

# **Twenty-Five Years of Quality Education**

**Pragat Shikshan Sanstha  
Directors' Report 2011-2012**

**August 2012**

**Pragat Shikshan Sanstha**

## **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.

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## Preface

We are happy to present the annual report of the Pragat Shikshan Sanstha for the year 2011-12. The report covers primarily the period of one educational year starting with June 2011. However some events that took place in June 2012 have also been included because of their specific relevance—like the Transit of Venus.

In this report we have tried to give a broad picture of our activities with a special note about Kamala Nimbkar Balbhavan as the school completes 25 years in 2012. It is time to stop and look back, and also think ahead. We have continued all the traditions that are based on Constitutional values and added some new dimensions to enrich the programme further. We have been visiting our past students and parents who have expressed their heartfelt gratitude to the school and the teachers. Some of them have already given us donations and some have promised to.

Three of our old partners left PSS in the last year. First the founder director Dr. Maxine Berntsen left to take up the post of Professor Emeritus at the Hyderabad campus of Tata Institute of Social Sciences. Datta Ahiwale, one of our first and beloved teacher left because he needed time to look after Prabuddha Vidyabhavan, his own school. Ashabai Chavan, our first helper at the school decided to retire early due to her ill health and insistence of her son who lives in Mumbai. We wish them well in whatever work they pursue.

We would like to thank all our donors, both individual and institutional for their generous support which has enabled us to continue our work unfailingly. We give special thanks to Sir Ratan Tata Trust for making it possible to set up the Center for language, Literacy and Communication, to Nimbkar Seeds Pvt. Ltd. for making it possible to buy land and build the new library building and a guest house. We also thank Jai Nimbkar, Rajani Patel, Nanda Meier, Ashok Joshi and Cooper Corporation for their generous and sustained support.

We are grateful to our board of trustees, members of governing council and friends who have given wise advice and moral support whenever needed. We wish to thank all our teachers and other staff who are committed to the mandate of PSS and work tirelessly in the pursuit of excellence. The parents and parent-teacher association have been very supportive and appreciative. Finally we must thank all our students who make teaching a joy.

The annexure to this report includes variety of statistical data. We hope you enjoy reading this report.

**Dr. Manjiri Nimbkar, Director**

## **Twenty-Five Years of Quality Education**

### **Pragat Shikshan Sanstha**

#### **Director's report 2011-12**

Kamala Nimbkar Balbhavan completes 25 years in 2012. It is a school abuzz with activity, life and enthusiasm. The teacher and student community has a high level of motivation and performance. KNB was started in 1987 for a girl who refused to go to school because she did not find school a pleasant place. So naturally the first aim of KNB was to see to it that the children were happy.

Dr. Berntsen, who started KNB, grew up in America where she attended a public school with the children of doctors, architects and dockyard workers. She found the experience very enriching and hence insisted that the children coming to KNB must come from all walks of life. It is now 25 years since she started the school and we are happy to report that this tradition still continues. The admission process ensures that children come from all strata of society and boys and girls have equal opportunity.

Admission forms become available in July every year. All forms are gathered a month before Gudhi-Padwa, the day of admissions for the youngest group of *balwadi*. The forms are categorized according to the parents' educational and socio-economic backgrounds and admissions are given as prescribed by the government. A hundred and twenty to thirty forms are received every year out of which thirty-three are given admissions. Three students from Apli Shala *balwadi* come directly into the first standard (at KNB). Thus each class has about 35-36 students and the school has a total of about 425-430 students.

The sitting arrangement in classrooms is flexible and can be changed as per requirement. To achieve this flexibility we have tables and chairs rather than benches. Sometime classes are held under the huge rain trees in front of the school or on the partially covered terrace. There is no bell to remind people to hurry.

Thus the atmosphere at KNB is free and relaxed. The teachers know the students by their first names. They also know the students' backgrounds and so are very understanding and always helpful. We take pride in calling ourselves the KNB *pariwar* or family. The teachers are consulted about careers, invited to weddings and informed about additions to the families. Many times we have students visiting us for support in periods of family or job crises. Some have changed careers after talking to their teacher-mentors.

Some of the special ongoing programmes at KNB include the annual project, the environment projects of the tenth standard, the KNB bulletin of the eighth standard, celebration of Marathi, Hindi and English days, the *balsansad* and the *balmahotsav*.

## **Academics and Other Activities**

### **Innovative teaching strategies**

Several of the KNB teachers have adopted innovative and constructivist teaching strategies suggested by the NCF 2005. The textbooks are still the backbone but children do a great deal of project work in groups, read other books for their presentations, do experiments, draw pictures for lessons, make story books and generally are actively learning. This would have been impossible if the teachers did not have faith in being facilitators rather than teachers. With the burden of examinations gone from their shoulders due to the new government policy about examinations, they are more imaginative and creative and less stressed than before.

A special mention needs to be done about the teaching of English where children are taught the English alphabet along with the Marathi in the first standard using the same phonetic method. This is supported by extra reading, both aloud and silent sustained. Most children are genuinely interested in books as they have been exposed to books from the *balwadis*.

The teachers of English are trying out a theme based curriculum for the seventh, eighth and the ninth standard. They are finding that children are learning much more English this way as compared to the text book way. They are doing detailed documentation of the process as well as the outcome. We are finding it difficult to convince the parents of older children. So we are planning to adopt the strategy of getting the parents to observe the classes and all that is going on in the class.

### **SSC result**

This year, we were truly worried about the students' careless attitude towards studies and lack of motivation. Almost half the students were destructive, rowdy and rude. The parents were helpless. The teachers were trying their best but without much response from the students. There were only 10 girls in the class of 27. We expected that at least two of the boys would not pass the final examination. However we are very happy that all of them have passed and this was the tenth consecutive year of getting 100% students passing the SSC examination. Ours was one of 6 schools in Phaltan Taluka with 100% students passing (There are total of 70 secondary schools in the Taluka). Hundred and forty (140) out of a total of 665 schools in Satara District had 100% students passing the SSC.

Our teachers worked very hard to help the students get good marks. As a result, 12 out of 27 (44%) got a distinction, 11 (41%) got first class and 2 (15%) got second class. Amrapali Nikalje obtained 91.45% marks and stood first in our school. This year's marks for the first number as well as the number of distinctions are lower than previous year, but that seems to be the overall trend this year due to a change in the structure of question papers and correction and marking method of the answer papers.

Many of the students from this batch are taking admissions for the Engineering Diploma courses probably because they do not want to face the mismanaged Common Entrance Tests after the twelfth.

### **Navneet**

This year's Navneet comes with all the usual features and a beautiful cover picture of a quilt. Quilt making was an activity newly started in the school last year like the paper pulp activity and will now be part of our routine activities.

