Ghats. The book traces the life of Aan as he journeys from the magical world of childhood to a tough adult life. — Robinage



The Elephant In the Tree

Mallika Nagarajan

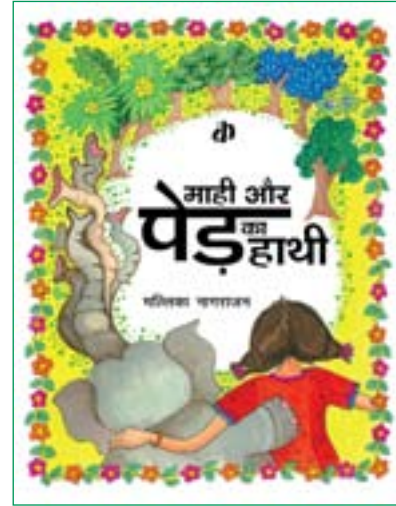
With its quirky characters, unusual use of language and skilful blending of fantasy and reality, this is a lovely story of Mahi who finds a seven-trunked elephant in the tree and journeys with him into a new world that will change her life forever. Mallika's delightfully illustrated story shows us how each one of us, like Mahi, is also capable of great little miracles.

So come, be a miracle worker. And see how well you can do it!

माही और पेड़ का हाथी

मल्लिका नागराजन

विचित्र पात्र, अनोखी लेखन शैली, और कल्पना और वास्तविकता के कुशल मेल से बनी है यह असाधारण कहानी। एक रात माही को अपने आँगन में लगे पेड़ में दिखा एक सात-सूँडों वाला हाथी जो ले चला उसे अपनी अद्भुत दुनिया में। मल्लिका द्वारा चित्रांकित यह मजेदार कहानी सिखाती है कैसे हम सब बचा सकते हैं अपनी पृथ्वी को। कैसे हम सब कर सकते हैं कुछ महत्वपूर्ण। तो चलें हम भी कर दिखाएँ कुछ छोटे-बड़े चमत्कार?

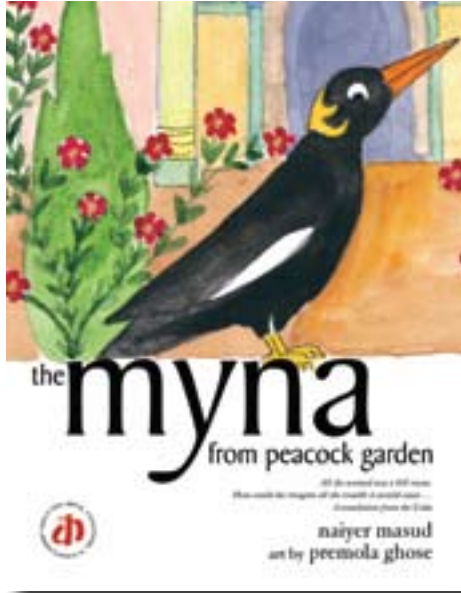


The simple text and expressive pictures with a lot of details will make the child want to look at the book over and over again, each time noticing something new and exciting - a monkey on a tree, a snake coiled on the branch of a tree, tiny butterflies and more. What a delightful way to deliver this strong message of conservation to kids! — Young India Books

Katha books always offer beautiful illustrations with riots of colours which are sure way to have dedicated young readers spending hours and hours savouring the details of each picture. — Literary Sojourn

This story highlights the need to plant more trees to save environment. The beautiful illustrations, with their Indian essence, are simply delightful. — Robinage

The book carries an important green message presented in a non-preachy tone. The stunning illustrations add a splash of colour to interest young minds. Mallika Nagarajan weaves fantasy with reality and proves that there is a little bit of magic in all of us. — Time Out



The Myna from Peacock Garden

Naiyer Masud | Art by Premola Ghose

Work is on in full swing at the Royal Peacock Garden to install a Wondrous Cage that will house forty talking hill mynas. Soon, the Cage and its lively, twittering occupants are entrusted to Kale Khan's care. But he steals a myna for his little motherless daughter, who has long been asking him for one.

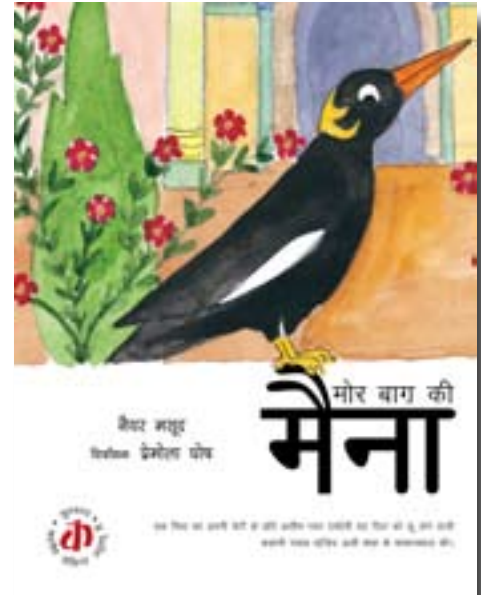
What lies in store for Kale Khan ... and the beautiful historic city of Lucknow?

