



Pragat Shikshan Sanstha

Annual Report

2019-20



September 2020

Pragat Shikshan Sanstha

The Pragat Shikshan Sanstha is registered as a society under the Societies Registration Act of 1860 and as a trust under the Bombay Public Trust Act of 1950.

Governing Council

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Preface

We are happy to present the annual report of the Pragat Shikshan Sanstha for the year 2019-20. The report covers the period of one year starting from August 2019 to July 2020. In the report, we present a broad picture of our activities, programs and achievements as well as our reflections on the future.

We take this opportunity to thank all the donors, both individual and institutional for their generous support which has enabled us to continue our work for quality education. We give special thanks to USAID, The Tata Trusts and Centre for micro Finance (CmF) for their support in developing a viable and scalable model supported by a web-based portal for teaching early reading and writing in government schools in rural India. We thank SPA Education Foundation, Mumbai for supporting our balwadis at Apli Shala. We are grateful to the Granny Cloud for making us partners in their venture. We thank Jai Nimbkar, Suhas Jog, Nimbkar Seeds Pvt. Ltd., Nandini Trust and M.G. Charitable Trust for their generous and sustained support over the past several years. We thank Nanda Richard Meier for donating a handsome sum for the corpus fund of PSS as a commemoration to Richard Meier. We also thank Bhoomi Resources Pvt. Ltd. and Ambabai Devasthan Trust for making the renovation of the school building possible. Our special thanks go to Jai Nimbkar who has made available a library building to Kamala Nimbkar Balbhavan.

We want to thank the Zilla Parishad teacher community and volunteers of the village libraries for helping us get an insight into the hearts of rural schools by being a part of the Nurturing Early Literacy in Primary Schools in Phaltan Block.

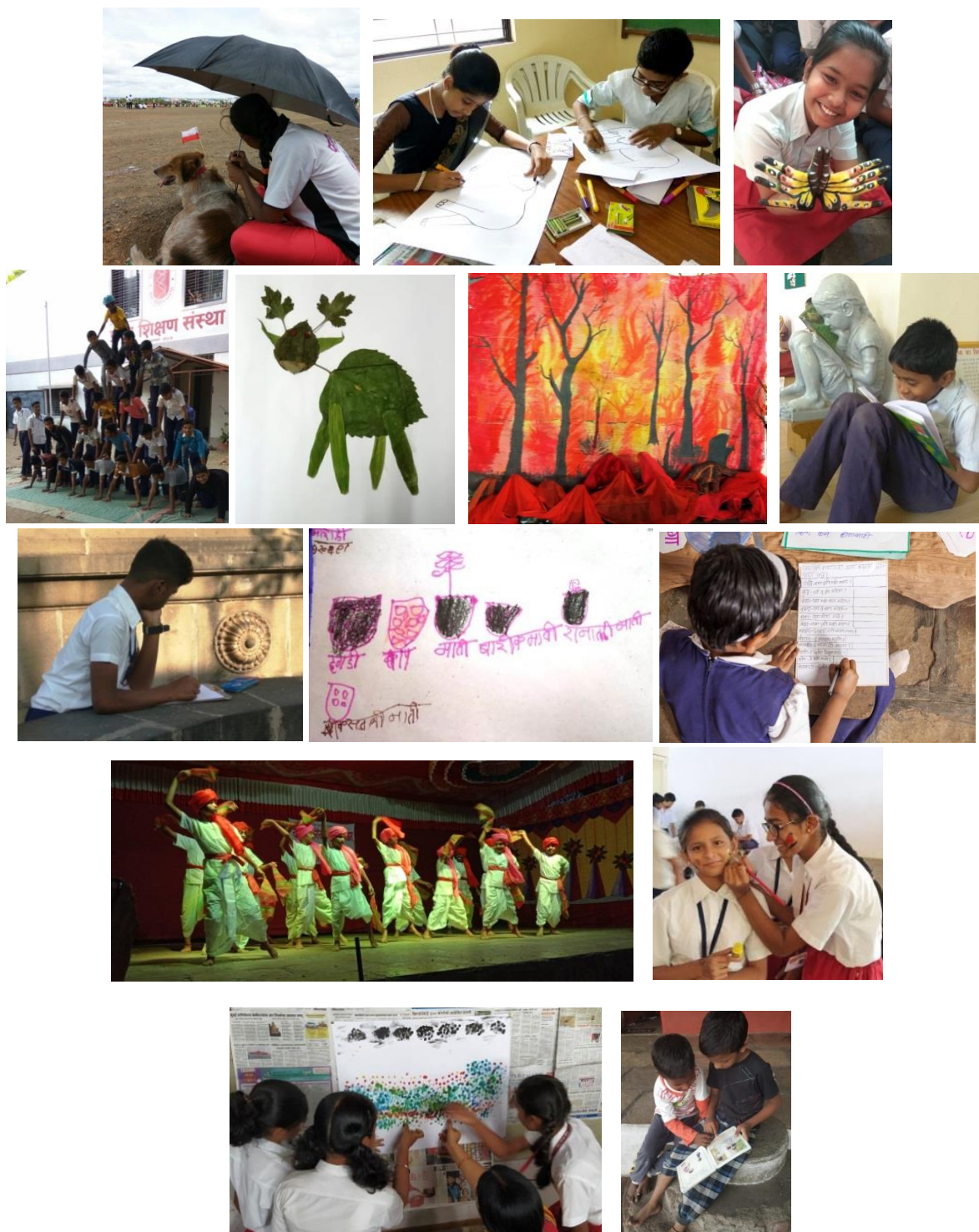
We are grateful to our trustees, members of the governing council and friends who always support and advise us. We thank all our teachers and staff members working on various projects, which are committed to the mandate of PSS and work tirelessly in the pursuit of excellence. We thank them specially for being extremely positive during the school lock down period that still continues through September, supporting students through on-line teaching. We are grateful to all the parents and students of Kamala Nimbkar Balbhavan (KNB) and Apli Shala for being with us. We also want to thank the Trustees, teachers and the parent community who generously supported our initiative to provide grains and pulses for 2 months to the families of students who had lost their jobs due to Corona lock down.

We want to thank the parent-teacher association of KNB for its sustained support and help in maintaining a dialogue with the larger parent community. Finally, we want to thank the whole learning community who make all these efforts worthwhile.

Dr. Manjiri Nimbkar

Pragat Shikshan Sanstha

Annual Report 2019-20



***Our dream is of a world where no child will be deprived of education,
or be forced to attend a school that will mutilate her spirit.***

Annual Report

The year 2019-20 could be referred to as a year of disasters. June arrived with late monsoon followed by too much rain and floods. Phaltan being in the rain-shadow area of the Sahyadris was not affected by floods but only had high rainfall. However, the news of deaths and destruction and horror stories about the floods of Kolhapur and Sangli and even nearer towns did affect Phaltan. Although there were daily discussions about the rains and floods and the climate changes that was causing it, we decided to talk to experts like Dr. Priyadarshini Karve and Atul Deulgaonkar (also a member of PSS) about the global climate change and the need to change life styles and ways of thinking. This resulted in the annual project of Kamala Nimbkar Balbhavan (See page 15).

As far as the political and social scenario is concerned, Article 370 was abolished overnight without taking the stake-holders into confidence and Kashmir was locked down. Still more amendments were made to the Constitution of India regarding citizenship rights, throwing the minorities into a state of fear and confusion. Then came the Supreme Court verdict on Ayodhya Ram Janmabhoomi case widening the divide within the society even more. Following the citizenship bill, there were *morchas* and *dharnas* in front of the deputy collector's office (which happens to be behind the school building) against the bills and teachers were asking their Muslim colleagues if they were joining the *marcha* of 'their' people. PSS made efforts to maintain a dialogue with the students and the staff as well as the parents, giving historical information regarding articles of citizenship in the constitution of India and the effects the new bill may have on the minorities. Some of our teachers, who were attending the District Level Consultation on Early Literacy arranged by PSS, visited the site of a *dharna* at Satara supported by many minority groups and organizations working for the marginalized and carried out some book related activities with the children who were accompanying their mothers who were part of the *dharna*.



Towards the end of the academic year the world was hit by the Corona pandemic causing sudden, unplanned lockdown disturbing the whole world. All sectors of the society were hit and have still only partially recovered after six months. The education sector will probably take longer than any other sector to resume normalcy.

The Corona lockdown started with missing school and friends and writing 'I miss you' letters. At the beginning, the children were happy that there were no exams and the summer holidays had started early. There was lot of fun too with both parents and siblings at home. The teachers too were expected to work from home and must have enjoyed the respite from the drudgery of examinations and correction of papers, preparing results, writing progress reports and filing results in certain formats to the Municipality. However, it was short lived as

soon the government began with '*Shala band, shikshan suru*' programme and expected the teachers to share the on-line material and activities that were uploaded on the DIKSHA app with their students. However, we found that not all of this material was appropriate and started preparing our own material like audio and video clips etc.

