

GRAMIN SHIKSHA KENDRA



Gramin Shiksha Kendra



ANNUAL REPORT

2017-18

Note from the Director

Dear Friends and Supporters of GSK,

Academic Performance

2017-18 was a seminal one in our journey which we began 14 years ago with the first school at Jaganpura. We are now confident of the systems that we have developed to build a conducive and supportive ecosystem for education. It is now developing into a robust system and is ready to take the next leap forward.

Towards the end of 2017-18, an independent assessment of our schools, teachers and our work with the community was done by IGNUS-Pahal, a respected organization in the field of education led by Subir Shukla. This report highlighted our strengths and weaknesses but most importantly validated and corroborated the multi-dimensional approach we have been following which has further encouraged us to take bold steps in the future with confidence.

Over the past three years we developed a mechanism to gauge the involvement and participation of the School Management Committees we have been working with. We called this the Apex Indicator to gauge the performance of GSK. We have believed that communities need to take charge of their schools and education and if the SMCs were functioning well and tracking progress of schools, we knew that the community was taking charge and therefore we were doing well. This mechanism has tracked the significant progress we have made. The number of schools in Grade A (highest) doubled to 14 while those in Grade D (lowest ranking) reduced to 0 from 6.

This then showed up in the results of the Board examination which was conducted by the Rajasthan Board of Education. The proof of the pudding, as the saying goes, is in eating it.

- Class 5 results – This year 87% of the children secured Grade A and none got a Grade C or D.
- Class 8 results – 15 out of 24 children secured Grade B. 3 children secured grade A, 5 children secured grade C and one child could secure grade D.

Finally, for the second time running our schools were recognized as the Ashoka Change-Maker schools by the Ashoka Foundation.

Funds and Utilization

GSK received INR 1.61 crores in 2017-18. These were for the two core programmes – operational costs of Uday Community Schools and Vistaar - our outreach programme. We have been able to use 97% of the funds received in fulfillment of our objectives. We have this year strengthened our systems. Improved out infrastructure and brought in technology and strengthened our monitoring and Evaluation process.

The other two programmes improving Anganwadis and creating Cohorts of Adolescent Girls for a change process had to depend on peripheral funds from the core programmes as they remained unfunded.

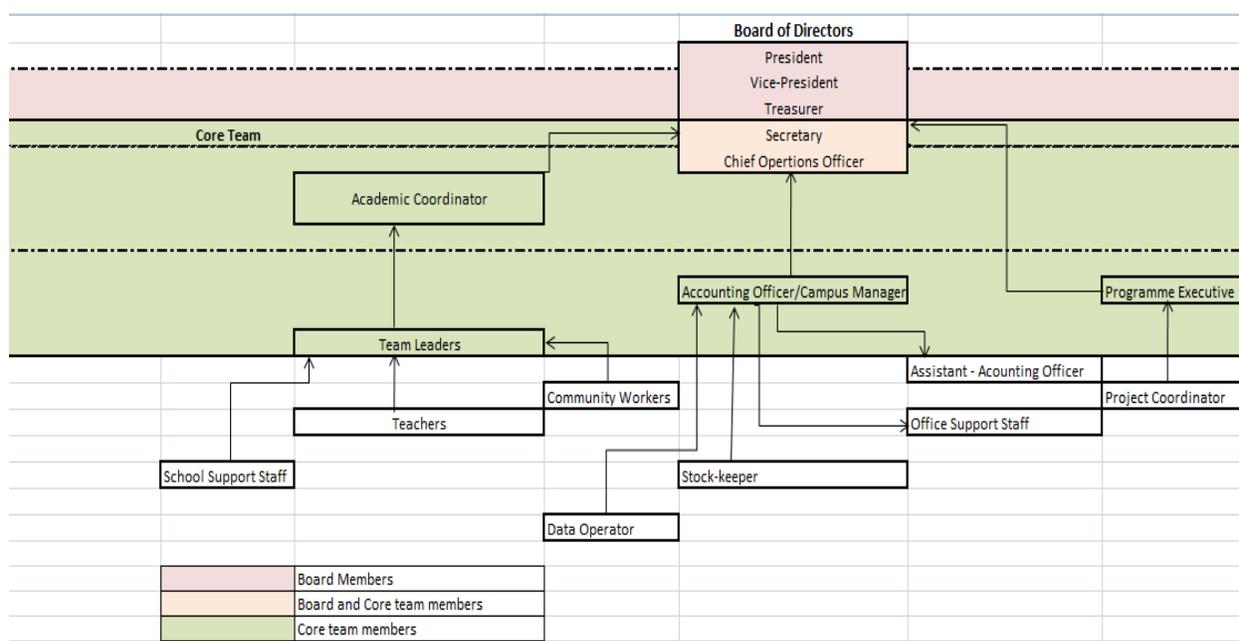
Infrastructure

In Girirajpura, we constructed 3 additional classrooms in our effort to meet RTE norms for class 5. We are still 3 rooms short *of the required 6*.

Jaganpura struggles with its aged infrastructure and Fariya awaits to receive government go-ahead for infrastructure expansion.

Organizational structure

We made changes in the organizational structure by creating positions for Project Coordinators and expanding our Community Team. To increase the efficiency and effectiveness of our programmes we recruited personnel from reputed institutes such as TISS and Azim Premji University. To strengthen our work with the community, we added 3 community workers from the local community.



Partnerships

Basis the evaluation of our operations by Ignus-Pahal, we have offered them a role in strengthening our teacher training work from the academic year 2018-19 and to work with our team to fill the gaps identified in the evaluation process.

The strongest partnerships however continue to be with our financial partners and we acknowledge their backing and support to our endeavours.

Sports

This year too our children excelled in sports. In Handball our girls played at the National level and bagged 2nd prize for the Rajasthan State Team. Our handball team captain, Seema Meena has now graduated and has been selected in the Sports Academy at Jaipur. Sports has spread to almost every village school in Sawai Madhopur and we are grateful to the physical training instructors of the government schools to take this keen interest in widening sports space in the district. Children from Uday schools continue to do very well at the district and state sports meets particularly in Kho-Kho, football and handball.

Co-scholastic

Apart from sports, co-scholastic activities continue to be a part of the schools. Theatre, pottery, carpentry are all regular features in the school curriculum. Creative writing is gaining space and children from both Vistaar government schools and Uday schools are now writing avidly and getting published in Morange; a children's magazine. What is heartening to note is that government schools have also started activities such as creative arts, writings, and sports as part of their routine.

Kilol

The annual festival of education Kilol wherein the village celebrates education is evolving into a village event which increasingly reduced participation of GSK. 2 villages organized Kilol's this year with almost all the responsibility being taken up by the village community.

STEAM Labs

Our STEAM initiative, which comprises a well-equipped science laboratory with separate physics chemistry and biology laboratories along with a mathematics and technology unit, and an arts and humanities group was established last year. Last year 17 government schools have utilized the services and the facility and have been highly appreciated by teachers, parents and the community. A total of 1334 children participated. In 2018-19, we aim to extend the outreach of this programme to 50 more government schools in the catchment area of Fariya and Jaganpura.

Computer Shiksha

With a view to introduce information technology our computer literacy programme at Uday School, Fariya received huge support from the parents. 60 students and 12 teachers have been trained in MS office and Paint. In 2018-19, we intend to start the programme at Jaganpura and Girirajpura as well.

