

Finding New Energy

**Pragat Shikshan Sanstha
Directors' Report 2010-2011**

August 2011

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 (PSS) for the year 2010-2011. The report covers primarily the period of one educational year starting with June 2010.

In this report we have tried to give a broad picture of our activities in the three major units of the PSS: Kamala Nimbkar Balbhavan (KNB), Apli Shala (AS) and the Centre for Language, Literacy and Communication (CLLC).

We would like to thank all our generous donors—individuals as well as institutions, without whom it would not have been possible to keep this work going and to add new dimensions to it. Our special thanks go to Nimbkar Seeds Pvt. Ltd., Sir Ratan Tata Trust, NEG-FIRE, SPA Foundation, Rajani Patel, Nandini Meier, Ashok Joshi and Jai Nimbkar for their generous and sustained support. We would also like to thank Makarand Dehejia for his support for the *Everyday English* film, and MG Charitable Trust, Nandini Trust, Cooper Foundries and Meera Borwankar for their sustained support for almost 45-50 students.

We are also grateful to our associates in the Governing Council of the PSS; CLLC Associate Director Jane Sahi; Amman Madan and Archana Mehendale of the CLLC Executive Committee; the members of the CLLC Advisory Committee, and other friends who have given expert and wise advice and moral support from time to time.

We wish to thank all our teachers and staff who are committed to the mandate of Pragat Shikshan Sanstha and who have worked tirelessly to make the PSS projects successful. The office staff, computer unit and printing unit who always stay behind the stage must be thanked for their quiet and solid support that is essential for our moving ahead. The parents and parent teacher association are

also thanked for their support in raising the fees as well as in all other activities. Finally we must thank all our students who make teaching and learning exciting.

The annexure to the narrative report include variety of statistical data regarding various class rolls, number of beneficiaries from the various units and test results from various programmes. We hope you enjoy reading this report.

Dr. Manjiri Nimbkar
Director

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Director

Finding New Energy

Pragat Shikshan Sanstha

Directors' Report

2010 - 2011

It is mid July as we write this report and still there are no rains. The *kharif* crops have either not been sown or have been burnt. Hundreds of acres of sugarcane is standing in fields but the sugar factories have closed. All the big, old trees shading the highway have been cut down in preparation for road widening. It is a sorry sight around Phaltan. We encountered similar scenes in all the big metropolitan areas of the country when we went for our exposure visit to South India and North India. The only things that gave any hope were the schools we visited.

The exposure visits, made possible by the CLLC grant given by Sir Ratan Tata Trust were among the most outstanding events of the year 2010-2011. The group that visited schools in South India consisted of eight KNB teachers along with two teachers from QUEST (Quality Education Support and Training) from Dist Thane, two teachers from Anandniketan, a school run by Nayee Taleem Samitee of Wardha and one teacher from Sita school, Bengaluru.

Another group of eight KNB teachers visited four schools in North India. Unfortunately, teachers from other schools could not join them because of inconvenient dates. These visits proved to be very energizing and insightful, although our teachers felt that being in a mixed group made the experience more dynamic and gainful.

KAMALA NIMBKAR BALBHAVAN

Impact of visits on routine

The visits were undertaken at a time when some of our teachers had matured considerably through the discussions on various issues during weekly staff meetings, as well as the personally enriching experience of doing *navopakrams*, action research and fellowships.

After coming back from the exposure tours, teachers from both groups started rethinking their approach to teaching. This is evident in their work and their contributions during staff meetings.

.All the schools we saw during the exposure visits had a free and democratic atmosphere (almost chaotic at times). Some of our teachers had difficulty digesting it as it was contrary to their idea of a school discipline and learning environment. Some of the teachers are still finding the considerable shift of power from teachers to students as seen in Digantar difficult to accept. However many have already given a lot more freedom to students and there is much more student-teacher interaction on several varied topics. Others were willing to try it out and we decided to give it a little more thought before implementation with due consideration to the parent factor. Most of our parents are middle-class and have fixed ideas and expectations about schooling. If the teachers had doubts, the parents would certainly have objections.

However, after some discussions in the weekly teachers' meetings, we decided to put at least two new practices into daily routine right away. One of them was being responsible for the cleanliness of one's surroundings. In our school children always sweep their own classrooms, but are often found throwing chocolate and gum wrappers in the school premises and corridors that get swept only once a day after school. We thought that if we make the children responsible for the cleanliness of the premises, they will think twice before throwing things around. We wanted the whole school to take part in the daily routine so that there are no comparisons or mischief.

We had often found class rivalry and deliberate teasing among classes with older children sometimes bullying the younger ones. To counteract these we decided to group

them vertically rather than classwise. (In the schools we were visiting we had seen that the older children looked after the younger ones and everybody played together.) So we made 14 groups each having 2-3 students from every class. They are allotted different places around the school including toilets for cleaning. The groups clean different places by rotation. The group leaders are generally older students from the eighth or ninth standard. The groups get together for assembly as well as during lunch time. As a result there is more mixing among different age groups. At the beginning the older students objected to be grouped with little ones and would slip off during lunch break to sit with their own class. But slowly, following much discussion, they have accepted it and some of them are even enjoying being with the young ones.

The second change is in the daily timetable. The new timetable allows two periods for art and craft and two periods for sports every week. During the art and craft periods, we expect them to create things that can be sold. We are planning to hold an exhibition cum sale of the items produced by students. At present they are making friendship bands and fruit bowls from paper pulp.

Visit by ELP teachers

A team consisting of seven teachers from the Social Work and Research Programme (SWRP), Tilonia, Rajasthan, and Keerti Jayaram, along with two teachers from the Early Literacy Project (ELP) from Singla in Ajmer District of Rajasthan visited the Pragat Shikshan Sanstha on August 17-19. At present the SWRP and ELOP are working together, and hence this arrangement was made.

The visitors visited classes I Kamala Nimbkar Balbhavan and Apli Shala. They also visited a ZP school to observe RWIP classes. In KNB they had sessions in which they had discussions with balwadi teachers, primary teachers and PSS directors. They also took time to understand the CLLC and to see the KNB library and to look at the children's projects and the theme-based annual projects.

The sharing with KNB teachers was especially noteworthy because of the spirit of sharing. It was a true dialogue and sharing among equals. From the point of view of the KNB teachers, the whole concept of night schools was new and challenging. The problems of the students were more social than educational.

Several of our teachers have expressed a wish to visit Singla and Tilonia, and to continue our sharing with the ELP and SWRP teachers. On the other hand, the ELP teachers expressed a wish to start a balwadi for young children that might help bring the children to school at an earlier age. The PSS team will visit Tilonia and Singla in November to renew the dialogue.

Continuous and comprehensive evaluation

The Right to Education Act was passed in April 2010 and it became mandatory for the state to observe the general principles suggested by NCF 2005. One of the recommendations was to replace examinations by Continuous Comprehensive Evaluation (CCE), paying more attention to the formative achievements rather than marks obtained by children.

This opened many new doors for us in KNB. The projects and activities that we did routinely were now given sanction and could be considered while evaluating children. Teachers came up with many new ideas and as there was no pressure to complete syllabus followed by homework and tests, teaching and learning became fun. Dramatization, drawing, toy making, presentation etc. were taken into consideration while evaluating a child. Writing of the final detailed progress reports however became a rather lengthy business. We are now working on making it shorter and more comprehensive. Some of the projects prepared by the children as part of their evaluation were exceptionally innovative and well done. To mention just a few---an English picture dictionary prepared by Akshata Magar and an English story book prepared by Pranjali Bhujbal. Both these girls are now in ninth standard.

Balsansad

Elections of the fourth *balsansad* (student council) were held as usual. Three boys and three girls were elected. They helped us make groups for the cleaning initiative, helped organize the programme of poetry singing and organized a *balmahotsav*. The way they arranged the programmes and also the way they handled fights and disputes amongst other children or problems of discipline within the classrooms showed a maturity that was lacking in the first *balsansad*. Given more time, the *balsansad* will take on several responsibilities and become capable and mature youths. They now come to teachers with proposals; not queries.

Teachers' professional activities

Every year at least one or two of our teachers do a *navopakram*. Last year Sangeeta Nikam, the mathematics teacher of second standard did one on *Dusareechya mulanche dabe* . For fifteen days she noted down the lunches in the tiffin of 26 second standard students. She classified the lunches and found that many of them were not wholesome. She also found many food fads (likes and dislikes) among children and lack of imagination among parents. She then called a meeting of all the parents -- both mothers and fathers. The parents were really interested in the recipes and tips for increasing the nutritional levels of their children. Many of the young mothers in nuclear families expressed genuine ignorance about many of the good cooking practices discussed in the meeting. This *navopakram* was awarded the second prize at the district level and a consolation prize at the state level.

