

The background of the entire page is a vibrant, child-like drawing. At the top, there are jagged, pinkish-red mountains against a light blue sky. Below the mountains, there are several stylized trees and plants. A large tree with a thick brown trunk and green foliage is in the center. To its left is a yellow flower with a pink stem. To its right is a pink flower with a green stem. At the bottom right, there is a small house with a yellow roof and a blue body. The entire drawing is done in a simple, sketchy style with bold outlines and flat colors.

DIGANTAR

EDUCATION FOR JUSTICE AND EQUALITY

Annual Report 2010-11



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Abbreviations

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

- 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 (full name – Digantar Shiksha evam Khelkud Samiti), started on 31st March, 1987, when it was registered under the Registration of Societies Act, Rajasthan, 1958. The organization's origins can be traced to David Horsburgh's teaching at *Neel Bagh*. Rohit Dhankar (founder member and present Secretary of Digantar) and Reena Das (present Director of Digantar) participated as trainee in Horsburgh's training which provided impetus to the formation of Digantar. The venture started with a small school in 1978. In its nascent stages, the school comprised of only twenty to twenty five children. The teachers of this school had trained under the late Shri David Horsburgh at *Neel bagh*, Kolar District, who also guided the school in its

initial years. The Sanskrit meaning of the word 'Digantar' is 'beyond the horizon', or a 'change in direction'. As the name suggests, the motto of the organization was to usher in a new direction in the thought and perception of education. Through the school, an attempt was made to translate this vision of 'change' into practice; hence the school became a vibrant centre for inculcating alternate values.

Later on, this modest beginning began to attract the attention of other groups and individuals working in the field of elementary education. Because of a two-fold approach that included a constant search for a theoretically and practically sound meaning of education and its relationship with the society, as well as interaction with other groups working for education and social development, the concerns of the group connected with Digantar School became both incisive and broad-based. Thus, a more holistic vision of elementary education concomitant with the basic principles of the school was formulated. In 1986, the informal group of individuals that comprised Digantar felt that the school should move to the outskirts

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of Jaipur as it was the rural children and minorities who continued to be deprived of good education. Digantar continues to be based there even though its work has spread to other areas.

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 1978-2011

- | | |
|----------------|--|
| 1978-79 | <ul style="list-style-type: none">● A School with the name of Digantar was started in Jaipur● Number of children: 7 in the beginning, quickly grew to about 20 and 2 teachers |
| 1987-88 | <ul style="list-style-type: none">● Digantar Shiksha Evam Khelkud Samiti got registered● Interaction with other voluntary groups; Crucial help in founding Bodh Shiksha Samiti. |
| 1989-90 | <ul style="list-style-type: none">● Shifted to rural area near Jaipur. New campus established, one school building and one teachers residence constructed, funds provided by the President of Digantar● One School for approx. 50 Children.● Project on elementary education sanctioned by MHRD. |
| 1992-93 | <ul style="list-style-type: none">● Two new schools opened in the village of Kho Nagorian.● Number of children: approx. 300● Number of workers: approx. 19 |
| 1992-93 | <ul style="list-style-type: none">● Elementary Education Project (MHRD) continues● Intense interaction with Lok Jumbish at several levels. |
| 1996-97 | <ul style="list-style-type: none">● Academic resource support to Sahaj Shiksha Karyakram (SSK) of LokJumbish in 3 blocks.● Academic resource support to Alternative Schools Program of Rajiv Gandhi Prathamik Shiksha Mission (RGPSM) of Madhya Pradesh. |
| 1997-98 | <ul style="list-style-type: none">● Elementary Education Project (MHRD) expanded to upper primary.● Number of children in Digantar schools: approx. 500 |
| 1998-99 | <ul style="list-style-type: none">● Publication of SHIKSHA VIMARSH begins.● Academic resource support to ASP of RGPSM, MP comes to an end.● Academic resource support of SSK continues – total 4 blocks. |

2000-01	<ul style="list-style-type: none"> • Training programme for GoI-UN joint programme “Janashala” personnels. • New short term training programmes started. • FCRA registration.
2001-02	<ul style="list-style-type: none"> • Resource Enrichment Programme at National Level for DPEP, in collaboration with other agencies. • Evaluation of Pedagogical Interventions in Kerela under DPEP Phase I. • Learning Domain Study of PLAN International Programmes.
2002-03	<ul style="list-style-type: none"> • Pehchan Project in Phagi was initiated in collaboration with UNICEF and KULP. • Teacher Empowerment Programme initiated with financial support from WIPRO.
2003-04	<ul style="list-style-type: none"> • Study entitled ‘Modes of Schooling – A Comparative Study of Schools in Rural Rajasthan’ with financial support from CARE India began • Collaboration with the social initiative group of ICICI.
2005-06	<ul style="list-style-type: none"> • 1st Certificate Course in Foundations of Education began (August 2005-January 2006).
2006-07	<ul style="list-style-type: none"> • Shiksha Samarthan Pariyojna, Phagi sanctioned with financial assistance from WATIS. • Quality Education Programme, Baran; a joint initiative of Government of Rajasthan, Digantar, Vidya Bhawan Society, and Social Initiative Group of ICICI Bank was launched. • National Seminar on Quality of Education held at Jaipur- eminent educationists deliberated on critical issues of quality in education.
2007-08	<ul style="list-style-type: none"> • Sandarbh Shala Project, Baran sanctioned with financial assistance from Sir Dorabji Tata trust. • Early Literacy Research Project was launched.
2008-09	<ul style="list-style-type: none"> • Work on the Hindi version of M.A. Education (Elementary) was started. This programme is a collaborative effort of 6 partners – HBCSE, Mumbai; VBS, Udaipur; Digantar, Jaipur; Eklavya, Bhopal; NIAS, Bangalore and TISS, Mumbai
2009-10	<ul style="list-style-type: none"> • V Certificate Course in Foundations of Education successfully conducted. • ELRP project extended for 6 months. • Shiksha Samarthan Pariyojna, Phagi extended for 12 months. • Sandarbh Shala Project extended up to December 2010

2010-11

- VI certificate Course for Foundation was conducted.
- QEP- Baran, Sandarbshala & ELRP project concluded following completion of stipulated tenure.
- New partnership project flagged off between TARU & Ajim Premji Foundation in December 2011.

Our Donors and their involvement with Digantar

<i>Name of Donor</i>	<i>Programme of Their Support</i>	<i>Years of their Association with Digantar</i>
<u>MHRD</u> (GOVT)	<u>Elementary Education Programme</u>	1989 – 2002
<u>Action Aid</u> (Bangalore)	<u>EERC</u>	1994-95
<u>Lok Jumbish Parishad,</u> <u>Rajiv Gandhi</u> <u>Prathamik Shilsha</u> <u>Mission, MP)</u> (GOVT)	Academic Resource Support to Sahaj Shiksha Karyakram (SSK) of Lok Jumbish in three blocks	1994-2000
	Alternative School Programme of Rajiv Gandhi Prathamik Shiksha Mission	1997- 1998
<u>Ratan Tata Trust</u> <u>GOI – UN</u>	Training Programme for ‘Janshala’ Personnel	1998-2000
<u>CSE Delhi</u>	<u>CSEC Project</u>	2000-2002
<u>DPEP</u> (GOVT)	Resource Enrichment Programme of DPEP along with other agencies	2001-2002
<u>Urmul Setu</u> (UNICEF)	Urmul Balika Shiveer Pehchan Project in Phagi	2002-2006
<u>DPEP</u>	Evaluation of Pedagogical Interventions in	2003-2004

Kerala under DPEP Phase I		
WIPRO	Teacher Empowerment Programme	2002-2004
Room to Read	Library Programme	2004-2009
PLAN International Programmes	Learning Domain Study	2002-2005
CARE India	Study entitled 'Modes of Schooling – A Comparative Study of Schools in Rural Rajasthan'	2003-2005
ICICI	Collaboration with the social initiative group (AEP, TRSU, TARU, Shiksha Vimarsh)	2003-2013 (For 2010-11 only TRSU and vimarsh and from 2011 to 13 only TRSU)
WATIS.	Shiksha Samarthan Pariyojna, Phagi	2006 – (continuing)
Social Initiative Group of ICICI	Quality Education Programme, Baran; a joint initiative of Government of Rajasthan, Digantar, Vidya Bhawan Society	2006 – 2011
Sir Dorabji Tata Trust	Sandarbh Shala Project, Baran	2007-2010
Social Initiative Group of ICICI	Early Literacy Research Project was launched	2007- 2010
Tata Institute of Social Sciences (TISS)	CPG M.A (Hindi)	2008-2010
APF (Azim Premji Foundation)	Digantar Vidyalaya, TARU	2010- continuing

Our Philosophy

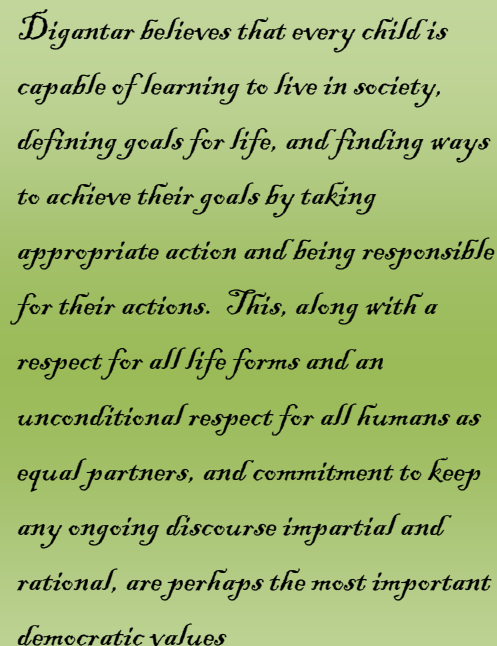
Digantar envisions a pluralistic, democratic society that safeguards justice, equity, freedom and human dignity of all its members. This cherished vision is achieved through holistic education that encourages freedom of the mind and provides the courage to act. As such, the education provided by Digantar is designed to develop rational autonomy, sensitivity, democratic and egalitarian values, and promote dignity of labour and skills. The goal is to make every child a self-motivated and independent learner.

Digantar believes that every child is capable of learning to live in society, defining goals for life, and finding ways to achieve their goals by taking appropriate action and being responsible for their actions. This, along with a respect for all life forms

and an unconditional respect for all humans as equal partners, and commitment to keep any ongoing discourse impartial and rational, are perhaps the most important democratic values.

We have involved ourselves for the cause of education right from beginning as our chief concern is that all children should get a quality elementary education—because we see education as a fundamental right of each member of the human race and as the most potent means of creating a just society and of sustaining it. In our belief, education is a typical human endeavour 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.

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



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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, as well as our understanding of the various aspects of our engagement with communities, are shaped and guided by these principles.

Summary of Digantar’s main programmes and activities 2010-11

	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	15
	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	3
	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	22

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	16
	Quality Education Programme, Baran	To strengthen and support the efforts being made 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	SDTT	21
	The Early Literacy Research Project (ELRP)	Studying Hindi Teaching in government primary schools	Children, school teachers	ICEE	4

The Alternative Education Programme (AEP)

The Alternative Education Programme (AEP) is a flagship programme for Digantar. At present it comprises of three schools in a rural neighbourhood adjacent to Jaipur. This is the oldest programme of Digantar which epitomizes the philosophy and values of the organization. The history of the Programme can be traced to the year 1978-79, when in pursuit of an 'alternative' to the current educational system, the first school named Digantar came up in the heart of Jaipur city. The name itself was a reflection of its value and philosophy. During its nascent stages, the school consisted of 7 children and 2 teachers. The single school which laid the foundation of the programme has now grown into 3 schools with around 20 teachers and more than 500 children (according to present statistics). It continues to work in the rural areas of Jaipur, as right from beginning its charter was to cater to the rural population.

The programme has undergone many structural and functional changes since its inception. During the initial period, that is, year 1989- 90, it was a project on Elementary Education sanctioned by Ministry of Human Resource and Development. During the phase of collaboration, which continued up to 2002, the project was named Alternative Elementary Education Programme (AEEP). In the year 2003-04, collaboration took place between AEEP and the social initiative group of ICICI- Bank. The collaboration provided reasonable financial stability to the programme. Later in the year 2006, when the schools expanded to the secondary level, the project



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"Schools have a major role to play in ensuring that children are socialized into a culture of self reliance, resourcefulness , peace oriented values and health"

Chapter 3; Curricular Areas, School Stages and Assessment; NCF 2005

was renamed as Alternative Education Programme (AEP); the name/title is still continuing.

As mentioned earlier, the term ‘alternative’ encompasses the philosophy and approach which reflects values which are different from conventional organizations and established institutions. These schools are the learning environments where Digantar implements its ‘alternative’ concepts, developed through an enriching and enlightening journey of more than 30 years. These schools have perpetually provided space to practitioners to learn and simultaneously enhance theoretical understanding which Digantar has inculcated in all these years.

AEP at a Glance

To have a holistic understanding of how these schools function, the various components that the programme envisages are elucidated below:

Location	Resource Support	Collaborating Agency
<i>Schools are located in rural neighbourhood outskirts of Jaipur</i>	<i>Community participates in raising fund for the schools</i>	<i>Social initiative group of ICEE is the primary funding agency till April 1st 2011.</i>

Four main pillars of AEP Schools

<i>Children</i>	<i>Teacher</i>	<i>Curriculum</i>	<i>Community</i>
<ul style="list-style-type: none"> Children are not segmented into homogenous classes arbitrarily Groups are formed in the classroom based on children’s levels of learning; each group 	<ul style="list-style-type: none"> Qualities and capabilities of Digantar teachers are consistent with its philosophy; Corollary to that principle the teacher should understand 	<ul style="list-style-type: none"> Child centric pedagogy has been core of Digantar’s curriculum since inception. The content has universal as well as strong local specific component. 	<ul style="list-style-type: none"> The schools belong to the community and reflect its ethos and aspirations. A very close liaison is maintained with community; the

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

- Children learn in an atmosphere of freedom, openness and security marked by total absence of intimidation. Basic rules related to classroom discipline are defined by the children themselves in a democratic process following discussion with teacher

- Cleaning and beautification of school is a collective responsibility of all members of schools

education and its relevance for a democratic society.

- S/he should believe in democratic and egalitarian value in her/his personal life and social concerns.

- Should have a sound understanding of how children learn.

- S/he should be able to build a good rapport with community by winning confidence of the community and should be receptive to the community's critique of the school –it's functioning followed by required action

- 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.

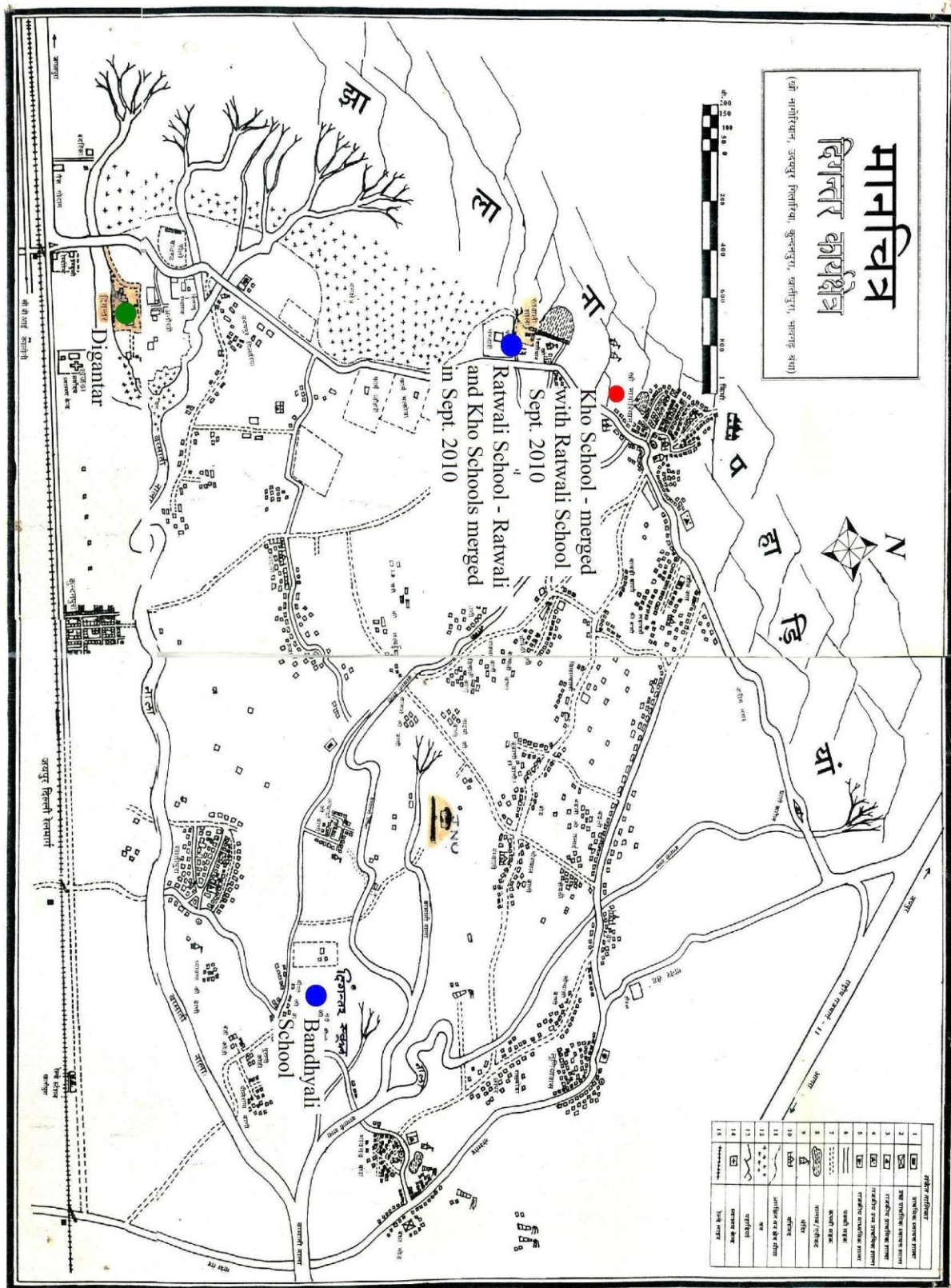
- The curricular framework provides strong cue to the teacher which enables teacher formulate learning programmes suitable for the individual child.

teachers regularly interact with the parents to understand their views on the schools and get feedback on their children's education.

- Teachers regularly interact with community personnel to understand the community's socio-cultural as well as politico economic functioning.

