

**Foundation for
Communities of
Learning**



Capacity building for building capacity

ANNUAL REPORT 2023-24

FCL supports government officers to be effective organizational leaders and build frontline worker capacities so that good care and education reaches children

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Creating nurturing spaces in communities where learning can flourish in an atmosphere of safety, affection, enquiry and mutual support.

We do this through fostering the necessary leadership capacities among leaders of public learning systems that must cater to the underserved, communities where children spend the bulk of their time and civil society organisations who act as thought leaders.

Our work is informed by respect for differences, invitation to dialogue, and exploration of the unknown.

We spend the bulk of our effort in early childhood systems, since these offer the best opportunities to shape the course of a human being's life. We also recognise the significance of adolescence as the second critical window for development of emotional resilience, technical competence and social coherence.

We pay particular attention to systemic linkages and the centrality of the community as the crucible in which all these processes unfold.

Our Reach



13,93,000

Children




3

States

1

Union Territory



30,000


Anganwadi Centres

350

Primary Schools

350

Middle &
Secondary Schools



25


District Level
Officials

110

Block Level
Officials

870

Sub-Block, Sector,
Cluster Level
Officials



450

Preschool Teachers
and Co-Teachers

40


Nodal Headmasters

350

Middle and
Secondary School
Teachers


50,000

Anganwadi
Workers & Helpers



I realized that I have an important role to play in the district as a team leader. And how we can, together with the last mile member of our system i.e. the Anganwadi workers and helpers work towards achieving our goal. There has been a big change in my thinking and perspective - my sense of empathy has increased.

C. Sisodiya
DPO, Sarguja



“When I make the display of a tree and in its leaves children can see their names written, that is a very different kind of learning space. I used to just decorate my classroom in creative ways so that children feel good being there. With FCL’s training I realized that class decoration is not just that. There is a purpose behind it. I learnt what it actually does for the children.”

Hinaben Patel
Preschool Teacher, Silvassa



“Now, I know how to create a loving, beautiful atmosphere for children to learn in. There was a time when there was so much chaos in the classroom. I have understood why it is not so now. Because we do activities which children like. And they learn. It is no longer learning from a poster and writing their lessons with chalk on slates.”

Vinita Kumari

Angalwadi Worker, Patna

Director's Message

Following upon the idea of the Foundational Stage (FS) in National Education Policy, 2020 (NEP), there was much excitement that 6- and 7-year-old children would begin to receive the education they can actually benefit from, instead of suffering through the choral shouting that most school-going children are routinely subjected to. Including them in FS meant acknowledgement of the need for a radical overhaul of the curriculum, the pedagogy and teacher capacities at this stage of education. It meant progressing towards the day when classes 1 and 2 would look more like a good-quality pre-school or anganwadi in its atmosphere, learning practices and teacher-student relationships, even while they promoted learning at a higher level of complexity.

Four years after the adoption of NEP in July 2020, there is some reason to feel disheartened. In most states, the focus has been on a continuing turf war between the departments of Women and Child Development and Education regarding who formulates the curriculum for the anganwadis and pre-schools. There has been little corresponding attention to whether it is implemented well or how to do that. And there has been practically no attention to how to do it in classes 1 and 2 in schools.

It took until Oct 2022 for a National Curriculum Framework for Foundational Stage (NCF-FS) to be released. It did not disappoint, with a well-conceived focus on holistic development and a broad-based curriculum, play-based learning and a smooth transition from early childhood education to formal schooling, learning outcomes that emphasise proficiencies rather than mere textbook learning, formative and child-friendly assessment methods emphasising overall development, a strong acknowledgement of the need for teacher capacity-building and encouragement of the involvement of parents and the community in the education process.

However, two years further on, progress towards its realisation, especially in classes 1 and 2 in schools has been largely absent on the ground. In fact, Foundational Literacy and Numeracy (FLN), an important but relatively small part of the overall educational approach (and the child developmental paradigm) of both the NEP and NCF-FS, has so overwhelmed the discussion of FS education that many people, including senior public officials charged with NEP implementation, have reduced early childhood care and education (ECCE) itself to FLN.

