

Half Yearly Report

July 2016-December 2016



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**Continuation and Expansion of
Access to
Quality Elementary Education**

Reporting period

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Submitted by

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Executive Summary

The project 'Continuation and Expansion of Access to Quality Elementary Education' has been a land mark in the improvement and enhancement of quality of education and the system in the district of Giridih. Many of the educational activities and initiatives have been helpful in changing the thought, attitude and perception of the rural populous. The level of awareness and understanding the need, importance and necessity has increased and communities are engaging themselves in demanding for better and quality education for their children. The parents and guardians are active in the meetings, gatherings and discussions regarding quality education and everyone are eager to contribute towards its growth, expansion and sustainability in the schools. The training, orientation and mobilization of teachers in the schools around the topic of quality education has helped in streamlining the ideas and concepts of quality education for children in the rural areas. This year a total of 1034 children have been covered through the remedial coaching students apart from the Cluster level Bal Melas which saw more than 500 direct children and 3000 indirect children, guardians, community members etc. A total of 105 community meetings have been conducted for reinforcing the concepts and initiatives of quality education in the rural populous. The spectacular impact of the last six months is that, the SMC, PRI and other local govt. has promised to take up initiatives in conducting the educational activities in the clusters after SPS has exhausted its resources. The report will enumerate all the programmatic and changes that have been noticed in the field. This report gives a glimpse into the interventions and impacts made in the last six months of the project year.

Background of the Project

Giridih is an educationally and economically backward district in the backdrop of the state Jharkhand. The main economical activities of the people are illegal mining and other odd jobs which are meagre in providing for their daily livelihood. The children are the most disadvantaged ones in the areas as they don't receive the proper opportunity for schooling and quality education. The district is plagued by poverty and illiteracy. The district, according to various developmental indicators is still staggering behind in the millennia of development and advancement. Many of the fruits of the modern civilization are yet to be reached to the rural areas of the district. The life-style of the people in the district and especially in the rural areas is very simple and is guarded by traditional practices and strong cultural customs. Many are still to see the sun of the 21st millennium as citizen of modern civilization and development. Education for children in some parts of the district is a rare commodity as some of the children are the first generation in their families going to formal schools. Education to reach its zenith needs to be focused and given priority both by governmental and non-governmental efforts. On the part of the govt. a strong policy change in the education sector for this district is a much desired one. Looking at the literacy rate of the district (65.12%) one can say that the district has a long way to go in the area of education and literacy. The total land area of the district is 4853.56 sq km. The total number of household of the district is 3, 96, 52, of which the total population of the district is 24, 45,474. The population density of the district is 497 and the sex ratio is 943.

The rural populous are now waking up to the need and importance of education which shows many drastic changes in the life-style and attitude of them, as the interest of participation in the educational changes, has increased. The rural populous in the district are ignorant of the values of education and literacy. They take life as it comes without thinking about the future prospects of their children and their next generations. The people are poor and most of them depend on odd jobs and earn their livelihood. There are no pre-defined jobs or occupations as such to which everyone can succumb to as and when there is a need. It seems life here is a tag-of-war and a fight for the survival of the fittest. Due to lack of education many fail to get a decent job or even an occupation. The ordinary and regular income for the rural people is illegal coal trade which is a dangerous thing to do in the modern days. The risk of the job is higher than the income they receive from it. The society is made up of different groups of people like SC, ST, General and the Minorities. There are mixed groups of people practicing different religions (Hinduism, Christianity, Islam and Jainism) but are in harmony. The educational statues among these groups are far behind, compared to other states and other districts. In the urban areas the literacy rate of the male is 56.16% whereas the rural male literacy rate is 63.32%. The literacy rate of rural female is 36.67% whereas the literacy rate of urban female is 43.81%. Looking at these figures it's concluded that the average literacy rate in the rural area is still lagging behind compared to that of the urban area. There are many efforts being put in to improve the situation.

SPS is running a three year project on the improvement and enhancement of the quality of education and the education system in the district. The partnership with TATA Social Welfare Trust has seen many qualitative and quantitative changes in the education system of the district. The current project named “**Continuation and Expansion of Access to Quality Elementary Education**” focuses on the pupils who are eager to learn but are left out in the mainstream of schooling due to various social, economical, cultural and personal (intellectual) reasons. This project is run in the rural areas of the district where the reach of the education and its impact is less than the expectation. This project is in continuation of the previous one ‘**Strengthening Education Mainstream in Giridih**’ (SEM) which saw that there was a need to focus the attention on the upper primary and high school level of education. In the previous project the target group was from primary level to the upper primary level.

The project area covers the Giridih block of Giridih district. It covers 72 schools of 60 identified villages under 8 educational clusters. The technicality of the project covers the students from primary level to upper primary and high school level. The names of all the 7 clusters are Leda, Dhanaydih, Rajpura, Patrodih, Gadisirampur, Chaitadih, and Belatand.