Varsha Lalge, our mathematics teacher, who has been a fellow of CLLC and who had also been awarded a first prize for her *navopakram* at the state level, was invited to do an action research by MSCERT last year. Her action research was for teaching integers. The year before last, she had done a *navopakram* on effectiveness of using a hands-on method for teaching types of squares in standard seven.

Madhura Maner, who is currently doing her MA in Elementary Education from the Tata Institute of Social Sciences, carried out an interesting study for her term paper, using students from three consecutive batches taught by Varsha Lalge. Madhura talked to students who had actually cut and compared various types of squares as well as those who had been taught in the traditional way with the teacher drawing figures on the blackboard, and those who were given a demonstration of cutting different kinds of squares but were not given hands-on experience. She found a great difference in the retention of knowledge among the groups with the students who had studied by the hands-on method, retaining the most details.

Vishwas Jagdale, our principal for the secondary section of KNB, is doing a course on School Management conducted by Yeshwantrao Chavan Open University. Many of the

teachers have incorporated into their classrooms some of the good practices from the schools we visited

Madhura Maner did a presentation about language learning in the balwadi and standard one of KNB at a Consultation on Early Literacy organised by the Organisation for the Early Literacy Promotion (OELP) at the Sanskriti Kendra in New Delhi in April. The consultation brought together select partners of the Sir Ratan Tata Trust and the Navajbai Ratan Tata Trust. PSS director, Dr. Maxine Berntsen, Governing Council member, Dr. Neelima Gokhale and CLLC Associate Director Jane Sahi also participated in the consultation. Further details on this meeting are given later in this report in the section on the CLLC programme.

Teachers become writers

Our teachers carry out several theoretically sound, interesting activities. However writing it into an article always defeated them. Dr. Sanjeevani Kulkarni's writing workshop gave them the confidence to try and almost all of them wrote their experiences. The articles thus produced were on varied topics, from essays in mathematics to mask making. Some of them were good enough to be published in *Ppalakneeti*. With reason, the teachers are mighty proud of their achievements.

The dream of quality education remains a dream

The Right to Education act was passed in April 2010. We had not really envisaged what it may mean for us. But an IAS officer by the name Nand Kumar came to Maharashtra as State Project Director (SPD) of the Maharashtra Prathamik Shikshan Parishad (MPSP) and we were pulled into an educational reform movement. A great many promising changes started happening for the marathon task of making the state RTE compliant. One of them was an invitation to NGOs and people outside the system to work with the Government. Literally hundreds of ZP teachers were motivated into joining this effort. NGOs working in different areas of Maharashtra were involved. There was an air of hope and excitement.

The established government bodies like the Maharashtra State Bureau of Textbook Production and Research (Balbharati), however, felt that the moves threatened their autonomy and power. The Maharashtra State Council of Educational Research and Training (MSCERT), the academic authority of Maharashtra was clueless as to what was

to be done. But before anybody knew what was happening, Nand Kumar was transferred. The whole exercise of the People for the Children of Maharashtra Initiative (PCMI) for providing quality education to the children of Maharashtra collapsed slowly over the next two months as everything that Nand Kumar had done was deliberately undone. Apart from being a loss for lakhs of children and teachers in Maharashtra, it was a loss of opportunity for us to spread our work all over Maharashtra. KNB could also have been used as a training centre.

New experiments in music

In her search for new songs, Maya Ghodke, our music teacher came across some poems written by our children in old issues of *Navneet*. She selected seven of them and set them to tune. Children from fifth to ninth standard sang them and also accompanied the singing with different musical instruments. Poetry recitation and commentary were added and *Ek soor kawitecha* emerged as a quality programme. It was presented to the audience on 7th October which is Dr. Maxine Berntsen's birthday. The last song in the programme was Prakash Anbhule's *Ppashan hote vikhurlele*, a poem written by Prakash for Maxine when he was a KNB student. Several parents and outsiders also attended the programme and appreciated it as unique and imaginative.

Annual project

Our annual project is usually done in the second term. Last year the second term was only four and a half months, out of which ten days were taken up by the exposure visit to North India. So we felt that the time in hand was not enough to carry out a big project spreading over two to three weeks.

Besides we had also found out to our dismay that the children did not know anything about their heritage in Phaltan town. This drawback of today's apartment house upbringing spurred us into taking up a topic that would necessitate children walking around the town, exploring old buildings. The project was thus based on the theme of Historical Monuments in Phaltan. Both the children and teachers enjoyed the project week and also gained a great deal of knowledge that could not be had through their textbooks. The resultant project and exhibition was limited but had very good art work and models. The children had visited many historical monuments and had many questions about what they saw. Most of these questions had a base in archeology. So we decided to call our past student, Nadia Qureshi, who had done her M.A. in

archeology. Luckily her friend, who is an archeologist too, was visiting, and the two of them conducted a question and answer session with all the students. All those present at the time found it very enlightening.

Environment projects

The environment projects are carried out as a part of the secondary school curriculum. The projects are completed over two years. The best three projects are given the Karmarkar Paryavaran Puraskars. Last year the best project was 'The Consequences of Mobile Towers'. Vishwajeet Bhokare did some internet and library research, collected newspaper clippings and interviewed people who lived in close vicinity of mobile towers as a part of his project. He also told the people about the hazards caused by waves from mobile towers. He suggested some ways to minimize the consequences and precautions while using mobile phones to minimize hazards too.

The second project winner was Sujeet Kshirsagar who tackled the topic of dams. Apart from the usual information about dams that one finds in a geography text book, he has collected information about the history of dams, the environmental movements that took place in connection with dams and the effect of damming water on the life in rivers. He downloaded pictures of famous dams from all over the world and put them in his report. He also interviewed people who have been displaced by dams.

The third prize was awarded to Priyanka Gunjawate for her study of her village and how it prepared for *nirmal-gram* and *tanta mukta gram* competitions. She also visited the village ZP school with some of her friends and talked to them about what she had found through interviews of villagers and convinced the children to practice cleanliness.

All these project reports serve as good reference material for younger children as a great deal of work goes into making them.

SSC results

Last year was the eighth consecutive year with 100 percent result in the SSC examinations. Last year, just before the results, the State suddenly declared that for enrolment into the eleventh standard they would consider only the marks obtained in five subjects that had the highest marks.. The students even received their mark sheets

stating the total of the best five subjects. This was in reaction to the fact that students appearing for CBSC board have to pass only five subjects, some of them being soft subjects like drawing or yoga. They CBSC students score more than the students appearing for SSC exams and get admission in better colleges.

In our school Mrunmayai Katte got the highest marks, 97.64. She also scored 150 out of 150 marks in mathematics and 100 out of 100 in science. 17 out of 24 students got distinction, 5 got a first class and 2 got a second class. Over the years, with 30 percent marks in the hands of the schools, it has become easy to pass and now with the best five it is also easy to score. Many students who have got good marks in the SSC but who are not sure of scoring in the CETs are found opting for diploma courses.

Umang project

The secondary school teachers' association of Satara in collaboration with Nihar and Pariwartan, two groups working in mental health, started a programme for the adolescent boys and girls called Umang. A team of psychiatrists and psychologists held three workshops for two secondary teachers from each high school in Phaltan. Shubhangi Taware and Vishal Andhalkar were selected from our school. They were given guidance in talking to adolescent children.

The two teachers have been talking to children and visiting their homes. The children too like to talk and appreciate the support they get. Generally we have found that the secondary school children are under tremendous pressure from parents with high expectations.

Navneet

Collecting material for *Navneet* is always an exciting process. One gets access to the writing of children done within the sanctuary of the classroom. This year with the increased awareness among teachers to preserve children's writing as it is and to understand the *balwadi* children's scribbling, we have got some very fine material. Material generated during some projects done in the class is also included.

After reading *Navneet*, Vidyadhar Mhaiskar, a writer himself, commented upon the children's rootedness in all their writing. Mhaiskar used to live in Phaltan and was then a part of many story telling, creative writing and nature club activities in school. He, along

with many others like Halbesir, Ramesh Samarth and Sadashiv Amrapurkar enjoy reading *Navneet*. It is often used in classrooms as extra reading.

EARLY LITERACY INITIATIVE

One of the components of the CLLC programme is the Early Literacy Initiative, in which Dr. Neelima Gokhale has been working with the balwadi teachers in KNB and Apli Shala. Over the last two years Dr. Gokhale has been coming to Phaltan periodically and working intensively with the balwadi teachers, the length of each stay ranging from three to 15 days – a total of 92 days for the project period.

