

Education and Literacy



Children at a new library in Assam

HIGHLIGHTS OF 2005 – 2006

VILLAGE & SLUM LIBRARIES

- 81 new libraries established in eight states under the Village Library programme, taking the total to 1322 libraries in 21 states. On going support extended to 162 libraries
- 31 new libraries with 3 NGOs in 4 districts of Karnataka
- 24 libraries started in 3 districts of Assam
- Additional activities with grants from Good Gifts UK – 11 resource libraries in 5 states, 21 book grants and 6 newspaper grants
- Development of modules for training librarians in educational activities with children

QUALITY OF EDUCATION PROGRAMMES

Kashmir Initiative for Quality Education

- 120 teachers trained from all 12 districts in Jammu and Srinagar divisions in partnership with Sarva Shiksha Abhiyan (SSA)

- Coordination of study and preparation of detailed report for Ministry for Human Resource Development's Review of Quality of Education in the state with Sarva Shiksha Abhiyan
- 3 village libraries established in Baramulla district with local NGO
- Community Library opened in Srinagar, where a series of creative workshops were held for children and youth
- Initiative on development of children's literature, in collaboration with Department of Kashmiri, University of Kashmir and Department of Dogri, University of Jammu

Improved Learning Environment in Schools: Building as a Learning Aid (BaLA)

- Promotion of child friendly school building designs for government elementary schools with SSA in several states
- Orientation and training of engineers and teachers for school

design development in a participatory process, initiated on a pilot basis in 10 districts of Karnataka and 6 districts of Jammu & Kashmir

Books for Children

- 23 books in Hindi and six other languages printed for early readers
- Development of a user-friendly database on children's literature with validated information on 710 books in Hindi

EDUCATION OF MUSLIM GIRLS

- Project EDGE, for education and vocational training for 429 adolescent Muslim girls, in Hyderabad old city
- Project Darakht-e-Ilm started in slums of Jogeshwari in Mumbai, for education of Muslim girls and literacy for women. A community centre, library and legal aid cell also established

Education and Literacy

VILLAGE AND SLUM LIBRARY PROJECT

The Foundation has nurtured a countrywide village library programme for over a decade now. It is one of our most widely recognized and popular programmes. Its vision is to create a library movement that expands the learning capacity of people and contributes to improving the quality of life in deprived areas.

New libraries in 2005-2006

The following new libraries were opened in 2005-2006 –

- 20 in Assam with Gyan Vigyan Samiti in Kamrup, Darrang and Nagaon districts
- 10 in Rajasthan with Hum Kisan in Jhalawar district
- 6 in Delhi with Bal Sahyog
- 31 in Karnataka: 9 with SAMVADA in Bellary, Koppal and Rural Bangalore districts; 12 with Outreach in Bidar district; 10 with Anekal READ in Tumkur district

PROGRAMME VISION

Our mission is to support projects to:

- Sustain literacy skills
- Foster quality in education
- Encourage education of girls, tribals and children in marginalized areas
- Promote low cost good quality children's literature

- 3 in Jammu & Kashmir with Human Aid Society in Baramulla district
- 11 Good Gifts libraries in 5 states: Gujarat, Maharashtra, Rajasthan, Uttar Pradesh and Uttaranchal

In total, 81 new village and slum libraries were established in 9 states. We also continued the support for 162 libraries established in the previous years. Typically, each library is supported for 2 or 3 years. In all, since 1993, RGF has supported a total of 1322 libraries in 21 states, which includes 1240 village and 82 slum libraries.

Libraries and quality of education

Libraries are increasingly being recognized as important factors in improving the quality of education, inspiring children to improve their reading ability, and in creating a learning environment in schools. In 2005-2006, our programme started taking steps towards creating links between the village libraries and government schools. The process would be developed in the programme strategy for the following years.

