REACHA
ANNUAL REPORT
2014-15

R E A C H A

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REACHA ANNUAL REPORT 2014-15

INTRODUCTION

The enactment of Section 135 on Corporate Social Responsibility (CSR) as part of Companies Act 2013, and its rollout since 1st April 2014 has been a watershed for the social development sector in India. A Community Based Organization (CBO) like REACHA now has access to corporate prowess in project management, innovation, technology and human resource management in a defined and structured manner. This is besides CSR funds to the tune of Rs. 20,000 Crore available to NGOs in India, annually, for CSR projects from about 15,000 qualifying companies that come within the ambit of the new legislation.

If embedded appropriately in social change dynamics, these elements can bring a sea change to REACHA programme outcomes. The effort over the last 12 months, therefore, has been to connect with this source of support – both programmatically and financially. Much of CSR in India is directed towards sectors like education, health, environment conservation and skill development – areas where REACHA has acquired core competency over the years. Time is ripe for an inner assessment of where we are and how we have progressed. The gaps can be plugged with this corporate edge, and better benefits can be made to accrue to the people of the country that REACHA works for. Also, with appropriate funding support, REACHA can now hope to put much of its Action Ideas (http://www.reacha.org/action-ideas) into CSR projects for direct implementation.

The new CSR legislation also provides a wonderful opportunity for REACHA to share its work – through government Policy – across the country. Our activists have been working closely with the Ministry of Corporate Affairs (MCA), Government of India, to do this. There has been direct interaction with the Indian Institute of Corporate Affairs (IICA), an autonomous think tank under the aegis of the MCA, in this regard. REACHA work in the areas of CSR trainings, advisory, advocacy and networks have been shared for the larger good of the country.

The REACHA website – www.reacha.org – was further updated as part of our efforts to share the body of work. This is an ongoing effort, and in the coming year the process will continue.

The following were elected by consensus as the office bearers of the National Governing Board (NGB) of REACHA for the year 2014-15 in its last AGM:

REACHA WORK

Education and child development:

Since inception, REACHA has attempted fundamental work in child development through integrated and holistic education. It also seeks to connect this to positive social change in order to facilitate creation of a more humane society. At the core of education, is the role of the teacher who interacts with children in the classroom. REACHA strengthens and supports this interaction in order to make learning fun and outcome oriented. It does this through two strategic interventions at the pedagogical level:

1. *Project Based Learning (PBL)* – that connects the classroom/scholastic core concepts in math, science and language as available in NCERT books, to the child's real world through fun filled interactive projects. These can be delivered in class as well as through after school support. In both cases, *multiple reinforcement of learning as part of transaction pedagogy* is diligently practiced. The real world connect brings in aspects of social change that the child and the parents are grappling with. In this way, for example, as math concepts are strengthened, the child also learns, by doing, a project on water conservation at home and the community. The project is also delivered with high standard of ethics and moral values – thereby facilitating positive social change, better learning and development of a responsible citizen. Project "**LEARN"** has been formulated to capture and deliver this methodology.

2. *Open Source Technology for learning*: The Kogics foundation, under the technical leadership of Managing Trustee Lalit Pant (a REACHA member), develops Kojo (www.kogics.net/kojo), an open source App that runs on Linux, Windows, and

Mac. Kojo is a Learning Environment – with many different features that enable play, exploration, discovery, creation, and learning in the areas of:

i. Computer Programming and [Computational](#) thinking.
ii. Math and Science.
iii. Inductive, Deductive, Systematic, and Analytical thinking.
iv. Art, Music, and Creative thinking.
v. Problem Solving strategies.
vi. Electronics and Robotics.
vii. Computer and Internet literacy.

Kojo has been developed to provide children an environment where they can do self-directed learning in an interactive fashion – through exploration and discovery. This very effective mode of learning is not emphasized enough in regular school pedagogy, and Kojo aims to fill this gap.

A) Project LEARN:

Government support has developed enough learning content – however, its transaction in the classroom is often not appropriate, resulting in poor to sub-standard learning outcomes for school children. Even the implementation of the Right To Education (RTE) Act 2009 has not made much progress in this regard, even though we now have many more children in school than before. Therefore, 2-3 years ago REACHA decided to focus on developing a comprehensive community based Teacher Training Initiative (TTI) that could attempt to fill this gap. Since then much progress has happened, and we are happy to state that today we have evolved a comprehensive new initiative – **LEARN** - that is described in the following paragraph, which caters to this need.

LEARN (**Learning in Education through Applied Reinforcement as per Need**) is a pioneering initiative designed by REACHA through its 2 decades of work in formal and non-formal education in India. REACHA recognizes the nation's concern of improvement of learning outcomes and universalisation of elementary education as of paramount importance, and strives to bring the deprived and marginalized, out-of-school and educationally backward children in rural/remote areas and urban slums under the safety net of education through an innovative approach. For thousands of these poverty-stricken children, quality education is a distant dream. LEARN aims to make this dream come true, thereby bringing a significant upliftment in the lives of the people.