There is a lot more to do as we brace ourselves for 2018-19. I take this opportunity to thank the wonderful team of GSK which has relentlessly pursued the quality goal in everything it has done. We have a far more diverse team now at GSK with managerial, research and implementation capacities.

We are grateful to you for all the support that you have put into our work and the confidence that you have had in our abilities. On behalf of the GSK team and the communities and the children of Sawai Madhopur, I once again thank you for your confidence in us and look forward to your continued backing and support.

We welcome you to visit Sawai Madhopur and become a part of this challenging initiative.

With regards

Pavan Chandra

Chairperson



About Us

GSK is the outcome of thoughts, ideas and good practices adapted and applied from knowledgeable practitioners in the field of education and its founding members. We believe that education should be imparted to ensure that children are able to flourish into confident people and they make informed decisions towards the betterment of the society in which they live in. It is only through a combination of academic and co-academic activities in school (with no separation from the academic courses), will children unfold holistically and become productive, responsible citizens in the world. Uday schools are education centers where students have fun while they learn. This fun captures the thrill of true learning i.e. the curiosity, the passion, the connection, the effort, the sharing and the ownership. Once successful, GSK's ambition is that this model will be replicated in all government schools.

By working with every element of the ecosystem of education, GSK hopes to pioneer a movement that revives people's confidence in public education, makes it more relevant to people's needs whereby it becomes the strength of the community.

A Brief History

Gramin Shiksha Kendra is a Non-Profit Organization situated in Sawai Madhopur district in the state of Rajasthan. The idea Gramin Shiksha Kendra was born in 1995 and was registered as a society under the Rajasthan Societies Registration Act, 1958. The idea of institutionalizing GSK emerged from the community to enable the coming generation of the area with the needed capacities to take on the challenges of life and livelihoods. And collectively we all thought of initiating a school education programme for ensuring quality education to the children living around the Ranthambhor National Park.

We started our school journey; the Uday Community School through the introduction of children and village community of the nearby villages under the acacia tree in the year 2004 in Jaganpura village. After which the school was established on the land donated by the community. Since then it has been working successfully with two more Uday Community Schools in Fariya and Girirajpura since 2009 and 2014 respectively. The schools were established on demand of the community of providing quality education for their children.

Our work area encompasses primary and middle school education, pottery and carpentry for internal autonomy and self-initiative, democratic and secular ideas in children through magazines (Morange) and other such creative medium. In the past years, Uday Community Schools has become a name to reckon with in the field of quality education for children of marginal communities around the Ranthambhor National Park. The schools have exhibited themselves as Centers for Quality Education accepted and appreciated by the communities and the government. This model encouraged the communities to envision and demand the similar quality education from the government schools.

To begin to change the same, our outreach programme - *Vistaar* (Expansion) was initiated and expanded in 62 government schools in the villages located around the Ranthambhor National Park. The idea was to work on all the aspects that impact the quality education and bring about a change. Hence, we are stimulating the idea of quality education that every child should have access to. Through this we have been of help to the living communities, government, educationists, other organizations and academicians to foster, learn and understand the aspect of quality education.

VISION:

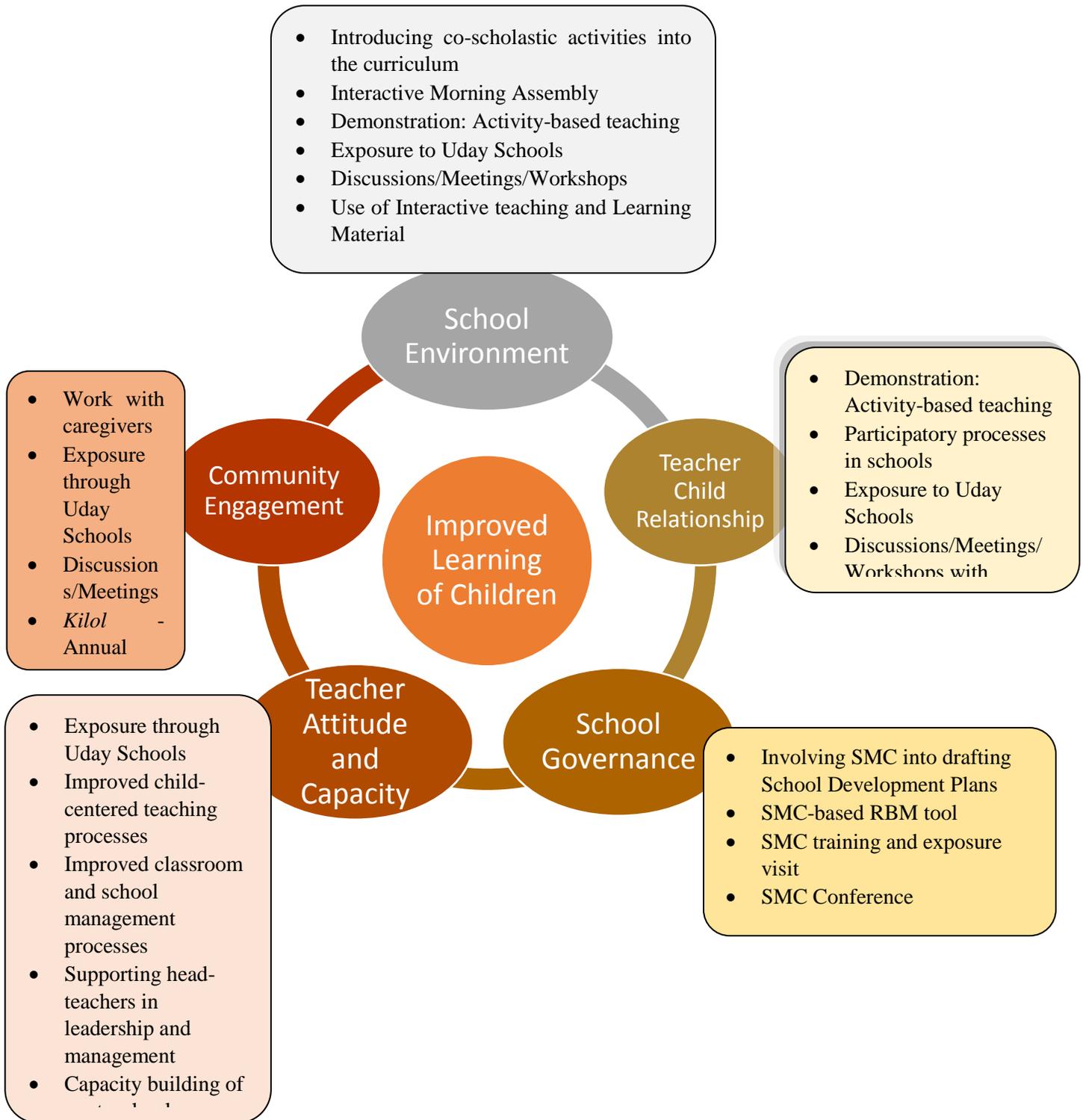
Thoughtful, supportive and sensitive children will create a world which is sustainable, less inequitable, mutually supportive, which believes in peaceful coexistence, while recognizing and celebrating diversity and culture.

MISSION:

Education will set children free and help them be curious, supportive, sensitive, thoughtful, aware, open to learning and can take on responsibilities and fulfill them.



