General

Name of the Project

Broadstreaming underprivileged education in Jamasaut Panchayat

Implementing Agency:

Association for Promotion of Creative Learning

Date of start 8.1.2007

Date of Completion

31.12.2007



The project was initiated with a transact walk across the Panchayat.

Transact walk Aim

To familiarise with the area To know about people and institutions

Date	Place of visit	
20.1.'07	Jamsaut, Nargada Chamartoli, Khagari Musahari & Sikandarpur Musahari.	
22.1.07	Mathiapu r .	
23.1.07	Dhibara	
3.2.07	Dhibara	
10.2.07	Jamsaut Murarchak Musahari and MuslimTola.	

Activities

The transact walk was organised to have a feel of the geographical area, people and nature of settlements of Jamsaut Panchayat. In this process we also developed acquaintances with our partners, opinion builders, Panchayat functionaries. We also visited different schools (both government and nongovernment) of the area and had an interaction with the teachers and other functionaries.

In these transact walks Sri Vijoy Prakash, Executive President, APCL, Prof Shailendra Kumar Srivastava, Sri Mihir Ranjan, Dr Mridula Prakash and field workers of APCL participated. Government officials such as Sri Anil Kumar Sinha, Subdivisional Welfare Officer, Smt. Rashmi Singh, CDPO Danapur and Block Education Officer also participated.

We visited the primary, middle and high schools in the area. We visited Primary School, Mathiapur, Middle



School, Nargada, Primary School, Khagari Nargada, Primary School, Jamsaut Musahari, Middle School Dhibra and Primary School, Sikandarpur. We also learnt that two alternative and Innovative Schools are running in Jamsaut ward no.2 and in Jamsaut Chamartoli ward no.4.

We found that there are 8 non governmental schools in the Panchayat - 2 in Jamsaut Nargada ward no.5, 2 in Jamsaut Nargada ward no.6, 2 in Mathiapur ward no.7, 1 in Jamsaut. In Jamsaut Nargada there is a Non governmental school called School of Creative Learning affiliated to CBSE. It is running classes upto class 10. There is a Govt. High School also at Nargada.

We found that most of our partners particularly Musahars are landless. Their living condition is extremely poor. Generally, habit of drinking is quite prevalent. Most of the children are enrolled in schools, but do not go to schools as they are engaged in household activities. Even if they go there they go only at the time of distribution of midday meals and leave the school thereafter. There was general complaint of differential treatment of Musahar and other scheduled caste children in schools.

We also visited Aanganbari centres at Jamsaut Chamartoli, Sikandarpur Musahari, Dhibara Chamartoli, Mathiapur Chat, Mathiapur Panchagana and Murarchak.

In the course of visit we met the Panchayat functionaries. We could not meet Mukhia as she was away. However, we met her family members. Later, we met her and she assured all help to the programme.

Development of Survey schedules/ Discussion format

Aim: To develop Survey schedules/discussion format for the survey of the Panchayat Date: 11.2.'07 and 14.2.'07

Activity

A workshop was organised to develop survey schedules. The survey schedules were prepared and printed.

Training of surveyers

Aim: To train surveyers for conducting family survey
Date: On 16.2.2007
Activities
Training of surveyers was conducted.

10 surveyers were trained in the methodology of conducting family survey.

Prof Shailendra Kumar Srivastava and Sri Ajit Kumar conducted the programme.

Benchmark survey

Aim: To conduct benchmark survey of status of educational rights

Date: 17.2.07 to 13.3.07

Activities

Benchmark survey was undertaken. Earlier we had anticipated that there are about 1000 families but when we conducted the survey we found that there are more than 2000 households in the Panchayat. So our work was almost doubled.

The data from the survey was entered in the computer with the help of data entry operators. Thereafter, the details of report was prepared.





A list of non -enrolled children, enrolled and non- school going children was prepared, earlier enrolled but dropped out children was also prepared.

Dissemination of Survey Report

The survey report was prepared and has been printed in the name '*Abhivanchiton Ki Siksha*' with the help of Creative Learning Foundation for wider dissemination of the issues. It also contains the experiences of running the CLCs.



Identification of volunteers

During the transact walk and survey work we tried to identify community workers who could work as Volunteer teachers in the programme. Then we called several meetings with the potential volunteers to identify the right persons. We also tried to identify the places where we can run Creative Learning Centres.

Development of brochure

We also developed a brochure for the programme for explaining the programme explicitly. The brouchure was developed in Hindi and English.