LEARN aims to impart remedial or supplementary education to primary school children showing low learning achievements. The project adopts a unique, scientific approach in both pedagogy and teaching methodology. Project-based learning (PBL) methodology is combined with multiple level reinforcements to address the root cause of low learning outcomes - parental ignorance and social backwardness. The approach and methodology not only ensure that children learn well, but also create required environment for them to imbibe the concepts and subjects being taken up in the class.

With a door-step approach, LEARN reaches out to the hard-to-reach pockets in urban slums and backward rural areas having the largest concentration of educationally deprived children. Besides access to quality education as a core objective, the intervention adopts a holistic development approach and tries to remove all barriers which cause educational exclusion of underprivileged children. In addition, moral education, healthcare, personal hygiene, art and craft, sports and cultural enrichment are provided through various activities in-built in the curriculum.

The project targets retention and age-appropriate learning outcomes for children through provision of non-formal remedial learning centres which follow a hub and spoke model. With a shift in focus from schooling to learning, LEARN centres serve as a critical interface between the child and the government/community based school and provides support and quality learning opportunities to thousands of poor children who are not able to cope up with studies and face the threat of dropping out.

Introduction and Rationale

India has demonstrated considerable progress in the past decade on improving access, infrastructure, pupil-teacher ratios, teacher salaries, and student enrolment in primary schools. Nevertheless, student learning levels and trajectories of the same are disturbingly low. The country seems to be in a serious crisis - despite the implementation of the RTE Act 2009.

The goal of basic education is to give students skills to communicate adequately, to solve basic mathematical problems and to apply this knowledge to everyday situations. Children should understand what they read and then be able to write appropriately. This is indispensable not only for acquiring the basic competency in the 3R's - reading, (w)riting and (a)rithmetic - but also to continue learning and growing with time. Once basic knowledge is obtained, higher levels of understanding can be reached by complimenting what students know, with exercises, correlation, differences, inconsistencies, a search for information and willingness to learn from mistakes. As far as

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the output at the primary level is concerned, it is expected that all children are able to attain the learning achievement levels in all the subjects, corresponding to their grades. In practice it has been observed that the achievement level of students in primary school is very poor. Various studies have shown that more than 50 % of children have lower achievement levels than desired and only very few children attain 80 % level of achievement in various subjects. A study conducted in Delhi schools observes that the schools managed by MCD reported the lowest mean scores. In the case of mathematics test based on Grade IV competencies, around 50 % students could score only less than 40 %.

It is evident from various studies, that children from poor and marginalised background are the worst sufferers in the present education system. The factors responsible for low learning outcomes in all children, such as small and inadequate infrastructure, less financial resources, untrained teachers and uninteresting methods of teaching, exist all across. However, the marginalised children are further disadvantaged because of their poor socio economic background, ignorance and illiteracy of parents, indifference of teachers to poor students, lack of conducive learning environment, no reinforcement of learning at home, low value of education in the families, poor nutrition etc. Besides the above, straightjacket approach to the content and process of education does not work for all. The relevance of the standardized curriculum and teaching-learning methodologies affects the pace and quality of output, especially for the poor and backward children. If the remedial measures are not initiated, and extra attention is not paid to poor and disadvantaged children, the quality of education cannot be assured to them.

The thrust of policy and practice in India has now shifted from "schooling" to "learning". The Twelfth Plan (2012-2017) underlines the importance of learning outcomes. One of the most important steps for long run and sustainable improvement in learning outcomes is to focus at the beginning. For the 2014-15 school year, the annual work plan guidelines of Sarva Shiksha Abhiyan have new insertions that underline the importance of building solid foundations of language and numeracy in early grades.

LEARN is a unique and pioneering model for Universalisation of Quality Elementary Education which has been developed and shared pan India by REACHA over the last 20 years, though this nomenclature has been arrived at only over the last 12 months. The initiative has got wide recognition and is being hailed as a genuine and robust good practice to achieve access, retention and desired learning outcomes for children between 6 to 14 years of age.

Since 2009-10, the LEARN approach has taken up nearly 30,000 children in about 100 slums of Delhi/NCR and 80 villages of UP, MP and Maharashtra in partnership with Aroh Foundation, Maa Kalka Sewa Samiti, Nathani Steel etc. covering a wide spectrum of socio, economic and systemic deprivation and marginalisation, into the fold of education. The LEARN methodology was also shared with the Tech Mahindra Foundation to assist its NGOs working in the area of primary education. Indirectly, the project has benefitted more than a lakh of people through this intervention. The project has today evolved into a scientific and proven model to improve learning outcomes of children belonging to urban and rural poor and first generation learners. It has demonstrated a unique community action and participation that tries to remove barriers that cause educational exclusion of underprivileged slum children.

With a door-step approach, this model reaches out to the hard-to-reach pockets in urban slums and backward villages which have the largest concentration of out-of-school children and dropouts. Besides access to quality education as a core objective, the intervention adopts a holistic development approach and tries to shape up future responsible citizens. Moral education through action, healthcare, personal hygiene, art and craft, sports and cultural enrichment are provided through various activities in-built in the PBL curriculum. The project has shown effective outcomes and lasting impact as reported by independent impact assessment studies conducted by reputed agencies like TISS (for the Aroh Project).

