



# Annual Report

2013 - 2014

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**“As far as we can discern, the sole purpose of human existence is to kindle a light of meaning in the darkness of mere being.”**

**- Carl Gustav Jung**

## **Overview**

Prajayatna, a national level educational initiative, working in the 4 States of Karnataka, Telangana, Rajasthan and Uttar Pradesh has been actively engaged with communities and the Educational system attempting to positively impact the way schools are run and managed and the way quality learning is delivered.

- Through its Decentralized Education Governance approach, the organization has reached out to more than 30,000 villages in 40 districts of these 4 states actively working with communities and supporting them to own and improve schools.
- Along with the SSA, the initiative has been pioneering a capabilities based learning approach – Kalikayatna, in the states of Karnataka and recently in Uttar Pradesh aimed at radically improving learning outcomes and capability development of children in primary schools.
- A new High School approach Applying Basic Concepts and Theories (ABTC) is being piloted in the state of Karnataka to make high school learning practical and meaningful for children along with the Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
- The community based approach of Prajayatna has also contributed towards addressing systemic issues in the area of Early Child Care and Education. Through interventions with the communities and the Department of Women and Child Development (WCD), Prajayatna has been working towards a more institutional approach on addressing quality in Anganwadis.

## Prajayatna in 2013-2014

### Decentralized Education Governance

As a part of supporting communities to reform schools in their midst, Prajayatna has been able to demonstrate the possibility of facilitating community involvement and contribution towards education development. Prajayatna's current focus has been on institutionalizing this process.

This has been attempted through the following strategic initiatives:

- By making education an important and integral part of the agenda of the Panchayati Raj Institutions (PRI), especially the Gram Panchayats
- Through strengthening of existing constitutionally recognized democratically elected structures (school committees, PRI - especially the Standing committees responsible for education at the three different levels of the Panchayats)
- Through the process of encouraging and formalizing governance practices that support efficiency, transparency and accountability
- By streamlining the educational planning process from school to district level, through the involvement of school committees, PRI and the educational bureaucracy
- Through influencing policy towards decentralized governance of education

Over the years, through several interventions, Prajayatna has been able to create awareness on educational issues and concerns amongst communities predominantly belonging to rural areas.



It has been possible to create platforms for community participation and through these engagements; several basic school requirements have been addressed.

The later phase of the governance initiative has focused on working with constitutional structures representing communities at three levels of the Panchayat Raj System with the intention of making the initial interventions with communities sustainable.

In the districts where Prajayatna had recently started work, the basic processes to involve communities in the process of school development have been carried out. Processes developed by Prajayatna such as the Shikshana Gram Sabha and Network meetings of school Committees at the Gram Panchayat have been able to get several stakeholders involved and basic school requirements have been directly addressed through these interventions.

In the Northern states of Uttar Pradesh and Rajasthan alone more than 1, 14,344 people have participated in these processes conducted in 2013-14. In 2013-14 Prajayatna had conducted 1330 Shikshana Gram Sabha (SGS) and 3058 Gram Panchayat level meetings in all four working States.

Process	Telangana	Karnataka	Rajasthan	Uttar Pradesh
Shikshana Gram Sabha (SGS)	345	9	395	581
GP Network Meeting	92	174	310	2482

These meetings have addressed school requirements based on the school plan that is developed through the participation of the school committee members, teachers, other community members, anganwadi teachers, department officials and Gram Panchayat members. These meetings have also contributed towards the mobilization and effective utilization of grants available with the Panchayats and the Department of Education.

Some of the developments that have been made possible through Prajayatna's interventions in this period (2013-14) are given below, under the categories of Infrastructure, Learning and School Management.

