

Find purpose ... the
means will follow
– *Mahatama Gandhi*

The World is like an
impression left by
the telling of a story
– *Yogavashista 2.3.11*



The Executive Director's Report

Katha
1989-2000

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If education is a means of finding one's own voice, then the reading of our literatures must be the most exciting and interesting part of this discovery of the self. The story or "Katha" has always afforded enjoyment and entertainment in various forms - from folk theatre/storytelling to electronic mass media presentations. The katha has been the mainstay of mass culture in India over time, of learning at different levels. All of us have learnt through the story.

Nothing can match first hand experience to shape the whole personality of a person, or in helping us understand human nature. But all learning cannot be from one's own experience. Learning vicariously has its advantages. We at Katha have been striving over the last ten years to increase the impact of the story in more positive ways. And in this, enhancing the story's influence amongst readers and students form a major effort. We have planned and plotted to reach out bhasha stories to readers everywhere, to bring stories into education and put humanities education centre-stage, to delve closer to the root causes and to work with children and women in a large slum cluster in Delhi.

This is our tenth year. Time for strategies once again. For looking at mission and vision. Have we strayed? Has the anxiety for funding made us less focussed? I am happy to reassure the Board Members that while the work we have taken on has kept all of us fulfilled and satisfied, we have been like a tree that has mangoes on each branch - not different fruits! It is the literacy to literature spectrum. It is finely focussed work on enhancing the pleasures of learning. It is education of the mind and heart, purna siksha, so that we as a country can learn to look at ourselves with honesty and empathy. The education of poor children, the empowerment of women cannot happen if the whole society is not coopted into making it happen. This has been Katha's aim.

One of the main questions is the lack of a truly liberal, multicultural education for most students.

Dr Radhakrishnan has spoken about the need for humanities in shaping the total human society. But we in India, in our eagerness to do the best for our children, have concentrated on shaping the technocrat, the business manager, the professional-forgetting, that behind the making of all these individual citizens caring members of a society, is a strong liberal education component. Today, this need has grown stronger with the entry of the multinationals and India coming into the reckoning as a "super world power." This has thrown open many more careers.

But how can a person stand shoulder to shoulder with the 'world community if she is not grounded in the culture and the reality that is India?

TOWARDS ACTIVE TOLERANCE: Tolerance has to be proactive. Not passive. In India we have become passively tolerant over time. Having worked with the story with adults and children, in urban slums and in orphanages and in well-to-do-schools, we believe that this can happen more easily through reading fiction than through any other means. And it is also more enjoyable, the learning being vicarious and longer lasting.

We are outraged at the inability of the society we live in to make upward mobility and a satisfying lifestyle for all. We believe that excellence is fun and possible for all. The paradigm change here is a society that nurtures and applauds individual initiatives and excellence. Towards this end we are conducting workshops whose objective is to create awareness about India's pluralistic culture and work for culturelinking at all levels. The Purna Siksha Workshops happen mainly through stories.

There is still a lot of debate about the desirability of having Indian texts in translation as part of course work in Indian universities. People who are more comfortable in English still prefer imported writers and books over our own.

Katha wants to celebrate our writers and their writings, to see story as a transforming tool that can and does change the individual, and through the individual, the society at large, making each one of us more creative, more humane, more willing to help shape a more equitable world.

Katha has a quality publishing programme of translations. Our awareness generation programme, coupled with our active capacity building programme for teachers, is slowly helping the tide turn in our favour.

We in Katha rededicate ourselves to creative and fun-filled relevant education for our children. The Katha Initiative in Govindpuri has grown from strength to strength. And our mission is to stay on course, to stay tuned to the needs of the community we work with, to always stay singularly focussed and committed so that no child who has ever been through Katha will ever again live in a slum. Ever again!

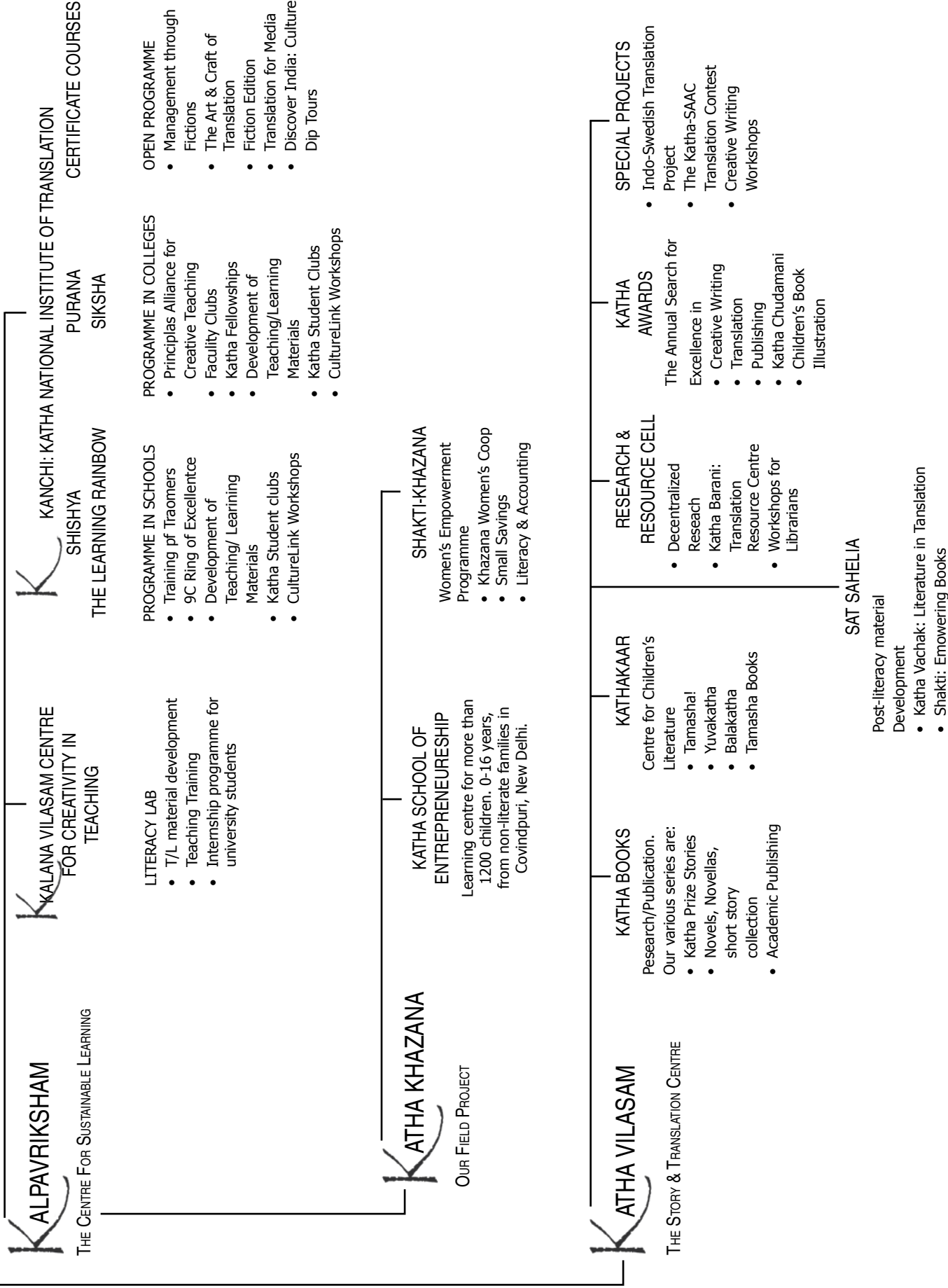
I would like to thank each one of the staff members who have been with me last year in our various adventures! Without them, Katha would have been run-of-the-mill. With them, we are a high performance organization. And I also thank our volunteers, our resource people, our parttimers, and the friends of Katha. And last but not the least, each one of our Board members for always being with us.

New Delhi

7 August 2000

Geeta Dharmrajan

Katha – Helping make reading and learning fun! Through –



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1989-2000

ABOUT KATHA





Katha: Our Mission

India has always been a land of storytellers. Over the centuries, we have honed the fine art of telling the short story - be it in our epic, our mythologies, our folk tales or in our more recent writings. Told by traditional katha vachaks, village storytellers and one's favourite grandmother, we have all heard stories that have taught us our values, our morals, our culture. "Katha" or the narrative is a special legacy that continues to exist in our country as a rich and fascinating tradition, moving with grace and felicity from the oral traditions to the written texts, from the heard word to the read.

We at Katha endeavour to spread the joy of reading, knowing, and living amongst adults and children, the (common reader and the neo-literate. Started in 1988 and formally registered as a society on 8 September, 1989, Katha has striven to establish a code of excellence in all that it does, to enhance the quality of life in every project it has attempted.

A nonprofit organization, Katha works with equal dedication and commitment through well-defined programmes at the two ends of the literacy-literature spectrum – in the areas of literacy, children's and women's education and empowerment at one end, and in language, literature, culture and translation at the other.

Katha's objectives, briefly, are to:

Stimulate an interest in lifelong learning that will help the child grow into a confident, selfreliant, responsible and responsive adult.

Help break down gender, cultural and social stereotypes.





Enhance the pleasures of reading for children and adults, for experienced readers and those who are just beginning to read.



Bring together caring and creative people through the friends of Katha Network, publications and contact programmes, to build bridges between peoples, cultures, and social groups, through story/storytelling.

Work for enhancing the presence of story and humanities in education, through various innovative ways.



Leela Samson dances for Katha at the Bhasha Tamasha! Utsav



Encourage and foster excellence, and applaud quality literature and translations in and between the various Indian languages.



Our Philosophy

When Katha was started in 1989, our main mission goal was to enhance the joys of reading. Today, ten years down the road, we realize that the task we set ourselves was not simple, yet at the same time it has been challenging, and Katha has attracted thoughtful and caring people who have made our vision possible, our tasks a cooperative, constant process.

At one end of the spectrum of our people, are children from poor families, their mothers and sisters. At the other, students from well-to-do families, who are facing another more serious kind of nonliteracy: a lack of holistic education that can enhance the joy of reading. Hence our efforts have been in helping make learning a fun, lifelong experience for children from nonliterate families. This, over the last few years, with the active and sustained support of our partners, has taken wing. The Kanchi & Sishya Initiatives have touched students and teachers in various learning institutions. And the movement is spreading! Today, we work in the learning centres we are operating in Delhi, in Tihar Jail, as well as in formal schools, and in colleges and universities. Katha also does training of trainers.

We have, over the past ten years, striven to develop a suitable, integrated curriculum for sustainable, enjoyable and relevant education for all. Today more and more parents and teachers from formal schools and colleges are interested in the Katha idea of PURNA SIKSHA or holistic education - which once again brings stories in education centrestage – to enjoy, and to keep alive in us all, a sense of purpose and values, excellence, leadership and citizenship. It seems our experience in working with working children can be, and is, meaningful in a larger sense, too. This is exciting!

THE KATHA PHILOSOPHY has grown organically over the years. Today we work with first to third and fourth generation schoolgoers 8our future decision makers—and with teachers, from preschool to the higher education continuum. Katha with its many volunteers and passionate teams show that each one of us can make a difference!

OUR VISION. Excellence is fun! Creativity is within everyone's reach! We believe in human dignity and the potential each one of us has, and we strive to help each one of us develop it.

Katha's idea at sustainable education was developed in 1993.

LIFE EDUCATION is Katha's mission. It stresses knowledge that is relevant to life, which spells prosperity for the family and greater happiness for all- the ultimate goal of life.

LIFE knowledge emphasizes –

Literacy to lifelong learning, the basis a of self-reliance. It encompasses puma siksha or holistic learning.

Income-generation, Katha believes in freedom from poverty for all. Creating “incomes” in ideas, creativity, values, money for all is our aim.

Family wellbeing, health, environment, contented living, leading to a feeling of seeing the world as family – Vasudhaiva kutumbakam.

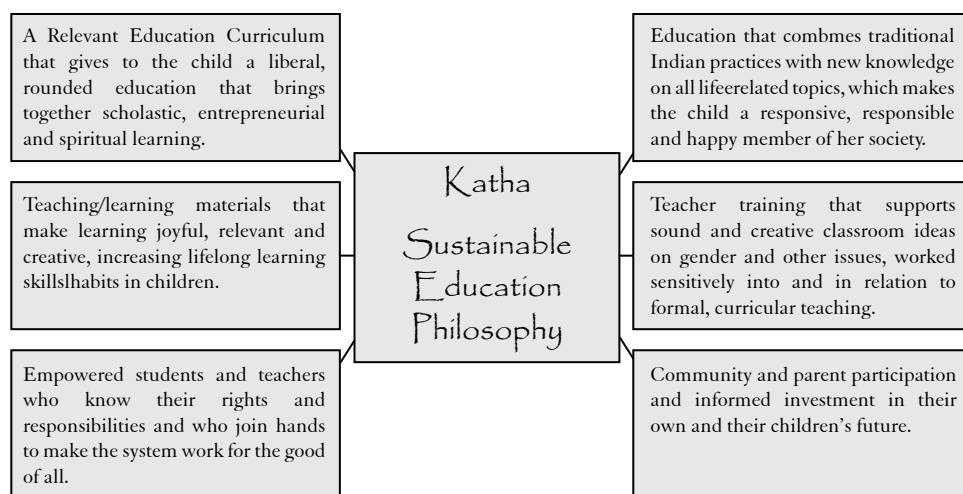
Empowerment, including gender, equity & equality. An ability to make choices for a sustainable personal and collective future.

PURNA SIKSHA :

Today's education turns out the quality-conscious technocrat/business manager/doctor, but often does not develop the person



as a responsive and responsible citizen, not just of India but of the world. Mass culture can be disabling. Social change can only happen if education can help make people believe that they can help build a better and more humane world. The Katha Initiatives support the growth and maturing of people as individuals and as members of not just a multicultural country like ours but as confident world citizens.



Other Important Katha concept

Katha's efforts in schools and colleges has been to help build a critical mass of people who are dreamer-doers, who can choose between the old and the new, the Western and the modern. Through a close study of literature and the critical thinking it fosters, our classroom and workshop activities help teachers and students move from passive to proactive tolerance, from a mass culture to a critical one. Katha's philosophy fosters –

Cross CultureLinking. This mainly seeks to enhance the student's linguistic and cultural awareness. Hopefully this will lead to a sharing of values; a knowledgeable appreciation of India's diversity and richness, thus giving the student confidence to be a good world citizen.

Vertical CultureLinking activities have sought to foster and deepen the understanding of cultures within the caste/class grouping within each language/culture. It thus helps to **enhance the value/self-value of the individual** student, especially those who come from a bhasha school background, preserving a whole different way of perceiving things. This also encourages a truly student-centred pattern of learning and a true dialogic experience in the classroom that develop critical thinking and creativity in students. Katha believes that bilingualism is every Indian's birthright. And translation activities, even in a multi-disciplinary setting, give –

- Teachers a chance to know students' perspectives, helping her bring about change of attitudes.

- Students a chance to forge better ties with classmates of different backgrounds.
- The class a chance to work as a team, so that learning becomes a recreation rather than a transference of knowledge. This enhances a student's feelings of social cooperation and team creativity, and collaborative peer supporting work. Translation activities help build primary language skills.

Historical CultureLinking: Katha's pedagogy reiterates the Guru-Sishya samvada, the traditional practice of Indian teaching which continued into the 19th century when the first Western type universities were set up. I stresses learning through an intense and well-planned interaction between students and teachers so that each topic gains through the perceptions of many. Katha's philosophy fosters a deep and passionate enjoyment of literature - through general reading and through an education that is student centred.

The 9Cs

Again a Katha concept that came from our Executive Director, like LIFE, the 9Cs were first discussed in a Katha meeting in 1993 and have been a part of our classroom teaching since then. It comprises ideas and activities that help in the formation of character.

Curiosity Creativity Critical Thinking
Competence Confidence Commitment
Concern Cooperation Citizenship

Katha's work, brietly:

▶ **KALPAVRIKSHAM, THE CENTRE FOR SUSTAINABLE LEARNING**, was started in 1990. It strives to help students and teachers acquire skills, resources and tools that will make learning a lifelong and pleasurable exercise. Kalpavriksham consists of –

KALPANA VILASAM, the Creativity-in-Education Centre

KATHA KHAZANA, the Learning Centre for working children, their siblings and their parents. This includes the **KATHA SCHOOL OF ENTREPRENEURSHIP**, which offers an integrated scholastic, vocational and entrepreneurial learning programme for children, 12–17 years of age. But the work of the last ten years—and its impact on the learning curve of the children who have been coming into our Learning Centre—has helped us move towards extending the Katha philosophy and work methodology/pedagogy to the formal education sector. **SHAKTI** is our women's empowerment, literacy and skills upgradation programme.

▶ **KATHA VILASAM, KATHA'S STORY AND TRANSLATION RESEARCH AND RESOURCE CENTRE**, operates as a decentralized unit .with interdependent cells of research, resource, and publication that allow for the optimum use of the resources available in a multi-lingual, multi-cultural country like India. This has also given all of us who are interested in our languages, a chance to act independently and add to the eclectic nature of Katha's work. Started in 1989, the Friends of Katha network today has more than 3000 people across the country. Amongst these are people from various walks of life, including doctors, engineers, computer specialists, housewives, retired bureaucrats, academics. The common endeavour in each of the Katha Vilasam cells has been to interact in innovative ways with translators, researchers and academia; to tap student interests and capabilities; and build up a pool of translators, specifically in areas that are still relatively unexplored.

▶ **KANCHI AND SISHYA INITIATIVES** have enlarged the scope and enriched the Katha translation programmes in many different ways - through taking Indian stories and translated fictions into the classroom, both formal and nonformal, from preschools to colleges and universities. These initiatives provide research and resource facilities to researchers/academics in the Indian story; bring in an exciting academic publishing programme; help build connections and collaborations between students and teachers, and between the arts in challenging, fun ways.

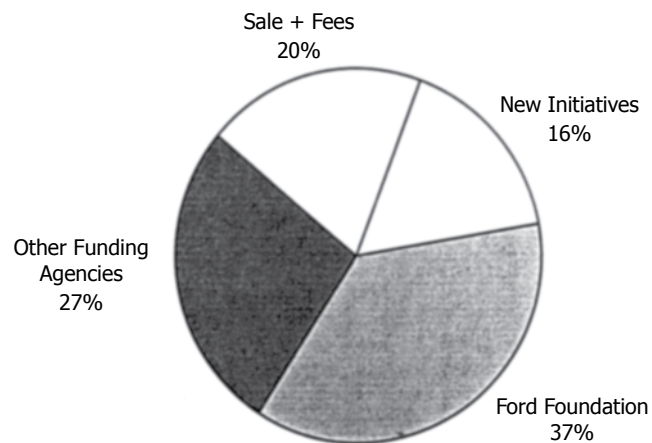
Our Partners

Over the years, Katha has developed good, lasting relationships with friends and donors. All our help does not come in terms of money. Much of the services we get are voluntary, We receive help and many time – as for instance when we get the spontaneous and willing sponsorship from the India Habitat Centre, or Sahitya Akademi, or the India International Centre, We believe that saving is also a way of making money!

But we have many friends who have shown their trust in us and have funded us over the years, Amongst them are –

The Government of India, the Government of Delhi, The Ford Foundation, Sri Dorabji Tata Trust, Oxfam India, Action Aid, The British Council, The Australian High Commission, Tata Infotech, The Taj Group of Hotels, India Cements Private Limited, and the ever-willing Friends of Katha Network. We thank them from the bottom of our hearts!

Broadly, this is the break-up of our resources –



Sustainability Plan

Katha has come a long way in our ten years! We have gained greater and greater confidence in developing our capacity for serving the communities we work with/for, and to grow enough but strongly to fulfil that demand, We realize that We need to sustain ourselves successfully, for we do not want to be always dependent on funding. But when working with communities where there is poverty, or where there is a lack of awareness, we know that sustainability cannot always come as it does in business. We believe we need to adapt, adopt good business techniques to make ourselves an organization which believes in total quality - and for this we have striven to learn from their best practices, while keeping our sense of volunteerism and passion for our mission goals.

We believe that we cannot talk about self-reliance and sustainability to the women and children we work with - many of whom come from poor families—without Katha becoming self-reliant and self-supporting also! Hence, over the last three years, we have striven to have a strategic plan for ourselves, to look at sustainability issues for ourselves.

One technique is to build our corpus funds. In this, Katha is aided by Government of India's confidence in us and our work which has granted us the 35AC exemption – a hundred per cent tax exemption for individuals and corporates who donate to Katha's work in education and poverty-elimination. The other is to make our products as good as any in the market, our workshops, our books, our work. In this also, Katha is finally seeing results. Our products have captured emerging markets, "creating markets where there were none," says *The Week*. **KATHAMELA**, our marketing unit reports healthy sales figures! And all over the world, people are waking up to the quality translations that are Katha's. This year, our own sales support quite a bit of our work. Plus, it supports the eBooks Initiative at Katha, and the eCommerce site.

Our main search has been for ways to expand, to foster the spontaneous spread of the ideas we have been working on. And for this to happen, we have been looking at ways to help the people we work with, to look at root causes, to make paradigm changes that will have long lasting impact. Also, we are looking at ourselves – to build our own capacity. Growth for Katha will be, hopefully, in planned ways – through large scale implementation, "franchizing" and through replication, and through sales. Finally, it is a combination of all these ways that will ensure sustainability for Katha.

Katha

Katha was started in 1988 by Geeta Dharmarajan. It was formally registered as a charitable nonprofit organization under the Registrar of Societies, Delhi on 8 September, 1989. Geeta Dharmarajan has been Katha's Executive Director since its inception. Educated in Madras, and a creative writer, Geeta has served in many capacities with various organizations – as assistant editor, *Target*, the children's magazine, a sister publication of *India Today* (1981-83) and of the *Pennsylvania Gazette*, the alumni magazine of the University of Pennsylvania (1983-85), honorary director education for INTACH, Tamil Nadu (1985). In 1987, she started work on *Tamasha!* the children's magazine, the precursor to Katha.

AUDIT AND ACCOUNTS

- Katha maintains detailed accounts scrupulously anti these are audited on a regular basis each year by a professional Chartered Accountant firm. All accounts till 1998-1999 have been audited and submitted to the Income Tax Department.
- Katha is recognized as a charitable institution by the Income Tax Department and donations to Katha are exempt under Article 80-G of the IT Act, 1961.
- Contributions to the corpus of the Katha School of Entrepreneurship are eligible for 100% tax relief under Article 35-AC of the IT Act, 1961.
- Katha is eligible for receiving foreign funding under the Government of India's Foreign Contributions Regulation (FCRA) Act.

KATHA'S GOVERNING COUNCIL

PRESIDENT: **Abid Hussain**, former Indian Ambassador to USA.

VOICE PRESIDENT: **N S Jagannathan**, former Editor-in-Chief, *The Indian Express*.

N N Tandon, Director, UNIDO (retired),

EXECUTIVE DIRECTOR: **Geeta Dharmarajan**

CONCIL MEMBERS:

M Anandkrishnan, Chairman, Tamilnadu Council for Higher Education Chennai.

U R Anantha Murthy, Writer, ex-chairman, Sahitya Akadami, New Delhi.

K Dharmarajan, Director General, Indian Institute of Foreign Trade, New Delhi.

S Krishnamoorthy, Financial Controller, National Institute of Fashion Technology, New Delhi

Leela K Ponnappa, Joint Secretary, Ministry of External Affairs, Government of India, New Delhi.

Mani Narayanaswamy, Trustee, India Foundation for the Arts, Bangalore.

Panna Bharat Ram, Vice president, Shriram Centre for the Performing Arts, New Delhi

Shabana Azami, Actor and Member of Parliament,

Sharmila Tagore, Actor.

P Shankar, Secretary, Ministry of food and Civil Supplies, Government of India.

Srinath, Industrialist, Chairman, Nath Bros, Exim.

Tarun Das, Secretary General, Confederation of India Industries,

Veena Das, Sociologist and Professor, New Delhi University.





1989-2000

EXECUTIVE SUMMARY





Katha

Fun and challenge at the cutting edge!
The Non-FF programmes at Katha

KALPAVRIKSHAM, the Katha Centre for Sustainable Learning consists of –

- **KATHA KHAZANA:** A learning centre for one of Delhi's largest slum clusters in Govindpuri. Started in 1990 with five working children, we have more than 1300 children today. More than 5,000 children have been weaned away from full-time work; many are in colleges today. The components in this programme are –



- **KATHASHALA,** the centre for nonformal education, creche and preschool for 600 0–11 year olds.

- **THE KATHA SCHOOL OF ENTREPRENEURSHIP:** An integrated scholastic, vocational and entrepreneurial learning programme for 700 children, 12–17 years of age. It gives vocational skills training in computers, electronics, baking, cooking, clothes designing and tailoring.



- **THE KATHA INFORMATION TECHNOLOGY & E-COMMERCE SCHOOL.** Started in July, 2000, the school hopes to attract some of the best minds as teachers. Already, tie-ups with

various teaching organizations like Knowledge Network, South Africa, are being explored.



The Chefs of the Taj Group of Hotels trained the women in baking, courtesy ActionAid, India.

