

Note from the Director

Dear Friends and Supporters of GSK,

At the end of another financial year, we are pleased to report that we have taken substantial steps forward and are on course to becoming better resource schools. Our relationship with government schools has become stronger and they now see Uday Schools as institutions they can learn from and collaborate with. Through our Vistaar programme, we have reached a total of 62 government schools so far and cover all parts of Rathambhor. The Vistaar programme in the Sawai Madhopur and Khandar regions was extremely well received by the teachers, communities and the children alike.

Our foray into a project based approach, working with adolescent girls in Jaganpura, has yielded some wonderful experiences and set us on a path of taking this idea forward. The introduction of the Science Technology Engineering Arts and Mathematics Cell in Bodal is also a major strategic move as we exit the Bodal school and play a more supportive role in that area. We are hoping to have government schools send their children to spend time at the laboratory on special Science Day.

With five Kilols this time in five different government schools, the community and the SMCs have demonstrated that they are keen to take charge in order to ensure quality education. We see Kilols becoming a regular feature in all schools in the area over the next five years. Sports continue to be an exciting feature of GSK. This year we had sports camps in all schools to encourage children to take on a sport of their choice and begin to excel at it. To nurture a team requires a strong base of players and it is this attitude of being a 'player' and a sportsperson, and constantly challenging oneself which we would like, to be the hallmark of every Uday and Vistaar child. It is heartening to report that the captain of the Rajasthan under 19 Girls Handball Team is a student from GSK. I think we are on our way to having a sportsperson in the Indian Olympic team from Sawai Madhopur for 2024.

Our curriculum continues to evolve in new directions. One such venture is computer education in Fariya with the help of Computer Shiksha to make children proficient in MS Office and Paint.

A lot of this success can be attributed to the managerial, research and implementation capacities of our diverse and wonderful team. We would like to extend our heartfelt gratitude to everyone who has been a part of this amazing journey. On behalf of GSK, the communities and the children of Sawai Madhopur I thank you for your confidence in us and look forward to your continued support towards making our dream of quality education for all, a reality.

With regards
Sachin



About Us

Gramin Shiksha Kendra is the outcome of thoughts, ideas and good practices used and adapted from knowledgeable practitioners in the field of education and its founding members. GSK believes that education should be imparted to ensure that children are able to develop into confident people, and make informed decisions towards the betterment of the society they live in. It is only through a combination of academic and co-academic activities in school, will children mature holistically and become productive, responsible citizens of the world. Uday schools are seen as education centres where students have fun while they learn. Once successful, GSK's ambition is that this model will be replicated in all government schools.

By working with every element of the ecosystem of education, GSK hopes to pioneer a movement that revives people's confidence in public education, makes it more relevant to people's needs whereby it becomes the strength of the community.

A Brief History

Gramin Shiksha Kendra (GSK) was born in 1995, in response to the need for quality education for the children of Sawai Madhopur in Rajasthan. The organization is registered as a society under the Societies Registration Act, Rajasthan 1958. It lay dormant for its initial years, while systems were put into place, strategies were created and resources mobilized. The first school was established in 2004 in Jaganpura on land donated by the community. GSK has grown from a single team member and twenty five children to a team consisting of 55 staff with operations that span 65 villages and schools.

MISSION Education will set children free and help them be curious, supportive, sensitive, thoughtful, aware, open to learning and have the abilities to take on responsibilities and fulfill them..



VISION Thoughtful, supportive and sensitive children will create a world which is equitable, supportive, which believes in peaceful coexistence, celebrating diversity and culture.

Our Approach



When communities demand quality education the government school system becomes accountable and can function to its full potential. GSK believes that communities can lead such change and our task is to provide them tools to support them. Based on experiences in the education space, GSK has defined its role in four key areas:

- 1. Activate and Empower SMCs**
- 2. Demonstrate Quality Education to Parents**
- 3. Equip Teachers with Effective and Tested School Management Systems**
- 4. Instill Confidence in Children by Providing Them All Round Exposure**

1. Activate and Empower SMCs

SMC's: Demanding and Driving Change

School management committees are powerful bodies that have been mandated to oversee the functioning of schools under the RTE. However in practice, they are either not functional or if they are, they are not effectively used by communities due to lack of awareness of its role.

GSK's task is to make these SMCs *aware*, increase *participation* of parents, *demand* requisite infrastructure and quality education, *monitor* school functioning, teacher performance and *assess* children's progress.

Impact: Ganganagar, the community that moved mountains to get their school back

In 2017, at the opening of the academic session, in a bid to rationalize the number of schools, the



government decided to merge two schools of Sukhwasi and Ganganagar, 4 km apart from each other. The reason given was low enrolment. The real reason was poor quality of education and mismanagement in the Ganganagar School that led to the students moving to private schools in the hope of better

education. Realizing the difficulty of sending their wards to another village and losing an important institution from their village, the Ganganagar community took the onus of bringing their school back.

The Uday Vistaar initiative provided support to the school. On their suggestion, the parents struck-off the names of their children from other schools and brought them back to their own village school. As there was no appointed teacher in the school, the parents appointed youth members from the village to teach their children in the abandoned school campus, so as not to discontinue their education. During this situation of non-availability of teachers, the Vistaar team also provided services to the school on daily basis. The community continuously kept pressurizing the government to revoke their decision of closing the school. Finally, after nearly three months of efforts, the administration accepted the demands of the community to reopen the school in their village and appointed a teacher. The enrolment in school has now reached to 90. Almost all the parents in the village are sending their children in the government school and promise to ensure the quality education for their children.