With the support offered by Dr. Neelima Gokhale, our balwadis have undergone many exciting changes. Certain rooms have been made dedicated balwadi classrooms, and the physical setup of the balwadi classrooms has changed. Along with this, classroom practices have been changed as well.

Dr. Gokhale summarized her approach in her report for the first year.

Pragat Shikshan Sanstha is an innovative learning institution. For more than 25 years they have implemented an early childhood programme that was holistic and child-centered. However, with the changing perspectives of early childhood development, bringing about a significant change in some of the existing practices was deemed necessary. Through this initiative, the traditional focus on young children's oral language development was expanded to include the development of written language simultaneously.

By 'development of written language' Dr. Gokhale does not mean teaching children to read and write. What she means can perhaps be best summarized in the phrase 'socialization in the uses of print.' Once children get the idea of the uses of print, they do not need to wait to learn conventional writing. Spontaneously, or with a little encouragement, they will start to 'write' in their own invented scripts. The astonishing thing is that even a day or so later they know what they have written, and can tell it to a teacher, parent, or any sympathetic listener.

Along with the development of the written language, fostering communication in the classroom and developing children's independent thinking are major goals of Dr. Gokhale's approach.

The documentary evidence of children's literate behavior and language development is very valuable in understanding how children learn. After looking at the way the teachers have developed, we feel confident that this could be converted into an in-service, ten week course. We hope to get the project off in a couple of months' time.

Unfortunately, Shraddha Sangale, who was developing into a leader, has had to shift to Mumbai due to family reasons. She however promises to rejoin at least part time after two years.

APLI SHALA

The biggest news about Apil Shala is, of course, the inclusion of the Apil Shala balwadi in the Early Literacy Initiative. It is especially gratifying to see the vibrant atmosphere of the balwadi. The way the children are thriving and learning flies in the face of Western theories that view children from non-literate or low-literate homes as 'at risk'.

The Apil Shala balwadi had 42 new admissions in the group of the youngest children in the year 2010-2011. There were also some new admissions in the middle group taking the total number of new admissions to 88. The Qureshinagar children, however, remain as elusive as ever, dropping out after a few months to join the *madrassa* or the recently opened, unrecognized Urdu medium school. They generally return to Apil Shala after several months when the mothers realize that the child is not learning anything at school. The mothers, we have found, are interested in sending their children to school but the men insist on sending them to the *madrassa*. Some send their children for three consecutive years of balwadi but do not continue in Marathi medium school. We have, however, continued with the bilingual practices to try and help the Qureshinagar children to learn as much as they can in the short span of three years. This year we have added English to it as well in the form of stories and poems.

Supplementary classes and *khelghar*

All over Maharashtra people are talking about children's absenteeism increasing due to CCE. However, in Apli Shala the attendance for the music classes, *khelghar* and the supplementary classes where the children can read and do other activities is more or less the same as before. Children find the space and environment inviting and attractive.

Mobile slide library

Last year Sushama Sabnis conducted slide shows in seven Nagarparishad schools, 22 ZP schools and two private schools. A total of 1308 students enjoyed the shows. Sushamatai conducted two slide shows in each ZP school she visited with the *Everyday English* team. The *EE* team helped her ask questions in English in the older classes.

CENTRE FOR LANGUAGE, LITERACY AND COMMUNICATION

The earlier sections of this report have already mentioned some of the components of the programme of the PSS Centre for Language, Literacy and Communication (CLLC). These included the Early Literacy Initiative, exposure visits to South and North India, and participation in the Consultation on Early Literacy. The first two of these have been discussed sufficiently. Later in this section we will give a little more detail regarding the Consultation on Early Literacy.

Reading and Writing Improvement Programme

Today the Reading and Writing Improvement Programme (RWIP) is a major component of the CLLC. It addresses one of the two main issues in the core mandate of the CLLC: the failure of children to learn to read. However, RWIP has been a part of the PSS Educational Outreach programme for the past two decades.

When we began the Kamala Nimbkar Balbhavan in 1987, our vision was that KNB should not become just a beautiful oasis in an educational desert, but should be a resource centre for improving other schools – especially government schools. When Dr. Maxine Berntsen was given a fellowship by the Ashoka Foundation in 1989-1990, we had an opportunity to begin trying to realize this dream.

Subsequently, PSS began working in the municipal schools of Phaltan town and later in the Zilla Parishad schools in the rural area. Teachers were trained in using the *pragat vachan paddhati* (PVP), the methodology of teaching beginning reading developed by Dr. Maxine Berntsen.

Up until 2007 the RWIP was being conducted with the permission of the Block Education Officer of the Phaltan Taluka Panchayat Samiti. In 2007, however, official sanction was given by the Director of Primary Education. His order specifically gave permission for teachers to put aside Balbharati, the prescribed government textbook, and to use *Apan Vacu Ya* up to the time of the annual examination. This was a major milestone.

Three years ago following an external evaluation by Dr. Suman Karandikar, changes were made in teacher training to give a better theoretical grounding along with practical skills in teaching reading-writing using *pragat vachan paddhati*

In 2008-2009 the programme was running in 22 schools. However, in 2009-10 RWIP became a part of the CLLC programme, and on the recommendation of the Sir Ratan Tata Trust we upscaled the programme to cover 53 schools. This caused tremendous stress on the whole team and resources. Hence the following year the number of Zilla Parishad schools was reduced to 22 and five *ashramshalas*. However, the schools allotted to us were mostly small schools and *wastishalas*. They were all situated far away on dirt tracks. As it is always better to have a mix of small and large schools, we

talked to the officials and succeeded in getting some of the smaller schools replaced by bigger ones.

Last year too we had received permission from the director primary education, to use *Apan Vacu Ya* exclusively in the project schools. We had also involved the headmasters and the cluster heads from the beginning and invited them for the first workshop to explain the philosophy behind our approach to them.

Unfortunately, two of our older employees suddenly left without notice. This caused a setback to the whole programme and emphasized our overdependence on specific individuals. Besides it has also highlighted the need for developing material for systematic training, development and support for the resource persons. We also need to work on developing training material for teachers and resource persons that would give them a deeper understanding of children's development and learning as well as of the philosophy of *pragat vachan paddhati*.

The important activities of this programme are conducting workshops, observing first standard classes in the ZP schools, distributing our primer and other material to children, conducting a social survey and holding meetings with parents and school management committee.

Workshops

A total of four workshops were held in the year 2010-11, one less than the usual five because the ZP teachers were busy with census duties for a whole month. They were also busy with the trainings of CCE (continuous, comprehensive evaluation) and so could not give us dates for a workshop. During several of these workshops we showed portions of two of our films -- *Bhashet nhaun nightana* and *Pragat vachan paddhati*. The screenings were followed by discussions. The workshops also included demonstrations of *Pragat vachan paddhati*, preparation of teaching learning material and discussions about remedial teaching of children falling behind.

This year we introduced a new input of reading some short articles during workshops. Teachers especially liked the articles published in *Jeevan Shikshan*, written by Shri Nand Kumar, the former State Project Director, MPSP.

In one of the workshops, at the ZP teachers' request we arranged for some KNB teachers to share their classroom activities and projects in connection with CCE. Almost 95 percent of the ZP teachers have mentioned in their feedback that these discussions were extremely useful. Table 1 below gives the mean evaluation score of the RWIP teachers' workshops on a scale of 0-4.

Table 1. Mean evaluation score of RWIP teachers' workshops

workshop	Total no. of forms received	Mean score
1	23	3.8
2	24	3.5
3	22	3.5
4	19	3.6

School visits

The resource persons visited the project schools with a frequency depending upon their needs. Four of the schools needed special attention. The resource persons observed classroom practices and teaching as well as teacher-student interactions and general environment in the class. They also gave support to the teachers in the form of explanations, demonstrations or even conducting classes for several days if children seemed to have achieved very low on the tests.

The resource persons visited each school on an average of 2.6 times per month. Schools facing difficulties were visited more often.

Evaluation and achievement

Respecting the new format of CCE, only two tests, the terminals were conducted this year. The results show that 71.93 percent children scored more than 80 percent marks. This is higher than last year's figures. However in the *Ashramhsilas* only 54.5 percent students got more than 80 percent marks.

We had Shri Sominath Ghorpade, our former resource person and an MSW, do an evaluation of the project schools in comparison with some schools not in the project. He visited all the project schools, and five schools that were not in the project but having comparable student backgrounds. He tested all the students present at the time of his visit. Unfortunately his visits occurred during the period the ZP teachers were doing census work. So the student absenteeism was rather high.