- **SHAKTI KHAZANA:** The Govindpuri women's skills up-gradation, empowerment and income-generation programme has helped women quadruple their family incomes in less than The eight years. Each Coop member earns up to Rs 3000/month!

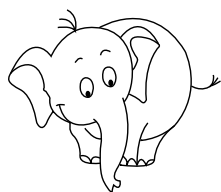
- **KALPANA VILASAM:** (described earlier).

- **SAAT SAHELIA:** The post literacy materials development & publishing initiative.





OUR WORK IN ALTERNATIVE EDUCATION is housed in Kalpana Vilasam, the Alternative Education Resource Centre. It works in the areas of developing teaching/ learning materials, teacher training. (From here Katha also publishes books for women on the road to literacy, though this is not under the Ford funded part of Katha's programme.)



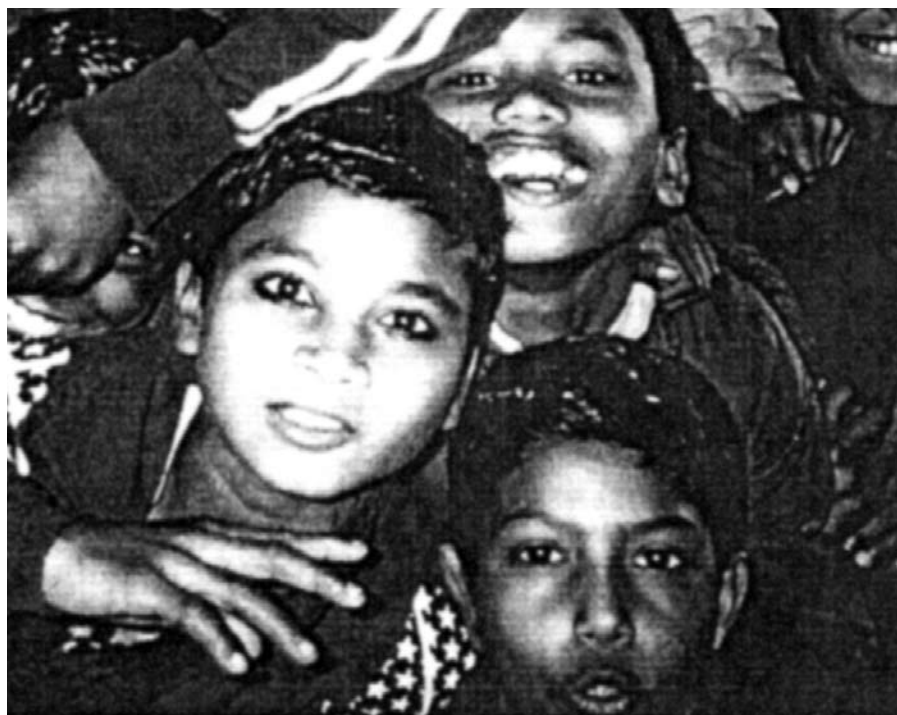
T a m a s h a !
and Dhammak
Dhum! children's
magazines; specially
designed teaching/
learning materials

for children from nonliterate families.

The **In-service Training** consists of a total of **208 hours of training/year**. Peer learning/teaching opportunities are emphasized.

Educating the Imagination. The Pre-Service Course is a full-time one-year diploma programme in alternative education pedagogy and methodology.

Educating the Imagination also has semester programmes, specially designed for universities abroad. Katha is in the final stages of finalizing programmes with the University of Texas at Austin. And for SOAS, University of London.





• THE KATHA NATIONAL INSTITUTE OF TRANSLATION has reached out to nearly 15,000 students in a variety of ways, through workshops, events, books. Plus there have been skills development programmes, the training of trainers, the research that has gone into the making of the Resource.

This decentralized operation that some have called “a moving feast,” the **Katha National Institute of Translation or KANCHI**, has been working over the last three years. Its workshops and seminars happen as open sessions at the India Habitat Centre, the India International Centre and Sanskriti, among others.

Conducted by professionals from the world of academics, publishing and creative writing, Katha’s courses are challenging, relevant and satisfying. They provide exciting career options for those looking for openings in teaching, research, publishing and advertising/ media, across the country through the Academic centres:

• **THE KATHA ACADEMIC CENTRES** are in –

• Bangalore University, Bangalore. Associate Director: Dr Vanamala Vishwanatha.

• North-Eastern Hill University (NEHU), Shillong. Associate Director: Professor Kailash Baral.

• SNDT Women’s University, Mumbai. Associate Director: Ms Mitra Parikh.

• IRIS, Jaipur, under the guidance of Professor Jasbir Jain.

• The creative translation cell in Guwahati, under the North-Eastern Writers Forum, which is working at showcasing literatures from the North-East.

• The central office at Delhi interfaces with Delhi University, the Jawaharlal Nehru University, Jamia Millia Islamia and IIT, Delhi.

• INTERNSHIPS, DISCOVER INDIA, KATHA KHOJ INITIATIVES. We have been lucky to have the cooperation of one of India’s greatest living writers - Shri M T Vasudevan Nair. An exciting trip for students and teachers to Kerala, to understand the Kerala way of living, their stories, and to meet the storytellers.



THE KATHA ACADEMIC CENTRES
CULTURE LINKING THROUGH STORY!

• The various components of Kanchi today are activities that enhance –

• **FACULTY DEVELOPMENT:** Workshops, seminars, discussions. These include – Teaching Translation: Workshops for Teachers, A Question of Choice Seminars, Bhasha Club activities.

• **CERTIFICATE COURSES FOR COLLEGE STUDENTS.** These include –

LEAD: Management through Fictions. Certificate courses that deepen one’s understanding of India’s ground realities. They are specially designed for students of management and other professional courses.



Strong focus on ethics, life and living through a close study of fictions, films and nonfictions,

enriched by discussions with writers.

Thirty-hour courses under the guidance of experienced faculty, hand-picked from Delhi University, the Jawaharlal Nehru University, the Jamia Millia Islamia. The hands-on work gives students the opportunity to take control of their own learning. Courses offered are –

Fiction Appreciation.

The Art & Craft of Translation: Training by professional translators and editors.

Fiction Editing: A hands-on course that prepares students for a career in publishing.

Translation & Media: Dubbing, Subtitling, Advertising. Skilled translation is required in all these fields, providing good career opportunities for language people.



Teaching Translation: For teachers and would-be teachers. An intense course introducing them to the intricacies, the challenges, the problems and the highs of teaching translated texts in the classroom. Innovative pedagogy, testing practices and standards, evaluation.

SHORT COURSES: Introductory courses on topics of perennial interest to the academic world. Participatory, relevant and India-centric, both in approach and text.

LIBRARIES-AS-CENTRES-OF-CREATIVITY: In a country where library resources are scarce, Katha's main attempt has been to catalyze collaborations and connections between the various libraries in the cities. These sessions give hands-on training on techniques that bring libraries to life and encourage student participation!

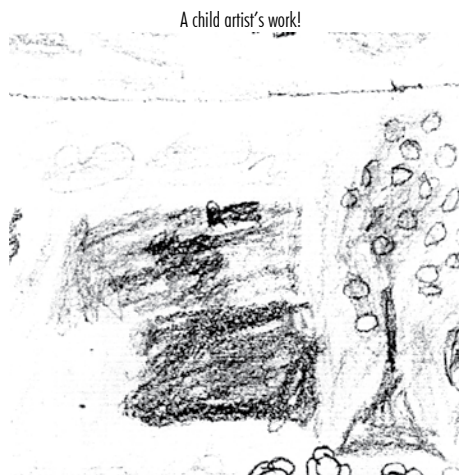
THE WORDSMITHS SEMINARS: In-depth introductions to writers, their works and their place in Indian literature. Each year, writers are given pride of place in the Wordsmiths Seminars.

BHASHA CLUB: Monthly meets to discuss a language, its history, growth, main writers, writings and critics. Specially for teachers teaching or interested in teaching translation.

To enhance the opportunities for people who are not in formal gathering places like colleges, Katha also organizes **READERS CLUBS.**



Occasional events showcase collaborations between the visual, theatre and dance arts and the world of writing.





SISHYA, the school Initiatives at Katha, to **STORIES AND STORYTELLING** throughout the year

for schools - formal and alternative. Its area of specialization is culturelink workshops for students. This year, whether it was in Mumbai or in Bangalore, Jaipur or Shillong, the enthusiasm of the kids was endless! More than 700 open and in-school workshops were conducted where students from many schools participated. They explored stories – in English where students were comfortable with the language, or in Tamil, Hindi, Bodo, Kannada or Marathi.

In many schools, besides **CROSSCULTURELINKING**, between regions, a kind of **VERTICAL CULTURELINKING** was also attempted to look at the various castes and classes of society and to bring about a greatest, awareness between them through stories and discussions. This was an attempt to change the stereotypical way in which we often see ourselves and others and work towards a truly classless society!

Language-is-Fun! Workshops. These are translation activities, conducted by the Katha staff on a pilot basis. The chief aim has been to encourage greater language/ dual language skills in students.

Premchand ka Pitara. Storytelling workshops for primary, secondary and

high school students Also conducted in two remand homes run by the Delhi Administration and in Tihar Jail, for ne children of undertrials.



Beyond Cinderella. Theatre workshops for schools to encourage



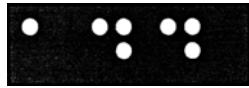
students to pick up Indian writers and Provide skills,

resources and every once in a while, a chance to participate in inter-school activities.

The Children's repertory is an attempt to bring Indian fiction into children's theatre. It started with –



These school training programmes and the Scripting Mela that followed (at IHC) paved the way to the Children's repertory. Their first performance is slated for end December, 2000!



The **ADD! Initiative** workshops are special accessibility programmes for children who are mentally or physically challenged. The ADD! initiative also has



an audiobook published by Katha available in Braille at the centre. This activity is being guided ably by Preeti Monga, the resource development manager at Katha. Preeti has been blind since she was seven years

old, and leads this Katha team.

TamaSha! ROADSHOWS

Katha kickstarts the academic year, 1999, with the fun-filled Katha Roadshow! Special language-is-fun! workshop and storytelling sessions, straight off the Katha Van! The Roadshow includes street corners in Delhi where street children congregate, as well as children in nearby villages.

THE KATHA READERS CLUB

How do you make reading fun? The answer came when Katha was invited to the Tihar Jail to do workshops with the undertrials there, with the women and their children below six years of age. Thus started one of the most challenging and heart-wrenching of workshop sessions we have done in the last year. Katha also does workshops in two Remand Homes where children of women lifers, above the age of six are looked after.

The Katha Readers Club held monthly meetings at the India Habitat Centre from August to December 1999.

SPICY STORIES

EVENTS, EXHIBITIONS AND CONTESTS! ALL THE THINGS THAT MAKE LIFE FUN AND ADD SPICE TO DAILY URBAN LIVING! KATHA DID ALL THESE AND MORE IN 1999-2000!



Sharmila Tagore gives away the Quiz 99 Awards



K A T H A VILASAM: The Story & Translation Research & Resource Centre was begun in 1989 and has seen steady growth and development in terms of ideas and vision. It has –



- **KATHA BOOKS:** Over the last ten years, Katha has slowly but steadily built up its name as publishers of quality fiction in quality translations.

- **TRANSLATION CONTESTS** are an effort to expand the ever-growing pool of quality translators. Katha has conducted two national translation drawing more than a total of 3,000 translators from twelve different languages!

- **KADAL:** The Katha Adivasi & Dalit Literatures Resource Centre is an activity that is poised for start - awaits funding. Work on KADAL started in 1994 when we did our pilot project of collecting stories from the oral literatures of India. This led, in 1998, to the institution of the Katha Award for Oral Literatures. KADAL hopes to research, collect materials, and



serve as a national resource centre for documents, stories, riddles, poems and all other narratives that have their source in Adivasi or Dalit oral traditions. We will also accept all written materials. And academic research pieces.

- **KATHA SETHU** is the Katha unit that strives to build bridges between India and the outside world. It started with the UNESCOOT funded programme, Urdu as a Language of Peace, in 1996. Programmes that are underway are –

- **CONTEST.** Funded by the British Council, this ambitious programme of translating stories from 20 South Asian Languages into English draws to a close this year. It had offices, courtesy the British Council, in Pakistan, Bangladesh and Nepal. Katha looked after the other countries from India. The results are to be announced at a gala event in September, 2000.

THE KATHA INDO-SWEDISH TRANSLATION PROJECT.



This project facilitates and guides translation activities from Hindi into Swedish and Swedish into Hindi.

Funded by the Swedish Writers Union, KIST will host a Swedish translator in India and an Indian translator will go to Sweden to do workshops there on Indian literature.



• **PUBLISHING:**

The Foundation supports publishing of translations as also India's first academic programme that focuses on creating texts for the academe on Indian literatures in translation and translation studies. The main objective, to create lasting books of seminal value to help in the understanding of an Indian theory of literary criticism.

• **THE KATHA AWARDS:** An initiative to applaud excellence in writing, translating and editing the short story in the many Indian languages.



The Foundation supported the Katha Chudamani Award in 99-00.



This was started basically to research into children's literatures in the various Indian languages. Bangla has a rich source of literature, which we are trying to harvest! Book publishing is a major venture of this initiative.



- Preceptive essays by Ismat Chughtai on her life, her times.
- Seminal essays on Ismat by renowned critics, 1941-99
- Rarest of family photographs!

• **KATHA BARANI:** The Translation Resource Centre has the specific objective of having as many books in translation as possible. Plus their originals, from the bhashas.



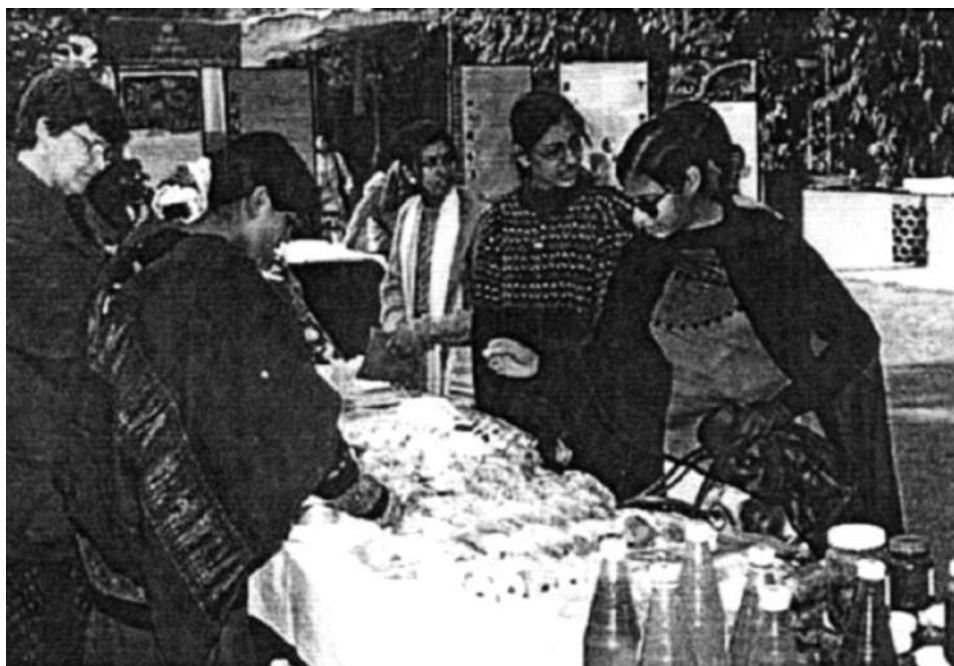
- REACH! Resources to Educate a Child Fund. The corpus initiative of Katha has the Government of India's 35AC exemption – a 100% tax deduction for donors!

- THE FRIENDS OF KATHA NETWORK with its more than 3,000 volunteers, in India and abroad.

- CATCHING UP WITH THE WORLD! Our Internet sites have been operational since 1996. This year, we start FictionIndia.com, an eCommerce site for catering to growing interests outside India in Katha's ideas and products. This site will also market Katha's eBooks, from August, 2000!

- KATHAMELA: Direct and Trade Marketing Unit; Internet Sales are through www. FictionIndia.com.

The Katha Khazana Coop sales are on! This Cooperative venture was started to put money into the hands of women. When women earn, children are able to learn!



Katha Mela

KathaMela is the marketing unit of Katha and it works towards the chief organizational goal of enhancing the pleasures of reading. Marketing of books has never been so exciting or as innovative in India. When the programme began, *The Economic Times* said, "The Katha experiment is certainly an intervention which contributes towards shifting the focus of publishing contexts from insular paranoia to more collaborative processes that can enter laterally in our value systems."

Katha markets books through book discussions, story workshops and fiction appreciation seminars. It reaches out to students and teachers in the nonformal to formal spectrum and in the primary to higher education continuum! It has a presence all over India but is more established in northern, eastern and western India.

KathaMela also distributes books of other organizations and publishing houses which produce good reading material but do not have the resources to market and distribute them. Seagull, Indian Institute of Advanced Study, Sahitya Akademi and Macmillan are distributed by KathaMela.

"... the first publishing house to insist that translators were as important as writers." —*Business Standard*

"Katha's success shows that a market can be created where none exists." —*The Week*

"The boom in the last few years in English translations of Indian fiction – all the big names in Indian publishing have got into the act – owes much to Katha's trail blazing effort." —*The Week*



Work Heads	Highlits	Problems	Solutions
<p>KathaMela, the marketing unit works towards the main objective of enhancing the pleasures of reading.</p> <p>It markets books through book discussions, story workshops and fiction appreciation seminars. It caters to students and teachers in the nonformal to formal spectrum and in the primary to higher education continuum!</p>	<p>It caters to a niche market. It has an established presence in northern, eastern and western India. It is reaching out to Pakistan and the ASEAN countries</p>	<p>Paucity of funds. Does not have the resources a larger publishing house has. Has to create a market for its books and from its books.</p>	<p>An effective networking system has to be established, directly linked to the effectiveness of Katha's programmes. If translations become acceptable, fashionable and are recognized as necessary, sale and reach of books will naturally increase.</p>

Catching The Headlines

MIDWEEK THE STATESMAN WEDNESDAY 5 MAY, 1999

THE ASIAN AGE 24 AUGUST 1999

From reading to acting, a complete exposure

THERE is a characteristic so universal about children — their world is full of stories — the fairy-tales and the legends...

such as painting, reading stories aloud, writing, fancy-dress and quiz. The storytelling, quiz and...

workshop for the first time. The special feature of all these competitions was the par-

with references to various Indian writers and their languages. A creative corner was set up



Katha Prize Stories Volume 4

TUESDAY JULY 4, 1995

ARTS

Katha's latest offering, 'Katha: An Anthology of Regional Stories', is scheduled to be released next week. *Sandhya*

To be faithful, yet beautiful

The book is a collection of stories from various regions of India, written in a simple and beautiful style. It is a must-read for all who love stories.



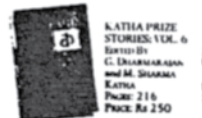
KATHA, AN NGO which works in the area of creative communication for development and for spreading the power of the story, has now started an experiment by holding story workshops in various parts of the country. The first workshop was held in...

Reaching out for space

Lakshmi is a well-known Tamil writer and artist. In a recent collection, she takes the reader on a journey through the spiritual world of the Hindu gods and goddesses.



one of her own works, reveal the creative world as a whole. Through her, the poems are joyful and there is a touching reflection on the human condition. They help the reader to look at life and just look at the perspective of what one knows. But she does not stop at that. She goes on to explore the very 'grounding with the world' in which Lakshmi has used her pen to create a world of her own. It is a world that is both familiar and new.



Fluent Fiction
A rewarding collection of regional-language literature
By SOUMYA BHAI TACHARJYA

FEBRUARY 15
Katha Prize Stories Vol. 6
Edited by G. DHARMARAJAN and M. SHANKAR
Katha
Price: Rs 250

A BRIEF HISTORY OF MEN FROM BEHIND THE VEIL



The book offers an insight into the lives of men from behind the veil. It is a collection of stories that are both powerful and moving. It is a must-read for all who are interested in the lives of men.

The Statesman
April 16, 1999
Enjoy the...
sixer on India





an experience of a lifetime. I had no idea about what workshop is, but when I attended one I really found... This theatre workshop was arranged by Katha at Ind... entre on 21 and 22 April. Students from several oth... articulated.

THE HINDUSTAN TIMES
AUGUST 2 1999
Story workshops for Tihar inmates
When the rich come here to meet the walls...
KATHA, AN NGO...
...of creative communication for...

An invitation to ...

Light a Fire!



"The [Bhasha Tamasha!] idea was to expose children to the wonders of our Indian languages. And the most interesting part of all was the common platform made available to young students from every strata of society"

– *The Indian Express*,
23 October, 1999

"Are school teachers of today literate? The Indian literature quiz conducted by Katha at India International Centre recently was a good opportunity to find out. As Jayanti Basu, the quiz conductor, fired questions, the teachers were seen enthusiastically shouting answers and sometimes biting their nails."

– *The Statesman*,
13 December, 1999

"The name [Katha Khazana] could not have been more apt as the endeavour has contributed to stories of women's empowerment, stories of would-have-been school dropouts becoming school toppers and now the story of how despite being housed in a dirty slum, a wonderfully clean bakery churns out delightfully tasty biscuits. It is also a story of struggle waged by women such as Manjula and Urmila to cast away the veil that shrouded their existence and step out of their homes to establish their worth not just to the outside world, but also to themselves. Katha is at the epicentre of activities that have transformed the Govindpuri Basti"

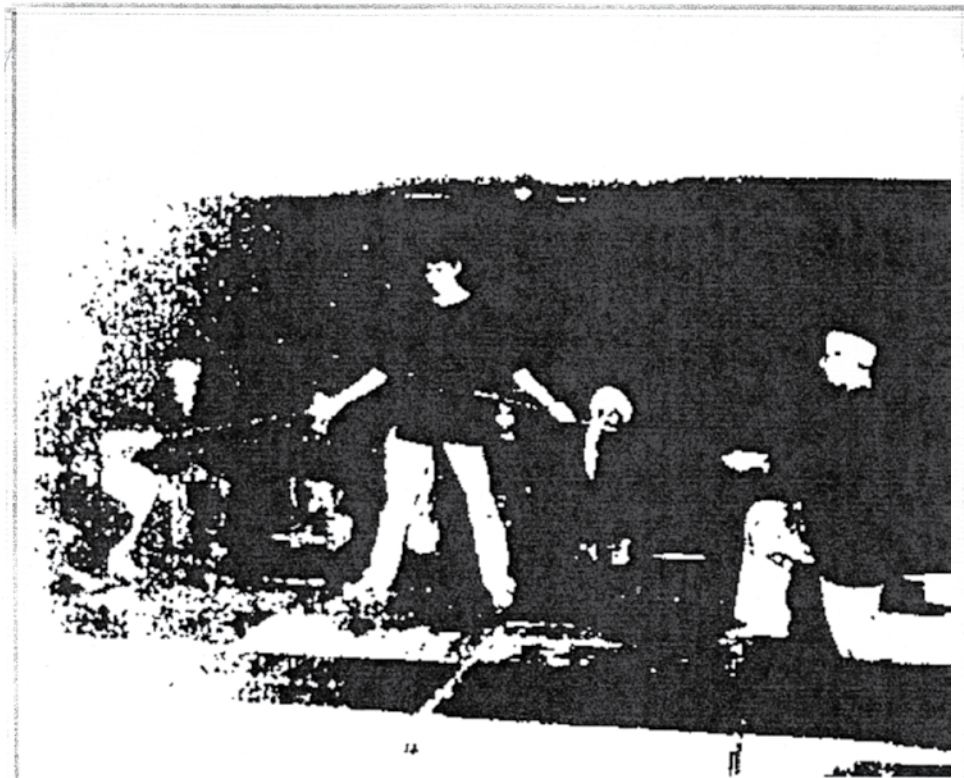
– *The Week*

"... 20 illiterate slum women who got professional training in [the Katha] bakery now earn on an average Rs 2700 per month."

– *Partners in Change*,
ActionAid

"Until lately, vernacular writing in India has been very much the poor relation [of modern Indian writing in English]: amateurishly published, feebly distributed, often poorly translated. Now even that is changing. Penguin India is publishing more translations, Picador India has vowed to do the same ... For inspiration, they can look to an extraordinary nonprofit company called Katha which has begun to salvage the lost classics of modern India, translating them into English with flair and publishing them in beautiful editions ... It may be some years before names like that of incandescent Kerala fabulist Vaikom Muhammad Basheer or the spooky Urdu short story writer, Naiyer Masud, both published by Katha, reverberate in the wine bars of Bloomsbury, and send publishers and agents beetling across the globe for a piece of the action. But it is bound to happen."

– *The Independent*, UK February, 1999



“The level of professional, and indeed academic, brilliance of this group was outstanding and if this is the expected practice for Indian academia, I congratulate you. The participants are intellectually agile, accurate and at ease with all the current developments in thinking about literature, more incisively and frankly than in my country. At the same time they have passion and commitment, and are not merely budding careers.”

- Lee Cataldi, writer, scholar, teacher, University of Adelaide, Australia, commenting on a Katha workshop for academics, held at the Indian Institute of Advanced Study, Shimla, 1998



Children in fancy dress – impersonating their favourite characters from stories.