- Community participation permeate all aspects of curriculum and teaching /learning methodology and other functions carried out with the children

Location of AEP Schools



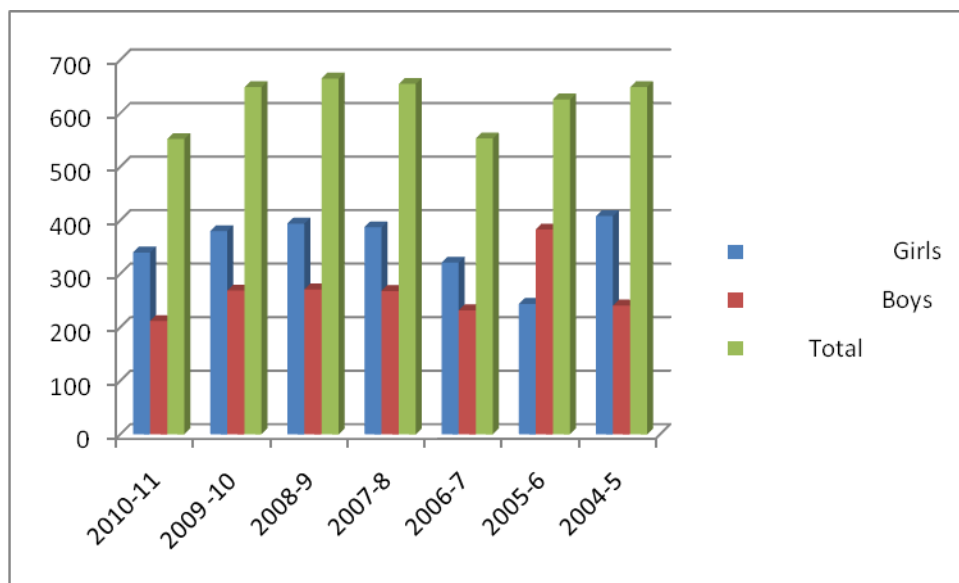
School Profile (as a whole)

Number of Schools	Total Number of Teachers	Number of Beneficiary/Children	
		Boys	Girls
3	20	212	340
(Bandyali ,Ratwali and Kho school)		Total – 552	

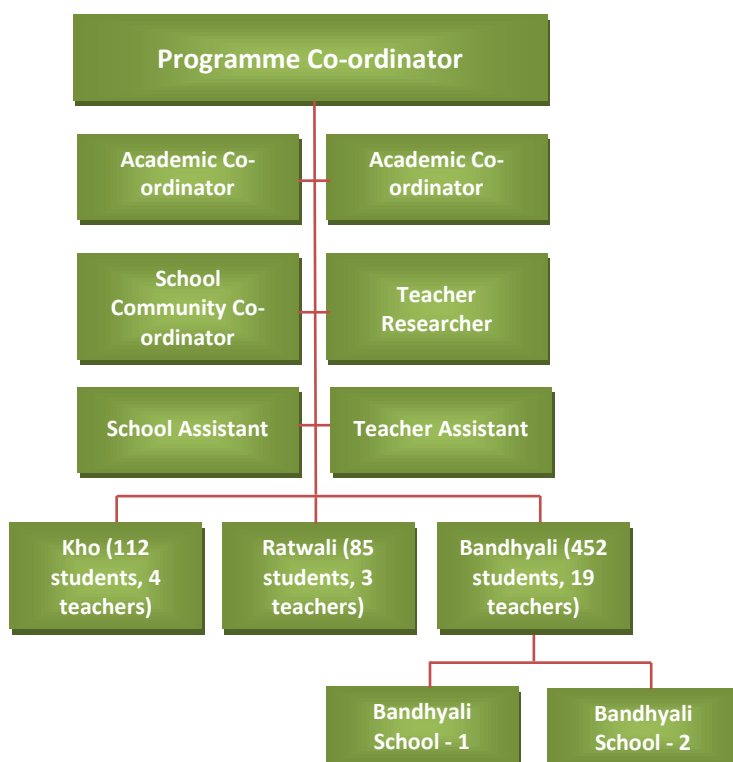
Profile of Individual Schools

	Groups	Students	Girls	Boys	Teachers
Bandhyali School					
Primary	9	272	160	113	9
Upper Primary	4	105	67	38	4
Madhyamik/Higher secondary	2	26	26	0	2
Total	15	403	252	151	15
Ratwaali School (Primary)	2	30	16	14	03
Kho School	3	90	49	41	03
Total	5	120	65	55	06
Grand Total	20	523	317	206	21

Enrollment of Boys and Girls in AEP Schools



Co-ordination structure for the AEP programme



Academic Activities

● Academic support mechanism

Academic support encompasses developing weekly and daily teaching plans, to recording and overseeing all administrative/academic on goings in schools.



Learning is made fun at school

Sharing and planning meetings are an integral part of academic support and monitoring. For the proper functioning of the project and schools 05 sharing meeting were held at primary, 05 common sharing and 5 for each subject at upper primary level with new sharing pattern. Coordinator meetings- regular coordinator meetings were held with the teachers, academic and administrative coordinators every month. Two meeting were held exclusively with the director on academic issues where the whole team, including teachers and other team members participated.

Maha Sabha- two maha sabha meetings were held where all personnel related to AEP school participated.

- **Setting learning targets** –A new format came into place where teachers and other academic support members are planning their work on a weekly basis. Weekly formats are being filled up and revisited at the end of the week, resulting in better planning, execution, and evaluation of work.
- **A progress report of the students** was prepared twice a year. The report is a descriptive one aligning with the summary assessment that Digantar executes. The report includes details of student's behaviour, personality, interests and academic performance. The report preparation was finished on due time and was of the desired quality.

● Admission in New Session

80 children at primary level, 22 at Upper primary and 14 at secondary level were admitted in July.

● External Examination

5 children appeared in examination of class 10th and seven for class 12th. Three children have been registered in NIOS one for 12th and two for 10th. Registration was made for twelve and nine children for secondary and Sr. secondary examination respectively.

Other Activities in the School

● Activities With Children

○ Health Check up

Children prepared their own health cards as the practice of regular health checkups exists in schools at an interval of six month; at this interval children's blood tests and eyesight check-up were carried out. The health cards contained all information related to their health. It was followed by analysis and report making which was further disseminated and shared with parents. The practice was carried out in an interval of six month (that is, twice a year for all schools). Analysis Reports showed that girl children are more anaemic than their male counterpart. The reason is attributed to discrimination against girl children in term the food (both amount and quality) that are served to them. There was extensive discussion on this with the parents, explaining to them the malaise of malnutrition for girl children which accentuates during their adolescent period leading to severe health crisis. Six months health cards were prepared again for 571 children. Blood test of 70 children was done.

○ Exhibition , Fair, Celebration of Special Events, Outing

Throughout the year, different activities take place which provide children with much needed space for them to express themselves. Celebrating different events and participating in them is a nice opportunity for them to explore, brainstorm, create and innovate; these are also very effective ways, as we have



Children performing in Cultural Activities

seen over the years, which help them to integrate with their surroundings. Most of all, these create ample space for the children to share ideas in.

List of exhibitions, fairs, and celebrations that took place in the last academic year

- Republic day celebration and exhibition.
- Celebrated jayantis of Swami Dayanand Saraswati and Devnarayan.
- Celebrated Subhash Chandra Bose Jayanti.
- Gandhi and Lal Bahadur Jayanti.
- Celebrated Swami Vivekanand Jayanti.
- Ambedkar Jayanti was celebrated in all Digantar Schools. The children extended their full participation in the celebration and activities such as play, exhibition and painting. The instances related to Dr. Ambedkar's life were also presented in the celebration.
- Science fair took place on 28th February- this fair was appreciated by all who attended.
- Five children and one teacher took part in literature festival organized by Virasat Foundation (of which school?)
- Joint activities took place with the children of St. Christopher school.
- Children's Day was celebrated - an exhibition and short drama were presented on Nharoo's life and *baal-divas*.
- Art exhibition took place in Bandhyali school.
- Participated in *Baal Kala Mahotsav* (Art exhibition and perform a play at Maharan pratap sabhagaar) Organized by *Bodh shiksha Samiti*.
- Joint activities with Saint Christopher school UK..
- Joint activities with children from Singapore and MGD school Jaipur.
- Street play performed by teachers in the community.
- **Film Show:** Children's films were screened in the all the Digantar schools. Some of the films which were screened were: *Gandhi*, *Happy Feet*, *Lajja*, *Stuart Little*, *Tare Zameen Par* etc. The movie screening was followed by discussions in which the children expressed their understanding as well as impression of the movie.
- Other activities - Leaf collection, classification and discussion with community; children visited a construction site.

Plantation

Teachers and children of upper primary and secondary group took part in the activity of plantation at new site.



Leaf collection activity is going on

Places visited by Children

- Children of primary level visited Zoo
- Children of upper primary level visited planetarium and JaiGarh fort
- Children of secondary level visited Red fort, Taj, Fatehpur Sikri
- Children visited Kho adjacent area

Bal Panchayat

Second Bal panchayat of this session has been formed following elections in all schools. Bal Panchayat is a practice that has been followed right from the inception of the schools. It's an attempt to reinforce children's participation in formulation and execution of the rules and norms to be adopted in schools. Digantar strives to accomplish the goal of ensuring democracy at every level. Schools are the places where an attempt is made to translate this value into implementation. The concept of Bal Panchayat derives off from this philosophy.

Publication

75th and 76th issue of children's monthly magazine *Batooni* has been published. It's a monthly magazine for the children where children write on multifarious topics of their interest. It helps to develop children's imagination, creative thinking, reading abilities and

sharing the ideas. It helps to boost confidence for creative writing. Apart from Batooni children's contributions were published in chakmak and Pahal too.

Library

A library has been setup in new Bandiyali School. This resource library has been of great help in boosting children and teachers to develop a reading habit to read books of eclectic variety. For teachers it has been useful to refer different materials for developing teaching learning materials.




Children are studying in Library



Children's Magazines on display

Activities with teachers

Workshop and Training

-  Workshop on basic premises of education

Training was held for Digantar teachers during first quarter, and it expanded up to second quarter as well. Topics like



Teacher Training Workshop is going on

interaction and interrelationship of education, human being and society, school and social structure were discussed in these workshops along with an additional issue of school assessment. The training has helped to develop theoretical understanding on the issues. The work ahead would be carried out as planned.

Workshop on Improving Mathematics Teaching

Since mathematics has remained intimidating for children, hence effort was made to mitigate this fear and make mathematics a fun thing for children. A workshop was arranged where the efforts for improving mathematics teaching were initiated with the aim to help the children learn the subject better and to enhance the understanding of the teachers on the subject matter. Following activities were conducted in the process.

- Clarifications in the available resource materials.
- How to make the subject easy and interesting for the students.
- Preparation of lesson- plans.

Summer Workshop for Teachers

Following activities were carried out during the summer workshop in which both teachers and coordination committee was involved.

Survey- The communities in the adjoining areas of Digantar run schools were surveyed. The objective of the survey was to assess the present educational status and to find out the details of out of school children in the age group 5- 14. The survey has been completed and analysis as well as report writing is going on.

Preparation of Sourcebook- The NCERT text books from class 1- 5 were studied and source books were prepared. Similarly SCERT textbooks from class 6-8 were studied and source books were prepared. The preparation of TLM of both NCERT and SCERT is still remaining.

- A two day's teacher's workshop was held in July focused on developing learning material for English and EVS based on NCERT's books.
- A one day workshop held in September focused on language teaching/Hindi

● **Winter workshop**

Winter workshop was held on range of topics like progress report writing, understanding framework of education, understanding the curriculum of second language teaching, sociology of education, curricular material development and understanding the nature and pedagogy of mathematics.



Winter workshop

● **Workshop on English**

Workshop took place with Clinton fellow who visited Digantar from American Indian Foundation (AIF) on English curriculum for primary and upper primary level.

● **Workshop on RTE**

Workshop was held on understanding Right to Education policy and its implementation. Discussion was held on different challenges that would come up while having RTE adopted in practical school activities. Meticulous discussion took place on classroom management, teaching methodology following RTE inscription.

● **Workshop on first aid**

A one day workshop held for first aid organized by an organization called Khejary. It has been a long drawn relationship for AEP schools with Khejary which is a non profit organization who works with community Digantar schools have been attached with.

● **Reading programme for Teacher**

A new activity initiated this year where development process is pursued for developing teachers' reading habit. Some reading materials are distributed among teachers followed by two three hours discussion every week. Due to some predicament like workshops it could not be held without some gaps; nevertheless, this activity incited teachers' motivation for reading different material in great way.

● **Teacher's Visit**

Teacher visited Udaipur as part of their excursion tour.

Newsletter

Newsletter is published on regular basis where teachers contribute article, poem, story and different anecdotes. It has been a very effective means through which teachers can vent out their views and opinion and at the same time it provides them a niche which facilitates their participation.

School Visit/Research Study in Schools

Digantar's AEP schools have carved a niche for itself as model school for its attainment of certain qualitative outcome. These schools epitomize efficiency on different scales; be it curriculum, pedagogy or classroom management these schools accomplished a stature which grounds the reason for drawing prominent academic institutions , NGOs and other organizations to these schools for a long time. Apart from school visits from time to time, volunteers, researchers hailing from different national/international institutions/organizations have spent considerable amount of study in the schools leading to some research study. Last year (2010-11) we got many visitors to our schools which was a major boost for us too since our teachers/ children / staff members got to indulge into sharing, interacting that was conducive to enhance our goal and achievement.

Account of the visitors to Digantar schools (2011).

- *Three persons came from Going to School*
- *Twelve members from St. Christopher school*
- *Twelve members from Nalanda*
- *Eighteen members from akanchha Mumbai*
- *Fifteen members from Pravah jaipur*
- *Twenty five members from lady Irvin collage Delhi*
- *Two members from APF visited the school*
- *Fifteen persons from Pravah, Delhi*

- *One person from Rajiv Gandhi Foundation (RGF)*
- *Sixteen persons from Orissa DIET*
- *Eighteen people from Akanksha Mumbai*
- *Two researcher from Delhi university spent almost one month observing Diganatar school*
- *Thirty six personnel came from QEP baran*
- *Two from MGD, Jaipur*
- *Personnel from Bharti founadation*
- *Four from Chetana Delhi*
- *15 from Vanasthali vidya peeth*
- *8 from pragat shiksha sansthan, Fulton Maharashtra*
- *36 from Mata Sundari B.El.Ed college Delhi*

Research Study in schools

- One research fellow from Oxford University worked in the school
- One research fellow (under Clinton fellowship) from American Indian Foundation has been working on second language curriculum with the teachers of Bandiyali , Kho and Ratwali schools since September 2010 for a time span of six month.
- Two volunteers are working regularly for six months from Prabha Delhi
- Three volunteers from Seedling college spent six months observing the schools.

Activity with Community

Thrust is put on building good rapport with the community which would corroborate in successful functioning of the school. Activities are done with community with an aim to make the community vigilant about school's functioning, and in the long run be self sustained.

Community intervention is perceived as another axis along with teacher's capacity building and direct intervention with the children to ensure efficacious way to accomplish the outcome. Following are some of the activities:

- ***Community Contribution in academic on goings***

Community participation is ensured in academic on goings too which gives community people flair of what children learn at schools and how they learn too. For an instance, children did an activity on Leaf collection, classification and discussion with community

- ***Meeting with Community***

Community meeting is a regular phenomenon which is undertaken to maintain close liaison with community, and to update community about the on goings of the school. 12 meetings were organized with female guardians, SMC members to talk about children attendance.



Community meeting is going on in school premises

Regular meeting was held with the parents at an interval of six month explaining to them the health status of children. Dissemination and sharing took place on the analytical results that were emanated from the diagnosis. Last year's meetings mostly centered on the gender bias that gets reflected in girl children. This agenda sprang from the analysis outcome which reflected malnutrition in girl children in alarming state. Discussion ranged from finding out cause and the possible avenues to curb it. Attempt was made to raise consciousness of the parents on the ill effect of malnutrition for girl children and the significance for combating it.

Community asked for some vehicle for sending their kids in school since new campus of Bandiyali School is bit far from children's home area. For the time being vehicle

arrangement could not be made by the organization for financial issue and hence a teacher accompanies children everyday to school.

- ***Community Contribution***

This year altogether community contribution estimated around Rs 20,000. Apart from material contribution community provided other non material support too for the schools including water supply and also giving space for schools to run.

- ***Meeting with SMC (School Management Committee)***

Two SMCs have been formulated, one for Bandyali and one for Ratwali. Members of two SMCs have been decided after having meeting with all personally and through a transparent process. Community members are represented in these SMCs with a view to including community in decision making process of the school.

Infrastructure

- **Kho shala**

Leveling work and construction of gallery till March 2011.

A stand for drinking water tank was repaired.

A space was hired for running three groups.

- **Bandhyali**

The construction work of the new building of Bandyali School went on for almost six months. Classes were running in older school site when new building was under construction. From the month of September itself school started in new building. School building is very spacious with gallery, laboratory, library and very spacious room. Community people extended their help in great way when shifting process was going on.

Support to other concurrent programs

- Participated in meetings and processes for review of SSP.
- Participated in a meeting with stakeholder of SSP phagi
- Participated in a meeting for developing project proposal for SSP phagi at Baran
- Meeting with Rajesh Utsahi for teachers portal development

Support to Other Organizations

- Participated in a meeting held by Bodh for art fair
- Ten days workshop for the people (16 in number) from *Nirvanvan* Foundations, Alwar was conducted. The following topics were discussed during the training:
 - Understanding education, society and human beings.
 - Requirements of a school and its structure.
 - Relation between school and community; how the liaison is to be maintained.
- One day workshop with the representatives from School Committee of *Urmool* Trust, Bikaner was organised. A detail discussion on the issue of enhancing community participation in the functioning of the school was carried out



Weekly/Fortnightly internal sharing meeting with project personnel

- Regular weekly and fortnightly meetings were organised to review the work done and to discuss the plans ahead. The meetings provide a forum to share concerns and reflect on the work done in the past. These meetings help in enhancing the quality of the various project activities. This is a platform where all voices are given chance to vent out.

Other Activities

- Few notes were developed pertaining to vision of Sr. secondary school, assessment of child's progress, group formation etc for different funders.
- A survey was conducted to assess the educational status of villages in ten Tehsils of Jaipur District. The data has been collected and the coordination committee is working on the analysis of the data after which the draft report would be prepared. Analysis of survey report- An interim report of the survey was formulated and submitted.

Achievements

- This is the 34th year of Digantar schools. Achievement of Digantar schools has been quite satisfactory and consistent over the years in terms of number of students, teacher student ratio and the qualitative output school has achieved over the years.
- **Gender sensitivity**

The socio cultural context Digantar schools operate in, comprises population which is reeling under the malaise of women backwardness. Some of the stark components of this backwardness are female illiteracy, malnutrition, hefty dowry marriage, early childhood marriage. Our years of experience of working with community has rendered us a profound realization that working with girl children is of dire significance since that would help their process of getting emancipated from the state of their backwardness that has steeped them into a state of apathy; apathy of ignorance, violence, powerlessness. One of the mainstays of AEP programme is addressing the issue of gender bias which is otherwise prevalent in the society children hail from. This forms the core reason for making the senior secondary division exclusively for girl children.

