



# Uday Samudayik Pathshala

Girirajpura

## Report of Activities

November 2015 to June 2016



# Gramin Shiksha Kendra Sawai Madhopur

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## Uday Community School Girirajpura November 2015 to June 2016

Uday Community School Girirajpura is a school set up by the community of Girirajpura and it encompasses not just the vision of a good quality school but also that of an ideal village. The school is thus an integral part of the community and the community takes keen interest in



managing the school and thinking of its development. Also since the school is set in the village context, the knowledge, the experiences, and experiments done at the school in turn influence the community. This two

way relationship is perhaps the most important element of the Uday Girirajpura School.

### Details of Teachers and Children

Boys	27	Working Days	94
Girls	18	Attendance Percentage	88
Total	45	No of Teachers	02



## Activities undertaken at the school

We have observed a stability in the number of children coming to school and the attendance percentage. This is perhaps the most important condition for a good school to function. Children coming to this school are all in the pre-primary and primary level.



At the pre-primary level we work on 11 identified competencies.

At the primary level we introduce language, maths and environment as the core and begin work on other co-scholastic subjects such as games and sport, creative writing, art, pottery, theatre, craft which are regular aspects of the learning of a child.

We are happy to report that all but five children are at their age appropriate level of learning. These five children are a little behind.



Teachers working in these schools live in the community and are thus able to build an important connect with them.

**The Assembly** - The assembly each morning is an important component of each Uday school. It's the opportunity when the teachers and the children operate as one and get the school in order for its daily functioning. It is also the regular place for sharing what children have learnt, what is

happening in the area around them, in their district, in their country and in the world. It is an exciting part and both teachers and children make it to the assembly well before time.



**English Language Teaching** - We have introduced over the past year a more focussed English language teaching initiative. This has focussed on building capacities of the teachers in teaching English. The programme has been evolved under the leadership of Jyotsna Lall and facilitated by Shipra Suneja and Vardhana Puri who are bringing their experience of language teaching and working with children. The programme has taken of very well and through a process of analysis, discussion, development of lesson plans and creating feedback loops, teachers are gaining in capacities to teach English. The effects are very visible with more English appearing in the class room but most importantly has helped teachers to get over their fears of teaching English.



The most critical input has been to contextualize the teaching of English. By using local situations, and local examples children are being able to relate to the language better. Children are thus focussed on just learning the language and not first understanding the context. For example, text books on English are usually designed in an urban context and for children in a rural area to first understand the context becomes a challenge.



A dining room makes little sense to children in Girirajpura but crops and cropping systems are easier to understand. The lesson



plans and learning material thus focus on learning English in familiar contexts.

Through a process of teacher focussed workshops, teachers have begun to develop suitable material and now are finding it easy to help children relate to the language. An approach paper to teaching English has been prepared which will be shared separately.

It is exciting to see children expressing themselves better in English and for teachers to be working to improve their own understanding of the language.

**Using the Library** - Activities around the library have seen a major



development. Almost an hour a day is spent on library focussed activities. Children are thus reading more and this becomes an important component of what we hope to achieve - which is self learning. Sharing stories and discussions around the books that children have read also becomes an important part of the

library period.

**Sport** - We have constantly and consistently focused on sport. And this continues to be an important component of the school schedule. Children choose what they want to focus on and teachers help them with that. Both indoor and outdoor games are encouraged. Games are also designed to focus on some specific learning requirements.



We are extremely lucky to have a large space for sport in Girirajpura. The teachers, community and the children together cleared the space to create a football sized pitch for sport.

**Gardening** - Vegetable plots have been done in the school and children have taken responsibility of managing them. Garlic, carrots and peas were grown in the school over the winter. Parents have also helped in the process and this has been an extremely exciting activity for the children.



**E Learning** - with tablets now available with the teachers to help them in their teaching process it is helping teachers to access material as required to help their work with children. Teachers are now accessing music, videos and other material that links up with the work they are doing in the class room.

We have also begun to use Whatsapp as a regular feature in our cross learning. We have a teachers whatsapp group, a GSK management group and an English language teachers group. Sharing information ideas and even using whatsapp to help each other has been very useful to keep all of us on the same page consistently.

