Online Site Visit Report (through Zoom) for The Bricks School Managed by Kumarappa Gram Swaraj Sansthan (KIGS), Jaipur Rajasthan in the Chaksu area of Jaipur

24 February 2021

An online Zoom meeting was organized for site visit on Wednesday 24th February 2021 around 11:45 am IST. LBT/LBU Brick Kiln was identified for this site visit. The details of teachers and students are as follows:

Organization: Kumarappa Gram Swaraj Sansthan
B-190, University Marg
Bapu Nagar
Jaipur – 302015, Rajasthan

Representing KIGS: Dr. Amit Kumar, Project Director

Representing ASHA: Pankaj
Nimish
Jyoti
Katie
### Name of Brick Kiln

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<thead>
<tr>
<th></th>
<th>Class 1-2</th>
<th></th>
<th>Class 3-5</th>
<th></th>
<th></th>
<th>Grand Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
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<tr>
<td>LBT / LBU Brick Kiln</td>
<td>19</td>
<td>19</td>
<td>38</td>
<td>13</td>
<td>11</td>
<td>24</td>
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Class 1-2 Teacher – Mr. Vijayraj Gurjar

Class 3-5 Teacher – Mrs. Foranta Devi Gurjar

Total 14 Bricks Schools are operational in this area out of which 5 schools are financially supported by ASHA. The name of brick kilns are as follows:

- Taj Brick Kiln
- LBT and LBU Brick Kilns
- NNB Brick Kilns
- Aman I and II Brick Kiln
- IBC Brick Kiln

The school timings are from 10 am to 3 pm.

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**Learning Material Developed by PRATHAM**

The meeting started with a brief introduction of the school, the students and the teacher. Short demo of all the activities was displayed. The teacher informed about daily diary they prepare for the class and the class is run accordingly.
CAMaL methodology related remote training was provided to teachers in December 2020 by Pratham training group.

At the beginning of learning Class in Brick Kiln, a baseline assessment is conducted to assess the learning levels of children in both Language and Math and to group them based on their learning levels. Following the baseline assessment before starting the class, four end line assessments will be conducted after an interval of 25 days each.

End line assessments help in understanding the improvement in learning levels of children after regular intervals and in re-grouping of children.

No. of teaching days - 25-days per (1-2, 3-5) class per End line.

Program Goals: Learning class for Std 3-5

Language

• Children can read a simple story with comprehension by end of the program.
• Children can speak on any topic and express their thinking in writing.
Math

- Children can recognize numbers up to 100 with their place value.
- Children can solve addition and subtraction worded problem with two digits.
- Children will be able to do multiplication and division of two by one digit.

Program Goals: Learning class for Std 1-2

Language

- Children can talk freely on familiar topics without hesitation
- Children can read with simple paragraph with comprehension
- Children can write simple and familiar words

Math

- Children can understand pre-math
- Children can understand the numbers from 1 to 50
- Children can add and subtract 2-digit ordinary problems
- Children can understand and solve the problem of numerical addition and subtraction
- Children can make sense of basic shapes and informal measurements

**Following Language Related Activities were performed by kids**

- Story related activities
- Use of ‘Barakhadi’ (alphabet) chart to help children learn letters and make words from letters
- Sound related activities to help children learn sounds attached with different letters and words
- Writing activities
- Learning games
Following Math Related Activities were performed by kids

- Number related activities – Tilli Bundle is extensively used to help children learn and understand numbers and place values. Children are using tangible objects first and taken towards intangible questions
- Solving word problems orally as well as in writing
- Measurement related activities
- Introduction to shapes
- Learning games

Other Details:

The aim of this project is to provide non-formal education to the children of the brick kiln workers. The subjects are Hindi and Maths. The work of the families is contract based. They usually arrive in October / November (after Diwali) and leave around May. It is also not certain that the same families return to work at the same place every year. We met a family who is coming to this kiln for last 5 years because of the school.
The families set up simple houses in the immediate vicinity of the kilns, and the schools are also just situated a few steps away. This way it is really easy for the children to attend school. The children had clearly profited and knew how to read and write. In general we felt the children are quite motivated – some of them proudly came to show their workbooks. We estimate the average percentage of girls to be nearly 50%. There are usually two classes in each of the buildings which are separated into two rooms. Classes are divided into two groups, i.e. one teacher teaches grades 1 and 2 in one room and another teacher teaches grades 3 to 5 in the other. Smaller children usually accompany their elder siblings to school and play there. There are some 23 students taught by one teacher on average.

KIGS closely works with Pratham Rajasthan. The teachers prepare for each lesson by completing a control sheet of what they are going to teach per day. A supervisor checks on this regularly and makes corrections if necessary. ASER tests are done with all children on a monthly basis. This way, the teachers can immediately react to any shortcomings or needs of the children. Given the short time the children are able to visit the school this is the most efficient way to ensure they will have a maximum benefit.

The teachers are recruited locally from nearby villages. There are regular teacher trainings in collaboration with Pratham. As the schools are only there for the working season of the kiln workers, the situation for the teachers is somewhat difficult. They need to organize additional jobs for the summer season, and therefore it is not guaranteed that they will be available in the following winter season to teach at the brick schools. KIGS has been trying to fill the gap but this issue remains a challenge. In the 5 ASHA schools 60% of the teachers were women.

KIGS initially organized parent meetings but found that the participation was really low. Therefore, the teachers are now going to see the parents. The frequency depends on the requirements. Teachers will see parents of children who do not visit regularly or have problems more often. The parents are not contributing to the school activities, as their main purpose of coming to the site for the season is to work and earn their living.

The buildings which Asha funded are simple brick buildings divided in two rooms. They have a large opening in the front without door and have some little square openings in the rear wall to allow circulation of air. The only fixed equipment are a blackboard and a metal cabinet for storing school material. The students sit on rugs on the floor. The students of the lower classes use slates to write on and the students of the higher classes have note books. The smaller children have coloring sheets or books to learn how to hold a pen and to write. The students also use tablet which has programs provided by Pratham. Asha had funded a laptop (which is mostly used for data exchange with Pratham) and projector but these are not used very often. Electricity cuts make the use difficult.

In summary, we believe that the project tries to optimize the benefit that the children get in a very special situation dictated by the lifestyle of their parents. It would obviously be very difficult to track the development of these children, but Amit believes that they are given a basis at the brick schools on which they may be able to build a different life.