

# CENTRE FOR INNOVATIONS IN PUBLIC SYSTEMS (CIPS)

(An Autonomous Organization Funded by Government of India)



## Balabadi: The School for Kids

*A Case Study on Rural Pre-School with*

*Novel School Readiness Programme*

*by Sodhana Institution,*

*Vizianagaram District, Andhra Pradesh*

November 2014

## **Detailed Project / Process Documents**

### **(A) List of Publications**

1. Ecological Sanitation (ECOSAN) - An Innovation towards Upkeeping and Recycling Human Waste, Andhra Pradesh (November, 2014)
2. Use of Plastic Waste in Road Construction (November, 2014)
3. Fulwari Scheme in Chhattisgarh (November, 2014)
4. Maharashtra Medical Council: Need for Self-Regulation of Health Care, Maharashtra (November 2014)
5. Janmitra Samadhan Kendra, Madhya Pradesh (February 2014)
6. APPSC, Online Processing of Applications, Andhra Pradesh (February 2014)
7. Implementing e-Office at the District Level – The Case of North 24 Parganas District, West Bengal (February 2014)
8. e-Pass – Online Scholarship Disbursement Scheme, Andhra Pradesh (February 2014)
9. Mee Seva – Common Service Centre of Govt. of Andhra Pradesh (February 2014)
10. Aravind Eye Care, Madurai, Tamil Nadu (February 2014)
11. Telemedicine in Tripura (February 2014)
12. Access to Low Cost Generic Medicine, Rajasthan (September, 2013)
13. 8–Hours Duty System in Police Stations, Kerala (August, 2013)
14. Bridging the Divide, 3 Year Rural Medical Practitioners Course in Assam ( May, 2013)
15. Innovative Initiatives by Karimnagar District Administration, Andhra Pradesh (March, 2013)
16. SCORE: e-registration in Bihar (Land Revenue/Administration) (March, 2013)
17. Karnataka Jnana Aayoga (Karnataka Knowledge Commission) (March, 2013)
18. IT@School, Kerala (February, 2013)
19. Madhya Pradesh Education Portal (February, 2013)
20. Use of IV Iron Sucrose Injection For Severe Gestational Anemia Management (February 2012)
21. Dreams to Reality – Education, Training and Service Centre for Persons with Different Abilities, Navi Mumbai Corporation (February 2012)

### **II. Upcoming Documentation**

1. Watershed Management, Gujarat
2. Village Health and Nutrition Day, Tripura
3. Chhattisgarh Paddy Procurement, Chhattisgarh
4. Palliative Care, Kerala
5. Samarpan, Madhya Pradesh
6. Integration of Medical Education with Primary and Secondary Health Care, MGIMS, Maharashtra
7. Comprehensive Computerization of Mineral Administration, Department of Mines and Geology, Government of Karnataka
8. Registration and Monitoring of School Teachers: International Best Practices
9. A Study of Dovetailing Rashtriya Swasthya Bima Yojana (RSBY) with Rajiv Aarogyasri Scheme (RAS): Working Out Options Based on Experiences from Other States in India"
10. Bio-Digesters (of DRDO) for the Disposal of Human Waste

# CENTRE FOR INNOVATIONS IN PUBLIC SYSTEMS (CIPS)

(An Autonomous Organization Funded by Government of India)

College Park Campus of ASCI, Banjara Hills, Hyderabad - 500 034, India



## Balabadi: The School for Kids

*A Case Study on Rural Pre-School with*

*Novel School Readiness Programme*

*by Sodhana Institution, Vizianagaram District, Andhra Pradesh*

Documented by:

**Mrs. V. Swathi Dev**

Project Research Associate

**November 2014**

## **Copyright 2014, Centre for Innovations in Public Systems (CIPS)**

The material in this case study report is the property of CIPS and is meant for circulation and usage amongst authorized participants and stakeholders of the project. CIPS shall not be liable if the content of this document is used in any manner other than the purpose for which it was intended. Duplication or copying from the contents of this document by any third party or person without the explicit written permission of CIPS is strictly prohibited and shall be liable for legal action.

**Documented By:** Mrs. V. Swathi Dev, Project Research Associate, CIPS

**Centre for Innovations in Public Systems (CIPS)**  
*(An Autonomous Organization Funded by Government of India)*  
College Park Campus of ASCI, Road No. 3  
Banjara Hills, Hyderabad - 500 034, Telangana, India



**Centre for Innovations  
in Public Systems (CIPS)**

"I do not teach anyone. I only provide the environment in which they can learn"

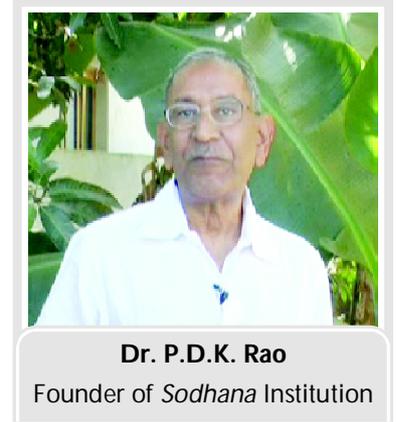
- Albert Einstein

"If you can love a child, you know what love is  
Don't shout at the child, you will get rid of bad habit of shouting  
Don't beat a child, you will get rid of violence  
If you can change for yourself, what more the child will need"

- Gijubhai Badekha



## Centre for Innovations in Public Systems (CIPS)



**Dr. P.D.K. Rao**

Founder of *Sodhana* Institution

### FOREWORD

It gives me great pleasure to write this foreword to the study on “*Bala Badi – School for Kids*” conducted by Mrs. Swathi Dev, Project Research Associate, Centre for Innovations in Public Systems (CIPS) Hyderabad. Mrs. Swathi Dev spent 10 days at *Sodhana*, Cheepurupalli, Vizianagaram District (A.P.) and visited number of *Bala Badis* in different villages run by *Sodhana*, to thoroughly understand the joyful and playful concept of teaching rural children without the burden of Slates, Books, Home works etc. She brings forth in her study with clarity, how rural child can learn to read and write English, Telugu alphabets and also numerals without knowing they are learning. All this learning takes place through plays, songs and dances. CIPS is bringing to the attention of mainstream, innovative approaches hidden away in interior rural areas. CIPS is contributing a great deal to the Human Resource development in Rural India.

P.D.K.Rao  
*Sodhana* Charitable Trust



## Centre for Innovations in Public Systems (CIPS)

### ACKNOWLEDGEMENTS

This document would not have taken the final shape without the generous help, encouragement and motivation of some people and I will take this opportunity to express my gratitude to them. First of all, I am indebted to Shri D. Chakrapani, IAS (Retd.), the Director of Centre for Innovations in Public Systems (CIPS), Hyderabad for his inspiration, insights into the importance of the theme and financial support to carry out this study. I would particularly like to thank Mrs. Vidisha Kalra (Joint Director, CIPS), Shri M. V. K. Rao (Director, Mission Mode Project, CIPS), Mrs. Jayalakshmi Chittoor (Senior Project Officer, MMP), and Ms. Parkavi Kumar (Senior Project Officer, CIPS) for their relentless support in bringing out this manuscript. I am beholden to them all for their innumerable substantive contributions and valuable comments. I would also like to extend my sincere gratitude to Dr. P.D. K. Rao, Founder of *Sodhana* Institution for his concrete suggestions on the document. I am also thankful to *Sodhana* Staff, who have helped me immensely and provided the information required for this study. Finally, I would like to express my appreciation to my husband Dr. Ramesh Chandra Sethi for his support in this journey.





**Centre for Innovations  
in Public Systems (CIPS)**

**Acronyms**

ANM	Auxiliary Nurse and Midwife
AP	Andhra Pradesh
ASER	Annual Status of Education Report
AWCs	Anganwadi Centers
AWW	Anganwadi Worker
BPL	Below Poverty Line
CSR	Corporate Social Responsibility
DISE	District Information System for Education
ECCE	Early Childhood Care and Education
ECE	Early Childhood Education
FYP	Five Year Plan
GDP	Gross Domestic Product
GMR	Grandhi Mallikarjuna Rao
Gol	Government of India
ICDS	Integrated Child Development Services
INSAF	Indian Students Alumni Federation
MDM	Mid-Day-Meal
MH & FW	Ministry of Health & Family Welfare
MIS	Management Information Systems
MO	Medical Officer
MVF	Mamidipudi Venkatarangayya Foundation



## **Acronyms**

MT	Master Trainers
NAC	National Advisory Council
NPE	National Policy on Education
NPEGEL	National Programme for Education of Girls at Elementary Level
OECD	Organization of Economic Cooperation and Development
PHC	Primary Health Centre
P&LM	Pregnant and Lactating Mothers
PSE	Pre School Education
PTA	Parent Teacher Association
PTI	Parent Teacher Interaction
RTE	Right to Education (Right of Children to Free and Compulsory Education)
SC	Scheduled Castes
SERP	Society for Elimination of Rural Poverty
SSA	Sarva Siksha Abhiyan
ST	Scheduled Tribes
TLM	Teaching Learning Material
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USA	United States of America



## **Contents**

<b>Executive Summary in English</b>	<b>1</b>
<b>Executive Summary in Hindi</b>	<b>2</b>
<b>1. Introduction</b>	<b>4</b>
<b>2. Innovation Context</b>	<b>4</b>
2.1 Pre-School Education Scenario in India	4
2.2 Policy Frame Work	5
2.3 Access to Pre-School Education in Andhra Pradesh	7
2.4 About Vizianagaram District	9
<b>3. Detailed Description of <i>Balabadi</i> Programme</b>	<b>12</b>
3.1 Conception of <i>Balabadi</i>	12
3.2 New Approach	14
3.3 Aims and Objectives	15
3.4 Timings of <i>Balabadi</i>	15
3.5 Resource Requirements	16
3.5.1 Physical Infrastructure	
3.5.2 Human Resources	
a. Recruitment of Teachers	
b. Training	
c. Duties and Responsibilities of <i>Balabadi</i> Teacher	
d. Records maintained by <i>Balabadi</i> Teacher	
e. Role of Assistant Teacher/ Care Taker	
3.6 Curriculum	20
3.6.1 Activities of <i>Balabadi</i>	
3.6.2 Nursery Songs	
3.6.3 Extra Curricular Activities	
3.7 Teaching Learning Material	38
3.8 Monitoring	40
3.9 Assessment of Children's Learning Skills	41
3.10 Health & Nutrition of <i>Balabadi</i> Kids	41



## Centre for Innovations in Public Systems (CIPS)

### 3.10.1 Mid-Day-Meal Programme

3.11	Community Involvement	43
3.12	Financial Sustainability	43
3.13	Achievements of <i>Balabadi</i>	45
3.14	Success Points in <i>Balabadi</i>	48

### Tables & Images

Table - 1:	Profile of Vizianagaram District compared to Andhra Pradesh	11
Table - 2:	The details of 24 <i>Balabadi</i> centres and enrollment of children for the academic year 2013-14	13
Table - 3:	Survey of 3 – 5 yr age group children in the village	18
Table - 4:	Records Maintained by <i>Balabadi</i> Teacher	19
Table - 5:	First Trimester Activities of <i>Balabadi</i>	24
Table - 6:	Second Trimester Activities of <i>Balabadi</i>	25
Table - 7:	Third Trimester Activities of <i>Balabadi</i>	26
Table - 8:	Extra Curricular Activities	37
Table - 9:	Mid Day Meal	42
Table - 10:	Quantity served per child per meal as per <i>Sodhana's</i> Mid-Day Meal Programme	43
Table - 11:	The list of 24 <i>Balabadis</i> and their funding agencies are given below.	44
Table - 12:	Funding details for the last three years	44
Table - 13:	The <i>Prathibha</i> –Talent test results	45
Table - 14:	Particulars of The Pre-school Children in <i>Balabadi</i> and Anganwadi	47
Vizianagaram District Map		10
Image 1 :	" <i>Abhinayageyam</i> " (Rhyme with action)	14
Image 2:	" <i>Chitram</i> " (picture),	14
Image 3:	" <i>Krutyam</i> " (game).	14
Image 4:	<i>Balabadi</i> of Akulapet Village	16
Image 5:	Installed Slide at <i>Balabadi</i> School	16
Image 6:	Pre-Math Exercises	21
Image 7:	Pre-Writing Exercises - 1	22
Image 8:	Pre-Writing Exercises - 2	22
Image 9:	Pre-Reading Exercises	22
Image 10:	Group Activities - 1	22



## Centre for Innovations in Public Systems (CIPS)

Image 11:	Group Activities - 2	22
Image 12:	Group Activities - 3	22
Image 13:	<i>Chaduvual Kurchi</i> (Study Chair)	27
Image 14:	<i>Kodi Punjulata</i> (Cock Imageht)	28
Image 15:	<i>Parugo - Parugu</i> (Run - Run)	28
Image 16:	<i>Rail Bandi Ata Vidhananm</i> (Train Game)	29
Image 17:	<i>Annee Vachchesai</i> (Got All)	30
Image 18:	<i>Chepala Kolanu</i> (Fish Pond)	30
Image 19:	<i>Chaduvula Bongaram</i> (Learning with spinning tops)	31
Image 20:	<i>Lekkinpu Kruthyam</i> (Counting Activity)	31
Image 21:	<i>Ankela Chakram</i> (Wheel of Numbers)	32
Image 22:	<i>Chepte-Teestam</i> (Say-Show)	32
Image 23:	<i>Teeste-Cheptam</i> (Show-Say)	33
Image 24:	<i>Tirugutoo..rastam</i> (Roam and Write)	33
Image 25:	<i>Parigettirastam</i> (Run and Write)	34
Image 26:	<i>Chaduvula Kavidu</i> (Learning through human balance)	35
Image 27:	<i>Aksharala Suryudu</i> (Sun of Letters)	35
Image 28:	<i>Chepte-Rastam</i> (Say-Write)	36
Image 29:	<i>Chustam-Veruchestam</i> (See and differentiate)	36
Image 30:	Nursery Songs	37
Image 31:	Extra Curricular Activities - 1	38
Image 32:	Extra Curricular Activities - 2	38
Image 33:	Extra Curricular Activities - 3	38
Image 34:	TLM - 1	39
Image 35:	TLM - 2	39
Image 36:	TLM - 3	39
Image 37:	TLM - 4	39
Image 38:	TLM - 5	39
Image 39:	TLM - 6	39
Image 40:	TLM - 7	40
Image 41:	Monitoring Chart	40
Image 42:	Mid Day Meals at <i>Balabadi</i> - 1	41
Image 43:	Mid Day Meals at <i>Balabadi</i> - 2	42
Image 44:	Mid Day Meals at <i>Balabadi</i> - 3	42



## **References**

### **Annexures**

- Annexure 1: Questionnaire
- Annexure 2: *Balabadi*, Andhra Pradesh
- Annexure 3: Government Order - 1
- Annexure 4: Government Order - 2
- Annexure 5: Government Order - 3
- Annexure 6: Particulars of the Pre-School Children in *Balabadi* and Anganwadi
- Annexure 7: Pratibha Students Information
- Annexure 8: Particulars of the *Balamitra Vidhya Mandali* Thrift Amount
- Annexure 9: 1st and 2nd Standard Annual Exam Result - 2012
- Annexure 10: 1st and 2nd Standard Annual Exam Result - 2013
- Annexure 11: Details of Sodhana Pre-Schools - December - 2013
- Annexure 12: Opinion of Parents



## **Executive Summary**

The early childhood is an important aspect in life for each individual in the context of physical, cognitive, socio-emotional well-being. A pre school provides early childhood education to children between 3-6 years of age.

The Government of India constituted Anganwadis under the Ministry of Women and Child Development to improve early childhood education. However, children in rural and tribal villages in India are not receiving effective pre school education. The sole of Anganwadi is to provide “supplementary nutrition, immunization, health check-ups, referral service, health and nutrition, education to children, women and adolescent girls”. Due to the wide range of roles and responsibilities the early childhood education was not given adequate focus.

In order to cater to the needs of pre school education for rural and tribal children, a novel initiative emerged in Cheepurupalli Mandal of Vizianagaram District, Andhra Pradesh. This initiative is introduced by Dr. P.D.K. Rao, Founder of Sodhana Institution, a not for profit organization. Sodhana Institute innovated “*Balabadi*” – A Pre School focusing on school readiness in 2002. It ensures that children are ready for successful formal school education.

*Sodhana* designed the curriculum for *Balabadi*. The curriculum is based on play way method designed by the local talented youth under the supervision of Dr. Rao. *Balabadi* follows the philosophy of “*Sahaja Abhyasana Vatavaranam*” that means “Natural Learning Environment” where the children are made to study in a natural environment i.e they are not burdened with books and homework. The objective is to provide basic education to children through different activities such as games, dances and action songs.

The concept of *Balabadi* stresses upon the fact that - in every child, learning may take place as a concomitant benefit through playing, singing and dancing with other children. The method adopted by *Balabadi* to have a local curriculum suiting to the needs of the rural children that ensures adequate school readiness before beginning of the formal education. *Balabadi* not only imparts education but also reduces the school drop-out rate, and enhances child development in a holistic manner.

*Sodhana* has been recognized as a State Resource Centre for providing quality training for Teachers of Early Childhood Education (ECE) run by Society for Elimination of Rural Poverty (SERP), Govt. of Andhra Pradesh. The Department of Women Development and Child Welfare, Government of Andhra Pradesh has also taken assistance of *Sodhana* for redesigning the curriculum for Anganwadis in Andhra Pradesh. This ensures the replicability of *Balabadi* initiative for providing early childhood care and education.

## संक्षिप्त सारांश

बाल्यावस्था व्यक्तिगत रूप से शारीरिक, संज्ञानात्मक, समाजिक-भावनात्मक कल्याण के संदर्भ में प्रत्येक के जीवन में एक महत्वपूर्ण पहलू है। एक पूर्व विद्यालय 3 से 6 वर्ष की आयु के बीच के बच्चों को बाल्यावस्था की शिक्षा प्रदान करता है।

भारत सरकार ने प्रारंभिक बाल्यावस्था शिक्षा में सुधार लाने के लिए आंगनवाड़ियों को प्रोत्साहन दिया है हालांकि भारत के ग्रामीण और जनजातीय गांवों के बच्चे प्रभावी रूप से पूर्व विद्यालय शिक्षा प्राप्त नहीं कर रहे हैं। आंगनवाड़ी “बच्चों, महिलाओं और किशोरियों को पूरक पोषण, टीकाकरण, स्वास्थ्य जांच, निर्दिष्ट सेवा, स्वास्थ्य और पोषण शिक्षा” प्रदान करती है लेकिन प्रारंभिक बाल्यावस्था शिक्षा की उपेक्षा करती है।

ग्रामीण और जनजातीय बच्चों की पूर्व विद्यालय शिक्षा की आवश्यकताओं को पूरा करने के क्रम में, आंध्र प्रदेश के विजयनगरम जिले के चीपुरुपल्ली मंडल में एक अनूठी पहल की गई। इस पहल की शुरुआत एक लाभरहित संगठन ‘सोधना’ इंस्टीट्यूट के संस्थापक डॉ. पी.डी.के.राव द्वारा की गई है। ‘सोधना’ इंस्टीट्यूट ने वर्ष 2002 में विद्यालय की तैयारी पर ध्यान केन्द्रित करते हुए एक पूर्व विद्यालय-“बालबाड़ी” के रूप में एक नव परिवर्तन किया।

‘सोधना’ ने बालबाड़ी के लिए पाठ्यक्रम भी बनाया। डॉ. राव की देखरेख के अंतर्गत स्थानीय प्रतिभा संपन्न युवाओं ने इस पाठ्यक्रम को खेल पद्धति पर आधारित किया। बालबाड़ी “सहज अभ्यासन वातावरणम” के सिद्धांत का अनुसरण करती है जिसका अभिप्राय “प्राकृतिक शिक्षण वातावरण” जहां बच्चों को एक सहज वातावरण में शिक्षण उपलब्ध कराया जाता है अर्थात् उन पर किताबों और गृह कार्यों का बोझ नहीं होता। इसका उद्देश्य बच्चों को खेल, नृत्य और गीतों जैसी विभिन्न गतिविधियों के माध्यम से बुनियादी शिक्षा उपलब्ध कराना है।

बालबाड़ी की अवधारणा इस तथ्य पर जोर देती है कि – प्रत्येक बच्चे को दूसरे बच्चों के साथ खेल, गायन और नृत्य के माध्यम से शिक्षण के सहवर्ती लाभ प्रदान किये जा सकते हैं। बालबाड़ी द्वारा अपनायी गई पद्धति में ग्रामीण और जनजातीय बच्चों की जरूरतों के अनुरूप एक स्थानीय पाठ्यक्रम बनाया गया है जो औपचारिक शिक्षा प्रारंभ करने से पूर्व विद्यालय जाने के लिए उनकी पर्याप्त रूप से तैयारी को सुनिश्चित करता है। बालबाड़ी न सिर्फ शिक्षा प्रदान करती है बल्कि यह विद्यालय छोड़ने वाले बच्चों की संख्या को भी कम करती है और समग्र रूप से बच्चों के विकास को बढ़ावा देती है।

प्रारंभिक बाल्यावस्था शिक्षा (ईसीई) के शिक्षकों को गुणवत्तायुक्त प्रशिक्षण प्रदान करने के लिए, आंध्र प्रदेश सरकार की ग्रामीण गरीबी उन्मूलन सोसाईटी (सीईआरपी) द्वारा संचालित ‘सोधना’ को एक राज्य संसाधन के तौर पर मान्यता दी गई है। आंध्र प्रदेश सरकार के महिला और बाल कल्याण विभाग ने भी आंध्र



**Centre for Innovations  
in Public Systems (CIPS)**

प्रदेश में आंगनवाड़ियों के पाठ्यक्रम को नया रूप देने के लिए 'सोधना' से सहायता ली है। यह प्रारंभिक बाल्यावस्था देखभाल और शिक्षा को प्रदान करने के मामले में बालबाड़ी पहल को बेहतर तौर पर दोहराने को सुनिश्चित करता है।



## **1. Introduction**

Early childhood development (between 3-6 years of age) is a critical stage in every child's life and it provides foundation for their future achievements. Hence, it proves effective to nurture minds of the children during early period of growth than at a later stage. Early childhood development and experience reflect their thinking process and behavior in adulthood.

