

Annual Report

2015-2016



Pragat Shikshan Sanstha

September 2016

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 2015-16. The report primarily covers the period of one academic year starting from June 2015 to May 2016. However some important new projects such as the Chhattisgarh early childhood education project with Sir Dorabjee Tata Trust and Ram Krishn Mission which began in June-July 2016 are also included in this report.

In the report we present a broad picture of our activities, programs and achievements as well as our reflections on the future in the changing scenario of education and funding.

We take this opportunity to thank all the donors, both individuals and institutional for their generous support which has enabled us to continue our work for quality education. Our special thanks to Sir Dorabji Tata Trust, CmF and USAID for their support in developing a viable and scalable model for achieving 100% early literacy in government schools in rural India, supported by a web based portal. We thank the Maharashtra Foundation (NY) for their support in establishing and supporting the project 'Taking education to Homes' (TEtH) over 2 years. We thank B&V Company Pvt. Ltd. for believing in our dream of taking good reading material to remote rural children through B&V libraries. We are grateful to the Granny Cloud and TED Prize for making us partners in their venture with sustained support in SinC project for almost 2 years. These 2 years have been a great learning for the whole school. We thank Jai Nimbkar, Gladys Kothawala, Nimbkar Seeds Pvt. Ltd., Nandini Trust and M.G. Charitable trust for their generous and sustained support over the past several years.

We are grateful to our trustees, members of the governing council and friends who always support and advise us. We give our special thanks to the core team involved in writing the modules of Early Literacy for the project NELPSPB for giving their time and expertise as well as playing an active role in training our teachers as trainers. We also wish to thank our core team, admin heads and vyawasthapaks for shouldering the administrative responsibilities collectively to strengthen the PSS. We wish to thank all our teachers and staff members working on various projects, who are committed to the mandate of PSS and work tirelessly in the pursuit of excellence. We want to thank all the parents and students of KNB and Apli Shala for being with us. 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

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

We are probably closer to this dream of ours today than ever before as we work directly and indirectly with Zilla Parishad teachers and students, government officers, communities, children from remote areas, children affected by violence, environmental degradation and exploitation. We partner other national and international NGOs and organizations and universities. Through all these endeavors, PSS is today reaching out to thousands of children and adults. (Annexure 3)

Our work of over the past 3 decades is being recognized by the education community, not only in Maharashtra but also in other states. As a result, organizations are approaching us for inputs in the areas of early childhood education, emergent and early literacy, running lively libraries, teaching of English and many other areas. We try to build relationships by long term comprehensive programs of sustained inputs with capacity building, curriculum development, exposure visits and internships at our organization, and on-site as well as long distance mentoring. Our present partners are the CSPC, VVS and RKM. We are at present talking with MMCs to finalize terms and conditions.

Coastal Salinity Prevention Cell (CSPC), a joint initiative of Sir Ratan Tata Trust (SRTT), Aga Khan Rural Support Programme (India) and Ambuja Cement Foundation has its base in Ahmadabad. CSPC has the mandate to work on issues addressing livelihood enhancement of communities affected by increasing salinity in the coastal areas. They also aim to initiate education quality

enhancement initiatives in Mithapur cluster of Jamnagar (now Devbhoomi Dwarka) district from the academic year 2015-16. The aim of the interventions is to demonstrate quality learning outcomes by augmenting the efforts already being made under the government structure. The program design entails a joint implementation effort by Trusts' personnel along with partners, Pragat Shikshan Sanstha being one of them. The field team at Mithapur paid a 3 day exposure visit combined with training at PSS in July 2016. The training included inputs on effective teaching of reading and writing in the early years of school and use of libraries in early literacy. Dr. Nimbkar from PSS had already paid a visit to the learning centres run by CSPC earlier in the year and discussed their needs which were addressed during the training. This partnership will continue for 2 years.

A team of preprimary and lower primary teachers from Vishwa Vedant School (VVS), Raipur, Chhattisgarh has been visiting PSS's early childhood program and lower primary school since 2015, spending 3-4 days during each visit. During each visit they observe classes, meet with the teachers to ask questions about their observations, prepare educational material and undergo systematic trainings of key areas. Dr. Neelima Gokhale visits VVS at Raipur 1-2 times a year to mentor the teachers in their own setting.

Ram Krishna Mission Ashram (RKM) at Narayanpur, Chhattisgarh invited PSS to give trainings to 30 *Ekal Vidyalay* teachers of RKM in *anganwadis* situated in very remote areas of Bastar. Two of the PSS core group visited Narayanpur and one of the *balwadi* sites. They felt that if PSS methods were introduced in the *balwadis*, the Madia children from remote Bastar villages could begin education without losing their culture and spirit. Hence PSS agreed to give its inputs and mentor the *balwadi* teachers. Six workshops will be held at RKM over the next two years with 4 expert visits between workshops and one exposure visit to Phaltan.



Trainees observing the hand-washing routine



RKM Ashram Head observing *balwadi* activities during the workshop

Black & Veatch Libraries

"It should become a movement," exclaimed Mr. Vivek Singh of Black and Veatch Pvt. Ltd. Company, Vikroli office after watching the film "A Ray of Hope" shot in the B&V libraries run by PSS with B&V CSR grant.

PSS has always realized the importance of good books in the development of literacy and thinking skills. PSS has a good library at its own school—Kamala Nimbkar Balbhavan. It also has a reference library for Early Childhood Education under the auspices of Centre for Language Literacy and Communication. PSS has two librarians looking after these libraries. They underwent training in

the Library Educators' Course developed and floated by Sir Ratan Tata Trust. One of our two librarians lives in a village nearby. He got so motivated by some of the course readings that he borrowed books from the KNB and started doing various activities with young children to increase their interest in books. The children's response was so heartening that he decided to start a small library in his own village. He started with about 50 books bought from his salary and also donated by many of the teachers and friends.