His Holiness, the Dalai Lama gave away the Katha Chudamani Award to Krishna Sobeti for Lifetime Literary Achievement.



६

1989-2000

THE REPORT



Children of Tihar Jail women convict at the Bhasha Tamasha Utsav.



Kalpavriksham
the centre for
sustainable learning
1999-2000

9Cs: Curiosity, Creativity, Critical Thinking, Confidence, Competence, Cooperation, Commitment, Culture, Citizenship

"Amazing ... the work you do here is just amazing."

— Joel Hafvenstein, Trickle Up, Alaska.

"... wonderful to interact with such a group of dedicated workers, totally committed to meaningful education."

— Sharad & Nupur Gaur, Delhi

Comments:~

An excellent and very informative visit to a very worthwhile enterprise ... It's really inspiring.

– Alex Knox

Second Secretary, Australian Commission

It was inspirational seeing your fantastic work today. I wish you much luck with your very important work in the future.

– Steven Rosenthal

Executive Director, CCS

It's heartening to see the wonderful work everyone is doing here. May I wish you all the best for the New Year and hope that you talented students achieve their dreams,

– Rina Ray

Director (CW) Department of Women and Child Development, Govt. of India

A wonderful environment for the children ...

– Neil Poting

Oxford, UK

... you are doing a fantastic job with the children and the women.

– Cindy Wischhusen, Oxfam, UK

What a wonderful atmosphere and such a creative approach to learning you have built at Katha.

– Gillian Mellsop, Nandanil Kapoor

First Secretary Programme Officer

Development Co-operation Section

Australian High Commission

It was very interesting, informative and enjoyable to visit your school in all its aspects – dedicated children, motivated teachers. A good atmosphere where children are enabled to become creative and dignified human beings.

– Lennard Roubos

ICCO, The Netherlands

Katha's Centre for Sustainable Learning was started in 1990. Its efforts have been in the areas of making learning a fun and relevant, lifelong experience for children in non formal education.

The education of children from poor families has many unidentified problems and Katha's approach may be one way to tackle this issue and lead children to enduring knowledge. We have, over the past ten years, worked in integrating teacher education with teaching/learning materials development, community participation, women's empowerment and family wellbeing, striving to develop a suitable curriculum for sustainable education.

Could Katha's integrated approach to learning make a difference? was the question. And then the larger question: Is sustainable education only for children from poor families? With more and more parents whose children go to expensive schools asking for Tamasha, with teachers in formal schools and colleges keenly interested in the Katha pedagogy, it seemed as if our experience in working with working children can be meaningful for others, too.

The Katha philosophy has grown organically with each perceived need. Today Kalpavriksham works with students – from those who are very poor to those who will be our future decision makers, from preschool to higher education - and with teachers, in the nonformal to higher education continuum. It is indeed a vast canvas, but if we can make a difference, however small and insignificant, should we not? And who will care for our poor if there is only a diminishing empathy towards them in decision-makers and leaders?

It has been a year of hard work – memorable, measurable, mission-focussed! It has been a year of taking risks – but what satisfying risks! What an embarrassment of achievements!

Development of teaching/learning materials is still drawing a lot of inspiration from Tamasha! And, in the Preschool, the Chand Kit is still going strong.

An excellent and very informative visit to a very worthwhile enterprise. I feel that Australia should be able to assist in some way, and I will do what I can to assist. Thank you very much.

– Alex Krox. Third Secretary, Development Co-operation Section, Australian High Commission, New Delhi. 29.04.99





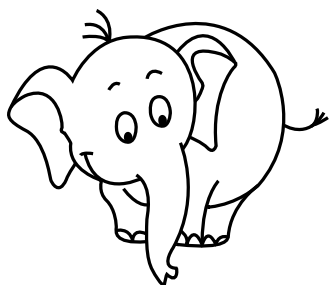
THE Children's Magazine

The magazine that set the tone and culture of Katha is no more! How many children wrote in to ask for it ... Please make it a monthly, they said, from Devas and Chittorgarh and other small towns and villages. We miss Tamasha the elephant. What fun she was! How much learning and team spirit she brought into Katha.

Now, this year, we hope to have an emagazine called Tamasha! Maybe a site in her name – to take fun and cheekiness (remember HulGul?) to children, along with a lot of learning, a lot of creativity.

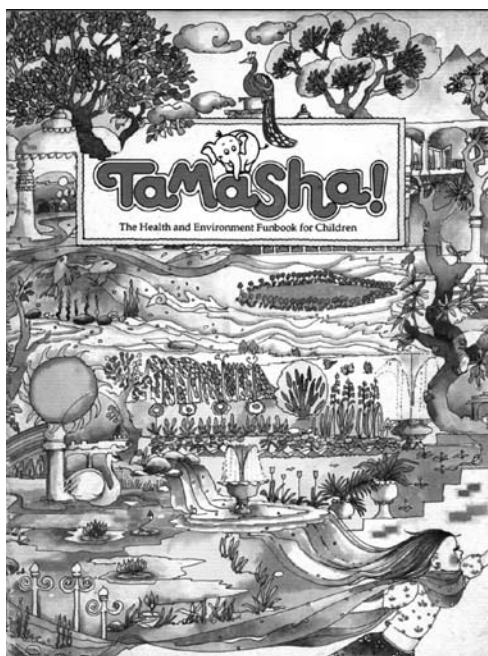
So Internet ... Here she comes, that bundle of mischief and laughter. *Tamasha!*

Tamasha! is still the text book of choice in KathaShala. In the Hindi Lab, the language-based activities were created by the teachers and were fun and relevant. Stories from *Tamasha!* like “Kalpataru” and “Nandu Hathi” were in great demand!



THE INTERNSHIP PROGRAMME

The University of Texas at Austin, Chicago University and London University have approached us to take their teacher training students as interns. We are exploring the possibility with SOAS and Chicago; while it has come through with UTA. Thanks to the provost of UTA, Dr Ekland-Olson.



CREATIVE TEACHING!

PRE- & IN-SERVICE TEACHER TRAINING IN ALTERNATIVE EDUCATION

Case your eyes and see the world. Listen to the sounds. See the pictures that form behind the eyelids, in the mind's eye. And imagine now ... if you were a teacher, what do you think the child in your class sees. Will it be the same pictures you see? Are there dreams and longings in your students that you know – yet don't know? If you are a member of the Katha Creative Teaching Programme, you are there because you are a dreamer and a doer. And you have certain rights and responsibilities.

THE RIGHT TO –

- ▶ Believe fiercely in creativity and innovation, each in our own way
- ▶ Have our own space to create the kind of classroom we want, the kind of teaching we want to do.
- ▶ Help all the children in our community get the education they deserve and require for a good future.
- ▶ Expect the best from ourselves and our students.
- ▶ Believe in lifelong learning – both for ourselves and for our students.
- ▶ Actively look for and build networks within the organization and without; to indulge in peer learning and sharing ideas, innovations and conflict-resolution and mediation techniques.
- ▶ Work together to make a difference.

Work together to make a difference. For ... AS A MEMBER OF KATHA, WE CAN. WE SHALL!

OBJECTIVES: Some of the things we see our teachers doing in an alternative education system are, propagating –

- ▶ A sound and relevant curricula that emphasizes lifelong learning skills and entrepreneurship in students.
- ▶ Research and creativity in preparing quality teaching/learning materials.
- ▶ Catching the interest of the parents, the family and the community; their involvement and active participation.



▶ Dedicating themselves to being imaginative and fun-loving teachers who are curious, creative, capable of critical thinking; competent, confident and committed; caring, culture-conscious and cooperative.

This course is specially designed for teachers in nonformal education who are either in Katha’s in-service teacher training programme, or in Educating the Imagination, the pre-service training programme. It is based on the premise that the distinctive nature of nonprofits like Katha create an inner imperative to excel, and this need and desire should find fulfillment and scope for growth in the training that teachers undergo.

The course –

▶ Helps experienced teachers to rededicate themselves to the idea of excellence and creativity that are the bedrock of a education.

▶ Assists teachers to find ways to turn the individual dreams and aspirations of their students into reality.

▶ Help develop a basic understanding of the leadership and management issues facing teachers today.

▶ Master habits of conflict resolution and mediation so as to pass these necessary skills to their students.

“It’s heartening to see the wonderful work everyone is doing here. May I wish you all the best for the New Year and hope that you talented students achieve their dreams.”
 – Rina Ray, Director (CW), Department of Women and Child Development, Gaffif India.
 04.01.2000.

THE KATHA DIPLOMA COURSE IN EDUCATION. KBED:	
The Diploma course is a 3-year programme of 208 hours/year.	
All O level Courses have to be completed before moving to the A Level, unless the Team leader gives written permission.	
Nonformal Education:	
ACE; LEAD & ECTA	U LEVEL mandatory
Yoga and Meditation in the Classroom	“
Indian Philosophy of Education	“
Conflict Resolution &. Mediation	“
Child Development and the Imagination	O & A LEVELS
A Sense of Gender	“
Communication Arts in NFE	“
Stories in the KATHA Curriculum	“
CVity as Classroom/Environmental Education	“
The Teacher as the Centre of Community Development	“
Classroom Culture &. Management	“
Principles of Curriculum Development	“
Making Low-cost Teaching Learning Materials	“
Student Health and Nutrition	“
Ethics for Life	“
Dance Techniques as a Teacher’s Tool	A LEVEL
Theatre Techniques in the Classroom	“
Puppetry in the Katha Classroom	“
Language Arts: Pedagogy & Assessment	SO &. SA LEVELS
Social Studies: Pedagogy, and Assessment.	“
Science: Pedagogy, and Assessment	“
Mathematics: Pedagogy, and Assessment	“

KathaKhazan

KATHASHAL

CRECHE PRESCHOOL

JUNIOR SCHOOL

KATHA SCHOOL OF ENTREPRENEURSHIP

JUNIOR HIGH

OPEN SCHOOL

VOCATIONAL

ENTREPRENEUR TRAINING

TUTORIALS AND MENTORING PROGRAMME



SHAKTI

SKILLS UPGRADATION

WOMEN'S COOP

LITERACY CLASSES

SACH

SOCIAL ACTION FOR CHANGE

COMMUNITY PROGRAMME

MAA MANDAL

BAPU MANDAL

BALKA MANDAL

Supported by:

The Government of Delhi,

Department of MCD, Slum Wing

Government of India,

Department of Women and Child Development

AusAid

Australian Aid Programme

Sir Dorabji Tata Trust

The German Embassy



KATHA SCHOOL
OF
ENTREPRENEURSHIP



Started in 1994, KSE reminds us often about the importance of Journeys, not Just of goals! Commitment to our mission goals of bringing quality education to children led to KSE, and the needs of the students led to the special pedagogy and curriculum used here. From the beginning, we have had a singular commitment from our students, many of whom still work to augment the family income.

The experiment, when it started, was to find a way of helping adolescent students gain access to better skills and entrepreneurship ideas. But, on thinking further, it seemed to me that there was a need to see the curriculum for KathaShala - from primary education to high school - as one that builds enterprise and expertise, and bolsters the innate leadership and confidence they have. Katha's specially designed curriculum strives to give not just scholastic skills but also the all-important entrepreneurial and vocational skills.

KSE was started as a series of workshops. The students - a questing bunch - keep one another's fire alive through interactive participation. And today, Katha indeed is an island of excellence! Our Guest Faculty, each an expert in their field of marketing, negotiation or accounting, vouch for this.

We hope KSE's curriculum will help students make sense of their schooling and build in them an eagerness for enduring education; and help them acquire knowledge that will help each one of them to be looked up to by one's community, for what one is. Our hope and dream is to make the Katha School of Entrepreneurship a premier institute for small business studies, not unlike a school-level IIM!

The first batch of girls and boys who have graduated from KSE are all working now, earning Rs 2,500 on average.

Freedom from poverty is what we want for our students of KathaShala— freedom from a poverty of creativity, ideas, quality, values, as well as money.



In 1990, we started this community-based integrated learning centre in one of the largest slum clusters in Delhi. Called Katha-Khazana, it has been seen as the treasure house of the best that the large community of about 1,00,000 people has to offer. Their children – their treasure! The community we work with lives in Bhumiheen, Navjiwan and Jawahar Camps, one of the largest juggi-jhonpri clusters in Delhi. According to government estimates, the families living here, in about 600 hectares of land – making this one of the most crowded areas in Delhi – are amongst the poorest in Delhi. But the upbeat mood here today is instantly visible!

Starting with five children, aged 7-14, today, the “deschool” has grown and spread out its wings, helping many children to ... fly!



The sense of satisfaction this gives our teachers and each one of us associated with this programme is enormous!

Many of our children still work to support their families, though the numbers have definitely come down since Katha started working in this area. There is a mixture of Hindus, Muslims and Sikhs living here, with a small percentage of Christians. The people live in great communal harmony.

The average family income in 1990 was less than Rs 1,000 according to a Slum Wing, Delhi Administration survey. Today, our women earn up to Rs 2,500/month!

The programme, when small, was called Katha-Khazana. There are many components in it today and Katha-Khazana has become the name of the physical location of the project – in space given to us by **Delhi Administration's Slum Development Board**. We are grateful to them and to Shri Manjeet Singh, for continuing to support this programme to make available quality education for children of this JJ Cluster.

KSE today is a specially-designed integrated programme for 1200 working children and their siblings. We help them become self-reliant, confident and upwardly mobile.

Every year we have helped nearly 350 children to get into various classes of formal schools. We hope Kathashala will show the student where she is going and be a place of hope – hope of a future without poverty, without hunger and want.

The **Katha School of Entrepreneurship** has:

- A **creche** for 0-3 year olds and a **preschool** for children between 3 and 6 years of age. It is seen as a means to prevent children from getting into full time working situations. A specially-designed curriculum opens wide the doors to the exciting world of knowledge to children.

- A **Nonformal Education (NFE) Centre** for 7 -14 year olds who have never been to school or who have dropped out a long time ago and hence have lapsed back into illiteracy.

- **The Senior Open School** was started in 1994, specifically to address the needs of children aged 12 years and above. It has a specially designed curriculum that weaves together **scholastic, vocational and entrepreneurial training** in a one-of-its-kind programme.

- Students have a choice of many **vocational courses** which include computers, catering, baking, tailoring and embroidery, electronics and electricals. Our **Computer Lab** has 13 computers and hands-on training is given to all enrolled students. Our **Math Lab**, which teaches business! relevant maths, and the **Science Lab** are favourite places for our students!



Come join ...

MY WORLD

More than 500 children have received admission into formal schools.

Student performance and examination results, as usual, have been excellent!



PULWARI, THE CENTRE FOR CHILDREN WHO ARE DIFFERENTLY ABLED filled our hearts with joy.

Our children have learnt to make earthen toys and to paint them. They learnt origami and were excited to see their paper turn magically into birds and snakes. They love to listen to stories from Tamasha! as also to play carrom board and the games they learn from *Tamasha!*

Our teacher, Indrawati, was given a three-month training by the Spastics Society. One of our students, Urmila Sharma from the Teacher Training Programme, took over as substitute teacher during this period.

General medical check-up was organized on regular basis and all the children were given special therapy. Mrs Thomas, Lecturer in Lady Irwin College, conducted a test to detect Vitamin A deficiency among the Phulwari children. Students were given nutritious diet throughout the year. While, a volunteer from

“This is a wonderful place. You are doing a fantastic job with the children and the women” - Cindy Wischhvsen.
15.02.2000

the USA, Diana, came forward to meet the expense of the education and treatment of two children, Rukshana and her elder sister Shabana. Both suffer from Rheumatoid Arthritis.

The two sisters and Arvind, a student of Class VII, who is suffering from Polio, have been admitted into a school run by Akshay Pratishthan. Vishavjeet, who is \ visually impaired, has been admitted in the Blind School.

Creche & Preschool

Four hundred students filled our classrooms with their giggles and curiosity. And the number of girls? Twenty per cent more than last year!

We feel good about another number too – 253 students gained admission into formal schools. Four girls were promoted into our junior school.

When they were with us, they acquired pre-writing and pre-reading skills. Trips and excursions, new books and creative, fun events, celebrations of all festivals. The birthdays of both Lord Jesus and lord Krishna were celebrated. And then Id came and it was celebrated as joyously as Guru Nanak's Day. When we come to KathaShala we realize once again the true meaning of secular. Inclusive. Not exclusive. Or seclusive! Joy in life.

Picnics in the sun and hectic activity in the playground. And PRIZES!

It's been fun and spontaneous learning for our children in the preschool! Can learning be such fun, ask parents. And then feel the blush of achievement when their children get into the neighbourhood formal school. Yes, 253 children have moved away. Proud graduates all!

Junior School

Katha's junior school is the main centre for alternative or nonformal education. With a total



number of 400 children, this school has one of the most creative and active classrooms in the whole complex! Seven is an age for exploration, just as for curious questions and



obstinate non – acceptance of irrelevant information! The challenge was well met by our teachers. And 233 students got admission into formal schools.

The enterprising students organized a **Science Exhibition and a Social Studies Exhibition**. It was a learning experience all the way! Walls were painted with colourful pictures. And adding to the serious learning atmosphere were the –

Hindi Lab. Its language-based activities were created by the teachers and were fun, relevant.

Stories from *Tamasha!* like “Kalpataru,” “Nandu Hathi” and the game चाँद पर पहुँचो became very popular among the students. Most of the games found in *Tamasha!* were played in the class. They composed poems and stories, and prepared charts on wild animals and magicians –



जादूगर का खेल निराला,
 लगता मुझको बहुत मतवाला,
 तलवार, खरगोश, तितली देखे
 सफेद फूल अनोखे देखे
 देखो कितना अच्छा खेल
 सब खेलों को कर दे फेला।

poem on नन्दू हाथी also was composed.

Children learnt science at the Science Lab, and pulled language threadbare in the Language Lab. If in the Social Studies Lab “Environment and Pollution” was a hotly debated favourite, in the History Lab, it was a project on Delhi and a discussion on the role of the Press. They conducted an exhibition on Indus the Valley civilization. And had a classroom project on “The Village.” The Ganith Kendra, or the Math Lab was a great hit, too!

Open School & Tutorials.

With 350 to go children, the Open School gets into a zillion activities that from part of their scholastic, vocational and entrepreneurial training. If they are not bringing out their monthly magazine, **Balle!Balle!**, they are organizing a **rally against child labour** with posters and slogans or against **polythene**. The **Social Studies Exhibition** organized by these senior students had 16 projects displayed under various heads. Well done!

The scholastic programme is looked after by well-trained teachers. And the results prove this: Fifteen students have secured a 1st rank, 17 students a 2nd, while 19 got 3rd ranks in various classes. Tenth class National

Seven girls who got into college last year have five following their footsteps this year! Sixteen students from the Computer Section have secured good jobs.

Seven student if Electrical have started their own shop. One student has opened his photo studio. One boy has started his tailoring shop and he has employed three more tailors.

One student if the Bakery has got a job. Babita, a student if the tailoring section, has got a job in Khazana as Assistant Tailoring Teacher. Her salary is met from the students fee.

Twelve students if tailoring have started their own businesses.



Open School results are awaited. Tutorial students discussed their performance of marks received in Formal Schools in their 1st Terminal Exam in October.

They prepared well with concentration inspite of various exciting activities and took their 2nd Terminal Examination in their respective Schools in December '99.

Twelve students have cleared their class tenth CBSE boards. Five girls have also cleared the CBSE class twelve board exam. Now, they are waiting for the application forms to enter into college. To follow in the footsteps of the seven girls who got into college last year! Taj Hotel has taken in one of our students as a trainee.

This is the third batch of students enrolled in the Certificate Course in Small Business Management. A three-year course, with two intense workshops each year, their first year Entrepreneurship Workshops, happened on time and well.

NATIONAL OPEN SCHOOL

Many of our students who are still not able to attend formal schools, come to us at the KSE. They are enrolled in the NOS. The students have taken various exams –

Hindi 26; Maths 16; English 27; Science 19; Social Science 27; Economics 13; Business Study 3; Home Science 11; Ijrpina 2.

51 students have been admitted this year in various NOS courses.

They have chosen courses that are away from the beaten track like Play Centre Management, Word Processing, Laundry Services, Catering Management, Bakery and Confectionery, House Keeping, Electrical Technician and Cutting, Tailoring and Dress Making.

Academic and Vocational Courses.

Examinations will be held in April 2000. The number of students who will appear for the April, 2000, examination of Secondary Courses is 58, in Hindi, English, Maths, Science, Social Science, Economics, Commerce and Home Science.

It costs just Rs 250 a month to give quality education to a child at KathaShala.

A Nursing Course was conducted by a volunteer from the USA and certificates were distributed by the same after a small viva and written test.

Khazana has got the Accreditation from NOS for Secondary and Foundation Courses. And Khazana has been selected as an examination centre for the National Open School, NOS.

Exhibitions have caught the fancy of our older students. They like the challenge of preparing the exhibits, then explaining the projects to the visitors. This year, a science exhibition and science quiz were organized on the same day by our senior students. A Social Studies exhibition was also organized by senior students. Sixteen project were displayed under various heads.

In Vocational Studies, too, many of our students will be taking their annual examinations in May, 2000. We have a total of 3 students in Bakery and Confectionery, 12 in Word Processing, 2 in Play Centre Management, 5 in Catering Management, and one each in Cutting and Tailoring and the Electrical Technician course. That brings the total to 24. A month long personal contact programme was conducted for the students. This is one of the unique services being given by Katha. And this results in good performance.



Vocational Courses

All children above the age of ten sit at the computer at Katha. They have fun, they play around with the mouse and the keys, yet, in unknown, silent ways they learn the MS Word processing version 97. The chapters covered are file managing, file editing, save me, protect me, mail merge to document, merge label and envelope et cetera.

The Katha Computer Centre teaches students the fundamentals – DOS 6.22, WordStar, Windows including PaintBrush, Windows Explorer, Internet Explorer, Recycle Bin, Note Pad, MS Office – MS Word 97 & 2000, MS Excel, MS Power Point, MS Access, DTP – PageMaker 5.0 & 6.5.

The Katha IGNOU Computer Work Centre teaches students computer fundamentals – DOS 6.22, and Windows – Windows Explorer, Paint Brush, Word Pad, Recycle Bin et cetera as well as MS Word Processing.

The Katha Electrical Centre runs courses in electrical maintenance of homes, motor rewinding, simple electronics.

No of Students in NOS/Katha Electrical Centre: 16
No of Students from within the Katha Schools: 146

The Katha Bakery has 26 students from the community and 154 students from the various classes at Katha. Today, after training, four students are gainfully self-employed. Two boys from the community are also coming to attend our bakery classes and after completing the course they want to start their own bakery. And now, women from the Maa Mandal come for the training, too!

And what do they learn to make? Plain cakes, coconut biscuits, sponge cake and eggless cake, pineapple pastry, fruit cake, blackforest cake, marble cake, coconut macrons, peanut biscuits, jeera biscuits.

Food Processing

Green chilli pickle, seasonal vegetable pickle, lemon pickle, lemon chutni, ginger pickle, lemon juice, lemon sharbat and lemon ginger sharbat.

Cutting and Tailoring

Four girls from Balika Mandai joined cutting and tailoring classes. Eleven student have started their own business.

Vocational and Entrepreneurial Training
Total Number of Students: 91
Total Number of Girls: 26
Total Number of Boys: 65

INDUCEMENT PROGRAMME

1. Balika Mandal

Adolescent girls from the community come regularly to attend classes in Katha Khazana because their families have never given them a chance to go to school and see the world on their will. They work to support their families or look after their own younger brothers or sisters. Most of them have never been to school, or are primary school dropouts.

They come regularly to attend the classes in Katha Khazana against the wishes of their parents, because parents want that they should stay at home and do the household work and take care of their younger sisters and brothers. In the case of a few girls, parents are unaware of their ward's education. Each of them receives vocational training at our Centre – Cutting and Tailoring, Bakery, House Wiring and Computer. And they will attend their First Certificate Course in Small Business Management which is slated, as usual, for May. Their presence adds to the excitement of the classes!

Twenty girls were motivated to join the NOS Foundation Course in preparation for the National Open School's School Learning Certificate exam.

Fifteen of them have joined the NOS as class

The Students of Balika Mandai are making beautiful greeting cards. They may sell them for Rs 10/per piece.

Of the women in the Adult Literacy class, four have enrolled in the National Open School. The others have promised to join in July, 2000.

Balika Mandal girls along with Maa Mandal women went to see the Suraj Kund Craft Mela. The purpose of taking them to the Mela was to appraise them as to how people who had started their business from the scratch had risen to the level they are now at.



Initially, it was very difficult to convince the mothers to let their daughters join the programme. Most of the mothers agreed to send their daughters when they were told their daughters can learn to stitch, cut, make biscuits. Two students were thrilled to know that they can learn electrical repairing and house, wiring.

Now they attend basic literacy and operational mathematics class. Vocational skill based classroom activity and awareness programme. They also attend Natak classes and sit in small anxious groups, listening as Mrs Thomas and her students from Lady Irwin College speak to them about balanced diet, nutritious food, and the importance of fruits, vegetables and soya bean.

Under the awareness programme, vigorous arguments and discussions are beginning to happen under topics such as gender bias, stereotypes, how to prevent early marriages, the growing into adulthood and puberty. The girls show they are prepared to take on the world! They are confident, self-motivated and creative. Some of them are planning to get into formal schools this year. Others are thrilled to think about this admission in class ten of the NOS.