This has rendered girl children a precious opportunity to combat general opposition and flak that girl children receive.

- The process of affiliation has been started and file has been submitted in D.Eo office.
- In last academic year three old students (girls) were recruited as temporary teachers; it's of huge satisfaction to have the old students on board as teacher; it's encouraging for the children (specially the girl children) as these teachers act as role model for the children. And this is conducive to the support of the community as well in terms of their participating and supporting Digantar's work.
- 17 children registered for the final year examination
- Construction of new building for Bandiyali school was completed and shifting process was done too; sessions were held in new building.

Challenges

- ***Fund crunch***

Fund crunch was the predominant challenge that was confronted by running of this programme. These schools belong to the core programme unit of Digantar; and it certainly envisages Digantar's philosophy that defines foundation of this organization. This has remained a challenge not to compromise on those primary aspects and the journey so far is not bereft of the challenges that have come by ; predominant of which is certainly monetary. Notwithstanding this crisis we have been able to continue running of three schools with the student strength as ever. Since Digantar schools are applying for affiliation hence by rule of Govt., teachers of formally recognized schools have to have technically proficient.

- ***Infrastructure***

Lot of infrastructure maintenance and repairing work was pending due to financial crunch last year; for instance tin roof was required in Kho Shala School. This impeded school on goings in some way. Shifting work also hampered school works for few days.

- ***Staff retention / change***

Staff retention has been an issue of concern for a long time for Digantar. While there are teachers who are associated with the organization for a long time leading to enrichment of the organization, some of administrative/academic support staff retention confronted difficulty.

Staff change has been certainly a challenge. Some new teachers as well as supporting staff members left in between leading to cropping up of certain difficulty.

- ***Gender equity***

Digantar believes in having parity in gender in case of its staff member. Though it has been attempted to have more number of women teacher to clinch gender parity pertaining to AEP school teachers but the attempt has confronted lot of difficulty for certain reason. It has been difficult to draw women teacher primarily because of the location of the schools. Because of the interiority of the school many competent women teachers dropped out or were not convinced to join the school.

- ***For Future Collaboration***

Talk is underway for future collaboration with Ajim Premji Foundation for AEP schools. Meetings, discussions were held where presentation was made along with discussion on proposed budget. The tryst resulted into very positive proposal where APF has shown proclivity towards supporting AEP schools. The collaboration is assumed to bring positive outcome which would rid the programme of perennial concern of fund crunch.



Participation of girl children has ushered in change in outlook of community towards them

The Academic Resource Unit (TARU)

The Academic Resource Unit (TARU) is responsible for extending its support to all kind of research study and activity pertaining to elementary education. The unit came into existence as a response to the need of providing support to research activity and academic pursuits that are undertaken by Digantar. Later on, it spread its ambit in order to buttress other organizations who are also working in the area of elementary education in different capacity across the country. It has been a very productive and substantive journey so far for TARU as it has now carved a niche for itself in the research and development arena pertaining to elementary education of our country. So far TARU has engaged itself in different areas like teacher training, understanding and capacity building of education professionals, research and evaluation studies of different education intervention, and last but not the least pedagogic innovation.

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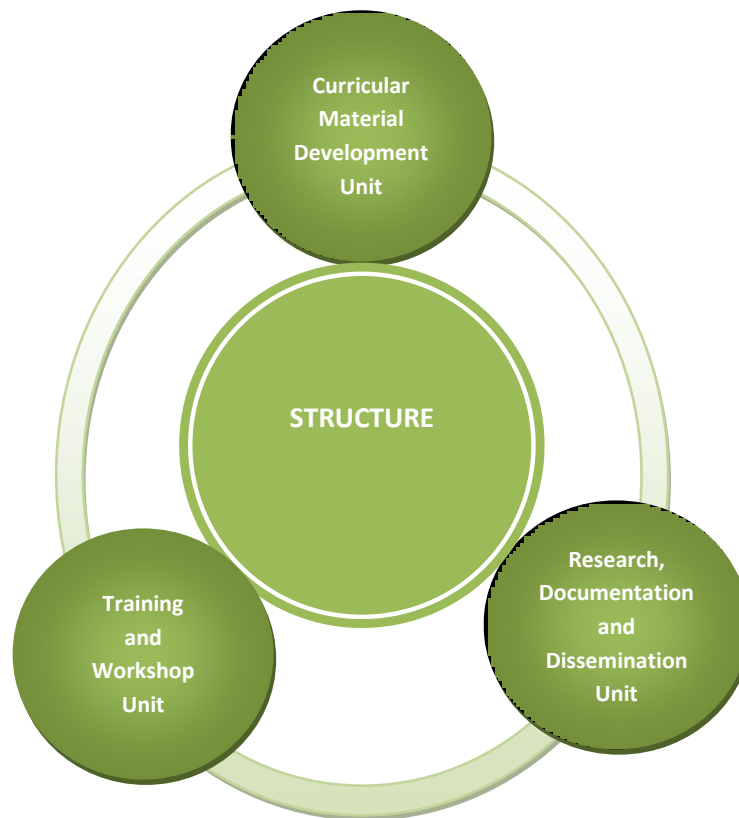
Structure

To achieve better implementation of its objectives, the TARU unit underwent a restructuration process which has yielded a well structured unit that is broadly constituted by three divisions (Curricular Material Development Unit, Training and Workshop Unit, and Research Documentation and Dissemination Unit). These three units work in close consultation and interaction with each other with definite aims and objectives. Notwithstanding their segmental existence in terms of structure and function, these units operate in integrated way and they consist of personnel who complement each other in terms of their expertise and experience. During team building, this complementary aspect was kept in mind so that a holistic team was created which can address different areas of requirement.

Re-envisioning TARU : With Mr Rohit Dhankar (Secretary of Digantar) joining Azim Premji University as faculty member, a structural reconstitution was made where a core committee

was formed with four senior personnel of TARU. The Core team participates in any decision making process related to any undertaking by TARU.

TARU Structure



Composition

The TARU team consists of 18 members who hail from diverse educational backgrounds and experiences. It is a blend of university teaching and development sector experience which has added significant value to what TARU as a core unit of Digantar strives to achieve. During the last financial year, the TARU team underwent some change as three members left TARU, amongst whom one went on to pursue PhD abroad. One member joined in the month of May; she is a post graduate of the department of Social Work (MSW) of TISS (Tata Institute of Social Sciences), Mumbai.

Major Activities of the financial Year 2010- 2011

An account of the major activities of TARU during the financial year 2010-11 is provided below. The activities are clubbed here in four quarters.

First Quarter

Support for Internal Programme

Workshop and Training

Baran project activities predominantly constitute this quarter which was quite demanding for TARU team members.

Workshop on module preparation

- Entire team of TARU (except for researchers) were engaged in the workshop which was meant for developing module for all subject areas pertaining to lower and upper primary grade. Printing work was also completed following module preparation. A meticulous plan was done for Udaipur master trainers.
- A ten days' training programme was conducted for Master Trainers (MT) from Baran. Along with TARU resource team, representatives from Vidya Bhavan also participated in the training programme where capacity building workshop and training programme was held for the master trainers of Quality Education Programme, Baran. Workshop took place in Vidyabhawan, Udaipur.

Workshop for SSP team, Phagi

- TARU team delivered training and capacity building programme for entire shiksha samarthak team in Phagi which continued for twenty days. Primary motto of this capacity building workshop was academic enrichment of the team pertaining to the subject areas like Science and Mathematics. Apart from subject areas one topical area, 'Perspectives on Education', was also dealt with.

In service teacher training

- TARU participated and conducted in-service training programme for teachers in Baran QEP programme. The report envisaging training experience for both MT and Baran in-service teacher training was prepared, compiled and submitted.

Sandarbh Shala Workshop

- Six day workshop was organized to discuss the teaching package prepared by the team of Sandarbh Shala (excluding administration staff). Presentations were made by the team on the packages prepared for lower primary in EVS, Hindi and Mathematics. Essential feedback and suggestions were given to review and enrich the package.

Preparation of Sandarbh Shala Report

- Sandarbh shala report was prepared following the completion of the programme. TARU members were engaged in preparation, review and finalization of the report.

Research support

CCE in mathematics teaching in AEP schools

- Following RTE's proposition, Continuous Comprehensive Evaluation (CCE) has come into place which means altering traditional modes of assessment. Therefore, a need was felt to reflect on the ways for adopting it in Digantar's school. As that need cropped up, one member of TARU team started working on Mathemtics assessment in Digantar AEP schools. A draft report that came out of the research study was submitted for feedback.

Using story in language teaching

- Research work was carried out in the area of language learning. Study pertained to first language learning. One member from TARU team facilitated the whole process. Data collection was followed by classroom observation; a transcription was made of the whole process and report was submitted following literature review and analysis at the end.

Support for Other Organizations

- ❖ TARU was represented by Rohit Dhankar in providing requisite support for MA Elementary Education programme in TISS (Tata Institute of Social Sciences), Mumbai.
- ❖ D.Ed Chattisgarh came up with a proposal to TARU where they asked for TARU's (Digantar's) support for curriculum building, planning and execution for DEd courses. One senior fellow from TARU unit worked closely in terms of capacity building and curriculum planning for individuals associated with D. Ed course.
- ❖ TARU team rendered support for a grassroot organization called **Sampark** from Jhabua which encompassed areas like institutional vision building, to capacity building of the team members of different portfolio. Apart from observation and conducting sessions, TARU members submitted reports too on their involvement with the organization.

Review for BETI (Better Education Through Innovation)

- ❖ Some members of TARU team conducted a review of one project titled '*Enhancing Quality of Selected Primary Schools in Balrampur District*' funded by SRTT, Mumbai for the organization called BETI Foundation. To meet the prerequisites of the assignment, TARU team members made a field visit in Balrampur for data collection which was followed by data organization work. The specific operations that were carried out include Learning Achievement Test (LAT), Interviews, and Focus Group Discussion. The data collected were transcribed and analysed in due process.

Summer Training Workshop, Indore

- ❖ One team member of TARU team participated in a 6 day Summer Training workshop organized by the organization 'Eklavyaa' in Indore. Mainstay of the workshop was science pedagogy/teaching; various dimensions pertaining to science pedagogy for upper primary were discussed in the workshop.

Others

RTE related presentation

- ❖ Digantar has served a pivotal role in formulation and implementation of different policy framework in our country. Its involvement with the recently implemented RTE also falls in line with this role. To elucidate the details of implementing RTE in our country, Digantar's advocacy role has been substantive too. In connection with this achievement, a presentation was made by Rohit Dhankar, Secretary of Digantar on the pedagogic implication of RTE and its adaptation to practical situations.

Second Quarter –

Support for Internal Programme

VI Certificate Programme in Foundations of Education (Workshop I – 26th August– 6th September)

Preliminary work



The VI Certificate Course in Foundations of Education was advertised on Digantar website. TARU Foundation course team members took proactive role in circulating mails to prospective participating organizations, institutions who work in the area of elementary education.

A total of 34 participants, including 2 researchers from Digantar were enrolled for the course. Five participants were selected for fellowships by ICICI. Two received full fellowships and the other 2 received fee waivers. Material was prepared for 3 courses in Sociological Perspectives on Education, Philosophical Perspective on Education, and Human Understanding and Curriculum.

Faculty members– Dr. Amman Madan was invited from IIT Kanpur. Response is awaited from Prof. Vijaya S. Varma. Sessions were conducted during first workshop in the campus of Digantar, Jaipur;

Themes for the workshop were:

- Philosophical Perspective on education
- Sociological Perspectives on Education.
- Perspective on Learning.

The workshop schedule at a glance is provided below:

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

Support for SSP-Phagi

- ❖ A meeting was held between TARU faculty members and the three member of the SSP, Phagi team with an objective to do a ‘needs analysis’ in terms of the academic support in various scopes that TARU will be providing for SSP, Phagi. Meticulous planning was made pertaining to the area and for the workshops that were proposed.
- ❖ A tentative timetable of the various workshops to be organised in this financial year was also shared and necessary amendment were incorporated after discussion.

RTE Workshop for Shiksha Samarthan, Phagi (18-20 August 2010)

- ❖ Three day workshop was organised at the Project Office for the project team of Phagi. All the team members participated in the workshop where discussion was held on following topics–
 - The Act.
 - Implications of the Act on the School system/ teaching methodology.
 - RTE and Evaluation.

Phagi Teachers' Workshop (Phase I: 6-10, Phase II: 20- 24 September)

- ❖ A workshop was organized with Govt school teachers in two phases where TARU team acted as facilitator. Total forty four participants took part in the first Phase amongst whom thirty were Government School teachers. In the second Phase number of participants was seventy and number of Govt school teachers was fifty two.
- ❖ The issues discussed in the workshop are enumerated as: *Nature and characteristics of language, How do children learn language, English language teaching: Principles and problems, Historical perspective of RtE, Introducing the act, Implications for school, classroom, pedagogy and evaluation, Different views on RtE, Assessing the feasibility of its implementation, Teaching writing in English, Learning to read and write in first language, Why is it so difficult to read etc.*

SMC Constitution in Phagi school

- ❖ Some of TARU team members visited seven Government schools working with Shiksha Samarthan Phagi to observe and facilitate the process of school management committee (SMC) constitution.
- ❖ Each member documented their observations and experience, and submitted the report.

Support related to QEP-Baran

- ❖ Ten days' teacher training programme was held in Baran where TARU team acted as facilitator. Camps were held and members were part of camps of Primary and upper Primary level. Subject areas in focus were English and Science in upper Primary.

QEP sharing meeting at SSA

- ❖ Meeting was held at Sarva Shiksha Abhiyan (SSA) office where discussion and sharing took place pertaining to the learning and experience of project of quality education programme (QEP) Baran. Issues related to the implementation of the decisions taken in the last meeting were discussed. The workshop plan for the month of September of QEP, Baran was shared. ICEE, the funding partner for QEP, Baran project organized a meeting of all the stakeholders and also invited experts to share the achievements of QEP and chalk out future direction. Discussion was quite rich; nevertheless, no consensus could be reached.

Meeting with APF on future prospective partnership

- ❖ A meeting was arranged between few senior members of TARU team and Azim Premji Foundation representatives where a partnership proposal was discussed for a collaborative initiative between TARU and APF. Discussion entailed identifying areas where TARU can provide its support for the foundation. The meeting was conducive to a partnership programme that started from the month of December 2010.

BSTC: Academic preparation

TARU team participated in an analysis workout of NCF (National Curriculum Framework), 2005 and Position Paper on Teacher Education as part of the preparation for BSTC work; subsequently presentations were made around the following framework.

- Aims and objectives of Education
- School system and administration.
- Teacher and students Relationship.
- Analysis related to teaching methodology (General/ subject specific)
- Evaluation and Assessment. .

A succinct note on Right to Education was submitted. Comprehensive note was prepared for various policy documents pertaining to different policies.

Further, to meet BSTC regulatory requirements, check list of NCTE and Rajasthan government regulatory requirements—infrastructure, basic faculties, faculty and other staff—was analysed and finalised.

Proposal Development

- ❖ Proposals for TARU and Shiksha Vimarsh (2010–11) were written and finalised by senior fellows and team members of TARU.
- ❖ In addition, a proposal was developed for initiating an Institute of Education and also for working on execution of RTE in selected government schools of Phagi.
- ❖ BSTC proposal was finalized too by the team.

Digantar Annual Report and other Report of 2009– 2010

- ❖ Some structural as well as content revisit was made by TARU team following an internal team meeting. Report was finalised following feedback of senior fellows, executive director, and director of TARU.
- ❖ Apart from Annual report, TARU team was engaged in making reports concerning other programmes of Digantar. The final compiled report of QEP Trainings (Module preparation, MT Training, Udaipur, and Teachers' Training, Baran) was prepared based on the reports furnished by concerned project personnel. TARU faculty members as well as other team members were fully engaged in report generation.
- ❖ Activity report of Sandarbh Shala programme since its inception was prepared in a tabular form and sent to the concerned funding organization ; that is, Sir Dorabji Tata Trust (SDTT).

Support for Other Organization

BETI Foundation

Better Education through Innovation (BETI) was registered as a Trust in 2000, to function as a state resource centre for Uttar Pradesh in the areas 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

Analysis is over and first draft of the report has been submitted.

Gujarat workshop

- ❖ One workshop was organized in the TARU training hall from 9/08/2010 to 21/08/2010. 23 members participated in the workshop from different organizations and Govt. bodies like APF and District Academic Resource Group (Sabarkantha and Banaskantha District of Gujarat). *The workshop was sponsored by SSA Gujarat and facilitated by APF.*
- ❖ Mainstay of the discussion in the workshop was Theoretical Underpinnings of Education. Sessions were held on educational theories, policies (RTE), nature and pedagogy of first and second language, mathematics and Science.

Other Activities

QEP meeting at SSA

A note of the decisions taken in the meeting was prepared and circulated to all concerned.

Third Quarter –

Support for Internal Programme

VI Certificate Programme in Foundations of Education (Second Workshop from 5th October – 16th October, 2010)

- ❖ Second workshop under certificate programme was held from 5th October – 16th October, 2010. Discussion was held on areas like human understanding and curriculum, nature and pedagogy of language, and nature and pedagogy of science. Participants who took part in the workshop hailed from different organizations like APF, Vikramshila, Eklavya, GSK.
- ❖ The workshop started from the foundational understanding that was dealt on during first phase. Sessions were made interactive and dialogic to make the participants participate actively throughout. Feedback was taken very religiously after each session to gauge participants' response and it provided base which was built upon in due course to address the need of the participants. The resource persons included external resource persons as well as TARU's internal team members.



Third Workshop of the Foundation Course VI (Date : 23/11/10 to 4/12/10)

- ❖ Third workshop focused on Policy, Social Science and Science. Apart from TARU team members external resource persons like Poonam Batra , Anil Sethi and Vijaya Verma were there as facilitator.

Developing ELRP framework

- ❖ Following conclusion of ELRP project (January 2011) report was submitted by the ELRP team, which had to be revisited by TARU team since lacunae were found in the report. A committee was formed comprising of few team members of TARU, who undertook the initiative to review the entire report and provided the prerequisite time and energy to develop a well researched and painstaking amended report. Framework was shared with ELRP project heads and subsequently final draft report was submitted by the team.

Support for QEP-Baran

QEP workshop (25–28th October)

- ❖ A four days workshop was organized in TARU building for QEP team in which they deliberated on language learning for primary level children and their school experience.

QEP Meeting with ICEE on future course of action

- ❖ A few representatives from TARU team held a meeting with ICEE–partner agency for QEP in Baran to decide on the future course of action for QEP intervention. Notwithstanding the best efforts, the viewpoints of two could not merge and that impeded any further action to initiate the intervention. The project concluded at the end of the stipulated time period.

