

# Gramin Shiksha Kendra



Gramin Shiksha Kendra



## Annual Programme Report

**2018-19**

**Gramin Shiksha Kendra**

Uday Learning Centre, Ranthambhore Road, Sawai Madhopur, Rajasthan - 322021

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## Director's Note:

Dear friends and supporters of Gramin Shiksha Kendra,

I take this opportunity to express my sincere regards and gratitude to you for being with us in this meaningful and adventurous journey. Another academic year has come to an end, and it has brought to us many challenges and much more learning.

2018-19 was the year of consolidation for us. The three Uday Community Schools despite facing the severe funding constraint continued to innovate and strengthen themselves. Co-scholastic clubs were initiated in the schools where children were provided platforms to explore themselves through various life skills such as cooking, dancing, kitchen gardening, sports, and *Mehendi*.

I feel proud to share that Seema, the former captain of Uday Handball Team and who later represented the Rajasthan team of Handball was selected in the Sports Academy at Jaipur. Another student, Laali Saini from Uday Community School - Jaganprua was selected for the National Handball Team in the under 14 category. In the coming years, we also intend to support and guide these children so that they could treat Sports as one of the career prospects. At the same time, our vision will be to spread the culture of Sports in our government schools.

The community is our biggest link towards sustaining our efforts. I feel happy to share with you that with each passing year, their participation and understanding towards the schools are evolving. In 2017-18, we reached to 70 rural parents' communities through our team of community-leaders and teachers. In 2018-19, we created interest groups of 8-10 individuals, who are either former or current active members of the School Management Committees, in each of our programme villages. By involving them, we aim to initiate an education movement by revolutionizing the way the education is perceived by the parents and ensuring that their voices be heard by the policy makers. Our next step would be to evolve and enable these groups so as to raise their concerns on a larger platform.

I feel happy to share that we have also collaborated with Jana Sanskriti, an organization working with the communities through Forum Theatre for more than 30 years. One of our community leaders is currently learning Forum Theatre as part of a year-long fellowship.

Our STEAM initiative which was started in the year 2017 with 14 government schools could be reached to 70 schools in 2018-19. The programme has received appreciation from the whole education fraternity in the district. We intended to reach out to more number of government schools in the district through this programme but an unforeseen financial crunch led us to reduce the number to 18 government schools in 2019-20. Nevertheless, this also has given us opportunity to review our work with government schools once again and re-strategise it accordingly.

Our English Learning programme which we started 5 years ago in Uday Community Schools has shown a tremendous success. It has not only changed the overall school environment, but also significantly improved the learning level of children in a secondary language. We have realized that the approach of learning English language should reach our government schools as well. This year, we are going to pilot this programme in two government schools of Kataar and Amla villages.

2019-20 will be the year for innovation at GSK where we intend to explore and work with the communities which are highly vulnerable and couldn't be part of the mainstream.

This year in collaboration with *Bhasha* (<https://www.bhasharesearch.org/>), we are conducting a 2 years' long study on the de-notified communities based in Sawai Madhopur. This study will help in

understanding and documenting their transition post-independence era, challenges being faced by them and the social distance from the mainstream communities.

The financial year 2018-19 was a challenging time for us when we faced a huge financial deficit to continue our efforts. But with all your support, we could sail through the year without restricting ourselves.

Our constant efforts are being put in the direction of attaining financial sustainability for Uday Community Schools and for reaching more number of schools through our outreach programme with the government schools. The significant step by the community to contribute financially to build a corpus for the Uday Community Schools is a way forward and a confidence booster for us. In the last couple of years, we have also improved our reporting mechanism to our stakeholders, especially to our funding partners. We've begun to share regular updates through reports, newsletters and social media platforms such as Facebook.

**Way forward:**

- The way forward is to enable the Uday schools as the sustainable entities governed by the community. This includes building capacity of the community to run Uday schools on their own. Our team has already started to work on this front.
- We would also put our efforts getting funds to resume our programme - *Umang* with the adolescent girls who are at risk of dropping out of schools.
- We also intend to use Forum Theater in our work with the community, as it has proved to be an effective tool in the development space.
- To implement the STEAM model of working with the government schools at a larger scale in collaboration and by involving all the stakeholders actively.

I would also like to thank the committed team of Gramin Shiksha Kendra. They have relentlessly worked to ensure that our collective vision of bringing quality education to every child be attained. I would also like to thank the parents' community and government teachers for showing trust in our efforts and worked towards improving the entire ecosystem of education.

On behalf of the GSK team and the parents' communities and our children, I once again thank you for showing your confidence in us and look forward to your continued support and appreciation.

Best regards,  
Shubham

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## About Us

Gramin Shiksha Kendra is a non-profit organization situated in Sawai Madhopur district in the state of Rajasthan. The idea Gramin Shiksha Kendra was born in 1995 and registered as a society under the Rajasthan Societies Registration Act, 1958.

The idea of institutionalizing Gramin Shiksha Kendra emerged from the community to enable the coming generations of the area with the needed capacities to take on the challenges of life and livelihoods. Education was the missing link in achieving the goal. And collectively, they and our co-founders all thought of initiating a school education programme for ensuring quality education to the children living around the Ranthambore National Park.

Gramin Shiksha Kendra was set up as a response to the demand for Quality Education from the rural communities of Sawai Madhopur. The organization was an outcome of thoughts, ideas and good practices adapted and applied by various practitioners and organizations in the development space.

Our vision is to build a society of individuals who are thoughtful, supportive and sensitive, believes in equity and peaceful co-existence, celebrate diversity and culture.

Our philosophy is that community mustn't just remain a passive recipient of what is being provided to them by the schools. For the success of any school programme, it is very essential to have participation of key stakeholders - Community in this case.

Since the year 2004, Gramin Shiksha Kendra has been working to improve the status quo of the public education ecosystem in the district. Our three community-led Uday Community Schools in teh villages Jaganpura, Fariya, and Girirajpura continue to demonstrate a model of Quality Education not only in front of the parents, but also to the government schools.

We work with the four key stakeholders of the education system, viz. the Children, the Teacher, the Parents' community, and the School Management Committee. By working with every element of the ecosystem of education, Gramin Shiksha Kendra hopes to pioneer a movement led by the people that revives their confidence in public education system, transforms education more relevant to the needs of the community and of the Nation.

Our hypothesis is that if the parents' community through the School Management Committee is active enough to remain engaged in the overall functioning of the school, this will result into the overall improvement in the performance of the school on a sustained basis. Enabling the rural parents' community raising questions from the government, by giving them confidence to speak and express is the foremost aspect of our programme.

## Vision

Thoughtful, supportive and sensitive children will create a world which is sustainable, less inequitable, mutually supportive, which believes in peaceful coexistence, while recognizing and celebrating diversity and culture.

## Mission

Education will set children free and help them to be curious, supportive, sensitive, thoughtful, aware, open to learning and can take on responsibilities and fulfil them.

## Highlights of the year 2018-19

### 1. Uday Community Schools

Uday Community Schools are the foundation of our work to improve the level of education. The schools were set-up with the help of the community and are currently led by them.

Uday Community Schools continue to act as the education laboratory where our team of teachers have evolved the best child-centred practices and evolved them in the local context. Uday Community Schools have successfully created an environment around its vicinity where parents are concerned about the kind of education provided to their wards.

In 2018-19, we worked with 384 children through the three Uday Community Schools located in Jaganpura, Fariya, and Girirajpura.

#### Activities in 2018-19

##### **National Wildlife Week - The week's longest running activity from 1st October 2018 – 6th October 2018**

All the three *Uday Samudayik Paathshala* are located on the periphery of the Ranthambore National Park. The National Park contains a huge variety of animals, birds and reptiles within it - tigers being the most prevalent one. Spotting them is not so straightforward.

The wildlife connection serves as a vital component for these children and the communities living around the National Park. They are connected with wildlife in their backyard, schoolyard and beyond. In this week, children participated and engaged in fun and meaningful activities for the whole week. They participated in varied activities in order to get more learning and sharing the wonders of nature. From a tour to the National Park to debates and discussions over the co-existence of human beings and wildlife were conducted through the week. These children tried to put forth the habitats of the species dwelling in the National Park and how we all can help them thrive in order to save our treasured species.



