

Gramin Shiksha Kendra

Annual Report

2014-15



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Introduction

It's a pleasure to present to you the 11th annual report of Gramin Shiksha Kendra (GSK). GSK has now been working in elementary education in Sawai Madhopur and Khandar blocks of Sawai Madhopur district for eleven years. From a thought and an idea GSK has come up a long way. We are now a team of almost 50 and are working in 67 villages and schools.

The first of our five schools the Uday Community School, Jaganpura got operational in 2004. In July 2006, on the request of the community of Bodal and Mordungri we established the second Uday Community School in Bodal. The third school with an intention to cater the needs of the urban middle class and popularize the idea of child-centric innovative education system was opened in June 2007. The fourth school Uday Community School Faria was initiated in July 2009.



The latest school to open up was Girirajpura in 2014 on the request of the Forest Department of Sawai Madhopur and the community which had been relocated from Mordungri.

In past 10 years Uday Pathshalas have established themselves as centers for high quality education.

GSK is today poised for a leap ahead. We have been able to establish a quality education model which communities have accepted and are looking forward to adopt.

When we got going we were expectant that the model would encourage communities to expect a similar quality of education from the government schools.

We are aware that this is not something that can happen all by itself. It is going to need facilitation and a proactive approach. The Vistaar agenda is something that we feel will begin to change all that. We are aiming to reach out to 62 schools in the area around the Ranthambhor National Park with a set and planned agenda to work with all the aspects that impact quality education and bring about a change.

GSK for us is more than just an organisation. It is our way of promoting the idea that *every child in the country should have access to quality education*. We are aware that the dream is too large for us - but in a small way at Sawai Madhopur we hope to be able to provide a model that can help both the government education system, educationists, other organisations of the civil society and academicians to build on, to learn from and to possibly adapt to create an environment and a space where this becomes possible.

We have chosen a small but significant pilot area to try out our work. 100 villages around the Ranthambhor National Park, covering two blocks we feel is a significant size wherein all the different elements that affect education can be studied, understood and experimented with. We



believe that if we are able to demonstrate all what we believe in this unit we would be able to provide a comprehensive approach which can help spread quality education in government.

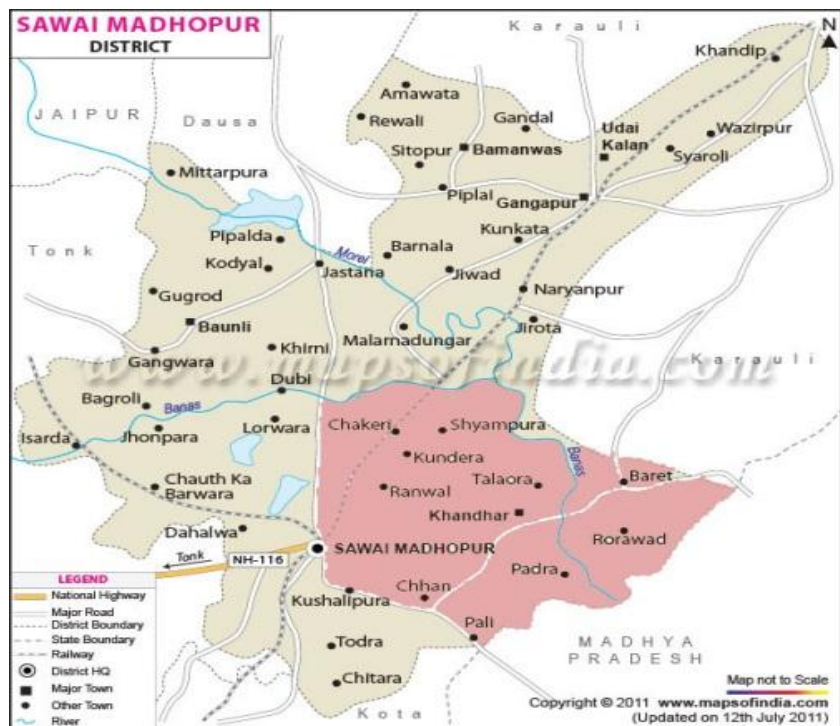
Gramin Shiksha Kendra

The need for a locally relevant school emerged in 1987-88 when the Centre for Environment Education (CEE) set up the Ranthambhor Eco-development Project which was working with communities around the Ranthambhor National Park, home of the famed tiger. The project was a people centred initiative to develop a conservation platform which would ensure people's livelihoods were sustained and that the wildlife and forest in the area remained conserved.

In working with communities, we realised that quality education was the crucial missing link that could make our initiatives more sustainable. We could have chosen to work with the adults but it was the children that would inherit the area and have to manage it sustainably. We decided that a school education programme that could provide quality education was imperative to bring about long term change in society.

The Area

Gramin Shiksha Kendra works in the villages on the periphery of the Ranthambhor National Park in the Sawai Madhopur and Khandar blocks of Sawai Madhopur district. The two most populous communities in the area are the Gurjars (traditionally animal grazers) and Meenas (a scheduled tribe but now mainly agriculturists). The main occupation in the area is agriculture even though it is becoming less and less remunerative and cattle rearing. Although the Ranthambhor National Park is a major tourist draw, only a few



GSK Operational Area (shaded in pink)

local people benefit from the tourist trade. A large number of young people from the area are migrating out to urban centres in the search of livelihood options usually at the bottom most level of work involving high levels of physical labour.

The Ranthambhor National Park looms large in the area and it a sad reality is that people who lived close to the forest, and who should have benefitted most from the conservation of the forest, have ended up becoming victims of conservation.



There are around 120 villages around the Ranthambhor National Park. There are around 100 government schools in the area.

The Formation and Vision

The community supported the need for a strong focus on education and was willing to support the initiative. A group comprising Sachin Sachdeva, Jyotsna Lall, Vijendra Pal, Radheyshyam Sain, Prithviraj Meena, Kalyan Hiranman, Harsahai Jaga and Rampal Gujjar came together to form the Gramin Shiksha Kendra in 1996 and identified education as the core of the work that they would do.

Based on our understanding of education and the experiences of the contemporary education initiatives like Lok Jumbish, the Hoshangabad Science Project and pedagogical and curricular



Kalyanji - Founder Member of GSK at the inauguration of Girirajpura School

experimentation of organisations like Digantar, Bodh Shiksha Samiti and Sandhan, GSK set the framework for the initiative.

