To,

The Dean,
School of Culture and Creative Expressions,
Ambedkar University Delhi,
Kashmere Gate, New Delhi - 110006

gati DANCE

The Gati Forum is pleased to offer its collection of dance and arts publications on long-term loan to the MA Performance Practice (Dance) programme of SCCE, AUD, to be run at S-17 Khirki Extension New Delhi 110017. The collection will be housed at the Khirki campus and students may use the collection for reference and circulation basis. Students of other AUD programmes may also access the collection after consulting programme faculty.

For The Gati Forum
Managing Director

Mandeep Raikhy
Managing Director

Gati Dance Forum

kee Extension Opp. Select City Walk New Delhi 110017 India T. +91 11 64625766 E. gatidance@gmail.com www.gatidance.com

Tripartite Memorandum of Understanding

Between

Rakhi Ghoshal

The Centre for Development Practice at Ambedkar University Delhi (CDP at AUD)

And

Action Research Fellow, Sindhunil Chatterjee

This Memorandum of Understanding is made on February 1, 2019 at Delhi between between Rakhi Ghoshal, a good Samaritan interested in promoting education amongst *adivasis* (hereinafter referred to as "**Rakhi Ghoshal**", which expression shall include its affiliates, successors and permitted assigns) of the First Part;

AND

The Centre for Development Practice, Ambedkar University Delhi (Established by the Government of NCT of Delhi through the Delhi Act 9 of 2007) with its office located at Lothian Road, Kashmere Gate, Delhi 110006 through its Registrar (hereinafter referred as "**CDP**", which expression shall include its affiliates, successors and permitted assigns) of the Second Part.

AND

Sindhunil Chatterjee, Fellow in Action Research

WHEREAS,

Rakhi Ghoshal [Trained in Literature, Cultural Studies and Bioethics, she remains keenly interested in issues relating to gender, children and adolescents, education and health. she is actively associated with the Indian Journal of Medical Ethics, and has been working on different national and international consultancies and research projects since 2008; Ghoshal has

taught at a few universities as a visiting faculty member, and also as an an empanelled faculty, and is currently making a transition back to full-time research in the capacity of a Consultant with CARE India, Patna wef early 2019.]

We are a Centre for innovative research and action research on transformative social praxis anchored by Ambedkar University Delhi in community contexts. The university with its vision of setting up interdisciplinary and practice orientated domains/fields of enquiry and engagement, collaborated with PRADAN (a leading development sector agent) and launched an MPhil programme in Development Practice in August, 2012. In-house AUD faculty, visiting faculty from various disciplines, field guides from PRADAN and CDP Fellows in Action Research have collaborated to train the seven batches of MPhil students so far. Students are trained both within the university setting as also in the field. Our idea is to:
(i) Offer, through the MPhil programme, to the country at large and to the developmental sector a cohort of trained developmental sector action researchers every year as also to
(ii) Create a new discipline called 'Development Practice' and a new body of action research literature.
The driving idea of the MPhil programme is that this new cadre of professionals trained in rural transformational skills would help fulfil the bottom-up version of the Indian developmental dream. There are not many programmes in the formal education sector that meets this need. The programme leads to the creation of a body of documentation and teaching-learning material on development practice by building on lessons learnt from the collaboration between the academic community and development practitioners. The Centre for Development Practice is designed to emerge as a research, documentation, capacity building, and reflection site for the developmental sector scholars and agents, engaged with issues like rural livelihoods, education, governance, health and so on. The centre is also expected to serve as a nucleus to deepen and further AUD's engagement with transformative social praxis and ideas of development.

and,

Sindhunil Chatterjee [Having graduated with a Masters in Economics after spending five years within the discipline, he found in CDP an opportunity to find out for himself the relevance or applicability of theories; theories of development and theories about human behaviour, theories which were being taught with nonchalance and a certain degree of confidence in Universities and academic institutions. Also for someone who had gradually developed a distaste for theory, a new world opened up as interdisciplinarity appeared to him by it's design inviting and accepting of certain questions which were forbidden in traditional literature. While in M.Phil. Development Practice, he

worked on a certain issue of conflict negotiation/mitigation within the (majorly Oraon) community he was immersed in, in Gumla (Jharkhand). Education remains his area of interest; education which is imagined as relevant to the current society and its predicaments; an education which *enables* rather than *trains*. At present, he is engaged as an Action Research Fellow in a lower primary school in a village (with a majorly *Santhali* population) in Bankura, West Bengal.]

In furtherance to the objects of all three PARTIES, as also recognition of a shared commitment to the development and promotion of education amongst *adivasi* children through a development of a pedagogy and an educational institution. To further the shared vision of the both the parties that is to build on a corpus of collaborated knowledge of practices and expressions to create educational resources suitable for the specific needs of an adivasi childhood, the PARTIES have decided to enter into a partnership which will build on the strengths of each. NOW therefore the party of First Part, Second Part and the Third Part hereinafter referred to as Rakhi Ghoshal, CDP and Sindhunil Chatterjee respectively, have agreed on the following:

1. RESPONSIBILITIES OF CDP

- To float a Call for Proposals among students of M.Phil Development Practice to come up with Action Research Proposals to rethink and develop pedagogies in field of Rural Education.
- Review submitted proposals in consultation with Rakhi Ghoshal to identify suitable proposals
- To consider the suggestions and comments of the Rakhi Ghoshal and her team for incorporation, at preparatory meetings and follow-up to the field visit.

2. RESPONSIBILITIES OF RAKHI GHOSHAL

- Partner with CDP faculty to draft the Call for Proposals
- Together with CDP select candidates based on their proposals.
- Pay through Ambedkar University Delhi the selected fellows a sum of 10000 Rupees every month(?) (should be “for six months in a calendar year, upon her discretion as to for which six months out of the twelve she deems fit the abovementioned payment. ”) [amount subject to revision at the end of each term].

3. RESPONSIBILITIES OF ACTION RESEARCHER

- To develop a co-authored dossier of teaching material with the teachers of the school which will elucidate the pedagogic philosophy, techniques and details of the practice of teaching young *adivasi* children.
- To develop through group work an administrative and academic policy document.
- To develop a program to engage the parents of the students with the educational curriculum of the school.
- A general awareness amongst villagers of Chhachanpur about more contextual education which will not alienate the next generation from their rural life and life world.
- Take lead in developing a sustainable financial system to support the school.
- To bear the tax implication of the payment of 10,000 rupees per month.
- To facilitate an affiliation by the State Government for the aforementioned school, thereby consolidating its position as an official academic institution within the timeline hereby agreed upon.

4. BUDGET AND PAYMENTS

Rakhi Ghoshal will provide a stipend of up to Rs. 10000/- to the selected student. This stipend shall be disbursed to the selected fellow every month on/by the 5th of every month, directly to Ambedkar University Delhi.

5. ENTRY INTO EFFECT AND TERMINATION

- This MoU will become effective on the date it is signed by the PARTIES and will remain valid initially for 24 months, and may be renewed by mutual agreement to successive terms. The amount of the fellowship could be revised for the new term, in consultation with all parties concerned.
- This understanding may be amended by mutual written agreement and may be terminated at any time by either PARTY upon one month's written notice to the other PARTY.
- The PARTIES shall be at liberty to re-negotiate fresh MoUs with others, as the circumstances permit.
- The parties should not share information acquired during the management to any party outside CDP, Rakhi Ghoshal and Sindhunil Chatterjee/action researcher unless required by law or government agencies.
- Termination due to force majeure <fill in>

For Rakhi Ghoshal For CDP

Registrar, Ambedkar University Delhi

Place:
Date

Place:
Date

box (443) - sa | Ambedkar Univ | MPhil Psychoan | SHS_NAAC Que | Final Revision fo | Dr B.R. Ambedk

mail.google.com/mail/u/1?ik=70918a9bd5&view=pt&search=all&permmsgid=msg-f%3A1494634549013386599&simpl

llow, Ink Fellow and has received the WIN Pune Woman of the Year Award along with SCARF-PII Media for Mental Health Award. What drives her is
edications – 'A Drop of Sunshine' She is also an Ashoka Fellow, an Ink Fellow and has received the WIN Pune Woman of the Year Award along with S

--- *** ------

A Drop of Sunshine' won the *Rajat Kamal* (Silver Lotus Award) as the Best Motivational/ Inspirational/ Instructional Film for the 59th National Film Awards, t
The citation reads: 'For demystifying and creating awareness towards Schizophrenia through the story of the courageous journey of a young woman'.[8]

It won the highest number of awards at the annual Indian Documentary Producers' Association IDPA 2011.[9] The documentary received The Gold Award for
Fiction), Gold Awards for Best Sound Design (Non-Fiction), Certificate of Merit for Cinematography by Yasir Abbasi, and Certificate of Merit for Non-Fiction Fil

Reshma has also been featured on CNN IBN **Living It Up**[10] on her reasons for not taking the conventional approach and creating platforms of help through h

Having been trained under NCPEDP as a shadow report writer for the UNCRPD (Convention on the Rights of Persons with Disabilities), she uses the term *four*
(politics).

--- *** ----

Websites:

http://valresh.com/

http://en.wikipedia.org/wiki/Reshma_Valliappan

https://thereddoorproject.wordpress.com/
Attachments area

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Neetu Sarin

Ambedkar Univer...html

mail.google.com/mail/u/1?ik=70918a9bd5&view=pt&search=all&permmsgid=msg-f%3A1494634549013386599&simp

e as a Schizophrenist": A talk by ms Reshma Valliapan.

arin <neetu@aud.ac.in>
Nagpal <ashonag@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, "Dr. Honey Oberoi" <honey@aud.ac.in>, Rajinder Singh <rajinder@au
aq@aud.ac.in>, Shalini Masih <shalini.masih@gmail.com>, Nupur Dhingra <nupurdhingra@aud.ac.in>, Rachana Johri <rachana@aud.ac.in>, Anup
@aud.ac.in>, Vinod R <vinod@aud.ac.in>, Wrick Mitra <wrick@aud.ac.in>, Gangmumei <gangmumei@aud.ac.in>, Thokchom Bibinaz Devi <bibinaz
hary <rachna@aud.ac.in>, Shubhra Nagalia <shubhra@aud.ac.in>, Shyamolima Ghosh Choudhury <shyamolima@aud.ac.in>, Soibam Haripriya <pri
nadityasahai@yahoo.co.in>, Lovitoli Jimo <lovitoli@aud.ac.in>, SHS Office <shsoffice@aud.ac.in>

ear all,

would like to invite you for a talk by ms Reshma Valliappan, tomorrow, 4 th March, 2015 at 2pm (Cr 10). Some of you may recall she came to our campus fo
waz, 2013.

She will be engaging us all in her journey and struggle with schizophrenia. She currently works with the Bapu trust and has recently released her autobiograph
publishers Women Unlimited: Kali for Women).

I am forwarding her biograph. I urge all of you to attend. And watch the film before the talk if possible. http://youtu.be/dwKQ4J5b5nk

Please join us if your schedule permits. I would request my colleagues to forward this to our Gender studies students as well.

Val Resh is an artist / activist fighting for the right to be granted what for most others is a given – full legal capacity.(She gives up on both apparent career choices
gives her some 'sign' to continue). Val Resh works with the concept of 'The Red Door', first conceptualized by Mixed Media Productions, to create more awareness
the Founder-Director of MindArcs, which aims at creating spaces for more user/survivors (of psychiatry) to come 'out of the closet' and speak about their experienc
might not have a label/diagnosis but just simply have had different experiences. What drives her is her personal story of living with schizophrenia without medicatio
Fellow, Ink Fellow and has received the WIN Pune Woman of the Year Award along with SCARF-PII Media for Mental Health Award. What drives her is her persona

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AMBEDKAR UNIVERSITY DELHI (AUD)
SCHOOL OF EDUCATION STUDIES (SES)

GUIDELINE FOR SUMMER FIELD ATTACHMENT (FA)
MA Education 2016, Summer FA
Organised in Collaboration with
The Centre for Social Science Research Methods (CSSRM), AUD

1. SCOPE
- FA is aimed at providing an opportunity to students to gain practical experience of conducting research and to learn from field based organisations and individuals

2. OBJECTIVES
- Explore linkages among theory, policy and practices of education
- Develop ability to make sense of educational phenomena in the field, using the frames offered by the various taught courses in the MA Education programme
- Develop a more informed understanding of the various agencies, actors in the field of education through interaction with them
- Opportunity to develop skills and insights relevant to working in the field and doing research

3. SUMMER FA 2016: BACKGROUND
In 2016, the Summer FA has been planned in collaboration with the CSSRM, AUD. CSSRM is conducting a study entitled *Need assessment of the demand for tertiary education in NCT Area of Delhi.* The study is aimed at facilitating both, the Delhi Government (Directorate of Higher Education) and AUD, in the policy planning and its implementation for provisioning need based and quality post-sceondary school/tertiary education opportunities for the youth graduating from various schools in Delhi.

The concern, in the first phase of the research (that overlaps with the FA), is with the Class XII students enrolled in the Delhi government school system (Directorate of Education (DoE) – especially because this group represents the largest proportion (about 62%) of the school graduates eligible to enrol for tertiary education in Delhi. It is also felt that their needs and aspirations may not be represented in the kind of tertiary education opportunities available in the public institutions in Delhi. Also, there is a need to understand the nature and composition of the aspirations of the youth eligible to access tertiary education to have research based data on this currently underexplored field.

It is important to note that while the site where the FA is being conducted is the school system, the main subject of study is different. The main focus of the study is the post-secondary/post-school/teritary education. In this line, the objectives of the first phase of this study (that will be covered in the Summer FA) are:

1. To assess the demand for tertiary education among students passing out of government schools in NCT area of Delhi. This will include mapping:
    - Their expectations from tertiary education
    - Their educational and employement aspirations
    - Their perceptions on the available alternatives
    - The percieved challenges/barriers in enrolling in tertiary education

2. To find out the composition of the demand for tertiary education in terms of:
    - Streams (Science, Arts, Commerce, Vocational, etc.)
    - Mode of delivery (regular, evening, open-school, blended, etc.)

- Social aspects of this demand (Gender, Geo-spatial location, Social Background, etc.)

For puruing the above, a survey design has been planned. The survey includes:

1. A stratafied random sample of 90 schools from about 882 DoE Senior Secondary Schools
2. A systematic random sample of 30 students drawn from each school (an equal number of students drawn from each stream in each of the sample schools)
3. A survey instrument (questionnaire) with 3 parts:
    - A school information sheet
    - An individual student instrument to be filled (by the MAEd students) for each sampled student separately
    - An individual descriptive response sheet to be filled by each sampled student spearately

4. THE FA OUTLINE

The main activity in the summer FA will be to administer the above stated survey instrument in the field. The data entry (only a few entries for experience) and analysis will follow the administration of the tool. The analysis will be the most pertinent outcome of the FA.

The students of the MA Education will be organised in 15 pairs to conduct the survey. A faculty mentor will advise each pair. Each team is expected to complete the data collection as stipulated, in a timely manner. Each team must complete the following assignment in the field between April 28, 2016 and May 10, 2016:

Tools	Minimum Number Per Day
I. School Visits	Per Day: At least 1 per pair) Total: At least 6 per pair till 10 May
II. The Survey Tools a. School information sheet b. Individual student instrument (to be filled by MAEd team) c. Descriptive response sheet (to be filled by school students)	 a. At least 1 per pair per day b. At least 30 per pair per day c. At least 30 per pair per day
III. (Optional) Interviews with school students on subjects related to the survey (to be first discussed with the faculty mentor)	1-2

5. GRADES FOR SUMMER FA

A. Attendance in the orientation and the data entry workshop on 27 April and 12 May, respectively: 10%
B. Completing the required number of field visits and questionnaires: 40%
C. Personal journal entries (1 per day) and a concluding note: 40%
D. Participation in the students' seminar on 16 May: 10%

5.1. Criteria for assessment of field based work (B.):

- Completed and submitted all tools in a timely manner
- Communicated with the faculty mentor in a timely manner
- Interacted with school authorities and the students in a professional way
- Interacted with children in a respectful and friendly manner.
- Collaboration within the team
- Each pair must meet their respective faculty mentor at least thrice during April 28 to May 15

5.2. Suggested outlines for Personal Journal Entries:

At least 1 typed entry for each day (7 to 10 pages total for all days taken together) on the following:

- A very brief log entry of the school visit (the school visited, start-time and end-time, travel time)
- How was the experience of 'entry' in the school(s)? How did you develop rapport with the school authorities and students while administering the tools? (Reflection on the process and challenges)
- What were the most seminal and recurrent observations/findings emerging from the administering of the tool?
- What are your observations on the experience of conducting the survey and on the tool?
- Any personal experiences that you may want to note:
    - Learning something new
    - Overcoming a stereotype.
    - Group work
    - Relating the lessons learnt in theory to field.
    - Difficulties encountered
- A concluding note on the above that will be presented in the students' seminar.

Each individual is advised to maintain a documentation of these in the form of typed **daily** diary or journal and email it to the faculty advisor by 15 May 2016. This diary may also include a brief description of the routine (optional).

5.3. Students' Seminar (D):
Each team should come with the concluding note based on the journal for sharing with the group. The aim is to share the FA experiences and draw broad learning points based on the journal entries.

6. CODE OF CONDUCT DURING SCHOOL VISITS

Please remember that you are representing AUD. It is also an occasion where you may need to think about your positionality vis-à-vis the field. You are expected to:

- Abide by the norms and rules of the schools
- Adapt and adjust to their environment
- Exhibit professional behaviour
- Maintain punctuality and regularity

DOs	DON'Ts
• Keep your faculty mentor updated • Seek guidance from your mentors in and off the field • Be punctual and regular to your fieldwork • Stick to the field station • Carry necessary medicines (if any) and other things you may need, like water bottle, electrol, some handy snacks, scarf to cover head, etc.	• Don't walk out of the field attachment project after committing and do not absent yourselves • Prefer using Hindi unless the situation demands you to speak in English • Dress and behave responsibly • Don't give 'Gyan' to the field participants

7. RIGHTS AND DUTIES VIS A VIS AUD

RIGHTS	DUTIES
• Faculty guidance and supervision (in person before you begin the FA and in-person or on phone during the field visits) • Financial assistance as per the AUD norms • Timely feedback on your performance	• Completion of the FA assignment. • Documentation of field experience • Presentation of the final output • Submission of complete documents in case financial assistance is sought

8. FA CALENDAR & GROUPS

8.1. TENTATIVE CALENDAR

Dates	Outline	Task to be Accomplished
27 April, Time: 10.30 am to 4 pm Venue: 311	Orientation at SES, (Lunch and refreshment provided)	• Introduction to the FA • Training on the Tool • Dissemination of Logistical Information • Distribution of Tools
April: 28, 29 & 30 (May 1: Sunday for completing personal journal entries) May: 2, 3, 4, 5, 6 & 7 (May 8: Sunday for completing personal journal entries) Venue: School site Time: As per the school shift	School visits	Completion of the visits survey tools: • At least 6-7 schools per pair • At least 180-210 instruments per pair
May 9 & 10 Venue: School site Time: As per the school shift	School visits	• Filling the gaps and spillovers • Incomplete information (if any) in the tools to be completed after verification with schools • Qualitative interview (if any) with the school students (with prior permission of the FA coordinator. It is essential to share the questions with the faculty mentor before conducting the interview.) • Submission of all the FA instruments to the FA Coordinator/Project coordinator
May 11	Break (This may be cancelled in the case of any exigency)	
May 12 Venue: AUD Time: 10.30 am to 1 pm	Data Entry Workshop and Closure of the field visits	• Data entry (just for 1 school per pair – with a purpose of building familiarity with the process) • Completion and submission of all the expenditure receipts to faculty mentor
May 13-15	• Completing the conclusion based on journal entries and preparation for students' seminar • Submission of the Journal Entries by email to the faculty mentor by 15 May	
May 16 Venue: AUD Time: 11 am to 3 pm	Students Seminar	Closure of FA
May 17 to July 31	Vacations	
June first week	Communication of the grades by the faculty	
August End	Sharing of the completed data entry and trends with the MAEd students by the project team	

8.2. FA GROUPS AND FACULTY MENTORS, 2016

Sl.	FA Pairs	Faculty Mentor	Project Coordinators' Field Visit: District-Wise	Contact of FA Coordinators
1.	Ankita & Ashneet	AKM	SD, SWD, CD: Dr. Nakkeeran and Ms. Laxmi K.	Gunjan Sharma: 9899445849; If the above
2.	Ayushma & Bhawna	GS		
3.	Damanpreet & Deepti	MT		
4.	Gopika & Lucy	MJ		

5.	Kanupriya & Jyoti	AKM	ND, WD, 9A/8A: Dr. Gunjan and Ms. Laxmi K. NWD, ED, NED: Mr. Akha and Ms. Laxmi K.	contact is not reachable, contact: Laxmi Kumari: 9718929695
6.	Kiran & Linpou	GS		
7.	Laxmi T. & Monika	MT		
8.	Latika & Laxmi K. (till May 1); Latika & Sudha (from May 2)	MJ		
9.	Mincy & Najia	AKM		
10.	Neha L. & Neha	GS		
11.	Nisha & Pallavi	MT		
12.	Radha & Radhika	MJ		
13.	Rajit & Shilpa	AKM		
14.	Sumedha & Tulika	GS		
15.	Versha & Vinita	MT		
16.	Anjali & Harsha (From May 3)	LK		
17.	Shamshad & Laxmi K. (From May 7)	Covering any spill-overs and gaps in data collection		

TULASI HOME
MENTAL RESEARCH SOCIETY REGD
TULASI HOME, 77-80, Jawahar Colony, Mandi Hills, Mandi, New Delhi – 110047
www.tulasihome.com , hometulasi@gmail.com
Tel: 08588864433/37/39

No MRSR/TH/JC/TRG/AUD/2015/35 Dated: 04 Sep'2015

To

The Dean,
School of Human Studies,
Director Centre of Psychotherapy & Clinical research,
Ambedkar University, Delhi, Lothian Road, Kashmere Gate,
Delhi - 110006

Subject: Posting of MPhil Students for Observation & Interaction with Residents/ Inpatients of Tulasi Home

Dear Sir/Madam,

Kindly refer to your letter no. Nil dated 1st Sep'2015 received through e-mail on the subject cited above. I, the undersigned, have been directed to convey that the competent authority is pleased to **'accord permission'** for posting of your MPhil students for observation & Interaction with Residents/Inpatients of Tulasi Home once a week w.e.f. Sep'2015 as desired.

2. However, this is also to inform that you will be required to contribute @ Rs 3000/- per student per annum for facilitating the placement of the students under reference. The amount so contributed will be utilized for the welfare of the psychiatric patients of this Society/Centre. Hope you must appreciate our best efforts/endeavor in this regard.

3. Hope this collaboration and association will go a long way.

For Mental research Society (Regd)

For Mental Research Society (Regd.)
Treasurer

Centre for Development Practice

Memorandum of Understanding between
Ambedkar University Delhi and
the PRIA International Academy, New Delhi, India

23/04/2018

This is to bring to your kind attention that PRIA (Participatory Research in Asia) has expressed interest to collaborate with the students of M.Phil Development Practice through Centre for Development Practice. The collaboration establishes a framework for the academic, research, and institutional cooperation between PRIA and AUD.

Please find attached the MoU for details of the collaboration.

Placed for your kind approval

Prof.Anup Dhar
Director
Centre for Development Practice

PVC -1

35

RESEARCH COLLABORATION AGREEMENT
SAJJAD ZAHEER ARCHIVE PILOT

This document serves to record a "Research Collaboration Agreement" between the Centre for Community Knowledge at Ambedkar University Delhi (CCK-AUD) and the South Asia Institute at the Unviersity of Texas at Austin (SAI-UT) to pilot the digitization of the Sajjad Zaheer Archive. This Agreement is in line with the general Memoradum of Understanding between AUD and UT which is documented elsewhere. If successful, this pilot is expected to propel a deeper collaboration objective between AUD and UT, namely exploring mutually beneficial projects related to the digitization and open access availability of research materials.

This pilot seeks to explore the possibilties of an online, open access archive of the personal material created and compiled by eminent Urdu writer, Sajjad Zaheer (1905 –1973). A leading progressive writer of the middle years of the twentieth century, the physical archive consists of manuscripts, printed texts, photographs and audio-visual recordings, all currently held by his daughter, in a fragile state. The material needs to be preserved and made accessible. So doing will add valuable information and nuance to our knowledge and understanding of the changes taking place in North Indian life during the period from 1930-1970.

Under this agreement:

1. CCK-AUD will clean, physically organize and document the extent and condition of the Sajjad Zaheer Archive. Documentation will take the form of a written report which will be shared with SAI-UT and is expected to serve as a foundational document for grant-seeking efforts.
2. CCK-AUD will create limited digital samples of image/audio/text capture, encoding/OCR, metadata and access interfaces. These samples will be shared with SAI-UT and are expected to serve as foundational documents for grant-seeking efforts.
3. SAI-UT will explore grant and other funding opportunities to fully implement the possibilities defined in the pilot. All identified possibilities will be vetted with CCK-AUD for logistical, institutional and other apppropriateness.
4. SAI-UT will explore options for mirror hosting as well as data- archiving, interpretation and manipulation based on the samples created in #2.
5. SAI-UT wil transfer US$2,000 to CCK-AUD to support the efforts of #1 and #2 above.
6. All above mentioned activities will be begun no later than June 1, 2016 and completed no later than May 31, 2017.

The undersigned respective representatives believe wholeheartedly in this pilot and will work to ensure its success.

30/9/16

Director
Centre for Community Knowledge
Ambedkar University Delhi
Date:

Centre for Community Knowledge

6-23-16

Dr. Kamran Asdar Ali
Director, South Asia Institute
University of Texas at Austin
Date:

Budget (for Phase 1)

Personnel cost	60,000
Storage material (Box files, trunk, folders)	40,000
Transport	10,000
Contingency	10,000
	120,000 or USD 2000.

Centre for Community Knowledge

23/9/16

(SANJAY SHARMA)

K. Adv 6-23-16

आवरण पृष्ठ / COVER PAGE

ऐसे बसी पिपरिया

Ed: Narendra Maurya, Kumar Unnayan, Surajit Sarkar

The town's oldest milestone. Photograph taken in: 2018

(भीतरी मुखपृष्ठ / शीर्षक)

ऐसे बसी पिपरिया

प्रकाशन विवरण/ Publisher Details

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जिला होशंगाबाद, मध्य प्रदेश

Map illustrating areas close to Narmada River valley in district Hoshangabad of Madhya Pradesh, India. Pipariya is dotted between the neihbouring towns named Sohagpur and Bankheri.

गूगल मैप्स पर पिपरिया का नक्शा। यहाँ शहर की उन 25 जगहों को चिन्हित किया गया है जिनका अधिकांश बाशिंदों द्वारा बातचीत के दौरान जिक्र किया गया।

An image of Pipariya from Google Maps is marked with 25 places. The marked places were mentioned in most of the narratives by the residents of the town and serve as an important reference in the local neighbourhood.

अनुक्रम

भूमिका / प्रस्तावना

1. हमारी पिपरिया – कल, आज और कल

2. गौंड़ राजाओं का राज – गोंडवाना

3. रेल का आना

4. कहां–कहां से आए

5. जंगल, जानवर और लालटेन वाली पिपरिया

6. पहला स्वाधीनता संग्राम, भभूत सिंह और पचमढ़ी

7. खेती किसानी

8. तेंदूपत्ता, बगी़चे और पान के बरेजे

9. पुराने कामधंधे

10. शहरीकरण और व्यापार

11.व्यावसायिक केंद्र बना कस्बा

12.बैलगाड़ी से गाड़ी तक

13.शिक्षा एवं खेलकूद

14.बीमारी–आपदा–इलाज

15.सहकारिता आंदोलन और देवगांव सोसायटी

16.स्वाधीनता आंदोलन और उसके बाद

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19.सिनेमा–सिनेमा

20.घर और बाहर

21.बच्चों की नजर से पिपरिया

यात्रा की कुछ झलकियां

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भूमिका / प्रस्तावना

भारत में शहरीकरण की प्रक्रिया और उस से जुड़े अनुभवों का एक बड़ा भाग ग्रामीण इलाकों से संबंधित है। रोज़मर्रा के जन–जीवन में इन अनुभवों का ढांचा समझने के लिए ग्रामीण भूभागों में तेजी से उभर रहे उपनगरों को समझा जाना ज़रूरी है। 2011 की जनगणना के आंकड़ों के मुताबिक देश में 'सेंसस टाउन' (नगर पंचायत / नगर पालिका) की संख्या तकरीबन 4000 के आसपास है। ग्रामीण और शहरी परिप्रेक्ष्यों के बीच अक्सर होने वाली तुलनाओं में शहरीकरण की प्रक्रिया से जुड़े कई विशिष्ट एवं अहम पहलूओं को अनदेखा किया जाता है। दोनों ही परिप्रेक्ष्यों के मानक हर इंसान के लिए जुदा और विविध हो सकते हैं।

मध्य प्रदेश में सतपुड़ा की पहाड़ियों और नर्मदा नदी के बीच घाटी से निकलने वाली पूर्वी–पश्चिमी रेलवे लाइन से सटा एक ऐसा ही कस्बा है– पिपरिया। पचमढ़ी की पठारों की तलहटी में स्थित इस जगह की स्मृतियाँ यहां की आबादी जितनी ही विविध हैं। अमीर और गरीब, युवा और वृद्ध और भिन्न भिन्न समाजों से आने वाले यहां के बाशिंदे याद करते हैं की कैसे तीन से चार पीढ़ी पहले उनके पूर्वज यहां आकर बसे थे। अधिकतर किस्से दूर दराज के क्षेत्रों से पिपरिया आने के सफर को रेखांकित करते हैं। जहां गाँव के लोगों के पास विरले ही लम्बी यात्राओं की कहानियां मिलती हैं, वहीं अक्सर कस्बों और छोटे नगरों के रहवासी ऐसी यात्राओं को अपने पारिवारिक इतिहास का शुरूआती बिंदु मानते हैं। कहते हैं कि रेलवे लाइन से सटे होने के कारण पिपरिया आर्थिक और सामाजिक समृद्धि की संभावनाओं से भरी एक छोटी सी बस्ती थी। इन्हीं संभावनाओं के चलते इस बस्ती ने वर्षों पहले आस पास के गाँवों और दूरदराज के इलाकों के कई लोगों को अपनी ओर आकर्षित किया। इस क्रम में पिपरिया ने बस्ती से शहर बनने का एक सदी का लंबा सफर तय किया है। इस सफर की कहानियां और उन्हें एक दूसरे से बांटने का उत्साह पिपरिया को खास बनाता है।

किसी जनमानस के जीवनयापन से जुड़ी जानकारियों और यादों के आधार पर उनके इतिहास को दर्ज करने की कवायद नई नहीं है। पिपरिया में आज तक कई सालगिरह और शताब्दी के स्मरणोत्सव आयोजित किये गए हैं। साथ ही जातिगत और व्यापारिक संगठनों, स्थानीय संस्थानों और यहां तक कि सड़क चिन्हों के इतिहास भी प्रकाशित किए जाते रहे हैं। ऐसे में इस पुस्तक में दर्ज यादें उन कहानियों के सफर और अवलोकन के बीच की वार्ताएं हैं, जो अतीत से निकल वर्तमान में अर्थ का निर्माण करने में मदद करती हैं। इन सभी कहानियों के किस्सा–गो यहां के स्थानीय निवासी ही हैं। शहर और उसके बाशिंदों की आवाज़ों से बने इस संग्रह का उद्देश्य पिपरिया को गाँव और नगरों के बदलते मायनों के बीच एक व्यापक सन्दर्भ में देखना है। किसी जगह से जुड़े व्यक्तिगत कथानक हमें उसकी कई सुनी अनसुनी कहानियों से अवगत कराते हैं। मौखिक विधा से प्राप्त वैकल्पिक दृष्टिकोण से जुड़ी ऐसी कहानियां अक्सर सामाजिक ताने बाने के जांचे परखे ढांचों को चुनौती देती हैं।

इन कथानकों को संग्रहित करने में स्थानीय स्तर पर कई लोगों ने अहम भूमिका निभाई है। इस जगह और उसके रोज़मर्रा के अनुभवों को बयान करने के लिए हमनें उसी के रहवासियों की मदद से इस कार्य को पूरा किया। नरेंद्र मौर्य, जो पिपरिया के ही मूल निवासी हैं, पूरे कार्य में संचालक के रूप में सक्रिय रहे। सहायक के रूप में अंबेडकर विश्विद्यालय दिल्ली के सेंटर फॉर कम्युनिटी नॉलेज में कार्यरत शोधार्थी कुमार उन्नयन ने उनका साथ दिया। पिपरिया निवासी लखन राजपूत, श्रीगोपाल गांगुड़ा, प्रेमलता पंडित और कमला व्यौहार भी मुख्य रूप से पूरे शोध का हिस्सा रहे। ये सभी बातचीत में किए गए तमाम स्थानीय सांस्कृतिक संदर्भों से भली भाँती परिचित हैं। पिपरिया से जुड़े लोक ज्ञान को संकलित करने के लिए कई वर्षों पहले बनाये गए 'जतन ट्रस्ट' द्वारा 2007–08 में रिकॉर्ड की गयी बातचीत और साक्षात्कारों को भी इस संग्रह में जोड़ा गया है। इस तरह बाशिंदों द्वारा ही असाधारण और अलग–अलग यादों और किस्सों को संकलित किया गया। मौखिक कथानकों का यह संग्रह जगह से जुड़े ज्ञान को इकट्ठा करने की एक पहल है। ऐसा ज्ञान जो स्थानीय संस्कृति का हिस्सा है और लोगों के निजी अनुभवों पर आधारित है। हम आशा

करते हैं की पाठकों के लिए स्थानों, सामग्रियों, घटनाओं और अनुभवों के यह स्थानीय विवरण पिपरिया की कल्पना का एक हिस्सा बनें। मौखिक स्त्रोतों से इतर लेखकों ने ज़रुरत के अनुसार कई स्थानीय और गैर–स्थानीय लिखित स्त्रोतों से भी कहानियों को सन्दर्भ देने की कोशिश की है।

इस संग्रह में हमने उन मौखिक कथानकों को जगह दी है है जो वर्तमान स्थिति की किसी न किसी व्याख्या का प्रतिनिधित्व करने के साथ साथ अनुभवों की अभिव्यक्ति भी करते हैं। ये कथानक वर्तमान से अतीत की एक कड़ी बनाते हैं। सार्वजनिक जीवन की प्रथाओं और विचारों को एक व्यापक समाज और उसकी गतिशीलता की पृष्ठभूमि के खिलाफ रखकर ही बेहतर तौर पर समझा जा सकता है। इसके ज़रिये स्थानीय मान्यताओं के मूल में झांकना संभव हो पाता है और यह समझना भी कि किस तरह एक जगह समय के साथ खुद को बदलती रहती है।

लोकप्रिय स्मृतियां और जीवित इतिहास की अभिव्यक्तियाँ यह स्पष्ट करती हैं कि 'हमारी विरासत' कभी भी जड़ नहीं होती। रोज़मर्रा की ज़िंदगी के अंतर्संबंधों की खोज के साथ लोकज्ञान, संसार और स्मृति का व्यापक अन्वेषण ही अधिकृत विरासत और उसकी अपरिवर्तनीय, स्थिर अवस्था की काट है।

मध्य भारत के डेढ़ शताब्दी पुराने और निरंतर बढ़ते एक छोटे से शहर के बहुधा उदाहरण हमें बताते हैं कि किस तरह इतिहासों में दर्ज जीवनयापन के तौर तरीके आधुनिक जानकारी, अनुभव और ज्ञान के प्रति ग्रहणशील हैं। हमारी कोशिश इस संग्रह को विस्तृत और विविध बनाने की रही है। अतीत की एक सिलसिलेवार छवि बनाने की बजाय हमारा प्रयास है कि निजी स्मृति और सामूहिक स्मृति के ज़रिये पिपरिया को समझने का एक बहुरूपी दृष्टिकोण बनाया जाए। बाशिंदों और उनकी बसावट की कहानियों में अभी कई और किस्सों और अनुभवों को जोड़ा जाना बाकी है। 'ऐसे बसी पिपरिया' इसी थाती को सहेजने की दिशा में प्रयासरत एक संग्रह है।

सन्दर्भ :

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INTRODUCTION / PRELUDE

The modern experience of urbanism in India has been taking place, in part, in "rural" space, most recently in the nearly 4,000 'census towns'(Census of India, 2011). The recent sharp rise in built-up settlements in rural areas presents an opportunity to understand this fully, to learn how and what in the materiality of everyday life shapes the urban experience. The inadequacy of the rural/urban dichotomy, and yet its durability, has masked important and unique urban processes. Remaining rural or becoming urban are not seen in a vacuum, but are embedded in people's understanding of what the urban signifies in their context.

Pipariya is a small town in Madhya Pradesh, along the East-West cross country railway line at a wide point in the Narmada valley between the Satpura hills and the river. Located at the foot of the Pachmarhi Plateau, this place is remembered in many ways by many people. Among them, many residents, poor and wealthy, different castes, remember when and how their ancestors came to settle here in the last three or four generations. This memory of the nearby past is in marked contrast to villages, big and small, where families remember at most a journey from a nearby place. The colour and bustle of active economic life in the small town seems to have attracted settlers, and its energy making it distinctive, a place where things happen.

The stimulus for public history-making is not new, and Pipariya itself has seen commemorations of anniversaries and centenaries, and produced published histories of caste and mercantile associations, local institutions and even road side markers. These memories here are a dialogue between journey and observation, of stories that are remembered by diverse sets of local residents to build meaning from the past for the present. The purpose of this collection of place, voices and their relationship, is to learn about the place in the context of a wider world. Place-specific, personalised narratives reveal lesser known stories of place, and have the possibility of disturbing meta-narratives with their access to alternative strands of knowledge, that draw upon the archive of orality.

These narratives have been mostly collected with the help of local residents of Pipariya. From setting up an interview to recording of the conversation and reflecting on it, we were assisted at every stage by the residents of the local neighbourhood to understand their everyday experiences. Narendra Mourya, a second generation Pipariya-*born* (though with a career outside town for over two decades), coordinated the whole research process in Pipariya. He was partnered by Kumar Unnayan, a Researcher at Centre for Community Knowledge, Ambedkar University Delhi. Local residents Lakhan Rajput, Premlata Pandit, Shrigopal Ganguda and Rekha Vyohaar were active participants during the research process. They were familiar with and aware of many local cultural references made in the conversations. Some of the existing database gathered during research exercises of the local trust 'Jatan' in year 2007-08 was also assimilated in the current work to depict the changes over a period of time. Such 'insider based story-gathering' about a place and its everyday experience, together with recollections of the uncommon and different, is the way we have used to locate and describe this place. This collection of oral narratives gathers

knowledge of place, including knowledge that is part of local culture, by accessing people's firsthand experiences of and involvement with specific physical environments. For the reader, local descriptions of places, materials, events and people describe an imagination of 'Pipariya', even as the authors have bracketed its "cast of voices" with references from local and non-local written sources to historicise the telling.

In this collection, we have looked at oral narratives which represent an "interpretation" of existing situations, an expression of experience, by linking the present to the past. Practices and ideas of public life are best understood by placing them against the backdrop of wider society and its dynamics. In turn, it is possible to discover the origins of local belief, and see how local discourse explains the process by which a place transforms itself.

Popular memory, and articulations of lived history make it clear that '*hamari virasat'*, the legacy of place, is never single-dimensional. Exploring the interconnections of everyday life, and following this broader exploration of place, space and memory is a natural counter to authorised heritage, and its static, unchanging weight.

These examples from a century and a half old and growing small town in Central India reveals how the mode of associated living described in these histories indicates a set of values that are receptive to new information, experience, and knowledge. The collection is wide and diverse, to accommodate for the reordering of memory as narrators connect public and the private memory and recollection to present a consistent image of the past. To conclude, we remember Jan Vansina's comment that any given oral tradition is but a rendering at one moment, an element in a process of oral development that began with the original communication.

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हमारी पिपरिया– कल, आज और कल /

Our Pipariya- Yesterday, Today and Tomorrow

'शुरू–शुरू में रेल की आवाज़ बहुत डराती थी। रेल में पहले एक गाड़ी ट्रायल के तौर पर चलाई गई थी। हमारी मां और जसवंत की मां आदि बताया करती थीं कि जब ट्रायल होता था तो दूरदराज के इलाकों से लोगों की काफी भीड़ जुटती थी। यह 1920 के आसपास की बात होगी। जंगल से आदिवासी पटरी पर आकर नारियल फोड़ा करते थे।'

– वीरेंद्र दुबे, पिपरिया

'एक दिन हमने सुना कि पिपरिया में किसी सेठ के यहां पांवगाड़ी आई है। यानी कि पांव से चलने वाली गाड़ी। उस समय सिलारी में रहने वाले बच्चे पांवगाड़ी देखने की उत्सुकता दबा नहीं पाये और एक दिन सिलारी से पैदल चलकर पिपरिया आ गए। तब उन्हें बताया गया कि इसे साइकिल कहते हैं। यह 1930–35 के आसपास की बात होगी। बाद के बरसों में साइकिल लोगों के बहुत काम आई। यहां तक कि कई दुकानें किराये पर साइकिल देने वालों की हो गई थीं। जब बाइक नहीं थी तो साइकिलों से ही लोग गांव–गांव घूमते थे।'

–हज़ारी लाल वर्मा, सिलारी

देवगांव पिपरिया में बिजली नहीं थी। खंबों पर गैस लैम्प जलाये जाते थे। एक खंबा नारायण मौर्य के घर के सामने गोलाई पर लगा था। दो खंबे इतवारा बाज़ार में, एक टाकीज़ के सामने और एक फाटक के पहले गोलाई पर। स्टेशन के उस तरफ चौराहे तक कुल चार खंबों पर लैम्प जलते थे। यह 1950–55 के आसपास की बात होगी। नज़ीर का बाप और बद्री, दोनों तेल की कुप्पी से दोपहर में उनमें तेल भरा करते थे। बाद में यहां बिजली आई।

– जसवंत सिंह अहिरवार, पिपरिया

1950 के ज़माने में यहां घरों में मिट्टी के चूल्हे बनते थे। दो चूल्हे बना लिये। किसी का बड़ा परिवार है तो चार चूल्हे बना लिये। लकड़ी से उसी पर खाना बनता था। रस्सी का टीका बनाते थे और कुंदे पर लटका देते थे। उसमें खाने का सामान रखा जाता था। अलमारी में दूसरे सामान रखते थे। धुंआ आंखों में लगता तो था लेकिन खपड़ा के घर होते थे तो उनमें से धुंआ बाहर निकल जाता था और रसोई बंद नहीं रहती थी। खाना खाने के लिए घरों में पटे होते थे। उनमें बैठकर खाना खाया जाता था। पटे पर थाली रखकर भी खाते थे। चौका अलग रहता था। वहां खाना बनता और और परोसा जाता था। उस समय तिल्ली और मूंगफली का तेल चलता था। लोग तेल को रोटी में लगा कर भी खा लेते थे। साल भर के लिए दाल, चावल, धना, मिर्ची वगैरह पहले ही ले कर रख लेते थे। तब मसाले की चक्की नहीं होती थी। घरों में ही छोटी हाथचक्की होती थी जिसमें धना–मिर्ची आदि पीसते थे। पहले घरों में बहुत काम होता था। हम पूरा पूरा दिन काम करते रहते थे।

– कमला ब्यौहार, पिपरिया

पहले ज़माने में बैलों के बिना काम नहीं चलता था। बखर, गाड़ी, दाउन सब में बैल लगते थे। बस्ती में कई बैलगाड़ियां थीं। गौंड़ों की अलग बैलगाड़ियां थीं। बैलों के लिए भुसा चारा आराम से मिल जाता था। हम खुद लाते थे। कटिया, ऊंटकटारो, दड़े को खुरच कर जानवरों को डाल देते थे। कभी जंगल गए तो पत्ता तोड़ लाये। नर्मदा जाने के लिए भी बैलगाड़ी ही लेते थे और रिश्तेदारी में भी बैलगाड़ियों से ही आना जाना होता था। मायके जाते थे तो गांव भर जा रहा है तो सब बैलगाड़ी से जाते थे। दो–चार–छह घंटा में पहुंच जाते थे।

– कमला बाई गूजर, गूजरपुरा, पुरानी बस्ती, पिपरिया

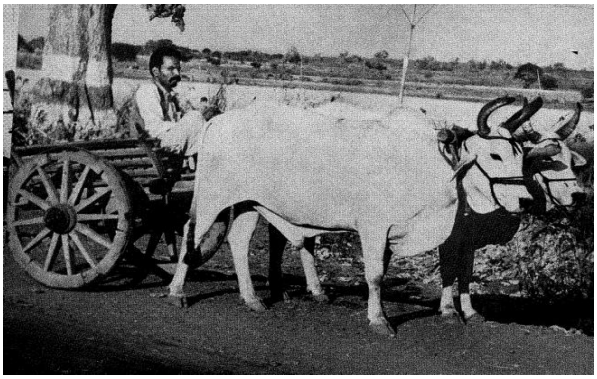
मंगलवारा चौक की होटलें हमेशा से शहर का एक खास हिस्सा रही हैं। कभी यहाँ श्याम जायसवाल और एक सिंधी की भारत होटल होती थी। सारी बातचीत और गॉसिप वहीं होती थी। कहते हैं कि 1947 में पूरी रात झंडा फहराने के लिए ही झंडा चौक का निर्माण किया गया था। मंगलवारा चौक को पहले झंडा चौक ही कहते थे। फिर राधेश्याम गुप्ता के प्रयास से यह सुभाष चौक बन गया। चौक पर पहले पटवों की दुकानें लगती थीं। जनरल स्टोर के नाम पर उन्हीं की दुकानें होती थीं। अब तो उन्होंने अल्लापाले मार्केट में अपनी स्थायी दुकानें बना ली हैं।

–श्रीगोपाल गांगुड़ा, पिपरिया

यहां दो सिनेमा टाकीज़ थीं। एक सीमेंट रोड पर और दूसरी इतवारा बाजार में। सीमेंट रोड वाली टाकीज़ कम चली। चार–पांच आने टिकट होती थी। एक रुपए में दो–तीन लोग फिल्म देख लेते थे। यहां सरकस, नाटक और रामलीलाएं भी खूब होती थीं। यहां के दो–चार लोग नाटक खेला भी करते थे। एक कलार का लड़का था, एक ठाकुर का। कई लोगों की मंडलियां भी थीं। 1960–70 के आसपास अमर सिंह राठौर और सुल्ताना डाकू जैसे नाटकों को देखने के लिए बहुत भीड़ जुटती थी।

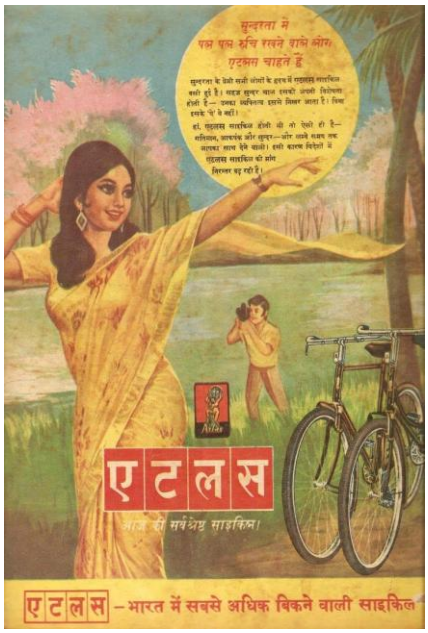
– कमला बाई राजपूत, पिपरिया

इटारसी और जबलपुर के बीच नर्मदा में बहा पुल, वर्षः 1926
स्त्रोतः गेट्टी इमेज



गुना (मध्य प्रदेश) में बैलगाड़ी, वर्षः 1978
स्त्रोतः एन एस रामास्वामी, सी एल नरसिम्हन– इंडिआज़ एनिमल ड्रॉन व्हीकल्स

स्वतंत्रता दिवस ध्वजारोहण, गल्ला बाज़ार, पिपरिया, वर्षः 1958
स्त्रोतः कवीन्द्र जयवार



एटलस साइकिल का पुराना विज्ञापन, वर्षः 1951
स्त्रोतः पिंट्रस्ट/गूगल

गौंड़ राजाओं का राज – गोंडवाना /

The Kingdom of Gonds- Gondwana

कम से कम 12वीं से 18वीं शताब्दी तक गौंड़ साम्राज्य ने समूचे मध्य भारत के क्षेत्र पर शासन किया। गौंड़ों के राज में खेती, पशुपालन और बग़ीचों पर ज़्यादा ध्यान दिया जाता था। गौंड़ शासकों ने अपने साम्राज्यों में शानदार महलों और किलों का निर्माण करने के साथ साथ कई शहरों की स्थापना भी की। पर 18वीं सदी के अंतिम भाग तक राज गौंड़ साम्राज्य की जगह मराठाओं ने ले ली थी। इसी समय के दौरान मध्य भारत के गौंड़ों और अन्य आबादी ने नयी ताकतों से बचने और संघर्ष करने के लिए जंगलों और पहाड़ों का रुख किया।

1867 के 'मध्य प्रांतों का गजेटियर' में ए.सी.ल्याल लिखते हैं: ''बाहर से बसने आये अधिक कुशल लोगों के कारण मूल जनजातियों का सिमटना शुरू हो गया था। गौंड़ राजा बख़्त बुलंद शाह के समय निश्चित तौर पर अधिकतर आबादी गौंड़ थी। पर अब हर 18 हिन्दुओं के अनुपात में एक गौंड़ ही मौजूद है।'' 19वीं सदी के उत्तरार्ध में औपनिवेशिक शासन अपने चरम पर था। मध्य भारत के राजपाठ को पूरी तरह गँवा चुके गौंड़ों को अब उनके जंगलों से भी बेदखल किया जा रहा था। 20वीं शताब्दी के शुरआती चरण में रसेल और हीरा लाल 'केंद्रीय प्रांतों में जातियां और जनजातियां' की अपनी रिपोर्ट में लिखते हैं: ''गौंड़ मुख्य रूप से खेती किसानी करते हैं। उनमें से कई खेतिहर मजदूर भी हैं। हालांकि पहाड़ी इलाकों में गौंड़ों की मालिकाना भागीदारी की एक छोटी संख्या बनी हुई है, पर अधिकांश लोगों को हिंदू साहूकारों और शराब विक्रेताओं ने बाहर कर दिया है।''[1]

आदिवासी राजाओं के लिए आमदनी का बड़ा स्त्रोत मेला हुआ करता था। हमारे यहां मेले की चढोत्तरी से आमदनी रहती थी। इसके अलावा तौजी, लगान, ठेका और वनोंपज भी होती थी। महुआ का अचार, गोंद, शहद, थोड़ी बहुत लकड़ी और कोयले को बेचने के लिए इंदौर और जबलपुर भेजा जाता था। पिपरिया तो उस समय बहुत छोटी होती थी। किसी जंगली गाँव सी जहाँ पुरानी बस्ती में 10 से 20 टपरा घर होते थे।[2]

राजा की आमदनी जंगल से थी। जंगल में नाका बना दिया जाता था। वहां से लकड़ी ले जाने के लिए लाइसेंस लगता था। इसी से आय होती थी। एक और आमदनी शंकरजी के मंदिर से थी। वहां शिवरात्रि पर मेला लगता था। जिनके सुपुर्द मेला रहता था, उनसे चांदी–सोना और धेला मिलता था। नादिया और बकरा–बकरी मिलते थे। दो–दस बोरा नारियल भी आता था। ये आजादी से पहले की बात है। राजा के समय आदमी सुखी था। उनमें दया भी थी। वे गरीब की मदद करते थे। राजा के ज़मीन भी थी। 14–15 बखर चलते थे। हमने राजा के यहां कुछ साल नौकरी भी की है। उनके ढोर बछेरू चराते थे। राजा के पास 20–25 तो भैंसें थीं और 60–70 बकरियां थीं। हथवांस के लाल साहब और शोभापुर के राजा जब

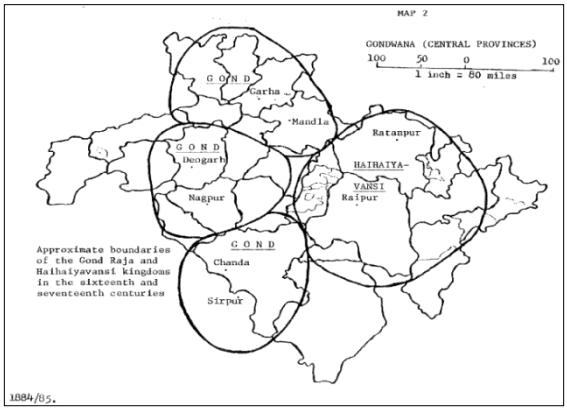
[1] एज़रा राश्को के लेख 'डिस्पोसेसिंग मेमोरीः आदिवासी ओरल हिस्ट्रीज फ्रॉम द मार्जिन्स ऑफ पचमढ़ी बायोस्फियर रिजर्व, सेंट्रल इंडिया' (पुस्तकः मेमोरी, आइडेंटिटी एंड द कोलोनियल एनकाउंटर इन इंडियाः एडिटेड बाय एज़रा राश्को, संजुक्ता घोष एंड उपल चक्रबर्ती, 2018) से अनुवादित

[2] रेवा बाई, 65 वर्ष, कोरकू रानी, डापका, साक्षात्कारः 4 मार्च, 2008

शिकार खेलने आते थे तब वे अनहोनी में रुकते थे।[3]

शोभापुर के राजा को हमने देखा है। वे सोहागपुर आया करते थे। आजादी के बाद एक बार उन्होंने यहां झंडा फहराया था और मिठाई बांटी थी। वे शांतिप्रिय व अच्छे आदमी थे। उन दिनों की एक घटना मुझे याद है। एक चोर था। वह राजा के घर से एक बोरे में कुछ अनाज भरकर ले जा रहा था। राजा ने देख लिया। वे उसके पास पहुंचे और पूछा कि इस बोरे में क्या है? चोर ने घबराते हुए बताया गेहूं–चावल। इस पर राजा उस से बोले कि जल्दी से यहां से निकल जा। कहीं मुख्तयार ने देख लिया तो मार–मार कर तेरी हड्डी पसली तोड़ देगा। और इस तरह उन्होंने चोर को भगा दिया। बाद में मुख्तयार ने राजा से कहा कि आप ऐसा क्यों करते हैं? राजा साहब बोले, 'अरे भूखा आदमी चोरी नहीं करेगा तो क्या करेगा? तुमने कभी सोचा कि वह भूखा–प्यासा है? उससे खूब काम लेते रहो लेकिन उसे खाने को जरूर दो।'[4]

घर में परछी उतारने के लिए गेड़ा चाहिए होता था। हम कागज पर लिख कर दे देते की साहब हमको इतनी लकड़ी की जरुरत है। वहाँ से नाकेदार को ऑर्डर हो जाता कि कूप से इनको इतना गेड़ा दे दें। इसमें न तो कोई पैसा लगता था न कुछ और।[5]



पिपरिया से लगे हथवांस में शोभापुर के गौंड़ राजा का दीवान रहता था। तरौन गांव में भी राजा के अधिकारी रहते थे।[6]

गौंड़ राजा संग्राम सिंह ने गढ़ा मंडला में 1500–1541 तक राज किया। उनके समय गौंड़ राज्य का विस्तार हुआ। उन्होंने 1518 में 52 गढ़ों की जो सूची बनायी थी उसमें फतेहपुर, रायसेन और हरदा से 25 मील दक्षिण में मकराई शामिल है। भंवरगढ़ (गाडरवाड़ा) और नमुआगढ़ (नरसिंहपुर) का नाम भी उसमें है। उधर अबुल फजल ने गढ़ा मंडला के 57 गढ़ों की सूची बनायी थी। उसमें भटगांव शामिल है और इसी भटगांव में सोहागपुर परगना आता है जो उत्तर में नर्मदा नदी और दक्षिण में सतपुड़ा की पहाडियां, उधर पूर्व में दुधी नदी और पश्चिम में तवा नदी के बीच वाला क्षेत्र है।[7]

18वीं सदी के मध्य में नागपुर के मराठा राजा राघोजी भोंसले ने गवलगढ़ से लेकर महादेव तक की पहाड़ियों को अपने अधीन कर लिया था लेकिन उन्होंने जंगलात और पहाड़ियों में फैले गौंड़ और कोरकू राजाओं को हटाने में कोई रूचि नहीं दिखाई। माना जाता है कि गौंड़ आदिवासियों की खुद को संगठित रखने की परंपरा के चलते अधिकतर शासक इस क्षेत्र में हस्तक्षेप करने से बचते थे। हालाँकि ऐसा नहीं है कि आदिवासियों और गैर आदिवासियों के बीच संघर्ष नहीं होता था। पचमढ़ी के द्रौपदी द्वीप के शैल चित्र (रॉक पेंटिंग) ऐसे ही संघर्षों के दस्तावेज़ हैं। इन चित्रों में घुड़सवार लड़ाकों से लोहा लेते पैदल आदिवासियों का चित्रण किया गया है।

[3] सीताराम मेहरा, 60 वर्ष, किसान, डापका, साक्षात्कारः 6 मई, 2008
[4] महादेव प्रसाद तिवारी (मधु मास्साब), 86 वर्ष, सेवानिवृत्त शिक्षक, सोहागपुर, साक्षात्कारः अगस्त, 2007
[5] लाल खां, 70 वर्ष, किसान, बीचपुरा फतेहपुर, साक्षात्कारः मई, 2008
[6] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[7] अग्रवाल, रामभरोसे, 'गढ़ा मंडला के गौंड़ राजा', गोंडी पब्लिक ट्रस्ट प्रकाशन, मंडला म.प्र., प्रकाशन वर्षः 1961

18वीं सदी के अंतिम दशक में होशंगाबाद और सिवनी की धरती मराठा भोंसले और भोपाल के शासक वज़ीर मोहम्मद के बीच रणभूमि में तब्दील हो गई थी। वज़ीर मोहम्मद ने अपनी सेना की मदद के लिए पिंडारी (बख्तरबंद घुड़सवार) लड़ाकों को किराए पर बुलाया। कहा जाता है यही पिंडारी लड़ाके आने वाले कई वर्षों तक पूरे क्षेत्र में लूटपाट करते रहे और इस दौरान उन्होंने कई भूभाग तहस नहस कर डाले।

हमारे सयाने बताया करते थे कि किसी समय इस क्षेत्र में पिंडारियों का राज रहा है। उनकी लूटपाट से लोग आतंकित रहते थे। उनके आने की खबर लगते ही गांव के गांव खाली हो जाते थे।[8]

पलिया समाज के हमारे पूर्वज जब राजस्थान से यहां आए तो यहां पिंडारियों का आतंक था। राजा ने उन्हें अपनी सुरक्षा में तैनात कर कर लिया था। उनके साथ राजा सुरक्षित महसूस करता था। इसके बदले में राजा ने पलिया परिवार को तीन गांवों का राजस्व सौंप दिया था।[9]

गौंड़ों का राजपाठ सिमटने के इतिहास से कई दंत कथाएं जुड़ी हुई हैं। मध्य भारत के इस भाग में भी ऐसी कथाएं अपवाद नहीं हैं।

गौंड़ों के बारे में कहा जाता है कि सागौन के पत्ते में गौंड़ नांदिया सांड को मारकर खा गए थे इसलिए उन्हें श्राप मिला और उनका राजपाट खत्म हो गया। इसका प्रमाण ये है कि सागौन के पत्ते से लाल रंग निकलता है। इसे गांव वाले नांदिया का खून कहते हैं।[10]

'द्वितीय विश्व युद्ध के दौरान लकड़ी, विशेष रूप से सागौन की मांग के परिणामस्वरूप पेड़ों की गिरावट में तेजी आई। मध्य भारत की सतपुड़ा पहाड़ियों में इस दौरान लकड़ी की कटाई दोगुना स्तर पर हुई (नीति अध्ययन केंद्रः 2017)। इसे पूरा करने के लिए वनों में बड़ी संख्या में रहने वाले गौंड़ आदिवासी भी पेड़ गिराने वाले शिविरों में पहुंचे। पचमढ़ी में रहने वाले हरी सिंह ठाकुर उन्हीं गौंड़ आदिवासियों में से एक थे। वे युद्ध के बाद भी पचमढ़ी में ही रहे। उनके अनुभव के चलते उन्हें वन विभाग में एक अनियमित दिहाड़ी मजदूर का काम मिला।

2000 की गर्मियों में उनकी पत्नी की मौत की खबर सुनकर मैंने आदिवासी टोला में स्थित उनकी झोपड़ी का रुख किया। संवेदना व्यक्त करने के बाद मैंने उनसे पूछा कि ये सामने आँगन में जो तीन बांस की टोकरियों को उल्टा कर के रखा गया है, इसका क्या अर्थ है ? शुरू में उन्होंने मुझे टाला। मैंने फिर पूछा कि क्या इनके नीचे मुर्गी के नवजात चूज़े हैं तो थोड़ी देर बाद उन्होंने जवाब देना शुरू किया। फिर रीति रिवाजों, मृत्यु के बाद के अनुष्ठानों, और नई पीढ़ी की अपने रिवाजों के प्रति उदासीनता को लेकर हमारी लंबी बातचीत हुई। अंत में मैंने उनसे पूछा कि कोई और है जो इस बारे में मुझे अधिक बता सकता है? जवाब में उन्होंने 'अरसु–पुराण' का नाम लिया, जिसका ज़िक्र मैंने पहले नहीं सुना था। मैंने पूछा कि क्या यह पुराण मौखिक या प्रकाशित संग्रह था? उनका कहना था कि प्रकाशित रूप में वह शायद केवल दिल्ली बम्बई जैसी जगहों में ही मिलेगा, पचमढ़ी या आसपास नहीं।

यह बात मेरे दिमाग में रही और कुछ हफ्ते बाद पिपरिया से सोहागपुर जाने वाली एक जीप–टैक्सी में मेरी मुलाकात ड्राइवर के बगल में बैठे वहां के एक जाने माने स्थानीय बुद्धिजीवी से हुई। बातचीत शुरू हुई और

[8] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[9] अर्जुन पलिया, 70 वर्ष, पूर्व विधायक, बांसखेड़ा, साक्षात्कारः जुलाई, 2017
[10] बुद्धू सिंह उइके, 75 वर्ष, ट्रक ड्राइवर, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017

फिर सभी यात्री सुनने लगे कि किस तरह सतपुड़ा की पहाड़ियों में रहने वाले गौंड़ 'अरसु–पुराण' का उपयोग अपने रीति रिवाजों के सन्दर्भ में किया करते थे। ये रीति रिवाज हिंदू परंपरा से अलग थे। अरसु पुराण के जरिये अपनी लोक परंपरा को पौराणिक ढाँचे में ढालना उनके लिए अपने सदियों पुराने इतिहास को हिन्दुओं के समकक्ष रखने का तरीका था।'[11]

'पिपरिया की शुरुआती कहानी खेत–व्यापार की नहीं, मज़दूरी की है। कभी घने जंगलों से घिरे इस क्षेत्र में फलदार पेड़ों की भरमार थी। अंग्रेज़ों द्वारा ग्रेट इंडिया पेनिन्सुलर रेलवे के तहत बॉम्बे–हावड़ा रेल लाइन की पटरी बिछाने के लिए संभवतः 1855–60 तक यहां जंगल साफ करने का काम शुरू हो गया होगा। इस घने जंगल को काटने में कितने मजदूर लगे होंगे? जब अंग्रेजों ने यहां जंगल काटने की व्यवस्था की होगी तो उन्हें कुछ शिकारियों को भी साथ अवश्य लाना पड़ा होगा। मुमकिन है उस समय जानवरों से कई मुठभेड़ हुई हों। वैसे भी कहा जाता है की अंग्रेजों ने यहां बहुत शिकार किया।यह लगभग उसी समय की बात है जब अंग्रेज़ नौकरशाह जेम्स फोरसिथ और उनके दस्ते ने पचमढ़ी और उसके आस पास के इलाके का भ्रमण शुरू कर दिया था।

रेल लाइन के आस पास किसी रूप में मानव बसाहट का होना ज़रूरी था। कहते हैं शोभापुर के राजा उमराव साव ने आठ दस गौंड़ परिवारों को रेल लाइन के निकट बसाकर पुरानी बस्ती की नींव रखी। उस समय केवल पुरानी बस्ती में ही स्थायी आबादी थी और राजस्व रिकार्ड में अंग्रेजों ने इस पूरी जगह को देवगांव नाम दिया। बाद में जब इतवारा बाज़ार की तरफ आबादी बसनी शुरू हुई तो वहां पोसार नाम की पहाड़ी होती थी। वह वहां रहने वालों की पहचान बन गई। इसी पहाड़ी को काटकर नाला निकाला गया था। बाद में नदी पर रेलवे पुल बन गया तो इस नाले को उससे जोड़ दिया गया था। इससे नाले पर पुल नहीं बनाना पड़ा। लंबे समय तक यह जगह पोसार कहलाती रही। जब तरौन की जगह इतवारा बाज़ार यहां लगने लगा तब इसे इतवारा बाज़ार कहा जाने लगा। बाद में पुराने गल्ला बाजार की तरफ नई आबादी बसी तो उसने अपने लिए अलग नाम पिपरिया इस्तेमाल किया। फिर इसे पोसार पिपरिया कहा जाने लगा, क्योंकि आसपास कई पिपरिया थीं। अब इसे सिर्फ पिपरिया ही कहा जाता है। संभवतः 1860 के आसपास देवगांव बसा होगा। इस तरह पिपरिया कस्बे की उम्र हम डेढ़ सौ साल मान सकते हैं। वैसे गज़ेटियर में इसका ज़िक्र 1908 के बाद ही आता है। 1870 में पिपरिया की आबादी तीन सौ थी जो 1915 में बढ़कर पांच हज़ार हो गई थी।

पिपरिया के आस पास के कुछ गांव सदियों पुराने हैं। सांडिया, फतेहपुर, भटगांव, शोभापुर, बनखेड़ी, सेमरीतला और बाबई पुराने गांव हैं। किसी समय इतवार के दिन लगने वाला तरौन का बाजार यहां का मुख्य आकर्षण हुआ करता था। सिलारी बाद में बसा है। दक्षिण में पचमढ़ी के रास्ते पर पहला गांव है मटकुली। वह कुलियों का मठ था यानी वहां वन कार्य के लिए कुलियों का समूह एकत्रित होता था, इसलिए उसका नाम मटकुली पड़ा। जब पचमढ़ी में सड़क निर्माण का काम चल रहा था तो अंग्रेजों के लिए मजदूरी करने वालों को जहां पगार दी जाती थी, वहां पगारा नाम का गांव बस गया।'[12]

वर्तमान में पिपरिया में रेलवे के दोनों तरफ दो दुनियाएं हैं। रेलवे के एक तरफ दक्षिण का इलाका सतपुड़ा की जंगल पट्टी है। अभी भी वहां आदिवासी रहते हैं। जब हम इलाके के बारे में बात करते हैं तो इस पट्टी की चर्चा कभी नहीं करते। वास्तव में यह पूरा ही इलाका आदिवासियों का रहा है। पिपरिया में

[11] सुरोजीत सरकार, 56 वर्ष, अध्यापक, अंबेडकर विश्विद्यालय दिल्ली, साक्षात्कारः मई 2017
[12] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

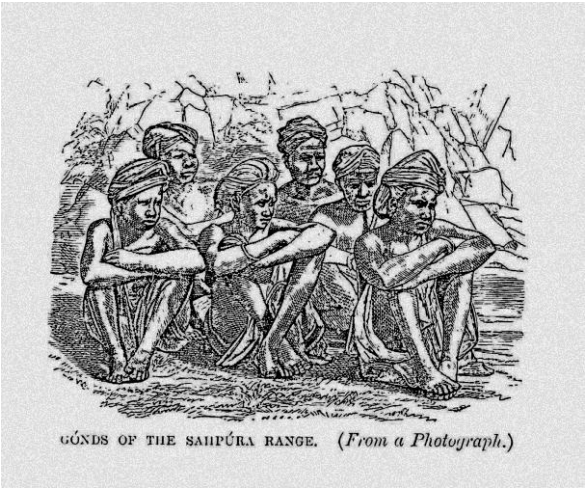
मारवाड़ी, सिंधी या कृषक समाज के इतिहास के साथ ही इस इलाके की आदिवासी जीवन शैली की बात करना भी ज़रूरी है। वे तो यहां के पुराने बाशिंदे रहे हैं। सवाल यह है कि इस ज़मीन पर उनका क्या संधर्ष रहा है ? आज वे कहां है ? पहले मैदानी क्षेत्रों तक उनका राज था। खिड़किया, सिवनी, मालवा जैसे इलाके आदिवासी राजाओं के थे। हमें समझना चाहिए कि किसी क्षेत्र के प्राकृतिक संसाधनों में केवल ज़मीन ही नहीं होती। जंगल भी होता है और पानी भी।[13]

मैदानी इंसानों के संपर्क में आने से पहले आदिवासी स्वतंत्र रूप से जंगल पर निर्भर थे। जंगली जानवरों के साथ भी उनके गहरे रिश्ते थे। पहले वन उपज आदिवासी की जीविका का आधार थी। लाख, महुआ, चिरौंजी, गुली, रामबुहारी, बाबरघास और दोना पत्तल आदि से उनका घर चलता था। यह वन उपज भी आदिवासियों से छीन ली गई। वे लकड़ी का सीमित उपयोग करते आये हैं पर आज उन्हें ही लकड़ी चोर कहा जा रहा है। आदिवासी औरतें पेट पालने के लिए सर पर लकड़ी ले जाकर बेचती हैं। उसे सरगट्ठा कहा जाता है। आज आदिवासियों की हालत सबसे खराब है। जो गौंड़ आदिवासी यहां के शुरूआती बाशिंदे थे, उन्हें मैदान के साथ साथ अब जंगल से भी वन्य प्राणियों के नाम पे भगाया जा रहा है।[14]

अपने भारत के स्वतंत्र होने पर आधुनिक युग में जंगल साफ हुए। नीचे शहर के आदमी ने अपने ऐशो आराम, सोफे पलंग के लिए पर्यायवरण का नाश किया। यहां आदिवासी पहले से, कई पीढ़ियों से जंगल में रहते आये हैं। तब जंगल कटते नहीं थे। जंगल कटवाने वाले शहरी लोग हैं। आदिवासी लोग तो आज भी टपरियों, झुग्गियों में रहते हैं। उनके घरों में थोड़े ही सोफे सेट मिलता है। उनका जंगल से ये रिश्ता है कि पहले न तो वे जंगल कटने देते थे और न ही जंगली जानवरों को मारते थे। उनकी जरूरतें सीमित थी। नाकेदारों से ज्यादा जंगल की सुरक्षा आदिवासी किया करते थे। जंगलों की आग हमेशा से आदिवासी ही बुझाते आये हैं। आज लकड़ी चोरी और कम होते जंगलों के लिए आदिवासियों को ही सब कोसते हैं जबकि फायदा कोई और उठा रहा है।[15]

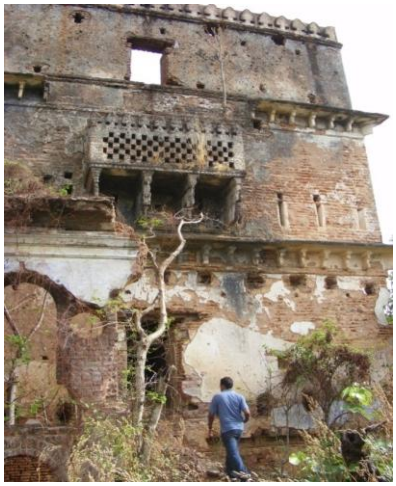
[13] बाबा मायाराम, 45 वर्ष, लेखक–पत्रकार, पचमढ़ी रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[14] हरगोविंद राय, 57 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः फरवरी, 2017
[15] रेवा बाई, 65 वर्ष, कोरकू रानी, डापका, साक्षात्कारः 4 मार्च, 2008

फोटो का टाइटल, वर्ष, स्त्रोत सुरोजीत जोड़ें



सतपुड़ा के गौंड़, वर्षः 1870

स्त्रोतः जेम्स फोरसिथ– हाईलैंड्स ऑफ सेंट्रल इंडिया



खंडहर राजमहल, फतेहपुर, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

डापका गाँव, पिपरिया, वर्षः 2008

स्त्रोतः जतन टस्ट

जुन्हैटा गाँव, पिपरिया, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

डापका गाँव, पिपरिया, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

रेल का आना /

The Coming of Railways

1 मार्च, 1870 को रेलगाड़ी बम्बई से सोहागपुर तक पहुंच गई थी। इसके एक हफ्ते बाद 8 मार्च, 1870 को सोहागपुर से जबलपुर लाइन को जोड़ा गया। इस तरह बम्बई से कलकत्ता तक रेलगाड़ी का आवागमन होने लगा। इस लाइन का उद्घाटन ड्यूक ऑफ एडिनबरा ने जबलपुर में एक सांदा खींच कर किया था।[16]

साहित्यकार भारतेंदू हरिश्चंद्र द्वारा निकाली जाने वाली पत्रिका 'कविवचन सुधा' में 'एक मध्यदेश यात्री' के नाम से 20 जुलाई 1872 के अंक में प्रकाशित 'संपादक के नाम पत्र' का पहला हिस्सा बनारस से जबलपुर रेल यात्रा का है। दूसरा हिस्सा जबलपुर से इटारसी का है जो यहां दिया जा रहा है –

''जबलपुर से फिर हम लोगों ने 3 रुपए में इटारसी का टिकट लिया और ग्रेट इंडियन पेनिनसुला रेलवे कंपनी की गाड़ी पर सवार हुए। यह गाड़ी एक विचित्र प्रकार की होती है। ईस्ट इंडियन रेलवे की गाड़ी में कई विभाग रहते हैं, परन्तु यहां सरासर एकी रहती हैं और उसमें छह बेंच लगे रहते हैं–तीन द्वार के एक ओर और तीन दूसरी ओर। इन गाड़ियों के एक कोने में एक शौच गृह (पायखाना) भी बना रहता है और गाड़ी की सूरत भी बहुत भद्दी होती है। यह तो तीसरी क्लास की गाड़ी है। यहां एक लोकल गाड़ी होती है जिसमें कुली आदि नीच लोग भेड़ की भांति भर दिए जाते हैं। उसमें बैठने के लिए कुछ भी स्थान नहीं बने रहते। किराया उसमें एक पैसे कोस है। यह तो गाड़ी की प्रशंसा है। स्टेशन का प्रबंध ऐसा है कि खाने की वस्तु का तो नाम न लेना, लोग पानी पुकारा करते हैं और कोई सुनता नहीं। एक बेर दो तीन मनुष्य मेरी गाड़ी में बहुत चिल्ला रहे थे कि एक गार्ड आया तो एक पारसी ने कहा Sir They (are)Complaining very much for water. (साहब लोग पानी–पानी बहुत चिल्लाते हैं) तो गार्ड ने उत्तर दिया Can't help (मैं कुछ नहीं कर सकता।) अब कहिये ज्येष्ठ की दुपहरी में यदि कोई पानी बिना मर जाय तो क्या कंपनी पकड़ी न जायेगी? इस उत्तर से तो यही प्रगट होता है। जबलपुर और इटारसी के बीच में 7 स्टेशन चिदवारा, नृसिंहपुर, गदावराए, बाकेड़ी, सोहागपुर, बाग्रा और इटारसी पड़ते हैं परन्तु रेल पथ के दोनों ओर जंगल और पहाड़ों के कुछ दृष्टि नहीं पड़ता। कोसों पर्यन्त कोई गांव नहीं दिखाई देता। इससे आप समझ लीजिए कि यह कैसा देश है। इटारसी और बाग्रा के बीच यहां भी एक सुरंग है जिसके भीतर से गाड़ी जाती है परन्तु यह सुरंग जमालपुर के सुरंग से बड़ा है क्योंकि इसमें जिस समय गाड़ी जाती है तो किंचित अंधकार हो जाता है पर उसमें इधर से उधर तक बराबर प्रकाश रहता है परन्तु अनेक लोग कहते हैं कि वही बड़ा है। इटारसी के स्टेशन से बाहर आकर मैंने एक बेर जो दृष्टि फेरी तो ज्ञात हुआ कि कैसे देश में आया हूं क्योंकि चतुर्दिक जंगल और मैदान दीखने लगा। इसके आगे मार्ग ऐसा है कि केवल सग्गड़ और घोड़े के कुछ नहीं जा सकती। हम लोगों ने भी एक गाड़ी पांच रुपए पर भाड़े की और चढ़ कर चले। आगे का समाचार दूसरे पत्र में लिखूंगा।''

[16] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

पहले सोहागपुर का महत्व पिपरिया से कहीं ज्यादा था। उस समय वहां अंग्रेज लोग रहा करते थे। रेलवे का इंस्टीट्यूट और हॉस्पिटल भी वहीं थे। तब मेल पिपरिया में नहीं, सोहागपुर में रुकता था। लोकोशेड वहीं था। ड्राइवर चेंज होता था। सारी व्यवस्था वहां थी।[17]

सोहागपुर बहुत पुराना शहर है। पहले कहा भी जाता था– *'पढ़े न लिखे, सोहागपुर चले'* । यह कहावत इसीलिए थी क्यूंकि यहां पर मुकदमे लड़े जाते थे। मेरे नाना जी यहां आस पास की परिस्थितियों के बारे में सुनाया करते थे। इटारसी, जो आज इतना बड़ा शहर है, वहाँ एक मालगाड़ी का डब्बा रखा रहता था और टिकटें मिलती थी। पिपरिया की हालत भी हमने देखी थी। वहाँ बस झोपड़ियां ही झोपड़ियां दिखती थी। 1952–53 के पश्चात् व्यापर बढ़ने के साथ ही पिपरिया का डेवलपमेंट होना शुरू हुआ।[18]

इस छोटी सी रेलवे स्टेशन का नाम था पोसार पिपरिया। स्टेशन के एक तरफ प्लेटफार्म था। उसके पीछे मालगोदाम था। दूसरी तरफ थोड़ा आगे एक प्लेटफार्म था जो गवर्नर के लिए था। जब गवर्नर आता था तो गाड़ी यहां लगती थी। पचमढ़ी के कारण गवर्नर और दूसरे अफसरों का यहां आना–जाना लगा रहता था।[19]

शुरुआत में रेलवे में नल नहीं लगे थे। लोग ही मुसाफिरों को पानी पिलाते थे। हिन्दू पानी पिलाने वालों को पानी पांडे कहा जाता था। वे लंबी चोटी रखते थे। मुस्लिम पानी पिलाने वाला तुर्की टोपी पहनता था। रेलगाड़ी निकलने के बाद जब पिपरिया स्टेशन बनी तो वहां 1930 के आसपास दो टी स्टाल खुले। मुस्लिम टी स्टाल का ठेका मोहम्मद मुराद ने लिया और हिन्दू टी स्टाल का ठेका चौखेलाल चितर मल का था लेकिन उसे चलाते भूदेव सेठ थे। स्टेशन पे चाय बेचने के लिए एक बोर्ड लगाया गया था। उस पर लिखा था 'ये नशे की प्याली है, दिल खुश करने वाली है।' रेलवे स्टेशन पर जब पहली बार केंटीन बनी तो उसका ठेका चौखेलाल चितरमल का था। केंटीन प्लेटफार्म के नीचे बनी थी। लंबे समय तक पिपरिया में चाय केवल रेलवे स्टेशन पर ही मिलती थी।[20]

रेलवे स्टेशन के उस तरफ जहां आज सरकारी अस्पताल है, वहां राजा की सराय थी। यह सराय 1890 में बनी थी। राजा को स्टेशन पार करके जाना पड़ता था। उनके लिए पुल बनाया गया। जब पुल बना तो उसमें यहां के कई मज़दूरों ने काम किया। पुल बनते ही लोगों ने उसका देसी नामकरण कर दिया डगडगा। उस समय आसपास के गांवों के कितने ही लोग डगडगा देखने आया करते थे। यह उनके लिए नई चीज थी।[21]

इसी डगडगा के नीचे एक छोटे से कमरे में रेलवे का टिकटघर था। जहां आज जीआरपी का भवन है, वहां एक छोटी सी लाल इमारत थी।[22]

हम रेलवे कालोनी में रहते थे। स्टेशन के थाने से थोड़ा आगे नल लगा था। उसमें से थोड़ा थोड़ा पानी गिरते रहता था। लोग पानी भर लेते थे। वहां लोग नहा भी लेते थे। हम लोग स्टेशन पर चका चलाते थे। पटरी पर भी चका चलाते थे। पानी की बड़ी टंकी बनी थी। वहां पर बच्चे खेला करते थे। गिट्टी वाली

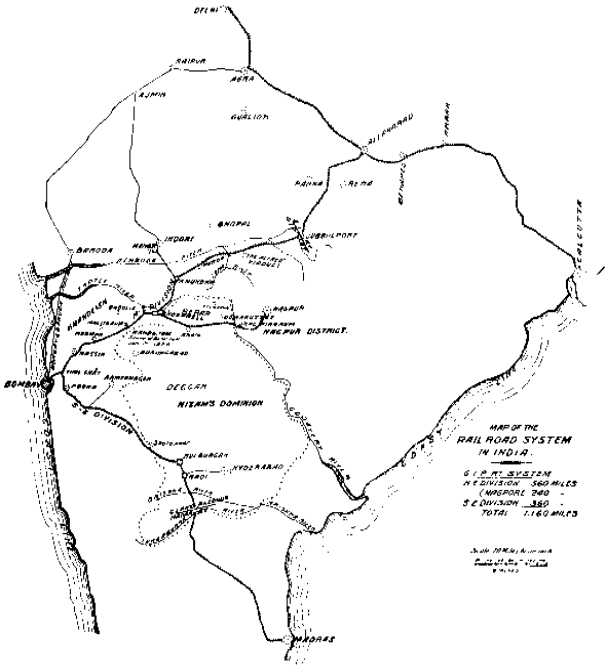
[17] गोविंद बनर्जी, 76 वर्ष, समाजसेवी, बनर्जी कॉलोनी, पिपरिया, साक्षात्कारः जुलाई, 2017
[18] महादेव प्रसाद तिवारी (मधु मास्साब), सेवानिवृत्त शिक्षक, 86 वर्ष, सोहागपुर, साक्षात्कारः अगस्त, 2007
[19] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[20] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[21] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[22] श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017

गाड़ियों के डिब्बे खड़े होते थे। उनमें ही खेलते थे। दौड़ते रहते थे। उस समय शंटिंग होती थी तो चलती रेलगाड़ी में खेलते थे।

हमारा स्कूल इस तरफ था। उस समय जयप्रकाश शाला के अंदर एक अशोक शाला भी होती थी। हम प्लेटफार्म पर चढ़कर फिर उतर कर पटरी पार करके स्कूल पहुंचते थे। इस तरफ मालगाड़ी का प्लेटफार्म भी था। वह भी पहले नीचा था। उसे पार करके गल्ला बाजार में वरनदानी डाक्टर के बाजू में एक गली थी उससे स्कूल पहुंचते थे। वहां बटरा, चना के ढेर लगे रहते थे। उन्हें जेबों में भरकर वहां से गुजरते थे। पहले मुरम वाला प्लेटफार्म था। लैम्प लगे रहते थे। तब मेल को डाक गाड़ी बोलते थे। रेलवे में डाक उसी में जाती थी। उसके डिब्बे का रंग लाल होता था। कई बार हम डाक उसी में डाल देते थे।

हम अक्सर स्कूल जाते वकत पटरी पार किया करते थे। मेरा एक भाई दूसरी में पढ़ता था। वह मुझसे छोटा था। एक दिन स्कूल की छुट्टी जल्दी हो गई। वापसी में हम पटरी पार कर रहे थे और उस समय मेल आ रही थी। सब प्लेटफार्म पर चढ़ गए पर वो रह गया और रेल से कट गया। उन दिनों यहाँ रेल से जुड़े ऐसे कई हादसे हुआ करते थे।[23]

[23] मुकेश भार्गव, 60 वर्ष, शैक्षिक कार्यकर्ता, लोहिया वार्ड, पिपरिया, साक्षात्कारः दिसम्बर, 2017



पहली फोटो का टाइटल, वर्ष, स्त्रोत सुरोजीत जोड़ें

गोंदिया रेलवे स्टेशन का 'हिन्दू टी स्टॉल', वर्षः 1932

स्त्रोतः नैरो गेज रेलवे म्यूज़ियम, नागपुर

रेलवे स्टेशन, पिपरिया, वर्षः 2017

स्त्रोतः सेंटर फॉर कम्युनिटी नॉलेज

रेलवे स्टेशन, पिपरिया, वर्षः 2017

स्त्रोतः सेंटर फॉर कम्युनिटी नॉलेज

कहां–कहां से आए लोग /

People's Journey to the Town

काम कैसे पिपरिया ले आता है इसका एक उदाहरण हैं धोबी समाज के लालजीराम। वे राजस्थान के मेवाड़ से 1857 की गदर के समय मची भगदड़ में मालवा के पठार पहुंच गए। कुछ समय उन्होंने उज्जैन के देहातों में काम किया। फिर वे जबलपुर चले गए। वहां लोग रेलवे लाइन बिछाने के काम में लगे थे। वे भी उस काम में लग गए। काम के दौरान वे खमरिया में रुके। फिर रेल लाइन बिछाते–बिछाते गोटेगांव पहुंचे। फिर करेली, गाडरवारा में काम करते करते वे पिपरिया आ गए। तब तक रेल लाइन बिछाने का काम पूरा हो चुका था तो 1870 में वे पिपरिया में नदी किनारे मकान बनाकर रहने लगे और अपना पुश्तैनी धंधा करने लगे।[24]

सयाने कहते थे कि जब शोभापुर के गौंड़ राजा उमराव साव ने हमें यहां बसाया था तब भी हमें गौंड़ी नहीं आती थी। इसीलिए छिंदवाड़ा के गौंड़ हमारे हाथ का पानी नहीं पीते थे। छिंदवाड़ा और बैतूल में तो आज भी गौंड़ी–कोरकू बोली जाती है।[25]

राजस्थान में बार–बार आने वाले अकाल से परेशान कुछ मारवाड़ी रेल आने के पहले 1860 में इस इलाके में आ गए थे। रेल आने के बाद यहां आने वाले मारवाड़ियों की संख्या बढ़ी। उस समय मारवाड़ी तीन इलाकों में बंट गए – विदिशा, रायसेन और होशंगाबाद। होशंगाबाद जिले में पिपरिया के आसपास के गांवों में मारवाड़ियों ने अपना ठिकाना बनाया। उनमें उमरधा, खापरखेड़ा, माछा, निभौरा आदि मुख्य थे। नर्मदा नदी के उस पार रायसेन जिला लगता है। वहां छातेर और ऊटिया में मारवाड़ी पहुंचे और बाद में ये सब पिपरिया आ गए। शुरुआत में पिसी और ब्याज मारवाड़ियों का मुख्य धंधा था। फिर उन्होंने किराने से लेकर दूसरी जरूरत की चीजों का व्यापार शुरू किया। फिर वे खेती और अनाज के व्यापार में भी आ गए। माहेश्वरी समाज राजस्थान के तीन परगना से यहां आकर बसे। बीकानेर, बड़ी मारवाड़ और जैसलमेर। इन सभी के रीति रिवाज अलग–अलग हैं और सोच समझ भी। पिपरिया में आज 40 फीसद माहेश्वरी जैसलमेर के और 30–30 फीसद बीकानेर और बड़ी मारवाड़ के हैं।[26]

पिपरिया *से आठ किमी दूर स्थित खापरखेड़ा यहां का पुराना गांव है। यह मारवाड़ियों का गढ़ रहा है। मारवाड़ी सबसे पहले खापरखेड़ा ही पहुंचे। फिर वहां से पिपरिया या दूसरी जगह गए। आज हथवांस और सिलारी समेत अधिकतर गाँव पिपरिया का ही हिस्सा बन गए हैं। उन दिनों राजस्थान से खापरखेड़ा पहुंचने में 32 दिन लगते थे। ऊंटों का काफिला चलता था। वे दिन भर चलते थे और किसी सुरक्षित स्थान पर रात बिताते थे। रास्ते में ठग और पिंडारियों का खतरा रहता था। जयपुर–जबलपुर का जो रास्ता आज है, लगभग वही उस समय भी था। माहेश्वरियों की बहुलता के कारण खापरखेड़ा को दूसरा जैसलमेर कहा जाता था। देशबंधु शुरू करने वाले मायाराम सुरजन के पूर्वज भी खापरखेड़ा में रहे हैं। मायारामजी का जन्म खापरखेड़ा में हुआ था।*[27]

[24] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[25] चम्पू लाल गौंड़, 98 वर्ष, श्रमिक, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अक्टूबर, 2016
[26] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[27] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

खापरखेड़ा ज्यादा विकसित था। वहां माहेश्वरी लोग थे। उनके पास पैसा था। वहां ज़मीन सबसे महंगी है। पास में खपरिया है वहां की जमीन भी महंगी है। जब साधन बढ़े तो इन लोगों ने फट से ज़मीन, ट्रैक्टर, कार खरीदी। खापरखेड़ा वाले ब्याज का धंधा करते थे दो रुपए सैंकड़े का। पिपरिया के सेठों को उन्होंने बहुत कर्ज़ दिया था। फिर बाद में उन्होंने वो धंधा बंद कर दिया था।[28]

चारों तरफ से लोग पिपरिया आए हैं। कच्छ, गुजरात से बोहरा मुसलमान और जैन आए। कहते हैं शुरुआती व्यापार कच्छियों ने ही संभाला। कच्छी यहां 1880 तक ही आ गए थे। वे यहां आठ महीने दुकान लगाते थे और बरसात में दुकान में ताला लगाकर कच्छ चले जाते थे। कच्छ से आते थे इसीलिए उन्हें कच्छी कहा जाता था। बाद में कुछ कच्छी परिवार यहीं बस गए।[29]

बताते हैं कि कच्छी बड़े लंबे चौड़े व्यापारी थे। नारियल, गल्ला, कपड़ा आदि कई तरह का व्यापार करते थे। वे सारा हिसाब अंगुलियों पर कर लेते थे। लोग कहते थे कि अच्छा कच्छी वह है जो तीन दिवाली निकाले। माल नहीं बिका तो दुकान में ही माल रखा और एक चौकीदार की ड्यूटी लगाकर चले गए। उनका धंधा बड़ा था इसलिए उन्होंने माल रखने को इतने बड़े–बड़े मकान बनवाए।[30]

शुरुआत में कई लोग सीधे पिपरिया नहीं आये। चीचली, तेंदूखेड़ा, गाडरवारा, बनखेड़ी, उमरधा, सांडिया, खापरखेड़ा, बरेली, शोभापुर, बाबई, इटारसी, विदिशा, छिंदवाड़ा, सिवनी बनापुररा आदि जगहों से लोगों का यहां आना हुआ। स्वास्थ्य और शिक्षा के चलते इन सभी का लिंक जबलपुर से बना रहा। इन जगहों में जातिगत विविधता ही नहीं, हुनर की विविधता भी थी। कई कारीगर किस्म के लोग पिपरिया में रहने लगे। पिपरिया इधर–उधर जाने वालों के लिए केंद्र थी। रेल आने के साथ साथ इस तरफ अवध से भी लोग आए हैं। जैसे, कानपुर से नीचे बांदा, कन्नौज बुंदेलखंड की बार्डर पर है। वहां से एक रास्ता झांसी आता है और दूसरा नीचे नर्मदा उतरता है। जिन लोगों के पास साधन कम थे, वे नीचे उतर आए। बांदा–मैयर वाले आसान रास्ते से जबलपुर, श्रीधाम और नर्मदा के साथ वाले इलाकों में बसते रहे।[31]

आज़ादी के बाद परिस्थितिवश सिंधी यहां शरणार्थी बनकर आए और बहुत बाद में संभवतः 1970 के आसपास ईरानी यहां आए जिन्हें उनके पहनावे के कारण बलूची समझा जाता था। जो भी यहां आया उसने यहीं की भाषा बोली अपना ली, लेकिन सिंधी और ईरानी अपवाद रहे। सिंधियों में आज भी बोलचाल की भाषा सिंधी ही है। इसी तरह ईरानी फारसी में बात करते हैं और उर्दू में लिखते हैं। ये दो कौमें ही अपनी बोली बचा पाई हैं। अन्य अधिकतर समाज अपनी भाषा बोली को भूल यहां की हिन्दी और बुंदेली को अपना चुके हैं।

सिंध के लाडकाना जिले में मेरे पिता का अनाज का धंधा था। विभाजन के दो–चार महीनों बाद वहां मुसलमानों ने मारकाट शुरू कर दी। दुकानें और मकान हड़पे जाने लगे। किसी को खंजर मार दिया। तब हमें बोरिया बिस्तर बांध कर कराची से बम्बई जाने के लिए भेजा गया। कराची में हमारा सब सामान चोरी हो गया। फिर हम पानी के जहाज से मड आईलैंड कैम्प बम्बई पहुंचे। परिवार में माता–पिता और चार भाई थे। वहां शरणार्थी कैम्प में साल–दो साल रहे। फिर वहां से हमें कटनी, मध्यप्रदेश भेजा गया। कटनी कैम्प में मुझे मैट्रिक सर्टिफिकेट के बलबूते कैम्प कमांडर की नौकरी मिल गई। यह 1951–52 की बात होगी।

[28] रामदयाल गुप्ता, 82 वर्ष, व्यवसायी, कस्तूरबा वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[29] श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[30] मोहम्मद अली बोहरा, 82 वर्ष, व्यवसायी, पिपरिया, साक्षात्कारः अप्रैल, 2017
[31] वीरेंद्र दुबे, 62 वर्ष, शैक्षिक कार्यकर्ता, पचमढ़ी रोड, पिपरिया, साक्षात्कारः मई, 2017

कटनी में ही मेरा विवाह हुआ। बैलगाड़ी में मैं और मेरी बीबी क्वार्टर तक आए थे। फिर मेरे एक अंकल की मार्फत ग्रुप बनाकर 1953–54 में हम पिपरिया आ गए।[32]

हमारे सयाने गुजरात से आए थे। बहुत पुरानी बात है। हम क्या, सभी लोग बाहर से आए थे। कोई गुजरात से, भोपाल से, इंदौर से। जैसे सिंधी आए हैं। सुनार वाली टाकीज सीमेंट रोड पर थी। हमने उसमें दस पैसे में सिनेमा देखा है। इतवारा बाजार में दो आना में देखा है। पिंडखजूर आज बीस रुपइया पाव मिल रहे हैं। हमने दस पैसे पाव खाये हैं। हम सब्जी लेने जाते हैं तो हमें घबड़ाई लगती है। दस पइसा किलो की चीज आज 80 रुपइया किलो मिल रही है।[33]

1880 के आसपास काबुल, अफगानिस्तान से खान यहां आए। उन्होंने इतवारा बाजार में अपना ठिकाना बनाया। बंटवारे के समय हमारे परिवार के पाकिस्तान न जाने से लोगों को बहुत हिम्मत थी। इधर से अबदुल्ला भाई, मुराद मामू, पीर मुहम्मद वगैरह रातों रात भोपाल चले गए थे। पहले कहते रहे कि नहीं जा रहे, नहीं जा रहे। पर फिर अलीम भाई के दो भाई चले गए थे पाकिस्तान। हमारे मोहल्ले में भी कुछ लोग तैयार हो गए। जो लोग उस समय घबराहट में जाना चाहते थे वे अपने मकानों को ऐसे ही छोड़कर जाने को तैयार थे। हमारे पिताजी और बड़े पिताजी ने जा–जाकर लोगों को समझाया और सामान खुलवाया। कहा इतना क्यों घबरा रहे हो? दूसरे समाज के लोगों ने, जैसे हरनारायण सेठ ने कहा कि आप लोगों को कहीं जाने की जरूरत नहीं है। बंटवारे के समय यहां मारकाट की कोई घटना नहीं हुई। लोग बताते हैं कि वालिद साहब को बहुत भरोसा था कि कुछ नहीं होगा और उनका भरोसा कायम रहा।[34]

[32] हरिदास पंजवानी, 88 वर्ष, फोटोग्राफर–कमल फोटो स्टूडियो, सिंधी कॉलोनी, पिपरिया, साक्षात्कारः फरवरी, 2017
[33] नन्हेलाल पटेल, 85 वर्ष, पशु पालक–किसान, गूजरपूरा पुरानी बस्ती, पिपरिया, साक्षात्कारः मई, 2017
[34] अशरफ खान(सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017

फोटो का टाइटल, वर्ष, स्त्रोत सुरोजीत जोड़ें

ऊँटगाड़ी, मध्य प्रदेश, वर्षः अज्ञात

स्त्रोतः कैमलफोटोज़ / गूगल

मुंबई जाने के लिए कराची बंदरगाह पर एकत्रित हिन्दू शरणार्थी, वर्षः 1947

स्त्रोतः मार्ग्रेट बौर्के व्हाइट, लाइफ आर्काइव

जंगल, जानवर और लालटेन वाली पिपरिया/

Forest, Wildlife and Lantern Days

हमारे पिताजी किसानी करते थे और हिम्माली भी करते थे। उनके घरवारे भी गल्ला मंडी में हिम्माली करते थे। तब यहां पुरानी बस्ती में बाघ आ जाता था। यहां इतना घना जंगल था की निस्तार करने भी अकेले नहीं जाते थे। पिता या किसी बड़े को साथ लेकर जाते थे।[35]

रात को आठ बजे कोई जयप्रकाश शाला के सामने पेशाब करने नहीं जा सकता था। इतना घना जंगल था की सीमेंट रोड की तरफ रात को शेर आ जाते थे। 1959–60 तक दिन के 12 बजे भी कोई वहां से हथवांस नहीं जा सकता था अकेले। कभी जाना पड़ता तो दो–चार आदमी मिलकर जाते थे। पुलिया, कब्रिस्तान और जंगल का सन्नाटा होने के चलते लोगों के मन में भय बना रहता था।

हमारे यहां हथवांस वाले प्रहलाद रघुवंशी दुकान पर काम करते थे। भोजन के लिए 11 बजे उनकी छुट्टी होती थी। फिर वे एक बजे वापस आते थे। आप सोचिये क्या समय रहा होगा कि उनके साथ हथवांस का एक सहयोगी सिर्फ इसीलिए रखा हुआ था ताकि रास्ते में दोनों का साथ रहे। वे मंझले दद्दा थे। एक बार दोनों दोपहर के खाने के लिए साथ जा रहे थे कि किसी कारण से उनका साथ छूट गया। प्रहलाद जी साइकिल पर निकल गए और मंझले दद्दा अपनी धुन में चले जा रहे थे। उधर चुन्नीलाल राय के दामाद हल्लू राय पागल थे। वे गांधीजी की तरह एक धोती पहनते और उसे शरीर पर लपेटे रहते। उनकी पत्नी चंदनिया भी पागल थी। वह चौराहे से गुलाब सेठ की दुकान तक दौड़ती चिल्लाती रहती लेकिन हल्लू राय चुपचाप रहते थे। पुलिया के उस तरफ एक सूखा पेड़ था। वहीं हल्लू राय की आरामगाह थी। अचानक हल्लू राय पेड़ के पीछे से निकल कर मंझले दद्दा के सामने आ गए। दद्दा समझे कि भूत है और वे दौड़ पड़े। हड़बड़ी में उनकी एक खड़ाऊ बोहरो के कब्रिस्तान के पास गिर गई। करीब डेढ़ घंटे बाद जब वे खाना खाकर प्रहलादजी के साथ लौटे तो उन्हें दूसरे पैर की खड़ाऊं वहीं पड़ी मिली।[36]

हमारे यहां एक कोदू दादा थे। उनकी तबीयत खराब हुई तो शाम साढ़े छह बजे लेकर अस्पताल गए। वहां से निकले तो शेर घूम रहा था बाहर। हमारी उम्र 14 साल की रही होगी। लोगों ने झट्ट से हमें खींचकर घर के अंदर कर लिया। फिर कम्पाउंडर साहब ने आग का गोला बनाकर शेर को वहाँ से भगाया।[37]

बंटवारे के आसपास की बात है। हमारे बड़े पिताजी के साले ने एक सांड को मार दिया था। वो माता का सांड था। वो अक्सर खेतों में घुस परेशान करता था। तो उन्होंने उसे बल्लम मार दिया । वह वहां से भागता हुआ आया और देनवा क्लब के सामने गिर गया और मर गया। सिंधी लोग आए थे पाकिस्तान से। उनमें जो नेता लोग थे उनने बड़ा हंगामा किया था। बहुत पब्लिक थी। उसका नाम असद अली था। उन्हें डम्फानी दादा कहते थे। हमने किसी से पूछा ये अजीब नाम है तो उन्होंने बताया कि वह दंद फंद करता था इसलिए उसे डम्फानी कहने लगे। फिर जग्गू उस्ताद वहाँ आए और उन्होंने वहाँ से गाड़ी मंगाकर उसे सीधे थाने ले जाकर खड़ा कर दिया। तब जाकर मामला कहीं रफा दफा हो पाया। कहते हैं की उस सांड को लाल कपड़े में शानदार अर्थी बनाकर ले जाया गया था। इसी तरह एक बार सब्जी वाली मुन्नी बाई ने

[35] सन्नो बाई गौंड़, 80 वर्ष, श्रमिक, गौंड़ीपुरा, पिपरिया, साक्षात्कारः अप्रैल, 2017
[36] श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[37] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017

गाय को जोर से बांट या लकड़ी से ठेला तो गाय मर गई। हल्ला काफी मचा मगर लोग बीच में पड़े और बात आपस में ही सुलझ के आई गई हो गई।[38]

पहले भैंसें और जानवर बहुत हुआ करते थे। हर परिवार में करीब 25–30 नग जानवर रखते थे। जंगल का इलाका होने के चलते बड़े जानवरों से खतरा बना रहता था। अपने मवेशियों से खतरा टालने के लिए हम पूजा पाठ किया करते थे। जैसे कहीं बाघ के पांव का चिन्ह मिल जाए तो वहां पैसा रखकर पैर पड़ते थे। देवी के जंगल में तो जानवर मिलते रहते हैं। वो पूरा पहाड़ी एरिया है। वहां कई गऊशाला बनी हुई है। वहां से अक्सर तेंदुआ छोटे जानवरों को उठा ले जाता है। सोनकुत्ता का दस–बीस का झुंड रहता है। जो ढोर उससे चमक के भागा तो वो उसका शिकार करता हैं। नहीं तो कोई से नहीं बोलता।

यहाँ 1955–60 तक खूब अंग्रेज़ लोग आया करते थे। पिताजी भी उनके साथ शिकार के लिए जाते थे। फिर बाद में शिकार पर रोक लग गई थी। पिताजी कभी भी हमें रात को अपने साथ नहीं आने देते थे। वे रात को बैलगाड़ी से शिकार पर जाते थे। उनके ठांव रहते थे। कहते थे शेर बैलगाड़ी से ही दबता है। वो अपने शिकार की सोचता है और गाड़ी वाले उसके शिकार की सोचते हैं। उनके बैल भी ऐसे थे कि चमकते नहीं थे बड़े जानवर से। हमारे घर पर कई बैलगाड़ियां होती थीं। शिकार वाली गाड़ी अलग रहती थी जिसमें तीन लोगों के बैठने की जगह होती थी।

1968 में पिताजी ने एक शेर मारा था। आठ–दस फायर में जा के मरा था। उस आदमखोर शेर ने एक भैंस का शिकार किया था लेकिन वो भैंस मरी नहीं थी। फिर पिताजी ने उसी जगह पर मचान बांधा। शेर इतना चालाक था कि रात भर वहां नहीं आया। सुबह तड़के आया और अधमरे शिकार पे एक मुंह मारा ही था कि पिताजी ने उसे गोली मार दी। वो उचका तो एक और गोली मारीद्य गोली खाकर भी वह उचक के भाग गया। फिर ढूंढने पर पानी में पड़ा मिला। फिर उसे और गोलियां मारी। इस तरह सात फायर किए जब वह मरा था। सुनते हैं कि पहली दफे इधर किसी ने इत्ता बड़ा शेर मारा था।[39]

अब्दुल अहद शिकारी हमारे दादाजी थे। उन्हें शिकार का शौक था। पहला शिकार उन्होंने किया खेड़ा पर आदमखोर शेर का, जो लपक गया था। वो गाड़ी में से बैल नोंच लेता था। गांव के लोग लकड़ी बेचने पिपरिया शहर आते थे। गाड़िया लाइन से चली आती थीं तो आदमखोर शेर बैल नोंच लेता था। फिर दादाजी को परमीशन मिली शेर मारने की। गांव में मीटिंग हुई और कलेक्टर ने उनको परमीशन दी। कलेक्टर कोई अंग्रेज था। वह अपनी बीबी के साथ आया था। मीटिंग में पहले पूछा कौन शेर मार सकता है? दादाजी ने शर्त रखी कि उनको बंदूक का लाइसेंस और शिकार की अनुमति मिले। अंग्रेज की बीबी ने अपने पति से कहा इसको लिखकर दो कि इसकी मांग पूरी करोगे। तब कलेक्टर ने लिखकर दिया। दादा ने दूसरे दिन ही शेर को टपका दिया। ट्रक में ले गए थे डालकर। इनाम में राइफल मिली थी। हमने दादा को नहीं देखा। उनके बारे में सुना भर है। गांव के सयाने लोग अक्सर उन्हें याद किया करते हैं।

कहते हैं उनके पास बहादुर बैल थे। वे बैल दहाड़ सुनकर भागते नहीं थे। दादा ने उनके सींगों पर बंदूक धरके गोली मारी है। सयाने बताते हैं कि जब वे बैलगाड़ी पे जाते थे तो शेर पंजा मार देता था तो वे डरते नई थे। हंकनी से ही उसे फटकारते थे। बोदागाड़ी भी उनके पास थी। शौकीन आदमी थे। उनके पास जानवर बहुत थे। बैलगाड़ी भी कई थीं। कम से कम सौ जानवर रहे होंगे उनके पास।

[38] अशरफ खान (सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[39] बुद्धू सिंह उइके, 75 वर्ष, ट्रक ड्राइवर, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017

गांव वाले कहते हैं कि उन्होंने अपने जीवन में 90 शेर मारे थे। शेर के लिए बोदा बंधवाया जाता था। ऊपर झाड़ पे मचान बांधते थे। शेर को होशियार करके मारते थे। वो बोदा खाने आया तो चिल्लाए और मार दिया। उनका निशाना अचूक था। जहां के लोग शेर या तेंदुए से परेशान हुए वे दादा के पास आते थे और उसे मारने की गुहार लगाते थे। दादा भी तुरंत चल देते थे। पहले खाल वाल घर में थीं लेकिन पुराना मकान जल गया उसमें सब नष्ट हो गया।[40]

मैंने हजारों की तादाद में तोते और नीलकंठ देखे हैं। मोर भी यहां होते थे, शहर में कम पर आसपास ज्यादा। बगुले, गिद्ध और उल्लू भी भारी तादाद में थे। भेड़ वाला काम हमारे देखते–देखते ही लोप हुआ। कोरी लोग कम्बल बनाते थे। ढुलाई के लिए गधों का इस्तेमाल होता था।[41]

टोले भर के लोग जमा हो गए। औरत–मर्द, बूढ़े–बच्चे सभी कामकाज छोड़कर दौड़ आये – चल रे चल ! अपना पंचलैट आया है, पंचलैट ! सूरज डूबने के एक घंटा पहले ही टोले भर के लोग सरदार के दरवाजे पर आकर खड़े हो गए– पंचलैट, पंचलैट ! पंचलैट के सिवा और कोई गप नहीं, कोई दूसरी बात नहीं... सवाल पैदा हुआ, पंचलैट को जलाएगा कौन ? गाँव वालो ने आज तक कोई ऐसी चीज नहीं खरीदी, जिसमे जलाने–बुझाने की झंझट हो। कहावत है न– भाई रे, गाय लूं तो दुहे कौन ? लो मजा ! अब इस कल–कब्जे वाली चीज को कौन बाले? [42]

1860 से करीब 1960 तक लगभग पूरे सौ साल इस इलाके को लालटेन और लैम्प रोशन करते रहे। यानी देवगांव और पोसार के हिस्से में बिजली नहीं थी। यह तोहफा पिपरिया के हिस्से में आया। शुरुआत के दिनों में आग ही रोशनी देती होगी। दिन ढलने से पहले घर के काम कर लेना और अंधेरा घिरते ही अलाव जलाकर उसकी रोशनी में कुछ काम और कुछ गाना बजाना चलता होगा। और कुछ नही ंतो बतरस तो होती ही होगी। फिर आई होंगी चिमनियां, लालटेन और लैम्प। बच्चों को लगता होगा जैसे किसी ने अलाव की लौ को लालटेन में कैद कर लिया हो![43]

हमने वो जमाना देखा है जब चौगड्डे पर लालटेन जलती थी। यहां बिजली नहीं थी। तब हम खंडवा से यहां आए थे। हमारी उम्र तब 12–13 साल की रही होगी। यहां हमारे चाचा रहते थे। उनके पास हम आते–जाते रहे। तब चार ट्रेनें चलती थीं– एक कलकत्ता मेल और दूसरी काशी एक्सप्रेस और दो पैसेंजर ट्रेन। काशी एक्सप्रेस यहां नौ–साढ़े नौ बजे आती थी। रात को गाड़ी आए तो खूब अंधेरा रहता था। हम अंधेरे में ही निकल जाते थे। कभी–कभी इस घने अंधेरे में स्टेशन पर कोई बच्ची फंस जाती थी तो हमसे पूछती कहां जा रहे हो? हम कहते बरौआ मोहल्ला जा रहे हैं तो वह हमसे कहती भैया हमें फलाने मोहल्ले में छोड़ देना। हम कहते ठीक है जीजी चलो छोड़ देते हैं। ऐसा कोई डर उस समय नहीं था लेकिन उस समय स्टेशन तक पर जानवर आ जाते थे। घने अंधेरे में झाड़ झंझाड़ से उलझकर चोट लगने का अंदेशा भी रहता था इसलिए किसी का साथ जरूरी था।[44]

[40] अब्दुल हमीद (46) एवं शकील खान (43), अब्दुल्ला शिकारी के पोते, डोकरीखेड़ा, पिपरिया, साक्षात्कारः जुलाई, 2017
[41] वीरेंद्र दूबे, 62 वर्ष, शैक्षिक कार्यकर्ता, पचमढ़ी रोड, पिपरिया, साक्षात्कारः मई, 2017
[42] फणीश्वर नाथ 'रेणु' की कहानी 'पंचलैट' का एक अंश
[43] नरेंद्र मौर्य, 61 वर्ष, पत्रकार, पिपरिया, साक्षात्कारः फरवरी, 2017
[44] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017

बिजली तो यहां 1960 में आई है। उससे पहले नगरपालिका के लैम्प जलते थे। बड़ी चिमनी में मिट्टी का तेल डालकर जलाते थे। फिर उल्टी लटकाने वाली गैसबत्ती आई जो हवा भरकर जलती थी। वे दो–चार मुख्य जगह पर लगाई जाती थी।[45]

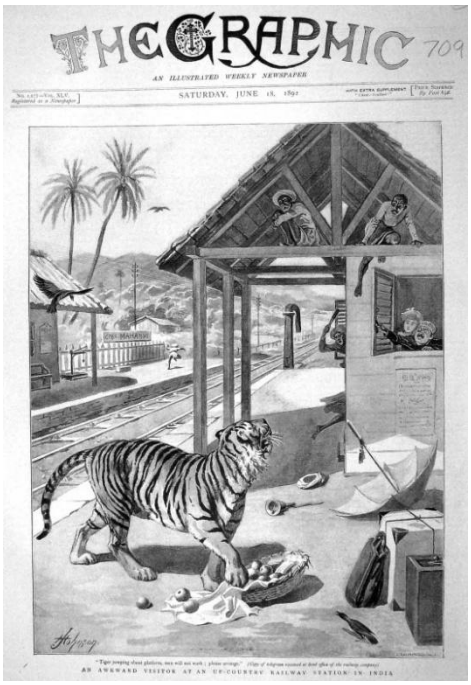
मैं 1948 में पहली बार पिपरिया आया था। तब यहां बिजली नहीं आई थी। 1960 के आस पास बिजली आयी। उस से पहले यहां नगरपालिका के ढिबरे जला करते थे। [46]

बिजली आने से पहले हम चरखुट लैम्प जलाते थे, बत्ती वाले। शुरुआत में लाइट बड़ी अजीब सी चीज लगती थी! [47]

जब हम पिपरिया आए तो बिजली नहीं थी। हम लालटेन में पढ़ते थे। काबराजी की चाल में दो ब्लाक थे। एक में हम रहते थे। बिजली बहुत बाद में आई। 1952 में हमारे मैट्रिक करने के बाद आई है।[48]

हमारे दादा रायबरेली उत्तरप्रदेश से 1938 में पिपरिया आए थे। मेरा जन्म 1943 का है। बचपन में हम देखते थे कि यहाँ खंबों पर लैंप जलते थे। मुझे भली भांति याद है कि यहां बिजली 26 जनवरी 1957 को आई थी जग्गू उस्ताद के जमाने में।[49]

[45] अशरफ खान (सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[46] हरगोविंद राय, 79 वर्ष, सेवानिवृत सरकारी कर्मचारी, अशोक वार्ड, पिपरिया, साक्षात्कारः जून, 2017
[47] हरिशंकर खटीक, 68 वर्ष, मांस विक्रेता, पुराना बस स्टैंड, पिपरिया, साक्षात्कारः जुलाई, 2017
[48] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः जुलाई, 2017
[49] ग्यारसी त्रिवेदी, 74 वर्ष, सेवानिवृत कॉलेजकर्मी, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2018



शीर्षक– 'प्लेटफार्म पर शेर आ जाते हैं. आदमी काम नहीं कर रहे. कृप्या इंतजाम करें (रेलवे हेडक्वार्टर को मिले एक टेलीग्राम से)'

'भारत के एक ग्रामीण रेलवे स्टेशन पर अनचाहा मेहमान', वर्षः 1892

स्त्रोतः अखबार 'द ग्राफिक' में प्रकाशित एक चित्र

डोकरीखेड़ा गाँव में तेंदुए का शिकार हुई गाय। खेतों में जंगली जानवरों की मौजूदगी आज भी आम है। वर्षः 2015

स्त्रोतः जतन ट्रस्ट

पहला स्वाधीनता संग्राम, भभूत सिंह और पचमढ़ी/

Rebellion of 1857, Bhabhoot Singh and Pachmarhi

'1857 में जब देश में प्रथम स्वाधीनता संग्राम की ज्वाला भड़क रही थी उस वक्त देवगांव अस्तित्व में नहीं आया था। नवम्बर 1858 में जब तात्या टोपे अंग्रेज़ी फौजों को चकमा देते हुए सांडिया घाट से नर्मदा पार करके फतेहपुर पहुंचे तो कुछ लोगों तक यह जानकारी पहुंची ही होगी। कुछ लोग तो ज़रूर रहे होंगे जिन्हे मालूम होगा कि तात्या टोपे ही वह नायक है जिसने विद्रोह की ज्वाला भड़कायी थी। कहते हैं कि तात्या टोपे ने फतेहपुर में रात बिताई और वहां के राजाओं ने उसकी मदद की। उनकी मदद से ही तात्या टोपे सतपुड़ा की पहाड़ियों पर गए और आदिवासियों को इकट्ठा करके उन्हें विद्रोह के लिए तैयार किया। इससे सतपुड़ा की पहाड़ियों में अच्छी खासी सेना बन गई थी। 1859 में भोपाल का विद्रोही नवाब आदिल मोहम्मद खान अम्बा पानी आया। उस समय महादेव पर्वत पर स्थित हर्राकोट के जागीरदार ठाकुर भभूत सिंह ने उसकी मदद की थी और जुलाई 1859 में अंग्रेजों के खिलाफ विद्रोह कर दिया था।

भभूत सिंह हर्राकोट का जागीरदार था। उसका आदिवासियों पर बहुत प्रभाव था। एक बार सोहागपुर से तत्कालीन थानेदार हर्राकोट आया तो उसने जागीरदार को मुर्गियां लेकर हाजिर होने को कहा। भभूत सिंह ने इसे अपमानजनक माना और विद्रोह कर दिया। थानेदार घबरा गया और किसी तरह वहां से जान बचा कर भागा। इसके बाद करीब छह–आठ महीने तक भभूत सिंह ने यहां अंग्रेजों को चैन से नहीं बैठने दिया। इस दौरान हुए कई युद्धों में उसने अंग्रेजों को परास्त किया। भभूत सिंह का रणकौशल जबर्दस्त था। वह पहाड़ियों के चप्पे–चप्पे से वाकिफ था। उधर अंग्रेज फौज पहाड़ी रास्तों से परिचित नहीं थी। भभूत सिंह की फौज अचानक उन पर हमला करती और गायब हो जाती। फतेहपुर और शोभापुर के राजाओं के साथ हो जाने से भभूत सिंह की ताकत बढ़ गई थी। उसने अंग्रेजों की मिलटरी पुलिस और मद्रास इंफेंटरी की टुकड़ी से देनवा घाटी में युद्ध किया और उन्हें बुरी तरह परास्त किया था।[50]

'एलियट की सन् 1865 की सेटलमेंट रिपोर्ट में भभूत सिंह के विद्रोह का जिक्र मिलता है। वे लिखते हैं: ''एक मामूली आदमी द्वारा की गई छोटी सी बगावत सुनने में अजीब लगती है पर सच यही है कि उसने हमें काफी तकलीफ दी। उसके लिए ये सब करना दो कारणों से मुमकिन हुआ। एक तो उसे यहां की पहाड़ियों की अच्छी जानकारी थी और दूसरा उसे फतेहपुर और शोभापुर के राजाओं से लगातार मदद मिल रही थी। 1859 में मद्रास इन्फेंट्री और मिलिट्री पुलिस की पलटन भेज उसे पकड़वाने की हमारी योजना पूरी तरह सफल नहीं हुई। देनवा नदी के पास एक छोटी सी जगह पर उसने हमारी सेना को खदेड़कर थोड़ा बहुत नुकसान भी पहुँचाया था। फतेहपुर और शोभापुर के राजाओं पर लगातार दबाव बनाने के बाद अंततः हम जनवरी, 1860 को भभूत सिंह और उसके दाहिने हाथ होली भोई को पकड़ने में सफल हुए।''

भभूत सिंह की गिरफ्तारी के बाद उसकी पूरी जागीर को जब्त कर लिया गया। इस जागीर का काफी बड़ा हिस्सा हुर्दागढ़ और बोरी के तालुकों के पतझड़ी जंगलात थे और यहां सागौन के काफी बड़े वृक्ष हुआ करते थे। आदिवासियों को जंगल से बाहर करने की शुरुआत हो चुकी थी और कुछ ही वर्षों में भभूत सिंह की जागीर के जंगलात की भूमि को भारत के पहले आरक्षित वन में तब्दील कर दिया गया। इसका नाम

[50] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

बोरी था। इसके एक सदी बाद सतपुड़ा राष्ट्रीय उद्यान को भी इसी हिस्से में से काटकर बनाया गया। ये आदिवासियों को उनके जंगल से बेदखल करने के शुरूआती चिन्ह थे।

अब बात पचमढ़ी की। 1818 में हिरासत में लिए जाने के बाद नागपुर के राजा अप्पा साहिब अंग्रेज़ों को चकमा देकर फरार हो गए थे। दस्तावेजों में इस घटना के सन्दर्भ में ही 'पचमरी' (शुरूआती दस्तावेजों में पचमढ़ी को पचमरी लिखा जाता था) का पहला ज़िक्र मिलता है। ब्रिटिश फौज ने महादेव की पहाड़ियों में खोजबीन कर पचमढ़ी और हर्रई के गोंड राजाओं मोहन सिंह और चेन शाह को गिरफ्तार कर लिया और जल्द ही अंग्रेज़ फौजें भी वहाँ से रवाना हो गई। इसके कई वर्षों बाद तक पचमढ़ी अंग्रेजों के लिए अज्ञात ही रही। वो इस पूरे क्षेत्र को 'गोंडवाना का पहाड़ी इलाका' के नाम से जानते थे।

1854 में नागपुर का राजपाठ पूरी तरह ब्रिटिश राज के अधीन होने के साथ ही पचमढ़ी में अंग्रेज़ अफसरों की आवाजाही बढ़ने लगी। 22 वर्षीय जेम्स फोरसिथ की 1861 में सेंट्रल प्रॉविन्सेस (सी.पी.) के नवनिर्मित वन विभाग में नियुक्ति हुई थी। फोरसिथ को पचमढ़ी और नर्मदा के पूर्व में मंडला और अमरकंटक के क्षेत्रों में खोजी दौरों पर भेजा गया।

गौरतलब है कि इस दौरान भारतीय महाद्वीप के मध्य हिस्से में महादेव की पहाड़ियों से कुछ दूरी पर रेल का जाल बिछाया जा रहा था और फोरसिथ के कई कामों में से एक रेलवे के लिए जंगलों से लकड़ी के स्त्रोत की संभावनाएं तलाशना भी था। पचमढ़ी की रेतीली पहाड़ियों पर सागौन के पेड़ बहुतायत में थे। सागौन की लकड़ी बेहद मज़बूत, लचीली, टिकाऊ और काटने में आसान होती है। इन पहाड़ियों से कुछ ही दूरी पर भारतीय पेनिन्सुलर रेलवे द्वारा बम्बई–हावड़ा लाइन का काम निर्माणाधीन था और स्लीपर बनाने के लिए बड़ी मात्रा में लकड़ी की आवश्यकता थी। पचमढ़ी से पश्चिम दिशा में चले फोरसिथ जब बोरी के जंगलों में पहुंचे तो वहाँ का नजारा देख वो असमंजस में पड़ गए। हालात देखकर उन्हें लगा कि लकड़ी की कटाई पर प्रतिबन्ध लगाने की योजना का ऐलान करना नई प्रांतीय सरकार की बड़ी भूल थी। इसका खमियाजा उन्हें बाद में भुगतना पड़ा। रेलवे के ठेकेदारों और दलालों को भनक लग गयी थी कि जल्द ही लकड़ी की महत्ता बढ़ने वाली है। वे पैसा लेकर जंगलों में गए और वहां आदिवासियों को पूरे जंगल में सागौन के छोटे–बड़े सभी पेड़ों को गिराने के निर्देश दिए। इसके बाद एक भी पेड़ आदिवासियों की कुल्हाड़ी से बच नहीं पाया। फिर लकड़ी को नीचे पहुँचाने की असफलता के चलते रेलवे के काम में देरी होती गयी। काटी गयी अधिकतर लकड़ी जस की तस पड़ी रही और कुछ समय बाद अधिकतर लकड़ी को जला दिया गया।

साल और सागौन के जिन जंगलों का ज़िक्र फोरसिथ करते हैं वो जबलपुर से 100 मील से अधिक और इटारसी से कुछ 30 मील की दूरी पर थे। सोहागपुर और बनखेड़ी जैसे इलाकों से इन जंगलों की दूरी 5 मील से भी कम थी। पर जंगलों तक पहुँचने के लिए खड़ी चढ़ाई वाली पहाड़ियों से गुजरना होता था। ऐसे में ये पता लगाना जरूरी था की पचमढ़ी से रेलवे के लिए नीचे लकड़ी लाने में समझदारी है या नहीं? 1862 जनवरी में फोरसिथ इसी खोज में पचमढ़ी की ओर रवाना हुए। थोड़ा ऊंचाई पर पहुँच उसने टांट और मिट्टी की एक झोपड़पट्टी बनायी और उसे बाइसन लॉज नाम दिया। पचमढ़ी में फोरसिथ और उसके

साथी काफी समय तक जाड़े के मौसम में महादेव की पहाड़ियों में भ्रमण और शिकार करते रहे। कुछ वर्षों में पचमढ़ी में अंग्रेजों ने सैन्य छावनी स्थापित करने की शुरुआत की।[51]

फक्कड़लाल जैन 1870 में सागर देवरी से पचमढ़ी आये। उन्होंने पचमढ़ी में कपड़ा और गल्ले का व्यापार शुरू किया। फिर फौज में खच्चरों के दाना, चना आदि सप्लाई करने का काम किया। उस समय पिपरिया मंडी से दाना बैलगाड़ियों से जाता था इसलिए उन्होंने शोभापुर के राजा से इतवारा बाजार में उनकी सराय खरीद कर अपना मकान बनवाया।[52]

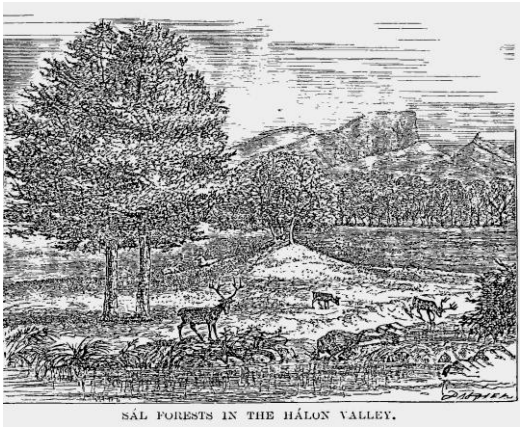
बोरी सैंक्चुअरी के बनने को लेकर सुनील गुप्ता का इंटरव्यू जंगल यात्रा फिल्म से– सुरोजीत जोड़ें

[51] प्रदीप कृष्ण के लेख 'द सतपुड़ा नेशनल पार्क', अप्रकाशित रिपोर्ट, 2011 से अनुवादित अंश
[52] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

फोटो का टाइटल, वर्ष, स्त्रोत सुरोजीत जोड़ें

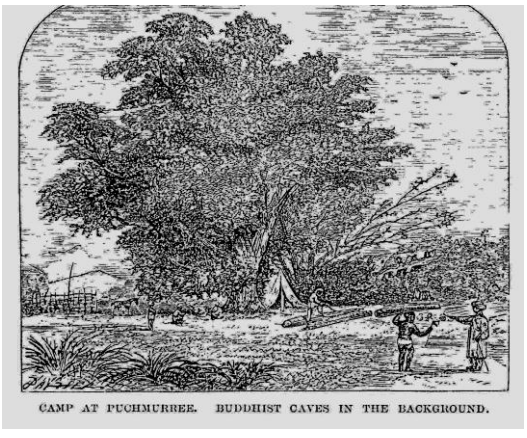
राइफल के साथ राज गौंड़, वर्षः 1870

स्त्रोतः जेम्स फोरसिथ– हाईलैंड्स ऑफ सेंट्रल इंडिया



हालों घाटी में साल के जंगल, वर्षः 1870

स्त्रोतः जेम्स फोरसिथ– हाईलैंड्स ऑफ सेंट्रल इंडिया



पचमढ़ी में अंग्रेजों के कैंप, वर्षः 1870

स्त्रोतः जेम्स फोरसिथ– हाईलैंड्स ऑफ सेंट्रल इंडिया

खेती किसानी/

Farming and Agriculture

इस इलाके में खेती किसानी के दो तरीके रहे हैं। एक नर्मदा नदी के किनारे होने वाली सामान्य खेती और दूसरे, सतपुड़ा के जंगलों में कोरकू और गौंड़ आदिवासियों द्वारा की जाने वाली परंपरागत ध्या खेती। ध्या में आदिवासी पहाड़ी का वो हिस्सा चुनता है जहां सागौन के बड़े पेड़ उगते हैं। उनकी कटाई आसान होती है और जलाये जाने पर उनसे काफी राख मिलती है। चुने हुए स्थान पर सभी पेड़ काटने के बाद वो विशाल वृक्षों की टहनियों को काट देता है ताकि वे आसानी से जल जाएँ। कटाई की पूरी प्रक्रिया को गर्मियों के पहले पूरा कर दिया जाता है और कटी हुई लकड़ियों को तेज धूप में सुखाने के लिए जमीन पर छोड़ देते हैं। मई के अंत तक जब लकड़ी सूख के तैयार हो जाए तो उसमें आग लगा देते हैं। एक हफ्ते तक लकड़ियां जलती रहती हैं। जली लकड़ियों की राख को पूरे मैदान में फैला कर वह वर्षा का इंतजार करता है और फिर कोदों, कुटकी एवं समा के बीज राख में फेंकता है। वर्षा आने के साथ ही राख पूरे मैदान में बह कर मिट्टी के साथ मिल जाती है। जंगली जानवरों से बचाने के लिए सभी तरफ पेड़ों के तनों की बाड़ लगा दी जाती है।[53]

'अधिकतर ब्रिटिश वन अफसरों की तरह ही फोरसिथ का मानना था की ध्या से जंगलों को गहरा आघात पहुँचता है और एक बार की कटाई के पश्चात जंगलों को अपनी प्राकृतिक अवस्था में लौटने में कई वर्ष का समय लग जाता है। फोरसिथ के ध्या के सन्दर्भ में लिखे गए वर्णन से प्रेरित बहुतेरे वन संरक्षकों ने ध्या परंपरा को पूरी तरह बंद कराने के लिए कोशिशें तेज कर दी। हालांकि काफी प्रशासनिक अधिकारी फोरसिथ से पूर्ण रूप से सहमत नहीं थे। ध्या शैली पर सेंट्रल प्रॉविन्सेस की 1862–63 की प्रशासनिक रिपोर्ट कहती है:

''ये तथ्य है की इस अनोखी खेती के लिए सबसे उपयुक्त स्थान वही है जहां सबसे अच्छे पेड़ उगते हैं। इतने सालों में पेड़ों को जो क्षति पहुंची है उसका निश्चित तौर पे हिसाब नहीं लगाया जा सकता। पर इस पारम्परिक शैली को अचानक से रोकना एक गंभीर और सोच विचार का विषय है। ये वनों में रहने वाली आबादी को गहरी निराशा में धकेलने जैसा होगा जिसके कई दुष्परिणाम हो सकते हैं। हो सकता है की ध्या के अभाव में ये आबादी लूटपाट और मवेशियों की चोरी करने के लिए मजबूर हो जाए या बागी होकर हथियार उठा लें । बहुत मुमकिन है कि उन्हें इन जंगलों को छोड़कर जाना पड़े। और अगर ऐसा हुआ तो भविष्य की स्थिति वर्तमान से कहीं बदतर होगी। आबादी की कमी के चलते यहां के जंगली जानवरों और भीषण जंगलों के बीच किसी के लिए कोई भी काम करना संभव नहीं रहेगा। अगर इन जानवरों को वन का मालिक बनने से कोई रोके हुए है तो वो यहां की आबादी है। ऐसे में ध्या को पूरी तरह प्रतिबंधित करने का सवाल ही नहीं उठता। हमें चाहिए की हम मौजूदा ढांचे में बिना स्थानीय आबादी को परेशान किये इसकी सीमित रोकथाम के मापदंड तैयार करें। नए जंगलों को कटाई से बचाने के लिए हम ध्या शैली को उस क्षेत्र तक सीमित कर सकते हैं जहां पारम्परिक रूप से कटाई होती रही है। इससे नए वृक्षों को भी बचाया जा सकेगा और आदिवासियों की परंपरा भी बनी रहेगी। हमारे सभी प्रयास इस दिशा में केंद्रित हैं''।'[54]

[53] फोरसिथ, जेम्स, 'हाइलैंड्स ऑफ सेंट्रल इंडिया', प्र.81–82, चौपमैन एंड हॉल लिमिटेड, प्रकाशन वर्ष: 1889

[54] सेंट्रल प्रॉविन्सेस प्रशासनिक रिपोर्ट, प्र. 111–112, प्रकाशन वर्ष: 1862–63

'यहां आदिवासी पहले जो खेती करते थे, उसमें कई तरह की परंपराएं थीं। जैसे उतेरा यानी वे मिश्रित फसल लगाते थे। उसमें पांच–छह तरह के अनाज एक साथ बोते थे। पानी की अनिश्चितता के बढ़ने से इस तरह की खेती में बदलाव आया है। यहां एक हवेली सिस्टम भी है। इसमें बंधियों में थोड़ा पानी भरकर रखा जाता है। वैसे धान ऐसा पौधा नहीं है जो केवल पानी में ही हो। लेकिन यहां के किसानों ने सोचा कि पानी की अनिश्चितता को कैसे दूर किया जाए। उन्होंने पानी को अपने खेतों में भरकर रखने का एक सिस्टम बनाया जिससे बारिश के अभाव में एक महीने तक काम चल जाता है।

अब अगर चीजों के एक दूसरे से जुड़े होने की बात करें तो धान की फसल में मछलियां भी होती थीं। रसायनों के इस्तेमाल के चलते मछलियां धान में आना बंद हो गईं। गेहूं के साथ बथुआ होता था। मिश्रित खेती में बिर्रा यानी चना और गेहूं बोने की परंपरा थी। जब एकल फसल शुरू हुई तो यह सब चीजें खत्म हो गईं। पहले सबके खेतों में महुआ होता था। महुआ के पेड़ के नीचे लोग एक–दो महीने का डेरा डालकर उसे बीनते थे। खेती कभी भी एकमात्र चीज नहीं देती। दूसरी चीजें सहज रूप से उसके इर्द गिर्द होती थीं। वो भोजन का बड़ा स्रोत होता था। जैसे बरसात में महुआ की डुबरी और भुना हुआ महुआ और चना खाते थे। ये पूरा इलाका पहले तुअर और ज्वार का था। नर्मदा के उस तरफ की पूरी पट्टी ज्वार और तुअर की थी। उड़द और मूंग भी लगाई जाती थी। सूखा गेहूं, कटिया वगैरह बोलते हैं जिसे वो होता था। चना होता था। तिली भी होती थी। यहां की जमीन बहुत उपजाऊ रही है, खासतौर से धान की खेती के लिए।'[55]

'1900 के आसपास विकसित गांवों में तेल निकालने के लिए तेलघानी होती थी। घानी लकड़ी की बनी होती थी और उसे एक बैल घुमाता था। उसमें अधिकतर तिली को पेर कर तेल निकाला जाता था। इस काम को करने वाले लोग तेली, तैलिक और बाद में साहू कहलाये।

मेरे बचपन में यहां मोटे किस्म की धान का प्रचलन था। 16 नम्बर धान थी, छत्री धान, भागमूछ और कालीमूछ धान थी। अन्य कई देसी धान भी थीं। अब इनकी जगह मोटी धान जैसे क्रांति धान ने ले ली है। अब क्रांति धान या पतली धान में बासमती का प्रचलन ज्यादा हो गया है। पुरानी मोटी धान अब चलन से बाहर हो गई है। तुअर क्षेत्र की पुरानी और प्रसिद्ध दाल है पर अब तुअर भी कम बोई जा रही है। उसका रकबा कम हो गया है।'[56]

बचपन में सुना है कि कुछ कहावतों में कहा जाता था कि यहां का किसान आलसी है। वो मेहनत नहीं करता। अरहर सब लगाते थे। अरहर बहुत दिनों में होती है और इसमें ज्यादा मेहनत भी नहीं लगती। यहां गेहूं से ज़्यादा दाल होती थी। ज्वार भी बहुत होती थी और वह खाई भी जाती थी। गेहूं खाने वाले कुछ बड़े लोग ही थे। चावल की कई किस्में भी यहां होती थीं। बनखेड़ी वाले पूरे क्षेत्र में धान बहुत होता था। यहां दाल से ज्यादा धान होता था। धान यहां कपास की खेती बंद होने के बाद आई। अरहर की दाल खाने के अलावा उसकी फसल से मकान को छाना, मकान को बनाना, बाउंड्री करना, झाड़ू बनाना आदि काम भी लिए जाते थे।[57]

[55] बाबा मायाराम, 45 वर्ष, लेखक–पत्रकार, पचमढ़ी रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[56] हरगोविंद राय, 57 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः फरवरी, 2017
[57] वीरेंद्र दूबे, 62 वर्ष, शैक्षिक कार्यकर्ता, पचमढ़ी रोड, पिपरिया, साक्षात्कारः मई, 2017

1960 के आसपास 16 हाथ पर पानी निकल आता था। कुंआ से मोठ से पानी देते थे। मोठ चमड़े की होती थी जिसे बैल खींचते थे। फिर सींच वाली पिसी बोने लगे। एक पाई पिसी बोते थे तो एक डेढ, बोरा गेहूं निकल आता था। उस समय शरबती, कट्टी, लाल पिसी बोई जाती थी। कम से कम 15 फसलें ऐसी हैं जो अब कम या बिलकुल नहीं बोई जातीं। समा, कुटकी, कोदो, बाजरा, उरदा, मूंग और राहड़ अब फिर से थोड़ी बोई जाने लगी हैं। ज्वार जब से गई, लौटी नहीं अब तक। उसकी जगह मक्का आ गया है।[58]

उस समय खेती करने का तरीका सीधा था। खेत बखर दिया फिर एक बैल की मदद से बोनी कर दी। बोनी के लिए एक लकड़ी की नली को बैल खींचता था और एक आदमी नली में बीज डालता जाता था। इस तरह दो आदमी बोनी कर देते थे। खाद नहीं डालते थे। कचरे को इकट्ठा करके खेत में डाल देते थे। या गोबर का खाद डालते थे। पहले चार एकड़ पर दो बैल जरूर रहते थे। पानी की खेती बाद में शुरू हुई। कुंए खुदने लगे। नलकूप लगने लगे। इससे फसल अच्छी होने लगी। फिर किसानों ने नहर की मांग की। फिर नहर भी आ गई और पानी से फसल ज्यादा होने लगी। नहर आए भी 60 साल हो गए होंगे। अब हर खेत में नलकूप है और बिना पानी की कोई फसल नहीं है। अब बिना दवाई के भी फसल नहीं होती। जब पानी नहीं था तो खाद भी नहीं थी। पानी के साथ दवाई भी आई। गेहूं–चना कुछ भी बोएं खाद में डीएपी मिलाना ही पड़ता है।[59]

पहले समा–कुटकी बोते थे। फिर मूंगफली बोने लगे। बाद में गेहूं, उड़दा, मूंग भी बोने लगे। सब्जियों में भटा, टमाटर, मिर्ची, गिलकी, मूली, ककड़ी और कंदे लगाते थे। बाईचारे खेती किसानी का पूरा काम करती थीं। घर की रोटी भी बनाती थीं। खेत में क्यारियां बनायीं। मोठ हांक कर सिंचाई की। जरेटा काटे। फिर जानवरों को भी चारा–पानी दिया। निंदाई–गुड़ाई करना और फिर फसल की कटाई भी करना। पहले हमारे पास दो जोड़ी बैल थे। अपनी दो एकड़ जमीन है उसी में सब करते रहते हैं। पहले धान में उरईकांत 16 नम्बर और झीमा करधना लगाते थे। गेहूं में लोकमन 65 नम्बर और जलालिया गेहूं ज्यादा चलता था।[60]

पहले सबके अपने बिंडे होते थे और वे किराये से भी चढ़ते थे। एक बिंडे में करीब दो सौ बोरे माल बन जाता था। जमीन में गड्ढा खोदकर उसमें तेंदूपत्ता डालकर उसके ऊपर माल रखते जाते थे और उसमें बुरादा और भूसा भर देते थे जो गर्माहट को इधर नहीं होने देता था। ऐसा इंतजाम करते थे कि कितना भी पानी गिरे उसके भीतर नहीं जा पाता था। कीड़े भी नहीं जा पाते थे तो माल खराब नहीं होता था। हालांकि उस समय मंडी में दो–चार हजार बोरे माल ही आता था। आज तो मंडी में रोजाना 20–25 हजार बोरे माल आ रहा है। सिंचाई से उत्पादन बहुत बढ़ गया।[61]

पहले खेती कम खर्चीली थी। स्वावलंबी खेती होती थी। एक पैसे का सामान किसान बाहर से नहीं खरीदता था। घर के लिए ज्यादातर सामान किसान खुद पैदा कर लेता था। बरसात भर गांव में जानवरों को बांधने के लिए गिरमे तैयार किए जाते थे, सन की रस्सी से। सारे काम बंधे और तय होते थे। कंडे का बिंडा रखना है। अनाज का बिंडा रखना है। खाद का बिंडा खुलना है। स्वावलंबी किसानी में किसानों की आत्महत्या के किस्से भी सुनाई नहीं देते थे और आज तीन फसलों के जमाने में किसान आत्महत्या कर रहा है। खेती से स्वावलंबन खत्म हो जाना इसका बड़ा कारण है। एक समय किसान आठ–दस फसलें बोता

[58] जसवंत सिंह अहिरवार, 74 वर्ष, श्रमिक, लोहिया वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[59] कमला बाई राजपूत, 80 वर्ष, किसान, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[60] मत्था बाई मौर्य, 56 वर्ष, किसान, पिपरिया, साक्षात्कारः जुलाई, 2008
[61] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017

था। धनिया, अजवाइन, सौंफ, अलसी, तिल्ली, बटरा, तुअर, तिवड़ा, मसूर आदि हर फसल बोई जाती थी। जरा भी बड़ा किसान होता था तो उसके घर 50 ढोर होना मामूली बात थी। एक इकॉनामी थी किसान की। दूध–घी बाजार से नहीं लेना। पशुओं के लिए चारा बाजार से नहीं लेता। कंडे और लकड़ी बाजार से नहीं लेना। तो किसान संपन्न भले न हो पर स्वावलंबी था। पहले सिलारी, रायखेड़ी, हथवांस जैसे आसपास के गांव के लोग ही कभी–कभी मजदूरी करने शहर आया करते थे। आज तो दूरदूराज से मजदूर आते हैं।[62]

मशीनीकरण की खेती में भई एक तो जो हो गओ आज अपने बैल मिट गए और फसल अपन ने बीस हजार की पैदा करी तो पांच दस हजार तो ट्रेक्टर वालो ले गओ। पांच हजार खतोरा में चले गए। चार पांच हजार बिजली में चले गए। अब इसके बाद घर की समस्या कछु आ गयी तो अपन ने कोई से पैसा धेला ले लयो तो कर्ज हो गयो। आज की खेती में लग्गतें इत्ती ज़्यादा हो गई और फसल में उत्तो रह नई गयो। तो पहले खेती छोटी थी पर वा में कर्ज जैसी समस्या नई थी।[63]

खेतिहर मजदूर यहीं मिल जाते थे। बाहर के लोग बहुत कम आ पाते थे। उस समय आवश्यकता उतनी नहीं थी। जब से ये कीटनाशक दवाइयां चली हैं तब से लोगों को बाहर से बुलवाना पड़ा है। इससे जमीन नष्ट हो रही है। पहले घर के लोग और गांव के मजदूर ही मिल जाते थे। पहले बरसात पर निर्भर रहते थे। अब पंप लगा लिया है। पहले हरवाहों चरवाहों को अनाज देते थे। जब बाहर के लोग आए तो वे अनाज और नकद दोनों मांगने लगे। इसे ज्यादा समय नहीं हुआ है।[64]

मध्यप्रदेश में पहले धान इतनी होती थी कि हर घर का खर्च चल जाता था। धान की चक्की होती थी। उसमें धान दरबा लेते थे। पहले तुअर की दाल हर आदमी घर बनाता था। तेल और हल्दी मिलाकर दाल सुखाना और फिर दरना। वह बहुत स्वादिष्ट होती थी। अब जमीन में बहुत फर्क हो गया है। कीटनाशक डाल–डाल कर जमीन पत्थर बना दी। पहले जमीन बखर से निकल जाती थी। अब ट्रैक्टर से निकालना पड़ता है। अब कल्टीवेटर का काम भी खत्म हो रहा है। अब पिलाऊ से जमीन को बखरना पड़ रहा है। जमीन इतनी हार्ड हो गई है। 40 साल पीछे जाओ आप। घर में, आंगन में, खेत में इतने केंचुए होते थे कि लोग झाड़–झाड़ के परेशान हो जाते थे। कच्चे घर होते थे। बारिश जब होती थी तो केंचुए पूरी दहलान में निकल आते थे। एक व्यक्ति का यही काम रहता था कि बारिश में केचुए झाड़ते रहो। खेत में हल बखर जब चलते थे। नारी चलती थी। मिट्टी जब उलटती थी तो उसमें केचुए होते थे। अब हमने जमीन में जहर डाल–डालकर केंचुए मार डाले। तो पिछली खेती की जमीन और आज की जमीन में बड़ा अंतर है।[65]

हम बाजार से बीज नहीं खरीदते थे। घर का बीज ही इस्तेमाल होता था। 65 नम्बर शरबती गेहूं लगाते थे। मुंडी पीसी (गेहूं) भी लगाते थे। उसमें सुकरा यानी रुएं नहीं होते थे।[66]

'1980 के दशक के अंत तक सोयाबीन बोया जाने लगा और फिर लगभग दस–बारह साल तक सोयाबीन की फसल से बहुत समृद्धि मिली। सरकार ने उसे काफी प्रमोट भी किया। बीज की मुफ्त थैली दी जाती थी और बताया जाता था कि सोयाबीन से दूध और प्रोटीन की अच्छी मात्रा मिलती है। सोयाबीन की खेती में

[62] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[63] छोटेलाल, 67 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः जुलाई, 2008
[64] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः अगस्त, 2017
[65] अर्जुन पलिया, 70 वर्ष, पूर्व विधायक,बांसखेड़ा, साक्षात्कारः जुलाई, 2017
[66] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016

बड़ी मात्रा में रसायनिक तत्वों का इस्तेमाल होता है। धीरे–धीरे जमीनें खराब होने लगीं। जड़ें निकलने के कारण जमीनें दबने लगीं। बखर की जगह ट्रैक्टर चलने लगे और ढोर मवेशी, जिनसे खर्चा पानी चलता था, कम होते गए। पानी और बिजली आने आने से लोगों ने जमीन को ज्यादा दुहना शुरू किया और दो–तीन फसलें बोई जाने लगीं। नतीजतन खेती में प्राकृतिक तत्व खत्म होते जा रहे हैं या खत्म हो चुके हैं।

यहां दो तरह से पानी आया, एक तवा की नहर जो पिपरिया तक ही आई उत्तर में, उसमें लोगों ने सोयाबीन और गेहूं लगाया। उससे उनकी माली हालत मे सुधार आया। इसके पतन में नीतियों का भी कुछ हाथ रहा। सोयाबीन के दाम पहले जैसे नहीं रहे। आज समस्या यह है कि खेती ही प्रमुख स्रोत हो गई है।

पहले लोग ढोर रखते थे। गाय के बछड़े खेतों में चरते थे और उनका गोबर खाद बनाने के काम आता था। जो खेत से निकलता से उसे गायें खाती थीं। अब चरने के लिए जमीन नहीं बची है। ढोर रखना भी समस्या बन गया है। ढोर आवारा हो गए हैं। घूम रही है पिपरिया की विरासत सड़कों पर। आवारा गाय मर रही हैं। सब चीजें परस्पर जुड़ी हुई हैं। उसमें खेती एक मशीनी प्रक्रिया नहीं, बल्कि जीवन पद्धति हुआ करती थी। अब कोई भी खेती की बात करता है तो उत्पादन की बात करता है। हर खेत, हर मिट्टी की एक सीमित उत्पादन क्षमता होती है और हर पैमाना दूसरे से अलग होता है।'[67]

अब ढोर रखन में गाँव के लोगों को असुविधा होने लगी है। काय कि चरवाह कम मिलत है और वे खुद चरावे में सक्षम नहीं है। चरोखर बिलकुल नहीं बची है सब टूट गयी है। खेत ही बचे हैं जेके की हिम्मत है। पहले चरोखर की बहुत जमीन थी।[68]

[67] बाबा मायाराम, 45 वर्ष, लेखक–पत्रकार, पचमढ़ी रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[68] छोटेलाल, 67 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः जुलाई, 2008

हल–बक्खर और बीजारोपण, पलिया पिपरिया गाँव, पिपरिया, वर्षः 2008

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फसल से दाने निकालने की प्रक्रिया 'दाऊनी', पलिया पिपरिया गाँव, पिपरिया, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

धान की रोपाई, पलिया पिपरिया गाँव, पिपरिया, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

तेलघानी, पलिया पिपरिया गाँव, पिपरिया, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

फोटो का टाइटल, वर्ष, स्त्रोत सुरोजीत जोड़ें

तेंदूपत्ता, बगीचे और पान के बरेजे/

Tendu Leaf, Orchards and Betel Leaves Cultivation

इस इलाके के जंगलों में तेंदूपत्ता खूब होता था। तेंदूपत्ता तोड़ने में भी बड़ी आबादी लगती थी। एक साथ कई मजदूरों को काम मिल जाता था। इस इलाके में बीड़ी बनाने वाले मजदूर और तम्बाकू व्यापारी शुरू से रहे हैं। लंबे समय तक ठेकेदार ही तेंदूपत्ता तुड़वाते रहे । बहुत समय तक यह उद्योग एक अच्छी खासी आबादी के रोजगार का जरिया बना रहा। इसमें जहां आदिवासी समुदाय को मजदूरी मिली वही व्यापारी हमेशा गैरआदिवासी रहे।

तेंदूपत्ता के पहले ठेका होते थे। फारेस्ट वाले नहीं तोड़ते थे। ठेका दे देते थे। जबसे फारेस्ट वालों ने तोड़ना चालू किया है तब से तेंदूपत्ता का काम खराब हो गया। ठेकेदार एक दो रुपए मजदूरी देते थे। दो–तीन साल पहले तक तो गोदाम का खर्चा नहीं निकल पाता था। पत्ता सड़ गया तो फेंकना पड़ता था। उन्होंने अगर लाल पत्ता तोड़ लिया तो नुकसान हो जाता था। कुछ साल ऐसे ही चला फिर उन्होंने इसे बंद कर दिया और फिर से फारेस्ट वालों ने ठेका देना शुरू किया। तेंदूपत्ता तोड़ने जाते समय बीमा भी होने लगा है। पत्ता तोड़ते समय सांप काट लेता है तो कई बार मौत भी हो जाती है। उसका मुआवजा मिलता है।[69]

पिपरिया में तेंदूपत्ते का काम मणी भाई राघवजी कोठारी ने किया। इन्हें लोग मन्नी सेठ के नाम से जानते हैं। पहले वे सोहागपुर में तेंदूपत्ते का काम करते थे। चालीस के दशक में वे पिपरिया आ गए। तेंदूपत्ता उस समय मालगुजारी के अंतर्गत आता था। तेंदूपत्ते का राष्ट्रीयकरण होने से पहले बड़ा व्यापार था। तेंदूपत्ता बम्बई जाता था। वहां फुटकर बिकता था। बम्बई में वहां की अंग्रेज सरकार ने बाहर की बीड़ी पर प्रतिबंध लगा रखा था। बीड़ी बम्बई में ही बनायी जाती थी इसलिए तेंदूपत्ता फुटकर बहुत बिकता था।[70]

'हम लोग गुजरात में राजकोट से 30 किमी दूर पिपरिया के रहने वाले हैं। वहां पुश्तैनी माताजी का मंदिर था। फिर मेरे पिता छोटालाल कोठारी बम्बई चले गए। वहां पिताजी ने दो सौ रुपए से बीड़ी पत्ते का काम शुरू किया। बाद में उन्हें मालूम पड़ा कि सबसे अच्छा बीड़ी पत्ता मध्यप्रदेश में होता है। फिर वे यहां पिपरिया शिफ्ट हो गए। यह करीब 1930–40 के आसपास की बात होगी। बीड़ी पत्ते का धंधा करने लगे। यहां बीड़ी पत्ते के टेंडर लेते थे। पहले गवर्नमेंट की तरफ से फ्री था। फिर सरकार की नज़र पड़ी और हम सरकार से टेंडर लेने लगे। हमारा आफिस बाम्बे में था। वहां दुकान पर बेचते थे। फिर बाम्बे का बिजिनस भी खत्म हो गया। ये बिजिनस फिर बीड़ी बनाने वाली कंपनियों के हाथ में चला गया। काम बढ़ गया तो मेरे पापा और काका यहां रह गये और छोटे काका बाम्बे में रहे। यहां आज भी बीड़ी पत्ते का ही काम कर रहे हैं। गांव के लोग भी इसमें इन्वॉल्व हो जाते हैं। वे बीड़ी पत्ता तोड़ते हैं। जैसे अपन ने जंगल का टेंडर लिया। फिर गांव वालों से बीड़ी पत्ता तुड़वाते हैं। फिर गड्डी बनाकर हमारे फड़ पर जो मुंशी–मुकद्दम होते हैं वो ले लेते हैं। उनकी गिनती होती है और सरकारी दर पर पेमेंट हो जाता है। पत्ते को प्रोसेस करके सरकार के गोदाम में रखते हैं। फिर बीड़ी बनाने वाली कंपनियां पत्ता खरीद लेती हैं।

[69] बुद्धू सिंह उइके, 75 वर्ष, ट्रक ड्राइवर, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[70] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

पहले नीलामी में जंगल खरीदते थे। फिर सारा काम अपना होता था। मुकद्दम होते थे। जीपें घूमते रहती थीं। पहले रोड नहीं होने से दिक्कत होती थी। यहां इसलिए बसे कि होशंगाबाद और छिन्दवाड़ा के जंगल लेते थे। यहां बीड़ी बनती थी। नंदी बीड़ी, फूल बीड़ी आदि। हम लोगों ने कभी बीड़ी बनाने का काम नहीं किया। अब तक तेंदूपत्ता का काम चल रहा है। पहले राजाओं को पटाना पड़ता था। हमारा एक जंगल बमनी में था। वहां के राजा को पटा के रखना पड़ता था। पैसे भी खिलाना पड़ता था। उनका आना जाना रखना पड़ता था। पहले एडवांस भी देना पड़ता था कि अपना काम करें । अगर वो जंगल हमें नहीं मिला तो एडवांस डूब भी सकता था। उधार देते थे और वे पत्ता में पटा देते थे। पहले पैसा भी बहुत डूबता था। आदिवासी राजा का कहना लोग मानते थे। अगर उसने कह दिया कोई पत्ता तोड़ने नहीं जाएगा तो लोग नहीं जाते थे। उनकी बात का मान रखना ज़रूरी होता था।'[71]

हम मन्नी सेठ के यहां 12 आना रोज़ में मज़दूरी किया करते थे। हमारा मुख्य काम फर्मा वाली बोरी में तेंदूपत्ता भरने का होता था। फिर फेंक–फेंक के एक के ऊपर एक बोरी रखते जाते थे। एक मन से लेकर 25–25 किलो की बोरी बनाकर डिलीवरी के लिए रखवाते थे। तेंदूपत्ता का काफी काम रहता था।[72]

बगीचों की बात करें तो कहा जाता है कि 1960–70 तक हर बड़े जमीन मालिक के पास बगीचे थे। कई लोगों के दो–दो, चार–चार बगीचे थे। उन दिनों संतरा बहुत होता था। सबसे ज़्यादा बगीचे संतरे के ही थे। फिर आम और अमरूद का नम्बर आता था। उसके बाद कुछ बगीचे मुसम्बी के थे। बाहर से लोगों के आने का कारण ये बगीचे भी बने। सीजन के समय माालिक इन बगीचों को लीज़ पर बेच देता था। बाहर के कई लोग ये बगीचे खरीदने यहां आते थे।[73]

हमारे पिता संतरे और अमरूद के बगीचे खरीदते थे। कोई दस हजार तो कोई पांच हजार में। ये फल ट्रेन से आगरा, अलीगढ़, दिल्ली, पुणे और नागपुर तक भेजते थे। उस समय पिपरिया और आसपास के गांवों में खूब बगीचे थे। सरकारी सिलारी फार्म पहले नहीं था। वहां निजी बगीचा था। हथवांस में एक रघुवंशी का बगीचा भी लिया था। बड़ैयाखेरी, चिमारा, सुरेला, माथनी, हथवांस और सिलारी के बगीचे भी लिए हैं। ऑफ सीजन में पिताजी सब्जी की दुकान लगाते थे मंगलवारा बाज़ार में। अब हम नई मंडी में लगाते हैं। पिताजी ने पचमढ़ी मिलेट्री में सब्जी भेजने का ठेका भी लिया था। इंदिरा गांधी के समय तक बगीचे रहे फिर धीरे धीरे खत्म हो गए। पेड़ काट कर उसकी जगह पिसी बो दी गई। नई पीढ़ी बगीचों की सार संभाल नहीं कर पाई। कभी यहां इतने फल होते थे की बाहर भेजे जाते थे। और आज तो संतरा भी बाहर से मंगवाया जा रहा है।[74]

हमारे दादा आए थे सागर के इलाके से। यहां संतरे बहुत होते थे। वे संतरे की खरीदी के लिए यहां आते थे। दादा यहां से वैगनों में संतरे लोड करते थे। उनके बाद पिताजी यह धंधा करने लगे। जब पिताजी खत्म हुए तो हम तीन साल के थे। हमारे चाचा फलों का काम करते थे। बगीचे लेते थे। उदयराम और काबराजी के बगीचे चाचा लेते थे। संतरा, अमरूद, आम, डंगरे–कलीदे यहां खूब होते थे।[75]

[71] पीयूष कोठारी, 59 वर्ष, तेंदूपत्ता व्यवसायी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः दिसम्बर, 2017
[72] नाथूराम अहिरवार, 80 वर्ष, श्रमिक, अयोध्या बस्ती, पिपरिया, साक्षात्कारः फरवरी, 2017
[73] बग़ीचे खरीदने का अर्थ बगीचों को मौसमी लीज़ (किराये) पर लेना होता था।
[74] मंगो बाई, 79 वर्ष, सब्ज़ी विक्रेता, बरौआ मोहल्ला, पिपरिया, साक्षात्कारः मार्च, 2017
[75] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017

पिताजी बैरागढ़ में रहे। बाद में पिपरिया आए। वे पहले यहां संतरे के बगीचे लेने आते थे। 1960 के आसपास यहां संतरे के बहुत बगीचे थे। नींबू, अमरूद और मुसम्बी के भी थे। आम के बगीचे में तो मैं भी रहा हूं। अब फिर से बगीचे बढ़ रहे हैं।[76]

जिसमें आज बिलोची *(असल में ईरानी)* रह रहे हैं, वो पहले हमारी अमवारी थी। बड़ा आम का बगीचा था। नदी के किनारे भी हमारा एक बगीचा था। वो विनोवा भावे के दान में चला गया। वो कैसे दान में गया यह तो नहीं पता लेकिन वह आठ एकड़ जमीन थी।[77]

यह इलाका पान की खेती के लिए भी मशहूर रहा है। कहना मुश्किल है कि पान कैसे लगाना शुरू किया लेकिन सोहागपुर और पिपरिया में एक समय पान के बरेजे हुआ करते थे। चौरसिया समाज पान की खेती के लिए ही जाना जाता है। इसके लिए पूरी ज़मीन को ढंकना पड़ता है। लकड़ी और बांस से छप्पर तैयार किया जाता है। उसके अंदर इसकी खेती होती है। लगातार पानी देने से अंदर बहुत ठंडक रहती है। पान के साथ परमल की बेल भी होती है। इस देसी परमल की सब्जी बहुत स्वादिष्ट होती है। इस ढंकी हुई जगह को ही बरेजे कहा जाता है। एक समय सोहागपुर का पेड़ी पान बहुत प्रसिद्ध था। पिपरिया में देसी बंगला पान पैदा होता था। संभवतः कपास की खेती बंद होने के बाद पान आया होगा। सोहागपुर में पान की खेती बड़े पैमाने पर होती थी। हो सकता है चौरसिया समाज के कुछ लोग जब पिपरिया शिफ्ट हुए तो उन्होंने यहां भी पान के बरेजे लगाना शुरू कर दिया। एक ज़माने में सोहागपुर में पान के करीब सौ बरेजे रहे होंगे। 50 के करीब तो अपनी पिपरिया में ही थे।[78]

पुराने जमाने में मध्यमवर्गीय घरों में पानदान हुआ करता था। बाद में वह बच्चों के खेलने के काम आने लगा, क्योंकि पान तम्बाकू बांस की एक छोटी सी टुकनिया में रखा जाने लगा था। इस इलाके के बहुत लोगों के घर में ऐसे पुराने पानदान मिल जाएंगे। कहते है पुराने समय में गुड़ाकू तम्बाकू यहां बहुत चलती थी। यहां के लोक गीतों में भी पान–तम्बाकू का ज़िक्र आता है। पहले गांवों में चाय का रिवाज नहीं था। कोई आता था तो उसे पानी पिलाकर पान–तम्बाकू खिलायी जाती थी।

[76] सलीम, 62 वर्ष, व्यवसायी, हैदर की पुलिया, पिपरिया, साक्षात्कारः जुलाई, 2017
[77] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017
[78] वीरेंद्र दूबे, 62 वर्ष, शैक्षिक कार्यकर्ता, पचमढ़ी रोड, पिपरिया, साक्षात्कारः मई, 2017

पान का बरेजा, वर्षः 2017

स्त्रोतः न्यूज़लॉन्ड्री

तेंदूपत्ते की कटाई, वर्षः 2008

स्त्रोतः जतन ट्रस्ट

तेंदूपत्ते की छंटाई, वर्षः 2017

स्त्रोतः कुमार संभव श्रीवास्तव / डाउन टू अर्थ

पुराने कामधंधे/

Livelihood in the Old Days

पिपरिया और आस पास के इलाकों के लोगों को पहली मजदूरी रेलवे ने ही दी। जंगल साफ करने से लेकर पटरिया बिछाने, मिट्टी डालने और रेल आने के बाद वैगन लोड करने में मजदूरों को काम मिला। खेती में पहले काम कम था लेकिन पानी आने के बाद खेतिहर मजदूरी भी बढ़ी। फिर जब व्यापार बढ़ा तो उससे भी लोगों को काम मिला। जब आबादी बढ़ने लगी तो ज़रूरत के हिसाब से कामधंधे भी विकसित होने लगे।

हमने अंग्रेज़ों के समय रेलवे लाइन में मिट्टी डालने का काम किया है। तब अंग्रेज़ों ने कौड़ियां देकर मज़दूरी करवाई है। अंग्रेज फटफटू पर आते थे और लोग उनकी फटफटू देखने इकट्ठे होते थे। पर अंग्रेज़ों के समय लूटामारी नहीं थी।[79]

उस समय रेलवे में काम बहुत था और मज़दूर नहीं थे। लोगों को बुला–बुलाकर भर्ती करते थे। उस जमाने में पुरानी बस्ती के कई लोगों को ऐसे ही भर्ती किया गया था। उनको बुलाया और बगैर इंटरव्यू के लगवा दिया, क्योंकि लोग आते ही नहीं थे काम करने के लिए। बाद में उनमें से कई फिटर और मिस्त्री भी बने। रेलवे में लेबर का काम चलता था। मजदूर उस समय बहुत सस्ते थे। चार आने, आठ आने में मजदूर मिल जाता था।[80]

हमरे ससुर रेलवे की दफाई में काम करते थे। एक चाबीदार थे वे खत्म हो गए तो उनकी नौकरी इन्हें मिल गई। उन्होंने दो–दस साल नौकरी की और फिर छोड़ दी। असल में हमारे देवर बीमार हो गए तो बहू ने खेत में बखर हांक दिये। इससे उन्हें धक्का पहुंचा और उन्होंने इस्तीफा दे दिया। उसमें लिखा कि मेरे घर में तकलीफ है। बाई बखर हांक रही है। अब मैं नौकरी नहीं कर सकता।[81]

पिपरिया में भाप की इंजन गाड़ी में कोयला झोकने वाले की भी जरूरत होती थी। जो बड़ी टोकनी इस काम में इस्तेमाल की जाती थी वह बेंत की बनी होती थी। उसे देसी बोली में झउआ कहा जाता था। बच्चों के दद्दा रेल में झउआ झोकते थे।[82]

