ORGANISATION DETAILS

- Organisation Name: Gramin Shiksha Kendra
- Legal name (if different from above): Gramin Shiksha Kendra Samiti
- Organisation legal type: Society
- Official address: Uday Learning Centre, Ranthambore Road, Sawai Madhopur – 322001 (Rajasthan)
- Mail address (if different from the official address: N.A.
- Country: India
- Telephone number: 07462-220957
- Organisation e-mail: graminswm@gmail.com
- Organisation website: http://graminshiksha.org.in
- Primary contact person: Sachin Sachdeva/ Shubham Garg
- Contact person’s e-mail address: sachin.gsk@gmail.com, er.shubhamgarg13@gmail.com
- Contact person’s mobile number: 9999973304
- Project lead/coordinator (if different from contact person): Vishnu Gopal
- Project lead’s e-mail address: vishnugopal32@gmail.com
- Project lead’s phone number: 9414892722
Gramin Shiksha Kendra has drafted and implemented its Child Safeguarding Policy, in order to ensure a safe and secure environment for children at our workplace. The policy ensures an easy and transparent platform for reporting any incidence of policy breach and responding it in an appropriate and transparent manner while taking care of the confidentiality of the concerned parties, by involving representation from all the concerned parties.

The Child Protection Policy of Gramin Shiksha Kendra is attached with the document in Annexure III.

**PROJECT IMPLEMENTATION: LEARNINGS AND ASSESSMENT OF PROGRESS**

**UPDATE ON PROJECT GOAL AND BENEFICIARIES**

(a) **Overall goal that this project aims to achieve:**

Our work over the past decade has addressed the essential depressed nature of the education ecosystem. With no examples to follow or no vision of what education could mean, the trend in the area was to quickly do away with the government education system and replace it with private education - however good or bad that might be. GSK has attempted to change the educational ecosystem of Sawai Madhopur. GSK has built a programme that aims to do two main things:

i. It aims to present a model of quality education to the area through schools that it has set up in close association with the community (Uday Community Schools) and

ii. Taking the experience of these schools to the community and encouraging them to demand the same level of quality in government run schools.

GSK has been working on the four main parameters that impact quality education - communities, school management committees, children and government school teachers. By addressing the four main parameters of education, GSK has attempted to change the way education is perceived and thereby act to improve education quality. In doing so,

- GSK has worked to involve *communities* in the operation and management of schools and has tried to make communities feel the need to take charge of education as active engagers with government and not just passive recipients of education from the government.

- GSK has focused on strengthening the *School Management Committees* (SMCs) to take responsibility and get involved with the active management of the schools. GSK sees a scenario where the school is accountable to the SMC and is managed by them.

- GSK has worked with *children* who are out of school, or are irregular to get them excited to get back to school by adding to the environment of the schools through activities that are interesting, facilitate learning and are fun filled.
And finally GSK has worked with the teachers to get them to recognize their roles as teachers, identify their own teaching limitations, engage with them on school and class management and help them deal with their concerns in working with children, communities and the school management committees.

Simultaneously, we have been continuously trying to communicate our model to the policy think tanks in the education eco-system. In the next 4-5 years, we are working to see Uday schools and Uday teachers as resources for transforming the current government’s approach towards education into a more child-centric and innovation-driven approach. For attaining this purpose, we are trying to build partnerships with the Government and the Non-government organisations and education institutions such as IRMA, IIM-A, TISS, JNU, etc.

We have been working with children in the age-group of 2-6 years in Uday schools and two adopted government schools. The results show that there is a remarkable growth in the learning levels of children with those worked in the early ages. The two adopted aanganwadis have transformed themselves into model aanganwadis not only for the district, but for the entire state.

The success results obtained with aanganwadis has encouraged us to work with 8 more Aanganwadis in the upcoming session. The selected aanganwadis will be part of the already intervened government schools under the Vistas programme. Through this initiative, we intend to cover all the grades, i.e. from pre-primary till upper primary section.

(b) Intermediate beneficiaries and Ultimate intended beneficiaries from this project:

- **Intermediate Beneficiaries:**
  i. Self-Run Uday Schools – Three Uday schools with 350 children. The schools are located at Jaganpura, Faria-Katar and Girirajpura.
  ii. Vistasar Schools – 60 government schools with 7000 children in villages around the Ranthambhor National Park.
  iii. Aanganwadis – 10 Aanganwadis covering 300 children. This is a new initiative.
  iv. School Management Committees – 65 SMCs of all the Vistaar schools, self-run schools and Adopted schools
  v. Teachers from government schools – 450 teachers from all of the Vistaar schools
  vi. Adopted Schools – 2 schools with 170 children (From the upcoming session onwards, we are phasing out the direct involvement from these two schools.)

- **Ultimate Intended Beneficiaries:**

The ultimate beneficiaries of the programme are all the children living in villages around the Ranthambhor National Park.

We expect to see a situation where government schools have a good child-friendly environment; which will encourage children to regularly attend the schools; and create a
place where they will just enjoy and eventually become a confident and value-driven change-maker for the society.

The schools should be able to deliver quality education and focus on both scholastic and co-scholastic activities and the overall growth and development of children. The education system should be such which will nurture a generation of children who are thoughtful, empathetic, sensitive and better-informed and who can decide their own futures from a position of strength.

Number of children in villages around the Ranthambhor National Park: 9100

Number of children enrolled in Aanganwadis: 300 (approx.)

**UPDATE ON CONTEXT ANALYSIS**

(a) **Opportunity to engage now:**

We are beginning to see a change in the way parents, SMCs, teachers and children perceive schools. They are feeling more concerned, more involved, and more responsible towards their schools. We feel that if this trend continues, we may be setting a brave new approach in the way education is viewed. It is important to mention that what is on offer to communities is not just a new product which people have to adopt and which can be advertised on a large scale. It is a process which needs acceptance. It is perhaps as difficult as getting people to adopt toilets; and while toilets still are an individual decision for the family, improved school education is something that involves a group of people who have to be working together.

**UPDATE ON INPUTS – Resource Analysis**

(Information on various resources that this project builds on to make the project implementation a success)

(a) **Project financial resources: the committed contributions by all of the funders for this project:**

We continue to receive the backing of our donors.

Porticus will continue to support the Jaganpura School. We expect their support to be in the range of Rs. 75 lakhs.

Vibha Trust will continue to support Vistaar. We expect their grant to be in the range of Rs 35 lakhs.

Asha for Education will continue to support the Girirajpura school initiative. We expect their grant to be in the range of Rs. 15-20 lakhs.

Wildlife Conservation Trust will continue to support Vistaar and will consider a proposal from us for an institutional grant. We expect their support to be in the range of Rs 50 lakhs. This will include a new investment that they are making in the field of science education through the STEAM initiative.

HT Parekh Foundation is committed to support the initiative at least for another 3
years. We expect their support to be in the range of Rs 35 lakhs.

Yatra is being requested to continue support for the Faria School. We hope we can receive an annual grant of Rs 45 lakhs from Yatra.

Our individual donors are expected to continue their support, though we plan to initiate a more focused crowd funding process in the coming year.