Theory of Change:



Our Approach

When communities demand quality education the government school system becomes accountable and can function to its full potential. GSK believes that communities can lead such change and we intend to provide them confidence and information for getting themselves actively engaged in the process of Change. Based on experiences in the education space, GSK has defined its role in four key areas:

1. **Activate and Empower SMCs**
2. **Demonstrate Quality Education to Parents**
3. **Equip Teachers with Effective and Tested School Management Systems**
4. **Instill Confidence in Children by Providing Them All Round Exposure**

1. Activate and Empower SMCs

SMC's: Demanding and Driving Change

School management committees are powerful bodies that have been mandated to oversee the functioning of schools under the RTE. However, in practice, they are either not functional or if they are, they are not effectively used by communities due to lack of awareness of its role.

We aim to make these SMCs *aware*, increase *participation* of parents, *demand* requisite infrastructure and quality education, *monitor* school functioning, teachers' performance and *assess and discuss* children's progress.

Impact: *Ganganagar, the community that moved mountains to get their school back*

In 2017, at the opening of the academic session, in a bid to rationalize the number of schools, the government decided to merge two schools of Sukhwas and Ganganagar, 4 km apart from each other. The reason given was low enrolment. The real reason was poor quality of education and mismanagement in the Ganganagar School that led to the students moving to private schools in the hope of better education. Realizing the difficulty of sending their wards to another village and losing an important institution from their village, the Ganganagar community took the onus of bringing their school back.



The Uday Vistaar initiative provided support to the school. On their suggestion, the parents struck-off the names of their children from other schools and brought them back to their own village school. As there was no appointed teacher in the school, the parents appointed youth members from the village to teach their children in the abandoned school campus, so as

not to discontinue their education. During this situation of non-availability of teachers, the Vistaar team also provided services to the school on daily basis. The community continuously kept pressurizing the government to revoke their decision of closing the school. Finally, after nearly three months of efforts, the administration accepted the demands of the community to reopen the school in their village and appointed a teacher. The enrolment in school has now reached to 90. Almost all the parents in the village are sending their children in the government school and promise to ensure the quality education for their children.

The community of Ganganagar village, through their courage and determination, has not only saved their school from getting merged with the nearby government school but have now taken the baton by themselves to ensure quality education for their children.

Impact - Ajeetpura, - Making Teachers Accountable

Gramin Shiksha Kendra organized SMC *Sammelanat* Bodal where the roles and responsibilities of School Management Committees were discussed with the SMCs of all the schools covered under the Vistaar programme. The discussions and experience-sharing by other SMCs inspired the SMC members of the government school of Ajeetpura and they reached their school on the very next day to assess the situation. Amongst other things it was found that one teacher was consistently late in coming to school. The SMC questioned the teacher and though the teacher had a few excuses, the SMC was unwilling to take them.

The SMC was quite clear that the first process of change would be making sure that the teachers began coming to school regularly and on time. The SMC gave him an ultimatum and under pressure from the community, the teacher has now bought a motorcycle to commute to school. He is now on time each day and more importantly, the SMC has realized their power and their responsibility in making the school function properly.

Impact -Women taking charge of the SMCs

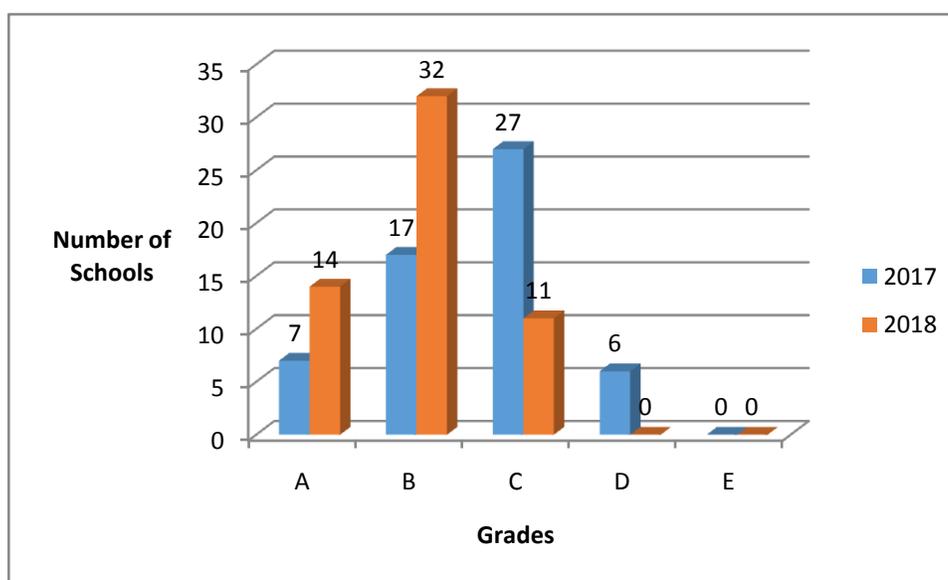
Gramin Shiksha Kendra emphasizes strongly on the participation of women in the school-related affairs and organizes School Management Committee (SMC) Conferences every year. Earlier, there was a meager participation of women SMC members where only 2-3 women would show up. In the SMC *Sammelan* (SMC Conference) held in 2017, we witnessed a rise in the participation of women, where 30 women and shared their experiences and opinions about education in public. We see this as an important development and the role that women play both as members of the committee and mothers is helping change their perception about themselves, about their children, about the schools and about education.



Some Statistics on our work with SMC's

GSK's RBM tool has mapped out and graded all 60 SMCs in terms of their functioning, participation of parents specially mothers, facilities in school, teacher monitoring and evaluation.

- 100% of the SMCs are functioning.
- There has been a significant improvement in the functioning of SMCs in comparison to the same in the previous session. [Ref.: SMC assessment through RBM tool by GSK]



- Number of SMCs in grade A (best functioning) was increased from 7 to 14 and in grade D decreased from 6 to 0 in the session, where SMCs are holding government and teachers accountable and demanding proper infrastructure.
- 85% parents raise issues in SMC and parent's meetings.
- 86% of SMCs conduct regular monthly meetings.

2. Demonstrate Quality Education to Parents

Parents understanding the benefits of Quality Education

Dysfunctional government schools inspire no confidence in parents, who resort to enrolling their children in private schools of dubious quality and often see little improvement in their children's learning abilities and all-round development.

GSK's task is to *demonstrate* what quality education can be and how children regardless of their background, are able to learn and develop to their full potential, increase parents' *involvement* with teachers, *experience* GSK centres of excellence. To this effect, GSK has set up 3 schools (in Jaganpura, Faria, Girirajpura villages) that serve as centres of excellence. These schools impart education using child-centred processes in multi-level and/or multi-grade classrooms, and continuously and comprehensively assess children's progress that ensure interest and improved performance in academics and co-scholastic activities such as sports, pottery, carpentry and creative arts & writing.

Impact -Communities taking charge of the schools

The focus of GSK's work is to enable the communities demand quality education and we are beginning to see the communities understand the nuances of quality in the education. These communities have started helping their schools in provisioning the right environment for education.

The community of Kunderavillage donated fans and a water cooler to their school. The community from Mukund Pura contributed in the form of installing a main gate and got the toilets repaired in the school premise.

The classrooms of Uday School, Jaganpura were damaged by high speed winds and the community pitched in to repair the roofs.

In Girirajpura, the community took the responsibility of getting the classroom constructed. In this process, they also contributed in the form of 'Shram-daan (contribution in the form of labour)' for construction of the classrooms.



Impact -Uday Schools - providing a nurturing environment to children

The Superintendent of Police of Sawai Madhopur enrolled his 3 years old daughter Ananya in Uday School at Sawai Madhopur. She remained there for a year, where she used to play, sing, dance and learn through various activities. Ananya loved the environment in the school. She enjoyed being in the company of her teacher and other children at school.