Several of us foresaw this at the time of NEP adoption when the Ministry of Education and the state education departments were given charge of determining the curricula for the Foundational Stage. We cautioned that the existing rote-learning orientation of the education system would, in the absence

of a strong internal capacity-building effort, simply latch on to the emphasis on literacy and numeracy. In the event, not only have the nurturing sweep of ECCE and the other desirable parts of the NEP been disregarded, even FLN is being seen largely as merely a continuation of the rote-learning methodology with a new name, with its backward extension to the under 6's a distinct danger.

Under the circumstances, there is an urgent need for departments of education to build the necessary capacities in their SCERT's and DIET's to develop curricula and pedagogy for classes 1 and 2 that are responsive to NEP and NCF-FS. It is equally necessary that they set up structures and processes for long-term capacity-building of teachers and headmasters that they are equipped to create the necessary nurturing environments in their classrooms and implement the curricula effectively.

In that context, the initiative by the Government of Dadra & Nagar Haveli and Daman & Diu (DNDD) to do just that is noteworthy. (Disclosure: We are a part of this effort). They have begun the processes for formulating such a curriculum and, equally important, set up processes for comprehensive, long-term capacity-building of teachers for the purpose. This includes the formation of a cadre of trainers, mentors and monitors (called Margdarshaks – MD's) who have been a huge help in enabling teachers navigate the unfamiliar learning challenges, for themselves and for the children. It also includes taking steps to sensitise headmasters to the nuances of FS learning so that they provide a supportive container for the teachers to operate in.

The DNDD story is inspirational – it promises to show how it is possible to mount an effective culture-changing initiative across an entire public system. We feel privileged to be a part of this ground-breaking effort by a public system for bringing nurturing care and meaning-making education to the children in its care.

Chittaranjan Kaul

About FCL

PROGRAMS

Nurturing Care

Learning with Meaning

Science Centres

Scholarships Program

Schools Support Program

What We Do

Foundation for Communities of Learning (FCL) is a non-profit organisation dedicated to improving the quality of Care and Education that children from under-resourced backgrounds in India receive. FCL adopts a systemic capacity building approach to do so. It builds pedagogical and organisational leadership capacities at multiple levels across large government systems of child development and education. This helps the officers and frontline workers/teachers, in their respective roles, to facilitate the delivery of nurturing care and learning with meaning to the children in their care. Not only does this provide a richer learning and development environment to the children currently in these Anganwadis and schools, the presence of motivated and skilled facilitators within the system ensures that future generations of children that pass through these systems will continue to receive the care and education that can help them thrive.

Philosophy & Approach

Key features of the FCL philosophy and approach include:

- **Development of products and strategies for sustainability and adaptability at medium or large scale.**
- **Working through collaborative and co-creative partnerships to ensure active and constructive role of all participants, especially relevant in case of government departments.**
- **Model and judicious use of low-cost technology to suit the needs of a resource-constrained country like ours.**
- **Embedding of research in ongoing programs to ensure that new learning is incorporated in to our programs and the knowledge built during the course of our implementation is disseminated widely.**
- **Structuring of skill and capacity-building programs in an iterative, feedback-sensitive, implementation-focussed approach rather than a one-time training approach**

Legal

FCL is registered under the Bombay Public Trust Act 1950, and under the Income Tax Act 1961 Section 12 A and Section 80 G. We have also been granted CSR-1 certification under the Ministry of Corporate Affairs and are registered on NGO Darpan, the unified database of non-profits maintained by the Government of India.

Team

FOUNDER

Sajjan Kumar Agarwal

BOARD OF TRUSTEES

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TRUSTEE

Venkatesan K G

TRUSTEE

Chittaranjan Kaul

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DEPUTY PROGRAM MANAGER -

CHHATTISGARH

Nitish Jha

DEPUTY PROGRAM MANAGER - DNH& DD

PROGRAM

Nurturing Care

Deepening a sense of commitment to nurturing care environments as well as the necessary skills to ensure that government functionaries, caregivers and educators are in a position to provide them.

During the foundational years, children need nurturing care — physical and emotional safety, responsive caregiving and ample opportunities for exploration and learning.

NURTURING CARE

CHHATTISGARH

Leadership for Nurturing Care

IN PARTNERSHIP WITH **DEPARTMENT OF WOMEN & CHILD DEVELOPMENT**

PROGRAM REACH

1300000 Children

32000 Anganwadi

PARTICIPANTS

20 DPOs

100 Block Officials

850 Sub-Block Officials

50000 AWWs & Helpers

2023 - 24

Cycle 2 inputs

Program extended to 3 more districts.