#### **School infrastructure improvement due to community processes facilitated by Prajayatna**

- 656 Schools have got drinking water (90 in Telangana, 440 in UP, 126 in Rajasthan,)
- 788 Schools have been provided with useable toilets (41 in Telangana, 614 in UP, 133 in Rajasthan)
- 369 Schools now have playgrounds which can be used by the children (114 in Telangana, 181 in UP, 74 in Rajasthan)
- Additional classrooms have been built for 126 schools in Telangana and Karnataka
- Rooms have been constructed for 24 anganwadis at a total cost of Rs. 80,00,000, in Mahabubnagar district of Telangana
- In 195 schools in Karnataka and 21 schools in Telangana compound walls have been constructed
- New electricity connections have been provided to 64 schools in Telangana at a cost of Rs. 2,16,900

### Case studies of community action on infrastructure for schools

In a Gram Panchayat level meeting held in **Maddur in Yalanduru Taluk of Chamarajanagar District** in Karnataka, a discussion to fulfill the basic requirements of the schools on a priority basis was held with all the participants. By the end of the meeting the stakeholders had prepared a plan towards meeting the basic requirements in the schools. Consequently, through collective effort, an additional room was sanctioned from the Department of Education and a room was constructed for one of the schools in the GP. The Gram Panchayat also sanctioned the construction of a compound wall and allocated funds for it. Further, the playground was leveled making use of the funds available with the Panchayat under the MNREGA scheme.

**Jalore District, Rajasthan:** The Higher Primary School in **Chitrodi Gram Panchayat** faced problems with drinking water and shortage of classrooms. Through the support of the local community a water storage facility was made in the school premises and the drinking water requirement within the school was addressed. The management committee of the school has contributed by getting sanctions from the Department of Education for construction of additional classrooms and the constructions have been completed with the support of the school committee. Additionally intensive planting of 200 saplings was taken up in the school with the SMC and children getting involved. The school surroundings are green now.

In **Afzalpur Taluk, Gulbarga District**, the issues faced by anganwadis have also been addressed along with school requirements. The Gram Panchayats has provided carpets/mats to 7 anganwadi centres at a cost of Rs. 42,000. The GP has also built a kitchen for one anganwadi and facilities to keep gas stoves were provided to six anganwadi centres at a total cost of Rs. 70,000.



## Learning improvements in schools due to Prajayatna processes:

### Provision of learning material:

- In 663 Schools- books and facilities such as racks and cupboards have been provided for school libraries and the school committee members along with teachers have ensured that these libraries are being utilized by children. (147 in **Karnataka**, 297 in **UP**, 219 in **Rajasthan**)
- In **Telangana**, learning materials have been provided in 160 schools for 11585 students at a total cost of Rs. 81540. In **Karnataka**, learning materials have been provided to 66 schools and play materials have been provided for 189 schools through contributions received from different stakeholders.
- Files have been provided for students of 292 schools at a total cost of Rs 303330 in **Telangana**. In **Karnataka** files have been provided to all children in 301 schools. These files are being used to record and maintain learning portfolios of each child.

### Addressing teacher related concerns:

- In **Karnataka**, teacher appointments have been facilitated for 54 schools. In **Telangana** teachers' depositions have been facilitated in 9 schools and part time teachers have been enrolled in 69 schools to support the regular teachers. A total amount of Rs. 17,96,000 has been mobilized to pay for the honorarium of these part time teachers.
- **Bahraich District, Uttar Pradesh:** The Pachlakhi Higher Primary School in **Kesarganj block's Kohli Panchayat** did not have a teacher and had to depend on an irregular education volunteer. Based on the school plan made in the Shikshana Gram Sabha, the School Management Committee raised the issue with the BEO when he was on a school visit. A teacher has now been appointed to the school.

### Engaging children in learning related activities:

- **Rae Bareli District, UP:** A decision was made by the School Management Committee and teacher of Rupkheda Higher Primary School in **Harachandpur Block's Hidayin Panchayat** that the children would be taken to the Lucknow Zoo. Though usually out of a total of 104 children, only 65 children used to be present in the school, the outing prompted around 90% of children to attend school and visit the zoo with the assistant teacher. This led the teachers to reflect on the need to build a relationship with the children and make the classroom processes more interesting.

## Developments that have been made possible through Prajayatna's interventions in the area of school management

Through processes conducted with the school committee members, teachers, community members and GP members, it has been possible to address several aspects related to school management. By ensuring that school committee meetings are regularly and effectively conducted by making plans, conducting reviews and maintenance of regular meeting minutes, the schools committees have been supported to build their capabilities. Concerns such as maintenance of school premises, repairs, and other routine works such as ensuring proper functioning of mid day meals have been addressed by the school committees. In several schools more complex issues such as registration of school land and other issues have also been addressed by school committee members with the support of teachers, GP members and other community members.