1900 में सिलावट समुदाय के लोग मकान बनाने का काम करते थे। चूंकि वे शिल्पी थे और सिल–बट्टा बनाने का काम करते थे इसलिए उन्हें सिलावट कहा जाने लगा। वे कुंडी बनाते थे। मूर्तियां बनाते थे। मंदिर के खंभो पर शिल्पकारी करते थे। बाद में मकान भी बनाने लगे।[83]

पुराने जमाने में गांवों का आदमी 'चैत' करने जाता था। चैत यानी दूसरों की फसल काटने की मजदूरी। चैत के मजदूरों को चैतुआ कहा जाता है। दो–तीन महीने का चैत होता था। जंगल में आज भी आदिवासी

[79] चम्पू लाल गौंड़, 98 वर्ष, श्रमिक, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अक्टूबर, 2016
[80] माखन आचार्य, 74 वर्षीय, साधक– ब्रह्मकुमारी मिशन, पिपरिया, साक्षात्कारः जुलाई, 2017
[81] मत्था बाई, 56 वर्ष, किसान, सांडिया रोड, पिपरिया, साक्षात्कारः नवंबर, 2008
[82] सेवरती बाई बंशकार, 80 वर्ष, पुश्तैनी बांस श्रमिक, लोहिया रोड, पिपरिया, साक्षात्कारः अप्रैल, 2017
[83] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

चैत पर जाता है लेकिन मैदानी क्षेत्रों में यह परंपरा खत्म हो गई है। वहां स्थानीय स्तर पर ही लोगों को रोजगार मिलने लगा है।[84]

पिपरिया और नर्मदा किनारे की पट्टी में चैतुए आते थे। एक–एक गांव के दस–बीस लोग मिलकर आते थे। चैतुए दो सौ–पांच सौ के झुंड में आते थे। दो–तीन महीने में हर चैतुए को तीन–चार बोरा अनाज मिल जाता था। उन्हें लाने–ले जाने में निजी ट्रक वालों की बड़ी भूमिका होती थी। खासकर जब वे अनाज की बोरियां लेकर अपने घर लौटते थे। ट्रक वाले बोरियों के हिसाब से किराया लेते थे। चैतुओं के चार–पांच सौ रुपए भाड़े में खर्च हो जाते थे। मसूर, चना, मटरी बेचकर वे किराया चुकाते थे। इसके लिए उन्हें एक दो बोरा बेचना पड़ता था और एक दो बोरा ही वो घर ले जा पाते थे। चैतुओं के साथ सफर से जुड़ी दुर्घटनाएं भी होती रहती हैं। वो साल में दो दफे आते थे। एक तो दीवाली के बाद और फिर गेहूं– चना की कटाई में आते थे। पहले निंदाई में भी आते थे लेकिन अब वो बंद हो गया है। निंदाई महीना भर चलती थी। अब दवाई सींच देते हैं तो निंदाई की जरूरत नहीं पड़ती।[85]

जब खेतों में मशीनीकरण होना शुरू हुआ तो पहाड़ से मैदान में आने वाले लोगों की रोटी भी प्रभावित हुई। कटाई का समय किसान और मजदूर के मिलन का समय होता था। चैतुआ में गेहूं और अन्य फसलों की कटाई के दौरान ये मेलजोल और बढ़ जाता था। पर हारवेस्टर जैसे उपकरण आ जाने से इस पूरी प्रक्रिया पर प्रभाव पड़ा। लोग अन्य काम तलाशने बाहर जाने लगे। बाहर जाने का एक अन्य कारण कम मजदूरी मिलना भी है। मशीनीकरण के बाद बड़ी संख्या में पहाड़ी क्षेत्र के लोगों के लिए काम ही नहीं बचा।[86]

चैतुआ की प्रथा में स्थाई किसान और आदिवासी के बीच एक परस्पर रिश्ता बना रहता था। ये अमीर से गरीब के बीच पैसे और अन्य तरह के लेनदेन की एक महत्वपूर्ण कड़ी थी। बढ़ते शहरीकरण में स्थानीय स्तर पर होने वाले काम धंधों में चैतुआ जैसी प्रथा के उलट किसी विशेष समय के बजाय तकरीबन पूरे साल ही मज़दूरों की आवाजाही बनी रहती है। इन मज़दूरों में अधिकतर अन्य राज्यों से रोजगार की तलाश में आने वाले लोग शामिल होते हैं। दाल मिल, तेल मिल, तेंदूपत्ता जैसे छोटे मोटे व्यापारों के साथ साथ पिपरिया में ढोर चराने, मैला ढोने, बैलगाड़ी हांकने और बांस से रोजमर्रा की जरूरतों का सामान बनाते श्रमिकों की कहानियां भी हैं।

पहले के मुकाबले अब बाहर से मजदूर ज़्यादा आ रहे हैं। खासतौर से बिहार से। इतना काम यहां के मजदूर नहीं कर पाते, जितना वहां के करते हैं। अपने यहां का मजदूर 25 बोरे में थक जाता है और वो सौ बोरा तक फेंक लेते हैं। सीज़न में कुछ महीने पैसा कमाते हैं और फिर घर लौट जाते हैं। काम को लेकर व्यापार में जो ईमानदारी है, वो भी उन्हें भाती है। आज पिपरिया में बिहार के एक हजार से अधिक मजदूर होंगे।[87]

हम सेठ के ढोर चराने खूब जंगल जाते थे। बदले में थोड़ा बहुत पैसा मिलता था। जब बड़े हुए तो हिम्माली करने लगे गांधी बब्बा (गंगाप्रसाद गांधी) के यहां। बोरा उठाते थे। मोरछली वालों के यहां से चावल का बोरा कंधे पे धर के जयसिंह के बिल्डिंग पर ले जाया करते थे। आठ आना और चार आना में

[84] हरगोविंद राय, 57 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः फरवरी, 2017
[85] बुद्धू सिंह उइके, 75 वर्ष, ट्रक ड्राइवर, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[86] बाबा मायाराम, 45 वर्ष, लेखक–पत्रकार, पचमढ़ी रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[87] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017

बोरे मिलते थे। बाद में 12 आना और फिर रुपइया हो गया। मंडी में सारा अनाज पल्लेपार से बैलगाड़ी में आया करता था। पहले बहुत मेहनत का जीवन था।[88]

मैं कक्षा चार तक पढ़ा हूँ। फिर पिता की मौत हो गई और पढ़ाई छूट गई। मज़दूरी करने लगे। दाल मिल में काम किया। उस समय तीन आना रोज़ मजदूरी मिलती थी। तब पांच गौंड़ परिवारों के पास ही खेती किसानी थी। बाकी गौंड़ मजदूरी ही करते थे।[89]

खेती के साथ हमारे पिताजी मजदूरी भी करते थे। रेलवे स्टेशन के उस तरफ मालगोदाम थी। वहां वैगन में वे कोयला और सागौन की लकड़ियां भरते थे। मेरी मां गल्ला बाज़ार में सेठ के गल्ले की दुकान में काम करती थी। उस सेठ की दो गायें और एक भैंस थी। उन्हें चराने के वो महीने में साढ़े चार रुपए देता था। यहां रेलवे स्टेशन पर एक कबेलू वाले लाल मकान के सिवा कुछ नहीं था। मैं ढोर चराता था जब जग्गू उस्ताद ने यहां अस्पताल का उद्घाटन करवाया था। राजेंद्र बाबू आए थे। फिर थोड़ा होशियार हुए तो हमने बैलगाड़ी बनाई। बैलगाड़ी से ईंट, मिट्टी, रेत ढोना शुरू किया। उससे रोजी रोटी चलने लगी। फिर ट्राली आई तो बैलगाड़ी का काम खत्म हो गया। फिर मंझले भैया ने ईंटों का धंधा शुरू कर दिया। बड़े भैया के पास बकरियां थीं। मैं इधर–उधर मजदूरी करता ही रहता था। मैंने मिस्त्रीगीरी भी की। इस तरह गुज़र बसर होती रही।[90]

इसी बस्ती में पैदा हुई और यहीं शादी हो गई। पिता ढोर चराते थे। घर और बस्ती के ढोर चराते थे। तब एक ढोर के तीन रुपए महीना मिलते थे। बचपन में हार खेत जात थे।[91]

मेरा नगरपालिका में झाड़ू लगाने का काम था। सबको अलग अलग मोहल्ले बंटते थे। उसी हिसाब से सफाई करते थे। हमारे पति भी नगरपालिका में मुकद्दम थे। उनका नाम किशनलाल था। हमने पूरे शहर की सफाई की है। भइया बहुत गंदगी का काम किया है। पहले लेटरिन का काम भी रहता था। सर पर गंदगी ढोते थे। उससे आंखें बर्बाद हो गईं। बाद में गाड़ी आई तो उसमें भी गंदगी ढोयी है। बोदा वाली गाड़ी चलत थी। बई में कचरे ढोत थे। फिर ये ट्रालियां आ गई। मल ढोने के काम में बहुत सी औरतें लगी होती थीं। अब वो वाला काम बंद हो गया है। पहले कच्ची लेटरिन हुआ करती थी तो मेहतरानी को उसे साफ करने का काम मिलता था। धीरे धीरे आदत पड़ गई। कोई हे गंदगी सहन नहीं होय तो बीमार भी पड़ जात थे। हमने 50–100 रुपइया से नौकरी की है। पहले बहुत कम तनखा मिलत थी। और मैला ढोने में तो ऐस होते थो कि टपकत जा रओ है, गिरत जा रहो है। फिर भी करने पड़त थो। फिर दुपहरी दो बजे हाजिरी पे जात थे और फिर मुकद्दम काम बताते थो। बड़ा संकट में काम करत थे।[92]

हमारे बचपन के समय सर पर मैला ढोने की प्रथा थी। जमादारनी, जिसे मेहतरानी कहा जाता था, वो आती थी और हर घर के संडास में पहले राख डालती थी और फिर खींच–खींच कर पूरा मल बाहर निकालती थी और टोकरी में भर कर उसे सर पर लेकर जाती थी। बाद में उनको गाडी दी गयी थी। फिर वे गाड़ी

[88] नाथूराम अहिरवार, 80 वर्ष, श्रमिक, अयोध्या बस्ती, पिपरिया, साक्षात्कारः फरवरी, 2017
[89] चम्पू लाल गौंड़, 98 वर्ष, श्रमिक, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अक्टूबर, 2016
[90] जसवंत सिंह अहिरवार, 74 वर्ष, श्रमिक, लोहिया वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[91] सुमन बाई गूजर, 80 वर्ष, किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[92] तुलसा बाई वाल्मीकि, 69 वर्ष, सेवानिवृत नगरपालिका सफाई कर्मचारी, लोहिया वार्ड, पिपरिया, साक्षात्कारः अप्रैल, 2017

भर कर मल ले जाती थी। हमारे क्षेत्र का सारा मैला आनंद बाग़ के मैला टैंक में इकठ्ठा होता था। लगभग 1985 तक मैला ढोने की ये अमानवीय प्रक्रिया हमने देखी है।[93]

पहले मैं इधर कम आता था। देवी में ठेकेदारों का काम चलता था। हकीम भाई के यहां गिट्टी–बोल्डर का काम करते थे। वहीं पास में ही नदी और पहाड़ के पास। गिट्टी बोल्डर तोड़ के रेलवे में भी देते थे। पूरे में इनकी गिट्टी उलचती थी। पहले हेल्पर बने। सफाई और आइलपानी करते थे। जंगल में काम चलता था। कटाई, कोयला बनाने का और बैलगाड़ियों से लकड़ी ढोने का काम चलता था। बांस–बल्ली सोहागपुर जाती थी। दो–तीन बैलगाड़ियां रखते थे। मैंने भी ढोया है। पहले गाड़ी के रास्तों पर ज्यादा पेड़ थे। फिर लोगों ने काट दिये। जंगल में प्रतिबंध लग गया तो रोड के किनारे के पेड़ कट गये। गोंडीपुरा में भी पहले पेड़ ज्यादा थे। पहले सूखी खेती थी। बरसाती फसल ही होती थी। कोदो, कुटकी, समा, तुअर मक्का जैसी फसलें ही होती थी। पहले मालगुजार पटवा के ही कुंआ था। वे बगीचों का काम करते थे। फिर उनने सब बेच दिये। आज वहां जमीन पांच लाख एकड़ हो गई है।[94]

पहले थाने के सामने जो राजौरिया औषधालय था, पिताजी का जन्म उसी मकान में हुआ था। वो मकान हमारे दादाजी का था। आज भी पिताजी का नाम ही चलता है कि हैदर की दुकान है। हम माथनी, सर्रा तक चूड़ी पहनाने गए हैं। गांव भी हम पैदल ही जाते थे। जैसे सांडिया तक बस से चले गए और वहां आसपास के गांवों में पैदल घूमकर चूड़ी पहना आए। अब सारे कटकवार पिपरिया में ही बस गए हैं तो जाने का सवाल ही नहीं है। 15 साल की उमर से हम बस्ती में 50–50 किलो का वजन उठाकर घूमते थे। पहले बुलउआ आते थे घर पर कि हमारे यहां चूड़ी पहनाने आना। हमारे परिवार ने चूड़ी के अलावा कोई काम नहीं किया।'[95]

हम जानवरों को बांधने के लिए सन से गिरमा बनाते थे। एक दिन में दस किलो सन के गिरमा बना उन्हें बाजारों में बेचते थे। सन खेत में होता है और बाजार में भी बिकता है। बनखेड़ी और नरसिंहपुर भी सन लेने जाते थे। पिपरिया में इतवारा बाजार और आसपास के बाजारों में गिरमा बेचने जाते थे। एक रुपए में सात गिरमा बिकते थे। हमारे सयाने हाथचक्की और सिल–लोढ़ा टांकते थे। पिपरिया की गलियों और गांवों में आवाज लगाकर घूमते थे कि सिल टंकवा लो। टंकाई की कीमत कुछ भी हो सकती थी। कभी आटा, कपड़ा, दाल–चावल मिल जाता था। नकद है तो वो भी लेते थे।[96]

हम घर पर टोकना बनाते थे। सौ बांस की गाड़ी 25–30 रुपए में मिल जाती थी। दो महीने में सब बांस खपा लेते थे। पहले यहां बांस खूब होता था। अपन चाहे जहां से बांस मंगवा लेते थे। सोनपुर पर्रास से भी बांस मंगवाया हैं। नहीं तो हमारे डुकर चले जाएं और ठाकुरों से कटवा के ले आते थे। छह–सात साल से बांस की ज्यादा किल्लत हो रही है। बांस मिलता ही नहीं है। कभी बनखेड़ी से ला रहे हैं। कभी कहीं से ला रहे हैं। अब एक बांस 25–30 में मिलता है। 50 रुपइया तक एक बांस मिल रहा है। गट्ठा पांच सौ तक मिलता है। अब उतना काम नहीं है। इसी से कड़की है। बचपन में तरौन में चारा बेचत थे। कभी पिसी–चना काटते थे। खेत में रोटी लेके पहुंच गए। तरौन बड़ा है। पहले वहां बाजार लगता था। पिपरिया के सब तरौन जाते थे। सोनपुर पर्रास तक के लोग तरौन आत थे। पहले हमारे यहां 10–50 बकरी थीं।

[93] गोपाल राठी, 59 वर्षीय, शैक्षिक कार्यकर्ता, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[94] बुद्धू सिंह उइके, 75 वर्ष, ट्रक ड्राइवर, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[95] वाहिद खान, 68 वर्ष, चूड़ी दुकानदार, हैदर की पुलिया, पिपरिया, साक्षात्कारः जुलाई, 2017
[96] तारा बाई कुचबधिया, 75 वर्ष, श्रमिक, कंजर मोहल्ला, पिपरिया, साक्षात्कारः अगस्त, 2017

उनकी गड़रियों जैसी सार थी। बकरी का दूध बिकता नहीं था। उसे उबाल कर खोवा बना लेते थे। दो–दस साल बकरी रखीं, फिर बेच दीं। इन्ही सब में गुजर हुआ करत थी।[97]

हैदर की दुकान, पिपरिया, वर्षः 2017
स्त्रोतः सेंटर फॉर कम्युनिटी नॉलेज

कच्ची लैट्रिन को हाथ से साफ करती महिला, वर्षः 2012
स्त्रोतः गूगल

अयोध्या बस्ती में बंसकार, पिपरिया, वर्षः 2008
स्त्रोतः जतन ट्रस्ट

सड़क किनारे बंसकारों की झुग्गियां, पिपरिया, वर्षः 2017
स्त्रोतः सेंटर फॉर कम्युनिटी नॉलेज

[97] सेवरती बाई बंशकार, 80 वर्ष, पुश्तैनी धंधा, लोहिया वार्ड, पिपरिया, अप्रैल–मई 2017

शहरीकरण और व्यापार/

Urbanisation and Trade

जब यहां मजदूरों का जमावड़ा हो गया तो उन्हें भोजन–पानी के लिए अनाज और किराने के सामान की ज़रूरत थी। उनकी यह कमी व्यापारियों ने दुकान खोल कर पूरी की। पहाड़ी इलाकों में साहू समाज के लोगों ने दुकानें खोली तो मैदानी इलाकों के गांवों में राय और माहेश्वरी जाति के लोगों ने दुकानें शुरू कीं। देवगांव में शुरुआती दुकानें कच्छियों और माहेश्वरियों की थीं। पिपरिया में किराने का व्यापार तेजी से पनपा। धीरे–धीरे इसमें दूसरी जातियों के लोग भी आ गए।

पिपरिया से रेल निकलने के बाद व्यापार और खेती का विकास हुआ। पहले ठग और पिंडारियों के कारण खेती करना दूभर था, लेकिन इसके बाद जंगल काटकर मैदान बनाये जाने लगे और खेती के प्रति रुझान बढ़ा। पचमढ़ी और छिंदवाड़ा के रास्ते पर बैलगाड़ियां दौड़ने लगीं। छिंदवाड़ा में कोयले का विपुल भंडार है। यहां अंग्रेजों ने कालयरी स्थापित की और कोयला खनन का काम शुरू किया। इस काम में काफी मज़दूरों की जरूरत थी इसलिए उत्तर प्रदेश और बिहार से मजदूरों को लाया गया। छिंदवाड़ा–परासिया का व्यापार पिपरिया के कारण बढ़ा। यहां गेहूं, चना, दालें आदि खाद्यान्न भेजा जाने लगा। पचमढ़ी की खाद्य आपूर्ति भी पिपरिया से होने लगी इसलिए पिपरिया का व्यापार बढ़ा। पिपरिया में 1900 से पहले ही गल्ला व्यापार शुरू हो चुका था लेकिन 1920 में गल्ला मंडी शुरू होने के बाद व्यापार तेज गति से आगे बढ़ा।[98]

रेलवे स्टेशन के सामने पहले जिसे मीठी गली कहा जाता था, वहां पहले कुछ नहीं था। अंदर शमशान घाट था जहां पुरानी बस्ती के मुर्दे जलाये जाते थे। इस गली में सुरजन परिवार के पूर्वजों ने परचून की दुकान खोली थी। पहले स्टेंडर्ड किराने की दुकान पंसारी की दुकान कहलाती थी और छोटी किराने की दुकान को परचून की दुकान कहा जाता था। उनके पार्टनर खापरखेड़ा से सुबह भोजन करके पैदल आते और शाम पांच बजे वापस जाते। लगभग 1900 तक दुकान पार्टनरशिप में रही। 1900 में ही पिपरिया में मंगलवारा बाज़ार में सुरजन परिवार ने दो सौ रुपए में मकान लिया।[99]

बनारस वाले यहां काफी समय से डटे हैं। मुनीम तो 1900 से भी पहले आए होंगे। बनारस के एक बहुत बड़े सेठ थे। उनकी पूरे हिन्दुस्तान में गद्दियां थीं। एक गद्दी यहां पिपरिया में थी। बाद में जब सेठजी ने व्यापार बंद किया तो सब मुनीमों को दे दिया। ये थे सेठ गोविंद दास के पिताजी सेठ गोकुलदास। उन्होंने 1905 में यहां जीनिंग कारखाना शुरू किया था।[100]

पिपरिया में बनारस वालों की एक फर्म 'अभयराम–चुन्नीलाल' थी। इस फर्म ने 22 हजार रुपए में राजा गोकुलदास से जीनिंग एंड प्रेसिंग फैक्टरी खरीदी थी। इस फर्म में केवलचंद झंवर मुनीम थे। बाद में यह फैक्टरी बंद हो गई क्योंकि यहां कपास का उत्पादन कम हो गया था। उस समय 40–50 इंच वर्षा होती थी जो कपास उत्पादन के लिए अच्छी थी लेकिन जब वर्षा का अनुपात बढ़ गया तो कपास की खेती पर बुरा प्रभाव पड़ा और वह बंद हो गई। [101]

[98] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[99] श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[100] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[101] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

कच्छी समाज के लोग 1880 तक यहां आ चुके थे। कच्छी दो तरह के थे। एक कच्छी जैन और दूसरे कच्छी वोहरा। कच्छी तो बड़े लंबे चौड़े व्यापारी थे। वे किराना, नारियल, गल्ला, कपड़ा आदि कई तरह का व्यापार करते थे। अलीम भाई का परिवार यहां काफी पुराना है। ये सारी प्रापर्टी उनके फादर की ही थी। नवाबों के परिवार से थे अब्दुल्ला भाई। ये पूरा एरिया तब मिट्ठू भाई और अब्दुल्ला भाई की प्रापर्टी था। अब्दुल्ला भाई के वालिद की बर्मा शेल की एजेंसी थी। पहले इंडियन ऑयल नाम नहीं था। उस जमाने में एक रुपया कुछ पैसे में एक पीपा तेल बिकता था। स्टेंडर्ड भीकम ऑयल कंपनी का कार्टन के अंदर लकड़ी के घेरे में माल आता था। अब्दुल्ला भाई के यहां तेल का काम होता था। बाद में अब्दुल्ला भाई ने वह एजेंसी फिदा हुसैन को दिलवा दी।[102]

इस इलाके में व्यापार के विकास में काबरा परिवार का बड़ा नाम है। एक समय लोग पूछते थे 'कौन सी पिपरिया, काबरा वाली?' इनके पूर्वज करीब 1870 में शोभापुर आये थे। रेल शुरू होने के बाद वे पिपरिया आ गए। लक्ष्मीनारायण काबरा ने यहां शुद्ध घी का व्यापार किया। वे सड़क किनारे दुकान लगाते थे। वे हाट बाजारों में भी दुकान लगाते थे। उनके शुद्ध घी की उन दिनों बहुत मशहूरी थी। उन्होंने गुड़ का व्यवसाय भी किया। उस गुड़ पर बढ़िया किस्म का कपड़ा होता था ताकि वह प्रदूषित न हो। काबरा परिवार ने यहां उघोग धंधे शुरू किए। उन्होंने हाथचक्की का कारखाना शुरू किया। फिर 1930–32 में श्री रामानुज ऑयल एंड दाल मिल नाम से तेल पेरने का काम शुरू किया। एक्सपेलर चलाने के लिए इंजन लगाया गया जो कोयले से चलता था। फिर 1935 के आसपास इंग्लैंड से 110 बोल्ट का जनरेटर मंगवाया गया। इससे पहले बोदे से मिल की चक्की चलायी जाती थी।[103]

'इस बाजार में किराना जमा हुआ व्यवसाय था। काबराजी, बैजनाथ चौथमल और जीरू सेठ, ये तीन मुख्य दुकानें थीं। वे अभी भी जमी हुई हैं। रिटेल का काम काबराजी ने अपनी मर्जी से बंद कर दिया। पहले वे थोक और रिटेल दोनों काम करते थे। लोग कहते थे कि काबराजी की दुकान पर चूना से लेकर चांदी तक मिल जाती है।

पिपरिया में किराने का व्यवसाय बड़ा था। यहां अनाज व्यापारी भी किराने का काम करते थे। मंडी में अनाज बेचकर किसान यहां से किराने का सामान गाड़ियों में भरकर ले जाते थे गांव में बेचने के लिए। उत्पादक मंडियों से सीधे माल पिपरिया आता था। उंझा से जीरा आता था। गुना से धनिया आती थी। पटियालाा और गुंटूर से मिर्ची आती थी। कालीकट से नारियल आता था। देश भर की मंडियों से जो भी माल आता था वो सीधे पिपरिया आता था। पिपरिया प्रमुख रेल मार्ग पर था इसलिए सबको सुविधा थी। तब ट्रकों से माल नहीं आता था। रेलवे का माल ढोने का तरीका सबसे अच्छा था। जितनी वैगन यहां से जाती थीं, उतनी वैगन यहां आती भी थीं।

पिपरिया गुड़ की भी बड़ी मंडी थी। अंकापल्ली से गुड़ की बीस–बीस वैगनें आती थीं। फिर गुड़ बैलगाड़ी से किराना बाजार में आता था। पिपरिया के किराना बाजार में बड़ी रौनक रहती थी। दूर–दूर के व्यापारी यहां से माल ले जाते थे। पिपरिया किराने की बड़ी होल सेल मंडी थी। हुंडी बिल्टी बैंक में आ जाती थी।

[102] मोहम्मद अली बोहरा, 82 वर्ष, व्यवसायी, पिपरिया, साक्षात्कारः अप्रैल, 2017
[103] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

माल आ जाता था। हुंडी बिल्टी छुड़ा के माल की डिलीवरी करा लेते थे। वो रेलवे से लोड करा बैंक में बिल्टी लगा देता था। बैंक अपना कमीशन लेकर उसे पैसे दे देता था।'[104]

पिपरिया में जब काम धंधे और खेती किसानी बढ़ रही थी तो लोगों को रुपए पैसे की जरूरत रहती थी। उस समय बैंक नहीं थे इसलिए लोग स्थानीय साहूकारों के भरोसे रहते थे। ऐसे ही एक साहूकार हुए हैं उदयराम मालपानी। उन्हें नगर सेठ माना जाता था। उनके पूर्वज खापरखेड़ा आये और वहां से 1870 में पिपरिया आ गए। यहां उन्होंने साहूकारी शुरू की जो खूब चली। उनकी फर्म उदयराम नंदकिशोर गिरवी रखकर उधार पैसा देने का काम करती थी। उस समय एक रुपए पर एक पैसा ब्याज लिया जाता था। रुपया 64 पैसे का होता था। एक रुपए की 16 पाई पिसी, 16 सेर नमक और सोना 20 रुपए तोला था। अब यह फर्म बासमती चावल का थोक व्यापार करती है।[105]

बोहरा समाज के कुर्बान अली ने पहली हार्डवेयर की दुकान पिपरिया में शुरू की। दूसरी दुकान फिदा हुसैन की और तीसरी दुकान शमशाद भाई की थी। बाद में उन्होंने भी हार्डवेयर का कारोबार शुरू किया। उनके पूर्वज 1900 के आसपास यहां आये और हार्डवेयर की दुकान खोलने के लिए उन्हें सांडिया बेहतर जगह लगी। उन्होंने वहां दुकान खोली। उस समय वे लोहा, तगाड़ी, गगरा और किसानी के औजार वगैहर बेचते थे। बाद में उन्होंने सांडिया में दुकान बंद करके पिपरिया में खोल ली। पहले हार्डवेयर में विलायती माल बहुत आता था। कब्जा, पेंच, हेंडल, लालटेन आदि विलायती सामान बहुत सस्ता था। एक समय इग्लैंड, जापान और चेकोस्लोवाकिया का बहुत सा माल बम्बई के अंदर जहाज में रहता था। वहां से पिपरिया आता था। पिपरिया में जापान से आने वाली चादर 4.50 रुपए में बिकती थी। आज उसकी कीमत 40 रुपए है। बाद में 1980 तक सरकार ने विलायती माल पर रोक लगा दी। छह महीने में एक जहाज खाली हो जाता था। पहले यहां कानपुर से लोहा मंगाया जाता था। कभी–कभी वो टुकड़ों में आता था। वह यहां 150 रुपए मन बिकता था। अब उससे भी बढ़िया लोहा आ रहा है।[106]

इतवारा बाजार को हम बचपन से ही देख रहे हैं। हमारे बड़े पिता फिरोजखान नोटिफाइड एरिया के मेम्बर थे। बाजार भी उन्हीं ने शुरू करवाया था। उसके पहले तरौन में बाजार भरता था।[107]

1960–70 के आसपास दादा हर हफ्ते खापरखेड़ा से पिपरिया आकर उदयराम नंदकिशोर से एक बोरा मिर्ची खरीद कर ले जाते थे। फिर गांव में जाकर मिर्ची बेचते थे। धेला, आना बहुत छोटे पैसे में बेचते थे। उस जमाने में भी चिल्लर की बड़ी किल्लत होती थी तो इतवारा बाजार में वो चिल्लर की दुकान भी लगाते थे और बट्टे से चिल्लर बेचते थे। वो बट्टा नहीं, उनकी आय का साधन था। मिर्ची से सात रुपए और बट्टे से दो रुपए मिल जाते थे तो हफ्ते भर का खर्च चल जाता था। इसलिए वो मिर्ची वाले कहलाए क्योंकि हफ्ते भर मिर्ची ही बेचते थे।[108]

मेरे काकाजी गल्ले का काम करते थे और पिपरिया आते–जाते थे। मैं उनसे बोला कि दुकान से गुड़ ले लेना। फिर मैंने उस दुकानदार से भी कह दिया कि गुड़ दे देना। तो क्या हुआ कि गाड़ीबैल से गुड़ सांडिया पहुंच गया। काकाजी ने भी ले लिया और दुकानदार ने भी भिजवा दिया। मैं भोपाल से आया था

[104] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[105] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[106] मोहम्मद अली बोहरा, 82 वर्ष, व्यवसायी, पिपरिया, साक्षात्कारः अप्रैल, 2017
[107] अशरफ खान (सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[108] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017

छुट्टी लेकर। काका ने कहा कि अरे रामदयाल गुड़ के भाव तेज हो गए। तू भी ले आया था। उस दिन मुझे 110 रुपए मिले। अब तक याद है मुझे। इत्ती तो एक महीना की तनखा नहीं होती। जित्ते पइसा एक दिन में मिल गये। मुझे लगा ये अच्छा धंधा है। मार्केट में ही घर था तो फिर मैंने वहां टीन वगैरह लगा कर धंधा शुरू कर दिया। एक सेठ और था जो उसी रूट से आता–जाता रहता था। भोपाल से सुपाड़ी और दूसरा सामान लाता था। यह 1965 के आसपास की बात होगी।[109]

आजादी के बाद जब सिंधी आए तो पचमढ़ी रोड पर ही तम्बू में रहे। तब हम पांच–छह साल के थे। बाद में सरकार ने उन्हें क्वार्टर बनाकर दिए थे। जब सिंधी आए तो उन्होंने राहड़ की पत्तियां तक नहीं बचने दी थी। उन्हें उबालकर खा गए। फिर इन्हें सरकारी अनाज मिलने लगा। सिंधियों ने किसी की मजदूरी नहीं की। उन्होंने अपना धंधा शुरू किया। बीड़ी, माचिस, गोली बिस्कुट बेचने लगे। तब ये बंडल–माचिस एक पैसे में बेचते थे।[110]

जब सिंधी रिफ्यूजी होकर यहां आए तो नंदलाल उनका नेता था। वो कटनी से आया था। उस समय सारे रिफ्यूजी स्टार टाकीज में ठहरे हुए थे जो अब्दुल्ला की थी। उस समय अपने यहां बिस्कुट खाने का चलन नहीं था। रिफ्यूजियों ने बिस्कुट बनाना शुरू किया। उन्होंने ही टाकीज़ में पहली बेकरी खोली। उन बिस्कुटों का बड़ा आकर्षण था। होटलों में उन्हें बरनियों में रखा जाता था।[111]

पिपरिया में पहला फोटो स्टूडियो मैंने शुरू किया। मैं 1953 के आसपास पिपरिया आया। उससे पहले हम कटनी के एक कैम्प में रहे। वहां एक फोटोग्राफर शरणार्थियों के फोटो खींचने आता था। उससे ही मैंने दरख्वास्त कर के फोटोग्राफी सीखी। जब हम पिपरिया आए तो मैंने इतवारा बाजार में श्याम टाकीज के बाजू में कमल फोटो स्टूडियो शुरू किया। उस जमाने में सब कहते थे कि ये धंधा ज्यादा चलेगा नही। धीरे धीरे काम ने रफ्तार पकड़ ली। तब ब्लैक एंड व्हाइट फोटोग्राफी ही होती थी। मैं बागड़ा तक ट्रेन से कैमरा लेकर जाता था। फिर वहाँ से साईकिल से तवा कॉलोनी जाता था ग्रुप फोटो लेने के लिए। बाद में शांति फोटो स्टूडियो और सैफी का स्टूडियो शुरू हुआ।[112]

पहले गुजरात लकड़ी बहुत जाती थी। इटारसी, पिपरिया केंद्र थे इसके। दो नम्बर की लकड़ी। ऐसे लोगों ने बहुत पैसा बनाया। नरसिंहपुर में ये काम सरदारों ने किया। वहां उनकी आरा मशीन थी। गुजरात वाले यहां से नरसिंहपुर तक सौदा करते थे।ये 1955–60 के आसपास की बात होगी।[113]

हमने बचपन में हाथठेला भी चलाया है। कुल्फी भी बेची है। दुर्गाजी के बाजू में हमारी मूंगफली की दुकान लगती थी। फिर सोहागपुर से टट्टा टाकीज आई तो उसमें भी दुकान लगाई। अलका टाकीज खुली तो उसमें भी हमने फल्ली की दुकान लगाई। फिर साइकिल की दुकान लगाई। अब मटन और मुर्गे की दो दुकान चलती हैं। गोश्त के व्यापार में बहुत फर्क है। पहले बिकता नहीं था और अब बचता नहीं है। अब तो तीन–चार बकरे रोज कटते हैं। इतवार को मार्केट के दिन आठ–दस कट जाते हैं। अब नशा पानी ज़्यादा होने लगा है। जितना नशा बढ़ा है उतना ही मांसाहार भी बढ़ा है। बामन–बनियों के लड़के लहसुन–प्याज नहीं खाते थे। अब वे भी मटन खाने लगे हैं। खटीक हमेशा बकरे का गोश्त ही बेचता है। अपने यहां बोदे

[109] रामदयाल गुप्ता, 82 वर्ष, व्यवसायी, कस्तूरबा वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[110] जसवंत सिंह अहिरवार, 74 वर्ष, श्रमिक, लोहिया वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[111] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[112] हरिदास पंजवानी, 88 वर्ष, फोटोग्राफर–कमल फोटो स्टूडियो, सिंधी कॉलोनी, पिपरिया, साक्षात्कारः फरवरी, 2017
[113] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017

का गोश्त नहीं बिकता। खाने वाले बाहर से मंगाते हैं। बरेली में भैंसे के गोश्त का धंधा होता है। भोपाल में भी होता है। अपने यहां लोग डरते हैं। हम भी यहां भैंसे का मटन नहीं बेचने देते। कोई सोचता भी है तो अंड़गा लगा देते हैं।[114]

मैं पांचवीं तक पढ़ी हूं। मैं बिना केलकुलेटर के सारा हिसाब कर लेती हूं। यहां बैठने से और ज्यादा नॉलेज बढ़ गया। हमारे पिताजी ने बहुत कहा था कि और पढ़ लो मगर देहात का माहौल था और हम मस्ती में ही नहीं पढ़े। एक बार कोई दुकान पर आया और अंग्रेजी में कहा इसके हम ट्वंटी एट देंगे। मैं समझती नहीं थी तो वो ट्वंटी फाइव देकर चला जाता था। तब मैंने सोचा कि मुझे ये अंग्रेजी गिनती समझना पड़ेगा। थोड़ी एबीसीडी मैंने पढ़ी थी। फिर मैंने अपने से सब सीखा। अब हिसाब में गलती नहीं होती।[115]

गल्ले से किराना बढ़ा। उसी से कपड़ा बढ़ा। उसी से ज्वेलरी बढ़ी। भटगांव वाले सोनी की दुकान मशहूर थी। जमनालाल सोनी नाम था उनका। उस समय सोने–चांदी की ज्वेलरी ज्यादा चलती थी।[116]

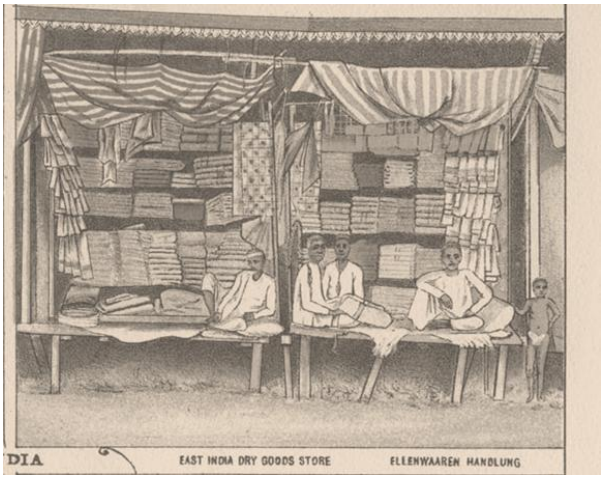
पिपरिया के बाजार में तेजी लाने में पचमढ़ी से जुड़े व्यवसाय का भी हाथ रहा है। पचमढ़ी प्रदेश की ग्रीष्मकालीन राजधानी है। राजेंद्र प्रसाद यहां दो बार आकर ठहरे थे। पर पचमढ़ी टूरिस्ट मैप पर घुमक्कड़ी का स्थान नहीं हुआ था। जब पचमढ़ी पर्यटन केंद्र बनने लगा तो जरूरत का सारा सामान पिपरिया से ही आता था। पचमढ़ी मे तो खिरनी बेर और आम ही होते थे। अनाज सारा पिपरिया से ही जाता था। 1990 के बाद पचमढ़ी का कमर्शियलाइजेशन हुआ। इतने पास कंटोनमेंट होने के बावजूद पिपरिया से फौज में काफी कम भर्तियां हुई हैं। तो 90 से पहले पिपरिया का पचमढ़ी से खास व्यावसायिक रुझान नहीं था। पिपरिया से हर दो दिन में सब्जी का एक ट्रक पचमढ़ी जाता था। आज हर दिन बीस ट्रक जाते हैं। होटल बढ़े तो काम बढ़ा।[117]

[114] हरिशंकर खटीक, 68 वर्ष, मांस विक्रेता, पुराना बस स्टैंड, पिपरिया, साक्षात्कारः जुलाई, 2017
[115] शायदा बी, 62 वर्ष, चूड़ी दुकानदार, हैदर की पुलिया, पिपरिया, साक्षात्कारः जुलाई, 2017
[116] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः जुलाई, 2017
[117] वीरेंद्र दूबे, 62 वर्ष, शैक्षिक कार्यकर्ता, पचमढ़ी रोड, पिपरिया, साक्षात्कारः मई, 2017

जिनिंग फैक्ट्री, वर्षः 1926

स्त्रोतः ब्रिटिश लाइब्रेरी इमेजेज़ ऑनलाइन

स्त्रोत और वर्षः अज्ञात



स्त्रोत और वर्षः अज्ञात

व्यावसायिक केंद्र बना कस्बा/

From a small town to a commercial hub

पहले गल्ला बाज़ार हथवांस में था। फिर मंगलवारा बाजार में गल्ला बाज़ार लगा। मंगलवारा बाजार में टीकमदास सुरजन की दुकान के सामने फड़ लगते थे। बरसों तक वहीं गल्ला मंडी भरती रही। 1920 में गल्ला मंडी पिपरिया के पुराने गल्ले बाजार में आ गई। तब से इसका नाम गल्ला बाजार हो गया। इसके पहले यहां फौजियों के टेंट लगते थे।[118]

शुरू से ही यहां की गल्ला मंडी बहुत अच्छी मानी जाती है। होशंगाबाद जिले में जुबान की कीमत हमेशा से रही है और तुलाई में कभी बेईमानी नहीं की जाती थी। तभी आसपास के पांच–सात जिलों का माल यहां बिकने आता है। शुरुआत में देलाखारी तक का पूरा हिस्सा और पूरा रायसेन जिला पिपरिया मंडी पर निर्भर था। पुरानी मंडी में ढेर के ढेर लगे रहते थे पर व्यापारी का एक दाना इधर से उधर नहीं होता था।

पहले गल्ला एसोसिएशन मंडी को संचालित करता था। सन् 1965–66 में मंडी एक्ट आने के बाद ये शासन के अधीन हो गई। मंडी में माल छनकर बिकता था। ग्रेडिंग होती थी। दलाल नीलामी करते थे और आढ़त प्रथा थी जिसमें किसान किसी व्यापारी आढ़तिये के पास जाता था और उसके बाद व्यापारी लोग माल लेते थे। आज स्थिति बदल गई है और किसान सीधे व्यापारी को माल बेचता है। पहले किसान को अगर कभी आकस्मिक जरूरत पड़ जाए तो आढ़तिया उसे पूरी कर देता था, लेकिन सरकार का सोचना था कि बिचौलियों को खत्म किया जाए इसलिए मंडी एक्ट आया।

पुरानी मंडी में बहुत अच्छे–अच्छे व्यापारी थे। जैसे लक्ष्मीनारायण राधावल्लभ काबरा की बहुत बड़ी फर्म थी। पशुलाल एंड संस थी। भीमजी भाई शाह जैसे कई दिग्गज थे। उनके कारण पूरे भारत में मंडी का नाम था। मदुरई, शैलम, इरोड़ आदि जगहों पर लोग पिपरिया को रामजीलाल जी काबरा, देवकिशनदास जी भट्टर के नाम से जानते थे। सेठ देवकिशन भट्टर यहां की एसोसिएशन के संस्थापक अध्यक्ष थे।'[119]

अभी तक अपन चल रहे हैं इस मंडी में। हम यहां तुलावटी हैं। सीजन में चार–पांच सौ रुपए मिल जाते हैं। नहीं तो ऐसे ही बैठे हैं। दो साल से यहां मजदूर गड़बड़ हो गया है। नई तो मंडी में बैठने को जगह नहीं मिलती थी। अब नोटबंदी ने भी सब उजाड़ दिया है। नहीं तो हम खुद 60–65 हजार मज़दूरी कमा लेते थे। अब तो बस खर्चा चल रहा है। पुरानी मंडी में अच्छा था। पहले आढ़त थी। कई प्रकार के माल की खरीद होती थी। पुरानी गल्ला मंडी में हमें फुरसत नहीं मिलती थी कि एक दिन छुट्टी मना लें। आज देखो सब मजदूर बेबारह है। काम मिल जाए तो ठीक वर्ना बैठे हैं। काटना, तौलना, पालना अपना काम था। पहले घर बैठने की गुंजाइश नहीं थी, क्योंकि आढ़त थी। अब आढ़त माढ़त खतम हो गई। पहले गौंड़ ठाकुर बहुत थे गल्लामंडी में। बैलगाड़ी में माल ढोते थे।[120]

यहां पहली दाल मिल कोठारीजी ने खोली थी। उन्हें बहुत नुकसान हुआ था। वे नन्हेलाल वल्लभदास के कर्ज़दार हो गए थे। उस समय मैं 30–35 का था।[121]

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[118] श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[119] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017
[120] राम सिंह गौंड़, 71 वर्ष, अनाज मंडी में तुलैया, सिलारी, साक्षात्कारः सितम्बर, 2017
[121] श्याम राय, 105 वर्ष, व्यवसायी, बस स्टैंड, पिपरिया, साक्षात्कारः जनवरी, 2017

50′ के दशक में जब हम यहां आए थे तो केवल दो दाल मिलें थीं। धान की दो चक्कियां भी थीं। पिपरिया बहुत छोटी थी। इतनी छोटी कि अपने आंगन से मरघट की चिता दिखाई देती थी। आंगन से प्लेटफार्म पर खड़ी रेलगाड़ी दिख जाती थी। तब यहां न बिजली थी, न थाना और न अस्पताल। उस समय रेलवे स्टेशन भी बहुत छोटा था।[122]

यहां पहले छोटी दाल मिलें थीं जो हाथ चक्की से चलती थीं। हाथचक्की से चलने वाली दाल मिलों में एक तो बेर वालों की थी। एक जेठालाल की थी। 1950 से पहले शाह परिवार की एक दाल मिल सेमरी में थी। फिर बाद में वो पिपरिया आ गई और 1960 मे उसे बंद कर दिया गया। उस समय कई दाल मिलें थीं। यहां से दाल मद्रास, बम्बई और कलकत्ता जाती थी। पहले दाल मिल में पंद्रह तीस मजदूर लगते थे। अब पांच–सात मजदूरों में ही काम हो जाता है। पहले सौ–दो सौ बोरा की क्षमता थी और अब दस बारह प्लांट तो ऐसे होंगे जिनमें पांच सौ बोरा प्रतिदिन की क्षमता है। पहले 12 के करीब दाल मिलें थीं। उनमें सात तो अच्छी केपेसिटी की थीं और पांच हाथचक्की वाली थीं। आज 40 के करीब दाल मिल हैं। उनमें 10–15 की क्षमता तो पांच सौ–सात सौ क्विंटल प्रतिदिन क्रश करने की है।

हालांकि पौष्टिकता के हिसाब से लोग हाथचक्की वाली दाल ही लेना पसंद करते थे। चक्की वाली मिल में तो हर काम में लेबर लगता था तो रोजगार भी मिलता था। आज न लेबर मिल रहा है, न रोजगार। आज हमारी मिल में चार मजदूरों और दो ड्राइवरों से सारा काम हो जाता है। सब काम ऑटोमेटिक है। बस आपको बोरा काटना है और माल बाहर आना है।[123]

आज मिलों में आने वाली फसल कम से कम छह–सात जिलों से आ रही है। जैसे, नरसिंहपुर, होशंगाबाद, रायसेन, बैतूल और अब सागर जिले का माल भी आ रहा है। इटारसी के इस तरफ का सारा माल भी यहां आ रहा है। यहां रा मटेरियल तो है ही, साथ ही यहां बाकी मंडियों के मुकाबले विश्वसनीयता ज्यादा है। भाव तो किसान को हर जगह एक ही मिल रहा है। गाडरवारा और इटारसी में जो दाम मिलेगा, वही पिपरिया में मिलेगा लेकिन यहां तुरंत ही नकद पेमेंट मिलता है और तौल में भी कोई गड़बड़ी नहीं की जाती। दाल के व्यवसाय की सफलता का राज यही है।

पहले यहां से दाल केवल महाराष्ट्र और मध्यप्रदेश ही जाती थी पर व्यापार की सीमाएं बढ़ जाने से अब पिपरिया की 60–70 फीसद दाल आंध्रप्रदेश, तमिलनाडु और साउथ जाती है। पहले यहां तिवड़ा *(खेसारी दाल जिसकी खेती पर 1961 में लकवे की शिकायत के चलते प्रतिबंध लगा दिया गया था)* बहुत आता था पर अब उसकी फसल खत्म हो गई है। अब किसान जल्दी और अच्छी फसल चाहता है इसलिए अब किसानों ने तिवड़ा, बटरी वगैरह बोना छोड़ दिया है। अब तो सीधा तुअर, चना बोते हैं। तिलहन, अलसी, मूंगफली भी बहुत आती थी पर अब सब बंद हो गया है। किसानों का रकबा तिलहन के प्रति बहुत कमजोर हो गया है। दलहन में किसान तीन फसल ले रहा है। बीच में मूंग भी आ गई और मूंग की फसल बहुत अच्छी हो रही है। किसान के लिए कैश क्रॉप हो गई है। कहते हैं कि मूंग जब आती है तो पिपरिया की मंडी हरी हो जाती है।

यहां ओपन बिडिंग होती है। माल का ढेर लगता है। बरसों से ऐसा ही होता आ रहा है तो मिलावट की कोई आशंका ही नहीं रहती। बाकी मंडियों में माल बोरे या ट्रॉली में नीलाम होता है। मंडी कमेटी ने यहां

[122] कमला बाई राजपूत, 80 वर्ष, किसान, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[123] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017

भी बोरे या ट्रॉली लगाने की बात सोची पर न तो यहां किसान तैयार है न व्यापारी। इसलिए आज भी मंडी में यही प्रथा है। अभी 40 दाल मिलों को आठ हजार–दस हजार बोरे प्रतिदिन क्रशिंग के लिए लग जाते होंगे। कम से कम इतने तो चाहिए ही।

नर्मदा के दोनों तरफ 50 किमी तक उसका कैचमेंट एरिया है। इसके पानी में इतनी मिठास है। इससे यहां तुअर और चना में पौष्टिकता और गुणवत्ता होती है। पहले यहां की तुअर दाल बहुत बढ़िया आती थी। अब बस नाम ही रह गया है। किसान ने बीज ही बदल दिया है। वो बीज तो 120 या 180 दिन में पैदा होता था। अब इतना धीरज उसमें नहीं है। इतने में तो अब वो दो फसल ले लेता है। ऐसी झाड़ जैसी तुअर होती थी वो और उसका दाना सोयाबीन से भी बड़ा होता था। व्यापारी उसे शैलम बेल्ट के नाम से पुकारते थे, क्योंकि वो शैलम में स्पेशली बिकती थी। उसी तुअर से मुख्य ब्रांड बलराज और टेलिफोन माल बनाते थे। वो तुअर मीठी होती थी। हालांकि आज की दाल में कहीं ज्यादा सफाई है। 1980 तक पिपरिया में दाल मिल में केवल माहेश्वरी समाज का वर्चस्व था। इसके बाद यहां साहू, अग्रवाल और सिंधी समाज के लोगों ने भी दाल मिल लगाई।[124]

यहां सबसे पहली ऑयल मिल केवलचंद नारायण दास बनारस वालों की थी। वो बॉयल्ड आयल बनाती थी। अलसी को गरम करके उसमें केमिकल मिलाकर बॉयल्ड ऑयल बनाया जाता था। फिर उसे पैक करके बम्बई–मद्रास भेजा जाता था। बाद में केवलचंद ने अपनी दुकान बंद कर दी और मुनीम माणिकचंद के चार्ज में सब दे दिया गया। उन्होंने बाद में दाल मिल भी डाली। केवलचंद के बाद काबराजी ने ऑयल मिल डाली। शाह परिवार ने 1956 में ऑयल मिल शुरू की। उनका मूंगफली तेल ज्योति ब्रांड नाम से आता था। कुछ मूंगफली यहां पैदा होती थी और कुछ छिंदवाड़ा–पांडुरना से आती थी। स्थानीय स्तर पर अलसी, तिल्ली मिल जाती थी। गाडरवारा के पास एक जगह से वहां के दिविक सेठ के यहां मूंगफली का सारा स्टाक आता था। वहां से शाह परिवार उसे पिपरिया ले आते थे। उन्होंने ऑयल मिल सन दो हजार तक चलाई। पिपरिया में भोपाल से नावों से माल आता था। सांडिया से फिर यहां शिफ्ट होता था। यहां के बाजारों में इकट्ठा होकर देश के अन्य शहरों में भेजा जाता था। माल ट्रेन से जाता था। सबके अपने हिम्माल थे। सारा माल बैलगाड़ियों से आता था और ट्रेन से जाता था। हर दुकान के अलग मुकद्दम थे जो काम करते थे।[125]

[124] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017
[125] किशोर शाह, 82 वर्ष, व्यवसायी, हम्माली मोहल्ला, पिपरिया, साक्षात्कारः मई, 2017

दाल मिल, पिपरिया, वर्षः 2017

स्त्रोतः सेंटर फोर कम्युनिटी नॉलेज

बैलगाड़ी से गाड़ी तक/

Bullock Carts to Cars

उस समय गांव के हर घर में बैलगाड़ी होती थी। शादी ब्याह के समय बैलगाड़ी में ही बारात जाती थी। खवास हवा करता रहता था। लोग बैलगाड़ी किराए से भी चलाते थे। तोजी हम ऐसे ही चुकाते थे। चार आना एकड़ तोजी लगती थी। हम पचास रुपए साल की तोजी चुकाते थे। उस ज़माने में ज्यादातर यात्राएं बैलगाड़ी से ही होती थीं। परासिया, छिंदवाड़ा और बालाघाट तक बैलगाड़ी से ही आया जाया करते थे।[126]

बैलगाड़ियों से माल भी आता था। सिलारी से लेकर पिपरिया तक पूरी सड़क बैलगाड़ियों से पटी रहती थी। गल्ला मंडी में माल खाली कर किसान अपनी बैलगाड़ियां सड़क किनारे खड़ी कर भोजन वगैरह करते थे। क्या बढ़िया जमघट होता था किसानों का! सुबह तीन बजे से बैलगाड़ियों की चर्र चर्र शुरू हो जाती थी पूरे शहर में। उस ज़माने में कई जगहों पर जैसे अस्पताल के सामने, बैंक के पास, सांडिया रोड पर, पचमढ़ी रोड पर नाद बनी रहती थी सीमेंट की। दिन में पांच–छह बार लोग उसमें पानी भरा करते थे और आते–जाते बैलगाड़ी वाले वहां अपने बैलों को पानी पिलाते थे।[127]

जब हम बैलगाड़ी चलाते थे तब एक बार एक डिप्टी रेंजर और दो नाकेदारों ने हमसे किराये पर गाड़ी का चका (पहिया) मांगा। हम तैयार तो नहीं थे लेकिन जब उसने पांच रुपए रोज किराए का कहा तो हम तैयार हो गए। हम चका उनको दे दिए, लेकिन जब 15 दिन न किराया आया और चका मिले तो हमन उनको पूछा। उन्होंने उल्टे हमसे कहा कि ये चका डिपो के हैं तुमने उन्हें चुराया था। हमें गलत साबित करने के लिए उन्होंने चकों में सरकारी सील भी लगा दी थी। मामला थाने पहुंचा तो मैंने थानेदार को बताया कि एक चका मैंने प्रेम अखेपुरिया से खरीदा है और दूसरा चका महुआखेड़ा के रतन कुर्मी से खरीदा है। फिर दोनों की गवाही हुई और साबित हुआ कि चके मेरे थे। मैंने वनमंत्री को भी शिकायत लिखी थी। तब एसडीएम सोहागपुर में रहता था। उसने मेरी शिकायत सुनी। डिप्टी रेंजर, एक नाकेदार और एक चौकीदार को इस मामले में सस्पेंड किया गया था। यह पूरा मामला डेढ़ साल तक चला था।[128]

भटगांव में प्रेमचंद साहू बैल दौड़ाने में मशहूर थे। गांव वाले उन्हें वीर कहते थे। उनके बेटे अनंतराम साहू की शादी में बारात बैलगाड़ी से बनवारी गई थी। कुल 80 बैलगाड़ियां गई थीं बारात में। हनुमानजी की मढ़िया से पिपरिया चौराहे तक बैलगाड़ियों की लाइन लगी थी। लोग देखकर हैरत में थे।[129]

बैलों को खडुआ बीमारी हो जाती थी। उसमें जानवर लंगड़ाने लगता था और चरता नहीं था। ढोरों को तीजा लग जाता था। उसमें भादो में फसूकर रहता है। उसको ढोरों ने खा लिया तो ढोर बीमार हो जाता है। फिर जानवरों को झाड़ते थे। पर्दा लगा देते थे कि बाई चारे न देखें फिर झाड़ते थे। फिर छह–सात दिन में कंढ़ैया करके प्रसाद बांटते थे। बड़े भाग रहते थे तो बच जाता था, नहीं तो मर जाता था।

[126] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016
[127] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017
[128] जसवंत सिंह अहिरवार, 74 वर्ष, श्रमिक, लोहिया वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[129] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः जुलाई, 2017

पहले ढोरों का कोई डाक्टर नहीं था। सेमरा की छाल, मुनगा की छाल से दवाई बनाते थे। हींग, मिर्ची, हल्दी बांट कर सेर भर पानी में धर देते थे। थोड़ो पानी बचे तो उसको नार में डाल कर ढोर को पिला देते थे। अगर ढोर को ठंड लग जाए और वह चरता न हो तो इससे ठीक हो जाता था। बेगा भी निकल आता था। बेगा में चारों पांव लंगड़ाने लगते थे और मुंह से लार टपकती थी। अंदर फोला हो जाता था। पांवों में इतना बेगा होता था कि पक कर खुर गिर जात थे। बच गया तो बच गया नहीं तो ढोर मर जाता था। सरप घट की बीमारी भी होती थी। उसमें गुठला पड़ जाते थे। सांस नहीं ले पाते थे और जानवर एक घंटा बाद कुंआ में मर जाता था।

अब बैलों हे कौन पूछ रहा है? पहले कहावत थी कि बेटा की कमाई और बैल की कमाई एक बराबर होती है इसलिए बैल को बेटा जैसा ही माना जाता था। गइया को बच्छा पैदा हो जाए तो परिवार में बहुत खुशी होती थी। जैसे बेटा को खिलाते हैं ऐसे ही बैल को भी खिलाते थे। वह भी बेटा जैसा ही प्यारा होता था। अब तो बछड़े मारे–मारे फिर रहे हैं। उन्हें जंगल में खदेड़ आते हैं ठेला भर भर के। अब उनकी पूछ नहीं रही।[130]

पहले बैलगाड़ी और बोदागाड़ी से ही आना–जाना होता था। मेरे एक चाचा गुरारी से बैलगाड़ी में खापरखेड़ा के सामान्य स्कूल में पढ़ने आते थे। आज वे अमेरिका में डॉक्टर हैं।[131]

उस ज़माने में पचमढ़ी घोड़े पर जाते थे। मालगाड़ी में घोड़े आते थे। हम सब स्टेशन जाते थे उन्हें देखने। मालगाड़ी में पूरा अस्तबल ही था। घोड़ों के लिए पूरी व्यवस्था थी। नगरपालिका के पीछे वाले हिस्से में कोचवान मोहल्ला था। जहां तांगे वाले और घोड़ागाड़ी वाले रहते थे।[132]

पचमढ़ी रोड पर रेस्ट हाउस के पीछे तांगा चलाने वाले कुछ मुस्लिम परिवारों का एक मोहल्ला था। उसे कोचवानी मोहल्ला कहा जाता था। उस समय पचमढ़ी तक का कच्चा रास्ता बन गया था और वहां जाने के लिए बैलगाड़ी और तांगा ही थे। उस समय एक शेख चुन्नू मोहम्मद इस्माइल नालदार थे। उनके घोड़े, तांगे चलते थे। वे बैतूल तक घोड़ों की नाल ठोंकने जाते थे। तांगा चलाने वाले ये चार–पांच परिवार 1900 के आसपास पिपरिया आये थे।[133]

कोचवानी मोहल्ला नगरपालिका के पीछे मस्जिद से लगा हुआ था। पहले तांगे चलते थे। पचमढ़ी जाने के लिए कोई साधन नहीं था। डाक तांगे में जाती थी पचमढ़ी। तांगे वाले कोचवानी मोहल्ले में रहते थे। अब कितने तांगेवाले थे यह कहना तो मुश्किल है।[134]

एक बार हम काशी एक्सप्रेस से उतर कर आ रहे थे। तब यहां पर एक ही तांगा चलता था। बुल्लू दादा तांगा चलाते थे। वो हमारे मोहल्ले में ही रहते थे। मैं गाड़ी से उतरा तो बुल्लू दादा बोले ठहर कोई सवारी मिल जाए तो चलते है। फिर घर ही जाना है। एक सवारी मिली हथवांस की, चार आना किराये में। उसने हथवांस में सवारी छोड़ी और आए तो इस पुलिया के उस तरफ हमारा तांगा तो चल रहा था लेकिन आगे

[130] कमला बाई गूजर, 80 वर्ष, पशु पालक–किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः सितंबर, 2017
[131] अरुणा कटकवार, 66 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[132] चम्पू लाल गौंड़, 98 वर्ष, श्रमिक, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अक्टूबर, 2016
[133] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[134] अशरफ खान(सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017

नहीं बढ़ रहा था। बुल्लू दादा बोले तू तांगे से मत उतरना। वे उतरे और घोड़े को पकड़कर तांगा मोड़ा और फिर हम घूमकर रिपटा से होते हुए आए। तब मछवासा में पानी बहते रहता था।[135]

मेरे मामा धर्मचंद, उनके बेटे मनोहर और पोते परमानंद ने यहां तांगा चलाया है। सांडिया की सड़क कच्ची थी तो उस पर मामाजी दो घोड़ों वाला तांगा लेकर जाते थे। पिपरिया में उस समय दो ही तांगे थे। एक मामाजी का और दूसरा हैदर की पुलिया वाले मोहन डंफ का।[136]

दस साल के थे जब पिपरिया आ गए थे। जब हम पढ़ते थे तो चौराहे से हथवांस जाने में लोगों को डर लगता था। एकदम सुनसान इलाका था। अब तो पिपरिया हथवांस एक हो गया है। उस समय आबादी कम थी। इतने वाहन, इतना विस्तार नहीं था। अगर देवकिशन सेठ के जीप आ गई तो हम गिनती करते थे कि पिपरिया में एक जीप आई है। फिर साल–छह महीने में काबराजी के यहां आ गई तो दो जीप हो गई। हम यहां से छुट्टियों में भटगांव जाते थे तो हाथ में डंडा लेकर जाते थे कूदते हुए। उस समय बस नहीं चलती थी। पैदल जाते थे या हमारे घर से बैलगाड़ी आ जाती थी। उस समय बैलगाड़ी और बख्खरों का जमाना था। ट्रैक्टर तो थे नहीं।[137]

पहले वाहन नहीं चलते थे। पैदल जाते थे। बरेली तक पैदल गए हैं। पहले बग्घी चलती थी। बरेली शाम तक पहुंच जाते थे। हम रिंगत गए हैं। चौराहेट, सेमरी तक रिंगत गए हैं। हम डुकरा डुकरिया जाते थे।[138]

मैंने 90 रुपए में साइकिल खरीदी थी। उसे लेकर सांडिया गया तो लोग देखने आ गये कि अरे ये तो साइकिल ले आया! बड़े पैसे वाला हो गया है।[139]

1981 में मैं साइकिल से जाता था तो साइकिल प्लेटफार्म पर रखता था। फिर दूसरी तरफ प्लेटफार्म से नीचे साइकिल उतार कर पचमढ़ी रोड चला जाता था। अब ऐसा नहीं हो सकता। प्लेटफार्म ऊंचे हो गए हैं। साइकिलें किराये से चलती थी। 25 पैसे घंटा लगता था। हमने किराये की साइकिल खूब चलाईं। पहले कहा जाता था कि जब तक चोट नहीं लगे और खून न निकले तब तक साइकिल नहीं सीख सकते। एक बार चोट लगती ही है। इस बात को हर बच्चा मानता था। खून साइकिल में लगा देते थे। कहते थे साइकिल खून मांगती है! कालेज में थे तब तक कालेज की कोई लड़की साइकिल नहीं चलाती थी। सीमा बैस और एक दो लड़कियां साइकिल चलाती थीं तो लोग कौतुहल से देखते थे।[140]

हमारी ससुराल सागर में है। खंडवा से हमारी बारात गई थी। खंडवा से पिपरिया रेलगाड़ी से आते थे। तब यहां तक बस नहीं चलती थीं। 1965 के करीब बस चालू हुई थी खंडवा–होशंगाबाद। पचमढ़ी एक ही बस चलती थी। सुबह जाती थी और शाम को वापस आती थी। पिपरिया में रोडवेज बाद में आया।[141]

कई कामों के चलते घर से निकलना पड़ता था। गांव में खेत बटिया पर देते थे तो कभी जाना पड़ता। हम बस से सांडिया जाते थे। वहां से पांच किलोमीटर पैदल चलकर गांव पहुंचते थे। सर्रा जाने के लिए पहले जब बस मोटर नहीं थी। हम सामान उठाकर 20 किलोमीटर पैदल ही जाते थे। फिर मोटर शुरू हुई।

[135] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[136] हरगोविंद राय, 79 वर्ष, सेवानिवृत सरकारी कर्मचारी, अशोक वार्ड, पिपरिया, साक्षात्कारः जून, 2017
[137] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः जुलाई, 2017
[138] सेवरती बाई बंशकार, 80 वर्ष, पुश्तैनी बांस श्रमिक, लोहिया रोड, पिपरिया, साक्षात्कारः अप्रैल, 2017
[139] रामदयाल गुप्ता, 82 वर्ष, व्यवसायी, कस्तूरबा वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[140] गोपाल राठी, 59 वर्षीय, शैक्षिक कार्यकर्ता, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[141] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017

उसका किराया अठन्नी लगता था। मेरी बहन सालेचौका जाती थी। पैसेंजर गाड़ी में 12 आना किराया लगता था। आठ आने से शुरुआत हुई थी।[142]

हम लोग मालनवाड़ा से सांडिया आए। यहां सतना और दमोह सहित चार–पांच जगह रेलवे की आउट एजेंसी खुली थी। आउट एजेंसी में पचमढ़ी में रेलवे की बुकिंग करने का काम था। उस समय तनख्वाह थी करीब 70–78 रुपए। पिपरिया में बसों की शुरुआत मेरे सामने ही हुई है। तब सीपीटीएस के तहत बसें चलती थीं। तब सांडिया से पिपरिया के 65 पैसे लगते थे। पहले 50 पैसे लगते थे। बस में मेरा काम बुकिंग करने का था।

उस समय लाल डिब्बे वाली बसें थीं। उसके बाद प्राइवेट बसें भी चलीं। पहले लोग पैदल आते थे या घोड़े से आते थे। सांडिया में लोगों के पास घोड़े थे। सांडिया से आधा घंटे में बस पिपरिया आ जाती थी। उस समय रोड बहुत कचरा थी। पुलबंदी से अब बहुत सुविधा हो गई है। पहले सांडिया से पिपरिया आने–जाने का कोई साधन नहीं था। बस आई तो सबको सुविधा हो गई। खापरखेड़ा, गाड़ाघाट और पचलावरा गांव बीच में पड़ते हैं।'[143]

पिपरिया में तीन लोगों के पास गाड़ियां थीं। पहली गाड़ी रेवाशंकर पालीवाल के पास फियेट थी। आस्ट्रेलियन फियेट लाए थे वे। झील पिपरिया वाले रघुनाथ पटेल के पास भी यही गाड़ी थी। उनके बाद गाड़ी लाए थे तुलसीराम कटकवार। उनके पास एक जीप थी। बाद में अम्बेसेडर लाए। जब उन्हें रेलवे से मुआवजा मिला था। एक फोर्ड गाड़ी थी ज्ञानरंजन सिंह कटकवार के पास। तुलसीरामजी के पास भी एक फोर्ड गाड़ी थी।, काले रंग की। उस समय पिपरिया में यही चार–पांच गाड़ियां थीं। शोभापुर में सालिगराम पालीवालजी थे, उनके पास भी गाड़ी थी। एक गाड़ी सोहागपुर के एक सिंधी बाबू के पास। गाड़ियों का क्रेज बढ़ा है 70 के बाद।[144]

पिपरिया क्षेत्र की पहली निजी कार काबरा परिवार ने 1948 में खरीदी थी। यह पोन्टियक ब्रांड की अमेरिकी मोटरगाड़ी उन्होंने 18 हजार में खरीदी थी।[145]

सबसे पहले गाड़ी आई थी कोठारी परिवार में। एक जीप आई थी बाम्बे से। मन्नीसेठ के यहां। उसे देखने पूरी पिपरिया के लोग आए थे। तब लोग साइकिलों से चलते थे। फिर मोटरसाइकिल आई। जावा मोटरसाइकिल चलती थी। फिर बुलट आई। बुलट पहले मिलटरी और पुलिस को दी गई थी। उसकी आवाज से लोग समझ जाते थे कि पुलिस वाले आ रहे हैं। कार एक राय लाए थे जो सांडिया रोड पर रहता था। वह अम्बेसडर कार थी। पचमढ़ी वालों की जावा देखी थी। इन्हें लोग देखने आते थे कि कार कैसी होती है। उस समय साइकिलों के सिवा कुछ था ही नहीं। साइकिल उस समय खास थी। दहेज में साइकिल दी जाती थी। इतवारा बाजार में सब्बा चाचा के एक भाई ने साइकिल में एक मशीन फिट करी थी। उसमें शायद मिट्टी का तेल डालकर चलाते थे। वो अजीब बात थी। उसे चलता देखने भी लोग आते

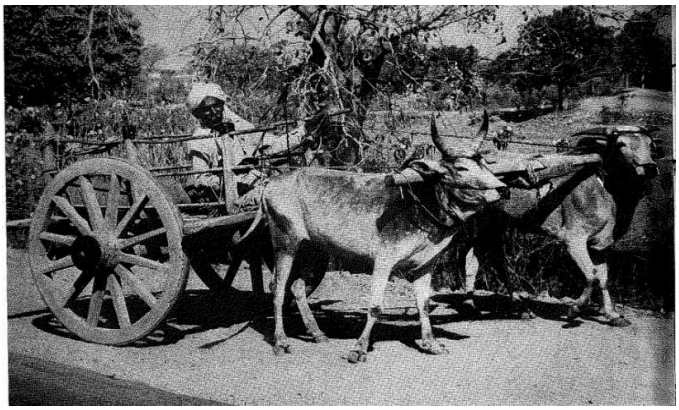
[142] कमला बाई राजपूत, 80 वर्ष, किसान, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[143] रामदयाल गुप्ता, 82 वर्ष, व्यवसायी, कस्तूरबा वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[144] गोविंद बनर्जी, 76 वर्ष, समाजसेवी, बनर्जी कॉलोनी, पिपरिया, साक्षात्कारः जुलाई, 2017
[145] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

थे कि ये साइकिल मशीन से चलती कैसे है। उस समय उन्होंने साइकिल को मोटरसाइकिल बना दिया था।[146]

छातेर की खेती के लिए हमारे बड़े भाई को मोटरसाइकिल दिलाई गई थी। उस समय पिपरिया में सात मोटरसाइकिलें थीं। ये 1974–75 की बात होगी। चार मोटरसाइकिलें तो डॉक्टरों के ही पास थीं। एक कार काबराजी के पास थी।[147]

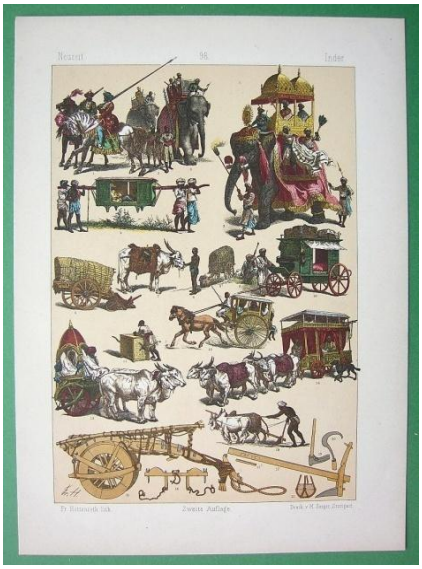
1970–75 के आसपास डॉक्टर भार्गव पिपरिया में पहली बार मोटरसाइकिल लेकर आए थे। फिर डॉ. रमाकांत और फिर डॉ. विष्णु मोटरसाइकिल लाए। आज तो हर गली कूचे में मोटरसाइकिल भगती दिखती हैं।[148]

[146] माखन आचार्य, 74 वर्षीय, साधक– ब्रह्मकुमारी मिशन, पिपरिया, साक्षात्कारः जुलाई, 2017
[147] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[148] हरगोविंद राय, 79 वर्ष, सेवानिवृत सरकारी कर्मचारी, अशोक वार्ड, पिपरिया, साक्षात्कारः जून, 2017



बैलगाड़ी, मध्य प्रदेश, वर्षः 1960

स्त्रोतः एन एस रामास्वामी, सी एल नरसिम्हन– इंडिआज़ एनिमल ड्रॉन व्हीकल्स



19वीं सदी में भारत के यातायात के साधन दर्शाता एक जर्मन लिथोग्राफ, वर्षः 1888

स्त्रोतः ईबे

डापका गांव, मध्य प्रदेश, वर्षः 1980

स्त्रोतः जतन ट्रस्ट

जुगाड़ गाड़ी, पिपरिया, वर्षः 1980

स्त्रोतः जतन ट्रस्ट

शिक्षा एवं खेलकूद/

Education and Sports

बचपन में हम पुरानी धोतियों का बस्ता बनाकर स्कूल जाते थे। पुराने ज़माने में अधिकतर मजदूर और किसानों के बच्चे स्कूल नहीं जाते थे।[149]

भय्या मेहनतकश लोगों के बच्चों वैसे स्कूल तो जाते न थे। और जा जाते थे वा में से कई पिटाई के डर से स्कूल से भग जाया करते थे। जैसे एक बार मुझे देर हो गई तो मास्टरनी मुझे मारने दौड़ी। मैं उनके सर पर स्लेट मारकर भाग गई और फिर कभी स्कूल नहीं गईं। फिर बस अपने घर के जानवर चराने में लग गयी।[150]

स्कूल में टोपी लगा कर जाना पड़ता था। जिसके पास टोपी नहीं होती थी उसकी बड़ी पिटाई होती थी।[151]

एक दिन स्कूल में मुझसे बहनजी ने बुहारी मंगाई तो मैं उसे बुहारी मारकर भाग गई और फिर कभी स्कूल नहीं गईं।[152]

उन दिनों जिले में एक ही स्कूल हुआ करता था होशंगाबाद में। यहां से बहुत कम लड़के होशंगाबाद पढ़ने जाते थे। बहुत तकलीफ होती थी। हमारी बुआ के बेटे श्याम सुंदर होशंगाबाद पढ़ने गए थे। उस जमाने में ज्ञानचंद मालपानी, पुरुषोत्तम काबरा आदि तीन–चार लड़के होशंगाबाद गए थे पढ़ने। हमारे बड़े सेठ रामनारायणजी को ऐसा लगा कि यहां स्कूल खुल जाता तो अच्छा रहता। एक दिन मोहनलाल छिदामीलाल के यहां ग्रेंड मर्चेंट एसोसिएशन की मीटिंग हो रही थी। उसमें डिप्टी कमिश्नर आए हुए थे। उन्होंने कहा कि अगर आप लोग मुझे कल तक दो लाख रुपए दे दें तो मैं यहां स्कूल बनवा सकता हूं। जो सबसे ज्यादा पैसा देगा, स्कूल उसके नाम पर होगा। उस मीटिंग में काकाजी थे। उन्होंने कहा कि बड़े भैया के नाम से मैं तीस हजार रुपए दूंगा। दो दिन में दो लाख रुपए जमा हो गए। यह 1944–45 की बात है।

उस समय नागपुर राजधानी हुआ करती थी। शिक्षा विभाग वहीं था। नागपुर के पीडब्ल्यूआई वाले आ गए। उन्होंने फोन कर दिया। नागपुर से वे आए और बड़े सेठ के और काकाजी के सिगनेचर ले गए। उस कागज पर कलेक्टर साहब के दस्तखत भी ले लिये। उसमें बहुत शर्तें रखी थीं। उसमें था कि उन्हें पांच गरीब लड़कों की फीस माफ करने का अधिकार रहेगा। सरकार ने मंजूर कर लिया था। एक शर्त थी कि संस्कृत अनिवार्य रहेगी। ऐसी बहुत सी शर्तें थीं।

आरएनए वाली जमीन गंगाराम काबरा की थी। उनसे कहा गया था कि आप जमीन दे दो। इनके साथ आपका नाम भी रहेगा लेकिन वो तैयार नहीं हुए। सरकार ने उनकी जमीन अधिग्रहीत की थी। वे केस लड़ते रहे हाईकोर्ट में। फिर उन्हें 80 हजार रुपए मिले थे। इस तरह 1950 के आसपास आरएनए स्कूल शुरू हो गया जहां कक्षा छह से 11वीं तक की पढ़ाई होती थी।[153]

[149] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016
[150] मंगो बाई, 79 वर्ष, सब्ज़ी विक्रेता, बरौआ मोहल्ला, पिपरिया, साक्षात्कारः मार्च, 2017
[151] नाथूराम अहिरवार, 80 वर्ष, श्रमिक, अयोध्या बस्ती, पिपरिया, साक्षात्कारः फरवरी, 2017
[152] सुमन बाई गूजर, 80 वर्ष, किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[153] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्ला मंडी, पिपरिया, साक्षात्कारः जुलाई, 2017

आरएनए स्कूल का एक जमाने में बड़ा नाम था। लाइन लगती थी वहां जाने में। स्थानीय स्तर पे लोक मुहावरों में भी उसका जिक्र होता था। जैसे हरिशंकर पुरोहित का छोटा लड़का सुरेंद्र पुरोहित एक गीत सुनाया करता था जो हमारे बीच बड़ा चर्चित था : ''मैं कक्काजी से कैहूं, मैं तो आरएनए में जैहूं!'' ये गांधी जन्मशती, 1969 की बात है।[154]

आरएनए के बाद पचमढ़ी रोड पर संभवतः 1960–65 के आसपास जयहिंद आदर्श विद्यालय खुला। राधेश्याम जायसवाल और नंदलाल कोडवानी ने मिलकर श्याम टाकीज के बरामदे में स्कूल शुरू करवा दिया था। दिन को वहां स्कूल लगता था और रात को सिनेमा चलता था। फिर सरकार से एकमुश्त पैसा मिला तो पचमढ़ी रोड पर चौहान का बगीचा खरीदा गया। फिर वहां सबके सहयोग से स्कूल बना। उस समय सबसे एक आना लिया जाता था। इसके लिए कांग्रेस नेता पट्टाभि सीतारमैया से भी पैसा लिया था।

इसके पहले जग्गू उस्ताद के नगरपालिका अध्यक्ष बनने के बाद पिपरिया में कई प्रायमरी स्कूल खुले। पुरानी बस्ती का मिडिल स्कूल उन्होंने ही बनवाया था। लोगों ने बड़ी आपत्तियां की लेकिन वे स्कूल बनवा कर ही माने। उन्हें पता था कि पुरानी बस्ती में गौंड़, गुर्जर और कीर रहते हैं। उनके बच्चे आरएनए में पढ़ने की सोच भी नहीं सकते। उनके बच्चों की शिक्षा के लिए उन्होंने यह स्कूल खुलवाया था। इसे बाद में डिब्बा स्कूल कहा जाने लगा था। इसके साथ ही उन्होंने कई प्रायमरी स्कूल भी खुलवाये। उनमें कस्तूरबा कन्या शाला, लक्ष्मी बाई कन्या शाला, सुभाष शाला, सिंधी शाला आदि शामिल हैं।[155]

नवचेतना उच्चतर माध्यमिक विद्यालय 1970 में शुरू हुआ। अनंतराम साहू और स्वयं सेवक संघ से जुड़े लोगों ने इस स्कूल को शुरू करवाया। उस समय स्कूल के पास भवन नहीं था। शिक्षकों को वेतन देने के लिए पैसा नहीं था लेकिन स्कूल चलता रहा। आज स्कूल के पास अपना भवन है और पूरी व्यवस्था है। नवचेतना प्रबंधन समिति स्कूल का संचालन करती है।[156]

1953 के आसपास अब्दुल्ला भाई ने जयप्रकाश शाला में ही उर्दू स्कूल खोला था। मास्टर के साथ कभी–कभी बोहरा साहब भी वहां पढ़ाते थे। वह स्कूल तीन साल तक चला।[157]

स्कूलों में उस समय बड़ी पिटाई होती थी। एक बार मेरे एक अध्यापक ने मुझे इतना मारा कि मुझसे धोती तक नहीं निचोड़ी जाती थी। लड़कियां स्कूल नहीं जाती थीं। मैंने जहां तक पढ़ाई की वहां मेरी कक्षा में एक भी लड़की नहीं थी। 1970 के आसपास लड़कियों का स्कूल जाना शुरू हुआ। सांडिया रोड पर रिपटा मंदिर परिसर में एक संस्कृत पाठशाला भी थी जहां ब्राहमण लड़कों को शिक्षा दी जाती थी। कई साल पहले वह पाठशाला बंद हो गई थी।[158]

1962 में हम दसवीं पढ़ते थे तब 'अंग्रेजी हटाओ आंदोलन' में सक्रिय थे। चमन गोदानी जबलपुर में पढ़ता था। जब वह पिपरिया आया तो मिलन संस्था बनी। उसमें मोहन, शशि और चमन की मुख्य भूमिका थी। उसका अधिवेशन हुआ था। 1970 के आसपास की बात है। उसमें ललित अग्रवाल भी था। अरुण तिवारी भी था। फिर उत्तर बाद में इफ्तिखर अहमद ने बनाई, चंदू भैया के साथ। मिलन ने पिपरिया में नाइट

[154] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[155] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017
[156] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः जुलाई, 2017
[157] मोहम्मद अली बोहरा, 82 वर्ष, व्यवसायी, पिपरिया, साक्षात्कारः अप्रैल, 2017
[158] हरगोविंद राय, 79 वर्ष, सेवानिवृत सरकारी कर्मचारी, अशोक वार्ड, पिपरिया, साक्षात्कारः जून, 2017

क्लास शुरू की। शाम सात बजे से नौ बजे तक। पांच रुपए फीस लेते थे टीचर को देने के लिए। वो एक तरह से ट्यूशन थी। उसमें बहुत लोग आते थे। वह दो–तीन साल चली।[159]

पिपरिया कालेज 1962 में प्राइवेट कालेज के रूप में शुरू हुआ था। पहले यह पचमढ़ी रोड पर जहां जयहिंद आदर्श विद्यालय है, वहां लगता था। इस शुरू करने में तुलसीराम कटकवार और श्याम टाकीज वाले जायसवाल की बड़ी भूमिका थी। 1965 में यह कालेज आरएनए स्कूल की इमारत में लगने लगा। उस समय लड़कों के हास्टल को साइंस लैब बना दिया था। 8 अक्टूबर 1965 को यह कालेज सरकारी हो गया। तभी मैंने लैब असिस्टेंट के रूप में कालेज में अपनी नौकरी शुरू की थी। 1962 से 1965 तक कालेज में बहुत कम लड़कियां थीं। पांच–छह लड़कियां ही थीं। उस समय लड़कियां आठवीं से ज्यादा नहीं पढ़ती थीं। सरकारी होने के बाद यहां आर्ट और साइंस में लड़कियां आईं। 1970 तक यहां सिर्फ बीए था। फिर बीएससी शुरू हुआ और बाद में कामर्स भी शुरू हुआ। 1962 के पहले कालेज पढ़ने वालों को भोपाल, जबलपुर या सागर जाना पड़ता था। होशंगाबाद में कालेज पिपरिया के बाद खुला। 1989 में गर्ल्स कालेज शुरू हुआ जो सांडिया रोड पर गर्ल्स स्कूल के पीछे आदिवासी छात्रावास में लगता था। मैं 1990 तक पीजी कालेज में रहा और फिर गर्ल्स कालेज में आ गया। तब तक प्रमोशन मिलते–मिलते मैं एकाउंटेंट बन गया था। वहीं से 2003 में रिटायर हुआ। पहले पिपरिया कालेज सागर विश्वविद्यालय से संबंद्ध था। 1992 के बाद यह बरकतउल्ला विश्वविद्यालय, भोपाल से अटैच हो गया। पिपरिया में एक निजी विवेकानंद कालेज भी है। उसे अलीम भाई के बेटे ने खोला है।[160]

मुझे कालेज के दिनों का 'अंग्रेजी हटाओ आंदोलन' याद है। ये 1970–72 की बात होगी। तब हमने देखा कि पिपरिया में जो अंग्रेजी के बोर्ड थे वो पोत दिए गए थे। इसके बाद एक और आंदोलन की याद है। पहले कालेज में बीए, बीएससी ही थी। जब गिरधर पालीवाल छात्र संघ के अध्यक्ष थे तब एमए, एमकॉम खोलने के लिए आंदोलन हुआ था। उसके बाद एलएलबी के लिए हड़ताल हुई थी जिसमें शेर सिंह राय और रमेश पालीवाल को अनशन पर बिठाया था।[161]

मैंने 1970 से 1973 तक पिपरिया डिग्री कालेज से बीएससी किया। उस समय कालेज के पास अपना भवन नहीं था। वह आरएनए स्कूल के भवन में चलता था। स्कूल के हास्टल को कालेज की विज्ञान प्रयोगशाला बना दिया था। भले ही कालेज का अपना भवन न हो या उसकी भौतिक स्थिति अच्छी न हो लेकिन वहां पढ़ाई अच्छी होती थी। स्टाफ बहुत ही लर्नड और बढ़िया पढ़ाने वाला था। कालेज के प्रिंसिपल सिंघल साहब भी साइकिल से ही कालेज आते थे। हम लोग पैदल जाते थे। गणित के प्रोफेसर जीके गुप्ता भी साइकिल से आते थे। वो नागपुर यूनिवर्सिटी के गोल्ड मैडलिस्ट थे। फिर फिजिक्स में मृणाल कांति सेन थे। डॉ. बालचंद साहू थे। केमिस्ट्री के दो प्रोफेसर थे एक सिदिक्की साहब और दूसरे यूसुफी साहब। दोनों भोपाल के थे। अंग्रेजी के प्रोफेसर थे आरके चौबे। वे पढ़ाते तो अंग्रेजी थे लेकिन बीच–बीच में किसी मुद्दे पर एक दो शेर बोल देते थे गालिब के। उस समय कालेज में कुछ ही लड़कियां पढ़ती थीं। हमारी 50 विद्यार्थियों की कक्षा में चार–पांच लड़कियां थीं। कालेज स्टाफ में कोई महिला नहीं थी। लड़के–लड़कियां आपस में बात तक नहीं करते थे। कोई भी लड़की साइकिल से नहीं आती थी।[162]

[159] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017
[160] ग्यारसी त्रिवेदी, 74 वर्ष, सेवानिवृत कॉलेजकर्मी, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2018
[161] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[162] एस के श्रीवास्तव, 65 वर्ष, सेवानिवृत्त बैंक ऑफीसर, इंडस पार्क, भोपाल, साक्षात्कारः फरवरी 2018

हमने पिपरिया कालेज से बीकॉम किया है। हम लड़कों के स्कूल से आए थे लेकिन कालेज में सहशिक्षा थी। कालेज में लड़कियां आर्ट्स और साइंस में ही थी। वाणिज्य संकाय में लड़कियां नहीं थीं। हमारी क्लास में बैंक मैनेजर की एक लड़की थी। सह शिक्षा के बावजूद कालेज में लड़के लड़कियां के बीच संवाद नहीं था। क्लास में वे अलग–अलग बैठते थे और क्लास के बाद मैदान में भी अपने–अपने झुंड में बैठते थे। [163]

पिपरिया में व्यायाम शाला बहुत पुरानी है। उसे जग्गू उस्ताद ने शुरू करवाया था। उसमें एक बहुत अच्छे शर्माजी मास्साब थे। नाम याद नहीं आ रहा। वे सबकी हाजिरी भर योगा वगैरह कराते थे। लाठी–बनैठी हर चीज सिखाते थे। एक आना या दो आना फीस लेते थे हफ्ते की। सबके रजिस्टर में नाम लिखे थे।[164]

हनुमान व्यायाम शाला की स्थापना में आनंदीलाल राठी जग्गू उस्ताद के सहयोगी थे। वे उस्ताद के खास दोस्त थे। आजकल कोई फैक्टरी खुल गई है वहां सीमेंट रोड की तरफ। पहले व्यायाम शाला वहां थी। उस्ताद खुद अमरावती में श्रीहनुमान व्यायाम शाला में दो साल सीखकर आए थे। ये 1940 के पहले की बात है।[165]

पहले हनुमान व्यायाम शाला में जब 12–14 साल के लड़के आते थे तो उस्ताद कहते कि इसमें चोट भी लग सकती है। उनके मां–बाप कहते भले ही हड्डी टूट जाए लेकिन लड़का पहलवान बनना चाहिए। आज स्कूल का मास्टर भी किसी लड़के को मार दे तो मां–बाप लड़ने आ जाते हैं।[166]

यहां इतवारा बाजार में कल्लू उस्ताद का अखाड़ा था। यहां कोचवानी मोहल्ले में भी एक अखाड़ा हुआ करता था।[167]

खेलने का शौक मुझे बचपन से ही था। मैंने राष्ट्रीय स्तर पर फुटबाल, कबड्डी और वॉलीबाल खेला। रेसलर भी रहा हूं। खेल के माध्यम से मैंने कई नौकरियां भी की। स्टेट बैंक में कैशियर रहा। राज्य परिवहन में टीए रहा। कुछ समय रेलवे में भी रहा। उनकी तरफ से भी खेलता था। उस समय पिपरिया या आस पास की जगहों में खेलों के लिए आज जैसी व्यवस्था नहीं होती थी।[168]

खेल में हमारी शुरू से ही रुचि रही। जहां भी ग्राउंड मिलता था, खेलने पहुंच जाते थे। वालीबाल, हाकी, खो खो, कबड्डी, फुटबाल सब खेलता था। सोहागपुर के आबिद भाई के साथ हम बैडमिंटन खेला करते थे। उनके पुत्र जाहिद के साथ भी खेला। पचमढ़ी में एक टूर्नामेंट में वो हमसे हार गए। मुरली भैया एमएलए थे। वे भी सागर से चैम्पियन बनकर आए थे। एक बार सोहागपुर में उनके साथ भी खेला। पहले मैं बैडमिंटन नहीं खेलता था। आरजी जायसवाल साहब ने पढ़ाया था हमको। वो एडआईएस हुआ करते थे। खेल के कारण मेरे प्रति उनकी ज्यादा रुचि थी। उन्होंने कहा बैडमिंटन खेला करो। मैंने कहा यहां कोर्ट ही नहीं है। वे बोले पोस्ट आफिस में है वहां खेलो। मैं गया फिर वहां ज्वाइन कर लिया। वहां खेलने लगे।[169]

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[163] गोपाल राठी, 59 वर्ष, शैक्षिक कार्यकर्ता, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[164] हरिशंकर खटीक, 68 वर्ष, मांस विक्रेता, पुराना बस स्टैंड, पिपरिया, साक्षात्कारः जुलाई, 2017
[165] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[166] माखन आचार्य, 74 वर्षीय, साधक– ब्रह्मकुमारी मिशन, पिपरिया, साक्षात्कारः जुलाई, 2017
[167] अशरफ खान(सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[168] अर्जुन पलिया, 70 वर्ष, पूर्व विधायक, बांसखेड़ा, साक्षात्कारः जुलाई, 2017
[169] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्ला मंडी, पिपरिया, साक्षात्कारः जुलाई, 2017

उस समय जो तत्कालीन प्रोफेसर थे, उनका खेल के प्रति बड़ा रुझान था। एक रहमान साहब थे जो बहुत अच्छी फुटबाल खेलते थे। रजक साहब भी अच्छी फुटबाल खेलते थे। इन लोगों ने पिपरिया में खेल की चेतना को बढ़ाया। रोज सुबह और शाम कालेज के प्रोफेसरों की टीम स्कूल के ग्राउंड पर होती थी। ये लोग जमकर खेलते थे और लोगों को सिखाते भी थे। आरडी मिश्रा बहुत अच्छी फुटबाल और हॉकी खेलते थे। बाद में टेबल टेनिस का खेल भी कालेज में शुरू हुआ। यहां वालीबाल भी खूब खेला जाता था। कबड्डी भी बहुत थी। एक गुलाब सिंह राजपूत थे वे कालेज में नहीं थे लेकिन लड़कों को सिखाते थे। अर्जुन पलिया बहुत अच्छी वालीबाल और कबड्डी खेलते थे। तब पिपरिया में कबड्डी की मजबूत टीम थी। इन सब लोगोंा ने पिपरिया में खेलों को बढ़ावा दिया। उस समय आरएनए स्कूल के एक कमरे में सब खेल सामग्री रखी जाती थी।[170]

[170] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017

डब्बा स्कूल, पिपरिया, वर्षः 1966

स्त्रोतः रेखा व्यौहार

कॉलेज परिसर , वर्षः 1982

स्त्रोतः गोविन्द बनर्जी

कॉलेज में नाटक 'जनता पागल हो गई' का दृश्य, पिपरिया, वर्षः 1977

स्त्रोतः नरेन्द्र मौर्य

कॉलेज / आर.एन.ए में खेलकूद पुरस्कार वितरण समारोह, पिपरिया, वर्षः 1980

स्त्रोतः गोविन्द बनर्जी

आपदा– बीमारी–इलाज/

Illness-Disasters-Remedies

राजवैद्य पंडित बच्छराज व्यास 1880 के आसपास राजस्थान से जबलपुर आये। वे पंडिताई के साथ जड़ी बूटी से इलाज भी करते थे। उन्होंने जबलपुर और काशी में आयुर्वेद व पंडिताई का अध्ययन भी किया था। वे राजा गोकुलदास के यहां राजवैद्य रहे। वहां से वे शोभापुर आ गए। यहां उनके पिता रहते थे। शोभापुर के राजा ने उन्हें मकान और सुविधाएं दीं। बाद में वे पिपरिया आ गए और यहीं मकान बना लिया। उन्हें संस्कृत का अच्छा ज्ञान था। उन्होंने यहां कई लोगों को अपना शिष्य बनाया और उन्हें वैद्यगिरी सिखाई। उनके शिष्यों में नरहरि दादा मुख्य हैं जिन्होंने बाद में अलख निरंजन दवाखाना चलाया।

बच्छराज के दो पुत्र हुए शंकरलाल और बालकृष्ण। शंकरलाल ने आयुर्वेदिक दवाओं की दुकान खोली और बालकृष्ण ने बम्बई से एमबीबीएस किया। वे पिपरिया के पहले एमबीबीएस डॉक्टर थे। 1944 में वे नागपुर चले गए और वहीं बस गए। बच्छराज जी ने जब यहां वैद्यगीरी शुरू की तब यहां कोई वैद्य या डॉक्टर नहीं था। उस समय सच्चू नाई और फदाली की जड़ी बूटी की दुकान थी। सच्चू नाई जड़ी बूटी से इलाज करता था।

शंकरलाल के पुत्र भंवरलाल व्यास को भतिया कहा जाता था। वे भी आयुर्वेदिक दवा की दुकान चलाते थे। भंवरलाल व्यास के पास अपने पूर्वजों द्वारा हस्तलिखित आयुर्वेदिक नुस्खों की किताब है। उसमें कई रोगों के नुस्खे लिखे हैं। बुखार के करीब 15–20 प्रकार के नुस्खे उसमें हैं। असाध्य रोगों के भी नुस्खे हैं। मक्खी भगाने का भी एक नुस्खा है कि आटे का पुतला बनाकर उसे पहले छाछ में भिगोयें। बाद में उस पर हरताल लगायें और घर में कहीं भी टांग दें, मक्खी नहीं आयेगी।' [171]

1973 में यहां बाढ़ आई थी। अंदर तक पानी भर गया था। पूरी बस्ती डूब गई थी। जानवर तक मर गए थे। कछु साल पहले फिर बाढ़ आई थी। करीब 10–12 साल पहले। शायद 2003 में। तब भी बड़ा नुकसान हुआ था।[172]

70 साल पहले का हैदर की पुलिया का किस्सा है। यहां पूर आया था। सब जगह पानी भर गया था। नाला ऊपर से बह रहा था। पिताजी बताते थे इतना पानी भर गया था कि हमारी मां को कंधे पर लाद कर केले वालों के मकान पर छोड़ा था। अब भी अच्छा पानी गिर जाए तो हमारी ये फर्सियां डूब जाती है। अब नाला चौड़ा हो गया है तो इतना पानी नहीं भरता।[173]

1930–35 के आसपास यहां एक बार प्लेग पड़ा था। तब चूहा मर–मर कर गिरते थे। शरीर में गिल्टी उठती थी। सात–सात गिल्टी कांख में उठ जाती थीं। तब दूध, गुड़ और हल्दी की चाय पीते थे। उसी से बचते थे। इलाज के लिए हथवांस से वैद्य आता था।[174]

1960 के आसपास यहां दो बड़ी बीमारियां फैलीं। एक फ्लू और दूसरी बड़ी माता। बड़ी माता के दाग छूट जाते थे। बड़ा लड़का छह माह का था जब पिपरिया में बड़ी माता फैली थी। उसे भी निकल आयी थी।

[171] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[172] नाथूराम अहिरवार, 80 वर्ष, श्रमिक, अयोध्या बस्ती, पिपरिया, साक्षात्कारः फरवरी, 2017
[173] वाहिद खान, 68 वर्ष, चूड़ी दुकानदार, हैदर की पुलिया, पिपरिया, साक्षात्कारः जुलाई, 2017
[174] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016

उसकी चपेट में आकर कई बच्चे मर गए थे। हम बच्चे को नीम के पत्ते लगाते थे। किसी को घर आने से मना करते थे और उसके शांत होने का इंतजार करते थे। जल चढ़ाते थे। दोनों टाइम की अगरबत्ती भी करते थे। आरती करते थे। बच्चे को मूंग की दाल का पानी पिलाते थे। चंदन का तेल लगाते थे। फिर नहा धोकर प्रसाद चढ़ाते थे। तेल एक–दो महीने तक लगाने से चेहरे पर गड्ढे नहीं होते थे। हथवांस में एक औरत के सब बच्चे खत्म हो गए थे। बड़ी माता होती थी तो घर के बाहर नीम के पत्ते लगा देते थे। इससे सबको पता चल जाता था और लोग घर नहीं आते थे। फिर सरकार की तरफ से टीका लगने लगे।[175]

मेरी पहली शादी हथवांस के पीपल मोहल्ले में हुई। शादी के डेढ़ साल के भीतर ही मेरी बीवी प्लेग की चपेट में आकर मर गई। यह 1920 के आसपास की बात है। मैंने दो–तीन बार प्लेग का कहर देखा है। हैजा का भी।[176]

वा टैम पे बुखार चढ़ आए, जिली चढ़ आए तो ढाई पत्ता गटेरन के, अढ़ाई निंबुआ को और कारो सोंधो नोन की तीन गोली बनाई, तीन टेम की और खुआ दई। बई से अच्छे हो जाते थे।[177]

बुखार ताप पहले चलत थो तो ढाई पत्ता निंबुआ को ढाई पत्ता बिही को और गटेरन को दे देत थे छनका बना के और अच्छे हो जात थे। पहले दवाई नई जानत थे। बाहे एक डुबलिया में बघार देय और पी लेय। बच्चे और बड़े सबको फायदा होता था।[178]

पिताजी ने 1926 में रेलवे ज्वाइन किया। झांसी में रहे। फिर जबलपुर डिवीजन में आ गए। सोहागपुर, पिपरिया, गाडरवारा रहे। फिर पिपरिया में आकर रिटायर हुए 1955 में। वे स्टेशन मास्टर थे। रिटायर होकर वो यहीं सेटल हो गए। जब कालाजर फैला तो पिताजी होम्योपैथी की तरफ आकर्षित हुए। अंग्रेजों ने कहा हम तुम्हें सिखाएंगे लेकिन नौकरी करने तक तुम होम्योपैथी इलाज का किसी से पैसा नहीं लोगे। पिताजी ने कहा कि 75 रुपए तनखा है। उसका पैसा इलाज में खर्च करेंगे तो घर कैसे चलेगा। अंग्रेज ने कहा नहीं, यह तुमको तय करना है। फिर रजिस्ट्रेशन करवा कर उन्होंने ही डिप्लोमा दिलवाया। अंग्रेजों की हम बुराई करते हैं लेकिन उनके कुछ काम शानदार थे। उन्होंने इसी तरह कम खर्च में डॉक्टर तैयार कर दिए थे जिन्होंने जीवन भर लोगों का इलाज किया। पिताजी के साथ 10–15 लोग और थे जिन्होंने होम्योपैथी सीखी और फिर काम भी किया। वे लोगों को मुफ्त में दवा देते थे। यहां लोग उनको दवाई वाले बाबू के नाम से जानते थे।

उस समय लोग बैलगाड़ियों में दवा लेने आते थे। चार आने में दवा की बड़ी शीशी आती थी। उससे आप सौ लोगों को ठीक कर दो। जर्मन मेडिसिन्स आती थीं। पिताजी दवा में लिक्विड मिलाते थे। उस समय ड्रापर नहीं चलता था। उसे देखकर लोग कहते थे कि बनर्जी बाबू तो अंगुली डाल देते हैं और आदमी ठीक हो जाता है।'[179]

[175] कमला बाई राजपूत, 80 वर्ष, किसान, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[176] श्याम राय, 105 वर्ष, व्यवसायी, बस स्टैंड, पिपरिया, साक्षात्कारः जनवरी, 2017
[177] सुमन बाई गूजर, 80 वर्ष, किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[178] सेवरती बाई बंशकार, 80 वर्ष, पुश्तैनी बांस श्रमिक, लोहिया रोड, पिपरिया, साक्षात्कारः अप्रैल, 2017
[179] गोविंद बनर्जी, 76 वर्ष, समाजसेवी, बनर्जी कॉलोनी, पिपरिया, साक्षात्कारः जुलाई, 2017

सहकारिता आंदोलन और देवगांव सोसायटी/

Cooperative Movement and Devgaanv Society

पहली कोआपरेटिव सोसायटी पिपरिया में ही बनी थी। पूरे मध्यप्रदेश के कोआपरेटिव मूवमेंट की शुरुआत यहीं से हुई। देवगांव पिपरिया सोसायटी का रजिस्ट्रेशन 1905 में हुआ। तब इस प्रदेश को सीपी एंड बरार कहा जाता था। उसमें हरिशंकर पुरोहित का परिवार लंबे समय तक रहा। हरि भैया की मौत के बाद गोविंद बनर्जी रहे। संस्था की हालत बदतर हो चली थी। इतनी पुरानी संस्था को ऐसे हाल में देखकर दुख होता था। इसके चलते हमने उसे सुधारने के प्रयास शुरू किये।

यहां इतवारा बाजार में एक प्लाट था जो सिंधियों को गुरुद्धारा बनाने के लिए दिया गया था। उन्होंने पचमढ़ी रोड पर गुरुद्धारा बना लिया तो यह प्लाट यूँ ही पड़ा रहा। नियमतः तीन साल में गुरुद्धारा बनना चाहिए था। उस समय यहां एसडीओ एसएन शर्मा साहब थे। तब पिपरिया तहसील नहीं बनी थी। तब वे ही एसडीएम थे। उन्होंने पटवारी को बुलाया और कहा यह नजूल की जमीन है। जिसको दी उसने उपयोग नहीं किया तो इसको अपन रीएलॉट कर देते हैं। जब नपाई हो गई तो बड़े लोगों ने विरोध शुरू कर दिया। जायसवाल की दारू की दुकान वहीं थीं। पुरी साहब के ठेले खड़े होते थे। कोठारी साहब का पत्ता लगता था। उन्होंने कहा नहीं बना सकते, पर हमने कहा हम तो बनाएंगे। फिर हमने तीन तरफ दस–दस फुट का रास्ता छोड़ा और बना दिया। लोगों ने हम पर केस लगा दिया। तब मैं मार्केटिंग और देवगांव पिपरिया के डबल चार्ज में था। फिर अध्यक्ष हरि भैया बन गए लेकिन उन्होंने कहा कि यह केस तो आप ही देखोगे। फिर हमने अजय मौर्य को वकील किया। बाद में सब ठंडे पड़ गए। आज देखो डबल स्टोरी बिल्डिंग बन गयी है। करोड़ों की प्रापर्टी हो गई है। आज संस्था भी अच्छी स्थिति में है। नए लड़के काम कर रहे हैं।

देवगांव पिपरिया सोसायटी का काम खाद, बीज और लोन बांटने का था। आज मध्यप्रदेश के कोआपरेटिव मूवमेंट को सरकार ने खत्म कर दिया है। उसका जो मूल उद्देश्य था उससे उसको अलग कर दिया। अब कह दिया गेहूं खरीद, दाल खरीद, चावल खरीद करो।

पहले मार्केटिंग और कोआपरेटिव दोनों अलग–अलग थे। उस समय सोसायटी नहीं खरीदती थी। सिर्फ विपणन प्रक्रिया का काम था। विपणन के पास इस समय कोई काम नहीं है। अगर केंद्र की नेफेड जैसी संस्था आ गई खरीदी के लिए तो ठीक है नहीं तो कोई काम नहीं है। इतना भ्रष्टाचार हुआ खरीदी में कि कह नहीं सकते। सरकार भले कह रही है कि किसान का भला हुआ है लेकिन संस्थाएं सब बैठ गई हैं। कोआपरेटिव बैंक की भी यही स्थिति है। हम लोग थे तो हमसे हर महीने बैलेंस शीट ली जाती थी। आज ऐसी कोई व्यवस्था नहीं है। कोआपरेटिव का एक बैंक तो बंद हो गया, भूमि विकास बैंक। उसके करोड़ों रुपए डूब गए। यही स्थिति अब जिला सहकारी बैंकों की होने वाली है।

हमने जब चार्ज लिया था मार्केटिंग का तब तो चाय पीने के लिए पैसे नहीं थे। तनख्वा देने के पैसे नहीं थे। मुझे तो सरकार ने नामिनेट किया था। पहली दफे छह महीने के लिए नामिनेट हुआ था। बाद में चुनाव लड़ा हूं। एक धर्माधिकारी साहब थे। उन्होंने मुझसे कहा कि आप इसे चलाओ। मैंने जब छोड़ा तो बहुत अच्छी स्थिति में छोड़ा। तब वहां बीस लोग काम करते थे। यानी बीस परिवार पलते थे। आज एक नहीं है।

जब मैंने ज्वाइन किया तब डेढ़ सौ रुपए तनख्वा थी। जब छोड़कर आया तो ढाई हजार रुपए हो गई थी। उसके बाद जो पतन शुरू हुआ तो बर्बाद हो गई संस्था। आज उसका कोई धनी धोरी नहीं रहा।

फिर मैं कोआपरेटिव मूवमेंट में 28 साल रहा। दस साल देवगांव पिपरिया में रहा जो मृतप्राय संस्था थी, उसको उठाया और 18 साल मार्केटिंग में रहा। उस समय ओंकार सिंह राजपूत की पत्नी भी हमारे साथ थीं। जो मिलटरी में थे। वो हमारे यहां डायरेक्टर थीं। उस समय हमें दो लेडीज केंडीटेड नहीं मिलते थे। एक सुशीला बाई चौकसे थीं। दूसरी ओंकार सिंह राजपूत की पत्नी थीं जबकि वे भाजपा के फालोअर हैं। वे हमारे साथ दो बोर्ड में रहीं। कोआपरेटिव में सब साथ थे। अब पैटर्न ही बदल गया है। सोसायटी की दाल मिल है। प्रोसेसिंग यूनिट है। खैर आज वो बंद पड़ा है। हमारे साथ अधिकतर जागरूक लोग रहे। ललन भाई, अशोक पालीवाल, राधावल्लभ तिवारी, डी साहू कामती के, वंशनारायण तिवारी सोहागपुर वाले सब हमारे साथी थे। केरल, गुजरात और महाराष्ट्र में सहकारी आंदोलन सफल है। एक बार महाराष्ट्र की टीम यहां आई थी। देखकर उन्होंने बड़ा एप्रिशिएट किया था। उस समय पिपरिया मार्केटिंग का भोपाल डिवीजन में नाम था। अधिकारी स्टडी टूर करने पिपरिया आते थे। पिपरिया मार्केटिंग में दो–दो, चार–चार दिन स्टडी करते थे। हम लोगों के समय पांच–पांच सेंटर चलते थे। खरीदी का काम मार्केटिंग ही करती थी। सेमरी, सोहागपुर, शोभापुर, पिपरिया, बनखेड़ी सब जगह खरीदी हम लोग ही करते थे। हमारे आदमी ही जाते थे।[180]

रायबहादुर मोतीलाल मिश्रा नगर के प्रथम सहकारी बैंक के अध्यक्ष बने जिसका उद्घाटन 5 जनवरी 1917 को हुआ था।[181]

[180] पूरी बातचीत, गोविंद बनर्जी, 76 वर्ष, समाजसेवी, बनर्जी कॉलोनी, पिपरिया, साक्षात्कारः जुलाई, 2017
[181] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000

कोआपरेटिव सोसाइटी का शिलालेख, पिपरिया, वर्षः 1917

स्त्रोतः गोपाल राठी

स्वाधीनता आंदोलन और उसके बाद/

Political culture post Independence

1932–33 में गांधीजी सोहागपुर आए थे। यहाँ से नर्मदा प्रसाद कटकवार भी उन्हें सुनने गए थे। वहां से वापस आकर उन्होंने ट्रंक में रखे कपड़े दान कर दिए और आजीवन खादी का ही उपयोग किया।[182]

गांधीजी सोहागपुर, बाबई, करेली आए थे। उनकी आम सभा होशंगाबाद में न होकर बाबई में हुई। तब उन्होंने ठेठ बुंदेली में कहा था 'पहनो खादर (खादी), निभो सादा।'[183]

हीरजी भाई शाह, मूलचंद बमौरिया, हरिप्रसाद चतुर्वेदी और राधाकिशन अग्रवाल ने पिपरिया मे स्वतंत्रता आंदोलन की शुरुआत की। उन्होंने व्यक्तिगत सत्याग्रह, विदेशी वस्तुओं का बहिष्कार आदि आंदोलनों में भाग लिया। हीरजी भाई को साढ़े 23 महीने की जेल भी हुई थी। मूलचंद बमोरिया को व्यक्तिगत सत्याग्रह करने के कारण 1941 में छह महीने की जेल हुई थी। वे तब नोटिफाइड एरिया कमेटी में सेनेटरी इंस्पेक्टर के पद पर नौकरी कर रहे थे। उन्होंने छुट्टी लेकर सत्याग्रह किया था। उस समय शासकीय, अर्धशासकीय कर्मचारी स्वतंत्रता आंदोलन में भाग ले सकता था लेकिन पद से इस्तीफा देकर या छुट्टी लेकर। सजा काटकर आने के बाद उनकी नौकरी छूट गई थी।[184]

1942 के आंदोलन के समय की याद है। मेल के अंदर पत्थरबाजी हुई थी। आज जहां अस्पताल है पहले वहां हाई स्कूल था। स्कूल के लड़कों ने जिनमें केसी घुरका, जीवन सोनी आदि थे मेल एक्सप्रेस में पत्थरबाजी की थी। उस स्कूल के पास एक सराय भी थी। उस सराय के अंदर ही नगरपालिका थी। उस टाइम पर नोटिफाइड एरिया कमेटी वहां थी।[185]

पिपरिया में मदनलाल बागड़ी, श्यामनारायण कश्मीरी आदि लोगों ने 'लाल सेना' बनाई थी। वे नीली पेंट और लाल कमीज पहनते थे। लाल सेना का आज़ादी के पहले का एक रिकॉर्ड है। 1942 में उन्होंने पूरे 28 घंटे मध्यप्रदेश की राजधानी नागपुर में राज किया था। फौज के द्वारा गिरफ्तार होने से पहले थाना पुलिस, रेलगाड़ी समेत हर चीज पर राज किया था। कैसी क्रांति रही होगी समझ नहीं आता। अंग्रेज़ों ने कश्मीरी को फांसी पर लटकाने का फरमान जारी कर दिया था कि उन्हें लाहौर जेल में फांसी पर लटका दिया जाए लेकिन वे बच गए और आज़ादी के बाद यहां चुनाव लड़ने आए। उस समय लाल सेना के कई लोग बच गए थे। कैसे बचे, नहीं पता। हथवांस से प्रभुनारायण तोमर, कन्हैया प्रजापति और लाल साहब जैसे लोग लाल सेना में शामिल थे।[186]

आजादी आंदोलन के समय यहां एक लाल सेना बनी थी। उसके कागज पर हम ने भी खून से दस्तखत किए थे। आजादी के बाद सरकार ने टैक्स लगाया था। जनता ने इसका जबर्दस्त विरोध किया। विरोध

[182] अरुणा कटकवार, 66 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[183] वीरेंद्र दूबे, 62 वर्ष, शैक्षिक कार्यकर्ता, पचमढ़ी रोड, पिपरिया, साक्षात्कारः मई, 2017
[184] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[185] किशोर शाह, 82 वर्ष, व्यवसायी, हम्माली मोहल्ला, पिपरिया, साक्षात्कारः मई, 2017
[186] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017

करने पर हमको भी सात दिन जेल में रहना पड़ा था।एक बार रेल में गांधी–नेहरू यहां से गुजरे थे। सब गांव वालों के साथ हम भी उन्हें देखने स्टेशन गए थे।[187]

पिपरिया में मोहन सेठ की हवेली में ऊपर आरएसएस का मुख्यालय हुआ करता था। उसमें शिवप्रसाद दीक्षित, नारायण सिंह, अन्ना, पटेल मास्टर आदि सात–आठ लोग बैठा करते थे। मूल नेता रामनिवास हुरकट थे। 1948 में गांधी की हत्या की खबर यहां शाम को आई। यहां कच्छी की दुकान में अन्ना की होटल थी, फिदा हुसैन के बाजू में। बाद में वहां चूने की दुकान खुल गई थी। तो गांधी की हत्या की खबर होटल के मोटर बैटरी वाले एचएमवी रेडियो से आई थी। रोना धोना मच गया था। आरएसएस को तुरंत बैन कर दिया गया था। नेहरूजी की स्पीच आई थी जिसमें वे रोते हुए बोल रहे थे और गांधीजी का नाम ले रहे थे। फिर सरदार पटेल की स्पीच भी आई। याद नहीं कि उन्होंने क्या कहा। यहां आरएसएस के लोग तुरंत भाग खड़े हुए। उन्होंने दफ्तर में कागज वगैरह जला दिए थे।[188]

1948 में हीरजी भाई उपचुनाव जीतकर पिपरिया के विधायक बने। यह सीट सुकुमार पगारे के इस्तीफा देने के कारण खाली हुई थी। 1948 में ही जब पिपरिया नोटिफाइड एरिया कमेटी को नगरपालिका का दर्जा मिला तो हीरजी भाई को इसका अध्यक्ष नामजद किया गया। उनके बड़े भाई रायचंद 1952 और 1957 में लोकसभा सदस्य रहे। 1953 में 52 साल की छोटी उम्र में हीरजी भाई का देहांत हो गया। उनके बाद उनके भांजे भीमजी भाई शाह दस साल नगरपालिका के अध्यक्ष रहे।[189]

1951 और 1957 में दो बार यहां कांग्रेस विधायक रहे नारायण सिंह जयवार भी स्वतंत्रता सेनानी थे। उन्होंने विदेशी वस्त्रों की होली जलाई। इतवारा बाजार की शराब दुकान पर धरना दिया और व्यक्तिगत सत्याग्रह किया था जिसमें उन्हें एक साल की सजा हुई थी। 1942 के आंदोलन में भी वे करीब 18 माह तक जेल में रहे थे। उनका जन्म 1901 को हुआ था। वे गल्ला बाजार में फड़ों की नीलामी की बोली लगाते थे। दो बार विधायक रहने के बावजूद उनके पास अपना मकान नहीं था। किराये के मकान में ही उन्होंने पूरी जिंदगी गुजारी।[190]

पिपरिया तेजतर्रार समाजवादियों की बस्ती थी। समाजवादी पढ़े लिखे और वैचारिक रूप से मजबूत थे। मंगलवारा बाजार में उनकी आम सभाएं हुआ करती थीं। होटलों और किराने की दुकानों के बाहर बेंचें होती थी। वहां बैठ के भाषण सुनते थे। बड़ी भीड़ जुटती थी। हमने बचपन में ऐसी कई सभाएं देखी हैं। समाजवादियों की ऐसी तूती बोलती थी कि कांग्रेसियों का वहां जाकर चुनाव प्रचार करने का दम नहीं होता था। बड़े खुर्राट और खुद्दार किस्म के समाजवादी नेता थे। मिट्ठू पानवाला, सत्यनारायण शर्मा, नत्थू बनारसी, राय साहब पीतलवाला, पंडित नाथूराम गंगेले जैसे दमदार लोग थे। जग्गू उस्ताद उनके लीडर थे।[191]

उन दिनों पचमढ़ी में ऑल इंडिया स्तर का समाजवादियों का सम्मेलन हुआ था। उसमें जेपी, राममनोहर लोहिया, अत्च्युत पटवर्धन, अरुणा आसफ अली वगैरह आए थे। शायद 1951–52 की बात होगी। नारायण

[187] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016

[188] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[189] किशोर शाह, 82 वर्ष, व्यवसायी, हम्माली मोहल्ला, पिपरिया, साक्षात्कारः मई, 2017
[190] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[191] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017

भाई के यहां उसकी फोटो लगी है। उसमें जग्गू उस्ताद भी खड़े हैं खाकी हाफ पेंट पहने। उस समय जग्गू उस्ताद के मुकाबले कोई नहीं था।[192]

1945–1958 तक पिपरिया की राजनीति में जगन्नाथ प्रसाद मौर्य का बड़ा दबदबा रहा। लोग उन्हें जग्गू उस्ताद कहते थे। वो हमारे चाचा थे। उन्होंने जीन कारखाने में काम किया। वहीं से वे मजदूर नेता बन गए। वहां उन्होंने मजदूरों की हड़ताल भी करवाई थी। ये 1948 के पहले की बात है। जग्गू उस्ताद दो बार नगरपालिका अध्यक्ष बने। हिन्दुस्तान में यही एक ऐसी नगरपालिका थी जिसके सभी सदस्य समाजवादी थे। राजेंद्र बाबू इसलिए आए थे अस्पताल का उद्घाटन करने। कांग्रेसी नहीं चाहते थे कि वे आएं। राजेंद्र प्रसाद दमे के कारण रेलगाड़ी से आते थे और पचमढ़ी में रहते थे। पहली बार जब वे आए तो गल्ला बाज़ार में आमसभा हुई थी। तब उन्होंने जग्गू उस्ताद को देखा था कि इतना सा लड़का और सारी नगरपालिका उसकी?[193]

एक गोपाल प्रसाद व्यास थे। वे जग्गू उस्ताद को करिया कहते थे। उस्ताद का रंग काला था। बोले, 'यार करिया तू बुला तो रओ है राष्ट्रपति हे, मगर उनके बाजू में कुर्सी लगाकर मत बैठना। नीचे बैठना।' उस्ताद बोले 'नहीं, वे भी प्रेसीडेंट और मैं भी प्रेसीडेंट। दोंनो बैठेंगे। दो कुर्सियां ही लगेंगी।' वो समारोह 1952 में हुआ था। हम उसमें मौजूद थे। दो ही कुर्सियां लगी थीं। 52' इसलिए याद है कि हमारी शादी हुई थी उस साल। हमारे साले साहब आए हुए थे तो मैंने कहा कि चलो यार वहां चलते हैं। गए तो अच्छा प्रोग्राम था। उसमें स्वामीचरण जायसवाल और नारायण भाई ने उस्ताद के खिलाफ पर्चे भी बंटवाए थे। नारायण भाई तब वाइस प्रेसीडेंट भी थे। उन्हें उस्ताद ने ही बनाया था। फिर वे किन्हीं कारणों से उनके खिलाफ हो गए। वे खुद अध्यक्ष बनना चाहते थे।

समाजवादियों की पहली नगरपालिका महुआ, गुजरात में बनी थी। फिर पिपरिया में बनी। यहां उस्ताद ने बनाई। चुनाव में पहले लाल पेटी, सफेद पेटी रखी जाती थी। उस्ताद का परचा एक बार रिजेक्ट हो गया। एसडीओ ने रिजेक्ट कर दिया था। वे हाईकोर्ट गए और जीत गए। वे काकाजी के पास आए और बोले अब मैं चला पुरानी बस्ती। किसी मजदूर के यहां खाना खाऊंगा। उनके पीछे जुलूस लग गया था। वे थे भी ऐसे ही। जहां चलते थे उनके पीछे लोगों का जुलूस जुट जाता था।

दूसरे दिन वे दुकान पर आए कि काबराजी के यहां चलना है। वे भी प्रेसीडेंट के चुनाव में खड़े हो गए थे। हीरजी भाई शाह भी हो गए थे। नरहरी प्रसाद वैद्य भी थे। द्वारका प्रसाद कोठारी वगैरह कुल 10–11 लोग चुनाव में थे। उस्ताद रामजीलाल काबरा को समझा आए कि भैया चुनाव मत लड़ो, चुनाव अलग चीज है। उस्ताद ने उनसे कहा भैया आप चुनाव मत लड़ो, बुरा लगेगा आप हार जाओगे। परचा वापस ले लो लेकिन काबराजी बोले नहीं परचा वापस नहीं लेंगे। उस्ताद बोले आपके कारखाने के मजदूर आपको वोट नहीं देंगे। वो मुझे वोट करेंगे। आप कैसे जीतोगे? वे नहीं माने लड़े और बुरी तरह हार गए। चार पांच सौ वोट मिले। उस्ताद को 18 सौ से ज्यादा वोट मिले। बनर्जी बाबू स्टेशन मास्टर से रिटायर हुए थे। वो भी खड़े हो गए थे। उन्हें सबसे कम वोट मिले।

[192] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्लामंडी, पिपरिया, साक्षात्कारः जुलाई 2017
[193] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017

उस्ताद दो बार नगरपालिका अध्यक्ष रहे। वे प्रजा सोशलिस्ट पार्टी में थे। नारायण भाई भी इसी में थे। फिर वे अलग पार्टी में चले गए। उनके साथ दो–चार लोग ज्यादा एक्टिव थे। उनमें मिर्जा वहीद वेग थे। स्वामीचरण जायसवाल, एक कृष्णगोपाल घुरका थे।[194]

उस्ताद यहां से अगस्त 1955 में 22 लोगों को गोवा ले गए थे। फारुखी साहब विधायक थे सिवनी से। वे प्रजा सोशलिस्ट पार्टी के ज्वाइंट सेकेटरी थे। वही गोवा आंदोलन में लोगों को लेकर गए थे। इसमें उस जमाने के मध्यप्रदेश से पांच सौ लोग गए थे। 22 लोग पिपरिया से और होशंगाबाद, हरदा व सोहागपुर से भी कई लोग गए थे। उस समय आरएसएस के कुछ लोग भी गोवा गए थे, लेकिन इनको मोरारजी ने वहां से भगा दिया था। उस समय पिपरिया में आरएसएस के गुरुजी राधेश्याम अग्रवाल थे। वे खंडवा के रहने वाले थे। वहां स्टेशन के पीछे उनकी जूट की दुकान थी। वे आरएसएस का दफ्तर चलाते थे। बाद में 15 अगस्त के बाद उनको बैन कर दिया गया। पिपरिया का एक बैस था जो 14 अगस्त को बार्डर पर नदी पार करके घुस गया था। उन सबको एक झोपड़ी में बंद कर दिया था। मोहनलाल शर्मा ये किस्सा सुनाते थे। उनमें हिम्माली मोहल्ले के ठाकुर दौलतराम का दामाद मदन भी शामिल था। छोटी सी जगह में सारा ग्रुप बंद था।

गोवा आंदोलन से जब उस्ताद लौटे थे तो स्टेशन पर जनसैलाब उमड़ा था। स्टेशन के दोंनो तरफ लोगों की भीड़ थी। वैसा सैलाब हमने फिर कभी नहीं देखा। इतने लोग उन्हें रिसीव करने पहुंचे थे।

फारुख़ी सिवनी के विधायक थे और द्वारका प्रसाद मिश्रा के खिलाफ भाषण देने पिपरिया आए थे। कामत साहब के चुनाव में गल्ले बाज़ार में मीटिंग दौरान झगड़ा हो गया था। पिपरिया के लोग डीपी मिश्रा और रविशंकर शुक्ला वगैरह को मारने दौड़े थे। कामत साहब शायद सैयद मूसा के खिलाफ पिटीशन जीते थे। सैयद मूसा अपने यहां से सांसद था और कांग्रेस का ज्वाइंट सेकेटरी रहा एसीसी का। तो उपचुनाव की मीटिंग हो रही थी। हम लोग गणेशराम कोठारी दादा की दुकान पर बैठे थे। डीपी मिश्रा अपने भाषण में गाली गलौच करता था। बड़ा तेजतर्रार था। उन्होंने अपने भाषण में सुचेता कृपलानी के बारे में कुछ बोल दिया था। लोगों को खराब लगा तो लोग दौड़े उन्हें मारने। गाडरवारा का एक इंस्पेक्टर था खान, उसने उस्ताद का हाथ पकड़ लिया तो उन्होंने हाथ झटक दिया। इतने में वे सब गाड़ी में बैठकर भाग गए।

1955 की बात है। उस्ताद उस समय गर्मी के कारण धोती और बनियान पहने बैठे थे। जब मीटिंग खत्म हुई तो चाचा ने पहले नीम के पेड़ पर अपना चोंगा (लाउडसपीकर) लगा लिया था और विरोध शुरू कर दिया था कि जवाब देने के लिए कल हम चौरस्ते पर मीटिंग करेंगे। फिर इसका जवाब देने के लिए फारुख़ी को बुलाया जो उस समय नागपुर में था। दूसरे दिन मीटिंग में फारुख़ी ने डीपी और शुक्ला के खिलाफ शाम सात बजे से रात 12 बजे तक लगातार भाषण दिया था। वे बहुत दमदार भाषण देते थे। तब मध्यप्रदेश के मुख्यमंत्री रविशंकर शुक्ला थे।

एक मर्तबा कांग्रेस ने नमक के भाव बढ़ा दिए थे। तब जग्गू उस्ताद ने यहां जिस नीम के पेड़ के नीचे नत्थूजी दहीबड़ा बेचते थे, उसी जगह नमक बेचा था। थानेदार खन्ना साहब आए और उस्ताद को पकड़कर ले गए। उस्ताद खन्ना साहब को पीटकर थाने से बाहर निकले थे। उन्हें जरा भी डर नहीं लगता था। जहां अब मंदिर है उसके सामने के नीम के नीचे फट्टा लगाकर उन्होंने नमक बेचा था। उस्ताद की मौत दिल्ली में हुई थी। वहां वो पिटीशन में गए थे। हाईकोर्ट में उस समय चीफ जस्टिस हिदायतुल्ला था।

[194] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्लामंडी, पिपरिया, साक्षात्कारः जुलाई 2017

उसने इनके खिलाफ फैसला दिया था। लोग कहते हैं कि उन्हें ज़हर देकर मारा गया था। शराब पीने की उन्हें आदत थी। उनकी मृत्यु 1957 या 1958 में हुई।[195]

पिपरिया की राजनीति में रतन कुमारी देवी का बड़ा नाम था। वे चार बार यहां से कांग्रेस विधायक रहीं। वे फतेहपुर के राजा की बेटी थीं। पूरे क्षेत्र में वे मंजा बाई के नाम से मशहूर थीं।

मंजा बाई बहुत बढ़िया लेडी थी। वे बहुत सिंपल थी। लोग अक्सर उनका फायदा उठाते थे, लेकिन उन्हें इसकी चिंता नहीं थी। वह सबका काम कर देती थीं। उन्हें एमएलए बनने का कोई गुमान नहीं था। तब तो वह चार दफे जीतकर आईं। पहले दिलों में मुहब्बत थी। कोई किसी का काम रोकता नहीं था। उस समय हमारे समाज की लड़कियां भी पढ़ती थीं। हमारे साथ में भी लड़कियां पढ़ती थीं। जिया नवाजे पढ़ाता था। बड़ा अच्छा आदमी था।[196]

मंजा बाई बहुत सहज लेडी थीं। सन 1966 में मैंने हायर सेकेंडरी की थी। इंजीनियरिंग के लिए मेरा नाम मेरिट में नहीं आया था। मंजा बाई और मेरे पिताजी राजनीतिक विरोधी थे। पिताजी ने उनसे मेरी सिफारिश करने से मना किया तो मैं खुद ही उनके पास पहुंच गया। मैंने कहा कि बुआजी आप अगर कुछ प्रयास कर सकें तो कृपा होगी। वो बोली 'भैया प्रयास तो तुम्हें करने पड़हे। मैं तो बस तुमरे संग चलहूं।' वो मुझे भोपाल ले गईं और एक प्राइवेट कालेज के लिए प्रयास किया। मेरे पिताजी की चिरविरोधी होने के बावजूद उन्होंने मेरे लिए दरयाफ्त की, यह बड़ी बात थी। वे बेहद सरल इंसान थीं। उनमें एमएलए जैसी कोई छटा ही नहीं थी।[197]

मंजाबाई बहुत अच्छी औरत थी। एक बार हमारा ठेला पुलिस वाले ले गए। हम मंजाबाई के पास पहुंचे। वे खाना खा रही थी। उन्होंने खाना सरका दिया और बोली 'चल देखत है कौन ने पकड़ो।' वे थाने पहुंची और पुलिस वालों से बोली 'काय रे तुम्हे जेई गरीब मिलत है। सुबह से लगे रहते हैं बेचारे बिना खाए पिए और तुम ठेला उठा लाए।' पुलिस वाले कांप गए और जी जी करन लगे। उनने तुरतई सबरे ठेला छोड़ दये। ऐसी थीं मंजा बाई। कोई कभू भी उनके इते जा सकत थो। उन्हें कहूं भी बुला लो वे आ जात थी। शादी में बुलाए तो टेम पूछ लेत थी और टेम पे पहुंच जात थी। कोई बरतन भाड़े और आशीर्वाद देकर आ जाती थीं। ऐसी विधायक मिलना अब बहुत मुश्किल है।[198]

मंजा बाई से ज्यादा संबंध तो नहीं रहा लेकिन वह ईमानदार महिला थीं। उसने पूरी जायदाद बेच दी राजनीति में। उसको लोगों ने ठगा ही है। उसने कुछ कमाया नहीं।[199]

पिपरिया में जग्गू उस्ताद के बाद की समाजवादी धारा में नारायणदास मौर्य का नाम महत्वपूर्ण है। वे 1969–72 में नगरपालिका अध्यक्ष बने थे और लंबे समय तक इलाके की राजनीति में रहे। उन्होंने पिपरिया में साप्ताहिक अखबार 'समानता' शुरू किया जो लंबे समय तक निकलता रहा।

'पहले मंगलवारा मंडी में सिंधियों को जो दुकानें मिली थीं, वे केशव प्रसाद पंजवानी के नाम पर थीं। कई साल बाद भी दुकानें उन्हीं के नाम पर थी। बाद में नारायणदास मौर्य ने कहा कि यह गलत है। दुकान

[195] कैलाश मौर्य (कैलाश मास्साब), 82 वर्ष, सेवानिवृत्त शिक्षक, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[196] मोहम्मद अली बोहरा, 82 वर्ष, व्यवसायी, पिपरिया, साक्षात्कारः अप्रैल, 2017
[197] सुरेश कुमार गोदानी, 68 वर्ष, दाल मिल मालिक, मोहता प्लाट, पिपरिया, साक्षात्कारः मई, 2017
[198] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[199] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्लामंडी, पिपरिया, साक्षात्कारः जुलाई 2017

उसके नाम होनी चाहिए जो वहां दुकान कर रहा है। उन्होंने मुझे बुलाया और कहा कि ये होना चाहिए। मैं असमंजस में था तो उन्होंने कहा जब ये प्रस्ताव आए तुम कहना मैं तटस्थ हूं। यह तटस्थ शब्द मैंने नारायण भाई से ही सीखा। मैंने मीटिंग में ऐसा कहा तो सब सन्न रह गए। हरिशंकर पुरोहित भी भौचक्के रह गए। प्रस्ताव पास हो गया। फिर जो जहां है, वह दुकान उसके नाम हो गई। पहले सारी दुकानें केशव पंजवानी के नाम थी। ये विद्यार्थी भंडार के आसपास वाली दुकानें हैं। मौर्य साहब के प्रस्ताव से यह काम हो गया। मौर्य साहब के पास पूरा रिकार्ड था।

हम पहले समाजवादी थे। बाद में कांग्रेसी थे। उस समय टिकट नारायण भाई को मिलना था लेकिन उन्होंने टिकट सीएल माहेश्वरी को दे दी। इसलिए हमने पार्टी छोड़ दी। हमने कामथ साहब से भी विरोध जताया। यह इमरजेंसी से बहुत पहले की बात है। मंगलवारा बाजार की सब्जी मंडी को दो–तीन बार हम और नारायण भाई इतवारा बाजार लाये लेकिन कीर फिर वहीं चले जाएं। फिर मौर्य साहब ने कहा भाड़ में जान दे यार। वे वहीं रहना चाहते हैं तो रहें। बाद में फिर मौर्य साहब ने अलीम भाई की जमीन अधिग्रहीत करके वहां तख्ती लगवाई। फिर आज जहां बस स्टैंड है वह जमीन रतनलाल झंवर की थी। उन्होंने मुझे बुलाया और कहा कि झंवर मुसीबत में है। उनकी मदद करना चाहते हैं तो यह जमीन बस स्टैंड के लिए ले लेते हैं। 80–90 हजार की जमीन थी। नगरपालिका ने वह जमीन खरीद ली। सब्जी मंडी मौर्य साहब का प्रस्ताव था, जो बाद में मेरे कार्यकाल में पूरा हुआ।[200]

नारायण भाई अध्यक्ष बनना चाहते थे पर मेम्बरी का चुनाव नहीं लड़ना चाहते थे। हम उनके मित्र थे। हमने कहा 'यार बिना भीतर घुसे आप अध्यक्ष नहीं बन पाओगे। बृजमोहन जायसवाल बब्बू भैया ही बनेंगे।' वे बोले 'यार हार गए तो?' मेरी जिद से गंगा प्रसाद गांधी, मांगीलाल गोदानी और सीएल माहेश्वरी ने पहली बार चुनाव लड़ा था। मांगीलाल गोदानी को छोड़कर सब जीत गए थे। ऐसे उनकी नगरपालिका बनी। एक बार वे हार गए थे। इसके पहले भीमजी भाई का कार्यकाल दस साल चला। भीमजी भाई ने कोई चुनाव नहीं लड़ा था। उस समय लोग मेम्बर चुनने लगे थे। डायरेक्ट इलेक्शन नहीं होता था।[201]

पिपरिया में 1985 तक सब पढ़े लिखे विधायक रहे। रतन कुमारी देवी मंजा बाई ज्यादा पढ़ी नहीं थीं लेकिन उनमें प्रशासनिक क्षमता थी। अधिकारी उनसे डरता था। मंजा बाई ने कभी किसी से पांच पैसा नहीं लिया। उनने विधायक बनने के बाद मैट्रिक पास किया है। बीस साल विधायक रहीं। दीदी (सविता बनर्जी) ने नौकरी इसलिए छोड़ी कि वे नौकरी में रहते कांग्रेस का काम कर रही थीं। जग्गू उस्ताद ने शिकायत कर दी थी। आदिवासी सीट थी। नारायण सिंह जयवार जनरल सीट से लड़े थे। मंजा बाई आदिवासी सीट से लड़ी थीं। उनके खिलाफ कामरान लड़े थे हथवांस वाले। वो हार गए थे। उस समय मंजा बाई से आदमी डरता था। फिर रामचंद भैया आए। वे वकील थे। फिर 1980 से 1985 तक दीदी सविता बनर्जी विधायक रहीं।[202]

1985 में विधायक बनीं सविता बनर्जी साडा अध्यक्ष भी रहीं। तब भोपाल में युवा विधायकों का क्लब बना था। वो उस क्लब की अध्यक्ष थीं। इस कारण सारे विधायकों और मंत्रियों से पहचान थी। कमलनाथ जी मुझे नाम से जानते थे। कमलनाथ जी ने जो पहला चुनाव छिंदवाड़ा से लड़ा था उसमें हमने भी महत्वपूर्ण

[200] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017
[201] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्लामंडी, पिपरिया, साक्षात्कारः जुलाई 2017
[202] गोविंद बनर्जी, 76 वर्ष, समाजसेवी, बनर्जी कॉलोनी, पिपरिया, साक्षात्कारः जुलाई, 2017

भूमिका निभाई थी। मैं उस समय नीतिराज चौधरी का पत्र लेकर उनके पास गया था। वो गुप्त पत्र था। पत्र मैंने उनको दिया और उनका पत्र नीतिराज चौधरी को दिया।

तब नीखराजी यहां से पहली बार खड़े हुए थे और छिंदवाड़ा से कमलनाथजी खड़े हुए थे। मैंने दोनों जगह काम किया था। छिंदवाड़ा में मेरे अलावा नीतिराज चौधरी, ललन भैया और सविता बनर्जी भी गई थीं। उस समय सविताजी विधायक नहीं बनी थीं। तामिया रेस्ट हाउस में हम रहे थे 15 दिन। उधर नीखराजी नाराज हो गए कि हमारे लोग वहां काम रहे हैं तो हम पिपरिया लौटे और नीखराजी के लिए काम किया। उस समय मेरी दाढ़ी बढ़ी थी। लोग देखते तो नीखराजी ही समझते थे। हमारा ग्रुप गांव में जाता था तो वहां नीखराजी को किसी ने देखा नहीं था। ग्रुप वाले मुझे नीखराजी बना देते थे। कई जगह मैंने नीखराजी बनकर लोगों से वोट मांगे हैं। नीखराजी बहुत वोटों से जीते थे।

पिपरिया का एक बड़ा इतिहास जनआंदोलनों का भी रहा है। जनआंदोलनों से सीखकर ही हमारे जैसों लोगों की राजनीतिक समझ बनी है। 1980 में यहां समता युवजन सभा का गठन हुआ। फिर समता संगठन भी बना। मुझे याद है जब इमरजेंसी खत्म होने के बाद पहला जुलूस पिपरिया में निकला तो शुरुआत मे उसमें सुभाष गंगेले, संपत मूंदड़ा, भगीरथ चौरसिया ,गोपाल राठी जैसे आठ–दस लोग ही थे लेकिन जब जुलूस खत्म हुआ तो उसमें कई हजार लोग थे।[203]

पिपरिया में समता समूह को कभी विरोधियों ने 'समता वारे सरफिरे' नाम दिया था। 1980 से शहर के कुछ युवा समाजवादियों ने 'समता युवजन सभा' के नाम से सामाजिक–राजनीतिक काम करना शुरू किया था। समाजवादी विचारक किशन पटनायक उनके नेता और पथ प्रदर्शक थे। उन दिनों ये युवा समता अध्ययन केंद्र चलाते थे। वहां अध्ययन और विमर्श पर जोर दिया जाता था ताकि देश के सामाजिक–राजनीतिक–आर्थिक हालातों को समझा जा सकें। इस टीम में बालेंद्र परसाई, नरेंद्र कुमार मौर्य, गोपाल राठी, श्रीगोपाल गांगुड़ा, वीरेंद्र दुबे, लक्ष्मी सोनी, आनंद सोनी, किशन बल्दुआ, रोहित माहेश्वरी, लखन राजपूत, हरगोविंद राय, शिवमोहन दुबे, मुकेश भार्गव, मदन भार्गव, चंदू परसाई, चंदू उमरे, रेखा व्यौहार, आदि थे। काम की शुरुआत सभा, गोष्ठियों और चौराहे पर पोस्टर लगाकर मुद्दे उठाने से हुई। 1982 में जब असम गण परिषद ने घुसपैठियों के खिलाफ आंदोलन शुरू किया तो हमने पोस्टर प्रदर्शनी तैयार की और जब समता ने दिल्ली से गोहाटी तक साइकिल मार्च निकाला तो पिपरिया से आनंद सोनी को उसमें शिरकत करने भेजा गया। 1982 में ही असम के राज्यसभा सांसद अजीत कुमार शर्मा की एक सभा पिपरिया चौराहे पर की गई थी।

इस इलाके के गांवों में संगठन के काम की शुरुआत हुई पलिया पिपरिया से। वहां हरगोविंद राय के नेतृत्व में किसान मजदूर संगठन बनाया गया। उसने मजदूर–किसानों की कई लड़ाइयां लड़ीं। इसी तरह 1985 में इटारसी के पास केसला में किसान आदिवासी संगठन बना। वहां सुनील और राजनारायण संगठन का नेतृत्व कर रहे थे। उनका साथ पिपरिया और पलिया पिपरिया के संगठनों को भी मिला। उन्होंने यहां कई जन सभाओं को संबोधित किया है।

दो बड़े आंदोलन भी इस बीच हुए। 1988 में निकट के गांव बुदनी में पुलिस अत्याचार के खिलाफ लंबा आंदोलन चला। उसमें नरेंद्र वीरेंद्र और कृष्णमूर्ति ने बुदनी की आल्हा बनाई जो बहुत लोकप्रिय हुई। विरोध में लंबा जुलूस निकाला और जनसभा आयोजित की। उसमें भुक्तभोगियों ने उनके साथ की गई ज्यादतियों

[203] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017

के बारे में बताया। यह पिपरिया में समता का सबसे बड़ा जुलूस था। इसके बाद 1989 में जब हरगोविंद राय को पुलिस ने गिरफ्तार किया तो पिपरिया में जनसभा और प्रदर्शन किया। इसमें मेरा एक गीत 'मार न डंडा रे, पुलिसिया मार न डंडा रे' बहुत लोकप्रिय हुआ था। यह घटना जुन्हैटा कांड के नाम से जानी जाती है, क्योंकि गिरफ्तारी जुंहैटा गांव से हुई थी। इस लेकर जो जनसभा हुई थी उसे सुनील और छत्तीसगढ़ के जननेता शंकरगुहा नियोगी ने भी संबोधित किया था।

कुछ निजी मित्रों से शुरू हुआ यह संगठन जल्दी ही पिपरिया के प्रगतिशील युवाओं के बीच चर्चित हो गया। टीम का विस्तार हुआ। कई नये नाम जुड़े। इलाके में इन युवजनों की ऐसी पहचान बन गई थी कि आसपास के किसी गांव में आदिवासी की बैलगाड़ी पकड़ी जाती या किसी आदिवासी औरत के साथ ज्यादती होती तो वे तुरंत खबर देते थे और पिपरिया के युवजन साइकिलों पर उनके गांव पहुंच जाते थे। कुर्सीखापा गांव में एक बार ऐसा ही हुआ था। लकड़ी चोरी के नाम पर गांव वालों को उत्पीड़ित किया गया था। तब पिपरिया के युवाओं के गांव वालों के साथ मिलकर आवाज उठायी थी।

1980 से 1990 तक समता युवजन सभा, समता संगठन के नाम से काम होता रहा। 1990 बाद संगठन में बिखराव हो गया। आज यह समूह समाजवादी जन परिषद के नाम से काम करता है लेकिन अब उस जमाने के लोग उतने सक्रिय नहीं है और नये लोग संगठन से जुड़े नहीं। इसके बावजूद उन दिनों के ये किस्से आज भी उम्मीद जगाते हैं।[204]

जब मैं ग्यारहवीं पास हुई तो मेरी पहली नौकरी भगत सिंह पुस्तकालय में सौ रुपए महीना की लगी। महिलाओं के लिए पुस्तकालय दोपहर दो से चार बजे तक खुलता था। महिलाओं के लिए पुस्तकालय खोलने की जिम्मेदारी मुझे मिली। इस समय में पुरुष नहीं आ सकते थे। मेरी पक्की सहेली करुणा दुबे पहले यह काम करती थी। फिर उसकी सरकारी नौकरी लग गई तो उसने मेरे नाम का प्रस्ताव कर दिया और नौकरी मुझे मिल गई। इसी दौरान हमारी एक महिला टीम बन गई। इसमें प्रीति राय, ममता श्रीवास्तव, प्रेमलता, कल्पना, सरोज बैस, कौशिक बहनजी और किशोर भारती की साधना और मीरा आदि थे। हम महिलाओं के साथ कार्यक्रम भी करते थे। दहेज प्रताड़ना के खिलाफ भी आवाज उठाई। अक्सर पीड़ित महिलाएं पुस्तकालय आकर अपना अनुभव सुनाने लगी थीं। हम बातचीत और सलाह से उनकी सहायता करते थे। हमारी एक सहेली कीर्ति उदेनिया को उसके ससुराल वालों ने जलाकर मार दिया था। विरोध में हम सभी महिलाओं ने जुलूस निकालकर गल्ला मंडी में आम सभा की थी।[205]

[204] नरेंद्र मौर्य, 61 वर्ष, पत्रकार, पिपरिया, साक्षात्कारः फरवरी, 2017
[205] रेखा व्यौहार, 48 वर्ष, आंगनबाड़ी शिक्षिका, पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017

मंगलवारा बाज़ार में चुनावी रैलियां, पिपरिया, दशकः 1950–60

स्त्रोतः कवीन्द्र जयवार

पूर्व राष्ट्रपति राजेंद्र प्रसाद अपने पचमढ़ी दौरे के लिए पिपरिया रेलवे स्टेशन पर उतरते हुए, वर्षः 1955

स्त्रोतः गोविन्द बनर्जी

गोवा स्वतंत्रता संग्राम से वापस आने पर 20 अगस्त, 1955 को जग्गू उस्ताद और उनके 22 साथियों का डगडगा पर स्वागत करते पिपरिया वासी, वर्षः 1955

स्त्रोतः कैलाश मौर्य

मध्यप्रदेश विधान सभा

बुधवार, दिनांक २३ दिसम्बर, १९७० (पौष २, १८९२)
की कार्यवाही से उद्धरण

निधन सम्बन्धी उल्लेख

* * * *

अध्यक्ष महोदय : सदन को यह सूचना देते हुए मुझे दुख हो रहा है कि मध्यप्रदेश विधान सभा के भूतपूर्व सदस्य श्री नारायण सिंह जयवार का देहावसान दिनांक ११ दिसम्बर, १९७० की रात्रि में १० बजकर ३ मिनट पर शिवपुरी अस्पताल में हो गया.

श्री जयवार सन् १९४२ से १९४६ तक पुरानी मध्यप्रदेश विधान सभा का एवं १९५६ से १९६२ तक नवीन मध्यप्रदेश विधान सभा का शोहागपुर निर्वाचन क्षेत्र से प्रतिनिधित्व करते रहे.

श्री जयवार ने स्वतंत्रता संग्राम में सक्रिय भाग लिया. वे १९४० के व्यक्तिगत सत्याग्रह में ९ वर्ष तथा १९४२ के आन्दोलन में १० साल तक कारागार में रहे.

श्री जयवार कुशल राजनीतिज्ञ एवं शिक्षा प्रेमी थे. सार्वजनिक कार्य, पत्रकारिता व सहकारिता में उनकी विशेष रुचि थी.

सब सदस्य दो मिनट मौन खड़े रहकर इन्हें श्रद्धांजलि अर्पित करेंगे.

(विधान सभा ने दो मिनट मौन खड़े रहकर श्रद्धांजलि अर्पित की)

* * * *

(मदन गोपाल)
सचिव,
मध्यप्रदेश विधान सभा.

भोपाल :
दिनांक २८ दिसम्बर, १९७०.

पूर्व विधायक नारायण सिंह जयवार के निधन पर मध्य प्रदेश विधान सभा का उल्लेख पत्र, वर्षः 1970
स्त्रोतः कवीन्द्र जयवार

पूर्व विधायक सविता बनर्जी कॉलेज परिसर में एक समारोह में शिरकत करते हुए, वर्षः 1985
स्त्रोतः गोविन्द बनर्जी

बुदनी कांड के विरोध में समता युवजन सभा का प्रदर्शन, पिपरिया, वर्षः 1988
स्त्रोतः सुरोजीत सरकार

भगत सिंह पुस्तकालय के महिला खंड की कार्यकर्ता, वर्षः 1987
स्त्रोतः नरेंद्र मौर्य

सांस्कृतिक एवं सामाजिक संपदा/

Cultural and Social Heritage

जब दूरदराज के गांव खेड़ों से लोग रोजी रोटी कमाने निकलते हैं तो उनके साथ होते हैं कुछ गीत और कुछ किस्से। वे कभी पैदल चलते तो कभी किसी बैलगाड़ी में उन्हें लिफ्ट मिल जाती। ये गीत और किस्से हर जगह उनके काम आते। एक इलाके के लोगों के जत्थे एक दूसरे को सुनते–सुनाते ही रास्ता काटते थे। आखिर सबका मकसद रोजी रोटी कमाना ही था। यह तय है कि जंगल की कटाई के समय यहां लकड़हारों के गीत गूंजते होंगे। मजदूर यहां लकड़हारों का काम ही कर रहे थे। कुल्हाड़ियों और आरियों की खटर पटर से परिंदे परेशान हुए होंगे। तभी किसी ने टेक लगाई होगी 'कोयलिया बोली रे.....'

जब रेल आई होगी तो निश्चित ही उसे लोगों ने अपने गीतों और किस्सों में शामिल किया होगा। उस जमाने के कुछ किस्से यहां आपको पढ़ने को मिलेंगे लेकिन कई गीतों और किस्सों को हमें मिल कर ढूंढना होगा। एक गीत सुनने को मिला था जो ज़्यादा पुराना तो नहीं है, लेकिन 40–50 साल पुराना हो सकता है। गीत बीना–इटारसी के बीच चलने वाली एक ट्रेन के बारे में था–

'छूट गई रे बीना गाड़ी, पिपरिया से छूट गई रे बीना गाड़ी।'

यहां खूब खयाल गम्मत होती है। नारदी भजन गाए जाते हैं। सबसे बड़ी बात यहां ढाक भी गाई जाती है। ढाक नवरात्र या पूर्णिमा पर ही गाई जाती है। गाते–गाते गायकों को देवी आ जाती हैं। ढाक मंडल सिलारी के मुखिया हैं भागचंद वर्मा, खिरिया वाले।[206]

इसी मोहल्ले में डोल ग्यारस होती थी। यहीं ताजिये आते थे। हमरा बाप इलाहाबाद, आगरा से रंडिया बुलाता था। रामलीला होती थी। नाटक होते थे। यहां पूरा मैदान था। रात को नाटक होते थे। हम दिन डूबे अपनो बोरा बिछा देते थे। कभू कोई बाई हमरे बोरा पे बैठ जाए और कहवे के बाद भी नई उठे तो हम बाहे पिन चुभो देत थे। बा बिदक जाए और गरियान लगे कि 'जाके धड़के जाको, जा छिनाल बैठन नई देय।' हम लड़ पड़त थे और उन्हें उठा केइ मानत थे।' हमने चौराहे पर बहुत नाटक देखे हैं।[207]

'1965–66 के करीब हमने रामायण करना शुरू किया। गीता प्रेस गोरखपुर से किताबों का सेट मंगाया। धीरे–धीरे लिखित सामग्री एकत्र करके रामलीला मंडली शुरू की। हरिश्चंद्र, मोरजध्वज जैसे कई नाटक किए। पहले संतोष रामायण मंडल नाम था। बाद में संतोष रामलीला मंडल नाम हुआ। हर शनिवार–इतवार हम रिहर्सल करते थे। हमारी टीम में आठ–दस लोग थे। उनमें सांडिया रोड वाले रेवाराम राजोरिया, टीकाराम राय, कल्लू दद्दा, रामरतन शर्मा, कंछेदीलाल चौरसिया, नन्हेलाल सराठे और पेटी मास्टर आसाराम थे। वे हारमोनियम बजाते थे। हम अक्सर गोशाला में रिहर्सल करते थे। ज्यादातर कंछेदी चौरसिया ही निर्देशन करते थे। हमारे नाटकों में लल्लू, बनखेड़ी का गोपी और उत्तम का नृत्य होता था। वे लंहगा पहनकर नाचते थे। नाटकों में भी सभी स्त्री पात्र पुरुष निभाते थे। लल्लू का नाच मशहूर था तो गोपी और उत्तम इतर किरदार भी निभाते थे, जैसे कैकेयी का किरदार। लल्लू मूर्तिकार को हम रोजाना पांच–दस रुपए देते थे और जनता भी उन्हें इनाम देती थी। वे दूसरे नाटक मंडलों में भी नाचते थे। चंदा

[206] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016
[207] मंगो बाई, 79 वर्ष, सब्ज़ी विक्रेता, बरौआ मोहल्ला, पिपरिया, साक्षात्कारः मार्च, 2017

करके मंडली का सारा सामान जैसे, परदे, झांझर, पेटी, ढोलक आदि जुटाते थे। गल्ला मंडी, पुराना बस स्टैंड और शोभापुर रोड पर नाटक करते थे।

सिनेमा इतना नहीं था तो ज्यादा भीड़ जुटती थी। धीरे–धीरे सिनेमा और फिर टीवी के चलते नाटक बंद हो गए। 1975–80 तक एक गणेशराम साहू का नाटक मंडल था। एक हमारा था और एक टोला वालों का महावीर नाटक मंडल था। एक इतवारा बाजार का भी था। नाटक के लिए पोशाक वगैरह हम जबलपुर से लाते थे। गोशाला और धर्मशाला में एक महीने रिहर्सल करते थे। उसका खर्च भी हम ही उठाते थे। खुद ही स्टेज बनाते थे। सहयोगी साथी बाहर से आसपास के गांव–कस्बों से ही आते थे। सभी नर्तक अपनी पोशाक खुद ही लाते थे। अमर सिंह राठौर नाटक गणेश नाटक मंडल वाले करते थे। हम भरतरी नाटक और रामायण खेलते थे।'[208]

जग्गू उस्ताद के समय ही पिपरिया में बेहद समृद्ध पुस्तकालय जनता वाचनालय शुरू हुआ था। वहां तमाम भारतीय लेखकों से लेकर रूसी साहित्य तक मौजूद था। शहर का सांस्कृतिक रुझान बनाने में इन जगहों का महत्वपूर्ण योगदान है। जयप्रकाश शाला के ऊपर जनता वाचनालय था। हर उम्र के लोग उसके पाठक थे। हमारे बचपन में वेताल, चंपक और इंद्रजाल कामिक्स के लिए लड़ाई हो जाती थी। हमारी शाम वहीं कटती थी। कभी धर्मयुग पढ़ते, कभी अखबार पढ़ते। उसके नष्ट होने का कारण उसमें आग लगना था।[209]

यहां साहित्य के विकास में संस्था 'शहीद भगतसिंह पुस्तकालय और सांस्कृतिक केंद्र' का भी योगदान है। बहुत सारी किताबें थीं वहां। उससे यहां पढ़ने का माहौल बना। ये बहुत बड़ा योगदान था यहां साहित्यिक रुचि बनाने और पढ़ने–पढ़ाने का।'[210]

हमने करीब 15 वर्षों तक यहां कादम्बिनी क्लब चलाया। हम स्थानीय साहित्यकारों के माध्यम से नए लोगों को साहित्य के प्रति प्रेरित करने के लिए जबलपुर, भोपाल, इंदौर, उज्जैन से विद्वानों को यहां बुलाते थे।[211]

'ललित अग्रवाल ने 'त्रिज्या' निकाली। वह यहां की पहली पत्रिका थी। उसके बाद 'आकंठ' और 'तनाव' निकलीं। हम कवियों का मजाक उड़ाते थे। उस समय तीन–चार बड़े कवि थे यहां। पहले छंद वाली कविता चलती थी। जब चंद्रकांत देवताले यहां कालेज में आए तो यहां नई कविता शुरू हुई। वे यहां 1965 से 1970 तक रहे। हरिशंकर परसाई भी दो–तीन बार यहां आए।

देवताले ने इस बस्ती को बहुत प्रभावित किया। उनकी सोहबत में ललित अग्रवाल, बंशी माहेश्वरी, हरिशंकर अग्रवाल और हरि मौर्य ने नई कविता लिखने की शुरुआत की। मुक्तिबोध को तब कोई नहीं जानता था। मुक्तिबोध से परिचय उनके कारण ही हुआ। मैंने एमए में मुक्तिबोध उन्हीं के कारण लिया। मुक्तिबोध की कविताओं को लेकर जब वो बोलते थे, 'अंधेरे में...' तो लोग मंत्रमुग्ध सुनते रह जाते थे। कालेज में देवताले जब पढ़ाते थे तो खिड़की के सामने भीड़ लग जाती थी। इतना आकर्षण था उनके पास। जब वह वाचनालय में बोलते थे तो हम लोग भी ऐसे ही सुनते थे।

आधुनिक कविता यहां उन्होंने ही लिखना सिखाया। वो बताते थे कैसे लिखना है। वो बताते थे कविता लिखते वक्त शब्दों को कैसे पकड़ते हैं। जैसे 'जाओ पचमढ़ी रोड की तरफ तो आती है दरख्तों से हवा।'

[208] हरगोविंद राय, 79 वर्ष, सेवानिवृत सरकारी कर्मचारी, अशोक वार्ड, पिपरिया, साक्षात्कारः जून, 2017
[209] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017
[210] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017
[211] अनंतराम साहू, 85 वर्ष, समाजसेवी, सांडिया रोड, पिपरिया, साक्षात्कारः जुलाई, 2017

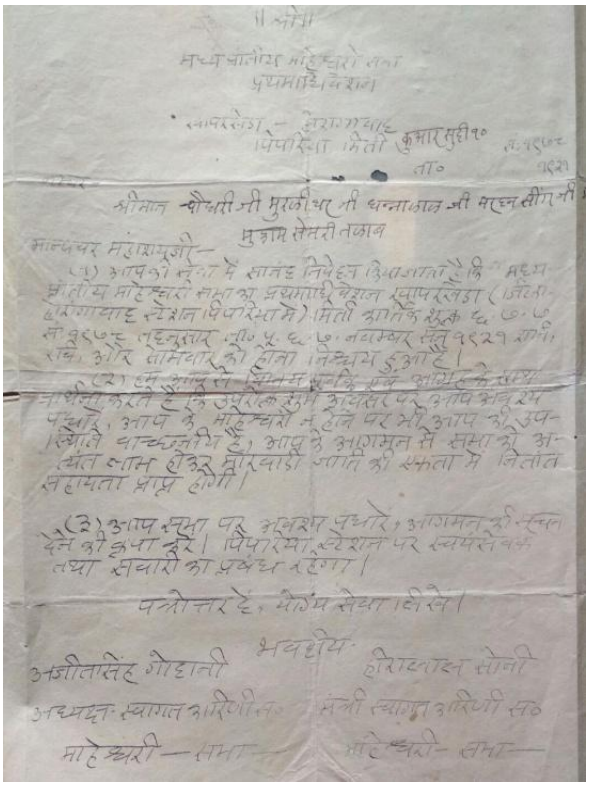
जैसे वे बताते थे वृक्ष कहोगे तो वो मजा नहीं आएगा जो दरख्त कहने में है। हम तो सब्जी मंडी वाले थे तो हमको वो कूजड़ कहते थे। हमें लिखापढ़ी करनी होती थी इसलिए वे कूजड़ कहते थे।

पहले नारायणदास मौर्य और नंदलाल कोडवानी में झगड़ा चलता था। मौर्य साहब 'हमारा निशाना' निकालते थे। वो इटारसी से छपता था। बाद में वो प्रेस लाए। वह उन्होंने निरंजन बाबू नरसिंहपुर वालों से ली थी। हरि भैया ने उसकी कम्पलेंट कर दी कि पैसा नहीं दिया। हम लोग विद्यावती जी के पास गए। उन्होंने अच्छी बात कही कि प्रेस तो मेरे पति उनको दे गए हैं। वह उनके पास ही रहेगी। फिर उन्होंने 'शांति प्रिंटिंग प्रेस' शुरू की और 'समानता' निकाला। उधर नंदलाल की पहले से ही 'जवाहर प्रेस' थी। वो 'हमारा निशाना' के जवाब में 'डंका' निकालते थे। मौर्य साहब समाजवादी थे। नंदलाल कांग्रेसी थे। दोनों एक दूसरे की आलोचना करते थे। जनता को पढ़कर बड़ा मजा आता था। सांडिया रोड पर 'शिव प्रिंटिंग प्रेस' थी। वह इनसे भी पुरानी थी।[212]

गंगारामजी काबरा के लड़के थे रंगनाथ काबरा। एक 'उदय' पेपर निकलता था नरसिंहपुर से। रंगनाथ हमारे अच्छे मित्र थे। अब तो वे गुजर गये हैं। 'उदय' पेपर के संपादक सत्यनारायण श्रीवास्तव थे। रंगनाथ दसवीं के छात्र थे। उन्होंने एक आर्टिकल लिख दिया 'उदय' में– 'पिपरिया के पांच पीर'। पांचों कांग्रेसी थे– नारायण सिंह जयवार, मूलचंद बामौरिया, प्यारेलालजी पालीवाल, हीरजी भाई शाह। उनकी बुराई कर दी। रामजीलाल काबरा उनके काकाजी हुआ करते थे। वे राजनीतिक रूप से थोड़े जागरूक थे। वे सक्रिय रहते थे। उन्होंने सुना कि ऐसा छपा है तो पेपर मंगाया। रंगनाथजी जैसे ही स्कूल से आए तो उठके एक थप्पड़ मारा। बोले तुम व्यापार करने दोगे या नहीं। ये किसके खिलाफ लिखा है तुमने। ये सब कांग्रेस के दिग्गज नेता हैं। अपना धंधा बंद करवा सकते हैं। रंगनाथ सहम गए थे।[213]

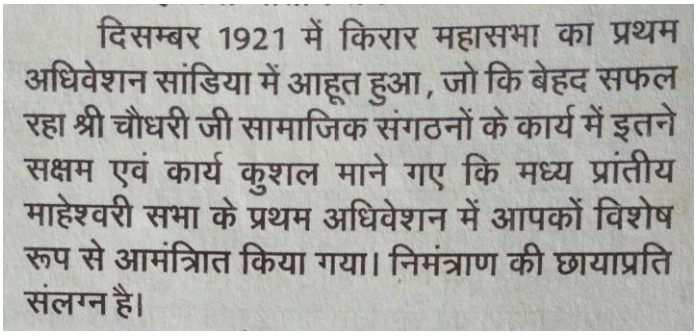
वालिद बताते थे हमारे पूर्वज अफगानिस्तान से थे। मैं तो यहीं का पला बढ़ा हूं। पड़ोस में रहने वाले जैन परिवार से मेरा गहरा रिश्ता है। जब मेरा आपरेशन हुआ था तो जैन साहब मेरे साथ ही रहे। उनसे घरोबा बन गया। मैं सब जैन तीरथ घूम आया हूं इन्हीं के परिवार के साथ। उनके बच्चे जब साल भर के भी नहीं थे तब से वह यहीं खाते पीते और सोते थे। बच्चा बच्ची तो थाली लेकर मेरे पास ही आ जाते थे। कहते थे कि चाचा तुम लेट हो रहे थे इसलिए हम आ गए। फिर मैं दोनों को खिलाता था। बच्ची की शादी हो गई है। बच्चा तो अब नौकरी करता है पर अभी तक मेरे हाथ से ही खाता है।[214]

[212] गणपत सिंह राजपूत, 75 वर्ष, पूर्व नगरपालिका अध्यक्ष, इतवारा बाज़ार, पिपरिया, साक्षात्कारः जुलाई, 2017
[213] किशन अग्रवाल, 84 वर्ष, व्यवसायी, पुरानी गल्लामंडी, पिपरिया, साक्षात्कारः जुलाई 2017
[214] अशरफ खान (सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017



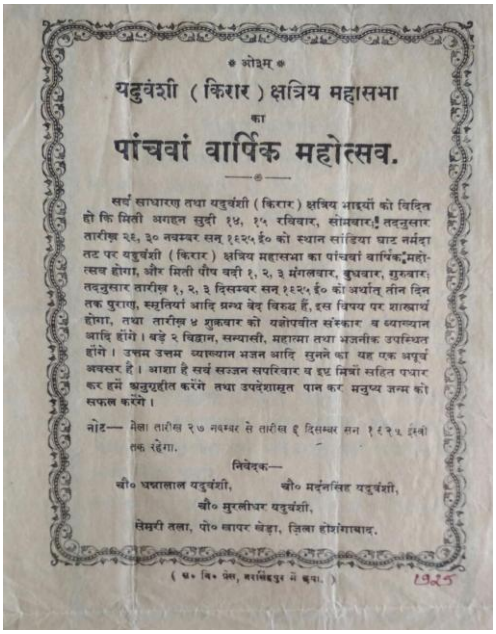
माहेश्वरी महासभा का प्रथम अधिवेशन निमंत्रण पत्र, पिपरिया, वर्षः 1921

स्त्रोतः गोपाल राठी



किरार महासभा का प्रथम अधिवेशन निमंत्रण पत्र, पिपरिया, वर्षः 1921

स्त्रोतः गोपाल राठी



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यदुवंशी (किरार) क्षत्रिय महासभा

का

पांचवां वार्षिक महोत्सव.