The community of Ganganagar village, through their courage and determination, has not only saved their school from getting merged with the nearby government school but have now taken the baton by themselves to ensure quality education for their children.

Impact - Ajeetpura, - Making Teachers Accountable

Gramin Shiksha Kendra organized a SMC Sammelan at Bodal where the roles and responsibilities of School Management Committees were discussed with the SMCs of all the schools covered under the Vistaar programme. The discussions and experience-sharing by other SMCs inspired the SMC members of the government school of Ajeetpura and they reached their school on the very next day to assess the situation. Amongst other things it was found that one teacher was consistently late in coming to school. The SMC questioned the teacher and though the teacher had a number of excuses, the SMC was unwilling to take them.

The SMC was quite clear that the first process of change would be making sure that the teachers began coming to school regularly and on time. The SMC gave him an ultimatum and under pressure from the community, the teacher has now bought a motorcycle to commute to school. He is now on time each day and more importantly, the SMC has realized their power and their responsibility in making the school function properly.

Impact - Women taking charge of the SMCs

Gramin Shiksha Kendra emphasizes strongly on the participation of women in the school-related affairs and organizes School Management Committee (SMC) Conferences every year. Earlier, there was a meager participation of women SMC members where only 2-3 women would show up. In the SMC Sammelan (SMC Conference) held in 2017, we witnessed a rise in the participation of women, where 30 women shared their experiences and opinions about education in public. We see this as an important development and the role that women play both as members of the committee and mothers is helping change their perception about themselves, about their children, about the schools and about education.



Some Statistics on our work with SMC's

GSK's RBM tool has mapped out and graded all 60 SMCs in terms of their functioning, participation of parents specially mothers, facilities in school, teacher monitoring and evaluation.

- The participation of the community has improved and has been appreciated by both parents and the teachers.
- 100% of the SMCs are functioning.
- 87% raise issues parents raise issues in SMC and parents meetings.
- 53% of SMCs conduct regular monthly meetings
- 11% are in Grade A (the best functioning) where SMCs are holding government and teachers accountable and demanding proper infrastructure.
- 78% are in Grade B & C that need improvement
- 11% are in Grade D where the community needs to be motivated to actively participate in the process of education.

2. Demonstrate Quality Education to Parents

Parents understanding the benefits of Quality Education

- Dysfunctional government schools inspire no confidence in parents, who resort to enrolling their children in private schools of dubious quality and often see little improvement in their children's learning abilities and all round development.

- GSK's task is to *demonstrate* what quality education can be and how children regardless of their background, are able to learn and develop to their full potential, increase parents' *involvement* with teachers, *experience* GSK centres of excellence.
- To this effect, GSK has set up 3 schools(in Jaganpura, Faria, Girirajpura villages) that serve as centres of excellence. These schools impart education using child-centred processes in multi-level and/or multi-grade classrooms, and continuously and comprehensively assess children's progress that ensure interest and improved performance in academics and co-scholastic activities such as sports, pottery, carpentry and theatre.
- *Kilol*, a concept developed by GSK, is an annual festival to celebrate the education, to let the communities participate in the movement for quality education.

Impact - Communities taking charge of the schools

The focus of GSK's work is to enable the communities demand quality education and we are beginning to see the communities understand the nuances of quality in the education. These communities have started helping their schools in provisioning the right environment for education.



The community of Kunderavillage donated fans and a water cooler to their school. The community from Mukundpura contributed in the form of installing a main gate and got the toilets repaired in the school premise.

The classrooms of Uday School, Jaganpura were damaged by high speed winds and the community pitched in to repair the roofs.

In Girirajpura, the community took the responsibility of getting the classroom constructed. In this process, they also contributed in the form of 'Shram-daan (contribution in the form of labour)' while constructing the classroom.

Impact - Uday Schools - providing a nurturing environment to children

The Superintendent of Police of Sawai Madhopur enrolled his 3 years old daughter Ananyain Uday School at Sawai Madhopur. She remained there for a year, where she used to play, sing, dance and learn through various activities. Ananya loved the environment in the school. She enjoyed being in the company of her teacher and other children at school.



The next year, her father was transferred to another district. In the new location, there was an altogether different environment in the school. Ananya felt lost in this new environment and was reluctant to go to school. Her father had to often make her talk to the Uday teachers on the phone, hoping to convince Ananya to start going to the new school happily.

This maybe Ananya's story but demonstrates the need and importance to make the school a happy and loving place which makes children want to go to school. The school is not a scary evil space as is made out to be. It also shows the children are happy to learn and enjoy while they learn.

Some Statistics of our work with Parents



- 1,609 families have been visited in 60 schools for exposure and monitoring.
- 124 mother meetings have been held to give the women confidence to get involved in the education of their wards.
- In 84% of the schools, parents make regular visits and observe the environment in the schools.
- 63% of the women SMC members raise issues in their monthly SMC meetings.

3. Equip Teachers with Effective and Tested School Management Systems

Teachers taking ownership and learning a new pedagogy

GSK teachers reach out to share learning from the *Uday schools* to 60 government schools in the Vistaar programme.