The scope of the project is that the vulnerable rural children are covered in this particular project especially the drop outs, out of school, children with learning difficulties/slow learners and girls in specific. The children are from every group and sections of the society and there is no bar for any children whatsoever to be taken under the project. Girl children are given priority as the baseline findings suggest that there is high rate of girl children enrolled in govt. schools than boys, which looked as the mindset of the people reveals, that girls are warded off as waste of money and resources so no investments on them. People in the rural areas give priority to boys which give girls very minimal opportunity to have access to quality education or higher education as such. This project focuses more on these issues. Apart from children, other major aspects covered by the project are the School Management Committee, Village Education Committee, Mata Samities, Anganwadi workers, PRI members, Parents-Teachers’ Associations and School volunteers. In total this project is designed to best suit the interest of the community and is a community based program and activity which covers all the major stakeholders of the community and the schools.

The main goal of the project is to improve access to quality education for at-risk children in Giridih district in 6-14 age groups, and the overall objectives of the project are:

- To mainstream and retain 4680 out of school children into formal system of education at age appropriate learning levels.
- To build up capacity among the representatives of SMCs, PRIs, Teachers and Mata Samities.
- To improve and strengthen quality education system and capacity in 60 formal schools for at risk-children of 8 educational clusters in Giridih block of Giridih district.

Program Findings

Community mobilization

Community mobilization has played a very important and vital role in the spreading of awareness and sensitization on the importance and values of education to the rural areas of the block. There were many awareness and sensitization activities under such as community meetings, gatherings, street plays, Bal Mela etc. which sensitized the people on a mass level. In the meeting the participants comprised of both men and women along with the children going to school. The topics of discussions were the availability of schools, functioning of school system, regular classes, student's regularity, Parents Teacher's Association, the performance of the SMC,

performance of the students etc. The community meetings help importance to the learning abilities, facilities and the standard of the children in the schools. Most importantly the community meetings discussed about the rates of drop outs, the reasons and how the drop out children can be sent back to schools. SPS staff has always been a backbone of the meetings in facilitating and organizing. So far there have a total of 105 meetings in the last six months in which more than 2500 people have participated.



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Schools

Schools have shown incredible progress in the last half year and the features are credible. The time tables, school uniforms, routines, mid-day meals, bal sansad, morning assemblies, etc. have been regular and students have greatly been motivated for better learning. With the initiatives

from SPS schools have welcome many changes like cleanliness, beautification, regularization of time tables, and display of routines on walls, use of dustbins in the school premises, setting up of school boundaries etc. The motivation level of the teachers and school management committees has improved greatly with the training and initiations given by SPS.

Teachers

The teachers play a vital role in the carrying out of the initiatives that SPS has taken in the schools. Many of the teachers were trained on the language skills of SPS which is based on the elementary learning level pedagogy. The teachers have practiced and shown credible interest and initiatives in using the methods and process of teaching language to undergrads. The methods of teaching Hindi, English to students from rural areas with the simplest and easiest methods are very much appreciated and valued by the teachers and students alike.

Libraries

The libraries in the schools are playing a crucial role in providing space, style and enthusiasm to students who wish to learn faster, better and different. SPS with its support of library set, books, and cupboards has helped schools to upgrade the reading habits of students. There are many activities designed which are child friendly and educative. These short activities,



books and other aids in the library has helped students to instil in themselves a spirit of learning and reading habits. In this year SPS has contributed to 15 schools with library set up such as books and cupboards which are helping students to learn better and develop the habit of reading



good books. The books comprise of different categories such as short stories, stories for children, general knowledge, science, English, maths, mythology etc. These books are especially given for arousing the interest in the students to read more and cultivate a habit and culture of reading.

SMC, PRI, Mata Samities, Anganwadi Sevikas

The School Management Committees, Mata Samities and Anganwadi Sevikas have been given initiations and trainings for pro-active engagement and support to the educational efforts made by the govt. and other agencies. The PRI members are particularly encouraged to take initiatives and make efforts to bring changes to the education landscape in their localities. In the



training they were sensitized on their roles, responsibilities and functions which were very helpful and supportive to the efforts of the PRI, SMC and Mata Samities. They have taken initiatives in bringing children to the bal melas, functions and other activities which were organized by SPS in different places. They too have promised to keep the tradition of Bal Melas in the clusters even after SPS runs out of funds. SPS will provide technical support to these kinds of activities.

Centres

The remedial coaching centres are the central points of these educational initiatives where children are given extra coaching and remedial support in their education. There were a total of 24 centres run in the last six months which included two high schools and one Accelerated Learning Centre along with 9 Remedial Coaching Centres and 8 Foundation Course Centres. A total of 684 children



have been directly covered along with 300 high school children from two high schools.

Students

The students in the target areas exhibit a spirit of learning and education in their schools and families. The parents and teachers are proud of the children as they are always active and are regular in schools and the centres that are run by SPS. The Parents Teachers Associations have helped the children to learn better and have a parent/guardian who directs and supports in their education and learning. The SPS staffs have helped the parents to be aware, sensitized on the needs and importance of quality education for their children as per their age and standard.

