

**Centre for Development and Research (CDR), Utnur,
Adilabad District.**

**Annual Report
2009-10.**

INDEX

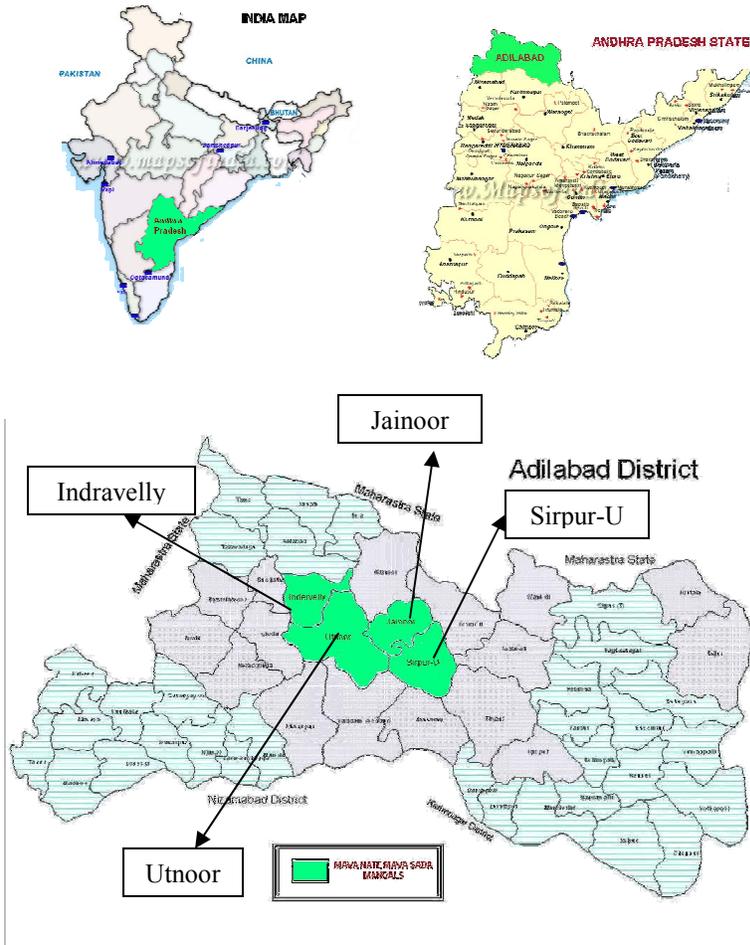
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Mava Nate Mava Sada (MNMS)-Our Village Our School- Project.

The MNMS Project is being implemented in the four tribal mandals of Utnur, Indervelly, Jainoor and Siripur (U) in Adilabad district. Society for Elimination of Rural Poverty (SERP) of Govt. of Andhra Pradesh is funding the Project as per a MOU with CDR and the four Mandal Mahila Samakyas (MMS). The main goal of the project is to provide quality education to the tribal children in the identified area. Starting from the pre-primary class for 3 and 4 year old children MNMS hopes to progress class by class up to the 5th standard where possible. Community governance of the project is an inherent and non-negotiable corner stone. MNMS follows the activity based joyful teaching methodology. All teachers are trained to be proficient in this child centric method. MNMS follows the state Govt. syllabus from I Class onwards. The Project also aims to establish proof of the concept of quality education through Community Governance and based on its performance advocate policy changes that would help improve outcomes in the Govt. primary schools in the State. CDR hopes to establish a first class resource centre for training of teachers, coordinators and community representatives.

94 % of the project funds go directly to the MMSs as per their detailed budget. The balance 6 % is provided to the Project Monitoring Unit of CDR. The Samakyas in turn transfer the funds to the Village Organisations (VO) of the MNMS schools. The VO is the federation of all the women' self help groups in the village. CDR's web site www.ceedeer.org has more about the dynamics of community governance of MNMS schools.

Project location



The four MNMS mandals along with Narnoor and Tiriyani mandals form the core of the tribal habitation in Adilabad district. MNMS schools are located in 162 villages, spread out in the four corners of these mandals. Many of them are tucked amidst thick though depleting forest.