Gramin Shiksha Kendra was thus set up as a response to the poor situation of education in Sawai Madhopur. Though set up in 1996 it remained dormant until 2003. In 2003, while the education environment in the state had changed, the situation in the villages of Sawai Madhopur had not. They remained bereft of quality education despite a large number of educational initiatives from the government of Rajasthan. This provided the backdrop to the educational initiative that Gramin Shiksha Kendra would take

up.

The Gramin Shiksha Kendra Idea

In an attempt to make sure *access to education* was universal, the government had set up schools in almost every village. Quality however remained unattended. The government schools system was exemplified by poorly qualified teachers and high absenteeism and consequent high levels of drop outs of children at class 5 and class 8. Poor quality government schools began to get replaced by market led private schools with outward depictions of quality - like a tie, a belt or badge, or a uniform. This needed to change.

The idea of GSK was to set up a group of Resource Schools which would be able to demonstrate what we believed was quality education. To present to the children, the parent community and the teaching community of Sawai Madhopur and Khandar a way to understand quality education and offer it to the community and help them use it for the benefit of children. We wanted the community to be able to observe our work and if convinced then demand similar quality from the



government school system. We also wanted to help the government school systems respond to that demand by improving its own functioning.

We would thus be creating a two way action:

- i. Supporting Communities to Demand more and govern the system better
 - a. Through active School Management Committee functioning
 - b. Through greater in-school participation
 - c. Through more evolved understanding of what quality education implies
- ii. Supporting the School system to Deliver more and manage its functioning better
 - a. Through better school management
 - b. Through better class room management
 - c. Through inclusion of TLM into teaching



Our belief is that together this will lead to better outcomes for children in the following manner:

- i. Improved levels of learning
- ii. Reduced dropouts at class 5 and class 8 level
- iii. Greater regularity in class room attendance of children
- iv. Better teacher child relationship

The Uday Resource Schools are but a means to this end. They are the epicenter of all action at the government school level



Parents in School

The Fish Bowl Approach

The Uday Community Schools initiative has over the years presented a new idea of education. As a fish bowl within the community, each school has allowed the communities to observe, learn and build their understanding on education. Uday Schools have emerged as 'centres' for quality education around the Ranthambhor National Park.

The schools today are learning centres



which are producing students who are able to take decisions based on cogent reasoning and are confident citizens. The Uday School has become a place where children want to, and love to come and where teachers feel motivated and happy to teach. The Uday Schools have also become resource centres for education in the area.

Uday schools are free schools and this decision was taken to align them to government schools that we see as the main beneficiaries of our project. Uday Samudayik Pathshalas have been established with active support from the members of the community in land identified by the community. We do not pay any rent for any of our Resource Schools. Uday schools are developing as centres for education, sports, and cultural activities and mostly as spaces that children enjoy to be in.

Learning from the Uday Schools

What have we been able to see in terms of changes at the different levels in our experience of running Uday Pathshalas:

1. Children are interested and keen on learning; and in the right environment and with the right facilitation they are avid learners. This is crucial in the context of first time learners and families from extremely vulnerable groups who have somehow been given to believe that their children “will not learn”. GSK has changed that notion. The idea of a ringing school bell and children rushing home from school is not a sight you will see in an Uday school. Children at Uday schools love to learn and are keen to learn.
2. That formal school spaces need to evolve in a manner that is conducive to children’s learning. School buildings are not just spaces to be. They also inspire and motivate children and teachers and parents. Unkempt and poorly maintained buildings do not inspire confidence. The change in the way the school feels at Uday and particularly in the government schools that we have adopted is an example of how school infrastructure can inspire learning.
3. That Teachers when they apply themselves and focus on child centered learning can create an atmosphere that draws a child to learn and builds the motivation in children to learn. The concern and effort that the teachers put in make learning easier. This is not rocket science but careful planning and inputs provided by the teachers can make a significant difference.
4. Teachers for schools in such geographies also come from a similar depressed background and poor educational experiences and therefore need constant and regular academic support. We tend to assume that Teachers in themselves are complete in their training and



Mothers meeting in a government school



capacities. This is far from true. The GSK idea ensures that teachers from the area receive constant, consistent, sensitive and tailored support which helps them enhance their capacities and provide for a more conducive education intervention in the school.

5. That every child has an inherent capacity to learn and that being from a deprived or vulnerable community does not make a child less amenable to learning. This seems like a simple statement, but socially this is a big stumbling block. Teachers in the government system have come to assume that poverty and vulnerability are impediments to learning. That children from such communities will find it difficult to learn as the environment for them is not conducive. The Uday schools have shown that this is not true and that a good school environment can offset the lack of a learning environment at home.
6. That pedagogy and curriculum need not be a stumbling block and that they can be built and evolved to suit the local situation and children. A lot of effort and energy has been put into these two words. In our opinion, these are the least of the worries. There has been enough work done to know what a good curriculum is and how it can be further developed. And in terms of learning, there has been sufficient experimentation to show how children learn best at their own pace and that careful facilitation is the most crucial part of the learning process. We have experimented with these approaches and they work just fine. And working on these approaches will help us spiral up our learning and make it better. But this should not be the main stumbling block now. There are other crucial gaps in the education system which need to be plugged
7. That CCE may be difficult but is an important part of a school education program and can become an important tool in helping plan the educational development of a child. We did not use CCE as a forced agenda for us. Since every child learns at his/her own pace, one has to keep track on what this pace is. The CCE is only a means to do that. Accepting that every child has its pace is the precondition to a sound CCE. A teacher in the class room as a facilitator has to have a plan. The CCE is the plan. CCE puts the teacher into a position of importance as the assessment of each child leads the teacher to plan for each child. The teacher's skills at dealing with children are critical for the implementation of this plan. All teacher training therefore needs to accommodate this element and make sure that teachers



Principal of Bodal School Sharifaji in a Mothers meeting

can play that role. Thus application and effort put in by teachers is a precondition to change in education levels.

