

# **Making Schools Functional**

**Final Report  
2008**

**Association for Promotion of Creative Learning  
Patna  
[www.creativelearning.in](http://www.creativelearning.in)**

## **Final Report**

### **Name of the Project**

Making schools functional

### **Implementing Agency**

Association for Promotion of Creative Learning

### **Date of start**

1.1.2008

### **Date of Completion**

31.12.08



## Major Activities

Following activities were organised:

### Workshop for development of materials for making schools functional

#### Aim

To conduct workshops for development of indicators for a functional school, child tracking system, method for listing of educationally vulnerable family/children, indicators of functional Vidyalaya Siksha Samiti, indicators of educationally functional panchayat, Method for Participatory Rural Appraisal of education, Methods of budget tracking at School level, Social audit, Improvement of school environment, etc

#### Date

9.2.'08 (12 persons)

10.2.'08(22persons)

12.2.'08(14persons)

17.2.'08(11 persons)

11.3.'08 (8 persons)

#### Venue

School of Creative Learning, Nargada

#### Activity

The workshop was conducted for developing the indicators of the functional school. A child tracking system was prepared. It had following components.

*Bal Pryavekshan Vivarani* Format

*Prabhavi Schoolan Masik Padank Paryavekshan* format

Guidelines for filling Bal Pryavekshan Vivarani Format

Guidelines for filling Prabhavi Schoolan Masik Padank Paryavekshan format

Excel sheet preparation for making entry of the data in the computers.

The role of Panchayati raj in making school functional

Role of *Vidyalaya Siksha Samiti* in making school functional





## Vidyalaya Chalo Abhiyan

### Aim

To conduct Vidyalaya Chalo Abhiyan by Prabhat Pheri, house marking, etc in the beginning of the academic year to ensure that all children of the Panchayat are admitted to school.

### Date

9.3.'08

10.3.'08

14.3.'08

15.3.'08

### Activity

Vidyalaya Chalo Abhiyan was planned with the preparation of slogans. Children of school of Creative Learning and Shabari Ashrams were involved in the process of creation of slogans. Slogans were written on the placards by the children.



Following areas were covered during the campaign.

9.3.'08 Murarchak to Khagari Nargada, Sikandarpur, Chamartoli Nargada,

10.3.'08 Mathiapur, Dhibara

Gayatri Kumari, Rita Kumari, Asha Kumari, Chandravati, Rinku Devi, Manoj Kumar, Arvind Kumar, Durgesh Kumar Das led the programme.

About 200 children participated in the programme.

Some of the new slogans raised were

सूअर भी चराएँगे

फिर भी स्कूल जाएँगे

मइया हमको पढ़ना है

अब तो आगे बढ़ना है

आधी रोटी खाएँगे

फिर भी स्कूल जाएँगे

खूशबू हर फूल में

हर बच्चा स्कूल में



### What did we learn?

We learnt that Prabhat pheri is an important method of raising consciousness in society.

## Saras Hori

### Aim

To make people aware about the adverse issues related to celebration of Holi festival

To make people aware about not bunt wood but burn only waste during Holika dahan



## Date

14.3.'08 and 15.3.'08

## Activities

On 14.3.'08 & 15.3.'08 **Saras Hori** was planned. This was an interesting exercise where Vidyalaya Chalo Abhiyan was coupled with reforms in the malpractices in cultural festivals. Here children created slogans for proper celebration of Holi and Holika dahan. Both issues of Vidyalaya Chalo and Holi celebration was combined.

Some of the slogans were

होली में कचड़ा जलाएँ,  
लकड़ी नहीं

रंग खेलें गुलाल खेलें  
स्कूल जाना कभी न भूलें

होली हैं रंगों की बहार  
न कि कीचड़ का त्योहार

रंग लगाओ प्यार से  
बचो रंज तकरार से

होली की उमंग  
प्राकृतिक रंग के संग

घर घर की है एक ही उक्ति  
होली में नशाखोरी से मुक्ति

सरस होरी  
सुन्दर होरी

होली खेलो ढंग से  
केवल प्राकृतिक रंग से

होली में सब मिलो गले  
नहीं किसी से शिकवे और गिले

हम सब से अब करो ये वादा  
मिटाओ मन से बुरा इरादा

होली है सद्भावना का खेल  
बेर हटाओ, बढ़ाओ मेल

हम सबका है एक ही नारा  
होली में हो भाईचारा

होली खेलो ढंग से  
केवल प्राकृतिक रंग से



अच्छे बच्चे की यही पहचान  
सबको दे आदर और सम्मान

Gayatri Kumari, Rita Kumari, Asha Kumari, Chandravati, Rinku Devi, Manoj Kumar, Arvind Kumar, Durgesh Kumar Das led the programme.

About 200 children participated in the function. They moved through the area and continuously shouted the slogans.

### **What did we learn?**

Children find great interest in Prabhat pheri. Raising slogans by moving on roads makes people conscious and they ask several questions about the slogans.

Children were also seen discussing the issues among themselves after the Prabhat pheri.

A change in behaviour was also observed among children as some children said that they did not cut trees for Holika Dahan.