The next year, her father was transferred to another district. In the new location, there was an altogether different environment in the school. Ananya felt lost in this new environment and was reluctant to go to school. Her father had to often make her talk to the Uday teachers on the phone, hoping to convince Ananya to start going to the new school happily.



This maybe Ananya's story but demonstrates the need and importance to make the school a happy and loving place which makes children want to go to school. The school is not a scary evil space as is made out to be. It also shows the children are happy to learn and enjoy while they learn.

Some Statistics of our work with Parents

- We have been working with the parents' community from 62 government schools enabling them to remain informed about the performance of their government school.
- 129 mother meetings were conducted in this session to give the women confidence to get involved in the education of their wards.
- In 91% of the schools, parents make regular visits and observe the environment in the schools.
- The percentage of women raising issues in the monthly SMC meetings rose from 63% in 2016-17 to 88% in 2017-18.
- In 86% of the schools, parents have reported irregularities, if found in the schools to the officers.

3. Equip Teachers with Effective and Tested School Management Systems

Teachers taking ownership and learning a new pedagogy

GSK teachers reach out to share learning from the *Uday schools* to 62 government schools in the Vistaar programme.

While pressure from SMCs and parents can help in monitoring teacher's activities, they also require continuous training and enhancement of capacities, outlook and teaching pedagogies.

GSK assists them to adopt progressive methods of *school and classroom management, planning lessons* in line with the curriculum; introduce *child centred learning processes*, develop and use *teaching learning material*, undertake *continuous and comprehensive evaluation*, create and *strengthen SMCs* and introduce the idea of democratic functioning by *setting up student bodies* called Bal Panchayats.

Through our outreach programme *Vistaar*, we work with 60 government schools in the area supporting the teachers and head-teachers in effectively running the schools. Through STEAM initiative, we also aim to improve the pedagogy used in Science and Maths teaching in the government schools. We are also planning to develop modules for introducing local arts and culture as part of the curriculum in the government schools.

Impact - Adopting Schools

Under the Adopt a School programme, GSK teachers took over the operations of 2 Government of Rajasthan schools in Bodal and Sawai Madhopur city between 2011-12 and 2016-17. Applying all systems developed in *Uday schools*, GSK has been able to hand over these schools back to the government teachers, who now have the full confidence of running them efficiently.

Impact -Manju Sharma, learning a new way - and now advocating it.

Government school teachers are trained in a standard way and follow the traditional class room practices where the children are usually on the teacher either on the blackboard or on the chair and all children following a common class. Manju Sharma was no different. She had little exposure to any other form. The Vistaar programme helped change that. Through class room demonstrations the Vistaar team exposed her to the multi-level multi-grade system and the use of carefully designed teaching and learning material. While it was a big change for her, she noticed two important changes by doing this. She found that the children were far more attentive when she was speaking with them, using teaching and learning material made it so much easier to communicate with the children and most importantly she was able to see a major change in the learning levels of the children.

The best part however is that she is now sharing these ideas with other government school teachers.

Impact -SharifaBano, Changing the Education Ecosystem.

SharifaBano is the head-teacher of Government School, Bodal. GraminShiksha Kendra adopted the school in the year 2012 for five years.

Initially she was reluctant to the methods of building a child-centric environment proposed by GSK but slowly she began to understand its importance and began supporting the Uday pedagogy.

Gradually, she also started to involve parents and School Management Committee in all school related matters. As the school was getting limited funds from the government, the maintenance of toilets and water facility was also an issue. She encouraged the parents to support the school financially which the parents appreciated and agreed to.

While many schools do not wish to involve the parents in running the Mid-day meal programme at school, Sharifa asked parents and SMCs' assistance to keep an eye on the procurement and quality standards of the meal.

The school is now witnessing regular monthly SMC meetings with a pre-decided agenda that is followed by proper documentation. Today, Sharifa shows the confidence of running her school effectively without being dependent on Gramin Shiksha Kendra.



It's not a surprise that the school shows 100 percent enrollment. Over 90% regularity and a 100 % enrollment and more that 80% regularity of children coming to the Bodal Anganwadi which is adjacent to the school – all set to make it to her school in the next couple of years.

Some Statistics on work with Teachers:

- GSK has conducted 185 trainings and workshops for teachers across 60 Vistaar schools.
- 100% schools are asking for guidance from GSK teachers to conduct CCE.
- GSK's involvement has led to most government school teachers in making use of TLM and making their classrooms generally more interactive than usual. [Ref: Study conducted by Ignus ERG)
- Some teachers said that they now talk amongst themselves about their students' learning in their free time as well. [Ref: Study conducted by Ignus ERG)
- Vistaar schools are regularly using libraries provided by GSK.
- 84% school teachers have started using GSK's school management systems
- Through STEAM programme, we are working with nearly 35 teachers from 17 government schools to demonstrate research-based teaching in Science and mathematics.
- Better teacher-child relationship as teachers participate in activities such as sports, maintaining cleanliness, songs, and other co-scholastic activities.
- They have started to sit on the ground with kids.
- Corporal Punishment has become rare in the government schools.
- Activity-based pedagogy is being followed in classrooms.
- Use of Teaching and Learning material becomes prominent in the classrooms.
- Increased number of co-scholastic activities involved in the school curriculum: Teachers have appreciated the idea of activity-based learning and few of them are practicing it in their classrooms.
- Government teachers have started participating in the morning assemblies and cleanliness activities with the children.

4. Instill Confidence in Children by Providing Them All Round Exposure

Children taking charge of their destiny and following their dreams

Gramin Shiksha Kendra works with the most disenfranchised communities in one of the most backward areas of Rajasthan. GSK's work has proved that children can and do learn if provided the right stimulus and opportunities. We aim to instill the *values* that will hold them in good stead and enable them to take their own decisions in life with *confidence*. Apart from giving them a *strong grasp* on each subject to improve academic performance, GSK also exposes them to *co-scholastic activities* like sports, pottery, carpentry, theater and creative writing and arts.

Impact -Seema, the girl who redefined her own fate.

Seema belongs to a poor family dependent on the farming. Her mother works as farm labour. Her father on the other hand is alcoholic and spends this hard-earned money on his poor habits and often engages in arguments and fights with other family members.



In this environment Seema received the support from GraminShiksha Kendra and since then, despite her family protesting against her education, she has continued her studies in Uday Community School, Jaganpura. She also excelled in sports and is currently the captain of the Rajasthan Under-14 Girls' Handball Team.

When her parents forced her to get married this year, she protested child-marriage and asked for the support from her teachers, other NGOs and the District Collector. This was widely reported in the local media. In the end, her parents had to give-in. Seema was back to the Uday School. Impressed by the courage of Seema, the District Collector has decided to adopt her as daughter and has assured of financially and morally supporting her education. This year, Seema took admission in the Sports Academy at Jaipur and continuing with her education in grade 8.

Impact -Meghraj...flying high.

Meghraj, the eldest among his siblings, was brought up by his father who is a small farmer in the area. Meghraj does not have a mother and has a sibling who is differently abled. His father was determined to ensure his children received a good education. The father's struggle gradually transformed the children, particularly Meghraj, into being more responsible and together with his three siblings he completely devoted himself to education and kept working to earn for a living.

Meghraj graduated with extremely good grades from Uday Community School and went to complete his studies further and graduated in science. He also had interest in theater and sports, where he played at the national level.

