

DIGANTAR SITE VISIT REPORT- In Person

December 10, 2025

Neha Kapoor

Digantar Vidyalaya

**Visit date**

10 December 2025

Organisation

Digantar Shiksha Evam Khelkud Samiti, Jaipur, Rajasthan

Campus covered

Bhavgarh campus, Kho Rebariyan And TARU Unit

Basis of this report

Photographs, posted documents, notice boards, schedules and handwritten notes

Participants

Hemant ji- Program Cordinator, Noratmal Ji- Operation and Community Cordinator , Pragma – Principal, Rohit Dhankar -Secretary of Digantar, Rajesh Kumar - Director and Mahesh Sharma TARU coordinator.

1. Snapshot of the Visit

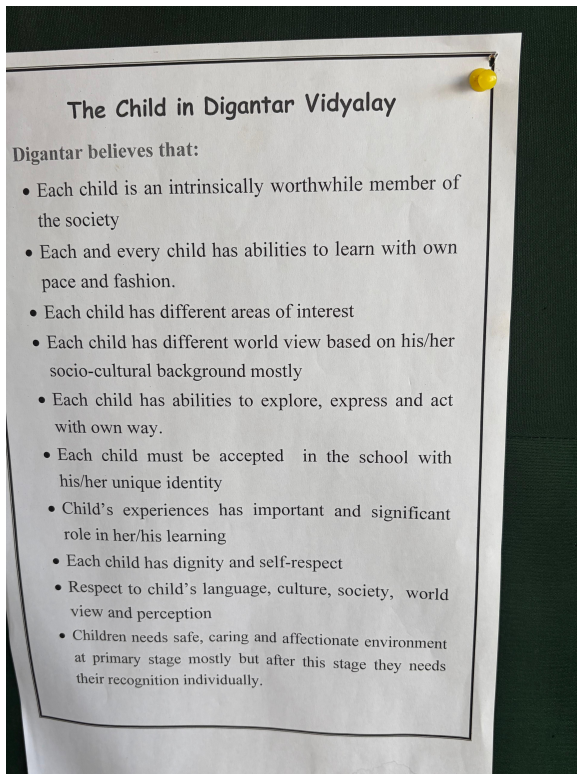
The school environment that is highly structured, visibly child-centred and grounded in Digantar’s long-standing educational philosophy. The Bhavgarh campus appears to rely on strong daily routines, transparent documentation and a learning environment where student work, schedules and governance processes are displayed publicly rather than kept in files.

Area observed	What the archive shows
Date and session	Attendance board references session 2025–26 and date 10/12/25.
Student strength	A chalk attendance board shows a total strength of 146 students, split as 78 boys and 68 girls.
Grouping model	Children are organised by named groups across pre-primary/primary, upper primary and secondary levels, each linked to a teacher.
Special periods	Separate schedules are posted for carpentry, computer and library periods, suggesting these are integral rather than occasional activities.
School culture	Walls carry philosophy statements, Bal Panchayat information, thought-of-the-day boards, charts, displays and student work.
Documentation practices	Attendance, period schedules, classroom planning and institutional communication are prominently displayed.

2. School Philosophy and Child-Centred Pedagogy

Several of the posted materials reinforce a coherent pedagogic identity. A prominently displayed statement titled “The Child in Digantar Vidyalay” emphasises dignity, self-respect, inclusion, respect for language and culture, and the principle that each child learns at their own pace. This is consistent with Digantar’s wider mission of justice, equity and freedom that also appears in the institutional profile shared during the visit.

- Learning appears to be designed around children’s pace, interests and individual development rather than one uniform instructional sequence for all.
- The environment visibly values multilingual and multicultural identity, with displays in both Hindi and English.
- Student work and reading material are treated as part of the learning space, not as decoration alone.



Displayed statement on the child-centred philosophy of the school.

