



**Digantar**  
**Annual Report 2009– 2010**

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## Abbreviations

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ADPC	Additional District Project Coordinator
AEP	Alternative Education Programme
AEEP	Alternative Elementary Education Programme
APF	<i>Azim Premji</i> Foundation
BEEO	Block Elementary Education Officer
BRC	Block Resource Centre
BRCF	Block Resource Centre Facilitator
CMDU	Curricular and Material Development Unit
CRC	Cluster Resource Centre
CRCF	Cluster Resource Centre Facilitator
CRY	Child Relief and You
DEO	District Education Officer
DERF	District Education Research Forum
DFID	Department for International Development
DIET	District Institute for Education and Training
DPEP	District Primary Education Programme
EVS	Environmental Sciences
ICEE	ICICI Centre for Elementary Education
NGO	Non Government Organization
PRI	Panchayati Raj Education
PS	Primary School
PTA	Parents Teachers Association
QEP	Quality Education Programme
QIU	Quality Improvement Unit
RTDU	Research, Training and Dissemination Unit
SCERT	State Council for Education Research and Training
SDMC	School Development Education Committee
SSA	<i>Sarva Shiksha Abhiyan</i>
TARU	The Academic Resource Unit
TLM	Teaching Learning Material
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children Emergency Fund
UPS	Upper Primary School
WATIS	Wipro Applying Thought in Schools

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- ✓ All donations to Digantar are exempted from Income Tax under Clause 80 G of the Income Tax Act.
  - ✓ Registered under Foreign Contributions (Regulation) Act 1976

## Introduction-

Digantar *Shiksha Evam Kshelkud Samiti* (henceforth Digantar) is a voluntary organization registered under the Registration of Societies Act, Rajasthan- 1958 on March 31, 1987. Digantar is a Sanskrit word connoting '**beyond the horizon**' or a change in direction. The organization has its roots in David Horsburgh's teaching at *Neel Bagh* where Rohit Dhankar (present Secretary of Digantar) spent 9 months as a trainee. Reena Das (present Director of Digantar) who undertook condensed training at *Neel Bagh* for five months joined him at Digantar. They started a small experimental school at Jaipur in 1978-79 with support from *Anokhi*, a socially sensitive business organization dealing in textiles and indigenous crafts. This school, with roughly twenty to twenty-five children of different age groups with varying social background gradually developed into a vibrant center for experimenting, revising and affirming what the two teachers had imbibed at *Neel Bagh*.

This small group also realized that in order to make sense of education and its role in society one has to locate various educational activities into a general theoretical perspective. Hence from its very inception, the teachers of Digantar School approached educational theory with actual problems that cropped up during their practice and did not take pedagogical principles for granted without actually testing them in the school.

Thus, a coherent vision of education started to take shape in which good quality education was not only seen as a fundamental right of every child but also as the most potent means of creating a just and equitable society. Slowly a consensus emerged that the aim of education should be to develop rational autonomy, sensitivity to all, democratic and egalitarian values, dignity of human life, capability to work, and respect for labour and simultaneously enabling the child to be a self-motivated and independent learner.

In 1986, this small group felt that the rural children especially the underprivileged had none or limited options in terms of getting a good education. Subsequently a project called Alternative Elementary Education Project (AEEP) was conceptualized with support from the Ministry of HRD.

*What began as a tiny experiment in educational innovations at primary level in 1978 has now evolved into a theory of elementary education. It is continuously being refined and tested in Digantar's Schools and at a larger scale in other primary education programmes. Digantar experiment has attracted attention of eminent educationists, education departments/bodies of many state and central Governments, elementary education*

Under this project three more schools were started 'under the trees' in adjacent villages. Local communities provided active support to these efforts. The approach used seemed to work and soon caught attention of other individuals and organizations working in the field of elementary education at state and national level. Digantar subsequently registered as a non profit organization in 1987.

Since then, Digantar has been running four schools under Alternative Education Project (AEP). This Project was in a sense the first move of Digantar as a voluntary organization in a larger educational world. At present, the AEP programme reaches out to 665 children (386 girls and 258 boys) through three schools running in the immediate rural neighbourhood on the outskirts of Jaipur. These schools offer free education to children till Senior Secondary. The organization has developed its own teacher's training programme for running this school along with curriculum and textbooks till elementary level.

### **Digantar in its Present form**

Besides Alternative Education Project, which is the core programme of Digantar, organization is implementing three major projects in government schools for providing quality education to all. Shiksha Samarthan project is being implemented in 100 schools of Phagi block in Jaipur District and other two programmes are in Baran District of Rajasthan. Quality Education Programme which is being implemented in 78 schools of Baran district is a collaborative effort of Digantar, *Vidya Bhawan* Society, Udaipur, ICICI Centre for elementary education (ICEE), Pune and Rajasthan *Shiksha Parishad*. The *Sandharbh Shala* project also being implemented in 44 schools of Baran district aims to address the issue of educational marginalization of Sahariya tribal children through action research and by promotion of good quality education.

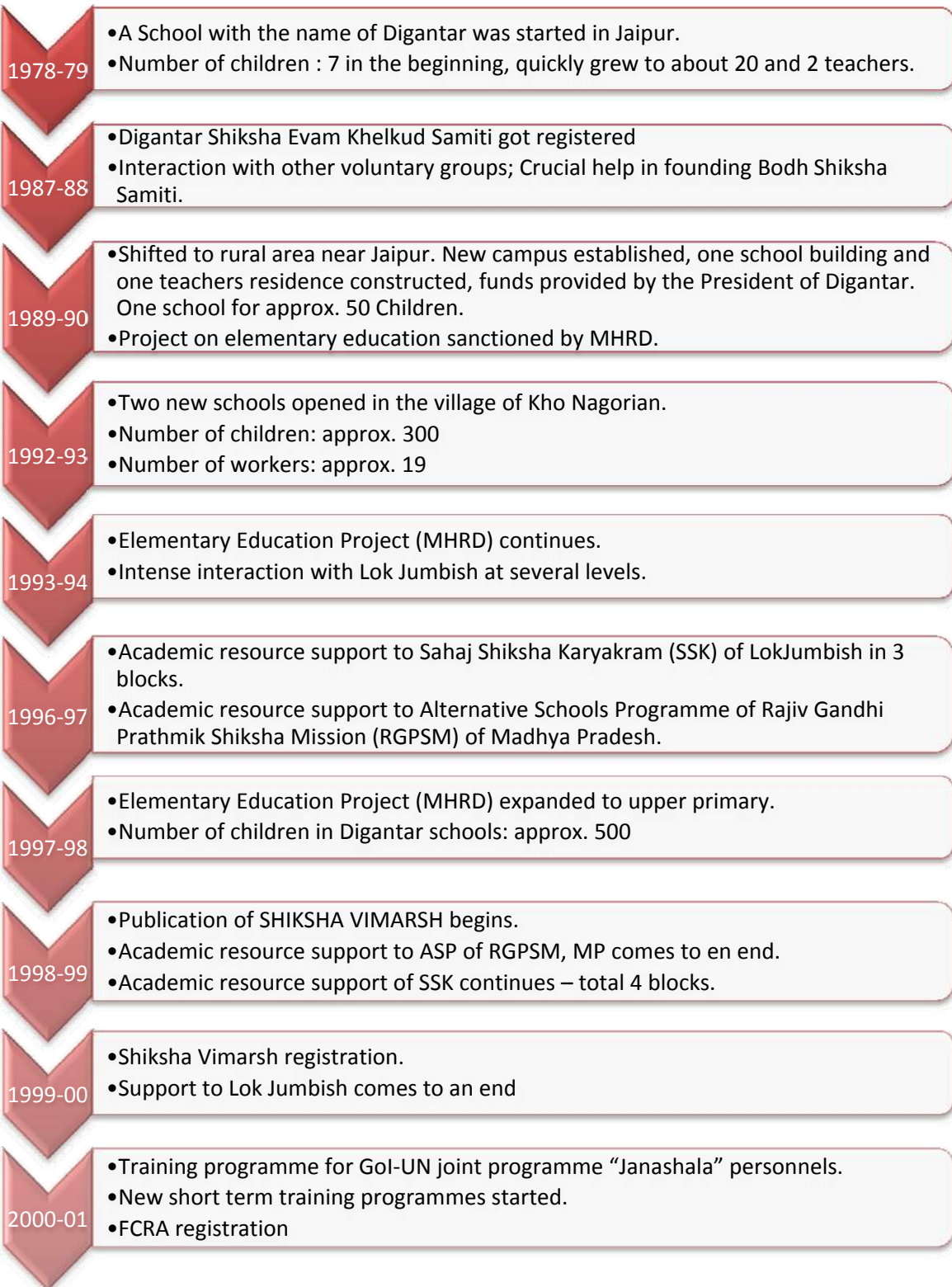
Idea behind these initiatives is to bring changes through genuine capacity building of schools and institutions such as Cluster/Block Resource Centres and District Institute of Educational Training etc. While collaborating with government Digantar tries to put forth the point that there are no quick-fix solutions in Education. In order to provide quality education to all, one needs to augment institutions and develop a shared vision of education among the teachers and other functionaries.

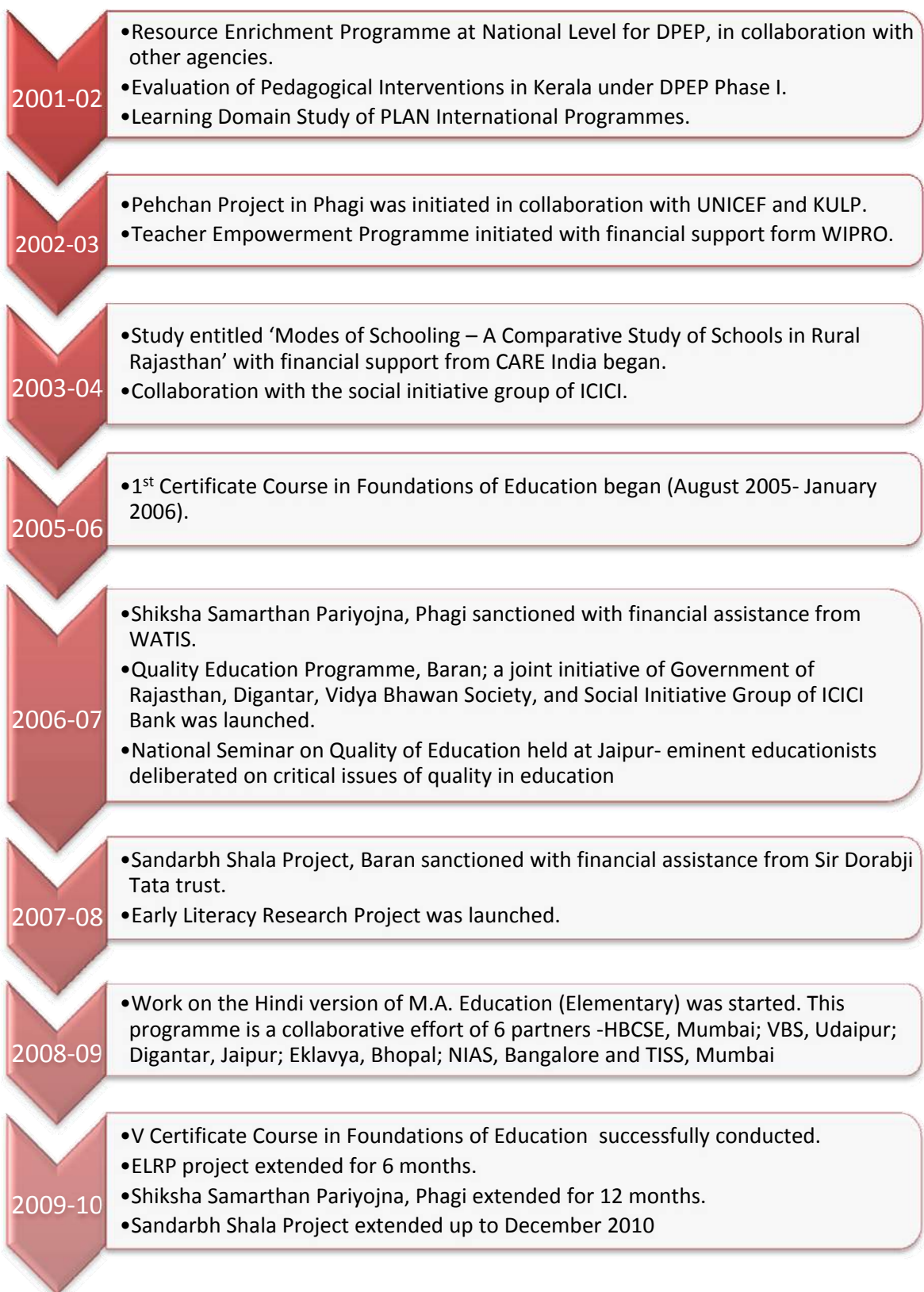
### **The Major Aims of the Organization are:**

- to work for the advancement of society in general.
- to establish and run schools to provide good quality education to children.
- to conduct research in all aspects of elementary education.
- to help other organizations in similar ventures.

## Digantar: Major Landmarks 1978 to 2010

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## Our Philosophy

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Digantar visualizes a pluralistic, democratic society that safeguards justice, equity, freedom and human dignity to all its members. We endeavor to contribute our best towards realizing this cherished vision through education that develops independence of mind and courage to act.

Our chief concern is that all children should get a quality elementary education because we see education as a right of each member of the human race and as the most potent means of creating a just society and of sustaining it. To our mind education is a typical human endeavor which aims at: (a) the development of a rational understanding of the world (with all its socio-historical as well as physical aspects) we inhabit; (b) the development of sensitivity towards the world; and; (c) the development of capacity (ability) to transform an idea into an object or into an action. These three things put together will bring about a commitment to humane, democratic and rational values as well as the capacity to work for their actualization.

*Digantar believes that the theoretical basis of any educational programme is extremely important. Often are found the reasons of failure of educational programmes in the lack of clarity on the basic principles of the programme.*

The development of such an understanding and the ability to transform this understanding into object or action is a lifelong process. We can call it the process of learning. Obviously this process of learning should be self-sustaining if it is to continue for a whole lifetime. Considering all this we feel that the objective of elementary education should be to **“help the child become an independent and motivated learner.”** Second major concern is that this **“help should be provided to each and every child.”** This means that it is the responsibility of every human society to create conditions so that each member of the society receives this right due to him and the concerned system has to be sensitive and responsible enough to ensure the same. The third aspect relates to the process of learning. An educational programme which aims at initiating the children into a process of lifelong learning has to recognize that it is possible only if the **“learning process builds upon the child’s life experience.”** In our view the child’s existing understanding and skills are the foundation stones on which further development is possible.

These three things mentioned above, are thus our fundamental principles. All the major and minor aspects of our activity and our understanding of the various aspects of our engagement are shaped and guided by these principles.

## Summary of Digantar's main programmes and activities 2009-10

	Title of the Program	Main Objectives	Beneficiaries	Supported by	Team Strength
Core Programmes and Units	Alternative Education Programme (AEP)	To provide education to the less privileged children especially girls, through running schools	Children, especially the girls from marginalized sections of the society and community	ICEE	31
	The Academic Resource Unit (TARU)	To provide academic support to Digantar's own programmes as well as programmes of other organizations.	Various organizations and programmes, children and teachers connected with these programmes	ICEE	19
	Vimarsh	To publish articles both on theory and practice of education so as to initiate a dialogue on elementary education.	Teachers, students and all who are interested in the field of education	ICEE	2
	The Resource Support Unit (TRSU)	To provide logistical and administrative support to all Digantar's programmes and projects	All Digantar team members and projects	ICEE	16
Other Programmes	Shiksha Samarthan Project, Phagi	Improve quality of education in 100 govt. schools and create viable academic support structures in two clusters	Children, teachers, cluster resource centre people	WATIS	18
	Quality Education Programme, Baran	Supporting the govt. efforts for universalization of quality elementary education in the Baran district of Rajasthan	Children, school teachers, DIET, BRCF, CRCF and community	ICEE	14

	Sandarbh Shala, Programme	To develop an appropriate and effective package (theory and practice both) of educating tribal children by arriving at a better and workable understanding of the key issues and problems through action research	Children, school teachers, BRCF, CRCF and community	<b>SDTT</b>	<b>21</b>
	DFID's Global School Partnership Programme	To develop a strong global dimension at the primary level in general and enable the students to understand and value cultural diversity in particular	Children, school teachers	<b>DFID, UK</b>	<b>-</b>
	The Early Literacy Research Project (ELRP)	Studying Hindi Teaching in government primary schools	Children, school teachers	<b>ICEE</b>	<b>4</b>

## Alternative Education Programme

Alternative Education Programme (AEP) which comprises of three schools running in the immediate rural neighbourhood on the outskirts of Jaipur is the oldest programme of Digantar. The history of the Programme could be traced back to the year 1978-79, when in pursuit of an 'alternative' to the current educational system, the first school named Digantar was started in the heart of Jaipur city with 7 children and 2 teachers. The single school which laid the foundation of the programme has now grown into 3 schools with around 26 teachers and more than 600 children and has shifted its focus to the rural areas of Jaipur.

The programme has undergone many structural and functional changes since its inception. Starting from the year 1989- 90, it was a project on Elementary Education sanctioned by Ministry of Human Resource and Development. During this collaboration, which continued up to 2002, the project was named Alternative Elementary education Programme (AEEP). In the year 2003-04, AEEP collaborated with the social initiative group of ICICI- Bank. The collaboration also provided a reasonable financial stability to the programme. Later in the year 2006 when the schools expanded to secondary level, the project was renamed as Alternative Education Programme (AEP); its present name.

As indicated in the beginning, the term 'alternative' envisages the philosophy and approach which are different from the traditional established institutions and reflects the values which are different from the conventional organizations. These schools are the places where Digantar practices its 'alternative' concepts, developed through an intense journey of more than 30 years. These schools



### Aims of elementary education:

*An over arching aim of education should be to help the learner become rationally autonomous individual, and a sensitive and a concerned citizen. Therefore, elementary education should aim at:*

- ❶ *The development of rational understanding of the natural and social world,*
- ❷ *Development of ethical and aesthetic understanding,*
- ❸ *Development of sensitivity to other beings and development of capability to work.*

also provide spaces to practitioners to learn and simultaneously enrich the theoretical understanding which Digantar has developed in all these years.