### Communities managing and maintaining schools

- In 232 schools, issues related to the mid day meal programme have been addressed and it is now being implemented effectively (173 schools in **UP**, 59 in **Rajasthan**)
- The **Untawalia Gram Panchayat in Nagaur Block of Rajasthan**, the Gram Panchayat has ensured the land registration of all the 8 schools within the Panchayat. In **Mahabubnagar** District, through Prajayatna's interventions, land registration has been ensured for 30 schools.
- In **Karnataka**, land has been obtained for 11 schools through contributions from different stakeholders.
- The SMC members of Sri Govindpura Higher Primary School in **Sikar District of Rajasthan** had ensured that an 11000KV electric line that was passing through the school premises was shifted from the school by approaching the media and highlighting this issue.
- Plan was made for the medical checkup of the children in **Kuandada Primary School in Bhuta block of Bareilly District** during the Gram Panchayat Network meeting. As a consequence, the members of the School Management Committee contacted the Primary Health Centre Officer and ensured that a medical camp was organized.
- In 34 schools belonging to **Mahabubnagar district of Telangana**, trees have been planted within the school premises at a total cost of Rs 12,500.
- School room repairs have been undertaken in 49 schools in **Telangana** at a total cost of Rs. 1,96,700

Starting with ensuring the formation of essential constitutional structures in the school and the Panchayat Raj institutions, Prajayatna has worked towards strengthening the institutional capabilities of these structures.

Through several interventions, Prajayatna has facilitated the formation of school committees and standing committees for Education at the Gram Panchayat level according to the applicable bylaws. As per the RTE it is mandatory for all Government schools to have a school committee comprising of parents and other nominated members; however in many schools these committees had not been formed. Through different interventions, Prajayatna has supported the formation of school committees in 402 schools across the districts of Karnataka and in 154 schools in Telangana. Prajayatna has also supported in forming the standing committee responsible for education within the Gram Panchayat, in 148 Gram Panchayats of Karnataka and 60 Gram Panchayats of Telangana.



To ensure that the Panchayat Raj as an institution is capable of carrying out their responsibilities with respect to education, Prajayatna has also undertaken several other activities such as trainings and workshops to support the development of the institutional capabilities of the Standing Committee within the Gram Panchayat that is responsible for Education.

Processes had been organized by Prajayatna to strengthen these structures to plan, implement and review their school development works. Along with the development of institutional capabilities the processes have also focused to make education an important part of their agenda. Although education is officially an important area with respect to which responsibilities have been devolved to the different levels of the PRIs, in practice the development of education is not prioritized and many of the elected representatives and official are not aware of their responsibilities and roles in the context of education or school development.

**Key processes conducted to strengthen respective institutions at school and different levels of the Panchayat Raj**

Process	Telangana	Karnataka	Rajasthan	Uttar Pradesh
Block level workshops / meetings	7	36	25	12
District level workshops / meetings	1	11	0	0

In order to strengthen the structures at the Gram Panchayat and the Block level, Prajayatna have conducted several processes. These processes have especially been conducted with the objective of strengthening the standing committees that are responsible for education in both the levels. Besides working with the elected representatives belonging to the standing committees, processes have also been organised to strengthen the capabilities of the officials at these levels such as the PDOs, BEOs, Secretaries, etc.



Workshops have been organised by Prajayatna to enable the standing committee members and official such as the Panchayat Development Officers (PDOs) and secretaries to understand their roles and responsibilities. Specific information related to education development such as information with respect to the Right to Education Act and present situation of the schools in their areas are shared and discussed in these workshops. Through these workshops it has been able to prioritise and take decisions that address critical issues.