सर्व साधारण तथा यदुवंशी (किरार) क्षत्रिय भाइयों को विदित हो कि मिती अगहन सुदी १५, १५ रविवार, सोमवार, तदनुसार तारीख २६, ३० नवम्बर सन् १९२५ ई० को स्थान सांडिया घाट नर्मदा तट पर यदुवंशी (किरार) क्षत्रिय महासभा का पांचवां वार्षिक महोत्सव होगा, और मिती पौष वदी १, २, ३ मंगलवार, बुधवार, गुरुवार, तदनुसार तारीख १, २, ३ दिसम्बर सन् १९२५ ई० को अर्थात् तीन दिन तक पुराण, स्मृतियां आदि सम्प्रदाय वेद विरुद्ध हैं, इस विषय पर शास्त्रार्थ होगा, तथा तारीख ४ शुक्रवार को यज्ञोपवीत संस्कार व व्याख्यान आदि होंगे। बड़े २ विद्वान, सन्यासी, महात्मा तथा भजनीक उपस्थित होंगे। उत्तम उत्तम व्याख्यान भजन आदि सुनने का यह एक अपूर्व अवसर है। आशा है सर्व सज्जन सपरिवार व इष्ट मित्रों सहित पधार कर हमें अनुगृहीत करेंगे तथा उपदेशामृत पान कर मनुष्य जन्म को सफल करेंगे।

नोट— मेला तारीख २७ नवम्बर से तारीख ६ दिसम्बर सन १९२५ ईस्वी तक रहेगा.

निवेदक—

चौ० धन्नालाल यदुवंशी, चौ० मदनसिंह यदुवंशी,

चौ० मुरलीधर यदुवंशी,

सेमरी तला, पो० खापर खेड़ा, जिला होशंगाबाद.

(ब० वि० प्रेस, बरमिंहपुर में छपा.) 1925

किरार क्षत्रिय महासभा का अधिवेशन निमंत्रण पत्र, पिपरिया, वर्षः 1925

स्त्रोतः गोपाल राठी

पूजा पाठ, इबादत, उत्सव/

Religious Rites and Festivals

देवगांव की शुरुआत के समय यह पूरा इलाका मंडला के गौंड़ राजा के अधीन था। तब गौंड़ों के रीति रिवाज और मान्यताएं ही चलन में थे। उदहारण के लिए गांव बांधने की प्रथा। इसे मनाने के पीछे ऐसी मान्यता है कि ऐसा करने से ढोर बछेरू नहीं मरते और कोई विपदा नहीं आती।

आज भी गांव बांधने की यह रस्म जारी है। इसे हरियाली अमावस्या पर किया जाता है। इसमें सूअर को पकड़कर पूरी बस्ती में घुमाते हैं। घुमाते समय उस पर दारू डालते जाते हैं। फिर बलि देते हैं और बाद में जमीन में गड़ा देते हैं। यह सब रात में करते हैं। सुबह बकरे की बलि देते हैं। देवी देवताओं को धूप छोड़ते हैं। गोंड राजा हरियाली अमावस्या पर 15 नारियल भेजता था।[215]

आदिवासी के लिए मढ़ई भरना दीपावली के अगले दिन होता। उसमे ढोरों को खूब सजाते हैं। फिर काटकर मोर के पंखों को डुबाकर बांस में बांधकर आसपास के आदिवासी को बुलाकर अपनी अपनी वेशभूषा में अपने तरीके से नाचते हैं। मिटटी की मूर्ती तैयार करके उसको तिलक लगाते। उसे गो देवी कहते थे। उसकी स्थापना करते और डंडा उचकते। फिर सबको भोजन कराते और रात में मूर्ती को सिरा देते। मटकुली में ये सबसे बड़ा मेला लगता।[216]

बाद में जब अलग–अलग समुदाय और मजहब के लोग यहां बसने लगे तो वे अपनी मान्यताओं के हिसाब से पूजा पाठ करने लगे। पुरानी बस्ती में जब गौंड़ों के अलावा हिन्दुओं की आबादी बढ़ गई तब खेड़ापति मंदिर जैसे धार्मिक स्थलों का निर्माण होने लगा। मंदिर नदी पार बना था। इस मंदिर की बड़ी मान्यता है। हर हिन्दू शादी के समय इस मंदिर में पूजा अर्चना की जाती है। ऐसी मान्यता है कि खेड़ापति गांव की रक्षा करने वाली माता है। शोभापुर रोड पर बना हनुमान मंदिर और मंगलवारा चौराहे के पास बना बड़िया वाला मंदिर भी बरसों पुराना है। बड़िया वाला मंदिर में पीपल के पेड़ में हनुमान की मूर्ति थी। इस मंदिर में सावन पर सजने वाली झांकियों की बड़ी धूम रहती थी।[217]

अनाज व्यापारी पहले हर तीन साल में यज्ञ करवाते थे। उन दिनों पूरा इलाका धर्ममय हो जाता था। पुरानी गल्ला मंडी के मैदान में पूजा, परकम्मा, प्रसाद और प्रवचन का भव्य इंतजाम होता था। कई आध्यात्मिक धर्मगुरुओं ने पिपरिया की धर्मप्राण जनता को संबोधित किया है। उन्हें सुनने दूर–दूर से ग्रामीण बैलगाड़ियों से आते थे। पुरानी गल्ला मंडी में ही दीवाली के महीने में तीन–चार हफ्तों के लिए बनारस से रामलीला मंडली आती थी। वे पच्चीस पैसे की टिकट में रामलीला दिखाते थे। इस मैदान में कई आयोजन हुए हैं। सावन में झूले लगते थे। भुजरियों का त्यौहार पहले पुरानी बस्ती से ही शुरू होता था। 1980 के आसपास पुरानी गल्ला मंडी में भुजरियों का मेला लगने लगा। पुरानी गल्ला मंडी का मैदान राजनीतिक सभाओं के लिए भी खूब काम आया है। देश के कई बड़े नेताओं ने यहां से पिपरिया की जनता को संबोधित किया है।[218]

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[215] चम्पू लाल गौंड़, 98 वर्ष, श्रमिक, गौंड़ीपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अक्टूबर, 2016
[216] रेवा बाई, 66 वर्ष, कोरकू राजघराने की पूर्व रानी, डापका, साक्षात्कारः अक्टूबर, 2008
[217] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[218] नरेंद्र मौर्य, 61 वर्ष, पत्रकार, पिपरिया, साक्षात्कारः फरवरी, 2017

हमारे जमाने में न रावण जलता था और न दुर्गा जी रखी जाती थी। न खेल था न कुछ तमाशा। सितम्बर में मथुरा–वृंदावन से रामलीला की पार्टी आती थी। वे लोग चौराहे पर दो–चार दिन रामलीला करते थे और चले जाते थे। काली माई तो जग्गू उस्ताद बना गए हैं। रेलवे फाटक के पास काली मंदिर उन्हीं के समय का है। ये हमारे सामने की बात है। गणपति का शोर होता था इटारसी में। सावन के महीना में बड़िया वाले मंदिर में थाने के पास झांकी बनती थी बस। उसे सब लोग देखने जाते थे। इसके अलावा कुछ नहीं था पिपरिया में। आजादी के पहले नवरात्र पर देवी की मूर्ति नहीं रखी जाती थी। उस समय गेहूं की बारी रखते थे। तब पत्थर की देवी पूजी जाती थी। मिट्टी की मूर्ति पूजने का रिवाज नहीं था। उस समय गणेशजी भी नहीं रखे जाते थे। छोटी बस्ती थी इसलिए दशहरा उत्सव भी नहीं होता था। शोभापुर में राजा थे उमराव शाह। उनके यहां दशहरे में कचहरी में रंडियों का नाच होता था। सारे गांव के मालगुजार और दूसरे लोग वहीं जाते थे। खास दशहरा करेली में होता था। डोल ग्यारस सोहागपुर में अच्छी होती थी।[219]

हमारे बचपन में दुर्गा उत्सव इतने बड़े पैमाने पर नहीं मनाया जाता था। पहले होली ज़्यादा उल्लास से मनाई जाती थी। रंगपंचमी जिसे मूलतः मालवा क्षेत्र में मनाया जाता था, पहले यहां इतनी लोकप्रिय नहीं थी। यहां गणपति उत्सव बड़े स्तर पर मनाया जाता था, लेकिन वह अब फीका हो गया है। गणपति के समय हमारे यहां डोल ग्यारस नाम का उत्सव होता था। वह इतने विराट स्तर पर होता था कि आसपास के गाँव के लोग उसे देखने पिपरिया आते थे। लोक संस्कृति की पूरी छठा देखने को मिलती थी। भगवान को डोल में बिठा के भ्रमण कराते थे। ये गणपति उत्सव के बीच में आता था। हमारे देखते–देखते ये उत्सव पिपरिया में ख़त्म हो गया है। अब उसकी बस औपचारिकता पूरी की जाती है। पहले कोई इसे आयोजित नहीं करता था। लोग खुद ही इकट्ठे होकर गाना शुरू कर देते थे। उस समय भजन फ़िल्मी पैरोडी के बजाय लोक धुनों पर आधारित होते थे। अब गाँव से लोग सिर्फ नवरात्रि के दौरान आते हैं और वह भी केवल एक दर्शनार्थी की भूमिका में। पहले वो भाग लेता था। कहीं गाने गाता था, नाटक खेलता था, रामलीला में हिस्सा लेता था।[220]

सावन में 15 दिन पहले से ही तैयारी शुरू हो जाती थी। आल्हा गाते थे। गेड़ी की लड़ाई होती थी। फिर पोरा आता था। बच्चे घुल्लों से खेलते थे। घुल्ले यानी लकड़ी के पहियेदार खिलौने, जिन्हें बैल, घोड़ा, ऊंट आदि जानवरों का रूप दिया जाता था। डोल ग्यारस भी मजेदार होती थी। जग्गू उस्ताद के समय डोल ग्यारस का अलग जलवा था। चौराहे पर उनका भव्य खेल तमाशा होता था। करीब 30–35 किलो की शिला अपनी छाती पर रखकर वो घन चलवाते थे। दो मजबूत आदमी पचासों बार घन चलाते थे, लेकिन न उस्ताद को कुछ होता था, न शिला टूटती थी। अखाड़े में उनके कार्यक्रम चलते थे। वे एक त्रिशूलनुमा राड को आंख से लगाकर नबा देते थे।[221]

बंशकारों में सजनई भी गाते हैं। बधाय, गारी गीत होते हैं। सजनई में दिन निकल आता है। अब और ज्यादा सजनई होने लगी है। फिर गारी गीत होते हैं। सजनई विशेष तो अहिरवारों में होती है। बंशकारों में कम गाई जाती है। बंशकार बैंड बजाते हैं। धार्मिक और फिल्मी गाने बजाते हैं। पहले गणेश वंदना और सरस्वती वंदना से चालू करते हैं। जब ज्वारे रखे जाते हैं तो जस होते हैं। जैसे भीलट देव या अपने देव

[219] नन्हेलाल पटेल, 85 वर्ष, पशु पालक–किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः मई 2017
[220] गोपाल राठी, 59 वर्षीय, शैक्षिक कार्यकर्ता, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[221] जसवंत सिंह अहिरवार, 74 वर्ष, श्रमिक, लोहिया वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017

के भजन चलते हैं। बरसात के दिनों में यहां आल्हा गाने का रिवाज है। आल्हा बुंदेली में वीर रस का महाकाव्य है।[222]

इतवारा बाजार में पहले रावण नहीं जलता था। स्वामीचरण जायसवाल की समिति थी। उन लोगों ने रावण दहन शुरू करवाया। इतवारा बाजार के मगरा चाचा ने 1952 में रावण का पुतला बनाना शुरू किया था। नवदुर्गा की परंपररा के बारे में बुजुर्गों से सुना है की एक बार एक कुम्हार ने मिट्टी की मूर्ति बना ली थी। उसने बताया तो उस मूर्ति को इतवारा बाजार में धर्मशाला में रखवा दिया गया। इसके बाद धीरे–धीरे गल्ला मंडी और दूसरी जगह मूर्ति रखने लगे। पिपरिया की मंगलवारा बाजार वाली मस्जिद बहुत पुरानी है। इस तरफ कोई मस्जिद नहीं थी। हमारे पिता भी चाहते थे कि यहां मस्जिद बने। तो यह मदीरा मस्जिद हम लोगों ने बनवाई है। एक साल में पूरी मस्जिद खड़ी कर दी। पहले यहां चादर का जुलूस नहीं निकलता था। 1969 में चादर का जुलूस हमने शुरू करवाया। बस्ती के सब लोगों से बात करके यहीं इतवारा बाजार से पहला जुलूस निकला था।[223]

पिपरिया में रक्षाबंधन के दूसरे दिन भुजरिया मनाने की परंपरा रही है। इसमें एक दूसरे को गेहूं के ज्वारे यानी बालियां देते हैं। बड़ों के पैर पड़ते हैं और बराबरी वालों के गले मिलते हैं। भुजरिया सब जगह एक ही दिन मनायी जाती थी पर पिपरिया में इसे दो दिन मनाया जाता था। रक्षाबंधन के दूसरे दिन पुरानी बस्ती में भुजरिया होती थी और तीसरे दिन गल्ला बाज़ार की भुजरिया होती थी जिसे 'बनियों की भुजरिया' भी कहा जाता था। वहां झूले और चखरी वगैरह डलते थे। मेला जैसा लगता था। पुरानी बस्ती की बसावट पहले की थी तो उनके रिवाज़ उस समय के थे..जब नए लोग बाहर से आये तो वो नए तौर तरीके अपने साथ लाये। जवानी के दिनों में जब हम पढ़ते थे तब हमें लगता था की यार पिपरिया में भी ये एक ही दिन होनी चाहिए, दो दिन क्यों होती है? अब लगभग दस एक साल से ये एक ही दिन होती है।[224]

भुजरियों का पर्व पहले पुराने गल्ला बाजार में ही होता था। झूला वूला लगता था। सारे लोग वहां इकट्ठे होते थे। वहां वे कला का प्रदर्शन करते थे। जग्गू उस्ताद ने वहां लोगों को इकट्ठा करना शुरू किया था। भुजरियों में सातों जात के लोग इकट्ठे होते थे। चमार की बेटी के भी पैर पड़े जाते थे।[225]

गोहाटी, असम में युवक कांग्रेस का अधिवेशन हो रहा था। उसमें इंदिराजी और संजय गांधी भी पहुंचे थे। वहां हम पिपरिया के 11 लोग गए थे। वहां हमने अहीर डांस पेश किया था। दिवाली के दूसरे दिन मंड़ई में जो ढाल लेकर आते हैं। यह डांस हमने पिपरिया में ही तैयार किया था लेकिन इसे मध्यप्रदेश की तरफ से गोहाटी में प्रस्तुत किया गया। लोगों ने उसे काफी सराहा। वहां लोग पूछते थे कि ये मध्यप्रदेश में कैसा झाड़ लगता है जिसमें मोरपंख होते हैं। ढाल मोरपंख से बनती है। हम वो ढाल लेकर गए थे। उसको पेट पर रखकर जैसे यहां डांस होता था वैसे ही हमने वहां किया था।यहां हमने जागृति संगीत समिति तैयार की और कई जगह प्रोग्राम भी दिए।[226]

[222] पुश्तैनी धंधा, 80 वर्षीय, सेवरती बाई बंशकार, लोहिया वार्ड, पिपरिया, अप्रैल–मई 2017
[223] अशरफ खान (सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[224] गोपाल राठी, 59 वर्षीय, शैक्षिक कार्यकर्ता, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[225] सुमन बाई गूजर, 80 वर्ष, किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[226] माखन आचार्य, 74 वर्षीय, साधक– ब्रह्मकुमारी मिशन, पिपरिया, साक्षात्कारः जुलाई, 2017

दुर्गा पूजा पंडाल, अयोध्या बस्ती, पिपरिया, वर्षः 1972

स्त्रोतः नाथूराम अहिरवार

टाइटल सुरोजीत जोड़ें, सांडिआ रोड, पिपरिया, वर्षः 2009

स्त्रोतः सुरोजीत सरकार

सिनेमा–सिनेमा/

Cinema-Cinema

पिपरिया में 1948 तक टाकीज नहीं थी। सिनेमा देखने लोग जबलपुर–भोपाल जाते थे। यहां इटारसी से न्यू मनोहर टूरिंग टाकीज आती थी जो अलका टाकीज वाले क्षेत्र में लगती थी। यहां की पहली टाकीज थी स्टार टाकीज जिसे अलीम भाई के पिता अबदुल्ला भाई ने शुरू किया था। वह कुछ साल तक चली। फिर बंद हो गयी। उसके बाद 18 मई 1948 को इतवारा बाजार में श्याम सवाक चित्रशाला खुली जो लंबे समय तक चली। इसके दो साल बाद 1950 में सीमेंट रोड पर प्रदीप टाकीज शुरू हुई जो ज्यादा समय नहीं चली। कई साल बंद रहने के बाद बीच में वह कुछ महीनों के खुली और फिर बंद हो गयी। उसके बाद अलका टाकीज खुली। फिर पद्मश्री खुली और कुछ साल बाद बंद हो गई। आज पूरे शहर में बस एक अलका टाकीज ही है।[227]

मेरा जन्म 1944 का है। पहले पैसे तांबे, पीतल, चांदी और सोने के थे। दुकड़ी पीतल की बनती है और एक आना–दो आना पीतल का था। चार आना–आठ आना चांदी का और एक रुपए भी चांदी का होता था। बीस रुपया सोने का होता था। वो गिन्नी कहलाती थी। मेरे दादाजी को वेतन के रूप में महीने में बीस रुपए की एक गिन्नी मिलती थी। वो एक तौला सोना होता था। एक गिन्नी मतलब एक तौला सोना था। ये मेरी स्मृति में है। पीतल के दो पैसे से मैंने श्याम टाकीज में फिल्म देखी है। पीछे बालकनी में एक आना, दो आना में बैठ सकते थे। दो पैसे में नीचे जमीन में बैठकर फिल्म देखा करते थे। [228]

1945 में जब इटारसी में 'रतन' फिल्म लगी तो उसने तहलका मचा दिया। उसके गाने सुपरहिट थे। फिल्म देखने को पिपरिया ही नहीं आसपास के कई गांवों के लोगो की भीड़ उमड़ती थी। भंवरलाल व्यास उर्फ भतिया व्यास ने भी कई बार रतन फिल्म देखी और पागल हो गए। उनका कहना था कि सिनेमाहाल में किसी ने उन्हें कुछ कर दिया था। फिर वे प्रेम की नगरी मथुरा चले गए। वहां से तीन माह बाद पंडे उन्हें पिपरिया लाये। बाद में उन्हें नागपुर के पागलखाने भेज दिया।[229]

अब्दुल्ला भाई और अहमद भाई ने पार्टनरशिप में टॉकीज बनाई थी। स्टार टाकीज नाम था उसका। लेकिन मैंने अपनी लाइफ में कभी सिनेमा नहीं देखा। स्टार टॉकीज पार्टनरशिप में थी। वे अलग हो गए तो टॉकीज बंद कर दी। बाद में तेंदूपत्ता वालों को दे दी थी।[230]

सोचिये क्या जमाना रहा होगा! अगर हथवांस वालों को श्याम टाकीज में फिल्म देखनी हो तो वहां से पूरे 20–25 लोगों का जत्था इकट्ठे पिपरिया आया करता था।[231]

जब 'किस्मत' फिल्म की शूटिंग यहां हुई थी तो हम छठवीं पढ़ते थे। बस्ता लेके स्टेशन भग गए। सुना बबिता और विश्वजीत आ रहे हैं। स्टेशन पर बहुत भीड़ थी उन्हें देखने वालों की। भीड़ ज्यादा बढ़ गई तो पुलिस ने लाठीचार्ज कर दिया था। हम छोटे थे तो नीचे छिप गए थे।[232]

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[227] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[228] माखन आचार्य, 74 वर्षीय, साधक– ब्रह्मकुमारी मिशन, पिपरिया, साक्षात्कारः जुलाई, 2017
[229] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[230] मोहम्मद अली बोहरा, 82 वर्ष, व्यवसायी, पिपरिया, साक्षात्कारः अप्रैल, 2017
[231] श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017

हमने सेंट्रल टाकीज में सिनेमा देखा है *(प्रदीप टाकीज को लोग सेंट्रल टाकीज भी कहते थे)* । पहले टाकीज में चोंगे चलते थे। श्याम टाकीज में एक फिल्म आई थी 'अमरसिंह राठौर'। वह बहुत चली। सेंट्रल टाकीज वाले ने कई फिल्में बदलीं लेकिन उसके यहां दर्शक पहुंचे ही नहीं। गुस्से में उसने टाकीज बंद कर दी। पहले बिना आवाज की फिल्में आती थीं। पहली टाकीज स्टार टाकीज थी। पहले उसमें गूंगी फिल्में आती थीं। हाल में सौ पचास आदमी तो रहते थे। लोग चुपचाप देखते रहते थे। पहली बोलती फिल्म बनी थी 'आलमआरा की बेटी।' वह खंडवा में देखी थी। वह फिल्म खूब चली थी। एक फिल्म आई थी 'सती अनुसुइया।' उसमें लोगों को रोते देखा था। सीताजी जब जमीन में समाती है तो औरतें खूब रोईं। उनकी रोने की आवाज से टाकीज गूंज गईं थी।

सिनेमा देखते थे एक आना टिकट में। अब्दुल्ला की टाकीज थी। बाद में पता चला उसका नाम स्टार टाकीज था। फिर आई श्याम टाकीज। पुराने बस स्टैंड के सामने पानी भरा रहता था। वहां अलीम भाई की स्टार टाकीज थी। वो अपने आप शुरू हो जाती थी और अपनेआप बंद हो जाती थी। आटोमैटिक शुरू हो जाती थी। हाल बंद है और फिल्म शुरू हो जाती थी। कहते हैं वहां कोई बड़ी हस्ती थी।[233]

अलीम भाई के बाड़े में कुआं वाले बाबा साहेब का भूत था। उन दिनों यहां टाकीज थी। भूत सिनेमा बंद कर देता था। लोग दुआएं करते थे तब अपने आप सिनेमा चालू हो जाता था। कहते हैं यहां बाबा साहेब की मज़ार थी। इसी चक्कर में टाकीज बंद हो गई। यह टाकीज पुराने बस स्टैंड पर दुकानों के पीछे बनी थी। एक बार में डलिया लेके बाजार में भटा ढूंढ रई थी। मोहे कहूं भटा नई मिल रये थे। तबई खम्बा से लुंगी लपेटे एक बड़ी सी दाढ़ी वारों खड़ो दिखाई दयो। बाने मोसे कई बाई तोहे का चइए? मैंने कई मोहे भटा नई मिल रये। सबई जगह ढूंढ आई हूं। वे बोले जो तोहे भटा मिल जैहे और सच्ची मोहे एक बोइया भटा मिल गए। ऐसे मैंने बाबा साहेब के दर्शन करे थे![234]

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[232] हरिशंकर खटीक, 68 वर्ष, मांस विक्रेता, पुराना बस स्टैंड, पिपरिया, साक्षात्कारः जुलाई, 2017
[233] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[234] मंगो बाई, 79 वर्ष, सब्ज़ी विक्रेता, बरौआ मोहल्ला, पिपरिया, साक्षात्कारः मार्च, 2017

नरेंद्र अलका टॉकीज का फोटो जोड़ें

घर और बाहर/

The Home and the World

जयप्रकाश शाला की जगह से लेकर थाने और रामजानकी मंदिर तक शोभापुर के राजा की जमीन थी। सीमेंट रोड के उधर हथवांस के कलारों की जमीन थी। हम 1912 से टैक्स चुकाते आए हैं। एक समय साल भर में सात सौ रुपए का राजस्व भरते थे। उस समय 25 रुपए में चार एकड़ जमीन आ जाती थी। आज़ादी के बाद नन्हेलाल विश्वकर्मा ने बड़ी मोहाली में 11 रुपए में 16 एकड़ जमीन शोभापुर की रानी से खरीदी थी। पहले राजा से पूछे बिना मकान नहीं लिए जा सकते थे। पिपरिया शोभापुर के राजा की थी तो जब ये मकान खरीदा। तो नोटिस आया फिर नज़राना देना पड़ा।[235]

पुरानी पिपरिया में खपड़े वाले घर होते थे। उस समय कुंआ बहुत थे। एक कुंआ से दो–चार घर के लोग पानी पीते थे। तब सड़क नहीं थी। कच्चे रस्ते थे। पैदल जाते थे या बैलगाड़ी से जाते थे।[236]

छोटेलाल काबराजी के यहां और दोनों भाई बनारस वालों के यहां सिलावट समुदाय के एक छोटेलाल और दो भाई रंजीत सिंह व चतुर्भज स्थायी रूप से मकान और कारखाने आदि के निर्माण के लिए नियुक्त थे। इन लोगों ने पिपरिया की प्रसिद्ध इमारतें बनायी हैं। उनमें पुराने गल्ला बाजार में काबराजी का मकान, रामरतन सोनी का मकान, कंहैयालाल पालीवाल का मकान, सांडिया रोड पर पचौरी का मकान, शोभापुर रोड पर कतिया की हवेली, मोहताजी की चाल, मस्जिद, पचमढ़ी रोड की सराय, रामदास बाबा की समाधि, गल्ले बाजार का बड़ा मंदिर, बड़िया वाला मंदिर, रिपटा मंदिर, बैंक इमारत और रेस्ट हाउस मुख्य हैं।

शोभापुर रोड पर बनी कतिया की हवेली पिपरिया का पहला दो मंजिला मकान था। यह हवेली 1910 के आसपास बनाई गई थी। उस समय कारीगर की मजदूरी छह आना, देखरेख करने वाले कारीगर को आठ आना, बेलदार को साढ़े तीन आना और रेजा को ढाई आना मिलते थे। ईंट सवा रुपए की एक हजार और दो आने में एक बैलगाड़ी मिट्टी मिलती थी। गल्ले का दाम एक रुपए की 16 पाई पिसी, 32 पाई ज्वार, 19 पाई चने मिलते थे। मुद्रा का चलन रुपया, आना, पाई में था। इस पैसे को भी 24 हिस्सों में बांटा गया था। ये पैसे कोड़ियों के रूप में थे। [237]

1965–66 में जब गुलाब सेठ की इमारत की नींव खुदी तो हम उसे देखकर डर जाते थे कि कुंए जितनी गहरी नींव खुदी है। उस जमाने में गांव का आदमी हो या शहर कस्बे का, उस इमारत की ऊंचाई देखकर चमत्कृत हो जाता था। उस समय इलाके की ये पहली तीन मंजिला इमारत थी। मैंने 15–16 साल की उम्र तक पूरे शहर को बाहर सोते हुए देखा है बिन किसी भय के। उस रामराज की आज कोई कल्पना भी नहीं कर सकता। सभी महिलाएं बाहर सोती थीं। आंगन या गली को सींचकर चारपाई डाल दी जाती थीं और बिस्तर लग जाते थे, ताकि वे ठंडे हो जाएं। रात को सड़क आंगन बन जाती थी। सड़क का आंगन बन जाना अद्भुत था।[238]

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[235] स्व.श्रीकृष्ण सुरजन, 68 वर्ष, व्यवसायी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[236] मत्था बाई मौर्य, 56 वर्ष, किसान, पिपरिया, साक्षात्कारः जुलाई, 2008
[237] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[238] श्रीगोपाल गांगुड़ा, 60 वर्ष, व्यवसायी–समाजसेवी, मंगलवारा बाज़ार, पिपरिया, साक्षात्कारः जून, 2017

पहले लोग छह महीने घर के बाहर ही सोते थे। औरत–आदमी सब बाहर सोते थे। अपराध नहीं था। पूरा परिवार बाहर सोता था। खाना खाकर औरतों की चौपाल लग जाती थी।[239]

पुरानी बस्ती की बात करें तो यहां सब मकान कच्चे और खपड़े वाले थे। आंगन में राहड़ की टटिया लगी होती थीं। न रिक्शा था न तांगा। पचमढ़ी रोड पर भी एकाध मकान को छोड़कर कोई आबादी नहीं थी। पचमढ़ी रोड तो काफी बाद में जाकर भीड़भाड़ वाली हुई। पहले खाली ही रहती थी। अस्पताल जब नहीं बना था तो कोई उस तरफ जाता नहीं था। सांडिया रोड के उस तरफ भी कोई नहीं जाता था। पुल के पल्ली तरफ सिर्फ पान के बरेजे ही बरेजे थे। शोभापुर रोड की तरफ भी ज़्यादा कुछ नहीं था।[240]

पुरानी बस्ती में चमार और गौंड़ रहते थे। नदी के उस तरफ तो कुछ भी नहीं था। बस 10–12 टपरे गौंड़ों के थे। आज इतवारा बाजार जहां लगता है, वहां एक चाल थी और सामने एक और चाल थी जो झापरी वाली चाल कहलाती थी। बाकी यहां कुछ नहीं था। सब खाली पड़ा रहता था। पोस्ट आफिस के बाद कुछ भी नहीं था। आगे थोड़े से घर सिंधियों के थे और उसके बाद सिर्फ नाका था। नाके के उस तरफ लोग शाम सात बजे के बाद नहीं जाते थे। इतवारा बाजार में तीन–चार कौम रहती थीं। लढिया, कुम्हार, चमार और मेहतर। छीपा मोहल्ला में कुल चार–छह घर थे। बाजू में जायसवाल परिवार था और एक कोई मुस्लिम परिवार था। एक कोठारी का बाड़ा था। एक–दो मकान उसके पीछे गली में थे और दो–चार परिवार सरदारों के थे। बस इतवारा बाजार इतना ही था। बिलकुल खाली पड़ा हुआ। [241]

अपन तो ऐसई दिन गुजारे है जल्दी से मुँह हाथ धोय और चार बजे से उठके हम तो चक्की पीसत थे। चार पाई आटा पीसकर ही उठते थे। फिर हाथ–मुंह धोकर सब्जी बघार दी और जानवरों को भूसा डाल दिया। गोबर उठा दिया। फिर रोटी बनायी और हार खेत चले गए। वहां शाम तक काम किया और लौटते वक्त जानवरों के लिए चारा काट कर ले आये। तब पल भर की फुरसत नहीं रहती थी महिलाओं के पास। फिर बिर्रा, ज्वार का दरिया दरते थे। जब कुटकी बोते थे तब मिट्टी का कुनीता बनाते थे, खूब बड़ा और उसमें लकड़ी की मूठ लगाते थे। सुबह चार बजे से कुटकी दरते थे। फिर सुबह उसको धूप में सुखाते थे। समा को भी कुनीता में दरते थे। फिर मूसल से ओखली में कूटते भी थे। तीन–चार बार कूटना पड़ता था तब उसमें से चावल निकलते थे। समा में सात फुकली रहती हैं और धान में एक ही रहती है। अब तो मशीन चक्की की सुविधा ह। हमरी सास ने कभो पनचक्की को पिसो नई खाओ।[242]

पहले देहातों में चक्की नहीं थी। औरतें सवेरे चार बजे उठकर गेहूं पीसती थी।[243]

हम सुबह चार बजे उठके चक्की पीसते थे। फिर नद्दी जाते थे। उस समय घूंघट बहुत होता था।[244]

महिलाएं सुबह चार बजे उठकर गेहूं पीसती थीं। कभी–कभी दो बाईचारें चक्की पीसती और गाना भी गाती थीं। लोग समझ जाते थे कि सुबह हो गई है।[245]

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[239] अशरफ खान (सब्बा चाचा), 70 वर्ष, समाजसेवी, इतवारा बाज़ार, पिपरिया, साक्षात्कारः फरवरी, 2017
[240] कमला व्यौहार, 82 वर्ष, पूर्व ट्यूशन शिक्षिका, पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[241] माखन आचार्य, 74 वर्षीय, साधक– ब्रह्मकुमारी मिशन, पिपरिया, साक्षात्कारः जुलाई, 2017
[242] मत्था बाई मौर्य, 56 वर्ष, किसान, पिपरिया, साक्षात्कारः जुलाई, 2008
[243] कमला बाई राजपूत, 80 वर्ष, किसान, अशोक वार्ड, पिपरिया, साक्षात्कारः फरवरी, 2017
[244] तारा बाई कुचबधिया, 75 वर्ष, श्रमिक, कंजर मोहल्ला, पिपरिया, साक्षात्कारः अगस्त, 2017
[245] हरगोविंद राय, 57 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः फरवरी, 2017

पुराने समय में आटा पीसने की चक्कियां नहीं होती थीं। घरों में हाथचक्की होती थी। हमारी पीढ़ी में चक्कियां चलने लगी थीं। हमारे गांव में पांच किमी दूर गेहूं पीसने भेजा जाता था। वो चक्की डीजल इंजन से चलती थी। उसे पनचक्की कहते थे और उसमें से किक–किक की आवाज आती थी।[246]

पहले सूती कपड़ा ही पहना जाता था। उसे कहते थे लट्ठा का कपड़ा। तब साबुन–पावडर नहीं मिलता था। नदी पर कपड़े लेकर जाते थे और हर्र बहेड़ा से कपड़े धोते थे। एक फल होता है जिसे लोग इंगुआ कहते हैं। इंगुआ को तोड़कर कपड़े पर डाल देते थे। उससे झाग बनता था और कपड़ा साफ हो जाता था। सोडे से कपड़े धोते थे। चीलर पड़ जाए तो उन्हें भी मारो। चीलर जुआं जैसी होती है।[247]

सिंधी समाज की महिलाएं सिलाई का काम करती थी और पापड़ बेलती थी। ज्यादा काम सिलाई का था। एक सिंधी बाबा थे जो सबको कपड़े काटकर देते थे। ठंड में रजाइयां सिलने का काम भी रहता था। चार रजाई सिलने की मजदूरी होती थी एक रुपए। हम अपनी दुकान की रजाइयां सिलते थे। उन दिनों घूंघट बहुत होता था।[248]

1958 में जब हम पिपरिया आए तो इतना पर्दा होता था कि घर में रहते हुए गलियां तक नहीं देखी थीं। पुरानी बस्ती में आज भी महिलाएं घूंघट काढ के निकलती हैं। जब इनके बाबूजी नहीं रहे तब हम बाहर निकले। हमारे ससुर पुराने खयाल के थे। वे घर से बाहर निकलने ही नहीं देते थे। कहते थे कि हम दे तो रहे हैं तुम्हें। अब क्या हमारी नाक कटाओगी? मैंने कहा कि आज तो आप दे रहे हैं लेकिन कल जब आप नहीं होंगे तब कौन देगा? धीरे–धीरे जब बाहर निकलूंगी तब कुछ पता चलेगा। फिर एक मैडम ने मुझे पचमढ़ी रोड पर बाल मंदिर लगाने की सलाह दी। तब मैंने पहली बार घर से बाहर निकलकर बाल मंदिर शुरू किया था। यहां भी ट्यूशन पढ़ाने लगी थी। मैं जब हरसूद में रहती थी तब वहां हाईस्कूल नया बना था। उसमें बहुत कम लड़कियां जाती थीं। हमारी दादी भी हमें जाने से रोकती थी। मैं उन्हें बिना बताए चोरी–चोरी दो–चार साल तक वहां पढ़ने जाती रही। ऐसे ही ससुर सिलाई सीखने पर टोका करते थे। मेरी अपनी सिलाई मशीन भी थी। वो सुबह दस बजे से शाम पांच बजे तक आफिस जाते थे। सिलाई की क्लास दिन में दो बजे से चार बजे तक चलती थी। मैं उनके जाने के बाद बच्चों को तैयार कर क्लास जाती थी और उनके आने से पहले घर लौट आती थी। इस काम में मेरी सास मेरा साथ देती थीं।[249]

पहले इतवारा बाजार से लेकर पुराने बस स्टैंड तक लकड़ी की गाड़ियां आती थीं। आजाद वार्ड से हम सब लड़कियां सुबह पांच बजे उठकर हंसिया और बोइया लेकर जाते थे और लकड़ी के छिलके निकालकर लाते थे। फिर हम गोबर के कंडे बनाते थे। इस तरह चूल्हा जलाने की पूरी व्यवस्था करते थे। हम पांच रुपए गोले के हिसाब से स्वेटर भी बुनते थे। काज–बटन भी करते थे। अम्मा के हिस्से की कुछ ट्यूशन भी पढ़ा देते थे। घर चलाने के लिए उस समय महिलाएं और लड़कियां ऐसे ही कई काम करती थी। मैंने छोटे–बड़े कई तरह के काम किए। अब भी संघर्ष जारी है। अब मैं आंगनबाड़ी चलाती हूं।[250]

1940–50 के आसपास लोग समरिया–कुटकिया खाते थे। बागुड़ में मारू भटा लगाते थे। उसी की साग बनती थी। बेर की साग भी बनाते थे। चैत में ज्वार खाते थे और फिर बिर्रा यानी चना व गेहूं के आटे की

[246] गोपाल राठी, 59 वर्षीय, शैक्षिक कार्यकर्ता, सांडिया रोड, पिपरिया, साक्षात्कारः फरवरी, 2017
[247] सुमन बाई गूजर, 80 वर्ष, किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[248] मीना देवी इसरानी, 70 वर्ष, सिंधी कॉलोनी, पिपरिया, साक्षात्कारः फरवरी, 2017
[249] कमला व्यौहार, 82 वर्ष, पूर्व ट्यूशन शिक्षिका, पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[250] रेखा व्यौहार, 48 वर्ष, आंगनबाड़ी शिक्षिका, पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017

रोटी खाते थे। झुरझुरी झाड़ियों में होती थी। उसके फल के बीज निकाल कर आटा बनाते और फिर उसकी रोटी खाते। मही और बेसन बनाते, उसे लपटा कहते थे। कोदो और समा की महेरी बनती थी। उस जमाने में पाई भर घी आठ–दस आना में मिल जाता था। कोई लेने वाला नहीं था। शादी तक में कुटकियों की पंगत दी जाती थी। कई लोग ज्वार के रवा से भी काम चलाते थे। उसका लकचा बना लेते थे।[251]

गेहूं बहुत दुर्लभ होता था उन दिनों। सिर्फ बड़े लोगों को ही गेहूं उपलब्ध होता था। किसी के घर गेहूं की पूरी जिसे सुहारी कहते थे, बन जाती थी तो उसे बड़ा अमूल्य माना जाता था। बनखेड़ी दाल चावल का क्षेत्र है। गेहूं बाद में आया।[252]

देसी खाना खाते थे। बिर्रा की रोटी खाते थे। पिसी तो कोई मिजवान आ जाते थे तब बनती थी। मिजवानों के लिए ही चावल बनते थे। घर के लिए दरिया। अब तो सब खा रहे हैं।[253]

पेजा गरीब का भोजन था। पेजा में ज्वार या मक्का के थोड़े से आटे को पानी में डालकर उबाल लेते थे और उसी को पूरा परिवार पीकर भूख मिटाता था। इसी तरह भूंजा भी चलता था। भूंजा में चने को पीस कर उसमें कनकी डालकर उबाल लेते थे।[254]

1950–55 में हम समासीका खाते थे। उसको भूंज लें और उसी की रोटी खाते थे। समा, कोदो और राहड़ की रोटी भी खाई है हमने। सींच तो अब चली है। एक साल काली ज्वार सड़ गई थी। उसकी रोटी भी खायी है। उसी का लकचा और रवा खाया है। तब शादी ब्याह में भी चावल नहीं मिलता था। ज्वार के रवा से काम चलाना पड़ता था। उसका लकचा बनाते थे। अब तो हीरा मोती खा रहे है और मर रहे हैं। हीरा मोती गेहूं–चावल हे कह रहे हैं। पहले कभी किलो भऱ चावल ले आते थे तो लुका के धर देते थे कि मेहमान आएंगे तब बनाएंगे। साग मोल नहीं लेते थे। कभी कुआड़ की भाजी बन रई। कभी कनकउआ की भाजी बन रई है। दौड़िया की भाजी बन रई है। ऐसी भाजी खाते थे। पहले दूध बहुत होता था। ढोर बहुत थे। एक पइसा पांव दूध बिकता था। एक पइसा सेर का घी खाया है।[255]

हम ज्वार खाते थे। मां टुकनियां बनाके बेच के आके फिर ज्वार लाती थीं। जिस दिन माताराम पिसी ले आती थी तो समझो हमने बहुत अच्छा खाना खाया।[256]

पहले नदी 12 महीने पानी से लबालब भरी रहती थी। फिर डोकरीखेड़ा बांध बना तो नदी सूख गई। तवा बांध के पहले डोकरीखेड़ा बांध बन गया था। फिर धोबी नदी में गड्ढा खोद के कपड़ा धोते थे। बाद में गड्ढों में भी पानी नहीं बचा। पहले नदी में बाड़ी लगती थी। कीर लगाते थे। बरौआ भी लगाते थे। अब पानी नहीं है तो बाड़ी नहीं लगती। बहुत साल पहले से बंद हो गई। अब रेता भी नई बची। अब यहां तवा से डगरा कलीदे आते हैं। यहां ककड़ी बहुत लगती थी।[257]

रिपटा वाली नदी में बारह महीने पानी रहता था। कभी नहीं सूखती थी नदी। वहां कुंडे बने थे। बड़े बूढ़े कहते थे 'कूदना मत, वहां गहरा पानी है।' कांच के जैसा पानी बहता था कि आप अपनी शक्ल देख लो।

[251] हजारीलाल वर्मा उर्फ हज्जी पटेल, 96 वर्ष, किसान, सिलारी, साक्षात्कारः अक्टूबर, 2016
[252] हरगोविंद राय, 57 वर्ष, किसान, पलिया पिपरिया, साक्षात्कारः फरवरी, 2017
[253] नाथूराम अहिरवार, 80 वर्ष, श्रमिक, अयोध्या बस्ती, पिपरिया, साक्षात्कारः फरवरी, 2017
[254] मौर्य, नारायणदास, 'पिपरिया 2000', समानता प्रकाशन, पिपरिया म.प्र., प्रकाशन वर्षः 2000
[255] सुमन बाई गूजर, 80 वर्ष, किसान, गूजरपुरा पुरानी बस्ती, पिपरिया, साक्षात्कारः अप्रैल, 2017
[256] हरिकृष्ण बंसकार, 46 वर्ष, पुश्तैनी बांस श्रमिक, लोहिया रोड, पिपरिया, साक्षात्कारः अप्रैल, 2017
[257] नाथूराम अहिरवार, 80 वर्ष, श्रमिक, अयोध्या बस्ती, पिपरिया, साक्षात्कारः फरवरी, 2017

गंदगी नहीं रहती थी। यहां ककड़ी बहुत लगती थी। सीजन पर डगरा–कलीदे भी होते थे। पासा, मछवासा नदी का ही हिस्सा है। दोनों संगम पर जाकर मिलती हैं माछा में। पहले दाल बनाने के लिए कई लोग उसका पानी ले जाते थे।[258]

मछवासा इतनी अच्छी थी की बाई बहिनें सब वहीँ से नहाने को पानी भरके ले जाते थ। पहले कुआँ के पानी से दाल नहीं चुरति थी। जई नदी के पानी से दाल चुड़ती थी। जे मंदिर के पुजारी,विद्यार्थी लड़का लोग सब पूरे यहां नदी में ही नहाने आते थ। कपड़े लत्ते घात पर ही धोते थे। तो सारा निस्तार बस्ती का नदी के पानी से होता था। आज जा नदी की पोजीशन जा है कि कभी धार बंद रहती है तो कभी कम। अब इसमें न काम होत है और हमारी फसलें भी नष्ट हो रही है। [259]

पानी के लिए तब लोग कुंओं का इस्तेमाल करते थे। सब मोहल्लों में दो–चार कुंए होते थे। हम कुंआ से पानी भरते थे। बकरे कटते थे तो उसे धोने के लिए ज्यादा पानी लगता था। हम कुंए से खींचकर पानी लाते थे। एक तो यहीं था। दूसरा हनुमान मंदिर के पास था। पुरानी सब्जी मंडी में। एक जयप्रकाश शाला से लगा था। एक ये सितारा टाकीज के पास था। एक कुंआ चौराहे पर गंगेले की टंकी जहां है, वहां था। पहले पीरियड गोल करके हम रिपटा में नहात थे। इतना पानी था। सिद्धबाबा के इधर पंचकुंडा था। उधर भी नहाने जाते थे। पांच कुंडा में हम 20–25 लोग नहाने जाते थे। पासा के उस तरफ पांच कुंडा है। नदी के पार।[260]

[258] अब्दुल सलाम, 75 वर्ष, फल व्यापारी, सरदार वार्ड, पिपरिया, साक्षात्कारः जुलाई, 2017
[259] नर्मदा कहार, 58 वर्ष, किसान, पिपरिया, साक्षात्कारः फरवरी, 2008
[260] हरिशंकर खटीक, 68 वर्ष, मांस विक्रेता, पुराना बस स्टैंड, पिपरिया, साक्षात्कारः जुलाई, 2017

नरेंद्र फोटो जोड़े

बच्चों की नज़र से पिपरिया /

The neighbourhood: As seen by the local Children

'पिपरिया में 15 अगस्त 1983 से 31 मार्च 1990 तक भगतसिंह पुस्तकालय एवं सांस्कृतिक केंद्र चला। इसे किशोर भारती नामक एक स्वयंसेवी संस्था चलाती थी। उस समय हम लोग राजनीतिक–सामाजिक काम करते थे। इस केंद्र के माध्यम से पढ़ने पढ़ाने का माहौल बनाया जाता था। हमारी नज़र युवाओं पर थी, लेकिन बच्चे भी कहां पीछे रहते हैं। पुस्तकालय में बाल साहित्य भी था। सो बच्चों का आना भी जारी रहा। करीब तीन साल बाद एक दिन लगा कि इतने बच्चे इकट्ठे होते हैं। इनके बीच कुछ करना चाहिए। तभी दीवार अखबार और बाल सभा करने की सूझी। शुरू से हमारा जोर था बच्चे मन से लिखें। लेकिन यह आसान नहीं था। बच्चों को यह समझाने में थोड़ा समय लगा कि खबर क्या है और खबर के अलावा वे क्या–क्या लिख सकते थे। धीरे–धीरे बच्चे सचमुच अपने मन से लिखने लगे। उस समय पिपरिया के गली मोहल्लों में भी बुंदेली बोली जाती थी। बच्चे उसी बोली में लिखते थे।

बाल चिरैया के कई विशेषांक भी निकले। इसमें कई अंकों तक एक कॉलम चला जिसमें स्कूली बच्चे कामगार बच्चों का साक्षात्कार लेते थे। एक था 'हमारा स्कूल'। इसमें बच्चों ने खुलकर अपने स्कूल और गुरुजी के बारे में लिखा। पिपरिया के पास बुदनी गांव में जब पुलिस ने आतंक फैलाया तो हमने उस पर एक अंक निकाला। जिसे गांव के अनपढ़ बच्चों ने बोल बोल कर लिखवाया था। उन्होंने जो चित्र बनाये थे। वे भी आतंक को बयान करते थे। इसी तरह 'टीवी पर रामायण विशेषांक', हमारी बाल टीम के एक सदस्य रिंकू भार्गव की दुर्घटना में मौत हो गई तो हमने 'रिंकू की याद में' विशेषांक निकाला था।'[261]

तीस साल पहले बाल चिरैया के लेखकों–पत्रकारों ने अलग–अलग तरह से अपने कस्बों को देखा है। यहां आप उनके कुछ किस्सों से रूबरू होंगे।

पुरानी बस्ती में एक नदी जैसा कुण्डा भरा हुआ था। उसमे बहुत सारी मछलियां आ गई थी। जैसे जैसे कुण्डा सूखता गया, मछलियां मरती गई। इस से सुअरों को नहाने में हानि हुई और आसपास के आदमियों को लाभ हुए क्योंकि पानी में होने वाले मच्छर उन्हें चीथ खाते थे। अब तो कुण्डा सूखने के कारण सारे मच्छर मर गए हैं और वहाँ लड़कों के लिए पतंग उड़ाने का मैदान हो गया है।[262]

सुभाष वार्ड में पोरे का त्यौहार बड़े ही धूमधाम से मनाया गया। बहुत से बच्चों ने घुल्ला चलाये। पोरा के दिन हमारे घरों में खुरमा बतिये बनाये जाते हैं। बच्चों के हाथों में खुरमा बतियों से भरी गोंदें दी गई। सारे बच्चे एक स्थान पर इक्कट्ठे हुए और फिर घुल्लों की दौड़ हुई। इसके बाद बैलों की लड़ाई हुई परन्तु इस में दो बच्चों ने ही भाग लिया। फिर हमने अपने घुल्लों को एक स्थान पर इकट्ठा किया। उन्हें घास खिलाई, माला पहनाई और अपने पास की गोंदों में जो था, उसे सभी को दिया। फिर सभी अपने सजे धजे हाथी, बैल, बत्तख, घोड़ों आदि को लेकर अपने अपने घर आ गए।[263]

आजकल पिपरिया में किसी भी उत्सव पर चंदा लेने के लिए एक भीड़ सी निकलती है। इसमें छोटे छोटे बच्चे भी होते हैं। एक रसीद बुक छपा ली जाती है और चंदा वसूला जाता है। बच्चे अपनी पढाई लिखाई छोड़ कर फालतू फिरते रहते हैं। चंदा कम देने पर या न देने पर अपशब्द कहते हैं एवं चंदे का दुरुपयोग

[261]नरेंद्र मौर्य, 61 वर्ष, पत्रकार, पिपरिया, साक्षात्कारः फरवरी, 2017
[262]चंद्रशेखर चौधरी, कक्षाः सातवीं, पिपरिया, सितम्बर 1986
[263]अर्चना शर्मा, कक्षाः छठी, पिपरिया, सितम्बर 1986

करते हैं। होली में सांडिआ रोड पर ऐसे घरों पे कीचड़ फेंकते हैं जो कम चंदा देते हैं। इसे रोका जाना चाहिए।[264]

अगस्त की 6 तारीख को ईद आयी। बच्चे ईदगाह जाने के लिए नए नए कपड़े, जूते, टोपी पहन कर तैयार हो रहे हैं। सब तैयार होकर मस्जिद के सामने आ खड़े हुए और वहाँ से इकट्ठे ईदगाह की तरफ चले। पानी गिर रहा था तो नमाज पढ़ने के बाद हम सब एक झाड़ के नीचे खड़े हो गए। पानी बंद होते ही सब बच्चे मिठाइयां, चने और फुग्गे लेने लगे। फिर सब गले मिले और घर आ गए। मैं और मेरा दोस्त शोभापुर रोड से घर लौट रहे थे तो सड़क पर एक ट्रक और जीप वाले की लड़ाई हो रही थी। लोगों ने उन्हें अलग किया और कहा आज ईद का दिन है लड़ो मत। घर आकर हमने एक बकरे की कुर्बानी दी और सब पहचान वालों के यहां थोड़ा थोड़ा गोश्त भिजवाया।[265]

हमारी पिपरिया में जन्माष्टमी का उत्सव बड़े धूमधाम से मनाया जाता है। इस बार भी रात को मटकी फोड़ प्रतियोगिता आयोजित की गई। पहले बनखेड़ी टीम का स्वागत हुआ और फिर वे घेरा बनाने लगे। चार घेरे बनाने के बाद वे पांचवे घेरे में ऊपर से फिसल गए और गिर पड़े। कई टीमों ने प्रयास किया लेकिन रात के 12 बजे के जा कर ही मटकी फूट पाई और वह भी तब जब उसे 2 फीट नीचे किया गया।[266]

जय प्रकाश शाला में जो लड़के क्रिकेट खेलने जाते हैं वह अब न जावें क्योंकि वे हमारी शाला के खपड़े फोड़ते हैं जिन से बरसात में पानी गिरता है। आप खेलें तो कृपया आर.एन.ए में जाकर खेलें।[267]

हमारी जय प्रकाश शाला में क्रिकेट खेल कर खपड़े न फोड़ा करें। बरसात के दिनों में हमारी शाला में खपड़े फूटने से हर जगह पानी भर जाता है जिस से कक्षाएं नहीं लग पाती हैं। दिनांक 9.1.1987 को वर्षा से कक्षाओं में पानी भर जाने के कारण हमारी छुट्टी कर दी गई। आप आगे से कहीं और जाकर खेला करें।[268]

हमरे स्कूल का नाम सिंधी शाला है। हमरे स्कूल के बगल में गांधी शाला लगत है। हमरे स्कूल में मोड़ा मोड़ी साथ पढ़त हैं। हमें खैरी वाले गुरूजी पढ़ात हैं। कुछ बनत नहीं है तो गुरूजी रूल से खूब मारत के स्कूल से भगा दओ हैं। आधी छुट्टी में हम कंकड़ से चपेटा खेलत हैं।[269]

हमारी सिंधी शाला में एक कमरा और दो परछट्टी हैं। एक परछट्टी में पहली ,कमरे में तीसरी और चौथी और दूसरी परछट्टी में पांचवी बैठती है। हमारे स्कूल में पीने को पानी नहीं है तो हम इतवारे बाज़ार की होटलों में पानी पीने जाते हैं। हमारे यहां लड़कियों को ड्रेस दी जाती है पर लड़कों को नहीं। दूसरे स्कूलों के लड़के हमें चिढ़ाते हैं कि :

'सिंधी शाला गरम मसाला
शाम को डाला सुबह निकाला!'[270]

मेरी पाठशाला का नाम लक्ष्मीबाई प्राथमिक कन्या शाला है। हमारी बड़ी बहनजी लीलाबाई मौर्य हैं। पहले हमारा स्कूल 11 से 5 बजे तक लगता था पर अब बाल मंदिर में लगने के कारण 2 से 5 बजे तक लगता

[264]रितेश जैन, कक्षाः सातवीं, पिपरिया, अक्टूबर 1986
[265]कादिर अली, कक्षाः सातवीं, पिपरिया, अगस्त 1987
[266]शैलेष कुमार व्यास, कक्षाः सातवीं, पिपरिया, अगस्त 1987
[267]नीरज कुमार सोनी, कक्षाः चौथी, पिपरिया, नवम्बर 1986
[268]नीलिमा जांवधिया, कक्षाः सातवीं, पिपरिया, फरवरी 1987
[269]लीला बाई, कक्षाः तीसरी, पिपरिया, दिसंबर 1988
[270]कमल सिंह अहिरवार, कक्षाः पांचवी, पिपरिया, जून 1988

है। इस कारण मेरी बहुत सी सहेलियां नाम कटवा कर कस्तूरबा कन्या शाला में चली गई हैं। वहां पढ़ाई अच्छी होती है। हमारे स्कूल में बैठने की जगह नहीं है। हमें घर से फट्टी ले जानी पड़ती है। हमारे स्कूल को जगह दें। अगर वो अच्छी जगह लगने लगेगा तो हमें भी अच्छा लगेगा।[271]

हम अपने स्कूल लक्ष्मीबाई प्राथमिक कन्या शाला में पुरानी से नई जगह (बाल मंदिर) आ गए हैं। यह बहुत छोटी जगह है। यहाँ फट्टी तक नहीं हैं और हमें बैठने में कष्ट होता है। पढ़ाई और अन्य चीज़ें भी ठीक से नहीं हो पाती। मेरा निवेदन है कि हमारे स्कूल के लिए किसी दूसरे स्थान का प्रबंधन किया जाए ताकि हम अपनी पढाई अच्छी तरह पूरी कर सकें।[272]

हमारी अशोक शाला मंगलवारा बाज़ार में जय प्रकाश शाला में लगती है। हमारी शाला 7:30 से 11:30 तक और जय प्रकाश शाला 12 से 5 तक लगत है। हमारे स्कूल के लिए सरकार ने जो जमीन दी है उसमे सेठों ने अपना मकान बनाना शुरू कर दिया है। हमारे बड़े गुरूजी ने सरकार को चिट्ठी भेजकर उनका काम रुकवाया।[273]

हमारे घरों के सामने और अंदर ही बहुत गंदगी होती है। हमारी पिपरिया में नालियां तो बहुत हैं लेकिन उनको सिल पत्थर से ढका नहीं गया है। इस से अक्सर मच्छर उत्पन्न होते हैं और बीमारियां फैलती हैं। नालियों का लोग दुरुपयोग भी करते हैं। घर का सारा कचरा घूरे पर न डालकर नालियों में ही डाल देते हैं जिस से नालियों का पानी रुक जाता है। नगरपालिका के मेहतरों को इस साफ़ सफाई के लिए आना पड़ता है। हमें खुद ही सफाई करनी चाहिए। लोग समझते हैं ऐसा काम करने से आदमी छोटा हो जाता है लेकिन ऐसा नहीं है। हमें खुद अपने आसपास की सफाई करनी चाहिए जिस से बीमारियां न फैलें।[274]

हमारे यहां पुरानी बस्ती में नालियों पर फर्शी न होने से और साथ ही वहाँ बिजली न होने से दुर्घटनाएं होती रहती हैं। कल रात को ही एक बैलगाड़ी आ रही थी जिसके चालक को अँधेरे में दिखाई नहीं पड़ा और बैल का पैर नाली में फंस गया। नगर पालिका वालों को हमारे यहां फर्शी डलवानी चाहिए व मध्य प्रदेश विद्युत् मंडल वालों को बिजली का प्रबंध करना चाहिए।[275]

एक दिन हम बाज़ार से आ रहे थे। रास्ते में एक बैलगाड़ी कीचड़ में फंस गई थी। वहाँ से एक और बैलगाड़ी आ रही थी। उस गाड़ीवान ने कहा – भाई तुम्हारी बैलगाड़ी के द्वारा मेरी बैलगाड़ी निकलवा दो। दूसरे गाड़ीवान ने कहा– ठीक है। तो गाड़ी निकलवाने में उसकी अपनी गाड़ी भी फंस गई। उन दोनों में लाठियां उठ गई। लोगों ने उन्हें समझाया बुझाया और फिर उनकी गाड़ियाँ निकलवाई।[276]

एक दिन मैं बाजार जा रहा था तो मैंने देखा कि मंगलवार बाज़ार की होटलों के टीन उखाड़े जा रहे थे और पान के टप उठ रहे थे। सब्जी मंडी की दुकानों को न्यू सब्जी मंडी में भेजा जा रहा था। दुकानों की फर्सियाँ बुलडोजर द्वारा उखाड़ी जा चुकी थी। ये सब देख कर मैं घर लौट आया।[277]

8 मार्च को बड़ी सब्ज़ी मंडी में एक छुट्टी गैय्या ने एक सब्जी वाली बहू की कुछ सब्जी खा ली। इस से गुस्से में आकर सब्जी वाली बहू ने दो किलो का बाट गैय्या को उठा के मार दिया। गाय को बच्चा होने

[271]कु. पीयूष व्यास, कक्षाः चौथी, पिपरिया, जुलाई 1988
[272]कमलजीत कौर, कक्षाः चौथी, पिपरिया, जुलाई 1988
[273]पुरुषोत्तम, कक्षाः पांचवी, पिपरिया, अक्टूबर 1988
[274]महेंद्र कुमार ठाकुर, कक्षाः आठवीं, पिपरिया, नवम्बर 1986
[275]अनिल कुमार सोनी, कक्षाः आठवीं, पिपरिया, फरवरी 1987
[276]शालिनी पालीवाल, कक्षाः आठवीं, पिपरिया, सितम्बर 1987
[277]राजेंद्र साहू, कक्षाः पांचवी, पिपरिया, अक्टूबर 1987

वाला था। वह तुरंत वहीं पर गिर पड़ी और मर गयी। इस से रंगपंचमी के दिन पूरी मंडी में हो हल्ला मच गया। हमें गुस्से में ऐसा नहीं करना चाहिए।[278]

हम इतवारे बाज़ार के ग्राउंड में खेल रहे थे तभी एक युवक रिक्शे में ऐलान करता आया कि कल रात 8 बजे से रामलीला होगी। ये सुनकर हम सभी बहुत प्रसन्न हुए। अगले दिन दोपहर में मैंने सभी दोस्तों को कहा कि आज रामलीला का प्रोग्राम है। शाम को हम सभी इतवारे बाज़ार में प्रोग्राम देखने गए और अपनी जगह पर जाकर बैठ गए। रामलीला के कलाकार जबलपुर से आये थे। पूरे कार्यक्रम में हम सभी को बड़ा मज़ा आया।[279]

आजकल पिपरिया में बहुत से लोगों के घर टीवी आ गई है। कुछ लोग इसे पास से देखते हैं और कुछ दूर से। जो पास से देखते हैं उनसे मेरा अनुरोध है कि ऐसा न करें। पास से टीवी देखने से आँखों का कैंसर हो सकता है![280]

हमारे घर नया नया टीवी आया है तो हम टीवी बहुत देखते हैं। घर में डिक्स होने के कारण हम पढ़ नहीं पाते। रोज़ अच्छी फिल्में आने लगती हैं। घर में सभी इस वजह से हमें डांटते हैं। टीवी से अलग होकर बताओ हम कैसे पढ़ें?[281]

पिपरिया में टीवी सीरियल रामायण पूरे एक साल तक चली। रंगीन टीवी के मारे हमारे घर में बहुत भीड़ लग जाया करती थी। सीरियल चालू होने के पहले ही घर में खाना बन जाता था और सारे काम निबटा लिए जाते थे। मुझे हनुमान के अलावा सबसे अच्छा रोल रावण का लगा।[282]

रविवार को 9 बज कर 45 मिनट पर जब रामायण शुरू होती थी तब मेरे घर पर बहुत भीड़ लग जाती थी। जब हम सबको भीतर नहीं आने देते थे तो वो गुस्से में हमारे खपड़े फोड़ देते थे। हम उन्हें इसीलिए नहीं आने देते थे क्योंकि वह बहुत शोर करते थे और कई बार चोरी भी हो जाती थी। एक दिन मेरी बाटा की चप्पल चोरी में चली गई। वास्तव में रामायण बड़ा ही अच्छा सीरियल था।[283]

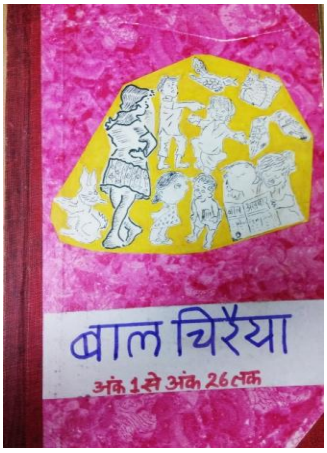
टीवी सीरियल रामायण से कई तरह का नुकसान भी हुआ है। कई बच्चों ने इसकी नक़ल में धनुष बाण चलाना सीख लिया और लोगों की आँखें फोड़ दी। कई बच्चे हनुमान जी की नक़ल में जय श्रीराम कह के बिल्डिंग से कूद पड़े और हाथ पैर तुड़वा बैठे। तो रामायण से बच्चों ने ये सब तो सीखा परन्तु भाई भाई का प्रेम नहीं सीखा।[284]

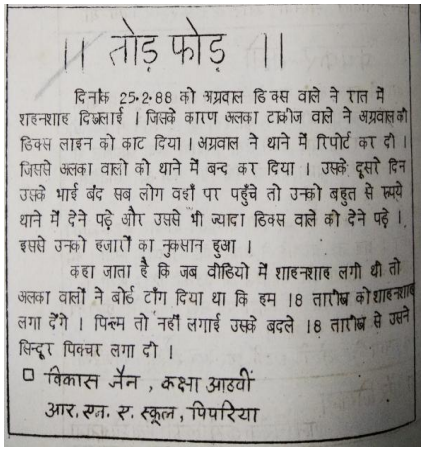
एक दिन हम रिपटा पर घूमने गए। जब हम उस पार जाने की सोच रहे थे तब पुल पर पानी का बहाव बहुत तेज़ था। आखिर हमने सोच लिया कि उस पार जाकर करौंदे खाएंगे और साहस कर के चल पड़े। चलते चलते जब बीच में पहुंचे तो रेवती का पैर फिसल गया। वो मेरा हाथ पकड़े थी तो मैं भी गिर गया।

[278]अजय कुमार, कक्षाः चौथी, पिपरिया, जनवरी 1988
[279]पूरन लाल प्रजापति, कक्षाः आठवीं, पिपरिया, अक्टूबर 1986
[280]अजय कुमार शर्मा, कक्षाः तीसरी, पिपरिया, जनवरी 1987
[281]भारती भार्गव, कक्षाः आठवीं, पिपरिया, जनवरी 1987
[282]विशाखा माहेश्वरी, कक्षाः पांचवी, पिपरिया, सितम्बर 1988
[283]कमलेश कुमार विश्वकर्मा, कक्षाः आठवीं, पिपरिया, सितम्बर 1988
[284]सचिन जैन, कक्षाः छठी, पिपरिया, सितम्बर 1988

हम दोनों बहने लगे। जब हम नहीं दिखे तो हमारे दोस्तों ने सोचा कि हम उस पार निकल गए होंगे। जब तक वे इस पार आये तब तक हम भी किनारे पहुँच गए थे। इस तरह हम पूर में पार लगे।[285]

[285]शैलेष कुमार व्यास, कक्षाः छठी, पिपरिया, सितम्बर 1986



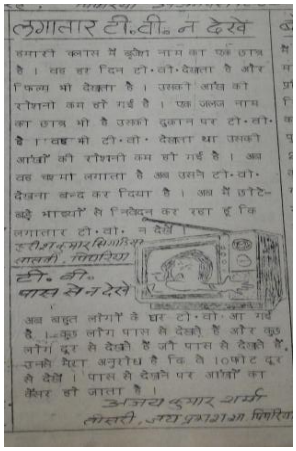


।। तोड़ फोड़ ।।

दिनांक 25.2.88 को अग्रवाल डिक्स वाले ने रात में शहनशाह दिखाई । जिसके कारण अलका टाकीज वाले ने अग्रवाल की डिक्स लाइन को काट दिया । अग्रवाल ने थाने में रिपोर्ट कर दी । जिससे अलका वालो को थाने में बन्द कर दिया । उसके दूसरे दिन उसके भाई बंद सब लोग वहाँ पर पहुँचे तो उनको बहुत से रुपये थाने में देने पड़े और उससे भी ज्यादा डिक्स वाले को देने पड़े । इससे उनको हजारों का नुकसान हुआ ।

कहा जाता है कि जब वीडियो में शहनशाह लगी थी तो अलका वालों ने बोर्ड टाँग दिया था कि हम 18 तारीख को शहनशाह लगा देंगे । फिल्म तो नहीं लगाई उसके बदले 18 तारीख से उसने सिन्दूर पिक्चर लगा दी ।

□ विकास जैन , कक्षा आठवीं
आर. एस. एस. स्कूल, पिपरिया



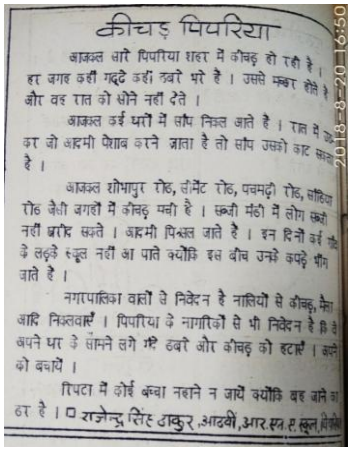
लगातार टी.वी. न देखें

हमारी क्लास में कुंजा नाम का एक छात्र है । वह हर दिन टी.वी. देखता है और फिल्म भी देखता है । उसकी आँख की रोशनी कम हो गई है । एक डॉक्टर नाम का छात्र भी है उसकी दुकान पर टी.वी. है । वह भी टी.वी. देखता था उसकी आँखों की रोशनी कम हो गई है । अब वह चश्मा लगाता है अब उसने टी.वी. देखना बन्द कर दिया है । अब मैं छोटे-छोटे भाइयों से निवेदन कर रहा हूँ कि लगातार टी.वी. न देखें ।

टी.वी. पास से न देखें

अब बहुत लोगों के घर टी.वी. आ गये हैं । कुछ लोग पास से देखते हैं और कुछ लोग दूर से देखते हैं जो पास से देखते हैं उनको मेरा अनुरोध है कि वे 10 फीट दूर से देखें । पास से देखने पर आँखों का तेजर हो जाता है ।

अजय कुमार दास्
सातवीं, अग्रवाल विद्यालय पिपरिया



कीचड़ पिपरिया

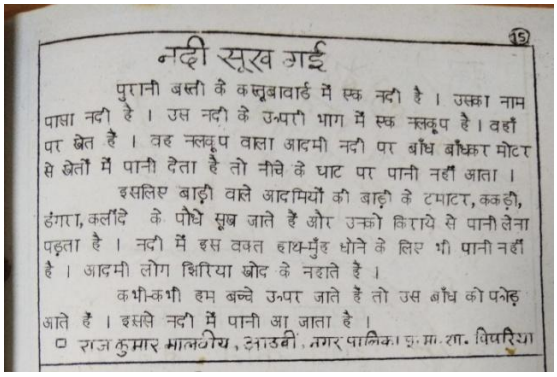
आजकल सारे पिपरिया शहर में कीचड़ हो रही है । हर जगह कहीं गड्ढे कहीं खड्डे भरे है । उससे मच्छर होते है और वह रात को सोने नहीं देते ।

आजकल कई घरों में साँप निकल जाते है । रात में जब कोई घर जो आदमी पेशाब करने जाता है तो साँप उसको काट खाता है ।

आजकल शीशापुर रोड, सीमेंट रोड, पचमढ़ी रोड, सतिया रोड जैसी जगहों में कीचड़ नहीं है । लेकिन मंडी में लोग कहीं नहीं आ जा सकते । आदमी पिछल जाते है । इन दिनों कई बच्चे स्कूल नहीं आ पाते क्योंकि इस बीच उनके कपड़े गीले हो जाते है ।

नगरपालिका वालों से निवेदन है नालियों से कीचड़, मैला आदि निकलवायें । पिपरिया के नागरिकों से भी निवेदन है कि वे अपने घर के सामने लगे गंदे डबरों और कीचड़ को हटायें । बदबू को बचायें ।

पिपरिया में कोई कच्चा नहाने न जायें क्योंकि वह जाने का डर है । □ राजेन्द्र सिंह ठाकुर, आठवीं, आर.एस.एस. स्कूल, पिपरिया



नदी सूख गई

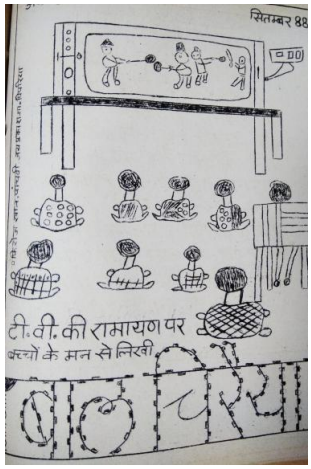
15

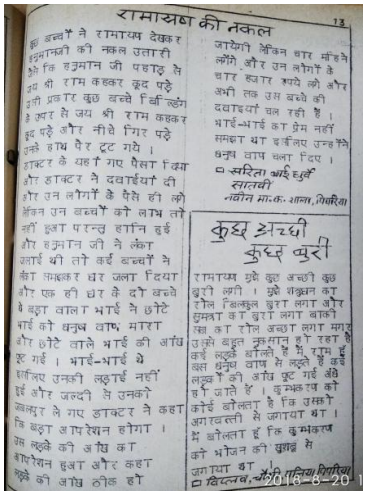
पुरानी बस्ती के कस्तूबाबाई में एक नदी है । उसका नाम पाछा नदी है । उस नदी के उत्पारी भाग में एक नलकूप है । वहाँ पर खेत है । वह नलकूप वाला आदमी नदी पर बाँध बाँधकर मोटर से खेतों में पानी देता है तो नीचे के घाट पर पानी नहीं आता ।

इसलिए बाड़ी वाले आदमियों की बाड़ी के टमाटर, ककड़ी, हंगरा, कलींदे के पौधे सूख जाते हैं और उनको किराये से पानी लेना पड़ता है । नदी में इस वक्त हाथ-मुँह धोने के लिए भी पानी नहीं है । आदमी लोग शिरिया खोद के नहाते हैं ।

कभी-कभी हम बच्चे उत्पर जाते हैं तो उस बाँध को फोड़ आते हैं । इससे नदी में पानी आ जाता है ।

□ राज कुमार मालवीय, साउवीं, नगर पालिका इ. मा. शा. पिपरिया





रामायण की नकल

13

कुछ बच्चों ने रामायण देखकर हनुमानजी की नकल उतारी थी कि हनुमान जी पहाड़ से जय श्री राम कहकर कूद पड़े उसी प्रकार कुछ बच्चे बिल्डिंग के ऊपर से जय श्री राम कहकर कूद पड़े और नीचे गिर पड़े उनके हाथ पैर टूट गये । डाक्टर के यहाँ गए पैसा दिया और डाक्टर ने दवाईयां दी और उन लोगों के पैसे ही लो लेकिन उन बच्चों को लाभ तो नहीं हुआ परन्तु हानि हुई और हनुमान जी ने लंका जलाई थी तो कई बच्चों ने लंका समझकर घर जला दिया और एक ही घर के दो बच्चे थे बड़ा वाला भाई ने छोटे भाई को धनुष बाण मारा और छोटे वाले भाई की आँख फूट गई । भाई-भाई में इसलिए उनकी लड़ाई नहीं हुई और जल्दी से उनको डाक्टर के गए डाक्टर ने कहा कि बड़ा आपरेशन होगा । आपरेशन हुआ और कहा लड़के की आँख ठीक हो जायेगी लेकिन चार माँह लगेंगे और उन लोगों के चार हजार रुपये लगे और अभी तक उस बच्चे की दवाइयां चल रही हैं । भाई-भाई का प्रेम नहीं समझा था इसलिए उन्होंने धनुष बाण चला दिए ।

□ सरिता भाई हर्डे
सातवीं
नवीन मा.क. शाला, पिपरिया

कुछ अच्छी कुछ बुरी

रामायण मुझे कुछ अच्छी कुछ बुरी लगी । मुझे शकुन का रोल बिल्कुल बुरा लगा और शूपनखा का बुरा लगा बाकी सब का रोल अच्छा लगा मगर उसके बहुत नुकसान हो रहा है कई लड़के खेलते हैं में राम हूँ वह धनुष बाण से लड़ते हैं कई लड़कों की आँख फूट गई और कई मर जाते हैं । दुम्भकरण को कोई बोलता है कि उसको अगरबत्ती से जगाया था । मैं बोलता हूँ कि कुम्भकरण को भोजन की सुगंध से जगाया था ।

□ खिलवन, आठवीं, नवीन मा.क. शाला, पिपरिया

पत्रिका 'बाल चिरैय्या' के किस्सों के चित्रण, वर्षः 1985–1989
स्त्रोतः नरेंद्र मौर्य

'बाल सभा', पिपरिया/पलिया पिपरिया, वर्षः 1986
स्त्रोतः सुरोजीत सरकार

यात्रा की कुछ झलकियां /
Glimpses of the Journey

पिपरिया की पुरानी बस्ती के 98 वर्षीय चम्पू दादा ने हमें बताया कि यह इलाका शोभापुर के गौंड़ राजा उमराव साव के अधीन था। उन्होंने पहले गौंड़ों को ही बसाया लेकिन बाद में दूसरे समाजों के लोग भी यहाँ आकर बस गए। इसी तरह पिपरिया से सटे गाँव सिलारी के 96 वर्षीय हज्जी पटेल ने गांव के बसने की कहानी सुनाई। दोनों ने ही बताया कि किस तरह घने जंगल को साफ कर गांव बसाये गए थे। किशोर वय तक आते आते हम अपने आसपास के इन जंगलों को खोजने कभी अनहोनी, डोकरीखेड़ा, झिरपा होते हुए सतपुड़ा के पहाड़ तक पहुँच जाया करते थे। लेकिन जंगल की पगडंडियां कभी खत्म नहीं होती थीं। वे खत्म हो भी नहीं सकती थी। कितने ही गांवों ने जंगलों के बीच में अपने लिए जगह बना ली थी।

जब हमने पहली बार भारतेंदु हरिश्चंद्र के लेख में पढ़ा कि 1873 में इटारसी रेलवे स्टेशन से बाहर निकलने के लिए खच्चर की जरूरत होती थी, तो यह बात साफ हुई कि जबलपुर से इटारसी के बीच केवल सात स्टेशन हुआ करते थे जिनमें देवगांव या पिपरिया का नाम नहीं था। हो सकता है रेल शुरू होने के कई साल बाद यहां पोसार पिपरिया नाम से स्टेशन बना हो।

यहां सभी का स्वागत था इसलिए जो भी यहां आया, यहीं का होकर रह गया। देवगांव को पिपरिया बनाने में यही बात महत्वपूर्ण साबित हुई। लोग आते गए और अपने अनुभव और हुनर के हिसाब से उन्हें काम मिलता रहा। जंगल की कटाई से लेकर रेल पटरी बिछाने तक तो मजदूरों का अहम योगदान रहा ही है। उसके बाद उन्होंने खेती और व्यापार में भी हिस्सेदारी की। मजदूरों में आदिवासी–गैरआदिवासी दोनों शामिल थे। व्यापारी मुनाफा देखता है और मजदूर पैर टिकाने की जगह। दोनों जो चाहते थे, उन्हें मिला इसलिए उनके बीच रिश्ते भी बने।

पिपरिया जब से बसी है, लोगों का आनी जारी है। शुरुआत गुजरात, उत्तरप्रदेश और राजस्थान से हुई। फिर पंजाब, महाराष्ट्र से लोग आए। दक्षिण में केरल, आंध्रप्रदेश और तमिलनाडु से भी कुछ परिवार आए। धर्म के हिसाब से देखें तो आदिवासी, हिन्दू, मुसलमान, ईसाई, सिख यहां बसे। कच्छी, सिंधी, पंजाबी, जैन, ईरानी और अफगानिस्तान से खान भी आए। यहां जो भी आया, उसे अपनी रोजी रोटी कमाने के मौके मिले। उनके बीच गजब का भाईचारा भी रहा। यहां तक कि बंटवारे के समय 1947 में जब सारे देश में हिन्दू–मुस्लिम दंगे हो रहे थे तब पिपरिया उस से अछूता रहा। कुछ मुसलमानों ने इलाका छोड़ने का मन बनाया लेकिन उनके पड़ोसियों ने उन्हें नहीं जाने दिया। पिपरिया आने और बसने का यह सिलसिला आज भी जारी है। पिपरिया में सामुदायिक या जातीय आधार पर झगड़े के उदाहरण नहीं है। कुछ छिटपुट घटनाएं हुई हैं जो बाद में सुलझा ली गई। जैसे एक बार गौंड़ और गूजरों के बीच संघर्ष हुआ था लेकिन उसे आगे नहीं बढ़ने दिया गया।

पिपरिया के आसपास के कई गांवों की बोलचाल की भाषा बुंदेली है। उस समय जो भी यहां आया वो आसपास के इन्हीं गांवों में से किसी में बस गया। उसने वहां की बोली भाषा अपना ली। जब देवगांव (पिपरिया) बसा और यहां अलग–अलग इलाकों के लोग इकट्ठे हो गए तो उन्होंने भी यही किया। सब यहां की लोक संस्कृति में ही रच बस गए। यही बात पिपरिया को खास बनाती है।

पिपरिया के बसने के कारण यहां से रेल का गुजरना तो था ही, लेकिन उसके विकास के दो बड़े कारण और थेः पचमढ़ी का कैंटोनमेंट बनना और कस्बे में गल्ला मंडी की स्थापना। 1900 के आसपास यहां गल्ले का व्यापार शुरू हो गया था। पहले गल्ला मंडी पास के गौंड़ कस्बे शोभापुर में थी। फिर हथवांस आई और बाद में मंगलवारा चौराहे पर टीकमदास सुरजन के घर के सामने लगने लगी। 1920 में यह स्टेशन के पास आ गई जिसे अब हम पुरानी गल्ला मंडी के नाम से पहचानते हैं। 1900 के पहले पिपरिया में गिनती के मारवाड़ी थे, लेकिन गल्ला मंडी शुरू होने के बाद आसपास के गांवों में रह रहे मारवाड़ी पिपरिया शिफ्ट होने लगे थे।

जब हम पिपरिया के मौखिक इतिहास को इकट्ठा करने के लिए बुजुर्गों के साक्षात्कार रिकार्ड कर रहे थे, तब कितनी ही बार ऐसा हुआ कि मुझे अपने पिता और दादा का ख़याल आया। कई बार तो साक्षात्कार देने वाले बुजुर्ग ही सवाल दाग देते कि आप कौन? जैसे ही मैं अपने पिता बाबूलाल मौर्य का नाम लेता वे मेरे कंधे पर हाथ रखकर कहते अरे मामाजी को कौन नहीं जानता था। फिर वे बड़े इत्मीनान से मुझसे बात करते। मेरे पिता को पूरा कस्बा मामाजी कहता था। उसका कारण यह था कि उन्होंने अपने भांजे नारायणदास मौर्य को एक समाजवादी नेता के तौर पर उभारने में कोई कसर नहीं छोड़ी थी। उधर मैं हैरत में डूब जाता कि मेरे पिता को गुजरे हुए 42 साल हो चुके हैं लेकिन इस कस्बे के बुजुर्ग उन्हें भूले नहीं हैं। कितनी ही बार ऐसा हुआ। फिर कोई उनके कामों का जिक्र कर देता। कोई उनकी खूबियां गिना देता। जैसे एक नाम लेते ही उनकी स्मृति का एक सिरा वर्तमान से जुड़ जाता था।

इसी तरह का अनुभव जग्गू उस्ताद के मामले में भी हुआ। उनको गुजरे 60 साल हो गए। वे दो बार पिपरिया नगरपालिका के अध्यक्ष रहे। कस्बे में सरकारी अस्पताल इसी दौरान बनाया गया। उनकी जिद पर ही तत्कालीन राष्ट्रपति राजेंद्र प्रसाद को उसका उद्घाटन करने आना पड़ा था। अस्पताल में उस अवसर पर एक शिलालेख लगाया गया था जिस में सबके नाम थे। कई साल तक वह लगा रहा लेकिन इस काम के दौरान जब हमने देखना चाहा तो वह नज़र नहीं आया। कुछ बुजुर्गों को इस बात का मलाल भी था कि अपने नायक को पिपरिया ने भुला दिया। आमतौर पर लोग कोई सड़क, कोई चौराहा उनके नाम कर देते हैं, लेकिन जग्गू उस्ताद के साथ ऐसा कुछ नहीं हुआ।

कभी अपने घर के बुजुर्गों से उन दिनों की बात करो तो आपके सामने एक नई दुनिया खुल जाएगी। मेरे साथ भी यही हुआ। बातचीत में अलग–अलग समाजों के लोग जब शामिल हुए और हम उनकी स्मृतियों को कुरेदने में कामयाब हो गए तो सचमुच एक नई दुनिया हमारे सामने थी। तब पता चला कि हम अपने इलाके के लोगों के बारे में कितना कम जानते थे।

पुरानी बस्ती के बाद जो मोहल्ला आबाद हुआ वो था रेलवे फाटक के पार पोसार मोहल्ला। वहां एक पहाड़ी थी। उसके नाम पर यहां भी बस्ती बस गई। शुरुआत में यहां सिर्फ दलित ही बसे होंगे। बाद में सवर्ण हिन्दू और दूसरी जातियां भी यहां बसती गईं। शायद यहीं से देवगांव पिपरिया, पोसार पिपरिया हो गई, क्योंकि यहां देवगांव से बड़ी आबादी बस गई थी। 1940 के आसपास जब तरौन का इतवारा बाजार यहां लगने लगा तो इसे इतवारा बाजार कहा जाने लगा, लेकिन तब भी पिपरिया को पोसार पिपरिया ही कहते थे। बाद में जब पुरानी गल्ला मंडी और मंगलवारा बाजार के आसपास घनी आबादी हो गई और पोसार पहाड़ी का अस्तित्व भी नहीं रहा तब यह पिपरिया ही रह गई। अब अगर कोई पूछे कौन सी पिपरिया? तो

लोग कहेंगे पचमढ़ी वाली पिपरिया। आजादी के बाद पचमढ़ी के प्रमुख पर्यटन स्थल के रूप में उभरने के लाभ पिपरिया को मिला।

पोसार पहाड़ी भले न रही हो लेकिन उसने जिस आबादी के लिए खुद को कुर्बान किया, वह आबादी आज भी वहां बसती है। मेहतर मोहल्ला, कंजर कोट और नदी के पार अयोध्या बस्ती। ये दलितों के मोहल्ले हैं। रेलवे फाटक के इस तरफ दलित मोहल्ला अम्बेडकर वार्ड है। उन दिनों ये बस्ती के आखिरी सिरे थे इसलिए दलितों ने यहीं अपना ठिकाना बनाया। यहां हर पीढ़ी संघर्ष की नई इबारत लिखती है। इस कस्बे की गंदगी साफ करने वाले मेहतर–मेहतरानियों के संघर्ष पर कम ही लोग ध्यान दे पाते हैं। सर पर मैला ढोने से मुक्त होने में इस कस्बे को सौ साल से ज्यादा लग गए। इस दौरान यह काम करते हुए स्त्री पुरुष बीमार होते रहे और तबाह होते रहे। यहां इनकी तीन पीढ़ियों ने इस संघर्ष को भोगा है।

गौंड़ आदिवासियों के गांवों में महुए की शराब आम बात है। उस जमाने में भी सीजन में महुआ बीनकर रखना और साल भर घर में शराब बनाना और पीना होता था। कुछ बेचते भी थे। जब गांव का विकास हुआ और पीने वाले बढ़े तो महुआ के साथ देशी शराब भी आ गई। ठेकेदार भी आ गए। कालांतर में जब व्यापार बढ़ा तो विदेशी शराब के ठेके भी खुल गए। देशी–विदेशी शराब के ठेके खुलने से मध्यम और उच्च वर्ग को राहत हो गई लेकिन गरीब मेहनतकश तबका रोज महंगी शराब नहीं पी सकता। उनका खयाल रखा गौंड़ों ने। वे अवैध कच्ची शराब पहले भी बेचते थे और आज भी बेचते हैं। इसी कड़ी में कंजर भी जुड़ गए। यह एक घुमंतू जाति थी। जब उन्होंने यहां स्थायी निवास बनाया तो वे कई तरह के काम करते थे। मजदूरी करते थे। सिल–बट्टा और चक्की टांकने के लिए गलियों में फेरे लगाते थे। जानवर बांधने के लिए गिरमे बनाते थे। फिर वे भी कच्ची दारू बनाकर बेचने लगे। कहते हैं आज भी शाम के समय कोई शरीफ आदमी कंजर कोट नहीं जा सकता। इस सबके बीच कुछ बदलाव भी हो रहे हैं। इसी कुचबधिया समाज में शिक्षा को लेकर चेतना जाग रही है। इस समाज की हम पहली उन दो लड़कियों से मिले जिन्होंने बीए किया है।

गौंड़–कोरकुओं में भी तम्बाकू और गांजे की चिलम चलती थी। अंग्रेजों के समय इस पर कोई खास रोक टोक नहीं थी लेकिन आजादी के बाद जब ठेके दिए जाने लगे तो ठेकेदार के आदमी अवैध भांग, गांजा और शराब पकड़ने लगे। 1988 में राजीव गांधी के कार्यकाल में गांजा को मादक द्रव्य में शामिल करके उसके बेचने–पीने पर रोक लगा दी गई। गांजा के ठेके बंद हो गए। खुद मध्य प्रदेश सरकार मंदसौर में गांजा–अफीम की खेती करती थी। जो उसने बंद कर दी। अब औषधि के लिए सीमित मात्रा में इनकी खेती होती है। ठेके बंद हुए थे लेकिन पीने वाले नहीं, इसलिए गांजा अवैध रूप बिकने लगा। एक विकसित होते कस्बे में जल्दी पैसा कमाने की होड़ ने कई काले अध्याय भी लिखे हैं। उन्हीं में से एक है पावडर। आम जनता उसे पावडर ही कहती है। वह स्मैक है। पिछले 15 साल में इस नशे ने पिपरिया के नौजवानों को अपनी गिरफ्त में ले लिया। इन स्मैकियों में से ही कई ने चेन झपटने का नया धंधा पिपरिया में शुरू किया।

काले कपड़े पहनकर चेहरे पर थोड़ा मेकअप कर काली माई का वेश धारण करके पैसा मांगने वाले मोहल्लों में घूमते थे। उस समय बच्चे कहते थे 'काली माई दियासलाई, भागो रे बच्चो डाकन आई'। और फिर बहरुपियों का तो कहना ही क्या। एक बहरुपिये को हमने भी देखा है जो वेश बदल कर बाजार में दुकानदारों से पैसा मांगता था। कभी वह अर्धनारीश्वर बन जाता। आधा पुरुष और आधा स्त्री। कभी इंस्पेक्टर बन जाता। कभी नारद बन जाता। उसका मेकअप बहुत शानदार होता था और संवाद अदायगी के

तो कहने ही क्या। वह अपने किरदार के हिसाब से ऐसे संवाद बोलता था कि दुकानदार निहाल हो जाता था। वह पैसे देता था और उसके एक–दो ग्राहक भी उसे पैसे दे देते थे। दीवाली के बाद वासुदेव आते थे जो धोती और बंडी पहनते थे और इकतारा बजाकर खास धुन में गाते थे जिसकी टेक होती थी कि 'अरे मोरे राम'।

पिपरिया धार्मिक नगरी है जो दान पुण्य में यकीन रखती है। यह राज की बात बताई भिखारियों ने। ज्यादातर भिखारी आसपास के गांवों के गरीब लोग है। किसी जमाने में सिर्फ ब्राहमण ही भीख मांगा करते थे लेकिन अब इनमें बड़ी संख्या दलितों की है और दलितों में भी बसोड़ और चमार सबसे ज्यादा हैं। ज्यादातर भिखारी नर्मदा परिक्रमा कर चुके हैं। ये भिखारी अपना आटा एक व्यापारी को बेच देते हैं और नकद रकम उसी व्यापारी के पास जमा कर देते हैं। भिखारी और व्यापारी के आपसी भरोसे का यह रिश्ता आज भी जारी है।

पुरानी बस्ती का माता मंदिर, मंगलवारा स्थित बड़िया वाला मंदिर, रिपटा मंदिर और हनुमान मंदिर करीब सौ, डेढ़ सौ साल पुराने हैं। जब यहां आबादी बढ़ी और नये मोहल्ले बने तो कई जगह एक मढ़िया भी बनाई गई। छोटे मंदिर को इस इलाके में मढ़िया कहा जाता है। चौराहे का दुर्गा मंदिर पहले किराने बाजार में एक देवी की मढ़िया ही थी। उस समय दुकानदार और कुछ मेहनतकश लोग ही वहां पूजा करने आते थे। 1970 के बाद श्रद्धालुओं ने उस मढ़िया को मंदिर में बदल दिया। आपातकाल में उसे अतिक्रमण मान कर गिरा दिया गया। 1977 में जब जनता पार्टी की सरकार आई तब सचमुच उसे भव्य मंदिर में बदल दिया गया। तबसे लाउडस्पीकर में आरती होने लगी और श्रद्धालुओं की संख्या भी बढ़ गई।

इमरजेंसी में तोड़ा गया दुर्गा मंदिर, मंगलवारा बाजार, पिपरिया, वर्षः 1975

स्त्रोतः नरेंद्र लगाएं

पुराने यात्री बताते हैं कि करीब डेढ़ सौ साल पहले यह इतने घने जंगल का इलाका था कि धूप भी जमीन तक नहीं पहुँच पाती थी। 1908 में इसकी आबादी 1900 थी और आज 2018 में सवा लाख के करीब है। स्मृतियों को कुरेद कर उन्हें दर्ज करने की हमारी प्रक्रिया को हमने इस पुस्तक में ढालने का प्रयास किया है। इस यात्रा के दौरान शहर के कई बाशिंदों से हमारी मुलाकात हुई। इनमें से पांच बुजुर्ग अब अनंत में जा चुके हैं। हम इसे अपना सौभाग्य मानते हैं कि वक्त रहते ये सभी हमसे बेहद गर्मजोशी से मिले और पिपरिया से जुड़ी कई अमूल्य जानकारियों को हमसे साझा किया। हम श्री श्याम राय, श्री चम्पू लाल गौंड़, श्री कैलाश मास्साब, श्री मधु मास्साब एवं श्रीकृष्ण सुरजन के आभारी हैं।

पिपरिया
PIPARIYA

Surajit CCK <surajit.cck@aud.ac.in>

Project on Rural life and Farming heritage – Intangible Cultural Heritage documentation project - Pipariya, District Hoshangabad, Madhya Pradesh

Nerupama Y. Modwel <intangibleheritage1@gmail.com> Fri, Jun 10, 2016 at 2:40 PM
To: Surajit Sarkar CCK <surajit.cck@aud.ac.in>

Dear Surajit,

I am happy to share with you that the proposal on the Rural life and Farming heritage – Intangible Cultural Heritage documentation project Pipariya, District Hoshangabad, Madhya Pradesh has been accepted.

The amount of Rs 2,50,000/- has been allocated for this project. This will be released in three instalments. Please inform INTACH if you have received, or are likely to receive, funds for the same project from any other agency.

I would request you to please send immediately your brief work plan and timeline, information about your team members so that we can release the first instalment. Please also note that a project update is required before the release of the next instalment.

The deliverables of this project (before the release of the last instalment) will be the following:

- A detailed project review report at the halfway mark of the project
- A complete written textual report with hi res captioned photographs (documentation work of publishable merit)
- An identification of all related ICH resources in the area and a long-term conservation plan with suggested recommendations and strategies
- All DVDs of the short films (with voice over /subtitles as suitable), and audio tapes, if applicable
- All transcriptions of interviews, with dates, times and interviewer/interviewee information

A statement of accounts and Utilization Certificate will also be required at the end of the project.

All efforts will be made to visit your project area with you once during the project by a representative of the INTACH Headquarter. Please do not hesitate to contact me for any other assistance that you may require.

With regards,
--
Nerupama Y. Modwel
Director,
Intangible Cultural Heritage
INTACH, 71 Lodhi Estate
New Delhi - 110 003
Ph. No. 24635631 (Direct)

24631818 (Extn. 340)

Proposal for ***Extension - Cameras of the Past (Delhi Visual Archive)***

The Centre for Community Knowledge has since October 2015, been working towards building a Photographic Collection and an Archive of Delhi from 1880 to 1980. The attempt of this project has been to depict visually the everyday life and experience of the people of the city of Delhi. The process of collection, digitisation, annotation and dissemination of these photographs has been one of the key activities of the project.

In this period, the project has managed to collect approximately 4500 photographs of Delhi from personal holdings of various amateur photographers and family collections. A detailed report on the ***current status*** of the project is attached (See ***Flag A***). The collection is expanding with more contributors being identified who are willingness to share their rare collection of images, maps and sketches.

CCK's Advisory Committee in its sixth meeting on 22 May 2017 also recommended that the project be carried forward so that its collection is made ready for becoming public. ***Recommendations and minutes*** of the advisory meeting are attached (See ***Flag B***).

Further, India Foundation of Arts (IFA) Bangalore, has entered into ***an agreement with CCK*** to support two archival fellowships, as part of a grant of Rs. 6 lacs (See ***Flag C***). This will help in designing and curating an online gallery and a travelling exhibition. In return, CCK will provide support for project coordination, complete digitisation and metadata acquisition, and give access to the digitised collection.

In light of the above, it is requested that an extension of Cameras of the Past (Delhi Visual Archive) be approved, along with the current Research Assstant, in the interests of continuity. This will enable the collection to become available publicly in the form of an online gallery of photographs, and a travelling exhibition with shows in two cities. ***Detailed activities of*** this project is attached (See ***Flag D***). Budget is shown below.

Personnel		**AUD**	**IFA**
Research Assistant	(28,000 pm x18 months)	Rs.5,04,000/-	
Technical Consultancy	(1000 pd x 50 days x 2)	Rs. 1,00,000/-	
Digitising assistance	(at 500/day x 100 days)	Rs. 50,000/-	
Archival Fellowships	200,000 x 2		Rs 400,000
Exhibitions and Annotation workshops			
Venue /Event costs		Rs. 25,000/-	
Printing and Mounting		Rs. 50,000/-	
Installation cost		Rs. 25,000/-	
Catalogue - Design & Print		Rs. 50,000/-	
Local Travel		Rs. 10,000/-	
Travelling Exhibition costs			Rs 200,000/-
Equipment and storage			
External Digital Storage		Rs. 15,000/-	
Photo Storage bins		Rs. 15,000/-	
Sub Total		**Rs 844,000**	**Rs 600,000**
TOTAL		**Rs 14,44,000**	

Submitted for approval

12/7/17

Director CCK

Office
Centre for Community Knowledge
Cy No. 78
Date 14/7/2017

(30)

INDIA FOUNDATION FOR THE ARTS

I F A

Research Collaboration Agreement
Between
India Foundation for the Arts and Centre for Community Knowledge, Ambedkar University Delhi

This Agreement is executed on this day the 5th of June, 2017, between Prof Sanjay Sharma, Director, Centre for Community Knowledge (CCK), Ambedkar University Delhi, Lothian Road, Kashmere Gate, Delhi – 110 006 and Ms Arundhati Ghosh, Executive Director, India Foundation for the Arts (IFA), 'Apurva' Ground Floor, No. 259, 4th Cross, RMV 2nd Stage, Bangalore – 560 094, Karnataka. This Agreement formalizes the collaboration between CCK, Ambedkar University Delhi (AUD) and IFA to implement the scheme of Archival & Museum Fellowships. This Agreement will be in effect from June 5, 2017 to November 30, 2018, on the following terms:

IFA shall be responsible for:

1. Circulating a call for applications across its networks by July 1, 2017;
2. Short-listing candidates and sending short-listed applications to AUD and making final selections in consultation with representatives of AUD;
3. Awarding two fellowships of Rs 2,00,000 each for the duration of the project upto a maximum of 12 months, starting latest by August 15, 2017;
4. Monitoring the curatorial project as required by providing artistic and theoretical support to the fellow;
5. Taking a lead role in publicising the project and the final exhibition through their networks and the media as a collaborative project between AUD and IFA.

Centre for Community Knowledge, Ambedkar University Delhi agrees to:

1. Provide the Fellow with access to the institution's collection, archives and the library whenever necessary; and make available materials from the collection that the Fellow might require for his/her project;

'Apurva', Ground Floor, No. 259, 4th Cross, RMV 2nd Stage, 2nd Block, Bangalore – 560 094, India
Tele: +91 80 23414681/ 82 Fax: +91 80 23414683 E-Mail: contactus@indiaifa.org Website: www.indiaifa.org

I F A

2. Assist with arranging suitable accommodation for the fellow in Delhi if necessary;
3. Provide conceptual and organizational support to the Fellow;
4. Share details of the project in symposia, grantee presentations, or any other public events IFA may organize around the country;
5. IFA using the Fellow's process materials collected during the course of the IFA-AUD project for presentations at symposia and for other non-commercial purposes;
6. The Fellow presenting the outcome of this collaborative project at mutually agreed spaces (between IFA & the Fellow) where the Fellow will acknowledge IFA, AUD and Sir Ratan Tata Trust (SRTT) support;
7. The costs of putting together the final outcome will be borne by AUD. IFA will also contribute a maximum amount of Rs 2,00,000/- across all the Fellowships made towards the final outcome;
8. Confirm that the travelling exhibition will be presented in a minimum of two cities in India; and
9. Make some time available from the Director at his/her convenience for media interviews.

PARTNERSHIPS

All communication and outcomes will carry partnership branding of India Foundation for the Arts; Centre for Community Knowledge, Ambedkar University Delhi; and the Sir Ratan Tata Trust.

The financial commitment of IFA may be underwritten by a donor(individual, corporate or organisation), in addition to the above, in which case all communication and the final outcome will carry an appropriate acknowledgement of the donor (which will be intimated to you).

MODIFICATIONS

The terms of this Agreement shall be amended, extended or cancelled only by mutual agreement in writing within six months of its commencement.

28

I F A

ACCEPTED AND AGREED:

Ambedkar University Delhi

BY: Prof Sanjay Sharma

Title: Director, Centre for Community Knowledge

(Signature)

Date: 07-06-2017

ACCEPTED AND AGREED:

India Foundation for the Arts, Bengaluru, Karnataka

BY: Arundhati Ghosh

Title: Executive Director

(Signature)

Date: 5/6/2017

(27)

INDIA FOUNDATION FOR THE ARTS

I F A

ADDENDUM TO AGREEMENT BETWEEN INDIA FOUNDATION FOR THE ARTS (IFA) AND CENTRE FOR COMMUNITY KNOWLEDGE, AMBEDKAR UNIVERSITY, DELHI (AUD)

This document is in reference to a collaboration agreement dated June 5, 2017, between the belowmentioned parties.

May it be known that the undersigned parties, do herby agree to make the following changes and /or additions that are outlined below. These additions shall be made valid as if they are included in the original stated agreement.

a) Awarding three(3) fellowships of Rs 2,00,000 (Rupees Two Lakh only) each for the duration of the project up-to a maximum of 12 months, starting latest by August15, 2017;

b) The cost of putting together the final outcome will be borne by AUD. IFA will also contribute a maximum amount of Rs 3,00,000 (Rupees Three Lakh only) across all the Fellowships made towards the final outcome.

No other terms or conditions of the above mentioned agreement shall be negated or changed as a result of this here stated addendum.

Signature

Name : **Arundhati Ghosh**

Executive Director

India Foundation For The Arts IFA B'lore

Signature

Name: **Prof Sanjay Sharma**

Director (CCK)

Witness

T.C. JNANASHEKAR

Witness.

(SURAJIT SARKAR)

Centre for Community Knowledge

'Apurva', Ground Floor, No. 259, 4th Cross, RMV 2nd Stage, 2nd Block, Bangalore – 560 094, India
Tele: +91 80 23414681/ 82 Fax: +91 80 23414683 E-Mail: contactus@indiaifa.org Website: www.indiaifa.org

Over 20 Years of Celebrating the Arts

India Foundation for the Arts

I F A

March 31, 2018

Mr Surajit Sarkar
Centre for Community Knowledge
Ambedkar University Delhi
Lothian Road Kashmere Gate
New Delhi – 110 006
T: (011) 2386-3740 / 43

Dear Mr Sarkar,

This has reference to your recent letter of request in respect of the Memorandum of Understanding entered between IFA and the Centre for Community Knowledge, Ambedkar University Delhi, to implement the scheme of Archival & Museum Fellowship.

As per the conditions laid out under the abovereferred MoU, please note that we have deposited our cheque bearing number 000163 dated March 28, 2018 for Rs 1,50,000/- (Rupees One Lakh and Fifty Thousand only) towards release of the first installment to meet the expenses of final exhibitions/ project outcomes of Ms Koyna Tomar, Ms Vaibhavi Kowshik and Mr Bhavin Shukla at the Centre for Community Knowledge, Ambedkar University Delhi to your account maintained with IDBI Bank. Kindly acknowledge receipt of the cheque amount in your bank account.

We would request you to forward us the bills for the above amount, before requesting the balance of the production costs.

With best wishes,

Sincerely,

C Suresh Kumar
Deputy Manager – Management Services
India Foundation for the Arts

Over 20 Years of Celebrating the Arts

India Foundation for the Arts

I F A

July 2, 2018

Mr Surajit Sarkar
Centre for Community Knowledge
Ambedkar University Delhi
Lothian Road Kashmere Gate
New Delhi – 110 006
T: (011) 2386-3740 / 43

Dear Mr Sarkar,

This has reference to your letter of request dated June 20, 2018 in respect of the Memorandum of Understanding entered between IFA and the Centre for Community Knowledge, Ambedkar University Delhi, to implement the scheme of Archival & Museum Fellowship.

As per the conditions laid out under the abovereferred MoU, please note that we have deposited our cheque bearing number 000166 dated June 30, 2018 for Rs 1,50,000/- (Rupees One Lakh and Fifty Thousand only) towards release of the second installment to meet the expenses of final exhibitions/ project outcomes of Ms Koyna Tomar, Ms Vaibhavi Kowshik and Mr Bhavin Shukla at the Centre for Community Knowledge, Ambedkar University Delhi to your account maintained with IDBI Bank. Kindly acknowledge receipt of the cheque amount in your bank account.

We would request you to forward us the bills for the above amount.

With best wishes,

Sincerely,

C Suresh Kumar
Deputy Manager – Management Services
India Foundation for the Arts

Programme

Workshop on Community Level Culture Resource Centres

Day One: 18 February 2015 (Wednesday)

Registration	10.00 to 12.30 Hrs	
Inauguration	12.30 to 13.30 Hrs	Chairperson: **Shri G S Rautela** Welcome address: **Dr Roshina Gowloog** Introducing the Workshop: **Dr Kanchan Mukhopadhyay** Address by Guest of Honour: **Prof Sarit Chaudhuri** Keynote address: **Prof A C Bhagabati** Chairperson's remarks: **Shri G S Rautela** Vote of thanks: **Dr Kakali Chakrabarty**
Lunch	13.30 to 14.30 Hrs	
Technical Session 1 *Cultural Resources and Communities*	14.30 to 17.00 Hrs	Chairperson: **Prof A C Bhagabati** Speakers **Dr Urmimala Sarkar** (Performing arts) **Dr Lotika Varadarajan** (Plastic and graphic arts) **Dr Mita Chakrabarty** (Crafts) **Prof Kishor Bhattacharya** (Folklore) **Prof Sarit Chaudhuri** (Museum and communities) **Shri C Singwang** (Community perspectives)

Day Two: 19 February 2015 (Thursday)

Technical Session 2 *Collection, cataloguing, and conservation of Resources*	10.00 to 13.00 Hrs	Moderator: **Shri Gautam Sharma** Resource persons **Dr Mita Chakrabarty** **Shri Sanjay Shukla** During this session the resource persons will discuss the topic(s) in hands-on mode as far as possible
Lunch	13.00 to 14.00 Hrs	
Technical Session 3 *Performing art forms*	14.00 to 17.00 Hrs	Moderator: **Dr Lotika Bharadarajan** Resource persons **Dr Urmimala Sarkar** **Dr Dharitri Narzary** During this session the resource persons will discuss the topic(s) in hands-on mode as far as possible

Day Three: **20 February 2015 (Friday)**

Technical Session 4	10.00 to 13.00 Hrs	Moderator: **Dr Kakali Chakrabarty**
Digitization and archiving of Resources		Resource persons **Shri Surajit Sarkar** **Shri Manas Bagchi** During this session the resource persons will discuss the topic(s) in hands-on mode as far as possible
Lunch	13.00 to 14.00 Hrs	
Technical Session 5	14.00 to 17.00 Hrs	Moderator: **Dr Kanchan Mukhopadhyay**
Audio-visual documentation		Resource persons **Shri Surajit Sarkar** **Dr Moji Riba** During this session the resource persons will discuss the topic(s) in hands-on mode as far as possible

Day Four: **21 February 2015 (Saturday)**

Technical Session 6	10.00 to 13.00 Hrs	Moderator: **Prof Kishor Bhattacharya**
Collection of narratives		Resource persons **Dr Ratna Dhar** **Dr Roshina Gowloog** During this session the resource persons will discuss the topic(s) in hands-on mode as far as possible
Lunch	13.00 to 14.00 Hrs	
Technical Session 7	14.00 to 15.00 Hrs	Moderator: **Dr Kalyan K Chakraverty**
Planning Culture Resource Centres		Participants representing different communities will present their ideas and visions of Community Level Culture Resource Centres; issues related to establishing and running such centres
Valedictory Session	15.00 to 16.00 Hrs	Chairperson: **Shri G S Rautela** Brief of the workshop: **Dr Gautam Bera** Valedictory address: **Dr Kalyan K Chakraverty** Chairperson's remarks: **Shri G S Rautela** Vote of thanks: **Dr Roshina Gowloog**

Workshop on
Community Level Culture Resource Centres
18 - 21 February 2015
Organized by
Anthropological Survey of India
Ministry of Culture, Government of India
Venue
Sanskriti - NEICR, SVD House, Garal,
New Airport Road, Guwahati- 781017

TRIPURA TRIBAL

CONFIDENTIAL

The World Bank Group
International Bank for Reconstruction and Development
International Finance Corporation
Multilateral Investment Guarantee Agency
International Centre for Settlement of Investment Disputes
International Development Association

Contract Modification
7190232

The Contractor:
Bharat Ratan Dr. B.R.Ambedkar Unive
Delhi
Room No. 307, Admin. Block
AUD Campus, Lothian Road
Delhi, Delhi, 110006
India

Vendor No: 126342
Attn: Vrinda Datta
Telephone No: 01123864867
Email: vrinda@aud.ac.in

The Purchaser:
India
70 Lodi Estate
New Delhi 110 003
India

Contact: Ravi Vasudevan

Phone: 202-473-1118

Email: gprocurement@worldbank.org

MODIFICATION "A"

This Modification is entered into between the member of the World Bank Group named above (hereinafter called the "Purchaser") and the "Contractor". WHEREAS -

(a) The Parties executed Contract No. 7190232 (the "Contract") for certain consulting services (the "Services") for the Purchaser;
(b) The Parties now desire to modify this Contract, as follows:

i. Add funding to the Contract;
ii.Revised Terms of Reference (Annex A_ MOD A), (attached hereto);

Except as stated herein, all other Terms and Conditions remain unchanged.

Description of Services:
Feasibility Study on the integrated ECD
intervention Package and the role of MSRLS in Meghalaya

Original Contract Value: INR 3,396,580.00

Modification Contract Value: INR 651,750.00

Revised Contract Value: INR 4,048,330.00

Payments to Contractor

Remuneration for this Contract is: Lump Sum Inclusive of all Expenses

Payment Schedule for Additional Amount:

Payments shall be made according to the following payment schedule: Lump Sum of INR 651,750.00 inclusive of all expenses to be paid as follows:

INR 325,875.00 - on Contractor's completion and the Purchaser's acceptance of the Draft integrated ECD intervention package in English for pretesting final assessment tools in English-Reappropriation, as provided in Annex A.

INR 325,875.00 - on Contractor's submission and the Purchaser's acceptance of the Final pilot report that includes a full report of the pilot implementation; and Feasibility Assessment Report-Reappropriation, as provided in Annex A.

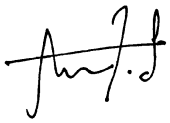
Purchaser's Authorized Representative

Natesh Anand Sampath Kumar

Name

Procurement Analyst

Title



Signature

Date: June 10, 2019

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

Prof. Vrinda Datta
Director

AUD/CECED/14-103/2018-19/UNICEF SDGs/870 (A)
27.2.2019

To,
Ms. Mita Gupta
Education Specialist, UNICEF
73, Lodhi Road,
New Delhi - 110003

Sub: Submission of Technical & Financial proposal for Strengthening quality in Early Childhood Care and Education (ECCE): in support of achieving Sustainable Development Goals for 2019

Dear Mita,

We really value the partnership we have developed since 2012. I am writing to you with reference to the project '**Strengthening quality in Early Childhood Care and Education (ECCE): in support of achieving Sustainable Development Goals for 2019'.** Based on the discussions held with UNICEF, CECED has developed a detailed technical and financial proposal for the period from **1st March 2019 to 31st August 2019.**

The proposal is being submitted for your kind perusal. Request you to kindly approve the proposal and the budget of **Rs. 46,35,004/-** for a period from 1st April to 31st Aug. 2019 and send us the approval letter for the same.

We look forward to another fruitful partnership with UNICEF India to strengthen the quality in Early Childhood Care and Education (ECCE).

An early response would be appreciated to enable us to plan and execute the programme activities in a timely manner.

With regards,

(Vrinda Datta)

Encl: 1) Technical Proposal
2) Financial Proposal

Room No. 307, 2nd Floor, Admin Block, Lothian Road, Kashmere Gate, Delhi – 110 006
Tel: +91-011-23862320,23863740 Fax: +91-11-23864055
Website: www.aud.ac.in, www.ceced.net, www.ecceportal.in | E-mail: ceced.aud@gmail.com

PROPOSAL FOR STRENGTHENING QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION (ECCE): IN SUPPORT OF ACHIEVING SUSTAINABLE DEVELOPMENT GOALS FOR 2019

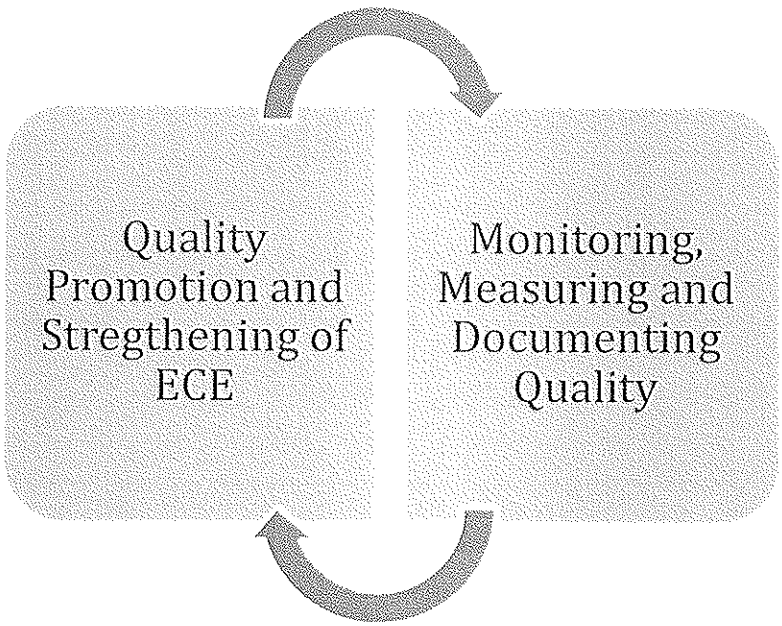
1. BACKGROUND

In India, the major developments in the area of early childhood have been realized since 2013, when the National Policy on Early Childhood Care and Education (ECCE) for children below six years, was approved by the Ministry of Women and Child Development (MWCD), Government of India. The policy lays down the way forward for a comprehensive approach towards ensuring a sound foundation for every child. In order to strengthen the existing system of ECCE in India, Quality Standards for ECCE and ECE Curriculum Framework, have also been developed along with the National Policy on ECCE and endorsed by the MWCD. In addition to these initiatives, recently in 2017, MWCD released ECE Training Module for Anganwadi Workers, preschool kit, activity books, child assessment cards for 3-6-year olds. On the other hand, Ministry of Human Resource Development (MHRD) launched SamagraShikshaAbhiyan (SmSA) in 2018 to integrate education from preschool to class 12th. It envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels.These initiatives provide us with some critical parameters for the much-needed reforms in the area of ECE. With the National ECCE policy and SamagraShikshaAbhiyanin place, it is time to relook at how we want to impart and integrate preschool education with education.

2. PROPOSED ACTIVITIES

It is in the above-mentioned context that in 2017, the Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi proposed to support quality reforms in the area of Early Childhood Care and Education (ECCE) at the national level by working on different activities. While much has been achieved through the work of 2017 and 2018, CECED, in consultation with UNICEF, has identified some key interventions under the some of the themes

of 2017-18 that have significance nationally and globally. The following are the selected themes and activities that CECED proposes for 2019 as well.



Theme 1 - Quality Promotion and Strengthening of ECE

Activity 1: Follow up on FCR activity with states (Continuation from 2018)

*Rationale:*As Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi in partnership with UNICEF has conducted the ECE curriculum review across six states—Rajasthan, Maharashtra, Uttar Pradesh, Bihar, Gujarat and Assam. Based on this review activity, there is a need to plan way forward for further strengthening of the curriculum in order to support its effective implementation.In 2019, the focus will be on bringing the key findings at the state level.

As an initial step, state level workshop will be planned with the state UNICEF and ICDS department to present the key findings and recommendations for the way forward and getting their consensus on incorporating the recommendations emerged during the curriculum review activity.

Theme 2 - Monitoring, Measuring and Documenting Quality

Activity 2: Standardization of Assessment Tool (Continuation from 2018)

*Background:*The 'Standardization of Assessment Tools' (SAT) project is aimed at standardization of the tools, which were developed/adapted by CECED for assessing the quality of early childhood education programmes and learning/developmental levels of young children during various research projects. The tools in the process of standardization under the SAT project are Early Childhood Education Quality Assessment Scale (ECEQAS),Early Childhood Education (ECE) Quality Tool and School Readiness Instrument (SRI). In 2019, the activity will focus on gathering developing norms and benchmarking School Readiness Instrument. Similarly for the Quality Tools namely; Early Childhood Education Quality Assessment Scale (ECEQAS) and Early Childhood Education (ECE) Quality Toolthe procedure of Criterion Referenced Test will be followed.

*Methodology:*For the purpose of norming and benchmarking of SRI, the data from the Confirmatory Phase will be used. In addition to the statistical procedures and analysis a series of consultation with the experts will be organized to arrive at the norms. For the ECE Quality Tool and ECEQAS, Criterion Referenced Test (CRT) procedure will be followed.

Activity 3: Training Manual for using the Quality Monitoring Tool

*Background:*ECE Quality Tool was developed in partnership between Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi and UNICEF to assess the quality of ECE in Anganwadi setting. Early Childhood Education Quality Assessment Scale (ECEQAS) is a comprehensive version which is being developed to capture the nuanced picture of the quality of programs where as ECE Quality Tool is a simpler version of ECEQAS. The purpose of developing the ECE quality tool is to support ICDS supervisors in understanding the quality of ECE processes in anganwadicentres using a Likert scale and use the evidences for planning demonstration and mentoring activities.

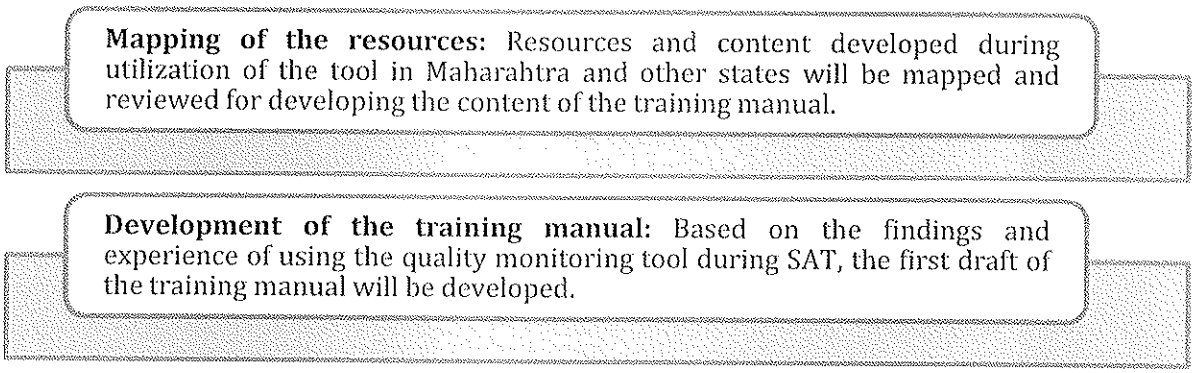
*Rationale:*As the tool is almost ready to be used at the field level, it is important to develop a detailed training manual along with the tool for promoting its appropriate and effective use. In this context, it is proposed to develop a training manualto provide step wise instructions and supportive strategies/practices to Early Childhood Education (ECE) stakeholders on the following components—

a) How to use ECE Quality tool to assess the status on the quality of ECE programme which is being delivered; and

b) How to use data for providing evidence based mentoring support to improve the quality of ECE programmes.

The manual will have the blue print of the tool along with the instruction for the user. Training materials such as videos, presentations and reading material will also be developed which could be used to inform the user on the concept of early childhood education and its quality. This material will also enable the user to use the tool appropriately and use the data in the manner which could yield information which could be understood by them along with some suggestive practices which will help them to improve the functioning of AWCs. Further, this manual can be contextualized by the states accordingly.

*Methodology:*The methodology for developing this manual will be as follows:



Activity 4: Training Manual for using the Child Assessment Cards

*Background:*Ministry of Women and Child Development (MWCD), Government of India with the support of Centre for Early Childhood Education and Development (CECED) and UNICEF developed and launched child assessment cards for 3-6-year oldsin September 2017. The assessment cards include indicators to keep a track (quarterly) of learning and development of children and also, to identify the developmental or learning concerns, if any, so that necessary support can be provided to the child.

*Rationale:*However, the use of child assessment cards has not been consistent across the country. The data collected during the curriculum review activity across six states highlighted that child assessment is not carried out in most of the AWCs.It was evident that even at the centres where children's assessment was being done, it was not as per the guidance provided in the curriculum document. This was because of several reasons including, AWWs not receiving training on assessment including how to asses' children and record it in the cards; assessment cards were not available in all centres and some AWWs reported lack of time to fill the assessment cards.

Keeping in view the above-mentioned concern, it is proposed to develop a training manual in order to impart understanding and building the skills of ICDS functionaries in regard to determining the developmental and learning concerns among young children, interpreting the collected from using these assessment cards and discussing the child's development and follow up action required with parents. This manual will be targeted at the trainers and functionaries of ICDS.This training manual will be developed to provide step wise instructions to Early Childhood Education (ECE) stakeholders on the following components—

a) How to use the assessment cardsfor assessing the status of children's learning and development; and

b) How to use data for identifying the developmental or learning concerns, if any, so that necessary support can be provided to the child.

This material will also enable the user to use the assessment cards appropriately and use the data in the manner which could yield information which could be understood by them.

*Methodology:*The methodology for developing this manual will be as follows:

Drafting of the training manual: The first draft of the training manual will be developed.

Piloting of the training manual: In one of the selected state, few AWWs will be trained on using the child assessment card and its data. Based on their feedback, changes will be made in the training manual to make the use of assessment cards more clearer to them.

3. TIMELINE

Activity No.	Activity	Timeline
1.	***Follow up on FCR activity with states***	***March – August***
	Workshop with state UNICEF and ICDS department.	TBD with UNICEF
2.	***Standardization of Assessment Tools***	***March –June***
	Process Documentation	March
	Consultations with Experts	April-May
	Final Tools and Manuals	May-June
3.	***Training Manual for using the Quality Monitoring Tool***	***March – August***
	First draft of the training manual	March – April
	Piloting of the manual	May – June
	Finalization of the manual	July - August
4.	***Training Manual for using the Child Assessment Cards***	***March - August***
	Drafting of the training manual	March – May
	Piloting of the training manual	June – July
	Finalization of the manual	August

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Timeline for Training Manual on Child Assessment Cards

Month	Task	Task details /Steps
March – April 1st week	Literature Review	Conducting literature review to understand: • The concept of assessment • Factors that define a developmentally appropriate assessment process • Ideas on structure of manual
April – May	Development of the first draft	• Finalization of structure to be followed and values to be considered • Development of the draft • Internal review of the draft • Finalization based on review
	Coordination with state for Pilot	• Coordination withthe respective state for pilot of the manual
May - June	Pilot of the draft	• Training of AWWs • Pilot by AWW and observation of the same. • Data Recording for each day's findings and reflections • Culmination of the data and finalization of required changes
July – August	Finalization of the Draft	• Editing based on the pilot • Internal Review of the draft • Finalization of the draft based on review • Submission to UNICEF • Changes based on feedback • Final Submission to UNICEF.

Timeline for Training Manual on Quality Monitoring Tool

Month	Activity	Details of task/ steps
March	Mapping of the resources	• Study available resources to understand the process of development of the tool. • Mapping available resource used while training the tool in Maharashtra
April - May	Development of first draft	• Drafting of structure • Deciding contents to be added in the manual • Selecting and preparing supportive

		materials like- PPTs, suggestive activities. • Finalization of structure to be followed • Internal review of the draft • Finalization based on review
June - July	Revision	• Sharing with UNICEF for comments • Revision based on comments and feedback from UNICEF
August	Finalize manual	• Finalization of supportive materials • Finalization of the draft manual • Sharing with UNICEF

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FINANCIAL PROPOSAL FOR STRENGTHENING QUALITY IN EARLY CHILDHOOD CARE AND EDUCATION (ECCE): IN SUPPORT IF ACHIEVING SUSTAINABLE DEVELOPMENT GOALS FOR 2019

	Components	Unit	Unit Rate	Total project management cost (Overall)	FCR & TM of QMT (Mar-Aug)	TM of CAC (Mar-August.)	SAT (Mar-June)	G.Total (Mar-August.)	Name of Staff	Remarks
S.N	Particulars									
1	Staff Cost									
i)	Sr.Programme Manager(SPM)	1	110000	660000				660000	Dr.Payal Sahu	SPM will be in charge of managing the project budget, administrative matters, financial approvals, verifications, HR matters, laisioning with AUD, team planning, for all the UNICEF Projects i.e. UNICEF India, Bihar, Rajasthan, Maharashtra & West Bengal.
ii)	Finance Consultant	1	87850	527100				527100	Mr.S.P.Mahla	Finance Consultant will be in charge of preparing bills, advances for the project, settling of advances /reimbursements, preparing project accounts/ financial reports, assist auditing process etc.
iii)	Office Assistant (OA)	1	20010-22010	80040				80040	Manish	OA will be providing administrative support to the team in day to day functioning, follow up with the files, assist in organizing meetings etc.

iv)	Sr. Project Associate (SPA)	1	60000-66000	0			186000	186000	1 SPA for SAT- Dr. Aneesh Kurian	SPA SAT will lead the project, do planning, supervising and monitoring and will be in charge of coordinating the project activities, and writing final reports and manuals . SPA will also ensure timely delivery of deliverables. (Out of four months Salary, only three months is budgeted here i.e from April to June)
v)	Project Associate (PAS)	2	45000	0	270000	270000	0	540000	1 PAS for FCR&TM for QMT- Ms Rupjyoti, 1 PAS for TM for CAC- Ms Meenu *1 PAS for SAT- Ms Manvika from World Bank*	Project Associate will cordinate the project acitivities in state level, conduct trainings, coordinate with state partners, undertake monitoring visits, and assist in report writing and preparation of manuals . And will ensure timely submission of all the project deliverables.
vi)	Senior Project Assistant (SA)	4	30000	0	180000	180000	189000	549000	1SA for FCR&TM for QMT-Haritika, 1 for CAC-Mansi and 2 for SAT-Tulika & Jyoti	SA will assist in conducting trainings, consulations, preparation of draft reports and manuals (March Salary of SAs- SAT was from World Bank)
	Total 1(i to vii)	10		**1267140**	**450000**	**450000**	**375000**	**2542140**		

2	**Consultants**	1	3000-3500	0	180000	180000	21000	381000	FCR& CAC- Meenakshi SAT- Will be hired	Consultant will be engaged for 20 days in a month for 6 months to overall coordinate, supervise and give technical support to FCR &TM of QMT and TM for CAC teams and undertake travel wherever required. And 1 consultant will be engaged for statistics under SAT component for 31 days out of which 6 days are budgeted in UNICEF and 25 days from WB
	Total 2			0	180000	180000	21000	381000		
3	**Project Activities**									
i)	Field work in states				0	148500	0	148500		Under FCR and TM, this amount is kept for conducting piloting of the training manual of quality tool in one state and under CAC, the amount is kept for conducting the piloting of CAC across four states and piloting of CAC training manual in one state. And under SAT the 6 state field partners will be engaged for data collection.

ii)	Training and Workshops				306000	0	0	306000		Under FCR, the budget covers travel and logistics cost for the CECED team to participate in the curriculum review dissemination workshops in the state for FCR activity across 6 states.
iii)	Project Monitoring				0	0	0	0		
iv)	Consultation/Meetings				0	0	561000	561000		Four Consultation under SAT Project is planned. The total cost is 11,22,000 out of which Rs. 5,61,000 is budgeted from World Bank
	Total 3 (i to v)			**0**	**306000**	**148500**	**561000**	**1015500**		
4	**Others**	**M**						**0**		
i)	Printing, Stationery, resource material and Designing	6	0	0	40000	50000	35000	**125000**		Office Stationery, printing, photocopy, purchase of books and material etc. Under SAT budget will be used for designing ECE Quality Tool, office stationary and photocopy
ii)	Administrative & Secretarial Assistant cost	6	25000	150000				**150000**		This includes Communication cost, office expenditure, staff meetings, local travel, medical support, postage, contingency etc. as per CECED Policy.
	Total 4 (i to ii)		**25000**	**150000**	**40000**	**50000**	**35000**	**275000**		
5	**Total 1 to 4**		**25000**	**1417140**	**976000**	**828500**	**992000**	**4213640**		
6	**10% overhead charges**		**0**	141714	97600	82850	99200	421364		
7	**Grand Total (5+6)**		**25000**	**1558854**	**1073600**	**911350**	**1091200**	**4635004**		

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3	Project Activities					
ii)	Training and Workshops					
Per state expense during Workshop						
	Particular	**No. of people**	**No. of days**	**Unit cost**	**Total**	**Remarks**
a	Airfare	2	2	15000	30000	For 2 people
b	Food	2	2	1000	4000	for 2 people for 2 days
c	Travel	2	2	3000	6000	for 2 people
d	Accomodation	2	2	5500	11000	On double sharing
	Total expenditure for 1 state				**51000**	
	Expenditure of 6 states				**306000**	

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3	Project Activities					
i)	Field work in states					
	Expense during Piloting of the CAC manual					
	Particular	**No. of people**	**No. of days**	**Unit cost**	**Total**	**Remarks**
a	Airfare	2	NA	15000	30000	For 2 people
b	Food	2	15	1000	30000	for 2 people for 15 days
c	Travel	2	NA	3000	6000	for 2 people
d	Accomodation	2	15	5500	82500	On double sharing
				Total for 1 state	**148500**	
iv)	Resource Material				10000	

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Project: Standardization of Tools (SAT)					
3	Project Activities				Remarks
i)	Field work in states	Unit	Cost Per State (approx.)	Cost for 6 States	
	Total i				Removed as per the revised plan
ii)	Training and Workshops				
	Total ii				Removed as per the revised plan
iii)	Project Monitoring				
	Total iii				Removed as per the revised plan
iv)	Consultation/Meetings				
1	Venue & Logistics (incl Food, Projector, Venue cost and basic facilities)	4	75000	150000	First consulation is to discuss the norming of School Readiness Instrument. Second Consulation is to finalize and to share the SRI final norms and Manual with the experts. Third consulation is to discuss benchmarking of Quality Tools with experts (ECE Quality Tool and ECEQAS). The fourth consulation is to share the final version of Quality Tool Manuals with experts and to finalize the benchmarking of Quality Tools.
2	Local travel for invited delegates from Delhi	12	2500	60000	
3	Airfare & Local travel for outstation participants	5	15000	150000	
4	Accommodation and meals for outstation participants	5	5500	55000	
5	Honorarium for Experts	17	4000	136000	
6	Contingency	4	5000	10000	
	Total iv			561000	
	Total 3 (i+ii+iii+iv)			**561000**	(Total cost is 11,22,000 out of which 50% is budgeted from World Bank)
4	Others				
i)	Printing, Stationery and Designing				
1	Printing, Stationary & Designing			35000	Total cost is 70000 (50 % is budgeted from World Bank
	Total 4			35000	

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FINANCIAL PROPOSAL SAT Project 2019

	Components	Unit	Unit Rate	Total (March-June.)	Contribution from World Bank	Contribution from UNICEF	Remarks
S.N	**Particulars**						
1	Staff Cost						
i)	Sr. Project Associate (SPA)	1	60000-66000	246000	60000	186000	March Salary from World Bank and April to June from UNICEF
ii)	Project Associate (PAS)	1	45000-49500	184500	184500	0	From March to June World Bank
ii)	Senior Project Assistant (SA)	2	30000-33000	252000	63000	189000	March salary from World Bank and April to June salary from UNICEF)
	Total 1(i to vii)	4		**682500**	**307500**	**375000**	
2	**Consultants**		3500	108500	87500	21000	31 Days @ 3500 per day (Analysis of data and Review of Manuals) 25 Days from World
	Total 2			**108500**	87500	21000	
3	**Consultation/Meetings**	4					First consulation is to discuss the norming of School Readiness Instrument. Second Consulation is to finalize and to share the SRI final norms and Manual with the experts. Third consulation is to discuss benchmarking of Quality Tools with experts (ECE Quality Tool and ECEQAS). The fourth consulation is to share the final version of Quality Tool Manuals with experts and to finalize the benchmarking of Quality Tools.
1	Venue & Logistics (incl Food, Projector, Venue cost and basic facilities)	4	75000	300000	150000	150000	
2	Local travel for invited delegates	12	2500	120000	60000	60000	

3	Airfare for outstation participants	5	15000	300000	150000	150000	
4	Accommodation and meals for outstation participants	5	5500	110000	55000	55000	
5	Honorarium for Experts	17	4000	272000	136000	136000	
6	Contingency	4	5000	20000	10000	10000	
	Total 3			**1122000**	**561000**	**561000**	Almost 50 % from WB & 50% from UNICEF.
4	**Administrative & Secretarial Assistant cost**						
i)	Resource Material, Printing and Stationary			70000	35000	35000	50 % from WB & 50% from UNICEF.
	Total 4		**0**	**70000**	**35000**	**35000**	
5	**Total 1 to 4**			**1983000**	**991000**	**992000**	
6	**10% overhead charges**		**0**	198300	99100	99200	
7	**Grand Total (5+6)**		**0**	**2181300**	**1090100**	**1091200**	

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unicef | for every child

United Nations Children's Fund | Provide office name
Provide office mailing address and street address
Telephone: (123) 456-7890 | Facsimile: (123) 456-7890 | Office email address | Office website

28th February 2019

Prof. Vrinda Datta
Director
Centre for Early Childhood Education & Development
Ambedkar University
Lothian Road, Kashmere Gate
Delhi – 110 006

Dear Ms. Datta,

Project Support: Strengthening Quality in ECCE: In support of achieving Sustainable Development Goals, for 2019

We thank you for the submission of the proposal for Strengthening Quality in ECCE: In support of achieving Sustainable Development Goals, for the period March to August 2019 along with the budget of INR 4,635,004 (USD 65,061).

UNICEF is pleased to confirm support for this proposal as per the budget and time period.

Looking forward to a continued and fruitful partnership which will be useful in promoting quality early childhood education in India.

Thank you,

Sincerely,

Mita Gupta
OIC - Education

1/8/19

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Bharat Ratna Dr B R
Ambedkar University, Delhi

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अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)
PROF. VRINDA DATTA
DIRECTOR

F. No. AUD /CECED /14-81/2018-19/UNICEF WB/962
Date: 24-06-2019

To,
Ms. Amrita Sengupta
Education Specialist
United Nations Children's Emergency Fund (UNICEF)
L& T Chambers, Fourth Floor
16, Camac Street, Kolkata-700017

Subject: Request for re-appropriation of budget under the project titled, 'Technical Assistance on ECE in the state of West Bengal' with the support from UNICEF West Bengal from April-December, 2019.

Dear Amrita,

I am writing you with reference to the project titled, **'Technical Assistance on Early Childhood Education in West Bengal'** supported by UNICEF West Bengal and implemented by CECED, AUD. The budget proposal was submitted in March 2019 and was approved by UNICEF West Bengal.

As per the discussions between Project team and you, the re-appropriation of the budget is required based on the project activities for the left two quarters of the year 2019. The proposed changes with justification is given below:

1. SPA-As you are aware that CECED was not able to fill the position of Senior Project Associate for the first quarter, i.e. April-June, 2019. We are filling this position from 1st July. There is saving in the **budget head A.iii, Salary-Senior Project Associate** of **Rs.1,51,350/-.** And there is a budget of Rs. 1,00,000/- under the **head A-vii, Salary-Consultant**. However, we are not going to utilise the entire amount during this project period. This balance has been transferred to the line item no. **A.v Salary-Senior Project Assistant.**

2. Sr.PA- One more additional Senior Project Assistant will be hired from the month of August, 2019 as work on parenting curriculum emerged after the State Workshop happened in the month of April, 2019. The additional amount of Rs. 1,65,000/- required is being taken from the balance from the **head A-iii Salary-Senior Project Associate of Rs. 1,51,350/-** and from **budget head A-vii, Salary-Consultant Rs. 13,650/-.**

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3. There is a new activity planned for the third quarter, i.e. Oct-Dec, 2019, **B.3. Review of pilot and training on parenting module (4-6 months).** An additional amount of Rs. 75,157 required is being taken from the balance left under the **budget head B.1.-Two workshops for SLMTs in West Bengal of Rs. 53,000/-** and from **budget head B.2.- Workshop for parenting calendar and handbook with local partners and CECED in West Bengal Rs. 22,157/-**

With this re-appropriation, the total sanctioned budget remains unaltered. The re-appropriated budget, in accordance with the requirement, is enclosed for your kind perusal. Approval is sought for the re-appropriated budget from July- December, 2019.

We look forward to an early response which would enable us to engage staff on time and plan and execute the programme activities in a timely manner.

With regards,

(Vrinda Datta)

24/6/19 24/6/19

Enclosure: 1) Re-appropriated Budget

Technical Assistance on ECE to UNICEF West Bengal
(1st April, 2019-31st December, 2019)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
S.No.	Items	Unit	Number of people	Unit	Months / days/ hours	Unit Cost (INR)	Quarter 1 (Apr-June)	Expected Expenditure Quarter 1 (Apr-June)	Balanace (15-9)	Quarter 2 (July-Sep)	Revised Quarter 2 (July-Sep)	Quarter 3(Oct-Dec)	Revised Quarter 3 (Oct-Dec)	Total (as per actuals) INR	Re-appr.Budget for quarter 2and 3 (12+14)	Revised Total (in INR) (9+12+14)	Remarks	Remarks for re-appropriation
A	Human																	
i	Senior Programme Manager		1	Months	2	110000	0	0	220000	110000	110000	110000	110000	220000	220000	220000	Programme Management Team honorarium for the month of September and October, 2019 ie for 2 months only	
ii	Consultant Finance & Accounts		1	Months	2	87850	0	0	175700	87850	87850	87850	87850	175700	175700	175700		
iii	Senior Project Associate		1	Months	9	60000	180000	0	540000	180000	185070	180000	203580	540000	388650	388650	Sr Project Associate will plan, supervise and lead the implementation of all the project activities, conducting internal meetings, undertake travel and will also take stock of finances in collaboration with UNICEF West Bengal. And will ensure timely submission of all the project deliverables. The staff will also be involved in other project related work as per the requirement of CECED	An existing Senior Project Associate with a unit cost of Rs. 61600/- is joining the project from 1st July, 2019. Annual increment of 10% will be due in the month of October , 2019. There will be saving in this line item of Rs.151,350 which is being transferred to line item no. A.v
iv	Project Associate		1	Months	9	18710-33580	155870	155870	321480	160740	160740	160740	160740	477350	321480	477350	Project associate will support senior project associate in implementation of all the project activities and will also ensure the timely completion of all deliverables. Annual increment of 10% will be due in the month of May, 2019 of the existing employee. The staff will also be involved in other project related work as per the requirement of CECED	
v	Senior Project Assistant		2	Months	9	30000-33000	93000	93000	198000	99000	165000	99000	198000	291000	363000	456000	Sr. Project Assistant will assist the Project Associate in the project activities. Annual increment of 10% will be due in the month of June 2019 of the existing employee. The staff will support Senior Project Associate/Project Associate in other project related work as per the requirement of CECED	One more Sr. Project Assistant will be hired from the month of August, 2019 as work on parenting curriculum emerged after the State Workshop happened in the month of April, 2019. The additional amount of Rs. 165,000 is being taken from the line item no. A-iii Rs. 151,350 and from line item no. A-vii Rs. 13,650.
vi	Office Assistant		1	Months	6	22010	0	0	132060	66030	66030	66030	66030	132060	132060	132060	The staff will be involved in day to day administrative and office related work. Only 6 months salary is built in the budget ie from July to Dec 2019	
vii	Consultants						25000	0	100000	25000	36350	50000	50000	100000	86350	86,350	Consultant/s will support the team in capacity building programme, SLMTs training.	From the sanctioned amount, Rs. 13,650 is being transferred to the line item A. v.
	Total A (i to vii)						453870	248870	1687240	728620	811040	753620	876200	1,936,110	1,687,240	1,936,110		
B	Activities																	
							1. One Workshop for SLMTs in West Bengal. 2.Develop parenting calendar for birth to three children and a parenting handbook for children in three to six years.			1. Development of a checklist for smooth transition from ICDS Program to Primary grades. 2. Technical support in revision of the curriculum for a one year preschools program.		1. Review of activity bank and development of assessment tool. 2. Second Workshop for SLMTs in West Bengal.					
1	Two Workshops for SLMTs in West Bengal.																	

i	Airfare Cost	2 trips	2			16000	48000	0	96000	48000	32000	48000	32000	96000	64000	64000	Travel cost for CECED staff and expert consultant is built.	Two day field vist of nearby Anganwadi centres will be done by CECED Team. One workshoop was planned in first quarter but it did not happen. This workshop is scheduled in second quarter and so the required amount is reflected there.Hence, there will be a balance of Rs. 53,000 which is being transferred to line item no. B.3.
ii	Lodging and Food cost		2	days	6		44600	0	89200	44600	40100	44600	40100	89200	80200	80200	Lodging and food cost for CECED team and expert consultant is built as per CECED policy.	
iii	Local Travel		2	days	6	3000	36000	0	72000	36000	30000	36000	30000	72000	60000	60000	Local Travel cost for CECED staffs and expert consultant is built.	
	Total B 1 (i+ii+iii)						**128600**	**0**	**257200**	**128600**	**102100**	**128600**	**102100**	**257200**	**204200**	**204200**		
2	**Workshop for parenting calendar and handbook with local partners and CECED in West Bengal**																	
i	Airfare Cost	1 Trip	2			16000	32000	29860	2140	0	0	0	0	32000	0	29860	Travel cost for CECED staff is built.	This activity was accomplised in the month of April and a balance amount of Rs. 22,157 is left which is being transferred to the line item no. B. 3.
ii	Lodging and Food cost		2	days	4		26000	12080	13920	0	0	0	0	26000	0	12080	Lodging and food cost per day for CECED team is built as per CECED policy.	
iii	Local Travel			days	4	3000	12000	5903	6097	0	0	0	0	12000	0	5903	Local Travel cost for CECED staff is built.	
	Total B 2 (i+ii+iii)						**70000**	**47843**	**22157**	0	0	0	0	**70000**	**0**	**47843**		
3	**Review of pilot and training on new modules (4-6th month)**																	
i	Airfare Cost	1 Trip	2	days	4	16000	0	0	0	0	0	0	32000	**0**	32000	32000		A visit for review of pilot and training of parenting module is added in the third quarter. The additional amount of Rs. 75,157 is being taken from the line item no. B-1 Rs. 53,000 and from line item no. B-2 Rs. 22,157.
ii	Lodging and Food cost				2		0	0	0	0	0	0	27000	**0**	27000	27000		
iii	Local Travel						0	0	0	0	0	0	16157	**0**	16157	16157		
	Total B 3 (i+ii+iii)						**0**	**0**	**0**	**0**	**0**	**0**	75157	0	75157	75157		
	Total B (1+2+3)						**198600**	**47843**	**279357**	**128600**	**102100**	**128600**	**177257**	**327200**	**279357**	**327200**		
C	**Administrative Cost**						**25000**	**25000**	**50000**	**25000**	**25000**	**25000**	**25000**	**75000**	**50000**	**75000**	This includes Communication cost, office expenditure, staff meetings, local travel, medical support, postage, contingency etc. as per CECED Policy.	
	Total (A+B+C)						**677470**	**321713**	**2016597**	**855720**	**938140**	**907220**	**1078457**	**2,338,310**	**2,016,597**	**2,338,310**		
D	**Overhead Charges (7%)**						**47422.90**	**22519.91**	**141161.79**	**59900.40**	**65669.80**	**63505.40**	**75491.99**	**163681.70**	**141161.79**	**163681.70**		
	Grand Total						**724892.90**	**344232.91**	**2157758.79**	**915620.40**	**1003809.80**	**970725.40**	**1153948.99**	**2501991.70**	**2157758.79**	**2501991.70**		After reallocation of budget between line items, there is no effect on the overall sanctioned budget.

CECED POLICY

Lodging and Food Rates for Tier I City*			
Sr. No	Particulars	Rates per person per day	Remarks
1	Single Occupancy	Rs. 4000/-	This is upper limit, to be booked as per
2	Double Occupancy	Rs. 5500/-	
3	Food	Rs. 1000/-	Fixed

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
Lothian Road, Kashmere Gate, Delhi - 110 006
Website : www.aud.ac.in, www.ceced.net

24/6/19 24/6/19

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

Prof. Vrinda Datta
Director

AUD/CECED/14-81/2019-20/UNICEF (WB)/873
19.3.2019

To,

Ms. Amrita Sengupta
Education Specialist
United Nations Children's Emergency Fund (UNICEF)
L& T Chambers, Fourth Floor
16, Camac Street
Kolkata-700017

Subject: Submitting the proposal for the project titled, "Technical Assistance on ECE in the state of West Bengal" with the support from UNICEF West Bengal from 1st April, 2019 to 31st December 2019.

Dear Amrita,

We really value the partnership we have developed since 2012, to strengthen ECCE in the state of West Bengal. We look forward to continue providing the technical assistance in the state of West Bengal with the support from UNICEF on Early Childhood Education this year too. A copy of proposed activities and the corresponding budget for the period of nine months starting from **1st April, 2019 till 31st December, 2019** is enclosed along with this letter. These activities have been planned based on the discussions held with you.

The technical proposal and the budget of **Rs. 25, 01,992/-** for the period of nine months starting from **1st April, 2019 till 31st December, 2019** are being submitted for your kind perusal.

We look forward to partnering with UNICEF West Bengal to strengthen the capacity of the state to provide evidence based service to young children and their families.

Sincerely,

(Vrinda Datta)

Enclosure: 1) The Project Proposal
2) The Financial Proposal 2019

Technical Assistance on Early Childhood Education to UNICEF West Bengal
1st April 2019 – 31st December, 2019

Centre for Early Childhood Education and Development (CECED) has been working with UNICEF West Bengal to provide technical assistance on Early Childhood Education (ECE) to the Integrated Child Development Services (ICDS) programme in the state of West Bengal since 2012 through several activities. This document presents the activities completed by CECED in January 2018 – March 2019 and the activities planned for April 2019 – December, 2019.

Summary of the major activities completed in 2018 in partnership with UNICEF West Bengal is as follows:

- CECED conducted two workshops on ECE to strengthen the capacity of SRG members. Workshops were conducted in collaboration with Vikramshila Education Resource Society. The state of West Bengal has a strong team of 80 SRG (State Resource Group) members. The first workshop was conducted for half the group in the month of July. The topics covered included: *Play as medium of learning, Activity based approach, Circle time activities, School readiness* and *Student assessment card.* It was followed by the second workshop in August for the other half. Both workshops lasted 4 days.

- CECED developed four training videos on the topics- *Storytelling to pre-schoolers, Conversations with children in an AWC, Use and importance of Pre-school Education Kit* and *Material development for the AWC.* The videos were developed for capacity building of state functionaries in collaboration with Vikramshila Education Resource Society. Videos were developed through a systematic process which included: development and review of scripts, translation to Bangla, shooting in selected AWCs in the state, post-production recording and editing of voice over and expert comments. Each video was supported with a hand-out developed by CECED.

- CECED developed a manual on parenting for children of the age group - birth – 6 years. The manual was developed with an objective to strengthen the parenting program of ICDS West Bengal. CECED developed the manual for both, parents with children in the age group birth to 3 as well as parents with 3 to 6 year olds, as children belonging to these age groups have different developmental needs. In a series of discussions held with UNICEF West Bengal, it was decided that the strategy for implementation of the manual will be finalised in 2019.

In a discussion held with UNICEF West Bengal, the following modifications were made in the activities for the time period January 2018 – March 2019:

- The development of a checklist to ensure smooth transition from ICDS preschool to primary grades was shifted to April 2019- December, 2019. CECED will develop a checklist that can be used by ICDS to monitor and facilitate a smooth transition of children from the Anganwadi Centre of the ICDS program to Grade I of the school education system.

- The state currently does not need an evaluation plan for Shishu Aloy from CECED. Thus, the designing of an evaluation plan was dropped in a discussion held with UNICEF West Bengal.

In a series of discussions held with UNICEF West Bengal, it was decided that CECED will provide technical assistance for Early Childhood Education to UNICEF West Bengal by engaging in the following activities for the period 1st April-31st December, 2019:

1. **Strengthening the capacity of SLMTs in West Bengal:** The state of West Bengal has a strong team of 100 SMLTs (State Level Master Trainers). SLMTs further strengthen the capacity of 320 DLMTs (District Level Master Trainers) in the state. Both, the SLMTs and DLMTs have played a significant role in establishing *Shishu Aloy* (model centres) across the state. *Shishu Aloy* are model centres established to demonstrate good ECE practices. It is thus important to strengthen and further build capacities of SLMTs and DLMTs to enable them to sustain the quality of existing model centres and launch new ones. CECED will plan and conduct two workshops for 4-5 days for the SLMTs in collaboration with other state partners. The agenda and schedule for the workshops will be decided based on discussions with UNICEF West Bengal.

   CECED will also participate in the workshop scheduled for the DLMTs in the month of July, 2019 (tentatively) as it will be a platform to discuss the implementation plan of the parenting manual.
   Timeline: June 19 – Oct 19

2. **Develop parenting calendar for birth to three children and a parenting handbook for children in three to six years**: CECED will develop a parenting calendar (birth -3 age group) and a handbook for children in the age of 3 to 6 years using the information in the parenting manual. For birth to 3year group, the calendar and activity bank will be aligned with MCP card and a component of early stimulation will be added in it. For 3-6 year group, the calendar and handbook will be aligned with curriculum. The CECED team will attend a workshop in Kolkata to discuss the framework for developing both documents with state partners during the month of April 2019.
   Timeline- April 19 – May 2019

3. **Development of a checklist for smooth transition from ICDS Program to Primary grades** CECED will develop a checklist that can be used by ICDS to monitor and facilitate a smooth transition of children from the Anganwadi Centres (preschools) of the ICDS program to Grade I of the school education system.
   Timeline: July 2019 – September 2019

4. **Technical support in revision of the curriculum for a one year preschools program**: CECED will provide technical support in the revision of the curriculum for one-year preschools (5–6 years) being established by the School Education Department, West Bengal. A representative from CECED will meet with the representatives from the Department to provide suggestions on the way forward.
   Timeline: October 2019 – November 2019

5. **Review of activity bank and development of assessment tool:** An additional activity bank is being developed in the state to supplement the existing handbook for ECE. CECED will review the additional activity bank and develop an assessment tool to monitor the progress made by 3-6 year old children at the Anganwadi centres over a period of time. The tool will be aligned to the current ICDS curriculum.
   Timeline: October 2019 – November 2019

Technical Assistance on ECE to UNICEF West Bengal
(1st April, 2019-31st December, 2019)

S.No.	Items	Unit	Number of people	Unit	Months / days/ hours	Unit Cost (INR)	Quarter 1 (Apr-June)	Quarter 2 (July-Sep)	Quarter 3(Oct-Dec)	Total (as per actuals) INR	Remarks
A	Salaries										
i	Senior Programme Manager		1	Months	2	110000	0	110000	110000	220000	Programme Management Team honoraium for the month of September and October, 2019 i.e for 2 months only.
ii	Consultant Finance & Accounts		1	Months	2	87850	0	87850	87850	175700	
iii	Senior Project Associate		1	Months	9	60000	180000	180000	180000	540000	Sr Project Aassociate will plan, supervise and lead the implementation of all the project actitivities, conducting internal meetings, undertake travel and will also take stock of finances in colloboration with UNICEF West Bengal. And will ensure timely submission of all the project deliverables. The staff will also be involved in other project related work as per the requirement of CECED.
iv	Project Associate		1	Months	9	48710-53580	155870	160740	160740	477350	Project associate will support senior project associate in implemention of all the project actitivities and will also ensure the timely completion of all deliverables. Annual increment of 10% will be due in the month of May, 2019 of the existing employee. The staff will also be involved in other project related work as per the requirement of CECED.
v	Senior Project Assistant		1	Months	9	30000-33000	93000	99000	99000	291000	Sr. Project Assistant will assist the Project Associate in the project activities. Annual increment of 10% will be due in the month of June 2019 of the existing employee. The staff will support Senior Project Associate/Project Associate in other project related work as per the requirement of CECED.
vi	Office Assistant		1	Months	6	22010	0	66030	66030	132060	The staff will be involved in day to day administrative and office related work. Only 6 months salary is built in the budget i.e from July to Dec. 2019
vii	Consultants									1,00,000	Consultant/s will support the team in capacity building programe, SLMTs training.
	Total A (i to vii)									19,36,110	
B	Project Activities										
							1. One Workshop for SLMTs in West Bengal. 2.Develop parenting calendar for birth to three children and a parenting handbook for children in three to six years.	1. Development of a checklist for smooth transition from ICDS Program to Primary grades. 2. Technical support in revision of the curriculum for a one year preschools program.	1. Review of activity bank and development of assessment tool. 2. Second Workshop for SLMTs in West Bengal.		
1	Two Workshops for SLMTs in West Bengal.										
i	Airfare Cost	2 trips	3			16000	48000	0	48000	96000	Travel cost for CECED staff and expert consultant is built.

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ii	Lodging and Food cost**		3	days	4		44600	0	44600	89200	Lodging and food cost for CECED team and expert consultant is built as per CECED policy.
iii	Local Travel		3	days	4	3000	36000	0	36000	72000	Local Travel cost for CECED staffs and expert consultant is built.
	Total B 1 (i+ii+iii)						**128600**	0	**128600**	**257200**	
2	**Workshop for parenting calendar and handbook with local partners and CECED in West Bengal**										
i	Airfare Cost	1 Trip	2			16000	32000	0	0	32000	Travel cost for CECED staff is built.
ii	Lodging and Food cost*		2	days	4		26000	0	0	26000	Lodging and food cost per day for CECED team is built as per CECED policy.
iii	Local Travel			days	4	3000	12000	0	0	12000	Local Travel cost for CECED staff is built.
	Total B 2 (i+ii+iii)						**70000**	0	0	**70000**	
	Total B (1+2)									**327200**	
C	**Administrative Cost**						**25000**	**25000**	**25000**	**75000**	**This includes Communication cost, office expenditure, staff meetings, local travel, medical support, postage, contingency etc. as per CECED Policy.**
	Total (A+B+C)									**23,38,310**	
D	**Overhead Charges (7%)**									**163682**	
	Grand Total									**2501992**	

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
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unicef | for every child

United Nations Children's Fund | UNICEF Office for West Bengal
L&T Chambers, 4th Floor, 16, Camac Street, Kolkata- 700017
Telephone: (+91) 33 40151600 | Facsimile: (+91) 33-40151601 | asengupta@unicef.org | www.unicef.in

WB/YE/805/ 141 26.04.2019

Vrinda Dutta
Director
Centre for Early Childhood Education and Development (CECED)
Ambedkar University Delhi
Lothian Road , Kashmiri Gate
New Delhi: 110006

Dear Professor, Dutt

Re: Approval of Partnership on Early Childhood Education -2019 -2020

At the outset, we would like to thank you for the partnership with Centre for Early Childhood Education and Development (CECED) for last couple of years on Early Childhood Education This partnership has made us to make a difference in the landscape of ECCE in West Bengal.

This is in continuation to our discussion and your letter vide no AUD/CECED/14-81/2019-2020/UNICEF(WB)/873 dated 19th March 2019, we are happy to approve the partnership from April 2019 to December 2019.

We look forward to continuing work with you to achieve results for children of West Bengal.

Thanking you
With best wishes

Amrita Sengupta
Education Specialist

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

PROF. VRINDA DATTA
DIRECTOR

F. No. AUD/CECED/105/2018-19/UNICEF Raj 1607
10-04-2018

To,

Ms. Sulagna Roy
Education Specialist
United Nations Children's Fund for Rajasthan
B-9 Bhawani Singh Lane, Oppo. Nehru Sahakaar Bhawan
C-Scheme, Jaipur, 302001
Rajasthan, India

Subject: Submitting a proposal for providing technical assistance in Early Childhood Education to UNICEF, Rajasthan from April, 2018 to March, 2019

Dear Sulagna,

This is with reference to the discussions that CECED had with UNICEF, Rajasthan on the subject of strengthening the Early Childhood Education in the state of Rajasthan. Based on the concurrent discussion with the UNICEF state office, CECED has developed a detailed technical and financial proposal from April, 2018 to March, 2019 to carry out the following activities in the state:

1) Reviewing the existing training module and developing a training plan and module around the development of Model AWCs for state partner
2) Strengthening the capacity of master trainers/mid-line ICDS functionaries through training and workshops for developing Model AWC
3) Mentoring support and process documentation of trainings organized by state partner for development of Model AWCs
4) Monitoring visits and process documentation of Model AWC developed in Barmer and Dungarpur
5) Revising the current workbooks, assessment cards, worker's manual and developing an exhaustive list of preschool kit.

We request you to kindly approve the proposal and budget and send us the scanned copy of the letter approving the proposal and budget.

We look forward to partnering with UNICEF Rajasthan to strengthen the capacities to serve young children and their families.

With Regards,

(Vrinda Datta)

10/4/18 10/4/18

Room No. 307, 2nd Floor, Admin Block, Lothian Road, Kashmere Gate, Delhi – 110 006
Tel: +91-011-23862320,23863740 Fax: +91-11-23864055
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TECHNICAL ASSISTANCE TO STATE OF RAJASTHAN ON ECE (2018-2019)

Background and Rationale:

First eight years are considered very crucial for setting the foundation for child's overall development. Research says that quality pre-school education plays a significant role in the development of young children before formal schooling, ensures the smooth transition from pre-primary to primary schools and has noticeable impact on learning levels in later years. India has signed the "Convention of the Rights of the Child (CRC), 1989" and "Education for All (EFA), 1990" which asserts ECCE as an essential step towards education for all. National Early childhood Education and Care (ECCE) Policy, 2013 emphasizes the importance of early years and consider it as *"a most cost effective way to break the intergenerational cycle of multiple disadvantages and remove inequity."* Therefore, ensuring the nurturing and stimulating environment for development and learning in early years becomes a necessity to allow a child to achieve her full potential.

The significance of ECCE has long been recognized by the Government of India, resulted in amendment of article 45 that articulates, *"the state shall endeavour to provide Early Childhood Education and Care to all children until they complete the age of 6 years."* National ECCE Policy, 2013 resonates with the spirit of the constitution and strives for promoting free, universal, inclusive, equitable, joyful and contextualised opportunities in early years.

The launch of National Early Childhood Care and Education Policy, 2013 was a start of a new chapter in Indian ECCE scenario as it initiated ECCE reform at the central as well state levels. The MWCD and the corresponding state departments have been in the process of restructuring the ICDS program, which treats ECCE as kernel of the program while equally strengthening the other mentioned areas of ICDS program. Center for Early Childhood Education and Development (CECED), Ambedkar University, Delhi in collaboration with UNICEF is supporting the efforts of ECE reforms in Rajasthan state since 2015.

ECE Quality Reforms in Rajasthan:

Different states in India are already working towards strengthening the pre-school education and development of state specific Early Childhood Care and Education (ECCE) curriculum aligned with the National Early Childhood Care and Education Curriculum Framework, and

ECCE Policy 2013, as a part of ECCE reform.Another pathbreaking initiative has been taken by the government of Rajasthan initiating the integration of preschool education centered with school education system. Rajasthan Elementary Education Council and Department of Women & Child Development, GoR, has issued a joint guideline to integrate AWCs to nearest Upper primary school. Principals of Upper primary schools have been assigned the responsibility of ensuring conceptual and practical integration of AWCs with schools.

In this context, CECED, Ambedkar University, Delhi in collaboration with UNICEF initiated a Feasibility Assessment to support the quality reforms in ECCE in Indian context. As a part of Feasibility Assessment in Rajasthan, the first phase of situational analysis of existing training capacities at government level was carried out in 7 administrative divisions of the state that covered the 7 Anganwadi Training Center (AWTCs) and 1 Middle Level Training Centers (MLTC). The Longitudinal Indian Early Childhood Education Impact Study (IECEI Study) had already provided sufficient evidences about the conditions of ECCE in the state. Based on evidences from situational analysis and IECEI study, CECED had prepared an action plan and had been engaged with the state in ECCE reform initiatives. Later in October 2016, ICDS department of Rajasthan has launched the pilot of Revised ECE Curriculum, ECE routine, activity books for 3-6 year age groups and handbook manual for Anganwadi workers (AWWs) in 4300 Anganwadicenters (AWCs) across all districts of Rajasthan which later has been scaled up to all the AWCs in the state.

Recently CECED has conducted a Rapid Assessment of the revised ECE program, which indicated that Anganwadiworkers seemed motivated and actively following the new routine. It was evident from the interviews of AWWs and Supervisors that the revised ECE schedule and launch of activity books made a positive impact in classrooms and also brought some changes to the perception of parents and community about the functioning of AWCs. AWW also shared that enrollment in the AWCs has increased during the period. The initial findings of the rapid assessment pointed towards a positive shift from "an idle classroom" to "an activity-based classroom". The rapid assessment also provided input about the issues and challenges emerged during the execution, which require alterations for effective implementation of the program and thus will strengthen the state's efforts of ensuring the quality ECE for all children. Below are some challenges which need to addressed for effective implementation-

- Lack of well equipped technical support to AWW on a regular basis to address their contextual challenges in ensuring activity based classrooms.

- Lack of ample training and support to AWW to facilitate age appropriate learning activities in AWCs.
- Lack of appropriate and a contextual monitoring framework to help ICDS carry out supportive supervision program to optimize the efficacy of AWCs in far flung areas of Rajasthan.
- No framework for capacity building of school education department functionaries to ensure mentoring and supportive supervisions to AWCs integrated with schools.
- Lack of well equipped technical cadre at the state level to support ICDS to implement ECE program in the state.
- No proper framework to ensure community partnership in ensuring the effective functioning of AWCs.

Proposed Activities for 2018-2019:

In continuation of the work that CECED has done in collaboration with UNICEF Rajasthan, the Center proposes to support the state initiatives and continue its contribution towards strengthening the quality of early education in Rajasthan. For this CECED proposes a Quality Enhancement Strategy/Plan that is aimed to address all the essential aspects which determine the quality of ECE.

Position Paper on ECCE of NCF 2005 strongly advocates for ensuring the quality of ECCE program and highlights 'quality' as the core factor which regulates the outcome of any program for children. Research says that quality pre-school education plays a significant role in the development of young children before they enter to formal schooling, ensures the smooth transition from pre-primary to primary schools and has noticeable impact on learning levels in later years. Ensuring quality in ECCE program requires the deliberate efforts on different aspects of early education and active involvement of all the stakeholders, which include AWWs, Supervisors, Parents, and different Government departs working with young children. While taking into account the contextual variations, these aspects are considered as **basic or essential elements of quality**[1] in India and worldwide experiences.

