Miles to go before I sleep

Opportunities and Challenges in Educating Tribal Children

An Evaluation of Sampark's Initiatives in Petlawad

Jhabua (MP)

Sampark, Petlawad, (Jhabua) MP "Improving Quality Education and Tribal Community"

Sampark organization is working in Petlawad block of Jhabua district for last 24 years for the development of tribal community (Bhil and Bhilala) The major focus of the organization is to educate the community thorough various interventions and programs so that a general awareness can be enhanced and tribes can come in main stream. Migration is a big problem and hence, livelihood and educational programs are the main thirst areas of organization. In order to stop migration and get livelihood in the village itself Sampark has done work on livelihood and agriculture. Educating Children of these socially marginalized and poor is another important program of Sampark. I admire educating Tribal Children through various programs and bring these children at par with other children by organization, not only awareness but by exploring Pedagogic Interventions enhance the skills and competence of tribal children.

Recently I had been to **Sampark** for three days to review the Program of Improving Quality Education among tribal children and I was amazed to see the performance of these children. The kind of work, strategy, activities, follow-up, monitoring, teaching learning material, trainings, publication, modules have been developed and tested in field with positive results is really worth and wonderful. **Sampark** has adopted three strategies to impart education among tribal community. One they have come up with a Residential School from I to VIII where in boys are studying from I to V and girls are studying from I to VIII as girls do not have access to schools in villages and due to vulnerability, parents usually do not send them to continue education after V in vicinity. Second Strategy is Bridge Course where in boys and girls are kept in Campus for 9 months and taught as per their age and after then these children are enrolled in main stream school education. Third Strategy is little challenging but successfully proved that things are possible if the zeal and enthusiasm is there. Sampark has selected 40 Villages in Petlawad block for improving Govt Schools; they have given one teacher whom they would call "***Shalamitra***". These ***Shalamitras*** are teaching Class I and II with lot of passion and activity based child centered education. Lot of Teaching Learning material is being used for enhancing skills and concept development. Govt teachers, Parent Teachers Associations, Panchayati Raj Institutions, Parents, Youths, and Women are contacted regularly for support. Block and District Level officials have supported this unique program and permitted **Sampark** for the experiment. I had a word with concerned and they admire and assure the regular administrative support for the programs.

After three years of successful interventions I found the quality of children has increased a lot, their performance in language and mathematical skills, confidence level and competence has shown a leap indeed. The Residential School girls are very vocal, confident and bold enough to discuss not only education but skilled in various vocational activities, developmental issues and health hygiene issues. They are nt ready to go for early marriage and would like to continue further education provided they get such opportunity. Jhabua is a district in the state where crime against women and adolescent girls is high, traditional tribal customs do not allow girls to continue education and promote early child marriage as parents get bride's cost in marriage; hence, parents do not want them to send schools in nearby villages or at block level and want them to marry as early as possible. Lack of govt tribal girls hostels and inadequate educational facilities are barring them to stop education in the mid.

I strongly feel **Sampark** should upgrade its school up to Class XII and keep the girls, also Bridge Course and supporting Govt Schools for quality inputs is necessary. Also there is a need to up scale the entire program under the light of Right to education Act. The State Govt may not be able to take up initiatives soon, especially in remote areas like Jhabua and may not get adequate trained teachers and structures to bring a positive change in educational field. Till the time comes NGOs like **Sampark** must be supported by external agencies in order to impart / disseminate quality education and develop a Model for other areas to follow in. This is the high time when these Bhil and Bhilala Community come forward and take part in this campaign against illiteracy. Most of the Children are first learner generation and 'am sure by supporting these children; we will see a positive change in tribal community in the upcoming years. Also we will be able to address the issues of livelihood, migration, child marriage. **Sampark's** worth work in this direction is admired and appreciated at state and national level. **Nilesh Desai's** vision and commitment for tribal community is widely accepted across the country and world.

I would like to thank sincerely to **Nilesh Desai** for giving me this opportunity to see the educational programs deeply and make a detailed report. This report is unbiased and based on actual facts and figures made available by Sampark team and records observed in the schools during my visit. I also would like to thank **Prakshali Desai** and her staff, Sampark team especially **Raghuvir Singh,** PC, for their excellent support during my visit in Sampark. **SDTT Mumbai** is also doing worth in tribal areas by supporting the NGOs, needless to say their contribution in developing areas and in educational pace setting will be a mile stone in the upcoming history of MP. Not least but last I am really overwhelmed by the entire Sampark staff for supporting in all possible ways and making my visit a memorable one. I also learnt a lot from the children and will try to disseminate the same with others. This report is also partly supported by **Rajendra Bandhu,** who has done a rigorous work on documentation of Sampark's initiative in last 24 years recently. I have taken case studies, some analytical portion from his document.

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Jhabua - General Overview:-

Jhabua district constitutes 1.4 % population of the MP state; the district is predominantly a tribal district. Migration, Education, Livelihood, Health, Liquor Consumption and Accessibility to remote villages are the major development issues where in government is also putting lot of efforts but growth seems to be still a dream. In spite of Panchayati Raj system and implementation of PESA area is facing challenges and constraints. Following development indicators from Census 2011 reflects the demography of district.

Population Census 2011

District Code	State/District	Population 2011			Percentage decadal growth rate of population	Sex-Ratio* (Number of Females per 1000 Males)	Population density per sq.km.
		Persons	Males	Females	2001-11	2011	2011
Jhabua		10,24,091	5,14,830	5,09,261	30.6	989	285
Madhya Pradesh		72597565	37612920	34984645	20.3	933	236

Sex Ratio

Place	1901	1911	1921	1931	1941	1951	1961	1971	1981	1991	2001	2011
MP	972	967	949	947	946	945	932	920	921	912	919	930
Jhabua	NA	1,001	971	958	956	957	964	970	986	973	980	989

Population in the age group of 0 - 6 (Census 2011)

Place	Persons	Male	Female
Madhya Pradesh	10548295	5516957	5031338
Jhabua	2,07,931	1,07,504	1,00,427

Literacy Rates -Census 2011

Place	Persons	Male	Female	Literacy % Persons	Literacy % Male	Literacy % Female
Madhya Pradesh	4,38,27,193	2,58,48,137	1,79,79056	70.6	80.5	60.0
Jhabua	3,62,791	2,22,609	1,40,182	44.5	54.7	34.3

Annual Health Survey2011 – Status of Jhabua District

Disrict Name	Birth rate	MMR	Child Death Rate	IMR	Child death rate up to age of 5 years	Sex Ratio		
						At Birth time	0 to 4	At all ages
Jhabua	24.0	278	68	40	92	942	927	944
Madhya Pradesh	25.0	310	8	67	89	904	911	912

Seeing above figures and Data pertaining to Jhabua district the status is comparatively very bad, except Gender Ratio which is very high compared to other districts of MP. In spite of all flagship programs and state interventions district is performing bad. Latest health survey and provisional data of Census 2011 reflects serious issues. Livelihood and Migration are other two major issues where all efforts are going in vain. In this pathetic scenario if any hope is coming that should be appreciated widely and praised. Only positive thing is that the women are more but unfortunately they are illiterate and hence it is required to make them literate and skilful so that scenario will be changed tomorrow. But efforts are less in district neither at Govt level nor at NGO levels. There is a need to work for this group as the women are illiterate and this affects entire development at a large.

Three Days in Sampark

This is Bengan Bardi - a typical tribal village, watch is showing sharp 0945 am, village has its own pace of working but two young enthusiastic youths are roaming on the streets of village and collecting students and bringing them to school. They come with a group of children in the premises and open the school. Children are making noise, playing, singing, talking and enjoying school

environment. Their faces are bright and full of zeal; they are not bothered for their exams and look very confident. The teachers are very decent to them and actively talking to them openly and nicely. Mr Kaluram Damor the Head Master of the school comes to school and all children gathers in assembly ground and start the assembly. National anthem, News reading, a small story, school news and thought for the day are the main attraction of assembly. Children rush to their class rooms and pick up their work book. Their class rooms are full of posters, games, models, maps, and many more raw materials collected from local vicinity. They form groups and start learning. Teachers are facilitating the children. The class room is amazing- wide, full of light, specious and with learning environment. Children of class I and II are highly active and participating very actively, they are speaking Hindi and doing calculations fast, they read, solve problems, discuss about the family, village and school. Mr Damor says "these two teachers Jagdish and Nandulal are most wonderful teachers ever been in school. They have changed the entire scenario of the village, not only the children of Class I and II but from III to V children also take benefit of their skills and competence. Interaction of parents with school has increased, attendance has sustained, our Block and District officials are happy with the performance of my school, also the best thing our Parent Teachers Association is meeting on a regular interval and all credit goes to Sampark for putting these two in our campus". When I am back to Sampark Campus in the evening I just peeped into the Satyagrah Mandap and saw 300 girls and boys are sitting with their teachers and talking on Child Marriage, future plans, girl child education, livelihood, agricultural issues and many more topics and finally the discussions end with songs and action Rhymes. Some children went to class rooms and started work with their teachers and some went to rooms and started revision of the course as they had to write exams next morning. Teachers are helping students, talking to their parents; some children are in Library, some in Science Room playing with human body model.

"When I came here I saw migration was a big problem and tribal community was far from education, hence their awareness level was very low, people came exploited them and went away. Certain things were good and certain were very bad, I tried to capture certain good practices and then started work with a small group of people, I believe that instead of bringing trained people from outside, it is better to adopt barefoot principle and trained local youth who in turn can contribute and become change agents. Education scenario is very poor the base line survey showed us the pathetic situation, especially tribal girls, being vulnerable, were far from education, so we plan to start the school, bridge course and interacting in 40 govt schools. The result is excellent, though my children may not be academically very sound but over all awareness has increased, girls talk about education, and community is creating pressure on Sampark to expand the school and enroll their wards and keep the girls in schools. This is indeed a positive sign and toil of Sampark team" says Nilesh Desai the Founder and Director of Sampark.

"When these girls come to us they are shy, introvert and literary nil at academics. Our team first do lot of games, activities, Balmelas and cultural programs in order to develop their confidence and make them vocal, so that they can express and speak about themselves. Slowly we involve them in academics through various games, Library, Science kits and interesting vocational education. Every day all the things are planned and teachers, Sampark team sit and prepare details of each activity. Entire day we keep them busy and try to inculcate values and good habits, off course it takes lot of time, patience and attention, but when we see them today we are really happy and they are really Pride students of our Sampark Buniyadi Shala" says Prakshali Desai who is Head Mistress and Academic Director of Educational Programs.

Vision, Mission and Core Ideas of Sampark

The vision of the organization is that the present structure of society and economy is inequitable, unjust, exploitative and environmentally unsustainable and has resulted in the destruction of the livelihood and self esteem of marginal communities like that of the Bhil adivasis making them vulnerable and powerless. Change for the better can only come about if the disadvantaged people

work in an organized manner and actively participate in the formulation and implementation of programmes of empowerment and development. SAMPARK's role of is to be limited to facilitating this organic process of change.

The mission of the organisation is to facilitate a process through which the disadvantaged and powerless would organise themselves for a just and sustainable social order so that can be empowered to develop their quality of life, resource, culture and esteem through a participatory and non-violent method.

The core ideas that guide SAMPARK in its work are –

i. The Barefoot model is a practical solution for rural service delivery problems.

ii. Gram Swaraj – consensus based grassroots democracy and Nai Taleem – innovative and discovery based education for village self-reliance.

iii. Combination of Nirman by professionals and Sangharsh by grassroots people is a viable Action –Reflection model for rural development.

iv. Indigenous Community Based model which identifies positive local traditions and uses them to reinforce community owned, community controlled, equitable, sustainable, answerable mechanisms of action which have publicly been demonstrated to be viable in the field situation.