The first library was inaugurated at Malawadi by a team from B&V office on 28 January 2016

When he shared his experience with us, we were supported in our belief that children will read if they got access to good books. We then started looking for funds for starting libraries in a big way in 5-6 villages around Phaltan. These libraries would be owned by the village and run by village volunteers trained by PSS. The PSS experts would be visiting the libraries and giving on-site –support. We made it known to friends and past students that we were looking for funds for this project. One of our past students then working in B & V put the project in front of the CSR committee and was approved as some of the senior members who had a rural background shared our dream.

Libraries were started Malawadi, Tardaph, Kuravli, Wakhari, Dhawal and Tathawada in the month of January 2016. All these libraries are run by volunteers, all women, from the villages or from nearby hamlets. They are trained by the library team of PSS. Each of the six villages has books worth Rs. 55,000/-, a glass fronted library cupboard, carpets, stationery, art material and other things to carry out book related activities.

The B&V libraries became active from January 2016 and the collective library membership from all 6 villages is 1052 in just 3 months. In four of the villages, books are kept in the houses of the volunteers while in 2 they are in spaces made available by the local bodies of *Gram Panchayats*.

On a typical day of the library, children start trickling in right from the morning before school opens. Children, who are playing around, drop in as soon as they see the library door open. They may browse or read or chat or help tidy the library. They leave when it is time to go to school. The library volunteers too take their bags of books and go to the government schools to read to children and carry out library activities like vocabulary games, draw a cover, write a story book etc. Children get their books changed in the school recess. Many visit the library again in the evening before going home. Two of the library volunteers walk 1 to 3 kilometers with a bag full of books to nearby hamlets to visit the *vastishalas* twice a week. B&V has now given them bicycles.

Things that are happening at the libraries are very spontaneous, improvised, unique and totally unexpected. The children and even the librarians have never seen such books. Children are allowed to handle and choose any book they like. There is no compulsion of any kind not even of reading. There are no exams. The library volunteers are not authoritative. This freedom and lack of restrictions along with a variety and choice of books seems to be the key to the success of these libraries; and successful they are. The simplicity, genuineness and love for stories is doing the trick.



Demonstration by PSS librarian at a village library

Some 20 years ago we would not have been able to do something like this because of a dearth of good children's literature. Now there are several private publishers like Eklavya, Jyotsna and Tulika, writers like Madhuri Purandare, many new, creative illustrators and initiatives like 'Parag' producing a sizable number of good books for children. (PSS feels that book development is an area in which PSS could work in the future)

Just 2 months after the beginning of the libraries, we made a film called 'A Ray of Hope' which captures the spirit of the libraries and has been greatly appreciated by B&V as well as the larger community. We wish to set up a model of community libraries through this project over several years.

Nurturing Early Literacy

Nurturing Early Literacy in Primary Schools in Phaltan Block is an early literacy project funded jointly by the Tata Trusts, Centre for microfinance (CmF) and USAID. PSS will be working with 150 ZP schools and 300 ZP teachers (2 from each school) over 4 years. It is a much bigger project as far as numbers are concerned than any we have handled so far at one time. The project focuses on building up capacities of ZP teachers through workshops, in-person onsite support and organizational and peer support through Web Based Portal. The workshops are designed to discuss the socio-emotional aspect of learning, language pedagogy and classroom practices. Production of films, distribution of activity kits for children, setting up libraries through funds collected through community and matched by CmF and USAID, providing the teachers with a handbook called *Mule Shikti Kartana* and the children with a reader each are other aspects of this multipronged approach. Use of technology for two-way communication and to reduce loss of content is the innovation and challenge in this project.



Early Literacy in ZP classrooms

This proposal for intervention in ZP schools was submitted in March 2015 and was approved in September 2015. In the meanwhile, in June 2015, a government GR called Pragat Shaikshanik Maharashtra was published, banning all parallel initiatives unless asked for by the teachers. This could have meant cancelling the project. However the name of PSS featured in the GR in the list of good resource organizations in Maharashtra. Besides all the teachers in Phaltan Taluka, government officers and the local politicians have known about the work of PSS through its 22 years of Outreach programme. As a result when we approached the local and ZP authorities for permission, it was willingly given and the work began in November 2015. A separate team of a project director, 3 project officers, 10 project associates, one technologist, one accountant and one office assistant was hired and trained and on the field within a month of the beginning of the project.

This project gives us the opportunity to formalize our work in early literacy to become scalable. It also gives us an opportunity to build the capacities of our teachers as trainers as they will be doing all the trainings of ZP teachers.

SinC Lab and Granny Cloud

The granny cloud program started in KNB in 2013 involving only standard 6 and 7. The School in the Cloud (SinC) Lab at PSS became operational from December 2014. Since 2015, we could get more grannies and hold granny sessions for grade 1 to 7.

Children typically have sessions once a week in groups of 8-10. Session durations vary from 30 minutes for Grade 1 to 3, and 45 minutes for Grades 4 to 7. A trial involving Granny interaction with preschool children has begun in July 2016 with session durations of about 15 to 20 minutes consisting primarily of stories and songs. Approximately 15 grannies are active at Phaltan, taking between them 25 sessions or so a week. A Phaltan Granny cluster has now been formed and they meet on Skype once a month to share strategies, resources and ideas and through that meeting provide an update to the Granny Cloud Director.