Fulfillment of the Objectives

Objectives	Achievement	Very Satisfactory	Satisfactory	Not Satisfactory	Remarks/Rationale
		✓			
Quality in Education, mainstreaming and retention	The efforts for improving the quality of education in the target schools have been carried out in different forms. The remedial coaching centers, special coaching centers and other co-curricular activities have helped and supported the children to enhance their learning capacity. In the remedial coaching centers the course is designed as per the standard and age of the children and the teaching is done with the best possible and easy method which is playful, educative and learning enhancing for the children. The joyfulness of the centers, the activities, the innovation and specialization of teachers in the centers attract the children, makes them regular to schools and arrests the rate of drop out. Use of different learning aids, TLMs and other supportive tools give a fantastic support to the efforts of retention which puts interest, enthusiasm and inspiration in the children to be regular and learn better.	✓			The efforts need to be continued to see a 100% success in the future. The communities should be encouraged and engaged to keep the efforts going and the schools and SMCs should be proactive in encouraging children and engaging them in interesting, playful and educative co-curricular activities. The teachers must engage with productive and more joyful learning methods and create an environment where children feel attracted to come and learn.

<p>Community Mobilization</p>	<p>The community mobilization plays a bigger part in the enhancement and improvement of quality of education in the target schools and areas. The parents, guardians, community members are aware and sensitized on the needs and importance of quality education for their children in their communities. Parents are proactively participating in the PTA meetings and other school functions which show the readiness and engagement of guardians in the education of their children. Parents are personally taking interest in the learning levels and capacity of their children which was not present earlier. A total of 104 community meetings have been conducted in the target areas where a total of 2310 members i.e. 1022 males and 1288 females.</p>		<p>✓</p>	<p>Community meetings play a vital role in dispensing the roles and responsibilities of parents, guardians and community members in the shaping of their children's future. They need to be proactively engaged and included in the decisions regarding their children, their education and learning. Quality education is a prerequisite for better life and coming out of the vicious circle of poverty in these low-income and labor class communities. The children need to be prepared for a rigorous and competitive future ahead. Community mobilization is very important in bringing awareness, sensitization and information to the communities.</p>
<p>Strengthening quality education system and capacity of schools</p>	<p>The quality of education in the schools have seen a boost in the last year as SPS has been intervening with its activities and inputs for both the students as well as the teachers and communities. There is all round efforts being put into improving the quality of education in the schools from students, teachers, communities, SPS and other govt. agencies such as SSA. The remedial coaching centers, extra-curricular activities, training of teachers, SMC members and other bodies in the school, discussion with Bal Sansad etc. give boost to the learning atmosphere in the school and the quality of education in the schools are improved invariably.</p>		<p>✓</p>	<p>The school authorities and teachers should carry on the efforts of bringing joyfulness and innovation into learning in the schools. The children should be encouraged with positive rewards and their retention should be encouraged at any cost. The learning process should be easy, joyful and innovative so that the children are adaptive and willing to stay longer in the schools for learning. The extra-curricular activities which SPS has been doing should be carried out as most of the clusters have agreed to keep the tradition of Bal Mela in each cluster every year.</p>

<p>Capacity Building of Staff</p>	<p>The project staffs have been trained in many fields of child development and are capable of teaching children with utmost ease and comfort. They are creative and innovative in their methods and process of teaching. Many of them come out with new ideas of teaching and learning. They make optimum use of TLMs and other teaching aids for the smooth and better learning of children in their centers. One of our staffs have been selected by the Jharkhand education board as a fulltime teacher in a govt. school. The credit goes to his efforts in learning all the trainings and inputs that were given in SPS as part of training, capacity building and innovation in child centered learning process and methods.</p>		<p>√</p>	<p>The staffs are trying to get into govt. schools as paid teachers by the govt. The most advantageous point for them is that highly trained, skillful and talented. They can handle children and their learning with ease and satisfaction.</p>
<p>Library & Volunteers</p>	<p>The volunteers are part of the ongoing efforts for bringing quality education to the target schools. They are very much part of the schools where they are deputed as library heads. SPS too contributes towards the setting up of school libraries where SPS contributes cupboards and books for the schools in need to set up a library. The volunteers are deputed to look after the smooth functioning and running of the libraries. They conduct many different activities in the library for the children who come to study. With the innovative ideas, methods and strategies the volunteers are able to generate interest and enthusiasm among the students to learn better and smarter. They lend books, keep records, organize files etc. in the library. The volunteers play a very big role in shaping the library culture in schools.</p>		<p>√</p>	<p>Once the program gets over the school authorities and teachers should make efforts to carry on the library activities and other efforts to boost the reading skills and interest of the children in reading and learning. They should make efforts to bring in more books and more</p>

