

Projects

1. Pehchan Project

The project is specifically designed to create opportunities for primary education for out-of-school girls in the age range 9 to 14 years and enable them to further study in the formal school and to establish girls' forums with girls who have participated in the programme and other girls of the village for promoting their continuous learning.

Since 2002, CULP has participated as an implementing and coordinating agency in a programme called Pehchan in the form of two-year Bridge Courses for educating out-of-school rural girls for imparting primary education with special emphasis on life-skills to the girls of target group (age group 9 to 14 years) in Chaksu Block of rural Jaipur. The programme is sponsored by UNICEF and supported by Jaipur District Administration (Rajasthan State Government). During the period of last four years about 1200 girls of target age group have been enrolled in the bridge course, out of which 80% attended these courses regularly. 661 girls have successfully graduated these courses and joined formal schools for further education at upper primary level. Simultaneously, the project team is also providing support to 40 government primary schools of the area for qualitative improvement in teaching - learning processes. This project was assessed as successful for linking the out-of-school girls through bridge course mode of education. It has been up-scaled in Niwai and Malpura blocks of Tonk district since July 2005.



Bringing smile of confidence

Project Components

1. Community Cooperation and micro - planning at the village level;
2. Two - year bridge course for out-of-school girls;
3. Pedagogic improvement of link government primary schools to create a conducive environment to girls' education;
4. Formation and strengthening of girls forums at village level.

Teacher Selection, Preparation and support

1. Young woman who is willing to stay in the village;
2. Having educational qualification with minimum 12th pass;
3. Four - stage selection procedure with the use of relevant selection tools;
4. 40-day induction training in teaching - learning processes and development of TLM for the bridge course;
5. Teacher required to work for 8 to 9 hours per day for effective functioning of the Pehchan shala - 5 hours for actual teaching; 1-1.5 hour for preparation, one hour for report writing and one hour for community contact;
6. Monthly two - day review workshops of teachers, School visits and annual refresher course.

CULP also organized a seven - month residential camp for 100 girls of the age group 10 to 16 years at Diggi (Tonk District) from November 2005. The girls participating in the camp are from socio-economically deprived communities of remote villages in two blocks of Niwai and Malpura. Sixty per cent girls have achieved a learning level equivalent to the students of class IV in addition to understanding about health and social issues and democratic processes to some extent.

Much attention was paid to the selection and identification of teachers and their preparation along with providing an academic support structure consisting of Pehchan Pravartaks (3), Shiksha Samarhaks (10) and block level project coordinators (2) for 49 Pehchanshalas and 40 Government Elementary Schools of Chaksu (Jaipur) and Niwai (Tonk) blocks.

Project At a Glance

Information /data about Pehchan Project (Chaksu and Niwai) as on 31st March 2006

The outcomes of the Bridge courses and Girls' Residential Camp has been summarized in this exhibit



Particulars	Chaksu	Niwai	Total
Total out-of-children (girl in age group 9 to 14 years in 52 villages (32 Chaksu & 20 in Niwai)	1108	587	1695
Total Enrolment in 49 Pehchan shalas (from beginning of the project)	1046	437	1483
Current position of Pehchanshalas	18	17	35
Current enrollment of Pehchanshalas	254 (12 PSs)	437 (17 PSs)	691
Average Attendance	199 (78%)	358 (82%)	557 (81%)
Mainstreamed girls	661	Nil (Pehchanshalas started in Last week of Nov. 05)	
Dropped-out children in Pehchanshalas	131	Nil	131
No. of children completed Primary education	256	Nil	256 (25%)

7-month Girls' Residential Camp at Diggi (Tonk District) : Planned for 100 girls

Current Enrollment	----	86 (55 girls form 8 villages of Niwai block and 45 girls form 7 village of Malpura block)	-----
Dropped out	----	79	----
Balika Munch (Adolescent girls' forums) operationalised in Chaksu	27 in 27 villages	Under preparation in 17 villages	27
Membership in Balika Munchs (Adolescent girls' forums)	472	Nil	472
Worked in government elementary schools (Parent schools for Pehchanshalas)	40	Nil	40
Total children benefited in government schools (estimated number only)	5880	Nil	5880
Girls of Pehchanshalas appeared in formal examination during the current year	392	Nil	392

Excursion Tour of Girls

A get-together of the girl of Pehchanshalas 'Balika Utsav' was organized on October 30, 2004 in which 465 girls of 27 villages participated. It was a big event in which community took a lot of initiative. The function at the end of the Balika Utsav was preceded over by Hon'ble Smt. Sumitra Singh, Chairperson, and Rajasthan State Assembly.

