



ANNUAL REPORT 2006

Gramin Shiksha Kendra
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Gramin Shiksha Kendra, Sawai Madhopur

Report of Activities June 2005 to June 2006

1.0 Background

The idea of Gramin Shiksha Kendra¹ (GSK) or at least a school that would provide relevant good quality education² to the community took root in the late eighties. There was a group of young people trying to work on eco-development³ issues in villages around Ranthambhore National Park, Sawai Madhopur. The work involved close interaction with village communities, young adults, children and also rural schools. The gaps and limitations of the education provided in these schools were obvious.

This group toyed with the idea with setting up a school but did not have the confidence or the resources, at that time, to do so. The team later split up and their lives and careers took them on different courses. To keep the idea and the possibility of going back to Ranthambhore alive, some members of the initial group registered Gramin Shiksha Kendra with some friends in the villages where they worked closely. The organisation was dormant for almost seven years.

Four of the original team members were working in the education sector or their work included education in one way or the other. This obviously led to the honing and refining of the initial ideas on education. It was no longer just beginning a school for relevant and good quality education but an effort to develop a model that would not just demonstrate our idea of quality education to the community but work with them to demand similar quality in government schools. The new vision also involved working with the government to improve the quality of education available in government schools.

GSK became active in August 2003 with a clearer idea of what we wanted to do as a group but no clear idea of who would support us financially.

The next two years were very difficult years. The first ten months or so were spent in understanding the area as this was a new team (it remained a 1 member team for the first 10 months). It was also important to recreate an identity in the area. After spending time with the community and understanding their ideas of education, their concerns regarding this new initiative and seeking their support to begin this venture, the GSK School, later named Uday Pathshala began in June 2004.

This is a report of the second active year of Gramin Shiksha Kendra. The major programme of the organisation continued to be the single Uday Pathshala and therefore its development and activities forms the core of the report. The other activities are much smaller in comparison and are placed at the end of the report.

¹ Registered as a non profit society under the Societies Registration Act, in 1995.

² The dream was to enable members of the community to be able to talk on an equal footing with 'policy makers' in their language!

³ Eco-development or ecologically sound development was being promoted as a strategy for sustainable development especially around ecologically fragile areas.

2.0 Uday Pathshala

Uday Pathshala began in June 2004 with 60 children. It runs on land donated by the community. It began with support from the community and friends and continued in this manner for almost two years. It began receiving external aid in 2005. Uday Pathshala aims to demonstrate an alternative model of quality education to the community to enable them to demand a similar education from the government system.

2.1 The New Session

The new session at Uday began on 1st July 2005. As expected, the number of parents who wanted to send their children to the school had increased considerably. This increase was not just in the villages from where children were already coming to the school but also from others; for example there was a large increase was from Chharoda, a village 4 kms away from Uday and from where only one boy was enrolled in the first year.

Although we had planned to restrict the number of children to 100 in the second year but we succumbed to the pressure from the community and increased the number to 115. We also had a set back, one boy Kishan from Raawal dropped out as his parents thought that the school was too far from their house. (Distance of the school from his home is four kilometres)

The school now has five groups of children - Phulwari, Bagicha, Guldusta, Gul and Khushi with one teacher for each group.

2.2 New Teachers

With increase in the number of children in the school, new teachers also needed to be appointed. We appointed eight teachers in all during this period. One was an experienced teacher from Bodh Shiksha Samiti (Bodh)⁴ and other two did not have teaching experience (one male and one female). The appointment was done in three phases - in July, August and October 2005. These two teachers needed training. One participated in a training organised by Bodh for training and the other was to be sent whenever a suitable opportunity arises; meanwhile special efforts are made to provide them additional academic support through colleagues.



Teachers' Training

In anticipation of the second school to be opened in July 2006, five more teachers were appointed and trained in May- June 2006. As part of our work of supporting other NGOs we undertook a 45 day training of the teachers of Save the Children Fund partners in May-June 2006. The newly appointed teachers as well as the old teachers also participated in this training.

⁴ Bodh Shiksha Samiti is a Jaipur based NGO that works in the areas of quality education.

2.3 Partnerships and Support

We have entered into partnerships with both organisations and individuals. This is necessary for our growth as all the capacities that we need are not available in-house.