**Figure 1 Children engaged in artwork during the Wildlife Week**

##### **Celebrating Makar Sankranti:**

Celebrating the harvest festival and marking the arrival of spring, on the occasion of Makar Sankranti, which is synonymous to kite flying too; Children in Uday Schools were seen flying kites and the sky was filled up with colorful kites. Children celebrated the sense of their place and hard work of their community and the surrounding environment.

Children made their own kites and moved on to the broader subjects in making and understanding these kites.

Throughout the process, the children not only enjoyed but also learnt about their culture and traditions, aero-dynamics behind the kite and how the dimensions of the kite play a role in this fun-filled exercise.

### Co-scholastic Clubs:

Uday Community Schools formalized various co-scholastic activities by forming co-scholastic clubs for children. The purpose was to develop life-skills among the children and provide them platforms to identify their interest areas, and work upon improving them. Among several co-scholastic clubs, some of these are - Sports Club - Football, Handball, Kabaddi, *Mehendi* Club, Cooking club, Kitchen - Gardening Club, Dance club, and papier-mâché.

The clubs are widely appreciated and enjoyed by both the teachers and children. The platform is giving the children opportunities to express themselves and learn.



Figure 2: Kitchen Gardening at Uday School



Figure 3: Teacher and children engaged in Papier-mache activity



Figure 4: Creation by our Children

### **Cooking Club as an important life skill: (Moving towards lifelong healthy eating)**

When he was a little boy he loved to cook, spending hours in the kitchen with his mother, making a mess but learning everything from scratch, he experimented with different tastes and textures.

With a 'towering personality', his presence fills the space he strode into. Tarun Sharma is the epitome of sincerity, commitment, graciousness and good taste in food.



His life-long passion for cooking combined with dreams of becoming a teacher helped him in translating into a successful teaching career.

He is a teacher at Uday Community School, Fariya. He discovered that the community and children are addicted to tobacco and betel nut. Having a concern, he thought of enhancing his hobby with the school children. He spoke with the children, where most of them shared their interest. Of this, a club was formed (हमारी पाकशाला) where a group of children gather together on semi-regular basis to explore the familiar and unfamiliar food. Every time, the children roll up their sleeves and get some delicious cooking done. To name a few, together they have made Khaman, Bhel Puri, and Kheech. Apart from having a lot of fun, the teacher and the students are always learning from each other: be it a new technique, a new source of ingredient and integrated concepts of each subject. Everyone collectively learns the art and science of cooking and food preparation.

Over the time it has been observed that the children, who spend the money on buying tobacco and betel nut, now save it and pool in for the next cooking class. These children have stopped consuming tobacco and are now trying to live a healthier lifestyle in their food practices. They extend their learning and share the meal learnt, in their families. The compelling thing about the club is that 70% of the members in it are boys, who are breaking barriers.

From continuing being a guiding light and always striving to achieve the teaching standards, the teacher is trying to give roots and wings to inspire students, community and teachers alike.



### ASER (Annual Status of Education Report) Test:

The Annual Status of Education Report (ASER) test was conducted at Uday schools with the children studying in 3<sup>rd</sup>, 5<sup>th</sup> and 8<sup>th</sup> grades. Through the test, we tried to assess the levels of literacy and numeracy among the children and compared the result with the state average<sup>1</sup>.

### English Reading Level:

The English Reading Level test was done for our own understanding from the English Programme. ASER National Test was not done for this particular language. Hence, the same cannot be compared with the Rajasthan state.

In the English Reading Test, the highest level that a student could do comfortably/reach is reading a story. On the other hand, the lowest level that a student could reach is “Alphabet/Letter Level”.

Beginner is the stage where a child knows nothing. Please see the graph below and the number of students in each reading elements.

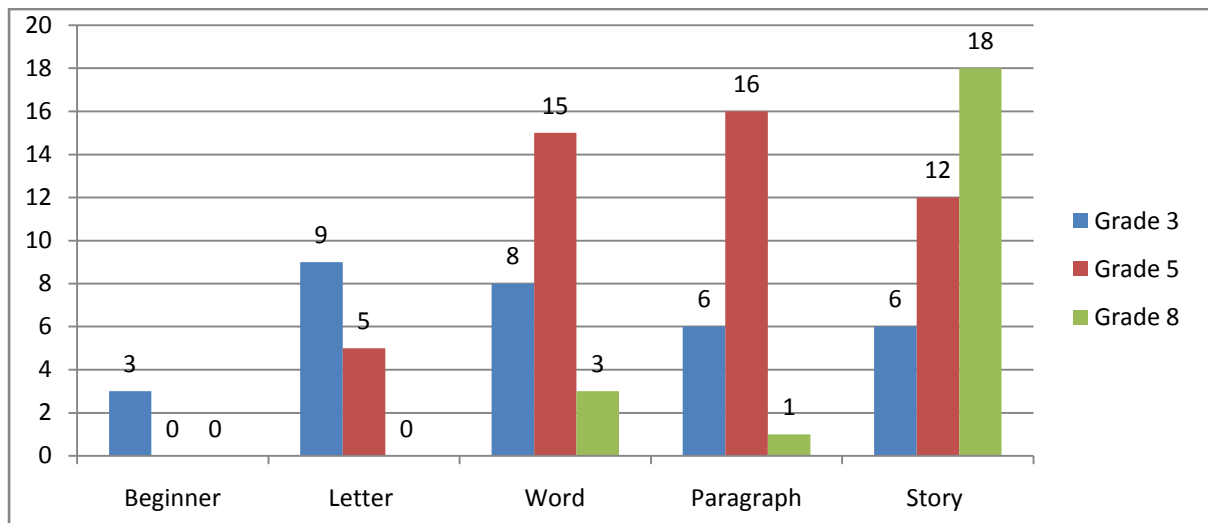


Figure 5: English Reading Ability of Children

### Hindi Reading Level:

Through the Hindi Reading Test, the highest level that a student could do comfortably reach is reading a story. On the other hand, the lowest level that a student could reach is “Alphabet/Letter Level”.

Beginner is the stage where a child knows nothing. The graphs below shows the number of children studying in Uday schools in each of reading levels as compared with the state results. Figure 6 shows the comparison between the grade 2 text reading ability of Uday children studying in grade 3 and the state average.

<sup>1</sup> The national data referred above is from ASER 2018.

Source: <http://img.asercentre.org/docs/ASER%202018/Release%20Material/aserreport2018.pdf>

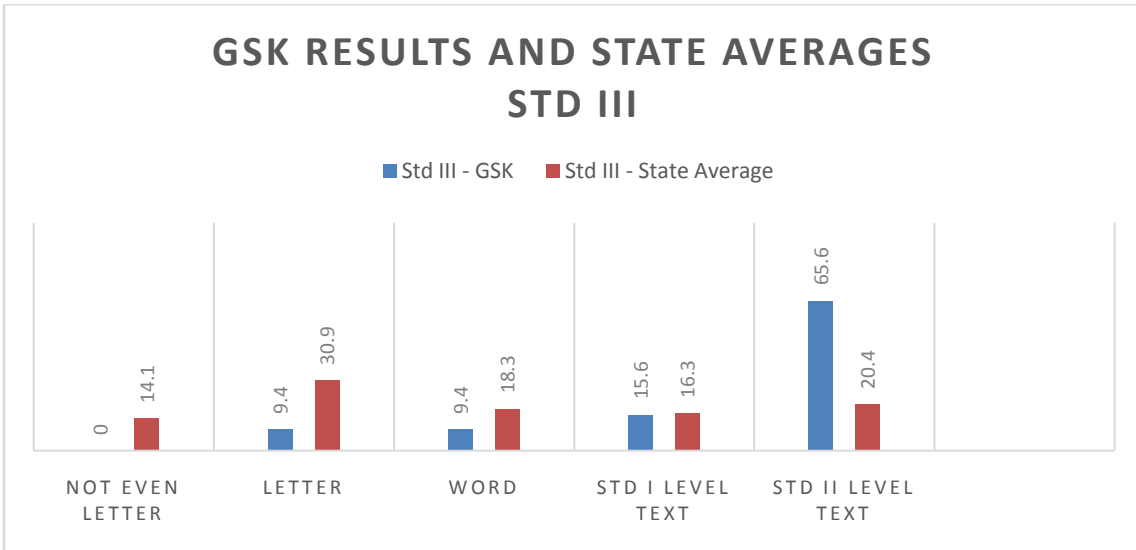


Figure 6: Grade 3 children ability of reading Hindi text

Figure 7 shows the reading ability of grade 5 children from Uday schools vis-a-vis of the entire state.