Balika Utsav : Stepping out of villages to be Together

Rationale and objectives

Generally the adolescent girls in rural Rajasthan remain confined to their own villages and thus have a limited perspective and exposure of outer world. In order to empower the girls of Pehchanshalas through a sense of collectively and coping up with the larger world, a get-together was organized as a gala event at Kalayanpura village of Chaksu Block. The main objectives of Balika Utsav were:

- To provide opportunity to interact with PRIs , distinguished persons to discuss about their learnings.
- To build positive atmosphere for education in Pehchan Project villages.
- To organise sports and cultural activities.

Activities of girl's participation

- Exhibition of the material prepared by the students of Pehchanshalas
- Exhibition of creativity and interests through " creative corners"
- Cultural Activities
- Sports activities

Expressions

The pehchanshala girls expressed their views and shared their experiences through plays, poems, song and speeches.



Since, the learning experiences needed to be related to over-age drop-out and non-starter girls, special learning material developed for which intensive efforts were made as summarized in the following exhibit.

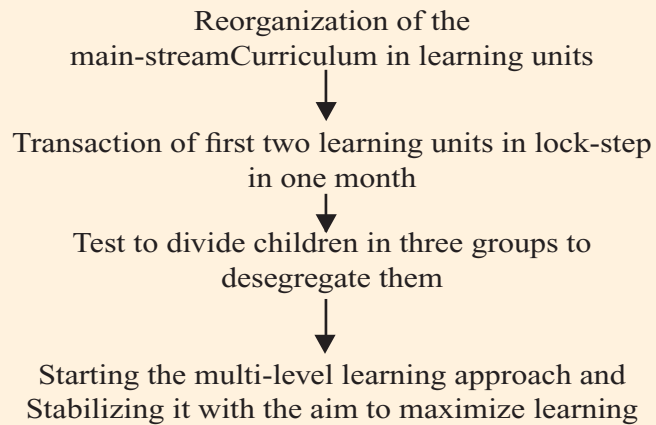
<i>Developing and Using Supplementary Material Relevant to Bridge Course</i>	
Stages	Features
1. For I and II standards	<ul style="list-style-type: none"> • Transition from home - language to school language; • Use of big - books for Hindi, Maths and English; • Use of worksheets for group work and individual practice.
2. For III and IV standards	<ul style="list-style-type: none"> • Use of abridged version of Hindi material; • Combined learning units for EVS and use of a workbook; • Complete course of mathematics and English with worksheets for group and individual work; • Mainstreaming of girls in age group of 9 - 11 years.
3. For standard V	<ul style="list-style-type: none"> • Complete coverage of textbook lessons with the use of teacher presented material in form of charts and use of blackboard; • Use of worksheets for group and individual work; • Preparation for test for entrance to formal school/ mainstreaming / certification for girls in the age group 11 - 14 years.

From 2006, SC - UK has agreed to support the sustenance of the project activities in Chaksu block for next two years. In the project villages where CULP has been working for last 2-4 years. The adolescent girls' forums have been developed for enhancing continuous learning of the girls graduated from bridge course and ensuring their participation in the development activities. Currently, the adolescent girls Forums are 27 project villages of Chaksu block in which about 472 girls are participating. Under the pedagogic improvement programme in 40 government schools about 5880 students have been benefited.

Multi-Level Learning Approach

CULP follows multi-level learning approach in which children work in three groups, each at a different level of learning. In order to handle three groups of students having 5 to 9 students in each group, the learning process has been divided into the following three parts: (1) Teacher-directed learning activity; (2) Group learning activity; and (3) Individual practice activity. For the later two, worksheets are used. The flow chart of the formation of three levels or groups of students

The flow chart of the formation of three levels or groups of students



Furthermore, the span of two years is split into the periods of six months or semesters. In the first semester, the effort is made to prepare children to become proficient in literacy (listening, speaking, reading and writing) and numeracy (numbers and basic arithmetic operations) skills with comprehension. After this, the abridged material (booklets) of grades two and three are taken up with children in the next two semesters and the process of accelerated learning of grades three and four is used. In the last semester, the textbooks of grade five are taken up. While using the textbooks, each lesson is generally split into two or three segments with group learning and individual practice sheets for each part.

Emphasis is on teaching-learning process with a continuum of diagnostic and formative evaluation. Accordingly, 40-day training is imparted to prospective teacher with a follow-up and support system in the form of school visits and two-day monthly review workshops of teachers. During these workshops, worksheets and booklets are produced.

The learning material has been adapted to the single-teacher multi-age situation. For group activities, games; role-plays; puppets; readily available low-cost material are also made available along with the worksheets. Three groups working at three different levels with time-management for three types of activities have been systematized in the classroom process to a large extent. Both the follow-up support and recurrent teacher training have stabilized the teaching - learning process for multi-level situation.