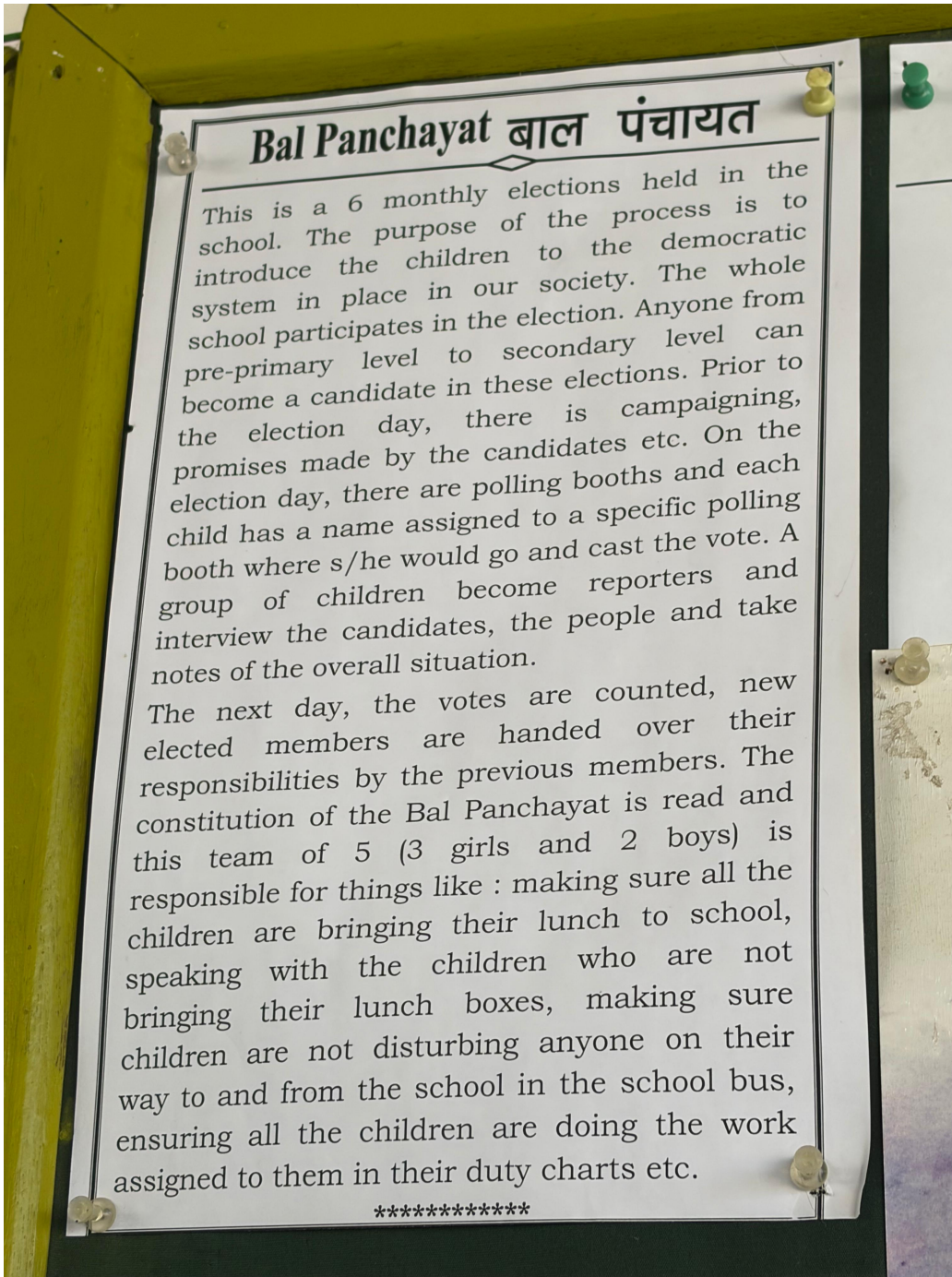


Communiqué highlighting enrolment, library engagement and school activities.

3. Student Governance and Democratic Practice

The Bal Panchayat material is one of the strongest indicators of Digantar’s institutional culture. The poster describes six-monthly student elections in which children from pre-primary to secondary level can contest, campaign and vote. It also explains how student reporters interview candidates and how elected members take responsibility for practical school matters after the vote count.

- The Council’s role is to identify school level issues of children and work towards solution.
- This goes beyond symbolic participation and appears to be a working democratic process embedded in school life.
- The council structure includes gender representation and responsibility handover, which helps children experience democratic practice rather than only learn about it conceptually.
- The visual presence of these materials on the wall suggests that governance is meant to remain visible and understandable to children.