मोर बाग़ की मैना

नैयर मसूद | चित्रांकन: प्रेमोला घोष

शाही मोर बाग़ में काम पूरे ज़ोरो-शोरों से चल रहा है। एक हैरतअँगेज़ पिंजरा बनाया जा रहा है जिसमें चालीस पहाड़ी मैनाओं को पनाह मिलेगी। जल्द ही पिंजरा चालीस चुलबुली मैनाओं की चहचहाहट से भर गया। इनकी देख-रेख का ज़िम्मा काले खां को सौंपा गया। और फिर एक दिन अपनी बिन माँ की बच्ची की इच्छा पूरी करने के लिए उसने एक पहाड़ी मैना चुरा ली।

क्या काले खां को शाही मुआफ़ी मिलेगी? क्या लिखा है इस खूबसूरत लखनऊ की किस्मत में?

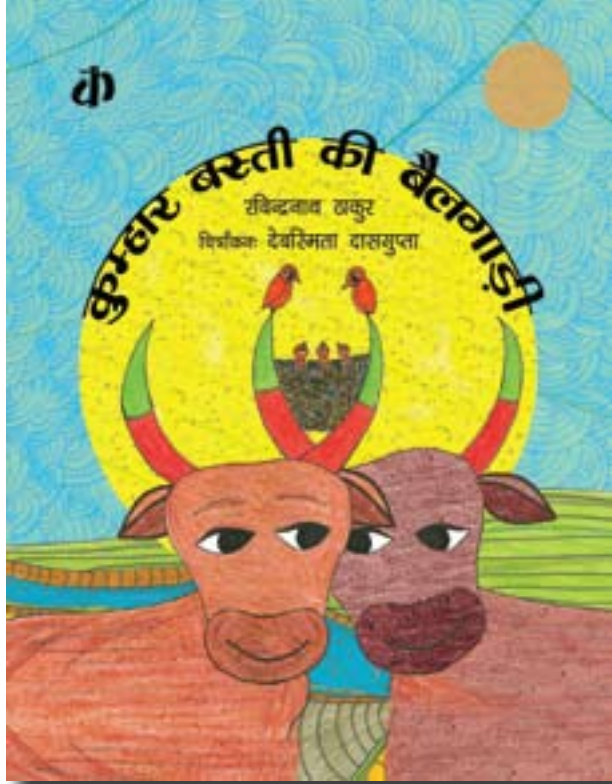


Keep your child out of mischief with this book! — Child Magazine

A poignant tale of a father's love for his daughter. — Dimdima.com

The dreamlike quality and the meticulous attention to language make Masud's writing so delightfully different. — Mehraab

A masterful portrayal of the Lucknow of yore. — The World of Urdu Poetry, 2010



कुम्हार बस्ती की बैलगाड़ी

रबिन्द्रनाथ ठाकुर

चित्रांकन: देबस्मिता दासगुप्ता

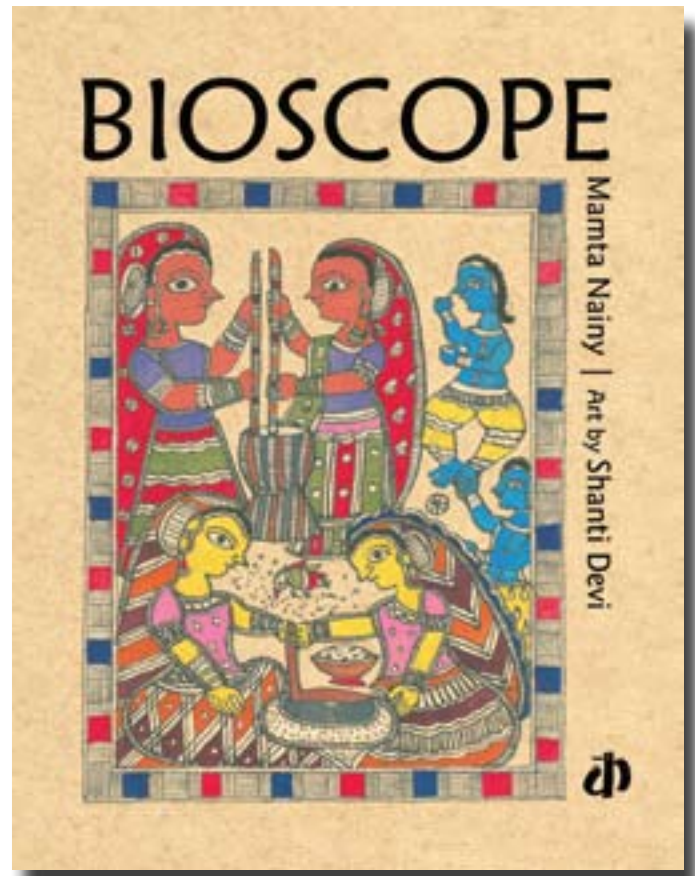
गुरुदेव रबिन्द्रनाथ ठाकुर के 150वें जन्म दिवस पर कथा लाई है छन्द और लय में लहराती गुरुदेव की यह मधुर रचना। मनमोहक छवियों में भीगी यह कविता ले चलेगी नन्हे-पाठकों को पश्चिम बंगाल के एक छोटे-से गाँव में लगे हाट की सैर कराने। क्या आप भी चलना चाहेंगे इस रंगबिरंगी यात्रा पर?