8. We have understood that classroom processes, planning, working with the child and helping the child grasp are crucial elements of learning. We strongly believe that this process cannot be curtailed. That simplification of the systems and attempts to fast forward them will have a negative impact on the overall growth of the child. That the pace of learning has to be guided by the child's ability to learn and that there is no quick fix to sustainable learning and



child development

9. That communities are today the keenest stakeholders of the education system and are desperate for improvement in quality from schools and are willing to even risk dubious private schools in an attempt to seek better education. This is perhaps the one thing that we as a education system are not willing to understand and build on. Communities are important. It's their education system. They have to engage with it, understand it, and manage it. Parents of children are the most stressed people today. They are concerned and are seeking the best for the children. The moment we recognize this and work with that in mind, we will bring about a significant change in the way education happens. A school improvement programme or a teacher motivation programme will be effective only when backed up by strong community action. We have to be conscious that communities are willing and waiting to engage in helping the government schools system improve and when given an opportunity are willing to take greater responsibility
10. But that does not mean that teachers have no role. The second big gap in the education sphere is the capacities of teachers. They may all have degrees for teacher education but need support and backing. Government teachers are the most maligned in the entire system. But we believe that when given responsibility and when motivated, government school teachers are also willing to engage. We have to help the government understand this and get them to create that environment which seems difficult to do; experiments like the Uday schools are all targeted and directed towards improving that space in the education system.



Changed ways at a government school

So where are we...?



In this path for change, we are moving steadily. It has taken us some time - but we are confident in saying that we are on the right track. We feel that in a few more years, when we have been able to bring visible and significant change to the government schools that we work in, we will have a replicable and demonstrable model.

The GSK model is that of a small finite unit which has demonstration of good quality education. We believe that it will provide the government and other organisations a workable model, that is practical, useful and replicable.

Report of Activities 2014-15

Gramin Shiksha Kendra has been actively operational for almost 10 years now. This is a significant period of time to have continuously worked in an area on a subject like education to be able to draw out some generalisations about the change that has happened.

Uday Schools have been able to set a standard for education in the area. This has helped to shape the community's views on education as they have been influenced by what they have seen at the Uday School. Uday Schools have emerged as 'centres' for quality education around the Ranthambhor National Park.

In the year 2014-15, Uday Community Schools worked with over 600 children through the 5 schools. Of these 5 schools, 2 are government schools run under the Government of Rajasthan's *Adopt a School* programme and 3 are GSK managed resource schools. One of the three GSK schools has been initiated in the relocated village of Girirajpura. The children of Girirajpura, before rehabilitation, used to study in Uday, Bodal. The community and the forest department had requested GSK to open a school for the relocated community in a building constructed by the Forest Department in 10 acres of community land.

In 2014-15, 24 students graduated from Uday Community Schools; 22 children have been admitted in various sports academies in Rajasthan. All the students who completed their elementary education from Uday are continuing their studies in various schools, colleges and sports `academies in the state.

The alumni of Uday Schools have formed an association called *Umang* (meaning aspiration). Apart from engaging in creative and sports activities they help each other in shaping their careers with the help of GSK. They have also begun volunteering with the teachers of Uday Samudayik Pathshalas.



Uday Jaganpura

The following sections describe the activities at each of the resource schools.



Uday Samudayik Pathshala, Jaganpura

Uday Samudayik Pathshala, Jaganpura completed its 11th year and is now an established Resource School of the area. In the 2014-15 academic session, it had 213 children, which is close to the maximum number of children it can take currently. It includes a pre primary section, primary section and the upper primary section. In the academic session under review, 14 children successfully completed their elementary education and are now enrolled in the senior school in the neighbouring school of Ranwal village.

Apart from establishing itself as centre of academic excellence, Uday Jaganpura has also established itself in sports. This year the school won the district football, kabbadi, kho- kho, handball and athletics events. Almost 40 children have been selected to represent the district teams for state level tournament and 17 children from the school have been admitted in different national sports academies.

From year 2012 onwards it has been fully supported financially by Heisley Family Foundation, USA.

Uday Jaganpura is the oldest school of GSK. Under the Vistaar programme, it functions as the resource school for almost 20 government schools surrounding it within a radius of approximately 10 kilometres. The specific programmes under Vistaar include

- continuous academic support to government teachers in planning and evaluation
- school management
- development of libraries
- teachers and head teachers training
- providing fellowship for different studies to government teachers
- support to the school management committee
- training and exposure of mothers

Uday Samudayik Pathshala, Katar-Faria

Uday Faria was initiated in 2009 at the request of the community. The community identified 5 acres of land and part of it is registered in the name of GSK. It has been functioning in temporary structures till now. These structures though picturesque have serious limitations and are not weather proof. Uday Faria, is completely supported by Yatra Foundation, Australia. We hope to begin permanent buildings in the coming



Uday Faria



year.

Uday Faria is about 40 kilometres away from the district headquarter of Sawai Madhopur. It is 3 kilometres away from the main village Faria and is almost in the centre of 4 villages that form its catchment area. Its school serves the communities of Faria, Katar, Gopalpura and Himmatpura villages and their hamlets.

This year the strength of this school was 152. The teacher-pupil ratio is 1:17. The school is quite well equipped with 5 enclosures, a library, enough space to play, hand-pump and 1 toilet. The entire school is also enclosed in a boundary wall. The average attendance over the past year was 82%.

The school now has a big football and kho-kho ground at the campus.

Uday Samudayik Pathshala, Girirajpura

Uday Girirajpura is the latest initiative of Gramin Shiksha Kendra. Girirajpura is a small village located four kilometres from Amla Railway station on Delhi - Mumbai mainline. Two passenger



Uday Girirajpura - Initial days

trains stop here. But there is more to Girirajpura than this. This is a new revenue village inhabited by the communities from Mordungri and Padra villages. Both these villages were inside Ranthambhor National Park and have been rehabilitated. Project Tiger was initiated in 1972 and since then the spectre of rehabilitation has been a threat for these villages. The villages were

rehabilitated in 2012 and it took almost 2 years for the communities to settle down.

Our association with Mordungri dates back to 1987 when the Centre for Environment Education set up a field project. While the organisation changed, the people and the connection remained. When GSK became operational, the children from Mordungri studied in Uday Bodal.

GSK has been a supporter of Mordungri's demand of a just relocation package for the community. It is the community's resilience and our support that has resulted in an amicable relocation.

