

## Parivartan Annual Report 2014-15

### Integration and Coordination

In Apr '14, Parivartan had already started buzzing with activities, with nearly acquired the present form in its breadth of initiatives. Several steps were being undertaken to design programs better considering the dynamic aspect of grassroots involvement. Inter-vertical coordination had featured some significance and fresh initiatives like morning prayer @ sabhagar, Samavesh: Baithak had started cohering varying initiatives together. Samavesh was conceived to be a forum where ideas, practices, challenges and suggestions across different verticals were supposed to get shared and discussed. This was, essentially, to facilitate participatory environment.



Figure 1: Program team sharing their progresses (Jan '15) and Program team across verticals during Samavesh (Jun '14)

Samavesh was a necessary initiative but serious implementation challenges undermined its utility. Many changes were introduced later to keep it going. However, it doesn't require a stretch of imagination to set things on record what Samavesh has been instrumental in enabling,

- a) Parivartan being woven into an integrated unit, in spite of housing different initiatives under guidance of separate organizations/individuals,
- b) Narratives from field enriching us with sensitivity and appreciation, important for development related work, and thus reorienting ourselves subtly and silently.

### Community aspects

For any social organization, community is vital. Community, with its varying needs and voices, could be difficult to map and objectify. Community element needs to be tapped not merely for efficient delivery but for sustainable evolution also. Parivartan has attempted to approach towards this understanding through cultural and participatory methods.

While rehearsals on several stage plays like *Panchlight*, *Gabar Ghichor* continued round the year, theatre team also began to reflect on its community dimensions, its role in initiating discussions, debates and dialogues on sensitive community issues and conflicts. Besides, the idea/nature of a rural repertory was taking its shape. The urgency of taking some concrete steps to preserve folk art forms was there too. Thus, Community Theatre came to its being. In addition to several stage plays at Open Air Theatre in Parivartan campus, several *nukkads* like *Apharan Bhaichare ka*, *Kachara Raja* were organized in the village communities. School students from Government schools participated in stage plays too.



Figure 2: Community Theatre team during Nukkad and Theatre team singing in front of noted Cellist Saskia Rao (Oct '14)

Meanwhile, Mahila Samakhya had deepened its presence in the community by constituting 86 *mahila samooch* comprising 1306 women. These groups provided the requisite setting that could inform, sensitize and mobilize women on issues of importance. These *mahila samooch* soon began to successfully assert themselves collectively, either at Aam Sabha or at their own Naari Jutaan. This also has resulted into a more proactive association with *mukhiya*. This aspect of deepening community linkages was apparent in the first Naari Jutaan itself (Jan '14) that exuded an obvious environment of enthusiasm and festivity. Along the similar lines, Parivartan organized Naari Jutaan at block level (Feb '15) that intended to facilitate closer interaction with Block functionaries. The officials seemed to be approving and appreciative of the developments at the grassroot and took the initiative to underline the necessity of becoming aware of one's rights and duties. The second edition of Naari Jutaan (Mar '15) witnessed as many as 800 women from 45 villages coming together to reassert the space that reverberated with uninterrupted anecdotes, songs, performances and discussions amidst unrelenting Sun. The swift movements and welcoming gestures of *mahila sahyogini* implied the 'movement' at the grassroot.



Figure 3: Women from different villages gathered for Naari Jutaan and gathered for Naari Jutaan (Mar '15)

### Learning by doing or playing?

The 'Aao Aao Khelein Khel' project, in collaboration with Magic Bus India Foundation, revolved around the idea and practice of Sports for Development (S4D) with YFCs as the integral element in the overall methodology. This involved around 450 children between age group of 7-12 in 11 villages and 15 Youth for Change (YFCs). Sports for Development methodology aimed to engage, inform and sensitize community children using sports as medium. The regular community sessions led YFCs to realize and appreciate the new identity and also enabled to gain confidence to organize and execute. Community children immensely benefitted from S4D sessions in terms of regular interaction across age-groups, formal sports activity and under mentorship of YFCs. A Sports tournament 'Khelein hum jee jaan se' at the inter-village level was conducted the first time and this saw enthusiastic participation of more than 200 children from 10 villages. Regular community sessions also led to spreading the message of Sports for Development to Government schools and some or other sports activity has been initiated at schools to develop active sports environment.