Children's stories show a very vivid picture of their varied experiences. These include an article about the bullock-cart races that have been banned but still

take place, a story about the killing of a monitor lizard for *dhulwad*, an old tradition still preserved and a story of discovering a skeleton near a burial ground. Prathamesh's story about the *chaul* culture in Mumbai and Abhishek's description of their class camp at Vinchurni are well written pieces not to be missed.

### **Annual Project**

The annual project that we usually work on at the beginning of the second term after Diwali is a benchmark in the process of good education. The first project was done in 1995-96. It was followed by small and large projects mostly on themes related to the history, geography and human life in Phaltan. Themes related to the current affairs like floods, drought and electricity load shedding are also tackled. We have worked on a couple of other socially important themes like 'violence' and 'children's rights'. Last year our theme was 'Development Plan of Phaltan'. 2012 happens to be the year in which the plan drawn in 1992 comes to an end and a new plan is to be proposed. It is a very complex process with social, economic, political and archeological implications. So we arranged a few lectures to inform the children of the process and show how other cities in India and abroad had tackled this issue. Then the older development plans were made available and house to house surveys were conducted to study land-use patterns. Interviews of knowledgeable people were conducted to find out about the historical perspective of town planning. One of the most challenging tasks was the house to house survey of congested parts of the city. However the children and teachers were amazing and collected almost accurate information. A couple of colleges in Phaltan were expected to take part in this process with us but none carried out their share of the work. So the land-use survey still remains incomplete.

The house to house survey was conducted by the students from the seventh to the ninth standard. The others talked to citizens from various areas of Phaltan and recorded their problems and needs. Good roads, assured clean water supply, efficient garbage and used water disposal were the needs voiced by almost all the people from all areas of town. Children and old people wanted other things like public playgrounds and footpaths with trees and benches along the roads. Shri Raghunath Raje Naik Nimbalkar, the mayor of Phaltan was interviewed. His future plans are of building a dam on the river to make a lake for boating and other water-sports. Very surprisingly nobody talked about clean public toilets and urinals.



### **Environment Projects**

Environment became a grade subject for the ninth and tenth standards five years back. Doing a project and writing a detailed report was allotted 40 marks. We firmly believe that students should be concerned about environmental issues and study them in detail as well as acquire the skills of obtaining information, thinking critically about the issues in light of the information obtained and writing a report complete with references and acknowledgements.

Students have shown a great deal of innovation in selecting the topics. Very few topics have been repeated so far. The project is presented at the assembly in front of the whole school. Some students do a power point presentation while others do a poster presentation. The students from fourth to ninth ask questions. We have found that the quality of questions has been improving over the years and today, even the fourth standard students ask pointed and intelligent questions. The projects are judged by the topic, the investigation or library study, the report and the presentation. The first three projects are honored by the late Maheshwar Ganesh and Mrs. Leela Maheshwar Karmarkar Environment Award sponsored by retired Vice Admiral Manohar Awati. The award winning projects for the last year were, Effect of Mobile Towers on the environment, Dams, and A Historical Review of the Environment of Zirapwadi, a small village near Phaltan.

### **Having fun together**

Today, in the days of TV, computers and video games, the occasions where children can have fun together and with adults are very few. We, however, try to catch every opportunity when offered or create some ourselves. Last year, there was a circus in town. We arranged to take all children from school to the afternoon show. Many parents, especially mothers also joined in. It was great fun as the clowns were interacting with the children.

Many of the younger classes go to the fair during the Ram Festival held every year in Phaltan. It is a big event and children love going to it with their friends and teachers as they can visit each tent and spend as much time in it as they want.

All classes including *balwadi* attend and enjoy the annual one-night camp at school. They cook, play games like hide and seek in the night, sing and dance, watch a movie or draw *mehendi* on each other's hands. These occasions increase

the bonding between the teachers and children and also among children. We are in many ways an extended family.

At times, outsiders also become members of this extended family and visit us often. One such person is Vidyadhar Mhaskar, a story writer and illustrator. Mr. Mhaskar visited us often and took children bird-watching or told them stories when he was a resident of Phaltan. Now he has settled down in Karad but never misses an opportunity to visit the school whenever he is in Phaltan. Last year he was a guest at the Vibhageey Sahitya Sammelan held in Phaltan and visited us the next day to tell us stories. The children enjoyed the experience.

Last year Phaltan had very little rain but we took our children on special trips where they could experience rain and mist, walking in the clouds, seeing frothy waterfalls and drinking hot tea to get warm. All these trips were one day trips around Phaltan and were affordable by all students. The traveling time was not more than two hours at a stretch. The children went to see Jarandeshwar, with a rather steep climb to see a cave with springs of clean water; the Kaas plateau thick with mist and the Thoseghar waterfall roaring down into the valley.

The ninth standard was taken for an overnight camp at Maganlal Gandhi Smrutiwan at Vinchurni. The freedom of prowling around the fruit gardens, a walk at night on the wild grassland, eating fresh fruits off the trees and chatting till 2 a.m. were experiences the students were obviously impressed with. One of the students also wrote an article about this trip in Navnit, the school magazine.

The annual gathering at KNB is a special event for the past and present students, their parents, relatives and neighbours. It usually takes place in the second week of February. The dances and dramas have a great deal of variety and innovation. Teachers and students improvise drapery and jewelry to avoid unnecessary expenditure. Parents also help in selecting songs, choreographing dance steps, selecting appropriate costumes and drapery. Passed out students also help with dances and mimes. The best part of it is that all students take part in the gathering. Each year the gathering is held on two consecutive days, the first day for the little children's performances and the second day for the older children's performances. Both programmes are anchored by children from the third and the fourth standards respectively.

### **KNB Bulletin**

The eighth standard students prepare the English bulletin in groups. Each group tackles a news item. It is brought out quarterly and covers all the happenings in the school as well as around town. The bulletin has photographs shot by the students and is typed and printed by them as well. The eighth standard students use this as study material in class. It is displayed on the assembly hall notice board for all the children to read. The news is also presented in the form of English conversation at assembly so that the younger children can share it.

### **Balsansad**

The Kamala Nimbkar Balbhawan holds an election to select the ministers of the *balsansad* in the month of July. There are five ministers looking after the departments of health, sports, home, environment and cultural events with one chief minister. The student getting the maximum number of votes becomes the chief minister and is responsible for the overall work of the *balsansad*. The ministers carry out the *balmahotsav* and other cultural programmes very well. However they seem reluctant to take on the responsibility of maintaining discipline and improving academic performance of students. Social and academic responsibilities are probably still not a part of personal responsibility in this country.

### **Celebration of special days**

We celebrate the Hindi day, the Marathi day and the English day in our school regularly. Along with dances, dramas and songs, each of these celebrations usually features a quiz. Last year all the quizzes were very well conducted. The children had done their homework well and so could elaborate on the questions and answers. The questions too were well researched and age and experience appropriate.