2. Library

This programme comes under the Inducement Programmes. Children who otherwise never come to Katha-Khazana are first identified. Most of them are young, illiterate or primary school dropouts. Young adolescent girls are also active members in this programme. The librarian reads out from the newspapers to them and important issues are discussed.

A book show was organized in Khazana with the books from the library. Books which deal with different states were kept separately and were displayed to highlight those states and their natural resources, human resources, monuments and occupation. People from the community and Katha-Khazana staff and children were invited to the show. Many adolescent girls, mainly school dropouts, visited this show and became interested in books. Now 29 of them have taken admission in class eight of the National Open School.

Community people are very keen to come to our library and listen to the stories and newspapers read by the librarian. Twelve of them have joined the adult literacy programme.

Some formal school children from the community come to our library for reference work.

In the month of December, a stock list checking was done.

Other Events

Fun ... Fun ... FUN! On 30th March the students had a picnic. They visited Lodhi Garden, Buddha Garden, Birla Mandir and Qutub Minar.

From 20th Sept '99 to 26th Sept '99 a "Balika Saptah" (Girls week) was celebrated. Girls from each section participated actively and prominently. Some values like - duties towards others, equality in sex, leadership qualities in girls et cetera - were made to brought out through various activities such as drama, drawing, debate and songs.

A group of ten children participated in a theatre workshop organized by Khilona, in Max Mueller Bhawan.

One of our students, Jyoti Baja, is preparing to get into medical college. She was the one chosen to welcome His Holiness the Dalai Lama and the distinguished gathering who had come there to hear His Holiness deliver the First Katha Lecture on Education. He spoke, to our delight, of what Katha has been doing for the last ten years - educating the heart and the mind! And Jyoti did us all proud. Well done, Jyotima.

Our junior and senior school students have been participating in debates, painting competitions and theatre activities as well. In theatre, trained by the Katha Theatre





Group coordinator, Ravi, they gave some outstanding performances in various competitions. And have been noticed by the Statesman daily newspaper. The junior as well as the senior groups received the 2nd prize in an Inter School Competition. In fact the Khazana Theatre group has been invited to quite a few schools to perform!

The Annual Sports Day was celebrated with the usual fanfare and noisy appraisals of performance. Prizes were given out.

Most of them have participated in painting competitions.

A Nursing Course was conducted by an American Volunteer from Cross Culture Solution (CCS) and Certificates were distributed by the same after a small viva and written test.

A **Health Camp** was organized by a volunteer Mrs Raj Malik. On the basis of the report, the students were taken to different specialists from All India Institute of Medical Sciences.

Heart check-ups by the doctors from Escort Heart institute was organized.

Binoo Sen, Member Secretary, National Commission for Women and Rina Ray, Director (CW), the Department of Women and Child Development, Govt of India were the Chief Guest and the Guest of Honour respectively.

SHAKTI KHAZANA



Started in 1990, Shakti is a community-specific programme, concentrating on income-generation, literacy, water and sanitation, raising of awareness and empowerment of women of Govindpuri. Many of the community households are headed by women who mostly work as unskilled labour to support their families.

The programme was started in 1990, in the hope that money coming directly into the hands of the women would mean better nutrition and schooling for their children. We believe that it is Shakti which has helped swell enrolment and performance in the KathaShala.

- The programme includes a training and income-generation programme that has been tailored to the needs of the community and those of the marketplace. After a survey, Shakti-Khazana's Women's Coop chose the following income-generation activities:

- **Catering** The women supply office lunches and take orders for special occasions as well.

- **Bakery.** This unit makes excellent cookies, cakes, puffs and pastries which are being bought by individuals, neighbourhood shops and organizations like the American Women's Association. They were handpicked by the chefs of Taj Mahal Hotel, Delhi, for training. And now, this stands them in good stead. Today, their products are better than even what the Taj makes – or so people say!

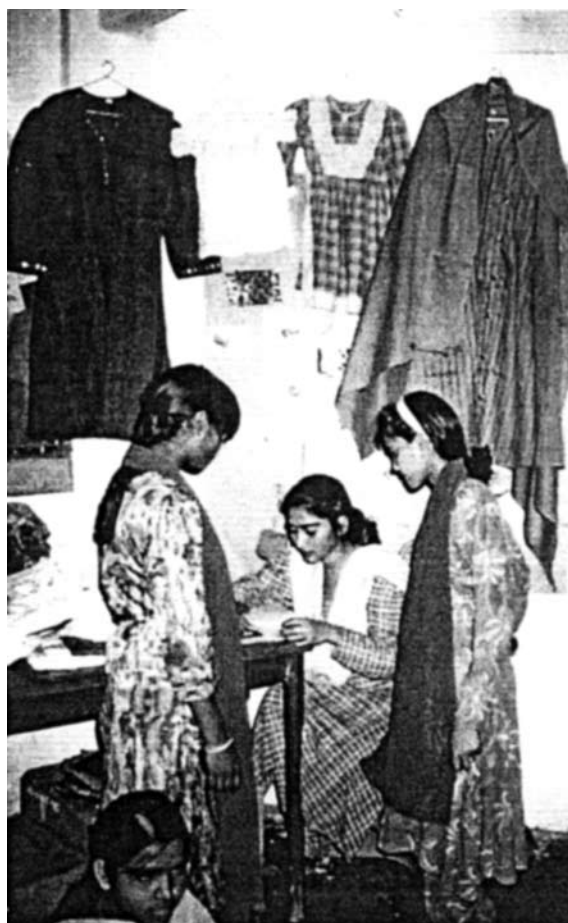
- Squashes and Pickles Unit. Small. For local consumption.

About 70% of the teachers we have in KSE today are women who joined the teacher-training programme from the community. Today each one of them sends her children to school and basks in their achievements!



• **Tailoring and Embroidery.** This unit takes local and export orders.

The income-generation programme is totally run by the women, with support being slowly Withdrawn as they become more self-reliant. When we started, the average family income here was Rs 600-800/month (according to a Delhi Government survey). Today, our women earn up to Rs 2500/month and have formed their own Khazana Women's Cooperative!



Would you like to order our cookies?

- **BISCUITS:** *Aata, Jam, Ginger, Butter Cream; Butter Almond, Coconut Macaroon, Peanut, Coconut, Marble, Van-Khatai, Butter, Butter Chocolate, chocolate, Jeera, Ajwain, Orange Cream*
- **Doulghnuts:** *Chocolate, Plain, Coconut*
- **MUFFINS:** *Fruity, Nuts*
- **PASTRIES:** *Vanila, Pineapple, Chocolate, Blackforest, Nuts*
- **TARTS:** *Vegetable Tarts, Fruits Tarts ,*
- **CAKES:** *Sponge, Plain, Chocolate, Backforest, Pineapple, Nuts, Eclairs.*
- **PATTIES:** *Paneer Patties, Mixed Vegetable Patties, Plain Potato Patties, Iarari Cocktail Patties.*
- **SNACKS:** *Pizza Base, Cocktail Pizza, Vegetable Burger*

FOR MORE
INFORMATION,
CALL 6868193; 652 1752.
OR WRITE TO US AT
katha@vsnl.com

Khazana Bakery:

During the first quarter we were getting good orders of patties from various government schools, where our women go to sell the patties. During the next quarter, earnings were around Rs 2,700 per month/woman. One new recruitment has taken place in the bakery. Mrs Thomas has been training a new group of women in NutriCookies. She's trying to get big orders for the paushtik biscuits for this new batch.

We have an excellent list of regular customers which includes the Indira Gandhi National Open School, Lady Irwin College, Katha, Priya, IIFT, Munirka Church, ICCW and the American Women Association, neighbourhood schools, CaspPlan and Caltex.



Khazana Rasoi:

Sale in this particular department has gone upto Rs 31,000 and each woman earns more than 2600 every month. They have invited three new members to their group. And now, in addition to economical lunches, they are supplying executive lunches and South Indian Thalīs. They have started producing namkeen also.

We are getting regular orders for lunch from Deepalaya, IGNOU, Caltex, the Apostles Methodist Church in R K Puram and Lady Irwin College. Apart from

Khazana staff lunch and tea orders, women received a big order for lunch from the Katha Sarvodaya Enclave staff, the Spastic Society of India and Scope Plus. Price of each lunch varies from Rs 35/- to Rs 60/- depending upon the menu and the cost of the conveyance. The women also supplied snacks to Caltex India, the Katha Sarvodaya Enclave staff, and the Katha Entrepreneurship workshop participants, organizers and resource persons.

Masala and Food Processing: Our masala products are of good quality. We grind them in our own chakki and they are packed hygienically.

We produce the following items:

हल्दी, मिर्च, धनिया, जीरा, गर्म मसाला, काली मिर्च, इमली, मँगफली दाना, आमचूर, लौंग, बड़ी इलाइची, सौफ, अजवाइन, हींग, मीठी सौफ। The masala unit is yet to catch the market though. The women are now making a profit of around Rs 800 per month.

Students from the vocational courses are being trained to process food.

Workshops and Skill Enhancement Programmes:

Coop women underwent a workshop on Fast Food by the Taj Hotel chief chef.

An American volunteer from Cross-Cultural Solution conducted a workshop on the processes of making tarts.

Workshop on the production of pickles, squashes, namkeens, et cetera.

Food Processing

Food processing for juices and pickles has to go a long way. It is still in the stage of a vocational learning for the students. We produce following items:

आचार, आवला का आचार, कटी, हरी मिर्च का आचार, नीबू का खट्टा-मीठा आचार, मसाले से भरी लाल मिर्च, गाजर-गोभी का खट्टा मीठा आचार, नीबू की चटनी, गाजर-गोभी-दालजम का खट्टा आचार। शरबतणअदरक-नीबू का शरबत, नीबू का शरबत।

Cutting & Tailoring

The following items were prepared for display in the exhibition:

Fancy hand bags, fancy pillow covers, patch work cushion covers, patch work carry bags, jackets, gents kurta pajamas, baba suits, plain pillow covers, embroidered hankies, paper flowers, baby night suits, sceneries, moti and sitara, doll frocks, fixing of dolls shoes and hands.

Thirty nine women are the active members-of the Khazana Women's

Cooperative.: Rasoi: 10 Bakery: 27 Masala: 2

"Katha's work is of tremendous significance in building a new India. All of us in public life need to ensure that Katha flourishes." – Manmohan Singh, Former Finance Minister of India, as reported in **Business Standard**.

"It was a dream come true ... tailored to meet the needs of the community and simultaneously cater to the needs of the market." – **Changes**, April-June Issue, 1999.

"Katha realised that however motivated, economic compulsions would force children in poor families to work. Preaching alone could not help. The need was to adapt to the situation and devise an innovative response ... start Katha School of Entrepreneurship ... it was a response to the felt need of slum children, whose essential aim remained, beyond education, employment ... In order to run its expanded services, Katha requires an annual budget of almost 30 lakhs ... There is, thus, an urgent need for financial help."

– Pavan K Verma, **The Hindustan Times**.

"The modus operandi employed at the school can be described, in the absence of any other word as "different" ... Not only the intellectual needs of the children are tended after, but meeting emotional demands of the growing pre-adolescents are also an important function of the centre ... The gloomy atmosphere outside ... marks a strange contrast to the teachers striving to achieve their goal with determination in harsh working conditions ... Slowly but steadily, Katha has made a mark in the life of the children who have gone through its portals."

– **The Statesman**

"The name (Katha-Khazana) could not have been, more apt as the endeavour has contributed to stories of women's empowerment, stories of would-have-been school dropouts becoming school toppers and now the story of how despite being housed in a dirty slum, a wonderfully clean bakery chums out delightfully tast biscuits ... It is also a story of struggle waged by women such as Manjula and Urmila to cast away the veil that shrouded their existence and step out of their homes to establish their worth not just to the outside world, but also to themselves ... Katha is the epicentre of activities that have transformed the Govindpuri Basti (Slum Cluster)."

– **The Week**

"That the programme of imparting skills (vocational training) has been a huge success can be gauged from the fact that 20 illiterate slum women who got professional training in the bakery now earn on an average Rs 2700 per month. And they are very busy this year with orders from IBP, Caltex, Tata Infosys, catering to schools"

– **The Financial Express**

"Katha School of Entrepreneurship is a pioneering endeavour of this NGO (Katha). The school provides scholastic, vocational, and entrepreneurial training, right from the preschool stage ... Katha reduced the student dropout ratio by introducing an empowerment programme for the mothers of the students."

– **The Financial Express on Sunday, Common Cause**

SACH
SOCIAL ACTION FOR
CHANGE



This community programme is mandatory for all teachers in Katha. And their efforts have paid rich dividends. There are more than 650 members in the Maa Mandai. And the Bapu Mandai is also picking up.

JATHA

Active members of the Maa Mandai, our Jatha members are always concerned with the problems which affect the public. They talk to the concerned officials to get solutions for the problems. For instance, since 1999 the road outside Khazana has been in a bad condition. The women went on a procession and met the Chief Minister of Delhi to hand over an application for change. The outcome is awaited.

They also tried to get proper electricity connection for every family living in the slum cluster. Delhi Vidhyut Board has agreed to give power supply at the cost of Rs 1200 per family. Now these women are trying to convince the people in the community to pay so as to prevent corruption.

Maa Mandai

Adult literacy is an ongoing programme. Classes are being conducted regularly from 2 pm to 4.30 pm. The weekly meetings were conducted on a regular basis. The following issues were taken up during the year:

Financial independence of women; Importance of vocational training; Importance of the education for the girl child; Gender equality; Problems of adolescents in the family and how parents should handle them; Admission of children in public schools and discussions on their progress; What they would like from Katha; Rights and duties of women; Pregnancy and pre-natal care; Shifting our Pre-school





and NonFormal Education centre students to the formal schools; Importance of cooperative societies; Water scarcity, water borne diseases and preventive measures; Problems of the community and how they can be solved with the help of the residents of the community; Environmental hazards caused due to the use of polythene.

Maa Mandali meetings were conducted regularly. And topics discussed included – How a woman can give financial support to her husband to run the family; Problems of adolescent children in and outside the house; Problems in the community and how they can be solved with the help of the residents of the community.

Mothers were invited to celebrate festivals like the Annual Day, Lohri, Holi, the Science Exhibition and Saraswati Puja with the children and staff of Khazana. They sang songs and some of them danced as per their custom and culture. Interesting cultural exchange and interaction took place. The participants were made to talk about their unhealthy and harmful habits.

The members also complained about the facts that after sunset they have no street lights, drunkards make their lives miserable after 7.00 pm, after 11 at night the Sulabha

Sauchalaya closes and remains so till 5.30 am. Our synergy group along with Maa MandaI members and the Jatha group is planning to take actions. They are planning to meet the DIG, Kiran Bedi, and the Additional Commissioner, Manject Singh, to take safety measures and to introduce self-defense programme for community women and girls.

Maa MandaI members visited the Suraj Kund Craft Mela. The objective of this trip was to give them some ideas to start a business of their own, to develop their skills, to be given exposure and to see how other women are able to overcome their problems. After this trip, the women felt encouraged to start asking for more information about some businesses.

Health Programme

ECG, Echocardiography and check-ups were conducted by the ESCORT HEART INSTITUTE. They diagnosed that a six year old had a hole in his heart. The Taj Mansingh Hotel organized the check-up but were unable to help in providing for the treatment. A massive drive was taken up. And money is still coming in for the seven year old Lucky's operation.

Eye camps were conducted for pre schooler's, once in Dec '99 and again in March, 2000, to find out the Vitamin A deficiency of children before and after providing biscuits rich in vitamin A prepared from red palm oil. Research has revealed that only two children still remain below normal. The whole programme was planned and organized by Salila Thomas, a Reader in Lady Irwin College.

3. Raj Malik conducted a general check-up in month of Feb and March, 2000, in Khazana. Children from the morning shift were examined by Dr Suvasini Sharma while those from the afternoon shift by Dr Ashok. There were cases to be shown to the ENT, the Dentist, the Ophthalmologist and the Cardiologist. X-rays, Ultrasounds, and Blood Tests were also to be conducted. Mrs Malik arranged for everything. She



also provided spectacles and also met the expenditure of any operations.

Adult Literacy

18 women attended the classes regularly and out of these, four have taken admission in the Foundation Course of the National Open School. They are showing enthusiasm in their classes, One of them, Asma Begum, received a certificate for her proficiency in Hindi along with the gift of Rs 300 from the Principal, Laxman Public School.



Networking with other institutions

Hotel Taj Mansingh

The Escort Heart Institute

Association for the Advancement of the Deprived: Two girls from NFE level III, Pinkl and Sanju Kumari, received prizes at the Bal Bhawan for their extraordinary performance in the On The Spot Painting Competition held at the Jawahar La! Nehru Stadium, New Delhi, by the Association For the Advancement of the Deprived.

Nirula's: Khazana is receiving 40 litres of Ice-cream milk from Nirula's since May '99.

The Chandi Wala Eye Research Institute: Dr Vijay conducted an Eye Camp at Khazana.

Lady Irwin College: Shalila Thomas, a Reader with Lady Irwin College, trained a group of ten women to produce biscuits. Now this group is getting a weekly order of 15 kgs of biscuits from ICCW College girls from Lady Irwin College worked with pre-schoolers and young mothers of creche beneficiaries and pre-schoolers beneficiaries.

Spastic Center: They trained our teacher Indrawati with a three-month workshop.

Dean of JSS College of Technical Education (Noida): Conducted a workshop for our KSE students.

Akshay Prathisthan: They admitted our children with different talents.

Nav Jyoti Nasha Mukti Center: Conducted an awareness programme on drug abuse.

Khilona: A Theatre Workshop organized by Khilona at the Max Mueller Bhawan

gave a meaningful exposure to a group of 10 children. It is where one of the children of Khazana showed an outstanding performance.

The Indian Federation of Building and Wood Workers: The trainees attended a ten day workshop along with the teachers from the IFBWW at the Indian Social Institute conducted by Katha. Great emphasis was laid on teaching methodologies, interpersonal development et cetera in the participants.

This workshop was sought and sponsored by IFBWW for the schoolteachers who were from different units with the objective to help the children of building construction labourers as well as the wood workers as also working children. Mr Dharmarajan met the participants on the conducting session and shared his views about the Workshop and distributed the Certificate.

IGNOU: IGNOU's Out Reach Programme for computer literacy, a certificate course, is being conducted at the KSE for those in the age group of 15-35 years with secondary school level literacy.

National Open School (NOS): We are one of the AVI Accredited Center of National Open School as well as one of their SAIED Centers.

WWF conducted a workshop at Khazana on environment.





KATHA
VILASAM



Katha Vilasam

Katha Vilasam, the Story Research and Resource Centre, seeks to foster and applaud quality fiction from the regional languages and take it to a wider readership through translations. The Katha Awards, instituted in 1990, are given annually to the best short fiction published in various languages that year, and for translations of these stories. Through projects like the All India and SMRC Translation Contests, it attempts to build a bank of sensitive translators. Katha Vilasam also functions as a literary agency and works with academia to associate students in translation-related activities.

Katha Vilasam operates as a decentralized unit with interdependent cells of research, resource, and publication that allow for the optimum use of the resources available in a multi-lingual, multicultural country like India. This has also given all of us who are interested in our languages, its fiction and its future growth, a chance to act independently and add to the eclectic nature of Katha's work.

The Friends of Katha Network or the KathaNet, an invaluable network of Friends of Katha, is the mainstay of all Katha Vilasam efforts. Started in 1989, today it has more than 3000 people across the country. Amongst these are people from various walks of life, including doctors, engineers, computer specialists, housewives, retired bureaucrats, academics.

Katha Vilasam publications also include exciting books in the YuvaKatha and BalKatha series, for young adults and children respectively.

The common endeavour in each of the Katha Vilasam cells has been to interact in innovative ways with translators, researchers and academia; to tap student interests and capabilities; and build up a pool of translators, specifically in areas that are still relatively unexplored.

“Recently I bought a seven-volume set of admirably produced paperbacks carrying a selection of short stories from ten “official” Indian languages under the banner of Katha, an institution dedicated to the promotion of Indian languages writing in a far greater and professional manner than the [government run] Akademies. These are “prize” stories chosen by panels of the various languages and translated by competent writers of the English language ... The story themes ranged from intricate family tangles to surrealism and magic realism. The flavour of the soil, the craftsmanship, the delicious mix of native tradition and rebellious thought and reformist zeal, all flowed through ... the true flavour of the inexhaustibly fascinating plurality of Indian literature.”

– The Week, 1 July, 1999

The publishing Programme

The Publishing Programme was started to address the question of primary and secondary school education - in the formal and nonformal sectors. Katha's ten years of experience in bringing out Tamasha!, a health and environment magazine, as well as the need expressed by parents' and teachers for a magazine for primary school-goers, prompted us to think of another quarterly magazine – Dhammak Dhum!

The idea was to link these two magazines to the workshops in schools - under the Sishya Initiative. In the workshops that were done by the various Academic Centres, we found that Tamasha! was in great demand! The main problems we faced after the first issue came out, was with distribution and lack of sufficient money. A quarterly was not acceptable to commercial distributors we could not find a good editor, But we are anxious to re-start Tamasha! and Dhammak Dhum!

KATHAKAAR, the Centre for Children's Literature was set up! Book distribution is something we know about. With the money we had, however, instead of magazines, we did books. And we also reached out to more children through the Bhasha Tamasha Mela.





Imaging the Other

English translations of two sets of short stories, one edited by G J V Prasad and the other by Sara Rai, seek to give wider representation to writers in various Indian regional languages. The stories are set in the northern, eastern, and southern parts of the country, most of them in towns rather than cities. The section edited by G J V Prasad emphasizes the sensitivities of its various male protagonists. Conversely, Sara Rai's portion of the anthology focuses on female protagonists.

The anthology centres on three very basic features of Indian society - family, religion and the home. Another unifying aspect of the collection is that each of its central characters has a defined place of work, such as an office or a home. Some stories bring out the subtleties of human relationship cutting across class; yet others talk about the yearnings of the human heart.

“This wonderful collection of short stories in translation ... is an attempt to bear witness to [how] the Other can be imagined but not sufficiently imagined. This residual element always surprises the reader.”

– *The Indian Express Magazine*, 20 June, 1999

“For quite some time now Katha has been working towards enriching the store of Indian short fiction ... One hopes Katha brings out more such collections to complement Indian writing in English and to introduce bhasha literature to English language readers.”

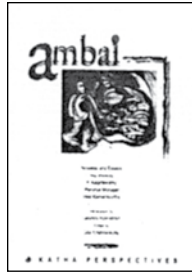
– *India Today*, 28 June, 1999

“ ... Some stories bring out the subtleties of human relationships; yet others talk about the yearnings of the human heart.”

– *India Today*, 28 June, 1999

The release was held as part of a three day Translation Mela organized by Kanchi.

A distinguished panel of speakers, including such well-known writers as Kamleshwar and Joginder Paul spoke on the creative impulses and the creation of fiction, with special focus on the creative processes that a woman and a male writer undergo. Other speakers on the occasion elaborating on the specificities of translation and creativity were Geeta Dharmarajan, Sukrita Paul Kumar and Chandana Dutta. Fifty of Katha's distinguished Katha friends were invited for the release.



Ambai

This anthology has two novellas and a few essays by Ambai. Also included are works of K Algiriswamy, Perumal Murugan and Vela Ramamoorthy, three Tamil writers she considers to be of great interest and influence.

The two novellas published here – “Wrestling” and “Unpublished Manuscripts” - trace the relationship in particular marriages, located in a much larger perspective of familiar and professional relationships. Both reflect the problems that might be faced by modern couples in marriage – gender politics and power struggles, professional jealousies and the day-to-day dilemma that life can be. At the same time they portray women negotiating their autonomy within a marriage and finding that space through silences and through words.

“She had been as far as the burning ghats ... Once, standing a little distance away, she watched a woman’s body burn ... A widow from an ashram on the banks of the Ganga who had come to Benares to die? She was wrapped in a white saree. There \ Vas a fine drizzle, and as she watched, her own clothes became wet. Some distance away, the fire burned, the white cloth at its centre,” writes Ambai in “Unpublished Manuscript.”

Ambai is the pen name of Dr C S Lakshmi, writer of fiction, cultural anthropologist and critic. She is a multi-faceted woman with strong ideas and views, something that is reflected in her works ... Ambai’s writing is distinguished for its ability to take the reader on a long, lyrical and unforeseen journey. The stories startle with their minimal style juxtaposed with inspired, memorable endings, a trait that the Tamil writer excels at.

“Translated with the competence and sensitivity that is now a Katha hallmark.”

– *Outlook*, 1 November, 1999

“Katha’s short perspective of her writings and some of her favourite authors is a rare treat.”

– *The Hindu Magazine*, 17 October, 1999

The release of *Ambai*, a Katha Perspective, was a part of a day-long workshop on Tamil literature with special emphasis on Ambai’s writings. The writer was present for the book release and for a lively and involved discussion with all those present for the occasion.



