

Concept Note

UDAY

For Relevance in School Education

Submitted by
Gramin Shiksha Kendra Samiti, Sawai Madhopur

The Agency

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Background Context

The deteriorating conditions of primary and elementary education systems in the rural areas of our country are a well-accepted fact. Education has been characterized by a high pupil-teacher ratio, teacher absenteeism, poor teaching and learning atmosphere, poor school infrastructure, no camaraderie between the community and school, high drop-out rates, etc. A large number of studies conducted by different organizations in different parts of the country reflect this situation.

Providing access and quality are the two important aspects in education administration. The state government Rajasthan has in last couple of decades opened up schools in each and every village and even in small hamlets. This has made access almost a non-issue. No hamlet or *dhani* is more than 1-2 km away from a primary school. In addition to this small entrepreneurs have also opened schools in rural areas. Quality education however remains the issue and is still out of reach of the majority of the rural mass. More importantly, in the absence of good quality efforts, communities are not even sure of what to demand in terms of quality. Yet their search continues.

A government run school despite attracting the best teaching talent in terms of qualification is not able to ensure that a child after completing 5 years in primary school is literate leave alone having the basic foundation to enter secondary school. Drop out rates therefore is a shocking statistic. 2 % of all children who join the primary classes make it to college. 55% of the children, who join primary school, drop out by class five.

With little regulation and the demand for “quality in education” the private sector has stepped in. The contention made by the rural mass is that if they are paying a fee they will probably receive quality. A number of schools have sprung up but then such schools are just not accountable and open and close each year basing their decisions on market conditions in the area and profitability rather than ‘education’. Their performance is marginally better than the government run schools and is still far from providing quality. Teachers at these schools are usually unemployed graduates (or even less) who themselves represent everything that is wrong with the school system.

The community thus finds itself stuck between the two worst options – a school that does not work and a school that may work but is unaccountable.

The most critical factor affecting community decisions on education however remains the fact that education does not seem to lead anywhere – it does not end up in jobs that are worthwhile and in their opinion results in a situation where an ‘educated’ person becomes useless to the existing agrarian pattern of livelihood, leave aside contributing to the society socially, politically and culturally.

The Genesis

In 1996 after a series of experiences of working together on social and environmental development issues in Sawai Madhopur, a group of people from the villages along with two external development professionals felt that a lot that was wrong in the socio-economic conditions of Sawai Madhopur was the result of poor and irrelevant education that the existing system had on offer. This group decided to make an attempt to change that and together formed the Gramin Shiksha Kendra.

Gramin Shiksha Kendra was set up as a Society under the Rajasthan Societies Act, 1958 and is mandated to work in Rajasthan on issues related to education and development.

Gramin Shiksha Kendra remained on the drawing board for over seven years till the right combination of talent, enthusiasm and preparedness was available to take it forward. It became operational in 2003.

The Group

Kalyan Hiraman a Gurjar farmer – principled, honest and disappointed with the failure of many development and social initiatives taken in the village he belonged to – yet optimistic to give it another try.

Prithviraj Meena, a young farmer (now the Zilla Pramukh of Sawai Madhopur district) with the urge to learn everything that he had not been able to in school and to lead, like he was destined to.

Harsahay Jaga, a small village shopkeeper with an urge to be helpful to anyone seeking help.

Radhyshyam Sen, a driver who realized the meaning of being unemployed straddled the farm and non-farm sector to make ends meet.

Rampal Gurjar, calculative yet sincere, with a dream to give his four children the best education on offer.

Vijendra Pal Sisodiya, a rare talent; teacher by profession but also an artist, writer and poet.

Jyotsna Lall and *Sachin Sachdeva*, two management graduates who worked in this area and ----

Maneesh Pandey, a young development professional with a dream to help people get a greater control on their futures.

The Vision and the Mission.

Vision Statement

“All round development is possible when communities are in a position to take informed decisions for themselves in a democratic, free and progressive environment which encourages and promotes freedom of speech and action. Quality education which is relevant and progressive and available to all individuals is the most important input necessary for ensuring this happens.”