We celebrate the wild life week in October. Many of our students take part in the drawing and essay competitions held by the Forest and Social Forestry Departments. Every year we get at least 4-5 prizes in these competitions.

### **Work is fun**

We consider work as fun and we all work together. We work every morning to clean up the school, the surroundings, toilets and bathrooms. The students are responsible for daily sweeping of classrooms, halls and terraces. Every month

they clean the ceilings and windows. Watering the plants and keeping the playground clean is also part of their responsibility.

Last year the students collected large amounts of a very wide variety of locally found seeds as part of a government initiated drive. This year we are planning to grow about a hundred saplings, plant them and look after them.

### **Art and craft**

In the year 2011-12, we tried out several art and craft projects with fundraising in mind. The friendship bands were a great success and this year we plan to use the learning of the previous year to make the necessary modifications in the planning and production process and make a bigger success of the production and sale of these bands.

Another of our projects was not as successful as the friendship bands but taught us a great deal. The material we used was paper-pulp and the product was forts for Diwali and pots and waste-paper baskets. The forts were a total wash out as they were literally washed out by rain but the pots were much better. It was only towards the end of the second term that we managed to get a near perfect product after a lot of trial and error with the ratio of paper pulp and gum in the mixture. The pots were not good enough to be sold but are happily being used in the balwadis (as various sorting and organizing containers). This year we will be ready with the forts much before Diwali. Our forts will look like some of the real forts of Shivaji as we will use aerial photographs from a book called Maharashtra Maza by Shri Uddhav Thakre.

### **Scout-guide**

In the year 2011-12, ten students—five boys and five girls appeared for the Rajya Puraskar tests and they all received the state awards.

16 students went to the Scout Guide camp at Pachmadhi in April 2012. They were representing Satara District and performed very well in all the events.

### **Teachers' Achievements**

Dr. Manjiri Nimbkar was requested to participate in the workshop for preparing training modules for training *anganwadi* supervisors by SCERT. It was a good opportunity to get to know many people in the area of Early Childhood Education.

Vishwas Jagdale completed his course in School Management through the Yashwantrao Chavan Open University with distinction. He demonstrated his management skills when he was appointed as the chief conductor of SSC examination at Malojiraje Sheti High School centre.

Madhura Maner completed her two year course of M.A.Edu. (Ele.) with an overall A grade.

Varsha Lalde did a navopakram on *Nakshidar Bhoomiti* (Decorative Geometry) that received the first prize at the District level and the fifth at the State level.

Vishal Andhalkar was part of the team working on reframing the State Curriculum for Environment studies and geography.

### **Transit of Venus**

This year the Venus could be seen crossing over the Sun, a rare astronomical phenomenon, which would be repeated only after 105 more years. Though the school had not opened for the new academic year, we arranged a *Shukrotsav* (Celebrating Venus) for viewing this rare phenomenon on 6 June. We had set up a telescope to get an image on paper and also a contraption fitted with some powerful lenses and a large box for taking an upside down image. We had also made several special dark glasses available to watch the phenomenon directly and put up flex boards giving all the information about this phenomenon. We had advertised it around town inviting everyone to visit the airfield, where we had set it up.

The phenomenon could be seen from sunrise till 10.20 a.m. However the Sun rose with cloud blocking its view and the Venus could not be seen. But we were prepared for just such problem and had arranged for a laptop with software called Stellarium that showed the realistic image of the sky. The clouds however lifted for almost three quarters of an hour at 8.45 a.m. and some 500 people could watch this spectacle. We would have liked to have more of our students coming to watch as we had told all the parents on the day of the result. Many parents turned up telling us that the children were still asleep. We were saddened by the lack of enthusiasm among the younger generation as against the older generation. There were many above 80 years and were excited like 8 year olds. It was an unforgettable experience and all our teachers appreciated it.

### **A gift from Tata Consultancy Services**

The computer laboratory at KNB has mostly donated computers. Many of these are old and constantly out for repair. Keeping them in working order became more and more problematic as spare parts were hard to come by. So we started looking at options to update the computer laboratory without too much expense. We learnt through our friends that Tata Consultancy Services may be able to help us. So we wrote them a proposal and successfully obtained a batch of six computers bringing the number of computers in working condition up to 13. This has enabled us to include students from the fifth standard and offer them an hour of computer time once a week in spite of the load shedding and regular school session. We started using SCRATCH, software that teaches students the basic applications of programming. We also taught the young ones to draw in paintbrush and modify the drawings a little at a time to give a comic strip effect.

The older classes from standard 7 onwards are using the Internet to prepare their projects. Many present them in power point at assembly. The tenth standard uses the computers for self study using online notes provided by their teacher.

Many teachers make use of video clips on YouTube in their teaching. The *balwadi* teachers typed their progress reports on the computer this year so that they look very neat and tidy. All the other teachers typed their own question papers for the final examinations. We have been trying to get the teachers to become computer literate for many years but lack of practice due to inadequate number of machines stood in the way. The gift from TCS has helped solve this problem.

### **Workshop on carbon footprint**

Dr. Priyadarshini Karve, a scientist born and brought up in Phaltan is the daughter of Dr. A.D. Karve, founder, director of Appropriate Rural Technology (ARTI) based in Phaltan. She held a workshop for the students from 4<sup>th</sup> to 10<sup>th</sup> standard to explain the hazards of excessive carbon emission and the technique of calculating it. The students and teachers calculated their personal carbon emission as well as the emission of the school. We are happy to declare that none of these crossed the critical level.

### **Visit to Inter-University Centre for Astronomy and Astrophysics (IUCAA)**

February 28, the Science Day is a big event, almost a festival at Inter-University Centre for Astronomy and Astrophysics (IUCAA), Pune. This year 12 of our students made a trip to IUCAA on that day. There were 2 students from the ninth and 10 from the fourth standard. They were selected on the basis of showing

sustained interest in science by completing a questionnaire devised by Marathi Vidnyan Parishad, Pune. It was a multifaceted questionnaire involving doing experiments, serial observations of certain natural phenomena, reading books and writing book-reviews. Many students started out with enthusiasm but did not complete the paper. However these twelve did complete it and one of them even won a prize.

The visit to IUCAA was very exciting and the participants did a fantastic presentation of the experiments they saw and did at IUCAA. They also talked about the beautiful building of the centre, the crowds of students, the films they saw and their interaction with scientists.

### **Quality Education for All**

Whole of India has been struggling with the bill of Free and Compulsory Education for all children between the ages of 6 and 14 since 2009. Maharashtra was one of the few states that were quite late in notifying its RTE rules. Maharashtra rules were finalized in October 2011. The issue of quality education however is still not addressed in the right spirit. A group of people concerned about this state of affairs felt the need to start a discussion as well as take some practical steps towards realization of RTE. Pragat Shikshan Sanstha was a part of this group. A sammelan was arranged at Wardha to discuss the road map towards good quality education in Maharashtra. It was well attended by government teachers who came from Nashik, Amrawati, Chandrapur, Nagpur, Gadchiroli and Wardha.