Quality interventions in terms of cost effective people's participation and innovative methods of integrated rural development.

Sampark's previous experience in Education

Night Schools:

Overall literacy rate of Petlawad block was 4 per cent as per census of 1991. The scenario was so dismal that there were hardly any boys who were fifth passed. Factors like poverty, migration, and inaccessibility of school, unavailability of teachers led to higher rate of dropouts. It was observed that the children were engaged in grazing animals, agricultural work and in house chore activities. These children could not attend schools. Livelihood was the biggest concern and community was not in a position to think about education. The government was also not providing educational services to the community. Most often children were engaged in agriculture related activities. Hence Sampark thought of opening night schools for the working children.

It established one night school [for children between 6-14 age group] each in 10 villages in 1994 which were supported by HRD Ministry. The objectives were to bring awareness among the community about education and to increase access to education. A special syllabus was designed in Bhili dialect and it was a combination of life skills education and academic skills. The teachers were selected from the local community and were given intensive training. The impact on children was good. They became inquisitive, sharp and grasped academic skills very well. 50 per cent of the children were mainstreamed in the formal education system and 20 per cent of them studied up to higher secondary level. Till now, 300 children have been benefited through night schools. The management of night school was done by village education committee. It also played active role in smooth implementation of these schools. Further, this activity was supported by actionaid and 20 more villages were included in the program. The community appreciated the impact and requested Sampark to start a residential school on their campus.

Buniyadi Shala:

The ten years of interventions in education made an impact on community and people realized that education can also be an option for development. The continuous interaction with villagers brought

out the fact that community wants education which will not alienate children from their culture. This led to foundation of Buniyadi shala based on Gandhiji's principle on the campus of the organization.

The primary school was started in 2004. It started with 25, children [both boys and girls] and in 2008, the strength has become 116. There are 30 per cent girls and remaining are the boys. It is a residential school where children learn academic skills along with vocational skills. Children learn various skills related to agriculture, animal husbandry, etc. A committee comprising of parents looks after management of the school. The community contributes in terms of fees and grains.

After 5th standard, children are mainstreamed into model schools, and Navodaya schools. The organization takes special efforts to maintain contact with children once they pass out from the school. However, it was observed that the percentage of enrollment of girls is less and very few are continuing education. The parents are reluctant to send the girls to far off schools owing to the reason of insecurity. There fore there are only a handful of girls in Petlawad block who have reached secondary level. This has been a very good experience for the organization.

Education Campaign:

From 2005, the Campaign for Universalization of Education has been initiated in 40 villages of Petlawad block. The campaign has taken the momentum and community is taking lead in the process. The objectives of the campaign were

- To help children for enrolling in bridge courses run by government
- To ensure the quality of education in Education Guarantee Schools
- To empower community to work on the issue of education

In order to fulfill these objectives, efforts were made to strengthen various structures such as Gram Sabha, PTA, SHGs etc. A child rights protection committee was formed to work on various problems related to education. This committee helped in enrollment of children in bridge courses, initiated dialogue with the government and took the action wherever necessary.

The activities such as wallpaper, sports, cultural programs etc. were implemented in the school. Government teachers were also given training to sharpen their skills. The PTAs were made more active through training and were motivated to work vigorously to achieve the objectives.After stupendous efforts the PTAs have started solving issues on their own.

Vikram Sarabhai Community Science Center

Sampark has established community science center on its campus 2 years back. There are various models of physics, chemistry and biology meant for the primary and middle school. Every year, around 300 children from government schools from Petlwad block visit the center. Sampark also put up science exhibitions in schools where children can spend ample time in learning various scientific principles.

Reading Improvement Program (RIP)

In this program, children especially from 3rd class and above are trained in enhancing reading skills. A special teacher is trained and placed in 29 schools. A special workbook is also created for this purpose and the children are taught various words through this book during first 6 weeks and later the local words are also included. Second phase includes reading of simple sentences to compound and complex sentences etc. The National Book Trust publications are used in this program. Sampark has also provided various charts, maps and Teaching Learning Material which helps in sustaining the attention.

Placing the Support Teachers

Sampark has placed the support teachers in the schools in order to ensure the quality of education in government schools. These support teachers teach the children during the school time itself

where children get the individual attention. The academically weak children are benefited. These teachers teach all subjects in Primary schools and English and Math in middle schools. This intervention has been successful in achieving its objective. The children have grasped the subjects well. The conducive atmosphere has been created.

Networking on Education:

Sampark is a member of 3 networks initiated at national / state level like Network for Innovative Education which operates in 7 states of India. It is also a member of Network of Buniyadi Shala, which is operational in 3 states. It is also a member of state level campaign for ensuring educational rights to children supported by action aid.

The project on Improving Quality Education

Sampark had taken up a project on ensuring quality education from Sir Dorabji Tata Trust, Mumbai for a period of three years in 2009. The main strategy was to start a Residential School in the campus of Sampark where in they had a good infrastructure. Secondly to start bridge Course and third was to work in 40 villages for School and Community based Quality of Primary Education. The total cost of the project t for three years was Rs **2,39,46,039.00** out of which Rs 61,07,671.00 for Bridge Course, Rs 69,40,824.00 for Residential School and Rs 1,09,28,405.00 were kept for School and Community based Quality of Primary Education.

The project has staff for implementing all the activities as envisaged. The project Director, Project Coordinator, Field staff, In-charges for Bridge Course, Cluster Coordinators and Teachers in Govt Schools, Residential Schools and in Bridge Course.

The Residential School is in campus and the bridge course is also being run in campus. The 40 schools are in Petlawad block in the radius of 50 KM from Sampark office. All the schools are divided into 6 clusters and in every cluster 5-6 schools fall. Every Cluster has a coordinator who moves in all the schools practically, meet teachers, govt teachers and community. This coordinator is also responsible for organizing meetings with SMC (School Managing Committees) PRIs and Parents. He assures effective implementation of academic activities, children festivals and strong liasioning with block officials. The Teachers appointed by Sampark are called Shiksha Mitr and as of now 22 schools have these Shiksha Mitrs and they are teaching. The number of Female Shiksha Mitra is less. I could meet only one such female teacher of Sampark. When asked, Project Director told me that it is difficult to get the XII passed female candidates in tribal villages girls are hardly VIII or IX passed out, that too in laws do not allow them to go and teach in schools.

Residential School has adequate number of staff to look after Regular School and bridge Course. School has well stalked Library, Science Room, Dining Hall, Prayer hall, Hostel Class room with excellent teaching learning material, Neat and Clean Toilets, Huge play ground equipped with games, models gym etc.

Bridge Course is run for 9 months and all the facilities are available in the campus and children are accessible to all such facilities which are meant for residential school children, in addition to this, special teachers are in the campus to teach and counsel them 24 X 7. This is the uniqueness of Sampark's programs.

Evaluation

I was asked by Director Sampark vide a Letter dated March 9th 2012 to evaluate this project supported by SDTT, Mumbai. After mutual discussions with Director and team a common frame work of evaluation was decided and dates were fixed. Three days were kept for field visit and observations and two days were kept for report writing. A sum of 8 villages were selected on the basis of performance on various indicators like SMC, Children Ratio and Enrollment, participation

Parents, Role of teachers, Academic Achievements, use of TLM, support of Govt teachers and PRI for field visit.

The plan was as follows:-

Date	Place	Program
01.04.2012	Sampark Gram Petlawad	Arrival in evening and elementary discussions with team and PC
02.04.2012	Visit to Hiraninampada, Kachnariya, Bengan Bardi	School visit, Meeting PRIS, SMCs, Parents, Govt teachers, and Children. Observing School activities, records, TLM, and impact of the program activities. Meeting with Director, Academic Director, Project team, and Some teachers in Sampark Campus in the Afternoon. Residential School- Evening session, Bridge Course, Library, Science Room
03.04.2012	Visit to Ummedpura, Relapada, Mahurpada, Hawarunda. Visit to BRC, BEO	School visit, Meeting PRIS, SMCs, Parents, Govt teachers, and Children. Observing School activities, records, TLM, and impact of the program activities. Discussion on Project Impact, support of Govt officials, Future Expansions and Strategies of Govt to support Bridge School Activities, Vocational education, Evening session
04.04.2012	Sampark	Discussions with team, records, reports, Documentation, accounts, future plans, achievements and De briefing on field visits. Departure in the Evening

Sampark gave me original project proposal, various presentations, list of schools, staff, reports and accounts. Also during my visit made all logistical arrangements like stay in campus, food, vehicle for field visit, informing SMCs, PRIs, Parents, Teachers, BRC, BEO, Children and staff.

As per my visits to school, SMCs, PRIs and Community I found lot of efforts have been done in order to bring children to school and making the concerned aware about Education. The Team has really done worth efforts to bring education on the top priority for tribal community.

1. Observations in Govt Primary School Programs

1.1 Following are the figures I found in the schools I visited. (2 to 4 April 2012)

Village Name	During Filed Visit	During Base Line	Remark

	Total	Girls	Boys	No of Sjiksha Mitra	No of Govt Teachers	Total	Girls	Boys	No of teacher	
Hiraninampada	54	27	27	01	02	66	38	28	01	Strength reduced
Kachnariya	87	44	43	01	02	89	47	42	01	Strength reduced
Bengan Bardi	175	92	83	02	02	278	145	133	3	Strength reduced
Ummedpura	67	29	38	01	02	84	36	48	01	Strength reduced
Relapada	59	31	28	01	01	121	48	73	01	Strength reduced
Mahudipada	81	43	38	01	02	93	37	46	02	Strength reduced
Hawarunda	94	56	38	01	01	81	42	39	01	Strength increased
Overall in all 44 Schools	**3665**	**1787**	**1878**	**22**	**68**	**3732**	**1972**	**1740**	**61**	**Strength reduced**

Source: School Records and Sampark Base Line Document

Seeing above table we can easily understand that the strength in EGS Schools and Primary Schools has deteriorated. At the time of Base Line Survey 34 were Education Guarantee Schools and remaining 6 were Primary Schools but now in 2012 all the EGS have been up graded as Primary Schools and there is no EGS in the state. Significantly number of girl child is increased in schools which are positive signs. When asked the same questions to Community, parents, and Sampark team I was told that due to opening of new private schools in the vicinity, parents are sending Boys to Private Schools and girls remain in village schools being vulnerable. Also due to some good agricultural production in some patches, they are able to manage to send their male wards to nearby hostels and providing them quality education as they do not trust in govt schools.

Also if we see number of teachers in Govt schools has increased slightly but out of 68 teachers only 8 are female teachers, which is really sad. SSA guide Lines say in all primary school Govt should try to appoint Female teachers. Even among Sampark's Shiksha Mitras, they have only one female teacher. When asked team replied that they do not get qualified local tribal girl who is XII passed even theya re ready to take XI or X passed and they will train her on the principles of Sampark but it is really difficult to get educated girls in remote areas.

1.2 All the schools with Shiksha Mitra were specious and with adequate class rooms and play ground facility. Class rooms are well equipped with TLM and supplementary material for reading writing. Children were given work books for Language and Maths. All the Children in Class I & II had text books, copies, pen, pencil, sketch pens, crayons, sharpener and eraser. Teachers and Shiksha Mitra were also present in school. I attended prayer sessions and class room teaching.