Mission Statement

Within this context Gramin Shiksha Kendra will over a ten-year period set up three high quality learning-centres and schools in the Sawai Madhopur and Khandar blocks of Sawai Madhopur district. This will help communities see and learn what quality in education actually means. In addition, through a community outreach programme, encourages them to demand better quality of education from the existing governmental school system and the private sector. Gramin Shiksha Kendra will also design, develop and implement a curriculum and evolve a pedagogy which makes education more relevant to people’s lives in the rural areas and gives them the information necessary to take informed decisions and make informed choices about their livelihoods and their future.

Objectives

Setting Standards of quality in school education

Establishing model of community owned school

Evolving pedagogy and curriculum for relevant education

The Strategy

As mentioned above physical access to education does not seem to be an issue. We say physical because there is a physical school building in almost every village in the state. There is also a teacher that has been appointed. This school could be part of any of the three or four different education projects being implemented by the state government – Lok Jumbish, Shikshakarmi Yojna, Shiksha Aapke Dwar, Sanskrit Nideshalaya or the regular education department programmes. The funding for these programmes could come from either the state government’s own resources, from project funds or from the World Bank funded District Primary Education Programme.

The scale at which the government has been able to provide for this access is an important success. But releasing an administrative order or physically constructing a school does not mean providing education. The ‘software’ for education remains a major gap in the plan. Recent politicization of the whole issue of teacher selection and appointments has vitiated the atmosphere and made the task of providing the other important aspect – quality, extremely difficult.

The important fact is that communities themselves are unsure of what to demand in terms of quality. By quality schooling we mean that the education should be based on scientific knowledge and values and the school should be ever improving upon its understandings on relevant education and appropriate pedagogy for cognitive and non-cognitive development of the child. The school should take care to inculcate the values of peaceful coexistence with other beings, be sensitive and appreciative towards the environment around. Education cannot be non-serious entertaining game for children that only give enjoyment. It is a serious activity and attempt should be made to make children more capable to face difficulties than their ancestors. Efforts should be made not only to increase the spectrum of knowledge but also the aesthetic sense.

Target Group

Direct Beneficiaries

Each school will directly cover an area of 5-6 villages and will enroll 300-350 children from these villages. Limiting the number of children to 300-350 has an objective; it will prepare grounds for interventions in the existing government schools in the area for improvement. When operational the three schools will have a total enrolment of 1000 children in three different clusters thus directly effecting some 15 villages and 4500 families. This also include the 15 government schools in those areas

Indirect Beneficiaries

The three locations provide for the entire catchment in the Sawai Madhopur and Khandar blocks and cover around 120-150 villages and approximately 30,000 families. This by itself is a large number of villages and families for an organization to deal with – but the idea is to use a well-designed communication and outreach strategy that can make this approach.

Activities

I. Learning Center

A learning center will be the precursor to the school in an area. Around the location of the three proposed schools, the weakest children in primary sections of the government/private schools will be identified and invited to come to the learning center. At the learning center their cases will be analyzed and these students will be helped to cope better with the school. The major activity of these learning centers would be: -

- Identification of 25-30 children from the schools whom the teachers consider to be very poor in studies and are likely to drop out in primary sections or just after that.
- The learning level, weakness, strengths, liking and disliking of each child will be assessed and action plan will be made for them.
- The learning center would try to increase the interest level of each child in school, studies and self-learning.
- Activities include –academic work (activity based), a small children’s-library, Short-term camps and nature visits.