The Wardha Sammelan was held for two days with presentations and discussions during which teachers tried to reach a consensus about what could be termed as quality education and how it could be achieved. There was a great deal of sharing of experiences and an attempt to find answers. The group has not met again since 14 January when the sammelan was held but is in touch electronically or by phone and has already started giving inputs in schools where teachers have come together requesting workshops. Pragat Shikshan Sanstha as a partner in the movement for quality education will continue to help towards achieving that goal.

A new advocacy initiative by the PSS is getting the Government to formalize rules for innovative schools as per the RTE act notified by State of Maharashtra. Dr.

Manjiri Nimbkar and Smt. Vidya Patwardhan have had a meeting with the director, SCERT who has advised us to approach the Minister.

## **The Early Childhood Education Programme**

This programme suffered several losses last year as some of the older, trained teachers left us due to family crises. As a result we have had to take on many new teachers. However some of the candidates are good and are shaping up well. Fortunately we have six strong and creative teachers to head the six *balwadi* classes and the new teachers are being mentored by them. One of the new teachers is a former KNB student and is picking up the new ways and concepts very fast.

Dr. Venita Kaul of Ambedkar University, Delhi (AUD), and her team are documenting innovative Early Childhood Education Programmes across India. Ms. Amrita Patwardhan of SRTT, who has known and supported our ECE programme for the past three years, put us in touch with Dr. Kaul a few months ago. Dr. Kaul and her team are planning to visit us in September. This is a great opportunity for us, as we will get to share our work with others in the field. We look forward to the proposed visit.

The proposal we had submitted to Sir Dorabji Tata Trust for supporting our *balwadis* and preparing an ECE teacher training programme is still pending. The original three year proposal, first written in 2010 was rejected in April 2012 due to a change in the trust's funding policy. A new proposal for a period of only one year was then submitted in April 2012. The news on the 1<sup>st</sup> of August was that it was still with the finance department. We sincerely hope that it will be approved so that we can make a meaningful contribution to the improvement of early childhood teacher education in the community and pay our *balwadi* teachers the salary they deserve.

## **Website**

We meet many of our past students on Facebook or on the site designed by [www.knbians.in](http://www.knbians.in), especially Prakash Anbhule, our former student and now the head of our computer unit. Postal communication has become out dated. But we found that most students visit the social network at least once every day. So we started putting pieces of news items on the social network and got good



response. This prompted us to develop a new website that would be more interactive and include all our activities (to replace the existing website designed 10 years ago using older technology).

We decided to launch a new website with the help of Shri. Pushkar Firodia, who has developed the government website [www.inmyschool.in](http://www.inmyschool.in). He visited our school several times and was amazed at the variety, quality and amount of work we did and expressed his wish to work with us in developing our website. It was not an easy job but a team of some past students and young teachers held meetings and helped think things through, discussed about the incorporation of topics, sorted through old photos, shot new photos, sifted through information, compiled crisp paragraphs and translated them in Marathi. The website today boasts of being bilingual, interactive and attractive. It informs the viewer about the happenings and experiments going on in KNB and invites them to share their similar experiences. The tab most often visited is research by teachers, which contains the reports of various innovative classroom practices and action research projects done by our teachers. We have had good viewings so far and expect continued support. Our team is hard working and they are provided with blogs about the innovations our teachers try out in classes. The teachers in turn are learning the art of writing short descriptions of their innovations and experiments.

We appreciate the help and support given by the team members---Pushkar Firodia, Prakash Anbhule, Wasim Maner, Madhura Maner, Aparna Taksalkar, Tahir Maner and Nadia Qureshi.

## **Networking**

“In today’s educational scenario of confusion, here is a school showing the courage of standing firm on strong principles. At KNB we see a reassuring effort towards quality education steeped in universal values.” This was a comment written in the visitors’ book by Shri Yogesh Shastri who visited us in August last year. Among the other visitors there were two Block Education Officers from Sangli and Phaltan as well as Education Extension Officers from Satara and Arale. Principals from primary schools in Kasarwadi (Dist. Pune), Natepute and Sangola (Dist. Solapur) and Kuroli (Dist. Satara) visited with their teams. Mr. Ghodake, the young principal of Sharadabai Pawar Vidyamandir, near Baramati, visited us for almost a week observing classes, interacting with teachers, reading in the library

and listening to parents' meets. He wants to develop an ongoing partnership between the two schools. This has prompted us to think of starting a consultancy for schools who want to improve quality in their schools.

## **Apli Shala**

The time has come when some rethinking needs to be done about the Apli Shala (AS) programme. The *balwadis* are now on their feet with motivated teachers working there. We have had very few students leave us to join the first standard in the municipal school this year. This is a great achievement in the light of the fact that only three of the twenty plus *balwadi* students will get admission into KNB and the rest will have to seek admissions in other schools, mostly municipal schools or Prabuddha Vidyabhawan situated in Mangalwar Peth. Most people from Mangalwar peth aspire to send their children to private schools which are reluctant to give admissions directly into the first standard. For this reason, all the parents who can afford private schooling do not come to AS. It is only the poorest and most deprived students that come to our *balwadis*.

Unlike the *balwadis*, the number of children attending the supplementary classes from 1<sup>st</sup> to 7<sup>th</sup> is quite low. The children who attend them are mainly from KNB and use the supplementary classes as a place where they can sit and complete their homework. The sewing class too does not have more than 5-6 students at any given time. This may be because many private classes teaching fashion designing have come up in town. Government approved classes offering certificate courses have also come up as vocational courses in several institutions.

The birth and registration centre has recorded 19 births and 30 deaths in the area of Mangalwar peth over the last year. Our teachers have also helped the families register these happenings with the Municipal authorities.

Apli Shala was started to meet the need of the people in Mangalwar peth. It has gone on modifying its work profile to address new needs. We will revise our supplementary class programme in the near future taking into consideration the new needs. We have identified a new need and may be looking at the possibility of starting work with the 0 to 3 age group. This activity will also fit in well with our *balwadis*.

## **Centre for Language Literacy and Communication (CLLC)**

The second phase of CLLC programme came to a closure on 31<sup>st</sup> of May 2011. We are happy with our accomplishments on most fronts. A detailed account of the activities and achievements as well as the results of the impact assessments was given in the annual report of last year. Some of the programmes were ongoing and continued over the past year while some were temporarily closed. Below is the summary of the activities.

Of the capacity building Programmes, only the Early Literacy Programme continued in the year 2011-2012. A detailed note regarding this can be read earlier in this report. In the section of Development and Production of Material, out of the 17 titles, 7 have been published by Jyotsna Prakashan of Pune, 3 have been printed by The Cummins Diesel India Printing unit of Pragat Shikshan Sanstha, 1 has been published by Eklavya of Bhopal and another one by Navkarnataka publishers, Bengaluru. The remaining 3 are with Jyotsna Prakashan awaiting final touches. Only two books, a conversational manual for students and a book on spoken English for teachers could not be developed in the project period. The two Marathi translations are also to be formalized and published soon. Dr. Berntsen is in contact with the various publishers and gives a quarterly report on the status of publication.