Ever since the relocation, the community had been requesting GSK to set up an Uday school in their new village of Girirajpura. They have also been requesting the forest department and district administration for the same. The forest department wrote to GSK in January 2014 requesting to start a Uday Pathshala for children of Girirajpura.



They also provided GSK with 10 acres of community land a three room school building. The demand from the community and support from the forest department and district administration encouraged us to open a Uday Samudayik Pathshala at Girirajpura. The school began in February 2014.

Currently, there are 45 children and 2 teachers. The nearest government elementary school is four kilometres away near the Amla Railway station but across the busy railway line which makes the access to the government school not only difficult but dangerous. The community of Girirajpura has 55 children in the age group of 4-11 years. The Forest Department is planning to relocate 3-4 more villages from the core of Ranthambhore to this location. The population of this village is going to be around 250-300 families in a few years and the number of children will be 200-250. This is the rationale for initiating a resource school away from the cluster apart from the historic linkage with the community of the erstwhile village of Mordungri.

Uday Shasakiye Samudayik Pathshala¹

GSK decided to begin work in urban areas on a pilot basis believing that large scale change takes place in the middle class and to explore the acceptability of the GSK model of education with a fee paying group. The Uday urban school was initiated in July 2007.

This experiment did well in the sense that the school gathered a group of committed parents who believed in this kind of education for their children. The community was close knit and played an active role in the functioning of the school. The school did not however reach a situation where it could sustain itself financially only on the revenue generated through school fee; this despite the fact that the parents voluntarily increased the fee that they were paying.

With the enactment of the Right of Children to Free and Compulsory Education Act (RtE) in April 2010, the urban school faced the danger of being closed down as it did not meet all the standards set by RtE for receiving affiliation. For instance, it did not have its own building and playground which was one of the essential requirements for affiliation post RtE

The dilemma was acute and required an urgent solution for the student and parent community. Running the school in the existing conditions meant going against the RtE and closing the school meant that the children who were studying in the school would be deprived of the education that their parents had chosen for them.



Parents at Uday Bodal

¹ Uday Government-Community School



GSK took the problem to the then Collector of Sawai Madhopur, Shri Giriraj Singh Kushwaha. After a series of discussions where the parent community requested the Collector that if the government could not provide affiliation to the Uday School, then it should ensure quality education in government schools. The one alternative that both groups agreed upon was that one of the government schools could be given to GSK to run under the 'adopt a school' programme. The Government Upper Primary Girls School at Housing board colony Sawai Madhopur was selected to be managed by GSK.

A proposal was submitted to Government of Rajasthan. The proposal was sent under "Adopt A School Program of Rajasthan Education Initiative" under Public Private Partnership. The approval was not automatic and required constant interaction with the government official. The process was time consuming and required frequent visit to the government offices for various bureaucratic clearances from different government officials. The parent community did not give up. They continued till the process saw its completion and the proposal was approved on and a MoU signed on 21st July 2012.

A MoU was signed with government of Rajasthan for adoption of two schools, Government Girls Upper Primary School, Housing Board Colony and the Government Primary school in Bodal. After this MoU the Uday Samudayik Pathshala Urban, was merged with the Government school so that this government school could run on the child centric principles practiced by GSK. This MoU is for a period of five years i.e. July 2012 -17.

The following sections describe the progress in the two Uday Shaskiya Samudayik Pathshalas during 2014-15.

Uday Shaskiya Samudayik Pathshala, Bodal

GSK has been running the government primary school at Bodal since 2012. The past three years have seen several changes in the functioning of the school. Currently, there are 2 GoR teachers and 4 GSK teachers for 114 children.

The government teachers have 'adopted' the ways of the Uday teachers and the two teams work as one in running the school in all aspects. The community is deeply involved in the functioning of the school.

This synergy in running the school came as the Uday team and the community were committed to their children's education. For instance, when the Uday



Assembly at Uday Bodal



school and the government school at Bodal were merged, the problem of the pre primary section arose. Uday Bodal had a pre primary group but the government school does not have space for this as under the government system, pre primary education takes place at the aanganwadi centre of the Integrated Child Development Scheme (ICDS). The community suggested that GSK place a teacher in the aanganwadi as the aanganwadi worker pays little attention to preschool education. The aanganwadi worker was reluctant to create space for this at the centre. Gradually, with persistence and community support, the aanganwadi worker and the GSK teacher began working together. Currently, there are 25-30 children under 6 years enrolled at the centre. The Bodal aanganwadi has become a model aanganwadi of sorts appreciated by the community and government department.

The children of the aanganwadi when they come to school are better prepared for school and have a high attendance rate thereby positively impacting learning in the long term.

Uday Shasakiye Samudayik Pathshala Housing Board, Sawai Madhopur

This Government School was integrated with the Uday Urban School. The government school had 9 teachers for 14 children in 2012. In the year 2014-15, the school has 66 children and four teachers appointed by GSK. In addition, the school also has 6 government teachers. Clearly, there are many more teachers than needed in the school.

This school offered a lot of resistance from Government teacher in the first two years after adoption. They refused to allow the Uday team to work or follow any government orders in this regard. Further, they refused to follow the Uday pedagogy.

The matter had to be taken up to the District Collector and CEO Zila Parishad; In 2014, things gradually began to improve. Some of the teachers are beginning to adopt aspects of the Uday pedagogy; Uday teachers are now permitted to teach. The School Management Committee is becoming active. With greater stability, there is greater effort to increase enrolment in the school.



Pre Primary Class at Uday Urban



Kilol



Kilol is the annual celebration of Gramin Shiksha Kendra. This gives us an opportunity to showcase our work to the community and the community in turn welcomes it as opportunity to support the organisation's work. The 2015 Kilol was the 11th such festival. It was held in Girirajpura - this was done to include the village in our man programmes and to demonstrate our work to a relatively newer area.

It was logistically not the easiest to manage as Girirajpura is almost 30 kilometres away from the office. Nevertheless, the value of organising Kilol in Girirajpura far outweighed the logistical hurdles.



Girirajpura sports field

One major hurdle was the site of the event - which was completely overgrown. It was a large piece of land, almost 9 beeghas and would require several human days to clean, apart from the funds (which were not available). We spoke to the community and each household then donated a day's labour and the area was cleaned up!

The 2015 Kilol also saw 1000 children participating in various events.