II. Three model Schools:

The organization plans to establish three schools in different areas of the two blocks Khandar and Sawai Madhopur of the Sawai Madhopur district. These schools will be opened in a cluster of four to five villages so that it becomes reachable to 300 children in the age group of 3-16 years. The selection of the area will depend on the availability of land in the village and the size of the target population. The schools will have the above-mentioned characteristics. Each school will be a separate entity, and pedagogical experiments will be carried out at each. All the three schools will be managed centrally. There will be regular sharing meeting amongst teachers of all the schools so that each is aware of the efforts made by other teachers. Following will be pedagogical aspects of the school: -

- i. **Individual Attention.** Each child is different from other and learns things in her own way, so a common teaching system cannot be applied to all. Each child needs individual attention, so the teacher has to teach each child according to her individual learning methods. Teaching all children of a class of 40-50 (normal strength in government schools) by same common system means that we are trying to mould children in one particular mould and thus killing creativity. This system has also been used by different government systems all over the world to fulfil political goals. Each child should be allowed to grow naturally so that she is equipped to decide by herself that what is right and what is wrong for her.
- ii. **Teacher-Pupil Relation.** More than any teaching skills and Teaching and learning materials it is the relationship between the teacher and the student, which has greatest effect on the learning of the child. Most of us do remember what our teachers did to us. Most of us were so afraid of them that we preferred not to go to schools, and today it is well known fact that most of the drop out cases all over the world in rural areas is due to this fear factor. It is our conviction that the relationship between the teacher and her students should be that of friends, a serious friendship where the teacher knows that she is there to facilitate learning and children know that they come to the school because they get to learn and know new things every time they interact with the teacher. Students should not be afraid to ask anything to the teacher.

- iii. **Learning Pace.** As each child is different from others, the pace of learning of each child is also different. This difference is due to the type of neuro connections developed in her early days. The learning pace is different for different skills. So it is not understandable why we teach in a time bound class structure (the only reason for this seems to be management of a large group of children). We believe that children should be allowed to learn at their own pace and neither be forced to carry on at speed that is more or less than her natural pace. The child should also be allowed to be at different levels in different subjects or skills. As far as management point is concerned a teacher should be given the responsibility of 20-25 children of different age group as far as the primary sections are concerned. For upper primary section teachers with skills in different subject have their own rooms and children be allowed to attend the class, which they feel to attend. The system to ensure that each child attends all the classes and not more than 20-25 children attend the class at one time can be formulated by discussions between teachers and children.
- iv. **Self-Learners.** The school should work to develop self-learning skills of children because this is the way she will continue the process of learning and knowing the environment even after she leaves the school. The objective should be not of imparting maximum information or knowledge, the objective should be create interest, thrust and required skills to explore and learn by herself.
- v. **Activity Based.** In the early part of our life human learning is maximum by when they are actually interacting with the nature and doing things by their own hand. The school in the primary sections should see to it that children do the maximum learning by doing activities and interacting with the nature and community rather than sitting in the classroom and memorizing alphabets, spellings, tables, formulas etc.
- vi. **Relevant Education.** It is often said that whatever we study in our school is not very relevant to our day-to-day life. Its only use is to make us eligible for admission in higher education. Most of the things taught are relevant to our day-to-day life and it is also true that many other things, which are relevant, are left out. In fact the design is such that it alienates from the local environment and society. Apart from all this one more thing, which is important, is the methodology in which things are taught. For example in upper primary sections it is taught that how the local self-governance (panchayat) functions and how decisions are made, but in practical every one knows that only the sirpanch and the Panchayat secretary make the decisions. Now the question is not the relevance of teaching the above topic, it is the way it was taught.
- vii. **Syllabus and TextBooks.** The question of syllabus is a big one and can only be answered by long intellectual brainstorming and that too after the school has run for 3-4 years. When we are talking on the issues of relevant education, education based on scientific and rational values, we need to work on the syllabus also, and this is not about adapting a particular syllabus, it is rather of evolving one in due course of time. For this we need to start with keeping a few common syllabuses as base. Only after working on prevalent syllabus and criticizing it while working on it a new can be evolved. The other thing is that of textbooks, which we feel that are not the important factors. In fact it restrict children to what is written in them. It would be better if the children are allowed to read several books as reference for a particular topic or skill. Teachers tend to confine to the textbooks and children also restrict themselves to them because the teachers are going to assess them on the basis of those textbooks only. Once they memorize it they both think that their job is over.
- viii. **Monitoring and Evaluation.** The school will not have examination system because we do think that it is unfair to come to conclusion that a particular child has failed or passed in what we taught her in last one year by the results of one examination. And most of the time such

conclusions decide that fate of the child. In fact if we have taken the responsibility to educate the coming generation, it is not understandable that how the child is declared fail. Rather it is we who have failed in the job we have assigned for ourselves. We have not been able to understand the learning physiology of the child. Although the teacher should keep a track of the learning of each child and that should be done everyday.