Children were academically very sound, especially when the state has conducted Pratibha parv recently in the Month of Feb 12, where in all the children of Class I to VIII were tested and schools were evaluated rigorously by District Level officials. The children I found were very confident, vocal and bold. We did lot of verbal questions, asked them to solve Maths, simple mental calculations and found all the children are able to do very fast. We were also shocked that Class II children were able to explain Concept of Place Value, even they wrote various figures on abacus. Children were able to read write and speak linguistic parts of text books. We asked to figure out words and particular Matra in the charts and they did efficiently. Singing Songs, playing games, solving puzzles of Maths and Language were additional things we did in class rooms. We also met children of Class II, IV and V and found that their base was quite good and because of this rigorous training. Even the teachers accepted and recognize the value of this teaching and pedagogy of Shiksha Mitra. The Govt teachers said that due to their toil and Sampark team 's deep involvement we are not supposed to do hard work in class III and when these children come they are proficient at basic skills and competence.

1.3 Role of School Management Committees are very active. Once upon a time they were even not aware that their names are there in such committees, PRIs were not involved in planning or monitoring of schools but after creative interventions of Sampark and regular interactions with all members and community, these SMCs are active. SMCs do visit school often and organize meetings with teachers and parents once in a month. They talk about the issues of absenteeism of children, migration, alternate arrangement for children whose parents are migrating, school repairs, teacher's attendance, learning of academics and girl children. Govt teachers are happy but when we discussed the issue of TLM amount and Contingency Fund with SMC and PRIs the teachers were not happy as up till now they were managing the said funds at their own discretion but when these two institution came to know about , they asked the same in meeting itself and later on Govt teachers raised the issue with sampark team that why would we informed about this to all openly.

1.4 Due to this intervention Parents also visit school regularly, especially Mothers who come and check mid day meal. Due to activeness of parents all the facilities meant for children was available like all the children got Rs 400/- for uniform, get regular mid day meal, books, scholarship and bicycles for girls. Schools are also getting funds for infrastructure development like Kitchen Shed and separate Toilets for girls. PRIs have made arrangements for safe drinking water for children. Like in Ummedpura they brought water connection for children from a remote place. Anganwadis which are almost in school campuses or nearby are also performing as community is well aware about its role.

1.5 Each School has well stalked Library and teachers use this facility regularly. Now the books are read by children so teachers demanded new books and some more teaching learning material for upper classes too. They also needed Big Watches and regular reading writing material. Still parents do not procure pen pencils for their wards and ultimately Sampark has to provide from their Budget.

1.6 Teachers demanded English kit for children and training on English Language, up till now they have mastered in Hindi and Maths but English is still a phobia for them as they themselves

are not perfect so hesitate a lot to take up any activity except alphabet teaching or small simple sentence teaching.

1.7 We usually see and hear that Hindi teaching for tribal children is difficult but in my visits I never came across about this issue of teaching children in local dialect. When asked all did not even marked that their wards are being taught in Hindi. Teachers said they face problems for initial two months but they force Hindi in class room interactions and soon these children become fluent in Hindi and even after class room they speak Hindi only. Community, SMCs and PRI Members said that today they have to go out of their village and district for Livelihood and our Bhili/ Bhilali is no where spoken, so it is better our children learn Hindi right from the childhood.

1.8 There are people in community who creates problems for Sampark volunteers, volunteers need to do lot of hard work to convince the parents to send their children to school, to attend the meeting of SMC, to drop the children at home while going for seasonal migration, asking women to come and check MDM. Also Govt teacher's attitude is better now but initially they were quite adamant to accept these "non trained shiksha mitras" but now they have understood their role in shaping the school. Still some teachers create nuisances every day. Also some time they demand illogical things.

2. Observations on Residential School, Sampark Gram, Petlawad

The Residential school for Middle Classes was established in 2009 in the campus of Sampark. Till 2009, it was functional for only primary level children and boys and girls both were studying. Tribal community has lot of pre-assumption regarding education and especially for girl child education. They would not allow girls to educate and go out from home. Social Values do not allow them to educate girl child as in tribes Bride has cost and this is the time when the Parents get lot of money for their girl. Also girls are very vulnerable, usually at the time of Holi the adolescent girls run away with Males in Bhagoriya festival. Hence, educating Girls is really a big challenge. Sampark's base line data says that there was no any girl who was X or XII passed in 40 villages, which is really a shocking. On the Contrary Govt propagates a lot that they are coming up with lot of schemes for Girl Child, Women Empowerment by giving them 50% reservation in PRIs and Local governance. Unfortunately the results at grass root level are poor. Hence, when Sampark was designing the proposal for tribal children, the major concern was to educate the Girls with an integrated approach in 40 villages. The Residential school was planned and permission was taken to upgrade it up to Class VIII. The main objectives of the school were;-

- To promote Middle and Higher Secondary School education among tribal girls
- To inculcate and enhance Life Skills education among these girls
- To promote and imbibe interest towards vocational education among tribal girls.

To bring the girls in residential school was a mammoth task initially but rigorous field work, old relations and continuous contacts with parents and community proved the mission. Also in Petlawad block residential facilities made by Tribal Welfare Department were not adequate. This initiative of Sampark was admired and recognized by tribal community, especially in 40 villages.

The school is recognized by State Govt and all the syllabus of state govt is followed. In addition to this syllabus Sampark team use to do lot of activities with girls. Since the girls are living in Campus itself so it is easy to do lot of activity. The campus is excellent with huge, wide airy class rooms. All the classes are equipped with lot of Teaching Learning Materials and walls are painted with charts, maps and important information. Every Class room has two almiras which are full of supplementary material, work books, material for vocation education and training. The schools starts at 10 am before this the girls finish their routine work, nutritious breakfast-tea, remedial classes, Shramdan (cleaning campus, watering plants and resolving mutual conflicts) The Prayer session is conducted nicely and lot of information is disseminated in the same. After this some girls write News on the Black board and then class room teaching starts. Each girl is pad attention and work in groups. Teacher's role is not only to teach but facilitate them for learning. The entire pedagogy is based on ***Buniyadi Talim*** taught by Gandhi. The girls get opportunity to go in Library and Science Room thrice in a week and they enjoy reading and watching models.

Vocation education is one of the major components of this school. All the girls are involved in one or the other work. Computers, Stitching, Embroidery, Preparation of Herbal Medicines like digestive salts, balm etc, Candle making are the major things in vocational education. They are not only taught to make these things but also they are sent to Hat bazaars for selling on carts in order to learn market strategies, public opinion and to develop bargaining power. This is how when the girls would g to their villages in vacation, they make things and sell the items and earn petty amount, also practice of health hygiene are enhanced. The message is to get rid from super stations and develop a scientific temper for all such things which keep them far from development.

These girls are taken to exposure visits every year. Also they make projects for deepening the understanding of environment and social issues. Parents Teachers meetings are organized where in progress of girls is discussed. The school organizes various cultural programs throughout the year for making the girls sensitive about social problems, dowry, child marriage, career options, and their role in development of family, agriculture, water conservation, use of solar energy etc. Every evening Chetna Session is organized in Satyagrah Mandap where in girls talks about various problems, raise their issues and decide certain things. This session starts with songs, prayers and poems. Various committees like news paper, justice, food, cleanliness, discipline are formed and girls do take decisions after discussions. These are the good practices which should be adopted in all such schools. Since these girls become adolescents hence they are given training and knowledge of health and hygiene especially during the menstruation period. Health checkups are also organized on regular basis.

There is a significant change in marriage pattern in last three years. Sampark team has done a survey in 40 villages and found that the rate of marriage at early age has reduced. The marriage age has hiked and parents are aware and even the adolescents are also refusing to go for marriage at early age, which is a big achievement. The data says in 2009-10 16 boys got married and 22 girls got married below 18, in 2010-11 this number was 36 where 18 were boys and 18 were girls. Interestingly in 2011-12 the number has reduced and total 18 child marriages were recorded out of which 13 were of boys and only 5 were of girls which shows that girls after getting lot of exposures refused and fought bravely against this ill practice. This was indeed a difficult task but the data are excellent and Sampark team is optimistic for Zero Child marriage in 40 villages.

Sampark team feels that to run a residential school is a challenge. Parents would take girls home then they take lot of time to come back and again bring them in the mind set of learning. Parents would take during the marriage, agricultural work, death and migration. It becomes difficult to stop them to take the girls at home.

Now after three years struggle and hard work a batch of VIII passed girls is ready but the problem is of what is next? As Sampark does not have class IX onwards, so girls are little upset. Though Sampark team is trying its level best to accommodate these girls in some hostel/schools but it is a difficult task. If these girls will not get admission in any school / hostel parents will marry them and again they will be back to square. It is therefore, required to support the initiative of this NGO Sampark. Up till now a sum of 103 girls are educated through this residential school from class VI to VIII.

3. Bridge Course

Bridge Course is another feature of the project. Social Exclusion of tribal children is a big problem in the area, in spite of putting lot of efforts, money, structures, advocacy and campaign through Literacy mission, Padhan Badhan Andolan results are nil. There are two major challenges- to enroll children in main stream education and retain them up till VIII / XII. Low academic levels, failing, tests, threats by teachers, non cooperation, no educational environment at home, no guidance and counseling facility in villages and regular migration are the major factors of the problems. Since Sampark has been into these villages for last 24 years and have been doing intensive work through various educational programs like night school and non formal education and Buniyadi Shala, they understood the problem and planned a Bridge Course in Improving Quality Education project supported by SDTT. The main objectives were to facilitate school dropout and unenrolled children in schools by educating them through Bridge Course and bring in main stream, and inculcate academic skills & competence along with Life Skill education. In 2009 base line Sampark team found that 10% children are never enrolled in school while 57 % children were dropped out which was a big number to work upon.

Figures at a Glance of Drop out children in three years

Base Line 2009

Total Villages	6 to 14 age group children			Total enrolled in Schools			Out of School		
40	B	G	T	B	G	T	B	G	T
	2137	2133	4270	1961	1899	3860	176	234	410
%	50%	50%	100%	51%	49%	90%	43%	57-%	10%

Base Line 2010-11

Total Villages	6 to 14 age group children	Total enrolled in Schools	Out of School

40	B	G	T	B	G	T	B	G	T
	2276	2063	4339	2142	1901	4043	134	162	296
%%	52-45%	47-54%	100%	49-36%	43-81%	93%	3%	4%	7%

Base Line 2011-12

Total Villages	6 to 14 age group children			Total enrolled in Schools			Out of School		
40	B	G	T	B	G	T	B	G	T
	2514	2456	4970	2495	2420	4915	22	33	55
%%	50-58%	49-42%	100%	50-20%	48-69%	98-89%	0-44%	0-66%	1.10%

Number of unenrolled and School Dropout Children in 2009 from Base Line Survey

Total Villages	Unenrolled in Schools 6 to 14 years			School Dropout 6 to 14 years		
40	B	G	T	B	G	T
	88	98	186	88	136	224
%	47-31%	52-68%	45-36%	39-28%	60-71%	54-63%