RGF's effort recently in its library programme has been based on the premise that mere availability of books is not enough. Libraries must be the homes

J&K Teachers Training, Srinagar, April 2005





New libraries in Assam with Gyan Vigyan Samiti enjoy strong support from the community

State wise distribution of RGF Village libraries

State	Total
Andhra Pradesh	123
Assam	40
Bihar	15
Chattisgarh	70
Delhi	2
Gujarat	10
Himachal Pradesh	9
Haryana	20
Jammu & Kashmir	5
Jharkhand	20
Karnataka	31
Kerala	10
Madhya Pradesh	6
Maharashtra	10
Manipur	25
Orissa	91
Punjab	20
Rajasthan	244
Tamil Nadu	161
Uttar Pradesh	85
Uttaranchal	117
West Bengal	126
Total	1240

State wise distribution of RGF Slum libraries

State	Total
Andhra Pradesh	11
Delhi	27
Madhya Pradesh	3
Uttar Pradesh	10
West Bengal	30
Karnataka	1
Total	82

The first RGF libraries in Gujarat, with Ahmedabad Study Action Group



Ice-breaking exercises for a children's workshop in a library in rural Ahmedabad



of interesting activities which enthuse and inspire children, and cultivate their literary and imaginative faculties. Training programmes for librarians about activities with children were organised in Uttar Pradesh, Rajasthan and Gujarat in 2005-2006. They were conducted by resource organisations like Nalanda, Sambhav and Creative Learning for Change. The attempt has been to try to get books out of the book shelves, and motivate teachers, parents and children to broaden their creative and intellectual horizons. There has been an emphasis on out of school learning – for life, for skills and for personality development – which are important for children's personal growth.

Good Gifts Catalogue

A notable development in the library programme was the regular inflow of funds from the Good Gifts Catalogue, a U.K. based charity that encourages individuals to support innovative programmes in developing countries. Good Gifts, as a socially responsible



charity, tries to channelize funds from individual donors to support good programmes in underprivileged areas. Thousands of lives have been positively altered all over the world with the support of Good Gifts donors. The Foundation has so far received the following from the Good Gifts Catalogue–

- Village Libraries – 15 (£ 1200 each)
- Book Grants – 43 (£ 125 each)
- Newspaper Grants – 28 (£ 45 each)

We are delighted that our village library programme has caught the imagination of individual donors in the UK. To each of them, our warm thanks.

Girls in Bidar, Karnataka wait eagerly to take books from the library



A child exhibits his reading skills in a library in Medak, Andhra Pradesh



Mukesh Kaushik has been working with SARD, Rajasthan as a village teacher since 2001. As a teacher, Mukesh created a lot of new activities for children. He has also developed some innovative Teaching and Learning Materials. SARD designated him as a Cluster Resource Centre (CRC) Coordinator at Khoh village for his dedication and responsibility towards work.

It is a challenge for Mukesh to train government school teachers, which is the primary function of a CRC. With hardly any resource material available, Mukesh used to feel helpless in conducting any programmes. When the Peter Gray Library, funded by Good Gifts U.K., was started at Deeg, he and other teachers like him found much needed support.

Vijay is a Dalit youth studying at a higher secondary school in the V V Puram Government College, Bangalore. He lives in the Chandrappa Nagar slum and both his parents are Powrakarmikas (Sanitation Workers). His dream is to become an IPS officer, but he needs money to study which his parents cannot afford.

Vijay is a quiet boy who does not mix with new people, especially people who speak English. When Samvada started English speaking classes in the library, he joined and soon realized how untrue his anxieties and fears about the English language had been. Slowly he started reading English newspapers and magazines and then library books. Now he is bringing new students from his area to the library for the discussions and other programmes conducted there.