[1] Evans, J. 1996

The current proposal is divided into themes, which represent the different aspects of the quality ECCE program. Themes include: a) Improving Quality, b) Strengthening Capacity, c) Mentoring, monitoring and Supervision, d) Involvement of all stakeholders. The details of the activities are as follows:

1. IMPROVING QUALITY

   a. **Technical support in revising the existing ECE curriculum, AWC's schedule, activity books, worker's manual and assessment card:**

   One of the key components ensuring quality of ECCE is a developmentally, cognitively appropriate curriculum, which sensitively consider the socio-cultural context of the child. Rajasthan has already implemented the revised ECE Curriculum, ECE routine, Activity Books for 3-6 year age groups and Manual for Anganwadi workers (AWWs) in all AWCs across the state. Rapid assessment has equipped CECED with an understanding of the challenges and limitations in the field. CECED will provide timely technical support to state partner to revise the curriculum, AWC's schedule, activity books, and AWWs manual.The center will also help state partners to align the assessment cards with national guidelines. CECED will participate in state level meetings, workshops to support the ECE reform in Rajasthan.

   b. **Laying down norms/quality standards**

   Ensuring the quality requires that staff working in preschool education has the understanding about the quality standards that could be monitored to comprehend the quality of AWCs. According to the central government's decision to merge the AWCs with primary school, maximum number of AWCs in Rajasthan are now collocated with primary schools. Head Teachers are given extra responsibility of supervision of AWCs combined with their schools. It demands that head/in charge of primary schools have the understanding of the functioning of AWC and ECE component to provide required support for well functioning of merged AWCs. CECED is already working on developing the Early Childhood Education Quality Assessment Standards (ECEQAS). A simplified version of quality checklist will be developed for head teachers/school in charge to equip them in supportive monitoring AWCs. Rajasthan later with the experiences and inputs from the field, CECED will come up with the quality standards for Rajasthan.

2. STRENGTHENING CAPACITY

CECED will work with state partners for strengthening the capacity of ICDS functionaries at 3 different levels, which includes: a) Restructuring of current training module; b)Technical support and training on revised module for developing the Model/Utkrisht AWCS in Barmer and Dungarpur divisions and; c) Training and monitoring, mentoring visits during the development of Model/Utkrisht AWCs.

a. Restructuring the existing training module

NCF, 2005 highlights that staff, running an early-childhood program,are the most significant factor in determining the quality of ECE. CECED has reviewed the current training module, which mainly focuses to train the AWWs for implementing the revised schedule and activity books. The experiences from rapid assessment has provided sufficient evidences that only the knowledge of conducting the schedule and activity book is not going to sustain the ECE reform in the long run. Effective implementation of curriculum reform requires in depth understanding of ECE, its significance for early years and connection between classroom activities, learning and child development. CECED will help state partners to revise the existing training module that will prepare AWWs with the required skills and knowledge of ECE. A consultation meeting will be conducted in 2018 to share the reviews and field experiences for restructuring the existing module.The training program will be developed with an intention to support the ICDs and state partners in conceptualizing the Model/Utkrisht AWC with quality ECE. Trainings will be in two phases, which will cover 1) perspectives of ECE, curriculum and content, and 2) classroom pedagogy and assessment.

b. Technical support in capacity building of master trainers/mid-line ICDS functionaries and for developing the Model/Utkrisht AWCs

Sustainability of any program heavily depends on the skills and knowledge of the people working on the ground. CECED will help ICDS and state partners to build an understanding about the functioning and essential components of Model/Utkrisht Anganwadis which will further help to conduct the trainings for SLMTs, supervisors and workers on the same. CECED will not only orient the state partner on qualities and functioning of Model/Utkrisht Anganwadis, but also mentor and monitor the training sessions organized by state functionaries for AWTC and MLTC trainers further. It is expected that training will equip SLMTs , supervisors and workers with an understanding to relate the classroom

activities with the development of the child and thus help them to run model AWCs effectively.

3. MONITORING AND MENTORING SUPPORT

a. Mentoring support during training

CECED will be providing mentoring support during the trainings for SLMTs, CDPOs, Supervisors and AWWs to orient them to Model AWCs. The monitoring and mentoring process will also cover the process documentation, inputs from the report would be used to revise and improvise the training contents and process. Three mentoring visits are planned for 2018-19 during the trainings for supervisors and AWWs on the development of model AWCs.

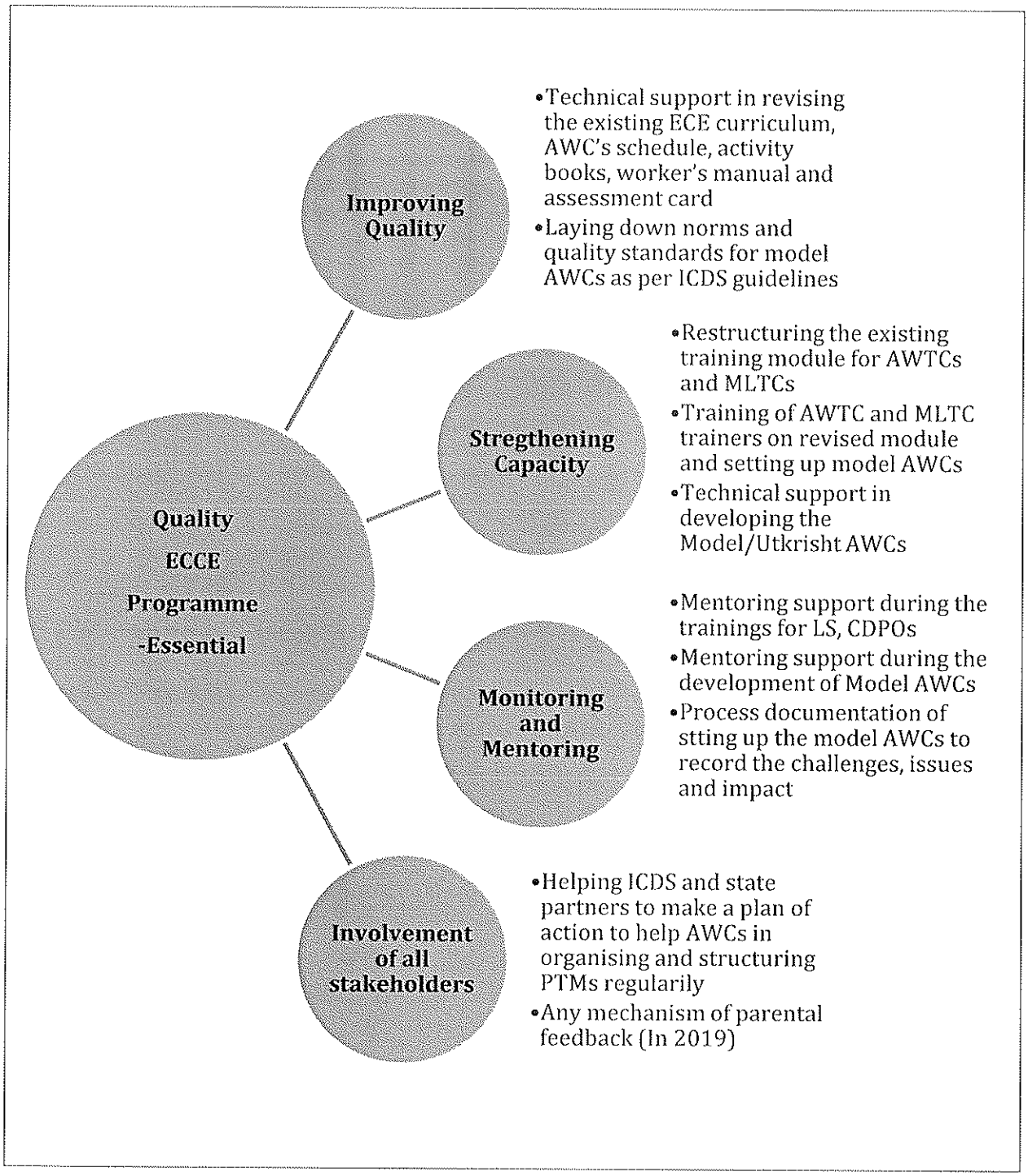
b. Mentoring support during the development of Model AWCs

Though the state partners will be engaged completely with the development of model AWCs in Barmer and Dungarpur Districts, CECED would provide the mentoring support during the entire period of the development of model AWCs. Four monitoring visits are planned in 2018 to prop up the development of model AWCs, which will include the process documentation of the process.

4. INVOLVEMENT OF ALL STAKEHOLDERS

The quality ECE program requires active participation of all the stakeholders. Parental involvement is one of the important aspects of 'school readiness'. But experiences from Rapid Assessment say that parental involvement is less in preschool centers. Though, Parent teacher meetings had been visualised and part of ECE program in Rajasthan, but it has not been organised regularly. Also, there is a need to make parents aware about their role and its significance in early learning. CECED will work with state partners to strengthen this aspect which can be addressed in revised training modules. The center would encourage state partner to evolve some mechanism for parental/community's feedback and support to neighbouring AWCs.

Proposed Activities in 2018-19_Essential Elements of Quality ECE Program



TIMELINE FOR ACTIVITIES (April 2018-March 2019)

Activities	April	May	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
• Inputs on training module for curriculum • Supporting state partner in preparing Training modules for Model AWCs • Workshop/trainings for AWTC and MLTC **(2 Visits)**												
• Supporting and mentoring state partner during the trainings on Model AWCs/Utkrisht AWCs or collocated AWCs • Process documentation of training organised • On-site support during training **(3 Visits)**												
• Monitoring and mentoring visits during development of Model AWCs • Process documentation **(2+2 Visits)**												
State level Meetings (as and when required) • To share the inputs from rapid assessment • Support for improvisation of workbooks, assessment cards and revising the ECE materials in the state • Tool development for assessing the collocated AWCs • Model AWCs												

Centre for Early Childhood Education & Development
Ambedkar University, Delhi
Lothian Road, Kashmere Gate, Delhi - 110 006
Website : www.aud.ac.in, www.ceced.net

10/4/18

FINANCIAL PROPOSAL 2018-2019

Programme Title: Technical Assitance to state of Rajasthan on ECE
Location: Rajasthan
Implementing Partner: Centre for Early Childhood Education & Development (CECED), Ambedkar University Delhi
Responsible Officer(s): Professor Vrinda Datta
Programme Period: 12 Months (1st April, 2018 to 31st March, 2019)
Programme cost:

Technical Assistance in Rajasthan							
		Proposed budget (April, 2018- March, 2019)				UNICEF contribution	
S.No.	Items	Unit	Number/Quantity	Unit Cost (INR)	Total (as per actuals) INR		Comments
A.1	Resource Fee						
i	Hon. for Director @ Rs 6000/day for 30 days over 12 months	Days	30	6000	180000	180000	
ii	Hon. for Senior Programme Manager @ Rs 4000/day for 30 days over 12 months	Days	30	4000	120000	120000	
iii	Hon. For Finance Consultant @ Rs 3500/day for 10 days over 12 months	Days	10	3500	35000	35000	
	Sub total A1 (i to iii)				**335000**	**335000**	
A.2	Human Resource Cost						
I	**Technical support of Sr. Resource person (Senior Project Associate) and related tasks**	**Unit**	**Number/Quantity**	**Unit Cost (INR)**	**Total (as per actuals) INR**		
i	Prepare and attend the workshops for laying down the norms and quality standards with guidelines for ICDS for model AWCs/Utkrisht AWCs (Includes prior planning and preparation, execution and documentation)	days	30	2490	74,700	74,700	

ii	Mentoring and monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	62	2490	154380	154380	
iii	Support and attend workshops for restructuring the training manual for AWTC and MLTC	days	30	2740	82200	82,200	
iv	Provide technical support for revising ECE materials (Workbooks, assessment cards, training manuals, pre-school kit etc.)	days	20	2740	54800	54,800	
v	Support for SIERT and ICDS for enhancing their capacity for training LS/CDPOs	days	30	2740	82200	82,200	
vi	Participate in state level meetings (Planning, preparation and participation)	days	10	2740	27400	27,400	
	Total I (i to vi)	**days**	**182**		**475,680**	**475,680**	
II	**Technical support of Resource Person-Coordination (Project Associate) and related tasks**	**Unit**	**Number/Quantity**	**Unit Cost (INR)**	**Total (as per actuals) INR**		
i	Planning and coordinating the project related activites with the support from team members	days	30	1820	54600	54600	
ii	Prepare and attend the workshops for laying down the norms and quality standards with guidelines for ICDS for model AWCs/Utkrisht AWCs and AWCs colocated with government schools (Includes prior planning and preparation, execution and documentation)	days	30	1820	54600	54600	

iii	Provides technical support and attend workshops for restructuring the training manual for AWTC and MLTC	days	30	1820	54600	54600	
iv	Provide technical support for revising ECE materials (Workbooks, assessment cards, training manuals, pre-school kit etc.)	days	30	1820	54600	54600	
v	Provide support for analysing and restructuring the existing manual and developing guidelines for ECE mentor teachers and school principals of colocated AWCs	days	23	1820	41860	41860	
vi	Resource persons contribute in process documentation to make required changes in model AWCs	days	40	1820	72800	72800	
vii	Provide mentoring and monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	100	2000	200000	200000	
viii	Support for SIERT and ICDS for enhancing their capacity	days	52	2000	104000	104000	
ix	Participate in state level review meetings for addressing bottlenecks and planning	days	30	2000	60000	60000	
	Total II (i to ix)	**days**	**365**		**697060**	**697060**	
III	**Technical support of Resource person-Assistance (Senior Project Assistant) and related tasks**	**Unit**	**Number/Quantity**	**Unit Cost (INR)**	**Total (as per actuals) INR**		

i	Prepare and attend the workshops for laying down the norms and quality standards with guidelines for ICDS for model AWCs/Utkrisht AWCs and AWCs colocated with government schools (Includes prior planning and preparation, execution and documentation)	days	50	1000	50000	50000	
ii	Support for restructuring the training manual for AWTC and MLTC	days	50	1000	50000	50000	
iii	Support for restructuring the existing manual and developing guidelines for ECE mentor teachers and school principals of colocated AWCs	days	30	1000	30000	30000	
iv	Mentoring and monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	53	1000	53000	53000	
v	Mentoring and monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	90	1100	99000	99000	
vi	Contribute in process documentation to make required changes in model AWCs(resource persons fees)	days	30	1100	33000	33000	
vii	Contribute in detailed process documentation to make required changes in model AWCs	days	15	1100	16500	16500	
viii	Support for SIERT and ICDS for enhancing their capacity	days	27	1100	29700	29700	
ix	Participate in state level meetings for review and monitoring	days	20	1100	22000	22000	

	Total III (i to ix)	days	365		383200	383200	
IV	Consultants @ 2500 per day for 90 days for setting the standards and laying out guidelines for model AWCs to reach the standards accoding to National ECCE policy	Days	90	2500	225000	225000	
	Sub total A 2(I+II+III+IV)				1,780,940	1,780,940	
	Total A (1+2)				2,115,940	2,115,940	
B	Project Activities	Unit	Number/Quantity	Unit Cost (INR)	Total (as per actuals) INR		
I	Restructuring the training manual for AWTCs and MLTCs and strengthening the capacity through training and workshops for developing Model AWC/Utkrisht AWCs/Colocated AWCs (Two visits for workshops/trainings for 10 days, including travel)	2 visits					Travel, lodging and food cost of trainees will be borne by state partners/UNICEF
i	Airfare for CECED personnels for restructuring and conducting the trainings to strengthen the capacity and on developing model AWCs (@12000 per person)	Visit	6	12000	72000	72000	Consultant will travel as and when required.
ii	Lodging and food cost for training @3800 per day per person	Days	30	3800	114000	114000	
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	Days	10	3000	30000	30000	
	Sub Total B.1				216000	216000	
II	Mentoring support and process documentation of trainings organised by SIERT, ICDS, state partners (Three visits for workshops/trainings for 15 days, including travel)	3 visits					This includes travel for monitoring and mentoring support and process documentation of trainings organised by SIERT, ICDS, state partners

i	Airfare for CECED personnels for mentoring and process documentation for three trainings organised by state partner (@12000 per person)	Visit	9	12000	108000	108000	Consultant will travel as and when required.
ii	Lodging and food cost for mentoring and process documentation for three trainings @3800 per day per person	Days	45	3800	171,000	171,000	
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	Days	15	3000	45,000	45,000	
	Sub Total B.2				**324000**	**324000**	
III	**Monitoring visits and process documentation of Model AWC developed in Barmer and Dungarpur**	**4 visits**					**This includes travel for monitoring and mentoring support while model AWCs start functioning.**
i	Airfare for CECED personnels for monitoring and process documentation for four model AWC (@12000 per person)	Visit	12	12000	144000	144000	Consultant will travel as and when required.
ii	Lodging and food cost for CECED peronnel for mentoring model AWC @3800 per day	Days	48	3800	182400	182400	
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	Days	16	3000	48000	48000	
	Sub Total B.3				**374400**	**374400**	
IV	**State level meetings for restructuring the ECE materials, review and plannings**	**3 visits**					
i	Trainfare for CECED personnels for participating in state level meetings (@3000 per person)	Visit	6	6000	36,000	36,000	
ii	Lodging and Food cost	Days	12	3800	45,600	45,600	

iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	Days	12	1000	12,000	12,000	
	Sub Total B.4				**93600**	**93600**	
	Total B(1+2+3+4)				**1008000**	**1008000**	
C	**Administrative & Secretarial cost**						**Includes Communication cost, printing and stationary, office expenditure, medical etc.**
i	Communication and medical support	Months	12	500-750	34500	34500	As per CECED Policy, Telephone allowance & medical Support is given to project staff CECED provides communication allowance @750/- per month to SPA and PA, and @500/- per month to Sr project assistant. Medical allowance @ 6000/-per annum.
ii	Administrative Expenses	Months	12	5000	60000	60000	This includes expenses for expenditure, staff meetings cost, local travel, postage, pritning, stationary, contingency etc.
	Sub Total C (i+ii)				**94500**	**94500**	
	Total (A + B+ C)				**3,218,440**	**3,218,440**	
D	**Overhead charges (10%)**				**321844**	**321844**	
E	**Grand Total**				**3,540,284**	**3,540,284**	

VP Datta

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10/4/18 8/04/18

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29 March 2019

Dr. Vrinda Dutta
Director CECED
Ambedkar University
Room No 307, 2nd floor Admin block
Lothian Road ,Kashmere Gate
Delhi –11006

Subject: Technical support for strengthening ECE in Rajasthan

Dear Dr. Dutta,

Greetings from UNICEF Jaipur field office. Please refer to your letter dated 22 March along with your proposal for strengthening early childhood education in the state of Rajasthan.

We have gone through the proposal and see that all the areas discussed with our Education team have been covered to address the gaps which exists in ICDS for ECE implementation.

We are assured that your support will ensure that the training manuals, materials as well as capacities of AWTC will be of national quality and as per ELDS (Early Learning development standards)

To this effect we approve your proposal for technical support for strengthening ECE in Rajasthan and agree to support an amount of Rs. 3,522,090 to achieve results mentioned in your proposal.

We would be releasing funds per quarter based on requests received from your office and on receipt of utilization and activity reports

We are convinced that our joint efforts will ensure quality early childhood education for children in the 62,000 anganwadi centers in the state.

With Kind regards

Yours sincerely

Isabelle Bardem
Chief UNICEF Officer for Rajasthan

FINANCIAL PROPOSAL 2019-2020		
	Programme Title:	Technical Assistance to state of Rajasthan on ECE
	Location:	Rajasthan
	Implementing Partner:	Centre for Early Childhood Education & Development (CECED), Ambedkar
	Responsible Officer(s):	Professor Vrinda Datta
	Programme Period:	9 Months (1st April, 2019 to 31st December 2019)
	Programme cost:	

Technical Assistance in Rajasthan on ECE

		Proposed budget (April, 2019- Dec, 2019)							
S.No.	**Items**	**Unit**	**Number/ Quantity**	**Unit Cost (INR)**	**Total**	**Remarks**	**1st Quarter (April-Jun'19)**	**2nd Quarter (July-Sep'19)**	**3rd Quarter (Oct-Dec'19)**
A1	**Salaries for Programme Management Team**								
i	Senior Programme Manager	Months	2	110000	220000	**Only budgeted for Nov.& Dec.2019**	0	**0**	**220000**
ii	Finance Consultant	Months	2	87850	175700		0	**0**	**175700**
	Sub total A1 (i to ii)				**395700**		**0**	**0**	**395700**
A2	**Project Human Resource Cost**								
A2.I	**Honorarium for Technical support of Sr. Resource Person**								
i	Prepare and attend workshops for implementation of quality mentoring tool for Supervisors	days	30	2000	60,000		20000	20000	20000
ii	Mentoring and monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	50	2000	100,000		30000	30000	40000
iii	Support and attend workshops for implementing the training manual for AWTC and MLTC and follow up training sessions	days	40	2000	80,000		20000	40000	20000
iv	Provide Technical Support in the follow up trainings for assessment cards, Activity Books, Checklist for ECE Mentor teachers.	days	60	2000	120,000		120000	0	0
v	Support for DIETs/SIERT and ICDS for enhancing their capacity for training Lady Supervisors/CDPOs	days	40	2000	80,000		26000	27800	26200
vi	Participate in state level meetings (Planning, preparation and participation)	days	50	2000	100,000		33000	33000	34000
	Total I (i to vi)	**days**	**270**		**540,000**	**0**	**249,000**	**150,800**	**140,200**
A2.II	**Technical support of Resource Person-Coordination**	**Unit**	**Number/ Quantity**	**Unit Cost (INR)**	**Total (as per actuals) INR**				
i	Planning and coordinating the project related activites with the support from team members on field	days	30	1500	45,000		35000	10000	

ii	Prepare and attend the workshops for laying down the norms and quality standards with guidelines for ICDS for model AWCs/Utkrisht AWCs and AWCs colocated with government schools (Includes prior planning and preparation, execution and documentation)	days	30	1500	45,000		15000	15000	15000
iii	Provides technical support during trainings for AWTC and MLTC	days	30	1500	45,000		10000	10000	25000
iv	Provide support for analysing and restructuring the existing manual and developing guidelines for ECE mentor teachers and school principals of colocated AWCs	days	23	1500	34,500		12250	10000	12250
v	Resource persons contribute in process documentation to make required changes in model AWCs development	days	30	1500	45,000		15000	15000	15000
vi	Provide mentoring and monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	40	1500	60,000		20000	20000	20000
vii	Support for DIET and ICDS for enhancing their capacity with respect to Anganwadi School Intergration	days	20	1500	30,000		10000	10000	10000
viii	Support in pilot testing of the checklist for ECE Mentors	days	30	1500	45,000		15000	15000	15000
viii	Participate in CECED review meetings for addressing bottlenecks and planning	days	30	1500	45,000		15000	15000	15000
	Total II (i to ix)	**days**	**263**	**1500**	**394500**	**0**	**147250**	**120000**	**127250**
A2.III	**Technical support of Resource person-**	**Unit**	**Number/ Quantity**	**Unit Cost (INR)**	**Total (as per actuals) INR**				
i	Prepare and attend ECE activity workshops for ICDS for model AWCs/Utkrisht AWCs and AWCs colocated with government schools (Includes prior planning and preparation, execution and documentation)	days	30	0	0		10000	10000	10000
ii	Support for implementing the training for Master Trainers on Model AWCs	days	30	0	0		10000	10000	10000
iii	Support for developing quality monitoring tool/ checklist for ECE mentor teachers and school principals of colocated AWCs	days	30	0	0		10000	10000	10000
iv	Continuous monitoring support to Model anganwadi centers (Includes prior planning and preparation, execution and documentation)	days	30	0	0		10000	10000	10000
v	Planning and Preparation of Mentoring and coaching on site to Model AWCs	days	60	0	0		20000	23000	23000
vi	Contribute in process documentation to make required changes in model AWCs(resource persons fees)	days	30	0	0		11500	10000	11500
vii	Contribute in detailed process documentation to make required changes in model AWCs	days	15	0	0		8500	8000	

viii	Support for SIERT and ICDS for enhancing their capacity	days	25	0	0		7500	20000	
ix	Participate in state level meetings for review and monitoring	days	20	0	0		3000	19000	
	Total III (i to ix)	**days**	**270**		**0**		**90500**	**120000**	**74500**
A2.IV	**Consultants @ 4000 per day for 30 days for providing support in the Training modules for Quality mentoring tool training to ICDS and mid level beneficiaries on Model AWCs development.**	**Days**	**30**	**4000**	**120000**		**40000**	**40000**	**40000**
	Sub total A 2(I+II+III+IV)				**1,054,500**		**526,750**	**430,800**	**381,950**
	TOTAL (A)				**1,450,200**		**526,750**	**430,800**	**777,650**
B	**Project Activities**	**Unit**	**Number/ Quantity**	**Unit Cost (INR)**	**Total (as per actuals) INR**				
B1	**Training the AWTCs and MLTCs on developing Model AWC/Utkrisht AWCs/Colocated AWCs (Two visits for workshops/trainings for 10 days, including travel)**		Travel, lodging and food cost of trainees will be borne by state partners/UNICEF						
i	Trainfare for CECED personnels for restructuring and conducting the trainings to strengthen the capacity and on developing model AWCs (@2400 per person)	6 Visit for 2 ppl	6	2400	28800	Consultant will travel as and when required.	28800		
ii	Lodging and food cost for training @4600 per day per person	10 Days for 2 ppl	10	4600	92000		92000		
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	10 Days for 2 ppl	10	1000	10000		10000		
	Sub-total (B1)				**130800**		**130800**		
B2	**Continuous Quality monitoring support and process documentation of trainings organised by SIERT, ICDS, state partners (Three visits for workshops/trainings for 15 days, including travel)**		This includes travel for monitoring and mentoring support and process documentation of trainings organised by SIERT, ICDS, state partners						
i	Trainfare for CECED personnels for mentoring and process documentation for three trainings organised by state partner (@2400 per person)	9 Visit for 2ppl	9	2400	43200	Consultant will travel as and when required.		43200	
ii	Lodging and food cost for mentoring and process documentation for three trainings @4600 per day per person	15 Days for 2 ppl	15	4600	1,242,000			1242000	
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	15 Days for 2 ppl	15	1000	15,000			15000	
	Sub-total (B2)				**1300200**			**1,300,200**	
B3	**Monitoring visits and process documentation of Model AWC developed in Barmer and Dungarpur**		This includes travel for monitoring and mentoring support while model AWCs start functioning.						

i	Trainfare for CECED personnels for monitoring and process documentation for four model AWC (@2400 per person)	12 Visit for 2 ppl	12	2400	57600	Consultant will travel as and when required.		43,200	43,200
ii	Lodging and food cost for CECED peronnel for mentoring model AWC @4600 per day per person	12 Days for 2 ppl	12	4600	110400			82,800	82,800
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	12 Days for 2 ppl	12	1000	12000			6,000	6,000
	Sub-total (B3)				**180000**			**132,000**	**132,000**
B4	**State level meetings for implementing the ECE materials' follow up sessions, review and strategy plannings**								
i	Trainfare for CECED personnels for participating in state level meetings (@2400 per person)	6 Visit	6	2400	14,400		4,800	4,800	4,800
ii	Lodging and Food cost	6 Days for 1 person	6	3800	22,800		7,600	7,600	7,600
iii	Local travel (Airport /railway transfer and field visits) for CECED personnel for training	Days	6	1000	6,000		2,000	2,000	2,000
	Sub-total (B4)				**43,200**		**14,400**	**14,400**	**14,400**
	TOTAL (B)				**1,654,200**		**145,200**	**1,446,600**	**146,400**
C	**Administrative & Secretarial cost**								
i	Communication and medical support	Months	9		21000	As per CECED Policy, Telephone allowance & medical Support is given to project staff CECED provides communication allowance @750/- per month to SPA and PAS, and @500/- per month to Sr project assistant. Medical allowance @ 6000/-per annum - see attached	6,000	6,000	9,000
ii	Administrative Expenses	Months	9	8500	76500	This includes expenses for expenditure, staff meetings cost, local travel, postage, printing, stationary, contingency etc.	25,500	25,500	25,500
	TOTAL (C)				**97500**	**0**	**31,500**	**31500**	**34500**
	Total (A + B+ C)				**3,201,900**	**0**	**703,450**	**1,908,900**	**958,550**
D	**Overhead charges (10%)**				**320190**	**0**	**70345**	**190890**	**95855**
	Grand Total				**3,522,090**	**0**	**773,795**	**2,099,790**	**1,054,405**

$ 49,440

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10 April 2018

Dr. Vrinda Dutta
Director CECED
Ambedkar University
Room No 307, 2nd floor Admin block
Lothian Road ,Kashmere Gate
Delhi –11006

Subject: Technical support for strengthening ECE in Rajasthan

Dear Dr. Dutta,

Greetings from UNICEF Jaipur field office. Please refer to your letter dated 10 April along with your proposal for strengthening early childhood education in the state of Rajasthan.

We have gone through the proposal and see that all the areas discussed with our Education team have been covered to address the gaps which exists in ICDS for ECE implementation.

We are assured that your support will ensure that the training manuals, materials as well as capacities of AWTC will be of national quality and as per LDS (Learning development standards)

To this effect we approve your proposal for technical support for strengthening ECE in Rajasthan and agree to support an amount of Rs. 3,540,284.00 to achieve the following results

1. A robust training manual developed for model anganwadi training centers and revision of manual for AWTC on ECE
2. Standards of model ECE within anganwadi centers developed with guidelines
3. Revising the existing workbooks, assessment cards schedule and PSE kit specifications
4. An understanding of bottlenecks in the implementation of ECE with special reference to AWC collocated within school complex. with recommendations for ICDS

We would be releasing funds per quarter based on requests received from your office and on receipt of utilization and activity reports

We are convinced that our joint efforts will ensure quality early childhood education for children in the 62,000 anganwadi centers in the state.

With Kind regards

Yours sincerely

Anil Agarwal
Officer-in –charge

unite for children

unicef

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

DR. SUNITA SINGH(OFFG.)
DIRECTOR

F.No .AUD/CECED/2019-20/14-87/UNICEF-Bihar/943
Date: 13-06-2019

To,

Ms. Pramila Manoharan
UNICEF Office for Bihar
8. Patliputra Colony
Patna
Bihar-800 013

Sub: Request for Re-appropriation of Budget for providing the Technical Assistance in the state of Bihar with the support from UNICEF on Early Childhood Education from 1st January 2019 to 31st December 2019.

Dear Ms. Pramila,

I am writing to you with reference to the project titled, "**Technical Assistance on Early Childhood Education to the state of Bihar**" supported by UNICEF Bihar and being implemented by CECED, AUD. The budget proposal of Rs. 36, 71,228 was submitted on 4th December 2018 and was approved by the UNICEF Bihar.

There is a need to re-appropriate the budget of the year 2019 based on the requirement of the project and addition of pilot training of training module for CDPOs and refresher training. The proposed changes with justification are given below:

As you are aware that CECED has been recently requested to submit the documents to be used at field level in Hindi language only with addition of training and refresher training, following changes are required:

1. It is essential for us to hire one more project staff to ensure completion of project activities in a timely manner. Hence, one project staff at the position of Senior Project Assistant needs to be hired against one of the consultant (Translator) from 1st July 2019 to 31st December 2019. The Senior Project assistant will be paid **Rs 33000 per month** as consolidated salary. The additional amount of **Rs 1, 98,000 is to be transferred from line item no. A. iii (Rs. 51,500) and from line item no. B (Rs. 1, 46,500).**

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2. As suggested by UNICEF Bihar, the Consultant/s head A. iii is divided into two line items i.e. line item no. **A iii-Consultant-Training and documents** and **line item no. A.iv Consultant-Translation**. Now, line item no. A-iv Consultant-translator will be discontinued from July 2019 to December 2019. Hence, under the **Budget head A. iii- Consultant-Training and documents,** the amount allocated for the consultant/s has been reduced by **Rs. 51,500** and **shifted to item no. A. ii**.
3. Amount of Rs. 29000 is to be shifted from line item no. A. iii to line item no. A. iv in order to make payment for translator for the work done till 30th June 2019.
4. With addition of 6-day training of CDPOs on revised training module for ECCE and refresher training, we have revised and clubbed the number of visits for project activities. Hence, the cost for project activities under the **Budget head B** has been decreased by **Rs. 2, 73,402 out of which Rs. 1, 46,500 is being transferred to the line item no. A- ii** and **Rs. 24, 593 is being transferred to the line item no. C** respectively.

The re-appropriated budget, in accordance with the requirement, is enclosed for your kind perusal. Approval is sought for the re-appropriated budget from 1st June 2019 to 31st December, 2019. It is being informed here that the re-appropriated budget has not exceed the total sanction budget, however, there is an overall decrease of Rs 1, 12, 540 in the budget.

We look forward to an early response from your end which would enable us to plan and execute the programme activities in a timely manner.

With regards,

Sunit Singh

(Sunita Singh)

13/6/19 13/6/19

Encl: 1. Copy of Re-appropriated Budget

Technical Assistance on ECE to the state of Bihar (1st Jan 2019-31st December 2019)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
S.No.	Items	Unit	Months/Days	Unit Cost (INR)	Quarter 1 (Jan-Mar)	Exp. Quarter 1 (Jan-Mar)	Quarter 2 (April- June)	Expected expenditure Quarter 2 (April-June)	Balance [15-(7+9)]	Quarter 3 (July-Sept.)	Revised Quarter 3 (July-Sept.)	Quarter 4 (October-December)	Revised Quarter 4 (October-December)	Total in INR	Proposed Budget for quarter 3 and 4 (12+14)	Revised Total in INR	Remarks	Remarks for re-appropriation
A	Human Resource Cost		Month															
i	Sr. Project Associate	1	12	60,000-66000	180,000	180,000	180,000	180,000	384,000	186,000	186,000	198,000	198,000	744,000	384,000	744,000	Sr Project associate will plan and lead the implementation of all the project actitivities and will also take stock of finances in colloboration with UNICEF Bihar. And will ensure timely submission of all the project deliverables. The Human resource cost is calculated with 10% increment from September 2019 as per the CECED policy. Jan-Aug@60,000/ Month, thereafter @66,000/Month.	
ii	Senior Project Assistant	2	12	33000	99000	99000	99000	99000	198,000	99000	198000	99000	198000	396,000	396,000	594,000	Sr. Project Assistant will assist the Senior Project Associate in the project activities. The Human resource cost is calculated with 10% increment from January 2019 as per the CECED policy.	One more Sr. Project Assistant will be hired from (3rd Quarter) i.e July to Dec. 2019 against Consultant (line item no. A.iii a will be discontinued) due to additional activities introduced in this year and creation of documents in Hindi directly.The additional amount of Rs. 1,98,000 (i.e. @33,000 per month) is to be transferred from line item no. A-iii Rs. 51,500 and from line item no. B Rs. 1,46,500
iii	Consultant-Training and documents	1	11	2500	112500	0	112500	16000	434,000	112500	241000	112500	112500	450,000	353,500	369,500	Amount calculated according to the number of days. The two consultants will be engaged for sharing specific assignments. One consultant will be hired to share developement of guidelines and pilot of training module @Rs 2500 per day for 15 days in a month from January, 2019 to December, 2019. The other consultant will be hired for translation only @Rs 500 per page.	The translator will now be hired till June, 2019 only and rest of the documents will be created in Hindi directly. A senior consultant may be hired @Rs 4000 per day for 4 days in a month for training purpose in the month of July -Sept. 2019. There is a balance of Rs. 51,500 from the sanctioned amount which is being transfered to the line item no. A.iii.

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iv	Consultant-Translator	1	11	500	35000	0	35000	154000	-4,000	40000	25000	40000	0	150,000	25,000	179,000		The payment of Rs. 1,54,000 has been made against the translation of documents created in 2018 and 1st quarter of 2019. Approx. Rs. 25,000 needs to be paid to the translator for the work done in 2nd Quarter but the payment will be released in 3rd quarter. There is a balance of Rs.29,000 from the sanctioned amount which is being transfered to the line item no. A.iii. This consultant will not be continued from 3rd quarter. In this person's place Sr.Project Assistant is being engaged from July to Dec. 2019 as mentioned in line item no.A.ii. So, the unit for consultant -translator will become 0 from 3rd quarter.
	Total A (i+ii+iii)				**426,500**	**279,000**	**426,500**	**449,000**	**1,012,000**	**437,500**	**650,000**	**449,500**	**508,500**	**1,740,000**	**1,158,500**	**1,886,500**		
	Activities																	
B	**Project Activities**		**Visits/ Days**		1. Conduct pilot of "training module on ECCE curriculum training of AWWs" for CDPOs. 2. Translation of documents developed by CECED from English to Hindi. 3. Guideline for developing and maintaining portfolio for children attending Anganwadi centres. 4. Monitoring tool for supervisors to monitor the implementation of the ECE Curriculum. 5. Process documentation.	1. Guideline for developing and maintaining portfolio for children attending Anganwadi centres. 2. Monitoring tool for supervisors to monitor the implementation of the ECE Curriculum. 3. Translation of documents developed by CECED from English to Hindi. 4. Guideline for supervisors to provide onsite support and mentoring on the ECE curriculum transactions. 5. Conduct pilot of training module on ECCE curriculum training of AWWs in Sheikhpura. 6. Process documentation.		1. Guideline for parents on early stimulation to be used during home visits by the AWWs. 2. Translation of documents developed by CECED from English to Hindi. 3. Conduct Pilot of training module on ECCE curriculum training of AWWs. 4. Review the existing guideline on ECCE and suggest measures of involving VHSNC/ALMSC in implementation and monitoring of ECCE. 5. Process documentation.	1. Guideline for parents on early stimulation to be used during home visits by the AWWs. 2. Review the existing guideline on ECCE and suggest measures of involving VHSNC/ALMSC in implementation and monitoring of ECCE. 3. Process documentation.					
1	**Coordination Meetings**																	
i	Airfare Cost	4	5	16000	128000	0	0	32000	288,000	0	112000	192000	112000	320000	224,000	256,000	Local travel cost for project team.	The monthly/ quartely meetings with core committee has been added. The Airfare has been reduced as the visits will be clubbed. However, the no.of days of stay has been increased so the cost under accomodation has been increased . In total there is a slight increase of Rs.4000 from the original sanction
ii	Lodging and Food cost'	4	15	4600	66880	0	0	10200	157,000	0	133400	100320	96600	167200	230,000	240,200	Lodging and food cost for CECED team member and Food cost for Faculty team member is built as per CECED policy.	
iii	Local Travel				20000	0	0	2500	47,500	0	30000	30000	16000	50000	46,000	45000	Local travel cost for project team.	
	Total B 1 (i+ii+iii)				**214880**	**0**	**0**	**44700**	**492,500**	**0**	**275400**	**322320**	**224600**	**537200**	**500,000**	**541,200**		
2	**Piloting the training module on ECCE curriculum training of AWWS.**																	
i	Airfare Cost	4	6	16000	64000	75,447	192000	48000	260,553	128000	80000	0	0	384000	80,000	203,447	Local travel cost for project team.	An Additional activity has been added in piloting

Sumit Jain

ii	Lodging and Food cost*	1	24	4600	66880	111000	200640	69000	221280	133760	184,000	0	0	401280	184,000	364,000	Lodging and food cost for CECED team member and Food cost for Faculty team member is built as per CECED policy.	the training module with CDPOs but the visits have been clubbed resulting in reduction in the total cost. In total there is decrease of Rs. 2,80,902 from the original sanction.
iii	Local Travel				20000	6931	60000	20000	113,069	60000	50000	0	0	140000	50,000	76931	Local travel cost for project team.	
	Total B 2 (i+ii+iii)				150880	193,378	452640	137000	594,902	321760	314000	0	0	925280	314,000	644,378		
	Total B (1+2)				365760	193,378	452640	181700	1,087,402	321760	589400	322320	224600	1462480	814,000	1,189,078		**There is an overall balance of Rs. 2,73,402 under this B head, out of which Rs.1,46,500 is being transferred to the line item no. A.iii**
C	Administrative Cost				35000	19593	35000	40000	75407	35000	60000	30000	40000	135000	100000	159593	The cost includes communication, printing, photocopy, stationery, other office cost etc. As per CECED Policy, mobile allowance & medical support is given to the team members. It also includes training resource materials required in 1st, 2nd and 3rd quarter.	
	Total (A+B+C)				827,260	491,971	914,140	670,700	2,174,809	794,260	1,299,400	801,820	773,100	3,337,480	2,072,500	3,235,171		
D	Overhead Charges (10%)				82726	49197.1	91414	67070	217480.9	79426	129940	80182	77310	333748	207250	323517.1	**As per University's norm**	**As per University's norm**
	Grand Total				909986	541168	1005554	737770	2392290	873686	1429340	882002	850410	3671228	2279750	3558688		After total re-appropriation in the line items, there is an overall reduction of Rs 1,12,540 from the sanctioned amount.

CECED POLICY			
Lodging and Food Rates for Tier II City*			
Sr. No	Particulars	Rates in Rs	Remarks
1	Single Occupancy	3800	maximum upto this amount
2	Double Occupancy	4500	
3	Food	800	Fixed
* As per CECED policy w.e.f. April 1st 2019			

June 13, 2019.

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
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13/6/19 13/6/19

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

DR. MONIMALIKA DAY
DIRECTOR (OFFG.)

F.No .AUD/CECED/2018-19/14-87/UNICEF-Bihar /701
Date 07-09-2018

To,

Ms. Pramila Manoharan
UNICEF Office for Bihar
8. Patliputra Colony
Patna
Bihar- 800 013

Sub: Request for Re-appropriation of Budget for providing the technical assistance in the state of Bihar with the support from UNICEF on Early Childhood Education from 1st April 2018 to 31st December 2018.

Dear Pramila,

I am writing to you with reference to the project titled, "**Technical Assistance on Early Childhood Education to the state of Bihar**" supported by UNICEF and being implemented by CECED, AUD. The budget proposal of Rs.2224090 was submitted in April, 2018 and was approved by the UNICEF Bihar.

There is a need to re-appropriate the budget of the year 2018 based on the requirement of the project and decision taken on Resource fee. The proposed change with justification is given below:

As you are aware CECED has recently appointed Senior Project Associate and the respective person joined on 20th August, 2018. The position of Project Associate is vacant as we could not find any suitable person. As a result, it is essential for us to appoint two consultants to ensure completion of project activities in a timely manner. To complete three activities i.e. **guideline for the transaction of the curriculum, guideline on creation and maintenance of toy bank and guideline for developing and maintaining portfolio for children attending Anganwadi centres**, consultants are required to be engaged for a period of 80 days and 60days each (approximately). As of now the budget under the head Consultant has been exhausted. Hence, under the **Budget head, B. iv- Consultant** the amount allocated for the consultant has been increased by **Rs.3,50,000** while **Budget head, B. i and ii** has been decreased by **Rs.2,15,000** and **Rs.1,35,000** respectively.

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As the team is new, we have increased the number of people travelling for project activities from 4 to 5. Hence, the cost for project activities under the **Budget head C** has been increased by **Rs.90000 which is taken from the budget head B. ii.** The total amount of all items under **Budget head B** and **head C** are mutually balanced and hence it is same as sanctioned.

The head of Resource fee has also been reduced to Rs.95,500 from Rs.2,85,000. The cost budgeted under this head will not be claimed as per the decision taken by UNICEF India, Delhi Office on the Resource Fee.

The re-appropriated budget, in accordance with the requirement, is enclosed for your kind perusal. Approval is sought for the re-appropriated budget from August 2018 to December, 2018. There is an overall decrease of Rs2,08,450 in the budget.

We look forward to an early response which would enable us to plan and execute the programme activities in a timely manner.

With regards,

Monimalika Day

(Monimalika Day)

12/9/18 13/9

Encl: 1. Copy of Re-appropriated Budget

Technical Assistance on ECE to the state of Bihar (1st April 2018-31st December 2018)

S.No.	Items	Unit	Months/ days	Unit Cost (INR)	Q1 (April-June)	Revised Q1 (Expenditure Reported (April-June)	Q2 (July-Sept)	Revised Q2 (July-Sept)	Q3 (Oct-Dec.)	Revised Q3 (Oct-Dec.)	Total in INR	Revised Total (INR)	Remarks
A	**CECED Resource Fees**		**Days**										
i	Faculty Mentor	1	30	4000	40,000	0	40,000	0	40,000	0	120,000	0	The cost budgeted under this head will not be claimed as per the decision taken by UNICEF India, Delhi Office on the Resource Fee.
ii	Sr. Programme Manager	1	20	4000	28,000	28,000	28,000	0	24,000	0	80,000	28,000	The cost budgeted under this head will not be claimed from July 2018 onwards as per the decision taken by UNICEF India, Delhi Office on the Resource Fee.
iii	Finance Consultant	1	10	2500	7,500	7,500	7,500	0	10,000	0	25,000	7,500	The cost budgeted under this head will not be claimed from July 2018 onwards as per the decision taken by UNICEF India, Delhi Office on the Resource Fee.
iv	Senior Project Assistant	1	60	1000	60,000	60,000	0	0	0	0	60,000	60,000	
	Sub total A (i to iv)				**135,500**	**95,500**	**75,500**	**0**	**74,000**	**0**	285,000	**95,500**	
B	**Human Resource cost**		**Month**										
i	Sr. Project Associate	1	8	60000.00	120000.00	0.00	180000.00	85000.00	180000.00	180000.00	480000.00	265000.00	Sr Project associate will plan and lead the implementation of all the project actitivities and will also take stock of finances in colloboration with UNICEF Bihar. And will ensure timely submission of all the project deliverables. In the first quarter, the salary for 2 months was taken into account but now it has been shifted to B. iv
ii	Project Associate	1	8	45000.00	90000.00	90000.00	135000.00	45000.00	135000.00	0.00	360000.00	135000.00	Project associate will coordinate and implement all the project actitivities and will ensure the timely completion of all the project deliverables. In the first quarter, the salary for 2 months is taken into account.
iii	Senior Project Assistant	1	8	30000.00	60000.00	60000.00	90000.00	90000.00	90000.00	90000.00	240000.00	240000.00	Sr. Project Assistant will assist the Project Associate in the project activities.
iv	Consultant/s	1	215	2500.00	187500.00	187500.00	0.00	50000.00	0.00	300000.00	187500.00	537500.00	Amount calculated according to the number of days. The consultants will be engaged for specific assignments.
	Total B (i+ii+iii+iv)				**457,500**	**337,500**	**405,000**	**270,000**	**405,000**	**570,000**	1,267,500	**1,177,500**	

Monimalika Dey

Director
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	Activities				1.NGO mapping. 2.Report compilation and submission- AWTC situational analysis 3.Guideline for the transaction of the curriculum 4. Process doccumentation		1. Guideline on maintenance of Pre School Education kit 2. Guideline on creation and maintenance of toy bank 3.Guideline on the transaction of the curriculum 4. Process doccumentation		1.Guideline for developing and maintaining portfolio for children attending anganwadi centres. 2.Guideline for supervisors to provide onsite support and mentoring on the ECE curriculum transactions. 3.monitoring tool for supervisors to monitor the implementation of the ECE Curriculum. 4. Process doccumentation				The staff will be involved throughout in content generation as per the quarter wise plan. The activities requred majorly desk work.
C	**Project Activities (NGO Mapping and Meetings)**		**Visits/ Days**										
i	Airfare Cost	4	3	16000	64000	64000	64000	0	64000	160000	192000	224000	Estimted travel cost for CECED staff. The Q2 visit has been shifted to Q3 and 1 member has been added for visits in Q3.
ii	Lodging and Food cost*	4	12	3800	60800	60800	60800	0	60800	152000	182400	212800	Estimted Lodging and food cost for CECED team member and Food cost for Faculty team member is built as per CECED policy. The Q2 visit has been shifted to Q3 and 1 member has been added for visits in Q3.
iii	Local Travel				10000	10000	10000	0	10000	47600	30000	57600	Local travel cost for project team.The Q2 visit has been shifted to Q3 and hence the cost has been increased to Rs.47600.
	Total C (i+ii+iii)				134800	134800	134800	0	134800	359600	404400	494400	
D	**Administrative Cost**				15000	15000	25000	25000	25000	25000	65000	65000	**The cost includes communication, printing, photocopy, stationery, other office cost etc. As per CECED Policy, mobile allowance & medical support is given to the team members**
	Total (A+B+C+D)				742,800	582,800	640,300	295,000	638,800	954,600	2,021,900	1,832,400	
E	**Overhead Charges (10%)**				74280	58280	64030	29500	63880	95460	202190	183240	**As per University's norm**
	Grand Total				817080	641080	704330	324500	702680	1050060	2224090	2015640	

CECED POLICY

Lodging and Food Rates for Tier II City*			
Sr. No	Particulars	Rates	Remarks
1	Single Occupancy	3000	maximum upto this amount
2	Double Occupancy	4500	
3	Food	800	Fixed

Monimalika Dey.

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
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Website : www.aud.ac.in, www.ceced.net

13/9/18

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

PROF. VRINDA DATTA
DIRECTOR

F. No. AUD /CECED /14-81/2018-19/ UNICEF Bihar/603
Date: 23rd March, 2018

To,
Ms. Pramila Manoharan
Education Specialist, UNICEF
8. Patliputra Colony
Patna -800 013, Bihar – India

Subject: Submitting the proposal for the project titled, "Technical Assistance on ECE in the state of Bihar" with the support from UNICEF Bihar from 1st April 2018 to 31st December 2019.

Dear Ms Manoharan,

We really value the partnership we have developed since 2017, to strengthen ECE in the state of Bihar. We look forward to continue providing the technical assistance in the state of Bihar with the support from UNICEF on Early Childhood Education this year too. A copy of proposed activities and the corresponding budget for the period starting from **1st April 2018 till 31st December 2019** is enclosed along with this letter. These activities have been planned based on the discussions held with you.

The technical and financial proposal is being submitted for your kind perusal. Budget for the period 1st April to 31st Dec. 2018 is **Rs. 22, 24, 090**and for 1st Jan. to 31st Dec. 2019 is **Rs. 31, 75,150.**

We look forward to partnering with UNICEF Bihar to strengthen the capacity of the state to provide evidence based service to young children and their families.

Sincerely,

(Vrinda Datta)

Enclosure: 1) Technical Proposal
2) Financial Proposal April 2018-Dec.2019

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Technical Assistance on ECE to UNICEF Bihar
1st April 2018 – 31st December 2019

Centre for Early Childhood Education and Development (CECED) has worked with UNICEF Bihar to provide technical assistance on Early Childhood Education (ECE) to the Integrated Child Development Scheme (ICDS) programme in the state of Bihar in the year 2017 through several activities comprising of desk review of ECE curriculum, assessment of training on ECE curriculum, assessment of the field pilot of the ECE curriculum and situational analysis of nine AWTCs.

Summary of major activities completed in 2017 in partnership with UNICEF Bihar are as following:

- CECED conducted an assessment of the field pilot of the state ECE curriculum implemented by Pratham at 121 anganwadi centres in Sherghati Block of Gaya district, Bihar. The assessment was conducted with an objective to assess the strengths and challenges of the pilot phase of implementation of the ECE Curriculum and to provide recommendations for the scaling up the programme at the state level.

- CECED conducted desk review of the curriculum using the method of content analysis. The desk review was conducted with an objective to identify the strengths and limitations of the curriculum and provide recommendations for further strengthening of the curriculum.

- CECED conducted an assessment of the training on ECE curriculum provided at the district and project levels with an objective to identify the strengths and weaknesses of the training and provide recommendations for the improvement of the training programme.

- CECED conducted *situational analysis* of nine AWTCs in Bihar with the aim to examine their infrastructure, training method, processes and capacity of trainers with regards to ECE so as to understand the strengths, gaps, opportunities and needs of these training institutions.

In a discussion with UNICEF and ICDS Bihar, it was decided that CECED will provide technical assistance to UNICEF Bihar on following activities, in the ***year 2018****:*

1. **Report Compilation and submission:** CECED will compile and submit the following reports- assessment of training on ECE curriculum, assessment of field pilot in Sherghati, Gaya, desk review of the curriculum and situational analysis of AWTCs. The data collection on these components was completed by December, 2017. Data entry, compilation, analysis and report will be completed in 2018.

Timeline- January- April , 2018

2. **NGO mapping:** A consultation with the local resource agencies will be organized by UNICEF in collaboration with the CECED to discuss their areas of strength in the field of ECCE. The consultation will be followed by development of strategy for involving the resource agencies in strengthening ECCE in Bihar.
   Timeline- April- June , 2018

3. **Guideline for the transaction of the curriculum:** Desk review and field- pilot review of the curriculum suggested the need for development of a guideline for the transaction of the curriculum by the facilitator (anganwadi worker, helper, volunteer). The curriculum review conducted in 2017 will guide the development of the guideline for transaction of the curriculum. CECED will develop the guidelines in collaboration with CLR.
   Timeline- May- September , 2018

4. **Guideline on maintenance of Pre School Education kit:** CECED will develop the guideline for maintenance of learning and play materials procured from the market or distributed to all Anganwadi centres in 2017 with the curriculum. It will also develop the guideline for maintenance of materials which can be prepared by anganwadi workers on their own or during training and the materials which are available locally. The guideline for maintenance will be developed in alignment with the 'PSE kit' recommended by the Ministry of Women and Child Development in 2017.
   Timeline- July- September , 2018

5. **Guideline on creation and maintenance of toy bank:** Play is the right of every child and educational toys help in development of important skills in children catering to various domains of child development. Creation and maintenance of toy bank will facilitate the availability of educational toys at every anganwadi centre. This can be possible with the help of NGOs, corporate, individual supporters and parents of children ICDS works with. CECED will develop a guideline on creation and maintenance of anganwadi centre based toy bank. An attempt will be made to design a strategy for involving stakeholders mentioned above in making contributions to the toy bank.
   Timeline- July- September, 2018

6. **Develop simplified training module on ECCE for job training of AWWs**: CECED in consultation with CLR will develop a simplified training module on ECCE for job training of AWWs, within the guidelines provided by NIPCCD. The training module will also be enriched by the suggestions from the study on situational analysis of AWTC in Bihar. The training module for the training of anganwadi workers printed by the Ministry of Women and Child Development will also be referred for developing a contextualised training module. The training module spread over 6 days will also be in alignment of the ECE curriculum.
   Timeline- October- December , 2018

7. **Guideline for developing and maintaining portfolio for children attending anganwadi centres**: Children's portfolio will help in tracking each child's learning and quarterly progress. It will also lead to sharing of children's learning experiences and assessment with the parents, ECCE practioners and experts. CECED will design a guideline for development and maintenance of portfolio for children attending anganwadi centres.
   Timeline- October- December , 2018

8. **a. Guideline for supervisors to provide onsite support and mentoring on the ECE curriculum transactions:** Curriculum field pilot and observation of training of the district and project level training of the curriculum suggested the need for capacity building of the supervisors to provide onsite support and mentoring to the anganwadi worker, helper or volunteers in ECE curriculum transaction. Perspective Plan for effective provisioning of ECCE in Bihar also supports the capacity building of supervisors so they may in turn provide 'right supportive environment and learning atmosphere' at anganwadi centres. In this context, CECED will prepare a guideline for the supervisors to provide onsite support and mentoring on the ECE curriculum Transaction in collaboration with CLR.
   Timeline- October- December, 2018

b. Monitoring tool for supervisors to monitor the implementation of the ECE Curriculum: Monitoring for the purpose of improvement in Curriculum transaction requires a tool with indicators to be assessed by the supervisors during their visit to the anganwadi centres. CECED in collaboration with CLR will develop a monitoring tool for the supervisors to frequently monitor the implementation of ECE curriculum, 'identify gaps in the performance' and provide supportive supervision to the facilitators at the anganwadi centres. CECED will also develop a monitoring check list for supervisors to assess the quality ECE programme.
Timeline- October- December , 2018

9. **Process documentation of the technical support by CECED:** The process documentation of the technical support by CECED will be in the form of a brief report summarizing all the activities in 2018.
   Timeline- April - December, 2018

*In a discussion with UNICEF and ICDS Bihar, it was decided that CECED will provide technical assistance to UNICEF Bihar on following activities, in the year **2019(from January to December, 2019):***

1. **Guideline for parents on early stimulation to be used during home visits by the AWWs** : Creation of an effective home learning environment through regular home

visits have been a part of ICDS mandate. The ICDS program can strengthen the component of parental involvement by providing information to families about appropriate early stimulation practices through home visits. CECED will develop guideline on early stimulation for the parents of the children from 3 months to 3 years. The guideline will be used by the anganwadi workers/ community volunteers during home visits.

Timeline- January- September , 2019

2. **Training of AWTC instructors on ECCE to impart job training of AWWs**: The AWTC plays a crucial role in building the capacity of Anganwadi workers; hence it is crucial that the AWTC instructors have a good understanding of ECCE. The perspective plan for effective provisioning of ECCE in Bihar suggests the need for developing the capacity of AWTC instructors in 'ECCE principle and practice'. In this context, CECED will conduct three training workshops for approximately 116 instructors from 58 functional AWTC. Each workshop will be for approximately 6 days. The training workshop will be designed to be participatory, building on participants experiences and sharing of best practices in the field of ECCE. CECED will also provide resource materials (videos/MP3 files and print material, handouts, photographs) for AWTCs on different good and innovative practices on ECCE that can be used or adapted by the ICDS.

   Timeline- March- November , 2019.

3. **Review the existing guideline on ECCE and suggest measures of involving VHSNC/ALMSC in implementation and monitoring of ECCE**: CECED will review the existing guideline on ECCE and prepare guideline for involving Anganwadi Level Monitoring and Support Committee in implementation and monitoring of ECCE in Anganwadi centres. ALMSC is a platform which brings all the stakeholders together to discuss the issues pertaining to anganwadi centre through a monthly meeting. This platform is crucial for the strengthening of the anganwadi centre and hence needs to be wisely utilized with proper planning.

   Timeline- August- December , 2019.

4. **Process documentation of the technical support by CECED:** The process documentation of the technical support by CECED will be in the form of a brief report summarizing all the activities in 2019, .

   Timeline- January – December, 2019.

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
Lothian Road, Kashmere Gate, Delhi - 110 006
Website : www.aud.ac.in, www.ceced.net

Technical Assistance on ECE to the state of Bihar (1st April 2018-31st December 2018)

S.No.	Items	Unit	Months/ days	Unit Cost (INR)	Q1 (April-June)	Q2 (July-Sept)	Q3 (Oct-Dec.)	Total in INR	Remarks
A	**CECED Resource Fees**		**Days**						
i	Faculty Mentor	1	30	4000	40,000	40,000	40,000	**120,000**	The time cost for project management and administration along with faculty has been built. Estimated cost is calculated for 10 working days in each quarter.
ii	Sr. Programme Manager	1	20	4000	28,000	28,000	24,000	**80,000**	The time cost for project management and administration along with faculty has been built. Estimated cost is calculated for 7 working days in Q1 & Q2 each and 6 working days in Q3.
iii	Finance Consultant	1	10	2500	7,500	7,500	10,000	**25,000**	The time cost for project management and administration along with faculty has been built. Estimated cost is calculated for 3 working days in Q1 & Q2 each and 4 working days in Q3.
iv	Senior Project Assistant	1	60	1000	60,000	0	0	**60,000**	The time cost for project management and administration along with faculty has been built. Estimated cost is calculated for 60 working days in Q1 only.
	Sub total A (i to iv)				**135,500**	**75,500**	**74,000**	**285,000**	
B	**Human Resource cost**		**Month**						
i	Sr. Project Associate	1	8	60000.00	120000.00	180000.00	180000.00	**480000.00**	Sr Project associate will plan and lead the implementation of all the project actitivities and will also take stock of finances in colloboration with UNICEF Bihar. And will ensure timely submission of all the project deliverables. In the first quarter, the salary for 2 months is taken into account.
ii	Project Associate	1	8	45000.00	90000.00	135000.00	135000.00	**360000.00**	Project associate will coordinate and implement all the project actitivities and will ensure the timely completion of all the project deliverables. In the first quarter, the salary for 2 months is taken into account.
iii	Senior Project Assistant	1	8	30000.00	60000.00	90000.00	90000.00	**240000.00**	Sr. Project Assistant will assist the Project Associate in the project activities.
iv	Consultant	1	75	2500.00	187500.00	0.00	0.00	**187500.00**	Amount calculated according to the number of days. The consultant will be engaged for specific assignments.
	Total B (i+ii+iii+iv)				**457,500**	**405,000**	**405,000**	**1,267,500**	

	Activities				1.NGO mapping. 2.Report compilation and submission- AWTC situational analysis 3.Guideline for the transaction of the curriculum 4. Process doccumentation	1. Guideline on maintenance of Pre School Education kit 2. Guideline on creation and maintenance of toy bank 3.Guideline on the transaction of the curriculum 4. Process doccumentation	1.Guideline for developing and maintaining portfolio for children attending anganwadi centres. 2.Guideline for supervisors to provide onsite support and mentoring on the ECE curriculum transactions. 3.monitoring tool for supervisors to monitor the implementation of the ECE Curriculum. 4. Process doccumentation		The staff will be involved throughout in content generation as per the quarter wise plan. The activities requred majorly desk work.
C	**Project Activities (NGO Mapping and Meetings)**		**Visits/ Days**						
i	Airfare Cost	4	3	16000	64000	64000	64000	**192000**	Estimted travel cost for CECED staff.
ii	Lodging and Food cost*	4	12	3800	60800	60800	60800	**182400**	Estimted Lodging and food cost for CECED team member and Food cost for Faculty team member is built as per CECED policy.
iii	Local Travel				10000	10000	10000	**30000**	Local travel cost for project team.
	Total C (i+ii+iii)				**134800**	**134800**	**134800**	**404400**	
D	**Administrative Cost**				**15000**	**25000**	**25000**	**65000**	**The cost includes communication, printing, photocopy, stationery, other office cost etc. As per CECED Policy, mobile allowance & medical support is given to the team members**
	Total (A+B+C+D)				**742,800**	**640,300**	**638,800**	**2,021,900**	
E	**Overhead Charges (10%)**				**74280**	**64030**	**63880**	**202190**	**As per University's norm**
	Grand Total				**817080**	**704330**	**702680**	**2224090**	

CECED POLICY

Lodging and Food Rates for Tier II City*			
Sr. No	**Particulars**	**Rates**	**Remarks**
1	Single Occupancy	3000	maximum upto this amount
2	Double Occupancy	4500	
3	Food	800	Fixed

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
Lothian Road, Kashmere Gate, Delhi - 110 006
Website : www.aud.ac.in, www.ceced.net

23/3/18 23/3/18

Technical Assistance on ECE to the state of Bihar (1st Jan 2019-31st December 2019)

S.No.	Items	Unit	Months/Days	Unit Cost (INR)	Q1 (Jan-Mar)	Q2 (April- June)	Q3(July-Sept.)	Q4 (October-December)	Total in INR	Remarks
A	**CECED Resource Fees**		**Days**							
i	Faculty Mentor	1	35	4000	35000	35000	35000	35000	140000	The time cost for project management and administration along with faculty has been built.
ii	Sr. Programme Manager	1	25	4000	25000	25000	25000	25000	100000	
iii	Finance Consultant	1	15	2500	9375	9375	9375	9375	37500	
	Sub total A (i to iii)				**69375**	**69375**	**69375**	**69375**	**277500**	
B	**Human Resource Cost**		**Month**							
i	Sr. Project Associate	1	12	60,000-66000	180,000	192,000	198,000	198,000	768,000	Sr Project associate will plan and lead the implementation of all the project actitivities and will also take stock of finances in colloboration with UNICEF Bihar. And will ensure timely submission of all the project deliverables. The Human resource cost is calculated with 10% increment from May 2019 as per the CECED policy.Jan-April@60,000/ Month, thereafter @66,000/Month.
ii	Project Associate	1	12	45,000-49500	135000	144000	148500	148500	576,000	Project associate will coordinate and implement all the project actitivities and will ensure the timely completion of all the project deliverables. The Human resource cost is calculated with 10% increment from May 2019 as per the CECED policy. Jan-April@45,000/Month, thereafter@49,500/Month.
iii	Senior Project Assistant	1	12	33000	99000	99000	99000	99000	396,000	Sr. Project Assistant will assist the Project Associate in the project activities. The Human resource cost is calculated with 10% increment from January 2019 as per the CECED policy.
	Total B (i+ii+iii)				**414000**	**435000**	**445500**	**445500**	**1740000**	

	Activities				1. Guideline for parents on early stimulation to be used during home visits by the AWWs 2. Training of AWTC instructors on ECCE to impart job training of AWWs 3. Process doccumentation	1. Guideline for parents on early stimulation to be used during home visits by the AWWs. 2. Training of AWTC instructors on ECCE to impart job training of AWWs 3. Process doccumentation	1. Guideline for parents on early stimulation to be used during home visits by the AWWs 2. Review the existing guideline on ECCE and suggest measures of involving VHSNC/ALMSC in implementation and monitoring of ECCE 3.Training of AWTC instructors on ECCE to impart job training of AWWs 4. Process doccumentation	1.Review the existing guideline on ECCE and suggest measures of involving VHSNC/ALMSC in implementation and monitoring of ECCE 2. Training of AWTC instructors on ECCE to impart job training of AWWs 3. Process doccumentation		
C	**Project Activities**		**Visits/ Days**							
1	**Coordination Meetings**									
i	Airfare Cost	4	1	16000	64000	0	0	0	64000	Local travel cost for project team.
ii	Lodging and Food cost*	4	4	4180	66880	0	0	0	66880	Lodging and food cost for CECED team member and Food cost for Faculty team
iii	Local Travel				25000	0	0	0	25000	Local travel cost for project team.
	Total C 1 (i+ii+iii)				**155880**	**0**	**0**	**0**	**155880**	
2	**Training of AWTC Instructors**									
i	Airfare Cost	4	3	16000	0	128000	64000	0	192000	Local travel cost for project team.
ii	Lodging and Food cost*	4	21	4180	0	234080	117040	0	351120	Lodging and food cost for CECED team member and Food cost for Faculty team membe is built as per CECED policy.
iii	Local Travel				0	40000	20000	0	60000	Local travel cost for project team.
	Total C 2 (i+ii+iii)				**0**	**402080**	**201040**	**0**	**603120**	
	Total C(1+2)				**155880**	**402080**	**201040**	**0**	**759000**	
D	**Administrative Cost**				**30000**	**25000**	**30000**	**25000**	**110000**	**The cost includes communication, printing, photocopy, stationery, other office cost etc. As per CECED Policy, mobile allowance & medical support is given to the team members**

	Total (A+B+C+D)				669,255	931,455	745,915	539,875	2,886,500	
E	Overhead Charges (10%)				66925.5	93145.5	74591.5	53987.5	288650	As per University's norm
	Grand Total				736181	1024601	820507	593863	3175150	

CECED POLICY

Lodging and Food Rates for Tier II City*			
Sr. No	Particulars	Rates	Remarks
1	Single Occupancy	3300	maximum upto this amount
2	Double Occupancy	4950	
3	Food	880	Fixed

Director
Centre for Early Childhood Education & Development
Ambedkar University, Delhi
Lothian Road, Kashmere Gate, Delhi - 110 006
Website : www.aud.ac.in, www.ceced.net

23/3/18 23/3/18

I hope you will consider my request.
My best regards.
Monimalika

Pramila Manoharan Dec 14, 2018, 12:49 PM
to Monimalika, Payal, Ravi, Namrata, Vrinda, me

Dear Moni,

As per the discussion held at ICDS the hindi translation and the activities for 2019 are approved. Kindly go ahead.

Thanks

Warm Regards
Pramila Manoharan
Education Specialist
UNICEF Office for Bihar
8, Patliputra Colony
Patna -800 013, Bihar – India
Tel: 91-612-398-4600
Fax: 91-612-226-1620
Mob: 07033595692
e-mail:pmanoharan@unicef.org
Follow us on Facebook, Twitter, YouTube and at www.unicef.in

unicef 70 YEARS FOR EVERY CHILD

From: Monimalika Day [mailto:monimalika@aud.ac.in]
Sent: Thursday, December 13, 2018 3:57 PM
To: Payal Sahu <payal@aud.ac.in>; Ravi Dayal <rdayal@unicef.org>
Cc: Pramila Manoharan <pmanoharan@unicef.org>; Namrata Rawat <namratarawat@aud.ac.in>; Vrinda Datta <vrinda@aud.ac.in>; S.P. Mahla <mahla@aud.ac.in>
Subject: Re: Revised Docs for year 2019 project

Noted with thanks. Noted. Thanks a lot.

Reply Reply all Forward

84

Payal Sahu
to P... a, Monimalika, Namrata, Vrinda, me

Dec 4, 2018, 12:56 PM

Dear Pramila,

Greetings!

This is regarding the revising the proposal (Technical & Financial) for the Project "**Technical Assistance on Early Childhood Education to the state of Bihar**" for the year 2019. based on the discussions held with CECED team, the same has been revised and attached herewith for your kind perusal along with the request letter for translation expenditure.

It is being informed that Director is not in office today, so i have attached the soft copy of unsigned letters, tomorrow morning will send the signed copy and will courier the hard copy. I hope that will be fine with you.

With regards,

Payal

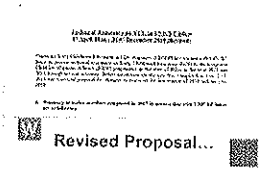
Dr.Payal Sahu
Senior Programme Manager

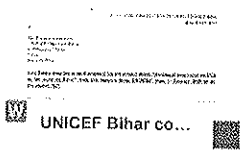
Centre for Early Childhood Education and Development (CECED)
Ambedkar University Delhi
AUD Admin Block, Room No. 307,
Lothian Road, Kashmere Gate Campus, Delhi-110006
Email: ceced.aud@gmail.com | Tel: 91-11-23863740, 2386374 | Fax: 23863742
Mobile: +91 9540821110

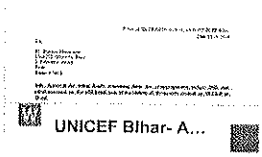
CECED Website: http://ceced.net
AUD Website: www.aud.ac.in
Early Scope: http://ecceportal.in

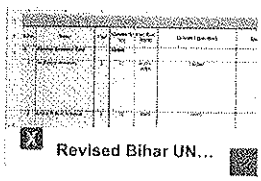
"EVERY CHILD MATTERS"

4 Attachments


Revised Proposal...


UNICEF Bihar co...


UNICEF Bihar- A...


Revised Bihar UN...

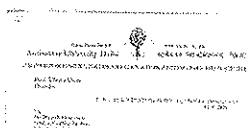
Payal Sahu
to Pramila, Monimalika, Namrata, Vrinda, me

Dec 5, 2018, 12:16 PM

Dear Pramila,

PFA the signed copy.

Regards,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Payal Sahu
---------- Dr.Payal Sahu Senior Programme Manager Centre for Early Childhood Education and Development (CECED) Ambedkar University Delhi AU...

Dec 5, 2018, 12:17 PM

Monimalika Day
to Ravi, Payal, Pramila, Namrata, Vrinda, me

Dec 13, 2018, 3:56 PM

Dear Ravi and Pramila,

I am writing to request you to send an approval by email by this week as we need to renew the contracts of project staff to ensure that project activities continue in a smooth manner.

unicef | for every child

United Nations Children's Fund I UNICEF Office for Bihar
8, Patliputra Colony, Patna- 800013
Bihar, India
Telephone: +91-612-3984600, +91-612-2261621 I Facsimile: +91-612-2261620 www.unicef.in

BH/EDN/2018/124
09th April 2018

To Consultant FSA
may pl see for information and further n/a action/planning.

Prof. Vrinda Datta
Director,
Centre for Early Childhood Education and Development (CECED)
Ambedkar University,
Room No. 307, 2nd Floor, Admin Block,
Lothian Road, Kashmere Gate,
Delhi-110006

SPM 12/4

Amal 17/4/18

Sub: Approval for the project "Technical Assistance on ECE in the state of Bihar"

Dear Ms. Vrinda,

This has reference to your letter no. AUD /CECED /14-81/2018-19/ UNICEF Bihar/603, dated 23rd March 2018 along with the proposal, budget and FACE requesting of Rs. 22,24,090/- for the period 1st April to 31st Dec. 2018 and Rs. 31,75,150/- 1st Jan. to 31st Dec. 2019 to provide technical assistance on ECE in the state of Bihar. Considering the fact that it will strengthen the capacity of the state to provide evidence based services to young children and their families.

UNICEF agrees to fund the activities as per approved budget attached to your proposal on quarterly basis. Therefore, 100% of the budget for Q1 (April to June, 2018) i.e. Rs. 817,080/- is being approved in principle as per the budget given below:

S.No.	Items	Requested amount (Rs.)	Approved amount (Rs.)	DCT amount (Rs.)
A.	**CECED Resource Fees**			
i	Faculty Mentor	40,000.00	40,000.00	40,000.00
ii	Sr. Programme Manager	28,000.00	28,000.00	28,000.00
iii	Finance Consultant	7,500.00	7,500.00	7,500.00
iv	Senior Project Assistant	60,000.00	60,000.00	60,000.00
B.	**Human Resource Cost**			
i	Sr. Project Associate	120,000.00	120,000.00	120,000.00
ii	Project Associate	90,000.00	90,000.00	90,000.00
iii	Senior Project Assistant	60,000.00	60,000.00	60,000.00
iv	Consultant	187,500.00	187,500.00	187,500.00
C.	**Project Activities(NGO Mapping and Meetings)**			
i	Airfare Cost	64,000.00	64,000.00	64,000.00
ii	Lodging and Food cost*	60,800.00	60,800.00	60,800.00
iii	Local Travel	10,000.00	10,000.00	10,000.00
D.	**Administrative Cost**	15,000.00	15,000.00	15,000.00
E.	**Overhead Charges (10%)**	74,280.00	74,280.00	74,280.00
	Grand Total	**817,080.00**	**817,080.00**	**817,080.00**

We request you to carry out the above activities with the advance. On completion of all the activities of the Q1, we request you to please submit liquidation FACE and SoE. While making the payment, also request you to please adhere with the line wise approved budget.

Please take note of the following requirements with regard to management of funds released by UNICEF.

1. Fund should be utilised only for the purpose for which they are released as per the approved budget.
2. Advance cash assistance released has to be settled within four weeks of completion of the activities and in any case not later than three months from the date of release by submitting the following.
   - Statement of Expenditure(SOE) duly signed and stamped by the concerned official in UNICEF prescribed format
   - Funding Authorisation and Certification of Expenditure (FACE) form should be completed and submitted along with the Statement of Expenditure (SOE).

Please note that as per financial rules. UNICEF cannot release any further funds to recipients with accounts outstanding for more than six months.

3. If your department/organisation is not in a position to utilise UNICEF's cash assistance within a period of six months from the date of release of funds, the unutilised cash assistance should be refunded to UNICEF in the form of a cheque payable to 'UNICEF'.
4. Unutilised funds can't be retained by you or spent for any other activity without prior written approval of UNICEF.
5. Please note than deviation in any budget line item should not exceed 20%. Deviations, beyond that, if any, should be agreed in writing by UNICEF prior to expenditure and provided that the total approved budget is not exceeded.
6. A brief report on the activities and in case of training – List of participants is desirable.

Please be informed that our financial regulations require that all relevant vouchers be stamped 'PAID – CHARGED TO UNICEF ACCOUNT' and are retained in your files for four years.

We would like to inform that periodic on-site reviews (in the form of "spot checks, scheduled audit and special audit depending on the quantum of transaction (funds released) or based on the findings of earlier spot checks and programme monitoring) will be conducted by UNICEF staff/external accounting agency. This will involve review of books of accounts, vouchers, bills and other related financial documents. Monitoring visits will also be conducted time to time during the implementation of the activities by Programme Officers from UNICEF and a monitoring report will be submitted to UNICEF by the visiting officers.

Hope the activity(s) will be conducted successfully under your able supervision and guidance.

With best regards,

Pramila Manoharan
Education Specialist
UNICEF

unicef for every child

United Nations Children's Fund | Bihar Field Office
3 Patliputra Colony, Patna-800013, Bihar
Telephone (+91) 612 3964800/2261621 | Facsimile (+91) 612 2261620 | www.unicef.in

BH/EDN/2018/125

9 April 2018

To

Mr. Rama Shankar Prasad Daftuar, IAS
Director ICDS, Bihar
2nd Floor, Indira Bhawan, Patna

Dear Sir,

Sub: Ambedkar University – CECED Partnership support to ICDS on ECE: 2018 - 2019

Thank you for your support in implementing the Early Childhood Education programme in Bihar. As per the ECE core committee meeting decisions at ICDS Bihar, A technical partnership has been established with CECED – Center for Early Childhood Education and Development – Ambedkar University – Delhi. CECED will be providing the support to the Department on the following for the year 2018;

- NGO mapping
- Guideline for the transaction of the curriculum
- Guideline on maintenance of Pre School Education kit
- Guideline on creation and maintenance of toy bank
- Develop simplified training module on ECCE for job training of AWWs
- Guideline for developing and maintaining portfolio for children attending anganwadi centres
- Guideline for supervisors to provide onsite support and mentoring on the ECE curriculum transactions
- Monitoring tool for supervisors to monitor the implementation of the ECE Curriculum

Warm regards

Pramila Manoharan

Education Specialist

CC:

1. Ms. Shweta Sahay, Training Officer cum OIC, ECCE and Training, ICDS, Bihar.
2. Prof. Vrinda Datta – Director – CECED – Ambedkar University, Delhi

Collaboration Agreement

Between

Ambedkar University, Delhi

And

Yale University

This Agreement is between Yale University, hereinafter called the "Granter" and Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi, hereinafter called the "Grantee" for conducting the project titled **'Early Childhood Development and pre-school programs in Odisha, India'**. The approximate period for the study will be from March 2018 till February 2020. The grantee will be engaged prior to the commencement of the study.

General Conditions

1. The activities related to this study in Odisha shall be conducted by the Grantee within the specified period, which is **1st September, 2017 to 31st December, 2018**. The grantee will carry out the following tasks between this period.

Table.1 Project Activities

MAIN STUDY TABLE 1

S. No	Tasks	Timelines	Deliverables
1.	Adaptation of Assessment tools (Ravens, WPPSI, SRI, Preschool Assessment Tool) for baseline and midline	Sept'17 –Aug'18	Assessment Tools for baseline & midline data collection
2.	Piloting of Assessment tools (3/4)	Sept'17 –Aug'18	Piloting of assessment tools
3.	Adaptation of Curriculum	Sept'17 –Aug'18	Modify existing Odissa ICDS curriculum
4.	Training on Curriculum	Jan-Dec 2018	Training on Curriculum – 4 times during the first year of the curriculum
5.	Monitoring of implementation of curriculum	May-Dec 2018	One Monitoring Visit

2. The Granter shall bear the expenses of this study.

3. Invoice shall be directed to:

Dorothy Ovelar
Admin Director Economics
Yale University
dorothy.ovelar@yale.edu OR
Economics Administration
PO BOX 208268, New Haven, CT 06520-8268

4. Budget allocation

a) The specified total budget for the year 2017-18 is **INR 53,10,410/-* (USD 79260)** as specified in ***Annexure 1.***
b) Carry forward amount from previous year's project budget (2016-17) is **INR 4,07,064/-* (USD 6076)** as specified in ***Annexure 2.***
c) Budget to be released for the year 2017-18 is **INR 49,03,346/-* (USD 73184)**
d) The payment schedule for an amount of **INR 49,03,346/-* (USD 73184)** is as follows:

Particulars	Payment Schedule	Amount in INR
On Signing of Agreement	30% of total amount	14,71,003
On Adaptation of Tools (Preschool Assessment Tool)	30% of total amount	14,71,003
On Curriculum Training	20 % of total amount	9,80,670
On Adaptation of Tools (Ravens, WPPSI, SRI) for children	20 % of total amount	9,80,670
TOTAL	**100%**	**49,03,346**

*Conversion value 1 USD=INR 67

5. The travel budget will be given in advance but the final settlement of accounts will be done as per actuals. Any balance amount left from the travel heads will be refunded (*without any bank interest*) to Yale University or will be adjusted in the next MOU Budget as per the requirement.

6. Grantee is expected to arrange their work plans in such a way as to enable them to accomplish the objectives of the contract in the most timely and economical manner possible.

7. The Grantee has full responsibility for personnel and finances for internal staff associated with the project.
   a. The Granter and Grantee technical and administrative contact are listed below

Granter	Grantee
Technical: Professor Costas Meghir	Technical: Dr. Monimalika Day

Administrative: Dorothy Ovelar Administrative: Dr.Payal Sahu

8. It is understood between Grantee and Granter that all information acquired by the Grantee in the course of executing the assignment is confidential and may not be divulged to others without prior permission from the Granter, in writing. In particular, any report prepared by the Grantee or photographs displayed as a result of this contractual obligation must be cleared by the Granter before releasing to anyone outside the Jurisdiction of the Granter.

9. It may be noted that Granter does not provide any insurance coverage for its consultants and its staff and cannot be held responsible for any accident or other incident arising in relation to or during this contract. Insurance for accidents, medical expenses, theft or other purpose is the responsibility of the Grantee.

10. The Grantee agrees to conduct all its activities under this Agreement in compliance with all applicable laws and regulations, including, without limitation, export control, human subjects' research, anti-terrorism, and immigration laws. In the event that compliance with any such laws conflicts with the terms of this Agreement of a Statement of Work, the Grantee shall give written notice thereof to the Granter and the Parties shall consult with the goal of reconciling the applicability of such laws and the terms of this Agreement.

11. In the event of a breach of this Agreement by a Party (the "Breaching Party"), the other Party may notify the Breaching Party of such breach. A Breaching Party shall have thirty (30) days, commencing upon the date notice is delivered to the Breaching Party, to cure the breach or otherwise satisfy fully any outstanding obligations under this Agreement, unless the non-breaching party agrees to extend this right to cure. Notice shall be delivered to the representative or representatives of the Breaching Party as set forth in Section X below. Failure to cure such breach within the period to cure shall give rise to a right in the other Party to terminate this Agreement.

12. Either Party may terminate this Agreement, for any or no reason upon giving thirty (30) days written notice to the other Party, and the Parties agree to engage in a reasonable negotiation regarding the winding up of the collaboration.

13. In case of any dispute resulting from or related to this Agreement, the Parties agree to attempt to resolve such dispute amicably, and shall escalate within their respective organizations, any such dispute.

14. Governing Law. This MOU shall be governed by and construed in accordance with the laws of the State of Connecticut in connection with any activities occurring in Connecticut, and by and in accordance with the laws of the India in connection with activities occurring in India, without regard to principles relating to conflicts of law. Should one of the parties decide to bring a suit or make a claim against the other, such suit or claim shall be brought exclusively in the courts or tribunals of the defending party.

15. The new individual curriculum that will be developed is an enhance of the ICDS curriculum including some ideas from the curriculum developed by Sally Grantham McGregor in Jamaica. The granter will have full rights to use both curricula in field interventions. Any use of the curriculum will have to cite explicitly the source.

16. Granter shall have the right to publish the results of the work conducted under this Agreement where it has sole intellectual ownership. Grantee shall have the right to publish the results of the work conducted under this Agreement where it has sole intellectual ownership. Grantee shall provide Granter with a copy of the proposed publication intended for publication. Granter shall be given a period of 30 (thirty) days within which to review the proposed publication and to notify Grantee in writing should Granter believe that such publication contains information which, if published, would result in Granter suffering commercial prejudice. Granter shall then have the option to, within 14 (fourteen) days after such written notification, provide Grantee with an alternative form in which the manuscript may be published, or of delaying the publication. If no response is received within the 30 (thirty) days provided, it is presumed that permission has been granted and Grantee will proceed with the publication.

17. Notwithstanding the above, joint publication between Granter and Grantee is desired and the parties shall act in good faith to facilitate this.

18. Each Party (the "Indemnifying Party") shall indemnify the other Party, and such Party's respective trustees, officers, employees, contractors, students and agents (each, an "Indemnified Party") from and against all actions, claims, costs and demands which may be brought or made against any such Indemnified Party and all loss, damages, costs or other claims for compensation and any reasonable legal or other expenses which are awarded against, incurred by or paid or agreed to be paid by such Indemnified Party arising out of or in connection with (a) the breach by the Indemnifying Party of the terms of this Agreement, (b) the breach by the Indemnifying Party of any law applicable to such Party or its activities, (c) any intentional, willful, or reckless acts of the Indemnifying Party or its respective employees, students, officers, directors, and/or agents. The Indemnifying Party shall not dispose or settle any claim admitting liability on the part of the Indemnified Party without the Indemnified Party's prior written consent.

19. This Agreement is not intended, nor should anything herein be construed, to create the relationship of partners, joint ventures, principal and agent, employer and employee, or other fiduciary relationship between the parties hereto.

20. This Agreement constitutes the entire, integrated agreement of the parties about the subject matter of this Agreement and any previous agreements, understandings, and negotiations on that subject cease to have any effect.

21. Nothing herein is intended nor shall be construed as creating an exclusive arrangement between the parties. This Agreement shall not prevent the Parties from carrying out individually or in cooperation with a Third Party, research in the areas covered in this Agreement.

22. The terms of relaxing the above mentioned MOU shall be decided and agreed on mutually.

On this ----- day of October, 2018 this MOU has been signed by both the authorized signatories of Granter and Grantee for having bound themselves and their successors with the terms as mentioned in the above MOU and the Budget attached to this MOU.

Accepted and Agreed

Jeffrey McGuinness

Digitally signed by Jeffrey McGuinness
DN: c=US, st=CT, l=New Haven, o=Yale University, cn=Jeffrey McGuinness, email=jeffrey.mcguinness@yale.edu
Date: 2017.11.14 14:01:05 -05'00'

Authorized Signatory
Yale University

Accepted and Agreed

Authorized Signatory
Ambedkar University, Delhi

कुलसचिव / Registrar
अम्बेडकर विश्वविद्यालय दिल्ली
Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट/website : www.aud.ac.in

NIH-Extension Budget — *Annexure-1*

NIH-(1st Sept 2017 to 31st December 2018)						
S. No	Items	Unit	Duration	Unit Cost	Total in INR	Total in USD
1) Salaries *			Months			
1.a	Senior Project Associate	1	16	60000	960000	14328
1.b	Sr. Project Asssistant	2	16	30000	960000	14328
1.c	Resource Fee for experts & consultants				900000	13433
	Sub total 1				2820000	42090
2) Piloting, Training & Monitoring**						
		Unit	Days	Unit Cost	Total in INR	Total in USD
2.a	Return Airfare Delhi- Odisha-Delhi	16		18000	288000	4299
2.b	Accommodation	2	65	4500	585000	8731
2.c	Food	16	65	1000	295000	4403
2.d	Local Conveyance & Field visit				4,75,000	7090
	Sub total 2				16,43,000	24522
3) Administrative cost						
3.a	Preparation, Review, Editing, Layout, Proof Reading of curriculum and Resource material for training				200000	2985
3.b	Printing, stationary, communcation,meetings expenditure, staff welfare, office expenditure, laptop, contingency etc.				300000	4478
	Sub total for				5,00,000	7463
	Total(1 to 3)				49,63,000	74075
	Overhead Charges @ 7%				3,47,410	5,185
	GRAND TOTAL				53,10,410	79260

* The Government of India has very recently enhanced the salary structure of all employees working in the public sector due to inflation. Since Ambedkar University Delhi of which CECED is a part is also a Public University we may need to make corresponding changes in our project salaries too accordingly, to the extent possible. This may get implemented in the next few months. This may have implications on the budget. We may need to revert back at that time to make the necessary adjustments or re-appropriation in the budget.

**Annexure-1A

Annexure II

YALE UNIVERSITY MAIN BUDGET 1st June 2016- 31st May 2017 Extended upto 31.08.2017					
Early Childhood Development for the Poor: Impacting at Scale					
Line Item No.	Items	Total in INR	Total in USD (1 USD=INR 67)	Commulative expenditure upto 31st August 2017	Balance available
2	Adaptation and Training on Assessment Tools	511900	7640	335312	176588
3	Training on group curriculum for Supermentors (19-25 months)	149300	2228	90909	58391
4	Support for Mentors Training on curriculum	179000	2672	89585	89415
5	Monitoring and Piloting of Curriculum	364800	5445	282130	82670
	Total funds balance	**1205000**	**17985**	**797936**	**407064**

Yale University
Accounts Payable
P.O. Box 208228
New Haven, CT 06520-8228
United States of America

Change Order

Purchase Order Number	PO-7115915 - 2
Purchase Order Date	03/07/2018
Payment Terms	Upon Receipt
Payment Type	Foreign Exchange Payments
Buyer	Popova, Konstantza
Phone Number	+1 (203) 432-6698
Email	konstantza.popova@yale.edu

Supplier:

BHARAT RATAN DR B R AMBEDKAR UNIVERSITY DELHI
AMBEDKAR UNIVERSITY DELHI
LOTHIAN ROAD KASHMERE GATE CAMPUS
DELHI- 110006
India

Ship To:

Yale University
37 Hillhouse Avenue
New Haven, CT 06511
United States of America
Williams, Brooke Jones
+1 (203) 432-6698

Delivery Information:

37 Hillhouse Avenue
New Haven, CT 06511
Room-4

Bill To:

Yale University
Accounts Payable
P.O. Box 208228
New Haven, CT 06520-8228
United States of America
Taylor, Patti
+1 (203) 432-2053 (Telephone)

Currency	Total Lines Amount	Total Tax Amount	Total PO Amount
USD	50,569.54	0.00	50,569.54

Service Lines

Line Number	Item Name	Description	Start Date	End Date	Due Date	Amount
1		Center for Early Childhood Education and Development (CECED), Ambedkar University, Delhi, will conduct study titled "Early Childhood Development and pre-school programs in Odisha, India." Deliverables included in attached contract, signed by both Ambedkar University, Delhi and Yale University (for Professor Costas Meghir).	09/01/2017	06/30/2019		50,569.54

Messages

Order acceptance instructions:
A same-day Order Acknowledgement is REQUIRED for this Purchase Order and should be sent to the Buyer via email OR fax number shown above. Communicate any backorder information to the Buyer immediately. For a complete list of Yale University Terms and Conditions, refer to http://your.yale.edu/work-yale/financials/procurement/purchase-order-terms-and-conditions.

Instructions:
Invoice must include PO number and product or service details. Mail invoice to the billing address above OR email invoice to ap.vendorinvoices@yale.edu in .pdf or .tiff format only. Each invoice must be a separate attachment. Email subject line must reference supplier name and invoice number(s). Failure to

Change Order

Yale

Purchase Order Number	PO-7115915 - 2
Purchase Order Date	03/07/2018
Payment Terms	Upon Receipt
Payment Type	Foreign Exchange Payments
Buyer	Popova, Konstantza
Phone Number	+1 (203) 432-6698
Email	konstantza.popova@yale.edu

comply with these instructions may result in payment delays.
Invoice Questions.
Contact Accounts Payable for invoice issues at 203-432-5394 or sharedservices@yale.edu. To set up direct deposit or to request access to an online invoice inquiry tool, refer to: http://yss.yale.edu/supplier_portal.

Shipping and Handling charges are calculated and charged by each supplier.

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MOST URGENT

GOVT. OF NCT OF DELHI
DIRECTORATE OF HIGHER EDUCATION
B-WING, 2ND FLOOR, 5-SHAM NATH MARG, DELHI-110054
(E-mail: dtehedu@gmail.com)

No.F.DHE-9/Annual Plan./2015-16/ 791-93 Dated:- 23.2.17

To

The Director (Planning),
Planning Department, GNCTD,
4th Level, Delhi Secretariat,
I.P.Estate, New Delhi-110002.

Office of the Registrar
Dy. No. 165
Date 27/2/17

Sub.:- Request to make budget provision in BE 2017-18 for Pilot Project of Early Childhood Care and Education Centres (ECCE).

Sir,

Please refer to the decision taken in the meeting chaired by Hon'ble Dy. CM to discuss the modalities for implementation of Pilot Project of Early Childhood Care and Education Centres by the Centre for Early Childhod Education and Development (CECED) of Ambedkar University Delhi. During the meeting, Hon'ble Dy. CM has decided that earmarked provision of Rs.4 crores under the scheme 'GIA to AUD' in BE 2017-18 for said pilot project of ECCE centres should be made. However as per decision in the meeting, during current financial year the AUD may utilize out of the available grant for releasing the funds to DUSIB (owner of Basti Vikas Kendra) for renovation of 10 existing BVKs. In this regard, the copy of email sent by the Registrar, AUD in reference to said meeting is enclosed herewith for ready reference.

Therefore, you are requested **to make earmarked provision of Rs.4 crores for pilot project of ECCE centres in BE 2017-18 under the scheme 'GIA to AUD'** in addition to proposed provision under three components 'Salaries, General & Creation of Capital Assets'

Yours faithfully,

(GARIMA GUPTA, IAS)
DIRECTOR (HE)

23/2/17

27/2/17

No.F.DHE-9/Annual Plan./2015-16/ 791-93 Dated:- 23-2-17

Copy for information and necessary action to:

1. The Joint Secretary (Budget), Finance Department, GNCTD, 4th Level, Delhi Secretariat, I.P.Estate, New Delhi-110002.
2. The Registrar, Ambedkar University Delhi, Kashmere Gate, Delhi-110006.

Director, CBCED
Dean, SBS
1) COF

Ashok Kumar
(Ashok Kumar)
A.D.(Plg.)

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Registrar AUD <registrar@aud.ac.in

Budget Estimates and Outcome Budget for the year 2017-18 - regarding.

ADMIN EDUCATION <dtehedu@gmail.com>
To: registrar <registrar@aud.ac.in>
Cc: ADMIN EDUCATION <dtehedu@gmail.com>

Thu, Apr 20, 2017 at 5:14 PM

Dr may be noted that a sum of Rs. 4 Crore has been allocated under a separate Sub head 'HIA to AUD for CE for BE FY 2017-18.

To,

The Registrar,
Ambedkar University Delhi,
Lothian Road, Kashmere Gate,
Delhi-110006.

Sub.:- Budget Estimates and Outcome Budget for the year 2017-18 - regarding.

Dr Sunita Singh
Dir, CSCEd

1/5/17

Sir,

Please find enclosed herewith the budget allocation 2017-18 under different schemes of this Directorate as reflected in Demands No.6 for Grants 2017-18 released by FD, GNCTD. Further, it is also informed that the Outcome Budget indicating the targets for output & outcome in r/o selected five schemes of DHE is reflected at page No.15 to 37 of the booklet 'Delhi Outcome Budget 2017-18' released in March, 2017 by the Planning Department, GNCTD which is available at **http://delhi.gov.in/DoIT/DoIT_Planning/OB201718.pdf.**

In this regard, I am directed to request you to direct concerned officer/ PIO **to take timely actions**:

(i) **To achieve the targets** reflected in Outcome Budget 2017-18 in r/o different schemes pertains to them as the FD/ Planning Department will monitor the achievement **on quarterly basis.**

(ii) To move/ process the **proposals complete in all respects** for the schemes being implemented under their supervision for proper and effective utilization of allocated funds under schemes during 2017-18.

With regards

Ashok Kumar

A.D.(Plg.)

...te. of Higher Education

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6_DTE.+OF+HIGHER+EDUCATION (6).pdf
329K

वास्तविक ACTUALS 2015-2016		बजट अनुमान BUDGET ESTIMATES 2016-2017		संशोधित अनुमान REVISED ESTIMATES 2016-2017							(₹ हजार) (₹ IN THOUSANDS) बजट अनुमान BUDGET ESTIMATES 2017-2018
आयोजना PLAN	आयोजना भिन्न NON-PLAN	आयोजना PLAN	आयोजना भिन्न NON-PLAN	आयोजना PLAN	आयोजना भिन्न NON-PLAN						जोड़ TOTAL
						उच्च शिक्षा निदेशालय					DTE. OF HIGHER EDUCATION
						राजस्व भाग :					REVENUE SECTION :
						मुख्य–शीर्ष "2202"					MAJOR HEAD "2202"
						सामान्य शिक्षा (मुख्य शीर्ष)	2202				General Education (Major head)
						विश्वविद्यालय और उच्च शिक्षा (उप मुख्य शीर्ष)	2202	03			University and Higher Education (Sub Major Head)
						निर्देशन व प्रशासन (लघु शीर्ष)	2202	03	001		Direction & Administration (Minor Head)
						निर्देशन व प्रशासन (उप शीर्ष)	2202	03	001	00	Direction & Administration (Sub Head)
..	..	30000	..	30000	..	लघु कार्य		00	00	27	Minor Works 30000
..	..	30000	..	30000	..	जोड़–निर्देशन व प्रशासन (उप शीर्ष)	2202	03	001	00	Total - Direction & Administration (Sub Head) 30000
..	..	30000	..	30000	..	जोड़–निर्देशन व प्रशासन (लघु शीर्ष)	2202	03	001		Total - Direction & Administration (Minor Head) 30000
						विश्वविद्यालयों को सहायता (लघु शीर्ष)	2202	03	102		Assistance to Universities (Minor Head)
						राष्ट्रीय विधि स्कूल विश्वविद्यालय नई दिल्ली को सहायता अनुदान (उप शीर्ष)	2202	03	102	89	Grant-in-aid to University of National Law School at New Delhi (Sub Head)
10000	..	10000	..	20000	..	सहायता अनुदान–सामान्य		89	00	31	Grants-in-aid-General 20000
10000	..	10000	..	30000	..	पूंजीगत परिसम्पतियो के सृजन के लिए अनुदान		89	00	35	Grants for creation of capital assets 30000
30000	..	30000	..	70000	..	सहायता अनुदान–वेतन		89	00	36	Grants-in-aid-Salaries 70000
50000	..	50000	..	120000	..	जोड़–राष्ट्रीय विधि स्कूल विश्वविद्यालय नई दिल्ली को सहायता अनुदान (उप शीर्ष)	2202	03	102	89	Total : Grant-in-aid to University of National Law School at New Delhi (Sub Head) 120000
						अंबेडकर विश्वविद्यालय की स्थापना (उप शीर्ष)	2202	03	102	88	Setting up of Ambedkar University (Sub Head)
..	..	..	..	..	..	सहायता अनुदान–सामान्य		88	00	31	Grants-in-aid-General 100000

वास्तविक ACTUALS 2015-2016 आयोजना PLAN	वास्तविक ACTUALS 2015-2016 आयोजना भिन्न NON-PLAN	बजट अनुमान BUDGET ESTIMATES 2016-2017 आयोजना PLAN	बजट अनुमान BUDGET ESTIMATES 2016-2017 आयोजना भिन्न NON-PLAN	संशोधित अनुमान REVISED ESTIMATES 2016-2017 आयोजना PLAN	संशोधित अनुमान REVISED ESTIMATES 2016-2017 आयोजना भिन्न NON-PLAN					(₹ हजार) (₹ IN THOUSANDS) बजट अनुमान BUDGET ESTIMATES 2017-2018 जोड़ TOTAL
..	..	..	..	..	..	पूंजीगत परिसम्पतियों के सृजन के लिए अनुदान		88 00 35	Grants for creation of capital assets	960000
..	..	..	..	..	..	सहायता अनुदान–वेतन		88 00 36	Grants-in-aid-Salaries	
..	..	..	..	..	..	जोड़–अंबेडकर विश्वविद्यालय की स्थापना (उप शीर्ष)	2202	03 102 88	Total - Setting up of Ambedkar University (Sub Head)	250000
						बाल्यावस्था देखभाल केंन्द्र के लिए अम्बेडकर विश्वविद्यालय के लिए सहायता अनुदान (उप शीर्ष)	2202	03 102 87	GIA to Ambedkar University for Early Childhood Care Centre (Sub Head)	1310000
..	..	..	..	..	..	सहायता अनुदान–सामान्य		87 00 31	Grants-in-aid-General	
..	..	..	..	..	..	जोड़–बाल्यावस्था देखभाल केंन्द्र के लिए अम्बेडकर विश्वविद्यालय के लिए सहायता अनुदान (उप शीर्ष)	2202	03 102 87	Total - GIA to Ambedkar University for Early Childhood Care Centre (Sub Head)	40000
50000	..	50000	..	120000	..	जोड़–विश्वविद्यालयों को सहायता (लघु शीर्ष)	2202	03 102	Total - Assistance to Universities (Minor Head)	40000
						गैर सरकारी कालेजों को सहायता (लघु शीर्ष)	2202	03 104	Assistance to Non Government Colleges (Minor Head)	1470000
20000	33200	20000	60000	20000	70000	डिग्री कालेजों को सहायता अनुदान (उप शीर्ष)	2202	03 104 81	Grant-in-aid to Degree Colleges (Sub Head)	
10000	..	10000	30000	10000	40000	सहायता अनुदान–सामान्य		81 00 31	Grants-in-aid-General	
..	1740000	..	1650000	..	1800000	पूंजीगत परिसम्पतियों के सृजन के लिए अनुदान		81 00 35	Grants for creation of capital assets	100000
30000	1773200	30000	1740000	30000	1910000	सहायता अनुदान–वेतन		81 00 36	Grants-in-aid-Salaries	50000
						जोड़– डिग्री कालेजों को सहायता अनुदान (उप शीर्ष)	2202	03 104 81	Total : Grant-in-aid to Degree Colleges (Sub Head)	2000000
						कॉलेज जाने वाली छात्राओं के लिए छात्रावास निर्माण हेतु महाविद्यालयों को सहायता अनुदान (उप शीर्ष)	2202	03 104 76	Grant-in-aid to colleges for construction of hostels for college going girls students (Sub Head)	2150000
6000	..	21500	..	..	..	पूंजीगत परिसम्पतियों के सृजन के लिए अनुदान		76 00 35	Grants for creation of capital assets	14000

वास्तविक ACTUALS 2015-2016 आयोजना PLAN	वास्तविक ACTUALS 2015-2016 आयोजना भिन्न NON-PLAN	बजट अनुमान BUDGET ESTIMATES 2016-2017 आयोजना PLAN	बजट अनुमान BUDGET ESTIMATES 2016-2017 आयोजना भिन्न NON-PLAN	संशोधित अनुमान REVISED ESTIMATES 2016-2017 आयोजना PLAN	संशोधित अनुमान REVISED ESTIMATES 2016-2017 आयोजना भिन्न NON-PLAN					(₹ हजार) (₹ IN THOUSANDS) बजट अनुमान BUDGET ESTIMATES 2017-2018 जोड़ TOTAL
6000	..	21500	..	..	..	जोड़–कॉलेज जाने वाली छात्राओं के लिए छात्रावास निर्माण हेतु महाविद्यालयों को सहायता अनुदान (उप शीर्ष)	2202	03 104	76	Total : Grant-in-aid to colleges for construction of hostels for college going girls students (Sub Head)	14000
36000	1773200	51500	1740000	30000	1910000	जोड़–गैर सरकारी कालेजों को सहायता (लघु शीर्ष)	2202	03 104		Total - Assistance to Non Government Colleges (Minor Head)	2164000
						उच्च शिक्षा संस्थान (लघु शीर्ष)	2202	03 112		Institutes of Higher Learning (Minor Head)	
						दिल्ली धरोहर,अनुसंधान एवं प्रबंधन संस्थान (उप शीर्ष)	2202	03 112	89	Delhi Institute of Heritage, Research & Management (Sub Head)	
..	..	2500	..	3500	..	सहायता अनुदान–सामान्य		89	00 31	Grants-in-aid-General	3500
..	..	500	..	1500	..	पूंजीगत परिसम्पतियो के सृजन के लिए अनुदान		89	00 35	Grants for creation of capital assets	1500
29500	..	23000	..	25000	..	सहायता अनुदान–वेतन		89	00 36	Grants-in-aid-Salaries	25000
29500	..	26000	..	30000	..	जोड़– दिल्ली धरोहर,अनुसंधान एवं प्रबंधन संस्थान (उप शीर्ष)	2202	03 112	89	Total : Delhi Institute of Heritage, Research & Management (Sub Head)	30000
15150	..	180000	..	40000	..	राष्ट्रीय उच्चतर शिक्षा अभियान (सी.एस.एस) (उप शीर्ष)		87	00 42	Rsthtriya Uchtar Skisha Abhiyan (CSS) (Sub Head)	180000
15150	..	120000	..	..	..	राष्ट्रीय उच्चतर शिक्षा अभियान (राज्य अंश) (उप शीर्ष)		86	00 42	Rsthtriya Uchtar Skisha Abhiyan (State Share) (Sub Head)	120000
						दिल्ली उच्च शिक्षा गारंटी योजना (उप शीर्ष)	2202	03 112	85	Delhi Higher Education Gurantee Scheme (Sub Head)	
100000	..	100000	..	10000	..	अन्य प्रभार		85	00 50	Other Charges	50000
100000	..	100000	..	10000	..	जोड़– दिल्ली उच्च शिक्षा गारंटी योजना (उप शीर्ष)	2202	03 112	85	Total - Delhi Higher Education Gurantee Scheme (Sub Head)	50000
159800	..	426000	..	80000	..	जोड़–उच्च शिक्षा संस्थान (लघु शीर्ष)	2202	03 112		Total - Institutes of Higher Learning (Minor Head)	380000

(₹ हजार)
(₹ IN THOUSANDS)

वास्तविक ACTUALS 2015-2016 आयोजना PLAN	वास्तविक ACTUALS 2015-2016 आयोजना भिन्न NON-PLAN	बजट अनुमान BUDGET ESTIMATES 2016-2017 आयोजना PLAN	बजट अनुमान BUDGET ESTIMATES 2016-2017 आयोजना भिन्न NON-PLAN	संशोधित अनुमान REVISED ESTIMATES 2016-2017 आयोजना PLAN	संशोधित अनुमान REVISED ESTIMATES 2016-2017 आयोजना भिन्न NON-PLAN				बजट अनुमान BUDGET ESTIMATES 2017-2018 जोड़ TOTAL
						अनूसुचित जातियों के लिए विशेष घटक योजना (लघु शीर्ष)	2202 03 789	Special Component Plan for Scheduled Castes (Minor Head)	
16250	..	20000	..	55000	..	डिग्री कालेजों को सहायता अनुदान (एस.सी.एस.पी) (उप शीर्ष)	2202 03 789 99	Grant-in aid to Degree Colleges (SCSP) (Sub Head)	
16250	..	20000	..	55000	..	सहायता अनुदान–वेतन	99 00 36	Grants-in-aid-Salaries	70000
						जोड़– डिग्री कालेजों को सहायता अनुदान (एस.सी.एस.पी) (उप शीर्ष)	2202 03 789 99	Total : Grant-in aid to Degree Colleges (SCSP)(Sub Head)	70000
16250	..	20000	..	55000	..	जोड़–अनूसुचित जातियों के लिए विशेष घटक योजना (लघु शीर्ष)	2202 03 789	Total - Special Component Plan for Scheduled Castes (Minor Head)	70000
						अन्य व्यय (लघु शीर्ष)	2202 03 800	Other Expenditure (Minor Head)	
22915	..	25000	..	25000	..	निर्देशन व प्रशासन (उप शीर्ष)	2202 03 800 87	Direction & Administration (Sub Head)	
..	..	..	..	..	..	उच्च शिक्षा निदेशालय	87 99	Directorate of Higher Education	
..	..	..	..	..	..	वेतन	87 99 01	Salaries	23400
..	..	..	..	..	..	मजदूरी	87 99 02	Wages	2000
..	..	..	..	..	..	चिकित्सा उपचार	87 99 06	Medical Treatment	1000
..	..	..	..	..	..	घरेलू यात्रा व्यय	87 99 11	Domestic Travel Expenses	30
..	..	..	..	..	..	विदेशी यात्रा व्यय	87 99 12	Foreign Travel Expenses	100
..	..	..	..	..	..	कार्यालय व्यय	87 99 13	Office Expenses	1520
..	..	..	..	..	..	अन्य प्रशासनिक व्यय	87 99 20	Other Administrative Expenses	200
..	..	..	..	..	..	सामग्री तथा आपूर्ति	87 99 21	Supplies & Materials	650
..	..	..	..	..	..	विज्ञापन व प्रचार	87 99 26	Advertisement & Publicity	600
..	..	..	..	..	..	व्यावसायिक सेवायें	87 99 28	Professional Services	300
..	..	..	..	..	..	अन्य प्रभार	87 99 50	Other Charges	200
22915	..	25000	..	25000	..	जोड़– उच्च शिक्षा निदेशालय	87 99	Total - Directorate of Higher Education	30000

वास्तविक ACTUALS 2015-2016		बजट अनुमान BUDGET ESTIMATES 2016-2017		संशोधित अनुमान REVISED ESTIMATES 2016-2017						(₹ हजार) (₹ IN THOUSANDS) बजट अनुमान BUDGET ESTIMATES 2017-2018 जोड़ TOTAL
आयोजना PLAN	आयोजना भिन्न NON-PLAN	आयोजना PLAN	आयोजना भिन्न NON-PLAN	आयोजना PLAN	आयोजना भिन्न NON-PLAN					
						राजकीय महाविद्यालयों में मेधावी छात्रों को पुरस्कार				
							87	98	Award for meritorius students in Govt. colleges	
160	..	2000	..	300	..	इनाम				
							87	98 05	Rewards	500
160	..	2000	..	300	..	जोड़– राजकीय महाविद्यालयों में मेधावी छात्रों को पुरस्कार	87	98	Total - Award for meritorius students in Govt. colleges	500
4999	..	5000	..	5000	..	विश्वविद्यालय कालेजो में खेलकूद सुविधाओं को प्रोत्साहन				
							87	97	Promotion of sports facilities in university colleges	
..	..	..	..	..	..	सामग्री तथा आपुर्ति				
							87	97 21	Supplies & Materials	5000
4999	..	5000	..	5000	..	जोड़– विश्वविद्यालय कालेजो में खेलकूद सुविधाओं को प्रोत्साहन	87	97	Total - Promotion of sports facilities in university colleges	5000
						अंबेडकर विश्वविद्यालय की स्थापना				
							87	96	Setting up of Ambedkar University	
111400	..	100000	..	94600	..	सहायता अनुदान–सामान्य				
							87	96 31	Grants-in-aid-General	..
373119	..	830000	..	350000	..	पूंजीगत परिसम्पतियो के सृजन के लिए अनुदान	87	96 35	Grants for creation of capital assets	..
147190	..	200000	..	250000	..	सहायता अनुदान–वेतन				
							87	96 36	Grants-in-aid-Salaries	..
631709	..	1130000	..	694600	..	जोड़–अंबेडकर विश्वविद्यालय की स्थापना	87	96	Total - Setting up of Ambedkar University	..
..	..	5000	..	1500	..	महाविद्यालय प्रवक्ताओं के लिए पुरस्कार				
							87	95	Award for college lecturers	..
..	..	..	..	..	..	इनाम				
							87	95 05	Rewards	5000
..	..	5000	..	1500	..	जोड़– महाविद्यालय प्रवक्ताओं के लिए पुरस्कार	87	95	Total - Award for college lecturers	5000
..	..	500	..	..	..	आर्थिक रूप से कमजोर वर्ग के छात्रों को वित्तीय सहायता				
							87	94	Financial assistance for students of economically weaker sections	..
..	..	..	..	..	..	छात्रवृति एवं वजीफ़ा				
							87	94 34	Scholarship & Stipend	500
..	..	500	..	..	..	जोड़– आर्थिक रूप से कमजोर वर्ग के छात्रों को वित्तीय सहायता	87	94	Total - Financial assistance for students of economically weaker	500
659783	..	1167500	..	726400	..	जोड़– निर्देशन व प्रशासन (उप शीर्ष)	2202	03 800 87	Total - Direction & Administration (Sub Head)	41000

वास्तविक ACTUALS 2015-2016		बजट अनुमान BUDGET ESTIMATES 2016-2017		संशोधित अनुमान REVISED ESTIMATES 2016-2017							(₹ हजार) (₹ IN THOUSANDS) बजट अनुमान BUDGET ESTIMATES 2017-2018
आयोजना PLAN	आयोजना भिन्न NON-PLAN	आयोजना PLAN	आयोजना भिन्न NON-PLAN	आयोजना PLAN	आयोजना भिन्न NON-PLAN						जोड़ TOTAL
659783	..	1167500	..	726400	..	जोड़– अन्य व्यय (लघु शीर्ष)	2202	03	800	Total - Other Expenditure (Minor Head)	41000
921833	1773200	1745000	1740000	1041400	1910000	जोड़– विश्वविद्यालय और उच्च शिक्षा (उप मुख्य शीर्ष)	2202	03		Total - University and Higher Education (Sub Major Head)	4155000
921833	1773200	1745000	1740000	1041400	1910000	जोड़–मुख्य शीर्ष "2202"	2202			TOTAL - MAJOR HEAD"2202"	4155000
921833	1773200	1745000	1740000	1041400	1910000	जोड़–राजस्व भाग				TOTAL - REVENUE SECTION	4155000
						पूंजी भाग :				CAPITAL SECTION :	
						मुख्य शीर्ष "4202"				MAJOR HEAD "4202"	
						शिक्षा, खेलकूद, कला एवं संस्कृति पर पूँजी परिव्यय (मुख्य शीर्ष)	4202			Capital Outlay on Education, Sports, Art & Culture (Major head)	
						सामान्य शिक्षा (उप मुख्य शीर्ष)	4202	01		General Education (Sub Major head)	
						उच्च शिक्षा एवं विश्वविद्यालय (लघु शीर्ष)	4202	01	203	Universities & Higher Education (Minor Head)	
13917	..	50000	..	50000	..	इन्द्र प्रस्थ विश्वविद्यालय के लिए भूमि का आवंटन एवं भवन (उप शीर्ष)	4202	01	203 96	Allotment of land and Construction of building of Indraprastha Vishwavidyalaya (Sub Head)	
..	..	..	..	..	..	बड़े निर्माण कार्य		96	00 53	Major Works	130000
13917	..	50000	..	50000	..	जोड़– इन्द्र प्रस्थ विश्वविद्यालय के लिए भूमि का आवंटन एवं भवन (उप शीर्ष)	4202	01	203 96	Total - Allotment of land and Construction of building of Indraprastha Vishwavidyalaya (Sub Head)	130000
						खेल विश्वविद्यालय की स्थापना (उप शीर्ष)	4202	01	203 91	Establishment of Sports University (Sub Head)	
..	..	..	..	..	..	बड़े निर्माण कार्य		91	00 53	Major Works	10000
..	..	..	..	..	..	जोड़–खेल विश्वविद्यालय की स्थापना (उप शीर्ष)	4202	01	203 91	Total - Establishment of Sports University (Sub Head)	10000
13917	..	50000	..	50000	..	जोड़– उच्च शिक्षा एवं विश्वविद्यालय (लघु शीर्ष)	4202	01	203	Total - Universities & Higher Education (Minor Head)	140000

वास्तविक ACTUALS 2015-2016		बजट अनुमान BUDGET ESTIMATES 2016-2017		संशोधित अनुमान REVISED ESTIMATES 2016-2017					(₹ हजार) (₹ IN THOUSANDS) बजट अनुमान BUDGET ESTIMATES 2017-2018
आयोजना	आयोजना भिन्न	आयोजना	आयोजना भिन्न	आयोजना	आयोजना भिन्न				जोड़
PLAN	NON-PLAN	PLAN	NON-PLAN	PLAN	NON-PLAN				TOTAL
13917	..	50000	..	50000	..	जोड़–सामान्य शिक्षा (उप मुख्य शीर्ष)	4202 01	Total - General Education (Sub Major head)	140000
13917	..	50000	..	50000	..	जोड़–मुख्य शीर्ष "4202"	4202	TOTAL - MAJOR HEAD"4202"	140000
13917	..	50000	..	50000	..	जोड़–पूंजी भाग		TOTAL - CAPITAL SECTION	140000
935750	1773200	1795000	1740000	1091400	1910000	जोड़–उच्च शिक्षा निदेशालय		TOTAL - DTE. OF HIGHER EDUCATION	4295000

अम्बेडकर विश्वविद्यालय दिल्ली Ambedkar University Delhi

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

DR. SUNITA SINGH
DIRECTOR (OFFICIATING)

23/12/2016

To,

Shri Manish Sisodia
Honorable Deputy Chief Minister
Government of NCT Delhi

Subject: **Proposal and Budget for the "Development of 10 Early Childhood Care and Education Centres in Delhi" on Pilot Basis—reg**

Dear Sir,

Greetings from the Centre for Early Childhood Education and Development!

This is with reference to the meeting held under the Chairmanship of Hon'ble Minister (Social Welfare and Women and Child Development) regarding the opening of Early Childhood Development Centres across Delhi on 24th October, 2016—F.No.76.(ECCE)/DWCD/ICDS/2014-15/25569-76, 8 Nov, 2016 *(Copy of Minutes enclosed as Annexure A)*. It was proposed at the meeting that the ECCE centres that will run out of 10 Basti Vikas Kendras and shall be run by the Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi (AUD).

I am writing to express our concurrence to help set up the 10 Model Early Childhood Care and Education Centres across Delhi. At CECED our mission is to contribute towards the national goals of social justice and equity by promoting developmentally and contextually appropriate Early Childhood Education and Development (ECED), as every child's right to a sound foundation. We are committed to promoting ECED with quality through an evidence-based approach. Research and evaluation is our core function.

These model centres would serve as an action research project to validate developmentally and contextually appropriate programme content. This is in consonance with the Ambedkar University Delhi's mandate of equity with excellence and outreach to marginalized communities. CECED envisages this intervention as an instrument to address gaps in social equity.

Bharat Ratna Dr B R
Ambedkar University, Delhi

भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT (CECED)

The proposal *(See Annexure C)* has been approved by competent authority at Ambedkar University Delhi *(Copy of approval enclosed as Annexure B).* However, the proposal and budget was slightly modified with mutual agreement with your advisor. The revised budget for the said project is INR. 54498500, the proposal and budget is enclosed herewith.

A sanction order for the same is awaited to initiate the project.

It is also to inform you that Professor Venita Kaul, Director CECED retired from Ambedkar University Delhi on December 9, 2016 and presently the undersigned is the Officiating Director of CECED, AUD. However, Professor Kaul will be associated with the project in an advisory capacity.

Sincerely,

Sunita Singh

(Sunita Singh)

Cc: Professor Shyam B. Menon, Vice Chancellor, Ambedkar University Delhi

Encl:

1. Copy of Minutes (Annexure A)
2. Copy of AUD Approval (Annexure B)
3. Proposal and Budget (Annexure C)

ANNEXURE C

Proposal for
Development of Early Childhood Care and Education Centres in Delhi

Centre for Early Childhood Education and Development
Ambedkar University Delhi

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Proposal for Development of Early Childhood Care and Education Centres in Delhi

Centre for Early Childhood Education and Development

Ambedkar University Delhi

1. INTRODUCTION

While impressive strides have been made towards universalizing access to primary education in India, available evidence indicates that learning levels at the elementary level remain poor. The National Policy on Early Childhood Care and Education (2013) refers to the importance of age and developmentally appropriate content for young children. The gap between what is viewed as appropriate for pre-school children and what children in Standard 1 are expected to do is enormous. According to a longitudinal study[1] jointly conducted by the Centre for Early Childhood Education and Development (CECED) and ASER (Assessment, Survey, Evaluation and Research) Centre, the 4-5 year old children are not school ready in terms of cognitive and language competencies when they join grade 1. This longitudinal study shows that this trend in learning levels continues in the primary grades as well when children are 6, 7 and 8 years old. Similar exercises in Africa (UWEZO in Kenya, Tanzania, Uganda as well as EGRA findings in many countries) indicate that the "high enrollment-low learning" situation is common in many countries. *This therefore shows clearly, that children entering primary schools do not have the foundational skills and concepts needed to handle the curricular expectations.*

The first 6 to 8 years of a child's life are the most crucial for their lifelong development. Studies show that a lack of a stimulating physical, cognitive and psychosocial environment at this stage can have detrimental effects. Despite the expansion of the national flagship programme, Integrated Child Development Services (ICDS) and Early Child Education (ECE) schemes such as crèches and the Balwadi programme, preschool education is limited and does not currently provide the requisite inputs for optimal growth and development. A study conducted by DFID[2] on the ICDS programme in Madhya Pradesh showed that food and nutrition were the main focus of AWC. The information on the utilization of early childhood care or preschool education services shows that less than one fifth (17.3%) of the children in the age group of 3 to 6 years were receiving preschool education services from AWC. Nationwide studies[3] show that less than half the Anganwadi Centres of the Integrated Child Development Services (ICDS) programme in India actually have learning materials for children and many states report nil yearly expenditures of preschool kits allocated in the regular ICDS budget.

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[1] Indian Early Childhood Impact Study (http://img.asercentre.org/docs/Research%20and%20Assessments/Current/Education/Research%20Projects/ieceipolicybrief_november2015.pdf)

[2] Impact Assessment of ICDS in Madhya Pradesh 2009-10 (http://mpplanningcommission.gov.in)

[3] Three Decades of ICDS- An Appraisal (http://unicef.in/Uploads/Publications/Resources/pub_doc70.pdf)

Director
Childhood Education &
Delhi

It seems clear that while ICDS programmes have been successful in improving health outcomes, they are not properly equipped to deal with the educational needs of preschool children. It would appear that other models need to be explored to improve early childhood education.

2. EVIDENCE ON EFFECTIVE INTERVENTIONS

Studies across countries have highlighted the importance of early childhood education in promoting social, emotional, physical and cognitive development. Researchers have indicated that investment in early childhood could result in a rate of return of nearly 10% or higher in the later years of a child, especially for disadvantaged children (Heckman, 2006[4], 2011[5]). These could be in various ways—better economic prospects, more stable families, lesser expenditure on intervention services in the later years, low rates of incarceration and so on. A long-term (20 year) study[6] of the effects of an early childhood development program in Jamaica, financed by the World Bank, found that investments in early childhood and education led to a 25% increase in future earnings. Children in the treatment group also were more educated and did better on cognitive tests—two areas that help with earnings. Pre-schoolers, especially the poorest and most disadvantaged, who received quality ECCE are more likely to be healthy, ready to learn, and stay longer and perform better in school. A study[7] by Duke University also reveals that early childhood education helps diagnose learning disabilities in children and provides early intervention, thus reducing costs of special education.

The IECEI study conducted by CECED (2011-16) identified the non-negotiables in preschool quality which significantly impact the school readiness levels of children. These quality indicators can be categorised into four factors—developmentally appropriate curricular content; physical infrastructure and material to transact the curriculum; classroom arrangement and

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[4] Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, *312*(5782), 1900-1902.

[5] Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of public Economics*, *94*(1), 114-128.

[6] Gertler, P., Heckman, J., Pinto, R., Zanolini, A., Vermeersch, C., Walker, S., ... & Grantham-McGregor, S. (2013). *Labor market returns to early childhood stimulation: A 20-year followup to an experimental intervention in Jamaica* (No. w19185). National Bureau of Economic Research.

[7] Muschkin, C. G., Ladd, H. F., & Dodge, K. A. (2015). Impact of North Carolina's Early Childhood Initiatives on Special Education Placements in Third Grade. Working Paper 121. *National Center for Analysis of Longitudinal Data in Education Research (CALDER)*.

Director
Centre for Early Childhood Education & Development
Ambedkar University Delhi

management to facilitate the transaction of curriculum in an appropriate manner and a trained and democratic teacher.

The IECEI study conducted in three states of the country also shows that children from deprived households (low asset index, no/primary educated mothers, no/limited print material) catch up with the privileged households if they receive a good quality preschool environment.

3. THE PROPOSED SOLUTION - EARLY CHILDHOOD CARE AND EDUCATION CENTRES IN DELHI

Recognizing the importance of ECE, the Government of National Capital Territory of Delhi has proposed to set up 10 pilot Early Childhood Education and Development Centres across Delhi, specifically in slum clusters and unauthorized colonies operated by the Ministry of Women and Child Development. The focus of these preschools will be to develop developmentally/age appropriate and activity oriented play based learning for 3-6 year old children.

The ECE Centres will promote learning and development of children from low-income families in a comprehensive way. Each centre will cater to around 40 children—in total, the ECE centres will impact approximately 400 children and their families and communities in Delhi in the pilot phase. The ECE centres will offer a variety of services, which include:

a. **Early learning and development:** The learning and development of children will be fostered through developmentally appropriate practices. Children are not innately "ready" or "not ready" for school. Their learning and development is influenced by their local environment and the interactions with families and communities before they step into the school system which continues to shape this process. Through relationships with adults, play, and planned and spontaneous instruction, children grow in many aspects of development. Children's learning of social skills, their emotional well-being, along with conceptual cognitive learning in early mathematical concepts, early language and literacy learning, science and social science and other areas will be inculcated using a play based approach.

b. **Health and Hygiene**: Each child's perceptual, motor, and physical development will be supported to permit them to fully explore and function in their environment. All children will receive health and developmental screenings and nutritious snacks. The ECE centres will connect families with existing medical, dental, and mental health services to ensure that children are receiving the services they need.

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c. **Community/Family well-being**: The ECE Centres will support and strengthen parent-child relationships and engage families around children's learning and development. Families are a critical link in the provisioning landscape because their understandings about early childhood play a critical role in children's learning and development in the later years. Education and good schooling play a major role in the kind of preschools or schools they prefer and choose for their children. Further, research also indicates that children from economically disadvantaged families need more support for learning and development[8].

In order to ensure access, equity and quality of preschool programmes, families need to be provided with access to resources that would "allow them to give their children the nurturing relationships and experiences that promote school readiness[9]." The provision of ECE to children will play a key role in supporting families as well.

d. **Sustainability and community ownership:** To encourage a sense of ownership among the community and family, the following approaches to involve communities or families for the child's well-being will be adopted.

1. *Collaborative planning:* The foundation of any community centred programme is collaborative planning built on mutual consensus which generates a sense of ownership among community and provides a platform to actively participate and discuss about their children.
2. *Training and professional development:* Teachers will be trained in eliciting support from community members through active interaction with them. These contacts help teachers to understand the children, as well as strengthen the community's interest and support for school activities.
3. *Addressing cultural differences:* Social and economic distance between the teachers and children often leads to less sensitivity among the teachers in understanding the specific needs of the children and communities they come from. The trainings will specifically focus on providing support to teachers to understand the role of parents as partners in children's education and the critical need to bridge barriers of caste, class, linguistic backgrounds and economic conditions.
4. *Meetings or events for community participation:* Given the role of parents and the support needed from the parents as stakeholders, regular meetings will be held in order to gauge their needs, their participation at the centre and ways to move forward in collaboration with the centre staff.

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[8] Stipek D. & Ryan, R. (1997). Economically disadvantaged preschoolers: ready to learn but further to go. *Developmental Psychology, 33*(4): 711–723.

[9] National Association of Education of Young Children. (2009). *Where we stand on school readiness.* Retrieved from:https://www.naeyc.org/files/naeyc/file/positions/Readiness.pdf. p. 1

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e. **Mentoring relationship:** The role of the mentor is conceptualized to provide support to the teacher for supporting student learning. Their role will not be that of a "fault finding supervisor" but one who is able to work with the teacher on planning, classroom instruction, and resource development for the same. The role of the mentors would also help orient the new teachers to the community where the school is located and the school as well. The mentors would also be critical in helping teachers transition into this new school setting. Mentors would also be documenting the new teacher's mentoring experience in order to provide further support.

4. BENEFICIARIES, POTENTIAL IMPACT & SCALING UP

By providing a high quality play based preschool experience, the ECE centres will build children's cognitive, socio-emotional, early language and literacy and early numeracy skills during the pre-primary years to improve children's learning outcomes in early grades.

The ECE centres will be situated in the community—thus visible to everyone. Usually, children, parents and teachers from primary schools will also observe and sometimes participate in the ECE centre activities. Thus, a next level of "beneficiaries" would be the children enrolled in primary schools in the area. One of the main reasons for setting up the ECE centres is to have a "demonstration" effect, i.e., for teachers, parents, tutors, siblings and others to observe how effectively the activities are conducted to enhance learning of children. For example, many of the activities that are conducted as part of the ECE can be beneficial for younger children as well.

Similarly, the volunteers and trainees who participate in conducting the sessions at the ECE centres alongside the CECED implementation team are also a key set of "beneficiaries". The ECE centres will be set up in ten Basti Vikas Kendras. Approximately 20—25 volunteers/trainees will be trained in teaching-learning activities through this participation. Thus, it is hoped that the impact of the proposed activities go well beyond children to others in the community—with a snowball effect.

Scaling up: The pilot will provide us with a nuanced understanding of the aspects of running the centres and in turn help to identify the strategies that would work. This will also inform us about the challenges that project might face in the process of scaling up. The stages involved in scaling up are described as follows:

Stage 1 (Year1): Developing 10 model ECE centres which will serve as demonstration centres for further scaling up. In addition, the capacities of front line workers like teachers, helpers and

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mentors will be developed with onsite support from CECED. Furthermore, an attempt will be made to develop a sense of ownership within the community to ensure sustainability.

Stage 2 (Year 2): These 10 ECE centres will serve as models centres. Further, 100 centres will be developed on the same lines in the future. The human resources developed in the pilot phase will become technical partners and provide technical support to the teacher, mentors and helpers in collaboration with the CECED. By the end of this stage, the scaling up processes will be in place.

Stage 3 (Year 3): In third year, the program will be developed in 1000 centres with limited support by CECED.

Stage 4 (Year 4): The ECE program will be rolled out across 3000 ECE centres. There will be a continuous documentation of the processes involved and the evolving model will be replicated further to 3000 centres.

5. PARTICIPATING ORGANIZATION

The Centre for Early Childhood Education and Development (CECED) is envisaged as an institution that brings together research, policy and practice in the area of ECED within a coherent and holistic conceptual frame. CECED is a part of Ambedkar University, Delhi (AUD) which has been established by the Government of the NCT Delhi. CECED's vision is to promote systemic understanding of developmentally and contextually appropriate and inclusive Early Childhood Education and Development (ECED) with a focus on early learning. CECED specifically aims to provide a 'single window' approach to ECED by serving as:

- A hub for documentation, knowledge creation and theory building through longitudinal, multi-disciplinary and multi-centric research and documentation and its dissemination.
- A technical resource for promotion of quality and related capacity building for policy makers, professional, practitioners, parents and community.
- A clearing house and a repository of information/data on ECED.

Given CECED's expertise in research, evaluation and advocacy in early childhood care and education, CECED has indicated its concurrence to help set up these model centres as an action research project to validate developmentally and contextually appropriate program content. This is in consonance with the AUD mandate of equity with excellence and outreach to marginalized communities. CECED envisages this intervention as an instrument to address gaps in social equity.

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6. MEASURING SUCCESS

The proposed ECE centres will be evaluated by a third party using a quasi-experimental research design where these programmes will be compared with other preschool programmes, government, private and voluntary co-existing in the vicinity of these programmes. A rigorous and effective methodology will be used to capture the impact of the ECE centres on the learning and development of children through a base-line at the launch of these programmes and end-line towards the end of the implementation. The impact of these programmes will also be assessed in terms of their community outreach programme.

Objectives of the third party evaluation

Objectives	How outcomes will be measured
To assess the quality of ECE programmes	The programmes will be assessed on ideal ECE quality indicators through a desk review of the curriculum and assessment of the actual management of the classroom. The teachers and mentors will also be interviewed to understand their perspective on the curriculum and programme.
To assess the impact of the ECE programmes in terms of school readiness levels among 4-6 year olds	Impact of the ECE will be estimated by assessing preschool children on school readiness indicators.
To assess the awareness among the community members on early childhood education	Interviews and focus group discussions will be conducted with the community members and parents of preschooler attending the ECE centres to estimate their awareness levels.

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7. IMPLEMENTATION PLANS

a. Situational Analysis

The main objective of situational analysis is to select ten BVKs to be developed as preschool centers by the Government of Delhi with technical support from CECED. The specific objectives of this study are:

- Mapping availability of physical infrastructure and supporting resources
- Assessment of the socio economic and physical context of the community
- Mapping of the children in the age group 3-6 with the existing preschool services (NGO, Private and Govt. Run) and their utilization
- Understanding of parental aspirations and expectation from the preschool centre.
- Assessing willingness of the community to support, participate and take ownership of the center
- Identification of the mother helper from the community.
- Guiding the program content and teachers training process

The situational analysis will involve the following steps:

1. Preparing tools for situational analysis.
2. Initial screening and short listing of 15 BVKs from the list. Selection of 10 BVKs and the community on the basis of the data obtained from 15 centers.
3. Training of 10 member teams on the tools before the Rapid assessment.
4. Rapid assessment in the 15 shortlisted BVKs and the community using Participatory Rapid Appraisal tools, observation checklists and interview protocols. Each of the 15 shortlisted BVKs will be visited by the two member team from CECED for 3-4 days. The schedule for assessment is as follows:
   - Day 1: Use of Participatory Rapid Appraisal tools with the community and observation of physical setting of BVKs.
   - Day 2, 3 and 4: Interview with the parents and teachers from existing ECCE practices in the community and observation of existing ECCE settings in the community.

b. Community Engagement

There will be an attempt to promote the community support, partnership and ownership of the project. This can be achieved through involving the community in arranging the center space, in developing and contributing to the cost and contextual learning materials for children's individual use, encouraging them to share 'local knowledge' in the form of stories, songs, etc. to the children and forming a committee of the parents from the community to monitor and support

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the programme. Home visits and regular meetings with the parents about the learning and growth of their children will be an important component of the preschool program. A monthly meeting with the community will be held to get their feedback on the running and sustainability of the centres.

c. Content Development

The program content will take into account the social and cultural contexts in which children grow and develop. It will address the needs of children from 3 to 6 years. The underlying principles of the content are as following:

- Providing developmentally appropriate learning experiences to children. This helps them in laying a sound foundation for these children in these critical years and addressing any environmental deficits due to marginalization.
- It enables them to become autonomous and active learners where they freely interact with their environment and exercise their own agency and learn skills of cooperation, sharing, empathy, respect and tolerance.
- Enabling children to develop their own identities, and respect social, economic, cultural, linguistic and religious diversity.
- Developing children as healthy, participative, creative members of the society who respect varied contexts and also care for their environment.

The content will be developed in a phased manner of 2 months (for initial 6 months; later trainings will be held at intervals of quarterly) taking into account the needs of the community and the interests of children.

- Programme Logistics
    - An evolving model that ensures developmentally/age appropriate content: This includes content that is activity oriented, learner centered and involves play-based learning. The curriculum will ensure an inclusive setting
    - The centres will run for 6 days per week where the timings will be decided in consultation with community
    - The teacher child ratio 1:20-25
    - A nominal fee will be decided in consultation with community to ensure the ownership of the program and also a mechanism for quality control. In addition, the amount collected will take care of expenses in conducting bi-monthly meetings with the community
    - A health and hygiene component will be included where parents will be referred to necessary health related services for their children. Additionally, a panel will be formed to address needs of children with disability

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- *Recruitment of staff*
    - Female staff will be recruited. Teacher should be qualified to teach young children—with a degree in Early Childhood Care and Education or cognate field with some experience.
    - Assistant teacher should be qualified to teach young children—with a specific degree in Early Childhood Care and Education or cognate field
    - Mentors need to have a degree in ECCE or cognate field with some preschool experience
    - A Mother helper will be selected from the community. She should be 8 or 10^{th} pass.
    - Remuneration: Teacher Rs. 30,000-40,000, Assistant teacher 10,000-20,000, helper Rs. 10,000 to 13,000, mentor- Rs. 40,000/- and TA

d. Training/Capacity Building

CECED will provide technical support and recurrent phase wise training along with onsite mentoring of 5 trainer mentors and 20 ECE teachers, 20 assistant teachers and 10 helpers. This will involve the following:

- Need assessment of the trainees would be carried out to understand the current status which will further inform the development of training manuals and training plans.
- Training manuals for ECE teachers and mentors will be prepared.
- CECED will plan and conduct a 60 day training on ECE for 20 teachers, 20 assistant teachers, 10 mother helpers and 5 mentors to highlight the importance of Early Childhood Education and to impart the necessary skills to implement ECE routine in the centre.
- A monitoring tool will be developed to assist the mentors in order to provide strategic mentoring to ECE teachers
- A mechanism for mentoring will be developed where CECED will be providing direct mentoring support to ECE staff

e. Mentoring and Monitoring

- Based on the needs of the trainees, during the initial few months, intermediate level of 3 day training after every 2 months (in two phases) will be carried out to address the areas in which inputs are required. Later, the training will be conducted on a quarterly basis.
- Onsite support will be provided throughout the pilot phase with the help of monitoring indicators.
- During the end of the pilot phase, a training of 3 days will be planned and conducted with a special focus on areas such as school readiness, assessment, etc.
- Aspects of mentoring and monitoring:
    - Short term, continuous, ongoing, on job training

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- Continuous mentoring and monitoring
- Mid-course corrections
- Reflective supervision
- Evolving model
- Certificate program in consonance with the program –diploma

8. RESEARCH COMPONENT IN THE DELHI ECE PROGRAMME

The research component will be interwoven in the project and run across the project from the very beginning. The following researches will take place as part of the project:

a. Formative Research: Situational Analysis

The situational analysis during the preparatory phase will help us in exploring the expectations of the parents and the community from the preschool programmes. This will guide the advocacy campaign for parents and community and development of curriculum and management of the preschool programmes.

b. Rapid assessment of ECE provisioning in Delhi

Rapid assessment of the existing ECE programmes using stratified sampling will help in understanding the situation of Delhi in terms of types and quality of ECE programmes available to children along with child outcomes. This will build the bases for the development of the pilot programmes and will also guide the approach towards community engagement. The objective of the rapid assessment using stratified sampling is to estimate the enrollment and participation trends for 3 to 6 year olds across different categories of preschool programmmes including government (municipal preschools and Anganwadi centres), private and voluntary and further assess the quality of all the above programmes and child outcomes in terms of school readiness levels.

c. Action Research

During the pilot phase, 10 preschool programmes will serve as the lab for revising and strengthening the content and management of the preschool programmes. Action research will be carried out to inform modifications in the programmes to make it more effective.

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d. **3rd Party Evaluation**

Assessment of programme and children will be done in two phase i.e., baseline and endline. Baseline will be conducted at the beginning of the program and endline will be conducted towards the completion of the programme.

9. ENGAGEMENT OF ECE STUDENTS

School of Education studies, AUD is currently offering M.A (Education), MA Education (ECCE) and PG Diploma (ECCE). MA Education was launched in 2012 and this is the third batch of students, who have passed out in May, 2016. MA Education (ECCE) and PG Diploma were launched in 2014 and the first MA batch graduated in May, 2016. The programmes for ECCE are being implemented with support from SRTT and in collaboration with Ambedkar University Delhi.

The idea of 'field attachment' emerges from the vision of the School of Education Studies. Field Attachment (FA), as an essential part of the Masters in Education programme has been designed to deepen students' engagement with education – as praxis and to develop professionals who understand both theory and practice in the 'field'. In the light of the above concerns, Field Attachment has been conceptualized as an opportunity to learn at/from the various sites, agencies and actors where education is practiced and (re)shaped. Students can focus on a few key aspects of education to study at the field sites, like curriculum and material development; teacher training; quality, equity and access issues on the basis of gender/ caste/ class; financing of education; leadership and management issues. This will also solve the purpose of Field Based learning cum experiential learning.

The Master's students are also required to identify a theme which they would like to explore and study. Students are expected to develop a research proposal and are expected to engage in literature search, field work, prior to writing the dissertation/report and present it by the end of the fourth semester. These centres of Delhi Government are going to be developed as Model centres. We see all these ten Centres build as potential areas which can be developed as "Field Labs" where students can visit time and again and get engaged for Field Placements and Master's Dissertation.

We see this association beneficial for both students and these centres as students of several other organisations like SCERT, Delhi University, Jamia Millia Islamia also will get an opportunity to visit these centres for exposure visits, field attachment through-out all semesters, summer internships and they will be able to undertake Action research projects from time to time. Students will be reimbursed for travel and food costs according to learning enhancement plan.

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Broadly these activities can be undertaken in these modal centres cum Field Labs.

- Field studies
- Field Placements
- Internships
- Dissertations
- Action Research Projects

10. BUDGET NARRATIVE

1. Centre for Early Childhood Education and Development (CECED) Project Staff:

CECED's overall budget for the staff requirement is INR 72, 57,500. This includes 9 full-time team members for one year, 14 team members hired based on the requirement during the course of the project under different activities and 25 students who will be engaged for 25 days.

CECED Project Staff Fee	Unit	Monthly Remuneration (INR)	Number of Months of Employment	Yearly Remuneration (INR)
Management Team				
Expert Resource Fee				20,00,000
Senior Programme Manager	1	70,000	12	8,40,000
Admin and Accounts Assistant	1	20,000	12	2,40,000
Implementation Team				
Senior Project Associate	1	60,000	12	720,000
Project Associate	2	45,000	12	10,80,000
Project Assistant	4	30,000	12	14,40,000
Student Engagement	25	300 (Daily)	25 Days	187500
Situation Analysis & Community Engagement				
Field Investigators	5	15,000	1	75,000
Rapid Assessment of Existing Pre-school facilities in Delhi				
Project Associate	1	45,000	6	2,70,000
Field Investigators	9	15,000	3	4,05,000
Total				7257500

a. **Expert Resource Fee:** CECED's Faculty and Resource fee for external experts who will be engaged throughout the project to provide guidance to carry out proposed project

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related activities. CECED has estimated the cost to be INR 20,00,000. Apart from external experts, the following professors will be engaged in this project:

Dr. Sunita Singh: Dr. Singh is an Associate Professor and currently the Director (Officiating) at the Centre of Early Childhood Education and Development, Ambedkar University Delhi. Dr. Singh completed her Ph.D. from the Department of Curriculum and Instruction (Language and Literacy), University of Illinois at Urbana-Champaign and her MA and MPhil from Jawaharlal Nehru University in linguistics. Prior to joining CECED, she worked as an Associate Professor at Le Moyne College, Syracuse, USA. She has worked extensively in schools, with teachers, families and in communities. Dr. Singh has published chapters in books and articles in several international peer reviewed journals. At CECED, Dr. Singh is a faculty mentor for various projects related to language and literacy and early childhood education and development. She also teaches in the School of Education Studies, AUD.

Dr. Monimalika Day: Dr. Monimalika Day is currently a faculty at the School of Education at Ambedkar University Delhi. She has a doctoral degree in Special Education with a focus on Early Childhood from the University of Maryland at College Park. She worked at Zero To Three, a national non-profit organization for infants, toddlers and families in USA for five years. Dr. Day' specializes in early childhood development, infancy, early stimulation and working with families and communities.

Professor Venita Kaul: Dr. Kaul was formerly Professor and Director of School of Education Studies and Founder Director of Center for Early Childhood Education and Development (CECED) at the Ambedkar University, Delhi, which is a State university. She would be involved in advisory capacity. Prior to this assignment, Prof. Kaul was a Senior Education Specialist at World Bank for over 10 years. She has also been on the Boards of a number of well-known NGOs working in the area of education including Pratham, Mobile Creches and Sesame Street (India). Prof. Kaul has several national and international publications in the area of early education to her credit.

b. Management Team: The management team will be responsible for managing the project, providing financial and administrative support throughout the year. The management team will include:

i. Senior Programme Manager (SPM): The SPM's time is estimated to be proportionately divided between the Programme and administrative and financial activities of the project, at INR 70,000 per month. The SPM will be a senior person having Post graduate degree in Early Childhood Education/Education/Social Work/Sociology/and cognate areas with 5-10 years of

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progressive work experience especially in Project Management and managing the large team.

ii. Administration and Accounts Assistant (AA): The AA will assist the project team in day to day administrative matters, secretarial assistance and accounts handling, at INR 20,000 per month.

c. **Implementation Team:** The main responsibilities of the implementation will be the following:

- Initiating and monitoring the project
- Establishing project parameters
- Committing resources including budget
- Content Development
- Developing or overseeing development of the project plan
- Ensuring impediments are identified and resolved quickly
- Controlling costs
- Organizing, overseeing and recording the responses during the community engagement.

- *Senior Project Associate* (SPA): The SPA will be responsible for all project leadership, planning, communication and issue resolution and will be responsible for ensuring that the implementation team understands the project process, the deliverables needed for a successful implementation and the tasks that must be completed. The SPA will also be responsible for keeping the project to the agreed upon scope and within the allocated budget. The SPA will be hired at INR 60,000 per month.

2. Travel and Administration Expenses (INR 13,40,000)

a. **Local Travel**: CECED's overall budget for local travel is INR 4,80,000 which is about 24% of the total travel and administration expenses. On an average, the monthly travel expenses would be approximately INR 40,000. Since the project is spread across Delhi, regular visits for monitoring from CECED's Resource teams would be essential. This cost will include the travel for the project team members during the planning and implementation phase. The cost will also include the travel of team for situational analysis, community engagement, training, monitoring, data collection for rapid assessment, action research and need assessment.

b. **Stationary & Printing:** CECED has projected that the monthly cost of stationary and printing would be approximately INR 30,000 per month which comes out to be INR 3, 60,000 for the year. This will include stationary and printing requirements during situational analysis, community engagement, content development, training, monitoring, data collection for rapid assessment, action research and need assessment. Apart from that this will also include the internet cost.

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c. **Process Documentation:** This includes the video documentation and a written report on the entire project. This will cost INR 5,00,000. CECED will be responsible for collecting, organizing, storing, retrieving, and disseminating information related to the project whenever requested by the GNCTD. Specifically, process documentation will include the following:

i. *Video documentation* of situational analysis, rapid assessment, transformation of BVKs, teacher training, content development, classroom experience, community meetings, etc.

ii. *Handbook of the ECE Centres*: The handbook will offer a detailed description and analysis of the different activities undertaken during the pilot phase. This will document the administrative structure of the ECEs, roles and responsibilities of the stakeholders, methodology and the approach followed during project development.

iii. *Report/s* The process documentation will systematically capture the formation and performance of the ECE centres. It will help to reflect, analyse and discover patterns that will help or hinder the project during the pilot phase. This will build into guidelines that will improve the quality and impact of scaling up the project through documenting the internal project learning and joint learning with direct stakeholders.

3. **Contingency:** This will include any unforeseen expenditure which has not been budgeted. CECED has kept aside INR 3,00,000 as contingency expenses.

4. Research, Curriculum Development and Documentation

a. Situation Analysis & Community Engagement (INR 75,000)

i. *Field Investigators for the Situational Analysis*: The main objective of situational analysis is to select ten out of 15 BVKs to be developed as preschool centers by the Government of Delhi with technical support from CECED. Apart from identifying the BVKs, situational analysis will help us in:

- Assessing the socio economic and physical context of the community
- Mapping of the children in the age group 3-6 with the existing preschool services (NGO, Private and Govt. Run) and their utilization
- Understanding parental aspirations and expectation from the preschool centre.
- Assessing willingness of the community to support, participate and take ownership of the center
- Mapping availability of physical infrastructure and supporting resources
- Identifying the mother helper from the community.
- Guiding the program content and teachers training process

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For this purpose 5 Field investigators will be hired by CECED to perform a sample survey in the JJ clusters for a period of 10-12 working days. The surveys would determine the number of eligible children in each JJ cluster, willingness of parents, home learning environment, requirement of a crèche facility etc. Each field investigator will be hired at INR 15,000 for a period of one month. This makes the total cost INR 75,000.

For community engagement, the money collected through fee will be spent to meet the expenses incurred while conducting community meetings. The fee will be decided in consensus with community.

b. Rapid assessment of ECE provisioning in Delhi (INR 7,75,00)

Data from secondary sources supported by stratified sampling will be used to conduct a need assessment of the ECE programmes that will help in understanding the situation of Delhi in terms of types and quality and gaps in the ECE programmes available to children along with child outcomes. This will build the bases for development of the pilot programmes and will also guide the approach towards community engagement.

The Needs assessment has the specific objectives:

i. To use a stratified sampling to understand and estimate the number of children in Delhi under age 6 who are eligible for early childhood education programs and for school-age care in the near term (2017-2019) and over the long term (to 2030).
ii. To estimate on sample basis and document the current supply of formal providers of early childhood education programs and services for children under the age of 6 and the quality of that supply.
iii. To conduct a gap analysis based on objectives 1 and 2.
iv. To generate an estimated needs assessment that analyzes the availability and quality of Delhi's early childhood education and school-age care systems for the near term (2017-2019) and develop projections of the need for these services over the long term (to 2030).
v. Prepare a report on the quality of child outcomes in terms of school readiness levels.
vi. To understand and document the expectations and needs of the community from the ECE centres.

c. **Project Associates and Field Investigators:** As mentioned in Section 1, one project associate for 6 months and 10 field investigators for 3 months will be hired for the rapid assessment exercise which will go on throughout the pilot phase.

d. **Consultations & meetings**: CECED will take recommendations and suggestions from the experts in the area of early childhood care and development for the preparation of the

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project report after conducting the rapid assessment. As well as the content will also be reviewed by the experts. CECED has estimated the cost to be INR 50,000.

e. **Preparation of Report:** A detailed project report will be submitted to the GNCTD after the rapid assessment which will help in understanding the situation of Delhi in terms of types and quality of ECE programmes available to children along with child outcomes. This will build the bases for development of the pilot programmes and will also guide the approach towards community engagement. The preparation cost of the report is INR 50,000.

5. Training & Professional Support of Teachers, Mentors and Assistant Teachers (INR 4,59,000)

CECED will provide training and professional support to 20 teachers, 20 assistant teachers (2 teachers,2 assistant teachers per centre), 10 mother helpers 5 mentors (1mentor for 2centres). The training will be conducted in two batches in a phased manner which will include orientation, refresher trainings etc. Training will be on components of ECCE, classroom practices, how children learn, TLM, program content, reflective supervision etc. Induction training will be of 6 days followed by four 3 day refresher training and periodic mentoring classes.

a. **Travel allowance for the Teachers and Mentors:** Travel allowance of INR 300 will be provided to 55 teachers and mentors for a period of 18 days. This will cost INR 2,97,000.

b. **Refreshment for Participants, Mentors & Trainers:** Refreshments worth INR 150 will be provided to 60 participants for a period of 18 days. This will cost INR 1,62,000.

6. Centre Cost for 10 centres (INR 3,96,42,000)

The total centre cost includes one-time set up cost of the ten centres as well as the recurring expenditure for a period of one year. The recurring cost includes the staffing cost of the centre as well as the food and nutrition that will be provided to the children.

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Cost	For 10 Centres	Per Centre per year	Per Child per year	Fixed Cost Amortised Over a Period of Three Years	Per Child Per Month
One-time Set up Cost (Fixed Cost)	1,44,00,000	1440000	28,800	9600	800
Recurring Cost	2,52,42,000	25,24,200	50,484	-	4207
Total Expenditure	3,96,42,000	39,64,200	60,084	-	5007

One Time Setup Cost (Fixed Cost): This will include the cost that will be incurred to setup the 10 ECE Centres. It covers the cost of furniture, wall painting, outdoor equipment, computers, speakers, contingency amount etc. The total setup cost for one centre is INR 14,40,000. Because the setup cost is a fixed asset with a useful life of at least 3 years to the children, we have spread the fixed cost of the centre to a period of 3 years. Hence, the one-time set up cost per child per month is INR 800.

Break-up of One time Setup Cost per Centre

Items	Cost per year per centre	Cost per year for 10 Centres
Furniture	2,75,000	27,50,000
Wall painting	70,000	7,00,000
Activity Corners	8,00,000	80,00,000
Outdoor equipment	1,00,000	10,00,000
Computer, speaker, printer and one dongle	75,000	7,50,000
Contingency	1,20,000	12,00,000
Total	14,40,000	1,44,00,000

a. ***Recurring Expenditure***:

This includes expenditure on staffing, food and nutrition, school uniform, school readiness material and administrative expenses. The cost for 10 centres is INR 2,52,42,000.

Director

Break-up of Recurring Cost

Items	Units	Per Unit Cost	One Year Cost for 10 Centres
Mentor	5	40,000	24,00,000
Teacher (for 4 hour centre)	16	30,000	57,60,000
Teacher (for day care centre)	4	40,000	19,20,000
Assistant Teacher(for 4 hour centre)	16	10,000	19,20,000
Assistant Teacher(day care)	4	20,000	9,60,000
Helper (for 4 hour centre)	8	10,000	9,60,000
Helper (for day care)	2	13,000	3,12,000
Security Guard	20	10,000	24,00,000
Sweeper	10	8,000	9,60,000
Food and Nutrition	500	40	60,00,000
Dress for children	500	1,500	7,50,000
Material for school readiness activities/guided activities	10		3,00,000
Administrative Expenses	10	60,000	6,00,000
Total			**2,52,42,000**

b. Expert Panel (INR 24,00,000)

An expert panel comprising of pediatricians, special educators, nutritionist, and psychologists will be established to look into the developmental needs of the children. CECED has estimated that this will cost INR 24,00,000. This amounts to INR 400 per child per month.

c. 3rd Party Evaluation (INR 15,00,000)

The proposed ECE centres will be evaluated by a third party using a quasi-experimental research design where these programmes will be compared with other preschool programmes, government, private and voluntary co-existing in the vicinity of these programmes. An external organization will be hired to evaluate the results. As per CECED this will amount to INR 15,00,000 for the 10 ECE centres.

Director
Centre for Early Childhood Education & Development

d. Financial Audit (INR 15,00,000)

The proposed ECE centres project will be evaluated by a third party financial auditor. The financial audit will be independent, objective evaluation of the project's financial reports and financial reporting processes. The primary purpose of the financial audit will be to give the stakeholders reasonable assurance that financial statements are accurate and complete.

Director

Annexure 1:

The Budget

Proposed Budget for 1 year for 10 ECCE Centres in Delhi					
S.no	Particulars	Unit	Days/Month	Unit Price in INR	Amount in INR
1	CECED Staff Support				
1.1	Expert Resource Fee				2000000
1.2	Management Team				
1.2.1	Senior Programme Manager	1	12	70000	840000
1.2.2	Admin and Accounts Assistant	1	12	20000	240000
1.3	Implementation Team				0
1.3.1	Senior Project Associate	1	12	60000	720000
1.3.2	Project Associate	2	12	45000	1080000
1.3.3	Project Assistant	4	12	30000	1440000
	Total 1				6320000
2	Project Implementation Expenses				
2.1	Local Travel for team		12		480000
2.2	Stationary & Printing		12	30000	360000
2.3	Process Documentation		12		500000
2.4	Contingency				300000
	Total 2				1640000
3	Situation Analysis				
3.1	Field Investigators	5	1	15000	75000
	Total 3				75000
4	Rapid Assessment of existing Pre-school facilities in Delhi				
4.1	Project Associate	1	6	45000	270000
4.2	Field investigators	9	3	15000	405000
4.3	Consultations & meetings				50000
4.4	Preparation of report				50000
	Total 4				775000
5	Training & Professional Support of Teachers, mentors and assistant teachers				

Director

5.1	Travel allowance for the teachers and mentors	55	18	300	297000
5.2	Refreshment for participants, mentors & trainers	60	18	150	162000
	Total 5				**459000**
6	**Centre Cost**				
6.A	**Staff Cost & other cost**				
6.A 1	Mentor	5	12	40000	2400000
6.A 2	Teacher (for 4 hour centre)	16	12	30000	5760000
6.A 3	Teacher (for day care centre)	4	12	40000	1920000
6.A 4	Assistant Teacher(for 4 hour centre)	16	12	10000	1920000
6.A 5	Assistant Teacher(day care)	4	12	20000	960000
6.A 6	Helper (for 4 hour centre)	8	12	10000	960000
6.A 7	Helper (for day care)	2	12	13000	312000
6. A 8	Security Guard	20	12	10000	2400000
6.A 9	Sweeper	10	12	8000	960000
6.A 10	Food and Nutrition	500	300	40	6000000
6.A 11	Dress for children	500		1500	750000
6.A 12	Material for school readiness activities/guided activities	10			300000
6.A 13	Administrative Expenses	10		60000	600000
	Total 6.A				**25242000**
6.B	**Set Up cost for one centre**	1			
6.B.1	**Furniture**			275000	275000
6.B.2	**Wall painting**			70000	70000
6.B.3	**Activity Corners**			800000	800000
	Arts and Craft corner				
	Dolls corner				
	Blocks corner				
	Picture book corner				
	Toys corner				
6.B.4	**Outdoor equipment**			100000	100000
6.B.5	**Computer, speaker, printer and one dongle**				75000
6.B.6	**Contingency**		12	10000	120000
	Total 6 B		Total cost for 1 centre		1440000

Director
Centre for Early Childhood Education & Development

			Total cost for 10 centres		14400000
	Total 6 A+6 B (cost for 10 centres)				39642000
7	Student Engagement	25	25	300	187500
	Total 7				187500
8	3rd Party Evaluation				
8.1	Data collection for baseline and endline and preparation of report				1500000
	Total 8				1500000
9	Expert Panel		12	200000	2400000
	Total 9				2400000
10	Financial Audit				1500000
	Total 10				1500000
	Grand Total (1+2+3+4+5+6+7+8+9+10)				54498500

Note: Salaries of the staff are subject to change based on any circular issued by UGC regarding salary revison or Delhi Govt. with reference to 7th Pay Commission.

Director

Annexure 2: Tentative Timeline

		Month1	Month2	Month3	Month4	Month5	Month6	Month7	Month8	Month9	Month10	Month11	Month12	Month13	Month14	Month15	Month16
Signing of contract	Activities will start once contract is signed																
hiring the team, desk review for content development, prepaing tool for situational analysis																	
contacting agency for 3rd party evaluation																	
setting up centre(infrastructure and material																	
Situational Analysis																	
Content development																	
Selection of teachers and mentors																	
Training of teachers and mentors																	
Intervention with children																	
Community engagement																	
Onsite mentoring																	
Action research																	
Rapid assessment																	
Third party evaluation																	
Financial audit																	

Director

GOVT. OF N.C.T. OF DELHI
DIRECTORATE OF HIGHER EDUCATION
B-WING, 2ND FLOOR, 5-SHAM NATH MARG, DELHI-54

No.DHE 20(45)/AUD/Development/2017-18/PF/ 1946 Dated: 29.4.19

To

The Registrar,
Dr. B. R. Ambedkar University Delhi,
Kashmere Gate Delhi-110006.

Office of the Registrar
Dy. No. 29
Date 29/4/19

Sub:- Regarding setting up of Early Childhood Care & Education Centres in Delhi.

Madam,

With reference to your letter F. No. AUD/CECED/2017-18/14-90/Delhi ECCE Centers/871 dated 18.03.2019, on the subject cited above, I am directed to inform you that the Competent Authority has approved the extension of one year for developing 08 Model ECE Centres on pilot project in the Financial year 2019-20.

Yours faithfully,

(R.C. Antil)
Administrative Officer-I

29/4

Smita CECED

CONFIDENTIAL

The World Bank Group
International Bank for Reconstruction and Development
International Finance Corporation
Multilateral Investment Guarantee Agency
International Centre for Settlement of Investment Disputes
International Development Association

Contract
7184342

The Contractor:
Ambedkar University Delhi
Room No. 307, Admin. Block
AUD Campus, Lothian Road
Delhi, Delhi, 110006
India

Vendor No: 126342
Attn: Sunita Singh
Telephone No: 01123864867
Email: ceced.aud@gmail.com

The Purchaser:
The World Bank
1818 H Street, N.W.
Washington, DC 20433

Contact: Renu Bansilal Kalra

Phone: 202-473-1118

Email: gprocurement@worldbank.org

This CONTRACT (hereinafter called the "Contract") is entered into between the member of the World Bank Group named above (hereinafter called the "Purchaser") and the "Contractor".
WHEREAS
(a) The Purchaser has requested the Contractor to provide certain services ("the Services") as defined in the Terms of Reference (TOR) / Statement of Work (SOW) attached to this Contract;
(b) The Contractor, having represented to the Purchaser that they have the required professional skills, and personnel and technical resources, have agreed to provide the Services on the terms and conditions set forth in this Contract.
NOW THEREFORE, the Parties hereto agree as follows:
1. The following documents shall be deemed to form an integral part of this Contract:
(a) The General Conditions of Contract
(www.worldbank.org/corporateprocurement);
(b) The Special Conditions of Contract (see below);
(c) Annex A: Description of the Services/Terms of Reference/Statement of Work.
2. The mutual rights and obligations of the Purchaser and the Contractor shall be as set forth in the Contract, and in particular:
(a) The Contractor shall carry out the Services in accordance with the provisions of the Contract; and
(b) The Purchaser shall make payments to the Contractor in accordance with the provisions of the Contract.

scription of Services:
evelopment of Evaluation Tools for
Early Childhood Education (ECE)

SPECIAL CONDITIONS:
Amendments of and Supplements to, Clauses in the General Conditions of Contract.:

Solicitation No: SS

Contract Term:
The performance of the Contract shall commence on: August 07, 2017
The Contract shall terminate on: June 30, 2019

Contract Price and Currency:
The maximum amount to be paid for performance of the services in the contract currency is: INR 8,970,720.00

Payments to Contractor

Remuneration for this Contract is: Lump Sum Inclusive of all Expenses

Payment Schedule:

Payments shall be made according to the following payment schedule: Lump Sum of INR 8,970,720.00 inclusive of all expenses to be paid as follows:

INR 897,072.00 - Upon Contractor's acceptance of the Contract.

INR 1,345,608.00 - on Contractor's submission and the Purchaser's acceptance of the Comparative analysis of SRI, ECEQAS and the MELQO Modules & inception report , as provided in Annex A.

INR 3,588,288.00 - on Contractor's submission and the Purchaser's acceptance of the First Draft of both Tools (SRI and ECEQAS), as provided in Annex A.

INR 897,072.00 - on Contractor's submission and the Purchaser's acceptance of the Technical Reports from both pilots, as provided in Annex A.

INR 2,242,680.00- on Contractor's submission and the Purchaser's acceptance of the Final Standardized SRI and ECEQAS, ToT Manual and Implementation Manual, as provided in Annex A.

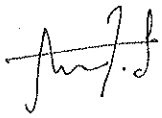
Contract Administration:
Purchaser's Contract Manager: Ms Sangeeta Dey (sdey2@worldbank.org)
Contractor's Representative: Sunita Singh (ceced.aud@gmail.com)

Contractor's Personnel (Annex C):
The Contractor's Key Personnel and Subcontractors who will provide the Services are:
1 Sunita Singh.

Purchaser's Authorized Representative

Natesh Anand Sampath Kumar
Name

Procurement Analyst
Title



Signature

Date: August 02, 2017

Development of Evaluation Tools for Early Childhood Education (ECE)
Annex A

Context and Background

There is currently a dearth of assessment tools in the field of early childhood education and there is a need for efforts and strategies in the field to generate indigenous knowledge in this area. This is a crucial need as service providers across public, private and civil society sectors lack the technical capacity to carry out comprehensive continuous child assessments and evaluation of program quality. The development of contextually relevant and standardized tools is important to enable service providers to adopt age and developmentally appropriate practices in early childhood education. A range of tools are required to address the issue of quality in ECE in the country. These tools will need to be developed keeping in mind the different stakeholders like public (State Departments of Women and Child Development, Social Welfare and School Education), private and civil society sector ECE providers, parents and teachers.

A School Readiness Instrument (SRI) tool focused on cognitive and language development of 5-6-year-old children, was developed by the World Bank's India office in 2009 through a wide stakeholder consultative process. A reliability and validity test of the tool was carried out by the Australian Council for Educational Research (ACER) which found the tool reliable and valid for the purpose of assessing cognitive and language development skills in the 5-6 year old children enrolled in Early Childhood Development/ pre-primary centers. The tool has been in use by various researchers and practitioners working in the field of ECE in the country. More recently in 2014-15, the Centre for Early Childhood Education and Development (CECED) at the Ambedkar University, Delhi, revised the SRI after interacting with subject experts, researchers and field implementers, and used it in their Longitudinal Impact Study of ECE conducted across public, private and NGO run centers in three states in India supported by the World Bank, UNICEF, and the Children's Investment Fund Foundation (CIFF). CECED also developed an observation based rating scale called the Early Childhood Education Quality Assessment Scale (ECEQAS) for assessment of quality of ECE programs and used it in the Longitudinal Study. Together these tools form a comprehensive Evaluation Package for Early Childhood Education. Since the completion of the Longitudinal Study, CECED has undertaken further work to standardize the ECEQAS and SRI tools. An item analysis of the tools was carried out using the data from the Longitudinal Study where the SRI was administered on about 14000 children across three states of the country and quality of about 600 ECE programs across were assessed using the ECEQAS. This was done to understand the variation in the existing tools and the scope for revision. More items were generated to test the same competencies to select the best suited indicators. During developing new items for the tools and modification, the tools were tested in different settings and a usability study was carried out to identify potential users of these assessment tools (in ECE centers in the state of Odisha and in some government and private schools in Delhi).