Review study of QEP by visiting fellow

- ❖ One visiting fellow from ‘American Indian Foundation’ visited Digantar for six month. In consultation with TARU team head, she made a review study pertaining to the teacher training programme for QEP, Baran programme. She visited the field, collected and analyzed the data, and came up with report on perspectives part of Teachers training in QEP Baran.

Support for SSP-Phagi

SSP Phagi team workshop

- ❖ TARU continued to provide support for Phagi team members in workshop mode. In tandem with that a three day workshop on knowledge construction and learning was organized by SSP Phagi which was steered by members from TARU.

SSP Phagi Stakeholders meet

- ❖ Along with capacity building programme for the SSP team it was felt necessary to have interaction with the stakeholders as well in planned way, as stakeholder intervention is a significant part of the SSP intervention. To have a planned comprehensive stakeholders' meeting, TARU's assistance was asked for by SSP team. Senior members of TARU team planned and conducted the stakeholder meet along with Phagi SSP team.

SSP Proposal

- ❖ In view of SSP Phagi coming to the end of its tenure, discussions and preliminary work and proposal development was started with the help of senior management committee. A proposal was developed and submitted to the project heads of Wipro Applying Thought in School (WATIS).

Udaan – Material Development

- ❖ Considerable amount of work was done on UDAAN Part II where English teaching Manual & Material was developed through a process of discussions.

Support for Other Organization

D Ed material for Chhattisgarh

- ❖ Some of the senior fellow members were fully engaged in the planning and execution of DEd course of DIET Chattisgarh. From curriculum planning to material development,

TARU members took active part in the course. D Ed material for second year for CERC Chhattisgarh was prepared in which the fellows took responsibility for different units.

Support to Vikramshila

- ❖ Vikramshila is a Calcutta based organization which has worked in the area of elementary education for a long time. Their specialization area is teacher training along with other areas such as minority education and innovative teaching methodologies. For a substantive period of time Vikramshila has associated itself with Digantar, as Digantar has rendered capacity building support for Vikramshila staff members at different point of time in different capacities. They came up with a proposal asking for assistance with their teachers' capacity building. Responding to this proposal, two senior TARU team members participated and facilitated a three days workshop organized by Vikramshila in Calcutta. They provided support in planning the teacher education programme to Vikramshila.

Fourth Quarter –

Support for Internal Programme

VI Certificate Programme in Foundations of Education (Final Workshop)

- ❖ The Final Workshop of the Certificate Programme was conducted from 11th -22nd January, 2011. Prof. Poonam Batra from CIE Delhi was the guest lecturer in one of the sessions on Teacher Education. Other sessions were conducted by internal faculty members of TARU team. Sessions were organised on following areas:
 - Teacher Education
 - Research and Assessment
 - Issues in Education

As usual workshop was done in interactive way which helped having a thriving participation.

Cogitation– A Programme for the University Resource Centre (URC), Azim Premji Foundation

- ❖ During this quarter ‘Cogitation’ programme flagged off where TARU (Digantar) started to work for capacity building of URC team of APF. Four ensembles were built up, namely, Idea of school team, Learning, Teacher Education, and Curriculum. Intervention started with sending readings on all relevant areas which were supposed to be followed by workshop and online discussion afterwards.

Meeting with Rajiv Gandhi Foundation (RGF)

- ❖ Senior administrative personnel from TARU had a meeting with representative from RGF where discussion was held on prospective partnership between TARU and RGF. Extensive discussion was held on the way TARU works and its administrative/management structure. Discussion ended on a positive note where RGF representative expressed desire for further dialogue with TARU.

Support for Other Organization

Orissa Workshop

- ❖ TARU team facilitated a workshop organized by ICEE for representatives from Orissa Education Dept in Digantar campus. Participants came from different govt. Departments like DIET, SCERT of Orissa Education Dept.

Sessions were held on.

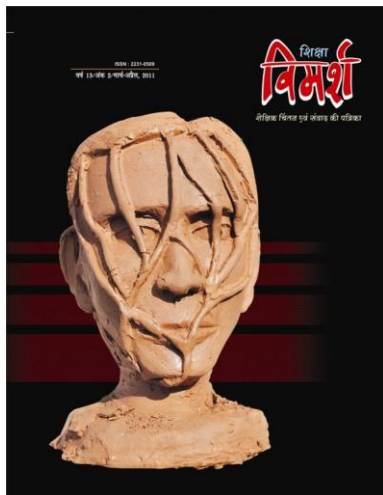
- National Curriculum Framework (NCF) and Right to Education (RtE)
- Digantar ‘s programme strategies
- Mode of in-service training Digantar undertook for Quality Education Programme (QEP), Baran

Presentation was made followed by discussion on pertinent issues. It was an enriching session since there was lot of scope for an exchange of ideas, opinion and learning.

Achievements

Despite a funding crunch and some staff attrition issues, the year was quite eventful for TARU as the unit facilitated a range of workshops and training sessions for internal programmes as well as other agencies. TARU has very essentially maintained its work ethos and objective for which the unit came into existence. With few takers for intensive, long-term, research-based work in the area of education TARU, has confronted fund crunch issue. Despite this hurdle, TARU has been able to do substantive work in different areas like curriculum building, teachers' capacity building, and policy level intervention. In commensurate with its ideal, TARU's contribution has to be gauged in terms of its influence on greater policy and implementation level, which has been significant in the past year.

Shiksha Vimarsh



Shiksha Vimarsh started its journey in the year 1998. It was conceptualized as a response to existing dearth in Hindi literary work in education. It is a bi-monthly publication (from March 2001 onwards it started to be published twice a month) that renders a much needed niche for having intense dialogue and interaction in Hindi. After the completion of more than a decade, this magazine has been able to cater to specifically north and middle region (Hindi belt) of the country.

This magazine has very consistently been able to pervade a range of rich topical areas from educational theory, practice to rich debates pertaining to policy and implementation. The magazine owes its rich epochal journey to eminent scholars, practitioners and well wishing readers. It is because of the contributors and readers that this quest has been sustainable and enriching. In this financial year (2010-11), 8 issues were published. Amongst 8 issues two special issues were published titled “Sociology of Education – Part I, Part II”. This is apart from six regular issues that were published last year.

From last year onwards, the circulation of the magazine received a boost following a strategy to get it advertised in some other prominent education magazines of the country. Some organizations that joined as new members from last year onwards are *Bihar Mahila Samakkhya Society* and *Jharkhand Mahila Samakkhya Society*.

Circulation & Membership

The status of circulation and membership for *Shiksha Vimarsh* during this financial year is given below:

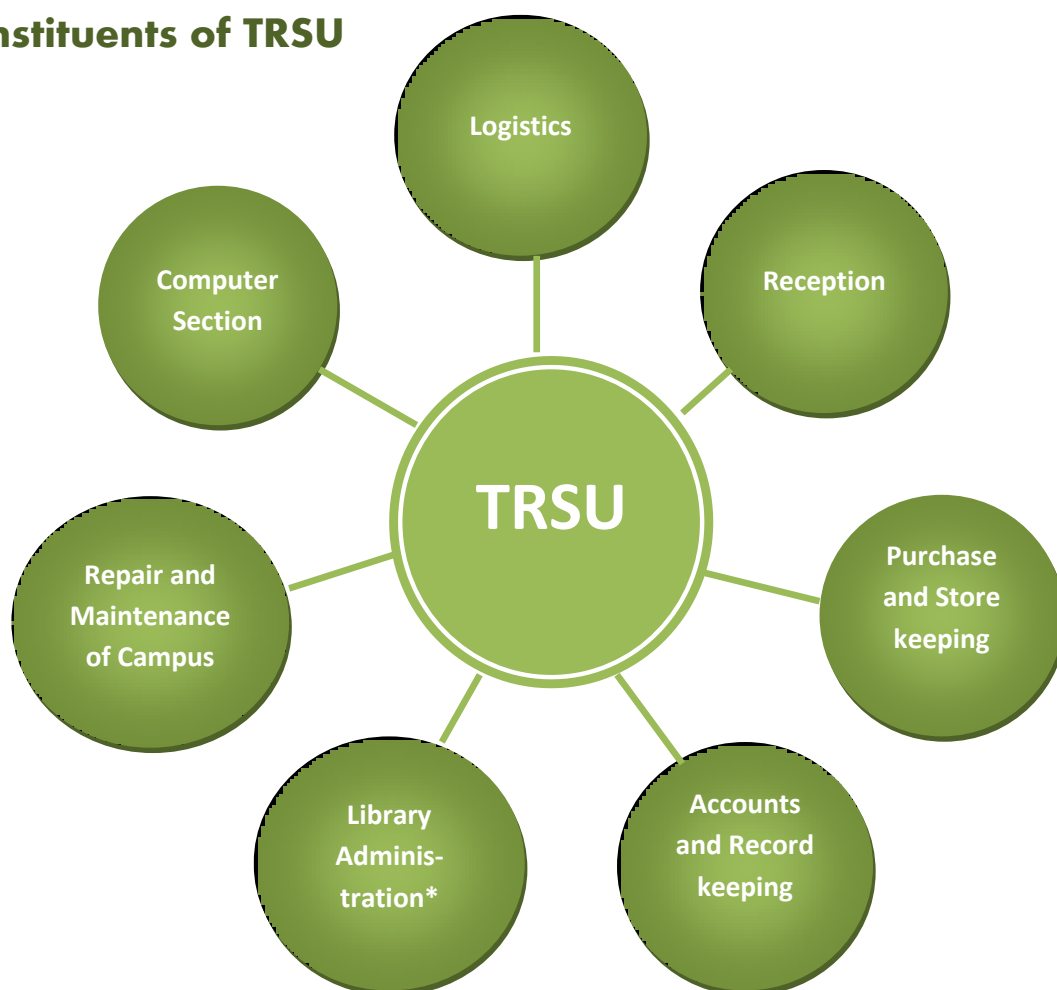
- Two special issues were published this year with the title ‘Sociology of Education: Part I & II’ apart from six regular issues
- This year 314 new members were registered ; amongst them 241 are institutional members and rest is individual membership
- Total membership has reached 1351

Membership Description	2008&09	2009&10	2010-11
New members	238	208	314
Membership ended	30	106	280
Number	828	1037	1351
Amount Received	138874.0 0	154869.0 0	1,77,710.00
Total No. of actual members	798	901	1012

The Resource Support Unit (TRSU)

The Resource Support Unit (TRSU) is the core support and administrative unit which extends a wide range of administrative support to all activities of Digantar. TRSU's administration support envisages total logistic support, accounting, finance, purchase – supply and recruitment/ appointment process of all workers. TRSU plays a pivotal role in ensuring effective execution of the programmes and projects of Digantar by taking care of all administrative prerequisites. The Unit also buttresses coordination among the various programmes and projects which are running on and off Digantar campus. The unit's painstaking effort helps to consolidate and attain the performance targets that all programmes are supposed to achieve.

Constituents of TRSU



Major work done by various sub-units of TRSU:

Reception

- Maintaining all the records of the activities at reception
- Meticulous data entry work pertaining to personal and official calls in hard and soft version.
- Overseeing work like photocopy, scan, fax and telephone.

Store

- Purchasing and issuing materials related to fixed asset and stationary.
- Physical verification of the infrastructural ingredient of the organization.
- Purchase and maintenance of new appliances for the organization.

Computer Section

- Computer data entry and updating soft archive documents such as: organization's magazine, newsletter, address book, identity cards and reports.
- Editing various correspondence and reports from different quarters of the organization

Library

- Two staff members are managing entire work of library.
- 541 new books were purchased in the year 2010-11.
- In total there are 19,977 books in the library out of which 11,856 are children's books.
- Other work includes- purchase and maintenance of books and Journals and annual physical verification of library books.

Accounts

- Preparing and maintaining the accounts book: Ledger, Bank Book, Cash Book, Journal Book and Trial balance
- Preparing financial and audit reports for different project and programme.
- Dispensing salaries and documenting the necessary details (salary sheet etc) related to it.
- Maintaining and dispensing expenses of various programmes and projects of the organization.

Repair and Maintenance of Campus

- Campus maintenance is done by mess, campus care-takers, watchman, gardeners and other supporting staff.
- Providing regular meals (Breakfast, lunch, tea and dinner) to guests and trainees is done by mess staff
- Receiving guests and helping to make their stay comfortable.
- Cleaning and maintaining rooms and toilets on campus.
- Other outside work, such as train reservations, photocopy and works related to the market.

Workshops

Throughout the year workshops take place on Digantar main campus; apart from internal programmes, workshops organized by other organizations also take place on campus. The TRSU unit is responsible for rendering all logistic and administrative support for these workshops. It is also supposed to oversee the arrangement of accommodation of the guests/participants of the workshops.

Logistics and arrangements for the following workshops/trainings/quests were ensured–

- *QEP and Sandarbh Shala Baran, Module preparation workshop – 1*
- *Shiksha Samarthan Phagi– 1*
- *AEP Teacher Training – 1+1*
- *Gujarat SSA Teachers Training – 1*
- *Foundation Course – 04*
- *QEP Teacher’s Training – 1*
- *Orissa DIET workshop – 1*
- *Going to School – 1*
- *Nalanda, Ranchi – 1*

Organizations that visited AEP and other programmes this financial year are : *Nirwanwan foundations– Alwar, PRADAN, Urmool– Bikaner and ICEE Pune, CHETNA Organization, PSAUSS, Barabanki visit, Pragat Shikshan Sansthan, Phaltan Maharastra, Mata Sundari College for Women, New Delhi, Rajiv Gandhi Foundation), TISS, AIF, World Vision India.*

Shiksha Samarthan Project

The state of Rajasthan is one of the poorest states of the country. While harsh climate is one of the reasons for the tough livelihood condition that people confront, there are other social attributes which come in the way of development. The attributes are caste division, religion and class dimensions which create a complicated circumstance, which has led to a sluggish pace of progress in areas like education, health and livelihood condition. The state has blatant polarisation of wealth amongst different classes. The feudal monarchy of the state still continues to persist and a sharp difference can be noticed in terms of access to wealth. Against that backdrop, the education scenario also presents a grim picture and like overall social circumstances, is characterised by polarity in terms of access and quality. Commensurate with the trend of rampant privatisation of country's education system, private schools are mushrooming all over, albeit with a poor educational ethos and approach. On the other hand, Govt. Schools are getting bogged down with growing malfunction in terms of quality, access, and retention.

Shiksha Samarthanam project was conceived with the aim to bring in positive changes in Government schools and a hope of replicating these changes for the larger government education system. The project was initiated in July 2006 with support from WATIS to transform 100 government schools of Phagi block, in 5 years, into units that provide quality education

Commensurate with Digantar's bid to usher in a change in the system that caters to the population from rural background, the **Shiksha Samarthanam** project was conceived with the aim to bring in positive changes in Government schools and a hope of replicating these changes for the larger government education system. The 'Shiksha Samarthan' project was initiated in July 2006 with support from WATIS to transform 100 government schools of Phagi block, in 5 years, into units that provide quality education. In 2010-11 it catered to 99 Government schools.

Aims and Objectives

The aim of this project is to transform government schools, in 5 years, into units that provide quality education. In essence, these schools would become the epitome of an 'ideal' school

where teachers arrive on time, are engaged in teaching with improved methods, have a positive and affectionate relationship with children, the general environment is positive and most importantly, children's performance will attain an expected level. School would be a true instrument for transcending lives of children and community.

Very specifically, the project aims to enhance the capacities of the teachers such a way that they are adept at imbibing innovative teaching learning methodology which is field tested and efficacious in bringing in a positive impact for learner in the relevant classroom context. Level of confidence would also be augmented in teachers so that they would take charge in terms of teaching content, methodology, and also other contingent issues like interaction with community etc. The project also aims to work with academic support structures at the cluster level in two clusters, in order to strengthen them and contribute towards sustainability of the project.

The project envisages active intervention with the community (where the children hail from) with the aim of enhancing community participation. The eventual goal is to make the community empowered to make constructive decisions pertaining to school management, evaluating teachers' performance and children's progress.

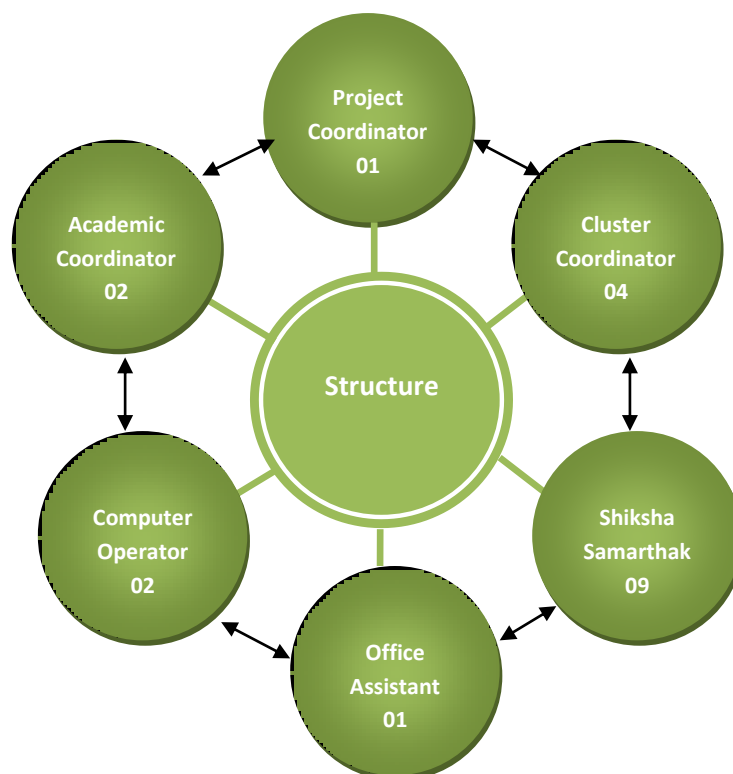
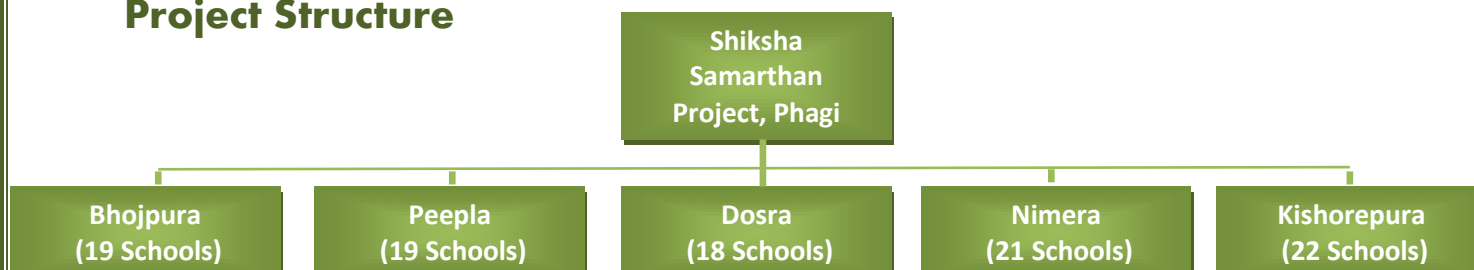
Project Objectives

- ***Work for school quality improvement.*** To work directly in schools, with both children and 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 government schools.
- ***Project Coverage.*** This project is currently reaching out to around 8000 students and 263 school teachers from 99 schools.