After graduation, Meghraj volunteered with GraminShiksha Kendra and few other NGOs, helping the village communities and the younger children in the school and his village. He applied and was accepted as an 'air-man' in the Indian Air Force and is currently a part of the 'Garuda Force', a special force created for safety of the national air bases.



Impact -Priya Meena and Manraj Meena, they dared to reach for the stars.



Priya and Manraj Meena belong to farming families close to Uday School in Jaganpura. Priya passed grade 5 from UdayCommunity School, Jaganpura in 2008 while Manrajpassed grade 8 from Uday Community School, Jaganpura in 2009.

Both followed up on their education sincerely and the main learning they took with them from Uday was their ability to be ‘self-learners’.

Because of this supportive environment at Uday Community Schools, they both cleared the advanced level of JEE in 2017.



Impact -The Theatre team that followed their passion

A team of 14 children from Uday schools participated in National Nascent Drama Festival organized at PauriGarhwal in 2007. The team enacted ‘Ali Baba ChalisChor’. There was no age-limit on the participating teams and our team members were the youngest of them all.

This team left their impression on all the participants and judges and finally stood runners-up in the event.



Impact -Sports in Uday - new and powerful for the area



Ranwal is a village situated 2 km away from Uday Community School, Jaganpura. Many of the Uday graduates (class 8 students) take admission in the Government School of Ranwal in grade 9.

Earlier, like many other government schools, there was no participation of children from the government school of Ranwal in any sports event. For the past 5 years, the handball and football teams of Ranwal in under-17category are not only participating at district level but also getting through into the final rounds.

TheHandball team of Ranwal has remained the undefeated champion at the district level since the lasttwo years.

Impact -Lakshmi never gave up and neither did GSK

Lakshmi was a mentally challenged child in the Government school in Sawai Madhopur. She was left by herself in class and never really attended to by the government teachers. We were told that she would never be able to read or write.

Our teachers provided a fear-free learning environment in the school, where the child gradually started to speak-up. By forming the sub-groups within the class as per the learning levels of the children, teachers paid attention to Lakshmi's learning level. The school also provided her environment such as sports or morning assembly, where she could mix-up with other children.

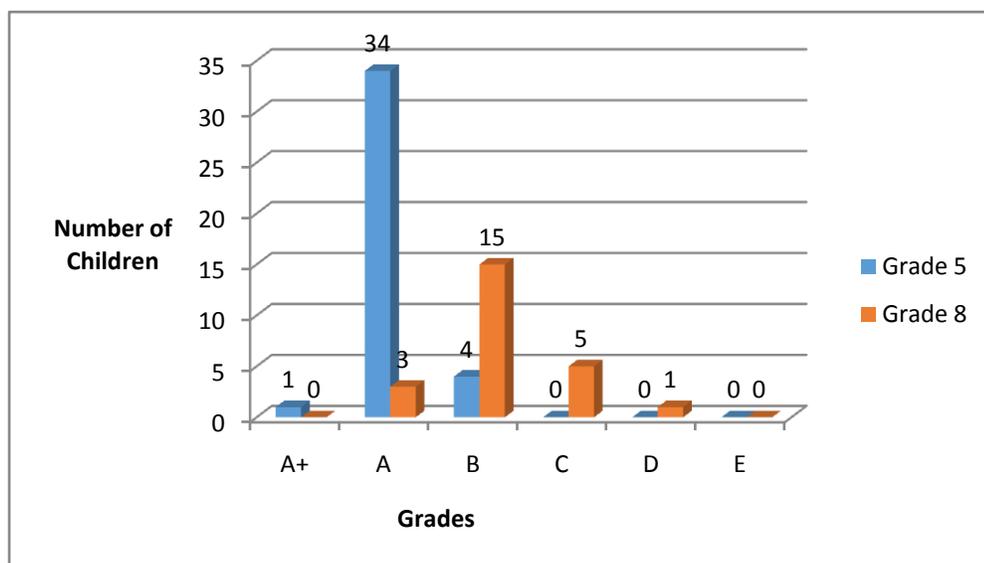
Today, Lakshmi can read and write in Hindi, perform standard mathematical operations and is at a healthy average level in other subjects. She also leads songs and poems in the morning school assembly.



Some Statistics of our Work with Children

1. Children at Uday Schools

- An increase from 40% attendance to nearly 80% regularity, over the last 14 years, has shown that the community, parents and children are positively experiencing the environment that has been created around these centres of excellence.
- 100% of Grade 5 students in Uday Schools are having foundational skills of reading and arithmetic, as compared to the national figures where only 76.6% of the youth (14-18 years) can read Grade 2 text. [Source: ASER Report 2017]
- 0% failure rate at Grade 8 and 10 levels.
- Drop-out rate has been reduced to 0% from almost 40% from Class 8 to Class 9.
- 100% of the Uday alumni are continuing their higher education (post grade 12). This contrasts with the national record where nearly 60% of the children aspire to pursue higher education. [Source: ASER Report 2017]
- The teacher-pupil ratio has been maintained at 1:20 to ensure development of each child at his/her own speed.
- Use of bad language amongst Uday children is nil, they show an exemplary attitude towards their environment, natural resources.
- In 2017, 2 Uday graduates cleared the advance level of IIT exams.
- 100% participation in co-scholastic activities like creative writing, arts, assembly, pottery, carpentry, stage performance and theatre activities.
- 3 Uday school girls have excelled in Handball and play at State and National level teams; 1 girl represents the state team in Kho-Kho; 1 boy represents the state team in Football.
- 2 girls and 1 boy from Uday schools took admission in the sports academy.
- Over 60 children from Uday schools have played at the State/National level.
- CCE has been the norm to measure and chart out the performance of all children even before it was mandated by the RTE act.



2. Children at Vistaar schools

- Vistaar schools have witnessed a change in the environment which is becoming more child-centric.
- Sports are becoming an essential component of the usual school routine.
- Over 80 students have been selected in district, state and national team teams of Kabaddi, Handball, Kho-Kho, Football, and Athletics.
- Our baseline and end-line assessment results show that in the session 2016-17, there has been an improvement in about 15 percentage points in the overall score of the children in 60 schools.

Other Programmes:

Umang - Breaking Free:

GSK Umang initiative works with adolescent girls to empower them and to enable them to respond to real life situations in positive and responsible ways. With the help of Ashoka Foundation, we piloted the Umang Programme with 29 adolescent girls at Jaganpura resource centre in 2016-17 because of which, they all cleared grade 9 exams and appeared this year for grade 10 board exams.

In this year, we worked with the same girls during the winter break till the closest range of the month to their board examination. All the girls were confident enough to clear these exams and continue their education. As desired every girl except one passed with decent grades i.e. above 50%.

These numbers of girls have developed a positive attitude leading to a responsible behavior, mainly at the parents and community at large. We are now aiming to launch this initiative to other villages/Gram Panchayats in Sawai Madhopur, such that every village in Sawai Madhopur would have 5-6 girls who will act as the role models for the entire village community.



Tarang - Anganwadi Programme

Over the years, we have discovered that the youngest children between the age group of 3-6 years should not be only regarded as a matter of parenting at home. Infact, it was observed that much of the care at home was undertaken by the elder siblings (as parents in the villages spend much of their day in agricultural land), due to which the elder siblings own schooling was unattended. On the other hand,

many studies show that early childhood education can greatly increase the cognitive abilities, leading to overall development of a child.