We seek to develop leadership capacities among ICDS staff at District, Project, Sector and Anganwadi levels across 20 districts in Chhattisgarh so that Anganwadis in the state become thriving spaces where young children receive nurturing care.

Based on the capacity building for building capacity approach, at all levels the program seeks to develop a deeper understanding of how children thrive and how adults can create a nurturing atmosphere that is required for this. At all levels, the program also develops, among the participants, a deeper understanding of how to inspire and enable the people who report to them to create such an atmosphere in the anganwadis, among parents and the community.

In 2023-2024, program implementation extended to three more districts, reaching a total of twenty district level officials, about 100 block-level officials, approximately 850 sub-block level officials and about 50,000 Anganwadi personnel including workers and helpers. Implementation of cycle 2 continued across all intervention districts. This included a review of Cycle 1 Implementation, and content on Foundational Literacy, Attendance, Balgeet,





When we see our CDPO motivated, we all also feel motivated. When our senior CDPO madam is working so hard, then we also need to try our best. When seniors guide us and motivate us, then it is possible for us to do something.

Swati Borker

Supervisor, Rajnandgaon

If we want to create a nurturing environment in the Anganwadis then I need to think about what will be the challenges in the process. I need to think about - How can we problem solve? How to guide and mentor our Anganwadi didis and supervisors? How to encourage them? So, I understand my role as a motivator.

Khushbu Tiwari

CDPO, Koriya

and Role of Margadarshak Part 2. DPOs, CDPOs, and Supervisors took forward the implementation by following learning-by-doing principles. They practised workshop learnings in their practice centres and then transferred the training to the next level. FCL project officers provided monitoring and coaching support to implement these inputs. In March 2024, 17 DPOs, 62 CDPOs, 248 Supervisors, and 3,512 AWWs had received Cycle 2 inputs, and were implementing their learnings in Anganwadis.

Leadership for Nurturing Care

IN PARTNERSHIP WITH **DEPARTMENT OF EDUCATION**

PROGRAM REACH

325 Schools
30000 Children

PARTICIPANTS

1 Asst Director, Education
5 Block Resurce Persons
4 Block Coordinator
1 ECCE Consultants
19 Margdarshaks
500 Preschool Teachers
& Asst Teachers

2023 - 24

Cycle 1 and Cycle 2 inputs

We seek to develop leadership capacities among Department of Education staff at district, block, cluster and school levels across the Union Territory of DNH& DD so that the foundational stage in school (preschool and grade 1-2 as outlined in the New Education Policy, 2020) becomes a nurturing and thriving experience for young children in the UT.

This program is a pioneering program, given that the Dept. of Education is attempting to implement a Foundational Stage program for 3- to 8-year-olds, as envisaged and recommended by the New Education Policy, 2020. In 2023, the Dept. started preschools in each of their schools, and invited FCL to partner with them for pedagogical and curricular reform towards holistic child development in preschool and grade 1-2. Upon our proposal for the sustainable approach of capacity building for building capacity approach, the DoE created a cadre of margdarshaks who function as trainer, monitors and mentors for preschool and grade 1-2 teachers.

The Leadership for Nurturing Care program operates across the UT of DNH & DD, in about 325 schools which reach approximately 30,000 children. The Assistant





“Earlier the focus was only on teaching children to read and write, but now we focus on the children as a whole. This helps in giving the child a strong foundation for life.”

Vaishali Ghavte
Margdarshak

“To do this work, one needs to be patient, affectionate towards children and meet them where they are. When we keep our ego aside is when we can be present to them.”

Anita Bagul
Margdarshak

Director- Education, 5 Block Resource Persons, 4 Block Resource Coordinators, an ECCE consultant and nineteen margdarshaks, about 325 head masters and about 1000 teachers of preschool, grade 1 and 2 participate in the program.

The program began with a baseline assessment, including quality of care and learning at the AWC, as well as child development. The first cycle began in September 2023, followed by the second in January 2024. FCL trained the margdarshaks on content such as, why ECCE and nurturing care, understanding needs of children – particularly connecting with the New Education Policy and foundational literacy and numeracy, the five aspects of nurturing care and markers of a nurturing environment, a nurturing preschool routine, free play, creating a stimulating learning space, Hum sab- a welcoming attendance activity, introduction to early numeracy, storytelling with children – creating a nurturing experience of emergent literacy, meal time. The margdarshaks then practiced what they learnt in lab preschools and then trained preschool teachers and assistant teachers. These trainings, and subsequent monitoring and mentoring of teachers is supported by Project Officers from FCL. In 2024, we look forward to extend the program to class 1-2.

