Project Talim - Half –Yearly Report 2012(April- September)

Project Objectives:

The major objectives of the project are:

- To ensure quality education for rural children
- To ensure greater participation of girl children
- To strengthen the formal education system
- To create educational awareness within the community
- To provide functional literacy to girls above 14 and adult women

A Brief about Project Talim Phase II:

Project Talim is being implemented in 20 villages of Pothia block. The main focus of the program is to give formal education to the children studying in the madarasas who previously had exposure to Islamic education based on deeni talim and religious scriptures. AIF is already working in these villages for last three years bringing out of school including drop-out children to education through the medium of NIOS .AIF main focus have been on the Madarsas in the Muslim dominated villages, where children are given formal education through National Open School's (NIOS) basic education programme. AIF is continuing with the remedial classes to children who are directly enrolled in the government schools ensuring that they complete class VIII. The education centres also provide functional literacy to the girls above 14 years and adult women in the new and old intervention area.

Baseline Survey Report:

The Baseline survey was done by Reach India a National level organization engaged in research and other activities.The main objective of the survey was to know the status of education of children especially girls in 6-14 age-group in the new madarasas and surrounding villages.The second objective was to know the status of literacy and education level of the women and girls above 14 in these villages.Survey methodologies included collection of primary data with a structured questionnaire.FGDs with women and men.Discussions with madarasa teachers and school teachers.Analysis of secondary data collected by AIF team on the status of the government schools.468 respondents were interviewed for the purpose.

As per data villagers sent their sons to schools and madarasas more compare to girls.While 34.3% boys below 14 years are attendign government schools compare to 22% girls of the same age.The drop out of girls 19% has been higher than boys 10.5%. Only 21% of women attended any form of schooling in past.

Within a village the status of schooling among scheduled caste and minority is same compare to general castes Hindus.There are 19% of girls below age of 14 years and 45.5% of adolescent girls who had not seen school or Madarasa.

As there is major difference in terms of schooling % between boys and girls and it increases as girls grow up.It has been observed that as girls grow up their dropout rate increases because of social stigma of education with respect to girls,dowry,child marriage and overall the concept of girls being other's asset.The Muslim community is no longer free from these evils.

It is also observed that 52% of girls and 20% of adolescent girls are continuing education either in Madarasa,government school or both the places.

The main reasons for dropout of girls as some of them are not interested in study.The other reason as 11.4% of girls and adolescent drop out as their parents were not very keen to send their ward to school.

There is inadequate facility of schooling either by government department or private sector or community as a whole.The schools are far off from the village so children find it difficult to attend while some of the parents are eager to support their children in private schools no such schools are available.There is very little community initiative and in this scenario most of the children donot cope up with the hardship of school going in far away villages and gradually dropped out from school.Some of the boys and girls are also engaged in daily wages to support their family income.

When asked about their preference to continue their study majority boys (45%) opted for Madarasa while girls (53.4%) and adolescent girls (72%) for formal government schools.The reason given is cycle scheme by the government department.

Capacity Building Initiatives:

Teachers training in Nonformal education from Nalanda

Azad India India entered into MOU with Nalanda a Lucknow based resource agency to organize regular capacity building trainings to Project Talim on various aspects of the program.

The first training was organized for six days in June by Mr Sanjeev Srivastav and Mr Pradeep Tewari followed by second training in August done by Mr Sanjeev Srivastav and Mr Bhola Nath again for six days.Two days training was done for cluster level coordinators.

The main focus of the trainings were to improve the efficiency of the NFE teachers and to clear their doubts. The project team also prepared low cost learning materials for the students.

The main discussions in the trainings were

- What is primary education.

- Importanc of primary education

- Difference between the needs of humans and animals

- SWOT Analysis and how to fill the gaps.

- Indian constitution and Rights and Duties

- Playing games to improve mental agility,curioursity ,entertainiment

- Improving writing skills and develop learning interests.

- What is need for school

- Main learning principles- Knowledge level of children before coming to the centre

- Mental and Physical development at primary level

- Hearing and learning

- Analysis

- To understand and follow rules

- Need to have interesting learning system for the children

- Types of learnings like roleplay,visits,group work

- Evaluation- weekly,monthly,half-yearly,yearly,oral,written evaluation

- Analysis

- Centre management

- Work plan

- Main qualities of good teacher

Training of Trainer Program organized by Nalanda at Lucknow

Azad India Foundation is constantly trying to upgrade and improve the effeciency and capacity of its Project team members for successful implementation of the program.