While pressure from SMCs and parents can help in monitoring a teacher's activities, they also require continuous training and enhancement of capacities, outlook and teaching pedagogies.

GSK assists them to adopt progressive methods of *school and classroom management*, *planning lessons* in line with the curriculum; introduce *child centred learning processes*, develop and use *teaching learning material*, undertake *continuous and comprehensive evaluation*, create and *strengthen SMCs* and introduce the idea of democratic functioning by *setting up student bodies* called Bal Panchayats.

GSK also runs a STEAM Lab in Bodal village that focuses on the fundamentals of physics, chemistry, biology and maths, amongst both government teachers and students of the 60 schools in the Vistaar programme.

Impact - Adopting Schools

Under the Adopt a School programme, GSK teachers took over the operations of 2 Government of Rajasthan schools in Bodal and Sawai Madhopur city between 2011-12 and 2016-17. Applying all systems developed in Uday schools, GSK has been able to hand over these schools back to the government teachers, who now have the full confidence of running them efficiently.

Impact - Manju Sharma, Learning a new way – and now advocating it.

Government school teachers are trained in a standard way and follow the traditional class room practices where the children are usually on the teacher either on the blackboard or on the chair and all children following a common class. Manju Sharma was no different. She had little exposure to any other form. The Vistaar programme helped change that. Through class room demonstrations the Vistaar team exposed her to the multi-level multi-grade system and the use of carefully designed teaching and learning material. While it was a big change for her, she noticed two important changes by doing this. She found that the children were far more attentive when she was speaking with them, using teaching and learning material made it so much easier to communicate with the children and most importantly she was able to see a major change in the learning levels of the children.



The best part however is that she is now sharing these ideas with other government school teachers.

Impact -Sharifa Bano, Changing the Education Ecosystem

Ms. Sharifa Bano is the head-teacher of Government School, Bodal. Gramin Shiksha Kendra adopted the school in the year 2012 for five years.

Initially she was reluctant to the methods of building a child-centric environment proposed by GSK but slowly she began to understand its importance and began supporting the Uday pedagogy.

Gradually, she also started to involve parents and School Management Committee in all school related matters. As the school was getting limited funds from the government, the maintenance of toilets and

water facility was also an issue. She encouraged the parents to support the school financially which the parents appreciated and agreed to.

While many schools do not wish to involve the parents in running the Mid-day meal programme at school, Sharifa asked parents and SMCs' assistance to keep an eye on the procurement and quality standards of the meal.

The school is now witnessing regular monthly SMC meetings with a pre-decided agenda that is followed by proper documentation. Today, Sharifa shows the confidence of running her school effectively without being dependent on Gramin Shiksha Kendra.

It's not a surprise that the school shows 100 percent enrollment. Over 90% regularity and also a 100 % enrollment and more that 80% regularity of children coming to the Bodal aanganwadi which is adjacent to the school – all set to make it to her school in the next couple of years.

Some Statistics on work with Teachers



- GSK has conducted 180 trainings for teachers across 60 Vistaar schools
- 100% schools are asking for guidance from GSK teachers to conduct CCE.
- 84% schools teachers have started using GSK's school management systems
- 17 schools have visited, experienced and appreciated the idea of STEAM lab.
- STEAM lab teachers have visited are working with 17 schools to demonstrate experiment-based teaching in Science and mathematics.
- Better teacher-child relationship as teachers participate in activities such as sports, maintaining cleanliness, songs, and other co-scholastic activities.
- They have started to sit on the ground with kids.
- Corporal Punishment has become rare in the government schools.
- Child-centric pedagogy followed in classrooms.
- Use of TLM and activity-based teaching being followed in the classrooms.
- Increased number of co-scholastic activities involved in the school curriculum: Teachers have appreciated the idea of activity-based learning and few of them are practicing it in their classrooms
- Government teachers have started participating in the morning assemblies and cleanliness activities with the children.

4. Instill Confidence in Children by Providing Them All Round Exposure

Children taking charge of their destiny and following their dreams

Gramin Shiksha Kendra works with the most disenfranchised communities in one of the most backward areas of Rajasthan. GSK's work has proved that children can and do learn if provided the right stimulus and opportunities.

GSK's task is to instill the *values* that will hold them in good stead and enable them to take their own decisions in life with *confidence*. Apart from giving them a *strong grasp* on each subject to improve academic performance, GSK also exposes them to *co-scholastics activities* like sports, pottery, carpentry and theatre.

Impact - Seema, the girl who redefined her own fate

Seema belongs to a poor family dependent on the farming. Her mother works as farm labour. Her father on the other hand is alcoholic and spends this hard earned money on his poor habits and often engages in arguments and fights with other family members.



In this environment Seema received the support from GraminShiksha Kendra and since then, despite her family protesting against her education, she has continued her studies in Uday Community School, Jaganpura. She also excelled in sports and is currently the captain of the Rajasthan Under-14 Girls' Handball Team.

When her parents forced her to get married this year, she protested against child-marriage and asked for the support from her teachers, other NGOs and the District Collector. This was widely reported in the local media. In the end, her parents had to give-in Seema was back to the Uday School. Impressed by the courage of Seema, the District Collector has decided to adopt her as daughter and has assured of financially and morally supporting her education.