He examined 365 students from the project schools, of which 61 percent could read and write all the sentences. 13 percent students could read only some of the letters. 14 percent could read all the letters but could not read words. 13 percent could read only simple words but not sentences. Of the 62 students from non-project schools, only 47 percent could read all the sentences. 16 percent students could read only some of the letters, 19 percent could read all the letters but no words and 18 percent could read simple words, but not sentences. (See Table 2)

Table 2. Comparison of reading skills in project and non-project schools

Type of school	Only some letters	All letters but no words	Simple words but no sentences	Read all sentences
Project schools	12%	14%	13%	61%
Non-project schools	16%	19%	18%	47%

What this table makes amply clear is that students taught by the PSS approach are more able to read sentences than those taught by the usual method.

It was also found that only 11 (48 percent) out of the 23 ZP teachers used the *pragat vachan paddhati* exclusively. Six teachers (26 percent) made use of only some of the stages of PVP, especially the teaching of vowel signs and the remaining teachers (26 percent) used *Balbharati* along with *Apan Vacu Ya*. He found that three of the five non-project school teachers also used some stages of PVP as they had found them useful when they were a part of the project.

External evaluation

As part of her external review of RWIP, Dr. Sandhya Paranjpe administered tests in four randomly selected project schools. She reports:

The results indicate that the students performed well in all four schools in the external test. Students' performances as indicated in percentages ranged from 89% to 94%. These results are comparable to those in the past two semesters with a little variation between schools and semesters. The trend shows consistency in student performance across all three testing periods [i.e., first semester, second semester and external evaluation. Ed.]

Dr. Paranjpe's results are certainly impressive, and indicate that the children are learning to read and write in the first standard. However, Dr. Paranjpe cautions that in the absence of a baseline study, we cannot, strictly speaking, attribute the achievement entirely to the PSS intervention. This is a matter that must be addressed in the next phase of the programme.

Parents and SMC meetings

Smt. Meenakshee Ambikar, our CLLC coordinator and Dr. Manjiri Nimbkar conducted meetings of parents of first standard students and the School Management Committees (SMCs) in 19 villages. The usual agenda was to call all the first standard students into the meeting and get them to read story books. Our experience is that the parents are very happy to see their children read and readily support the cause of starting a library of story books for extra reading. Comet Media Foundation helped us select and purchase books.

Everyday English Programme

The *Everyday English* programme addresses the second issue in the core mandate of the CLLC: our inability to meet the demand for English.

Background

The aim of the *Everyday English* Programme is to improve the teaching and learning of English in Phaltan taluka. The programme began in 2005 when the Ratan Tata Trust gave PSS funds to produce Jane Sahi's *Everyday English, Book 1*, and distribute it to all students in the fifth, sixth and seventh standards of the ZP schools. The teachers welcomed the book, which was used as a supplement to the prescribed text, but at that time it was not possible for us to offer any support beyond a couple of workshops.

The Director of Education gave permission for this programme, and in 2008 permitted us to use *Everyday English* in place of the Sarva Shiksha Abhiyan English Activity Books in 22 pilot schools.

The *Everyday English* materials

The *Everyday English* materials are based on the conviction that learning English is one of the significant ways of widening a child's horizons. The books have grown out of Jane Sahi's work in Sita School, a small alternative school on the outskirts of Bangalore over the last three decades. Prof. R. Amritavalli of the EFL University, Hyderabad, summed up the strength of the first book in the series.

Jane Sahi's book is an unpretentious and workmanlike attempt to introduce English into the ordinary Indian classroom. It covers the basic range of vocabulary appropriate to the topics indicated in the table of contents. An attempt is made to draw attention to spelling and sounds, and to easily-taught overt features of grammar. Attention is paid to reading aloud (reading and speaking), and writing.

...

I would unreservedly recommend this book for use in our non-elite schools. My plea is for many more such books, some of which may perhaps emerge out of the experiences of teachers who use this one.

Everyday English, Book 2 follows the same pattern as *Book 1*, but the range of subjects is wider, and there are more stories, taken both from India and from other part of the world.

In *Everyday English, Book 3*, perhaps the richest of the three books, the range of topics, stories and other types of writing is further extended, introducing children to a variety of practical activities, new information and stories of everyday life and fantasy..

Each of the first two books has an accompanying *Teacher's Manual*. The manual for *Book 1* also comes with a CD of songs, poems and stories from the book, along with additional material. The manual for *Book 2* has been completed but is yet to be published. Both books provide general guidelines for teaching the *EE* materials, and specific suggestions for each lesson.

We have also brought out in draft form an Introductory Book for the use of teachers teaching children who have no knowledge of reading. This is accompanied by a booklet of pictures which the teachers can cut out and use for presenting stories.

In addition to the print materials and the audio CD, a film album consisting of two DVDs has also been produced. The film, which was scripted and directed by Jane Sahi and funded by Makarand Dehejia, is titled: *Here Is a Tree: Children learning and using words in English*. Using the theme of 'Outside', the first part of the film presents multiple ways of introducing, reinforcing and revising vocabulary, both as individual items and in the context of sentences. The second part deals with teaching reading and writing of the same set of words.

The programme

The *EE* programme had the same structure as RWIP in some respects. That is, the main components were periodic workshops for the teachers, free distribution of *EE* books to all the children, support visits to the schools and periodic testing of the students by a team of resource persons. As in RWIP, during the first year we made regular visits to 53 schools, but in the second year reduced the number to 22.

There were, however, a couple of important differences between RWIP and the *EE* Programmes. To begin with, although the number of pilot schools was limited to 53

(later, 22), the workshops were for all English teachers in the ZP schools in the taluka -- a total of 88 teachers.

Secondly, for RWIP we had permission to set *Balbharati* aside and use only our materials. This meant that the teachers could use our materials and methods in the regularly scheduled Marathi period. This was not the case with *Everyday English* (EE). We were given permission to use the EE materials as supplementary materials, the only concession being that in the pilot schools we were not required to use the English Activity Books brought out by Sarva Shiksha Abhiyan. This meant that it took a great deal of commitment on the teachers' part to implement the programme, which they did— of course, to varying degrees.

Dr. Maxine Berntsen was in charge of the programme. For various reasons there was some turnover among the resource persons. Finally we had a stable team of three. Workshops were conducted by Dr. Berntsen, the resource persons, CLLC Coordinator Meenakshee Ambikar, Administrative Assistant Madhura Maner, and the group of ZP teachers mentioned earlier.

In 2009-2010, the first year of the programme, there were four workshops, and in the second year there were three. In reporting on teachers' participation in the workshops, Dr. Paranjpe says:

Out of 22 teachers, 19 reported attending all 4 workshops that had been conducted in 2009-2010. In 20-2011, out of the 3 workshops conducted, 21 teachers participated in all 3 workshops, whereas only one teacher attended two workshops. This indicates nearly total participation by teachers in two consecutive years of the phase of programme implementation. 14 teachers found the workshops excellent, with 8 rating them as good.

All the teachers in the EE project schools were asked to give their opinion on the extent to which they perceived that the workshops they had participated in, had been successful in achieving the aims of the EE programme. Nearly all the teachers (91%) perceived an increase in their confidence level as a result of participating in the discussions held in the workshops either to a large extent or totally. 86% of the teachers felt that the workshops had achieved two of the major aims, namely of understanding the theory and concept of EE and how to teach language using the EE approach, to either a large extent or totally. A

slightly lesser percentage of teachers opined that understanding a few things about language and grammar had been realized. 68% teachers were of the view that making use of the surroundings for teaching and learning had been successfully achieved. Thus, most of the aims were felt to be realized to a large extent or totally by all the teachers involved in the project.

Dr. Paranjpe concludes:

Teachers also expressed their satisfaction in the way the workshops had been conducted. They found the workshops to be both *useful* and *helpful*, but this they felt was not sufficient. Most of them wanted more intensive trainings and support in order to be able to improve their own English and speak *well, clearly, fluently* and *correctly*.

This is a need we have long been aware of. We did a try a conversation group that met once a week for a while. But it gradually petered out. We must try to explore other strategies to do this.

In regard to the *Everyday English* book, Dr. Paranjpe reports that all the teachers in the 22 project schools gave a positive feedback about *EE, Book 1* that had been distributed to them under the programme. 55% teachers found it to be excellent with 41% rating it as good.

Dr. Paranjpe also looked at the perception of teachers of the performance of resource persons. She reports:

All 22 teachers reported that the RPs visited their schools very regularly and each one of them felt encouraged through their visits in implementing the EE approach in their classrooms. On being questioned as to the roles performed by the RPs during the school visits all the teachers reported that they observed their classes, demonstrated conduct of games or activities and also took demonstration.

Teachers explained that demonstration meant showing them how to transact the EE Book, conduct new activities with children, take the entire class according to the EE lesson in the book or at times showed them how to undertake teaching learning processes in the correct way if they were not doing it properly.