As a partner in TED Prize Project SinC lab, KNB takes part in the research programme. Research data is gathered on a regular basis to track the fluency with which children read, the level of their comprehension as well as their internet search skills. Children from 7th and 8th have shown great improvement in their reading skills as well as understanding as compared to the baseline, just 15 months back. They are showing greater confidence in their own abilities. A significant number of children from current Grades 7 and 8 are able to read and make sense of US Grade level 4-6 texts. Current Grades 2 & 3 are showing a tremendous difference not only in terms of their ability to read but also in terms of their digital literacy and familiarity with the computer and its functions.

The internet search skills of the students show considerable growth as they figure out the English terms needed for the search, as well as recognize that several links need to be explored, and

information from these varied sources combined before arriving at a conclusion. Also observable is their awareness of the power of collaboration.

Granny Cloud Convention

On the 18th of Feb. 2016 PSS hosted the Granny Cloud Conference. This was a huge experience for the children who were involved at every stage in planning and preparing for the conference. As part of the preparations, the children researched what organizing a conference involved and strived to ensure that all key aspects were in place.

Nine grannies, 13 researcher-educators, 6 SinC coordinators from 10 different countries including UK, France, Spain and Germany and several media people attended the conference. Many of them shared their experiences, views and comments about this research project with the delegates. The children and teachers from KNB also shared their experiences, some of which were quite hilarious. The whole school was painted and decorated for this occasion. All the students, staff and parents worked very hard to make some small gift or prepare a tasty dish so that each one of the guests would feel special. All the guests were indeed very touched by the love and care they were showered with.

We have made some life-long friends who have promised to work with us in many areas of teacher training, classroom management and Early Childhood Education.



A granny and core team member of SinC Liz Fewings talks at the convention

PSS needs to consider a reduction on 'granny dependant' sessions so as to encourage independent search in the higher grades. This may involve more extensive use of grannies at primary school levels gradually phasing it out in middle school. Bringing teachers on board in a bigger way would potentially increase lab usage in curricular areas as well as free exploration enabling the identification of individual skills and interests.

Kamala Nimbkar Balbhavan

Kamala Nimbkar Balbhavan being a school has its own routines and time tables of teaching and learning cycles, various activities and programs. Apart from these, the two remarkable things that happened at KNB are the wall paintings and the School in the Cloud (SinC) international conference.

The wall paintings started in June 2015 with the painting of 10th standard class room which was looking rather shabby and needed a fresh coat of paint like many other classrooms. The budget quoted for the painting of all the classrooms was going beyond the PSS's repairs and maintenance budget. We asked the students if they would like to paint their own class and if they would like to contribute towards the cost of the paints with school paying 50% of it. The students' answer to both these questions was in the affirmative. We decided to buy dry distemper of the colour approved by the whole class. It was the cheapest paint and easy to apply. We bought some brushes and rollers. The shop keeper who sold us the paints showed us how to reconstitute the dry distemper powder in water. The painting was done even before the school opened on 15th of June. The room looked fresh after the painting but it needed a signature to tell us that the students had done the work. So we decided to paint a picture as the signature. There was much discussion, looking up the internet, consulting the art teacher and finally a picture was agreed upon. Students used brush painting as well as stencil painting to draw a tree. The school opened two days later and all the children started flocking to the 10th class to look at this new phenomenon. Then other classes too wanted to paint their classrooms and the project 'paint your classroom' began. It went on for almost a month.

We all had great fun and learnt a lot about different types of paints, their qualities and shades, their comparative prices and quantities needed for wall area. There were rounds of discussions to discuss the picture each class wanted on their wall. There were negotiations with younger children who helped the older classes clean the classroom floors in return for help in painting the walls. There is a family of Pandas eating bamboo shoots in one class while a family of frolicking dolphins in another. One class boasts of a branch of Jacaranda flowers with swallows flying all over the remaining walls and another one has flamingos on equally pink walls. One class has a huge honeycomb with a garden of flowers and bees while another has the life cycle of a butterfly painted on the walls.



Apart from the environment of general camaraderie and the buzz of a bee hive, another thing evolved out of this venture. A group of 5-6 boys from the 8th standard became so proficient at drawing on the walls that they started getting work orders from teachers and other people from the town turning them into young entrepreneurs.

The second event was that of the international SinC conference about which we have already talked at the beginning of the report.

Library and Developing Reading Culture

Our library is the centre of all school learning and a hub of well thought out activities that help children to learn various skills and concepts. The library is used extensively by *balwadi* to standard 10. Books are issued out to all the children once a week or more often. Various skills are learned through activities like drawing the cover of a book, completing a story read half way, writing a new story using the same characters, studying the work of a favourite writer, writing stories on pictures from a news paper, writing book reviews, solving crossword puzzles or doing word study. It is a learning space where various language skills are learned, information about new topics from science to arts is obtained.

With all these activities, children have started reading more books. The average issuing in the library is 27 books in the lower primary classes and 36 in the higher primary classes. The borrowing drops in the lower secondary classes to 25 per year on average probably due to the fact that the older children have started reading bigger books. There is much more focused reading and talk about it in older classes. Children also discuss social issues after reading books like Hanna's suitcase or Bhimayan or Platform Number zero.

We have obtained a total of 550 new books for our library in the last year. Many of our well wishers also donate books. At present we have a total of 9184 books including 535 reference books. We subscribe to 22 periodicals which include 6 exclusively for children.

Workshops for Teachers and Students

In the year 2015-16 many workshops were held for students and teachers of KNB. In September, Shri Kishore Darak conducted a workshop on history education in school and historical literacy. The workshop was for the teachers.



What is thinking: Teachers put their thoughts on charts

Ms. Vibha Deshpande conducted a workshop on study skills and time management for the 9th and the 10th standard students.

