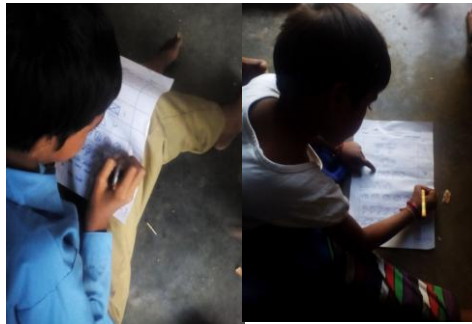






Gramin Shiksha Kendra

Programme Report - April 2016 to September 2016.



Programmes	Description					
<p>Resource Schools</p>  <p>Uday Samudayik Shaskiya Pathshala Bodal</p>  <p>Uday Samudayik Pathshala Jaganpura</p>	School	Enrolment			Teachers	TPR
		B	G	T		
	Jaganpura	94	101	195	13	1:15
	Faria-Katar	67	42	109	11	1:9
	Urban	33	40	73	3 + (2 GoR)	1:14
	Bodal	53	61	114	6 + (2 GoR)	1:14
	Girirajpura	25	21	46	2	1:23
	<p>All schools are operational and improving their implementation. All schools have Team Leaders who are part of the Core Management Team of GSK. The Team Leaders play a supportive role in providing training to teachers of that school. Team Leaders are supported by Vishnu the Academic Coordinator and Radhey Shyam the Community Coordinator. Each school has made a plan for the year and are broadly following that plan.</p> <p>Over the past year footfall to the schools has increased from both the community and also the teachers from other government schools. This is an extremely positive step as parents. In the past six months, 214 Community members and Government teachers have visited Uday schools as part of planned exposure trips.</p> <p>The oldest resource school is Jaganpura and despite regular maintenance, it is now in need of urgent repairs and some additional infrastructure. This is much</p>					



needed if we need to continue to function with efficiency as Resource Schools for the area. Similar initiatives may be required in the three other schools as well. Additional rooms are required in Girirajpura and Faria, laboratories are required in Jaganpura and Faria. We will also need a four-wheeler and some more two wheelers to take care of local transportation. The ones we have are over 11 years old and are no longer reliable. The poor condition of roads makes a significant contribution to the wear and tear of the vehicles.

We will be reaching out to donors to request some reallocation of funds to meet our infrastructure requirement.

Vistaar



On Vistaar ... with the community

The Vistaar programme continues to be the mainstay of the work of GSK. We are currently operational in 62 government schools in areas around the Ranthambhor National Park. The Vistaar activities have now had a cumulative reach to over 400 government school teachers and over 66 government schools and 8735 children. The resource schools continue to play their roles as a demonstration of our idea of quality education. The outreach programme from these schools is led by the teachers from each school. Each teacher is currently handling one or two schools. There is also a dedicated Vistaar teacher who is reaching out to schools as a specialist Vistaar function. The arrangement is likely to evolve as we move further. It was important to build a connect between Vistaar and the resource schools which was earlier missing. With this having happened we are ready to look at other forms of connecting with the four pillars of the Vistaar programme i.e. Student, Teacher, SMC and Community. While the work with the Baal Manch and the teachers will continue to be done by the resource school teachers, the work with the community could now see a different strategy. We are proposing to introduce the idea of Forum Theatre in the area with the specific focus of informing the



**Changing the way the Assembly happens in a government school
Vistaar in Ranwal**

community of their role in education and helping the SMC to take on their management role more effectively.

Over the next year if we are able to secure further funding we would like to make our Vistaar component more complete by including schools that we are currently unable to reach. We would like to increase this to all the 100 primary schools around the Ranthambhor National Park and also include schools in the vicinity of Girirajpura (the new settlement of villages relocated from the park) where Vistaar is currently not active.

Vistaar activities have been slow in the first two quarters. The first quarter of the year is holidays and the second quarter is usually a cold start in schools with systems being set up and admissions happening. Expenditure under these heads has been less so far but will see an increase. A more detailed report on activities will be available at the end of the year.

Summer Workshop



Untangling to learn

The summer teachers training workshop was organised as usual in the month of June earlier this year. The 30 day training programme was conducted in-house at the GSK office campus in Sawai Madhopur. The main focus of the workshop has been to review the previous learning year and plan for the coming year. A lot of focus is on helping teachers overcome their limitations, help them strengthen their skills and use the time as a remedial period to straighten the kinks that may exist in their teaching methods.