Training of Volunteer Teachers

Date: 27.3.07, 30.3.07 to 1.4.07

Venue School of Creative learning, Nargada, Patna

Main Resource Persons

Mr. Vijoy Prakash, Executive President, APCL Cum Executive President, APCL

Prof Shailendra Kumar Srivastava, Chairman, Creative Learning Foundation

Sri Ajit Kumar Singh, Micronutrient Initiative

Sri Arjun Prasad

Participants

7 volunteer teachers

What did we learn?

We learnt that the underprivileged sections of society have different needs of learning. We have to understand their needs so as to meet them effectively. Thus we decided to have a special meet on saturdays with children and volunteer teachers so that their needs can be gradually understood and we can design our activities to meet their needs.



We also decided to have parents meeting in each tola to develop rapport with the parents.

We also have to understand the health and hygiene needs of our children.

In the first stage we focussed on developing rapport with parents, teachers and children.

Gradually, we developed profiles of each child so as to know their individual needs.



It was also decided to maintain diary by each volunteer teacher as they would display actual ground reality. As natural learning process of any child is the best way of learning, we should design teaching learning processes and materials to suit the needs of underprivileged sections of society. We also have to design new learning games, acts, songs, stories etc. based on their existing folk games, acts, songs, stories, etc.

We also have to design motivational songs so that the children can be motivated towards learning. We realised that this training was not sufficient. As a matter of fact, we found it necessary to organise a weekly interaction session with volunteer teachers and learners. Hence, it was decided to have a Saturday centre at School of Creative Learning where all children and Volunteer teachers would be invited and common session of teaching and learning would be organised.

Workshop for Development of Teaching Learning Materials

Aim: To develop TLMs for broadstreming of education Date 14-15.4.'07 & 20-22.4.'07

Main Resource Persons

Sri Vijoy Prakash, Principal Secretary, Social Welfare Cum Executive President, APCL Prof Shailendra Kumar Srivastva, Chairperson, Creative Learning Foundation Sri Ajit Kumar Singh, Micro nutrient Initiative Dr Mridula Prakash, Programme Coordinator Sri Arjun Prasad Sri Santosh Kumar, Field Officer

Materials developed

Songs for motivation TLM for reading Games for learning Materials for School Environment Programme Evaluation materials Evaluation Card Certificate for games



Meeting of parents

Following meetings of parents were arranged at diiferent places of Panchayat-

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Date	Venue
2.4.07	Sikandarpur Musahari, Khagari Musahari and Nargada Chamartoli
3.4.07	Dhibara Chamartoli
4.4.07	Jamsaut Musahari
6.4.07	Mathiapur
25.4.07	Mathiapur women's meet
30.5.07	Nargada Chamartoli, Jamsaut Musahari, Sikandarpur Musahari
31.5.07	Mathiapur
1.6.07	Khagari Musahari
21.6.07	Jamsaut
22.6.07	Sikandarpur
24.6.07	Nargada
25.6.07	Khagari
25.6.07	Mathiapur
26.6.07	Dhibara Electronic Contraction of the second
11 .9.' 07	Nargada
12.9.'07	Khagari Musahari
13.9.'07	Mathiapur
15.9. ' 07	Jamsaut
16.9. ' 07	Sikandarpur
18.9. ' 07	Dhibara
26.12.' 07	Jamsaut, Sikandarpur
27.12. ' 07	Dhibara
28.12. ' 07	Mathiapur

Main Points of Learning

The problems of children were discussed. The activities of Shabari Ashrams and Creative Learning Centre were also explained to parents.

The list of children not going to schools was discussed and plan of action for their admission in schools was finalised.

The issues related to children absenting from schools on regular basis was discussed. It was found that many children do not go to school because they do not find the teaching in school relevant. Parents were advised to send their children to Shabari ashrams. But, it should not be at the cost of school. As it was found that children attended Shabari Ashram activities by leaving school work, parents were advised that students should not leave the school to attend Ashram activities rather attend it only after attending the schools. It was explained that they should pay more attention towards the health and hygiene of the child.

They were advised to spend more time with their children.

They were also advised to send their younger siblings to Aanganbari centres.

Parents are generally unaware about the educational concerns of children. Particularly, first generation learners have very poor support from their parents. So, volunteer teachers decided to make regular visit to individual families.

There is a need to regularly discuss the problems of children with parents.

Parents meetings are good fora for such discussion.