Dr. Sanjeevani Kulkarni conducted a workshop on resilience for the 8th, 9th and 10th standard girls. This was about dealing with issues in one's life.

Edna Sackson, a granny from Australia held a workshop on 'How to think about your work and how to get children to think'. It was a one day workshop with power points and film clips and lots of moving about and doing activities in groups.

Navneet and KNB Bulletin



Navneet is an annual publication of children's writing—both stories and poems. Most of the writing comes out of their experiences in and outside of school. All the illustrations are drawn by the children themselves. The cover is usually quite special reflecting some special activity at KNB like the annual project or some special art activity. Last year it featured the wall paintings children had done in their classrooms. A group of four artists took selected shapes from the wall paintings and wrote नवनीत on the cover. Navneet is also available as e-navneet on the website.

<http://www.pragatshikshansansta.org/navneet.php>

The KNB Bulletin is an English periodical brought out every two months by the students of eighth standard to share happenings at KNB. The bulletin also touches upon the local news in reference with the school. The students talk about all the news items that had taken place in the past couple of months. Then they choose the news items they would like to talk about. Several

groups are made and each group writes one news item. When ready, the bulletin is printed out and displayed on the common board. Each individual student from the 8th also gets a copy as it is later used as study material. Every day the 8th standard presents one of the news items as a skit in English. This activity definitely improves the children's writing abilities. It makes them think about all the things that are going around them and makes them want to talk about them.

Book Exhibition

Every year we hold a book exhibition at school in the month of February. We invite The Ecologic Institute from Pune to exhibit their books and other eco-friendly material. This year they brought around 2000 book titles and other items like natural colours for holi, solar lamps, cloth and Jute bags and CDs. Many parents visited the exhibition and bought books.

There were books on social issues, health, craft, science, nature and environment, books about growing up, books about educational innovations and a lot of story books for children. Every child buys at least one book. This year teachers and parents from Zilla Parishad schools from our

literacy project also visited the exhibition and bought books. KNB buys books worth Rs. 15,000 to 20,000 every year.

Balkridotsav

Balkridotsav is a special event arranged and carried out by the students of standard 10 for the whole school. They themselves also take part in some of the team sports. There are athletic items, funny games and games like treasure hunt as well as games like *langdi*, *kabaddi*, *lagorchi* and cricket. Previously we also used to have volleyball and *khokho*. The team games were held in the airfield (which is at present just a huge ground) situated at 15 minutes walking distance from the school. Children, both the managers and the players, enjoy these events hugely.

Scout and Guide

One of the highlights of the scout-guide programme in our school is a very well organized khari kamaai programme. Previously children used to go out to do small chores for people, mostly parents and teachers. However most of the work the children did was created for them and was boring. Then came the idea of putting up stalls of food items and handicrafts. The children found this proposal exciting and have been doing it over the past two years. Over the time things have been refined with more planning and attention to cleanliness and hygiene. Children enjoy eating bhel, pakodas, idli chatni and pavbhaji and many other tasty dishes at the stalls.

Another highlight is the consistently excellent performance on the State Award competitions held every year. Last year four girls from 8th and four girls from 9th standards attended the Rajyapuraskar (State Award) camp at Sonthali and passed with flying colours. Several boys and girls also participated in essay and drawing competitions held by the department of scouts and guides.

10 students from the 7th standard and 10 students from the 8th attended the scout-guide group leadership camp held at Maloji Raje Sheti Vidyalay, Phaltan. They took part in various activities and taught the different rope knots to other participants. KNB was awarded the Active School Award from Bharat Scout-Guide of Satara district.

Work Experience



A group working at NARI

Every year students from the 8th standard go to work at real work places. Care is taken to ensure that the work at these places is not too strenuous but holds an element of education and interest for the children. Children go to work in small batches of 8-10 to places about 1-3 kilometers from Phaltan. They work for 5 days—from Monday to Friday and write a report on Saturday. The

report is shared with the individuals and institutes where children go to work. The reports are also shared with the whole school at assembly. This activity gives the students an opportunity to experience real work, take responsibility, work collaboratively in groups and solve problems on their own. They also learn a great deal of new and interesting things which are not a part of their syllabus.

Last year the students went to Nimbkar Agricultural Research Institute (NARI), Nimbkar goat farm, Shashwat Bio-gas and Uttareashwar nursery.

Yoga, Drawing-grade Exams, Music, Hindi and History Exams

Yoga was taught in KNB right from the beginning. We have also been holding Yog Sadhana exams for the past several years. The Yog Sadhana team comes from Pune to conduct the exams. In the year 2015-16, 88 students appeared for the yoga examinations held by Yog Sadhana Institute, Pune and passed with first class.

Three KNB students won district level prizes in under-17 interschool yoga competitions held in Satara. Sanjana Otari from the 8th standard got the first prize. Tejas Gunjal from the 8th standard won the third prize and Parikshit Vishe from the 7th standard won the seventh prize.

The government Elementary and Intermediate grade exams are offered by KNB and every year many students from standards 7, 8 and 9 appear for these. Last year 17 students from 7th and 8th standards appeared for the elementary exam. All of them passed, with 14 getting an A grade and 3 getting a B grade. Out of 16 students who appeared for the Intermediate exam, 7 students got a B grade and 8 students got a C grade. Only one student got an A grade in the Intermediate exam.

Bharatiya Sangeet Prasarak Mandal, Pune conducts music exams in July and December. In 2015, 5 students appeared for the *tabla* exams, 3 of them for the level-4 exam and 2 of them for the level-1. Three students got first grade while the remaining two got second grade.