Project Goal
LEARN has an overarching goal of strengthening Government's efforts towards Universalisation of Quality Elementary Education including the components of access, retention and learning outcomes, which is not only a national concern, but also a global issue, voiced as EFA and one of the Millennium Development Goals (MDG2). The project also aims to address the larger issue of poverty and ignorance through provision of educational opportunities to the poor and unreached segments of society.

Objectives:
Specific Objectives
- To improve access, retention and learning outcomes for children in the age group of 6-14 years so that they receive quality education at elementary level.

- To enrol and mainstream residual out-of-school children from the disadvantaged and marginalised social groups, residing in rural villages and urban slums;

- To improve retention in schools and lower dropout rates;

- To improve learning outcomes as per indicators developed for the outcomes and ensure age-appropriate learning levels through supplementary and remedial coaching.

- To improve teaching quality in schools.

- To connect scholastic learning with co-scholastic activities like sports in a scientific and structured manner so that the mind-body balance is developed in every child. This forms an equally important component for integrated child development

Other Objectives

- To provide holistic and integrated child development activities through a comprehensive programme catering to the emotional and health needs of the children.

- To give due importance to moral and value education for creating good and responsible citizens.

- To create a conducive environment against child exploitation and strengthen a rights-based system in favour of child education and development.

- To promote multi-sectoral linkages and programmes that link education with health, nutrition, labour, environment, and other areas by generating support from various stakeholders.

Beneficiaries, Outreach and Target:

Poor and marginalised children in rural backward areas and urban slums form the mail target groups. Children eligible to be covered under the project are in the age group of 6-14 years and those who are:

1. Deprived of education and have remained out-of-school for some reason.

2. Dropped out of formal education system due to poverty or lack of educational facilities.

3. Not attending school regularly either because of work or problems at school.

4. Attending school, but not able to learn and achieve the desired grade-specific level.

Project Duration and Annual Cycle

Projects can be taken up in any location for total period of 3-5 years after which they can become sustainable through community ownership.

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Project Team

Management: This team is responsible for project execution as per strategy, plan and guidelines. It has an experience of working in scholastics, and delivers directly under the expertise of Nikhil Pant.

Technical Team – is mentored by domain expert, Nikhil Pant, who has a rich experience in school education and has developed the pedagogy and methodology of PBL. The master trainers in the technical team, trained by the mentor himself, are responsible for training the teachers to deliver at field level. The technical team is responsible for curriculum design and development, classroom transaction, quality of teaching and monitoring.

Field Team: At the field level, there are coordinators/supervisors and community teachers.

Implementation Strategy
The proposed project strategy includes the following strategic interventions:

- Align project objectives with the RTE Act 2009 and national development plans in Primary Education.

- Address access and equity gaps in elementary education in covered schools and villages by adopting innovative measures and ensure regular attendance of children in schools;

- Devising special strategies to tackle the problem of dropping out before completing the full cycle of elementary schooling;

- Focus on early grade supplemental instruction to ensure that all children achieve the defined age-/class-specific learning levels;

- Improve quality of education of the beneficiaries to the desired measurable level which can be assessed and reported through school examination;

- Create awareness amongst parents and teachers regarding the learning outcomes;

- Work towards motivation, capacity development and accountability of community and parents for ensuring regular attendance and quality education; and

- Convergence with local authorities, aanganwadis, corporates and civil societies, panchayats, for ensuring the desired outcomes.

- Be an effective interface between the disadvantaged and deprived children and government schools to bring lasting impact of the intervention.

- Bring the benefits of other schemes and welfare programmes to LEARN beneficiaries for their holistic growth and development.

- Promote exploitation free society for the beneficiaries, especially those who are victims of exploitative circumstances.

- Take measures to improve the family well-being, especially economic conditions of the family by dovetailing other interventions for skilling mothers for better income generation.

Approach and Methodology

The project structure has been designed as a dynamic and flexible, child-centric model to suit the needs of the individual beneficiary, within the larger frame of his/her social milieu. The project adopts a modular and replicable approach, which makes it easy to enlarge in scale and coverage; an innovative curriculum and teaching learning methodology which prepares the child for school enrolment and subsequent retention and learning. There are in-built components to ensure long-term sustainability of the project.

The LEARN model is built on a tier structure and can work on a cluster approach, which helps in implementation, management and monitoring of the project on a large scale to ensure quality of delivery and sustained impact. The basic unit of the project, located in the village or slum, is the bottom tier and is the hub of all action. All centres are connected to nearby primary schools. Over the next 3-5 years, 50 LEARN Centres, located within a radius of 5-20 kms, form a cluster which is governed by a nodal centre. A number of nodal centers may be set up depending on the need. All nodal centres report to the main administrative centre. It is here that a Community based Teacher Training Institute (CTTI) is housed from where the process of quality learning radiates outwards. At the CTTI all transaction content development and training of teachers (ToT) by master trainers happens. Teachers here come from the nodal center geographies. CTTI also attempts to decentralize its functioning to the nodal center so that extra travel may be avoided and ToT can happen there.