**Cleanliness and Health Education** - Children are being regularly monitored on physical development indicators such as height and weight. This is helping us work with the families of the children whenever we see any anomalies.

Teachers are constantly encouraging children to maintain hygiene and monitor nails, teeth, and eyes regularly. There was a time when children had begun to follow in the footsteps of their



parents and had begun to chew on tobacco, take gutkha and had begun smoking.

An intensive activity was undertaken with the children and the parents on sharing the ill effects of such intoxicants through constant communication and dialogue with the them we are happy to report that no child takes any of intoxicants.

The process of making parents and families recognize this as an important issue was done through a series of activities which were led by the children. Children made home visits, contacted parents, confronted sellers of intoxicants and undertook a detailed survey on financial losses due to intoxicants.

No child in school now uses intoxicants.

We realise that this seems rather strange that children in primary sections were using intoxicants but the sad part is that it was true.



**Creative Experiences** - Providing children creative experiences always is an important component of the school. Morange the children's magazine continues to provide space for children's poems, stories and other creative expression.

**Kilol 2016** - All children from Girirajpura participated in Kilol 2016 which was held in Lahsoda. Also present were members of the School Management Committee from Girirajpura giving the event an importance in their lives. This is extremely important as it reflects the

concerns that parents have for what their children are doing, learning and where they are participating. We see this as important and encourage it more. More important is that the community itself paid for the transportation of the children from Girirajpura to Lahsoda.



**SMC Meetings** - SMC meetings have been happening regularly and have adjusted themselves to meet the cropping season or other social issues that emerge in the village. The regularity is what is important and also the issues that get discussed. The SMC is evolving into a more informed and concerned body as it gains in experience

**Meeting with Community in the Village** - Since the teachers live in the village such meetings become an easy affair. But the seriousness does not go away. Sharing progress of children with their parents continues to be an important aspect. A major focus of these meetings is on



mothers. And helping them to come closer to the school and closer to their child's education. Also important is the need for informal discussions on what the school does and consistently reinforcing the idea and approach of the Uday school. Aspects of learning, explaining teaching pedagogy, and thinking about the future of the school are issues that these

meetings discuss.

With mothers the focus also moves to issues such as the food that they bring to school, personal hygiene, understanding seasonal illnesses and building their interest in education.

Similar meetings are also held with younger people. We would like them to make use of the sport facilities that we have and thereby focus on doing something more constructive rather than just whiling away their time. We have not yet been very successful but are keeping at it. Our teachers are also young and we hope to get a breakthrough soon.

**At the Village** - though efforts mostly by the people themselves every house now had electricity connections, has water connections, and is



maintaining a clean environment. The village is growing with the school and vice versa.

### Significant Achievements

- The community has begun to share the cost of stationery that is used by the children
- 88 % regularity in attendance



- Collecting resources to send their children to be part of Kilol
- SMC beginning to create a resource pool for themselves
- The school is 100% intoxicant free.
- Every family now has an electricity connection and a cooking gas cylinder

### Finally

Our work in the school is doing well. There are however many limitations still.

We lack space. We currently have 2 class rooms which are becoming insufficient. We will need finances to build at least 3 additional rooms. This will cost around Rs 10,00,000 (about 13,000 dollars)

We however need to do much more in terms of working with the community. There are three more villages that will be shifted... land for one is being prepared and they are likely to shift after the summer crop. We will have to be prepared to accommodate children from there as well. Which would mean enhancing the budget of the school. We need at least 2 more teachers and one physical training instructor.

The work with the youth needs building up. An appropriate person will be required to take this challenge on.

We are happy with the progress we have made and hope to sustain it and to see the Girirajpura school also evolve as a resource support school.

**Things to look out for in the next report...**



- The new monitoring and evaluation system we are putting into place
- Work on project based learning that has been initiated this year
- Evolution of the work on English
- Documentation of History and Traditions and Culture of Sawai Madhopur and it finding its way in the curriculum of the school (we have a Clinton Fellow joining this year to help us do this)
- More work with communities
- Outreach to new villages being established in the vicinity.

End....