To visualise how these schools function one must look into the various components that the programme encompasses:

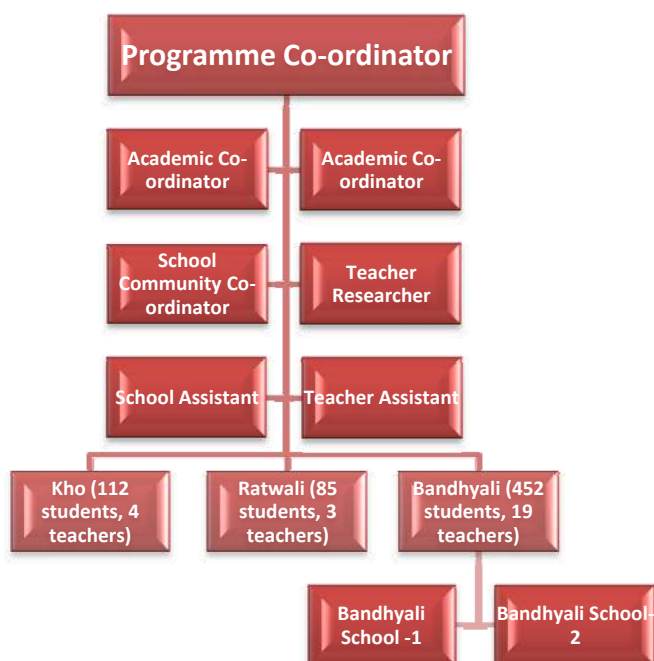
<b>Digantar Schools</b>			
<b><u>School</u></b>	<b><u>Teacher</u></b>	<b><u>Curriculum</u></b>	<b><u>Community</u></b>
<ul style="list-style-type: none"> <li>■ Children are not divided into forced homogenous class.</li> <li>■ Children are divided into groups based on their levels of learning; each group consists of 28-30 students at elementary level and 15-20 at secondary level Self-learning and peer/ group learning are the basic principles of classroom organization</li> <li>■ Children learn in an atmosphere of freedom, openness and security marked by total absence of fear.</li> <li>■ Cleaning and beautification of school is a collective responsibility of the whole school.</li> </ul>	<p>Qualities and capabilities of Digantar teachers consistent with its philosophy are:</p> <ul style="list-style-type: none"> <li>■ The teacher should understand education and its relevance for a democratic society.</li> <li>■ S/he should be democratic and egalitarian in her/his values and social concerns.</li> <li>■ Should understand how children learn.</li> <li>■ S/he should be capable of winning confidence of the community and should be sensitive to the community's critique of the school and it's functioning.</li> </ul>	<ul style="list-style-type: none"> <li>● Digantar curriculum has a marked tendency to become child specific.</li> <li>● It has a universal content as well as a very strong local specific component.</li> <li>● It is a conceptual map of human understanding with flexibly defined routes to be followed by individual learners and a set of guiding principles regarding the pedagogy.</li> <li>● The curricular framework is such that the teacher should be able to formulate learning programmes suitable for the individual child.</li> </ul>	<ul style="list-style-type: none"> <li>● The schools belong to the community and reflect its ethos and aspirations.</li> <li>● The teachers regularly interact with the parents to understand their views on the schools and get feedback on their children's education.</li> <li>● Teachers interact with the people to understand the community's socio-cultural as well as politico economic functioning.</li> <li>● Community participation permeates all aspects of curriculum and teaching /learning methodology.</li> </ul>

Digantar schools are located at *Bandhyali, Ratwali Dhani* and *Kho Nagorian* villages of Sanganer Panchayat in District Jaipur. These schools are within 10 kms radius of the Digantar main campus and children from 28 neighbouring hamlets come to these schools. At present there are total 25 groups out of which 17 are in primary, six in upper primary and one each at the middle and upper-middle level. A total of 649 children are enrolled in these schools out of which 380 are girls and 269 are boys

*Some people think that extraordinary people are needed to teach in such schools. No. Ordinary people become extraordinary teachers in this kind of atmosphere; when they are relaxed, have freedom and a warm relationship with children. Affection and faith of children in teacher is the strongest factor which makes them responsible and concerned about their progress.*

Bandhyali School	Groups	Students	Girls	Boys	Teachers
Primary	10	287	165	122	10
Upper Primary	6	133	78	55	05
Middle	1	13	13	-	03
Upper Middle	1	19	19	-	01
<b>Total</b>	<b>18</b>	<b>452</b>	<b>275</b>	<b>177</b>	<b>19</b>
Ratwaali School	3	85	42	43	03
Kho School	4	112	63	49	04
<b>Total</b>	<b>25</b>	<b>649</b>	<b>380</b>	<b>269</b>	<b>26</b>

Given the large number of students, the programme was restructured so as to enhance the quality of teaching-learning and smoother co-ordination.



## Major Activities of the Financial Year 2009- 2010

### Workshops and Trainings-

#### Summer Workshop- 30 Days-

To enhance the quality of the project and for the purpose of capacity building of teachers, a summer workshop was organized from 1st June to 2nd July 2009. Issues related to primary and upper primary education were discussed in separate sessions and some of them were discussed jointly. The summary of the issues discussed in the workshop under various subjects is as follows-

	Language	Mathematics	EVS/ Science	History/Soc Science
Primary	<ul style="list-style-type: none"> <li>● Importance of Linguistic analysis and its need.</li> <li>● When to introduce it at primary level.</li> <li>● Hindi Grammar- noun, pronoun, proverbs, antonyms, letter writing.</li> <li>● Significance of writing skill in language teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● Difficulties faced by students in solving problems as identified by the teachers.</li> <li>● Activities were prepared to deal with the above problem.</li> </ul>	<ul style="list-style-type: none"> <li>● Resource books were read and a teacher's manual containing various activities/ experiments were prepared.</li> </ul>	<ul style="list-style-type: none"> <li>● Following points were discussed-               <ul style="list-style-type: none"> <li>- What is History?</li> <li>- Why and how to teach history?</li> <li>- Sources of History.</li> <li>- How to make history teaching interesting?</li> </ul> </li> </ul>
Upper Primary	<ul style="list-style-type: none"> <li>● Hindi Grammar.</li> <li>● Package for Sanskrit teaching was prepared.</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching learning materials were prepared.</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching learning materials were prepared.</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching learning materials were prepared.</li> </ul>
Primary and Upper Primary	Activities were discussed so that the text books of Rajasthan <i>Pathyapustak Mandal</i> could be used in a better way.	-	Activities were conducted around these topics- <ul style="list-style-type: none"> <li>-Understanding solar and lunar eclipse.</li> <li>-Chemical equation, metal extraction.</li> <li>-Photosynthesis.</li> </ul>	-

- Apart from these subjects, poetry and theatre, art and craft sessions were also organized in the workshop.

### **Winter Workshop- 7 Days-**

Another capacity building workshop was organized from 26 to 31 December 2009 which focused on developing an understanding of the aims of education, capacities and role of a teacher, school and group environment, dialogue and relationship with students and community, developing TLM, the methodology of teaching, types of learning, what and why of collective responsibility, and characteristics of Digantar Schools.

### **Mathematics Workshop- One Day**

- All the teachers from primary, upper primary, middle and upper middle level participated in the workshop organized on 15th January 2010.
- The workshop aimed at understanding the nature of mathematics; need to teach mathematics, methods of teaching mathematics and the importance of using TLM.

### **English Workshop- One Day-**

- All the primary teachers and coordinators participated in the workshop organized on 13th February 2010.
- The major objectives of the workshop were to understand the work done in English teaching and to understand the importance of monthly targets in the work plan.
- A monthly target format was prepared and presented in the workshop.

### **Art Workshop- One Day-**

- One day Art workshop was organized on 13th January 2010 in which all the teachers and coordinators participated.
- The workshop was intended to understand the nature of art, syllabus of art education, analyzing the work plan of art education, understanding the activities of art education, preparing the format for work plan and documentation



### **Teacher's training-**

- Training for the newly recruits, i.e. teachers at AEP, *Sandarbh Shala* Coordinator and *Shiksha Samarthakas* (QEP, Baran) was organized. The training included observation in Digantar Schools, discussion with the teachers and experience sharing.

## DFID Global School Partnership programme-

With financial support from the Department for International Development (DFID), the Global School Partnership Programme began in the year 2004- 05. The programme aims at educational and cultural exchange among the schools from Digantar and Lord Scudamore, Herefordshire, U.K. The programme initially began with the Bandhyali School but was extended to the other Digantar schools at a later stage. Under this programme, every year two teachers from Digantar Schools visit Scudamore School and vice versa. Similar to last two years, this year also two teachers from Digantar schools visited Lord Scudamore School from 17- 26 April 2009 with the following objectives:

- To conduct educational activities with the children.
- To observe teaching-learning activities in the classrooms.
- To conduct various activities so as to make the children aware about the Indian culture and tradition.
- To understand the culture and traditions of the host country.

To fulfill the objectives, various activities were conducted by the teachers such as, introducing the children with simple Hindi words with the help of activity cards, mathematics puzzles, etc. Various activities were also conducted to make the students aware about the National symbols of India. The teachers discussed about the traditional Indian games such as *changa-po*, *nau-anta*, *gutta*, *rumal jhapatta*, etc. with the children and played the same with them. Digantar teachers observed the school activities and teachers from both the schools shared their experiences which enriched their understandings of each other's Nation as well as kind of pedagogical practices prevailing in both the countries.

## Mathematics Teaching at the Upper Primary Level

A five member team including three mathematics teachers, is working together to enhance the mathematics teaching at the upper primary level. The team had more than one meeting and took following decisions:

- ✓ Enhancing the quality of mathematics teaching at the upper primary level and making it more creative.
- ✓ Preparing an outline of the curriculum at the middle level.
- ✓ Using the new TLMs with the students.
- ✓ These objectives would be achieved while working with the students.

To achieve these objectives, the team works as follows:

- Observing and developing an understanding of the teaching learning activities at school.
- Sharing the developed understanding/ analysis with the teachers and trying to understand the reasons behind it.
- Reading the current curriculum and having discussions on the same.
- Working with the children.
- Maintaining continuous dialogue with the teachers.

### Academic Support to Other Organizations

Trainings and Workshops were organized for various other organizations on demand by AEP. The details of such workshops organized in the year 2009- 2010 are as follows-

Sr. No.	Name of the Organization	Workshop/ Training	No. of Days
1-	BETI Foundation, Lucknow (U.P.)	Teachers Training	30
2-	Sankalp, Moradabad (U.P.)	Teaching Material, Teacher Training	2
3-	Ibtida, Alwar (Rajasthan)	Level Based Teaching Workshop	1
4-	CYSD Bhubaneswar, (Orissa)	Level Based Teaching Workshop	2
5-	DIET, Delhi	Role of a Teacher, School Environment	1
6-	Nirwan Van Foundations	Teachers Training	10

### Children's Activities

#### Bal- Mela and Art Exhibition-

To provide the essential space to the children to display their imaginations, creativity, sensitivity and aesthetic sense, two *Bal- Mela* and Art Exhibitions were organized in the Digantar Schools. All the

children from Digantar schools participated in these programmes. *Bal- Mela* had an activity corner which included; clay-art, dancing, writing stories, puppet show, *Bandhej*, games, science corner, theatre corner and paper folding activity corner.

After the corner activities, a cultural programme of 40 minutes duration was also organized in which a song and a play titled Toba Tek Singh (based on the story by Sadaat Hassan Manto) was presented.

Sr. No.-	Details	Date	Venue
1.	Bal- Mela and Art Exhibition	30 September	Bandhyali School
2.	Bal- Mela and Art Exhibition	23 February	Rathwali School

The art exhibition displayed various exhibits such as, handicrafts, clay models, carpentry work, jute work, *kasheeda* work, *Bandhej* work, paintings prepared by children,

stories and poems. Members from other projects of Digantar such as TARU and *Shiksha Samarthan* Phagi as well as students and teachers of the nearby government and primary schools also participated in the programme. The participation of community members was also appreciable.

### **Alumni Meet-**

The 3<sup>rd</sup> Annual Alumni meet of the Digantar Students and Teachers was organized on 27<sup>th</sup> June 2009. Around 100 ex students and teachers were invited in this meet. Various activities such as games, question answer sessions and art exhibition were also organized in this meet.

### **Educational Tour-**

An educational tour was organized for the primary, upper primary and middle level students of all three Digantar schools. The tour aimed at enhancing the student's ability to observe, discuss, analyze and learn in each other's company. The primary students visited Zoo and Albert Hall, upper primary and middle students were taken to Saras dairy and Bhaskar printing press.

Another visit was organized in February for the girls of upper middle level of Bandhyali School. Eighteen girls visited the crèche at *Anokhee* out of which 17 girls with home science subject observed the behaviour and activities of children from 0-4 years whereas one girl who has biology subject collected leaves for her herbarium.

## **Children's Film**

Following films were screened for the children of all the three Digantar Schools-

- Gandhi.
- *Taare Zameen Par.*
- Stuart Little.
- Ice Age II
- *Zor lagaa ke haisha.*
- Jurassic Park- I
- *Jagrati.*
- Gandhi My Father

The movie screening was followed by a brief discussion with the children wherein their reflections as well as opinions related to the film were shared.

## **Celebrations-**

National Festivals and important Days were celebrated in the Digantar schools. The major celebrations of the year were-

- Ambedkar Jayanti.
- Gandhi Jayanti.
- Independence Day.
- Republic day.
- Women's Day

Various activities were organized in these celebrations. Some of them were exhibitions, street plays, painting and posters preparations, sharing sessions, etc.

## **Poetry Recitation-**

To encourage creativity among children, a poetry recitation programme was organized on 9<sup>th</sup> March 2010 in the Kho School. 112 students of the school participated in this programme and



worked in 20 sub- groups. Each sub- group wrote poems and later they were given 45 minutes to present it on stage. The activity was enjoyed by the children and it also provided them a platform to learn from each other.

### **Child Parliament-**

Adhering to the democratic principles, elections were held in all Digantar Schools for the selection of the representatives of Child Parliament. The constitution of the Child Parliament aims at proper functioning of the schools and catering to the problems of groups in particular and school in general. It provides a collective space to the students to share the problems and solve them with collective efforts. The parliament functions according to the principles of democracy and thus also helps in incorporating democratic values among the students.

## **Repair and Maintenance**

### **Ratwali Shool-**

- ◆ The school had to deal with the scarcity of water this year. A platform was constructed by the teachers and children and a water tank was placed on it.
- ◆ The school campus was fenced with barbed wires to keep stray animals out of the school premises.
- ◆ Tree plantation has been done by the children after the barbed wire fencing was done.

### **Kho School-**

- ◆ Cement floor was constructed in two rooms.

### **Bandhyali school-**



- ◆ Land has been allotted by the Jaipur development Authority for the construction of new building for Bandhyali School. The foundation stone was laid by the children on 16<sup>th</sup> March 2010. 16 rooms will be constructed in the new building.

## Interaction with the Community-

### Discussions and Community Meetings-

- A total of five parents meet each were organized in Ratwali and Kho Schools whereas 10 meetings were organized in Bandhyali School.
- A total of 15 meetings were organized with the community members this year.
- A total of 5 meetings were organized with the SDMCs of each school.

### Contribution by the Community-

Time and again the community members extend their contribution in various ways. The description of the financial assistance provided by the community members in the year 2009- 2010 is as follows:

School	Amount (in Rs.)
Bandhyali	13,751.00
Kho	1,776.00
Ratwali	3,353.00
<b>Total</b>	<b>18,880.00</b>

### Community Feast-

With the contribution from the members of the community, a feast was organized on the Republic Day 2010. All the arrangements were taken care of by the community members in coordination with the members of the project. The feast seemed to be an epitome of the cordial relationship between the school and the community.

## Major Achievements-

- A framework was prepared for the various subjects of upper Primary level including mathematics.
- New format was developed for monthly planning and recording.
- An approach paper was developed on the new methods of assessment at the upper primary level.
- The construction work of the new *Bandhyali* School building has started.
- The rapport with the community members seems to be taking a step ahead.

## Limitations-

- ✗ Eligible teachers for English and mathematics could not be found.
- ✗ Exposure visit for teachers could not be arranged due to resource crunch.
- ✗ Uncertainty related to *Bandhyali* School building affected the activities and the new laboratory could not be constructed.
- ✗ Electrical appliances and laboratory equipments could not be used in the schools because of the absence electricity supply.

*Every year we find a lot of children in the waiting list. "It gives us tremendous pain to say 'no' to these children but our hands are tied because of the limitation*



## The Academic Resource Unit

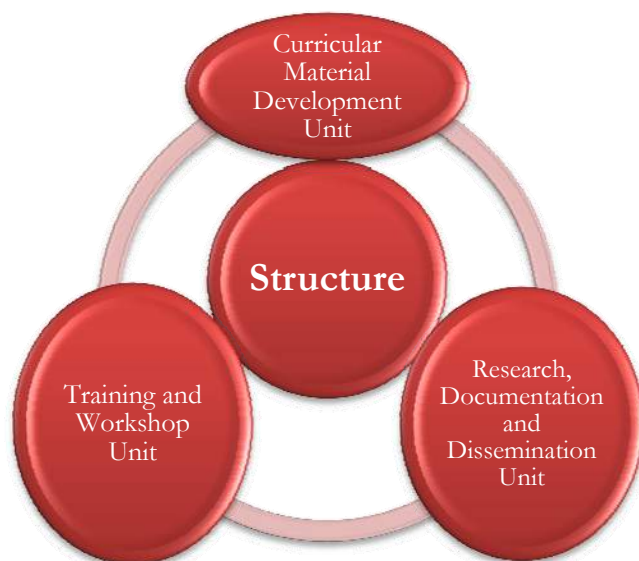
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### Introduction

As the name suggests The Academic Resource Unit (TARU) undertakes academic and research activities related to elementary education. The idea of TARU stems from the need of continuous academic support required by the various projects of Digantar. It is a matter of satisfaction that TARU is gradually emerging as a core group which has been actively contributing to shape the scenario of education, especially elementary education, in India. The engagements of TARU encompass a wide range of activities on teacher enrichment, training programmes for professionals, research and evaluation studies, teaching learning material development, and pedagogical renewals.

### Structure

In order to streamline the work, TARU decided to restructure itself during the year 2009-10. The overall activities of TARU were reorganized under the aegis of three units. These are:



These three units are not like watertight compartments that work in isolation to each other. On the contrary, the Units should be understood as consisting of groups of people, having an aptitude in a particular domain of education, which complements each other. Therefore, all three units of TARU work both independently and also interdependently. Such mutuality with marked expertise produce a quality output since it involves multiple perspectives of education.

## Composition

Seventeen young individuals (*32 Years as average age*) with very diverse educational qualifications make a young and energetic TARU team. TARU members have their post graduate degrees in as many as 15 various disciplines (Table 1). Moreover, about 21 percent (04) members are Ph.D. and 15 percent (03) are M. Phil. Similarly, about 32 percent (06) are M.Sc., while about 32 percent (06) are M.A. Four members have B.Ed. and one has M.Ed. degree. Two members are pursuing their M.A. in Elementary Education from Tata Institute of Social Sciences, Mumbai.

### Educational Qualification of TARU Members at a Glance

S.No	Educational Qualification	Number of Members	Disciplines
01	Ph.D.	04 (21.05)**	English Language Teaching (01), Geography (01), Political Science (01), Fine Arts {Drawing and Painting} (01)
02	M. Phil.	03 (15.78)	Hindi (01), Social Work (01)
03	M.Sc.	06 (31.57)	Environmental Biology (01), Mathematics (02) Botany (01), Child Development (01), Psychology (01)
04	M.A.	06 (31.58)	Political Science (01), Social Work (02), Developmental Studies (01), Hindi (01), Sociology (01)
05	M.Ed.	01 (05.26)	-
06	B.Ed.	04 (21.05)	-

**\*\* Figures in parentheses refer to the percentage out of total 19 members of TARU.**

It is noteworthy that the figures mentioned above are the latest. However, TARU team's composition has been constantly changing. During this financial year (from April 2009 to March 2010), five of TARU members left the team; while eleven new members joined the TARU team. One of the members who left the TARU team got selected for Ford International Fellowship and enrolled in M.A. in Education offered by Institute of Education, University of London, Britain. Similarly, another member got Fellowship from WIPRO for a research study on *Shiksha Samarthan* Programme, Phagi.

## Major Activities of the financial Year 2009- 2010

Major activities of TARU have been presented here after putting them into four quarters of the financial year:

### First Quarter: April 01 - June 30, 2009

This year like that of the last year has been one of the most hectic period for TARU team. In fact, the whole TARU team remained engaged in providing overall support to in-service government teacher training organized under the aegis of Quality Education Programme (QEP), Baran. During this period, TARU members supported QEP in each and every step right from the review of last year's training, MTs selection, conceptualizing this year module, development of modules and readings to MTs training and teachers training. This all began in February 2009, however, here we only present the activities carried only after March, 2009.

#### ● Support to Quality Education Programme, Baran: In-service Training 2009

##### ● Development of Training Packages

From the second week of March to May 10, 2009, TARU team was involved in developing in-service training packages titled *Aagaaj* for primary and *Samvad* for upper primary teachers for 10 days training of government school teachers of Baran. This year (2009) package of primary classes included the subjects of Hindi, English, Mathematics and EVS along with perspectives on education. At upper primary level Hindi, English, Mathematics and Science were included besides perspectives on education which was common for primary and upper primary.

This year's teacher training module was developed focusing on continuity in the sense that it started where the last year's module had stopped. The module included some of the key issues and debates on education which are relevant to the context. In perspectives on education, quality education, IQ and learning verses socio-cultural background of learner were the major issues. Similarly, all subject modules were developed focusing on two major domains; first, the nature of subject and its pedagogy; second, providing pedagogical inputs based on theories discussed in first part by working on some of the major concepts of curriculum. To achieve this twin objective of providing both theoretical as well pedagogical input to the teachers the module used rich reading material, visuals, and experiments.

### ■ Selection of Master Trainers

This year (2009) QEP selected Master Trainers (MTs) through proper selection process. This selection process was conceptualised by TARU team which consisted of an assessment of reasoning, comprehension and knowledge of subjects in particular and education in general. The process of selection consisted of written test, group discussion and interview. A workshop was organized on April 17 and 18, 2009 at DIET, Baran for this purpose.

### ■ Training of Master Trainers, Udaipur

QEP initiated the process of conducting 10 day-training programme for 72 Master Trainers at *Vidya Bhawan* Society, Udaipur in two phases - May 10 to 19 and May 21 to 30, 2009. In the first phase 49 MTs participated, while in the second phase 23 MTs participated in training. Thereafter, these MTs trained about 4000 teachers in several in-service training camps organized in three phases during May 23 and June 25, 2009.