To begin with, an action area will be identified for the project on the basis of secondary data and reports. A random sampling and survey would be done in the area to locate primary schools and identify the eligible beneficiaries for the project. A nodal centre is established in the area and relevant staff is recruited.

The project is envisaged to have both school-based intervention and community-based intervention to provide a more holistic learning environment to each beneficiary. The school-based intervention will have the following objectives:

1. Initial identification of beneficiaries

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2. Capacity building of teachers through Community Based Teacher Training
3. Monitoring of students' performance in school

Community-based interventions would have the following objectives:

1. Initial identification of beneficiaries who are not attending schools
2. Identification of community teachers
3. Setting up of LEARN centre/s
4. Capacity building of community teachers
5. Teaching-learning at the centres for children

LEARN centre is situated within the village or slum, making it easily accessible for both the students and teachers/monitors. The teachers will be drawn from the village itself and care will be taken to engage only those individuals who have a passion for mentoring and teaching. They are further strengthened through regular capacity building workshops. The centres provide a safe and friendly environment with a curriculum designed to keep the students interested and engaged with a host of creative activities.

Absenteeism if any is immediately and regularly checked by the teacher. Both instructors and mobilisers pay regular visits to the child's family and parental counselling is a regular exercise. Value education and celebration of various important days are mandatory for each centre. Each child's profile and progress is maintained at the centre and a child-centric approach is adopted to take them forward. A strong networking is established with nearby schools, both public and private, for mainstreaming the kids. The educators, mobilisers and supervisors take care of the admission formalities, including preparing the affidavits and documents required. They also maintain contact with the school and monitor the learning progress of the school children.

Curriculum and Teaching:
Child-centric and innovative project-based learning methods are followed for imparting the curriculum and pedagogy designed for the project. While community teachers would be responsible for delivery of teaching, it would be important to build the capacity of school teachers for better outcomes. The project adopts the NCERT or State prescribed curriculum, but follows its own well designed and robust project-based learning modules in which learning relates to a child's life. Core concepts have been identified from the NCERT books for all 4 subjects (Hindi, English, Arithmetic, and EVS – Environmental Sciences). Stories are framed around the social and societal concerns of the child and community like water, air, food, etc. 4 stories are taken up for a month in the classes. Every story is divided into the learning of 5 days; each story includes learning objective,

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matching of core concept and activities. This is the basic essence of the PBL (project base learning). E.g. Core concepts covered through NCERT books in some of the Projects (Px):

a. Hindi: Barakhadi , swar-venjan, matras, akshro ka nirman, shabdo ko jodna, shabdo ke sath vakya banana, akshoro aur shabdo ko bolkar aur likh kar abhyash karna, vakya se anukshed ka nirman karna, kahani ko padhana, kavita ke madhayam se vakyo ko bolna sikhana,etc.

b. English: Alphabets, sound words, formation of words, develop writing skills, building the rhymes words, to develop writing skill of sentences.

c. Arithmetic: counting up to 100, both forward and backward, addition, subtraction, multiplication and division, tables up to ten, concept of time etc.

d. EVS/ Moral studies: hygiene, body parts, knowledge about climate weather, day's name month's name, river, mountain, environment, identification of colours Drawing: fruits, vegetables and shapes.

8 level multiple-reinforcement and revision is imparted to the students:

- **Reinforcement R1-**   Core Concept is embedded in the sub-module activities each day in a week.
- **Reinforcement R2** - Every subsequent day in a week, the first 15-20 minutes are to be used for revision of the previous class through a quick recall.
- **Reinforcement R3 -** A Core Concept often gets repeated for multiple days in a week.
- **Reinforcement R4 -**Every weekend there is an hour of revision on the weeks study.
- **Reinforcement R5** - during weeks 2nd to 4th --- R1 to R4 are repeated as another module of Px is underway (generally).
- **Reinforcement R6** - Month end --- there is a post-test/game on Px. This is a verification on whether the Learning Objectives have been achieved or not. Further remediation, child-wise, would then be planned. Also, periodic visit/interaction with the child's school & teachers would need to be undertaken and notes entered into their DF as part of remediation.
- **Reinforcement R7 -** By definition PBL relates to a child's life....thus outside class there is constant and consistent reinforcement of the concerned Core Concept.

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- **Reinforcement R8 -** In school the same core concept are being taught through the NCERT book

Assessment Tools for the beneficiaries

Scholastic Assessment: Pre, mid and Post Test papers will be used as assessment tools to assess the level of the beneficiaries in the beginning, middle and end of the annual project cycle. The rationale for the pre-test is to assess the datum level of the student and then the mid-test will be conducted so that the progress status can be checked, and remedy is then applied. At the end, the post-test will be conducted to check the improvement in the student from the stage of the beginner, and after the test remedy is provided to the student in the mid-term. After the mid test the results are also compared with the results of the mid- term exams of the other children in the school, so that the exact development in the student can be traced for the better functioning of the centre. Pre and post testing is also done for each project.

Co-scholastic Assessment: Co-scholastic assessment of the children is conducted to assess the level of skills in sports, music, environment, art, etc. Tools have been developed to assess these skills and other extracurricular skills of children.