Bodh agreed to help the organization for next one year. It will help train our teachers and provide us the technical and academic support that we need. One of our teachers Anju Lakshmi Sharma attended a training programme at Bodh in October- December 2005. Bodh also helped us to link with Vibha Trust who provides the financial support to Uday Pathshala.

Mr Shiv Kumar, a noted artist from Jaipur has agreed to spend time with our teachers for next one year. He spent some time with teachers during the winter workshop. Mr Vinod Padraj, who is a noted poet in the state, has agreed to help us form a work plan to work on literature with children. He has been spending time once a month with the teachers regularly.

Academic Support to Teachers

Academic support to the teachers is through regular fortnightly workshops. These workshops have been a regular feature of our working since July 2005. In these workshops, the teachers present the report of the activities done in past 15 days and an action plan for next 15 days. These workshops are also the forum of discussions on academic, personal and administrative matters. Teachers also share their experiences of innovative methods of teaching and new TLM in the workshop. The team of teachers thoroughly discuss each idea before approving them as a group.

Apart from these regular meetings two other workshops were organised. A six-day workshop was conducted in October 2005. We prepared reading material for environment studies for children who had reached the stage of reading and writing.

The second was another six-day workshop organized in the last week of December 2006. We prepared reading material in environmental studies on the concepts in science equivalent to class V of NCERT and SIERT syllabus for self-learning children. Shiv Kumar a noted artist also spent two days in the workshop and helped us understand art education in elementary school.

We have been managing Mathematics, Hindi, and EVS, sports to satisfactory levels but art education and English language have been problem areas for us. We have not been able to do what we would have liked to do, as the capacities of our current teachers are limited in these two areas. We have been talking to quite a few people to work part time at the school in the above two subjects. Mr. Shiv Kumar has supported the teachers in art education but we needed someone to work directly with children. Mr. Arvind Jodha has started working on art education with our teachers and children and spends 5-10 days a month at the school. He has been working on paintings, sculptures, paper work, and clay work since January 2006.

2.4 School Activities

We conduct several activities in the school apart from classroom learning. We believe that they are not only learning opportunities for the children but also putting into

practice some of key beliefs. Democratic decision making, dignity of labour, participation in school activities, to name a few. Some of the main activities are:



School Panchayat: The school has its own Panchayat body. It has an adhyaksha and two members. The students elect all three in a democratic manner. Initially the objective of having such a body was the educate children of the Panchayat raj system (what it is, how it is formed and how decisions are taken). But now we are

trying to make it more actively involved in school decision-making processes. The body is elected every three months. At present the major work area of the group is to decide upon *apna kaam*, school daily newspaper and daily wall magazine. We are considering involving the body in other school activities like designing school campus, organizing school events like annual day, fairs, exhibitions etc.

School News Paper: The children prepare a daily newspaper (UDAY Patrika) and put it on the school notice board every day. The newspaper has an editorial board and a team of reporters. The reporters bring news from their respective villages and give it to the editorial board, who then edit and write the paper for next day. This team is also for three months and changes with the school Panchayat elections. The objective has been to increase the creative faculty of children, making them more aware and involved in the things happening around them, have an opinion on them. Children have been bringing out this newspaper daily now for 10 months.

School Magazine: Everyday children bring some creative writing which is included in the hand written magazine called *BALBOOK*. This includes stories, poems, and paintings. The magazine also has a similar managing committee. We are thinking of making it more organized (printed version on monthly basis)

Apana Kaam: The school is still in a developing stage. The facilities there are also very basic. In Uday Pathshala, we try to involve the entire community of children and teachers in developing it. One day a week is devoted to school maintenance or similar activities. It is our belief that Apana Kaam

will go a long way in forging strong bonds with the school and inculcating respect for all kinds of work in a more effective manner than a 'moral science' period. This is any work on the school decided to be done by teachers and children on Saturday afternoons. The work may be to dig pits for plantation, repair the school, clean the school or repair anything in the village.