The CLLC website is being updated with some articles and photographs. It will become more active once the next phase of CLLC begins.

A small grant proposal of 10 months duration was submitted to SRTT and has been approved. This proposal will give us the time and space to plan and consolidate the activities of the centre.

### **Trust matters**

Dr. Maxine Berntsen, the Founder Director of Pragat Shikshan Sanstha, resigned from her post of Director and Secretary on December 26, 2011. She has been invited to the newly developing Hyderabad campus of Tata Institute of Social Sciences as Professor Emeritus. She still remains a trustee and a member of the Governing Council and will continue to be a guide and advisor of the PSS.

Dr. Manjiri Nimbkar is the Secretary and Director. Shri Jagjeevan Garwalia is the new Treasurer.

## **Financial Matters**

The Right to Free and Compulsory Education Act has affected KNB in various ways. Some of them are related to funding. Some of our older supporters, Sir Dorabji Tata Trust, to be specific, have refused to support the school as now the government is supposed to be supporting all primary education. The government is far from supporting all the unaided schools. They have declared that they will support the 25% students from deprived and weaker section that every school has to give admissions to as per the RTE at the rate of Rs. 10,000 per child per year or the amount equal to the school fees, whichever is lower. As our fees were in the bracket of Rs. 5,200-6,800 per year, we discussed the matter with the parents and raised our fees to Rs. 10,000 for some students. This year only the students newly admitted to the first standard will be covered under this scheme. One more class will be added to it each year. We have 37 students in the first standard and will obtain support for 10 students amounting to Rs. 1, 00, 000. Thus the income from fees for the year 2012-13 is expected to be rupees 24,00,000 (Rupees Twenty Four Lakh), 7 lakh more than the previous year.

Expected income from the interest on investments will be about 14,50,000 (Rupees Fourteen Lakh Fifty Thousand) and about 8,00,000 (Rupees Eight Lakh) from donations.

The salaries of the teachers have been raised by 10% bringing the total annual salary bill to Rs. 34,00,000 (Rupees Thirty Four Lakh). The establishment expenses and expenses with regards to properties will touch Rs. 1,00,000 as the water and municipal taxes have been increased. Other expenses of running of the school will be about Rs. 10,00,000. There will be an additional expense of about Rs. 50,000 for the upcoming get-together of past students in November. This leaves only Rs. 1, 00, 000 for incidental expenses. As is obvious, this is not a very comfortable position as we are living from hand to mouth. However we hope that our past students will make a contribution towards building up the corpus.

There was no active fund raising activity for the ongoing work in the past couple of years. As a result we have had to delve into the investments decreasing our income from interest. However we have started several new projects and hope to get over this phase.

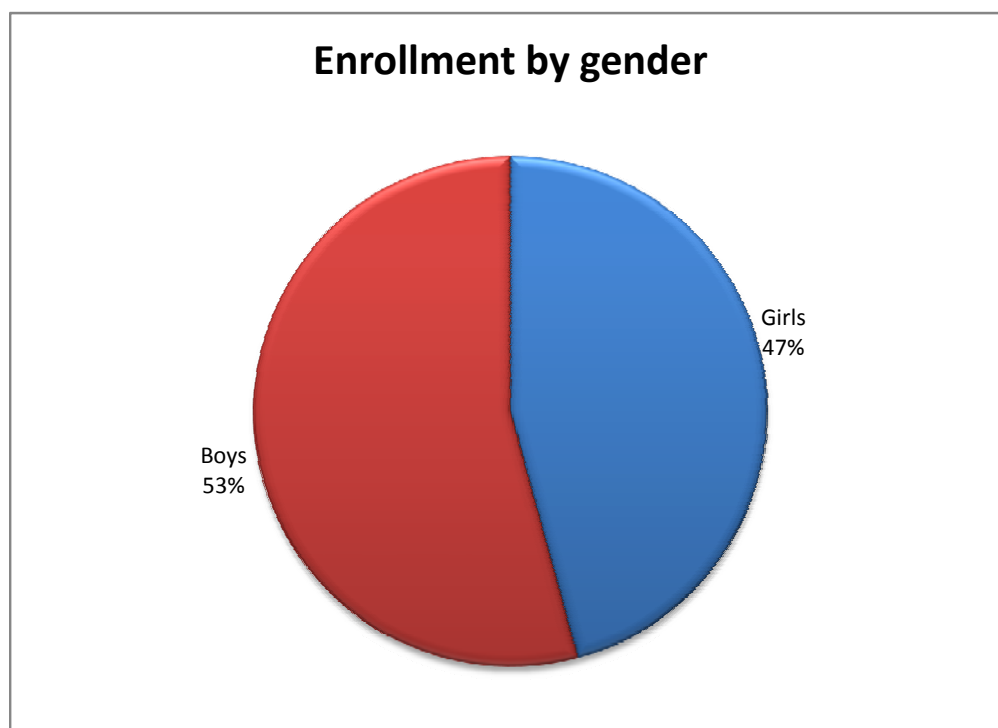
## Annexure 1.1

### Kamala Nimbkar Balbhavan 2011-2012

*Table 1. Enrollment by gender*

| Standard         | Girls      |           | Boys       |           | Total      |
|------------------|------------|-----------|------------|-----------|------------|
|                  | No.        | %         | No.        | %         | No.        |
| Balwadi          | 52         | 50        | 52         | 50        | 104        |
| Primary (1-7)    | 115        | 46        | 131        | 54        | 246        |
| Secondary (8-10) | 33         | 44        | 54         | 56        | 87         |
|                  |            |           |            |           |            |
| <b>Total</b>     | <b>200</b> | <b>47</b> | <b>237</b> | <b>53</b> | <b>437</b> |