Some parents showed eagerness to send their children to schools, but they said that they are not able to motivate them to go to schools. They requested the volunteer teachers to help them in motivating children for regularly going schools.

Free Health camp

Date 21.4.2007 Venue School of Creative Learning, Nargada, Patna Main Points of Learning Children of underprivileged require special care inrespect of their health.

Meeting of Stakeholders

Date 3.6.2007 Venue School of Creative Learning, Nargada, Patna

Main resource persons

Sri Vijoy Prakash, Principal Secretary, Social Welfare Cum Executive President, APCL

Prof Shailendra Kumar Srivastva, Chairperson, Creative Learning Foundation

Sri Ajit Kumar Singh, Micro nutrient Initiative Sri Anil Kumar Sinha, Subdivisional Welfare Officer Smt Badami Devi, Mukhia, Jamsaut Panchayat Smt Rashmi Singh, CDPO, Danapur Dr Mridula Prakash, Programme Coordinator Sri Akhil Chandra Mishra, Actionaid India Sri Santosh Kumar, Field Officer

Participants

Parents, school teachers, Panchayat Raj representatives,

Shabari Ashram volunteers and learners, important persons of Jamsaut Panchayat.





Highlights

The meeting started with the welcome address by Dr Mridula Prakash. She highlighted the salient features of the programme.

It was followed by presentations by different Creative Learning Centres (CLCs). As the children were getting an opportunity to present themselves on the stage for the first time some of them had hesitation but all of them had great enthusiasm. Parents were also enthused to see the performance of their wards.

Thereafter, Sri Santosh Kumar, field officer made a presentation on his experiences of CLCs with the villagers.

Sri Akhil Chandra Mishra highlighted the importance of making schools effective. Gradually, we should try to ensure that the schools perform their jobs in such way that they achieve their assigned role. Particularly, we should ensure that the underprivilged get their due share.

Sri Vijoy Prakash said that we have to make specific interventions at community level so that underprivileged community get ready for better participation and success in the educational programmes.

Prof Shailendra Kumar Srivastva highlighted the importance of the Shabari Ashrams or CLCs and said that we have to work a lot for development of relevant materials pertaining to the needs of underprivileged community.

Smt Badami Devi, Mukhia, Jamsaut Panchayat sang a beautiful song to motivate children to go to school.

Sri Ajit Kumar Singh, Micro nutrient Initiative, said that the experiment is quite successful as it is using the local materials for the development of TLMs.

Smt Rashmi Singh, CDPO, Danapur said that she had been observing the changes in the face of the partcipating children.

Sri Anil Kumar Sinha, Subdivisional Welfare Officer also highlighted the importance of using local materials and games in the teaching learning process for better participation of Underprivileged children.

Different stakeholders discussed the issues and suggested points for our learning.

What did we learn?

Education is a complex system where parents, teachers, peers and materials play equally important role. So all have to be made efficient for making learning system effective.

As the community of underprivileged have very poor educational interaction base, there is a need to supplement through proper intervention to make due compensation.

Children have to be given opportunity for participation and presentation at different fora. This would enhance their capacity for speaking.



Workshop on the Role of Vidyalaya Siksha Samiti in the Education of underprivileged

Date

18.8.07

Venue

School of Creative Learning, Nargada, Danapur, Patna

Main Resource Persons

Sri Vijoy Prakash, Principal Secretary, Social Welfare Cum Executive President, APCL

Prof Shailendra Kumar Srivastva, Chairperson, Creative Learning Foundation

Sri Ajit Kumar Singh, Micro nutrient Initiative

Sri Anil Kumar Sinha, Subdivisional Welfare Officer

Smt Badami Devi, Mukhia, Jamsaut Panchayat

Smt Rashmi Singh, CDPO, Danapur

Dr Mridula Prakash, Programme Coordinator

Participants

Secretary, President and members of VSSs of Danapur Block

What did we learn?

Vidyalaya Siksha Samiti has a major role in ensuring right to education. They should take full charge of admitting all children to school and ensuring their retention.

VSS should play the role of guiding and supervising the school activities.



VSS is the vital link between school and society. They exercise control over the school on behalf of society.

Participants were of the view that most of the Shiksha Samities are defunct. We must prepare the list of functional and non-functional Samities and the non-functional Samitis should be made functional. Frequency of meetings should be assessed and participation and issues discussed in them should be studied.

There has to be a training programme for Siksha Samiti members.