- ix. **Accountability of Community**. The quality of most of the government and primary schools in the rural areas is poor because of the lack of accountability on part of the community for the school. The school, which we are proposing to start, will be owned by the community (village panchayat), the organization will only help in the operation of the school (more of technical input). One of the major responsibilities of the organization will be to increase the accountability of the community towards the school.

III . Mainstreaming of Children: -

The government organizes public examinations in class VIII and X, which these children will also have to take. We don't think that convincingly passing these examinations for the children of these schools will be difficult because the children from this pedagogy are likely to have better conceptual understanding and learning aptitudes. The only question is that these children do not have habit of taking examinations and therefore may have psychological disadvantage. Children can be made used to work on worksheets from the beginning. We also expect the child to have a rational outlook towards the prevailing systems in the society.

In-fact public examination system of eliminating children from further studies in one another issue for which organizations working in the education sector need to lobby for advocacy at the national level.

Gramin Shiksha Kendra recognizes these aspects and will therefore approach this issue by demonstrating three model schools and learning centers that invite people to come and learn and see what quality in education means.

In addition an important agenda for Gramin Shiksha Kendra is to transfer this understanding to the community so that they can then whenever and wherever possible approach the governmental school system and the private schools to demand the same level of quality. We believe that the community has to understand this first and only then can they demand change.

Gramin Shiksha Kendra believes that for change to happen and for quality to be a major element of the change it is necessary to bring in competent professionally qualified people who are keen and interested to work in rural areas. The Gramin Shiksha Kendra team will thus comprise a core group of professionals led by an Academic Coordinator and an Administrative Coordinator.

IV . Teachers' Training:

The kind of school, which we are talking about, needs to have teachers who understand the education as Gramin Shiksha Kendra sees it and are willing to work in remote rural conditions for a significant amount of time. These kinds of teachers need the right kind of orientation and training. The formal training will be for a minimum of three months and may be longer depending on the level and participation of people we are able to get. Apart from that working and living in the area will be the informal training and

orientation. We understand that there are a large number of unemployed graduate teachers in the area we will not necessarily select such candidates due to the significant effort that will be necessary to help them “unlearn” some of the concepts and draw them out from their preconceived notions of “fixed government jobs”, and a “cool career that leads to a pension”. Such candidates will however not be excluded either and selection will depend purely on their willingness to join up with something new and different.

After the selection the candidates will undergo a rigorous training programme of three months for building capacities on teaching skills. This training includes:

- Orientation on the philosophy of education
- Understanding child’s psychology
- Understanding on different concepts and nature of subjects
- Teaching methodology/ pedagogy
- Capacity enhancement for working as a team
- Skill development in fine and performing art
- Rational out look and positive thinking
- Sensitization on the issues of Gender, Caste, Religion etc.
- Personality development
- Community mobilization, school- community relations
- School Management and organizing teaching processes
- Reporting and documenting skill
- Review and planning skills

V . Teachers’ Workshops and Capacity Building.

a) Workshops

The type of school, which is being talked about, needs a constant rigorous effort by the teachers. They need to share there learning with each other very regularly and keep themselves a braised of the latest developments and experiences of fellow teachers. Workshops are also a very good monitoring and support instrument for the teachers. It is proposed in the project that there will be regular fortnightly workshops of teachers at the school and two annual workshops in winter and summer.