Assessing the progress and performance of students was another major activity of the resource persons. Dr. Paranjpe comments:

This was an important part of the programme wherein periodic tests prepared by the PSS staff were to be administered to children by the RPs. All the teachers were of the opinion that the tests prepared by PSS were well designed and did provide an unbiased picture of students' learning and progress in English Language based on the EE approach.

Impact

In regard to the impact of the programme, Dr. Paranjpe reports:

The Resource Persons as well as the teachers who were interviewed were of the opinion that the programme had greatly benefited all the students. The impact was reported in terms of children learning English faster, more easily and with interest essentially because of the EE Book 1.

As one of the teachers explained, "The book is related to the daily lives of my children, things and objects they are familiar with and know well." Another clarified that, "the language is much easier than that used in our state text books so children find it simpler and enjoy reading and learning from it."

Results

Dr. Paranjpe tested the students of Class V and VI in five randomly selected schools. She summarized her findings:

Quantitative data highlights a positive trend in students' performance in classes V and VI performing consistently across both internal and external tests in 2010-2011, ranging from 88% to 99%. Performance in the written external test was much better than on the oral tests in both classes.

She makes the same caveat that she did in regard to the RWIP scores:

Moreover the achievement of students cannot be totally attributed to the impact of the EE programme in the absence of baseline data and a control group for the purposes of comparison.

Problems and lacunae

There is much to be pleased about in the regard to the EE programme and the appreciative assessment by Dr. Paranjpe. At the same time, the programme is not without problems.

A major problem is that the *EE* materials are considered supplementary to the prescribed government text. As already mentioned, this means that they are not to be used in the regular English period, and teachers have to find the time to teach them, or otherwise have children work on the materials on their own.

This year *Everyday English, Book Two* was ready, but we could not get the funds to buy copies to provide to the students. Both Smt. Vijaysheela Sardesai, the State Project Director of MPSP, and Shri Nand Kumar, who replaced Smt. Sardesai, were in favour of granting us SSA funds to buy the books. In fact, before he was transferred, Shri Nand Kumar had authorized an amount under Rs. one lakh for this purpose, But after he left, MPSP did not implement this decision. Consequently, little was done in Class VII of the project schools. The obstacle was the opposition of Balbharati.

Furthermore, the SRTT takes the position that they will not pay for free distribution of books, as the government has SSA funds available for provision of materials. But our experience is that it is almost impossible to get any support from MPSP, which controls the SSA funds.

A major shortcoming on our part was the lack of English skills on the part of the resource persons. Two of the persons hired earlier knew more English, but they left—one because he got a permanent job, the other for health reasons. The senior resource person Vikas Shinde is diligently working on his English, and in assisting the English classes in KNB, has shown himself as a fine teacher. A new man who will be joining us shortly is an experienced teacher who knows English well.

In regard to the *EE* materials, we are aware of the need for supplementary materials for spoken English—both general conversation, and discussion of the lessons in the *EE* books. Dr. Berntsen had committed herself to preparing a small conversational manual for students, but was not able to get it done in the project period.

We are also aware of the teachers' desire to learn spoken English. Dr. Berntsen had planned to do a book on spoken English for teachers, but she could not manage to do it.

Jeevanshala Interns

In 2009 three teachers from the Narmada Nav Nirman Andolan, Shri Tukaram Pawara, Shri Laldas Pawara, and Shri Bhaysingh Pawara , spent two months as interns in the Pragat Shikshan Sanstha. Last year Shri Tukaram Pawara and Shri Laldas Pawara came back for two weeks. Dr. Manjiri Nimbkar took the overall responsibility for planning their programme.

In their earlier visit they had concentrated on how to teach Marathi – both spoken and written – in the situation in the Narmada Valley, where the majority of children speak tribal languages, usually Pawari or Bhili, and have little exposure to Marathi. At that time Dr. Manjiri Nimbkar and Dr. Maxine Berntsen urged them to spend time in the balwadi, learning the techniques of helping young children develop language skills through songs, poems and activities. To begin, they were reluctant to do this, but later were very enthusiastic.

In the last visit they spent much of their time in the KNB library, reading especially about the teaching of science and mathematics. They also interacted with KNB teachers, Datta Ahivale in particular. From Dattasir they received guidance in the teaching of English. They also realized that some of the same strategies could be used for the teaching of Marathi.

On their return to Dhadgaon, they stopped in Pune to purchase books and materials for the Jeevanshalas, from the funds available for this purpose in the project budget.

Once back in the Narmada Valley, Shri Tukaram Pawara conducted two workshops for Jeevanshala teachers. The first was on September 1 and the second on October 2. The first workshop was on Marathi and mathematics, and the second on English and mathematics.

Development and Production of Materials

So far in this phase of the CLLC, the following books and materials have been published by Jyotsna Prakshan of Pune.

Everyday English, Book 1. Jane Sahi. Two editions

Teachers' Manual for *Everyday English. Book 1*, with audio CD and booklet. Jane Sahi

Everyday English, Book 2. Jane Sahi

Mulance Srujanatmak Likhan. Manjiri Nimbkar

Here Is a Tree (EE film). Scripted and directed by Jane Sahi

Chilu bal ani itar goshti

Chilu Baby and Other Stories

The following books have been produced up to the print ready stage. All except the first are to be published by Jyotsna Prakashan.)

Everyday Kannada. Jane Sahi. (To be published by Navkarnataka, Bengaluru)

Bud bud gharari ani kombdichi pille

TM, EE Book 2. Jane Sahi

Marathi translation, *TM, EE Book 1.* Madhura Maner

In Our Own Words. Jane Sahi.

The following books have been printed in draft form or as in-house productions.

Everyday English Introductory Book, with picture supplement. Jane Sahi

Teaching English Through English. Jane Sahi. (This is an abridged version of the title above.)

Gulmohorachi phule. Manjiri Nimbkar, ed.

Translations

Translation of seminal works in the field of language or child development is part of the CLLC programme. In this phase two books have been translated. Both have been vetted by experts and found to be excellent.

Children's Minds. Margaret Donaldson. Translated into Marathi by Varsha Sahasrabuddhe.

Other People's Words. Victoria Purcell-Gates. Translated by Sanjeevani Kulkarni.

Contributing to Building of Knowledge and Theory

Teacher fellowships

Eight persons were awarded Teacher Fellowships. In two cases two fellows worked together and submitted a joint report.

Devanand Maroti Janbandhu and Ramdas Indru Kumre, both of Kurkheda, Dist. Gadchiroli. Joint report on Gondi Marathi material for first standard children.

Janardan Tukaram Garde, ZP teacher, Phaltan. Report, photographs and video shooting of Dhangar stories, songs and dances.

Kamala Vasudeva, Sita School, Bengaluru. 'Language and communication issues in integrating the teaching of health, life processes and exercise'.

Nandlal Mali and Mukhraj Mali, Early Literacy Project, Ajmer. Study of early literacy learning processes in younger and older child labourers studying in night schools

Shraddha Sangle, PSS, Phaltan. Study of bilingualism in the balwadi as a bridge over a social divide.

Varsha Lalge, Kamala Nimbkar Balbhavan, Phaltan. Glossary of geometric concepts

Junior fellowship

Suchita Padalkar, Kolhapur. Language education through the study of EVS and geography

Senior fellowships

Meena Shrinivasan, Pune. View from the Back: a study of literacy acquisition of children from deprived background in a mainstream school.

Yashodara Kundaji, Pune. "Teaching English as a Second Language: Challenges and Complexities."

Kishore Darak of Pune, who did an external review of the CLLC fellowship programme, website , and library commented that "The fellowship programme is the most significant and important component of my review report." In the public programme in April 28, 2010, many people were impressed by the quality of the reports by the Teacher Fellows. Dr. Manjiri Nimbkar, Sushama Saharma of Anandniketab, Wardha, Jane Sahi and Dr, Maxine Berntsen served as mentors for the fellowship holders.

Building Up Resource Infrastructure

Library

The grant from the SRTT has enabled us to make a small but highly significant collection of academic books – particularly on early literacy. A number of users have opined that it is perhaps the best in the country. The challenge is how to make these books available to academicians, wherever they may be in India.

In addition, we have now started to build up a collection of Marathi books on education—either original titles or translations.

We also have procured some beautiful books in English for small children.

Procurement of the majority of books on early literacy, child development, etc. was made possible by the efforts of Dr. Neelima Gokhale, who identified titles and ordered the books, so that we could pay for them without worrying about obtaining foreign exchange.