Assessment through direct observation in LEARN Class: Every teacher is required to maintain an observation diary to write the daily notes on the student. Teacher makes random notes as part of formative assessment. This also forms the basis of the discussion with their guardians in the parent teachers meeting.

Capacity Building of school teachers and community teachers (ToTs)

With an objective of sustainability, enhancing the capacity of teachers, field staff and monitoring staff, regular capacity building exercises and TOTs will be undertaken at the cluster level. There will be a provision of both pre-service and in-service capacity building trainings of all teachers. Need-based Training Modules will also be developed for existing school teachers to help them cope up with low learning levels of students.

The community teachers will be regularly exposed to various teaching learning techniques, talks and shows on child behaviour, activity-based teaching learning methods, creative teaching techniques, story-telling, etc., to provide an enriched learning environment to the child. The educators would also be given training in life skills and soft skills to enhance their counseling abilities, computer skills etc.

Pre-service training would be given to all community teachers at the nodal centre/s at each cluster (as the project grows); thereafter regular monthly TOTs-cum-monitoring

workshops will be held. If required, trainings would be conducted during school holidays and refresher courses would be given to all community teachers.

A core team is now working at the REACHA Resource Center (RRC), Ghaziabad/New Delhi for developing an SOP – Standard Operating Procedure / TTI Manual – as well as PBL content that is based on the NCERT curriculum – classes I to V. A sample is being presented at the REACHA AGM on 22nd November 2015. The Manual and content would feed CSR based TTI projects that REACHA is now undertaking in order to improve learning outcomes in alignment with the mandate of RTE Act 2009.

The entire TTI initiative is part of Project Khoj – REACHA's flagship community intervention initiative that seeks to find solutions, and implement them too, in the most innovative and cost effective manner.

Mokashi Sports Village:

As part of sports in education, REACHA has initiated a project in collaboration with Ritwik Bhattacharya – former National Squash Champion – at Mokashi Sports Village, Kalote Mokashi, Maharashtra. This project began in May 2015, and a brief report of the activities, in first person from Ritwik, is as follows:

We have been having regular football, handball, touch rugby as well as throw ball training by certified coach from Mumbai Strikers - Rohit D Souza. Also due to the monsoons and heavy rain lots of work has to be done on our ground to get it back to a suitable condition. In addition we have installed goal posts as well as marked the 7 a side playing ground so the local kids can play.

Training has also started by our Mokashi Cricket team which has been playing twice a month in district Cricket tournaments. We have been donated 5 complete cricket sets with pads, helmets, as well as bats, cricket balls etc from liveyoursport.com. We are hoping to get some football equipment as well from the ISL Team Mumbai FC. Attendance in June was weak due to the rains but has steadily gone up from 10-12 kids to now 30 kids who are playing 4 times a week. Our team on the ground - Pandurang, Deboo as well as Suresh have been doing all

the management at the Academy including cleaning, repairing after heavy rains, cutting grass, managing the equipment as well as taking daily attendance. We also organised a

charity drive for the Mokashi Village in conjunction with the Shaun Khambatta Foundation and Myo who donated food, stationery, milk, and biscuits etc. to the kids as well as something to each of the 120 families in the Village.

The Mokashi Sports Academy is being sponsored by Nathani Steel as part of their CSR

B) Kojo Foundation

REACHA partnership with the Kojo Foundation has now taken a formidable shape, with action happening in the Uttarakhand, as well as globally wherever Kojo is being downloaded as an Open Source resource – especially in the US and Europe. A brief report on activities of the Kojo Foundation is as below, as received from its Founder, Lalit Pant:

Kojo (Educational Software) Development

Over the past year, the following Kojo versions have been released (information on all Kojo releases is available at: https://kojoenv.wordpress.com/):

New Kojo Release — 2.4.03

Posted on October 25, 2014 by Lalit Pant

Release highlights:

a. Preliminary support for Arduino programming. The steps required to get going with this are described in a bundled story, accessible via Tools -> Arduino Programming. Some Kojo based Arduino programming examples (ports of the examples in the official Arduino Starter Kit) are available to help you get going. More information on this subject will be provided in future blog posts.

b. Miscellaneous improvements (full screen support, MP3 playback, Pictures API, include files).

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New Kojo Release — 2.4.04

Posted on December 19, 2014 by Lalit Pant

Release highlights:

i. Support for Esperanto, contributed by Christoph Knabe.
ii. A more responsive GUI while making big drawings at full speed.
iii. A preview version of a visual challenge framework to get young learners going with explorations of numbers, angles, programming, systematic thinking, etc.

New Kojo Release — 2.4.05

Posted on February 27, 2015 by Lalit Pant

Release highlights:

i. Support for Hindi, contributed by Vipul Pandey.
ii. Support for German, contributed by Christoph Knabe.
iii. Improvements related to widgets in the canvas.
iv. Code completion improvements.