In this context, it is noticed that those who start their schooling from pre-school have high cognitive attainment, sociability and more concentration during the primary education. They also have a better chance of success in their primary education and reduced chances of problems with attainment, relationships and behavior (Sylva et al, 2008).

The benefits of effective pre-schooling are mentioned below.

- ✓ Cognitive Development (A child's development in terms of information processing, conceptual resources, perceptual skill, language learning and other aspects of brain development. In other words cognitive development is the emergence of the ability to think and understand)
- ✓ Better social and language skills (Reading, writing, speaking and numerical skills)
- ✓ Easier transition to primary education
- ✓ Better completion rate of formal education
- ✓ Increased social equity
- ✓ Pre- school releases parents to resume their work/career after child birth. In Indian context, it gives freedom to girl child from taking care of younger siblings
- ✓ High economic returns in their future perspectives

## **2. Innovation Context**

### **2.1 Pre-School Education Scenario in India**

Early Childhood Care and Education (ECCE) is well recognized globally for its importance in laying a strong base for the holistic development of a child. The Early Childhood Education (ECE) is also known as pre primary/pre basic education/pre school education for 3-6 years age group children. ECE is recognized by the Government of India (GoI) for its significance as first step in the education ladder. ECE ensures and provides "a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development" (National Advisory Council 2011).



The United Nations Educational, Scientific and Cultural Organization (UNESCO), 2011 data shows that the total pre-primary gross enrollment ratio is 58 percent in India, of which 49 percent is male and 50 percent female. The Organization for Economic Co-operation and Development (OECD) study, 2011 of learning standards in 74 countries has ranked India at the bottom, just ahead of Kyrgyzstan in mathematics and overall reading skills. China is one of the top performing countries. The report should be a wake-up call for education authorities of India. In order to achieve the Right to Education (RTE - An act to provide free and compulsory education to all children of the age of 6-14 years) goal, GoI has to strengthen the pre primary education as it makes easier transition of children from pre-schools to primary grades and reduces the drop out rate in formal education.

## **2.2 Policy Framework**

Government of India has taken several policy initiatives to encourage pre-school education. Some of the policy initiatives are discussed below.

### **2.2.1 Education Commission**

The Education Commission (1964-66) constituted by GoI recognized the importance of Pre School Education. It explores PSE's critical linkages with enrollment, retention and learning outcomes of primary education. The Education Commission also recommended that state should provide all the facilities such as setting up of a pre school, training for pre-school Teachers, monitoring etc. for PSE. The National policy on Education (NPE), 1986 considers ECCE as a critical stage for human development. Further, the National Chart on Children, 2004 ensures Early Childhood Care and Education for survival, growth and development of the children.

### **2.2.2 Five Year Plans**

The Five Year Plans (FYP) also give emphasis on pre school education. The important points of FYPs are listed below.

- ✓ Initially, the first three FYPs provided grant-in-aid for voluntary organizations that run pre-schools. In 1968, the Ganga Saran Sinha Committee strongly recommended that the Pre-School Education should be provided by government.
- ✓ The Scheme of Family and Child Welfare in rural areas for holistic development of pre-school child is initiated in 4<sup>th</sup> FYP.
- ✓ In the 5<sup>th</sup> FYP, the ICDS programme was introduced.
- ✓ The programme was promoted during the 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> FYPs.
- ✓ The 9<sup>th</sup> FYP recommended the National Charter for Children which ensures all developmental aspects of the children.



- ✓ The 10<sup>th</sup> FYP introduced training and provided learning material for the Anganwadi Teacher for pre schooling.
- ✓ The 11<sup>th</sup> FYP recognized ECCE as “critical for school readiness/entry with increased basic vocabulary and conceptual abilities that help school retention. Besides it will relieve the girl child of sibling care” and recommended one year of pre school education before entering into formal education system.
- ✓ The 12<sup>th</sup> FYP (2012-2017) recommended the National Early Childhood Care and Education Policy to frame the national curriculum frame work and establish ECCE councils to implement and monitor the policy.

### **2.2.3 Other Policies**

Apart from FYPs, the 86<sup>th</sup> Constitutional Amendment added Article 21 (A) which made Right to Education as a Fundamental Right. Right to Education came into effect from April, 2010. Section - 11 of RTE Act states that “with a view to prepare the children above the age of three years for elementary education and to provide Early Childhood Care and Education for all children until they complete the age of six years, the appropriate government may make necessary arrangement for providing free pre school education for such children”.

The 86<sup>th</sup> Constitutional Amendment, 2002 also modified the Article 45 which states that “the State shall endeavor to provide early childhood care and education for all children until they complete the age of six years”. Thus the provision of Early Childhood Education for all children below 6 years is a Constitutional obligation that needs to be met.

The ongoing flagship education programme Sarva Siksha Abhyaan (SSA) also includes ECCE as a major component. The National Programme for Education of Girls at Elementary Level (NPEGEL) also supports setting up of ECCE centres in the premises of primary schools in certain districts of the country.

In this context, United Nations International Children's Emergency Fund (UNICEF) observed that “although programmes in India are serving a large numbers of children, the promise of equal access to quality programmes for the majority of marginalized and vulnerable children remains unfulfilled. In reality, only a small percentage of at risk and vulnerable children participate in early learning programmes. Their overall school readiness is very low”.

Hence, there is a need to introduce innovative methods for strengthening the Pre School Education in India.



### **2.3 Access to Pre-School Education in Andhra Pradesh<sup>1</sup>**

The state of Andhra Pradesh is situated on the country's south eastern coast with a population of 846.65 lakhs according to the Census 2011. The total Child Population of the Andhra Pradesh State is 86,42,686 in which males and females are 44,48,330 and 41,94,356 respectively. The average rate of literacy of this state has increased to 67.66% (Census, 2011) from 61.11% (Census, 2001). The Right to Education (RTE) Act came into force in the state of Andhra Pradesh in 2010.

The Article 21A on Right to Education (86th Constitutional Amendment Act, 2002) indicates that class 1 age is 6 years in India. But in reality, about 77.2 % of 5 years old children are attending primary schools in Andhra Pradesh (ASER, 2013). So, the majority of the 5 year old children attending primary schools becomes a burden for primary school Teachers as the government primary schools are not well equipped to deal with pre-primary age group children. The percentage share of enrolment in pre-primary classes to total enrolment in primary classes in Andhra Pradesh is 6.67% (DISE 2012-13: Flash Statistics). It further strengthens the need to focus more on pre school education in Andhra Pradesh.

The Anganwadi Centre is a possible option for pre-schooling at grass root level in India. The word Anganwadi means 'courtyard shelter' in Hindi language. Anganwadis are started in the year 1975 as a part of the Integrated Child Development Services (ICDS) that aims to provide pre-school education and to fight against malnourishment, morbidity and mortality in India. ICDS is sponsored programme by Government of India. According to ICDS programme the focus of Anganwadi Centre is on "supplementary nutrition, immunization, health check-ups, referral service, health and nutrition education to children, women and adolescent girls" apart from pre school education. The brief description of Anganwadi services are given below.

- ✓ Supplementary nutrition – This includes supplementary feeding and growth monitoring. Anganwadi Worker (AWW) provides supplementary nutrition to children below six years, Pregnant and Lactating Mothers (P&LM) with the help of Anganwadi Helper.
- ✓ Nutrition and Health Education – Women (15-45) are covered under this provision. Nutrition and Health Education is the key component of the work of Anganwadi Teacher. This has the long term goal of capacity building of women of the age group 15-45 years. Hence they can look after their own health and children and other family members health care properly.

<sup>1</sup>The statistics that are given are related to united Andhra Pradesh.



## Centre for Innovations in Public Systems (CIPS)

- ✓ Immunization – Immunization of pregnant women and infants protect children from six vaccine preventable diseases such as poliomyelitis, diphtheria, pertussis, tetanus, tuberculosis and measles. The service is facilitated by Auxiliary Nurse and Midwife (ANM) and Medical Officer (MO) through Public Health Infrastructure under Ministry of Health & Family Welfare (MH&FW). AWW assists ANM in identifying the target group.
- ✓ Health Check-ups– The target group is children below six years and P&LM. This service also delivered through MH&FW. The AWW assists ANM in recognizing the referred group. It includes regular health check-ups, recording weight, immunization, management of mal-nutrition, treatment of diarrhea, de-worming and distribution of simple medicines.
- ✓ Referral service -During health check-ups and growth monitoring, sick or malnourished children are referred to Primary Healthcare Centre (PHC) or its sub centre. The AWW has also been oriented to detect disabilities in young children and she should record the cases in a separate register and refers them to PHC/sub centre.
- ✓ Pre-School non formal Education –The children of 3-6 age group are covered in this service. Anganwadi Teacher should provide non formal pre school education to the children before they enroll in formal education system.

So the intended services of ICDS in terms of pre-schooling did not gain adequate focus and importance as it is one of the many functions of anganwadis. National Advisory Council (NAC), 2011 report reveals the following points.

- ✓ In many states, the ICDS has got reduced to a feeding programme operated through an overburdened and underpaid anganwadi worker (AWW)
- ✓ The pre-school component is missing
- ✓ Early childhood care has never got the attention it deserves
- ✓ Linkages with the public health system have been weak
- ✓ Anganwadi centres (AWCs) have not had the physical space to operate efficiently and effectively
- ✓ Community engagement and participation are virtually non-existent
- ✓ Falsification of data, poor Management Information Systems (MIS) and delays in release of funds and payments to AWWs are also reported from different states

In this context, an initiative called "*Balabadi*" has emerged in Cheepuripalli Mandal of Vizianagaram District, Andhra Pradesh. It not only provides school readiness for rural children but also helps to gain community support and ownership towards education.



## **2.4 About Vizianagaram District**

Vizianagaram district is one of the 13 districts of Andhra Pradesh (AP). It was formed on 1st June, 1979 with some parts carved from the neighbouring districts of Srikakulam and Visakhapatnam. It is located about 18 Km inland from the Bay of Bengal and 52 Km Northeast of Visakhapatnam. The district is divided into two revenue divisions namely Parvathipuram and Vizianagaram and has 5 Municipalities, 11 Towns, 34 Mandals, 931 Gram Panchayats, 1,551 Villages and 3,193 habitations.

The district has total 23.44 lakh population (11.61 lakh male and 11.82 lakh female) including 2.41 lakh child population, that is 10.3% of the total population. The rural and urban population is respectively 79.1% and 20.9% of the total population. Vizianagaram district has the lowest total literacy rate (58.9%) including the male (68.1%), female (49.9%) and child population (less than 6 years & 58.9%) compared to other districts and the state (please find details in Table-1). But the literacy sex ratio (number of females literate per 1,000 males) is 750 that is low compared to the state (804) level. However, the sex ratio (number of females per 1,000 males) of the district is the highest 1019 compared to all the districts, state (996) and also the national (943) level. The district has 10.6% of Scheduled Castes and 10.0% of Scheduled Tribes population and the sex ratio among them is high 1039 and 1054 respectively. The literacy rates among the Scheduled Castes (SCs) and Scheduled Tribes (STs) are 58.6% and 46.6% respectively.

Vizianagaram district is one of the backward districts of AP where 87.3% of population live under the Below Poverty Line (BPL), and only 33.9% people live in Pucca houses (District Level Household and Facility Survey of AP: 2007-08). About 49.4% population belong to worker community, 17% depend on cultivation, and 36.2% of people work as the agricultural labourer in the district (for more details please see Table -1). The Gross Domestic Product (GDP: 2012-13) of the district is lowest Rs. 8,726 Crore compared to other districts and the state (Rs. 2,35,930). The Per Capita Income (at current prices: 2012-13) of the district is low Rs. 60,178 compared to the state level Rs. 76,041.

The district has 2517 Primary and 465 Upper Primary schools. It is recorded that 330 and 529 habitations do not have the Primary and Upper Primary schools respectively. About 4,113 children were out of the Primary Schools in the year 2012-13. The school dropout rate (children between classes I to X) was total 38.66% and among the girls (between classes I to X) it was 38.14% during 2012-13. There are 7,240 Anganwadi Centres (AWCs) functioning in Vizianagaram district but the pre-primary

school education system is not effectively running all over the AWCs. As a result, there is an urgent need for the effective pre-primary education for the children in the district.

Vizianagaram District Map



Table - 1: Profile of Vizianagaram District compared to Andhra Pradesh

<b>Particulars: Demographic &amp; Education</b>	<b>Vizianagaram</b>	<b>Andhra Pradesh</b>
Total Population (Lakh)	23.44	493.86
Rural Population (Lakh)	18.53 (79.1%)	347.76 (70.4%)
Urban Population (Lakh)	4.90 (20.9%)	146.10 (29.6%)
Child Population (Lakh)	2.41 (10.3%)	52.22 (10.6%)
Male Population (Lakhs)	11.61 (49.54%)	247.3 (50.1%)
Female Population (Lakhs)	11.82 (50.45%)	246.4 (49.9%)
Sex Ratio (Females per 1,000 males)	1019	996
Schedule Caste (SC) Population (%)	10.6	17.1
SC Sex Ratio (Females per 1,000 males)	1039	1007
Schedule Tribe (ST) Population (%)	10.0	5.3
ST Sex Ratio (Females per 1,000 males)	1054	1009
Gross Domestic Product (GDP): 2012-13 at constant prices (Crore)	Rs. 8,726 (lowest)	Rs. 2,35,930
Per Capita Income at Constant Prices: 2012-13	Rs. 32,986	Rs. 42,186
Per Capita Income at Current Prices: 2012-13	Rs. 60,178	Rs. 76,041
Male Child Population (Lakhs)	1.23	26.86
Female Child Population (Lakhs)	1.18	25.35
Child Sex Ratio (Females per 1,000 males)	960	944
Literacy Rate (%)	58.9	67.4
Male Literacy Rate (%)	68.1	74.8
Female Literacy Rate (%)	49.9	60.0
Literacy Rate > 6 Years (%)	58.9	67.4
Literate Sex Ratio	750	804
Habitations without Primary Schools	330 (10.0%)	2117 (4.3%)
Habitations without Upper Primary Schools	529 (16.0%)	2485 (5.0%)
Children Out of School (Primary)	4,113	61, 421
Anganwadi Centers (AWC) functioning	7,240	1,08,342
School (Class I to X) Drop-Out Rate	38.66 %	NA
Total (2012-13)		
School (Class I to X) Drop-Out Rate	38.14 %	NA
Girls (2012-13)		
SC Literacy Rate (%)	58.6	64.5
ST Literacy Rate (%)	46.6	48.8
Total Workers (%)	49.4	46.5
Main Workers (%)	82.3	83.7
Marginal Workers (%)	17.7	16.3
Main Cultivators (%)	17.0	13.4
Main Agricultural Labour (%)	36.2	37.3



### **3. Detailed Description of *Balabadi* Programme**

#### **3.1 Conception of *Balabadi***

*Balabadi* concept is developed by Dr. P.D.K. Rao, Founder of Sodhana Institution at Cheepuripalli Mandal, Vizianagaram District of Andhra Pradesh. Dr. Rao, while pursuing his Ph.D at Rutgers University, taught pre-school children of unwed mothers in Dartmouth near Harward apart from teaching physics to high school students and undergraduate students at Boston, Rutgers, and Middlesex Country College. After 11 years stint in USA he returned to his home country (India) and chose to serve the society and established Sodhana Institution in the year 1979. Initially, Sodhana worked on land issues, thrift groups and strengthening the delivery mechanism of various Government schemes.

In the year 1996 it started working with Government Primary Schools in Cheepuripally for improving quality standards in primary education. While working with Government primary schools, it was observed that the drop out rate was very high in primary schools. Sodhana analyzed the reasons and noticed that lack of school readiness was one of the major causes for high drop out rate of 5-10 age group children. To address this issue Sodhana has innovated '*Balabadi* – A pre-school focusing on school readiness' in the year 2002.

“School readiness involves more than just children. School readiness, in the broadest sense, is about children, families, environment, schools and communities. Children are “not innately ready” or “not ready” for school. Their school and development are strongly influenced by their families and through their interactions with other people and environments before coming to school”(Maxwell & Clifford, 2004).

In the initial months of the academic year i.e June and July Teacher prepares the newly enrolled children inspire school by introducing various games and rhymes in order to make the child fearless in new environment. *Balabadi* Teacher will start the actual curriculum in the month of August only.

Initially, ten *Balabadi* centres were started in Chepuripally and Garividi mandals of Vizianagaram district in the year 2002-03. In the year 2009-10 the *Balabadis* number got stabilized to 24. These 24 *Balabadi* centres are running till date. Twenty four *Balabadis* are established in and around rural villages of Vizianagaram District where Backward Castes and Scheduled castes are predominant.

Table - 2: The details of 24 *Balabadi* centres and enrollment of children for the academic year 2013-14

Sl.No.	Name of the District	Name of the Mandal	Sl.No.	Name of the Village	Enrollment (2013-2014)				
					Boys	Girls	Total		
1.	Srikakulam	G. Sigadam	1.	Batuva - I	17	12	29		
			2.	Batuva - II	11	19	30		
			3.	D.R. Valasa	17	14	31		
2.	Vizianagaram	Cheepurupalli	4.	Akulapet	12	13	25		
			5.	Mettapalli	15	15	30		
			6.	Parla	14	8	22		
			7.	Purreyavalasa	12	14	26		
			8.	Ramalingapuram	14	11	25		
			9.	Ravivalasa	13	9	22		
			10.	Rickshaw colony	14	6	20		
			11.	Vangapallipeta	9	14	23		
			12.	Vijaya colony	14	11	25		
			Garividi	13.	Baguvalasa	15	7	22	
				14.	B.G.Palem	11	17	28	
				15.	Bondapalli	12	14	26	
		16.		Chukkavalasa	13	14	27		
		17.		Devada	9	13	22		
		18.		Sivaram	16	10	26		
		19.		Vedullavalasa	13	10	23		
		20.		Kumaram	15	7	22		
		21.		Mandiravalasa	19	12	31		
		Merakamudidam		22.	Badam	13	10	23	
			23.	Gopannavalasa	16	13	29		
			24.	Yadika	15	11	26		
		<b>Total</b>	<b>2</b>	<b>4</b>	<b>24</b>		<b>329</b>	<b>284</b>	<b>613</b>

### 3.2 New Approach

*Balabadi* strongly believes that joyful childhood is a child's right. It aims at bridging the gap between rural and urban education system. *Balabadi* creates "*Sahaja Abhyasan Vatavaranam*" which means "natural environment for learning" i.e an environment where a child can be without any fear/hesitation/pressure, participates on his/her own and learns without his/her knowledge. In this concept, a child learns the basics through three main elements namely "*Chitram*" (Picture), "*Abhinaya Geyam*" (Rhyme with Action) and "*Krutyam*" (Game). It brings out the creativity and talent of the children.