Bal Panchayat information board displayed at the campus.

4. Academic Organisation, Grouping and Daily Routines

The attendance board provides a useful operational snapshot of the campus. Students are arranged across pre-primary/primary, upper primary and secondary groups, each linked with a named teacher. The display also records attendance on the day of the visit and indicates an overall total of 146 students. This style of board makes school data transparent and immediately usable for staff, visitors and students.

A separate period schedule for the upper primary and secondary levels shows a full day structure with subject periods, lunch and activity blocks. Another board specifically allocates carpentry, computer and library slots

across groups. Together, these materials suggest that the school intentionally protects time for both academic learning and practical/creative work.

DIGANTAR VIDYALAYA BHAVGARH
SESSION-2025-26 | DATE-10/12/25
DAILY ATTENDANCE DETAILS

SN	GROUP	TEACHER	BOYS	GIRLS	TOTAL	ATT.
PRE-PRIMARY AND PRIMARY						
1	MOON	REKHA	14	08	22	17
2	BADAL	GHANSHYAM	18	12	30	25
3	UTALA	RAMJILAK	16	14	30	28
UPPER PRIMARY						
4	TITLI	ASHWINI	12	08	20	18
5	TARANG	SHIVANI	02	08	10	09
6	INDRA-DHANUSH	SARITA	06	06	12	12
SECONDARY						
7	LAKSHYA	LUCKY	06	06	12	11
8	ROSHNI	GUNHMALA	04	06	10	09
Total			146	78	224	130

Daily attendance board for Bhavgarh campus, dated 10 December 2025.

Digantar Vidyalaya, Bhavgarh
Upper Primary to Secondary Level | Period Schedule
दिनांक : 10 दिसंबर 2025

क्र.सं.	कक्षा	समय	विषय	समय	विषय	समय	विषय
1	IX	08:30 से 09:30 (आ. वि.)	गणित	09:30 से 10:30 (आ. वि.)	इतिहास	10:30 से 11:30 (आ. वि.)	संस्कृत
2	X	08:30 से 09:30 (आ. वि.)	विज्ञान	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत
3	XI	08:30 से 09:30 (आ. वि.)	संस्कृत	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत
4	XII	08:30 से 09:30 (आ. वि.)	संस्कृत	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत
5	IV	08:30 से 09:30 (आ. वि.)	संस्कृत	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत
6	V	08:30 से 09:30 (आ. वि.)	संस्कृत	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत
7	VI	08:30 से 09:30 (आ. वि.)	संस्कृत	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत
8	VII	08:30 से 09:30 (आ. वि.)	संस्कृत	09:30 से 10:30 (आ. वि.)	संस्कृत	10:30 से 11:30 (आ. वि.)	संस्कृत

Digantar Vidyalay, Bhavgarh
Carpentry, Computer & Library Period Schedule
कार्पेन्ट्री, कम्प्यूटर एवं पुस्तकालय कालांश समय सारणी
दिनांक : 11 नवम्बर 2025

वार	कार्पेन्ट्री		कम्प्यूटर		पुस्तकालय			
	समय	रजु	समय	रजु	समय	रजु		
सोमवार	P - V	01:30 से 02:10	उजाला-I		PP - III	11:20 से 12:00	मूल	
	P - VI	02:10 से 02:50	उजाला-II	M - VII	02:50 से 03:30	लक्ष्य	M - VII	02:50 से 03:30
मंगलवार	M - VII	02:50 से 03:30	रोशनी				तरंग	
	P - I	10:00 से 10:40	सागर-I	P - V	01:40 से 02:20	बादल	UP - VI	02:10 से 02:50
बुधवार	P - II	10:40 से 11:20	सागर-II				तितली	
	M - VII	02:50 से 03:30	लक्ष्य	M - VII	02:50 से 03:30	तरंग इन्द्रधनुष		
गुरुवार	P - IV	12:50 से 01:30	बादल	PP - III	11:20 से 12:00	मूल	P - V	01:40 से 02:20
	UP - VI	02:10 से 02:50	तितली	P - VI	02:20 से 03:00	उजाला	M - VII	02:50 से 03:30
शुक्रवार	UP - VII	02:50 से 03:30	तरंग इन्द्रधनुष	M - VII	02:50 से 03:30	रोशनी	P - III	11:20 से 12:00
							M - VII	02:50 से 03:30

Posted period schedules, including carpentry, computer and library periods.