In this regard the Project Coordinator Mr Nazir Alam and Cluster Coordinator Mr Nadim Akhtar attended 10 days training program at Nalanda,Lucknow.

 The main focus of the program was to enhance necessary skills including subject related teaching techniques of the program staff which can later be shared within the program team.

Teachers Support Group

Teachers Support Group (TSG) has been formed for the   twin purpose of   preparing better action plan and internal   training of teachers . This group has under gone comprehensive training from resource agencies of Bodh, Jaipur and Nalanda,Lucknow.

NonFormal education through NIOS:

In April the number of students enrolled in Madarasas and government schools were 3592. AIF carried out tracking of students in September which revealed that 291 students have dropped out or joined other Madarasas. Till September 3325 children are studying in 30 Madarasas

A total of new 500 students are enrolled in class III accordance with the new guidelines of NIOS.They were promoted from those children who were in pre-primary level last year.

The admission database was sent to NIOS in June. Following Right to Education Act norms Azad India enrolled the children studying in the madarasas in schools.

After the time adjustment with the govt schools the attendance of the students stood between 65-70%.

SL.NO	CENTRE NAME	OLD ENROLMENT /APRIL - 2012 ENROLLMENT	DROUP OUT	MIGRATION	MARRAIGE	CHANGE MADARSA	NEW ENROLLMENT	TOTAL CHILDREN OCT-2012
1	SUHAGI-1	167	_	02	_	_	_	165
2	JHARBARI	145	_	_	_	_	_	145
3	GANJABARI	108	_	_	_	08	-	100
4	GALGALYAPUL	117	_	_	_	25	-	92
5	SAITHBARI	111	_	_	02	04	-	105

6	CHIHWAB ARI	209	_	_	_	14	-	195
7	MAKHAN POKHAR	121	_	_	_	20	-	101
8	BIRPUR	396	_	_	_	30	-	366
9	JHINAKH OR	119	_	_	_	10	-	109
10	DANGIPA RA	109	_	_	_	07	-	102
11	MANIRA MVITTA	129	_	04	02	15	-	108
12	TARNI	109	_	04	_	05	-	100
13	BAKSA(N)	76	_	_	_	10	-	66
14	HALDIBA RI(N)	82	_	_	_		-	82
15	TAIYABPU R	248	_	05	_	25	-	218
16	SUHAGI- 11 (N)	74	_	_	_		-	74

17	BALUBARI	104	_	_	_		-	104
18	FARRABARI	68	_	05	02	07	12	66
19	MIRAMANI	50	_	_	_		12	62
20	KAKRAMARI	180	10	05	_	20	-	145
21	RAHMATPUR	93	_	_	-	10	-	83
22	BHOTATHANA	100	_	05	_	10	-	85
23	CHHATTAGACHH	83	-_	-	-	25	-	58
24	PHOLBASA	43	_	_	_	_	--	43
25	HARDESMANI(N)	96	_	_	_	_	-	96
26	DIGHLY(N)	120	_ _	_	_	_	-	120
27	SATHMARI(N)	118	_	_	_	_	-	118
28	SINGHIMARI(N)	35	_	_	_	_	-	35

29	NANHAK URI(N)	99	_	_	_	_	-	99
30	BANBARI	84	_	_	_	_	-	84
TOTAL		3592	10	30	06	245	24	3325

The course completed till September as follows

SL.NO	CLASS	SUBJECT	LESSON	TOPIC/ CONTENT	TLM
1	I-II	URAN	04-05	Identification of words and Hindi alphabets	Words card and picture card
		MATH	05-06	Reading and writing tables addition	Counting card and picture card
2	III	HINDI	05-06	Rakshabandhan and pitri bhakt balak fazal	Books, copy, blackboard
		MATH	06-07	Multiplication and division	Blackboard and copy
		EVS	05-07	Hamare kapre and hamara prosh	Book, blackboard, and copy
		ENGLISH	06-07	Practice and Recognizing Capital lattes and small letter	Word card, picture card and books, etc
		HINDI	06-07	Passu packchhi	Play games and activity