People from Satara district have traditionally migrated to Mumbai in search of jobs as 3 blocks (Phaltan, Man, Khataav) of Western Satara are drought prone, being in the rain shadow of the Mahabaleshwar ranges of the Sahyadri mountains. These people started coming back in ones and twos and small groups, walking, traveling on two-wheelers or getting lifts in the milk or vegetable trucks plying between Phaltan and Mumbai. Many of them had lost jobs and were returning 'home'. In Mumbai they had shared small rooms with many others and many must be carrying the virus. As they started pouring back and the count of cases went up in and around Phaltan, a fear crept among the staff, teachers, students and parents. The teachers were asked to stay at home if they had any illness. The teachers staying far away had no transport, some teachers were detained in containment areas and so even though June began, the school activities were nowhere near normal. This pattern still continues in September, although most teachers and staff attend office for 4-6 hours daily.

Right at the beginning of the first sudden lock-down, many of our marginalized daily labourer parents lost their work. We identified 60 such parents and helped them with life sustaining supplies like food grains, pulses and oil to tide over the hunger crisis. Most of them could not avail of the government help as they did not have the necessary papers. We sent a plea for funds and our trustees and parents helped generously and a fair amount was collected. Buying material and packing it in smaller bags, an activity that sounds routine, was difficult due to various restrictions, but was managed competently by the PSS and KNB staff.

The lock-down continued through June into September. Parents, who had jobs to go to, started going to work and children, especially the little ones started showing signs of stress. The balwadi staff was sending lesson notes to parents for them to carry out activities with the little children. We mostly focused on self-help activities and emotional support. From August we started giving out construction toys like wooden blocks, lego, jodo blocks, rangometry etc., board games, paper material like dominos and memory games and books covered with polythene to children taking full care to disinfect it.

The new National Education Policy was accepted by the government on 31 May 2020 as the country was battling with the Corona Pandemic and the schools showed no signs of coming back to life for at least 6 more months. The New Education Policy has many serious lacunae, but we are happy to note that it has included the education of children in the age groups of 3 to 6. However, it talks about 'opportunity' of quality education for the marginalized and not 'right'. The new Education Policy does not emphasize the constitutional value of equity, social justice and freedom. It does not talk about the quality of education. It talks about organizations of excellence that will train Early

Childhood Educators without realizing that very few such organizations exist today. The NEP shows a great deal of dreams and hopes and a whole lot of correct words but no clear pathways for fulfilling them. The PSS however continues its chosen path of quality, equality, innovation and creativity through all its programs.

Nurturing Early Literacy in Primary Schools in Phaltan Block

The problem of weak mastery over foundational literacy skill continues in most schools in India even after 72 years of independence. To address this problem, PSS carried out a multipronged intervention project with funding from The United States Agency for International Development (USAID), Tata Trusts and Centre for Microfinance from September 2015 to March 2020. Under this project called Nurturing Early Literacy in Primary Schools in Phaltan Block (NELPSPB) PSS was working with grade one and two of 145 ZP schools and 5 ashram schools. We worked with 304 teachers (two from each school) and 14,000 students.

We used our 30 years of experience of innovative work in our own school and our outreach work with Z.P. schools, scientifically carried out surveys (Collapse at the Foundation, Dr. Maxine Berntsen, 1992) and recent research carried out world-wide to plan the strategies of this project. These strategies were—

- a) Capacity building of Project Team: This was carried out through training, exposure visits and regular sharing meetings to develop teachers' understanding of academic processes, good pedagogic practices, communication skills and leadership qualities.
- b) Capacity building of teachers: This was carried out through training, on-site mentoring, online support through a specially developed two-way web-based platform (WBP), providing books and reading material and exposure visits to educational institutions working in adverse conditions with marginalized children, carrying out innovative classroom practices.



Exposure visit for teachers at Nai Talim, Wardha

The teachers were offered workshops in language pedagogy and theories around it, activities around books and technology. Each teacher on an average attended 10 workshops over the period of 2 years. Some of the teachers were also given an opportunity to look at their changed classroom practices reflectively and write about it with mentoring support from senior consultants and senior resource persons.

Material in the form of training films, a teacher hand-book titled *Mule Shikti Kartana*, teacher education workshop modules, videos of preparing Teaching Learning Material (TLM) and interviews with experts was made available to the teachers on the web based portal.

Performance of the teachers was evaluated with the help of a specially prepared observation tool for improved classroom practices. The practices were roughly classified in 4 groups—activities related to broadening the child's world, student-teacher interaction, making use of specific workshop content for improving learning in the classroom and the use of WBP. We found that more than 50% of the teachers showed improved classroom practices towards the end of the project.

- c) Motivational training: Motivational training for the government officials, *kendrapramukhs* (cluster coordinators) and head-masters to explain the goals of the project and the commonalities between NELPSPB and Pragat Shaikshanik Maharashtra, a State Government educational initiative.
- d) Material production: Material developed was print, videos, photos and a documentary. The print material in the form of 13 beautifully illustrated readers with contextual and graded text and 11 posters of songs were prepared for children. Activity kits with clay, wooden blocks, paints, paper and other constructive toys were assembled for children's classroom use.

Five photo essays based on the community library component were created for informing the community about the library component of the project. This is a great motivational material and used in many library educators' workshops.

The whole panorama of work done during the project along with the philosophy that directed it was captured in a documentary film.

- e) Web-based portal (WBP): The WBP was developed to support teachers between workshops, share good practices, store a large resource base and store and analyse large quantity of data generated through assessments and classroom observations. The development of this portal was supported by training of the teachers to ensure its regular and sustained use. It served useful to minimize content loss in trainings and also stored a large bank of resources like pictures, photos, articles, e-books and training modules.

- f) **Learning Assessment:** Assessments of a sample of children was carried out to consolidate students' achievements at the end of grade I and grade II in the project schools with the help of a baseline, mid-term and end-term surveys. Three such cycles could be carried out. On an average 80-88% of students from the project schools had achieved the grade-specific language skills of listening, speaking, reading and writing at the end of 2 years of inputs. A control group was added in the first cycle. The project school children showed an improvement of scores by 20-40% in various language skills in the end-line over the base-line while the control schools showed a raise of 10-20%.

67% of the children were found to have achieved a reading fluency at or above the bench mark for Marathi (40 words per minute). However, 80% students showed a good understanding of the passage read by them in spite of a frequency lower than the bench mark. No data regarding achievement of the language skill of frequency with understanding is available for Indian languages. However, several instances born out of classroom practice from our classrooms by observant teachers and testing done by Dr. Suneeta Kulkarni for Granny Cloud, (a programme also run at PSS) shows similar results that the understanding exceeds the frequency of reading.

The third party evaluations carried out by ASER showed that 60% students achieved the benchmark in frequency testing.

- g) **Community Libraries:** Libraries were set up in all the 145 villages and 5 Ashram schools in collaboration with the community. A total of 36,320 books have been given to the 150 libraries over the project period. These were purchased partly through the project grant and partly through community contribution.



Self-check-in, check-out at a village library

One volunteer from each village was chosen to maintain the library and carry out the activities with the books. They were given one foundational training followed by several refresher trainings. As these were envisaged as community libraries, they were kept open even when schools were closed for holidays. Children of all ages as well as adults were found to engage with story books with great enthusiasm. This component of the project has turned out to be vibrant and robust beyond our

expectations and shows a future path for the organization to follow. The photo essays documenting the work of these libraries are extremely motivating.

- h) Creation and dissemination of knowledge: Two consultations on Early Literacy were organized under the component of Knowledge Management by the PSS. The State level consultation was held in Pune and the District level consultation was held in Satara, which was attended largely by teachers from Satara District.



One of the key features of the project was the communication with and cooperation of all the stake holders in a child's education, from the government officials to individual parents and SMCs at village level. Communication and sharing between and among the Zilla Parishad teachers and the project team helped build capacities and confidence of the individuals and improve practices and performance

Early Childhood Education

The early childhood programs both at Apli Shala and KNB provided a warm, positive and language-rich environment that supports children's social, emotional, creative, language, physical and cognitive development. Our foundational belief is that young children are naturally curious, willing and capable learners who construct their own knowledge based on their everyday lived experiences. Therefore, environments where children have opportunities to engage with various materials supported by adults who understand how children learn and construct their own knowledge is essential for their development. With this understanding we began making changes to our early childhood program in 2009 with the help of Dr. Neelima Gokhale.



Over the past 40-50 years, research in various scientific fields particularly neurobiology began to reveal the significance of early years to children's development, learning and laying the foundation for what they would become as adult members of the society. It has become quite clear that narrowly focusing on getting children ready for primary school hampers the development of very important social, emotional, language and cognitive skills essential throughout our lives, especially, skills such as gaining control over one's thoughts and emotions, learning to think independently, solve problems, communicate, cooperate and collaborate with others and above all become learners for life. We believe that such life readiness is far more important than just learning to read and write the letters of the alphabet in a hurry. Research in early brain development also highlights the importance of fostering and nurturing social, emotional, language and cognitive skills and positive dispositions early on in life as it becomes harder for the children to learn these later on in life.

Although we had the knowledge of research done in the other parts of the world, we have worked to make this knowledge relevant to the children, teachers and parents in our communities and continue to develop this model further through workshops and collaborative work with others in the field.