5. Learning Environment and Campus Presentation

The photo set shows a campus where walls are actively used as part of the learning environment. Notice boards display student photographs, classroom work, newspaper clippings, reading material, values statements and routine charts. This creates a strong sense of educational intentionality: the environment is doing pedagogic work, not merely serving as physical infrastructure.

- Display boards appear curated and regularly updated, indicating ongoing teacher effort and institutional discipline.
- The presence of library-related and reading displays supports the impression of a strong reading culture.
- Blackboards carry thought-of-the-day messages, group work and lesson information, showing classrooms in active use.



Photo and activity display boards mounted across a common area.



Classroom chalkboards used for daily thought, lesson work and planning.

6. Institutional Identity and Programme Breadth

The institutional profile sheet and the 2025 communiqué together present Digantar as an organisation with a clear social mission. The materials reference its work in education for justice and equality, its role in running schools for underserved children, and the contribution of TARU as a resource unit for curriculum, training, research and capacity building. The communiqué also points to library engagement, enrolment tracking and school-level activities, suggesting that programme delivery continues to be documented systematically.

The visit notes in the archive also point to carpentry, computer use, library work, sports/play spaces and level-specific scheduling. Even where handwriting is partially unclear, the broad picture is consistent: Digantar's model appears to combine formal schooling with practical activities, reading, governance and community-oriented values.

7. Key Strengths Observed

- A strong and explicit educational philosophy, visible across institutional materials and wall displays.
- Transparent school management through public display of attendance, schedules and governance processes.
- Integration of library, computer and carpentry periods into the regular timetable.
- A democratic culture supported through Bal Panchayat rather than limited to ceremonial participation.
- A rich learning environment where walls, boards and common spaces are actively used for learning and communication.

Site Visit Summary

- I spent approximately 3–4 hours on visiting the three campuses and spent most of the time in the main school, gaining a comprehensive understanding of the institution’s approach to education, skill-building, and community integration. The visit provided an opportunity to observe both academic and non-academic spaces, interact with the team, and connect on-ground practices with the broader philosophy of the organization.
- During the visit, I explored classrooms across upper primary , secondary levels and elementary level where students were engaged in different stages of learning. The learning environment appeared flexible and student-centric, with multiple activities happening simultaneously. I also visited key facilities including the library, computer room, and staff room, each contributing to the overall academic ecosystem.
- A significant part of the visit involved observing vocational and skill-based learning areas such as carpentry, plumbing, electrical work, and sewing. These spaces reflected a strong emphasis on practical, hands-on learning alongside formal education. Students are actively engaged in these activities, indicating an integrated approach to developing both intellectual and technical competencies.
- I also visited the primary level facility designed for children of working mothers, which highlighted the institution’s inclusive and community-oriented mindset. This support system extends the impact of the organization beyond students to families, making it a more holistic model.
- During the site visit, it was observed that solar panels funded by Asha have been effectively installed and are expected to significantly reduce electricity costs. The initiative supports both financial efficiency and long-term sustainability of the institution.
- Additionally, I explored the TARU the academic resource center, where a wide range of programs are conceptualized and delivered. These include sectoral research, curriculum and content development, and capacity-building initiatives for educators and organizations. The scale and diversity of workshops and training programs conducted here demonstrate a strong focus on knowledge dissemination and ecosystem building.
- Through interactions with the founder members of Digantar , I gained deeper insight into the vision and evolution of the institution. These discussions helped contextualize what I observed on the ground.
- Overall, the visit offered a well-rounded perspective of an educational ecosystem that combines academic learning, vocational training, and community support. It reflects a thoughtful and scalable model aimed at addressing both educational and social needs.

9. Concluding Note

The Bhavgarh campus presents as a disciplined, values-driven and well-documented educational space. The strongest impression is not of isolated “activities” but of an integrated school culture: democratic practice, child-centred pedagogy, visible routines, specialised periods and curated learning displays all reinforce one another. That coherence is the most distinctive takeaway from this site visit record.