In addition sessions were also conducted on gender, monitoring and evaluation, teaching of the English language, enriching classroom processes through using theme based work, introducing needle work as a craft, class management and sports.

The summer workshop is a coming together of the team. With a team as



During the Gender workshop

diverse as ours, it is important to be able to spend time together and learn together. The summer workshop is able to do just that.

The follow up to the Summer workshop will be done during the Diwali workshop planned between the 20th to the 28th of October.



Teachers at Uday



Learning to count at the remedial math workshop during Vistaar

We currently have 35 teachers in Uday. Each school functions as a team headed by a Team Leader. The team leader is part of the core group of GSK which takes decisions on all academic matters within the organisation. Each Uday teacher works with a group and handles all subjects with the group up to the class 5 level. This builds a relationship that ensures a fearless learning environment. While getting the right people as teachers is one of the most difficult aspects of our work in GSK, we are lucky to have some extremely wonderful people working with us. Not everyone is at the same level of competence but we are happy that they are all extremely committed in working towards the improvement of the school education system. We constantly invest in their capacities and provide support to them through class room observations and through training programmes. The teachers have been extremely effective in also working with the community. One of the big strengths of our programme is the relationship we have been able to establish between the schools and the communities. It is our team of teachers who have been able to make this happen.

We are happy to acknowledge here the support we have received from the Institute of Rural Management Anand who have through their institutional support programme partly covered the cost of two management graduates from their Post Graduate Rural Management programme who are playing key roles as teachers and providing management support to the programme.

Kilol



**Children and Teachers of Jaganpura repainting the school as a project
(this is not a Kilol Picture ☺)**

Kilol is a celebration of education. It is our way of involving the community and the teachers and the children together to have a special day to celebrate the school and learning in the village. This year is going to see a change in our Kilol strategy. So far Kilols have been annual large events organised in one selected school. This year the Kilol size is going to be smaller and will focus on a village (or maximum a panchayat) and will be conducted in 9 schools. The Bodal resource school will organise 3 Kilols, Faria will also organise 3 (2 at government schools and one at the Uday Community School). Jaganpura will also organise 3 Kilols at three selected government schools. Kilols begin in the last week of January.

I am taking the liberty of mentioning Kilol in this report just so that you can plan your visits to Sawai Madhopur when these begin.

Theatre



Two theatre teachers have joined GSK. Sangam and Ujjwal are both adept at teaching theatre and using it as a tool for education.

The theatre programme at Uday will have two components. The first is using the techniques of theatre as a subject to encourage effective learning in schools as well as to work with children to help them express themselves. Activities like movement, speech, music, imagination, creative thinking etc which form part of theatre training will be implemented in class with all children. As children begin to be able to express themselves better we hope to evolve these skills into performances created by children and also performances on established plays. A key feature would be plays that lead to discussion in the school and community at large.

Simultaneously we are developing the idea of using Forum Theatre to interface and interact with communities to help them become more conscious of the role that education can play in the lives of their children and especially girls and what should their role be in taking up in initiating and ensuring change in government schools to ensure quality education in government schools. We see a big potential in Theatre and we see this developing a lot in the future.

Pottery and Carpentry



Pottery and Carpentry continue to be important co-scholastic subjects. Murari the pottery teacher underwent a special training programme with two contemporary artists in their studio in Delhi over the summer to learn more on the pottery as an art form. This has helped him enhance his skills and vision and has positively impacted his engagement with children. From simply playing with clay and learning to mould it and improving their hand skills, children will soon also be experimenting with art forms in pottery.

We do propose to expand this activity over the next year or so by taking the children's work to the next level by including firing their work to make it permanent and so that they can experience the complete cycle of creation. We hope to have better integration of the curriculum using different the different craft forms that Uday Schools offer.

Sports



Handball – it seems to be developing as our signature game

Sports continue to be an important part of the Uday schools. We now have three sports teachers with another joining later in October. We were fortunate to receive a big tranche of sports equipment from Rabro Sports in Jalandhar courtesy Sanjay Jain of Yatra Foundation. Thank you Mr Anurag Khinder for this support.