Our annual expenditure in 2016-17 was Rs 146 lakhs.

(b) Changes in organization’s human resource capacities, expertise, and/or experience/reputation to successfully carry out the proposed activities:

Mr. Pavan Chandra took over charge as Chairperson in October 2016. Mr. Sachin Sachdeva, the outgoing Chair remains on the Board and functions as the Programme Advisor.

Over the past one year, the team has undergone various capacity building workshops and exposure visits.

The team has become more diverse with the introduction of programme executives with a management background; we also now have teachers for the theatre. We are developing a community mobilisation process through theatre engagement. We have also brought in research students from the American India Foundation to initiate research programmes.

We have recently recruited graduates from Tata Institute of Social Science, Azim Premji University and Gandhi Fellow, who will be bringing a new edge to this programme.

In Girirajpura, Anjali Aggrawal joined us as an intern for six months. Anjali is a graduate from India Institute of Forest Management (IIFM) who had earlier worked with Aga Khan Foundation also. She played a crucial role in improving the standard of English in the school. Anjali focused on improving the English learning levels of children. She focused on English reading, comprehension and spoken English skills of children. The children in grades 1st and 2nd have shown remarkable progress in the reading ability of level 1 English story books.

We also started daily night classes for adult women from the Girirajpura community. Women and girls have shown interest in this initiative and we are hopeful of continuing this in the subsequent years also. This initiative was started in February 2017. A group of 10-12 women used to attend the classes regularly at the beginning. With the onset of March came the harvesting season, due to which the night classes were put on hold for some time. The classes resumed in April, but this time around we scheduled them in the daytime as the women had free time now that the crops were harvested. Though, the group size has reduced to only four women who are regularly attending the classes. These women can read beginner level words with two-three letters and words with the sound of ‘आ’. To resume/sustain these classes in the long run, we need to build a program around it so that it can be standardized and taken to other Uday schools as well.
This year, in Faria, we started the computer education programme in our school. Two of our teachers attended a week long training conducted by Computer Shiksha at Gurgaon. Computer Shiksha also donated us laptops to start the programme in our school. Currently, both children and teachers at Uday school, Faria are making use of the computer learning modules and the laptops to learn the basics of computer. According to Uday pathshalas’ teachers of Faria-Katar, children are very excited about the computer education and continuously wait for their turn to attend computer classes.

We have also accessed support from formal organisations working on education – Kaivalya Foundation for Head Teacher training, NCERT for the development of the English Language curriculum; Wildlife Conservation Trust for setting up the Science, Technology, Engineering, Arts and Mathematics laboratory.

The entire GSK team went on an exposure program to Bengaluru over the winter break. The purpose was to provide exposure to the team to a completely different region of the country which a majority had not been to before and visit some interesting educational initiatives. The team visited the Science Learning Centres at Agastya Foundation and Vishweswariya Science Museum. They also visited places of historical and contemporary interest. An exposure to the IT capital of India was the added benefit.

Through English Mentorship programme, we are continuously working with our team to bring an English-friendly environment in our classrooms.

We are now more focused in executing our plan, with the introduction of Result-based Management tool for monitoring and evaluation of our work.

We are introducing Forum theatre which will help us in complementing our work with the communities and SMCs. We are receiving support for this from Jana Sanskriti Kendra at Kolkata.

We are also hoping to link up with the education department of JNU to provide strength to our programme. A linkage with the Azim Premji University is also planned – Shipra Suneja who was facilitating the English language initiative has joined APU as a Faculty member.

(c) Our collaborations with government, peer organizations etc. to implement this project:

- With Ashoka Foundation, we have also initiated an adolescent girls’ education programme with a single cohort of 36 girls. This pilot is helping us evolve a larger more comprehensive programme to take on three cohorts of adolescent girls and helping them through academic support and life skills to cope and evolve into self-confident individuals.

- Our plan is to initiate the similar programme in two more locations: Girirajpura and Bhopa Basti near Faria. Bhopa basti has always remained on our radar to work with because of the lack of awareness among the community towards education and the limited livelihood options available to
them. Almost all of the girls from Bhopa basti are out-of-schools and having no exposure of the formal education. The programme focusing on basic literacy and numeracy education complemented with the life-skills sessions is being planned to get started in the upcoming session. The sessions would likely to be held in the available vacant government school building in their own community. Collaboration with the Rajasthan Rural Livelihoods Mission is being explored to address the core livelihoods issue which is perhaps a main reason why children are not being able to come to school.

- Another biggest challenge of working with Bhopa Basti is lack of livelihood options available to them. Earlier, the livelihood of the residents was dependent on buying and selling the cattle to the slaughter houses in Delhi and Uttar Pradesh. The ban of slaughter houses in Uttar Pradesh further weakens their situation and therefore, it would be a challenging task to convince the parents to send their girls to the programme.

- We partnered with American India Foundation and invited two AIF fellows to Sawai Madhopur to work on two research projects. One of the two fellows is working to document the arts and culture of Sawai Madhopur while highlighting the impact of forests on the lives of local residents. Another fellow is working to assess the nutrition level among children and adolescent girls and to study the food and health practices being followed in the rural communities of Sawai Madhopur. Another part of her project is to strategize a suitable intervention plan to cope up with the challenges in health and nutrition requirements of the area.

- We have partnered with Chetna, Ahmedabad and Ashoka Foundation to undertake a collaborative research called Nourishing Schools to explore the nutrition deficiency in children in government schools.

- With Ashoka Changemaker Schools and a group of Ashoka Fellows, we are part of a network which is discussing a new way to look at education in the country.

(d) Value addition to the project by Asha for Education

Asha for Education has whole-heartedly supported us for working with Girirajpura. The organisation has assisted us in constructing another room for the school. The room is currently under construction. Also constant feedback and inputs from Asha for Education have helped linking with other organizations and initiatives.

We would like Asha for Education to visit us more often so that sharing can be more frequent and mid-course corrections and inputs from an external source that understands education can be incorporated.
UPDATE ON ACTIVITIES

For each activity that was described in the project application, please summarize what was done since the most recent reporting. If new activities were added that were not captured in the original application, please expand the activity list and describe.

Children Connect:

Activity 1: Baal-Manch
Description: Children who are irregular were encouraged to go back to schools through Baal-Manch. Baal-Manch is a set of various scholastic and co-scholastic activities which encourage children towards learning. Through Baal-Manch, parents get to know that their children can learn and they start taking more interest in education. Every Baal Manch was first conducted in the village within the community and slowly moved towards the school. This year, we conducted 882 Baal-Manch sessions with children, both inside and outside the schools. The experiences have been positive and children who have been irregular have begun to return to school. More details and quantitative data will be available on this. However, we have also been able to observe the following changes:

i. Teachers have begun to adopt activity-based learning during their classes.
ii. Clearly, there is improvement in the teachers-children relationship.
iii. Co-scholastic activities especially sports are being given importance in the school curriculum.
iv. Morning assemblies are now more child-centric and include activities such as baal-geet, poems, story-telling, etc.
v. Children seem to be happier inside the schools.