<p>SMC, Mata Samiti, PRI, Anganwadi etc.</p>	<p>The SMC, PRI and Mata Samities have been trained, initiated into the roles and responsibilities which they have personalized and working towards improving the quality of education at the target schools and their areas. The PRI members are taking up issues from the schools which were earlier not given any importance to. They promise to work hard to bring changes to the mindset and attitude of the people in the communities and bring quality in the education system of their areas. A total of 16 training cum meetings have been carried out I the last six months with the PRI and SMC members in different clusters of the target areas. A total of 291 members have been trained and oriented towards their roles and responsibilities in bringing change to the quality of education in the system.</p>		<p>✓</p>	<p>The efforts of bringing quality education to the area should be kept up by the PRI and SMC members. They should proactively engage themselves in promoting the quality education at the schools and support teachers and parents to participate in the learning efforts of the children in their areas. The SMC members monitoring the output level of the teachers, the learning capacity and progress of children etc, the Mata Samities should help in retention of the children by giving care and support to them.</p>
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Project Design and Implementation

Community Mobilization

Community mobilization is the blood line of the project in bringing awareness, sensitization and engagement of the community members in the learning of the children and the enhancement and improvement of quality of education in the target areas. Quality education has been the main focus of all the community level meetings,



gatherings and mobilization which has been very helpful and supportive of the program. The focal points of discussion of the community mobilization were as follows:

- **Checking school drop-out:** The community members as a whole have taken initiatives to check the rate of drop out from their schools. They send their children to schools regularly and make efforts to participate in the learning of their children. The parents and guardians are taking interest in the enhancement of learning capacity of their children in the target areas and communities. They take part in the enrollment drives and help teachers to have more students in their schools.
- **Mainstreaming drop outs:** The collective efforts from both the parents and the Samajik Parivartan Sansthan staff have been very fruitful in bringing back the drop out students into the mainstream education in the target areas.
- **Improving retention rate:** With the remedial coaching centers boosting the learning skills of students, the parents participating in the improvement and enhancement of learning of children, children doing their home works on time, children taking part in the activities of the school, the Samajik Parivartan Sansthan team creating a joyful environment and bringing in new and innovative methods of teaching with different teaching aids and TLMs, learning has become joyful and children are enthusiastic about coming to school on a regular basis. Automatically the retention rate of the children in the schools has increased and there is low/minimal rate of drop out due to lack of interest in learning or studies.
- **Remedial coaching centers:** The remedial coaching centers have contributed to the growth and improvement of learning levels of children in the target schools. The centers are bringing in new and innovative techniques, methods of teaching and a joyful environment for learning where every child is valued, given priority,

encouraged and supported in learning and improving their capacity for learning. The centers create a homely atmosphere where children learn and have a joyful time in the centers. They do sing, dance, and do activities which are educative and informative at the same time covering their syllabus and unit plans.

- **Enhancing learning levels:** Samajik Parivartan Sansthan has been trying to bring in different methods and techniques of teaching into the remedial coaching centers in view of improving the quality of education and learning capacity of children in the schools. With the different inputs and methods of teaching the children are encouraged and supported to learn better and with zeal and aptness. This increases the learning level to a considerable level which helps them to excel in their studies in the classroom.

- **Parents' teachers meetings to check on the progress of the children:**

The Parents Teachers Association which meets regularly to discuss on the progress and learning of the children in the remedial coaching centers has been a very supportive initiative for the improvement of quality education in the target areas. This monthly meeting checks



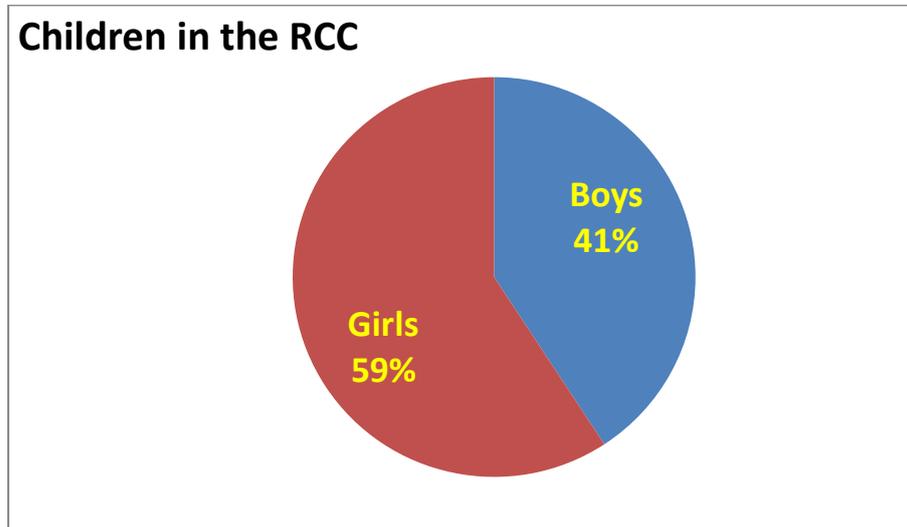
on the progress, improvement, changes necessary in the learning of the children, support needed by parents and teachers etc. which gives encouragement and motivation for the children to do well and excel in their studies.

