



2016-2017

Stories of Collaborations

Classroom | School | Neighbourhood



Preface

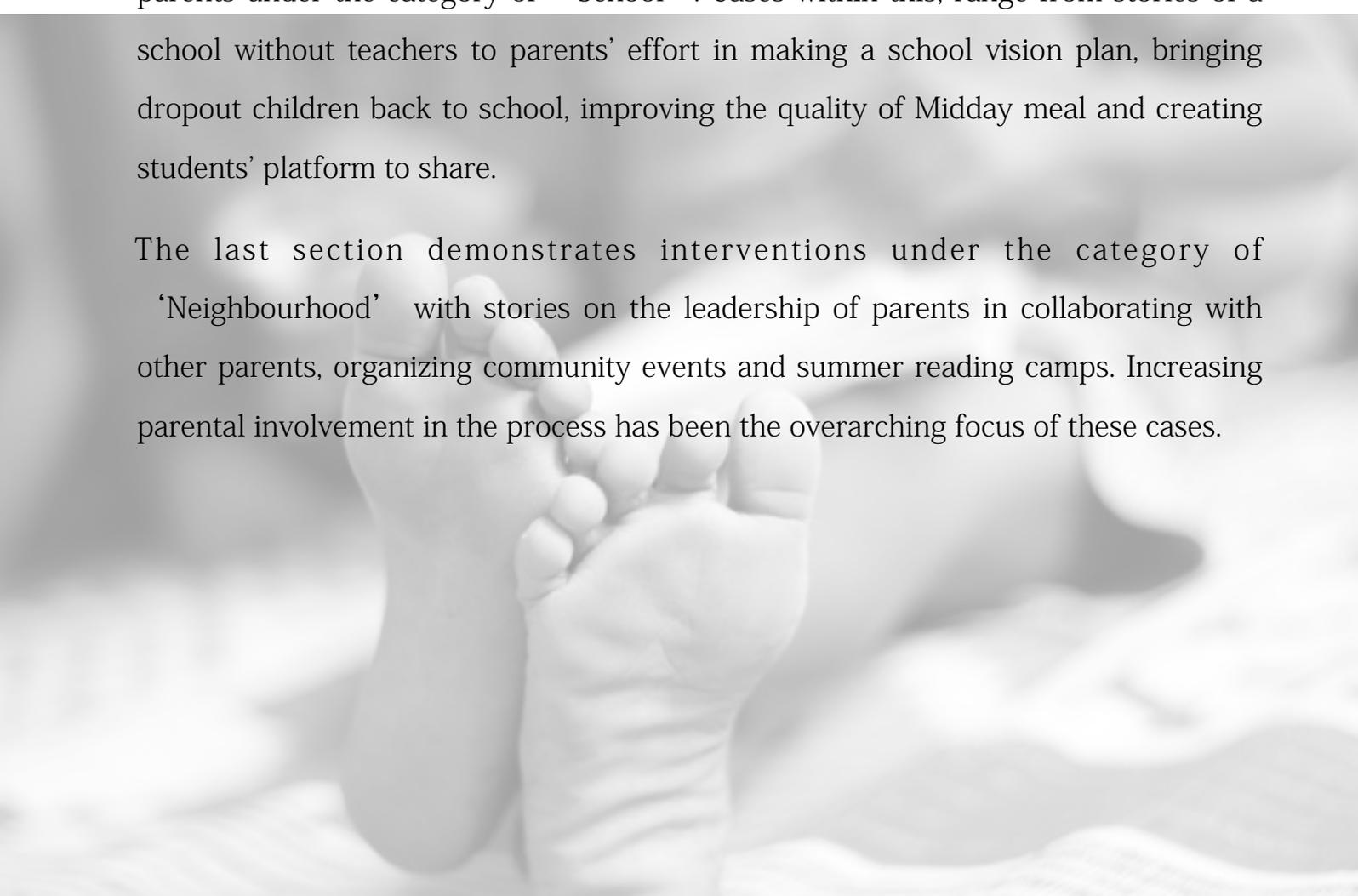
This is a collection of 14 stories of collaboration between schools, parents and community members. These stories highlight parent and community involvement at “school” ,” classroom” ,and “neighbourhood levels. The stories span across Municipal, and state government schools of Delhi to schools from rural Karnataka.

Saajha is missioned to enable parent participation impact students learning. We leverage School Management Committees (SMCs), a constitutionally mandated body of parents, teachers and other stakeholders.

The first section of the book demonstrates case interventions made under the category of ‘Classroom’ . In this section, we will come across efforts made by the parents in conducting a joint assessment on reading and learning levels of the students.

‘The second section of the book demonstrates case interventions made by the parents under the category of ‘School’ . Cases within this, range from stories of a school without teachers to parents’ effort in making a school vision plan, bringing dropout children back to school, improving the quality of Midday meal and creating students’ platform to share.

The last section demonstrates interventions under the category of ‘Neighbourhood’ with stories on the leadership of parents in collaborating with other parents, organizing community events and summer reading camps. Increasing parental involvement in the process has been the overarching focus of these cases.



