

# GRAMIN SHIKSHA KENDRA, SAWAI MADHOPUR

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**A REPORT- September 2014**



**Gramin Shiksha Kendra Sawai Madhopur**

**Govt. Primary School, Bodal, SWM**

## **Introduction**

UDAY ShashakiyeSamudayikPathshalas is the second oldest school in our family. Since its inception, VIBHA & ASHA has been associated with this project. The school has been started and running since then with the financial support of VIBHA & ASHA.

The school is located about 20 kilometers from the district headquarter of SawaiMadhopur. This school serves mainly the community of two villages – Bodal and Jaitpur. Currently, it has 114 children – 50 boys and 64 girls and 7 teachers. The teacher-pupil ratio is 1:22.

Table.1. Details of teachers placed at school

<b>Sr. No</b>	<b>Name of teacher</b>	<b>Educational Qualification</b>	<b>Group</b>
1.	Mr Rajesh Kumawat	MA, B.Ed.	School Leader; Primary
2.	Ms MamtaSahu	MA, B.Ed.	Pre Primary
4.	Ms RenuGurjar	MA, B.Ed.	Pre Primary
5.	Mr Bharat LalGurjar	BA, B.Ed.	Pre Primary
6.	Mr Hemraj	MA, BP.Ed.,	Sports Teacher
7.	Mr PrithvirajMahawar	10th	Art Teacher (Carpentry)
8.	Mr Balkrishna*	MA B.Ed	Resource Teacher
8.	Mr MansinghGurjar	VIII	School Support

\*Resource teacher for 7 government schools under Vistaar Programme, supported by Hemendra Kothari Foundation, Mumbai posted at UdayPathshala, Bodal.

Table.2. Details of enrolment and attendance in school

Group	No. of enrolled children			Average Attendance	% Attendance
	Boys	Girls	Total		
Pre- Primary	11	15	26	20	77
Primary	39	49	88	72	82
Sub-total	50	64		92	81
<b>Grand total</b>			<b>114</b>		

### **Pre – Primary:**

Pre-primary group (3-6 Years) is comprised of 26 children of 3-6 years. These 26 children are further divided into 2 sub-groups according to their ages and the year of admission to the school. In the first sub-group there are 13 children and 13 children are placed in the second sub-group. The main activities carried out in this group are hand balancing, body balancing, hand–eye coordination, observation, oracy (languages- local, Hindi and English), and cognitive development. Some activities are carried out in sub-groups and some activities are common to the large group, according to teacher’s plan.

These children show much interest in listening to stories and singing songs, dancing, seeing pictures and filling colours in the pictures.

### **Achievement / learning and Challenges:**

- a. The children actively take part in discussions and voice their opinions without hesitation.
- b. A good culture of peer-learning could be seen in the group, older children helping the other in activities and game
- c. They enjoy making toys of clay, solving puzzles, football and other games, especially those involve running and shouting.



**Primary:**

There are 88 students who are divided among 4 different groups of 22 children each. Out of 88, 43 children are at class I and II level; 19 children are at class III level, 10 children are at class IV level and 16 children are class V level. Four primary level teachers work with the groups. A single teacher teaches all the subjects to her assigned group. Only for sports and Arts, expert teachers are there to work with the children. There are children from class I to class V level in both groups. These four groups are further divided into sub-groups based up on the age and academic achievement level of the children. According to achievement level in different subjects

Apart from sports and art education, English, Hindi, Mathematics, and Environmental studies are taught. We use SIERT textbooks prescribed by the state government as our major reference point

for teaching. Apart from that, we use children literature from various sources and the learning levels developed by the organization over a period of practice.

Given below are the subject-wise details:

### ***Hindi-***

19 children are working on the basic understanding of script of Hindi, especially *Matras*. 69 are placed at higher levels, working on reading comprehension, writing, and other language skills like grammar and creative writing.

### ***Mathematics-***

The lower group children are working on the basic concepts of number recognition, place value, +, -, \*, =, greater than/lower than, simple problem solving, distance, weight and pattern. There are 48 such children who are placed under this. There are 24 children who are at the level engaging with the same contents but up to the number of 1000. 16 children are at the level of engaging with the concepts of fraction, average, and basic Geometric figures such as triangle, rectangle, and square.

### ***English-***

48 children are working on the level of recognizing alphabets, writing alphabets in a four line notebook, learning the English words for the names of vegetables, fruits, animals, colour, vehicles and singing simple English rhymes. 40 children are able to read phonic words, names of fruits, vegetables, animals with the help of pictures. They can speak and write 1-2 small sentences.

Compared to other subjects, the progress and the pace of learning in English are lesser, especially, that of class I and II level children. Main reason behind this is the limited expertise of the teachers on the pedagogy of English. This is area of concern and one of the most urgent capacity building needs of primary level teachers.

***Environment Studies-***

We follow SIERT textbooks as a resource material, along with other resource materials developed by the organization.