We conducted 882 sessions of Baal-Manch in 60 Vistaar government schools in the session 2016-17.

Activity 2: Children Leadership Camp
Description: The objective of the camp was to create a group of leaders who will be more informed and concerned about their school and community and play active roles in keeping the processes going.

Three children leadership camps were organised this year, in which nearly 140 children from 60 government schools participated. Children were identified in close discussion with the government school teachers. Sessions were conducted off-site and facilitated by Mr. Vikram Srivastava and Mr. Ram Kishor Mahawar from Independent Thought. The module for the sessions was evolved by the consultant and GSK. Copy of the manual is available on request. 137 children from the schools covered under Vistaar participated in the leadership camp.
Activity 3: Mathematics and language workshop
Description: Despite being in higher classes, it is not unknown that concepts clarity is a major challenge which becomes a major stumbling block to further learning. These workshops were conducted to help children picking up the basic concepts of literacy and numeracy; which they are missing out and to help the teachers also reviving the confidence to work with these children. 505 children participated in these workshops.

The workshops were conducted by GSK teachers along with the school teachers in some cases. The workshops were held within the school in some cases during school hours but mostly before school hours. The response has been positive but far from optimal. We need to rethink the strategy for the coming year.

505 children from the government schools took part in the language and mathematics workshop.

Activity 4: Sports Camp
Description: Sports being an essential component for the growth of a child, sports camps have helped in boosting the enthusiasm of children towards sports. The objective of these sports camps is to identify and provide direction to children who show interest in sports activities. Five sports camps were organised in this session, each at Jaganpura, Faria, and Bodal.

Children who showed potential were identified by the government school’s PTI instructor in association with the GSK sports teacher team.

In academic session 2016-17, we conducted week long sports camps at three locations in which more than 2500 children participated. As a result of these camps, 17 of the government schools’ playgrounds have become active now having regular physical activities carried out.

Activity 5: Creative writing workshop
Description: To build a more academic and creative environment in the class rooms, and to make the learning of language more exciting, creative writing workshops were held in government schools. 164 children participated. The objective of the workshop was to encourage teachers and children from government schools to think beyond just classroom teaching to a more proactive use of language. Children were also motivated as their writings were included in Morange the GSK school children’s magazine which is circulated to all schools in the area. The workshops were held at all the resource centres.

Teachers’ Connect:
Activity 6: Teachers Groups (T-Groups or Chai-pe-charcha)
Description: This is a platform, where the basic academic issues faced by the government teachers are discussed. Chai-pe-Charcha which began as an informal gathering of teachers over a cup of tea at a tea stall on the route to and from work is now evolving into a more formal mechanism between GSK resource teachers and government teachers. We see this as
being an important building block in the process we set up in improving the capacities of government teachers in handling certain academic concepts.

The issues discussed in the meetings varied from Continuous Comprehensive Evaluation (CCE), lesson planning, role of co-scholastic activities, using TLMs in the classrooms, participation of SMC and community in the functioning of schools to few other school management issues. This will evolve into more active workshops with the teachers on specific issues. From Chai-pe-charcha we will propose to move to more intensive workshops.

**Activity 7: Head-teachers’ Leadership training**
Description: We organized a leadership programme for the head-teachers from government schools in collaboration with Kevalya Education Foundation. This was a four days long workshop organized at Piramal School of Leadership at Jhunjhunu (Rajasthan). The objective of the workshop is to enable the head-teachers to shift the view of themselves from merely administrators to the leaders of their schools, working towards students' learning outcomes. The workshop was broadly focused on four components – personality development, team building and management, instructional leadership, role of a leader. One of the sessions on 'The role of a leader in institution building' was offered by Dr. Suresh Sharma who is currently heading Jawaharlal Nehru Leadership Institute, New Delhi. The next step for us is to assist the head-teachers in developing action plans for schools, on basis of their vision for their own schools. We will be taking up this task in the upcoming session.

**Activity 8: Library books’ distribution**
Description: Libraries in government schools have been stored and kept away from the kids lest they ruin the books. We helped the government schools in setting up their own library for creating an environment in school where child can be transformed into a self-leaner. To facilitate this process, we have helped 60 schools with a carefully selected set of library books. We have advised the teachers to be free and open with the books and have clearly told them that we DO NOT MIND if the books come back soiled, used and even torn if more and more children are accessing books and reading them.

**SMC Connect:**
**Activity 9: SMC Sammelan**
Description: SMC Sammelan is a platform for the School Management Committees for sharing and learning. This year, we organised three SMC Sammelans, one at each of the resource centres: Jaganpura, Bodal, and Faria. 430 members representing 63 schools attended these sammelans. The sammelans are not just learning and sharing spaces but also expressions of togetherness and creating a node of influence so that communities can together demand more from the educations system.

We see these coalitions as the coming together of peoples concern for education. And we
hope to promote this further to let the Government knowing that people are demanding services and are no longer willing to take anything that’s given. As the strength of these *sammelans* builds up, the SMCs themselves will feel the confidence of being in charge and taking the responsibility of managing education – which is their role.

Since SMC members change, the process of organising these *sammelans* will continue for a few years until the confidence is internalised by the members and the group recognises its own value.

**Activity 10: Result Based Monitoring: *Shiksha ka X-Ray***

Description: *Shiksha ka X-Ray* is a result based monitoring tool which helps us to assess the performance of the schools through the lens of SMCs. It is done by a GSK staff member in association with the SMC, it attempts to capture the internal story of the school and the conditions in the school which promote quality education. It assesses the school, the facilities, the regularity of teachers and students and the overall performance of the school. It’s called the X-Ray as it reveals the internal functioning of the school.

The report serves two purposes:

a. It makes SMCs aware about the conditions and realities of the school they manage and gives them an opportunity to question and discuss the issues related to the school with the school teachers. It also gives them a sense of their roles and responsibilities and the powers they have as members of the SMC.

b. It evaluates the performance of the schools, which helps us in planning our future activities for these schools.

An assessment was conducted at the beginning and another will be conducted at the end of this session. The *Shiksha ka X-Ray* next year will provide two extremely critical bits of information. One will be information on the regularity of teachers coming to school as seen and observed by the SMC members and information on the regularity of the children.

*Shiksha ka X-Ray* will in the coming year merged with GSK’s apex indicator viz. the overall performance of the SMCs. What was being jointly done by the GSK team and the SMC members will now be done by the SMC members. This will be a yearly report that the SMC will have and be able to use. GSK will facilitate a discussion between the SMC and the Head Teacher of the school to develop a plan of action to improve conditions. This will include improvement of physical infrastructure and also plan for activities that help children improve their academic learning and make the community more responsible for action.

**Community Connect:**

**Activity 10: Kilol**

Description: This is celebration of education by the schools and the community. The objective of organizing Kilol is to get the communities involved in the school-related activities. Kilol
was organized by GSK in its own schools. Last year we moved this to a government school and this year we took it to 5 government schools/communities. As we move on we hope to be able to do 10 Kilols in 2017-18 spreading the idea of celebrating education and thereby creating a more positive environment for education in the village. Five Kilols were organized this year. The communities participated in the event in a large number and appreciated the efforts put by the children and the teachers in organizing the event. Along with pottery, carpentry and sports corners, corners of theater, science, and nutrition were also set-up.