Website

The CLLC website (www.cllicindia.org) has been designed and maintained by Webmaster Prakash Anbhule. Domain registration and technical assistance have been provided by Dr. Maxine Berntsen's nephew David Leisner of the U.S. Prakash first taught himself HTML and designed the site. Later David Leisner guided him in converting the site to the Content Management System (CMS), which will make it possible to make the site more interactive.

Recently, Prakash has become acquainted with Shri Rajendra Babar, Secondary Education Officer in Satara. Babar on his own initiative, and with his personal funds, has started a website (www.inmyschool.in). This website reaches teachers and education officials all over Maharashtra. Babar was impressed with the CLLC website, and has listed it on his home page as an important site. Ever since then there has been a substantial increase in the number of hits.

Other Activities

Consultation on Early Literacy

The Consultation on Early Literacy held at the Sanskriti Kendra in New Delhi on April 25-28, 2011 has already been referred to at the beginning of this report. Initiative for the Consultation came from Amrita Patwardhan of the Sir Ratan Tata Trust,(SRTT) and funding was provided by the SRTT and the Navajbai Ratan Tata Trust (NRTT). The Consultation, which brought together some of the partners of SRTT and NRTT, was organized by Keerti Jayaram, Secretary of the the Organisation for Early Literacy Promotion., New Delhi.

The objectives of the Consultation were:

- To build an understanding of the Indian context, so as to be able to engage effectively with programmes for early literacy
- To define a broad framework for work in early literacy based on a common understanding
- To define some non-negotiables within programmes for early literacy
- To identify important aspects of classroom based practices / approaches which equip young children to build strong foundations for reading and writing

Three persons associated with CLLC were among the Resource Persons for the Consultation.

Jane Sahi, Head of the Sita School in Bengaluru, and Associate Director of the CLLC, gave a presentation titled “Drawing a Story.” She discussed and showed slides of how picture making and story telling work together in helping a child make sense out of her experience.

Dr. Neelima Gokhale, Consultant in Early Literacy, talked about supporting emergent literacy inside classrooms for children from neo-literate backgrounds. Her session was based on the premise that literacy doesn't only mean 'to read and write'. Within the context of early childhood, literacy has to be looked at within a wider context. When children come to primary school they have no orientation to formal schooling. That orientation needs to be built upon during the pre-primary years.

Based on this conceptual framework, the presentation focused on the following three aspects.

- a. Early Beginnings: non-verbal communication
- b. Pre-School
- c. Inclusive Practices: Bringing children's home-culture and language into the classroom.

The title of Dr. Maxine Berntsen's session was "The Teaching of Beginning Literacy in Indian Languages." Dr. Berntsen and commented on extracts from two films which have been produced by the PSS: *Immersed in Language* and *The PSS Approach to Reading*.

FINANCIAL MATTERS

As mentioned in the previous report, last year we doubled our fees for some of the students. The revenues thus collected came to a sum of Rs. 18,50,000. When the donations from parents were added to it, the sum came to Rs. 19,75,000. However, there was still a shortfall of Rs. 500,000 to cover the salary bill of the Kamala Nimbkar Balbhavan unit. This year we expect to collect about the same amount in fees, but a higher amount in donations.

A fee hike next year is, however, unavoidable. Getting government permission for the increase will not be a problem as the government has fixed the fees in private unaided schools at a sum of Rs. 9,000 per year while our fees are Rs. 5,700 per student, excluding the non -fee payers and those getting concessions.

Although our investments are now Rs. 1,42,40,360.00 the interest obtained is only Rs. 12,30,000. We have consequently had to delve into some of our reserve funds. This again emphasizes the need for a fundraising drive to increase the corpus. Our teacher turnover has reduced considerably, giving us more stability but increasing the financial burden. We were hoping to be able to raise some funds from the government if the RTE was seriously implemented, as our school was being considered to be declared as an *adarsha shala*.

Funding of CLLC

In 2007- 2008 the Sir Ratan Tata Trust gave PSS a small grant of Rs. 4,98,000 for laying the groundwork for a Centre for Language, Literacy and Communication. Later a major grant of Rs. 52,21,000 was given for setting up the Centre. The grant was originally for a period of eighteen months, commencing from April 2009 and extending to September 2010. Subsequently two no-cost extensions were given, the last being up to May 31, 2011. The Trust made it clear that this was not a 'project', but a major grant on the sectoral level.

We are in the process of submitting the final report for this phase and applying for SRTT support for another two years.

Project funding

The funds collected under 35AC to run Apli Shala, the Reading and Writing Improvement project and to rebuild the KNB building are now expended. Of the new grants this year, SPA Education Foundation has given a grant of Rs. 2, 00,000 for running of the Apli Shala balwadi. A couple of new projects are in the pipeline but have not yet come through. One of the projects is for preparing a teacher training programme for balwadi teachers, and the other is for developing teachers as researchers. We hope to get at least one of these two projects.

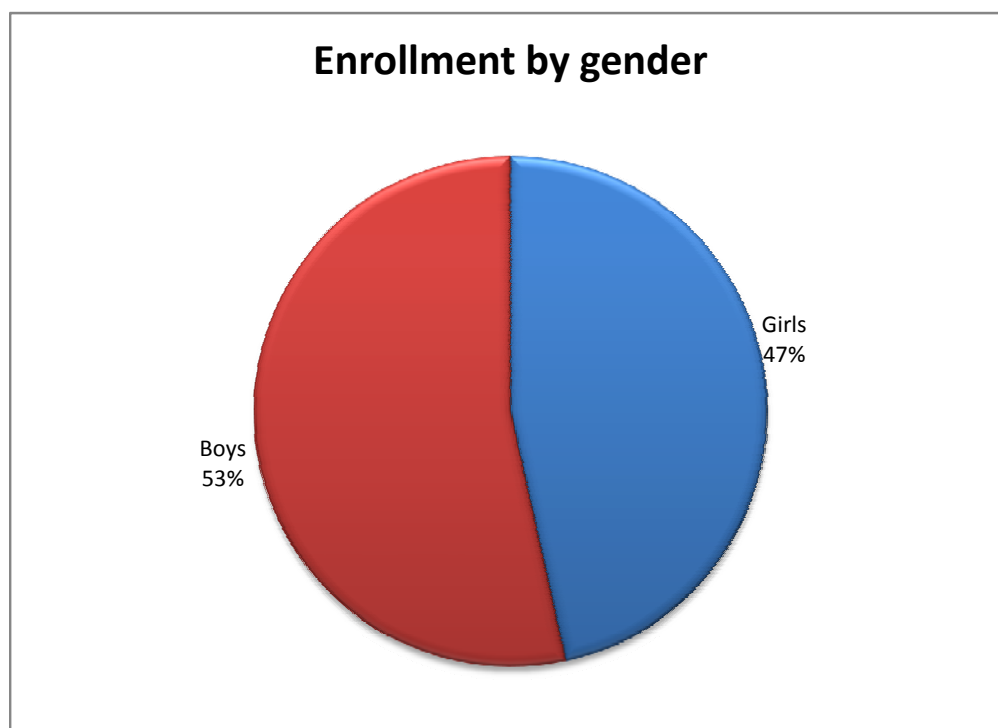
Annexure 1.1

Kamala Nimbkar Balbhavan 2010-2011

Table 1. Enrollment by gender

Standard	Girls		Boys		Total
	No.	%	No.	%	No.
Balwadi	51	50	50	50	101
Primary (1-7)	109	46	129	54	238
Secondary (8-10)	35	44	45	56	80
Total	195	47	224	53	419