### **Community meetings**

#### **Aim**

To sensitise parents and other community members about the working of school and their role in learning process of the child. Such meetings would be held frequently so that parents can be made aware about the problems of the child and take appropriate remedial measures. PRA techniques would be used to analyse the situation of the village.

#### **Date & Venue**

Date	No. of Participants	Venue
18.3.08	44	Mathiapur
19.3.08	49	Dhibara
	57	Sikandarpur
20.3.08	46	Nargada Chamartoli
29.3.08	49	Khagari Musahari
30.3.08	49	Jamsaut Musahari
12.5.08	35	Mathiapur
13.5.08	50	Sikandarpur
14.5.08	47	Dhibara
15.5.08	45	Nargada
16.5.08	60	Jamsaut
17.5.08	35	Khagari
23.7.08	30	Sikandarpur
24.7.08	40	Dhibara
25.7.08	50	Nargada
29.7.08	18	Khagari
31.7.08	28	Jamsaut
1.8.08	30	Mathiapur

#### **Activity**

Community meetings were organised in the above areas. It was well attended and the parents took lot of interest in the academic activities of the children. Some of the parents still raise the question as to what is the benefit of sending children to school. They feel that it is much better if they are sent for collection of food or fodder. These meetings are good occasions to convince them about the importance of education.

The details of the Bal Mela was also discussed with the parents. They were persuaded to guide and advise children in the preparation of models and also for providing dresses for their children in the cultural programme.

### **Aripan in community**

#### **Aim**

To popularise Aripan for community activation

#### **Date**

25.10.08

#### **Venue**

Shabari Ashrams, Jamsaut

Shabari Ashrams, Mathiapur

Shabari Ashrams, Khagari

Shabari Ashrams, Dhibara

Shabari Ashrams, Sikandarpur

Shabari Ashrams, Nargada

#### **Activity**

To draw Aripan in the community on the eve of Deepavali

During survey last year we had found that underprivileged children have less exposure to paintings or anything written. It has also been found that children do not popularly adopt learning particularly writing.

With this end in view Aripan was drawn on all Shabari Ashrams. It was found to be quite popular as people showed interest in these activities.



### **Shabari Ashram or Creative Learning Centre (CLC) for vulnerable children**

To meet out of school the learning needs of vulnerable children 6 CLCs would be run in the underprivileged section. It would also be used to track the vulnerable children and supplement and complement the learning of underprivileged.

Centres were started at the following centres

Mathiapur

Dhibara

Sikandarpur

Nargada Chamartoli

Khagari Musahari

Jamsaut Musahari

The centre were started from 1.1.08.

#### **Staff meeting**

Monthly staff meetings of the community mobilisation programme.

#### **Date**

16.2.08            9 persons

11.3.08           11 persons

20.4.08           12 persons

10.5.08           14 persons





14.6.08	12 persons
5.7.08	9 persons
19.7.08	9 persons
26.7.08	8 persons
2.8.08	9 persons
9.8.08	9 persons
23.8.08	13 persons
30.8.08	10 persons
6.9.08	7 persons
27.9.08	12 persons
15.11.08	7 persons
21.11.08	7 persons
25.12.08	17 persons

### **Training of Community mobilisers**

#### **Aim**

To train the community mobilisers in the techniques of making school functional

#### **Date**

30.4.08 to 4.5.08

#### **Venue**

School of Creative Learning, Nargada

#### **Participants**

Community mobilisers of Shabari Ashrams

30.4.08	13 persons
1.5.'08	13 persons
2.5.08	14 persons
3.5.08	14 persons
4.5.08	14 persons

#### **Resource Persons**

Mr. Vijoy Prakash, Principal Secretary, Social Welfare, Bihar

Prof. Shailendra Kumar Srivastava, Chairperson, CLF

Mr. Sanjay Kumar Sinha, Regional Director, National Institute of Open Schooling

Mr. Mukul Verma, TV activist

Dr. Mridula Prakash, Programme Coordinator

#### **Activities**

The community mobilisers were trained in the use of following formats.

*Bal Paryavekshan Vivarani* Format

*Prabhavi Schoolan Masik Padank Paryavekshan* format

Guidelines for filling *Bal Paryavekshan Vivarani* Format

Guidelines for filling *Prabhavi Schoolan Masik Padank Paryavekshan* format

They were also explained how they have to solicit required information from them. They were also explained how they should behave with the school functionaries. In fact, they were requested not to make any comment

It was also discussed how we have to empower panchayat functionaries so that they can discharge their duties well. In this connection a report card was developed which can be used for assessment of development of progress of school in the field of making them functional. This format would be used for ensuring the presentation of the school in Panchayat Siksha Sammelan.

Participants suggested that it would be desirable to empower Panchayat functionaries so that they can effectively monitor the progress of the schools.

The role of *Vidyalaya Siksha Samiti* in making school functional was also discussed. It was seen that new Vidyalaya Siksha Samiti Act has been promulgated and as such the Samities are not properly functional.

The nature of interventions in the community in the form of Shabari Ashrams were also discussed.

The community mobilisers were also asked to maintain daily diary. The issues related to their maintenance also discussed.