Activities to inspire children to read are organised regularly by Hum Kisan in Rajasthan



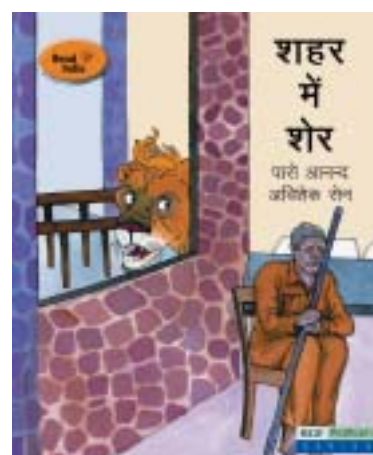
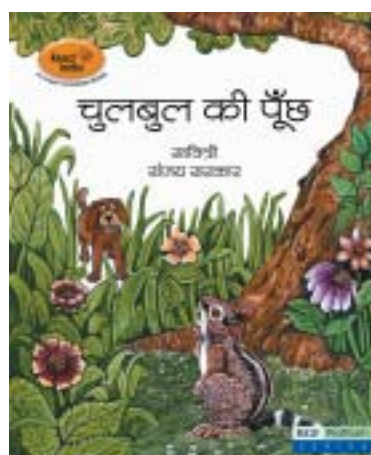
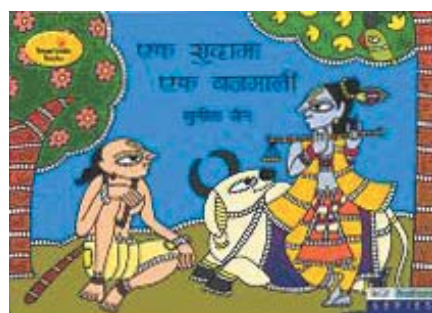
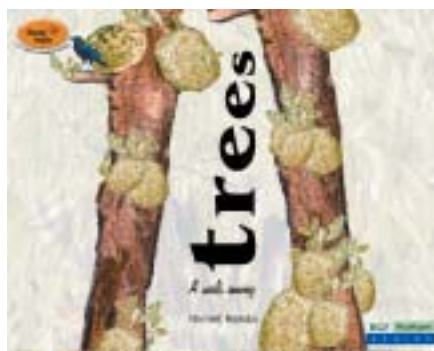
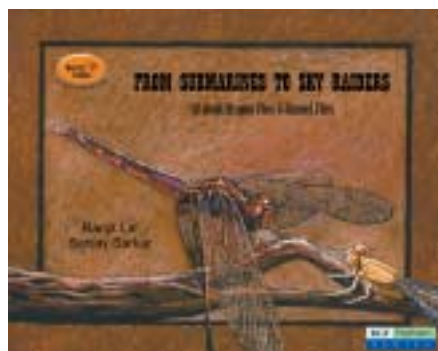
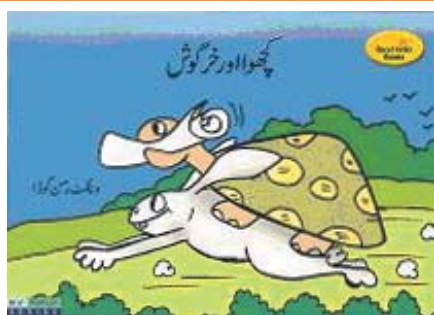
BOOKS FOR CHILDREN

Creating a print-rich environment is an important aspect of improving the learning environment of children, and nurturing their imagination and creativity. The Foundation continued its programme of developing and printing new books for children in collaboration with Pratham Books. The books are particularly for children between 6 to 14 years of age, and are printed in attractive colours with illustrations on each page. So far 41 books have been finalized, of which 22 have been printed in 5 languages and another 19 are in the process of translation and printing.

The database, for dissemination through a website, on quality children's literature in Hindi has been developed for providing validated information and analysis of good quality children's literature. A total of 710 carefully selected books have been identified for launching the website. The process of data entry has been completed and the design has been finalized.