*Fig.1. Enrollment by gender*



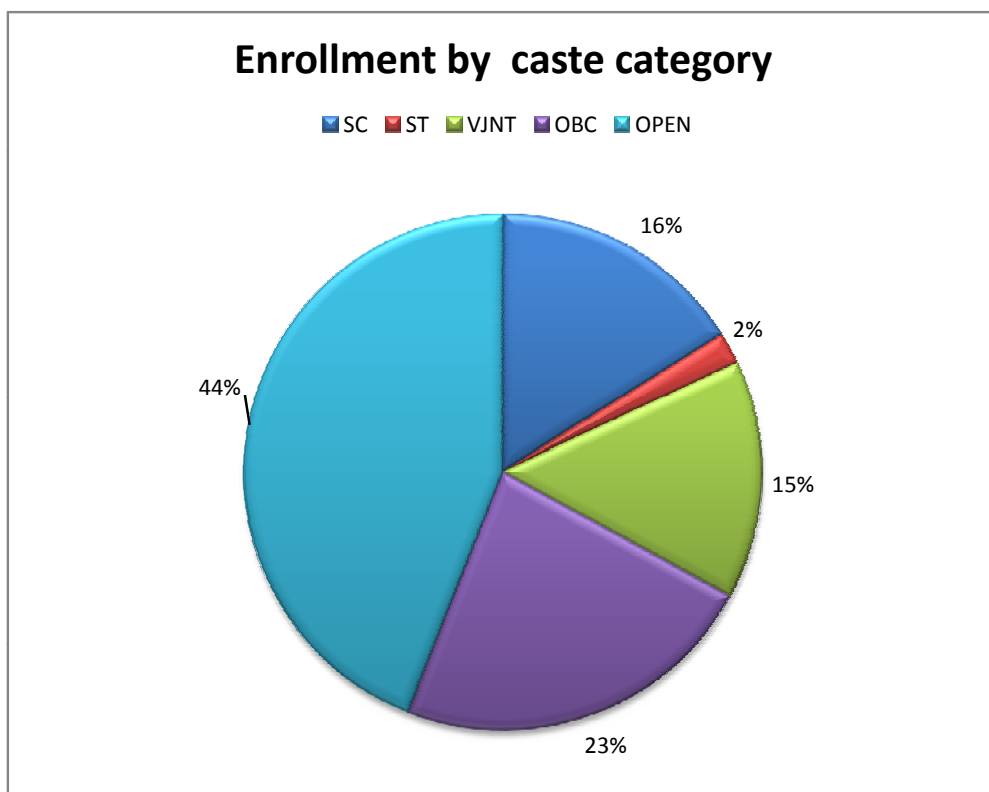
## Annexure 1.2

### Kamala Nimbkar Balbhavan 2011-2012

**Table 3. Enrollment by caste category.**

| Caste        | SC        | ST       | VJNT      | OBC        | Open       | Total      |
|--------------|-----------|----------|-----------|------------|------------|------------|
| Balwadi      | 11        | 1        | 17        | 31         | 44         | 104        |
| Primary      | 45        | 4        | 39        | 47         | 111        | 246        |
| Secondary    | 14        | 3        | 8         | 22         | 40         | 87         |
| <b>Total</b> | <b>70</b> | <b>8</b> | <b>64</b> | <b>100</b> | <b>195</b> | <b>437</b> |
| %            | 16        | 2        | 15        | 23         | 44         | 100        |

**Fig 3. Enrollment by caste category.**



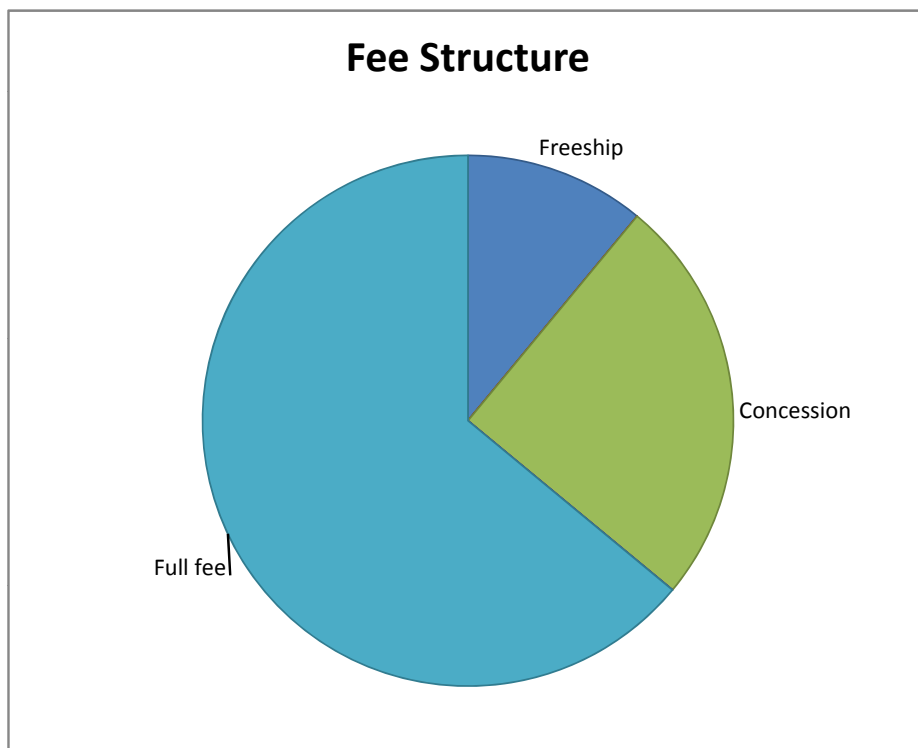
## Annexure 1.3

### Kamala Nimbkar Balbhavan 2011-2012

**Table 4. Fee Structure**

| Unit/Std.        |          |    |            |    |          |    | Total |
|------------------|----------|----|------------|----|----------|----|-------|
|                  | Freeship |    | Concession |    | Full Fee |    |       |
|                  | No.      | %  | No.        | %  | No.      | %  |       |
| Balwadi          | 6        | 6  | 22         | 21 | 76       | 73 | 104   |
| Primary (1-7)    | 34       | 14 | 71         | 29 | 141      | 57 | 246   |
| Secondary (8-10) | 8        | 9  | 16         | 18 | 63       | 72 | 87    |
| Total            | 48       | 11 | 109        | 25 | 280      | 64 | 437   |