Chairperson of Siksha Samiti of Sheopalganj Chamartoli said that he had been trying to get the building for the school constructed. The land has also been identified at Sheopalganj Chamartoli Graveyard but the building is not being constructed as the land is recorded as graveyard although it is not being used as graveyard by society.

Danapur school is running in the verandah of temple.

Financial transparency has to be maintained in the functioning of the system.

There are many schools running in temporary shelters. A list of such schools should be prepared and the construction of the school should be taken up with the district authorities.

It was suggested that more and more creche be opened to avoid drop outs as many children won't have

to stay back at home to take care of siblings.

Panchayat Sachiva needs to be trained in the issues related to education. Panchayat secretariat needs to be strengthened.

The VEC is a statutory body. It is not constituted on the basis of interest in education. So a Salahkar samiti may be constituted by the HM to render advice in the academic activities. This would also give ownership of academic activities of school to community.

Free textbooks are being given only to SC/ST children and girls. There is non availability of text books in the market for other children. So, other children are not getting any books.

Pre-schools (AWC) should be linked with primary schools. The VEC should monitor whether all children of AWC are admitted to school or not.

Primary schools to be made more child centric as underprivileged children do not find the learning to be relevant and interesting.

Regular health programme to be undertaken in primary schools as many children are not attending schools due to health reasons.

Get up and participation of children has to be improved by the intervention of CLCs .

One teacher suggested that Local bags of cement should be used for sitting purposes.

It was suggested that Low cost materials may be used for Physical education. Ropes, bricks, cement bags, tyres, etc. may be used for this purpose.

Workshop on the Role of teachers in the Education of underprivileged Date

19.8.07

Venue

School of Creative Learning, Nargada, Danapur, Patna

Main Resource Persons

Sri Vijoy Prakash, Principal Secretary, Social Welfare Cum Executive President, APCL Sri Sanjay Sinha, Regional Director, National Institute of Open Schooling Prof Shailendra Kumar Srivastava, Chairperson, Creative Learning Foundation Smt Badami Devi, Mukhia, Jamsaut Panchayat Dr Amitabh Kumar, Central Government Health Services

Dr Mridula Prakash, Programme Coordinator Sri Maha Kant Jha, Retd. Cooperative Worker



Participants

Teachers of Elementary Schools of Danapur Block

What did we learn?

Teachers are the main pillars of any movement to ensure right to education. Their main role lies in ensuring admission of all children of the area. They also have major role in ensuring retention and success to all children particularly of underprivileged section.

They should behave in such a fashion and ensure an enabling environment inside and outside classroom so that underprivileged do not feel excluded.

Use of sticks in the school should be banned completely.

Free textbook are not available in the schools on time. There are some complaints of charging transportation fees from the children. Although free textbooks are given to SC/ST and girl students it is not given to other students so they feel lot of difficulty.



Role models should be found from the under-

privileged section of society. Person like Dasarath Manjhi should be developed as role models. They should be brought in the curricular framework.

It was also recommended that mythological characters like Shabari should be fully studied and songs, plays, stories and dances should be developed. Her stories should form theme of co-curricular activities of the school.

School should not be seen as a workshop. It is a place of vibrant participatory activities.

Teachers see VSS members as adversaries. There is a need to develop better relationship beween members of VSS and teachers. There is a need to orient VSS and teachers so that they can develop better understanding.



SC and women teachers may facilitate the movement.

There is a need to develop village ethos. A village Geet to be developed keeping in mind the history of the village.

Village history of all villages should be written. This would help in developing self respect to the villagers.

We must develop a system in which dignity of individual, groups and vocations can be ensured. We

must promote dignity (Samman), cooperation (Sahayog) and love (Souhard) in the society.

Teachers are being involved in non-teaching work to a large extent. There is a need to develop organisation which can perform these non-teaching works so that teachers are free to perform their work efficiently.

There is greater role of National Institute of Open Schooling(NIOS) in teaching of underprivileged. Role of NIOS in this regard would be very important. It can have major role in containing drop outs. So called failures can also take examination through NIOS.

As many children do not come to school because they do not see it as a means to be empowered to get employment. More and more vocational education should be promoted so that underprivileged get opportunity of employment. Right of education must empower a person to be able to realise right to employment.