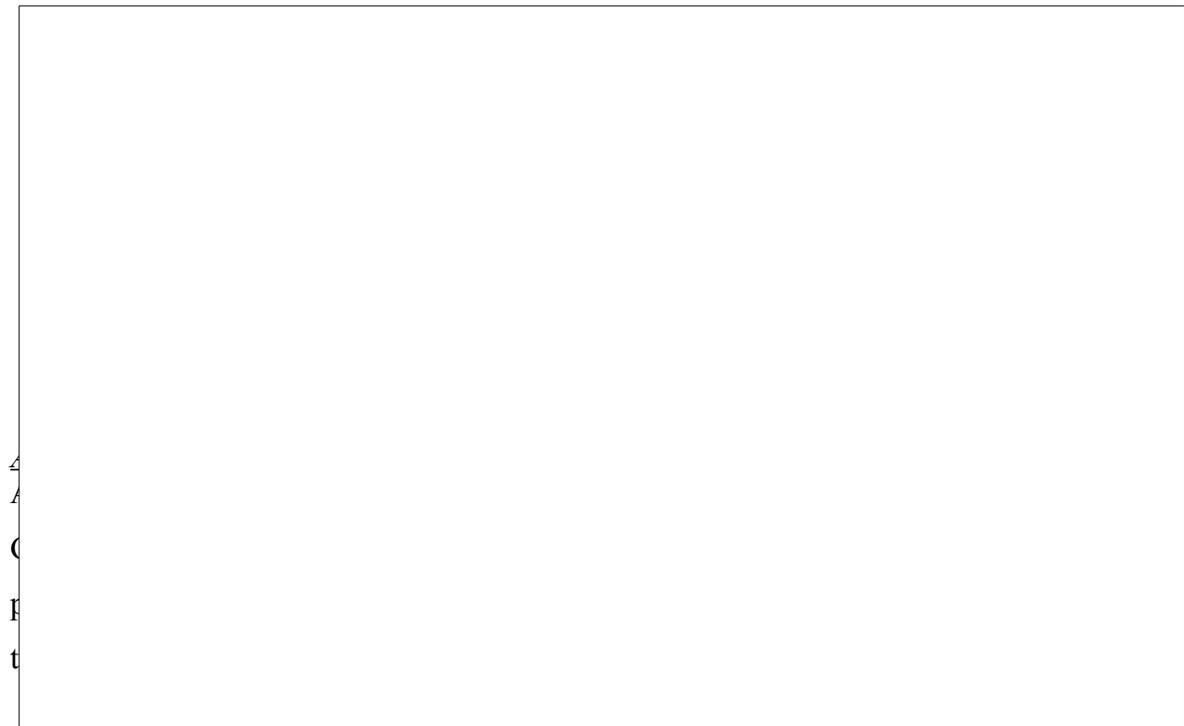
We have seen that the children progresses at a pace more than expected in this subject by virtue of the local context. Generally, they are keen observers and frame logical arguments during group discussions. Teachers also learn new and interesting things from children.

**Highlights and Challenges:**

- a. The pace of learning of the children in Environment is better than any other subject.
- b. Children are able to write creatively in Hindi. Several creations of children found place in the school magazine Morange and other educational and children’s magazine such as Chakmak and ShikshaVimarsh. UdayPatrika newspaper has been published

**Sports**

- a. In Kabadi, Kho-Kho, Athletics & Gymnastic, We have organized a panchayat level tournament at school. 10 schools have taken part in panchayat level competitions.
- b. 3 boys played Football at state level, 16 boys played district level.
- c. 2 girls played Athletics at state level.



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the clay. They also paint the toys made by them. Children, who are 8+ years, work with carpentry teacher and make toys of wood or cardboard.

**Highlights and Challenges:**

- a. Several drawings made by children got published in renowned children and educational magazine like Chakmak .
- b. We do not have theatre teacher that is why, the planned work in this direction affected.
- c. We do not have proper room to show clay model.



*At school level other work:*

- a. Each day, after school hours teachers sit together to plan for the teaching/lesson planning for the next day and recording the progress of student for the day (CCE). Teachers share their problems in the group and plan according to the suggestions made by the peer group.
- b. The weekly workshop is organized where team leader share their weekly report with all the other members. Generally, we discuss the processes of work and the problems faced and try to seek solutions collectively. These workshops are also a platform for teachers to raise any

particular subject-content related issue for discussion or any other issue of particular concern related to school, children or community.

- c. Core-team (Review and Planning) meeting-
- d. This is a bi-monthly meeting, in which the members of the core team of the organization meet. There are 8 members in the core team, including the Secretary of the organization.
- e. The agenda of the meeting is decided collaboratively and shared with the team in advance.
- f. During these meetings, we reviewed the decisions made in the previous meetings and tracked the progress of the accomplishment of set individual or group targets.
- g. We organized SMC (School Management Committee) Meetings in twice a month or emergency case.
- h. Regular interaction with community- It is mandatory for male teachers to live in the villages. This gives them opportunities to interact with the community members on a daily basis. This helps in building strong bonds with the community.
- i. Weekly home visits by teachers- Teachers visit the homes of their children once a week and share the progress and difficulties faced by the child with their parents. They also try to find solutions and know more about their children from parents.
- j. 4-day October (Deepawali) Workshop-In this workshop the focus was capacity building of teachers of different levels. Teachers who are making TLM (clay modelling, mask designing etc.) at various levels worked on the understanding of pedagogy.