**Project Proposal, Uday Pathshala-2010-11**

**(Submitted to Asha Trust, Vibha Trust)**

**I Background**

Gramin Shiksha Kendra has been working in Sawai Madhopur and Khandar blocks of Sawai Madhopur district since September 2003. In Last seven years the organization has established itself as a center for innovations in school education in rural areas. The organization at present runs four high quality schools known as UDAY Pathshalas. Three of these schools are in the rural areas whereas on is situated in the district headquarters of Sawai Madhopur. These schools educate 500 children in the age group of 3-14 years.

**Area Profile:** Gramin Shiksha Kendra works in the two blocks Sawai Madhopur and Khandar of the Sawai Madhopur district, in the villages on the periphery of the Ranthambhore Tiger reserve. This area is mostly inhabited by Gurjars (mostly animal grazers) and Meenas (mostly agriculturists).

**II The Organization:**

Name: **Gramin Shiksha Kendra Samiti**

Registration Number: **51/Sawai Madhopur/95-96**

Registration under: **Societies’ Registration Act 1958 (Under Rajasthan Act Number 28, 1958)**

Registered Office: **91, Jawahar Nagar, Sawai Madhopur, Rajasthan**

Administrative Office: **3/155, Housing Board Colony, Sawai Madhopur. Phone: 07462-233057**

Date of Registration: **15th January 1996**

Commencement of work: **1st September 2003**

Area of work: **Rajasthan. (Presently Sawai Madhopur and Khandar blocks of Sawai Madhopur district.)**

PAN Number: **AAATG8963C**

TAN Number: **JDHG06812B**

FCRA Number: **125670014**

12 AA: **No. CIT/ITO (T)/12AA/KTA/2009-10/58**

80 G: **No. CIT/ITO (T)/80G/KOTA/2009-10/59**

## Vision: To support, strengthen and popularize the idea of a child-centric innovative education system through endeavors of quality in education so that communities start demanding the same from the existing education providing structures.

## Mission: In the coming 5 years 100 existing schools in Sawai Madhopur and Khandar blocks provide good quality education to children

**III The Four Uday Pathshalas**

1. **UDAY Pathshala, Jaganpura:** Started on 15th June 2004, with 45 children (27 Boys, 18 girls), three teachers and a support staff on a land given by community in a thatched temporary structure. At present **182 children (87 boys, 95 girls)**, 10 teachers and one support staff, the community has donated the land for the school, 8 classrooms constructed, tap water, electricity connections, a big playground, separate toilets for boys and girls.
2. **UDAY Pathshala, Bodal:** Started on 1st July 2006 with 74 children (26 boys, 38 girls) and 3 teachers under a *peepal* tree. At present **140 children (72 boys, 68 girls)**, 8 teachers, on school’s own land, 8 classrooms and two extra rooms, well, hand pump and a big playground, separate toilets for boys and girls.
3. **Uday Pathshala, Sawai Madhopur:** A self sustaining school for urban middle class. Started on 16th July 2007 with **40 children (18 boys, 22 girls)** and two teachers in a rented building.
4. **Uday Pathshala, Katar-Faria:** Started on **1st July 2009 with 120 children (59 boys and 61 girls)** on a land donated by community. At present running in 6 thatched classrooms, has a big playground. The school has a toilet and a hand pump.

**IV Perspective Plan Next Level**

We have been running Uday Pathshalas for last six years now. At least two of the schools **(UDAY Pathshala, Jaganpura and UDAY Pathshala, Bodal)** have reached the level where they can take up the next level responsibility as perceived at the time of conceptualization of the idea of UDAY Pathshalas. That is the responsibility of a resource school. Till now the emphasis has be to set up UDAY as a center of high quality child centric education model. Now these schools should the next higher level responsibility, i.e. of resource centers or Resource Schools for other schools in the area.

1. **UDAY as Resource School:**

As Uday has been building its experiences of working in the schools and with the community in the area, it has also been building its competence to be able to provide inputs to the government schools in the area. Not all these initiatives will be easily adopted and accepted by the government schools. From small beginnings which create a demand and a confidence that government teachers can actually benefit, the initiatives will develop and become more focused and direct.