RGF-Pratham Books for Children



RGF-Pratham Books for Children website design

KASHMIR INITIATIVE FOR QUALITY EDUCATION

RGF attaches special importance to its work in Jammu & Kashmir. Its programmes related to quality of education in Jammu & Kashmir were further developed, and academic depth added to them. Programmes with the government were initiated to promote improvements in schools, and services and other facilities were extended through programmes

with non-government organisations and institutions.

Teachers Training

The paramount factor in quality of education is teachers. Their training has become the focus of our programmes in Jammu & Kashmir. The first 10-day residential elementary school curriculum related training for 60 teachers and master trainers from 6 districts of Kashmir was successfully held in April 2005 in col-

laboration with the Sarva Shiksha Abhiyan Jammu & Kashmir. Academic support was given by Bharat Gyan Vigyan Samiti (BGVS) and the local support was provided by Help Foundation. The second workshop was conducted in July 2005 in Jammu for 60 teachers from the 6 districts of Jammu division.

A team of senior resource persons from BGVS conducted both the trainings, led by Dr. Vinod Raina, and included Prof. Anita

Glimpses of teachers training workshops at Srinagar and Jammu



Rampal, Dr. Rashmi Paliwal, Dr. CN Subramaniam, Dr. Seema Masud and Ms. Keerti Jayaram. Drawing on best practices in other parts of the country, new methodologies were discussed intensively during curriculum-based sessions on science, mathematics, social science and languages.

The trainings were intensely interactive and participatory, and were partially conducted in Kashmiri and Urdu, substantially enhancing the level of communication and involvement. The trainings were focussed on using activity-based pedagogy which is child-centered and offers culture-specific possibilities. The feedback from the trainees was very positive. They said the new techniques gave them wholly new insights into their work, making them aware of possibilities they had not previously imagined.

The process was taken further when the Ministry of Human Resource Development undertook a review of quality of education, including Observation of Classroom Transactions and Textbook Analysis. RGF was involved in the process with the SSA, coordinating different aspects and preparing an exhaustive final report and recommendations. The review of Classroom Transaction was led by Prof. Anita Rampal. The participatory process, from January to April 2006, involved 40 Resource Teachers from all over the state.

The exercise began with an orientation workshop in January 2006, during which the issues to be studied in the field observations of 66 schools in 5 districts were finalized. Subsequently, groups of teachers went for field observations for five days and submitted detailed reports of their findings. They studied issues related to school infrastructure, classroom transactions, methodology of teaching and communication, learning level of students, and the impact of medium of instruction on children and teachers. Individual reports were submitted by each of the 40 teachers on each school visit.

The review process itself proved to be a learning exercise for the Resource Teachers. It provided useful insiders feedback to those involved with programme implementation and administration. The field observations for each district were collated by the SSA pedagogy team and analysed by a local educationist, Prof. Sunithi Bakshi. An analytical workshop was held on 19 February 2006 to share experiences and insights based on which a report with recommendations was prepared by Prof. Rampal. A meeting to share the findings with the representatives of the concerned state institutions and MHRD, titled 'Moving Towards Child Centred Education in J&K', is scheduled for April 2006.

RGF is pleased to have been able to assist this important exercise. A road map has emerged identifying the steps that need to be taken. We look forward to the state government taking the necessary work forward, and remain ready to contribute to the further developments of the process.

Libraries

Libraries for children and youth were the focus of RGF's work with NGOs in the state. An MoU was concluded with Human Aid Society for establishing 3 libraries in Baramulla district, focused on youth and children. The opening of the libraries was

considerably delayed due to the earthquake in October 2005. However, we gained much goodwill in the area through our relief and educational programmes, with the active participation of young volunteers from the villages where the libraries were to be established.

Community Library in Srinagar

The Community Library in Srinagar was inaugurated in March 2005, in partnership with Help Foundation, Srinagar. During the year, it has become a cultural hub for children in the city. The library has more than 3,000 books on various themes in English, Urdu and Kashmiri, with a special section for children. The majority of children visiting the library have never seen books with colour illustrations. A number of reference books, and books on the history and culture of Kashmir are also available. A series of creative programmes and workshops for children and teachers are being organized in the library regularly, on art, theatre, writing, music and craft. A computer centre in the library gives local children access to the internet.