We have already been working with government anganwadis at Housing Board and Bodal village. The success achieved through the project led us to start working with two more government anganwadis - Katar and Fariya, from this year onwards, where the focus remains the same, i.e. on Early Childhood Education (ECE). These Anganwadis are near Uday Community School, Fariya. Both the centers operate for 5 hours every day and in the premises of government school building.

We started working with Housing Board Anganwadi in the year 2012. This year, the centre was recognized as the Model Anganwadi in the district.

Through this programme, we have been able to educate the wider community about the learning and development of a child. Particularly at this age, parents view early care and education for



children as less likely to be of any educational consequence. Through this initiative, we have tried to develop both centre-based and home-based systems by putting our efforts to engage parents, especially the mothers, through our home visits and discussing on parental education, health and nutrition with them.

Through this initiative, we have found some effects on parenting knowledge and child development. The class sizes and child-teacher ratio has been (20:1) to address children's development needs in all the domains. We are working in language development, early literacy and early math. All this is done through learning activities. The curriculum is provided with a balance of play and structured activities that support a child in all development domains. While we nurture these skills, we make sure to always inculcate child's nature, background and the primary learning environment from which she/he belongs to. Mothers have been a key constituent of the program as the child spends maximum time with her. Hence, a regular monthly meeting (once in a month) has helped us to sensitize them in their child's education and overall development. Their participation has even helped us knowing their child.

We are witnessing good results in Katar and Fariya anganwadis. Before starting the program, the student enrolment in total was 47 but only 19 students were regular in both Faria and Katar Anganwadi villages.

This was because most of the times these Anganwadis were non-functional. Now, almost all the children come to all the four centres on regular basis.

The pre-school education is divided into two groups -Pre-I and Pre II. In both the groups, emphasis is laid on oral learning. Children are immersed in activities that focus on motor, language, personal/social and learning behaviors. We have seen behavioral changes in these children such as they are always excited to do the activities and ready to learn. In the Pre II-group children are equipped in recognizing and defining, different colors, fruits, vegetables and more. They can do categorization of these things and present their learning through movements, dramatics or play time.

Meetings with the mother have always been on the agenda before the adoption of the program but it was merely on papers. With our intervention, we made sure that these meetings take place once in every month. This is to create an opportunity to share the learnings of the child equally.

While the basic educational benefits of preschool (such as language learning, motor skills, early literacy and numeracy are tangible, the focus is also towards life-long learning for the children to be effective learners by encouraging holistic development in them through peers, their immediate environment.

Computer Shiksha - Computer Literacy Project:

GSK started a computer literacy programme in Fariya for delivering an automated course to all students. This programme consists of 2 modules - Basic and Advanced– for 32 weeks & 30 weeks respectively. 2 classes a week are held for each student and covers- learning parts of a computer, using MS Paint to draw, naming and organizing files, word processing & formatting, using spreadsheets and presentation skills, internet applications for browsing & searching and E-mails.

STEAM

In March 2017, we established a STEAM (Science, Technology, Engineering, Arts and Mathematics) laboratory to initiate STEAM project with the government schools. In Phase 1 of the project, we worked with 17 government schools in the catchment area of Bodalto improve the pedagogy used in the government schools. Through this initiative, we also intend to introduce local arts, history and culture in the curriculum in government schools.

The laboratory also acts as the resource centre for the government schools in the area for learning the teaching processes in the subjects such as science and arts - language, social science, etc. Apart from the STEAM lab visits to give an exposure to children through practical experiments, this year 2 science exhibitions were conducted to acquaint the community with educational innovations through science

experiments. We plan to start the similar STEAM laboratories at other two resource centres - Jaganpura and Fariya from this year onwards.



Kilol

Kilol is an annual educational festival facilitated by Gramin Shiksha Kendra and organized by the school community. Kilol is the celebration of education in the village. It aims to bring the school and its community together to celebrate education and make it a joyous occasion. Kilol is an annual event and has been on since 2004 in GSK schools. In 2015-16, the first Kilol was held in a government school. In 2016-17, the Kilol idea was spread to 5 government schools and communities. This year, two more Kilols were organized where more emphasis was put on parents' community's involvement at Sawai Ganj and Paadli village, where the community and government teachers took greater responsibilities and played a vital role in organizing this event. All the stakeholders were engaged in a fun-filled way and pre-occupied in the process of learning, sharing and exhibiting one's work. The community members, children and the teachers all enjoyed the event and marked the day on a happy note celebrating the education in their school.

We envisage that schools and communities will allocate one day each year to celebrate education and jointly organize a Kilol each year.



OUR MAIN ACTIVITIES IN 2017-18

Since the inception of the programme, we have evolved a set of contextualized activities which are relevant to the government schools and the communities associated with them while keeping in view the learning levels of children.

CREATIVE WRITING WORKSHOP:

The creative writing workshop was organized at GSK's two resource centres, Uday Community School, Jaganpura and STEAM lab, Bodal. Resource person Mr. Prabhat facilitated this workshop. 149 children from 27 schools participated in the writing workshop. The main objective of this workshop was to develop the creative thinking, imagination and writing skills in children. The workshop was not only about writing down words in a order to create particular effects but to communicate, express, persuade, question, teach and to synthesize. Here the children supported their big ideas with the help of varied examples. Children tried to prepare the short stories and poems in a group activity with their imagination and creativity. The workshop was a generative time of the day with children actively involved in creating their own texts. The children made themselves responsible for their own learning.

HEAD TEACHER LEADERSHIP CAMP:

The Head Teacher Leadership was organized with the head-teachers of 62 government schools covered under Vistaar programme between February 21st and February 23rd, 2018. Mukesh Bhargawa and Avnish Yadav from IGNUS team facilitated the workshop where the focus was on improving the leadership capabilities of the head-teachers for the school development. There were total of 33 participants in the workshop. The training was largely focused on the centrality of the role of head teachers in school improvement and school effectiveness to enhance the head-teachers motivation, interest and commitment. The workshop also focused on developing the head-teachers professionally as pedagogical leaders so that they can contribute effectively in the whole school improvement initiatives.



To make them understand the concept of school leadership and management was vital, so that they can contribute effectively for the overall development of their respective schools. On the last day of the workshop every Head teacher created and shared their School Development Plan which helped them to reflect critically on their current practices especially on their existing relationship with parents and community and hence maximizing parental and community participation in the schools.

EXTERNAL EVALUATION:

We invited Ignus-Pahal to evaluate all aspects of our programme thoroughly and present a report to us validating our approach and identifying the gaps in our work in the current scenario. The sample set of three Vistaar schools (intervention group) and three Non-Vistaar schools (control group), and all the three Uday Community Schools was selected for the evaluation process. The programme was evaluated on the four pillars i.e. teachers, Children, SMC, and community of the education space.

The result shows that the stakeholders of Uday schools are performing better than Vistaar schools which in turn are in better condition than the Non- Vistaar schools.

Vistaar schools have shown improvement after the intervention of GSK team. Children of Uday schools have confidence and speaking



skill but there is a need to work on their writing skill. This evaluation has been helpful to understand the gaps and loopholes to step ahead for better improvement and reinforce the strengths for GSK's growth.

The plan for the next session has been developed to address the challenges identified through the evaluation process.

AWARD DISTRIBUTION:

On Republic Day (26th January 2018), government teachers, students, and SMC members were rewarded for their efforts, best performance and contribution towards enriching the quality education in their respective schools. Total of 11 government teachers, 44 students and 7 School Management Committees were awarded. The awards were distributed for the outstanding contribution in their different realms and the impact that teachers, students, SMC have made around each other.