				ki patsala	
4	**IV**	MATH	05-06	Multiplication and its value in different stages.	Counting chart, books, board, duster etc
		EVS	04	Revision Our country India	With the help of a map, and books
		S.SCIENCE	03-04	Harbar main garbar	book, copy and blackboard etc
		ENGLISH	04	Revision Days of week, month of year	Book, yearly calender and chart paper etc
5	V	HINDI	04-05	Dr. bhim rao ambedkar	Book, board, etc
		MATH	04-05	Solve problems of question and answer	Copy, pen, board, duster etc
		EVS	04-05	Revision Planets and continents	Picture, picture of a map
		ENGLISH	GRAMMAR	Parts of speech	Book and board
6	VI	HINDI	GRAMMAR	Kinds of noun, pronoun and conjunction	Book
		MATH	06-07	Solve question of Division and multiplication	Copy, board, pen, stone etc
		ENGLISH	GRAMMAR	Revision kind of noun, pronoun conjunction	Book and picture
7	VII	HINDI	GRAMMAR	Revision Kinds of noun,	Book, Black board

			pronoun and conjunction	
		MATH	ORAL	Revision Time and division	Watch, picture of watch, etc
		ENGLISH	GRAMMER	Simple tense	Book, board, etc

Following number of children were given remedial classes who were studying in different classes AIF got them admitted to formal schools under Right to Education Act.

Class	Total Children	Boys	Girls
Class III	543	263	280
Class IV	483	235	280
Class V	315	160	155
Class VI	189	94	95
Class VII	12	3	9
Class VIII	13	7	6

Competency Level of Children

The competency level of children was assessed individually at all the centres and teachers tracked the progress of the each and every child. MIS and child profile are being maintained at all the centres.

Computer Education Program

Azad India Foundation set up computer centre at village Chattergach for rural girls.. The computer centre provided three months basic training in computer application. Three batches of 10 girls each attended 2 hours classes.

The first batch training of 30 girls successfully completed the training program who were given certificates.

Two computers were given to Madarasa Bir Pur and Madarasa Taiyabpur for the boys and girls studying in the Madarasas.

The course content followed at the computer centres:

- Basics of Computer Application
- History of Computer
- On and Off including parts of the computer system
- MS Office- MS Word, PowerPoint and Excel
- Paint and Brush
- Internet, Email
- Copy, Paste, Cut and Edit

11 boys and 10 girls received computer training at Birpur Madarasa.10 boys received computer training at Taiyabpur Madarasa

Capacity Building of selected Madarasa Teachers

AIF is building the capacity of selected madarasa teachers on issues related to formal education and mainstreaming of students studying at the madarasas.AIF organized meetings with the Maulavis and Madarasa teachers to see their interest in receiving the capacity building trainings on methods of teaching.It is heartening to note that majority of them expressed their desire and interest in attending these training programmes.

All the Maulavis and Maulanas held the view that modern education is the need of the hour and progress of the Muslim community depends on education. AIF organized 2-3 days of training for the Madarasa teachers subject to the availability of time and sustaining their interest.In the first step they prepared TLM for teaching Urdu to the students which was also tested with the students.

The first training was done at Chichwabari Madarsa where 5 Maulavis from Chichwabari Madarasa and Saithabari Madarasa attended the training program.They prepared TLM and also played games and activities.

Workshops and Meetings with Women groups and CBOs

Azad India Foundation organized meetings and workshops with women groups and community members in the intervenation area.The main issues discussed were –

- Functioning of government schools in the village
- Formation of parent teacher committees to monitor the progress of the children.
- Regular meetings of shiksha samities and check on the functioning of school teachers.
- Women literacy and formation of Mahila Mandals and Kishori samohs
- Community involvement in improving overall education in Kishanganj

Number of Participants in Workshops/Meetings

SL.NO	TOTAL MEETING	TOTAL PARTICIPANT	NAME OF VILLAGES
1	03	98	Farrabari Dhumania Dangibasi

Government School Program

Azad India Foundation took formal permission from Dept of Primary Education in Kishanganj to supervise the progress of the students admitted by AIF in previous three years. These students are studying in different classes. AIF's teachers provide support to government teachers in the schools in teaching process. They also conduct interactions with the parents and members of **school shikshan samities** to improve the conditions of the schools. At present AIF has taken up 28 government schools that are in the intervention area. 3 meetings were done with school shiksha samities in different schools where members decided to meet atleast twice a month to oversee the progress of the schools.