We are using this opportunity to good effect and are slowly beginning to excel in a few sports. Handball, Kabaddi, Khokho and Football being the ones we have chosen. The choice is based on the following parameters – that it should be a team sport and that it should not be too expensive to play.

Girls from the GSK handball team have just become State Champions defeating almost 9 district teams to claim the championship. We believe that this is a sport where we can excel and plan to build this up further.

A more elaborate plan for sports is being developed. We are fortunate to have



With the State Champions Trophy

a person now volunteering for us on the sports agenda. Mr Sudhir Sahni who is an avid sportsperson and works for a sports management company will be helping us develop this plan.



During a break while the tournament was on

English

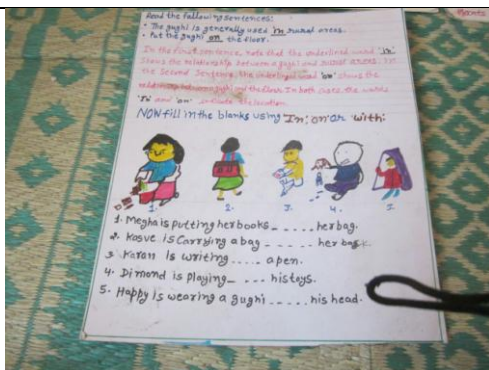


The Teachers workshop

The English language training programme is continuing from last year. The plan has been implemented systematically. Vardhana Puri and Shipra Suneja with guidance from Jyotsna Lall are implementing the programme with a select group of 10 teachers who have taken on the responsibility for teaching English in the schools.

The progress is impressive. The atmosphere of learning English has changed. From being a chore, teaching of the English language has now become more fun. The class environment is now more tuned to English, there is more English on the walls of the classroom. Fresh material has been developed in line to make the learning of the language more contextual.

A concept paper has been developed on teaching of English. We are happy to



Locally relevant material using locally used words

acknowledge the support provided by Prof Rama Meghanathan from the Department of Languages NCERT in guiding the process.

The programme will now be further strengthened with the presence of at least four people in the team who are proficient in the English Language. They will continue to provide the English teaching and learning programme continuity at the school levels.

We see the Uday teachers eventually becoming proficient in English and being able to take this programme to the Vistaar school as well.

Monitoring and Evaluation



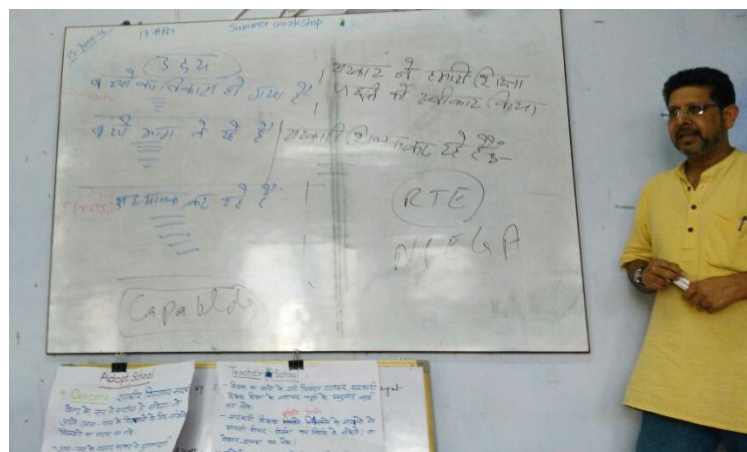
Just a fun picture

At the summer workshop earlier this year a workshop was conducted with Mr Khilesh Chaturvedi, an M&E consultant. A detailed plan has been evolved with his guidance to monitor the work which GSK is doing. The basis for the monitoring plan has been structured on the strength of the SMCs to be able to monitor the progress of the schools under their charge.

GSK believes that the SMC should be in charge of the progress of each school and maintain an oversight of the school. As the SMC becomes stronger systems at the school will begin to respond to their oversight. GSK will continue working on the 4 pillars of Vistaar and each of these will lead to improvements in quality of schools. Rather than GSK collecting all the information on the schools, the SMC would be in a better position to collect the information. GSK will continue to strengthen the SMCs to be able to take on this role.

