

6 MONTH PROGRESS REPORT

CONTACT INFORMATION

Name of the organization: Kedi Residential School for Tribal Girls. Managed by Kaivalya Trust, Valsad.

Organization description: High School for stds. VIII, IV, X and Vocational Institute for students as well as Rural Women

Date of establishment: Kedi Residential School was established on June 26th 2006. Kaivalya Trust was established in June 2000 and registered since 28th April 2003

Contact person(s)/ Phone Number:

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Tithal-396 006. District: Valsad, Gujarat. India

Kedi Residential School for Tribal Girls

Ozarpada Road, Opp. Siddhi Pipe Factory,

Location (village/town): Nagaria, Dharampur-396 050

District: Valsad, Gujarat. India.

Description of area:

Dharampur Taluka is a pronounced backward area. 70% of its total area [1,650 sq. km.] is covered with hills and dense forests. 95% of its total population inhabits hamlets which are located 3 to 5 and more kms away from each other. There are few villages, about 240 hamlets and only one town, Dharampur, in the whole Taluka.

Some of the parents are owners of a very small farm and they grow mainly rice, raghee, chana and urid, enough only for their family. Most of them are illiterate. Other parents gather forest products or work as migrant, seasonal, day workers.

There are some Primary Schools [Std: I to IV] in the remote areas and a few Upper Primary Schools [Std: V to VII]. The High Schools indeed are fewer, hardly 5 in the vicinity around Dharampur and the number of students per class range from 60 to 80. The tribals in the region have now realized the importance of educating their ward. However, there is hardly any Residential High school in the entire Taluka for Girls. Parents are reluctant to send their adolescent daughters to stay as dependents with friends and relatives in Dharampur. Consequently, large number of girls will get married around the age of 16 to 18 and discontinue their formal education.

Even today, in the tribal communities of Dharampur and Dang Districts the parents are giving negligible importance to the girls' education due to economical and social limitations. The parents are confounded with a problem which affects the girl-students more than the boys. If they want their child to continue studies, [Std: VIII onwards] they have to arrange for their wards stay in a hostel or with some relative or at a place which is near to the school. The sporadically and distantly located High Schools lead to the rise in the number of dropouts. This problem is colossal. It is a potent impediment to the progress of the tribals in the area. Hostel facilities are extremely scarce.

STATISTICS

Number of children currently enrolled in the project: 80

Ages of the children: Between 12 and 20 years

Standards taught: VIII, IV,X and Vocational Training for students and Rural Women

Number of boys: None

Number of girls: 80

Number of teachers: 6 Full time Paid teachers, 1 Rector cum teacher, 1 part time Music teacher, 1 Part time Computer teacher.

Number of MALE teachers: 3 Full-time 2 Part-time.

Number of FEMALE teachers: 4

Current Teacher/student ratio: 1 Teacher per 10 students.

Salary of Teachers: Between Rs. 2500.00 to Rs. 8000.00 per month

School timings 10:30 AM to 4:30 PM

School days; Tuesday to Sunday, 6 days a week

Over all school attendance percentage: 99%

Medium of instruction; Gujarati

Economic background of the parents of the children: 95% live below poverty line. Mainly agricultural society with very small rice paddy who also go for seasonal labor jobs.

Is the school in a rural or urban area: Rural Area.

Is it a residential school? Yes it is.

How far away are the homes of the children? The closest is 20 Kilometers and the farthest in 60 Kilometers

How do the children get to school? N/A

FCRA Number: Registration No.: 042000127.

Below are some general questions regarding the project. Since your feedback is valuable to us, please make your answers as **detailed as possible**.

Please tell us the progress of the school in the last 6 months (usually from April to September of the current year based on typical April 1 – March 31 school year in India)
Students now show ability to think creatively and critically hence has learned problem solving.

Such psychological independence that students are never allowed in any other rural area schools, has given boost to their self-esteem as well as self confidence.

Once shy and inexpressive group of students have now started expressing their opinion and as a result their academic performance has improved.

Fortunately, we could devise few interesting games to teach languages and it has proven very effective which in turn helped solve student's learning ability problem for languages.

How do you think the school has improved in the last 6 months?

Please see above.