Impact - Meghraj...flying high

Meghraj, the eldest among his siblings, was brought up by his father who is a small farmer in the area. Meghraj does not have a mother and has a sibling who is differently abled. His father was determined to ensure his children received a good education. The father's struggle gradually transformed the children, particularly Meghraj, into being



more responsible and together with his three siblings he completely devoted himself to education and kept while working to earn for a living.

Meghraj graduated with extremely good grades from Uday Community School and went to complete his studies further and graduated in science. He also had interest in theater and sports, where he played at the national level.

After graduation, Meghraj volunteered with Gramin Shiksha Kendra and few other NGOs, helping the village communities and the younger children in the school and his village. He applied and was accepted as an 'air-man' in the Indian Air Force and is currently a part of the 'Garuda Force', a special force created for safety of the national air bases.

Impact - Priya Meena and Manraj Meena, they dared to reach for the stars.



Priya and Manraj Meena belong to farming families close to Uday School in Jaganpura. Priya passed grade 5 from UdayCommunity School, Jaganpura in 2008 while Manraj passed grade 8 from Uday Community School, Jaganpura in 2009.

Both followed up on their education sincerely and the main learning they took with them from Uday was their ability to be 'self-learners'.

As a result of this supportive environment at Uday

Community Schools, they both cleared the advanced level of JEE in 2017.



Impact - The Theatre team that followed their passion

A team of 14 children from Uday schools participated in National Nascent Drama Festival organized at Pauri Garhwal in 2007. The team enacted 'Ali Baba Chalis Chor'. There was no age-limit on the participating teams and our team members were the youngest of them all. This team left their impression on all the participants and judges and finally stood runners-up in the event.





Impact - Sports in Uday – new and powerful for the area

Ranwal is a village situated 2 km away from Uday Community School, Jaganpura. Many of the Uday graduates (class 8 students) take admission in the Government School of Ranwal in grade 9. Earlier, like many other government schools, there was no participation of children from the government school of Ranwal in any sports event. For the past 5 years, the handball and football teams of Ranwal in under-17 category are not only participating at district level but also getting through into the final rounds. The Handball team of Ranwal has remained the undefeated champion at the district level since the last two years.

Impact - Lakshmi never gave up and neither did GSK

Lakshmi was a mentally challenged child in the Government school in Sawai Madhopur. She was left by herself in class and never really attended to by the government teachers. We were told that she would never be able to read or write.



Our teachers provided a fear-free learning environment in the school, where the child gradually started to speak-up. By forming the sub-groups within the class as per the learning levels of the children, teachers paid attention to Lakshmi's learning level. The school also provided her environment such as sports or morning assembly, where she could mix-up with other children.

Today, Lakshmi can read and write in Hindi, perform standard mathematical operations and is at a healthy average level in other subjects. She also leads songs and poems in the morning school assembly.

Some Statistics of our Work with Children



Children at Uday Schools

- An increase from 40% attendance to nearly 80% regularity, over the last 14 years, has shown that the community, parents and children are positively experiencing the environment that has been created around these centres of excellence.
- 100% of Grade 5 students are able to read a Grade 5 book compared to other government schools in Rajasthan where nearly 45% of the children can read Grade 2 text.

[Source: ASER Report 2016]

- 0% failure rate at Grade 8 and 10 levels.
- Drop-out rate has been reduced to 0% from almost 40% from Class 8 to Class 9.
- The teacher-pupil ratio has been maintained at 1:15 to ensure development of each child at his/her own speed.
- Use of bad language amongst Uday children is nil, they show an exemplary attitude towards their environment, natural resources.
- In 2017, 2 Uday graduates cleared the advance level of IIT exams.
- 100% participation in co-scholastic activities like creative writing, arts, assembly, pottery, carpentry, stage performance and theatre activities.
- 3 Uday school girls have excelled in Handball and play at State and National level teams; 1 girl represents the state team in Kho-Kho; 1 boy represents the state team in Football.
- Over 60 children from Uday schools have played at the State/National level
- CCE has been the norm to measure and chart out the performance of all children even before it was mandated by the RTE act.

Children at Vistaar schools

- Vistaar schools have witnessed a change in the environment which is becoming more child-centric.
- Sports are becoming an essential component of the usual school routine.
- Over 80 students have been selected in district, state and national team teams of Kabbadi, Handball, Kho-Kho, Football, and Athletics.
- Our baseline and end-line assessment results show that in the session 2016-17, there has been an improvement in about 15 percentage points in the overall score of the children in 60 schools.

Other Programmes

Adolescent Girls' Education Programme: With Ashoka Foundation, we piloted an education programme with a cohort of 36 'almost-dropping-out-girls' studying in class 9. We have worked with one cohort of 36 girls as a pilot of which 35 have cleared the Class 9 exam and are continuing their education.

Anganwadi Initiative: To streamline entry of children in to the primary sections of school and to ensure early childhood care and development which is the cornerstone for education we are piloting initiatives in 10 schools. We see a marked improvement in primary education levels following a good intervention in the Anganwadi. It is our target that all children should seamlessly move from an Anganwadi to class 1 in all government schools.

Computer Education: GSK has started a computer literacy programme in Faria, in association with Computer Shiksha, for delivering an automated course to all students. This programme consists of 2 modules - Basic and Advanced – for 32 weeks & 30 weeks respectively. 2 classes a week are held for each student and covers- learning parts of a computer, using MS Paint to draw, naming and organizing files, word processing & formatting, using spreadsheets and presentation skills, internet applications for browsing & searching and E-mails.