One of the highlights of Kilol organized in Government Upper Primary School, Maikhurd on the 22nd of February was the science corner set-up by the government school of Maikhurd. The work was appreciated by the community and other government schools who attended the event.

![Library corner at Behrwanda Khurd](image1.jpg) ![Science corner at Maikhurd](image2.jpg)

**Activity 11: Parents’ and mothers’ meetings**
Description: Regular parents and mother’s meetings are conducted at schools or in the community. The objective of the activity is to make the parents aware of the activities carried out in the schools and the performance of their ward(s).

While parents of Uday schools continue to visit Uday schools regularly, we have been focusing on bringing parents from the neighbouring government schools which constitute Vistaar to help them understand the functioning of an Uday school. This activity will continue over the next year as well.

**Activity 12: Mahila Sammelan**
Description: On the Mothers’ Day, we organized Mahila Sammelan at our school. Ms. Poonam Verma from Childline India Foundation was invited to speak with the women from the community. She talked about the rights of women and the issues of domestic violence with the women.
Activity 13: Sampark (Contact) with Community
Our teachers reside in the village community so as to continuously remain in touch with the community members. Teachers regularly pay home-visits to the parents and discuss the performance of the children and the activities carried out in schools with them. This is a continuous process being carried out throughout the session.

**UPDATE ON OUTPUTS – Deliverables**

**Key project activities and their outputs (deliverables):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baal Manch</td>
<td>Children stay in the school premises for more number of hours. Teachers are using new activities in classrooms for making the teaching process interesting. 882 Baal Manch sessions were conducted in this academic session.</td>
</tr>
<tr>
<td>Children Leadership Camp</td>
<td>Children have started to express themselves in front of others. They feel themselves comfortable interacting with the new comers. 137 children attended the leadership camp in this session.</td>
</tr>
</tbody>
</table>
| Mathematics and language workshop     | a. There has been gain in confidence and interest level towards the subject among the children.  
b. Children have been able to back up and understand some concepts that they had missed out upon. Key concept on which work will be required are:  
c. a. Mathematics: Counting |

13
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Camp</td>
<td>Children have shown interest towards sports. Sports teachers in government schools have started physical activities in their schools. Twelve new playgrounds are being used for carrying out sports activities.</td>
</tr>
<tr>
<td>Creative writing workshop</td>
<td>Children have gained confidence to get engaged in creative writing. They have started to contribute in Morange. In this academic session, we have received 80 contributions for Morange from government schools.</td>
</tr>
<tr>
<td>Shikshak Manch</td>
<td>Teachers are beginning to appreciate the significance of activity-based learning, CCE, and TLMs and started implementing them.</td>
</tr>
<tr>
<td>Kilol</td>
<td>There has been improved understanding of teachers, SMCs and parents' community towards the teaching process. They are also demanding for the quality education from their schools. The involvement of the community is encouraging and we see greater participation in the process.</td>
</tr>
<tr>
<td>Library books distribution</td>
<td>There has been increase in the interest of children towards reading. They are now using the libraries. The schools are managing their libraries properly and also issuing books to the children.</td>
</tr>
<tr>
<td><strong>SMC Sammelan</strong></td>
<td>SMC members have come to know about their roles and powers. Some of the members are regularly involved in the school-related matters. They have started to question the teachers about the performance of the school.</td>
</tr>
<tr>
<td><strong>Head-teachers’ Leadership workshop</strong></td>
<td>The head-teachers were felt motivated after attending the workshop. They understood the significance of their role as Head of the school and their responsibility towards children and parents. An action plan for all the participant schools will be developed with the help of GSK teachers, which will be in coherence with the vision thought for that school.</td>
</tr>
<tr>
<td><strong>Shiksha ka X-Ray</strong></td>
<td>SMC members have come to know about their roles. The tool has also helped us in assessing the condition of the schools.</td>
</tr>
<tr>
<td><strong>Parents’ and mothers’ meetings</strong></td>
<td>Parents are now more concerned towards the academic level of their children. They are participating in academic discussions and attending the meetings.</td>
</tr>
<tr>
<td><strong>Sampark with the Community</strong></td>
<td>It helps the community members to be aware of the activities carried out in schools. This is an essential activity to enable parents to remain connected to the schools.</td>
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</table>

**ASSESSMENT OF OUTCOMES—Results**

**Performance Indicators, Sources of Information, and Outcomes of the programme:**

(a) Progress toward achieving outcomes on intermediate beneficiaries:
**Outcome A1:** Well established Uday Community Schools as resource schools demonstrating quality education.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Source of Information</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved learning level of children</td>
<td>Portfolio and CCE</td>
<td>100% children participate in at least one of the co-scholastic activities—creative writing and arts, sports, stage performance, theater activities, poetry, assembly, carpentry, pottery.</td>
</tr>
<tr>
<td>Reduction in Drop-out rate in higher classes</td>
<td>Enrolment records</td>
<td>0% drop-out rate in Uday schools. 100% of the children graduated from Uday schools were enrolled in 9th grade.</td>
</tr>
<tr>
<td>Improved confidence level among the girls and their parents towards them.</td>
<td>School and Vistaar reports</td>
<td>Nearly 70 girls from 60 government schools covered under Vistaar played this year at district and state level in various sports such as kabaddi, handball, kho-kho, football, and athletics.</td>
</tr>
<tr>
<td>Communities and SMCs take the ownership of the schools</td>
<td>Observation, Minutes of SMC meetings</td>
<td>Improved participation of parents in events such as – Kilol, and sports camp. Improved regularity in SMC and parents-teachers’ meetings.</td>
</tr>
</tbody>
</table>

(1) **Outcome A2:** (ACHIEVED THROUGH WORKING WITH THE COMMUNITY) An active community group in each village comprising all caregivers, especially mothers, which actively engages with their children's school in their village and has begun to take keen interest in its functioning.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Source of Information</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved women participation in SMC and parents-teachers meetings</td>
<td>Minutes of SMC meetings and Parents-teachers meetings</td>
<td>Improved participation of women in SMC and parents-teachers meetings. 63% of the SMCs say that the issues are also raised by the women. [Source: RBM]</td>
</tr>
</tbody>
</table>
According to our assessment of SMCs, 53% of the SMCs are conducting regular monthly SMC meetings.

Improvement in the regularity of Parents-teachers meetings.

Improved participation of the community and SMCs in the meetings.