Uday will not demand that it becomes a resource agency of the government through a government order but will hope to silently emerge as one. This is important as it is important that the teachers and other government staff feel the confidence of working with Uday and Uday is not thrust upon them. GSK will develop a resource team at each Uday Pathshala. This resource team will be available for access by the local school teachers and the government education department and the Panchayat Samiti and Zilla Parishad when called upon. The Uday Resource Team will be able to provide the following kind of support:

1. For Teacher support on attitudinal issues the Uday Resource Team will develop and evolve special training modules that address attitudinal issues, behavior patterns and approach. Uday has the internal competence to do so and will also continuously build it with external support. Uday will link up with external agencies like ISABS[[1]](#footnote-2) for such support. This will be done through short and medium term training programmes for teachers designed to accommodate their time and provide them each access.
2. Uday will develop a resource group that will be available to teachers in government schools on demand. This team would be able to spend as much time as would be necessary to support a teacher or a group of teachers in situ. Mostly this service would be made available to teachers on their demand and demand from the community. Issues like multi level teaching, class room processes, use of TLM, counseling and class management are all issues on which support will be available from the Uday Resource Group.
3. Teaching and Learning Material – Uday will make locally relevant TLM available to all schools in the area. These will be evolved at Uday, tried and tested and demonstrated.
4. Uday will also evolve special Teach and Learn Workshops (TLW) for Language, Mathematics, Science and Social Sciences and conduct participatory workshops which teachers from government schools and private schools in the area can be part of and enhance their capacities to be able to teach a particular subject. The special part about these TLWs will be that there will be no formal resource persons and no formal learners. All teachers will both be learners and resource persons and learn together. Modules and workshop processes will be developed in association with people who have had experience in participatory processes and will function as consultants to the organization.
5. Supporting education administration – The Uday Support Group will work closely with the village communities to increase ratio of enrollment of girls; reduce drop-outs especially after class 5 and 8 and support the development of an encouraging response to education in the rural areas. This work will be especially on increasing enrollment and retention of girls and bringing back girl drop outs back to school

The essential design of the resource centre package has been built up on a few basic principles.

First, government school teachers do not like being forced into training programmes. The age old maxim about being able to “take a horse to the water but cannot make him drink” applies. This implies that there has to be a different approach to reaching out to government school teachers. There have to be **other** **motivations that make a teacher want to learn more** and be more effective and efficient. This is not to say that all government school teachers are unresponsive.

Second, a resource centre becomes effective when it goes beyond being just a place for interaction and is able to provide a **relationship based on ‘transaction**”. This essentially means that there is ‘business’ that can be transacted at the centre and there is value that can be gained out of the transaction for both the facilitator of the resource centre and the user of the resource centre. The Uday Resource Group thus will have to evolve into one which can actually and effectively meet the concerns of the potential users of the centre.

Third, the resource centre evolves its **credibility from the actual work** that is happening in the area. It is not as if the Uday Resource Group is only talking about possibilities and ideas and functioning like a consultant. It is actually demonstrating the change process[[2]](#footnote-3) and making it available for everyone to see.

Fourth, the resource centre is such that is **responding to emerging demands**. By working with the community the Uday team will be able to generate demand and also generate the need for greater information and support – both to the teachers and the parents. Unless this demand is met, there is no real purpose of building it up through the community mobilization process. This demand will be responded to by the resource centers. So in the event that there is need for information and support it would be available through the resource centers.

Fifth, the design of this initiative and especially the resource centre is built on the need for easy access. It is unlikely that an average government teacher looking for information will travel long distances to gain that information. Only special people would usually take such pain. The idea of 5 resource centers is based on the **principle of** **easy access**. If information is easily and conveniently available, it will tend to be used more. Five resource schools/centers ensure that in the area selected for this project, there is easy access to information and easier access to support. It is also information and support that is available 24x7 as the people facilitating the resource centre are usually available at fairly quick notice.

The Uday Pathshala and the Uday Resource Group are thus playing complementary roles in providing support to the other schools in the area. While doing so it is also emerging as the strong node around which development can take place.

The Uday Resource Group will also be working closely with the communities on the following issues;

Ensuring more accountability and proper functioning of the formal committees like the School Development Management Committee (SDMC) – The formal committees like SDMC attached to the government schools are by and large semi functional/dysfunctional. SDMC has a great potential towards contributing in the development and management of schools, if fully functional. The special concerns of schools and the area will be particularly taken up in defining and strengthening the role of the SDMC

Ensuring more active involvement of the Panchayats in the school – Panchayats are at the heart of the idea of the democratic decentralization of the educational management. We will need to develop mechanism to involve Panchayats in the activities of the school. This has to be undertaken both at the gram Panchayat level and at the Block/Panchayat Samiti level.