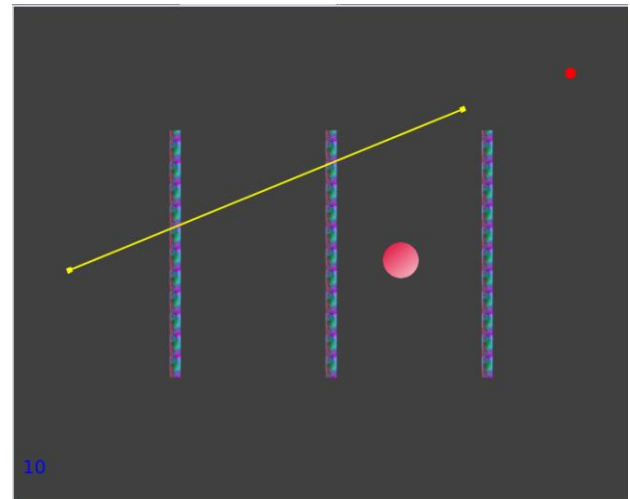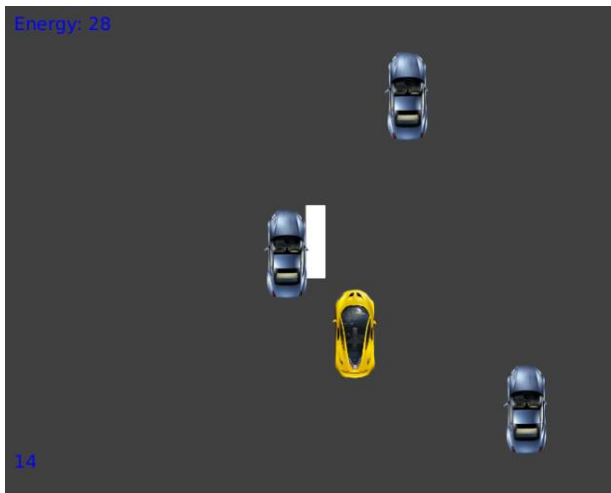New Kojo Release — 2.4.06

Posted on April 25, 2015 by Lalit Pant

Release highlights:

a. Enhancements for young (~7 year old) learners:
   . Beginner Challenges to get kids going with programming. These are available via the Tools -> Beginner Challenges menu item.
   . Refinements to the Instruction Palette tool to make it easier for kids to write substantial programs with minimal typing. This is available via Tools -> Instruction Palette.
. Enhancements to the Linear Equations story (available via Samples -> Math Learning Modules -> Solving Linear Equations). Kids can now type in an equation and then click on an Explain button to see a step-by-step solution of the equation.
. Scala upgrade to version 2.11.6
. And the big one for this release — gaming enhancements (you can see these in action in the sample games mentioned below):
   . Support for pictures bouncing off pictures:
     There's a new function – bouncePicVectorOffPic(pic: Picture, velocity: Vector2D, obstacle: Picture): Vector2D
     You give this function a picture, its velocity, and an obstacle, and it figures

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out for you the picture's new velocity after it bounces off the obstacle.

- Support for collision polygons for image pictures:
  These allow you to create a game character using an image, and then specify a collision polygon for the image to enable realistic and efficient collision detection for that character.
- Support for batches of pictures for more realistic animation (via easily controlled cycling through the pictures in a batch).
- Support for game timers.
- Support for updatable text pictures (for easy game scoring).
- Sample games based on the above enhancements. Three new games are included: Car ride, Collidium, and Flappy Ball.

[New Kojo Release — 2.4.07](#)

Posted on September 14, 2015 by Lalit Pant

Release highlights:

i. Russian (Level 1 and Level 2) support contributed by Alexey Loginov.
    ii. A simplified method for doing Level 2 translations, which was developed while doing the Russian translation. This is described on the Kojo Localization page.
iii. Games for 7-9 year olds to practice addition and multiplication. These are available under Samples -> Math Learning Modules.

[New Kojo Release — 2.4.08](#)

Posted on November 14, 2015 by Lalit Pant

Release highlights: Italian Level 1 (UI) and Level 2 (programming) support — contributed by Massimo Maria Ghisalberti.

Release of Kojo Books

New Kojo Books

Posted on April 15, 2015 by Lalit Pant
The following Kojo books were released last month:

- Explorations with Kojo
- Initial Steps in Programming with Kojo
- Programming Fundamentals with Kojo (uses ideas from Challenges with Kojo by Björn Regnell)
- Visual Patterns with Kojo

All except the first one are short books without any prose! These books contain small snippets of code for learners to try out, along with (constructionist) exercises based on code that has been previously seen/used by the learner.
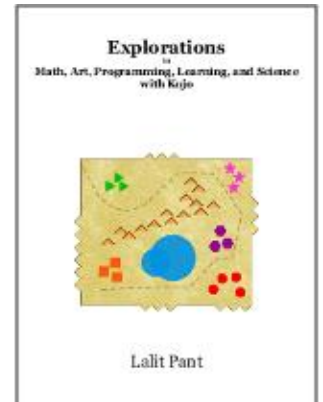
Kojo ebooks are available at: http://www.kogics.net/kojo-ebooks

Kojo International Usage Examples

Sweden:

"More teachers than ever have installed it and school after school is starting to use it in their education."

"My colleague Sandra Nilsson is running our courses for primary school teachers currently and she is doing a really great job at that, so Kojo is continuously used in 'production' at our science center."