The community mobilisers were also asked to prepare profile of the learners, particularly of vulnerable section of society and keep regular contact with them so that they can be motivated to take part in the learning process.

### **Workshop on the Role of Vidyalaya Siksha Samiti**

#### **Aim**

To discuss the role of Vidyalaya Siksha Samities and empower them so that they can discharge their role effectively

#### **Date**

31.5.08

#### **Venue**

School of Creative Learning, Nargada

#### **Participants**

45 persons

#### **Main Resource Persons**

Mr. Ishwar Chandra Kumar, IAS(Retd)

Mr. Rabi Shankar Sinha, Chief Eng(Retd)

Sri Ram Bahadur Yadav, IAS(Retd)

Sri CPN Singh, BEEO(Retd)

Smt Badamo Devi, Mukhia, Jamsaut Gram Panchayat

Mr. Vijoy Prakash, Principal Secretary, Social Welfare, Bihar

Prof. Shailendra Kumar Srivastava, Chairperson, CLF

Mr Ajit Kumar Singh, Micronutrient Initiative

Dr. Mridula Prakash, Programme Coordinator

#### **Activity**

Exhibition of materials of children of Shabari Ashrams was undertaken. It was heartening to see how children were motivated and how they have started attending such functions in large number. Their display particularly

their terracotta work was really amazing. The exhibition was displayed for each Shabari Ashrams separately. Participants of the workshops were taken around the exhibition.

Cultural programme of the children of the underprivileged children of different schools was organised.

Sri CPN Singh lauded the effort of the organisation and said that the experiments needs to be replicated on a large scale.

Mr Ishwar Chandra Kumar said that the schools should try to promote Prayer(Prarthana), Studies(Adhyayan), Cleanliness(Safai), Service(Sewa) and Love(Prem). He emphasized that we should also teach English to the common people so that they can take advantage of the modern occupations.

After deliberations it transpired that

- VECs are not constituted in the schools as new act has been promulgated for constitution of VEC in the state. Under this act VECs are to be constituted by a separately constituted election commission. This commission has not yet started functioning. Hence, many VECs are not functioning. This has caused hinderance in the supply of midday meals, as midday meals are being supplied only through the VECs. There is a need to take up this issue and make alternative arrangement for the purpose.
- As VECs are not fully functional, the construction work is also hampered.
- Most of the VEC members are not interested in their job. They do not know their job description also. There is a need to make an elaborate training programme for enhancing their capacity.
- However, for this training module etc has also to be prepared.
- There is also a need to develop module for working of VEC.

## **Panchayat Prathmik Siksha Sammelan**

### **Aim**

To empower Panchayati Raj bodies to discharge its role in respect of elementary education

To make schools accountable to Panchayti Raj bodies

To bring transparency in the functioning of school system

### **Date**

4.7.08

### **Venue**

School of Creative Learning, Nargada

### **Main Participants**

Sri Kuber Nath Singh, Dy Collector Land Reforms, Danapur

Sri Bardiar, Block Development Officer, Danapur

Ms. Nilu Verma, Block Education Extention Officer, Danapur

Smt Badamo Devi, Mukhia, Jamsaut Gram Panchayat

Mr. Vijoy Prakash, Principal Secretary, Social Welfare, Bihar

Prof. Shailendra Kumar Srivastava, Chairperson, CLF

Prof Sameer Verma, Veer Kunwar Singh University

Mr Sumit Kumar, Unicef Consultant

Sri Anil Kumar Sinha, Subdivisional Welfare Officer



Mr Ajit Kumar Singh, Micronutrient Initiative  
Dr. Mridula Prakash, Programme Coordinator

### **Total participants**

107

### **Students**

150

### **Activity**

We have realised that unless we empower Panchayats by making them capable in discharging their duties related to Elementary Education as enshrined in constitution we cannot achieve the goal making the schools functional. In fact, due to sheer ignorance Panchayats remain dormant. In this connection it was decided to use the platform of Panchayats to ensure accountability of schools and school teachers. It was thus decided to hold a Panchayat Prathmik Siksha Sammelan in collaboration with Jamsaut Panchayat. Mukhiya Smt Badamo Devi agreed to issue invitation letter for the Sammelan. She was also asked to circulate a format for report card for the presentation of the schools.

It was also decided to distribute scholarship in the Sammelan so that its timely distribution could be ensured.

Smt Badamo Devi welcomed the guests. She said that it was a great honour that the Sammelan has been organised.

BDO inaugurated the function. He said that govt. has taken lot of steps to ensure that right to education is fully realised in these panchayats.

DCLR highlighted the importance of education in ensuring that the rights given to poor and downtrodden percolates down to them.

Mr Vijoy Prakash in his address outlined the importance of such meet. This is an occasion when schools activities would be discussed by public. This would make them accountable. There is a need to make an educational plan of the Panchayat.

