

# Taleem

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After a year of project implementation DISHA was accepted as part of the team by the Principals and teachers of the Municipal Corporation primary schools. They were proactive and sensitive to the needs of underprivileged section of the society and had more empathy for the less fortunate children. As our facilitators provided classroom based support the attendance of the students went up in the classes, children learnt well. Children were happy, well adjusted and found to have more self esteem. The project team mobilized the community for ownership of school through parents group and Shiksha Samiti meetings. With the in-school project we were able to engage with government schools to complement 'Sarva Shiksha Abhiyan' for quality education, retention and completion of primary schooling of children. The class room based support in the formal schools has been an inspiring experience as children learnt to read and write with understanding.

Shobhana Radhakrishna  
Chief Executive

DISHA is addressing the aspect of improving quality of student learning in four municipal corporation primary schools in west Delhi. Majority of these children live in low income settlements and slum clusters of Mayapuri, Naraina, Hari Nagar, Khazan Basti and Nangal Raya area.

The initiatives focused on government school improvements by capacity building, school curriculum interventions and providing class room based support for achieving the goals of 'Sarva Shiksha Abhiyan' (SSA). This project is funded by Sir Dorabji Tata Trust, Mumbai. DISHA worked with 1434 children studying in class I-III in collaboration with the Education Department of the Municipal Corporation of Delhi (MCD).

The school improvement intervention is being implemented in:

- Municipal Corporation Primary School Shift II, Nangal Raya,
- Municipal Corporation Primary School Shift II, Khazan Basti, Mayapuri
- Municipal Corporation Model Primary School, Press Colony, Mayapuri
- Municipal Corporation Model School, D.M.S. Colony, Hari Nagar



The project started from July 2007 after obtaining the required permission from education department of MCD. The project team held meetings with district officials and Principals to appraise them about the goals of the project. DISHA trained the team of four facilitators for providing class room based support.

Impact of one year's intervention by DISHA in the schools revealed that this kind of support was welcomed by the schools once permission was obtained for implementing the project from the Education Department to develop resource centers, set up libraries with children's books to inculcate reading habits, working together with teachers by building their capacity in innovative pedagogy and sharing the experience of 'Learning Classroom Series' and sharing results of assessment.

There was a marked improvement in the attendance of students and all the material was made use of by the children, teachers and the facilitators. There was improvement in children's learning abilities as per the assessment conducted by the facilitators.

Some specific action points that DISHA undertook were creating and nurturing a cadre of teachers by investing in academic competencies, and in teaching pedagogy. Trainings for capacity building were organized in a way, which enabled and pushed the teachers to think on their own. The sessions were organized to get them to think about what should be done with the children and why? We ensured that the trainings followed the pedagogy similar to what the teacher were using in the classroom.



Another feature of our capacity building was continuity and there were regular follow ups along with building facilitators competency, our work in education included improving school infrastructure with a special focus on providing study material both for the teachers and the students.

For students, special care was taken to create a stock of interesting story books and activities, this while adding to the attractiveness of the school also helps the teacher in coming up with new ideas and activities for children. Due to the quality of education provided by DISHA children were able to learn quickly and learn well. This experience of a meaningful, quality education has also helped generate a demand for the same. This demand generation had been strengthened with years of work on deepening social solidarity. This also has given the parents the confidence that their children can also learn and the reason for children's non performance in schools lies not in children but in the school. This has helped break their myth about limitation of children from disadvantaged community, thereby changing their own perception of themselves and making them feel more empowered.



### SUPPORT IN TEACHING:

The findings of the baseline survey confirmed that in order to make the concepts clear the Specific Learning Objectives (SLOs) had to be simple for addressing the foundational gaps. There were variations with in the class of age and levels.

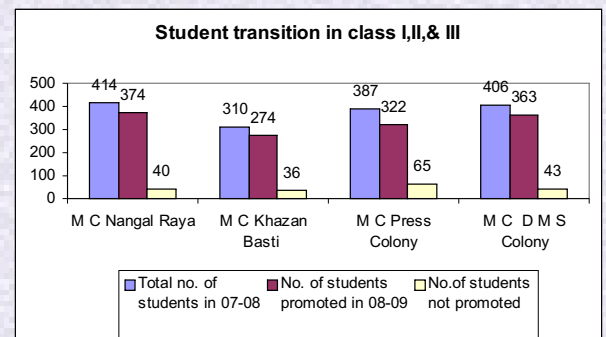
Older children were able to comprehend faster than the younger ones. The criteria for assessment were fixed in four levels ranging from A-D by the project team. Children in A and B levels were grouped together and children falling in levels C and D were in a different group. The facilitators taught the specific learning objective till almost 80% of the children learnt it before proceeding further with the next SLO. The children in level A&B were given practice using various activities. They were involved in group learning/peer learning to bring the levels of other children in C7D levels to their levels. The

result of our assessment demonstrated that there was a marked improvement their listening, spoken and reading skills.