Ismat chughtai: Her Life, Her Times

The first of a series planned in Katha's **Approaches to Literatures in Translation** series, *Ismat* is aimed at putting India's non-English literary heritage in perspective. Packed with dozens of painstakingly accumulated photographs, its 287 pages are divided into seven sections: *Ismat on Ismat*, which has mostly autobiographical pieces; *By Ismat*, samplings from her copious non-fictional writings; *Critics and Writers on Ismat*, contemporary and starkly candid appreciations by Saadat Hasan Manto, Kishan Chander, Faiz Ahmed Faiz, Qurratulain Hyder, etc; *Ismat and Her films*, focussing on the script writing of films like *Sane Ki Chidiya* and *Caram Hawa* that ensured Chughtai's bread and butter; *Reminiscences and an Interview*; *Supplementary Readings*, an introduction to the Urdu short story by Joginder Paul; and *Tidbits*.

"This is a fun and imaginative book. As a concept wonderful-literature criticism, biography and autobiography, with lots of photos, box items and memorabilia – a real guide book to Ismat Chughtai, one of Urdu's great modern writers and script/story writer of a bevy of Hindi films, particularly the moving Balraj Sahni starrer about Partition, *Garam Hawa*."

– *India Today*, 3 April, 2000

"Books like *Ismat* offer a welcome counterpoint to literary pessimism."

– *The Express Magazine*, 9 April, 2000

"*Ismat: Her Life, Her Times* is a tribute to Ismat Apa. First in a series of Katha's *Approaches to Literature in Translation*, it attempts to put a writer's entire body of work in its correct socio-cultural, political and historical perspective. Edited by Sukrita Paul Kumar and Sadique, this volume contains extracts from Ismat's oeuvre, family photographs and memorabilia."

– *The Hindu*, 21 May, 2000



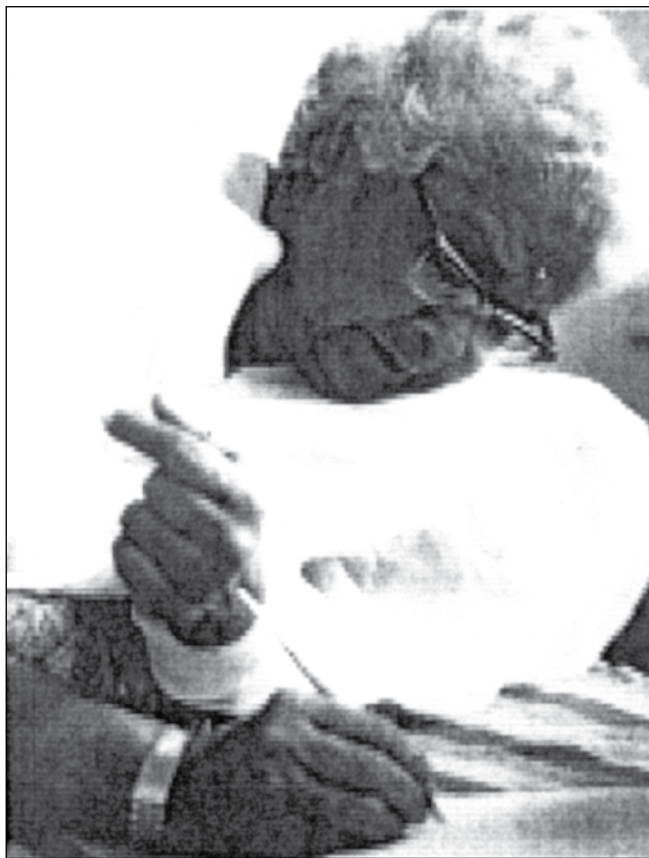
Ismat: Her life, Her Times, was launched at IIC and people thronged to hear academics, litterateurs, critics and friends talk about Ismat Chughtai, an eminent Urdu writer.

Edited by Sukrita Paul Kumar and Sadique, the book is a tribute to Ismat Apa. It attempts to put a writer's entire body of work in its correct socio-cultural, political and historical perspective.



Ashok Vajpeyi, Antara Dutta, Chandra Joshi, Geeta Dharmarajan, Padma Sachdeva, Sadique, Sukrita Paul Kumar and Zarina Bhatti spoke about various beets of Ismat's life and works.

- Perceptive essays by Ismat Chughtai on her life, her times
- Seminal essays on Ismat by renowned critics, 1940 1999
- Rarest of family photographs!





Katha Prize Stories Volume 9

The 19 prize-winning stories from 16 vernacular languages explore the entire gamut of betrayal and fidelity, intuitions and perceptiveness, vindictiveness, and all that defines love.

Each story is a comprehensive portrayal of love in all its complexity, refreshingly creative and leading to multiple reading. And there is not just romantic love, as we know it. There is love for theatre and love for one's native land, the love between a mother and a daughter,

the mythic Draupadi's love for her five husbands and love as lust. But, finally, as the editor Geeta Dharmarajan points out, love that is simply human.

"Profound, poignant and pulsating, the present collection of short stories published during 1998-99 is another testimony to the truly commendable work that Katha has been doing since its inception ... Katha stands out in its honest endeavour to bring to fore the refreshingly original and highly individualistic genres of writing by men and women trying to arrive at an identity in the plurality of topography and ethos. The universality of human emotions binds them together, while they retain their own insight and vision to withstand the monotonous evenness posed by homogeneity."

– *First City*, March 2000

"This volume of Katha Prize Stories is different, because till date one associated Katha with concerns of gender, religion, ethnicity and the like. **Katha Volume 9** is different in that it explores love, in all its complexity, but does it simply."

– *The Asian Age*, 20 February, 2000

"A lot of the credit for the change in popular perception of Indian literature must go to organizations like Katha ... **Katha Prize Stories 9** is a veritable treat. Discover India (and yourself) between its covers."

– *The Statesman*, 20 March, 2000

"The ninth volume of **Katha Prize Stories** explores the various manifestations of love – betrayal and fidelity, intuitions and perceptions, vindictiveness and melting love."

– *The Pioneer*, 4 March, 2000

"... collects translations of vibrant and original short stories in 16 Indian vernaculars

that cover an attractive range of experience and styles – from Manipuri minimalism to Telugu dreamscapes. This is a remarkable selection – varied, lively and inspiring the reader to want to read more of the writers represented. There is a useful list of regional literary magazines also at the end.”

– *The Telewaph*, 28 January, 2000



The release of *Katha Prize Stories Volume 9* was held on the 12th of January, 2000. This prize winning volume has a collection of stories from sixteen languages, specially chosen by eminent writers, critics, scholars, each translated

with flair. This volume was released at the Conference Hall, India International Centre, New Delhi. Eminent writer Bapsi Sidhwa was the Chief Guest on the occasion. A lively discussion followed Bapsi Sidhwa’s talk on the processes of creativity and specially how an Indian English writer modulates the language to turn out authentic creations.

The award winners of KPS vol 9, who are based in Delhi, participated in the function and were presented their copies of the volume by Ms Sidhwa.



The YuvaKatha Series, Volumes 1 to 4:

Edited by Geeta Dharmarajan and Keerti Ramachandra. Each volume in the YuvaKatha Series contains ten regional short stories in English and in translation. An unusual mix of unforgettable short fiction with diverse themes from various parts of India. Fiction that is sure to enchant, amuse and provoke. Know India through her stories, in reader friendly translations.



Book One: Lukose's Church and Other Stories has stories by Jug Suraiya (English), Ambai (Tamil), Bibhuti Bhushan Bandopadhyay (Bangla), Prasenjit Ranjan Gupta (English), Susan Viswanathan (English), Jayant Kaikini (Kannada), Sukani (Gujarati), Ram Swaroop Kishan (Rajasthani), Geeta Dharmarajan (English), and Sanjay Khati (Hindi).

Book Two: Niah of the Third Crescent and Other Stories has stories by Moti Nandy (Bangia), Atulananda Goswami (Asomiya), Geeta Dharmarajan (English), M Mukundan (Malayalam), Asha Bage (Marathi), Dhumketu (Gujarati), Vishnu Nagar (Hindi), Masti Venkatesha Iyengar (Kannada), Sundara Ramaswamy (Tamil), Bibhas Sen (English),



Book Three: Bhiku's Diary and Other Stories has stories by Mahasweta Devi (Bangla), Guizar (Hindi), Meena Kakodkar (Konkani), Sundara Ramaswamy (Tamil), Pudumaipittan (Tamil), Poorna Chandra Tejasvi (Kannada), Mannu Bhandari (Hindi), Paul Zacharia (Malayalam), Mauni (Tamil), and Hugh and Colleen Gantzer (English).

Book Four: The Verdict and Other Stories has stories by Mrinal Pandey (Hindi), Padma Hejmadi (English), Maitreyi Pushpa (Hindi), Mahasweta Devi (Bangla), Arun Joshi (English), Cho Dharman (Tamil), Nayantara Sahgal (English), Manju Kak (English), Pudhuvai Ra Rajani (Tamil).





YuvaKatha Book Five: *The Dranonjly and Other Stories* has stories by Agjeya (Hindi), Madhurantakam Rajaram (Telegu), Ramachandra Sharma (Kannada), Vyankatesh Madgulkar (Marathi), Ambai (Tamil), Arun Joshi (English), Surendra Prakash (Urdu), Manoj Das (English), Lila Majumdar (Banglā), and U R Anantha Murthy (Kannada).



YuvaKatha Book Six: *The Bell arid Other Stories* has stories by Gita Krishnankutty (English), Swrayam Prakash (Hindi), Vaikom Muhammed Basheer (Malayalam), Vasudha Mane (Marathi), Ahmed Nadeem Qasmi (Urdu), Mahasweta Devi (Banglā), Bolwar Mahamad Kunhi (Kannada), Ahmad Yusuf,(Urdu), Darshana Dave (English), and Mridula Garg (Hindi).

Balkatha Books



The Balkatha books – for children in the 8-13 years age group – have unforgettable stories by Satyajit Ray, Margaret Bhatt, Dilip Salwi, Mukta Munjal, Kishore Chatterjee, B R Bhagwat and many others. Selected by Vijaya Ghose from the much loved children’s magazine Taraet, edited with tender care by Rosalind Wilson, this is an enthralling series – warm, touching, funny and exciting, along with delightful, vintage illustrations. Named after Rosalind Wilson, one of the best editors of children’s literature we have had in India.

The Carpenter’s Apprentice has stories by B R Bhagwat, Para Anand, Monisha Mukundan, Sigrun Srivastava, Sunil Gangopadhyay, Manu Mahadevan, Mala Marwah, Satyajit Ray, Geeta Dharmarajan, Swapna Dutta, Deepa Agarwal, Akshay Singh, and Vandana J Bist.



The Nose Doctor has stories by Rosalind Wilson, Satyajit Ray, Saibal Chakravarty, Dilip M Salwi, M Salwi, Subhadar Sengupta, Rashme Sehgal, Jacquelin Sing, Indira Ananthakrishnan, Reeta Dutta Gupta, Margaret Bhatt, Poile Sengupta and M R Kapoor.

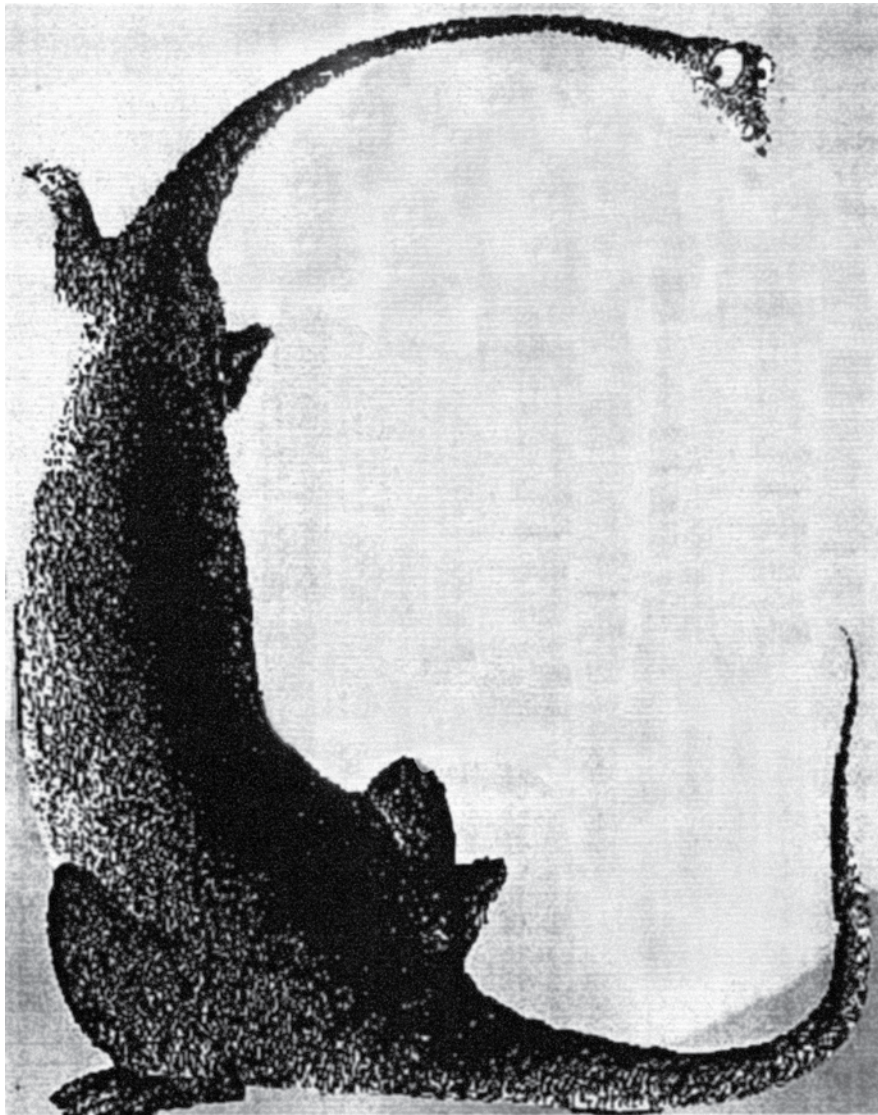


Forthcoming

Grinny the Green Dinosaur will have stories by Kishore Chatterjee, Shevlin Sebastian, Kavery Bhatt, Saibal Chakravarty, Dilip M Salwi, B R Bhagwat, Mukta Munjal, Hema Mehra, R Shyamala, and Satyajit Ray.

Battling Boats will have stories by Swapna Dutta, Mukta Munjal, Bijan Kumar Ghosh, Jaygopal Poddar, Anita Rau Badami, B R Bhagwat, Indi Rana, Margaret Bhatt, and Sigrun Srivastava, Kishore Chatterjee.





Rosalind Wilson was a friend and guide to us. She was a member of the first Governing Council and has contributed in many ways to the growth of Katha than can be told. The series is named after her, as a small tribute from us to Rosalind. The stories in this series were first nurtured, edited and published by Rosalind in *Target*, a magazine for children. Katha reprints these, with selections from the illustrations there, with the kind permission of Aroon Purie and Living Media (Pvt) Ltd.

Frankfurt Book Fair

Katha participated in the Frankfurt Book Fair held on October 12-18, at Frankfurt, Germany. It is the biggest book fair that is held in the world and in which innumerable publishers, writers, translators, and book lovers participate. This year Katha sent its representatives who spoke to a world fraternity of publishers and those interested in the processes of book making and distribution about its work and about future projects. Though the book fair required direct attention for only a week, many months and immense effort was devoted to the entire project of making the representation a success.

The trip to the book fair was followed by a visit to three other countries in Europe (France, Holland, the United Kingdom) in a bid to explore and promote Katha's activities, both in publishing and in conducting workshops to enhance the pleasures of reading fiction, specially translated fiction.

Ten Years of Katha 1989-99


KATHA CHUDAMANI

Katha initiated the Katha Chudamani Award for Lifetime Literary Achievement in 1999, the tenth year of Katha. The first award, was presented to Krishna Sobti by His Holiness The Dalai Lama at a gala ceremony at the India International Centre on 19 November 1999. The award presentation was part of a four-day celebration with different kinds of activities for children, teachers, and academics from 18-21 November 1999.



The extended four-day celebrations were divided into two sessions of two days each. The first two days were completely given over to students and teachers with the desire to inject excitement into the area of teaching. Various activities were planned which helped to break the monotony of the classroom, with special focus on the story.

The next two days were devoted to paper readings, conversations and dialogues revolving around the noted Hindi writer, Krishna Sobti, who was the recipient of the



First Katha Chudamani Award. The Katha Chudamani Award has been instituted to honour a writer for work of exceptional merit, notwithstanding the corpus of works. Krishna Sobti is a writer par excellence. Her contribution to Indian literature crosses the boundaries of culture. Her innovative use of language and technique and the refreshing delineation of strong women characters opened new vistas in Hindi literature. The Katha Chudamani Award is presented to writers for Lifetime Literary Achievement. The Award carries with it a citation, a cash award and publication in English translations of the awardee's works.

The highlights of the event were as follows:

The First Katha Lecture on Education by His Holiness The Dalai Lama.

The First Katha Chudamani Award presentation to Krishna Sobti for Lifetime Literary Achievement.

November 20, Saturday:

The First Katha Chudamani Lecture by Krishna Sobti. A Session of the Krishna Sobti Seminar.

Ai Ladki, a play by NSD repertory based on Krishna Sobti's novel of the same name. November 21, Sunday:

Another Session of the Krishna Sobti Seminar.

Katha celebrates a decade of excellent work with the First Katha Chudamani Award being presented to writer Krishna Sobti for Lifetime Literary Achievement on 19, November 1999.

– *Outlook*

The Dalai Lama presented the first Katha Chudamani award to the eminent writer, Ms Krishna Sobti for her lifetime literary achievements.

– *The Statesman*

Awarded Krishna Sobti, well-known Hindi litterateur, the first Katha Chudamani Award, for lifetime literary achievement. In celebrating its 10th year, Katha, a voluntary organization working in the areas of education and quality publishing, has instituted the award to honour an Indian writer of enduring excellence.

“Sobti is a writer of the first rank. It's a pity she is not known outside the Hindi world.”

– Namvar Singh, Poet and critic quoted this in *India Today*

Katha Colloquim

The Seventh Katha Colloquium on India: Languages, Cultures, Literatures was held at the Rock Garden, India International Centre, New Delhi, between the 10th to 12th December. The sessions were held from 9.30am to 5.00pm everyday “here the award-winning writers, award-winning translators, the editors of the award-winning journals, writing, translating and publishing from sixteen languages, various respected critics, scholars and academics were also present. The national colloquium aimed to bring to a common platform myriad points of views and ways of looking at creativity by active practitioners. The invoked dialogues which took place helped give a direction to the understanding of literatures, past, present and future, to all those present at the Colloquium. This national colloquium was coordinated by Shri Ashok Vajpeyi, Vice Chancellor, the Mahatma Gandhi International Hindi University, New Delhi.

The Highlights of the Colloquium were as follows:

December 10, Friday, from 9.30am to 2.00pm

The Individual and the Society in Modern India

A panel discussion was held with Prof Sudeesh Pachauri, Dr Uma Chakravarty and Prof Mushirul Hasan as the panelists.



3.00pm to 5.00pm The Nation and the State

A group discussion led by She Ashok Vaipeyi with Prof T K Oommen on the panel.

December 11, Saturday from 9.30am to 2.00pm

Tradition and Experiment in Bhasha Literatures Today

A panel discussion led by Prof G P Deshpande, Dr Kumaresh Chakravarthy, Prof K Satchidanandan was held.



3.00pm to 5.00pm

The Indian Writer and Her/His Audience

Dr Shiva Prakash of the Sahitya Akademi led the discussion followed by comments by the noted writer, Shri Joginder Paul.

December 12, Sunday from 9.30am to 12.30pm

A K Ramanujan and His Art

This was a workshop conducted by Shri Girish Karnad with references to AKR's writings in translation from papers circulated beforehand.

5pm to 7.30pm The Annual Katha Award Ceremony.

Shri Abid Hussain, President of Katha, introduced Katha and the Katha Awards to the audience and welcomed the chief guest, Shri Girish Karnad, to give away the awards.

KATHASETHU

Katha Sethu is the programme under Katha Vilasam, which works at forging linkages and overseas connections between India and other countries. It seeks information on translation processes, studies and theories which was so far only available to us from western sources, It attempts to explore and develop connections with countries in South Asia, Europe, the Middle and the Far East, Central Asia and Latin America et cetera. The Katha South Asian Translation Contest was the major project under Katha Sethu in 1999-2000. It is a contest project in association with The British Council where short stories in 20 languages were offered for translation to participants, The contest was in the midst of a publicity and registration process during March-April 1999. We received about 2000 registrations by the end of May, 1999.

Publicity

- An advertisement about the contest was hosted on www.katha.org and given in four national newspapers, two Sri Lankan new weeklies, The British Council Newsletter, Bhashaposhini, a Malayala Manorama publication, *Indian Review of Books* and *The Book Review*. Write-ups appeared in *The Asian Age*, *The Hindu*, *Andhraprabha*, *India Today* and *Indian Express*. Information on the contest was despatched to all major universities, colleges and schools in India, participants in the earlier two All India Translation contests and members of the Friends of Katha network.
- Posters were displayed at many institutions, bookshops and prominent points around Delhi and at all the Katha Academic Centres. The Embassies and High Commissions of the participating countries were sent posters for display at their offices and for forwarding to specific contacts in the different countries.



Registration and Despatch Process

- We received close to 2000 registrations from 1500 participants. Apart from participants from India, we had several from Abu Dhabi, China, The United States and Switzerland! The registration letters were first manually recorded and each letter given a serial number and a language entry number. This data was then fed into the computer. Before giving the letter along with drafts to the Accounts department, photocopies were retained. The whole process needing a high degree of meticulousness was time-consuming. An entry form was given along with the story to each contestant with instructions to fill in details about their academic background, profession and experience and send back with the translations. These details were then fed into Katha's database of translators. Each participant was given a serial number and a language entry number for the contest.

Adjudication

- First Stage: All the entries received were first examined in-house to weed out those not accompanied by entry forms, and the ones, which were incomplete or handwritten. The rest were screened by external examiners along with the coordinator for language skills, extent of regional flavour, readability and lucidity and spelling and typographical accuracy by external examiners at the Katha office.
- Second Stage: After the first stage screening, the shortlisted entries were ready to be screened in-house by the editors at Katha. Two editors and the project incharge read these translations and prepared further shortlists for the third stage.
- Third Stage: The translations were matched by resource persons and language experts against the originals for fidelity, syntax, readability and the degree of flexibility and essence conveyed in English.

The third stage of adjudication was in process in March 2000. The final stage will be conducted by writer judges from the SMRC countries and the winners will be awarded at a prize ceremony in September 2000.

WORLD BOOK FAIR 2000,
NEW DELHI

5-13 February, 2000, Pragati Maidan

Katha participated in the World Book Fair organized every two years by the National Book Trust, India at New Delhi. It is the largest book event of Asia.

Katha attracted many a browser not only through the excellent display but also through tantalizing banners, which invited them to step into a world of tantalizing fiction.

They stepped in to catch a glimpse of India translated through the books displayed and became a part of the excitement as writers, illustrators and poets led the children through the magic of the story. Sigrun Srivastava, Dilip M Salwi, M R Kapoor, Vandana Bist, Deepa Agarwal conducted storytelling sessions, quiz, simulation games, puppet shows and creativity exercises for children.

Every afternoon saw a group of writers, poets and academics weave the magic of literature, music and lyrics. Padma Sachdeva, Gurcharan Das, Amarendra Desari, Kalyani Dutta, Vidya Rao, Asad Zaidi, Manglesh Dabral, G J V Prasad, Anuradha M Roy led the audience through an exploration of the regional literatures – the trends, the writers, the literary works and translations. These were open sessions and anyone could join in and interact with the writers, resource people and experts who came and facilitated these discussions.

Ms Sharmila Tagore – a renowned film actress released Ismat: *Her life, Her times*.

What people said about it!

“It was a very innovative and interesting experience!”

“It was a first hand experience for our children!”

“Books are a man’s best friend but to create interest in a book is not an easy task. The Katha stall has made stories so interesting that children have been encouraged to read!”

“The Theatre workshop was a lot of fun. It had the children completely involved!”

“The Katha group has made children think creatively. That makes the world of books so close and a lot of fun!”

“The puppet show was very interesting as action oriented stories always attract children!”

“I feel it was a complete stall as it created an atmosphere for every child to think and read!”



Katha Barani

The Translation Resource Centre

With more and more universities finally opting to teach Indian literature in translation in their under-graduate and post-graduate courses, the most important need has become resources – both people and texts. The Translation Resource Centre hopes to fulfill this need. But since building another resource centre is going to be expensive, as well as difficult to maintain with small budgets, Katha has proposed to build networks between existing institutions and libraries, so that existing resources can be put to better use.

Building collaborations and connections is the exciting and cutting edge proposal that Katha has been discussing with many teachers in Delhi's colleges. They say it is not happening now. But it can happen!

This year, Katha Barani besides starting the planning for building collaborations, has worked in the following areas –

- The Translation Resource Centre has been adding on new books for Rs 21,171/- to our fledgling collection.
- Also, we have worked further at carving out space for the resource centre within the space we have for the Kanchi Project.