Teachers of the schools of Panchayat made a presentation about their school. (Report cards submitted by them is enclosed herewith)

Following issues were mainly highlighted:

- Midday meals were not given in one school as VEC has not been constituted.
- All students have received the scholarship timely this year. It was historic in the sense that earlier these scholarships were distributed late often after expiry of the session. 107 students were given scholarships.
- In Primary School, Jamsaut no book has been distributed in class VII.
- Lack of teachers in Primary School, Dhibara was greatly highlighted. There are only two teachers for 397 students. They requested that volunteers of Shabari Ashrams may help them in running the classes.
- There is no land in Primary School, Jamsaut. Thus latrine could not be constructed. This issue needs to be tackled on priority basis.
- It was decided that an educational plan for panchayat should be framed.

A sub committee of 15 persons under the chairpersonship of Mukhia was constituted to formulate the educational plan of the Panchayat. Which would be implemented by the Panchayat with the facilitation by APCL.

### **Report cards of School**

To monitor the status and development of the school report cards have been prepared. The latest report card was discussed in the Panchayat Prathmik Siksha Sammelan.

A copy of the report cards is attached. The analysis of the status of the activities of the schools are also attached.

### **Independence week celebrations**

#### **Aim**

To inculcate sense of patriotism among children

#### **Date**

15.8.08 to 22.8.08

#### **Activities**

During Independence week we organized various activities to inculcate sense of patriotism among children

### **National Flag making**

The children were given training of making national tri-colour flag. They were given sticks and coloured papers and asked to make tricolours. It was seen as a great fun by the children. They also got attached to national flag as they learnt about the dimensions of the flag, meaning of different colours and wheel, their location, etc. They also enjoyed learning about the history of the flag.

### **National Anthem singing**

The children were given training of singing national anthem. They were also asked to sing in such a way that the time of 52 sec is maintained.

### **Unfurling of National flag**

Children participated in the flag hoisting ceremony organised at School of Creative Learning.

### **Cultural Programme**

The children displayed their cultural talent by performing various songs and dances related to patriotic feelings.

### **What did we learn?**

Children of underprivileged community have little exposure of national festivals and symbols. They need to actively participate in the national days celebrations.

It would be desirable to expose them to various national symbols.

### **Khel kud Pratiyogita**

#### **Aim**

#### **Date**

13.9.08



**Participants**

148 children

**Activities**

Patta pahchan

Goli khel

Gulli danda

Tyre race

Masala pahchan

Ank yog

Rassi Dor

Powder pahchan

Bouncing ball

Toffee race

**What did we learn?**

As usual we found that the children showed great enthusiasm in participating in sports event related to folk games.

Amit Kumar takes interest in playing marbles.

He so much likes the game that he skips school and keeps playing marbles. The community mobilisers tried to counsel parents to persuade him to go to school. But they also expressed inability to help as it was difficult to motivate him to go to school. However, when he is given an opportunity to participate in any sports, he feels happy. He was extremely happy to participate in the Khel Pratiyogita. .

Seeing the enthusiasm it was found necessary that such games should be organized in all schools in regular way. This would help us in improving retention and achievement in schools.

**Bal Mela****Aim**

To provide children opportunities to participate in creative activities

To provide children opportunities to show their abilities through folk crafts and paintings

**Date**

21.9.'08

Participants

82 children

**Activities**

Aripan



## Exhibition Cultural Programme Shabari

As it was found that children had great interest in claywork and they were seen doing clay work during offtime, they were asked to prepare models of clay, leaves, paper etc. They have shown great talent in clay designs. By preparing such models they refine their talent. They show great enthusiasm in such works and this can be used for generating enthusiasm for learning. Children were also asked to write their names address and school on a label for each display. They were also asked to make designs of their models on chart paper and write various uses of the object. This exercise was mainly aimed at teaching language through their creative skills.



Each Ashram was given a table where they were supposed to display their exhibits. A cloth was also put up behind the table on the wall where they put up the name of their Centre. Then they could also display their paintings and other exhibits. Apart from clay models they also displayed leaf designs, picture on paper/card boards, etc.



Each Ashram was given one area on the floor at School of Creative Learning. The Community Mobilisers drew the outline of the Gharounda and Aripān. Children were given the task of filling it with colours. Many groups of children prepared coloured sands. It was seen that children showed great enthusiasm this year in comparison to last year. It appears that such activity has to be continued on longer basis so that it may be institutionalized.

Children also made a collective presentation of different phases of life of the mythological character 'Shabari'. Each centre was given one phase of life for enactment. They were supposed to do script work and make presentation. The community mobilisers were asked to extend all help in this regard. In fact, worked as coordinators in the play. It was found that parents showed great interest in the event. They facilitated by providing clothes to their children. Some of the mothers even purchased new clothes for their child. This motivation was really exemplary seeing the fact that normally these parents do not display any concern for the education of the children.