Image 1 : "*Abhinaya Geyam*"  
(Rhyme with Action)



Image 2: "*Chitram*" (Picture),



Image 3: "*Krutyam*" (Game).

*Balabadi* stresses upon learning through play way methods using many activities from various themes such as action songs, games, fairy tales, diagrams and toys. Play way method is appropriate way for children to learn new concepts and to develop skills that will provide the basis for success in the formal education system. Play way method explores a child's imagination to discover the world on his/her own and achieve success with his/her creative thinking. It also helps children to express themselves with out fear. In addition to this, play way develops social behavior of a child towards the society, and it helps children to develop emotionally, physically and intellectually. Unlike adults, children have minds that are free and creative. Through play children learn without their knowledge.



Another striking feature which makes '*Balabadi*' different from other pre schools is the school operational timing. The *Balabadi* School timing (9 AM – 4 PM) fits well with the working hours of rural parents engaged in agriculture and its allied activities. Majority of the parents are neo-literates. The *Balabadi*'s schedule also frees the older siblings, especially girls, from the responsibilities of taking care of their younger siblings, and thereby reducing the dropping out from the primary school.

The aim and objectives of *Balabadi* are mentioned below.

### **3.3 Aim and objectives of *Balabadi***

The main motto of introducing *Balabadi* is achieving school readiness without compromising on the fun-filled childhood. The objectives of *Balabadi* are as follows.

- ✓ To make the rural children well equipped to deal with the required primary education with reading, writing and numerical skills
- ✓ To create a learning environment where the child is joyful and happy
- ✓ To bring out creative talents that are present in children
- ✓ To help children lose their shyness and fear, and develop socializing skills
- ✓ To fine tune observation and listening skills
- ✓ To develop a sense of friendliness and sharing among children
- ✓ To develop habits of cleanliness and sanitation
- ✓ To unfold a child's leadership qualities and competitive spirit in a positive way
- ✓ To encourage the ability to think on their own
- ✓ To provide nutritious mid day meal, and design activities to increase physical strength

### **3.4 Timings of *Balabadi***

*Balabadi* starts at 9.00 A.M in the morning and the activities are continued upto 4.00 PM. Children have lunch break between 11.30 AM to 12.30 PM. Afterwards, they take rest from 12.30 PM to 2.00 PM. The after noon session starts from 2.00 PM and it ends by 4.00 PM. This time schedule of *Balabadi* is suitable for parents to go for their work. The Teacher reaches *Balabadi* 15 mins before the scheduled time of the class. The Assistant Teacher/Care Taker comes 30 min before scheduled time and keeps the *Balabadi* and surrounding area neat and clean.

### 3.5 Resource Requirements

#### 3.5.1 Physical Infrastructure

Communities contribute land voluntarily for construction of *Balabadi* to Sodhana as people of that particular community are convinced by Sodhana volunteers regarding pre schooling and its impact on children. Initially, Community helps Sodhana in construction of *Balabadi*. In the later stages, the maintenance of thatched roof and other maintenance cost is borne by Sodhana only. *Balabadi* runs in a round shaped semi-pucca room made up with sand, cement, bricks, iron rods etc. The natural materials like logs, palm leaves, grass, bamboo and sticks are used for construction of the roof. *Balabadi* hut measured approximately 12 feet long and 12 feet wide and 10 feet high. The three walls are painted black upto 2 feet to enable children to write on them. There is no black board for Teacher as she/he teaches through activities.

The hut is normally surrounded by a fence made of shrubs or twigs that define the boundary between the public street and semi public court yard area in front of the hut. This court yard acts as a prime space for the play activities of children. Sodhana installed a slide in every *Balabadi* court yard. Recently, community constructed two pucca rooms, one in Riksha Colony of Cheepurupalli and another one in Akulapeta (Cheepurupalli mandal of Vijayanagaram District) with the financial assistance from Mr. K.V.K. Sheshavataram of Visakhapatnam, Retired C.E.O. of Zinc Corporation of India. In some places, such as Vijaya Colony of Cheepurupalli and Baguvalasa of Garividi mandal of Vizianagaram district, *Balabadi* runs in the community hall.



Image 4: *Balabadi* of Akulapet Village



Image 5: Installed Slide at *Balabadi* School

#### 3.5.2 Human Resources

Each *Balabadi* is run by a Teacher and Assistant Teacher/care taker. The selection criteria and training details are described below.



### **a. Recruitment of Teachers**

The minimum eligibility criteria for becoming a *Balabadi* Teacher is successful completion 10<sup>th</sup> Standard. Unlike other pre schools, in *Balabadi* there is no gender preferences. It recruits young male candidates also as Teachers, apart from young female candidates. She/he should have good relationship with the community and good communication skills, apart from creativity and some knowledge about dance and songs. The candidates should appear for a written test where their knowledge skills are tested. Subsequently, there is an interview in which her/his abilities are verified.

### **b. Training**

The selected Teachers have to undergo a Foundation Training Course for 16 days in play way teaching methodology. In summer, 3-5 days Refresher Course will be conducted for all *Balabadi* Teachers.

*Balabadi* Teacher's capacity building programme is an important aspect. It is a continuous process hence, the *Balabadi* functions effectively. Sodhana organization selects the Teacher from in and around the community. Hence, she/he can understand the dynamics of that community. It also helps the Teacher to attract the children and to take care of children affectionately. Sodhana also verifies the Teacher's ability to involve the children enthusiastically in activities. The Teacher's Training improves the language skills of the Teacher, and imparts activity based teaching.

The basic psychological concept which forms the core of *Balabadi* training programme is contributed by Dr Eric Bern, an American Psychologist. According to Dr. Bern every individual has three personalities namely child, an adult and parent. The training is designed in such a way that these three personalities emerge out as the situation requires. This enables the trainee to deal with students in a child-like manner. Teacher Trainee comes down to the level of a child and participates with lot of joy, playfulness and positive attitude which is what makes the training programme unique and effective. Field level training of 2-3 days in Sodhana's *Balabadi* is also part of the training programme which helps the Teacher trainee to develop their communication skills with communities. Also it gives them some practical experience of what they have learnt in their training programme. It also gives them a chance to observe how well and quickly children learn through Sodhana's play way method.

*Balabadi* Teacher will take up a survey before academic year starts where in she/he identifies 3-5 year age group children in the village, and all *Balabadi* Teachers submit the survey details to Sodhana. This survey provides information such as children of age group 3-6 years and their parents educational qualifications, economic position of the family and current status of the child in terms of

whether enrolled in *Balabadi*/Anganwadi/Convent/Not attending any. Hence, the Teacher can convince the parents to send their children to *Balabadi* if they are not enrolled in pre primary school. A copy of survey form is given below.

**Table - 3: Survey of 3 – 5 yr age group children in the village**

Name of the Village and Name of the Mandal –

1.	Name of the Student	
2.	Sex	
3.	Age	
4.	Name of the Mother	
5.	Education Qualification of the Mother	
6.	Name of the Father	
7.	Education Qualification of the Father	
8.	Economic status of the family	
9.	Current position of the student a) <i>Balabadi</i> b) Anganwadi c) Convent d) Not going to any	
10.	Remarks	

**c. Duties and Responsibilities of *Balabadi* Teacher:**

- ✓ She/he should be present 15 mins before the scheduled time of the class
- ✓ She/he should ensure a clean hygienic environment, both inside and outside the school
- ✓ The teaching materials should be made attractive, and the Teacher should teach in a happy and joyful manner
- ✓ She/he should ensure up to date maintenance of all the records
- ✓ She/he should develop friendly relations with the children
- ✓ She/he should have a good rapport with the parents of the children, as well as the village community
- ✓ The Teacher should inform the Assistant Teacher and the Coordinator, in advance, in case of taking leave
- ✓ She/he should conduct Parent Teacher Interaction (PTI) once in every 3 months
- ✓ She/he should submit timely reports to Sodhana institute
- ✓ She/he should continue as per the schedule even if the Assistant Teacher is absent from the duty

- ✓ She/he should ensure his/her presence in every review meeting
- ✓ She/he should ensure home visits are undertaken regularly (once in a month) and details of such visits must be maintained in Home Visit Diary

**d. Records maintained by *Balabadi* Teacher:** The details of the records maintained by *Balabadi* Teacher are mentioned below

**Table - 4: Records Maintained by *Balabadi* Teacher**

Sl.No.	Records	Description
1.	Student Attendance Register	Teacher takes attendance of the students twice in a day i.e morning and afternoon.
2.	Teacher/Asst. Teacher Attendance Register	Teacher and Asst. Teacher must sign in the Attendance Register every day in the morning.
3.	Teacher's Diary	In the evening Teacher has to write what she taught in the class on that day.
4.	Parent Teacher Interaction (PTI) Records	Teacher has to maintain Parent Teacher Association (PTA). She/he has to write the number of parents attended PTA meeting, and the discussion that took place in the meeting.
5.	Home Visit Diary	Teacher has to visit monthly 4-5 <i>Balabadi</i> kid's homes and enquire the parent's perception regarding child's performance, food habits at home, and personal hygiene of the kid.
6.	Stock Register	Teacher has to record the stock that was given for mid-day meal at <i>Balabadi</i> . She/he has to record how much ration she/he has given daily to AsstTeacher to prepare MDM.
7.	Internal Feedback Book	The cluster co-ordinator writes suggestions/remarks of the Teacher for improving the quality standards of pre-school education.
8.	External Feedback Book	Visitors should write their personal opinions on <i>Balabadi</i> .
9.	Performance Report	Teacher records the performance of each kid in the Register. Children height and weight are also recorded in the same register.
10.	Savings Register	Children are encouraged to save money. It is not compulsory that children must save money. The children give money (Rs 1 - Rs 10/-) to Teacher, and she records in the Register. When parent or child needs money Teacher will return the money.

*Balabadi* Teacher should maintain a First Aid Box with general medicines for cough, cold etc.



### **e. Role of Assistant Teacher/Care Taker**

It is important to select the Assistant Teacher from the community, who enjoys great regard in the community. The onus of providing nutritional meal lies on Assistant Teacher. She should be equipped with standard measures to ensure cleanliness and maintain hygiene. The duties and responsibilities are mentioned below.

- ✓ She should be present 30 min before the scheduled time of the class
- ✓ She should ensure a clean and hygienic environment, both inside and outside the school
- ✓ She should safely bring the children from their homes and drop them at their homes
- ✓ She should be friendly and polite to the Teacher as well as the children
- ✓ She should provide the children clean and safe drinking water
- ✓ She should ensure the safety of the school equipments
- ✓ She should take the responsibility of the school in the absence of the Teacher
- ✓ She should prepare the food in a clean environment and ensure that it reaches the children by the scheduled lunch time
- ✓ She should help the Teacher in non-teaching activities

### **3.6 Curriculum**

Dr. Rao got inspired from the work of Mr. Ivan Illich, author of "De Schooling Society". He also referred to a lot of books related to child pedagogy, and he visited 'Ananda Lahari' (Satellite School - Rishi valley school), Madanapalli, Chittoor District of Andhra Pradesh, and 'Neelbagh' started by David Horsburgh of Rishi Valley. Dr. Rao also sent his volunteers to visit Mamidipudi Venkatarangaiah Foundation popularly known as MVF, a not for profit organization based at Hyderabad, to learn children's educational needs and challenges in implementing new strategies. MVF works on protecting child rights. It took two years for Sodhana Institute to design the curriculum for *Balabadi*. The curriculum is designed by local talented youth, under the supervision of Dr. Rao.

The entire curriculum is designed by using games, fairy tales, action songs as a foundation for their academic skills and development. Folk games and folk-lore are a part of the curriculum. Even the language that is used in the class room is vernacular language which makes the child comfortable in *Balabadi* as there is no difference between home language and *Balabadi* language. This brings out the creativity of the children as they can express themselves in mother tongue in a better manner. According to Dr. PDK Rao – "A day to day curriculum, an ever changing curriculum should be followed. Keeping it developmentally appropriate, the curriculum should aim at preparing individuals who can think rationally along with spiritual values". The curriculum makes the understanding easy

and joyful and keeps the child both physically and mentally agile. The curriculum comprises different subjects such as Environmental Sciences, English, Telugu, Mathematics, Games, Action Songs, Fairy Tales, "Vemana Padyalu", Creativity/Innovative Education, Cultural Activities are part of curriculum. This curriculum helps in the holistic development of a child.

The curriculum helps children to develop curiosity for school and creative learning. *Balabadi* methodology is designed to improve the fine and gross motor skills. Gross and fine motor skills are crucial to early childhood development. Adults may move regularly with out thinking how to walk, bend and move. But, children have to make a conscious effort to plan their gross motor activities. Children with poor gross and fine motor skills have difficulty to do simple tasks. Gross motor skills such as running , jumping, walking, climbing, hopping around, skipping, hopping with one leg, cycling, holding, throwing and kicking a ball are necessary for proper body movements and foundation for fine skills development.

Fine motor skills such as tearing, sticking, cutting, picking, drawing, colouring, painting, stitching, writing, eating, and buttoning his/her shirt, scooping, pouring, mixing, holding etc. help to increase hand movements, finger control and co-ordination. The activities avoid fine and gross motor delays in children. Gross and fine motor skills support growing body and promotes pshycological health, which leads to healthy life style of a child.

The learning takes place through different exercises such as pre-reading exercises, pre-writing exercises and group activities and nursery rhymes which inturn develop their skills. The description of each one of these are given below.



Image 6: Pre-Math Exercises

∨ Pre-Math Exercises – Pictorial representation of different shapes, to help the children find out similarities and differences among different shapes. For example small ball, big ball; short person and tall person; in and out, counting numbers etc.



Image 7: Pre-Writing Exercises - 1

✓ Pre-Writing Exercises – To help the preliminary steps to acquire the writing skills such as arranging tamarind seeds or food grains on the form of a letter.



Image 8: Pre-Writing Exercises - 2



Image 9: Pre-Reading Exercises

✓ Pre-Reading Exercises – Reading out stories while showing the colourful diagrams of that story. Showing pictorial flash cards focused on alphabets along with the object/animal/plant that starts with a particular letter. The letters/numbers are introduced by a rhyme (generally, quatrain i.e a four line stanza).

✓ Group Activities – For group activities the Teacher should provide piece of chalk, tamarind seeds, food grains, duster depending on the play. The Teacher should play tambourine to encourage the children while they are engaged in the activity.



Image 10: Group Activities - 1



Image 11: Group Activities - 2



Image 12: Group Activities - 3



## **Centre for Innovations in Public Systems (CIPS)**

*Balabadi* classifies children into two groups. The age group of above 4 years comes under 'A' group, and 'B' group children are below 4 years. The academic year is planned from June to April. One month summer vacation is provided in the month of May. The details of monthly activities are given below.

**Table – 5: First Trimester Activities of *Balabadi***

Name of the Subject	Level Group	August	September	October
Environmental Science	A	Myself and My Body	Sensory organs and their functions	Colours – Animals - Birds
	B	Family Relationships		
Telugu	A	"అం" (Reading and writing)	"ఇం" (Reading and writing)	"ఉం" (Reading and writing)
	B	"అం" (Sound Symbol association)	"ఇం" (Sound Symbol association)	"ఉం" (Sound Symbol association)
Mathematics	A	Shapes and spatial understanding	"1 – 2" (counting-reading and writing)	"3-4" (counting-reading and writing)
	B	Shapes and spatial understanding	"1 – 2" (sound symbol association)	"3-4" (sound symbol association)
English	A	A – B (Reading and writing)	C – D (Reading and writing)	E – F – G (Reading and writing)
	B	A – B (sound symbol association)	C – D (sound symbol association)	E – F – G (sound symbol association)
Games	A	<i>Gili-Gili</i> game (Telling names of other children)	Inside and outside (Position)	Frog jumping game
	B		Small pot and Big pot (Sizes)	
Action Songs	A	<i>Banti– Banti, Amma modati daivam, Podduna manamulevali, Red RedRed</i>	<i>Kallendukunnavi, chetilokarra, Biscuitlamma – biscuits, One One One My Head is One</i>	<i>Kaakamma Nalupu, Jagatiki Suryudu Okatandi, Alli Bulli Chelli, Sweetest Sunday</i>
	B			
Fairy Tales	A	<i>Cheema-Pavuram</i> (Ant and Pigeon story)	<i>Kundelu – Tabelu</i> (Rabbit and Tortoise story)	<i>Khaki – Kadava</i> (Crow and pot story)
	B			
<i>Vemana Padyalu</i>	A	<i>Eluka tolu techchi</i>	<i>Gangi govu palu</i>	<i>Neeitilona musali</i>
	B			
Creativity/ Innovative Education	A	<i>Pullalu Viravadam</i> (breaking small sticks)	<i>Akaralapi Pikkalu Perchadam</i> (Put grains or tamarind seeds on the shape of the letters)	<i>Matti namunalu</i> (shapes made out of soil)
	B	<i>Kagitalu Chinchatam</i> (Tearing papers)		
Cultural Activities	A	<i>Swagatam</i> (Inaugural)	<i>Ra.. Ra.. Pillagada</i> (Song)	Dance of Telugu Letters
	B			

**Table – 6: Second Trimester Activities of *Balabadi***

Name of the Subject	Level Group	November	December	January
Environmental Science	A	Plants-flowers-Fruits	Identification of different vegetables	Vehicles and Infrastructure
	B			
Telugu	A	“ఋషి - ” (Reading and writing)	“ఋషి - ” (Reading and writing)	“ఋ - ఋ” (Reading and writing)
	B	“ఋషి - ” (Sound Symbol association)	“ఋషి - ” (Sound Symbol association)	“ఋ - ఋ” (Sound Symbol association)
Mathematics	A	“5 – 6” (counting-reading and writing)	“7 – 8 – 9” (counting-reading and writing)	“10 - 11” (counting-reading and writing)
	B	“5 – 6” (sound symbol association)	“7 – 8 – 9” (sound symbol association)	“10 - 11” (sound symbol association)
English	A	H – I - J (Reading and writing)	K – L - M (Reading and writing)	N – O - P (Reading and writing)
	B	H – I - J (sound symbol association)	K – L - M (sound symbol association)	N – O - P (sound symbol association)
Games	A	<i>Namaskaram</i>	Balancing head	<i>Bakketlo Banthi</i> (Ball inside a bucket)
	B			
Action Songs	A	<i>Potti Potti Bava, Chilakala Pata, avu avu emistav?</i>	<i>Hai hai teepi</i> (Tastes), <i>Aatalante Makistam</i> , A,B,C,D,E,F,G.....	<i>Chinnari Pichuka, Chiluka Chiluka Ravemi, Atlamma Atlu</i> (Numbers), <i>Johny Johny Yes papa</i>
	B	One Two Buckle my shoe		
Fairy Tales	A	<i>Nakka – Draksha Pallu</i> (Fox and grapes)	<i>Edu Chepala Katha</i> (Seven Fishes Story)	<i>Sahakaram</i> (Co-ordination)
	B			
<i>Vemana Padyalu</i>	A	<i>Medipandu Chooda</i>	<i>Uppu Kappurambu</i>	<i>Cheppulona rai</i>
	B			
Creativity/ Innovative Education	A	<i>Chitralaku Rangulu Vaiyuta</i> (filling colours in diagram)	<i>Akulato Bommala Tayari</i> (Toy making with leaves)	<i>Antimpulu</i> (Sticking)
	B			
Cultural Activities	A	<i>Venki Venki</i> (Numbers)	<i>Aaku kuralam</i> (Leafy Vegetables)	We are the letters (English)
	B			

