

# SWANIRVAR

## 23<sup>rd</sup> ANNUAL REPORT



**Address:**

Andharmanik, Bduria, North 24 Parganas, West Bengal, India, Pin: 743401

Website: [www.swanirvarbengal.org](http://www.swanirvarbengal.org)

Blog: <http://swainedu.blogspot.com>; <http://sustainableagriinwb.blogspot.com>

This is our 23<sup>rd</sup> Annual report. In the year 2011-12, Swanirvar had a tough time both in the field as well as in the management. Our state was in a state of change of Government in the financial period, too. Supervisors were give more empowerment and the field staff were give active support for right based activities. Now we are trying to spread our successful models as much as possible through partner NGOs and CBOs and SHGs. There were uncertainties of funds from the donors but we were confident that we would be able to our donors about the new perspectives.

Swanirvar is now an established resource organization in the eye of local Government. We had little activities in Deganga block, one of the backward blocks of West Bengal and most of the people were marginal farmers and day labours. There were 60 SSKs but teachers were not given orientations. Education officials, requested us for the quality development of these SSKs and we were given regular orientations/ trainings to the teachers of these 60 SSKs. Our students and Govt School Students were regular exchanging letters with the students of different countries. We were given trainings to our farmers on Rain water harvesting in the sundarban areas. Land-shaping techniques were being followed by many farmers in dry zone. We were trying to popularize the 20 Saline tolerant rice varieties amongst the farmers. High school teacher's networks were not very successful. Teachers were coming in different trainings and also sharing ideas amongst themselves. Developing low cost science models were popular amongst the students. We also gave numerous trainings to other NGOs, CBOs and SHGs on various issues.

# SWANIRVAR

## SUSTAINABLE AGRICULTURE DEPARTMENT

### ANNUAL REPORT- 2011-12



*Address: ANDHARMANIK, BADURIA, NORTH 24 PARGANAS, Pin: 743438, WB, India*

Website: [www.swanirvarbengal.org](http://www.swanirvarbengal.org);

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❖ **Our working area:**

District	Name of the Blocks	No. of GPs	No. of Villages
North 24 Parganas	Basirhat-1	1	3
	Swarupnagar	4	5
	Hingalganj	4	16
	Deganga	2	9
	Baduria	5	14
Total :	<b>5 Block</b>	<b>16</b>	<b>47</b>

❖ **Farmers Group Details:**

2010-11		2011-12	
No. of Group	No. of Participant's	No. of Group	No. of Participant's
<b>120</b>	<b>1440</b>	<b>42</b>	<b>486</b>

**1. Publicity :**

*There were campaign and awareness activities with our farmers. This year we gave maximum stress on **consumer meet, vaccination camps, audio-visual shows.***

- Consumer's meet: Awareness on food adulteration and the effects of using industrial colours in the foods.*
- Vaccination Camp: Vaccination of the cattle and birds ( chicken, ducks) etc*
- Audio visual show: In this programme we organized CD shows on – different techniques of the ecological farming.*

Type of Activities	Total' 2011-12	
	No. of Activities	No. of Participant's
<b>Consumer meet</b>	16	314
<b>CD Show( through Audio &amp; Video)</b>	15	804
<b>Awareness camp</b>	12	228
<b>Rally</b>	3	420
<b>Wall Writing</b>	12	
<b>Vaccination Camp</b>	7	700
<b>Demonstration in Agriculture fair</b>	1	200
<b>Mike Publicity</b>	1	1000
<b>Help to Farmer (KCC Making)</b>	239	239



## 2. Soil Improvement & Conservation :

*We had observed the farmers were not paying attention on soil health. The reason was that most of the farmers in our project areas were contract farmers or marginal farmers. They were looking mainly on the maximum yields from their fields. Recently, Government had lifted out the subsidy on the chemical fertilizers and the cost of production had become twice as before. Gradually, most of the marginal farmers were looking for the alternatives.*

*We were encouraging them to use bio compost and bio- nutrients in their fields.*

Type of Activities	Activities in - 2011-12	
	No. of Activities	No. of Participant's
<b>Vermi Compost</b>	763	763
<b>Compost Tea</b>	372	372
<b>Amritpani</b>	768	768
<b>Compost pit</b>	820	820
<b>Bio- Fertilizer</b>	102 kg	236
<b>Dhanche</b>	10 bighs	20



**In Pic: Farmers making bio-compost pits.**

## 3. Water Conservation :

*In some of our project areas, ground water is saline and mono cropped zone. Farming was mostly dependent on monsoon. We were giving training to the farmers on water conservation.*

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
<b>Pitcher Irrigation</b>	44	44
<b>SRI- System of Rice Intensifications</b>	22 bigha	53
<b>Bucket Farming</b>	246	73
<b>Mulching</b>	272 bigha	319
<b>Balan system in Rice</b>	5 katha	1
<b>Rain Water Harvesting</b>	103	103

<b>Hip Farming</b>	6	6
<b>Double Digging Bed</b>	11	11
<b>Relay Cropping</b>	4270 Bigha	499



**SRI seed bed**



**Bucket Farming**



**Land shaping and use of trellis.**



**Using trellis in Rain water storage**



**Storing Rain water in polymer sheet and using in the kitchen garden.**

#### 4. Plant Protection:

Integrated Pest Management(IPM) was getting popular. We also were trying to promote bio fertilizers amongst the farmers. At present, the price of chemical pesticides were exorbitant and farmers were coming to our agri-schools and learning to make bio-pest controlling techniques. Bio-pest controlling techniques like- kerosene- garlic- soap mixture, tobacco mixture, neem oil, cow urine, amrit pani were getting popular day by day.



IPM in rice

Type of Activities	Achievements in 2011-12	
	No. of Activities	No. of Participant's
Integrated Pest Management in Rice( IPM)	3011 bigha	1359
Bio- Pest controller	38 kg	352
Integrated Farming	4	4
Trico derma Viride	8 kg	261
Life fence in Kitchen Garden	7	7

#### 5. Traditional Seed ( Indigenous/Folk seed) Production and Preservation :

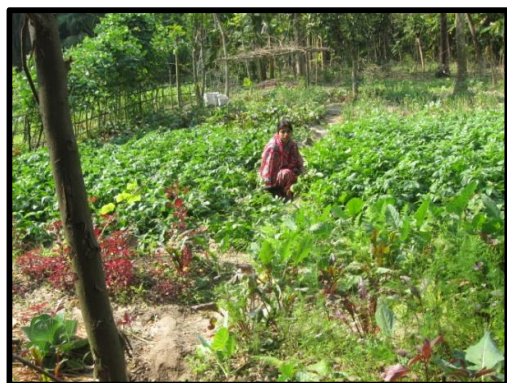
In 2009, the super cyclone, AILA devastated most of the farm lands in the river blocks of North 24 Parganas. The saline water gushed into the farmlands and made these barren. Only traditional seeds were able to germinate in that hostile situation. We realized the needs of traditional seed-banks in our projects. So far we had established 3 seed banks with the help of our donors and farmers were taking seed loans on regular basis.

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Seed Production	7 types	
Seed Collection	68 types	294
Seed Distribution	13 types	1826
Vegetable Nursery	65	65
Folk Paddy SEED farming	89 Variety	134
Plant Distribution	809 Plant	460



#### 6. Nutrition Garden and Herbal Medicine used :

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
<b>Nutrition Garden</b>	1371	1371
<b>Organic Vegetable Plot</b>	10	10
<b>Herbal Medicine Users</b>	10 types	393
<b>Food security</b>	4	145
<b>Relief Distribution</b>	2500 kg	2273
<b>Mushroom Cultivation</b>	105	105
<b>Circle Bed</b>	104	104
<b>School Garden in ICDS centre</b>	1	1
<b>Smokeless Chula</b>	59	59



**Vegetable gardens**

#### 7. Fodder :

Type of Activities	Total'2011-12	
	No. of Activities	No. of Participant's
<b>Grass Cutting Distribution</b>	46 Kg	83



## 8. Trial :

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Technique	71	71
Crop/New crop	3	3
Variety	17	17
Comparative	5	5
Relay Cropping in Hingalganj block	13	13
Mulch potato of wet land	19	19
Spice (5 Variety)	6	6

## 9. Models :

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Nutrition Garden	61	61
Up land Organic Vegetable Plot	27	27
Land shaping	11	11
Model Village	5	5
Demo Plot ( Rice)	1(16 Variety)	5 worker
Integrated Farming	10	10



**Land shaping in Hingalganj**

**10. Trainings given to our farmers :**

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Exposure	2	22
Exchange (Gr-Gr)	9	53
Advance training for worker & volunteer	5	145
Group capacity buildup	4	95
Farmer Orientation	8	172
Herbal Medicine	4	111
IPM training	2	75
Land shaping	3	77
Farmer's Introductory	5	115
capacity buildup for Cluster member's	1	20
Animal Husbandry	4	92
Orientation for School Children	2	60
Fishery	1	22
Smokeless Chula	1	24

**11. Training given to GOVT & NGO staff :**

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Training for GP's Prani o krishi upasamity sanchalak in north 24 pgs. Organized by ETC, Rajarhat, Dept of Panchayet and Rural Development Govt of WB.	2	33
Kitchen Garden	2	38
SRI	3	72

## 12. Meeting :



### Meeting with the farmers

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Group Meeting	892	10206
Volunteer	58	298
Worker	47	382
Group Leader	24	576
Organic Farmer Network	1	16
Trainer Network	2	6
Project Leader Network	3	6
ARTC Committee Meeting	9	108
Meeting with ICDS worker & mother for Nutrition Garden	1	15
IPM meeting with Farmer	3	29
Farmer's meeting with GP	2	34

## 13. Group Activities ( Promoting Income Generation Activities) :

Type of Activities	Activities in 2011-12	
	No. of Activities	No. of Participant's
Rice Business (Kutiali)	-	
Spice Business	-	
Group Poultry Farming ( Local Variety)	4	4

<b>Pigeon Farming</b>	11	11
<b>Grain Bank</b>	11	143
<b>Poultry Cheek Distribution ( Local Variety)</b>	325	85
<b>Mangrove trees nursery</b>	1(450 trees)	1
<b>Rabbit Farming</b>	1	1
<b>Goatery</b>	2	11



**Mushroom cultivation**

#### **14. Documentation :**

<b>Type of Activities</b>	<b>Activities in 2011-12</b>	
	<b>No. of Activities</b>	<b>No. of Participant's</b>
<b>Case Study</b>	24	24
<b>Data base</b>	11	11
<b>Herbarium</b>	5	5
<b>Survey (PPA, Group)</b>	2 types	889
<b>Model plot data/other information</b>	44	44
<b>Trial information</b>	2	2
<b>Worker Evaluation</b>	1	5
<b>Mapping in Garden</b>	100	100
<b>File system Development</b>	1ARTC	1



# SWANIRVAR

## KKB: THE YOUTH AND CULTURE WING

*(Secondary Education)*

### Annual Report 2011-12

*(April, 2011- March, 2012)*

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<b>Activities in villages: Andharmanik, Chandalati, North Kolsur, Beliakhali, Fatullapur, Bajitpur</b>
<b>Blocks: Baduria , Deganga</b>
<b>District: North 24 Parganas.</b>
<b>Total population of our project areas: 15000</b>
<b>No of youths we work with: ~ 350</b>
<b>No children (class-I – Class-IV): ~450</b>
<b>No of Govt. Secondary Schools: 20</b>
<b>No of Students : 15,853</b>

#### Google Maps:

<http://maps.google.co.in/maps?q=+n+24+parganas&hl=en&ll=22.69512,88.71048&spn=0.738629,1.352692&sl=22.105999,81.914063&sspn=44.527819,86.572266&vpsrc=0&hnear=North+24+Parganas,+West+Bengal&t=m&z=10>

#### Regular village activities:

❖ **VACCINATION PROGRAMME:** Total no. of birds and cattle vaccinated by our youth members.