Three Workshops were conducted during April 1999 to March 2000. These were mainly for educators and focussed on:

- Bringing librarians into the educators network.
- Building bridges between writers, academics and translators.
- Looking closely at curriculum issues so that we can move towards stocking the resource centre with the kind of materials that academics need.



KATHA NATIONAL
INSTITUTE OF
TRANSLATION



Katha National Institute of Translation

The year 1999-2000 was tremendously satisfying and rewarding. Success with schools and colleges turned into a veritable flood by the time we had the Maha Katha Utsav! at the India Habitat Centre in April 2000. Maha Katha Utsav, once again saw more than three thousand children visit a lively exhibition - the culmination of a year's work; a great start to a new year of activities!

Bhasha Tamasha '99 to Maha Katha Utsav, 2000 was a journey full of rewarding surprises. The schools were overwhelming in their response. We called and they came, confident of what they could get. Katha was synonymous with quality and excellence.



The activities designed were innovative and fun filled, The participants were confident of the thrilling excitements and serious discussions in store for them. They looked forward to being exposed to the yet unknown, as well as a space to express and a forum to think. They were challenged by the activities which ceaselessly

provoked them to explore and pushed their b'e!s of comfort, pummeled them into responding, shook them out of their apathy, forced them to react and left them clamouring for more of these events, workshops, seminars, exhibitions - from us, an outside agency, external stimulation, The effort this year is to make this need, this yearning self-propelled, arising from within, compelling them to acquire the required skills, create spaces for interaction and expressions, generate fora for exchange of information and for channeling their energies, collectively.





A series of Seminars, Workshops, Courses and Performances excited the students and teachers in the colleges as well. There were many other seminars, performances,

courses, workshops being conducted in Delhi. So what was different about the ones conducted by Katha? The interactive space in-built in each one of the activities was a very conscious effort. The interdisciplinary approach not in theory or simply as words but in reality! The ability to look at issues in totality! To question incessantly! Remain unsparing in our quest for excellence! The ability to assimilate diverse inputs! Have the space to look beyond – the words in a text, the lights in a performance and create a space and recognize the existence of all that goes unsaid, unnoticed, unrecognized! To create opportunities where none exist!

It was not as if the participants did not know, or did not care. The interactive space in these workshops provided them a forum to air their concerns and aspirations, and yearning for quality education. It enabled them to come together on a common platform. The activities provoked them to think, and established all that they thought was important. These workshops succeeded in breaking barriers – of silence, of disciplines.

A series of meetings with concerned teachers led to the formalization of **Katha Clubs** – to be housed in seven colleges, propelled through student centered activities. The principals of seven other colleges came together to form an alliance in a quest for excellence leading to the formation of faculty clubs in each of these colleges. So what was sporadic and dependent on our reach, and limited by our limitation as to human or financial resources had suddenly become self-propelled. The excitement was

building up. It was palpable. As if each step crystallized out of nothing but a coming together of minds and energy. This creation of synergy, this involvement created waves and pushed the individuals beyond the barriers of comfort, to express, to question, to learn, to explore, to share and create.



During this year alone, we have touched some 15,000 students, ranging in ages between 5 and 24, through our many workshops and contact sessions. The workshops have built on Katha's strengths in the nonformal to formal spectrum of education, the primary to higher education continuum. We have built many bridges between literacy and literature, between the privileged and underprivileged, between the able and disabled.

The work we did under the Ford Foundation grant were in four inter-linked areas where people – staff members, consultants, resource people and volunteers – worked in concert. To achieve results that were truly rewarding for each one of us!

The work we accomplished this year were in the following clusters of activities, In:



- **The Workshops for–** Teachers, Students, Librarians, Writers and Translators.

- **The Academic Centres:** The centres were actively involved in workshops under both the Kanchi and Sishya Initiatives in colleges and in schools, with teachers and students at both ends of the education spectrum.



HIGHLIGHTS: WORKSHOPS, SEMINARS AND EVENTS



**KATHA WORKSHOPS, CERTIFICATE COURSES AND
SPECIAL EVENTS, 1999-2000**

Kind of Workshop + No.	Organization	Approx NO. of Participants/ workshop	No of workshops	No. of Hours	Total No. of Participants
Cateers in Translation: Certiccate Courses					
1	Translation and Editing, SNDT University, Mumbai	20	1	30	20
2	Teaching Translation @ SNDT	15	1	30	15
3	Seminar cum Workshop on Literary Translation: Focus on Gujarati	15	1	16	20
4	Translating Li terary Cri ticism	20	1	30	35
5	Literary Studies to Cultural Studies, Bangalore	35	1	12	35
6	Seminar on Journalism and Translation, Bangalore	30	1	16	30
7	Teaching Translation @ Ura Academy, Badi, Kohima	20	1	30	20
8	Regional Language Translation Workshop @ EHU, Shillong	15	1	30	16
9	Certificate Course in Translation & Editing, CIEFL, Regional Centre Shillong	20	1	30	20
10	Teaching Translation Workshop, Guwahati	20	1	30	20
11	The Art and Craft of T ranslation @ IRIS, Jaipur	20	1	30	20
12	The Art and Craft of Translarion, Jaipur	20	1	30	20
13	Teaching Translation Course, Jaipur	20	1	30	20
14	Teaching Translation Course, Jaipur	20	1	30	20
Katha Seminars					
15	Dalit Literature and Reading Writing & Rewriting @ Bangalore University, Bangalore	30	1	16	30
16	Seminar on Gender, Change & Representation	30	1	6	30
17	Seminar on Krishna Sobti	60	4	12	60

Kind of Workshop + No.	Organization	Approx No. of Participants/ workshop	No of workshops	No. of Hours	Total No. of Participants
Katha Barani: The Translation Resource Centre					
18	Liberary workshop: 10 Delhi schools	30	1	6	20
19	Translators, Deitors, Academics, Writers	60	6	18	60
20	College Teachers	20	1	8	30
Katha LEAD Workshop: Management Trough Fiction					
21	IIFT, Delhi	15	10	30	15
22	IIT, Delhi	35	1	3	35
Purna Siksha Workshops					
23	SPM College, Delhi	70	1	4	70
24	Understanding Ambai	40	1	3	40
25	Tihar Jail	16	66	198	16
Wordsmiths Seminar					
26	Liberary Workshop: 10 Delhi School	30	1	6	30
Bhasha Club					
27	Teachers, Writers, Scholors	30	2	9	20
28	Students, Writers, Scholars	30	2	3	30
A Question of Choice					
29	KNIT: Academics, Writers	20	1	3	20
30	Re-viewing Academics	20	1	3	20
Readers Culbs					
31	At India Habitate Centre	20	2	2	20
32	At India Habitate Centre	22	3	2	20
Theatre Workshops					
33	Khazana Children	32	84	252	32
34	Swaan Public School	30	22	66	30
35	Khazan Children	32	44	30	12
36	Village Cottage Home	12	10	20	24
Creatvity Pedagogy Worshops					
37	DPS Rohini Parents	50	1	3	52
38	DPS Dwarka	52	1	3	52
39	Khazana	30	9	8	30
40	Raisina Bengali Public School	30	1	4	30

Kind of Workshop + No.	Organization	Approx No. of Participants/workshop	No of workshops	No. of Hours	Total No. of Participants
Culture Link Workshops					
41	Vidyashram Jaipur	20	8	24	160
42	India International Jaipur	30	6	18	180
43	All Saints Church School	20	2	6	40
Sishya Workshops					
44	Village Cartage Home	30	81	243	30
45	DPS Dwarka	45	10	30	450
46	Ramjas School	42	9	27	378
47	Vridhi Raghubir Nagar	40	3	9	120
48	Deepalaya	40	24	72	960
49	Ramjas RK Puram	40	9	27	360
50	DPS Vasant Vihar	35	6	18	210
51	Shri Ram School	25	8	24	200
52	DPS Marhura Road	50	14	42	700
53	St Paul's School	25	8	24	200
54	Mahila Sewa Samaj	50	2	6	40
55	The Valley School	25	8	6	60
56	Nehru Samarak Vidya Kendra	20	2	6	40
57	Homebegowda Girls High School	30	4	12	120
58	Shubhodhya High School	30	4	12	120
59	Kumaran's High School	20	2	6	40
60	Rani Sarla Devi School	25	3	9	75
61	Model Education School	20	2	6	40
62	Sri Rama Vidyalaya	30	2	6	60
63	Air Force Bal Bharti	45	28	28	1,260

Kind of Workshop + No.	Organization	Approx No. of Participants/ workshop	No of workshops	No. of Hours	Total No. of Participants
64	Shri Ram School	25	6	1	150
65	Guru Nanak Public School	42	1	1	42
66	Raisina Bengali Public School	48	2	1	1,040
67	Chaman	40	26	1	1,040
68	World Book Fair, 2000	10	9	5	90
69	Indira Priyadarshini Girls High Sc	35	4	20	140
70	Vikasana	35	5	20	175
71	Acharya Patashala Girls High Sc	40	13	20	520
72	T agore Public School	40	18	60	720
73	All Saints School	35	6	1	210
Work shops in Alternate Education/NFE Centres					
74	Deepalaya	40	36	108	40
75	Khazana	40	20	60	40
76	Spastic Society, Delhi	35	6	6	35
Tamasha! Roadshows					
77	For Street Chiddren	50	8	3	400
SPECIAL EVENTS					
Bhasha Tamasha!					
78	50 Schools	3000	3	24	3,000
Play Festival					
80	Public School, Non Formal Education, Blind School, Spastic Society and Tihar Jail	204	2	16	204
Ismat					
81	A Play on the Life and Works of Ismat Chughtai	250	1	2	250
82	Launch of Ismat: Her Life, Her Times	250	1	3	250

Kind of Workshop + No.	Organization	Approx No. of Participants/workshop	No of workshops	No. of Hours	Total No. of Participants
Katha Chudamani					
83	20 Schools	250	1	8	250
Pandavani					
84	Vasant Valley School	300	1	2	300
85	Venkateswara College	50	1	2	50
86	India Habitat Centre	50	1	2	50
87	Khazana	100	1	2	100
88	Managment Institute, Gurgaon	60	1	2	60
Book Fair					
89	Workshops, Discussion: Browsers, Readers and School Children	20	14	28	300
Mahabharata of Women – A Play by Chingari					
90	Kamani Auditorium, Delhi	300	3	2	900
91	Sri Ram Centre, Delhi	250	3	2	750
92	B C Pal Auditorium, Delhi	150	1	2	150
93	Prithvi Theature, Mumbai	100	1	2	100
94	NCPA Expremintal, Mumabi	150	1	2	150
Total No of Workshops, Certificate Course and Events			766		
No. of Hours			2,229		
Total No. of Participants			17,578		

Workshops, Seminars and Events



Helping people realize
their potential – In fun,
innovative ways!



Academic Centres

According to plan, Five (regional) Translation/Academic Centres have been set up as collaborations with various Vice-Chancellors. In addition the work at the Delhi Katha Academic Centre expanded. One reason was that we had more people involved in the work; we were also able to attract and keep full time people. The regional academic centres are

1. Bangalore University, Bangalore
Associate Director: Dr Vanamala Vishwanatha, Reader, English Department
2. SNDT Women's University, Mumbai
Associate Director: Ms Mitra Parikh, English Department
3. North-Eastern Hill University, Shillong
Associate Director: Dr K C Baral, English Department
4. IRIS, Jaipur
Associate Director: Dr Jasbir Jain
5. North-East Writers Forum, Gmvahti

The five centres have conducted over 300 workshops in colleges and schools across the country. A lot of freedom was given to the respective Associate Directors to innovate, look at existing situations and come up with a programme that would be relevant for them. Each centre worked out an innovative programme in addition to the regular workshops.

- The Refresher Course at Jaipur.
- The 3 major seminars at Bangalore.
- The British Council stepping in and enabling SNDT to take the programme out of Mumbai.
- The inclusion of Indian literatures in the syllabus at Mumbai and using our YuvaKathas as their text books.
- The spread of the programme to Shillong and its surrounding areas.
- The launch of the Katha Clubs to be housed in the various colleges of Delhi.

But in the midst of all excitement we have forced ourselves to pause and think. what should be the next logical step for such a programme' Is it possible to bring together these energies generated at the different centres and create a synergy? We are trying to design the coming year's programme in such a way that it takes all these innovative moves to their next stage.

Books: The Academic Centres at Bangalore and Shillong are working on a book each.

- Dr Vanamala Vishwanatha has sent in her manuscript which is under evaluation. Hers is a collection of stories with dalit background.
- Dr Baral's book has also come in. A collection of stories from the various North-Eastern languages, the book promises to be exciting! The manuscript is under consideration.



Teaching Translation & Translation

Hands-on workshops for teachers & students

The questions that worry teachers most are whether they are equipped to teach Indian writing in translation – even if universities were to change their syllabi and start prescribing Indian texts in English language and literature courses; or in various other language courses being offered today in the various universities – where there is now very little effort to bring in literatures from even neighbouring language States. Hence an atmosphere of seclusion takes hold of students who opt for higher education in India. And the essential bilingualism that each one has is often allowed to rust and disappear.

Hence, the importance of these primarily advocacy workshops which also focus on answering the questions teachers have and in reassuring them they indeed do have what it takes to teach Indian texts in translation!



Literary Translation Workshop

22-23 October, 1999

Hajira, Surat

The focus of the workshop was to look at translations from Gujarati literature and criticism into English and from English literature and criticism into Gujarati.

Objectives:

- To critically look at the texts which were being selected for translation in the past 50 years.
- To examine the terms definitions which articulated translation practices today.
- To examine the criteria for evaluation of translated texts.

Resource Persons: Prof Suman Shah, Head, Department of Gujarati, Gujarat University, Ahmedabad, Dr Shirin Kudchedkar, Retired Head & Professor of English, SNDT Women's University, Dr Himanshi Shelat, a well-known Gujarati author.


Session-I: A Critical Survey of Translations from English and World Literatures into Gujarati.

Session-II: Panel Discussion on Translating Different Genres of Creative Writing from Gujarati into English and from English into Gujarati .

Session-III: Reading from the works of Dr Himanshi Shelat.

Learning Outcomes: The last session of the two-day workshop brought out many surprises.

Most of the participants spoke of their personal experiences of translating. The rich experience of most participants came out clearly when they shared their problems while translating the questions of linguistic and syntactic transferences, cultural contexts, improbable and humorous slips and faux pas.



Translation Course

21 October, 1999

Department of English, Bangalore University

Objective: To enhance Literary and Cultural Studies.

Resource Person: Susie Tharu.

Learning Outcomes: The interactive, intensive sessions tackled various concerns, like:

- Literary Studies or Cultural Studies: A Paradigm Shift.
- The Life and Times of Literature.
- The Crisis in Literary Studies.
- What is “Culture” in cultural studies?

It revealed that such discussions in academia are vital to create a changed atmosphere where literature can thrive and interact simultaneously in the Indian academic world as well as in literary circles.

Translation & Journalism Seminar

30-31 Decemember, 1999

Senate Hall, Central College, Bangalore

Objective: To bring in journalists who are engaged in translation activity in various capacities starting from stringer to editor and provide them a platform to share and discuss problems related to their field with others in the area. We hope that such an endeavour would help them in their routine work.

Participants: Students, scholars and journalists.

Learning Outcomes: Various aspects were discussed and investigated –

- Reporting from a multilingual area - the problem of translating events/discussions which take place in different languages into a standard form of a single language.
- Translating the news obtained through stringers and reporters in the bhashas into English.
- Translating features, subject-articles from one language to another.
- Overall perspective of a newspaper on translation.

Teaching Translation

2-4--25 March, 2000

Ora Academy Badi, Kohima

Objectives:


- To raise awareness among college and university teachers on the importance of translation.
- Underline the importance of teaching translation courses at colleges and universities.
- Select material for translation; Edit and review translation; Identify difficulties in the area of translation.
- The workshop focussed on the importance of translation as an instrument for better understanding of different literatures and cultures.

Facilitators: Prof K C Baral, Mr D Kuolie, Ms Esterin Iralu, Ms Rose Mary, Dr H V Sakhrie.

Participants: 20

Learning Outcomes:

- Problems of Translation.
- Translating Folk Literature.
- Method of reading out a piece of translation of a folk story and dealing with various challenges a translator would face in translating oral literatures.
- Problems of bilingualism.
- The period of a particular literary text. It was underlined that "words change their meanings in course of time. A translator has to be alert to the specific implication of word uses in period contexts.
- Problem of equivalent words in target languages.
- Translation as Intercultural Negotiation.
- Importance of being a good editor for a good translator.



Translation Workshop

26 March, 2000 Iira Academy, Kohima

Short story as a genre is not strong enough in some of the regional languages of the North-East such as Mizo, Garo, Tenyidie, etc. It is certainly very powerful in the Manipuri and Asomiya languages. The so-called short stories in Mizo, Tenyidie, or Garo have strong folkorientations. This is so because not enough stories are written in these languages.

A one day workshop on Regional Language Translation was conducted which focussed at:

- Facilitating availability of good stories in translation in local languages for the pleasure of reading.

Making models in story writing available to local languages writers, those who don't have access to literatures in other languages except in their own mother tongues.

Having a seminal influence on the young readers in expanding their mental horizon. Enriching the local language having sufficient literary input from other literatures. Achieving cultural integration through translation.

Facilitators:

Mr O Kuolie, Head, Dept of Tenyidie, Nagaland University and a Creative Writer in Tenyidie

Dr Esterin Iralu, Poet, Short Story Writer & Lecturer, Dept of English, Nagaland University

Ms Rose Mary, Lecturer, Dept of English, Nagaland University

Ms Mimi Kevichusa, Lecturer, Dept of Tenyidie, Nagaland University

Mrs V Solo, Lecturer, Dept of Tenyidie, Nagaland University

Mrs Zanhui, Lecturer, Dept of English, Nagaland University

Learning Outcomes: The workshop was able to identify the common problems a translator may face in translating literary works in the North-Eastern languages. The general view was that the translated stories in terms of atmosphere and tone don't differ much from the original.

Teaching Translation

9-10 December, 1999

Mizo Dept, NEHU Mizoram Campus, Aizawl

Objective: To emphasize on the importance of translation. Participants: 22 teachers from various colleges and universities.

Resource Persons: Dr Lalitluangliana Khiangte, Dr Margaret Zama, Prof K C Baral. **Learning Outcomes:** The workshop was the first of its kind held in Mizoram, and it generated a lot of interest and enthusiasm not only among the participants, but among others concerned with Mizo literature. The response sheets speak volumes on the success of the workshop. The participants believe, as recorded in their responses, that the workshop will go a long way in developing and popularizing Mizo literature through translation.

Translation Course


1-11 October, 1999

CIEFL, Regional Centre, Shillong

Objective: To develop awareness and skills among the students about and on translation. Participants: 29 college students.

Learning Outcomes: The course suggested various directions that can be followed in terms of practice and theory in translation. The students were asked to translate literary pieces written in their mother tongues. The responses of the students to this course were overwhelming.





Translation Course

26-30 December, 1999

Dayanand College, Jaipur

Objective:

To emphasize the importance of translation in a multicultural and multilingual society and to encourage careers in translation.

Participants:

25 participants (teachers, undergraduate and post-graduate students). **Resource**

Persons:

Dr Urmil Takar, Dr Raju Bhargava, Prof Jasbir Jain, Shri Shyam Mathur and Dr C P Deval.

Learning Outcomes: The workshop covered different aspect of translation, like:

- Defining Translation.
- Examining the literalness of literary translation.
- Idioms, metaphors and problems of cultural transference.

The course suggested various directions that can be followed in terms of practice and theory in translation. It also stressed the need to be evaluative and critical. It opened up alternative careers, sensitized to the importance of form and created the need to cross cultural and lingual boundaries.

Translation Course

4-15 January, 2000 Jaipur

Objectives:

- To raise awareness on the importance of translation.
- To focus on problems of translations and their solutions.

Participants: 22 participants from different backgrounds.

Resource Persons:

Mr Sanjeev Misra, Dr Anju Dhadda Misra, Dr Urmil Talwar, Dr Rapul Bhargava and Prof Jasbir Jain.

Learning Outcomes: The workshop was able to identify the common problems a translator may face in translating literary works in regional languages. One common idea that got established was the need to have a combined approach to theory and practice in discussing translation.

Translation Workshop

1-2 March, 2000

Jaipur

Objective:

To encourage a dialogue on the various aspects of translation.

Participants:

25 participants (college and university teachers).

Learning Outcomes: A lot of discussion was generated. Participants were also shown film Earth f 947, so that they could compare it with Ice-Candy Man, both in terms of languages and medium. Participants found that all the lectures and discussions greatly enlightened and enriched their knowledge.

Teaching Translation Workshop

30-31 August, 1999

Dayanand PG College, Ajmer

Objectives:

To raise awareness on the importance of translation.

Participants: 22 participants.

Resource Persons:

Dr Jasbir Jain, Dr R Bhargava, Smt R Mehta, Dr Tripti Jain, Dr C P Deval, Dr Shyam Narain Mathur and Dr Anurag Sharma.

Learning Outcomes:

The course suggested various directions that can be followed in terms of practice and theory in translation. The workshop evolved a great deal of interest. The same group was keen to participate in a longer workshop and to translate stories.

Seminar on Dalit Literature: Reading, Writing, Rewriting

9-10 October, 1999

Department of English, Bangalore University

Objective: To create a forum for discussing the production and reception of Dalit literature in the contemporary cultural milieu.

Resource Persons: Dr Siddhalingaiah, Prof G S Shivarudrappa, Prof Rajendra Chennai, Shri Lakshmiapati Kolara, Shri H S Shivaprakash, Smt Du Saraswati, Shri K Satyanarayana, Dr Carlos, Dr B M Puttaiah, Dr Manohar Yadav, Dr Gopal Guru, Shri V B Tarakeshwara, Shri Gurram Srinivas, Shri M C Raj, Shri Chandrashekar Nangali.

Participants: Scholars and critics from Karnataka, Andhra Pradesh and Thmil Nadu.

Learning Outcomes: The comparative thrust of the seminar was appreciated. The participants' remarks were, "The seminar has, at the very least, provided us with material to responsibly relocate Dalit writing from Kannada in the English ambience. At most, the seminar has given us so many perspectives on the reception and production of Dalit writing that, if only we can commission a couple of articles on a few crucial aspects we will have a comprehensive book of readings on the Dalit issue."

National Seminar on Gender, Change & Representation

11-12 February, 2000

Senate Hall, Central College, Bangalore

Objective: To look at the gender as a theme in Indian writing in English, Modern Indian Literatures, Women's Writing, Critical Theory and English for Literary Study.

Participants: Over 150 students and teachers from local colleges and the University.
Resource Persons: Dr Rekha Pappu, Dr Madhav Prasad, Dr Gayatri Devi, Mr Arvind Narrain, Prof Indira Jaiprakash, Ms Bangaru Kamakshi, Ms Gayatri Devi Dutt, Ms Meenakshi Shivram, Ms Anamika Wani, Ms Sara Aboobacker, Ms P Radhika, Dr Mrinalini Sebastian, Mr Kamaan, Ms H S Champavathi.

Learning Outcomes: The seminar offered a unique space in which scholars from various fields could come together to dialogue on their differences.

Library Workshop

26 September, 1999

India International Centre, New Delhi

Objectives:

- To encourage educators and students to look at Libraries as Centres of Creativity and build a positive interface between users and facilitators of libraries.
- To nurture and sustain the joy of reading amongst students.
- To pay attention to the role of Indian literature in school libraries.
- To explore the possibility and potential of using Indian texts in education and how students respond to it.

Resource Person: Smita Bharti

Participants: Over 11 schools and around 20 people participated including students, teachers and librarians.

Learning Outcomes:

- Reading literature for the pure joy of it.
- Paucity of good and exciting literature for children especially those 9-12 years of age. Poor translations which mar the essence of the writing thus diminishing its appeal for children.
- How our understanding of historical issues, say “partition” may be enhanced through reading literature on Partition, say Manto.
- Children enjoy literature that they may relate to, such as vernacular realism.
- The need to reiterate Indian values and traditions through promotion of Indian literature. A swing towards purely Indian literature ignoring the Western classics.
- This exciting workshop has led to certain colleges and schools organizing their own library workshops.



Pedagogical Approaches to Translated Texts

Objectives:

To look at the various pedagogical ways that can be incorporated in teaching translated texts in universities/colleges.

To emphasize on the need to take a fresh look at education and pedagogy in relation to translated texts.

Participants: Academicians from various India universities/colleges.

Learning Outcomes:

- Need for careful consideration of all available translations of a text before a particular translation of the text is included in the syllabus.
- Acquiring knowledge of the source language in the teaching of a translated text. The need to look at the translation of sociological, cultural and political texts to familiarize the teachers with the traditions of a particular region.
- Keeping critical texts in regional languages 'as a part of the English Department library.
- A rationale for the syllabus, also objectives of a syllabus, should be declared at the outset. Process of selection of the texts to be included in the syllabi. Syllabi to be accompanied by explanations that would help teachers focus on specific issues.
- The importance of the need to create sensitivity to translation: the issues and the problems associated with it. The comparison between various available translations of texts would lead to a better understanding of the original. Annotations from translators would be helpful in providing the teachers/students with vital information. It was also important to underline the plurality of Indian literatures while teaching Indian texts.