Since YFCs constituted the backbone of the program, it was important to invest sufficiently in their capacities, for which Three Day Refresher Training was conducted. The message from S4D curriculum corresponding to different themes like Right to play, socio-emotional learning, education, health and gender sensitization was underlined and the experiential learning process was re-introduced. YFCs were told the processes like role division, key people identification to make parent meetings much effective.





**Figure 4: Three day Refresher Training for YFCs (May '14) and Inter-Village Handball Tournament (Aug '14)**

The underlying methodology 'Experiential Learning' formed the core of efforts in education vertical at Parivartan campus. Baal Ghar Aangan initiative for AWCs children utilized storytelling, poetry recitation, group activities, creative exercises, outdoor exercise in order to evolve and establish a model of pre-school education for AWCs. This work with four AWCs concluded on Dec '14 and *Hamar Aangna* newsletter later beautifully compiled these efforts and activities. Alongside this, Baal Ghar Aangan worked on developing set of practices (tools and methodologies) for AWCs *sewikas* and hosted '*Nanhe Kadam*' to sensitize parents and guardians towards early childhood development needs. *Gungun* workshop series aimed to develop a child-centric environment at AWCs and facilitate deeper community engagement in such activities.



**Figure 5: AWCs children during an activity (Feb '15) and Sewikas during Baal Aangan visit (Sep '14)**

Baal Ghar Kislay, an initiative for age group of 9-12, worked around two sets of directives:

- Achieving sustained association with students during school hours to deepen community linkages through children,

- Bringing noticeable differences in the school setting by demonstrating encouraging possibilities through Kislay children.

Baal Ghar Kislay's activities and exercises were meant to encourage students to engage in dialogues and work in groups. Through story-telling and poetry-recitation, the idea was to create favorable conditions for students to listen, understand and engage in wider sets of experiences both inside and outside the classroom. *Kavita Paath Samaroh* was an important event in this context to celebrate role of poetry in children's lives. The first Inter-School Poetry Celebration event (Aug '14) saw participation of around 350 students and 13 teachers from 12 schools. This acquired a more proactive and participative tone with second Inter-School Poetry Celebration event (Feb '15). Another initiative, *Chahakne ki Lalak* was conceptualized as an effort to encourage and facilitate expression among rural children. This newsletter contains engaging stories, rhyming poems and interesting narratives imaginatively crafted by rural children and therefore, presents an engaging mosaic of rural children's world. This children's newspaper has evolved into a good platform to introduce children to good writings as well as connect with other students and schools. *Seekhein-Sikhayein* workshop series was conceptualized to reach out to Government schools in specific and more involved manner.

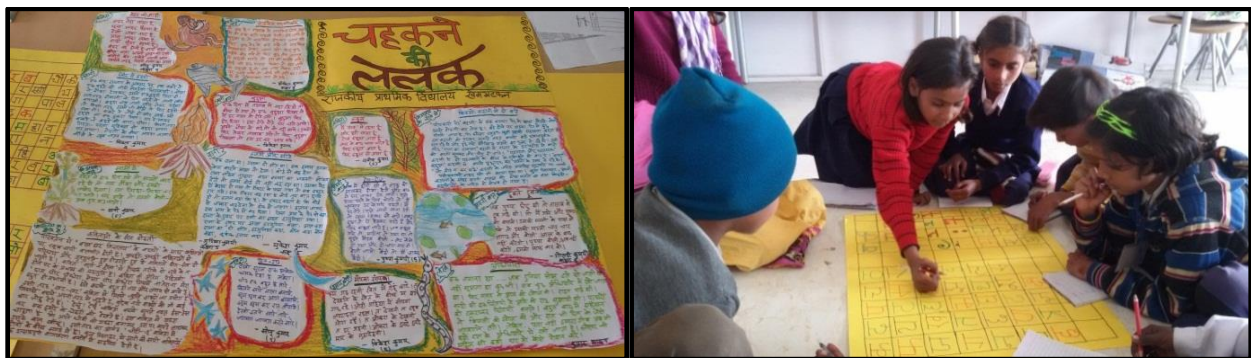


Figure 6: *Chahakne ki Lalak* newspaper with children's writings and children involved in word-making