### **Prajayatna's processes have resulted in:**

- Ensuring that the standing committees to take responsibility for education visit and review schools regularly
- Addressing teacher distribution concerns within all schools in the block
- Formation of SMCs and Standing Committees at the Gram Panchayat have been ensured through the Block level Panchayats
- Effective functioning of the school committees has been ensured through the Block Panchayats. For example: through monitoring and through circulars issued from the Block and District level, regular school committee meetings have been ensured.
- Improving transparency and accountability. In several Gram Panchayats, all basic school related information has been displayed in the Panchayat office
- These workshops have also ensured that education related concerns are being discussed in the Block Panchayat General Body meetings

Prajayatna's interventions have also supported in regularising practises that can contribute towards the better functioning of key governance institutions. From ensuring that basic meetings such as standing committee meetings are regularly and effectively conducted by maintenance of minutes and following of procedures to conducting review visits to schools by the Standing Committees, several processes have been undertaken to institutionalise these practises. Some examples:

- In Karnataka, a total of 273 joint meetings of the Panchayat Standing committees and school committees have been organized in this period and the Gram Panchayats have ensured that in 323 schools, monthly meetings of the school committees have been conducted regularly.
- 205 Gram Panchayats have created an annual plan for the development of schools in their Panchayats, in the State of Karnataka.
- Standing committee members of both the Gram Panchayats and the Block Panchayats have conducted review visits to schools. In many cases, these members have supported in addressing issues that were identified on conducting the school visits. In Daundh Block of Sikar District in Rajasthan, the Block Standing Committee has visited 20 schools in the block for observation on a regular basis.



## Learning Initiatives

While addressing learning, Prajayatna's current focus has been on streamlining and institutionalizing the learning approach for primary schools in Karnataka and in initiating it in Uttar Pradesh. Prajayatna has also been piloting a high school approach in Karnataka and a teacher empowerment process through CRCs.

In Karnataka the Kalikayatna initiative has focused on institutionalization through the respective DIETs in each of the district where the approach is under implementation. Work has also been carried out with the intention of involving the Department of Education in a more proactive role. Extensive interactions with the District Institutions for Education and Training (DIETs) have been undertaken with the intention of creating an in depth understanding of the approach and to gradually involve these institutions as key implementing structures that would be responsible for initiating and implementing the approach in a district.

The learning approach for high schools (ABTC) was recently initiated in schools of select Taluks in Karnataka. The initial phase of this programme has focused on understanding learning related concerns in high schools and orienting main stakeholders about the key learning principles based on which the approach is being developed.

### Kalikayatna - learning approach in primary schools

The Kalikayatna approach which was developed by Prajayatna in partnership with the Sarva Shiksha Abhiyan has been in practice across 83 schools in 7 clusters in Karnataka from 2005. Prajayatna's recent focus has been on increasing institutional support in the implementation of this initiative in Karnataka. Simultaneously, Prajayatna has been working on scaling up the approach in Karnataka and initiating it in other states.



In this academic year, through a partnership with the Sarva Shiksha Abhiyan, the Kalikayatna approach was initiated in 25 clusters in the State of Uttar Pradesh. In 16 clusters the approach is being implemented directly by Prajayatna and in the remaining clusters the implementation is through a partner organization.

The clusters where Prajayatna is directly involved are: Kushahalganj and Bantra in Lucknow, Jehangirabad and Harak in Barabanki, Kapseti and Ashoha in Chitrakoot, Bhambora and Badrauli in Bahraich, Sardar Nagar and Nagariyavikram in Bareilly, Misrapur and Hemnapur in Sultanpur, Gahmar and Sarayagokula in Ghazipur, Nanapur and Ratanpur in Kanpur Dehat; reaching out to 18669 students in 257 schools. In all 25 clusters, the initiative reaches out to 27000 children through 386 schools.

In each district where the programme has been initiated, Prajayatna has conducted district level meetings with District level education officer, Block Resource Coordinator, Block Education Officer, Nyaya Panchayat Resource Coordinators (NPRC) from each of these clusters and DIET Nodal officers. In these meetings, the Kalikayatna approach was presented the key processes involved in implementing the approach in schools was discussed with these key officials. Post the district level processes, meetings of head teachers of all schools in these clusters were held to discuss the implementation processes. The programme has since then been in the process of implementation.

In Karnataka, towards creating an understanding of this approach with different stakeholders, various processes have been conducted with community members and officials. Interested organizations and officials from other States have also visited clusters where the approach is under implementation with the intention of initiating similar work in their respective States.