- **Enrollment drives:** The rural areas are greatly benefited with the idea of enrollment drive which helps parents, children and guardians to take part in the enrollment of children into schools who have been left out from the mainstream education due to one or the other reason. The teachers and guardians help each other to enroll children who were out of schools in their localities and communities.
- **Engagement with PRI and other local govt. agencies** for better and quality education has been very important and fruitful. The PRI and SMC members have been very active and supportive in improving the quality of education in the communities and their localities. Their proactive engagement has helped the teachers and children to be motivated and inspired to work harder, learn better and do better in the schools. This gives a support to enhancing the quality of education in the target areas.
- **Improving the standard of children** in the schools through different education and co-curricular activities such as Bal Mela, regularization of teachers through the intervention of SMC and PRI members, improving teaching methods through demo classes by the Cluster level Centre Instructors on hard spots of learning and better

techniques of teaching etc. have helped in bringing interest into quality education for the children as well as teachers in the target schools.

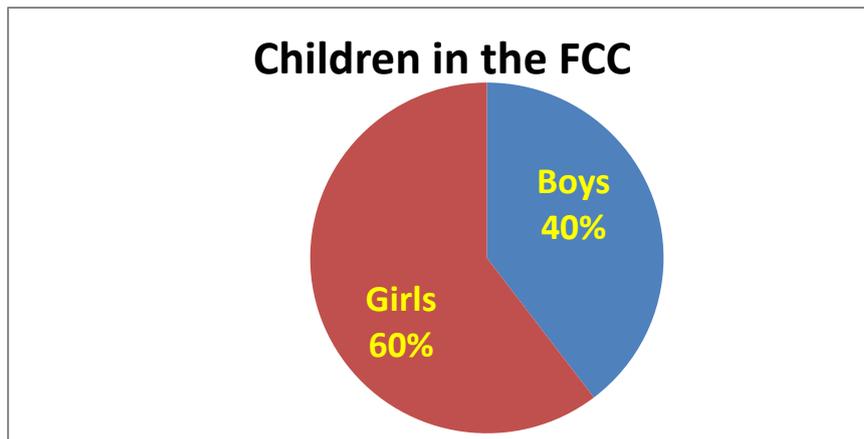
RCC

A total of 9 RCC were run in the last six months and a total of 309 students enrolled into it. The students have been mainstreamed to respective schools with enhanced learning capacities.



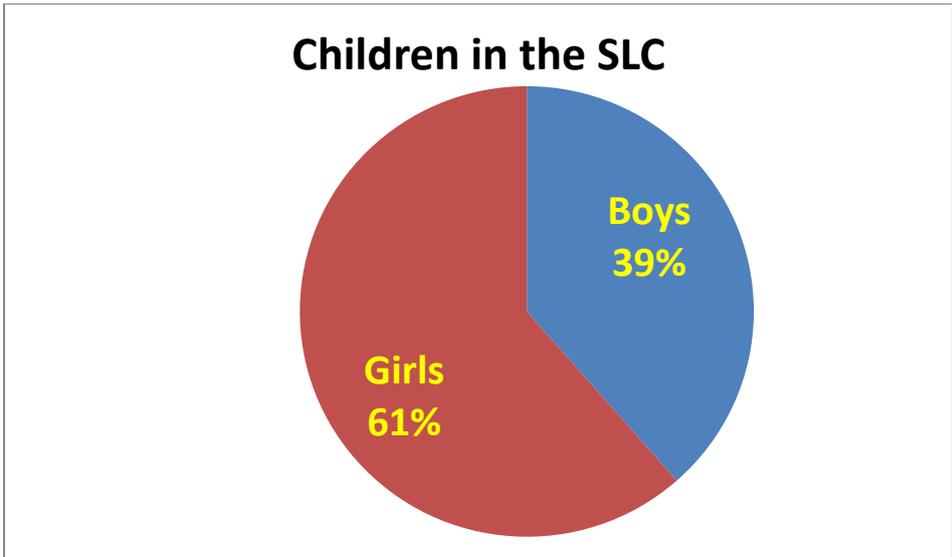
FCC

A total of 8 FCC were run in the last six months and a total of 227 children were enrolled into it. The students have been mainstreamed to their respective schools with enhanced learning and capacity.



SLC

A total of 4 SLC were run in the last six months which is a one year course centre and the total students were 148 who are on the verge of being mainstreamed to their respective schools.



SMC, PRI, Mata Samities & Anganwadi

The training, initiation, sensitization of SMC, PRI, Mata Samities and Anganwadi has helped in improving the quality of education system in the area. The active participation from all these bodies in the educational discussions, gatherings and meetings has helped in improving the motivation and morale of the teachers and students in the target areas. The PRI and SMC members have agreed to keep up the culture of SPS in education through conducting and continuing the different educational activities which were carried out in the field by SPS for the improvement and enhancement of learning levels of children in the target schools. A total of 16 trainings have been carried out and a total of 291 members being trained and oriented with the roles and responsibilities for the betterment of quality education for the rural children in the target areas.