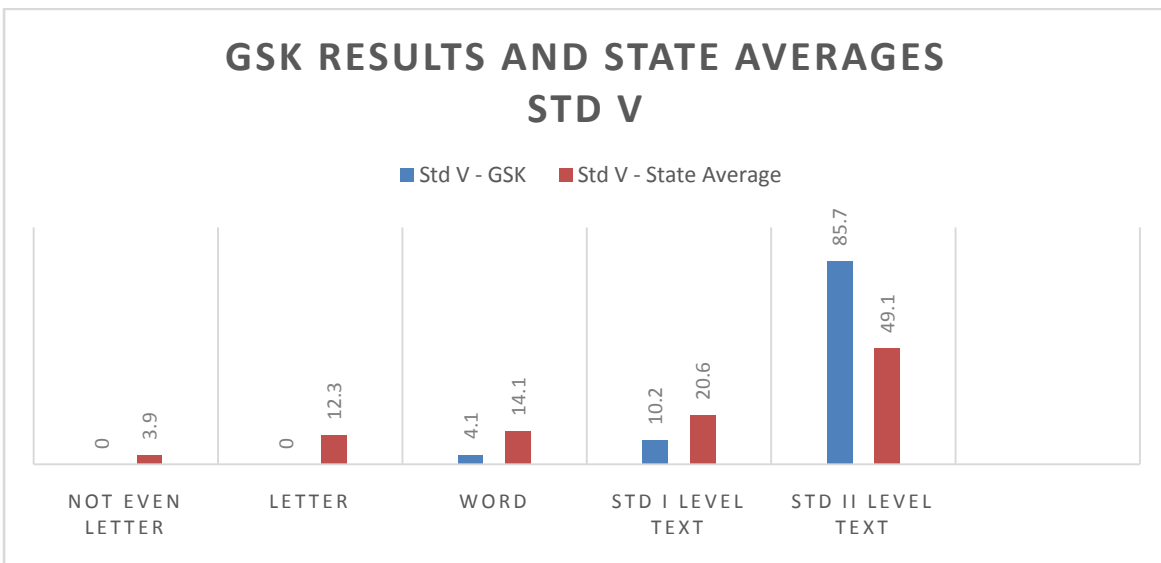


Figure 7: Grade 5 children ability of reading Hindi text

Figure 8 shows the ability to read grade 2 text of grade 8 children in Uday schools comparing it with the state average.

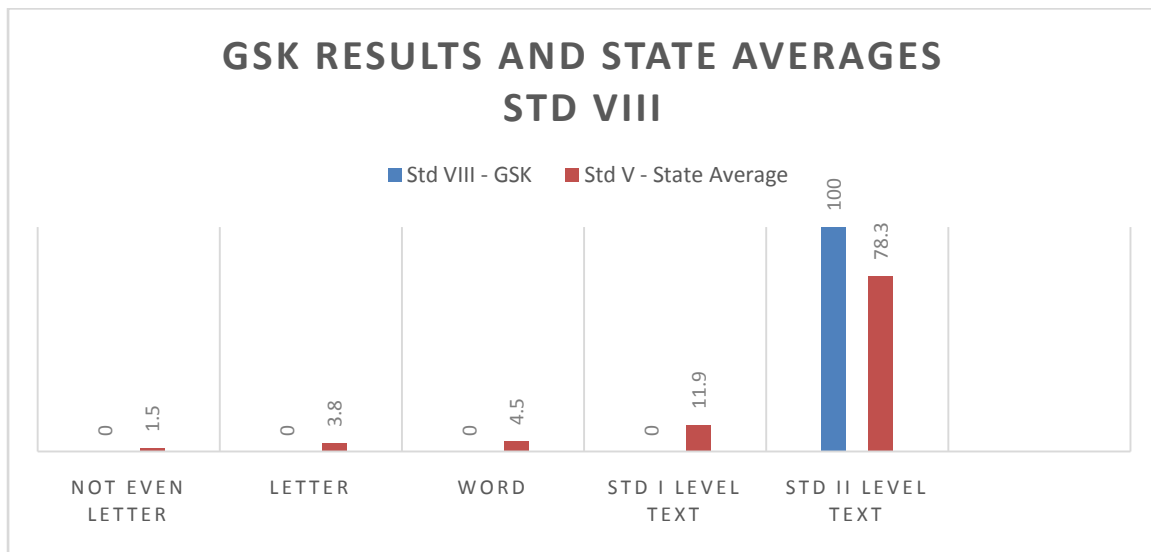


Figure 8: Grade 8 children ability of reading Hindi text

### Numeracy Test:

Here, the highest level that a student could do comfortably/reach is doing division. On the other hand, the lowest level that a student could reach is recognizing the “Numbers”. Beginner is the stage where a child knows nothing.

Figures 9, 10 and 11 compare the numeracy and arithmetic ability of grades 3, 5, and 8 children respectively studying in Uday schools with the state results. The graph is the clear evidence of a stark difference between the Uday children and the children studying in government schools across Rajasthan.