Collaborative work with Centre for Microfinance and Tata India Nutrition Initiative in Rajasthan



Workshop for model anganwadi workers



A demo set up in a Pindwada anganwadi

We have been collaborating with Centre for Microfinance (CmF) and Tata Trusts' The India Nutrition Initiative (TINI) for training of Anganwadi workers (AWWs) in 6 districts of Rajasthan in the field of Early Childhood Education since 2019. We carried out a 3-day workshop with a demonstration of anganwadi set-up at Pindwada for 40 model AWWs for CmF. For TINI, we arranged a 2-day foundational workshop followed by a 1-day refresher workshop to more than 250 AWWs and 1-day foundational and 1-day refresher training for the same number of Anganwadi Helpers (AWHs) in 5 districts of Tonk, Dousa, Karouli, Alwar

and Dhoulpur. A 2-day workshop was also arranged for the NGO partners of TINI working in the five districts chosen for giving ECE inputs.

The capacities of a team of five resource persons from CmF are being systematically developed through a five-day exposure visit to PSS balwadis, a training of trainers before the TINI workshops for AWWs and AWHs, material development exercises and focused mentoring assignments.

At present, PSS is developing training material to be used by the anganwadi supervisors while training the AWWs and AWHs in Pindwada District. This material is in the form of Flip-Charts giving the key content, important messages always to remember, and instructions for using the charts. The connections between the theory and the work-books provided to anganwadis are explicitly stated. The cards are based on the robust Rajasthan ECE curriculum.

Apli Shala

Apli Shala, the oldest component of Pragat Shikshan Sanstha's work continues in Mangalwar Peth, one of the most underprivileged areas of Phaltan, housing people from mostly the scheduled castes and Nomadic tribes. Three classes of balwadi, support classes for children from 1st to 7th standard, library and a sewing class for women and young girls are the other components of the work of Apli Shala. Last year there were 76 students in balwadi and 14 in the sewing class. On an average 15 students attended the support classes regularly that were held for 2 hours every morning and 2 hours in the evening. About 30 children attended the library classes in two batches every evening. All these initiatives are supported by the SPA Education Foundation.



A library activity in progress



A jalebi tree (Imagining the title and the cover of the book after listening to the story)

PSS as a Resource Organization

Over the past 10 years, PSS has prepared many excellent resources—films (dubbed in Hindi and English), photo stories, books, translations (Marathi), compendiums of teachers' writings, training manuals, posters, and handbooks (**Annexure 4**). All these have a very good production quality, and are theoretically and conceptually sound. Many organizations including government organizations, UNICEF and universities are using many of the materials, especially the films for training teachers at pre-primary and primary levels.

PSS also offers trainings in Early Childhood Education, Emergent and Early Literacy, First language pedagogy in primary school, Teaching of English in secondary school, and Library Skill Development. Preparing resources is PSS's strength and so it is looking at other areas like school counseling and pedagogy of English to develop material and courses for educators.

Library Training for Parag Library Project Coordinators



A 5-day library training workshop was organized by PSS for the Parag Library Project Coordinators from Gadchiroli. The workshop included sessions on the importance of reading, language education through library books, reading of articles followed by discussion to understand the theoretical underpinnings of the importance of books in a child's education. Field trips were arranged to the community libraries of NELPSPB. Vidyadevi Kakade, Pradip Dhekale, Priyadarshini Sawant, Kalpita Dandavate, Madhura Rajvanshi, Nilofar Shaikh and Mayuri Dhumal from KNB conducted the sessions on various topics.

Language Workshop at Chikhalgaon

Rajya Marathi Vikas Sanstha, Mumbai and Lokmanya Sarvajani Dharmaday Nyas, Chikhalgaon had organized a 3-day training workshop called '*Samruddha Bhasha, Samruddha Mool*' for 40 primary teachers from Mumbai and Palghar talukas. Sanjyot Unde, a senior Marathi teacher at KNB carried out a session on classroom activities and on the difficulties language teachers face while teaching. The teachers gave a very positive feedback on her session.



Sanjyot Unde demonstrating an activity from her language class

Language Training to Pune Zilla Parishad Teachers

PSS worked as a resource organization for an online language training workshop jointly organized by URMEE, an NGO, Nari Samata Manch and Tech Mahindra Foundation from Pune for 80 ZP teachers associated with these three organizations. The workshop was conducted from 2 to 8 July, 2020 every day for 2 hours through video conferencing platform.



Manjiri Nimbkar, Priyadarshini Sawant, Minakshi Ghadge, Sanjyot Unde, Aruna Shevale, Vidyadevi Kakade and Pradip Dhekale facilitated various sessions on the pedagogy of first language in early years. Creation of teaching learning material, effective use of library in language development, tackling problems faced by children while reading and writing, were some of the topics covered in the sessions.

Visitors at PSS

Many schools, organizations and individuals visited PSS in the year 2019-20 to understand its philosophy and working. The visits typically include class observations, discussions with teachers and learning the use of various teaching-learning materials.

Snehal and Neel Pathak from Tree Imprints Publication visited the school and gifted a book *Jal Thal Ma* written by Sopan Joshi.

A team of three young ladies under the leadership of the founder, Ms. Kavita Shah from Neev Shikshan Sanstha, Vadodara visited to learn about various math and language activities and material used for meaningful classroom learning experiences in balwadi and primary grades.

Tarun Joshi, Programme Manager and Sapna Menon, Pre-primary head of Save the Children India, BKC, Mumbai paid a one-day visit to understand how the whole language teaching approach is put into practice in the classroom.

A team of 30 people from the Khed project of Eklavya Foundation visited in January. They observed the supplementary classes, library initiative of Apli Shala and balwadi and primary classes of Kamala Nimbkar Balbhavan.

Leadership for Equity, Pune team visited with 35 teachers from Pimpri-Chinchwad Municipal Corporation schools to learn various practices used in teaching math to grades 1 to 4.

Primary Education Department of Dadara and Nagar Haveli paid an impromptu visit with 50 teachers and officers and admired the work being done at KNB.

Mumbai Mobile Crèches (MMC) team visits our balwadis regularly. This year a team of 14 people visited. A valuable comment from the team was that PSS practices what it preaches.

URMEE organization, Mulshi taluka in Pune District works with the students of Zilla Parishad schools. Ten members from the organization visited to understand the work being done with the students of grades 1 to 7.

Kamala Nimbkar Balbhavan

Children's Activities

Children's Parliament

Children's parliament was an integral part of the academic year of KNB for about 10 years. Unfortunately it was stopped as the school felt that its purpose of making children take the responsibility on their own to work for the school somehow faded away over the years and the election process remained only as an event.

This year however a group of ninth standard students came forward and demanded the formation of a parliament. They wanted this opportunity to learn to solve children's problems and work for the school. The idea slowly spread in the school and 23 students from grades 8 and 9 stood for the election. The candidates canvassed for three days, main promise of many being increasing the time given to sports in the school. The 10th standard students successfully organized and implemented the complete voting process. 185 students from the 5th to 10th standard voted.



Based on the highest number of votes received nine ministers were elected. Diya Doshi from the 9th standard became the Chief Minister. Others chose their own ministries which included Home Affairs, Sports, Cultural activities, Education, Health and Environment, Cleanliness and Beautification and Repairs and Maintenance.

The ministers conducted weekly meetings (even kept a minute book!) to plan their work and did their jobs quite diligently. The Sports Minister wrote a letter to the principal and requested permission to take all the students to the nearby airfield once a month for three hours so that everyone could play freely. Others worked to bring about discipline in the way footwear, bags and bicycles were kept, checked for damaged furniture and got it repaired and took care of overall cleanliness of the school. We hope this tradition of children's parliament continues for coming years as well.

Reading Assembly

Assembly time is the beginning of every new day at school. The KNB assembly generally consists of a couple of prayers addressed mainly to nature and the goodness within humans, a news bulletin session, discussion on any important news and read-alouds or presentations by students or teachers. To break the monotony and also to have children experience some silent reading time, we kept two days aside for the reading assembly. One day was for Marathi reading and the second for Hindi or English. Both children and teachers brought their issued library books and read silently for half an hour at the assembly. Magazines were distributed to those who forgot to bring their books.

Music and Movement

Music has always been an important part of the school. Grades from 1 to 8 have regular music classes. Other teachers also try to incorporate music wherever possible in their teaching. Children learn prayers, folk songs and rhythmic patterns.

This year we also started movement periods for children. A Kathak dancer from Pune, Mayur Shitole who came once a week to Phaltan to teach Kathak agreed to come to KNB once a week.



He conducted classes for students of all age groups as well as for teachers. The classes included basic exercises, rhythm games, games for quickness in action, and making shapes using bodies, in addition to dancing to various types of music. He also taught some Zumba movements to a group of ninth standard girls who took initiative to conduct a weekly Zumba period for the entire school.

In Solidarity with Greta



A street performance on climate change

When Swedish environmental activist Greta Thunberg appealed to the children and adults of the world to come to the streets on 20 September 2019 to fight climate change, the school decided to participate. Around 200 students from the 5th to 10th grades organized a rally and walked through some parts of the city. They displayed placards with slogans.