## Main guests

Sri Suresh Srivastava, Department of Botany, Patna University  
 Sri TN Mallick, Chief Engineer, IRCON(Retd)  
 Smt Manjula Mallick, CDPO, Darbhanga  
 Prof. Shailendra Kumar Srivastava, Chairperson, CLF  
 Mr. Vijoy Prakash, Principal Secretary, Social Welfare, Bihar  
 Mr. Indrajeet Mukherjee, Asstt. Director, SC and ST Welfare, Govt. of Bihar  
 Mr. Anil Sinha, Mahadalit Development Mission, Govt. of Bihar

## Results

### Aripan

Ist- Jamsaut  
 IInd- Mathiapur  
 IIIRD- Sikandarpur  
 IVth- Nargada  
 Vth- Khagari  
 VIth- Dhibara

### Exhibition

Ist- Sikandarpur  
 IInd- Jamsaut  
 IIIRD- Khagari Musahari  
 IIIth- Mathiapur  
 Vth- Nargada  
 Vth- Dhibara

### 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.

### School Environment Improvement Activities

#### Aim

To work for creating a favourable environment for underprivileged children

#### Date

18.10.08





**Place**

Madhya Vidyalaya, Jamsaut

**Activities**

Whatever children learnt in Shabari Ashrams need to be taken to school so that it may become integrated to the school system. With this end in view we decided to organise Exhibition and learning games in different schools of the Panchayat. This activity was organised as per following schedule

**Date**

18.10.08

21.10.08

20.10.08

22.10.08

23.10.08

24.10.08

**Place**

Madhya Vidyalaya, Jamsaut

Madhya Vidyalaya, Sikandarpur

Madhya Vidyalaya, Dhibara

Prathmik Vidyalaya, Khagari Nargada

Madhya Vidyalaya, Mathiapur

Madhya Vidyalaya, Nargada

**Activities**

Exhibition

Learning games

Cultural Programme

Children were asked to display their exhibits related to claywork, leaf designs, paper crafts, Chartwork, etc. on the table of the school.

Some learning games such as faster addition, subtraction, etc. were also organised which attracts underprivileged children to school.

Therafter, children organised a small cultural programme where they displayed they cultural talents.

**What did we learn?**

Even teachers of the school were inquisitive to learn about these activities.

Some parents were also taking keen interest in the activities.

Some teachers assured that they would use these techniques for attracting children to school.

It was also seen that children take lot of interest in cracking jokes. It would be desirable to supply jokebook to teachers and also to the library.

Teachers asked that it would be better if these techniques are taught to them as well.

Children showed great interest in being photographed. They loved to see their photographs. It would be desirable to show the photographs of their village and discuss with them. This would help them in developing oration and discussion skills.





At the end of the session, we used to get the attendance and reaction of the teachers. At Madhya Vidyalaya , Nargada, teachers refused to sign. They appeared to be affraid that they might be asked explanation for this. Later after great persusion all of them (seven in all) signed the attendance.



### **Development of materials for child tracking**

Child tracking tools have been developed and information about children was collected and computerised. It was used to track the vulnerable children to provide counselling to parents, teachers and students.



### **Workshop of proper functionalisation of schools for quality education**

#### **Aim**

To discuss the strategy and share the experiences related to functionalisation of government schools

#### **Date**

14.12.08

#### **Venue**

ANSinha Institute, Gandhi Maidan, Patna

#### **Participants**

137

#### **Main Resource Persons**

Mr. Vijoy Prakash, Principal Secretary, SC and ST Welfare, Bihar

Mr. Vinoy Ohdar, Action aid India

Ms. Anjella Taneja, Actionaid India

Mr Akhil Chandra Mishra, Actionaid India

Mr Binodanand Jha, Dy Director, Primary Edcation, Bihar

Prof. Sameer Verma, Department of Botany, Veer Kunwar Singh University, Arrah

Smt Badamo Devi, Mukhia, Jamsaut Panchayat

Mr. Trilok Prasad, Mukhia, Maner Panchayat

Mr Amar, Samajik Shodh Evam Vikas Sansthan, Mehasi

Mr Kapaleshwar Ram, PRAYAS



Mr Ravindra, Human Rights  
Mr Choubejee, Teacher association  
Sri Pradeep Priyadarshi, Pragati Grameen Vikas Samiti,  
Naubatpur  
Mr Anil Kumar Sinha, Mahadalit Vikas Mission, Govt  
of Bihar  
Mr Ajit Kumar Singh, Micronutrient Initiative  
Dr Mridula Prakash, APCL



### Details of activities

The workshop started with a welcome song '*He Mushar Tumhen Pranam*' sung by volunteers and learners of Shabari Ashrams.

Thereafter, Dr Mridula Prakash, programme co-ordinator, welcomed the guests.

Mr. Vijoy Prakash, Principal Secretary, SC and ST welfare made an elaborate presentation on the Proper functionalisation of Schools for Quality Education.

He said that a functional school is such which has proper physical and learning environment, where children are inclined to come to school and for them there is no barrier, physical, social, economic or cultural barrier in coming to school where teaching and evaluation are regularly conducted where there is proper coordination between learner, teacher and parents where there is adequate participation of teacher, parents and community in the school administration where there is no discrimination on ground of sex, caste, creed, religion, place or community.

He said that for proper functionalisation of school we must have school, family and community as all of them affect learning processes of children.

He said that govt schools have to be improved as most of underprivileged particularly SC children and girls are studying in Govt. schools.

Apart from improving physical infrastructure of schools and meeting the shortage of teachers we have to take care of the special pedagogic requirements of the schools from the viewpoint of underprivileged.

Narrating the experiences of APCL, he said that the experiment of establishing Shabari Ashrams as community intervention has been proved to be extremely rewarding in this context. It supports both community and parents in preparing them for the learning of the children. It also supports learners in meeting their learning difficulties and provides them proper counselling. It also works as a link between teachers, parents and communities.