Volunteers

The volunteers in this program play a very vital role in shaping and supporting the function and running of libraries in the schools. SPS helps the schools with cupboards and books for children which help in setting up the libraries. The



volunteers are particularly assigned to look after the smooth functioning of libraries apart from participating and conducting other activities and programs in the field. The volunteers

are active, committed and honest in their duties and functions. The volunteers are ready to work without any remuneration or support from SPS which is a big boost to the moral of the organization.

Project Outputs and Dissemination

The last six months have seen many considerable outputs in the project. The project has yielded the required output, outreach and propaganda about quality education which was planned for.

- Two teams from CWS, Torpa had the interest to come and experience the teaching methods, techniques and process of running remedial coaching centers. The teams came in the month of October and Samajik Parivartan Sansthan had the honor of hosting them in the organization. The team was very active, enthusiastic and motivated for replicating the process, methods and techniques which they observed and saw in Samajik Parivartan Sansthan. The exposure visit from this team also gave inspiration for the staff of Samajik Parivartan Sansthan and particularly teachers who were motivated to do more and give more into their work and commitment.

Capacity Building

Sl.No.	ACTIVITIES	VANUE	Date	Number of Participants
				Total
1	<i>Training of Cluster Learning Centre Teachers</i>	<i>SPS Training Hall</i>	<i>16 August 2016</i>	20
2	<i>Training of School Program Volunteers</i>	<i>SPS Training Hall</i>	<i>08 Sept. 2016</i>	42
3	<i>Curriculum Development and Review Workshop</i>	<i>SPS Training Hall</i>	<i>9th & 10th Sept. 2016</i>	22
4	<i>Training of School Program Volunteers</i>	<i>SPS Training Hall</i>	<i>5th Nov. 2016</i>	38
5	<i>22 weekly meetings</i>			
6	<i>2 quarterly meeting</i>			
7	<i>6 monthly meetings</i>			

Project Management Section

The central part of the project is the management section of the project be it finance or the programmatic. In the finance there is a full-time accountant assisted by the passing officer i.e. the project director. They are assisted by the purchasing committee and the members of the governing body in matters of vital importance. The finance department is in capable hands. In the programmatic there is a core team of four members responsible for planning and coordination. They are the Secretary-cum- Project Director, Project Officer, Project Manager and Field Co-coordinator. This core team is responsible for the whole implementation and management of the project.

Apart from the core team there are other 19 teachers and field staff including a MIS coordinator and an office assistant. There are in total 15 CLC, SLC, FCC and RCC teachers supported by two master trainers.

At the core level i.e. at the management team of four plan and design activities of the month and it's broken down into weeks. All the staff both teachers and the field staff are given a monthly action plan and weekly plan. Everyone has a target line to achieve every week. The teachers are given with the action plan for the month and the syllabus for the whole month. At the end of every week and month there is a weekly and monthly review meeting respectively to verify the set objectives, plans and the achievements. There is a monthly progress report of children collected from the schools and centres by the teachers and submitted to the management team based on which the next course of action is taken. Based on the planned activities of the month, the achieved target is set out for reporting and the other plans are continued for the next month. There is a periodical syllabus review and progress workshop conducted for the field level staff and the teachers. Every staff takes his/her duties and responsibilities with utmost care and does his/her job to the best of his/her abilities with very good satisfactory outputs.

The monitoring of the project activities is done by all the core management team and especially the field coordinator supported by periodical visits by the Project Manager and the Project Director. Sometimes there is also a cross monitoring and supervision of field staff by themselves which is shown in the spirit of brotherly care and understanding.

Impact

The project in the last six months has seen considerable impact in the field. Below are some of the points where notable changes were seen in the last six months.

- The learning atmosphere in the schools has improved greatly and there is an increased satisfaction and zeal among students and teachers. The teachers are taking up initiatives to bring changes to the learning levels and activities of the children in the

schools. The impact of the Samajik Parivartan Sansthan team and their methods of teaching have helped students to improve their standard and have better capacity for learning.

- The SMCs and PRIs have pledged to take up initiatives to keep up the tradition of conducting Bal Melas in their respective clusters even after Samajik Parivartan Sansthan would stop its activities due to lack of resources. However, Samajik Parivartan Sansthan will provide technical assistance in conducting the Bal Melas at cluster levels where the contribution and organization will be done by the locals and community members.
- In Bajto and Lahardhab where the project is running SLCs, the communities have agreed to keep on the SLCs and maintain it with the contributions from the communities. Even if Samajik Parivartan Sansthan is not able to look after the SLCs the communities will look after and sustain the centers as long as there are no suitable arrangements for the children of the area.

- In Lahardhab, the PRI head has helped and supported to dig up a bore hole for the children in front of the SLC, who in summer season faced difficulties in getting drinking water. The boring will help the children have access



to clean water and save their time from fetching water from faraway places for drinking purposes.

- A plan is in process in Lahardhab to construct rooms instead of the shed which will help the children learn better and have a better place to sit. The PRI head in the area is gearing up for changes in the



education of the children and the facilities they have in their areas. The room will be constructed with his support and it will be donated to the community for the education of their children.