A total of 50 students from 5th and 6th appeared for the Hindi Sulekhan Bodh exams held by Maharashtra Rajya Hindi Shikshak Mahamandal. Six students got the special prize, 19 got first class, 22 got the second and 1 student got the third class. 2 students remained absent for the exam.

Every year many students from our school appear for History Talent Search Exam. This exam is on history as well as civics. Last year 20 students from 5th standard, 18 students from 8th standard and 26 students from 10th standard appeared for this exam. It is a 100 marks paper for one hour. The exam is based on one and half year's syllabus for 5th and 8th and one year's syllabus for the 10th. It is a multiple-choice exam.

Computers and Information Technology

In the year 2015-16, we were given a grant by SPA Education Foundation to buy 10 new computers and update our computer lab as the use of computers was going up. At present we have a set up of 25 computers used by children and teachers. The computer use is roughly 4 hours every day or 888 person hours every year. All the computers enjoy Wi-Fi facility and children and teachers look up different sites and You-tube films. Children also draw pictures; make animations and power point presentations for their class.

Apli Shala

Apli Shala, the oldest component of Pragat Shikshan Sanstha's work continues its excellent work in Mangalwar Peth, one of the most underprivileged parts of Phaltan. Last year there were 62 students in the balwadi, 60 in the supplementary classes and 12 in the sewing class. The office of the programme Taking education to Homes is also situated in the Apli Shala building.

Taking Education to Homes

Taking Education to Homes (TEtH) is a community based project involving children in the 0-3 age group along with their care-givers as well as the community. 0-3 matters is a world-wide movement to create a stimulating, clean and non-violent home and community atmosphere for very young children.

The work of TEtH started in 2013 with financial help from Maharashtra Foundation, New-York. They continued their support in 2015-16 as well. The SPA Education Foundation supported us in 2014-15 and is also supporting in the year 2016-17.

Over these four years we have worked in different areas of Phaltan having underprivileged population. The work has six month cycles beginning with a survey. Each TEtH *sakhi* chooses 20 children in the age group of 0-3 years and starts her work. She visits each child once every week. At the child's house, she carries out activities for stimulating the child. She talks to the care givers and tells them how to convert mothers' daily chores into learning opportunities for children. They inform the care givers about normal child development, the importance of stress-free environment and effect of their behavior, stresses and addictions on children. They stress the importance of routines and use of oral language with children and show the care givers how this can be achieved.



Mother talking to her 3 month old baby



Toys for early stimulation of children in first 2 months

Corner meetings are held in community spaces where importance of nutrition, early stimulation, and environmental cleanliness and hygiene is highlighted. The *sakhis* make it clear that dirty and violent surroundings have profound and long lasting deleterious effects on children.

A large proportion of our population looks at the child as a deficient rather than a developing individual. Hence practices such as letting the child lie wrapped up in covers in front of a T.V. or not talking to a child lying in the crib. Our experience is that at the beginning of the project the parents cannot believe that you can do so many things with a small baby. But as the project unravels and the parents can see the child's language, cognitive, motor and socio-emotional development and understand the meaning of what the child is doing, they become very positive. We can see the change in the parents as they start spending more time with their children and talking or

telling them stories. They also buy manipulative toys and take children out to the public garden or market.

Financial Matters

The work of Pragat Shikshan Sanstha is divided into three units on a theoretical and administrative base. Apli Shala is the programme based in Phaltan and works with the underprivileged. Kamala Nimbkar Balbhawan too is based in Phaltan and is a government recognized Marathi medium school. The third unit is the educational outreach under which we carry out programs with the government schools or community or other educational enterprises.

Apli Shala and co-programs do not charge any fees and are usually funded by outside grants or donations. In the year 2015-16, Maharashtra Foundation, New York was partially funding the balwadis and TETH programs while PSS was taking care of the support classes, sewing class and part of the balwadis through its reserves.

The Kamala Nimbkar Balbhawan charges full fees at Rs. 10,000/- pa in balwadi, Rs. 11,500/- for std. 1, 2 and 3 and Rs. 12,500 for std. 4 to 10. However 30% of the 431 children had free-ship and 21% had fee concessions. The government of Maharashtra pays the full fees of 25% of the children getting free-ship under the RTE law. Another 7% students receive sponsorship from Nandini Trust, M.G. charitable trust and other individuals for part or full fees.

The outreach unit had two programs last year. The Nurturing Early Literacy in Primary Schools in Phaltan Block (NELPSPB) programme is funded jointly by USAID, Center for micro Finance and Sir Dorabji Tata Trust. The B&V library project received grants from Black and Veatch CSR funds.

The income from donations received, both foreign and domestic, in the year 2015-16 were Rs. 14,95,000/- and the interest on investments was 15,75,000/-. The amount received from trainings—mainly Early Childhood Education and library—was Rs. 30,500/- and the royalty on sale of books by Jyotsna Prakashan was Rs. 47,200. The contribution by parents for SOLE activity was 23,000/-. The fees collected were Rs. 33, 83,000/-.

The way forward

The income in the year 2015-16 was in excess of expenditure by almost Rs. 18, 00,000. This amount will be invested in consultation with the trustees. However we continue our fund raising activities and taking on new projects to fulfill our new dreams and stabilize the core programs that strengthens the PSS academically. We wish to develop a Centre for Language, Literacy and Communication, the foundation of which is already laid. It shall have a major component of Early Childhood Education. Our other dream is of setting up a centre for activities concerning children's literature. Our vision of the centre is a space where children could sit and read or be read to by parents or teachers or other adults and professionals. Authors and artists could come and spend time by themselves, writing and illustrating or interacting with children. Children could experiment with art material and create things.