The Annual Project

One of the most pressing issues in the world- Climate Change- was on our minds for quite a while as a topic for the school's annual project. The devastating floods in Maharashtra and the fires in Amazon and Australia were some recent events which had increased the urgency of tackling this issue. Greta Thunberg's ongoing movement was an additional motivation.

We started with a day-long session by Dr. Priyadarshini Karve, a climate change scientist. She explained the meaning of and reasons for the climate change. She also worked with the teachers on calculating personal and school campus carbon footprint. The teachers also had an online conversation with environmentalist and writer Mr. Atul Deulgaonkar. The 9th grade students also read and comprehended his article and interviewed him. The older children with the help of teachers tried to grasp the complex climate problems explained in the documentary film 'An Inconvenient Truth' by the former United States Vice President Al Gore's campaign to educate people about global warming.



Dr. Karve explains carbon footprint to teachers



Learning ecosystems through puzzles

For younger students of grades 5 and 6 Isha Bhatte from Pune conducted a workshop where students learned the concept of ecosystems and conservation through jigsaw puzzles. With this background study of theory of climate change we thought of a different way of putting up the exhibition rather than through regular writing, paintings and charts.

We requested Shalaka Deshmukh and Ranjeet Kokate of A. B. Goregaonkar school of Mumbai to guide us in this process as they have themselves experimented with large-sized visuals for their project themes like earth and its elements. They visited Phaltan and had several discussion sessions with the staff and children which gave them all confidence to handle the theme effectively in large models and pictures. The mere size of the display was effective in bringing out the intensity of the climate change. The exhibits depicted the destruction of the Amazon forest, melting of polar ice caps, floods and cyclones affecting Maharashtra and human contribution to the climate crisis.

8th standard students calculated carbon footprints of all the students and teachers in the school and displayed them in the form of a graph. It was a good learning experience for all.



Children making painting of a burnt forest



An installation depicting melting of polar ice

School Camps

School camps are a great way for children to learn to stay, work and have fun together. These experiences stay with them for life. The camps in KNB generally include some games, a movie, cooking together, camp fires and lots of chatting. Students plan the camp and decide upon the menu, movie and games. Older students plan treasure hunts and engage in activities like wall painting.



Camp fire fun



One of the activities was bathing the school dog Bingo

Last year, as there were restrictions on trips, all the class-teachers decided to hold school camps. The younger children stay till 10 p.m. and the older children the whole night.

Science Activities

On 28 February 2020, the National Science Day was celebrated in KNB. The 9th standard students organized a quiz. 8th standard students drew beautiful *rangolis* for the programme. A small film was shown about the origin of the life on earth. Some students also displayed science experiments.

Sports and Physical Activity

Annual Sports Days



Treasure hunt



Kabaddi match

Every year July comes with the air of annual sports days. This year the 10th standard students organized the fun-filled two days with the assistance of the newly elected sports ministry. The games included *kabaddi*, relay, *lagorchi*, cricket, musical chair, funny games and treasure hunt. The 8th standard students organized the games for primary students.

Interschool sports competitions

This year 72 students participated in various interschool competitions like chess, tennis, badminton and yoga.

Tanvi Jadhav from the 8th got selected for the district level chess competition.



Jayesh and Anuj at a district level match

Arya Shedage and Anuj Sawant from the 8th as well as Jayesh Nimbalkar from the 9th secured second position in the district level badminton matches. Jayesh got selected for the divisional level competition. Aditya Ozarde from the 9th came fourth in the district level tennis competition and was selected for the divisional matches.

Seven boys and 10 girls from the 6th to 10th grades got selected for the district level yoga competition. Sanskruti Nanavare from grade 6 was selected for the divisional level competition.

Yogasadhana exams were conducted at KNB on 10 January 2020. Three examiners came from Yogasadhana Institute, Pune. 84 students appeared for the 6 levels of examination. All participants passed with first class.



Nita Saste, our guide teacher comes up with innovative ways to engage students in various activities that help develop their social and communication skills and help them to become self-sufficient and disciplined.

Other *khari kamai* activities included food stalls in school and gardening, cleaning, housework etc. at neighbouring homes. A sum of Rs. 13,549 was earned by the students from grades 5 to 10 under the *khari kamai* activity. The guide activities also involved helping nurses to carry out children's tetanus vaccination at the immunization camp held at our school and learning to cook without using any kitchen utensils.



Vegetable market



*KNB girls at the State
Award Camp*

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Examinations

Secondary School Certificate (SSC) Exam

All 29 KNB students from the 10th passed in this year's SSC exams. Twenty students got distinction (above 75%) and seven of them got marks above 90%. Nine students secured first class and one got second class. Soham Doshi got 97.2% marks. He got full marks in Algebra. Rupal Patole got 97% marks and came second in the school while Vaishnavi Pisal got 94.4% marks and came third in the school. Rupal Patole, who is also a poet, scored cent percent marks in Sanskrit.

Drawing Grade Exams

The Elementary drawing exam was held on 26 and 27 November and the Intermediate drawing exam was on 28 and 29 November. 25 KNB students participated in the Elementary exam. Out of them four students got an A grade, seven students got a B grade and 12 students got a C grade.

23 students participated in the Intermediate exam. Out of them seven students got an A grade, seven students got a B grade and 11 students got a C grade.

This year the exams were postponed by 2 months due to elections, due to which the children's performance was less than expectations.

History Exam

History Teachers' Association, Maharashtra conducts History Talent Search Exam every year in December. It is based on the Government curriculum. 129 KNB students from 5th to 10th appeared for this multiple choice examination and 109 passed.

Talks for children

A session for Teenage Girls by Sitai Foundation

A session for teenage girls was arranged by Sitai Foundation, Mahabaleshwar to inform them about menstrual cycle. Dr. Sneha Lawand presented the information about sexual organs and reproductive system to the girls. She focused on physical and emotional care the girls should take during menstruation and superstitions attached to this natural process. Girls had their doubts clarified and talked freely with Dr. Lawand. Chief of the Sitai Foundation Mrs. Swapnali Shinde also visited the session.



More questions after the session

A Session with Nirbhaya Pathak

Nirbhaya Pathak, a police squad working in Phaltan taluka for women's safety conducted an hour long session for the students of 7th to 10th grade. The main topic of discussion was the increasing use of social media by children and the risks associated with it. The head of the Pathak Mrs. Bhosale advised students not to give their personal information on social media and to confide in family members regarding any disturbing issue. She also talked about the illegality of driving motorized vehicles by students under the age of 18.

Writing for Magazines

Chakmak is a Hindi magazine run by the Bhopal-based organization Eklavya. It is widely read by children and adults in India. We started sending KNB children's writing and drawing material to Chakmak last year. Children especially like to contribute to the Kyon-Kyon (Why Why) section of the magazine where they have to answer some interesting questions like Why do we fart? If you could make someone disappear who would you want to do that to and why? Should children have freedom to take their own decisions and if so why? What is the first thing you want to do after the lockdown ends and why? etc.

Till now Chakmak issues from February 2019 to September 2020 have published the work of around 25 KNB students from 2nd to 10th standards.

A well-known Marathi magazine Palakneeti's Diwali 2019 issue was Childrens' Stories special. Stories written by five KNB students were published in this issue. Aditya Dixit and Kiran Wakode from the 7th and Niranjan Ahiwale from the 8th translated the English stories from the books they had prepared when they were in the 6th. They were published along with the pictures. Niranjan Ahiwale and Rajvardhan Ghanwat's wordless picture stories were also published.

The KNB Library



Chatting with children about the book they have read is a usual practice at the library

Irawati Karve Library of KNB is a colourful and lively space. It has more than 11000 books in Marathi, Hindi and English. This year 144 books were bought from the book exhibition held by Ecologic, Pune. Pradip Lokhande of Gyaan-Key, Pune gifted 94 new books.

Our two very active librarians who have done a Library Educators' Course by Tata Trusts are always looking for innovative ways to get children to read and love books. Each class has a library period once a week. The activities in these periods includes reading aloud, book talk,

writing letters to authors, creating advertisements for books, connecting life experiences to the stories to name a few.

Shikshan Vikas Manch, Yashwantrao Chavan Pratishthan, Mumbai each year gives away 'Dr. Kumud Bansal Utkrushta Shaikshanik Grantha Puraskar'- an award for the books with excellent educational content. Pragat Shikshan Sanstha's manual for librarians and teachers- '*Mulanche Granthalay: Pustakanshi Nate Jodtana*' edited by Manjiri Nimbkar received this award for the year 2019. In a ceremony held on 24 November 2019, KNB's librarian Vidyadevi Kakade accepted the award on behalf of PSS. This book has several articles by our library team and is enriched with numerous photographs. It also has a section of 30 library activities.



Vidyadevi receiving the award by hands of renowned journalist Dinkar Gangal

Parag, a publication house by the Tata Trusts selects some books each year to be included in the Parag Honour list. It is a curated collection of outstanding books in English and Hindi for children and young adults. Libraries doing good work are gifted these books. PSS applied and was selected by Parag. The library will be receiving Parag Book Box 2020 which has 20 titles in Hindi that are part of the Parag Honour List 2020.

Granny Cloud and SOLE



6th grade students proudly showing the climate change slogan placards made by them to their Grandpa Steve

The granny cloud sessions were started in KNB in 2012. A granny was assigned to a group of 7-8 children and they interacted every week for a year or two.