Katha LEAD Workshop

16 February to 8 April, 2000

30-Hour Course

IIFT, New Delhi

The 30-hour course was designed to explore through a close reading of selected short stories the various issues raised in them as well as the principles governing the art of the narrative in order to understand and articulate patterns of effective managerial behaviour.

Resource Persons: Dr Promesh Ratnakar, Dr Anjana Sharma, ;vis Swati Pal, Dr Meenakshi Bharat, Dr Angelie Multani, Dr Anjana Srivastava, Ms Brinda Balakrishnan, Dr Renu Bharadvaj, Prof S K Sareen.

Writers: Shri Rajendra Yadav, Dr Lakshmi Kannan, Shri Varyam Singh, Shri K N Daruwalla. **Participants:** Students of Masters in International Business at IIFT.

Learning Outcomes: The participants realized and trained their own creative processes during the workshop. In the course of the exercises they were set by the resource persons, they learnt to read stories from different perspectives, putting themselves in the place of various characters, to analyze the course of events and identify the factors that govern them, to pinpoint strategies employed in the stories and hence to predict different courses of action based on other strategies. They learnt to read between the lines, and beyond the text, and to understand changes in tone and inflection of spoken language as well as the non-verbal communication of body language. There were a number of useful insights that the students gained into what governs our behaviour and ways in which we can actualize our potential.





LEAD: Culture Linking

3 February, 2000

IIT, New Delhi

Objectives:

- To draw attention of young managers to ground realities and perceive the same against the prevailing social system.
- Enable them to appreciate the subtle nuances reflected in a person's speech and behaviour as brought out by the writer.
- To create awareness and interest in literature as a leisure activity that also works as a stress buster and introducing them to activity based learning that makes them think, interact and work together as a team.
- To integrate the theoretical concepts of management in the course of analysis of the stories that makes them ask insightful questions about the dynamics of human behaviour in relationships.
- To use as case studies Indian literature that explain ethics and moral judgement are not absolute entities but have to be understood in the social and cultural context as well.

Resource Persons: Shri Joginder Paul, Smt Brinda Balakrishnan, Dr Chandana Dutta, Smt Smita Bharti.

Learning Outcomes:

- Indian literature has the greatest potential to give case studies, that explain why ethics and moral judgement are not absolute entities but have to be understood in the social and cultural context as well. Indian managers cannot evolve strategies and marketing tactics without an appreciation of the multiple and diverse constituents of human behaviour.
- Various leadership skills were focussed at with reference to the story such as planning, organizing, guiding and executing, mentoring, communication, understanding the pulse of the recipient, congruence of objectives, motivating the team, team building, providing systems and structures that develop a congenial work environment, trust and learning from others.

Purna Siksha Workshops

The main objectives of these series are to create awareness about India's pluralistic culture and see the validity of the imagined as the real in the short story. We try to acquaint the participants with the tradition of storytelling and provide knowledge for them to become more confident and rooted citizens. Through these workshops we introduce eminent Indian writers as Gurus with a vision to share. Through the intense discussions we help the participants to connect with the ground reality of his/her own social context and evoh-e an understanding of what is fiction and its role in providing insights for better living. These workshops motivate the participants to read and appreciate Indian literature, to connect with their past and their present for a better future.

Masks or Faces: Problematizing Identity

28 February, 2000

Shyama Prasad Mukherjee College

New Delhi

Objective:

To analyze how unknowingly we are confirming to images (masks/faces) with the help of media, literature and theatre.

Participants: Students of Shyama Prasad Mukherjee College.

Resource Persons: Dr G J V Prasad, Promesh Ratnaker and Mudita.

Learning Outcomes:

The participants were divided into three groups, where in the first group they worked on media attention, in the second group they worked on literature and in the third group they worked on theatre. After the group exercise, the participants demonstrated the given story. They found this workshop very helpful to get to know about how they could identify their own real self and adapt a character in any given situation through the help of media, literature and theatre.

You are cordially invited to a Katha Colloquium
on 6 March, 2000. From 3:00 - 5:00 pm.
At the India International Centre, Committee Room 1

WORDS & SILENCES

Exploring Ambai's World

Chief Guest: Lakshmi Holmström

Chair: Zoya Hasan

"As we learn more and more words, somewhere we lose the connections. But there is still a finer relationship that can be reached. In silence. Through the eyes. Through the linking of hands." – Ambai

Noted for her astute perception of the human mind and its complexities, Ambai's writings take readers on a startlingly deep and intimate journey. The style is minimalist, the writing memorable.

Lakshmi Holmstrom is a UK-based translator, critic, scholar.

Zoya Hasan is a political scientist who teaches at JNU, Delhi.

Please do join us!

This interactive Bhasha Club Colloquium has been organized by Katha, a nonprofit organization working to enhance the pleasures of reading.

Words & Silences

6 March, 2000

India International Centre, New Delhi

Objective: To analyze how unknowingly we are confirming to images (masks/faces with the help of media, literature and theatre.

Participants: Students and teachers from 10 different colleges. Resource Persons: Dr Lakshmi Holmstrom and Dr Zoya Hasan.

Learning Outcomes: Dr Lakshmi Holmstrom explored the works of Ambai and looked at feminism, treatment of sexuality in her works, sexuality and love, form and experimentation, mixture of language, style and form and approaching Ambai through translation.

Sishya and Purna Siksha Workshops at Tihar Prisons

Story workshop for Tihar inmates ...

“KATHA, An NGO which works in the area of creative communication for development and for spreading the ‘power of the story,’ has now started a, unique experiment by holding story workshops for Tihar Jail inmates.”

“... these workshops are steps to ‘help them adjust, come to terms with reality and resolve their problems.’

– The Hindustan Times, 2 August, 1999

Katha has been conducting workshops in Tihar Jail with:

- A group of 10-20 undertrials in Jail 0 S.
- A group of 10-15 semi literate women undertrials in Jail No 1.
- A group of women undertrials for murder/dowry deaths/drugs in Jail No 1.
- A group of 40 children between the ages of 6 months to 5 years who are there because their mothers are serving time.

The work started in July [1999] and we have conducted 25 Sishya and 70 Purna Siksha workshops.

Objective: For the **Sishya workshops** the emphasis was on the sheer joy of listening to a story.

The workshops tried to create a free, creative, interactive space for the children, expose them to the world beyond the prison and supplement this existing lopsided exposure through stories.

Methodology: The coordinators told played with the children, helped them to

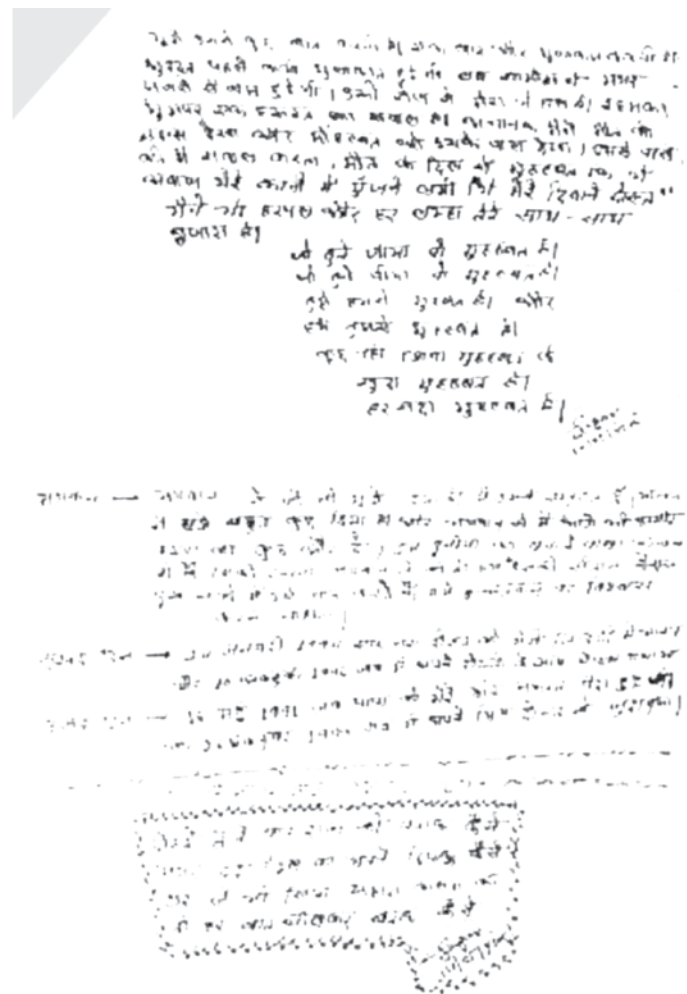
draw and colour, taught them poems, performed small plays.

Learning

Outcomes: The children moved from being scared, diffident, apprehensive, aggressive to feeling wanted, appreciated, confident, curious.

Objective:

The **Purna Siksha** workshops used the medium of the story to delve into deeper issues of life and living. The focus of the workshop is to help the




participants to identify their problems honestly without being judgmental, and to help them arrive at positive alternate resolutions to their predicament. The workshops aim at making the participants healthy well-adjusted, contributors to our society.

Methodology: A workshop starts with theatre games and moves on to the reading of a story. During the course of the workshop a story from our regional literatures is selected and distributed to the participants. They then read the story in groups or independently. Subsequently various strategies are used to open up the subtext for the participants. This is done through role play, simulation games, changing the end of the story, scripting the story, casting for the story, writing a story on similar lines. These activities make the participants flesh out the basic structure of the characters with dialogues, which are suffused with firsthand anecdotes and emotions. These then help in interpretation of cultural connotations, relationship dynamics, power struggles, sexual politics prevalent in their lives as causative factors. The detailed discussion on issues stemming from the story but which are real life issues for the participants is subsequently directed into meaningful channels. The power structures in the text and the close relationship that exists between literature and society is explored in depth. The acting out discussions in front of with the other participants also act as a catharsis for the participants.

Learning Outcomes:

- The power of the narratives have proved to be extremely beneficial in these workshops. As the workshops progressed, the participants gained confidence and started writing stories with different endings/autobiographical stories or debates on existential issues or values.
- The participants are troubled by the feeling of having reached a dead end in their efforts to resolve the problems which led to the violent acts. They are also largely troubled about the uncertainty of their acceptance by the society and their rehabilitation once they are released from jail. When the workshops started, they were at a stage when they were convinced about the justification of the violent acts committed by them. They held social problems to be the root cause contributor to their present predicament. They were completely unable to take responsibility for having evaded the choice that rested with them to commit or not commit the unlawful act. This led to intense debates and discussions, where the coordinator was able to make them perceive their actions from an objective viewpoint.

- 
- Now the participants have reached a stage where they want to talk directly about themselves, debate about the morality of their situation, want to understand the alternate options available to them. They are prepared to open up the subtext with their dialogues, infuse honest emotions and explore the origin of their polarization/identification in the ensuing dialogue session.

Questions:

Some of the main issues which have cropped up again and again during the discussions are constructs of identity, constructs of honour, honour in relation to women, honour in relation to land, ensuing violence where the spaces of identity and honour are violated and justification of violence in such cases. Boundaries was also an important issue. The discussion revolved around personal boundaries, national boundaries, leading on to the violation of human rights.

The issues which troubled the moderator were the confusions with which the participants were grappling, with regard to humane values, right and wrong, acceptance level of lawful and unlawful behaviour and who the enemy was. There is need to look at these issues in the context of the absolute grassroot violence, the jungle raj of the survival of the fittest, the acceptance level of families for acts of violence as an intrinsic part of living, religious fundamentalism, the violence present within the confines of the jail (perpetrated by the authorities and by the various power groups in the jail) which is also hardening these participants as to their behaviour patterns.

The issues that also need to be explored in depth are the various constructs which lead to this rigid identification with the extent of violence, the sanctity of life versus supremacy of the values perceived in committing the violent acts, the power dynamics in different layers of social and individual levels, the influence of rhetoric and the influence of media.

Workshops and Seminars for College Teachers New Delhi



Education in India has never been in greater need of soul-searching. Are our students, from primary school to post-graduate college, getting the education they deserve? Are we producing students who can stand with the best in the world today? What are the competencies the world is looking for, and how does this compare with what we are giving our students today? Concerned with these questions we have been exploring the inner imperatives to excel which lead to creative teaching. But at the same time we realize that these imperatives have to be substantiated with support materials which are as yet inaccessible to the general reader/teacher/student. Katha had initiated a series of meetings where teachers, writers, editors and translators came together in an endeavour to find resolutions to such needs. Bhasha Club evolved as a result of these “A Question of Choice” meetings.

Wordsmiths Seminar

29 September, 1999

India Habitat Centre, New Delhi

The Seminar concentrated on Ambai, the Tamil writer, and her works. We were lucky to have the writer with us!

Resource Persons: Dr Kasturi Kanthan, Dr C S Laxmi



Bhasha Club: Tamil

29 September, 1999

India Habitat Centre,
New Delhi

Objectives:

- To discuss significant work of major writers in Tamil.
- To get acquainted with the prose/poetry/drama written by these writers through translations and or summaries in critical essays.
- To look at the life and times of these writers in order to understand their vision of India and the cultural context of the writings.
- To look at critical studies done about these writers to understand the original/translated texts in depth.
- To develop teaching materials and strategies and formulate further research models on these writers.
- To understand and discuss the use of language, especially the use of imagery.
- To understand and discuss content, especially the in-built conflicts and problems as reflective of a culture and its people.

Resource Persons: Shri Venkat Swaminathan, Shri A S Ilangovan, Smt Mangalam, Dr Lakshmi Kanan, Smt Sudha Jha, Dr Vijaya Ramaswamy.

Participants: Students and Teachers from various colleges.

Learning Outcomes:

- A broad overview of Tamil language and literature.
- Contextualization of Ambai's position and contribution to Tamil Literature.
- Detailed talks on Ambai's narrative technique and autobiographical elements.

Building Connections and Collaborations

Can we move more readers towards the reading of Indian fiction in translation?
 What gives Indian 'writing in English' more readership than books in translation?

What form of stories, what quality of translation will help move students in our various colleges and schools from the often debilitating influence of a mass culture to a culture that helps us understand and be able to critique the offerings of mass media? These questions may sound naïve and simplistic but these were at the core of the two 'A Question of Choice' workshops. Besides, there were a series of meetings with college teachers and college principals, respectively.

A Question of Choice

22 November, 1999

India Habitat Centre, New Delhi

Objectives:

To help build bridges in different universities/colleges through linking those looking for openings in teaching, research, translation, publishing and advertising/media.

To focus resources and promote teacher and student interest in bilingualism and language, critical thinking and communication skills.

Participants: Academia from different universities/colleges, media and theatre:

Geeta Dharmarajan, Dr Sukrita Paul Kumar, Dr Asha Singh, Prof K C Baral, Prof Jasbir Jain, Dr Vanamala Vishwanatha, Kishwar Ahluwalia, Amal Allana, Dr Ajanta Dutt.

Learning Outcomes:

- Everybody appreciated the vision of education and said that along with it, it has a great set of challenges. The use of translated literatures has a big role to play, that is to say, most importantly, putting things to perspective.
- One common voice came through the discussion that we should take a range of people from different background.



Re-viewing Reviewing

21 March, 2000

Sahitya Akademi, New Delhi

Katha and Sahitya Akademi organized *Re-viewina Reviewing* a workshop and panel discussion.

Objective: To understand the processes of reviewing better.

Resource Persons: Smt Geeta Dharmarajan, Prof Malashree Lal.

Learning Outcomes: The expert panel took up issues on reviewing. The following points were addressed:

- The politics of reviewing – which are the titles/subject heads/writers that are eventually picked up for reviewing?
- How do books on literature, fiction/non-fiction, compare with titles under subject heads such as history, economics, nuclear sciences, politics and others, when under consideration for reviews?
- How influential are reviews in directing reading patterns? Vice versa, do subscriber/reader reactions influence the review pages?
- Are there any standards that reviewers must apply to books that they are reviewing? In our attempt to universalize a text or place it within a global frame work, do we run into the danger of flattening out the socio-cultural nuances and subtleties that a book contains and implies? Does this mean, therefore, that a text should be placed in its right context and history before it is reviewed?
- How can we as a group lead this discussion further to a more effective direction?

Workshops for General Readers

August-December, 1999

New Delhi

“ ... Turn off TV, turn on Katha ... in this era when TV and computers are ruling the roost, coupled with the fast-paced life of a metropolis, the habit of reading has taken a backseat ... to keep this generation from becoming aesthetically and intellectually barren, Katha, an NGO, has taken upon itself the task of bringing the regional authors into limelight through its academic Katha Kanchi chapter.”

– *The Asian Age*, 24 August, 1990

A Brief

The Indian short story has long been known for its oral tradition. When there were no scripts, it was handed down from generation to generation, from grandparents to grandchildren, from father to son, from mother to daughter ... and personalized in every way. In modern India, these stories still exist, in the different States, in the different literatures, in the different rituals and superstitions. We are given to understand that there are all these differences, and we can at best wonder at the information these differences contain. Yet, as we read, what we really discover are the similarities of human behaviour – the similarity of sentiments and reactions, of emotions and ideas, of thoughts, pleasures and pains. They can make us conceive India as a unit, even the world as an integrated, composite whole. People do not change; they feel the same way, all the world over.

Readers' Clubs are centred upon these powerful core stories written in the bhashas from various parts of India. Translated into English, they take us far into the context of contemporary India and the present lives of our people. In the workshop, we read, listen, imagine and act. As we indulge ourselves in stimulating group discussions and language games, we become aware that all fiction is fact. Furthermore, all fiction and facts are open to interpretation, and sharing these messages leads us from intensive thinking to intellectual pleasure.

Readers' club

2nd Wednesday of August, September, October,
November & December, 1999

India Habitat Centre, New Delhi

Objective: Stories are facts elaborated upon by the imagination and creative will of the author. But that story is not complete until it has been told to a receptive audience who can interpret it according to the facts present in their own lives and surroundings. Therefore, a story by the original writer is not complete until it has been co-created by the reader. It is this world built out of reader-story interdependence that is the main focus of the Readers' Club.

Resource Persons: Ajanta Dutta, Ambai.

Participants: Invitees of Katha and members of IHC.

Learning Outcomes:

- The excitement was not merely in the presentation of regional literature but in the sound of the languages, the images in audio-visual narration, the crosslinking to other forms of Indian art and culture, and the intellectual exercises that invigorated the members into innovative thinking and interactive participation. There was something for everyone, especially self-created activity and group dynamics.

The two hour sessions included Katha presentations, discussions, interviews with writers, narrators and publishers, and presentations of the members' own selections of stories. Playing the story games were the starting points of the club activities in terms of mental gymnastics where the participants narrated, read, acted, listened, interpreted, innovated, analyzed – or most importantly, just listened.

A workshop in Telugu Literature



And another on Urdu Literature



The Theatre Workshops

Formal Schools, Non Formal Sector, ADD

Khazana, Saawan Public School, Village Cottage Home New Delhi

The participants are led through a theatre workshop situation to enable them to see beyond the mere word, into the situation and life dynamics which created the space for that word. In other words theatre helps to open the story further for the participants. Hundred and six (106) workshops were conducted in the year 1999-2000.

Creative Pedagogy Workshops

28 April, 1999

Delhi Public School Rohini, Delhi Public School Dwarka New Delhi

Katha believes that as teachers all of us have the right to –

- Believe fiercely in creativity and innovation, each in our own way.
- Have our own space to create the kind of classroom we want and the kind of teaching we want to do.
- Be innovative and different – in order to make a difference.

We are convinced that all of us have a responsibility to –

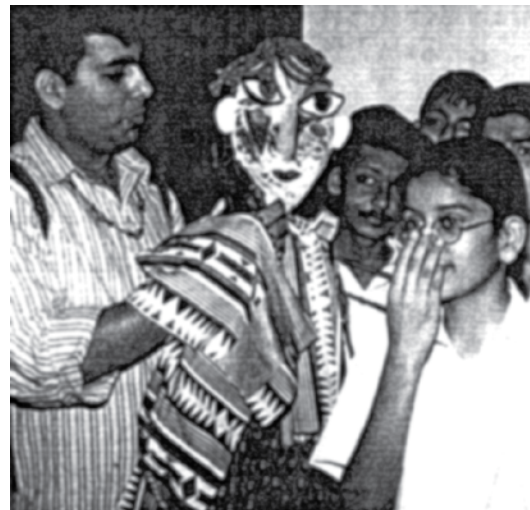
- See that all the children get the education they deserve and require for a good future.
- Ensure the happiness of our students.
- Expect the best from ourselves and our students.
- Believe in lifelong learning – both for ourselves and for our students.
- Actively look for and build networks within the organization and without, to indulge in peer learning and sharing ideas, innovations and conflict-resolution and mediation techniques.
- Work together to make a difference.

Through these workshops we try to –

- Develop a sound and relevant curricula that emphasizes lifelong learning skills and entrepreneurship in students.
- Nurture an ability to research and write quality teaching/learning materials.
- A constant striving for interesting and Just-Right Pedagogy (URP).
- Catching the interest of the parents, the family; their involvement and active participation. And, last but definitely the most important, empowering you to leave the worries of the outside world outside, and dedicate yourself everyday to being an imaginative and fun-loving teacher who is curious, creative, capable of critical thinking; competent, confident and committed; caring, culture-conscious and cooperative.

Objectives:

- Help experienced teachers to rededicate themselves to the idea of excellence and creativity that are the bedrock of all education.
- Assist teachers to find ways to turn the individual dreams and aspirations of their students into reality.
- Help develop a basic understanding of the leadership and management issues facing teachers today.
- Not just be leaders in their chosen field but to help in training of trainers programmes and to help others achieve leadership and entrepreneurship qualities.
- To master chosen theories and concepts of conflict resolution and mediation so as to pass these necessary skills to students over the many years of their teaching careers.



The CultureLink Workshops

Formal Schools

16 Workshops in Jaipur

Objectives:

- To try and enhance the understanding of people living in linguistic regions other than one's own through reading/gaining an appreciation of literatures from India's many bhashas.
- To enhance the students' linguistic and cultural awareness leading to a sharing of values; a knowledgeable appreciation of India's diversity and richness, thus giving the student confidence to be a good world citizen.
- To enhance the students' language skills through translation.

Learning Outcomes:

Help deepen the understanding of culture within one's own language group, the caste/ class/grouping with each language/culture, thus leading to a truly knowledge-based society.

Enhance the value/self-value of the individual student in the classroom.

The Sishya Workshops

Formal Schools, Non Formal Sector

Bangalore, Delhi, Jaipur, Mumbai and Shillong

Storytelling and Creative Learning Workshops in Schools

Two hundred and eighty nine (289) workshops were conducted between April 1999 and March 2000. These were conducted in various schools in Bangalore, Delhi, Jaipur, Mumbai and Shillong.

Objectives:

- To attempt to maximize opportunities for learners' imagination, lateral thinking and culturelinking. They were also specifically aimed at focusing attention on the "play of languages," thus raising the level of awareness about the process of translation itself and introducing them to the magic of the written word.

- To enrich linkages between the students through translated literature and to forge more sustainable, cross cultural links through academics. To familiarize students with the rich reservoir of Indian stories, thereby bringing in rootedness to one's own culture.

Learning Outcomes:

- These sessions enable an interactive mode of teaching which puts the learner at the centre of learning rather than the teacher. Such interactive teaching, which demands intense learner participation, helps in improving the oral and written skills of students. These stories which are “authentic” and complex, as opposed to the largely “simulated” and simplistic lessons in school textbooks, make a better medium for teaching cultural values and life-skills rather than mere language skills and knowledge.
- Activities involving language games, theatre, music and art were conducted which helped the participants bring out their inherent talents and develop the 9Cs (Curiosity, Creativity, Critical Thinking, Confidence, Competence, Concern, Citizenship, Commitment, Cooperation) during the workshops.

Storytelling and Creative' Learning Workshops in Alternative Education/NFE Centres

One hundred and eighty three (183) workshops were conducted between April 1999 and March 2000. These workshops were conducted in Delhi.



ADD Workshops: Accessibility for the Differently-Abled

Eighty seven (87) workshops were conducted in Delhi between April 1999 and March 2000.

Objectives:

- To inculcate the 9C's as they will go a long way in overcoming problems faced due to disability.
- Accepting and coming to terms with their own disability. Understanding their own strengths and weaknesses.
- Understanding that disability is not their fault, they too can live a full and happy life and contribute to the society despite their disability.
- Creating an acceptance for each other on both ends of the ability spectrum.

Learning Outcomes:

- These workshops played a vital role in inculcating the joy of reading and also helped the participants to discover that books can be their an-time companions. The medium of stories made the process of changing attitudes a fun filled experience.
- These workshops were a milestone towards full participation and mainstreaming of children with disabilities.

Highlight: Preeti, the coordinator spoke to the handicapped children of Akshay Pratishthan while inviting them for the play festival and asked them whether they wanted to compete or just participate. The children were unanimous in their decision to enter the competitive category.

Bhasha Tamasha,

21-23 April 1999

India Habitat Centre, New Delhi

“ ... Bhasha Tamasha: Bringing kids closer to their roots ... ” – *Indian Express*

“ ... From reading to acting, a complete exposure ... ”

– Vidya Menon and Rajinder Kaur

“ ... they wrote poems and stories, read stories aloud, pitted their wits against the quiz master, enacted plays. Children enjoyed the fun of language at Bhasha Tamasha, a workshop that exposed them to regional literature.”