All our teachers are natives of the village where they teach. The distance between the two farthest MNMS villages is more than 100

kms. Working in this area, far from any city or town, has its inherent constraints. It is not easy to find suitable persons prepared for managerial work here in spite of making their efforts more than rewarding. After much effort and time when one starts feeling happy about knitting an efficient team, a surprise is sprung from the blue. A member or two of the team leave suddenly in search of other opportunities. It is understandable though. After all Adilabad district, much less Utnur, is hardly a preferred place to work.

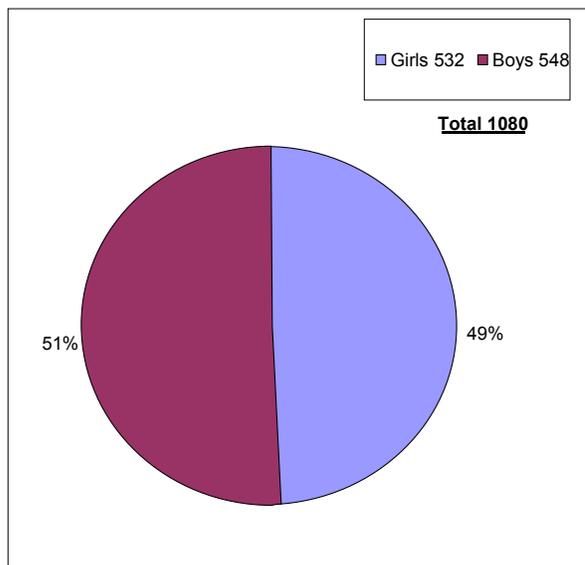
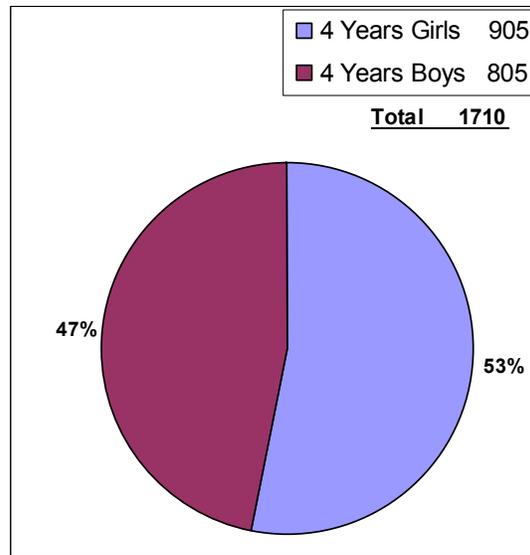
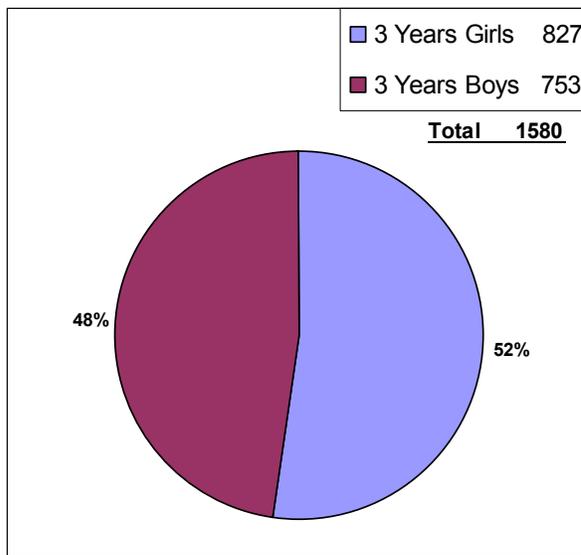
This is the setting in which the MNMS project is striving to deliver. Who ever thought that sheer geography determines the progress of the Project so substantially! Every obstacle is one more challenge to achieve the objective. The parents, the MMSs and CDR together are addressing the task with persistence and determination.

2009-10-- Second Year of MNMS Project.

Enrollment.

This is the second year of the MNMS Project. The idea of Mava Nate Mava Sada spread to more villages in the Project mandals during 2009. The parents and the community are involved from the very beginning. The parents and the VO's in the village, among other things, conduct a thorough survey of 3 and 4 year old children and submit it to the Samakya. The President and other members of the Samakya visit the village, scrutinize the details and authenticate.