359 granny sessions were conducted by 13 grannies in the year 2019-2020. The sessions included story reading, singing action songs, map reading, solving puzzles and riddles, etc. Some grannies shared their traveling experiences and interesting stories

about the places they had visited. Children talked about the festivals and school activities like annual function annual project, rally against the climate change, etc.

Around 75 times the SOLE room was used by students for watching movies, educational videos, searching activities and solving online grammar exercises, making presentations etc.

Online Teaching-Learning

A great debate is taking place about the pros and cons of online education. There are concerns about unequal access to the technology, increased screen time and mental health of children as well as teachers. The schools see it as an unavoidable option as they have to stay in touch of the students and motivate them to study.

At KNB we are trying to achieve a balance where children can have some interesting activities to do, learn to think about the current times and stay in touch with the studies. Fortunately, 100% parents of KNB have smart phones and they all are added to the class WhatsApp groups. However, having phones does not guarantee access due to various circumstances.

From 15 June we started the regular academic year with the help of online teaching-learning methods. A timetable has been made where each grade from 1 to 10 have classes of three subjects each day. The teachers reach out to the students through WhatsApp messages, audio, videos or Zoom sessions. The students do their work and send it back to the teachers. The teachers try to give them individual feedback. Around 80% of students are giving good response. For the rest, the teachers call the parents regularly to find out why children are not responding and try to solve them.

The students are also busy in doing art and craft activities given by the art teachers. They have made paper garlands, clay Ganpati idols and cloth bags to name a few.

We are also trying to get children in touch with some outside experts doing interesting work. The 10th standard students translated a Hindi poem by a radio journalist and poet Mr. Kuldeep Mishra. He was very happy with the translation and offered to have a chat with the students. An hour long Zoom session took place where students asked him many questions from the challenges of being a journalist to the nuances of his poem. The 6th standard students had a chat with an entomologist from Bombay Natural History Society, Rahul Khot. A session with an African American lady Ms. Erika Brown was held for the grade 8 where there was a discussion about racism in the light of the current events in USA. Students wrote thank you notes to these people.

Teachers are trying their best to be in touch with all the children from their classes. They are more technology literate now. They are learning new things about making videos, watermarking them; recording good quality audios, editing photographs and videos, conducting Zoom sessions etc.

The online teaching-learning is turning out to be quite exhausting for both the teachers and the students. However we all are hanging on in the hope of meeting one day at school.

Teacher Professional Development

Courage to Lead

Madhura Rajvanshi completed a 10-day course called 'Courage to Lead' organized by Disha, India, Gurgaon. The course is conducted every year and introduces the participants to experiential learning methods which could be used with students for giving them a thorough and lasting learning experience.

The course was divided in two parts where the first module in October 2019 introduced the participants to the methodology and framework of experiential learning. The primary method was learning through expedition. The participants had to go back at their respective work places and design their own expedition framework. Madhura designed a framework for grade 9 titled The Global Warming and did a presentation in the second module of the course held in January 2020. She was able to partially implement this framework during the annual project work of the school.

She made a presentation for KNB teachers on her return and plans to help them design and implement their own expedition frameworks.

English Teaching Course by TISS

Vidya Madane, our English teacher completed a 6-week online course- Designing Learning Experiences for the English Classroom- conducted by Tata Institute of Social Sciences, Mumbai.

The course focused on designing effective and meaningful activities for developing the skills of listening, speaking, reading and writing; as well as for improving vocabulary and grammar. The teacher's role in facilitating the tasks was discussed. The assignments included lesson planning, actual teaching experiences and students' assessment methods.

Vidya found this course to be very useful. Designing activities for students of different abilities was something she found challenging.

Workshop to Understand Responsibilities

Manjiri Nimbkar conducted a day long workshop for teachers on the topic- Teachers' responsibilities towards themselves, children, parents, school, society, media and the government. The teachers worked in groups, with each group working separately on a chosen topic followed by a group presentation. There was a whole group discussion at the end of each topic.



Many important points emerged from the discussions. The teachers indicated that they have realized the range of responsibilities they have on their shoulders which included disseminating the good work done by them through the media, understanding the role of the government, abiding by the organization's vision and principles, to name a few. This workshop was arranged as a precursor to a teacher assessment and the points that emerged in the workshop would be used for developing the tool.

Inclusive Education Seminar

Dhruv Education and Research Foundation, Pune had organised a day-long seminar to discuss the difficulties in children's learning and the ways to overcome them. The seminar emphasized the fact that children with different abilities should learn together as this is the way to teach them to live together. Early detection of any learning difficulties is extremely important and the remedial method should be tailor-made for every child.

From KNB Suvarna Kulkarni, Aruna Shevale and Madhura Rajvanshi attended the seminar. We are in touch with the Dhruv foundation for organizing teacher training programmes to help the children with learning difficulties.

Storytelling and Child Development

Vibha Deshpande, a psychologist and teacher- educator conducted two online sessions for teachers on storytelling and child development. 13 teachers from KNB attended these sessions to understand the importance and skill of telling creative stories to children.

The use of stories to understand and solve children's emotional problems was something very new for the teachers. They learnt that instead of using the available stories every time how the teachers can create simple stories needed for the classroom situation.

Teachers as Resource Persons

Reaching out through Music



Minakshi performs a song about discrimination with her team

Prayas Health Group, Pune had organized a 3-day residential workshop '*Soor Maza Bole*' for creating music that can be used in workshops for HIV- infected youngsters. Madhura Rajvanshi and Minakshi Ghadge from KNB were invited as resource people to help the young trainers to create songs. Dr. Mohan Des was the chief resource person. He introduced the participants to different types of music, some voice exercises and the ways of effective performance.

Some very imaginative compositions were created and performed by the groups of participants on various health matters like menstruation, nutrition, adolescence, relationships, transmission of HIV etc.

Sessions for Marathi Abhyas Kendra

Marathi Pratham and Amhi Shikshak in collaboration with Marathi Abhyas Kendra, Mumbai has been conducting a series of webinars for parents and teachers called *Talebanditil Shikshan* (Education in the Lockdown). They invite teachers from various Marathi schools in Maharashtra to discuss the pedagogy of different subjects used in their classrooms especially in the distance learning in COVID pandemic. KNB's English teachers Madhura Rajvanshi and Vidya Madane were invited to talk on the ways to impart English education to the students. Madhura discussed the online English learning of the students from grades 5 to 8, while Vidya talked about the methodology to be used for grades 9 and 10.

Financial Matters

The work of Pragat Shikshan Sanstha has four units based on their goals and funding structure. Apli Shala is the programme based in Mangalwar Peth in Phaltan and works with the underprivileged. All the programmes of Apli Shala like the balwadis, support classes, library, and sewing class do not charge any fees and are usually funded by outside grants or donations. In the year 2019-20, SPA Education Foundation fully funded the balwadi programmes.

KNB is based in Phaltan and is a government recognized unaided Marathi medium school with an opportunity to learn Math and Science through English from the fifth standard onwards. KNB charges fees and it has a very affordable fee structure. Kamala Nimbkar Balbhavan charged full fees at Rs. 12,500/year for balwadi, and grades 1 and 2, Rs. 13,500/year for grades 3 to 5, Rs. 14,000/year for grades 6 and 7, Rs. 14,500/year for grades 8 and 9, and Rs. 15,500/- for grade 10. 28% of children had 10-60% fee concession depending upon their economic condition. Some donor organizations or individuals paid the fees of some of the students. 25% of children in each class from std. 1 to 7 come under the Right to Education (RTE) act and pay no fees. However, the government reimburses the full fee amount.

The third unit is the educational outreach under which we carry out programs with the government schools or community or other educational enterprises. The last big project under the outreach, called Nurturing Early Literacy in Primary Schools in Phaltan Block (NELPSPB) was funded jointly by USAID, Tata Trusts and the Center for micro Finance.

The fourth unit is the Early Childhood Education (ECE) unit conducting six balwadis and carrying out ECE trainings.

The income from donations received, both foreign and domestic, in the year 2019-20 was Rs. 7,09,553/- interest on banks and investments was Rs. 14,15,994/-. The amount received from trainings—mainly ECE and library—was Rs. 64,075 and from visits was Rs. 12,200/-. The royalty on sale of books by Jyotsna Prakashan was Rs. 67,703/- and the amount from sale of books (in-house publications) and other resources was Rs. 44,439. The contribution by parents for SOLE activity was Rs. 14,800/-. The school fees collected over the year was Rs. 44,98,805/-. Rs. 1,40,000/- was the amount of fees not received due to the sudden lockdown towards the end of March, just before the examinations when parents clear their arrears.

The financial situation this year is rather critical due to the pandemic. We expect a fee receipt of about 80-85%, (about 35-36 lac). Donations will be hard to come and there will be no visits and face to face trainings. This situation may remain for a couple of years especially as we cater mainly to the lower middle class and middle-class sector. We are in the process of preparing online trainings but these do not generate much revenue unless done on very large scale as a continuous activity and we will need a different set up for it.