It offers for about 4 hours activities beyond school hours. It is established among underprivileged community. A community link worker cum volunteer is engaged which is generally from the community. He said that although it would be better to have volunteer from the same community but at times it may not be possible to have motivated and learned member from the same community. More weightage should be given on the motivation rather than being from the same community.



He explained that these centres are not substitute of schools but only complementary to their activities.

He narrated many innovative ways of pedagogic interventions such as learning through community photographs, clay work, using music and rhythm, using physical activities in learning processes, paintings, stories and drama , etc.

He also said that Prabhat Pheri for changing social behaviour has been used to highlight the importance Holi festivals and point out deficiencies in local cultural practices.

He explained how exhibitions and sports have been used as a pedagogic intervention for providing motivation to children.



He also elaborated the nature of community interventions to be made in this regard. One of the major intervention in this connection would be to enhance the image of the people, animals etc. of the underprivileged community. APCL has developed lot of materials for their empowerment. The drama based on the life of Shabari has been quite successful in this regard. He said that during enactment of this drama parents have even contributed in the form of dresses.

He also elaborated how folk games and their competitions are useful in motivating these children.

The presentation generated lot of discussions among the participants.

Smt Badamo Devi, Mukhia sang two literacy songs.



Mr Ali Imam said that education has to be linked to creativity. He said that APCL experiment has to be taken to other areas as well. He said that this should be linked to teacher education as well.

Ms Anjella Taneja, Actionaid India said that unless Govt adopts these experiments it would remain limited to small areas. We should ensure how people can demand these things. It is one of the major challenges to ensure that people start asking for the rights of the children.

Sri Pradeep Priyadarshi said that education should be made a political agenda.

Sri Paras Nath Singh, CARD, Samastipur stressed the need to coordinate the activities of different organisations of the state.

Sri Kapaleshwar Ram, stressed that quality education cannot be ensured without social reform. He said that we should have same education for all children.

Sri Amar stressed the need to form an action plan in this regard. He said that a forum should be prepared to ensure right of education of children.

Sri Akhil Chandra Mishra, Actionaid India said that we must have a proper policy for linking teachers with quality education. We should also look into the evaluation process. He said that rights have not been grounded so far.

Sri Vinoy Ohdar, actionaid India said that despite 60 years of independence underprivileged still do not have full citizen's right. We still address underprivileged by terms like Gadha, Suar, etc. never project underprivileged children as good students. This should become part of state policy.

### **Recommendations**

After lot of deliberations following recommendations were made.

Panchayat Siksha plan should be made for each panchayat.

A forum should be made for proper networking of organisations working for the rights of the children.

A report card on educational right be published from community side.

A resource centre should be developed for different rights.

An information centre should be developed in each Panchayat.

Mukhia and Other Panchayat functionaries including Vidyalaya Siksha Samiti Members should be properly empowered and programme should be designed for their capacity building.

Link persons should be developed for schools and family.

Advocacy group should be developed for Right to Education.

Panchayat Siksha sammelan should be organised in each panchayat.

All inspection report should go to Mukhia and Panchayat.

### **Way ahead**

Making schools functional is a continuous phenomenon. We have to continuously work for quite some time to bring necessary change in the schools, family and community and institutionalise those changes. We also have to work for developing proper monitoring tools of schools by Panchayats and Vidyalaya Siksha Samitis. We have to do lot of work for making desired change in their behaviour. There is also a need to work for making community evaluation of schools. This can be in the form of releasing a Community Report Cards for the schools.

**Khelkud Pratiyogita****Date 13.9.08****Result sheet**

Activities

Patta pahchan

Ist- Nirmala (Nargada), Manish(Jamsaut)

IIInd- Himachal(Jamsaut)

IIIrd-

Goli khel

Ist- Rounik Kumar (Dhibara)

IIInd- Rakesh Kumar (Mathiapur)

IIIrd- Vikas Kumar (Mathiapur)

Gulli danda

Ist- Vikas Kumar (Mathiapur)

IIInd- Roshan Kumar (Dhibara)

IIIrd- Pawan (Sikandarpur)

Tyre race

Ist- Pintu (Nargada)

IIInd- Vittoo(Nargada)

IIIrd- Rounik Kumar(Dhibara)

Masala pahchan

Ist- Rohit (Mathiapur)

IIInd- Dolly(Mathiapur)

IIIrd- Bablu(Dhibara)

Ank yog

Ist- Bittoo Kumar (Nargada)

IIInd- Amar Kumar (Jamsaut)

IIIrd- Niranjana Kumar(Nargada)

Rassi Dor

Ist- Sulekha(Jamsaut)

IIInd- Nibha (Dhibara)

IIIrd-Divya Bharati(Dhibara)

Powder pahchan

Ist- Dolly (Mathiapur)

IIInd- Subodh(Jamsaut)

IIIrd- Dilsher(Mathiapur)