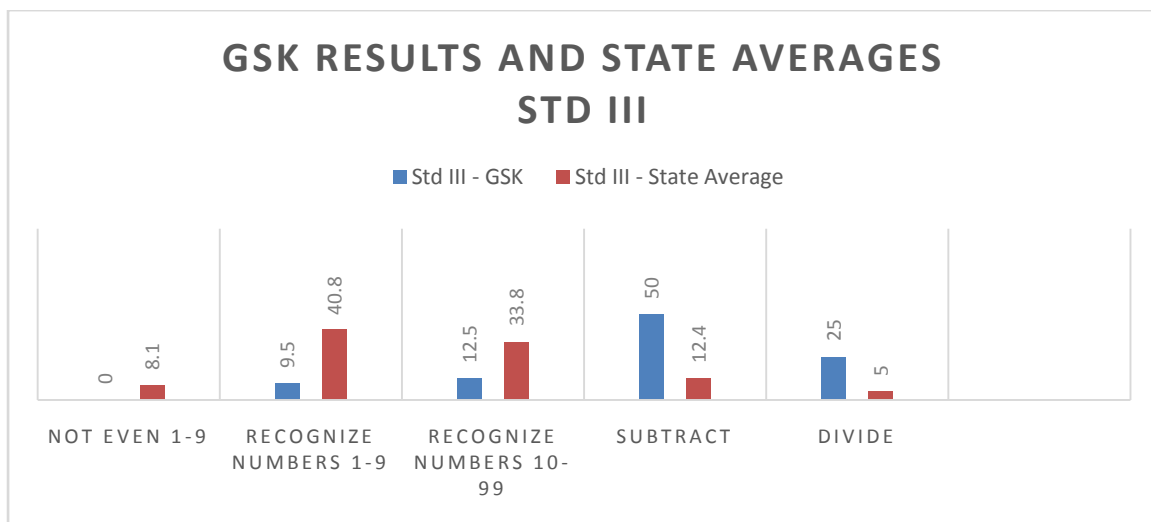


Figure 9: Grade 3 children numeracy ability

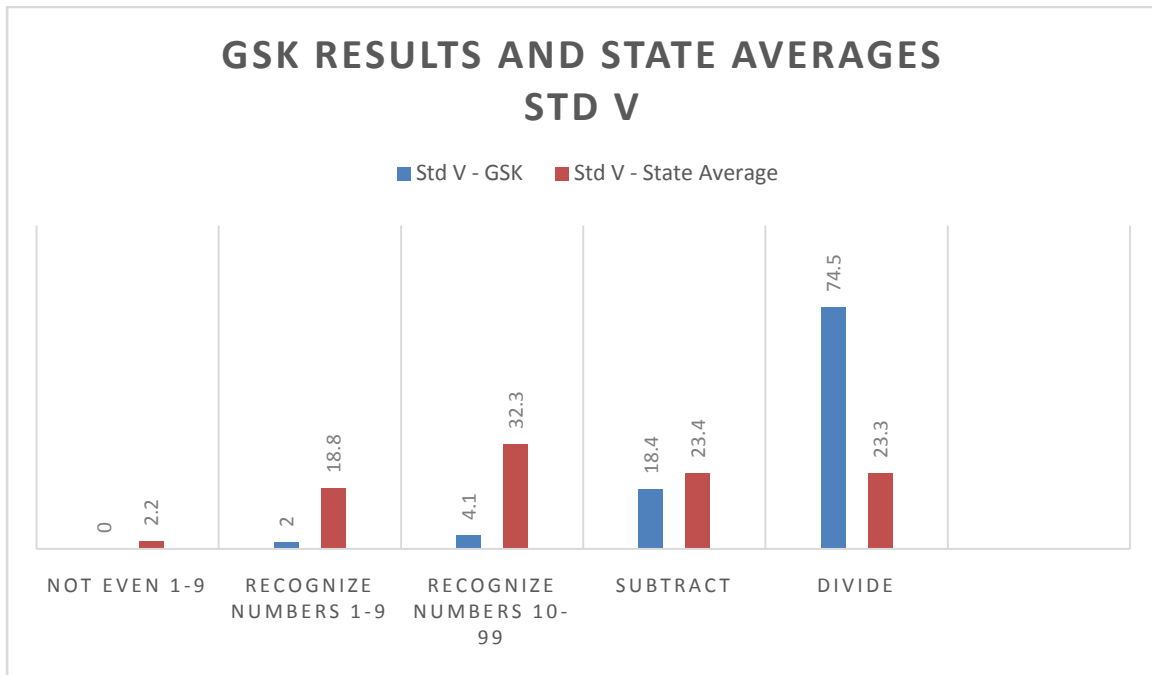


Figure 10: Grade 5 children numeracy ability

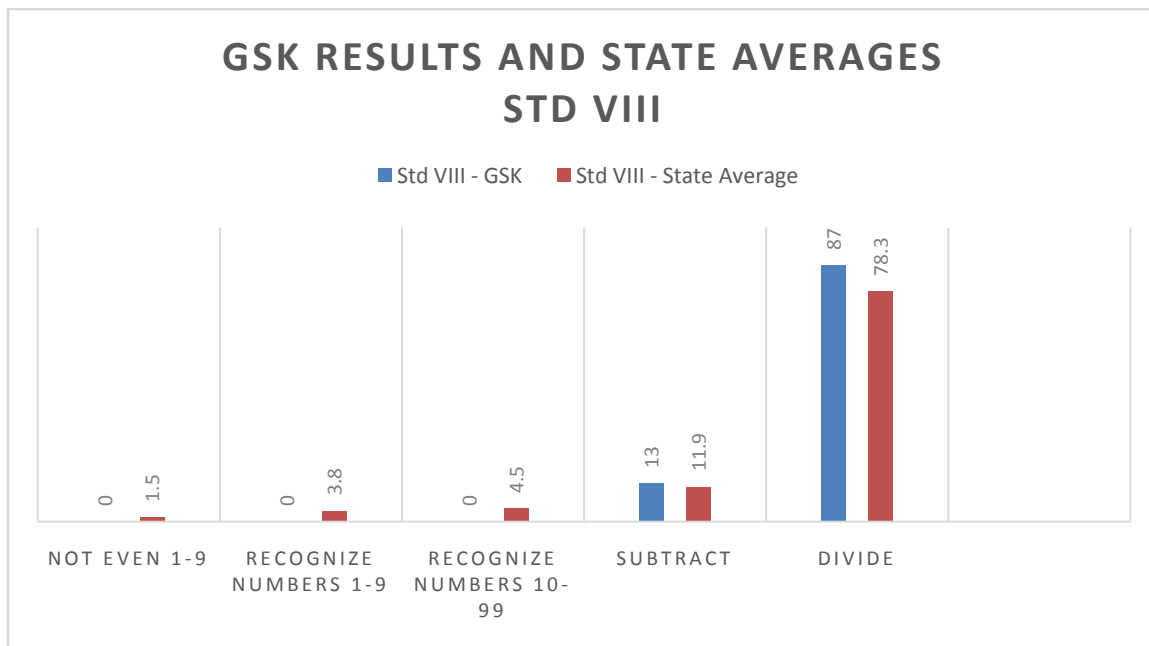


Figure 11: Grade 8 children numeracy ability

#### Sports:

Along with the academic subjects, we have always considered and emphasized on the Sports as an integral part of the curriculum. Sports is always been seen as a tool to impart life skills education to the children. We always provide the required impetus from the elementary schooling which thereby contributes towards transforming children into sensitive, assertive and confident individuals.

In this Year, the children from Uday Community Schools participated in Handball, Football and Kho-Kho at the district and state levels.



Figure 13: Uday Children attending Sports Tournaments



Figure 12: Uday girls attending Sports Tournaments



### **Reena Saini - since she picked up a hockey stick**

An earnest and hardworking, Reena Saini, entered an uncharted territory, spread her wings and rejoiced them when took to the skies. Recently, she got selected in the Junior Indian Hockey Team. Initially, her parents weren't open to her playing a sport professionally- a tale we've often hear among the sportswomen. But she went against all odds personally and professionally.

The sports programme at Uday Community Schools is not an optional dessert on a menu that upholds academic subjects as the only worthwhile learning. Here, every child realizing the full sporting potential is pivotal.

So, who says, that the number in sports can never be the same as male counterparts?

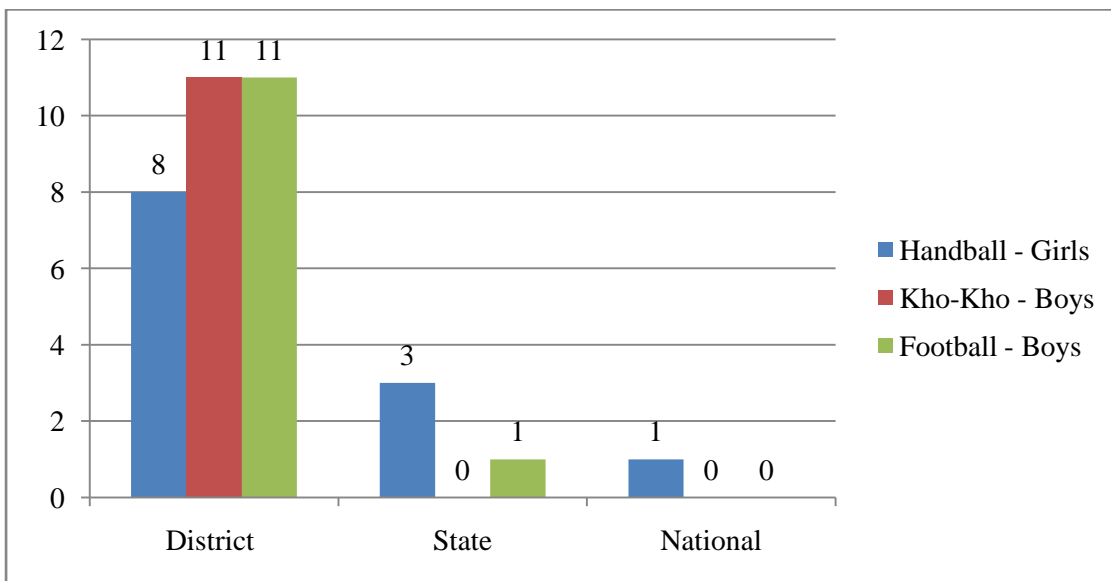


**Laali Saini**

Laali, studying in Uday Samudayik Paathshala, cannot imagine a day in her life when the ball in her hand doesn't burst out as goals. Her magnetic smile, powerful voice and the way she presents herself will recreate your day.

Since many months, hopping from inter-school level to state level and now at Nationals in Handball, she mesmerised everyone with her performance. In a recent game, with the state, Jammu and Kashmir, Laali did 3 goals in a row. Like our other ardent players going forward, Laali demonstrated the affirmation of keeping the game strong.

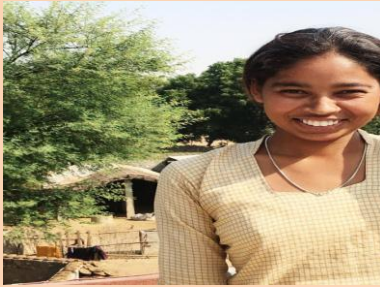
The following graph shows the participation of children in three different sports at the district, state, and national level tournaments.



**Figure 14: Participation of Children in Sports at various levels**

## Alumni Corner:

### Pramila: First girl in her village pursuing graduation



Pramila is a graduate from one of Gramin Shiksha Kendra Uday school's first batches and is the first girl from her village to attend college.

While most of the girls in her village were being married off and starting families, Pramila decided to go for further studies, by always having a spirit of doing a little extra. She is full of power and wisdom; she is fierce and mindful all at once.

You will always find her asking the whys and hows of anything that the world comprises of.