Exhibition of Creative work by Children

An exhibition of creative work done by children of the school in last eight months was organized at the school on 6th of March 2006. This exhibition included paintings, drawings, spray paintings, group paintings, sculptures, story illustrations, picture stories, poems, stories, the daily school news paper, school magazine, photographs and creative work by community especially women. The exhibition has one section which displayed the teaching methodology, curriculum, TLM, our philosophy, classroom management systems and a list of frequently asked questions (we have no text books, no headmaster, no red pen, no school bag, no prayer, no examination, no uniform, no class system, multi level and multi grade not only as a management system but as pedagogy, no school bell). The exhibition extended

to almost 500 mts and exhibited nearly 1500 items. The District Collector was the chief guest of the programme. He spent some two hours at the exhibition looking at the creative work done by children. Nearly 1000 people from villages and city came to the exhibition.



2.5 Academic Progress of Children

A review and assessment of the school, teachers and learnings of children was done in the month of May 2006 as last year. A team of parents, local youth and teachers conducted the exercise. First of all the teachers presented the learning levels of children and change in their level of learning in last one year. Based on this an evaluation design for each child was made which included written, verbal and activity (group and individual) based exercises. This evaluation exercised continued from 1st may to 15th May 2006. Based on this and the daily progress report of each child a progress report of each child was made and distributed among parents. A sample is attached as annexure I.

XIX Academic situation after 2 years

Learning level of children in Hindi

Group	Girls	Boys	Total	Sub Groups	Children	Level
Bagicha	11	12	23	1	5	Reading small novels, writing stories and poems. Know noun, pronoun, verbs, adjectives, singular plural, suffix, prefix, use dictionary and thesaurus,

				2	2	Small poems based on given words, punctuation marks, pictorial depiction of stories.
				3	6	Attained levels equivalent to class III syllabus of NCERT. Working with stories of 4-5 pages.
				4	4	Reading short stories of 1-2 pages, can make stories from pictures, know basic knowledge of noun, pronoun.
				5	3	Working with 40 alphabets and 6 matras, reading and writing small simple sentences, oral stories
				6	3	Three children have not been coming to the school even after repeated visit by the teacher to the child's house.
Phulwari	10	11	21	1	4	Working on short stories of 3-4 pages, complex words and sounds, noun, pronoun, adjectives.
				2	5	Working on short stories of 1-2 pages,
				3	4	Working with 40 alphabets and 7 matras.
				4	5	Working with 27 alphabets and 6 matras. At initial stage
				5	1	Working with 27 alphabets and 4 matras.
Guldusta	9	15	24	1	8	Working on 19 alphabets and 4 matras
				2	5	Completed working with 11 alphabets and 2 matras.
				3	11	Working on first five words.
Gul	10	11	21			All children working on pre language activities- singing, telling stories, plays, eye-hand coordination, narrating activities at school and home etc.
Khushi	12	12	24	1	1	Working on short stories of 3-4 pages. Can make questions and discuss the story in-group.
				2	3	Working on stories equivalent to class III of NCERT.
				3	1	Knows the complete alphabets, working on complex sounds and words
				4	5	Working on 27 words and 6 alphabets
				5	3	Working on 19 alphabets and 4 matras.

				6	5	Started working on 19 alphabets and 2 matras
				7	6	Working on 9 words and 2 matras
Total	52	61	113			

Learning Levels in Mathematics

Group	Girls	Boys	Total	Sub Group	Children	Levels
Bagicha	11	12	23	1	3	Working on LCM, GCD
				2	1	Area, divisibility by 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
				3	5	Time, measurement,
				4	6	Division by use of tables,
				5	3	Working on Measurements
				6	1	Practical measuring
				7	4	Working within 1-99
Phulwari	10	11	21	1	5	Working on division,
				2	4	Working on time, know addition, sub., multiplication.
				3	1	Working on measurement of weights, distances, knows addition, sub., multiplication.
				4	3	Addition and subtraction with numbers upto 999, know multiplication of 10s.
				5	4	Working in 1-999
				6	4	Working on the concept of 100
Guldustara	9	15	24	1	5	Counting up to 99
				2	4	Working within 1-30
				3	4	Addition and sub. Within 1-9
				4	11	Counting 1-9
Gul	10	11	21	All children work together as they are almost in the same age group	All children working on pre math activities- counting, arranging in order according to size, identifying big- small, thin- fat more -less etc, eye-hand coordination, estimating distances time.	