A schedule has been developed and is being tested with the SMCs. The tool includes information on teacher attendance, student regularity, and school infrastructure and school management. This report will be used by the SMC to maintain the oversight.

Currently the coefficient of correlation between the SMC strength and school performance is very low. As GSK work progresses, this is likely to increase. As



Khilesh leading the workshop

this does, we can be sure that not only is the school system improving but the governance of the school is also improving. Which is the real end result we would like to achieve. As the performance of the school improves, so will the learning levels. To measure the learning levels we will rely on the CCE being done at the school.

We can also undertake a formal testing on the learning levels of children, but we feel that if we do focus only on learning levels as depicted by a test result, we actually undermine the idea of the CCE and reduce its importance. One of the crucial inputs that we are providing teachers in government schools is the ability to use CCE and the government is also investing a lot of time and energy in making CCE happen. We would thus like to give it the necessary emphasis.

A CCE tool has also been developed to compare the progress before and after the GSK intervention with the children, the teachers and the community.

The testing of the tools has been completed, with modifications from the initial sample, the tool will be implemented in the second quarter this year.

Adopt a school



At the Uday Urban School – changing the way the class room looks and functions

In 2012, GSK took up the functioning of two government schools. The one in Bodal and the other in the Housing Board area of Sawai Madhopur were allocated to us as difficult schools. It is now almost 5 years since we started that experiment. The MoU with the state government comes to an end in 2017. The experiment has been extremely useful and we have been able to make a significant improvement in the running of the schools.

The Bodal school has been identified by the Department of Education for a number of awards and the school in Sawai Madhopur despite being in a middle class colony of Sawai Madhopur continues to improve its performance. The school has also been identified by DIET as a resource training school.

The experience of the past 5 years has been documented by GSK in a report which we are now ready to share. However, the issue now is 'what next'? We see the following possible options. First we continue the arrangement as



The Head Teacher in Bodal interacting with the community

before. Second, we continue the arrangement but negotiate with the government to cover our costs which we have so far been covering from grant funds. Third, we continue the arrangement as before but drop the current schools and take on a couple of other schools which could benefit with our inputs more. And some other permutations and combinations as well.

The resource school plus 20 government schools (as seen in the Bodal example) in our opinion is a perfect way to take the government school education system forward. The programme is exciting and in the current scheme of things we would be happy to be formally (government covers our expenditure) handed over 10 such schools in the area, which we could develop as Cluster Resource Centres and each school could work with 10 government schools on supporting them and the community to improve the system.

We are planning meetings at the two schools in January 2017 where we plan to invite the community, the SMC, the district education department, the Panchayats representatives, children and the school teachers to do a public sharing of the experience and possibly take a decision on the future.

STEM



Diagnostic Workshops to help define the way forward for STEM – at the DIET

STEM short for Science Technology Engineering and Mathematics is the new initiative we have taken up and will be setting up a laboratory in our Bodal resource centre. We appreciate the support provided by Mrs Indu Sankhla and her son Mr Amit Sankhla in providing us the space to run the laboratory.

The laboratory is currently under construction and the WCT has facilitated the process of setting it up. The laboratory meets our long standing dream of having a place where children could experiment as they studied science. Once ready the laboratory will be available to all the middle and secondary schools of the area. We will encourage them to plan a lab day in the school and come and use the laboratory. So a science teacher could bring in students from his/her class and spend the day at the laboratory working on experiments. The laboratory and our intervention will in turn train the teacher on using the lab kit that exists in each school better and be able to continue the experiments when



Building up on Science

the children are back in their own schools.

Similar initiatives are also proposed at Jaganpura and Faria. We will model them on the experience that this first one gives us. So far we have undertaken a Diagnostic workshop to determine the needs that science teachers have and to help us plan a curriculum for the laboratory.

Soon as part of the initiative we could also add a 'A' in the STEM to make it STEAM and also introduce an Arts component.

UMANG



UMANG girls on an exposure visit

The latest programme to begin this year has been the Umang programme. The idea of Umang was an idea of working with adolescents. Each child has potential to do what she wants to do. Sadly in many cases this potential gets scattered and thrown to the winds for many reasons. These could be social pressures, academic factors, logistics, family concerns or maybe plain absence of motivation and direction. Umang tries to gather this scattered potential and consolidate it into a strong dynamic strength which can provide the energy to move on with hope, passion and the confidence of being. With Umang.