BIHAR

Nurturing Care for Early Childhood

IN PARTNERSHIP WITH **INTEGRATED CHILD DEVELOPMENT SERVICES**

PROGRAM REACH

750 Children

200 Families

PARTICIPANTS

30 AWWs

30 Helpers

11 Supervisors

2023 - 24

Development of 30 demonstration sites.

We seek to advocate for systemic capacity building in Bihar by helping develop select Anganwadi centres as demonstration centres for Nurturing ECCE practices and community engagement. We deepen the capacities of Anganwadi workers and supervisors for this purpose, with the intention that this serves as inspiration for a large-scale effort in the state. In 2023-2024, the Bihar program grew from 7 demonstration sites to 30 demonstration sites in 4 districts - Patna, Muzaffarpur, Rohtas and Purnea districts.

Without any additional resources, building on existing systems such as sector level meetings, Anganwadi workers, helpers and supervisors are being trained on responsive ECCE practices – five aspects of nurturing care, markers of a nurturing environment, creating a stimulating learning space, free play, circle time and songs, story time, engagement with picture books, emergent numeracy and literacy.

Additionally, the demonstration centres also seek active community engagement in the nurturing care of children and the functioning of the AWCs.





In the workshop today on Nurturing Parenting, I learnt how waste items can be used to create a nurturing environment. It is not necessary to use expensive items for children to learn, rather we can do this with the items available around us. I also understood that the true meaning of Nurturing Parenting is related to health, diet, safety, sensitive parenting and opportunities to learn and understand.

Poonam Kumari

Supervisor, Naubatpur, Bihar

This is achieved through building awareness in the community about nurturing care and about Anganwadis as spaces of nurturing care. Monthly ECCE days, as mandated by the ICDS, are being used as opportunities to discuss crucial aspects of child development such as how children learn, barriers to learning, environments that foster natural learning processes, and the interconnectedness of various developmental domains. 30 AWWs, 30 helpers and 10 supervisors from 6 ICDS projects have been trained, mentored and supported to provide nurturing care to about 900 young children in their Anganwadis.

Nurturing Care for Early Childhood

Given that the bulk of our work happens in rural areas, we felt the need to develop an urban low-resource childcare centre as a vibrant demonstration site for nurturing ECCE practices and community engagement. We began a khelbadi in 2023 in the Jungle basti of Kishangarh village, on the outskirts of Vasant Kunj in Delhi.

Khelbadi is a day-care centre for the children from the community, staffed by para-teachers (didis) from the community, who along with caring for the children

Vivek used to stay at home and watch TV and mobile the whole day. If he was not allowed to do so, he would cry and start throwing things. As the children were small, I had left my job. But after Vivek started going to Khelbadi, I also took up a new job, which improved our family's financial situation. Vivek also changed a lot; he likes playing with toys at home and going to Khelbadi every day. At home he is humming songs/rhymes that he has learnt in Khelbadi.

Arti Kumari

Vivek's mother





Ayan, Roshni, and Reshma did not go to school or study anywhere. They used to play all day long in the colony, collect garbage and sell it, then buy chips, biscuits from the shop and eat it. When Khelwadi opened they started going there in the morning, where they played and learned. Due to this, we go to work without any worry. Earlier, all three of them often quarreled, which increased our problems. Since they started going to Khelbadi, the sisters take care of their brother and have almost stopped eating store-bought food. Their father also brings fruits while returning from work. Roshni and Reshma have now started going to school, and all this has been possible because of Khelwadi. Earlier I used to prepare Maggi noodles and give them. But from the time Didi explained that it is harmful for the health of our children. I have started cooking nutritious homemade food for them.

Bulbuli

Ayan's mother

also engage with caregivers about nurturing caregiving practices. The centre began with 15 children in the age group of 2 to 6 years.

The didis received an intensive induction and undergo a continuous professional development program with Project Officers from Bihar and Chhattisgarh. Over the course of a year, the didis and the children have settled into a routine, and the centre keeps reminding us that while the challenges of working in an urban slum community are complex, it is possible to create an oasis of nurturing care for young children in its chaotic surroundings.