STEAM to improve the levels of understanding in Science, Technology, Engineering and Maths, and to encourage the study of Arts and Humanities, GSK has set up a centre for children to experiment, explore, engage with learning in Bodal. The Centre is working with 17 schools around Bodal. The Centre will also function as a resource for Government teachers.

Kilol aims to bring the school and its community together to celebrate education and make it a joyous occasion. Kilol is an annual event and has been on since 2004 in GSK schools. In 2015-16 the first Kilol was held in a government school. In 2016-17 the Kilol idea was spread to 5 government schools and communities. We envisage that schools and communities will allocate one day each year to celebrate education and jointly organize a Kilol each year.

GSK's Activities in 2016-17

In keeping with its traditions and philosophy, GSK has conducted a series of programmes and workshops aimed at building the



capacities of schools to deliver, of communities to demand and of the children to get a well-rounded education.

Kilol

Every year, GSK organizes an education fair called the *Kilol* at a selected Uday community school, during which the entire community, school and SMCs together invest in a celebration of education. Earlier, GSK experimented with *kilols* and this year, we had five *kilols*. These *kilols* serve GSK's purpose of instilling a sense of awareness and ownership within the community over education together with the school, and to promote child-centric innovations.

Kilols link the community with schools and education, and is attended by parents, government officials, community members and well-wishers of the Uday schools. Here children engage in a fun-filled and entertaining process of learning, seeing and showcasing their projects. Being a popular event, the Kilol is also attended by children from nearby schools, who get to see the activities which Uday school students engage in. This, in turn, builds their aspirations for an alternative form of education.



Pottery and Carpentry



In the

Uday schools, pottery and carpentry contribute to the holistic development of a child. Chak or the wheel is now available in the schools and everyone is keen to try their hand at it. It is not viewed as a livelihood option for when they grow up. Instead these activities are seen as important towards inculcating traits like hard-work and discipline.

GSK has invested in Murari, the pottery teacher, by sending him to Delhi for a special training under the tutelage of two contemporary artists. GSK has employed Prithviraj another young pottery teacher. Objects created by the students are exhibited in the 'Balmela', and are in huge demand. GSK has plans to teach pottery at an advanced



are

level in the coming year, and hopes to add many new art form activities towards expanding the curriculum of the Uday schools.

Theatre

The theatre programme at the Uday schools is seen as an important extra-curricular activity for the students. Theatre techniques like speech, music, body movement, imagination, are used to teach students to express themselves.

GSK is evolving the idea of using Forum Theatre to spread the importance of education, especially for girls. GSK forms youth groups who perform plays in their villages, on socio cultural issues, thus making the community active participants in this art form. Two theatre teachers were employed; both are skillful in using acting as a tool for education. GSK teachers recently visited Jan Sanskriti Kendra, Kolkata to learn the Forum Theater technique. GSK envisions that as children develop their theatre skills, and take to the stage more often, their performances will lead to more dialogue on subjects enacted.

Sports



GSK believes in the holistic delivery of education and, 'sports' is an important component of their model. Steps have been taken to employ professional coaches and GSK now has four sports teachers (three male and one female) working in five Uday Schools and reaching out to 10 government schools. With a focus on building team spirit

and with an eye on budgetary restraints, GSK has chosen handball, kabaddi, khokho and football for their schools. Over 100 Uday school children have played tournaments at state and national levels.

GSK is extremely proud of their girl's handball team, who beat nine district teams to lift the championship trophy. The Dainik Bhaskar newspaper, dated: 23rd November, 2016 ran an article about three girl students of GSK, Jaganpura who had been selected to represent Rajasthan in the state-level handball competition. Mr. Sudhir Sahni, an avid sports person who works for a sports management company, has



volunteered his time to help GSK develop the sports activities for their schools.

Head-teachers Leadership Programme



A leadership training programme was organised for 25 head teachers at the Uday schools from the 6th to 11th February, 2017 in the campus of Piramal Foundation in Jhunjhunu, with support from Kaivalya Education Foundation. The training brought about a change in understanding among these heads of schools on the need to move from being mere administrators to becoming leaders that pioneer change in their pupils and their schools. The workshop covered four broad themes:

personality development, team building and management, instructional leadership and the roles played by leaders. Dr. Suresh Sharma who is presently in-charge of the Jawaharlal Nehru Leadership Institute, New Delhi held the session on, 'The role of a leader in institution building'.

Capacity Building Workshop

A 30 day intensive training workshop for teachers was held in the summer of 2016 at GSK's premises in Sawai Madhopur, Rajasthan. The main focus of the workshop was to assess and evaluate the learning and gaps (if any) from the previous year, and strategically plan for the forthcoming academic year. The workshop also held sessions to update teachers' knowledge and skills to help them perform better and address any lacunae identified. A follow-up workshop has been planned between the 20th and 28th of October, 2017. In order to further build the capacities of the teachers, GSK plans to build capacities of teachers on child rights as well as to enhance subject knowledge.