(2) Outcome A3: (ACHIEVED THROUGH WORKING WITH THE SMCs) Informed, concerned and active School Management Committees beginning to manage and govern schools that they are statutorily responsible for.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Source of Information</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved women participation in SMC meetings</td>
<td>Minutes of SMC meetings</td>
<td>Improved participation of women in SMC and parents-teachers meetings. 63% of the SMCs say that the issues are also raised by the women. [Source: RBM assessment by GSK]</td>
</tr>
<tr>
<td>Regular SMC meetings</td>
<td>RBM assessment, Minutes of SMC meetings</td>
<td>According to our assessment of SMCs, 53% of the SMCs are conducting regular monthly SMC meetings.</td>
</tr>
<tr>
<td>Number of issues raised by the SMC and parents</td>
<td>Minutes of SMC meetings and Parents-teachers meetings, School reports</td>
<td>87% of the SMCs responded affirmatively when asked if the issues are raised by them in SMC and Parents meetings.</td>
</tr>
<tr>
<td>Frequency of parents observing the atmosphere in the schools</td>
<td>RBM tool report</td>
<td>In 84% of the schools, parents visit and observe the environment in the schools.</td>
</tr>
</tbody>
</table>

(3) Outcome A4: (ACHIEVED THROUGH WORKING WITH TEACHERS AND SCHOOLS) An increased engagement of government school teachers with Uday resource schools leading to an improvement in their own schools in terms of improved teacher-pupil relationship and community connect.
<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Source of Information</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better teacher-child relationship</td>
<td>School observation, pictures</td>
<td>Teachers participate with the children in activities such as sports, maintaining cleanliness, songs, and other co-scholastic activities. They have started to sit on the ground with kids. No corporal punishment in schools.</td>
</tr>
<tr>
<td>Child-centric pedagogy followed in classrooms</td>
<td>Classroom observations, Vistaar reports,</td>
<td>Teachers participate with the children in activities such as sports, maintaining cleanliness, songs, and other co-scholastic activities. They have started to sit on the ground with kids. No corporal punishment in schools.</td>
</tr>
<tr>
<td>Increased number of co-scholastic activities involved in the school curriculum</td>
<td>School observation, interaction with teachers, pictures</td>
<td>Teachers have appreciated the idea of activity-based learning and few of them are practicing it in their classrooms.</td>
</tr>
</tbody>
</table>

(b) Progress toward achieving outcome(s) on ultimate intended beneficiaries:

(1) Outcome B1: (ACHIEVED THROUGH WORKING WITH CHILDREN)

Schools themselves act as the magnet for children, where they come and love to be at.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Source of Information</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better learning level of children.</td>
<td>Portfolio and CCE</td>
<td>There are numerous cases where learning levels of children have been significantly improved through continuous engagements of teachers with them. Cases of few of these children are mentioned in Annexure II.</td>
</tr>
<tr>
<td>Improvement in the level of interest among children towards activities in schools.</td>
<td>Observation, pictures</td>
<td>Children enjoy participating in the fun-activities carried out in the schools. For them, school is now a place where they enjoy to be in.</td>
</tr>
</tbody>
</table>

UPDATE ON MONITORING AND EVALUATION AND PROJECT LEARNINGS

(a) Our Monitoring and Evaluation system

We will be following a two-way approach during the Monitoring and Evaluation of our programme. The first set of M&E tools are based on School Management Committees (SMCs). Our hypothesis is that if SMCs are active enough to take up the responsibility of schools, then schools will be functioning properly. Therefore, our focus is to make SMCs strong, competent and performing. We intend to give SMCs the confidence to ask for data and
information about the learning levels of children, performance of teachers and eventually, the overall functioning of the schools. Moreover, the idea behind taking SMCs at the centre is that while assimilating the data and information about the schools, it will give the SMCs chance to ponder about the functioning of schools, and make them more aware of their roles and powers. This would also encourage them to act on the issues, which slow down the growth of children.

This process of collecting data is a decentralized approach, which is more cost-effective and make SMCs an essential part of this evaluation process. Taking this rationale, our first phase of M&E is revolving around the SMCs. Though our M&E tools are directed towards SMCs, they will cover three out of the four pillars of our programme, viz. SMCs, teachers, and the community. The SMCs will play the role of the data gatherers and our team will be facilitating them in the process of gathering the relevant information related to the functioning of schools.

The second phase of Monitoring and Evaluation is CCE based which facilitates the evaluation of learning levels of children. This phase will be focused on our fourth pillar – the children and would capture the effect of our programme on their learning levels. It could initially be found that there is a very little or no correlation between the extent to which SMCs are active and the functioning of schools (assessed through the correlation between activeness of SMCs and the learning level of children). However, we believe that this correlation will gradually rise up and validate our hypothesis as the SMCs get more involved with schools.

(b) Change in approach of assessing activities and their outputs:
Outputs will continue to be measured in terms of number of
  i. Activities conducted
  ii. Participants
The last year saw us take on many new and exciting activities. The implementation of the activities and fitting them into the events calendar of GSK was done very successfully this year.

The purpose for which the activities were done was clear though we feel that the actual implementation was left to the discretion of the team members implementing the programme.

Over the last year, the outputs were being assessed only on completion and numbers of participants. This year there will be a more nuanced assessment based on the changes that the activities have brought about on the target group.

Over the last year, our focus was on doing the activity and completing it and generating experience on how it was done. Over this year, we will focus on taking the activities more intensively, planning more clearly what we want to achieve and ensuring that we are able to bring about the change we want to see. To enable that we are developing more detailed approach papers for each activity in addition to the guidelines for implementation that were used in the previous year.

Over the next year, the experiences of implementing these activities are being assimilated and a more standardised set of processes is being prepared. This will ensure that the purposes are achieved and the processes through which the children go are carefully worked
out to ensure learning.

(c) How and when has the organisation been sharing project learnings internally/externally?
Internally - An activity review meeting will be held in the summer workshop. Each activity that was undertaken in the previous year will be presented by the people who implemented it. The rest of the team comprising the core group and other advisors will then discuss, and analyse the activity and reframe it for the next phase. This is done within the larger team so that they are all aware of the processes being followed by the organisation.

Externally - We have been a little reticent about sharing the learnings of our work with the external world. We need to plan and work out mechanisms by which this can be done. We do have a website which is currently under updation and a Facebook page which is regularly updated.

We have requested Best Practices Foundation to document the life of GSK and prepare an Annual Report for the previous year and convert some of our special initiatives such as our work with the community into small briefs which can be shared. A brochure on the organisation is also being designed.

**ASSESSMENT OF EVIDENCE SUPPORTING PROJECT DESIGN**

**Key learnings from the project:**

i. Uday Schools as Resource Schools
   a. The Uday Schools as resource schools have done extremely well and have played their role in demonstrating the approach and processes of quality education. Communities around the schools are aware of the schools and recognise the value of education from these schools. We will continue to operate these schools and continue to demonstrate what quality education can mean. We do recognise that these schools have many shortcomings and are constantly working to resolve them. We realise that as demonstration schools they cannot be allowed to be too lax.

ii. Communities do take charge.
   Our continuous engagement with the community has remained very fruitful so far. Communities have started to take ownership of their schools; it’s a gradual process though. Over the period of time, we have experienced several cases which strengthen our belief in the importance of community’s ownership for the sustainable development and management of the school. The communities have contributed in several ways in this process. Such contributions are funding infrastructure for the schools, labour-donation in building school infrastructure, funding for purchasing the teaching and learning material, and so on. While working with the communities, one of the major learning for us is to resolve the school-related issues through mutual discussions with community members rather than reaching to some decision individually. It mitigates the risk of the inappropriateness of the decisions. This is extremely helpful in giving the community confidence to raise their voices and opinions and to ensure retaining their ownership towards the school.
iii. Parents are concerned.