Project Coverage

Project Area			Number of schools			Enrolment			Government School Teachers		
Village Panchayat	Village	Hamlets	Primary	Upper Primary	Total	Girls	Boys	Total	Female	Male	Total
28	77	20	68	31	99	3856	4453	8309	84	179	263

Project Structure



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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.
Total		20	

Major Activities during the period of 2010-11 are:

Activities in school for School Quality Improvement in 99 Schools

Altogether 8-10 shiksha samarthaks worked for 99 government schools. It was quite a demanding task for them to oversee and provide handholding support for these schools. The task became even more challenging when in-between few team functionaries left Digantar for personal reasons. For quite some time the strength of the team kept fluctuating between 8 to 9 members. Nevertheless, the project activities continued unchanged and yielded a very positive outcome. The succour provided ranged from pedagogic help, to assistance with other areas of school functioning. Help in terms of discipline or cleanliness measurement were purported to have brought in a holistic improvement in school quality.

Assessment work in the Government school

- ❖ Shiksha samarthaks put forth their assistance in assessment work carried out in the schools. The help included qualitative academic support as well as administrative help too. Shiksha samarthaks helped in the formation of progress reports too. Implementation of the assessment plan followed proper planning and development of the assessment plan.



Shiksha samarthak helping teachers

Discipline at School

- ❖ Discipline areas that the Shiksha samarthaks were overseeing as an integral part of the programme comprised of segments like teachers' attendance and coming to school on time, school starting on right/scheduled time, following a daily schedule as well as periodic happenings. Discipline is maintained in the way so that it corroborates academic implementation. It was a big achievement for the programme when output reflected that

amongst 99 schools 90 schools were beginning on time and continuing as per schedule. For some teachers, however, the issues of late arrival persisted.

Cleanliness and arrangements at school

- ❖ Intensive work was done for improvement of cleanliness and other arrangement in schools. Cleanliness responsibility chart was prepared and displayed following discussion with the teachers and students in 94 government schools. It is to be noted that in 84 such schools the work was carried out according to the chart. To give examples of specific schools, in *Ramsinghpura* and *Bhimpura* schools, as soon as the teachers and students arrive, they begin their work day as per this chart. This arrangement has helped in instilling certain disciplinarian motivations like attendance among the students.
- ❖ In 61 schools, teachers have arranged for dustbin for proper disposal of waste. Schools like *Pahadiya*, *Chandawas*, *Devnagar*, *Harsulia*, *Heerapura*, *Narayanpura*, *Nainasya* and *Lasadiya Thani* have kept the dustbins at appropriate places, and teachers encourage the students to use them. Out of 99 schools, 44 schools took proactive initiative to keep their toilets neat and clean and they are cleaned regularly. Nevertheless, in some other schools condition of toilets could not be improved much.

Morning Assembly

- ❖ Charts were prepared with the teachers and students highlighting the major activities to be conducted in the morning assembly such as; songs, poems, storytelling, games and plays in 64 schools. In 6 other schools these activities were conducted even without the charts. Only *Abhiyaan Geets* (Campaign Songs) or *Baal Geets* (Children's songs) were sung in these schools. In most of the schools the children have learnt 2–3 *Abhiyaan geet* and 3–4 *Baal geet*. In 36 schools plays have been staged and this has helped to make children more comfortable with exposure to public speaking, and hesitation of the children to perform in front of other people was reduced. In 29 schools, such activities are included in the assembly only when the *Samarthaks* are present. More initiative needs to be taken in these schools for the betterment of morning assembly.

Exhibitions

- ❖ Exhibition was held in most of the schools which was appreciated from many quarters. 83 schools displayed the compositions and charts prepared by the students and *Samarthaks* which includes *Balgeets*, poems, stories, drawings. The small workshops to teach collage, clay toy and paper folding to the students could not be conducted as planned. However collage making in 10 schools and clay toy making in 2 schools were taught. In 30 schools a small exhibition was organised to display the creations of the students. Due to heavy rains in the past few months many such exhibits were destroyed in around 26 schools.

Monthly and Weekly Work Plans

Monthly and weekly work plans are integral part of the programme. Right from inception these plans were made part of the programme to attain better efficacy as it helped to chalk out detailed planning with a view to attaining expected objective. Almost 80 schools could be covered where work plans were adopted by the teachers by the mid of the session; nevertheless in many



Capacity building workshop is going on for the school teachers

schools a challenging task was to execute the work plan due to initially different circumstantial reasons. *Samarthaks* took initiative to amend the situation; they came into regular interaction with the teachers of the concerned schools which resulted into some positive outcome. Process could have been far more accelerated if whole strength of the staff members were there till the end. Since few *samarthaks* left in between that posed some difficulty for others to carry out work maintaining time.

In the month of July and August, weekly and monthly plans were prepared in 76 schools and subsequent work was done with the students. Nevertheless, in 50 of these schools around 50-60% work was done against the plan and in rest of the 16 schools only 10-15% work could be

carried out. The 23 other schools where this planning work could not be carried out, the *Samarthaks* are regularly interacting with the teachers so as to initiate the process. Two *samarthaks* left in between and in their place of 2 new *Samarthaks* were recruited; this factor coupled with the reluctance of teachers to chalk out a written plan to work with students led to the delay in this process. Workshops were organised for the teachers in the month of September, which also affected the planning process.

Review meeting at Schools



Teachers' Review Meeting

- ❖ Meetings were held at regular intervals with the govt school teachers with the aim of planning and executing tasks. The *Samarthaks* and teachers had put in their efforts to organize school level monthly review meetings. Sometimes meetings were not very regular due to the fact that teachers were preoccupied with workshops and busy schedule

of the teachers. Primarily, the discussion revolved around issues like how to increase enrollment, attendance and regularity of students, cleanliness in school, mid-day meal, how children learn etc. There is a need to regularize and systematize such meetings so that the school staff can discuss and share their problems/ issues and can work together to resolve them.

Discussion with teachers on Academic issues

- ❖ While extending academic support to the teachers, the *Samarthaks* regularly discuss various academic issues with the teachers. In around 60 schools, discussions on the academic level of children, teaching according to the level of the children and working in sub-groups was done. Along with this, discussions were also held in the objective and nature of Language and mathematics teaching as well as English teaching and other

TLM. As a result of these discussions few teachers have reported to start working in sub-groups and understanding the English package and working on its chapters.

Visit of external agencies

- ❖ Some agencies visited Phagi block work this financial year. An organization called Nalanda visited Phagi block in the month February; they spent time in Govt school as well as with community members. Apart from this, visitors came from Delhi university too.

Evaluation of the programme

- ❖ Like previous years annual evaluation was done of the performance and output of the samarthaks and others concerned.

Work in Cluster to Develop Effective Academic Structure

The cluster level initiative which started during previous financial year was further strengthened through continuous intervention.

Initiative was taken to make academic structure more effective in order to clinch a better programme output. Effort was taken to build a system for collating and disseminating information pertaining to the programme. Hence, investment was made in improving physical infrastructure as well as doing qualitative work.

- ❖ **Gathering Information**– computers were installed in each of the four clusters for entering the collected data. Due to vacant positions of cluster computer operator and busy schedule of the team due to teacher’s workshop, the work on collection of data could not be finished. Thus only in 37 schools and 5 nodal centers the needed formats (mid-day meal, UC, demand format etc) were supplied. The newly appointed computer operators have started going to the cluster every week to gather the desired information and provide the same to the teachers.
- ❖ **Library**– In the four Cluster Resource Libraries, 182 books were issued in the last three months out of which 67 were issued by the project team, 38 by the teachers, and 77 by the

children. Because of the distance between the cluster and schools, the teachers find it difficult to visit the libraries regularly. The *Samarthaks* therefore help the teachers of distant schools in providing the required books.

- ❖ **Preparing TLM-** *Matra* cards, poem cards, alphabet cards and newspaper cutting cards were prepared at the cluster level. Some computer images were also used to prepare the cards. These materials are prepared by the *Samarthaks* as per the needs of the school. However these TLMs are not sufficient and not aligned with the subjects taught.

Cluster-Level Meet- The team organizes two day review meetings every week at each cluster. This is a very short duration meeting in which the team discusses their problems and look for immediate solutions. The minutes of the meetings are recorded in the register.

Workshop with Nodal

A government instruction workshop was arranged with school management committee at the nodal stage pertaining to school management. In this workshop all members associated with nodals were invited to take part. This workshop aimed to put forward their assistance to 13 nodals to make them adept at catering to ground level work. Discussion was held on topics like right to education, role and responsibility of the school management committee, and so on. Here is the list of nodals which participated in the workshop; and the numbers of schools that operate within them are also given-



SMC Workshop with Nodal

Pahariya (13 schools), **Hirapura** (14 schools), **Jaychandra ka Baas** (9 schools), **Balapura** (12 schools), **Pachala** (9 schools), **Gopalpura** (11 schools), **Sedriya** (8 schools), **Kishorepura** (9 schools), **Gokulpura** (10 schools), **Nimera** (4 schools), **Gaduda** (8 schools), **Kansya** (12 schools) , **Dhatiyali** (13 schools).

Attempt was made to make the shiksha samarthaks understand the structure and modus operandi of nodals. For this workshop the possibility for extending further help to the schools was augmented.

Work with Community

Interaction and intervention were done with community on a regular basis. Community meetings took place on issues related to school management, quality education, teachers' output and so on. Regular community intervention took place in villages like *Dhubaliya dhani*, *kishorpura*, *hirapura*, *amarpura*, and *kangya*.

Community intervention is perceived as not only the formation of groups like PTA, MTA etc. Rather, community participation is ensured in greater way through their participation, monitoring in classroom academic activities and other activity like exhibition and other school activities. To ensure more participation of the women of the community, special attention was given to make the female members participate. This attempt was fruitful to a great extent since statistics shows that in most of the community meetings, more than 60% female attendance could be noted. On regular basis meetings are held with panchayat members.



Community meeting is going on in School

Workshop and Training

Total No. of Workshop	Total no. of days	Participant
9	84	Shiksha samarthak, Govt. Teachers, Stakeholder-community representatives (parents and SDMC members), Govt. stakeholders like BEO, CRC, Resource person , Digantar –TARU members and representative from Wipro Applying Thought

Like previous years, this year lot of emphasis was laid on workshop and training as capacity building of shiksha samarthaks is perceived as the core of our aim. Capacity building of shiksha samarthaks is done with the goal of to translating the training to the field level, that is, percolating it down to the teacher level to whom the shiksha samarthaks are extending their

support. The goal was to accentuate the efficacy of teaching at the field level so that outcome is accomplished in effective manner.

A detailed layout of the trainings and workshops that had taken place where the facilitators were mostly from TARU is given below:

Workshop 1

Time Period – workshop took place in the month of June, 2010

Total Number of Days – the workshop expanded for one month

Participants – Shiksha samarthaks were the participants for the workshop

Facilitator – TARU members

Venue – Phagi office



- ❖ In this workshop discussions entailed a range of topics like nature of ‘ideal’ society, forms and nature of education system and process in democratic society, to how children learn, forms of education, working on the forms of ‘good’ education, aspiration that is upheld by education, theory of learning, opinion and views on the assumption of learning, socio- cultural

influence on the learning of children based on Vygotsky’s theoretical assumption.

Workshop 2

Time Period – workshop took place in the month of August, 2010

Total Number of Days – the workshop expanded for three days

Participants – Shiksha samarthaks were the participants for the workshop

Facilitator – Taru members

Venue – Phagi office

- ❖ Discussion was held on building understanding of the nuances related to Right to Education.

Workshop 3

Time Period – workshop took place in the month of August, 2010

Total Number of Days – the workshop expanded for fifteen days

Participants – newly appointed Shiksha samarthaks were the participants for the workshop

Facilitator – Taru members

Venue – Phagi office

- ❖ Mainstay of the discussion was aim of education in democracy, basic assumption related to the aim of education, assumption of learning, significance of school, nature of language, objective and mode of learning language, mathematics teaching/learning (the topics dealt with are significance of symbol, numerical system, addition – multiplication– division).

Workshop 4

Time Period – workshop took place in the month of September, 2010

Total Number of Days – the workshop expanded for five days

Participants – Govt. schoolteachers

Facilitator – Taru members

Venue – Digantar office, Jaipur

- ❖ Discussion was held on nature and objective of language teaching learning. Primary focus was kept on aim and methodology of Hindi teaching and on the significance for learning English too. Discussion was also held on RtE where attempt was to understand different dominant perspectives related to RtE.

Workshop 5

Time Period – workshop took place in the month of September, 2010

Total Number of Days – the workshop expanded for five days

Participants – Forty-nine Govt. schoolteachers

Facilitator – Taru members

Venue – Digantar office, Jaipur

- ❖ In this workshop focus was kept on predominantly four topics: overall objective and significance of education, role of school as an institution, language (nature and objective), and mathematics (nature, objective, methodology pertaining to elementary operations of arithmetic including addition, multiplication, subtraction, division).

Workshop 6

Time Period – workshop took place in the month of October, 2010

Total Number of Days – the workshop expanded for six days

Participants – forty nine Govt. schoolteachers

Facilitator – Taru members

Venue – Phagi office

- ❖ The subject dealt with in this workshop was environmental science. Discussion initiated from the significance/nature of EVS as a subject and it moved on to topics like force and its implication, shape of earth, centripetal – centrifugal force, solar and lunar eclipse and building understanding of living and non living things.

Workshop 7

Time Period – workshop took place in the month of Decemer, 2010

Total Number of Days – the workshop expanded for thirteen days

Participants – shiksha samarthaks

Facilitator – Taru members

Venue – Phagi office

- ❖ This workshop was meant to develop understanding on nature and forms of understanding, and learning. Different factors of learning were discussed like forms of learning, process by which learning takes place, how human beings learn and Piaget's theory of learning.

Workshop 8

Time Period – workshop took place in the month of November, 2010

Total Number of Days – the workshop was held for one day

Participants – Shiksha samarthak, Govt. Teachers, Stakeholder– community representatives (parents and SDMC members), Govt. stakeholders like BEO, CRC, Resource person , Digantar – TARU members and representative from Wipro Applying Thought

Facilitator – Taru members

Venue – Phagi office

- ❖ This workshop aimed to review holistic understanding of the programme; more precisely agenda was to analyse the outcome/learning in light of the objective of the programme. A detailed review of the programme was done with the objective to identify lacunae in implementation so far. Primary objective of the session was to cogitate and build a concrete plan which would address need of Govt. School teachers. The groups were formed to cogitate on the future action plan to be adopted and implemented by the Govt school teachers. Representatives from different organizations and different units of Digantar were appreciative of the Shiksha Smarthanam project activities and output.

Workshop 9

Time Period – workshop spanned from 1st to 15th of January, 2010

Total Number of Days – the workshop was held for thirteen days

Participants – Shiksha samarthak

Facilitator – Taru members

Venue – Phagi office

- ❖ Capacity building of the shiksha smarthak staff members was the mainstay of the workshop. The subject area dealt with was geography. Teaching learning material was prepared with an eye to the integrated approach that is adopted for the environment science topics like living – non living things, force, energy, day and night , season, eclipse, latitude–longitude and so on.

Other Activities

- **Maintenance of Records:** a meticulous record keeping system was revised where a framework was first developed in consultation with concerned staff members of other units of Diaganantar; qualitative as well as quantitative data maintenance work started pertaining to the learning and experience impact till date. A compiled report of five year's implementation and impact would be published very soon.
- **Observation of different days :** celebration of the significant days like Independence Day, Republic day was observed in all schools where representatives from different Govt education departments such as block level, cluster level were present. Community members showed great participation and enthusiasm in such celebrations.
- **Evaluation of performance of project staff :** Staff evaluation was done this year as in the previous years.

Challenges

Staff Retention

- ❖ This year the project came across quite a challenge when in between the number of *Shiksha Samarthak* staff got dropped to 8. Understandably, this augmented the work pressure. Such fluctuation posed a challenge for meeting the programme plan. Notwithstanding best of effort by staff members, in some cases the programme fell behind in achieving the objective it set for itself.

Discipline

- ❖ Timely attendance of the teachers in school was a recurring issue last year. Even though the problem could be mitigated for quite a number of teachers, but problem persisted for another group. When the issue was discussed with them it was found that they all come from Jaipur in the local bus. This was a hurdle which could not be ameliorated; for few teachers, nevertheless, who were reported to have good political rapport, SSP staff members' intervention could not bring much solution.

Cleanliness and arrangements at school

- ❖ In some of the schools maintenance of cleanliness is still an issue. The condition of toilets is pathetic in these schools; no doors, highly unclean and unhygienic condition are few of the common features.

Achievements

- ❖ *Liaison with Community* – it's definitely a transition in terms of community participation and most importantly a change in attitude of community towards school. In terms of women participation, the intervention has been able to elicit great response as number of women participation has escalated quite a bit; be it attending meeting or taking keen interest in school activity, mothers/ female guardians turned up in great numbers. Different activities like *Baal mela* or exhibition have also been instrumental in making them enthusiastic.

- ❖ ***Advocacy with Govt official*** – Right from beginning one of the aims of this project was to prioritize advocacy at the Government level so that the achievement and output of the programme can be advocated to replicate it and get it adopted at systemic level. Concerned project personnel participated in regular meetings with Block and cluster education officers in planning and execution of different work like taking decision on workshop and meeting with school teachers, giving update about programme etc. Phagi project personnel maintained a good rapport with officials and they extended their assistance in different work areas where schools had to be involved; this encompasses active participation into census, block level celebration of Republic Day and so on. Phagi team also participated into the workshop organized by Sarva Shiksha Abhiyan.

- ❖ ***Documentation and record maintenance***– Meticulous documentation work has been continued; Since this year the project is completing its five year term, a special initiative has been put into place to compile a five year report which would circumscribe programme implementation, achievement and evaluation of the programme till date. This documentation is being compiled by some expert members of Digantar and is understandably rendering a unique opportunity to gauge programmatic achievement and its congruence with the objectives that the programme started with. Apart from five year compilation, regular quantitative and qualitative data archive maintenance work is on the roll. Right from children's school progress report compilation to staff evaluation to photo documentation, documentation work has been quite through till date.