**Table – 7: Third Trimester Activities of *Balabadi***

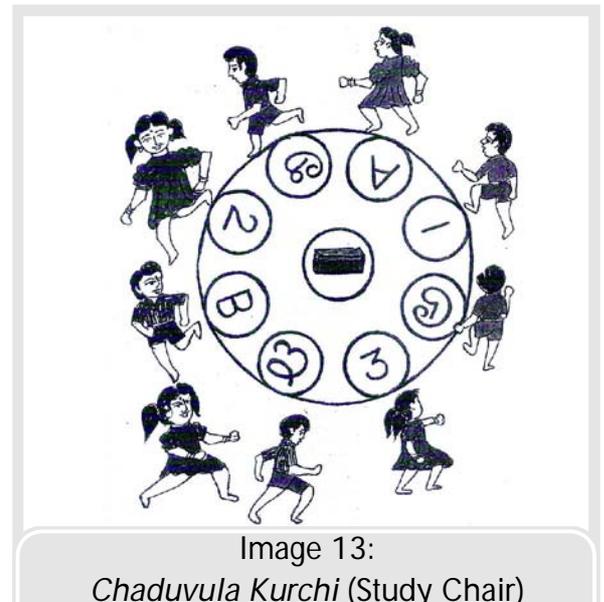
Name of the Subject	Level Group	February	March	April
Environmental Science	A	Types of habitations	Objects-Tools-Uses	Crops
	B			
Telugu	A	"కనక - " (Reading and writing)	"జటడ - " (Reading and writing)	"తడన - " (Reading and writing)
	B	"కనక - " (Sound Symbol association)	"జటడ - " (Sound Symbol association)	"తడన - " (Sound Symbol association)
Mathematics	A	"12 – 13 - 14" (counting-reading and writing)	"15 – 16 – 17 "(counting-reading and writing)	"18 – 19 - 20" (counting-reading and writing)
	B	"12 – 13 - 14" (sound symbol association)	"15 – 16 – 17 "(sound symbol association)	"18 – 19 - 20" (sound symbol association)
English	A	Q – R - S (Reading and writing)	T – U - V (Reading and writing)	W – X – Y - Z (Reading and writing)
	B	Q – R - S (sound symbol association)	T – U - V (sound symbol association)	W – X – Y - Z (sound symbol association)
Games	A	<i>Meerentamandi</i> <i>Cheppinantamandi</i> (Numbers)	Silence Game	<i>Rumalata</i> (handkerchief game)
	B			
Action Songs	A	<i>Poddunne lechadu</i> <i>mam mama,</i> <i>avu adigo chudumu,</i> God bless mummy	<i>Chinnagavunnadi</i> <i>chitikenavelu,</i> <i>chitti potti miriyalu,</i> We are the cows	<i>Tayyatakka...</i> <i>Chiluka chiluka ravemi,</i> Two little hands
	B			
Fairy Tales	A	<i>Koti rendu pillulu</i> (Monkey and Two Cats)	<i>Telivaina Khaki</i> (Wise Crow)	<i>Koti-dolu</i> (Monkey-Drum)
	B			
<i>Vemana Padyalu</i>	A	<i>Tallidandrula Meeda</i>	<i>Balavantudu Nakemani</i>	<i>Alpudepudu Paluku</i>
	B			
Creativity/ Innovative Education	A	<i>Vastuvulanu verucheyuta</i> (Differentiation of various objects)	<i>Kagitalato Bommala</i> <i>Tayari</i> (Toy making with paper)	<i>Chitralu geeyuta</i> (Drawing)
	B			
Cultural Activities	A	<i>Chinni</i> <i>Chinni Bomma</i>	<i>Pakshula dance</i> (Bird Dance)	<i>Balalam memu balalam</i>
	B			

### 3.6.1 Activities of *Balabadi*

Children love to play and it is their natural instinct. Playing creates the relaxed environment that makes learning easy, interesting and fun. This is the most appropriate method to teach kids. The informal environment gives an opportunity to child to learn pre academic skills and nurtures the creativity. The *Balabadi* activities are designed based on the play way method such as *Chaduvula Kurchi* (Study Chair), *Kodi Punjulata* (Cock Imageht), *Parugo Parugu* (Run Run), *Chepala Kolanu* (Fish Pond), *Ankela Chakram* (Wheel of Numbers), *Lekkinpu Krutyam* (Counting Activity), *Chepte-Teestam* (Say–Show), *Parigetti Rastam* (Run and Write), *Chaduvula Bongaram* (Learning with a spinning top), *Tirugutu Rastam* (Rotate and Write) etc. The description of each one of these activities are explained below with the help of a picture.

#### 1. *Chaduvula Kurchi* (Study Chair)

1. Draw a big circle on the floor.
2. Draw smaller circles (n) along the inner circumference of the bigger circle and a small circle at the centre with a duster on it.
3. Write letters/numbers in the smaller circles.
4. Select children (n+1) to play the game at one time.
5. Let children stand around the bigger circle.
6. Sing related to a letter/ alphabet in one of the inner circles. Students participate and learn by singing with the Teacher (A for Apple, A for Ant, A for Axe).
7. Yell "Run! Run!". Students run around the bigger circle on tambourine beats.
8. Stop the rhyme, students stand against smaller circles. Student left out is declared as the "Leader".
9. Leader asks all the students, one by one, to say aloud the letter/number in the smaller circle in which they are standing.
10. Leader erases the circle of the letter/digit with which the Teacher started the song using the duster and leaves the game.
11. Repeat till all the letters are covered and the students reduce from (n + 1) to 1.



## 2. Kodi Punjulata (Cock Fight)

1. Divide children into two teams standing opposite to each other.
2. Draw a circle against each child with letters/numbers written in it (small set of letters to both the teams).
3. Draw a bigger circle in the middle where a duster is kept.
4. Call out randomly one of the letter/number written in the circles.
5. Child standing against the called out letter/number, from both teams run to the bigger circle.
6. Children revolve around the bigger circle as long as the Teacher sings the song.
7. Shout "catch!" Children run to grab the duster. The one who gets the duster is awarded 1 mark for his/her team.
8. Repeat the process until all the letters are covered and all the team members are given a chance. Team with a higher score wins the game.

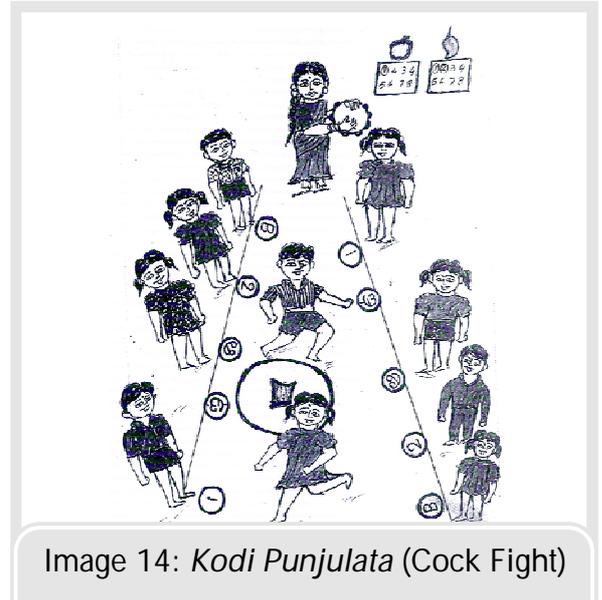


Image 14: Kodi Punjulata (Cock Fight)

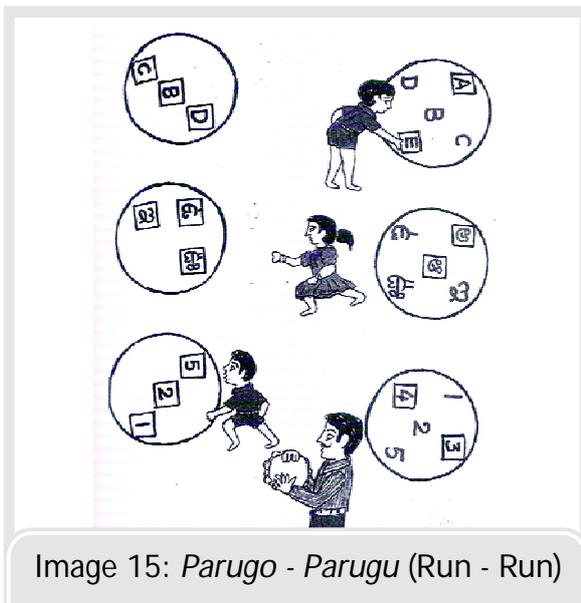


Image 15: Parugo - Parugu (Run - Run)

## 3. Parugo – Parugu (Run -Run)

1. Draw three small circles on one side. Draw similar three circle is in the opposite side.
2. Place subject specified flash cards in each circle of one side. Each circle should have flash cards from one subject for e.g.. Circle 'A' with numbers; circle 'B' with English alphabet; circle 'C' with Telugu alphabet. Write the letters/numbers of flash cards in the opposite circle.
3. Ask three children to stand near circles where flash cards are placed.
4. When the Teachers shouts start, the students should pick up the flash card and run to opposite circle to place the card on the similar letter/number which is already written in that circle.

5. Similarly, each child has to place five flash cards in the opposite circle. While a child runs from one circle to the opposite circle, other children and Teacher should yell run run and encourage them with clapping.
6. Teacher should recognize winner, runner and second runner up based on who has placed the flash cards quickly upon right letter/number.
7. Then, child should recognize all the five letters or numbers that she/he placed in the opposite circle.
8. Continue the game till each child completes three circles.

#### 4. **Rail Bandi Ata Vidhananm (Train Game)**

1. Draw a big circular railway track and identify four arcs as a railway stations and name them with famous places of state for e.g. Secunderabad railway station, Vijayawada railway station, Visakhapatnam railway station and Tirupati railway station.
2. Ask two children to sit in each railway station inside the track.
3. Teacher should act as a train engine and ask a child to stand behind him/her as a guard.
4. Teacher mimes the sound of the train and runs along with the train track while other children sing the rhyme (*chukchukrailu...*) related to train.
5. In the rhyme when children say stop, the engine and guard should stop at one of the railway stations that are already marked on the track. The children who are sitting at that railway station should say their station name before getting into the train i.e standing behind the Teacher.
6. The rhyme will continue till all the children of four railway stations join them on track. In the process, the guard should move back and stand at the end.
7. Then the rhyme should be repeated and when the children say stop the train stops and the children belonging to their station should get down when their stage comes.
8. Like this all the children should get down at their respective stations.

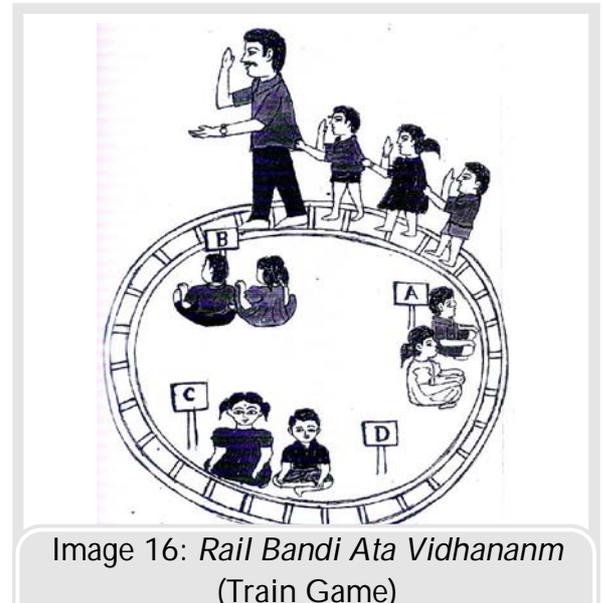


Image 16: *Rail Bandi Ata Vidhananm*  
(Train Game)

### 5. *Annee Vachchesai* (Got All)

1. Divide children into three groups and ask them to sit as a group and draw a table in front of them.
2. The table should have four columns and two rows. Each cell should have a flash card related to a different subject. Like wise three different groups have three different tables with different flash cards placed on each cell.
3. Teacher should keep similar flash cards of letters/numbers/pictures that are already placed in the cells of three tables. Teacher should mix all the flash cards.
4. While mixing the flash cards Teacher should say *Vastai...Vastai* (It will come...It will come) for which children replies *Annee Vastai* (Every thing will come out). While doing this Teacher should pick up one flash card and show it to the children. Teacher should call out the letter/number written on the flash card.
5. Children check if that letter/number appears on their respective table. If it does they will circle it with a piece of chalk.
6. The group which completes circling all the letters/numbers will finish first.
7. It continues till the last group gets all the letters/numbers in their table.

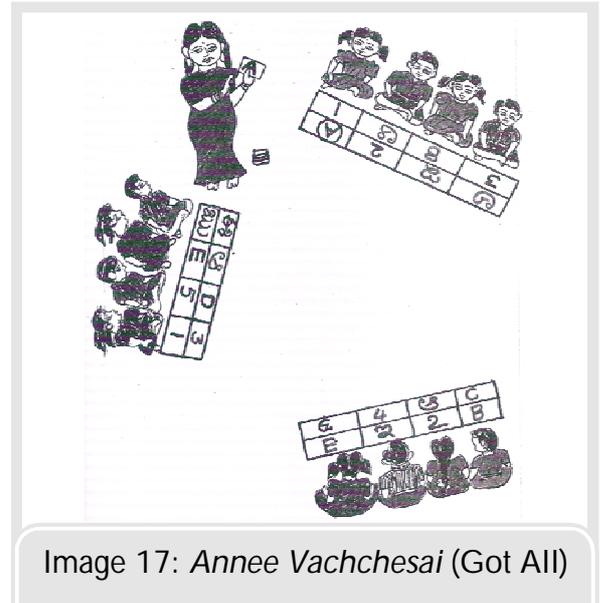


Image 17: *Annee Vachchesai* (Got All)

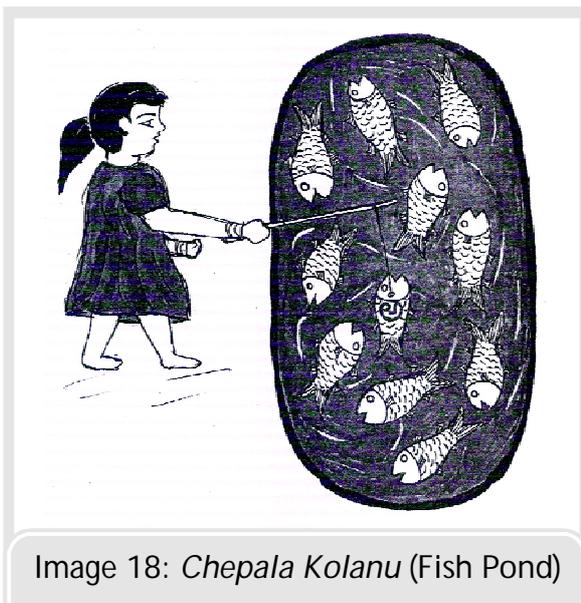


Image 18: *Chepala Kolanu* (Fish Pond)

### 6. *Chepala Kolanu* (Fish Pond)

1. Draw a pond on a chart. Prepare fish shapes with chart and draw scales, fins and other external parts of the fish with colour sketch pens. Staple each fish shape near its mouth and write a letter or a number on back it.
2. Tie a magnet (covered by a cloth) to a stick with a thread and call it as a fishing rod. Here the stapled pin gets struck to the magnet in the fishing rod.
3. Place the pond chart in the middle of the class room and place all fish shapes upon it.
4. After catching one fish ask the child to read out the letter behind the fish caught.
5. Other children clap when she/he recognizes letter correctly, continue this game till all fishes are caught.

## 7. Chaduvula Bongaram (Learning with spinning tops)

1. Draw four spinning tops with their needles pointing inwards as shown in the diagram. Draw a table with four columns and two rows in the upper part of each spinning top. The cells should be wide enough for a child to jump from one cell to another.
2. In the first row of each table, Teacher should write letters (or) numbers. The letters/numbers should be the same in all the four spinning tops.
3. Draw a small circle under the table in spinning top for a child to stand in it.
4. Ask four children to stand inside the circles of the spinning tops. When Teacher calls out the letter or number the child should jump into the empty cell below the letter
5. If a child stumbles, another child is given a chance to play the game. Let the other children sitting around the spinning tops observe what the children are doing. There should be a change in letters and numbers in Spinning Tops when they play next time. Call the other group of children next time to play.

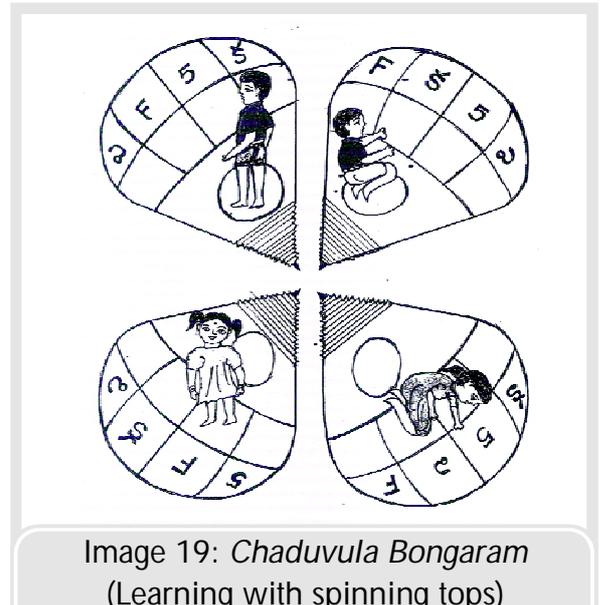


Image 19: *Chaduvula Bongaram*  
(Learning with spinning tops)

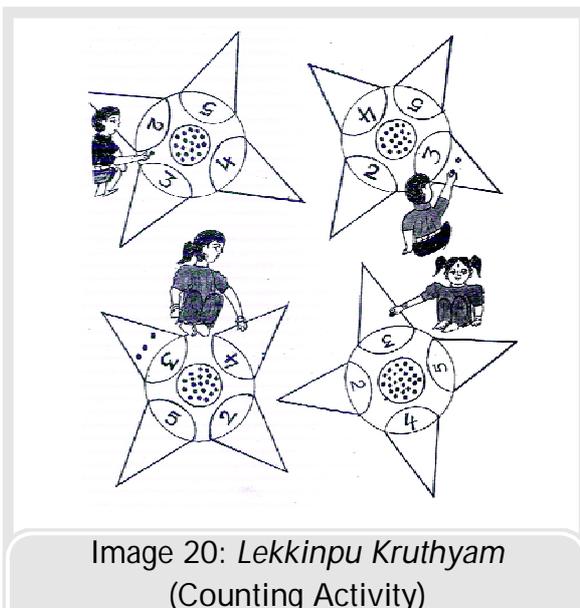


Image 20: *Lekkinpu Kruthyam*  
(Counting Activity)

## 8. Lekkinpu Kruthyam (Counting Activity)

1. Draw a small circle on the floor and place more than ten tamarind seeds in it. Draw four conical shapes around it as shown in the figure. Draw 2-4 circles along with conical shapes depending on the space availability
2. Write a number on top of a each conical. Make one child sit near each circle.
3. When Teacher says start, child should count place the exact number of tamarind seeds based on the number written on top of the conical. Each child should complete placing tamarind seeds in all four conical shapes.
4. The child who completes the game correctly in shortest time period will be winner. Also declare the runner up and second runner up accordingly

5. After completion of four numbers in conical shapes, the child should count the seeds loudly and other children should repeat the same. Make all the children play this game by repeating it.

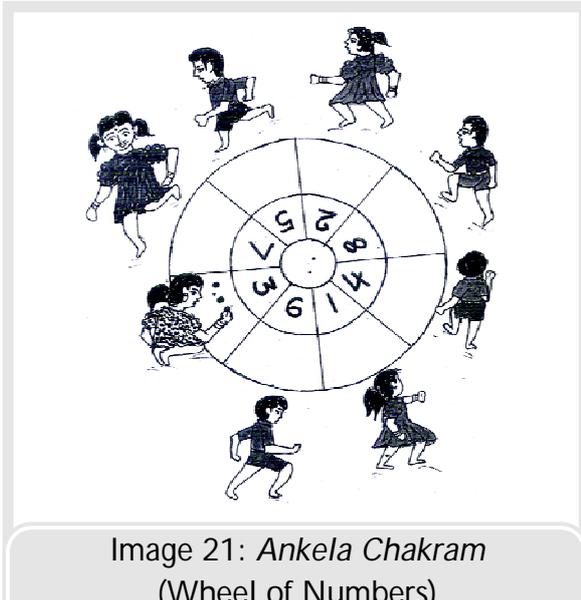


Image 21: *Ankela Chakram*  
(Wheel of Numbers)

## 9. *Ankela Chakram* (Wheel of Numbers)

1. Draw three circles one around the another leaving some space between the circles as shown in the figure. Then, draw minimum eight spokes from the inner most circle to outer circle. The number of spokes could be less depending on players.
2. Write numbers in each pocket between inner most circle and middle circle
3. Ask the children to stand in front of each number in the outer circle pocket and give tamarind seeds/food grains according to the number in front of the child
4. Make the children run around the big circle
5. Teacher should sing a rhyme relating to a particular number while playing a tambourine.
6. When Teacher shouts a particular number at the end of the rhyme, the child who holds equivalent number of seeds should count and place it underneath the number.
7. The game is continued until all the numbers are covered.