Parents are now more concerned towards the performance of their ward(s) and the activities carried out in the schools. They are now more vigilant towards the punctuality and behaviour of the teachers in the school. They are regularly attending the parents-teachers meetings and raise questions and even cross-check the response of the teacher with their children. They have started to participate in the festivals and events such as Kilol, or sports camps organised at different schools and appreciate the role of co-scholastic activities in the school curriculum. In the recent years, the SMC and parent communities have also involved in designing the assessment tool and implementing it in the schools. This is another step towards bringing them closer to the schools.

Case: Parents make the teachers accountable

When we started the Vistaar programme, the parents’ community of Uday School, Jaganpura was concerned about the Uday teachers investing their time and efforts in government schools rather than in their own school, which might affect the quality of education in the school. They raised the issue in parents-teachers meeting. After a lengthy discussion, the teachers shared their plan and assured the parents that the normal school routine won’t get affected due to the Vistaar.

This level of awareness has surely brought more accountability to Uday schools and the teachers towards the parents and the children.

iv. SMCs can exert pressure and take decisions.

Once the SMCs become aware of their roles and powers, they start getting themselves more involved in the functioning of their schools. We have experienced many times that an SMC whose members are aware, can exert pressure on the schools to perform better. They may protest against the lack of infrastructure or the non-availability of teachers in their schools.

One of the key learning from these experiences is that active SMCs bring healthy environment in the schools, irrespective of the gender, caste or any other social barrier. They bring accountability to the schools towards the parents and the children.

Case- Curiosity of a parent

Shri Ghanshyam is a member of School Management Committee of Uday School, Faria-Katar. One fine morning, he comes to the school and attends the entire theater class. He observes all of the theater activities carried out in the class. After the class concludes, he asks the importance of these activities. Only after he got satisfied from the responses given by teacher, then he took his leave.
v. Uday Community schools have become the mecca of sports in Sawai Madhopur. More than 150 children have already played at state and national levels. Over the period of time, our perception for sports as a powerful tool in education and the development of the child has deepened. Sports has become a powerful medium not just for improving the regularity of children in schools, but for eliminating the social barriers such as gender or caste bias, which are prevalent in the rural communities of Rajasthan.

Case: Sports - breaking the barriers

Similar to other villages in Sawai Madhopur, Jaganpura is also a male-dominated community. During Kilol, the girls from Jaganpura wished to play kabaddi but there was no girls’ kabaddi team in the tournament, which they could compete with and hence, the referee could not allow them to participate.

When there was no other option left with the girls, they asked the referee to let them play against the boys’ team. After seeing the determination of these girls, the referee finally allowed them to play game against the boys. The girls showed an altogether different level of game and lost the game with a slight margin leaving the entire Jaganpura community biting their nails.

Although the girls lost, but they set an example for their younger sisters and make the entire community realized that the girls are no lesser than boys.

The children involved in sports activities show a great level of improvement in their personality. Their confidence level, adaptability towards change, articulation skills get drastically improved once they get the exposure of different places and culture through sports.

UPDATE ON RISKS TO PROJECT

(a) Project success risks:

There are no significant risks to the programme. However, since we are attempting to change the social norm in the area there are possible side effects we may face. In March this year one of the girls from our Jaganpura school who happens to be a handball player and captain of the Rajasthan junior team resisted attempts from her family to get married. The matter could have taken a serious turn had the community blamed Uday directly for causing social unrest. Fortunately, we handled it well and managed to ensure that while we remained the main supporters of the girl resisting marriage, the social welfare department and the police intervened to prevent a ‘child marriage’.

We were conscious that the community could have taken the resistance from the girl seriously and raised questions on us. We are however prepared to be able to face these situations.
(b) Project sustainability risks: Why are these risks worth taking; i.e. what is the trade-off?

The current funding situation for GSK appears to be positive. Our donors have been with us for some time and have grown along with the project. The work that we have been doing is strong on its basics and we hope that we will be able to sustain it. Yet we are aware that the donor space is not stable. We have been conscious about this and over the next year we are hoping to increase our individual donations to the organization. Our estimate is that we would need about 300 to 500 individual donors to contribute about Rs 20,000 per year to sustain the school operations. That would take care of a significant portion of Vistaar as well. We are beginning to reach out to the community and to high net worth individuals in Sawai Madhopur as well.

There has been an option to convert the schools into fee paying schools but we have consistently resisted that as we are keen to operate the schools as free schools in line with the right to education. We are also conscious that the moment we convert the schools into fee paying schools there is bound to be elite capture which will defeat the essential nature of the schools as being inclusive and equitable.

In the current funding climate the risk of donors opting out will remain. We have tried to have a diverse donor group and not rely on a single donor. This mitigates the risk somewhat.

We are also planning to reach out to the government to explore if they can take care of some costs of running the schools. There is no scheme or policy of the government so far to provide such funding. But we will still be reaching out and looking at creative ways in which the government can take care of some costs.

We are also diversifying our programme portfolio. Our recent interventions in the Adolescent Girls programme will also bring in some other donors who can take care of some of the core costs of the organisation.

We have been fortunate so far in accessing funding and we believe this is a result of the conscious and committed programme that we have been implementing. We will continue to ensure that the organisation and the team is giving more than just 100% which we feel will be our way of telling our donors that we are committed to this experiment and the work we have initiated.

OTHER REMARKS

The academic session 2016-17 remained a memorable year for us as well as for the Girirajpura community because of the following reasons:

- 19 community members from the village Girirajpura with Gramin Shiksha Kendra staff experienced an exposure visit to Delhi.

The two-day visit included a trip to the exhibit “Living Lightly: Journeys with Pastoralists” where the group explored and exchanged thoughts on pastoralist livelihoods and lifestyles throughout India. It was an opportunity for the community
to reflect upon the pastoral lifestyle and its importance in India and to share personal experiences while also learning about others’ experiences. For many of the Girirajpura community members, it was their first trip to a metropolitan city. On the second day, the group visited famous monuments including Qutub Minar, India Gate, and Humayun’s Tomb.

- On 7th December, 2016, 19 community members from Mordungri and Padra villages (now relocated to Girirajpura) visited the offices of Mr. H. S. Negi, Inspector General of Forests, and Mr. Rajgopal Prashant (Deputy Inspector General of Forests) at New Delhi seeking justice in the land entitlement’s case, in which they are not given legal ownership of their agricultural lands which were allocated to them as compensation for relocating them from their native villages. These officials claimed that in order to complete the process of relocation, the forest land on which these villagers were relocated in Girirajpura was to be converted to Revenue land and in order to do that, a compliance report, providing details of families relocated along with the extent of land to be diverted, was to be sent by the Ranthambore Tiger reserve authorities to the National Tiger Conservation Authority (NTCA), which has not yet been received inspite of sending out two reminders. A copy of one such reminder letter forwarded by NTCA office to the Forest Secretary, Jaipur in May 2016 was received by the community members. Mr. Negi set up a meeting with the Chief Wildlife Warden, Jaipur on the 16th December to inquire about the reason for such prolonged delay in final settlement of the relocated villagers. These officials asked the community members to follow up the progress of compliance report with the Chief Wildlife Warden, Jaipur.