Workshop on the Role of Panchayati Raj Functionaries

Date

2.10.07

Venue

School of Creative Learning, Nargada, Danapur, Patna

Main Resource Persons

Sri Arun Kumar Singh, PAG, Bihar

Dr Deepak Prasad, Secreatary, Panchayati Raj, Govt. of Bihar

Mr. Vijoy Prakash, Principal

Secreatary, Social Welfare Cum Executive President, APCL Prof Shailendra Kumar Srivastva Smt Badami Devi, Mukhia, Jamsaut Panchayat Sri Anil Kumar Sinha, SWO, Danapur Block Development Officer, Danapur Sri Om Prakash, PRIYA Sri Onkar, SANSARG Sri Ajit Kumar Singh, Micronutrient Initiative Smt Rashmi Singh, CDPO, Danapur

Participants

Mukhia, Up-Mukhia, Ward Commis-



sioners/members, Sarpanch, Block level officials of education department, Block Development Officer, Child Development Project Officer

What did we learn?

Ms Kritika welcomed the guests. Prof Shailendra Kumar Srivastva presided the meeting. Sri Arun Kumar Singh, PAG, Bihar said that if drop out and children not attending schools are separately groomed in a residential set up they can easily make up and join mainstream school education.

Dr Deepak Prasad, Secreatary, Panchayati Raj, Govt. of Bihar said that in the new Panchayati Raj bodies should be evolved as an agent of governance. Panchayat should take charge of total development of the village and develop systems for self governance.

They should implement the schemes creatively. In fact, linking creative activities with the educational processes can be a good way of ensuring participation of underprivileged section with education system. This can be the only way to ensure right of education to these children. Panchayts should not only ensure that rights are given to people they should also ensure that they perform their duties well. Panchyats have a major role in ensuring development with equity in society.

Sri Vijoy Prakash, Principal Secretary, Social Welfare said that underprivileged have different abilities and we must change our learning system to develop their abilities. We have found that children of Musahar community have excellent ability to make terrakota toys. They also have rhythmic and kinaesthetic abilities. If we can fine-tune our learning system to take care of these abilities we can ensure their better participation and achievement in learning system. He also said that these children have great ability to handle small animals like rats, frogs, snakes, pigs, cows and buffaloes. They can also be groomed to develop their small farms which can have great market potential. Talking about animal poisons he said that there is great export potential of poisons of snakes, bees, spiders, etc. In fact, we have made our world in such a way that only skills of middle class find better market. That's why even learning systems are heavily loaded in favour of middle class skills and values. If we can develop systems where skills of underprivileged sections of society are properly developed into marketable skills, then we can ensure better earnings for underprivileged sections. Underpriviged sections are underprivilged because their skills are not properly recognised by society and also because these skills have not been developed into marketable skills.

Panchayats have a great role in making this transition.

Smt Badami Devi, Mukhia, Jamsaut Panchayat narrated the difficulties faced by a public representative. Sri Anil Kumar Sinha, SWO, Danapur said that panchayati raj has a major role in creating environment for realising education for right to all. It can play a major role in motivating underprivileged to send their children to school.

BDO, Danapur said that they have already taken steps to make Danapur Block as a model block. They have already organised a training programme of Panchayati Raj functionaries and identified villages and functions which would be undertaken in the village.

Sri Om Prakash, PRIYA outlined the evolution of Panchayats in the country. In India in 1832 official records mention that each village worked like a government. It used to work in total autonomy and

tried to resolve the internal problems themselves. This spirit should be used for making panchyats vibrant. They should take active part in ensuring total enrolment and retention. They should also take active part in curricular planning of the schools.

Sri Onkar, SANSARG said that if children are taught through constructive way they own the whole system.

Sri Ajit Kumar Singh, MI outlined the indicators for assessing the performance of the panchayats. Thanking the participants he said that the success of the programme can be gauzed from the fact that many panchayats now want to have similar programmes in their areas.

An exhibition was organised to display the items prepared by the learners of CLC. The materials of terracotta were really excellent.

Staff Meetings

Date

29.4.2007 5.7.07, 6.7.07, 7.7.07, 25.8.07, 8.9.07, 11.9.07, 22.9.07, 29.9.07, 6.10.'07 &13.10.'07 to discuss various coordination issues.

Venue

School of Creative Learning, Nargada, Patna

Main Points of Learning

Regular staff meetings are useful instrument of monitoring. Many issues- administartive and academic were solved out in the meeting.