## 10. *Chepte-Teestam* (Say-Show)

1. Divide the students into two equal groups.
2. Provide the same set of flash cards to two groups depending on the subject. Give a name to each group e.g. apple or mango.
3. Ask the children to place the flash cards in front of them as they can see all flash cards at a glance and ask them to observe the flash cards for a while.
4. When Teacher says "*Chepte*" (call out), the children should reply "*teestam*" (we will show). When the Teacher tells a letter or number, any one of the children in a group can show the flash card which has similar letter or number that is placed in front of them
5. The group which shows the specific flash card quickly, will get a mark.

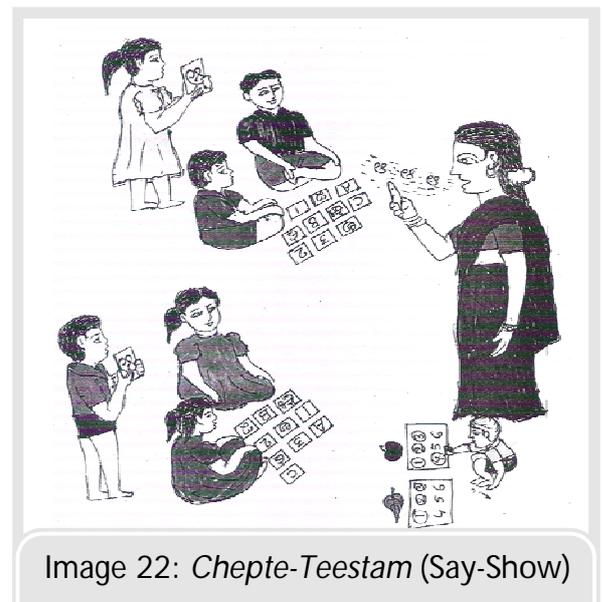


Image 22: *Chepte-Teestam* (Say-Show)

- The group which shows all the right flash cards as soon as Teacher says wins the game. The second group will be runner up. Encourage both the groups by clapping.

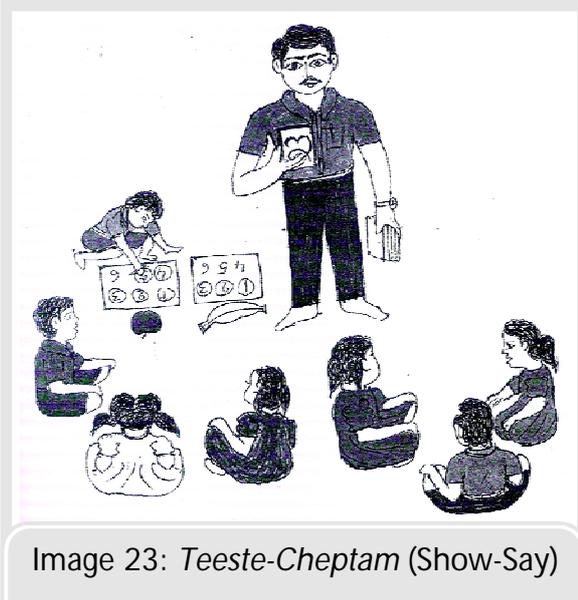


Image 23: *Teeste-Cheptam* (Show-Say)

### 11. *Teeste-Chepatam* (Show-Say)

- Divide the students into two equal groups.
- Teacher should keep the selected flash cards with him/her based on the subject.
- When Teacher says "teeste" (Show) the children should reply "chepatam" (We will say). When Teacher shows a flash card whichever group responds quickly gets a mark.
- The group which gets more marks will be winner, and other group becomes runner of the game

### 12. *Tirugutoo..rastam* (Roam and write)

- Draw three circles one around the another leaving some space in between as shown in the figure.
- Draw spokes from inner most circle to outer circle. For five players draw five spokes which inturn divide the circles into five parts.
- Write letters/numbers in the cubicles between innermost circle and middle circle.
- Let the children stand infront of the five cubicles of the big circle and give a piece-of-chalk to each one of them
- Teacher should sing a rhyme related to the letter/number that is written in the cubicles while playing tambourine.
- Children should run around the circle till Teacher shouts stop. Children should stand infront of the arc and write the same letter/number in the adjacent cubicle.
- The child who writes first will read it loudly. Then other children will read what she/he has written.

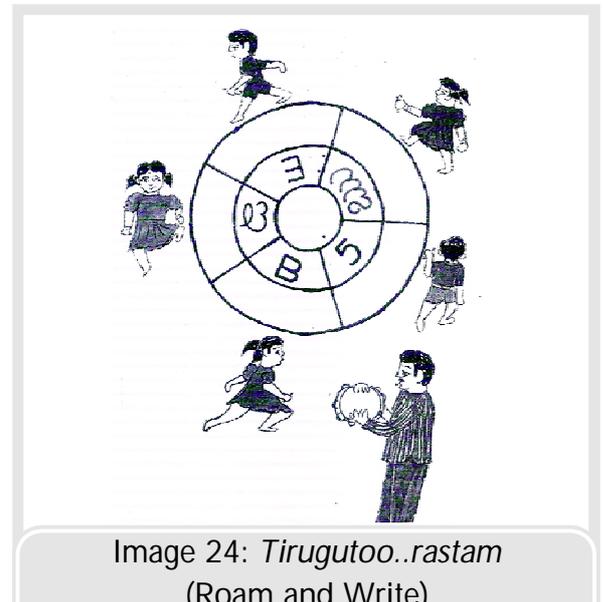


Image 24: *Tirugutoo..rastam*  
(Roam and Write)

8. Afterwards, child has to rub the letter / number with a duster that was written by her/him.
9. The Teacher again starts singing another rhyme related to another letter/number that was written in the cubicle.
10. The game continues till each child in the game writes all the letters/numbers written in the cubicle.

### 13. *Parigetti Rastam* (Run and write)

1. As shown in the figure, draw three tables with four columns and two rows on one side.
2. In the opposite side of draw another three tables with one row and four columns. And place the selected flash cards in four cells. Each table should have different subject flash cards such as Telugu alphabet/English alphabet/numbers. Select three children and ask each child to stand in front of a table.
3. Each child has to pick up one flash card and run to opposite table to place it and then write the letter or number in the below cell.
4. It continues till all three children place all four flash cards in the opposite table.
5. While three children are engaged in this activity the Teacher has to play tambourine and yell "*Parigetti Rastam*" (run and write). Let other children to call out their friends names while they are doing this activity.
6. The one who has completed the activity fastly will become winner. She/he should read out the letters/numbers in the table loudly. The other children should repeat the same. Ask other children to give her/him a big clap.
7. Like that she/he completes three tables.

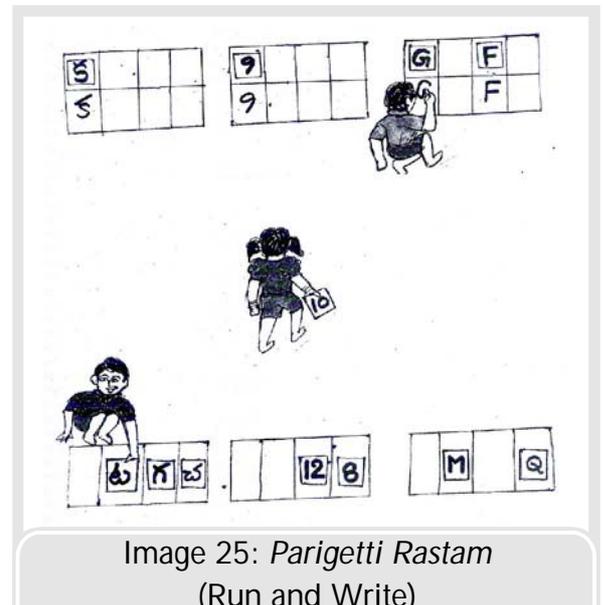


Image 25: *Parigetti Rastam*  
(Run and Write)

#### 14. *Chaduvula Kavid* (Learning through human balance)

1. Two taller children should stand in front of each other and ask them to hold their hands and hold it above their heads.
2. Let other children stand in a queue. And they pass through between two children that are holding their hands above their heads
3. Teacher should sing a rhyme related to a selected subject while playing tambourine
4. When Teacher says to catch both the children who are standing should bring down their hands and catch the child who is passing through. And the children who caught should say the name of the rhyme for eg. If Teacher sings a rhyme related to an apple the child who was caught should say that his/her name is an apple.



Image 26: *Chaduvula Kavid*  
(Learning through human balance)

#### 15. *Aksharala Suryudu* (Sun of letters)

1. Draw a picture of sun along with rays on the floor
2. Draw two cells for each sun ray as shown in the picture
3. Distribute flash cards (letters) to children. The number of children should be equal to number of rays that are drawn from sun
4. While playing tambourine Teacher should sing a rhyme related to a selected picture
5. The child who is holding that particular flash card (letter) relating to the rhyme should place the flash card in the adjacent box where Teacher has already chalked a picture
6. The Teacher continues till all the children will sit near the respective boxes. After completing this activity each child should call out the respective letter and say the name of the picture.

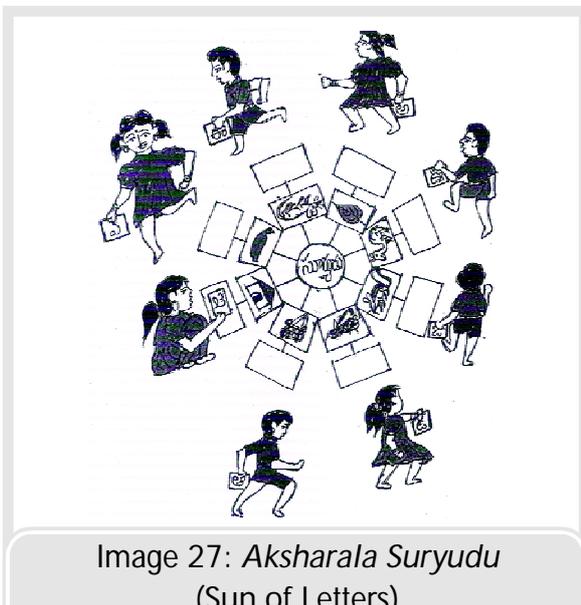


Image 27: *Aksharala Suryudu*  
(Sun of Letters)

### 16. *Chepte-Rastam* (Say-write)

1. Draw two tables on two sides. Each table should have five columns and two rows. Leave some space between these two tables
2. Place the same set of flash cards (pictures) in the first row of two tables.
3. Divide children into two groups. Each group should have 5 members
4. When Teacher calls out the name of the picture one child from each group goes and writes the letter related to the picture drawn in a cube. For eg. If the Teacher calls out the letter "C" the kid should write the letter below the picture of Car
5. It continues till all five children in each group write the letter below the picture
6. Once the activity is completed ask a child to read out the letter and name of the picture, and let the other kids repeat the same

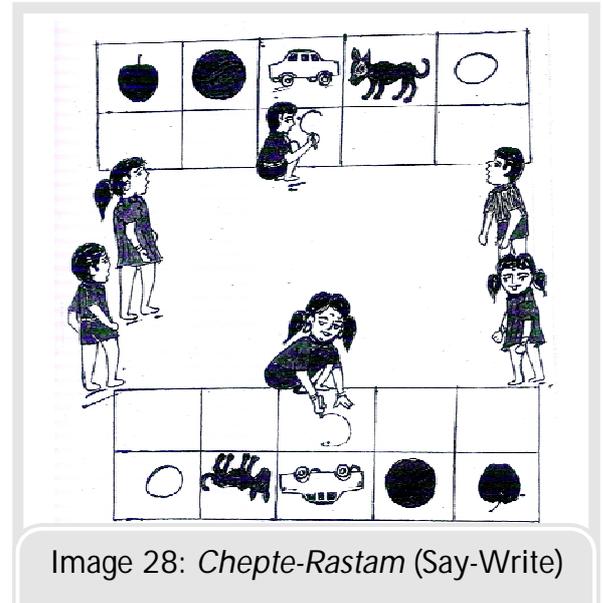


Image 28: *Chepte-Rastam* (Say-Write)

### 17. *Chustam – Veruchestam* (See and differentiate)

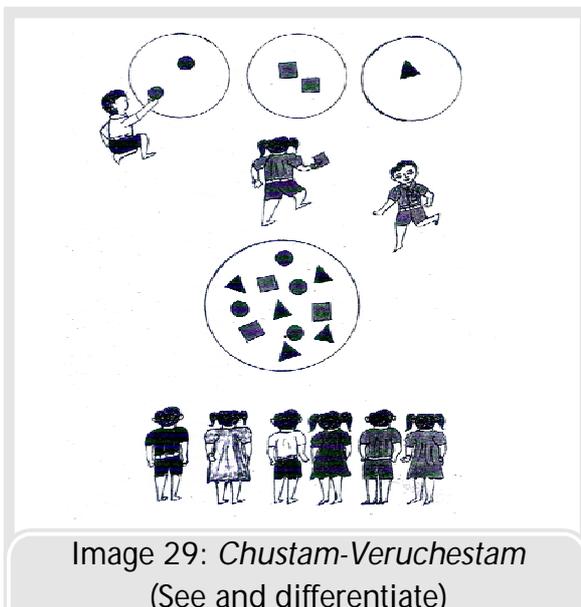


Image 29: *Chustam-Veruchestam*  
(See and differentiate)

1. Divide the children into three different groups and name each group with shapes eg. Triangle, rectangle, square, circle etc.
2. Draw three small circles in one side. And draw a big circle opposite to three small circles on the floor
3. Place triangular shapes, circular shapes and square shaped pictures in the big circle.
4. Let children observe the pictures that are placed in the big circle
5. When Teacher say loudly start, the children has to pick up their picture with the respective shape and place it in small circle that belongs to their team. If a group named as rectangle, all the children in that group has to pick up rectangular shapes and place it in the small circle
6. The group which collects all pictures with similar shapes have won the game
7. Like this they pick up all three different shapes
8. Usually, a team is composed of not more than three children

### 3.6.2 Nursery Songs



Image 30: Nursery Songs

The nursery songs in *Balabadi* are designed to exercise the child's sense and muscles to make familiar with the world around him/her. The Teacher demonstrates the idea of the concept through these rhymes.

Telugu action songs such as *Amma Modati Daivam*; *Podduna manamulevali*; *Alli Bulli Chelli Putte* (Weeks); *Avu Avu emiistav?*; *Jagatiki Suryudu Okatandi* (Numbers); *Kakamma Nalupu* (Colours); *Biscuitlamma biscuitlu*; *Potti bava potti bava*; *Kallu endukunnavi*

(Sensory organs); *Banti banti adina banti*; *Hai hai teepi* (Tastes) are part of the *Balabadi* curriculum. Also English Rhymes namely Red Red Red; One Two Buckle My Shoe; Sweetest Sunday; One One One My head is One; A B C D E F G ..... are also included in the curriculum.

### 3.6.3 Extra Curricular Activities

Apart from the daily activities of *Balabadi*, it also celebrates National festivals such as Independence Day, Republic Day, Children's Day, Teacher's Day, Saraswathi Puja, Mahatma Gandhi's Birth Anniversary, *Balabadi* Mother's Day, Annual Day etc. These celebrations provide a platform to showcase children's talents and it also makes children fearless and boosts their creativity.

Table – 8: Extra Curricular Activities

Sl. No.	Programme	Date
1	Independence Day	August 15th
2	Teacher's Day	September 5th
3	Mahatma Gandhi's Birth Anniversary	October 2nd
4	<i>Saraswathi puja (Banala Panduga)</i>	October
5	Children's Day	November 14th
6	Picnic	During November ( <i>Kartika Maasam</i> )
7	Republic Day	January 26th
8	<i>Balabadi</i> Mother's Day	March 8th
9	Annual Day Programme	May



Image 31: Extra Curricular Activities - 1

Apart from extra curricular activities *Balabadi* Teacher's encourage their students to save money. The children give money to the class Teacher and she/he maintains a separate record for it. If parent wants to take the money from his/her child's savings, The teacher will return that money.



Image 32: Extra Curricular Activities - 2



Image 33: Extra Curricular Activities - 3

### 3.7 Teaching – Learning Material (TLM)

*Balabadi* Teachers are also equipped to create the material for learning activities. The material used for preparing Teaching Learning Material is classified into two categories i.e. material available free of cost, and low cost material. Seeds of tamarind, pebbles, food grains, small sticks, leaves, glass cups, empty thread reels, old text and note books, invitation cards, soil, water, natural objects, card boards come under the material that is available free of cost. And low cost material such as colour charts, sketches, gum, beads, colours, chalk-pices or slate pencils, marbles, plastic beads, colour papers, stapler, stapler pins, scale and pencil are used for preparing TLM.

The Teacher has to prepare the material on his/her own. The basic material such as charts, sketches are provided by the Institute. The free of cost material should be collected by the Teacher on her/his own. The minimum TLM at *Balabadi* are as follows.

1. Charts - Telugu alphabet festoon (3 types); English alphabet festoon (3 types); Mathematics festoon (3 types); Story charts – 2 ; Vehicles chart; Telugu alphabet chart; English alphabet chart; Telugu and English letters chart, along with diagrams; Numbers diagram chart; Tools chart; Measures – Positions chart

2. Flash Cards - Telugu pictures - 2 sets; Telugu letters – 2 sets; English pictures – 2 sets; English letters – 2 sets; Number pictures – 2 sets; Numbers – 2 sets



Image 34: TLM - 1



Image 35: TLM - 2



Image 36: TLM - 3



Image 37: TLM - 4



Image 38: TLM - 5

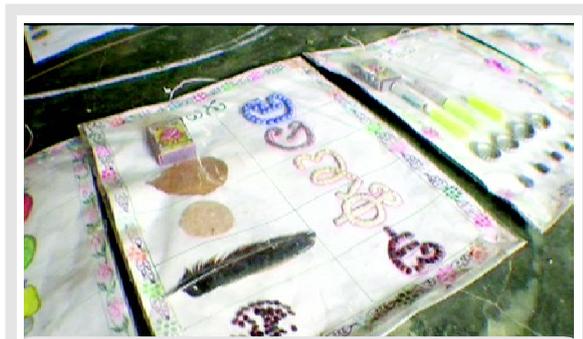


Image 39: TLM - 6



Image 40: TLM - 7

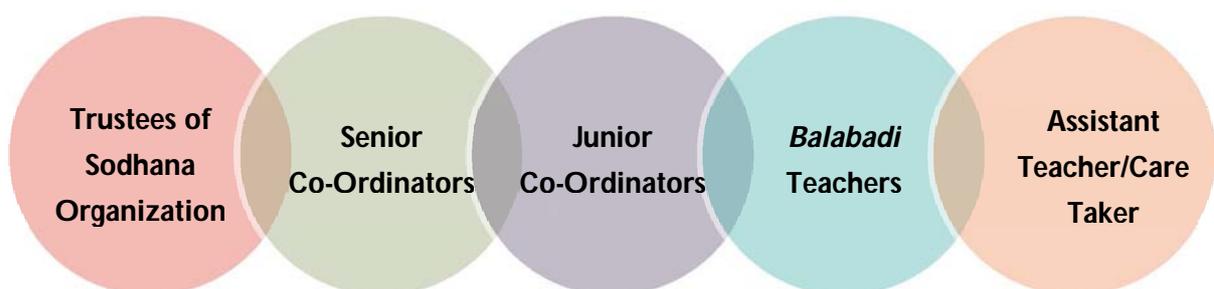
3. Clay beads Frame and Pond diagram on a card board to play fish pond game

### 3.8 Monitoring

Effective monitoring is one of the important factors for success of any programme. *Balabadi* activities are monitored closely by co-ordinators and Dr. Rao. Twice in a month a co-ordinator will visit the *Balabadi* and check the activities of *Balabadi* Teacher and the records maintained by her/him. During the visits, the co-ordinator must have lunch (Mid-Day-Meal i.e prepared for children) in *Balabadi*. If a co-ordinator finds that a Teacher has difficulties in teaching or any other problem, they give suggestions to overcome that problem. If a Teacher is not able to teach properly then Sodhana will give training to him/her specially.