English capacity building workshop for teachers

A group of 10 teachers volunteered to teach English in GSK's schools. Vardhana Puri and Shipra Suneja are building the capacities of these teachers, under the guidance of Jyotsna Lall. Teachers are taught English rhymes and storytelling techniques on themes relevant to



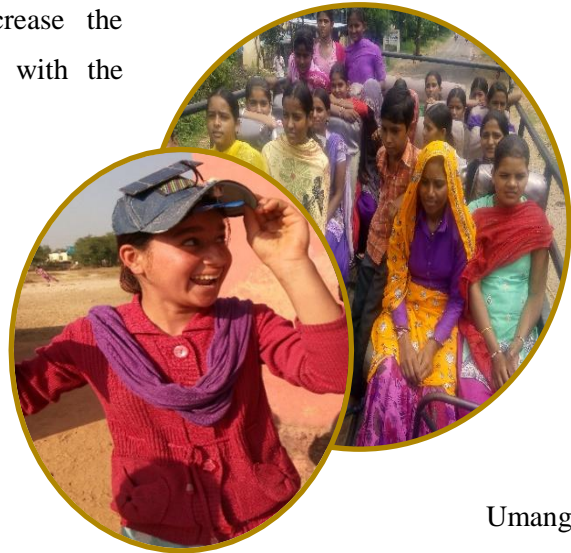
children, like for instance, the environment. Learning to speak in English is made into a fun exercise with new material being developed. The GSK team demonstrates a lesson and the teachers replicate what they have observed. These teachers go on to become mentors for other teachers. The focus of the

English language training programme is to increase the proficiency of the teachers to interact in English with the students.

UMANG

The Ashoka-GSK Umang initiative (Umang) works with adolescent girls who are at risk of dropping out of school after class eight. The programme looks to empower young girls to stand up for their rights and be able to make informed choices. Those who are weak in their studies have given support. The programme also trains girls in computers, gives along with awareness in nutrition and health. 'Sports' plays a significant role in the programme.

In partnership with Ashoka Foundation, a pilot programme with a batch of 36 girls was successfully completed. This eight month programme was held in Rawal and Charoda, where the group attended sessions for four days every week. The pilot has given GSK the confidence to implement the programme with three additional batches of girls. GSK has further plans to extend the initiative to five secondary schools with 200 girls in classes nine and ten.



Umang
them life skills,

Culture & Tradition

In order to build the social sciences component of the school curriculum, GSK intends to research and document the cultural diversity of Sawai Madhopur and Khandar. With support from American India Foundation, a Clinton Fellow has developed modules which can be taught in schools. The components prioritized are music, livelihood traditions, melas and fairs. GSK also endeavors to trace and record the history of these



two blocks, over the past 40 year.

Nutrition

GSK launched a pioneering programme on nutrition development, in its schools. Using a carefully evolved toolkit, to disseminate information, the initiative will help children understand nutrition and encourage child to parent communication on nutrition. This will influence the food cooked and consumed in the homes of children.

STEAM

With support from WCT, a science laboratory has



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K's resource centre. STEAM (Science Technology Engineering, Arts and Mathematics), a new initiative of GSK, provides both students and teachers hands-on

exposure to science laboratories, and allows for experiment based learning. The GSK team will encourage nearby government schools, to plan exposure visits to the laboratory for their students and science teachers. The teachers will be trained to do experiments by using laboratory kits. The initiative will also enable the formation of Teacher Resource Groups, where government and GSK science teachers can together strategies on promoting science in schools.

For the project, GSK has collaborated with the district administration and the District Educational Department. Ms. Indu Sankhla and her son Mr. Amit Sankhla has provided GSK the much needed space to run the laboratory which targets 17 schools, 900 children and 35 teachers initially. GSK has undertaken a diagnostic workshop to understand the needs and challenges faced by science teachers, in order to gain insights when designing the curriculum for the laboratory. GSK plans similar initiatives at Jaganpura and Faria.

Monitoring & Evaluation

Shiksha ka X-Ray: An Audit Tool for SMCs to Assess Schools

A tool called *Shiksha ka X-Ray*, has been developed to share information with the SMCs on what is prescribed in schools and what actually occurs. For example, the prescribed teacher and pupil ratio is 1:25, and against this people are able to compare their school ratio. GSK also gives information on the minimum number of rooms stipulated, the need for running water, the need for separate boys and girls toilets as recommended by SSA. This gives the SMCs a sense of how much they know about the school and helps them identify the gaps and what actually happens in schools in terms of activities. Thus the *Shikshaka X-Ray* can act as an audit tool which can be mainstreamed to empower SMCs in government schools.

With the view that the School Management Committees (SMCs) should be in charge of operations and the running of the schools, Mr. Khilesh Chaturvedi, a monitoring and evaluation consultant, was invited to conduct a workshop. This successfully resulted in a comprehensive plan for SMCs to monitor the schools they were responsible for.

An important input that GSK is providing the government school teachers with is how to use the Comprehensive Continuous Evaluation (CCE) system. The CCE tool has been built and modified after testing, to measure progress of all stakeholders, before and after GSK's intervention. It will be functional in the second quarter of this year. SMCs have been empowered with innovative tools to assess their schools (See *Shiksha ka X-Ray*)

Communication

GSK plans to become more visible, in the education communities nationally. Being more active on social media, will bring attention to the new ways in which learning among children is fostered and nurtured. Also, the visibility on various platforms, about GSK's work, will enhance the credibility of the programme in the eyes of its students and parents. We will share our work through a film, planned in the near future.