Our second dream is of developing a sports academy where yearlong training and practice of various sports would take place. We wish to create world class infrastructure for the children who show the spark but lack the resources.

PSS wishes to chase these new dreams to become a resource organization in early literacy which is acknowledged nationally and internationally.

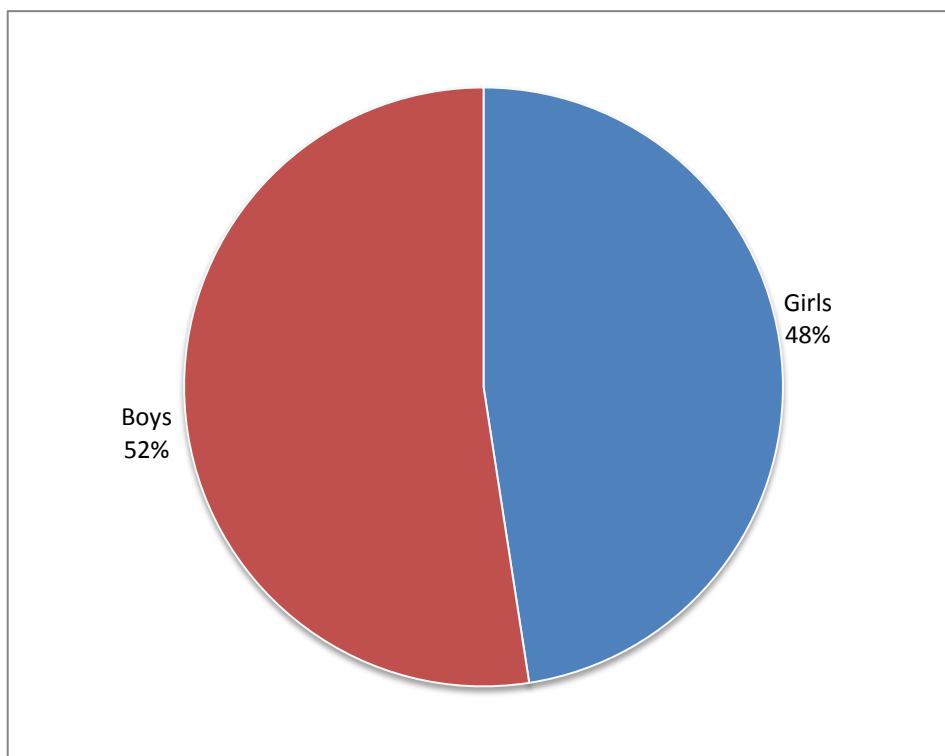
Annexure 1.1

Kamala Nimbkar Balbhavan 2015-2016

Table 1. Enrollment by gender

Standard	Girls		Boys		Total
	No.	%	No.	%	No.
Balwadi	45	46	52	54	97
Primary (1-7)	115	47	128	53	243
Secondary (8-10)	45	49	46	51	91
Total	205	48	226	52	431

Fig.1. Enrollment by gender



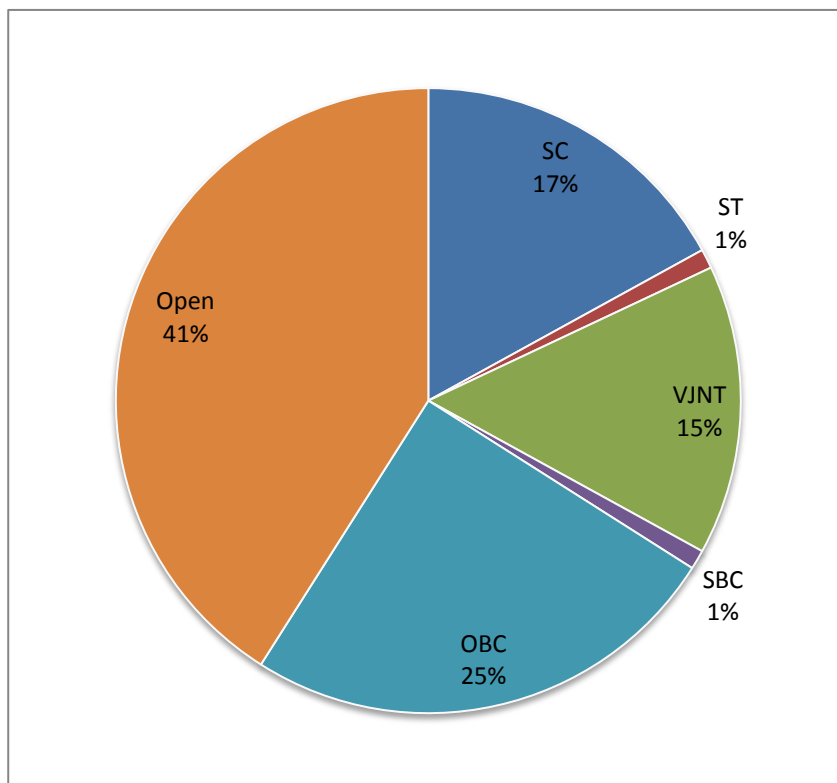
Annexure 1.2

Kamala Nimbkar Balbhavan 2015-2016

Table 2. Enrollment by caste category

Caste	SC	ST	VJNT	SBC	OBC	Open	Total
Balwadi	12	1	17	0	27	40	97
Primary	44	3	31	1	61	103	243
Secondary	17	2	16	2	20	34	91
Total	73	6	64	3	108	177	431
%	17	1	15	1	25	41	100