- ❖ ***School environment improvement***. barring few instances a remarkable achievement has been accomplished in terms of improving school environment where project has been running for last five years. Physical environment has changed a lot in terms of school compound/classroom cleanliness, maintaining orderliness of furniture and other materials. It has also helped in terms of teachers' attendance and timely start of the school.

Quality Education Programme, Baran

The last two decades were a period of vociferous change when lots of policies, practice have come into place pertaining to access, retention of children in education system. Govt. as well as different civil society organizations have played pivotal role in ensuring access as well as quality education for sections of population who have ‘missed the bus’. Aspect of quality has taken centre stage in action and debate of late. Some of the aspirations were formalized with the advent of *Sarva Shiksha Abhiyan*,

such as: all children should be in schools; all children should 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 delineated quality issues and envisages improved pedagogy and learning environment. Access, enrolment, retention, and quality 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. The programme concluded in the month of January , 2011 after finishing a five year tenure successfully.

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. The programme concluded in the month of January , 2011 after finishing a five year tenure successfully. This programme was a collaborative initiative of Government of Rajasthan, Digantar, *Vidya Bhawan* Society and the 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 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 levels.

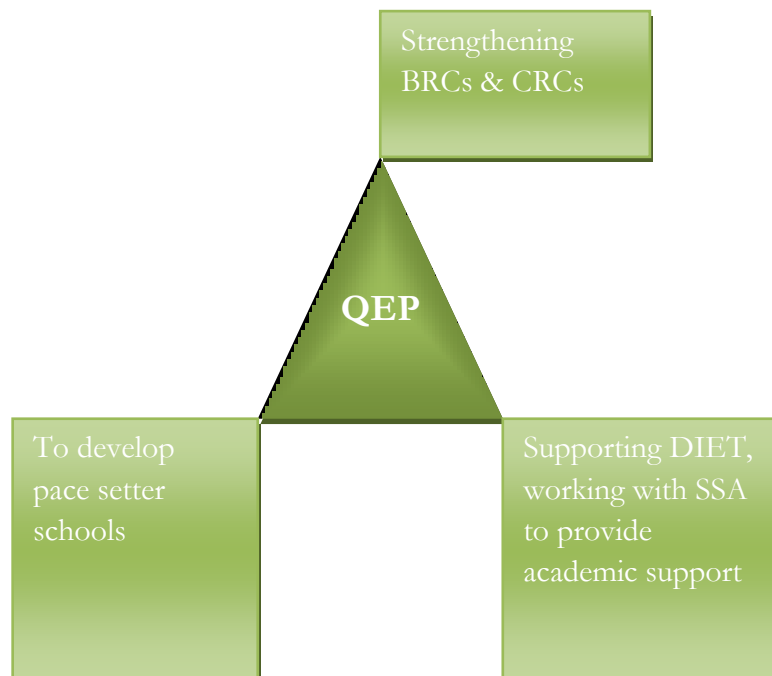
Strategy of the Programme

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

Project Objectives

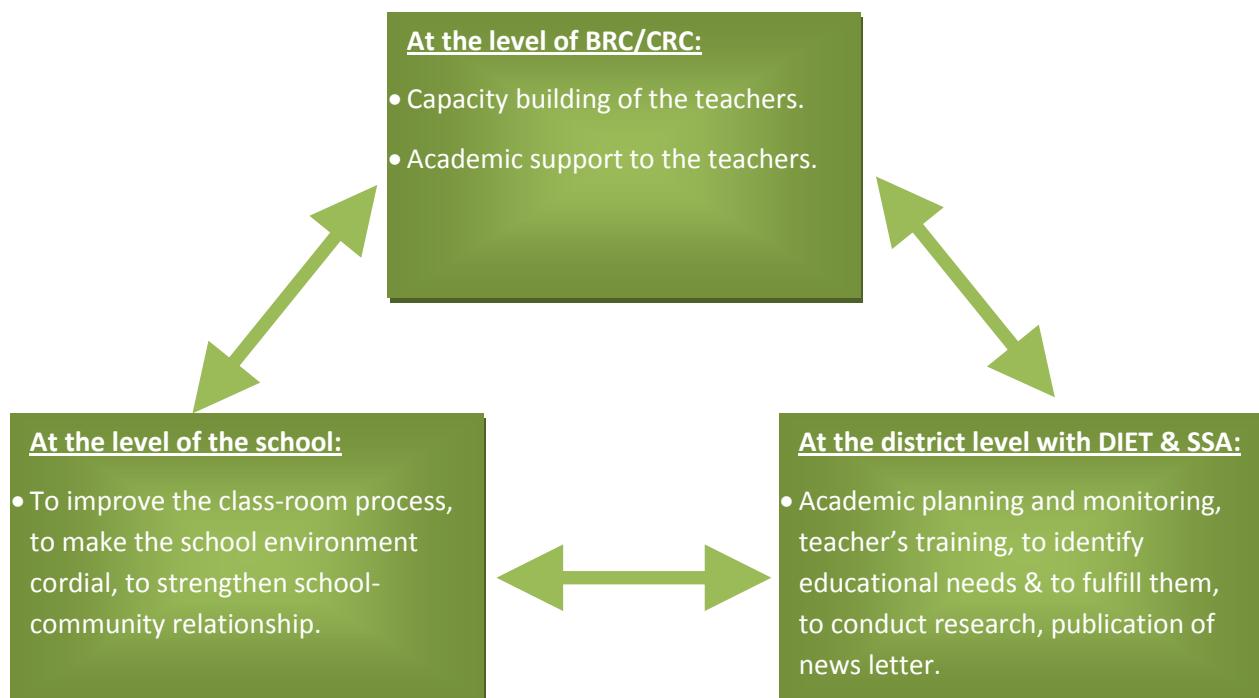
- Strengthening the DIET and working with the SSA to provide adequate academic support to the government school teachers in the whole district.
- Strengthening the BRCs and CRCs for sustainable academic support and supervision.
- Supporting selected CRCs to develop 'Pacesetter' schools.

Objectives



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, Samarana and Ganesh Pura) in Atru and Shahbad blocks where the project is working intensively.

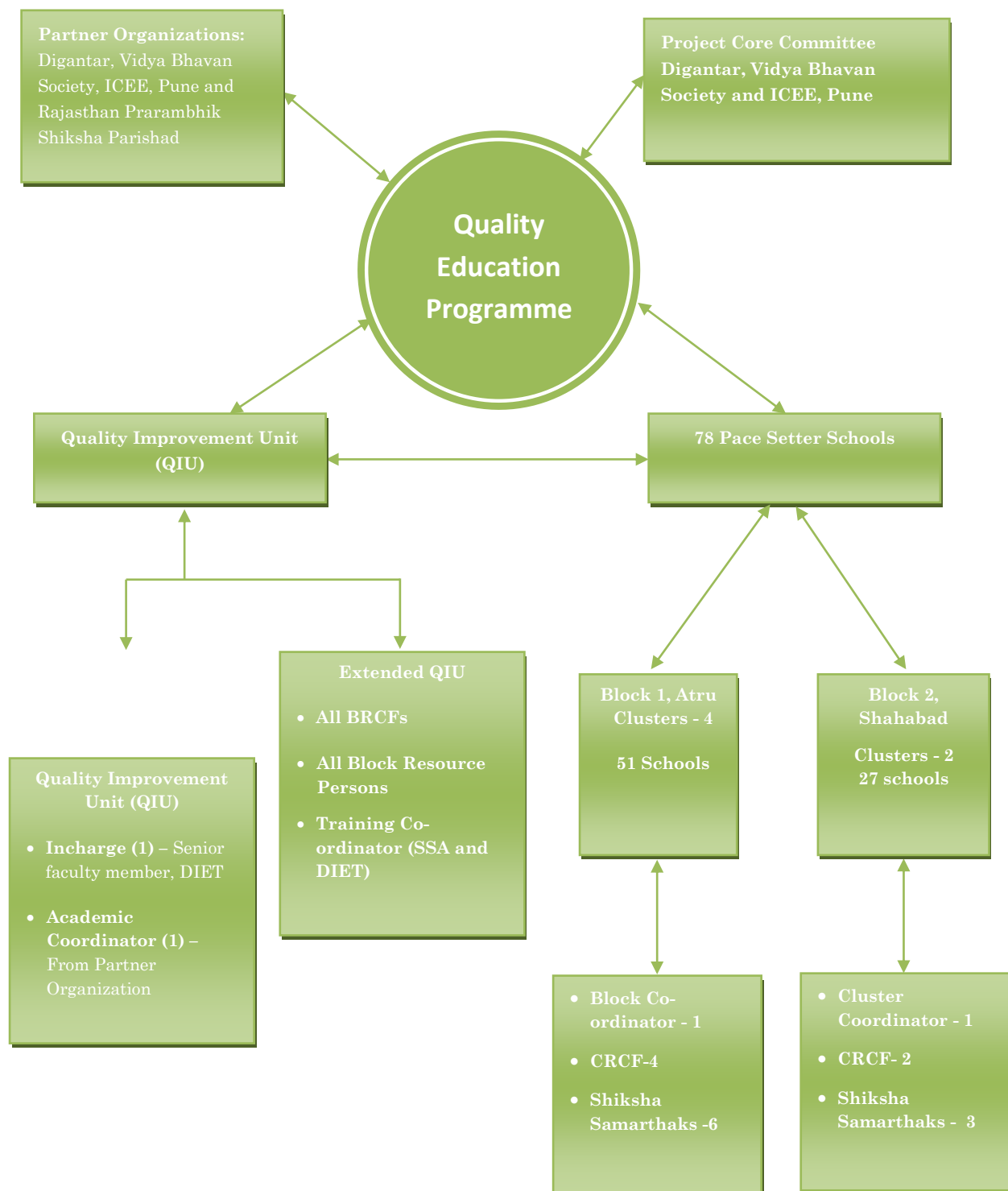


Project Structure and Coverage

In all, 16 members were working in the programme. A three-person team 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 overall coordination which is the responsibility of Digantar.

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.

Program Structure, QEP



Major Activities in the Year 2010-11

Strengthening DIET and working with the SSA

- ❖ *Teacher Training Camp:* all together 100 camps were organized for teacher training where number of participants was 3145. The training programme were organized in six phases which included all subjects. Academic support was provided by Quality Education programme team in the training; the training programme were arranged by SSA whereas lead was rendered by DIET.
- ❖ *Preparation of Training Package :* Together with the members of TARU and VBRC, QIU members participated in the preparation of Training Package for lower primary school teachers (all four subjects; EVS, Maths, Hindi and English) and upper primary teachers (Hindi, English, Maths and Social Science). The package includes training module as well as reading material for the teachers. The module on perspectives in Education was also prepared and was common for both lower primary and upper primary teachers. The material is available in printed form.
- ❖ *Preparation of Data Base:* A data base containing the suggestions from teachers on the issue of teachers training from the district was prepared during first quarter by the coordinator of QEP along with other team members. This was prepared with an aim to visualize and map teachers' views and perspectives regarding pertinent issues. The data base will help in designing teacher training workshops in future.

Workshop

- **MTs (Master Trainers) selection and Workshop** : 3 workshops were organized in DIET Baran for the selection of MTs during first quarter. A ten day MT training workshop was organized in Vidya Bhawan Society, Udaipur in which five camps were for upper primary and one was for lower primary level MTs. Around 104 MTs participated in these camps in which the members from TARU and VBERC acted as resource persons.



Master Training Workshop

- **Extended QIU Workshop** : Two day meeting with extended QIU members was organized in which the plan for teacher's training in 2010 was discussed and prepared. Another major task was to share, discuss and clarify the Teachers Training module which was prepared earlier.

Working with pace setter school

- ❖ The regular activities of providing assistance to the pace setter schools such as teaching, helping teachers to prepare the plans, and interaction with the community was carried out till 20th April. During this period, assessment formats for 18 pace setter schools were prepared and worked out with the children. Henceforth the team was engaged in trainings. The members of the team have also prepared the plans for each of their schools in the month of June'2011.



Interaction with Community

- ❖ **Assessment:** The assessment formats from 18 pace setter schools were received and a three member team analyzed it. The first draft of the report was prepared and submitted.
- ❖ **Recording of the Data :** The work pertaining to data recording was initiated right from beginning of this financial year with a view to organize three years' data of pace setter schools and QIU. This has yielded an enriching archive.
- ❖ Regular sharing meetings were carried out on monthly basis in all pace setter schools. These meetings helped in making good plans as well as allowed for the exchange of views amongst teachers and their project staff.

Other Activities

- ❖ Two issues of *Pehal* (issue 5 & 6) were published during this financial year.

Challenges

- ❖ Some of the predicaments confronted while implementing the programme include inadequate number of resource persons, BRCFs and CRCFs. Transfer of Govt officials and different staff members of Govt functionaries also posed difficulty for the programme since this meant building rapport with them all over again.

Programme Achievement Review

Review Meeting with Different Stakeholders

Since this was the concluding year for the programme several rounds of review meeting took place at different levels and at different phase.

Funding partner agency ICEE team visited 3 schools and interacted with the community members in these schools in the month of August 2011. They also observed the activities in two teachers' training camps. A review meeting of the programme was organised with the resource persons (MTs), teachers and block education officers. Project coordinator as well as members from RSA also participated in the meeting.

Another meeting was organised at DIET on 14th and 15th September in which all the stakeholders of the programme participated. The future prospects of the programme were discussed in the meeting. All the partners including SSA commissioner and District Collector participated in the meeting.

A meeting for evaluation and dissemination was organized on 11th and 12th October in which the representatives from ICEE, Digantar, VBERC and QIU participated. The representatives from SSA and DIET also participated in the meeting on 12th October, 2010. These meetings were quite instrumental in dissemination learning that emanated from intensive implementation of the Baran programme for five years. Digantar has always strived to work with Govt system at different tiers especially in the area of teacher training and education. Given that this programme was quite an opportunity to hone understanding and master learning pertaining to working with Govt schools, very good response was received from ground level as well as from different stakeholders including Govt. Departments. This has been encouraging and provides an impetus to take the programme forward. Hence, following successful completion of the programme, an effort is being made to consolidate and utilize the information learned in the process of implementing this programme.

Sandarbh Shala project

Notwithstanding different Govt schemes and policy a large section of tribal population is still reeling under abject poverty, illiteracy and coupled with that comes ignominy. No amount of intervention has been able to transform the life of the poorest of the poor tribal populations. This distress has led to such marginalization that mainstream society has become oblivious of their plight. As census reflects, 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 is one of them. As far as education is concerned, a majority of Scheduled Tribe (ST) children who enrol 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. It's an alarming rate of drop out of school children.

The conceptualization of Sandharbh Shala Project was rooted in ushering in emancipation for the tribal children in education, as they are primarily the group that is lagging far behind. Initiated in January 2007 with support from Sir Dorabji Tata Trust, the Sandarbh Shala Project aims to address the issue of educational marginalization of tribal children through action

The conceptualization of Sandharbh Shala Project was rooted in ushering in emancipation for the tribal children in education, as they are primarily the group that is lagging far behind. Initiated in January 2007 with support from Sir Dorabji Tata Trust, 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. The project ended in the month of January 2011 following its successful completion. The project aimed to develop an effective package (theory and practice) that would help in educating tribal children by arriving at a better and workable understanding of the key issues and problems through action research. 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).

During its intervention the project reached out to 3482 students (2587 *Sahariya* boys and girls and 895 other students) from 44 villages in Shahabad and Kishanganj block of Baran district.

Objectives of the project

- To develop an appropriate and efficacious 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.
- Establishing and running 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. Objective was to make them grow into institutions of excellence which would cater to the tribal children and to build a good resource on educational practices as well. In tandem with this goal, government schools of the area will also be involved to examine, adopt and incorporate these practices. Resource schools will involve itself in advocacy, besides setting up an example of a good tribal education.
- Adopting 40 government schools where intervention would be geared towards pedagogic improvement based on Digantar's innovative educational practices and learning of Resource Schools mentioned above, enriched and validated by action research.

Major Activities in the Year 2010-11

Working with Sandarbhshala School

The project operated in two blocks in each of the two districts – Arnod and Pratapgarh blocks of Chittorgarh district, and Kishanganj and Shahabad blocks of Baran district. Since this was the last year of Sandarbhshala intervention, from the beginning of the year an attempt was made to review the whole process of intervention and to assess the achievement.

Working with Government School

Sandarbh Shala Shikshak from Digantar were engaged in constant dialogue with government teachers working in those four schools and together tried to improve it further by a holistic focus on each and every aspect of the schools. 40 Govt schools were included where help was extended to teachers to improve their pedagogy and school management among other things.

With regard to academic work for newly admitted children, baseline study using workbook and worksheets was conducted for ascertaining children's level. Apropos teaching learning content and methodology were decided based on the findings.

Academic Intervention in Sandarbh Shala & Government School

Like previous years new admission was carried out following survey in the adjacent areas; for the newly admitted children baseline study was done. Importance was given to ascertaining the academic level of children so that appropriate teaching plans could be developed. Hence, test papers in the form of worksheets were developed and executed for achievement test with all the children up to grade V. These tests are conducted at both the sets of schools in Resource School and in other Government Schools in each unit. Specific worksheets were developed to assess the learning levels of children in mathematics and language up to grade III and in mathematics, language and environmental studies for grades IV and V. Apart from worksheets, workbooks developed by the team were also used which helped not only ascertaining children's existing level but also helped teachers in developing their daily work plan. The workbooks were developed in all subject areas like mathematics, language, science and so on. Database was maintained of the test.

Work book Activity

Work book development work got a boom right from the beginning of the year. These workbooks were field tested for assessing children's level; especially the newly admitted ones (although previously enrolled children were also made to work on this). The work books escalated children's interest



Children at Work

for reading/writing activity. Children immensely enjoyed having these workbooks' accessibility since they could keep it beside them, use them as they want it and most importantly they could also 'remodel' the text in terms of synchronizing, sequencing the text order. The work books augmented children's self evaluation quest as children used to consult the workbooks after they are done with their work. Use of the pictorial cue seemed to make children more drawn to learning grapho phoneme speech. These work books were used in research based way where it was fascinating to note how some of the preconceived notion about children's language learning got nullified after the field test. Some of the postulates were reinforced as locally relevant context made children's learning easier. As a whole the work books definitely accelerated self learning for the children.

Community Intervention

SDMC

Project made an attempt to revive the SDMC of all four Sandarbh Shalas by conducting regular meetings. Efforts were made to establish good relationships with community members by visiting the home of each student of the Sandarbh Shalas and sharing the work done by the students. Parents of the admitted children of Sandarbhshala schools as well as Panchayat representatives and teachers were part of SMC meetings. In the school management committee meetings, discussions were held on the topics such as the need to bring back teachers who were on deputation, making some decision based on the needs of the classroom, addressing problem of children's irregularity, and so on.