The enrollment in August 2009 is as follows.



The enrollment in August 2009 is as follow

<u>Class</u>	<u>No.of Schools</u>	<u>No. Enrolled</u>
Pre-primary	169	3290
Class I	69	1080
Total	238	4370

1st Class Pupils Enrollment (Aug 2009)

Teacher Selection

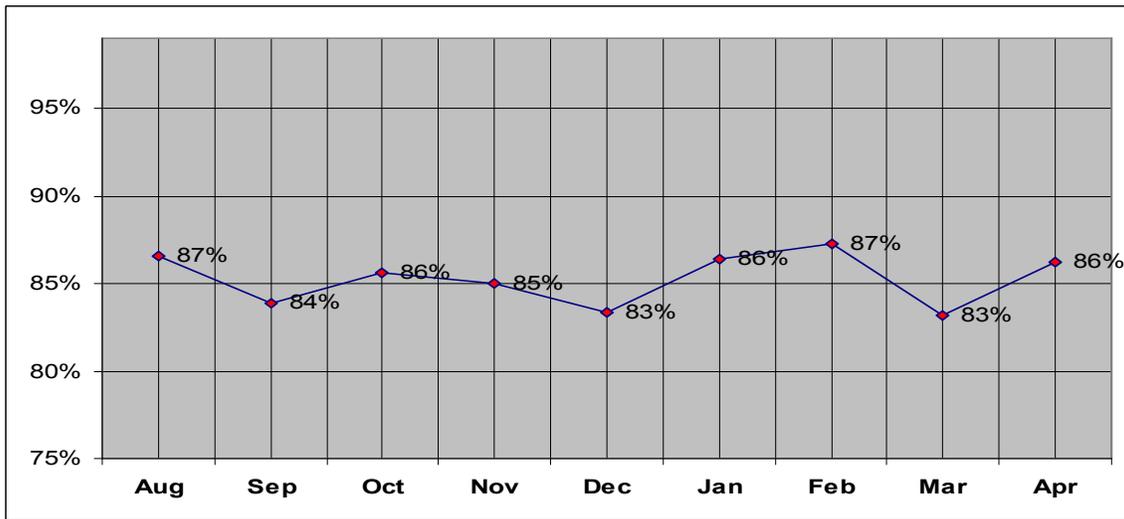
There are six different tribal and other languages spoken by the children in the Project schools. The Gonds, Kolams, Andhs, Naikpods, Nethakanis, Mahars and Mathuras each have a distinctly different mother tongue. Fortunately the teacher who is selected by the community also speaks the same language.

Most of the pre-primary schoolteachers are tribal girls between the age of 18 to 22 years who have either passed 10th Standard. Some of them studied up to the 12th and a few have passed from it. Recruitment of teachers for pre-primary schools is an experience by itself. The community identifies the potential teacher candidates from their own village as it is rare to find some one more suitable from out side. These candidates write a simple 5th class standard examination. Their answer papers, at least a vast majority of them, are a revelation of the total neglect of the school system that they have become victims of. Simple multiplications are out of their recall. Writing a few sentences is an up hill task. Perhaps their teachers never bothered to teach them. But on the other hand they are very knowledgeable about their traditional song, music, dance and the vicissitudes of tribal life amidst the forest they live in. Most of them can sing and draw and dance well. They might have been deprived of the fruits of formal school education but they remain rich in enthusiasm, traditional knowledge and a sense of commitment. Their self-confidence and ability to learn and adapt are a marvel to watch. These teachers are the only source to provide sustainable quality education to the pre-primary school children in the far flung villages of the Project area.