With the intention of making the processes more effective, an internal study was conducted covering the schools from all 7 clusters where Kalikayatna is operational in the State of Karnataka. This study which was conducted during the period from February to March 2014 assessed the development of children in the areas of capabilities, conceptual understanding and knowledge. This study compared children of 5th standard from Kalikayatna schools to other Government schools. A total of 302 students from 14 schools belonging to 5 Districts were covered by the study. Although the study showed better results amongst Kalikayatna students in all 7 clusters as compared to students in other schools, it also identified several weak areas which needed to be addressed in the Kalikayatna schools.

Besides the regular classroom processes and teachers collective meetings, in this period Prajayatna had focused on creating awareness about the initiative amongst parents and the larger community. Although regular sharing takes place with the parents of each child, it was realized that a broader understanding of the Kalikayatna approach was lacking amongst the parents and the local community members. Better understanding and awareness of the learning principles on which the approach was based on was necessary to build support for the initiative which is required to extend the programme to other clusters and to initiate similar processes for the middle schools (students of 6th and 7th standards). In order to facilitate this, Prajayatna had organized several meetings with parents in each of these clusters. These meetings have been attended by the parents of all children in the school, the teachers, the school committee members and the CRP of that particular cluster.

## ABTC- Applying Basic Theory and Concepts: (Learning approach in high schools)

In continuum with the Kalikayatna approach, Prjayatna has been involved with developing a similar approach for high schools focused fundamental concepts in different disciplines and on developing in the children. Based on earlier experiences and the primary school approach, Prajayatna has initiated work in 19 High schools in Hoskote Block in Bengaluru Rural District of Karnataka. The initial phase of work has focused on orienting teachers and key officials from the Education Department on the basic principles based on which the approach is being developed. Through teachers meetings, Prajayatna has been able to elicit teachers' responses concerning the different interventions that had been planned with respect to developing the approach. The overall plan to initiate processes within classrooms had also been shared with the high school teachers and simultaneously Prajayatna has been conducting regular observation of classroom processes in order to understand problem areas and issues faced by students and teachers of high schools.

A District level meeting was organized by Prajayatna before initiating processes with the selected schools in Hoskote. This meeting which was organized in the office of the Deputy Director of Public Instruction (Bengaluru Rural), was attended by key officials such as the DDPIs –administration and development, Principal of the DIET and head teachers of all 19 high schools in Hoskote Block.

Teachers' collective meetings have also been conducted with the intention of supporting teachers to understand the intention of this initiative and to involve them in the process of developing the approach. A total of 5 collective meetings have been organized and around 35 teachers have attended each of these meetings from all the 19 schools where the ABTC programme has been initiated.



## CRC initiative

Both the educational governance work and the Learning initiatives have been supported by a project to strengthen Cluster Resource Centers (CRCs) in Karnataka. This project aims at strengthening the institutional capabilities of the CRCs in order to facilitate better educational administration and teacher empowerment.

Prajayatna has attempted to consolidate the work initiated earlier in clusters belonging to different districts of Karnataka and work towards institutionalizing this initiative through partnerships with the District Institutions for Education and Training (DIETs).

In the year 2013-14, Prjayatna had focused on facilitating teacher empowerment through the CRC initiative. This process has been initiated mainly through enabling the Cluster Resource Persons (CRP). By building the capability of the CRPs to address academic concerns and by streamlining administrative responsibilities of the CRPs, this project has initiated work on empowering teachers.

Toward building the capabilities of the CRPs, Prajayatna through workshops for the CRPs have supported in clarifying the roles and responsibilities of the CRPs. The CRPs have been supported to independently facilitate teachers meeting which are conducted to provide academic support for teachers. In these meetings concerns related to the implementation of Continuous and Comprehensive Evaluation in school have been addressed. These meetings have also supported in understanding and documenting teachers' training requirements. Besides the official teacher meetings that are conducted at frequent intervals, 48 other seminars/workshops have been organized by CRPs to provide teachers with additional exposure.

CRPs have also been supported in conducting classroom observations and providing feedback to teachers. Prajayatna has supported the CRPs in this process by accompanying them during the school visits and enabling them to make relevant observations that would help the teachers to improve their



classroom transactions. The CRPs have also been supported in conducting interesting group activities for the children. These activities have been developed and organised in several schools by the CRPs with Prajayatna's support.