The overall academic responsibility of this training was given to TARU team. This training programme introduced the academic issues raised in newly developed packages to MTs after problematizing them properly to initiate a healthy dialogue generated and sustained by reason and critical analysis.

### ■ Training of Primary and Upper Primary Teachers, Baran

Next to the MTs training at Udaipur, QEP organized teachers' training in three phases of ten days each right from May 23 to June 25, 2009. A total of 110 training camps were organized where about 4000 primary and upper primary government teachers were trained. Almost all TARU members were present in all phases and extended their support to MTs in training camps.

TARU members worked hard to ensure the regularity and maintain inclusive pedagogy to develop collective and rational perspective, critical thinking and reflectivity among teachers.

## Second Quarter: July 01 - September 30, 2009

### ● Fifth Certificate Course on Foundations of Education

Fifth Certificate Course in Foundations of Education was started on July 06, 2009. The programme consists of a series of four workshops, each workshop spreading over a period of 12 working days,

and covering three courses. The first workshop of the programme was conducted from July 06 to 17, 2009 at the Digantar campus in Jaipur. The workshop covered three courses – Philosophical Perspective on Education, Sociological Perspective on Education, and the Perspectives on Learning. 15 participants covering the states of Tamilnadu, West Bengal, Gujarat, Karnataka, and Rajasthan (from the EAZY Vidya, Chennai; Vikramshila, Kolkata; CARE Gujarat; WATIS, Bangalore; UDAAN, Ahmadabad; Digantar, Jaipur) attended the workshop.

The main purpose and thrust of these workshops was to arrive at an overarching understanding of the broad conceptual framework of what ‘education’ is, and gradually come to a comprehension of the processes that may be involved in being able to operationalize the aims of education in schools – in other words, an understanding of what would constitute the foundations of education. This understanding was aimed to be reached through a process which involves exchange of ideas, discussion and examination of issues in a holistic manner, reflecting on them individually and in the course of group-work: an exercise that leads to clarity - of concepts and potential practices. The structure of the programme is as under:

Workshop I	Workshop II	Workshop III	Workshop IV
Philosophical perspective on Education	Human Understanding and Curriculum	Nature and Pedagogy of Mathematics	Research and Assessment
Sociological perspective on Education	Nature and Pedagogy of Language	Nature and Pedagogy of Social Sciences	Teacher Education
Perspective on Learning	Nature and Pedagogy of Sciences	Nature and Pedagogy of History	Issues in Education

The workshop was conducted in an interactive mode with the day divided into three sessions of around an hour and a half each in addition to a morning Feedback Session. The Resource Persons constantly attempted to involve the participants in the deliberations on the various topics being covered. The course was divided into four workshops:

- 1) Workshop I (July 06-17, 2009)
- 2) Workshop II (August 17-28, 2009)
- 3) Workshop III (October 05-16, 2009)
- 4) Workshop IV (November 30-December 11, 2009)



### ● **Situation Analysis of Elementary Education: Rajasthan**

UNICEF approached TARU team to develop a vision document for education for the state of Rajasthan with reference to MDG goals 02 and 03. Also, in the year 2008 the state witnessed a change in the Government after the elections. The present Government was keen to make some changes in the educational indicators of the state. The indicators are at present not very encouraging. The first step in ensuring that the goals of MDGs are reached, it is important to develop a vision for elementary education in the state with reference to the Millennium development goals. The document focused not only on the vision statement but also on the present status of education system in the state, pointing out the critical gaps which hamper progress and identifying the potential partners who could help bring positive changes in the educational indicators for the state.

However, TARU team, since it had other commitments, accepted only to provide its consultation to study the present status of education system in the state. For this purpose, TARU team carried out research and wrote six theme papers analysing the present situation of availability of schools, enrolment, dropout and retention rates, pupil-teacher ratio, teachers, quality of learning, pedagogy, learning achievement, classroom processes, curriculum, textbooks, teacher support, teacher education and training, and equity issues-gender gap, social background gaps, urban-rural divide. This task was started in the second week of July and was completed in the first week of August 2009.

## ● **Capacity Building Programme for District Academic Groups, Gujarat**

*Azim Premji* Foundation, Gujarat sought support from TARU for capacity building of District Academic Groups consisting of government primary and upper primary teachers and education officials working in the state of Gujarat. After accepting this offer, TARU conceptualized a workshop of fifteen days on Perspective Building for them and organized it from 28th August to 11th September, 2009 at CICEONDECON at Sitapura Industrial Area, Jaipur in which 22 participants of two districts of Banaskantha and Sabarkantha of Gujarat participated. In this programme the issues on aims of education, human nature and learning, education and democracy, learning theories, IQ, knowledge and its forms, conditions, and construction and nature and pedagogy of language, science, and mathematics were the major issues among others.

A proper documentation of this training programme was also carried out by the team members of TARU. Later in the last week of September a detailed report based on the documentation was developed and was sent to *Azim Premji* Foundation, Gujarat.

## ● **Dialogue with the State Government on Revision of Curriculum and Text Books of Rajasthan**

Digantar, together with other non-government and volunteer organizations (Public Union for Civil Liberties, Bharat *Gyan Vigyan Samiti*, *Bodh Samiti* and others), initiated a rigorous dialogue with state government of Rajasthan to revise the curriculum and text books of elementary classes since they have several problems and do not fulfill the aims of education. For this purpose, TARU team carried out an analysis of textbooks of all subjects of elementary classes and shared it with government through various meetings and seminars.

The major findings of the text book analysis indicated that textbooks do not provide cultural unity of India; presents certain religious assumptions as historical facts; have serious problems-misleading facts, sense of disrespect to certain leading personalities of freedom struggle of India, over-simplifications of various complex historical incidents; pedagogically books are not suitable and do not match with child's learning process; language is very complex, there are plenty of spelling mistakes, and quality of printing and paper is very poor.

It was recommended that textbooks shall be revised according to the recommendations of NCF-2005.

## ● **Shaping the Elementary Teacher Education in Chhattisgarh**

Digantar continued to work with SCERT, Raipur along with Eklavya and *Vidya Bhawan* Society in areas like textbook development, teachers training and curriculum development. The team members from TARU attended various workshops at SCERT, Raipur (Chhattisgarh) during the year 2009-10. During this period D.Ed. curriculum and text books for first year were developed. Digantar supported the development of the curriculum and text books of the course on “*Gyan, Shikshakram Aur Shikshan Shastra*” (Knowledge, Curriculum and Pedagogy). TARU team developed learning material on all eight units of this course: *Vishya Pravesb, Gyan ke Prakaar, Gyan Aur Pramaan, Gyan Ki Shartye, Gyan Ke Swaroop, Gyan Aur Shikshakram, Gyan Ka Srajan Aur Shikshan Vidhiya, Shikshakram, Pathyakram Aur Pathyapustako Ka Vishleshan*.

## ● **Support to Shiksha Samarthan Project, Phagi: Workshop on Perspective Development**

In September 2009, a five-day workshop was organized from September 14 to 18 for 32 government school teachers from schools in which the project is working. The focus of this workshop was on exploring and understanding the linkages between nature of different subjects, their contents, methodology and linkages with curriculum and aims of education. One day of the workshop was devoted towards understanding the forms of knowledge. Later the government teachers worked on developing lesson plans on Hindi, Mathematics and EVS in the light of the discussions on aforementioned subjects.

## ● **Support to Sir Ratan Tata Trust in Project Assessment run by BETI Foundation, Lucknow**

Better Education through Innovation (BETI) was registered as a Trust in 2000, to function as a state resource centre for Uttar Pradesh, in the area of advocacy and social mobilisation towards girls' education. Sir Ratan Tata Trust has partnered with BETI since 2002 and has supported its programmes through three Small Grants and one programme grant in the past. The Trust commissioned Digantar to conduct a mid-term assessment as well as identify areas of resource support for the project ‘*Samvardhan*’ which is being implemented by BETI foundation to enhance quality of 24 primary government schools in two clusters, namely, Bishunpur Kalan and Jarvabangai, in the Gaisadi block of Balrampur district of Uttar Pradesh. Objectives of the assignment were:

- Identifying areas and preparing a plan for providing resource support to BETI Foundation (mid-term assessment)
- Providing inputs / trainings to plug-in the key gaps identified
- Conducting annual review of the project

The mid-term visit was conducted in September 2009. The main aim of the assessment was to identify areas that needed strengthening and preparing a plan for providing resource support to BETI Foundation. This assessment utilized both the primary sources such as classroom observations, focus group discussion with the project team as well as secondary sources such as Project Proposal, Previous evaluation, and Project documents.

Two classroom observations were conducted (out of six planned), to ascertain the quality of direct field implementation in the government schools as well as ascertain if the training inputs provided by Digantar are being implemented in the classroom. By means of a semi-structured participant observation schedule, data was gathered. A focused group discussion and informal interviews were conducted with the project staff to find out the resource support requirements of BETI, assess the quality of direct field implementation in the government schools, the nature and quality of on-site support to field-coordinators.

The follow up visit to BETI Foundation consisted of a three-day workshop which was held in Balrampur, UP in December 2009. The workshop focused on the issues which were identified during the mid-term visit such as multilingualism in classrooms and right to education Bill. The resource person stressed that the project team should make efforts to bring context in a language classroom through stories and other narratives and developing TLMs (cards etc.) from the context itself as much as possible. The resource person also discussed ‘rights based approach’ and later linked it with Right to Education Act and how it can be utilized for advocacy.

## ● Other Engagements

- One TARU member and project coordinator of *Shiksha Samarthan* Project, Phagi visited Bangalore to participate in WATIS Forum (an annual event) and made a presentation on the activities, achievements and challenges of the project.

- Three members of TARU team visited Quality Education Programme, Baran to participate in Review Meeting held at DIET, Baran with all stakeholders of the programme to review the in-service training organized in May-June, 2009.

### Third Quarter- October 1- December 31 2009

#### ● Enhancing the Capability of Project Teams

In October, a three-day workshop was organized for newly appointed *Shiksha Samarthakas* in **Sandarbh Shala Project, Baran**. In this workshop, TARU team worked with them on the issues of Education and Democracy, Cultural Difference Vs Cultural Deprivation and other relevant issues related to the programme. In November, the first workshop of the series on English Language Teaching was organized for government teachers working in pace-setter schools of **Quality Education Programme, Baran**. Similarly in December, a seven-day workshop was organized for newly appointed *Shiksha Samarthakas* in Quality Education Programme, Baran. In this workshop, TARU team members facilitated the team of QEP on nature and pedagogy of Environmental Studies. Moreover, from December 02 to 14, 2009 TARU team facilitated the **Shiksha Samarthan Project, Phagi** through a workshop on nature and pedagogy of Mathematics.

#### ● Proposal Development

*Sandarbh Shala* Project, Baran was supposed to end in December 2009; however, various kinds of factors had affected the pace of activities of the project and to complete the scheduled tasks project required more time. Hence, a proposal to extend the time period of the project was developed and sent to the SDTT, Mumbai by TARU team. Similarly, a vision document was developed on DIET focusing on the future elaboration and collaborative efforts of Quality Education Programme, Baran for the development of DIET as an effective institution. This document was a part of the proposal which was being developed for the extension of QEP, Baran.

#### ● Guidance and Support in Documentation and Report Writing

TARU team extended its support to **Quality Education Programme, Baran** to give the final shapes to various reports. The reports on meetings of Extended QIU, Review of In-service training, and DIET, Cluster and project team member's meetings were finalized under the active guidance of

TARU members. TARU team also prepared the Annual Report (2009-10) of Quality Education Programme, Baran and sent it to the funder.

### ● **Resource Support to BETI Foundation, Lucknow**

A three-day workshop was conducted by TARU members at Lucknow for the team of BETI Foundation from December 22 to 24, 2009. This workshop focused on providing the inputs and training on nature and pedagogy of language and key gaps identified in review study conducted in September 2009.

### ● **Updating the Website of Digantar**

TARU members updated the website of Digantar and developed web pages devoted to Early Literacy Research Project, Jaipur.

## **Fourth Quarter- January 01- March 31 2010**

### ● **Support to Quality Education Programme, Baran: In-service Training 2010**

From the first week of January 2010, the process of in-service training packages development was started under the aegis of Quality Education Programme. Throughout the period of three months of the fourth quarter of financial year of 2009-10, this particular activity engrossed the whole TARU team again. TARU team extended its support to QEP in the following areas:

#### ■ **Conceptualizing the In-service Training Packages for 2010**

A seven-day workshop from January 09 to 14, 2010 was organized at Digantar, Jaipur to conceptualize the in-service training packages for 2010 trainings under the aegis of QEP, Baran. This was a unique workshop in a sense as it involved all the stakeholders of the project in developing in-service training packages after sharing the last year's experiences, problems and pitfalls of the modules of 2008 and 2009. In this workshop all TARU members participated actively and helped in developing an outline of the training packages based on insights gained through the discussions on NCF-2005 and Right to Education, 2010 and subject specific issues. Later, on February 09, 2010 this tentative outline was shared with all BRCFs, CRCFs; Teacher's Union and SSA officials.

### ■ **Developing the In-service Training Packages**

Right from February to the mid of April all the TARU members were engaged in developing the training packages according to the final outline. TARU team members developed the packages of perspectives on education, Mathematics, Science, Hindi, English, and Social Science. During this period, on March 22-24, 2010, a three-day workshop was held at Digantar to discuss the progress of package development.

### ■ **Proposal Development for Old and New Projects**

TARU team members developed a proposal and budget estimation for the extension of Quality Education Programme, Baran in February 2010. Similarly, other proposal was developed conceptualizing a new project focusing the girl education in *Kasturba Gandhi Balika Vidyalaya* (KGBV).

### ■ **Capacity Building of Project Teams**

From January 7 to 15, 2010 a workshop was organized by TARU members at *Sandarbh Shala* Project, Baran to facilitate the team members of the project on nature and pedagogy of mathematics in context of tribal children. Similarly, from March 03 to 20, 2010, an induction programme was started to enhance the capability of newly appointed seven assistant and associate fellows in TARU team.

### ■ **Standardizing the Performance Appraisal in Digantar**

The appraisal of the new appointees has never been very systematic in Digantar. Therefore, it was felt that Digantar must develop a standard framework of performance appraisal of newly appointed recruits which, in turn, will be useful in recognizing the suitable people who can contribute to the organization optimally. Moreover, this performance appraisal can provide accurate feedback both to the organization and the employee concerned on her/his areas of strength and weakness, thus, setting the stage for *capacity development*. TARU team developed the guidelines and format of performance appraisal during the month of January and sent it to all projects of Digantar seeking their suggestions. In February, all suggestions were incorporated to give it a final shape.

### ■ **Conducting Short Term Researches**

Two of the TARU team members started two short term research studies on Continuous and Comprehensive Assessment (CCE) in AEP and use of Stories in the language classrooms *Sandarbh Vidhi* – Its understanding and practice. The studies are likely to be finished by the month June 2010.

## ● Participating in Seminars/Workshops and Publishing Articles

Philosophy of Education Society (India) organized a five-day workshop from February 21 to 25, 2010 at *Vidya Bhawan* Society, Udaipur. Three members of TARU participated in this workshop and shared their ideas. Similarly, some members of TARU team participated in a two day consultation on “Improvement of Girls' education” organized by SSA and UNICEF in Jaipur on the 11<sup>th</sup> and 12<sup>th</sup> of March. This consultation included several district level educational functionaries like the ADPC, APC (girls' education), DEO and other members from the SSA, the commissioner, director (Girls' education) and members from the UNICEF. The final outcome of the consultation was to come up as a status report which would give recommendations to the state for the policy level changes which need to be brought about so as to have an effective system in place.

Moreover, one of the TARU members had written an article focusing on the provisions given in Right to Education Act, 2010 affecting the teaching and other classroom processes. This article provides an insight about the contradictions in provisions of Act and suggested some measures to come over them. This article was published in a special issue (February, 2010) on Act in the magazine *Vimarsh*.

## Achievements

- TARU has managed to revive the trust of officials and teachers through in-service trainings under the aegis of QEP, Baran that training can be a forum of mutual discourse and learning opportunity for all. Not only trust but also a culture of thinking critically and to be reflective on their experiences and practices seems to be developing among teachers. Moreover, the trainings have been striving to develop a rational perspective of education among teachers. On this front, these trainings seem to have affected significantly the views of teachers and officials. The trainings have managed to raise concerns while simultaneously urging the stakeholders to develop a sense of collective responsibility and a shared vision of education. Moreover, the insights, experiences and learning garnered by TARU are valuable for the organization.

- By extending its resource support to all the projects run by Digantar, TARU has not only helped running them smoothly and efficiently but also helped the project teams to be independent academically by constant capacity programmes.
- By carrying out the situation analysis of elementary education of Rajasthan and initiating a rigorous dialogue with state government to revise the curriculum and textbooks of elementary classes in Rajasthan, TARU has managed to draw the attention of government towards the failures of education systems in providing quality education to all. Moreover, it has infused new zeal in the system by enhancing the capability of District Academic Groups of two districts of Gujarat and developing the curriculum and learning material for D.Ed. Course offered by DIETs in Chhattisgarh that would work as catalysts of change in educational scenario in two states.

## Challenges

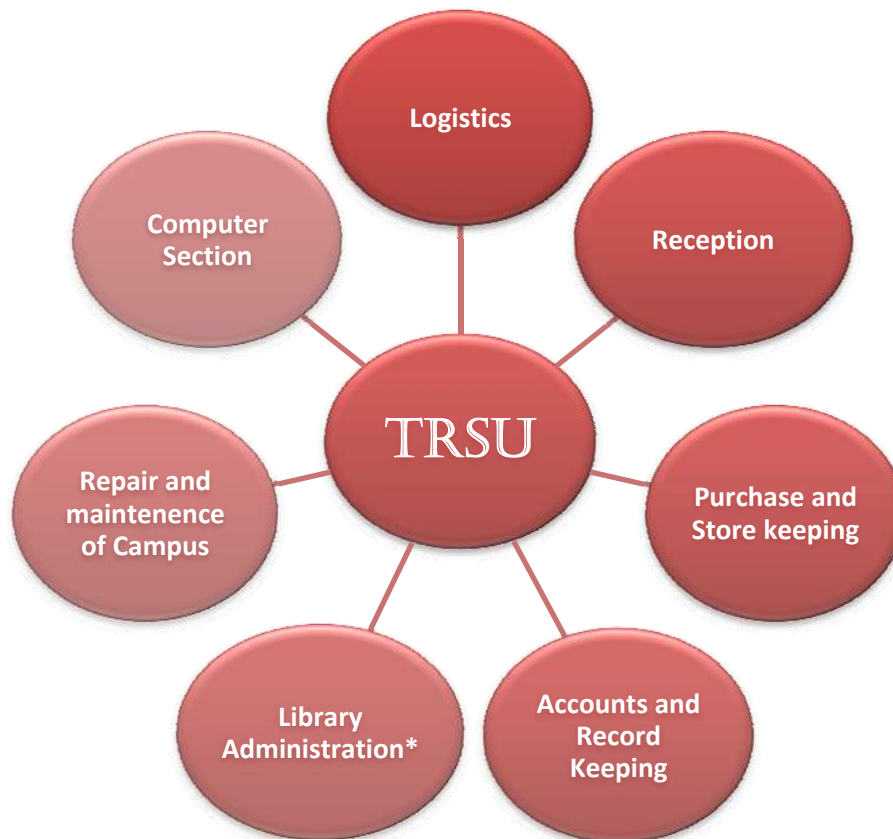
- ✗ Faculty retention has been very low in TARU team. There is a need to take this issue up seriously. During the financial year 2008-09 about five members of the team either left the job or went on study leave.
- ✗ Lack of infrastructural facilities (training hall, dormitory, LCD projector, generator, water cooler cum purifier, etc.) has been felt as general obstacles in the way of TARU to take up large scale trainings and workshops.

## The Resource Support Unit

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TRSU is the central support and administrative unit of Digantar. It is responsible for overall administration of all projects, total logistic support, accounting and finances, purchase and supply and appointment process of all workers. TRSU plays a major role in smooth functioning of the programmes and projects of Digantar by taking care of all the nitty-gritty which often goes unnoticed. The Unit also helps in maintaining coordination among the various programmes and projects of the organization with the Digantar main office. The support provided by the unit helps the workforce of the organization to focus their energy in achieving the aims and objectives of their respective programmes and projects.

**TRSU constitutes of the following sub- units**



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\*Library is a sub-unit of The Academic Resource Unit (TARU) but since it is located in the TRSU premises; its administration is handled by TRSU.