Several outreach and awareness activities were carried out in 50 panchayats for a fortnight on the theme of pedagogy. This took the form of a Shiksha Jyoti which travelled in several buses across the panchayats speaking about the Uday Pedagogy.



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The event was supported by a team of 1000 that included staff, students, volunteers, community members, mothers, panchayat representatives and government teachers.



The Shiksha Jyoti begins ...



Kilol begins ...

VISTAAR

The Vistaar Programme is the GSK way to spread what we have been able to prove and demonstrate at the Uday Resource Schools.

The idea of GSK was to set up a group of Resource Schools which would be able to demonstrate our idea of quality education. To present to the children, the parent community and the teaching community of Sawai Madhopur and Khandar a way to understand quality education and show them how they could work on it and use it to their advantage. To be able to see what it is that they



want and demand that of the government school system. To help the government school systems respond to that demand by improving its own functioning.

The Uday Resource Schools were our way of demonstrating Quality Education. Through the Vistaar approach we aim to share the following main aspects with the government schools.

1. School Management Systems
2. Class room Management systems
3. Adapting Pedagogy and Curriculums to local contexts
4. Implementing CCE
5. Adaptive Use of TLM
6. Community Understanding of Quality Education
7. Community Inclusion in School Management
8. Pre and In Service Teacher Training
9. Expanding scope of curriculum to include so called extra curriculum activities for learning - Pottery, Theatre, Assembly, Charkha, Craft, Art
10. Inclusion of Sports and its impact on Overall Development of the Child
11. Creating space for creative expression in children - Morange and Kilol
12. Creating a mechanism for overall development of the child in a rural community led school
13. Preparing children to participate as active citizens of a Democracy
14. We have been able to develop an Education Resource for the District which has been used by the Government School System as well.



Library books at Islampur village school

These Uday Pathshalas are functioning as resource schools for 62 government schools in the two blocks Sawai Madhopur and Khandar of the Sawai Madhopur districts.

The major activities undertaken in this program are:

1. Need based training and exposure visits of government teachers - In 2014-15, a total of 240 teachers have participated in 6 trainings on different issues conducted by GSK on classroom management, learning modules particularly mathematics, and on CCE. Though not a formal part of the training yet, the multi grade multi level methodology is one thing that the teachers are keen on picking up.
2. On spot classroom support provided to the teachers by resource teachers of Uday Schools - This takes place during the regular visit by the teacher and a demonstration at the classroom may be provided. In each case, the teacher is helped in the preparation of the weekly teaching and review plan for their classes.



3. Education and empowerment of the School Management Committees - All the forty SMCs have been trained on RTE and roles and responsibilities of the SMC
4. Formation and strengthening community institutions like *Shiksha Doots*, Mothers' groups for improving and supporting the quality of the schools. More than 200 women are *shiksha doots* are supporting the 40 government schools in the area.

The Vistaar programme is perhaps the main focus and it will gain strength as we evolve. It will become the largest programme of the GSK over the coming years.

The Vistaar programme is implemented through the 5 Uday Samaudayik Pathshalas which function as the resource schools for 62 government schools in Sawai Madhopur and Khandar blocks. This is a joint initiative of the Department of Education, Sarva Shiksha Abhiyan, District Institute of Education and Training, Sawai Madhopur and Gramin Shiksha Kendra. The program is guided by a steering committee at the district level with District Collector as its chairperson.



Meeting of the Steering Committee



Asha For Education, US



Vibha Trust, Austin



Yatra Foundation, Australia



Wild Life Conservation Trust



Heisley Family Foundation





Members of the Executive

Sachin Sachdeva, President

Sachin has a background in Management and is the current President of the Governing Body. He has a keen organization development perspective and has helped evolve the programmes of Uday. His experiences from his extensive travel almost all over the country have helped Uday think up new ideas and approaches. He currently heads the India Operations of the Paul Hamlyn Foundation.

Vijendra Pal, Secretary

Vijendra is an artist, writer and thinker - but is a headmaster of a government school by profession. His experience of the government school system and keen observation on learning processes of children has helped Uday to improve and structure our programmes. He is currently the Vice President of the organization.

Krishnavtar Sharma, Treasurer

Krishna is an advocate is from Khilchipur, one of the larger villages around the Ranthambhor National Park. His work on environmental issues and the forest in the late 80's set the basis for work with the community in the area and set the foundation of work in the area which led to the formation of Uday. He then moved to Udaipur and worked on development issues with tribal communities and their livelihoods. This resulted in the formation of Aajeevika Bureau of which Krishna is a Founder Trustee. He is based in Udaipur.

Jyotsna Lall, Member

Jyotsna has a background in Management. She brings academic and research strength to the work of Gramin Shiksha Kendra which she gained from many years of her work on education in Rajasthan. She is particularly supportive of the GSK team and has constantly helped team members enhance their capacities. Jyotsna currently leads an urban socio-economic development programme for the AKF-AKTC called the Nizamuddin Basti Renewal Project and is an amateur potter.

Prithviraj Meena, Member

Prithviraj is a former Zilla Pramukh of Sawai Madhopur district. He is a farmer by profession and also runs a business selling tractors. He is the link between the organization and the politics that guides the environment that we operate in. He is one of the strongest supporters to the executive of Uday and is accessible whenever required to help when necessary. Prithviraj lives in Khava village on the western periphery of the Ranthambhor National Park.

Radheyshyam Sain, Member

Radhayshyam brings to bear an understanding of the community and the culture of our work area. He knows almost every village in the area and pretty much has a contact point in each of the villages. He has used this in good stead to help establish the idea of Uday. He remains our first point of contact with any community and has strengthened our work with the community and when necessary has also handled and resolved many community related issues. Radheyshyam belongs to Faria village on the eastern periphery of the Ranthambhor National Park. Radheyshyam also is the Chief Operating Officer of the GSK



Audit Report for 2014-15

RAJENDRA BABULAL JAIN & CO.
(CHARTERED ACCOUNTANTS)

72, "NAVKAR" INDRA COLONY
BAZARIA, SAWAI MADHOPUR
PHONE: (07462) - (O) 224672 (R) 220152

AUDITOR'S REPORT

We have examined the Balance Sheet of **Gramin Shiksha Kendra samiti, Sawai Madhopur** for the year ended on 31.03.2015.