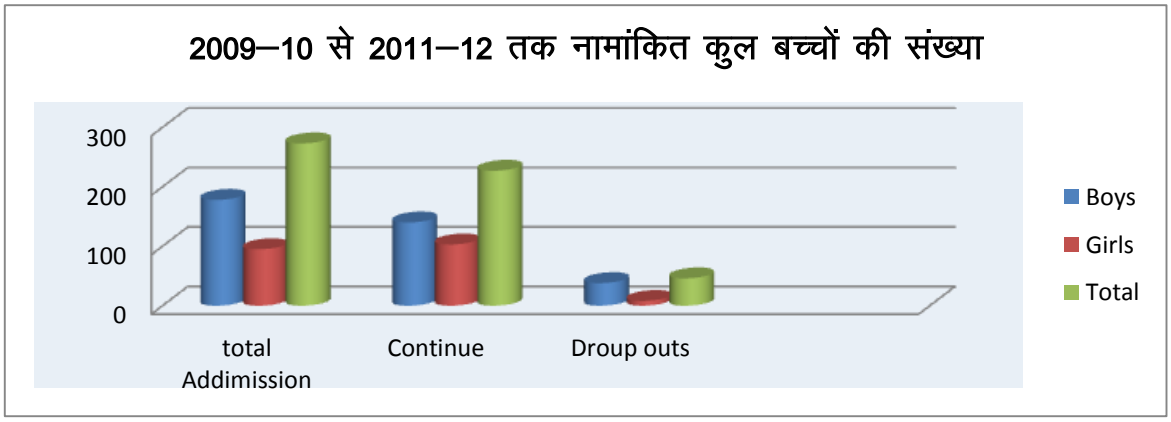
Number of unenrolled and School Dropout Children in 2010 from Base Line Survey

Total Villages	Unenrolled in Schools 6 to 14 years			School Dropout 6 to 14 years		
40	B	G	T	B	G	T
	55	67	122	79	95	174

Number of unenrolled and School Dropout Children in 2011-12 from Base Line Survey

Total Villages	Unenrolled in Schools 6 to 14 years			School Dropout 6 to 14 years		
40	B	G	T	B	G	T
	8	8	16	14	25	39

If we see the above tables we will find that the number of children from out of school and unenrolled was very high at the time of base line. We see more girls are school dropped out compared to boys. Still the figures reflect a tremendous reduction of drop out pattern and enrolment has increased. On the basis of these figures Sampark designed Bridge course. The reasons of school drop outs were migration, cattle grazing, house hold responsibility, agriculture work, bonded labour ship, health problems, child marriage and to take care of their siblings. Here the work division between boys and girls is very apparent and girls are given more and more responsibilities hence they could not continue their primary education. Sampark team tried to enrol them in school but seeing their age and academic knowledge they were given lower classes hence Sampark decided to start a residential Bridge course for this group of children aging from 9 to 14. In these courses boys and girls both were taken and kept in campus, so that they get an amicable and conducive environment for learning. Along with academic skills they were given various exposures in order to develop them for the particular class in nine months span. But it was a indeed a mammoth task for the team. They decided to bring children through various campaigns like Street plays, house hold contact was done. In 12 bigger villages where hats are held the performed street plays and following the plays parents, community was contacted. Once the children were ready to come Sampark designed the course. Identification of teachers & their training, developing schedule, plan, activity calendar, camps for children, cultural programs, meeting with parents and finally farewell to the group and enrol them in regular school in the concerned village. For all the things indicators were decide right from selection of children till their passing out the course.



After enrolling all the children a benchmark was done and groups were made. Multi grade teaching technique was applied where in in one class room different level children could learn and a single teacher can enhance their language and mathematical skills by using TLM. Excessive use of reading

and supplementary material, Library, Science room was used in order to upgrade their skills. Weekly tests were conducted and children were tracked for the particular competency- like reading alphabets, writing and speaking and in Maths -addition subtraction and mental Maths. They did lot of projects pertaining to environment so that they get a clue of EVS. In order to make them responsible citizens and understanding Democracy each class had a panchayat where elections held and children were given responsibilities.

Exposure visits and health Checkups were done for these children too. In the year 2009-10 and 2010-2011 a sum of 101 out of 147 children have achieved the learning level of class V which is 69% of total enrolled children for Bridge course.

We can see the achievement of this course in two types, one qualitative and other one is quantitative. In the year 2009-10 till 2011-12 a sum of 227 children were enrolled out of which 193 were girls. The children of 2009-10 and 2010-11 were enrolled in school successfully. Most of the children who were enrolled in Bridge course have achieved learning level of class V which is really a good thing. Community has shown a deep faith in such initiative and they have also learnt that their wards can learn and grow in main stream education. During the environment building phase lot of efforts were done by Sampark team and now after three years of interventions community is well aware about education and development issues. Their participation in Gram Sabha and SMCs has increased.

Challanges Learning and Way ahead.....

Sampark has been doing worth work in the field of education, livelihood, agriculture and water shed management. One of the grass root level organization with the principle think globally & act locally, is still proving its worth in tribal areas. The models developed by Sampark on various issues are appreacited widely and recognized at a large level- in state, nationa and world to some extent. The commitment and zeal to work with a marginalized community is very apparent. Needless to say the project aimed at Improving Quality Education among tribal areas by three strategies Residetial School, Bridge course adn Intervining in Govt Schools is fine example of positive efforts. Working in tribal areas especially on education is always have been a challenge as the entire education system is different from the lives of tribes and their values, customs and social norms. Seeing this constraint, Sampark's strategy to propagate education and make them aware about their rights, better livelihood options and live in mainstream life with Dignity is a better Model. After three days visit I found three types of challenges are there in working on such projects;-

- Involving Community
- Educational Pedagogy
- Educational Administration

Involving community in such programs is a big challenge where most of the people are kept far from eduction, and now their wards are coming in the perferi of schools. This first learner generation is not much aware about the long term impacts. Though the market has entered into the tribal villages, migration has taught them to llearn skills and enhane competence. But still it is a challenge. Enrolling children in school and taking them in between the session is a common problem, migration, lack of

livelihood options force them to do so. Due to acute poverty parents are also bound to involve their children in some or the other work for earning. Girl Child is the biggest victim of this phenomenan as they some how pass V and then discontinue education, soon they get marry and parents get Bride cost. But sampark has done amazing work by bringing these girls in Residential School and won the confidence of community.

As discussed with the field team and cluster coordinators it is also difficult to work with SMCs and involve community at large. Education is a matter of Dry Subject for them, PRIs and SMCs are least bothered for such issues as there is No Money involved. Govt teachers also done want that SMCs and PRIs should interfare in their day to day business hence they keep them aloof. But after successful iniciation and hard work with Community, PRIs and SMCs the model has proved a solid base that education is not a dry subject.

Pedogogical Challaegnes are always a big problem when you work with marginalzed community and excluded children. Here the entire community and chidren were from Bhili and Bhilala community. To begin with class interaction language becomes biggest hurdle in communicating, but as mentioned above the team was convinced that they will imbibe Hindi among children, it took two months to bring them on Hindi language and now children are well versed with Hindi. The material developed by Sampark like the education Kit ***Bhanwa Ni Kandiyo*** was an excellent example through which they came up with all activity based and child centered pedagogy. It was another difficult taks to find out youths with commitment and train them with this techniques but sincere efforts in regular trainings, meetings, follow ups and making the teachers Confident made the project successful. This was the first program in last 66 years where in children, govt structure, community and pedagogy were the componenets of single programs and the team ahd to work simultaneously on each component.

Working with Govt schools was third major task where the system was already failed and no ray hope was seen. Irregular schools, halfhazardly made buildings, no facility, no use of TLM, inactive teachers, non cooperation of SMCs and PRIs, parents were least bothered for their wards and many other issues had impacted the School badly. Under given conditions to make a tempo and bring enthusiasm among all was a big challenge. The block level officials were also not sure that any thing can be done but after successful interventions now they are optimistic for a change. Their full support by giving permission to appoint Shiksh mitra was a major decision in the process. On the Contrary Govt teachers felt that by appointing these Shiksha Mitra they will be watched under microscope and their day to day work will be monitored. Initially they opposed but when they saw the supporting spirit and teaching methodology they started giving space to these shiksha mitras, now the situation is so overwhelming that they are completely banking upon the shiksha mitra. Even Block Education officer **Mr SK Varshney** said that “I have been to 8-10 schools and I found the teachers appointed by Sampark are just wonderful, the kind of TLM is being used in low Budget is amazing. Also our tribal children are learning, results of Pratibha Parv in class I & II are highly satisfactory. Now question is of these shiksha mitras from ensuing session 2012, Sampark will not support and we are likely to get some teachers under Right to Education. But we have provision for appointing Guest teachers after resolution of Gram Sabha, we will try our level best to absorve all these shiksha mitras as guest teachers and adopt the Pedogogy in all schools of Block. We will also monitor that amount given to teachers for TLM is used under the guidance of Sampark team”

The team has learnt a lot in three years span. In any developmental work may be education or livelihood, involvement of community is important and for this lot of rigorous and continuous efforts are required. To bring a change in system it is always better to work silently than of complaining. Sampark has had experience of working in educational field but most of the work was of making community aware about their rights, but this project has seriously taught them that if you want to change then you need to be with the system with creative and positive approach. Education can not be in isolation and I strongly feel that there is need to establish forward and back ward linkages. The question of involving the team in ICDS, and other related issues was asked but after a considerable discussion the team felt that they do not want to enter in other arena as they are not still master of pedagogy. In the existence project lot of time is given in making systems, indicators, TLM, trainings, individual attention on each child, rapport building with all concerns, making this as visible across the district and state, now this is the right time to scale up the programs and increase the strength in residential school. At least the school sould run up to class XII as the girls passing out will be very vulnerable, Jhabua is one of the districts where crime against women and adolescent girls are very high. Seeing this parent would not send the girls to schools in vicinity after VIII and get them marry soon. Also in govt schools afte right to education bill's provision state govt will appoint teachers as they have scrutinized some this year. The shiksha mitras may not get chance but then sampark can make a mobile team and urge permission from BEO or district administration to allow them to use teasted pedogoic practices in schools, teachers will surely appreciate this and children will be benifitted.

Also there is a need to do adovocay at a large level to open up more and more hostels for girls. Tribal education Department can support under various chemes like KGBV, Residential Bridge Courses etc. Sampark should also work ahrd that some of their school children can get through in Naovodaya Vidyalays.

The model is tested and has shown the tremendous results and children have performed excellent but now it is time to tap their aspirations and give them opportunities to continue the zeal and enthusiasm of education. Vocation trainings like Computers, stitching, embriodry, and herbal medicines are the ebst things. In up coming time these children will be responsible citizen and can play a mjor role in change, hence needed to continue the efforts. Community which is highly aware and now deeply involved can play a role through PRIs and Gram Sabhas for bringing education on the table of Panchayat and subsequently demand for more and more budget under PESA provisions.

Block level Educational resource Center cum teachers training center can be develope for the newly appointed teachers and refreshers courses can be a major activity. DIET and Educational College in the district can contribute to this effort and also learn the ground realities.

Sampark must continue the work for educating girls and all the efforts being done till now. The work is really worth and required at least for five years till Govt of MP come up with all the facilities under right to Education.