The major work done by the various sub-units of TRSU could be summed up as follows:

<b>Reception</b> <ul style="list-style-type: none"> <li>• Attending and maintaining all the records of the activities at reception.</li> <li>• Entering the details of personal and official calls in register as well as computer.</li> <li>• Work related to photocopy, scan, fax and telephone.</li> </ul>	<b>Store</b> <ul style="list-style-type: none"> <li>• Buying and issuing materials related to fixed assets and stationary.</li> <li>• Physical verification of the infrastructure available in the organization.</li> <li>• Purchase and maintenance of new appliances for the organization.</li> </ul>	<b>Computer Section</b> <ul style="list-style-type: none"> <li>• Typing various documents such as; organization's magazine, newsletter, address book, identity cards, reports.</li> <li>• Editing various correspondence and reports of the organization .</li> </ul>
<b>Library</b> <ul style="list-style-type: none"> <li>• The library is currently being managed by two personnel.</li> <li>• 725 new books were purchased in the year 2009-10 out of which 391 are children's books.</li> <li>• In total there are 19586 books in the library out of which 11756 are children's books.</li> <li>• Other work includes- purchase and maintenance of books and Journals and annual physical verification.</li> </ul>	<b>Accounts</b> <ul style="list-style-type: none"> <li>• Preparing and maintaining the accounts book; Ledger, Bank Book, Cash Book, Journal Book and Trial balance.</li> <li>• Preparing various financial and audit reports.</li> <li>• Dispensing salaries and documenting the details related to it.</li> <li>• Maintaining and dispensing the expenses of various programmes and projects of the organization.</li> </ul>	<b>Repair and maintenance of Campus</b> <ul style="list-style-type: none"> <li>• Includes mess, campus care takers, watchman, gardeners and other supporting staff.</li> <li>• Providing regular meals (Breakfast, lunch, tea and dinner) to the guests and trainees.</li> <li>• Receiving the guests and helping to make their stay at the organization comfortable.</li> <li>• Cleaning and maintaining the rooms and toilets of the campus.</li> <li>• Other outside works such as; train reservations, photocopy and works related to the market.</li> </ul>

## Workshops and Seminars

A total of 35 workshops, seminars and trainings were organized in the financial year 2009-2010. Arrangements were made for travel, lodging and food etc. for the participants. The break up for the number of these trainings, workshops or seminars organized by the respective projects/programmes is as follows:

- *Sandarbh Shala* Programme, Baran- 02
- *Shiksha Samarthan*, Phagi- 02
- Quality Education Programme, Baran- 08
- Foundation Course- 04
- DIET (Chhattisgarh and Delhi)- 02
- Visit to AEP by various other organization and seminars/workshops/trainings conducted by AEP for other organizations- 17

The organizations which visited AEP or any other project of Digantar in the financial year 2009-2010 are; *Lokmitra*- Jaipur, Going to School- New Delhi, *Vidyasthali Vidyapeeth*- Niwai, ICICI- Foundations Pune, Early Literacy Project- Ajmer, World Vision- Jaisalmer, *Nayyoti* Foundation- Bawana , *Pardaada- Pardaadi* Foundation Delhi, PRADAN- Delhi, Azim Premji Foundations, ASK, *Sankalp*- Moradabad, Jesus and Marry College- New Delhi, Lord Scudamore School- London, *Gyanshala*- Ahmedabad, *Ibtida*- Alwar.

## Recruitments

Recruitment processes which are carried out in the Digantar main campus are also being supported by the unit. Apart from the logistic support, the unit ensures proper boarding and lodging facilities for the candidates. A total of 16 such processes were organized in the year 2009-2010 for the various projects of Digantar. Their details are:

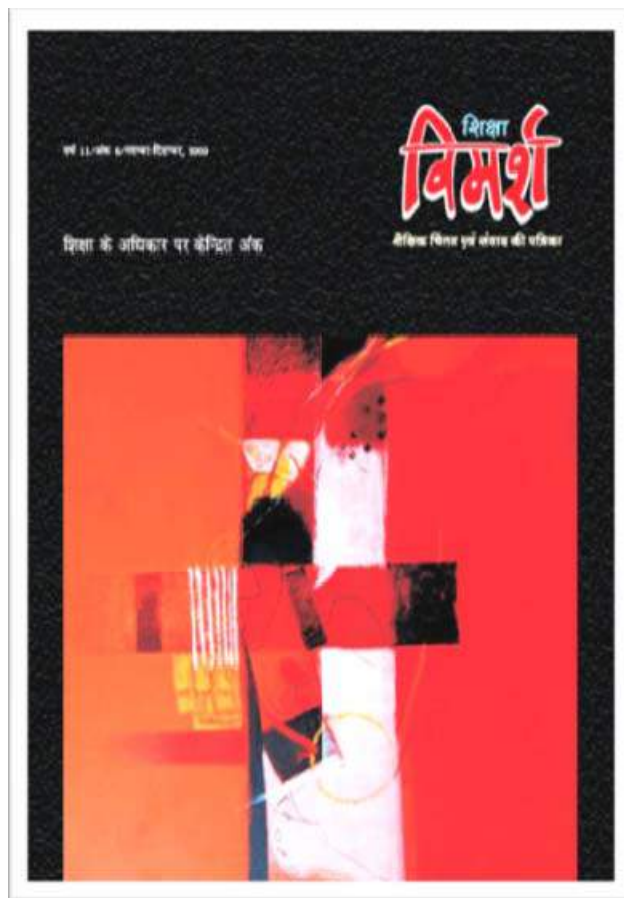
- *Sandarbh Shala* Programme, Baran- 06
- Shiksha Samarthan, Phagi- 05
- Quality Education Programme, Baran- 02
- The Academic Resource Unit- 02
- The Resource Support Unit- 01

## ***Shiksha Vimarsh-***

*Shiksha Vimarsh* owes its genesis to the lack of serious literature on education in Hindi. This bimonthly magazine in Hindi vies to provide a forum for academia and practitioners in education to share their experiences in Hindi speaking belts of the country and highlight issues related to educational theories and policies as well. . With these objectives, the first issue of the magazine was published in the year 1998 and from March 2001 *Shiksha Vimarsh* became a bimonthly magazine.

This magazine aims towards maintaining coherence between theory and practice and also among educationists and readers. This helps in sustaining a link between grass root work and theory so that the quality of work being done on ground can be enhanced.

In the financial year April 2009- March 2010, six issues of *Shiksha Vimarsh* were to be published. However, only five issues were published and the sixth issue would only be published in the next financial year. The delay was due to a special issue on 'Right to Education' for which a lot of relevant material had to be collected. The compilation of material and interviews with the experts in RtE took a lot of time and effort and it was considered in-appropriate to compromise



with the quality of the special issue in order to publish it in due time period. Although published late, the issue was the first consolidated edition of its kind on RtE (Right to Education) in Hindi. Previously, no other Hindi magazine has highlighted the issue so extensively nor have they been able to present the multiple perspectives on RtE.

A few new strategies were adopted this year to increase the circulation of the magazine. Along with *Eklavya*, a pool of six magazines was prepared namely; *Chakmak*, *Sandarbh*, *Srot*, *Teacher Plus*, *Shiksha Vimarsh* and *Education Dialogue*, to work for increasing the circulation of these magazines.

It was beneficial since *Eklavya* also advertised *Shiksha Vimarsh* in its own magazines. Nearly 80 new members joined after this joint effort which was good but still below our expectations. One big opportunity which is being explored is the possibility of membership from all the Cluster Resource Centers of Chhattisgarh. If this works out, *Vimarsh* will reach around 2200 clusters. Membership of Shiksha Vimarsh for all the DIETs in Chhattisgarh has already been approved by the Secretary of Education.

## Circulation

The advertisement and circulation of *Shiksha Vimarsh* in the financial year 2009-1010 can be summed up in brief as follows-

- In the beginning of the previous financial year i.e. in March 2009, one issue of *Vimarsh* was lagging behind and again in March 2010 the magazine is one issue behind its schedule.
- Out of the six issues published in this year, one is the special Nov-Dec 2009 issue on Right to Education.
- All the published issues have been uploaded on the web-site and around 400 people have registered themselves for online membership.
- The increase in the membership was calculated from July- August 2009. This increment is 40% for individual membership and 65% for institutional membership.
- Around 300 copies of the issues published this year were sent to the various B.Ed. colleges of Haryana. Letters for membership are regularly being received from them.

Membership Description		2008&09	2009&10
Membership in this period	Free subscribers <sup>1</sup>	8	&
	New members	238	208
	Membership ended	30	106
	Number	828	1037
	Amount Received	138874.00	154869.00
<b>Total No. of actual members</b>		<b>798</b>	<b>901</b>

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<sup>1</sup> Eminent Educationists.

## Shiksha Samarthan

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Characterised by sharp differences in terms of terrain, livelihood, dispersed patterns of settlement and social identity, most of the inhabitants of Rajasthan depend on agriculture and animal husbandry as the major sources of livelihood. As such, the state is characterised by uneven distribution of income and assets which has led to a sharp polarisation in terms of distribution of wealth. Consequently, a parallel school system seems to have developed with private schools claiming to offer dubious quality of education with a focus on rote learning and on the other hand a dysfunctional government school system catering to the marginalized. By dysfunctional we mean that the actual quantity of schooling that children experience and the quality of teaching they receive are extremely insufficient for them to truly participate in the process of learning, both in the primary as well as in the secondary and later stages. Thus, making the task of ensuring universalised quality education for all sections of society formidable.

Conceived around Digantar's competence and positive ground experience of bringing about significant changes in rural government schools, the '*Shiksha Samarthan*' project seeks to bring improvement in the situation of government schools and visualizes the change as a step towards large scale and sustainable change in the education system. The '*Shiksha Samarthan*' project was initiated in July 2006 with the support from WATIS with the aim to transform 100 government schools of Phagi block, in 5 years, into units that provide quality education.

### Aims and Objectives

The ultimate aim of this project is to transform government schools, in 5 years, into units that provide quality education. In real terms, this means to have schools where teachers arrive on time, are engaged in teaching with improved methods, have an encouraging and affectionate relationship with children, the general environment is positive and, of course, the children will have reached a level of learning which is much better than what it is now. And that the schools are proactive both in reaching the children and in solving ground level problems be they academic or otherwise.

The project aims to enhance the capacities of the teachers such that they work with improved methods in the classrooms. The teachers also need to feel confident that the improved pedagogy that the project suggests is not only worth using, but also that it is 'do-able', and without too much extra effort on their part, and that they can evolve their own ways of improving upon it. The project

also aims to work with the academic support structures at the cluster level in two clusters, to strengthen them, in order to contribute towards sustainability of the project.

The project envisages actively involving the community with the school in terms of sending their children to the schools and participating in critical decisions of school management.

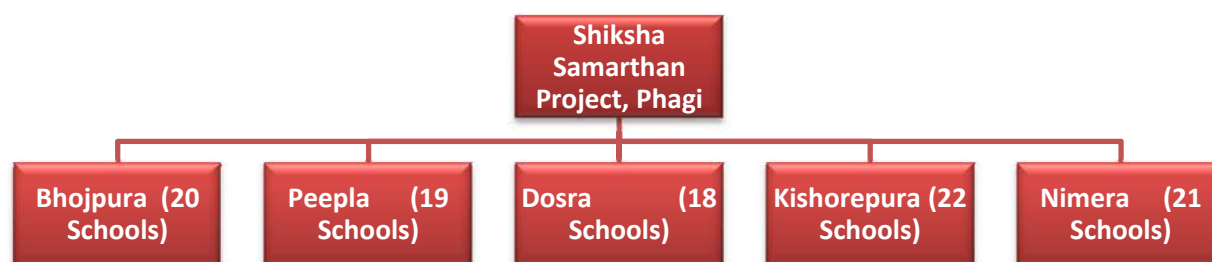
## Project Objectives

- **Work for school quality improvement:** To work directly in schools, with both the children and the teachers to demonstrate alternative classroom practices at the ground level, and then to collaborate with the teachers to develop plans for the improvement of the school. **Work in four clusters to develop effective academic support structure:** To work with four CRCs to help the cluster level staff in academic support, monthly meetings, training workshops, and academic support in general.
- **Work with community for effective involvement in school quality improvement:** To work with the community to increase their involvement in the government schools.
- **Project Coverage**

This project is currently reaching out to around 8000 students and 263 school teachers from 100 schools.

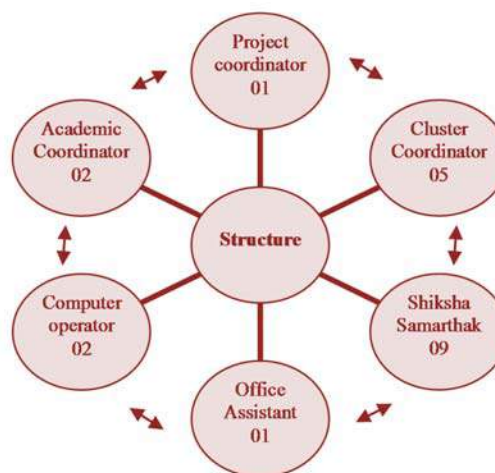
Project Area			Number of schools			Enrolment	Government School Teachers
Village Panchayat	Village	Hamlets	Primary	Upper Primary	Total	Number	Number
28	77	21	69	31	100	8321	263

## Project Structure



## The Project Team and its responsibilities:

Name	Responsibilities
Academic Coordinator	02 Schools and 02 Clusters
Cluster Coordinator	05 Schools and 01 Cluster
<i>Shiksha Samarthak</i>	08 Schools



S.No	Designation	No.	Roles and responsibilities
1.	Programme Co-ordinator	1	Provides advice, direction and guidance to run the project smoothly and efficiently, making educational and pedagogical plans, training and documentation. Maintains a dialogue with other stakeholders including DEO, BEEO, and CRCFs.
2.	Academic Co-ordinator	2	Provides advice, direction and guidance to Cluster Co-ordinators and <i>Shiksha Samarthakas</i> , Assist Programme Co-ordinator for making educational and pedagogical plans, training and documentation. Maintain a dialogue with stakeholders including BEEO, and CRCF. Responsible for two schools and two clusters.
3.	Cluster Co-ordinators	5	Provides advice, direction and guidance to <i>Shiksha Samarthakas</i> , Assist Academic Co-ordinator for making educational and pedagogical plans, training and documentation. Maintains a dialogue with stakeholders including CRCF and community. Responsible for five Schools and one Cluster
4.	<i>Shiksha Samarthak</i>	9	Provides academic support to schools, working with children and teachers, making teaching-learning plans. Works actively with community. Responsible for eight Schools.
5.	Accountant cum Computer Operator	1	Maintains office accounts and data entry including typing of reports and designing flash cards, news letter etc.

6.	Computer Operator	1	Helps CRCFs in maintaining proper record at the cluster.
7.	Office Assistant	1	Maintains store records and up-keeping of office.
<b>Total</b>		<b>20</b>	

## **Major Activities of 2009-10 are as follows:**

### **Work for school quality improvement in 100 government schools**

During the year 2009-10, in addition to the 75 government schools in which the project was working, 25 new schools were taken up for improvement. As a result each *Samarthak* is now working in eight schools. Despite an increase in workload, the Shiksha *Samarthakas* chalked out strategies for working in new schools while the basis of strategy of work in old schools was their categorization according to a number of indicators such as teacher-student ratio, teaching-learning processes, and learner's achievement etc. The *Samarthakas* visit one school daily and work there according to their weekly action plan.

**The task of school quality improvement has the following four aspects:**

- **Cleanliness:** In cognizance of the fact that a notion of shared social responsibility among children and teachers serves as a valuable pedagogic tool, the *Samarthakas* help the students and teachers in cleaning and maintaining the campus. During the year 2009-10, the *Samarthakas* were able to systematize cleanliness in 61 schools with the help of 'Safai Charts' which are actively prepared by teachers and students. Waste dispensers made from discarded tin boxes and cardboard boxes have been put up in these 61 schools.
- **Morning Assembly:** An enjoyable morning assembly can be a great means for creating a child's interest in school. In order that the children look forward to an interesting start in schools, the *Samarthakas* have introduced various activities such as 'Bal Geets', Poems, Songs, puppet shows, skits, games, news paper reading and discussion on issues related to health in the morning assembly with the help of government schoolteachers.

The *Samarthakas* are also making an effort to develop these morning assemblies as a lively platform of democratic self expression where children get a chance to discuss, share and solve their problems.

As a result, in as many as 62 schools (out of 100 in which the project is working), there is a greater involvement of government school teachers and students in these morning assemblies.

- **School Environment:** Any reasonable notion of quality of education requires an atmosphere where there is freedom of expression, empathy and cooperation as well as affectionate teacher-students relationship. To achieve this, our *Samarthakas* demonstrate through their actions as well as continuously engage in dialogue with the government school teachers that it is possible to make a difference provided one works with sound pedagogical principles and is sensitive towards the children.
- **Teaching-learning:** During the year 2009-10, intensive work was carried out with the teachers which included conducting learners' achievement test in all classes from 2<sup>nd</sup> to 5<sup>th</sup> in Mathematics and Hindi. Based on the analysis of these tests, conceptual issues in which the students were facing problems were identified. The *Samarthakas* then developed plans with the government teachers for working on these issues. Individual reports of all the schools were also prepared. Currently, around 65 percent of government schoolteachers prepare weekly plans with the help of *Samarthakas* and work accordingly. The *Samarthakas* further capacitated themselves as well as the government school teachers through guided reading throughout the academic session in 2008-09.



### Work in two clusters to develop effective Academic support structure

Mid level structures consisting of Block Resource Centers and Cluster Resource Centers were visualized as providing academic support to teachers in the form of Teacher training programmes and school based support as well as to contribute to the effective monitoring of the government programmes. However, for various reasons these structures have not been able to perform the academic responsibilities they have been entrusted with. The district, block and clusters often function as isolated entities and sometimes lack the vision and capacity to respond to the needs of the schools. The design of the intervention at the cluster level is thus aimed at strengthening various

activities including shared planning, review and reflection with a view to enable the cluster teams of providing self-sustaining academic support in schools rather than simply executing the directives of higher organizations.

During the year 2009-10, the work for strengthening the academic support structures was extended to two more clusters *Parvan* and *Dhabich*. On 15<sup>th</sup> of August 2009, one computer each was provided in these clusters and a small library was also set-up in these clusters. The computers have been provided in both these clusters to aide in maintaining records, documentation and for preparing TLM for schools. The community members were also invited on this occasion at these clusters. The function was inaugurated by teachers, CRCF and the *Sarpanch* in both the clusters.

The community, teachers and Principal and SDMC members came forward and facilitated the electrification of rooms for the computers. The Project Team has helped the CRCFs in updating records related to enrolment, attendance and mid-day meal in two clusters namely *Nimeda* and *Bhojpura*. At present data is being collected and stored in all the four clusters and is proving useful for the CRCF and Nodal Resource Teachers.

All the four resource centres have a functioning library and in the year 2009-10, the government school teachers got around 1320 books issued. The project team also visited Book Fair in New Delhi to identify and select books for the resource libraries at clusters. In all 2000 books were purchased during 2009-10. The *Samarthakas* also helped in running the resource libraries at these clusters.

*Shiksha Samarthaka's* and CRCF's have also prepared TLM package including flash cards, charts, songs, poems etc. in Language (Hindi and English), Maths and EVS for use in government schools. Moreover, a small lab has been established at the project office with material for conducting experiments suitable for both primary and upper primary level.

The project team also helped in organising a '*Ma-Beti Sammelan*' at Parvan cluster which focussed on girl child education.

An unexpected development regarding CRCs was the government's decision to call back CRCFs to schools and the transfer of the responsibilities of CRCFs to Nodal Resource Centre In-charge. Hence, a one-day workshop was organized at Project office in Phagi. The aim of this workshop was to familiarize the Nodal In-charges about the project. Use of computer in data collection and resource library were discussed. Thirteen Nodal in-charges participated in this workshop.

## Work with community for effective involvement in school quality improvement

In order to ensure greater participation and strengthen linkages of community and local institutions such as the SDMC and other PRIs with the schools, a comprehensive strategy was chalked out and implemented.

In around 55 schools, the *Samarthakas* were able to regularize intensive household contact with the community throughout the session along with the government school teachers. During these visits, progress of school and children was shared and parents were urged to send their wards regularly to the schools.