- 19th December, 2016: Four community members visited the office of Chief Wildlife Warden (CWW) of Jaipur, Mr. G.V. Reddy. The CWW was shown the letter received
from the NTCA’s office asking for sending of the compliance report. The community members also shared the problems which they are facing due to non-transference of land ownership records in their names. Mr. Reddy assured them that the work would be done and forwarded the letter to the Field Director’s office in Ranthambore. He also asked the community members to meet Sudarshan Sharma, the Assistant Field Director, to follow up on the progress of the compliance report to be sent to NTCA.

20th December, 2016: The same four community members visited the office of the Assistant Field Director, Ranthambore Tiger Reserve, Mr. Sudarshan Sharma. The officer informed that a few details were missing from the compliance report which he has prepared and will forward those details to the office of NTCA within two days. The community members received the copy of the report from their office within 2 days. The forwarding letter of the compliance report was collected by Gramin Shiksha Kendra from their office on the 22nd December.

In January 2017, children wrote a letter to the Prime Minister of India stating the difficulties of their parents without having ownership documents of their lands and requested the Prime Minister Office to interfere in this matter.

In March, a journalist from Down to Earth magazine visited Girirajpura and covered the entire story of the grievances of the community. The story is expected to get published in the upcoming months.

People from Girirajpura filed an RTI seeking from the central and state forest departments the reason for the delay in releasing the ownership documents of their lands. The letter has now been forwarded to the District Forest Officer, Mr. Sudarhsna Sharma to respond.

Another AIF fellow from People’s Archive of Rural India (PARI) visited Girirajpura
on 18th April and interviewed relocated people from Mordungri, Padra, Kalibhaat and Tilak Nagar. She is planning to write a story for PARI on the struggles of the relocated people of Girirajpura.

- Construction of new room in Girirajpura: A new classroom is being constructed and will put into the use during the upcoming academic session. Girirajpura community took the onus of constructing the room and made sure that every household contributed in the form of labour in the process of constructing the room. American India Foundation Clinton Fellow, Avital Datskovsky, along with another intern Anjali Aggarwal and the Girirajpura teachers, conducted a series of workshops with the children in Girirajpura to prepare for the cultural exhibit being held June 10th. The initial workshops focused on training the children to conduct their own research. The children practiced interviewing each other and then created five questions to ask their family members at home. They also conducted interviews as a group—visiting households in the community and interviewing them on the history of the villages. The subsequent workshops taught the kids the documentation process. The workshops encouraged the kids to document and tell the stories of what they had learned from the interviews through art, storytelling, and poetry writing. The final workshops focused on photography—the students directed a volunteer guest photographer to photograph different components of the village that the children wanted displayed at the exhibit.

- Adolescent Girls’ Education Programme: Working in the domain of quality education for quite some time has enabled us to successfully make a dent on the education ecosystem. Over the period of time, we felt the need of working with adolescent girls. Girls in their adolescence in this area face the brunt of patriarchy. They are deployed in livelihood activities, are married of in their early childhood and make no or limited choices for themselves. We did a pilot program in 2016-17 with a group of 36 girls in partnership with Ashoka Foundation. The pilot aimed at reducing the failure rate of the girls enrolled in class 9th turned out to be a great success. We worked on five components during the pilot: academic classroom sessions, computer training, life skill training, nutrition & health and Sports. This experience has now given us the confidence that we can now extend this program to even larger group leveraging upon our learnings from the pilot.

In the upcoming academic year, we are planning to start the similar programme at Girirajpura as well. The target group shall be those adolescents who have either not been part of formal education system or dropped out even before completing their primary education. We have chalked out dedicated strategies to take different stakeholders on board with us. We would intensely engage the opinion leaders and father figures in the households as they are the gatekeepers in the society. We shall work in close collaboration with local government schools. Mothers meeting would
be organised to discuss the roadblocks and boost the confidence of the mothers about the growing demands of their ward. A bouquet of activities that complement each other shall be carried out to facilitate the group for their holistic development.

**PROJECT FUNDING SUMMARY**

(a) **Total project budget**: INR 1,58,60,484

(b) **Funding granted by Asha for Education in 2016-17**: INR 10,11,000

(c) **Fund requested from Asha for Education for 2017-18**: INR 17,30,619

(d) **Describe how the Asha for Education funding was used since the most recent reporting.**

Please find below the components of the funding utilized in the session 2016-17:

i. **Programme Cost**: INR 6,42,744

ii. **Administrative Cost**: INR 79,387

iii. **Room Construction Cost**: INR 2,43,707

(e) **Co-financing**: how much is provided/anticipated and by whom?

<table>
<thead>
<tr>
<th>Contributors</th>
<th>Funds (in INR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vibha Trust</td>
<td>10,12,837</td>
</tr>
<tr>
<td>Yatra Foundation</td>
<td>24,99,787</td>
</tr>
<tr>
<td>Porticus</td>
<td>47,30,012</td>
</tr>
<tr>
<td>Wildlife Conservation Trust</td>
<td>25,16,000</td>
</tr>
<tr>
<td>Asha for Education</td>
<td>10,11,000</td>
</tr>
<tr>
<td>HT Parekh Foundation</td>
<td>30,00,000</td>
</tr>
<tr>
<td>Uday Rural Education Programme</td>
<td>78,012</td>
</tr>
</tbody>
</table>
The link for accessing the pictures of the activities and events took place during this academic session is given below:

https://drive.google.com/open?id=0ByFxN9m2ckQETUpxSk5uM2ZSSjQ

Please copy the URL to your browser, if you are not able to access the link on clicking it.
**ANNEXURE II**

Caselettes: Children who showed significant improvement in their learning levels

<table>
<thead>
<tr>
<th>Kajal Mahawar, Grade IV</th>
<th>Lakshmi Jain, Grade VI</th>
<th>Pappi, Grade VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kajal’s academic levels were below her age in 2012. The GSK teachers worked with and she responded well. The parents decided to withdraw her and put her in a private school. The school environment there made her unhappy and her academic levels plunged once again. The parents understood and enrolled her in the Uday urban school again. Kajal is now on the path of independent learning.</td>
<td>In 2012, the GoR teachers informed the GSK teachers that Lakshmi was ‘mentally retarded’ and would never learn to read or write. In 2015, Lakshmi can read and write in Hindi, perform standard mathematical operations and at average levels in other subjects. She also leads songs and poems in the school assembly.</td>
<td>Pappi is also a ‘returnee’. Her academic levels were poor, they improved with the changed pedagogy and management; the parents withdrew her and put her in a private school where she was unhappy and her academic levels fell. She is back in the Uday school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pavan Mali, Grade VIII</th>
<th>Mamta Prajapat and Sarita Prajapat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pavan has never been to any other school. In 2012, he could barely read. In 2015, Pavan is reading fluently and his academic levels are steadily rising.</td>
<td>These two were always found together. Both were enrolled in grade V. Neither could read fluently especially the <em>matras</em> in Hindi. Neither would admit that they could not read independently. In Mathematics, they could recite numbers in sequence but did not understand the numberness and the only operation that they could perform was addition without carry over. This was the case with most of grade V in Bodal. The GSK teachers had the challenge to raise the levels of the children to such a level so that they could go on the path of independent learning and that too within 1 year so that they could continue their upper primary education. The teachers worked hard to win their trust and they began to voice their difficulties. Gradually their academic levels improved as did their confidence. They are currently studying in grade VIII.</td>
</tr>
</tbody>
</table>
Annexure- III