Apart from doing graduation, currently she is doing a course on tourism studies. Why tourism studies? Because she wants to travel by heart and has a travelling obsession. "We were given three course options," she says, "food safety, NGO management and tourism studies. The professor told me not to do tourism management but to do food safety, because that was more appropriate for girls. I told him "we already spend a lot of time in the kitchen, we know about food safety, why would I need a certificate for that?" I opted for tourism management because I want to see all of India and I want to improve the economic situation of my family."

With her positive energy, her first journey started from her own community where she leads the way there, manifesting the history and culture of her village to the people coming from outside. She is a leader with a humble voice and an intelligent mind.

### Chauthmal



23 year old Chauthmal's compassion for theatre runs through his veins. And his art of telling stories can take your heart to places. He was 7 when his life's first performance "Ali Baba aur Chaalis Chor" was in front of an audience at Tehri Gharwal - and since then he has never looked back. There's something about him that will make you very comfortable only in a few minutes of meeting him. He holds his ground and his culture and yet his thoughts and views about a certain thing is always receptive to new ideas.

Currently, he is working on a script "Ranthambore Jungle Ki Zubaani" and with the relocated communities around the periphery of the Ranthambore National Park wishes to make an impact taking every step of simplifying the Universe.

## 2. English Programme

The English language programme began with the aim of addressing the needs of English teaching-learning amongst the first generation learners. The need to focus specifically on English arose when students consistently doing well in all other subjects struggled only in English class and the teachers, in turn, struggled to teach English. English is, however, not part of the environment of the child, before coming to school she has not had the opportunity to hear, much less practice, the language. A combination of comprehensible, input-rich environments and more explicit language instruction becomes important for learning English, with classroom transactions being crucial to the process. The GSK curriculum implements this approach while remaining sensitive to available resources and the varying needs and skill levels of students (as well as of the teachers). We believe that language is best acquired through meaningful interaction and use in varied situations.

The primary objective of this programme is to develop functional competency in English for comprehension of ideas expressed by others and is achieved through: listening and reading expressing own ideas (including emotions, attitudes, opinions, and observations) in both speaking and writing using English to organize thoughts and ideas using language in context.

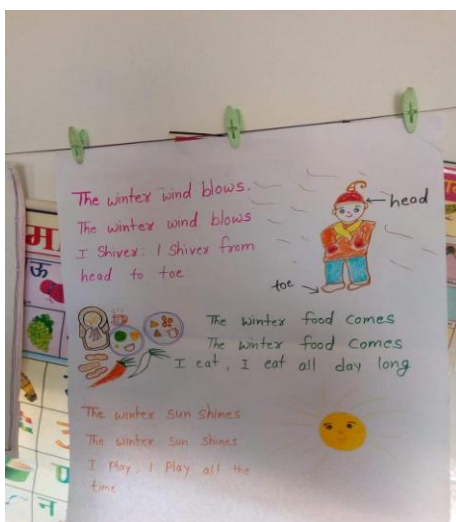


Figure 16 Teaching aid in Uday Classroom



Figure 15 Classroom Display during Winter-themed English sessions

Our English curriculum is thematically organized to give the teacher and the learners a context within which the teaching and learning of English happens. It also provides teachers with a wide array of resources to draw from within a framework while giving them the autonomy to plan their classes.

The methodology of training teachers followed by teachers working on English Learning Session has worked. English Learning Session is held once in every week, where teachers facilitate the learning session amongst themselves for an hour, where they read, write, listen, discuss, and speak. These learning sessions are not a substitute for a regular classroom teaching but for one's own capacity building. Here, teachers create their own learning processes and learn collaboratively



Figure 17: Pocket Dictionary for Teacher and Children



with the peers in order to become more independent learners. They have recently started to share their work on different platforms through this language.

### **Action Research on Language Learning with NCERT:**

Our teachers have been doing a Classroom Action Research with National Council of Educational Research and Training (NCERT) on “Enabling language environment in school Processes”. We chose this topic because creating enabling environment is one of the major pedagogical challenges which we face in teaching English especially in rural areas. This was a long-year research and now we are in the process of the research documentation. In accordance of doing this research we did classroom activities as a strong methodology. The research has definitely helped us in the development of Language Learning in classroom and school.

### **3. STREAM Initiative**

We initiated the STEAM (Science Technology Engineering Arts Mathematics) programme in March 2017 with 17 government schools. The programme received huge appreciation from the teachers, children and the parents communities.

In the session 2018-19, we could reach 70 government schools in the district which comprise of 18 primary schools and 52 upper primary schools. Our Uday Community Schools acted as the resource centres through which the programme at these 70 government schools were execute through our STEAM team.

The objectives of the programme were as follows:

1. Improving the quality of education in the government schools by supplementing it with technology and resources and providing richer living work environments. This will have the ability to use more diversification of teaching methods and engaging ways to the varied concepts.
2. Enabling children to develop curiosity, faculty to raise questions and unlearn in the process of learning.
3. To help children in exploring local arts, culture and history of the area where they live in and establishing within the school system - a link between their natural environment with the subjects which the children are learning in their schools and part of their curriculum.

The major activities under the programme were exposure visits of government schools to the STEAM laboratory and classroom demonstrations by our teachers in government schools. Following are some of the quantitative figures describing the outreach of the programme.

<b>Activities under the STEAM Programme</b>				
<b>Total Number of Schools</b>	<b>Total Number of Classroom Demonstrations</b>	<b>Total Students participated under the programme</b>	<b>Total Teachers participated in the demonstration</b>	<b>Number of schools visited STEAM laboratory</b>
<b>70</b>	<b>232</b>	2450	54	5



Figure 19: Government School children engaged in project work under the STREAM programme



Figure 18: Different ways of learning arithmetic

### Teachers' Reward and Recognition

Working with the system, we believe that upgrading the knowledge-base and teaching skills alone is not enough for the teacher-evolution but to address the 'person' we call 'teacher' is also important.

We rewarded the teachers, who put a great deal of effort in their work. Mr. Surendra Gaud – Deputy Director of "Samagra Shiksha Abhiyaan" was invited as chief guest of the event to motivate the teachers.

29 Government school head-teachers who were sincere and genuine, punctual, always present and teach in the school were rewarded for their efforts. These teachers have been doing good work since past many years for their own selves, for the school community and the children.

Intentionally, working with the government schools, we duly recognise and inspire other teachers to follow suit.



Figure 20: Teachers' reward distribution ceremony

### Workstations at DIET Lab:

Workstation at DIET Lab has been built, to carry out the experiments in an organized way. This is now equipped with scientific apparatus, learning materials, tools and facilities to conduct various practical experiments for the teachers coming there. Earlier, not having workstation created a hindrance for practical application at the DIET Lab.

### Content and Pedagogy workshop with the government teachers:

During the winter workshop vacations at schools, our resource team worked with District Institute of Education and Training (DIET) and facilitated the induction training of the government teachers who were part of the workshop. The workshop was mainly on pedagogical content of Science, Mathematics, Language subjects and other important aspects of RTE and National curriculum Framework.

Topics	Number of Government Teachers
Communications	55
School Development Management Committee	55
Aims, Nature, Purpose and Process of Language Learning	55
Aims, Nature, Purpose and Process of Environmental Education	55



Figure 21: Our resource teacher conducting workshop with government school teachers at DIET



Figure 22: Our coordinator conducting workshop with government school teachers

### A Comparative study of *Vistaar* and Non-*Vistaar* government schools

A comparative study was conducted to evaluate the project on basis of the learning levels of children in the selected schools with the control group of government schools.