Fig.1. Enrollment by gender



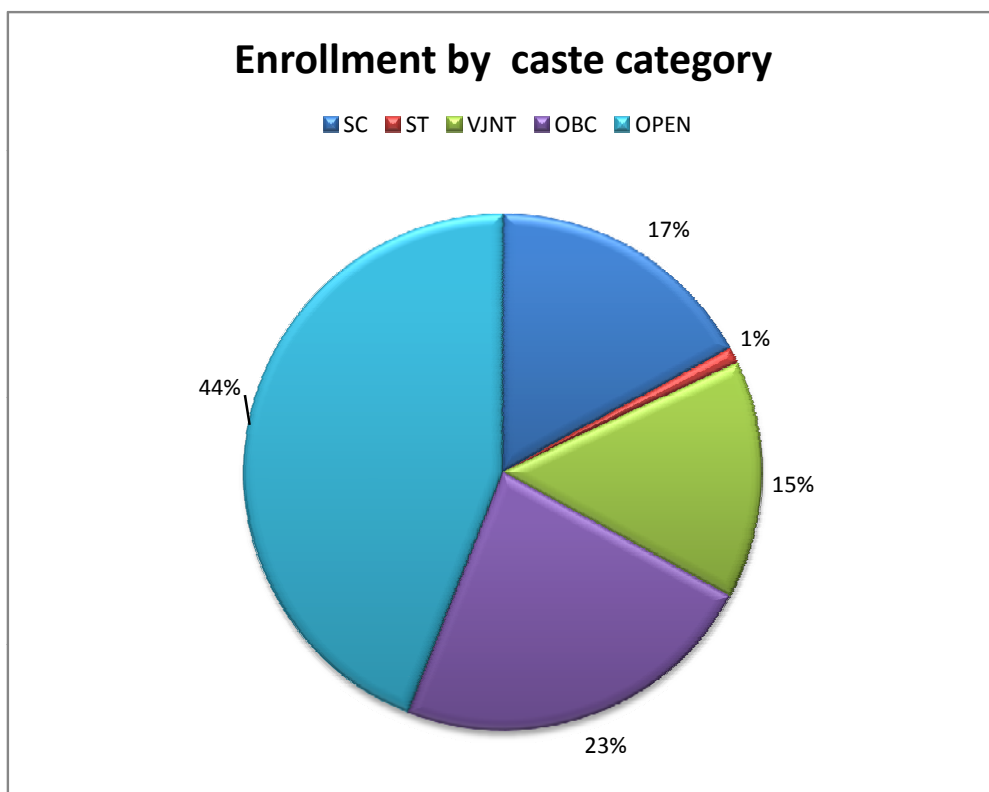
Annexure 1.2

Kamala Nimbkar Balbhavan 2010-2011

Table 3. Enrollment by caste category.

Caste	SC	ST	VJNT	OBC	Open	Total
Balwadi	12	0	17	25	47	101
Primary	45	1	36	55	101	238
Secondary	16	2	11	16	35	80
Total	73	3	64	96	183	419
%	17	1	15	23	44	100

Fig 3. Enrollment by caste category.



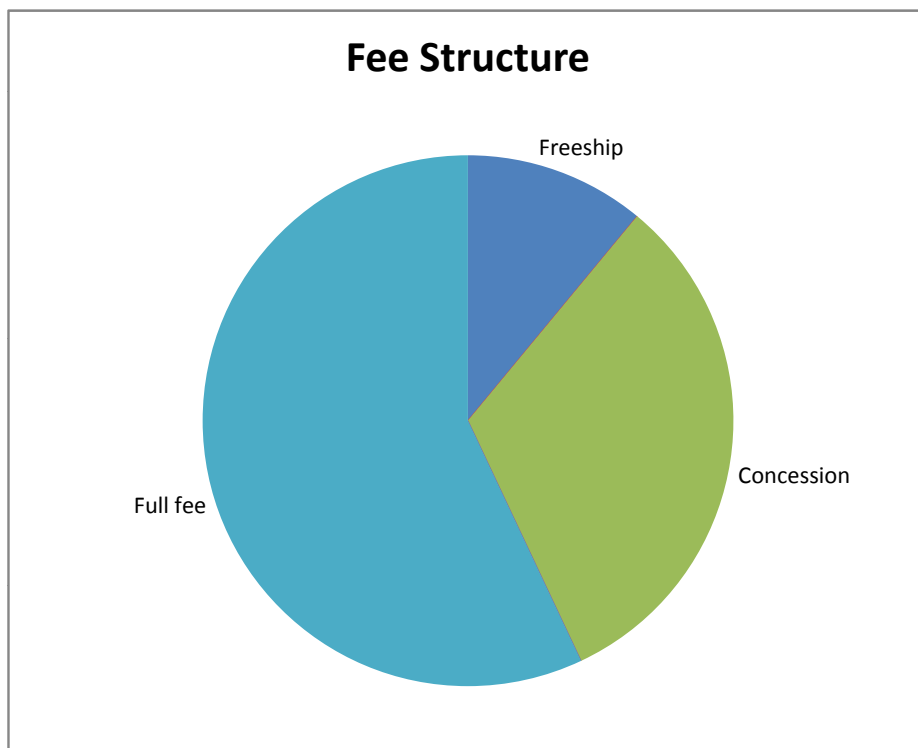
Annexure 1.3

Kamala Nimbkar Balbhavan 2010-2011

Table 4. Fee Structure

Unit/Std.							Total
	Freeship		Concession		Full Fee		
	No.	%	No.	%	No.	%	
Balwadi	4	4	24	24	73	72	101
Primary (1-7)	36	15	82	35	120	50	238
Secondary (8-10)	8	10	27	34	45	56	80
Total	48	11	133	32	238	57	419

Fig.4. Fee Structure



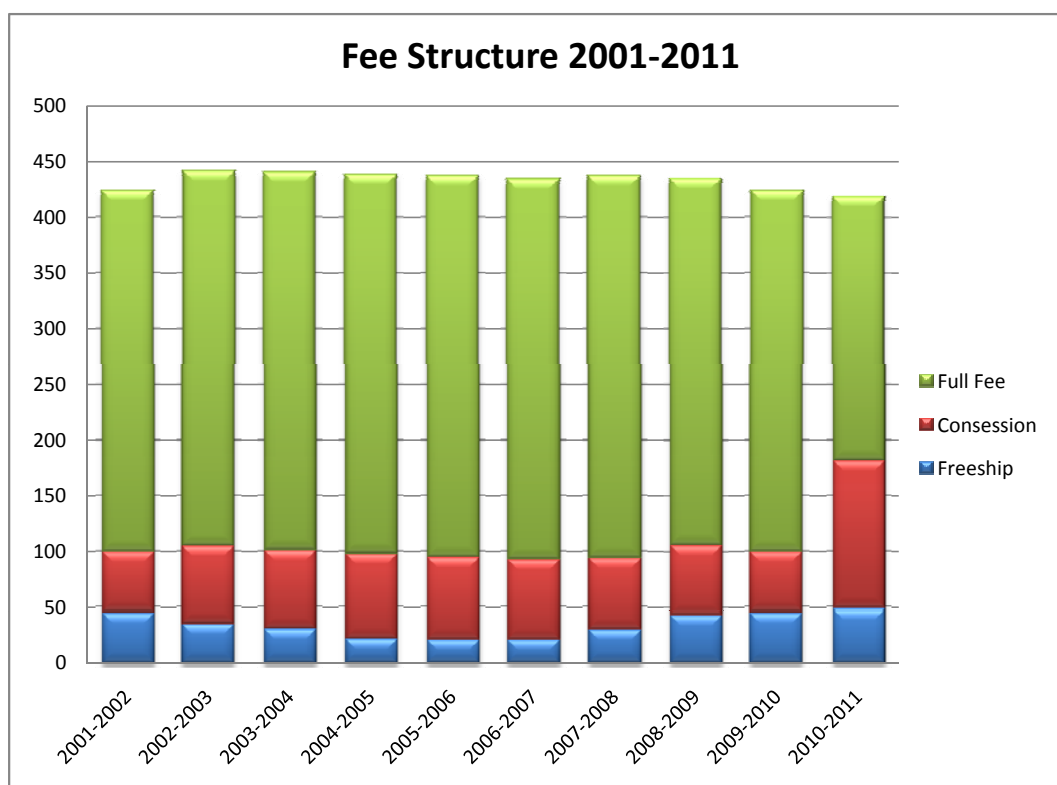
Annexure 1.4

Kamala Nimbkar Balbhavan

Table 4. Fee Structure over the past 10 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

Fig.4. Fee Structure



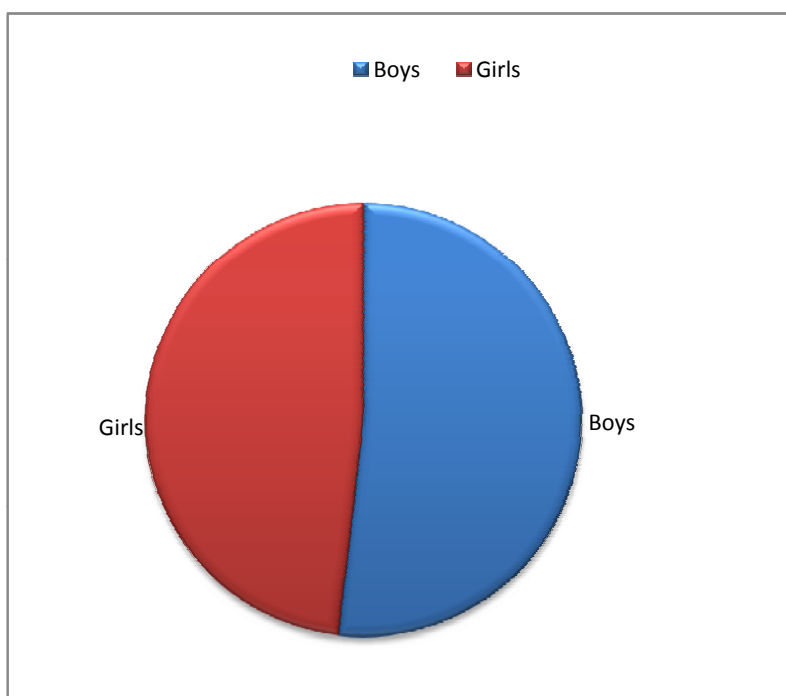
Annexure 2.1

Apli Shala 2010-2011

Table 5. Genderwise enrollment in Balwadis and supplementary classes.