Recently, at the international level, the Measuring Early Learning and Quality Outcomes (MELQO) project was launched as a joint effort of the Brookings Institution, UNESCO, UNICEF and the World Bank, to produce measurement tools for both child development and learning and quality of early childhood education. Through a consultative process designed to draw on the best experiences in measuring early childhood development to date, MELQO has

developed modules for country adaptation, measuring child development and learning for children between four and six years (MODEL) and quality of children's learning environments (MELE).

Objectives of the Assignment

The broader and long term development objective is to improve the quality of ECE services with the use of standard tools that are reliable and valid for the Indian context. The specific objectives of this grant are:

1. To develop, pilot and standardize the School Readiness Instrument and Early Childhood Education Quality Assessment Scale tools with incorporation of relevant items from the MELQO modules
2. To develop training manuals for training of trainers (ToT) and implementation manuals for the users of the tools.

Description of Activities

Activity 1: Further development and standardization of the Quality Evaluation and Child Assessment tools for Early Childhood Education namely the School Readiness Instrument and Early Childhood Education Quality Assessment Scale. Through a wide stakeholder consultation including ECE experts, researchers, and practitioners, the tools will be further developed and refined. The SRI tool will be revised to include psycho-social and behavioral aspects of readiness for school. Core items from the MELQO modules (MODEL and MELE) will be integrated in the SRI and ECEQAS tools ensuring alignment of items in the tools and relevance to the Indian context. This development process will be done through a consultative process jointly with ECE experts, academicians, researchers, and practitioners from the public and private sector.

Activity 2: Pilot and Standardization of the SRI and the ECEQAS tools- An exploratory pilot will be carried out in five/six states with the state departments and local partners to test the draft SRI and ECEQAS tools after translation in the respective state languages. The states will be selected keeping in mind the regional representations and the sample selected will be stratified. After the exploratory pilot the tools will be refined further incorporating the field test findings. Another round of confirmatory pilot will be conducted in these states across public and privately managed ECE centers and pre-primary sections in schools. After the confirmatory phase, of the pilot, the tool will be finalized and the same will be used for establishing reliability, validity and norms in different states of the country. The final step in the process will be to finalize the implementation manual and training manuals for use of the assessment tools.

Expected Outputs

Serial Number	Outputs (Deliverables)	Description of the Deliverables
1	Comparative Analysis of SRI, ECEQAS and the MELQO Modules	A comparative analysis of the SRI, ECEQAS and MELQO modules to specifically document the core indicators that can be adopted for

		field testing and the suggested modifications in the nature of descriptors
2	Inception Report	This should include detailed literature review conducted (including review of MELQO modules), objectives of the assignment, detailed methodology including sampling strategy and plan to achieve the objectives and expected output, detailed work plan with activities, deliverables and timelines)
3	First Draft of both Tools (SRI and ECEQAS)	First draft based on the literature reviews conducted
4	Technical Reports from both pilots	Brief reports on the methodology used, sampling design and findings from the exploratory and confirmatory phases
5	Final Standardized SRI and ECEQAS, ToT Manual and Implementation Manual	Final set of tools, ToT manual and implementation manual after incorporation of all feedback

Reporting

The contracted firm will work closely with and report to Sangeeta Dey, Senior Education Specialist and Task Team Leader (sdey2@worldbank.org) during the period of this assignment.

Dear Ms. Sangeeta and Mr. Sandipan

Greeting from CECED, Ambedkar University Delhi. Hereby we are attaching the deliverable of the project titled "Standardisation of Assessment Tools" - *First Draft of Tools (ECEQAS and SRI)* for your kind perusal.

Please find the attached files.

With warm regards

Aneesh

Dr. Aneesh Kurian, Project Associate

Centre for Early Childhood Education and Development

Ambedkar University, Delhi

www.ceced.net : www.ecceportal.in

On Wed, Feb 14, 2018 at 4:46 PM, Sandipan Paul <sandipanpaul83@gmail.com> wrote:

> Dear Aparajita, Meenakshi and Anish
>
> Thank you for the meeting today. Look forward to work more closely with Meenakshi and Anish, going ahead on this project.
>
> I thought of sharing the revised set of deliverables and timelines we agreed upon, so that we are on the same page. Here is the table.

Serial Number	Outputs (Deliverables)	Description of the Deliverables	Time line
1	Comparative Analysis of SRI, ECEQAS and the MELQO Modules	A comparative analysis of the SRI, ECEQAS and MELQO modules to specifically document the core indicators that can be adopted for field testing and the suggested modifications in the nature of descriptors	Completed
2	Inception Report	This should include detailed literature review conducted (including review of MELQO modules), objectives of the assignment, detailed methodology including sampling strategy and plan to achieve the objectives and expected output, detailed work plan with activities, deliverables and timelines)	Completed
3	First Draft of both Tools (SRI and ECEQAS)	First draft based on the literature reviews conducted	20th February 2018

4	Technical Report from Pilot (confirmatory) and reliability and validation phase	Brief report on the methodology used, sampling design and findings from all the phases	31st December, 2018
5	Final Standardized SRI and ECEQAS, ToT Manuals and Implementation Manual	Final set of tools, ToT manual and implementation manual after incorporation of all feedback	31st May, 2019

The other points discussed are as follows:

1. The project is now being implemented in 5 states and there is possibility of number of states to increase (may be 8) in the validation phase. Also possibility of changing Tamil Nadu in the validation phase.
2. 2 versions of ECEQAS and 2 versions of SRI would be developed. Out of these 1 simpler version each of ECEQAS and SRI for use by AWWs. We anticipate the second version of SRI would complement the child assessment cards
3. You will be developing manuals for each tool. 4 manuals in total. 2 for 2 versions of SRI and 2 for 2 versions of ECEQAS
4. Sharing of monthly progress updates on the project.

I hope I am not missing out any point. As for the next deliverable, we look forward to receiving the 2 versions of ECEQAS and one version of SRI. I understand from out conversation today, the second version would take time

warm regards

Sandipan Paul

ANNEX C

BREAKDOWN OF DAILY FEES

Provide a Breakdown of Daily fees per the Following Format:

REIMBURSABLE EXPENSES

Names	Position	Number of days	Months	Daily fess	Total
List of Key Personnel represented in the Technical Proposal	1. Advisor	2	24	4000	1,92,000
	1. Assistant Professor	6	24	2500	360000
	1. Senior Project Associate	8	24	2000	384000
	2 Project Associate	10	24	1300	648000
	2 Project Assistant	10	24	850	408000
Other functional Labor category relevant to the assignment	Field team for data collection in different states				1500000
	Total				3492000
	over-head @ 10%				349200
	GRAND TOTAL IN INR				3841200
	GRAND TOTAL IN USD				60018.75

DAILY FEES SHOULD BE INCLUSIVE OF ALL FRINGE BENEFITS, APPLICABLE TAXES AND OTHER COSTS

ANNEX D

BREAKDOWN OF REIMBURSABLE COSTS

Provide a Breakdown of Reimbursable Costs per the Following Format:

Validity-7th Aug. 2017 to 30.6.2019

REIMBURSABLE EXPENSES

Items NO.	Descriptions	Quanitity	Unit Price	Total Amount
1	International travel:			
	Airefare			
	Hotel			
	Meals and Incidentals			
2	Travel (including boarding and lodging) for two phases of data collection in 6 states			
	Travel for training and monitoring of research team	6*2	60000	720000
	Field Work in States	6*2	300000	3600000
3	Communication Expenses			43200
4	Other Direct Expenses			300000
	Stationery			
	Tools Printing			
	Tool digitalization			
	Workshop and consultation			
	Total			46,63,200
	over-head @ 10%			4,66,320
	GRAND TOTAL IN INR			51,29,520
	GRAND TOTAL IN USD			80148.75

REIMBURSABLE EXPENSES SHALL BE LIMITED TO REASONABLE, ALLOWABLE AND NECESSARY COSTS TO UNDERTAKE THE SERVICES DEFINED IN THE TERMS OF REFERENCE AND SHOULD BE COMMERSURATE WITH THE TECHNICAL PROPOSAL

(15)

CONFIDENTIAL

The World Bank Group
International Bank for Reconstruction and Development
International Finance Corporation
Multilateral Investment Guarantee Agency
International Centre for Settlement of Investment Disputes
International Development Association

Contract
7190232

The Contractor:
Bharat Ratan Dr. B.R.Ambedkar Unive
Delhi
Room No. 307, Admin. Block
AUD Campus, Lothian Road
Delhi, Delhi, 110006
India

Vendor No: 126342
Attn: Vrinda Datta
Telephone No: 01123864867
Email: vrinda@aud.ac.in

The Purchaser:
India
70 Lodi Estate
New Delhi 110 003
India

Contact: Devika Rajkumar

Phone: 202-473-1118

Email: gprocurement@worldbank.org

This CONTRACT (hereinafter called the "Contract") is entered into between the member of the World Bank Group named above (hereinafter called the "Purchaser") and the "Contractor".
WHEREAS
(a) The Purchaser has requested the Contractor to provide certain services ("the Services") as defined in the Terms of Reference (TOR) / Statement of Work (SOW) attached to this Contract;
(b) The Contractor, having represented to the Purchaser that they have the required professional skills, and personnel and technical resources, have agreed to provide the Services on the terms and conditions set forth in this Contract.
NOW THEREFORE, the Parties hereto agree as follows:
1. The following documents shall be deemed to form an integral part of this Contract:
(a) The General Conditions of Contract
(www.worldbank.org/corporateprocurement);
(b) The Special Conditions of Contract (see below);
(c) Annex A: Description of the Services/Terms of Reference/Statement of Work.
2. The mutual rights and obligations of the Purchaser and the Contractor shall be as set forth in the Contract, and in particular:
(a) The Contractor shall carry out the Services in accordance with the provisions of the Contract; and
(b) The Purchaser shall make payments to the Contractor in accordance with the provisions of the Contract.

Description of Services:
Feasibility Study on the integrated ECD
intervention Package and the role of MSRLS in Meghalaya.

SPECIAL CONDITIONS:
Amendments of and Supplements to, Clauses in the General Conditions of Contract.:

Solicitation No: SS

Contract Term:
The performance of the Contract shall commence on: January 15, 2019
The Contract shall terminate on: June 30, 2019

Contract Price and Currency:
The maximum amount to be paid for performance of the services in the contract currency is: INR 3,396,580.00

Payments to Contractor

Remuneration for this Contract is: Lump Sum Inclusive of all Expenses

CONFIDENTIAL

Contract
7190232

Payment Schedule:

Payments shall be made according to the following payment schedule: Lump Sum of INR3,396,580.00 inclusive of all expenses to be paid as follows:
INR339,658.00 - as advance upon Contractor#s commencement of services.
INR679,316.00 - on Contractor's submission and the Purchaser's acceptance of the Inception report outlining the recommended package, detailed workplan and timelines, as provided in Annex A.
INR1,018,974.00 - on Contractor's submission and the Purchaser's acceptance of the Draft integrated ECD intervention package in English for pretesting + final assessment tools in English, as provided in Annex A.
INR679,316.00 - on Contractor's completion and the Purchaser's acceptance of the Training of Master Trainers, as provided in Annex A.
INR679,316.00 - on Contractor's submission and the Purchaser's acceptance of the Final pilot report that includes a full report of the pilot implementation; and Feasibility Assessment Report, as provided in Annex A.

Contract Administration
Purchaser's Contract Manager: Ms Ashi Kohli Kathuria (akathuria1@worldbank.org)
Contractor's Representative: Vrinda Datta (vrinda@aud.ac.in)

Contractor Personnel (Annex C):
The Contractor's Key Personnel and Subcontractors who will provide the Services are:
1 Monimalika Day,
2 Sheetal Nagpal.

Purchaser's Authorized Representative

Natesh Anand Sampath Kumar
Name

Procurement Analyst
Title

Signature

Date: January 10, 2019

13

TERMS OF REFERENCE

Designing and piloting an integrated community-led initiative to improve ECD and Nutrition in Meghalaya

A. Background

Early life is critical for children's physical, cognitive and socio-emotional growth and development. Children's early development requires nurturing care that includes health, nutrition, security and safety, responsive caregiving, and early learning, to attain their full development potential.

India's performance on critical outcomes that impact the physical and cognitive development of young children remains a challenge. Undernutrition levels remain unacceptably high. 'Hidden hunger' is also high and India's public health/nutrition programs have not been effective in addressing micronutrient deficiencies. Almost 60 percent of children under three are anaemic, 62 percent deficient in vitamin A and over 13 million infants remain unprotected from iodine deficiency disorders. Early stimulation and primary education lacks program focus and quality. Further, limited WASH practices further contribute to poor health and nutrition indicators. Therefore, investing in the physical, cognitive, linguistic, and socio-emotional development of children -- starting before birth until they enter primary school – is critical to turn around a child's life.

Meghalaya has its own set of unique child development and nutrition challenges. The child development outcomes in the states are poor and there is a need to better understand the challenges constraining young children's physical and cognitive development. 86 percent of its population of approximately three million (2011) is tribal and about 80 percent live in rural areas. More than 40 percent (43.8 percent) of under-five children are stunted (low height/age ratio), 15.3 percent are wasted (low weight/height ratio) and 29 percent are underweight (low weight/age). Around 70 percent of households have access to improved drinking water source, 60 percent have improved sanitation facilities and about 45 percent of the Gram Panchayats are Open Defecation Free (ODF). Coverage of health and nutrition service delivery remains low. Further, only 35.8 percent of children under six months are exclusively breastfed and only 23.6 percent children (6-23 months) receive an adequate diet.

The Government of Meghalaya is interested in using innovative community-driven approaches to enhance community engagement and ownership for effective utilization of public services, and to promote positive behaviors for health, WASH, ECD and nutrition, particularly for the most vulnerable especially in remote or difficult to reach areas. For this they have requested the World Bank support to accelerate improvement in human capital development and improve health, nutrition, education of young children.

Drawing upon the experiences from the National Rural Livelihoods Mission (NRLM) and other community-based platforms that have successfully used the self-help group platforms for improving health and nutrition outcomes, the Government of Meghalaya is keen to leverage the platform of Meghalaya State Rural Livelihood Society (MSRLS) for integrated community-led initiatives to improve household behaviors and practices related to the full spectrum of young children's growth and development, in particular focusing on a combined

package of early stimulation and nutrition behaviors and to bring about the much needed convergence of public services to improve child nutrition, health and education outcomes.

It is against this backdrop, that the World Bank intends to hire an expert agency to develop and pilot an innovative community-based approach for promoting positive household and community behaviors that improve child development outcomes.

B. Objective:

With the overall objective of enhancing young children's growth and development by promoting positive household behaviors and practices related to early stimulation, nutrition, health and WASH, the specific objective of this pilot feasibility study is to design and pilot implement an a customized integrated ECD intervention package specific to the Meghalaya context and assess the feasibility of the MSRLS platform as the platform for its delivery while also engaging relevant providers of public service programs.

C. Scope of Work:

The overall scope of work is to develop and test the feasibility of the MSRLS platform to deliver a combined package of behaviour change communication material and tools for early learning and stimulation, infant and young child feeding, health and caring practices. It is proposed to examine existing packages that have been used at the field level and adapt and strengthen the most suitable one for Meghalaya's specific context.

Three sets of tasks described below are required:

a. **Development/adaptation of** integrated ECD intervention **package and communication tools.**
   - Examine existing and relevant integrated ECD intervention packages, select the most suitable one, strengthen and adapt that to Meghalaya's specific context, as informed by relevant formative research to understand the Early childhood development and nutrition practices in the pilot area. This will also include developing necessary communication and assessment tools
   - Pre-testing of package and tools with target audiences
   - Finalize the draft integrated ECD package for the roll-out

b. **Conduct training of the Master trainers at the Block level.**
   - Train the master trainers at the block level on the use of ECD package and the assessment tool
   - Develop the training tools for training of master trainers, and the next level of training. This involves the material used for the training such as hand-outs, power-point presentations, any videos etc. This would not include any training manuals.

c. **Piloting of integrated ECD package and assess feasibility of the MSRLS platform as a delivery mechanism.**
   - Design appropriate assessments and tools to assess the feasibility of the MSRLS platform for promoting positive ECD practices at the community level, with a particular focus on drawing learnings for subsequent scale-up.

d. **Provide implementation support for roll-out of intervention and ensure quality of implementation.**
   - Periodic visits to field site to support intervention roll-out;
   - Monitoring visits and hand-holding support to implementation team during implementation.

D. Engagement of the Bank:

The Bank will engage with the consultant throughout the pilot. Periodic status review meetings will be held at least once a month but can be more frequent depending upon the need. Specifically, the Bank team will review and provide inputs on tools of data collection, technical package and report outline.

E. Deliverables and timelines:

The timelines for the key milestones are given below.

Deliverables	***Timeline***
Inception report outlining the recommended package, detailed workplan and timelines	10 days
Assessment tools	20 days
Draft integrated ECD intervention package in English for pretesting	30 days
Complete training of Master trainers	60 days
Final pilot report that includes a full report of the pilot implementation; Feasibility assessment Report	180 days

F. Disbursement schedule

Deliverable	Percentage of amount to be disbursed
Upon signing of contract	10 percent
Inception report outlining the recommended package, detailed workplan and timelines	20 percent
Draft integrated ECD intervention package in English for pretesting + final assessment tools in English	30 percent
Completing the Training of Master Trainers	20 percent
Final pilot report that includes a full report of the pilot implementation; and Feasibility Assessment Report.	20 percent

1 D

FINANCIAL PROPOSAL

_____

Selection Number

_____

Selection Title

Annex A:	Financial Proposal Submission Form *(to be completed and signed)*
Annex B:	Summary of Costs
Annex C:	Breakdown of Daily Fees
Annex D:	Breakdown of Reimbursable Costs

Selection No. _____

Annex A

ANNEX A
FINANCIAL PROPOSAL SUBMISSION FORM

Delhi, 20/12/2018

To: The World Bank Group

Dear Sirs:

We, the undersigned, offer to provide the consulting services for **Feasibility Study on the integrated ECD intervention Package and the role of MSRLS in Meghalaya** in accordance with your Request for Proposal dated 20.12.2018 and our Technical Proposal. We are hereby submitting our Financial Proposal, in a separate file.

Our Financial Proposal shall be binding upon us subject to the modifications resulting from Contract negotiations, up to expiration of the validity period of the Proposal of 90 days.

Form 4B includes the substance of our Financial Proposal, and **is inclusive of VAT and any other applicable taxes.**

GST

We understand you are not bound to accept any Proposal you receive.

Yours sincerely,

Prof. Vrinda Datta
Centre for Early Childhood Education and Development
Ambedkar University Delhi
Lothian Road, Kashmere Gate
Delhi-110006

Attachments:
- Annex 4B Summary of Costs
- Annex 4C Breakdown of Daily Fees
- Annex 4D Breakdown of Reimbursable Costs

Selection No. _____
Annex B

ANNEX B
SUMMARY OF COSTS

Provide a **Summary of Costs** per the following format:

TOTAL PROJECT COST	
COST COMPONENT	**COST in USD****
Remuneration -	24437.42
Reimbursable Expenses	25776.11
TOTAL*	**50213.53**

* THE TOTAL COSTS ARE INCLUSIVE OF TAXES, DUTIES, FEES AND OTHER IMPOSITIONS.

** USD rate as on 20.12.2018: 1USD = INR 69.68

Total Remuneration = INR1702800/-
Total Reimbursable Expenses = INR 1796080/-

Total = INR 3498880/-

Selection No. _____
Annex C

ANNEX C
BREAKDOWN OF DAILY FEES

Provide a **Breakdown of Daily Fees** per the following format:

REMUNERATION

Names	Position	Number of days	Daily Fees	Total
- *List of Key Personnel represented in the Technical Proposal*	1 Advisor	60	4000	240000
	1 Associate Professor (PI)	60	4000	240000
	1 consultant (Co-PI)	181	3000	543000
	2 Senior Assistants	181	@30000/pm	360000
- *Other functional Labor category relevant to the assignment*	1 Senior Programme Manager	30	3000	90000
	1 Consultant (finance)	18	2500	75000
TOTAL				**1548000**

DAILY FEES SHOULD BE INCLUSIVE OF ALL FRINGE BENEFITS, APPLICABLE TAXES AND OTHER COSTS)

Selection No. _____
Annex D

ANNEX D
BREAKDOWN OF REIMBURSABLE COSTS

Provide a **Breakdown of Reimbursable Costs** per the following format:

REIMBURSABLE EXPENSES

Item No.	Description	Quantity	Unit Price	Total Amount
	International travel: - Airfare - Hotel - Meals and Incidentals Local Travel: - Ground transportation - Other local travel cost Communication Expenses Other Direct Expenses - (Provide detail as applicable)			
	TOTAL			

Item No.	Description	Quantity	Unit Price	Total Amount (INR)
1	**Travel**			
1.a	Airfare (round trip)	16 trips	30000	480000
1.b	Train			
2	**Accommodation & Food**			
2.a	Hotel, Meals and Incidentals	4 persons	24days	412800
3	**Local Travel for field**	4 persons	24days	340000
4	**Communication & Other Direct Expenses** (This includes phone bills, internet package, courier services, stationary, illustrator, printing, Xerox, meeting/workshop expenses, local travel in Delhi and office administrative expenses.			400000
5	***Total A***			**1632800**
6	**Overhead charges for AUD @10%**			
6.a	On Item no. 1 to 4			163280
6.b	On Daily Fees (Annexure C)			154800
7	***Total B (6.a +6.b)***			**318080**
8	**TOTAL (A+B)**			**1950880**

Selection No. _____
Annex D

REIMBURSABLE EXPENSES SHALL BE LIMITED TO REASONABLE, ALLOWABLE AND NECESSARY COSTS TO UNDERTAKE THE SERVICES DEFINED IN THE TERMS OF REFERENCE AND SHOULDBE COMMENSURATE WITH THE TECHNICAL PROPOSAL.

ANNEX E
CONTRACT TYPE AND SCHEDULE OF PAYMENT

An amount not to exceed the Contract Price proposed in Annex B, shall be paid to the Consultant pursuant to the Contract Type and the Schedule of Payment agreed at negotiation. The applicable contract types provided in Clause 5.1 of the General Conditions of Contract for Operations Consulting (03/2008) included in this RFP are:

1. **Lump Sum Inclusive of all Expenses**- The Consultant's total contract amount shall be fixed lump sum including all staff costs provided for in Annex B. As part of this RFP submission, the Consultant may propose a schedule of payment that is commensurate with cost associated with each milestone/deliverables associated with the Terms of Reference. Where mobilization advance is required at contract signing, that amount shall not exceed 10% of the contract amount. The Selected Offerror must justify why an advance payment is payable and/or reasonable.

   Below is an illustrative Schedule of Payment:

   10% - on Consultants' signing of the Contract and commencement of the Services
   x% - on Consultants' submission and the Client's acceptance of *Deliverable 1provided in the TOR in Appendix "A"
   x% - on Consultants' submission and the Client's acceptance of *Deliverable 1 provided in Appendix "A"

   **Deliverable may be interim or draft report, data collection as applicable to the service described in the TOR.*

2. **Lump Sum Fee Plus Reimbursable Expenses** – The Remuneration (staff cost) element of the contract price stated in Annex B is paid on lump sum basis. The Reimbursable elements stated in Annex D shall be reimbursed based on actual and reasonable cost incurred, upon submission of invoice and supporting documents, as applicable.

   The Consultant may propose a payment schedule for the Remuneration component of the financial proposal stated in Annex B.

3. **Time-Based/Time and Material** – This contract type is seldom used. Under a Time-Based contract, Consultant's Personnel are paid based on the actual, reasonable time spent in performing the Services. Actual record of staff time would be required to substantiate payment. The Reimbursable elements stated in Annex D shall be reimbursed based on actual and reasonable cost incurred, on submission of invoice and supporting documents, as applicable

Notwithstanding the contract type and schedule proposed by the Consultant, the contract shall be based on the type and scheduled agreed by the Parties at negotiation and confirmed by the Bank's Corporate Procurement.

Rashim Pal <rashimpal@aud.ac.in>

Fwd: Draft ToR for Meghalaya pilot

Monimalika Day <monimalika@aud.ac.in> Tue, Dec 18, 2018 at 5:20 AM
To: Ashi Kohli Kathuria <akathuria1@worldbank.org>
Cc: Vrinda Datta <vrinda@aud.ac.in>, "vkaul54@gmail.com" <vkaul54@gmail.com>, Deepika Anand <deepika.anand@hotmail.com>, Poonam Nanda <pnanda@worldbank.org>, Sheetal Nagpal <sheetal@aud.ac.in>, Rashmi Pal <rashimpal@aud.ac.in>

Dear Ashi,

Thank you for sending us the TOR. We will review and get back to you by this afternoon. Please copy Sheetal and Rashim on all communications as they are working on the proposal.
My best regards.
Monimalika

On Mon, Dec 17, 2018 at 6:43 PM Ashi Kohli Kathuria <akathuria1@worldbank.org> wrote:

> Dear Moni,
>
> As discussed, I am attaching a version with some changes to the timelines you proposed and some reconfiguration of disbursement schedule that will keep funds flowing as we cannot give more than 10 percent upon signing the contract. The timelines are based on the assumption that we would have the contract signed by Jan 15. Should it be delayed we will have to further squeeze the timeline as the end date is not negotiable with the source of funding.
>
> Please take a look at the deliverables and disbursement tables – these are in track changes. Also a clean version of the two tables for ease of reading is on page 5. I feel that we have too many deliverables that are tied to disbursements, and to the extent possible as long as we get a reasonable amount of funds disbursed to keep the work going, I would like to suggest we combine some deliverables (e.g., Draft integrated ECD intervention package in English for pretesting and Completing the Training of Master Trainers can be combined together as these are closely spaced and the funding for each can be disbursed together). This will reduce transactions on your end, e.g., raising invoices etc. and for us as well....getting approvals etc.). But leave it to you to take a call on this.
>
> Please send me your final thoughts, after which I will formally share the ToR and the templates for submission of the proposal with you.
>
> Regards
>
> Ashi
>
> Ashi Kohli Kathuria
>
> Senior Nutrition Specialist
>
> Health, Nutrition & Population Global Practice
>
> The World Bank
>
> 70, Lodi Estate, New Delhi 110003
>
> Email: akathuria1@worldbank.org
>
> Ph+91-11-41479238/Internal: 5785 79238
>
> Fax+91-11-24619393
>
> www.worldbank.org

2

S

From: Monimalika Day <monimalika@aud.ac.in>
Sent: Monday, December 17, 2018 12:00 PM
To: Ashi Kohli Kathuria <akathuria1@worldbank.org>
Cc: Vrinda Datta <vrinda@aud.ac.in>; vkaul54@gmail.com; Deepika Anand <deepika.anand@hotmail.com>; Poonam Nanda <pnanda@worldbank.org>
Subject: Re: Draft ToR for Meghalaya pilot

[External]

Dear Ashi,

I am attaching the revised TOR with this email. We worked on a detailed timeline for the proposal. Also we will need some funds upfront to hire consultants and to travel so teh disbursement of funds is revised based on the need for project funds to conduct activities smoothly. Rashim will share the proposal with you in a day or two.

Please feel free to call anytime before 3:00p.m. today.

My very best.

Monimalika

On Thu, Dec 13, 2018 at 1:13 PM Ashi Kohli Kathuria <akathuria1@worldbank.org> wrote:

> Please find attached draft ToRs for your consideration. Please let us know if you have any comments.
>
> Given the tight timeframe, we might need to look at the timelines once again.
>
> Regards
>
> Ashi
>
> Ashi Kohli Kathuria
>
> Senior Nutrition Specialist
>
> Health, Nutrition & Population Global Practice
>
> The World Bank
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> 70, Lodi Estate, New Delhi 110003
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> Fax+91-11-24619393
>
> www.worldbank.org

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Monimalika Day

Associate Professor

27 Nov (24)

తెలంగాణ तेलंगाना TELANGANA

H 369298

S. No 10862 Date 20/10/17 Rs 100/-
Sold to Rekha Pappu
S/o. W/o. D/o K.S. Pappu
For whom TISS

K. MALLESHA
EITAMP VENDOR
License No. 15/18/905/2012 | Ren. No. 15/18/017/2015
H.No 1-8-443, Budvel, Rajendra Nagar, Hyd-30 T.S.
CELL : 9849926167

Memorandum of Understanding

between

Tata Institute of Social Sciences, Hyderabad and Dr. B. R. Ambedkar University Delhi

This Agreement ("Agreement") is entered between **Tata Institute of Social Sciences, Hyderabad** ("TISS Hyderabad") and **Dr. B.R. Ambedkar University Delhi** ("AUD") **on this 23rd day of October, 2017.**

Tata Institute of Social Sciences, Hyderabad, an off-campus of Tata Institute of Social Sciences, Mumbai, a public funded deemed University, is envisioned as an institution that will achieve a global standing through its commitment to fostering high quality education, research and outreach that will contribute to building a just, peaceful and secure society.

The Azim Premji School of Education (APSoE), instituted in 2011 at TISS Hyderabad, is committed to nurturing the development of the discipline and practice of education through (i) its teaching programmes, (ii) research projects and (iii) advocacy with the State as well as the communities of educational practice.

29/11/17

Dr. B. R. Ambedkar University Delhi, is a public university guided by Dr Ambedkar's vision of bridging equality and social justice with excellence by creating sustainable and effective linkages between access to and success in higher education. AUD has an established Centre namely, 'Centre for Early Childhood Education and Development' (CECED) to address issues of quality and inclusion in policies and provisions for the young children. The CECED of AUD has a mandate to expand the landscape of indigenous knowledge on Early Childhood Education and Development (ECED), strengthen the momentum for ECED, and critique and provide policy related advice and feedback on the existing programs and provisions for children, in an intellectually nurturing, multi-disciplinary academic setting to various National and International Agencies

The Early Literacy Initiative

The Early Literacy Initiative (ELI) is an initiative of TISS, Hyderabad to address the urgent need for sustained work in early literacy in the country and is supported by the Tata Trusts. The project is anchored at the Azim Premji School of Education at TISS Hyderabad with Dr. Rekha Pappu as the Project Director. It is guided by an Advisory Committee with members from TISS, the Tata Trust and external experts in the field of early literacy.

It is envisaged that the ELI will perform a nodal function in terms of domain building by coordinating a range of systematic and well-coordinated initiatives in early literacy in different parts of the country. It will also play a leadership role in terms of providing visibility to a much neglected domain, as well as direction in terms of steering it.
Specifically, the proposal has a three-fold objective:

1. Teaching: Building capacities in early literacy at multiple levels (that of teachers, teacher educators and researchers).
2. Research: Engaging in knowledge building by undertaking research and developing materials for use by practitioners.
3. Advocacy and Networking: Engaging in national level dialogues and advocacy on early literacy issues.

Purpose of the MoU

Since the ELI is largely a domain building exercise, the design would be more robust and likely to succeed if the initiative is seeded at different locations of the country and with different academic institutions aligned to the objectives of this project. CECED, AUD has been selected as a partner on this initiative given the common concerns, vision and commitment of the two institutions (TISS and AUD). Importantly, AUD already has ongoing courses and programmes that address early language and literacy, with Dr. Sunita Singh as an identified subject-expert in this area. AUD is well positioned to partner with TISS for ELI.

This MoU is being signed to mutually strengthen the field of Early Literacy. AUD through due procedures is expected to actively allocate faculty time as deemed appropriate of Dr. Sunita Singh, for contributing to the various facets of knowledge building, dissemination and advocacy to strengthen the field of early literacy in collaboration with TISS.

Mechanisms of the Collaboration

1. Activities: The collaboration between TISS Hyderabad and AUD will be in relation to activities undertaken with respect to each of the three objectives outlined above. These would include:

i. **Teaching**

a. Offering courses and modules in early language and literacy. Several courses related to the domain are already offered at AUD at the Masters in Education and the undergraduate levels. AUD will continue to offer these courses and will also review the need/scope for offering additional courses in this area (in Year 1), and design and offer these courses (in Year 2).

b. Offering short term courses/workshops for teacher educators, state-level functionaries in education and NGOs working in the area of education.

c. Endeavouring to attract M.Phil/Ph.D. students who are willing to conduct research in this domain.

ii. **Knowledge Creation and Dissemination**

a. Participate in efforts to disseminate available knowledge in the area through collection/selection of publications and resources, workshops, creation of a knowledge portal, newsletter, and the like.

b. Conduct one original research study in the area of early language and literacy and provide a publishable-quality report on the same by the end of the duration of the collaboration.

iii. **Advocacy and Networking**

a. Participate in conceptualizing and conducting one national-level consultation in early language and literacy.

b. Engage in advocacy/networking efforts of the ELI on an as-needed basis, with two primary goals – bringing about changes in policy at state/national levels; and building a robust network of practitioners and academics whose work will sustain post the initiative.

Annexure 1 Scope of Activities,
Annexure 2 ELI project budget for the year 2017-2019 (for AUD)
Annexure 3 Proposal on "Community Literacies and Schooling" (at AUD)

2. **Finance:** TISS Hyderabad will provide financial support to the extent of Rs.20.21 Lakhs to AUD for conducting the above mentioned collaboration, as per the details in Annexure II. TISS will release the first instalment for six months (of year one) budget upon signing the MoU to AUD. AUD will submit an expenditure statement and utilisation certificate in GFR 19A format as per the broad heads of the agreed budget and audited utilisation certificate and Statement of Expenditure at the end of every financial year for release of the next instalment. All expenditures, payments need to have necessary documentation as per the financial norms and be available for audit purposes by TISS, in case of necessity. An audited statement of expenditure and Utilisation Certificate summarising the expenses for the entire duration of the project has to be submitted at the end of the project.

3. **Timelines:** The Early Literacy Initiative is supported by the Tata Trusts, beginning from March 2015. An extension of the project has been granted till

December 2019. This agreement between TISS and AUD therefore is for the period between September 2017 and December 2019.

4. **Review and other support:** AUD will work with the Project Director, Dr.Rekha Pappu and the overall project lead, Prof. Shailaja Menon, to finalise various aspects of the work they take up as part of the collaboration and will share project updates every six months.

5. **Sharing of Information from this Project:** The learning from this project will be made available to a larger audience. Specific opportunities to share the learning would include schools; academics; learning and sharing workshops with interested organizations and people from different parts of the country working in the domain of school-education reform; and publishing about learning and experiences from this project in relevant media, journals etc. TISS Hyderabad and AUD will actively create opportunities to share the work done as part of this project, to a wider audience.

6. **Intellectual property:** All intellectual property arising out of the activities undertaken by AUD as part of ELI is to be used for non-commercial purposes. AUD must inform and get consent from the Project Director before using data or analyses from the project for publication or dissemination of any kind. The Early Literacy Initiative and TISS Hyderabad must be acknowledged when putting out in the public domain reports or publications or modules deriving from the project.

7. **Termination of agreement:**

Either party will have the right to terminate this agreement with 2 months' notice to the other.

8. **Governance and Jurisdiction:** This agreement shall be bound by the laws of India and the jurisdiction shall be the High Court of Mumbai.

In witness where of this agreement has been executed on this day of the year first above written.

For and on behalf of TISS Hyderabad

Authorised signatory:

Name: Dr. C.P.Mohan Kumar (Registrar)

(Registrar)

REGISTRAR
Tata Institute of Social Sciences
Deonar, Post Box No. 8313
Mumbai-400 088

Witnesses

a)

For and on behalf of AUD:

Authorised signatory:

Name: Professor Asmita Kabra,

Witnesses

a) Ms Saanchi Marwaha
Prog. Manager, CECED

ANNEXURE 1

EARLY LITERACY INITIATIVE: SCOPE OF ACTIVITIES

The scope of activities for each of the three objectives of the ELI is described in this section.
Objective 1: To create a shared and evolving understanding of the teaching and learning of early literacy in Indian contexts through documentation and dissemination of knowledge that is currently available; as well as the creation of new knowledge and understandings through research and experience sharing.

Scope of Activities

The two sub-goals of this objective are: (a) knowledge creation; and (b) knowledge documentation and dissemination.

In order to accomplish each of these sub-objectives, the following activities have been planned:

1. Creation of new knowledge: A minimum of three research projects will be undertaken over the course of three years of the ELI, one at each of the three sites – Hyderabad, Bangalore and Delhi. Each project would be engaged in for no less than 24 of the 36 months of the project, including conceptualization, implementation and analysis, making these "medium-sized" research projects in terms of scope. The AUD anchor, Dr. Sunita Singh has proposed to complete a project on Community Literacies and Schooling for the ELI. The co-researchers in the project are Dr. Prabhat Rai (School of Education Studies, AUD) and Mr. Surajit Sarkar (Centre for Community Knowledge, AUD) (Annexure 2). Dr. Manish Jain (School of Education Studies, AUD) will work on "Language and Literacy Education in Colonial India: A Socio-Historical Study" with TISS, Hyderabad.

2. Dissemination of knowledge
    a. Creation of knowledge portal related to early literacy. An online web-site will be created during Year 1 of the project and will be made available for public use during Years 2 and 3 of the project. This portal will provide a forum for disseminating (i) published and unpublished work in early literacy conducted in India; (ii) policy documents related to early language and literacy instruction in India; (iii) pedagogical resources for early literacy (such as, videos, etc.); (iv) list groups and NGOs working in the area; and (v) reference list of important books and articles in early literacy published in Western and Indian contexts.
    b. ELI Newsletter. An e-newsletter will be circulated by ELI twice each year, which includes brief articles and resources of interest to practitioners, book reviews, announcements from the field, as well as updates on the progress of the ELI project.

c. National Consultation on Early Literacy. Subject to availability of funds, a symposium will be organized in the second year of the initiative that brings together a select group of practitioners and scholars working in the area of early literacy. Important presentations/outcomes from the symposium will be disseminated in various forums.

Expectations from AUD: AUD would be expected to contribute on a regular and/or as-needed basis to these various activities. For example, pieces for the website/newsletter could be contributed. AUD will be expected to play a supportive role in organizing the National Consultation on Early Literacy (year 2017/2018), subject to availability of funds. AUD's contribution would largely be in terms of help with conceptualizing the event, and not with any financial arrangements.

Objective 2: To create a cadre of knowledgeable and well-prepared professionals at various levels, such as, at the levels of university faculty, teacher educators, teachers and allied professionals working in the educational sector.

Scope of Activities:

This objective will be accomplished by working at several different levels:

1. By appointing/recruiting faculty and research assistants in participating institutions. Indian universities do not typically have faculty/research positions devoted to early literacy. Both TISS Hyderabad and AUD, Delhi, already have at least one faculty knowledgeable in early literacy (Dr. Maxine Bernsten and Dr. Sunita Singh). In addition, TISS, Hyderabad has recruited faculty for the project, Dr. Shailaja Menon. Each participating site will also recruit research assistants and invite other research collaborators interested in learning and contributing to early literacy. This small team of interested participants will not just bring their expertise to the table, but will also use each other and the opportunities provided by ELI to grow their own understandings and ideas about early literacy teaching and learning in Indian contexts.

2. By developing and offering courses related to early literacy and language at the university-level. Both TISS, Hyderabad and AUD, Delhi already offer several courses related to early language and literacy as a part of their M.A/M.Phil. courses. These courses could be reviewed and strengthened based on feedback from ELI core team members. In addition, each site could propose 1-2 new courses related to this domain over 3-year period of the project. Table 1 presents a listing of courses related to early language and literacy that exist/will be developed at AUD (as submitted by Dr.Sunita Singh, AUD).

3.

Table 1: ***List of Existing and Proposed Courses***

Courses	AUD-Delhi
Existing	School of Education: 1. Language Development and Early Literacy (4 credits)—Required 2. Literature and the Young Child (4 credits)—Elective School of Liberal Studies: 1. Multilingualism (4 credits)—Elective
New/Proposed	MA 1. Writing in the early years UG: 1. Language, literacy and society 2. Pedagogy of English

4. By encouraging interested students to undertake M.Phil and Ph.D. dissertations in this domain and providing necessary guidance for the same.

5. By developing and offering modules related to early literacy and language at the D.Ed./NGO level. The ELI will develop a number of modules in early literacy that can be offered as stand-alone short-term courses/workshops or as part of a longer-term programme on capacity building. These modules will be designed keeping in mind the needs of teacher educators, state-level functionaries in education and NGOs working in the area of education. The modules will be developed during Year 1, and target audiences and their needs will also be identified during this time. Modules will be offered on an ongoing basis during Years 2 and 3.

Expectation from AUD: Offering new courses would be subject to the needs/interests of each programme/institution, and the availability of interested students at each site. AUD is expected to review the possibility of offering new courses in early literacy, and if deemed possible, courses be developed and offered within the time-frames of the initiative. Dr. Sunita Singh is also encouraged to offer at least 3 short-term (1-2 day) modules/workshops for practitioners over the course of the 3 years of ELI.

Objective 3: To provide visibility and leadership to work in early literacy by engaging in national level dialogues and advocacy on early childhood and elementary education; and by networking with scholars, policy-makers and other professionals working in allied areas.

Scope of Activities:

1. The creation of the knowledge portal (see Objective 1) partially meets this objective, since it creates a network of professionals working in the area and makes resources available to all.
2. The ELI team will identify and connect with key policy makers at the state and national levels in order to work towards some policy-level changes in early literacy.
3. Subject to availability of funds, the ELI team will conduct a National Consultation on Early Literacy with a select group of scholars and practitioners. Outcomes of the symposium will be used to provide thought leadership and practicable ideas to the field through publications and presentations.

Expectation from AUD: To actively participate in efforts at national/state levels to generate awareness/policy-level changes in early language and literacy. Actively allocate time for contributing to the various facets of knowledge building, dissemination and advocacy to strengthen the field of early literacy in collaboration with TISS. This will be done in coordination with other ELI team members.

Annexure 2: ELI project budget for the year 2017-2019 (for AUD)

S. No.	Line Items	Unit Price in INR	Year 1: Sept.-Dec 2017 (INR)	Year 2: Jan-Dec.2018 in INR	Year 3: Jan.-Dec.2019 in INR	Total in INR	Remarks
1	CECED Resource Fee		75,000	120,000	132,000	**327,000**	Cost of Faculty and the Project Management team
2	Salary of Project Assistant (1)	25000	100,000	330,000	363,000	**793,000**	Annual increment in the salary@10%
3	Field Work Cost & travel	200000	75,000	225,000	225,000	**525,000**	The cost includes travel, communication, food, tools development, photocopies, printing, and any other field related expenditure for project team, outstation travel including lodging boarding etc. as per CECED policy.
4	Contingency		25,000	65,000	70,000	**160,000**	This will include the cost of stationary, communication, office supplies for the team, meeting related expenses etc.
5	Total		275,000	740,000	790,000	**1,805,000**	
6	Overhead @12%		33,000	88,800	94,800	**216,600**	As per AUD norms and to be transferred to AUD
7	**Grand Total**		**308,000**	**828,800**	**884,800**	**2,021,600**	

Annexure 3

Proposal on "Community Literacies and Schooling"

Sunita Singh (Centre for Early Childhood Education and Development), Prabhat Rai (School of Education Studies) and Surajit Sarkar (Centre for Community Knowledge)
Ambedkar University Delhi

This research project will focus on community literacies and the role it plays in the schooling of children. It builds on the understanding that literacy practices are shaped by the sociocultural lives in the community and the power dynamics in the society. The project will be situated in Delhi across two communities that are largely constituted by migrant populations from the eastern parts of the country. While the history of migration of individual families and their current lives are key in understanding how their identities are shaped—these also lend to multiple forms of literacy practices within the community and also from outside. However, as parents navigate schooling for their children, they are faced by the mainstream normative discourse and forms of schooling that may or may not connect with the literacy practices in the community. Given the complexities of the project in identifying community boundaries and contexts across school, qualitative methods will be used for data collection and analysis which will include community visits, interviews with various stakeholders in the community and also mapping daily life of parents and children.

Outline of the Proposal:

1. Introduction
2. Research Questions
3. Significance of the Study
4. Methods
5. Timeline

1. INTRODUCTION

This research project will focus on community literacies and the role it plays in the schooling of children. It builds on the understanding that literacy practices are shaped by the sociocultural lives in the community and the power dynamics in the society

There is an intertwined relationship between children's care, their expressions and adult beliefs and this is contextualized within the social, cultural, and psychological worlds (Chaudhary, 2013). Tuli (2012) points out that raising children often requires continuous engagement and interaction between the child, the family and the various social structures at large. This inclusive arrangement of child care is especially relevant in the context of joint families in rural and semi urban setups. Additionally, a growing body of research from the west has acknowledged the positive impact of family involvement on achievement in the later years (Henderson & Berla, 1994; Olmstead & Rubin, 1983). A strong connection between home, school, and community helps students connect to the school curriculum and promote literacy development (Moll & Gonzales, 1994). In order to ensure success for students in the classrooms, educators need to understand the home literacy practices so that the "funds of knowledge" acquired by the students outside the school setting could be valued in the classroom (Dyson, 2003; Moll, et al., 1992).

This research is grounded in the literature that considers literacy from a sociocultural, social practice perspective (Barton & Hamilton, 2000; Purcell-Gates, 1995; Street, 1984). Sociocultural perspectives take into account the complexity of the negotiation of language and literacy acquisition and practices (Dyson, 2003). Literacy is seen as an ideological practice that is grounded in individual's use of literacy and influenced by social, historical, and economic factors (Street, 1984, 1993). Street conceptualized literacy as being a *socially situated practice*, challenging conceptualizations of literacy as being "neutral." Drawing upon the theoretical framework of literacy as a social practice Purcell-Gates (2007) argued that school-based literacy practices often tend to have little connections with lives of individuals. Further, when conceptualizations of literacy move away from understandings of literacy as de-contextualized practices, literacy is seen as being mediated by individuals vis-à-vis the social historical and political contexts (Brandt & Clinton, 2002).

While the wider social political structures in which families and communities are located and might shape practices in various ways, research literature from India related to home and community literacy practices is practically non-existent. In case of migrant families, their histories of migrations intertwined with their current lives are key in understanding how their identities are shaped. Family and community histories of migration couch linguistic and cultural practices with a strong sense of identity. These also lend to multiple forms of literacy practices within the community and also from outside. However, as parents navigate schooling for their children, they are faced by the mainstream normative discourse and forms of schooling that may or may not connect with the literacy practices in the family and community. Given the complexities of the project in identifying community boundaries and contexts across school, the broad research questions for this study are as follows:

2. RESEARCH QUESTIONS

1. What are the literacy practices of the families and communities?
2. How do families navigate schooling experiences for their young children?
3. How do the family and community practices literacy connect with children's schooling experiences?

3. SIGNIFICANCE OF THE STUDY

While the global discourse is shifting the rhetoric towards outcome based performance (Comber & Nichols, 2004)—this does not take into consideration how children learn as they grow in their families and communities and often takes a deficit view of the families. The significance of this research lies in the fact that it attempts to highlight the ways in which and what children learn in their families and communities and disjunctures that are faced in this process. These could be owing to various reasons—parental aspirations, dominant forms of discourse and so on. The findings of the study will have implications for the current educational scenario in India where the rhetoric is shifting towards similar trends of outcome based performance as seen in large scale assessments such as the ASER data (2005-2014). The research will also have implications for the teachers because it is imperative for teachers to understand that there are multiple pathways of language and literacy development (Gregory, et al., 2004) and home languages and literacies need to be taken into consideration in order make classroom transaction meaningful for

students. Additionally, schools also need to take into account family literacy practices in order to make the transition for students from home to school seamless (Carrington and Luke, 2003).

4. METHODS

Qualitative methods: Qualitative methods i.e., interviews and focus group discussions will also be adopted to elicit a more nuanced understanding of the dimensions of the community literacies and schooling. Some families (2-3) will be identified for conducting in-depth case studies for the same.

***Site*:** The project will be situated in New Delhi in one community that is largely constituted by populations from the eastern parts of the country who migrated to the area about 10-15 years ago. There is also a constant influx of more recent migrants. Access to the sites was provided by a local organization which was running schools in the two areas. The initial contact with the organization was during field placement of MA students in their school. While the school run by the organization and other schools attended by children could be a site for exploration for the study, the primary site will be the location of residence of the families.

The place located in Vasant Kunj was also the site where a massive fire broke out in 2014 (Indian Express, April 25, 2014) leaving the residents to rebuild their lives from the debris. Located near a garbage dumping ground, the "urban slum" is housed primarily with families that work as daily labourers, provide services in the neighbouring middle class households, own small businesses and so on. Living in the same area—the families currently living there become the "contact" points for new migrants from their respective villages, thus, forging strong bonds within the community.

***Participants*:** The participants for the study will include community members including fathers, mothers, relatives and children. Local community members such as shop owners, heads of religious organization/s, teachers living in the community will also be interviewed.

Data Collection
Data will be collected from multiple sources to build up the credibility of the study. The main source of data will be interviews with the families in order to understand the existing literacy practices. Focus group interviews with community members will also be conducted. Observations will also be a part of the data collection process.

***Interviews*:** The interview questions will focus on parents' histories of migration, the settlement process, educational background and language and literacy practices. Additionally, parents perceptions regarding schooling choices, their aspirations for their children and ways they navigate the educational experiences for their young children will also be studied.

Focus Group Discussions will be conducted with respect to the history of the community, how individuals have navigated living arrangements in a new city and what kind of resources are available for them (or not).

On reading books to children: Parents and teachers, 231-252.

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www.planindia.org

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SERVICE AGREEMENT

This Contract made and entered into at New Delhi this day 30th August 2018 by and between **Plan International (India Chapter),** a Society registered under Societies Registration Act with its office located at 01,Community Centre, Zamrudpur, Kailash Colony, New Delhi – 48, also known as Plan India, hereinafter referred to as ("PLAN") in this Service Agreement and **BHARAT RATNA DR B.R AMBEDKAR UNIVERSITY,DELHI (PROJECTS) Lothian Road, Kashmere Gate Campus, Delhi - 110006** with **PAN No AAAGB0017R** hereafter referred to as the ("SERVICE PROVIDER").

1. **Term and Scope of Services**
This Agreement will commence from **15th September 2018 to 28th February 2019** the terms of reference will be as mentioned in **Annexure I.**

2 **Warranty of Service**
The Service Provider warrants and guarantees the quality and adequacy of services which are covered by the terms of reference. Any deterioration in the quality of services rendered by the Service Provider shall entitle PLAN to determine this agreement after providing the Service Provider with 1 month notice and the decision of PLAN in this regard will be final and binding on the Service Provider.

3. **Compensation**
As compensation for the performance of Service Provider's services, hereunder, PLAN will pay Rs**. 8,20,155/-(Rupees Eight Lakhs Twenty Thousand and One Hundred Fifty Five only**) exclusive of GST to the Service Provider As mentioned in the **Annexure-I** hereto.

Payment will be made on basis on submission of invoice along with deliverable report by service provider and its approval by Plan India Staff. Payment shall be made by Cheque or Bank Transfer on submission of invoice from Service Provider. Statutory levies and taxes, if any, will be deducted from the payments made, for which necessary form will be furnished. (As mentioned in the Annexure –I heroto)

4. **Child protection policy**
PLAN is committed to the actualizing of child rights and is obligated to provide children with whom it works a safe and conducive environment. Plan's Child Protection Policy (as attached as **Annexure - II**) applies to its Plan associates which includes the parties to this agreement as much as it applies to its own staff. Any violation of the code of conduct as described in the policy is considered by Plan a serious contempt to children and Plan reserves its right to intervene in such circumstances.

5. **Non-disclosure of Information**
Service Provider acknowledges that in the course of its operations, PLAN has developed and gathered extensive data, information, procedures, processes, methods and systems of a confidential and proprietary nature including, without limitation, information or evaluations pertaining to grant applications and distributions, contact persons, programs of PLAN, research data, planning data, development data, experience data, business processes, methods, know-how and other confidential information, knowledge or data used or useful in conducting the operations of PLAN (collectively, the "Confidential Information"); that the disclosure thereof is being made by PLAN to Service Provider only because of the position of trust and confidence which Service Provider will occupy and because of the agreement of Service Provider to the restrictions contained herein; that all such Confidential Information is the sole property of PLAN; that strict protection of the Confidential Information is necessary to the successful continuation of the operations of the PLAN; and that unauthorized use or disclosure of the Confidential Information would irreparably harm PLAN. Service Provider agrees that Service Provider will not directly or indirectly divulge, disclose or use at any time,

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Monimalika Dey

either during the term of this Agreement or at any time thereafter, any Confidential Information, unless Service Provider shall first have secured the written consent of PLAN or unless such disclosure or use is both necessary in the performance of the Services and specifically authorized pursuant to PLAN's written Publication Policy, as the same may be revised from time to time.

6. **Arbitration**

The parties hereto agree and declare that if any disputes or differences shall arise touching or concerning these presents or the interpretation thereof the parties hereto agree to resolve such disputes and differences by mutual negotiation and failing settlement by mutual negotiation the disputes and differences shall be referred to arbitration by a sole arbitrator to be appointed by PLAN. The arbitration shall take place in New Delhi and all arbitration shall be held in accordance with the Indian Arbitration Act, 1996.The courts located in Delhi shall have exclusive jurisdiction for all matters relating to any dispute or difference between the parties. Any award made by the Arbitrator shall be final and binding upon the parties hereto and it may be enforced by the parties hereto in the High Court of New Delhi by making the same the rule of the said Honourable Court.

7. **Enforcement**

Service Provider agrees and acknowledges that PLAN will suffer irreparable injury and damage and cannot be reasonably or adequately compensated in monetary damages for the loss it may suffer as a result of a breach or violation by Service Provider of any of the obligations contained in Sections 4, 5, or 6 hereof. Accordingly, in addition to any other remedies to which PLAN shall be entitled to apply to a court of competent jurisdiction for both a preliminary and permanent injunction or similar court order enjoining Service Provider from violating any of the provisions of Sections 4, 5, or 6 hereof, and Service Provider consents to submit for this purpose to the jurisdiction of the High Court of New Delhi.

8. **Independent Contractor**

The Service Provider shall perform the Agreement hereunder as an independent Contractor, it being agreed that nothing contained herein shall be construed as establishing or creating a relationship of master and servant or principal and agent and it being further agreed that the position of the Service Provider and that of the Service Provider's services rendering the Agreement is that of an independent contractor. It is also further agreed that all persons who are employed or engaged by the Service Provider or perform work for the Service Provider (including the Service Provider's Personnel) in connection with the Agreement whether they be the Service Provider's employees, servants and agents or independent specialists or otherwise, shall be deemed to be his employees and the Service Provider shall accept full and exclusive liability for the payment of all salaries, wages, commissions and other remuneration to such persons including payment of all and any taxes, duties, fees and other impositions, both within and outside India. The Service Provider shall indemnify PLAN against the foregoing liabilities and any other liability that PLAN may in law incur in respect of persons who are employed or engaged by the Service Provider by reason of such employment or engagement and the aforesaid obligation to indemnify PLAN shall service the final payment and settlement hereunder. In the event such liability exceeds the final Payment, PLAN would be reimbursed by the Service Provider and in default of Payment PLAN would be entitled to take recourse to Proceedings as specified in this agreement or as provided by law.

9. **Claims**

With respect to its rendering of the Agreement, the Service Provider shall indemnify and hold PLAN harmless from any and all claims, liabilities and causes of action for injury to or death of any person including the Service Provider's Personnel or for damage to or destruction of property of PLAN of third parties resulting from any and all acts or omissions of the Service Provider and/or the Service Provider's Personnel in rendering the Services.

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10. **Taxes**

The PLAN shall not be liable for any payments of taxes, duties, fees and other impositions levied by any governmental authority or otherwise in India in respect of any payment to be made in connection with the rendering of the Services (save and except such withholding tax applicable to such fees and deducted therefore by PLAN). Such payments shall be borne and paid for by the Service Provider and the Service Provider shall indemnify PLAN and keep PLAN indemnified and harmless in respect thereof.

11. **No Assignment by Service Provider**
The Service Provider's obligations hereunder and rights to receive payment therefore are hereby expressly declared to be non-assignable, non-delegatable, and non-transferable.

12. **Entire Agreement**
This Agreement constitutes the entire agreement between the parties and may not be amended or modified except by a written instrument signed by both parties hereto.

13. **Governing Law**
This Agreement shall be governed by the laws of India.

14. **Notice**
Any notices required hereunder shall be in writing, sent by registered post to PLAN or Service Provider at their respective addresses set forth above, as the case may be.

15. **Severability**
The invalidity or unenforceability of any particular provision of this Agreement shall not affect the other provisions hereof, and this Agreement shall be construed in all respects as if such valid or unenforceable provisions were omitted.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate on the date first above written.

For PLAN INTERNATIONAL (INDIA CHAPTER)

For BHARAT RATNA DR. BR AMBEDKAR UNIVERSITY, DELHI(PROJECTS)

भारत रत्न डॉ. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

Witness:

1. _____

Name of the Witness: Jeet Singh

Witness:

2. _____

Name of the Witness:
Address: 01,Community Centre
Zamrudpur, Kailash Colony, New Delhi-110048.

1. Payal Sahu

Name of the Witness:

2. POOJA MALHOTRA

Name of the Witness:

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Annexure -I

Terms of Reference - Development of Parents Development Program.

About Plan India

Plan India is a nationally registered independent child development organisation striving to advance children's rights and equality for girls, thus creating lasting impact in the lives of the vulnerable and excluded children and their communities. Since 1979, Plan India and its partners have improved the lives of millions of children by providing them access to protection, basic education, proper healthcare, a healthy environment, livelihood opportunities and participation in decisions which affect their lives.Plan India is a member of Plan International Federation, working for child development in 71 countries through a child centred community development approach.

Plan India's Country Strategic Plan IV (2016-2020) goal is to be "the leading child development organization in India, known for the lasting impact created in the lives of the vulnerable and excluded children and their communities." Aiming to impact the lives of two million children directly and five million children through advocacy and policy influence. Plan India programs cover 10 states with six strategic objectives: child survival, growth and optimal development; water, sanitation and hygiene; education; economic development; disaster risk reduction and protection.

Plan recognizes importance of parent and family support including provisions for child care as critical for achieving positive child level outcomes. Plan India's existing parenting initiatives aims at changing/improving childcare practices for young girls & boys. Plan India in CSP IV aim at going beyond delivering knowledge and making parents/caregivers effective *agents of change* at family and community level.

Programme background

Plan India's ECCD strategy document in CSP IV define goal & objectives as summarised below:

Goal: All girls & boys below 6 years in Plan's operational areas have access to developmentally appropriate responsive care and learning opportunities at home and childcare centres that serve to actualize their development potential.

Objective 1: All girls & boys below 6 years in Plan operational areas have access to developmentally appropriate responsive care at home and child care centres.

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Objective 2: All girls & boys below 3-6 years in Plan operational areas have access to developmentally appropriate learning opportunities at home and child care centre.

ECCD programs will aim at improving access to developmentally appropriate responsive care and learning opportunities at home and childcare centres that serve to actualize their development potential. One of the key strategy of the program will be to strengthen the parents capacities to promote continuum of care & learning opportunities in home settings.

B. Purpose of the consultancy

The assignment is being done to strengthen Parents Development Program (hereafter refer as PDP) for all young girls & boys (under six years). Consultant/organisation will support in developing PDP for Plan India. PDP will be inclusive of but not limited to-

- PDP Implementation framework
- Parenting manuals (Under 3 years and 3-6 years)

The assignment will be aligned with Plan India's ECCD conceptual framework & Responsive care and Early Stimulation position paper.

Duration of the Agreement

15th Sep- 28th Feb' 2019

Key Deliverables:

1) Development of PDP implementation framework

Implementation framework will promote an integrated and sustainable model of PDP which will focus on increasing awareness and knowledge about childcare practices for better outcomes. The consultant /agency would develop an implementation framework which would help the organization in identifying and implementing a set of activities to achieve the desired results in a sustainable manner. The framework will streamline nation-wide parenting program, while allowing contextual flexibility and innovative practices to emerge.Assignment will identify advocacy issues both at local and national level which would be based on the evidences generated from the program activities. The implementation framework will have monitoring, reporting and evaluation procedures for drawing lessons, priority setting and forward planning.

2) Session based Parenting Manuals

The session based manuals will provide information on strengthening overall development of child through interactions, relationships and communications. Age cohorts based manuals will go beyond health and education domains and will include hygiene and protection themes equally. Handouts and additional resources will be the part of each session. Manual will be based on science of early childhood and brain development.

PDP should also address internal and external issues impacting fathers' participation in childcare and gender inequalities in early years.

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For ensuring regular guidance and input Individual/Organization will work closely with Plan's reference group headed by Technical Advisor, ECCD.

Reference Documents for the Assignment

This assignment will be as per the nationally and globally accepted sector standards, restructured ICDS framework, National Early Childhood Care and Education (ECCE) Policy, Plan International's ECCD program framework and Plan India's ECCD framework and Responsive Care documents.

Methodology

Steps	Activities	Deliverables
Desk review	Desk review of available documentation/guidance material/studies on parenting program, internal and external both.	5 pagers (max) document including strengths and gaps of Plan India's parenting program and learnings from other successful models. The document should specifically highlight father's engagement and inclusion of special need children in the program.
Development of detailed plan/roadmap for the assignment	Agreement on the activities schedule, framework templates, modules, and sequence of chapters.	A report on detailed work plan along with time lines
Consultation with the Plan's Technical team & ECD working group	Discussion on the layout of the program & other deliverables (as per the schedule)	Meetings, field visits (Minimum one visit) and skype calls as and when required
Sharing of a draft framework	Inputs/consultations through meetings & skype calls with Plan	Consultation with Plan
Field consultation and testing	Field testing of framework and manuals will be done in 2 states.	Delhi & Rajasthan

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Finalisation of the framework & manuals.	Finalise the documents based on technical team inputs.	Implementation framework (One) Parenting manuals (Two manuals)
TOT of the manuals	Training of Plan's core team	One Delhi based training

Payment Schedule

1	20%	Completion of Desk Review
2	25%	Final implementation of Framework
3	30%	Submission of draft Manual of Birth-3 years & 3-6 years
4	25%	Submission of Final (Printable format) both the manuals

All the related documents should be in printable form (including edited and proofread)

Copyright information

Manuals developed with the support of consultant/agency shall be owned by Plan India with due acknowledgement to the consultant/agency.

Contact Person at Plan India : Ms Shruti Mishra.

FOR

Plan International (India Chapter)

Plan International (India Chapter) New Delhi

Authorized Signatory

FOR

SERVICE PROVIDER

Monimalika Day

Authorized Signatory

Centre for Early Childhood Education and Development

ANNEXURE-II

CHAPTER 5:
CHILD PROTECTION POLICY

Say "YES"! To Keeping Children Safe

SUMMARY / PURPOSE

As an Indian child-centered community development organisation whose work is underpinned by the United Nations Convention on the Rights of the Child (UNCRC), Plan is committed to promoting the rights of children including their right to be protected from harmful influences, abuse and exploitation. Plan takes active measure to ensure children's right to protection are fully realized.

Plan acknowledges its expectation that all employees and other who work with Plan have children's best interest at the heart of their involvement with Plan.

The Child Protection Policy is Plan's statement of intent that demonstrates our commitment to safeguarding children from harm and makes clear to all in the organisation and who come into contact with us what is required in relation to the protection of children, and that child abuse in any form is unacceptable to Plan.

A. Plan's vision for child protection

Vision

We aim to create "child safe" environments, both internally and externally, where children are respected, protected, empowered and active in their own protection, and where Staff are skilled, competent and well supported in meeting their protection responsibilities.

Statement

Plan is committed to actively safeguard from harm and ensuring children's right to protection are fully realized. We take seriously our responsibilities to promote child safe practices and protect children from harm, abuse, neglect and exploitation in any form. In addition, we will take positive action to prevent child abusers from becoming involved with Plan in any way and take stringent measures against any Plan Staff and / or Associate who abuses a child. Our decisions and actions in response to child protection concerns will be guided by the principle of "the best interests of the child".

B. Definitions under the Child Protection Policy

1. **A Child abuse** is defined as all forms of physical abuse, emotional ill-treatment, sexual abuse and exploitation, neglect or negligent treatment, commercial or other exploitation of a child and included any action that result in actual or potential harm to a child.

buse may be a deliberate act or it may be failing to act to prevent harm. Child abuse consists of anything individuals, institutions or processes do or fail to do, intentionally or unintentionally, which harms a child amages their prospect of safe and healthy development into adulthood

3. **Child Protection,** within the scope of this policy, is defined as the responsibilities, measures and activities that Plan undertakes to safeguard children from both intentional and unintentional harm

Scope of the Child Protective Policy

The Child Protection Policy applies to everyone working for or associated with Plan. It encompasses the whole of Plan and includes without limitation:

1. **Staff at all levels** - in offices, in field or elsewhere

2. **Plan Associates** - these include board members (International and National Boards), volunteers, community volunteers, sponsors, consultants and contractors. Also the staff and / or representatives of partner organizations and local governments who have been brought into contact with children or are party to Plan's child sensitive data while working for or with Plan.

3. **Plan Visitors** – (e.g. donors, journalists, media, researchers, celebrities, staff family members, etc.) who may come into contact with children through Plan are also bound by this policy

Responsibilities under the Child Protection Policy

Plan staff, associates and Visitors must:

1. Never abuse and / or exploit a child or act/behave in any way that places a child at risk of harm.
2. Report any child abuse and protection concerns they have in accordance with applicable local office procedures. That is a mandatory requirement for staff. Failure to do so may result in disciplinary action.
3. Respond to a child who may have been abused or exploited in accordance with applicable local office procedures.
4. Cooperate fully and confidentially in any investigation of concerns and allegations
5. Contribute to an environment where childen are respected and encouraged to discuss their concerns and rights.
6. Always ask permission from chidren (or, in the case of young children their parent or guardian) before taking images (e.g. photographs, videos) of them. Respect their decision to say no to an image being taken. Ensure that any images taken of children are respectful (for example : children should have adequate clothing that covers up the sexual organs. Images of children in sexually suggestive poses or what in any way impact negatively on their dignity or privacy are not acceptable. Stories and images of children should be based on the child's best interest.

PLAN ASSOCIATES AND VISITORS MUST

7. Disclose information that identifies sponsored or grant beneficiery families or children or make it available to the general public without explicit consent from Plan.

ALL DIRECTOR, SENIOR PROGRAM [illegible] MUST

8. Ensure that each Plan Office has in place local procedures that are consistent with the global Child Protection Policy and with the document reporting and Responding to Child Protection issues in Plan to respond to

incidents of child abuse. Local procedures should be developed with assistance of local advisors in accordance with the local law. Any deviation therefore must have prior formal approval from the Executive Director.

Ensure that local procedures are made available in local languages.

F Personal Conduct Outside work

We are committed to ensuring that our Staff and representatives apply high standards of behavior towards children within both their professional and their private lives.

Plan does not intend to dictate the belief and value systems by which Plan employees conduct their personal lives. Plan's position throughout the world is dependent, however, on maintaining good relations and upholding its reputation as a child-focused community development organisation with numerous organizations. Unlawful or other conduct by Plan employees which jeopardizes Plan's reputation or position whether during or after business hours will not be permitted. Such conduct includes, but is not limited to; any unlawful activities related to sexual abuse; sexual harassment; physically / verbally abusive behavior and public disorderly conduct.

Staff and Associates are required to bear in mind the principles of the Child Protection Policy and heighten their awareness of how their behavior may be perceived both at work and outside work.

This policy has been reviewed and recommended for approval:

Pooja Mathur
Sr. Manager – HR&OD, Plan International (India Chapter)

This policy is reviewed and approved by:

Bhagyashri Dengle
Executive Director, Plan International (India Chapter)

PLAN INTERNATIONAL

Say 'Yes'! to Keeping Children Safe
Plan India's Policy on Child Protection

Acknowledgement Receipt

This is to acknowledge that I have received Plan India's policy on Child Protection

Name: MONIMALIKA DAY

Signature: Monimalika Day

Designation: Associate Professor

Date: 11/9/18

AHVAAN
A Trust for Education

Ref.No. Ahvaan/19-20/001
Date: March 13, 2019

To,

Professor Vrinda Datta
Director, Center for Early Childhood Education and Development
Ambedkar University Delhi
Lothian Road, Kashmere Gate, Delhi – 110 006

Subject: Contract for Impact Evaluation of Ahvaan's Neev Programme

Dear Ma'am,

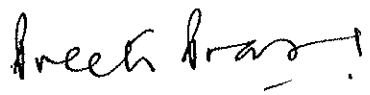
As you are aware, Ahvaan Trust, under the aegis of SCERT Delhi, developed the Delhi Government's Nursery and Kindergarten curricula. The organisation has been supporting 47 schools under the Neev Programme, helping pre-primary teachers in the effective transaction of the curriculum in the classrooms, since July 2018.

Ahvaan is interested in doing the impact evaluation of this programme. In this regard, your proposal for conducting the impact evaluation of Neev Programme has been accepted and CECED, AUD, is being engaged on consultancy basis to do the assessment of children. We would request you to administer the School Readiness Instrument (SRI) with children who have been promoted from KG to Class-1, in April 2019. Detailed ToR of the assignment is annexed with this letter.

This agreement will be from 1st **April 2019** to 30th **June 2019**, i.e. for 3 months and you will be paid a consultancy fee of **Rs. 4,43,520** (Rupees Four Lakh forty-three thousand five hundred and twenty only) for the complete assignment. You will be required to submit the final report of the evaluation by June 2019.

I look forward to hearing from you soon.

With regards,



(Preeti Prasad)
Director, Ahvaan

Encl: TOR

Annex-1

Terms of Reference for the Impact Evaluation of Neev Programme (AHVAAN)

The primary interest is to conduct an impact assessment of the Neev program envisaged by AHVAAN. The programme aimed at strengthening the foundation of learning and developing the skills of every child, thereby reducing the need for remediation in later years. In order to measure and to assess the impact of the programme an experimental research design namely, post-test only design will be used. In the Post-test Only Design –there will be two randomly assigned groups: an experimental group and a control group. Neither group is pretested before the implementation of the of the intervention programme. The intervention is provided to the experimental group and the post-test is carried out on both groups to assess the effect of the intervention. The data will be collected from the selected children and teachers through assessment scales and interview schedule with an objective as below:

1. Research Objectives

i. To Assess the Children's Learning Levels as per the Learning Outcomes identified in the Pre-Primary Curriculums
ii. To understand the extent of acceptance among teachers - on the implementation of Daily Lesson Plans and the Curriculum in the schools
iii. To explore the Effectiveness of the Daily Lesson Plans
iv. To Assess the Readiness of Children for Grade 1

2. Research Design

The primary interest is to conduct an impact assessment of the Neev program envisaged by AHVAAN. The programme aimed at strengthening the foundation of learning and developing the skills of every child, thereby reducing the need for remediation in later years. In order to measure and to assess the impact of the programme an experimental research design namely, post-test only design will be used. In the Post-test Only Design –there will be two randomly assigned groups: an experimental group and a control group. Neither group is pretested before the implementation of the of the intervention programme. The intervention is provided to the experimental group and the post-test is carried out on both groups to assess the effect of the intervention. The data will be collected from the selected children and teachers through assessment scales and interview schedule.

3. Sampling for the Study

The sample for the intervention group will be selected randomly from the list of schools where intervention is planned. The total number of schools where the intervention planned is 48 schools. Using simple random sampling 10 schools (20%) will be selected for the study. From each selected schools 7 children will be randomly selected for the study. Similarly the respective class in charge (teachers) will also be selected for the study. The sample for control group will also be selected randomly from the list of schools where intervention is not provided. The number of schools will be proportionate to that of intervention group.

3.1 Sample size

The total number of children to be selected for the assessment will be 140 children i.e. 70 children from intervention group and 70 children from control group @ 7 children per school. The total number of teachers for interview and total number of schools will be 20 i.e. 10 from intervention group and 10 from control group.

3.2 Inclusion and Exclusion Criteria for the Selection of Children

Inclusion criteria

- Children in the age group of 5 - 6 years
- Children who are regularly attending the schools

Exclusion Criteria

- Differently abled children

4. Tools for the study

The assessment tools will be quantitative in nature. The selected children will be assessed through an activity based assessment scale namely; School Readiness Instrument. The data from the selected teachers will be collected via interviews.

5. Data Analysis and Reports

After collecting the data, data will be coded, tabulated, and analysed based on research objectives. Reports will be prepared based on the findings from the data analysis.

6. Duration and Timelines

From 1st April 2019 to 30th June 2019, i.e for 3 months

7. Budget

The SRI will be conducted for a remuneration of Rs 4,43,520 (Rupees Four Lakh forty-three thousand five hundred and twenty only), payable in the following manner:

- 50% payable on the signing of this agreement
- 50% at the time of handing over the final report.

SNA Archives visit by MA Performance Studies students on 02 Nov 2018| 11:30 am to 1 PM

5 messages

Benil Biswas <benil@aud.ac.in> 26 October 2018 at 14:17
To: Sangeet Natak <mail@sangeetnatak.gov.in>, secretary@sangeetnatak.gov.in, drama@sangeetnatak.gov.in, documentation@sangeetnatak.gov.in

Dear concerned at Sangeet Natak Akademi,

It is a pleasure to share with you, that we are grateful to Sangeet Natak Akademi that with help of Deputy Secretary, Drama, SNA, we organised a visit to Sangeet Natak Akademi for our students last year on 03 Novembner 2017. It was a wonderful learning experience for them.

This year too, we have planned an academic visit to SNA on 02 November 2018, 11:30 am to 1 pm, with advanced research students, who are doing MA in Performance Studies (12 students + 1 professor)
We will be greatly obliged if you could facilitate our academic visit, showing us the museum, audio-visual archive and other resources regarding documentation of performing Arts.

An acknowledgement of the email will be deeply appreciated.
Best,
Bënîl Biswas/बिनील बिस्वास
Assistant Professor, School of Culture and Creative Expressions
DR. B. R. Ambedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
Web-Bio: http://www.aud.ac.in/faculty/permanent-faculty/detail/133
Personal Webpage: https://sites.google.com/site/charyapada/
YouTube Channel: https://www.youtube.com/channel/UCdQ4rKZ65_MZbbKi54y-o0A

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Drama Section, Sangeet Natak Akademi <drama@sangeetnatak.gov.in> 1 November 2018 at 11:44
To: Benil Biswas <benil@aud.ac.in>

Sir, We are in receipt of your email and have spoken on phone also regarding your request. We have put up your request and will get back to you by the evening with formal approval. with regards, vijay

On Fri, Oct 26, 2018 at 2:17 PM, Benil Biswas <benil@aud.ac.in> wrote:

> Dear concerned at Sangeet Natak Akademi,
>
> It is a pleasure to share with you, that we are grateful to Sangeet Natak Akademi that with help of Deputy Secretary, Drama, SNA, we organised a visit to Sangeet Natak Akademi for our students last year on 03 Novembner 2017. It was a wonderful learning experience for them.
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Best,
Bënîl Biswas/बिनील बिस्वास
Assistant Professor, School of Culture and Creative Expressions
DR. B. R. Ambedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
Web-Bio: http://www.aud.ac.in/faculty/permanent-faculty/detail/133
Personal Webpage: https://sites.google.com/site/charyapada/
YouTube Channel: https://www.youtube.com/channel/UCdQ4rKZ65_MZbbKi54y-o0A

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Drama Section, Sangeet Natak Akademi <drama@sangeetnatak.gov.in> 1 November 2018 at 11:48
To: Benil Biswas <benil@aud.ac.in>

It is advised that before coming to the Akademi, the students may go through the Akademi's website www.sangeetnatak.gov.in once. vijay

On Fri, Oct 26, 2018 at 2:17 PM, Benil Biswas <benil@aud.ac.in> wrote:

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Assistant Professor, School of Culture and Creative Expressions
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YouTube Channel: https://www.youtube.com/channel/UCdQ4rKZ65_MZbbKi54y-o0A

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Benil Biswas <benil@aud.ac.in> 1 November 2018 at 11:47
To: drama@sangeetnatak.gov.in

Dear Vijay Ji,

Thank you for your response. We are looking forward to the visit tomorrow as proposed. I have already informed the students accordingly.

best,

Bënîl Biswas/बिनील बिस्वास
Assistant Professor, School of Culture and Creative Expressions
DR. B. R. Ambedkar University, Delhi
Lothian Road, Kashmere Gate
Delhi-110006
Web-Bio: http://www.aud.ac.in/faculty/permanent-faculty/detail/133
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On Thu, 1 Nov 2018 at 11:44, Drama Section, Sangeet Natak Akademi <drama@sangeetnatak.gov.in> wrote:

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> > Best,
> > Bënîl Biswas/बिनील बिस्वास
> > **Assistant Professor, School of Culture and Creative Expressions**
> > **DR. B. R. Ambedkar University, Delhi**
> > **Lothian Road, Kashmere Gate**
> > **Delhi-110006**
> > Web-Bio: http://www.aud.ac.in/faculty/permanent-faculty/detail/133
> > Personal Webpage: https://sites.google.com/site/charyapada/
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> > ---

Benil Biswas <benil@aud.ac.in> 1 November 2018 at 12:39
To: "Drama Section, Sangeet Natak Akademi" <drama@sangeetnatak.gov.in>

Thanks, I have forwarded the SNA website link to the students, so that they can read it before arriving at the Akademi tomorrow.

Best,
Bënil Biswas,
Asst. Prof. SCCE,AUD
Sent from my iPhone

On 01-Nov-2018, at 11:48 AM, Drama Section, Sangeet Natak Akademi <drama@sangeetnatak.gov.in> wrote:

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> **Assistant Professor, School of Culture and Creative Expressions**
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> ---

Suchitra Balasubrahmanyan <suchitra@aud.ac.in>

Dissertation on Privacy Concerns of Aadhaar

saumyaa naidu <saumyaa.naidu@gmail.com> Wed, Apr 6, 2016 at 10:53 PM
To: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>

Dear Ma'am,

This is regarding my dissertation and the conversation I've had with the Centre for Internet & Society (CIS), Bangalore. For my dissertation, I seek to focus on the privacy concerns related to Aadhaar. I need to get a lot more specific about the topic, but it will surely be in this realm.

CIS works on several areas related to the internet like accessibility, open source sharing, digital privacy and internet governance. I first got in touch with a lawyer there who I happen to know, regarding some research that I needed to do for my systems approach work. I also enquired about the possibility of conducting my dissertation project with the organization. He then said that CIS is looking for people other than lawyers because they need fresh perspective on these issues. However, they are facing some funding problems and will not be able to pay if I only conduct a research project with them. He mentioned a vacancy at CIS, for a policy officer to work alongside the internet governance team.

This team is led by Elonnai Hickok. They work on big data, privacy and surveillance. They are currently engaged in conducting case studies around Aadhaar, Smart Cities and digital India. These projects include processes like mapping all big data companies in the global south, creating a legislative framework for privacy and mapping surveillance technology industries globally.

I applied for the position and also wrote to them about my dissertation plans. During my conversation with Elonnai, she specified the tasks that I would be required to do. These include policy analysis, writing blogs, conducting interviews and occasionally creating infographics. The blog entries will require me to conduct case studies, research, analyse and then write. They are open to having me do this as a part time job and they would decide the compensation accordingly. She also mentioned that the outcome of the work I do as part of the team will have to be separate from my thesis project outcome. They are happy to guide me through it though.

I think that the position will allow me access to resources and methods that I can directly apply to the dissertation. Also, I can pick up a case study and conduct independent research on it. But I definitely need to realistically assess the time that I can give to the organization (if at all), so that I can give due hours to the dissertation.

It would be great if you could share your opinion on this and we could discuss it further.

Thanks,
Saumyaa

Internship at Water Aid

6 messages

Divya Chopra <divyachopra@aud.ac.in> Mon, Nov 19, 2018 at 6:24 PM
To: VR Raman <VRRaman@wateraid.org>
Cc: Deepan Kumar B <deepan.16@stu.aud.ac.in>

Dear Mr. Raman,

This is with reference to our meeting at Water Aid. Many thanks for your time and valuable suggestions. I am writing to seek Internship opportunities for one of our students 'Deepan Kumar' whose final project would explore the idea of 'Sustainability and Water' through the process of water distribution in a marginalised settlement. This internship will be a critical part of the final project as it would help in understanding the context and the process by being immersed in the field. It will be great if he can be part of any ongoing project in any part of the country. I am attaching the abstract for your reference. Please let us know how to proceed further.

Looking forward to hearing from you.

warm regards,
Divya
--
Divya Chopra
Programme Coordinator, MDes (Social Design)
Assistant Professor, School of Design,
Ambedkar University Delhi
+91-9811326974

concept note.docx
17K

Deepan Kumar B <deepan.16@stu.aud.ac.in> Tue, Nov 27, 2018 at 12:48 PM
To: VRRaman@wateraid.org
Cc: Divya Chopra <divyachopra@aud.ac.in>

> Dear Sir,
> This is Deepan Kumar from School of Design, Ambedkar University Delhi. This mail is about the continuation of our discussion regarding the internship opportunity at your organization that we discussed on 06/11/18. My thesis schedule has been finalized. My final jury will be in the month of April 2018 and I will be submitting my final document in the month of March. So, it would be very much helpful for me if I start my internship as soon as possible. I am ready to work wherever there is an immediate availability of internship opportunity.
> Thank you so much for giving your valuable time.
>
> Regards,
> Deepan.

VR Raman <VRRaman@wateraid.org> Tue, Dec 11, 2018 at 1:37 PM
To: Deepan Kumar B <deepan.16@stu.aud.ac.in>
Cc: Divya Chopra <divyachopra@aud.ac.in>, Rajesh Rangarajan <RajeshRangarajan@wateraid.org>, Monica Kapur <MonicaKapur@wateraid.org>

Dear Deepan,

Thanks for our discussions and sorry for a delayed response. Please see your concept note with my edits- hope you will find this useful.

I had a talk with Rajesh Rangarajan, our Regional Manager for South India who is happy to take forward this discussion and to locate you in Hyderabad. I am cced him here, and Monica, who leads the HR section in WaterAid for her info. You will have to share a CV of you as well, for the internal documentation processes.

Dear Rajesh and Monica,

Deepan is the student of the MDES (Social Design) in Ambedkar University Delhi (AUD), wherein I have been part of some of their academic processes. His mail below describes the specific requirements and the concept note will clarify the specific focus of his involvement. As told, we don't have any financial implication for this project.

Prof Divya is the faculty who leads this program, and is the academic mentor to Deepan in this process. Both Rajesh and me will have to guide Deepan along with Divya. The topic suggested, as I think, will be an important add while addressing the access to water issues in urban poor settlements.

Dear Divya,

Introductions as above. Hope we will have a great outcome from this internship.

Over to all of you-

Best,

Raman

==========

Raman VR | Head of Policy

T: +91-11-6612-4424 **M:** +91-9717107878 Skype: weareraman

WaterAid India

2nd floor, New Block

RK Khanna Tennis Stadium, DLTA Complex,

1 Africa Avenue, New Delhi 110029.

[Quoted text hidden]

> [Quoted text hidden]
>
> Deepan.
>
> **From:** Divya Chopra <divyachopra@aud.ac.in>
> **Sent:** 19 November 2018 18:25
> **To:** VR Raman <VRRaman@wateraid.org>

19.7.2016

To whomsoever it may concern

Assessment of Anish Abraham a student from School of Design Ambedkar University who interned with us from

Understanding and interpretation of tasks assigned
Anish has a very basic interpretation of tasks assigned. His understanding around the subject or understanding of context is very weak. He needs to spend time understanding how design decisions are made and what designers need to understand to do their work

Quality of conceptual and practical application
Conceptually Anish has a very literal interpretation and that impacts his application on the practical side.

Quality of engagement –Initiative, Responsibility, regularity, reporting
Anish is very happy to go along with the others on a project, his own initiative is limited, he is either too scared or very raw in design so does not know what the next step is. He is regular at work, but not very productive.

Nature and quality of contribution
Anish worked with another intern on 3 broad projects. Understanding the Florists and how children can interact with the outside world. Extreme segregation kit and the new Kambha product. In all these, he was involved but not really indepth.

How would you rate the overall capability and performance of the student?
I would rate the student at 5

Poonam Bir Kasturi

Venugopal Maddipati <venugopal@aud.ac.in> Aug 18, 2016, 2:25 PM

to Suchitra, Jatin, me

---------- Forwarded message ----------
From: **Ayushi Rana** <arana.15@stu.aud.ac.in>
Date: Tue, Aug 16, 2016 at 2:18 PM
Subject: Fwd: Regarding Internship Report
To: Venugopal Maddipati <venugopal@aud.ac.in>

Good Afternoon Sir,
Here is my internship report .

To Whom So Ever It May Concern

This is to certify that Ms Ayushi Rana interned with us in summer 2016. Given below are details of tasks assigned to her during internship period as per parameters stated by University.

Understanding and interpretation of tasks assigned – She has fairly good grasp on social issues. In the internship period she engaged actively on two key tasks assigned- these were supporting in donor mapping exercise and studying settlement pattern (housing) of urban populations in Delhi.

Quality of conceptual and practical application – She has keen interest in deepening understanding of social concept and apply those in daily life, this is visible in her search of alternatives on shelter.

Quality of engagement –Initiative, Responsibility, regularity, reporting- She regularly updated about progress of her work

Nature and quality of contribution- She completed her assignment timely.

Holistic Demonstration of Learning- Ayushi is an active learner

How would you rate the overall capability and performance of the student? Please grade on a scale of 1 to 10.

Grade Scale- 8/10

We wish her all the very best in her endeavours.

Thanking you

Programme Manager
ActionAid Delhi Regional office

sahjeevan

Regd. Society no.Guj/245/Kutch
Regd. Public Charitable Trust no. F-421/Kutch
Room no. A to D,1st Floor Sunrise Tower,
Opp. Revenue Colony, Nr. PGVCL,
Bhuj 370 001 Kutch INDIA
Phone (02832) 251814 Fax (02832) 251914
Email sahjeevan@gmail.com

25 Silver Jubilee Years
sahjeevan

Date: 27-07-2016

Ms. Sameera Mudgal
AUD
Duration of Internship: 25/05/2016 to 26/07/2016

Sub: Assessment by internship anchor/coordinator/resource person from the Organization.

- Understanding and interpretation of tasks assigned
Very good

- Quality of conceptual and practical application
Very good

- Quality of engagement –Initiative, Responsibility, regularity, reporting
Good

- Nature and quality of contribution
Excellent

- Holistic Demonstration of Learning
Very good

How would you rate the overall capability and performance of the student? Please grade on a scale of 1 to 10.
8

Internship Coordinator

Mentor/Supervisor

Azad Foundation

Sheenu has been very focused on the work assigned to her from day one. She has taken the time to understand the workings of Azad Foundation and has also delved deep into the lives of the women we work with.

She was assigned with the task of compiling the yearbook for 2015-16 for Azad. This required her to collate data from various centres across Delhi, Jaipur and Kolkata and also to get the stories of all the women in the respective centres. For this, she has interacted with the various States and also visited the centres of Azad in Delhi. She prepared an initial format of questions, which would give us an in-depth yet crisp understanding of the lives of women and their experience with Azad. She then implemented this format across centres and it has helped get quality stories of the women and was also practical in its use.

Despite the fact that Sheenu stayed very far away from the Azad office, she reported on time everyday. She has taken responsibility, going to the various centres and participating in activities/workshops, which were happening there, always keeping her supervisor informed. She also took the initiative and was able to work well with the women trainees and the Azad team and participate in the various activities.

Sheenu was able to collect all the data and also point out the gaps in data very clearly, which provided clarity to the organization. She has also translated all the stories from Hindi to English and helped put them in a format, making our work much easier. From time to time, she has also participated in discussion and actively suggested ways to keep data together.

By the end of her internship, Sheenu demonstrated a good understanding of the principles of the organization and how the work is done. She has proved herself as hard-working and dedicated to the cause and to her work. For this, we would like to give her a grade of 9.
We wish her all the best for her future endeavours!

Padmakshi Badoni
Program Officer
Research, Advocacy and Communications
Azad Foundation

F-26, 1st Floor, Kalkaji, New Delhi - 110019 Ph : 011-49056322 E-mail : azadfoundation@gmail.com

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Akash Thakur**
Date of joining 2nd June and date of completion 28th July
Time period of Internship -56 Days

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	16
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	17
4.	Nature and quality of contribution	18
5.	Holistic Demonstration of Learning	18
	Total marks out of 100	86
	Total marks out of 10 / Grade Point	8 (A-)
Comments / Suggestions / Remarks	Student tried to give his best. He tried to implement theory in practical ground level. Student tried to use his skills by analysing and filling up data in given format. During his internship he was very enthusiastic and keen to learn the new techniques. Overall it was a good initiative taken by the intern in all fields.	

Signature

Name Navneet
Designation Placement Advisor
Name of Organisation Jagori Rural Charitable Trust

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Deepan Kumar**
Date of joining and date of completion – **29th May 2017 to 29th July 2017**
Time period of Internship – **8 weeks**

S.No	Evaluation Parameters	Marks (out of 20)
	Understanding and interpretation of tasks assigned	17
	Quality of conceptual and practical application	16
	Quality of engagement –Initiative, Responsibility, regularity, reporting	17
	Nature and quality of contribution	16
	Holistic Demonstration of Learning	15
	Total marks out of 100	78
	Total marks out of 10 / Grade Point	7
Comments / Suggestions / Remarks	Deepan, was hardworking and passionate about the work he was given. He was well oriented and adapted to the community regardless of diverse people. We wish him all the best for his future.	

Signature

Name : **Drona D Chetri** - **Anugrah Bhatt**

Designation - **Program Head & Bijak Coordinator** **School & Bijak Coordinator**

Name of Organisation - **Navdanya Earth University** **Navdanya Earth University**

VIDYA PEETH
Ref No.....
Date.....
DEHRA DUN

NAVDANYA TRUST
105, Rajpur Road,
Dehra Dun-248001

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Ms Juhi Pandey

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2015**.

You may email your feedback to abeer@aud.ac.in

Please grade the overall capability and performance of the student.To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

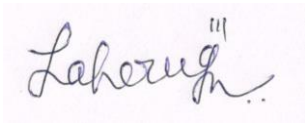
Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **P Govind Sivan**
Date of joining and date of completion:
Time period of Internship

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	17
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	18
4.	Nature and quality of contribution	16
5.	Holistic Demonstration of Learning	17
	Total marks out of 100	85
	Total marks out of 10 / Grade Point	9
Comments / Suggestions / Remarks	Govind shown excellent leadership in the weavers' assessment study. He received the idea well and also did a good field work till he was in Khamir. He organised and put together all the data in relevant form. We are happy with his overall participation in the internship.	

Signature



Name:Ghatit Laheru
Designation: Deputy Director
Name of Organisation: Khamir

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

Abeer Gupta <abeer@aud.ac.in>

RE: Internship

Abhisikta Dasgupta <Abhisikta.Dasgupta@actionaid.org> 24 August 2017 at 18:17
To: Abeer Gupta <abeer@aud.ac.in>
Cc: Anila Suresh <Anila.Suresh@actionaid.org>

Dear Abeer,

Please find feedback for Himangi below;

Name of student – **Himangi Gupta**

Date of joining and date of completion

Time period of Internship

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	13
2.	Quality of conceptual and practical application	14
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	17
	Total marks out of 100	75
	Total marks out of 10 / Grade Point	7.5
Comments / Suggestions / Remarks	She is very sincere and regular in her work. There were some additional responsibilities given to her beyond her assignment and she delivered in gladly. She has also shown interest in our larger activism and joined us in our celebrations too. We wish her great success in life!	

We really appreciate her contribution in our overall work.

Warmly,

Abhisikta

From: Abeer Gupta [mailto:abeer@aud.ac.in]
Sent: 24 August 2017 16:38
To: Anila Suresh; InduPrakash Singh; Vijay Naugain; Abhisikta Dasgupta; Nirja Bhatnagar
Cc: Himangi Gupta; apoorvajain.16@stu.aud.ac.in; Shalaka .; Kumari Aarti; Nishant Massey; MA Social Design programme coordinator
Subject: Re: Internship

[Quoted text hidden]

HYDERABAD
URBAN LAB

Regd. Office: #10-5-7/1, First Floor, Gulshan-e-Khaleel Complex,
First Lancer Road, Masab Tank, Hyderabad - 500028.

Hyderabad Urban Lab Foundation
CIN: U85300TG2016NPL110410

T: +91-40-23233993
E: askhydlab@gmail.com
W: www.hyderabadurbanlab.com

INTERNSHIP STIPEND

September 05, 2017

This is to certify that Intekhab Uddin , student of MA in Social Design, School of Design, Ambedkar University, Delhi interned with Hyderabad Urban Lab for 8 weeks during the summer of 2017.

Intekhab Uddin completed his work with us to our satisfaction. During this period, he was paid a stipend of Rs 24000 (TWENTY FOUR THOUSAND ONLY) at the rate of Rs 12000 per month.

The same is verified and vouched for by me.

Dr. Anant Maringanti
Director
M: +91 9618251776
E: amaringanti@gmail.com

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Kumari Aarti**
Date of joining and date of completion: 22nd May 2017 till 15th July 2017
Time period of Internship- 1month 15 days.

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	A
2.	Quality of conceptual and practical application	A+
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	A+
4.	Nature and quality of contribution	A+
5.	Holistic Demonstration of Learning	A
	Total marks out of 100	
	Total marks out of 10 / Grade Point	
Comments / Suggestions / Remarks	Aarti has potential to contribute in areas of community development and capacity building. She has rights perspective on issues of women and girls rights.	

Signature

Name: Smita Khanijow

Designation: Programme Manager

Name of Organisation: ActionAid Association

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

HYDERABAD
URBAN LAB

Regd. Office: #10-5-7/1, First Floor, Gulshan-e-Khaleel Complex,
First Lancer Road, Masab Tank, Hyderabad - 500028.

Hyderabad Urban Lab Foundation
CIN: U85300TG2016NPL110410

T: +91-40-23233993
E: askhydlab@gmail.com
W: www.hyderabadurbanlab.com

INTERNSHIP STIPEND

September 05, 2017

This is to certify that Shakeb Wajeeh, student of MA in Social Design, School of Design, Ambedkar University, Delhi interned with Hyderabad Urban Lab for 8 weeks during the summer of 2017.

Shakeb Wajeeh completed his work with us to our satisfaction. During this period, he was paid a stipend of Rs 24000 (TWENTY FOUR THOUSAND ONLY) at the rate of Rs 12000 per month.

The same is verified and vouched for by me.

Dr. Anant Maringanti
Director
M: +91 9618251776
E: amaringanti@gmail.com

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Ms Anila Suresh,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2015**.

You may email your feedback to abeer@aud.ac.in

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

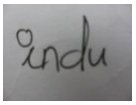
Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Shalaka**
Date of joining and date of completion: 22nd May – 15th July 2017
Time period of Internship: 8 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	20
2.	Quality of conceptual and practical application	20
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	20
4.	Nature and quality of contribution	20
5.	Holistic Demonstration of Learning	20
	Total marks out of 100	100
	Total marks out of 10 / Grade Point	10
Comments / Suggestions / Remarks	Shalaka indeed was outstanding in her assignment. She showed lot of sensitivity and has captured the lives of the homeless women rather too well. I did see her in action in the field. Felt happy seeing the way she was able to win the confidence of the women. Her pointing out the problem that the women face in Gurudwara regarding food has prompted us to talk to many groups to take care of it. Her report will be shared with the DCW, DUSIB and other friends for action.	



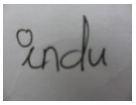
Signature
Name: indu prakash singh
Designation: Leader – Urban Knowledge Activist Hub/ Citizens' Rights Collective (CiRiC),
Name of Organisation: ActionAid India

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Apoorva Jain**
Date of joining and date of completion: 22nd May – 15th July 2017
Time period of Internship: 8 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	20
2.	Quality of conceptual and practical application	20
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	20
4.	Nature and quality of contribution	20
5.	Holistic Demonstration of Learning	20
	Total marks out of 100	100
	Total marks out of 10 / Grade Point	10
Comments / Suggestions / Remarks	Apoorva has done an excellent work. She has captured the problems faced by the homeless children very sensitively. The issues raised by her indeed are valid. Despite facing an incident that shook her she continued the work with full resolve and finished it with finesse. We will be sharing her report with DUSIB, DCPCR, DCW, and the Delhi Police.	



Signature
Name: indu prakash singh
Designation: Leader – Urban Knowledge Activist Hub/ Citizens' Rights Collective (CiRiC),
Name of Organisation: ActionAid India

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
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3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Santayan

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Dean, School of Design

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of students: Aradhana Joanna Das, Manushree Sinha
Date of joining and date of completion: 28 May to 20 July 2018
Time period of Internship: 1 month, 22 days

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	15
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	14
4.	Nature and quality of contribution	17
5.	Holistic Demonstration of Learning	17
	Total marks out of 100	80
	Total marks out of 10 / Grade Point	8
Comments / Suggestions / Remarks	Aradhana and Manushree demonstrated deep engagement and empathy in their interaction with community children. They made insightful observations that are being used to create new tools within the programme. They handled challenges well, some of which (e.g. language, co-ordination) were out of their control. It took them some time to find an appropriate orientation, to discover the relevance of the task assigned to them. In hindsight, they could have managed their time better to accomplish a little bit more in the given time, i.e. to take their observations and get started on prototyping a communication tool.	

Signature

Name: santayan sengupta
Designation: director
Name of Organisation: Thoughtshop foundation

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

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SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Aanchal,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student_____Bhargavi Sinha_____
Date of joining and date of completion **May 21, 2018**, to **July 20, 2018**
Time period of Internship_____2 months _

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	14
2.	Quality of conceptual and practical application	12
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	18
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	14
	Total marks out of 100	73
	Total marks out of 10 / Grade Point	7.3
Comments / Suggestions / Remarks	Bhargavi, shows immense potential through the rigor and zest for learning that she displayed during her time at DLabs. As a student with a keen interest in Business Design, we would like to see her combine the academic knowlegde with real time business scenerios, applying the what she is learning more frequently. Overall she was an assest to us, did not shy away from responsibility and was a useful resource.	

Signature

Name: Mehar Zariwala
Designation: Design Strategist
Name of Organisation: DLabs @ the Indian School of Business

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

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SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Sushma,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student: **Harpreet Kaur Sokhi**
Date of joining and date of completion: **21st May 2018 to 25th July 2018**
Time period of Internship: **8 weeks**

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	16
2.	Quality of conceptual and practical application	15
3.	Quality of engagement– Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	15
	Total marks out of 100	77
	Total marks out of 10 / Grade Point	B+
Comments / Suggestions / Remarks	*Harpreet was diligent in her work. However, she would have gained more by being on the field.*	

Name: **Vasant Saberwal**
Designation: **Director**
Name of Organisation: **Centre for Pastoralism**

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
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12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

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2 Adjustment of Attendance shall be done only for 4 Normal Courses.

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Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student - **Karan Jain**
Date of joining and date of completion – **16th May, 2018 – 3rd July, 2018**
Time period of Internship - **1 Month 18 Days**

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	12
2.	Quality of conceptual and practical application	12
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	12
5.	Holistic Demonstration of Learning	12
	Total marks out of 100	64
	Total marks out of 10 / Grade Point	6.4
Comments / Suggestions /	Karan's engagement in the various tasks assigned was satisfactory with timely reporting and delivering all the work. He also gained an experience of engagement with the community, through awareness campaigns on SWM and site visits for designing. There was a gap in understanding of the assigned tasks holistically from a multiple user perspective and connecting the dots to see the connection of tasks from a complete project view.	

Signature

Name : Suhani Gupta
Designation: Project Coordinator
Name of Organisation: Centre for Urban and Regional Excellence (CURE)

INCUBIS C O N S U L T A N T S (India) PL
259 Okhla Industrial Estate, Phase III
New Delhi 110020

Telephone +91 11 4311 0500
Email incubis@incubis.net

STUDENT INTERNSHIP PERFORMANCE EVALUATION

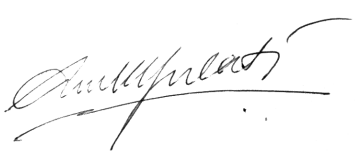
31 VIII 2018

Name : LIPI KATIHA, Student MA, Social Design, Ambedkar University, Delhi
Date of joining & date of completion: May 16, 2018 to July 13, 2018
Time period of Internship: 2 months (Approx. as above)

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	15
2.	Quality of conceptual and practical application	14
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	16
	Total marks out of 100	76
	Total marks out of 10 / Grade Point	7.6 / B+
Comments / Suggestions / Remarks	Lipi worked with a great deal of involvement and was able to get a close look at how a design consultancy functions, especially how designers, architects and engineers work in unison to rapidly meet client requirements. Since Lipi was working on live assignments, she was also able to understand how ideas are refined and configured for clarity and impact during presentations. Lipi emerged with several concepts and well structured presentations within the allotted timeframes. Lipi should work on her 3D modeling and visualisation skills to further develop her capabilities as a professional. It has been a great experience working with Lipi and we wish her success in all her endeavours.	

Name Amit Krishn Gulati

Designation Founder & Director



Grade and Grade Point Table

S.No.	Grade	Point	Description
1	A+	10	Exceptional: performance beyond expectations.
2	A	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	A-	8	Very good: demonstrating mastery of most learning or assessment situations.
4	B+	7	Demonstrating thorough competence in most situations.
5	B	6	Demonstrating moderate competence in most situations.
6	B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	C	3	Not passing but still showing capacity for improvement or development.
9	C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	D	1	Complete lack of engagement or comprehension; also, frequent absence.
11	F	0	F for non-completion of assignments or 'blank' responses on a test.
12	AB	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Ghatit,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student_Megha Mukharji_____
Date of joining and date of completion_20th May to 20th July 2018_____
Time period of Internship__2 Months_____

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	18
2.	Quality of conceptual and practical application	18
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	19
4.	Nature and quality of contribution	19
5.	Holistic Demonstration of Learning	19
	Total marks out of 100	9.3
	Total marks out of 10 / Grade Point	9.5
Comments / Suggestions / Remarks	We are very happy with work and dedication of Megha. She worked hard and understood things in a short period of time. We are sure that she will be an asset wherever she goes.	

Signature

Name
Designation
Name of Organisation

Grade and Grade Point Table

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6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
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Shivangini demonstrated appreciable observational skills during primary field work. Application of her previous learnings in psychology were present. Although her contribution to our studio is appreciable, due to no prior understanding of design, her performance was not at par with our expectations.

On Shivangini's performance —

Secondary research skills
There was an improvement in this skill over a period of two months. Shivangini needs to be proactive and faster when it comes to secondary research. With regular practice and application of self, she will definitely refine her skills.

Writing skills
Needs to improve on the ability to frame question, generate ideas and form opinions. With mentoring we noticed significant improvement.

Diagramming
Again, her mapping and diagrammatic skills are at a basic level. She needs to work on this skill. Getting into the habit of iterating of the maps will help.

Software
We introduced her to Adobe Illustrator. Another intern helped her in understanding the basics of the software. We hope she will explore tools which will help her visualise ideas.

Punctuality
Shivangini rarely came on time (10 - 20 minutes late) to the studio despite repeated requests. With respect to assignments as well Shivangini did not deliver on time.

Learning expectations
Shivangini was expecting to learn visual identity design and branding during this internship.
We engaged her in our ongoing branding project and introduced her to various reading material on branding. Visual identity design is an elaborate subject. We would recommend that she attends a short course on it.

As a social designer she needs to communicate with people around her more. We feel a year of foundation studies will benefit students from a non-design background.

Shivangini has potential. We wish her all the best in her future endeavours.

Score: 6/10

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Gaurav,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

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Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

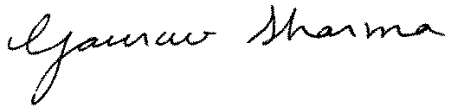
Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student	Tanya Jaswal
Date of joining and date of completion	14 May – 13 July 2018
Time period of Internship	9 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	08
2.	Quality of conceptual and practical application	08
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	06
4.	Nature and quality of contribution	08
5.	Holistic Demonstration of Learning	07
	Total marks out of 100	37
	Total marks out of 10 / Grade Point	3.7
Comments / Suggestions / Remarks	Tanya Jaswal came across as a bright and an eager student when she was offered a paid internship position. She was given the unique opportunity of participating in an all-expenses-paid 4- week community project/ workshop in Lahaul in Himachal Pradesh, with the hope that as a mature Master's Student of Social Design she will be able to positively contribute in terms of ideas and work and able to gain experience and knowledge. However, her contribution and conduct was a bit disappointing. It was reported by colleagues that she lacked a certain degree of 'empathy' while dealing with the community and in mixed-group situations. Most disappointingly, she displayed poor work ethic on many occasions. We really hope that she is genuinely interested in the Master's Programme and she can correct all this is due course.	

Signature 

Name Gaurav S
Designation Architect and Director

Name of Organisation Under Mango Tree

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SDes_MDes_Internships

S No.	Student Name	Year	Internship Organization	City
	Cohort 2013-15			
1	Ankita Goyal	2014	Chetanalaya	Delhi
2	Arshiya Lekhi	2014	National Rural Health Mission	Lucknow
3	Atulya Shekhar	2014	Public Health Foundation of India	Delhi
4	Lavanya Amir	2014	Key Monastery	Spiti Valley
5	Rashmi Kashyap	2014	Tata power Delhi CSR	Delhi
6	Sucharita Beniwal	2014	Public Health Foundation of India	Delhi
7	Sweta Xess	2014	Action India	Delhi
	Cohort 2014-16			
1	Aishwarya	2015	Hyderabad Urban Labs	Hyderabad
2	Arifa	2015	Khoj (www.khojworkshop.org)	Delhi
3	Irfa Javed	2015	Quicksand	Delhi
4	Itticha Sarah	2015	Hyderabad Urban Labs	Hyderabad
5	Priyanka Cardoz	2015	Quicksand	Delhi
6	Sanjana Ahluwalia	2015	Centre for Equity Studies	Delhi
7	Satender Tiwari	2015	Khoj (www.khojworkshop.org)	Delhi
8	Saumyaa Naidu	2015	Arushi (www.arushi-india.org)	Bhopal
9	Saumya Parker	2015	Dailydump (www.dailydump.org)	Bangalore
10	Tanya Malhotra	2015	Centre for Knowledge Societies	Bihar
11	Usma Chakma	2015	Hyderabad Urban Labs	Hyderabad
12	Vedant Rastogi	2015	Basic Shit	Delhi
	Cohort 2015-17			
1	Anish P. Abraham	2016	Dailydump (www.dailydump.org)	Bangalore
2	Ayushi Rana	2016	Action Aid	Delhi
3	Bhabesh Sansanwal	2016	Hyderabad Urban Labs	Hyderabad
4	Chandika Gupta	2016	Sevamandir	Udaipur
5	Edrina T.Newton	2016	Action Aid	Delhi
6	Joel G. John	2016	Hunarshala Foundation	Gujarat

7	Richa Sinha	2016	Centre for policy Research	Delhi
8	Sameera Mudgal	2016	Sahjeevan	Gujarat
9	Sheenu Ralhan	2016	Azad Foundation	Delhi
10	Shivangi Kale	2016	Kach mahila vikas sangathan	Bhuj
11	Vijyendra S. Thakur	2016	Action Aid	Delhi
	Cohort 2016-18			
1	Akash Thakur	2017	Jaagori – Jagori Rural	Gujarat
2	Apoorva Jain	2017	Action Aid	Delhi
3	Aviral Sinha	2017	Fabloo	Delhi
4	Deepan Kumar	2017	Navdanyia	Dehradun
5	Govind Sivan	2017	Hunarshala Foundation	Gujarat
6	Himangi Gupta	2017	Action Aid	Mumbai
7	Kumari Aarti	2017	Action Aid	Delhi
8	Lakshita Pandey	2017	Thoughtshop foundation	Calcutta
9	Mohammad Intekhab	2017	Hyderabad Urban Labs	Hyderabad
10	Shakeb Wajeeh	2017	Hyderabad Urban Labs	Hyderabad
11	Shalaka	2017	Action Aid	Delhi
12	Umair Shah Khan	2017	Centre for Education and Health	
			Research Organization (CEHRO India)	
	Cohort 2017-19			
1	Aradhna Joanna Das	2018	Thoughtshop foundation	Calcutta
2	Bhargavi Sinha	2018	ISBDLABS	Bangalore
3	Harpreet Kaur Sokhi	2018	Centre for Pastrolism	Delhi / Kutch
4	Karan Jain	2018	CURE, India	Delhi
5	Lipi Katiha	2018	Incubis	Delhi
6	Manushree Timir Sinha	2018	Thoughtshop foundation	Calcutta
7	Megha Mukherji	2018	Khameer	Kutch
8	Saumya	2018	Muskaan	Delhi
9	Shivangini Srivastava	2018	Lopez Design	Delhi
10	Tanya Jaswal	2018	Under the Mango Tree	Himachal

Dean SCHOOL OF DESIGN

GOVT. OF NCT OF DELHI
DIRECTORATE OF HIGHER EDUCATION
B –WING, 2ND FLOOR, 5 SHAM NATH MARG, DELHI-54.

Office of the Registrar
Dy. No. 123
Date 05/04/19

F.No. DHE-20(53)/AUD/CGLR/2018-19/ 1659 Dated: 02.4.19

To

The Registrar,
Ambedkar University Delhi,
Lothian Road, Kashmere Gate,
Delhi-110006.

Sub.: Study of New Education Experiment.

Sir/Madam,

With reference to your letter No. AUD/Fin./GIA/2018-19/4779 dated 06.03.2019 on the noted subject, it is informed that an amount of Rs. One Crore was allocated for the scheme regarding "Study of New Education Experiment". Out of which a sanction of Rs. 10.30 lakh was issued on 14.06.2018 (copy enclosed).

It is requested to provide the details of expenditure incurred from the sanction of Rs. 10.30 lakh and also inform the further requirement of funds for "Study of new Education Experiment" scheme alogwith complete details and justification.

Yours faithfully,

(R.C. Antil)
Admn. Officer-I (HE)

Encl.:- As above.

8/4

Dean (SES)

COF

Annex-I 9/

GOVT. OF NCT OF DELHI
DIRECTORATE OF HIGHER EDUCATION
B –WING, 2ND FLOOR, 5 SHAM NATH MARG, DELHI-54.

F.No.DHE-20(53)/AUD/CGLR/2018-19 **Dated:**

SANCTION ORDER

Sub: Release of Fund to Dr. B.R. Ambedkar University Delhi, for Study of new Education Experiment- Other Charges.

Sir,

I am directed to convey sanction of the Pr. Secretary (HE), Delhi for release of an amount of **Rs.10,30,000/- (Rupees Ten Lakh Thirty Thousand only)** to Dr. B.R. Ambedkar University Delhi, for Study of new Education Experiment- Other Charges for the current financial year 2018-19.

The Expenditure of Rs.10,30,000/- on this account will be debited to **Major Head – 2202 03 800 86 00 50** -Study of new Education Experiment -Other Charges in demand No. 6, subject to compliance of all conditions mentioned in the GFR 2017. The payment to the University will be made through RTGS.

(ANIL BHATNAGAR)
ADMN. OFFICER-I (HE)

F.No.DHE-20(53)/AUD/CGLR/2018-19/2097-3004 **Dated:** 14.6.18

Copy forwarded to the following for information and necessary action:

1. The Registrar,Dr.B.R.Ambedkar University,Lothian Road, Kashmere Gate, Delhi-110006.
2. Dy. Secretary (Finance) (B), Govt. of NCT of Delhi, IVth Level, Delhi Sectt., I.P. Estate, New Delhi-110002.
3. Dy. Controller of Accounts, A-Block, Vikas Bhawan, I.P. Estate, New Delhi-110002.
4. PAO-IX, Old Secretariat, Delhi-110054.
5. The Accounts Officer, Directorate of Higher Education, B-wing, 2nd, 5 Sham Nath Marg, Delhi-110054.
6. The DDO, Directorate of Higher Education, B-wing, 2nd, 5 Sham Nath Marg, Delhi-110054.
7. The Bill Clerk, Directorate of Higher Education, B-wing, 2nd, 5 Sham Nath Marg, Delhi-110054.
8. Assistant Director, Directorate of Higher Education, B-wing, 2nd, 5 Sham Nath Marg, Delhi-110054.

(ANIL BHATNAGAR)
ADMN. OFFICER-I (HE)

UNDERSTANDING INTERSECTIONS AND IMPACT ON EDUCATION

Insights on the working of School Management Committees in schools of Delhi under the Directorate of Education

Mentor - Dr. Manish Jain

Namrata Ghoshal (MA ECCE 2017-19)
Preeti Devgan (MA Education 2017-19)
Priya Yadav (MA Education 2017-19)
Saiby Khanuja (MA Education 2017-19)
Yatin Dawra(MA Education 2017-19)

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Acknowledgment

This research project required an extensive involvement with the field and the actors of the field. This wouldn't have been possible without the interconnected support from various sides. We would therefore like to drop a note of thanks to all those who made writing this report possible.

Firstly, we would like to thank Ambedkar University Delhi(AUD) for providing us with an opportunity for such an engaging work.

We would like to express our sincere gratitude to the Directorate of Education for providing us access to the Schools and important documents. Also, we would wish to thank the stakeholders of the SMC in being a resourceful medium to understand the nuances of implementation of SMCs.

A grateful thanks to our mentor Dr.Manish Jain for being a constant source of support and motivation to carry out this rigorous task. Thank you for being a great guide to all of us in our work.

Lastly, we would like to thank our families for understanding and supporting us through the thick and thin of the field work.

- Namrata, Preeti, Priya, Saiby and Yatin

Abbreviations used in the Report

1. **AAP-** Aam Aadmi Party
2. **CRCs-** Cluster resource coordinator(s)
3. **DoE-** Directorate of Education
4. **DPEP**- District Primary Education Program
5. **etc. -**etcetera
6. **Govt-** Government
7. **HOS-** Head of the School
8. **i.e. -** That is
9. **MCB-**Miniature Circuit Breaker
10. **MLA**-Member of Legislative Assembly
11. **NGO**-Non Governmental Organization
12. **PWDs**-Public Works Department(S)
13. **RTE-** Right of Children to Free and Compulsory Education
14. **Sc. -** Science
15. **SDP-** School Development Plan
16. **SMC -** School Management Committee

INTRODUCTION

School Management Committee or SMC has been an integral part of Education reforms across the globe and is seen as a pivotal step towards fostering community participation in state run educational institutions especially in the space of schools. Modern research from across the board has shown that with involvement of the parents and the larger community, the quantity and quality of academic performance of students at large can be greatly enhanced. Another case that is often made in agreement to the conception of a SMC is the introduction of accountability via the parents/community for the school authorities with respect to the proper functioning of the school; for, it systemizes a forum where the community and the school authorities can have a constructive dialogue and where the former can share its concerns and participate in the decision making regarding the education of its children.

- Genesis and Imagination

The imagination and the conception of SMC comes from the idea of establishing the parent and the community as important stakeholders of educational systems; going beyond the scope of a passive participation that is limited to the act of sending their children to school. The idea also rests upon the rationale that since the parent community would want to ensure the best possible education for their children with the SMC providing a legitimate structure and system of involvement in a manner that their concern gets converted into a proactive approach towards improving education quality right at the school level. This is achieved by introducing motivation and accountability towards the school authorities. The other, subtler consequence that the idea of a SMC propounds is the larger social role that the school can play by engaging with the surrounding community and helping them mitigate common social issues and concerns, thus highlighting the transformative capacity that the very idea of education embodies.

- **Indian Context**

It is common knowledge that the less than average condition of state run government schools is not only ubiquitous in public discourse but also in various statistical findings. It is considered one of the most fundamental problems that plague the country where quality education remains accessible to a select few, primarily due to the dismal performance and functioning of public funded schools. The most affected are the economically weak as they lack the financial means to afford private schools, and it is for this section of society for whom educating the younger generation is their only shot at any form of upward social mobility.

- **Diagnosis of the Government run educational institutes**

One of the most significant reasons behind such state of affairs has often been identified as accountability of the existing school management systems. The consequence of which results in teacher absenteeism, infrastructure failings and even academic tragedy. With the given reasons behind such a dismal state of state run primary education endeavors that exists in India, the idea of having SMCs was seen as a rational and warrantable response to elevating educational standards right at the grass-root level.

- **Establishment and History**

In India, the idea of SMC was first articulated within the landmark Right to Education bill that was passed by the Parliament in August 2009. However, the very idea of community participation in educational spaces has its roots further back in history.

The ethos of what would eventually turn into the SMC mandate, was first articulated in 1994 with the arrival of DPEP.

It emerged as a response to various contests in the primary education space and was aimed towards the development of holistic practices which can achieve the goal of universalisation of education. For this, DPEP adopted an area specific approach that enabled to retain the local context and sensitivity prevailing to local conditions while designing education policy, with a major emphasis on planning, management and capacity building of participants and stakeholders. This was the first time in the history of Indian educational policy; importance was given to community participation in school management. They imagined a system that is sustainable and accountable towards community. And it is this very imagination that eventually manifested with the introduction of SMCs in the landmark Right to Education bill in 2009.

Important/consequential Aspects of the SMC part of the bill

The core concern which the policy mandate engages with is the introduction of accountability towards the school authorities via the establishment of School Management Committees. This guides how the document addresses issues of structure, hierarchy, power and responsibility along with details of the electoral process, all of which are guided by the need to establish a legitimate system to carry out the social audit of each individual school. One of the structural consideration, in this regard, makes it necessary for the SMC to have at least 3/4th of its members from the parent community.

Provisions related to constitution and functions of school management committees (SMCs) have been given in Section 21 and 22 of the right to children to free and compulsory education Act, 2009. The constitution of SMCs and the kind of role and responsibilities were being imagined in the Act surly makes educational management much more contextual and democratic.

A major factor that played a role in the implementation area was the fact that the provisions under the right to education gave the different state governments the freedom of the manner and style of execution. What this meant was that the success of failure of the various provisions varied across different states.

Delhi Govt's execution as a successful example

The most successful story in this regard has been realized by the Directorate of Education of the Delhi Government. The foundation of it was established with the arrival of the AAP government in 2013 which realized the importance of investing in education as it undertook an unprecedented amount of budget allocation in the direction. The aim was to improve and in some cases resurrect the state run schools, from developing infrastructure and improving academic standards. The narrative was that of getting these schools at par with private schools and make them into spaces that can genuinely undertake the task of educating the young and ensuring an environment that is catalytic to learning.

With such a focus on improving educational performance of the schools, the lack of accountability was quite early understood as a major problem but also its solution. That being the establishment of SMCs across the schools and going with the pro-active functioning of the government, the provision for it , as it was in RTE bill – was further diversified in terms of it scope, making it more comprehensive than the original. It identified the role of the SMC to bridge the gap between the school and the surrounding community. In order to further increase the scope of functioning of SMCs and their task of a social audio, the Directorate in the year 2016 undertook the enhancement of powers of SMCs. (Refer to Annexure C)

The ethos and motivation behind the constructive involvement of the government can be summed up by its chief, Mr Kejriwal, who says, *"We have done an experiment towards democratisation of school education system in Delhi.*

Our effort is to make the SMC members realise that they are the owners of the schools and will contribute their services for betterment of quality of education," This indeed is the backbone that has guided the robust execution for the formation and functioning of SMCs.

Core Functioning

The RTE Act 2009, gives a lot of importance to School Management Committee for well and smooth functioning of the schools with the participation of parents. RTE Section 21 describes the ratio of members. It says that there will be 16 number of members among which three- fourth i.e. 12, of the members should be the parents which is further divided into six male members and six female members. Other members are- one social worker, principle of the school, and one Vice chancellor (who will be among the parents only). More focus is given on the encouragement for participation of women in SMC.

The functions of the SMC members are as follows-

- Function is to identify problems related to school management and prepare and recommend plan accordingly.

- The function of SMC members is to monitor the working in the school

- SMC members should also monitor the utilization of grants from the government in the development of school.

The functions should be performed by the parents and the school members equally. It is the responsibility of all the members to participate in the meetings and find solutions to the management problems in majority. Many schools were able to work on it well but, in some schools, a constant chaos and conflict were also observed among the parents and the school members during the discussions. The major part of confusion related to the understanding of the responsibilities and position in SMC, as in one of our interview the principal said "*parents do not understand their responsibility and thinks the school is under their control now.*

They went straight into the classes without our permission and starts questioning the teacher, which actually has nothing to do with SMC".

Objective and Procedural Stance (Research)

The core objectives of carrying out a research were to -
Firstly, document the reality that exists against the rhetoric of SMCs that exists in policy documents.

Secondly, to provide insight into the socio-cultural nuances that affect the functioning of SMCs.

Thirdly, to capture the views and experiences of the various stakeholders who directly or indirectly are a part of the school education apparatus which includes everyone from the principal to the administrative staff along with parents as well as students and

Fourthly, to gain insight regarding the sensitization of parent members towards their roles and responsibilities and the awareness they carry about their role apart from a general knowledge of education policies and programs that are of immediate and direct concern.

Based on an early engagement with field research it was realized that the number of nuances that both the narrative and the actual functioning of SMC were far and wide. In order to maintain a conceptual clarity regarding our observation the report is thematically divided into two parts.

The first part talks specifically about observations and engagement with SMC meetings. It is these meetings that are the actual manifestation of the idea of SMC.

It's the SMC meeting that is the central sight for understanding how well the policy narrative is actually manifesting on ground.

The second section deals with the overall idea of how SMC transforms relationships between the school and the community. Going beyond the scope of meetings, it highlights various themes that help us understand the particular way in which the observations detailed in the first section come to be by looking at from different vantage points like that of gender, power hierarchies and politics.

Beginning with the SMC Meetings. Here's is a small observational brief detailed by one of the researchers in first person. The idea is to present an un-biased portrayal of on ground reality. It also serves as a conceptual introduction which can then be deciphered and thematically analyzed. The following observations were made when looking into the meeting register of a particular SMC. They served to highlight the overall temperament and the manner of how things get done under the SMC banner. Since the following observations were made out of a commonly mandated practice of recording SMC meeting minutes, it served to highlight certain themes and tropes that were later found out to be common across the board.

- **Our observation of the meetings**

The total number of meetings that we participated were 3 . The meetings gave a very clear idea about the working of the SMC. We got to observe that the meeting starts with a progress report where a teacher explains the work done so far and then the parents and the school involve in an active conversation where they discuss new possibilities. As per the norms, everything discussed in the meeting, were written down by the school as a record. A brief of the record (includes dates of the meetings, discussion of the problems and solutions done to it), of a school in Keshav Puram are as follows-

First SMC meeting was on 26th December 2017, where **11** SMC members participated. The agendas were clear and simple. Members demanded protection from monkeys and identity cards for SMC members. The next report talks about the actions taken by the school which clearly mentions that actions were taken for each agenda i.e. monkey problem, identity card, repairing of the bore well and winter classes for 9, 10. The report also shows that among 14 only 11 members received their cards.

The next meeting was held on **20th January 2018**. Only **6 SMC members** participated. The issued were focused on repairing work of the school like bore well (which was discussed in the first meeting and the work was still going on), MCB Panel, wiring of Principal's office, doors and windows and they also discussed about upcoming competitions of the school.

The minutes were recorded example MCB work was done in few classes, wiring work was done in principal's office, doors and windows were repaired in some classes. Teachers also requested SMC members to send their children regularly till February. And school participated in competitions.

Next meeting was on **24th February 2018**. The agendas were borewell work (which was not completed yet). Few repairing works like-

- Pipeline, CCTV wiring
- Aquaguard, water cooler
- Floor, *Jaali* of a wing

Other than that, gap between examination days. SMC members also requested the school to allow them to taste mid-day meal which is been served to the children.

They also requested for gate passes and interaction with PWDs.They also demanded help for slow learners.

According to the minutes no proper actions were taken. It is written that 'water cooler is to be repaired', 'bore well is still under progress', 'school is working on other repairing works like windows, doors, floor etc.' 'wiring work of CCTV need to be done' et al. information of the SMC app was also given to the members.

The next meeting took place on **24th march 2018** where agendas were monitoring food, understanding roles of members, share results, increasing children's enrolment, to share exam results etc. only **7 members** were present in the meeting. The minutes recorded were-

- Results will be shown once they are declared.
- They had given the permission to the members to check the meal.
- Sanitation work was on and school had reported Municipality for the street dogs and monkeys in the school.
- According to the school once they are merged with other school enrollment will automatically increase.
- And school is going to start happiness curriculum with the help of members and teachers.

Members were informed about the 3 days training program (26-3-18 to 28-3-18).
Next meeting was on **21st April 2018** where members discussed about Mission *Buniyad*, sports and yoga coaching, bore well work, extra classes and up gradation of school. 10 members were present in the meeting. Actions were taken like up gradation of school by adding nursery class. Parent members also visited the classroom. For bore well, the members were asked to give an application to the principal.

STAKEHOLDERS

The initial step towards understanding how SMC's integrate themselves with school authorities - is to understand how the different stakeholders appropriate their presence, responsibility and motivation. Following is the list of the stakeholders (numbers don't indicate hierarchy) .

S.NO.	Members of SMC
1.	Parents
2.	Teacher Convener
3.	Principal
4.	M.L.A. Representative
5.	Social worker
6.	Estate manager
7.	Subject teacher (Maths/ Science/ Social Sc.)

There are many stakeholders in the School Management Committee. They range from the members inside the school to the parents who are otherwise segregated from the routines of the school to the MLA Representatives who are responsible for addressing the problems and the issues of the school that require the involvement of political leaders. Each participant in the SMC of a school has his/her own significant role to be played in the entire process. Therefore it becomes extremely important to have an insight into what these members think of SMCs in schools and what is their opinion on it for their opinions determine the rigour with which parents take up the work of the SMC. We interviewed various SMC members of schools in different zones of Delhi and tried to build our understanding around some of the major points of concern. This included understanding their ideas of SMC as an initiative in the schools , how they think of themselves in the process i.e. their contribution, does the contribution come out voluntarily or is it forced on to them and several such significant points.

(Please refer back to Annexure[A],for the general questionnaire outline that was prepared for knowing certain things out of the stakeholders.)

- **Principal:**

The Principal also the Head of the School is the Chairperson of the SMC. Across the schools in which the Principal members of the SMC were interviewed, we could largely see a pattern of the points mentioned below:

- ❖ SMCs unfit in the Indian context.
- ❖ SMCs as a medium to reach out to the larger community.

Some of the Chairpersons of the SMC had a belief that the idea remains unfit for the Indian context because of reasons such as illiterate and uneducated parents, lesser employment, poverty etc. These are some of the major blocks in achieving the goals that are being attempted to be achieved through SMC. In such situations, expecting parents to come to school and contribute responsibly towards it is very unfair. Earning livelihood becomes the major objective of their lives and dedicating a part of their time becomes a big burden. This was also highlighted by some of the parents while we had a conversation with them.

"Sarkar ne bas ek foreign idea ko utha kar yaha chalane ki koshish ki hai. SMC ka jo original idea hai woh us samaj ke liye banaya gaya hai jaha ek basic expectation hai ki maa baap padhna likhna jaante ho. Yaha maa baap anpad hai. Or unki rozi roti ka saadhan bhi mushkil hai. Toh yaha time woh kaise de?"- Chairperson, DoE, School, Delhi.

Translation:

The government has just made an effort to work out a foreign idea. The original idea of SMC is for such a society where parent's literacy is a basic expectation. Parents are illiterate here. Their livelihood is difficult too. So how do they give their time here?

Although what we understood from this is that it is the parents who are burdened with extra responsibilities.

It is also evident in some of the conversations with parents. But the question arises, whether or not, the Head of the School also feels burdened with the arrival of SMCs in the school? After talking to the Chairpersons of SMCs in various schools of Delhi, what also came to our notice was the same with the principals of some school expressing their burdensome positions.

> *"Already the Principal has loads of duties in the school, from the tiniest thing to the major issues. And Principal is held responsible for everything. And here we are with yet another bigger baggage of responsibilities for the Principal, SMC. And if any mistake happens by chance, it is the Principal who is blamed for everything. Exam results, teacher recruitments, notices from DoE and what not!"- Chairperson, DoE School, Delhi*

We also observed the Principals complaining that the parents are not willing to share the responsibilities and so the entire effort falls on the shoulder of the Principal. What affects the willingness of the parent is a question that will be discussed later in the report. According to some Chairpersons, talking to people for repairs of the school infrastructure on behalf of the school is equally permissible to parent members who are a part of the SMC. But generally, parents don't take up any such responsibility with them. What it results in is that, only a few parent members come out to be very active in contributing to their work responsibilities. So, the onus falls upon the Principal entirely in such situations.

But to our notice, somewhere SMCs were also witnessed by some of the Principals as being a very aiding medium in reaching out to the people in the community around the school and present some of the major issues the schools in the community are facing. For some, it has made people in the community more aware about the need of improvements in the schools.

" Mai yaha newly appoint hui hu as the Principal of the school. Mujhe is school ke baare mai itna kuch pata nhi tha. Or nearby area ka toh ab bhi itna knowledge nhi hai jab ki ek saal ho chuka hai. Aise mai parents ke sath school ki problems share karo, toh solutions dhundna asaan ho jaata hai. Kyunki mujhe nhi par parents ko pata hota hai ki aas paas kaha kya hai! Toh jis bhi resource ka arrangement karna ho, parents ke aane se bahut asaan ho jaata hai." -Chairperson, DoE, School, Delhi

Translation:

I have been the newly appointed Principal here. I don't know much about the whereabouts of the school. It's been almost a year and I am not much known yet to the nearby area. In such a case, if you share the problems of the school with the Parents, it becomes easier to find solutions. Because parents know very well about the nearby area. So, if any resource needs to be arranged, the help by parents make it easier.

- **<u>Teacher Convener</u>**

The Teacher Convener, is the one who is responsible for holding the SMC meetings and spreading information about the same to every member. The Teacher Convener is to set the agendas of the meetings in consultation with the Principal. He/She is also supposed to maintain the SMC records and meeting register and also noting down the minutes of the meeting. Any senior teacher of the school is appointed as the Teacher Convener on Principal's choice.

- ❖ SMC as an extra burden.

"Ek toh waise hi kaam bahut hote hai.Upar se teacher Convener bhi bana diya. School ke itne kaam,ghar ki itne zimmedariya. Beti ki shaadi honi hai.Dher kaam pade hai.Shopping wagerah karni hai.Par time bahut hi kam hai.upar. se ye SMC ke alag jhamele. Mujhe toh SMC ka school mai hona ek extra burden lagta hai."- Teacher convener, DoE School, Delhi

Translation:

There is already a lot to do. Adding to it, I have been appointed as the Teacher Convener. A lot of school stuff and domestic responsibilities. My daughter is going to be married. There are so many things to be done. Shopping also needs to be done. But there is very less of time and then there is this SMC work. I feel SMC in schools is an extra burden.

Another teacher said -

"Ye register maintain karne ki bhi badi aafat hai. Ab toh ye jo application launch hui hai SMC meetings ke liye, usse or dikkat hoti hai. Ise bhi update karke rakhna padta hai or hume ye dhand se chalana bhi nahi aata. Waise kaamo ki itni mehnat hai, or ye upar se or kaam ban jaate hai." - Teacher convener, DoE School, Delhi

Translation:

It is really difficult to maintain this register. The application launched for SMC meetings is an additional difficulty. It needs to be updated and we don't even know how to use it. There is already a lot to do and then this becomes additional.

- **<u>Parents</u>**

When it was asked that what they understand by SMC. Parents said that it is a committee in which voices of parents are addressed by the school and the current govt gives them certain power which they can use to develop the school. Mostly parents were observed using words like empowerment, authority and power in their conversation. Many of them say that now it is easy to access school and even the Principal office. For some being an SMC member was an accolade to their larger social standing. This has also had ramifications on the internal politics of these committees which will be taken up as a separate section of the report.

"Salute to me as I am SMC member now!"

-Parent member, SMC, DoE School, Delhi

"Earlier we were not allowed to enter in school but now we can even enter in Principal's office and shake hand with Principal"

-*Parent member,* SMC, DoE School, Delhi .

Some parents said they were very happy that they won elections and now they wanted to do something for the school. They are dedicated to the school. They told that they took part in activities of school and organised programmes like-morning message, darma, rallies for clean and healthy environment etc. Some parents frankly said that they joined the SMC for personal benefit as it is easy for them, now, to track their children. They regularly come to school and ask teacher about the performance of their children. One women parent said that she feel empowered because she can at least come outside home to school. The women reservation clause pertaining to the SMC is looked at from a gendered perspective in a further section .

"Jab tak hamara bacha school main padhega hum SMC ke member bante rahenge"

-*Parent member,*SMC, DoE School, Delhi .

Translation:

I'll become the SMC member till my child studies in the school.

Some women and working parents responded that it is a burden for them. A housewife said "Earlier I have to do household work but now SMC is also an addition to my daily work. Its difficult to manage both." One male parent member said "I am not able to attend meetings of SMC because my wages are deducted if i don't go to work on time." Another female parent member of SMC said that she was the only earning member in her family. So, it was very difficult to miss any day from the work. She added "survival is important than SMC meetings." This puts question mark on the motivation of parents as to why they wanted to join the SMC and if they are joining it, then are they doing justice to it.

When it was asked from parents what are their roles and responsibility, they mentioned whatever is told by Principal and SMC trainer. Parents as stakeholders presented to be the most complex stakeholder when it came to the clarity of their own roles and responsibilities. It seems as if there are a lot of grey areas around motivation and commitment. On the outset things seem to be going fine as we saw when probing the SMC meeting registers - issues of infrastructure, teacher attendance etc are adequately carried out but the parent being elected as an SMC member has other social consequences - this comes to light when we look at the specific experiences of female members and how being in a position of power vis-a-vis school authorities affects the behaviour of these elected parents. On the one hand SMC gives certain power to the parents through which parents are feeling empowered but on another hand they are not able to exercise it properly.

- **MLA Representative**

When it was asked what is the role of MLA representative in school. Most of the responses were that they are in power so they can help common people. One of them told that he is an ex student of the school in which he is working now as MLA representative and for him, it is a proud moment to give back to his school.

"Taakat, Haunsala ye aise shabd hain jinki zarurat har kisi ko hoti hai. To jab M.L.A rep. ka sath ek aam parent ko milta hai to uske pass ye dono hote hain. Main bas esiliye ye kam karta hoon"

-MLA *representative* SMC,DoE School, Delhi

Translation:

Everyone requires power and encouragement. And when an ordinary parent is accompanied with a MLA Representative, the parent gets both of it. This is why I do this work.

But there are hidden benefits too.

One school Principal told that MLA representatives preparing themselves to enter in political parties find the social recognition of being an SMC member quite lucrative in this regard. One MLA representative told she likes this work and is grateful to the government, especially for the female reservation clause. She added that by joining SMC and women's wing (almost at the same time), she can see positive change in her personality. She said "I am more confident and independent now after joining SMC." She added that it feels good when people recognize you by your name. This serves as another example to the gender specific consequences that SMCs have had.

However, a unanimously positive perspective is a luxury when it comes down to comparing the narrative and actual manifestation of policies.

One MLA representative clearly mentioned that she did not get support from MLA of that area when it came to implementing changes in favour of school development. She cited a lack of reinforcement and commitment which through the course of the research were realised to be formidable challenges and showcased that the idea is still in its early stages and has the capacity to go through a process of re-iteration and self improvement. This only further highlights the complexities that arise when an idea finds itself as a practice in the field.

- **Social worker**

Similar questions were asked to various social workers as to how they understand the concept of SMC and the role that they play towards its intended objective. One social worker considered his role to be of great importance as for him the social worker as a part of the SMC is most suited both in experience and temperament to act like a bridge between the school and the community. His presence becomes and integral part of the very ethos of school-community relationship that the concept of a SMC is based on.

"Hamara role bahut zaruri hai kyunki hum usi community ke logo ke liye kam karte hain to agar hum samjhdari se kam kare to school authorities ki pareshani or parents ki dikkaton ko ek dusre tak pahuncha sakte hain. To aap samjh lijiye mera kam ekk bridge jaisa hai jo es fasle ko kam karta hai"

- *social worker SMC, DoE* School, Delhi

Translation:

Our role is very important because we work for the people of the community. So if we work out wisely, we can easily visibilize the difficulties and concerns of parents and school authorities to each other. Therefore, my work resembles that of a bridge that reduces distance.

One social worker also added that they are more close to society and know the ground reality which sets them apart from all the other SMC members, for this access to "reality" is their unique contribution. This sense of merit in the otherwise hierarchical structure of the committee seemed like a particular complex paradox. The same worker that iterated the previously mentioned sense of role and responsibility had no idea when asked about the rising absentee rates that were plaguing the school. It was the principal who was able to provide an appropriate answer - finding the cause to be specific to the surrounding community in terms of due to the nature of occupation of the parents, something that was shared by the community, children often were forced to contribute to the family's income - thus prioritizing it over school and education.

As a manifestation of how some social workers appropriated their position to be unique and indispensable to the SMC , there was a ubiquus of undue and unsaid expectations from the committee that they had. In most cases it was about wanting respect and dignity - enemating from a deeper desire of recognition and self-validation from other SMC members towards their "indispensable" role. One social worker suggested that the efforts of the social workers within the SMC framework should be awarded by some form of government certification.

"Admission request made by me should be accepted as I am doing work in school for free"
- *social worker,* SMC, DoE School, Delhi

Another social worker also confessed that "It was very unfair that school did not accept my special request for the admission of just few student." When we look at this statement from the lense of the previous observation one is forced to question as to what was considered unfair by the social worker. Was it the misdeed committed towards these children or was it a blatant disregard of her power or maybe a sense of self-worth with respect to the role she plays in the school's SMC. We thus found a unique relationship that exists between the SMC and the elected social worker infused with unique motivations, commitments and expectations.

"One day, I will get something out of it. I am hoping for at least a certificate by govt"
- *social worker,* SMC,DoE School, Delhi

- **Estate manager**

Currently, very few schools have post filled with estate manager. When it was asked what is the role of an estate manager in the school as an SMC member. One estate manager replied that Principal sometimes needs help and advice for development of the school. He added that he take care of school infrastructure and maintenance related issues. He gives an example, it is recognised by him that fencies will be painted as it will increase the durability of it.

"My main work is to monitor school infrastructure and maintenance related issues"
- Estate manager,SMC,DoE School, Delhi

Significant themes:

The next part of the report highlights the few significant themes that were observed during the research. Themes that bring forth crucial variables and contexts which have a direct and immediate effect on the functioning of the SMC. They present the complexities and nuances that are not available on the policy document, for they are born out of practice and not rhetoric. Understanding and identifying these thematic concerns and the issues they raise can greatly improve the capacity and the functional role of SMCs while also suggesting ways to further enrich the school-community relationship.

- **Community Involvement**

This emerges as theme in our research. SMC is all about community involvement in school. It is assumed that community participation and empowerment comes with the various benefits for the community, these often include an increase in their awareness level (socially, culturally and politically), improving health and living conditions and enriching their life and life styles. This is not a new phenomenon or idea as the connection between school and community, especially in the Indian context dates back to it being promoted by Gandhi during the freedom struggle and continued to find its voice in the post independent era. In retrospect we realise that it was an integral part of the "liberation rhetoric" wherein the right kind of education, as it was assumed, would help build new citizens for the new India.

However an opposite image was seen after independence, as schools, in contradiction, began to get alienated from the very communities in which they were born. And so, community participation becomes an important issue in the narrative of education thought and policy in the country. In mid 1980's when decentralisation of education was carried out based on utilitarian values, the idea of empowering the local community in decision making processes regarding education gained further momentum.

NPE 1986 suggested decentralisation of education at all levels i.e. district, sub district and panchayati levels and proposed to adopt 11th schedule of constitution (empowering and assigning responsibilities to Panchayati Raj bodies). After passing of 72nd and 73rd constitutional amendments in 1993, devolution of authority to local bodies took place in matters regarding education including primary, secondary, vocational education, adults and non formal education, spread of literacy and cultural activities (Article 234 G of 11th Schedule).

At policy level, various programmes in different states with varied formats, were being organised at that time like - in mother- teacher association under District Primary Education Programme in Kerala, core team and women's group under Lok Jumbish in Rajasthan. Apart from this, some states such as Madhya Pradesh there was an effort trying to connect these groups and community to local bodies. So, to make the bond more strong and powerful, political bodies were also involved to encourage community participation and empowerment for primary education. The idea of the relationship between education and community became important not only in education management discourse but also in political reorganisation, this also helps us trace the steps of how in the present context, the AAP government and its efforts towards community participation in education via School Management Committees have come to life.

The very idea of participation involves a sense of belongingness and equality towards something. For example, when people take part in any group activity, then everyone is equally motivated to cope with each other's disadvantages and enhance their talents in order to effectively work together. This collective manner of dealing with problems and issues is what decentralisation of power is based on while simultaneously catering to the diversity of both people and ideas via inclusion and participation.

Participation can be done at different levels- mentally, physically, emotionally and socially. For example in SMC, participation can be done on different level like attendance, voice, monitoring, decision making and mobility etc. This also shows the possibilities of involvement that can guide school-community relations across various levels of participation as well. Some are involved much, some do not participate and so in such scenarios it really comes down to individual motivation and intent.

This in fact emerged to be the most conspicuous and unanimous observation as in our research we found that attendance of SMC members, especially parents is very low in most schools. Data (through SMC register) shows that at an average 4-5 members attend SMC meetings (This observation has been made in a previous section as well). Based on the collected interviews it was found that the major reason for the absenteeism is because of the fact that the majority of parents are daily wage earners and so attending SMC meetings involves them foregoing the possibility of having a meal. The financial cost of attending an SMC meeting is what that keeps most of the parents away. In our interviews we found that some sort of a stipend or monetary assistance, as was confessed by a large number of parents, could resolve the issue of absenteeism while also raising issues of parent motivation and commitment.

> *"We want to do community visit but there is no benefit in doing that……one day wages cut and no supplement is provided by the school"*
> -Parent member,SMC,DoE School, Delhi

Principals of schools says that they are trying their best to incorporate the community into the school. One Principal mentioned that he himself with other SMC members visited the locality and requested parents to send their children to school during *Mission Buniyaad*. Various issue like health awareness and results improvement of school were discussed during these visits.

There were other viewpoints regarding the efficacy of SMCs to foster community participation that our interviews brought forward. One peculiar perspective was that some HOS believed that it is a western idea, outrightly rejecting any positive impact it may have in Indian schools. The major reason behind this was the lack of ability of parents who usually come from academically humble backgrounds to appropriately understand their role and responsibilities and lack the temperamental skills required for constructive contribution and often miss appropriate the powers given to them.

> *"They (parents) scold teacher for coming late without even listening to reasons…..we also keep track on teachers…..mostly teachers are sincere in our school. They always come on time expect some days ...with genuine reasons.*"
> - *Principal,* DoE School, Delhi

Though there are mechanisms in place that help orient the elected SMC parents to better understand their position and role, an exercise undertaken by AAP volunteers and the NGO saajha, the major problem continues to loom - while parents are informed about their powers they aren't trained how to use them.

The most significant issues thus revolve around the orientation, training and motivation of the SMC elect parents - issues that present to be the most significant hurdles in the SMCs effective functioning.

- **Gender**

Participation in educational activities brings changes/improvement in the life of participants as they are dealing with education activities which help to eliminate alienation. However we know that different people experience different things in different contexts, depending upon the socio-economic stratification one is a part of. We say this in the context of the 50% reservation for women in SMCs and the transformative narratives it inspires and catalyzes.

Gender plays an important role when it comes to participating and experiencing activities while at the same time shaping the very fabric of social aspiration. So what really occurs when we find the RTE mandate reserving 50% of the seats for women inside SMCs?

When asked why this clause was pushed forth at the level of policy, most principals, parents and teachers alluded to the rhetoric of women upliftment and transformation. This has indeed been the case as was truly observed. At its most basic and significant manifestation we had female SMC members, mostly as mothers, confess to a sense of empowerment that hitherto had been absent from their life itself. According to some estimates and our observations it is safe to say that 90 percent of women member feel more confident and empowered after joining SMC.

They also appreciated the effort of Delhi Govt. who took this initiative to encourage women in taking part in SMC.

> *"Earlier, I didn't go out even to buy vegetables. But now through SMC I go to school."*
> - *woman parent member, SMC,DoE* School, Delhi

But we are able to see other side of the coin as well. Women are restricted by the family to not to join SMC in different ways. We also get some instances where family partially accepts the decision but rarely does it support or encourage.

> *"I don't do anything without his (husband) permission"*
> -*woman parent member SMC, DoE* School, Delhi

> *"My father-in-law does not like because then he does not get fresh food. But my husband wants me to work that is why I go."*
> -*woman parent member, SMC, DoE* School, Delhi

The experience of empowerment for women in this regard acts as a resistance towards the traditional patriarchal roles. With SMCs, women find themselves accessing a new environment. As mentioned before in quotes, the very access to an "outside" place turns into a profound experience of freedom from the confines of the domestic household. This access by itself can't lead to any concrete environment, for that, one needs opportunities to explore their own identity via taking on newer roles in newer contexts. This does catalyse a sense of empowerment as the women as SMC elect members get a chance to redefine themselves via the power and responsibility that is accorded to them and assume roles beyond the ones that society and patriarchy impose that of a caregiver or a homemaker, the word impose is important, as individual agency and resistance are either deafened or ignored. The entire process of being elected promises the women a sense of agency and individual will.

Gender, in this regard, was a significant theme that arose during our research. In our interviews a majority of women confessed to have undergone behavioural changes via the experience of being a part of the SMC. Like one parent member confessing how she gained confidence towards public speaking coming from a conservative and highly patriarchal family where even the articulation of an independent thought was discouraged. However, there were also instances of the patriarchal conditioning still holding the psyche captive, the same woman also said "I discuss problem with Principal ma'am when needed but I do not speak in front of males." About 77 percent of women mentioned a similar thing in their conversations, according to data collected during research. The participation of women is also affected by the fact that their mobility is controlled by some male member of the family and so we also found cases where women with genuine intent to constructively contribute find themselves being silenced.

> *"What will you do amongst all men? All other women also don't come…after that I don't visit school."*
>
> -*woman parent member* SMC, DoE School, Delhi

This is how the gender bias propagated and nurtured in the society finds its way and impacts the functionality of a SMC. The imagination behind the 50% reservation indeed does aim and expects a change or a social catharsis, the question still remains to what extent? Without proper support services in the form of specific training modules, orientation programs and awareness campaigns, a woman's gender identity would continue to guide her participation and motivation and the manner in which she appropriates the expectations of the committee while also negotiating with the expectations of a patriarchal social order.

- **SMC Electoral Politics - Temperamental concerns**

This section talks about the power dynamics that come to existence because of the structural power and hierarchy that a SMC brings with itself. The genesis for this lies in the 2016 document that greatly enhanced the power of SMCs. Although the aim was to improve the task of accountability towards the school authorities, it also established a sense of entitlement, especially from the side of the parents which in turn also defined the attitude of the principal and other school representatives towards the parent members.

The traditional temperaments of the school authorities are suddenly put up against the "outsider" temperaments of the parents. The latter being informed by the manner in which the parents themselves make sense of the power given to them and their conception of the "constructive" role that they are to play. Due to the very nature of the SMC structure that depends upon hierarchies.

An example can better elucidate this observation. During our interview with a principle it was confessed that there have been cases non-constructive entitlement with which certain parents interpret the power given to them. She shared an instance when an SMC elect parent started to make an issue of the school guard not saluting upon his entry into the school. This explicitly brings to light another nuance of how a parent member not only appropriates his/her role but also the power that comes with it. This sort of legitimation is a part of the very temperament of how electoral politics work throughout the country, the biggest democracy in the world. The motive behind standing up for election is in most cases largely motivated by an individual's fetish for power and a need to consolidate one's social worth rather than being driven by a commitment towards public welfare which is the intended job.

This is what comes out of as a consequence of democratic elections, a consequence that's a taken for granted aspect of public perception. Despite elected representatives are often despised by them, the cult of personality of an elected representative is also equally a part of public imagination. and so like any other election in the country, being "elected" as an SMC member after "elections" results in a similar temperament.

The word "entitlement" itself occurs in the policy document that enhances the power of SMC's. The presence of this internal politics then becomes counter productive. The other perception that contributes to this belongs to the parents. For most SMC is a reprimanding authority trying to keep the school authorities under their surveillance with a very clear distrust for the latter. The parents feel that the school authorities are inherently disposed towards carrying out malpractices. This further dements the possibility of a constructive role of the SMCs. A teacher member of the SMC confessed the same.

Across our interactions, one principle talked about the change in attitude of parents before and after being elected as SMC members. Earlier, they would schedule a proper appointment for meeting with the principal. But now, they just come barging in without even asking for a permissions regardless of any engagement that the principal might be occupied with. She too iterated the above mentioned point of the parents being involved in raising and identifying problems rather than working together with the school authorities to address them. According to her the power dynamic that this system imposes along with a lack of temperamental training makes collaborative working to address issues a rare sight. However from the side of parents, in a various cases, it was hard to schedule any meeting with the principle which remained as inaccessible seat of power which changed for the opposite after the arrival of the SMC.

Social status of elected parents in their community combined with the presence of MLA in the committee create a space for politics beyond the school. Certain parents consider being elected in the SMC as an initial step into politics. The proximity with MLA, promises an opportunity for a politically motivated parent to be noticed.

Another consideration is of course popularity in one's community in order to stand up a candidate, and it is the chance to gain this popularity is what being a part of the SMC can do for a politically motivated individual .

The committee also provides a social habitat wherein being an SMC member provides one the opportunity to engage with all the other parents for whom an Smc parent member is considered to be authentic and legitimate, providing him the opportunity for an ambiguous guerrilla campaigning. The political advantage and access however isn't limited to the school and its stakeholders. There's also an external advantage concerning the larger community which comes from a policy mandate/provision, wherein the SMC members are required to visit the surrounding communities as SMC elects and take care of issues of prolonged absenteeism, domestic violence, helping uneducated parents and fostering an overall community sentiment. Such nuanced access to an entire population of a community, that too with the badge of an SMC member, provides yet another environment for campaigning to a larger population. A SMC member candidly confessed that there were more than one instance wherein the entire motivation behind someone's motivation to be a part of the committee was strictly and explicitly driven by the fuel of political gain or an introduction. We were told that that a parent member who had joined the SMC was about to stand up for election at the district level and saw that being a part of the SMC as a political opportunity.

According to the imagination behind the community engagement aspect, a major issue was the involvement of parents in the education and studies of their child in cases where the parents themselves are not educated and remain as "outsiders", not present in any meetings and completely alienated from the school.

The lack of this involvement often results in poor grades and prolonged absenteeism, especially in cases wherein the parents of a girl arbitrarily decide to stop sending her to school abruptly, for she has been educated enough now and now should start learning house chores and get ready for marriage. Other instances of non educated households include rampant domestic violence, an environment that is anything but conducive for a child's learning. There have been positive instances wherein the SMC members have resolved certain issues.

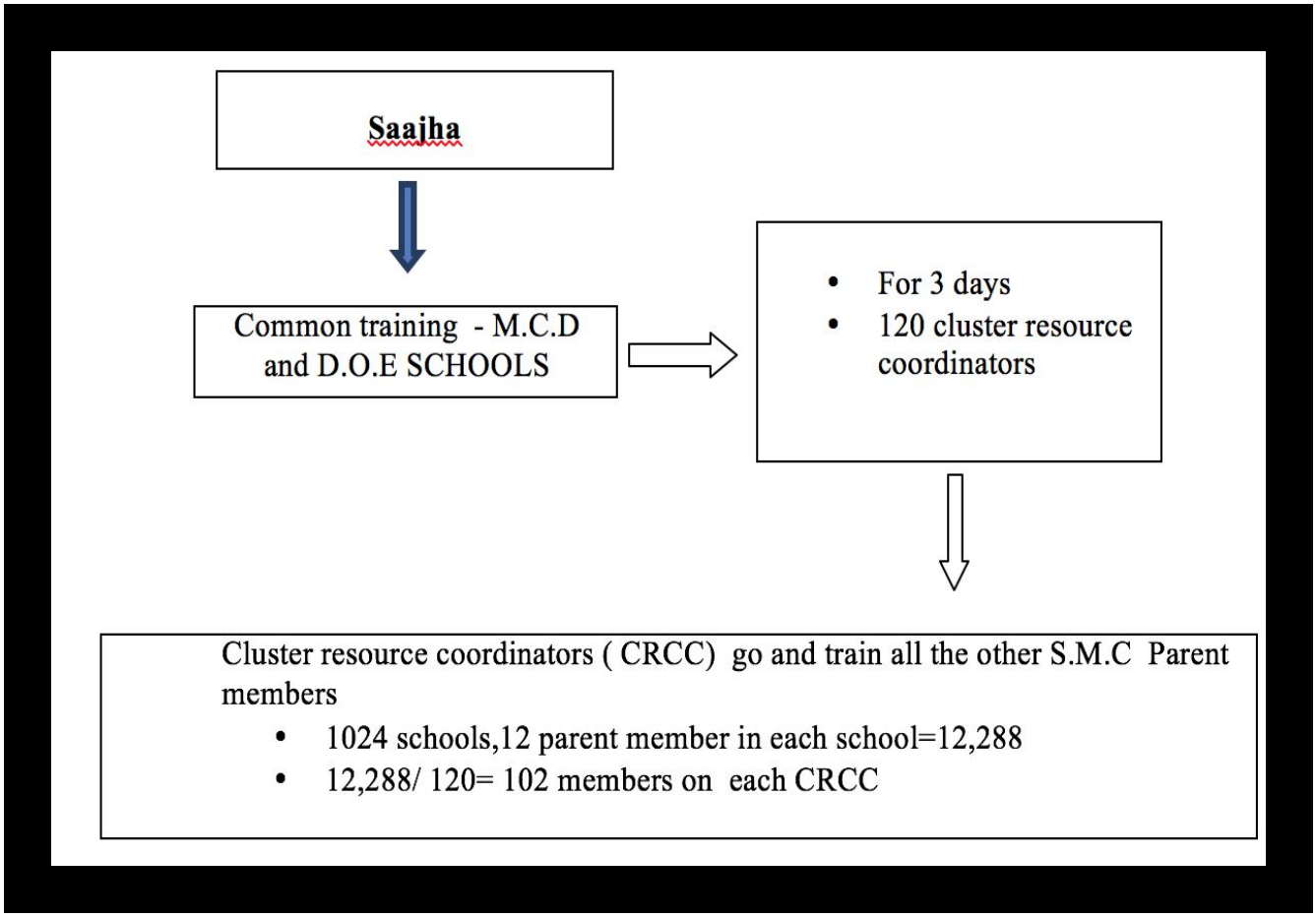
From a political angle this provides an opportunity to establish oneself in the local public sentiment, and presents a positive side of how the intertwining between the SMC and general electoral politics can be a scouting environment to identify emphatic future leaders.

An extremely significant proposition laid forth by a Teacher Convener was regarding the loopholes of an "elective" process, in place of which he suggested a selection process wherein a minimum qualification for parents must be made necessary since according to him, uneducated parents have a hard time making sense of their role. They don't have the expertise to analyse financial records or understand official procedures and are often reduced to a passive presence or, as mentioned above, blatant entitlement.

We thus see how the very idea of electing a SMC and how that SMC understands its roles and responsibilities has a direct impact on the effectiveness of its presence and the efficiency of its functioning. The resultant power hierarchies are often seen to become counter-productive. This concern needs to be made an integral part of the training of SMC members to provide them with a temperamental understanding and orient them into utilising their powers in constructive engagements with the school at large. The issue of training and orientation is covered in detail in the next chapter.

- **Orientation and Training of SMC members - Collaboration with Saajha**

Before beginning the discursive part of this section, given below is a flow chart that details how the DOE and Saajha come together to carry out the task of orientation and training of the SMC-members.



In the chart above we have presented current workload on Saajha's team in numbers so that we can clearly look at the managerial issues however, in the next part we would be talking about on ground challenges faced by Saajha and how those challenges impact on training and orientation of SMC Members.

Practical Challenges faced by saajha:

Saajha is a new NGO in the education sector. During the course of their work experience they have faced many challenges. Our interaction with the Saajha team provided practical drawbacks of working at a large scale. We would be dividing these issues on three levels like manpower and vision,structural malfunctioning and aggression of parent members .This could help us identify issues that have been faced by Saajha and their impact on overall idea of SMC.

1. Manpower and vision

Manpower and vision can be seen as the two basic building blocks of any human lead institution. If we talk about Saajha, It is a very small NGO. As shared with us by one of the team member that they have only 6 members at the core of the team and humanly it is not possible for them to be present at all the 1024 DoE schools on continuous bases. This further leads to impact on the **data collection**. The other thing that was shared by The NGO members, they themselves have very **unclear vision as to what would work with all the Parents.** We can say that they are new to this field and slowly they will make the road by walking but at present they all are struggling with the idea that how could they incorporate all the diverse needs of the parents under one homogenize structure. Indeed! This question is not that easy to answer. Time and continuous effort is required in order to reach to any explanation/ answer.

2. Structural Malfunctioning

If we look at Saajha's work with the DoE schools across Delhi we would find that their work is as of support engine. They are there to provide help from the outside but the real work is for the Ministry of Education and Department of education

If we read the flow- chart above we can clearly see that the training is only for three days in an annual year. Saajha gives this training to all the Cluster Resource coordinators (CRCs).

They are only 120 in number; CRCs further go and train parent members of 1024 DoE schools. One CSR has the responsibility to train 102 parent members.

This scenario indicates that the role of CSRs is very crucial in the training but they themselves are not getting adequate training and on the other hand Saajha is unable to have a quality check on the effectiveness of the training given by CSRs. There is a clear need of **Strengthening Cluster Resource Coordinators** in order to have a really strong working ground for SMCs as a major role has been played by the parent members and their training plays critical role.

The other structural malfunctioning can be seen on the **departmental level is that there is need to create awareness that teachers and principals are not solely responsible for the change**. There is a larger structure that needs to be changed. As this is the first time SMCs are being formed there is a whole lot of scope and space to the evolution of this idea of SMCs. **SMC could be made more systematic and continuous in functioning.** According to one of the social worker on what she feels about SMC as step to bridge the gap in between school and community? She replied *"Overall it is a good thing and plan but it needs to be more articulated in terms of policy and practice. So, that it could be used as a full time recourse."*

3. Aggression of parent members

There have been many instances reported by the school staff members of SMCs and other teachers that parent members talk disrespectfully with them at front of students and their own wards. We need to have an understanding that this aggressive behavior is a manifestation of a border structural issue of who has more power over the other? Somewhere in the process of training this needs to be addressed and worked upon with the parent members. This is the question of **transforming the thought process of parents keeping in mind the issue of aggression.** Having deeper understanding on the roles and responsibilities could help in this transformation. Surly this process is time and labor consuming but in order to function with the full strength of SMC this step is required.

In the course of field visits we talked to many teacher representatives they repeatedly tell us about the behavior few parents have towards them. One of the verbatim was like *"parents think that they have the power to come and ask questions to me whenever they feel like. Even when they see that I am teaching and the whole class is sitting and watching what is happening, they simply yell at me and create a fuss!- Teacher, DoE School, Delhi"*

- **Technology**

Being proactive with the use of technology has become the backbone of effective governance across the globe, same has been the case with the AAP across its various domains of intervention, change and functioning.

A significant feature that determines the success or failure of the objective of SMC's is the manner in which mechanisms for redressal and systematic accountability function. It is thus imperative to track the trajectory of how a particular SMC identifies issues and what's the nature of these issues, If this is the first stage, then the second stage involves tracking the trajectory of the nature of solutions and the time taken for them to resolve the identified issues.

All of this requires communication and compilation of huge chunks of data pertaining to each and every S.M.C in New Delhi., which needs to be sourced on a regular basis in order to identify how each S.M.C is fairing with respect to their intended tasks and other contextual requirements. This enables the D.O.E to be directly involved with the functioning of S.M.C's.
The main purpose for carrying out this is to provide a second layer of accountability towards the school authorities. For example if the school authorities aren't paying heed to the issues raised by the parent SMC members, their non compliance becomes a part of the data being collected by the D.O.E itself for which the school administration can be readily reprimanded.

Another aspect that gets mitigated via such a practice is the ability to identify large scale issues vis-a-vis appropriate school functioning. The collection of data gives the DOE an opportunity to identify issues that maybe common across all schools and SMC's, this identification can help the DOE to design and implement large scale systemic changes which can resolve such issues ubiquitously. It also provides access to the most significant function of SMC's that being the development of SDP's (School Development Plans). This feature also contributes to the inner functioning of respective SMC's and also helps them to track their progress pertaining to their respective school development plans. Overall, it's a managerial intervention guided towards infusing better management of both human and non-human resources.

Understanding this value of data collection, the DOE sought to develop and SMC app that could facilitate the active documentation and communication of all forms of data mentioned above. To develop this mobile application the DOE contacted the organisation Mindtree for its development. This was the second time that the organisation worked with the Delhi Government. In a press-release by the organisation they said *"The app is designed to drive greater collaboration amongst various school stakeholders, while bringing in greater levels of transparency and accountability in the system. It aims to bolster SDP by providing educative suggestions for better decision making and timely action. "*

Before the process of coding had begun, Mindtree along with Sajha (Section XYZ) carried out a field research in order to better understand the perspectives of various stakeholders when it comes to SMC's and what were the different issues and problems that they faced when it came to the effective functioning of these committees. Based on this research it was found out "that SMCs face multiple challenges like lack of awareness about defined roles and duties to maintain systematic and traceable records of discussed issues coupled with no means for real-time tracking of progress on raised concerns." This created a lot of hurdles when it came to the monitoring, reporting and redressal of various issues pertaining to school development plans and endeavours. It was in response to such issues that the foundation and the blueprint of the application was laid down.

Functionally, the app achieves the following

1. Helps in scheduling of meetings by providing invite updates to the registrar members.
2. Improves the productivity of SMC meetings by recoding agendas, member attendance, outcome actions and task ownership.
3. Realtime documentation and tracking of the above.
4. Collection of all such information from the various SMC's into one common platform.
5. Making the information available to DOE and the Education Ministry along with other important legislative/executory bodies.
6. Inclusion of data analysis tools that help in assimilating data and displaying it in different formats across different parameters for better understanding, like attendance, grievance resolve ratio, guideline accountability etc.
7. Facilitating easy recognition of macro level issues and micro level inventions (Some unique way in which one SMC is resolving its issues which can then serve as a larger protocol for other committees)

One of the major issues however when it comes to infiltrating the app as a habitual practice has been the training that parents often need to operate the application. Most of the parents that send their children to Government schools often lack basic education and access to technology by and large. Getting comfortable with the application as prerequisite has been identified as a major challenge. This was realised and recognised by both Mindtree and Sajha, while the former kept in mind the ease of use while developing the app, Sajha has developed specific training sessions that focus helping parents get familiar with the using the application - they've made it an integral part of their larger orientation/training efforts. We thus see how such form of technological interventions seem to provide a legitimate answer to a host problems. With respect to SMC's it helps in understanding parental absenteeism, enabling authorities to focus of parental motivation. The real time documentation provides an unprecedented level of speed and efficiency when it comes to redressal with data analytics providing a dynamic and evolving insight into the various aspects of SMC function, thus helping in better policy formation.