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A INITIATIVE TO IMPROVE LEARNING

Context

Higher Primary Urdu Boys School (HPUBS) Ingalgi is a Government Urdu Primary school located in a small village called Ingalgi in Kundgol Taluka in Karnataka. The school has 2 classrooms with student strength of 58 and 3 teaching staff members.

The School management Committee (SMC) was inactive since the last 3 years. The SMC reformation took place in August 2016. During the first SMC meeting, the agenda was - inadequate number of chairs in the school. To solve this issue, SMC president arranged chairs for the schools. After solving issues like building new classroom and bringing furniture in school, SMC team realised the need of improving the reading level of students in Urdu and Kannad .This case elaborates on the steps undertaken by SMC to ensure improvement in the reading level of students in Urdu and Kannad.

Overview

In the coming months, the agenda shifted from focusing on infrastructure of school to improving student learning. SMC decided that the first step will be to assess current level of students.

To conduct a fair assessment, it was decided that both parents and teachers will be a part of 'Joint Assessment' . The school supported the idea and enthusiastically participated in the whole process.

An intervention by the School management Committee of HPUBS, Ingalgi to assess the reading level of students in 3rd to 6th grade in Urdu and Kannad.

Action taken

- 7 SMC members were trained on how to conduct the pre-assessment using Annual Status of Education Report (ASER) Tool. On 22nd November 2016, 7 SMC members along with 2 teachers assessed 23 students. Students of class III, IV, VI and VII were assessed in Kannada & Urdu language.
- Session on 'Parental Involvement' was conducted in the community on the importance of sending their wards in school regularly.
- Parents were encouraged to increase new admissions in the school which would in turn help SMC in bringing more funds to school and increase the number of teachers

Challenges

Since Kannada language was taught by the Headmaster himself who handles many other commitments, enough Kannada classes were not held. Hence, there was a dispute between parents and HM about the children's progress in Kannada.

Through the joint assessment by parent and teachers it was found that only 49.2% students could read a story in their mother tongue.

OUTCOME

After the visit the SMC initiated Community homework classes which enabled students to collectively do their homework under the supervision of community volunteer.



A COLLABORATIVE STEP TO IMPROVE LEARNING



Context

Sarvodaya Bal vidyalaya No. 1, Madipur is a school located in West Delhi. The SMC at Sarvodaya Bal vidyalaya, Madipur has the support of a dynamic principal and few active SMC members. The SMC till now has worked on the agenda of absenteeism, school infrastructure, involving local authority admission by setting up 'admission help-desks within the community. Major challenges of the school revolve on issues of learning level of students coming from Municipal primary school. This case elaborates on the steps undertaken by SMC of secondary on how to assess the reading level of students of municipal primary feeder schools.

Overview

Sarvodaya Bal vidyalaya No. 1, Madipur is a feeder to 4 Municipal primary schools. This means that all the students of 5th grade who would pass from the 4 Municipal primary Schools would come to this Secondary school. It had been mooted that the reading level of the students coming from these Municipal primary schools was not appropriate according to their grade. The school mapped the reading levels of each student before they are enrolled to the school to make the appropriate plan.

An intervention by of members of Sarvodaya Bal vidyalaya, Madipur school management committee towards an improved teaching-learning process by doing a baseline assessment of grade 5th student's learning levels in all the 4 Municipal primary schools.

Actions undertaken

- Understanding the problem This need was identified by the SMC team and a baseline assessment test of all the 4 Municipal primary feeder schools was decided as next step .A process map for the same was made in the next SMC meeting.

Process mapping and division of roles and responsibilities

In the second meeting process mapping and the roles were divided and on the following activities:

- Head of School (HOS): HOS would take all the necessary permissions from the feeder schools. School will provide the assessment tool to all the SMC members.
- SMC member: They will take the test of the all the students and document the results after taking training for the same.
- Special Invitee (Saajha Representative) : To hold a workshop on “How to do a reading level assessment”

Training of SMC members

- In the third meeting a workshop of SMC members on baseline assessment was done. A date was decided to visit one of the feeder schools for the assessment of 5th grade students.

Assessment in all four feeder primary schools by SMC members of secondary parent school

- The SMC team of Sarvodaya Bal vidyalaya Madipur visited the first municipal primary School on 16th Feb, 2017. Assessment of approximately 55 students was done. Data for the same was noted and the report was shared. Later the team visited other three municipal primary schools for assessment ..
- School Teacher of Municipal primary school requested the SMC team of Sarvodaya Bal vidyalaya Madipur to visit their school and SMC team. They also requested the Principal of Sarvodaya Bal vidyalaya Madipur to hold a workshop for their teachers for reading campaign so they could work on their students better.

OUTCOME

- Foremost, a database was made available for the Secondary teachers. With the help of the database they were able to segregate the student based on the learning level and plan accordingly.
- Collaboration between primary and secondary school was enabled for improvement in learning.



FROM BASIC READING TO UNDERSTANDING

Context

Nagar Nigam, Tahirpur village-1 school is located in Sundar Nagri area of East Delhi. The school has classes from 1st to 5th Standard. This case intervention has been made in 3rd to 5th standard, each having two sections per class. School Management Committee' s (SMC) intervention has been in undertaking the learning assessment, work on the dropout rate, midday meal, parent attendance during PTM and organizing learning camps. Major challenges of the school includes the lower level of reading among students. This case elaborates the steps undertaken by SMC to assess the basic reading and comprehension ability of the child.