Sandip Naik **April 20th 2012**

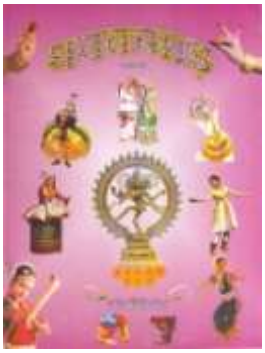
District Facilitator, State Planning Commission,

Govt of MP, Sehore

Appendix – I

प्रकाशन एवं वृत्त चित्र

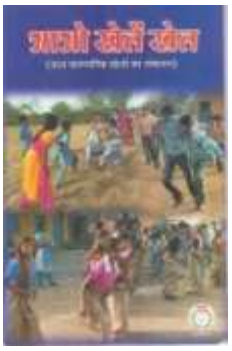
बालिकाओं में सृजनात्मकता, यक्ति कौशल और जानकारियों के विकास के विभिन्न रोचक पुस्तिकाओं/पत्रिकाओ का प्रकाशन किया गया। साथ ही वृत्त चित्रो का भी उपयोग किया गया। बाल विज्ञान पत्रिका ''धनकमाड'', भील कहावतें और पहेलियों का संग्रह ''बा नी बात'' पारंपरिक खेलों का संकलन ''आओ खेले खेल'',सम्पर्क बुनियादी शाला में उद्योग, भणवा नो कंडियो, (बाल ज्ञान– विज्ञान पत्रिका) आदि प्रमुख है। साथ ही वृत्त चित्रों का निर्माण भी गया, जिनमें स्कूल में उजाले के लिए, स्कूल में अंधेरा, बाल संसद पढ़े सो पण्डित होए, बच्चे मन के सच्चे प्रमुख है।



धन कमाड़ – धन कमाड़ आदिवासी क्षेत्रों में एक प्रचलित यंत्र है, जिसे हिन्दी में धनुष कमान भी कहा जाता है। सम्पर्क के शिक्षा कार्यक्रम के अंतर्गत बच्चों की रचनाओं को प्रकाशित करने के लिए ''धन कमाड़'' नाम से ज्ञान विज्ञान पत्रिका प्रकाशित की जाती है। इस पत्रिका में बच्चे अपने अनुभव लिखते हैं, साथ ही विभिन्न विषयों की जानकारियों पर आधारित लेख प्रकाशित किए जाते हैं, जिससे बच्चों को जानकारियां मिलती है और उनकी विश्लेषण क्षमता बढ़ती है।

बच्चों की सरकार– बाल पंचायत की अनूठी अवधारणा की विस्तृत जानकारी ''बच्चों की सरकार'' नामक पुस्तिका से मिलती है। सम्पर्क द्वारा प्रकाशित इस पुस्तिका में बाल पंचायत क्या है? बाल पंचायत से सीखने के अवसर, बाल पंचायत क्यों तथा कैसे बनती है बाल पंचायत? इत्यादि सवालों के उत्तर दिए गए हैं। प स्पंचायत की अवधारणा को फैलाने में इस पुस्तिका का विशेष महत्व है।

उद्योग – जैसा कि स्पष्ट है, उद्यमिता विकास सम्पर्क बुनियादी शाला की एक विशेषता है। इसके अंतर्गत विभिन्न उद्योगों के जरिये बच्चे शिक्षा हासिल करते हैं, साथ ही वे रसायन शास्त्र, गणित, अर्थशास्त्र और बाजार की व्यवस्था भी इससे सीखते हैं। इन्हीं उद्योगों पर केन्द्रित एक पुस्तिका सम्पर्क द्वारा प्रकाशित की गई। इस पुस्तिका की विशेषता यह है कि इसमें मोमबत्ती, बाम, कर्णबिन्दु तेल, दंत मंजन आदि बनाने की स्पष्ट विधियां दी गई है, जिन्हें देखकर कोई भी इन वस्तुओं का निर्माण कर सकते हैं। अतः शिक्षा को उद्यमिता विकास की अवधारणा से जोड़ने में इस पुस्तिका का विशेष महत्व है।



आओ खेलें खेल – समय के साथ ऐसे कई पारंपरिक खेल लुप्त होते जा रहे हैं, जो बच्चों को उनके परिवेश और पर्यावरण से जोड़ते हैं। इनमें कुण्डलिया, सत्तोलिया आदि प्रमुख है। इन खेंलों के संरक्षण के साथ बच्चों के शिक्षण की पद्धति को रोचक बनाने तथा उनके शारीरिक–मानसिक विकास के लिए नए खेलों को इजाद करने की भी जरूरत है। इसी जरूरत देखते हुए सम्पर्क द्वारा ''आओं खेलें खेल'' नाम पुस्तिका प्रकाशित की गई। इस पुस्तिका में आंख मियौली, नींबू रेस से लेकर गुल्ली डंडा तक कुल मिलाकर 33 खेल संकलित किए गए हैं।

'बा' नी वात..... – यह एक अनूठी पुस्तिका है, जो झाबुआ के आदिवासी क्षेत्र में प्रचलित कहावतों से हमारा परिचय कराती है। कहा जाता है कि कहावतें अभिव्यक्ति का एक सशक्त माध्मम है और कहावतों के माध्यम से लोग गंभीर से गंभीर बात को सहजता व रोचकता से व्यक्त कर सकते हैं। झाबुआ के आदिवासी क्षेत्र में प्रचलित इन कहावतों के हिन्दी अर्थ सहित इस पुस्तिका में प्रकाशित किए गए हैं।

Appendix II

केस स्टैडी 1 : आवासीय ब्रिज कोर्स

सपने बुनती संगीता

शाला में शिक्षकों की कमी किस तरह बच्चों को शिक्षा से वंचित कर देती है, यह संगीता से बात करके पता चलता है। मनासिया गांव की रहने वाली संगीता बताती है कि उसके स्कूल में एक ही शिक्षक थे और वे भी दूसरे कामों में लगे रहते थे। इसलिए स्कूल में पढ़ाई नहीं होती थी तथा बच्चे मस्ती करते थे। माता–पिता ने सोचा की स्कूल की इस हालत में पढ़ाने से क्या मतलब? उन्होंने सोचा की इससे बेहतर तो घर के काम–काम में उसे लगा दो। इस तरह संगीता का स्कूल छूट गया।

संगीता पढ़ना चाहती थीं, किन्तु स्कूल की हालत के कारण उसे पढ़ाइ छोड़नी पड़ी। संगीता यह मान चुकी थीं कि अब पढ़ना–लिखना उसकी किस्मत में नहीं है। किन्तु संगीता को अपनी किस्मत बदलने का अवसर आवासीय ब्रिज कोर्स में मिला, जहां उसने अपनी छूटी हुई शिक्षा फिर से शुरू की।

सम्पर्क के आवासीय ब्रिज कोर्स में जब संगीता आई थी, तब उसे कुछ–कुछ वर्णो तथा गणित के कुछ अंकों की पहचान थी। वह एक दम गुमसुम रहती थी किसी से बोलती नही थी। एक बार तो अपने घर वापस चली गई। किन्तु सम्पर्क के कार्यकर्ताओं उसके घर जाकर उसे समझाकर वापस लेकर आये। उसके बाद उसे कविताओं. कहानी और टी.एल.एम के माध्यम से पढाया गया। धीरे–धीरे वह पढ़ाई में इतनी घुल–मिल गई कि सबसे पहले प्रश्न का उतर देने कि कोशिस

आज उसकी आँखों में कुछ बनने व कर दिखाने के सपने है। संगीता जिस समाज व माहौल में पली–बडी है वहाँ संगीता की उम्र की लडकियों की शादी हो जाती है। संगीता शादी तक ही अपने को नही रखकर सोचती है। पहले पढाई कर के कुछ बनना चाहती है। अगर संगीता की तरह हर लडकी की सही समय पर पढाई मिल जाये तो हर लडकी अपना विकास कर आत्मनिर्भर बन सकती है।

जीवन का पाठ सीखती सुकली

गरवाल गांव की सुकली के जीवन का संघर्ष दो वर्ष की छोटी सी उम्र में ही शुरू हो गया, जब उसकी माँ का स्वर्गवास हो गया था। दादा दादी ने उसका पालना– पोषण किया धीरे–धीरे वह जब बडी हुई तो उसे गांव में ही प्राइमरी स्कुल में प्रवेश दिलवाया गया। इधर उसके पता ने दूसरा ब्याह कर लिया। दूसरी माँ से उसे इतना लाँड– प्यार सुकली को नही मिला और तीन साल तक पढाई करने के बाद उसका स्कूल छूट गया। उसने बताया कि जहां मैं पढ़ने जाती थीं वहां शिक्षिका मुझे डांटती थीं और और कहती की आज से स्कूल मत आना।

जब वह ब्रिज कोर्स में पढने आयी थी तो उसकों हिन्दी में उसकों वर्णो की पहचान भी नही थी । गणित में अंकों की पहचान भी नही थी और उसका मन यहाँ पर नही लगता था। एक बार तो वह भाग कर घर भी चली गई थी तो उसकों समझाकर वापस लाया गया। धीरे–धीरे उसने सब से बात करना शुरू किया। फिर कविता गीत .नाटक से जब उसकों जोडा तो वह वह सब से घुल मिल गई। टी.एल. एम के जरिये उसे पढाया गया। आज वह गीत गा लेती है, गिनती भी सीख गई ह ै और जोड़–घटाव व गुणा–भाग के सवाल कर लेती है। वह कहती है कि में घर जाऊ तो म्हने वा अलगे नी और म्हारों मन पाछों या भणवा में आई जावा करें। और कहती है कि " मै भणी ने मास्टरनी वणुंगा " और छोरियों ने भणाऊँगा ।

दशरथ ने शुरू किया शिक्षा का सफर

दशरथ पढ़ना तो चाहता था, किन्तु परिवार की स्थिति उसे इसकी इजाजत नहीं दे रही थी। वह जब पांचवी कक्षा में था तो उसके पिता की मृत्यु हो गई, जिससे परिवार के भरण पोषण की जिम्मेदारी उसकी मां पर आ गई। मां मजदूरी करने जाती तो उसे ले जाती। क्योंकि उसे अकेला छोड़कर जाना संभव नहीं था। लिहाजा दशरथ का स्कूल छूट गया । वह पेटलावद तहसील के आमलिरूण्डा गांव में रहता है।

दशरथ ने जब सम्पर्क के ब्रिज कोर्स में प्रवेश लिया तो तो उसे कुछ–कुछ वर्णो की पहचान थी। गणित में गिनती लिखना 50 तक आती थी लेकिन बोलना नही आता था। अंकों की भी समझ नही थी।

ब्रिज कोर्स में वह अकेलापन महसुस कर रहा था और किसी से बोलता नही था तथा किसी भी बात में वह रूचि नही लेता था। दो बार तो वह यहाँ से भाग कर घर भी चला गया था। उसे समझाकर वापस लाया गया। फिर उसके साथ कहानी. कविता. नाटक. टी.एल.एम आदि के माध्यम से पढाया गया, जिससे धीरे–धीरे उसकी पढने की रूचि पैदा होने लगी। अब वह इतना सीख गया कि गणित के सवालों को आसानी से हल कर लेता है। वह सांस्कृतिक गतिविधियों में भी बढ़–चढकर भाग लेता है। आज उसे ऐसा लगता है कि में भी कुछ कर के दिखाऊँगा। ब्रिज कोर्स से वापस जाने के बाद दशरथ ने अपनी पढ़ाई जारी रखी। उसकी शिक्षा का सफर लगातार जारी है।

विनोद ने बदल दी पढ़ाई की परिभाषा

विनोद के लिए पढ़ाई का मतलब था पिटाई! गांव के सरकारी स्कूल में शिक्षक द्वारा की जाने वाली पिटाई से वह इतना तंग आ गया था कि तीसरी कक्षा के बाद उसने स्कूल ही जाना छोड़ दिया। वह पेटलावद तहसील के कुवारझर गांव का रहने वाला है। स्कूल छोड़ने के बाद वह घिर पर पत्थर. कंकड. गोटियों खेलता रहता था।