SL NO.	Name of project village	Duck	Hen	Cow	Goat
1	Beliakhali	177	425	66	178
2	Chandalati	23	160	-	-
3	Andharmanik	116	200	-	-
4	Fatullapur	16	670	-	-
5	Bajitpur	-	671	-	-
<b>In 5 project villages</b>		<b>332</b>	<b>2126</b>	<b>66</b>	<b>178</b>

One of the interesting news was that our regular vaccinator of Fatullapur village, Mamul Hassan Gazi got a job and presently living in Purulia. In his absence, another KKB member, Nargis Khtun, student of class XII of Katihat Girls High school voluntarily started vaccination programme from October, 2011. Now she had become very popular in her locality and she had given the responsibility to vaccinate duck, hens and cattle in Fatullapur village. At present, she vaccinate more than ~200 poultry & cattle in a month and now use a bi-cycle to attend the calls from the different villages.

The most interesting story was from Kumudini Girls High School. This school was situated in Khorgachi village. Our staff, Tarun Mondal took regular EVS class in that school and he motivated girl children on animal husbandry. 12 of them requested him to organize a hand held training session on vaccination of the animals and also wanted to know about the remedies of common diseases of the domestic animals. The Head Mistress, Gayatri Soam came to know about this and she raised this issue with the managing committee members and finally approved. She also gave initial support for purchasing disposable syringes and immunizations form school fund. On 26<sup>th</sup> February, 2012 the workshop was organized and 12 Girls from class IX participated. They vaccinated 17 ducks and 65 hens and charged Rs. 1.00 for each bird from the villagers. They had kept their earnings as a group fund and planning to start large scale immunization in different villages.



### ❖ LIBRARY REPORT:

SL. NO.	Village	Total books	Members	Transaction
1	Beliakhali	286	43	212
2	Chandalati	177	42	91
3	Kolsur	160	103	152
4	Andharmanik	387	36	134
5	Fatullapur	137	25	136
6	<b>Bajitpur</b>	<b>291</b>	<b>36</b>	<b>149</b>

In 2002, a volunteer from Aid Maryland, Kirankumar visited Swanirvar. He saw our library ( in our main centre) and told a story about the running of box library (movable cycle based library) run by an adolescent group in Andhrapradesh. Once, Kirankumar was the member of that library.

At that time, we had only a few readers as the library as it was in the main centre and there was no option so that the students of the remote villages could access these books. Then we decided to distribute our books in our 7 project villages and to set up libraries in each village. But before giving them the books we gave them trainings on 'library management system and book keeping'. We also encouraged our youth members to receive books-donation from their keens. Gradually these libraries became a centre of sharing for the youths and even some of their parents came for borrowing books. In, 2004 the youths were given trainings on book bindings. Now these libraries are running well in the villages.

#### Our future plan:

Soon we are going to start CD or audio-visual library because most of the students were interested to see the cinema/movies related to the texts they were being taught in school.

### ❖ WORKSHOP IN VILLAGE:

SL NO.	Item	Activities
1	Mathematics	Graph, percentage, L.C.M, H.C.M, Pie diagram, perimeter, and fraction, average, area calculation, use of measuring tape-sense of ft. gauge,metter etc..
2	Maps & chart posters	Taught about area map (Mouza map), rout map, brain storming, Putting the data of temperature in graph, rain fall.
3	Survey	Collecting data about Fishes, Herbal medicines, trees, duck& hen, garbage.
4	Hands on activites	Flower vase of wool, Paper from water hyacinth, prepared herbal medicine, Carry bags of old paper, greeting cards making from waste materials, Making long pillow using plastic carry bags, biscuit packs etc. Making exercise books from unprinted newspapers making puppets, making science models –submarine, Newton's colourful pie, solarcooker, submarine.

### ❖ VILLAGE NOTICE BOARD:

( Now these notices are regular updated by our students)

SL NO.	Name of the village	Number of notice board	No. of notice displayed	Subject of display.
1	Beliakhali	3	20	<ul style="list-style-type: none"> <li>❖ Packaging in jute bags-by the order of Govt.</li> <li>❖ News-Selling of hay (paddy).</li> <li>❖ Arsenic project.</li> <li>❖ Pulse polio.</li> <li>❖ Land donation for the primary health centre.</li> <li>❖ Rain water harvesting.</li> <li>❖ Student took the referable role to protest against sound pollution.</li> <li>❖ Eye screening test camp.</li> <li>❖ Hepatitis-B vaccine.</li> <li>❖ Local govt. (Panchayet) Passed the tender to sell the road side trees.</li> <li>❖ Teachers held meeting in the village to reduce the drop out.</li> <li>❖ Climate , in non development – Sundarban is roaring in tide.</li> <li>❖ Un matured maternity for child marriage.</li> <li>❖ Discover 34 types of remedial protection against A.T.M forgery.</li> <li>❖ Hung a notice to create interest in reading library books.</li> <li>❖ Pulse polio awareness</li> <li>❖ Campaign for blood donation</li> <li>❖ Propaganda against plastic use.</li> <li>❖ Sustainable Ecological farming</li> <li>❖ Quiz on Environment</li> <li>❖ Solar energy</li> <li>❖ Arsenic pollution</li> <li>❖ Breast Milk and its usefulness</li> <li>❖ Food adulteration</li> <li>❖ Migratory birds</li> </ul>
2	Chandalati	2	8	
3	Kolsur	4	17	
4	Andharmanik	4	20	
5	Fatullapur	4	26	
6	Bajitpur	6	24	



				<ul style="list-style-type: none"> <li>❖ Seed preservation</li> <li>❖ Fish conservation</li> <li>❖ Rabindra Jayanti</li> <li>❖ National &amp; International news clips Child rights</li> <li>❖ Global warming</li> <li>❖ Community medicine and prevention of common diseases.</li> <li>❖ Evil effects of plastic bags.</li> <li>❖ Effects of pollution and its effects on aquatic animals</li> <li>❖ Green Police – to combat pollution.</li> <li>❖ Astronomical news and anti superstitious campaign.</li> <li>❖ New projects to combat Global warming.</li> <li>❖ State govt. will supply the books free of cost up to class-VIII.</li> <li>❖ No more coal- Use of solar energy is the only way in future.</li> <li>❖ Notice of Selling hometheatre and non govt. PDS.</li> <li>❖ Arsenic test in water.</li> <li>❖ Imuddin coming to the school riding bicycle of bamboo.</li> <li>❖ low cost-Badshabhoge and Madhumalati(Paddy)</li> <li>❖ are now getting popular amongst the farmers.</li> <li>❖ Purchase of pigeon pie (Khesari dal.)</li> <li>❖ Does the life exist in second world?</li> <li>❖ Some hawkers raised money to treat an ailing child.</li> <li>❖ Fundamentals of Right to Education.</li> <li>❖ Farmer's demand for justified price of their commodities.</li> </ul>
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## ❖ HIGH SCHOOL NOTICE BOARDS:



One notice board display in Piyara Tegharia High School.

Name of schools	No. of notice boards	No. of notice displayed	Subject of display
Kashipur Girls	1	19	<ul style="list-style-type: none"> <li>➤ Packaging in jute bags-by the order of Govt.</li> <li>➤ News-Selling of hay (paddy).</li> <li>➤ Arsenic project.</li> <li>➤ Pulse polio.</li> <li>➤ Land donation for the primary health centre.</li> <li>➤ Rain water harvesting.</li> <li>➤ Student took the referable role to protest against sound pollution.</li> <li>➤ Eye screening test camp.</li> <li>➤ Hepatitis-B vaccine.</li> <li>➤ Local govt. (Panchayet) Passed the tender to sell the road side trees.</li> <li>➤ Teachers held meeting in the village to reduce the drop out.</li> <li>➤ Climate , in non development – Sundarbon is roaring in tide.</li> <li>➤ Un matured maternity for child marriage.</li> <li>➤ Discover 81 types of remedial protection against A.T.M forgery.</li> <li>➤ Hung a notice to create interest in reading library books.</li> <li>➤ Farmer's suicide for not received the actual cost of the crops.</li> <li>➤ Final list for the annual sports.</li> <li>➤ Students' drawing environment related pictures and the reports.</li> <li>➤ RTE act- 2009</li> <li>➤ Notice about collecting sharees for annual cultural function.</li> </ul>
Kashipur Boys	1	17	
Keotsha	1	20	
Mandra	1	18	
Jangalpur	1	24	
Pearah	1	21	
Arbalia	1	19	
Pingaleswar	1	21	
Jashaikati	1	20	
Jadurati	1	12	
Atghara	1	21	
Narkelbedia	1	20	
Zakir Hossain	1	22	
Alipore	1	16	
Kulia	1	24	
Media	1	23	
Punra	1	22	
Kumudini	1	26	
Maheshpur	1	24	
Pifa	1	12	

			<ul style="list-style-type: none"> <li>➤ Work of cleaning committee.</li> <li>➤ Rules and directions in the examination centre for the madhyamik candidates.</li> <li>➤ Preethibir diary.</li>   <li>➤ Notice for collecting books to establish the new library.</li>   <li>➤ Pulse polio awareness</li> <li>➤ Campaign for blood donation</li> <li>➤ Propaganda against plastic use.</li> <li>➤ Sustainable Ecological farming</li> <li>➤ Quiz on Environment</li> <li>➤ Solar energy</li> <li>➤ Arsenic pollution</li> <li>➤ Breast Milk and its usefulness</li> <li>➤ Food adulteration</li> <li>➤ Migratory birds</li> <li>➤ Seed preservation</li> <li>➤ Fish conservation</li> <li>➤ Rabindra Jayanti</li> <li>➤ National &amp; International news clips</li> <li>Child rights</li> <li>➤ Global warming</li> <li>➤ Community medicine and prevention of common diseases.</li> <li>➤ Evil effects of plastic bags.</li> <li>➤ Effects of pollution and its effects on aquatic animals</li> <li>➤ Green Police – to combat pollution.</li> <li>➤ Astronomical news and anti superstitious</li> <li>➤ Campaign.</li> <li>➤ New projects to combat Global warming.</li> <li>➤ State govt. will supply the books free of cost up to class-VIII.</li> <li>➤ No more coal- Use of solar energy is the only</li> <li>➤ Way in future.</li> <li>➤ Notice of Selling hometheatre and non govt. PDS.</li> <li>➤ Arsenic test in water.</li> <li>➤ Imuddin coming to the school riding bicycle of</li> <li>➤ Bamboo.</li> <li>➤ low cost-Badshabhoge and Madhumalati(Paddy)</li> </ul>
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			<ul style="list-style-type: none"> <li>➤ are now getting popular amongst the farmers.</li> <li>➤ Purchase of pigeon pie (Khesari dal.)</li> <li>➤ Does the life exist in second world?</li> <li>➤ Some hawkers raised money to treat an ailing</li> <li>➤ child.</li> <li>➤ Fundamentals of Right to Education.</li> <li>➤ Farmer's demand for justified price of their</li> <li>➤ commodities.</li> </ul>
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❖ **TUBE WELL DISINFECTION:-**