GSK's Way Forward

1. Expand the scope of Vistaar from 60 government schools to all schools in Sawai Madhopur and Khandar blocks of Sawai Madhopur district in 10 years.
2. SMCs: In 3 years, from 10% in Grade D and 12% in Grade A to NONE in Grade D and almost 80% in Grade A.
3. Kilol: 1 per year to every school per year – one in each government school in 10 years.
4. Adolescent Girls' Education Programme: With Ashoka Foundation, we piloted an education programme with a cohort of 36 girls studying in class 9. The success of the programme has motivated us to design a more comprehensive programme to take on 10 more cohorts (working with 300 girls per year) and helping them through academic support and life skills to cope and evolve them into self-confident individuals.
5. Anganwadi: We have piloted work with Anganwadis and have seen a marked improvement in primary education levels following a good intervention in the Anganwadi. It is our target that all children should seamlessly move from an Anganwadi to class 1 in all government schools. We plan a more comprehensive Anganwadi initiative covering all schools in Sawai Madhopur and Khandar blocks in Sawai Madhopur district in 10 years.
6. STEAM: Expanding the outreach of STEAM initiative to all the government schools in Khandar and Sawai Madhopur blocks.
7. Computer Education with Computer Shiksha to schools and teachers in our field of operations.

About Gramin Shiksha Kendra

<http://graminshiksha.org.in/>

GSK was established in 2004 and now operates 3 free schools for the children of classes 1 to 8 in Sawai Madhopur, Rajasthan. About 550 children attend classes, in these Uday schools, that are now seen as centres of excellence in the area.

Our team, of 40 motivated teachers, is not only in charge of Uday schools but also support 60 government schools in the vicinity, where they impart best practices developed in Uday schools. These 60 schools are supported under our Vistaar programme that has been running since 2011 covering 9,000 children and 400 government teachers. It has begun to impact the communities, teachers and children in the most backward of areas of Rajasthan while changing the face of education in the way it is perceived, imparted and received.

Vision & Mission

Thoughtful, supportive and sensitive children will create a world which is equitable, supportive, which believes in peaceful coexistence, celebrating diversity and culture.

Education will set children free and help them be curious, supportive, sensitive, thoughtful, aware, open to learning and have the abilities to take on responsibilities and fulfill them.

To do this we must get the government school systems in order and ensure that all children can receive quality education

Recognition

➤ Ashoka Changemaker School

In 2015 Uday schools were recognized by the Ashoka Foundation as schools that are making a difference in education systems in India.

➤ Anand Trivedi, Development and Resource mobilization, United Nations Development Programme

Says that “GSK’ multipronged approach to education and skill development by interweaving sports, STEM, and adolescent girl focused components have really impacted the life of many children in the area”

➤ **Princess Diya Kumari, MLA - Sawai Madhopur**

Says that “I truly appreciate the initiatives and programs run and supported by Gramin Shiksha Kendra in the constituency and I do hope that we can build in this success and continue and expand your programs to reach even more people in Sawai Madhopur.”

➤ **District Administration**

- *The Collector* has appreciated the confidence of GSK students and offered support for Seema Meena who wanted to pursue her studies and sports rather than getting trapped in child marriage like her sister was forced into.
- DEO, BEO –signed MOUs and appreciated the work of Gramin Shiksha Kendra - “Gramin Shiksha Kendra is putting great efforts in improving the learning level of children in the subjects such as Science and Mathematics. I hope that the initiative will help students in building their understanding in these subjects.”

Accounts

RAJENDRA BABULAL JAIN & CO.

(CHARTERED ACCOUNTANTS)

72, "NAVKAR" INDRA COLONY
BAZARIA, SAWAI MADHOPUR
PHONE: 074621-101224672 (R)220132

AUDITOR'S REPORT

We have examined the Balance Sheet of **Gramin Shiksha Kendra samiti, Sawai Madhopur** for the year ended on 31.03.2016.

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 31.03.2016.

(b) In the case of the Income & Expenditure account of excess of the income over expenditure for the year ended on that date.

For Rajendra Babulal Jain & Co.

Place: Sawai Madhopur

Date: 19.08.2016



GRAMIN SHIKSHA KENDRA SAMITI
SAWAI MADHOPUR
BALANCE SHEET AS ON 31.03.2016

LIABILITIES	Amount	ASSETS	Amount
General Fund		Fixed Assets (Annexure "E")	1,604,679.06
Opening Balance	1,603,668.04	Current Assets	
Surplus for the year	<u>824,567.38</u>	TDS	62,717.00
Reserved Fund	200,000.00	FDR Bank of Baroda	1,122,560.00
Corpus Fund	450,000.00	FDR Corporation Bank	437,175.00
Gratuity Fund	435,012.00	FDR Union Bank	84,177.00
Stipend/Salary Payable	539,192.00	Advance for Fairya Guest House	209,200.00
Fund Unutilised	F 4,941,766.38	Advance for School Maintenance	22,840.00
Cheque Issued But Not Present In Bank	24,861.00	Grant Receivable	
PF Payable	85.00	Heskey Family Foundation	
Provision for Teaching Consultancy	19,355.00	Cheque Received But Not Present In Bank	3,000,000.00
		Closing Balances	
		Cash in hand	29,120.00
		BOB	1,606,228.34
		Corporation Bank	15,332.84
		Union Bank of India	<u>844,477.56</u>
	<u>9,038,506.80</u>		<u>2,495,158.74</u>
			<u>9,038,506.80</u>

For Gramin Shiksha Kendra

As per our report of even date annexed

Date: 19.08.2016
Place Sawai Madhopur

For Rajendra Babulal Jain & Co.
(Chartered Accountants)



President



Handwritten signature of Rajendra Kumar Jain, Proprietor.