Parent Teacher Committees

It has also been observed during interaction with the community members that government school teachers do not engage parents in any activity related to their children.Most of the time parents are not even aware of the class in which their children are studying or the progress child is making.

Keeping these issues in mind AIF has formed parent teacher committees in 6 schools where these will act as pressure groups for improving the level of the education ,presence of teachers in the school during school hours etc.

SL.NO	SCHOOL NAME	TOTAL PARTICIPANT	MALE	FEMALE	TOPICS OF DISCUSSION
01	Dangipara	21	15	06	• Regular attendance of children
02	Suhagi-I	07	04	03	• Proper Guidance of school and teachers
03	Rahmatpur	41	14	27	
04	Haldibari	10	05	05	
05	Digly	15	10	05	• Timings by School teachers
06	Galgalyapul	17	16	01	

Bal Melas for Children

SL.NO	VENUE	SCHOOL PARTICIPATION	TOTAL STUDENT	ACTIVITY
01	U.M.SCHOOL CHICHWABARI	Chichwabari, Jhinakhor, Baksa, Saithabari, Jharbari	300	National song, bal geet, picture card,competition
02	KANYA VIDHALAYA CHHATTARGACHH	Suhagi, Kakramari, Rahmatpur, Chhattargachh	156	

Azad India Foundation organized different activities for the children studying in government schools and madarasas.In this regard 2 Bal Melas were organized in Chichwabari Middle School and Kanya Vidyalaya at Chattargach.More than 400

children participated in the program where they presented skits,songs,dance and poems etc.

These Bal melas were held with the support from the government school teachers.The main aim of the Bal Melas was to bring out the talent and creativity of the rural children to the forefront.Special quiz and drawing competition were also held and winners were given prizes.

Functional literacy for girls above 14 years and women:

The literacy rate among women is very low in the Kishanganj. It has been realised that it is important to inculcate the importance of education among women especially among the mothers so that they send their children to study. The girls above 14 years of age who dropped out of school due to various factors are also a target group so that at least functional literacy should be imparted to them.

For this purpose AIF has formed a separate team headed by one cluster Coordinator and 10 literacy teachers who work in different villages. They have formed Mahila Mandals and Kishori samuhs of 10-15 persons each.The team leaders underwent ten days training on functional literacy from Delhi based organization Nirantar in Delhi and BundelKhand.

SL.NO.	ACTIVITY	PARTICIPATION
1	Total no. of women literacy teachers	10
2	Totat no of Centers set up in target villages	43
3	Total no. of women centres set in target villages	27
4	Total no. of adolescent centres set in target villages	11
5	Total no. of women covered in literacy program including women from the last year	401
6	Average number of women who attend regular literacy classes	316

7	Lesson no-01-03 naam ka maan, Haqiqe,Bachat from the module covered with women	114
8	No of women who can read and write four letter words	78
	No of girls who can read and write four letter words	35
9	No of women who can read and write four words sentence and make sentence	138
10	No of women who can read and write counting 1-50	175
	No of girls who can read and write counting 1-50	97
	No of girls who can read and write counting 1-100	67
11	No of adolescent girls covered in literacy program including from the last year.	189

Special Day Celebrations

Independence Day

Azad India celebrated Independence Day on 15th August at all the Madarasas with great enthusiasm. Children presented songs and small programmes.

World Literacy Day

AIF organized world literacy day on 8th September with series of meetings with women and SHG groups in different villages.

Special Reading Session with Pratham

AIF also organized special reading sessions at Madarasas for the Pratham's special reading sessions organized on 8th September.

Project Management:

- The Project supervisor monitor all the activities through regular field visits.
- The intervention area is divided cluster wise under coordinator for effective supervision.
- 10 Literacy teachers work directly with the community including women and girls above 14 years on functional literacy.
- 30 Teachers teach for 2-3 hours at Madarasas to NIOS students .
- Teachers then visit their assigned government schools where they take remedial classes.
- Reports are shared with the Distict Education Officials also.
- Attendance registers are maintained at all the Madarasas.
- Weekly plans are prepared keeping all the proposed activities in mind.
- The teachers present weekly reports to the cluster coordinator who present consolidated report to the Project Coordinator.
- Regular tests are conducted to assess the level of improvement among the students.
- Project supervisor and cluster coordinators organize the community meetings.
- Monthly staff meetings are organized to get feedback about the project.
- MIS is developed to track the indicators.
- Competency tests are conducted to assess the progress of the children.