The Bombay Public Trust Act, 1950 SCHEDULE VIII [vide Rule 17 (1)]

Name: **Pragat Shikshan Sanstha**

Registration No F - 787

Funds & Liabilities	sch	As at 31st 2020	March, (Rs.)	Property & Assets	sch	As at 31st 2020	March, (Rs.)
<u>Trust Funds or Corpus</u>				<u>Immovable properties</u>	6		
As per last balance sheet	1	17,592,287		As per last balance sheet		7,299,754	
Addition during the year		-		Add: Addition		306,973	
Utilization during the year		-		less: sale		-	
		17,592,287		Less: Depreciation		444,059	
<u>Other Earmarked Funds</u>						7,162,668	
Depreciation Fund		-		<u>Investments</u>	4	24,859,468	
Sinking Fund		-		<u>Loans & Advances</u>		1,048	
Reserve Fund		-		<u>Other Fixed Assets</u>			
Any Other Fund	2	6,541,206		As per last balance sheet		641,831	
<u>Loans (Secured or unsecured)</u>				Add Additions during the year		17,069	
From Trustees				Less Sale/Disposals during the year		147,338	
From Others				Less: Depreciation		122,300	
<u>Liabilities</u>						389,262	
For Expenses	3	453,170		<u>Deposits & Advances</u>			
For Advances				To Trustee		-	
For Rent & Other Deposits		8,000		To Employees		-	
For Sundry Credit balances		-		To Contractor		-	
		461,170		To Others		10,995	
<u>Income & Expenditure Account</u>						10,995	
Balance as per last balancesheet		9,699,301		<u>Income Outstanding</u>		514,490	
Less: Transfer to I & E A/c		-		<u>Other Current Assets</u>			
Add: Wrong Head Fund in previous year		-		Stock in Hand		-	
Add: Surplus as per I & E A/c		1,517,670		Tax Deducted at Source		493,209	
		11,216,971					
Inter Branch/ Divisional Balance		-		Affiliated Institutes		-	
Notes to Accounts	15			Cash and Bank Balances	5	2,382,590	
Total		35,811,634		TOTAL		35,811,634	

The above balance sheet to the best of my belief contains a true account of the Funds and Liabilities and of the Property and/Asset of the Trust

PRAGAT SHIKSHAN SANSTHA

M. Nimbkar
Trustee

For Pragat Shikshan Sanstha

J. N. Garule
Trustee

Trustee

Date : 25th Sept 2020

Place : Baramati

Trustee

As per our report of even date
For KVMDS & Associates
Chartered Accountants
FRN 121347 W

CA Samrat Anil Garule
Partner
M No. 159024

The Bombay Public Trust Act,1950 SCHEDULE IX [vide Rule 17(1)]

Name: Pragat Shikshan Sanstha

Registration No F - 787

Expenditure	Sch no.	Year ended 31st March 2020 (Rs.)	Income	Sch no.	Year ended 31st March 2020 (Rs.)
<u>To Expenditure in Respect of Properties</u>			By Rent		-
Rates, taxes, cesses		11,000			
Repairs & Maintenance		22,065	By <u>Interest/Income from Investment</u>		
Insurance		-	On Fixed Deposits/Investments		1,397,131
Salaries		-	On Loans		-
Depreciation		-	On Savings Bank Account		2,042
Other Expenses		-	On IT Refund		16,820
					1,415,994
To Establishment Expenses		9,580			
To Remuneration to Trustees			By Dividend		-
To Legal Expenses		74,624	By Donation		709,553
To Audit Fees		53,100	By Grants		-
To Contribution & Fees					
<u>To Amounts written of</u>			By <u>Income from other sources</u>		
(a) Bad debts		-	School Fees	8	4,498,805
(b) Loan Scholarships		-	Training Fees		64,075
(c) Irrecoverable rents		-	Sale of Books / DVDs etc		44,639
(d) Other items		-	Royalty		67,703
To Miscellaneous Expenses		30,015	Miscellaneous Income		93,743
			Sole Nidhi		14,800
To Depreciation (other than property)		525,748	Visit Fee		12,220
			Other Sources		-
To Amounts transferred to funds		-	Extra Lecture Fee		122,820
<u>To Expenditure on objects of the Trust</u>					4,918,805
(a) Religious		-			
(b) Educational	7	4,822,222	Transfer from Reserves		-
(c) Medical Relief		-			
(d) Relief of Poverty		-			
To Surplus Carried over to Balance Sheet		1,495,997			
TOTAL		7,044,351	TOTAL		7,044,351

Notes on Accounts

9

As per our report of even date

PRAGAT SHIKSHAN SANSTHA

For Pragat Shikshan Sanstha

M. N. N. K. K.

Trustee

Date : 25th Sept 2020

Place : Baramati

Trustee

Trustee

For KVMDs & Associates
Chartered Accountants
FRN 121347 W

CA Samrat Anil Garule

Partner

M No. 159024



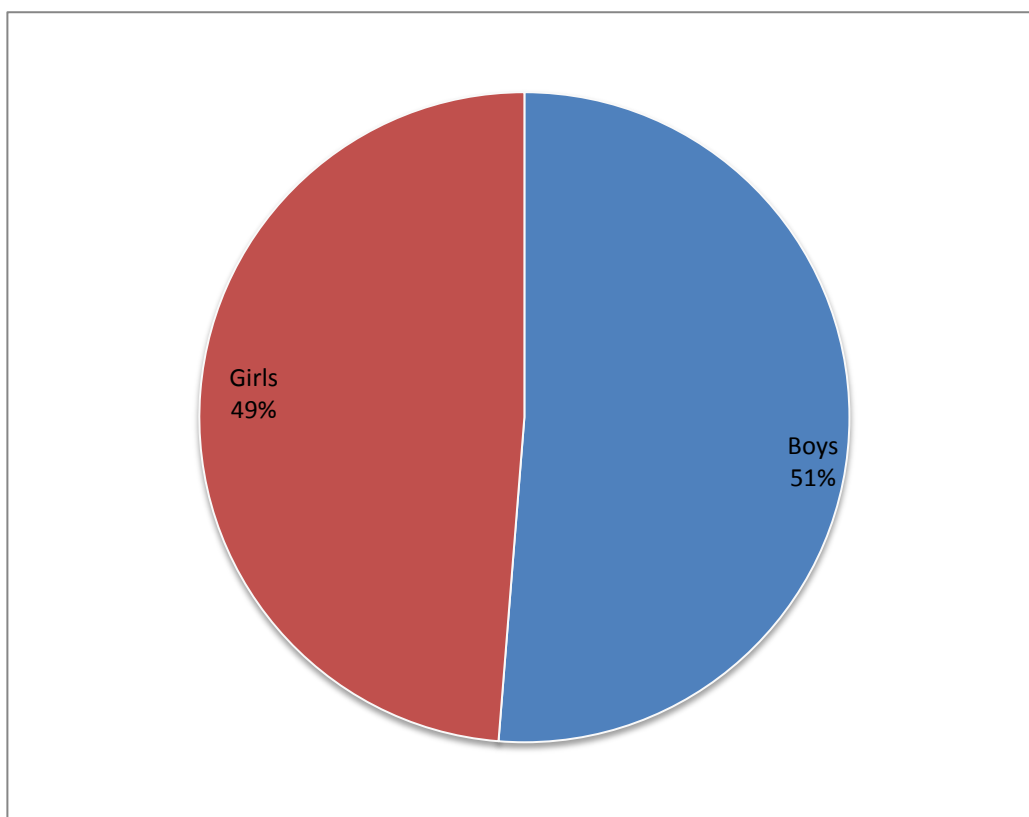
Annexure 1.1

Kamala Nimbkar Balbhavan 2019-2020

Table 1. Enrollment by gender

Standard	Girls		Boys		Total
	No.	%	No.	%	No.
Balwadi	49	48	54	52	103
Primary (1-7)	121	50	122	50	243
Secondary (8-10)	44	49	46	51	90
Total	214	49	222	51	436