GRAMIN SHIKSHA KENDRA SAMITI
SAWAI MADHOPUR (Reg.-51/wm/95-96)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING AS ON 31.03.2016

Expenditure	Annexure	Amount	Income	Amount
To Project Personal	A	512,990.00	By Grant Received During the Year	
To Programme Activities	B	8,096,239.00	Asha for Education	824,000.00
To School Facilities	C	12,750.00	Heisley Family Foundation	722,892.00
To Office Expenses	D	573,701.00	Vibha	1,811,853.00
To Bank Charges		3,611.00	H T Parekh	3,000,000.00
To Gratuity Expenses		144,717.00	Yatra Foundation	2,998,600.00
To Depreciation Exp.	F	179,546.04	9,357,345.00	
			By Utilized Grant Brought From Last Year	
To Utilized Fund			Asha for Education	324,922.00
Yatra Foundation	731,171.76		Yatra Foundation	286,580.76
Vibha	644,820.62		Vibha	255,857.62
Asha For Education	3,709.00		Wildlife Conservation Trust	483,887.00
Asha For Education (Auntin)	154,343.00		1,351,207.38	
H T Parekh	3,000,000.00		By Donation Received	
Wildlife Conservation Trust	407,222.00	4,941,766.38	Donation in Rs. (With WCT)	G 4,399,418.00
To Surplus for the year		824,567.38	In Kind Donation	H 36,483.00
			Kikol Contribution	270.00
			By FDR Interest Received	76,039.42
			By Bank Interest Received	50,154.00
			Refund of Pragti Meeting Exp.	8,345.00
			Refund of School Affiliation Fee	10,000.00
			18,345.00	
			By Library Member Fee Received	360.00
			By Interest On TDS	266.00
			266.00	
			<u>15,289,887.80</u>	<u>15,289,887.80</u>

For Gramin Shiksha Kendra

Date: 19.08.2016
Place Sawai Madhopur


Secretary

President



As per our report of even date annexed

For Rajendra Babulal Jain & Co.
(Chartered Accountants)


(Rajendra Kumar Jain)
Proprietor

Our Team

Board of Directors					
S. No.	Name	Designation	S. No.	Name	Designation
1	Sachin Sachdeva		6	Prithviraj Meena	Vice-President
2	Vijendra Pal	Secretary	7	Radheyshyam Sain	
3	Krishnavtar Sharma	Treasurer	8	Rampal Gurjar	
4	Jyotsna Lall		9	Pavan Chandra	President
5	Kalyan Hiranman		10	Sanjana Mohan	

Gramin Shiksha Kendra's Team					
	Name	Designation		Name	Designation
1	Radhey Shyam Sain	Chief Administrative Officer	24	Bal Krishna Sharma	Teacher
2	Vishnu Gopal Meena	Academic Coordinator	25	Renu Gurjar	Teacher
3	Shubham Garg	Programme Executive	26	Mamta Sahu	Teacher
4	Gaurav Khandelwal	Programme Executive	27	Prithvi Raj Mahaver	Carpentry Teacher
5	Naresh Kumar Gautam	Accountant	28	Mahendra Singh Jadon	Sports Teacher
6	Lokesh Rathore	Office Support	29	Mansingh Gurjar	Support Staff, Bodal
7	Jitendra Kumar Agrawal	Asst. Accountant	30	Arun Singh chouhan	Teacher
8	Sudha Kanwar	Support Staff	31	Sangam Baa	Theater Teacher
9	Kamlesh Kumar	Teacher	32	Hemraj Bairwa	Teacher
10	Mansingh Sirra	Teacher	33	Mamta Jaga	Teacher
11	Vijay Singh	Teacher	34	Beni Prasad Sharma	Teacher
12	Murari Lal	Pottery Teacher	35	Suresh Chand	Teacher
13	Anis Khan	Teacher	36	Jagdish Prasad Saini	Team Leader, Faria-Katar
14	Hemant Sharma	Sports Teacher, Jaganpura	37	Mamta Sharma	Sports Teacher
15	Kamal Kumar Saini	Teacher	38	Amjad Khan	Teacher
16	Jeevnendra Singh Bais	Teacher (Team Leader)	39	Chandra Mohan Regar	Teacher
17	Dharmendra Kumar Gupta	Teacher	40	Ashok Sharma	Teacher (Team Leader)
18	Asha Yadav	Teacher	41	Shailendra Singh Rajawat	Teacher
19	Savitri Meena	Teacher	42	Arun Kumar Sharma	Sports Teacher
20	Forsingh Meena	Support Staff, Jaganpura	43	Ramlal Chaurasiya	STEM Lab (Team Leader)
21	Ujjwal Prakash Mishra	Theater Teacher	44	Kavita Mangal	STEM Lab (Joint Team Leader)
22	Vimal Kumar Prajapat	Teacher	45	Jagdish Koli	STEM Lab Assistant
23	Rajesh Kumawat	Teacher (Team Leader)	46	Tarun Kumar Sharma	Teacher