These will include: -

1.1 Academic Issues

- i. Understanding curriculum
- ii. Understanding concepts
- iii. Teaching Methods

1.2 Management Issues

- i. School- community relations
- ii. School Management

1.3 Personality Development Issues

- i. Skill Development

b) Exposure Tours

The experiment, which the organisation is planning to do, is not the only one in the country. Various experiments by different organisations are being carried out in different parts of the country. Our organisation can learn a lot from these experiments. Exposure tours of teachers and co-ordinating team had been planned in the project so that they are able to enhance their capacities.

VI . On Going Research and Documentation

A continuous action research will be carried out on the activities of all these schools. This will help in keeping the track of the efforts of innovation made in these schools. A regular review and planning needs to be done in any such project whose idea is of evolving new methods and thought in the process of its growth. For this it is proposed that this activity will be under take by a group of teachers for 4-6 months and after that fellow teachers will replace them. This process will continue thus giving all the teachers to participate in the on-going research.

VII . School Infrastructure:

The school will have sufficient space for both classroom and outdoor learning. Each classroom will have enough space for 25 students to move around freely and have enough space for displaying teaching and learning material and a small library of reference books. There will be laboratories and a library for all the age groups. The school will also have proper residential space for teacher. There will be enough open space for playground and agriculture and allied activities.

VIII . Outreach Programme

Along with the schools and the learning centers an important element of the programme will be the outreach programme. The outreach programme will comprise the following activities

- a. Village visits
- b. Visits to existing government schools
- c. Interaction with teachers of government schools
- d. Forming parent forums in the villages and explaining and discussing the education process and the performance of their children and their role as parents in education of their children
- e. Encouraging communities to take greater interest in the management of the local school
- f. Sharing views on curriculum with the community
- g. Identification of children with learning problems and helping them

IX . School Fair

This will be the annual school function when people and children from other villages and schools and also the non-school going children will get on opportunity to interact with children and teachers of the school. Apart from being a learning opportunity for everybody this will also be an event people get a chance to closely see and understand the pedagogy and school management systems.

X . Youth Center

These schools will also be centers for youth and in due time developed as center for development activities of 4-5 villages. The schools will operate as Resource centers for youth of the neighboring villages, where they will find an atmosphere of reading and discussion on various issues of academic interests, get information about every field be it employment opportunities, programmes and schemes of development, educational opportunities and news from the world. These centers will work for developing the confidence level of the youth by increasing their capacities in various fields. The core of these centers will be the library that aims to develop a reading culture. These centers will also facilitate in formation of youth groups who will take development initiatives in the area.

Concepts

Community Ownership of School

Another factor, which is important for the proper functioning of the school, is the ownership of the school. We here propose the community to own the school. By community ownership of school we imply that the community becomes responsible of all decisions regarding the school i.e. academic, financial or administrative. This will begin with the involvement of the community in all decision-making processes of the school and gradually the entire responsibilities shift to the community. The government and organizations like Gramin Shiksha Kendra take the role of external technical support i.e. in the fields of academic input, finances or other similar support. We advocate the community ownership of schools because in a democratic society the people are the highest decision-making body and the local community cannot and should not be ignored under any circumstances. Its vision regarding education, concepts of good life, aspirations and struggles - all matters in the proper running of the school. We have been ignoring all this in the past as a result of which the school system in our country has reached this sorry state. The local community is more responsible for the school because it is their children who are studying. Although the community may not understand the minute pedagogical aspects but it can very well understand the effort which the teachers are making with their children and whether their children are learning or not. This will be an attempt towards evolve the concepts and models of community managed schools at the time when the state is also trying to give the panchayat and local bodies at the grassroots level all the responsibilities of primary education.