Community Meeting



Community Meeting

Regular community interaction was an integral part of the programme as objective was to empower community so as to encourage better participation in a wider scope. Community meetings were arranged at regular intervals (at least two to three times every month) in each hamlet where children hail from. Apart from involving community people in academic issues, effort was always taken to involve them in other

activities of the school too which incorporated participation in cultural activities, exhibition,

puppet show etc. The latter mentioned activities were conducive for making the community people less inhibited in their participation. As part of community activity in every hamlet a reference chart was put up in the wall which elicited much interest and participation as a result. Though attendance of Sahariya women has increased in these school meetings, ensuring their active participation is still a challenge for the project.

Mother Daughter Meet

In view of the programme implementation of lahar following SSA recommendation, Mother Daughter meeting in a big-scale were organized in the Sandarbshshala schools as well as Govt schools where games were included as a means to inspire more participation of girl children in school as well as enhancing mothers' participation.

Regular Home visit

For creating a profile for each child (for newly admitted ones) teachers as well as coordinators made regular home visit and also had community interaction. Home visits were instrumental in propelling better teacher community relationship. Teachers communicated children's attendance rate, performance to the parents. Home visit made by teachers of Sandarbsh shala schools were greatly appreciated by the parents as they held that Govt school teachers never made such an attempt. Seeing from teachers' perspective such visit helped them to get familiarized with child's home background too which certainly improved teacher children relationship too.

Activity Centre

One Activity Centre was established in each village where the Sandarbsh Shalas are located. These Activity Centres were meant to provide space for all teachers, children, local youths, and community people to come together and be engaged in creative and sports activities. Different activities were carried out in these activity centres like paper cutting, making handicraft items etc. which were quite regaling for the children. In one activity centre



Children at Activity Centre

situated in Sodana Sandarbshshala attempt was made to integrate the work with community; some charts containing painting, picture laden story or poem were put up in the centres on which regular interaction used to be carried out with community people as well. These chart contents were further used as content for books; community people were involved in these textbooks' preparation too. Activity centers were utilized for community interaction too.

Workshop

Workshop with government teachers



Workshop with Govt. Teachers

Workshop was organized with government teachers during tenure of the project. Issues such as role of school education in democratic society, objectives of education, language politics and issue of identity, learning and IQ, and forms of knowledge and its implication in classroom teaching were the agenda for these workshops. From time to time teachers visited Digantar run schools in Jaipur and observed classroom practices adopted in these schools.

Workshop for package preparation

On the basis of their capacities and experiences, the project team was divided into three different groups i.e., one for each subject; Hindi, Mathematics and Environment Sciences. After studying and analysing various curriculums, resource material and articles, each of the three teams had prepared their own documents and material. The documents and materials were shared through presentations by each team and their suggestions were incorporated in the documents. As a result of this activity, a package for grade 1 & 2 has been prepared in each of the above mentioned subjects. The complete package includes; approach paper, curriculum and teaching-learning material. The entire activity was carried out between 2- 19 June.

Package Sharing and Capacity Building Workshop

The package prepared in each of the three subjects was shared with the TARU team at a workshop at Digantar from 21-26 June. Few presentations were also made during this period.

The presentation and sharing sessions were very useful in enriching the approach paper as well as the curriculum, and helped to give them a better form. The plan for next six months was also discussed in the workshop, which includes analyzing various documents and writing research papers along with regular project activities. Much emphasis was given to the activity of package preparation in the plan.

Sharing Meeting

Weekly, bi- monthly sharing meetings were carried out on regular basis comprising research educator, Govt teachers, Sandarbshshala coordinators, co- coordinators and research team. In these meetings discussions pertained to a variety of topics such as rules and regulations for sandarbshshala schools, planning for festivals, school management issues, sharing of teaching responsibilities, methods for SMC formations and so on. Bi monthly / weekly meetings were arranged in Shodana shala of Kishangaunge block, Bhobhuka block and in Shahbad block, Goyra respectively. Sharing was done concerning the progress made in teaching and preparing TLM. The need and utility of TLMs were also discussed besides several other issues. In Shahabad and Kishanganj blocks, monthly review and planning meetings of government teachers were organized regularly at the block level. In these meetings, government teachers presented monthly report of the work done in the school, which were followed by group discussions. After these discussions, planning for the next month was also done. Capacity building exercises also took place where teachers read articles related to educational theory and pedagogy. Sandarbshshala Coordinator and Assistant Coordinator also demonstrated how to use certain preliminary activities for English language teaching. This demonstration was highly appreciated by all present as English teaching is a matter of concern for both teachers and students. At the end of this academic session, a review meeting was held to assess the activities/tasks accomplished during past year in the month of May. All the teachers participated enthusiastically in preparing the annual calendar of teaching activities for the forthcoming year.

Programme Review Meeting

Weekly and fortnightly meetings were held in both units of Shahabad and Kishanganj block. The focus of the meeting was to review the work done so far in Sandarbshshala and government schools. Individuals presented the report of the work done by them which was followed by

quite an intense period of discussions and questions. These discussions were meant to find ways and means to improve the efficiency of team members. In these meetings, participants used to deliberate on relevant academic readings too which were followed by the discussion of how to integrate the learning in classroom situation.

Other Activities in School

Exhibition and Cultural Programme

Different cultural programme were arranged during this year where children participated with robust enthusiasm buttressed by teachers' active support. Exhibition was arranged where clay models and different artisan materials crafted by children were put up. Puppet show was organized where children took keen interest and it was a good tool to convey different ethos to community representative and parents. In cultural programme, children displayed their knack for singing, dance with lot of verve and hard work. Along with community members Panchayat representatives too took part in cultural activities very actively. Quite notably very positive response was received from female members of the community.

Educational Tour

Children from Shahpur and Goyra shala schools were taken to Sitabadi for an excursion tour. Sitabadi is a place of historical interest; children immensely enjoyed their day out.

Bal Mela

In some of Sandarbh Shalas bal mela were organized where children took part in mask making, painting etc. There was enthusiastic participation by all concerned.

Other Activities

Field survey

Field survey was conducted in all the 44 project villages. This survey captured all the basic data and information of educational status, economic/social status, livelihood options, occupations, migration patterns and its impact on Sahariya children. Other related issues and challenges of

Sahariya community in comparison to other non tribal communities in same region were also been documented.

Annual Report Writing

Annual report writing process was initiated right from first quarter of this financial year. A meticulous planning was done which encompassed dividing the whole process in small components that would be merged at the end in the final denouement. Responsibility was divided in the concerned staff where few senior persons were coordinating the whole process. Project started the process of annual report writing with exercises which will finally be used for developing the annual report for the project. Annual progress report of children was written by research teachers for their groups in all the four Sandarbshshalas. Coordinators prepared the annual progress report of Sandarbshshala units and Sandarbshshalas. Annual progress report of Government schools was written by the Assistant Coordinators. Annual progress report of children includes detail description of their academic progress, punctuality, regularity, personal hygiene, participation in the groups, behaviour, interest, etc. In government school too the annual progress report of the children was written keeping in view the academic progress, punctuality, regularity, personal hygiene, participation in the groups, behaviour, interest, etc. of children. During this period of report writing work, continuous dialogue was maintained in the project team at the unit level. All the report writing work was done at the end of the academic session-15th May.

Cricket match

A cricket match was organized for youth of 16 to 30 years age group from the areas adjacent to the two Sandarbshshalas at Kishanganj block. Notwithstanding the caste discrimination prevailing in the community between Sahariya and non-Sahariya people, a healthy game spirit was observed in the playground in the form of mutual cooperation and appreciation of each other. Such activity certainly was a boost in terms of youth participation; its reflection was noticed in increased youth attendance in SDMC and other meetings held to discuss educational issues.

Project Achievements

The project ended in the month of January following completion of its stipulated time period. It was a great learning opportunity and at the same time it has endowed us with understanding which would help us adopting certain future initiative in the years to come for Digantar.

■ *Data Base Development*

An exhaustive data base was developed for the intervention area/population which can be utilized for further future planning and development of innovate program of this sort that would be beneficial for the community in need.

■ *Learning*

This project rendered a rare opportunity to hone understanding pertaining to different pedagogical areas; be it language learning by the children or mode of content/use of TLM or assessment tool and technique. Right from beginning project implementation was done in action research mode which essentially necessitated continuous revision of the postulate, process and methodology. It was a fascinating learning for teacher educator as well as their concerned staff members to undergo a process of interplay between theory and practice where lot of pre-conceived theoretical understanding was revised; either they were nullified or they were reinforced by the practical learning emanating from field level experience. It was a very good learning opportunity for Digantar as it always reinforces the significance of research work in the field of education. The need of having such kind of programme more in future is appreciated.

■ *Positive Outcome for Govt school Intervention*

A very positive outcome has been achieved in terms of teachers' attitudinal change. At initial stage, attitudes were as negative as that of any other Govt schools. It was a perennial process under the coordination of the Digantar team that facilitated the change in outlook that preceded successful implementation of the innovative methodology and disciplinarian measures. Be it timely attendance or keenness in adopting innovative approach teachers showed good enthusiasm. Schools and classes started to run as scheduled and teaching-learning activities were taken more seriously using innovative classroom practices.

■ *Holistic Qualitative Improvement*

- **Academic Output.** Pace of learning of children has increased considerably.
- **Disciplinarian Output.** It was felt right from beginning that no amount of teacher orientation or good pedagogic input can bring in the expected change in improving teaching learning. Attendance rate and retention of children has increased.
- **Teacher student relationship.** A very conscious initiative was taken to transform the teacher student relationship which unfortunately is not very positive otherwise in Govt schools. Regular home visit and cordial interaction with parents has made it possible to usher in a change in teacher student relationship. Teachers took a proactive role in enhancing their understanding of children's socio economic background, which proved to be very crucial since it's the children from underprivileged tribal background. This certainly has made a great impact on bringing a new dimension to the teacher student relationship.
- **Community school relationship.** Major progress has been achieved in bringing positive improvement in teacher-student relationship, augmenting children's motivation, increasing attendance of children, better community-school relationship, and accomplishment of better academic achievement. Tremendous response was accomplished by the end of project implementation. It was, nevertheless, not a very easy task at initial stages as the tribal community the project catered to was quite inhibited and held a rather negative attitude about school/ teachers (which is understandably an outcome of years' of segregation and ostracism that mainstream society has inflicted upon them). Apart from parent community, Panchayat representatives as well as female members of the community took part in all school activities as well as SMC meetings



Community participation in school activity could be enhanced

very constructively. Very vibrant participation by them in the SMC meeting and other sharing meeting are the stark proof of that.

- **Report and Documentation.** Final report was submitted in the month of January 2011 by the team who were specially assigned the responsibility for this submission.

Resource School Teachers who assumed the role of teacher researchers in these schools documented the whole process of adopting and implementing the alternative approach to learning as well as the whole process of accomplishing whole school improvement by transcending pedagogic process as well as school-community relationship. Apart from final report this process documentation also has added great archival value for future reference.

Early Literacy Research Project (ELRP)

By dominant understanding, language is touted to be a tool of communication. It would perhaps not be an exaggeration if we depict language as synonymous with whole human identity, as it shapes our thought processes and our understanding of the surrounding environment. Language learning is accelerated, instrumented by the socio cultural surrounding. It is a complex process where the child has to learn literacy skill through a planned, conscious process. Formal instruction is definitely an essential prerequisite for the child to grasp skills like reading and writing. A lot of actors are embedded in the learning of this skill; namely proper interesting instruction, print rich environment, access to print materials, and last but not the least a very positive outlook of teacher/facilitator towards the learner and her/his linguistic background.

All the factors get far more crucial when the learner hails from a rural or semi-urban underprivileged socio economic background, where a conducive environment that enables the child to grasp literary skills is absent. Inaccessibility to print material, illiterate or semi literate parents, gap between home language and school language, all these factors impede a child's ability to pick up reading and writing skills.

Inaccessibility to print material, illiterate or semi literate parents, gap between home language and school language, all these factors impede a child's ability to pick up reading and writing skills. This has certainly resulted in a certain section of population lagging behind, and it aggravates their risk of getting excluded from mainstream activity. This is the backdrop which led to the conceptualization of "The Early Literacy Research Project (ELRP)" by Digantar.

Notwithstanding the plethora of experimentation with different teaching learning methodologies, TLM etc. early literacy difficulty has lingered for a specific section of the population. The various innovations in teaching learning methodology and TLM have not translated into effective practice in classroom situations. This has certainly resulted in a certain section of population lagging behind, and it aggravates their risk of getting excluded from mainstream activity.

This is the backdrop which led to the conceptualization of "The Early Literacy Research Project (ELRP)" by Digantar. The programme was initiated by support from ICEE. Following successful completion of the stipulated period, the programme closed in the month of January, 2011.

Aims and objectives of the project

This was a qualitative research project which aimed to study Hindi Teaching in Indian government primary schools. The project aimed to research, through a case study of Rajasthan, 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 views and so on.

This research intended to address the paucity of research into Hindi and regional language teaching in Indian Government schools. Research was 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 possibility to find support to confirm that knowledge outside of school. In such a situation, 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 guide 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. Through literature review and experts' interview, to develop a theoretical framework in relation to best practices of literacy acquisition in *Brahmi* languages 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 for relevant stakeholders a workshop that draws on research findings to identify steps necessary to impact teacher education, textbook writing, etc.

Strategy

The research project started in January 2008 after acquiring 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. It was selected 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 1st, 2nd, and 5th 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 than what is expected at various levels. Children of standard

V cannot read with comprehension or write meaningfully; they only are good at reproducing some of the words and symbols which they have memorized.

This survey supported in generating detailed profile of 51 schools. Of these, 10 sample schools were selected 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 in practice, and understand in theory, early Year's language and literacy teaching"

The main components of the project were.

- Selection and training of research team; baseline survey of Std. 1st, 2nd and 5th 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.



Observing and documenting language and literacy learning

- 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.

Major Activities in the Year 2010-11

Project Extension

The project span was originally 2008 to March 2010. The project was extended till June 2010 for some pertinent reasons. The programmatic intervention concluded within stipulated time; nevertheless, due to some prerequisites related to reporting process the project wound up in January 2011.

Final Report Submission

Last year a meticulous and penetrating data analysis work was carried out which included transcription of classroom observations, teacher's interviews, group discussions with the community members and observations of the teacher's trainings. Audio visual transcripts were generated out of this activity. 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. Data analysis was completed in the month of April and report making work started after that. The team submitted a report in the month of June.

The final report submitted by ELRP team members in the month of June was not very satisfactory since it did not meet the project objective that was delineated in the proposal. Consequently, some follow up activities scheduled for the July–September quarter related to sharing information with government teachers and dissemination had to be postponed.

A new team was formed comprising few TARU members who were endowed with the responsibility of revisiting the report. Team members revisited the data available in audio, video and text form. They went through the painstaking process of analysing data and a framework was developed and shared with Dr. Caroline Dyer (University of Leeds) and also with other concerned personnel from Digantar. Throughout the process of report writing, a sharing and

feedback process was adopted. This whole effort was consolidated into an academically sound draft report which was finally submitted in the month of January, 2011.

Way to look forward

The learning emanated from the project is being consolidated into conceptualising and writing of project proposal with similar objective which can bring in new dimension to such kind of venture for transcending lives of marginalized population relegated into oblivion by mainstream society.



Looking forward....

List of Digantar Publications and Materials

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 Abhivyakti 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, Govt. 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.

Financial Support–

We appreciate the contribution and support of the following partners in carrying out our activities.

- Azim Premji Foundation, Bangalore
- Gangaur Export Pvt. Ltd, Jaipur
- ICICI Bank, Mumbai
- UNICEF, Jaipur
- WIPRO Applying Though In Schools, Bangalore
- 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 2010-11

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 2010-2011

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	6 years 3 months	-	School Assistant
2	Samundra Singh	10.05.80	M	B.Sc. DCA	5 years 7 months	2 years 6 months	Science Teacher
3	Ved Prakash	11.07.83	M	B.Sc.	3 Year 8 months	3 Years	Teacher
4	Ghanshyam Kumhar	07.01.80	M	M.A.	3 Year 2 months	5 years 6 months	Teacher
5	Jitendra Kumar Shrivastava	05.04.73	M	B.Sc.	2 Year 11 Month	22 Years	Teacher
6	Pawan Kumar	26.08.86	M	B.A	2 Year 11 Month	-	Teacher
7	Mukesh Kumar Singh	01.02.80	M	M.A.	2 Year 11 Month	8 Years	Teacher
8	Swati Bhardwaj	19.06.75	F	M.A.	2 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.,B.Ed.	7 years 3 months	4 years	Academic Coordinator
3	Nouratmal Pareek	05.08.68	M	12th	17 years 5 months	–	School Coordinator
4	Ramesh Chand	24.07.67	M	M.A.	21 years 9 months	–	Teacher
5	Kailash Chand	02.03.62	M	BA	18 years 8 months	–	Teacher
6	Jagdish Narayan	16.07.60	M	PUC	17 years 5 months	5 years	Teacher
7	Ramjilal Gurjar	09.08.63	M	B.A. B.Ed.	16 years 5 months	–	Teacher
8	Manju Negi	08.09.77	F	M.A.	10 years 2 months	2 years 6 months	Teacher
9	Vivek Singh	07.02.74	M	B.A.,LLB	4 years 3 months	3 Years	Teacher
10	Praveen Panchal	05.01.84	M	M.A.	4 Year	4 years	Teacher
11	Jitendra Kumar	30.12.83	M	B.A.	4 Year	2 years 2 months	Teacher
12	Kamal Tank	07.01.82	M	M.A.	3 Year 4 Month	4 years	Teacher

13	Bindiya Sharma	01.07.79	F	B.A. BSTC	3 year 3 months	5 years	Teacher
14	Harish Sharma	19.07.76	M	M.A.	3 year 8 months	3 years	Teacher
15	Ravindra Singh Maan	20.07.84	M	B.A	2 Year 4 Month	3 Years	Teacher
16	Jaspal Singh	05.09.78	M	B.Sc.	1 Year 4 Month	-	Teacher
17	Hanuman Prasad	05.11.76	M	B.Sc.	1 Year 4 Month	-	Teacher
18	Mukesh Kumar Bairwa	01.07.86	M	B.A	1 Year 4 Month	-	Teacher
19	Kanchan	02.05.81	F	M.A.	1 Year 2 Month	-	Teacher
20	Mamta Jatav	16.05.85	F	M.A.	1 Year 10 Month	-	Teacher
21	Bharti Riya	15.08.71	F	M.A.	1 Year 2 Month	-	Teacher
22	Nathu Lal	20.08.86	M	9 th	1 Year 10 Month	-	Carpentry Asst.
23	Sheetal	24.05.87	F	B. El. Ed.	1 Year 10 Month	1 Years 6 Months	Teacher
24	Amna	02.07.80	F	B.A	1 Year 7 Month	-	Teacher
25	Doulat Ram Aluria	04.07.82	M	B.A.	3 year 3 Month	-	School Asst.
26	Prem Chand	20.12.75	M	12th.	2 year 1 Month	-	Teacher Asst.
27	Urmila	03-03-1985	F	B.A., B.Ed.	2 Year	-	Teacher