Literary and cultural programmes

A series of interlinked literary and cultural programmes were planned and conducted by RGF in Jammu & Kashmir in 2005-2006.

Children reading in the Community Library in Srinagar



• **Survey on literature for children - access, reading habits, interests and abilities.**

As part of the efforts to systematically plan programmes for children related to development of reading ability, libraries and children's literature, it was felt that a baseline survey of needs and present status was required. The Department of Education of Kashmir University was requested to conduct this across the 6 districts of Kashmir. The methodology of the survey was developed in consultation with its resource persons in Delhi and Srinagar, and included qualitative and quantitative information related to reading habits, access to available children's literature, reading ability, habits and interests of children of classes 5 and 8.

A total of 1111 children from all the 6 districts of Kashmir were covered, with roughly an equal number of boys and girls. The survey was conducted in October and November 2005 by 40 Masters and M.Phil students of the Department under the supervision of the Head of Department Prof. G.M. Malik and coordinated by Dr. M.Y. Ganie.

The survey probed what the children know and like, and included a simple reading ability test in Kashmiri, Urdu and English. It revealed that most children do not have access to any reading material besides their textbooks. A majority of the children missed out on hearing traditional stories from their parents or family members. Alarming, across age and gender, their oral and communication skills were below



Regular workshops for school children are held at the Community Library in Srinagar

expectations in all the three languages. The survey offered interesting insights, and gave us several pointers for future programmes, such as the organization of workshops for children and writers, and an award scheme for young writers.

• **Books for children in Kashmiri, Dogri and Urdu**

With the intention of increasing the availability of good quality books for children, a planning meeting with selected writers, academicians, educationists and NGOs was organised in August 2005 in collaboration with the Department of Kashmiri in the University of Kashmir. Strong support was expressed for the initiative.

By way of follow up, a seminar on Children's Literature was held in September 2005, organised jointly by Prof. Shafi Shauq, Head of the Department of Kashmiri and RGF. Inaugurated by the Vice Chancellor, the participants included about 25 senior writers in Kashmiri and Urdu, 10 members of the faculty from the university, about 60 university students, representatives of RGF library partners in the state and members of the Kashmir Quality Education Advocacy Group. Three papers were presented, namely, 'Children's literature: need and scope' by Prof. Shafi Shauq, 'The art of writing for children' by Prof. G.R. Malik, and 'An overview of children's literature in Kashmiri' by Prof.

Children's Literature: Need and Scope by Prof. Shafi Shauq

... when we look back on our oral literature, (we find) that it is not only exuberant in terms of variety of theme and expression but also fecund in terms of its consonance with changing cultural situations. Most of our folk literature is child centred, enjoyable by the adult folk as well. Our folk literature for children amply reflects the continuity of our language through the vicissitudes of social and political upheavals that our nation has passed through. Much of this folk literature is vanishing from communal memory because it has lost its cultural substratum. It is vain to think of the revival of this extremely delightful oral legacy, but several efforts have been made to retrieve it from oblivion. When we Kashmiris make a self-assessment, quite rarely though, we feel the guilt of neglecting this most important responsibility.

Majeed Muzmar. The participants intensively debated the papers and the core issues related to children's literature in the state.

A similar initiative was taken for the Dogri language with the Department of Dogri in the Jammu University. The initial meeting with 25 senior Dogri writers was held in October 2005, in which a range of issues were discussed. This was followed by the formation of an Editorial Group. Ten original manuscripts were received from the writers, and 21 books in the RGF-Pratham series were translated into Dogri. A second meeting was held in February 2006 in which a strategy for the expansion of the programme was discussed.