Gramin Shiksha Kendra has partnered with Ashoka Foundation to run a program for adolescent girls who are at the risk of dropping out after class 8th or in Class 9. The programme aims to change that. Known as Ashoka-GSK Umang initiative (Umang) has a multi-pronged approach which comprises of following components:

- Academic support in the faculties of Science, Maths and English.
- Computer training
- Life Skill Training
- Sports
- Nutrition



Learning to become adept at Computers

This is an eight-month program. The cohort attends sessions on 4 days in a week. Working with class 9th girls helps us focus on all round growth of the girls and not end up being focussed on dealing with preparation for the class 10th board examinations.

The objective is to enable girls to have a say in decisions that impact their lives and take informed decisions in their day to day life. We are working with a cohort of 36 girls. These girls are vulnerable to dropping out of school education. Presently studying in class 9th, they are not confident of meeting their academic expectations. Parents are reluctant to send them to school and expect them to do household work. They are at the risk of being married off soon.

The academic component of the support to them has begun – the life skills component is likely to get going soon.

Nutrition



Why is the girl's hair not black!

One of the crucial links that is missing and which plays a critical part in the educational growth of children is nutrition. We have been toying with the idea of a school health programme and a nutrition initiative which is able to link up children's health to what they are actually eating.

We have initiated this plan earlier this year. As part of the Clinton Fellowship we are being supported by the American Indian Foundation with a fellow from the USA who has her educational background in public health. Along with Ashoka, we are embarking on a nutrition development programme which will use a carefully evolved toolkit to help children understand nutrition and urge a child to parent communication process which can help parents improve the content of the food they are cooking for their children. We are also embarking on a 'what to children eat' study to help further the inputs that will be required to improve action on nutrition.

Culture and Tradition (and History)



Mandanas on the ground

To build the social sciences component of the school curriculum we are also embarking on another initiative which will document local culture, traditions and history of the local area of Sawai Madhopur and Khandar and evolve modules which can be taught in the schools. This will also receive support by AIF through a Clinton Fellow.

We have already mapped out the diversity of culture and traditions that exist in the local area and will begin researching them. The components we have prioritised are music, livelihood traditions, melas and fairs, and we will also attempt doing a recent history of the past 40 years of the area beginning with the advent of Project Tiger which has had a bearing on the life and times of the people of the two blocks.

Communication



At a community meeting

We have been fairly low key over the past 12 years. We are hoping to change that – not substantially but gradually. We are becoming more active with our FaceBook page, with our website and we shall also hope to make our presence felt in the larger educational community in India.

Communicating what we are doing and how children are finding a new way of learning will add strength to the transparent and accountable nature of our work. It will also give parents and children greater confidence that what they are part of is a grand experiment that is functional and real.

We hope to make a film on GSK in the coming six months and share our work more widely.

Accounts and Administration



Just a picture of a team meeting in the library

We undertook an independent audit of our accounts and accounting and administrations systems in July earlier this year. Though we have been doing our yearly statutory audit we wanted our systems to be cross checked by an independent auditor. We are happy to report that our accounts were found to be in an extremely healthy position. There were of course some points of concern raised by the audit which we have now rectified. We continue to aim to have an accounts and administration system which is transparent and accountable. We tremendously value the fact that the funds we receive are public funds and give to us in extreme confidence. We will do all necessary to ensure that the funds are effectively utilised.

Expenditure over the first two quarters has been below average. But this is a normal trend as very little expenditure happens in the first quarter (April May June) due to schools being closed. The second quarter also sees less expenditures as schools are usually just booting up and it takes them time to get ready for action. (sad but true).

Activity expenditure will pick up in the third and fourth quarter. Planning for the same has already been done.

Board



Pavan with Kalyanji

The last Board meeting of GSK was held in March 2016. The next one is scheduled in October 2016. We have added two new members to our Board.

Dr Sanjana Mohan who is a paediatrician and currently works for Basic Health Services in Udaipur formally joined the Board in March 2016.

Mr Pavan Chandra who has worked in advertising and communications also joined the Board in March 2016.



Dr Sanjana Mohan

For further information, comments and suggestions write to sachin.gsk@gmail.com.