*Balabadi* Teachers have a review meeting twice in a month. In the review meeting they evaluate past 15 days' activities, and they give suggestions to improve the performance. Sometimes, they add a new activity and train the Teachers about new activity. At times, *Balabadi* Teachers come up with new activities/ rhymes etc. These new activities will be checked by co-ordinators and if they are good will be included as part of the curriculum. Generally, the review meeting will be conducted on a Sunday. The activities of co-ordinators are supervised by Dr. Rao. If a Teacher has to apply for leave she/he supposed to inform the co-ordinator well before so that another Teacher will come (or) in case of non availability of Teacher, co-ordinator will take the responsibility of the *Balabadi*.

Image 41: Monitoring Chart



### 3.9 Assessment of Children's Learning Skills

For 'A' grade children (i.e those above 4 years) *Balabadi* conducts half-yearly and annual assessment test. Every *Balabadi* Teacher prepares an examination paper and submits to Sodhana. Based on this, Sodhana prepares a final question paper and sends it across to all *Balabadi* Teachers.

*Balabadi* Teachers are shuffled among the schools to various centres and evaluate that centres examination papers. The examination paper contains writing letters/numbers or matching the object with its first letter etc. Please see the Annexure (9 & 10) for previous year assessment test results of *Balabadi* children.

### 3.10 Health & Nutrition of *Balabadi* Kids

A number of National programs are existing for improvement of health and nutritional status of children, but illness and under nutrition among Indian children is still prevalent to a large extent.

The very young kids are not able to cope physiologically with nutrition deficiencies unlike older children and adults. *Balabadi* ensures the good health and nutritional status of kids by providing nutritious food, and organizing health camps.

The Homeopathi doctor comes once in a year for health check up of *Balabadi* kids. As Sodhana observed that children are not interested to take allopathy medicines due to odour and taste it opted for homeopathy. For every three months, Teacher records the height and weight of the kids. If any child's Body Mass Index (BMI) is low then Teacher informs the child's parents and requests to provide additional nutritious food to the child at home. The *Balabadi* also takes general medicines from Auxillary Nurse and Midwife (ANM) for treating common ailments such as cold, cough, fever, diarrhoea, dehydration etc., maintains a stock in the First Aid Box.



Image 42: Mid Day Meals at *Balabadi* - 1

#### 3.10.1. Mid-day meals at *Balabadi*

Preschool children constitute the most vulnerable segment of any community. Their nutritional status is a sensitive indicator of community health and nutrition. Rural preschool children will be in a disadvantageous position as compared to their urban counter parts regarding nutritional achievements. Nutritional indicators are measured in terms of stunting, wasting and



Image 43: Mid Day Meals at *Balabadi* - 2



Image 44: Mid Day Meals at *Balabadi* - 3

underweight. According to UNICEF report of 2009 every year 2 million children die in India, accounting for one in five child deaths in the world. Of these, half of the children could be saved if they were well nourished. *Balabadi* provides nutritious meals to children free of cost. The *Balabadi* menu is as follows.

**Table – 9: Mid Day Meal**

Sl. No.	Name of the Week	Morning	Afternoon
1	Monday	Rice with vegetable sambar	Biscuits
2	Tuesday	Rice with vegetable sambar	Biscuits
3	Wednesday	Rice with vegetable sambar + Egg	Biscuits
4	Thursday	Tamarind Rice (Yellow Rice)	Biscuits
5	Friday	Rice with vegetable sambar	Biscuits
6	Saturday	Milk Rice with Jaggery	Biscuits

Before providing food care taker mops the floor. The Assistant Teacher washes all the children's hands and she provides food in clean bowls. Children who can not eat on their own are fed by the Assistant Teacher. After having meals the Assistant Teacher helps children to wash their hands. The quantity of the ingredients of MDM are mentioned below.

**Quantity served per child per meal as per *Sodhana's* Mid-Day Meal Programme**

**Table – 10: Quantity served per child per meal as per *Sodhana's* Mid-Day Meal Programme**

<b>Items</b>	<b>Ingredients</b>
Sambar Rice	Rice - 85 gms per child Dal – 20 gms per child Oil – 100 gms (for 20 above strength); 70 gms (for strength below 20) Tamarind – 150 gms (for strength of 20-25)
Jaggery Rice	Jaggery – 750 gms (for strength of 20-25) Rice – 80 gms per child
Tamarind Rice	Rice – 80 gms per child Tamarind – 200 gms (for strength of 20-25) Oil – 200 gms (for strength of 20-25)
Eggs	Twice in a week, one per child
Biscuits	One per child per day

### **3.11 Community Involvement**

Another significant aspect is involvement of the community in the functioning of *Balabadi*. Community must be encouraged to do so. It is important to organize the community and to make them aware of the need and importance of pre-primary education. This awareness quotient will vary in different degrees in different communities. Once the community understands that pre-school enables the parents to go for their work, leaving the children under the loving care of *Balabadi* Teacher and Assistant Teacher, they will be inclined to support *Balabadi*. The community support can be drawn by cultural shows by *Balabadi* children that allows parents to understand the concept of *Balabadi*. It is important to listen to the needs of the parents who leave for work early in the morning;

### **3.12 Financial Sustainability**

Initially, philanthropists and like minded people donated money to some extent. In the beginning *Naandi* – a not for profit organization provided funding for 10 *Balabadis*. Indian Students Alumni Federation (INSAF), USA also provides financial assistance in a small scale. Grandhi Mallikarjuna Rao (GMR) Foundation is the main funding agency for *Balabadi*. GMR group is an infrastructural company headquartered in Bangalore, Karnataka. GMR provides Rs.11 lakhs annually in two installments under Corporate Social Responsibility (CSR). This fund is used to pay remuneration to co-ordinators, Teachers and Assistant Teachers, TLM and Mid-Day Meal Scheme.

The list of 24 *Balabadis* and their funding agencies are given below.

**Table – 11: The list of 24 *Balabadis* and their funding agencies are given below.**

Sl. No.	Name of the Funding Agency (2010-14)	Name of the Village
1.	Grandhi Mallikarjuna Rao (GMR) Foundation	Akulapeta, Mettapalli, Parla, Ravivalasa, Rickshaw colony, Vangapallipeta, Vijaya colony, Baguvalasa, B.G.Palem, Bondapalli, Chukka valasa, Devada, Kumaram, Vedullavalasa, Bathuva I, Bathuva II and D.R. Valasa
5.	INSAF	Purreyavalasa, Ramalingapuram
16.	<i>Sodhana</i>	Sivaram, Mandiravalasa, Badam, Gopannavalasa, Yadika

*Sodhana* also receives fund from SERP under SRC project for quality training for pre school Teachers. Apart from annual financial expenses such as salaries of *Balabadi* Teachers and Assistant Teachers and Mid-Day-Meal cost, *Sodhana* is trying to accumulate corpus fund i.e approximately Rs. 1 crore for long run of *Balabadi*. *Balabadi* is providing education to rural and tribal children free of cost. Funding details for the last three years are given below:

**Table – 12: Funding details for the last three years**

Sl. No.	Year	No. of Pre-Schools	GMR	INSAF	Balance expenditure and support for two schools from <i>Sodhana</i> in rupees	Total Expenditure
1.	2010-11	24	Support to 20 preschools at the rate of Rs. 55,000/- Total Rs. 11,00,000/-	Support to 2 pre schools at the rate of Rs.63,167/- Total Rs. 1,26,334	4,99,178.50/- (2)	17,25,512.50/- (24) Average Expenditure for school Rs. 71,896.35/-
2.	2011-12	24	Support to 20 preschools at the rate of Rs. 55,000/- Total Rs. 11,00,000/-	Support to 2 preschools at the rate of Rs. 67,215/- Total Rs. 1,34,430/-	5,49,625.14/- (2)	17,84,055.14/- (24) Average expenditure for school Rs. 74,335.7/-
3.	2012-13	24	Support to 17 preschools at the rate of Rs. 55,000/- Total Rs. 9,35,000/-	Support to 2 preschools at the rate of Rs. 73,075/- Total 1,46,150/-	7,12,993.80/- (5)	17,94,643.80/- (24) Average expenditure for school Rs. 74,776.8/-



## Centre for Innovations in Public Systems (CIPS)

*Balabadi* Teacher's salary varies from Rs. 750 to Rs. 8,900 per month. It depends on the experience of the Teacher. *Balabadi* Teachers save Rs. 50/- every month in "*Bala Mitra Vidya Mandali - Co-Operative Society*". *Balabadi* Teachers avail loan from this co-operative society from Rs. 15,000 – 25,000. They will repay the loan in monthly installments with one rupee interest rate. "*Bala Mitra Vidya Mandali*" has accumulated a corpus fund of Rs. 2.00 lakh.

### 3.13 Achievements of *Balabadi*

Over the years, *Sodhana's* model of pre-school '*Balabadi*' has been appreciated by many organizations. *Sodhana* trained 17 Master Trainers (MTs) of Azim Premji's Foundation, a not for profit organization. It also trained pre school Teachers of Dhan Foundation, a not for profit organization based at Koraput, Odisha.

*Sodhana* conducts '*Prathibha Test*' (Test for Excellence) every year for 5<sup>th</sup> standard students in Vizianagaram District. The results of last four years reveals that 83% of children who studied at *Balabadi* secured high score in *Prathibha* test. The top three candidates of *Prathibha Test* will get an amount of Rs. 500/- as prize money. It illustrates that effective pre school education yields good results in primary education. The *Prathibha* –Talent test results are mentioned below.

**Table – 13: The *Prathibha* –Talent test results**

Sl. No.	Year	Name of the student and the name of the <i>Balabadi</i> where she/he completed pre primary education
1.	2010	L. Suresh (Rickshaw colony <i>Balabadi</i> ), G. Padma (Rickshaw colony <i>Balabadi</i> ) and R. Ganesh (Chukkalavalasa <i>Balabadi</i> )
2.	2011	D. Akhila (Purreyavalasa <i>Balabadi</i> ), P. Satyvathi (Ravivalasa Anganwadi) and P. Bhagyalakshmi (Kapusambham Anganwadi)
3.	2012	A. Satish (Akulapeta <i>Balabadi</i> ), S. Siva Prathiba (Kumaram <i>Balabadi</i> ) and A. Somesh (Rickshaw colony <i>Balabadi</i> )
4.	2013	G. Ravi (Purreyavalasa <i>Balabadi</i> ), P. Rushi (Mandiravalasa <i>Balabadi</i> ), M. Harika Prathibha (Rickshaw colony <i>Balabadi</i> )



## Centre for Innovations in Public Systems (CIPS)

*Sodhana* has been recognized as one of the State Resource Centres for providing quality training for Teachers of Early Childhood Education (ECE) run by Society for Elimination of Rural Poverty (SERP), Govt. of Andhra Pradesh. It signed an MoU with SERP for quality training for Early childhood Educators. Please see Annexure 3. As part of this, *Sodhana* recruits the Teacher, provides training and monitors the performance of ECE Teachers at 11 districts of Andhra Pradesh. Department of Women and Child Welfare, Government of Andhra Pradesh also take assistance of *Sodhana* in redesigning the curriculum for Anganwadis across the state. *Sodhana* gave training for several anganwadi Teachers in play way method.

*Sodhana* volunteers are working in ten government primary schools in and around Vizianagarm district of Andhra Pradesh. The primary school Teachers follow the state syllabus but they teach with activities.

Though there are Anganwadi centres in every village parents prefer sending their children to *Balabadi*. This is mainly due to effective pre school education through play way method. The Table 14 gives the details of enrollment of children in *Balabadi* and Anganwadi centres from 2012 to 2014.

**Table – 14: Particulars of The Pre-school Children in *Balabadi* and Anganwadi**

S.No.	Name of the Village	Balabadi Roll			Average Children for one BalaBadi	No. of Anganwadi Centres	Anganwadi Roll			Average Children for one Anganwadi
		2012	2013	2014			2012	2013	2014	
1.	Aakulapeta	22	26	26	24.6	1	7	10	10	9
2.	Badam	26	24	23	24.3	Presently Anganwadi centre is closed				-
3.	Baguvalasa	28	25	22	25	2	16	11	15	7
4.	Bathuva I	30	30	30	30	2	16	22	19	9.5
5.	Bathuva II	25	25	30	26.6					
6.	B.G. Palem	30	28	30	29.3	1	9	8	7	8
7.	Bondapalli	24	24	25	24.3	2	30	31	32	15.5
8.	Chukkavalasa	30	30	30	30	2	21	35	40	16
9.	Devada	30	25	24	26.3	2	25	22	19	11
10.	D.R. Valasa	27	30	31	29.3	2	12	8	10	5
11.	Gopannavalasa	29	30	30	29.6	2	21	35	43	16.5
12.	Kumaram	29	26	23	26	2	19	12	14	7.5
13.	Mandiravalasa	26	28	31	28.3	1	11	9	10	10
14.	Mettapalli	28	28	30	28.6	3	47	41	43	14.5
15.	Parla	25	20	20	21.6	2	36	29	31	16
16.	Purreyavalasa	30	30	30	30	1	15	14	13	14
17.	Ramalingapuram	26	27	28	27	2	21	23	28	12
18.	Ravivalasa	22	24	21	22.3	2	37	31	34	17
19.	Rickshaw Colony	22	23	24	23	1	9	8	10	9
20.	Sivaram	30	23	26	26.3	3	72	69	75	24
21.	Vangapallipeta	25	18	26	23	2	26	19	24	11.5
22.	Vedullavalasa	20	25	28	24.3	4	63	69	66	16.5
23.	Vijayacolony	25	27	27	26.3	1	26	24	25	25
24.	Yadika	27	25	29	27	2	25	23	21	11.5
	<b>Total</b>	<b>636</b>	<b>621</b>	<b>644</b>	<b>26</b>	<b>42</b>	<b>564</b>	<b>553</b>	<b>589</b>	<b>13</b>

Note : In most of the villages more than one Anganwadi exits. The roll of Anganwadi students that are mentioned by Sodhana Institution is the roll of all Anganwadis students for given year.

For example in baguvalasa village (S.No. 3) in the year 2012, the total strength in the 2 anganwadis that exit in baguvalasa is 16, for the year 2013 it is 11, and for the year 2014, it is 15. Last column is number of Anganwadi students / year / centre.

For Baguvalasa it is  $16 + 11 + 15 / 3 \times 2 = 42 / 3 \times 2 = 14 / 2 = 7$ .

Source: From the records of Sodhana Institution



## Centre for Innovations in Public Systems (CIPS)

Parents opined that due to attending *Balabadi* their children are very active and able to acquire language skills fast. Some of the parents felt that *Balabadi* allows them to go for agriculture and its allied activities as they can leave their children in the safe hands of *Balabadi* Teacher. Majority of parents are giving preference to *Balabadi* when compared to *Anganwadi*. Comments of parents are given in Annexure 12.

### 3.14 Success Points in *Balabadi*

- ❖ The play way method is appropriate method for pre school children. It enhances the creativity and talent of a child.
- ❖ The curriculum is very simple and it can be translated into any other language.
- ❖ The Teaching Learning Material (TLM) is from natural resources or low cost material, so it is cost effective.
- ❖ *Balabadi* allows parents to progress in their career. It also relieves the elder siblings from the responsibility of taking care of younger siblings. In particular, it reduces the drop out rate of elder girl children.
- ❖ As kids go to *Balabadi* they are well equipped to join in formal education system, and it reduces the drop out rate in formal education.
- ❖ It's a great opportunity for rural and tribal children to learn the basics in an innovative approach without any financial burden for their parents.



## **References**

1. Annual Status Education Report (ASER) Report of 2013 – Pratham, New Delhi
2. Recommendations for a reformed and strengthened Integrated Child Development Services (ICDS) By National Advisory Council, June, 2011
3. Maxwell, K., & R.M. Clifford. 2004. Research in review: School readiness assessment. *Young Children* 59 (1): 42–46.

## **Websites**

<http://planningcommission.nic.in>

<http://www.unicef.org>

<http://eoc.du.ac.in>

<http://wcd.nic.in>

<http://ignca.nic.in>

[http://mpra.ub.uni-muenchen.de/48144/1/MPRA\\_paper\\_48144.pdf](http://mpra.ub.uni-muenchen.de/48144/1/MPRA_paper_48144.pdf)

<http://www.ncert.nic.in>

<http://wcdw.ap.nic.in/icds.html>

<http://wcdw.ap.nic.in/icds.html>

<http://www.languageinindia.com/dec2003/preschool.html>

<http://everydaylife.globalpost.com/important-develop-gross-motor-skills-preschool-children-4262.html>

<http://stats.uis.unesco.org>





**Centre for Innovations  
in Public Systems (CIPS)**

# Annexures





## **Annexure - 1: Questionnaire**

### **Background**

#### ***Sodhana Organization***

1. What are the primary factors that influenced the introduction of Sodhana Organization?
2. When was it started? What was the objective of Sodhana Organization?
3. How was the financials mobilized initially?
4. Does the objective of sodhana underwent a transition? If Yes what kind of transition and why?
5. How is the community support ensured ?
6. What are the future plans for Sodhana?
7. What are the key factors in your opinion brought success

#### ***Balabadi***

8. What is *Balabadi* according to you? What was the need of introduction of *Balabadi* when Government has already institutionalized Anganwadis?
9. When was the *Balabadi* initiative introduced? What are the primary objectives of this initiative?
10. What are the nature of changes introduced in education system under this initiative?
  - a. What are the responses of the stakeholders to these shifts?
  - b. How were the schools/teachers/students capacitated to incorporate these changes?
11. What kind of gaps remained unaddressed under Anganwadi Project that forced the Sodhana Organization to remodel its approach through *Balabadi*?
12. Can you outline the organizational structure of the project
13. Can you provide a systematic division of major tasks based on organizational units?
  - A. Conceptualization
  - B. Planning and decision making
  - C. Implementation
  - D. Monitoring and Evaluation
14. Who trains the teachers? Who trains the Master Trainer? What are the major functions of a Master Trainer? What have been the major challenges that you face while training teachers? What efforts have been made to overcome these challenges?
15. What are the key objectives of the training session? Is there any involvement of other stakeholders?
16. How often are training sessions organized? What is the prescribed duration of the initial stage of training? Are these sessions integrated into the teaching hours? If not, when are these trainings conducted?
17. What is the total budget allocated for training and capacity building?



## Centre for Innovations in Public Systems (CIPS)

18. Have you encountered any challenges while conducting training sessions? If yes, what are the major constraints?
19. Who will assess the teacher's performance at *Balabadi*? What is the remuneration for teachers? Are there any other benefits for teachers apart from remuneration?
20. How many leaves in a year can avail by teachers? Who will take care of the kids when teacher is on leave?
21. Are there any special approach for addressing the needs of slow learners, autism and hyperactive kids?
22. Are there any increments/incentives apart from remuneration for teachers?
23. Is there any kind of punishment for school children? Is there any disciplinary action against teachers if a teacher has done something wrong?
24. Who designed the curriculum? How is the curriculum developed? How many personnel are involved in the process and what are the key functions performed? How are the teachers involved in the process? What were the major challenges of curriculum development? Do you provide any teaching aid/kits to teachers?
25. What are the main factors that influenced the shift towards indigenous content development?
26. What is the role of the community in implementing the *Balabadi* initiative at rural villages? Kindly elaborate their role and responsibilities?
27. How did you mobilize the community to take part in the implementation of *Balabadi*?
28. How do you raise funds for this programme?
29. What are the problems that are involved in raising funds?
30. Is there any corpus fund to run the programme smoothly?
31. Are there any instances of discontinuation of the program due to unavoidable reasons since its inception? What are they? How did you overcome those problems?
32. How many children have been covered by the programme till date? Is there any record of drop out? Is there any tracking system for these children to assess their learning, writing, reading and numerical capabilities?
33. Are you associated with any other Non Governmental Organizations at any point of time in order to sustain the programme?
34. Did you get any fund from State/Central Government to implement the program?
35. Prior to the implementation of *Balabadi*, was a baseline assessment of the context conducted?
  - A. If yes, What was the methods of assessment and the key outcomes?
  - B. If no, what were the key factors that facilitated the implementation of the project?
36. What is the monitoring mechanism?
37. What is the major achievements of the program?