The translations and original manuscripts in Kashmiri, Urdu and Dogri are being developed and may be published under the RGF-Pratham series. The initiatives on children's literature have created awareness of holistic issues that impinge on the quality of education for children. RGF's efforts have been widely appreciated.

School Infrastructure

SSA J&K agreed to the development of 6 model schools in 6 districts on the BaLA pattern (see below). RGF entered into a tripartite MoU with SSA J&K and Vinyas. The costs related to the construction of schools in J&K would be met by SSA. RGF, through its partner Vinyas, is supporting the development of state-specific models of school design and preparation of training material. A two day training programme was organised in August 2005 during which the concept was discussed with the engineers and pedagogy teams of SSA J&K.

IMPROVED LEARNING ENVIRONMENT IN SCHOOLS

A school's physical environment is a crucial element in determining children's learning experience. Unattractive, grim schools contribute to children dropping out. The school building itself can be a

Building as a Learning Aid (BaLA) school designs utilizing every aspect of the school building and environment



Children of Class IV trace a map of India from the windowpane of their classroom



Children of Class 1 using a pre-writing window grill made for their class during a BaLA workshop

teaching-learning resource, and contribute immensely to improving the quality of education.

RGF's initiative, Improved Learning Environment in Schools (ILES), centres on using the Building as a Learning Aid (BaLA) school design. BaLA has been developed by Vinyas, Centre for Architectural Research and Design. It involves the development of learning sensitive and child-friendly architectural design in ex-

isting and new, rural and urban schools across the country, in which design elements become tools of comprehension. The programme is being implemented in collaboration with SSA in different states.

RGF entered into MoUs with the SSA in Karnataka and Jammu & Kashmir this year. In Karnataka, two rounds of training were held in October 2005 and January 2006. A core group comprising engineers, teachers, faculty of state Centre for

Building as a Learning Aid (BaLA) utilizing every aspect of the school building and environment



Children learn the concept of units and horizontal scale with interesting graphics



Civil engineers check a child's height to decide on placing BaLA elements in primary classes



Understanding units of measurement – children using the vertical scale on a wall



A school boundary wall and plinth become learning aids for mathematics



An angle protractor painted at the door of a Class V floor



An outdoor shaded classroom space with a grid board writing surface on the floor

Education Research and Training, and pedagogy coordinators of 10 pilot districts has been set up. In J&K, a 5-day orientation workshop was held in February 2006 at Jammu for the state engineers and pedagogy coordinators from the 6 pilot districts (3 each in Jammu and Kashmir divisions). The Foundation has supported the facilitation of the pilot projects, formation of the resource team, development of training resource material and coordination with the state governments and technical agencies.

A presentation on BaLA was made to the National Review Meeting of SSA Engineers at Chennai in January 2006. The programme is also being taken up by some other states. BaLA was also presented during a national level integrated education workshop of SSA on Inclusive Education for Special Need Children at Bhopal in February 2006.

EDUCATION OF MUSLIM GIRLS

Project EDGE, Hyderabad

Confidence and self-esteem are assets created through Project EDGE, and have brought significant changes in the lives of hundreds of girls in the slums of Hyderabad. The Foundation supports 4 Motivation Centres in the Yakutpura area of the old city, where 429 children and adolescent girls regularly attend education and training programmes.

The girl children enjoy working with experienced and skilled trainers in the motivational centres. A group of 25 girls and young women regularly attend classes at each motivational centre, where they acquire basic education in Urdu and English. They also learn vocational and computer skills. In 2005, 20 girls who had undergone vocational training earlier

Azmath Begum, a resident of Siddique Nagar slum, Hyderabad, hails from a poor family, who migrated to Hyderabad in search of employment. Azmath's father is a rickshaw puller and mother a maidservant. Both together earn hardly Rs. 3,000 a month, and find it difficult to provide two square meals for their large family. Azmath Begum is 15 years old and wishes to improve her status. She has taken admission at the Mahita Computer Centre, where she is learning basic computer skills, as well as getting training in hand embroidery and tailoring. After enrolling in the Education cum Motivational Centre, Azmath came to know about the Community Library. She regularly visits it after finishing her classes and has improved her reading skills.