Pre Schools

The requirements of pre-school level relate to the needs of, not only nutrition and health-most of which are met by parents at home, in the wake of their becoming aware of it through their involvement in pre-school, but also of appropriate interaction with the child, so that s/he develops fully-socially, cognitively and emotionally. For this also, parents and family members' cooperation, at home and school, becomes necessary, for which they need activity based interpersonal and also audio-visual inputs. A pre-school should be so conceived that it also functions as a 'laboratory' for the education and training of parents,

especially mothers and caregivers. Such a pre-school should naturally strive to access all the necessary attributes of a pre-school, which help children in fulfilling the psychosocial needs which, if not attended to in time, usually have an adverse effect, not only on the brain and intellect of a child, but also on the balanced growth of his/her personality. Human inter personnel relationship in pre-school plays a vital role in determining various elements of his/her personality structure. A pre-school should provide the child with exposure to natural elements and environmental diversity. Nature and natural phenomena, used in carefully planned activities, provide ample opportunities for a variety of experiences. Needless to say that, for a quality pre school, a teacher, who is sensitive, well trained in pedagogy and communication skills of treating the children of this age group is required. A quality pre-school should have an appropriate curriculum, along with appropriate pedagogical activities and practices. Correspondingly, teaching learning materials should also be developed in tandem with appropriate pedagogy.

Primary School

This is the stage in the schooling of a child when emphasis should be made on developing all the skills, which would help her/him to understand and learn about her/his environment in her/his future endeavors. These skills include articulation, reading and writing so that enhance communicating skills, mathematical aptitudes and arithmetic, classification, generalization, improving imagination, observation, aesthetic sense and creativity. This period should also be used to develop sensitiveness towards her/his environment. Apart from this the child should learn to live and work in a cooperative atmosphere and inculcates tolerance for social norms and values other than her/his. To develop the above the school uses certain subjects and materials, and it should be like this and at no point the subject matter and materials take the center place, as it happens in most of the schools around us today, both government owned and privately owned. The objectives of these primary schools has become to make the child memorize as many information as possible because s/he has to be prepared for all the competitive examinations in future life and has to go head of everybody pushing them backwards. All this at the primary stage takes the childhood away. So emphasis should be made that a congenial learning atmosphere is maintained in the school and also keeping the childhood intact. This is possible only in a cooperative atmosphere where all children and teachers help each other to learn new things every time they interact and everyone knows that s/he i.e. learning with each others' help.

Secondary School

This is the stage in schooling when the child starts understanding the environment better because s/he has already acquired the basic skills to understand it better. This is the period to understand and learn the basic skills necessary for her/him to live her/his life, to understand and learn the knowledge, which the ancestors have already acquired. This is also a period of widening the mental faculty and to give concrete shape to her/his ideas and creativity. So the school should have all these as objective at the secondary level. This is the stage when relevant education can also be understood more tangibly. The child starts understanding the responsibilities of living in a family and society. Effort should be made to develop sensitiveness towards these responsibilities. Here also the subject matter is not important. What is important is the child understands the nature of each subject and how that specific field of knowledge is understood. For example while studying science it is not necessary to know the exact result of an experiment, what is important is the experimenting and understanding the logical sequencing and understanding inferences. Developing a scientific outlook and questioning attitude is important. And while studying History it is not important to know that who ruled a particular kingdom in a particular time, the important thing is that the child understands the way of understanding and knowing History. Many stories may be prevalent about a particular incidence because everybody looks at it in different perspective, so the child should understand this and try to come to logical conclusion.

Activity calendar for next five years

Sl. No.	Activities	Sub-Activities	Start-Up period (Aug-03-Mar-04)	1 st year (2004-5)	2 nd year (2005-6)	3 rd year (2006-7)	4 th year	5 th year
1	Learning Center		At Khawa (Rawal), 1 st School	2 nd School	3 rd School			
2	Model School	Identification of area	1 st School	2 nd School	3 rd School			
		Identification of land	1 st School	2 nd School	3 rd School			
		Enrolment and start of school		1 st School Rawal	2 nd School	3 rd School		
3	Teachers' Training			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
4	Workshops			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
5	Exposure Tours			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
6	Youth Center			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
7	School Infrastructure			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
8	Research and Documentation			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
9	Outreach Programme			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
10	School Fair			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three
11	Infrastructure			1 st School	1 st and 2 nd School	1 st , 2 nd and 3 rd Sch	All three	All Three

Resources Required (Personnel, Infrastructure and Equipment).