These financial statements are the responsibility of the Samiti's management; our responsibility is to express opinion on these financial statements based on our audit.

We conduct our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

1. Proper books of account and vouchers have been maintained by the samiti.
2. The balance sheet & Income & Expenditure account dealt with by this report are in agreement with the books of accounts of the samiti.

In our opinion and to the best of our information and according to the explanations given to us, and subject to notes given on balance sheet the accounts give a true and fair view :-

- (a) In the case of the balance sheet, of the state of above named samiti affairs for the year ended on 31.03.2015.
- (b) In the case of the Income & Expenditure account of excess of the income over expenditure for the year ended on that date.

Place: Sawai Madhopur

Date: 23.05.2015

For Rajendra Babulal Jain & Co.

(Chartered Accountants)
FRN - 10594C
SAWA
MADHOPUR
Rajendra Kumar Jain

Proprietor.
M.No. 79002

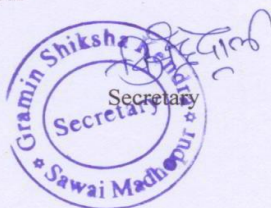


GRAMIN SHIKSHA KENDRA
SAWAI MADHOPUR
BALANCE SHEET AS ON 31.03.2015

LIABILITIES	Amount	ASSETS	Amount
<u>General Fund</u>		Fixed Assets (Annexure "E")	1,314,195.10
Opening Balance	1,513,944.81	<u>Current Assets</u>	
Surplus for the year	<u>89,179.23</u>	TDS	55,857.00
Reserved Fund	200,000.00	<u>FDR Bank of Baroda</u>	652,880.00
Corpus Fund	450,000.00	FDR Corporation Bank	660,700.00
Gratuity Fund	483,589.00	FDR Union Bank	77,925.00
Stipend/Salary Payable	441,974.00	Advance For Guest House	209,200.00
Fund Unutilised	F 1,351,207.38	<u>Grant Receivable</u>	
Cheque Issue But Not Present In Bank	109,309.00	Heisley Family Foundation	871,818.00
		<u>Closing Balances</u>	
		Cash in hand	42,647.00
		BOB	610,229.34
		Corporation Bank	15,650.42
		Union Bank of India	<u>128,101.56</u>
	<u>4,639,203.42</u>		<u>796,628.32</u>
			<u>4,639,203.42</u>

For Gramin Shiksha Kendra

Date: 23.05.2015
Place Sawai Madhopur

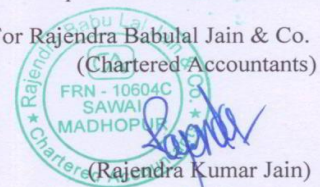


Secretary

President

As per our report of even date annexed

For Rajendra Babulal Jain & Co.
(Chartered Accountants)



(Rajendra Kumar Jain)
Proprietor

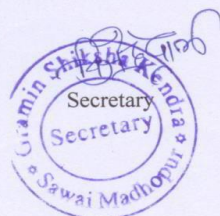


GRAMIN SHIKSHA KENDRA
SAWAI MADHOPUR (Reg.-51/swm/95-96)
INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING AS ON 31.03.2015

Expenditure	Annexure	Amount	Income	Amount
To Project Personal	A	1,065,735.00	<u>By Grant Received During the Year</u>	
To Programme Activities	B	9,039,068.00	Asha for Education	612,000.00
To School Facilities	C	31,620.00	Heisley Family Foundation	2,267,622.00
To Office Expenses	D	741,571.00	Vibha	829,340.00
To Bank Charges		1,528.00	Yatra Foundation	<u>3,532,611.56</u>
			Wildlife Conservation Trust	2,900,000.00
To Depreciation Exp.	E	145,350.77	By Grant Receivable From HFF	871,818.00
<u>To Unutilized Fund</u>			<u>By Unutilised Grant Brought From Last Year</u>	
Yatra Foundation	286,580.76		Asha for Education	308,330.00
Vibha	255,857.62		Heisley Family Foundation	47.00
Asha For Education	324,922.00		Yatra Foundation	3,150.20
Wildlife Conservation Trust	<u>483,847.00</u>	1,351,207.38	Vibha	190,981.62
To Surplus for the year		89,179.23	Wildlife Conservation Trust	<u>67,475.00</u>
			<u>By Donation Received</u>	
			Wildlife Conservation Trust	
			(In Kind Donation)	50,000.00
			Other's Donation Received	54,691.00
			Other Income	70,548.00
			Kilol Contribution	<u>259,450.00</u>
			By FDR Interest Received	108,413.00
			By Bank Interest Received	27,232.00
			By Consulancy Fee Received	215,000.00
			By Fund Of Training & Institutional	95,200.00
			By Library Member Fee Received	1,350.00
		<u>12,465,259.38</u>		<u>12,465,259.38</u>

Date: 23.05.2015
Place Sawai Madhopur

For Gramin Shiksha Kendra



President

As per our report of even date annexed
For Rajendra Babulal Jain & Co.
(Chartered Accountants)