जब विनोद में ब्रिज कोर्स में आया तो शुरूआत में उसे घर की या आती थी और वह यहाँ रहना नही चाहता था। उसकी आँखे रास्ते में ही रहती थी। एक दिन विनोद अपने घर वापस चला गया। करीब बीस दिनों के बाद उसके काका उसे ब्रिज कोर्स में लेकर आए। ब्रिज कोर्स के शिक्षकों ने उससे पूछा कि ''तुम यहां क्यों नही रहना चाहते?'' तो विनोद का कहना था कि मुझे पढना अच्छा नही लगता है।'' इस तरह विनोद की पढ़ाई में रूचि पैदा करना और पढ़ना ब्रिज कोर्स के साथियों के लिए एक चुनौती थी। किन्तु उन्होंने हार नहीं मानी और उसे पढ़ाने के रोचक तरीके अपनाए जाने लगे। उसे खेल–खेल में पढ़ाया गया तथा कविता–कहानी के माध्यम से विषयवस्तु को समझाने की कोशिश की। इस धीरे–धीरे विनोद को अच्छा लगने लगा। उसने ब्रिजकोर्स की पूरी पढ़ाई कर गांव के माध्यमिक विद्यालय में प्रवेश किया। वह कहता है कि ''मैं खूब पढूगा और डॉक्टर बनूंगा।''

केस स्टैडी 5 : आवासीय ब्रिज कोर्स

अनिल को मिला शिक्षा का हक

आमलीरूण्ड़ा के प्राथमिक विद्यालय में पढ़ने वाले अनिल को गरीबी के कारण स्कूल छोड़ना पड़ा। स्कूल छोड़ने के बाद अनिल अपने माता–पिता के साथ खेत पर काम के लिए जाने लगा। जब अनिल अन्य बच्चों को स्कूल मे जाते हुए देखता था तो उसका मन भी स्कूल जाने का करता था। लैकिन उसके माता पिता स्कूल नही भेजना चाहते थे।

एक दिन सम्पर्क ग्राम रायपूरिया का कार्यकर्ता ग्राम आमलीरूण्ड़ा में पहुचे। उसने वहा अनिल को बैठे देखा। स्कूल के पास में ही अनिल का घर है, अनिल हर रोज स्कूल के बच्चों के साथ स्कूल आते देखता और स्कूल के पास ही बैठ जाता था। कार्यकर्ता ने अनिल को वहां बैठा देखकर उससे बातचीत करना शुरू किया। उससे पूछा कि आप स्कूल जाते हो वह बोला कि ''स्कूल नहीं जाता हूं, पर जाना चाहता हूं। लेकिन मेरे पिताजी मुझे स्कूल नही भेजते है।'' इस पर कार्यकर्ता कार्यकर्ता अनिल के माता पिता से मिले तो उनके माता पिता बोले कि ''माड़ साहब पढ़ाने से क्या फायदा नौकरी तो मिलती नही और हम मजदूरी करने चले जाते है तों स्कूल मे अनिल को कौन सभांलेगा और इसकी देख रेख कौन करेगा?'' कार्यकर्ता ने अनिल के माता पिता को समझाया कि गांव मे रोजगार के साधन बहुत है, अगर आपका लड़का पढ़ लिख जायेगा तो कही न कही अच्छी नौकरी या व्यवसाय कर लेगा और अपनी जीविका का साधन खूद ढूढ लेगा और नौकरी नही मिलेगी तो दुकान से समान लाते वक्त कम से कम सही हिसाब तो कर लेगा। कही भी दुकान या सेठ के यहा से वह सही कीमत देकर वस्तु खरीदेगा कम कीमत की वस्तु की अधिक कीमत में तो नही खरीदेगा। सम्पर्क कार्यकर्ता ने अनिल के पिता हेमराज से कहॉ कि सम्पर्क मे ब्रिज क्रोर्स खुला है, आप वहां जाकर अनिल को प्रवेश दिला सकते हो। इस प्रकार कार्यकर्ता ने ग्राम आमलिरूण्ड़ा के लोगो से बातचीत कर उनके द्वारा भी अनिल के पिता को समझाने का प्रयास किया।

इस प्रयास का यह असर हुआ कि उसके पिता को बात समझ में आयी और अगले दिन वे अनिल को आवासीय ब्रिज कोर्स में प्रवेश दिलवाने के लिए सम्पर्क पहुंचे। इस तरह अब अनिल की पढ़ने लगा और अपने मित्रों के साथ संम्पर्क मे खुशी से रहता है और अब घर भी जाने का नाम ही लेता। उसके माता–पिता उसमे आये बदलाव को देखकर खुश है।

केस स्टैडी 6 : आवासीय ब्रिज कोर्स

फिर शुरू हुई पिंटु की पढ़ाई

परिवार की कमजोर आर्थिक दशा ने पिंटू को शिक्षा से वंचित कर दिया था। मोटीझर गांव में रहने वाले पिंटु के पिता का देहांत हो गया था तथा परिवार की जिम्मेदारी उसकी मां तथा बड़े भाई पर आ गई थीं। पिंटू ने तीसरी कक्षा के बाद पढ़ाई छोड़ दी थीं।

सम्पर्क द्वारा ग्राम मोटीझर मे शिक्षा गुणवत्ता परियोजना के तहत 6–14 वर्श के बच्चों का बेस लाईन सर्वे किया गया। इस सर्वे में पिटु का भी नाम आया। कार्यकर्ता द्वारा पिंटू के घर जाकर उसकी मां से सम्पर्क किया गया तथा उन्हे परियोजना के बारे में बताया कि सम्पर्क द्वारा आवासीय ब्रीज कोर्स संचालित किया जा रहा है। इस पर पिंटू की मां का कहना था कि ''मेरा छोटा लडका है और घर में बकरियाँ चराने के लिए कोई नही है। इसलिए मैं इसे नही भेज सकती। पर अगर इसका बड़ा भाई चाहेगा तो हम भेज देगे।'' इसी तरह पिन्टू के परिवार से बार बार सम्पर्क किया गई परन्तु वो कोई न कोई बहाना बना कर बात को टालते रहे। फिर सम्पर्क परिसर में दो दिवसीय अभिप्रेरणा शिविर का आयोजन किया गया, जिसमें पहुंचाने हेतु कार्यकर्ता पुनः पिन्टू की माँ से मिले। किन्तु उन्होंने मना कर दिया। इसी तरह बार बार प्रयास करने के बाद कार्यकर्ता द्वारा वरिष्ठ कार्यकर्ताओ की मद्द ली गई और पिंटू और उसके परिवार को समझाने का प्रयास किया। अंततः कार्यकर्ताओ का प्रयास सफल हुआ और पिन्टू के परिवार वाले उसे आवासिय ब्रीज कोर्स मे पहुचाने के तैयार हो गये।

पन्टू कि मां का कहना था कि हम गरीब है तथा बच्चे का वहा रहने का खर्च नहीं उठा पायेंगें। इस पर कार्यकर्ता ने समझाया कि आपको वहा बच्चें को पढाने के लिए कोई खर्च नहीं करना पड़ेगा। कार्यकर्ता द्वारा उन्हे विश्वास दिलवाया गया कि हम बच्चे का पूरा ध्यान रखेंगे पर आप इस डर से आपके बच्चे का भविष्य न बिगाड़े। इसके बाद पिन्टू की मां और भाई ने खुशी–खुशी से पिन्टू को पढ़ने पहुचाया। और आज पिन्टु सम्पर्क मे रहकर अपना अध्ययन कार्य कर रहा है।

केस स्टैडी 7 : आवासीय कन्या विद्यालय

शिक्षिका बनना चाहती है अनीता

पांचवी कक्षा के बाद शाला छोड़ चुकी अनीता ने सोचा भी नहीं था कि आगे पढ़ पाएगी। लेकिन आज वह न सिर्फ आठवीं कक्षा में पढ़ रही है, बल्कि शिक्षिका बनकर गांव की सभी लड़कियों को पढ़ाने का सपना देख रही है। अनीता की शिक्षा का यह शिक्षा यात्रा आसान नहीं थीं। किन्तु सम्पर्क के कार्यकर्ताओं के अथक प्रयासों से आज मिसाल के रूप में हमारे सामने हैं।

बारह वर्षीय अनीता पेटलवाद तहसील के एक छोटे से गांव मातारूण्डी की रहने वाली है। उसके माता–पिता मजदूरी करके जीवन यापन करते हैं। मातारूण्डी गांव में पांचवी कक्षा तक का स्कूल है। पांचवी के बाद बच्चों को पढ़ाई जारी रखने के लिए दूसरे गांव जाना पड़ता है। गांव में माध्यमिक विद्यालय नहीं होने के कारण ज्यादातर लड़कियां पांचवी कक्षा के बाद पढ़ाई छोड़ देती है। अनीता के साथ भी यही हुआ। पांचवी कक्षा उत्तीर्ण होने के बाद उसके माता–पिता ने पढ़ाई छुड़वा दी।

गांव के प्राथमिक विद्यालय से लड़कियां पांचवी कक्षा तो पास कर लेती है, किन्तु शिक्षा की गुणवत्ता का हाल यह था कि इस शाला में पढ़ने वाले बच्चों सरल वाक्य भी नहीं लिख पाते। अनीता की स्थिति भी बाकी बच्चों की तरह ही थीं। अनीता पढ़ाई में कमजोर होने का दोष परिवारइस वाले उसे ही देते थे। वे कहते थें कि ''या छोरी को दिमाग भवा मा नी मले'' यानी इस लड़की का मन पढ़ने में नहीं लगता है। इस तरह गुणवत्ताविहीन शिक्षा ने बच्चों का शिक्षा से अलगाव कायम करने में अपनी भूमिका निभाई।

किन्तु अनीता पढ़ना चाहती थीं। यह बात उस समय पता चली, जब सम्पर्क के कार्यकर्ताओं अनीता से बातचीत की। अनीता की पढ़ाई में रूचि देखकर सम्पर्क के कार्यकर्ताओं ने उसके माता पिता से मिलकर अनीता को आवासीय कन्या शाला में भेजकर उसे आगे पढ़ाने के लिए कहा। किन्तु यह आसान नहीं था। सम्पर्क के कार्यकर्ताओं ने जब उसके माता–पिता से अनिता को सम्पर्क आवासीय शाला में भेजने के लिए कहा गया तो उन्होने इसके लिए साफ मना कर दिया और कहा कि **या छोरी तो काई नी करे इनो दिमाग भणवा मा नी मले** । उन्होंने उसके माता–पिता को आवासीय शाला के बारे में विस्तार से बताया । किन्तु अनिता के माता पिता ने यह कहकर बात को टाल दिया कि अभी हमें बहुत काम है । किन्तु कार्यकर्ताओं ने हार नही मानी और अगले दिन सुबह ही वह फिर से अनिता के घर पहुचे और उन्हें फिर से समझने की कोशिश की। अनिता की माँ ने कहा कि इतना पढ ली है । यह काफी है । इस पर वन्दना ने अनिता को कापी में एक वाक्य लिखने को कहा , जिसे अनिता नहीं लिख पाई। तब उन्हें समझाया कि इसे अभी और पढाने की आवश्यकता है तथा इसे एक ऐसे विद्यालय की आवश्यक्ता है जहा पर इसे गुणवत्ता शिक्षा प्राप्त हो सके। इस पर अनिता के पिता ने कहा कि वे सोच कर जवाब देंगे। लेकिन यह सघर्ष अभी समाप्त नही हुआ । अगले दिन पुनः तपते जून की गर्मी में उसी उत्साह और जोश के साथ अपनी सम्पर्क टीम अनिता के माता

पिता से मिलने खेत पर पहुची और कहा कि आप अनिता के भेज रहे है ना । तो अनिता के पिता ने कहा कि दूर बहुत है और गाँव से कोई दूसरी बालिका नहीं जा रही है । अकेली लडकी इतनी दूर कैसे रहेगी ? फिर कार्यकर्ता ने कहा कि आप कब तक बालिका को अकेले नहीं भेजोगे? आनेवाले समय में तो उसे अकेले ही आगे बढना है।