Overview

Parents continuously stated the problem during PTMs that their child is not being taught English. Also stated was, “Our children can do Math but we do not know what is being done in Math” . It was concluded that an action with regard to comprehending text should be done. A concern was highlighted during the PTM by the teacher with regard to the same .

Actions undertaken

- In an SMC meeting ,a decision to review the reading level of each class was made.
- Staff meeting was organized to understand what is the school targeting in basic learning and text comprehension .
- Training of SMC members by Saajha facilitator on how to conduct a pre-test based on the following concept was organized:



- The focus was on total 5 subjects for assessment. Pratham tool was used to first assess the basic knowledge by focusing on three subjects, i.e. English, Maths and Hindi. Later, the assessment was done for text understanding of the child on five subjects, i.e. Hindi, English, Maths, Social Science and Science. What was aimed at was, if 5 chapters of Hindi were taught then how many chapters did the child effectively learn?
- Assessment was done for which the child was asked to do two things:
 - One thing that he/she remembers, for eg. characters name.
 - Narrate story in his/her words.
- Re-checking of gathered data by SMC members through random sampling.
- Compiling of data with help of SMC member
- Meeting for data-sharing, agendas for next month, which stakeholder can be involved, what all can be done to reach the goal, how do we get students to school, timetable of teachers and parent involvement was discussed.
- Time table was formed with help of SMC members and teachers for interventions to improve the comprehension abilities of the students.

Stakeholders Involved

- 3rd to 5th Std. teachers
- Teacher as Convener
- 5 SMC parent members
- Few students volunteer
- School Principal



Similar interventions were taken up by SMCs across 49 schools with approximately 28,000 students. The pre-test in these schools for grades 3,4 and 5 showed that on an average 41% , 52% and 66% students could read respectively. In the post-test these numbers increased to 48%, 59% and 70% respectively

OUTCOME

22% more students can read a story



A STORY OF A SCHOOL WITHOUT TEACHERS

Introduction

How would a school teach its students when there are very few teachers? With four teachers on maternity leave, principal and convener on leave of absence, the school lacked the resource which is pivotal for its students- the teachers. The problem needed a tangible and sustainable solution.

consultations, the problem was solved with the help and support of the volunteers and teaching staff. However, this case, brought focus to an important idea: the role of guardians in the overall education of children. The shortage of teaching staff could have serious implications on students and their results. However, this concern was averted due to active participation of parents. This brings our focus to understand how a school becomes an intrinsic part of community and collective learning. Active involvement of parents, coupled with dedicated teachers, who work together as a team for an overall education of children, can prove to avert problems and lack of resources.

Overview

The problem was first identified by the principal during an SMC meeting. The principal understood, with four teachers on maternity leave, and the principal and the teacher convener on leave of absence, the school was going to be highly understaffed. This would have implications on the administration of the school and education of the students, who were preparing for the approaching exams. The principal had reached out to the concerned government department for assistance and was assigned with a volunteer. However, the volunteer assigned, did not join in. Hence, the route to action was to ensure that the education of the students remained unaffected due to this shortage of teaching staff.

With four teachers on maternity leave, principal and convener on leave of absence the school functioned uninterrupted with the collaborative effort of SMC members.

Actions undertaken

- SMC meeting was organised to discuss the issue. SMC Chairperson suggested spreading information and asking parents to be more involved with their children. After the SMC meeting, SMC member, Mr. Ghai and Saajha facilitator, Ms. Preeti discussed the issue with the principal and realized further action will also be required.
- The SMC members proceeded to spread the message in the community. They informed parents about the lack of teachers. The counsellor representative cum SMC member contacted students in his area and 2 volunteers from the community were raised.
- The teachers merged classes for efficiency and teaching more students at the same time.
- An NGO, Subhag Foundation was approached for further help.
- The members also made home visits informing parents to help their kids with their school-work. They also followed up on the visits to see if the children were getting the help they required from home.
- One of the SMC members was already coaching 20-25 students during this time period.

Challenges

Parents initially were not keen to be involved. Even after the steps undertaken the SMC members found during the follow-up that few parents weren't helping out. When asked, the parents said, "Since they themselves aren't educated they don't feel they can contribute." In addition, they are busy with their daily wage work.

OUTCOME

Through the combined effort of school, parents and community members, a short term solution to the problem of lack of teachers was arrived at.



BRINGING THE CHILD TO SCHOOL



Context

Sarvodya Kanya Vidyalaya, Begumpur was established in 1985 and is located in North West Delhi. Currently, the school has 14 classrooms, 33 teachers and strength of 749 students. The major problems of this school has been student absenteeism. Since last year, the SMC has been having bi-monthly meetings during which SMC parent members have been actively participating.

The SMC by garnering support from local community were able to conduct it for 9th and 10th standard as well. This case elaborates on the steps undertaken by SMC on to raise the attendance of students in the school.

Overview

The attendance of students in the school was quite low, which has led to poor academic results. SMC members decided to intervene and spread the message in the community to send their children to school. This would hopefully also positively affect the results of the school.