184 community meetings were organized during the year 2009-10. Data related to attendance, regularity, punctuality and achievement, etc. was also shared in these meetings. These meetings were organized at night so that most of the community members could participate. Members of SDMC also participated in these meetings. It was noted that generally 30 members from the community including 13 to 15 women were present in these meetings.

## Other Activities

- A lot of contextual TLM was developed jointly with government school teachers.
- The project team provided support in all government schools in planning and organizing of 'Praveshotsavs' and national functions including Independence and Republic Day. On the Independence Day various activities were planned including plays/skits and cultural programs, taking out rallies and distribution of sweets, etc. The program was well attended by community members. A notable feature of the event was that a meeting of SDMC was held in about 65

schools where issues related to the school such as water, sanitation, attendance, shortage of teachers, financial accounts, etc. were discussed and joint action plans with the SDMC, community and teachers were prepared.

- A notable feature of work during the year 2009-10 was the inception of reflective sharing meetings at the cluster level. These meetings were organized generally in the first or last week of the month for around two hours in around 45 schools. In these meetings the teachers and *Samarthakas* not only jointly reviewed the performance of their schools but also shared and searched solutions to the academic problems they were facing in their classrooms. In these meetings an effort was made to jointly prepare and share monthly school improvement plans. These meetings have helped in creating an atmosphere of openness among the school teachers.
- During the year 2009-10 art exhibitions and cultural programmes were organized in 50 schools. These exhibitions not only highlighted the efforts of the schoolchildren and included puppet shows as well as display of paintings, collages, posters, paper masks, models, stories and poems but also provided an opportunity for the community to come to school. A major highlight of these exhibitions was that the children worked in small groups and created many of the articles which were later displayed. Cultural programmes were also a part of these exhibitions and included puppet shows, plays, songs and poems which were performed by the students. The students also participated merrily in many non-competitive games which were organized such as sack race, *Jalebi* race, etc. These exhibitions attracted a large number of community members and were well appreciated. The community often came forward in arranging refreshments for the students.
- A 45-days summer capacity-building workshop was organized for *Shiksha Samarthakas* at Phagi office from 15<sup>th</sup> May 2009 to 30<sup>th</sup> June 2009. This workshop aimed to prepare *Shiksha Samarthakas* to work in government schools in the upcoming session. The emphasis of this workshop was on developing a sound theoretical understanding of education. The *Samarthakas* also worked on pedagogy of Language, Mathematics, EVS and Arts.
- A ten-day review and planning workshop was also organized for Project team members at Phagi office from 29<sup>th</sup> of June to 9<sup>th</sup> of July 2009. This workshop aimed to help *Shiksha Samarthakas* plan their work in government schools in next session in the light of the work done during the session 2008-09. During the workshop, the mathematics package along with experiences of mathematics teaching including conceptual issues was also shared and the team discussed the

nature of support required in Mathematics teaching in schools and later chalked out strategy for Mathematics teaching for the upcoming session. An effort was also made to develop a shared notion of 'good education' within the context of the programme.

- During the year 2009-10, a few team members left the project for other opportunities. As a result four new *Samarthakas* had to be recruited and an intensive training was planned for these members on both theory and practice in education.

In December 2009, a capacity-building workshop was organized for Shiksha *Samarthakas* at Phagi office on Mathematics and English Language Pedagogy. The mathematics workshop focused on conceptual issues related to fractions and geometry. Under the concept of fraction, rules related to multiplication and divisions of fractions were discussed. While under the concept of geometry, issues such as why and how children should learn geometry, how is it related to experiences of child, what should be the cognitive level of children while learning geometry and how these levels can be used in teaching geometry were discussed.

In their presentations the groups focused on the concept, previous knowledge of child regarding the concept, TLM, evaluation and what experiences need to be given to the child so that s/he understands the concept.

A five-day workshop on English Language pedagogy was organized from 16<sup>th</sup> to 21<sup>st</sup> of December 2009. The workshop focused on Communicative Competence, Phonetic symbols, pronunciation and common grammatical mistakes.

- In winter 2009, a capacity-building workshop was organized for *Shiksha Samarthakas* at Phagi office. In this workshop, academic problems were discussed as well as various activities were conceived for better functioning of morning assemblies in schools. *Shiksha Samarthakas* also wrote the progress reports of government schools based on their experiences. These reports served as the basis for categorization of government schools. In this workshop intensive work was also done in Science and EVS in the form of preparation of themes on concepts such as living and non-living beings, energy, water, Panchayat, maps, industries and crops of Rajasthan etc.
- In August and September 2009, two five-day workshops were organized for 100 government school teachers from schools in which we are working and were attended by 76 teachers. The focus of these workshops was on exploring and understanding the linkages between nature of different subjects, their contents, methodology and linkages with curriculum and aims of

education. One day of the workshop was devoted towards understanding the forms of knowledge. Later the government teachers worked on developing lesson plans on Hindi, Mathematics and EVS in the light of the discussions on aforementioned subjects.

- Continual dialogue was made both at the district and block level with the concerned functionaries. Project progress reports were shared periodically with the government officials. The project also organized joint field-visits with BEEO, BRCF, and CRCF.

## Achievements

- There are strong indications that the project is making a difference on the ground 60-70% students of Grade III can read and write. The same can be said about numeracy skills. Earlier this percentage was very low at 6- 7%.
- There has been a perceptible change in the way morning assemblies are now being conducted in schools. There is greater participation of both the students and the teachers. The activities are also getting more and more diverse and interesting.
- A notion of shared responsibility has started roots among both the students and the teachers who have started participating actively in cleaning as well as maintain the campus. The school walls now proudly display the work of students.
- There is also a perceptible change in the attitude of around 65% of government school teachers who now use alternative pedagogical approaches and this number is increasing.
- The perception of the community towards the schools is changing. The visibility of community members has increased in the schools. The community members are now taking responsibility of solving school problems such as drinking water, repair and maintenance work, etc.
- A major achievement has been the inception of monthly reflective workshops of government school teachers at the schools. There is a greater emphasis on discussing academic issues in these meetings.

- There is a greater participation of teachers in the workshops organized with officials such as BEEO, additional district elementary education officers encouraging the teachers to use alternative pedagogical practises in their classrooms.
- The project has managed to draw support from and earn goodwill of the teachers and administration on the one hand as well as community on the other.

## Challenges

- ✗ Some of the teachers (24) could not attend the workshops because of a parallel workshop being held by Goner DIET.
- ✗ The project was affected by turnover of four *Shiksha Samarthakas* who left the project. Consequently, new *Samarthakas* had to be recruited and trained. Since new team members take time to acquaint themselves with the programme, it affects the pace of work in the schools.
- ✗ Similarly the pace of work was also slow in single teacher schools as well as in some schools from which a few government teachers who used our alternative pedagogy were transferred elsewhere.



## Quality Education Programme, Baran

In the past two decades, a number of efforts have been made to improve access, enrolment, retention and achievement levels in elementary education by the Government as well as by civil society organizations at all levels; i.e. national, state, district and sub-district. The notion of quality has taken an actionable shape in the form of access, enrolment, retention and achievement. The ambitious *Sarva Shiksha Abhiyan* being implemented in our country aspires that all children are in schools; all children complete five years of primary schooling; elementary education is of satisfactory quality with emphasis on education for life and bridge all gender and social category gaps. The programme has also outlined quality issues and envisages improved pedagogy and learning environment. Thus access, enrolment, retention, and achievements have emerged as the key concerns not only for all major programmes under SSA in Rajasthan but also in other parts of India as well.

The **Quality Education Programme, Baran** was conceptualized and initiated in September 2006 to address the issue of quality education in government schools of Baran district. This programme is a joint initiative of Government of Rajasthan, Digantar, *Vidya Bhawan* Society and social initiative group of ICICI Bank. The programme aims to support the efforts being made for the universalization of elementary education in Baran district through *Sarva Shiksha Abhiyan*.

To sustain good teaching practices in the schools the teachers require not only encouragement but also, and more importantly, academic and administrative support. It is with the intent to provide such support that Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) have been conceptualized. As a result, the BRCs and CRCs

*The Quality Education Programme, Baran has been planned on the assumption that the quality of education in terms of access, enrolment and retention , and achievements can be enhanced only through improved (a) classroom processes, (b) learning environment in the school, and (c) support from the community. It is necessary that a vibrant school emerges to achieve the aims indicated above. Such an idea of school certainly assumes a cooperative and supportive relationship between the school administration, the teachers and the community at the village level. In addition it assumes that the teachers have the required knowledge and abilities to teach well and are also*

themselves are required to constantly upgrade their own understanding and practices; and would need practical experience as well as guidance and academic support for this.

A close link therefore, with the schools together with district level academic support mechanism has to be in the place which supports mutual learning. For example, the problems and needs at the school level would demand guidance and support from the BRC/CRC and DIET. The practical experience from school will also generate insights that would in turn enrich the practices and understanding at BRC/CRC and DIET level.

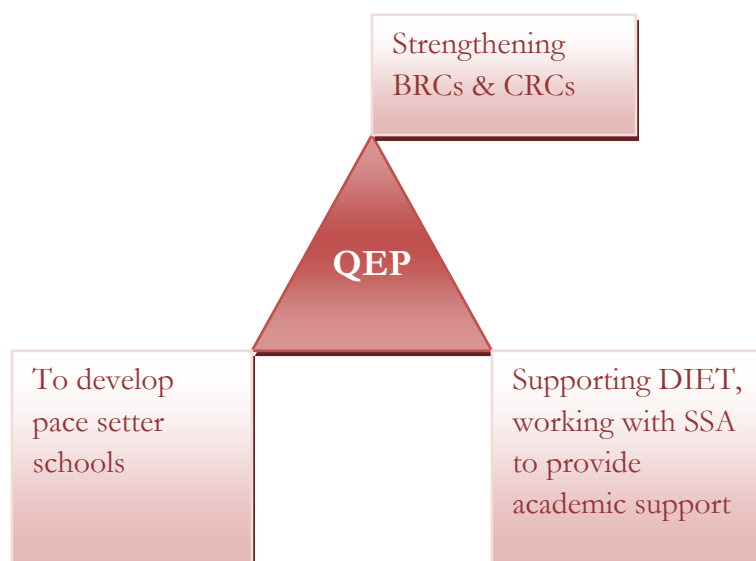
### Strategy of the Programme

The initiative is an attempt to strengthen the DIET, BRCs and CRCs responsible for teacher training, action research and direct academic support to schools and postulate what an appropriate model for academic support for teacher should comprise. The flowchart below elucidates the strategy of the programme:



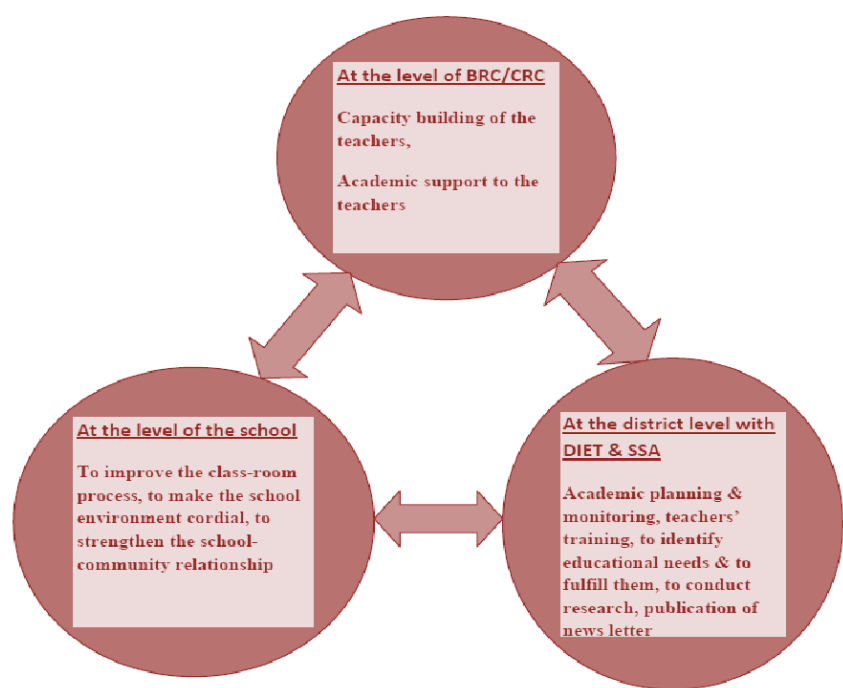
### Project Objectives

- Strengthening the DIET and working with the SSA to provide adequate academic support to the government school teachers in the whole district.
- Strengthening the BRCs and CRCs for sustainable academic support and supervision.
- Supporting selected CRCs to develop 'Pacesetter' schools.



### Three- Fold Objectives of the QEP project:

The Programme provides academic support through DIET and SSA to government schools. There are 78 selected schools (called 'pace- setter' schools) in six clusters (Dada, Ardand, Ratanpura, Chajawa, Samarania and Ganesh Pura) in Atru and Shahbad blocks where the project is working intensively.

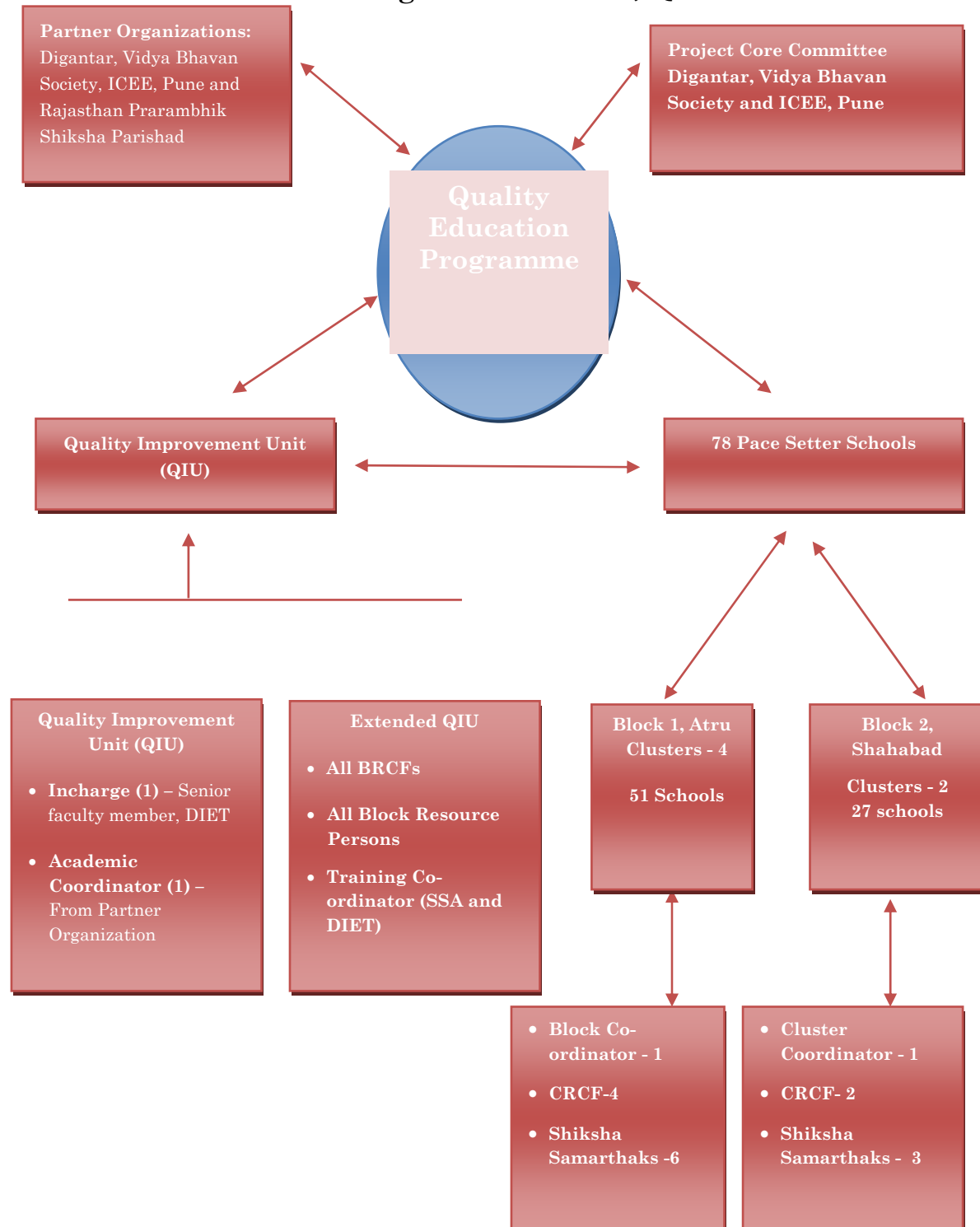


### Project Structure and Coverage

In all, 16 members are working in the programme. A team of three persons is working with DIET Baran, 10 persons are working directly with pacesetter schools and a team of three persons are working as support staff in Quality Improvement Unit. An Associate fellow from TARU is responsible to provide academic support to the programme besides the overall coordination which is the responsibility of Digantar.

Currently this project is directly benefiting 78 schools, 286 teachers and 6,708 children with intensive work and all the teachers of elementary set up in Baran district through in-service teachers training.

## Programme Structure, QEP



## Key activities in 2009-2010

### Strengthening DIET and working with the SSA

- A four-day **workshop** was organized from 2<sup>nd</sup> April-5<sup>th</sup> to April, 2009 in Digantar, Jaipur. The workshop was aimed to develop first draft of the teachers training module and the readings as per the framework of the teachers training package. The members of Baran DIET, SSA, *Vidya Bhawan* and QIU team participated in the workshop.
- A two-day **orientation workshop** was organized on 16&17 April 2009 for the members of Extended Quality Improvement Unit on the basis of first draft of training module 2009.
- **Selection of Resource persons:** Considering the key role of resource persons in the teacher's training programme an interview was convoked through advertisement in the local newspapers for the selection of RPs. A total of 25 resource persons were selected through this interview. **Resource persons' training workshop, 2009:** A 10 day workshop was held from 10<sup>th</sup> to 19<sup>th</sup> May, 2009 in the premises of B.Ed. College, *Vidya Bhawan*, Udaipur. One hundred and twenty five teachers were invited to the workshop but only 49 participants turned up to attend the workshop. Digantar and *Vidya Bhawan* team members participated as key resource persons. This training workshop was organized in two phases as the numbers of the participants were less in the first phase. A total of 72 resource persons were trained in the two workshops.
- **Teachers' database** was prepared on the basis of subject they teach. This proved to be useful in organizing subject-specific teachers *training in* different phases. **Meeting with camp- in- charge:** A meeting was held with camp-in-charge in May-2009. A total of 60 people participated in this meeting. *The meeting* was focused around the better arrangement of the teachers' training camps. The impact of the meeting was quite visible in the form of better arrangements in the teacher training camps which were comparatively more organized and systematic in comparison to the trainings of the previous year.



- **Teacher training 2009:** The training programme was organized in three phases in the Baran district. Arrangement of the training camps was done by SSA and the whole program was lead by DIET. Academic support was provided by Quality Education Programme. Representatives of QEP supported resources persons in all the 110 training camps organized in the district in which 3947 teachers participated.
- **Extended QIU review meeting:** Extended QIU review meeting was held on 25<sup>th</sup> September 2009 to reflect upon and review the experiences, efforts, challenges and the problem faced during the teachers training. **Teachers training review meeting by resource persons:** A meeting was held on 26<sup>th</sup> September, 2009 in the DIET Baran to review teachers training programme. In this meeting only resource persons working in the government schools were invited. Suggestions were given by the RPs for the betterment of the teacher training programme in the coming years.
- **Organization of resource group and capacity building workshop for the resource group:** On the basis of the suggestions of the extended QIU meeting and review meeting of resource persons, a 16-members resource group was formed. Two workshops were held in the Month of January and March for the capacity building of the RPs to ensure their involvement in module development.
- **Planning for the teachers training:** A resource group meeting was held in the month of February at DIET, Baran in which the framework of teachers training module was discussed and finalized.
- **Development of English Teaching package:** Keeping in the view, the need of English language learning and the dismal condition of English teaching in the government schools, a workshop was organized aimed at developing an alternative method of English teaching for the primary children. Teachers and *Shiksha Samarthakas* participated in the workshop. The workshop had two- pronged focus, one, to assess the need of an alternative method of English teaching and learning apart from the conventional ways prevailing in the government schools, and two, understanding the method and practicing in the groups to assess its usability in the schools.

### Strengthening the BRCs and CRCs

- During the year 2009-10, intensive work was carried out with CRC's which involved development of training module for CRCF's and BRCF's and active participation in meetings of school teachers conducted by CRCF's, observation visits etc.