Both the schools are based in Sawai Madhopur and the sample size of the intervention and the control groups are as follows:

Grade 6		Grade 7		Grade 8	
Vistaar	Non-Vistaar	Vistaar	Non-Vistaar	Vistaar	Non-Vistaar
42	26	48	26	60	42

The learning level of children in the subjects Science and Mathematics was assessed and the results are as follows:

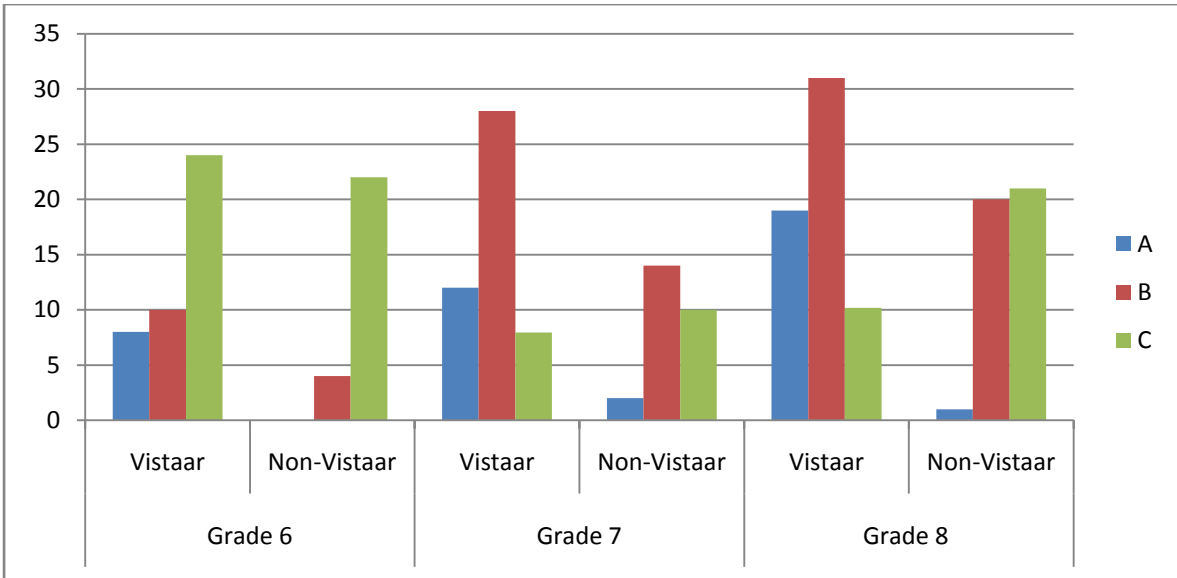


Figure 23: Learning Level of Children in Mathematics

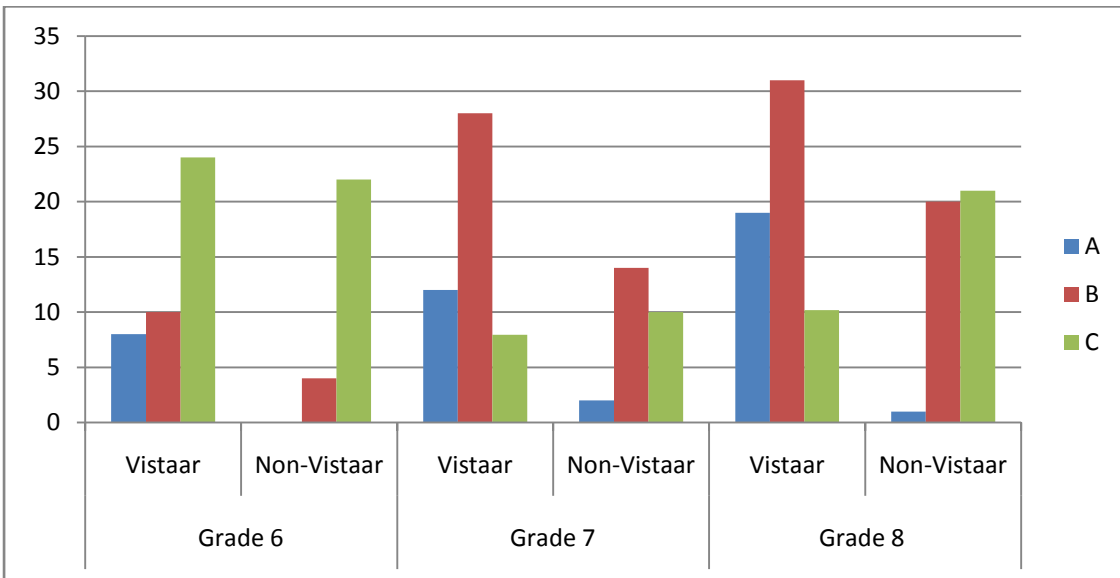


Figure 24: Learning Level of children in Science

**Educational Exposure Visit of the GSK staff:**

We wrapped up our two weeks of training workshops with a one day visit to Barefoot College at Tiloniya, Ajmer. It was an informative experience for the entire team where they understood and discussed about the local culture, water harvesting, solar electrification, carpentry, puppetry - resembling the human figures of sharing stories and understanding human emotions, motivations.

The organisation mostly works at the village level with a combination of traditional skills and experiential learning. They first use the knowledge, skills and wisdom found in villages for its development before employing skills from outside.

While returning, the teachers relished their moment upon singing local songs at the radio station.



Figure 25: The Puppet show at Barefoot College



Figure 26: Teachers learning the art of Papier-Mache at Barefoot College

### Kilol 2019 – Sharing and celebrating the learning experiences

Kilol is the celebration of education by the community. Gramin Shiksha Kendra has been organizing this event with the help of the community from the beginning. This year, Kilol was organized at Primary Government School of Daangarwaada in Sawai Madhopur district on 5<sup>th</sup> February.

Children, parents, community, school staff all were at one place. All the school activities and exhibitions were demonstrated by the school children. Around 90 people from the community participated in the day-long event. Government School Principals of Lehsoda and Rampura villages were invited as the chief-guests of the event.

Various corners are setup displaying efforts from children and teachers. Exhibitions of art work, role-plays, Exhibition on Science, Mathematics and Language; publication of stories and poems, Sports contests are some of the activities of Kilol. More importantly, this celebration is of the school and the community.



Figure 28: An elderly person learning about the model from a girl at Kilol



Figure 27: the girls demonstrating the working of a model



Figure 29: Children curiously looking through the library corner at Kilol

#### 4. Community Engagement Programme

The purpose of the programme is to engage with the community members and enable them to participate in the functioning of the school. Our team of community leaders worked with the community and had discussions with them over the nuances of Quality Education. The community members were also invited to Uday schools and encouraged them to visit the government schools and observe the current state of affairs.

One of the important stakeholders in this process is the School Management Committees which is a statutory body responsible for effectively management of the schools. Our team worked with the SMC members and gave them confidence to actively participate in the functioning of their schools.

Number of Villages	Total participants from the Community
75	800



Figure 31: Community meeting



Figure 30: Visit to Uday - Jaganpura by the team of 'The ANT'

### From the diary of a Teacher

On an afternoon, one of our resource teachers was heading back from the field to the Uday school resource centre. On his way, near a government hospital, he heard two voices exclaiming from behind. The teacher applied a brake on his vehicle and looked behind. He saw that two boys of age 12-13 are standing in front of the hospital and waving towards the teacher. The children seemed familiar to the teacher. Hence, he parked his vehicle and went towards them. They were the students of Uday Resource Centre, Fariya studying in 7th standard.

Teacher: What are you two doing at the hospital gate today? Is anyone unwell?

Children: Nobody is unwell.

Teacher: So, what are you doing here?

Children: We are whirling around here and there for a long time now.

(Hearing the children's incomplete reply, the teacher asked again)

Teacher: What's the matter?

(Children took out some certificates from their respective pouch and said: For filling the scholarship form, we have to prepare income certificate. And for this, we need signatures of a government-employed doctor or a physician, but here both are refusing.

Talking on the matter, one of the boys added: Physician proposed to visit the doctor, and when we came to the doctor he says that he doesn't have time, it's time to look at patients, and you should come again.

Teacher: So, what will you do now? Shall I do something? If the crowd is less than the doctor will definitely do the signatures.

(Children smilingly said): We have already done it.

I got worried and asked: What have you done?

(The children looked at each other while raising their credence and said when the doctor refused, then we went to police post and complained about them, the police station officer said to come here again and tell the doctor that he has sent us)

We were going to the doctor and saw you coming. Now tell us what we should do.

Teacher: Go to the doctor and tell him everything.

Children: Will the doctor not get annoyed?

Teacher: In case he gets annoyed, go to the police station again.

Children: You please wait here, we will just go and come.

(The children went in. I came to the window and secretly saw the children's confidence)

(The doctor had a crowd of patients in his room, both of them entered the crowd, making the way and approached the doctor)

"Doctor we had gone to the police post, the police station officer had sent us. Kindly sign on this document otherwise we will file a complaint in writing.

(It was doctor's turn to respond)

Initially, he got angry, but after a while, he looked at children and smilingly said – You should have told me before going to the police station. What was the need to go the police post? I would have done the signatures. It is just that there was a crowd in the hospital the time you had come.