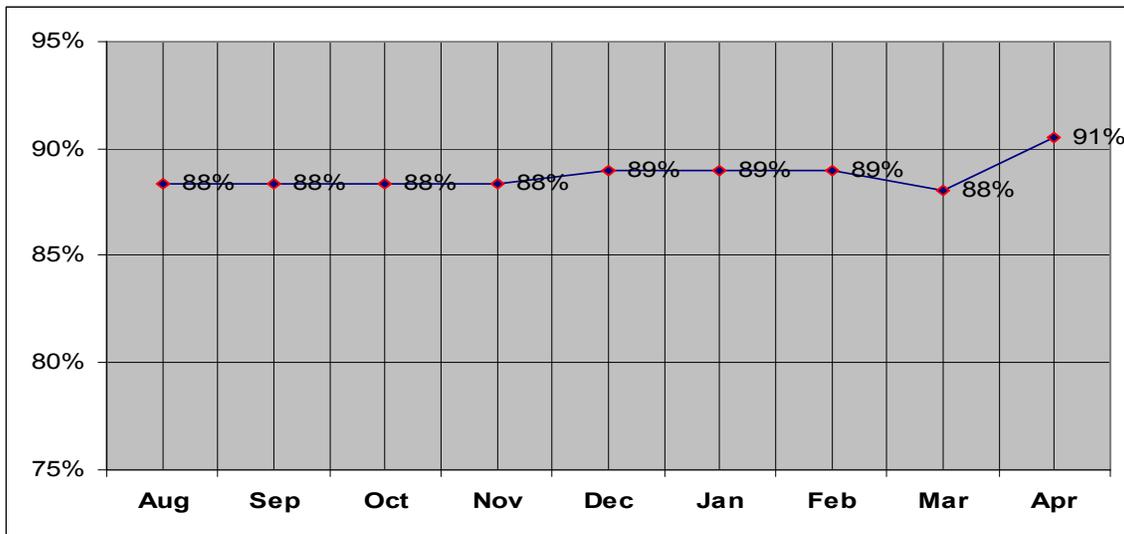
Pupils' Attendance

All the Teachers worked hard to stabilise the pupils' attendance in the pre-primary schools. The parents of these children are prone to take the child away from the school for a myriad reasons. There are innumerable deities that they propitiate through out their calendar year. They frequently take their children with them to these *pujas* affecting the child's attendance in the school. Teachers frequently discuss with the parents the better performance of the children with regular attendance and compare it with that of children with irregular attendance. The efforts of the VOs also have yielded good results.

Pre-Primary



1st Class



MNMS Practices

Community governance, monthly teacher training and activity based teaching practices that are central to the MNMS Project last year have been properly honed and adopted fully during 2019-10. They are now well institutionalised. Special attention was paid to strengthen community governance right from the stage of proposing the new school to the payment of salaries to the teachers every month. Parents and the members of the VO have attained better clarity and a stronger sense of ownership of the Project during the year.

Technical Resource Centre

CDR constituted a full fledged Technical Resource Center (TRC) to improve the learning outcomes in the MNMS schools. Training, Monitoring, Examinations, Research and Documentation are the important responsibilities of the TRC. The TRC designs the lesson plans for all classes and conducts the Foundation and monthly training courses for the teachers.. It also provides support to the teachers at all the mandal and cluster teacher meets. The members of the TRC also visit the schools and encourage the teachers to overcome problems of pedagogy.

Teacher Training

CDR consolidated its in-house training skills and conducted the 16 days foundation-training course for all the newly recruited MNMS pre-primary schoolteachers at Utnur. The TRC team designed this training module for the MNMS teachers taking into consideration their academic back ground and different mother tongues that they and the pupils in MNMS schools speak. This course provides the trainee teachers with the required understanding of child psychology and the ability to deal with different dimensions of child's readiness for school. The Foundation course also equips the trainee teacher with the necessary skills to provide activity based joyful learning to the child.

A special team of State Resource Persons (SRP) was constituted by Rajiv Vidya Mission of Govt of A.P (previously called Sarva Siksha Abhiyan) to train the I Class teachers of the MNMS Project. The SRPs who are well experienced trainers were drawn from different parts of the State at the request of CDR. They conducted the Foundation course training for I class teachers for 12 days at Utnur. Much emphasis was laid on conceptual clarity while teaching mathematics and on effective pedagogical methodologies for teaching language and environmental science.



In addition to the Foundation course, every teacher is trained for two days every month in teaching the next month's lesson plan. Appropriate training modules have been designed for this purpose.