Advocacy meeting with govt. functionaries, teachers and other stakeholders

Date

25.12.07

Venue

A N Sinha Institute of Social Sciences

Main Resource Persons

Sri Sachchidanand, Ex Director, ANSinha Institute, Bihar Sri MN Karna, Ex Director, ANSinha Institute, Bihar Dr. Shamshad Hussain, Ex. Vice Chancellor, Magadh University

Sri Rajesh Bhushan, Secretary, Public Relations cum Director, Bihar Education Project, Govt. of Bihar Sri Vijoy Prakash, Principal Secretary, Social Welfare, Bihar Cum Executive President, APCL Sri Akhil Chandra Mishra, Actionaid India



Prof. Shailendra Kumar Shrivastava, Chairperson, Creative Learning Foundation Sri AK Pandey, Bihar Education Project Sri Shyamanand Chaudhary, Bihar Public Service Commission Sri Binodanand Jha, Human Resources Department, Govt of Bihar Sri Anil Kumar Sinha, SWO, Danapur Sri Ajit Kumar Singh, Micronutrient Initiative Smt Rashmi Singh, CDPO, Danapur Dr Mridula Prakash, Programme Coordinator

Participants

State level officials of Bihar government, Bihar Education Project, Eminent educationists, Voluntary agencies, Panchayati Raj workers, Elementary Education teachers, Shabari Ashram volunteers and children.

What did we learn?

The meeting started with the song sung by the children and volunteer teachers of Shabari Ashram '*He Mushar Tumhen Pranam*' composed by Mr. Vijoy Prakash.

Mr. Vijoy Prakash made a brief presentation



on the issues involved in the education of underprivileged. He pointed out that recognition and development of creative skills of underprivileged is the best means of their empowerment. Experiences at Jamsaut Panchayat has shown that children of underprivileged community have very high natural, rhythmic, kinesthetic, interpersonal and spatial intelligence. In fact, we found that the children of these communities are very skilled at making toys of terracota, leaves, paper etc. Therefore, if underprivileged are taught using their self-made terracota toys their learning would be faster and durable. Every success in learning motivates a person to learn more and more, whereas every failure retards the process of learning. So opportunity should be found to provide platform to display their creative abilities and method should be designed to recognise these creative activities. This would enhance the urge for learning more and more and their learning performance would be better. He added that Shabari Ashram can be used for providing a forum for providing such motivating environment.

Prof. Shailendra Kumar Srivastava made an elaborate presentation on the Survey conducted in Jamsaut Panchayat. He said that we have to evolve some parameters for understanding the status of educational rights of a society. He said that following parameters have been evolved for studying status of educational rights.

Literacy Level of education Years spent in schooling Personal educational right index Rate of non- schooling Community school educational index Percentage of first generation learners

He presented a detailed report on the educational survey of Jamsaut Panchayat. He also made a presentation on the reasons of non enrolment, absence and drop out of children as found during the survey. Later Mr. Vijoy Prakash made a detailed report on the right to education initiative taken by APCL in Jamsaut Panchayat.

Presentations were followed by very elaborate discussions.

Participants appreciated that songs in praise of downtrodden community is a great beginning. Such songs should be composed for other communities also.

Education should be used not only for living, but for living with dignity.

The skills of underprivileged should be studied.

It should be studied as to how second generation learners are behaving in respect of extending support to their children. It should be compared to how first generation learners are performing their role.

Participants suggested that the impact of government facilities should be studied.

There is also need to study the skills of underprivileged section of society.

It was also felt that there is a need to change the thinking of privileged section of society so that they can display better sense of relationship.

There is also a necessity to change the stereotypes of underprivileged sections of society. The image of the mythological characters, animals, professions etc related to underprivileged sections needs to be enhanced.

It was also suggested that the positive image of activities of underprivileged sections should be enhanced. The negative aspects, whether of past or present, should not be highlighted.

Steps should be taken for psychological empowerment of people. This can be done by properly giving importance to dignity of labour.

It was decided to develop vulnerability index

for people, Tola, school and community.

We have to develop separate strategy for different vulnerable groups.

Running of CLCs

Creative Learning Centres or Shabari Ashrams were the main intervention for ensuring right to education. These centres worked as a link between school and family. It also worked as a centre for strengthening informal learning sys-



tem in the community. It was also used to identify the intelligence pattern of the children and use it for designing activities which can motivate children towards learning.

The Creative Learning Centres were run at following 7 places.