CAPACITY BUILDING WORKSHOP:

Teachers' trainings were conducted in a uniform way throughout the year. It was held at the beginning of the session for a month (May-June), 10 days in October and during the winter vacations (December) for 15 days. Monthly workshops were also organized which are basically learning and sharing ground of experiences, activities, pedagogical content of different subjects, success stories, and challenges which teachers and school live through in a month. The workshops were also platforms for reviewing the past work and improvise the future activities accordingly for getting better results. The training sessions were supported in a fun-filled way with personal, day-to-day examples, games, and activities. The workshop was designed in such a



way that the teachers place themselves in a continuous process of professional evolution, generate new skills and capabilities within a holistic, practical and applicable context. The workshops were a hands-on interactive session with various activities from the well-known speakers. The trainings were mainly centered upon:

1. The pedagogical approaches i.e. teaching, learning, learning materials, learning objectives, planning and assessments in relation to the different subjects and groups i.e. (Anganwadi, Primary and Upper Primary)
2. Constant review of the work and reflection
3. Life-skills – enabling teachers to practice healthy behavior for a constructive environment.
4. Head Teacher Leadership workshop
5. Science Workshop - Problem based learning approach
6. English – English Programme has been carried out as an Action Research. This programme has been put into action since 2015. The objective of this programme is focused not only on the procedures of English teaching but enhancing cognitive linguistic proficiency among children. With the teachers, we

have been practicing this weekly through English Learning Session to build familiarity with the language and emphasize on the regular exposure to a variety of meaningful language inputs.

Apart from these, the resource teachers had also undergone 10 days residential workshop on applied behavioral science conducted by ISABS in Lucknow.

The community team also participated in a 4-days workshop conducted by Society for Sustainable Development, for understanding Panchayati Raj Institutions and strengthening our work with them.

CHANGEMAKER SCHOOL

Our Uday schools were re-elected as the Change-maker school by Ashoka Foundation for the second time in a row. The re-evaluation process was done to ensure the quality of the Change maker school over the years. The evaluation gave us an opportunity to step back and reflect on the school's impact, the school's positive aspects and the areas of improvement.¹²

SPORTS:

Along with the academic subjects, we have always considered and emphasized on the Sports as an integral part of the curriculum. A sport is an education, where a child is always able to initiate her/his own actions. We always provide the required impetus from the elementary schooling which thereby contributes towards transforming children into sensitive, assertive and confident individuals.

In this year, Uday school children participated in Handball, Football, and Kho-Kho at the state level. We achieved success in all the games. Handball was also exhibited at the National Level by our team, where we secured second position.

During Diwali and winter vacations, one-week long sports tournament for children was also organized. In this camp, children were part of different sports such as Football, Kabaddi, and Kho-Kho. All this achievement



is a great vehicle for the team and us which instantly brings us into the limelight. Inclusion of sports in the education curriculum ensures that we develop the child's mind and body and we teach courage, dependability, honesty, perseverance and self-discipline. This provides important developmental experiences for children, not only through increased competence in performance but also personal growth and responsibility. Apart from all this, one will always find the children on ground after school hours as they opt for it and always try to explore a new paradigm in understanding the equation between the human relationships.

<https://www.thehindu.com/todays-paper/tp-in-school/ten-changemaker-schools-recognised/article7649212.ece>

¹<https://www.indiatoday.in/education-today/news/story/10-schools-recognised-as-changemaker-schools-262753-2015-09-14>

Seema, the girl from Uday School- Jaganpura and who has represented the district Handball team earlier, has been selected and enrolled in the Sports Academy at Jaipur this year.

HEALTH AND NUTRITION

In most of the situations, we see that both the parents are working. The family support system sometimes exists and sometimes doesn't and there are nutritional issues attached. We have been constantly working on this over the year, laying hold of BMI (every month for children studying in primary grades and once in three months for children studying in upper primary grades). By doing this carefully, we encouraged the same to the community and parents, so that it can have an influence on the food cooked and consumed in the homes of children. We still find families who are addicted to tobacco and children also get exposed to the same. This complex factor affects the nutritional status in children. Counselling of the children and the village community has been done constantly to quit tobacco and understand the significance of a balanced diet.

Also, in the month of March 2018, GSK and Yatra foundation jointly organized a dental and medicine camp, where the specialists discussed measures to improve health and personal hygiene with children and teachers.



SAMAGAM by PRADAN

In the month of April 2018, we participated in an event by the name of SAMAGAM organized by PRADAN at Siri Fort Auditorium, New Delhi. Here, we engaged ourselves by exhibiting our work to the other civil society organizations, government and the donor community. We even got a chance to see the varied and wonderful work being done by the other organizations. This was learning and sharing platform where we got the opportunity to explore the multidimensional practices and some bewildering practical ideas.



COMMUNICATION

GSK plans to become more visible, in the education communities nationally. Being more active on social media, will bring attention to the new ways in which learning among children is fostered and nurtured. Also, the visibility on various platforms, about GSK's work, will enhance the credibility of the programme in the eyes of its students and parents. We will share our work through a film, planned in the near future.³ Recently, we documented a video about our work and explained the same with the help of storytelling; about what we do and why we do it.

WATER RESEARCH

Samerth, an organization instituted in Jharkhand conducted a preliminary water research in Anandipur and Girirajpura village in the Tonk district of Rajasthan. The research was done to check the availability of water and its level in the two villages.

The water research was done to not only have knowledge on the ground water level which was later shared with the Forest department for them taking an appropriate action.



BAAL-MELA (Children's Fare)

On 14th November, Uday Community school children organized *Baal-mela* sharing the ecstasy that they bring with their honest smiles. On this day, they tried and made every possible thing present in their environment a learning asset for themselves. And for this, they had set-up small stalls inside the school premises and sold food items which they consume in their everyday life to their peers and the school staff. Here, they processed their classroom learning and experiences which they undergo in their everyday life. They communicated, they bargained and came to an agreement, they calculated, they spent money, they relied on and much more. While the students were engaged in such activities during the day, they engaged themselves in decision making in contexts that are personally relevant to them. This experiential process is a very important aspect in the day-to-day learning to the children.



Village Fieldwork Segment by IRMA participants:

9 students from Institute of Rural Management Anand (IRMA) had done their fieldwork with us in the 3 villages - Khawa, Katar and Girirajpura - where our resource centres are established. The fieldwork was part of the IRMA curriculum where the participants stayed in the villages for 45 days and explored social,

³Link: <https://youtu.be/bf9czRTOTAY>

economic and political dimensions of the village. They also undertook a study in which they determined the impact of Uday schools on the perception of the villagers towards education. The participants also tried to know the expectations of parents from the school and their understanding about quality education.

ACADEMIC CONFERENCE:

In the month of August, when the government organized an academic conference (*Shaikshik Sammelan*) for the government teachers, we also took the opportunity to organize an academic discussion at all the three Uday schools by involving community members, government school teachers and Uday teachers. The topics such as Safe School Environment, Child-centered Education, nuances of Quality Education, Continuous Comprehensive Evaluation (CCE), importance of lesson planning and review, Co-curricular activities were discussed collectively.

Community Members were involved for receiving their in-depth feedback through discussions and their opinions. The conference resulted in expanding the knowledge with a shared understanding of the education.