The Academic Resource Unit (TARU)

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Rohit Dhankar	01.08.52	M	M.Sc.	24 Years	9 years	Director
2	Rajesh Kumar	07.11.65	M	M.A. Ph. D.	2 Year 3 Month	22 Years	Executive Director (TARU)
3	Manoj Kumar	05.01.69	M	M.A. M. Phil.	3 Year 6 Month	10 years	Associate Fellow
4	Kuldeep Garg	09.02.77	M	M.A. Ph. D	4 Years 4 months	6 Years	Associate Fellow
5	Huma Ansari	08.12.85	F	MSW	11 month	-	Assistant Fellow
6	Devraj Rakshit	14-Aug-69	M	M.A. Ph. D	2 Year 3 Month	-	Associate Fellow
7	Gajendra S. Raut	13.04/78	M	MSW	4 Years 1 months	2 years 6 months	Sr. Coordinator
8	Devyani Bhardwaj	13.12.72	F	M.A	1 Year 2 Month	-	Associate Fellow
9	Nisha Gupta	20.11.80	F	M.Sc.	3 Year 2 months	2 years	Researcher
10	Yogendra Dadheech	04.05.79	M	M.A. PGDCA	5 Years 1 months	5 years	Assistant Fellow
11	Manohar Kumar	30.08.84	M	M.A.	2 Month	2 years	Associate Fellow
12	Vandana Singh	06.06.76	F	M.Sc. M.Ed.	1 Year 2 Month	2 Year	Assistant Fellow
13	Deepa Singh	01.03.82	F	M.A. B.Ed.	1year 2 Month	1 Year	Assistant Fellow
14	Mamta Yadav	01.08.83	F	M.A	1Year 1 Month	3 Year 6 Month	Assistant Fellow

15	Madhulika Jha Mishra	16.01.77	F	M.Sc.	1 Year 1 Month	5 Year 6 Month	Assistant Fellow
16	Madhvi Shrivastava	10.10.84	F	M.A.	1 Year 1 Month	1 Year 3 Month	Assistant Fellow
17	Nishi Khandelwal	16.06.81	F	M.Sc.	1 Year 2 Month	4 Year	Assistant Fellow
18	Meenu Narang	04.01.85	F	B.A	2 Year 6 Month	2 Year	Executive Assistant
19	Dheeraj	20.06.71	F	M.A. Ph. D.	2 Year 4 months	6 years 6 months	Assistant Fellow
20	Vishwambhar	15-Feb-74	M	M.A.	5 Years 4 months	6 Years 6 months	Editor (Vimarsh)
21	Khyaliram Swami	20-Jul-78	M	B.A.,DCA 'O' Level	8 Year 4 months	4 Year	Circulation Manager (Vimarsh)

The Resource Support Unit (TRSU)

S. N.	Name	Date of Birth	Sex	Educational Qualification	Experience With Digantar	Other Experience	Designation
1	Reena Das	21.06.52	F	M.A.	24 Years	9 Year	Director
2	Hari Narayan Karol	15.09.63	M	B.Com.	21 Year 3 months	-	Chief Accountant
3	Rajendra Kumar Rawat	31.08.74	M	B.Com.	7 Year 9 months	3 Year 6 months	Assistant Accountant
4	Anjana Choudhary	05.02.73	F	M.A.	1 Year 3 Month (left Digantar in May,2010)	-	Executive Assistant
5	Ankit Singh Talwar	09.12.86	M	M.Sc	9 Month (Probation completed in February 2011)	1 Year	Executive Assistant
6	Ram Dayal Sharma	07.11.84	M	B.A. Part-I	6 years 3 months	-	Store Incharge
7	PradeepKumar Pareek	04.04.85	M	M.Com.	19 Month	-	Store Asst.
8	Bhagwan Sahay	05.05.87	M	B.A	3 Year	3 Years	Recep. Cum Com. Opt.
9	Ram Manohar Khandelwal	12.12.83	M	M.Com.	3 Year	3 Years	Office Asst.
10	Pushkar Singh	06.11.74	M	8th	14 Years 4 months	3Year	Campus Care taker
11	Vishram Kumar	18.08.76	M	12th	8 Year 6 months	4 Year	Office Care Taker
12	Raju Kumar Meena	10.05.90	M	6th	2 Year 8 Month	1 Year 6 Month	Mess Helper
13	Gyan Prakash	17.05.84	M	9 th	1 Year10 Month	3 Years	Mess Helper

14	Muuna Khan	46 years	M	-	5 Year 1 months	2 Year	Gardner
15	Arjun Lal	11.10.57	M	8th	2 Year 8 Month	10 years	Guard
16	Krishan Chand	01.07.76	M	8th	2 Year	8 years	Guard
17	Mukesh	16.06.86	M	-	1 Year	-	Office Helper
18	Mukesh Sharma	16.01.81	M	9th	1 Year	1 Year 6 Month	Office Helper
19	Raju Gurjar	07.05.80	M	M.A.	3 Year 5 Month	2 Year 2 Month	Library Assistant
20	Satya Prakash	23.10.78	M	B.A.	4 Year 8 Month	2 Year	Computer Operator
21	Neeraj Bhatt	30.12.65	M	B.Com, PGDCA	16 Year 7 Month	2 Year	Computer Operator
22	Keshav Kumar Gautam	1.07.70	M	B.A. C.Lib	12 Year 9 Month	-	Librarian

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	M.A.	12 years 8 months	-	Programme Coordinator
2	Sannipal	17-Jan-81	M	B.Sc.	5 years 2 months	3 years	Academic Coordinator
3	Siya Ram Sharma	01-Mar-77	M	M.A.	4 years	5 Years	Academic Coordinator
4	Babulal Meena	09-Jul-70	M	B.A.	6 years 1 months	4 years	Cluster Coordinator
5	Virendra Kumar	08-Aug-78	M	M.A.	9 Months	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	07-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 Months	6 Years 6 Months	Accountant Cum Computer Operator
11	Raja Ram Choudhry	08-Mar-85	M	B.A.	9 Months	-	Cluster Comp. Operator
12	Chatarbhuji	04-Jul-75	M	M.A.	6 years 6 months	6 years 6 months	Samarthak
13	Rajendra Singh	01-Jul-78	M	B.A.	6 years 10 months	3 years	Samarthak

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

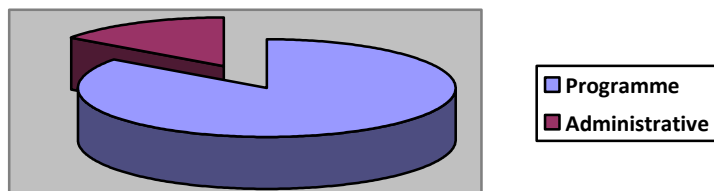
15	Reshma Bano	1-Feb-81	F	B.A	1 Year 6 Month	4 Years	Resource School Teacher
16	Kanchan	1-Jul-76	F	M.A	9 Month	-	Resource School Teacher
17	Lokendra	5-Jul-87	M	B.A	6 Month	-	Resource School Teacher
18	Alka Bansal	12-Jun-84	F	M.A	1 Year 2 Month	-	Resource School Teacher
19	Shanti Swaroop	5-Oct-76	M	M.A	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

Financial Report

Digantar has been consistent in spending a significant portion of its expenditure in programmatic expense; last year's expenditure also followed the same rule. The graph shown below indicates this fact, which provides 85% of its annual budget for programme expenses while incurring 15% administrative expenditure.



The financial statements are furnished below:

DIGANTAR SHIKSHA EVAM KHELKUD SAMITI, JAIPUR
BALANCE SHEET AS AT 31ST MARCH 2011

LIABILITIES	Amount	ASSETS	Amount
GENERAL FUND		FIXED ASSETS (As per Schedule A)	
Opening Balance as on 1.4.2010	15808394	W.D.V. As on 1.4.2010	8824924
Less: Deficit transferred from I & E A/c.	1221620	Add: Addition during the year	2906682
Transfer in current year	681940	Less: Depreciation	11731606
	13904834		656441
			11075165
UNSPENT GRANT		INVESTMENT	
Wipro Ltd.	2769591	ICICI Bank FDR (Contra pledged)	70000000
ICICI Foundation (TRSU)	41790		
ICICI Foundation (QEP)	121827		
Azim Premji Foundation (TARU)	1641151		
Azim Premji Foundation (AEP)	370694		
	4945053		
LOANS & ADVANCES		CURRENT ASSETS, LOANS & ADVANCES	
Secured Loan (Interest Free loan out of which FDR created - as per contra	70000000	CURRENT ASSETS	
Unsecured loan	400000	CASH IN HAND	
M/s Registhan Pvt. Ltd. (non int. bearing)	370000	Core Programme	33046
	70770000	Shiksha Samarthan Prog.	21529
		CPG Programme	963
		Resource School Programme (SDTT)	1376
		Quality Edu. Pro. Baran	4938
			61852
Current Liabilities		CASH AT BANK (Scheduled Bank)	
Creditors for Staff	1647995	Core Programme	5611794
Creditors for exp.	1131104	Shiksha Samarthan Programme	186793
PF Payable (since paid)	35928	Resource School Prog. (SDTT)	45613
TDS Payable (since paid)	31573	Collaborative Post Graduate Pro.	25490
		Quality Edu. Pro. Baran	187876
		TDS Receivable	6057566
		Sundry Debtors	3181827
		Closing Stock of Books (certified by management)	532880
		Accrued interest on FDR	214063
		Telephone Security	1334234
			8900
			92466487

Auditor's Report
Significant Accounting Policies (As per Schedule 'B')

A	



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

TREASURER
Treasurer

SECRETARY
Secretary

For Digantar Shiksha Evam Khelkud Samiti

Hand pump

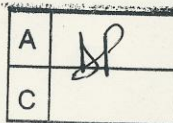
8438 0 0 8438 10.0 844 7594

DIGANTAR SHIKSHA EVAM KHEL KUD SAMITI, JAIPUR

Schedules annexed to and forming part of the Balance Sheet as at 31.3.2011

SCHEDULE A: FIXED ASSETS

PARTICULARS	W.D.V.as on 1.4.2010	Addition		Total as on 31.3.2011	%	Deprecia- tion for the year	W.D.V. as on 31.3.2011
		Before	After				
1 H.O. ASSETS							
Land	90060	0	0	90060	0.0	0	90060
Building hospital	74652	0	0	74652	2.5	1866	72786
Coolers & fans	100780	70685	0	171465	10.0	17147	154318
Cycle	854	0	0	854	10.0	86	768
EERC Building	1055374	17023	0	1072397	2.5	26810	1045587
Fan at EERC	4738	0	0	4738	10.0	474	4738
Fan at hospital	473	0	0	473	10.0	47	426
Furniture & Bedding	108640	11990	6605	127235	10.0	12393	114842
Hand Pump	5423	0	0	5423	10.0	542	4881
Hospital equipment	17786	0	0	17786	0.0	0	17786
Mess equipment	25852	3696	6273	35821	10.0	3269	32552
Office equipment	5783	0	0	5783	10.0	578	5205
P.O. Printer	27715	0	0	27715	10.0	2772	24943
Photo copier	12368	0	0	12368	10.0	1237	11131
Refrigerator	1883	0	0	1883	10.0	188	1695
T.V. & V.C.R.	6619	0	0	6619	10.0	662	5957
Type writer	379	0	0	379	10.0	38	341
Vehicle	64004	0	0	64004	10.0	6400	57604
Electric equipment	98585	0	0	98585	10.0	9859	88726
Fire fighting equipment	1129	0	6397	7526	10.0	433	7093
Building School	316843	0	0	316843	2.5	7921	308922
Tube Well	47035	0	0	47035	0.0	0	47035
School Land	1616996	0	0	1616996	0.0	0	1616996
Solar Hot Water System	59527	0	0	59527	10.0	5953	53574
2 SCHOOL ASSETS							
Fans	12246	0	0	12246	10.0	1225	11021
Furniture & Office Equip.	80888	0	0	80888	10.0	8089	72799
Science laboratory	3587	0	0	3587	10.0	359	3228
Tape Recorder	975	0	0	975	10.0	98	877
3 SHAJ SHIKSHA PROJECT							
Furniture	6613	0	0	6613	10.0	661	5952
Computer & Printer	27064	0	0	27064	10.0	2706	24358
4 SIR RATAN TATA PROJECT							
Office furniture	2437	0	0	2437	10.0	244	2193
Hand pump	8438	0	0	8438	10.0	844	7594
Building	71144	0	0	71144	2.5	1779	69365
5 Furniture (Library Prog.)							
Office furniture(lib. Pro.)	10174	0	0	10174	10.0	1017	9157
6 ICICI CORE PROGRAMME							
Building Augumentation (Aug.pri.)	380629	0	0	380629	2.5	9516	371114
Furniture & School Equipments	83723	2205	139831	225759	10.0	22576	203183
Bhandhyali School Building	29525	2018889	243386	2291800	2.5	57295	2234505
Library Book Primary	56605	0	495	57100	10.0	5710	51390
Laboratory	7381	0	14147	21528	10.0	2153	19375



AEEP UP

Library AEEP UP	45400	0	0	45400	10.0	4540	4540
Furn. & School Equ.(U.P.)	73166	0	0	73166	10.0	7317	7317

S&AU

Computer(S&AU)	215167	31850	30500	277517	10.0	27752	27752
Furniture (S&AU)	113300	19331	5818	138449	10.0	13845	13845
Office Augumentation(S&AU)	234353	0	0	234353	10.0	23435	23435
Printer with copier (S&AU)	15601	0	0	15601	10.0	1560	1560
Tele., EPBX & Fax(S&AU)	62888	0	700	63588	10.0	6359	6359
Cell Phone Instrument	3060	2800	1700	7560	10.0	756	756

TARU

Equipment (Taru)	182864	9000	115236	307100	10.0	30710	30710
Library (Taru)	446566	17894	2960	467420	10.0	46742	46742
Furniture (Taru)	153910	2925	0	156835	10.0	15684	15684
Computer (Taru)	154201	2550	0	156751	10.0	15675	15675
Infrastructure & Building(Taru)	216935	0	0	216935	10.0	21694	21694

VIMARSH

Furniture Vimarsh	5049	0	0	5049	10.0	505	505
Computer & Assessories	113645	0	0	113645	10.0	11364	11364

DIGANTAR CPG PROGRAMME

Equipment	86040	0	0	86040	10.0	8604	8604
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SHIKSHA SAMARTHAN

Furniture & Equipment(Cluster)	253039	23680	0	276719	10.0	27672	27672
Furniture & Equipment(Office)	242440	26741	590	269771	10.0	26977	26977
Teachers Resource Lib.	35942	0	19238	55180	10.0	5518	5518
Teachers Resource Lib.	67161	0	7979	75140	10.0	7514	7514

QUALITY EDUCATION PROG.

Inf. Supp. To DITE/BRC	336543	0	0	336543	10.0	33654	33654
Computer	121078	33400	34500	188978	10.0	18898	18898
Inf. Of RSA Office	72264	0	2645	74909	10.0	7491	7491
Inverter	15320	0	0	15320	10.0	1532	1532
Library for QIU	84216	250	576	85042	10.0	8504	8504
Cluster Level Lib. Supp.	40686	0	0	40686	10.0	4069	4069

SANDHARBH SHALA PROG.

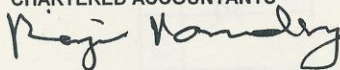
Teachers Resource Lib.	69818	3164	17138	90120	10.0	9012	9012
Teachers Resource Lib. *	52364	8366	0	60730	10.0	6073	6073
Computer(B.O.)	24046	0	0	24046	10.0	2405	2405
Computer(P.O.)	73487	0	0	73487	10.0	7349	7349
Equipment (B.O.)	142836	4460	-14727	132569	10.0	13257	13257
Equipment (P.O.)	104840	9046	4980	118866	10.0	11887	11887
Equipment for R.S.	183273	0	-60230	123043	10.0	12304	12304

DIGANTAR LITRACY PROG.

Epbx(Rec Pro.)	14738	0	0	14738	10.0	1474	1474
Equipment (Rec. Pro.)	243762	0	0	243762	10.0	24376	24376
	8486510	2319945	586737	11731607		679452	7320583

FOR S.D. PANDEY & CO.

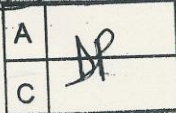
CHARTERED ACCOUNTANTS



(RAJIV PANDEY)
PARTNER
M. No.71731



PLACE: JAIPUR
DATED: 20.06.2011



For Digantar Shiksha Evam Khelkud Samiti

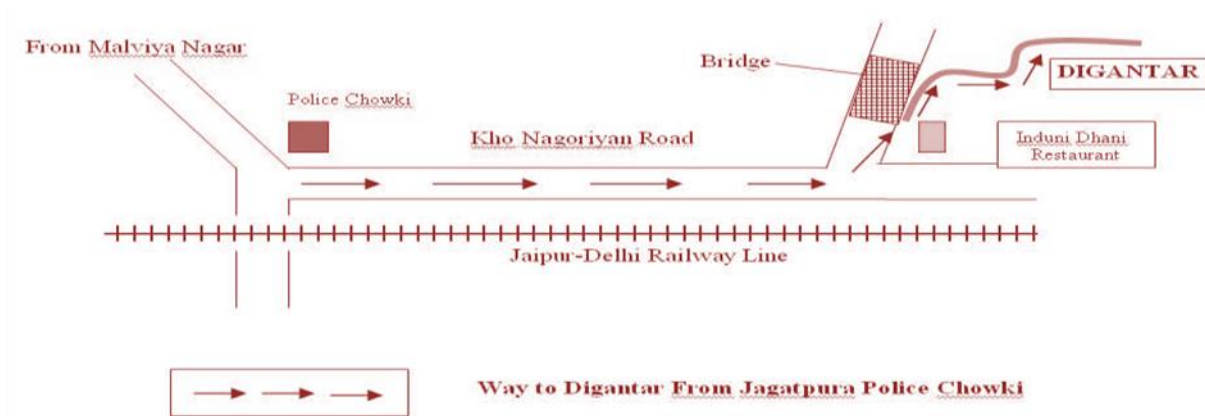
गणेश शर्मा
TREASURER
Treasurer

रवि शर्मा
SECRETARY
Secretary

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. Take the path to Digantar. Drive about 200 meters and you are in Digantar.

Design, Writing, Editing done by

DEVISREE RAHA