अंततः अनीता के माता–पिता को शिक्षा के लिए तैयार कर लिया गया। आज उसे पढ़ते हुए देखकर उसके माता–पिता बहुत खुश होते हैं। अनीता कहती है कि ''मैं खूब पढूंगी और शिक्षिका बनकर गांव की सभी लड़कियों को पढ़ाऊंगी।

केस स्टैडी 8 : आवासीय कन्या विद्यालय

पढ़ाई की जिद्

कहा जाता है कि बच्चे जिद्दी होते हैं और जब तक जिद पूरी नहीं हो, वे पीछे नहीं हटते। पेटलावद तहसील के सामली गांव की बारह वर्षीय यशोदा ने भी इसी तरह अपने नाना से जिद् की थी। किन्तु उसकी यह जिद् किसी खिलौनों या कपड़ों के लिए नहीं, बल्कि शिक्षा के लिए थी। अपनी इसी जिद् के बल पर आज यशोदा आत्मनिर्भर होने का सपना देख रही है।

यशोदा की मां का देहान्त बहुत पहले ही हो गया था तथा उसके पिता ने भी उसे छोड़कर दूसरी शादी कर ली थी। अतः यशोदा बचपन से ही अपने नाना के यहां रह रही है। जब सम्पर्क के कार्यकर्ता यशोदा से मिले तो उससे आगें पढने की बात कही तो यशोदा का कहना था कि ''अब मुझे आगे कौन पढाएगा ? मेरे नाना जी मुझे नहीं पढाना चाहते है। मुझे घर पर बकरी चराने तथा खेती का काम करने को कहा है।'' इसके बाद कार्यकर्ता यशोदा के नाना जी से मिले और उनसे पुछा कि आप यशोदा को कक्षा 6टी में कहा पढाना चाहते हो। इस बात उसके नानाजी ने कहा कि ''अब यह पढ़कर क्या करेगी। वैसे भी अब यह काम करने लायक हो गई है।'' कार्यकर्ताओं ने उन्हें आवासीय विद्यालय के बारे में बताया। किन्तु वे उसे वहां भेजकर पढ़ाने के लिए तैयार नहीं हुए।

इसके बाद कार्यकर्ता कुछ दिनों बाद वापस यशोदा के घर गये । उस दिन यशोदा भी नााानाजी के साथ ही थीं । कार्यकर्ता ने यशोदा के सामने ही नानाजी से उसे आवासीय शाला में भेजने का आग्रह किया तथा समझाया कि गाँव की और भी बालिकाएँ सम्पर्क में पढने जा रही है। उन बालिकाओं के माता पिता ने भी उन्हें समझाया । उन सभी की बात सुनकर भी नानाजी नहीं माने । लैकिन गाँव की अन्य बालिकाओं को देखकर यशोदा ने नानाजी से आगे पढने की जिद की । इस प्रकार सभी के समझाने और यशोदा की जिद्द के परिणामस्वरुप नानाजी ने यशोदा को आवासीय शाला में भेजने के लिए सहमति दे दी ।

आज यशोदा खुश है और अपनी आगे की पढाई कर रही है । आज न वो उदास है और न ही निराश है।

ललीता : संघर्ष से मिला शिक्षा का अधिकार

हथनीपाड़ा गांव की ने पांचवी कक्षा को ही अपनी शिक्षा का अंतिम पड़ाव मान लिया था। क्योंकि गांव में स्कूल नहीं था। उसके माता–पिता उसे पढ़ने के लिए 3 किलोमीटर दूर दूसरे गांव भेजना नहीं चाहते। इस दशा में सम्पर्क का आवासीय कन्या विद्यालय ललित के लिए शिक्षा की संजीवनी बना। किन्तु इस विद्यालय दाखिल होना उसके लिए संघर्षपूर्ण था।

सम्पर्क के कार्यकर्ता ललीता के मां से मिले और उन्हे आवासीय कन्या विद्यालय के बारे में बताया। तब उन्हे कार्यकर्ता की बात समझ मे आई और वे ललीता को आवासीय शाला के लिए सम्पर्क में पहुचाने को तैयार हो गई। परन्तु दूसरे दिन उन्होंने अपना विचार बदल दिया और कहने लगी अभी इसके पिताजी मालवा में है और उनसे फोन पर बात हुई तो उन्होने मना कर दिया। तब कार्यकर्ता ने पिताजी के फोन नम्बर मागें तो उन्होने देने से इन्कार कर दिया। किन्तु कार्यकर्ता अने हार नहीं मानी। वे ललिता की मां से 7–8 बार मिले और वास्तविक कारण जानने का प्रयास किया।

इस दौरान सम्पर्क परिसर मे दो दिवसीय बालिका अभिप्रेरणा शिविर आयोजित किया गया, जिसमें ललिता को भी लाया गया। शिविर से लौटने के बाद ललिता में काफी उत्साह था, और उसने अपनी मां से कहां मुझे सम्पर्क में पढ़ने जाने दे। पर मां ने उसे डॉट कर मना कर दिया। ''एक दिन ललिता कार्यकर्ता से फिर मिली और कहने लगी में पढ़ना चाहती हूं। पर मेरी मां कहती है की तेरे पिताजी आयेगे तब बतायेगे कि तुझे आगे पढ़ाना है या नही।'' इस बात को सुनकर कार्यकर्ता फिर उसकी मां से मिली और उन्हे समझाया गया और पूछा कि आपको क्या परेशानी है? तब ललिता की मां ने कहा कि ''वहां बच्चों की देखभाल कैसे होगी? यदि बच्ची बीमार हो गई तो क्या होगा?'' इस पर कार्यकर्ता ने उन्हें सम्पर्क की व्यवस्था के बारे में बताया और एक शालामित्र की मद्द से उन्हें सम्पर्क पहुचाया गया तथा वहां की सारी व्यवस्था दिखाई गई। तब उन्हौने कहा आप ललिता के पिताजी से बात कर लीजिए अगर वे कहेगे तो मैं इसे पहुचा दूंगी। फिर ललिता के पिताजी से फोन पर करीब आधे घंटें बात क गई और उन्हें पूरी योजना विस्तार से समझाई गई। इसके बाद वे ललिता को सम्पर्क मे बालिका आवासीय शाला मे पहुॅचाने को तैयार हुए और अगले ही दिन ललिता की मां ने ललिता को प्रवेश दिलवा दिया। और आज ललिता सम्पर्क की इस शाला में सातवी में है और बहुत खुश है।

बदलाव की मिसाल बना हिरानिनामापाडा

ग्राम हिरानिनामापाडा`का नवीन प्राथमिक विद्यालय गांव से बाहर एक टेकरी पर बना हूआ है । यहां पढाई के लिए उपयुक्त शांत वातावरण तथा शाला के सामने एक बहुत बडा खेल का मैदान है ं। नवीन प्राथमिक विद्यालय हिरशनिनामापाडा में 63 बच्चे दर्ज थे एवं एक मात्र शासकीय शिक्षक पदस्थ थे। वे भी अधिकांश समय शाला नही आते थे इसलिए शाला कभी कभी खुलती थी । एवं बच्चे इधर–उधर घुमकर वापस घर चले जाते थे ं। इस दशा में सम्पर्क के कार्यकर्ताओं ने हिरानिदनामापाडा गांव में जाकर लोगों को शिक्षा गुणवता परियोजना के बारे में विस्त्रत जानकारी दी ं। तब पालको की ओर से सम्पर्क ग्राम रायपुरिया को एक सहायक शिक्षक की नियुक्ति का मांग प्रस्ताव दिया गया। प्रस्ताव के बाद सम्पर्क रायपुरिया के द्वारा नवीन प्राथमिक विद्यालय हिरानिनामापाडा मे एक सहायक शिक्षक की नियुक्ति की गई। सहायक शिक्षक के बाद ही शासकीय शिक्षक और अधिक अनियमित हो गये और गांव वालो ने परेशान होकर उनकी लिखित में शिकायत करके उन्हें वहां से हटा दिया । अब शाला मित्र टीकमसिंह अकेले ही सभी बच्चो के साथ कार्य करने लगे। शासकीय शिक्षक की अनियमितता के कारण बहुत से बच्चे शाला त्याग चूके थे एवं 15से 17 बच्चे अनियमित हो गये थे जिन्हें नियमित करने के लिए शाला मित्रों को कठिन परिश्रम करना पड़ा।

शाला मित्र टीकमसिह रोज शाला मे कहानी ,बालगीत ,कविता, खेल आदि के माध्यम से बच्चो को पढ़ाते हैं। साथ ही वे अनियमित बच्चो के पालको के घर घर जाकर उन्हे समझाते हैं, जिससे उन बच्चों की शाला में नियमित उपस्थिति होने लगी। इसके साथ ही अप्रवेशी बच्चे भी शाला में दर्ज होने लगे। ;

शाला की बदली तस्वीर देखकर एवं बच्चो के लिए पढाई के लिए अच्छा वातावरण निर्माण देखकर ालोगों ने शासकीय शिक्षक पर दबाब डालना शुरू किया। लोगों ने शासकीय शिक्षक की शिकायत भी की, जिससे उन पर कार्यवाही हुई। इससे शासकीय शिक्षक में विशेष बदलाव आया। अब वे शाला में नियमित उपस्थित होते हैं और बच्चों के साथ बेठकर उन्हें गतिविधि आधारित शिक्षण कार्य करवाते हैं।

बैगनबड़ी की शाला में गुणवत्ता शिक्षा

बैगनबड़ी गांव के स्कूल की स्थिति प्रदेश के अन्य सरकारी स्कूलों की तरह ही थी, जहां शिक्षकों की कमी और संसाधनों के अभाव में बच्चे गुणवत्ता शिक्षा से वंचित हो रहे थे। सम्पर्क संस्था द्वारा जब यहां का सर्वे किया गया तो इस शाला में आसपास के तीन फलियों से कुल मिलाकर 216 बच्चें पढ़ने आते थे। जबकि उन्हें पढ़ाने के लिए दो शिक्षक ही थे। शिक्षकों की कमी के कारण ज्यादातर बच्चे स्कूल समय में बाहर खेलते नजर आते थे।

अतः सरकारी शालाओं में शिक्षा की गुणवत्ता में सुधार लाने की आवश्यकता खासतौर से महसूस की गई। सम्पर्क के शिक्षा कार्यक्रम के अंतर्गत बैगनबड़ी की इस प्राथमिक शाला को बेहतर बनाने ुरूके प्रयास शुरू किए गए। यहां एक शाला मित्र की नियुक्ति की गई। शाला मित्र को गतिविधि आधारित शिक्षण पद्धति का विशेष प्रशिक्षण दिया गया। जब यहां शाला मित्र ने शिक्षण कार्य शुरू किया तो बच्चों को वर्ण एंव अंक की पहचान बिल्कुल नही थी। पालक भी शिक्षा के प्रति ज्यादा रूचि नहीं ले रहे थे और गांव के स्कूल में न तो उनकी सहभागिता थीं और न ही उनकी कोई निगरानी। ा

शाला मित्र द्वारा कक्षा पहली एवं दूसरी के बच्चों के साथ समूह में गतिविधि आधारित शिक्षण कार्य प्रारंभ किया गया। साथ ही शाला मित्र ने उन बच्चों की सूची बनाई जो अनियमित थे और कई दिनों से गैरहाजिर थे। शाला मित्र द्वारा उन पालकों के घर जाकर बच्चों को स्कूल में नियमित भेजने के लिए उनसे बातचीत की। इस तरह शाला में बच्चें नियमित आने लगे। शाला मित्र ने अब पालक–शिक्षक संघ (शाला प्रबंधन कमेटी) के सदस्यों की बैठक की प्रक्रिया भी शुरू की।