Learning with Meaning

Developing teacher skills so that they can create learning environments that help children progress from rote learning to developing an understanding of the materials and concepts they study; develop critical thinking, inquiry and meaning-making skills.

Learning environments where children acquire social and emotional learning that enables them to face complex challenges with equanimity.

PUNE

Teacher's Excellence Program

The Teacher's Excellence Program (TEP) seeks to empower educators with the knowledge, skills, and attitudes necessary to create a safe, dynamic, and interactive learning environment in which middle school children can learn meaningfully. The National Education Policy (NEP) 2020 of India marks a significant shift towards holistic, flexible, and multidisciplinary education, aligning well with the principles of constructivism. TEP aims to foster a deep understanding of constructivist principles and their practical application in the classrooms. It facilitates teachers to move away from rote learning to experience-based learning.

Post successful completion of the first batch of TCB, the second batch of the program began in 2023 in 6 schools, renamed Teacher's Excellence Program. The TCB program teachers continue to be supported separately to sustain and grow the knowledge acquired during the three years of TCB.

The TEP is designed as a three-year program. An MOU has been signed between FCL and six schools in Pune district to implement the program. District Institute of Education and Training, Pune (DIET) approved the program in July 2023.





The math session is very helpful. It has helped us to explain the difficult concept by going stepwise from basic concept to difficult concept. It was easy for us to understand the concept of Whole number and fraction by method taught in the session. As we were engaged and did the activity by ourselves using the TLMs it helped us understand the concept quickly. I will use this method of teaching fractions in my classroom.

Hande Sir
Class Teacher, Kamshet

Since the training, students have started interacting in class. As students are doing their own work, our workload has reduced. Before the training, 46 out of 50 students in my class failed. However, after the sessions began, all students passed. This dramatic improvement is due to enhanced communication skills and the students building their capacity to work autonomously.

Dethe Sir
Class Teacher

It is a transformative initiative to enhance the quality of education for 6th to 8th Grade (middle school students). The teachers are trained by experts once a month, followed by classroom observation sessions to assess and help teachers take corrective actions, thus facilitating real-time and hands-on capacity building for the teachers. In 2023-24, we completed 8 cycles of training for the TEP teachers. So far, 53 teachers have benefited from the training, which has positively impacted 1,333 students and continues to help the incoming students of the school as long as the teachers are associated with the school.

The TEP implementation has resulted in noticeable and significant changes in the attitude and understanding of content and constructivism principles in teachers and visible classroom engagement is seen in students.

DADRA NAGAR HAVELI & DAMAN AND DIU

Leadership for Learning with Meaning

IN PARTNERSHIP WITH **DEPARTMENT OF EDUCATION**

PROGRAM REACH

100,000 Children

400 Schools

PARTICIPANTS

1 Director

1 Asst Director

40 Nodal Head Masters

340 Head Teachers

2023 - 24

Cycle 1 training

We seek to develop leadership capacities among Nodal Head Masters and Head teachers of all the government schools across the Union Territory of DNH& DD so that they can facilitate environments that foster learning with meaning in the schools of the UT.

The program covers all three districts of the UT and about 400 schools which reach more than one lakh children. The Director and Assistant Director-Education, DIET officials, 40 Nodal Head Masters and about 340 head teachers participate in the program.

The Program began in June 2023 with a needs and context analysis and baseline assessment. This has been followed by orientations and trainings of Nodal Headmasters. The focus over the first year has been on helping Nodal Head Masters redefine their roles from administration to leaders with a mission – learning with meaning for all children.

To foster this role redefinition, the nodal head masters have been practising child-centred approaches to teaching-learning where children's inquiry is valued as a means of deepening understanding and as an acknowledgement of their





Earlier we used to only teach the chapters from the book but then we realized that we need to go beyond the textbook and connect it with other subjects. When we adopted this method, we saw that the children were interacting lively in the class, asking questions, saying whatever was on their mind, whether right or wrong, they were discussing their queries with us and we got to see a live class. And we were able to make the topics meaningful for the children.

Mrs. Anisha Khalifa
HM, CPS Naroli

Ever since we have started giving importance to communicating with children in the learning process in the class, children have been seen to be more capable of exchanging their ideas and understanding with each other. Along with the questions of the teacher, an environment has been created for the children to ask questions as well.