Khushi	12	12	24	1	1	Working on time, volumes, geometrical figures, fractions
				2	5	Addition, sub., multiplication, division up to 999
				3	5	Addition and subtraction upto 99
				4	6	Counting up to 99
				5	7	Working within 1-30
Total	52	61	113			

* - 10 children are not enrolled.

Learning Levels In environment studies

Group	Level
Bagicha	Most of the activities done are oral discussion, experiments, and observations. Only five children are given papers on different topics to read and written assignments on it. Children have reached learning level 8 of our curriculum.
Phulwari	Most of the activities done are through oral discussion, experiments, and observations. No child is given written material, as they have not yet reached skill level in Hindi required for the same. Children are up to level 7 of our learning levels.
Guldusta	Not yet started
Gul	Not yet started
Khushi	Most of the activities done are oral discussion, experiments, and observations. No child is given written material, as they have not yet reached skill level in Hindi required for the same. Children are up to level 5 of our learning levels

Learning levels in English

Group	Girls	Boys	Total	Sub Group	Levels	
Bagicha	11	12	23	1	4	Working on chapter 6 of class III of SCERT
				2	5	Completed alphabets, reading small sentences, started communication with each other
				3	6	Completed alphabets
				4	7	Working on with alphabets up to 'V'
Phulwari	10	11	21	1	5	Forming words with given alphabets, small communications
				2	5	Know alphabets
				3	9	Working on alphabets

Guldusta	9	15	24			Working on rhymes and small communications
Gul	10	11	21			Working on rhymes and small communications
Khushi	12	12	24	1	5	Completed alphabets, reading small sentences, started communication with each other
				2	4	Know alphabets
				3	4	Know 16 alphabets
				4	11	Working on first 6 words.
Total	52	61	113			

Art

Activities of fine arts, performing arts are carried on as an important part of the school. There is a separate time slot of one hour every day for creative work. Children do drawings, painting, music, theatre, origami, clay work etc.

Games and Sports

There is a separate slot of time for games and sports everyday in the daily routine. The school now has formal training of football, kho- kho and kabddi.

2.6 Relationship with the Community

UDAY is not only to set examples of quality education within the school but we also believe that the quality of the school will be sustainable only if the community has greater sense of ownership and active involvement of school management systems and learnings of their children. This is something which is now recognised, and is evident from the fact that government of Rajasthan is transferring elementary education to the local self governance i.e. Panchayati Raj Institutions. For this we have been trying to encourage the community to get involved in the school activities and ensure that all major decisions like construction of school building, resolving land issue, constructing boundary-wall, plantation, and annual evaluation of the school are taken by the community. All this needs a lot of time to be spent with the community. For this it is mandatory for our teachers to stay with the community. This helps us to have both formal and non-formal discussions with the community regarding the school, its processes, progress of children, pedagogy and problems. Staying with the community also helps the teacher to understand the culture of the community better which provides us with enough material to have a framework of relevant community based curriculum and teaching methodology.

The ground realities are very different to what we would like to achieve. Education of children comes very low in their priority list, to expect the community to start managing the school is asking too much. We are trying to work both formally and non-formally with the community.

Formally the community meets once every month.

Last year we had some problem with the formal interactions with the community. The community meetings were stopped due to a dispute between the community members in Feb-March 2005. We restarted the regrouping the community after July 2005. It was still very difficult to make them sit together. So we decided to conduct separate meetings in each village. These meetings have been quite successful. We are at present sharing with them the progress of each child and the academic activities being done.

2.7 Infrastructure Development and Logistics

Hand Pump at school: We were able to install a hand pump at the school in the first week of March 2006. The hand pump was financed through resources generated by consultancy services to other organisations.

It is a 330 feet bore. With the installation of this hand pump, we have, to an extent been able to solve the problem of drinking water at the school.

School Building: One more step was taken in the direction towards constructing a building for the school. The community generated funds to make a kuttcha boundary wall on the school land. A mud wall has been made on half of the land. The remaining work could not be done as the rains stopped (for this kind of boundary wall, rain is essential to soften the soil). If we put a financial value to the work - then it worth Rs 37,000 but the social value of the work is worth much more and it would be an insult to try and quantify it.