CHILD PROTECTION POLICY

Gramin Shiksha Kendra is working very closely with the children. The organization is dedicated towards safety of the children by providing a child-friendly environment at its workplace. The Child Protection Policy is a guideline for the organization and the employees to ensure the safety of the children. The Child Protection Policy stands true for staff, volunteers, visitors, interns, and representatives from funding agencies.

Each person as listed above shall abide the Child Protection Policy with complete commitment at the beginning of their engagement with Gramin Shiksha Kendra.

A. Code of Conduct

This Code shall apply while working in our school premises, at offsite locations and schools where our projects are being implemented, at Gramin Shiksha Kendra’s social or academic events, or at any other place where the above Person(s) are a representative of Gramin Shiksha Kendra.

1. The person shall exercise behavior protocols consistent with the mission statement and core values of GSK in their relationship with children, in the context of their language, actions, dress, and behavior.
2. Body language (gestures and postures) of the person at workplace shall be decent.
3. The person shall not stare at the child.
4. The person shall treat every child equally. Any kind of discrimination on basis of caste, religion, gender, etc. is prohibited.
5. The person shall not ask the child to bring any material for his/her own personal benefit. For e.g.: asking a child to bring tea or other eatables shall not be acceptable.
6. The person shall not call a child by his/her nickname.
7. The person shall not compel the child to stay in school after the school hours. If there is a requirement of doing so, then the child must have prior permission from his/her parents.
8. The person shall neither accept nor give any gift to the child. If any such situation arise which he/she may not be able to avoid, he/she must inform his/her respective team leader.
9. The person shall not hit or physically assault or physically abuse a child.
10. The person shall not employ a child.
11. The person shall not develop any physical/sexual relationship with the child.
12. The person should interact with the child softly.
13. The person should maintain a positive thought process, patience, and calm and composed behavior while dealing with children.
14. While talking to the child, the person shall not use abusive words or words which are indicative of castes or religion.
15. The person shall neither ask nor share anything personal with children.
16. The person shall not expose the weakness of a child in public.
17. The person is advised to prepare in advance before discussing a sensitive issue.
18. The person shall not try to create panic in the mind of the child.
19. The person shall not use double meaning words while communicating.
20. The person shall not use any abusive word while communicating.
21. The person shall make use of videos and pictures only during group activities and shall not use it with any individual student.
22. The person shall not provide students with obscene literature or any other kind of obscene material.
23. The person shall help a student with his toilet needs only if the student is incapable of doing it (for a child less than 6 years in age or a child with special needs). Preference for such activities must be given to female teachers.
24. The person shall touch the child only if necessary. Teachers shall maintain appropriate physical distance with students above the age of 8 years.
25. The person shall be decently dressed when at workplace.
26. The person shall never be alone with the student except in unavoidable circumstances.
27. The person should avoid situations where s/he needs to hold students physically. If necessary, the person shall hold the child softly, ensuring no physical discomfort to the child. In particular, the person shall not involve himself in- (i) holding student by hair (ii) holding student by his clothes (iii) holding student in anger (iv) hugging students above the age of 6 years (v) holding a student when alone.
28. The person shall not shake the students vigorously except in unavoidable situations ( The person shall not involve himself in shaking students physically by holding his hair, hands, shoulders, arms, ears or any other body part).
29. The person shall not punish the child physically under any circumstance. (This includes all forms of physical punishments like slapping, punching, pinching, hitting with an object, sit ups, awkward position, standing under the sun etc.)

B. Confidentiality
In addition to the above Code of Conduct, the volunteers and interns are mandated to maintain confidentiality in relation to use of children’s data and photographs for external communication as per the following rules:

1. All communication and publication material (both print and electronic) on children in the form of pictures/captions are required to be decent, dignified and respectful and shall bear no identification details (in form of face, name, case number, location etc.). Only group pictures of stakeholders will be used and if individual pictures are necessary, they will be taken from stock images.
and will be accordingly acknowledged. Children will not be presented as victims, nor will any communication exaggerate the vulnerability or abuse of the child.

2. No images (printed or scanned), testimonials or videos of the children shall be taken without adequate permission of the child (if above 12 years) and of parents/ school authorities/institutional caretakers/ institutional authorities (in case of children below 12 years) before using the same on any web related material, electronic and print material meant for internal and external stakeholders.

3. Photos and content available on the Gramin Shiksha Kendra’s website cannot be used for any purpose without acquiring written permission from Gramin Shiksha Kendra’s management.

4. Volunteers and interns shall be required to safeguard all records and documents pertaining to children within their projects and maintain their confidentiality.

C. Non-Compliance/Breach
In case of breach of the above mentioned clauses, the same will be addressed as per clause A of Gramin Shiksha Kendra’s Child Protection Policy. The Child Protection Policy is available in hard copy at GSK’s office and a soft copy is available on our website http://graminshiksha.org.in/.

I have read and understood the Code of Conduct and I will abide by it.

Name:
Contact no.:
Email id:
Address:

Signature:
Date:

D. Reporting and Responding:
A school-level committee, also known as Child Protection Committee (CPC) shall be formed at every Uday school for addressing the issues pertaining to child abuse. The committee shall comprise of five members:

i. Two child representatives (one boy and one girl)
ii. Two parent representatives (one mother and one father)
iii. Head-teacher of the school

The child representatives shall be elected democratically by all the children in
schools. Similarly, the parent representatives shall be elected by the parents of children studying in the respective school through a democratic process. In addition, the head-teacher shall also be part of the committee.

The duties of the Child Protection Committee are as follows:

i. The committee shall be responsible for taking decision within seven days from the day of lodging the complaint.

ii. The committee shall be responsible for conducting a thorough investigation of the issue before coming to the final decision.

iii. The decision taken by the committee shall not be biased.

If either of the parties (accused, accuser or victim) within the case is not satisfied with the decision taken by the CPC, then the case may refer to the Central Grievance Committee of Gramin Shiksha Kendra for reviewing the decision.

This option of reviewing the decision of the Response team will be done only if the party demanding for a committee can provide adequate reasons in written to the Gramin Shiksha Kendra’s management.

**Format of reporting the breach in CPP**

<table>
<thead>
<tr>
<th>Name of person reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person who has breached</td>
</tr>
<tr>
<td>How has the person breached the Child Protection Policy of GSK? Please provide complete details.</td>
</tr>
</tbody>
</table>