Children at a Motivational Centre in Yakutpura, Hyderabad start learning from the local teachers trained by Mahita





Strong support from the local community ensures the participation of girls in Project Darakht-e-Ilm in the slums of Jogeshwari, Mumbai

started their own enterprises in garment tailoring, embroidery and mehndi design.

The process of inducting the girls educated in the motivation centres into the local government schools is a continuous process. Mahita has maintained good relations with the formal schools in the project area, and is in regular contact with them. As part of the continuous efforts towards building their capacity, a four-day refresher training for the motivators was organized in July 2005, centered round the efficient use of the Urdu-curriculum package and joyful teaching-learning techniques.

Main indicators of progress –

- Number of children and adolescent girls enrolled at the centres – 429
- Number of children mainstreamed – 195
- Number of dropouts – from formal schools – 2, from the centres – 10
- Vocational training for adolescent girls and young women – 25
- Number of girls who have started their own enterprises – 20
- New women's SHGs formed – 10
- Formation of new children's clubs – 5

Project Darakht-e-Ilm, Mumbai

Project Darakht-e-Ilm is a community-based educational programme for empowering Muslim girls in the slums of Jogeshwari, Mumbai. It is a response to the poverty and illiteracy of the underprivileged Muslim community in Mumbai. The project started in an informal manner in 2002 to help a beleaguered community. RGF started supporting the project in August 2005.

The project is being implemented by Majlis, a non-profit organization that was registered as a Public Trust in 1991. It has a legal resource centre and a cultural centre. The project reaches out to the poorest families within the community, most of the children being first generation learners. The families are usually struggling at the threshold of survival, and are unable to provide any other support for the children's education.

The project provides educational support and coaching for girls who are studying. For girls and older women who have never been to school, there are literacy classes. Ten young teachers from the locality have been selected to conduct classes for around 200 students from the poverty stricken households in the area. In addition,

two teachers are selected to conduct the literacy programme. The project also involved setting up of a community center, a library and a legal aid cell. An innovative aspect has been training leading to the production of short documentary films by adolescent girls on their own lives.

By treating education as an abstraction and insisting that any or all education per se is good, we fail to recognize that education is an experience. Its core components are understanding and values. The experience available to our children in the name of education is mostly devoid of both.

Prof. Krishna Kumar
Director, NCERT

EDUCATION & LITERACY UNIT

Highlights 1992 – 2006

VILLAGE AND SLUM LIBRARIES PROJECT

1992-present

Village Libraries Programme

- 1322 libraries in 21 states, which includes 1240 village and 82 slum libraries
- librarian training, furniture, books, stationery provided
- 4 mobile libraries in rural areas of West Bengal, Bihar, Andhra Pradesh and Maharashtra
- libraries focussed on child centred activities
- Village libraries started in Karnataka for the first time
- Book grants and Newspaper grants given to strengthen the existing libraries

2000

Book Banks

- Provide new reading material, strengthen the existing village libraries
- 2 in Uttaranchal, 1 in Andhra Pradesh and 1 in Rajasthan

Cyber centres

- Pilot project to bring computer facilities to rural areas
- in 4 existing village libraries in Uttar Pradesh

2002

- Collaboration with Swa Shakti, a World Bank and IFAD funded project coordinated by NIPCCD, which linked libraries with women's self-help groups
- Provide technical expertise to establish 75 libraries in Uttar Pradesh, Haryana and Madhya Pradesh
- Initial training and follow up training programmes were conducted in 6 districts by RGF in association with PRIA
- Final report submitted to NIPCCD