To increase attendance of students in school, it was discussed that the issue of absenteeism and its effects be shared with the community; presence of students will be encouraged by the school.

Through an intervention by SMC in efforts to improve student attendance, Sarvodya Kanya Vidyalaya improved its academic results

Action taken

Prioritising :

- During an SMC meeting the members decided to list the major problems in their school and see how to fix them. Problems like repairs and less number of teachers were listed other than absenteeism. Students' attendance was prioritised above other issues.

Door to Door Visits

- For this the SMC members asked the teachers for lists of students and their parents (addresses included), who regularly miss classes. They then decided to go door-to-door and do a small survey to understand why weren't the students regularly attending school.

Mobile messaging

- The School would simultaneously send bulk messages to the parents of absent students on their phones. The morning assembly would be used to motivate students to come to school, and in the classrooms children were asked to spread the message to other children and get them to the school.

Regular PTMs

- PTMs were conducted and the focus was on those parents whose children were regularly absent from school. These issues were then discussed, the school's overall results was shared with them, last year's results plus the current years test results which were both very low. Many parents did not know about their child's performance and were very surprised about their dismal performance. The need for regular attendance was stressed and made clear to the parents.

Outcome

There was 50% increase in attendance of students. School results were also seen to have improved.





A VISION PLAN FOR EFFECTIVE PLANNING

Context

Nagar Nigam, Water Works School is located in Wazirabad area of north Delhi. Saajha has been working in the school since 2013. The school has a staff of 5 teachers, 9 classrooms and 200 students enrolled in the school. The principal and convener are supportive of the School management committee (SMC) and its interventions.

The SMC had been conducting meetings and events, but no structured plan was in place to assess the progress or plan future interventions. This case elaborates on the steps undertaken by SMC to develop a School Vision Plan (SVP).

Overview

The need to structure efforts to deal with various problems of the school and have a need-based planning led to the development of SVP.

In four meetings, identify and plan to achieve top three needs of the school

Action taken

In an SMC meeting all the SMC members agreed that a plan needs to be developed to plan future intervention.

Identification of Challenges:

- A list of school's need was drawn. These needs were – improvement of mid-day meals, absenteeism, learning levels of students, etc.

Selection of top three needs of school

- The team of SMC members and saajha facilitator together zeroed upon top three needs on which a plan would be developed. These were – learning levels of students, absenteeism and increasing admissions of children.

Action Planning

- An action plan , elaborating what the next steps and the time lines of the tasks was chalked out.
- Step by step Planning: Responsibilities were distributed to stakeholders where, teachers – learning levels; SMC members- steps to increase admissions in school and door-to-door visits to reduce absenteeism in the school.
- 2 review meetings were done to evaluate the progress made by SMC in November 2016 and February 2017.
- The pre-test was done in November 2016 and the post-test was done in March 2017.

Challenges

On several occasions, while conducting door-to-door survey, parents would not be available for discussions. It was seen that that only those kids joined back, with whose parents the SMC was able to talk and discuss the issue.

For admissions, a lot of parents were not willing to get their child admitted to school, as they feared bad influence on their children. Convincing them was a challenge in the beginning.

OUTCOME

- A detailed School Vision Plan was made by the school that focussed on overall development of students.
- The SMC was not only successful in getting new students admitted to school, but also getting students who had dropped-out to enrol again.
- There was an improvement in learning level of grade 4 students by 7% in six months.



STUDENTS' PLATFORM TO SHARE

Context

The secondary school, in west delhi has teaching staff of 58 teachers and strength of 1246 students. It has an active School Management Committee (SMC) with a majority of female participants. The SMC has worked on agenda items like, organizing Parent Teacher Meetings (PTM) with the principal, absenteeism and providing small amounts of occasional monetary support to the school, Midday meal inspection, etc. SMC has shown a continuous of 60% attendance in meetings.

Though the school is performing well, some students reached out to SMC members highlighting the need for school authorities to give individual attention to all the students. This case elaborates how the school management committees came up with a plan to bring student voice in decisions of school.

Overview

During one of the SMC meetings, an observation was shared that, not all students were comfortable with reaching out to Principal or teacher to communicate their problems. Alongside that staff was also usually busy to give individual time to all the students.

Discussions on the same lead to a thought for the next SMC meeting: how to effectively understand the problem faced by students?

Action Taken

On 9th January 2017 SMC members decided to put up and maintain a suggestion box for students. A draft of actions to activate suggestion box in school was formulated.

Process of activating suggestion box

- Announce in the assembly about the suggestion box . Communicate to all the students that suggestion box will be opened after every 15 days and those suggestions will be resolved on 16th day.
- Communicate this information via teachers in classrooms as well
- Open the suggestion box in every SMC meeting, discuss the issue and decide action steps to resolve the issues.
- File all the suggestion
- Announce students in the assembly and resolve all the suggestions/problems..
- Second Meeting: Approximately 5 suggestions were found. They were against the behavior of teacher, difficulty in understanding mathematics, bullying etc. SMC members made the action steps of each suggestion and the principal took up the issues in morning assembly.
- Third meeting:Each suggestion was discussed in the SMC meeting and recorded in the register maintained for the same.

