

Vibha Monitoring Visit Report
4/5 September 2014

Project name		Uday Pathshala Shikshan mein Gunvat-ta (Quality in Education)	
Organization		Gramin Shiksha Kendra	
Location		Boudal Village Sawai Madhopur, Rajasthan	
Focus Area		Providing quality education to rural children through alternative education model	
Project Contact		Mr. Maneesh Pandey	
Vibha Lead	Murali Narasimhan	Leads' email id	"Murali Narasimhan" <muraliasimhan@gmail.com>
Nature of Project		An alternative model to provide quality education to rural children.	
Visit Objective		Follow-up monitoring visit	
Visit Date	5/6 September 2014	Visited By	Deep Rai
Prior Visit Date	26/27 November 2013 5/6 February 2013 24 April 2012 24 November 2011 31 March and 01 April 2011 September 2010 14 th & 15 th December, 2009 23 rd & 24 th Feb, 2009 4 th April 2008 3 rd and 4 th August 2007 7 th and 8 th of July, 2006	Prior Visit By	Deep Rai Deep Rai Deep Rai Deep Rai Deep Rai Zankhana Zankhana Zankhana Zankhana Rajesh Kumar Rajesh Kumar

Project Details

<i>Direct beneficiaries</i>	114	<i>Indirect beneficiaries</i>		<i>Cost per direct beneficiary</i>	
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Quantitative Measures

Eg.

	Current Year	Previous Year
No of children this year	88 (+ 26 preprimary) = 114	77

New for year (incremental changes)		
<p>Removed from previous year</p> <ul style="list-style-type: none"> a. Drop Outs b. Moved ahead but still part of project c. Mainstreamed d. Graduated 	<p>Total: See the explanation given below</p>	<p>Total: See the explanation given below</p> <ul style="list-style-type: none"> a. b. c. d.

Detailed Visit Report:

Transportation Logistics:

I arrived at Sawaimadhopur from Delhi at 1255 pm on 4th September, 2014. I was picked up at the station by Maneesh. After a quick lunch we went to office where I had a meeting with GSK team and also with finance. This meeting went on until about 6.30 pm

On the next day, 5th September, I spent the morning on visits to schools and then came back to office for more discussions with some of the program staff.

Daily activities (School/center activities) :

10 a.m. to 3.30 p.m.

4 – 5.30 pm teachers review their work and make lesson plans for next day based on the CCE (Comprehensive Continuous Evaluation) methodology. **This is work in progress- GSK has begun working with government school teachers and this level of intensive work by teachers takes some time to implement**

Observation and Process Evaluation:

I arrived in Sawai Madhopur from Delhi, in the afternoon of the 4th of September and spent the rest of the working day in discussions with Maneesh and his team (including finance).

Details of these discussions are given below in the section Organizational Development and Growth.

Visit to Boudal School

On the morning of 5th September, I went to the school in Boudal accompanied by Sanoj Kumar, a new staff member of GSK, and Man Singh one of the field level staff.

I reached just in time for the morning assembly and observed the interesting 'morning circle' that happens every morning in the school. GSK has mixed two approaches here, the traditional prayer, national song that happens in government schools, along with the concept of the morning circle where children have several activities, songs, reading of daily news – both national and local.

Every morning, one child takes the responsibility of reporting back to the bigger circle on interesting headlines and updates on what's happening in and around their villages. It's amazing to see how children put this together and the presentation of local news is always fun – children tend to prioritize reportage based on how interesting they perceive a news item could be to other children – who broke a leg, whose goats got lost and what festivals/events were taking place. The entire concept of the morning circle is geared around the process of socialization, awareness creation and confidence building of children. No child is shy about her or his turn at making a presentation of leading a game/song activity. This also energizes the children and there is a lot of excited chatter when they go to their respective classrooms or place of study.

Classroom management and teaching processes: the GSK teachers in Boudal are always very participative and encouraging to the students in their class. Mamta, one of the senior teachers, takes children from class 1 and 2. I observed her classes keenly as it is always interesting to see how clued she is into the development and learning of each child in her class. Groups of children sit together to go through the day's lesson. They mostly work on their own with little direction by Mamta. She sits in turn with each group to guide them along or check on the particular activity they are engaged in. I made a random check on some of the children just to see whether they were doing their lessons with a good comprehension or were just carrying out task. They were spot on with what they were doing and could easily answer my questions – Hindi lessons and math. They can quite easily ask Mamta for clarification or are able to discuss among themselves. One or two of the children who were better at Math were quite competently explaining the how and what to their fellow students.

I also spent sometime in the classrooms of the two other teachers – Madhubala who takes Class 3 and 4. I was glad to see the improved teaching techniques. She has adopted GSK methodology very well and finds teaching easier and more interesting! Children respond well in class and she no longer has to 'control' the children as in earlier days.

I was pleasantly surprised to see Mrs Sharifa, the Headmistress of the school engrossed in animated discussions with her students. They were having a long discussion on environment.

I spoke to her briefly and she did (cautiously) share that children were doing well and it was good to receive support from GSK.

She thinks that the school will continue to function on the same lines in future too.

Overall, I came away quite pleased with the outcome of GSK's intervention in the school. I believe that GSK should be able to exit in the next 2 years.

The current student strength of Boudal school is 114 (88 + 26 in pre-primary) of students up to Class 5. Out of these 64 students are girls.

A tracking of 65 students who have studied in Boudal shows an encouraging trend of all children continuing education in other schools after completion of Class 5 in Boudal.

Photo link: <https://plus.google.com/106463965904959289874/posts/DG5V2NKjyFx?pid=6060028485747329778&oid=106463965904959289874>

GRAMIN SHIKSHA KENDRA – ORGANIZATIONAL STRUCTURE 2014

GSK BOARD

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not yet in place

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Sanoj
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school

Resource Teachers

Panchayat workers