Jamsaut Musahari Khagari Musahari Sikandarpur Musahari Nargada Chamartoli Dhibara Chamartoli Mathiapur School of Creative Learning



The centres were run at all places on monday to friday, while on saturday all children gathered at School of Creative Learning where common activities were undertaken. Every day the centres were run for four hours. There was one volunteer teacher at each centre who co-ordinated the work of that centre.

In the course of interactions with the learners it was learnt that the children are very much comfortable with making various toys of clay. They were asked to make as many items as possible of clay. They are also good at singing, acting, etc. We had developed activities and games related to singing and kinesthetic activities. However, talent in clay modeling by these children has given new hope for using clay modeling in learning activities. So we must use these talents for making entry with these children. It can also be used in developing pedagogy relevant for the psychology of underpriviledged. We also took photograph of different scenes from the village and showed them to the children and discussed about various social and economic issues. This was also found to be quite popular among the children. We also took photographs of the terracotta materials prepared by to the children. In fact, children were quite excited to see their terracota products in photographs.

We also took their photographs through digital camera and showed it to them. It was a good method to break ice and the barrier of hesitation was immediately broken. Children and even elders were quite eager to see their own faces and immediately gathered around the camera. These photographs are a good point for starting discussion.

Govt School Environment Improvement activities

Aim: To develop school environment for promotion of learning particularly from the point of view of under-privileged.

Activity: In the school improvement programme, various slogans and designs were created which could be written



on walls and used for learning purposes. Following slogans and pictures were created in the process.

अक्षर यंत्र (Akshar Yantra) अल्फाग्राम (Alphagram) संख्या यंत्र (Sankhya Yantra) गणित यंत्र (Ganit Yantra) अंक सीढ़ी (Ank Sidhi) भूमि स्केल (Scale) दिवाल स्केल (Wall Scale) वसुधैव कुटुम्बकम (Vasudhaiva Kutumbakam) हम तुम्हारे लिए तुम हमारे लिए (Ham Tumhare Liye Tum Hamare Liye)

हमारे पेशे

में मरे जानवरो का दुर्गंध इसलिए सहता हूँ ताकि सबके पैरों को आराम दे सकूँ।

में गंदे पानी में भी इसलिए काम करता हूँ ताकि लोगों को साफ कपड़े पहना सकूँ।

मैं गंदगी का सामना इसलिए करता हूँ ताकि लोगों को निरोग रख सकूँ। मैं मिट्टी कोड़ने में शरीर इसलिए लगाता हूँ ताकि सभी को खाना दिला सकूँ।

में मोमबत्ती की तरह इसलिए शरीर जलाता हूँ ताकि सभी को ज्ञान से प्रकाशित कर सकूँ।

हमारे पशु घूम–घूम कर करे सफाई। सबसे प्यारा सूअर भाई।।

गाय, भैंस और बकरी। चलाए जीवन की चकरी।।

कुत्ता घर का चौकीदार। सूँघ–सूँघ करे होशियार ।।

खाए कचड़ा उगले खाद। इससे होता खेत आबाद ।।

मुर्गा बोले कुकडूँ कू। मैं जागा, तू सोया क्यूँ? हुआ सबेरा उठ जा तू।।





- अपर चट्ना

क्रियेटिवलर्निंग

नीचे उतरना

These were written on the walls of the schools as per availability of space. It was extremely effective as they provided prompts for learning the values and concerns of interdependence in society. They also highlighted the importance of the animals and vocations related to underprivileged sections of society.

Bal Mela (Exhibition and Cultural display)



Aim: To provide a forum where children can display their creative abilities **Date**: 4.11.'07

Main participants:



Sri Vinay Ohdar, Actionaid India Sri Vijoy Prakash, Principal Secretary, Social Welfare, Bihar Cum Executive President, APCL Prof Shailendra Kumar Shrivastava, Chairperson, Creative Learning Foundation Sri Ajit Kumar Singh, Micronutrient Initiative Sri Raffe, Micronutrient Initiative Dr Mridula Prakash, Programme Coordinator **Activities**: Exhibition of the products created by children of CLC

Gharonda and Aripan Exhibition Cultural display by the children

Highlights

As we had found that children had very good skills of

making toys with clay, leaves, paper and sticks, they were given opportunity for making various toys on

their own. Further, they were also asked to write their own names, names of their product, CLCs, uses, etc. Some of them could also draw and write. So, they were asked to draw a sketch of their product, write their names and its uses on a paper.

Each CLC was given a place where the products of its children were displayed. Children were also asked to explain their product.

The parents and guardians turned out in large number to see the creations of their children.