## विद्यालय का रिपोर्ट कार्ड (.....'08)

1. विद्यालय का नाम –
2. विद्यालय के पोषक क्षेत्र की चौहद्दी –  
 पू०— प०— उ०— द०—
3. शिक्षकों की स्थिति –  
 क— स्वीकृत  
 ख— कार्यरत  
 ग— रिक्त
4. छात्रों की स्थिति –क— कुल सं०  
 ख— छात्र  
 ग— छात्रा  
 घ— अनु०जाति  
 ङ.— अल्पसंख्यक
5. वर्गवार छात्र सं० – कक्षा 1— 2—  
 3— 4—  
 5—
6. भवन संबंधी – क— भवन है या नहीं –  
 ख— भवन प्रकार : कच्चा पक्का झोपड़ी अन्य  
 ग— कमरों की संख्या :  
 घ— आवश्यकता :
7. वित्तिय –क— विभिन्न मदों से प्राप्त राशि 200—0  
 मद प्राप्त राशि व्यय अवशेष
8. फर्नीचर – क— वर्तमान स्थिति : कुर्सी, टेबुल डेस्क बेंच  
 ख— आवश्यकता : कुर्सी, टेबुल डेस्क बेंच
9. पेयजल – क— वर्तमान स्थिति : चापाकल  
 ख— आवश्यकता : चापाकल
10. शौचालय – क— वर्तमान स्थिति :  
 ख— आवश्यकता :
11. पुस्तक वितरण की स्थिति –वर्गानुसार :1—[ ] 2— [ ] 3— [ ] 4—[ ] 5— [ ]
12. सरकारी कार्यक्रमों के कार्यान्वयन की स्थिति –  
 क— मध्याह्न भोजन:1—संचालित है या नहीं :  
 2—200—0 में कुल कार्य दिनों की संख्या : दिन  
 3—200—0 में कुल कितने दिन मध्याह्न भोजन दिया गया : दिन  
 ख—पोशाक योजना : 1— कुल लाभान्वितों की संख्या  
 ग— छात्रवृत्ति :1— कुल लाभान्वितों की संख्या : ..... अनु जाति ..... अनु जनजाति ..... विकलांग  
 2— कुल वितरित राशि : ..... अनु जाति ..... अनु जनजाति ..... विकलांग  
 घ विकलांग उपस्कर: कुल लाभान्वितों की संख्या .....
13. विद्यालय के शैक्षणिक प्रगति एवं विकास हेतु आपकी कार्य योजना :  
 1— पंचायत प्रदर्शनी :  
 2— शैक्षणिक प्रदर्शनी :  
 3— पंचायत बाल मेला :
- 14—सुझाव :



# Status of Schools in Jamsaut Panchayat

## Dec 2008

### Name of the Schools:

1. Prathamik Vidyalaya, Jamsaut
2. Prathamik Vidyalaya Sikandarpur
3. Rajkiya Madhya Vidyalaya Nargada
4. Prathamik Vidyalaya Khagari
5. Rajkiya Madhya Vidyalaya Dhibara
- 6 Madhya Vidyalaya, Mathiapur

### Status of Students

Name of the school	Total No	Male	Female
P.S. Jamsaut	159	70	89
PS. Sikandarpur	166	81	85
N.M.S Nargada	250	119	131
P.S. Khagrai	150	78	72
S.M.S Dhibara	440	225	215
M.S. Mathiapur	145	75	70
	<b>1310</b>	<b>648</b>	<b>662</b>

In six schools the total numbers of the students up to class V are 1310 and among them 648 are boys and 662 are girls. The maximum number of students are in Dhibra primary school where the total number of students are 440 whereas the minimum numbers of students are in Mathiapur primary school and the number is 145. 215 girls students are studying in Dhibra primary school which is highest in comparison to other schools.

## Class wise distribution of students

Name of the school	I	II	III	IV	V
P.S. Jamsaut	36	37	41	27	18
PS. Sikandarpur	30	45	46	15	10
N.M.S Nargada	39	45	46	57	63
P.S. Khagrai Nargada	55	29	26	22	18
S.M.S Dhibara	65	55	45	60	50
M.S. Mathiapur	32	28	32	25	22
	<b>257</b>	<b>239</b>	<b>236</b>	<b>206</b>	<b>181</b>

➤ Except Nargada & Dhibra primary schools the numbers of students in Class IV & V are very stumpy. In Khagari Nargada and Mathiapura primary school the students are very small in numbers especially in class II to V. The number of students in class I to V are decreasing which validating the drop out status positively.

## New admission of students in 2008

Name of the school	Total No of students	Boy	Girl
P.S. Jamsaut	33	18	15
PS. Sikandarpur	35	20	15
N.M.S Nargada	250	119	131
P.S. Khagari	41	20	21
R.M.School Dhibara	30	20	10
M.S. Mathiapur	81	44	37
	<b>470</b>	<b>241</b>	<b>229</b>

470 students were newly admitted in the year 2008 among them 229 were girls and 241 were boys. The trend of new admission showed that the percentage of girls students quite good in comparison to boys. 48.72% girls were admitted in 2008 where the boys were little bit higher in percentage that is 51.28%. Vidyalaya Chalo campaign launched by APCL has played an important part in this rise of admission.