**Fig.4. Fee Structure**



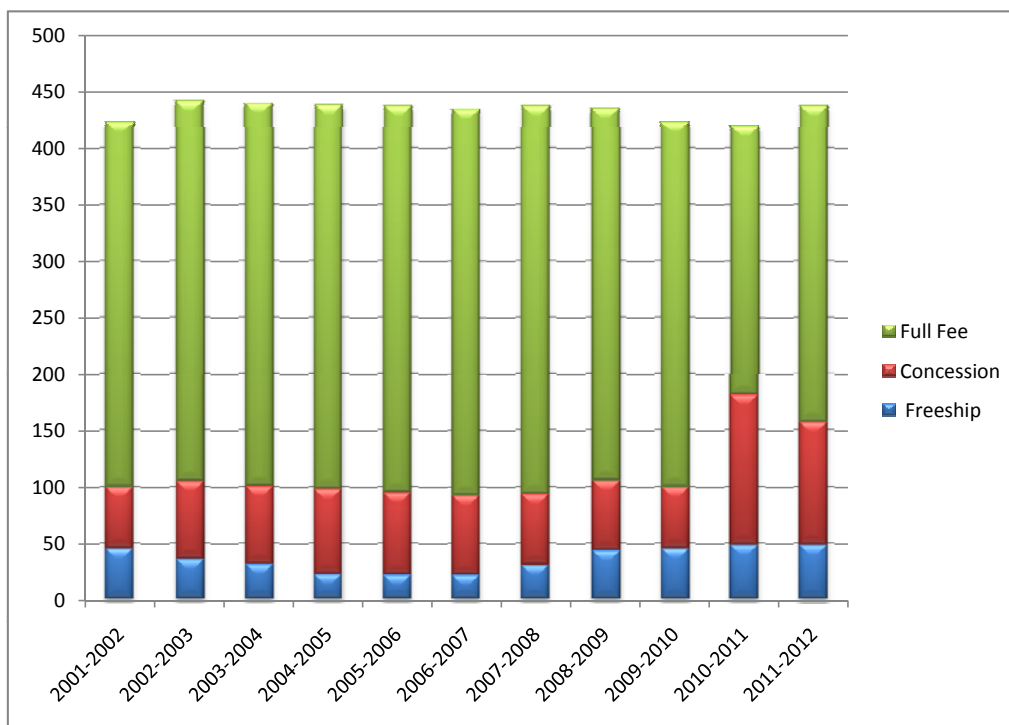
## Annexure 1.4

### Kamala Nimbkar Balbhavan

**Table 4. Fee Structure over the past 11 years**

| Year      | Fee      |    |            |    |          |    | Total |
|-----------|----------|----|------------|----|----------|----|-------|
|           | Freeship |    | Concession |    | Full Fee |    |       |
|           | No.      | %  | No.        | %  | No.      | %  |       |
| 2001-2002 | 45       | 11 | 54         | 13 | 324      | 76 | 423   |
| 2002-2003 | 35       | 8  | 69         | 16 | 337      | 76 | 441   |
| 2003-2004 | 31       | 7  | 69         | 16 | 340      | 77 | 440   |
| 2004-2005 | 22       | 5  | 75         | 17 | 341      | 78 | 438   |
| 2005-2006 | 21       | 5  | 73         | 17 | 343      | 78 | 437   |
| 2006-2007 | 21       | 5  | 71         | 16 | 342      | 79 | 434   |
| 2007-2008 | 30       | 7  | 63         | 14 | 344      | 79 | 437   |
| 2008-2009 | 43       | 10 | 62         | 14 | 330      | 76 | 435   |
| 2009-2010 | 45       | 11 | 54         | 13 | 324      | 76 | 423   |
| 2010-2011 | 48       | 10 | 133        | 32 | 238      | 76 | 419   |
| 2011-2012 | 48       | 11 | 109        | 25 | 280      | 64 | 437   |

**Fig.4. Fee Structure**





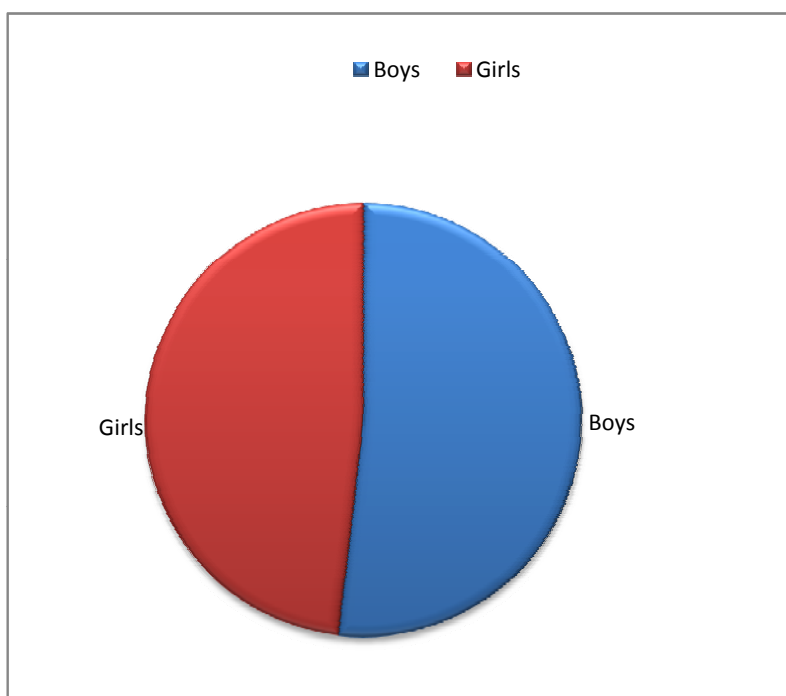
## Annexure 2.1

### Apli Shala 2011-2012

**Table 5. Genderwise enrollment in Balwadis and supplementary classes.**

| Balwadi                      | Boys       | Girls      | Total      |
|------------------------------|------------|------------|------------|
|                              |            |            |            |
|                              |            |            |            |
| Shishugat Balwadi            | 18         | 19         | 37         |
|                              |            |            |            |
| Madhalagat Balwadi           | 27         | 18         | 45         |
|                              |            |            |            |
| Mothgat Balwadi              | 12         | 12         | 24         |
|                              |            |            |            |
| Supplementary<br>calsses 1-7 | 50         | 54         | 104        |
|                              |            |            |            |
| <b>Total</b>                 | <b>107</b> | <b>103</b> | <b>210</b> |