– Vidya Menon and Rajinder Kaur

Bhasha Tamasha, a three day event from 21-23 April, at the India Habitat Centre, was an attempt to popularize the lesser known world of Indian literature among Delhi school children.

There is a characteristic so universal about children – their world is full of stories – the demons and the damsels, the princes and the magicians. How many children know about the various colourful tales that our very own folklore and regional literature have to give us? In today’s age of computers, TV and compact discs, the reading habit of children is on the decline. Though the English literature is still read, it’s the vernacular literature which remains alien to them.

Organized for the first time, Bhasha Tamasha was a huge success among the participating children. The aim of the workshop was to bring children closer to their roots, through an understanding of their culture and literature.

Ms Krishna Sobti, the famous writer, while inaugurating the workshop, spoke to the children about various stories, keeping both them and the teachers spellbound.

The Exhibition show-cased the translation of the works of Indian regional writers from 12 different languages, the languages being Punjabi, Hindi, Urdu, Tamil, Telugu, Malayalam, Kannada, Oriya, Bangla, Asomiya, Gujarati and Marathi. Before the visiting child lost interest, there were language volunteers who made the literary world come alive by introducing writers and answering queries.

The students expressed their creativity in various forms of art such as **painting, reading stories aloud, writing, fancy dress and quiz**. The storytelling, quiz and fancy dress competitions were held in three groups - the primary level was for students till class V, middle level for students up to class VIII and the secondary level was up to Class XII. Various schools from all over Delhi participated.

The Fancy Dress competition encouraged children to dress up like characters from stories written by Indian authors, while the Read Aloud and Quiz were based on Indian regional literature. Partho Ghosh and his daughter Jayanti Ghosh flew down from Australia specially for this programme.

The Theatre Workshops conducted by Lushin Dubey and NSD staff saw energetic participation of children. They enthusiastically displayed their dramatic skills. "I never knew it would be such fun," said Utathya, a Class VI student, who attended a theatre workshop for the first time.

The special feature of all these competitions was the participation of Katha Khazana Groups, who took part whole-heartedly breaking the myth that slum children are less knowledgeable than public school students.

There was a **Creative Corner** where students could come and write anything either in poetry or prose. Vanshikha, a Class IV student of DPS, Rohini wrote how to celebrate Holi keeping safety measures in mind. Kanika, also a Class IV student of the same school was happy to express her poetic feelings in such a big fair.

The one hour informal chat session with Ms Azmi, "**Meet Shabana Azmi**" turned out to be a hilarious one when she delighted the crowd with her touching informality and sense of humour. It was an unusual beginning with her demanding a greeting from the shy little ones. Once the children overcame the initial awkwardness, the session went on in full swing. She asked the kids to recite poems of their choice and the bubbling enthusiasm among children of all age groups in reciting their favourite poems had to be seen to be believed. Ms Azmi was not only all ears, but also became one of them reciting their poems and explaining the meanings.

Sharmila Tagore graced the closing ceremony and gave away the prizes amidst huge applause. Students of Gyan Bharti School took away most of the prizes.

What the participants had to say:

In this three day extravaganza of fun, children not only enjoyed but also intermingled with each other, learning various new things, Davinder and Jaspreet, both students of GHPS, Tilak Nagar said, “We wish such workshops would be held every year so that we can come and enjoy We loved listening and talking to Shabana Azmi.”

Ms Harbir Kaur, a teacher, said such workshops are a must in today’s world where children are mostly glued to television, surfing various channels.

“We liked it so much. It’s so exciting. We have learnt a lot of things regarding Indian literature from here,” said V Rajalakshmi from KV NTPC, Badarpur. “It’s a wonderful experience. We would love to participate in more such programmes,” added Meenakshi and Bhawana, also of the same school! The feelings of fun, excitement, anticipation were everywhere in Bhasha Tamasha.

An optimistic end to a right beginning.





“Called Bhasha Tamasha, this is a fun introduction to the rich world of Indian language and literature and Indian English literature ...”

– *The Indian Express*, 22 April, 1999

“The festival’s (Bhasha Tamasha) idea „,“ as to expose children to the wonders of our Indian languages. And the most interesting part of all was the common platform made available to young students from every strata of the society.”

– *The Indian Express*, 23 October, 1999


“One only hopes that the Bhasha Tamasha play festival becomes an annual feature in Delhi and continues to bring forward the wealth of Indian literature and a healthy competitive spirit.”

– *The Asian Age*, 25 October, 1999

“It was the first time ever that children from private schools, NGO run schools, disabled and under privileged children and children of Tihar Remand Home performed on the same stage.”

– *The Asian Age*, 25 October, 1999





Translation Mela

25-27 May, 1999

India Habitat Centre, New Delhi

Translation Mela was an intensive Hands-on Translation Workshop focussing on the “Art and Craft of Translation – Tools and Techniques.” The participants selected a story from the following languages: Hindi, Punjabi, Bangla, Marathi,. Tamil. The participants then translated stories from their chosen languages during the workshop. The translations were simultaneously assessed by the experts and discussed with the participants on the same day itself making it an immediate experience for the translator. The participants also worked on the story at home and in the workshop the next day as well. The last day was an interactive session with writers, translators, reviewers and editors making it a complete experience.

The KathaPlay Festival

21-22 October, 1999

India Habitat Centre, New Delhi

Building bridges!

“Apart from films, music, and painting theatre is also considered a very powerful medium of expression. This point was in evidence at the unique Bhasha Tamasha play festival cum competition organized for the first time by an NGO ‘Katha’ at the basement theatre of the India Habitat Centre earlier this week ... And the most interesting part of all was the common platform made available to young students from every strata of society. Public schools like Delhi Public School, GO Goenka, and NGO run slum schools like Katha-Khazana, Deepalaya, took part in this festival spanning over two days ... some splendid performances by young children from the Tihar Remand Home and the Spastic Society.”

– *The Indian Express*

“The unique aspect of the festival was that the plays had been selected from Indian literature ... The most important aspect of this festival was that it gave children from different walks of life a chance to come together and participate on the same level for a common prize. One only hopes that the Bhasha Tamasha play festival becomes an annual feature in Delhi and continues to bring forward the wealth of Indian literature and a healthy competitive spirit.”

– *The Asian Age*


We Believe

Most Indian Children in the cities grow up on a diet of Enid Blyton, Nancy Drew and the Hardy Boys. Indian literature is a treasure trove of children’s stories from the Panchatantra and the Jataka Tales, to works by numerous Indian authors who wrote in regional languages. The purpose of the Play Festival was to sensitize children to their culture and literature.

We Shared

Through this festival we tried to share with children from all walks of life the excitement of discovering powerful stories hidden behind language barriers. The participants were invited to transcreate these stories into short plays of 20 minutes each, Seventeen schools participated in this two day long festival. Amongst them were Akshay Pratishthan, DPS Mathura Road, Deepalaya, GD Goenka, General Raj’s Public School, Guru Harkishan Public School, Kalka Public School, Katha School of Entrepreneurship, Tihar Children’s Remand Home, Red Cross Public School, Ramjas Nursery, Salwan Public School, Spastic Society, Shri Ram School and Vasant Valley.

The teams adapted their stories and interpreted it in their own style. The children displayed remarkable confidence on stage, and also adopted various indigenous storytelling techniques. The plays had frequent intervals which comprised songs – that narrated what happened in the previous act and described the course of events for the next act @reminiscent of storytellers who, in the old days, would travel from



village to village to entertain the villagers.

The Performances

The stories for these plays were well selected. From the *Three Brahmin Brothers* (a play by Akshay Pratishtan) to the story of the king who had no ear for music (performed by GO Goenka school) – all the stories held the audience's attention till the end. One particularly memorable performance was that of the young boy from GO Goenka, who played the role of Maharaja Tondumal – the pot-bellied king with no ear for music. He managed to play the part of the arrogant and slightly dim-witted king with a tremendous sense of humour. However, the play which outdid others was staged by Katha Khazana. The children took up the basic issue of cleanliness and executed it with perfection in their play *Pareshanpur ki Pareshaniyan*.

The Themes

The themes selected by these children were a reflection on our society today. GO Goenka presented a play which spoke of the tyranny of the feudal system and the outright exploitation of the poor by the autocratic rich. The play, titled *Hum Bhi Bachche Hain*, performed by the senior students of GO Goenka, emphasized the plight of child-labourers. Deepalaya children, though amateurish in their presentation, were definitely very confident and came up with the theme of corruption, in their play *Rishwatkhori*. While the children of Guru Harkishan Public School, Lodhi Road presented the degradation of human values down the ages in their play *Yug Parivartan*, and their sister branch from India Gate touched on the sensitive chord of terrorism and its aftermath in their play *The Last Lesson*.

The play *Pareshanpur ki Pareshaniyan* by Katha Khazana was a marvellous effort to bring into focus the neglected problem of cleanliness and presented a very logical solution to it. The play had the added advantage of a script which was very humorous and developed completely by the participating children.

The Winners

The winning play in the junior group was staged by the Shri Ram School, titled *Ekki Dukki*. The play was an adaptation from a story in Marathi literature and dealt with the different attitudes of two sisters. The underlying moral behind the play was the importance of being sensitive and kind to both man and beast, as it pays great rewards. Amongst the senior group, GO Goenka bagged the winning prize for the



play *Hum Bhi Bachche Hain*.

Appreciation

The Chief Guest for the festival, Maitreyi Pushpa, an eminent Hindi writer, commented, “I appreciate the budding talent I saw during the festival. I always wanted to be a famous writer, but nobody encouraged me. Writing

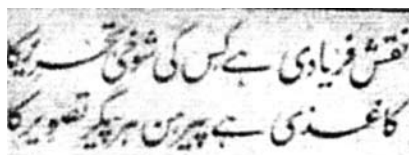
was considered a dead-end career which isn’t true today. It is wonderful how children have so much more opportunity today, and the festival is one such example.”

|smat

A Play on the Life and Works of Ismat Chughtai

2 November, 1999, Basement Theatre,

India Habitat Centre.



Ismat, A Play presented by Katha, weaves between excerpts from Ismat’s life and her stories. To compress a rebellious, turbulent life spanning eight decades into 60 minutes was an extremely difficult task! Definition defies Ismat – childlike, curious, mischievous, loving, restless, stubborn, revengeful, courageous, progressive – everything but a hypocrite. The play sits on layers of juxtapositions – it juxtaposes the three Ismats at different ages of their lives, it juxtaposes her life with her stories, dramatic fiction with reality.

Directed by Lushin Dubey and Bubbles Sabharwal, the play was researched by Sukrita Paul Kumar and Sunil Trivedi and scripted by Kishwar Ahluwalia and Smita Bharti. The cast included Rashmi Vaidialingam, Geeta Sudan, Neelu Khanna and Abhinav Chaturvedi among others.

Katha Chudamani Festival

18-19 November, 1999 India International Centre



“Are the school teachers of today literaturesavvy? The Indian literature quiz conducted by Katha at the India International Centre recently was a good opportunity to find out.”

– *The Statesman*, 13 December, 1999

The Festival - in Brief

The festival schedule also included a lecture on education by the Dalai Lama and a workshop on creative education. There was a special attraction for teachers and students in two days of masti aur maza, **Kahani-o-Kahani**: a mela on education, language, writers and stories. Other activities included quizzes and interactive session on school and learning.

Kahani -o- Kahani

A day-long workshop on creative teaching was held for school teachers, where they shared their views on pedagogy through fun and games.

The participant teachers came from diverse institutions like public schools, government schools, schools run by NGOs, representing both English and Hindi medium. They participated in various contests and a quiz on Indian literature. The identity of the participants was not revealed to the judges so as to provide an even ground for participation. The participants competed on an equal footing. The event, designed to build a bridge between literacy and literature, gave the teachers a refreshing break from their grinding daily schedule. Ms Renu Gupta Adhikari of Ramjas School, Pusa Road, felt that it was an opportunity to bring out their creative element.

Jam: Just A Minute

The first session was “Jam: Just A minute,” where the teachers were asked to talk

non-stop for one minute on a topic that was pulled out of a Jam bottle. It was fun to see teachers stepping into the students' shoes and experiencing the anxiety and palpitations as they stood on the other side of the table.

The first prize was won by Mr Phulendra of Katha Khazana School, the second by Ms Namrata of Bal Bharati Public School, Rohini, while the third prize went to Ms Debna Mehra of Naval Public School. The judges for this contest were Kishwar Ahluwalia and Satyen Mohapatra.

Tip of the Tongue

The second session was called "Tip of the Tongue" where the teachers had to speak on the topic that was on the tip of their tongue at that moment. The first prize in this category again went to Mr Phulendra of Katha Khazana School, the second to Ms Geeta Gujral of OPS, East of Kailash, while the third prize was bagged by Ms Namrata of Bal Bharati Public School. The judges for this contest were Ms Punita Roy and Dr Sukrita Paul Kumar.

Silence... the classroom is in session

The third session was more innovative and was called "Silence ... the classroom is in session." Here, each team presented the incidents from the lives of great educators and philosophers. The audience had to guess whom they were representing.

The judges, Gazala Ameen and Dr K C Baral, adjudged the team from Katha Khazana as the best, the second prize went to S S Mota Singh Senior Secondary School and the third to Katha Khazana.

Where's the Teacher

The next session was "Where's the Teacher." There was a tie for the first prize between Mr Phulendra of Katha Khazana and Ms Susheela, Ms Meena and Ms Sarvesh of the same school. The second position went to Naval Public School 'While the third was bagged by Ranljas Public School.

The Quiz

Jayati Basu, the quiz conductor, fired the questions and the teachers faltered at times and enthusiastically shouted the answers at others.

Oral Traditions

3-8 December, 1999

Pandavani - A Narrative Form of the Mahabharata

**IHC, Vasant Valley School, Ramjas College, Venkateswara College, Management
Institute Gurgaon**

“ ... Katha brings alive sounds of the Mahabharata ... it is amazing how the dancer tells us the story.”

– *Express Newslite*, 26 April, 2000

Katha, in collaboration with Allarippu, organized six Pandavani performances in December, 1999. Pandavani is a distinctive, even subversive narrative form of Mahabharata, which highlights the trials and tribulations of the women characters – of Amba, of Kunti, etcetera. A troupe of pandavani performers led by renowned performer Shanti Bai Chelak was called from Chattisgarh, Madhya Pradesh, to perform in New Delhi.

Objectives:

- To revive the oral tradition of story-telling in the urban set up.
- To familiarize students with Indian Literatures through storytelling.
- To broaden the horizon of the folk artists while respecting the nature of their performance, and without disturbing their lifelong relation with the audience.

Participants: Students from management institutes, formal and nonformal schools, colleges, Katha invitees and IHC members.

Learning Outcomes: The audience really appreciated the performance and the way the characters were described in the performance. A few of them expressed their concern towards the perishing of our oral traditions and the need to rejuvenate such folk forms to have a better understanding of our culture.

Mahabharata of Women – A play

November 1999–March 2000

Chingari, a theatre group, was commissioned by Katha to perform 12 shows of the play, Mahabharata of Women.

In New Delhi

Three shows	26-28 November 1999	Kamani Auditorium
Two show	18-19 February 2000	Sri Ram Centre
One show	8 March 2000	Sri Ram Centre
One show	14 March 2000	BC Pal Auditorium

In Mumbai

Three shows	24-25 February 2000	Prithavi Theatre
Two shows	26-27 February 2000	NCPA Experimental

The play was selected by Sahitya Kala Parishad, New Delhi as the second best of the season and was invited to perform at Sri Ram Centre and BC Pal Auditorium in March 2000.

A large section of the audience appreciated the project for the following points:

- Treatment of mythology and its juxtaposition with a local legend.
- Generous inputs of oral tradition including a lullaby and storytelling rituals and indepth portrayal of women.
- Complex and layered structure of the play.
- Use of puppets as an artifice for an epic-dimension.
- A section of the audience had problems in dealing with the:
- Unconventional mode of narration (non-linear)
- Length of the performance (2hrs 20mins. including an intermission of 10mins.)
- Succession of emotional outbursts without much respite.

New Initiatives

In an effort to become self-sustaining, Katha has started a few initiatives that take off from the work of the last two years. These are as follows:

KITES: The Katha Information Technology and eCommerce School is an open programme for children from poor families. It will help them to become responsible and responsive citizens who are able and excited about taking advantage of the brave new world of IT. The chief objectives are to graduate students who are technically competent and creative and are endowed with critical thinking, care for their community and can work as members or leaders of creative technical teams. The minimum qualifications to gain admission are a senior school leaving certificate, a minimum age of 16 and good grades in school. The curriculum will be developed with the help of IIFT, Ministry of Commerce, Government of India. The guest faculty will comprise experts who will develop the curriculum, take classes and evaluate and grade the test papers.

The Katha-UTA Internship Programme: Educating the Imagination: A specially designed integrated course which will provide work experience as also fun learning for teachers. The classroom pedagogy will include an exposure to India's cultural and the arts. The course will have hands-on training in nonformal education and teaching of English, Math and Science, theatre, dance, puppetry, story and philosophy in education.

Indo-Swedish Translation Project: This project is aimed at a long-term association between India and Sweden through a creative exchange of literatures. In the first phase, the Hindi novel, *Ai Ladki* by Krishna Sobti is to be translated into Swedish and the Swedish novel, *Blackwater* by Kerstin Ekman into Hindi. A series of workshops in schools and colleges in India and Sweden will also be organized on the literatures and arts of the two countries along with visits to both countries by the respective translators. An introductory seminar was held in February 2000 to introduce Krishna Sobti's writings, trends and movements in modern Hindi fiction and problems and strategies in translation as identified by Katha. Leading Indian academics, translators, critics and writers like Krishna Sobti, Krishna Baldev Vaid, Jaidev, Sukrita Paul Kumar and Arundhati Deosthale and Swedish writers and translators like Zac O' Yeah, Satie Kapil and Meta Ottosson participated in the seminar.

Words into Worlds, Worlds into Words: An international, interdisciplinary conference on the Story, Imagination, Culture, and Translation is being organized in December 2000.

Forthcoming Titles: Katha plans to publish several classics by some of India's most established writers in translation.

- Yaruigam: Birendra Kumar Bhattacharya
- Vyasa and Vigneshwara: Anand
- Raj Kahini: Abanindranath Tagore
- Katha Prize Stories Volume 10: Edited by Geeta Dharmarajan
- 2 Yuvakathas: Edited by Geeta Dharmarajan and Keerti Ramachandra
- 2 Balakathas: Rosalind Wilson Series

Two books under the academic publishing programme Approaches to Literatures In Translation (AU) are also in the pipeline.

- Caste
- Partition

Katha Clubs: For students in select Delhi colleges. The clubs will be funded by the colleges, with materials and modules being supplied by Katha.

PACT. Due to start in August, PACT is an acronym for the Principals' Alliance for Creative Teaching. The Principals will foster inter-disciplinary connections and collaborations and facilitate the Katha Faculty Clubs in their colleges, again cross-disciplinary and looking at humanities in education - holistic education.

WORLD INTO WORLDS WORLDS INTO WORDS

The Katha International Interdisciplinary Conference on the Short Story

Date	8:00-9:00	9:30-10:30	10:30-11:30	11:30-12:30	1:00-2:30	2:30-3:30	4:00-6:00	7:00
16.12.00 Saturday	BREAKFAST@ SANSKRITI YOGA & MEDITATION	Session 1 Inauguration/ Keynote Address	Session 2 The short Story: Socio-historical perspectives. A Panel Discussion	Session 3 and 4 Roundtable 1: The Indian Short Story in Asia	LUNCH	Session Language, Culture, Translation: The Making of a Translation Story. A Panel Discussion	ArtFusion	Inaugural Gala Dinner
		Session 6 The Contemporary Writer and the Politics of Language	Session 8 The Contemporary Writer: Crossing Linguistic and Cultural Boundaries	Session 9 Fictions Across Disciplines	LAUNCH	Session 10 Translation Theor and Practice: Creativity in Translation: A Panel Discussion	ArtFusion	Dinner with a Writer
17.12.00 Sunday	BREAKFAST@ SANSKRITI YOGA & MEDITATION	Session 7 Literature in Globalized Economy	Session 11 Dalit Literature Today: Protest Literature and More	Session 13 The Adivasi/Oral Literary Tradition: Literatures, Myths, Memories	LUNCH	Session 15 An Appropriate English for Translation Oral Litt./Sialects: A Panel Discussion	ArtFriction	Dinner with a Writer
		Session 12 Teaching Translated Texts: Resourcing & Pedagaogy	Session 14 Teaching Translated Texts: Testing & Evaluation	Session 18 Why? Who? What? The Problems of Canonizing	LUNCH	Session 20 The Dilemmas of a Translator: Truth in Fiction, Negotation in Fidelity	ArtFusion	Dinner with a Writer
18.12.00 Monday	BREAKFAST@ SANSKRITI YOGA & MEDITATION	Session 16 Teaching Translated Texts: Resourcing & Pedagaogy	Session 17 Innovations and Experiments in the Classroom	Session 19 The Art and Craft of Translation: Editing/Self Editing	LUNCH	Session 26 Katha and its work	ArtFusion	Gala Dinner
		Session 22 Transatong Gender: A Workshop	Session 24 Challenges: Marketing Fiction	Session 26 Challenges: Marketing Fiction	LUNCH	Session 26 Katha and its work	ArtFusion	Gala Dinner
19.12.00 Tuesday	BREAKFAST@ SANSKRITI YOGA & MEDITATION	Session 17 Innovations and Experiments in the Classroom	Session 19 The Art and Craft of Translation: Editing/Self Editing	Session 24 Challenges: Marketing Fiction	LUNCH	Session 26 Katha and its work	ArtFusion	Gala Dinner
20.12.00 Wednesday	BREAKFAST@ SANSKRITI YOGA & MEDITATION	Session 22 Transatong Gender: A Workshop	Session 24 Challenges: Marketing Fiction	Session 26 Challenges: Marketing Fiction	LUNCH	Session 26 Katha and its work	ArtFusion	Gala Dinner
21.12.00 Thursday	MEDITATION	Session 26 Challenges: Marketing Fiction	Session 26 Challenges: Marketing Fiction	Session 26 Challenges: Marketing Fiction	LUNCH @ Katha Khazan	Session 26 Katha and its work	ArtFusion	Gala Dinner
22.12.00	MEDITATION	Session 26 Challenges: Marketing Fiction	Session 26 Challenges: Marketing Fiction	Session 26 Challenges: Marketing Fiction	LUNCH @ Katha Khazan	Session 26 Katha and its work	ArtFusion	Gala Dinner

The 10 Katha Awards Function

Agra & The Taj Mahal (Day trip)

Visit to Katha-Khazana

The 10 Katha Awards Function


Our Sincere thanks to ...

Katha would like to thank all those of our friends, supporters, advisors and well-wishers, who have stood by us, and believed in our cause, these many years. We extend our sincere gratitude and best wishes to Shri/Srimati:

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We would also like to apologize to any friends whose names we may have inadvertently overlooked and to let them know how grateful we are for their help and support.

Katha's peole

Staff members, volunteers and our students and women - are dreamers and doers. A rare combination, that. We have worked together to help discover the potential in each one of us for being a responsive, responsible citizen, a creative, fulfilled member of society and to help those we come in touch with, through our work, achieve their full potential.

Geeta Dharmarajan, Katha's Executive Director and Principal Team Leader, is assisted by a team of excellent staff members, many of whom have been with the organization for more than half its life span! Katha provides challenge and creativity and space to grow to its staff members, even as it has grow itself in the ten years of its existence – organically with each perceived need. Katha is an equal opportunities employer. More than eighty per cent of our staff members are women, and we take pride in our ability to concentrate on quality and excellence.

S C Dutta
Nisha
Chandra Ramakrishnan
Manjeet Kaur
Neelu Khanna
Ram Babu
Prashant Preeti
Monga Saryesh
Jagdish Kaur
Santosh Sharma
Anita Rani
Vishnu
Jose Chacko
Salita Arora
Mridula Shrivastava
Indrawati
M Amutha
Mahalakshmi Sharma
Sumeet Agrawal
N Velaiya
Pawan Gupta
Raju Tiwari
Rali Mahar
Ravinder Kumar
Sandeep Kumar
Sarnam Singh

Saswati Ganguly
Suresh Kumar Sharma
Pradeep Kumar Parida
S Saraswathy
Chandana Dutta
Tanmoy Roychaudhary
Adili Duna
Shollia Choudhury
Swapna Jose
Omprabsh Roy
Shailender
Ramanuj Jha
Premlata Bhardwaj
Anjira
Manjit Kaur
Shobha
Sidhanshu
Gulshan Roy
Manjula Sell
Ram Kumar
Durgawali Devi
Sanjll Singh
Anju Singh
Kiran Kumari
Saraswati Devi
Jyoti

Sushila
Premlata
Uma Kumari
Indu Kumari
Geeta Roy
Smita Bharati
Shalini Goyal
Sadhna Chopra
Shibana Khan
Suman Bhattacharya
Kaliash Bist
Raj Bala
Uma
Vinod



An Illustration for Vrikshanjali, Celender Planner, by Sujata Singh