Name of vill.	No.oftube well disinfection.	remarks
Beliakhali	50	The drinking water tubewells in our area are quite shallow and the base is not cemented. There are many in any village and they are not very safe as contamination chances are high. KKB youths have been taught how to open the tube wells and pour in a measured quantity of bleaching Powder
Chandalati	21	
Kolsur	11	
Andharmanik	64	
Fatullapur	52	
Bajitpur	76	

❖ **CULTURAL ACTIVITIES IN VILLAGE.**

Name of the village	Items
Beliakhali	Bratachhari-8, dance with rhyme-15, folk dance-6, yoga-14, interactive games-17, drama-4, song practice-15.
Chandalati	
Kolsur	
Andharmanik	
Fatullapur	
Bajitpur	



## REGULAR ACTIVITIES IN HIGH SCHOOLS (20 SCHOOLS, TOTAL 15,853 STUDENTS):

<i>Name of schools</i>	<i>Activities</i>
Kashipur Girls	❖ Practical science on hand.
Kashipur Boys	❖ Brain storming and mind map.
Keotsha	❖ Quiz and debating.
Mandra	❖ Herbarium sheets.
Jangalpur	❖ Group activities and making questioners.
Pearah	❖ Use of work cards as T.L.M.
Arbalia	❖ Experiment on bio-composting using wastage.
Pingaleswar	❖ Project work on-
Jashaikati	<ul style="list-style-type: none"> <li>• Livelihood, bird, water, herbal medicine, vegetables, fuel, fishes, worms and insects, trees. Identification, collection, preservation, and representation in charts and posters.</li> </ul>
Jadurati	❖ Project work evaluation.
Atghara	❖ Capacity building : To guess the distance number, weight, etc.( distance from wall to wall in the class room, how many birds in a flock etc.)
Narkelbedia	❖ Making science models; (Using magnet)
Zakir Hossain	❖ Experiment for purifying water.
Alipore	❖ Prepared list of water borne diseases.
Kulia	❖ Gardening.
Media	❖ Awareness for vaccine.
Punra	❖ Soil testing to know the existence of soil-elements.
Kumudini	<ul style="list-style-type: none"> <li>➤ ie :Testing the existence of colour salt etc in the artificial rain after evaporation of the mixture.</li> </ul>
Maheshpur	❖ School cleaning.
Pifa	❖ Making daily notes on temperature and rainfall.
	❖ Humidity measurement.
	❖ Models on science –Exhibition.
	❖ Assessing Natural resource.
	❖ Making Solar cooker and do experiment by using it.
	❖ Compost manure making.
	❖ Handicraft.
	❖ Detergent making.
	❖ Seed collection, Seed conservation as seed bank and to lend to the students.
	❖ Segregation of waste
	❖ Campaign against plastic bags
	<ul style="list-style-type: none"> <li>❖ Leading library by the students. (Taught how to lead and keep record).</li> <li>❖ Experiment for purifying water.</li> <li>❖ Prepared list of water borne diseases.</li> </ul>

### ❖ WORKSHOPS ON RIGHT TO EDUCATION (RTE):

In, 2009 Indian Parliament passed Right to Education Act and now many states are implementing this. We organized 4 symposiums on RTE in our project villages. The objectives of these meetings were to make the villagers aware on the RTE and its effectiveness and to prepare a memorandum based on local Annual Report (April, 2011- March, 2012)- KKB, Swanirvar: \*\* visit us: <http://swainedu.blogspot.com> \*\*

needs. Swairvar is one of the executive members of West Bengal Education Network (**WBEN**) and also organizing a number of meetings on RTE and need based curriculum

Place	Meeting/Workshop	participants
Swanirvar-2 times, Atghara Sanhati Kendra, Vikas Kendra(seva), Bithri Disha and BVNEWS (Hasnabad)	North 24 parganas district education net work	11 persons
WBEN State office	State net work	1

Post card campaign on RTE by collecting pop signatures and sending these to the Honorable chief minister and Education minister of Govt. Of West Bengal with a clear demanding to built the State council for protection of child rights (SCPCR) in correspondence to the National council for protection of child rights (NCPCR).

Swanirvar' representative attended in 6 District level meetings and 2 State level meetings in this year, 2011-2012.



In Pic: Meeting with the students on RTE

#### ❖ TRAINING IN HIGH SCHOOL:-

SL NO.	Subject of training	Number of schools	No of participants
1	First aid for class-IX	16	1188 students
2	Nutrition & Home garden for Class-viii	19	1368 students
3	Art & craft for Class-viii	18	1804 students
4	Anti superstition training & show for class-IX	10	922 students
5	Mental health & life skill education.	Shreoyoshi(NGO) Durgapur RE college Organised by	43 persons
6	Handicraft	Anwasha(NGO) Mayna Harpara Barasat	150 persons

❖ **TRAINING IN VILLAGES(KKB):-**

SL NO.	Place	Subject of training	No of participants
1	In 3 villages-Baj, Bel, Fat	Home garden	62
2	In 4 villages-Baj,Bel,Andh,Ch	First aid for class-IX	78
3	In 5 villages-Baj,Bel,Andh,Fat,Kol	Anti-superstition training	64

❖ **TRAINING FOR HIGH SCHOOL TEACHERS AND STUDENTS: -**

Place	Meeting / workshop	Participants
Dakshin Nangla K.U.Institution	Math	2 teachers and 140 students in class viii.
Kumudini Balika Vidyalaya	Hand made paper	11 teachers

❖ **CAPACITY BUILDING FOR OUR KKB WORKERS:**

SL NO.	Place	Subject of training	No. of participants
1	Swanirvar	Environmental question paper making ,one day work shops( two workshops)	12 workers
2	Bose pukur near Tribarna sangha	Capacity building on making T.L.M. for Math, English and Bengali. Making some T.L.M. on hands. (Four days)	2 Workers.
3	Swanirvar	Workshops for making work cards on Environmental study. ( As T.L.M) one day work shop, two workshops.	12 workers
4	Swanirvar	<b>Counseling</b> and R.T.E work shop (one day work shop four workshops).	12 workers

On the dated 20<sup>th</sup> ,21<sup>st</sup> ,22<sup>nd</sup> February, 2012 our Swanirvar's Kishore Kishoris (KKB) participated in north 24 parganas district child science fair, organised in Taki Vocational school .Total 200 students from many blocks participated in this fair. From Swanirvar 7 kishore kishoris and a worker participated.A famous astronomer, Dr. Devi Prasad Duyary presided over the whole fair. He has introduced the sky to the students with help of powerful binocular. He also told many stories about the space showing them many pictures of moon, planet, stars etc.

These 7 youths stayed in their friends' houses in Taki. They and their local friends made a number of surveys (on school dropouts, sanitation etc), collected data and analyzed them. They also presented their findings in charts & posters.

## ❖ SCIENCE EXHIBITION IN HIGH SCHOOL

SL NO.	Date	Place	What had exhibited	Participants
1	07/09/11	Jadurhati High School	TLM based exhibition.	Please see the web site.
2	16/09/11	Maheshpur High School	Handicraft Origamy Displayed various types of science models for class – IX-X	450
3	19/09/11	Atghara High School	Do	400
4	26/09/11	Katiahat Balika vidyalaya	Do	500
5	29-30/09/11	Kolsur Balika vidyalaya		430
6	02/11/11	Bankra High School	Do	465
7	21/01/12	Swanirvar		107
8	25/01/12	Rajapur Madrasa	Do	487
9	10/02/12	Media High School		370
10	27/02/12	Mandra Hazer Ali Smriti Vidyapith	Do	465

## GROUP VISIT:

### ❖ PARTICIPATORY MONITORING AND EVALUATION LEARNING (PMEL):

Presently we are working in 6 project villages. This year we organized trainings on PMEL and gave handheld orientation on participation in monitoring and evaluation to the village youths. After that the youth leaders proposed for PMEL in the project villages. It was decided that 3 external persons (from other project villages) would do the necessary facilitations in the participatory evaluation of a work and they and the participants would give grades to the activities. To conduct this PMEL, so far



the facilitators had visited and graded “A”, “B” & “C” 161 home gardens (On the basis of obtaining marks –for fencing condition(5marks), for varieties of vegetables(5 marks), for composting (5marks), for Local medicinal plants(5marks),for Proper use of unused place at home (Roof of the hut, fence, trees, ponside , tubewell side etc.) , Number of “A” grade garden-48,Number of “B” grade garden-50,Number of “C” grade garden-63,libraries and its related activities in 6 villages, nurseries, notice boards and its impacts among the villagers, chart posters. Etc. At the end of this financial year a detailed report on PMEL would come out.

## Some achievements in High Schools: A brief report:

### ❖ Survey and Training on Folk Paddy:

Annual Report (April, 2011- March, 2012)- KKB, Swanirvar: \*\* visit us: <http://swainedu.blogspot.com> \*\*



After Aila, most of the farmers of North 24 Parganas realized the strength of folk paddy varieties to



tolerate the salinity and draught. Now farmers are totally dependent on the fertilizer merchants and multinational companies on the seeds. Many fold paddy varieties have been lost and farmers are not interested to conserve seeds. But the high yielding varieties (hybrid seeds) required lots of water and fertilizers as well as pesticides. Soon we have take strategies to aware the students on the folk paddy and its utilities. In the EVS class the students of class VIII and IX of Jangalpur High School were assigned to conduct a survey with the local farmers on the paddy production- this includes – how many paddy varieties were being cultivated in the present time and how

many varieties had become extinct. They also tried to find out the cost of production in respect to the varieties. After that they were given hand held training on folk paddy conservation and preservation.

#### ❖ **Making vegetable gardens in the school campus and use of these vegetables in Mid Day Meal:**

In the Environmental study classes one of the items was ‘Recycling waste and reusing waste’.



Students were given trainings on compost pit making and making vegetable gardens in the school campus. This programme got huge success in the following high schools – Punra High School, Media High school, Maheshpur High School, Mandra Hazer Ali, Arbelia JV High School, Pingaleswar High School, Atghara High School, Jakir Hossain HS, Piyara Tegharia High School and Kumudini Valia Vidhyalaya.

Student of Punra High School made the gardens and also produced bio-compost in the pits. They produced pumpkin,

Indian spinach, beet, carrot, chilli, coriander leaves, onion, garlic, red amaranth, egg plant etc in their gardens. They not only used bio compost in the gardens but also used bio- pest controllers. Mr. Biswanath Kumar, Life Science teacher and Mr. Sharadindu Das, Gr. D staff supervised this programme. The managing committee of that school decided to use this vegetables in the mid day meal of the students. Recently, some of the enthusiastic students also had taken training from us on seed preservation and conservation. This had inspired many students and many of them made small garden adjacent to their houses. Initially the parents were not very happy as in our tradition ‘farmers means illiterate people’ but now they had realized that farming is based on experience and learning and sharing and also replication of ideas.