Shri Ramu Lahanu Chaudhary
Head Teacher, CPS Amboli

central role in their own learning. Creating a culture of dialogue has been a first step in this process. FCL's local team has been closely supporting and monitoring this process, learning what works and what doesn't in such a transformative enterprise.

PROGRAM

Science Centres

Development of Scientific Temper

To support the development of a scientific temper among students, the Trust has supported the setting up (equipment costs) and running (consumables costs and salaries of science teachers) of two science centre laboratories in Pune and Osmanabad districts of Maharashtra. The labs also function as a hub for other schools. Students from schools can come and visit the centre



for experimentation, and the science teachers travel to network schools to demonstrate science experiments.

PROGRAM

Scholarships Program

Girl Child Education

The Trust sponsored 5 girl children in the year 2023-24 from under-resourced families to pursue their dream sports and school education in a school specialising in this area. The money was spent on their tuition fees, lodging and boarding expenses.

Vocational Skills Course

The Trust sponsored 5 children for a one-year vocational skills course, “Diploma in Basic Rural Technology” conducted by Vigyan Ashram, located at Pabal, Pune, in electrical, Plumbing, sewing, agriculture and mechanical technologies for children who are school dropouts or would like to go for vocational course instead of getting into main stream of school. The children, after the diploma, can start a small business in their village to repair various basic equipment.

PROGRAM

Schools Support Program

Financial Support to Teachers

The Trust supported two un-aided private schools in rural Pune district, which cater to very poor communities and are unable to raise adequate resources to run the schools from the communities. The Trust reimburses 50% of the teachers' salaries to ensure that the schools remain open and the local community is not deprived of an avenue of education.

Other Activities

Capacity building of Supervisors in Wayanad

Under the aegis of UWB rural rising program, FCL collaborated with UWB to upgrade the capacities of thirty-five supervisors in ECCE in the district of Wayanad, Kerala. FCL team members Rekha Menon and Shikha Kundra conducted a two-day workshop on 3rd and 4th November 2023 at Wayanad. Thirty-five supervisors, two CDPOs, the DPO of Wayanadu and three staff of UWB attended it.

The workshop

- **Oriented the ICDS supervisors on the importance of early years**
- **Helped them develop age and developmentally appropriate environmental settings**
- **Organise child directed play activities in the anganwadis and**
- **Equipped the supervisors to be able to further develop the capacities of the anganwadi workers in the district.**

The two-day workshop led to 35 supervisors developing their practice Centres and further conducting ECCE workshop for 876 anganwadi workers in the district. This program reached about 10,000 children in the age group of 3 to 6 years who are attending the anganwadi centres.

Collaborative for Systems Thinking in ECD

FCL and several international organisations, including Early Childhood Development Action Network (ECDAN), Building Resources Across Communities (BRAC), Mobile Creches (MC), Nurture First, One Sky, Smart Start and Spark Health Africa came together to form “Collaborative for Systems Thinking in ECD”.

It aims to advocate for a systems-thinking based approach to ECD across countries and provide the technical resources for promoting such thinking. The first meeting of the collaborative was hosted by BRAC in Dhaka in Feb, 2024. It included in-depth conversations among partners on systems thinking as applied to the various represented countries, sessions on the tools available for facilitating systemic approaches and visits to BRAC-promoted ECD initiatives.

Acknowledgements

We gratefully acknowledge our partners:

- Department of Women & Child Development, Chhattisgarh
- Department of Education, Dadra Nagar Haveli Daman & Diu
- Integrated Child Development Services, Bihar
- United Way Bengaluru
- Gram Prabodhini Vidyalaya, Salumbre, District - Pune
- Amdar Prakash Devale Madhyamik Vidyalaya, Shirgaon, District - Pune
- Shardashram Prathamik Ashramshala, Shirgaon, District - Pune
- Adarsh Vidyamandir, Talegaon Dabhade, District - Pune
- Pratik Vidyaniketan, Mukkam Nigade, Post Amable, District - Pune
- Maharshi Karve Anudanit Ashram Shala, Kamshet, District – Pune
- Anadur Science Centre, Taluka – Solapur, District - Osmanabad
- Salumbre Science Centre, Talegaon, Taluka – Maval, District - Pune

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