Bjorn Regnell, Professor in Software Engineering,
Faculty of Engineering, LTH, Lund University

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Germany:

"Yesterday we had the first run of the mini-course "How do I say it to the Computer?" with the german version of Kojo and our German translation of Björns challenges.

The success was bigger than we expected. The event lasted from 17 to 24 hours and from the first moment up to midnight we had learners in our lab. In the beginning they were mostly children with some parent, from 22h nearly all were adults. At the peek about 21:30 we even had to open the second room, because all 22 screens in the first room were occupied. The free-come-and-go format also worked very well.
Some learners tried only for a short period and merely succeeded to draw a square, some stayed several hours and created their own drawings. Some of them requested help, others tried to do all by themselves. Some of them had prior exposure to programming, some never did such a thing before. Just I received a message of one saying "Thanks that you made the entry to programming for us so easy."

So I want to forward the thanks to you both for enabling this great tool, internationalization and the nice tasks."

Christoph Knabe, Prof. for Software Engineering / Programming
Beuth University of Applied Sciences, Berlin

USA:

"I wanted to drop you a short note to let you know about our use of KOJO. Each year we offer a summer camp where we bring in young girls to experience work in technical careers. I have taught on programming in past years, but this year I decided to try KOJO (even though I myself was completely new to it!). I spent last evening running over the basics and delivered the content this afternoon. The girls loved it and it was by far the best session I have had. I have 4 sessions of younger girls on Friday and I will be using it there as well.
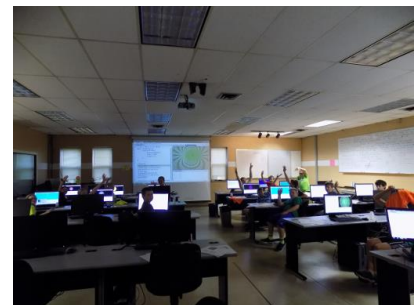
We also offer free summer camps to area youth to help them get a camp experience at no cost. I initially proposed a programming camp using the Processing IDE, but based on this afternoon's session I may look now at using KOJO instead.

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Really nice product. Can't wait to see what else we can do with it."

Neil A. Peterson, Prog Coordinator, Engineering & Design Tech
Iowa Central Community College, Fort Dodge, Iowa 50501

Village Computer Labs
The Kogics Foundation has been working on the idea of setting up village computer labs to provide village children all of the learning opportunities afforded by software apps like Kojo.

The first computer lab was set up at the Shivalik Anushuchiut Janjati Adarsh Primary school, at village Shahpur Kalyanpur (near Herbertpur) on 18th May, 2015.

Two computers at the lab were funded by the Kogics Foundation, and two by Swami

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Vivekanand Health Mission Society (an NGO).

Weekly computer lab visits

The Managing Trustee visits the computer lab once a week to interact with teachers and children, and to ensure that the lab is functioning smoothly.

Two more computer labs are planned in the coming months at:
- Mother Deems Public School, village Badripur, near Herbertpur.
- Sidhamshi, Village Chandrauti.

Kojo Teacher Training

With one running village computer lab, and two more planned for the current year, the Kogics Foundation runs regular teacher training sessions at the Kalpana Center (http://wiki.kogics.net/sf:kalpana-center), a training center set up by the foundation at Vasant Vihar, Dehradun, in collaboration with REACHA.

One or more of the following activities happen during these sessions:Introduction to Kojo.
- Hands on Kojo practice for teachers.
- Discussion of learning benefits of Kojo for children.
- Ideas on how to use Kojo effectively with children.
- Discussion of new features for Kojo.

Sports/Squash Development Programme (SDP)
REACHA continued to develop sports in children as an integral part of child development. Squash has been a sport that the organization has been taking up for many years now. This continued further in close partnership with the DDA Siri Fort Sports Complex, New Delhi

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and Manava Bharati India International School, New Delhi. Over the last 5 years more than 500 children have undergone this training out of which normally 20-30 pass-out each year and the same number joints the programme. Most have benefited enormously in both co-scholastic and scholastic areas of their education. Some have gone to represent the school, Delhi State and the country.

New Companies Act 2013, and CSR as part of it:

Nikhil Pant worked closely with Mayuri Misra, Senior Programme Manager at the Indian Institute of Corporate Affairs (IICA) to develop CSR knowledge products that seek to embed REACHA work in CSR Policy at the Government of India level in order to inform CSR spending by corporates across the country. This is likely to enable REACHA efforts permeate the development sector space in light of the new CSR legislation:

1) A case study for academic teaching on the Tata Power Energy Club – a project that had been developed and initiated by REACHA during 2004 to 2007 in Delhi. The case has been submitted for publishing in an international journal in partnership with IIM Raipur, the IICA and the National Law School University, Bangalore. An abstract of the same can be read at Annexure 1. The case, once published, will be part of the national academic content on CSR trainings at the IICA.