Fig.1. Enrollment by gender



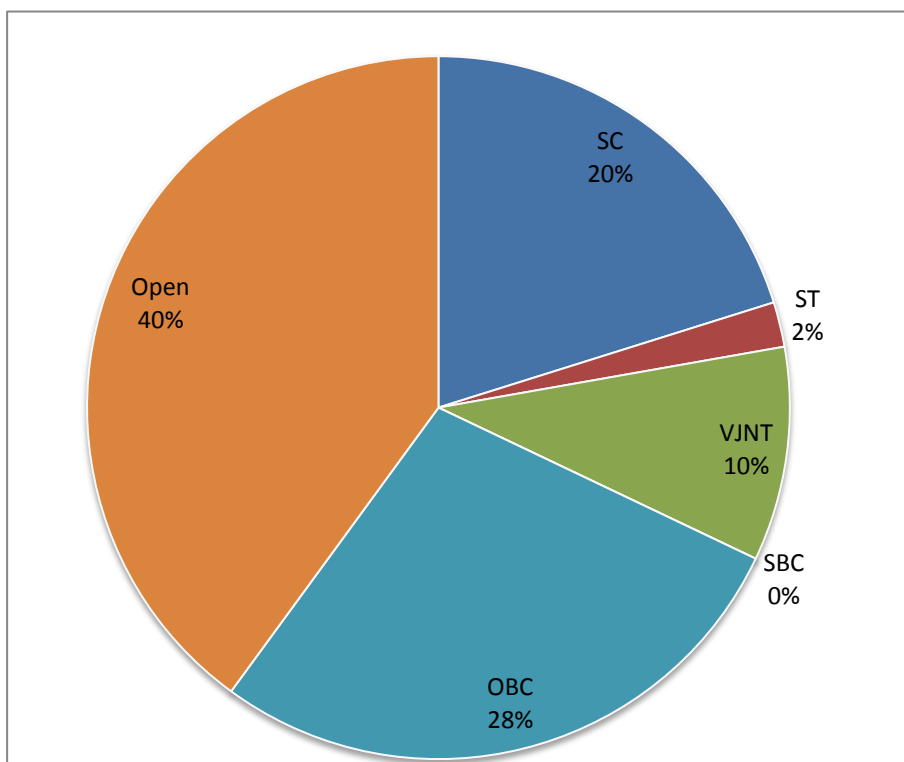
Annexure 1.2

Kamala Nimbkar Balbhavan 2019-2020

Table 2. Enrollment by caste category

Caste	SC	ST	VJNT	SBC	OBC	Open	Total
Balwadi	14	2	11	0	33	43	103
Primary	56	7	21	0	65	94	243
Secondary	18	0	11	0	21	40	90
Total	88	9	43	0	119	177	436
%	20	2	10	0	28	40	100

Fig. 2. Enrollment by caste category



SC Scheduled Castes
 ST Scheduled Tribes
 VJNT Denotified and Nomadic Tribes
 SBC Special Backward Class
 OBC Other Backward Class
 Open All other castes not falling in the above categories

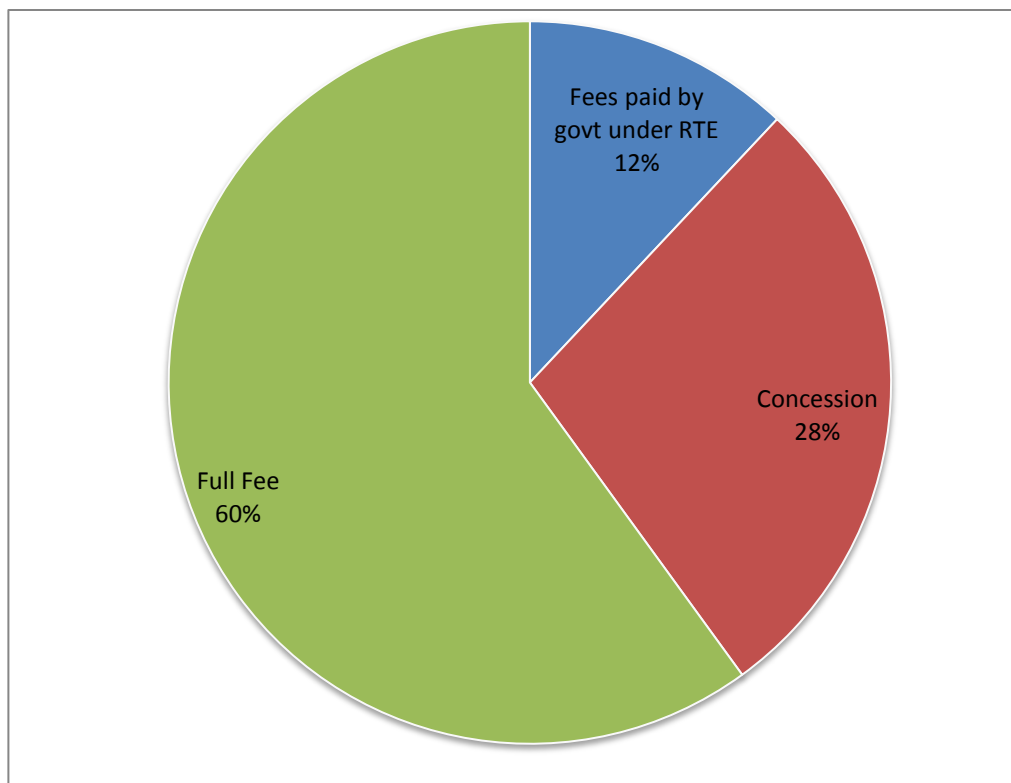
Annexure 1.3

Kamala Nimbkar Balbhavan 2019-2020

Table 3. Fee Structure

Unit/Std.	Fees						Total
	Fees paid by govt under RTE 2010		Concession		Full Fee		
	No.	%	No.	%	No.	%	
Balwadi	0	0	24	23	79	77	103
Primary (1-7)	52	21	57	24	134	55	243
Secondary (8-10)	0	0	41	46	49	54	90
Total	52	12	122	28	262	60	436

Fig. 3. Fee Structure



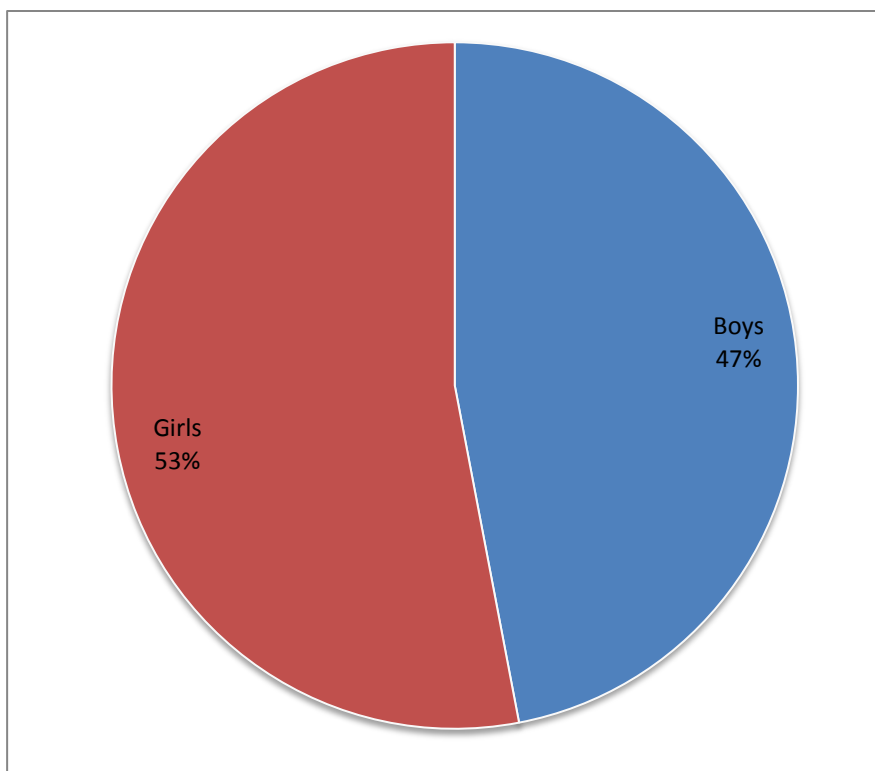
Annexure 2.1

Apli Shala 2019-2020

Table 5. Genderwise enrollment in Balwadis and sewing classes

Balwadi	Girls	Boys	Total
Shishu gat Balwadi	14	15	29
Madhala gat Balwadi	11	14	25
Motha gat Balwadi	9	13	22
Sewing classes	14	0	14
Total	48	42	90
%	53	47	100

Fig 5. Genderwise enrollment in Balwadis and sewing classes



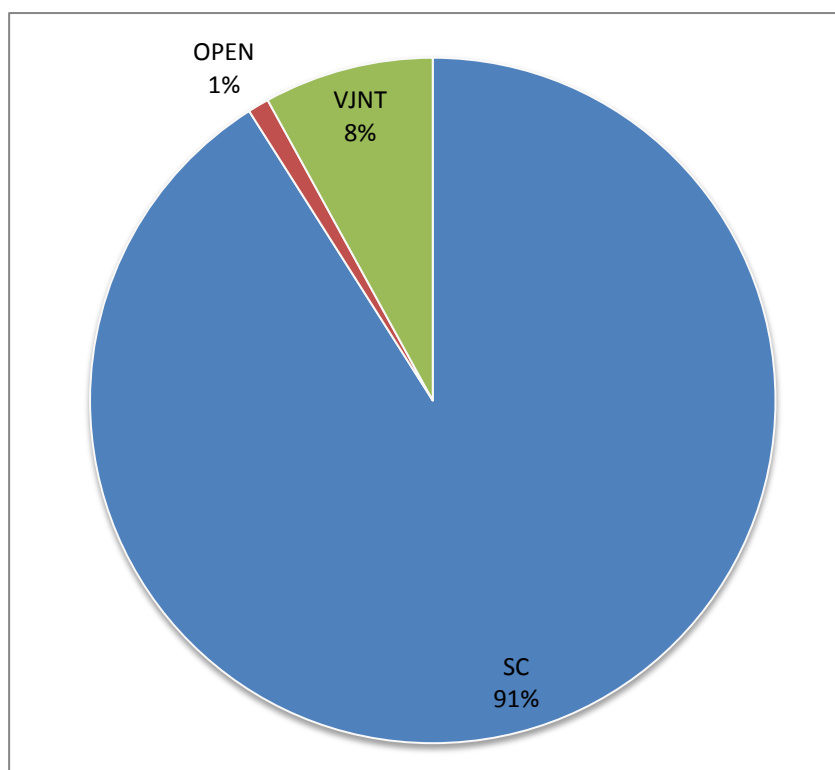
Annexure 2.2

Apli Shala 2019-2020

Table 6. Castewise enrollment in Balwadis

Balwadi	SC	VJNT	OPEN	Total
Shishugat Balwadi	24	5	0	29
Madhala gat Balwadi	23	1	1	25
Motha gat Balwadi	22	0	0	22
Total	69	6	1	76
%	91	8	1	100