## Establishing the Community Interface

An important element of the resource centre will be the work that is done with the communities in the area. It is important to make the connection between the work of the school and the impact on the children and also constantly compare the results that emerge from the government schools in the area and the Uday Pathshala. While there will be active initiatives that Uday will undertake to make communities realize this difference, it is something that will have to begin to permeate into the consciousness of the people in the area. This internalization of what education can achieve has to eventually build a concern in the communities to demand more from the other government schools in the area. It is this demand that will draw the government to Uday and a collaboration that will lead to increasing standards of education in the entire area.

To facilitate the process, Uday will take on active work with the communities. Communities, represented by the parents who send their children to Uday, local Panchayat leaders from the village and area will be directly involved with the day to day functioning of the school. Through special sessions with them Uday will share with them understanding of pedagogy, of curriculum, of the objectives of education as described above and so on. Importantly, through an invitation to participate in monthly academic sharing between community and teachers they will also become a part of the concurrent evaluation of the children, the teachers, the school and the community.

An Uday Pathshala would be able to accommodate only about 200 children at the maximum. The rest of the children have to go to government schools. And working closely with the parents of the children who send their children to the government school, Uday will try and make an impact to the working of the government school.

Uday staff will reach out to all the 20 schools that fall within the catchment of the Uday Pathshala. Each school and each village where the school is based will be visited and the issue of education will be discussed with each community. In such interaction, the focus of action will be on encouraging the community to demand more from their school in the village and always have the backdrop of the Uday Pathshala as the example and the standard of ‘what can be’.

Uday’s strong community linkage will be guided by a community development coordinator at the organisational level, each school will have one special community liaison officer. His/her job will be to establish a constant contact with the community and undertake all the necessary activities to encourage the community to take up appropriate action for school management in places where the schools are based and to encourage the community to take necessary action to learn form the experiences of Uday and demand more from their own area schools. A local travel component for the community development staff and also funds for exposure programmes for community leaders will be planed as part of the budget for this component.

Formal efforts will also be made to encourage visits from other villages to Uday. This will be done by organizing events at Uday – annual meets, quarterly reviews, special events, and through a process of constant interaction.

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| **Sl. No.** | **Interventions** | **Mode of Interventions** |
| i. | Communities made aware of the difference in classroom processes in the government schools and Uday Pathshalas like teaching methods, use of TLM, individual attention to children, multi-grade teaching methods, monitoring and evaluation | 1. Distributing and discussing small booklets about the questions which people generally see and ask about Uday Pathshalas are like – why there is no uniform, no head teacher, no examination at the end of the year, no age wise distribution of class, no competition etc. 2. Direct interface with the community through community workers, 3. Exposure visits of different communities to the existing Uday Pathshalas. 4. Documentary films depicting the activities of the school 5. Expanding of the activities of theater group to different villages, organizing shows. 6. Formation of youth sports clubs and organizing sports meets regularly 7. Organizing small events at the resource schools regularly to involve communities. |
| ii. | Communities made aware of difference in Children of the Uday Pathshalas and Government schools in terms of understanding of subject, knowledge, attitude, confidence |
| iii. | Communities made aware of difference in school atmosphere- communities have questions about not using of bells, prayers, uniforms, |
| iv. | Awareness about the inter relations in the school i.e. teacher- student relations, student- student relations, teacher- teacher relations and school community relations. What normally is and what is it in Uday Pathshala |
| v. | Awareness about fine and performing art forms and sports as subjects in school education. |

**V. Action Plan:**

The first year for the second level of involvement will be of preparation, formation of team and initiation of basic activities. Like appointment of team leader for resource group, beginning of direct community interactions by community liaison officers, Interactions with the local bodies, government departments, teachers etc. An important activity in the first year will be compilation and refining of the teaching practices we have been doing in UDAY Pathshalas for last six years.

1. Indian Society for Applied Behavioral Sciences [↑](#footnote-ref-2)
2. This is quite clear from our experience in the first Uday Pathshala at Khawa which is receiving an increasing number of visitors and especially teachers to learn from the experience there. [↑](#footnote-ref-3)