The children made a nice cultural display also.



Particularly a play written by the children and the volunteer teacher Ms. Gayatri on the difficulties faced by children was remarkable.

Awards were given for various group activities and display.

The best CLC award was given to Dhibara CLC.

Mr. Vinay Ohdar, appreciated the efforts made to organise the Mela and said that the method used at CLC gives a new beginning in the field of ensuring rights of underprivileged. There is a need to replicate the efforts on wider scale.

What did we learn?

Children of underprivileged sections of society have great kinesthetic ability and this ability can be used as initiation point for learning activities.

Bal Mela is a good occasion, which can be used as a motivator.

Bal Mela (Khel Pratiyogita)

Aim: To provide a forum where children can display their kinesthetic abilities

Date: 12.12.'07

Main games

Following games were selected on the basis of games and activities played by children.

Gulli Danda Tyre Race Balancing the book Spoon Marble Bouncing the ball Race

Maths Race

Toffee Race

The children were given certificates for their achievement.

What did we learn?

It was found that children turned out in largest number to participate in these games. As the games were familiar, they had better chance of displaying their creative abilities.

The games should be chosen so as to include the traditional and conventional games played.





Bal Mulyankan Mela

Aim: To provide a forum where children can be evaluated **Date**: 15.12.'07

Activities: Evaluation of children through games and activities

Display of products of children Floor games Ti- Ti Kabaddi Marble games Card games for evaluation of reading and writing Preparation of evaluation card

Main guests

Sri Akhil Chandra Mishra, Actionaid India

Sri Vijoy Prakash, Principal Secretary, Social Welfare,

Bihar Cum Executive President, APCL



Prof Shailendra Kumar Shrivastava, Chairperson, Creative Learning Foundation

Sri Ajit Kumar Singh, Micronutrient Initiative

Dr Mridula Prakash, Programme Coordinator

What did we learn?

Children perform best in an informal environment.

Pupil evaluation should be done in an informal environment through their normal routine.

Way Forward

We have learnt that the right to education can be realised to underprivileged only with the help of proper intervention at community and school level. Further, it would also require supplementation at the individual level based on the aptitude and intelligence pattern. We have to work at enhancing educational infrastructure at both physical and non physical level. In the next step we have to work more for making schools effective by making appropriate intervention at school and community level. At school level there is a need to work for operationalising VEC, PTA and Panchayati Raj bodies. Simultaneously we have to work for child tracking also.





शबरी आश्रम (क्रिएटिव लर्निंग सेंटर) मूल्यांकन कार्ड

नाम

क्रमांक

केन्द्र वर्ष

	ग्रेड
हिन्दी	
बोलना	
अपना नाम बोल सकता है	
कविता बोल सकता है	
कहानी बोल सकता है	
लिखना	
वर्ण लिख सकता है	
शब्द लिख सकता है	
अंक लिख सकता है	
वाक्य लिख सकता है	
पढ़ना	
वर्ण पढ़ सकता है	
ककहरा पढ़ सकता है	
शब्द पढ़ सकता है	
वाक्य पढ़ सकता है	
अनुच्छेद पढ़ सकता है	
हिसाब	
बड़ा – छोटा बता सकता है	
ऊँचा – नीचा बता सकता है	
लंबा – छोटा / नाटा बता सकता है	
अधिक – कम बता सकता है	
मोटा – पतला बता सकता है	
नजदीक – दूर बता सकता है	
गिन सकता है (1—10)	
सीधी गिनती (1–10) कर सकता है	
उल्टी गिनती (10–1) कर सकता है	
शून्य की अवधारणा समझता है	
एक अंक का जोड़ कर सकता है	
एक अंक का घटाव कर सकता है	
एक अंक का गुणा कर सकता है	
स्थानीय मान (दो अंक) बता सकता है	

प्रमाणित किया जाता है कि श्री∕सुश्री. प्रतियोगिता में भाग लेकर प्रथम / द्वितीय / तृतीय पिता श्री शबरी आश्रम, प्राचार्या स्कूल ऑफ क्रिएटिव लर्निंग (क्रिएटिव लर्निंग सेंटर शबरी आश्रम नरगदा, दानापुर, पटना प्रमाण पत्र स्वयंसेविका शिक्षिका स्थान प्राप्त किया ন∖

Broadstreaming of Education for Underprivileged in Jamsaut Panchayat



Final Report



2007

Association for Promotion of Creative Learning























