#### ❖ Training cum workshop with the NSS wings of Basirhat College:

For the last 7 years we are working jointly with the students of Basirhat College. We maintain liaison with that institution through their representative, Mr. Hiran Kanti Mukherjee. Basirhat college has a student wing, National Service Scheme (NSS) and



each year we gave some inputs to the NSS students. Last camp was held on 25<sup>th</sup> -31<sup>st</sup> December, 2011. On 29<sup>th</sup> December, 11 our staff, Alam gave them hand held training on – ‘reuse of waste’, we mostly focused on reusing plastic and making toys, photo frames and other utensils and decorative items from these. He also gave them trainings on making greeting cards from the hand- made papers. They also learnt puppet show, different Indian dances, Kullattam(stick dance), etc. On 30<sup>th</sup> Dec, 11 they welcome their guest with their handmade greetings cards; they also performed puppet show and dance on the stage.



#### ❖ **Music groups in High Schools:**

We started music groups in five High Schools. Now this had become very popular. These music groups playing beautiful songs in and school programme. This had also influenced the teachers. Principal of Piyara Tegharia HS had joined with the music group of his school. He played Tabla when ever this group organized programmes in schools. Mr. Sambhunath Mondal, teacher of Mandra HS also joined with the music groups. Similary, two mistresses in Keotshow HS also patronizing music group in their schools.



In Pic: Principal of Piyara Tegharia HS playing Tabla in School function.

High school	Remarks
Pearah Tegharia Keotshaw Mandra Kumudini Maheshpur	In these 5 schools one day in a week our song teacher , Sakatulla Mondal taught the students how to sing. He has taught various types of songs.

#### ❖ School gardens & Bio composting:



Students had made gardens in 7 High schools and they were using manures in these gardens. They had also made bio- compost pits in these schools. Some of the students who were not so good as per the academic records but doing excellent performances in gardening and compost making. Their teachers were also encouraging them. Some of the schools had only vegetable gardens and they were planning to use the vegetables in their regular mid-day meal programme.

- ❖ **Library in Schools:** Being successful in the village libraries we had persuaded the principals of 9 Govt High schools to start library in their schools. They visited our village library programme and saw how the students were running libraries in villages and keeping records. Out of the 9 schools only one school had a trained librarian but rest 8 were running by the students who were trained by us and had previous experience in the village.



❖ **Exhibition in Schools:**

Exhibitions of science models, toys from the wastes were held in 6 schools. The chart posters made from the surveys were displayed in the exhibitions. This exhibition programme was started in 2008 and now we were doing so in 6 schools. Throughout the years we gave hand held trainings to the students (class-VII- IX) to make science models and crafts and toys. These were displayed in the exhibition. The students also demonstrated their models and crafts in the exhibitions. Most interesting is that, this year two schools, Kolsur Girls HS and Media HS organized by their own and they invited us to attend there. Another interesting thing was that some students from other schools also participating in the exhibitions held in other school with their models, crafts and chart posters.



Even in the current year, 2012 Media high school students displayed many attractive models made by the students. Our staff, Kankar Gain motivated many students on making models. The teachers also helped them. This year their exhibition was more attractive and bigger.

Short description of models exhibition given below:

\* Model description.

Global Warming: Made by the students of Media High School.





## Model-1

### Those who made this models.

#### **Students of class-x:**

- |                   |                    |
|-------------------|--------------------|
| 1. Sourav Mondal  | 4. Arnab Baidya.   |
| 2. Avishek Mondal | 3. Samimalam Molla |

#### **Materials:**

- |   |                               |
|---|-------------------------------|
| 1) Mount board paper (2Pcs) 2feet length and 2 feet wide. 130/- |                               |
| 2) Gum/glue   | 6. Art paper 6pcs.            |
| 3) Globe 1pcs   | 7. Yellow colour              |
| 4) Thermocal.   | 8. Sticks of cocoanut leaves. |
| 5) Alpins 2pcs  | 9. Sketchpe                   |

Total expenses: 138 /-

**B:** The history teachers of Rudrapur Radhaballav High School, has made many excellent models on History involving the students of class VI-IX. They collected some data about ancient letters and symbols from the internet. They taught the students to write their own name using the ancient letter. They wrote their names on the earthen tiles. Lately they burnt these tiles to make them more hard and durable.



These terra cotta models are being also used in the classes as T.L.M.

❖ **Teachers Network:** Encouraging Innovative teachers: We have started appreciating and encouraging teachers to try new things . Gradually we are building up a list of teachers who are introducing practicals, group work, quizzes, making of charts , framing of questions by students etc .

❖ **Network of Work Education teachers continues :** Our first subject-specific teachers' network for work education which started in July 2008 is going strong. This quarter there were two workshops and the teachers were given training to make homemade soap and phenyl (this was mandatory in schools) and to make flutes and toys from the straw and plastic bottles.



- ❖ **Mathematics Teacher's Network:** 2 workshops in this quarter. Teachers were given training to make TLMs on geometry and were given concepts on 'movement-locomotion – rotation', 'symmetric and non-symmetric figures'. The resource person was Swathi Sircar of Shikshamitra.
- ❖ **English Teacher's Network:** 2 workshops for class V and VII respectively. Stress was given on good hand writing; vocabulary cards were made and cards on sentence making were made in these workshops.



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# SWANIRVAR

## Primary Education Department

### Annual Report 2011-12

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## 1. ART & CRAFT WORKSHOP:

This was started in 2009 in few Govt. schools and also in our own schools. In these workshops we gave hand held trainings to the children on wall paintings, making various items by cutting papers and by using different colours– a sort of simplified origami. Now these have become very popular in the schools and children enjoy a lot. They love to play with colours.



### Impact:

- It has been found that this kind of workshop is very helpful to decorate the class rooms.
- The walls are being painted by the children and it brings a sense of ownership and beauty, cleanliness amongst the student.
- The pictures drawn by the children are also been used for story making, passage writings, action- rhymes and sentence making sessions.

### A) Art & Craft Workshop at Swanirvar-Schools

Sl	Date	Name of the School	Participants		No of pictures	Place	Resource Persons
			Students	Teachers			
1	16.6.2011	Andharmanik Shikha Adarsha Vidyapith	35	3+2	41	Varanda	Gopal, Prosanta
2	20.6.2011	Chandalati Swanirvar Primary	18	4+2	36		Gopal, Julkalam
3	23.6.2011	Fatullapur Swanirvar Primary	25	4+2	50		Gopal, Julkalam

### B) Art & Craft in Govt. Schools

Sl	Date	Name of the school	Participants		Resource persons	Type	Drawing Place
			Students	Teachers			
1	13.4.11	Fatullapur Bhojpara F.P.	30	3	Julkalam, Serina Gopal	Origami	
2	30.4.11	Dakshin Chandalati SSK	30	4	Julkalam, Hafiza	Origami	
3	27.6.11	Bhojpara Pachimpara F.P.	32	4	Julkalam, Gopal	Wall painting	Varanda
4	5.7.11	Kolsur Shaker More SSK	22	3	Julfikar, Gopal Julkalam	Origami	
5	3.8.11	Fatullapur F.P.	13	3	Rafikul, Haque	Wall painting	Varanda

6	17.8.11	Kahukepara SSK	20	4	Julkalam,Ashib	Origami	
7	19.11.11	Uttar Kolsur SSK	16	3	Julkalam,Ashib	Origami	

## 2. SAHITYA SABHA IN BOTH SWANIRVAR AND GOVT. SCHOOLS:

### Individual & Joint Sahitya Sabha:

This is a cultural event where children put up various performances involving reading, reciting, Singing, dancing, acting and the whole thing is conducted by children. We used to organize this with 10-15 Govt. schools participating where each school would send 4-5 children. But now we are shifting to holding this event in each individual school so that many children can participate and local Community can also enjoy and be part of this. Parents, ex students, ex teachers, Panchayat members came to these programmes. There was excellent participation from large number of children.



### Impact

- *The entire programme is conducted by the Children. Brings self-confidence, esteem, leadership and a sense of management.*
- *Helps in development of creative skills, like writing skills, drawing skills, acting, orating etc*
- *Some entertainments in school reduce the monotony.*
- *recognition of talents*
- *involvement of parents and local people into sahitya sabhas*
- *Increase partnership/ friendship between Swanirvar schools and Govt.schools*

### A) Sahitya Sabha in Swanirvar Primary School

Sl	Date	Name of School	Participants				Occation
			D.Participants (Students)	Swan. Teachers	Govt. Teachers	Visitors	
1	09.05.11	Chandalati Swanirvar School	55	5	1	250	Safikar Ali
2	09.05.11	Sikha Adarsha Vidyapith	26	6	-	175	
3	20.05.11	Fatullapur Swanirvar School	65	6		275	Prianka Mondal
4	27.06.11	Chandalati Swanirvar School	74	4+2		130	Chakatulla
5	13.08.11	Chandalati Swanirvar	20	4		140	Rakhi

		School					
6	13.8.11	Fatullapur Swanirvar School	45	4		275	Rakhi
7	13.8.11	Sikha Adarsha Vidyapith	25	4		230	Rakhi
8	15.8.11	Sikha Adarsha Vidyapith	30	4		200	Independence Day
9	15.8.11	Fatullapur Swanirvar School	50	4		300	Independence Day
10	14.11.11	Chandalati Swan.School	57	4		225	Child Day
11	23.01.12	Fatullapur Swan. School	54	4		130	Netaji Birth day

#### B) Sahitya Sabha In Govt.School

Sl	Date	Name of School	Participants				Occation
			D. participants	G.teachers	Visitors	Resource Persons	
1	14.5.11	Bhojpara Fatullapur Purbapara F.P.	22	2	90	Serina	Internal Sahitya Sabha
2	1.8.11	Bhojpara Fatullapur Purbapara F.P.	30	2+3	150	Serina	Farewell SI,Pradhan and Shiksha Bandhu present there.
3	13.8.11	Kolsur Mondalpara SSK	20	3	72	Hafiza	Rakhi
4	13.8.11	Jadurati Girls F.P.	16	3	64		Rakhi
5	14.8.11	Kalinga Adarsha F.P.	35	4	120	Achintya	Foundation Day
6	15.8.11	Jasaikati SSK	25	4	100	Alphana	Independence Day
7	1.9.11	Fatullapur Rajbanshipara F.P.	15	3	50	fazlul	Farewell
8	29.9.11	Laxminathpur F.P.	64	3	120	Biswanath, Julkalam , Gopal	Annul Function
9	30.9.11	Rudrapur CSFP	30	4	85	Achintya	Internal Sahitya Sabha
10	11.11.11	Bhojpara Fatullapur F.P.	45	2	101	Serina , Gopal	Birth day of Abul Kalam Azad
11	11.11.11	Laxminathpur F.P.	47	3	150	Biswanath	Birth day of Abul Kalam Azad
12	11.11.11	Gandharbapur Madinatara F.p.	29	3	64	Prosanto	Birth day of Abul Kalam

							Azad
13	15.2.12	Jasaikati SSK	55	4	250	Alphana	Annual Sports
14	21.2.12	Fatullapur Swan.School with 4 Govt.Primary Schools	50	8	300	Gopal	Annual Function
15	25.2.12	Chandalati Swan.school with 5 SSK schools	96	13	188	Gopal	Annual Function
16	10.3.12	Sikha Adarsha Vidyapith with 2 Govt. Primary Schools	49	8	1000		Annual Function

### 3. FRIENDSHIP PROGRAM

A school friendship programme where children of one school exchange letters with those of another school has been quite popular in our primary schools. This was established with schools in England. But we decided that such “friendship” can happen within our area also. So we have started such friendship where govt primary schools exchange letters with our schools. This has become very popular and now Govt schools had started pen-friend ship with other Govt schools as well as private schools and some schools of different countries.