## Status of teachers

Name of the school	Sanctioned	working	vacant	recruitment in 2008	No. of required teachers
Prathamik Vidyalaya, Jamsaut	4	4	0	0	5
Prathamik Vidyalaya Sikandarpur	3	3	0	1	5
Rajkiya Madhya Vidyalaya Nargada	16	13	3	0	16
Prathamik Vidyalaya, Khagari	4	4	0	0	5
Rajya Madhya Vidyalaya Dhibara	4	4	0	0	8
Madhya Vidyalaya Mathiapur	4	4	0	1	8
	<b>35</b>	<b>32</b>	<b>3</b>	<b>2</b>	<b>47</b>

Presently 32 teachers have been working in six schools whereas the sanctioned strength was 35. Although sanctioned strength seems to be adequate keeping in view the teacher:student ratio of 1:40. However if the norm of one teacher per class norm is to be maintained 47 teachers are needed. Thus there appears to be a shortage of 15 teachers. Effort has to be made for advocacy for having teachers as per actual need.

## Amount received from different sources

Amount		Development		Maintainence			T.L.M		
Name of the school	Received	Exp.	Bal	Received	Exp.	Bal	Received	Exp.	Bal
P.S. Jamsaut	5000	0	5000	5000	0	5000	2000	0	2000
PS. Sikandarpur	5000	0	5000	5000	0	5000	1500	0	1500
N.M.S Nargada	12000	0	12000	10000	0	10000	6500	0	6500
P.S. Khagrai	2000	2000	0	8000	8000	0	2000	2000	0
N.H.S Dhibara	4000	4000	0	7500	7500	0	2000	2000	0
M.S. Mathiapur	12000	0	12000	5000	0	5000	2000	0	2000
	<b>40000</b>	<b>6000</b>	<b>34000</b>	<b>40500</b>	<b>15500</b>	<b>25000</b>	<b>16000</b>	<b>4000</b>	<b>12000</b>

In financial year 2008 all the schools received three different kinds of funds but except Khagrai Nargada primary school and Dhibara School all four schools did not use single penny from the received amount and all the money in the development and maintenance sector remain unutilized during the year. Maximum fund had been received by Nargada School and the amount was Rs. 28500/- which has remained unutilized so far.

## Requirement of Infrastructure

Name of the school	No of Rooms	Requirement
Prathamik Vidyalaya, Jamsaut	1	5
Prathamik Vidyalaya Sikandarpur	1	5
Rajkiya Madhya Vidyalaya Nargada	9	5
Prathamik Vidyalaya, Khagari	3	2
Rajya Madhya Vidyalaya Dhibara	4	8
Madhya Vidyalaya Mathiapur	4	8
	<b>22</b>	<b>33</b>

Obviously there is acute shortage of rooms in the schools. 33 new rooms are needed to be constructed immediately. However, there is also shortage of land for such construction. It is now imperative that in future when sites for schools are selected it should have sufficient land for construction upto elementary level.

**The drinking water facility is not available presently in two schools namely Sikandarpur and khagri Nargada and the toilet facility is not available only in Sikandarpur school which need to be addressed priority basis.**

## Scholarships

Name Of The School	Total No. of Students	No. of Students Received Scholarship	Total Distribution
P.S. Jamsaut	62	0	0
PS. Sikandarpur	166	0	0
N.M.S Nargada	250	0	0
P.S. Khagrai Nargada	100	0	0
N.H.S Dhibara	150	0	0
M.S. Mathiapur	97	0	0
	<b>825</b>	<b>0</b>	<b>0</b>

### **Status of MDM Scheme**

<b>Name of the school</b>	<b>Mid Day Meal</b>	<b>Total days in 2008-09</b>
P.S. Jamsaut	Yes	81
PS. Sikandarpur	Yes	43
N.M.S Nargada	Yes	242
P.S. Khagrai Nargada	Yes	99
N.H.S Dhibara	Yes	NOT MENTIONED
M.S. Mathiapur	Yes	43

Mid-day meals were distributed in six schools but the regularity of the distribution was quite alarming in most of the schools. In Naragada primary school mid-day meal had been distributed 224 days which was highest in comparison to the other schools.

### **Suggestions**

#### **Suggestions & Recommendations**

We got different suggestions from the Schools to improve the services and performance of the schools. Some of the suggestions were-

A general problem found in all the schools regarding classroom because student ratio is very high as compared to rooms. In Rajkiya Madhya Vidhyalay School Dhibra there are only 4 rooms and the school is up to class Eight. Therefore it is recommended to maintain the Classroom – Student and the Teacher ratio as 1:40.

Free Text books distribution should be extended to the all students belonging to the economically backward and destitute family. Since the text book prescribed is not available in the market the availability of the text books should be ensured to all the students.

It was observed that scholarships are distributed about a year late. This year the scholarship pertaining to 2008 was distributed. It was also observed that the scholarships for 2008-09 has not been distributed among the students in any of the school, therefore it is also recommended that the scholarship should be distributed at the time of commencement of the session so that students will be able to utilize that money in an effective manner.

Facilities like Mid Day Meal should be regularized through out the year and the availability of toilet and water sources should also be ensured to maintain proper health and hygiene of the students.