For the proper implementation of the idea the project would require a team of teachers who are committed to the idea and are ready to take the challenge. For the type of school we plan to start, we would require a teacher for every 20-25 children. These teachers require constant academic support so that they keep themselves informed of different developments in the sector and also get academic support from someone more experienced. For this one full time academic coordinator needs to work in the organization. The project will also require a project management and an accountant to manage.

Apart from the personnel the organization also plans to take help from noted educationists and consultants in the field.

Another important feature of the schools is the infrastructure. We plan the school to have sufficient indoor and outdoor space for children i.e. a minimum of 25 sq. feet of indoor space for each child. Apart from this we also plan to have residential space for teachers in due period of time. The school needs to have proper drinking water facilities and adequate number of toilets and bathrooms. One of the schools will also have facilities for training of teachers and space for administrative office of the organization.

The schools will be well furnished and equipped with good, laboratories, sports facilities and libraries for children, teachers and villagers.

Management Information System

1. School Level/ Village Level: **The** village community, along with the teachers, will plan for all the school level activities. The decisions will be taken in village meetings, which will be participated by all the members of the community and teachers. Most of the decisions will be taken at this level, but in case of decisions regarding financial contributions from the organization, the members of Organization's Coordination Team also participate.

2. Organizational Level: The decisions made at the village level will be shared in the collective of teachers and Organization's Coordination Team in monthly workshops. Decisions regarding activity level approaches will be taken in this collective. The Organization's Coordination Team will compile reports from village level. The coordination team will review and plan for the project activities & budget and member secretary who will be the head of the coordination team will be responsible for reporting the progresses to Executive Committee.

3. Executive Committee Level: The Executive Committee is the apex body of the organization. It takes all the policy level decisions, regarding organization's endeavors, policies and rules, governing the staff service. This Committee approves the annual plan and budget of the organization. It also makes decisions about proposals. The Committee meets every three months.

Selection of Teachers and Other Team Members

Selection of teachers and team members will be done by: -

- Advertisement in newspapers
- Screening of applications
- Written test
- Interview (group discussion and personal interview)
- Selection

The incumbent must possess required qualifications, experience and aptitude for the kind of work s/he is expected to perform efficiently. This being the pre-condition and equally applicable to all candidates, following conditions will be duly weighed in the decision-making activity of the selection board.

- Gender equity
- Secular and democratic bent of mind.
- Endurance for working under difficult socio-economic and geographic environment
- Some understanding of the structural causes of the socio-economic inequality and empathy with the disadvantaged groups.
- Willingness to take risks
- Rational outlook and positive thinking.
- Ability to work in groups.
- Ability to work independently.
- Analytical faculty
- A good knowledge of country's educational problems.
- Creativity

Monitoring and Evaluation and parameters

The parameters can be at three different levels: -

Sl. No.	Levels	Parameters	Tools of Verification
1	Management Level	Activities done in time	Half yearly and Annual Reports
		Money spend	Book of Accounts
2	Academic Level	Learning pace of child	Learning file of each child
		Conceptual understanding and development of skills.	Learning file of each child
		Regularity in attendance	Attendance register
		Pedagogy and curriculum	Written Document
3	Community Level	Contribution in terms of funds and labour	Books of account
		Participation on School-community meetings	School meeting register
		Involvement in academic and other school activities.	Teachers report and activity plans

Assistance Required

Gramin Shiksha Kendra is seeking funds to implement this agenda. Currently the operations are being implemented through privately raised funds from friends of Gramin Shiksha Kendra. Though we expect these to form a part of the untied fund of the organisation these will never be sufficient to run the organization.

Gramin Shiksha Kendra will also aim to raise a fair amount of funds from the community that benefits from the schools. It is expected that the community will provide the land for all the schools and learning centers and also contributes significantly in setting up the schools and the basic infrastructure. We will also seek funds from local businessmen and other local sources. However we expect that such funds will come and be used for physical asset development. Operational costs for a programme of this nature involving professionals tend to be high.

Gramin Shiksha Kendra will thus seek funding for the operational costs of the project. This will include costs of running the school and the cost of the staff of the organization. A detailed budget will be developed.