

CLARIFICATIONS (June 7, 2006)

1. What is the social status in general and particularly of women in the village?

The villages in general in the district are characterized by high dependence on agriculture and animal grazing, disguised employment in the agriculture, idle youth in absence of employment in the city and not much to do in the agriculture. Meenas are the majority and more dominant community (a tribal community); they are more politically active and strong as compared to other castes like gurjars (OBC) and bairwas(SC). In general, apart from a few big land holdings, majority of farmers have on an average of 2-5 acres of land. Generally farmers grow two crops in year (monsoon and winter). The district does not have any industry apart from tourism that too is dominated by outsiders. This adds to unemployment. The option left with the youth is either to be engaged in agriculture i.e. Disguised employed or migrate to other states like Gujarat or Delhi. The society is patriarchal which decide roles for women in the family and society. Girl child education is just becoming important but only at the primary level as in other parts of the state. Once they are 10-11 years old, they are held back for household and agricultural work. We in Rajasthan fortunately do not have as poor a sex ratio as Punjab. But still the maternal mortality is higher than India average, child marriage is prevalent and women have no rights in ancestral land. The distribution of labour between men and women is much skewed with women bearing the brunt in all spheres. Apart from doing all household work, women do all the labour in agriculture as well as animal husbandry, fuel wood collection but it is men who take all the decisions.

2. What are the issues that come up in the bal panchayat?

The school has its own panchayat body of children. It has an adhyaksha and two members. The students elect all three in a democratic manner. Initially the objective of having such a body was the educate children of the panchayati raj system (what it is, how it is formed and how decisions are taken). But now we are trying to make it more actively involved in school decision-making processes and managing creative work of children. The body is elected every three months. At present the major work area of the group is to decide upon *apna kaam*, school daily newspaper and daily wall magazine. We are thinking of involving the body in other school activities also. The present activities of school panchayat are:-

1. **School News Paper:** Children of the school prepare a daily newspaper and put it on the school notice board every day. The newspaper has an editorial board and a team of reporters. The reporters bring news from their respective villages and give it to the editorial board, who then edit and write the paper for next day. This team is also for three months and changes with the school panchayat elections.
2. **School Magazine:** Everyday children bring some creative writing which is included in the magazine. This includes stories, poems, and paintings. The magazine also has similar managing committee.
3. **Apana Kaam:** This is any work on the school decided to be done by teachers and children on Saturday afternoons. The work may be to dig pits for plantation, repair the school, clean the school or repair anything in the village.

3. Can we get books/notes from the curriculum to look at?

We are at present are not following any particular curriculum, we plan to develop a curriculum for the schools in the due time. To start with we have been looking in different curriculums available. We do not have text books but use a number of books for reference. At the primary level the teacher uses reference books in mathematics and EVS to work with children. In language children get to read a lot of story books published by CBT and NBT depending on the level where they are. We also have books from Ekalavya Prakashan, government publication for children. In

EVS, children get reading materials only when they start reading and writhing and become self learners.

4. What metrics do we plan to apply for GSK this year?

Please make it a bit more clear.

5. How many of the teachers are local?

LOCAL TO RAJASTHAN - ALL
LOCAL TO SAWAI MADHOPUR – 8/10, (Five new teachers are attending training, 2 female and 8 male)

6. What is the govt teachers' salary in the area?

There are three grades of teachers in Rajasthan and their remuneration is common all over the state.

Grade iii

4532-132-7000 + DA 70%, + HRA 5% +GPF, state insurance, pension

Grade ii

5500-175-9000 + DA 70%, + HRA 5% +GPF, state insurance, pension

Grade i

6500-225-12000 + DA 70%, + HRA 5% +GPF, state insurance, pension

Grade iii are primary school teachers, Grade ii are upper primary school teachers and Grade I are secondary school teachers.

The fresh teachers appointed in GSK start at 4000 (consolidated) where as a government teacher starts at 7200 with PF and insurance benefits.

Only salaries cannot be the basis of comparison. There is a difference in the amount of effort being put. If we are able to pay the comparative salaries, we may be able to attract better talent and thus do more in terms of quality.

Work they do	Government Teachers	GSK Teachers
Days in school	180 max.	220-230 days
Working Days	200	260
Working hrs.	6	10-12
Class mgt.	One grade at a time	Multi level, multi grade
Regularity	Poor monitoring of work	Work closely monitored by the community, peer group and others in the organsiation

7. What does the travel expenses item in the budget refer to?

Travel expenses refer to travel by teachers from the schools to the center and travel from center to the schools, exposure, community contact etc. This also includes travel expenses to be in contact with organizations like Bodh, Digantar, Aravali etc.

8. What is 'school support'? Why is it different from the 'Accounts and Support'? Please detail any roles.

Accounts support is for keeping the accounting records of the organization who will work at the organization level for both the schools.

School Support is basically a local person from the village who is not as qualified as a teacher (10-12th can do). He is the responsible for activities with the community like organizing meetings, community contribution, small administrative work at the school which generally eats into the teachers teaching and preparation time of teachers. School support has an important part to play in the construction of the school and also can be developed as school campus care taker.

9. Can any TLM be re-used from last year? Will this always be a recurring component every year?

NO, I think we need to understand TLM first. It is not something which you can make it once and use it forever. The teacher makes it in the course of working with children depending on the way every child understands a concept and the possible methods through a particular concept can be understood. TLM is made a day before the teacher is going to work with a child or a group on a particular concept. TLM may include reading material a teacher makes on the eve, cards, chards, play tools etc. TLM is much more than the books, it include the stationery the children and teachers use, clay, wood, machines and tools etc. We are asking for Rs. 700 per child per year which makes it 700/ 240 i.e. less than Rs. 3 per day for a child.

We do use the resources judiciously and in fact that is a value we promote in our organization and school, but there is a bare minimum and we are conscious of the fact as we are working on replicability plan and a quality model will cost.