With Prajayatna's support the CRPs have also made a baseline of teachers' capabilities for teachers in their respective clusters. This activity was carried out to understand the strengths and weak areas of each individual teacher so that the CRPs can work to support them in those areas. A teachers' capability matrix was developed by Prajayatna and this was discussed with the CRPs and refined, utilising their feedback. Making use of this matrix, the CPRs have conducted an assessment of teachers and this information would support in organising teacher trainings and capability development workshops.

Towards enabling the CRPs to support classroom processes and in supporting the teachers to use available resources within the clusters, Prajayatna has carried out specific processes. Through the involvement of both the CRPs and the teachers a resource directory was developed for each cluster. This directory comprises of both places of interest and persons who can contribute towards children's learning in different domains. These places are used to conduct field visits that help in contextualizing lessons and supporting children to relate to content that are part of the school curriculum. Resource persons are also utilized to enhance or supplement the regular classroom lessons through the process of explanations and demonstration in their specialized fields.

Meetings have been organized at the cluster level to identify and make a list of relevant and interesting resources in the locality and in these meeting resource persons and local people with much knowledge about their locality have been invited. Teachers and CRPs have been supported to make a list of resources and also have a better understanding of the available resources in their locality. Teachers have been supported to identify concepts in various lessons and map them to specific available resources in their locality so that process of explaining these concepts can be enhanced by taking the children the identified places and giving them a first hand exposure.

In 59 of the working clusters, completely updated Resource Directory has been maintained at the cluster level. A total of 324 schools have made use of different local resources that have been identified.



## Online Application to support CRPs in managing school information

In the initial stages of the project it was realised that a significant amount of the CRPs working time is spent on collecting, consolidating and sharing school information on different aspects with various officials at the Department of Education. All information management was being done manually and on an ad hoc basis, making it a very time and effort intensive process. This was one of the main reasons which were contributing to the CRPs lack of engagement with the activities related to classroom support. To address this concern Prajayatna had conceptualised and built an information management system that was accessible through the internet.

As a part of this initiative, Prajayatna had mobilised and allocated computers and internet connections for all the working cluster centres, thus enabling the utilisation of the information management system. However it is was found that many of the CRPs were not familiar with basic computer operations and Prajayatna has organised trainings for CRPs across all districts. The web application is now being used across Prajayatnas' working clusters.

The application also enables department officials and other interested stakeholders to access current or recently updated information pertaining to both schools and the cluster resource centres. Through this initiative Prjayatna has been able to support effective information management in its select working clusters and this decentralized approach can be used as a model to develop a State wide school information management system.



### Resources mobilized for CRCs through Community processes facilitated by Prajayatna:

Towards mobilizing different resources for the Cluster Resource Centres various processes have been organized with different stakeholders. The table below gives the amount contributed from different stakeholders towards meeting different requirements of the Resource Centers.

Stakeholder	Amount in Rupees
Gram Panchayats and Taluk Panchayats	295450
School Committee	76400
Teachers	42750
Other elected representatives	52800
Local donors	65810
<b>Total</b>	<b>1066420</b>





## Early Child Care and Education (ECCE)

In the area of ECCE, Prajayatna's work has aimed to bring a focus on early childcare needs, especially in the areas of learning and health amongst the community and other stakeholders.

This intervention has sought to enhance the responsibility of local communities by building the capabilities of the Bal Vikas Committees (parents committee) and the Gram Panchayats to take increased responsibility for Early Child Care Centres. The ECCE programme has also sought to build the capabilities of anganwadi supervisors and teachers.

The ECCE initiative of Prajayatna was at the beginning a community based intervention seeking to address early child care requirements in areas where there were no Government facilities to address the requirements of local communities. Through these community centered interventions, Prajayatna has been able to develop processes to address quality in early child care centers. Based on this experience, Prajayatna had initiated work with the Government managed early child care centers known as Anganwadis, with the intention of impacting systemic issues in the area of ECCE. This work with the Anganwadis was initiated in the year 2008, and it seeks to bring about quality in Anganwadis Centers through the institutionalization of community involvement and teacher empowerment. As on 2013-14, Prajayatna was working with 104 Anganwadis in the Districts of Mysore, Dharwad and Tumkur in Karnataka.