#### Impact

- *To create friendship among students coming from different schools, different regions, different races and different life styles.*
- *Exchange of cultural information among students of different schools*
- *Development of drawing and writing skills and over all communication.*
- *Involvement of parents and teachers.*

Details friendship activities in this year are listed below:

Sl	Date	Name of teacher	Name of school	Swan .linking Teacher	No of Participated students	Subjects
1	24.4.11	Rachael Hassan	Ashperton pri. School,England	Achintya	22	Family pictures
2	16.6..11	Ratna Benerjee	Kalinga Adarsha F.P.	Achintya	10	Summar vaccation
3	23.6.11	Soab Ali	Uttar Diyara F.P.	Achintya	11	Summar Vaccation
4	25.6.11	Mafura Bibi	Kolsur Shaker More SSK	Zulfikar	6	Family pictures
5	25.6.11	Nurnahar Bibi	Kolsur Biswas para SSK	Jabbar	6	Natural scenery
6	25.6.11	Tapati Mondal	Uttar Kolsur SSK	Hafija	8	Natural scenery
7	28.6.11	Amiya	North Khorgachi	Probir	25	Letter to



		Mondal				friends
8	25.6.11	Barek Ali	Fatullapur F.P.	Rafikul	06	Greeting card
9	22.7.11	Jacqui Powell	Water pall More	Hafiza	30	Family pictures and information
10	14.9.11	Lina Sigha	Durgapur SVVPS	Julkalam	07	Pictures of Nature
11	24.9.11	Amirul Fakir	Fatullapur F.P.	Rafikul	14	Id and Rakhi
12	24.9.11	Amiya Mondal	North Khorgachi U.P.	Probir	16	Puja and Id
13	24.9.11	Montaj Molla	Bhojpara Fatullapur Purba Para F.P.	Sirina	09	Id Utsab
14	25.9.11	Monoara Beggam	Jasaikati SSK	Alphana	10	Rakhi utsab
15	12.10.11	Ratna Benerjee	Kalinga Adarsha F.P.	Achintya	14	Puja and Picture
16	14.10.11	Soab Ali	Uttar Diyara F.P.	Achintya	11	Id and Pictures
17	15.11.11	Bishnupada Roy	Pratappur F.P.	Maggie Flanagan	10	Self address with pictures
18	29.11.11	Jabbar	Chandalati Swan. School	Bisnupada Roy	15	Family information and Pictures
19	30.11.11	Srabani Mondal	Durgapur SVVPS	Zulfikar	10	Pictures and information on Id
20	15.2.12	Rachael Hassan	Asperton Primary School,England	Achintya	18	Food habits
21	22.3.12	Jacqui Powell	Water More Primary School	Julfikar		Who I am? Pictures and information

*Picture: See the cover photo*

#### **4. FIELD TRIP WITH THE STUDENTS OF SWANIRVAR SCHOOLS:**

In the field trip programme the students are divided into groups (6 children in each group). In the field trip session the students had their specific roles and tasks and also have a specific goal to achieve. The students have given specific tasks(drawing the surroundings, map making, collecting local information, making resource maps etc) to perform The student went to selected place and

observes the nature. This year the students of classes I & II went local areas and the students of classes III & IV went to Mintu Park, Taragunia. At Taragunia Park the students participated in writing the history of that Park, Resource Map, Zone wise drawing and report making.



#### **Impact:**

- Nature study, observation and analysis
- Students learnt to document their observation and analysis them.
- Outing to a different place bring joy and enthusiasm in study.
- To create the group co-ordination among students and leadership quality.

Sl	Date	Swanirvar School	Classes	Visiting Place	Participants	
					Students	Teachers
1	21.1.12	Fatullapur swanirvar Primary	I-II	Field in front of the School	71	10
2	21.1.12	Chandalati Swanirvar Primary	I-II	North Field Area	80	11
3	21.1.12	Sikha Adarsha Primary	I-II	Fishery Field in local Area	92	9
4	11.2.12	All students from above 3 schools	III-IV	Taragunia Mintu Park	175	21

#### **5. RAKHI CELEBRATIONS (STARTED 2000):**

This has now become very popular festival in our area. This year we motivated two Gram Panchayats- Raghunathpur and Jagannathpur Gram Panchayats to celebrate Rakhi utsab in the Primary and SSK schools in their jurisdictions. Panchayat members took active initiatives in 30 schools to celebrate Rakhis. Panchayats arranged tiffin for the students and also bear programme cost. Swanirvar gave the raw materials to make Rakhis and we also gave hand held trainings to the teachers and students. We also gave materials to 40 other Govt. Primary schools to make Rakhis and also was celebrated in our Primary and Pre-Primary schools.



#### **6. CHILDREN COMMITTEE:**

In our primary schools we have had children's committees for several years. We have gradually started introducing in govt schools also.. Now govt. schools have students committees with responsibility for cleanliness, sports, water, library, the sahitya sabha, mid day meal, etc. We are also trying to introduce a system which is functioning in our schools where these committees have to present a report of their work each month to the whole school and answer any questions from the students. We believe such practices will instill functional democratic habits and that it is extremely important to start this habit formation from an early age before it is too late. There were children committees in 24 Govt. schools.

## 7. PARENTS MEETING IN SWANIRVAR SCHOOLS:

This is regular in Swanirvar's schools. This year we got many ideas from these meetings. More parents are joining in the meeting. They are coming with specific agendas like- quality development of the schools, evaluating teachers capacity (individual basis rating of the teachers), comparing Swanirvar schools with Govt schools; expressing their concerns over classroom management, cleanliness, safety and security of their children, etc.



### Impact:

- To aware the parents about alternative education
- To encourage the parents to send their child to school and to participate in different curriculum.
- Parents are getting involved in the study along with their children. They are actively participating in collecting local information through survey, making resource maps, etc
- To create the awareness among parents about health and hygiene.

### A) Parents Meeting in Swanirvar School

Sl	Date	Name of School	Participants			
			Parents	Swan.Teachers	Class	ResourcePersons
1	19.9.11	Shikha Adarsha Vidyapith	34	3		Gopal
2	26.12.11	Shikha Adarsha Vidyapith	56	4+2	1-IV	Gopal & Prosanto
3	27.12.11	Fatullapur Swanirvar Prathamik School	74	4+1	I-IV	Prosanto
4	27.12.11	Matia Saisab Prathamik	10	1+1	I-II	Shyama
5	28.12.11	Chandalati Swanirvar Prathamik	114	4+2	I-II	Prosanto, Gopal
6	18.1.12	Shikha Adarsha Vidyapith, Andharmanik	11	4+2	1	Prosanto Maggie
7	19.1.12	Fatullapur Swanirvar Prathamik School	18	3	Class-I	Class Teachers
8	20.1.12	Chandalati Swanirvar Prathamik	28	4+1	Class-1	Gopal

### B) Parents Meeting at Govt school:

Sl	Date	Name of the School	Participants		Resource Person	Remarks
			Parents	Teachers		
1	19.4.11	Kolsur Shaker	24	4	Jabbar,	Model Parents meeting

		More SSK			Zulfikar	
2	25.4.11	Daskhin Chandalati SSK	23	4	Jabbar, Hafiza	Model Parents meeting Supervisor Anima present there
3	25.4.11	Uttar Kolsur SSK	20	2	Zulfikar,Ashib	Model Parents meeting
4	26.4.11	Kolsur Biswas Para SSK	20	4	Zulfikar,Jabbar	Model Parents meeting
5	29.6.11	Kalinga Adarsha F.P	33	3	Achintya	Model Parents Meeting
6	30.6.11	Fatullapur F.P.	35	3	Rafikul	Model Parents Meeting
7	25.11.11	Kalinga Adarsha F.P.	30	4	Achintya,Gopai	RTE,Tution
8	29.2.12	Uttar Kaliyani SSK	34	4+1	Gopal,Jabbar	Model Parents meetingSSK Supervisor present There
9	14.3.12	Harekrishna kongar SSK(Deganga)	45	4	Julkalam,Gopal	Model Parents meeting
10	15.3.12	Kolsur Mondal para ssk	25	3	Julkalam,Ashib	Model Parents meeting
11	24.3.12	Kolsur Biswashpara ssk	35	4	Jabbar Julfikar	Model Parents meeting
12	24.3.12	Fatulla pur FP	27	3	Rafikul	Model Parents meeting
13	27.3.12	Kolsur sekhermore ssk	25	3	Gopal Julfikar	Model Parents meeting

## 8. PARENT'S WORKSHOP:

**Workshop with parents:** In these half day workshops we do some activities with parents like, making a village map or writing family history and making some work cards. The parents enjoy this very much, they understand to some extent what we are doing with their children and why it is necessary for them. Now many parents have started participating in TLM making workshops being held with our assistance in individual Govt. schools.

### A) PARENTS WORKSHOP IN SWANIRVAR PRIMARY SCHOOLS

S1	Date	Name of School	Participants				Reasource Persons
			Parents	Swan. Teachers	Govt. Teachers	Class	

1	20.5.11	Matia Saisav Prathamik	10	02		I-II	Gopal
2	20.6.2011	Chandalati Swanirvar Primary	17	04+2		1-IV,Ex-stdents Parents	Julkalam Gopal
3	22.6.2011	Fatullapur Swanirvar Primary	30	04+1		1-IV,Ex-stdents Parents	Prosanta
4	28.6.2011	Andharmanik Sikha Adarsha Primary				1-IV,Ex-stdents Parents	
5	14.3.2012	Fatullapur Swanirvar Primary	30	04	I	I-II	
6	16.3.2012	Andharmanik Sikha Adarsha Primary	35	03		1-I V	Gopal

#### **B) PARENTS WORKSHOP IN GOVT. SCHOOLS:**

Sl	Date	Name of the School	Participants		Resource Person	Remarks
			Parents	Teachers		
1	25.11.11	Kolsur Sekher More SSK	06	04	Jabbar Zulfikar	English TLM Making & Sharing
2	10.03..12	Uttar Kaliyani SSK	04	04	Julkalam Gopal	English TLM Making & Sharing
3	10.03.12	Dakhin Kaliyani	05	04	Julkalam Gopal	English TLM Making & Sharing

In these workshops we asked the parents to assess the changes in their Kids and also in their lives.....

#### **Parents found change in their kids:**

- No tuition up to Madhyamik (class –X final exam).
- The students helped their brother and sisters in their studies also some of them neighbors.
- A sense of hygiene had been developed. They had taken initiatives to clean their surroundings..
- More attention in study.

#### **9. TRAINING PROGRAMME:**

##### **Primary Teachers Training cum Teachers empowerment Training:**

The training involved lots of examples and actually making the teachers do many exercises.

We do not expect immediate changes in Govt schools. But this was really an eye opener to many of them and will hopefully lead to widening their horizons. We have specific syllabus for Primary teachers ( Phase-I : for class I & II; Phase-II : for class-III & IV; Phase –III: finding out the gaps in the teachers and train them accordingly also they were given training on special classroom, friendship programme, class



management etc; Refresher: It is Training of Trainers; it includes- Minimum Learning Level(MLL), work planning, Participatory Monitoring and Evaluation Learning. Management for the advance and weak children, etc)

#### **A. TRAINING GIVEN TO RIGHT TRACK:**

Now many NGOs are asking training from us. Before giving the training we send one of our trainers to their places to assess the ground reality also to assess the students and parents. We also analyzed the expectations of the teachers and management and also observed the local socio economic status. As in the Geography, History and EVS sessions we always gave stress to the local issues.