(The doctor signs at the document and tells the children to go and not to complain like this again)

The children's face raged in joy. They quickly turned and came out of the building. I also withdrew from the window and returned to the hospital gate. Their faces were telling a procurement of credence.

These children displayed a belief in their own abilities.

## 5. Tarang – Anganwadi Programme

Over the years, we have discovered that the youngest children between the age group of 3-6 years should not be only regarded as a matter of parenting at home. Infact, it was observed that much of the care at home was undertaken by the elder siblings (as parents in the villages spend much of their day in agricultural land), due to which the elder siblings own schooling was unattended. On the other hand, many studies show that early childhood education can greatly increase the cognitive abilities, leading to overall development of a child. Our focus area in this particular age-group has been in:

- Understanding holistic child development and role of the caregiver
- Importance of psychosocial stimulation and how to promote it
- Child safety and age-appropriate handling of children
- Child Nutrition
- Play Materials
- Gender Equity in care-giving practices

We were working with the government anganwadis at Housing Board and Board Village. The project at both the centres had been a successful triumph being recognized as the Model Anganwadi in the district. This led us to start working with two more government anganwadis – Katar and Fariya. Both these Anganwadis are near Uday Community School, Fariya which act as a learning resource centre. The centres operate for 5 hours every day and in the premises of government school building.

Through this programme, we have been able to educate the wider community about the learning and development of a child. Particularly at this stage, parents view early care and education for children as less likely to be of any educational consequence. Through this initiative, we have tried to develop both centre-based and home-based systems by putting our efforts to engage parents, especially the



Figure 33: Pre-primary grade Children expressing themselves through thread painting



Figure 32: Thread painting by Uday Children

mothers, through our home visits and discussing on parental education, health and nutrition with them.

The pre-school education is divided into two groups – Pre-I and Pre-II. In both the groups, emphasis is laid on oral learning. Children are immersed in activities that focus on motor, language, personal/social and learning behaviours. We have seen behavioural changes in these children such as they are always excited to do the activities and ready to learn. In the Pre-II group children are



equipped in recognizing and defining, different colours, fruits, vegetables and more. They can do categorization of these things and present their learning through movements, dramatics or play time.

Meetings with the mother have always been on the agenda before the adoption of the program but it was merely on papers. With our intervention, we made sure that these meetings take place once in every month. This is to create an opportunity to share the learnings of the child equally.

While the basic educational benefits of preschool (Such as language learning, motor skills, early literacy and numeracy are tangible, the focus is also towards life-long learning for the children to be effective learners by encouraging holistic development in them through peers, their immediate environment.

When the floodgates of emotions are open and children learn to express these emotions. An incident shared by our Pre-Primary teacher Sapna.

सुबह की सभा का समय था । सभी बच्चे गोला बनाकर कक्षा में बैठे थे और सभा में बालगीत गा रहे थे । गर्मी का समय था तो इस कारण पंखे भी चल रहे थे । अचानक पंखे से टकराकर एक चिड़िया मेरे पास आकर गिर गयी । मैंने उसे हाथों में उठाया तो सभी बच्चे मेरे पास चिड़िया देखने आ गए। चिड़िया बेहोश थी तो कुछ बच्चे भागकर अपनी हथेली में पानी भरकर लाने लगे । कुछ बच्चे चिड़िया को पानी पिलाने लगे और कुछ उसके ऊपर डालने लगे । बच्चे एकटक चिड़िया को देख रहे थे । बच्चों ने और मैंने मिलकर चिड़िया को उचित स्थान पर बैठाने का निर्णय लिया । हमने चिड़िया को एक खिड़की के पास में पानी डालकर उसको बिठाया , इतने में चिड़िया को होश आ गया और वह उड़कर अपने घोंसले में चली गयी । वह अभी भी घबराई हुई हमारी ओर देख रही थी और हम सब उसको ओर देख रहे थे।

## 6. Capacity building of Teachers

Teachers' trainings were conducted in a uniform way throughout the year. It was held at the beginning of the session for a month (May-June), in the month of October and during the winter vacations. These workshops were also platforms for reviewing the past work and improvise the future activities accordingly for getting better results. The training sessions were supported in a fun-filled way with personal, day-to-day examples, games and activities. The workshop was designed in such a way that the teachers place themselves in a continuous process of professional growth, generating new skills and capabilities within a holistic, practical and applicable context.

Sessions on a wide variety of pedagogical topics, the active learning approaches, book review sessions, teaching learning material, science exhibit on the topic "Light" were facilitated for the teachers.



Figure 34: Science exhibition organized by our teacher - Tarun Sharma

The team also went on a one-day excursion to Barefoot College in Ajmer. It was an informative experience where we understood and discussed about the local culture, solar electrification, carpentry, puppetry - resembling the human figures of sharing stories and understanding human emotions, motivations.

## Our Publications

### 1. **Learning Curve by Azim Premji University:**

Learning Curve is a publication on Education from Azim Premji University. The approach here is a balance between being an ‘academic’ and ‘practitioner’.

In one of the month’s issue “Textbooks”, the English Programme team of Gramin Shiksha Kendra talks about their experience in making and putting into practice a language teaching programme in the periphery of Ranthambore National Park.

<https://azimpremjiuniversity.edu.in/SitePages/pdf/Publications/Learning-Curve/Learning-Curve-Issue-3-2019-low-res.pdf>

### 2. **India Development Review (IDR):**

"By giving the school back to the community, we are giving power back to the people – which are where it should be." "We need to stop treating communities as passive recipients in their education."

An article by Sachin Sachdeva, Co-founder of Gramin Shiksha Kendra on Gramin Shiksha Kendra and our approach of working with the community.

<https://idronline.org/rural-education-moving-past-poor-solutions-for-poor-people/>

## Our Partners

i. **Yatra Foundation**



ii. **Asha for Education (Austin Chapter)**



iii. **Wildlife Conservation Trust**



iv. **Vibha**



v. **Givology**



vi. **Ashoka Foundation**



## Our Board

<b>Name</b>	<b>Designation</b>
Pavan Chandra	President
Sachin Sachdeva	Member
Prithviraj Meena	Vice President
Krishnavatar Sharma	Treasurer
Vijendra Pal	Member
Radhey Shyam Sain	Secretary
Jyotsna Lall	Member
Rampal Gurjar	Member
Kalyan Hiranman Gurjar	Member
Dr. Sanjana Brahmwar Mohan	Member
Kavita Mangal	Member

## Our Team

<b>Name</b>	<b>Designation</b>
Shubham Garg	Director
Radheshyam Sain	Community Coordinator
Vishnu Gopal Meena	Academic Coordinator
Ekta Dhankher	Project Coordinator
Rajesh Kumawat	Team Leader
Ashok Sharma	Team Leader
Man Singh Sirra	Team Leader
Suresh Chand	Teacher
Jagdish Koli	Resource Teacher
Kamal Kumar Saini	Teacher
Om Prakash Regar	Resource Teacher
Prithviraj	Arts Teacher
Murari Lal	Arts Teacher
Chandra Mohan Regar	Teacher
Mamta Jaga	Teacher
Tarun Kumar Sharma	Teacher
Beni Prasad Sharma	Teacher
Mamta Sharma	Sports Teacher
Shailendra Singh Rajawat	Teacher
Sapana Rajawat	Pre Teacher
Amjud Khan	Teacher
Bhola Shanker	Resource Teacher
Lokesh Jangid	Teacher
Seema Meena	Pre-Primary Teacher
Shanti Devi	Pre-Primary Teacher
Bintoshi	Pre-Primary Teacher
Punya Ram Gurjar	Community Leader
Sumer Bairwa	Community Leader
Jabid Khan	Community Leader
For Singh	Support Staff
Man Singh Gurjar	Support Staff
Sudha Kanwar	Support Staff
Naresh Gautam	Accounts Manager
Lokesh Rathore	Administrative Assistant
Jitendra Agrawal	Accounts Assistant

## Accounts

**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 31.03.2019.

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.

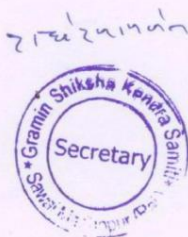
1. Proper books of account and vouchers have been maintained by the samiti.
2. The balance sheet & Income & Expenditure account dealt with by this report are in agreement with the books of accounts of the samiti.

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 31.03.2019.
- (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: 30.06.2019



For Rajendra Babulal Jain & Co.