Secondary school, Punjabi Bagh took an initiative to understand the core issues faced by its students, while maintaining their anonymity. Through establishing a suggestion box where students can address their grievances the school ensured every child is heard.

OUTCOME

More than 50 problems were resolved in one month. A greater transparency was built for creating a better learning environment for students.



FROM A GARBAGE YARD TO CHILDRENS' PARK

Context

Nagar Nigam, Chauhan Bangar, a school located in East Delhi has two mediums for their pedagogy: Hindi and Urdu. Though both the medium are taught in each of the two blocks that runs in two shifts.

This case is a collaborative effort of four conveners, four principals and 15 School management Committee (SMC) parent members. This case elaborates the steps undertaken by SMC on how to improve the school environment and keep the school area clean

Overview

The school is situated in a residential area and occupants would often throw their garbage near and within the school campus.. The school premises were often occupied by men who would drink and gamble. Receiving complaints from parents, the SMC convened a series of meetings on this agenda.

Action taken

Parents were mobilised through PTM

- A PTM was organized by the SMC members to derive concerns from the parents themselves and issues they thought needed to be addressed by the school administration. Parents stated hygiene and cleanliness to be of priority as their children often get sick drinking water from the school premises.

Developing Plan

- In second SMC meeting was to develop a plan and delineate tasks for the deliverables.

- The third meeting was devised to define the roles of SMC members. The list of works decided to be organized was:
 - Organize rallies.
 - Door to door visits to explain the effects of throwing garbage on the health of the children in school.
 - Proposition was made to the councillor to send private vans to pick up the garbage from the school compound.

On ground action

- Door to door visits continued 3-4 times in a month reminding the residents of the earlier request to not throw garbage in the school compound.
- The amount of garbage decreased with time but it never got removed. Hence, in a meeting of the principal, teacher convener, SMC members and the councillor. It was further decided that if we plant trees there, it will not only provide a better environment for the students but the residents will also think before throwing garbage there.
- The councillor took charge in making a small park within the school compound. All parents and SMC members came to plant trees. Some swings were also installed within the park.
- The principal also took some strict measures and decided to lock the school gate at all times so that no one comes inside post school hours and checked entry of concerned individuals during school hours.

Located in a residential area, the school boundaries had become the dumping yard of garbage for the residents. The compound was used by men for consuming alcohol and playing cards. The SMC came together in bringing awareness to the community around the school. As a result, once a dumping site is now a small garden for children to be nurtured.

OUTCOME

The pile of garbage was removed and a small park was constructed. With the support of the area councillor, teacher, principal and SMC members the collective effort led to a cleaner school environment. Few residents even came to plant tree residents.

EFFORT TO IMPROVE STUDENTS' HEALTH



Context

School Management Committee (SMC) at JJ Hastal, a Nagar Nigam school in west delhi, was not proactive in meeting and taking up agendas. School functioning was hampered due to retirement and handover process of principal. Midday meal quality and distribution was majorly effected during the process. This story elaborated the steps undertaken by SMC on the issue of food served as a part of the Midday meal,

Overview

To begin the functioning of the SMC it was decided to start with smaller and important issues of the school. The issue of Midday meal held urgency as it impacted the health of the students. SMCs' analysis brought forward the following root cause of the problem:

- Each school has few food distribution people. One woman from that team was taking half of the food arrived in school from Midday meal scheme for her personal use. With the other half she mixed lot of water and then distributed to the children. Though it was known by almost all the parents, no action was taken.

During a PTM of 20 parents, 15 parents raised this issue.

SMC came forward to ensure better quality of midday meal. Unhealthy food was a part of the Midday meal in Nagar Nigam, JJ Hastal. For which, the SMC came forward to understand the root of the problem. The steps taken, by involving parents, ensured improvement in food quality.

Action Taken

- Issue was raised in the first SMC meeting. Head of School (HoS) asked to bring mid day meal food for quality testing. Resistance was seen in tasting the food. With HoS' s insistence 2 parents tasted it. HoS suggested that 2 parents to take the responsibility of checking mid day meal every day.
- Next week when SMC members, Nazia, Mehrunisha and Farhad Zaveen went to perform their duty of checking mid day meal, the woman who was responsible for distributing food refused to let parents taste it. She got angry and threw the plate on the floor. Parents clicked photo of her and the food so that they can show it to school management. On that day ,few of the staff and HoS weren't present in the school. HOS wasn't present next day too. So parents informed about this to school in charge. He, together with parents, went to the lady and informed that these are our SMC members and it is their duty to check the quality of food. So whenever they come for checking please let them check.
- Food distribution staff was summoned.
- In 2nd SMC meeting, HoS raised the issue and asked the food distributing staff to be present for the meeting. HOS informed them about the midday meal checking process.
- Quality of food gradually started improving and this information along with the role played by SMC was communicated in the community.
- 2 parents initially were given this responsibility to check which increased to 5 parents. These 5 parents still check quality of food.