Daily and Monthly Lesson Plans

The CDR-TRC team designs and prepares the monthly lesson plans for pre-primary and I Class children. All MNMS schools function from 9 AM to 4-15 PM with a lunch break for one hour. Care is taken to provide free time to the child for creative idleness. The pre-primary lesson plans aim at the child's growth in cognition, language, motor skills, adaptive skills and social – emotional functioning. The daily dose of a child's joyful learning includes a number of group activities, learning stories through role-play, imbibe sequencing and patterning through creative activities. Lesson plans for I and II Classes are designed as per the prescribed syllabus with proportionate time devoted to story telling, creative activities and games. Many traditional tribal stories and songs are included in the lesson plan.

Monitoring Monthly Learning Outcomes

The teacher prepares the basic monthly pupils' assessment report. The Cluster Coordinators who visit the schools in their cluster almost once every week scrutinise and compile the Cluster Report. These in turn are consolidated by the Mandal Coordinators and presented to the Mandal Samakyas and CDR. CDR monitors and publishes the learning outcomes achieved in each MNMS school every month. It sends copies of the published outcomes to all members of the CDR Board and 22 others who are the stakeholders and well wishers of the MNMS Project. CDR also puts them on its web site. CDR-TRC team works in close coordination with the MNMS mandal teams. It helps the Cluster Coordinators and Mandal Coordinators in all the four MNMS mandals to analyse the monthly learning outcomes. It assists them to concentrate on specific items of classroom interaction identified for improvement in the schools.

Teacher Support Meets



All the MNMS teachers meet every month on fixed days at two teacher support forums. The teachers share their experiences with their peer group and learn from each other at these cluster and mandal level forums. These forums also provide an opportunity for bon-homie and fraternal and emotional bonding. These forums have been institutionalised during 2009-10 and now conduct proceedings on their own strength.

Examinations

Every examination result is a marker for identifying the academic growth and progress of individual child and the school and to initiate a child centric improvement plan. The TRC designed the examination question papers and helped the field staff to analyse the results. The weak areas of child attention and pedagogy were identified in each school and necessary follow up action was taken. This exercise helped the TRC to gain useful insights into the infirmities of transferring the contents of the lesson plans to the pupils. Identification of such deficiencies in turn helped the teachers to make a concerted effort to improve.

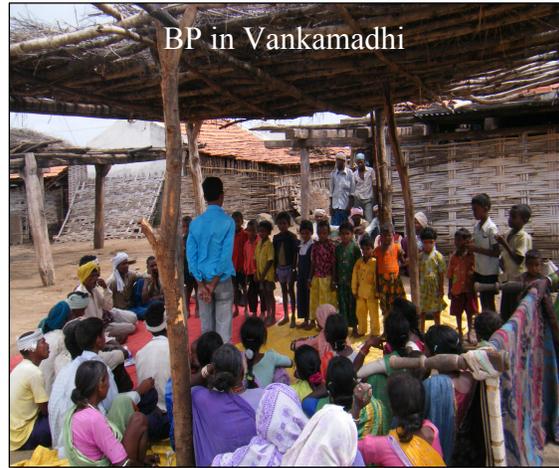
Community Governance

The MMSs and CDR together put in enormous effort from the very beginning to deepen the roots of community governance of the MNMS Project. This was further consolidated during 2009-10. Training was given to the members of the school Parents Committees and members of the Mandal Mahila Samakyas (MMS) to enhance and strengthen their understanding of the working of the schools and their own role in governing them. The Samakya Education Committee members are now visiting all the schools in the mandal every month and are interacting with the parents and village tribal elders. This has not only increased their responsibility but also strengthened their ownership.



Badi Panduga

It means School festival or celebration of learning. It is how the teacher submits the Monthly Public Report. It is the hallmark of community governance in the MNMS Project. It has been integrated fully into the functioning of the MNMS schools during 2009-10. Badi Panduga is held on the last Saturday of every month at every MNMS school. On this day the teacher and the pupils share their learning attained during the past month with joyous pride with the parents and the community.



Attendance of the children is a priority item for discussion. Parents begin to understand the importance of regular attendance. The loss of learning because of irregular attendance is actually experienced by the parent when the regular children perform better at the Badi Panduga

The VO on behalf of the parents pays the salary to the teacher at the Badi Panduga after satisfying themselves about their children's and the teacher's performance.

School visits by parents

Parents of two enrolled children are encouraged to visit the school for an hour every day by rotation.