Bioscope

Mamta Nainy | Art by Shanti Devi

Join Guddu as she takes you on a tour through the heartland of Mithila. Painted with simple joys of life, stringing striking imagination, Guddu's warm-hearted and humorous narrative will make your lips curl to bring a smile.

The art by Shanti Devi, a skilled painter in the Madhubani style of Bihar, could also tempt you to pick up a paintbrush and try your hand at being creative! — The Asian Age



Katha Innovative Reading Centre, Lal Kuan.



Evaluation by Joint Evaluation Team (JET)

A team comprising of members chosen by Ministry of Human Resource and Development was formed in order to evaluate the existing E4 Programme. The team visited the head office where a presentation was made on the update on the programme comprising of all the 5 components. Both quantitative and qualitative achievements and challenges were discussed during the presentation.

All the records, files, TLM, modules and lessons plans were displayed for the JET's reference.

Visits to the reading centres and Katha English Academy

JET visited reading centres of various clusters like Uttam Nagar, Vikas Puri, Govindpuri and R K Puram. English Academy at Govindpuri was also visited by the members.

Views of the Team

- The visits made by the JET (appointed by MHRD) have seen the impact on our children and the teachers. The children at the reading centres or the Katha English Academy are always excited to read and learn more. The JET Team went through the Individual Portfolios of the children, the work assessments, and the hard work of the teachers at the centres showing the impact of the reading programme on the children and their perspective.
- The team swayed away with the lively displays of children's work along with an assortment of books, games, and crafts – most of which are otherwise inaccessible to the children living in the slums.
- Direct interaction of the JET with the teachers helped them to observe and realise that these workshops and trainings have largely made an impact on the mentors as Leaders to bring a change, agents to work in the community and sources of information.

Challenges highlighted

- Need for bigger rooms for Reading Centres as small spaces cannot accommodate more children.
- Salary of the mentors – with the available salaries for the mentors, many of the mentors have left because they get better options in terms of their financial upliftment.
- Research – because of limited access to resources and having only one community mobilizer, it becomes very difficult to get access to information. As a result the mentors belonging to that community acts as a source.
- Mainstreaming the children – Once we went to some of the schools to mainstream the children who were dropouts, the schools refused to take the children back and some said that only after April, they can take new admissions.

Thank you!

A group of children are sitting on the floor, focused on their schoolwork. They are wearing colorful clothing, including blue and purple shirts. One child in the foreground is using a red pencil to write on a worksheet. The background shows other children and a patterned fabric.

The bright-eyed children attempting their worksheets in an intra-league reading championship, KIRC, Khore Gaon.

We thank Ministry of Human Resource & Development, Government of India, for helping us add a new dimension to our work, and for their unstinted support and enthusiasm in bringing the joy of reading and sustainable education to the ever-eager children living in the underserved communities.





Katha is a social nonprofit organisation impacting social injustice and economic poverty in urban India. Started in 1988 and formally registered in 1989, quality education for children from underserved communities and an innovative programme that publishes quality books for children are important components of our work. Katha also publishes a small list of translations.

Katha leverages its mission goal on a single powerful idea: Children can help their communities get out of poverty.

Vision: No child will live in poverty, be it social, personal, intellectual, cultural or environmental.

Mission: To enable every child to live a productive life through quality learning that unleashes individual potential, and creates opportunities. To enhance the joy of reading. To foster culturelinking through translations from India's many languages and cultures.

कथा KATHA

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