- Besides this, one workshop of three days was organized at BRC Atru involving the entire CRCFs of Shahabad and Atru block in the month of April. The workshop commenced with an overview of roles and responsibilities of CRCFs as envisaged under SSA and later focused on the teacher's expectations from CRCFs and how can the CRCFs provide better academic support to the teachers. The CRCFs later prepared an action plan based on the issues discussed.

### Supporting Selected CRCs to develop Pacesetter schools-

Intensive work was carried out in pace-setter schools during the period which included the 78 Government schools programme is working with to develop them as Pace setter school. The *Shiksha Samarthak* visits these schools once in around 7-8 days and helps the government school teachers in their work.

### Other Activities-

- **Cluster level teachers meeting:** Meetings of all the clusters teachers was held in the month of September, 2009 and February, 2010. The meeting was focused around reviewing the work done so far in the government schools and planning of future activities.  
A seven-day **workshop** was organized in the month of December-2009 in which intricacies of drama and acting were discussed by Abhishek Goswami, an artist from National School of Drama. The workshop was aimed at getting the teachers acquainted with the fundamentals of drama and acting so that the teachers can better guide the students for various activities like plays and skits for various occasions like Independence day, Republic day, etc.
- On the initiative taken by the *Shiksha Samarthakas*, special efforts were made to celebrate the **Republic day** function with active participation of maximum number of children.
- During this financial year two issues of quarterly magazine "*Pahal*" was published.
- An exposure visit was organized in the month of December-2009 for the *Shiksha Samarthakas* to observe and experience working in the schools running under Alternative Elementary Education Programme in Digantar.

## Key Achievements of the Year-

- **Preparation of Data base:** A major achievement has been in the form of preparing a teachers database which will prove useful in organizing subject-specific teachers training in different phases.
- **Selection of Resource Persons:** This year an important decision was taken to form a permanent resource persons group with the long term vision of having an academically enriched group with deep understanding of planning and procedural aspect of teachers' training programme. In the direction of actualizing this idea the selection of RPs was done through interview considering their ability to motivate, good communication skill, having logical outlook, and of course patience to be a keen listener. Planning and Execution of Teacher Training Programme was successfully done. This was the third year in succession of organizing teachers training programme on such a large scale by Quality Education Programme in Baran district. Unlike previous years, this year the project team was successful in providing the module and the readings to the MTs and to the teachers in time. Gradual improvement has been observed during the past three years in the form of better arrangements in the training camps, punctuality in the resource Persons in arriving at the training camps, retention of the teachers in the camps, and above all acceptance and faith in the teachers towards the programme.

## Challenges/ Problems-

- ✗ Inadequate number of resource persons is one the major challenge in conducting the teachers training smoothly. Since the project is covering the entire district of Baran and organizes teachers' training for more than 4000 teachers, adequate number of resource persons is essential.
- ✗ Lack of understanding on the part of the government system of the objectives of the project which created hurdles in the path of gaining their confidence in the programme and also in getting the required support from the government functionaries.
- ✗ The transfers of government school teachers and CRCFs have impeded our work in certain clusters and schools and the project team had to start all over again with newcomers.
- ✗ Transfer of senior government officials has impeded our work as the project team had to start all over again with the new officials in building up the cooperative rapport much needed for the smooth functioning of the programme.

- ✗ Inadequate number of BRCFs and CRCFs appointed under *Sarva Shiksha Abhiyan* has severely affected the programme.
- ✗ Inadequate academic qualification of CRCFs has made it difficult to achieve the objectives in the specified time frame.
- ✗ Inadequate number of faculty members in DIET has been one of the main reasons of programme personnel being overworked as they have to take the responsibility which was meant for the DIET faculty.
- ✗ Non-availability of electricity at QIU office disrupted our planned work. Documentation tasks which are dependent on electricity sometimes get delayed because of this.
- ✗ Staff attrition and delay in the appointments of the posts lying vacant in the project remains one of the serious problems of the project. The functioning of the project was adversely affected due to this problem.



## Sandarbh Shala project

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Even after over sixty years of independence, tribal communities, which comprise 68 million of India's total population (Census 1991), live mostly in neglected, inaccessible areas and are among the most marginalized social groups in the country. States with large number of tribals like Madhya Pradesh, Orissa, Rajasthan and Andhra Pradesh have low tribal literacy rates. As many as 174 districts (out of 418 districts in the country in 1991) have ST literacy rate well below the national average of 29.6%, Baran district being one of them.

Despite various measures and policy incentives such as the Article 46 as well as other programmes such as the NPE, 1986 and the Programme of Action (POA), the isolation of the tribals coupled with subsistence economy has kept these groups in backwaters for centuries. The situation of these communities today is one of economic marginalization, social vulnerability and educational backwardness. As far as education is concerned, a majority of Scheduled Tribe (ST) children who enroll in class I drop out within a few years of entering school. The official dropout rate of tribal children from school in 1988-89, was as high as 78 per cent between classes I and VIII and has not shown any significant improvement.

Initiated in January 2007, the *Sandarbh Shala* Project aims to address the issue of educational marginalization of tribal children through action research and by promotion of good quality education. 44 Government schools were identified in consultation with the SSA for running this project. They have been divided into 4 units (each unit consisting of one *Sandarbh Shala* and 10 government schools which have been selected on the basis of their location and number of *Sahariya* children for each block Kishanganj and Shahabad.

*Sandarbh Shala Project aims to address the issue of educational marginalization of tribal children through action research and by promotion of good quality education.*

This project is currently reaching out to 3482 students (2587 *Sahariya* boys and girls and 895 other students) from 44 villages in Shahabad and Kishanganj block of Baran district.

## Specific Objectives of the Project-

- To develop an appropriate and effective learning package (theory and practice both) for educating tribal children by arriving at a better and workable understanding of the key issues and problems through ongoing action research in areas such as language, teacher attitude, school organization, curriculum and pedagogy.
- Raising four Resource Schools called *Sandarbh Shalas*, which would not only provide an opportunity for carrying out research but also provide good quality education to tribal children. It is expected that in this process they will simultaneously be developing into institutions of excellence more suitable for tribal children and building a good resource on educational practices, government schools of the area will also be involved to examine and adopt these practices. Resource schools will take up the role of a catalyst and disseminator besides setting up an example of a good tribal education.
- Adopting 40 government schools for pedagogic improvement based on Digantar's innovative educational practices and learning of Resource Schools mentioned above, enriched and validated by action research.



## Key activities in the year 2009-10

### Developing an appropriate and effective package (theory & practice both)

#### Teaching language

The project team made noticeable changes in methodology of teaching language in *Sandarbh Shalas* in the academic session 2009-10. '*Sandarbh Vidhi*' approach which is based on contextualization of meaningful text in home language of tribal children has been adopted for teaching language. Care has been taken to accommodate variation in language spoken in Shahabad and Kishanganj block in the content being developed for the children. Rich atmosphere of writing work and related group activities, spending time by children in the library results in the development of their verbal and

written expression and helps in augmenting the imagination of the children in the direction of expressing their ideas in written as well as in verbal form.



## Teaching EVS and Mathematics

Approach papers have been developed for all the three subjects. The project team has decided to contextualize the content keeping in view of language, culture, values and knowledge base of *Sahariya* community. The team is also planning to develop appropriate workbooks for tribal children in both the subjects. A lot of teaching learning material was developed by field staff in the form of worksheets, cards, charts, games and activities this year which will be used in developing workbooks for *Sahariya* children. Two workbooks of mathematics have been developed and work is going on developing the third one.

### Work with Government schools for pedagogical improvement-

Digantar is also working for quality improvement in 40 government schools, 20 in each block. Earlier the Sandarbh Shala Coordinator used to work in two schools in a single day and it was not proving effective. So after a review we decided to make adjustments in roles and responsibilities of the project staff. Now, the *Sandarbh Shala* Coordinator works with three schools, Assistant-Coordinator with five schools and *Sandarbh Shikshak* with two schools in each unit where they devote full day in a school per week in grades I, II and III along with the government teacher and conduct meaningful and creative activities with the children. They also help government teachers to prepare a fortnightly teaching plan and encourage the teachers to reflect on work done and jointly review the previous teaching plan with the teachers.

### Work with Community-

The Resource School Coordinators and Assistant Coordinators go in the community and regularly organize meetings with the parents on the issue of functioning of school, absenteeism and quality of

education. Mostly the *Sahariya* parents and some members of SDMC participate in these meetings which are held in each project village. *Sandarbh Shala* teachers also regularly visit homes of children after school hours and interact with their parents to know more about community and children and to develop closer relationship with community. Also, they share the attendance and learning progress of children during these visits.

Activity centers have been established in all the four *Sandarbh Shala* villages. Envisaged as an extension of resource school, the activity centers not only help our team members to establish a dialogue with *Sahariya* community but also simultaneously allow our teachers to conduct creative activities with the *Sahariya* community, especially the adolescents and youth. Currently our teachers are organizing creative activities generally twice in a week after school hours. The creative activities include drawing, clay-modeling, story-telling and theatre. Project also plans to keep children literature, information about government schemes and other relevant information at these activity centers for *Sahariya* community.

### Trainings and Workshops-

- **Summer Workshop (June, 09):** A 21-day intensive capacity building workshop for the project staff was organized in June 2009. This workshop had a two pronged focus. One, to review the work done in the previous session and to chalk out a strategy for the coming session in the light of experience garnered from work in *Sandarbh Shalas* and government schools and the understanding gained about tribal community. Secondly, the workshop focused on building theoretical understanding on learning theories, practices and the pedagogy of Language, Mathematics, EVS and Arts, as well as to deepen the understanding on action research. As a result the project team was able to identify suitable research issues and was also able to prepare subsequently the work plan for doing action research while keeping in mind the specific objectives of the program.
- **Government Teachers Workshops:** A three day workshop was organized for the government teachers from the resource schools of both the Kishanganj and Shahabad blocks respectively. The workshop was focused on sensitizing government teachers towards *Sahariya* children and to build theoretical understanding on 'learning' and 'language teaching' and its implication on pedagogy especially in context of tribal children. Teachers' attitude towards children with special reference to tribal (*Sahariya*) children and its impact on children's learning was also discussed at length. Our team

members also shared their language teaching methodology with the participants. The workshop ended on a promising note with a healthy discussion on objectives of the project, role of project staff in government schools and expectations from each other.

- **Workshop on mathematics for the project team:** A two day workshop on Mathematics was organized to develop the understanding of the project team on the basic concepts of geometry at the primary level.
- **Workshop on Action Research:** A one-day workshop of project staff was organized on Action Research which was facilitated by Prof. Minati Panda, Jawaharlal University, Delhi. The objective of the workshop was to understand the theoretical aspects of action research, methodology and its relevance in the project. At the end of the workshop, the participants felt that they had better clarity and this workshop helped in better planning and execution of the action research issues in the project. Presentation of the research proposal in language pedagogy was given by the research team which was further improved by incorporating the necessary suggestions.

### Other Activities-

#### Monthly Joint Review and Planning Meeting of Government Teachers

The focus of these monthly meetings is to review the work done in the government schools followed by planning of further course of actions. The academic progress of children in each project school used to be reviewed in detail along with the academic problems faced by teachers. These meetings provide a common platform for government teachers to share their difficulties and achievements in a larger group and learn from each other.

#### Annual report writing

- Annual progress report writing of children by research teachers of their group in all the four *Sandarbh Shalas*. The progress report of the children includes detail description of their academic progress, punctuality, regularity, personal hygiene, participation in the groups, behaviour, interest etc
- Annual progress report writing of *Sandarbh Shala* units by the coordinators.
- Annual progress report writing of government schools by the assistant coordinators.

## Learning achievement test

Achievement test of the children up to V grade have been conducted both in Resource Schools and in Government schools. Special worksheets were developed for mathematics, language and EVS to conduct these tests. An analysis of these tests helped the project team in developing a teaching plan for children and in re-grouping them as per their learning levels. Also, this test helps in assessing the progress at the end of academic session.

## Exhibition and Cultural programmes in *Sandarbh Shalas* on Republic day

*Sandarbh Shala* teachers take special initiative and pour extra efforts to seek active participation of *Sahariya* as well as Non-*Sahariya* children to celebrate the national festival. This year too, children



were motivated to participate in the cultural activities. An exhibition was organized to display the arts and craft made by the children on the occasion of Republic day which was acclaimed and appreciated by the parents and the community.

### Cricket Match

A cricket match was organized between *Sahariya* and Non-*Sahariya* youths (16-30 yrs) from nearby areas of two *Sandarbh*

*Shalas* at Kishanganj block. Though caste discrimination prevails in the community between *Sahariya* and Non-*Sahariya* people but a positive game spirit was observed in the playground by the teams putting aside any caste differences that might be there.

## Project Impact-

- Compared to other government schools, attendance and retention of the children in *Sandarbh Shalas* is better due to innovative teaching practices and cordial relationship between the teacher and the taught.

● Four *Sandarbh Shalas* have been successful in providing a model, though not perfect, of a school with an alternative vision. Some of the changes that are exciting and exemplary are:

- Most government teachers of these schools who, earlier, came late, now on most of the days reach on time. They are now concerned about punctuality and demonstrate a sense of responsibility.
- Schools and classes run as scheduled and teaching-learning activities are taken more seriously using innovative classroom practices.
- Two teachers provided by Digantar in each *Sandarbh Shala* are instrumental in bringing about changes in school culture, e.g. corporal punishment is no more there, school assembly has become attractive for children and teachers; children are becoming vocal, self-disciplined but assertive; self respect and self esteem of children is restored by manifest humane behavior and interaction; humility, equality and democratic values are rigorously pursued/practiced.
- Attendance rate and retention of children has increased.
- Pace of learning of children has increased considerably.
- Resource School Teachers have assumed the role of teacher researchers in these schools and are constantly examining their classroom practices to make them more interesting and effective for tribal children, which are being rigorously documented.
- Young children are taught in their home language, which has increased enthusiasm and participation of children in learning processes.
- The learning content is selected from child's environment and experiential world and teachers create opportunities for children so that they get suitable experiences for learning with the help of TLM wherever necessary.
- Teachers along with the students have prepared *Safai* charts for cleaning and upkeep of school campus. Both the teachers as well as the students can be seen reminding each other of their duties.
- In all the government schools the project has received positive acceptance. Positive rapport has developed between the government teachers and Project Team Members. Instances of corporal punishment have significantly reduced. Continuous dialogues have been maintained with the teacher on this matter. Children have been grouped on the basis of their learning

levels. Teachers now teach children in groups. Government teachers now take an avid interest in discussing educational and academic issues.

- Children have started taking more interest in learning due to innovative methods of teaching being used in the *Sandarbh Shalas*. Use of local dialect in language teaching has increased the comfort level of the children and they have become more expressive.
- The local communities have been sensitized about their role and responsibility towards school and their children's learning. Community meetings have been organized regularly. Participation of members has increased in the SDMC and decision making process is now more open and democratic.
- The relationship between the teachers and the children has become more warm and friendly. A cordial environment can be seen in the school. Teachers have become more sensitive towards *Sabariya* children. Government teachers have developed a positive attitude towards the pedagogical approach being used by resource teachers.
- There has been a substantial increase in the participation levels of both the teachers as well as the children in the morning assembly. A variety of activities have been introduced in the assembly and all the children enthusiastically participate in such activities like *baal-geets*, reciting poems, reading new-papers, etc.
- Mid-day meal is regularly provided to the children. The menu is followed and hygiene is taken care of while preparing the meals.

### Challenges and Problems-

- ✘ Staff attrition remains a major challenge for the project. High rate of staff turnover can also be understood in the context of location disadvantage as the project is being implemented in one of the most backward district in Rajasthan which is still lagging behind in basic amenities such as electricity, toilets, and bathrooms. So far, six Resource School Teachers, one Senior Researcher, one Researcher, one *Sandarbh Shikshak* and one *Sandarbh Shala* Coordinator have left the project. A lot of work is pending such as writing baseline study report and analysis of experience diary due to absence of researchers in the project. The overall functioning and performance of the project has been adversely affected due to this.

- ✗ Being an action research based project which is generating volumes of qualitative data, continuous documentation, shifting, and analysis is a must. However, this has not been a continuous process due to lack of human resources. The analysis part of the documents is pending and as a result documents keep on accumulating. Now analysis of past three year's documents poses a big challenge.
- ✗ Right from the inception of the project Government cooperation was needed at many levels and an MoU had to be signed by the government but unfortunately this could not materialize. During past three years nominal changes in the government schools have taken place as a result of the intervention. Still we feel that consistent effort will yield the desired result and there is long way to go.
- ✗ It has been observed that the children often lack teaching-learning material in the government schools which adversely affects their learning.
- ✗ A seminar was planned to share the understanding developed so far, the findings of baseline study and work with the tribal community. But the planned seminar could not materialize due to lack of proper documentation and analysis.
- ✗ A bi-monthly magazine *Ghesua* was envisioned to provide a platform to the children's creative expression and communication. During this year 2009-10, three issues of the magazine were published. Remaining three issues were casualties of the shortage of team members and consequent increase in their workload.

### The way forward-

- Workshops, trainings, review and planning meetings are proposed for the project personnel and government teachers for their capacity building.
- The worksheet developed in language and mathematics will be tried out in all the *Sandarbh Shalas* and in the government schools and will be modified in the light of the experiences and feedback received. A national seminar has been envisioned based on both our experiences of implementing the project and the research work done so far.



## **Early Literacy Research Project (ELRP)**

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Language is not merely a tool for communication, but is also a means through which we shape our thoughts and extend our relationship with the rest of the world. For a child, the initial phase of language acquisition begins from home and in his/her socio-cultural milieu. To acquire the other later skills of language which we may call literacy learning i.e. the ability to read and write with understanding, s/he needs a specific course of action through which a child needs to go through. An important component in the process is the availability or access to written text in the form of books, charts, TLM etc. In most of the cases and more in the context of rural areas school, which is a formal space for teaching and learning, provides the access. The other component is the methodology or the process followed (by the teacher or facilitator) so as to equip the child with the essential skills of literacy learning.

Though a variety of teaching methods and materials have been developed during recent years, actual language teaching practices in the school remains unchanged. Most of the teachers still use the traditional methods of teaching letters, words, phrases and sentences without taking care of either the meaning making process or the children's socio-cultural context and as a result, the acquisition of literacy becomes difficult for children. In the absence of effective literacy skills children often find it difficult to participate meaningfully in teaching-learning processes going on in the schools. This is not only reflected in the poor performance but also contributes to premature drop out of the children from the schools.

### **Aims and objectives of the project**

"Early Literacy Research Project (ELRP)" was initiated by Digantar with support from ICEE. This is a qualitative research project which aims to study Hindi Teaching in Indian government primary schools. The project aims to investigate through a case study of Rajasthan as to how pedagogical practices in literacy are shaped by-

- i) Teachers' underlying theories of early year's literacy teaching and learning;
- ii) Their constructs of learners from socio-economically disadvantaged backgrounds; and
- iii) The influences of other factors such as school size, head teacher's views and so on.

This research intends to address the paucity of research into Hindi and regional language teaching in Indian Government schools. Research is being carried out under the guidance of Rohit Dhankar,

Secretary, Digantar (Project Manager) and Dr. Caroline Dyer, Senior Lecturer, University of Leeds, UK (Principle Investigator).

## **Research question guiding the project**

Teacher's role becomes very crucial in an environment where he/she is the sole bearer of the knowledge which is to be delivered in the classrooms and the children have rarest of the possibility to find support to confirm that knowledge outside the school. In a situation like this, the teachers approach towards classroom practices and their theoretical understanding becomes significant in ensuring children's learning. Considering these issues, the central research question guiding the project was decided:

*What are the links between learners' achievements in literacy and the ways in which teachers approach in practice, and understand in theory, early year's language and literacy teaching?*

## **Objectives of the research:**

1. To document early years literacy and language learning practices in Standard 1, 2 and 5 of select primary schools, thus providing a detailed mapping of classroom language practices that do not so far exist;
2. To identify, in order to understand, factors that shape their classroom practices:
  - teachers' perceptions of textbooks and supporting materials,
  - teachers' own theories of language teaching/learning,
  - teachers' perceptions of the role of formal education in the life and future prospects of children in these classrooms;
3. To develop a theoretical framework in relation to best practices of literacy acquisition through literature review and experts' interview against which to contextualize the empirical work;
4. To draw out from the empirical and theoretical work the implications for developing more effective classroom practices, including the dissemination of 'good practices';
5. To organize a workshop for stakeholders that draws upon the research findings to identify steps necessary to impact on teacher education, textbook writing, etc.