Sl	Date	Name of the ORG	Participants	days	Phase	Subjects
1	11.7.11	Durgapur swami Vivekanda Vani Prachar Samity	10	6	Refresher	Bengali,math,Art&craft,Science
2	26.7.11	Right Track Kolkata	8	3	2 <sup>nd</sup> Phase	Bengali,Math,Science, Geography
3	30.8.11	Pratappur F.P.	12	2	First Phase	Bengali.Math
4	19.9.11	PRADAN,Purulia	30	6	2 <sup>nd</sup> Phase	Prep,Math, Bengali,Geo. Science, English, Art & craft
5	26.11.11	Pratappur F.P. Durgapur	06	2	2 <sup>nd</sup> Phase	Math and Bengali
6	19.12.11	PRADAN,Purulia	28	6	3 <sup>rd</sup> Phase	Prep,Math, Bengali,Geo. Science, English, Art & craft,Lesson Plan,History
7	19.3.12	Medinipur Palli Mongal Samity	22	6	3 <sup>rd</sup> Phase	P,repMath, Bengali,Geo. Science, English, Art & Craft History

#### **B. STRENGTHENING GOVT. SCHOOLS: TRAINING GIVEN TO THE GOVT. TEACHERS:**

In 2004, Swanirvar gave major drive to improve the quality teaching in Govt Primary schools.

Our initial objective was to identify the innovative teachers and giving trainings to them so that after

that there would be a network of innovative teachers. These teachers would impart trainings in future.

With our consistent efforts some of the teachers became very efficient and started doing many experiments in their schools.

In, 2007 these innovate teachers demanded for a Mathematics training cum workshop from us.

We were very happy and accepted their proposals. But we imposed certain conditions on them – 1. We told them that we would provide trainings and materials supports for this workshop but they had to bear the expenses of travels and food. The teachers accepted our proposal. 2.



They also agreed to give us the necessary permission for future monitoring and evaluation. On 26-27<sup>th</sup> May, 2007 that

workshop was held and 24 teachers from 15 SSK schools participated. In that training session – the teachers learned teaching methodologies and also got hand held trainings to TLMs making and its use. It was a joyful learning for them. They shared their experiences in the teacher's union meeting also conveyed that message to the SSK supervisors, Deganga Block. They also demanded for a similar workshop on Bengali. Gradually, a relation between Swanirvar and the teachers was formed. Whenever we organized training session- we invited some of the teachers to participate. They shared their learning experiences in the monthly meeting. In 2009, Block Development Officer, Deganga Block and Nodal Officer came to know about us from the teachers. They invited us to give a short demonstration on Pedagogy and TLM use in front of 60 SSK teachers. They were very pleased and asked us to apply for a grant from the SSK mission but the applet authority was not interested in the activities that were listed in their syllabus. So we decided to work with only 15 SSK schools in



Deaganga Block.

In August, 2011 some of the innovative teachers who got regular inputs from us and 3 SSK supervisors met with our staff trainer – Prosanto and Gopal. They requested them for training cum

workshop on English teaching. They also added that all the teachers met together four times on a month in their monthly meetings, most of the time they attended that meeting and administrative

discussions but there was no discussion on teachers training and quality improvement of schools.

These teachers also persuaded their union-leaders to draw the attentions of the higher officials. On September, 2011 Gopal and Prosanto sit with the – BDO, Deganga, Shiksha Karmadhakya (people's representative in charge of Education), Samity Education Officer, 3 SSK Super visors, Teacher's-Union leaders and it was decided that all the SSK teachers would get trainings from us and also Swanirvar would do regular follow up and monitoring in those schools.

#### **SSK Teachers Training at Deganga block**

1. 60 teachers from the 60 SSK schools were given training on basic English( for class –I &II) on 15<sup>th</sup> Sept, 2011
2. Similar English training cum workshop was held on 28<sup>th</sup> September, 2011 with 62 teachers.

#### **C. 1<sup>st</sup> Aid TRAINING FOR THE SWANIRVAR TEACHERS:**

We organized 2 days 1<sup>st</sup> Aid training cum workshops on 18-19<sup>th</sup> February, 2012. Sutapa Chatterjee, Sr. Trainer of St. John Ambulance gave hand held trainings to our teachers.



## Annual Report 2011-12

Beginning as an alternative middle school in 2005, we also started donning the “training” hat since 2007. 2011 was our 1<sup>st</sup> year when Education Resource Centre (ERC) became our primary focus.

It was a year of reorientation and reorganization. The year was devoted to preparing and accepting oneself in the new role of trainers and orienteers. Teaching and interacting with students of Shikshamitra every morning, innovating and creating new materials for them were things of the past. Yet it was a good year.

### So does this mean the school is no more?

Technically yes, but a small part has remained thanks to the 3 Madhyamik aspirants who took their 1<sup>st</sup> 5 exams in Feb 2012. It was a trying experience both for them as students and for us as teachers to restrict ourselves to a very exam-oriented studying with typical textbooks full off dry factual details. We continue teaching them the remaining 3 subjects while awaiting the results.

### Old Students and Reading out

Older students in quest of livelihoods, further academics kept sharing their dilemmas, trepidations and achievements in the world outside. This indirectly was an assessment of Shikshamitra’s efforts in these many years (2005 – 2011). We served as a sounding board and often animated debates and discussions emerged, throwing light upon new avenues and angles to our perspective.

It was this year when we saw our 2<sup>nd</sup> student Sajahan clear his Madhyamik and join RMV for higher secondary. He has also taken up a hardwire course and got involved with a theater group. But most interestingly he has re-opened the library that ran from May 2010 – Feb 2011 (more later). He also helps us in multiple ways and assists in some of the workshops.

Bikey, the 1<sup>st</sup> Madhyamik graduate from Shikshamitra, had joined a regular school for Class XI and became an enterprising student bringing fresh energy to the schools cultural environment. But he had to put a pause in his studies and shoulder family responsibilities under circumstances. He enjoys his new venture where he now leads a team including people older than him!

Families of many students (ex and current) needed counseling and help. Crises faced by their parents, siblings and neighbors had to be dealt with and outside office hours. During the initial phase of adjustment in the typical school set up, our ex students required a lot of mental support.

That trust in Shikshamitra was deep and that the students and their families were extremely vulnerable was clear. It also projected that Shikshamitra’s role as counselor was to continue in years to come. Students continued to help and stand by each other and their families even after the school did not exist.

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### Shikshamitra’s Community Library

Shikshamitra’s Community Library – Boi Hoi Choi – was closed after Shikshamitra terminated its school and community efforts in Feb 2011. It was hoped that some students might take over and continue running the library. That did not happen immediately. It happened only in Sep 2011, that Sajahan took it



upon himself to run the show. The library re-

emerged as “The Little Library” and continues drawing 12-17 boys and girls (11-14 yrs) every Saturday afternoon.

Sajahan has a co-facilitator to run the library. It is Hasna, another ex Shikshamitra student who is equally responsible for the library. She is to take the Madhyamik Exam through the open school board this year.



Interactive sessions around books, topics like self, current affairs, art, creative writing, reading, games and meditation highlight the library program. It's like Shikshamitra school in some of its elements.

### **Are we moving again?**

We indeed are considering that. It is chiefly because our current premise is insufficient for residential training or meeting of decent attendance. Once our students take their remaining exams in Aug, we should be able to move out a bit as long as it is commutable for older ex-Shikshamitra students. They surely don't want to lose touch with us!

### **Self development**

It was this 7<sup>th</sup> year of Shikshamitra when we **changed gears from primarily being a school to evolving into a resource center**. So discussions related to our strength, scope to deliver and areas to grow took place at a regular basis. Being a small organization, we felt that it's important for each of us to understand where we are, where we want to be and what we need to do to reach there. In addition, we did self and peer assessment with the full timers as well as had a sharing session with everyone reflecting on each other's development and areas that need further growth. The process is still on as we gauge where each of our strength and passion lies and where we are needed and attempt to find the right blend.

### **Training**

- The year, filled with training programs, gave us a chance to review our training capacities and intervention techniques, upgrade our skills and reconstruct our training modules. Training logistics needed to be learnt afresh.
- Different training sites, demands from the trainees and hazards during training challenged us constantly to come up with appropriate solutions. The teachers excited over the newly acquired skills, and teachers innovating also came as great rewarding experiences. Praise as good and effective communicators and innovators boosted our confidence. Most of our trainings were acclaimed as need based and appropriate.

### **Self Development**

- Since the regular school activities ceased to exist, more time could be devoted to
  - consolidate learning and teaching methods
  - develop TLMs
  - discover and research
  - write
  - read (magazines, articles, books)
  - attend events and seminars
- We looked deep into our own abilities, attitudes, aspirations, matching them with the new objectives of Shikshamitra and tried to understand how effective and appropriate each one of us was in the new set up.

### **Training**

Coming to the main focus of Shikshamitra, our year began and ended with interventions in govt sponsored high schools.

#### **[With Govt (sponsored) High Schools]**

Jabbar was in Class V for few years. He hadn't picked up any reading-writing in Bangla, not even the letters. So he was not promoted. But then 2 teachers came to take special classes twice a week for 2 months. Jabbar used to sit at the back. But soon he started picking up letters and much more. After few weeks he sat at the front of the class and responded to questions. He even brought along his friend who like Jabbar hadn't picked up any reading-writing. After 16 such classes Jabbar was able to read and write small sentences. Approximately 80 children in Class V benefitted from these special classes which were part of our intervention in **Mandra Hazer Ali Smriti Bidyapith**, in N 24 Parganas. In Mar-Apr 2011 these children picked up **basic reading, writing and word formation in Bangla** through the Accelerated Reading Program.



We ended with a **need assessment** of Class V and a brief input to some teachers of **Ghola Girls' High School**. The focus of the intervention was to understand and bridge the learning gaps in math.

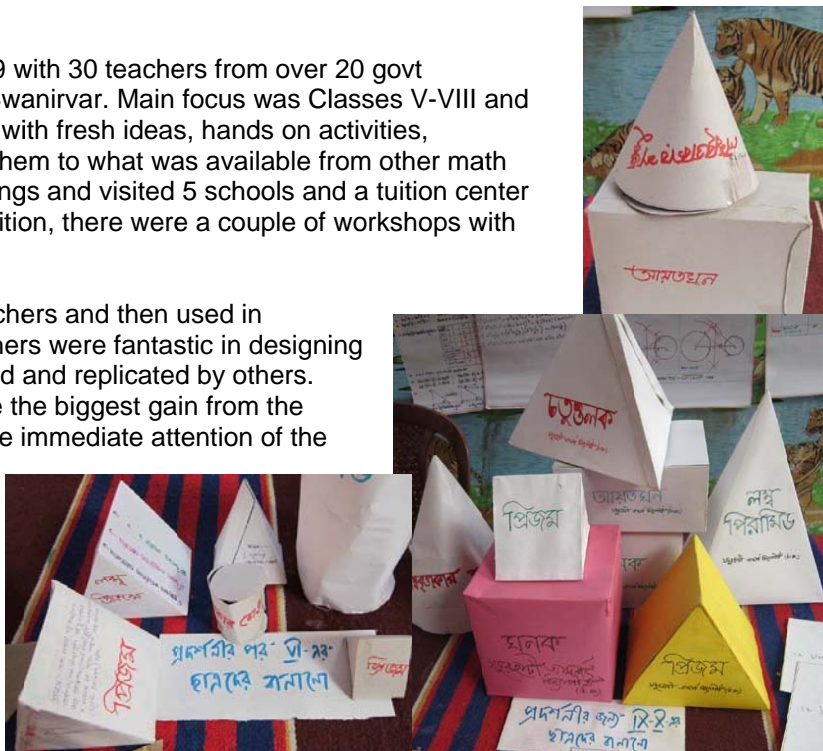
### English and math intervention with Swanirvar

The math and English interventions with Swanirvar culminated in an exhibition cum presentation attended by 20 HMs and secretaries of local high schools.