Proprietor.  
M.No. 79002

## GRAMIN SHIKSHA KENDRA SAMITI

## SAWAI MADHOPUR

## RECEIPT &amp; PAYMENT ACCOUNT FOR THE YEAR ENDING AS ON 31.03.2019

Receipts	Annexure	Amount	Payments	Annexure	Amount
<b>Opening Balances:</b>			<b>Administrative Expenditure</b>		
Cash in hand	19,353.00		Admin Salaries (Annx- A)	5,38,313.00	
Account Officer Gramin Shiksha Kendra	78,507.00		Office Expenses (Annx- D)	9,47,607.00	
Corporation Bank	19,786.77		Bank & TDS Charges	9,217.65	14,95,137.65
Union Bank of India	12,98,097.94		<b>Expenditure on Object</b>		
Axis Bank	25,000.00		Project Activities Expenses (Annx-B)	98,61,478.00	
Bank Of Baroda	33,54,705.21	47,95,449.92	School Expenses (Annx- C)	4,39,631.00	1,03,01,109.00
<b>Grant Received</b>			Addition In Fixed Assets (Annx-E)		71,330.00
Asha for Education (Austin Chaptar)	14,12,000.00		Gratuity Paid (Annx- H)		2,54,651.00
Vibha	7,46,349.00		Cheque in Transit of Last Year		56,102.00
Yatra Foundation Fund	15,41,288.00	36,99,637.00	Stipend/Salary Provision utilized	8,15,703.00	
<b>CSR Fund</b>			Provision of Tablets	40,998.00	
H.T. Parekh Foundation	25,00,000.00		Provision of Consultancy Fee	4,500.00	8,61,201.00
Bengal Finance & Investment P.Ltd.	21,00,000.00		<b>Current Assets</b>		
Inter Dominion (Sales)Agencies	21,000.00	46,21,000.00	Fixed deposit BOB	20,00,000.00	
<b>Donation Received</b>	F		Accrued Interest on FDR (BOB)	98,479.00	20,98,479.00
<b>Non Corpus</b>			Amount Transfer to FDR (Corp)	30,45,000.00	
Wildlife Conservation Trust	27,46,381.00		Accrued Interest on FDR (Corp)	742.98	30,45,742.98
Other Donars - Local	13,07,405.60		Accrued Interest on FDR (UBI)		28,646.00
Other Donars - Foreign	27,97,762.93	68,51,549.53	Employees Group Gratuity Cash Accumulation Scheme, L.I.C. P&GS Jaipur	4,00,000.00	
<b>Interest Income</b>			Accrued Interest On FDR (LIC)	58,014.60	4,58,014.60
FDR Interest Received	1,52,097.98		TDS Refundable		15,273.00
Saving Bank Interest Received	1,43,576.50		<b>Closing Balances</b>		
FDR Interest Received on LIC	58,014.60		Cash in hand	26,438.00	
Interest on TDS	3,497.00	3,57,186.08	Axis Bank	26,054.00	
Fixed Deposit Matured/ Break		30,90,000.00	Bank of Baroda	9,10,580.14	
F D Break (E.G.Gratuity C.A.Scheme, L.I.C)		2,54,650.00	Account Officer Gramin Shiksha Kendra	4,485.85	
TDS Refunded		63,593.00	Corporation Bank	16,075.77	
<b>Reimbursement of Travel &amp; Accommodation</b>			Union Bank of India	52,61,925.54	62,45,559.30
Ashoka Innovators	6,594.00				
THEANT	21,200.00				
Other Reimbursements	66,113.00	93,907.00			
Cheque in Transit (Refund of Tab Amount)		43,996.00			
<b>Current Liabilities</b>					
Gratuity Fund	2,88,399.00				
Provision of Stipend/Salary	7,11,610.00	10,00,009.00			
Cheque in Transit (Payment)	G	60,268.00			
		2,49,31,245.53			
					2,49,31,245.53

For Gramin Shiksha Kendra

As per our report of even date annexed

Date: 30.06.2019  
Place Sawai Madhopur

Secretary

Treasurer



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

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDING AS ON 31.03.2019

Expenditure	Annexure	Amount	Income	Amount
<b>To Administrative Expenditure</b>			<b>By Grant Received During the Year</b>	
Admin Salaries (Annx- A)	5,38,313.00		Asha for Education Fund (Austin Chaptar)	14,12,000.00
Office Expenses (Annx- D)	9,47,607.00		Vibha	7,46,349.00
Bank & TDS Charges	9,217.65		Yatra Foundation Fund	15,41,288.00
LIC (Annx- I)	16,999.45			36,99,637.00
Depreciation & Write off (Annx- E)	<u>2,40,624.00</u>	17,52,761.10	<b>By CSR Fund</b>	
<b>To Expenditure on Object</b>			H.T. Parekh Foundation	25,00,000.00
Project Activities Expenses (Annx-)	98,61,478.00		Bengal Finance & Investment P.Ltd.	21,00,000.00
School Expenses (Annx- C)	4,39,631.00		Inter Dominion (Sales)Agencies	<u>21,000.00</u>
Provision For Gratuity Fund	<u>3,63,389.00</u>	1,06,64,498.00	<b>By Unutilised Grant Brought From Last Year</b>	
<b>To Unutilized Fund</b>			Asha for Education	1,55,036.00
Asha for Education (Austin Chaptar)	78,260.00		Vibha	17,090.62
Vibha Trust	33,827.62		Porticus	26,35,031.00
Porticus	13,717.00		Yatra Foundation	1,30,496.76
H.T. Parekh Foundation	<u>25,00,000.00</u>	26,25,804.62	Wildlife Conservation Trust	<u>3,42,750.00</u>
To Surplus for the year		38,60,620.27		32,80,404.38
			<b>By Donation Received</b>	
			<b>Non Corpus</b>	
			Wildlife Conservation Trust	27,46,381.00
			Other Donars - Local	13,07,405.60
			Other Donars - Foreign	<u>27,97,762.93</u>
				68,51,549.53
			<b>By Interest Income</b>	
			FDR Interest Received	1,52,097.98
			Saving Bank Interest Received	1,43,576.50
			FDR Interest Received on LIC	58,014.60
			Interest on TDS	<u>3,497.00</u>
			By Reimbursement of Expenses	93,907.00
				<u>1,89,03,683.99</u>
				<u>1,89,03,683.99</u>

For Gramin Shiksha Kendra

Date: 30.06.2019  
Place Sawai Madhopur

Secretary                      Treasurer



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





GRAMIN SHIKSHA KENDRA SAMITI  
SAWAI MADHOPUR  
BALANCE SHEET AS ON 31.03.2019

LIABILITIES	Amount	ASSETS	Amount
<b>General Fund</b>		<b>Fixed Assets</b>	E 21,10,793.00
Opening Balance	44,14,589.56	<b>Current Assets</b>	
Less for Corpus Fund	(1,50,000)	TDS	30,936.00
Less for Reserve Fund	(50,000)	FDR Bank of Baroda	30,69,086.00
General Fund after Less	<u>42,14,589.56</u>	FDR Corporation Bank	4,44,424.00
Surplus for the year	38,60,620.27	FDR Union Bank	4,99,702.00
Corpus Fund	6,00,000.00	Advance for Fariya Guest House	2,09,200.00
Reserved Fund	2,50,000.00	Employees Group Gratuity Cash Accumulation Scheme, L.I.C. P&GS Jaipur	9,86,365.15
Gratuity Fund	12,73,173.00	<b>Closing Balances</b>	
Stipend/Salary Payable	7,11,610.00	Cash in hand	26,438.00
Cheque Issue but not Present In Bank	<u>60,268.00</u>	Axis Bank	26,054.00
<b>Fund Unutilised</b>		BOB	9,10,580.14
Asha for Education (Austin Chaptar)	78,260.00	Account Officer Gramin Shiksha Kendra	4,485.85
Vibha	33,827.62	Corporation Bank	16,075.77
Porticus	13,717.00	Union Bank of India	52,61,925.54
H.T. Parekh Foundation	<u>25,00,000.00</u>		62,45,559.30
	<u>1,35,96,065.45</u>		<u>1,35,96,065.45</u>

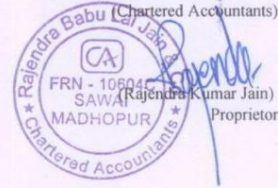
For Gramin Shiksha Kendra

Date: 30.06.2019  
Place Sawai Madhopur



Treasurer

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



Proprietor

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: 30.06.2019

Place: Sawai Madhopur