SCHOOL AND COMMUNITY VISITS:

Individuals from various Non-government Organizations such as YUVA, Ashoka Foundation, Chetna, Ignus-Pahal and our funding partners visited us taking exposure, learning and evaluating the performance of our programme. Nearly 40 government school teachers from New Delhi visited us for getting exposure of the best classroom practices implemented in Uday schools. They observed our classroom practices, engagement of the students, teacher-student relationship, and interacted with the community members to know their participation in the school.



FOREST RIGHTS ACT STATUS MEET

Organizations working with the forest-dwelling or rehabilitated communities from the forest areas in different states around the country came together to share the condition of the people and status of the implementation of Forest Rights Act in their programme area. We were invited from the Ranthambhor region to participate in the meeting which was organized in Delhi by *Kalpavriksh* in November 2017. Successes, challenges, failures, strategies, and results of the interventions were shared and discussed in the large group.

This meet has helped us in becoming part of the larger network of organizations and institutions working with the people which were rehabilitated from the forests.



GSK's Way Forward

1. To transform the two blocks - Khandar and Sawai Madhopur of the district into the **living education laboratory** for the state and the country.
2. To shift the **ownership** of the schools towards the community.
3. In the next 2 years, improving the performance of 11 schools from grade C to grades A and B.
4. **Umang** - Programme with adolescent girls: The success of the programme has motivated us to design a more comprehensive programme to take on 18 cohorts of girls (working with 300 girls per year) in the next 5 years and helping them through academic support and life skills to cope and evolve them into self-confident individuals. The aim is to have 5-6 girls in every village in our programme area who will act as the positive deviants for other girls.
5. **Anganwadi:** We have piloted work with Anganwadis and have seen a marked improvement in primary education levels following a good intervention in the Anganwadi. It is our target that all children should seamlessly move from an Anganwadi to class 1 in all government schools. We plan a more comprehensive Anganwadi initiative covering all schools in Sawai Madhopur and Khandar blocks in the district in the next 10 years.
6. **STEAM:** Expanding the outreach of the programme to 50 more government schools in the catchment areas of Jaganpura and Fariya resource centres.
7. **Computer Education Programme** - The programme is to be initiated at Jaganpura and Bodal resource centres.

Our Partners



Accounts

RAJENDRA BABULAL JAIN & CO.
(CHARTERED ACCOUNTANTS)

72, "NAVKAR" INDRA COLONY
BAZARIA, SAWAI MADHOPUR
PHONE: (07462) - (O) 224672 (R) 220152

AUDITOR'S REPORT

We have examined the Balance Sheet of **Gramin Shiksha Kendra samiti, Sawai Madhopur** for the year ended on 31.03.2018.

These financial statements are the responsibility of the Samiti's management; our responsibility is to express opinion on these financial statements based on our audit.

We conduct our audit in accordance with auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

1. Proper books of account and vouchers have been maintained by the samiti.
2. The balance sheet & Income & Expenditure account dealt with by this report are in agreement with the books of accounts of the samiti.

In our opinion and to the best of our information and according to the explanations given to us, and subject to notes given on balance sheet the accounts give a true and fair view :-

- (a) In the case of the balance sheet, of the state of above named samiti affairs for the year ended on 31.03.2018.
- (b) In the case of the Income & Expenditure account of excess of the income over expenditure for the year ended on that date.

Place: Sawai Madhopur

Date: 30.06.2018

For Rajendra Babulal Jain & Co.

(Chartered Accountants)


Rajendra Kumar Jain)
Proprietor.
M.No. 79002

GRAMIN SHIKSHA KENDRA SAMITI
SAWAI MADHOPUR
BALANCE SHEET AS ON 31.03.2018

LIABILITIES	Amount	ASSETS	Amount
<u>General Fund</u>		Fixed Assets	E 22,80,087.00
Opening Balance	36,05,587.13	<u>Current Assets</u>	
Surplus for the year	8,09,002.43	TDS	79,256.00
Corpus Fund	4,50,000.00	FDR Bank of Baroda	9,70,607.00
Reserved Fund	2,00,000.00	FDR Corporation Bank	4,88,681.02
Gratuity Fund	8,76,036.00	FDR Union Bank	4,71,056.00
Stipend/Salary Payable	8,15,703.00	Advance for Fariya Guest House	2,09,200.00
Provision of Tablets	40,998.00	Employees Group Gratuity Cash Accumulation Scheme, L.I.C. P&GS Jaipur	8,00,000.00
Provision of Consultancy Fee	4,500.00	<u>Fund Receivable</u>	
Cheque Issue but not Present In Bank	56,102.00	Amount Refund But Not Present In Bank	43,996.00
<u>Fund Unutilised</u>		<u>Closing Balances</u>	
Asha for Education (Austin Chaptar)	1,55,036.00	Cash in hand	19,353.00
Porticus	26,35,031.00	Axis Bank	25,000.00
Vibha Trust	17,090.62	BOB	33,54,705.21
Wildlife Conservation Trust	3,42,750.00	Account Officer Gramin Shiksha Kendra	78,507.00
Yatra Foundation	1,30,496.76	Corporation Bank	19,786.77
	32,80,404.38	Union Bank of India	12,98,097.94
	<u>1,01,38,332.94</u>		<u>47,95,449.92</u>
			<u>1,01,38,332.94</u>

For Gramin Shiksha Kendra

Date: 30.06.2018
Place Sawai Madhopur



Treasurer

As per our report of even date annexed



GSK'S TEAM

1	Radheshyam Sain	Chief Operations Officer	23	Seema Meena	Pre Teacher
2	Vishnu Gopal Meena	Academic Coordinator	24	Vandana Sharma	Pre-Teacher
3	Shubham Garg	Programme Executive	25	Mamta Sharma	Sports Teacher
4	Ekta Dhankher	Programme Coordinator	26	Rajesh kumawat	Team Leader Fariya
5	Naresh Kumar Gautam	Account Officer	27	Arun Singh Chauhan	Teacher
6	Lokesh Rathore	Cashier & Computer Operator	28	HemrajBairwa	Teacher
7	Jitendra Kumar Agrawal	Asst. Accountant	29	Tarun Kumar Sharma	Teacher
8	Rajat Jain	Asst. Admin`	30	Suresh Chand	Teacher
9	Sudha Kanwar	Office Support	31	Beni Prasad Sharma	Teacher
10	ManSingh Sirra	Team Leader Jaganpura	32	Mamta Jaga	Teacher
11	Kamlesh Kumar	Teacher	33	Sumer Bairwa	Community Worker
12	Jagdish Prasad Saini	Teacher	34	Antima Bai	Pre-Teacher
13	Bal Krishna Sharma	Teacher	35	Shanti Devi Gurjar	Pre-Teacher
14	Mamta Sahu	Teacher	36	RamlalChaurasiya	Incharge STEM Lab
15	Murari Lal	Pottery Teacher	37	Jagdish Koli	Lab Assistant
16	Kamal Kumar Saini	Teacher	38	ManSingh Gurjar	Support, Bodal STEAM
17	Asha Yadav	Teacher	39	Shephali Jain	Pre-Teacher
18	Om Prakash Regar	Teacher	40	Ashok Sharma	Team Leader Girirajpura
19	Chandra Mohan Regar	Teacher	41	Shailendra Singh Rajawat	Teacher
20	Forsingh Meena	School Support, Jaganpura	42	Sapna Rajawat	Pre-Primary Teacher
21	Prithvi Raj Mahaver	Carpentry Teacher	43	Amjad Khan	Teacher
22	Jabid Khan	Community Worker	44	Punya Ram Gurjar	Community Worker
			45	Santoshi Bai Meena	Pre-Teacher