इस तरह अब बैगनबड़ी का स्कूल गुणवत्ता शिक्षा की मिसाल बन गया। आज यहां के बच्चें अपनी कक्षा के अनुसार विषयवस्तु को ठीक से पढ़–लिख लेते व समझ लेते हैं।

इस तरह बदली आमलीरूण्डा के स्कूल की तस्वीर

ग्राम आमलीरूण्डा और जुनवानिया के बीच स्थिति प्राथमिक विद्यालय आमलीरूण्डा में इन दोनों गावों के बच्चें पढ़ते हैं। जिस समय सम्पर्क द्वारा प्राथमिक शिक्षा में सुधार कार्यक्रम शुरू किया गया था, उस समय यहां 85 बच्चे दर्ज थे, जिन्हें पढ़ाने के लिए एक मात्र शिक्षक पदस्थ थे। शिक्षक की कमी के क कारण यहां पढ़ाई में दिक्कत हो रही थीं और शिक्षा की गुणवत्ता प्रभावित हो रही थीं। इसलिये गांव की ओर से एक सहायक शिक्षक की मांग का प्रस्ताव सम्पर्क रायपुरिया को दिया गया ।

सम्पर्क द्वारा सहायक शिक्षक की नियुक्ति से पहले दर्ज बच्चों की संख्या के अनुपात में बच्चे बहुत कम आते थे एवं शा. शिक्षक भी अन्य कई कार्यों की वजह से अधिकांश समय अनियमित रहते थे। सम्पर्क द्वारा शिक्षकों की नियुक्ति के बाद यहां अनियमित बच्चों को घऱ घर जाकर लाने का प्रयास किया। लेकिन पालको ने नकारात्मक रवैया अपनाते हुए बच्चो को नही भेजते थे। वे कहते थे कि ''हमारे तो नी मेलना भणी भणी ने उंदा पडी जाएगा घरे काम कुण करेगा, थमु ते नवरा है।''

सम्पर्क द्वारा नियुक्त शिक्षक ने अपनी गतिविधि आधारित शिक्षण पद्धति जारी रखी। उनके द्वारा रोज समय से शाला में उपस्थित होना, पीटी, व्यायाम, प्रार्थना सत्र, गीत, कविताऐ आदि करवाई जाने लगी। और बच्चों को खेल खेल में पढ़ाया जाने लगा। इससे बच्चे स्कूल में मजा आने लगा और जो बच्चे नियमित स्कूल आते थे, उन्होंने दूसरे बच्चों को खेल–खेल में पढ़ाई की मजेदार कहानी सुनाई तो से भी स्कूल आने लगे। इस तरह स्कूल में बच्चों की संख्या बढ़ती गई और पढ़ाई की गुणवत्ता में भी सुधार आता गया। बच्चों को स्कूल में पढ़ना–लिखना सीखते हुए देखकर पालकों को भी अच्छा लगने लगा और अब वे अपने बच्चों की पढ़ाई पर ध्यान देने लगे। शाला मित्र द्वारा समय–समय पर पालकों की मीटिंग बुलाने पर वे उसमें उपस्थित होकर अपनी बात रखने लगे। इस तरह एक दिन पालकों ने सरकारी शिक्षक को गतिविधि आधारित शिक्षण पद्धति (टीएलएम) से पढ़ाने के लिए कहा। पालकों की मांग पर सरकारी शिक्षक भी इसी पद्धति से पढ़ाने लगे। इस तरह आज आमलीरूण्डा का स्कूल गुणवत्ता शिक्षा और समुदाय की सहभागिता की मिसाल बन गया।

केस स्टैडी 13 : प्राथमिक शिक्षा में सुधार

राधा को हासिल हुआ शिक्षा का अधिकार

शमती गांव के स्कूल में राधा का नाम तो दर्ज था, किन्तु वह साल में सिफ़ 20–30 दिन ही स्कूल गई। सम्पर्क के कार्यकर्ता राधा के घर जाकर उनके पिताजी से मिले और कहा कि आप आपकी बालिका को शाला में क्यों नही भेज रहे हो ? उनकी पढ़ाई तो नही के बराबर है, और उसका नाम शाला में भी दर्ज है। इस पर राधा के पिताजी ने कहा कि घर मे छोटा बच्चा है और उसको सम्भालने वाला कोई भी नहीं है। कार्यकर्ता ने समझाया कि सरकार बालिका शिक्षा को बढ़ावा देने के कई योजनाएं चला रही है। बालिकाओं को भविष्य मे कई सुविधाएं है। उनको पढ़ाई के लिए उचित छात्रवृति मिलती है, साइकिल, स्कूल ड्रेस, पुस्तके, आदि। लेकिन राधा के पिताजी ने कहा कि ''मैं आपकी बात समझ रहा हूं। लेकिन मेरी भी तो समस्या है। हम तो खेत पर काम करने चले जाते है, और राधा छोटे बच्चे को संभालती है।'' कार्यकर्ता ने कहा कि आप एकदम से इन्कार न करे। आप इस बात पर विचार करना फिर इस बात का निर्णय लेना।

अगले दिन कार्यकर्ता फिर उनके घर पहुंचे और उसके माता–पिता से मिले। लेकिन उनका जवाब यही कि 'घरे सोरू राखवा वाला कोई नही (घर पर बच्चे को रखने वाला कोई नहीं हैं ।)। ऐतरे हमु राधा ने स्कूल में नी भेजी सकां''' (इसलिए हम इसे नहीं भेज सकते है)। पर कार्यकर्ता ने पिछली कही बाते फिर से दोहराई।

इस तरह राधा की मां तो उसे पढ़ने के लिए मान गई, किन्तु उसके पिता अपनी जिद पर अड़े रहे। कार्यकर्ता ने फिर से कहा कि ''आज विचार और कर लो हम फिर कल आ रहे है।'' अगले दिन सुबह फिर कार्यकर्ता राधा के पिताजी से मिला और पूछा कि राधा के बारे मे क्या सोचा? राधा के पिताजी ने इस बात को सुनते हुए कहा, 'काइ माड़साब तमु ते मारी सोरी ने पाछे पड़ीग्या' (आप तो मेरी बच्ची के पीछे ही पड गये)। कार्यकर्ता ने कहा हम पीछे तो आपकी बच्ची की भलाई के लिए पड़े है क्योकि पढ़ने का मौका आज है, फिर कल किसने देखा पढ़–लिख जायेगी तो आपका और आपके परिवार का नाम रोशन करेगी। इस बात को सुनकर राधा के पिताजी मान गये और कहा कि मै आज से ही राधा को शाला में भेजूगा।

इस तरह राधा गांव के स्कूल में नियमित पढ़ने जाने लगी। शालामित्र की मेहनत से आज वह पूरे वर्ण, सरल शब्द पढ़ लेती है और लिख भी लेती है। उसकी पढ़ाई देख उसके माता–पिता खुश है और वे कहते हैं कि ''राधा को खूब पढ़ाएंगे।''

केस स्टैडी 14 : प्राथमिक शिक्षा में सुधार

ऐसे सक्रिय हुआ हिण्डोला बावड़ी का पालक–शिक्षक संघ

आज से तीन साल पहले हिण्डोला बावड़ी की प्राथमिक शाला की हालत ऐसी नहीं थीं कि वहां बच्चों को पढ़ाया जा सके। सभी बच्चों को एक ही कमरे में बैठना पढ़ना पड़ता था। हालांकि एक अतिरिक्त कक्ष भी बन चुका था, किन्तु प्लाटर के अभाव में वह अधूरा पड़ा था। इस दशा में सम्पर्क के कार्यकर्ताओं ने पालक–शिक्षक संघ को सक्रिय किया। पालक–शिक्षक संघ के प्रयासों से आज अतिरिक्त कक्षा भी पूरी तरह बन चुका है और बच्चें अच्छी तरह पढ़ रहे हैं। हिण्डोला बावड़ी यह कहानी पालक–शिक्षक संघ के माध्यम से शिक्षा में समुदाय की भागीदारी की मिसाल सामने रखती है।

इस स्कूल में शासकीय शिक्षक दो कक्षाओं को एक ही कमरे में पढ़ाते थे। शाला में दो कक्ष थे पर सभी बच्चों को एक कक्ष मे ही बिठाया जाता और बच्चों को बैठने मे काफी दिक्कत होती थीं। इस विद्यालय मे एक अतिरिक्त कक्ष भी था, परन्तु वहां बच्चों के बैठकर पढाने जैसी व्यवस्था नही है। कक्ष मे फर्श, ब्लेक बोर्ड, दरवाजे, खिड़कियों का पता ही नही था और लोग उसमे पशुओ को बांधते थे। उस अतिरीक्त कक्ष को देखने पर ऐसा लगता था, जैसे यहां जानवरो का डेरा हो।

इस विद्यालय मे शिक्षा गुणवत्ता परियोजना के तहत एक शालामित्र की नियुक्ति की गई थी। बच्चो को एक साथ एक ही कक्ष मे पढ़नें मे दिक्कत आती है, इस स्थिति को देखते हुऐ सम्पर्क के कार्यकर्ता द्वारा कई बार शाला के शिक्षक से बात की कि ''आप इसके अतिरिक्त भवन मे फर्श और प्लास्टर करवा दीजिए, ताकि वच्चे आराम से बैठ कर पढ सके। किन्तु शिक्षक द्वारा इस पर ध्यान नहीं दिया गया।

इस दशा में कार्यकर्ता द्वारा गांव के लोगो से पालक संघ बैठक (पीटीए) में चर्चा की गई। इस बैठक में पीटीए के सदस्यों ने शासकीय शिक्षक से पुछताछ की, कि अतिरिक्त भवन का काम क्यो बंद है? इस पर शिक्षक ने बताया कि कि भवन निर्माण की जो राशि स्कूल के खाते मे आई थी, वह मैने जनपद अध्यक्ष के कहने पर पंचायत के खाते मे दे दी है और अव इस भवन को पूर्ण करने की जवाबदारी पंचायत की है।

इस बात पर सम्पर्क के कार्यकर्ता द्वारा सरपंच व जनपद अध्यक्ष से चर्चा की गई तो उन्होने कहा हम जल्दी ही काम करवा देगे। इस तरह बार – बार कहने पर भी वे टालते रहे। अंततः समस्या का समाधान करने के लिए सम्पर्क के द्वारा एक पी. टी. ए. बैठक का आयोजन किया गया जिसमे सरपंच एवं जनपद अध्यक्ष को भी बुलाया गया। लेकिन दोनो में से कोई नहीं आया । फिर इस मुद्दे पर विस्तृत चर्चा कि गई और बी. ई ओ. को एक प्रस्ताव लिखा गया जिसमे गांव वालों ने भवन शीघ्र

पूर्ण करवाने कि बात कही गई। कुछ ही दिनो बाद बी.ई.ओ. का उस क्षेत्र मे भ्रमण हुआ तब गांव के लोगों और सम्पर्क के कार्यकर्ता ने उन्हे रोककर उस परिस्थिति से अवगत कराया। इस पर उन्होंने उन्होने कहा कि ''मैं इस अधूरे भवन को पूर्ण करवाने का प्रयास करूगां।'' इस बात के करीब 20 दिन बाद इस अतिरिक्त भवन का कार्य पुनः शुरू हो गया और आज यह भवन बच्चो के बैठने योग्य हो गया है। जो कमरा पहले जानवर के तबेले की तरह था, आज वहां आकर्षक सजावट है और पहली–दूसरी के बच्चे गतिविधि आधारित शिक्षा प्राप्त कर रहे हैं।