Fig 2. Enrollment by caste category



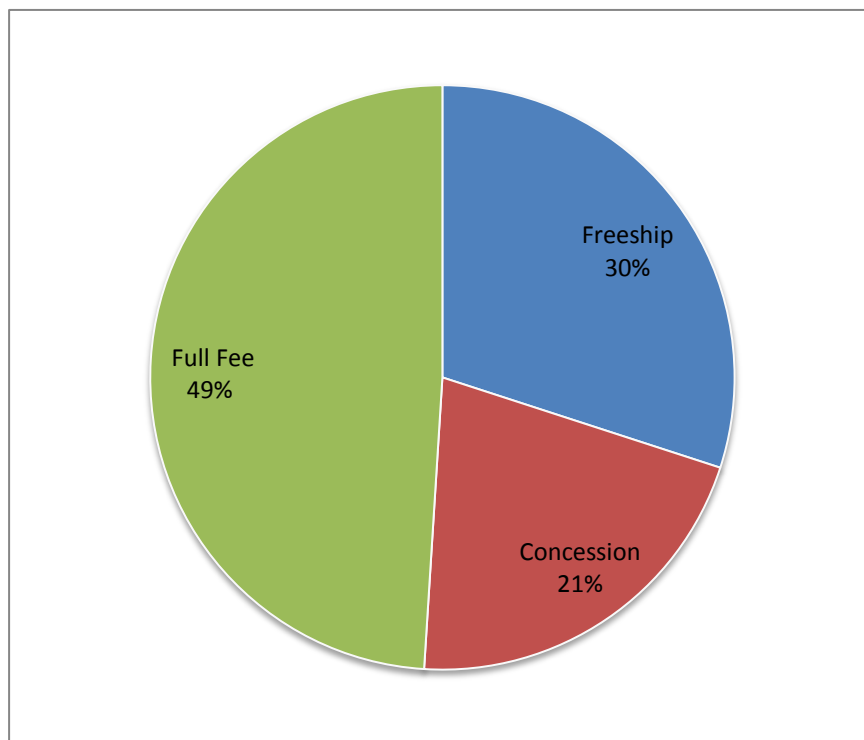
Annexure 1.3

Kamala Nimbkar Balbhavan 2015-2016

Table 3. Fee Structure

Unit/Std.	Freeship		Concession		Full Fee		Total
	No.	%	No.	%	No.	%	
Balwadi	20	21	23	24	54	56	97
Primary (1-7)	87	36	43	18	113	47	243
Secondary (8-10)	27	30	17	19	47	52	91
Total	131	30	88	21	212	49	431

Fig. 3. Fee Structure



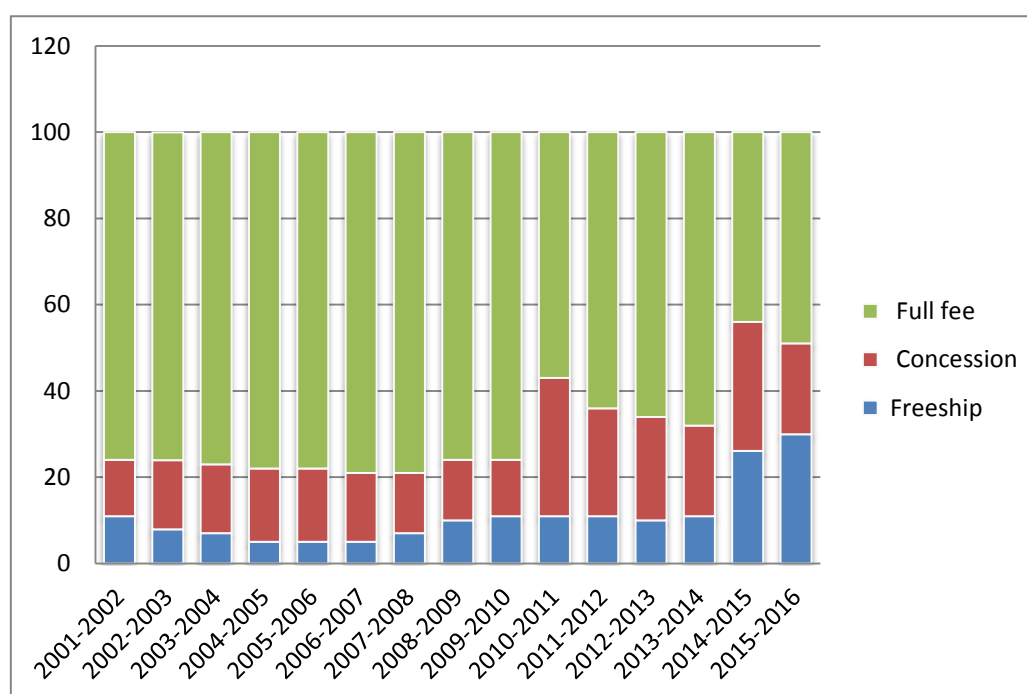
Annexure 1.4

Kamala Nimbkar Balbhavan

Table 4. Fee Structure over the past 14 years

Year	Number and percentage of students						Total no. of students
	Free Ship		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	11	133	32	238	57	419
2011-2012	48	11	109	25	280	64	437
2012-2013	40	10	110	24	295	66	445
2013-2014	46	11	94	21	297	68	437
2014-2015	111	26	127	30	187	44	425
2015-2016	131	30	88	21	212	49	431