Similarly, Vigyan Shala was an initiative to engage students between age group 11-13 in learning science through model-making, experimental activities. This took the formal shape in Jul '14 from earlier Intensive Model. This consisted of several hands-on projects like goti train, magnet car, balloon cart, water pump, simple whistle that went on to introduce the science of it beautifully. First Inter-School Science Fair (*Vigyaaan Mela*) was organized in Dec '14 with participation from nearly 15 schools with crucial facilitation from Pratham Science team. Three Government Schools- Rajkiya Madhya Vidyalaya Belahi, Bangra Ujjain and Bharauli, hosted *Vigyaaan Mela* in Feb '15 that witnessed playful participation of 950 students from 15 schools. 'Aao Kar Ke Seekhein' workshop series invited students to tinker with models. Most of the models had little of

making and more of playfulness associated with it like a magnet spiraling on a spoke while falling down or, paper card holding water in a glass from falling down. This has led to reigniting the interests of students towards Science and has been successful in encouraging students to question what's being observed and told.



**Figure 7: Baal Pathik demonstrating his model at Science Fair (Feb'15) and Students working on their models (Jan '15)**

Another initiative 'Illustrations Art Gallery' intended to provide the means and opportunities to enhance the child's creative expression and the capacity for aesthetic appreciation. Illustrations present plentiful opportunities to re-engage with primary objects that already constitute children's image bank. Illustrations facilitate children to reflect, analyze and experiment with many different forms of expression. Illustrations enable children to open the doors of knowledge to include new areas of knowledge and experience for children. This was clearly laid down during a workshop by eminent illustrator Atanu Roy and Chakmak editor Sushil Shukl. '*Boli Rangoli*' workshop series worked on this objective. In addition, a workshop '*Hamari Dus Anguliyan*' (Sep '14) and 3D/2D Mask making workshop (Nov '14) by facilitators from Shanti Niketan enriched understanding of colors and forms.



**Figure 8: Students at Illustrations Art Gallery (Sep '14) and students involved in 2D mask making workshop (Nov '14)**



## Weaving Possibilities

With technical support from Srijani, Parivartan envisioned to revive handlooms in a traditional weaver's village *Jamaal Haata*. Several steps were taken to ensure forward and backward linkages. 13 handlooms and 28 women pre-loom processing have taken shape since Feb '14.

Riding on deepening community support through informal personal networks formalized through Parivartan Kisan Club, Agriculture vertical could consolidate its ties with several key organizations like Biovarsity International, IARI (Pusa), ICAR RCER (Patna), Agriculture department (Siwan) and CSISA (Cereals Systems Initiatives for South Asia). This resulted into providing quality seeds/technical inputs to farmers at affordable rates so as to enhance the farm productivity and thus strengthen livelihood security. Several farmer's plots were utilized for demonstrating labor saving methods and water saving practices like Zero Tillage, Raised bed planter. Kisan Chaupal meetings gave a more needed push to disseminate key information effectively. The Second *Krishi Pradarshani Mela* in Nov '14 saw active participation of around 450 farmers in spite of huge rainfall in the wake of Cyclone Hudhud.



**Figure 9: Handloom weaving set-up at Jamaal Hata (Oct '14) and Agriculture demonstration (Jun '14)**

This year could see many fresh ideas taking its roots and provided a great deal of learning at several fronts like ideation, planning or timely execution. People dreamt of possibilities and strove against all odds to make it a success. Be it, the first Inter-School Poetry Celebration or the first Inter-Village Sports Tournament.

The year assured us, at Parivartan, that that's how the ride is going to be. No incremental steps. Only giant leap. Forward.