**Fig. 3. Genderwise enrollment in Balwadis and supplementary classes.**



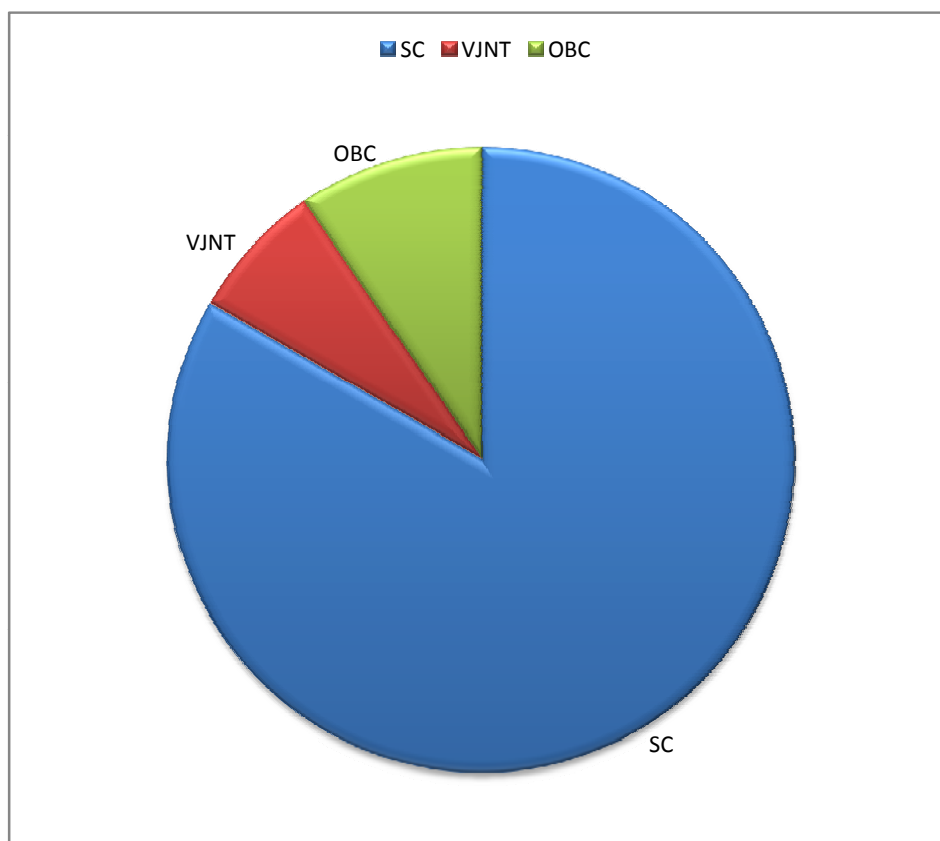
## Annexure 2.2

### Apli Shala 2011-2012

**Table 7. Castewise enrollment in Balwadis and supplementary classes.**

| Balwadi                      | SC         | VJNT      | OBC       | Total      |
|------------------------------|------------|-----------|-----------|------------|
|                              |            |           |           |            |
|                              |            |           |           |            |
| Shishugat Balwadi            | 22         | 7         | 8         | 37         |
|                              |            |           |           |            |
| Madhalagat Balwadi           | 32         | 4         | 9         | 45         |
|                              |            |           |           |            |
| Mothgat Balwadi              | 21         |           | 3         | 24         |
|                              |            |           |           |            |
| Supplementary<br>calsses 1-7 | 100        | 4         |           | 104        |
|                              |            |           |           |            |
| <b>Total</b>                 | <b>175</b> | <b>15</b> | <b>20</b> | <b>210</b> |

**Fig. 7. Pie chart showing enrollment in Balwadis and supplementary classes by caste 2011-2012**

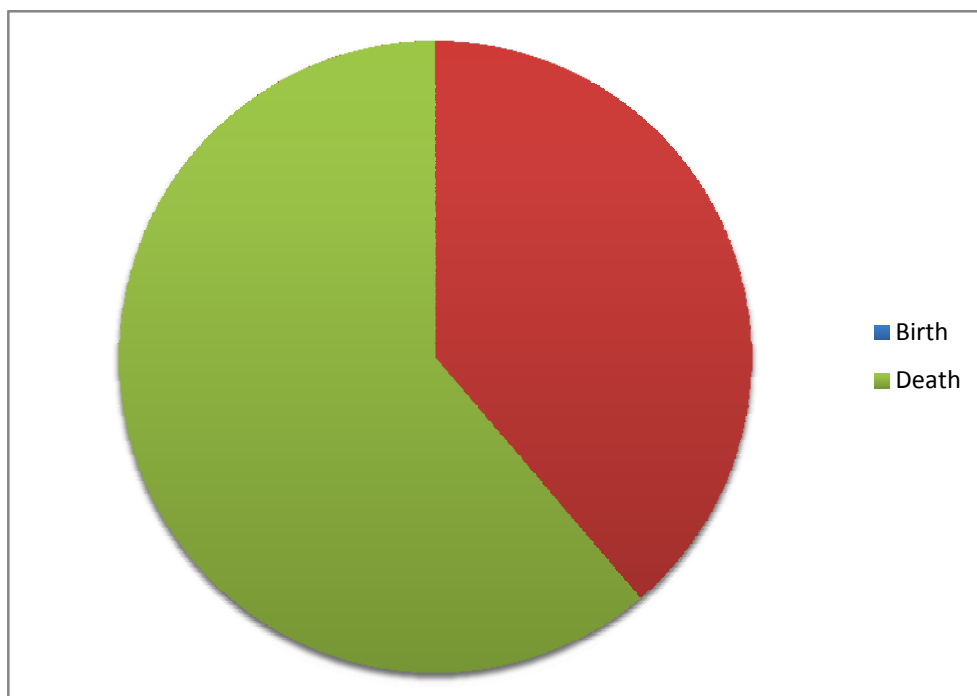


## Annexure 2.3

### Apli Shala 2011-2012

|              | Birth     |    | Death     |    |
|--------------|-----------|----|-----------|----|
|              | M         | F  | M         | F  |
|              |           |    |           |    |
|              | 9         | 10 | 6         | 24 |
|              |           |    |           |    |
| <b>Total</b> | <b>19</b> |    | <b>30</b> |    |

**Fig. 8. Pie chart showing birth death in Magalwar peth in 2011-2012**



### Annexure 3.1

## Mobile Slide Library

Table. Table showing number of beneficiaries of slideshows from private and government schools 2011-2012.

| Sr.No | Name of slid show              | Number of children viewing the slide show |                   |                 | Total number of children |
|-------|--------------------------------|-------------------------------------------|-------------------|-----------------|--------------------------|
|       |                                | ZP schools and Ashram Shalas              | Municipal schools | Private schools |                          |
| 1     | <i>mi</i>                      |                                           | 31                | 32              | 63                       |
| 2     | <i>Gadbadyani shikla dhada</i> |                                           | 50                | 29              | 79                       |
| 65    | <i>Bagha maze ghar</i>         |                                           | 35                | 69              | 104                      |
| 151   | <i>Ghubadache ghar</i>         |                                           | 38                | 350             | 388                      |
| 5     | <i>Ghya taji bhaji</i>         |                                           | 39                | 36              | 75                       |
| 6     | <i>Zopnara karkhana</i>        |                                           | 35                | 32              | 67                       |
| 7     | <i>Aag lagli</i>               |                                           | 35                | 32              | 67                       |
| 8     | <i>Police apla mitra</i>       |                                           | 38                | 69              | 107                      |
| 9     | <i>Prani ani manav</i>         |                                           | 36                | 48              | 84                       |
| 10    | <i>Sashakt wha nirogi raha</i> |                                           | 33                | 31              | 64                       |
| 11    | <i>Bindu lahan garaj mahan</i> |                                           | 32                | 69              | 101                      |
|       | <b>Total</b>                   |                                           | <b>402</b>        | <b>797</b>      | <b>1199</b>              |

## Annexure 4

### Summary

**Table 10. Total number of direct beneficiaries of PSS programmes, 2011-2012**

| Unit/Program         | No. of beneficiaries |
|----------------------|----------------------|
|                      |                      |
| KNB                  | 437                  |
| Apli Shala           | 210                  |
| Mobile Slide Library | 1199                 |
|                      |                      |
| <b>Total</b>         | <b>1846</b>          |

## Annexure 5

### Growth of Pragat Shikshan Sanstha Corpus Fund 2011-2012