LITERACY PROJECTS

1992

National Workshop on Total Literacy Campaign

- bring together NGO managers of the Total Literacy Campaign from all over India
- discuss, prioritise literacy issues, prepare Action Plan

National Workshop on Post-Literacy Material

- held at the Indian Institute of Education, Pune
- worked out plans to develop reading material for neo-literates
- develop programmes linking post-literacy with health and income generation, with a special focus on women
- launch experimental programmes for stimulating and accelerating Universalisation of Primary Education

Rajiv Gandhi Pustak Mala Series

- specially commission 26 titles for neo-literates
- books published in Hindi, Urdu, Bangla, Telugu, Gujarati, Marathi, Assamese, Kannada, Malayalam and Punjabi
- more than 30,000 copies distributed free through government agencies and NGOs

ADVOCACY PROJECTS

1994

Initiative to support Universalisation of Elementary Education, organised jointly with UNICEF and Jawahar Bhawan Trust

- an Affirmation, 'The Educated Child: Towards Fulfilling a Promise' signed by eminent personalities
- resulted in several RGF initiatives like Rajiv Gandhi Initiative for Elementary Education, Project EDGE, Project ASSET

1995

Rajiv Gandhi Initiative for Elementary Education (RGIEE) launched

- an independent state-level agency to promote Universalisation of Elementary Education in Madhya Pradesh in partnership with the Madhya Pradesh government
- the initiatives undertaken by RGIEE
- base line surveys
- alternative schools
- training programmes for school principals
- increase enrolment and retention of children in schools

GIRL CHILD EDUCATION

1995-2004

Project ASSET

- provide education to girls in remote tribal areas of Udaipur district, Rajasthan
- 8 education centres were managed by Apna Sansthan and Prayatna Samiti
- benefit 1500 tribal girls
- 120 girls join formal schools

1996 onwards

Project EDGE

- 4 education-cum-motivation centres in Yakutpura slum of Hyderabad in partnership with NGO Mahita
- Over 4000 children mostly from the minority community benefit
- more than 2500 children enter formal schools
- 420 set up their own enterprises and become self-reliant

1998-2000

Alternative Education Centres in Sultanpur district, Uttar Pradesh

- 12 centres provide primary education to 400 children

1999-2003

Project IMAGE

- collaboration with NGO Navsrishti in Nangloi, Delhi
- 101 school-dropout adolescent girls attend non-formal classes
- enable 63 girls to pass Class 10 Open School examination
- nearly 20 girls able to be economically independent from skills learnt

2005 onwards

Project Darakht-e-Ilm

- 10 coaching centres set up in Jogeshwari slum of Mumbai in partnership with Majlis, a legal and cultural resource centre
- 200 school girls benefit from the coaching centres
- Two literacy centres for women
- Community centre, legal desk and a library also established

QUALITY OF EDUCATION PROGRAMMES

2004 onwards

Initiative in Jammu & Kashmir

- Collaboration with eminent academicians, reputed local NGOs and Sarva Shiksha Abhiyan to conduct teachers training
- Teachers training for 120 teachers from Jammu and Srinagar divisions in collaboration with Sarva Shiksha Abhiyan
- Facilitation of Review of Quality of Education in the state
- A Community Library started in Srinagar
- Survey of Literature for children
- Development of children's literature in Dogri and Kashmiri

Books for Children

- Collaboration with Pratham to develop and print 50 books in Hindi for the age group 6 to 14 years.
- 22 books already printed in Hindi and five other languages
- Development of a user friendly database on children's literature with validated information on 710 books in Hindi

Improved Learning Environment In Schools: Building as a Learning Aid (BaLA)

- Child friendly schools design developed by Vinyas to transform the learning space to improve retention of marginalized children
- Advocacy with state governments to implement the programme in government schools
- MoUs with SSA, Karnataka and Jammu & Kashmir for the programme

RGF's EDUCATION AND LITERACY PROGRAMMES