OUTCOME

- **Intake of Midday meal increased from 30% to 70% of students.**
- **Minimum wastage.**
- **HoS appreciated done by SMC members.**



READING CAMPS IN PARTNERSHIP WITH PARENTS

Context

Saajha, in partnership with UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGEIP) and the National Brain Research Centre (NBRC), organised a 3-week Summer Reading Camp (SRC) for students from 20th May to 20th June 2017. The reading camp was organised for 2 purposes: improving reading level of children and involving parents and community in learning.

- Six camps were organised in North, South and East Delhi comprising of 25 students each. 150 students, aged 6-10 years from Municipal Corporation of Delhi (Municipal primary) schools, attended the Summer Reading Camp. The camp commenced with a facilitator training session on 12th May 2017 by UNESCO MGEIP following which, there were weekly sessions on:
- Akshara identification (Letter identification)
- Matra identification (vowels identification)
- Introduction to shabd. (Word)

Pre-assessment and post-assessment tests from Dyslexia Assessment in Languages of India (DALI) toolkit have been adapted for the reading camp and will help in the identification for children who might be at risk for learning disabilities, and to understand the scope for improvement through effective intervention.

Overview

UNESCO MGEIP approached Saajha with the idea of organising summer camp. It was decided to include core focus of Saajha i.e. parent involvement in the summer camp. After the training session conducted by MGEIP, Saajha conducted internal training for pedagogy and logistics.

Action taken

Intervention with Students

Week 1:

- Venues for 6 locations were identified by Saajha facilitator.
- Identification of 25 students per location was carried out.
- Selection of students was done using a UNESCO assessment tool to identify those who could not read. However, due to a delay in the delivery of the UNESCO tool, ASER assessment tool was used.
- At the end of week 1 of SRC, an Open Day with parents was conducted and a wide range of interactive activities had been organised.

Week 2 and Week 3 : The structure of Weeks 2 and 3 comprised of intensive teaching lessons from Monday to Friday, followed by Teachers' meetings on Saturdays in order to assess the progress of SRC.

Week 4: Week 4 concluded with assessing students using the UNESCO-designed tool. The results of the assessment were communicated to parents on the last day, through a celebratory closing session.

A partnership where 6 Saajha facilitators conducted a 'Summer Reading Camp' and aiming to bring improvement in the reading levels of children

Intervention with Parents

Each Saajha facilitator formed a design team comprising of parent members .Saajha facilitators were trained to adopt design techniques to increase parental participation and improve learning outcomes for children.

Week 1 : Saajha facilitators identified community members who are motivated enough to be part of the design team and informed them of their roles and responsibilities.

Week 2 : Saajha facilitators were trained to use methods of looking (Dekho):

1. Interview
2. Focused interview
3. Card sort
4. Five whys

Facilitators obtained first-hand information about parental involvement in their children' s learning by using above mentioned methods.

Week 3: Saajha facilitators were trained to use methods of understanding (Samjho):

1. Story boarding
2. Role play
3. Rapid prototyping
2. Bull' s eye matching

Week 4: Saajha facilitators were trained to use methods of doing (karo):