- In Simariadhora, another SLC, the girls are taking up bangles making work to earn for themselves. The girls are in the same group and one of them is helping them to learn the art of bangles making who has a shop and the business running in her home. She had never been to school but has been enrolled into the SLC and is helping other girls to earn as much as Rs. 5000/- per month. This is a unique initiative which the center is promoting to help girls learn and earn at the same time.
- The Anganwadi sevikas are helping the children to be interested in learning and cleanliness. The recent 'Swachh Bharat Mission Abhiyan' has been very effective in motivating and persuading teachers and students to keep the school, campus and themselves clean and healthy. This has given boost to different activities such as hand wash, health and hygiene trainings etc. in the target schools in the areas.
- With the initiatives of SPS and the interest of the SMCs school boundaries have been built in the target schools. Such is the example in Kusumbah primary school where there was no boundary and the school was vulnerable to animals and general public entering the campus of the school. With the support and initiatives of SPS a boundary made of bamboo was made with the support of the community people and the SMCs.

Overall Assessment

Below are some of the points of overall assessment in the area:

- Teachers have over time become punctual and responsible.
- The records and all documents regarding the children in the schools are in order and well maintained.
- There are regular classes happening and the time table is followed strictly in the schools.
- The attendance of the children is regular and the atmosphere in the school is good and conducive for learning. The rate of drop out students has decreased considerably.
- There is improvement in the campus of the schools and they are clean and well maintained with flowers and plants.
- There is still requirement of awareness and training for the communities and SMCs in the target areas. They are doing their jobs and taking up responsibilities but not up to the mark.

- The PRI members should be little more active towards the improvement and development of schools and children in their areas.
- There is still lack of teachers in the schools in the district. The monitoring committee of the govt. should look into the vital matters such as teachers' attendance, children's progress etc. rather than other trivial things such as funds and buildings.
- The concept of CCE is not implemented satisfactorily. It has to be reinforced and bring to full implementation in all the schools.

Case Studies



एक शरियत: आफरीन

तंगवस्ती पिपराधौडा सिमरियाधौडा जिला गिरिडीह प्रखंड गिरिडीह पिता मो० सैनुल, माँ रोकसाना प्रवीण के घर जन्मी आफरीन 14 साल की हो चुकी थी। पिता ने उसकी पढ़ाई को लेकर कभी भी चिंता नहीं जताई। स्वभाव से भित्तवासी घर से ज्यादा निकलना नहीं ऐसी स्थिति में विशेष शिक्षा केन्द्र संचालन के दौरान मेरी (श्रेष्ठ शिक्षा SLC Teacher) नजर आफरीन पर पड़ी जो घर में गुमशुम सी जिन्दगी जी रही थी। धीरे-धीरे उनसे बात चीत की फिर उन्होंने केन्द्र पर आने की मौन स्वीकृति दी। माँ बाप से भी इस सम्बन्ध में बात किया। दो तीन महीने की लगातार कोशिश के बाद उन्होंने पढ़ने की ओर प्रेरित किया। धीरे-धीरे पढ़ने के प्रति उसकी इच्छा जागृत लगी। अब कक्षा में उसका बोलना, लिखना सबकुछ होने लगता केन्द्र की पढ़ाई व सत्र पूरा हुआ और आफरीन अब सबकुछ पढ़ सकती थी। धीरे-धीरे उनके माँ बाप से संपर्क कर उसके भाग की पढ़ाई के बारे में बातचीत की। बात बन गई और गिरिडीह हित सरजे. सी. बोर्ड की विद्यालय में नामांकन कराया गया। 2013 में मैट्रिक की परीक्षा द्वितीय श्रेणी से पास की। 2015 में आर्ट्स की परीक्षा द्वितीय श्रेणी से पास की आज वह अच्छी BA Part I की तैयारी कर रही हैं। खुशी की बात यह है कि आज वह अच्छी आत्मनिर्भर हैं। आत्मनिर्भरता की बात मैं इसलिए कर रही हूँ क्योंकि स्कूल से ट्यूशन पढ़ाकर कुछ पैसे की व्यवस्था कर लेती हैं साथ ही वह इसी कला यूट्यूब को बनाने की हैं। आज आफरीन 4 से 5 हजार रुपये भी कमा रही हैं और 20-से 25 लड़कियों को चूड़ी बनाने की ट्रेनिंग भी दे रही हैं। साथ में काम करने वाली लड़कियों को भी पैसे देकर प्रोत्साहित करती हैं। मैं सिर्फ यही जानती हूँ कि एक ऐसी आफरीन को मैंने बनाने की कोशिश की जिसकी जिन्दगी घर के गृहस्थी में कूट दी जाती है वह आफरीन मुझे की Role Model हैं जिसको बनाने में UPS ने रूठ सुनघा मौका दिया।

गराबी पर प्रतिक्रिया

मेरे सुस्तरफ और मम्मी के प्रजबूत इरादों ने एक बच्चे को काबिल जार
 रूकसाना प्रवीण के प्रजबूत इरादों ने एक बच्चे को काबिल जार
 पढ़ाई की कोशिश की