Balwadi	Boys	Girls	Total
Shishugat Balwadi	25	12	37
Madhalagat Balwadi	15	13	28
Mothgat Balwadi	11	12	23
Supplementary calsses 1-7	49	56	105
Total	100	93	193

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



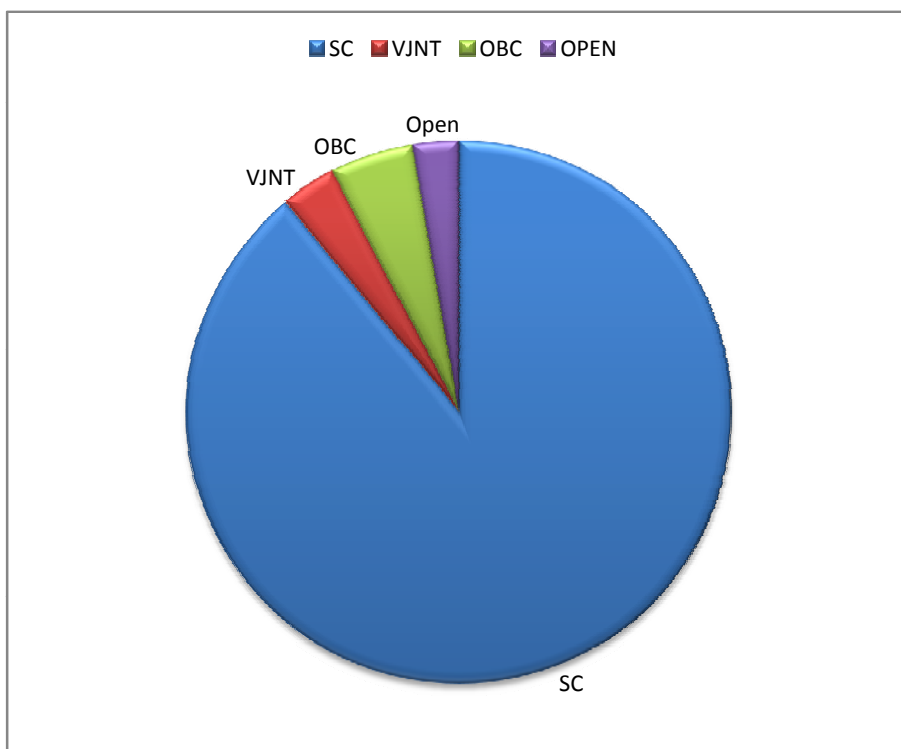
Annexure 2.2

Apli Shala 2010-2011

Table 7. Castewise enrollment in Balwadis and supplementary classes.

Balwadi	SC	VJNT	OBC	OPEN	Total
Shishugat Balwadi	28	1	8	-	37
Madhalagat Balwadi	27	-	1	-	28
Mothgat Balwadi	18		-	5	23
Supplementary calsses 1-7	89	5	-	-	94
Total	162	6	9	5	182

Fig. 7. Pie chart showing enrollment in Balwadis and supplementary classes by caste 2010-2011



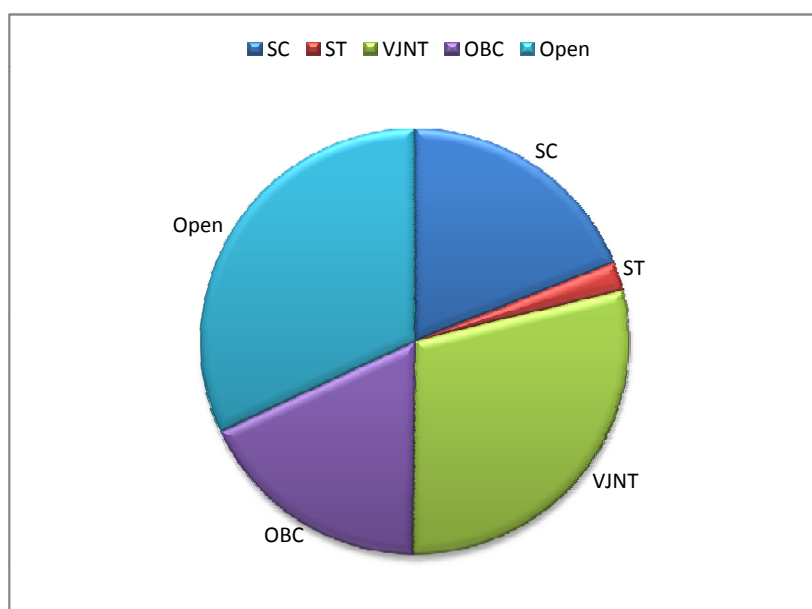
Annexure 3.1

Reading Writing Improvement Programme 2010-2011

Table 8. Castewise distribution of students in ZP schools.

Caste	SC	ST	VJNT	OBC	Open	Total
No	70	8	107	66	118	369
%	19	2	29	18	32	100

Fig. 8. Castewise distribution of students.



Annexure 3.2

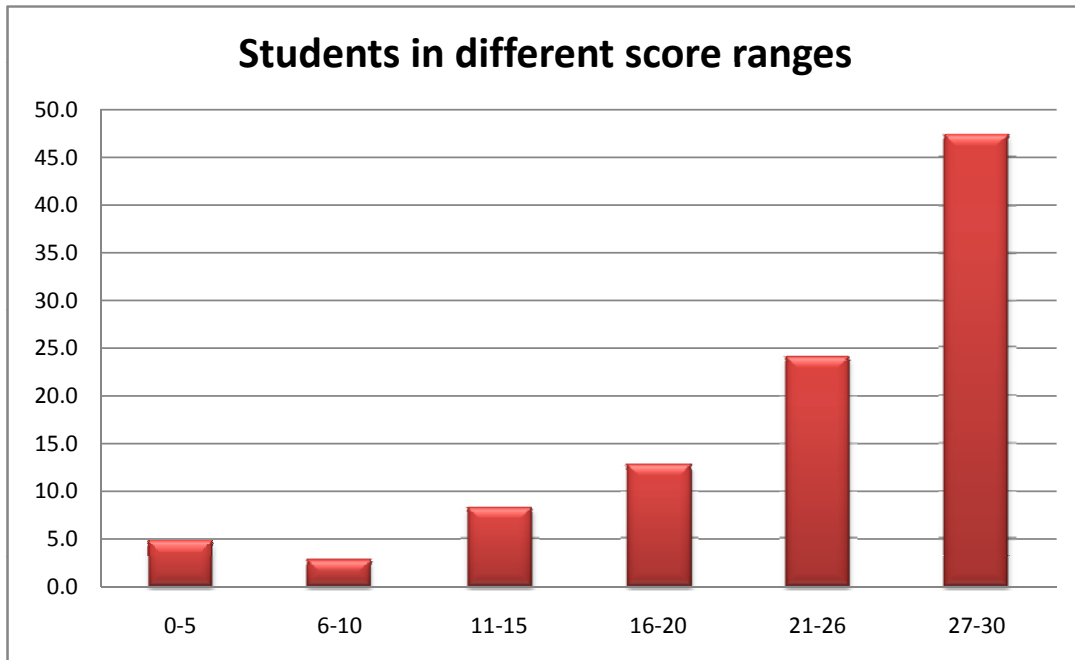
Reading Writing Improvement Programme 2010-2011

Table 9. Students in different score ranges.

Score range	0-5	6-10	11-15	16-20	21-26	27-30	Total
number of students	17	10	30	46	87	171	361
Percentage	4.7	2.8	8.3	12.7	24.1	47.4	100

* Out of 369 students only 361 could be examined by our RPs.

Fig. 9. Students in different score ranges.



Annexure 4

Summary

Table 10. Total number of beneficiaries of PSS programmes, 2010-2011

Unit/Program	No. of beneficiaries
KNB	419
Apli Shala	286
Reading Program	369
Mobile Slide Library	1308
"Everyday English" Project	1320
Total	3702

Annexure 5

Growth of Pragat Shikshan Sanstha Corpus Fund 2010-2011