Last year, we had drawn up plans for a school building with the help of Development Alternatives, New Delhi. This year we were able to begin construction of four classrooms of 15X20 sq. feet began at the school in June 2006. The estimated cost for the construction is Rs. 1, 20,000. We plan to generate this from local contribution, contributions from friends of Gramin Shiksha Kendra and community members.



Office Space: The office had been running in the residence of the Secretary which hampered work. This year we were able to establish a full fledged office at the district headquarters of Sawai Madhopur in September- October 2005 to help coordinate activities of the organization. The office has enough space for administration, documentation and accounting work. This office also has space for workshop of teachers, a library space and a guest room. This office is needed as the location of the school, does not at the moment have adequate electricity.

3.0 New Programmes

3.1 Second School

The second school had been due for almost one year now. The communities of Bodal and Halonda have approached us to open a school in their villages. We have started communicating with both the communities. Before we open the school, certain issues like land and community participation need to be agreed upon. People from both the villages have visited the school at Khawa. It is likely that the second school start in July 2006.

3.2 Vistaar

Vistaar is a new programme that we have initiated to work with government schools around Uday Pathshala in order to improve the quality of education offered there. The current Uday Pathshala shall be a resource school for the purpose. This project is being supported by Save the Children Fund, Finland (SCF). SCF initiated the process with GSK in October 2005 for possible partnership and support to the initiatives of the GSK. A project in collaboration of GSK and SCF to improve the quality of education on 20 selected villages of Sawai Madhopur was finalized in November 2005. The project has been approved by Ministry of Home Affairs as it involves foreign money and will soon commence with the signing of MOU between the Education Department, Gramin Shiksha Kendra and SC F, Finland.

4.0 Others

Consultancy Support to other NGOs:

Gramin Shiksha Kendra provides academic support to other NGOs working in the field of education in different parts of the state. The different assignments we did in the period under review were:

- Teachers training for teachers of partners of SCF, Finland
- Orientation on quality education for education support group working in various NGO partners of SCF, Finland
- Teachers' training for the teachers of Aajeevika Bureau and Astha at Udaipur
- Continued support to the teachers of Astha.

Training of Teachers for SCF:

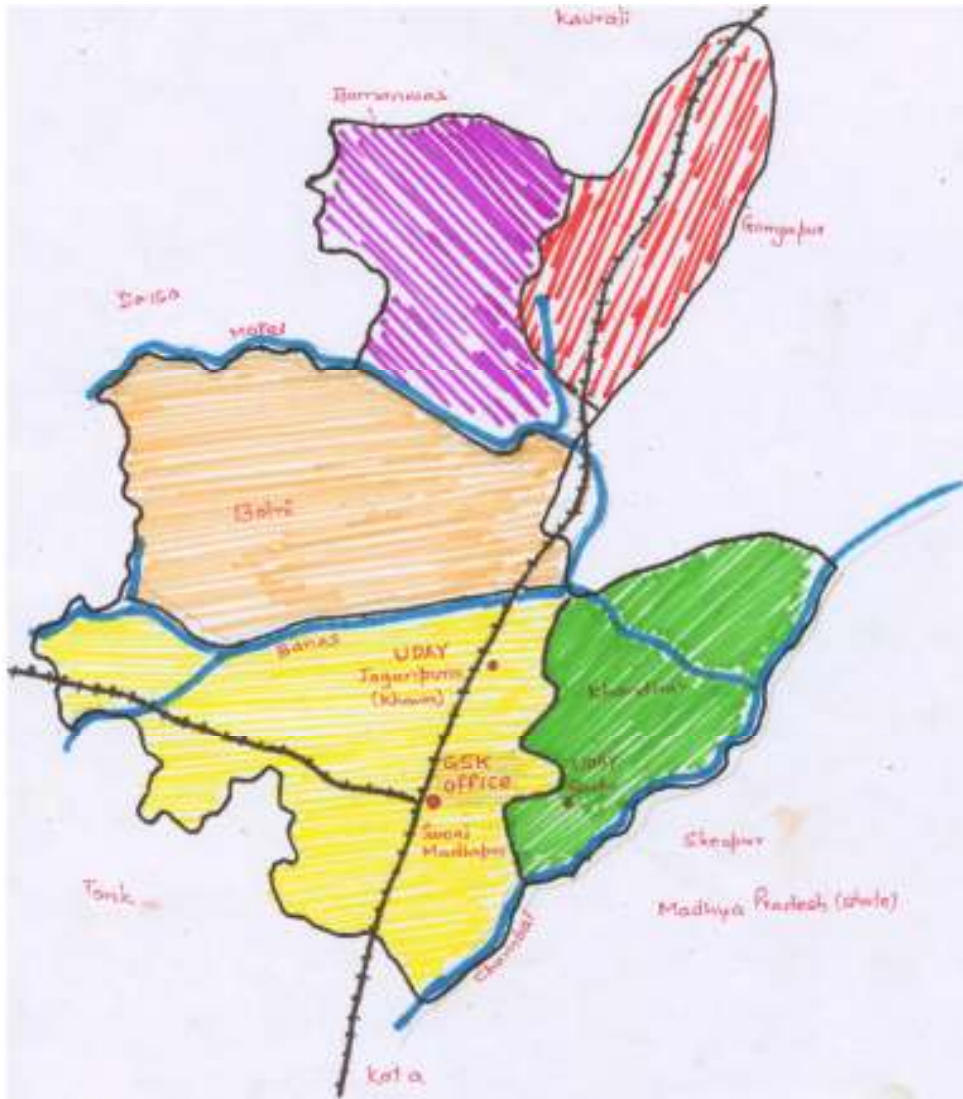
A forty-five days induction-training programme of teachers was organized in collaboration of SCF from 17th May 2006 to 1st July 2006. This was training for teachers of partners of SCF working in different districts of Rajasthan. The total number of participants in the training was 22 (15 were from the partners of SCF and seven teachers form GSK also participated. Out of these seven, five were new and two were the old teachers. The topics covered in the training were:

1. Orientation on the philosophy of education
2. Understanding child's psychology

3. Understanding on different concepts and nature of subjects
4. Teaching methodology/ pedagogy
5. Capacity enhancement for working as a team
6. Skill development in fine and performing art
7. Rational out look and positive thinking
8. Sensitization on the issues of Gender, Caste, Religion etc.
9. Personality development
10. Community mobilization, school- community relations
11. School Management and organizing teaching processes
12. Reporting and documenting skill
13. Review and planning skills

For details of the training please see annexure ii -

MAP: SAWAI MADHOPUR



Gramin Shiksha Kendra's Work Area: Khandar and Sawai Madhopur Blocks

Depicted by yellow and green

Daily Routine in the training

Time	Activity	Objective
5.30-6.30	Exercise	To keep healthy during the training
6.30-7.30	Physical work	We need to do all our work by ourselves
8.30-9	Breakfast	
9-9.30	Balgeet, songs	Music
9.30-10.30	Reading Diary	Making sure that last day's work was clear, skill dev. In writing diary
10.30-1	Concepts of education	
1-2	Lunch	
2.2.30	Games	Group games for teachers and children
2.30-4.30	Concepts of education	
4.30-5.30	Book reading	Developing understanding on various issues
5.30-6.30	Fine Arts/ Performing Arts	
6.30-7.30	Outdoor games	
8.30	Dinner	
8.30-10.30	Book reading, cultural activities, films,	

Training Methodology

1. Initially understanding of training was built based on previous knowledge and working environment.
2. The trainers were then made to work on the basic understanding of being a good and effective teacher.
3. The trainees were introduced to novel methods of making TLMs
4. The trainees were motivated to encourage inquisitiveness and curiosity among children.
5. The training methodology was such that it motivated the trainees to voice their views and concerns without any inhibitions.
6. The trainees were made to solve their queries through self-contemplation, discussion and trial and error method.
7. The training emphasized amicability of teacher-student relationship.
8. Working in a group was emphasized than working individually.
9. The trainees were made to read new books, which strengthened their understanding of teaching and introduced them to innovative and effective methods of teaching.
10. A daily diary was part of the daily routine of the trainees in order to assess their learning of the day.