(Rajendra Kumar Jain)
Proprietor



GRAMIN SHIKSHA KENDRA
SAWAI MADHOPUR
RECEIPT & PAYMENT ACCOUNT FOR THE YEAR ENDING AS ON 31.03.2015

Receipts	Annexure	Amount	Payments	Annexure	Amount
<u>Opening Balances:</u>			Addition In Fixed Assets	E	277,860.00
Cash in hand	61,760.00		Project Personal	A	1,065,735.00
Corporation Bank	12,996.41		Programme Activities	B	9,039,068.00
Union Bank of India	22,386.56		School Facilities	C	31,620.00
Bank Of Baroda	<u>451,709.78</u>	548,852.75	Office Expenses	D	741,571.00
<u>Grant Received</u>			Bank Charges		1,528.00
Asha for Education Fund	612,000.00		Provision of Stipend Utilized		446,840.00
Heisley Family Foundation	2,267,622.00		<u>Current Assets</u>		
Vibha Fund	829,340.00		Fixed deposit in to BOB	65,000.00	
Yatra Foundation Fund	3,532,611.56		Fixed deposit in to Corp.Ban	320,534.99	
Wildlife Conservation Trust	<u>2,900,000.00</u>	10,141,573.56	Accrued Interest On FDR	<u>69,818.00</u>	455,352.99
<u>Donation Received</u>			TDS Refundable		49,118.00
Wildlife Conservation Trust (In Kind Donation)	50,000.00		<u>Closing Balances</u>		
Other's Donation	54,691.00		Cash in hand	42,647.00	
Other Income	70,548.00		Bank of Baroda	610,229.34	
Kilol Contribution	<u>259,450.00</u>	<u>434,689.00</u>	Corporation Bank	15,650.42	
To FDR Interest Received		108,413.00	Union Bank of India	<u>128,101.56</u>	796,628.32
To Bank Interest Received		27,232.00			
To Advance Recovery		2,700.00			
Fixed Deposit Matured		466,625.00			
TDS Received		12,016.00			
Interset On TDS		544.00			
Consulatncy Fee Received		215,000.00			
Fund Of Traning & Institutional		145,200.00			
Library Member Fee Received		1,350.00			
Received From Raj. Co-Operative Dairy Federa		49,000.00			
<u>To Current Laibilities</u>					
Gratuity Fund	200,843.00				
Provision of Stipend/Salary	<u>441,974.00</u>	642,817.00			
Cheque Issue but not Present In Bank		109,309.00			
		<u>12,905,321.31</u>			<u>12,905,321.31</u>

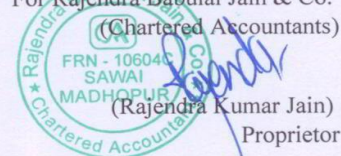
For Gramin Shiksha Kendra

Date: 23.05.2015
Place Sawai Madhopur



President

As per our report of even date annexed
For Rajendra Babulal Jain & Co.
(Chartered Accountants)



(Rajendra Kumar Jain)
Proprietor



Gramin Shiksha Kendra
Sawai Madhopur

FIXED ASSETS & DEPRECIATION CHART OF THE YEAR ENDED 31st MARCH 2015

S. No.	BLOCK OF ASSETS	WDV AS ON 01/04/2014	Up to Sept. 14	ADDITIONS	After Sept. 14	DEDUCTION	SALE DURING THE YEAR	TOTAL Rs.	DEP. RATE	DEPRECIATI ON	WDV AS ON 31-3-2015
1	Aquaguard Reviver R/O	9820.26	0.00	0.00	0.00	0.00	0.00	9820.26	15%	1473.04	8347.22
2	Bedstead (Bed)	0.00	24482.00	0.00	0.00	0.00	0.00	24482.00	10%	2448.20	22033.80
3	Books	12379.09	0.00	0.00	0.00	0.00	0.00	12379.09	10%	1237.91	11141.18
4	Building	319160.51	0.00	0.00	0.00	0.00	0.00	319160.51	10%	31916.05	287244.46
5	Camera	16704.20	0.00	0.00	0.00	0.00	0.00	16704.20	15%	2505.63	14198.57
6	Camera Nikon D5200	45390.00	0.00	0.00	0.00	0.00	0.00	45390.00	15%	6808.50	38581.50
7	Canteen Furnace	364.50	0.00	0.00	0.00	0.00	0.00	364.50	10%	36.45	328.05
8	Chair (Office)	0.00	37905.00	0.00	0.00	0.00	0.00	37905.00	10%	3790.50	34114.50
9	Computer & Accessories	15527.54	0.00	0.00	99000.00	0.00	0.00	114527.54	60%	39016.52	75511.02
10	Conference Table	11219.31	0.00	0.00	0.00	0.00	0.00	11219.31	10%	1121.93	10097.38
11	Cooler	9447.84	16835.00	0.00	0.00	0.00	0.00	26282.84	10%	2628.28	23654.56
12	DVD Player	320.00	0.00	0.00	0.00	0.00	0.00	320.00	60%	192.00	128.00
13	Display Board (wood)	0.00	1482.00	0.00	0.00	0.00	0.00	1482.00	10%	148.20	1333.80
14	Fan	8896.51	8950.00	0.00	5290.00	0.00	0.00	23136.51	10%	2049.15	21087.36
15	Furniture	105410.34	0.00	0.00	0.00	0.00	0.00	105410.34	10%	10541.03	94869.31
16	Hand Pump	20306.30	0.00	0.00	0.00	0.00	0.00	20306.30	10%	2030.63	18275.67
17	Helmet	2558.61	0.00	0.00	0.00	0.00	0.00	2558.61	10%	255.86	2302.75
18	Inverter	10901.58	0.00	0.00	0.00	0.00	0.00	10901.58	15%	1635.24	9266.34
19	Land	468854.00	0.00	0.00	0.00	0.00	0.00	468854.00	0%	0.00	468854.00
20	Laptop	2829.04	0.00	0.00	0.00	0.00	0.00	2829.04	60%	1697.42	1131.62
21	Library Bookshelf	32421.60	14821.00	0.00	5345.00	0.00	0.00	52587.60	10%	4991.51	47596.09
22	Misc. Exp (Asstes)	6583.96	0.00	0.00	0.00	0.00	0.00	6583.96	10%	658.40	5925.56
23	Mobile Phone	14800.00	0.00	0.00	0.00	0.00	0.00	14800.00	15%	2220.00	12580.00
24	Motor Cycle	22575.73	0.00	0.00	0.00	0.00	0.00	22575.73	15%	3386.36	19189.37
25	Mude	3308.85	0.00	0.00	0.00	0.00	0.00	3308.85	10%	330.89	2977.97
26	Screen of Projector	0.00	0.00	0.00	6270.00	0.00	0.00	6270.00	15%	470.25	5799.75
27	Steel Almirah	0.00	0.00	0.00	2780.00	0.00	0.00	2780.00	10%	139.00	2641.00
28	Steel Board	2755.62	0.00	0.00	0.00	0.00	0.00	2755.62	10%	275.56	2480.06
29	Steel Rake (Open)	14295.60	0.00	0.00	0.00	0.00	0.00	14295.60	10%	1429.56	12866.04
30	Steel Sheet	3790.80	0.00	0.00	0.00	0.00	0.00	3790.80	10%	379.08	3411.72
31	Submersible Pump Set	15103.86	0.00	0.00	0.00	0.00	0.00	15103.86	15%	2265.58	12838.28
32	Sound System (Speaker)	0.00	0.00	0.00	4700.00	0.00	0.00	4700.00	60%	1410.00	3290.00
33	Tea Kettle	758.63	0.00	0.00	0.00	0.00	0.00	758.63	15%	133.87	624.76
34	Television	416.00	0.00	0.00	0.00	0.00	0.00	416.00	60%	249.60	166.40
35	Tablets	0.00	0.00	0.00	50000.00	0.00	0.00	50000.00	60%	15000.00	35000.00
36	Water Pump	4785.59	0.00	0.00	0.00	0.00	0.00	4785.59	10%	478.56	4307.03
		1181685.87	104475.00	0.00	173385.00	0.00	0.00	1459545.87	6.95	145350.77	1314195.10