**Centre for Innovations  
in Public Systems (CIPS)**

38. What are the parameters that determine the sustainability of the initiative in the long run?
39. What is the perception of people on *Balabadi*?
40. What is the total budget allocated for Mid-Day-Meal programme for children? Who prepares the meals for children? What is the procurement process for MDM? How do you ensure the quality of food?
41. Is there any comparison done on the children attending bababadi and anganwadis?
42. Is there any proven examples for better performance by a child in primary school, after attending balabadi?



**Annexure - 2: Balabadi, Andhra Pradesh**

Summary	<p><i>Balabadi</i> aims at basic education for the tribal and rural children through creative and activity bases learning using 1. <i>Chitram</i> (Painting) 2. <i>Abhinaya Geyam</i> (Dance and Song) 3. <i>Krutyam</i> (Game). <i>Balabadi</i> follows the philosophy of "<i>Sahaja Abhyasana Vatavaranam</i>" where the children are made to study in a natural environment where they are not burdened with bagful of books and homework; children are made to learn through different games, dances and songs.</p>
Name of the Implementing Agencies	Sodhana institutions, Cheepurupalli Mandal
Period of Implementation	Since 2002
Place/ Area of Operation	In and around Cheepuripalli Mandal, Vijayanagaram District and Srikakulam District of Andhra Pradesh
Objective(s)	<ul style="list-style-type: none"><li>❖ To make the children well equipped to deal with primary education with reading, writing and numerical skills</li><li>❖ To create an environment where the child is joyful and happy</li><li>❖ To bring out creative talents that are present in children</li><li>❖ To help children lose their shyness and fear and to help them to develop socializing skills</li><li>❖ To fine tune observation and listening skills that already exist in children</li><li>❖ To develop a sense of friendliness and sharing among children</li><li>❖ To develop habits of cleanliness and sanitation</li><li>❖ To enable child to unfold his/her leadership qualities and competitive spirit in a positive way</li><li>❖ To encourage the ability to think on their own</li><li>❖ To provide nutritious mid day meal and design activities to increase physical strength</li><li>❖ To develop language skills and numerical skills through play way methods</li><li>❖ To promote primary school readiness</li></ul>



**Centre for Innovations  
in Public Systems (CIPS)**

Methodology	In <i>Balabadi</i> , teachers teach through play method. They introduce letters, numbers through songs, play, drawing and singing. They use flash cards for recognising and memorising the letters and numbers. Teacher prepares Teaching Learning Material (TLM) on his/her own with the local resources. They use locally available materials such as tamarind seeds, small stones, food grains etc. for activities. Children do not use books, slates or slate pencils for acquiring language skills. The activity based learning helps them to learn in a joyful manner.
Beneficiaries/ Target Group	Children of 3-5 years age group in rural and tribal villages
Status Before Implementation	The drop out rate was high in primary education as children are not ready for formal education.
Status After Implementation	<p><b>Cost reduction</b>–<i>Balabadi</i> teachers prepare their own Teaching Learning Material (TLM). They prepare TLM with free of cost materials such as food grains, tamarind seeds etc. (or) low cost materials such as charts, sketch pens etc. Therefore, it reduces the cost of TLM.</p> <p><b>Corruption reduction</b> - Not Applicable</p> <p><b>Service improvement</b> - The children of 3-5 age group are nurtured in right direction. Children's confidence levels, cognitive, social and language skills are improved and they are ready for formal education.</p>
Difficulties/ Challenges and Lessons Learnt	Initially Sodhana institution faced difficulty in designing the curriculum for <i>Balabadi</i> . Dr. PDK Rao and his team visited places such as Rishi valley school, Neel Bagh and MVF organisations to understand the practices that are developed by them. The local talented youth from in and around Cheepuripalli Mandal of Vizianagaram District were hired for designing the curriculum under the careful guidance of Dr Rao.
Current Status	Active



**Centre for Innovations  
in Public Systems (CIPS)**

Resource Requirements	<p><b>Physical Infrastructure</b>–The community provides land inside the village and they even help them in constructing the pre-primary school. The typical <i>Balabadi</i> has a room with thatched roof and it can accommodate 30 children. The flashcards of Telugu and English alphabet and numbers are hanged on to the roof. Children can easily reach out these flash cards with a pointer. <i>Balabadis</i> have charts, sketch pens, food grains, tamarind seeds etc. as teacher learning material. The low cost material such as charts, sketches etc. are provided by Sodhana Organization.</p> <p><b>Human Resource</b> - Teachers, Assistant Teacher, Junior co-ordinators, Senior Co-ordinators and Sodhana office staff are involved in running <i>Balabadis</i>.</p> <p><b>Technological/ IT</b> - Not Applicable</p>
Approximate Cost of Implementation	The maintenance cost of each <i>Balabadi</i> school per annum is Rs.55,000/- (this includes teacher and asst. teacher salary and mid-day meal programme)
Performance Indicators	<ul style="list-style-type: none"><li>❖ <i>Balabadi</i> Children's performance is better in primary schools when compared to children who did not attend <i>Balabadi</i>.</li><li>❖ Drop out rate is reduced as children are ready to learn by that time they join in primary school.</li><li>❖ <i>Balabadi</i> Children are fearless and they have effective communication skills.</li></ul>
Project Champions (Along with designations)	Dr. PDK Rao, Managing Trustee, Sodhana Organization, Cheepuripalli, Vijayanagaram District.
Project Contact Persons (Current)	Dr. PDK Rao, Managing Trustee, Sodhana Organization, Cheepuripalli, Vijayanagaram District. Mobile No. 09492024631 E Mail ID – <a href="mailto:pdkrao@hotmail.com">pdkrao@hotmail.com</a>



**Centre for Innovations  
in Public Systems (CIPS)**

<p>Other information (Awards/ Nominations etc)</p>	<p>Society of Elimination of Rural Poverty (SERP), Govt. of AP is identified Sodhanaas State Resource persons and they send pre-primary teachers under Early Childhood Education for quality training.</p> <p>Sodhana volunteers helped the Integrated Child Development services (ICDS) in redesigning the curriculum for Anganwadis in Andhra Pradesh.</p>
<p>Reasons for Replication</p>	<ul style="list-style-type: none"><li>❖ Children learn in joyful manner</li><li>❖ The Activity Based Learning attracts the child to balabadi and it improves learning skills of the 3-5 yr age group children.</li><li>❖ It makes children to ready to join in primary school with out fear and hesitation</li></ul>
<p>Prepared by</p>	<p>V. Swathi Dev e-mail: <a href="mailto:swathi@cips.org.in">swathi@cips.org.in</a></p>



### Annexure - 3: Government Order - 1

This Memorandum of Understanding (MOU) is executed between the  
**Society for Elimination of Rural Poverty**  
And  
**Sodhana Charitable Trust, Cheepurupally**  
on this day the First of January'2013

As per the proposal, Sodhana Charitable Trust established a State Resource Centre (SRC) and providing continuous handholding support and monitoring of the overall functioning of the Early Childhood Education (ECE) centres in the State from 01.01.2013 to 31.12.2013

Sodhana Charitable Trust and SERP are hereinafter called separately the "Party", or, collectively the "Parties".

**Title of the Project:** "State Resource Centre for supporting and strengthening of ECE centres"

**Objectives of the Project:**

To handhold District Resource Centres (DRCs) by providing continuous support and monitoring of the overall functioning of Early Childhood Education centres (ECE).

It should be recognised that ECE instructors come from poor economic and educational backgrounds, SRC and DRCs should take this into account while designing the foundation trainings as well as refresher trainings to build up writing and communication skills of the instructors.

SRC would bring into function all the approved **1301 Early Childhood Education centres (ECE)** with the support of CMES unit in all the respective districts within one month of signing of the MoU.

<u>District</u>	<u>Sanctioned ECE Centers</u>
• Anantapur(DPMU)	110
• East Godavari (DPMU)	64
• Guntur (DPMU)	120
• Khammam(DPMU & TPMU)	182
• Nellore (DPMU)	171
• Prakasam(DPMU)	192
• Srikakulam (Seetampeta TPMU)	110

P. Ak Rao



## Centre for Innovations in Public Systems (CIPS)

• Visakhapatnam (DPMU & TPMU)	179
• West Godavari(DPMU)	173
<b>Total</b>	<b>1301</b>

### **Roles and Responsibilities of the SRC:**

1. SRC shall have atleast a Team Leader, 9 State resource persons, and one accountant cum computer operator.
2. SRC would help improving the quality of inputs for the ECE centres through provision of technical services.
3. The functions of the SRC would be as follows:
  - i. It shall both design and deliver the academic components of the Programme.
  - ii. It shall identify and attend to the district specific pedagogical needs.
  - iii. It shall prepare monthly lesson plans for the districts.
  - iv. It shall conduct Master Trainers Programme(5 days) to DRC staff i.e Cluster Coordinators, Academic coordinators once in 6 months.
  - v. It shall monitor the performance of the ECE centres and submit the reports on monthly basis to the PD / PO / Director, CMES & CEO, SERP.
  - vi. It shall conduct evaluation studies through CCs of all his/her ECE centers regarding the children's academic performance and centers physical needs and submit reports to the ZS and SERP.
  - vii. It shall call for applications for identifying and recruiting new ECE Instructor and Ayah within one month of arise of vacancy to avoid any inconvenience to children and parents and submit to MS for passing the resolution in the EC and also induct them by providing Foundation training within reasonable time.
  - viii. It shall submit UCs along with audited statement once in six months for the release of half yearly budget.

### **As per this MOU, SERP shall commit to the following:**

1. A review would be conducted regarding the progress of the project once in 6 months to discuss various issues pertaining to monitoring, trainings, and supervision of the programme.
2. Have a process of periodic review of the programme with the PD/ Team Leaders.
3. It shall release funds once in 6 months to State Resource Centre as per the approved Budget.
4. It is the responsibility of the SRC to establish and support the stipulated number of ECE centers and failure to meet this requirement without valid reason and approval by the CEO, would lead to proportionate reduction of SRC technical support fee.

Psk Rao

Q

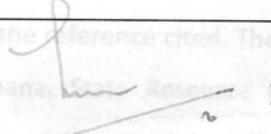


## Centre for Innovations in Public Systems (CIPS)

### Detailed Budget for the Project:

SRC Cost per Year			
SL. No	Particulars	Description	Amount in Rs.
<b>Recurring Costs</b>			
1	Team Leader Salary/ Institutional Charges (Enhanced 6% increment as per SERP norm)	Rs.37100/- per month	4,45,200.00
2	Resource Persons Salary for 9 RPs	18000 x 9x12 months	19,44,000.00
3	Accountant and Computer Expert (Enhanced 6% increment as per SERP norm)	Rs.12000/-+Rs.720/-) Rs.12720 /- per month	1,52,640.00
4	Travel for field visit of Team Leader and Resource Persons	Rs.32000/- per month X 12 months	3,84,000.00
5	Master trainers training to DRC staff	Rs.300/- per day X 5 days X 147 persons X 2 times a year	4,41,000.00
6	Office Rent and office expenses	Rs.15000/- per month	180,000.00
<b>Total Amount</b>			<b>35,46,840.00</b>

No part of this MOU will be altered, modified or annulled without prior mutual consultation and consent of both SERP and Sodhana Charitable Trust

 Chief Executive Officer, Society for Elimination of Rural Poverty
 Managing Trustee, Sodhana Charitable Trust



## **Annexure - 4: Government Order - 2**

### **GOVERNMENT OF ANDHRA PRADESH ABSTRACT**

Rural Development – Society for Elimination of Rural Poverty (SERP) – Expansion of community managed Early Childhood Education (ECE) centres through Revolving Fund Model – Orders - Issued.

---

#### **PANCHAYAT RAJ & RURAL DEVELOPMENT (RD.I) DEPARTMENT**

GO.Ms.No. 412

Dated:1.12.2010  
Read the following:

1. Minutes of the meeting held on 11-10-2010 by Principal Secretary to Government, Department of Rural Development, dt. 11-10-2010
2. Proposal dated 27-11-2010 of CEO, SERP.

\*\*\*\*\*

The Society for elimination of rural poverty (SERP) has been at the forefront in pioneering a multi-faceted approach for elimination of poverty. Studies have proved that the low education attainment levels in the rural poor, acts as a barrier in crossing the poverty line, part of which is explained by the absence of access to early childhood education (ECE). In the absence of ECE centres, the attainment levels in primary schools are typically low, leading eventually to high drop out rate in the rural schools.

2. CEO SERP reported that federation of SHGs have been agitating for providing access to ECE for the rural poor households so that it forms a solid basis for the future life of their children. Based on their demand, SERP has experimented with a community-based model for provision of ECE. Under this, community manages an ECE centre named 'Bala badi' where the teaching learning is done on a joyful song-and-play method. After assessing the pilots done in a two districts, which showed high levels of motivation and educational attainment on the part of the children, CEO SERP proposed to expand the ECE centres to all tribal areas in the state which are traditionally lagging in educational attainment levels. He has proposed that all these centres should be made sustainable by providing a revolving fund of Rs.2.5 lakhs to the Village Organisation (VO) of SHGs meeting the same from the World Bank assisted AP reduction of rural poverty project (APRPRP). CEO, SERP also proposed that there shall be a District Resource Centres (DRCs) and State Resource Centres (SRCs) in order to maintain a high level of service delivery.

3. Government, after careful consideration, approved the proposal of CEO SERP to expand the community-managed Early Childhood Centres (ECEs) to rural & tribal areas in the State; and to make them sustainable by using the funds under the APRPR Project after taking due approvals as has been laid down in the Project guidelines. The ECE system shall be made functional in the following manner:

a) The ECE centres shall be funded & managed by the concerned VOs. For this purpose, each VO shall be given a Corpus Fund of Rs. 2.5 lakhs, which shall be used for lending to SHGs and generating resources needed for running of the ECE centres.



**Centre for Innovations  
in Public Systems (CIPS)**

b) For Identifying, training, motivating, equipping & monitoring the ECE centres, there shall be a suitably-staffed and adequately-trained District Resource Centre (DRC) in each district.

c) Each Zilla Samakhya (ZS) of SHGs shall be mandated to generate resources required for running the DRC in their district. For this purpose, a revolving fund of Rupees one crore shall be given to each ZS; which shall in turn, be used for lending to Mandal Mahila Samakhya (MMS) for undertaking income generating activities by the SHGs.

d) For incubating, establishing, guiding, training, monitoring and providing technical support to the DRCs, there shall be (2) State Resource Centres (SRCs) set up by M/S Sodhana and M/S Centre for Development and Research (CDR). The SRCs shall also design and deliver the academic components as per the district specific pedagogical needs.

4. CEO, SERP is requested to ensure that the ECE centres are established at the earliest by starting from the tribal areas of Khammam, Warangal, Srikakulam and Visakhapatnam districts.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

**R. SUBRAHMANYAM**

PRINCIPAL SECRETARY TO GOVERNMENT (RD)

To

The Chief Executive Officer, SERP, Hyderabad.

The Commissioner Tribal Welfare

The Director, Sodhana Resource Centre, Chipurupally, Vizianagaram

The Director, Centre for Development and Research, Utnoor, Adilabad

The Dist. Collectors and Dist. Programme Coordinators of AP Districts.

The Project Directors of DRDAs of all Districts.

The Project Officers of ITDAs

The Project Directors & Addl. DPCs of DRDA, of all Districts.

The Tata Consultancy Services, High Tech City, Hyderabad

Copy to the Secretary to Government, PR & RD, Hyderabad.

Copy to the PS to Principal Secretary, PR & RD, Hyderabad.

Copy to the General Section, PR & RD, Hyderabad.

//FORWARDED :: BY ORDER//

SECTION OFFICER



## Annexure - 5: Government Order - 3

### GOVERNMENT OF ANDHRA PRADESH

#### ABSTRACT

Integrated Child Development Scheme (ICDS) – Convergence of AWCs with the Rural Development department's community based initiatives in Nutrition and Pre-school centres, for strengthening Anganwadi centres in disadvantaged localities, for universalisation of ICDS with quality – regarding.

-----  
**DEPARTMENT FOR WOMEN, CHILDREN, DISABLED & SENIOR CITIZENS**

**G.O. Ms. No.55**

**Dated:16-11-2010.**

**Read the following:-**

1. Prime Minister's letter dated:January, 9 2007 addressed to Chief Minister, Govt. of Andhra Pradesh expressing concerns on qualitative aspects of ICDS programme, calling for universalisation of ICDS with quality.
2. Stakeholders meetings during field visits and Convergence meetings of Spl. CS, WCD&SC, Pri. Secy., RD, CEO, SERP and Director, WD & CW and AWW's Associations held on 2-09-2010, 13-09-2010 and 25-09-2010.

\*\*\*\*\*

#### **ORDER :**

Integrated Child Development Scheme (ICDS) which has the unique distinction of being the largest Human Resource Development Programme in the world, has been started with the primary purpose of delivering nutrition, health & preschool support for holistic child development. Since 1975, about 80423 Anganwadi centers have been established. Although, there has been some improvement in the nutritional, health and educational status of children in 0-6 age group in the vulnerable sections of the society., much more needs to be done.

2. Society for Elimination of Rural Poverty (SERP), established by Rural Development department, Government of AP, has been pioneering pro-poor interventions on demand from and in partnership with SHGs. Accordingly, childhood education centers (ECEs) for children aged 3 -6 years and nutrition centers for the pregnant/nursing mothers (called as Nutrition cum Day.Care Centres (NDCC) through the Village Organisation of SHGs were started, which have achieved appreciable results. However, there has been demand from all quarters for convergence between such centres and AWC's to strengthen the AWCs in delivering the services, to benefit all stake holders. Spl. CS, WCD&SC, Principal Secretary, Rural Development, CEO, SERP and Director, WD & CW after inspecting these centres in the field and in consultation with all stakeholders including AWW's associations, have evolved a convergence model for integrating efforts of both these institutions to improve the service delivery further.

3. Government, after careful consideration approve the proposal for converging the efforts of the Anganwadi centers on one hand and community-based Nutrition cum Day Care Centres (NDCC) and Community Managed ECE centres on other - in backward habitations covering tribal villages, fishermen habitations & SC localities. Under this convergence, community represented by the Village Organisation of SHGs will set up and operate a nutrition centre as adjunct to the Anganwadi and operate pre-school within the AWC. This convergence shall be operationalised in the following manner:

#### **a) Nutrition:**

- i. A Community managed and community funded centre will be started for providing full nutrition consisting of breakfast, lunch and dinner to all the



## Centre for Innovations in Public Systems (CIPS)

- pregnant/nursing mothers who are members of SHGs and children below 3 years. The supplementary nutrition (presently being given as take-home ration under ICDS) will be cooked and served in the centre itself as part of the full nutrition or budget provided to the VO's concerned.
- ii. In order to conduct the centre, accommodation will be provided next to (or attached to) AWC by RD Department through the Village Organisation of SHGs (VO).
  - iii. Funds for a cook will be provided through VO. If the existing Anganwadi Helper is willing to discharge this function and if she is physically fit, first chance will be given to her to work as cook.
  - iv. The identification, training, equipping, monitoring, of the feeding programme and payment of wages will be done by the VO. SERP will provide funds directly to the VO towards corpus for nutrition component. VO is responsible for management of the Fund.
  - v. Staff of WD & CW Department shall not take up supervision and management of these community governed nutrition centres of the VOs.
  - vi. ASHA/Health Activist, AWW and ANM concerned will be jointly responsible for:-
    - a) Conducting nutrition and health education sessions for pregnant and nursing mothers enrolled,
    - b) Conducting activities with appropriate focus on ANC, PNC, neonatal care, child care and also control of communicable diseases.
    - c) Promotion of awareness for Prevention and early detection of disabilities and followup thereon.