MNMS Project Partners

A single teacher teaches every pre-primary school. There is a separate teacher for every MNMS Class I. There are 13 Cluster Coordinators working in the four mandals. Of these five are women. Each provides support to 20 schools, including Class I and II, on an average. A Mandal Coordinator in each mandal is the leader of the MNMS team in the mandal. Both the MC and CCs work in close coordination with the Mandal Samakya. Besides the MNMS Project Director and Administrator there are four subject matter specialists working in the CDR-TRC.

Lot of effort goes in to create participatory ownership of their roles among all the partners in the Project.

Finances

CDR has received an amount of Rs.25.36 lakhs from SERP during the year 2009-10 as per the approved MNMS Project budget. Expenditure on Project Monitoring Unit (PMU) and Technical Resource Centre (TRC) including salaries, travel and Project office maintenance is met from these funds. Salary of Teachers, Cluster Coordinators, and Mandal Coordinators is paid directly by the respective Mandal Samakyas from the funds received by them from SERP. The Mandal Samakyas also pay the cost of training the teachers to CDR at the rate of Rs.250 per training day. This includes the cost of training material, resource persons and all lodging and boarding expenses. A separate audited Annual Statement of Accounts of CDR is in the annexure.

Sampoorna Grama Arogyam (SGA) Community Governed Health and Nutrition Centres

CDR executed a memorandum of understanding with SERP and the Mandal Mahila Samakyas of Utnur, Indervelly, Narnoor, Jainoor and Siripur(U) mandals for assisting the Village Organisations (VOs) and the MMSs in these mandals to open community governed Health and Nutrition Centres for pregnant and lactating women. The MOU has come into effect from 1st September 2009. The SGA programme hopes to gradually cover all aspects of health of all age groups and evolve a comprehensive community governed Village Health Plan.

Nutrition and Health Centre.

The VO can admit any needy pregnant or lactating woman from the village as a member of the Centre. Normally all the deserving pregnant and lactating women in the tribal village are enrolled. The National Institute of Nutrition (NIN), Hyderabad, has prepared a nutritious diet plan for the Centres. The VO accordingly procures the daily, weekly and monthly requirements of rice, vegetables, fruit, egg, milk and all other ingredients. Transparent purchase processes have been put in place. The members and the VO of the Centre appoint their own cook. The cooks selected by the VO are trained for a week at the Home Science College in Hyderabad.



All members have two hot meals together at the Centre every day as per the prescribed diet plan. The average cost of daily diet of two meals is 49 rupees during the year. The cost is met from the funds provided by SERP to the Mandal Mahila Samakyas. The members have agreed to repay 75 % of the cost through their savings.

Objectives of the Centre

The aim of this intervention is to ensure save delivery and that every member of the Centre delivers a baby weighing not less than two and a half kilograms. Another objective is to totally prevent infant child mortality (IMR) among the children of the members. Good health of every member is the primary concern of this programme. Members are enrolled with the nearest Primary Health Centre. Every member's health is checked monthly as per the prescribed protocols. Necessary prophylactic medication

including the mandatory iron folic tablets is provided at the appropriate stage of pregnancy. Members are trained in fourteen different aspects of individual health and hygiene. Lactating mothers who also have the same nutritious diet at the Centre are trained in childcare. 100 % immunization is non negotiable. CDR is assisting the community to implement this health programme through a team of qualified auxiliary nursing maids (ANMs). All the ANMs were sent to Jamkhed, Maharashtra, where Dr. Arole and his team trained them for three weeks in community management of health services.

Important functions of the ANM

- The ANMs visit the Centres in their cluster every week. They ensure timely medical check- up of the members.
- The ANM gives training at the Centre as per schedule and help the VO to write the expenditure statement.
- The ANM convenes the monthly cluster level meeting of the representatives of the Centres. They exchange notes and learn from peer group interaction.
- The ANM is present at all home deliveries. Every Centre has a supply of delivery kits.
- The VOs encourage the members to adopt spacing practices and undergo family planning operation where acceptable.

The health programme also helps the members to take up income generating activities as per scope and marketability. Cooking spice powders, pickles and groundnut candy are some of the popular activities.