To put into words, the importance of this endeavour, Saransh Vaswani, founder of Sajha said, “It’s indeed very inspiring to see how effective communication between government officials and SMCs could empower both and consequently take school management to a whole new level”.

WAY FORWARD

In this section we would identify major challenges faced by different stakeholders of SMCs. We would understand these challenges under two headings **1. Challenge for administration, 2. Challenge for parents.** These challenges are what we have seen on the field during our visits to DoE schools across Delhi. Bellow we have written verbatim that we have got from the field after that we would be coming out with few emerging themes that can be seen as challenging areas for SMCs.

Challenge for administration

In this section we would be hearing voices from two stakeholders of administration in SMCs- (a) school members (b) other SMC members.

School Members- Chairperson and Convener	**Other SMC Members- M.LA Representative and Social worker**
● At all levels from higher authorities to parents no one understands us. At every level people think that we are the bad, we are the real culprits. They think we are doing something wrong; we don't do our job properly.	● School's principal and other staff does not support.
● Parents are not educated. It is almost impossible to make them understand how system works? Yes! There are ways by which one can use their power as SMC member but there is a full process of auditing etc. that needs to be followed up if one wants to use the privilege but parents have no idea about the same.	● Most Parents of the children either uneducated or very less educated. This is the reason behind their no or less participation and hampers involvement. *"Educational foundation is important in parents; that is zero in our schools- MLA Representative, DoE school, Delhi"*
● Staff is less and there is already an assigned workload to the profile of any school staff member. In this situation workload gets doubled. *"There is no respect for us as well as for the work we do. Everyone thinks we take back money given by government. They suspect us as thieves.- convener, DoE School, Delhi "* ● *"Government brought SMC in order to keep a check/ surveillance on us as they had no faith in the school management.- Principal, evening shift, DoE school, Delhi"*	● Parents do not want to listen to what we say, because they are unable to process what is being talked about in the official language. *"Grooming of parents is the most important step, so that they can decode the language that has been used. This would help them in meaning making.- Social Worker, DoE school, Delhi"*

2. Challenge for parents

In the policy, Parent members of SMCs have been given value. They can be seen as change makers but in the realm of practice they are facing challenges. Let's understand the kind of challenges they are facing in order to participate in SMCs.

Parent members- Vice chairperson and other parent members
● School authorities are fearful from us. This is because they think that we took their powers away to rule over school and our children. We have the power to ask questions directly to them and now they know that they could not get away from us, just like that. ● *" Principal, school staff and others in the school welcome us but from their face and looks they give us makes it clear that they are not happy with our presence- Vice chairperson, DoE school, Delhi"* ● We want to work but how? Not many of the parents Members participate actively. ● Missing work and attending meetings is an issue. ● *"Some money/ fund should be given to the parents. So that we can also ask them to come. – Parent member, DoE school, Delhi"*

ANNEXURE

Annexure- [A]

Questionnaire:

The questionnaire included demographic questions also to get an understanding of the background of the people interviewed. Therefore, these questions varied from knowing their names to knowing their professions, the locations where they live, the income the family earns and many other things. Thereby, below provided is the general line of questions that were asked across the members of SMC.

- What do you think SMC is all about?
- What do you think are the roles and responsibilities of _____? (The role of the member being interviewed be it parents/principal/teachers)
- How SMC is working in your school according to you?
- How did you become a part of the SMC team?
- Are the school members who are also part of the SMC helpful ?
- Does the interaction between parents and school members in SMCs runs smoothly or are there any frictions?
- Is SMC easy or difficult to handle? How?
- Does SMC aid or interrupt the functioning of schools? Can you share some instances?
- Do any conflicts happen in the process of conducting SMCs?
- How is it like being a member of SMC of the school for you? Do you ever feel like it as a burden on you?
- What is your motivation to be a part of the SMC and work towards its goal?
- Why do you think community participation is important?

Annexure- [B]

Brief background of Saajha:

The idea of Saajha was conceived by Abhishek Chaudhari and Saransh Vaswani in the year 2012. They were fellow actors and directors in Hansraj College, University of Delhi. Abhishek Chaudhari and Saransh Vaswani studied 'Education in rural India' during Piramal Foundation Gandhi Fellowship. In the year 2013 Central Square foundation[1] invested Rs/-32 lakh only as seed fund. Saajha got registered as a non profit organization in the year 2014. Currently they are working with 1024 D.O.E schools across Delhi.

Aim:

Their aim is to initiate a manageable alliance between parents (community) and schools. This alliance would further impact the children's learning in an overarching process.

Area of work:

Saajha basically divides their work area into four major categories [2](as given on their website).

1. School
2. Classroom
3. Home
4. Community

Now we will be briefly talking about the further branching of the work in the given categories in tabular form.

II.

[1] http://centralsquarefoundation.org/

[2] http://saajha.org/our-work/#1537132704112-1d7d407e-601c

- **School**

School Vision Plan (SVP)	Annual SMC Training	SMC Application
SVP can be seen as a *'holistic'* plan that serves as a platform to talk and discuss about present common apprehensions and issues of concerns of schools in a more structured and documented way. These concerns are recorded in a manner that they assess the kind of improvement is needed in a given time. All of this is done by SMC Members.	Saajha collaborates with the State council of education and research training centres (SCERT) every annual year in order to conduct a 3 days long training workshop for the SMC members. This workshop aims to make SMC Members more aware of their entitled roles and responsibilities as suggested by the RTE Act 2009.	SMC Application was designed in the year 2015. The idea behind the conceptualization of SMC application was to bring more *'transparency'*. This platform help SMC members to share their school related issues and enables precise and on time data access to government stakeholders.

- **Classroom**

Saajha Vishleshan Sabha (SVS)	Parental Workshop	Parent teacher communication tool	Mega PTM
The main aim of this intervention was to enable parents to see their ward's academic progress.	This workshop was to enable parent members to be more involved in their ward's learning and to make them feel more confident, so that they can raise their concerns wherever needed. This initiative was a part of Mission Buniyad.	In order to enhance productive parent-teacher communication 10 tools were developed.	Mega PTM was organised on the same day in all the DoE schools. The purpose was to increase the involvement of parents at the school level.

III.

Home

Family Learning Program	Home activity
The main purpose of this program is to talk about *'low efficacy'* and the issues related to shared time in-between parents and their ward.	This is a pilot program that runs before Family learning program. This aims to support parents with learning related activities.

- **Community**

Sabha	**Reading Event**
a kind of a shared platform for all the stakeholders (members) of SMCs and related departments of the schools.	Reading program is another program that was organized under the pilot program called Mission Buniyad. purpose of this event was to engage meaningfully with students outside academic curriculum.

This above part was to get a clearer idea about the NGO Saajha and what all work do they do in order to enhance community participation.

<u>Annexure</u> - [C] [Govt. circular(s)]

Enhancement of powers of school SMC

GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: RIGHT TO EDUCATION BRANCH
ROOM NO. 252, OLD SECRETARIAT, DELHI-110054:Ph. 23890097

No. F.DE. 23(6)/RTE/2012-13/ 847-854 **Dated:** 01.08.2016

CIRCULAR

Sub: Enhancement of powers of School Management Committees.

Reference circular No. F.DE.23 (6)/RTE/Pt.file/2011/311-319 dated 06.11.2015 on the subject, 'Roles and Responsibilities of School Management Committee'. The following guidelines are hereby issued for enhancement of powers of School Management Committees:-

1. **Overall development of the school**

   The SMC shall be empowered to take any decision for the overall development of the school and the welfare of the students and teachers, and shall be empowered to get these decisions implemented.

2. **Meetings**

   - There shall be two meetings in a month. Meetings will be held on the first and third Saturday of the month. The SMC may change meeting days as per their convenience.
   - Preferably meetings of SMC should be held before/after school hours, so as to avoid teacher absence from the classroom.
   - Meeting shall be notified by the Convener or the Chairperson telephonically, at least 24 hours in advance of the meeting.
   - Normally, the Chairperson shall convene the meetings. However, if the Chairperson fails to do so for whatever reason, the Vice-Chairperson may also call a meeting.
   - In case of schools which are running in buildings that run in two shifts, every alternate month, this meeting shall be a combined meeting of the SMCs of both the morning and the evening shift, to ensure coordination. The two shifts can have combined meetings whenever they so desire.
   - An unscheduled meeting can be requested if at least 1/3rd of the members do so in writing, with a clearly specifying agenda. The Chairperson is bound to convene this meeting of the Committee within 7 days of the request.

3. SMC Visits to Schools

- SMC members are entitled to visit the school during working hours, without causing disturbance to the working of the school. On coming to the school they must sign in the SMC Register. Student's activities in the classroom, laboratory, playground or any other assembly place will not be disrupted.
- In a Girls' School, rounds of the school shall only be taken by female members of the SMC. In Co-ed schools, rounds may be taken by the male members, when accompanied by a female members of the SMC.
- No SMC members will enter into a classroom where the teacher is present, unless the SMC so decides; in which there must be at least 3 SMC members.
- The Assembly can be addressed by SMC members with prior approval of the Head of the school, in the interest of discipline of the school.

4. Inspection of Records

- Any member can ask for any records related to the school by requesting in writing. The HOS must acknowledge the receipt of request on a duplicate copy and return the acknowledgement to the SMC member. It is the duty of the HOS to make the records available within 3 days. Any SMC member can demand the photocopy of any document. However, the concerned SMC member shall have to bear the cost of photocopying.
- During the monthly SMC meetings, all records, as decided by the SMC, related to the school have to be presented to the SMC. This includes (but is not limited to) financial records, bills, attendance register of teachers and students, etc. request for photocopies to be recorded in the minutes of the meeting and mentioned in the Action Taken Report including the amount paid by the concerned SMC member towards photocopy charges.

5. Checking of Expenses

- The report of all expenses made since the last SMC meeting have to be presented in the SMC meeting. In an SMC meeting, when bills of expenses on school building and maintenance are presented, the members of the SMC are authorized to physically examine the repair, maintenance or asset that has been purchased. However, this has to be done without disturbing the functioning of the school. The comments/feedback of the SMC members should be recorded in the minutes.
- If the SMC suspects any irregularity in the utilization of funds, they shall recommend the formation of an inquiry committee, to the Deputy Director (District), who shall have to act within the next 15 days. If the Deputy Director (District) chooses not to act on the recommendation of the SMC, he/she would have to explain the reasons in writing.

6. **Social Audit**

All the activities and funds of School must be annually presented before the General Body comprising of parents and teachers once every year, and guidelines shall be issued for the same by the Directorate of Education.

7. **Learning**

- SMC has the power to identify the children requiring special training and remedial education by means of organizing diagnostic learning level assessments on periodic basis. These would be based on assessment tools created by the Directorate of Education, SCERT or NGOs empanelled by SCERT. This would require a resolution passed by SMC with minimum if half total strength of the Committee.

- SMC has the power to organize special training and remedial education program in school premises to support academically deficient students. The special training can be conducted by trained/qualified community volunteers or retired teachers or teachers from the school on a pro bono basis. For girl schools, only lady teachers will be deployed. This would require a majority resolution by the SMC.

8. **Teachers**

- Parents and students have repeatedly complained about teachers' absence from schools; teachers leaving school before the end of school hours, as well as they are not taking classes despite being present in the school. The SMC shall set up a sub-committee of parent members (only lady members in case of girls' schools, and having at least one lady member in a Co-ed school) for monitoring the teachers' absence from the school, and from the classroom. This sub-committee shall visit the school at least once a week and shall be authorized to make surprise visits to the school (but will make entry in the SMC register on their arrival), visit the classrooms, speak to the students. The sub-committee is authorized to go through the teachers' attendance register, as well as the online attendance record.

- In case of unsanctioned absences from the school or the classroom by the teacher, the member of the SMC sub-committee is authorized to note the absence in the attendance register. Further, the SMC has the power to summon the teacher to the SMC meeting. In case of repeated absence by the teacher or inadequate explanations given for the same, the SMC may recommend to the HOS to issue a show cause notice to the teachers. The HOS shall act on recommendations of the SMC or give his/her reasons in writing to the SMC, within 7 working days, if he/she does not act in accordance with the recommendation of the SMC.

9. Non-Cooperation of the HOS to the SMC

- In case, the Head of the School does not despite repeated requests by the SMC-hold meetings of the SMC or implement the decisions taken in the SMC meetings which are within the purview of the legal duties and powers of the Head of the School, then the SMC can recommend show cause notice to be issued to the Head of the School.

- The SMC by 2/3rd strength (of the non-employee members of the SMC) can pass a resolution recommending show cause against a Principal to the DDE (District). The DDE (District) shall act on the recommendation in 15 days. In case, the recommendation is not accepted, DDE (District) shall give reasons for the same in writing to the SMC, within 3 weeks.

10. Capacity Building

- SMC has the power to collaborate on pro-bono by means of an MOU with any NGO from amongst the government empanelled NGOs for meeting any of its deficiencies in academics, sports, music, or in any other field. This would require a resolution passed by the SMC with a minimum of half of the total strength of the Committee. SMCs shall inform the SCERT and DDE Zone regarding the same.

- SMC has the power to terminate any MOU it signed with any NGO from amongst the government empanelled NGOs for meeting any of its deficiencies in academics, sports, music, or in any other field by serving notice as agreed in the MOU. A common template of the MOU to be used for this purpose shall be prepared by the Litigation Branch of DOE and would be uploaded on the Edu del website. This would require a resolution passed by SMC with minimum of half of total strength of the Committee. SMCs shall inform the SCERT and DDE Zone regarding the same.

11. Estate Manager

The Estate Manager of the school shall be a Special Invitee into the SMC, and shall attend all the SMC meetings to report on infrastructure and maintenance related issues.

12. Student Participation

A Student Suggestion Box must be put up in a prominent place in the school, which must be opened in the presence of SMC members. SMC in any particular case, when it deems fit, might invite certain students for discussion, but cannot force children to do so.

13. Parents Suggestions/Complaints

A Parents Suggestion and Complaints Box must be put up in a prominent place in the school, which must be opened in presence of SMC members. Any complaints received by the parents shall be discussed in the SMC meetings. If needed, the concerned parent may be invited to the SMC meeting.

14. Removal of Members

- A person shall be liable to be held disqualified if he/she is convicted by the court of law for offences involving moral turpitude or any other offence under Section 302/363/366/276/395/409/465/468/477 (A)/493/494 of IPC. The Deputy Director (Zone) or above is competent authority to issue this order.
- An SMC member shall be liable to be held disqualified if:
  a) He/she is found guilty of misconduct or negligence of duty
  b) He/she fails to attend three consecutive meetings without approval from SMC.

  The SMC, by a resolution passed by at least half of the total strength, may remove member(s) from the Committee.
- On receipt of a complaint of negligence of duties/responsibilities/any misconduct against any one or more SMC members the DDE (Zone) can initiate an inquiry and DDE (District) can pass a speaking order for removal of that member(s) including Chairperson of the SMC.

15. Removal of Vice-Chairperson

The Vice-Chairperson shall be liable to be held disqualified if:

a) He/she is found guilty of misconduct or negligence of duty
b) He/she fails to attend three consecutive meetings without approval from SMC. The SMC by passing a resolution of 2/3 of total members (including employee members) can remove the SMC Vice-Chairperson from Vice-Chairpersonship.

16. Dissolution of SMC

The SMC may be dissolved, if found negligent of its duties and responsibility as assigned in these rules, non-compliant to Government Orders or and non co-operative towards the implementation of the Government funded schemes for the improvement of the schools and the academic environment in the school, by an order of a Deputy Director (District) on the basis of –

- a resolution adopted in a meeting of the parents – at least hundred or thirty percent (30%) of total parents of students of the school – to the effect that the School Management Committee has failed to discharge its duties and responsibility effectively or has been inactive or indifferent in the matter of implementation of Government funded

schemes for the improvement of schools and the academic environment in the schools;

- an inquiry/inspection into the complaints of negligence of duties and responsibility, non-compliance with Government Orders and Instructions or a non co-operative attitude towards the implementation of the Government funded schemes for the improvement of the school and the academic enrolment of the schools;
- while receiving a complaint against the SMC from the community/organization/Govt. officials regarding non-compliance of Govt. order/instruction, negligence of duties and responsibilities, non-cooperative to implement Govt. funded schemes for the improvement of the school, the Deputy Director of Education (District) will institute an inquiry into the matter and subject to the authenticity of the complaint shall pass a reasoned order for dissolution of the SMC concerned.
- The Deputy Director (District) shall take steps for Constitution of a new SMC within a month of dissolution of SMC concerned.

This issues with the prior approval of the competent authority.

01/08/16

(SHASHI KAUSHAL)
SPL. DIRECTOR OF EDUCATION (RTE)

Copy to all Addl. DEs/Spl. DEs/Jt. DEs/Distt. DDEs/Zonal DDEs/Branch In-charges/HOS of Government/Aided Schools of DoE through DEL-E for strict compliance.

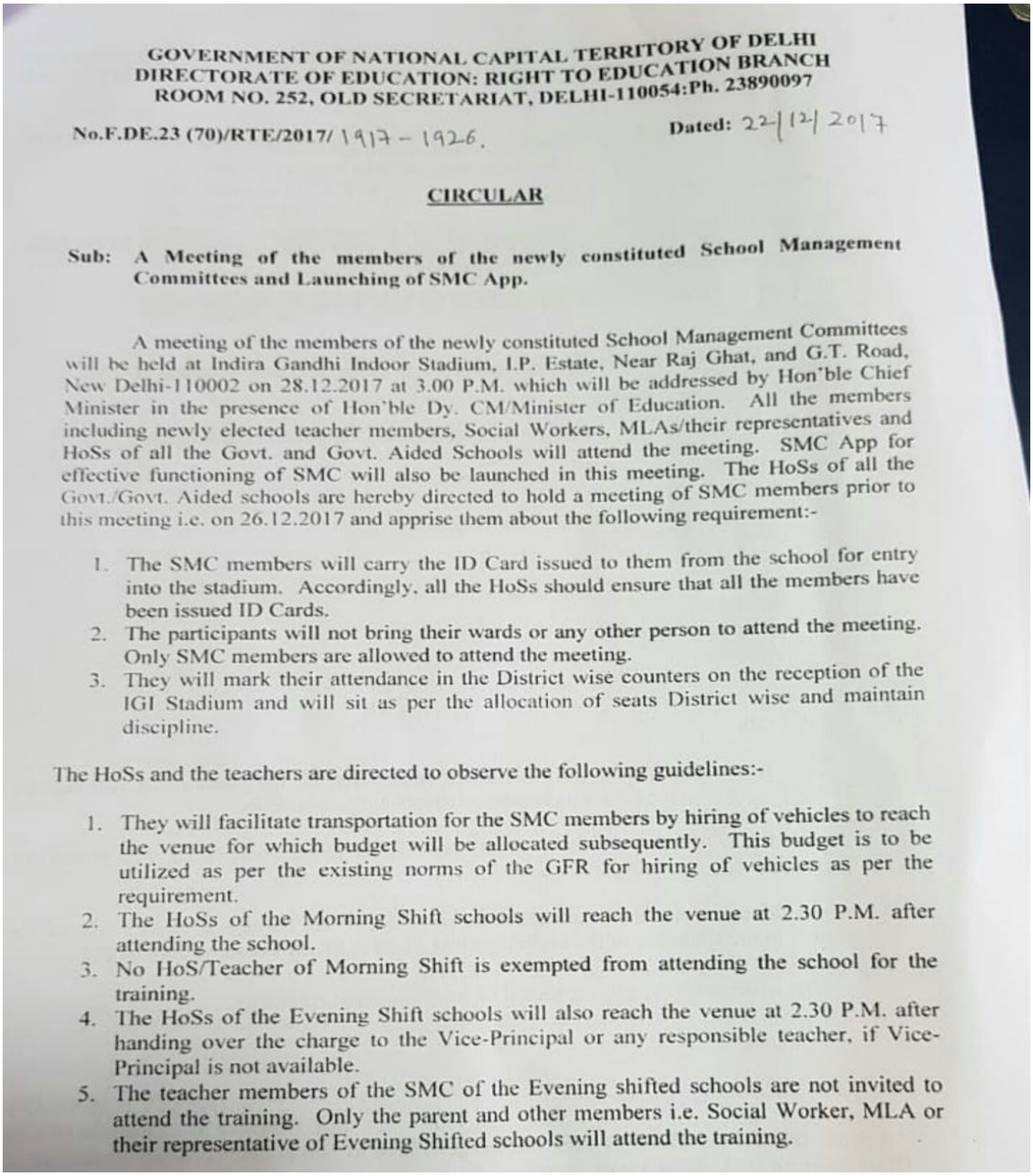
Copy to:-

1. **OSD to Hon'ble Minister of Education, Govt. of NCT of Delhi**
2. **P.S. to Secretary (Education), Govt. of NCT of Delhi**
3. **P.S. to Director of Education, Govt. of NCT of Delhi**
4. **Spl. DE (ACT-II)**
5. **Addl. D.E. (School)**
6. **OS (IT) with a request to upload a copy of this circular on the website of the department.**
7. **Guard File**

01/08/2016

(SHRUTI BODH AGARWAL)
OSD (RTE)

Launching of SMC Application:



GOVERNMENT OF NATIONAL CAPITAL TERRITORY OF DELHI
DIRECTORATE OF EDUCATION: RIGHT TO EDUCATION BRANCH
ROOM NO. 252, OLD SECRETARIAT, DELHI-110054:Ph. 23890097

No.F.DE.23 (70)/RTE/2017/ 1917 - 1926. Dated: 22/12/2017

CIRCULAR

Sub: A Meeting of the members of the newly constituted School Management Committees and Launching of SMC App.

A meeting of the members of the newly constituted School Management Committees will be held at Indira Gandhi Indoor Stadium, I.P. Estate, Near Raj Ghat, and G.T. Road, New Delhi-110002 on 28.12.2017 at 3.00 P.M. which will be addressed by Hon'ble Chief Minister in the presence of Hon'ble Dy. CM/Minister of Education. All the members including newly elected teacher members, Social Workers, MLAs/their representatives and HoSs of all the Govt. and Govt. Aided Schools will attend the meeting. SMC App for effective functioning of SMC will also be launched in this meeting. The HoSs of all the Govt./Govt. Aided schools are hereby directed to hold a meeting of SMC members prior to this meeting i.e. on 26.12.2017 and apprise them about the following requirement:-

1. The SMC members will carry the ID Card issued to them from the school for entry into the stadium. Accordingly, all the HoSs should ensure that all the members have been issued ID Cards.
2. The participants will not bring their wards or any other person to attend the meeting. Only SMC members are allowed to attend the meeting.
3. They will mark their attendance in the District wise counters on the reception of the IGI Stadium and will sit as per the allocation of seats District wise and maintain discipline.

The HoSs and the teachers are directed to observe the following guidelines:-

1. They will facilitate transportation for the SMC members by hiring of vehicles to reach the venue for which budget will be allocated subsequently. This budget is to be utilized as per the existing norms of the GFR for hiring of vehicles as per the requirement.
2. The HoSs of the Morning Shift schools will reach the venue at 2.30 P.M. after attending the school.
3. No HoS/Teacher of Morning Shift is exempted from attending the school for the training.
4. The HoSs of the Evening Shift schools will also reach the venue at 2.30 P.M. after handing over the charge to the Vice-Principal or any responsible teacher, if Vice-Principal is not available.
5. The teacher members of the SMC of the Evening shifted schools are not invited to attend the training. Only the parent and other members i.e. Social Worker, MLA or their representative of Evening Shifted schools will attend the training.

Language and Reading

Chahat Bhasin &
Ruchi Sharma
MA Education
(Early Childhood
Care and
Education)

Report submitted to the Government of NCT of Delhi, Education Department

2019

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EXECUTIVE SUMMARY

The Honourable Deputy Chief Minister Mr. Manish Sisodia launched a three month campaign (April 2018- June 2018) titled ‘Mission Buniyaad’ on April 11, 2018 to improve the learning levels of children studying in government schools from classes III to IX. This project was aimed at documenting Mission Buniyaad by examining the ground realities. In order to study the same, we visited six government schools in West Delhi to see the progress of Mission Buniyaad and then selected one school for an in-depth case study. The Mission Buniyaad campaign across all schools followed a similar schedule following guidelines given by the Directorate of Education. Several methods were used to collect data such as observations, interviews and assessment tools for documenting the literacy levels of children.

Results of the study indicated that across the schools even though a curriculum was provided, there were variations in the transaction. These core activities included a focus on oral language skills, letter knowledge, word identification for reading and Mathematics. The findings of the study not only include detailed observations but also the voices of parents, teachers, principals and children along with challenges faced by them. It also tries to provide a comparative picture of before and after classroom environments at the specific school. Along with children work-samples, some important concerns are also highlighted in the report.

INTRODUCTION

The Right to Education Act (2009)[1], for children from 6-14 years entitles them to free and compulsory education as a fundamental right. Despite this, results from the National Surveys (NAS, ASER) indicate that children are still not able to read at grade level. Data from ASER indicates that school enrolment for children in the age group of 6-14 years has increased from 96.7% in 2014 to 96.9% in 2016 but overall reading levels in Standard V are almost the same from 2011 to 2016 i.e., 54%. It implies that only 54% children of class V are able to read class II grade level textbook (ASER-2016)[2]. From 2014 to 2016, for Standard V children, the level of arithmetic as measured by children's ability to do simple division problems has remained almost the same at 26%. According to NAS (National Achievement Survey) 2017[3], published by NCERT only 48% of children studying in Delhi Government schools were able to read their grade level textbooks.

About the Mission-

In order to respond to the above literacy rates, the Government of NCT of Delhi took several measures. One such measure was the launch of the Mission Buniyaad. It was launched on 11th April, 2018 by Mr. Manish Sisodia, the Education Minister to improve learning levels of children from class III to IX. The programme ran from April 2018 to June 2018. At the beginning of the programme, children underwent a Baseline Assessment (Reading Assessment). Based upon this assessment, children were identified to be in three categories- Pratibha, Nishtha, Neo-Nishtha. While launching the scheme, Mr. Sisodia said that, "It is basically a reflection on the failure of school system. He further added that, "This situation puts children in a seriously disadvantaged situation to acquire further learning and the unfortunate part is that the school system instead of owning its own failure projects it on children and their parents as if it is they who are at total fault."

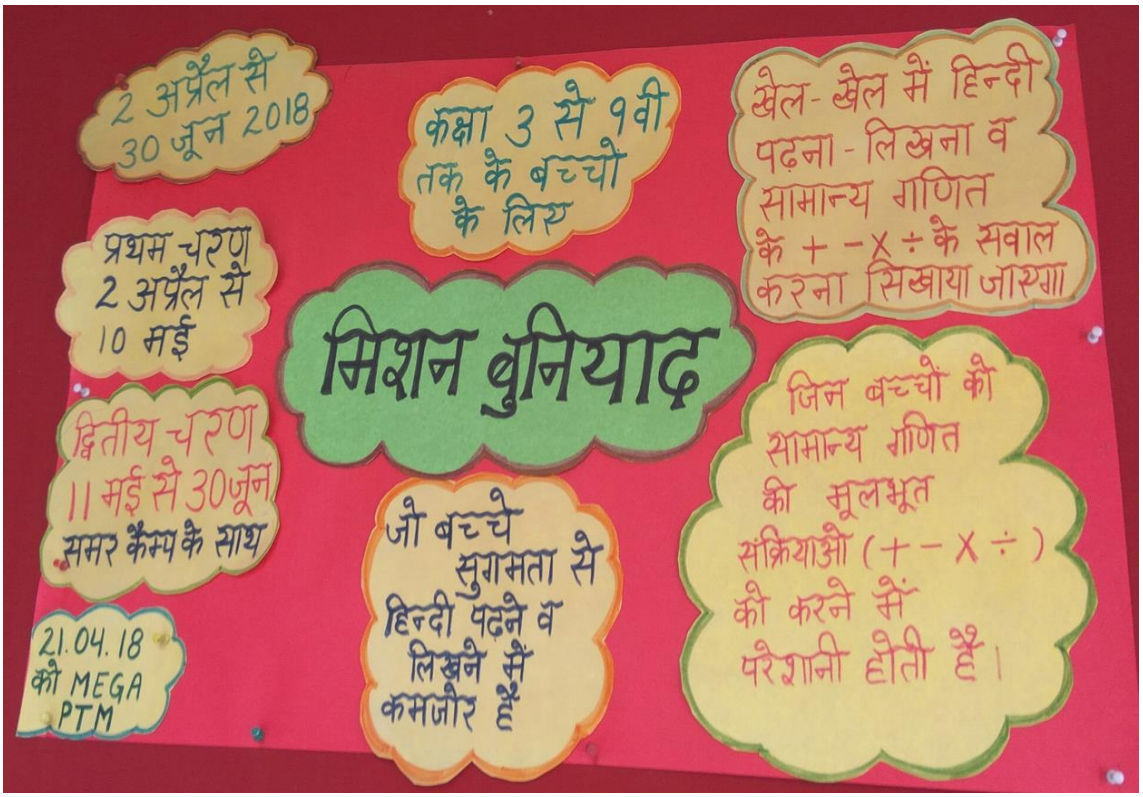
Objectives of Mission Buniyaad Campaign are-

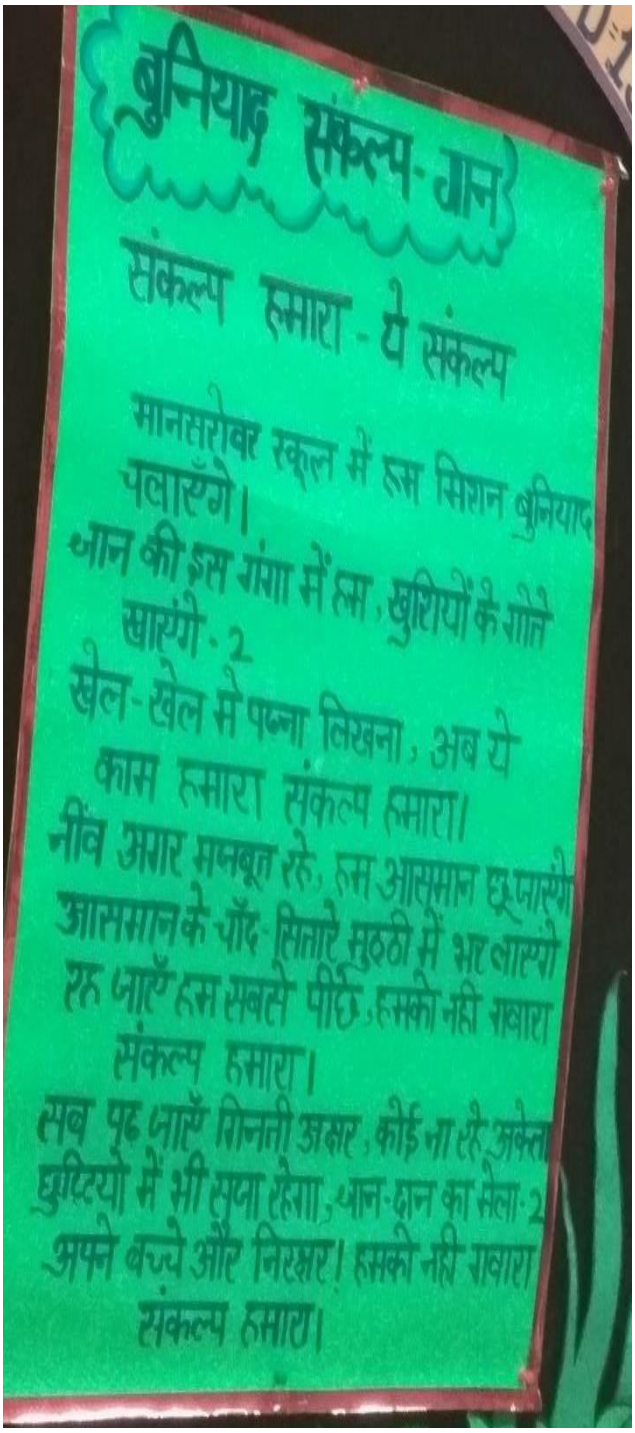
1. To resolve the issue of learning crises in school.
2. To ensure all children are able to read their grade level textbooks and do basic mathematics by improving the levels of reading, writing and basic mathematics among students of class III to IX.

[1] Government of India (2009). Right to Education Act. Retrieved from http://mhrd.gov.in/rte
[2] Annual Status of Education Report (2016). Retrieved from http://img.asercentre.org/docs/Publications/ASER%20Reports/ASER_2016/fullaser2016report.pdf

[3] National Achievement survey (2017). Retrieved from http://www.ncert.nic.in/departments/nie/esd/pdf/Delhi.pdf

The purpose of this report was to document the Mission Buniyaad Campaign by examining the ground realities.





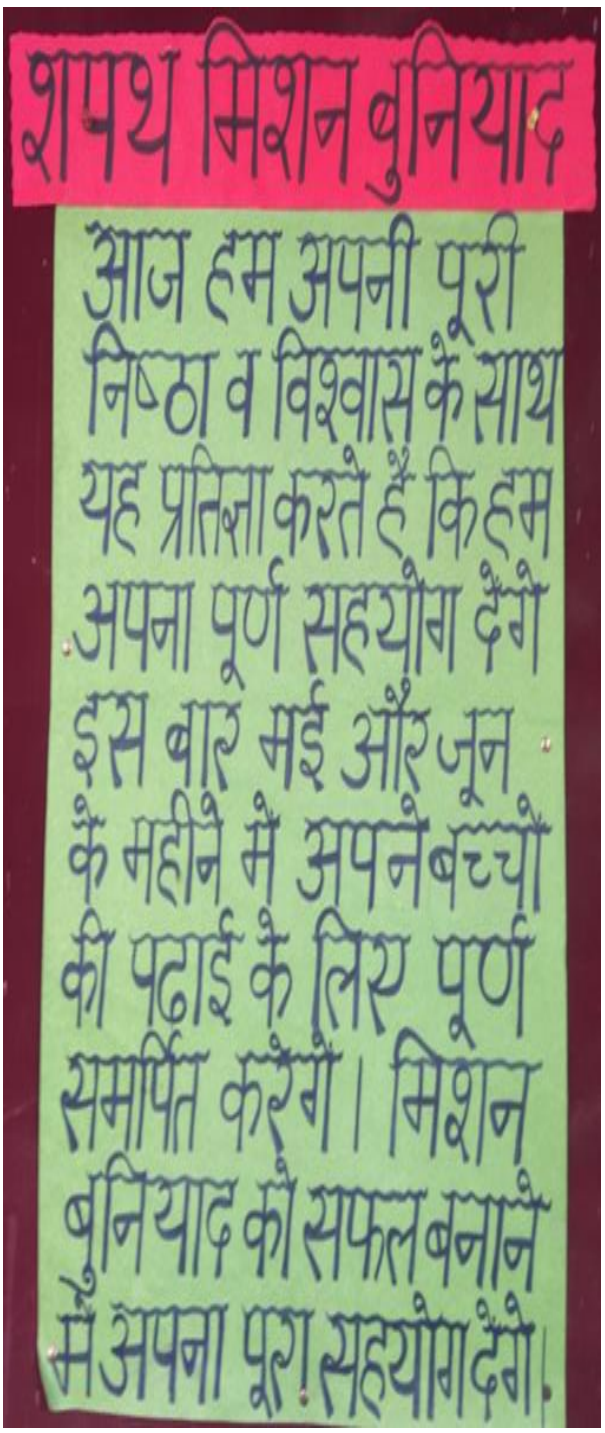


Figure 1 Display Boards with Mission Buniyaad oath on it.

SIGNIFICANCE OF LANGUAGE AND LITERACY

Language learning aims at improving the student's ability to communicate well and correctly, both spoken and written, and fostering the appreciation to the literary works. Learning activities should provide opportunities for students to practice what they learn so that they can obtain real experience, and make the learning process as a means to interact socially.

Why to focus on ability to read and write?

A central aim to teach language and literacy to children is to enable students to use language and literacy skills and practices to participate meaningfully and in an empowered manner in society (ELL Position Paper, 2016). In a highly socially stratified society like India, this would mean building access to culturally powerful ways of using language and literacy for many of our students. The normative vision should be to create empowered citizens who can use language and literacy to live lives of dignity, and who can use these capacities to shape their own lives and the lives of their societies and communities meaningfully (Luke, 2000). Indian children who grow up in non-print environments and may have a plethora of local knowledges and skills. A key challenge for early childhood educators is to consider how to articulate conceptions of literacy that place a high value on their oral language skills and yet develop a strong foundation in reading and writing. Thus, conceptions of literacy need to be seen as building upon oral language skills of learners rather than just as a process of encoding and decoding of the script (with or without meaning) (ELL Position Paper, 2016).

Why focus on young children?

Several research studies have demonstrated that early cognitive and linguistic development predict later achievement—even much later. Young children who demonstrate oral language proficiency and early abilities in processing print do better in learning to read in first, second, and third grades (Scarborough, 2001)[4]. This means that learning achieved during these early years is likely to be sustained throughout the primary-school years and is an important basis for successful early performance in school. Before children enter elementary school, they must develop many linguistic and cognitive skills that will make later academic learning possible.

According to the Early Language and Literacy Position Paper (2016) some of the key principles are identified that aims towards enhancing language and literacy skills are-

1. Oral language must be linked to literacy and must be taught concurrently with literacy skills.
2. There should be an emphasis on drawing and independent writing as forms of expression.
3. Multilingual capacities of children must be developed.

[4] Report of National early literacy panel On Developing early literacy. Retrieved from http://lincs.ed.gov/publications/pdf/NELPReport09.pdf

4. Aspects of each element that has been identified as essential for literacy instruction and learning must be integrated into a comprehensive, concurrent model of literacy instruction.
5. Literacy instruction should be seen as a socio-culturally and sociopolitically embedded set of practices and not as an "autonomous skill".
6. Explicit modeling of literacy processes should follow a Gradual Release of Responsibility model which incorporates a variety of instructional routines for teaching literacy, such as, Read Aloud/Modeled Writing, Shared Reading/Writing, Guided Reading/Writers' Workshop, and Independent Reading/Writing.

METHODOLOGY

In order to document the programme, different methods of data collection were used. These included observations, interviews, and assessment tools. Detailed field notes were also taken throughout the documentation process. While the focus was on child's language and reading skills, in order to record the child's progress we observed classes throughout the summer vacation when Mission Buniyaad was going on (May-June). Additionally, in order to compare the instruction with regular classes, the observations lasted even after this mission got over and their regular session started (July). Assessments were undertaken at the beginning of the project and at the end to check the progress.

SITE OF THE STUDY: DELHI GOVERNMENT SCHOOLS

In order to document Mission Buniyaad, we visited six government schools in the west zone of Delhi. In the second week of May i.e., on 15th May we were allotted a mentor teacher who guided our visits to each school. He asked our purpose of visit and briefed us about the activities that were happening in the class. For six consecutive days we visited six different schools to understand the purpose and implementation of Mission Buniyaad across the different schools. Every day after reaching the school we met the Head of the School (HOS) and introduced ourselves and then observed seven to eight classes for about 10- 15 minutes each. After our observations the HOS asked us about our observations and also our suggestions for improvement. After visiting different schools we were asked to focus on one school and conduct a case study to trace the child's progress in language and literacy skills. We selected SKV School which was in Tagore Garden for our further observations and observed class 6th D (Neo Nishtha Group) for about two months (May 31 to July 13, 2018) and especially focused on some children who were not able to read and write independently. The following tables provide an overview of our observation sites.

Table 1: A brief outline of our date of visit and our site location.

Date	Name of the school	Location
16th May 2018	Sarvodaya Kanya Vidyalaya No.2	Tagore Garden,West Delhi
17th May 2018	Sarvodaya Kendriya Vidyalaya	Basai Darapur,West Delhi
18th May 2018	Sarvodaya Kendriya Vidyalaya	Ramesh Nagar, West Delhi
19th May 2018	Sarvodaya Vidyalaya	Saraswati Garden, West Delhi
20th May 2018	Shaheed Captain Anuj Nayyar Sarvodaya Bal Vidyalaya No. 2	Janakpuri, West Delhi
21st May 2018	Govt Sarvodaya Co-Education Vidyalaya	Hari Nagar, West Delhi
31st May- 13th July 2018	Sarvodaya Kanya Vidyalaya No.2	Tagore Garden,West Delhi

Table 2: A brief outline of our observation sites

Name of the school and area	Year of Estd.	School Type	School Category	Medium	Number of teachers	Library
1.Tagore Garden, No.2-Skv School 106-Tagore Garden, West Delhi, New Delhi.	1970	Co-Educational	Primary with Upper Primary and Secondary	Hindi	69	11025
2.Basai Darapur-SarvodayaKanya Vidyalaya School 101-Raja Garden, West Delhi, Delhi.	1965	Co-Educational	Primary with Upper Primary and Secondary/Higher Secondary	Hindi	46	7200
3. Ramesh Nagar-SKV School 098-Mansarovar Garden, West Delhi, Delhi.	1952	Girls only	Primary with upper primary and secondary/ Higher Secondary	English	57	8660
4.Saraswati Garden-G(Co-Ed)SS School 097-Kirti Nagar, West Delhi, Delhi	1970	Co-Educational	Upper primary with Secondary	Hindi	41	4424
5.Shaheed Captain Anuj Nayyar Sarvodaya Bal	1979	Boys only		English		

Vidyalaya No. 2 B-Block JanakPuri New Delhi.						
6.Govt Sarvodaya Co-Education Vidyalaya L-Block Hari Nagar New Delhi	1976	Girls only	Senior Secondary	Hindi		

Observation site for our case study-

We selected this school for our case study because after visiting six schools we found activities in this school more engaging and interesting. So we selected VI-D Neo Nishtha Group (Group who had difficulty in reading and writing as per their grade level). Two students were selected for the case study and we traced their progress throughout their mission and one week after the mission.

ABOUT THE SCHOOL

Name of the school :Tagore Garden, No.2-Skv School
School Group : Sarvodaya Kanya Vidyalaya
Block Name : Directorate of Education
School Type : Co-Educational
School Category : Primary with Upper Primary and Secondary/Higher Secondary
School Management : Department of Education
Medium of Instruction: Hindi

Sarvodaya Kendriya Vidyalaya No. 2 is located in the area 106-TAGORE GARDEN of DOE. It was established in the year 1970. It is a girls school with clean and hygienic conditions. School has large classrooms. Well ventilated, clean and hygienic washrooms. They have facilities for various outdoor activities like spacious basketball court, separate yoga room. Every corridor has large display boards with essential information like important notices, different projects like Mission Buniyaad its learning outcomes, upcoming cultural activities or meetings etc.

TOOLS FOR DATA COLLECTION:

Interviews were taken from Head of the School (HOS), respective class teachers, parents and students of class VI-D. In total 10 interviews were taken. One from HOS and teacher each, four from four parents and four from students. Interview protocols are attached in Annexures.

Table: Participants for the interview and dates on which it was conducted

Participants for the interview	Dates on which interviews were conducted
Class Teacher of VI-D	2nd June 2018
Children	15th June 2018
Parents	20th June 2018
Head of the School	1st July 2018

INTERVIEW PROTOCOLS:

- I**nterview with the Teacher**: Interview protocol for teachers included questions that focused on schedule, timings, their educational background, training and experience, their relationship with parents and the challenges they faced, their take on the campaign, teaching strategies (Annexure 1).

- **Interview with the Principal:** These included questions on feedback of this project, effectiveness of the project, effective teaching strategies, challenges faced (Annexure 2).

- **Interview with Parent**: These included questions that focused on language and literacy practices at home, parents' involvement and attending PTMs, their own educational background and literacy levels. Additionally, some questions also focused on the significance of education.(Annexure 3)

- **Interview with Students-** These included focused on their knowledge about the campaign, motivation for coming, their improvement, challenges faced. (Annexure 4)

OTHER TOOLS FOR TRACING PROGRESS IN CHILDREN'S READING AND WRITING SKILLS:

- **Running Record -** A running record is used in the assessment of a child's reading abilities by examining the accuracy in reading and the types of errors made, specifically if they relate to meaning, structure or visual cues. This tool included some comprehension questions related to the passage. Running record was conducted twice. Initially they were given Mission Buniyaad text and then their grade level text. Test was administered and results were compared.(Annexure 5)

- **Documenting Children's Work:** Writing samples of children during Mission Buniyaad are attached in the report in the 'Results' section.

RESULTS

This section will present overall findings from the observations and implementation of Mission Buniyaad programme. In this, Mission Buniyaad classes and children's performance on oral, reading and written tasks are dealt in detail in order to assess how this mission helped in developing reading and language abilities of young children and making classroom activities interactive and more enjoyable with play-way method. Below are some pointers that will provide an overview of the different themes and enabling strategies and activities observed during Mission Buniyaad classes.

1. **Overview of the School Setting:** Comfortable and inviting school setting plays a very important role in inculcating positive educational environment. Below are some pointers which would help in visualising the inviting atmosphere which was available to children during Mission Buniyaad.

   1.1.Basic Infrastructure of the School

   1.1.1 School (visited) had clean and hygienic environment with a clean premises.

   1.1.2 Construction of the school building was such that it took children's safety into account. The cemented building, big open playground, spacious corridors and classrooms along with other open space having many trees was part of school premises which provided safe, secure and yet open environment to children.

   1.1.3 Adequate and separate sanitary facilities were available for children, Visitors and for staff members, at the school.

   1.1.4 Proper supply of daily items say- chalk, duster and board (in working condition), lights, fans, mat were provided to the class. (shown in Figure 2 and 3)

   1.1.5 Additional learning spaces apart from classroom say library, labs with required equipment were also there and in working condition. (shown in Figure 4)

   1.2 Education enabling infrastructure also included diverse spaces which enabled children's learning. This is one of the most basic elements necessary to ensure access to education. School classrooms were the common place in which structured learning[5] took place with groups of children. In classrooms, there was sufficient space for 30-40 children. Spacious and refurbished buildings and well- ventilated classrooms added to the learning environment there in school. Children, especially early graders and Neo-Nishtha group, used to sit on mat which facilitated in their group tasks and added towards engaging opportunities amongst themselves.

[5] Structured Learning here means the teaching and learning which happens as per particular day plans/ syllabus, inside classroom.

But this space did not serve enough for accommodating larger strength like 65 students (the total strength of this classroom).At times, when the class registered its full strength, it used to become very congested and suffocated area, where children hardly got enough space to sit properly and making it more difficult during summers (shown in figure 5).

Figure 2: Children sitting arrangement in one school

Figure 3: Children Sitting arrangement during Mission Buniyaad in another school (on a low strength day)

Figure 4 Children sitting in Library, having enough seating space, lights, books, board, and informative charts.

Figure 5 Congested Seating: Classroom setting after Mission Buniyaad,

1.3 Physical Literacy Material

Schools, being the second home, serve a number of purposes in a child's life. From boosting their confidence to making them learn the importance of team work and socialisation- schools do it all. Away from home, schools become the place for children to spend their maximum time. Infrastructure plays a budding hand in creating a favourable environment for a child's growth. School building has been remarkably used as *'(Building as)Learning Aid'*- both from inside and outside, making it an interactive learning space for children.

1.3.1 Physical Literacy Material Inside Classrooms:

Each class had display boards which were decorated with different themes. Bulletin boards had Mission Buniyaad and learning outcomes on it. Barahkhadi charts, multiplication charts, charts on social message like, beti bachao beti padhao, unity is strength were included in the literacy materials of classroom

- **Attractive Classroom Environment**- charts, greeting cards, barahkhadi, social messages pasted on boards made the classroom environment very colourful and attractive for children. Even story books hung on a wire in the classroom near board, and the area was named as 'My Library' (Figure 6).
- **BarahKhadi[6] Chart**: When a child is first exposed to a language they are first taught the alphabet letter by letter and the matras are taught after that. In a play way method, the students were assessed for the letter recognition along their awareness of the matras. For assessment, a word was randomly chosen from the story, e.g., udaas and one by one students were asked to read the word written on the board and then identify all the matras/ letters in of the selected word on the Barakhadi chart. Lastly, the child then had to write the same word on the board. This made the classroom environment more engaging by welcoming the child's mother tongue and providing them the opportunity to bring in the daily life words from the children's lives into the classroom. Some of the words used were, 'sattu' (a dish of Bihar), daawat (food party), samosa' etc. This not only increased their participation in the classroom but also enhanced their confidence, as their mother tongue, their own knowledge was also given equal recognition and valued by the teacher and the other class children[7].

[6]Bernsten (2003) has pointed out that scripts of Indian languages have usually been taught by varnamala method in which moolaksharas like क, ग,ज. Once all moolaksharas are introduced children are introduced combination of moolaksharas and maatras(secondary vowel signs) which is called Barah khadi (Early Language and Literacy Position Paper).

[7] Keerti Jayaram (2008) has also pointed out the same that the methodology for phonological processing as well as for meaning construction that enable children to make deep connections with their lived experiences and inner worlds, will be great if we considered their spoken language in to the classrooms.

Figure 6 'My Library' corner in the classroom: Books are displayed under blackboard

Figure 7 Physical Literacy Material inside the classroom.

1.3.2 Physical Literacy Material Outside Classroom:

- **Supportive Learning Infrastructure:** A class that we visited (Class 9th), had the wall arts with concepts such as, solar eclipse, lunar eclipse, written in both – Hindi and English. Different shapes like circle, acute angle, obtuse angle were installed on the window grills (shown in Figure 8).
- Outsides walls of classroom were painted in a way that they enhanced children's learning. Informative walls of primary and secondary wings of the school too had interactive information (figure 9).
- Pictures with social messages such as, be honest, be kind, on hygiene, come to school daily could also be seen.

Figure 8 Window grills with angles, triangle concepts on it and walls with sun-moon eclipse information, with diagram, both in Hindi and English language.

Figure 9 Informative and interactive walls of the school.

2. **Teacher-Student Interaction during Mission Buniyaad:** Role of a teacher -facilitator is very important in creating a conducive environment towards healthy learning. Class teachers appointed during Mission Buniyaad- developed a friendly environment for

students by using student friendly strategies. Glimpses of such strategies developed by the teachers (observed during the programme) are listed below.

2.1 Emphasis on Social Life skills (implicit teaching of Good-bad Habits)-In 4th Grade i.e., Nishtha group (which was observed), a lot of insistence on good habits was done through stories. For e.g., the Hindi story '*Bunty aur babli*" was read in the classroom which had a follow up activity: to list out good and bad habits. Children participated in the activity by giving examples such as, *hame roz nahana chahiye, nashta karna chahiye, mummy-papa aur bado ka aadar karna chahiye* (we should take bath daily, do breakfast, we should respect our parents and elders) and this way implicitly additional skills.

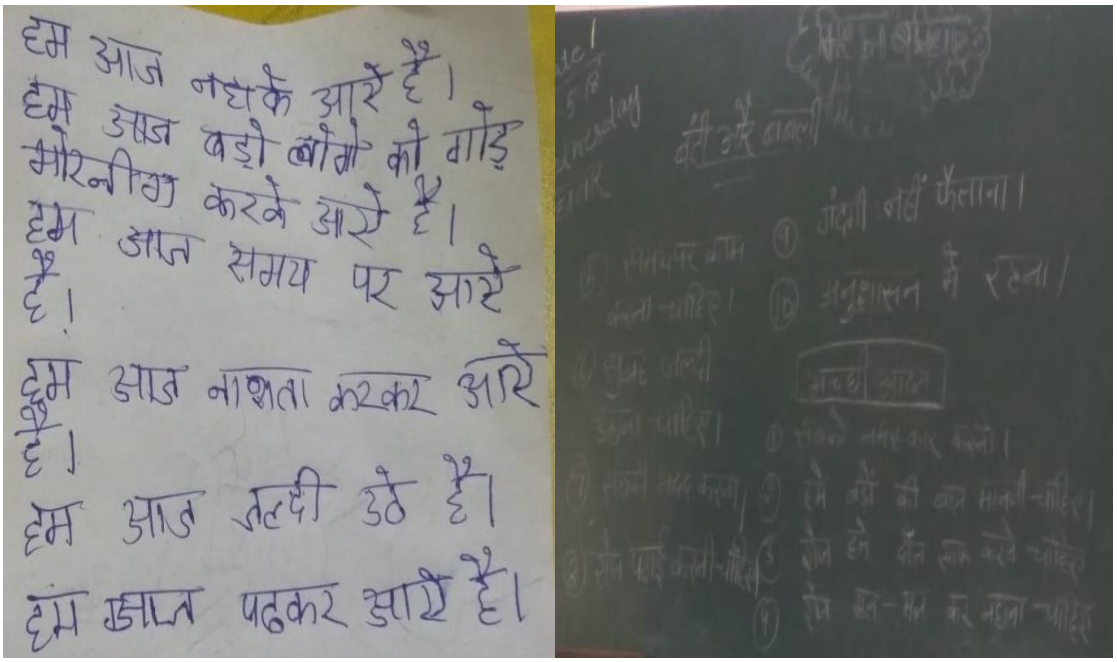


Figure 10: Good and Bad Habits activity, where children collectively shared their habits in class.

2.2 Encouragement and Motivation provided to Children- Words like 'very good' were used by the teacher often to encourage students. Class (as whole) used to applaud one another on giving correct answers and a supportive environment was thus created by the teachers and students collectively.

Figure 11 Teacher's engagement with children during Mission Buniyaad.

2.3. Freedom and Fear Free Environment- During free time or when children were not keen to study further or were getting bored (during prolonged and back to back classes), the teacher made sure to provide them some freedom to play (educational games) like Fire in the mountain (in this game children were supposed to move/ run in circle saying aloud "Fire in the mountain, run run run", then they chose a number and made a group with the same number. The class liked to play this same in the class. Such flexible and free slots provided children with the needed rejuvenation and yet playful learning opportunities to open up.

Figure 12: Children having fun during Mission Buniyaad classes

2.4 Teaching Learning by Making Connections with the Lives of Children- Strategies incorporated by the teacher that included relating a story with children's lives helped in better learning. Example: For examples, during the reading of a Hindi story "*Hasna Mana Hai*" the teacher asked questions like "*shanti kyun udas thi?"* following which she asked children to share about things that made them upset and sad. Children used to share varied responses like "*jab mummy daanti hai, jab mummy bimar padti hai, jab bahar ghumne nahi le jate"*and so on.

2.5 Encouragement for Public Speaking- The teacher used to encourage children for public speaking rather than forcing them. She demonstrated to children how to form sentences on their own and used to facilitate whenever and wherever required. She

did not control what they said or interrupt them when they were talking. Later, she encouraged children to share their sentences (which children made) with their classmates.

2.6 Motivation to Open-Up- the teacher encouraged children to participate in the classroom activities by calling them by names and by providing them with the confidence to open up. She encouraged acceptance in the classroom environment which enhanced the classroom engagement.

2.7 Considering Children's Knowledge- Considering and giving values to child's knowledge during classroom conversation was a very important way to make them feel invited towards studies. While reading a Hindi Story "*Kabhi Bhi, Kahi Bhi*", the story had word "*sattu"* which is a dish from Bihar. One girl who is originally from Jharkhand was encouraged to share about 'sattu' and the process of making it in detail. This added to the classroom learning and bridging the gap between teacher and student, as now this student was acting as teacher and was sharing her knowledge with the class about: what sattu is, how it is made.

2.8 Friendly Environment- Whenever the class strength was short, and children faced any difficulty in doing classroom exercise, even after explaining twice or thrice- the teacher used to sit with them in smaller groups. Mission Buniyaad sometimes also had an environment like home schooling, with a friendly bond between the teacher and the students which made children ask questions without any hesitation (shown in Figure 11).

2.9 Healthy boost for Self-esteem- Mission Buniyaad in a way raised the self-esteem of many children as now they did not hesitate if they were not able to read or solve and children tried their best to answer and participate in classroom every time.

Example: One child was able to recognize the letter and differentiate between Matras but was not able to code and decode them distinctly and speak out the exact word formation. The child was not able to read a word "*maina*" but could read the simple story with few mistakes. Also, in mathematics, she knew counting well and even was able to solve subtraction sums easily. Every child had their different pace of learning or catching on with a new concept. Children improved a lot, some in Hindi and some in Maths. Mission Buniyaad helped in raising their self-esteem as they were not made to rush, but were provided with learning opportunities at their pace. Children who were not participating before, now were trying to read, solve sums on their own and if they feel stuck, then without hesitant were asking and approaching to get their doubts cleared from the teacher.

3. **Opportunities for Peer Learning** – There were a collective collaboration not only amongst teacher and children but also in between children. Children volunteered and were actively helping their friends without even getting instruction from the teacher to do so. There was emphasis on group work and group coordination as well. The emphasis on grouping the

children, in a way increased the opportunities for peer learning, and boosted the confidence of children. Many instances of children helping their group mates during classroom activities, were observed. To share:

Once the teacher organized "*Maatra-play*" for children, which was a revision activity. Filled with lots of fun and learning, as part of game the teacher made three groups A, B and C, which had 8 members in each. Hindi letter cards and Maatra booklet were given to each group. Teacher asked questions such as, "how to write Mi, Ni, Le, etc. and children were supposed to make it, by picking up the letter cards and pasting it with the correct Maatra card. Children during this activity were seen helping each other by supporting and giving hints to their group mates and indirectly helping each-other learn.

Another instance of Peer collaboration was observed when children were seen helping each-other when one girl was not able to write even a single word on her own. She just put the heading and tried to hide her notebook, and later then struck off the heading. Her friend, who sat near to her helped her by taking her notebook and pen, wrote the heading and asked her (whispering), "*bata kya likhna hai, mere kaan mein bata, mein likh dungi*." (tell me what do you want to write, I would write for you) Then she started speaking something and her friend tried to write whatever she said).

Figure 13: Some instances of Peer-learning in class during Mission Buniyaad, witnessed by our research team.

3. **Distinct Teaching Learning Material and Assessment Methods for Mission Buniyaad:** Since the programme aimed at strengthening children's basic concepts of languages and mathematics- different books and teaching learning material and assessment sheets (which were developed specifically keeping basic concepts)was provided to children and teachers.

    4.1 Cue Cards as a reference for teachers- Cue cards, also known as note cards, are cards with words written on them that helped teachers remember in what they dealt and follow up activities to deal further in class. Teachers were given cue cards on daily basis for planning their classroom activities. After 10:30 a.m. when the classes used to get over, teachers used to sit together to plan for the next day's activities accordingly. Cue cards were again different for each group i.e., Nishtha and Neo-Nishtha.

The main idea behind circulating Cue-cards on a daily basis was to ensure that every school under Mission Buniyaad could completed their syllabus as per the same pace as the other teachers, and no one should left behind.

Figure 14: Cue Cards for Maths and Hindi for Nishta and Neo-Nishtha group that were given to teachers for each specific day. It helps teacher to understand what activity to do and how to do.

4.2 Assessment

Assessments were also divided in to three categories: to be conducted at the beginning of April (Baseline), Middle of the Programme- in the month of May (Midline), and at the end of the programme, in the last week of June (End-line).

- **Baseline Assessment**- Baseline assessment was conducted at the very beginning of the academic year, on the basis of which children were divided in different groups as

Pratibha (who were able to read and write up to their grade level), Nishtha (who needed little support to reach to their potential) and Neo-Nishtha (who required relatively more attention as compared to other two groups to reach their potential), respectively.

- **Midline Assessment**- Midline assessment can be understood by its name 'Midline' as it was conducted in the middle phase of the programme, i.e., in the month of May, to trace the progress of children. It helped teachers to know about the different and specific areas on which children needed more support.

- **End-line Assessment** - End-line was conducted at the end of the programme i.e., in the last week of June, to trace children's progress under Mission Buniyaad and to check success and effectiveness of Mission Buniyaad. It was conducted to check whether Mission had been successful in attaining its goals and objectives as planned for Mission Buniyaad.

Chunauti Tool_2018 was used for assessments. It contained four levels in Hindi and Mathematics respectively.

4.2.1. Specific Assessment Tools for Hindi-

- **Character/ Alphabet Level**- In which child has to identify letters from Hindi varnamala like '*न, प, त*'
- **Word Level-** Child was assessed on the ability to read simple words like '□□*ब*' (apple), '□□□□' (parrot) etc., under word level assessment.
- **Simple Paragraphs-** If the child has attained the word level too, then simple short paragraphs were given to them to read on their own- without the teacher's help. In this teachers could decide whether to use simple paragraphs to read or the simple story samples provided- according to the performance of the child in previous levels.
- **Simple Story-** After reading assessment on simple paragraph, children were asked to read a simple story, again without any assistance of the teacher.
- **Advance Level story**- If a child could read the simple story well with fluency, then teacher would ask them to read the advance level story which contains difficult Hindi words like '□□□□□□□' (marble), '□□□□□□' (kingdom), etc.

Figure 15: Chunauti Tool_2018 Sample paper 6, has been used for taking assessment at different levels, character, word, simple paragraph, easy story and advance level story, respectively.

4.2.2. Specific Assessment Tools for Mathematics-

- **First Level-** Counting from 0 to 9
- **Second Level-**Counting from 10 to 99, if the child was able to recognise asked number correctly, then the teacher could proceed to the third level.
- **Third Level-**If the child was able to count up to 99 (from previous level) then the teacher could ask to solve any 2 or 3 sums from eight subtraction sums provided for assessment.
- **Fourth Level-**fourth level contained four sums of division, and teacher could give any two from them to test the numeracy skills of the child.

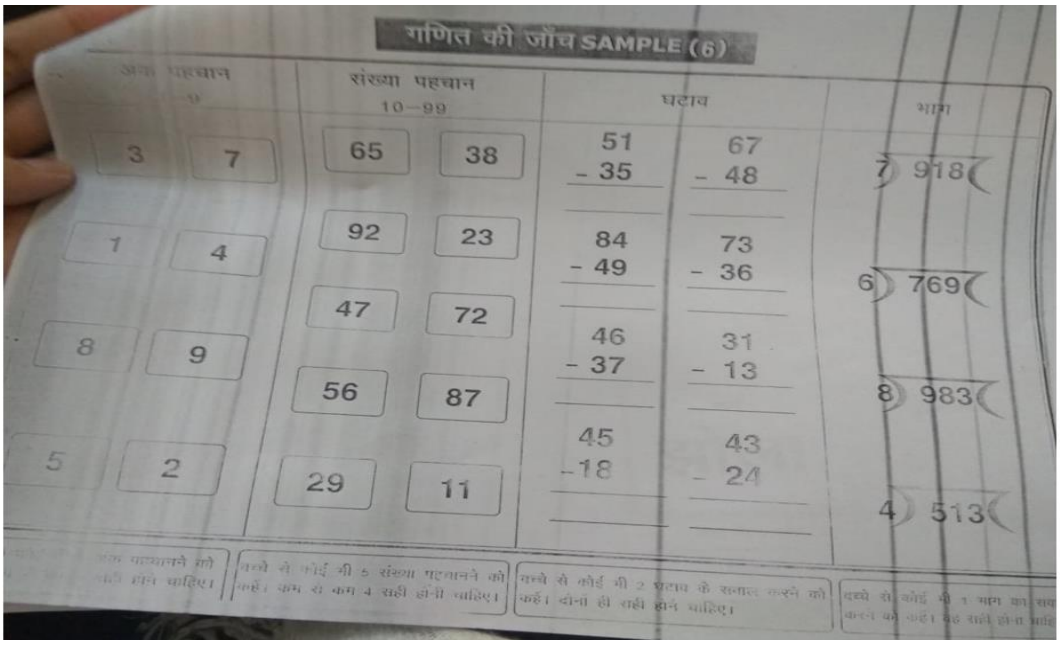


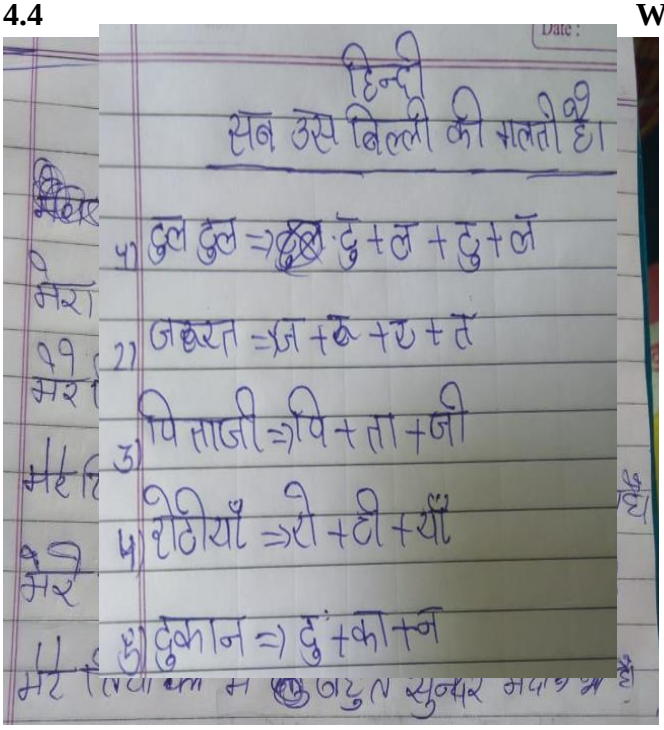
Figure 16: Chunauti Tool_2018, Maths Sample Paper 6, has been used for taking maths assessment, having different levels from counting 0-9 , 11 to 100 with some subtraction and division sums.

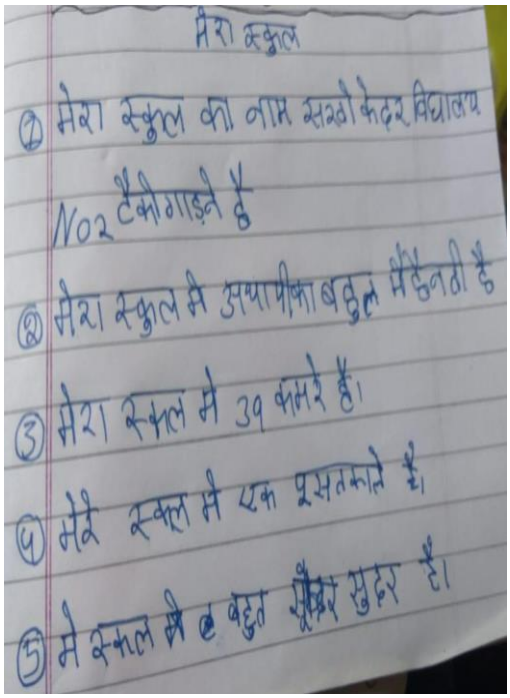
4.3 Researcher's Participation in taking the Assessment:

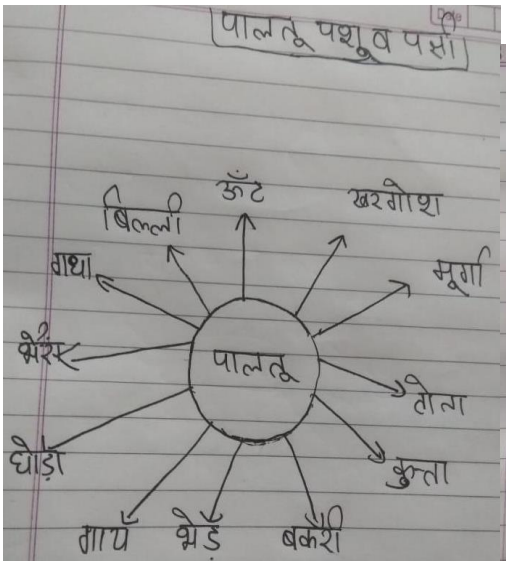
Teacher gave one of the researcher some instructions on taking and recording assessments. Since the researcher was familiar with children and their lessons she was able to conduct assessments successfully. After taking Endline Assessment, the researcher found that:

Some children were able to read advance level text, with clarity and fluency. They were able to identify different words, matras. They had gained confidence to solve subtraction sums of advanced level. The variation in terms of improvement on different levels were registered, but at the same time it would be right to say that 60% of children had improved but according to their pace, in different concepts and skills.

4.4 Work Samples of Children







शब्द को वर्णमाला में तोड़ो

विद्या ~ वि - द्या - र

हमेशा ~ ह - मे - शा

पोटली ~ पो - ट - ली

पैकेट ~ पै - के - ट

मीलाद ~ मी - ला

पशमीना ~ प - श - मी - ना

जायका ~ ज - य - का

Subject → Hindi

वर्णमाला में तोड़ो

शाकाहारी → शा + का + हा + री

कबूतर → क + बू + त + र

नुकीली → नु + की + ली

जमाना → ज + मा + ना

शोभा → शो + भा

वाक्य बनाओ

① दुलदुल → शरारती लड़का है।

② रीता → आज रीता बहुत अच्छी बनी है

③ कुत्ता → कुत्ता वफादारी जीव है

④ बिल्ली → बिल्ली चूहे खाती है।

⑤ गोश्त → गोश्त बहुत स्वादिष्ट होता है।

⑥ माँ → माँ हमारा सारा काम करती है

⑦ सीढ़ी → कमल के घर मे सीढ़ी

⑧ मिस → मिस में अन्दर आ जाऊ

⑨ छोटी → हमारी कक्षा मे एक छोटी लड़की है।

⑩ दुकान → यह किताबों की दुकान

⑪ पिताजी → पिताजी हमे पढ़ाते है।

⑫ मरम्मत → घर की मरम्मत हो रही है

हिन्दी

कभी भी, कही भी

Date

बारहखड़ी मे शब्दो तोडो व जोडो

गरीब = ग + री + ब	अ + मी + र = अमीर
सेहत = से + ह + त	भा + ता = भाता
पोटली = पो + ट + ली	च + ट + प + टा = चटपटा
पैकेट = पै + के + ट	जा + य + र = जायर
गुड़ = गु + ड़	गु + ण = गुण

हिन्दी वाक्य बनाओ

पक्षी => पक्षी अपने बच्चे का रखेत है

आकाश => आकाश में बादल छए है

उड़ान => वायुयान उड़ान भर रहा है

बनावट => कुर्सी की बनावट अलग है।

शाकाहारी => कबूतर शाकाहारी पक्षी है।

आदत => जल्दी उठना अच्छी आदत है।

Subject => maths

साइकिल से बनने वाली चीज

पहिया => वृत

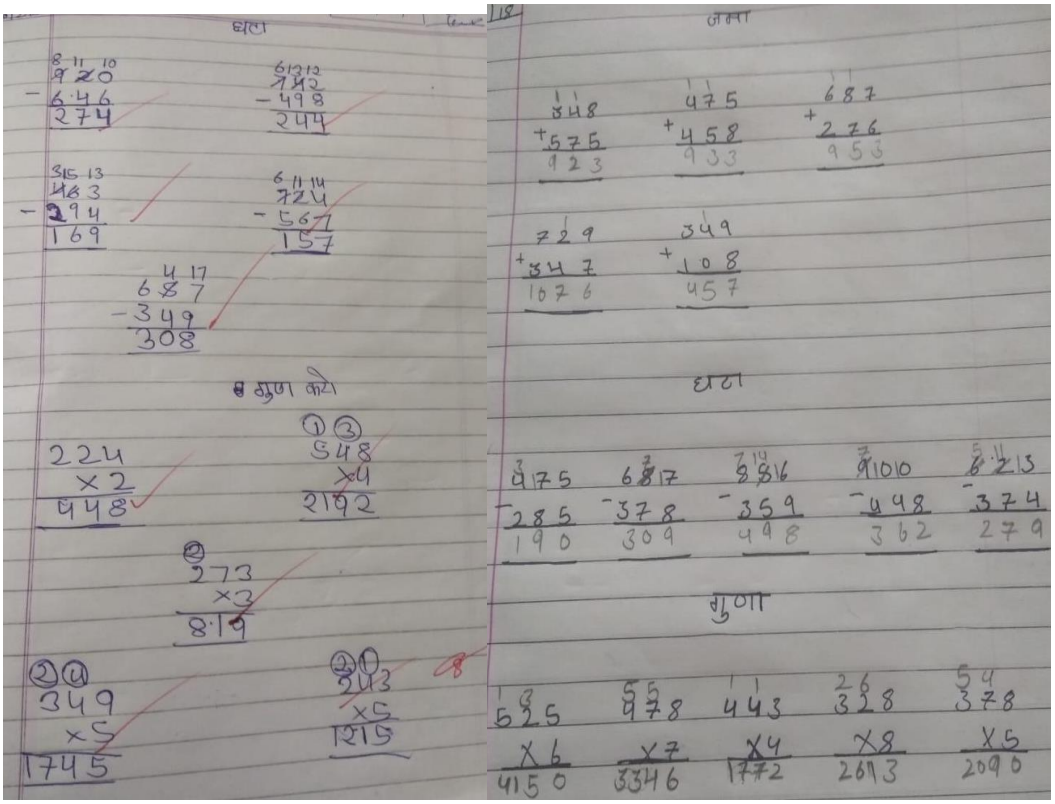
पहिया => वृत

थैला => वृत

गड़दी => षिभुज

गड़दी => आयत

हडेल => बेलन



4. Specific Reading Strategies incorporated in Mission Buniyaad Classroom:

5.1 Asking prediction questions - Practices like narrating story by the teacher followed by cross questioning for the better clarity of content were part of classroom like "*acha batao phir kya hota hain isme*?" (OK tell me what happens after that), "*uske baad*?" (after that). Initially the teacher used to read the story loudly and later then she used to encourage children to read (the same piece) and this way for practising reading and to enhance their reading skills, teacher also used to encourage them for reading loud sessions and used to correct their pronunciation of Hindi words from the story.

5.2 Role Play- Role play used to be one of the important strategy which helped children in opening up, practising and showcasing their language skills. On the story selected children were encouraged to perform making their engagement in a proactive and enjoyable manner. The teacher used to ask them, "*chalo ab karkedikao*" (ok now show me your act), for role-play. After selecting children, the teacher used to guide them on what to do next by giving them hints, "*acha murga kaise karta hai?* (how does cock makes sound)*", "makkhi kaise karti hai*? (how does flies do?)". Children following her instructions used to make appropriate sounds of the animal or character which they were playing.

Another Example: Role play of Hindi story "*Sab Uss Billi Ki Galati Hai*" by the children. For this, children chose characters by giving funny logics like: for the role of a cat, many of them suggested name of a girl, who had little short hairs and made 2 little pony's one on each side. Few children collectively said "*mam ye uske to billi ke kaan bhi hai*." And for choti (character for tultul's younger sister), they considered girl who had short height.

Figure 17: Some instances of role play are shared in above pictures, of three different classrooms.

5.3 Mind Mapping- Mind-mapping was done from words picked out from stories and by using children's knowledge. Lessons were connected to children's lives by giving example and making sentences using the words selected. For example: To share one incident, the teacher once written '*gadha*' (donkey) on the board and asked, "*chalo gadhe se vakaye banao, jo jo pata iske baare mein sab batao*" (make sentences using this word, whatever you know about donkey share that in your own words). Sentence formation exercise in which random words used to be picked up from the story, and children used to make sentences on their own i.e., different from the ones from the story, encouraged them to make out of the context but meaningful sentences on their own. Teacher used to write '*gadha*' in a circle (on the board) and wrote in short phrases which children share about and associated with the word (selected). Some of the phrases associated with gadha, shared by children were – *laat maarta hain, bojh, sakahaari, ghaas, dhobi ke pas*. Teacher simultaneously would write the full sentences shared on the board.

5.4 Jod Tod Ke Likho (Coding and decoding words)-The activity of coding and decoding of the words (picked out from the story) used to help children in differentiating nad learning about different syllable and sounds. For example: '*talab* (pond) would be written as= *ta + la + b'*, to help children in learning to write new words.

5.5 Akshar-Matra Alag Karna Exercise- This exercise strengthened the base of children for decoding the words according to *Akshar – Matra* like
For "*Paaltu = प(P) + आ(Aa) + ल(L) + टू(T) + ऊ(uu)*

5.6 Strengthening the Base (Buniyaad)- Reading of the story, paraphrasing, open ended questioning, cross- questioning, volunteer reading by children, mind- mapping together enhanced the clarity of reading text i.e. stories and various pieces.

Example: Teacher read the story once, the story called "*Mujhe veh wala chahiye*". Then she repeated in her words by paraphrasing the story which was followed by the open ended questions at the end. Five children volunteered for reading- they read the story one by one. One girl narrated the story to the class without using the book. Then teacher wrote '*bazaar*'(market) on board and asked children "*bazaar mein kya kya hota hai*? (what all things can we find in market)" Children gave interesting responses like, "*chole kulche milte hai, jalebi bhi hoti hai, Kurkure hotehai, kapde, bartan, dresses, toy-shop bhi to hotihai, cosmetics*". The teacher then asked the girl, "*cosmetics kya hota hai*?". To which the girl replied, "*mam bohot kuch, lipstick foundation kajal vagera*." Other girl said, "*mam Tattoo ki dukaan*", at the same time, one girl said loudly, "*mam necklace*". Teacher wrote bazaar in circle, and random words and phrases which were coming as response from the children's side- were written on the board

Such exercise helped in relating the text with the lives of children and making the classroom engaging and lively with children's responses, as responses like Lipstick, chole-bhature, tattoos, necklaces were coming from the children's side- it added to the lively classroom environment.

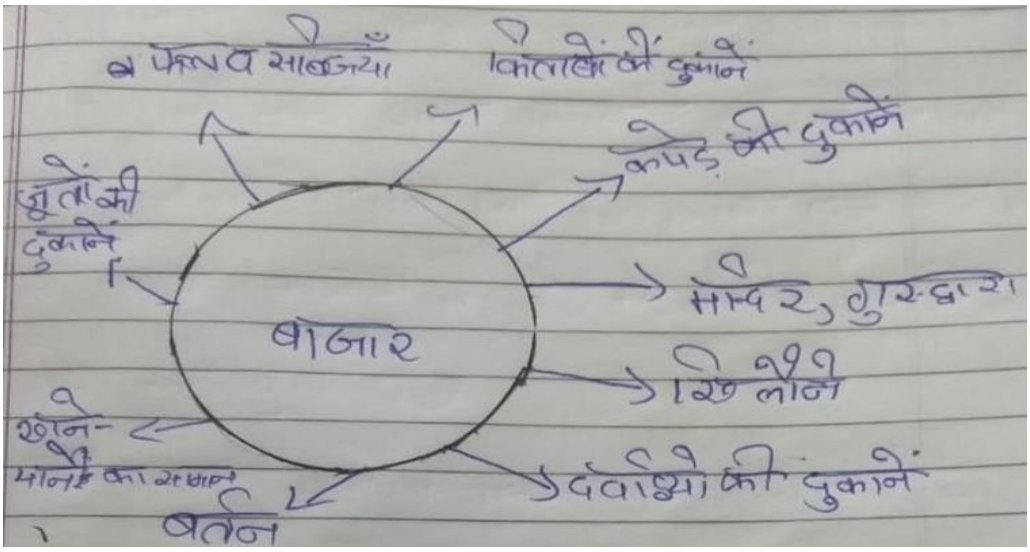


Figure 18: Mind-map of the Bazaar (market, narrated above) developed after a long and enriching discussion.

6 Vakya banao – Sentence formation- Teacher encouraged children to make their own sentences and helped them in writing those by facilitating them where it was required.

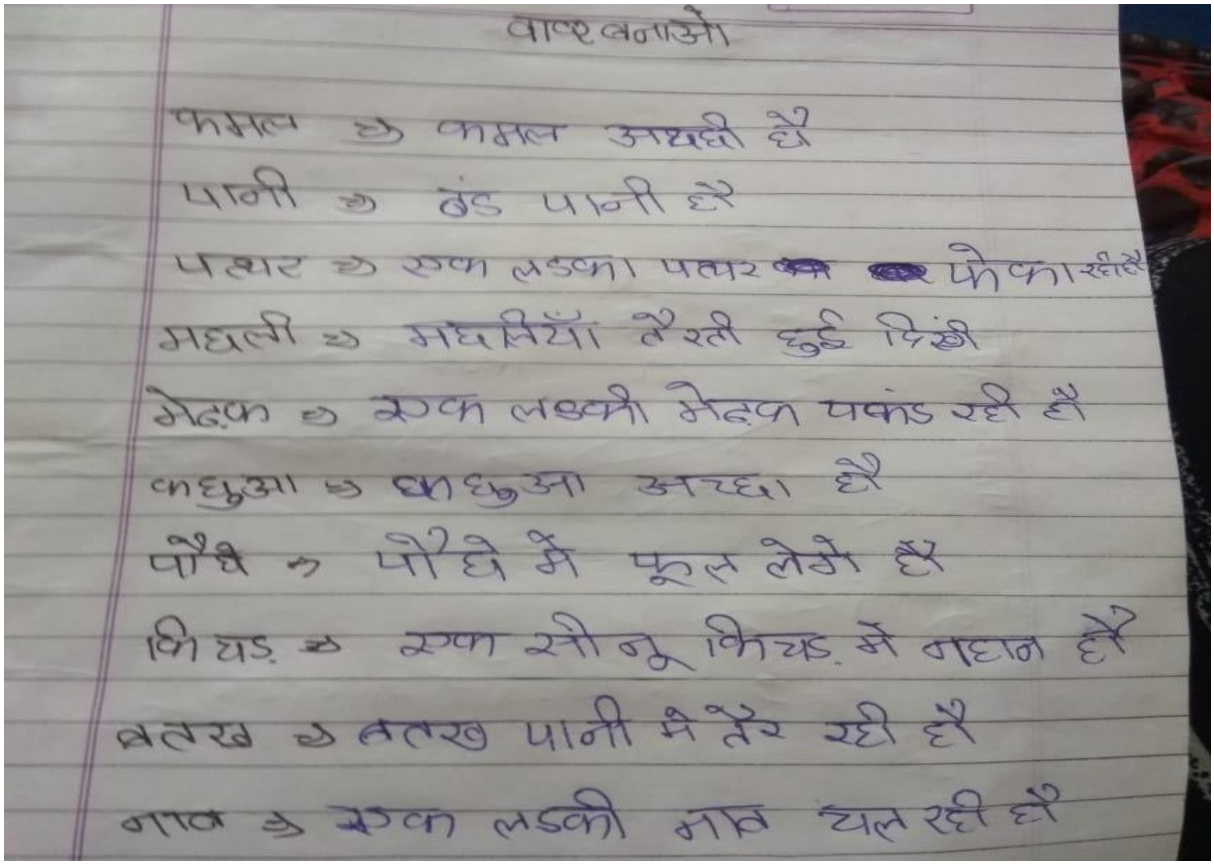


Figure 19: Sentences that were framed by children themselves.

6.1 **Regular Revision of Matras** - Akshar-matra alag karna game used to be played every day for revision**,** in which different difficult words having many matraswere taken and teacher used to write them on board and children used to find out them according to Barah khadi chart together. Following this children used to write words accordingly, like - "*Paaltu = P + Aa (kiMatra) + L + T + Uu (Bade Uu kimatra).*

6.2 Connecting Maths with the Lives of Children- Taking example from 6th grade Nishtha group, this teacher used to draw examples from student's everyday experiences. Example: Maths – for circle teacher asked what all things have children noticed in their day to day lives which are of round shape. Children eagerly and promptly answered roti, pizza, poodi, for triangle – bread-pakoda, samosa sandwich and so on.

6.3 Writing through Phonetics: Teacher used to write "*kathinn shabdh*" (Difficult words) on board. By helping children in pronunciation and then phonetically followed writing strategy, teacher used to instruct them, by saying "*Hindi mein bol ke dekho, jese bolte hain, wese hi likhte hai*". She used

to focus more on the phonetic sound of a word. She also explained "*aur lamba bultahai to badi matra, chota bultahai to 'choti' matra*" like "*din (day), deeeen hota hai, ya din*" children responded "*din*", she asked '*to konsi matra lgegi*?", children answered correctly "*choti "ei" ki*". Few words which were taught in similar way included "*dur, gaav, moti, billiyan, chuhe, din, bulwaya, acchi, aurav o, mukhiya, dushmann, chahiye, pehle, nikalnaa, chupchap, pakdo, aurav*". Phonetic aspect of the word was focused by the teacher and it also helped children in writing.

6.4 Focusing on Comprehension and writing of words: The teacher used to focuses more on the phonics, sounds of a word as well as on the comprehension as she used to make difficult words easier to understand for children. (*agar aawaz der tak bulti hai to badi matra, chota bulti hai to 'choti' matra*"). Through Phonics and comprehension she related story words with lives of children through examples. For difficult words for example, "*mummy kaisa khana bnati hai?" Swadisht hota haina."* She focused on the phonics, explaining words by telling how to write, which was determined by its sound, by making sound, make sense of different matras. (Example- "deen – Badi "Ei" kimatra, "din – (choti "Ei" kimatra).

7 Incentives to bring children to attend Mission Buniyaad

7.1 Refreshments as Incentive to Attend Mission Buniyaad

Children have higher nutrient demands than adults, to support their healthy bone growth and brain development. The absence of snacks at school or choosing unhealthy items to snack on can have a major impact on various aspects of your child's health. Children need a steady supply of nutrients to fuel their bodies and brains so that they grow and develop properly. Here, during Mission Buniyaad classes, snacks were provided to every child as per cost 30/-per child, which might include chips, biscuits, cold-drink (Frooty, Juice) etc. which varied from school to school.

But, the school which we selected for doing our case study, and were associated with for a longer period of time, had some technical error in payment due to which the refreshments were not provided to children for many days. i.e., from 28th May 2018 to 30th June 2018 (which was the last day of Mission Buniyaad program).

As refreshment was acting as an incentive to attract children to come school and attend classes during summer holidays; due to its unavailability in later days approximately 50% of the total strength declined (as shared by the School Authorities themselves).

6.2 Other Co-Curricular Activities to attract Children: Simultaneously to Mission Buniyaad program, the school also ran Yoga summer camp and other co-curricular activities which added to school's lively environment all-together.

6.3 Physical Education- There was good attendance of students under yoga classes as a considerable number of children also attended these. Teachers too mentioned that the strength of the class has increased relatively. But, the strength under these classes included majorly children from Pratibha group only- who could read and write, had opportunity to attend these camps.

6.4 Artwork- Children were also engaged in art and craft work and may select activity of their interest from the summer camp. The Principal (of selected school) shared that it is a very good thing which happened under Mission Buniyaad that parents who could not afford to send their children to Summer camp (earlier) for extra and co-curricular activities, could now send them here as it is happening here i.e. in Government schools.

Figure 20: Yoga Classes, Games, art and craft classes, facilities that were heavily emphasised during mission buniyaad classes that children enjoyed very much.

6.5 Visual / Fun medium of Education – Inspirational Movies which gave great social message like *Gattu*, *Nil Battey Sannata*, *Chalk n Duster* etc. were shown to children. So, on one day, the

movie which was shown to them was '*Hichki*', which was followed by an interactive session on what all the things, children liked in the movie most. For homework they received the work–"to think what all things we (children) are afraid of and wants to change" -like shown in the movie (aeroplane scene). They were encouraged to adapt good things from movies- which could help inculcate moral values in them.

Figure 21: When there was a shortage of teaching staff, then three or four classes were combined and together they watched inspirational movies, like in above picture children were watching 'hichki' movie.

6.5 Training on Self-Défense training and Life Skills- Once in a while, children were taught about "good and bad touch". For which first a video was shown to them, then a teacher repeated those things in a detailed manner and also giving examples form the best possible situations like "*aagar AAP bus mein ho, last baccheaur bus conductor apko bad touch karnachahata ho tab aap kya karoge*?" And "*agar mumy ghar par nai hai aur koi aatahai, main gate band kardetahai to aapkhudkokese safe karoge?*". And due to the shortage of time a very short techniques of self-defence were taught to them later, which were supposed to be followed up in subsequent session.

Figure 22: There was also emphasis on self-defence training, where first some videos on good touch and bad touch were shown and later deeply explained by the teacher by giving many different examples as situations.

6.2.5. Sharing food with friends- Subtly by focussing on sharing and good values the teacher used innovative methods to teach concept in classes and emphasis was not only given to the specific concept but on social skills as well.

To Share: In class 8th "Neo-nishtha" group, teacher divided three groups with 6 children in one group with one group leader and gave them a slip as Money and wrote 50 rupees note. Notes were distributed to every group and they were asked how would they use that 50 Rs, while going for a picnic together. Some said "*hum bus se gaye, 6 jane te, 1-1 rupiyeki ticket li to, kulhua 6rs*" means 50-6= 44rs remains. Then they "went for movie, for which again they spent 1rs per ticket, that is 6rs in total and purchased 3 packets of popcorn while watching the movie and **shared with each-other to save their money**." Then total was 44-6= 38 (movie tickets), 38-3= 35 (after purchasing popcorn). Children orally solved subtraction, addition sums at the same time considering their group members and their choices. The teacher was also encouraging them to use multiplication method saying that they were 6 members in total, to multiply the fare with 6, directly. And children gave very funny answers in between like "*aate time hum shaadi wali bus se aye rent nahilaga, milke khana khaya*" just to save their money. The group which saved highest amount of money was chosen as the winner in the last. Here teacher taught them not only the concepts of addition, subtraction and multiplication but also emphasised on good habits like 'sharing food with friends' as a good habit. As it is not only to save our money but to strengthen our bonds with other person too.

7. **School's Initiative to collaborate and involve Parents through Parents workshop**:

During Mission Buniyaad the schools and support structure which were provided to parents and children were also commendable.

7.1 **Giving Importance to the Mental Health of Children-** Giving equal importance to mental health and the likes and dislikes of children was an important aspect of the collaboration. Giving equal importance to children's likes as compared to their studies was registered when during Parental Workshops numerous advices were shared amongst teachers and parents. Teachers wrote on board, "*bacchokipasandaurna-pasand ko jaane"* , with two faces- pasand with a smiling face and na-pasand with a sad face. Teacher shared with parents how can they know more about children's interests, and what a child likes or not likes are equally important as their education. And they encouraged to explore reasons behind their liking and disliking- like if a child does not like to come to school? Then to find out why it is so? What is the reason behind it? Did the child face some problem at school, with the teachers, with classmates, on the way to school, something else or just have no interest in studies? Similarly, reasons behind their likeness was explored. To explain them more, she shared a story with them. Main idea behind the workshop as dictated by the teacher was "*Baatcheetkemaadhyam se bacchokipasandaurna-pasandkebaaremeinauracchesejanna, jisse hum unkeaurkareeb ho*".

Figure 23: Parental Workshop organised by the school.

7.2 Parents' Workshop- Parents Workshop was organised by School which included Yoga, Book reading and Meeting with teachers. It gave them clearer picture of their child's progress at (home as well as in) the school, simultaneously. Also, it helped teachers and Parents both, to understand where the specific child needs more attention or help and where not.

Figure 24: Some of the parents who were attending the Parental Workshop.

But, Less Participation of Parents was registered during the Workshops- As most of the parents were working, attending workshops appeared very difficult for them- as shared by Parents themselves (who have attended the workshops). Few parents who attended workshops too were in hurry to go back home or rush for their work. So teachers who were conducting these workshops quickly summarized the sessions, worksheets for parents and by the end of the workshop hardly one or two parents stayed back.

8. Building of Support Community- Interactive involvement of Principal with children and with School Management Committee members and teachers

8.1 Principal's Active Participation- In Schools (visited), the Principal's active participation and a healthy bond with children, was observed. Children were talking with her without any hesitation and she created friendly environment with her behaviour by making herself available that provided children an easy access towards her.

> Another Example: One day Vice-principal visited our classroom and said, "*aaj mein bhi aap logo ke saath padhungi par mujhe Rekha* (name changed) mam se nahi padhna, ekk aam karte hai koi dusri mam bnate hai.*" She randomly selected a girl, who then acted as teacher, principal said, "*aap aaj waise hi padhao jaise mam apko Roz padhatihai.*" Then the child dictated the story first. After which discussed sentence formation exercise. Children were raising their hands to share there sentences, then vice-principal chose and sent them to write their sentences on the board. If they had spelling mistakes or were finding it difficult to write, she would send other child to help them by saying, "*jao aap Jake Apne friend ki help kro likhne mein".* Children were helping each-other and learning to write new words which they might not know before this exercise.

Figure 25: Vice- Principal along with the teacher was sitting with the children, while she asked one of the child to play the role of her teacher.

7.1 SMC (School Management Committee) members visits with the Vice-Principal- SMC members along with the Vice-Principal, interacted with the children and also asked question related to the story like the meaning of the title of the Story. A few SMC members also narrated children a story "*Do Billi aur Bandar*" with the same message as "*Meri, nahi, meri machli*".

Vice-principal in an engaging way asked, "kya hora hai", she looked back and read the title of the story which was written on the board and say it loudly, "*Meri, nahi, meri machli*". Then she asked, "*ok iska matlab kon batayega mujhe samjh nahi aya*". Children who were quick to respond- volunteered and narrated the whole story to her. Then she asked, "*ok aesi similar ek aur story hai, wo kon batayega mereko*?". One child raised her hand and started narrating the Hindi story – "*Do Billi aur Bandar*" in which due to the fight to two cats, monkey on the pretext of solving their fight cleverly ate their share of chapati.Vice-principal then appreciated the child and then asked, "*acchamujhebataoaese class meinbhiladayihotihaikya?*" Children replied, "*no mam*." After which she again asked, "*Ghar par to hoti hogi, kis kis baat pe hotihai"* along with which she added, "*meri to hotihaimeinmeri chocolate lake chupa kerakhti hu aurmera beta wo kha jata, apni bhi khata hai aur meri bhi kha jatahai*." Then children started sharing their stories with her one by one – "*yes mam mere ghar remote par", "meri Mere bhai se", "meri mummy se wo bhai ki hi pasand ka khanabnatihai.*"

8.2 Role of Mentor Teacher: Motivation provided by Mentor teacher-

Mentor teachers also played a very important role in sustaining this programme in an efficient way by providing continuous support and motivation to students and teachers.To share: once Mentor- Teacher (after visiting 3rd grade) shared feedback or suggestions with the teachers at the end of the class. Whenever mentor teacher felt that teacher was not able to facilitate properly, the mentor then would step in and participate in the classroom conservation by asking different questions or related to the similar topic (as being discussed).

Examples :

1- In a class, when a Hindi story "*Bunty aur Babli*" was shared, after reading the story, teacher asked children to find out the words on *Barah Khadi chart like bunty, babli , titli*. One child was finding it difficult to decode the word to write it on the board, noticing this, then the mentor teacher asked the child "*accha agar aap titli hote to kya kya karte ye btao*?" (ok tell me if you were a butterfly, then what all the things would you have done?) . Encouraging this way helped the child motivated and to think and participate in activity but in an innovatively different manner.

2- In other class, mathematical concepts of shapes like circle, triangle and how to find out area of circle was taught. The mentor teacher to stimulate their understanding of 2D and 3D asked children "*mere ko chudi aur ball mein kya difference hai wo batao? Kya dono same haiyaalaghai*? (tell me the difference between a bangle and in a ball? Both are similar or different?). This helped children in thinking differently as both the items are round in shape but still have different characteristics. Thereby, interventions by mentor teacher too facilitated the classroom and learning environment which helped children to think critically. Posing questions related to the topic in the class made students to relate the topic dealt, with everyday experiences.

9. Concluding the Journey of Mission Buniyaad- Second Last day of Mission Buniyaad

Mera Abubhav- The school conducted an activity on second last day of Mission Buniyaad where teachers were asked to make children write "Mera Anubhaav" of Mission Buniyaad and How they felt about it? Was it a good practice or not? Positives and negatives, which they have felt throughout the journey of Mission Buniyaad, to write. So, the class-teacher asked children to write 3-5 lines on their own. Though some children were struggling to write but were trying their best to write the thoughts and whenever they got confused in writing they rushed to their teacher or to me and asked "*how to write - Mission Buniyaad, drawing, teacher, khelna"*, etc. Taking collective Feedback from every child about the journey of Mission Buniyaad was indeed a good exercise. After many trials, most of the children were able to write their own sentences.

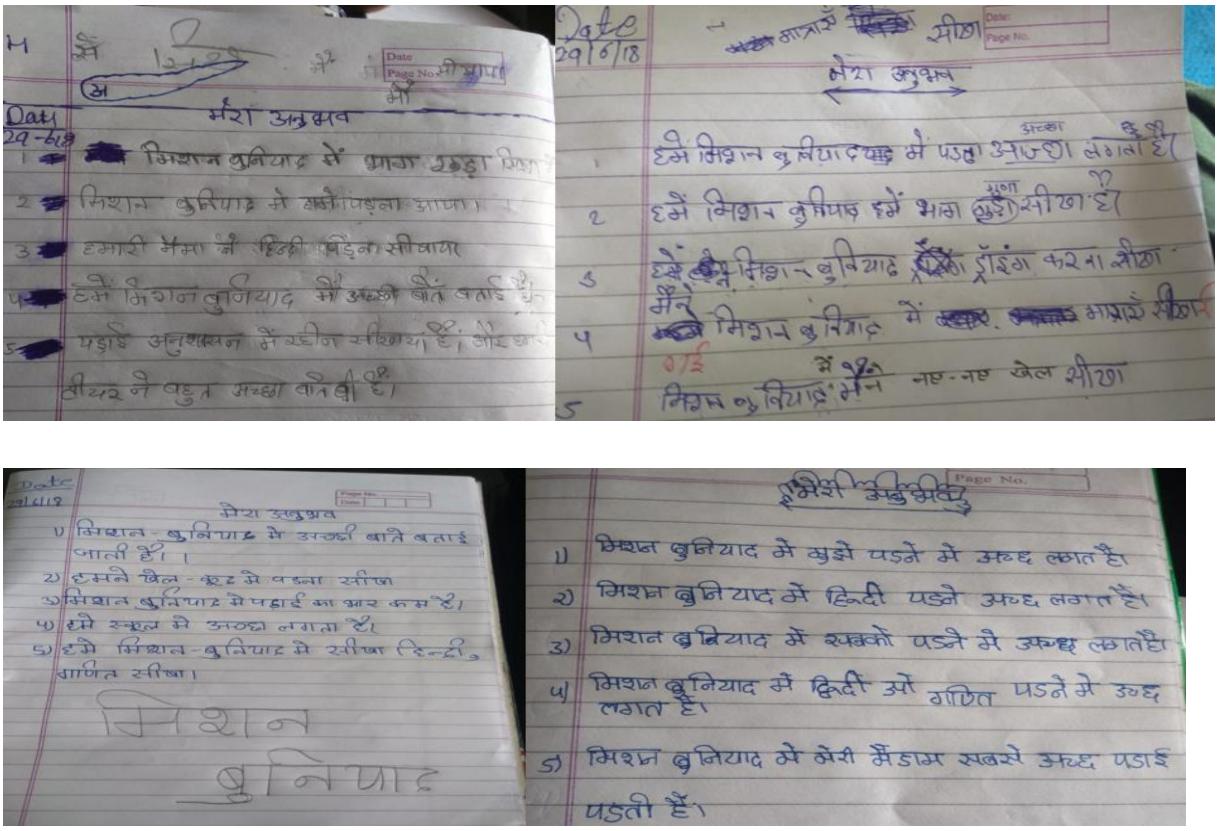


Figure 26: Activity conducted by the school called 'Mera Anubhav' in which children had to share their experiences throughout Mission Buniyaad journey, and were supposed to write in their own words without the help of the teacher.

9.2 Last day of Mission Buniyaad

- **Programme on last day of Mission Buniyaad**- At the end of the Journey of Mission Buniyaad, prizes were distributed to children (two children selected from each class) who have improved under this Mission.
- **Last day of Mission Buniyaad**- Parents Workshop and Programme at same day, same time. The school had organized a program along with parents' workshop. Some parents were sitting in one room and a teacher was writing something on board. While other parents, at the same time were sent to other room where the program was happening, which created a little confusion.
- **Exhibition of Art Work** was done by the children under Mission Buniyaad and by children (of summer camp) who were under art and craft workshops. Some children along with their parents were also present during the exhibition. Different projects and models were placed there which were made by the children only during Buniyaad classes. Other art and crafts piece like tie-die decoration, pot and glasses, thali decoration, 3D bottles, wall hanging and cane work were also there with many other drawings, paintings, hangings on walls.

Figure 27 Last day of Mission Buniyaad where some selected children were given token of appreciation.

- **Token of Appreciation** - Certificates and Prizes were generously distributed to the children, who actively participated in summer camp but not to the children from Mission Buniyaad.

Few instances where Mission Buniyaad was critiqued:

1. **Constant Comparison**- Many instances were registered where teachers were recorded comparing different groups of children many times a day and asking them to behave or study as "pratibha group" by saying "*Sare pratibha group jaise bano, unkejaisepadho, unko dikha do ke tum unsepichenahi ho*." Comparison in between different types of sections and establishing "Pratibha group" as an ideal one somewhere diluted the efforts

of children who were sincerely attending Buniyaad classes instead of claiming summer break.

2. **Hierarchy and Comparison in Appreciating their Efforts**- On the last day programme, two children were selected from each class who have improved were ranked as first and second were called in and given token price. The children who were called from their respective classes to a separate room had no idea which rank have they got. Also, since everyone (including each student and teacher) had worked hard and did their best. When one of the teacher started calling the names of children for prize distribution, some children stood-up, by saying "*mam main bhiisi class se hu, mera naam nahiaya*". Teacher told them "*aap second ho, ye first hai, abiayegaapka naam aagephleinkodede"*. Statements like these made children upset. First rankers got "lunch box" as prize and second rankers got "stick colours". But they were not appeared happy despite receiving the token prize. When the teacher called their names and principal handed over the prize, she remarked "*agli baar aur mehnat karna phir aap bhi first aajaoge, inke jaise*."

After prize distribution, a parent, who was also a member of SMC team, said "*chalo ab sab aajao sath mein*" for taking a group picture. Then also, those students, who have got certificates and prizes- who attended summer camp were called for picture. But, children from Mission Buniyaad were not called up for group photograph.

A day before this program, Researchers were informed that there would be no classes on the last day and the school would hold an appreciation program for children. But, a different reality emerged during the programme. Had the ranking would not been mentioned, and all children have had given equal or the similar prize (or appreciation), children would have not felt alienated on the last day, despite being sincerely doing their efforts. Also the prize distribution could have included their other classmates as well as their class-teacher which would have been more impactful for their classmates in a way to get motivated and work harder and little more, next time. And for them also in a way for appreciation and for raising their confidence level that might help in breaking the hierarchy of Pratibha, Nishtha group, and can help in changing the mind-set that even "Neo-Nishtha" children are and can inspire others. After this, a small dance performance on "to save trees" happened which was also missed by other children who were in their respective classes- totally unaware of what was happening with other children who were calledto other room for collecting prizes. After all this, two Parents- SMC members gave a short speech to children and the program wind up.

8. Mixed Views on Not getting the Required Summer break / Vacation –

- **Vice-Principal** shared her concerns on declining strength of the children which was nearly about the 50% of the total strength and also shared difficulties faced due to the shortage of teachers.
- **Teachers-** As many children already went to visit their hometown/ village, the number of absentees increased. Another concern was that continuity which was

required in Buniyaad classes could not attain; as there were different cue cards for each specific day and the flow neededwas getting ruptured due to the discontinuity on the part of children. Even the teachers who were also parents, were craving for little break to spend some quality time with their children and family.

- **Parents-** Some parents also shared as they had been eagerly waiting for so long for summer breaks, to visit their village, but due to classes, they too faced problems as they had to alter their plans. Also, since only Sunday was provided as holiday the children and families could not leave their child here alone, and if they went then their child would be missing on the classes. Also, they want their children to get some break for taking rest and to get refreshed in order to perform better with the same enthusiasm during regular classes which started from 2nd of July 2018 (Monday).
- **Children-** There were some instances that researchers registered many a times in the last week of June (i.e. ending phase of Buniyaad Classes); when teacher started transitioning her interaction from the very flexible and friendly learning environment of Mission Buniyaad classes to regular and more structured setting of the regular mode, that soon was supposed to start. She remarked *'Han ab mastikarlophir Monday se padhnapadegaacchese'.* Children were under the impression that after Buniyaad Classes they would get summer holidays alike every summer vacations. Some children even got shocked when they got to know that on 30th June (last day of Mission Buniyaad) that from 2nd of July their regular classes would start. Some of them even asked with a curiosity, "*mam phirhamarichuttikabsepadengi*?" to which we also had no answer.

Our interactions with teachers, parents, children and other staff members revealed that somewhere everyone wanted at least a week or 10 days break, before regular classes get started.

9. Overall views On Mission Buniyaad

9.1. Principal- Some views shared by the Principal of various schools that we visited are as follows-

Mostly said, "*acchahai, jinko nahi aata hai unko padhane ke liye";"kaafi bacche chale gye hai ghar par, jo aarehaikuch to refreshment keliye par aarehai to sikhrehai, par jinkaabisirf basic clear hoga, wo bacha July se apni grade ki main stream ki books nahipadhpayega, wo apni class ke maths ke sum nahi solve karpayega jo abijamaghatana hi sikhrahai***".**

Teachers- Here are some quotations shared by teachers across six schools who were involved in taking Mission Buniyaad classes are-

"*Jinke liye shurukiyatha, wo bacchetohpehle hi gaonchalegye, sirf wo aa rhehai jo interested hai, kuch refreshment keliye aa rhehain, kuchke parents isko day-care jaisedekhrehai to behjdetehaibacche ko 3 ghantekeliye"*

"koi continuity nahi ban parihai, roz koi naya bacha arahai, aur jo aaratha wo chuttipejarahai, rozhame to cue cards sei padhanahotahai, aur jo aa bhirhehai hum activity karwanemeinutnabacche ko de nahi pare haidhyan";

"isse accha hota jinko jarurat hai bas unko home tuition jaise, jaisa ghar nahi padhate sath bethe wese padhate, abhi activities mein kuch kr lete hai kuch reh jare hai piche".

9.2.Parents- Many parents shared as they themselves were not able to afford tuitions and were not much educated to help their children in their homework and otherwise. With such hardships, it does not matter for how long Mission Buniyaad classes run as children here might not able to reach the level where other children belong to i.e. children from other private or elite schools. But the gap due to summer vacations, in which children might have forgotten whatever they had learnt would not be possible this year. They are regularly attending school, learning every day and practicing their lessons. It helped them to improvise their language – reading and writing skills too. Also, it helped for working parents as the school has worked as a day-care centre for many of them.

9.3.Children - Children liked these classes as compared to the regular classes and shared "*ab Jayda mazaarahai, activities Jayda karwatehai*", "*ab to bas 3 ghantemein hi chuttihojatihai*", "*abi refreshment mein chips miltehai", "abhi teachers acche se padhate to Jayda mazaaatahai, marten bhi nahi hai abi*". Though they did not get holidays and refreshments from 28th of May to 30th June, but still they liked these classes to an extent, enjoyed and improved their Language- Reading skills in a better way.

10. School Scenario After Mission Buniyaad

The researchers kept visiting school even after the completion of Mission Buniyaad Program, in order to capture the continuities and discontinuities between the earlier efforts, training of children and in the later phases i.e. during regular classes. In order to trace how the improvement amongst children had happened (with the help of Mission Buniyaad) that helped them in coping up with regular classes-when there were different subject teachers appointed unlike single teacher handling different subjects with same set of children during Mission Buniyaad.

13.1Children were able to write answers on their own, even after reading poem. And were able to think logically. Example: Poem "*Chand se thodi si gappe*" Teacher gave related questions like "*Chand ko konsi bimari thi?", "chand pura kab niklta hai?", "amawasya ka chand kaisa hota hai*?", and asked them to draw different shapes of moon, and asked what are the festivals which we celebrate on occasion when moon has specific shape, to which children responded saying like "full moon on Rakshabandhan", "Eid ka Chand" etc. providing responses which showed their concept clarity. **Corporal Punishment-**

Even though Corporal Punishment has been banned but it was still practiced there in school by a few teachers. To share: one of the teacher used to call children one by one to check their home-work and used to pull their ears and often slapped, rebuked so many children (in front to whole class) by remarks like "*ye aesenahikiya, kalkaisebtayatha*" etc.

13.3 Happiness Curriculum Activity (ha, hi, hey)- One of the teachers went to attend the seminar on "Happiness Curriculum". So she started the class with a small activity, for which she counted the rows first, that was 6 in total and gave first 2 rows word - ha, 3-4th row - hi, and last two rows 5-6th word - hey. When she puts her hand towards them, they were supposed to loudly say the given words, ha,hi,hey, but were not allowed to laugh in between.

{In total 6 rows were there, first 2 rows were given word - ha, 3-4th row - hi, and last two rows 5-6th word - hey. When the teacher puts her hand towards them, they were supposed to loudly say the given words, ha, hi, hey, but were not allowed to laugh in between. For few minutes she repeated this activity. And this activity was counted under the "Happiness Curriculum" Activity. }

13.4 Shortage of Teaching Staff- When any of the subject teacher was absent,children got free period (due to the shortage of teaching staff), in which they were relatively free to play within the classroom, and utilized the time in completing their work.

13.5 Not Enough Space- As the class strength was too high i.e., 65 total in number. Even when around 45 children came to class, it used to make the classroom very suffocated. Children hardly found enough space to sit properly (after Buniyaad) during regular classes. They used to fight for seating space. Sometimes children even used to sit on the floor or near the door/ in corridor without the mat.

Figure 28: Classroom environment after Mission Buniyaad.

13.6 English Surprise Test- Once the English (subject) teacher came and took surprise test and asked children to write "Months Name" and as the Mission Buniyaad focussed only on Hindi and Maths, many children faced struggle in writing English.

11. Changes Registered in Classroom Environment After Mission Buniyaad

14.1 Mistakes were not allowed anymore- During regular classes, teachers were not keen enough to sit with children on mat or otherwise, for solving their doubts. If children did any mistake, they were scolded, beaten up or insulted and labelled as 'good for nothing'.

14.2 Not as Active or Friendly Engagement from teacher's side. It may be due to the increased class strength also.

14.3 Children's' knowledge was not considered or valued by the teacher.

14.4 No innovative techniques, are used.

14.5 Focus was much on completing the syllabus only.

CHALLENGES FACED DURING MISSION BUNIYAAD

- **Teacher's Challenges:**

Our class teacher was originally from Haryana, she did her Graduation from Haryana. After which she did B.Ed. (Bachelors in Education) in Sanskrit from Karnataka. She got this job one and a half year back and is working at the school as 'guest-teacher'. Now the teacher is facing many problems as she is a mother herself of a nine months old baby who needs her attention; and due to the baby's declining health, her in-laws keep asking her to take leave from the school. Leaving her 'not so well child behind, and coming to school daily' was a remarkable effort in itself. – **Leaving her own sick child left behind at home and concentrate on teaching children in class was not a easy task for anyone.**

Teacher who was teaching class 6th D was a Guest teacher. She was a Sanskrit teacher who had done her B.Ed from Kurukshetra University. She had Haryanvi accent. We introduced ourselves and the purpose of our visit in detail when she was a little free having given written work to the class. We even asked her few open ended questions like what's your idea about mission buniyaad? Is it helpful? What's the status of children? Are cue cards helpful? Are you following Cue Cards?

She informed us that more than half of the class was unable to read and write interdependently at the beginning of the session. In her view the students had considerably improved their reading skill. She contradicted herself by stating that mission buniyaad was helping only in improving cognitive ability. She also stated the challenges faced by her with the class. The most important being student's attendance. She had a tough time convincing the parents to send their children to

school. At certain instances she had to face the confrontations from the parents side who were going through difficult situations and were not willing to send their children to school.

She said' *"Parents kehte hai humein gaun jana hai hum apni ladki ko kahan chodhke jayein"; "mai parents ko call karti hu vo ma'am ko complaint kardetehaiki teacher humein bar baar call karke pareshan kar rahi hai."* She also shared story of a girl who asked her, "*Mam ab mujhe kon palega? Meri maa mujhe chodhke chali gayi. Papa ne chachi se shadi karli*." In such conditions I couldn't understand how to motivate the child to come to school. Many such instances made me to think what was more important mission buniyaad or solving such family matters?
Such informal discussions with the teacher could be possible only towards the end of our visit.

- **<u>Student's Challenges</u>**-

  Many children cook for themselves and for their siblings. At one child's home, when we were interacting with the teacher, she shared with us about a child that 4 days back, she came and asked her teacher, "*mam ab meradhyankonrakhega*"? When teacher asked her that why was she telling like that, the child shared about the situation at her home- her mother had gone to her village (*mayika*), her aunt (*bua*) gone back to her house as she was married, and during this her father got married to her aunt (*chachi*). Listening to this, I got shocked and kept thinking about the young child- how she would cope up with all this at her home. Being an adult even I might not be able to handle such situation. How much it affects a 6th grade child- what about her life security? Education comes much later and first the emotional and security needs to be taken care off.

  There are various other extreme conditions too which children (and their families were facing)- both the parents working, no one at home to take care off- to teach them or to help in doing homework, children taking care of their siblings and taking care household chores even before coming to the school and after getting back (to home) from the school. Also, it is important to mention here that during Mission Buniyaad program- from 28th of May to 30th June (the last day of Mission Buniyaad) children did not get their refreshments served (which was provided to children in other schools), due to some technical error (the reason provided to us by the school authorities).

<u>Other Challenges</u>-

- The researchers observed a lot of variation and disparity in the intelligence level and behaviour of the students of the same class. According to the Baseline Assessment data provided by the teacher 31.4% students were at word level. But when we interacted with this group we found many of them were at character or alphabet level. They were not able to read the story and were forced to follow the other students who were able to read.

They were just sliding down their fingers on the text without actually reading it. This was the reason of their not interacting in the class during the Barakhadi session. The demotivating words of the teacher and the peer pressure was making this group more and more feel complex. Only the well-read group was highlighted and motivated in front of the outsiders which was the way more demotivating for this group of children.

- The actual reason of poor attendance of the students was that they were not been given refreshments since few weeks which was most luring reason for their coming to school as shared by the students.

RECOMMENDATIONS

- **Mission Buniyaad Textbooks:** Buniyaad books were so basic in comparison with their Grade Textbooks. And if those children who have just started Reading and solving problems are not able to read their Grade level books and solve problem with the same ease, what will happen with their self-esteem then? They have already spent their whole summer (vacations) coming to School daily, did not get holidays, worked so hard and still they could not to solve their Grade sums and efficiently read their Grade level textbooks.
  At least around a week or 10 days holidays must be given to children and to the teachers and other staff members to rejuvenate. Teachers and staff who are also parents, like my class-teacher appointed for Buniyaad program. The research team thinks that a short break is necessary for everyone for getting new energy to spend upon later tasks and to relax and enjoy their efforts.

- **Division/Categorization of the children:** Labelling should not be the part of programmes like these, and those on last day- day of appreciation, every child's/teacher's efforts must be appreciated as they all made countless efforts in making this programme successful to an extent. Calling a few children in one room without their other classmates, distributing prizes as First and Second in the absence of their Teacher, comparing them with Pratibha children- is not the way to encourage them! We must consider every child's uniqueness and respect their dignity. Every child is special and is born with their different unique qualities. No one must be compared with the other. Why they have to be like the Pratibha's one? And not only Pratibha Groups can set ideal for them, why can't they too set an ideal- that they have regularly attended school during holidays too. But this comparison is not necessary, only the equality and equity is !!!

ANNEXURES

Annexure 1 :INTERVIEW SCHEDULE FOR TEACHERS

1. Are you satisfied with Mission Buniyaad. Any suggestions or recommendations.
2. Should this project be conducted during vacations or with the main session. Why?
3. How effective is play way method (khel khel mein padhayi) in teaching basics of grammar?
4. Can you suggest some other way of teaching these concepts which involve active participation of all the students?
5. What reasons can you give for the wide difference in the performance of students of same class?
6. After attending this programme How successfully can these students apply this knowledge in day to day life?
7. How are the students taking this project as a timepass during vacations or an opportunity to learn something more?
8. Are the students ready to attend more of such programmes in future?
9. What are your assessment tools?
10. What is the source of feedback for you regarding this project?

Annexure 2: INTERVIEW SCHEDULE FOR PRINCIPAL

1. Are you satisfied with Mission Buniyaad? Any suggestions or Recommendations you want to give?
2. Should this project be conducted during vacations or with the main session. Give reason for the same.
3. What do you think regular teachers or guest teachers would help to make this project more successful?
4. Can you suggest some ways other than mentioned in the cue cards for teaching ‘Matras’ and ‘Mathematical Counting’ ?
5. It is said that teaching method should be at discretion of subject teacher concerned. What is your view about it?
6. According to you What are the shortcomings of this project?
7. After completing this project Do you feel students are capable enough to cope with their mainstream syllabus. If not why?
8. Suggest few ways to bridge the gap between the two syllabi (mission buniyaad syllabus and grade 6 level CBSE syllabus).

Annexure 3 INTERVIEW SCHEDULE FOR PARENTS

1. What is Mission Buniyaad according to you?
2. Why is it important to implement according to you?
3. Which all things have you found out positive in Mission Buniyaad?
4. Is there anything which you found out negative about Mission Buniyaad?
5. What are the challenges, that you have faced due to this mission?
6. Is it really helping your child/ children to improve their reading and writing skills?
7. Do you know about SMC, PTM ?
8. Do you know about the work they do?
9. Did you actively participate in these meetings / or are in with touch with them?
10. Did the test conducted during this mission, its assessment report or progress charts are shared with you?
11. Do you meet regularly meet with teachers / principal?
12. Do you want Mission Buniyaad to continue for next year too or not?

Annexure 4 INTERVIEW SCHEDULE FOR STUDENTS

1. Why are you coming to school during vacations?
2. Did you have a choice in teaching in this programme?
3. If it was your choice, then what motivates you to attend this programme?
4. If it was mandatory, then what would you like to do if you were not coming to attend this programme?
5. What new things have you learnt since you have joined this programme?
6. What according to you can be done to make the teachings of these concepts more interesting. Suggest some topics of your choice which should be included in this project.
7. Do you discuss the activities done in class with your parents? What is your parent's opinion?
8. Should this project be conducted during vaccations or with the main session? Why?
9. Many of your friends have stopped coming to school? What could be the probable reason for it?
10. How can you motivate other children to attend this programme?
11. How do you feel that by improving reading and writing skills will help you?

Annexure 5 RUNNING RECORD

RUNNING RECORD SHEET

Name: _____ Date: _____ D. of B.: _____ Age: _____ yrs _____ mths

School: _____ Recorder: _____

Text Titles	Errors / Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy _____	_____	1: _____	_____ %	1: _____
Instructional _____	_____	1: _____	_____ %	1: _____
Hard _____	_____	1: _____	_____ %	1: _____

Directional movement _____

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

_____

Hard _____

_____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count E	Count SC	Analysis of Errors and Self-corrections: Information used E MSV	Information used SC MSV

Early Childhood Centres in Delhi

Report submitted to the Government of NCT of Delhi

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8. Annexures 24

Introduction

The goal of the Delhi Government reforms is to provide quality and accessible education to every child in Delhi. In continuation to its focus on education, the government recognises that care for children starts right from the time when they are in their mother's womb and learning starts right from the time when they are born. The first six years, when children are at Anganwadis, crèches or preschools are the most crucial years. The Integrated Child Development Scheme (ICDS) is the programme that allows the government to provide this care through mother, adolescent girls and child interventions. Anganwadis, apart from offering the platform for reducing learning gap of children studying in schools are also an early entry point for working towards social equity and inclusion in a society like ours. With the goal to transform ECCE at the Anganwadis, the Delhi Government in the last one year has initiated many reforms such as, introduction of a new curriculum for preschool education, training of Anganwadi Workers, Supervisors and CDPOs, filling of vacant posts through fresh hiring and promotions, providing improved honorarium to Anganwadi Workers and Helpers, formation of Anganwadi Samitis, creation of Anganwadi Hubs and working towards overhauling the Supplementary Nutrition Programme (SNP).

The National Capital Territory of Delhi has 10,758 Anganwadis spread across length and breadth of Delhi, covered under 95 Projects. After studying and assessing the poor level of service delivery under the ICDS scheme, it became clear to the government that Delhi's Anganwadis were in terrible conditions and needed some serious reforms. The Government initiated many innovative reforms to transform Delhi's Anganwadis into centres of quality care and education for young children. At the core of these reforms was the Government's belief that decentralization by empowering citizens to become partners in bringing change and accountability and building capacity of its employees are the most powerful tools to solve complex long standing governance issues.

The objectives of this report are as follows:

- To document the changes in Anganwadi centres as a result of initiatives of the Delhi government.
- To observe the functioning of the Anganwadi Centres (AWC).
- To observe the working of Samiti in Anganwadi Centres.
- To observe the curriculum transaction in the Anganwadi Centres.

Background

It is important to provide young children developmentally and contextually appropriate practices in order to promote their optimal learning and development. Young children benefit when teachers and families establish healthy relationship and define common goals and developmental outcomes for young children. When early practitioners inquire about particular family practices they are likely to find that both, families and practitioners have many similar goals, including helping children develop social competency, sharing, collaboration, respect, confidence and self-image. While these goals look similar across cultural context, the tools and methods each one uses for the positive guidance and support might look different. Therefore, practitioners may need to engage with families for the collaborative problem solving when conflict arises, rather than applying one specific guidance method for all children across cultures.

Understanding development and learning at different ages is a crucial starting point for providing appropriate services to children. This is one of the key principles of child from developmentally appropriate practices in early childhood programmes serving children from birth through age eight (NAEYC, 2007).

What we learn about specific children helps us refine decisions about how to teach and care for each child as an individual. By continually observing children's play and interaction with the physical environment and peers, we learn about children's interests, abilities and developmental progress. We must make an effort to get to know the children's families and learn about the values, expectations and factors that shape their lives at home and in their community. This background information helps us to provide meaningful, relevant and respectful learning experiences for each child and family (NAEYC, 2007). Research across the globe has indicated that a child's cognitive development is at its peak during the first six years of life (NCBI, 2009). Early childhood care and education programmes for children at the early stage help to ensure opportunities for holistic learning and growth.

The objective of ECCE in India as explicated in the National ECCE Policy (2013) is to create an environment that nourishes this belief. To ensure holistic and optimal development for all children, a need was felt to create a planned curriculum framework for encompassing developmentally and contextually appropriate knowledge and skills for the diverse requirements of young children. A developmentally and contextually appropriate curriculum framework is also required to ensure that important learning areas are covered taking care of all the developmental needs of the young child. It also facilitates the adoption of a pedagogical approach to ensure a certain level of quality and address the wide diversity in the ECCE programmes available for the young children in India (National ECCE Curriculum Framework, 2013).

The aim of the National ECCE Curriculum Framework (2013) is to provide guidelines to caregivers and all individuals working with young children for the overall development of the child and to optimize their ability to enable children to reach their full potential. The

guidelines enable children to develop a positive self-image and develop and boost cognitive, language and literacy, social-emotional, physical and motor skills. The ECCE Curriculum Framework also provides guidelines to impart basic life skills for adequate social adjustment. The curriculum framework facilitates hands-on usage of all five senses for conceptual learning—moving away from the formal teaching of reading, writing and arithmetic (3Rs) which could be detrimental for young children. In addition, the National ECCE Curriculum Framework seeks the involvement of individuals working with young children as well as parents during the initial two and half years when learning should not be formally structured. The roles of teachers and parents are well defined. Young children need to be exposed to opportunities for learning both at the centre and at home.

The ICDS System for Preschool Education

The goal of the ICDS programme at the early childhood stage is to ensure opportunities for holistic learning and growth of children at the Anganwadi centre through its preschool component. The ECCE programme needs to be determined by children's developmental and contextual needs, providing for more need-based inputs and by creating an enabling environment. Over the time, it has been observed that the curriculum in the Anganwadis and the overall system of implementation has not been able to ensure developmentally and contextually appropriate services for the young children. The vacuum created by the developmentally inappropriate curriculum framework and inadequately trained Anganwadi Workers has resulted in the Anganwadi Centres following either a downward extension of the primary school component or having little focus on ECCE. As a result, these centres were infamously becoming "Food Dole Programme" (Ghosh, 2006) and little change has occurred without a positive intervention even after the advent of the National ECCE Policy and Curriculum Framework (2013). The lack of quality practices and implies that many children are left with less than adequate care and education. It becomes especially challenging in Delhi with its large population that looks towards the Anganwadi centres for care and education of young children.

Initiatives by Delhi Government:

The Delhi Government has initiated some key interventions in order to rejuvenate the structure and functioning of Delhi Anganwadis. These initiatives include the following

(1) Curriculum for Conducting Developmentally and Contextually Appropriate Practice
(2) Anganwadi Support and Monitoring Committee (ASMC)
(3) Trainings of Anganwadi Workers
(4) Anganwadi HUBs
(5) Supplementary Nutrition Programme:

These are described below:

Curriculum for Conducting Developmentally and Contextually Appropriate Practices

The first three to six years plays a pivotal role in a child's life as they begin to make sense of the world around them and develop new skills. The experiences that children have in their early lives affect their physical, cognitive, language, emotional and social development. Children develop the best when they are provided with environments in which they can explore the nature around them, play with others, and learn to express and listen to others. To ensure the ultimate success of a child, it is important to provide a strong start by providing experiences which are based on sound theoretical foundations and are developmentally appropriate. Early childhood is a significant stage which lays the foundation for life-long learning and overall development of the child. It is also the time when many children experience life in a setting outside of their homes. At this stage an enriched curriculum is required that is play-based and caters to the all-round development of the young child.

In order to accomplish this goal, the Government of NCT of Delhi introduced an innovative and improved curriculum for imparting preschool education at the Anganwadi centres in Delhi. In June 2017, a curriculum for a quarter year was created with the help of Mobile Crèche, Pratham and faculty from Jamia Millia Islamia. The theme-based curriculum was piloted in order to assess its quality and feasibility. Initially, the Supervisors of WCD were provided an orientation to the initial three months of the new curriculum through practice classes. Later, based on the feedback from the practice classes, the curriculum for an academic year was developed.

The curriculum was designed by keeping in mind the holistic development of children. It has different activities that would enable children's cognitive, language, emotional, social, moral and physical development. It included not only the curriculum but the assessment in the form of a child's progress card, a book of rhymes and songs for effective working of the preschool component at the Anganwadi centres. It is a well-designed curriculum with broad topics such as, my family, birds-animals, fruits, season, environment, water, etc., and. For better understanding of the concepts, the curriculum had different activities for the same topic, such as, songs, rhymes, play-based activities, etc. For example, to introduce animals to children at Anganwadi centre, the Anganwadi worker is supposed to interact with children about their prior knowledge about animals by asking questions about animals they had seen, the difference between humans and animals, their appearances and so on. Later, on the same day or next day, Anganwadi worker could introduce games or rhyme of animals to children, for example, 'chuha daud billi aayi khel'. Thus, the curriculum introduces concepts to children in an engaging and playful manner without rote learning.

Anganwadi Support and Monitoring Committee (ASMC)

ASMC or Samiti is a major initiative taken by the Delhi government on the footprints of School Management Committee (SMC). As the name suggests, the purpose of the Samiti is to support and monitor the Anganwadi centres (AWCs). However, in contrast with what the name suggests, the agenda behind the formation of Samiti was to support the AWCs rather than only engage in monitoring. Mobile Crèche had introduced the idea of ASMC to the Delhi government. The reason behind the establishment of ASMC was that it was very challenging to monitor all the Anganwadis regularly given the large number of AWCs across the city. Hence, the government of Delhi decided to empower the citizens by decentralizing the mechanism in order to provide better services and improve the existing ones by introducing a mechanism of not just monitoring of the AWCs, but also of providing support to the AWWs.

The local community and the family of beneficiaries were mobilized to volunteer as committee members. The Government placed an advertisement in the city newspaper for the post of Samiti members who were educated homemakers, general public, educated youth for the voluntary positions. Composition of ASMC or Samiti is given below in the Table1:

Table 1: Composition of ASMC or Samiti

S. No.	Composition	No.	Role
1.	Graduate Woman from the community (a criterion which is relaxed where such a member is not available)	1	Chairperson
2.	Woman Beneficiary (pregnant woman/nursing mother)	2	Members
3.	Social Workers from the community/Community Teacher/Retired Govt. Official	2	Members
4.	Parent of beneficiary children	3	Members
5.	ASHA Worker	1	Member
6.	Sakhi under Sabla Programme (if any)	1	Invitee
7.	Kishori under KSY Programme	1	Invitee
8.	Representative of MLA	1	Member
9.	Anganwadi Worker	1	Convener

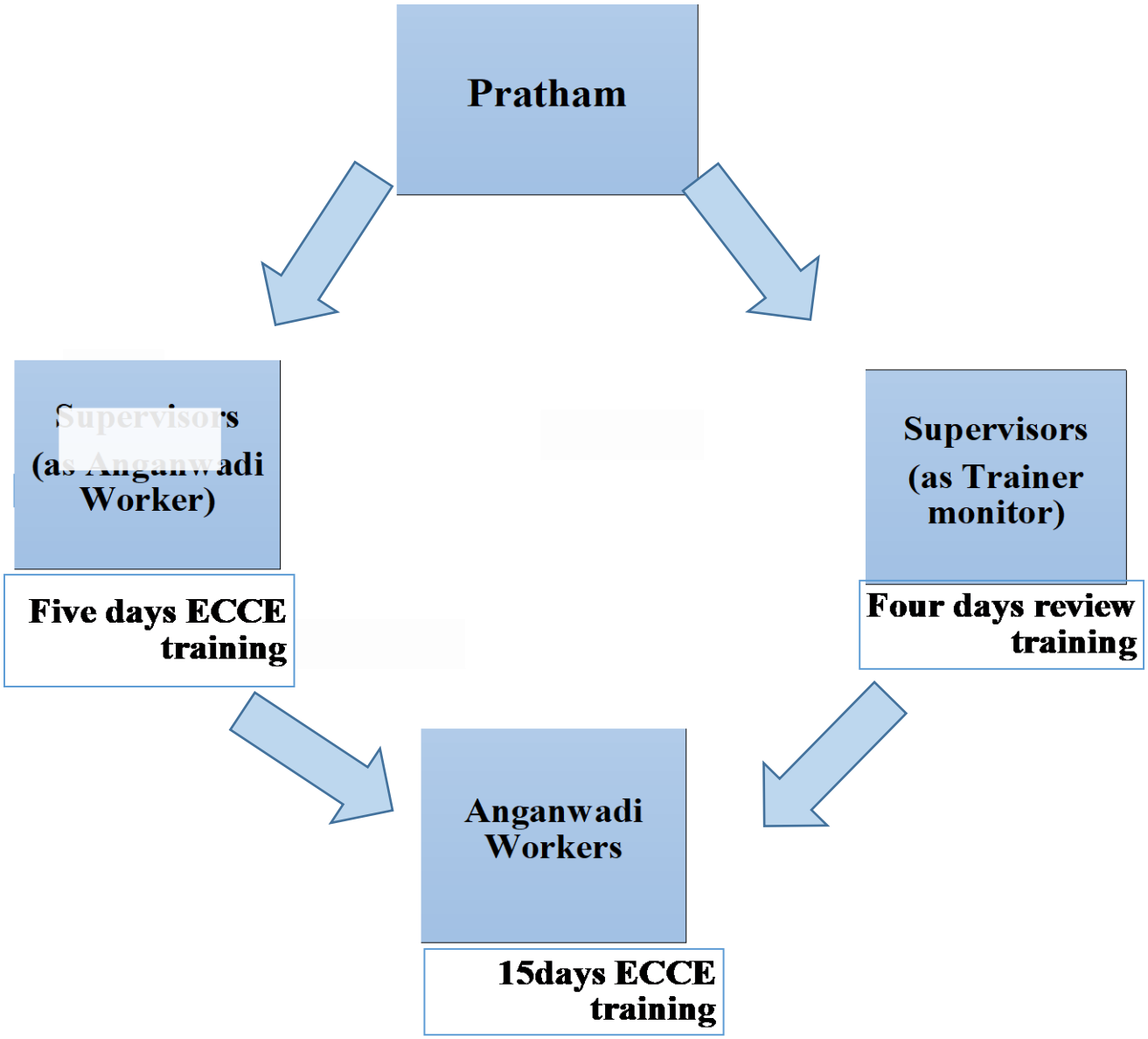
Trainings of Anganwadi Workers

On October 2017, Delhi Government implemented the training as a part of the job training module for Anganwadi Workers with Pratham NGO and focused only on the early childhood care and education (ECCE) part of the training. This module was planned for a period of five days. Initially, Pratham NGO trained eight cohorts (40 supervisors in a batch) to understand the curriculum and its implementation and after the success of previous cohorts, they

discussed with Mobile Creche and prepared a schedule for ECCE training for all the supervisors of 95 Delhi ICDS Projects. The training was of two types, first, they provided five days of training to supervisors, two-three experts from Pratham were always available at the time of the training and asked the supervisors to conduct fifteen days' continuous practice class at their Anganwadi centres according to the day-wise planner and conduct all the activities with the children at Anganwadi centres. Then, they provided four days' review training to supervisors as a Trainer Monitor, two supervisors of a particular project were expected to train their workers (at least 35 Anganwadi workers) for five days and train them for the effective execution of the curriculum by exposing them different ways for imparting effective preschool education component at Anganwadi centre. Pratham NGO provided five days training schedule to the supervisors for conducting the training.

The purpose of this module is to guide trainers to train Anganwadi Workers so that they are able to plan and conduct appropriate ECE activities for three to six year olds. It is designed to provide the Anganwadi Worker a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psychosocial development of children below the age of three years to help Anganwadi Workers counsel parents/caregivers on early stimulation.

Cascade Model



Anganwadi HUBs

Anganwadi Hubs are centres where three-four Anganwadis have been combined in high-density areas in communities to modify the small Anganwadi centres and convert some centres into a preschool where children can explore and learn together in a better environment. Hub is a big rented space where the environment provides the ambience of a preschool. They are also 'Model Centres' as they are considered as the ideal centres for other Anganwadi centres in Delhi.

Hubs serve as spacious vibrant ECCE centres where children can learn together in a child-friendly environment. These centres are made by keeping in mind the quality standards of an ECCE classroom. The rooms are spacious, ventilated and perfectly lit. Hubs have child-friendly furniture and toilets. Classrooms are decorated beautifully and creatively. The hubs

also have a display corner where the Anganwadi worker hangs/ pastes the work of all the children. They have various kinds of teaching learning materials (TLMs) such as, soft toys, balls, blocks, colours, puzzles, and so on. Unlike other Anganwadi centres, here, children of different age groups and children of four different Anganwadi centres pray together, eat together and play together. Anganwadi workers also support each other in conducting different activities at the hub centre. This cooperation facilitates to provide enriching activities and also give individual attention to the children in the preschool. In the pilot phase, 110 Anganwadi Hubs have been created comprising of 390 Anganwadi Centres across Delhi.

Supplementary Nutrition Programme (SNP):

Food is a major determinant of health, nutrition, and productivity of the population. The need for basic nutrition to sustain a healthy, fulfilling life is the right of every person. It is important to ensure the nutritive value of the food served at the AWCs. Food should be of good nutritive value to provide all nutrients required for normal and healthy body functioning. Lack of wholesomeness of food accounts for a considerable part of ill-health and morbidity in our country, especially among young children. The rapid survey of children's data by UNICEF in 2013 based on anthropometric assessment, reported that the prevalence of underweight, stunting and wasting in India to be 31.7%, 37.25, and 15% respectively.

The Supplementary Nutrition Program (SNP) of ICDS is one of the pivotal interventions addressing child malnutrition in India. One of the main objectives of ICDS is to reduce the incidence of mortality, malnutrition, morbidity by providing enriched nutritional quality food for young children and lactating mother. This objective is sought to be achieved through a package of services comprising supplementary nutrition and growth monitoring; immunization; health check-up; health referral services; and health and nutrition education to be provided at all Anganwadi Centres (AWCs).

An analysis of NFHS-4 (National Family Health Survey 4) and comparison with NFHS-3 data for children under five years indicates that Supplementary Nutrition Program has failed the children of Delhi.

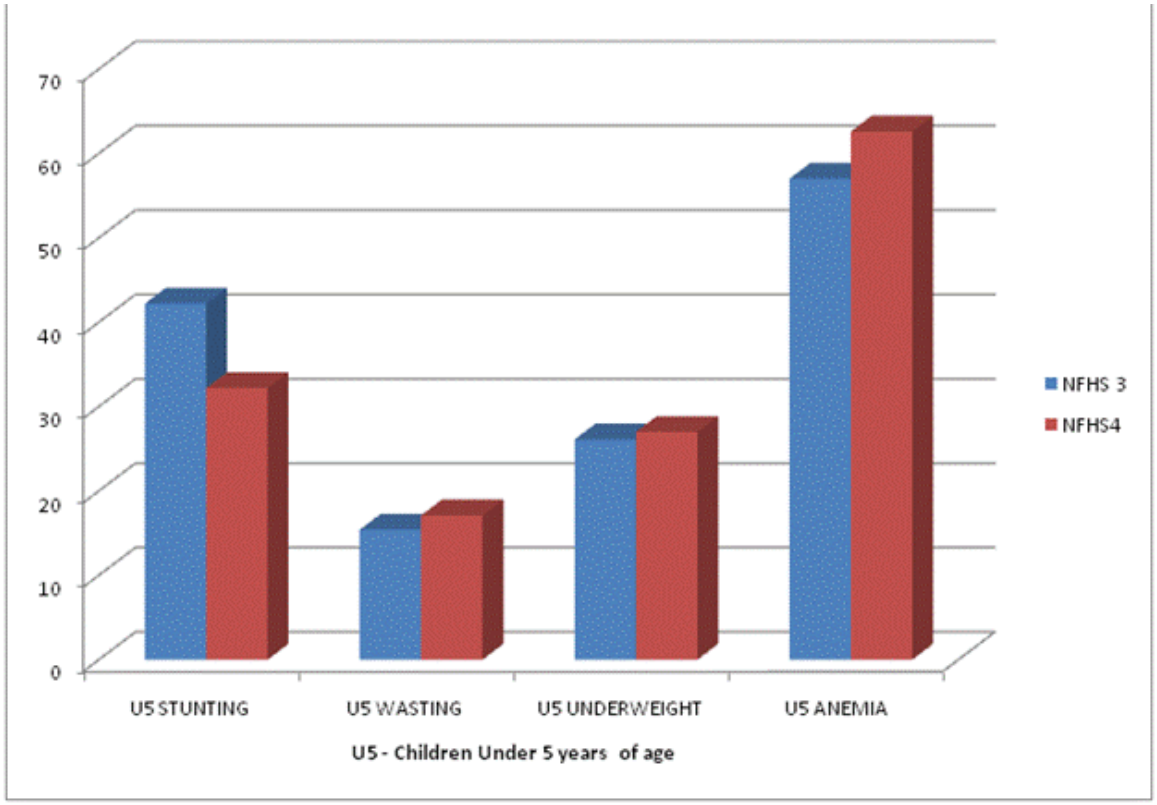
Table 2: National Family Health Survey

Key Indicators	**NFHS -4 (2015-16)**	**NFHS -3 (2005-06)**
Infant and Child Mortality Rates (per 1,000 live births)		
Infant mortality rate (IMR)	35	40
Under-Five Mortality Rate (U5MR)	47	47
Nutritional Status of children		
Children under 5 years who are	32.3	42.2

stunted (height-for-age) (%)	(Nat. Avg. 38.4)	(Nat. Avg. 48)
Children under 5 years who are wasted (weight-for-height) (%)	17.1 (Nat. Avg. 21)	15.4 (Nat. Avg. 19.8)
Children under 5 years who are underweight (weight-for-age) (%)	27.0 (Nat. Avg. 35.7)	26.1 (Nat. Avg. 42.5)
Anemia among children		
Children age 6-59 months who are anemic (<11.0 g/dl) (%)	62.6	57.0

Source: (National Family Health Survey 3, 2005-06)
(National Family Health Survey 4, 2015-16)

Figure1: Key indicators of nutrition status of children in Delhi
Source: (National Family Health Survey 3, 2005-06),
(National Family Health Survey 4, 2015-16)



The above table shows that in the past decade other than stunting (42.2% in NFHS-3 and 32.3 in NFHS-4) where there is 10% positive movement, on all other health indicators Delhi's children in the age group under five years have worsened. Percentage of wasted children has increased by almost 2 %, underweight children have increased by about 1% and there has been 5% increase in the prevalence of anaemic children.

As per the norms for administering supplementary nutrition for children, it is given either in the form of Hot Cooked Meals (HCM) or Take Home Ration (THR) for children in the age group of six months to six years. The supplements provide 500 kcal/day and 12-15 grams of protein/day. For severely malnourished children, the nutritional supplements provided 800 kcal/day and 20-25 grams' protein/day. Time is allocated for the distribution of snacks and cooked meals are provided at 10:30 am and 12:00 pm and the worker is expected to distribute food on time. As per the observations, in most of the Anganwadi centres, the worker does not distribute food on time. Moreover, they were not even aware of the timings of distribution.

The AWWs are expected to maintain the ten types of records as per norms, including Anganwadi Survey Register, Supplementary Nutrition and Pre-school Education Register, Immunization Register Services for Pregnant and Lactating Mothers registers, Mortality register and Daily diary. The Delhi Government has reformed a new six-day meal plan such as khichdi on Monday, daliya on Tuesday, etc. The Anganwadi centres also distribute Panjiri to the lactating mothers and to the young beneficiaries of age six months to three years. Each beneficiary gets one packet of panjiri every week. The distribution of Supplementary Nutrition is through the Self Help Groups (SHGs). The SHGs are a decentralized model for the supplementary feedings at the AWCs. The Delhi Government has also made reform in the inspection of kitchens, which deliver the meal to the Anganwadi centres. Now, the supervisor is expected to visit the kitchen every day and give feedback on the quality of the food. The ASMC members are also expected to visit the kitchen once a month. These initiatives are enabling the provision of better quality food and its timely access in the Anganwadi Centres now.

OBSERVING ANGANWADIS IN DELHI:

As indicated in the objectives of the report, we visited 39 Anganwadi Centres (AWCs) across Delhi. We observed 12 ICDS Projects in Delhi such as Timarpur project, Peeragarhi project, Rohini 1 project (Budh Vihar), Trilokpuri project, Bawana project, Gandhi Nagar project, Krishna Nagar project, Laxmi Nagar project, Seemapuri project, Ekta Vihar project, Burari project, Rohini 1 project (Vijay Vihar) (*Refer to Table 3*).

In order to conduct the study, we shortlisted six ICDS Delhi projects by using purposive sampling method. The reason behind the purposive sampling was to select projects where initiatives taken by Delhi government was active and working full-fledged. We conducted semi-structured interview with the Anganwadi workers, project supervisors, Child Development Project Officer (CDPO) and members of the Anganwadi Support and Monitoring Committee (ASMC or Samiti). We narrowed down our list of participants by selecting the members of the ASMC (such as social worker, chairperson, MLA Representative, etc.) as our target was to be acquainted with the experiences of all the position holders of ASMCs. We shortlisted CDPOs and Supervisors according to their year of experience on that post, we collected data from both who had the experience of more than five-seven years and with who are recently been promoted to the post of CDPO. *See*

Annexures 1 to 4 for the Interview Schedule of the AWWs, supervisors, CDPOs and samiti members respectively.

Table 3: Observation Areas

Areas Covered	Project Name	Total Number of Centres
Gandhi Nagar	Gandhi Nagar	1
Krishna Nagar	Krishna Nagar	2
Laxmi Nagar	Laxmi Nagar	2
Budh Vihar	Rohini 1	5
Seemapuri	Seemapuri	2
Shalimar Village	Ekta Vihar	5
Jain Colony	Bawana	4
Vinod Nagar	Trilokpuri	5
Sant Nagar	Burari	3
Vijay Vihar	Rohini 1	5
Wazirabad Gaon	Timarpur	1
Paschim Vihar	Peeragarhi	4
		Total: 39

Data analysis

The data from the interviews was analysed using qualitative methods. After the observations and interviews were transcribed, analysis was conducted in three levels. In the first level, initial codes were extracted from the transcripts. These were open codes. Then, these codes were combined and broader categories were generated. After examining these broader categories, themes were generated .

RESULTS:

This section will provide an overview of the results of the study.

Curriculum for Conducting Developmentally and Contextually Appropriate Activities

As we mentioned above in the initiatives taken by the Delhi Government, contemporary curriculum implementation was the major reform of the ICDS project. With our observation and informal conversation with the AWWs of 39 centres across Delhi, 30 AWWs had the

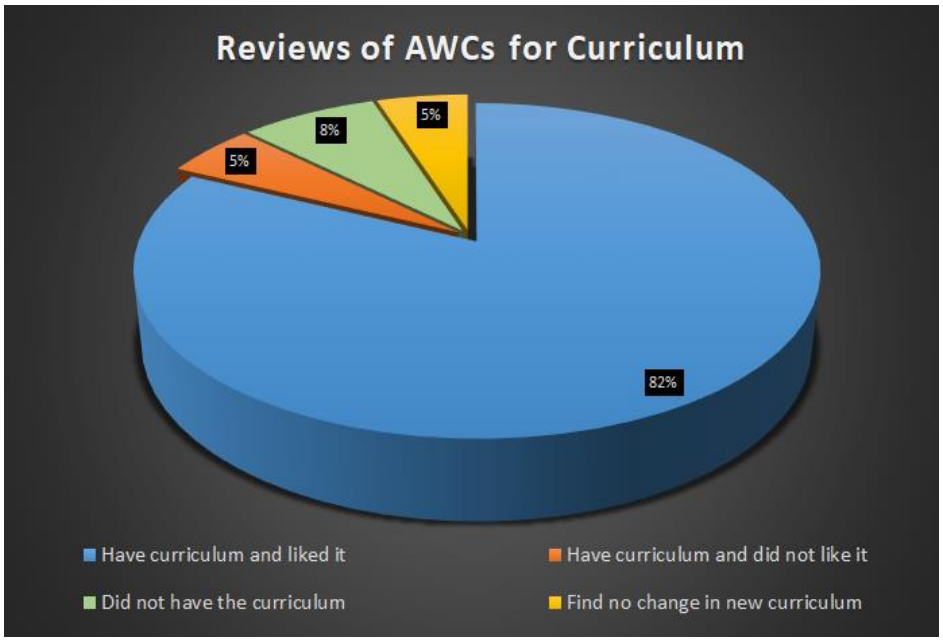
new curriculum with a complementary kit. Out of 30 centres, 90% of the workers mentioned that this curriculum was very effective and helpful for them as they had a pre-planned structure in their hands and this helped them in conducting activities of the preschool component smoothly at the Anganwadi centres (See Figure 2). They also said that this provided new and innovative ideas to Anganwadi workers for conducting different activities at the centre. According to an AWW of Rohini 1 project, "phele hum jese aate the, aa kar bas poem vagera karva dete the bachho ko to kabhi koi topic ho jata tha to kabhi koi, par ab curriculum hone se hum us according he karate hai" [earlier, we used to conduct activities randomly like poems, etc., but now we have a planned curriculum, we conduct activities accordingly.]

According to the interview with AWW of Timarpur project, she mentioned "hum use follow karte hai. Planner se scope bhot acha milta hai, hume sochna nhe padta, bas planner kholo or pure din ka schedule pata lag jata hai. Vese hum ghar se bhe thoda soch kar he aate hai ki kya krana hai aaj bachho ko" [usually we plan the schedule a day before, but this planner provides us a wide perspective. Now we have full day schedule in our hands and we do not have to worry now.]

Few of the AWWs mentioned that they had not received ECCE training but the supervisor had given them the new curriculum to them, so they did not know how to implement that curriculum effectively. According to one participant, "hume ECCE training nahi mili hai, or ye curriculum pakda diya hai, ab hume ise isteemal karna to aata he nhe to ye humare kis kam ka". [We have not received the ECCE training. They have given this curriculum to us. We do not know how to use it]. The major problem faced by the AWWs of different centres was that few of them had not received any ECCE training and few of them had not even received their job training, so they did not know how to comprehend the main objectives of curriculum. This is a typical limitation of trainings conducted in a cascade model—often referred to as the loss of knowledge.

Thus, it seems that overall, while the curriculum change was a useful measure, more needs to be done to ensure that the curriculum as it was conceptualised is transacted to the best interest of children for their learning and development. As indicated by some of the interviews, more trainings need to be conducted to ensure the same.

Figure 2: Reviews of AWCs for Curriculum



Source: Data analysis of the transcripts

Functioning of Anganwadi Support and Monitoring Committee (ASMC)

ASMC or Samiti is a major initiative taken by Delhi government on the footprints of School Management Committee (SMC). As the name suggests, it is for the support and monitoring of the Anganwadis. The main objective of ASMC is to support rather than to monitor the AWCs. There are approximately 1040 ASMCs formed across Delhi. Out of these, around 500 groups were provided with training about the importance of ECCE and about their role as a supporter in the Anganwadis. Mobile Creches trained the members of ASMC in a cascade model. Mobile Creches first conducted sessions with the trainee and shared the objective with the trainee and then those trained trainees trained the ASMC's members.

The crucial step that government took was to ensure that the AWWs understood the concept of experiential and environmental learning. They introduced the concept of 'Agendas'. The bureaucrats, who were working on this project, created the Agendas once or twice a month and circulated it to the all chairpersons of different Anganwadis and asked them to perform certain agendas of the day on the particular date. Agendas such as, hand painting, tree plantation, importance of cleanliness, storytelling, etc. was addressed through these. So, on that particular day, the Samiti members were also expected to participate in the agendas and support the Anganwadi workers in conducting the activities smoothly. On 22nd of every month, the Anganwadi celebrates the ECCE DAY at their centres and ASMC members also participate in those meetings and at least once in a month it is mandatory to have a meeting of all the Samiti members with the Anganwadi worker and helper to address the problems faced by her and together they try to rectify it (see annexure 7).

According to an AWW, "Samiti ki vajah se ab mein aasani se community ke sath baat-cheet kar paati hun. Pehle community or hamre bech me ek gap tha jo ki ab samiti ke aane se bhar

gaya hai". [because of Samiti, now I can easily communicate with the community. Earlier there was a gap between us and the members of community, but the Samiti has minimised that gap]. While interviewing, one of the Samiti member (chairperson of the Samiti), mentioned, "main hamesha se society ke liye kaam karna chahti thi, kabhi esa mauka nahi mila, lekin dilli sarkaar ke ASMC laane ki vajah se mujhe ye mauka mila ki mein apni community ke liye kaam kar paaun. Yeh kaam mujhe satisfaction aur khushi deta hai" [I always wanted to work for the society, never got any opportunity to do so, but by the initiative of ASMC by Delhi Government, I received the opportunity to work for my community and it gives me happiness and satisfaction].

The major drawback of the ASMC was that it was a voluntary position. Members were expecting to get something in return but after knowing that was a voluntary position, many members boycotted the ASMC. This was the major challenge that ASMC is facing. According to our interview with one chairperson of the ASMC, she mentioned, '

> humaare iss community me jayada tar gareeb log hi rahte hai, aur jab unhe pehle pata laga sarkar ka kaam hai toh sabne socha paisa milega aur bahot saare logo ne apne naam likhwa diye par jese hi pata laga ki kuch nahi milega yeh ek tareeke ki community service hai toh sab chor kar chale gye, pehle mere paas do social worker the, ab bas hi reh gayi hai.' [mostly people living in our community are poor and when they got to know that this work is assigned by the government, everybody assumed that they will definitely receive something in return so many people registered themselves but as soon as they got the information that this is a community service, everybody left the post. I had two social workers earlier and now I have only one].

According to our observation and in-depth interviews, it came to the light that there was a hierarchy between the ASMC and that hierarchy played an important role in conducting meetings at the centre and in resolving problems. The table1 shows the composition of the ASMC, clearly mentions that chairperson is the highest in rank of ASMC. According to one participant, 'humaari toh sunni hi nahi jaati yaha par bas jesa jesa chairperson kehti hai humaari hum bilkul wesa kar dete hai ab hume kya pta kya sahi aur kya galat.' [We do not have any say here, as our chairperson tells us, the exact way we implement it. As she knows better than us, we do not know what is right and what is wrong here].
This indicated that chairperson had the authority and she exercised her authority in the Samiti for conducting any meetings and performing efficiently.

There was also a problem of coordination amongst the members of Samiti. There are total 12 members in the Samiti not all of them are active on social media such as, WhatsApp and all the conversation and important messages are circulated through the medium of WhatsApp. This sometimes created a huge communication gap amongst the members. During our visit, during an ECCE day at an AWC, the social worker was not present. When we asked the AWW, she told us that the social worker does not have a smart phone and all the communication was through the medium of WhatsApp, So the samiti members could not coordinate with her.

Thus, while the Samiti seems like a welcome change from the previous system of monitoring—especially in providing a mentoring mechanism to the Anganwadi worker and other stakeholders of the community, more mechanisms need to be built into it for functional purposes. This could be enabled by creating more awareness in the community regarding the significance of this body so that there is more ownership of the same.

Trainings of Anganwadi Workers

In October 2017, Delhi Government started ECCE training of supervisors with Pratham NGO in cascade model. This module was planned for a period of 5 days. Members of the Pratham organization trained the supervisors of ICDS projects and expected them to train the AWWs, but this cascade model created a loophole in the effective training of AWWs. Through the intensive interview with the Pratham's training coordinators, they shared that Anganwadi Supervisors/Workers had knowledge of developmentally appropriate practices for young children but they did not know how to execute it at the grass roots level. So, this training enabled them to overcome this barrier and work effectively (see annexure 6).

During the training, they provided a complementary kit to the supervisors with beads, match sticks, straws, battle caps, etc. in it. They provided trainings to use these materials for the cognitive development of young children. They also guided them to make best use of their surrounding materials for the teaching and learning. According to a supervisor, "ECCE training humare liye bohot useful thi kyuki hume jo pehle training mili thi woh 7-8 saal pehle mili thi toh ab yeh training humare liye bohot beneficial rahi hai aur humne bohot kuch seekha hai" [ECCE training was very useful for us, we received training 7-8 year ago so, this training is very beneficial for us and we have learnt so much from the training].

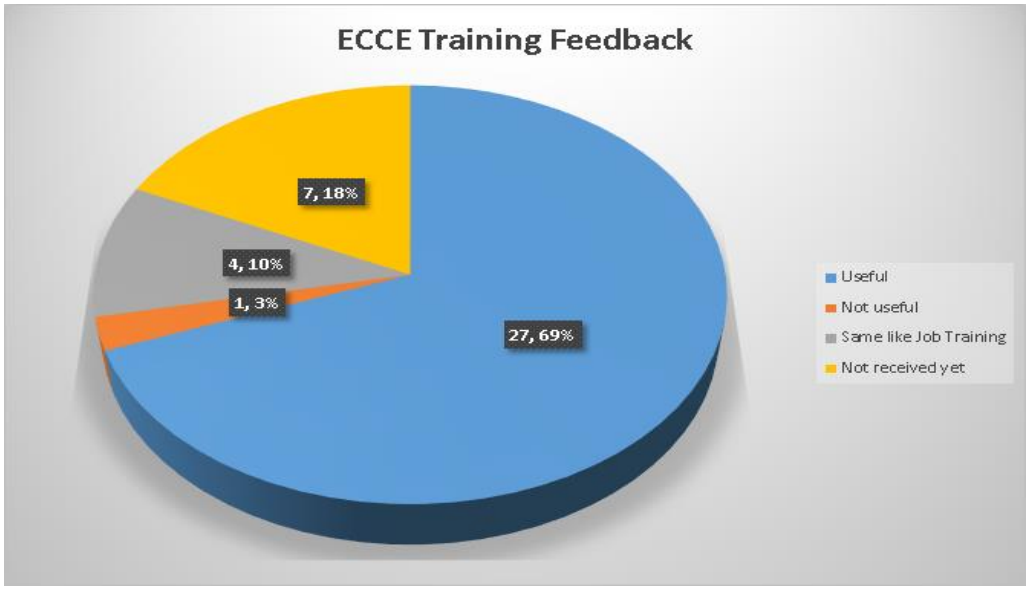
Out of 9 ICDS projects, none of the supervisor had trained all the AWWs for ECCE training, only some AWWs (approximately only 40% according to our interviews with AWWs) of them had received the ECCE training and others just received a photocopy of curriculum without any ECCE training. As a result of our interviews, we found that 15% AWWs did not find the ECCE training given to them by their supervisors very useful. According to an AWW, "ECCE training mein bhe bachho ke paanch vikas ke bare mein bataya jesa hume job training mein btaya tha or preschool kese lena hai ye bhe btaya tha, to mujhe ECCE training mein bhe vahi sikhaya jo job training me sekh chuki thi". [In the training, they taught us about the five developmental areas of children, in the job training also we were taught about these developments and how to conduct a preschool. I learnt same things in ECCE training as well as in job training].

Another major issue of this Cascade model was that if AWW did not have a good relationship with the supervisor then she would either be neglected in the ECCE training or might not receive the training. Through the informal conversation with an AWW, she raised this issue of abandonment and was trying to file a complaint against the supervisor to the CDPO or MLA of the area.

Currently Supervisors of 59 projects are training their Anganwadi workers through 'Cascade model': first, Pratham NGO trained supervisors and then supervisors trained Anganwadi workers of her assigned project. Pratham also introduced the monitoring format to the supervisors, so that they knew how to monitor their Anganwadi Workers performance.

Supervisors who had one or two projects that covered huge areas had just received one teaching and learning material kit during her training to train the AWWs of her area (approximately 20-30 AWWs). This was problematic for the supervisor to arrange the material for the training of the AW Workers. According to one supervisor, "kit mili thi, par bas ek he mili thi or vo dusri supervisor aaye thi training k time unhone le li, or ab humare pas ek bhe kit nahi hai. Ab jo workers ki training kraenge tab dekhte hai kaha se laenge kits unke liye" [We have received one kit per supervisor and during the time of training some other supervisor took our kit, now we do not have any kit with us. Now we have no idea from where we will arrange the kit for the training of our workers]. Also, another considerable issue was the coordination between the two supervisors who had to provide ECCE training to the AWWs together, if a supervisor was not available or was on leave, this might create hindrance in the process of training.

Figure 3: ECCE Training feedback



Source: Data analysis of transcripts

The above figure shows the feedback of the 39 AWWs on the ECCE training. According to the data, 27 AWWs found the ECCE training useful and four our AWWs found the ECCE training same like the Job training. Out of total, seven AWWs have not even received the ECCE training and only one AWW found it useless. While trainings, especially by more experienced mentors can go a long way in improving the overall quality of curriculum transaction, the implementation also needs more careful monitoring. With recurrent trainings, the needs of those of who have not received it might be minimised.

Anganwadi Hubs

As mentioned in the initiatives by Delhi government above, Anganwadi Hub is a great initiative by the government for providing preschool education component of ICDS. The advantage of these Hubs was that here, children of different age groups and children of four different Anganwadi centres pray together, eat together and play together. Anganwadi workers also supported each other in conducting different activities at the hub centre. This makes their work collaborative and allowed them to put their best foot forward. By combining the resources of participating Anganwadis, renting of a bigger area with open space for free play and multiple rooms for age wise segregation of children, had become possible. Another benefit of Hub centres was synergies that were created by combining the efforts of multiple Workers and Helpers who worked together as a team and divided the work efficiently. By this collaboration, children were able to receive a better environment in terms of infrastructure, playing and learning materials, enhanced peer group and this also gives them the feel of a private preschool. (see annexure 5)

In the pilot phase, 110 Anganwadi Hubs were created comprising 390 Anganwadis centres across Delhi. For some children, it was not useful because now children did not have the easily accessible AWCs. They had to make an effort to reach the Hub which few months back was next to their house. According to a beneficiary's parent, “phele to itna aasan tha bachhe ko pass hi chod dia karte the, par ab chaar block chod kar jaan padta hai, main kam par jaati hu to phle to vo apne aap he anganwadi chala jaya karta tha, par ab mujhe ya uske papa ko kam chod kar use chodne jana padta hai”. [It was easy earlier as we used to drop children nearby only but now we have to drop them four blocks away, I am working so initially he used to go to anganwadi on his own but now either his father or me leaves our work and then drop him at the centre.]

According to our research, the drawback of the hub centres was that they were far from the community because finding a bigger space in the communities of Delhi is a major challenge. Some Hubs were established at the outskirts of the community that made access difficult for children who were coming from the other side of the community and had to sometimes cross the road to reach the hub centre. The Anganwadi helper also faced problem in taking children from their houses. She has to go in the community several times to pick up the children and crossing the road with more than three children together was a major challenge for her. According to an AW helper of a Hub Centre, “mujhe ab chaar se paanch bar community mein bachho ko lane k lie jana padta hai, pura din ese he nikal jata hai or mein ek sath jayda bachho ko bhe nhe laa sakte kyuki road cross karna hota hai”. [I need to go to the community at least four to five times in a day, I spend my whole day like this only, I cannot take more children together as I have to cross the road to come to the centre.]

While, the Hubs were functioning well as preschool centres and the AWWs were able to work collaboratively in conducting activities with children, there were some challenges. One of the major challenges was the distance of the Hubs from the homes of the children. If a plan

could be worked out for the transportation of the children, more children and families would be able to access these services with ease.

Supplementary Nutrition Programme (SNP)

As per our observations and interviews, we found that in 69% out of 39 AWCs we visited, the quality of nutritional food was substandard. The major issues faced in food quality were that many times the snacks were under-cooked and there were no vegetables and peanuts in the hot meal served at the centre. The Anganwadi workers face the major challenge in improving the food quality and encouraging children to eat the similar food every day because when the khichdi, Dalia are cooked in bulk and the manner in which they were cooked, they tasted quite similar, which made the children uninterested to eat the food at the centre. In centres of Gandhi Nagar project, most of the parents did not allow their children to have food served at AWC. They strictly instructed the AWW to not to serve such substandard quality food to their children and they got their lunch boxes with them. According to a beneficiary's parent, “isse acha khana to hum apne Ghar me banate hai, to Ganda khana kyu khilae apne bachhe ko, isilie hum yaha ka khana nhe khane dete” [We cook better food at our home, so why should we let our children eat the bad food at the centre when we can cook better food at home.]

Some parents also complained about the irresponsible attitude of the AW worker and her biases among children while distributing food. According to a beneficiary's parent, “worker apni marzi se khana deti hai, mere bachhe ko hamesha sabse kam khana deti hai, or Kuch Bacho ko bhar bhar bartaan deti hai' [worker give food according to her wish, my child receives less amount of food but few children receive food in abundance]. This statement clearly illustrates the biased behaviour of AW worker which indicates that her responsiveness could affect the daily nutritional needs of the child who is already lacking in it. (see annexure 9)

There were only a few centres where the Self Help Groups (SHGs) were functioning effectively and provided good quality food to the Anganwadi Centres. These centres were mainly in areas like Vinod Nagar, Krishna Nagar and Gandhi Nagar. According to an AW worker, “us taraf ke area Manish Sisodia ji ke ghar k pass hai isliye vaha khaana acha milta hai, humare yaha koe nahi aata isliye na khaana acha milta” [the areas at the other side are near the house of Mr. Manish Sisodia, so the food served in that area is comparatively better than ours.] Her statement shows howfood politics plays out even in serving the very young children in our communities who need quality nutritition the most.

By the approval of the Union Cabinet, there was an increase in cost norms for supplementary nutrition provided in the Anganwadi centre. According to the new norm to which per day cost per beneficiary was increased to₹ 8 from ₹6 for children between six months to three years. For pregnant women and lactating mothers, the revised cost was 9.5 from ₹7. The severely malnourished children got supplementary nutrition worth Rupees 12.5 from Rupees 9, as per the new guidelines. As per the NITI AAYOG report, the Infant Mortality Rate has gone down

20 in 2014 to 18 in 2016, this indicated the improvement by the reforms of Delhi Government as AWWs pay more attention on the health and nutritional needs of the pregnant women.