#### Math

The intervention began in Jun 2009 with 30 teachers from over 20 govt (sponsored) high schools around Swanirvar. Main focus was Classes V-VIII and the aim was to enrich the teachers with fresh ideas, hands on activities, innovative TLMs and also expose them to what was available from other math resource groups. We had 17 meetings and visited 5 schools and a tuition center from Jun 2009 to Nov 2011. In addition, there were a couple of workshops with children in 2 schools.

Lot of TLMs were made by the teachers and then used in classroom teaching. Some of teachers were fantastic in designing charts, which were then appreciated and replicated by others. The teachers found the TLMs to be the biggest gain from the network. These helped them get the immediate attention of the class and thus saved precious 5 minutes (which were previously spent to quiet the children). Also children who took no interest in math came forward to help fortify the charts. In some schools the children used the materials themselves on the blackboard and were corrected by other students if they made any error.



But the best part was exhibitions by children in different schools. Having exhibitions by children has become a growing trend in the high school of this area. In one school the students confidently faced questions and answered them to the visitors' satisfaction in the absence of their teacher. While in another school, the models and charts prepared got regularly used in class for teaching and learning. Moreover junior classes especially those who were not so strong in math, flocked to see the exhibits and explained them to each other. They even made their own models following their elders' footsteps!

The final exhibition in Jan 2012 showcased all these materials and charts made by the teachers and their students. It was worth noting that the teachers used whatever material they could find and which served purpose rather than go for fancy stuff.

However, most teachers are reluctant to think and innovate on their own and prefer to replicate what is already developed. They also turned out to be as regular with their "homework" (usually some math problem or puzzle) as they complain their students are! Nevertheless, none of them objected to making things – cutting, pasting, drawing etc.

Towards the end we felt that these teachers can support each other and may not need regular intervention of an external resource person. They expressed that they would however need Swanirvar to act as the cement in this effort to periodically bring them together.

Finally, though this intervention (of almost monthly sessions for over 2 years) was far better than a one shot workshop / training for few days, some of the problems remained.

- It is difficult to get things going unless both the HM and the teacher(s) are interested



- Even if the HM and the participating teacher are both serious, the remaining math teachers may not be. That jeopardizes the overall math intervention to a great extent.
- The main focus of the network was Classes V-VIII. The schools tried to send their best or most mathematically qualified teachers. However they often did not take any classes below IX-X and barely had any chance to apply what they learnt from the network meetings.

## English

A survey conducted by us in 23 govt (sponsored) high schools in 2009 had revealed very poor levels of English among the students of Classes V-VIII. Naturally there was a big concern regarding the phobia of English, pronunciation and illegible handwriting and a growing need among the teachers to provide the students with effective reading, writing and speaking skills.

10 English teachers from 12 schools regularly attended 7 workshops from Nov 2009 to Dec 2010 focused on helping them find necessary remedies for the problems mentioned above mainly for Class V. There was a stress on making English fun to eliminate the fear. 2 sessions were especially devoted to material making while the rest were devoted to introduction of concepts, demonstration by teachers and sharing of their experiences and difficulties in the classes. This was followed up by visits to 4 schools.

The implementation was satisfactory in 3 schools and most successful in Media High School. A Foundation Course in English also got developed through this. Swanirvar managed to convince some of the HMs so that the English teachers



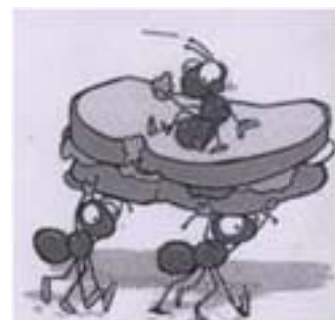
in those schools could continue with their Class V in 2010 as Class VI in 2011. So part II was initiated for Class VI with some new teachers as well some old ones in Feb 2011. Another 2-day session in Aug summed up the achievements while further input was provided on sentence construction and how to handle texts.

In the exhibition, the teachers, Rumi Ganguly from Media and Rumpa Das from Mandra, displayed materials they made and used in class and also shared their experiences. Rumi in particular did an excellent job in explaining the exhibits, sharing her classroom experiences and responding to questions from the audience. She has compiled how this Foundation Course can be incorporated in the existing WBBPE Class V syllabus. She was later felicitated by the locality around her school and requested not to relocate elsewhere.



## [With School-going Children at Support Centers]

When workshops in Creative Writing in Bangla were so successful similar workshops in English could be possible too. The 1<sup>st</sup> generation school goers with some amount of English could surely participate and develop oneself in serious for creative writing in English. **Nibedita Seva Mandir** Tuition Centre came to us asking for English creative writing session for their students (classes V – IX). It was intriguing. It was fun. It was done in 5 evenings, an hour each, in Apr-May 2011. Given such a short time, we decided not to address children's difficulties with sentence and word structures. The students were encouraged to write happily, confidently. They were not at awe with English, they did not struggle. They just wrote as it came to them, naturally. They



**Rajib** – We are the ants. We are collecting our food.

**Arpita** – Carry on ants!

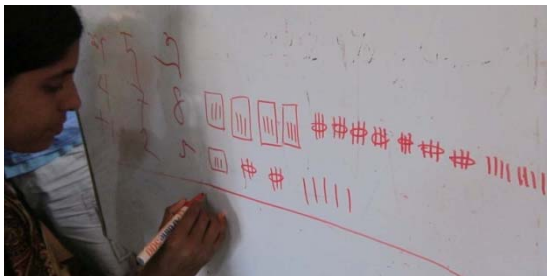
**Surojit** – Ants go home with the sandwich.

wrote in English, as much as they could. **Focus:** Pictures, situations, word lists and drawings were the chief tools, to enthuse children to write.

In Sep, there was a 2-day workshop with the teachers in **Shamil**, an alternative school in Kolkata, on quick acquisition of reading and writing in **English**. With practicing teachers, the discussion naturally spilled over to various aspects of children.

With **Jabala**, our training this year included **English** along with inputs in **Bangla and math**. We had a follow up on Bangla and math in Apr, training on English in July, a 2<sup>nd</sup> follow up cum training in Oct (Bangla, English and math) and the final evaluation in Dec.

**Mukti**, an organization working in Sundarban, heard of us through one of our common funder – Asha for Education. They run 8 tuition centers for Class V-X for **English and math**. We have initiated a year long program with them to **bridge the learning gaps for Class V**. The phase 1 training in Jan 2012 had 3 days of English and 1 day of math. The teachers shed their shyness and took active part in polishing their pronunciation, making phonetic (but possibly meaningless) words, enacting verbs and making fun sentences. One must add the funny twist to shoo away the fear! They found this approach to English new and refreshing. The coordinator of this program, who happens to be a retired HM and an English teacher himself, got very impressed by the sentences made by these teachers. He felt how such fun twists transform us to a “wonderland”. Similarly in math the teachers got a very colorful glimpse at divisibility.



Young teachers in **Suchana** – an organization working mainly with the Adibashi children near Shantiniketan – wanted to know why do we put a  $\times$  at the beginning (i.e. at the right end) of the 2<sup>nd</sup> line when we multiply by say 23 or what do we really mean when we say “1 in hand” while adding say  $17 + 25$ . They also did not have a clear idea how to include activities in class to improve mathematical understanding. So we had a 2-day workshop with them to address such specific queries. We used materials in activities

and games tied to mathematical concepts and in each case transitioned to pen and paper math often with worksheets. We covered numbers, fractions and decimals. Fortunately few children showed up and immediately joined the game we were playing. They needed no instructions! One of the teachers had her daughter accompany her. This young lady helped us a lot with game arrangements and did a lot of the worksheets on her own. The teachers got a feel of how children respond to such materials and activities. Finally when we made materials for decimals and used them for addition, one teacher mentioned that only now she understood what decimals really mean. She had finished her schooling and tackled decimal problems so far without really grasping what they meant.

In addition, our involvement with **JBNSTS** continued. The **math kits** prepared by Shikshamitra students were distributed to ~30 teachers along with introduction and demo. Our children, who took part in the making, were also introduced to the teachers. In addition, there were 3 **workshops with children** in Bethune, Garfa Boys and Hooghly Collegiate schools organized by JBNSTS and conducted by Shikshamitra trainer. There were 2 more of such workshops organized by **CPSM** and **ALM** where our trainers were invited.

The **CPSM** workshop was a very short one for Class VI on types of triangles. The classification was illustrated by specific activities that bring out common characteristics of each type. Also the 2 standard types of classify triangles were intermixed.

Symmetry was included in the WBBSE (or WBBPE) math syllabus for the 1<sup>st</sup> time this academic year (in Class VII). But hardly any teacher knew how to teach this new inclusion. So **ALM** decided to conduct a workshop with Classes VII-VIII on symmetry. For 2 days the children had a great time cutting, coloring and folding. There was no right or wrong way to explore symmetry. Symmetry was applied to explore properties of triangles and quadrilaterals and used to create various tessellating designs. There was a group of older children (of Class IX-XII) helping out logistically. We had questions for them as well and one of them in fact took a brief session on day 2! The session also got covered by one of the local TV channels.

## [With Hard to Reach Children]

**Marfat** works with children, adolescence girls and women in Dhuliyan, Murshidabad. The main occupation there is bidi-making. Our 1<sup>st</sup> intervention with Marfat was for these working women from the Muslim community. They came to 6 NFE centers to pick up basic language skills. There were 2 trainings and 3 follow ups between Jun 2010 and Sep 2011 on the Accelerated Reading program in Bangla. The teachers, who were young college girls from the same community, along with the supervisors and the coordinator took the training.

As a result, the entire organization got familiar with the methods. Even new teachers were exposed to the technique by others. Most of the girls picked up reading stories and writing sentences. In some centers they even made and wrote their own stories within a remarkably short time. The impact was so deep that Marfat decided to shift their main focus from health to education.



In 2012, they approached us once again but this time for the school going children who apparently are not learning much. We decided to work with Classes III-IV. A need assessment conducted in Mar 2012 revealed the wide and deep gaps that need to be addressed. Training along with demonstrations with children has been planned for in early Apr.

We also had a 2-day exposure on the **Barah-khari** method attended by various NGO teachers, staff and individuals in June (yes, during our Move!).