In 2013-14, Prajayatna has worked with the parents committee at the anganwadi – the ALMSC (Anganwadi Level Monitoring and Support Committee which was previously known as the Bal Vikas Samithis) and the Gram Panchayats towards addressing basic requirements of the Anganwadis. Through these interventions concerns related to facilities available in the centers, basic health requirements of children, and other management related concerns have been addressed. Prajayatna has also worked with teachers and anganwadi supervisors with the intention of addressing learning related needs in the anganwadi centre in addition to the basic facilities and health related concerns.

**The key processes conducted by Parjayatna in 2013-14 are:**

Disrtict	Meeting with ALMSC (parents committee in Anganwadi)	Gram Panchayat level meetings	Teachers Collective meetings	Anganwadi visit and onsite support
Tumkur	99	2	6	182
Dharwad	49	4	9	110
Mysore	81	5	9	116
<b>Totale</b>	<b>229</b>	<b>11</b>	<b>24</b>	<b>408</b>

### **Impacting ECCE through community processes:**

It has been possible to address basic needs in several anganwadis through the key structures- the ALMCS and the Gram Panchayats. Through regular meetings, these structures have been supported to identify needs, plan towards addressing issues and regularly monitor and review the progress of planned works.

#### **In Dharwad district**

- 11 centers have received learning materials at a cost of Rs. 2250
- Play materials have been provided for 4 centers through a contribution of Rs 2650 from parents and committee members.
- Rs 7200 have been given from the Belur Gram Panchayat towards the rent for the anganwadi premises.
- For 2 anganwadi centers, new buildings have been constructed through funds sanctioned from the WCD
- Through the Zilla Panchayat all anganwadis in Tegur Circle, have received water connection and facility to store water
- The Gram Panchayat has constructed a compound wall at a cost of Rs. 150000 for one of the anganwadis in Nirelkatte and have also contributed plates and glasses for the children at a cost of Rs 3400
- The Gram Panchayats in Tegur circle have also contributed the following for anganwadis:
  - Paintings have been completed for 5 anganwadi building at a cost of Rs 30000
  - Facilities have been provided for gas stoves at cost of Rs 3000 for two anganwadis
  - Mats have been provided at a cost of Rs 750 for one anganwadi

#### **In Tumkur district**

- For 8 centers, learning materials have been provided by parents and local community members at a cost of Rs. 4045
- The Taluk Panchayat has contributed Rs 100000 for conducting repairs and painting for 2 anganwadis.
- For 8 anganwadis, plates and glasses have been provided for all children at a total cost of Rs 4500 borne by parents and local organizations.
- Mats for children to sit on have been provided for 6 centres by the Gram Panchayat at a total cost of Rs. 1360
- Metal cupboards have been provided to 4 anganwadis at a cost of Rs 19150 by the Gram Panchayat
- Uniforms have been provided for all children in 2 anganwadis at a cost of Rs 12000

#### **In Mysore district**

- Learning materials have been provided for 7 centres and play materials for 3 centres.
- The Taluk Panchayat has contributed Rs 20,000 for conducting repairs in one of the anganwadis in Kalale.
- Provision of drinking water facilities and leveling of ground has been undertaken for 3 anganwadis by the Gram Panchayat
- The Zilla Panchayat has provided water storage facilities for 3 anganwadis at a cost of Rs. 1,41,000.
- The Gram Panchayat has provided electricity connections for 5 anganwadis at a total cost of Rs 20,000 and fans have also been provided to these centres.
- At a cost of Rs 15,000 a compound wall has been constructed for an anganwadi by the Gram Panchayat.
- Shelves have been provided by the GP and the TP for 5 anganwadis at a cost of Rs 20,300.

### **In conclusion:**

Prajayatna has over the past year demonstrated the efficacy of supporting communities in improving and developing government schools/anganwadis and the possibility of government schools delivering meaningful capability based quality learning outcomes in primary schools and similarly in the anganwadis. Prajayatna has also seen success in encouraging teachers to learn and empower themselves to engage creatively with their wards.

Prajayatna's emerging focus is to scale up the initiatives and learnings across the government schooling system at a national level by engaging with Government departments, communities and through partner organizations.





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