### b) Pre-school:

- i. VO will identify a Vidya Volunteer (VV) who will be placed in the AWC for assisting AWW in ECE work. The AWWs with relevant qualifications aptitude and willing to be trained and work till 4.30 pm will be also be considered as VV. The selection process will be done by the resource agencies identified by SERP/Director, WD&CW.
  - ii. The identification, training, monitoring and payment of the Honorarium to the VV will be done by the VO/MS.
  - iii. In case of AWCs with proper buildings, the pre-school activities will be conducted in the same building. Otherwise, the Village organizations will take the responsibility to shift the AWC to a convenient shelter by constructing the same. The necessary budget for the same will be provided by RD Department.
  - iv. The pre-school activities will be managed only by the VOs. Staff of WD & CW Department shall only monitor the same.
4. The convergence proposed herein is in the best interest of the local community and all concerned shall promote the same so as to realize the aspirations of the SHG's and the objectives of ICDS. The AWW's and ASHA workers shall be encouraged to become the members of SHG's for effective partnership for realizing the common goal.
5. CEO SERP & Commissioner Women and Child welfare shall identify the list of habitations for these interventions immediately and put in place a process of consultation at the village level between the Anganwadi centers and the VOs and take steps to operationalise this convergence.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

**S. V. PRASAD**  
**CHIEF SECRETARY TO GOVERNMENT**

To  
Spl. Chief Secretary to Govt., Department for Women, Children, Disabled & Senior Citizens, A.P. Secretariat  
Pr. Secretary to Govt., Rural Development Department, A.P. Secretariat  
All District Collectors and Magistrates



**Centre for Innovations  
in Public Systems (CIPS)**

CEO, SERP, A.P. Hyderabad  
Director, Women Development & Child Welfare Department, A.P. Hyderabad  
Commissioner, Rural Development Department, A.P. Hyderabad  
All Project Directors through CEO, SERP,  
All DRDA's through CEO, SERP  
All Project Director's, Women Development & Child Welfare through Director Women  
Development & Child Welfare

**Copy to:-**

1. PS to Pri. Secretary to CM
2. PS to Chief Secretary
3. PS to Minister, Rural Development

//FORWARDED:: BY ORDER//

SECTION OFFICER

**Annexure - 6: Particulars of the Pre-School Children in  
Balabadi and Anganwadi**

S.No.	Name of the Village	BalaBadi Roll			Average Children for one BalaBadi	No.of Anganwadi Centres	Anganwadi Roll			Average Children for one Anganwadi
		2012	2013	2014			2012	2013	2014	
1	Aakulapeta.	22	26	26	24.6	1	7	10	10	9
2	Badam.	26	24	23	24.3	Presently Anganwadi centre is closed			-	
3	Baguvalasa.	28	25	22	25	2	16	11	15	7
4	Bathuva I	30	30	30	30	2	16	22	19	9.5
5	Bathuva II	25	25	30	26.6					
6	B.G.Palem.	30	28	30	29.3	1	9	8	7	8
7	Bondapalli.	24	24	25	24.3	2	30	31	32	15.5
8	Chukkavalasa.	30	30	30	30	2	21	35	40	16
9	Devada.	30	25	24	26.3	2	25	22	19	11
10	D.R.Valasa.	27	30	31	29.3	2	12	8	10	5
11	Goparnavalasa.	29	30	30	29.6	2	21	35	43	16.5
12	Kumaram.	29	26	23	26	2	19	12	14	7.5
13	Mandiravalasa.	26	28	31	28.3	1	11	9	10	10
14	Mettapalli.	28	28	30	28.6	3	47	41	43	14.5
15	Parla.	25	20	20	21.6	2	36	29	31	16
16	Purreyavalasa.	30	30	30	30	1	15	14	13	14
17	Ramalingapuram.	26	27	28	27	2	21	23	28	12
18	Ravivalasa.	22	24	21	22.3	2	37	31	34	17
19	Rickshawcolony.	22	23	24	23	1	9	8	10	9
20	Sivaram.	30	23	26	26.3	3	72	69	75	24
21	Yangapallipeta.	25	18	26	23	2	26	19	24	11.5
22	Vedullavalasa.	20	25	28	24.3	4	63	69	66	16.5
23	Vijayacolony.	25	27	27	26.3	1	26	24	25	25
24	Yadika	27	25	29	27	2	25	23	21	11.5
<b>Total</b>		<b>636</b>	<b>621</b>	<b>644</b>	<b>26</b>	<b>42</b>	<b>564</b>	<b>553</b>	<b>589</b>	<b>13</b>

Note: In most of our villages more than one Anganwadi exists. The roll of Anganwadi students we mention is the total roll of all Anganwadis students for given year. For example in Baguvalasa village (S.No.3) in the year 2012, the total strength in the 2 Anganwadis that exist in Baguvalasa is 16, for the year 2013 it is 11, and for the year 2014, it is 15. Last column is number of Anganwadi students / year / centre.  
For Baguvalasa it is  $16+11+15/3 \times 2 = 42/3 \times 2 = 14/2 = 7$ .



## **Annexure - 7: Pratibha Students Information**

### **Pratibha Students Information**

#### **Year of 2010**

1. L. Suresh Pratibha student in 5th Class. He studied in Rickshawacolony *Balabadi*
2. G. Padma Pratibha student in 5th Class. She studied in Rickshawacolony *Balabadi*
3. R. Ganesh Pratibha student in 5th Class. He studied in Chukkavalasa *Balabadi*

#### **Year of 2011**

4. D. Akhila Pratibha student in 5th Class. She studied in Purreyavalasa *Balabadi*
5. P. Satyvathi Pratibha student in 5th Class. She studied in Ravivalasa Anganwadi
6. P. Bhagyalakshmi Pratibha student in 5th Class. She studied in Kapusambham Anganwadi

#### **Year of 2012**

7. A. Satish Pratibha student in 5th Class. He studied in Akulapeta *Balabadi*
8. S. Siva Pratibha student in 5th Class. He studied in Kumaram *Balabadi*
9. A. Somesh Pratibha student in 5th Class. He studied in Rickshawacolony *Balabadi*

#### **Year of 2013**

10. G. Ravi Pratibha student in 5th Class. He studied in Purreyavalasa *Balabadi*
11. P. Rushi Pratibha student in 5th Class. He studied in Mandirvalasa *Balabadi*
12. M. Harika Pratibha student in 5th Class. She studied in Rickshawacolony *Balabadi*

Total No. of Pratibha Students from 2010 - 2013 is 12 out of these 10 students studied in *Sodhana Balabadi* % of Pratibha students who studied in *Balabadi* is 83%



**Centre for Innovations  
in Public Systems (CIPS)**

**Annexure - 8: Particulars of the *Balamitra Vidhya Mandali* Thrift Amount**

S.No.	Monthly Thrift Amount for Per person	No.of Persons	Total Thrift Amount	Loan Amount	F.D. Amount	Cash Balance	Total Amount
1	50	44	1,24,910	1,31,207	50,000	59,062	1,95,269

**Annexure - 9: 1st and 2nd Standard Annual Exam Result - 2012**

**1st AND 2nd STANDARED ANNUAL EXAM RESULT - 2012**

S.No.	Name of the Village	Class	Roll	Attend	Telugu			Maths			E.V.S			English			Pass %
					Below 60	Above 60	Above 90	Below 60	Above 60	Above 90	Below 60	Above 60	Above 90	Below 60	Above 60	Above 90	
1	Akulapeta	I	14	11	2	9	-	5	6	-	5	6	-	5	6	-	61%
		II	9	8	2	6	-	2	6	-	3	3	-	2	6	-	72%
2	Baguvalasa	I	9	9	-	5	4	-	4	5	-	7	2	-	5	4	100%
3	Bondapalli	I	18	17	5	9	3	3	13	1	6	11	-	6	10	1	71%
4	Kapusambham	I	13	13	5	7	1	6	7	-	6	6	1	5	8	-	58%
5	Kondasambham	I	15	12	4	8	-	3	9	-	5	7	-	4	6	2	67%
6	Kumaram	I	17	17	-	12	5	2	14	1	2	14	1	1	5	11	93%
7	K.Palavalasa	I	21	19	2	13	4	1	15	3	-	14	5	1	8	10	95%
8	Kapusambham (DPEP)	I	8	7	3	4	-	3	3	1	3	4	-	-	4	3	68%
9	Mandiravalasa	I	15	13	2	3	8	5	8	-	4	3	6	2	8	3	75%
		I	9	9	2	3	4	2	3	4	2	2	5	2	3	4	78%
10	Purreyavalasa	II	13	10	1	8	1	2	8	-	2	8	-	-	7	3	87%
11	Ravivalasa	I	12	10	5	5	-	5	5	-	5	5	-	5	5	-	50%
		I	7	6	2	4	-	2	4	-	2	4	-	-	-	6	75%
12	Rickshawcolony	II	13	11	2	5	4	2	7	2	2	5	4	3	7	1	80%
13	Satamvalasa	I	15	15	2	8	5	4	6	5	1	6	8	2	5	8	85%
14	Vangapallipeta	I	16	11	5	5	1	5	6	-	5	6	-	4	4	3	57%
		I	17	15	-	11	4	-	12	3	-	14	1	1	10	4	98%
15	Vijayacolony	II	17	15	2	4	9	-	1	14	2	8	5	-	1	14	93%
	<b>Total</b>		<b>258</b>	<b>228</b>	<b>46</b>	<b>129</b>	<b>53</b>	<b>52</b>	<b>137</b>	<b>39</b>	<b>55</b>	<b>133</b>	<b>40</b>	<b>43</b>	<b>108</b>	<b>77</b>	<b>77%</b>

Annexure - 10: 1st and 2nd Standard Annual Exam Result - 2013

1st AND 2nd STANDARED ANNUAL EXAM RESULT - 2013

S.No.	Name of the Village	Class	Roll	Attend	Telugu		Maths		E.V.S		English		Pass %	
					Below 60	Above 60	Below 60	Above 60	Below 60	Above 60	Below 60	Above 60		Below 60
1	Akulapeta	I	12	12	1	3	8	1	2	9	7	3	9	95%
		II	13	13	-	5	8	-	8	5	7	9	4	100%
2	Baguvalasa	I	9	9	2	7	-	2	7	-	6	1	8	80%
3	Bondapalli	I	15	15	2	7	6	3	6	6	5	4	3	78%
4	Kapusambham	I	14	14	4	4	6	5	5	4	3	4	1	77%
5	Kondasambham	I	12	12	3	5	4	3	6	2	4	3	2	73%
6	Kumaram	I	15	14	-	13	1	-	3	11	-	1	13	100%
7	K.Palavalasa	I	11	11	3	2	6	3	1	7	3	2	1	75%
8	K.L.Puram	I	18	18	2	5	11	4	6	8	1	4	13	86%
9	Mandiravalasa	I	12	12	4	-	8	3	1	8	3	2	7	77%
10	Purreyavalasa	I	12	12	1	2	9	1	2	9	1	2	9	94%
		II	8	8	1	1	6	-	3	5	1	3	4	90%
11	Ravivalasa	I	20	20	3	5	12	8	9	3	5	9	6	70%
12	Rickshawcolony	I	12	12	2	1	9	2	1	9	2	1	9	83%
		II	7	6	-	-	6	-	2	4	-	1	5	100%
13	Satamvalasa	I	13	13	1	3	9	-	1	12	-	2	11	98%
14	Vangapallipeta	I	15	15	-	-	15	-	-	15	-	1	14	98%
15	Vijayacolony	I	13	13	2	10	1	3	10	-	3	10	-	79%
		II	16	15	1	3	11	1	3	11	2	3	10	92%
<b>Total</b>			<b>247</b>	<b>244</b>	<b>32</b>	<b>76</b>	<b>136</b>	<b>39</b>	<b>76</b>	<b>128</b>	<b>35</b>	<b>82</b>	<b>127</b>	<b>87%</b>

**Annexure - 11: Details of Sodhana Pre-Schools - December - 2013**

**Details of Sodhana Pre-Schools - December - 2013**

Name of the District	Name of the Mandal	S.No.	Name of the Village	Name of the Teacher	Name of the Ayaha	Total Roll			
						Boys	Girls	Total	
Srikakulam	G.Sigadam	1	Batuva - I	B.Rama Devi	K.Sarada	17	12	29	
		2	Batuva - II	T.Anasuya	M.Narayanamma	11	19	30	
		3	D.R.Valasa	O.Asirayya	B.Ramanamma	17	14	31	
		4	Akulapet	B.Applakonda	S.Ramulamma	12	13	25	
		5	Mettapalli	R.Krishnaveni	T.Satyavathi	15	15	30	
		6	Parla	M.Rupavathi	V.Satyavathi	14	8	22	
		7	Purreyavalasa	V.Durga	M.Santoshi	12	14	26	
		8	Ramalingapuram	R.Sridevi	B.Suratamma	14	11	25	
		9	Ravivalasa	L.Swathi	Ch.Annapurana	13	9	22	
		10	Rickshawacolony	M.Varalakshmi	M.Papalamma	14	6	20	
		11	Vangapallipeta	K.Chandravathi	Y.Kalyani	9	14	23	
		12	Vijayacolony	G.Lakshmi	Ch.Mani	14	11	25	
	Viziangaram	Garividi	13	Baguvalasa	M.V.R.Murthy	M.Barati	15	7	22
			14	B.G.Palem	K.Indumathi	M.Lakshmi	11	17	28
			15	Bondapalli	G.Sankar Rao	R.Sreedevi	12	14	26
			16	Chukkavalasa	Y.Rajeswara Rao	P.Kalyani	13	14	27
			17	Devada	B.Saraswathi	A.Ramu	9	13	22
			18	Sivaram	G.Rupavathi	M.Yasoda	16	10	26
			19	Vedullavalsa	M.Satyam	Y.Devi	13	10	23
			20	Kumaram	M.Visalakshi	A.Lakshmi	15	7	22
			21	Mandiravalasa	B.Applakondamma	P.Mangamma	19	12	31
			22	Badam	R.Paydiraju	V.Seetamma	13	10	23
			23	Gopannavalasa	R.Chandravathi	J.Ramanamma	16	13	29
			24	Yadika	R.Chinna Rao	Ch.Gowri	15	11	26
2	4	24	24	24	24	329	284	613	



### **Annexure - 12: Opinion of Parents**

- ❖ "I sent both of my daughters to *Balabadi*. Due to play way method the children are curious to go to school regularly, and they learnt alphabet and numbers without using slate/slate pencil/book/pencil."
- ❖ "*Balabadi* programme is good. We are able to leave our young children in a safe and secure place. Earlier it was very difficult for mothers to involve in agriculture and it's allied activities as she had to stay back at home for taking care of young children."
- ❖ "*Balabadi* not only provides quality basic education but it also provides nutritious meals for children free of cost."
- ❖ "*Balabadi* Teacher visits student's home and enquires about children's food habits at home and gives suggestions regarding hygiene and nutritious food."
- ❖ "My children learnt alphabet very quickly when compared to my sister-in-law's children who are residing in near by town."

## Published Workshop Proceedings

1. Innovative Practices in School Education (March 2013)
2. Innovations in Land Governance (February 2013)
3. Video Conference on Judicial Proceeding (January 2013)
4. Innovations in Health Care (July 2012)
5. Innovations in Preservation of Public Properties/Land (July 2012)
6. Proceedings of the Workshop on Achieving Excellence in Eye Care Delivery (June 2012)
7. Lecture of Shri H. Sudarshan, Honorary Secretary, Karuna Trust on the Second Foundation Day (May 2012)
8. Role of Medical Colleges in Strengthening Primary, Secondary and Tertiary Health Care: Experience of CMC Vellore (April 2012)

## Diagnostic Studies

### 1. Common Service Centres (CSCs)

Recognizing the important role played by CIPS in identifying, documenting and replicating innovative practices, National e-Governance Division (NeGD), Department of Electronics and Information Technology, Govt. of India has awarded a study of Common Service Centres (CSCs) in 7 States to CIPS in the month of March 2013. These states are Andhra Pradesh, Tripura, Jammu & Kashmir, Jharkhand, Kerala, Madhya Pradesh, and Rajasthan. This study has been completed and the final report has been submitted to Govt. of India in January, 2014.

### 2. National Optical Fiber Network (NoFN)

In the wake of rollout of the National Optical Fiber Network (NoFN), CIPS has conducted a Needs Assessment Study at Parwada block, Visakhapatnam, Andhra Pradesh where NoFN has been piloted. This study was undertaken by the students of IIT Madras. It throws light on enhanced service delivery in Education, Health, Rural Development, Payment Services, and Certification Service etc. duly making use of the Optic Fiber connectivity.

### 3. Impact Evaluation of the Jawahar Knowledge Centre (JKC) Project

An initiative started by the Commissionerate of Collegiate Education (CCE), Govt. of Andhra Pradesh in Degree Colleges to impart employability skills of students. This study is expected to be completed by March 2014.

### 4. Impact Evaluation of MeeSeva Centre (CSCs) of Andhra Pradesh

This study aims to capture in detail the impact of G2C services delivered by Govt. of Andhra Pradesh to all the key stakeholders.

## ABOUT CIPS

Government of India have set up the **Centre for Innovations in Public Systems (CIPS)** in May 2010 as an Autonomous Organization in pursuance of the recommendations of the XIII Finance Commission.

In line with its mandate and objectives, CIPS is working with State, Central and District level Government Departments and Functionaries in developing policies and practices for promoting an innovative culture for transforming creative ideas into sustainable practices for improving service delivery in public institutions.

The **focus areas for CIPS are Education, Health, e-Governance and Urban Governance.**

CIPS has identified and prepared a **database of 359 innovative practices** (119 in Education sector, 70 in Health sector, 80 in e-Governance sector and 90 in Urban Governance). These database items can be accessed state-wise and sector-wise from our CIPS website ([www.cips.org.in](http://www.cips.org.in)). These are also available as a printed reference manual in each sector and are being circulated to states.

CIPS has **published 22 detailed process documents** for the (“How To”) purpose of Replication. These documents have been prepared in association with organizations such as ASCI-Hyderabad, One World Foundation-New Delhi, Access Health Care-ISB-Hyderabad, Medium Health Care Consulting-Hyderabad, Anusandhan Trust-Mumbai and Knowledge Advisory of Uttar Pradesh. Another 14 process documents are currently being reviewed and would be published very soon.

CIPS has created an inventory of innovations in public systems, government departments, for the purpose of knowledge management and diffusion of innovations. Our website is [www.cips.org.in](http://www.cips.org.in). A number of details relating to the activities of our organization are available on our website.

A total of 124 programmes (Sensitization/Capacity Building have been conducted as of October, 2014) across 40 different locations in 24 different States/UTs. The workshops were conducted in association with state government departments, Not for Profit Organizations, Central Training Institutions (CTIs) & Administrative Training Institutions (ATIs).

As part of the dissemination of information relating to the replication of innovative practices CIPS has launched a major sensitization process through a series of Video Conferences (VCs). These VCs are aimed at ensuring the participation of different states with very little dislocation and by providing maximum coverage to officers as also field staff in different parts of the country.

### **CIPS – MMP**

CIPS has been entrusted the project titled “Capacity Building Programmes on e Governance in Mission Mode Projects by Govt. of India.

The e Governance initiatives of Mission Mode Projects are aimed at integrating electronic functioning in various sectors on a number of initiatives/innovative/best practices are already in place with focus of e Governance in these Mission Mode Projects. The important Mission Mode Projects where CIPS is working on the e Governance initiatives are Food & PDS, Education, e-Panchayats, Commercial Taxes, e-Municipalities, Treasuries, Agriculture, NLRMP, e-Procurement, CSC, e-Districts, e-Office etc.,

## **Centre for Innovations in Public Systems (CIPS)**

**(An Autonomous Organization Funded by Government of India)**

College Park Campus of ASCI, Road No. 3, Banjara Hills

Hyderabad - 500 034, Telangana, India

Phone: +91-40 66720720, Fax: +91-40 66720721

E-mail: [chakrapani@cips.org.in](mailto:chakrapani@cips.org.in), [director-cips@nic.in](mailto:director-cips@nic.in)

**Website: [www.cips.org.in](http://www.cips.org.in)**