What are the problems you have faced in the last 6 months?

So far, this year, we have not faced any major problems yet.

Each school year we enroll few students who are academically very poor. They require extra attention, efforts and time.

How would you rate the overall effectiveness of this project over the past 6 months?

The feed back we are getting from local as well as foreign volunteers and resource persons are very positive regarding students progress. Following are the excerpts from the letter written by Rakhee Balram, a professor of Art History as well as French Literature at oxford University, England who came to Kedi School as a volunteer from August 2009 to November 2009.

"My experience at Kedi School began with the monsoons: the heavy rains, ample green gardens, and the cool serenity of the school itself; intermittently broken by the clamor of cheerful students rushing to greet me with the traditional '*behn*.' I met students who were at once shy, confident and very proud of their school. Over the course of the three months that I independently volunteered at the school, I grew to appreciate the girls themselves; their indomitable spirit, the joy with which they danced the *garba* at

festival times (and patience with which they taught me the steps); their willingness to speak English and make mistakes; their fearlessness to learn about the world and the environment around them.

The development and responsiveness of the students in the classroom rested on their ability to listen and adapt quickly and independently to versatile teaching styles. Outside the classroom, the students displayed a vivid intelligence and a hunger for practice while completing daily tasks. The readiness of local teachers to work with the volunteers smoothed the way towards the substantial progress made by the students. Led with grace and spirit by the school's founder and principal, Aparna Kadikar, the everyday routine at the school was uplifted and made special. Sharing the girls' daily tasks ranged from cooking meals on open fires or utilizing solar energy, farming, cleaning and sifting flours to the artistic crafting of intricate embroidery for saris, singing *swaras* in classical music lessons, or painting traditional *warli* figures. The experience of living amidst the girls while learning from them and teaching them was a relationship based on trust, friendship, hard work and true exchange that was in every way remarkable and amongst the most magical and fulfilling hours I have ever spent. ---- R. Balaram 2009"

Please give examples of activities at the project in the last 6 months. Please give details.

At Kedi School we set up a vocational training institute where we are now offering many different fields of choice. This school year Kedi vocational teachers are providing vocational training to two different groups of ladies selected from the interior hilly area villages adopted by Bhansali Trust and Atul Rural Development Foundation(ARDF).

With the help of fund provided by ASHA we have added a large multipurpose hall to facilitate various activities for a large group of either students or needy persons from interior areas. To set up such a vocational training institute in the interior hilly area have its own problems. It is very difficult to find skilled resource persons who are willing to travel and stay there for a longer period as well as to have manpower to manage and monitor the quality of their activities hence Bhansali Trust as well as Atul Foundation are sending ladies from the villages to Kedi school.

We are offering Vocational Training such as Machine Embroidery, Hand Embroidery, Jardoshi work, Cutting and Stitching, Solar cooking, Solar steam cooked food processing, Organic

farming and Computer to Kedi students, Ladies from Interior rural areas as well as many Ladies from local surrounding villages.

We also added outdoor sports courts for badminton and cricket with whatever little open space we have around the school building.

This year we had some distinguished visitors who came to interact and inspire students such as the founders of about 40 NGOs who are active in various fields, Shree Rameshbhai Oza, Jain Maharaj Shree, Shree Sanjiv Pande an I.A.S. officer and additional collector, New Delhi. Shree Prakashbhai Parmar for Language workshop, Warli painting workshop and many more..

Rakhee Balram, Tim, Sabrina and Suzann came to stay for three months each, and could provide a very valuable exposure of a different culture to the students and staff members of Kedi. They taught Physics, Biology, Environmental Science and English. One more ASHA volunteer is planning to join us from January 20th 2010.

Please explain how Asha funds were used in the last 6 months.

Funds for recurring expenses were used for:

Teacher's salary, Food and fuel, Educational material, Board examination fees and seminars,

Fund for Capital expenses was utilized to complete the construction of Dormitory for students on the second floor.

Is there any other feedback you would like to provide to Asha for Education?

Please send fill out this form and send back to Asha for Education **within 3 weeks** from the time you receive this form. Thank you for your time and patience.

Aparna Pankaj Kadikar, Managing Trustee

Date: January 14th 2010