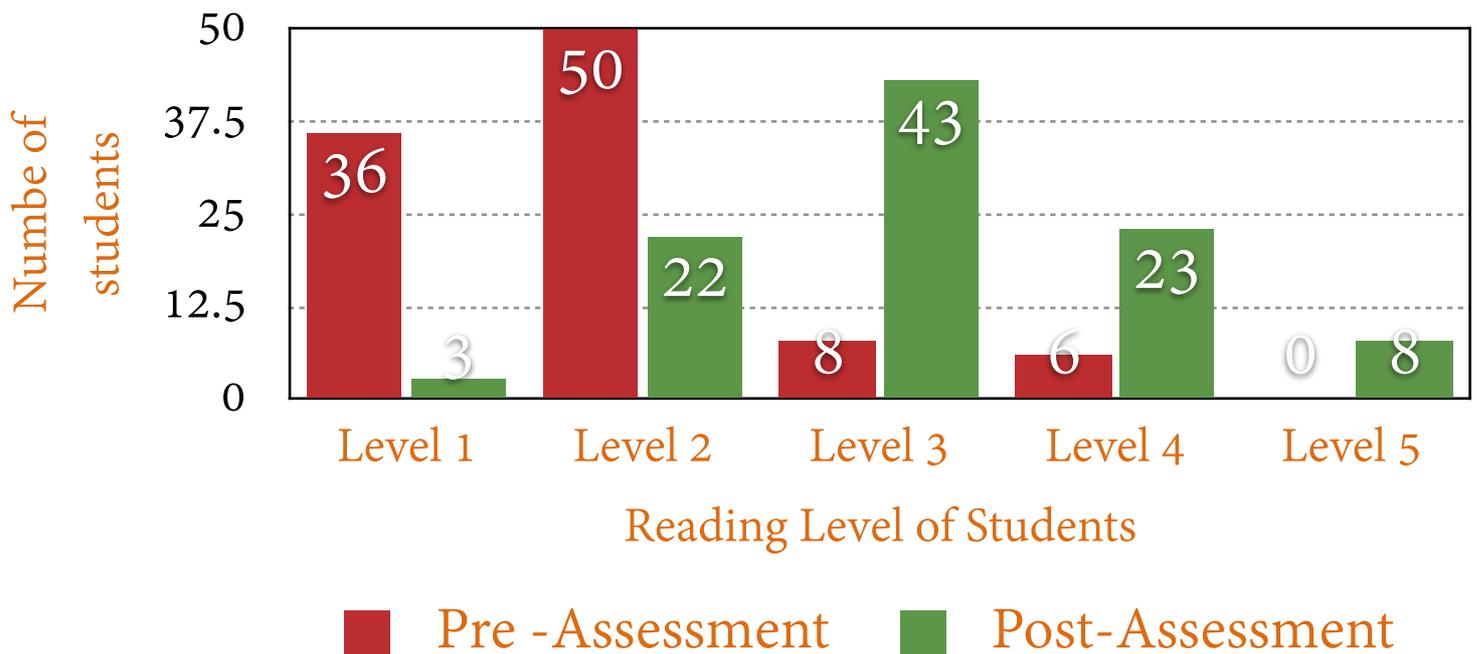
1. Prototyping
2. Bull' s Eye matching

Challenges

- Finding the venue according to the allocated budget.
- Selecting only 25 students from the entire community.
- Explaining design thinking methods to parent members of the design team.

OUTCOME

Pre and Post Assessment data of students



Within three weeks, students who could read a paragraph increased from 14% to 66%





READING AND LEARNING URDU

Context

Primary Pratibha School, located in Jafrabad area of East Delhi runs in two shifts, one for English medium and the other for Urdu medium. The school accommodates classrooms ranging from 1st to 5th standard with a teaching staff of 15 teachers and 500+ students. The case study defines the intervention made in the second shift of the school which is Urdu medium. The SMC team of that shift has been active in identifying agendas items and working on them. Agenda items the SMC worked on were midday meal checking, cleanliness and gatekeeping. Out of the many problems faced by the school, SMC team decided to solve the problem of lower reading ability of student of Urdu language. This case elaborates on the steps undertaken by SMC to assess and improve the reading levels of Urdu

Overview

During SMC meetings the parents chose the issue of raising the reading and writing levels of Urdu in the Urdu Medium School. To first understand the current status of reading level among students, a reading level assessment was conducted.

SMC intervention to improve the learning levels of Urdu in the school by conducting a baseline Urdu assessment and inviting 'Pratham Learning Centre' to donate books.

Action taken

- Reading level assessment in Urdu was decided to be done of the students.
- The teachers were assured that data will only be shared with SMC members and not with other members.
- Meetings were organised to distribute roles and responsibilities among SMC members and parents.

- After staff meetings it was noted that teachers don't have enough time to individually test each child for Urdu (40-50 children in each class).
- SMC parents member were given training to conduct these assessments.
- After the unsatisfactory results 'Pratham Learning Center' was approached by the SMC.
- Pratham's Urdu learning books were provided to the school which helped the teachers as well.

Challenges

- Principal was not ready to start the program.
- The teachers were also hesitant because they thought it was an accusation on them not being able to teach properly.
- Poor students' attendance also became a hurdle in testing.

OUTCOME

Urdu reading assessment became the regular procedure of school functioning.





TO INCREASE PARENTAL INVOLVEMENT, READ STORIES TOGETHER..

Context

Higher Primary School(HPS) Pura Kundgol is a school located in a small village called Pura in Kundgol Taluka, Karnataka. The school has 12 classrooms with student strength of 291 and 12 staff members.

When the last SMC was dissolved after the completion of the tenure, there were many challenges faced during the formation of new SMC. The new SMC formation was delayed by 3 to 4 months due to unavailability of gram panchayat members and few other reasons.

Finally the new SMC was formed in September 2016. The reformation was a remarkable story and had set an example for other schools which was also published in local Kannada newspaper. The new SMC brought fresh energy and was tremendously active. They started picking up agendas related to infrastructure of the school. Since in the month of October school closes for a month, SMC decided to intervene in the community. This case elaborates on the steps taken by SMC to work toward parental involvement through community events such as story reading and thereby increasing the learning level of students

Overview

The focus of SMC was now to work toward improving the learning of students. Another purpose to conduct the event in community was to increase parental involvement which will impact the learning outcomes of students. To build interest of students in reading, a story telling event was proposed and later organized by SMC members.

Action Taken

- Members of SMC began home visits, informing parents about the event. Around 10 SMC members worked toward mobilizing the community. Stories were selected and shortlisted by the SMC members with help of facilitator. Practice on the effective narration of stories with the purpose of building interest in reading stories was done. Parents were invited to the event as well, so that they can perform the same activity at home.
- The stories were narrated by SMC members during the event where students thoroughly enjoyed their performances.
- Reading level assessment and home visits of poor performing children was done by SMC members to inform them about measures parents can undertake to improve reading.

ನರಿಯು ತಕ್ಷಣ ಯೋಚಿಸಿ, "ಅಯ್ಯೋ ಹುಲರಾಯ, ನೀನು ಈ ಕಾಡಿನ ಬುದ್ಧಿವಂತ ಮತ್ತು ಬಲಶಾಲಿ ಪ್ರಾಣಿ ಹಾಗಾಗಿ ನಿನ್ನನ್ನು ನೋಡಲು ಹೊರಟಿದ್ದೆವು." ಹೋಗಳಕರಯ ಮಾತನ್ನು ಕೇಳಿದ ಹುಲರಾಯ ಸಂತೋಷಗೊಂಡು ಅವರ ಸಮಸ್ಯೆಯನ್ನು ವಿಚಾರಿಸಿದನು.