Fig.4. Fee Structure over the past 14 years



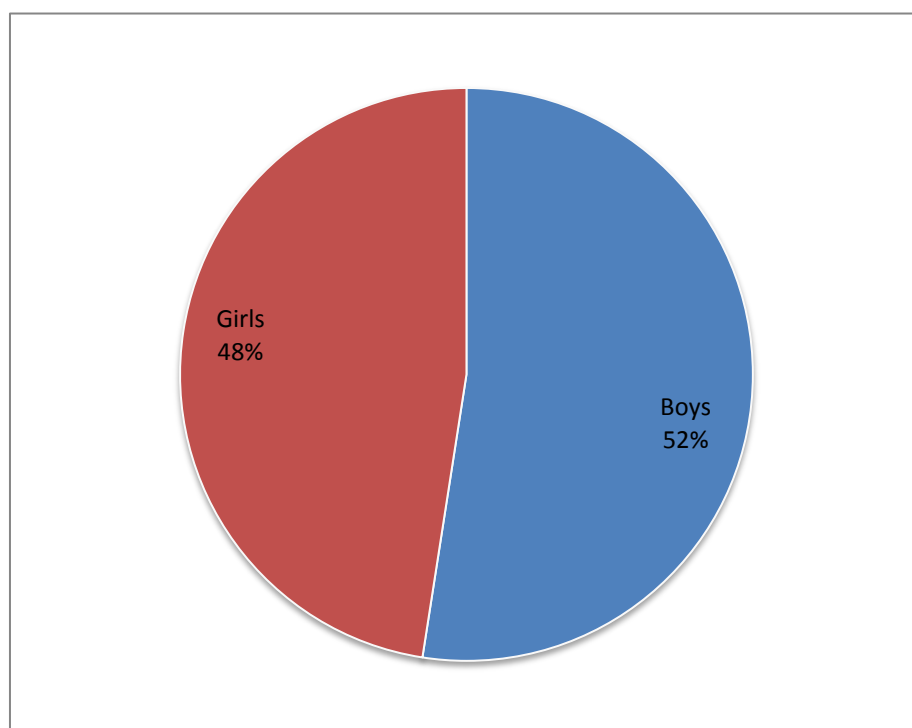
Annexure 2.1

Apli Shala 2015-2016

Table 5. Gender-wise enrollment in Balwadis and supplementary classes

Balwadi	Boys	Girls	Total
Shishu gat Balwadi	9	13	22
Madhala gat Balwadi	14	9	23
Motha gat Balwadi	9	8	17
Supplementary classes 1-7	32	28	60
Total	64	58	122

Fig 5. Gender-wise enrollment in Balwadis and supplementary classes



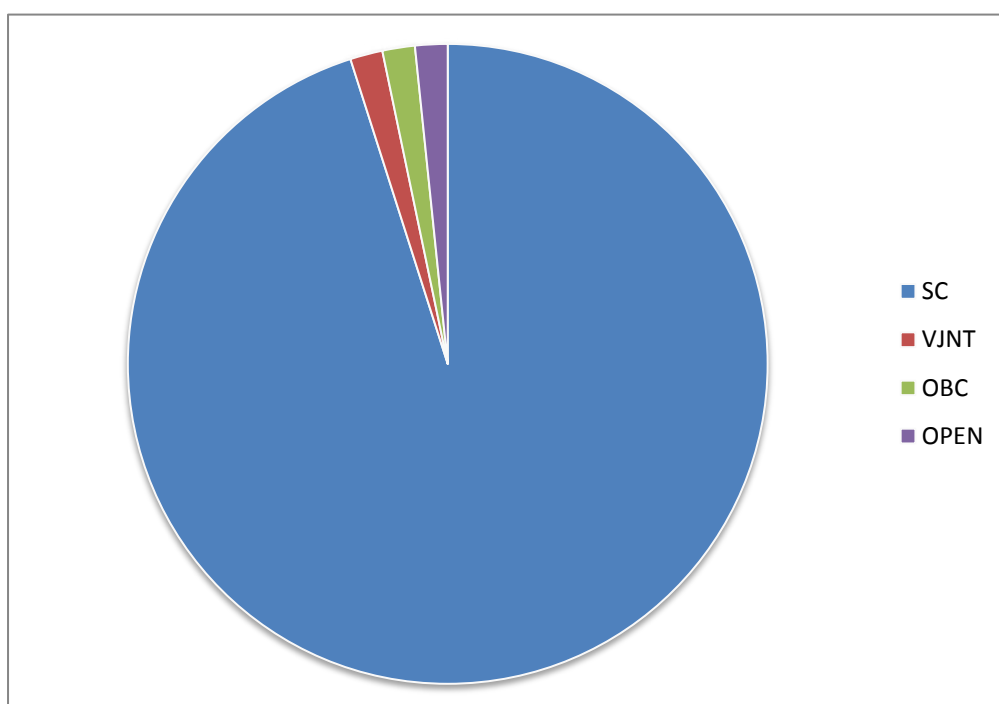
Annexure 2.2

Apli Shala 2015-2016

Table 6. Castewise enrollment in Balwadis and supplementary classes

Balwadi	SC	VJNT	OBC	OPEN	Total
Shishugat Balwadi	18	1	1	2	22
Madhala gat Balwadi	22	-	1	-	23
Motha gat Balwadi	16	1	-	-	17
Supplementary classes 1-7	60	-	-	-	60
Total	116	2	2	2	122
%	95.08	1.6393	1.6393	1.6393	100.00

Fig. 6. Castewise enrollment in Balwadis and supplementary classes



Annexure 3

Summary

Table 7. Total number of direct beneficiaries of PSS programs 2015-2016

Unit/Program	No. of beneficiaries: children	No. of beneficiaries: adults
KNB	431	862
Apli Shala	122	244
Sewing class	-	12
TEtH	126	525
PSS teaching and non teaching staff	-	65
B&V libraries	1,020	6
NELPSPB	550	67
Total	2,249	1781

Annexure 4

Growth of Pragat Shikshan Sanstha Corpus Fund 2014-2015

Table 8