## Other meetings and events

This year we attended a number of meetings and events around public education. These include

- A public hearing on the status of implementation of RTE in Kolkata Town Hall by NCPCR
- A meeting by ETMA and other orgs regarding a vision of West Bengal Education 2025
- A meeting to hear the perspectives of various teachers' organizations regarding the recommendations by the Syllabus Committee by Pratichi and Vikramshila

We also shared our views on the curriculum part of the Syllabus Committee Report in a meeting with likeminded groups organized by Vikramshila.

In addition, we did a review of the suggested syllabus by the Committee – mainly for Bangla, math and EVE – and shared them with the committee. We attended few of the meetings and gave them sample of our work in Bangla at the middle school level. Our recommendations for math in particular were incorporated in their final report.

## In light of the RTE recommendations

To understand our role better rereading and reviewing the RTE act continued. Finding out areas where Shikshamitra shines, generated long discussions, arguments and critiques. It still continues. End of the year 2011-2012, we in Shikshamitra were able to draw out our strengths and the probable contributions in the field of education. These would lay the foundation for the nature of our work in future. The possible areas were –

- Offering academic, nonacademic and class-management techniques support for the 1<sup>st</sup> generation school going children (10-14 yrs) in different schools (especially govt)
- Concentrating on and creating resources for teaching and learning language and math for 8-16 yrs old
- Offering a basic education program for hard to reach children (in railway platforms, who are labourers, drop outs) who are 8-15 yrs of age, so that they can live life better

# SWANIRVAR

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## HEALTH ANNUAL REPORT-2011-12



### CONTACT:

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## Community Health:

**Our project areas:**

**Tuberculosis Unit: -8**

**Designated Microscopy Center: - 39**

**Block: - 11** (Amdanga, Baduria, Bashirhat- 1, Bashirhat-2, Bagdah, Bongaon, Deganga, Habra-1, Habra-2, Hasnabad and Haroa.

**Target population:-35 Lacs.**

We are organized all activities in field level with different categories.

- 1) Community Meeting (CM) with SHG, Village committee, CBOs and both TB patients.
- 2) Village level volunteers training (VTBV) with ASHA, SHG leaders, AWW, 2<sup>nd</sup> ANMs.
- 3) Training with Rural Health Care Provider (RHCP) local RMP Doctors, Ojha and Ayurveda who are practiced common people at their locality.

In 2011 -12 *Swanirvar* had successfully implemented the RNTCP (Revised National Tuberculosis Control Programme) project under the technical guidance of **Axshya India GF Round 9 TB Project WB, maintained by the GLRA INDIA in Collaboration with West Bengal state Health & Family welfare Samity**. Our main objects were to aware for the grassroots community on tuberculosis and identified the TB chest symptomatic person who were not diagnosed through the **Govt. Designated Microscopy Center (DMC)**. We also did the necessary help for their urgent sputum test on those DMCs. We were also followed-up the systematic treatment for the all categories of TB patients and other patients who were not following the proper **DOTS** (directly observed treatment with short cores Chemotherapy) methods in taking the drugs. We also gave maximum attention to the



defaulter TB patients and persuaded them to come under RNTCP units and to start treatments. One of our remarkable achievements was to motivate the local administration; we had persuaded the local BDOs and Gram Panchayat Pradhans to take necessary action for the rehabilitation of a TB patients especially during the treatment period. These had helped to reduce the no of defaulter patients. We also observed world TB DAY on 24<sup>th</sup> March. On that day we organized different meetings and seminars on TB and its effects in Block, Municipality and Gram Panchayats.

*Pic: One VTBV Training programme with ASHA at Maricha GP under Amdanga BPHC TU. STS, STLS, ZC Dr Atindra Pathak SSR Project Coordinator and TBCV to attended that programme.*



At a glance reports and their Impact on the Axshya India Project are given below:

AT A GLANCE REPORTS OF AXSHYA INDIA GLOBAL FUND ROUND 9 TB PROJECT.														
Name of the TU	Activities – 2011-12											Diagnosis		
	CM	Participant	Average No of participant	VTBV	Participant	Average No of participant	RHCP	Participant	Average No of participant	Tagging/social support	Refer chest syntomic patients	EP	NSP	NSN
Basirhat	61	1326	22	19	429	23	3	76	25	3	58	3	14	0
Biswanathpur	62	1629	26	17	366	22	2	45	23	1	76	0	9	4
Habra	62	1419	23	16	320	21	3	83	28	3	51	1	3	0
Amdanaga	61	1393	23	15	254	16	2	41	20	50	113	2	34	3
Baduria	61	1334	22	16	446	29	4	136	34	20	123	3	8	2
Bongon	62	1305	21	13	282	22	4	92	23	0	70	0	8	2
Bagdah	62	1324	21	14	295	22	4	77	19	27	221	1	19	0
Taki	60	1265	21	14	297	21	3	46	15	0	103	1	16	1
<b>TOTAL</b>	<b>491</b>	<b>10995</b>	<b>22</b>	<b>124</b>	<b>2689</b>	<b>22</b>	<b>25</b>	<b>596</b>	<b>24</b>	<b>104</b>	<b>815</b>	<b>11</b>	<b>111</b>	<b>12</b>

**For effective implementation of National Rural Health Mission (NRHM) we have organized the following programmes:**

**1. Community Awareness:**

We had organized 22 nos. of Community Awareness meetings on various govt. health services & schemes (Janani Suraksha Yojana & Nischay Jan etc.), Breast Feeding, Diarrhea and their accessibilities under Basic Health Care & Support Programme.

**2. Community Sensitization:**

We had organized 10 nos. of Community Sensitization meetings to various Community Groups



regarding National Rural Health Mission (NRHM) and behavioral changes & problems of adolescent. We had also discussed about 'Annesha Clinic' which was a separate clinic of Block Primary Health Centre. There was a women counselor, three days in a week, she did the counseling of adolescent Girls & Boys.

**3. Capacity Building of grassroots**

**CBOs:**

We had organized 4 nos. of Capacity Building meetings with grassroots CBOs on National Rural Health Mission and its services & schemes. We had also discussed how to implement the National Rural Health Mission

(NRHM),

**4. Training of ASHA, ICDS Helper & Dai:**

We had organized 4 nos. of ASHA, ICDS Helper & Dai Trainings on National Rural Health Mission and its services & schemes. We had also discussed How to implement the NRHM and their roles & responsibilities.

**5. Community Orientation on Right to Information (RTI):**

We had organized 10 nos. of Community Orientation meetings on Water, Sanitation & Nutrition under Right to Information Act'2005 for successfully Implementation of National Rural Health Mission.

**6. Training of CBO & NGO health worker:**

We had organized 4 nos. of CBO's & NGO health worker training on National Rural Health Mission (NRHM) and their roles & responsibilities for effectively implementation of NRHM. We had also discussed how to increase the involvement of community peoples. ANMs also attended the meeting.

**7. Linkage Building with various Govt. Departments:**

For successfully implementation of various Govt. health services and schemes and strengthening the health system, we had continued our assistance services to the Sub-Centre, ICDS Centers & BPHC level.

**8. Case Building:**

We had done 5 nos. of Case Building exercise. It is a new idea. Last few years we have highlighted case study which was success story. But case building is an event; it may be success & unsuccessful story. Case Building exercise has some steps. At first we have collected cases then analyzed that and find out the direct cause, indirect cause & stakeholders who are directly or indirectly involved with this case. After that we have prepared an Action Plan & Advocacy tools. According to this we have organize some programme.

**9. Home Visit:**

We had completed 800 nos. of home visit for promotion of Integrated Management of Neo-Natal and Childhood Illness (IMNCI), i.e. Brest Feeding, Diarrhea etc. In the time of home visit we had also discussed with mothers regarding Nutritious Food, Personal Health & Hygiene and Sanitation.

**10. Geriatric care:** We had selected 44 geriatric person under two villages. We had completed 9 nos of Meeting and discussion with aged persons, 2 nos of Orientation of peer groups, 9 nos of

Awareness generation camp on geriatric care ( as NRHM context), 5 nos of Health check up and referral supports, One day celebration- locally. we also observed **OLD AGE DAY** on 18<sup>th</sup> November.



Pic: Old villagers were taken to a local TAMPLE on 18<sup>th</sup> Nov,11

## ***SWANIRVAR-ACCOUNTS***

**The below summarizes money received during the year, and how this was spent**

### ***INCOME***

<b>Name of donor/donar agency/Source of income</b>	
Asha for Education (NY) USA	734269.00
Friends of Swanirvar (FOS) Worcester. England	142741.72
Friends LA through share &care foundation	541998.00
Share & care foundation (S&C), NJ, USA	537790.00
CIVA, Vancouver, Canada	743295.08
AID-Bay Area- USA	567802.00
Lease of Pond	105000.00
Vibha, USA	313952.00
Training fees & Lodging ,Meterils	262600.00
Misc. Domestic donation, Subscription,	903086.75
Bank interest (Foreign + Domestic )	94507.00
West Bengal Voluntary Health Association	108000.00
Axshya India Global fund (GLRA-GF)	1191994.00
Sale of Land and Building (Matia)	270000.00
<b>TOTAL</b>	<b>6517035.55</b>

**EXPENDITURE**

<b>A.CAPITAL</b>	<b>Rs</b>	<b>Source</b>
Computer	16050	DOM
Bi-Cycle	3490	DOM
Furnitur	2090	F-LA
<b>Sub-Total</b>	<b>21630</b>	
<b>B.PROGRAMME</b>		
Learning Centre (Shikshamitra)	598122	Asha,Aid
Primary Education	1229708	F-LA,S&C,DOM,VIBHA
Sustainable Agriculture	1212911	FOS,AID-BA,CIVA
Kishore Kishorie Bahinie	826298	FOS,AID-BA,FLA,General
Health & DOTS	1657908	GLRA,WBVHA,Dom
Misc.Expenses,for meeting trainin & training centre cost	136238	F-LA
Organization	28256	DOM
Strength of Local Institute	352393	DOM
<b>Sub-Total</b>	<b>6041834</b>	
<b>C.ADMINISTRATION</b>		
Salaries & Fees	382636	F-LA
Electricity & Communication	50613	DOM
Generalprinting,stationery,Travel,Bank charges	70707	DOM
Staff Insurance/ Insurance commission	22900	F-LA
<b>Sub-TotaL</b>	<b>526856</b>	
<b>GRAND-TOTAL</b>	<b>6590320</b>	



<b>SWANIRVAR</b> <b>ANDHARMANIK, NORTH 24 PARGANAS</b> <b>WORKING COMMITTEE; 2012-2013</b>			
SL. No.	Name	Designation	Contract & E-mail No.
1	Sujit Sinha	President	7829569482, Sujit.sinha@apu.edu.in
2	Sandhya Mondal	Secretary, Agriculture supervisor	7384521038, swanirvar446@gmail.com
3	Nirajan Paik	Treasurer	9732694491, swanirvarmf@gmail.com
4	Samir Biswas	Member, KKB Supervisor	9732574947, samirbiswas4947@gmail.com
5	Prasanta Mondal	Member. Primary supervisor	9732829202, prosanto202@gmail.com
6	Abdul Mannan	Member, Health supervisor	9732964454
7	Subhash gain	Accountant	9732778132, subhash8132@gmail.com
8	Nilangshu gain	Co-ordinator	9732524526, nilangshugain@gmail.com

**MAIN OFFICE**

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**CITY PROJECT**

**SHIKSHAMITRA**

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