ನರಿಯು, "ನಾನು ಎರಡು ಕೋಳಗಳನ್ನು ಹಿಡಿದಿದ್ದೇನೆ. ನನ್ನ ಸ್ನೇಹಿತನು ತಾನು ಬುದ್ಧಿವಂತನಾದ್ದರಿಂದ ತನಗೆ ಒಂದು ಕೋಳ ಕೊಡಬೇಕೆಂದು ಹೇಳುತ್ತಿದ್ದಾನೆ. ನೀವೇನು ಹೇಳುವಿರಿ?"

OUTCOME

- INCREASED CONFIDENCE OF PARENT SMC MEMBERS TO ENGAGE WITH COMMUNITY AND PARENTS THROUGH SIMPLE ACTIVITIES LIKE READING STORIES .
- ESTABLISHED THE NEED FOR READING LEVEL ASSESSMENT OF CHILDREN.

With the energy of a reformed SMC at Higher Primary School, Pura, its members took up an agenda to intervene in the community and organise an event for children involving parents, later assessing the reading levels of students to plan further interventions.

LOCALS CONTRIBUTE TO FILL THE INFRASTRUCTURE GAP



Context

Nagar Nigam Nehru Vihar Girls School is located in North Delhi. The school has an active School Management Committee (SMC), which now has begun to take several initiatives without the Saajha facilitator. The Principal and teacher convener are supportive of the SMC and its interventions. The school has eleven classrooms, twelve teachers and 395 students enrolled in the school.

Due to lack of resources, there was a shortage of desks in few classes in the school. This case elaborates the effort and steps undertaken by SMC in arranging desks for students of classes 1st and 2nd, who currently sit on dhurries.

Overview

- Students of few classes had desks to sit on, but students of class 1 and 2 were sitting on dhurries (mats)
- Sitting on dhurries was especially uncomfortable for the students during winter months. The principal, in a PTM suggested that desks should be arranged for the students.
- Hence the SMC picked up this initiative to raise funds for buying desks for students of class 1st and 2nd.

With the support and contribution by SMC members, teachers and the Welfare Association, Nagar Nigam Nehru Vihar Girls School was able to raise, and provide students of class 1st and 2nd with a better environment to learn at school.

Action Taken

- During a Parent Teacher Meeting (PTM) the SMC shared the problem and asked parents about their opinion. The parents agreed to the idea of contributing in monetary terms, as much as they could.
- Contributions were made by Sanjay Jha, from Welfare Association.
- Parents contributed the money by giving it to Mr. Ajay Jha, an SMC member along with a documentation of the name of contributor and the amount of contribution.
- School staff also contributed to the cause by collecting money among themselves.
- The shopkeeper who was manufacturing the desks gave 4 desks free in contribution to the school.

OUTCOME

44 desks were bought for the students of classes 1 and 2
the contribution made by community



A STEP TOWARDS INCREASING PARENTAL INVOLVEMENT



Context

Government Higher Primary School (GHPS) Benakanahalli is located in a village in Kundagol taluka in Karnataka. The school has 10 classrooms with student strength of 75 and six staff members.

School Management Committee (SMC) at GHPS Benakanahalli was inactive and non-functional. Major challenge faced was low parent attendance, with an average parent attendance was only six members in 2016. It was realized that there is a need for SMC reformation and the SMC was finally reformed in December 2016. This case elaborates the steps undertaken by SMC to increase parent interest and attendance during Parent teacher meeting

Overview

After reformation of SMC team it was realized that the reason for low attendance is lack of parental interest in their child' s education. In order to improve this, SMC members decided to conduct awareness sessions for parents.

Action Taken

A session on parental involvement was planned in the community. The objective of the session was to make them realize why parental involvement is important and how it can be improved.

- The venue Kalmeshwar Temple for GHPS Benakanhalli and Jumma Masjid for Higher Primary Urdu Boys School (HPUBS) Ingalgi and the dates 17th and 18th March 2017 respectively.

An SMC reformation, their first initiative and an event organised by SMCs of two schools to increase parental involvement in child education, later, replicated by eight other schools.

The school authorities were informed accordingly, all the children were informed about the event and asked to bring their parents to the temple for the session on parental involvement.

Details of the session

- A session on 'Know more about your child' was designed. The session revolved around 3 questions
- What do I currently know about my child/children?
- What do I need to know more?
- How can I?

.Then the discussion was focused on how parents can be involved more in home, school and community.

The event was attended by 25 parent members including 8 SMC members in both the schools. There were also some other members from community present in the event.

Stakeholders involved: SMC members, school staff, Saajha facilitator, children & other community members

Next steps

SMC members created a plan for Community Homework Classes. Home survey was planned to understand the need of the community.

SMC members planned for a rally in community for new admissions.

- The session had a positive influence on parents and motivated them to get involved in education of their children.
- The parents requested for a tool, which they can use to assess reading level of their children at home and thus, guide them better.





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