Through our in-depth interviews and observations, we found that the knowledge of some Anganwadi workers regarding the revised norms for calorie, protein and the revised norms of rupees allocated for nutrition for each beneficiary was inadequate.

Figure 4: Food quality in AWCs

The above figure shows quality of food in AWCs located across Delhi. According to the data analysis, 69% AWCs have poor quality food delivered in their centres and about 15% AWCs found moderate quality food delivered in their centres. Only 16% centres found good quality food delivered in their centres.

CONCLUSION

Early childhood is a significant stage which lays the foundation for life-long learning and overall development of the child. The government of Delhi has taken many initiatives in the ICDS programme. The goal of the Government of Delhi reforms is to provide holistic development to every child in Delhi This study was conducted to observe and analyze the changes at the grassroots level. For data collection, the study used tools like interview schedules, observation and collecting artifacts. This study concludes that the initiatives taken by the government of Delhi have positive impacts on the functioning of the ICDS services in the AWCs. The ECCE training conducted by the Pratham has found to be useful for the AWWs in conducting appropriate ECE activities for three to six-year-olds. This training process is still going on to cover all the AWWs across Delhi. Introduction of the contemporary and improved curriculum has been proven to be very effective and helpful for the AWWs. It provides new and innovative ideas to them for conducting preschool activities. The concept of formation of ASCM or Samiti has proved to be useful in the effective

functioning of AWCs. The Samiti seems like a welcome change from the previous system of monitoring—especially in providing a mentoring mechanism to the Anganwadi worker and other stakeholders of the community. Anganwadi hubs are found to be functioning well as preschool centres and the AWWs were able to work collaboratively in conducting activities with children. The government has taken certain initiatives in SNP also, which shows improvement in the quality of food in AWCs and still needs more consideration from the government.

CHALLENGES:

We faced major problems in the coordination with the assigned person and finding the Anganwadi centres.

Sometimes, we also had to wait for worker/ helper to get free and talk to us.

- Another challenge was to have an informal conversation with the worker/helper because they always assumed that we are from higher authority and they did not open up with us easily.
- It was challenging for us to meet the CDPOs and supervisors because of their hectic schedule.

RECOMMENDATIONS:

The following section provides some recommendations in the implementation of the new curricular and other reforms in the Anganwadi Centres in Delhi:

- According to our in-depth research, we came to a conclusion that the food menu at Anganwadi centres was monotonous. After interviewing many parents and Anganwadi Workers, the data that provided a clear picture that both parents and Anganwadi workers were not satisfied with the food menu and were complaining about the same. Therefore, we recommend a change the food menu to provide variety in the food without compromising the nutritional requirements of children.

  As per our observations and interviews, we noticed that the food quality served at most of the Anganwadi Centres was substandard. Vegetables and milk products are rich source of protein, mineral and fiber and they both were missing from the food served at Anganwadi Centres. So, there is a need to improve the quality of the food and include all food groups as recommended by Indian Council of Medical Research (ICMR).

- The budget allocated for renting an Anganwadi Centre is approximately between ₹4000-5000 and that is minimal to find an appropriate room as recommended by WCD (Room size min 225 sq feet (equal of 15 ft X 15 ft). Efforts should be made to enable use of a suitable space for Anganwadi that is appropriate for conducting ECCE activities.

- The Anganwadi Workers should receive Teaching and Learning Material at least once a year, so that they can use these materials effectively and productively without worrying to save it for the future purposes.

- More work should be done with the communities so that the ASMCs take ownership and responsibilities as their roles as members of Samiti.

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Annexures

Annexure: 1

Interview Protocol for AWW

Anganwadi centre number: Year of establishment: Name of the project: Area: District: Timings of AWC: Total population covered by the AWC:

1. What is your name?
2. What is your educational qualification?
3. When did you receive your job training? Please describe.
4. Have you received ECCE training? What components were included in your training?
5. Did you receive teaching/learning material kit during your ECCE training?
6. What is the best way to teach a child during the early childhood years?
7. What are the main objectives of ICDS programme?
8. What does your daily schedule include?
9. Do you know about the curriculum given by the Delhi government? If yes, do you follow it and find it useful?
10. What is the weekly meal plan?
11. Do you think the quality of food has been improved over the time? If no, who is responsible for it?
12. How often do you get the packets of panjiri?
13. If you are given an AWC with no food coming what would you do?
14. Do you have ASMC or samiti in your AWC? What does it mean to have an active samiti?
15. How often do samiti members visit AWC?
16. Are you aware of agendas shared by samiti members or supervisors?
17. What agendas have you conducted in your AWC?
18. Are you satisfied with the salary hike? What does it mean to you?
19. What are you supposed to do when you come across MAM/SAM child? Do you follow the procedure?
20. What motivates you to do your role sincerely and effectively? Why is this role attractive for you?

Annexure: 2

Interview Protocol for Supervisors (old and promoted)

Name of the Supervisor:
Educational qualification?
Years of experience as a Supervisor?
Trainings in previous post: Training after becoming a Supervisor:
Project name:
Total numbers of AWCs under her supervision:

1. What components were included in your training?
2. What is your daily schedule?
3. ECCE training been given to AWW and supervisors by the Delhi government? What could you tell me about it?
4. Can you tell me about the new curriculum/planner given to AWW by Delhi government? How do you think it is helpful for children and AWWs?
5. Are you aware about the different ASMC agendas given to AWW or supervisors for conducting different activities and meetings in the centre? What do you know about it?
6. Have you seen any changes or improvements after the establishment of ASMC?
7. How many times in a month do you visit the AWCs?
8. Are you satisfied with the food served in your area?
9. If 'no', who's responsible for the quality of food and how can it be improved?
10. Do you visit the kitchen? If yes- how many times in a month?

Annexure: 3

Interview protocol for CDPOs

1. Name of the CDPO:
2. Educational qualification:
3. Years of experience:
4. Trainings in previous post:
5. Training after becoming a CDPO:
6. Project name/ district:
7. Do you participate in the ASMC'S meetings?
8. Have you seen any changes or improvements after the establishment of ASMC?
9. Can you tell me about the new curriculum/planner given to AWW by the Delhi government? How do you think is it useful for children and AWWs?
10. How often do you visit the AWC's?
11. How many times should a CDPO attend the meetings and go for visits?
12. How often do you conduct the meetings with supervisor and AWW's?

Annexure: 4

Interview protocol for Samiti Members

1. What is the importance of education?
2. Describe your experiences with the Anganwadi centre?
3. What are the facilities at the AWC that you like? Do you think it has a crucial role to play in the learning process of children? How?
4. What aspects of the AWC you think need improvement?
5. Are you satisfied with the food served at AWC?
6. Do you visit the kitchen? If yes, how many times?
7. If you are given AWC with no meals coming what would you do?
8. Do you visit the AWC? If yes, what do you do when you visit?
9. Do you attend the ASMC meeting held at the AWC? What is your role in it?
10. Have you seen the new curriculum and teaching materials at the AWC?
11. What changes have you seen after the establishment of ASMC?
12. Why would you like you take on this post given its voluntary? Why is this role attractive for you?

Annexure:5

Annexure:6

Annexure:7

E.C.C.E. DAY
(EARLY CHILD CARE EDUCATION)
ICDS
Rohini-1
Kids Activities

Annexure:8

आंगनवाड़ी
पूर्व प्राथमिक शिक्षा
तिमाही संदर्शिका
समेकित बाल विकास परियोजना, महिला एवम् बाल विकास विभाग, दिल्ली
2017-2018

Annexure:9

Field Report on The Core Academic Unit

Delhi Government Project

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Introduction

This report focuses on the Core Academic Unit (CAU) formed by the Government of NCT of Delhi (GNCTD) to work on the design of different aspects of school education including, curriculum, learning outcomes, textbooks and assessments. The report is organised in three parts. The first part starts with an introduction to the CAU: its vision, context and composition. The second part presents the work of the Unit on assessments. This chapter describes assessment as mentioned in NCF 2005 then goes on to the current scenario of assessment in schools and the challenges faced by the teachers in conducting the school based assessment in Delhi Government schools. Some of the initiatives taken by the CAU are discussed at the end of the chapter. The third part discusses the initiatives of the CAU on school curriculum as to what comprises of curriculum and the idea differentiated curriculum for the different streams in Delhi Government schools (Mission *Buniyaad*). The chapter ends with the steps taken by CAU in shaping certain components of the curriculum. Finally, the report discusses the experience of the authors and certain suggestions.

The purpose of this study was to understand the functioning of Delhi Government in the field of education and to document the Core Academic Unit which has been mainly developed to carry out the tasks related to assessment, curriculum, and pedagogy. This documentation has been carried out within a time frame of two-and-a-half months from 16 May to 25 July 2018. The given focus of the project from which this report emanates was on assessment. However, to give a holistic picture the curriculum related initiatives were also included.

The documentation was carried out through observation, interviews and informal conversation with the members (a sub-set of Delhi Government school teachers (total 32)) of the Unit. The observations were carried out between 10 am to 3 pm in the Unit on the working days. An interview protocol was developed for conducting semi-structured interviews with 12 members of the Unit. These 12 members were selected based on their availability. The informal conversations with the members mainly revolved around their experiences in school and how being in the unit was different from being in the school.

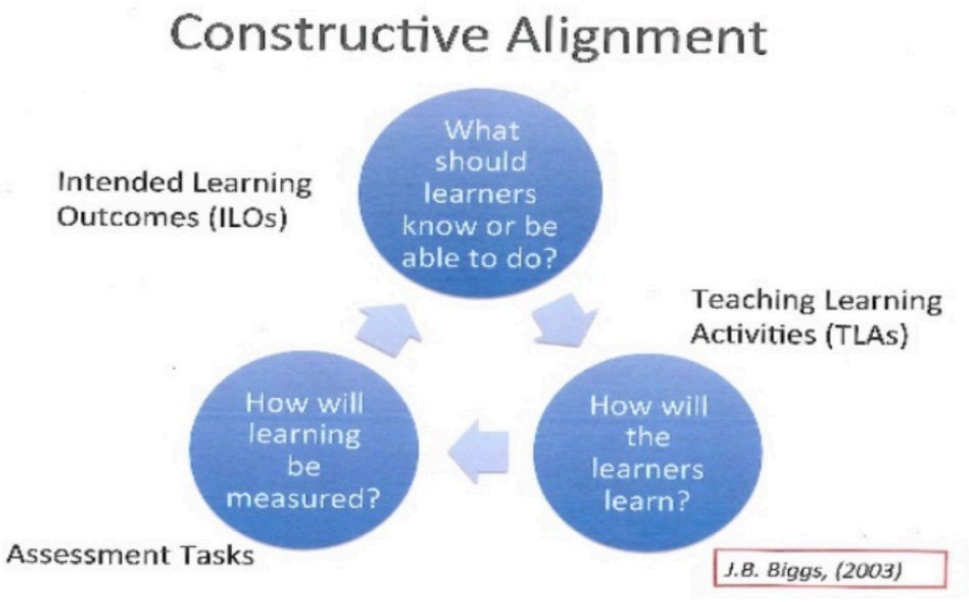
Part I

Introduction to the CAU

1.1. Vision

The Unit envisions bridging the gap between the policy and practice, and between what should be and what (and how) is delivered to the school children in the government schools. Shaping the assessment processes is a crucial step towards improving the learning of students. In order to do so, synchronisation between teaching and assessment is required. The CAU therefore aims to align these two important aspects of classroom learning. Analysed theoretically, this approach can be seen as a model of Briggs (2003) Constructivist Alignment Theory (see Box 1).

Box 1: Constructivist Alignment Theory



Biggs, J. (2003). Aligning teaching and assessment to curriculum objectives, *Imaginative Curriculum Project*, LTSN Generic Centre. (Image source: http://livelovelearn.education/KnowledgeBase/2017/08/18/constructive-alignment/)

1.2. Context

Quality of education is difficult to define. However, it is agreed in the education discourse that one of the major issues in quality assurance in the Indian context is the nature of assessments. Having acknowledged this issue, the GNCTD identified the need to address it by developing a mechanism to review and bring about quality reforms in the existing assessment system in the Delhi Government schools. CAU was set up by the

GNCTD in the Directorate of Education, Delhi, as a formal mechanism to work on this on 9th April 2018. Since the assessment processes are inherently linked to curriculum and pedagogy, the work of the CAU encompasses these three aspects. Thus, the name CAU represents this holistic imagination of education. The Officer on Special Duty of the CAU said:,

> The seed for the assessment unit has been planted by the government in order to revise the assessment process. Question papers were collected from the field and some eminent educators were consulted to analyse the quality of question papers. The analysis suggested that question papers promoted rote learning in students. So, a need was felt to revamp the present assessment system and introduce certain changes in them. The Directorate of Education was hence approached to develop a "Core Academic Unit". The CAU is developed with a focus on "3 way cycle". This includes: Curriculum development, teaching learning process and assessment.

The present day CAU took its shape when the previous assessment Unit was revamped within the 6 months of its establishment. While the previous Unit focused just on the assessment, CAU focuses on all three aspects. CAU comprises of 32 teachers who specialize in various subjects whereas the previous unit comprised of just the mentor teachers.

By name, it was earlier called 'Assessment Unit' which had an aim to assess the outcomes of the teaching-learning process. Now it is called as CAU to deal with the 'academic' in a holistic manner. Now the core team is supposed to collect innovative ideas and transform these in implementable form.

At the time of writing this report, the members of the CAU informed that at present the Unit is working mainly on the examination questions design but would be soon interacting with the SCERT to discuss about other assessment tools. Up till now, the CAU has done syllabus review and support material review and modifying these. For instance, 'gist' and 'mind mapping' sections are being added to the support material based on the review. The Directorate of Education had developed *Pragati* books that are

used as the basis for question paper design. Also at present CAU is working on giving the objectives and learning outcomes specific to a chapter.

The main focus of CAU has been to develop good quality material, which would then be sent to a wider community of practitioners and experts for feedback. The Unit doesn't have statutory powers to change the entire assessment system. Thus, the work of CAU will be vetted through due processes by the appropriate authorities.

1.3. Composition and Routine

The Unit comprises of 32 government school teachers of different subjects, and one OSD who guides and supervises the work of the teachers. There are 4-5 teachers for each subject for classes VI-VIII and three teachers for the primary department. The vacancy for the Unit was open for all the government school teachers and the selection was done through an interface or face-to-face interaction with the applicants. The morning at the Unit starts with a silent prayer of a minute and then all the members get together for discussion on the task of the day. The discussion often brings out the difference in the opinions of the teachers of different subjects, sometimes even in same subjects. Such differences often led to disagreements and conflicts, which were then resolved by researching on the topic with an attempt to arrive at a consensus. The discussions, disagreements and resolving them suggest how every task is well thought of at CAU. Regular discussion in groups of each subject gives teachers an advantage to share ideas and build knowledge, which helps them in carrying out the given tasks with much more deliberation and consultation.

Part II

Reforming Assessment

2.1. Problem of the Current Evaluation System

The CAU, as said earlier in the report, focuses on assessment reforms in Delhi Government schools. Through the interviews, the problem in the assessment system as identified by the CAU was documented. The academic learning of the students is assessed through written and oral modes. The written assessment is carried out in the form of unit tests, which are carried weekly. Two summative assessments take place once in September and then in March (towards the end). Since the academic learning is mainly assessed through the written exams and tests, this leaves very little scope for the teachers to assess all the skills and faculties of the student. Moreover, the exams are often related with stress, anxiety and pressure to group all that is important for the exam. This practice not only affects the learning of the student but also focuses just on rote memorization. The practice of conducting assessment through just exams also restricts the teachers' creativity.

2.2. Concept of Reform in Assessment

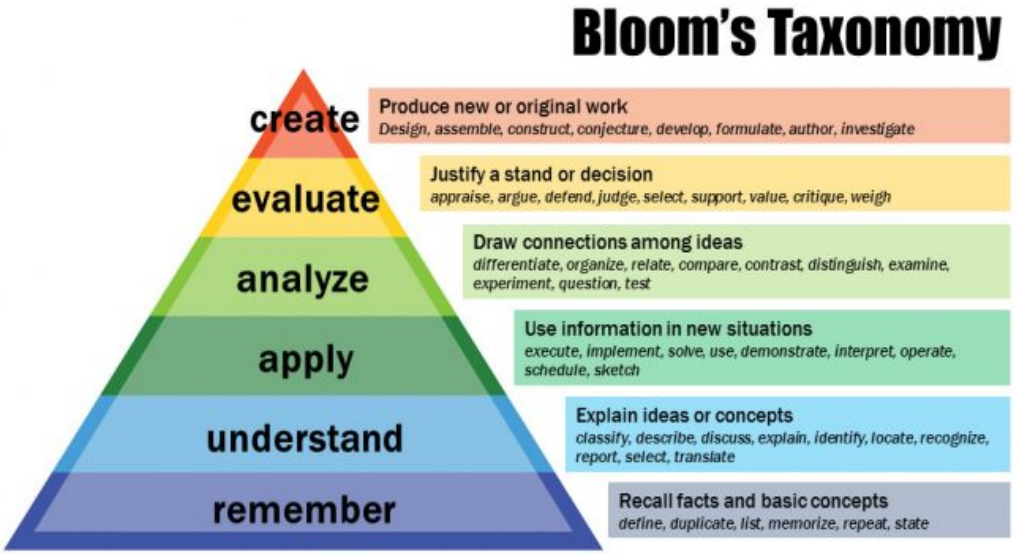
To minimize the culture of rote memorization, the CAU plans to design question papers which do not limit the questions to just memory based answers but help students think critically and creatively. The questions are designed keeping the *Bloom's Taxonomy* (see Box 1) in mind where application and analyses based questions are being added in the question papers in order to do away with rote memorization.

The Unit also seeks to contextualize the questions so that the student does not feel alienated while attempting the paper. Apart from designing the question papers for assessment; the unit plans to design some assessment tools for the same. Since CAU is at its forming stage, the work for designing of tools has not been started yet.

Each of the members of CAU have had at least 10 years of teaching in the government schools which enables them to understand the practical challenges and struggles of the teachers in the schools. So the focus of their work remains not just on the children but also the teachers. They aim towards designing certain guidelines which possibly reduce

the burden of the teachers. To help the teachers present both implicit and explicit knowledge present in the textbooks, the CAU has made an attempt to design learning outcomes for each chapter from classes VI – VIII. The main intention behind designing of learning outcomes is to help the teachers widen their scope while teaching and picking up some peculiar themes from the text while assessing students.

Box 1: Cognitive Domain of Bloom's Taxonomy



Source: https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

2.3. Assessment Related Functions of the CAU

There are seven core functions of the CAU that focus entirely on assessments:

2.3.1. Test Design and Development

The Unit undertakes all tasks leading to the development of high-quality question papers for assessments. The key activities include (a) defining an assessment framework, (b) developing test blueprints, (c) developing, piloting and finalising questions, (d) assembling question papers, (e) translation of question papers and linguistic quality assurance and (f) development of scoring rubrics and guidelines.

2.3.2. Administration and Data Collection

The Unit is responsible for designing the test administration and data collection processes, developing protocols and guidelines, and training field investigators to

ensure that the test is administered fairly, and reliable data is collected and available to all stakeholders.

2.3.3. Analysis and Reporting of Assessment Data

The Unit is responsible for analysing assessment data and developing actionable reports aligned to needs of various stakeholders. This includes tasks such as cleaning, analysing, mining and archiving assessment data sets among others.

2.3.4. Teacher Training on Assessments

Through dedicated training programmes, the Unit intends to strengthen the capacity of practicing teachers to use high-quality tools to conduct classroom assessments, analyse data and use data to adjust their instructional practices and identify students for remediation.

2.3.5. Communications

The Unit is in-charge of making training videos and building communication collateral including reports, policy briefs etc.

2.3.6. Development of Assessment Based Support Material (Question Bank and Worksheets)

The Unit is responsible for developing a learning outcomes linked question bank. The bank has questions of varying types (multiple-choice questions, constructed response questions, open-ended questions etc.), with different skill levels (recall, application and reasoning), and different difficulty levels (easy, medium and difficult). For each learning outcome, the question bank also includes: (a) pre-requisite skills, (b) pedagogical processes, and (c) common student misconceptions.

2.3.7. Assessment Based Academic Support for Teachers

The Unit plans to visit a random sample of classrooms at regular intervals to conduct spot testing. These assessments are pre-defined based on the curriculum covered by the teacher diagnostic in nature and provide teachers will immediate, detailed insights on student strengths, weaknesses and misconceptions. The test are evaluated on the spot.

This will lead to reporting record in the Annual Confidential Report (ACR) of the concerned teacher and second copy will also be forwarded to the Examination Branch.

Part III
Engaging with Curriculum

The curriculum becomes quite central in determining what goes into the classroom and how is it delivered to the students. Thus, CAU works on certain components of the curriculum in order to enhance the learning experience for the students. Before the Unit started to work on the design of question paper, it was engaged in reviewing of the syllabus and support material.

3.1. Design for Addressing Students of Different Abilities

Given that there are students with different abilities in the schools, it was felt necessary to revise and design separate syllabi for different groups. These groups have been named as *Pratibha* (excellence) and *Nishtha* (hard work) groups. The textbooks for *Pratibha* and *Nishtha* are differentiated on the basis of number of Chapters included for each of the groups. For instance, while six chapters are included for *Pratibha* group in Class VII science, it is just four for the *Nishtha* group. This reduction in textbook contents has been done in order to ease the academic burden for the *Nishtha* group. This would allow the students of this group to gain competence over smaller portions rather than being burdened with loads of syllabus and attain the basic levels of learning well.

The learning outcomes set for the two groups are also different. A clear difference can be seen in the language of the learning outcomes designed for the difficult groups. While words like “identify”, “explain”, “investigate” are used for the learning outcomes for *Pratibha* group, the learning outcomes for Nishtha group consists more of words like “understand” and “observe”. As per Blooms Taxonomy, this difference is clearly an indicator of the difference in cognitive skills that are assessed for each group.

3.2. Teaching Learning Processes

Scholars in the field of assessment suggest that the assessment needs to be located within the larger theories of the aims of education. Thus, giving an idea that the assessment is somewhere embedded in the theory of pedagogy. Grounding their work on such researches, the members at CAU aim to enhance the overall teaching learning

process in order to improve the quality of education in schools. This might seem obvious when we talk about education but is often overlooked at the systemic level. The CAU has made an effort to recognize this aspect and therefore included it the core functions.

In order to achieve an enhancement in this area, the members of CAU went to the schools from time and again in order to transact their ideas to the teachers in the school. Some of them were the resources persons for the in service teacher training programs. This served a dual purpose. Not only did it allow them to share their ideas but also served as a space where they could know about the ideas and imaginations of the teachers in the field.

3.3. Including Co-Curricular Activities

In order to focus on co/extracurricular activities, the CAU has also initiated to form various clubs in schools for Classes VI-VIII. A wide range of clubs has been thought of in order to bring in diverse learning experiences to the students. These clubs fall into various subjects categories like language (Hindi, English, Punjabi, Urdu and Sanskrit), mathematics, science, and arts (performance arts and visual arts). Teachers of different subjects plan to design certain activities that can be conducted in each of these clubs. However, the incorporation of these clubs would require major changes in the timetable and certain hours would have to be compromised for the academic timetable. Therefore the idea has been put forth to the appropriate authorities who are responsible for bringing about these changes in the school timetable. Thus, the work on planning of the activities has been put on hold until the authorities agree to bring about the necessary changes.

Part IV

The Experience of Observing the CAU

One such idea that we strongly carried with ourselves before we engaged in these observations was that the government schools are not capable of providing "good quality" education when compared to the fancy private schools. Our interactions with the CAU made it possible for us to know about the critical potential of the government schools and the much wider social functions they fulfill when compared with elite private schools. The manner in which the CAU is envisioning transformation in the government schools, made us more aware of the social functions of education. We were not aware of the steps taken at the Delhi government schools in order to make the education more inclusive in nature. For instance, the presence of mental health professionals and special educators at Delhi government schools is something we learnt about during the project, over and above our immediate focus.

For the very first time, we had been at a space, CAU, which was in its initial stages of formation. We began to understand how new mechanisms develop and what are the challenges and opportunities before them. Today, we can very well trace the changes that happened almost every day at CAU. From being in a room with almost no ventilation to a newly painted one with air conditioners, the shifts were remarkable. We could sense how teachers at CAU struggled in getting to know about their work on the very first day of our visit while over a period of time we enjoyed listening to the rich discussions that would take place among them. Now that we trace these changes, it makes us hopeful about the work that is being carried out there. We would not say that everything is complete now but the path taken seems like a promising one. We also realize the effort it takes to establish an institute and the hard work it strives upon.

As the working of CAU enhanced with time, so did our social relations with people at CAU. The sense of being "others" at CAU was very prominent initially but we had never realised the power of time in establishing social relations before we went to CAU. We more or less started becoming a part of CAU with each passing day. Apart from the documents which were meant to be confidential, the members of CAU started sharing

their experiences of work with us. Not only did such moments of sharing added value to our relations but also proved to be some important learning experiences for us.

Generally, we often end up criticising the system for not being competent enough to meet the educational needs of every learner. While it is easier to criticize placed in our own comfort zones, we observed the effort it takes to bring about any kind of change when exposed to practice and narratives of people leading the change. As simple as a change may seem in our imaginations but it only gets complex when it translates itself into practice.

In sum, we can conclude that the CAU initiative towards enhancing the assessment and other related processes in the schools is a much needed step in order to improve the overall quality of education. As our various national policy documents have always stressed upon the holistic nature of learning, the CAU proves to bridge the gap between policy and practice. Institutionalising the training of the members of CAU would help broaden their understanding of the design of various assessment tools that might lead to significant improvement in the quality of education. If given more flexibility in revising the design of the present assessment methods by reducing the administrative approvals, the work of CAU members can even serve as a model for the schools throughout India.

REPORT ON MENTOR TEACHER PROGRAM

Ambedkar University, Delhi
School of Education Studies

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We would like to extend our gratitude to Delhi Government for giving us the opportunity to join them in their innovative initiatives in reforming Delhi government schools. We would like to give special mention to the Education Minister of Delhi, Mr. Manish Sisodia and Ms. Atishi Marlena for taking out time from their schedule to brief us on various education programs they have launched and sharing their expectations from us. We extend our gratitude to Mr. Hrid Bijoy for explaining in detail all the reforms undertaken by the Delhi government as well as facilitating our visits to the schools and conducting meetings to address our concerns.

We are highly obliged to the Mentor Teachers who cooperated with us and acquainted us with the school, thereby making our observations smooth and efficient. We thank the school Principals who took out time to speak to us and school teachers for allowing us to observe their classes. We would also like to thank our University and the School of Education Studies for providing us required resources and guidance. Last but not least, the project would have been incomplete without the constant support and encouragement of our mentor Dr. Manish Jain who guided us through the entire exercise.

Abbreviations and Acronyms used

BALA- Building as Learning Aid

B.EL.ED- Bachelor of Elementary Education

DoE- Directorate of Education

GNCTD- Government of the National Capital Territory of Delhi

Govt- Government

HOS- Head of the School

MT- Mentor Teacher

NCERT- National Council of Educational Research and Training

NCF- National Curriculum Framework

NCFTE- National Curriculum Framework for Teacher Education

NGO-Non Governmental Organization

SCERT- State Council of Educational Research and Training

SKV- Sarvodaya Kanya Vidyalaya

TDC- Teacher Development Coordinator

1. BACKGROUND: DEVELOPMENT OF THE MENTOR TEACHER PROGRAM

In past three years, several programs have been launched by the Delhi Government to overhaul the public education system. The Government realized the need to document the various interventions by undertaking grassroot level research. The aim was not only to document the progress but also to understand the shortcomings, challenges and limitations of the schemes launched. The research was undertaken by collaborating with the Ambedkar University faculty and students from the School of Education Studies.

The beginning of Delhi Government's attempts to document the various programs aimed at bringing reforms in education started in February 2018. The first meeting of students undertaking the task of documentation was with Deputy Chief Minister Mr. Manish Sisodia and Ms. Atishi Marlena which took place at Delhi Secretariat. The students were acquainted with the goal and purpose to initiate such a project. A discussion on the expectations from this research work was followed by the queries of the students related to this project.

In the month of May, students had a two day long workshop conducted by the faculty of Ambedkar University helping them to prepare for the field work. The students were required to begin their field and research work beginning from the month of May till July 2018.

Mr. Hrid Bijoy, intern with the Delhi government, also undertook a detailed orientation of the students. He informed them about the five education specific programs of the Delhi Government.

The orientation was taken to help students understand the nitty-gritty of these programs. Students were divided into five groups based on the program they are engaging with. One such group focused on the Mentor-Teacher Project launched in 2016. Their primary task was to shadow the Mentor-Teacher and understand their role and responsibilities. The students were asked to examine the role of Mentor-Teachers in providing on site academic support to the teachers.

Students were first given the background of the Mentor Teacher program. In 2015, Learning Manager Program was launched by the Delhi government. It was started with the vision to

provide support to teachers in terms of resources through peer discussion and sharing. In this program, schools started with peer Teacher observations. Teachers started observation of each other's classes and provided feedback to each other at the end of the class. This program was later altered in 2016 and turned out as 'Mentor Teacher Program'.

In order to better understand the role and responsibilities of Mentor Teachers, students were asked to shadow the mentors. They accompanied Mentors to their respective schools for observations and got first-hand experience of their work. They followed four Mentor Teachers and visited nine schools during the month of May and June. They also observed capacity building workshops organized for the MTs.

IDEA OF MENTORING TEACHERS

NCF 2005 holds a special position in making an attempt of bringing reforms in education. The framework was designed by the most eminent scholars of the country working in the field of education. It was aimed at re-defining the aims and purposes of education to make it learner centric. In order to bring reforms to practice the major onus lies on teachers. It is imperative that teachers are given adequate pre service and in service training in order to fulfill these expectations. NCF 2005 highlights the importance of teacher's education and their in-service training. It also talks about the nature of such education and training to be provided to the teachers.

The Mentor Teacher program makes an attempt to inculcate the reforms suggested by NCF 2005 and tries to follow them as their guiding principles for many of its initiatives in providing training to the teachers.

The significance of teacher's training can be seen from the fact that teachers today are faced with several challenges. The increasing diversity of the classrooms, keeping up with the advancement in Information Technology, increased paper work, student's parents expectations etc. adds to their already existing issues. There is huge gap between the training that they receive in educational institutions and the prevailing classroom conditions. In the absence of effective In service training they have to invent their own strategies to deal with the challenges. The NCFTE 2009 highlights the challenges with the Teacher Education and Training and also suggests several ways to overcome them. The one of the reform it suggests is to provide support to teachers in the form of In service training.

MENTOR TEACHER PROGRAMME

A letter from Education Minister Manish Sisodia was sent to the teachers of Directorate of Education. The letter was calling teachers to come forward and to be part of the Mentor Teacher Programme. Around thousand teachers applied for this Programme and about 200 teachers were selected as first batch of Mentor Teachers (MTs) for 2 years.

The mentor teachers went through the screening procedure and were shortlisted based on their scores in Self-Assessment activities, group discussions and communication skills. The selected Mentor Teachers group has been regarded as an academic resource group for the other teachers. They shall provide regular on-site support to teachers in the respective assigned 5-6 schools through regular visits. 10 Fellows were inducted and each Fellow was attached to a group of 20 Mentor Teachers, to lead, supervise and streamline the effort, and provide support to Mentor Teachers on behalf of the SCERT.

The Mentor teachers are provided several capacity

NCF on In Service Education for Teacher's

- In-service education cannot be an event but rather is a process, which includes knowledge, development and changes in attitudes, skills, disposition and practice — through interactions both in workshop settings and in the school.
- It does not consist only of receiving knowledge from experts; promotion of experiential learning, incorporating teachers as active learners, and peer group-based review of practice can also become a part of the overall strategy. Self-reflection needs to be acknowledged as a vital component of such programmes.
- In-service training, in particular, must be situated within the context of the classroom experiences of teachers.

Source: NCF 2005

building opportunities in order to equip them with requisite skills to be able to facilitate mentee teachers. The Delhi Government has collaborated with several organisations and NGO's having rich experience of working in the field of education. This is to provide MTs more exposure and an opportunity to get acquainted with the skills and strategies these organisations have developed over the years by working at the grassroot level.

After the selection, each Mentor Teacher goes through a rigorous training in the form of workshops and seminars. They were provided constant orientation to hone their subject knowledge and facilitation skills. Such workshops take place after every two months. The training sessions enable them to provide feedback to the teachers to improve their pedagogy, to help schools better understand and implement the government's educational policies, to convey the problems faced by the schools or teachers to the concerned authority and to ensure that the government's adequate help reaches teachers and students for their academic growth.

Each Mentor teacher has been assigned five schools and is expected to pay regular visits and fulfill assigned responsibilities. They sit in the classroom and observe classes. They give their feedback to the teacher whenever required. They also provide training sessions for the teachers.

The Mentor Teacher is mostly available once a week in a particular school, thus Teacher Development Coordinator (TDC) were also appointed in schools from July 2017. The part of their responsibilities is to conduct half hour meeting with teachers every day. In this they discuss everyday difficulties and plan for the next day.

2. DATA COLLECTION METHOD

Data was gathered through participant and non-participant observations. We spent 14 days on different sites in our respective groups. We were divided into two pairs visiting different schools with different Mentor Teachers. We are pursuing MA in Education from Ambedkar University, Delhi.

We did our observations during "Mission Buniyaad" in the month of May till July. Our focus was on the Mentor Teacher Program. The list of schools visited have been written below. All the schools are located in Delhi region and come under Delhi government jurisdiction.

S. No.	**Name of the School**	**Zone**
1.	SKV, Dallupura	East
2.	Govt. Boys Sr. Secondary School, Vasundhra Enclave	East
3.	SKV, Vishwash Nagar	East
4.	SKV Tagore Garden	West A
5.	SKV Basai Darapur	West A
6.	Govt. Co Ed Secondary School, Saraswati Garden	West A
7.	Govt. Co Ed Secondary School Ramesh Nagar	West A
8.	Saheed Captain Anuj Nayyer Sarvodaya Bal Vidyalaya No. 2, B Block, Janakpuri	West A
9.	Sarvodaya Co Ed Vidyalaya, L Block, Hari Nagar.	West A

In the above schools, we observed the mentor teacher performing their assigned duties and responsibilities by accompanying them for their school visits. We accompanied four mentor teachers in pairs.

We also observed capacity building workshop of mentor teachers which was conducted in Kautilya Government Sarvodaya Bal Vidyalaya, Greater Kailash, New Delhi. We observed the sessions and got a chance to interact with few mentor teachers. Also, it was a great

platform where we got an opportunity to listen to the experience, challenges and concerns of the mentor teachers.

Another workshop which we observed was subject specific and was conducted in Pratibha Vikas Vidayalaya, Civil Lines. We could observe only for two days. We observed workshops for subjects like Social Science, Science and Mathematics where teachers shared classroom activities, lesson plans and their struggles related to lesson plans.

We were in touch with our mentor and had several meetings with him to discuss and plan our observations at the Ambedkar University, Lodhi Road campus.

3. SCHOOL OBSERVATIONS

We were asked to shadow a mentor teacher and go with him to observe the classrooms. We were a group of four students and worked as a pair in different schools and with different Mentor Teachers. Two of us visited the schools located near West A zone. In this district, the schools we visited had easy access to metro and were at prominent locations. The school observations took place in the month of May 2018 when usually schools have their summer break. This time Delhi government started Mission Buniyaad in government schools of the capital falling under their jurisdiction. As a result, all government schools were open.

The Government of the National Capital Territory of Delhi (GNCTD) had decided to launch a three month campaign during the summer break in the government schools with the aim to strengthen the reading, writing and mathematics skills of students studying in classes III to IX. It was during this time that our observations took place. Teachers were not teaching NCERT textbooks and were instead using the *Pragati* books developed by SCERT with the help of mentor teachers.

Observation I

When we entered the school, the gate was locked and was guarded by a guard. He opened the gate and asked us to sign the visitor's record book and also to mention our details. School had a boundary wall and a guard to ensure restricted entry to the school.

We had a certain image about the condition of government schools because of our prior experiences, media projections, and also on the basis of the experiences of other people. Honestly speaking we didn't have high expectations and were mentally prepared for the kind of experience we would get.

We were surprised and taken aback as we were walking through the clean and colourful corridors of the school. All the students were in their respective classrooms and teachers were taking their classes.

We followed the mentor teacher to the classes and sat on the last bench quietly to observe. It was a grade 3 classroom. The students were dressed in proper school uniform with their hair neatly platted. It was their Hindi period. Thereafter we went to observe five more classes. The classes were clean and were equipped with required number of fans and lights. They were well ventilated and well illuminated.

Some students were seated on the benches, while some classes took place on the mats. Teachers shared with us that it's convenient to organise group activities when all the students are seating comfortably on the mats. There was an attempt by the teachers to have group activity by dividing students into smaller groups and assigning them certain tasks related to the chapter they were doing. All classes had display boards which were decorated with students paintings or art work and with relevant images of the concepts they were dealing in that particular session.

Three classes that we observed were doing the same topic in Hindi, i.e. *matras* but the way of doing it was very different. In one class they had prepared notebooks with square shaped letters, in the other they did it with phonetics, and in the third they played word *antakshari*. Thus we could see different ways in which one common topic was being taught.

By the end of the day, we interacted with Principal of the school. She discussed the efforts that she is undertaking to organize various workshops for the students by collaborating with different NGOs. She shared that the lack of funds limits the options for them to choose from. This makes the task challenging for them. She also shared that in the coming weeks, they are planning to organize an exhibition where they would showcase the artwork of the students created with clay and waste material.

The principal informed us that in the initial few days of the mission buniyaad, students were also showed a movie. This was one of the way to increase the attendance in school during the summer break to make mission buniyaad a success. This was also done to create an impression on parents and students that not only studies taking place in the school instead there are other interesting activities that are going on.

The principal was appreciating her teachers for sacrificing their summer break and coming to school. Their kids have summer vacation so they are at home while they come to school to teach and it becomes a challenge for them to make arrangements for their children. At the same time, she was making efforts to convince some teachers who were on leave (especially permanent teachers) to come daily which seemed to be a challenge for her.

Observation II

This was our second day of the observation. The first class that we observed was class III. It was a Neo Nishtha Batch. They were having their Mathematics class, wherein counting from 1 to 80 was written on the board and the teacher was teaching addition and subtraction to the students with the help of examples.

She was explaining addition and subtraction by taking examples from students life. The MT observing the class asked teacher to take help of '*ganit mala'* (a chain with beads used for counting plus and minus). He asked the teacher to demonstrate the use of other teaching aids that they have for mathematics. Following this she started showing us the usage of "Rangometry' with the help of a student.

The students were learning to count with the help of rubber dices. This sure seemed to be a fun and colourful activity in comparison to the dull ways in which we did addition in our schools. These activities and the aids used were new for us and seemed better and fun ways of teaching maths to younger students.

Our MT praised the teacher for her efforts and dedication. The teacher expressed one of her concern which was absence of some students who really need these classes. She also pointed out at irregularity of her class strength which posed a challenge for her.

The next two classes that we observed were standard III and IV. In one class, teacher asked students to make sentences from their favourite words from the chapter, followed by 'shabd antakshari'. In the other class, they were doing spellings and pronunciation of words using the 'barahkhadi chart'. They also discussed the pictures drawn in the text and drew the character they liked the most.

The next class observed was class V, which was a Nishtha group, wherein a general discussion was going on. This discussion laid the base for the chapter they were to commence with. The students of this class seemed enthusiastic and were participating in the discussion. They showed certain understanding of the different concepts which they articulating well.

The next class was IX standard. It was their maths period which was being taken by a 'volunteer teacher'. She had specialisation in fine arts and dealing with children with special needs. The way she was teaching maths didn't seem to be appropriate and felt that she doesn't have command over her subject. It was only after the class ended that we were told that she is a volunteer and do not specialise in maths. She is here to help the school as a substitute for teachers on leave. The Mentor Teacher shared the honest feedback with her and had a long discussion with her about the same. He decided to share the same with the principal and to ensure that this does not get repeated.

Observation III

On the third day, the first class that was observed was a mixed group of class VIII and IX students. It was a 'Neo Nishtha' batch. The respective teacher had divided the class into groups. She was teaching them subtracting. All groups were allocated a budget of Rs.50 for an outing and had to tell how they would spend the money. They were asked to make a record of their expenditure and calculate the money they would be left with after all the expenses.

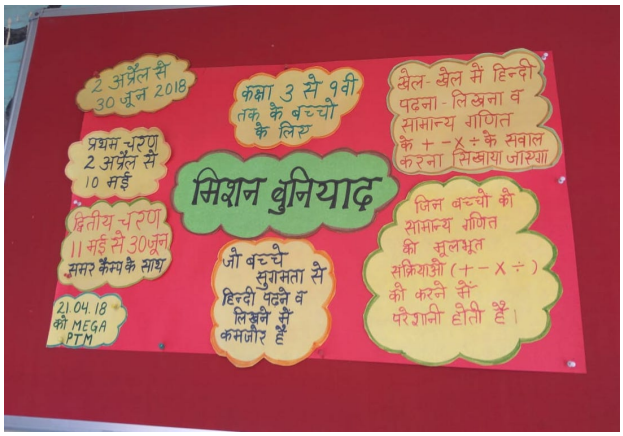
Through this activity the teacher was not only teaching them calculations but also how to use their money judiciously and emphasised on good habits as well. She told them how they can save money and environment by using public transport, refraining from eating junk food and aerated drinks and choosing healthier and hygienic options.

In the class one of the student was with special needs. He was doing maths with the help of ice cream sticks whereas rest of the class was doing the above mentioned activity. A senior teacher shared with us that they had difficulty making him sit in the class as he is hyper active. Lately, they have been able to make him sit in the class and participate. They also have two special educators in the school for students with special education needs. We felt that it was challenging for a teacher to teach other students and the student with special needs simultaneously. As it requires different pedagogy to deal with the latter.

In another class we saw students with smiley sticker on their faces. Later we observed that the teacher was sticking them on their cheeks for giving correct answers. We are not sure if this would generate required results over the period of time. Students get easily bored if it gets repeated often and may lose interest easily. It becomes challenging for a teacher to keep them motivated by adopting different ways.

After observing classes, we went to see the Library. A batch of mixed students was attending their library period, wherein they read stories aloud to the class. One of the student was reading and others were listening to him. We certainly had a different expectation.

In grade III, the teacher was teaching them 'measurement'. She asked the students to measure the length of the desk with their hands and then called a student to measure the length of the classroom by his footsteps. Then she asked another student to repeat the activity. This was done in order to make it clear to the students the number of steps counted would vary each time since the size of the feet of each student is different.



Observation IV

The fourth day of our field observation was in another district of Delhi. When we entered school, we saw students doing yoga and performing various asanas. We proceeded to observe classes. The first class that we observed was a Nishtha batch. It was a Mathematics' period for the Class VI students. Since most of the students did not have books, teacher divided them into groups in order to discuss some mathematics problem questions given in the cue card for the day. There were a few students who had recently been shifted and were sitting idle. On asking them why they were not participating, they replied that they were unable to understand. We interacted with the teacher as well. She shared that students do try to participate, however covering all the activities mentioned in the cue card for the day were challenging. This restrained them in many ways.

The consecutive class observed was also a Maths session. It was a Neo Nishtha batch. The teacher was teaching them addition with the help of an activity wherein a circle was drawn with chalk on the floor of the classroom. One by one students threw pebbles. Some pebbles lay inside, some outside. Students counted all the pebbles inside and outside and added the two to calculate the total number of pebbles. They did the same activity to learn subtraction.

The next two consecutive classes observed were both Hindi classes. Students had prepared questions based on the story and were divided into groups. One group asked questions to the other. The aim of this activity was to see if the students have understood the story well.

Students of this class had made crowns (caps) which had Mission Buniyaad written on it and all were wearing them. We asked them if they discussed about their classes with their parents and they replied in affirmation.

We felt that it is essential to have different activities to teach various concepts it makes learning fun and effective. At the same time, we witnessed that if aims and objectives of the activity are not clearly laid out then it may loose its purpose.

Observation V

The school visited today had an impressively huge campus. They had an auditorium and a sports room for indoor games. The first class observed had students of class VI, VII and VIII sitting together. The strength of the class was really less in comparison to the previous schools we visited. Three classes were combined together and still the number of students were around 25.

First class observed was of mathematics, the traditional ways of doing numbers was taking place. A four digit number was given and students were called one by one to write the next 5 digits on the board. This was done with all the students and meanwhile others were copying or writing on their own in the notebook. The students sitting at the back were disconnected from the class.

In next class, Hindi period was going. Three different classes were sitting together. Teacher lifted a word from the chapter and students were asked what else do they associate with this word. An attempt was made to encourage participation of the students. For example- Teacher gave the word Pond in Hindi and asked students to think of other things they relate with it. The answers which came from students were to swim, fishes, etc. Students were asked to write the same on board. After this the spellings of the words was checked and corrected.

In the next class, a spelling competition was organized. There was a constant emphasis on who gets it first correctly and which team wins the competition. The pace of the activity was fast and it was easy to see some students are unable to connect. It was an oral activity. Teacher divided the class into two groups. Members of each group came up to the board wrote new words from the chapter. The aim of this activity was that students learn new words and their spellings. Then the teacher cross questioned them on the story as well in order to revise it.

Next observation was again a mixed batch of students from classes III, IV and V. It was a Pratibha batch where the students were divided into groups. They were asked to write a story and make a drawing depicting the same. They also had to give their group a name and were to present it thereafter. Students seemed completely engrossed in this activity and were having intense discussions about their respective stories.

Last class observed was also a mixed batch of classes III, IV and V. The teacher called the students one by one and by the "tu-padh" method. Students were made to read the story one after the another. The class was going according to the traditional ways of teaching and the purpose of the class wasn't clear to us.

Observation VI

This school also has a huge and spacious campus. The walls of the first floor were decorated under the BALA (Building as a Learning Aid) Project like alphabets were painted on the wall of a classroom as well as India's map etc. As we started to go inside the classes we noticed that the desks in the classroom were not clean. In one of the class the blackboard had fallen off which caused inconvenience for the teachers as well as for the students.

Teacher was doing Hindi grammar with the students. She was identifying all the vowels. Students were repeating the same after her. I could see very less participation of the students as they were just repeating after their teacher. Even here three classes were combined together (III, IV and V) as the strength of the students was less. In another class, teacher started an activity.

The students didn't seem to participate much. We weren't sure if this was due to our presence in the class which was quite understandable. We had an opportunity to talk to a teacher in the staff room. She was sharing that they are getting good response from the students and the strength is increasing with each passing day. She was happy with the improvement in the students as some of them have moved from neo-nishtha to nishtha. She was concerned for IX Class as they are not coming to the school. Their numbers are very less despite teachers rigorous efforts. Teachers were calling them home to convince them to attend school. Even one of the senior teacher told us that the best teachers of the school have been assigned to teach class IX yet they have not been successful in increasing the attendance of this class so far.

Mentor Teacher also shared his experience with us. He tried to talk to the students who were not attending classes regularly. He told us that many of them are wage earners kids and they have to look after their younger siblings and do household chores. This makes it difficult for them to attend schools regularly. Even MT found himself helpless in such a situation.

Observation VII

During shadowing the mentor teacher we observed that volunteer teaching was taking place in one of the school. The volunteers were students of the school who had given their XII boards exams and were waiting for their results. On the one hand the govt. was stressing to provide better education by putting lot of pressure on teachers and on the other hand such substitutes were provided as replacement of teachers. During observation of class IX mentor teacher asked questions to students on unequal distribution of fraction. Students didn't consider that fraction. She told the volunteer (teacher) to continue with the class. After leaving class MT asked "Did you see the gap? Students were unable to understand the concept of unequal fraction. Our role is to identify such gaps." The question which arises here by putting volunteers in teaching learning process those who just about to pass school is justifiable? How learning gaps can be filled and what relevance this gap identification serves here?

Another class we observed (class IX), where English teacher was on leave so a volunteer was taking her class. She gave students instructions about story narration. Instruction was given in

Hindi (but it was an English period). She called out students by their names to narrate the story (she knew their names which showed that she is taking classes on regular basis). Students were narrating story in Hindi.

We observed another language class. Teacher was teaching Tenses to the class. Past Simple Tense was the heading written on the blackboard. She gave her students sentences (present tense) and asked them to convert them to past simple tense. Few students tried to answer. Sentences were from the book. Student's gave her answer (The word they need to change was underlined in the book and answer was also provided).

We also got the chance to visit primary classrooms along with our mentor as she met primary wing in charge who insisted us to see those classrooms. All the classrooms were decorated by charts and models which were prepared by teachers (we got to know that from primary in charge). Class room library was available in each class. Ample teaching aids were provided to the students.

We witnessed an interaction session which our mentor took with school staff. Before mentor could begin, a coordinator of senior wing told her that "don't point out mistakes in us. We all are doing hard work by giving our 100%." In response mentor ensured "NO, I am not going to do that. You people are doing a great job and I want to appreciate each one of you for the same."

Our concern over here is, are teachers getting benefited with this mentor teacher programme or it is just instilling fear in them? MT asked teachers about their struggles and got to know that there were few students sitting in wrong learning groups. She told teachers to change their classes as per their level. Interestingly the very first step of the programme 'Mission Buniyaad' was to divide students as per their learning levels. Teachers were aware that there was a problem with segregation but didn't find themselves in a position to change the list. Are teachers really free to take action? Do they have authority to bring change? Also, if teachers are not empowered enough how it will affect them and their students?

Observations VIII

We visited a newly constructed school building which had an impressive infrastructure. The building was constructed in rectangular shape. It had black and white marble flooring (like a huge chess board on floor) open space in between the building. Each floor had separate washrooms for girls and boys. Each Washroom had washbasins and liquid soap dispensers. There were heavy newly installed wooden doors with catcher in each room. Every Classroom had white board, blackboard and a projector. There was no table and chair for the teacher though, a student desk was kept in front for them if they wishes to sit.

We observed a session of teacher's training. Teacher Instructor was herself a teacher who started interacting with teachers about their struggles. During the session one teacher asked them about struggles related to unmanageable class strength. In response to that teacher (the instructor) gave them other schools example and said "there are schools with massive strength of students and have very less space. The number of students are high and school doesn't even have space to accommodate them. So, it is still better where you are located." Here we would like to pose a question if someone's problem is not as big as it is considered are we supposed to wait to get it worse? Also, for teachers such sessions are a place where they can discuss their problems and struggles. If they are not getting heard in these sessions what are the other avenues they have to raise their concerns?

In this session a Nodal (instructor) officer came and said, "If any teacher will be using phone outside/inside the room during the session, his/her picture shall be clicked by us. That picture will be uploaded on the department website and it won't leave good impression of you. It can be viral on internet and maybe if your student can see that would create a very bad image of you. So, I recommend to refrain from doing anything like that." He was trying to convince teachers that these training sessions are very useful to them. They would feel encouraged and enthusiastic on the last day of the session and may ask to stretch training period. He demanded that teachers should be focused in sessions and shouldn't think about their children.

This incident left us with several questions. This treatment of teachers by threatening them of the consequences made us doubt if we were in an educational institution gathered to discuss about reforming the education system. Another concern was how the self of a teacher is totally being negated by asking her to forget about their societal roles and responsibilities.

Observation IX

In a mathematics period of class II few students gathered near teacher where she was telling them to count from ganit mala. She gave carry over subtraction sums which students were trying to solve. At the last seat in second row, three students were discussing solution of their sums. One was trying to explain another student who was unable to solve it. He explained him where he went wrong. This was gratifying to see that students were helping each other. This can be a good example of collaborative learning.

Another significant change was class library for primary class students as they didn't get access to school library. Most of the classes had their library corner. 20-25 storybooks were there in each class. We could see that it was being used by students and were narrating stories to each other. It is a commendable initiative to inculcate the culture of reading among children in their early years of life and making books easily accessible for the students. I would like to mention that the idea of classroom library has been mentioned in the NCF 2005 and quite popular in the practice of B.El.Ed programme.

4. EMERGING CONCERNS

There were certain issues which kept us thinking and questioning after the end of the observations. These emerge from our reflection of various situations and incidents we witnessed and also from our exchanges with the students, teachers, principals and mentor teachers.

Teachers were expected to stay back after teaching hours to plan for the next day. There was an issue faced by them that cue cards (planners or pointers directing teachers what to teach in the class next day) reaches them by the evening which makes it difficult for them to prepare for the next day and also makes their stay backs redundant. Though we were informed that this issued was resolved later and teachers started to get cue cards on time. The insistence on stay back even if a teacher manages to finish her work early is something that bothered us.

The cue cards directed teachers teaching can lead to loss of their autonomy and creativity. Each class had a different set of students with different needs yet they all were directed by same set of cue cards left us anxious. Any teacher not going according to the cue card would be questioned by the mentor teacher. Her authority to decide the course of her class completely dimishes under such circumstances.

Teachers were telling us that refreshment is one of the reason students were coming to school. This posed a question that Mission Buniyaad was supposed to be based on fun and interesting learning activities which should have been a enough reason for students to come to school or Is it the way teachers look at it which reflects their biased or stereotypical conception about children coming from disadvantaged families?

Teachers shortage was compensated in some schools by taking help of volunteers who lacked the required skills for teaching. This poses serious question on the quality of education being imparted to the students and also the serious crisis of vacant teaching positions.

The Mentor Teacher (MT) would intervene in between the class to make it more interesting by drawing different examples. Such an intervention by MT on the one hand demonstrated to the

teachers about how they could also use multiple examples to teach and at the same time, it puts teachers in a precarious position where they are no longer in charge of their class.

Each mentor teacher had been assigned 5 to 6 schools to observe. This meant that they could visit one school only once in a week. Each school had 12 classes with each class having at least 4 sections. It may be possible that they get to observe same teacher's class only once in two-three months. This means very limited number of observations which we think cannot do justice to the idea with which the MT program was initiated. Neither teacher will get constant feedback nor MT would get to trace her performance. In between MT would have their workshops or training sessions or meetings which would leave them with less time to observe classes and provide their feedback. We also got to know that they have to do various paper work associated with their duty which kept them occupied.

Mentor Teachers had been chosen from amongst the teachers. This seems to be a good way in ensuring that MT understands the role and position of a teacher and can help them effectively. Also teachers would find them accessible and could share their concerns with them comfortably. Now, we witnessed another unexpected consequence of this. Some teachers would not take MT's feedback positively and would be extremely rigid and blunt with their refusal of the suggestions. Their unwelcoming gestures or attitude can be discouraging for a Mentee teacher.

5. CAPACITY BUILDING WORKSHOP OBSERVATIONS

A three-day capacity building workshop was organized for the new batch of Mentor Teachers as well the selected old mentors continuing for the third year from 18th June to 20th June 2018 at Kautilya Government Sarvodaya Bal Vidyalaya, Greater Kailash, New Delhi. The workshop was conducted by STIR (Schools and Teachers Innovating for Results) in collaboration with The Ferdinand Centre.

The first activity of the day was based on the self-reflection. Mentor teachers were divided into small groups of 6-7 members. A form was circulated to each mentor teacher to be filled after reflecting on their life's journey. They were asked to reflect on their past and think about their biggest failure, the emotions they went through, their learning from this mistake and lastly how did they overcome this phase. After writing this, they were asked to introduce themselves to their group members and then share their mentioned experience. The activity worked as an ice-breaker and helped teachers to know each other. Most importantly, the activity aimed at developing a bond and respect for each other in overcoming the struggles they went through.

The second part of the activity required them to write about one mistake they committed as a teacher and what did they learn from that mistake. Mentors were asked to identify different emotions they went through and highlight it on the paper where they wrote it. They were asked to crumple the same paper and throw it away from themselves with the feelings they had when they committed that mistake. They were required to pick up that paper again, re-read and reflect on what they have written and think what made them throw it away.

The objective of the exercise was to make mentors understand the reasons that made one uncomfortable in sharing ones failure and comfortable in sharing ones achievements. When in reality, both failures and achievements are two sides of the same coin and adds to our learning. The other objective was to reinterpret the meaning of mistakes as well as to highlight and reinforce the idea that mistakes are important for learning and development of skills.

After the activities based on reflection, mentor teachers were explained Carol Dweck's three principles on how we develop our skills. Mentor teachers were divided into different groups and were asked to pick one principle. They had to discuss and later explain what it meant for their everyday behavior as a mentor teacher. The aim was to introduce the three principles and promote the belief that skills are developed by learning and putting in constant efforts.

Drawing from the principles discussed, the next activity focused on how to develop new strategies both to develop our relationship as well as our skills. Participants were given a worksheet which had two boxes namely 'relationship strategy box' and 'skill strategy box'. Filling up their responses in the first box required them to reflect on things they did to form strong relationship with others that they can apply to their work as a mentor and form stronger relationship with their mentee. The second box was about the strategies they used in the past to learn new skills and overcome challenges.

After finishing the activities, the facilitator asked the participant about their experience of doing these exercises, what did they learn, did they find any common thread across these exercises, and their feedback.

The second day's session was about understanding and developing strategies to help students with adversity. It started with a discussion on Impaired Brain Development. The primary cause of impaired brain development in children can be attributed to stress and negative environment. The purpose was to help mentors understand and deal better with the students affected by adversity. Mentors gave several examples from their teaching experiences of such students and also shared the challenges they faced with them and some successful strategies they used in dealing with them. The facilitator tried to discuss the strategies that teachers could adopt to deal with students facing such challenges. There are certain things that are beyond a teacher's control. In such a case, mentor teachers should be able to identify such students and provide them with required help.

Mentor teachers were also acquainted with the concept of Neuroplasticity. This is a research which establishes that the brain always undergoes changes. The research challenges the previous

study which states that it is not only in the initial few years of childhood that our brain undergoes changes. So, if we keep reading or learning new things, our brain forms connections and functions more efficiently. The objective was to make teachers understand that if we keep learning new things, it helps in keeping our brain more active. We need to challenge our brain more by learning newer skills.

The next activity was a debate on the topic - "Punishments and Rewards are the most effective ways of dealing with students who are undisciplined or disengaged". Mentors were divided into two groups . One group was in favor of the motion while the other was against it. The activity started with a lively discussion between mentors. They started by unpacking the terms like reward and punishment. They brought examples from their classroom experiences to substantiate their arguments. The purpose of the activity was to enable teachers to look at different sides of one thing, to articulate their views, to substantiate their arguments and to give space to different views.

After Lunch, the focus was brought to how to deal with undisciplined or disengaged children. A video clip was showed on the same topic which ensued the discussion. The common ways which came out of the discussion were: adopting child centric approach, developing a healthy relation with the students, allowing them to lead the classroom discussions and by providing them constant motivation and encouragement. To help mentors in devising strategies they were introduced to the work of some eminent psychologists like Deci and Ryan's intrinsic motivation theory and Positive Psychology Movement started by Martin Seligman.

The last session of the day started with a discussion on the aims of education as envisaged in National Curriculum Framework (NCF 2005). NCF 2005 highlights some of the shortcomings of the school system which are relevant even today. The teams of mentor teachers were given these shortcomings or critique each. They were asked to brainstorm and come up with such objectives of education that can help in overcoming these.

The third and last day of the workshop focused on understanding and performing roles and responsibilities assigned to mentor teachers. They were asked to think of one student whom they

taught and write his/her name on a sheet of paper. Around the name of that student, they had to write the name of the stakeholders who surrounds or influences the child. They had to arrange the stakeholders in the descending order placing the most influential one on the top. The common answers that emerged from the discussion were Family, Teachers and Friends respectively. The objective of the task was for the mentors to be able to identify the key stakeholders influencing a child and to work with them in improving a child's learning ability. They were also asked to think of the various platforms where they can interact with them and also the strategies to involve them in improving the child learning.

The discussion was taken further with a reference to Gandhi's Talisman which promotes the value of working for the poor and needy. The mentors have to make constant efforts to ensure that the benefits of education reach out to everyone. They must alter their ego while dealing with students and other stakeholders influencing the students.

Next part of the session aimed at training mentor teachers in understanding the various circulars they receive from the government and to convey the same efficiently to the teachers. An innovative way was used to make teachers understand the values of coordination, communication, discipline and teamwork. A fun activity was organized. The Mentors were divided into two groups and each group was asked to nominate one mentor teacher as their trainer. Both the trainers were given a set of instructions which they had to explain to their team members and they had to ensure that those instructions were followed diligently. They were asked to imagine a situation where there are 30 bombs. They can be diffused only by stepping on them. The Conditions were- Team members shall have no verbal or non-verbal communication while the task is going, only one bomb can be diffused at a time and one can diffuse it only with one step. Both the teams failed in their first attempts. Learning from their mistakes they performed brilliantly in the second and third attempts. In last two attempts, they used planning, strategy and team work to accomplish the task. Thus, the purpose of the activity was successfully met.

Lastly, each group of mentor teachers was asked to pen down various duties they perform in a day, in a month and in a year. The task was to help them make a planner to perform their duties efficiently.

6. SUBJECT SPECIFIC WORKSHOP OBSERVATIONS

Social Sciences

The workshop for social science mentor teachers started from 25th June 2018 at Rajkiya Pratibha Vikas Vidyalaya, Civil Lines. The workshop for other subjects like Mathematics, Hindi, English and Science was also taking place at the same venue.

We started our observation from the fourth day of the Social Science Workshop. This workshop was conducted by the Ferdinand center.

The session focused on how to teach Social and Political Life (SPL) subject. It was started by showing a video highlighting the ways in which people participate in the decision making process ensued by a discussion among mentor teachers. The facilitator of the workshop posed several questions like What is the purpose of SPL subject? What are it's aims and objectives? This took the discussion forward where MT shared their views.

The responses shared by the participants were- to know one's rights and responsibilities, to understand the social and political setting in which they live, to create critical consciousness and to be able to reflect etc.

The facilitator moved forward by shedding light on the history of SPL subject. She informed that this subject was previously called civics which grew out of colonial past and focused more on creating loyal citizens for the British Empire. After many years of gaining independence, the subject was renamed and reshaped.

She stated that SPL is grounded in research and is more than simple common sense. It is more expansive and deals with various aspects of social, political and economic life. Social Science has been treated as a burdensome subject by stressing on learning facts and figures. Instead of developing it is as a lens through which we look at our society. Facilitator posed a question- How can we encourage students to develop their opinions on various things? One of the mentor

teacher proposed that a student's real life experiences needs to be incorporated and that should help in further developing their views. Mentors highlighted that NCERT books now give real life examples and case studies to help students understand concepts better.

This was followed by the discussion on History of SPL, Shift in SPL Textbooks and role of the teacher in teaching SPL. One teacher tried to unpack the meaning of the term critical consciousness. She said it does not mean to be critical of everything. It means to be able to look at different perspectives and to be able to understand the underlying ideology.

The discussion on importance of SPL subject started. Mentor teachers stated that it helps in maintaining and promoting the spirit of constitution. SPL subject introduces a child to the contradictions in the society for example – In a class 7 SPL book a chapter shows that there is equality when u go to give your vote as everyone from different backgrounds are made to stand in the same queue but for health care/education etc. there is inequality. She said this also becomes one of the challenge of this subject.

Mentors said that the present NCERT textbooks give prominence to the role of a teacher in teaching the subject. It just gives the guidelines or an outlook of the subject and rest is the task of a teacher to build on it. They also suggested that chapters should be started with students examples coming from their real life experiences and then relating it with the concept. They said critical inquiry and experiential pedagogies should be used to engage with the social and political issues. One of the participant said contemporary concerns highlights inequalities in our school fabric (caste, gender, religious etc.) so teacher needs to mediate information and opinion in the classroom. She should not just merely transact the content but bring in more local examples to engage students.

After the discussion an activity was conducted related to a class 6 SPL topic on Diversity.
All the mentor teachers were distributed small chit of different colors. Each color denoted different things like red- region and language, yellow- your religion, purple for festivals, green for food you eat, orange for caste and blue for hobbies. Mentor Teachers were asked to speak from their experiences about the topic they have been given. On a white board, facilitator wrote

the responses of the teachers. This sharing made them realize that the room is full of people coming from different regions, speaking different languages, having diverse hobbies and eating different cuisines. The facilitator encouraged that such activities can be carried in the classroom to help students understand the topic well.

MT's shared the stereotypes around particular castes like one mentor belonging to a Jat community shared about the stereotypes that he witnesses every day like he is expected to be more sporty or more physically fit etc. The sharing of stereotypes came largely from teacher's everyday experiences and some from school experiences as well.

Questions were thrown at the participants by the facilitator like- How did our society become so diverse? The responses were due to geography, economy, trade, political reasons etc. The next question asked was - How do you see diversity? How is it good for a democracy? The answer came that diversity gives us more options, It leads to rich cultural heritage and we get diversity in many languages, religions, castes etc. The facilitator continued by asking -What comprises as Indian? Who can be called as Indian?

She displayed a statement on the board **"If I am a Hindu who eats beef and live in Delhi. Can I still be called an Indian?".** This generated a heated debate in the room. One of the mentor teacher said why did you write beef here there could have been something else, they said cow is revered in Hindu religion so we must respect that, one said that it is illegal to even sell beef in many states of the country and breaking a law does not entitle you to be a citizen. They started to express their views like they said as an Indian we are entitled to certain rights and responsibilities which if we follow allows us to be a citizen, there is a need to be tolerant to other religions, the suppression of minority leads to creating of insecurity among them, there is a need to give space and respect to everyone irrespective of their numbers, there is a need to bring in a scientific temperament to discuss controversial topics like religion, caste etc. The session was concluded by saying that being Indian is a political identity. This identity emerged as a post-independence identity and was used to bring us all together.

We believe in the debate nuanced arguments did not emerge. They seemed to be first reaction to the statement highly influenced by the projections of media. A deeper and critical understanding or engagement with the issue could not be seen. As a teacher how they would bring in or deal with debates on sensitive topics in the classroom is something kept us thinking.

The facilitator had to end the debate by explaining that social science as a subject allows us or gives us space to express our views. We should not impose our views on others and also we need to be sensitive to other's views. This was said in light of the fact that MT's during discussion did not follow the basic norms of debates and discussions. More patient hearing to each other's arguments was required and also to be careful with the usage of their words in putting forth their views. This was absent and it became challenging for the facilitator to wind up the debate.

In the next activity, participants to be divided into five groups and each group to design a plan for doing a session on diversity topic. The instruction was that as a facilitator how would you conduct a session at zonal level with the teachers to explain them how to teach this topic.

A question was raised by a teacher that -What is the difference between tolerance and acceptance? The answer came from mentor teachers that tolerance means you listen to a person's views even if you do not agree with him. Acceptance means we accept the other's views. So, the facilitator asked -What do we need in diversity? "Tolerance" or "Acceptance"?

Each group indulged in an engaging discussion. The constant attempts were to come up with such activities and discussions to help understand and analyze the given topic. After the discussion it was decided to do its presentation on the next day.

Post lunch break a Power Walk Activity was conducted. A box which consists of different chits was circulated among teachers. Each chit had an identity and MT had to suppose that it's their real identity while the activity was taking place. The identities were like a transgender, a lecturer in Delhi University, a farmer, a man working in an MNC, a student etc. Everyone was asked to stand in a row with their given identity without sharing it with anyone. Some statements will be

shared by the facilitator and if their new identity enables them to do that so they have to step ahead and if it does not then they have to step back. The statements made were –

A. I have a good job which gives me regular income.
B. I can easily access public transport.
C. I do not have to face any kind of inequality.
D. I have affordable healthcare.
E. My job does not harm my health and dignity.
F. I can access leisure activities of entertainment.
G. I have the right to marry anyone according to my sexual orientation.
H. I can save and buy my own house**.**
I. People treat me with respect.
J. I have a supportive network.
K. I have access to education.
L. I have control over my destiny and future.

After the end of the activity, some mentors teachers were much ahead of the starting line whereas some were way behind the line. Teachers were asked to guess those who were lagging behind (as they were unaware of each other's identity). They guessed that they must be from rural area, living below poverty line, minority and those who were ahead- Urban middle class people belonging to upper caste.

After this teachers started to reveal their identity. Those who were behind were a 14 year old boy who works, a 40 year old sex worker, a woman who lives on the streets of Delhi, a migrant who lives in a room with other 6 people, a transgender who ran away from family and lives in Delhi with transgender community, a retired man who does not get pension and is still working to support himself and his wife and lastly a homosexual.

Those who were ahead - A student studying in a university coming from a dalit family where father having a government job of a sweeper, 45 year old professor in delhi university who has studied in Harvard and whose father is an IFS officer, Professor in a university, 40 year old man

working in an MNC coming from a middleclass family, had studied in IIT and recently bought house in a posh area and Lastly a CEO of the company.

The facilitator stressed on the need to create a safe atmosphere in the class where students are sensitive to each other. There were certain identities which brought laughter amongst mentor teachers like of a transgender, sex worker and gay. The facilitator emphasized that there is a need to show respect for each other despite being different from each other.

It was asked from those who were going ahead of line that How were they feeling? One of the mentor teacher who stepped ahead said she felt a sense of achievement and a mentor teacher who stepped behind shared that he felt a sense of disappointment as the gap kept increasing. They were asked to identify the reasons for the increasing gap. They highlighted absence of resources and factors like- Education, Job status, health, age, money, society acceptance, house, gender, differently abled, parents profession and values result in these gaps.

A mentor teacher shared an anecdote on this discussion. He said there is a school where he used to go his observations. This school was infamous for notorious students and their parents. They belonged from a community which makes liquor and they lived near school. All teachers and principal tried to apply for transfer on getting that school. These students would never study and would create ruckus in the school. Even the parents would support them in this. He shared that surprisingly there had been a drastic change in the past 4-5 years. The parents have realized the importance of education and are welcoming to the education reforms. They give respect to the teachers and cooperate with them to assure that their children study well.

Well the above anecdote highlights various issues. The loss of the source of livelihood can also be the reason for making the local community more open to educational reforms, the need of fitting or getting acceptance from other sections of the society and needless to say wanting the next generation to be more economical secure than they are.

Facilitator brings in questions like what should have been the responsibilities of those who were stepping ahead? What are the rights that we have as a citizen?

This led to a discussion on Equity and Equality. The questions brought to attention were - How to create an inclusive classroom? What is equality? What is equity?- The activity helped mentor teachers realize that a classroom has students coming from different walks of life. There is a great need to make students develop respect for each other. Students should be Treated equally. It was expected from MT's to explain their mentee teachers the need of creating classroom as a space where everyone is treated equally and they feel a belongingness to their classroom.

The second and last day of the workshop started with the recapitulation of the previous day's activity and its learnings. The facilitator explained that concept maps can be used in teaching a particular concept. It helps in establishing linkages between various things. This also helps in linking the concepts with students everyday life experiences. The presentations which could not be done yesterday were presented today. The topic was "Diversity and Discrimination". A concept map was made on the board by facilitator with the inputs received from the mentors.

- What is diversity?
- Diversity- Its positives and negatives.
- Why is there diversity?
- How did this diversity emerge?/How does it sustain?
- Its forms and types example- region, religion, language, gender etc.
- Difference between stereotypes and prejudices. Examples from everyday life to explain the same.

All the groups presented a demo session as a facilitator for social science teachers in the zonal workshop on the topic 'Diversity'.

Presentation 1- The mentor teacher said that before beginning the presentation it is essential to understand your audience. They gave name tags to each teacher and addressed them by their names to establish a relationship with them. There was a distribution of placards as well like still thinking or ready to share to help in maintaining the decorum. The group insisted that there is a need to motivate and involve all participants in the discussion. Whenever one wishes to share

something they must show a placard saying ‘wants to share’. The group 1 of the mentor teachers said that as a facilitator we need to allow everyone to express their views. We must ask them to wait in a polite manner without discouraging them.

After this they did a small activity to introduce the given topic. They asked mentors to form a group according to their preference of a fruit. So, the five teachers formed one group as they liked mango, 4 for jamun, 3 for pineapple and 1 for papaya. The group presenting said that different groups shows the difference in our taste. Then they asked the audience how they can relate this activity with diversity? They stated that on the basis of preference for different flowers, fruits, hobbies etc. we can show diversity existing within the classroom. They said that the mentee teachers should be asked about the kind of diversity that they witness in their classrooms and relate it to their experience. A video was also shown related to the topic.

After group one’s presentation Ms. Shashi (Director, Ferdinand Centre) gave her feedback. She said that there was less clarity with the purpose of the activity. She suggested that some research work should have been done around the topic. She said that google classroom shall be used for sharing elaborate feedback.

Presentation 2- The next group started with an activity involving showing a piece of news from newspaper depicting discrimination. Mentee Teachers shall be asked to give a headline to that news, to write the region in which that incident took place, country/city. After this they showed a video clip on discrimination. They proposed that teachers will be divided to discuss in groups about the kind of discrimination they have experienced and then share it with the others. They shall be informed about the constitutional provisions about the same. In the session they would take up legal case studies of discrimination for discussion on the rights violated and also to share the verdict of the court. They ended their presentation with a song- ‘Hindi desh k bhashi hum sab ek hai’.

Presentation 3- The group said that they will initiate their session through Mind mapping of the topic **“**Diversity” like types of diversity- gender, hobbies, religion, food, region, culture, dress

etc., distinction between diversity and disparity etc. They would try to decipher the meaning of national anthem as they feel it reflects the diversity and spirit of the country.

Presentation 4- Next group said that this chapter on diversity forms the basis of entire SPL book. They shall start by posing such questions like What is diversity? What kinds of diversity surrounds us? How it affects us?

Each mentee teacher shall be distributed a chit and will be asked to write one personality trait that makes them unique and the one that makes them similar to others. A discussion around the same shall take place after teachers share their responses. Later, a provoke technique will be used where a problematic statement will be made like 'The problems existing in India are due to its diversity?' A negative statement to provoke them to brainstorm and then making them present their views. Stereotypes and prejudices to be included in the discussion. Few such statements shall be given to each group for group discussion.

The feedback was given by Ms. Shashi in the end. She said each group's design plan was different and followed the five E's plan given to them to help in designing their sessions. She said to keep the closure in mind. The objective should be clear and precise and this shall help them in designing an effective activity. The focus should be what you wish to achieve, your aim or your goal of the session should be clear and you should try to stick to it.

After the presentations of the groups got over, facilitator showed some advertisements of Surf Excel, Ariel and Slice. They were examples of stereotypes and helped in concluding this session. The facilitator asserted that there is a need to make students realize and analyze the gender discrimination that takes place around them every day like discrediting house wife's work as work, division of private and public sphere etc.

The attention was brought on how stereotyping has become so implicit in the everyday language that we do not even realize for example- jokes on blondes, sikh community etc. Mentor teachers drew examples from their own life. This helped them in understanding the topic well. They were encouraged to teach teachers to use such techniques in the classroom. The discussion followed

showed how some MT's made remarks which had implicit stereotypes and prejudices. We felt more time should have been devoted to this discussion. The paucity of time led to this important discussion done in a superficial manner.

After the tea break a session on teaching History was taken. The chapter Trade to Territory of class 8th history NCERT textbook was taken for the purpose. Facilitator initiated the session by posing a question from the participants- what do they understand by History? The responses came like creating link between past and present, to know why, what and how did it happen?, understanding the relation of past with the present and how it shapes our future?

The next questions posed to the mentor teachers were- Who is a historian? Who can be regarded as a historian? The response was a person qualified or specializes in historically situating the events. They were explained about historical narrative- historian and his facts, different narratives in history were discussed like positivist view of history, its critique, etc.**,** time in history. How it is looked at? Different themes related to historiography such as teleology and ethnocentrism, history having many interpretations/perspectives were also addressed. Mentor teachers were informed to be wary of presenting only one perspective to students and the latter are to be trained to be able to look at various perspectives. They were explained that it is essential to acquaint students to understand questions like who is writing history, for whom are they writing and what is their purpose in writing history. This has a strong impact on the way the history has been written. Another set of questions that needed to be explained to the students were also addressed. These included, how those in power try to control the history, what is historiography and what are the different historiographical approaches – colonial, nationalist, Marxist and subaltern.

In the post lunch session, mentors were asked to go through the *Pragati* series (books designed and compiled by some mentor teachers) and look at how class 8 history chapter trade to territory has been approached. After this they were asked to think around the following questions.

Step 1- What is the essence of the chapter in its historical context? How is it relevant to the present?

Step 2- What is in this chapter? What will teachers find difficult?

Step 3- How can you support teachers in building their capacity?

The facilitator explained that teachers should be encouraged to take the chapter and relate it with present day. For example- How foreign powers came to India for trading and later on started making it their territory. At present day, china is taking land on lease in Africa etc. The times have changed and colonization has ended. The colonization has acquired a different nature or shape in today's times.

They were explained that history is a narrative and should be taught like a story. There should not be emphasis on facts and figures. The efforts should be to give a panoramic view.

In between the workshop, mentor teachers were asked to sign on a register that maintains their attendance. The time they enter and leave has been recorded in that. Many teachers from the room complained that they did not receive it in the morning to sign. The person given the responsibility to get mentors signatures said that he came at 9 or 9.15 in the morning and took the signatures of those who were present. He said 9 am is the time of the session and he will not come again for the latecomers. Teachers got infuriated claiming that they were here by 9.30 so they should be allowed to sign and also why this rule was not followed from day one of the workshop. Teachers got angry and said that as per the attendance register if they are absent than they must leave now. There is no point staying here. The situation was getting tensed so the organizer of the workshop convinced teachers to not to leave and that their signature would be taken.

Finally their signatures were taken and they were asked to proceed to the hall where they would be briefed about the upcoming Happiness Curriculum.

The technology is both a boon and a bane. This program has made us realize this once again. MT's were sharing that their morning begins with WhatsApp messages. The various circulars, inspections, duties etc. are shared on the WhatsApp group. They expressed that there are so

many WhatsApp group in which they have been added and they keep buzzing with the messages. They said it becomes difficult to keep track of all of them. Many mentor teachers keep sharing pictures and videos of their school observations and this puts pressure on others to do the same. These pictures are further used by government on various online portals to show their work.

This made us ponder that, does it promote a culture of learning from each other or does it turns into a competition about marketing yourself? Is it learning the art of showing how miraculously you are working where pictures and videos become proof your work and success or does it lead to a critical dialogue about various pedagogical innovations and practices? We believe that with the one need to carefully observe such interactions to make any judgement one way or another way.

We felt that this became a trap for teachers and MT's which they could not escape. On WhatsApp groups no teacher can claim that they have not seen the circular as it has a feature which enables the sender to see the time message has been read. Despite being on leave you are expected to be active on these different portals. We found this intimidating and breach of someone's privacy as well. It is not to deny the merits that technology has but the demerits cannot be undermined. There is a constant pressure to be connected through technology which is difficult to escape.

One of the supervisors of the MTP announced that attempts are being made to bring mentor teachers online 24x7 so that mentee teachers can ask their queries anytime and get instant reply. Mentor teachers already have lot of workload as shared by them in the workshops. Bringing them online and expecting them to give instant replies is like making them work 24x7. Also in a classroom the kind of challenges a teacher faces does not have readymade solutions which can be given away by mentor teachers. It requires constant engagement and efforts. This can make mentee teachers to rely completely on mentors for resolving their challenges instead of overcoming them on their own. This can kill their spontaneity, creativity and ingenuity.

The other thing that concerned me was rigidity of some of the mentor teachers around certain things. Firstly it's very difficult for them to accept their mistakes or their failure. In the energizer

activities or even other activities when the facilitator said that they could not complete it correctly they could not accept it. They would argue accusing that instructions were not given clearly, the activity has been designed incorrectly etc. They would keep on arguing to prove that they are correct. Also their stereotypes around certain things. Some mentor teachers would not try to listen and understand the other's point of view. They would have a long discussion just to prove that they are correct and the other one is wrong. The hostility towards any view which is different or new made us perplexed. What will happen when they will go to the classrooms and mentor the teachers? What will be the quality of training that mentee teachers will receive? What will happen when mentor teachers and mentee teachers will have differing views? How will mentor teachers help teachers broaden their perspective so that they can do the same with the students?

Science Workshop

We could observe only one science workshop. The observation shared below is of only one day only.

The workshop was taken by people from Think Lab. A team of two facilitator was invited by SCERT to take these sessions. After completing an activity on buying and selling teachers came up with a conclusion that negotiation depends on individuals. Agency of power leads to exploitation. At some point we exploit others and at another point other people exploits us.

Facilitator further discussed about identifying problem and then search for an answer. To further articulate his point he provided teachers a two page document titled 'Data collection tool, fun and engagement' in which rubrics were shared for classroom observation. Facilitator told them that they can use this during classroom observations and to assess activity comprehension. Teachers can also use it after their class for self-evaluation.

Facilitator passed a container for an activity to each teacher in which they kept few items. She asked to them to take out few listed things required for first activity. In this activity they

observed growth of yeast. There was lot of discussion on what name should be given to this process. Why it was different from something else? Teachers seemed rigid with their arguments and were not receptive of others views. Lack of cooperation and cohesion could be easily seen in the room.

These workshops gave a platform to MT's for sharing their innovative ideas and initiatives . A teacher showed how he had changed his phone camera into microscope. He used LED lens to the camera which gives it microscopic lens view to see things. He placed it on his t-shirt to show us fine threads and its weaving with that lens which we cannot see through naked eyes. All teachers appreciated him. One teacher also told them that Jodo Gyan sells a kit for 75 rupees which enables to see micro-organisms.

Nand Nagri Aur Kondli Ki Galiyan

Pratham

Presented By:
Rupinder Kaur
Shreshthi Jain
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Ambedkar University Delhi

Acknowledgement

We would like to thank Pratham mentors Vinod sir, Seema aunty, Vijaya ma’am, Nisha ma’am and Sheetal aunty. We would also like to thank Sunita Singh Ma’am. This field work wouldn’t have been possible without your guidance, patience and time at each and every step of ours.

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Introduction

- Kondli and Nand Nagri were the two field sites where we conducted our internship with Pratham.
- The purpose of the three week field visit was:
  - To collect information on educational status of the children living in the two areas.
  - To present the differences between the profile of a high achiever and a low achiever.

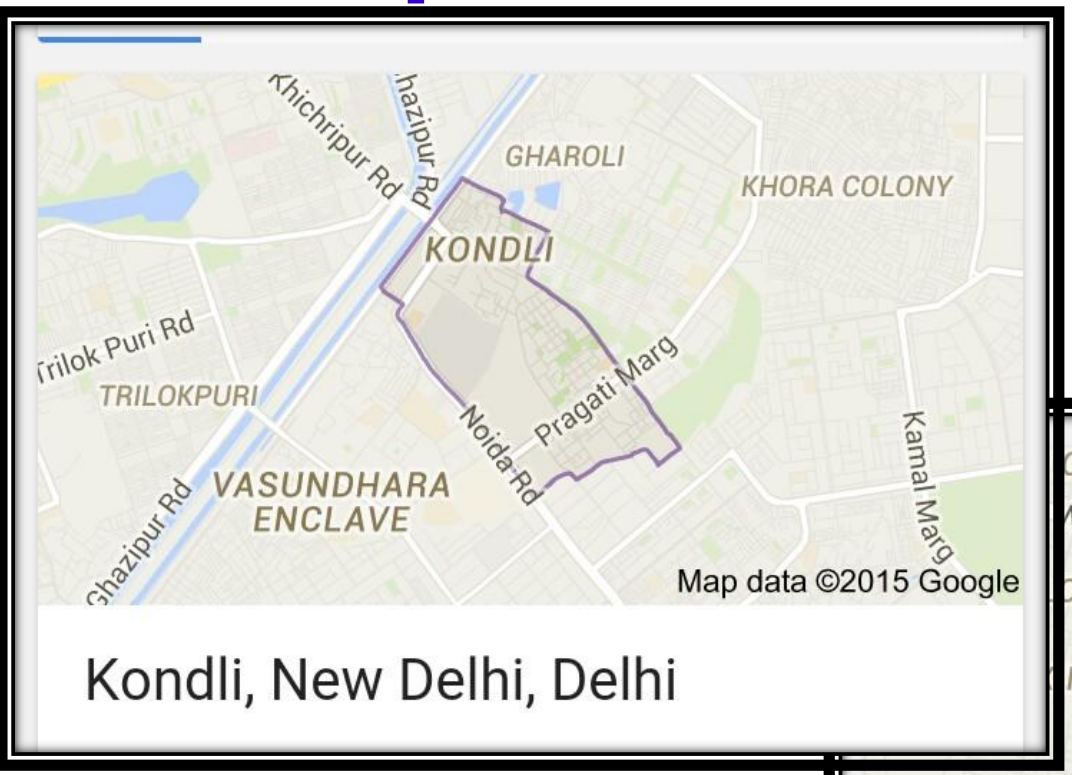
The Two Field Work Sites

	Kondli	Nand Nagri
Establishment	• It falls under Kondli legislative assembly constituency (Reserved) and East Delhi parliamentary constituency. • It is a resettlement colony which came into existence after 1990. • It is the major developing area of KONDLI Constituency.(no-56) and east Delhi municipal corporation Ward No. 215.	• The area Nand Nagari is located in East Delhi. • It is connected to various modes of public transport, healthcare facilities, etc. • It is a resettlement colony and the plots were allotted during Rajiv Gandhi's rule as the 7th Prime Minister of India.
Location	• Kondli is a village on the outskirts of Trans-Yamuna region of Delhi, India. It is situated near UP border alongside Vasundhra Enclave and Kondli. It is very well connected to Noida, Ghaziabad and rest of the Delhi.	• Nand Nagri is a village that lies in Seemapuri constituency.

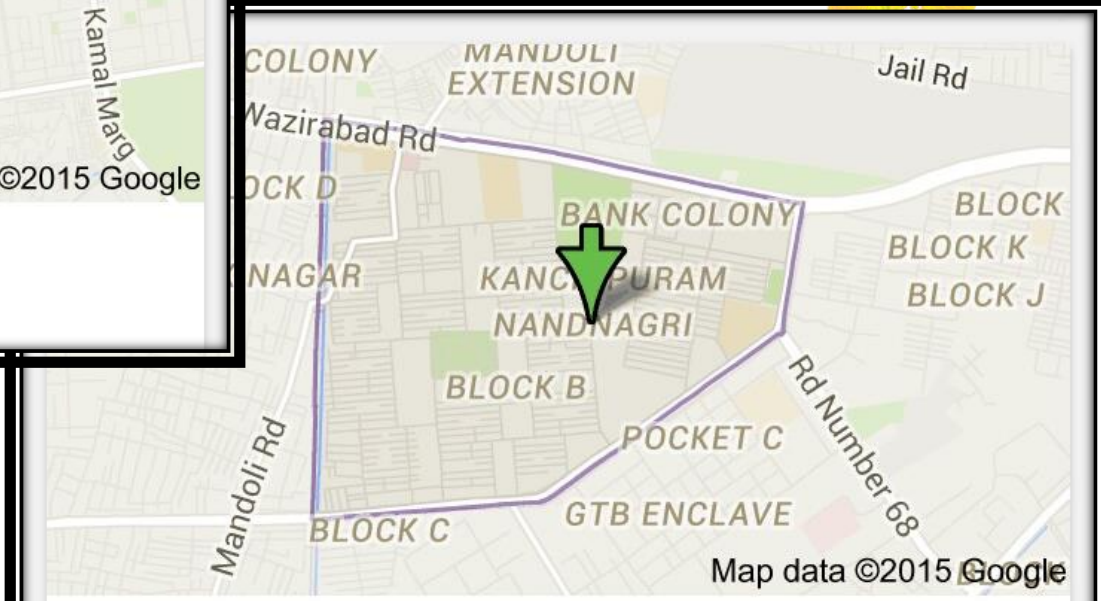
The Two Field Work Sites

	Kondli	Nand Nagri
Families	• Mostly people living in this area are from Uttrakhand, Uttar Pradesh, Bihar and Rajasthan. • Members of scheduled castes comprised the majority of the population. • We found well-settled families where most of the men were working in multinational companies in Noida.	• The main occupation of the people living in this area was selling fruits, rickshaw pullers, owning small shops, etc. • Women worked from their homes by making sockets, cable ties and bindis.
Children and Education	• The children regularly attended school as well as took tuitions outside of school. • The majority of the schools are private in this area.	• Children regularly attended government schools and took tuitions. • Some students attended more than two tuitions or more than two schools.

Maps of The Field Work Sites



Kondli, New Delhi, Delhi

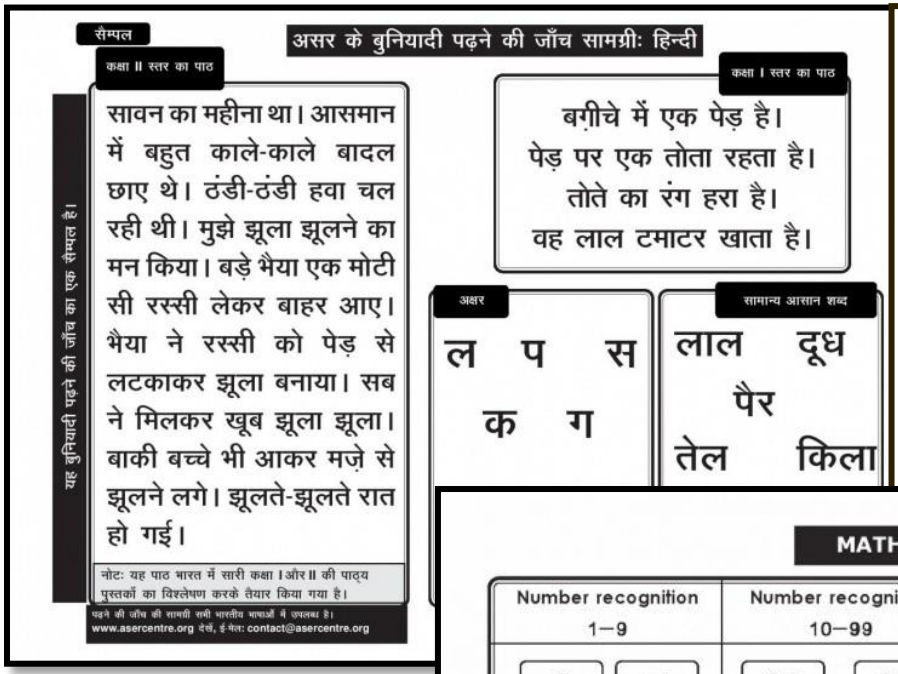


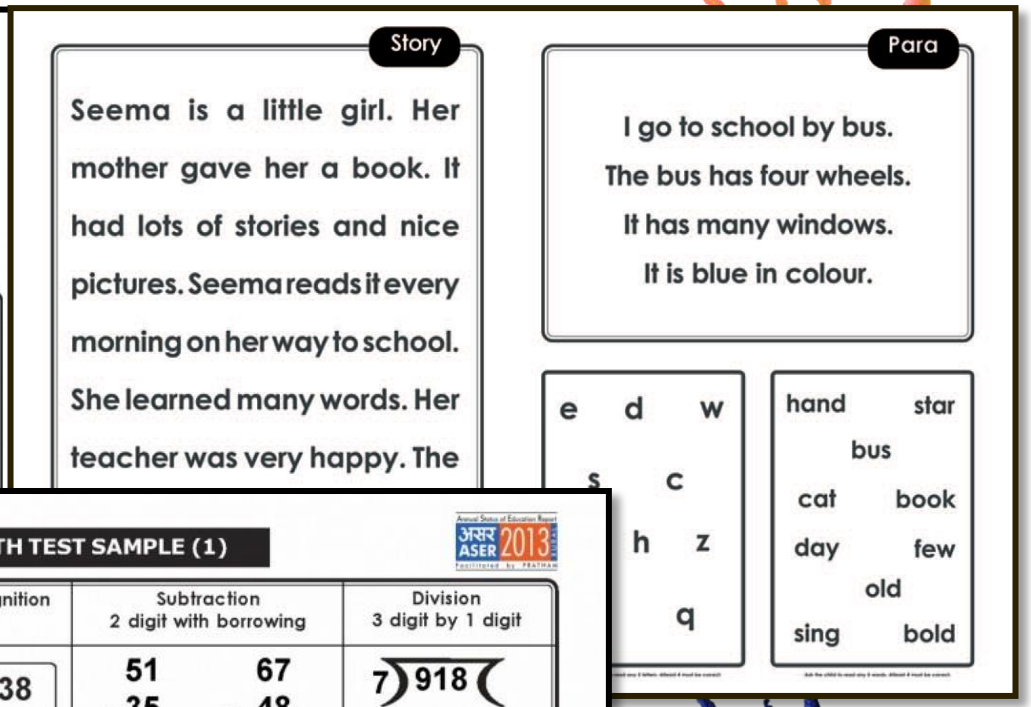
Nandnagri, Village Mandoli, New Delhi Delhi

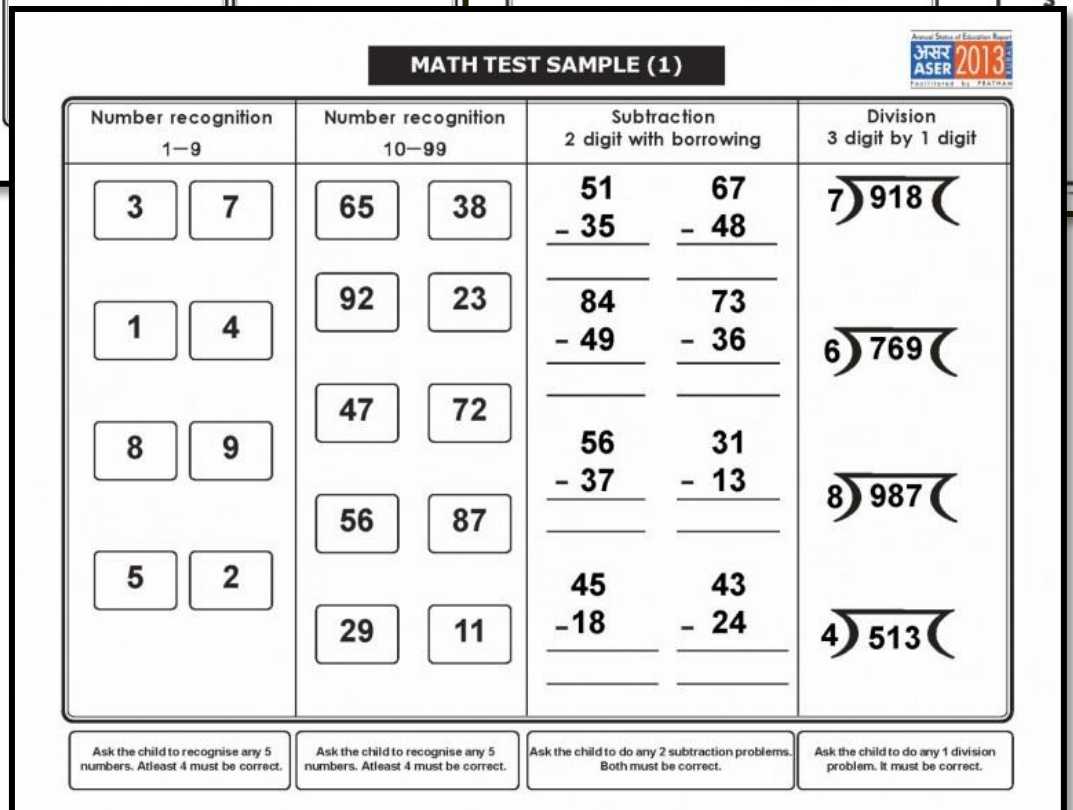
Our Field Work in Kondli and Nand Nagri

Tools	Description	Kondli	Nand Nagri
ASER Household Survey and Learning Achievement Tools	• Created by Pratham • Focused on household facilities, financial statues and educational levels • Validated tools for assessing Hindi, English and Maths proficiency	√	X
Child-Interview	• Created by the faculty at Ambedkar University Delhi. • Focused on asking questions regarding their experiences	X	√
Questionnaire	• Created by the faculty at Ambedkar University Delhi. • Focused on questions regarding facilities, financial status and (mostly) educational experiences and expectations	X	√
Focus Group Discussion	• Guidelines created by the faculty at Ambedkar University Delhi. • Focused on themes such as, friends, peer group, school, etc.	X	√

Sample of ASER Tools







Research Questions For The Present Study

In this presentation, we will present the profile of a high achiever and a low achiever from Nand Nagri.

- Who are the high achievers and low achievers?

- How do high achievers differ from low achievers?

Defining a High Achiever

- A list of High and Low Achievers were provided to us on the basis of a previous survey conducted by Pratham in Nand Nagri.
- A score of 4 or 5 was assigned to the children who performed well whereas those children who didn't perform well were score 1 or 2.

Data Collection
(Nand Nagri)

Tools	Purpose
List from Pratham	• To identify the households where the interviews and questionnaires had to be conducted. • To identify the high achievers and low achievers.
Child Interview	• To understand the mindset of the children.
Questionnaires	• To gather information about various funds of knowledge and lifestyle of the residents of that area.
FGD Guidelines	• To guide the students in collecting information and using it to the utmost.

Profile of Achievers

Children	Score of ASER	Achievement Level	Focus of Interviews With Children
X	5	H	• Was good in dance and drawing.
Y	4	H	• Was good at Abstract thinking.
Z	4	H	• Was good at gymnastics.
A	2	L	• Was good at reciting poems as well as singing songs.
B	1	L	• Was good at solving interpersonal problems.

Results

- Low achievers were not necessarily performing low in all fields. For example, we found one child who was a low achiever, but was exceptionally good at drawing and dance.
- Some children who were labeled as ‘high achievers’ were not able to read fluently.

Discussion and Reflections

- **Gardeners Multiple Intelligence Theory**
- **Gaps between policy and provision**
  - Quality of teaching practices in Government Schools.

- **Educational System**
  - Multiple Tuitions and Schools
  - Most families sent their children to government schools.
  - Parents preferred government schools as compared to Private schools.

Discussion and Reflections

SOCIAL AND PHYSICAL SPACES

- Safety issues affecting education of girls.
- Sanitation

LANGUAGE AND EDUCATION

- Educational status
- Language use by family members
- Role of siblings

Our Learning's From Our Field Work

- Field work is not easy!
- Cannot make judgments on academic basis.
- Learnings from the tools.
- We need to be clear about the research process—for e.g.,
  - we should make it clear to the participants regarding the purpose of our research,
  - make it clear that we will not be providing any gifts, cash, etc.

Limitations of The Study

- Feeling of insecurity amongst ourselves while conducting the study.
- Difficult in making contacts with people.
- Basis of Marking Children as High Achievers and Low Achievers.

Limitations: On Tools

- Conducting a pilot is important.
- Tool has to be shorter.
- Tool needs to be translated into their local languages .
- Knowing the scores of children affected our expectations
- Unclear about the scoring process of high and low achievers.

THANK YOU

Summer Field Attachment Team Report

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Faculty Mentor: Dr. Sunita Singh

M.A. Education (ECCE)

Description of the Context

Summer Field Attachment started with orientation and training on 27th May 2015. 3 days Pratham mentors trained us at our college. They trained us on using their household tool and code of conduct in the area. The training was rigorous and essential. It helped a lot on the field.

On 2nd and 8th June 2015 we were placed at Kondli and Nand Nagari respectively. The areas allotted to us were Gharoli Dairy farm at Kondli and A-4 First and Second Blocks at Nand Nagari. The tools used at these places were Annual Status of Education Report (***ASER***) tool i.e., household tool at Kondli and questionnaires, interviews and group discussion at Nand Nagari. The ASER tool has been designed by Pratham and the various other tools used at the field placement site were designed at Ambedkar University, Delhi.

The areas are connected to public transports. The houses are properly built i.e. pukka houses. The houses are multi-storied. Details of the areas are as follows:

Description of the Locations

Geographical Location of the Field Sites

Kondli is a village on the outskirts of Trans-Yamuna region of Delhi, India. It is situated near the border of Uttar Pradesh. It falls under Kondli legislative assembly constituency (Reserved) and East Delhi parliamentary constituency. Nand Nagari lies in the Seemapuri assembly constituency.

Cultural Factors

Families living in Kondli belonged from Bihar, Uttar Pradesh, Haryana, and Punjab (Mainly from Uttar Pradesh and Bihar). In some cases respondents stayed at home, while in others were working. Most families spoke their mother tongue. Women wore suit or we observed very few females wearing a saree or shirt/ jeans. However women had no ghunghat over their head. Many families asked us for water or lunch. Their children were seen wearing frocks, jeans shirt etc. Families who had children mostly spoke in Hindi at home. They encouraged their children to speak in English as well. At Nand Nagari families usually spoke in their mother tongue language, (Bhojpuri, Haryanvi or Hindi). We saw most of the women wearing saree with ghunghats for strangers on their head. When we asked about their husband's name they replied "Ji pata nahi ji, unka kya naam hai, ae chintu tere papa naam batlaiyo inhe zara". (I don't know the name. chintu, what's your father's name? tell them.) They did not even know their mobile's phone number. However they made sure that, they knew how their children were learning in school, they used to ask the teacher how well is their child doing, in every parent teacher's meeting. In Kondli women

> *"Ji pata nahi ji, unka kya naam hai, ae chintu tere papa naam batlaiyo inhe zara". (I don't know the name. Chintu, what's your father's name? tell them.)*
>
> *- A resident at Nand Nagari*

knew each and every detail about their household. Common thing between families of Kondli and Nand Nagari was their native places and thrive to gain better education facilities for their children.

Religion

Residents at Kondli were found to be following various religions i.e., there was no dominant religion whereas at Nand Nagari the residents were found to be following Hinduism and Islam. There were temples and mosque in the colony at Nand Nagari whereas at Kondli only A Jain and Hanuman temple were found.

Socio-Economic Factors

Kondli is a resettlement colony which came into existence after 1990. Due to this the residents had to bribe and get their different identification cards made. One such instance was while conducting the ASER tool a family told us in detail how they are facing trouble for enrolling their children in school as they don't have the ID cards having address of Delhi. Hence they had to pay some amount to get the cards made even after living in Delhi for quite some time. When we asked about the safety in new Kondli, people living over there told us that, the colony in which they live in was quite a safer place, however, area outside Kondli seemed to be very unsafe for children. {People said "Hamara block bahutt safe hai, par kondli ke bahar humein dar laga rehta hai, iss wajha se humien bahar jane mein problem hoti hai". (Our block is very safe but outside Kondli we are scared that's why we face problem stepping outside this area.)} Kondli and Nand Nagari both got electricity for more than 12 hours. Water facilities were there twice a day at both places. Nand Nagari though seemed to be an unsafe place for women. We ourselves went through eve teasing on the first day itself. At Nand Nagari, people are employed as labors, fruit and vegetable sellers, security guards, scrap dealers etc. At Kondli, we found business men, employers working in private companies, engineers, etc. They even had their own shops.

Education

The parents at Kondli were found to be graduates and post graduates whereas at Nand Nagari there were rare cases where the parents were educated till primary. The women at Nand Nagari were mainly illiterate. Many children were going private schools in Kondli but most of the children living in Nand Nagari went to government school. Families in Nand Nagari preferred government school because according to them private schools over there do not provide good education facilities, so there is no point of wasting money. However, at both the places children are being sent for tuitions. At Kondli there was a hub of private schools whereas at Nand Nagari there were mainly government schools. At Nand Nagari there was a hub of Balwadis and

"Private school toh paise kamaane ka zariaya hain. Paise fainkoshiksha pao!" -A resident at Nand Nagari

Anganwadis whereas at Kondli there were very few Balwadis and Anganwadis. The residents at Kondli were unaware about Balwadis and Anganwadis whereas at Nand Nagari the residents had enrolled their children at different Balwadis and Anganwadis. At both the places the parents laid emphasis on learning and practicing English. There was a culture/fashion of taking tuitions at Nand Nagari as each child was enrolled in one. The parents ensured that the child attended these classes.

Infrastructure

Kondli had huge buildings in which, there were four to five families living in it. Each building had four to five houses, which were distributed on the basis of flat system. At Nand Nagari, there were pukka makaans (houses made of cement, stones, bricks etc.), but there were no furnished buildings. Pukka makaans were built like buildings though smaller than the buildings at Kondli. Nand Nagari had more government schools, whereas Kondli had both private and government schools. However, Kondli had fewer government schools as compared to Nand Nagari. Nand Nagari did not have any sewage system, and it also smelled as compared to Kondli. Nand Nagari was unhygienic as compared to Kondli.

Connectivity

The accessibility to Nand Nagari was easier as compared to Kondli. Nand Nagari is 15 minutes away from Jhilmil metro station whereas Kondli is 30-45 minutes away from Mayur Vihar Phase-1 metro station. However getting a conveyance from the metro station was manageable. Kondli is very well connected to Noida, Ghaziabad and some parts of Delhi.

Description of Data Collection

Before we began with the data collection procedure, we were given orientation about the internship program. We were then divided into groups of three each. We used four methods for data collection. Survey (ASER tool), interview, questionnaires and observation were the methods which we used for data collection. After our orientation we had done a pilot testing in the field. When we began our data collection procedure we were the surveyors, taking surveys in the field. We were provided with a folder containing all the tools, formats, instructions and communications materials to be used in the field. In Kondli we had to map out the structure of the block.

Next thing we did was that we walked around the entire area to understand its geographical structure. As we did walked around the area we talked to many people about ASER. With the help of local people and their own observations, we made a map of our block which was allotted to us on the first day. We also observed and recorded basic infrastructure such as roads, banks, health centers etc. on the format provided.

After understanding how the block is laid out, we divided the block into 4 sections. A total of around 5 to 10 households were surveyed in every block, 5 from each selected section or hamlet. To select these households, we began the survey from the beginning of the section and then selected every 5th household found on the left. This is known as the "5th household rule". In each sampled household, we recorded the basic household information as well as

information of children between the age group of 3 to 16 years. We used the ASER testing tools to assess basic reading and arithmetic skills of all children from 5 to 16 years who were residents of that household. In some households, additional assessments were also conducted, such as children's ability in English. The testing was done only in households to ensure that all children (whether enrolled in school or not) are included in the survey.

Tools

• • •

We used four methods for data collection. Survey (ASER tool), interview, questionnaires and observation were the methods which we used for data collection.

The main purpose of this research was to see whether children are learning something from their school or not, whether they go to private school or government school.

• • •

Pratham gave us some tools and assessments for children. The main purpose of this research was to see whether children are learning something from their school or not, whether they go to private school or government school. Pratham also wanted to observe whether there was any difference in education of those children who go to private school as compared to those who go to government school. We were given three assessments, one was for Hindi, and one was for English and the last one for mathematics. In the Hindi assessment, there were four parts. One was reading letter aloud, the next part is reading words aloud, step three is reading aloud the paragraph and then the next step is reading aloud a full passage. In the fourth step, comprehensive questions are asked from the child.

Similarly in the English assessment tool, children were asked to read aloud letters, both in small case as well as capital letters. Then they were asked to read words and also meanings of those letters were asked. In the last, we asked them to read 4 whole sentences and their meanings, if they are not able to tell the meaning of the sentence, we ask them the meanings of the words. These tools were used in Kondli.

ASER tools and procedures are designed by ASER Centre, the research and assessment arm of Pratham. The survey itself is coordinated by ASER Centre and facilitated by the Pratham network.

However, at Nand Nagari, we had used interviews and questionnaires for small children and parents respectively based on the Bronfenbrenner 's theory. They were developed at Ambedkar University in Delhi. These tools were conducted on selected households. They were selected on the basis of ASER tool testing which was conducted by Pratham beforehand. A list of high level learners/ high achievers and low achievers was hence prepared on this basis.

Information on schooling status was collected for all children in the age group 3-16 living in sampled households. Children in the age group 5-16 are tested in basic reading and basic arithmetic. The same test is administered to all children.

Critique of the Tools

ASER Tool

- The ASER household tool has provisions where one has to disclose the expenditure on school fee as well as tuition fee. The respondents were hesitant to disclose it and at one instance we were insulted and shouted at also due to this provision.
- The tool was reliable because even after repeated testing on multiple visits the child scored the same score. Tests can actually determine whether the child has understood the various concept, through the process in which he does it. For instance, while reading a word, one child was actually calling out the sounds of the letters and then pronouncing it correctly. We could determine on which level he is at.
- Conducting this tool requires some preparations beforehand as there are certain rules to be followed while conducting it. For example: no scaffolding, giving child time to answer etc.
- The objective of this tool is not to 'test' the child but to find out what he or she can do comfortably. Therefore, it is essential to ensure that the child is relaxed and not under pressure to perform.
- The tool is in Hindi, free, available online and easy to comprehend as well as administer.

Questionnaire and Interview

- The tools were in English and had to be translated in Hindi on the field as majority of the people were not comfortable/ did not understand English.
- The questionnaire tool has questions which are repetitive and irrelevant. For example: why do you send your child to school etc.
- The questions have to be kept open ended to the maximum as making it close ended forced the respondent to be rigid and hence some information had to be left.
- Questions having options need modification. For example: including different cards like Adhaar, ration, above/below poverty line, voter card etc.
- The tools were time consuming. It was extensive and in some cases multiple visits had to be conducted to complete the tool.
- The ambiguous answers posed as a hurdle in decoding answers.
- Decoding answers without any biasness is a challenge.
- Many of the answers had to be taken up from the informal conversations with the respondents as when asked while conducting the tools the respondents did not answer.

Experiences of Administering Different Tools

As mentioned above we used four methods for data collection. Survey (ASER tool), interview, questionnaires and observation were the methods which we used for data collection. We were a group of three students namely Rupinder, Shreshthi and Vandita. Hence we have diverse experiences of administering the tools.

Experiences of Rupinder

Labeling children as high achiever and low achiever created biasness in our observation as well as conducting other tools. Parents assumed that children going to private schools will perform better than children attending government schools but this was not the scenario as children attending private schools performed better at English language testing and lacked at other skills whereas students of government performed vice-versa. At private schools there is more focus on acquiring skills for English language hence other fields are lacking. There were children who were unable to perform according their age and some children performed exceptionally well irrespective of their age. Children were hesitant to perform in front of us and somewhat showed while performing the test. Many parents said to us that he/she is able to solve these usually. I don't know why he/she isn't able to do so today." There were cases where both the siblings (elder and younger) were found to be at the same level. Labeling children interfered with their skills such as drawing etc. tools also limited us to adhere to them. For example: a family was paying a hefty amount to get their identity cards made and were asking us about the procedure. We couldn't help much as we were there for a purpose. Both the places showed diversities of academic as well as co-curricular abilities.

Experiences of Vandita

ASER tools which we were conducted smoothly. They were supposed to be conducted on children whose aged 5 to 16. We wanted to see the difference between those students who went to private school and those who went government school. Children understood the test quickly and did as much as they knew. Parents though who were with tried to interfere between by encouraging them and supporting them. However, we abstained them from doing that. ASER test was conducted in kondli. Families motivated their children to do the test, they had no fear of the test, and almost all families said "haan hamara bacha toh karlega aram se koye dikat ni hai, abhi dikha dega karke". (Our child can easily solve these and will show you.)

We conducted the case study in Nand Nagari on high achievers and low achievers. High achievers understood the quickly and easily, but low achievers were not able to make out what to say, especially in the one word rapid fire. We explained the rapid fire question by giving our example. For instance, while explaining ABC (low achiever), I explained that

"Dekho mere liye teacher hai ek achi dost jo mujhe samajh sake, aap kya samajjhte ho teacher se, teacher ka naam sunke kya dimag mein ata hai"(for me teacher is a good friend who understands me. What do you understand by the term teacher? What is the word which comes to your mind when I say this word?)

ABC- "Dost" (friend)

Me - "Acha toh dost ke liye kya ata hai" (so, then what comes in your mind for the word friend?)

ABC- A long pause,

Me- "mere dimag mein toh ghar ghar khelna ata hai" (for me it will be playing house-house)

ABC- "Mujhe bhi". (Same here)

The example above displays case of many low achievers giving our same reply. During the test, parents did not interfere in the child's matter, they kept on watching. Neither they supported nor they di-motivated in both the cases.

Conducting survey in Kondli was much easier. Families gave a little time to us from their schedule. They talked politely, even asked for water and understood the question quickly. Families in Kondli seemed to be welcoming. They provided us with all the information which we wanted from them. One family of Sardarji, called us his home, and told his whole story about his life and from where he belonged. He explained the problem the area well. However, Nandnagri was very different in this case. Families were tired of people like us visiting their homes. According to them, people take information from them, take their time from their heavy schedule but in the end, they don't see any change happening. Due to which, they talked to us very coldly and formally. Though there were families who were welcoming, but before conducting the questionnaires we had to listen to their criticism about the people like us. Sometimes, they even refused to entertain us. Also, people found our questionnaire very strange, due to which they were not able to understand us. Questions like "why do you send your child to school", "what do you want to make your child when he grows up", families felt very uncomfortable in talking about due to which we were not able to get appropriate answers. Also, one woman was giving answers so sarcastically, that, we had no idea what to do. For instance when I asked her name she responded "Hema Malini", then after that when I proceeded further and asked "why do you send your child to school" she replied "khana banane ke liye. (For making food)". I was having lot of troubles, in conducting the test as I did not know how to explain her or what to say to her.

Experiences of Shreshthi

One should conduct a pilot study before implementing the tools. A pilot study helps in correcting the flaws as well as generating more questions in the tool. The language being used is very crucial as it can make as well as break the study being conducted. There can be misconceptions due to it. While translating the tool one has to be careful of using words which are closest to the word written as well as not harming the respondent's views.

It was a first experience to actually administer tools on the field site. There were vivid experiences. There are instances where I was insulted and looked down upon and also where I was offered lunch, sweets etc. The realities of researching came alive while administering the tools. Biasness interferes greatly and hence should be kept away to the maximum. It is

only after conducting the tools that one see the flaws and hence can work upon its improvement. Administering tools is not a child's play and requires skills. Working at Nand Nagari was more comfortable for me as the respondents were free spirited and answered right away. The questionnaire brought out their simplistic lifestyle. Residents interacted with utmost humbleness. For instance: "beta/ bitiya seedhiyon par mat baitho. Ye kursi le lo. (Girl, don't sit on the staircase. Take the chair and sit on it.)"

There were children who understood the word game easily and some needed help. I wouldn't term these children as high achievers and low achievers as these limits us. Every child is special and unique and hence should not be labeled. Time management is one skill which one has to adopt every time one is on the field. Sometimes one visit isn't enough for gathering data and hence multiple visits have to be conducted. There will be hurdles while conducting the research but one has to find ways which are in harmony with the target group as well the field placement site.

Tackling interference from parents while administering different tools came with practice. One had to polite as well as respectful. While administering a tool one had to be observant too sometimes that posed as a problem as there was a risk of losing valuable information. Administering tools on literate people was different than illiterate people as we had to explain everything from scratch to later people. Awareness about ASER and Pratham helped us enormously as the residents cooperated with us completely once they knew we are from Pratham.

INDIVIDUAL INTERNSHIP REPORT OF DOING FIELDWORK AT TWO RESETTLEMENT COLONIES IN EAST DELHI:

KONDLI (Block A) AND NAND NAGRI (Block B-4)

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INTRODUCTION:

Delhi has undergone severe demographic and geographic changes in the past 50 years, owing to increasing migration of people for work, education and other purposes as also urbanization and the increasing need for land to accommodate infrastructure projects. The most recent eviction and relocation process happened in Delhi during the Commonwealth Games in 2010. During this third wave of resettlement process in Delhi, 11 new resettlement colonies emerged across the periphery of Delhi. According to an article in India Today, dated 8th April , 2015, the resettlement process for the poor, who predictably inhabited the thousands of illegal chawls and slums that had sprung up in the midst of Delhi's elegant residential areas, has served as both a gain and a loss for them. Cobblers, sweepers, gardeners, cooks, waiters, daily wage labourers, rickshaw pullers, weavers, tailors, stone crushers have now received a plot of 25 sq yards each in the new colonies of Madangir, Khichripur, Nand Nagri, Dakshinapuri, Khanpur, Kalyanpuri, Pratapganj and so on. While the fear of eviction that plagued them in illegally occupied areas is a thing of the past, the transition from their erstwhile slums to "the paradise of the poor " on the periphery of the capital has taken its toll in the way of physical, psychological and emotional hardship. Places of work are miles away from where they have been sent and each passing day of unemployment drives them deeper into debt. Nor has the necessity of constructing new dwellings helped to lighten the burden. And then, as I witnessed so vividly in Nand Nagri, there are the problems that crop up in a resettlement area which has not been developed in advance. A common cry of the residents of Nand Nagri is that " yaha koi badlaav nahi aya hain. Jab hum aye the, tab jaisa tha, ab bhi vaisa hi hain." (There has been no change here. When we came here, how things were, right now also things are the same.) Statements like these evoke in me as well as other social and educational researchers, communities and the government alike, a key concern to understand how individuals, families, culture, environment, and livelihoods of people might be affected by the resettlement process.

CONTEXT OF RESEARCH AND MY OWN PERSONAL ASSUMPTIONS

Kondli and Nand Nagri, both are resettlement colonies located in the periphery of East Delhi which emerged during the 1980s. While Kondli as compared to other Jhuggi Jhopri Resettlement Colonies in Delhi, is a relatively well developed colony with clean and even roads, huge public parks and playgrounds, milk booths, dhabas, schools(both government and private), drinking water, dispensaries and the like, the situation in Nand Nagri is not quite the same. While Kondli is a census town (housing more than 5000 residents), Nand Nagri is more slum-like, with some blocks very poorly developed and few relatively in a better condition. There are no huge parks or playgrounds or good eating joints in Nand Nagri as compared to Kondli. Heaps of garbage would be found at an interval of every 20 metres on top of which houseflies and mosquitoes would be breeding.

Before entering Kondli, I was assuming I would be entering an area that would not have proper facilities and although not slum like, would not have huge buildings and well polished houses. Coming from an upper middle class socioeconomic background, I was aware of the fact that the context of the two places would be very different to the one I belong to and I remember having felt inside of me a sense of apprehensiveness as well as immense excitement at the same time. Kondli turned out to be a much better place as per my expectations and I was infact puzzled to see some houses so well constructed with textured tiles and polishing that it did not appear to be resettlement colony with lower income people living in it at all. When I shared my assumptions and curiosity with the Pratham volunteers, they informed me that Block A of Kondli, also known as the Gharoli Dairy Farm is one of the most developed blocks in Kondli. The other blocks, according to them, were relatively less developed.

The facilities and infrastructure that I saw in Kondli had raised my expectations of how things would be in Nand Nagri. Moreover, a friend of mine had told me that Nand Nagri was a more developed area as compared to Kondli, so I assumed things wouldn't be in a very bad condition after all and entered Nand Nagri with that frame of mind. However, Nand Nagri turned out to be a lot different as per my expectations. It became very evident on the first day itself, right after taking the E-Rickshaw from Jhilmil Metro station, that the government had not paid much attention to developing Nand Nagri in the same manner as Kondli. This was very disturbing as I found out later through my internet research that Nand Nagri is home to some of the poorest of people in the capital.

Some assumptions specific to the education level of people in Kondli and Nand Nagri were as follows:

1. I assumed that many children in both the areas would be working after school hours. This was mainly because I felt the financial condition of people wouldn't be very good. However, our findings were quite the opposite. Out of the 50 households we surveyed in Nand Nagri, not a single household had any children who were being forced to work or working to earn out of their own will after school hours. In Kondli, we found only one such case where a 12 year old boy helped his mother and elder brother in setting up a thela and selling chowmein and momos after coming back from school.
2. I assumed majority of children would be going to government schools as people would not be in a state to afford education in private school. While this turned out to be true to some extent as far as Nand Nagri is concerned, the data in Kondli revealed majority of parents sending their children to private schools.
3. I assumed that conducting surveys in the hot and sultry weather would be a daunting task, which to a great extent was true. However, I also realize that many of life's greatest lessons are learnt in the most difficult circumstances and I am grateful for the experience I got from this internship.

Although having been brought up in Delhi since I was an year old, I hadn't had much exposure to the different places in Delhi, let alone areas in the periphery of Delhi. This internship provided an opportunity to really get to know some of the ground realities of how low income group people survive in harsh conditions.

WHAT I LEARNT ABOUT FAMILIES AND CHILDREN IN KONDLI AND NAND NAGRI

One of the most striking observations for me regarding the families in Kondli and Nand Nagri, especially the areas where my group was placed, was that majority of the people were interested in responding to our survey questions and some conversations extended for more than an hour as well. While there were a set of people who readily got convinced to respond to us just after our brief introduction as students from the Pratham organisation working to improve the status of children's education, there were others who didn't leave us till we satisfactorily gave an answer to the question, "Will this survey really benefit us in any manner?". Initially, I admit getting irritated by hearing this question repeatedly from people,

considering we were putting efforts in going door to door to collect data and I felt our good intent of doing something for the society was being questioned. However, reflecting more deeply and looking at things from their perspective, I felt it was justified on their part to have accurate knowledge of how their inputs will be used. Infact, reflecting on it more objectively, I now consider it as a positive sign because it somewhere shows that the people in these areas are not passive or ignorant of activities going on around them and have an urge to question and decide for themselves whether to participate in an activity or not. While some people's tone suggested that they were tired of false promises being made to them by the government and NGOs alike, there were others, whose tone conveyed both desperation and hope - as if finally somebody had come to listen to their problems and would do something to solve them. The expectations that these people laid on us were uneasy for me to deal with, not knowing myself whether my efforts would benefit them in any manner at all. And then the tingling question, "What if nothing is done and the hope disappears, just the desperation and despair remains?"

Nevertheless, as a researcher, what gave me hope to continue was the realization that people in these areas were neither entirely ignorant nor unwilling to understand the potential of research to bring positive change in society. In fact, my own conviction regarding what authentic research can do and an appreciation of its power truly strengthened during the process of talking to the people. In the process of clarifying their uncertainties and queries, I realized that my own clarity of the research methods and process increased immensely.

Some of the major findings and points worth reflecting on are as follows:

1. **POOR QUALITY OF PRESCHOOL AND PRIMARY EDUCATION FOR CHILDREN:**

A detailed analysis of the responses gleaned from the household parent interview questionnaire administered in Nand Nagri, revealed to my group that majority of children classified as high achievers, who were going to government schools, were studying in classes above 5th standard. Moreover, the data also revealed that majority of children classified as low achievers who were going to government schools were studying at the primary level. These results are in line with the ASER results catering to a larger rural population of India, stating that more than 50% of students in 5th class are unable to read or do arithmetic that is of 2nd standard level. Through the interviews and focus group discussions, I also found that

parents who could afford, sent their children to private schools till class 5th and thereafter put them in government schools. Doing this served two purposes:

a. At the primary level, the children would get a strong foundation in private schools as they felt that the teachers in private schools, as opposed to teachers in government schools, gave more attention to the children and taught them better.
b. Once that foundation was built, they didn't mind sending them to government schools for higher classes as the child would be able to learn by himself/herself by that time. Moreover, going to a government school provided recognition as opposed to private schools, in their opinion.

   Findings from my group's small fieldwork research highlight the dismal state of preschool and primary education right in the capital of our country. Does the data sound very troublesome and disturbing?

   Yes it does. Considering latest research in early childhood care and education, it is proven as a fact that the period of years that begins with preschool and runs through the end of third grade accounts for more than a third of elementary and secondary education. No other phase of a student's schooling figures more prominently in shaping the child's future. (Maeroff, n.d.). Massive amount of work needs to be done incorporating the latest research to bridge the gap between theory, policies and actual practice and outcomes. Doing it right in the first place is the most obvious way to give students that they will need to prosper in the classroom. Otherwise, every intervention afterward becomes remedial- expensive, difficult and bruising to children.

2. THE 'NO DETENTION' POLICY IN SCHOOLS:

The 'no detention policy', under the Right to Education (RTE) Act, is one clause that majority of the parents in Nand Nagri were found to resent. It states that until class VIII, no child can be held back or expelled from school. Kusum, a 55 year old lady, bringing up three of her grandchildren and two adopted girls, complains that the teachers send back the children's notebooks, having put a tick mark on things which they have done incorrectly as well. She questions, " What is the point of seeing my children in 8th class on paper when in reality, they cannot even read a paragraph in Hindi or English?" "The teachers upto 8th are least bothered because they know they have to promote the child irrespective of how he/she performs. The teachers at the secondary level are distressed to find out that the children do not even have a grasp of the basics required to read and do maths." The teachers have their own story to tell.

Interacting with few school teachers whom our Pratham volunteer knew, I gleaned that teachers complain of a lackadaisal attitude developed by the children- 'why study when there is no fear of failing?' Ironically, it so appears that teachers and parents are anxious toaday that children are 'not anxious' about their studies. One of the teachers tells me that she was told to promote some students who did not even appear for the final examination. Teachers like her have a reason to be upset as the same set of non-performing students, when promoted to higher classes, give them a hard time. And some of them perform badly in the Board examinations if no extra coaching is given.

Keeping aside the problems being faced by students, teachers and parents alike, lets consider why the 'No detention policy' was implemented in the first case. The purpose of this blanket rule was to ensure compulsory education up to the age of 14 years, and prevent dropout rate in schools. The latter is at a high in schools in the rural districts. However, blindly following the 'no detention policy' will not help. Schools must offer bridge course for low learners, but there is little focus on that. Classes with large student strength also make it difficult for teachers to offer extra care and attention to slow learners. According to me, the solution to the issue of dropouts at the primary level is not promoting them to higher sections irrespective of what they have learned. It somehow seems to proliferate the idea that "dropping out at the secondary level (where one doesn't even know 2nd grade level knowledge) is better than dropping out at the primary level). One can consider actual change having been achieved only if low dropout rates at the primary level correlate with low dropout rates at the secondary level. Further research needs to be done to provide concrete results in this area.

3. PARENTAL INVOLVEMENT AND CHILDREN'S ACADEMIC ACHIEVEMENT:

An analysis of data gathered from the household parent interview questionnaire as well as discussions with parents and caregivers gave me an impression that although they are very concerned about ensuring the optimum level of education for their children, majority of them are not aware of the importance they play in their child's education and have a limited understanding of their role in their children's learning. The findings from the analysis of the

responses substantiate this statement. For instance, it was found that mostly all parents have high aspirations for their children and "want them to stand on their own feet". Mothers of most families also view education as the medium to ensure that their children "do not face the adversities and exploitation they faced in their childhood by not being given the opportunity to study". However, on the other hand, it is also true that majority of parents are not involving in much of the literacy activities of the child. For instance, parents of 35 out of 50 households reported that they 'never' read any stories or other articles etc. to their children. Many of the mothers also reported not having the time to even tell stories to their children because of the immense burden of domestic work. Khushbu, one of the volunteers working at Pratham, who also takes Balwadi classes for children every day, reports that she literally has to go door to door each day to collect children for classes everyday although they know they have to send their children her house. Some of the parents openly admitted that they didn't know what they are supposed to do to encourage their children's academic performance as they themselves never went to school. The term 'sanskaar' was also used by few parents and while they were of the opinion that parents are the first educators of children and sanskaars played a crucial role for the child's development, they themselves were not aware of what sanskaars they are supposed to teach their children. 'Sanskaars' in their perception meant a set of moral, cultural and social etiquettes that children learn at home that essentially reflect a person's character and personality. There was an exception of one parent who linked the concept of sanskaars to spiritual education of children and said that it is crucial to provide children an inner sense of direction to safeguard them from "going on the wrong track". The opinions received were diverse. While it cannot be denied that parents have a positive attitude towards educating their children, they are not fully aware of their own potential as agents to ensure best education for their children. Research on family literacy also substantiates these findings (DCSF, 2007).

In the last three decades, several strands of research have produced compelling evidence justifying a focus on the family with a particular emphasis on early years in order to raise literacy standards. The key research findings are:

1. **Families and parents are critical to children's attainment**.

Parental involvement in their child's literacy practices positively affects children's academic performance and is a more powerful force for academic success than other family

background variables, such as social class, family size and level of parental education. (Fan and Chen, 2001)

2. **The home is crucial**.

Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in school. (Tizard, Blatchford, Burke, Farquhar and Plewis, 1988; Wells, 1987).

3. **Early intervention is vital.**

The earlier parents become involved in their children's literacy practices, the more profound the results and the longer-lasting the effects.

More specifically, some of the factors operating in households where children classified as high achievers were present were as follows:

1. Parents were involved in reading activities with the children that comprised of different print resources like newspapers, magazines, storybooks, school textbooks, etc. This is in line with research that suggests that parental involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich, and Welsh, 2004), but also on pupils' interest in reading, attitudes towards reading and attentiveness in the classroom (Rowe, 1991).
2. Parents helped their children in doing their homework directly or indirectly by sending them to tuitions. Elder siblings also engaged in helping their younger siblings with their studies.
3. Parents, especially mothers in majority of the cases, made it a point to attend parent teacher meetings in school sometimes atleast, if not on all occasions. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16. In the data from our fieldwork, we found that 75% of mothers from the 50 households either hadn't gone to school at all or had studied till class 5^{th}, of which they have very faint memories. In a recent study (Dearing, Kreider, Simpkins and Weiss, 2006) for the Harvard Family Research Project, it was found that family involvement in school matters most for children whose mothers have less education. More specifically, the authors found that increases in family involvement in the school predicted increases in literacy achievement for low income families and that family

involvement in school matters most for children at greatest risk. More specifically, Dearing and colleagues found that if families who were initially uninvolved in the school became more involved, their children's literacy improved. Importantly, their results indicated that even one or two additional involvement activities per year were associated with meaningful improvements for children. Longitudinal studies, provide research evidence confirming that parental involvement in learning activities in the home is strongly associated with children's better cognitive achievement, particularly in the early years (such as Sylva, Melhuish, Sammons, Siraj- Blatchford, and Taggart,1999 and Melhuish, Sylva, Sammons, Siraj-Blatchford, and Taggart, 2001, see also Harris and Goodall, 2007).

Types of parental involvement (Clark, 2007)

It should come as no surprise that parent and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement (Henderson and Mapp, 2002). In a meta-analysis of over 50 studies, Jeynes (2005) found that types of involvement that required a large investment of time, such as communicating and/or reading with the child, as well parenting style and parental expectations, had a greater impact on educational achievement than some other forms of involvement, such as parental attendance and participation at school. Indeed, reading and communication with the child emerge as importance facets of parental involvement in numerous studies.

Reflecting on the concept of parental involvement, I feel that it does not necessarily mean that parents need to directly involve in actually reading or writing what children are expected to do at school. It is unreasonable and false to assume that parents who are uneducated are not involved in their children's education just because they cannot sit and read with them. Their contribution in that sense, takes other forms such as ensuring children give dedicated time to study at home, children are not pressurized to do household work so much so that it interferes with their academic learning, and so on.

4. WHAT IS A GOOD SCHOOL? PERSPECTIVES FROM THE LENSE OF PARENTS AND CHILDREN

A common trend revealed from the data was that parents, mostly in the case of uneducated parents, felt that a good school was one where optimum facilities and infrastructure was provided to the children. While this was one of the most important aspects for parents and concern for good teachers appeared to take second position in terms of priority, this was not the case with children.

Responses of children from 15 households to the Child Interview Questionnaire gives me a sense that the two most important factors that motivate children to go to schools is

1. The presence of atleast one caring teacher with whom the child shares a special bond, both personally as well as academically.
2. A sense of security in school

Muskaan, a twelve year old girl going to a government school tells me, " I love going to school because my teacher makes us play games; takes quizzes and gives me the chance to teach other students as well." While her grandmother deplored the condition of the classrooms where her granddaughter studies, Muskaan replies to me very coolly that she has become used to a classroom where there are no fans. The lack of facilities doesn't bother her as long as she is learning and enjoying what is being taught in class.

This response given by Muskaan struck me somewhere deep inside. The concept of 'comfort' is more dear to adults but what matters to children is 'care', 'innovativeness' and 'security'. Also, while I may feel sympathetic to the notion that the children in Nand Nagri are not getting the kind of 'good' education I received as a child, this notion stems from the fact that I have a basis and the exposure to compare my education with theirs. For the children of Nand Nagri, who have no exposure to any kind of education except for the one they are receiving in government schools, the education they get in school is 'good', infact 'best' for them because that is what they have experienced till now. They will realize what is better only when they are given the opportunity to study in better schools. Children who did not like going to school reported they either felt unsafe over there or that teachers did not come to class at all. Kuldeep, Muskaan's elder brother, is a dropout from 8th standard, studying in a government school. He reports, " I wanted to study but when I realized that there was no 'study' happening in school, I realized there was no point going there. Imagine a classroom were the principal enters the class drunk and asks us, " tum bhi pioge? (Will you also drink?) . I feel safe at home."

Perception of parents/caretakers towards the medium of instruction in schools:
Many parents who were sending their children to Hindi medium government school expressed a to educate their children in English medium schools as they felt that there is no value for Hindi these days. Lack of finance was the major factor stopping them from sending their children to English medium private schools. On the other hand, there were parents who were content sending their children to Hindi medium schools for two reasons:

1. Their home language was Hindi, so they felt its sufficient if the child is apt at it.
2. They felt the child would not be able to cope up with English because there was nobody at home who knew English and they couldn't afford sending the child to tuitions.

There were yet others who felt that being proficient in both languages is crucial to be successful in today's times.

Provision of educational training and necessary skills for children with special needs in the early years is absent in both communities. There seems to be a general lack of concern among the people towards these children and only the family is left to suffer. Parents, after tireless efforts to find support end up with no provisions, give up as they cannot afford shifting to a new place where such facilities are available.

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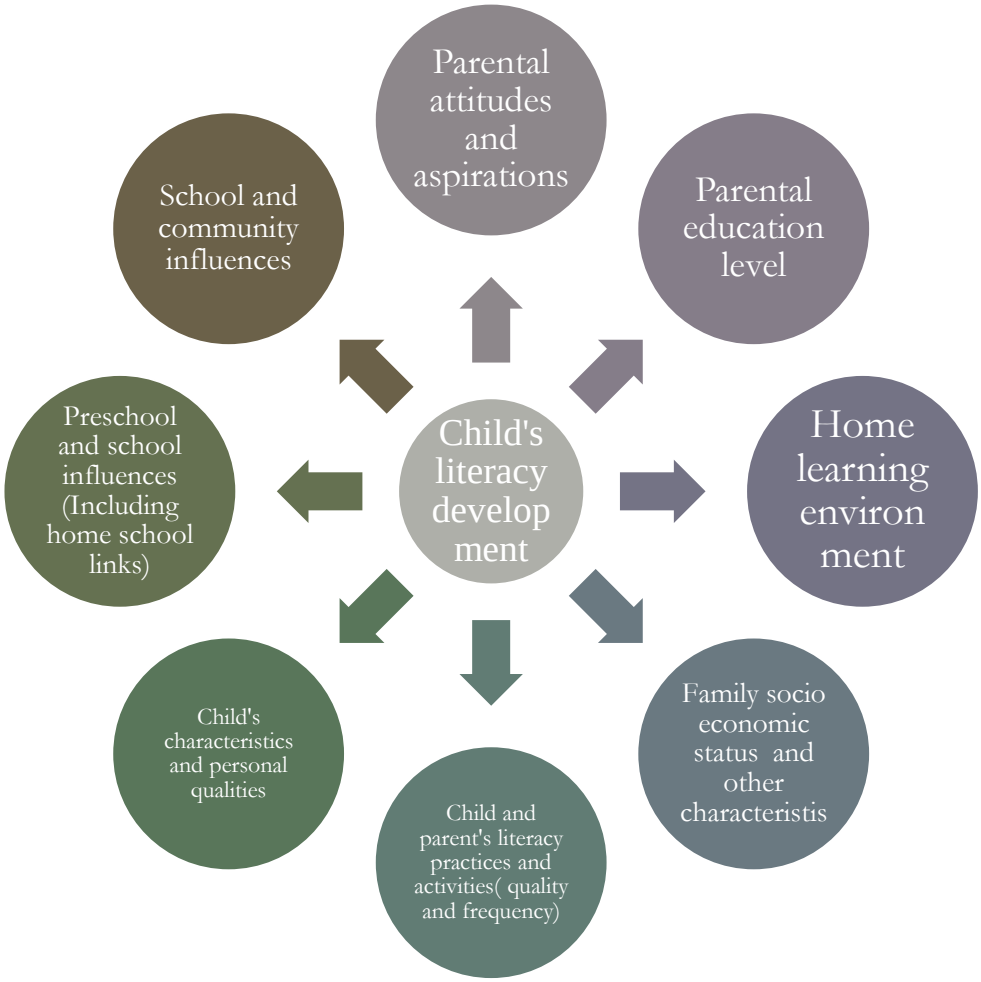
The factors influencing a child's literacy achievement levels are summarized below:



SOME CRITICAL AND DEBATABLE ISSUES:

1. Classifying students as high achievers and low achievers: Is this the right way of assessing the educational level of children?

Pratham organization is one of India's largest NGOs working for the cause of improving education standards in our country. The Annual Status of Education Report (ASER) provides much needed data about the current trends in education level of children necessary for policy level changes and interventions at the national level. The testing tools developed by Pratham to assess a child's achievement level is as follows:

The main criteria of assessment caters to performance in Hindi language, i.e, deciding at what level the child is out of the five mentioned below:

1.Story level: The child is able to fluently read a story with comprehension as well

2.Paragraph level: The child is able to read fluently a 4 line paragraph with fluency and comprehension.

3. Word level: The child is able to read words and has a sense of 'matras'

4. Letter lever: The child is able to identify 'akshar' from the 'varnmala'

5. Beginner level: The child is not able to do either of the above.

If the child is at the story level, he/she is classified as a high achiever or else is labeled as a low achiever.

My fundamental question is regarding the purpose of labeling students like this. The word, 'low achiever' immediately evokes a sense that the lack lies in the child whether in terms of ability or whether in terms of interest in academics. Moreover, classifying a child in either of the categories just on the basis of this test appears to be a narrow and conventional way of assessing the child. Consider the following situations:

a. The child is unable to solve Maths sums on paper but manages the household finance in the most apt manner.
b. A child is able to perform well in one subject but is failing in other subjects.
c. The child is inquisitive, takes active part in household chores, is multi skilled in terms of knowing how to stitch clothes, repair electrical things etc. but does not want to go to school because the teacher comes to class drunk.

In all the above cases, is it justified to label the child as a low achiever? Can a high achiever studying in 3rd standard from an upper middle class family going to a good private school do mental maths calculations in a jiffy while selling vegetables? Can he/she manage academics while also taking care of 20 other responsibilities at home? The very idea of classifying students as a low achiever or a high achiever removes the context in which the child is embedded and the circumstances in which the child is living. It is incorrect to ignoring the child's practical skills and knowledge that the child must have acquired from home. Whether or not the child is working after school hours, even the Child labour prohibition Act acknowledges that when children engage in work with their parents, they learn basics of their occupations which is also an integral aspect of their development and acquiring skills to survive.

The tendency appears to be towards bringing the students from economically backward students at par with students from relatively higher financial backgrounds and merging them with mainstream education, yet again reiterating the fact that economically backward sections have a lack and the aim of their lives should be to become like the middle and upper classes. There seems to be a fundamental flaw in the way achievement is understood and conceptualized. If academic achievement is to be considered as an outcome of education and education is considered to encompass all aspects of a child's development, then there needs to be lot of brainstorming done to rethink ways of approaching these communities. While the

ASER survey provides a base to begin with (measuring learning levels of children), there needs to be more indepth and contextualized ways of researching the topic of educational achievement levels of children.

More research incorporating tools like the household parent interview questionnaire need to be developed to gain deeper insights.

2. Pratham's motto is "Every child in School and learning well". However, the motto does not truly reflect what it says in action . This is because, in implementation, 'every' does not include children with special needs and that is very surprising. Surveys conducted on a large scale must alteast consider collecting preliminary data of this section of society so that NGOs working in this area can gain from the research.

   Moreover, what about children not going to schools but learning significant things at home? Are they doomed for life? How is their achievement to be measured? These are some questions educators and NGOs working in the field of education must consider.

LEARNINGS FROM THE RESEARCH PROCESS:

1. To get to know a community, befriending or partnering with somebody who is a local resident of that area is often a very good idea. This ensures easier and quicker acceptance in the community and familiarity with the people. To aid smooth conversations with the residents of Kondli and Nand Nagri, our Pratham volunteers, who were also local residents of that area, played a crucial role in aiding better responses from the people as they were familiar with them and hence were less apprehensive about what we were doing and where we came from.
2. While doing qualitative research, I felt I became so engrossed talking to the people that at times I didn't know where to draw a line between professional and personal boundaries. There is always the tussle of establishing a balance- i.e, not failing to obtain data by forming too poor a rapport or obtain unusable data through too close a rapport. Sometimes, topics which may appear not to be very sensitive topics, for instance, asking what the government has done for the people in the community, can also trigger extremely emotional responses from participants. In such a case, the researcher is at a loss to understand how to react and ends up assuming responsibility for participants' re-living of suffering in an attempt to meet the needs of the research

project. Such ethically loaded decisions have personal consequences for the researcher, as well as for the methodology or viability of the project.

3. Who is in control of the research- the researcher or the researched? Despite having a certain structure for doing research, I often felt that the experiences shared by the respondents out of the purview of the survey or interview protocol served as crucial information to fit in the different pieces of the puzzle and to make sense of the entire picture. The following quote serves well to capture the reflection:
   "Am I a researcher now? Collecting my data? Answering my questions? I ask: How dare I assume control of this process? It is the data that collects me. Possesses me. Inscribes onto me the stories that it wishes me to tell." (Amatucci, 2013, p. 3)

Our "data" too became a process, shaped in part by the kind of ethical dilemmas we had. These dilemmas, and their impact on the researchers, the researched, the data and the research plans, raise at least the following questions:

1.How can we make ethical decisions about what information to disclose to/withhold from interviewees?

2.How do we address discrepancies in ethical approaches between team members?

3. How do we assess the impact of those decisions on data validity?

4. How do we manage the risk of breaching professional boundaries and causing "emotional distress" in discussing personal issues with interviewees?

5. How do we identify the limits of rapport needed to obtain data?

6. How do we deal with the emotional consequences for ourselves as researchers of confronting and dealing with such ethical dilemmas?

7. How does this affect the validity and value of data in the research project?

8. How can ethical principles such as "do no harm" be negotiated between researcher and participant when the needs and interests of the researcher become a factor in those of the participant?

There needs to be a deeper understanding of the nature of "fieldwork" and "data" that may be required by the researcher as both the research plan and the data develop and change form throughout the research project. It was important to all of us to accept that research

methodology or direction may need to change in order to respond to ethical and other issues outside our early expectations or assumptions. For instance, we initially decided that all three researchers in the team would go to survey each household and we divided our tasks accordingly. However, as we caught on with the speed, we decided to break up in pairs and cover more houses. Later, we realized our initial approach was better as it was giving us more indepth information. This made me realize that research in the field requires of the researcher constant ethical vigilance, and intellectual agility. Quoting another example, we found "the use of surveys and formal, structured interviews to get an idea of the funds of knowledge in households not to be entirely effective. However, our first experience made us realize that a prolonged engagement with each family is required to get a sense of the funds of knowledge operating at home. The post-fieldwork analysis and reflection, helped to make sense of data even where it had been obtained in unconventional or "messy" ways. Fieldwork essentially includes explicit positioning of the researcher, and ethical and critical reflection throughout the research process. Research design becomes an iterative and evolving process incorporating these reflections throughout the project. For instance, it was in the process of doing research that we realized that its not only important to ask parents why they sent their children to tuitions but also why they didn't send them in cases where the parents didn't. Merely assuming that parents who didn't send their children to tuitions didn't do so because of lack of money would possibly limit us from getting to know the reality.

Different perspectives gathered from the people on different topics i.e., the oral sources, can be seen more broadly as not merely "data" but an expression of a community's culture, desires and imagination (Passerini, 2003, pp. 53-54; Portelli, 2003, p. 67). Such sources "are credible but with a different credibility … There are no 'false' oral sources" (Portelli, 2003, p. 67). Different methodological approaches, and the exercise of special forms of care, are required in eliciting and analysing such 'data'. Reflexivity was an important aspect of the analysis part and reflection, and of the methodological agility required in the field: … reflexivity is self-critical sympathetic introspection and the self-conscious analytical scrutiny of the self as researcher. Indeed reflexivity is critical to the conduct of fieldwork; it induces self-discovery and can lead to insights and new hypotheses about the research questions… (England, 1994, p. 82) Till (2001, p. 46) notes that our understanding of ourselves as researchers changes as we move between "home" and "the field," in unpredictable ways. The unease this produces may, however "also lead to new insights and more empathetic geographies and histories" (p. 46).

"Fieldwork is…an exercise in communication, trust, and timing" (Hyndman, 2001, p. 265), and hence often a precarious exercise requiring emotional intelligence. The stresses induced by these processes may result in the researcher's need for professional psychological or ethics assistance" (Corbin & Morse, 2003, p. 337). I did find the fieldwork challenging because it required a lot of physical effort as well. There were also times when I felt very motivated to continue and others when I just did not want to talk to anyone. As far as enabling ethical responses in the field is concerned, I realized preparation is needed. This might include, before fieldwork, reflecting on expectations and assumptions, or learning more about the "other" culture or community(e.g., through an internet search and discussions with others who have worked in the area), which I didn't do rigorously this time.

Another important learning was that , as a researcher, it is important to develop processes for reflection in the field, such as making careful notes to be reviewed at the end of each day, along with reflections on participant responses, team members' concerns, disagreements, sources of the researcher's own discomfort. These reflections can then be incorporated into fieldwork notes for later analysis, and into modified methods for the next day, or the next stage of the project. It would be useful, where possible, to develop in advance of fieldwork, some ideas about what might constitute information-gathering which is "too intrusive," how to finalise an interview that has moved beyond this threshold, and ways of briefing team members, interpreters etc. on these protocols. Sometimes, the need for this work only becomes apparent in the field. During fieldwork, the researcher needs to prepare for each interaction with a participant by reviewing guidelines and agreed strategies (including with any other team members), and reviewing each interview or set of interviews afterwards. The researcher also needs to monitor one's own emotional reactions, anxieties or concerns and review their source, and make a judgement about whether, and when, to seek advice on the project, or seek psychological support. In this regard, regular scheduled discussions with a supervisor or "project monitor" provides a valuable external perspective for making decisions about the need for further support.

As a researcher, the following questions are of importance to me:

1.Can the dilemma and adaptive process I am going through become part of my research? What tools of analysis are required as a result?

2.If the ethical issues I need to deal with lead to changes in my methodology, what will the implications be for analysis and write up?

3.Is there new literature I need to consider and measures I need to take to maintain or monitor the validity of my research?

4. What strategies do I have in place to deal with potential feelings of guilt, uncertainty, rejection etc. whilst doing my fieldwork? From whom can I seek support if I am confronted with this situation?

These are some of my crucial learnings from the fieldwork. This experience of doing survey research has also influenced my decision regarding the dissertation I have to do. Initially I was planning to do a case study to study the concept of 'sanskaars'. However, now I have shifted to the idea of surveying to find out the perception of people about 'sanskaars' and how they relate it to child development and education.

CONCLUSION:

As far as the process of research is concerned, fieldwork appears as a series of resolvable problems when in fact this is not the reality. "Each step in fieldwork is affected by the development of interpersonal contingencies in the setting. Being in the subject's world means being surrounded by the real life contingencies, as an enduring problematic of fieldwork" (Gubrium & Holstein, 1997, pp. 68-69). These contingencies have the potential to make the researcher vulnerable and cause personal stress, ethical uncertainty and intellectual confusion. Ongoing reflection and responsiveness are needed throughout all stages of qualitative human research. The objectivity and "intellectual distance" which ethical guidelines aim to codify in advance (Hill, Glaser, & Harden, 1995, p. 23) are generally not realizable in the interactive and mutually constructed world of the field. In the field, the researcher is likely to occupy the complex role of responsible research leader as well as co-participant and co-constructor of "data."

As far as the education of children in the two communities is concerned, many background variables affect the impact of the family and home environment (such as socio-economic status, level of parental education, family size, etc.) but parental attitudes and behaviour, especially parents' involvement in home learning activities, can be crucial to children's achievement and can overcome the influences of other factors.
Therefore, any policy aiming to improve literacy standards cannot be limited to formal educational settings, where children spend only a small proportion of their time. On the contrary, it needs to embrace the family as a whole and include parents as partners in their

children's education from the very beginning of their children's lives. It should aim to raise parents' awareness of the difference they can make and set up systems that offer constant encouragement and support according to individual requirements and needs.

Year-wise Internship record, School of Human Ecology

MAED Internship 2014 **Total no. of Students=19**

Sl. No.	Name	Topic	Local Organisation/ Collaborations/ Institution
1.	Abhilasha Vikal	Agrarian change and livelihoods of Ghummanhera village, **Delhi**	No
2.	Adishree Panda	Fuelling the Household: The factors influencing fuelwood dependency in Chorgalia, **Uttarakhand**	Forest Dept. Uttarakhand, http://forest.uk.gov.in/
3.	Aditi Singh	Socio-Economic Vulnerabilities and Development Policies: A case study of Sangna village, District Sirmaur, **Himachal Pradesh**	Under ICSSR project at SHE, in collaboration with People's Action for People in Need (PAPN), Village Andheri, District Sirmaur, Himachal Pradesh, www.papn.in
4.	Anchal Dhiman	Land use change from 1960-2010: Case study of a village in Najafgarh region **(South- West Delhi)**	No
5.	Anisha Yadav	Land use change from 1970 to 2010 in Bawana village of North West district **New Delhi**	No
6.	Arushi Singh Parmar	A study on man-wildlife conflict mitigation in Chorgalia, **Uttarakhand**	No
7.	Avinash Kumar Singh	Urban Growth and Development: A case of Kashmiri Colony, Najafgarh, **Delhi**	No
8.	Divya Mehra	Displacement through different perspective	No
9.	Falak Jalali	Managing Livestock: In Semi-Arid region of Sheopur, **Madhya Pradesh**	Samrakshan Trust, https://samrakshan.org/

10.	Megha Babbar	Dynamics of health and society: A study among the inhabitants of Ranikhera, **Delhi**	No
11.	Parul Babbar	Development and change in west **Delhi**: Transition of Budhela village into Vikaspuri	Yes, Don Bosco Ashalayam http://www.dbashalayamdelhi.org/
12.	Priyanka Singh	Community based conservation and local livelihoods: A case study of a Himalayan village near Great Himalayan National Park, **HP**, India	Friends of GHNP https://greathimalayannationalpark.com/friends-of-ghnp/
13.	Raabiya Singh	Informal Water Market [**Delhi**]	No
14.	Shalky Sahni	Dynamics of Health and Society: A study among the inhabitants of Ranikhera, **Delhi.**	No
15.	Shibani Bhatnagar	Health Issues of Migrant Students in Higher Education **[Delhi]**	No
16.	Stuthi Thapliyal	Adoption of Non-wood Energy Sources- Trends and constraints in Chorgalia, Nainital District, **Uttarakhand**	No
17.	Trishna Wahengbam	FRA implementation in Sirmour, **HP**	Under ICSSR project at SHE, in collaboration with People's Action for People in Need (PAPN), Village Andheri, District Sirmaur, Himachal Pradesh, www.papn.in
18.	Vijaylakshmi Suman	Birhor tribe in Tatiba: Transitions in Natural Resource Use **[Odisha]**	AUD-SAIL restoration project in Bolani, Odisha
19.	Ujjawal	Causes and impacts of displacement : A case study of J J colony in west **Delhi**	No
20.	K L Victor Veilou	Rural-urban linkages and migration: A study of Senapati district, **Manipur**	No

MAED Internship 2015 **Total No. of Students=24**

Sl.No.	Name	Topic/Areas	Local Organisation/ Collaborations / Institution
1.	Abhishek Anand	Impact of the Ghazipur dumping ground on the nearby village, **New D**elhi	No
2.	Aman Puri	Traditional medical system and healers in Umla village, Leh, **Jammu and Kashmir**	No
3.	Amit Kaushik	Population estimation of Equus kiang in Tsokar basin, Lazakh [**Jammu and Kashmir**	No
4.	Anjali Gupta	Exploring design options for treating storm water for wetland restoration at Dheerpur **[Delhi]**	No
5.	Ankur Kumar	A study of socio-economic factors in relation to land use changes in Kanhai Village Gurgaon **(Haryana),** using GIS techniques	No
6.	Ashwati Menon	To study the role of Government Bodies in monitoring Water Pollution In BBN Area, **New Delhi**	No
7.	Dorcas Pamei	Transformation in traditional farming practices: Exploring sustainability **[Manipur]**	No
8.	Fizala Tayebulla	Preliminary study of Fishing community in **Assam** with reference to an artisanal inland fishery	No
9.	Karma Norbu Bhutia	Study of waste management in Banjar, **HP**	No
10.	Komal Dal	Agrarian Change in an Indian dryland village (Surde, District Sheopur), **MP**	Samrakshan Trust, https://samrakshan.org/
11.	Krittika Uniyal	Changing Livelihood Pattern in the Gwad Village of **Garhwal Himalayas**	No

12.	Meghna Joshi	Referencing Avifaunal Diversity for Restoration of the Dheerpur Wetland **[Delhi]**	CUES, ,http://aud.ac.in/academic/centres/CUES
13.	Neha Raj Singh	Trends in Compensation in Awards given by the Land Acquisition Collector (LAC), **South Delhi** 1956- 2010	No
14.	Parth	Agricultural change in peri-urban delhi: A case of Ujwa village in south-west **Delhi**	No
15.	Pinnya Lammati	Importance of Devli and animal sacrifice in terms of food consumption in Banjar, **Himachal Pradesh**	No
16.	Prashant Chaudhary	A study of changes in land use pattern using GIS in Tilapta village, Greater Noida, **Western UP**	No
17.	Prerna Srigyan	Vegetation of Tso Kar Basin [**Jammu and Kashmir]**	No
18.	Puja	Land Acquisition: Law and Practices	No
19.	Sapna Anil Attavar	Health Schemes and Services for Elderly in **Delhi**	No
20.	Saurabh Chowdhury	Change in Forest Resource Dependence of a village in Central Indian Dry land: A Temporal Study of the change in NTFP dependence from 2004-2014 of a Tribal Village in **Madhya Pradesh**, India	Samrakshan Trust, https://samrakshan.org/
21.	Shalini	Industrial Pollution: A study of the Socio-economic and Water Environment implications of the recent Industrialization in BBN Area	No
22.	Shashank Kumar	Vegetation recovery at an iron mining wasteland, Bolani **[Odisha]**	No
23.	Sujith P S	Study of the political economy of rubber in **Kerala**	Rubber Board, Kerala
24.	Vinisha Singh Basnet	A Misplaced 'Development': A study of Upper Kaketo Dam in **Madhya Pradesh**	Samrakshan Trust, https://samrakshan.org/

MAED Internship 2016 **Total No. of Students=28**

Sl..No.	Name	Topic/Areas	Local Organisation/ Collaborations/Institution
1	Aaimoni Patar	Grounding the discourse of toxic air in **Delhi**	No
2	Abriti Moktan	Tracking urban changes in Chamba via infrastructure with focus on sewerage system **[HP]**	No
3	Akashdeep Roy	Natural history and population estimation of Kiang in Tso Kar, Ladakh [**Jammu and Kashmir**]	No
4	Amruta Varshney	Industrial relocation and the process of urbanisation in **Delhi**: Case study of Karampura	No
5	Anshu Gupta	Natural lighting analysis:High court complex – Ranchi, **Jharkhand**	No
6	Anurag Banerjee	Tourism: A changing dynamic in Korzok	No
7	Camellia Biswas	Understanding edible insects as Entomotherapy: Nyishi & Apatani tribe, **Arunachal Pradesh** (north-east india)	No
8	Dhritiman Bhuyan	A study of livestock grazing practices of the pastoral nomads of Samad in the Indian Changthang, Ladakh [**Jammu and Kashmir**]	No
9	Diksha Baswal	Consumption pattern of edible insects in **Arunachal Pradesh**	No
10	Harsimran Kaur	Public perceptions of air pollution in **Delhi**	No
11	Ishleen Kaur Wadhwa	The non-green disposal of garbage	No

12	Karuna Kumari	A Study on the causes of traffic congestion on Lothian road, between Kashmere Gate metro station, and Ambedkar University **Delhi**.	No
13	Kh Reinai Deborah	The Practice of Entomophagy and Entomotherapy among the Naga tribes **[Nagaland]**	No
14	Lakshya Dabas	The Impact of Land use regulations in the villages of **Delhi** : The case of Gaon Sabha land	No
15	Mansi Gupta	Informal connections in governance of bio-medical plastic waste in **Delhi**	No
16	Margaret Daimai	An overview of Entomophagy among the four tribes of **Nagaland**	No
17	Mohini Thakur	Studying religious support and health of the Tibetan community in **Delhi**	No
18	Nayna Karmakar	A study on Socio-Economic profile of the Rickshaw puller's of Delhi: a case study of Vijay Nagar Rickshaw Garage, **North Delhi**	No
19	Rajoli Ghosh	Consumption of gandhi puk and its side effects in **Arunachal Pradesh**	No
20	Ratika Kathuria	Understanding pastoral management of the Johari Shauka	No
21	Saloni Sharma	Tracking urban changes in Chamba via infrastructure with focus on solid waste management [HP]	No
22	Shipra Maheshwari	The geographical and socio-economic dynamics of life in the Yamuna sandbars in **Delhi**	No
23	Shreya Korgaonkar	Farmer's perception under uncertainty :A case study of pomegranate growers in Bori village,Tehsil Indapur, District Pune, **Maharashtra**	No

24	Siddharth P	Attempts at an Ethnography of Changpa communities: Exploring contemporary agro-pastoralist practices in Korzok village and Tsomoriri basin, Ladakh, **Jammu and Kashmir.**	No
25	Swati Bisht	Ethnobiology of the Shaukas of Munsiyari, district Pithoragarh, **Uttarakhand**	No
26	Tekato Longkumer	The Bakkushan: A review of the Public Grievances Monitoring System and mapping of water grievances across **Delhi**	No
27	Vasundhara Srinivas	Domestic water provisioning during drought: A study in Agara village, **Madhya Pradesh**	Samrakshan Trust, https://samrakshan.org/
28	Yashika Gupta	Socio – economic impacts of unstable channel deposits in river Yamuna at **Delhi** using GIS	No

MAED Internship 2017

Total No. of Students =21

Sl.No.	Name	Topic/Area	Local Organisation/Collaborations/Institution
1	Akash Anand	Population Estimation of Nilgai in Sanjay Van **[Delhi]**	CUES, ,http://aud.ac.in/academic/centres/CUES
2	Ankit Dutta	Socio-Economic Study of communities residing in and around the wetlands of river Barak in Southern **Assam**	No
3	Deepika Sharma	Study of the Socio-Economic Impacts of Tourism in Samad, Changthang **[Jammu and Kashmir]**	No
4	Gitartha Das	Topic not available	No
5	Harsha G Kurup	Pollinator Network of Lantana camara	CUES, http://aud.ac.in/academic/centres/CUES

6	Hitanshi	Swatcha Bharat Mission: A study of the mission in **NDMC** and north DMC area on the basis of toilet maintenance and construction	No
7	Kopal Dixit	Spatial analysis of Acacia Leucophloea	No
8	Mariya Ansari	Turning up the heat: Impacts of heat on cities and the vulnerable **[Delhi]**	No
9	Namrata Sarma	**Broad Area:** The Brahmaputra River Front Development Initiative: Problems, Challenges and Possibilities	No
10	Pooja Moitra	Urban Homes and Shifting Realities: A glimpse into changing perceptions of living spaces in Chamba, **HP**	No
11	Rohit Kumar	Distribution and Habitat Use of the Nilgai in Sanjay Van, **Delhi**	CUES, http://aud.ac.in/academic/centres/CUES
12	Sahibpreet Kaur	Communicating and visualizing air through reports on air in **Delhi**	No
13	Saloni Singh	Topic not available	No
14	Shiwani	Natural and Anthropogenic Factors as Determinants of Carbon and Total Nitrogen in Soil **[Jammu and Kashmir]**	No
15	Shruti Ragavan	Understanding the Relationship between humans and non-human animals with reference to Jallikattu	No
16	Srishti Jha	**Delhi**'s Dusty Discourses: Case study on dust as a pollutant of interest to observer's of Delhi's Air Pollution Issue	No
17	Rituparna Sengupta	Urban water and coping challenges: Case study of water infrastructure in Chamba Town **[HP]**	No

18	Shakya Shamik	Waiting in the pipeline: Extraction, imaginations and structural violence in the mining geographies of Upper **Assam** Hydrocarbon Basin	No
19	Puja	Land Acquisition in Delhi: Comparing law, policy and practice	No
20	Swagata Deka	Status of the threatened Golden Langur in the river island, Umananda **(Guwahati)**	No
21	Pradeep Ranjan Doley Barman	Socio-economic survey on the livelihoods of the people of Chatla wetland in Cachar, Silchar **Assam**	No

MAED Internship 2018

Total No. of Students =21

Sl.No.	Name	Topic/Area	Local Organisation/Collaborations/Institution
1.	Abhirami Murthy	Urban change and youth in the **Himalayas**: Case Study of Bharmour	No
2.	Alexander Lalliantluanga Pachuau	Bharmour: Transition from rural to urban **[HP]**	No
3.	Anukriti Bajpai	Population Estimates and Habitat Association of Nilgai(Boselaphus tragocamelus) in Central Ridge, **Delhi**	CUES, ,http://aud.ac.in/academic/centres/CUES
4.	Chhavi Bathla	A Social and Spatial Analysis of Indian Frankincense around the Kuno WLS **[MP]**	Samrakshan Trust, https://samrakshan.org/
5.	Danyal Owaisy	Breathing in **Delhi**'s Peripheries	The Asthma Files, http://theasthmafiles.org/
6.	Disha Sinha	Urban Ecology Field Lab	The Field Museum, Chicago, https://www.fieldmuseum.org/

7.	Harshita Tagra	Food transition among Nyishi tribe of Papumpare district, **Arunachal Pradesh**	No
8	Himanshu Choudhery	Current status of population and habitat utilization of Indian Sarus Crane in and around Dhanauri Wetland, **Uttar Pradesh**, India	No
9	Junaid Ali	Distribution of Flamingoes in Najafgarh Jheel **[Delhi]**	CUES, ,http://aud.ac.in/academic/centres/CUES
10	K Kavya Mohanakrishnan	Cassia tora: Significance of low-value NTFP in Adivasi livelihoods [**MP]**	Samrakshan Trust, https://samrakshan.org/
11	Kanwal Ratan	Toxic urban neighbourhoods: Understanding toxity through children [**Delhi]**	The Asthma Files, http://theasthmafiles.org/
12.	Kartik Chugh	Pastoralism in Samad: Mobility and the role of Institutions **[Jammu and Kashmir]**	No
13.	Kumben Aier	Topic not available	No
14	Pooja Verma	Prevalence of diseases and health care in Tekhand Village, **Okhla**	The Asthma Files, http://theasthmafiles.org/
15.	Reeha Singh	Introduction of burgers and pizza in the Indian Culinary market and its impact on the food culture in and around North Campus, **Delhi** University	No
16.	Sakshee Jaimini	Understanding the role of Dogs in the nomadic pastoral community in Samad **[Jammu and Kashmir]**	No
17	Shipra Bhardwaj	Transitioning livelihoods: A preliminary study of social differentiation in Bakerwals **[Jammu and Kashmir]**	None
18.	Shreya Sankaranarayanan	*Asparagus racemosus*: Contribution to environmental income of Adivasi households in Central India **[MP]**	Samrakshan Trust, https://samrakshan.org/
19.	Sunny Kumar	Culinary practices of the tribes of **Arunachal Pradesh** and its relation to cancer	No

20.	Yasharth Prakash	Food Security: Standalone Integrated Chicken Poultry Farms (A report of effective chicken poop utilization in **Punjab & Haryana**)	No
21.	Amit Kumar	Comparative study of overall Avifauna present and understanding neighborhood land use. A case study of Najafgarh wetland **[Delhi]**	No

MAED Internship 2019

Total No. of Students =31

Sl.No.	Name	Topic/Areas	Local Organisation/ Collaborations/ Institution
1	Aayushi Sharma	Mapping of *Taxus contorta*, an endangered tree species, in Rupi Bhaba Wildlife Sanctuary, Kinnaur, **Himachal Pradesh**.	Himachal Pradesh Forest Department,https://hpforest.nic.in/
2	Aashish S Gokhale	Lived realities of pastoral practice in Samad: And ethnographic study of Shepherds **[Jammu and Kashmir]**	No
3	Ayushi Sehgal	Exploring smallholder decision-making under risk in the Indian **Himalayas**	People's Action for People in Need (PAPN) http://papn.in/
4	Anasuya Swapna Borah	Exploring smallholder decision-making under risk in the **Indian Himalayas**	No
5	Anjali Singh	Regeneration dynamics of *Taxus contorta*, an endangered tree species, in Rupi Bhaba Wildlife Sanctuary, Kinnaur, **Himachal Pradesh.**	Himachal Pradesh Forest Department, https://hpforest.nic.in/
6	Ansha Sehgal	Utilization of native and non-native plants species by birds in urban green spaces, Dehradun, **Uttarakhand**	Wildlife Institute of India,http://wii.gov.in/
7	Apoorva Tyagi	Learning environment and its awareness among the school going children in **East Delhi**	SEEDS, https://www.seedsindia.org/

8	Azam Danish	Exploring smallholder decision-making under risk in the **Indian Himalayas**	People's Action for People in Need (PAPN) http://papn.in/
9	Bhavya Aggarwal	Spatial Patterns in Vegetation Distribution in Tso Kar Basin, Ladakh **[Jammu and Kashmir]**	No
10	Ishani Rajkhowa	Perceiving safe water and personal hygiene for children in low-income communities in **East Delhi**, India	SEEDS, https://www.seedsindia.org/
11	Jilmih Zimik	Exploring smallholder decision-making under risk in the **Indian Himalayas [HP]**	No
12	Kanupriya Tewari	Exploring smallholder decision-making under risk in the **Indian Himalayas [HP]**	No
13	Mridul Ganguly	Exploring smallholder decision-making under risk in the **Indian Himalayas [HP]**	No
14	Nivedita Tuli	Social Institutions and Pastoral Practice in Ladakh **[Jammu and Kashmir]**	No
15	Oinam Linthoingambi Devi	Group size and broad behavioral pattern of monkeys in AUD Campus. **[Delhi]**	CUES, ,http://aud.ac.in/academic/centres/CUES
16	Oruganti chinmayee	Exploring smallholder decision-making under risk in the Indian Himalayas **[HP]**	No
17	Prasna Lama	Exploring smallholder decision-making under risk in the Indian Himalayas **[HP]**	No
18	Priyambada Mohanty	Groundwater extraction and usage in Parks of **Delhi**	No
19	Radhika Malhotra	Exploring smallholder decision-making under risk in the Indian Himalayas **[HP]**	No

20	Rishi Kodwani	To understand the use of river Yamuna by **Delhi**'s citizens for disposal of non-industrial solid waste	No
21	Rizal Saifullah	Distribution of two invasive species along altitudinal gradients in **Uttrakhand.**	CUES, http://aud.ac.in/academic/centres/CUES
22	Sauradeep Ghosh	Mapping groundwater and resource use in urban settlements in **Delhi**	No
23	Shahnaz Parveen	Learning environment and Social conditioning: A study in East **Delhi**	SEEDS, https://www.seedsindia.org/
24	Shivani	Implications of the use of safe water and personal hygiene for children in low-income communities in East **Delhi,** India	SEEDS, https://www.seedsindia.org/
25	Shubham	Utilization of native and non-native plants species by birds in urban green spaces, Dehradun, **Uttarakhand**	Wildlife institute of India,http://wii.gov.in/
26	Soumya Suprava	Distribution of Heavy Metal toxicity in and around Najafgarh Jheel **[Delhi]**	CUES, http://aud.ac.in/academic/centres/CUES
27	Suraj Pratap Singh Bhati	Safe water and personal hygiene practices for children in low-income communities in East **Delhi**, India	SEEDS, https://www.seedsindia.org/
28	Tarun Kumar	To understand the use of the Yamuna floodplains by nurseries **[Delhi]**	No
29	Tripti Rawat	Evaluating bird community characteristics across different corridors in urban areas of Dehradun, **Uttarakhand.**	Wildlife institute of India, http://wii.gov.in/
30	Upanita Chakraborty	Evaluating bird community characteristics across different corridors in urban areas of Dehradun, **Uttarakhand.**	Wildlife institute of India,http://wii.gov.in/
31	Vishal	Mapping Landuse history and the complex ecology of Najafgarh Jheel **[Delhi]**	CUES, http://aud.ac.in/academic/centres/CUES

Suchitra Balasubrahmanyan <suchitra@aud.ac.in>

Dissertation on Privacy Concerns of Aadhaar

saumyaa naidu <saumyaa.naidu@gmail.com> Wed, Apr 6, 2016 at 10:53 PM
To: Suchitra Balasubrahmanyan <suchitra@aud.ac.in>

Dear Ma'am,

This is regarding my dissertation and the conversation I've had with the Centre for Internet & Society (CIS), Bangalore. For my dissertation, I seek to focus on the privacy concerns related to Aadhaar. I need to get a lot more specific about the topic, but it will surely be in this realm.