## Strategy-

The research project started in January 2008 after receiving permission from the concerned Government officials – Additional Director, Rajasthan Council of Elementary Education and District Elementary Education Officer, *Shiksha Sankul*, Jaipur. The research program is located in Sanganer Community Development Block of Jaipur district in Rajasthan for detailed ethnographic study as this Block gives a good mix of schools in rural and urban areas and includes parts of Jaipur, the capital city of Rajasthan.

To identify the children's level of achievement in the early year's literacy in the selected area, a baseline survey was conducted in standard 1<sup>st</sup>, 2<sup>nd</sup>, and 5<sup>th</sup> in 51 schools of the block in the initial phase of the project. To generate quantitative baseline profile of literacy achievements in the



Sanganer block of Rajasthan, learner's achievement tests were developed and administered. Reading with comprehension and writing meaningfully are the two competencies which have been tested for the baseline. Rajasthan State syllabus has been selected as the basis for the test. The tests were kept simple; still the level of achievement was too low in relation to what is expected according to

Rajasthan State syllabus. The baseline survey found that the level of literacy acquisition is much below what is expected at various levels. This survey supported in generating detailed profile of 51 schools. Ten sample schools were selected from these schools for detailed observations for the purpose of final ethnographic study. Classroom observations, teacher's interviews and group discussions with the community members have been conducted to understand and establish the 'links between learners' achievements in literacy and the ways in which teachers approach the early Year's language and literacy teaching in practice, and understand in theory?"

### **The main components of the project are:**

- Selection and training of research team; baseline survey of Std. 1<sup>st</sup>, 2<sup>nd</sup> and 5<sup>th</sup> children's literacy achievements in 51 schools; identification of sample schools / teachers; rapport building with selected sample; literature reviewing and some expert / policy maker interviews.
- Observation and interaction with schools; documentation of approaches to language and literacy learning; reflection with sample teachers on the role and relevance of the textbook and their approach to language teaching and learning in their own socio-linguistic context; interactions with community members and head teachers of sample schools; expert / policy maker interviews.
- Analysis of data generated; feedback and reflection with teachers; report writing and documentation.
- Key stakeholder workshop; local dissemination of findings and analysis to policy community and other key stakeholders such as the state teacher training agency and resource group.

### **Project activities during the data analysis phase**

- April 2009 saw the conclusion of the school observations and the beginning of the data analysis phase. The project activities carried out during the period April 2009 to March 2010 are as follows:
- Data related to the classroom observations, teacher's interviews, group discussions with the community members and observations of the teachers trainings have been transcribed during April-June 2009. Total 33 audio and 50 video transcripts were generated in the process. The availability of audio-visual data in the form of text supported further analysis of the data.
- After transcribing, the process of segregating the data of school observation into teaching and non-teaching components began in the month of June. Twenty-five to thirty data category files of each school have been segregated in the given categories, i.e. - Hindi Teaching, Maths Teaching, English Teaching, Science Teaching, Social Science Teaching, Multi Subject Teaching, Play Activities, Sitting Arrangements in Class, Teacher Student Interaction etc.
- Further data analysis was divided into three stages. In stage 1 ten files (in grid form) have been generated, pertaining to Hindi Teaching Overview (accompanied by data code) of Hindi Classes of Std I, II and V observed in each school. This overview clearly demarcated the classes where only Hindi was taught and classes where Hindi was taught along with other subjects. It also differentiated Hindi Teaching Data obtained from school observation reports and Hindi Teaching Data obtained from video documentation. This overview of Hindi Teaching in Std I, II and V in 10 schools

enabled identification of Hindi Teaching components of each class such as teaching of vowels, teaching of consonants, teaching of letters with '*matra*', teaching of words without '*matra*', teaching of words with '*matra*', teaching of sentences, text teaching etc.

- In stage 2 ten files have been generated pertaining to 'Frequency of Occurrence of Hindi Teaching Components of Std I and II in each school'. Data sets related to Hindi Teaching components of Std I and II of every school have been identified in this stage.
- In stage III entire Hindi Teaching Data has been segregated into component wise data sets.
- Eight to ten Hindi Teaching Component files for Std I and II of each school (each file contains observation and A-V data pertaining to one Hindi Teaching Component such as Vowel Teaching, Sentence Teaching etc.) have been generated in this stage.



### **Data Analysis and Chapterisation-**

In the quarter of Jan – March 2010 the process of data analysis and chapterization began. Dr. Caroline Dyer (Principle Investigator of the project) visited the project team during January 2010. She held a workshop with the team for data analysis and interpretation as well as preparation of the framework for final project report. Thereafter, the team was engaged in data analysis and preparation of write ups for literacy teaching patterns, implications of literacy teaching patterns for assessing other curricular areas, teacher's theories on literacy acquisition, and organizational issues across sample schools etc. Final project report is taking shape.

### **Project Extension-**

The Early Literacy Research Project was scheduled to be complete in December 2009. However the project suffered some setbacks due to drop-out of three researchers from the project last year. Thereafter the progress of the project was assessed and a forward plan was made for the key project activities which culminated in an extension of the project for a period of six months till June 2010.

Therefore, June 2010 will see the completion of the ELRP Project and availability of the project findings in the form of the project report.

As a result of this project we would be able to understand the existing pedagogic practices in the schools, teacher's idea about literacy and language teaching in the classrooms. This would also allow us to see the possible gap between the teacher's idea of literacy and their practice in general. Theoretically, they were found to accept the importance of creating context for the children for acquiring literacy but when it comes to practice they expect the children to memorize all the symbols and sounds of alphabet (as confirmed by the observations). By and large phonemic approach is being used for literacy teaching in the schools. Learning achievement tests clearly indicates that this method has led to a situation where most of the children find themselves struggling in the school for acquiring literacy. We feel the need for better pedagogic practices to be introduced in terms of Early Literacy acquisition in these schools.



## List of Digantar Publications and Materials

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### A. PUBLICATIONS

#### Package for Primary Schools-

- Aarambhik Gatividhiyan.
- Hastkarya.
- Matra Card Set, Sabd Card Set, Chitra Card Set.
- Hindi – Pothi 1-4.
- Hindi – Bhasha Vikas Shrinkhala 1-12.
- Shiksha ki Pustak Bhasha.
- Mathematics – Ganit Bodh 1-15.
- Environmental Studies – Apne Aas Paas 1-5; Hum Sab; Tab, Ab aur Aage; Jangal Ki Sabha.
- Shiksha Vimarsh – A Bimonthly Magazine.
- Shiksha aur Samajh, by Rohit Dhankar, Aadhar Prakashan, Panchkula, Haryana.
- Loktantra, Shiksha aur Viveksheelta, Ed. by Rohit Dhankar, Aadhar Prakashan, Panchkula, Haryana.
- Shiksha ke Sandarbh aur Vikalp, Ed. By Rohit Dhankar and Rajaram Bhadu, Aadhar Prakashan, Panchkula, Haryana.

### B. TRAINING MATERIAL/PROGRAMME

- Prathamik Shikshak Prashikshan ki Rooprekha.
- Shiksha aur Samajh.
- Shikshakram – Pratham Praroop.
- Paryavekshak Prashikshan Sandharbh Sandarshika (Praroop).
- Shikshak Prashikshan Sandarbh Sandarshika (Praroop).
- Theoretical Basis of Alternative Elementary Education.
- Language Teaching at Digantar.
- Report of the Workshop on Theory and Practice in Education, December, 2003.
- Pehchanshala Mahila Shikshak Prashikshan, December 2002.
- Samudaayik Sahyog Karyakram, A Report of Community Support in Pehchan.

- Rajkiya Prathamik Vidyalaya Shikshak Sahyog Karyakram - A Report of Academic Support to Primary Schools.
- Pehchanshala Shaikshik Star Aaklan evam Vishleshan – A Report of Assessment and Analysis of Academic Levels of Girls in Pehchanshalas.
- Theory & Practice in Primary Education- 2005.
- Vikas Kram evam Gatividiya- For the children of 0-5 years.
- Shikshakarm- Kala.
- Pustkalaya Abhividyakti Kshamta Vikas Karyashala - A Report.

### C. REPORTS OF RESEARCH STUDIES

- Activity Based Teaching in Kerala and its Achievements – A Study of Pedagogical Interventions in DPEP for the Ministry of Human Resource Development, Government of India.
- Creating Possibilities – A Study of Balika Shivirs for URMUL Seemant Samiti, Bajju.
- Not Much to Choose Between – A Look at the Quality of Schools in Rural Rajasthan. A Study Commissioned by CARE, India and Digantar.
- Primary Education in the Tonk District of Rajasthan- A Report from Digantar.
- A Base Paper on Educational Change in Last Decade in Rajasthan.



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- SDTT

### **INSTITUTIONS WHO PARTNERED IN CONCEPTUALISATION/IMPLEMENTATION OF ACTIVITIES**

- Eklavya, Bhopal
- Vidya Bhavan Society, Udaipur
- Homi Bhabha Centre for Science Education, Mumbai
- Tata Institute for Social Sciences, Mumbai
- Jesus and Mary College, New Delhi
- St. Christopher School, London
- SIG, ICICI Bank, Mumbai
- Azim Premji Foundation, Bangalore
- NCERT, New Delhi
- SCERT, Raipur
- Doosara Dasak, Jaipur

### **SOME OF THE INDIVIDUALS WHO PARTICIPATED IN DIGANTAR ACTIVITIES**

- Prof. Krishna Kumar, NCERT, Delhi
- Prof. Ramakant Agnihotri, Delhi University, Delhi
- Prof. Vijay Verma, Delhi
- Dr. H K Dewan, VBRC, Udaipur
- Dr. Sharda Jain, Sandhan, Jaipur
- Ms. Anjali Noronha, Eklavya, Bhopal
- Dr. Rashmi Paliwal, Eklavya, Bhopal
- Dr. C.N. Subrahmanium, Eklavya, Bhopal
- Ms. Indu Prasad, Azim Premji Foundation, Bangalore
- Dr. Sarada Balgopalan, CSDS, New Delhi
- Dr. Caroline Dyer, University of Leeds, UK

## **Digantar's Structure 2009-10**

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### **Executive Committee Members**

Digantar runs on a fully decentralized management system headed by the Secretary and the Director, who are supported by a cadre of professional and administrative staff. This year the Executive Committee has been re-elected. The details of Executive Committee members are:

No.	Name	Category
1.	MS. P. N. Kavoori	President
2.	MS. G.J. Unnithan	Vice President
3.	Shri Rohit Dhankar	Secretary
4.	Shri Ajit Kumar Jain	Treasurer
5.	MS. Reena Das	Member
6.	Prof. Krishna Kumar	Member

### **General Body Members-**

S.NO.	NAME	S.NO.	NAME
1	Shri J.P. Singh	10	MS. G.J. Unnithan
2	MS. Reena Das	11	MS. Ganga Singh
3	MS. Prafulla Kumari	12	Shri Anil Bordia
4	Shri R. S. Jhala	13	Dr. Sharada Jain
5	Shri Rohit Dhankar	14	Shri Sachin Sachdeva
6	Shri Surendra Kushwaha	15	Shri Purnendu Kavoori
7	Prof. Krishna Kumar	16	Shri Pradeep Bhargava
8	MS. P. N. Kavoori	17	MS. Kavita Shrivastava
9	Shri A. K. Jain	18	Shri Savai Singh Shekhawat

## Employees Detail for the Year 2009-2010

### Alternative Education Programme (Upper Primary)

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Imran Khan	31.07.82	M	10th	5 years 3 months	-	School Assistant
2	Samundra Singh	10.05.80	M	B.Sc. DCA	4 years 7 months	2 years 6 months	Science Teacher
3	Ved Prakash	11.07.83	M	B.Sc.	2 Year 8 months	3 Years	Teacher
4	Ghanshyam Kumhar	07.01.80	M	M.A.	2 Year 2 months	5 years 6 months	Teacher
5	Jitendra Kumar Shrivastava	05.04.73	M	B.Sc.	1 Year 11 Month	22 Years	Teacher
6	Pawan Kumar	26.08.86	M	B.A	1 Year 11 Month	-	Teacher
7	Mukesh Kumar Singh	01.02.80	M	M.A.	1 Year 11 Month	8 Years	Teacher
8	Swati Bhardwaj	19.06.75	F	M.A.	1 Year 3 Month	-	Teacher

### Alternative Education Programme (Primary)

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Abdul Gaffar	01.07.65	M	B.A., B.Ed.	17 years 3 months	-	Programme Coordinator
2	Hemant Sharma	01.07.75	M	B.A.	6 years 3 months	4 years	Academic Coordinator
3	Nouratmal Pareek	05.08.68	M	12th	16 years 5 months	-	School Coordinator
4	Ramesh Chand	24.07.67	M	M.A.	20 years 11 months	-	Teacher

5	Kailash Chand	02.03.62	M	BA	17 years 8 months	-	Teacher
6	Jagdish Narayan	16.07.60	M	PUC	16 years 5 months	5 years	Teacher
7	Ramjilal Gurjar	09.08.63	M	B.A. B.Ed.	15 years 5 months	-	Teacher
8	Manju Negi	08.09.77	F	M.A.	9 years 2 months	2 years	Teacher
9	Meera Sharma	03.04.65	F	12th	13 years 11 months	1 years 6 months	Teacher
10	Vivek Singh	07.02.74	M	B.A.	3 years 3 months	3 Years	Teacher
11	Praveen Panchal	05.01.84	M	M.A.	3 Year	4 years	Teacher
12	Jitendra Kumar	30.12.83	M	B.A.	3 Year	2 years 2 months	Teacher
13	Kamal Tank	07.01.82	M	M.A.	3 Year	4 years	Teacher
14	Bindiya Sharma	01.07.79	F	B.A. BSTC	2 year 8 months	5 years	Teacher
15	Harish Sharma	19.07.76	M	M.A.	2 year 8 months	3 years	Teacher
16	Ravindra Singh Maan	20.03.84	M	B.A	1 Year 4 Month	3 Years	Teacher
17	Jaspal Singh	05.09.78	M	B.Sc.	1 Year 4 Month	-	Teacher
18	Hanuman Prasad	05.11.76	M	B.Sc.	1 Year 4 Month	-	Teacher
19	Mukesh Kumar Bairwa	01.07.86	M	B.A	1 Year 4 Month	-	Teacher
20	Kanchan	02.05.81	F	M.A.	1 Year 2 Month	-	Teacher
21	Mamta Jatav	16.05.85	F	M.A.	1 Year 2 Month	-	Teacher

22	Bharti Riya	15.08.71	F	M.A.	1 Year 2 Month	-	Teacher
23	Nathu Lal	20.08.86	M	9 th	10 Month	-	Teacher
24	Sheetal	24.05.87	F	B. El. Ed.	10 Month	1 Years 6 Months	Teacher
25	Amna	02.07.80	F	B.A	7 Month	-	Teacher
26	Doulat Ram Aluria	04.07.82	M	B.A.	2 year 3 Month	-	School Asst.
27	Prem Chand	20.12.75	M	12th.	1 year 1 Month	-	Teacher Asst.

### The Academic Resource Unit

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Rohit Dhankar	01.08.52	M	M.Sc.	23 Years	9 years	Director
2	Rajesh Kumar	07.11.65	M	M.A. Ph. D.	1 Year 3 Month	22 Years	Executive Director (TARU)
3	Manoj Kumar	05.01.69	M	M.A. M. Phil.	2 Year 6 Month	10 years	Associate Fellow
4	Kuldeep Garg	09.02.77	M	M.A. Ph. D	3 Years 4 months	6 Years	Associate Fellow
5	Dilip Tanwar	22.10.71	M	M.Sc.	11 Years	-	Associate Fellow
5	Devraj Rakshit	14-Aug-69	M	M.A. Ph. D	2 Year 3 Month	-	Associate Fellow
6	Gajendra S. Raut	13.04/78	M	MSW	4 Years 1 months	2 years 6 months	Sr. Coordinator
7	Devyani Bhardwaj	13.12.72	F	M.A	2 Month	-	Associate Fellow (Probation Period)

8	Nisha Gupta	20.11.80	F	M.Sc.	2 Year 2 months	2 years	Researcher
9	Neeta Sharma	01.09.76	F	M.A. M. Phil.	2 Year 2 months	7 years	Researcher
10	Dheeraj	20.06.71	F	M.A. Ph. D.	2 Year 4 months	6 years 6 months	Assistant Fellow
11	Yogendra Dadheech	04.05.79	M	M.A. PGDCA	4 Years 1 months	5 years	Assistant Fellow (Probation Period)
12	Manohar Kumar		M	M.A.	2 Month	2 years	Associate Fellow (Probation Period)
13	Vandana Singh	06.06.76	F	M.Sc. M.Ed.	2 Month	2 Year	Assistant Fellow (Probation Period)
14	Deepa Singh	01.03.82	F	M.A. B.Ed.	2 Month	1 Year	Assistant Fellow (Probation Period)
15	Mamta Yadav	01.08.83	F	M.A	1 Month	3 Year 6 Month	Assistant Fellow (Probation Period)
16	Madhulika Jha Mishra	16.01.77	F	M.Sc.	1 Month	5 Year 6 Month	Assistant Fellow (Probation Period)
17	Madhvi Shrivastava	10.10.84	F	M.A.	1 Month	1 Year 3 Month	Assistant Fellow (Probation Period)
18	Nishi Khandelwal	16.06.81	F	M.Sc.	2 Month	4 Year	Assistant Fellow (Probation Period)
19	Vipasha Sharma	1-Jan-86	F	M.H.R.M	1 Month	-	Executive Assistant (Probation Period)
20	Keshav Kumar Gautam	01.07.70	M	B.A. C. Lib.	11 Years 9 months	-	Librarian
21	Raju Gurjer	07.05.80	M	M.A.	2 Year 5 months	2 years	Library Asst.
22	Satya Prakash Joshi	23.10.78	M	M.A.	3 Years 9 months	-	Computer Operator

## The Resource Support Unit

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Reena Das	21.06.52	F	M.A.	23 Years	9 Year	Director
2	Hari Narayan	15.09.63	M	B.Com.	20 Year 3 months	-	Chief Accountant
3	Rajendra Rawat	31.08.74	M	B.Com.	6 Year 9 months	3 Year 6 months	Assistant Accountant
4	Anjana Choudhary	05.02.73	F	M.A.	1 Year 3 Month	-	Executive Assistant
5	Ram Dayal Sharma	07.11.84	M	B.A. Part-I	5 years 3 months	-	Store Incharge
6	Pradeep Pareek	04.04.85	M	M.Com.	7 Month	-	Store Asst.
7	Bhagwan Sahay	05.05.87	M	B.A	2 Year	3 Years	Recep. Cum Com. Opt.
8	Ram Manohar Khandelwal	12.12.83	M	M.Com.	2 Year	3 Years	Office Asst.
9	Pushkar Singh	06.11.74	M	8th	13 Years 4 months	3Year	Campus Care taker
10	Vishram Kumar	18.08.76	M	12th	7 Year 6 months	4 Year	Office Care Taker
11	Raju Meena	10.05.90	M	6th	2 Year	1 Year 6 Month	Mess Helper
12	Gyan Prakash	17.05.84	M	9 th	10 Month	3 Years	Mess Helper
13	Muuna Khan	46 years	M	-	4 Year 1 months	2 Year	Gardner
14	Arjun Lal	11.10.57	M	8th	1 Year 8 Month	10 years	Guard
15	Krishan Chand	01.07.76	M	8th	1 Year	8 years	Guard

### ***Shiksha Vimarsh***

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Vishwambhar	15-Feb-74	M	M.A.	4 Years 4 months	6 Years 6 months	Editor
2	Khyaliram Swami	20-Jul-78	M	B.A.,DCA 'O' Level	7Year 4 months	4 Year	Circulation Manager
3	Neeraj Bhatt	30-Dec-65	M	B.Com., PGDCA	15 Years 6 months	2 Years	Computer Operator

### **Shiksha Samarthan Programme**

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Ashok Kumar Sharma	12-Apr-76	M	B.Sc.	12 years 8 months	-	Programme Coordinator
2	Sannipal	17-Jan-81	M	B.Sc.	5years 2 months	3 years	Academic Coordinator
3	Siya Ram Sharma	1-Mar-77	M	M.A.	4 years	5 Years	Academic Coordinator
4	Babulal Meena	9-Jul-70	M	B.A.	6 years 1 months	4 years	Cluster Coordinator
5	Virendra Kumar	8-Aug-78	M	M.A.	9 Month	9 years	Cluster Coordinator
6	Ram Bharosi Yogi	20.02.67	M	B.Sc. B. Ed.	9 Month	10 Years	Cluster Coordinator
7	Shankar Lal Pareek	7-Jan-80	M	M.A. B. Ed.	1 Year 9 Month	4 Years 6 Months	Cluster Coordinator
8	Narendra Sharma	18-Aug-80	M	M.A.	1 years 3 months	5 years	Cluster Coordinator
9	Dharampal Choudhary	15-Oct-82	M	B.A.	2 Year 3 months	1 Years 6 Month	Accountant Cum Computer Operator

10	Madan Lal	15-Sep-83	M	B.A.	8 Month	6 Years 6 Months	Accountant Cum Computer Operator
11	Raja Ram Choudhry	8-Mar-85	M	B.A.	9 Month	-	Cluster Comp. Operator
12	Chatarbhuj	4-Jul-75	M	M.A.	6 years 6 months	6 years 6 months	Samarthak
13	Rajendra Singh	1-Jul-78	M	B.A.	6 years 10 months	3 years	Samarthak
14	Rekha Jain	10-Jun-82	F	M.A.	7 years 2 months	-	Samarthak
15	Kailash Chand Baroda	2-Mar-83	M	B.A.	9 Month	2 years 6 months	Samarthak
16	Mahavir Prasad	13-Jun-82	M	M.A. B. Ed.	8 Month	3 Years	Samarthak
17	Pinky Jaiswal		F		5 Month	-	Samarthak
18	Suresh Kumar Saini	10-Feb-81	M	M.A. B. Ed.	3 Month	5 Years	Samarthak
19	Ram Kishan Meena	25-Oct-76	M	M.A. B. Ed.	3 Month	8 Years	Samarthak
20	Kanhaya Lal Sharma	1-Aug-80	M	10 th	1 Year 1 Month	1 Years 6 Months	Office Assist.