As per our report of even date annexed
For Rajendra Babulal Jain & Co.
FRN - 10604C
SAWAI
MADHOPUR
Chartered Accountants
Rajendra Kumar Jain
Proprietor

For Gramin Shiksha Kendra
Secretary
Sawai Madhopur

Date: 23/05/2015
Place Sawai Madhopur



GRAMIN SHIKSHA KENDRA
SAWAI MADHOPUR (2014-15)

Annexure "A"

<u>Project Personal</u>	<u>Amount</u>
Excutive Director	528,657.00
Program Manager	131,503.00
Accountant	340,052.00
Office Support	65,523.00
	<u>1,065,735.00</u>

Annexure "B"

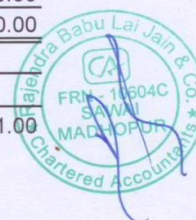
<u>Programme Activities</u>	<u>Amount</u>
Programme Academic Coodinator	330,437.00
Coodinator	104,041.00
Teacher's trainer	528,913.00
Community Liasion Officer	225,549.00
Teacher Stipend	4,453,807.00
Resource Teacher	1,042,566.00
School Support Assistant	260,971.00
Teaching & Learning Exp.	554,231.00
Training & Capicity Building	520826.00
Teachers/Head teachers Training	26,358.00
Meeting Of Shiksha Doot	17,082.00
Meeting Of Yash Group	7735.00
Meeting of SMC	670.00
Selection Of Facilatators	899.00
Learnet	7541.00
EMIS Teaching Plan/Tablets	42278.00
Intra/Inter School Activities	62,708.00
Health Camps	1,600.00
Kilol	294,194.00
School Library Books Exp.	45,788.00
Consultant Support	111,551.00
Research & Documentation	46,144.00
Creative Writing / Magazine Exp.	50,181.00
Travel of Team / Resource person	245,599.00
Advocacy/ Networking	30,649.00
Repair & Maintenance	6,970.00
Sport Expenses	8,780.00
Affiliation Exp.	11,000.00
	<u>9,039,068.00</u>

Annexure "C"

<u>School Facilities</u>	<u>Amount</u>
Repair of School Building	31,620.00
	<u>31,620.00</u>

Annexure "D"

<u>Office Exp.</u>	<u>Amount</u>
Administrative Exp.	741,571.00





		741,571.00
Annexure "F"		
<u>Unutilised Grants/Funds</u>		
Yatra Foundation		286580.76
Vibha		255857.62
Asha for Education		324922.00
Wildlife Conservation Trust		483,847.00
		<u>1,351,207.38</u>
Annexure "G"		
<u>Receivable Grants/Funds</u>		
Heisley Family Foundation		871818.00
		<u>871818.00</u>
Annexure "G"		
<u>Donation Received</u>		
Jagdish V. Sopariya	25001	
Sacchai Hotel Pvt. Ltd.	10000	
Minu Mishra	3000	
Prahalad Sahu	3690	
Staff of Govt. Girls Collage	1000	
Surjit Sachdeva	10000	
Chandrakalan	<u>2000</u>	54691
<u>Donation for KILOL</u>		
Seema S	1500	
Jainendra Kumar	1000	
Balbir Sharma	10000	
Rajesh Shashi	5000	
Avinash Singh	7500	
Giriraj Singh Kushwaha	1100	
Dr. Sheetal Jain	5000	
Goyal Pustak Bhandar	15000	
Hotel city heart	2100	
Sanjay Dutt	5000	
Brijesh Pandey	5000	
Razesh kumar	7000	
Rama Sundramurthy	10000	
Dr. Bihari Lal Bairwa	500	
Sandeep Gupta	5000	
Umang Group, Jaganpura	300	
Kamal Dixit	200	
Boond	13000	
Other Communities	<u>40250</u>	134450.00
		<u>189141.00</u>





Gramin Shiksha Kendra Samiti Sawai Madhopur

ACCOUNTING POLICIES & NOTES ON ACCOUNTS (Schedule FORMING PART OF ACCOUNTS)

1. The financial statements are prepared under historical cost convention on a cash basis.
2. Fixed Assets are recorded at cost which includes all expenses up to commissioning/putting assets to use.
3. Depreciation on fixed assets has been provided for on W.D.V. method at rates specified under Income Tax Act, 1961.
4. Balances of Bank, Loans, Advances, unutilized fund are taken as per books of account and subject to confirmation/reconciliation.

For Gramin Shiksha Kendra Samiti

For Rajendra Babulal Jain & Co.

(Chartered Accountants)

Date: 23.05.2015

Place: Sawai Madhopur



(Rajendra Kumar Jain)

Proprietor
M.No. 79002.



Organisational Details of Gramin Shiksha Kendra

Name of Society - **Gramin Shiksha Kendra**

Society Registration Number - **Sawai Madhopur/1995-96/51**

FCRA Registration Number - **125670014**

Registration number for Exemption under 80G of the IT - **CIT/ITO(T)/80G/KOTA/2009-10/59**

Bank Account for Indian Money Transfers

Name - **Gramin Shiksha Kendra**

Account No. - **499902010000822**

Bank - **Union Bank of India**

Branch - **Mantown, Sawai Madhopur (Rajasthan)**

IFSC Code - **UBIN0549991**

Bank Account for Foreign Money Transfers

Name - **Gramin Shiksha Kendra**

Account No. - **01170100008095**

Bank - **Bank of Baroda**

Branch - **Mantown, Sawai Madhopur (Rajasthan, India)**

IFSC Code - **BARBOMANTOW**