अक्सर गरीबी के कारण कमी कमी प्रतिभाएँ
 ढब जाती हैं और रास्ते भी बदल जाते हैं।
 परन्तु गरीब घर में जन्मा पला बड़ा समीर
 आज अपनी काबिलियत और प्रतिभा की
 बढौलत Civil Engineer की पढाई कर
 रहा है। एक समय था, जब सामाजिक परिष्कार संस्थान
 द्वारा संचालित निदानात्मक शिक्षण केन्द्र का यह विद्यार्थी
 हुआ करता था साथ ही संस्थान द्वारा आयोजित प्रतियोगी
 गतिविधियों में भाग लेता था। संयोग से इस बच्चे
 के अन्दर की क्षमता का एहसास मुझे काफी करीब
 से हुआ। मैं इसकी Handwriting देखकर काफी
 प्रभावित हुआ साथ ही शब्दों की सुझाव और समझ
 में उनके माता-पिता से संपर्क किया और बच्चे के उपर
 विशेष ध्यान देने की बात लगातार की। मैंने उस परिवार
 की तंगदली देखी है जो साइकिल में घूमघूम कर
 खाने-पीने की कुछ सामग्री बेचा करते थे। मेरी लगातार
 कोशिश की बढौलत बच्चे को माँ बाप ने दृष्टान्त दिया
 और मैंने दिशा निर्देश करने का काम किया। 2015 में
 समीर ने 65% अंकों के साथ मैट्रिक की परीक्षा उत्तीर्ण
 की और परिवार को एक नई खुशी दी। अचानक उसके
 माँ बाप से भेरे हुई और दोनों दम्पति ने मेरे प्रति इतना
 आभार जताया जिसकी मैं कल्पना नहीं कर सकता। उनका
 तो यही कहना था कि घर आपने मेरे बच्चे की तबदीर
 बढौल दी। जबकि मैंने ऐसा कुछ भी नहीं किया था। बस
 थोड़ी सी प्रेरणा और उनकी ताकत व क्षमता का एहसास
 भेरे कर रहा था। मैंने लगातार Teaching की कोशिश
 नहीं की। यह हुआ कि आज समीर Khandoli Institute
 of Technology का 2nd semester का student
 है और Civil Engineering की पढाई कर रहा है। आज
 बलबोलीगी ही धरती और उस गरीब परिवार की खुशीका
 ठिकाना नहीं है। यह तो जगह है जहाँ कोशिले होकर लोग
 अपनी नन्ही सी प्रतिभा को रोद देते हैं लेकिन उसके माँ बाप
 ने कभी हिम्मत नहीं दाई और बच्चे को दरेखा एक अमिभाव
 की तरह व्यवहार किया। मैं उनके जज्बे को सलाम करता हूँ
 जहाँ गरीबी के कारण लोग रास्ते बदल देते हैं और समीर के पाप



कैसरहडी

कौन जानता था इस रकान्त और वीरान सी लगने वाली धरती लाहरढाव शिक्षा का केन्द्र बन जायगा लाहरढाव आदिवासी बहुल वस्ती है जो गिरिडीह से 25 Km दूरी पर अवस्थित है। लाहरढाव के चारों ओर वस्तियाँ हैं लेकिन दूर-दूर में है जिसकी वजह से वहाँ के बच्चे प्राथमिक शिक्षा से दूर थे। सामाजिक परिवर्तन संस्थान की कोशिश की बदौलत लाहरढाव में अभिभावकों की राय से विशेष शिक्षा केन्द्र की स्थापना की गई जिसमें अभिभावकों ने अपने स्तर से भरपूर सहयोग दिया। पढ़ने हेतु कच्ची झोड का निर्माण किया गया जहाँ बच्चे आकर पढ़ने लगे। श्री दुपलाल एजाम के कोशिश की जितनी भी ताशूफ की जाय कम होगी। SLCTeacher होने के नाते विद्यालय के संचालन के साथ अभिभावकों से संपर्क तथा कुछ मूलभूत समस्याओं को लेकर जन प्रतिनिधियों से संपर्क हमेशा करते रहे जिसके खुशखबर परिणाम सामने हैं। चूँकि बच्चों को पढ़ाई में मिल रही थी लेकिन पानी पीने की समस्या बनी हुई थी। दुपलाल जी एवं गाँव वालों के संभूक्त प्रयास से आज इस केन्द्र के पास भुविगा के सहयोग से चापाकल भी लगाया गया। अब जो पानी पीने को लेकर बच्चों को घर जाना पड़ता था अब ऐसा नहीं होगा। बच्चे खुशी खुशी चापाकल के पास जाते हैं और पानी पी लेते हैं। गाँव के लिए भी एक पेयजल हेतु सुरक्षित संपत्ति भी हो गई। चूँकि गाँव वालों को पेयजल की समस्या थी। अब बड़ों के साथ बच्चों की चापाकल होने के कारण खुश हैं।