2) A series of CSR Compendiums / Gap Analysis are being taken out at the IICA in partnership with Sattva, a CSR Consulting firm, which would also be used as teaching-learning material in CSR trainings at the IICA. These are being co-authored by both Nikhil Pant and Mayuri Misra. The first in the series on Skill Development was released on 19th October 2015 by the Information & Broadcasting Minister Sri Rajyavardhan Rathod in New Delhi. A soft copy / PDF of the same is available at - http://iica.in/images/Sattva_IICA_SkillsCompendium_WebShare_Oct2015%20(1).pdf

Mayuri Misra is working closely with REACHA on a number of other CSR assignments as well. These include partnerships that have been signed with the following organisations by REACHA:

- **Jagran Lakecity University (JLU)** – to set up a CSR Center of Excellence at their Bhopal center. Jagran Lakecity University, Bhopal is a practice- based university, established under section 2(f) of UGC Act 1956, Government of India. The university carries forward the 15 year old legacy of Jagran Social Welfare Society, its promoting body in being a pioneer in provision of quality education in the state of Madhya Pradesh.

- **Sattva Consulting** – to work closely with the CSR Eco-system in order to further strengthen it. Sattva envisions the mainstream business ecosystem and the social

impact ecosystem as a continuum and there is a growing trend across both ends of the continuum to converge in the middle. Progressive corporations worldwide have started to view social impact as an integral part of their long-term sustainability strategy. Social organizations are working towards achieving financial and long-term sustainability in order to scale their impact on the ground.

- **Wildlife SoS** – Wildlife SOS was established in 1995 by a small group of individuals inspired to start a movement and make lasting change to protect and conserve India's natural heritage, forest and wildlife wealth. Today, the organisation has evolved to actively work towards protecting Indian wildlife, conserving habitat, studying biodiversity, conducting research and creating alternative and sustainable livelihoods for erstwhile poacher communities or those communities that depend on wildlife for sustenance.

As part of the above, an expanded REACHA team is taking shape to deliver these assignments. A hybrid entity – Shaktishi – is also proposed to be set up in 2015 in order to engage with business/corporate community more professionally, and thereby to also ensure sustainability for REACHA and its work and mandate.

REACHA contributions in the area of CSR are being uploaded at - http://www.reacha.org/corporate-social-responsibility

FINANCES

The following balances were available in REACHA Savings Bank Accounts as on 31st March 2015:

Savings Account - REACHA Detail

S.No	Bank Name	Address	Closing amount on 31-3-2015
1	Canara Bank	Dehradun	5,790.00
2	Canara Bank	Diplomatic Enclave, N Delhi	8,817.00
3	Canara Bank	FCRA - Diplomatic Enclave, N Delhi	59,260.00
4	Canara Bank	Malviya Nagar, New Delhi	18,104.00
5	Axis Bank (2060)	Malviya Nagar, New Delhi	1,41,464.00
6	Axis Bank (9090)	Malviya Nagar, New Delhi	1,44,038.00
Fixed Deposits			**Maturity Amounts**
1	Axis bank-9090	Malviya Nagar, New Delhi	1,000,000.00
2	Canara Bank- 42850	Dehradun	1,34,792.00
3	Canara Bank- 42850	Dehradun	1,15,271.00
4	Canara Bank- 42850	Dehradun	2,54,844.00

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Donations received:
- Sri J C Pant - Rs. 1,00,000.00;
- Sri Lalit Pant - Rs.75,000.00;
- Sri Nikhil Pant - Rs. 75,000.00;
- Sri Nikhil Misra - Rs. 800.00;
- Sri Anand K Vyas - Rs. 29,988.00

I would like to thank the members of REACHA, office bearers of the NGB and all our well-wishers for their whole-hearted co-operation and support throughout the year.

J.C.PANT
Chairman, REACHA
Dated: 22 November 2015

Annexure 1 – Tata Power Energy Club: Case
Abstract

Title of the Paper: Corporate Social Responsibility as a Business Imperative

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Purpose – Tata Power (www.tatapower.com) strategically utilized its CSR initiative (***NDPL Energy Club***) in Delhi from 2004 to engage with the community for energy conservation through school children. It partnered an NGO, ***REACHA*** (www.reacha.org) in Delhi for this. The impact was such that over a period of time the CSR initiative positively affected the performance of Tata Power through development of genuine ***social capital***, and the programme became a core part of its business process (http://www.clubenerji.com/).

A study of the case is relevant in today's context for CSR as per Section 135, Companies Act, 2013. It highlights how visionary leadership can inspire organisations to have CSR Policies and projects that not only meet compliance, but can also lead to a business case for their CSR.

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Methodology – The case is based on interviews with senior Tata Power and REACHA officials. Data on impact and outcomes of the programme was collated to validate the proposition of CSR as a business imperative. Relevant feedback received from School Principals, teachers, students and parents was also analysed.

Findings – The Club contributed to the success of privatization of power distribution in Delhi that began in 2002, by facilitating reduction in AT&C (Aggregate Technical & Commercial) losses, one of the key success parameters for privatization. Brand building of Tata Power as a responsible corporate citizen was an important outcome. Constructive role of an effective NGO in facilitating this as part of CSR is highlighted.

Paper type: Case for teaching

Key Words: CSR, Strategic CSR, Leadership, Business Case, Business Sustainability

Annexure – 2
REACHA Accounts