CIS works on several areas related to the internet like accessibility, open source sharing, digital privacy and internet governance. I first got in touch with a lawyer there who I happen to know, regarding some research that I needed to do for my systems approach work. I also enquired about the possibility of conducting my dissertation project with the organization. He then said that CIS is looking for people other than lawyers because they need fresh perspective on these issues. However, they are facing some funding problems and will not be able to pay if I only conduct a research project with them. He mentioned a vacancy at CIS, for a policy officer to work alongside the internet governance team.

This team is led by Elonnai Hickok. They work on big data, privacy and surveillance. They are currently engaged in conducting case studies around Aadhaar, Smart Cities and digital India. These projects include processes like mapping all big data companies in the global south, creating a legislative framework for privacy and mapping surveillance technology industries globally.

I applied for the position and also wrote to them about my dissertation plans. During my conversation with Elonnai, she specified the tasks that I would be required to do. These include policy analysis, writing blogs, conducting interviews and occasionally creating infographics. The blog entries will require me to conduct case studies, research, analyse and then write. They are open to having me do this as a part time job and they would decide the compensation accordingly. She also mentioned that the outcome of the work I do as part of the team will have to be separate from my thesis project outcome. They are happy to guide me through it though.

I think that the position will allow me access to resources and methods that I can directly apply to the dissertation. Also, I can pick up a case study and conduct independent research on it. But I definitely need to realistically assess the time that I can give to the organization (if at all), so that I can give due hours to the dissertation.

It would be great if you could share your opinion on this and we could discuss it further.

Thanks,
Saumyaa

Internship at Water Aid

6 messages

Divya Chopra <divyachopra@aud.ac.in> Mon, Nov 19, 2018 at 6:24 PM
To: VR Raman <VRRaman@wateraid.org>
Cc: Deepan Kumar B <deepan.16@stu.aud.ac.in>

Dear Mr. Raman,

This is with reference to our meeting at Water Aid. Many thanks for your time and valuable suggestions. I am writing to seek Internship opportunities for one of our students 'Deepan Kumar' whose final project would explore the idea of 'Sustainability and Water' through the process of water distribution in a marginalised settlement. This internship will be a critical part of the final project as it would help in understanding the context and the process by being immersed in the field. It will be great if he can be part of any ongoing project in any part of the country. I am attaching the abstract for your reference. Please let us know how to proceed further.

Looking forward to hearing from you.

warm regards,
Divya
--
Divya Chopra
Programme Coordinator, MDes (Social Design)
Assistant Professor, School of Design,
Ambedkar University Delhi
+91-9811326974

concept note.docx
17K

Deepan Kumar B <deepan.16@stu.aud.ac.in> Tue, Nov 27, 2018 at 12:48 PM
To: VRRaman@wateraid.org
Cc: Divya Chopra <divyachopra@aud.ac.in>

> Dear Sir,
> This is Deepan Kumar from School of Design, Ambedkar University Delhi. This mail is about the continuation of our discussion regarding the internship opportunity at your organization that we discussed on 06/11/18. My thesis schedule has been finalized. My final jury will be in the month of April 2018 and I will be submitting my final document in the month of March. So, it would be very much helpful for me if I start my internship as soon as possible. I am ready to work wherever there is an immediate availability of internship opportunity.
> Thank you so much for giving your valuable time.
>
> Regards,
> Deepan.

VR Raman <VRRaman@wateraid.org> Tue, Dec 11, 2018 at 1:37 PM
To: Deepan Kumar B <deepan.16@stu.aud.ac.in>
Cc: Divya Chopra <divyachopra@aud.ac.in>, Rajesh Rangarajan <RajeshRangarajan@wateraid.org>, Monica Kapur <MonicaKapur@wateraid.org>

Dear Deepan,

Thanks for our discussions and sorry for a delayed response. Please see your concept note with my edits- hope you will find this useful.

I had a talk with Rajesh Rangarajan, our Regional Manager for South India who is happy to take forward this discussion and to locate you in Hyderabad. I am cced him here, and Monica, who leads the HR section in WaterAid for her info. You will have to share a CV of you as well, for the internal documentation processes.

Dear Rajesh and Monica,

Deepan is the student of the MDES (Social Design) in Ambedkar University Delhi (AUD), wherein I have been part of some of their academic processes. His mail below describes the specific requirements and the concept note will clarify the specific focus of his involvement. As told, we don't have any financial implication for this project.

Prof Divya is the faculty who leads this program, and is the academic mentor to Deepan in this process. Both Rajesh and me will have to guide Deepan along with Divya. The topic suggested, as I think, will be an important add while addressing the access to water issues in urban poor settlements.

Dear Divya,

Introductions as above. Hope we will have a great outcome from this internship.

Over to all of you-

Best,

Raman

==========

Raman VR | Head of Policy

T: +91-11-6612-4424 **M:** +91-9717107878 Skype: weareraman

WaterAid India

2nd floor, New Block

RK Khanna Tennis Stadium, DLTA Complex,

1 Africa Avenue, New Delhi 110029.

[Quoted text hidden]

> [Quoted text hidden]
>
> Deepan.
>
> **From:** Divya Chopra <divyachopra@aud.ac.in>
> **Sent:** 19 November 2018 18:25
> **To:** VR Raman <VRRaman@wateraid.org>

19.7.2016

To whomsoever it may concern

Assessment of Anish Abraham a student from School of Design Ambedkar University who interned with us from

Understanding and interpretation of tasks assigned
Anish has a very basic interpretation of tasks assigned. His understanding around the subject or understanding of context is very weak. He needs to spend time understanding how design decisions are made and what designers need to understand to do their work

Quality of conceptual and practical application
Conceptually Anish has a very literal interpretation and that impacts his application on the practical side.

Quality of engagement –Initiative, Responsibility, regularity, reporting
Anish is very happy to go along with the others on a project, his own initiative is limited, he is either too scared or very raw in design so does not know what the next step is. He is regular at work, but not very productive.

Nature and quality of contribution
Anish worked with another intern on 3 broad projects. Understanding the Florists and how children can interact with the outside world. Extreme segregation kit and the new Kambha product. In all these, he was involved but not really indepth.

How would you rate the overall capability and performance of the student?
I would rate the student at 5

Poonam Bir Kasturi

Venugopal Maddipati <venugopal@aud.ac.in> Aug 18, 2016, 2:25 PM

to Suchitra, Jatin, me

---------- Forwarded message ----------
From: **Ayushi Rana** <arana.15@stu.aud.ac.in>
Date: Tue, Aug 16, 2016 at 2:18 PM
Subject: Fwd: Regarding Internship Report
To: Venugopal Maddipati <venugopal@aud.ac.in>

Good Afternoon Sir,
Here is my internship report .

To Whom So Ever It May Concern

This is to certify that Ms Ayushi Rana interned with us in summer 2016. Given below are details of tasks assigned to her during internship period as per parameters stated by University.

Understanding and interpretation of tasks assigned – She has fairly good grasp on social issues. In the internship period she engaged actively on two key tasks assigned- these were supporting in donor mapping exercise and studying settlement pattern (housing) of urban populations in Delhi.

Quality of conceptual and practical application – She has keen interest in deepening understanding of social concept and apply those in daily life, this is visible in her search of alternatives on shelter.

Quality of engagement –Initiative, Responsibility, regularity, reporting- She regularly updated about progress of her work

Nature and quality of contribution- She completed her assignment timely.

Holistic Demonstration of Learning- Ayushi is an active learner

How would you rate the overall capability and performance of the student? Please grade on a scale of 1 to 10.

Grade Scale- 8/10

We wish her all the very best in her endeavours.

Thanking you

Programme Manager
ActionAid Delhi Regional office

sahjeevan

Regd. Society no.Guj/245/Kutch
Regd. Public Charitable Trust no. F-421/Kutch
Room no. A to D,1st Floor Sunrise Tower,
Opp. Revenue Colony, Nr. PGVCL,
Bhuj 370 001 Kutch INDIA
Phone (02832) 251814 Fax (02832) 251914
Email sahjeevan@gmail.com

25 Silver Jubilee Years
sahjeevan

Date: 27-07-2016

Ms. Sameera Mudgal
AUD
Duration of Internship: 25/05/2016 to 26/07/2016

Sub: Assessment by internship anchor/coordinator/resource person from the Organization.

- Understanding and interpretation of tasks assigned
Very good

- Quality of conceptual and practical application
Very good

- Quality of engagement –Initiative, Responsibility, regularity, reporting
Good

- Nature and quality of contribution
Excellent

- Holistic Demonstration of Learning
Very good

How would you rate the overall capability and performance of the student? Please grade on a scale of 1 to 10.
8

Internship Coordinator

Mentor/Supervisor

Azad Foundation

Sheenu has been very focused on the work assigned to her from day one. She has taken the time to understand the workings of Azad Foundation and has also delved deep into the lives of the women we work with.

She was assigned with the task of compiling the yearbook for 2015-16 for Azad. This required her to collate data from various centres across Delhi, Jaipur and Kolkata and also to get the stories of all the women in the respective centres. For this, she has interacted with the various States and also visited the centres of Azad in Delhi. She prepared an initial format of questions, which would give us an in-depth yet crisp understanding of the lives of women and their experience with Azad. She then implemented this format across centres and it has helped get quality stories of the women and was also practical in its use.

Despite the fact that Sheenu stayed very far away from the Azad office, she reported on time everyday. She has taken responsibility, going to the various centres and participating in activities/workshops, which were happening there, always keeping her supervisor informed. She also took the initiative and was able to work well with the women trainees and the Azad team and participate in the various activities.

Sheenu was able to collect all the data and also point out the gaps in data very clearly, which provided clarity to the organization. She has also translated all the stories from Hindi to English and helped put them in a format, making our work much easier. From time to time, she has also participated in discussion and actively suggested ways to keep data together.

By the end of her internship, Sheenu demonstrated a good understanding of the principles of the organization and how the work is done. She has proved herself as hard-working and dedicated to the cause and to her work. For this, we would like to give her a grade of 9.
We wish her all the best for her future endeavours!

Padmakshi Badoni
Program Officer
Research, Advocacy and Communications
Azad Foundation

F-26, 1st Floor, Kalkaji, New Delhi - 110019 Ph : 011-49056322 E-mail : azadfoundation@gmail.com

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Akash Thakur**
Date of joining 2nd June and date of completion 28th July
Time period of Internship -56 Days

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	16
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	17
4.	Nature and quality of contribution	18
5.	Holistic Demonstration of Learning	18
	Total marks out of 100	86
	Total marks out of 10 / Grade Point	8 (A-)
Comments / Suggestions / Remarks	Student tried to give his best. He tried to implement theory in practical ground level. Student tried to use his skills by analysing and filling up data in given format. During his internship he was very enthusiastic and keen to learn the new techniques. Overall it was a good initiative taken by the intern in all fields.	

Signature

Name Navneet
Designation Placement Advisor
Name of Organisation Jagori Rural Charitable Trust

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Deepan Kumar**
Date of joining and date of completion – **29th May 2017 to 29th July 2017**
Time period of Internship – **8 weeks**

S.No	Evaluation Parameters	Marks (out of 20)
	Understanding and interpretation of tasks assigned	17
	Quality of conceptual and practical application	16
	Quality of engagement –Initiative, Responsibility, regularity, reporting	17
	Nature and quality of contribution	16
	Holistic Demonstration of Learning	15
	Total marks out of 100	78
	Total marks out of 10 / Grade Point	7
Comments / Suggestions / Remarks	Deepan, was hardworking and passionate about the work he was given. He was well oriented and adapted to the community regardless of diverse people. We wish him all the best for his future.	

Signature

Name : **Drona D Chetri** - **Anugrah Bhatt**

Designation - **Program Head & Bijak Coordinator** **School & Bijak Coordinator**

Name of Organisation - **Navdanya Earth University** **Navdanya Earth University**

VIDYA PEETH
Ref No.....
Date.....
DEHRA DUN

NAVDANYA TRUST
105, Rajpur Road,
Dehra Dun-248001

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Ms Juhi Pandey

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2015**.

You may email your feedback to abeer@aud.ac.in

Please grade the overall capability and performance of the student.To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

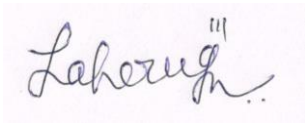
Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **P Govind Sivan**
Date of joining and date of completion:
Time period of Internship

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	17
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	18
4.	Nature and quality of contribution	16
5.	Holistic Demonstration of Learning	17
	Total marks out of 100	85
	Total marks out of 10 / Grade Point	9
Comments / Suggestions / Remarks	Govind shown excellent leadership in the weavers' assessment study. He received the idea well and also did a good field work till he was in Khamir. He organised and put together all the data in relevant form. We are happy with his overall participation in the internship.	

Signature



Name:Ghatit Laheru
Designation: Deputy Director
Name of Organisation: Khamir

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

Abeer Gupta <abeer@aud.ac.in>

RE: Internship

Abhisikta Dasgupta <Abhisikta.Dasgupta@actionaid.org> 24 August 2017 at 18:17
To: Abeer Gupta <abeer@aud.ac.in>
Cc: Anila Suresh <Anila.Suresh@actionaid.org>

Dear Abeer,

Please find feedback for Himangi below;

Name of student – **Himangi Gupta**

Date of joining and date of completion

Time period of Internship

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	13
2.	Quality of conceptual and practical application	14
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	17
	Total marks out of 100	75
	Total marks out of 10 / Grade Point	7.5
Comments / Suggestions / Remarks	She is very sincere and regular in her work. There were some additional responsibilities given to her beyond her assignment and she delivered in gladly. She has also shown interest in our larger activism and joined us in our celebrations too. We wish her great success in life!	

We really appreciate her contribution in our overall work.

Warmly,

Abhisikta

From: Abeer Gupta [mailto:abeer@aud.ac.in]
Sent: 24 August 2017 16:38
To: Anila Suresh; InduPrakash Singh; Vijay Naugain; Abhisikta Dasgupta; Nirja Bhatnagar
Cc: Himangi Gupta; apoorvajain.16@stu.aud.ac.in; Shalaka .; Kumari Aarti; Nishant Massey; MA Social Design programme coordinator
Subject: Re: Internship

[Quoted text hidden]

HYDERABAD
URBAN LAB

Regd. Office: #10-5-7/1, First Floor, Gulshan-e-Khaleel Complex,
First Lancer Road, Masab Tank, Hyderabad - 500028.

Hyderabad Urban Lab Foundation
CIN: U85300TG2016NPL110410

T: +91-40-23233993
E: askhydlab@gmail.com
W: www.hyderabadurbanlab.com

INTERNSHIP STIPEND

September 05, 2017

This is to certify that Intekhab Uddin , student of MA in Social Design, School of Design, Ambedkar University, Delhi interned with Hyderabad Urban Lab for 8 weeks during the summer of 2017.

Intekhab Uddin completed his work with us to our satisfaction. During this period, he was paid a stipend of Rs 24000 (TWENTY FOUR THOUSAND ONLY) at the rate of Rs 12000 per month.

The same is verified and vouched for by me.

Dr. Anant Maringanti
Director
M: +91 9618251776
E: amaringanti@gmail.com

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Kumari Aarti**
Date of joining and date of completion: 22nd May 2017 till 15th July 2017
Time period of Internship- 1month 15 days.

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	A
2.	Quality of conceptual and practical application	A+
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	A+
4.	Nature and quality of contribution	A+
5.	Holistic Demonstration of Learning	A
	Total marks out of 100	
	Total marks out of 10 / Grade Point	
Comments / Suggestions / Remarks	Aarti has potential to contribute in areas of community development and capacity building. She has rights perspective on issues of women and girls rights.	

Signature

Name: Smita Khanijow

Designation: Programme Manager

Name of Organisation: ActionAid Association

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

HYDERABAD
URBAN LAB

Regd. Office: #10-5-7/1, First Floor, Gulshan-e-Khaleel Complex,
First Lancer Road, Masab Tank, Hyderabad - 500028.

Hyderabad Urban Lab Foundation
CIN: U85300TG2016NPL110410

T: +91-40-23233993
E: askhydlab@gmail.com
W: www.hyderabadurbanlab.com

INTERNSHIP STIPEND

September 05, 2017

This is to certify that Shakeb Wajeeh, student of MA in Social Design, School of Design, Ambedkar University, Delhi interned with Hyderabad Urban Lab for 8 weeks during the summer of 2017.

Shakeb Wajeeh completed his work with us to our satisfaction. During this period, he was paid a stipend of Rs 24000 (TWENTY FOUR THOUSAND ONLY) at the rate of Rs 12000 per month.

The same is verified and vouched for by me.

Dr. Anant Maringanti
Director
M: +91 9618251776
E: amaringanti@gmail.com

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Ms Anila Suresh,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2015**.

You may email your feedback to abeer@aud.ac.in

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

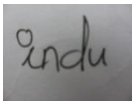
Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Shalaka**
Date of joining and date of completion: 22nd May – 15th July 2017
Time period of Internship: 8 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	20
2.	Quality of conceptual and practical application	20
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	20
4.	Nature and quality of contribution	20
5.	Holistic Demonstration of Learning	20
	Total marks out of 100	100
	Total marks out of 10 / Grade Point	10
Comments / Suggestions / Remarks	Shalaka indeed was outstanding in her assignment. She showed lot of sensitivity and has captured the lives of the homeless women rather too well. I did see her in action in the field. Felt happy seeing the way she was able to win the confidence of the women. Her pointing out the problem that the women face in Gurudwara regarding food has prompted us to talk to many groups to take care of it. Her report will be shared with the DCW, DUSIB and other friends for action.	



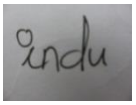
Signature
Name: indu prakash singh
Designation: Leader – Urban Knowledge Activist Hub/ Citizens' Rights Collective (CiRiC),
Name of Organisation: ActionAid India

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student – **Apoorva Jain**
Date of joining and date of completion: 22nd May – 15th July 2017
Time period of Internship: 8 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	20
2.	Quality of conceptual and practical application	20
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	20
4.	Nature and quality of contribution	20
5.	Holistic Demonstration of Learning	20
	Total marks out of 100	100
	Total marks out of 10 / Grade Point	10
Comments / Suggestions / Remarks	Apoorva has done an excellent work. She has captured the problems faced by the homeless children very sensitively. The issues raised by her indeed are valid. Despite facing an incident that shook her she continued the work with full resolve and finished it with finesse. We will be sharing her report with DUSIB, DCPCR, DCW, and the Delhi Police.	



Signature
Name: indu prakash singh
Designation: Leader – Urban Knowledge Activist Hub/ Citizens' Rights Collective (CiRiC),
Name of Organisation: ActionAid India

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
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5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Santayan

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Dean, School of Design

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of students: Aradhana Joanna Das, Manushree Sinha
Date of joining and date of completion: 28 May to 20 July 2018
Time period of Internship: 1 month, 22 days

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	15
2.	Quality of conceptual and practical application	17
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	14
4.	Nature and quality of contribution	17
5.	Holistic Demonstration of Learning	17
	Total marks out of 100	80
	Total marks out of 10 / Grade Point	8
Comments / Suggestions / Remarks	Aradhana and Manushree demonstrated deep engagement and empathy in their interaction with community children. They made insightful observations that are being used to create new tools within the programme. They handled challenges well, some of which (e.g. language, co-ordination) were out of their control. It took them some time to find an appropriate orientation, to discover the relevance of the task assigned to them. In hindsight, they could have managed their time better to accomplish a little bit more in the given time, i.e. to take their observations and get started on prototyping a communication tool.	

Signature

Name: santayan sengupta
Designation: director
Name of Organisation: Thoughtshop foundation

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.
2 Adjustment of Attendance shall be done only for 4 Normal Courses.
3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Aanchal,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student_____Bhargavi Sinha_____
Date of joining and date of completion **May 21, 2018**, to **July 20, 2018**
Time period of Internship_____2 months _

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	14
2.	Quality of conceptual and practical application	12
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	18
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	14
	Total marks out of 100	73
	Total marks out of 10 / Grade Point	7.3
Comments / Suggestions / Remarks	Bhargavi, shows immense potential through the rigor and zest for learning that she displayed during her time at DLabs. As a student with a keen interest in Business Design, we would like to see her combine the academic knowlegde with real time business scenerios, applying the what she is learning more frequently. Overall she was an assest to us, did not shy away from responsibility and was a useful resource.	

Signature

Name: Mehar Zariwala
Designation: Design Strategist
Name of Organisation: DLabs @ the Indian School of Business

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

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SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Sushma,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

- Understanding and interpretation of tasks assigned
- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student: **Harpreet Kaur Sokhi**
Date of joining and date of completion: **21st May 2018 to 25th July 2018**
Time period of Internship: **8 weeks**

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	16
2.	Quality of conceptual and practical application	15
3.	Quality of engagement– Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	15
	Total marks out of 100	77
	Total marks out of 10 / Grade Point	B+
Comments / Suggestions / Remarks	*Harpreet was diligent in her work. However, she would have gained more by being on the field.*	

Name: **Vasant Saberwal**
Designation: **Director**
Name of Organisation: **Centre for Pastoralism**

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
12	**AB**	0	Absence or withdrawal from a course should be indicated by AB.

Note:

1 Only 1/3 of total class/hours held during semester is considered for Medical leave.

2 Adjustment of Attendance shall be done only for 4 Normal Courses.

3 Actual ML or 1/3 of total class/hours whichever is less is minues from total class/hours

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student - **Karan Jain**
Date of joining and date of completion – **16th May, 2018 – 3rd July, 2018**
Time period of Internship - **1 Month 18 Days**

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	12
2.	Quality of conceptual and practical application	12
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	12
5.	Holistic Demonstration of Learning	12
	Total marks out of 100	64
	Total marks out of 10 / Grade Point	6.4
Comments / Suggestions /	Karan's engagement in the various tasks assigned was satisfactory with timely reporting and delivering all the work. He also gained an experience of engagement with the community, through awareness campaigns on SWM and site visits for designing. There was a gap in understanding of the assigned tasks holistically from a multiple user perspective and connecting the dots to see the connection of tasks from a complete project view.	

Signature

Name : Suhani Gupta
Designation: Project Coordinator
Name of Organisation: Centre for Urban and Regional Excellence (CURE)

INCUBIS C O N S U L T A N T S (India) PL
259 Okhla Industrial Estate, Phase III
New Delhi 110020

Telephone +91 11 4311 0500
Email incubis@incubis.net

STUDENT INTERNSHIP PERFORMANCE EVALUATION

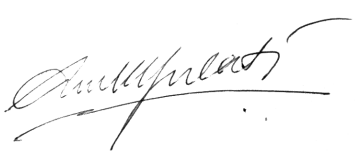
31 VIII 2018

Name : LIPI KATIHA, Student MA, Social Design, Ambedkar University, Delhi
Date of joining & date of completion: May 16, 2018 to July 13, 2018
Time period of Internship: 2 months (Approx. as above)

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	15
2.	Quality of conceptual and practical application	14
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	16
4.	Nature and quality of contribution	15
5.	Holistic Demonstration of Learning	16
	Total marks out of 100	76
	Total marks out of 10 / Grade Point	7.6 / B+
Comments / Suggestions / Remarks	Lipi worked with a great deal of involvement and was able to get a close look at how a design consultancy functions, especially how designers, architects and engineers work in unison to rapidly meet client requirements. Since Lipi was working on live assignments, she was also able to understand how ideas are refined and configured for clarity and impact during presentations. Lipi emerged with several concepts and well structured presentations within the allotted timeframes. Lipi should work on her 3D modeling and visualisation skills to further develop her capabilities as a professional. It has been a great experience working with Lipi and we wish her success in all her endeavours.	

Name Amit Krishn Gulati

Designation Founder & Director



Grade and Grade Point Table

S.No.	Grade	Point	Description
1	A+	10	Exceptional: performance beyond expectations.
2	A	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	A-	8	Very good: demonstrating mastery of most learning or assessment situations.
4	B+	7	Demonstrating thorough competence in most situations.
5	B	6	Demonstrating moderate competence in most situations.
6	B-	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	C+	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	C	3	Not passing but still showing capacity for improvement or development.
9	C-	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	D	1	Complete lack of engagement or comprehension; also, frequent absence.
11	F	0	F for non-completion of assignments or 'blank' responses on a test.
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SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Ghatit,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

We will appreciate if you can send the same by **31th August 2018**.

Please grade the overall capability and performance of the student. To arrive at this we have devised a set of parameters which you may individually mark in the attached document.

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- Quality of conceptual and practical application
- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student_Megha Mukharji_____
Date of joining and date of completion_20th May to 20th July 2018_____
Time period of Internship__2 Months_____

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	18
2.	Quality of conceptual and practical application	18
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	19
4.	Nature and quality of contribution	19
5.	Holistic Demonstration of Learning	19
	Total marks out of 100	9.3
	Total marks out of 10 / Grade Point	9.5
Comments / Suggestions / Remarks	We are very happy with work and dedication of Megha. She worked hard and understood things in a short period of time. We are sure that she will be an asset wherever she goes.	

Signature

Name
Designation
Name of Organisation

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
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Shivangini demonstrated appreciable observational skills during primary field work. Application of her previous learnings in psychology were present. Although her contribution to our studio is appreciable, due to no prior understanding of design, her performance was not at par with our expectations.

On Shivangini's performance —

Secondary research skills
There was an improvement in this skill over a period of two months. Shivangini needs to be proactive and faster when it comes to secondary research. With regular practice and application of self, she will definitely refine her skills.

Writing skills
Needs to improve on the ability to frame question, generate ideas and form opinions. With mentoring we noticed significant improvement.

Diagramming
Again, her mapping and diagrammatic skills are at a basic level. She needs to work on this skill. Getting into the habit of iterating of the maps will help.

Software
We introduced her to Adobe Illustrator. Another intern helped her in understanding the basics of the software. We hope she will explore tools which will help her visualise ideas.

Punctuality
Shivangini rarely came on time (10 - 20 minutes late) to the studio despite repeated requests. With respect to assignments as well Shivangini did not deliver on time.

Learning expectations
Shivangini was expecting to learn visual identity design and branding during this internship.
We engaged her in our ongoing branding project and introduced her to various reading material on branding. Visual identity design is an elaborate subject. We would recommend that she attends a short course on it.

As a social designer she needs to communicate with people around her more. We feel a year of foundation studies will benefit students from a non-design background.

Shivangini has potential. We wish her all the best in her future endeavours.

Score: 6/10

SCHOOL OF DESIGN
Ambedkar University Delhi

Dear Gaurav,

We at the School of Design, Ambedkar University are very grateful to you for offering an internship experience to our 2nd semester students of the MA Social Design Programme. We will continue to engage with you in the future as well and look forward to your valuable feedback.

As a part of evaluation of the performance of our student/s in during their internship engagement, we would like to request you to give your feedback. The following is the format for the performance feedback on the student/s who interned at your organisation.

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- Quality of engagement –Initiative, Responsibility, regularity, reporting
- Nature and quality of contribution
- Holistic Demonstration of Learning

Attached also is key to the marks and grades.

Please may I request you to take some time out of your busy schedule and help us conclude this process soon.

Abeer Gupta

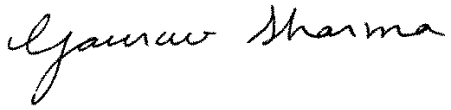
Internship Coordinator
School of Design
AUD

Format for the Student's Internship Performance

Report from the Host Organisations: Assessment by internship anchor/ coordinator/ resource person from the organisation

Name of student	Tanya Jaswal
Date of joining and date of completion	14 May – 13 July 2018
Time period of Internship	9 weeks

S.No	Evaluation Parameters	Marks (out of 20)
1.	Understanding and interpretation of tasks assigned	08
2.	Quality of conceptual and practical application	08
3.	Quality of engagement –Initiative, Responsibility, regularity, reporting	06
4.	Nature and quality of contribution	08
5.	Holistic Demonstration of Learning	07
	Total marks out of 100	37
	Total marks out of 10 / Grade Point	3.7
Comments / Suggestions / Remarks	Tanya Jaswal came across as a bright and an eager student when she was offered a paid internship position. She was given the unique opportunity of participating in an all-expenses-paid 4- week community project/ workshop in Lahaul in Himachal Pradesh, with the hope that as a mature Master's Student of Social Design she will be able to positively contribute in terms of ideas and work and able to gain experience and knowledge. However, her contribution and conduct was a bit disappointing. It was reported by colleagues that she lacked a certain degree of 'empathy' while dealing with the community and in mixed-group situations. Most disappointingly, she displayed poor work ethic on many occasions. We really hope that she is genuinely interested in the Master's Programme and she can correct all this is due course.	

Signature 

Name Gaurav S
Designation Architect and Director

Name of Organisation Under Mango Tree

Grade and Grade Point Table

S.No.	Grade	Point	Description
1	**A+**	10	Exceptional: performance beyond expectations.
2	**A**	9	Excellent: demonstrating mastery of all learning or assessment situations.
3	**A-**	8	Very good: demonstrating mastery of most learning or assessment situations.
4	**B+**	7	Demonstrating thorough competence in most situations.
5	**B**	6	Demonstrating moderate competence in most situations.
6	**B-**	5	Acceptable: showing moderate competence in some situations, minimal competence in others.
7	**C+**	4	Minimally acceptable: demonstrating minimal competence in most situations while showing considerable capacity for improvement.
8	**C**	3	Not passing but still showing capacity for improvement or development.
9	**C-**	2	Unsatisfactory performance, marked by lack of engagement or inability to apply concepts.
10	**D**	1	Complete lack of engagement or comprehension; also, frequent absence.
11	**F**	0	F for non-completion of assignments or 'blank' responses on a test.
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SDes_MDes_Internships

S No.	Student Name	Year	Internship Organization	City
	Cohort 2013-15			
1	Ankita Goyal	2014	Chetanalaya	Delhi
2	Arshiya Lekhi	2014	National Rural Health Mission	Lucknow
3	Atulya Shekhar	2014	Public Health Foundation of India	Delhi
4	Lavanya Amir	2014	Key Monastery	Spiti Valley
5	Rashmi Kashyap	2014	Tata power Delhi CSR	Delhi
6	Sucharita Beniwal	2014	Public Health Foundation of India	Delhi
7	Sweta Xess	2014	Action India	Delhi
	Cohort 2014-16			
1	Aishwarya	2015	Hyderabad Urban Labs	Hyderabad
2	Arifa	2015	Khoj (www.khojworkshop.org)	Delhi
3	Irfa Javed	2015	Quicksand	Delhi
4	Itticha Sarah	2015	Hyderabad Urban Labs	Hyderabad
5	Priyanka Cardoz	2015	Quicksand	Delhi
6	Sanjana Ahluwalia	2015	Centre for Equity Studies	Delhi
7	Satender Tiwari	2015	Khoj (www.khojworkshop.org)	Delhi
8	Saumyaa Naidu	2015	Arushi (www.arushi-india.org)	Bhopal
9	Saumya Parker	2015	Dailydump (www.dailydump.org)	Bangalore
10	Tanya Malhotra	2015	Centre for Knowledge Societies	Bihar
11	Usma Chakma	2015	Hyderabad Urban Labs	Hyderabad
12	Vedant Rastogi	2015	Basic Shit	Delhi
	Cohort 2015-17			
1	Anish P. Abraham	2016	Dailydump (www.dailydump.org)	Bangalore
2	Ayushi Rana	2016	Action Aid	Delhi
3	Bhabesh Sansanwal	2016	Hyderabad Urban Labs	Hyderabad
4	Chandika Gupta	2016	Sevamandir	Udaipur
5	Edrina T.Newton	2016	Action Aid	Delhi
6	Joel G. John	2016	Hunarshala Foundation	Gujarat

7	Richa Sinha	2016	Centre for policy Research	Delhi
8	Sameera Mudgal	2016	Sahjeevan	Gujarat
9	Sheenu Ralhan	2016	Azad Foundation	Delhi
10	Shivangi Kale	2016	Kach mahila vikas sangathan	Bhuj
11	Vijyendra S. Thakur	2016	Action Aid	Delhi
	Cohort 2016-18			
1	Akash Thakur	2017	Jaagori – Jagori Rural	Gujarat
2	Apoorva Jain	2017	Action Aid	Delhi
3	Aviral Sinha	2017	Fabloo	Delhi
4	Deepan Kumar	2017	Navdanyia	Dehradun
5	Govind Sivan	2017	Hunarshala Foundation	Gujarat
6	Himangi Gupta	2017	Action Aid	Mumbai
7	Kumari Aarti	2017	Action Aid	Delhi
8	Lakshita Pandey	2017	Thoughtshop foundation	Calcutta
9	Mohammad Intekhab	2017	Hyderabad Urban Labs	Hyderabad
10	Shakeb Wajeeh	2017	Hyderabad Urban Labs	Hyderabad
11	Shalaka	2017	Action Aid	Delhi
12	Umair Shah Khan	2017	Centre for Education and Health	
			Research Organization (CEHRO India)	
	Cohort 2017-19			
1	Aradhna Joanna Das	2018	Thoughtshop foundation	Calcutta
2	Bhargavi Sinha	2018	ISBDLABS	Bangalore
3	Harpreet Kaur Sokhi	2018	Centre for Pastrolism	Delhi / Kutch
4	Karan Jain	2018	CURE, India	Delhi
5	Lipi Katiha	2018	Incubis	Delhi
6	Manushree Timir Sinha	2018	Thoughtshop foundation	Calcutta
7	Megha Mukherji	2018	Khameer	Kutch
8	Saumya	2018	Muskaan	Delhi
9	Shivangini Srivastava	2018	Lopez Design	Delhi
10	Tanya Jaswal	2018	Under the Mango Tree	Himachal

Dean SCHOOL OF DESIGN

Narrative Report

Grantee: Dr. B.R. Ambedkar University Delhi

Project: Incubating community -based social initiative - Kinare

Project Period: 1 January 2018 to 31 March 2019

Reporting Period: 1 January 2018 to 31 March 2019

Amount of Grant: Rs. 8,70,000/-

Narrative Report

1. List the activities undertaken during the period (including the photos)

   A. Registration of Company for Rooftop Farming in Delhi- Focus of the project in the last year was to make project kinare sustainable as it concludes. Major struggle of farmers was to save their livelihood under the threat of displacement. Last year we ran a successful pilot of rooftop farming and on its completion, this year we got a private limited company registered and launched our rooftop farming model in Delhi- NCR. We have also registered a brand name called 'Urban Kyari' for the same purpose.

   B. Finalization of products and services of the company- During the pilot we tested our model and have finalized two models for rooftop and balconies. Both of these models have been now installed at customer's sites and their feedback is positive so far. With time we are also improving on our design to make it more users friendly and sturdy.

   C. Training of Framers- A major challenge farmers were facing during the pilot project was their inability to read and write. This restricts their movement in the city. Since farmers will be soon entering the service sector, they will require moving in and around Delhi very frequently. Their inability to read and write affects their confidence. We made an attempt to help farmers learn basics of reading and writing. We are not completely successful in it yet, but we have made a provision of this training till we reach our basic goals in this regard.

D. Exploration of future grants for sustainability- AUD Centre for Incubation, Innovation and Entrepreneurship (ACIIE) has so far supported Urban Kyari for the pilot project and has also committed about Rs. 8.5 Lakhs as an investment for our venture. We have already received the first installment of the same. Another grant from PRICF is also under process. Once we get this grant we will utilize it to add on another revenue chain in our business.

E. Exploration of other revenue streams for Urban Kyari- To increase revenue of the company and engage more farmers with the venture, we decided to add two more revenue streams to our business. Selling only the rooftop model restricts our model to the users who have access and ownership of the rooftops. Majority of the population of Delhi- NCR does not have vacant rooftops. This in future will restrict our expansion. To expand, we have decided to add on two new model- (a) Workshops- to provide know- how of urban farming to people; (b) Farmlets- Those who do not have rooftops or balconies can in future subscribe for a part of land on our upcoming urban kyari farm and grow their vegetables on it, and we will provide knowledge, inputs and services to maintain their subscribed farmlets. These two new streams will help in expansion and we can also engage more farmers in the venture.

F. Conceptualizing and Registration of a Not-for- Profit organization- Since the beginning of the project it is being envisaged to build a strong Not-for-Profit Organization based on the principles of project *Kinare*, which will work on the model of Action Research for marginalized communities in and around Delhi. This organization can become one of the connecting points for the communities of Yamuna Pushta in Delhi. Organization can also work with government for betterment of the marginalized communities living on Yamuna Pushta. We will also bridge the gap between Kinare and Urban Kyari in a way that Kinare can provide training and backend support to farmers before they join Urban Kyari. This is also the way to keep the guiding principle alive for Urban Kyari. Process for registration of this organization has already started.

G. Media Coverage of Urban Kyari-

During and after the pilot we got three newspaper coverage about our rooftop model. This coverage helped us in getting many enquiries regarding the setup. Soon after this to maintain the momentum we started working on our social media pages and website and both of them have now been launched.

Links to the newspaper articles:
https://m.timesofindia.com/city/delhi/yamuna-farmers-rush-to-school-to-get-alternative-farming-skills/amp_articleshow/63208982.cms

https://www.dw.com/hi/खेत-नहीं-छत-पर-फसल-उगाते-दिल्ली-के-किसान/a-44663917

http://epaper.newindianexpress.com/m5/1627688/The-Sunday-Standard/22-04-2018#page/55/1

H. Legal guidance for the community- Last year we approached a lawyer who can closely work with the community in a collaborative manner. This community has been living in a state of constant guilt and fear of being 'encroachers'. Most of them are not aware of their rights as citizens of the country. Lawyer had closely worked with the farmers to build a strong portfolio of their families and cluster. Farmers are using this documentation to explore different legal alternatives available to them for rehabilitation and related purposes.

I. Documentary on Yamuna Pushta- During the second year of the project this need was felt to bring out the story of Yamuna Pushta and make a documentary on the lives of different communities along Yamuna Pushta. For this purpose a we collaborated with Centre of Community Knowledge and the process was started as a separate project with AUD funding and I as a fellow in Action Research was the part of the core team. This project is in its last phase and documentary on Yamuna Pushta named *The River and the City* will be out by next month.

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2. List the reporting objectives referred to in the MOU dated ____28 June 2018_____ and concisely indicate the progress achieved toward each objective, versus original timeline.

   (a) Registration of Company for Rooftop Farming- **Achieved**
   (b) Documentary on Yamuna Pushta - **Achieved**
   (c) Deeper Exploration of Yamuna Pushta In Delhi- **Achieved**
   (d) Conceptualizing and Registration of Not- for Profit Organization- **Achieved**
   (e) Legal Guidance for Community- **Achieved**
   (f) Joint Study along Yamuna Pushta (PwC- Kinare)- **Not Achieved**

3. What major favorable or unfavorable variance(s) from stated goals, objectives, and projected expenditures occurred during the period? Indicate if the variance will hinder or prevent the accomplishment of the objectives.

   There is no major variance from the committed deliverables. Only One deliverable is not achieved which is 'Joint Study along Yamuna Pushta (PwC- Kinare)'. This study was not envisaged to be conducted and initiated during the project phase, but was envisaged as a separate project post the Kinare project as way to sustain Kinare. Currently it is not possible to begin conceptualizing this study as there is already pressure of managing two new entities- For profit and Not- For- Profit.
   Once Urban Kyari reaches a phase of stability, this joint study can be initiated as a separate project between PwC If – AUD – Our upcoming Not for Profit Organization.
   This variance does not hinder or prevent accomplishment of the objectives.

4. Do you currently expect that the planned results will be achieved by the completion of this grant period? If "No", please explain. - Yes

Declaration

We hereby certify that all the information provided on this page by our organisation is correct and further confirm that.

(i) We have adhered to, and shall adhere to all applicable laws and regulations, including without limitation all applicable anti-bribery and anti-corruption laws and regulations in India;

(ii) we and our staff/ employees have not given and agree not to give, promise or offer to give, any unlawful/unethical loan, gift, donation, payment, or other thing of value directly or indirectly, whether in cash or in kind to or for the unlawful/unethical benefit of any person;

(iii) we and our trustees/ officials / directors / employees and staff are not an official, employee, or an agency or arm of, or entity owned or controlled by any Government or any department, agency or instrumentality thereof;

(iv) we and any of our trustees/ officials / directors have never been subject to an investigation or been convicted of or pleaded guilty, no contest to an offense involving fraud or corruption, nor has it been listed by any government agency as debarred, suspended, proposed for suspension or debarment;

(v) we and our trustees/ officials / directors / employees have read and understand the PwC India Third Party Code of Conduct and PwC India Anti-Corruption Policy for Third Party Compliance available at http://www.pwc.in/about-us/code-of-conduct.html and confirms strict compliance with the same.

(vi) we have established principles, policies, protocols and procedures relating to compliance with applicable law (including anti-bribery) and that we have an established code of ethics and/or code of conduct which inter alia prohibits bribery/corruption and is similar to the standards laid down by Pwc. We ensure that all our trustees, officers, directors, employees, representatives and vendors comply with such policies and code.

(vii) we further represents and warrants that we have conducted a comprehensive conflicts of interest review and that no actual or potential conflict of interest exists or shall exist for the Grantee or its team members in relation to MOU dated _____28 June 2018_____.

NAME AND SIGNATURE BY MEMBER OF BOARD

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SEAL OF ORGANISATION

Ambedkar University

The M.Phil. in Development Practice

A Mid-Term Assessment

PROFESSIONAL ASSISTANCE FOR DEVELOPMENT ACTION

प्रदान Pradan

Apoorva Oza and Vivek Bhandari

April 20th, 2015

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EXECUTIVE SUMMARY

Introduction

- The M.Phil. Development Practice (MPDP) is the product of a rare synergy between two like-minded institutions. PRADAN's commitment to preparing a cadre of rural development workers has allowed it to acquire a remarkable understanding of the field of development practice, even as it has evolved its own teaching/training program (the "development apprentice program") as a viable alternative to those in the academic mainstream such as the programs at TISS, IRMA, etc. At this stage in its journey, as it seeks to formalize and institutionalize the field of development practice as a "discipline," the organization has found a wonderful ally in AUD, which shares its commitment to advancing the "engaged social sciences," and "disruptive transformation." The result of this synergy is a learning environment in which difficult questions about development work are subjected to critical scrutiny in wonderful ways. This learning environment is palpable to any visitor, and meetings with different members of AUD's institutional community confirmed this.
- As with any new initiative that aspires to push against the confines of received orthodoxy and entrenched "ways of doing," the MPDP is facing some teething troubles, and will continue to face challenges, both organizational and conceptual as it strives forward. These can be overcome if appropriate measures are taken expeditiously.

Main Findings

<u>On the overall achievements of the program</u>

- The achievements of this program, which is now only in its third year with only one batch placed, cannot be judged from its quantitative outputs, the profile of its graduates, etc. Any success should be measured by the change in the mindset of the faculty in AUD as well as the leadership there, and the acceptance of an outside agent like PRADAN as a partner in the change process. A second criterion would be the gradual standardization of an academic program that ensures a high-quality praxis-based education for students to build-up as they pursue careers in rural development and research.
- On both these counts, the program has clearly been a success. Of course, since only one batch has graduated, any discussion on the program's success at generating quality manpower for the development sector is, at best, premature.

<u>On the vision at the heart of the program, and its capacity to connect with larger societal and human questions</u>

- The MPDP (as well as the Center for Development Practice, henceforth CDP) are animated by a vision that seeks to usher in a fresh imagination that blurs the

perceived distinction between many of the dualisms at the heart of the development, and more generally, modernist imagination. One is speaking, of course, about dualisms such as theory and practice, natural and social sciences, self and group, individual and collaborative research, and so on.

- The repeated use of the word "transformative" in virtually all the major programmatic initiatives contained within the MPDP reveals that the core team of faculty and practitioners from PRADAN has a deep and abiding commitment to pushing at the outer boundaries of traditionally entrenched definitions of "development work." And this "pushing" has to be a constant struggle, almost an existential state…
- The assumption at the heart of the MPDP is that for development work to be truly meaningful for all concerned, rural communities must experience a level of "well-being" partly captured by, but far greater than the normative indices adopted by development thinkers wedded to the developmental models rooted in modernization theory. This sense of "well-being" must also be understood as shifting, contextually embedded, and contingent.
- It is clear that all of core constituencies associated with the program share a commitment to ensuring that the MPDP does not lose sight of the core commitment to newer, more complex engagement with issues of development practice than has been attempted by other programs (such as those at IRMA and TISS) thus far.
- *It would therefore be correct to say that teaching in the program has indeed been able to connect with larger societal and human questions related to the understanding and alleviation of social suffering, and is indeed attempting to usher a new imagination of social sciences and humanities.*
- The MPDP is attempting to create a "set of professionals trained in rural development/transformational skills" that are "needed to fulfill the *bottom-up version* of the Indian *developmental dream*." The program seeks to do this by linking "'transformation of self' to the larger goals of *social justice* and *collective transformation*"—issues that are clearly stated in the proposal submitted to the SDTT.
- Through this sort of outlook and academic orientation, the MPDP and CDP are seeking to foreground the conception of "engaged social sciences," a vision that these programs share with Ambedkar University. And with the support of the School of Human Sciences (and to a lesser degree, the School of Development Studies), these initiatives are part of a supportive environment.
- Since the MPDP is part of larger emerging ecosystem at AUD that is committed to the "engaged social sciences," it is critical that the volume and depth of scholarly work (through publications, public lectures and seminars, etc.) be showcased on a regular basis.
- The issue of establishing the legitimacy of the field of development practice (as imagined by the MPDP and its founders) should be made central to the CDP's core activities with a sense of urgency. This sort of legitimacy can be enhanced through the CDP's direct engagement with the mainstream public (through articles in the press), and indeed, strategic alliances with "alternative" publics.

- Having weathered the first phase in its journey (by successfully graduating a batch), the CDP/MPDP now needs to grow through the infusion of new faculty, cutting-edge research of the sort that brings faculty members, students, and communities together, and an aggressive roadmap for showcasing all of this wonderful work through outreach activities.
- It is clear that PRADAN has played a vital role in shaping the broad contours of the academic imagination of the MPDP. As the program looks to the future, this foundational work needs to draw upon the rich debates taking place on similar issues in other development organizations and universities, in India and abroad. The organizational base and network that sustain the MPDP need to be come more diverse, so that they are able to capture, in a textured manner, the diversity of ideas and practices that sustain the idea of development practice.

<u>On the program's capacity to generate a pool of quality practitioners for the development sector</u>

- Since only one batch has been placed so far, it is too early to assess this.
- While this is understandable as the MPDP is a new experiment which PRADAN and AUD have conceptualized together, and this collaboration will need time to stabilize before it is shared with others, we think the best way to get other NGOs and development sector organizations to get involved is by including them in the summer school organized by the CDP, and then gradually in the more complex field immersion components of the MPDP.
- New organizations should be brought in soon. Involving them once everything has been standardized may not be as effective a way of moving forward if getting broad-based ownership of this experiment in the development sector is a key objective. The sooner newer organizations participate in the inner life of the MPDP, the better for the long-term sectoral acceptance of the program and its graduates.
- Having said this, it is important to stress that unless a partnering organization is open to its own "transformation" of the kind the MPDP seeks to push, it is unlikely to be a good fit for the MPDP/CDP. This has to be borne in mind even as the CDP aggressively searches for new collaborators.
- The challenge before the program is to prepare students who can go further by bringing its own, fresh perspective on development praxis, action research, and community engagement.
- At the risk of sounding glib, one could argue that the MPDP has started to do this by "inverting" the TISS/IRMA paradigm: *In these established programs, students "learn" on campus and "do" or "practice" in the field. The MPDP's structure, in its present form, encourages students to "do" and engage with "practice" while they are on campus; and "learn" when they are in the field.*

On the impact of the MPDP in the world of academia

- Issues of "impact" are clearly the hardest to assess when the program under review is barely three years old. Having said this, the CDP—because of its core research and outreach obligations—does have a symbiotic relationship with MPDP since at their core, both initiatives seek to bring students, faculty members, rural communities, and the public together in the production of knowledge and practice.
- An assessment of the excitement among the faculty members and students, we would argue that after the graduation of a few more batches, and evidence of meaningful contributions by graduates and researchers in the field of development practice—this program will indeed emerge as an important prototype, indeed, pioneer for the field of development practice.
- As it looks to the future, the MPDP's academic contribution must be pertinent to today's challenges, not dictated by preconceived notions that have traditionally governed the development sector. This, indeed, is one of the biggest advantages that a new program enjoys; and the MPDP/CDP must leverage this advantage to the hilt.
- It follows from the above that any discussion of the transformative potential of the MPDP must also contain a vigorous debate on what "transformation" really means in the hear and now, looking forward. Here, students (especially those in their third years) must be encouraged to take the lead in taking this discussion forward. Much of this is already happening, and this is very gratifying.

On the profile of students joining the program

- For the first batch, many students joined because of their knowledge of PRADAN and also of AUD. The fact that a stipend was available also helped. Many students, especially girls, mentioned that the stipend allowed them to "sell" this new M.Phil. to their parents as the financial burden on the parents was reduced.
- A large number of students in the program are from Delhi, but since many of them have origins in other parts of India, the profile is diverse. The program has also changed the norms for admission to ensure diversity; only 50% of the applicants need to be Delhi domiciles; the rest can come from any part of the country.
- India's southern and western regions are under-represented in the overall student profiles, which may be because PRADAN does not have a field presence in these regions. Partnerships with other organizations, and greater publicity with other universities teaching development theory and social work may help create a more diverse student profile.
- So far the ratio of the number of seats available to the number of applicants for the course has been in the range of 1: 8 to 1: 10. These ratios are reassuring since this ensures the sustainability of the program at the point of intake. In addition, the number of students who have taken admission from the 'first list' has been growing, clearly a healthy sign.

On the program's research outputs

- The MPDP is fundamentally a teaching program, and its "output" is the graduates of the program. The fact that these students produce knowledge through their theses and field-based engagement is a wonderful thing, but whether this knowledge makes its way into the "research" imagination will only become clearer with time.
- The CDP itself is clearly committed to research, and a perusal of its activities reveals a vibrant culture of intellectual ferment, nurtured—no doubt—by the heady ecosystem of Ambedkar University. The fact that the Center will be expanding in the years to come (through the arrival of newer faculty members) harbors well for the anticipated research output of the CDP.

Notes on the MPDP's curriculum

- The M.Phil. program in Development Practice is a well-conceived, and designed course. The course curriculum, as well as the pedagogy that is employed to deliver it, enjoy a healthy creative tension.
- The pedagogic attempt to connect the "inner" and external facets of the learning experience through a blend of experiential immersion, and classroom engagement—all in the service of the creation of a "learning community" is entirely appropriate to the task that the curriculum has embraced.
- It is clear that the pedagogic elements employed by the MPDP, while not entirely new or unique (since many of these are to be found at comparable programs at TISS and IRMA), are different in the rigor and depth they bring to these issues.
- Based on a perusal of the course outline, and the way that the "immersion" segments are interwoven with classroom terms, it appears that the program has struck a good balance.
- As the MPDP evolves, it must find new partners to supplement learnings from PRADAN, so that the diversity, tensions, contradictions, and opportunities that characterize the world of development practice are made manifest to students on their own learning journeys while they are in the program.
- Some students felt that they needed more action research skills at an earlier stage of the program, so that when they conducted their own action research, they would be better equipped to produce quality work. Many of them also felt that the field partners from PRADAN, while very adept in their own professional domains, were not as adequately prepared to guide them in their research. For these reasons, it was gratifying to learn that the CDP had organized an "Action Research Workshop" for the field staff of PRADAN.
- Faculty supervisors at AUD are not able to visit the field sites where the students are located for their action research. This needs to be addressed.
- It was striking that for a program committed to producing engaged professionals, the number of courses drawn from the traditional "management" fields is limited. Other then the course on "project management" in the third semester, there are no

courses from the management sciences. Basic skills is finance, accounting, planning, strategy, etc., if they were to supplement the core curriculum as it exists today, could go a long way in addressing this gap.

- For a curriculum that requires sustained contact between students, faculty, and rural communities, and often entails the collection of data about "human subjects," it is critical that an "ethics committee," or what gets called an "internal review board" (IRB) that reviews and approves research projects, be constituted at the earliest.
- Migration is clearly an integral determinant of poverty in India today, how it is reconfiguring labor relations and the exploitation of human capital; and this calls for a vigorous response from academia. In this context, the MPDP/CDP are admirably placed to bring this issue into their canvas in a way that—from what we have seen—has not happened thus far.

Notes on the economic sustainability of the program

- The M.Phil. Development Practice initiative has received a grant of Rs 3.46 crores from the SDTT. This grant pays for faculty members (who are not on AUD's payrolls), a part of the student stipends, the travel and stay components, and program administration costs. A substantial part of the stipend is paid by the university and it also now pays a part of students' travel costs.
- PRADAN and AUD have prepared a draft budget to run this program. At the minimum, the cost is ₹1.2 crore per annum (although ideally, if the CDP were to grow as a knowledge center with research, outreach, and dissemination activities, then the costs would go up to approximately ₹2.0 crore per annum). AUD currently bears ₹ 45 lakhs (both direct and imputed costs).
- Overall though, *if the SDTT could provide a grant of ₹.8 to ₹1.2 crore per annum over a minimum of 5 years to stabilize it, this would be an invaluable investment for the future of the development sector as a whole.*
- In the times to come, the program may wish to seek funds from other stakeholders. These include, but are not limited to, NGOs, the government, or other trusts. AUD should also ideally contribute more so as to take ownership of the program.

On the need for a stable, core faculty cadre

- Dedicated faculty members at AUD will need to serve as the backbone of the MPDP. This would be true of any academic program, but in view of the distinctiveness of the MPDP and CDP, this issue is critically important. It is clear that *the MPDP cannot be run successfully in the long run unless AUD is able to create a stable cadre of full-time faculty and staff to sustain this exciting program.* Based on the successes of the program thus far, it must recruit more people expeditiously.
- The fact that two new faculty members committed to development practice (to be housed in the Schools of Dovelopment Studies, and Human Studies) will be recruited later this month (April 2015) is very gratifying.

- As the University plans ahead, it will need to create more robust systems for the management of faculty time. Faculy members associated with the MPDP will need to be able to go the field, develop skills in action research, and guide student research rigorously. They need to be supported in their endeavors through institutional support and financial resources. Happily, some of this is already happening.

Having established that the program has had a good beginning, the key takeaways of this review are as follows:

1. **On the long-term role of PRADAN in the MPDP:** It is clear that PRADAN's team has played a critical role is shaping the MPDP at every stage of its journey thus far. Looking ahead, the MPDP must work harder to gain legitimacy in the eyes of other universities, NGOs, and like-minded organizations committed to rural transformation. Also, AUD will need to invest in at least two key areas: faculty recruitment, and faculty development. The former is necessary for the creation of a critical mass of people with a shared commitment to the domain of "development practice"; and faculty development resources will allow these faculty members to spend time in the rural areas developing a deeper understanding of development praxis, while also becoming better equipped to guide students through their action research and thesis writing.
2. **On the need for more management courses:** While the MPDP continues to inspire students to feel invested—emotionally and professionally—in development praxis and rural transformation, it must make room for the development of students' management skills to add value to the roles they take up after they graduate. This is especially true since most students have so far taken up jobs in middle management, which requires them to "hit the ground running" in the workplace. *The critical caveat, of course, is that the management components should not overwhelm the transformational components, which clearly serve as the MPDP's backbone*
3. **On the need for AUD to take control of the finances in the long run:** While the AUD-PRADAN collaboration has worked very well so far, if no planning is done to meet the overall costs in the years ahead, then this program will collapse once external funds stop. The present phase of the program, in which external funding and PRADAN's manpower are sustaining it, must be used to develop a revenue model that makes the program self-sufficient in the not-too-distant future.

Final Recommendation

In view of the long gestation that programs like the MPDP need to gain recognition, credibility, and legitimacy—mainly because it takes their alumni and faculty some years to make their mark in the world, a period of guaranteed funding from the SDTT (or any comparable agency) would be very desirable at this stage. Because of its pedigree, commitment to nurturing transformative ideas, and distinguished history as an institution builder, members of the MPDP institutional community view the SDTT as a "partner" rather than a donor. For these reasons, *a five-year grant from the SDTT (in addition to the*

support it has committed thus far) is the recommended course of action at this stage in this experiment's journey.

Based on a review of the work done thus far, and an assessment of the excitement among the faculty members and students that we met, we would argue that after the graduation of a few more batches, and evidence of meaningful contributions by graduates and researchers in the field of development practice—the MPDP will indeed emerge as an important prototype, indeed as a pioneer, for the field of development practice.

INTRODUCTION

Terms of Reference, Guiding Principles, Methods

The M.Phil. Development Practice (MPDP) was started at Ambedkar University in 2012. Ambedkar University Delhi (AUD) and Professional Assistance for Development Action (PRADAN) have collaborated in the design and implementation of this degree program. The MPDP was started with the aim of fulfilling the felt need for trained rural development professionals who could ground themselves in the everyday rural realities of poverty (which is often characterized by the lack of basic services and an inability to influence larger societal processes), and work towards a positive transformation by building on local traditions of sharing and collectivization.

Ambedkar University, Delhi (AUD), which houses the MPDP, as well as the Center for Development Practice (CDP)—a critical organizational entity set up in 2012 because of the role it plays in nurturing the MPDP—was established in the year 2008 by the Government of the NCT of Delhi. Following the broad guidelines of the University Act and drawing inspiration from the life and ideas of Dr. BR Ambedkar, the University has taken up the mission to bridge concerns for excellence with those for equity and social justice, and to focus on issues of progressive social transformation. It has been AUD's attempt through its programs not merely to respond to the demands of the market, but to work for the creation of leadership for public systems, and facilitate social change through constitutional means by developing professional capacities for citizens who locate themselves in the interface between civil society and the state. PRADAN, of course, is well known for its relentless commitment to developing approaches that can best help the rural poor enrich their lives. Because they share similar goals, AUD, PRADAN, and therefore the MPDP are a marvelous fit.

In 2012, the Sir Dorabji Tata Trust made a commitment of Rs. 3.46 crores as a program grant to the AUD. A part of the agreement between the SDTT and the AUD stipulated that a mid-term review of the MPDP be conducted in 2014-15. Pursuant to this, detailed Terms of Reference (ToR) were drawn-up (see Annexure 1), which form the basis for this report.

While the detailed Terms of Reference can be found in the annexures, the overall objectives of the Mid-Term Review are:

- To assess the progress towards achievement of the stated objectives of the program
- To provide recommendations for mid-course corrections and adjustment
- To provide recommendations about the economic sustainability of the program

- To provide recommendations about the feasibility of running the program on the support of faculty whose primary teaching commitment is elsewhere

The Mid-term review invitation further goes on to say:

> *"What the Mid-Term Review can do*
>
> To focus primarily on the following aspects: the structure of the program, curriculum, faculty profile, student intake, student satisfaction, outputs from the program, knowledge production, economic sustainability of the program and its transformative potential.
>
> *What the Mid-Term Review cannot do*
>
> After merely two years of its commencement, such a review clearly cannot be expected to address the following: 1. Commenting on whether the program in the two years of its existence has been able to make University level work relevant to the needs of the rural community, 2. Commenting on whether Development Practice has established itself as a legitimate area of work, and as a discipline"

These comments set the parameters of this review clearly. The following report has taken shape over the past three and a half months, and its findings grow out of the consultants'

- Extensive interactions with the director of the Center for Development Practice (CDP), faculty members, staff members, and students of MPDP on campus.
- Analysis of the character, scale, and research orientation of MPDP as described to us in the above meetings
- Detailed assessment of the course curriculum of the MPDP, and how the students experienced this curriculum in the classroom, as well as the field
- Visit to meet students and their field guides (from PRADAN) in Jharkhand
- Detailed perusal of documentation related to the program provided by AUD (including narrative reports submitted to the SDTT, course outlines, and documents related to the CDP's activities)
- Interactions with some of the key institutional stakeholders (such as the VC, deans, and administrators at AUD),
- Discussions with select individuals outside AUD (See Annexure ~)
- Feedback from members of AUD and PRADAN's institutional communities after we presented them our findings based on our review (in a meeting held at the India International Center on April 6th, 2015)

Based on all of the above, this report evaluates the overall design, execution, and performance of the MPDP. It also provides an assessment of the MPDP's institutional strengths, and the strategies that can be adopted to sustain its long-term growth and success.

The analysis is based, broadly, on two guiding principles, i.e.:

- The Consultants' interpretation of the MPDP's design and performance as these measure up against the program's goals and objectives.
- How the attributes of other programs and experiments in the field of development practice/management/studies compare with those of the MPDP.

The report is divided into two parts. The first part looks at the present state of the MPDP as per the themes and issues flagged in the terms of reference. This section also makes some suggestions for the program management to consider as they plan ahead. The second part flags some of key big-picture issues that need to be addressed by all members of the institutional community as the program looks to the future.

THE REVIEW

As per the specific Terms of Reference

Introductory Remarks

A visit to the AUD campus, and within it, the corner occupied by the energetic faculty members, staff members, and students of the MPDP, is to enter a microcosm with its own internal rhythms, discursive vibe, and energy. For reviewers being asked to assess this fledgling program (for how else might one characterize a program that has just graduated its first batch), deciphering these rhythms and vibe are a necessary condition if one is to get anywhere. For us, therefore, the first few interactions were profoundly instructive on both the lineage of the MPDP, its present terms of engagement, and its organizational culture. These were important interactions, and opened the door to deeper insights about the overall character of this marvelous experiment that has been crafted collaboratively between AUD, PRADAN, and the countless communities that the latter has served for many decades.

In this regard, a few things stand out, especially with regard to the genealogy of the program.

i. Ambedkar University is indeed a natural home for the MPDP. Its core mandate is to give shape to *praxis-oriented programs* that heal or transform lives. (For instance, AUD's M.Phil. in *Psychotherapy and Clinical Thinking,* introduced by the School of Human Studies in September 2011 is geared towards developing mental health practitioners who are equipped to attend to mental suffering and contribute to healing.) In this sense, the MPDP with its goal of preparing young post-graduates into becoming development sector professionals who can transform lives in rural India while also experiencing a meaningful personal transformation—is clearly a natural fit for the University.

ii. In addition to the active involvement of AUD's faculty members who have a long history of engagement with transformative social work and who feel strongly about the need for setting up a connection between academic activity and social action, the MPDP has found an excellent collaborator in Professional Assistance for Development Action, better known as PRADAN. This pioneering organization has already demonstrated, over a period of over three decades during which it has trained countless development practitioners, that it possess the depth of vision and experience necessary to sustain the ambitious goals of the MPDP.

iii. The MPDP is therefore the product of a rare synergy: PRADAN's commitment to preparing a cadre of rural development practitioners for over three decades has allowed it to acquire a remarkable understanding of the field of development practice, even as it has evolved its own teaching/training program (the "development apprentice program") as a viable alternative to those in the academic mainstream (such as the programs at TISS, IRMA, etc.) for young men and women aspiring for a career in rural development. At this stage in its journey, as it seeks to

> formalize and institutionalize the field of development practice as a "discipline," the organization has found a wonderful ally in AUD, which shares its commitment to advancing the "engaged social sciences" and "disruptive transformation." The result of this synergy, not surprising, is a learning environment in which difficult questions about development work are subjected to critical scrutiny in wonderful ways. This learning environment is palpable to any visitor, and meetings with different members of AUD's institutional community confirmed this.

The creation of a new paradigm (even just a "prototype" for such a paradigm) of engaged learning, is a daunting task, but in view of the general environment of institutional disintegration all around us, in our view, a critically important one. As with any new initiative that aspires to push against the confines of received orthodoxy and entrenched "ways of doing," the MPDP is facing some teething troubles, and will continue to face challenges, both organizational and conceptual as it strives forward. These can be overcome if appropriate measures are taken expeditiously. The fact that AUD and PRADAN have found each other is, in many ways, a gift. This relationship needs to be nurtured.

Findings and suggestions for the future, as per the Terms of Reference

This section presents the reviewers' analysis of what they learnt through their multifarious interactions with people associated with the MPDP, as well as their perusal of a variety of documents related to the program. The structure of the analysis follows, broadly, the questions outlined in the Terms of Reference.

What are the significant programmatic achievements in terms of key outputs/outcomes of the program?

To assess the outcomes of the program thus far, one must begin with an understanding of the broad goals that it seeks to achieve. In the MPDP literature, these goals have been framed in terms of contemporary India's rural realities. In the proposal submitted to the SDTT, these realities are described in terms of "three contradictory impulses" which are as follows:

> "One is the story of the *neglect* of the rural. The other is the story of the denigration and *devaluation* of the rural. The third is the story of the gradual *annihilation* of rural life. However, in spite of the above three, the nation remains divided between India and Bharat – one is a growth-obsessed urbanity, the other is a "dark continent". Going by present trends, by 2030, at least 60 per cent of the population in India is likely to live in rural settings (UN, 2007)[1]. ...After 60 years of independence, there remains a huge deficit in the availability of quality human resources to work in the villages, along with communities. In order to transform

[1] United Nations. 2007. *State of the World Population 2007 Report*. New York (as cited in the AUD's proposal to the SDTT).

such mainstream perspectives, there is an immense need to institutionalize, legitimize, and bring rigor to the field of rural development practice, research and policy. This requires a new thinking about development that is grounded in everyday rural realities of poverty, lack of basic services and inability to influence larger societal processes and build on strong local traditions of equality and justice.

The achievements of this program, which is now only in its third year with only one batch placed, cannot be judged from its quantitative outputs etc. At this stage in its journey, one should judge this program as one would assess an experiment or pilot that seeks to change the way academic institutions look at their role and pedagogy, and the way students perceive the process of learning about development praxis. Any success should, at this stage, be measured by the change in the mindset of the faculty in AUD as well as the leadership there, and the acceptance of an outside agent like PRADAN as a partner in the change process. A second criterion would be the gradual standardization of an academic program that ensures a high-quality praxis-based education for students to build-up as they pursue careers in rural development and research.

On both these counts, the program has clearly been a success. Of course, since only one batch has graduated, any discussion on the program's success at generating quality manpower for the development sector is, at best, premature.

To what extent has the teaching and research in the program been able to connect with larger societal and human questions geared towards the understanding and alleviation of social suffering? To what extent has teaching and research in the program been able to usher a new imagination of social sciences and humanities?

The MPDP (as well as the CDP) are animated by a vision that seeks to usher in a fresh imagination that blurs the perceived distinction between many of the dualisms at the heart of the modernist imagination. One is speaking, of course, about dualisms such as theory and practice, natural and social sciences, self and group, individual and collaborative research, and so on.

The original proposal submitted to the SDTT in 2011 states the following two broad goals for the MPDP:

i. (a) To institutionalize in a University setting the professionalizing of rural development practice (where developmental practice is seen as a socially meaningful and legitimate arena of work) that the AUD partner, PRADAN has been doing for a number of years, as also

   (b) To de-institutionalize the existing imagination of the University (which is largely academic, urban and elite) through its partnership with a grassroots level developmental sector agent of change (here PRADAN) and take it to the rural sector, make its University-level work relevant to the needs of the rural poor and

ii. To build 'capacities' in terms of developing and increasing the pool of quality human resource in the developmental sector

Within these broad goals, the MPDP is attempting to meet the following two objectives (both of which are clearly stated in the proposal submitted to the SDTT).

i. To develop a prototype/model of education to enrich grassroots practices of development and transformative social change, co-trained by a University with a social justice mandate and a long-term developmental actor, PRADAN.
ii. To educate and infuse a new set of professionals who would engage directly with rural communities in a process of transformative change through public and civil society initiatives.

Some observations on these goals, and their place in the MPDP:

1. A close reading of these broad goals and objectives reveals that the MPDP has been conceived as an ambitious, indeed audacious experiment that seeks to bridge the stodgy world of academic research with the rough and tumble of development work on the ground.
2. The repeated use of the word "transformative" in virtually all the major programmatic initiatives contained within the MPDP reveals that the core team of faculty and practitioners from PRADAN has a deep and abiding commitment to pushing at the outer boundaries of traditionally entrenched definitions of "development work." The assumption, it would seem, is that for development work to be truly meaningful for all concerned, rural communities must experience a level of "well-being" partly captured by, but far greater than the normative indices adopted by development thinkers wedded to the developmental models rooted in modernization theory.
3. A fundamental attribute of this commitment to transformative praxis is the program's reliance on "depth psychology. To quote from the proposal to the SDTT: "Facilitating rural transformation requires intellectual resources alongside personal maturity. The program envisages coalescing theory, research and practice, self-reflection and community engagement as well as epistemological openness to different knowledge systems/streams. It is fundamentally interdisciplinary in its approach, combining a mix of methods for transacting the curriculum, and strengthening the balance between knowledge, conceptual clarity and reflection. The program shall also be informed by the long history of work in 'depth psychology', so as to attend to the psychic processes of students and the rural community. This will help students cope with the stress and the hope/despair dyad of transformative work in the rural."
4. From a the range of conversations with the faculty, students, and field staff associated with the program, it is clear that all of these constituencies share a

commitment to ensuring that the MPDP does not lose sight of the core commitment to newer, more complex engagement with issues of development practice than has been attempted by other programs (such as those at IRMA and TISS) thus far.

5. For this reason, it is fair to argue that the program is indeed making a conscious and rigorous attempt to connect with deeper questions about the nature of human suffering, and how to alleviate it in ways that are transformative for all concerned; especially development practitioners, and the communities being affected.
6. *It would therefore be correct to say that teaching in the program has indeed been able to connect with larger societal and human questions related to the understanding and alleviation of social suffering, and is indeed attempting to usher a new imagination of social sciences and humanities.*
7. *Indeed, one could further argue that the AUD-PRADAN collaboration's attempt to legitimize the discipline of "development practice" is part of a larger churn in universities around the world that have, over the past decades, witnessed the emergence of exciting "hybrid," "hyphenated" and multivalent disciplines that did not find a place in university curricula until some decades ago. (Indeed, the field of Environmental Studies–a permanent fixture in most university curricula–emerged out of the active collaboration between natural scientists, economists, historians, geographers, and a plethora of other disciplines barely three decades ago.) In this sense, the creation of a space for the field of "development practice" as a serious disciplinary intervention (with paraphernalia that such an intervention entails) at AUD is in line with this large set of global conversations about knowledge and power.*
8. The newness of the MPDP's imagination (and indeed the sorts of issues that excite faculty members associated with the Center for Development Practice) stems from its attempt to move beyond the technocratic imagination of modernization theorists, as well as the rights-based activism that occupies such a large part of development discourse. Instead, the MPDP is attempting to create a "set of professionals trained in rural development/transformational skills" that are "needed to fulfil the *bottom-up version* of the Indian *developmental dream*." The program seeks to do this by linking "'transformation of self' to the larger goals of *social justice* and *collective transformation*"—issues that are clearly stated in the proposal submitted to the SDTT.
9. Through this sort of outlook and academic orientation, the MPDP and CDP are seeking to foreground the conception of "engaged social sciences," a vision that these programs share with Ambedkar University. And with the support of the School of Human Sciences (and to a lesser degree, the School of Development Studies), these initiatives are part of a supportive environment.

<u>Suggestions for the Future:</u>

(a) Since the MPDP is part of larger emerging ecosystem at AUD that is committed to the "engaged social sciences," it is critical that the volume and depth of scholarly work (through publications, public lectures and seminars, etc.) be showcased on a regular basis. This will be necessary for the emerging credibility of the MPDP's as a

serious intervention, and the legitimacy of the field of development practice as "discipline" (or very least, as a "proto-discipline" at this stage!). We saw evidence of this, but the program's lofty goals will demand more such activity in the future.

(b) The issue of establishing the legitimacy of the field of development practice (as imagined by the MPDP and its founders) should be made central to the CDP's core activities with a sense of urgency. This sort of legitimacy can be enhanced through the CDP's direct engagement with the mainstream public (through articles in the press), and indeed, strategic alliances with "alternative" publics. It would also be wise to position the CDP as a hotbed of activism on matters related to development work, and the Center may wish to systematically network with organizations in the development sector, and when strategically necessary, the corporate sector and with the state.

(c) Having weathered the first phase in its journey (by successfully graduating a batch), the CDP/MPDP now needs to grow through the infusion of new faculty, cutting-edge research of the sort that brings faculty members, students, and communities together, and an aggressive roadmap for showcasing all of this wonderful work through outreach activities.

(d) All the faculty members we met displayed an unwavering commitment to the goal of engaged scholarship leading to a repositioning of the social sciences not just at Ambedkar University, but beyond. This is admirable, but it is critical that this commitment is reinforced on a regular basis, and re-iterated in various ways (such as discussion forums, review forums, other university forums). It often happens that when people get involved in the specifics of their domain as teachers or students, the overarching purpose for which they are associated with the MPDP begins to lose its focus.

(e) It is clear that PRADAN has played a vital role in shaping the broad contours of the academic imagination contained in the MPDP's formulation of the idea of development practice. As the program looks to the future, this foundational work needs to draw upon the rich debates taking place on similar issues in other development organizations and universities, in India and abroad. Some of this is already in the works, but more needs to be done. The organizational base and network that sustain the MPDP need to be come more diverse, so that they are able to capture, in a textured manner, the diversity of ideas and practices that sustain the idea of development practice. This will be necessary for the CDP/MPDP to emerge as a formidable programmatic and epistemological experiment with transformational potential.

As the CDP and MPDP forge new partnerships and collaborators, the latter will inevitably bring new challenges, new perspectives of development practice, research possibilities, as well as a heady culture of debate and shared learning. These challenges are to be welcomed because they will energize the field of development practice as a serious academic enterprise. Two quick points:

(f) In view of the distinctive orientation of the MPDP/CDP, it is clear that the search for partnerships must be conducted in a nuanced manner. Both the MPDP, and the activities of the CDP are built around a core commitment to societal as well as "inner" transformation. (Indeed, AUD as a whole is energized by the idea of interrogating the idea of the "university" itself!) Not all partners may share this critical perspective, and an alliance with such organizations is, for obvious reasons, likely to generate difficulties for all concerned.
(g) Put differently, unless a partnering organization is open to its own transformation, it is unlikely to be a good fit for the MPDP/CDP. Such organizations should, ideally, be kept at arms length for the time being. This has to be borne in mind even as the CDP aggressively searches for new collaborators.

To what extent has the program managed to increase the pool of quality human resource in the development sector both through supply of new trained professionals and also by capacity building of people already working in the development sector?

Till date 1 batch of 21 students has been placed, so it is too early to provide a meaningful response to this question. Capacity building of people already working in the development sector has only happened for PRADAN professionals through the summer school approach where they spend 4 weeks at AUD and understand development theory. 19 such professionals have been trained so far.

Let us understand what we can derive from the limited students placed in the development sector. As can be seen from the table below, 75% of the students in this batch have been placed; 2 are undecided and 2 have yet to be placed as they seek location specific work. 4 of them have decided to be part of the academic world, taking up research work or pursuing higher studies. The 13 who have joined the development sector have chosen to work in 7 organizations, with 3 joining PRADAN and 2 each in SEWA, Azad Foundation and Rajiv Gandhi Pariyojana. This profile of organizations is interesting, and covers the range from rural and urban, constructive to rights-based and even a funding organization is included.

The salaries range from Rs. 25k-30k, which in most non-profit organizations (except PRADAN and a few others) would put them in the mid-management category, one level above the field worker. This would mean that there is a need for them to posses some management skills/knowledge to play their roles effectively. While it would not be advisable to make this a "management" school and replicate IRMA, and there is a lot of value in focusing on the reflective nature of development practice, there is also a danger of the MPDP supplying professionals who, by the nature of their qualifications would fit into supervisory roles, and yet not be prepared to perform them adequately.

In the year ahead, it would be useful for AUD-PRADAN to take feedback from the current employers, seek their views on the placed students, so as to find out whether employers are

satisfied with the quality of the students and whether they would like any changes in the curriculum.

	Categories	**No's**	**Remarks**
1	NGOs	11	3 PRADAN, 2 SEWA, 2 AZAD FOUNDATION; overall 7 organisations
	Government	2	Govt. Supported NGO
2	Research /Higher studies	4	1 of them is with CDP
3	Undecided	2	Have not made up their mind
4	Not placed	2	Students need location specific placement
	Total	**21**	

We met some of the PRADAN professionals who had been through the summer school. They all testified that their understanding of development theory was useful to them, not only in addressing the difficult questions some of the MPDP students posed during field immersion, but also in understanding their own work within a conceptual framework. Many shared that as practitioners, they had been "anti-theory," and felt that theorists did not understand practice. This summer school has helped them understand the link between theory and practice—a wonderful thing.

For PRADAN staff, the presence of the MPDP students also helps them to look at their own communities differently as the students research issues that PRADAN does not work on (issues like education, human trafficking, health, etc.). This fits into PRADANs own internal change process and builds its capacity to understand the communities better.

Suggestions for the future:

- One limitation of this program so far is that PRADAN is the only organization engaged in development practice that AUD partners with for the MPDP. This means that the full potential of both the placement and the summer school is not being addressed. It also makes it difficult to answer questions related to impact /potential impact on the development sector, since currently only 1 NGO is involved.
- While this is understandable as the MPDP is a new experiment which PRADAN and AUD have conceptualized together, and this collaboration will need time to

stabilize before it is shared with others, we think the best way to get other NGOs and development sector organizations to get involved is by including them in the summer school, and then gradually in the more complex field immersion component of the MPDP. Other organizations may also like to be involved in the evolution of this program. In fact, involving them once everything has been standardized may not be as effective a way of moving forward if getting broad-based ownership of this experiment in the development sector is a key objective. The sooner newer organizations participate in the inner life of the MPDP, the better for the long-term sectoral acceptance of the program and its graduates.

- Based on past experiences and the steady demand for IRMA and TISS graduates, it is clear that the MPDP can also meet a critical need in the development sector. Indeed, it has already begun to do so. The challenge before the program is to prepare students who can go further by bringing their own, fresh perspective on development praxis, action research, and community engagement into the sector. At the risk of sounding glib, one could argue that the MPDP has started to do this by "inverting" the TISS/IRMA paradigm: In these established programs, students "learn" on campus and "do" or "practice" in the field. The MPDP's structure, in its present form, encourages students to "do" and engage with "practice" while they are on campus; and "learn" when they are in the field!
- As it looks ahead, the the MPDP must find a way to place its graduates where they can make the maximum impact, i.e., not in middle management necessarily (which is presently the case), but on the front lines where issues of poverty alleviation are addressed directly.

Now that the MPDP has graduated its first batch, the issue of career planning and guidance for alumni/students can be addressed. Some steps may be taken at the earliest:

- It would be very useful for the CDP to closely monitor the professional trajectories of the MPDP's graduates. The Center should do this with the intention of gauging how well the students have fit into their new roles; what strengths (attitudinal, skills-based, perspectival) they bring to their work; whether there are gaps in their learning; and how they are managing the emotional toll of working in development practice. The CDP should also consciously monitor the impact of the alumni's work.
- Simultaneously, the CDP should engage with the students presently enrolled in the MPDP to better grasp their concrete aspirations, the kinds of work they would like to do, and so on. Generating a conversation on these issues will help both the students and the CDP staff better handle the placement process. It may be useful to use new technologies, blogs, social networking platforms, etc., to connect present students with the alumni to take these conversations forward.
- And now that a network of organizations that have willingly absorbed graduates of the MPDP is being created, it is critical that these employers be treated as a critical stakeholder shaping the destiny of the MPDP. In other words, the issue of career planning for students should involve ongoing conversations with the

"demand side," i.e., those organizations that trust the AUD to graduate students who can hit the ground running, and meet their needs.

What has been the impact of the MPhil Development Practice program in the academic sector? To what extent has the program been a prototype of education designed to enrich grassroots practices of development and transformative social change? What has been the 'capacity building' capability of the program? How many field professionals have been trained?

Issues of "impact" are clearly the hardest to assess when the program under review is barely three years old. Since this review is not assessing the impact of the Center of Development Practice that, after all, furnishes some part of the institutional scaffolding (within Ambedkar University, together with the School of Human Studies) of the ideas at the core of MPDP, our comments will be limited to the impact of the M.Phil. program. Having said this, the CDP—because of its core research and outreach obligations—does have a symbiotic relationship with MPDP since at their core, both initiatives seek to bring students, faculty members, rural communities, and the public together in the production of knowledge and practice.

In order to assess the impact of the MPDP in the academic sector, let us therefore start with an analysis of the relevance of the CDP for the MPDP. Based on the information shared with us, the CDP has created research collectives around the following themes:

- Caste and Class: Need for a Theoretical and Empirical Re-examination
- Gender, Health and Development
- Discourses of Empowerment: Processes of Change, Resistance in Rural India
- Mapping the Development Sector
- Food security and Resilient Environment. (Symposium planned in collaboration with CSU, UWS and PRADAN.)

Clearly, these themes provide the CDP with strategic direction, and it has already organized a series of lectures and seminars on some of these, and related themes. Documents shared also reveal that new themes and collaborations are also if the offing. The MPDP/CDP community has also hosted two workshops, one on "Action Research," and the other on the "Rural Through Art, Literature, and Film," both of which have drawn diverse constituencies. Since the Action Research Workshop involved the active participation of field faculty and practitioners from PRADAN, it succeeded in animating much needed discussions on the relationship between theory and practice, the classroom, and field based learning (as described above).

The Center also has plans to recruit more people (as faculty members and research associates)—and by all accounts, the University is keen to support these plans. As the center grows in size and expands the scope of its activities, and therefore, output, one

imagines that the MPDP will find a fertile institutional space to blossom in as students bring back insights and research findings for further academic excavation.

At its core, therefore, the MPDP's potential in furthering research stems from the central role that students, working with faculty members at AUD, field staff and faculty members from PRADAN, and perhaps most importantly, rural communities, play in the production of useful knowledge that can transform the way that development practice is conducted. By putting methodologies drawn from the social sciences and humanities, community-based knowledge, and faculty expertise on par with student learning, the CDP and MPDP together have the potential to play a pioneering role in building a new kind of "capacity" for the development sector.

Purely in numerical terms, the number of graduates entering the development sector has been analyzed in the different part of this report. The critical issue, of course, is whether the MPDP is creating a new kind of development practitioner, a thoughtful, skilled, committed individual who is able to walk the path towards a rural transformation in a meaningful manner. From what we have seen, the MPDP largely gets this right, in part because of the generosity of its vision, and the breadth and depth that characterize its pedagogy and experiential learning experiments.

Does the MPDP serve as a "prototype of education designed to enrich grassroots practices of development and transformative social change?" From the work done thus far, and an assessment of the excitement among the faculty members and students, we would argue that *after the graduation of a few more batches, and evidence of meaningful contributions by graduates and researchers in the field of development practice–this program will indeed emerge as an important prototype, indeed, pioneer for the field of development practice. The story thus far inspires a great deal of confidence that this will come to pass.*

Suggestions for the future:

(a) Since students play a critical role in bringing vitality to the program, it would be useful to find ways of showcasing, and amplifying the visibility of student-faculty-community collaborations. While many traditional development management/studies program rely—to varying degrees--on these three constituencies to generate research, the MPDP's approach is richer and deeper. Generating buzz around this is critical for the future.

(b) Since one of the objectives of the MPDP experiment is to present the development sector, and more specifically, the university, with a new paradigm that transcends many of the normative dualisms inherent in mainstream education, it would be useful for the CDP to hasten its engagement with sectors that are not traditionally a part of what gets called the "development" sector. The reconfiguration of the relationship between the state, private sector, and civil society since the 1990s in India has also recast the role of the development sector. For a program like the MPDP which is new, it is important that it is not weighed down by past orthodoxies, and makes strategic decisions that best impact the rural poor in ways that the realignment between these three sectors demands. In other words, *the*

MPDP's academic contribution must be pertinent to today's challenges, not dictated by preconceived notions that have traditionally governed the development sector. This, indeed, is one of the biggest advantages that a new program enjoys; and the MPDP/CDP must leverage this advantage to the hilt.

(c) It follows from the above that any discussion of the transformative potential of the MPDP must also contain a vigorous debate on what "transformation" really means in the hear and now, looking forward. Here, students (especially those in their third years) must be encouraged to take the lead in taking this discussion forward. Much of this is already happening, and this is very gratifying.

What is the profile of people who join the MPhil program? Where do they come from, where do they go? What is their imagination of development?

The tables below provide a profile of the people who join this M.Phil. program. For the first batch, this was an experiment, prompted by their knowledge of PRADAN and also of AUD; the fact that a stipend was available also helped. Many students, especially girls, mentioned that the stipend allowed them to "sell" this new M.Phil. to their parents as the financial burden on the parents was reduced.

A large number are students from Delhi, but since many of them have origins in other parts of India, the profile is diverse. This came through in our interactions with them. This program has also changed the norms for admission to ensure diversity; only 50% of the applicants need to be Delhi domiciles; the rest can come from any part of the country.

Background Profile of AUF – DP students

Work Experience

Profile	**2013 batch**		**2014 batch**		**Total**	
	No's	**Percentage**	**No's**	**Percentage**	**No's**	**Percentage**
With work experience	05	25%	05	28%	10	26%
Fresher	15	75%	13	72%	28	74%
Total	20		18	100%	38	100%

Academic Background of Students

Academic Background	2013 Batch		2014 Batch		Total	
	No's	Percentage	No's	Percentage	No's	Percentage
Social Science[2]	08	40%	08	45%	16	42%
Development Studies / Social work	06	30%	06	33%	12	32%
Management	0	0	02	11%	02	5%
Technology / science	04	20%	01	5.5%	05	13%
Literature	02	10%	01	5.5%	03	8%
Total	**20**	**100%**	**18**	**100%**	**38**	**100%**

Why do these young men and women join the MPDP? There is a range of reasons for this. Those who have studied development theory/sociology or even social work feel that their studies do not help them to understand rural reality in depth; these students wish to remedy this gap. Some who have worked in NGOs, but not in reflective roles that offer field learning or action have joined to get a more in-depth understanding of the combination of theory and practice. For some, it is also a chance to engage with challenging questions intellectually. Overall there is a great awareness among the students that what they learn (or have learnt) in classrooms from textbooks about poverty is inadequate; and that the frameworks adopted by the MPDP, with its substantial fieldwork in components in poor areas, and reflective learning modules, will.

Clearly, the students' "imagination of development" is varied, with some focusing on entitlements as a path for the poor; and others believing that enterprise and agriculture development or skills are the answer. Based on what they shared, it is clear that their learning, and the changes they underwent after the first year of field immersion, were substantial and transformative.

Suggestions for future: India's southern and western regions are under-represented in the overall student profiles, which may be because PRADAN does not have a field presence in these regions. Partnerships with other organizations, and greater publicity with other universities teaching development theory and social work may help create a more diverse

[2] This includes training in sociology, economics, political science, etc.

student profile. The greater presence of candidates from SC/ST/minority backgrounds should also help in creating a more vibrant student profile.

Has there been any research output from the program?

First, it is important to appreciate the MPDP is fundamentally a teaching program, and its "output" (which admittedly, sounds somewhat patronizing) are the graduates of the program. The fact that these students produce knowledge through their theses and field-based engagement is a wonderful thing, but whether this knowledge makes its way into the "research" imagination will only become clearer with time. Thus far, the number of theses produced is small, but it is gratifying from discussions with the graduating students that many of them are excited about pursuing their research further. One hopes that this research finds its way back to the University, and animates the life of the CDP, and other Schools at AUD.

Secondly, the CDP itself is clearly committed to research, and a perusal of its activities reveals a vibrant culture of intellectual ferment, nurtured—no doubt—by the heady ecosystem of Ambedkar University. The fact that the Center will be expanding in the years to come (through the arrival of newer faculty members) harbors well for the anticipated research output of the CDP.

On a more general note, we would like to express our satisfaction at the rigor and depth displayed by the students in their engagement with the core issues that lie at the heart of the MPDP curriculum. Watching the students grapple with difficult questions of the self while living with Adivasi communities in Jharkhand left us convinced that the program is opening-up a variety of exciting research areas for the students, faculty, and communities to pursue in the times to come. This is all very exciting!

Is the program structure adequate, feasible in terms of the a. theoretical inputs, b. duration of immersion and the consequent burden of a. and b. on the student?

The M.Phil. program in Development Practice is a well-conceived, and designed course. The course curriculum, as well as the pedagogy that is employed to deliver it, enjoy a healthy creative tension. This creative tension between the long list of conceptual dualisms (such as theory and practice, natural and social sciences, self and group, individual and collaborative research) is what makes the MPDP such an innovative intervention not just for the field of development studies, but for the University as a whole.

Furthermore, the program is profoundly relevant for the University in view of its mission as outlined above. In our interactions, many members of the University's institutional community emphasized that AUD views itself as an "incomplete project," as an attempt to pursue an epistemological project in which a diversity of ideas are pursued so as to produce a coherent intermixing of multiple strands. This comingling of multiple strands and disciplines is being attempted at AUD so as to create an engaged academic culture that is constantly bringing in knowledge from "outside" the ivory tower of academia. In this

regard, the MPDP shares the same theoretical and pedagogic orientation that animate life at AUD as a whole.

On the MPDP's Pedagogy: Documentation shared with us captures the essence of the program's methods and practices of teaching admirably:

> "The pedagogy of the program comprises of two integral aspects - experiential learning and learner support and reinforcement systems. *Experiential learning* premises itself on the *immersion* of the learner in actual life experience and engaging with the milieu of practice; the opportunity to reflect by herself/himself as well as receive observations and feedback from peers, mentors, supervisors and members of the milieu itself. Building a cognitive map supported by existing or evolving theory ties the experience of the learner in an attempt to help her/him make meaning of her/his experience. Drawing up fresh hypothesis, evolving new ones to experiment with and learn from becomes the next step. *Learner support groups and reinforcement systems* are meant to create a learning community. To build consonance between experience 'out-there' and experience and learning 'in-here' in the classroom, group-centered pedagogy will focus on the learners sharing, critiquing and helping each other examine stances, approaches and methods that they have used in practice. Over a period of time it is envisaged that a vibrant learning community will emerge in charge of their own learning and deriving joy through contribution towards each other's learning and growth."

The pedagogic attempt to connect the "inner" and external facets of the learning experience through a blend of experiential immersion, and classroom engagement—all in the service of the creation of a "learning community" is entirely appropriate to the task that the curriculum has embraced. It is clear that an engagement with questions of the self, interrogated through reflexive exercises and communal engagement (both in the field and on-campus, with other students, practitioners, and faculty)—can go a long way in preparing budding development practitioners to serve as change-agents. Indeed, when framed this way, the type of "change" they pursue is likely to be durable and meaningful in wonderful ways.

It is clear that the pedagogic elements employed by the MPDP, while not entirely new or unique (since many of these are to be found at comparable programs at TISS and IRMA), are different in the rigor and depth they bring to these issues. The location of the program in the School of Human Studies may have a great deal to do with this. PRADAN's own pioneering role in this critical space has also done a great deal to distinguish the MPDP from its more established peers at other institutions, undoubtedly a step in the right direction.

On the MPDP's Curriculum: Based on a perusal of the course outline, and the way that the "immersion" segments are interwoven with classroom terms, it appears that the program has struck a good balance. The blend of courses in the social sciences and humanities is very good, and it is clear (to the extent that we could gauge, within the parameters of our own academic and practical experiences) that the curriculum is rigorous,

challenging, and appropriate to the goals of the program overall. Indeed, the distinctiveness of the program is very clear in the way that it balances experiential and theoretical learning with psychosocial experiments that deepen the engagement of students with their development practices.

Some observations:

- In design, the three "immersions" follow a logical progression, from the "village stay" which grounds students in rural life and forces them to interrogate their own place in relation to the communities they wish to work with; to an immersion that develops "competencies"; to finally, an action research oriented immersion. The sequence clearly works reasonably well, a fact confirmed by the students.
- In practice, there were some quibbles. Some students felt that they needed more action research skills at an earlier stage of the program, so that when they conducted their own action research, they would be better equipped to produce quality work. Many of them also felt that the field partners from PRADAN, while very adept in their own professional domains, were not as adequately prepared to guide them in their research. This matter is further complicated by the fact that many of the faculty supervisors at AUD are not able to visit the field sites where the students are located for their action research. For these reasons, it was gratifying to learn that the CDP had organized an "Action Research Workshop" for the field staff of PRADAN.
- The stress on an "internal" transformation for students as they traverse the journey through the MPDP is a critical distinguishing feature of the program. Other programs in the development sector have tried to introduce this element, but never with the kind of depth and complexity that one sees in the MPDP. This does, of course, pose challenges, especially those associated with the availability of dedicated faculty members equipped to raise such issues and deal with them rigorously. At AUD, faculty members from the School of Human Studies clearly occupy this space, together with visiting faculty from PRADAN, which—in its "Development Apprentice" program, has experimented with these ideas over the years. Indeed, PRADAN's program has graduated over fifteen hundred development practitioners thus far.
- It was striking that for a program committed to producing engaged professionals, the number of courses drawn from the traditional "management" fields is limited. Other then the course on "project management" in the third semester, there are no courses from the management sciences. While this may make sense in terms of the philosophical thrust of the course overall, this lacuna could create difficulties for graduates of the program who are expected to hit the ground running in middle- or upper-management positions once they enter the workplace. Basic skills is finance, accounting, planning, strategy, etc., if they were to supplement the core curriculum as it exists today, could go a long way in addressing this gap.
- It is clear that one of key areas where work needs to be done is in the creation of solid, stable faculty cadre for the MPDP. More on this later.

- Overall, the balance between theoretical inputs provided by the teaching staff (both on campus and in the field) appears to be sound. And the amount of time that the students are spending "immersed" in the field is entirely appropriate.

Some issues and suggestions:

- An urgent issue: For a curriculum that requires sustained contact between students, faculty, and rural communities, and often entails the collection of data about "human subjects," it is critical that an "ethics committee," or what gets called an "internal review board" (IRB) that reviews and approves research projects, be constituted at the earliest. We did not find evidence of an IRB for the MPDP.
- Since the MPDP inhabits an ecosystem that contains the School of Human Studies, the CDP, and within the larger AUD environment, the Schools of Development Studies and Management, it is important that the program leverages the resources available in the latter two Schools. The School of Development Studies is a natural ally of the MPDP, and its faculty members should be encouraged to play a more active role shaping the critical perspectives at the heart of the latter's curriculum. Similarly, the School of Management can contribute by filling gaps related to the students' acquisition of normative "managerial" skills (which we have mentioned above).
- Related to the above point, courses that provide an "organizational" perspective on rural development may better prepare students to facilitate the creation of concrete and durable structures to address the needs of rural communities. For instance, students should ideally have a rigorous understanding of the diverse organizational forms available to the community in their work—from cooperatives and producer companies, to self-help groups and NGOs. Such knowledge will allow the MPDP's students to develop more robust rural interventions. Courses on these themes may be worth investing in.
- The launch of a Social Entrepreneurship Program provides the MPDP an opportunity to sharpen its engagement with a burgeoning sector, i.e., that of social enterprises that—for better or worse—are mushrooming everywhere. Indeed, in view of India's political economy, which has chosen to embrace the policy of liberalization, it is important that students are aware of the ways in which they can leverage some of the benefits, and avoid the pitfalls associated with privatization, agri-business, and rural entrepreneurship.
- It is clear that the MPDP's field immersion segments in their present form are built around PRADAN's institutional network. This is an invaluable network, and has already played a vital part in launching and supporting the MPDP. Indeed, PRADAN's contribution is so much greater since PRADAN has provided critical human resources to AUD to sustain the MPDP. Not surprisingly however, this has also meant that the field based learning experiences of the students are constructed around the philosophical assumptions and organizational culture of PRADAN, what some of the people we met described as the "PRADAN Way." This is not a limitation per se, but as the MPDP evolves, it must find new partners to supplement learnings from PRADAN, so that the diversity, tensions,

contradictions, and opportunities that characterize the world of development practice are made manifest to students on their own learning journeys while they are in the program.

- With regard to the place of action research in the curriculum, two observations:

    - The process that students go through when they conduct action research brings them into contact with rural communities for extended periods of time. This often leads to close relationships between them and members of the communities, and can also lead to "expectations" of an instrumental nature among the latter. This issue, which came up in conversations with some of the alumni, needs to be handled sensitively. (The creation of the IRB, mentioned above, will help to address this effectively.)
    - There is a conceptual tension at the heart of a learning paradigm that combines a commitment to "action research" with the goal of "transformation." The former signals detached, rigorous, engaged, and honest inquiry; the latter, the fulfillment of a moral, often political imperative. The two can co-exist, but also contradict each other on occasion. It was clear that all members of the MPDP community are aware of these tensions and willing to engage with them. It would seem that these tensions are an integral part of the DNA of the program.

- One curricular suggestion: Most social science engagement with issues of development continues to display what may perhaps be called a "place-centric" bias, i.e., a tendency to think of social and economic issues as geographically bounded, or at the very least, located around specific ecosystems and cultural spaces. This bias has increasingly come to be challenged by the increasing movements of people, cultures, ideas, and labor within, and across national boundaries. Policy makers do not always grasp the effects of these migrations. Indeed, this could also be said for the larger institutional apparatus of the state, which has failed to truly grasp the changing character of India's informal sector, partly because of the latter's mobility. Migration is clearly an integral determinant of poverty in India today, how it is reconfiguring labor relations and the exploitation of human capital; and this calls for a vigorous response from academia. In this context, the MPDP/CDP are admirably placed to bring this issue into their canvas in a way that—from what we have seen—has not happened thus far.

Has the program been able to find a niche in terms of student interest?

Again, this is too early to say, but as mentioned in the response to the above questions, the MPDP has definitely come to inhabit a distinct space as a program that provides a first hand understanding of rural poverty. To create a niche for itself in the long run, we think this program needs to become better known, and become less Delhi-centric. Again, having a greater diversity of NGO partners is clearly the way ahead as there will be more

stakeholders who will demand a greater degree of complexity in the way the program prepares its graduates.

Information from the narrative reports shared with us states the following with regard to admissions, and the following paragraph is clearly a good summation of the kind of interest the program has been able to generate among prospective students:

> "The MPhil program in Development Practice is in its third year. So far the ratio of the number of seats available to the number of applicants for the course has been in the range of 1: 8 to 1: 10. These ratios are reassuring since this ensures the sustainability of the program at the point of intake. In addition, the number of students who have taken admission from the 'first list' has been growing, and was 16 of 22 in the new (i.e. third) batch. This does indicate that there are interested students out there who wish to pursue the MPhil in Development Practice. The retention of students in this somewhat difficult program (with 8-10 months of rural immersion and high cost to the student) has also been good; we have till date 2 dropouts, both for health reasons and not for anything to do with the program directly"

Notes on the economic sustainability of the program

The M.Phil. Development Practice initiative has received a grant of Rs 3.46 crores from the SDTT. This grant pays for faculty members (who are not on AUD's payrolls), a part of the student stipends, the travel and stay components, and program administration costs. A substantial part of the stipend (Rs 12000/month) is paid by the university and it also now pays Rs 3000/month for the travel costs; i.e., overall Rs 15000/student. These contributions are largely the result of is substantial lobbying by PRADAN and the internal champions of this program. The critical question, of course, is whether this program can continue without donor support over time. *If the program has no donor, it is conceivable that the costs that the donor bears may be borne by the following stakeholders:*

> 1) NGOs: PRADAN currently incurs costs, which it does not charge to the project. Other NGOs who join may be required to contribute. (In any case, as we have said above, getting more NGO partners is essential for the evolution of this program at a variety of levels.)
>
> 2) AUD: The changes AUD has made to accommodate the unique requirements of this program have been major, from allowing national students to enroll, to providing an overall stipend of Rs. 15000 per student. This should make us hopeful that it would do more in the times to come.
>
> 3) Other donors: If the CDP is formally registered as a society, independent but linked to AUD, then it can attract funding of its own for undertaking research, field immersion, summer school, etc.

4) Students: In many interactions with them, we found that the students were complaining about the costs of this unique project. They have 2 problems with the current system:

a) Because of their field immersion, they end up incurring costs *twice*. This is because their homes in Delhi still incur rent though they are absent during immersion segments; while additional costs have to be incurred during their field immersion period.

b) Some of them could earn money by taking on assignments/projects in a typical M.Phil., but since this course involves travel and substantially more work, they cannot earn while they learn.

Overall, one feels that these students get paid reasonably well, and over time will attract better salaries, but since this course does not operate on the cost-benefit ratios of most management colleges (which have higher fees leading to higher salaries), and is part of the larger AUD system, it may be difficult to charge higher fees.

5) Government: PRADAN did have plans for raising funds from the Rural Development Ministry/NRLM since this program does provide trained staff for the rural development sector, but this has not really worked out—and with the change in government it is not likely to. Over time of course, government aid may become an option, but this is too uncertain to be part of the program's medium-term planning.

From what we have learnt through conversations, PRADAN and AUD have prepared a draft budget to run this program. At the minimum, the cost is Rs1.2 crore per annum (although ideally, if the CDP were to grow as a knowledge center with research, outreach, and dissemination activities, then the costs would go up to approximately ₹2.0 crore per annum). AUD currently bears Rs 45 lakhs (both direct and imputed costs).

The MPDP/CDP's sustainability plan should clearly involve proactive measure to raise funds through grants from a wider variety of donors to meet these expenses. Overall though, *if the SDTT could provide a grant of ₹.8 to ₹1.2 crore per annum over a minimum of 5 years to stabilize it, this would be an invaluable investment for the future of the development sector as a whole.*

What is the feasibility of running the program on the support of faculty whose primary teaching commitments are elsewhere?

Dedicated faculty members at AUD will need to serve as the backbone of the MPDP. This would be true of any academic program, but in view of the distinctiveness of the MPDP and CDP, this issue is critically important. It is clear that the MPDP is an audacious experiment, and AUD has shown courage and an admirable spirit of experimentation in nurturing it. Indeed, the Center for Development Practice (like other "Centers" at the

University)—which sustains the larger ecosystem required by the MPDP—should be able to play the role of a "Trojan Horse" in the way that it carves out a distinctive space for the evolving field of "development practice" within AUD.

Clearly, the "experimental" quality of the MPDP/CDP makes it somewhat unstable, especially in its dependence on "soft money" from donors like the SDTT within the larger churn that presently characterizes Ambedkar University, a relatively new institution. This creates structural and personal strain on those who "champion" the program at the University. Some points:

- In conversations with the VC, and other members of the top management at the University, we were gratified to see that there is a strong push to support the program through faculty recruitment, and the identification of new partners (faculty and organzations) that share the commitment to "transformation" which is so central to the MPDP. The fact that two new faculty members committed to development practice (to be housed in the Schools of Dovelopment Studies, and Human Studies) will be recruited later this month (April 2015) is very gratifying.
- As the University plans ahead, it will need to create more robust systems for the management of faculty time. Faculy members associated with the MPDP will need to be able to go the field, develop skills in action research, and guide student research rigorously. They need to be supported in their endeavors through institutional support and financial resources. Happily, some of this is already happening.
- Related to the above point, it is important the newly recruited faculty members share AUD's overall orientation, and more specifically, have an appreciation for the distinctiveness of the MPDP. These issues need to be communicated to faculty members at the time of their recruitment itself.
- The University has already found ways to support students through stipends; and must find new sources of funding for faculty development.
- Efforts are also under way to network aggressively on behalf of the MPDP/CDP with multiple agencies, governmental bodies, and other academic institutions. It is hoped that some of these bodies (especially the government) may be able provide financial resources to sustain the program in the years to come. Indeed, it is very clear that the AUD is keen to build a more stable organizational architecture for the program through outreach and resource mobilization.
- There is a strong commitment at the University to build on the research being conducted by students in the field, and to explore the possibility of moving towards the launch of a doctoral program in development practice.
- It is strongly recommended that public events, such as an "open house," or even a seminar could be organized at the earliest to showcase the findings contained the students' disseratations. All of these form a critical part of the outreach and networking activities that will need to be done in the times to come.

Key observations that emerge from the above:

- It is clear that this unique program—in which praxis and theory are combined—cannot be taught by any staff member who have themselves not spent time in the field and visited the regions where the students undertake the research. In other words, the best faculty members for the program ideally need to have experienced the challenges of blending theory and praxis in their own engagement within the field of development practice. Clearly, there is a need for dedicated faculty to run this program. In our conversations with the VC and Dean of various schools, they have agreed to this.
- It is very clear that the core AUD faculty members who are doing the bulk of the classroom teaching are very good in all respects. Their commitment to the domain of development practice, and desire to expand their own learning in collaboration with students has been exemplary. Some of them did, however, admit that due to institutional constraints (the academic calendar, other teaching commitments, etc.) they were not able to do as much as they would have liked. This issue needs to be tackled at the earliest.
- The issue of how to work with students on their "internal" journeys and transformation requires a core faculty group that is equipped with the skills needed to work closely with students on a long-term basis. Visiting faculty from PRADAN or elsewhere can fill this role for a while, but this cannot be a long-term arrangement.
- The CDP is a critical piece of the puzzle here, since it has the potential to emerge as major point of convergence for faculty members who share the MPDP's goals. Some of this is already happening, and assurances from the Pro-VC indicate the likelihood of a larger critical mass emerging in and around the CDP and the Schools that nurture it. Such moves will also help to sustain the MPDP in the long run.
- PRADAN's staff members (in the field, and on-campus) are vitally important for the future of this program, but their functional commitments are elsewhere. AUD must find a way to create a permanent cadre of faculty and staff for the MPDP, so as to lessen the burden on PRADAN in the years to come. Indeed, it must find way to engage a larger cluster of organizations that share the program's goals, so as to enrich the learning experience for all concerned.

Overall then, it is clear that *the MPDP cannot be run successfully in the long run unless AUD is able to create a stable cadre of full-time faculty and staff to sustain this exciting program.* Based on the successes of the program thus far, it must recruit more people expeditiously.

CONCLUDING REMARKS

This review reveals that the MPDP is an exciting initiative which has set itself ambitious objectives that, given the state of the development sector in India today, must be met for the greater common good. The program's journey thus far reveals that the fundamentals are in place for it to succeed in achieving its long-term goals. For this to happen, however, some key challenges will need to be confronted through robust institutional calibrations among all of the stakeholders of this promising initiative. While the review as a whole has listed these at various points in the preceding narratives, the key thrust areas are listed below:

A) **On the long-term role of PRADAN in the MPDP**: It is clear that PRADAN's team has played a critical role is shaping the MPDP at every stage of its journey thus far. This is a testimony to PRADAN's tenacity and commitment towards the program's core objectives. The active involvement of PRADAN's core members and field staff in shepherding students at every stage of their learning has been responsible for many of the MPDP's achievements thus far. And by giving PRADAN an opportunity to play this role, AUD has provided the much needed institutional direction and support that a fledgling initiative like this one needs in a university setting.

Looking ahead, the MPDP must broaden its institutional base, and work harder to gain legitimacy in the eyes of other universities, NGOs, and like-minded organizations committed to rural transformation. For this happen, it is critical that two things happen simultaneously:

- Firstly, the fertile soil nurtured by the AUD-PRADAN collaboration must, in the future, be energized through the sustained involvement of a diversity of other organizations so that the latters' experiences can enrich the theoretical and practical orientation of the program. Such collaborations will not only bring greater dynamism to the core curriculum (in both the classroom and the field), but also expand the program's network. Furthermore, an expanding network of institutional partners will broaden the catchment area for students to seek placement after graduation from the program. *The "PRADAN Way" has served as a bulwark of the experiential learning components thus far; it should be supplemented with other pathways, and the exploration of other developmental paradigms, organizational forms, communitarian experiments, economic models, and cultural constructs, so that the MPDP can go the full distance.*
- Secondly, *AUD will need to invest in at least two key areas: faculty recruitment, and faculty development.* The former is necessary for the creation of a critical mass of people with a shared commitment to the domain of "development practice" within the University; and faculty development resources will allow these faculty members to spend time in the rural areas developing a deeper understanding of development

praxis, while also becoming better equipped to guide students through their action research and thesis writing. Taken together, these two moves will not only energize the CDP in exciting ways, they will also open the doors to the active involvement of colleagues from the School of Development Studies and School of Management within AUD. In fact, these moves should also energize the CDP and the MPDP's graduates to shake other established academic programs out of what, it would seem, is the their detachment from the field of development practice.

For the MPDP to emerge as a "prototype" for the development sector as a whole, it needs to plumb deeper and explore a wider set of networks. What the program has achieved thus far demonstrates that it has the bandwidth and capacity to pull this off without any difficulty.

B) **On the need for more management courses**: There are, broadly, two reasons for increasing the number of courses from mainstream management disciplines:

- Currently MPDP graduates join NGOs and organizations in the Rs. 25-30 thousand per month salary bracket. For most NGOs this is above the "field-worker" salary bracket, and matches the supervisory/managerial salary bracket. In the latter, their peers are from institutes like IIFM, TATA-DHAN Academy, IRMA, and a plethora of "rural management programs—all of whom have some management training.
- Also given that the MPDP is perceived to be a pre-doctoral degree (in some ways, superior to a normal masters degree), graduates will be seen to fit in with supervisory/leadership/strategic positions in most organizations. This means that they will, for day one in the workplace, need to be prepared to exercise skills in financial management, project management, information processing, and the supervision of staff. Much of what causes poor governance in this country stems from sub-standard planning and inappropriate measurement tools (which tend to focus too much on amounts expended rather than results achieved).

For these reasons, while the MPDP continues to inspire students to feel invested—emotionally and professionally—in development work, it must make room for the development of students' management skills to add value to the roles they take up after they graduate. *The critical caveat, of course, is that the management components should not overwhelm the transformational components, which clearly serve as the MPDP's backbone.*

C) **On the need for AUD to take control of the finances in the long run**: All ideas that seek to transform individuals away from the mainstream, of the sort that the AUD-PRADAN collaboration are trying to generate, need support which is not routinely available. There is however a danger that if no planning is done to meet the overall costs, then this program will collapse once external funds stop. The present phase of the program, in which external funding and PRADAN's manpower are sustaining it, must be used to develop a revenue model that makes the program self-sufficient in the not-too-distant future. One constraint to the eventual self-sufficiency of the MPDP is that students'

fees cannot be raised (perhaps because these have to be on par with other courses), and increased fees also lead to a "high fees-high salaried jobs only syndrome" of the kind that characterizes most management institutes. Some increased fees may, however, need to be considered for the overall viability of the program. (It is worth noting that many "professional" degrees do indeed charge higher fees in public educational institutions. Ambedkar University may wish to consider going in this direction for the MPDP.) Clearly, the other option is for the university to meet the MPDP's costs on their own; either through grants for the program (and the CDP), or through greater outlays by the university.

Last, but not the least…

It is clear that Ambedkar University's collaboration with PRADAN has thus far been a success, and the imaginatively conceived M.Phil. Development Practice at the University has had a strong beginning. There are some teething troubles, but these were to be expected, and none of them are insurmountable or particularly onerous. This review has flagged these, and tried to suggest ways around them.

Another thing: The core conceptualization of the MPDP has, at its heart, an audacious commitment to something much larger that "development" practice. The program is inspired by the ideals of progressive societal change, indeed, a commitment to the making of a new society that is just, equitable, and free. In several meetings, people spoke of the program being dedicated to "practice for social transformation" (i.e., not just "development practice," but a larger goal.). This is exciting, inspiring, and in view of the challenges facing the world, entirely in the fitness of things.

In view of the long gestation that programs like the MPDP need to gain recognition, credibility, and legitimacy—mainly because it takes their alumni and faculty some years to make their mark—a period of guaranteed funding from the SDTT (or any comparable agency) would be very desirable at this stage. Funds to sustain revenue expenditure for five years (in addition to the support it has committed thus far), with a commitment from the Ambedkar University that it will fully support the program thereafter, should ensure the long-term success of the MPDP. In many ways, this is the kind of support that IRMA enjoyed when it was being set up by the NDDB. At that time, the institute benefitted from the NDDB's largesse for a lot longer.

Because of its pedigree, commitment to nurturing transformative ideas, and distinguished history as an institution builder, members of the MPDP institutional community view the SDTT as a "partner" rather than a donor. **For these reasons, a five-year grant from the SDTT (in addition to the support it has committed thus far) is the recommended course of action at this stage in this experiment's journey.**

Based on a review of the work done thus far, and an assessment of the excitement among the faculty members and students that we met, we would argue that **after the graduation of a few more batches, and evidence of meaningful contributions by graduates and**

researchers in the field of development practice—this program will indeed emerge as an important prototype, indeed as a pioneer, for the field of development practice. The story thus far inspires a great deal of confidence that this will come to pass should the program continue to receive the kind of (financial and institutional) support that it has received thus far.

Annexure 1

Detailed Terms of Reference

In addition to the overall objectives of the Mid-Term Review mentioned in the Introduction, the specific objectives of the Review are to understand and assess:

- The significant programmatic achievements in terms of key outputs/ outcomes of the program
- The extent to which teaching and research in the program been able to connect with larger societal and human questions and geared towards understanding and alleviation of social suffering
- To what extent has teaching and research in the program been able to usher a new imagination of social sciences and humanities
- To what extent has the program managed to increase the pool of quality human resource in the development sector both through supply of new trained professionals and also by capacity building of people already working in the development sector
- What has been the impact of the MPhil Development Practice program in the academic sector? To what extent has the program been a prototype of education designed to enrich grassroots practices of development and transformative social change?
- What has been the 'capacity building' capability of the program? How many field professionals have been trained?
- What is the profile of people who join the MPhil program? Where do they come from, where do they go? What is their imagination of development?
- Has there been any research output from the program?
- Is the program structure adequate, feasible in terms of the a. theoretical inputs, b. duration of immersion and the consequent burden of a. and b. on the student
- Has the program been able to find a niche in terms of student interest?
- The economic sustainability of the program
- The feasibility of running the program on the support of faculty whose primary teaching commitment is elsewhere

Annexure 2

Meetings at Ambedkar University

Date	People met	Designation
4th December	Anup Dhar	Project Director
	Kuntalika Kumbhakar	Fellow, Development Practice, , PRADAN
	Shyamolima Ghosh	Project Manager
	Nandini Nayak	Associate Professor, School of Development Studies
5th December	Students Batch 2013	
	Students Batch 2014	
	Alumni	
	Chandan Mukherji	Pro-VC, Dean, School of Development Studies
	Deepankar Roy	Independent Consultant
	Barsha Mishra	PRADAN
	Smita Mohanty	PRADAN
	Ajay Samal	PRADAN
	Kuntalika Kumbhakar	Fellow, Development Practice, , PRADAN
	Rukmini Sen	Associate Professor, School of Liberal Studies
	Imran Amin	Asst. Professor, School of Development Studies
	Nivedita Narain	Anchor of Project from PRADAN end
	Shyamolima Ghosh	Proejct Manager
6th December	Nivedita Narain	Anchor of Project from PRADAN end
	Prof. Shyam Menon	Vice Chancellor, AUD
	Prof. Vijaya S. Varma	Director, Planning, AUD
	Dr Praveen Singh	Assistant Professor, School of Development Studies
	Prof. Honey Oberoi	Dean, School of Human Studies
	Dr Anup Dhar	Project Director

Annexure 3

Meetings outside Ambedkar University

Ved Arya, SRIJAN

Zulfiquar Haidar, CEO, Bharat Rural Livelihoods Foundations

Tushaar Shah, Former director, IRMA

Varad Pande, Former Officer on Special Duty (OSD), Minister of Rural Development (Jairam Ramesh)

Manas Satpathy, PRADAN (telephonic discussion)

Deep Joshi, Chairman, IRMA

Ajay Dandekar, Shiv Nadar University

Research and Academic Collaboration Agreement
Centre for Development Practice (CDP) and PRADAN

This Collaboration Agreement ("Agreement") is made and entered into as of the 1.06.2015 ("Effective Date") for a period of five years by and between:

The Centre for Development Practice at Ambedkar University, Delhi at Lothian Road, Kashmere Gate, Delhi-110006, India (hereinafter referred to as ("CDP-AUD") which expression shall, unless repugnant to the context or meaning thereof, be deemed to mean and include executors, administrators, legal representatives and permitted assigns as the case may be) as a first part,

and

Professional Assistance for Development Action, E 1/A Kailash Colony, New Delhi 110048
(hereinafter referred to as "PRADAN") which expression shall, unless repugnant to the context or meaning thereof, be deemed to mean and include executors, administrators, legal
representatives and permitted assigns as the case may be as a second part.

The CDP is a nucleus to deepen and further AUD's engagement with social development and is envisaged and operates in collaboration with PRADAN. It is a conduit for community outreach programs of the University, where AUD, with PRADAN, revisits the received/inherited idea of the University and the social sciences, bridges the inherited divide between theory and practice, natural and social sciences, self and group, individual and collaborative research. It gives PRADAN an opportunity to mobilise academic, research and intellectual resources to reflect on its work with academic and research rigour. It entails shared and concrete exploration and understanding of and participation in

- catalyzing and building capacities of many "PRADANs", developmental sector agents
- education and capacity building initiatives suitable for the kind of society PRADAN also strives to build

According to this agreement, CDP-AUD and PRADAN have come to a mutual understanding on the issue of strengthening and supporting Development Practice as a field of study and practice.

NOW, THEREFORE, 'CDP-AUD' and 'PRADAN' hereby agree as follows:

1. The agreement between 'CDP-AUD' and 'PRADAN' is aimed to meet salary costs for three staff members of PRADAN deputed full time who will have the role of supporting the activities leading to the achievement of the above mentioned aims. CDP –AUD shall raise research and capacity building project related funds and put all efforts to raise resources to meet full costs of deputed PRADAN staff from CDP activities.

for Professional Assistance for Development Action (PRADAN)

Executive Director

कुलसचिव / Registrar
अम्बेडकर विश्वविद्यालय दिल्ली
University Delhi

2. The members shall have the designation: (i) Senior Fellow in Development Practice, (ii) Fellow in Development Practice and (iii) Junior Fellow in Development Practice

2. CDP-AUD would:

a. Provide appropriate designations, space and facilities for the staff deputed through this collaboration
b. Support the costs of their direct expenses related to the CDP and its activities (such as phone expenses, travel, etc)
c. Undertake joint research projects with PRADAN, including responding to PRADAN's research agenda and questions from the field, sharing its own research questions and projects with PRADAN, and provide faculty resources for evaluation of projects and learning therein, from time to time as required.
d. Train PRADAN staff and Field Faculty in its summer schools and certification programmes, also customising programmes for PRADAN staff (and other development practitioners) as required.
e. Make provisions for the Fellow in Action Research programme at CDP for PRADAN-ites in a manner consonant with the UGC norms for ongoing faculty development.
f. Build anthologies of Development Practice as also a *Journal for Development Practice*, together with PRADAN
g. Indemnify and keep PRADAN and its back donors indemnified in respect of any loss, damage or claim howsoever arising out of or related to the breach of Agreement or legal provisions, or by negligence of any other agents, partners of service providers contracted with for the CDP-AUD.
h. Monitor and support the collaboration, reporting also to the Advisory Committee, one of whose members is the Executive Director of PRADAN.
i. Support the development of AUD faculty as they engage with the field of rural development practice.

3. PRADAN would:

a. Provide the staff and their salaries to the extent that CDP-AUD is not able to cover the costs from project grants.
b. Ensure the staff deputed follow CDP-AUD's norms and standards while placed with the team
c. PRADAN shall indemnify CDP and keep the back donors indemnified with respect to any loss, damage or claim howsoever arising out of or related to the breach of agreement or legal provisions or negligence by the staff
d. Provide invoices for receipts from CDP-AUD for project funds raised.
e. Collaborate in joint research projects, sharing its experience, data and linkages with CDP-AUD
f. Share its curriculum and experience through seminars, deputation of professionals for short periods,
g. Seek action researchers embedded in PRADAN teams, share research questions and seek project learning and evaluation teams from among AUD Faculty. This is a part of the programme to support 'Fellows in Action Research'.

for Professional Assistance for Development Action (PRADAN)

Executive Director

कुलसचिव / Registrar
अम्बेडकर विश्वविद्यालय दिल्ली

h. PRADAN would also support CDP as it incubates graduates of Development Practice interested in setting up their own organisations/initiatives and learning from PRADAN.

The intellectual property rights for shared projects will be shared between CDP-AUD and PRADAN, as indicated in the broad MoU between AUD and PRADAN signed in 2012.

This contract may be terminated with 6 months notice by either party.

The contract is made in two equal copies, one for each of the contracting parties

For PRADAN

Name: Manas Kumar Satpathy
Signature:

Designation: Executive Director
Date: _____

for Professional Assistance for Development Action (PRADAN)

Executive Director
MANAS KUMAR SATPATHY

For CDP, AUD

Name: Dr M.A. Sikandar
Signature:

Designation: Registrar, AUD
Date: 19/5/15

कुलसचिव / Registrar
अम्बेडकर विश्वविद्यालय दिल्ली
Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट/website : www.aud.ac.in

Memorandum of Understanding

between

theAmbedkar University Delhi

and

thePRIA International Academy, New Delhi, India

The PRIA International Academy[1] (hereafter "PIA"), as represented by its Founder President, Dr. Rajesh Tandon, and the Ambedkar University Delhi, (hereafter "AUD"), as represented by its Registrar, Prof. AsmitaKabra, agree to enter into a relationship as follows.

Article 1 (Scope)

This Memorandum establishes a framework for the academic, research, and institutional cooperation between PIA and AUD.

Article 2 (Substance)

Cooperation betweenPIA and AUD will be subject to specific projects agreed upon between the two parties including, but not limited to, projects that may involve student and staff mobility, gathering information or data, conducting studies or analyses, publishing books or articles, developing and offering joint courses and programmes, staging academic and practitioner conferences or other related activities that are of mutual interest to the parties. Individual projects will be developed through separate work plans that will be approved by both parties before any work is begun. Individual projects may be the subject of a separate contract or agreement between the parties ("project-specific agreement") that must be individually negotiated and approvedby competent authority, within the framework of this Memorandum.

Article 3 (Areas of Collaboration)

In particular, PIA and AUD agree to collaborate with respect to the following activities:

3.1 Developing and offering courses

The staff faculties from PIA and AUD will explore themes of mutual interest relating to participatory development, democracy,social justice and gender issues. It is anticipated

[1] Registered as PRIA Educational Trust (PET)

that these discussions will result in jointly developing and offering courses within the current academic frameworks of AUD courses.

PIA and AUD's Centre for Development Practice are already in advanced stage of discussion to jointly develop two Post-Graduate Diploma Courses on "Managing Participatory Development Programmes" and "Accountable Governance and Participatory Democracy". The action research site for these Courses shall be peri-urban areas. This is also CDP's attempt at developing peri-urban engagements (in addition to its existing rural engagements) in collaboration with PIA.

3.2 Internship programme

PIA and AUD agree to place AUD students as interns in the field based projects and community engagement activities. PIA will provide necessary training, supervision, and guidance to each intern to accomplish agreed learning objectives.

3.3 Teaching relationship

PIA and AUD will explore and invite each others' staff faculties to undertake teaching in various academic programmes such as regular classes, seminars, workshops, short-term courses organised by each organisation as external resource persons.

3.4 Community-university collaborative research partnerships

PIA's Founder President is the UNESCO co-chair on Community Based Research and Social Responsibility in Higher Education. The PIA and AUD agree to collaborate and facilitate collaborative community-university research and partnerships that enhance the quality of life and the economic, environmental and social well-being of communities in India.

Further areas for collaboration may be added in the future.

Article 4 (Intellectual Property)

The ownership of materials and publications produced entirely under this Memorandum and subsequent project-specific agreements for the benefit of both parties shall be worked out on a case by case basis, collaboratively, through discussions and deliberations. The formal name of both institutions shall be acknowledged clearly in all collavborative materials and publications produced. The faculty members and staff of AUD and PIA are entitled to use such materials and publications strictly for educational and research purposes.

Article 5 (Funding)

Detailed provisions for funding of individual projects, where applicable, will be provided in each individual project-specific agreement.

Article 6 (Duration)

This Memorandum of Understanding shall remain in effect from the date of the last signature until March 31, 2022 unless terminated earlier as provided under this Agreement.

Article 7 (Termination)

This Memorandum of Understanding can be terminated by either party by notifying the other party in writing at least 90 days in advance, provided that any individual project that has been agreed to at the time of giving notice will be completed as set out in the project-specific agreement, unless the parties otherwise agree in writing. Any contingency arising out of such termination, shall be either worked out mutually , or through arbitration by the VC AUD.

Article 8 (Effective Date)

This Memorandum of Understanding is effective on the date that all required signatures are affixed to it.

Having reached agreement, the parties sign two identical copies of this document.

FOR THE
PIA INTERNATIONAL ACADEMY

Date: _____

Dr. Rajesh Tandon
President

PRIA International Academy New Delhi India

FOR THE
AMBEDKAR UNIVERSITY DELHI

Date: _____

Prof. AsmitaKabra
Registrar

कुलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

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Certificate No.	:	IN-DL03102851890667Q
Certificate Issued Date	:	21-Mar-2018 04:03 PM
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Purchased by	:	SAHAPEDIA
Description of Document	:	Article 5 General Agreement
Property Description	:	Not Applicable
Consideration Price (Rs.)	:	0 (Zero)
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1. The authenticity of this Stamp Certificate should be verified at "www.shcilestamp.com". Any discrepancy in the details on this Certificate and as available on the website renders it invalid.
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3. In case of any discrepancy please inform the Competent Authority.

Memorandum of Understanding

Between

Sahapedia

and

The Centre for Development Practice at Ambedkar University Delhi (CDP at AUD)

This Memorandum of Understanding is made on ---- day ---- 2018 at Delhi between Sahapedia, a not-for-profit society, incorporated on 3rd June 2011 and registered under the Societies Registration Act 1860, having its Registered Office at 203, Block No 1, Keerti Apartment, Mayur Vihar Phase I, New Delhi 11009, but located at C1/3, First Floor, SDA, New Delhi 110016 (hereinafter referred to as "**SAHAPEDIA**", which expression shall include its affiliates, successors and permitted assigns) of the First Part;

AND

The Centre for Development Practice, Ambedkar University Delhi (Established by the Government of NCT of Delhi through the Delhi Act 9 of 2007) with its office located at Lothian Road, Kashmere Gate, Delhi 110006 through its Registrar (hereinafter referred as "**CDP**", which expression shall include its affiliates, successors and permitted assigns) of the Second Part.

WHEREAS,

Sahapedia has developed an online encyclopedic resource (hereinafter called the "Platform") on the arts, cultural traditions and histories of the Indian subcontinent, as represented by 10 domains: Knowledge Traditions, Literatures and Languages, Performing Arts, Visual and Material Arts, Practices and Rituals, Institutions, People, Histories, Built Spaces and the Natural Environment. The Platform comprises multimedia modules—articles, interviews, audio-visual documentation, searchable hyper-texts, and aggregation of archival materials—to provide an integrated understanding of each subject, its evolution, and exchange with other traditions.

Keeping in with Ambedkar University Delhi's vision on engaged social sciences, CDP focuses largely on 'action research'. CDP research projects draw upon existing action research methodologies and methods of 'working with' communities along a tripartite axis – *knowing-relating-doing* including questions of *being* – for transformed futures in rural and peri-urban areas.

In furtherance to the objects of both PARTIES, as also recognition of a shared commitment to the creation of a corpus of knowledge through multimedia documentation of cultural practices, expressions and knowledge, and to creating educational resources, the PARTIES have decided to enter into a partnership which will build on the strengths of each. NOW therefore the party of First Part and Second Part, hereinafter referred to as Sahapedia and CDP respectively, have agreed on the following:

1. RESPONSIBILITIES OF CDP

- To float a Call for Proposals among students of M.Phil Development Practice to compile multimedia modules for Sahapedia. Each module may have an overview essay, two special articles, one photo essay and one video interview on specific themes. These themes may include life-cycle rituals, festivals, craft traditions, cuisines, traditional farming techniques, indigenous medicinal practices of Orissa, Jharkhand, West Bengal, Chhattisgarh, and Madhya Pradesh on a mutually agreed outline (see Annexure 1).
- Review submitted proposals in consultation with Sahapedia team to identify up to 8 modules.
- To ensure that the modules are completed within the timeline mutually agreed to below:
    - Completion of project by September 2018
    - Submissions of all allied articles (and where agreed overview articles), photographs, edited videos with contextual information, and supplementary text ('Introduction', 'Guides to Further Exploration') by end October 2018
- To consider the suggestions and comments of the Sahapedia team for incorporation, at preparatory meetings and follow-up to the field visit.

2. RESPONSIBILITIES OF SAHAPEDIA

- Partner with CDP faculty to draft the Call for Proposals
- Together with CDP select candidates based on their proposals.
- Guide students about Sahapedia formats before they visit the field, monitor and assist in content generation with respect to copy editing and finalization of written content.
- Provide technical assistance for editing of videos
- At the end of successful completion of individual projects by students, give stipends and certificates to the affiliated students.
- Host the content curated by CDP students on Sahapedia's online platform—www.sahapedia.org

3. COPYRIGHT

- All material will be published by Sahapedia under the CC-BY-SA-NC (Creative Commons-Attribution-Share Alike-Non-Commercial) 4.0 International License, giving credit to CDP and its researchers/ original copyright holders, whose work or knowledge is represented on the portal, the student doing the documentation, and Sahapedia as research sponsor.
- CDP's students and associates/original copyright holders will be credited for all material authored or co-authored by CDP's students and associates /original copyright holder. CDP's

students and associates will be responsible for correctly identifying the copyright holder/s for all material that CDP's students and associates share as part of this agreement.

- CDP will ensure that, with respect to the curated content, there is no infringement in any way, on the part of the students or any other individuals involved, of the Indian Copyright Act or any other law in force.
- Sahapedia and CDP will both be entitled to display the modules on their websites or on third-party websites (e.g., YouTube), with logos of both institutions and full credits detailed as above in the video. Contact details of the craftspeople will also be given if the latter wish.
- Sahapedia will retain the right to use the content generated under this partnership for promotional and educational purposes in its future activities in digital and non-digital form.

4. BUDGET AND PAYMENTS

- Sahapedia will provide a stipend of up to Rs. 8000/- to each student selected for curating modules under this agreement.

  Overview Article: 2000/-

  Allied Article: 2000/-

  Photo-essay: 2000/-

  Video Documentation: 2000/-

This stipend may vary depending on the quality and elements submitted to Sahapedia. This stipend shall be disbursed to students upon completion of work to Sahapedia's satisfaction.

5. ENTRY INTO EFFECT AND TERMINATION

This MoU will become effective on the date it is signed by the PARTIES and will remain valid initially for 24 months, and may be renewed by mutual agreement to successive terms.

This understanding may be amended by mutual written agreement and may be terminated at any time by either PARTY upon one month's written notice to the other PARTY.

The PARTIES shall be at liberty to re-negotiate fresh MoUs with others, as the circumstances permit.

For Sahapedia

Dr. Sudha Gopalakrishnan

Executive Director, Sahapedia

Place:

Date

For CDP

Registrar, Ambedkar University Delhi

Place:

Date

कुलसचिव / Registrar
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
Dr. B. R. Ambedkar University Delhi
लोथियान रोड, कश्मीरी गेट, दिल्ली-110006
Lothian Road, Kashmere Gate, Delhi-110006
वेबसाइट / website : www.aud.ac.in

Annexure 1

Format of Sahapedia modules:

- Overview Article (3000-5000 words)
- Allied Article (2000-3000 words) from the field diary by students
- Video clips of interviews with practitioners/performers/experts/makers/cooks (10-30 minutes)
- Video clips forming a visual narrative of the production process (20 min.)
- Image gallery of representative works and contexts of use (20)
- Introduction (facts, figures, maps)
- Guides to further study and exploration
- Students might even choose to undertake a partial module, which will include at least three of the above mentioned elements.

Honey Oberoi Vahali <honey@aud.ac.in>

Sat, Feb 9, 8:19 PM

to Anshumita, Ashis, Neetu, Shifa, Shalini, Rachana, Nikita, me, Prof, RAjinder

Dear all,
Some colleagues from the counselling and therapy centre Mind Space from Azim Premji University have been expressing interest to visit ehsaas and meet us all for an interaction. They will be coming to AUD from Bangalore on the 20th. I request you all to be present and also to prepare yourselves to share our work here. Nikita has kindly agreed to take on the overall charge of the organization for the day.
Pl share your ideas on how best we can make the afternoon of the 20th a meaningful one. Should each person in the group speak for 10-15minutes each in an attempt to bring forth the emphasis in our work at ehsaas? Should we have a case presentation? Ideas at this stage are most welcome.
Warmly,

Nikita Jain <nikitajain@aud.ac.in>

Thu, Feb 14, 3:10 PM

to Honey, Anshumita, Ashis, Neetu, Shifa, Shalini, Rachana, me, Ashok, Rajinder, vikas, Neetu, Deepti, Vinod

Dear All,

As shared by Honey Ma'am, two members from Azim Premji University (Bangalore) are visiting us on the 20th February, Ms. Vani Subramaniam and Ms.Kalyani Kumar. They are both Counseling Psychologists and have been with this organization for 3 and 1.5 years respectively. Kalyani completed her Masters in Counseling Psychology from WCC in Chennai, while Vani is from Christ University, Bangalore. Kalyani has worked with One to One Counseling and corporate training previously.

They are transitioning to a new and a bigger campus soon. Till now they have been operating as a relatively small mental health and well being centre and

would like to understand the challenges faced for setting up and running a centre like Ehsaas, the mental health model followed at the centre, protocols (for intake, confidentiality, scheduling and crisis intervention), kinds of intervention for those who approach the centre, and range of services offered. They would also like to know about promotive and preventive services offered to the student community and initiatives for the faculty. Also, they have suggested to explore possibilities for inter departmental collaboration and research.

We are thinking of spending about two and a half to three hours together. We can begin with their introduction, their model of work at mind space so far.
Followed by how ehsaas was setup, what the vision is. The protocols followed, range of interventions and services. The challenges that were faced in setting up a public clinic in a university and that we continue to grapple with. Initiatives for student and faculty community that we've been planning. Then we can explore the possibility of collaboration as they have suggested.

Can we start at 11am and end around 1.30pm followed by lunch? Or gather for lunch at 1.30 and start our discussion by 2pm. Please share your availability. The time at which most of you could be present will be perfect and I'll further give a confirmation to Vani and Kalyani so that they can plan the rest of their day here in Delhi.

Please share if you have any ideas or suggestions.

Ms. Shefali Singh <shefali@aud.ac.in>

Fri, Sep 29, 2017, 3:14 PM

to addlakhar

Dear Renu ji,
I got your reference from Professor Anita, Ambedkar University. First let me introduce myself. I'm a psychotherapist at Ambedkar University and this time I have taken the responsibility to organize Mental Health Day-Awaaz 2017. We have taken the theme of Celebrating Disability Through Narratives of Hope and Despair.

I would be our pleasure if you could come and join us as part of a Panel on 9th October 11am at Karampura Campus, AUD. Speakers of the Panel would talk about these Narratives of Hope and Despair, bringing more how disability could also be seen as a strength. Much of creativity also emerged during these phases of mental disability like with Virginia Woolf, Sylvia Plath, etc. Similarly, Beethoven composed his best symphonies after his hearing impairment. Like them there are many others who could serve as beautiful examples that there is more to people than disability and they can actually move beyond it.

I'm attaching an e-invite as well. Pls do join us in this initiative.

Waiting to hear from you soon.

Shefali
Psychotherapist, CPCR
Ambedkar University Delhi

Attachments area
Renu Addlakha <addlakhar@gmail.com>

Mon, Oct 2, 2017, 10:24 AM
to me

Thanks, I will be there. I would be happy to be part of the panel where will it be held in aud?

Ms. Shefali Singh <shefali@aud.ac.in>

Sun, May 6, 2018, 7:45 PM

to selinmathews

Dear Ma'am,
Greetings from Ambedkar University Delhi (AUD)! Im writing on behalf of AUD for a possible collaboration with Don Bosco Foundation for community internship for our M.phil students. Our MPhil Psychoanalytic Psychotherapy programme is committed to train socially sensitive psychotherapists in the Indian context. This is a three years long, rigorous program of training. As part of their overall training in becoming adept with emotional nuances of the human psyche, they are also encouraged to engage with the roots of social suffering, which in fact are at the heart of psychological crisis faced by innumerable persons in the world, and particularly in our country.
Hence, along with responding to the distress of persons in a one to one psychotherapeutic, clinical context, our students also participate in community based mental health work. In this 3 years program, they put one year for community based internship which starts for them in the month of July. For one month they will go for regular internships followed by once in a week visit to the community sites for the next 11 months in which we encourage them to work closely with the issues of the community and help them in ways they can. They will be under an allotted supervisor who will guide them in their clinical work.
In this regard, we look in your direction and hope that some of our trainees could find a place in the meaningful work that you are doing with Rohingya immigrants. We hope that a few of them can learn from, and also participate in creative and humane works at the various sites of Don Bosco Foundation.
Our MPhil trainees are senior students, just ready to step into the adult role and responsibility of becoming therapists and we are hopeful that their insightful and compassionate engagement may be of benefit to the lives which your teams so thoughtfully immerse themselves in.

Through this letter I seek your permission for a few of our trainees to be placed at your homes.
The community mental health faculty team this year is inclusive of Dr. Honey Oberoi Vahali, Dr Shifa Haq, Ms Deepti Sachdeva, Mr Rajinder Singh, Ms Nikita Jain and Ms Shefali Singh. All of us are faculty members of the School of Human Studies and Centre of Psychotherapy and Clinical Research, AUD.
I would be grateful if you could link us to the contact persons in your organisation so that the dialogue can be taken off.
With best wishes and warmest regards,
Shefali Singh
Psychotherapist/Assistant Professor
Ambedkar University Delhi
Contact: 9643162826

Selin Susan Mathews <selinmathews@gmail.com>

Mon, May 7, 2018, 8:53 AM
to linto, me

Dear Ms. Shefali Singh,

Thank you for your mail and interest in collaboration with our Refugee Assistance Program. We would be happy to to provide internship opportunities to your students.

I am copying Mr. Linto KB on this mail and you can contact him at 9899417585 to take this forward.

warm regards,
Selin Mathews
Project Manager
BOSCO Refugee Assistance Program

Subject: Regarding the Visit to the Homeless Recovery Shelter Tomorrow
---

From: **a kushwaha** <ananyakushwaha@gmail.com>
Date: Tue, Feb 23, 2016 at 9:11 PM
To: Prof Nagpal <ashonag@aud.ac.in>, Ashis Roy <ashis@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Dr. Honey Oberoi <honey@aud.ac.in>, RAjinder Singh <rajinder@aud.ac.in>, Shifa Haq <shifahaq@aud.ac.in>, shalinI masih <shalini.masih@gmail.com>, Pallavi Banerjee <pallavibane@gmail.com>, Thokchom Bibinaz Devi <bibinaz@aud.ac.in>, Vinod R. <vinod@aud.ac.in>, Wrick Mitra <wrick@aud.ac.in>, Gangmumei <gangmumei@aud.ac.in>, Rachana Johri <rachana@aud.ac.in>, Anup Kumar Dhar <anup@aud.ac.in>, Mamatha <mamatha@aud.ac.in>, Deepti Sachdev <deepti@aud.ac.in>, Sugandha Gupta <drsugandhagupta@gmail.com>, Atulya Gurha <atulyagurha@gmail.com>, Neetu Sarin <neetu@aud.ac.in>

Dear All,

As planned in the last CPCR meeting, we shall be going to the Centre of Equity Studies run homeless health recovery shelter at Geeta Ghat near the monastry market tomorrow. **We shall gather at Stree Shakti at 1:45 pm, Wed 24th Feb.**

Please reply in this mail chain to confirm your presence.

Purpose of the Visit

- To explore in what capacity CPCR can form a regular engagement with the community
- While informally we have been engaging with the population by working with some homeless men with severe mental illness in terms of psychiatric as well as psychological support and guiding the field staff at the shelter regarding the line of treatment etc., CES as an organisation has requested CPCR to be able to involve formally with them regarding this. They are looking to have a kind of a tie up with CPCR, wherein they would keep a few beds (about 10) in their recovery shelter for the homeless mentally ill and CPCR can facilitate psychological work with them.
- Tomorrow we shall meet with the field staff and I shall be one of them and we will talk about the work with the homeless mentally ill so far, and how now in the absence of a regular counselor with CES (which was me) , CPCR can offer its support and services by involving staff as well as students.

What are these shelters?

- At Geeta Ghat there are two huge tin shed like porta cabin shelters.
- One shelter is a **night shelte**r for the homeless. This is for the general population of the homeless people who do not have a place to sleep and rest either during the day or night and can come and spend their time here when they are not at work.
- The other shelter parallel to the one described above is a **health recovery shelter** divided into two sections. One section is for those homeless men who have survived **physical trauma, injuries or other non-communicable diseases** and have been brought to the shelter from the streets and are being treated at a govt hospital and get 3 times meal in the shelter and medicines along with the follow-up at the hospital till they recover. **The other section on similar lines is devoted to patients with chronic illness like tuberculosis or HIV**. They too get their DOTS treatment or other treatment from govt hospitals and centres and stay at the shelter till recovered.
- As a part of the health recovery shelter CES is looking to now have about 10 beds reserved for the homeless mentally ill.

The difference of health recovery shelter from night shelter is that at health recovery shelter patients get food, and it is like a ward of a hospital with beds. The night shelter is a hall with carpets for people to sleep on. The people at night shelter only use the place as a rest or sleep space, they do not get meals. They also have to daily come for entry and they get space on first come first serve basis till the maximum capacity is reached. The recovery shelter on the other hand doesnt have a daily entry but only when the doctor discharges them are they asked to leave.

There is a kitchen space in the backyard and some portable toilets also in the space.

This shelter is different from the one we visited at Yamuna Pushta, (although practically the staff and residents are the same) in that this is a neater and bigger place and the entire space is now run by CES through DUSIB.

In case I have left out anything, or there is any query please feel free to ask.
If i have missed anyone in this mail please fwd.

From: **Honey Oberoi Vahali** <honey@aud.ac.in>
Date: Fri, May 22, 2015, 3:57 PM
Subject: Re: Meeting at CPCR
To: Harsh Mander <manderharsh@gmail.com>
Cc: Neetu Sarin <neetu@aud.ac.in>, Mamatha Karollil <mamatha@aud.ac.in>, Nupur Dhingra <nupurdhingra@aud.ac.in>, shalinI masih <shalini.masih@gmail.com>, Prof Ashok Nagpal <ashonag@aud.ac.in>, Mansi Chaturvedi-Sharma <documentation.dilse@gmail.com>, Wrick Mitra <wrick@aud.ac.in>, Ashwin Parulkar <ashwin.parulkar@gmail.com>, ananya kushwaha <ananyakushwaha@gmail.com>, Thokchom Bibinaz Devi <bibinaz@aud.ac.in>, Rajinder Singh <rajinder@aud.ac.in>, Anshumita Pandey <anshumita@aud.ac.in>, Shyam Menon <smenon@aud.ac.in>, Suroor Mander <suroorm@gmail.com>, Anwar Haque <anwaque@gmail.com>, Vinod R <vinod@aud.ac.in>, Rachana Johri <rachana@aud.ac.in>, Ashis Roy <ashis@aud.ac.in>, Amar Nijhawan <amarnijhawan@gmail.com>, Anup Kumar Dhar <anup@aud.ac.in>, Shifa Haq <shifahaq@aud.ac.in>, Deepti Sachdev <deepti@aud.ac.in>

Dear Harsh,
many thanks for your detailed minutes. I will speak to my colleagues and follow up on the possibilities. As you are aware June will be off in the Univ. As the semester commences after the summer break, we will explore with students for the volunteer programme. Also from august onward we will begin making field visits to all the three sites.
I will write back to you more fully with our ideas soon, This is more by way of acknowledging your mail.
warmly,
honey

On Wed, May 20, 2015 at 6:33 PM, Harsh Mander <manderharsh@gmail.com> wrote:
Dear Honey,

Thank you and your very fine colleagues for making so much time to discuss the many possibilities of our working together. I really appreciate the time and your commitment.

I had requested Ananya to prepare minutes of the meet, which she has kindly and efficiently done below:

Members of CPCR present -
Shifa Haq, Rajinder Singh, Ashis Roy, Anshumita Pandey, Deepti Sachdeva, Honey Oberoi, Vinod.

Members of Aman Biradari present-
Harsh Mander, Anwar, Ashwin, Mansi, Amar, Ananya

Present involvement areas of CPCR with work with homeless persons
1.) Exploration of the fields at YP, Tilak Vihar, Kilkari Home by the faculty from CPCR.

2.) referrals to the psychiatrist at Ehsaas clinic from August onwards for psychiatric consultations

3.) once a week psychotherapy clinic for the homeless with psychological issues.

4.) tie up with development course on childhood and play in SHS for observations with one of the children's homes.

5) Development of a film club 'life education' or positive mental health course for homeless adults in shelters

6) Development of a manual of lay counsellors working with homeless men and women

7) Staff supervision on fortnightly or monthly basis of 3 counsellors in our 3 children's homes

7) Volunteer Programs in the following -

- *Play and teaching at Children's Homes*
- *Assisting counsellors in Children's Homes*
- *Film Clubs*

- *Developing relations with homeless persons (sharing meals, skills, talking etc)*
- *Referral visits with the homeless patients of the recovery shelter*

Long term goals (Jan 2016 onwards)

1.) growth of an year long community internship by MPhil trainees with the homeless mentally ill persons in coordination with HAUSLA, Tilak Vihar Project as well as Children's homes such that staff supervises and guides students to work in depth with community mental health programs of Aman Biradari.

I would be grateful firstly if you could please amend and add where necessary to this summary.

In addition, I recognise how much this will add to all your work and commitments. But to follow up on our meeting on 6th May 2015 with your team, I would request you and your colleagues to kindly get a sense of the concrete possibilities of the involvement of student volunteers as well as of the faculty for the immediate proposed interventions, as well as time frames. Your involvement will help us energise greatly e some basic interventions in terms of psychosocial care across the programs.

Thanks you again for your warm generous support and engagement with our work.

Warm regards,
Harsh

From: Honey Oberoi Vahali [mailto:honey@aud.ac.in]
Sent: 03 May 2015 08:33
To: Harsh Mander

Cc: Neetu Sarin; Mamatha Karollil; Nupur Dhingra; shalinI masih; Prof Ashok Nagpal; Mansi Chaturvedi-Sharma; Wrick Mitra; Ashwin Parulkar; ananya kushwaha; Thokchom Bibinaz Devi; Rajinder Singh; Anshumita Pandey; Shyam Menon; Suroor Mander; Anwar Haque; Vinod R; Rachana Johri; Ashis Roy; Amar Nijhawan; Anup Kumar Dhar; Shifa Haq; Deepti Sachdev
Subject: Re: Meeting at CPCR

Dear Harsh,
Many thanks for the agenda.. I would just like to put certain things in perspective, so that we are all on the same page. We are keen to foster a long term collaboration with your community based sites, if both Aman Biradari and CPCR feel that there is a potential to do so once we actually get on the ground and become acquainted with the work there. It will be our sincere endeavour to contribute whatever we can but before committing we have to get a deeper sense of the needs of the community. We are equally keen to learn and grow with your team and partake of the good work that you have been sustaining in spite of many odds.
At present we have a severe human resource crunch at CPCR. I was looking at the meeting on the 6th as an initial familairization between Aman Biradair and SHS and CPCR members. As you know we train psychotherapists and our next batch of MPhil trainees will be admitted in July- Aug 2015.They will be initiated into community based mental health work from Jan 2016 onward. We hope once they are in tune with your work, along with them we will be able to make stable contributions to the field. But it will take time. There are at present only 5-6 of us who are managing the university clinic as well as the other tasks of CPCR. so I thought I must put this in place, so that we are prepared for something which in the long run will grow and blossom. In the short run, we can begin working with time specific goals in mind-which would be of a humbler dimension than what you are proposing.
warm regard,
honey

On Sun, May 3, 2015 at 7:51 AM, Harsh Mander <manderharsh@gmail.com> wrote:

Dear Honey,
In continuation of my earlier confirmation mail, I suggest the following agenda for our meet:

1. Hausla: a) design of community health programme for the homeless; b) help with the manual for lay counsellors for work with homeless persons; c) training for lay counsellors; d) review and support for lay counsellors
2. Tilak Vihar: a) help with the manual for lay counsellors for work with Arvinder with both the women and younger persons; b) training for lay counsellors; c) review and support for lay counsellors
3. Dil Se: Review of the work of home counsellors, gap identification, and training and review mechanisms for home counsellors
4. Education and Hausla: Developing a life skills program for homeless adult man and women, including a film club

Thanks and regards,
Harsh

Honey Oberoi Vahali <honey@aud.ac.in>

Apr 22, 2018, 2:22 PM

to Harsh, Anwar, Shifa, RAjinder, Deepti, me, Nikita, ananya

Dear Harsh ji and Anwar ,
Greetings from Ambedkar University Delhi! As you are aware our MPhil Psychoanalytic Psychotherapy programme is committed to train socially sensitive psychotherapists in the Indian context. This is a three years long, rigorous rogramme of training As part of their overall training in becoming adept with emotional nuances of the human psyche, they are also encouraged to engage with the roots of social suffering, which in fact are at the heart of psychological crisis faced by innumerable persons in the world, and particularly in our country.
Hence, along with responding to the distress of persons in a one to one psychotherapeutic, clinical context, our students also participate in community based mental health work. In this regard as in the past, we once again look in your direction and hope that some of our trainees could find a place in the meaningful work that you are doing at CES and Aman Biradari Trust. We hope that a few of them can learn from, and also participate in creative and humane works at the various homes of Aman Biradari and those of Centre for Equity Studies. Both the 2011-2014 and the 2015-2018 batches of candidates have benefited much by our the joint partnership between School of Human Studies, AUD and CES and Aman Biradari. Our MPhil trainees are senior students, just ready to step into the adult role and responsibility of becoming therapists and we are hopeful that their insightful and compassionate engagement may be of benefit to the lives which your teams so thoughtfully immerse themselves in.
Through this letter I seek your permission for a few of our trainees to be placed at your homes. They will be placed for a month in July 2018 and will thereafter continue their involvement for the next one year for one day a week (or more).
The community mental health faculty team this year is inclusive of Dr Shifa Haq, Ms Deepti Sachdeva, Mr Rajinder Singh, Ms Nikita Jain and Ms Shefali Singh. All of them are faculty members of the School of

Human Studies and Centre of Psychotherapy and Clinical Research, AUD.
I would be grateful if you could link us to the contact persons in your organisation so that the dialogue can be taken off.
Also copying Ananya as she has been extremely helpful in building bridges between AUD and CES
With best wishes and warmest regards,
Honey Oberoi Vahali

Harsh Mander <manderharsh@gmail.com>

Apr 24, 2018, 10:33 PM

to rashmik.delhi, afsar, Gitanjali, Armaan, Honey, Anwar, Shifa, RAjinder, Deepti, me, Nikita, ananya

Dear Honey,
We value our association with AUD and would be very happy to host your M Phil students with us, at both the children's homes and the homeless men and women shelters.
The contacts for the children's homes are rashmik.delhi <rashmik.delhi@gmail.com>; afsar alam alafsar@gmail.com.
For the homeless shelters - 'Gitanjali Prasad' <gitanjali.prasad@gmail.com>; 'Armaan Alkazi' armaan.alkazi@gmail.com
If there are any academic requirements that you would like us to guide them in, please let us know. I would look into that as well.
Warm regards,
Harsh

Shifa Haq <shifahaq@aud.ac.in>

Jul 15, 2018, 4:04 PM

to Siddhant, Rashi, Anuradha, jyoti, Nikita, me

Dear Siddhant, Rashi (Jyoti and Anuradha),

Thank you for patiently waiting to hear from my end. I am sharing with you all a note on what the Community Internship, in the MPhil Psychotherapy programme, imagines to achieve. As you know the students are placed in the community setting for a year. During this time, they work with a faculty supervisor at the university and one in the field, if possible. Anuradha and Jyoti thought of joining Mind Piper during an orientation i chaired. Having worked with you Rashi and Siddhant in the last semester, same time when i taught Anuradha and Jyoti, I am so far a common link between the two groups. I have hopes from this initiative and would love to meet and discuss whether we can structure this collaboration two address needs of the MPhil programmme and your organization Mind Piper.

Anuradha and Jyoti, i appreciate your persisting with me to communicate as soon as I could. My apology for the delay

I would really like if we all could meet in AUD this week to discuss the ground realities, the gaps and explore what we can do. I regret the hick-ups we have faced. Would like to see where we go from here. Your help is deeply appreciated.

To share with you all, the objectives of the year long community work are as follows:

1. To engage and reflect on the interaction between the community worker's own internalised notions of caste, class and group or personal history.

2. To understand and describe the community or the institution; the network of roles and dynamics between different group members; their experiences and their stories about life in the community/ institution. Students may like to enter the institution, immerse in the everyday aspects of the community living as participant observers and reflect on the shared experiences of the community living.

3. To identify and formulate concerns and observations about the community, through conversations with the group members, their needs and imagined outcomes to address the issues concerning group members.
The students may work in a team to plan interventions and study community response and collaborations to address needs identified by its members.

4. To work with 5-6 members of the community/ institution such that the community worker and the participant are able to share life-historically the story of the members over a continuous period of time. Using a psychoanalytic therapeutic model, the student may like to use conversations over a period of a year (if possible) to trace individual's journey on expressed conflicts and aspirations. Students are advised to formulate their work with the participants through a relational psychological perspective with ample use of supervision from their supervisors in the community and the university.

5. To study transference, counter-transference field and reflect on taking psychoanalytic route in the community work. The student may like to keep a diary or a research notebook to understand their impasses, interventions and affect as he/she imagines the work in the community.

Would Tuesday anytime before 12p m or Thursday before 12pm suit you all? Please let me know.

Warmly,

Siddhant from Mind Piper <siddhant@mindpiper.in>

Jul 16, 2018, 10:31 AM

to Shifa, Rashi, jyoti, Nikita, me, Anuradha

Dear Shifa,

Thank you for sharing the objectives of the year-long community work for AUD MPhil students.

I had a chat with Rashi. We have a session of the Qafila Fellowship tomorrow morning. Thursday would work better for both of us.

Thank you.

--
Warm Regards,
Siddhant Khurana
Mobile: +91-950-358-8564

---------- Forwarded message ---------
From: **Neetu Sarin** <neetu@aud.ac.in>
Date: Mon, Jun 30, 2014, 3:42 PM
Subject: Fwd: List of Interns from AUD
To: <varsha.psy@gmail.com>, Roshni Behal <roshnibehal10@gmail.com>, Ilena Bose <ilena.bose@gmail.com>, (6) Harsheel Ghotra <ghotra.harshabeel@gmail.com>
Cc: Rajinder Singh <rajinder@aud.ac.in>, Ashis Roy <ashis@aud.ac.in>

Dear students

Please report at 10 am at sanjivni and contact Ms madhu who is the director of Sanjivni. I need one of you to volunteer to be the contacts person between Aud and Sanjivni. Madhu can be reached at 910032220.

Please go through their site before you go. http://www.sanjivinisociety.org/contactus.php. you need to report at the Qutub site. address on the website.

All the best,

---------- Forwarded message ----------
From: **Neetu Sarin** <neetu@aud.ac.in>
Date: Mon, Jun 30, 2014 at 3:33 PM
Subject: List of Interns from AUD
To: Sanjivini S <directorsanjivinisociety@gmail.com>

Dear Madhu,

These four students will be joining to Sanjivni on July 1, 2014.

1.Harsheel Ghotra
2.Roshini behl
3.lena
4.Varsha Gupta

--------- Forwarded message ---------
From: **Neetu Sarin** <neetu@aud.ac.in>
Date: Mon, Jun 30, 2014, 10:38 AM
Subject: Fwd: Re: Regarding internship from Ambedkar University, Delhi
To: psychologyclass-of-2015@googlegroups com <psychologyclass-of-2015@googlegroups.com>, Ashis Roy <ashis@aud.ac.in>, RAjinder Singh <rajinder@aud.ac.in>

Dear students,
Please find attached the mail and documents required by udayan care. Pl carry your CVs as well.
Can one of you volunteer to be the contact person out of the 10 of you? You need to put all the documents in one folder and hand it in to ms shradha.
You start work at udayan care at 10 am on wed, 2nd as they have their team meetings on 1st.
Take care,
---------- Forwarded message ----------
From: "volunteers UdayanCare" <volunteers@udayancare.org>
Date: Jun 25, 2014 4:07 PM
Subject: Re: Regarding internship from Ambedkar University, Delhi
To: "Neetu Sarin" <neetu@aud.ac.in>
Cc: "Kiran Modi" <kiranmodi@udayancare.org>, "Antara" <ugsystems@udayancare.org>, "research udayan care" <research_udayanghar@udayancare.org>

Dear Maam,

WELCOME TO UDAYAN CARE!

Udayan Care's Internship programme is a great opportunity for students to learn and gain from the job exposure to "not for profit sector", in streams like Psychology, Social Work, Law, Business Administration, (HR, Marketing, Sales), Information Technology Communication and PR.

Our objective is to provide intense, practical opportunities to learn and experience the constituent of the "non-profit sector".

To begin the internship with us we need the following:

Documents Required By Udayan Care:

- A bonafide letter of the College/University,
- Time period for the Internship program
- An updated Resume

Attached you will find:
- An application form for internship.
- A document on the working role that interns play within Udayan Care.

Please make a note that we do not have funds to pay as stipend to the interns. An intern is expected to observe the office rules and regulations. We work six days, 2nd and last Saturday's of the month is off.

In case you go for field visits or go for any official work, your travel has to be borne by you personally.

We are looking forward for a good association once again !

With warm regards,
Shradha
9312238377

Thanks & Regards

011- 46548105/6
To view our Annual Report 2012 -13: Click Here
Like the Udayan Care fb Fan Page
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Women's and Gender Studies Programme

School of Human Studies, AUD & Centre for Women's Development Studies

Invites you to

WGS Research Students' Seminar

Date: Monday, 21st November 2016

TIME: 10am - 4pm

Venue: SHS Committee Room

We also invite you to a book exhibition organised by Critical quest for the seminar

Please find the Schedule & Abstracts Attached