### Quality Education Programme, Baran

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Anshuman Dixit	04.02.1977	M	M.A Ph. D	2 Year 11 months	4 years	Faculty Member
2	Virendra Sharma	20.10.1965	M	M.A. B. Ed.	3 years 6 months	14 years	Faculty Member
3	Subhash Goswami	7.03.1972	M	M.Sc.	1.5 Month	11 Year 4 Month	Faculty Member

4	Sudheer Singh	02.06.1974	M	M.A.	4 years	10 years	School Coordinator
5	Ompal Dumolia	01.08.1971	M	M.A.	5 years	12 years	Block Coordinator
6	Kavita Dhameja	16.05.1978	M	M.A. B. Ed.	2 Year 11 months	8 years	Cluster Coordinator
7	GyanPrakash Sharma	02.07.1974	M	M.A. B. Ed.	7 years	9 years	Shiksha Samarthak
8	Chetram Mahawar	01.07.1976	M	M.A.	1 Year 8 Month	10 years	Shiksha Samarthak
9	Babulal Mehta	15.08.1977	M	M.A.	1 Year 7 Month	5 Years	Shiksha Samarthak
10	Bhagwan Das	01.10.1975	M	M.A.	8 Month	-	Shiksha Samarthak
11	Rajneesh Kumar	25.12.1978	M	M.A.	8 Month	9 Years	Shiksha Samarthak
12	Narendra Mandal	20.07.1981	M	M.A.	8 Month	-	Shiksha Samarthak
13	Murlimanohar	23.02.1980	M	B.A.	7 Month	9 Year 6 Month	Shiksha Samarthak
14	Mushtaq Ahemad	19.01.1971	M	B.A.	6 Month	3 Year 6 Month	Acc. Com Admn. Asst.
15	Rajesh Kumar	12.07.1984	M	10th	8 Month	1 Years	Office Assistant
16	Rajkumar Namdev	02.06.1981	M	M.A.	1 Year 5 Mnoth	3 Years	Computer operator

## Sandarbh Shala Programme

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Sunil Bagwan	5-Jul-80	M	M.A. M. Phil	3 Month	-	Prog. Coordinator
2	Deen Dayal Sharma	2-Nov-69	M	M.A	10.5 Month	15 Years	Sr. Researcher
3	Dilip Chugh	16-Aug-82	M	M.A.	3 year 7 months	3 years 6 months	Researcher
4	Vishnu Pareek	5-Aug-77	M	M.A	3 Year 8 Month	2 Year 6 Months	Researcher
5	Mukesh Singh	25-Jan-76	M	M.A.	8 months	6 Years	R.S. Coordinator
6	Mahendra Kumar Sharma	25-May-68	M	M.A.	2 Year 5 months	13 years	R.S. Coordinator
7	Santosh Kumar	25-Jul-79	M	M.A.	1 Year 1 Month	6 Years	Assist. Coordinator
8	Deep Chand	6-Jul-75	M	M.A	9 Month	-	Assist. Coordinator
9	Ram Ratan Meena	1-Jul-70	M	M.A. B. Ed.	2 Year 8 months	10 years	Assist. Coordinator
10	Vinod kumar Sharma	20-Feb-81	M	M.A.	11 months	6 years	Assist. Coordinator
11	Ramlal Chorasiya	4-Apr-72	M	B.Sc.	3 year	7 years	Resource School Teacher
12	Subhash Chand	26-Jan-81	M	M.A.	2 Year 5 months	5 years 6 months	Resource School Teacher
13	Umakant Sharma	7-Jan-82	M	M.A.	2 Year 4 Month	4 Years 6 Months	Resource School Teacher
14	Indra Panchal	2-Jun-75	F	B.A	1 Year 10 Month	3 Years 6 Months	Resource School Teacher
15	Reshma Bano	1-Feb-81	F	B.A	1 Year 6 Month	4 Years	Resource School Teacher

16	Kanchan	1-Jul-76	F	M.A	9 Month	-	Resource School Teacher
17	Lokendra	5-Jul-87	M	B.A	6 Month	-	Resource School Teacher
18	Alka Bansal	12-Jun-84	F	M.A	1 Year 2 Month	-	Resource School Teacher
19	Shanti Swaroop	5-Oct-76	M	M.A	6 Month	-	Accountant
20	Rohit Gupta	13-Nov-83	M	B.Com	2 Year 7 Month	5 months	Office Organizer
21	Moh. Ashraf	1-Jun-84	M	12th	2 Year 8 Month	2 years	Computer Operator
22	Lokesh Khandelwal	1/27/1988	M	B.Com.	7.5 Month	6 Months	Office Assist.
23	Gajendra Kumar Sharma	3-Dec-83	M	B.A. Part-II	2 Year 8 Month	6 months	Campus Care Taker

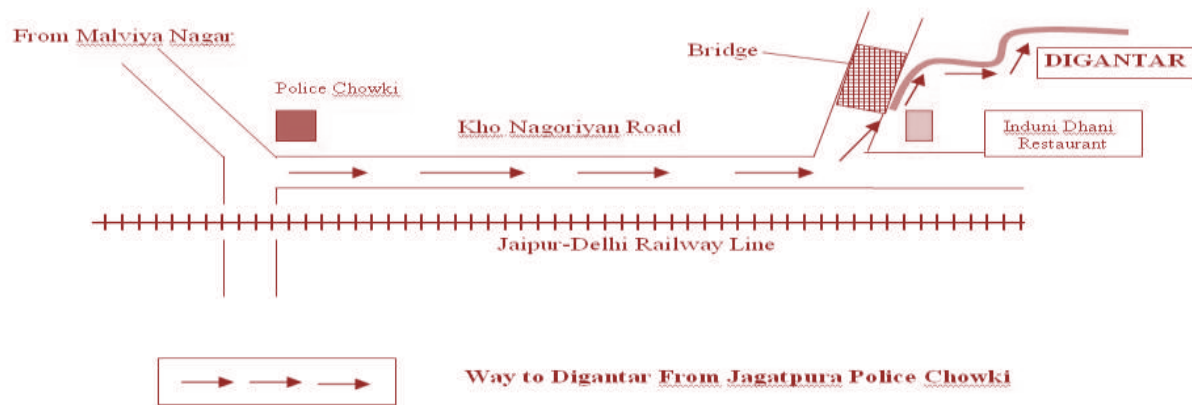
### Early Literacy Research Programme

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Surajit Bordoloi	11-Oct-75	M	M.A	2 Year 2 months	-	Coordinator
2	Maitreyee Mukherjee	8-Sep-77	F	M.A.	2 Year 2 months	-	Senior Researcher
3	Raman Deep Brar	13-Jun-82	F	M.Sc.	2 Year 2 months	1 years 6 month	Researcher
7	Khemraj Prajapat	8-May-80	M	M.A.	2 Year 2 months		Office Organizer

## Reaching Digantar

### From Jaipur:

Come to Jagatpura Railway crossing. Do not cross the level crossing (fatak), take the Kho Nagorian Road on your left, parallel to the railway track. Drive along the road for about 1.75 km., you will come to a turn, as soon as you turn on left again you will come to a low bridge over a dry nallah. Cross the nallah, but not over the bridge, take the road that goes into the nallah on the right hand side of the bridge. As soon as you cross the nallah on this road, you will find a board “Digantar” written on it in Hindi. Take the path to Digantar. Drive about 200 meters and you are in Digantar.



### By taxi from Delhi:

Come to Agra Road crossing. Turn on the Agra Road to the left, rather than going into the city. Take the first turn on the right to Kho Nagorian Road, it is about a kilometer and a half from the Agra Road crossing, and comes after driving down a steep serpentine road. There are two more bifurcations after the first right turn in quick succession. Take the right hand road on both these bifurcations as well.

Drive down the road for about 4-5 kms, through two small villages. After about 4 kms you will come to a low bridge—over a culvert—cross it, now you are very close to Digantar. Within half a km you will come to another similar bridge, longer than the first one, cross this as well. But, right after crossing this bridge make a u-turn on the left into the dry nallah, there is a road through the

nallah, parallel to the bridge, on the right side of it. Cross the nallah to find a small white board in Hindi “Digantar” written on this. Follow the path for about 200 meters and you are in Digantar

# Financial Statements-

## DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR BALANCE SHEET AS AT 31ST MARCH 2010

LIABILITIES	Amount	ASSETS	Amount
<b>GENERAL FUND</b>		<b>FIXED ASSETS (As per Schedule A)</b>	
Opening Balance as on 1.4.2009	13837622	W.D.V. As on 1.4.2009	8488510
Add: Surplus transferred to B/S	1970772	Add: Addition during the year	933205
		Less: Depreciation	9419715
			594791
			8824924
<b>UNSPENT GRANT</b>		<b>INVESTMENT</b>	
From Asha (Including int. 16375)	209224	ICICI Bank FDR (Contra pledged)	70000000
SDTT	1292411		
From Wipro Ltd.	2668635		
		<b>CURRENT ASSETS, LOANS &amp; ADVANCES</b>	
<b>LOANS &amp; ADVANCES</b>		<b>CURRENT ASSETS</b>	
Secured Loan (Interest Free loan out of which FDR created - as per contra	70000000	<b>CASH IN HAND</b>	
Unsecured loan	400000	Core Programme	16127
		Shiksha Samarthan Prog.	4340
		CPG Programme	621
M/s Registhan Pvt. Ltd. (non int. bearing)	3700000	Resource School Programme (SDTT)	8091
		Quality Edu. Pro. Baran	19325
			48504
<b>Current Liabilities</b>		<b>CASH AT BANK (Scheduled Bank)</b>	
Creditors for Staff	1776740	Core Programme	1113321
Creditors for exp.	789685	Shiksha Samarthan Prog.	101334
PF Payable (since paid)	38890	Collaborative Post Graduate Pro.	11747
TDS Payable (since paid)	3490	Resource School Prog. (SDTT)	1602977
		Quality Edu. Pro. Baran	19080
		TDS Receivable	2848459
		Sundry Debtors	3544251
		Closing Stock of Books (certified by management)	439708
		Accrued interest on FDR	243348
		Outstanding Grant ICICI Baran	1016129
		Outstanding Grant ICICI Core	244429
		ICICI Literacy	5387594
		Telephone Security	751223
			8900
			93357469

### Auditor's Report

Significant Accounting Policies (As per Schedule 'B')



FOR S.D. PANDEY & CO.  
CHARTERED ACCOUNTANTS  
(RAJIV PANDEY)  
PARTNER M. NO. 71731



Dr. Digantat Shiksha Evam Khekkud Samiti

TREASURER  
Secretary

PLACE: JAIPUR  
DATED: 05.07.2010

**DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR**  
**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2010**

EXPENDITURE	Core Programme	Shiksha Samarthan	Quality Edu. Pro. Baran	CPG Prog.	Res. Sch. Prog (SDTT)	Total
To Salaries	9674524	2207245	2142592	994606	3388520	18407487
Honorarium	18330	0	0	0	0	18330
Training & study visit	112156	2732	0	0	24540	139428
Postage & Telegram Exp.	283852	24050	0	5553	0	313455
Consultancy fee	17700	0	0	0	0	17700
Electricity Exp.	276599	0	0	0	0	276599
Audit Fees	95708	0	0	0	0	95708
Meeting & Workshop Exp.	35339	251327	1815991	258865	168250	2529772
News Paper & Magazines	32431	0	0	0	0	32431
Legal Expenses	23000	0	0	0	0	23000
Printing & publication	488285	0	0	0	0	488285
Repair & Maintenance	215473	0	0	0	0	215473
Stationery Exp.	194541	19154	0	0	0	213695
Travel & Local conveyance	147554	258285	194408	0	0	600247
Vehicle Running & Maint.	98686	0	0	0	0	98686
Books & Teaching Learning material	327315	0	0	0	0	327315
Carpentry & Handicraft	49701	0	0	0	0	49701
Boarding & Lodging Exp.	1116	0	0	0	0	1116
Bank Charges	1568	5445	0	0	430	7443
Depreciation	386594	59797	71298	9560	67542	594791
Work Book and Material Dev.	34000	0	22352	197935	68427	322714
Office Maint. Exp.	43943	142103	298294	0	532902	1017242
Foundation Course Exp.	116025	0	0	0	0	116025
Room to Read	152127	0	0	0	0	152127
Lit. Research Project	975818	0	0	0	0	975818
Other Cost (Institutional Cost)	0	0	0	236011	234714	470725
Transfer to Balance Sheet	2098336	125445	19089	0	90135	2333005
	<b>15900721</b>	<b>3095583</b>	<b>4564024</b>	<b>1702530</b>	<b>4575460</b>	<b>29838318</b>

**AUDITORS REPORT**

SIGNED IN TERMS OF OUR REPORT OF EVEN DATE ANNEXED

FOR S.D. PANDEY & CO.

CHARTERED ACCOUNTANTS

(RAJIV PANDEY)  
PARTNER  
M. No. 71731

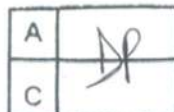


For Digantar Shiksha Evam Khelkud Samit

TREASURER  
Treasurer

SECRETARY  
Secretary

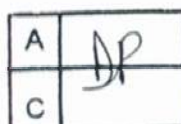
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DATE : 05.07.2010

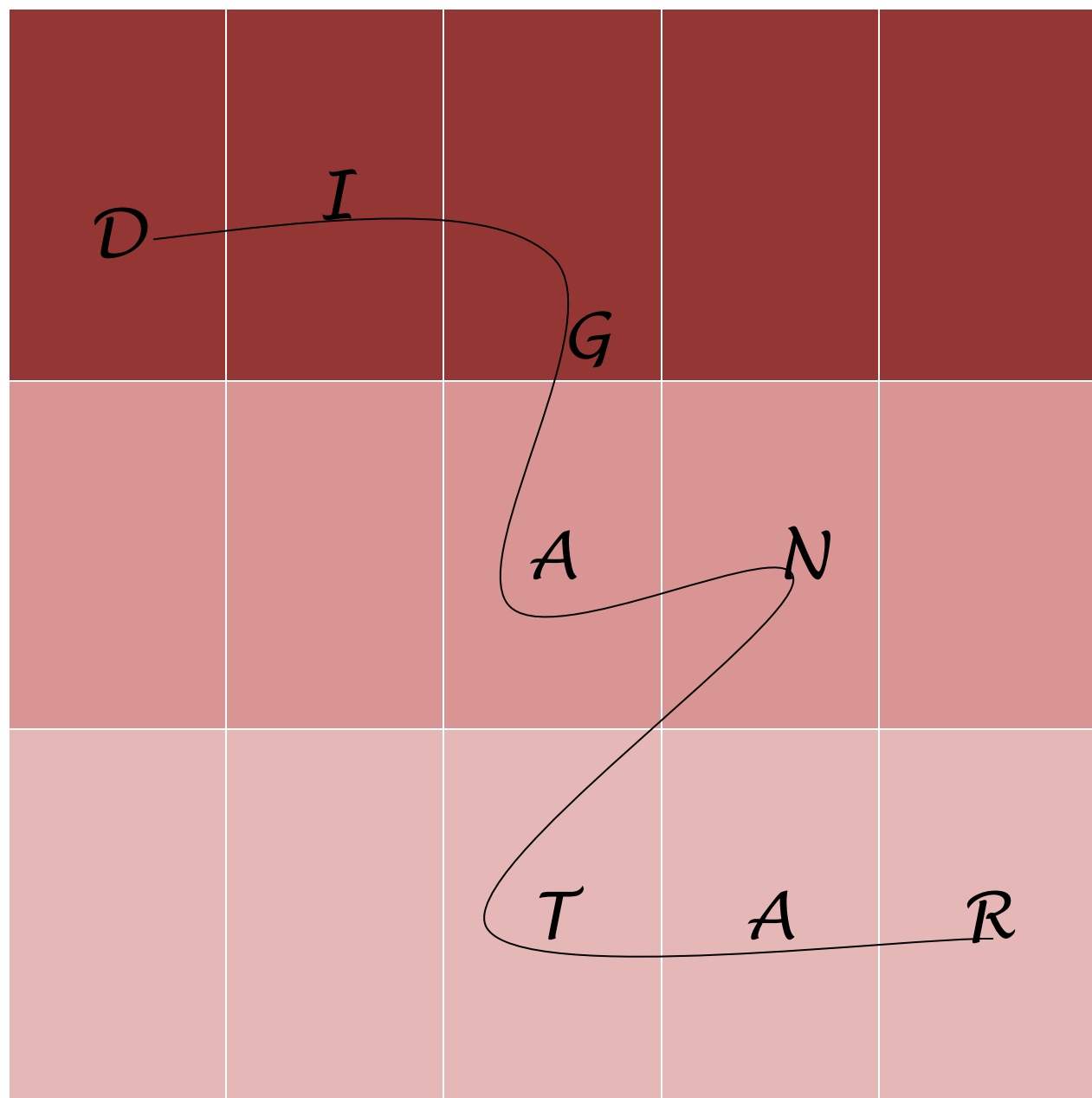


**DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR**  
**INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31ST MARCH 2010**

INCOME		Core	Shiksha	Quality Edu.	CPG MA	Res. Sch.	Total
		Programme	Sam. Prog.	Pro. Baran	Hindi	Prog. SDTT	
By Grant in Aid from ICICI Bank Ltd.	2000000						
Add : Unspent as per last year (ELRP)	<u>289305</u>						
	2289305						
Add: Outstanding Balance	5387594						
Outstanding balance (ELRP)	<u>751223</u>	8428122	0	0	0	0	8428122
Grant in aid from TISS, Mumbai	1336693						
Add: Unspent as per last year	<u>0</u>	0	0	0	1336693	0	1336693
Grant in Aid from Room to read	0						
Add: Unspent as per last year	152127						
Less: Unspent for the year	<u>0</u>	152127	0	0	0	0	152127
Grant in Aid from ICICI(QEP Baran)	4000000						
Add : Unspent as per last year	316887						
Add: outstanding grant for the year	<u>244429</u>	0	0	4561316	0	0	4561316
Grant in Aid from SDTT Pro.	5839383						
Less: Unspent for the year	<u>1292411</u>	0	0	0	0	4546972	4546972
Grant in Aid from Wipro Ltd.	3904400						
Add : Unspent as per last year	<u>1857867</u>						
	5762267						
Less : Unspent for the year	<u>2668635</u>	0	3093632	0	0	0	3093632
Interest from Bank		2987	1923	2708	0	27040	34658
Subscription of educational magazine		154869	0	0	0	0	154869
Teaching material disposal		67013	0	0	0	0	67013
Hostel Rent		85667	0	0	0	0	85667
Institutional fee		674124	0	0	0	0	674124
Institutional Cost		470725	0	0	0	0	470725
Boarding lodging & training		750115	0	0	0	0	750115

Cont. 2





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