Fig. 6. Castewise enrollment in Balwadis



SC
VJNT
Open

Scheduled Castes
Denotified and Nomadic Tribes
All other castes not falling in the above categories

Annexure 3

Summary

Table 7. Total number of beneficiaries of PSS programmes 2019-2020

Unit/Program	No. of beneficiaries: children	No. of beneficiaries: adults
PSS teaching, non-teaching and project staff	-	75
KNB	436	872
Apli Shala Balwadi	76	152
Sewing class	-	14
Support classes	15	-
Apli Shala Library	30	-
NELPSPB	14,000	454
Total	14,557	1567
Total number of beneficiaries	16,124	

The adults in KNB and Apli Shala are indirect beneficiaries as they are caregivers of the students who are the direct beneficiaries. The adults in NELPSPB are 2 ZP teachers and 1 library volunteer, each in 150 schools, who are the direct beneficiaries.

Annexure 4

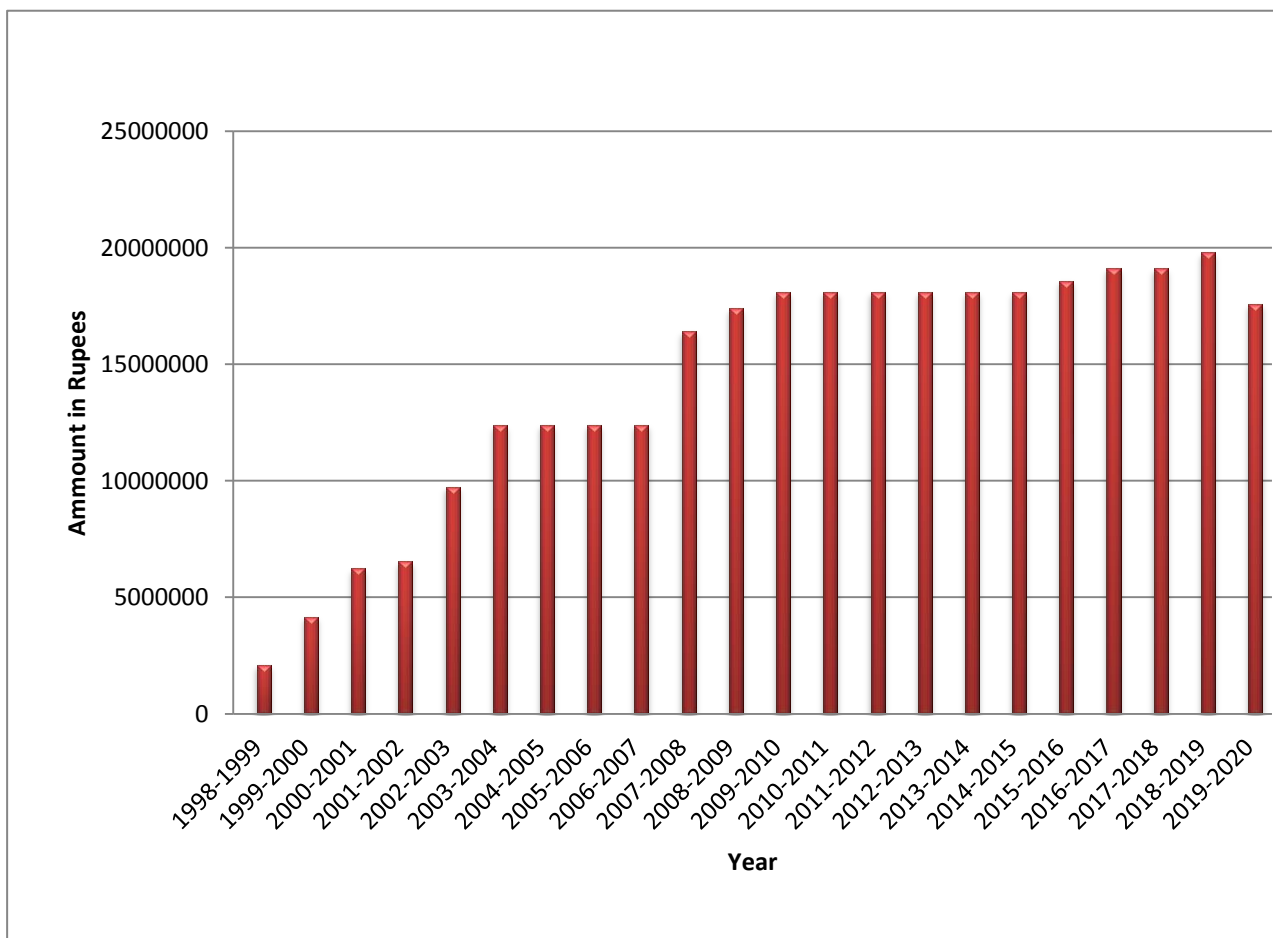
Resources Developed by PSS

A	Publications
	For Children
1	13 Readers developed under NELPSPB Project (<i>savlitli sheli and other stories, gabushetcha panja, kumpanachyaa aat kombada oradala, kurdaya karu, hirvyagar panyat kalyashar mhashi, harawlela kutra, bhura landga, ruslela warga, kullu, masemari, khushi bhetli pishila, time machine, school bus</i>)
2	A set of 3 books compiling children's songs
3	A book of prayers
4	Issues of Navneet (KNB's annual publication of children's writings) from 1996
5	English work books and dictionaries
	For Parents and Educators
2	Mule Shikti Kartana, Teacher Manual for teaching first language from std. 1 to 4 by Manjiri Nimbkar (Jyotsna Prakashan)
3	<i>Mulanche Granthalay: Pustakanshi Nate Jodtana</i> Edited by Manjiri Nimbkar (Jyotsna Prakashan)
4	<i>Mulanche Srujanatmak Likhan</i> by Dr. Manjiri Nimbkar (Jyotsna Prakashan e-book)
5	Everyday English Book - 1, 2, 3 by Jane Sahi (Jyotsna Prakashan)
6	Everyday English, Teachers' handbook - 1,2 by Jane Sahi (Jyotsna Prakashan)
7	Everyday English Introductory book for EE- 1by Jane Sahi (in-house PSS publication)
8	Teaching English through English by Jane Sahi (PSS publication)
9	Reports of innovative practices or <i>Navopakrams</i> by KNB award winning teachers
10	Compendium of articles by Reflective Teacher Fellows and CLLC Tata Teacher Fellows on language and teaching of language
11	A set of 7 course books on 5 developmental domains for an Early Childhood Educators
12	Palakneeti magazine issues edited by PSS team for the year 2015 January to December with Diwali special issue on language
B	Films
	Documentaries
1	A Chance to Dream- A documentary on KNB school
2	Documentary on the work of NELPSPB project
	Training films
1	16 Balwadi training films (dubbed in Hindi and English)
2	13 Early Literacy teacher training films
3	Here is a Tree--Activities for teaching English, based on Everyday English series

C	Online Resources
1	Web Based Portal for Teachers support
2	112 articles by teachers and well known educationists on PSS website
3	Around 160 educational videos uploaded on YouTube channel of Pragat Shikshan Sanstha
4	6 motivating Photo stories of village libraries
D	Printed posters and library photo stories
1	Early Childhood Education-43 posters of size A3
2	Songs for children- 11 posters of size A3
3	Constructivism - 9 posters of size A3
4	Photo stories about village libraries- 6 stories of size A4

Annexure 5

Figure 8: Corpus Growth



Get Involved



***Every child has a dream,
and quality education is probably the best path to that dream.
You can help a child to achieve her dream!***

- **Donate** to the corpus or any of our programmes.
- You can also **sponsor** one or more children from Kamala Nimbkar Balbhavan. The school fees are relatively modest- a maximum of Rs. 14,500 per year, per child, all inclusive. You may opt to sponsor a boy or a girl of any age between 3 to 16.

You can donate to us or sponsor a child by using any of the following options.

- **Bank Transfer**
Account Name: Pragat Shikshan Sanstha
Account No: 38590200000157
Bank: Bank of Baroda
Branch: Phaltan, Dist. Satara, Maharashtra
IFSC code- BARB0PHALTA
- **By Cheque:** Draw the cheque in the name of ***Pragat Shikshan Sanstha*** and send it to our address.

You can avail of a tax benefit under 80G of Income Tax.

Contact

Pragat Shikshan Sanstha

Ring Road, Laxminagar

Phaltan 415523

Ph: 02166-223041

pragatshikshansanstha@gmail.com

www.psspaltan.org