### STUDENT PROFILE AND MIS:

The data pertaining to students was collected from the admission registers of the schools which provided information about names of the children, age, gender, address, social category, father's name etc. This information was collected section wise for I-III classes. This was captured in the Student Tracking Tool (STT) for creating the student profile of 1434 children.

The project team collected the results at the end of the session of 2007-2008 and data revealed that the drop out rate was low. The school result was based on student's attendance as students having 75% attendance were promoted to the next class while others were either detained in the same classes with the consent of the parents or were marked as drop outs after waiting for a period of three months.



### CURRICULUM, TEACHING LEARNING MATERIAL AND TEACHING AID:



DISHA developed the curriculum suitable for teaching underprivileged children in consultation with the Principals and lecturers of the District Institution for Education and Training (DIETs). The month wise syllabus was developed based on the syllabus was collected from each of the formal schools. Accordingly, need based teaching learning material and teaching aids were procured. Materials like flash cards, story cut outs, flip charts, masks, posters,

Danglers, puppets, educational charts and games, wooden teaching aids, educational CDs, story books, children's books, folk tales, songs etc. were used. In all the four schools the resource centers were established in the allotted space. The need based teaching learning material and aids were available for children in each of these schools.

## ADVISORY COMMITTEE MEETING

The meetings of the Advisory committee were held in June 2008 to review the progress of the project. It was attended by the members as well as representatives for the education department of Municipal Corporation of Delhi and Principals of schools.

The committee members reflected on the critical issues impacting children's schooling and education that DISHA had identified in the presentation and recommended that such an effort by DISHA should be scaled up on zonal level for maximizing impact. They also interacted with the project team to obtain feedback on drop out rate, attendance in classes, teacher absenteeism and motivational levels, use of visual aids using computers education and so on.



## MEETING WITH STAKEHOLDERS IN EDUCATION:

A meeting with the officials of the education department was held in June 2008 by DISHA. There were eighteen participants including the District Education Officer, Principal and lecturers of DIET west, and R.K. Puram, representatives from the UEE mission, NCERT and teachers. DISHA presented the program accomplishment. The material being used in the resource centres in the schools were put up on a display and was very much appreciated by the participants.

The meeting threw light on the aspect of support by DISHA in schools. It was brought out that this kind of support had added value in the school as varied teaching aids enabled children to be attracted to the classes. Various activities such as drawing, puppetry, story telling, role play and painting was included in the classrooms to bring out the creativity of children.



## TRAINING OF SCHOOL TEACHERS IN INNOVATIVE PEDAGOGY:

DISHA organized training of school teachers in innovative pedagogy of story telling and puppetry for three days duration from 15-17 April 2008. The training was held in MC primary model school at DMS colony, Hari Nagar and MC primary school in Nangal Raya shift-II with formal school teachers of all the four schools. The resource person encouraged regular use of school libraries and suggested that the teachers should encourage children to handle story books and read out stories to them regularly.

## TRAINING OF SCHOOL TEACHERS IN LEARNING CLASSROOM SERIES (LCS):

DISHA organized training for school teachers of MC primary model school at DMS colony and Nangal Raya with 30 participants including teachers from all the four schools.

The training included components of LCS such as quality education, enriching the relevance of core curriculum, practicing active learning strategies for teaching children and promoting active assessment in the classroom with an interim practicum to practice learning in the field. The entire training was envisaged as a 'learning laboratory' for educators where learning and practice go hand in hand.

As on hand training was taken up in the training as the participants prepared the curriculum to educate children of 4-14 years, keeping in mind the complexities of multi age and multi level nature in the class rooms, societal differences of class, caste, family, religion, ethnicity and culture, language and gender. The resource person also addressed the aspects of individual differences like Dyslexia, slow learners, gifted learners, multiple intelligence, learning style, learning readiness and value for learning and desirable teacher disposition.



## THEATRE WORKSHOP WITH CHILDREN:

Forty children of MC primary model school, DMS colony, Hari Nagar and MC primary school Nangal Raya shift-II participated in theatre training. This training was held from 19-30 April 2008. The children learnt group exercise in singing, dialogue delivery, leadership, role play, mimicry etc. At the end of the training children's groups held shows on education in front of their teachers and fellow students and in the community.

## RESOURCE SUPPORT AND CLASSROOM BASED ACTIVITIES IN SCHOOLS

The project team shared the curriculum, syllabus, lesson plans and the rubric for assessment, story books, four cards and other teaching aids with the schools. Effective learning environment was created in the resource centers which were equipped with illustrated children's books, coloring books, drawing sheets, crayons, puzzles, blocks and games.

These were placed in the resource centers in the space provided by the schools. The schools accepted the facilitators as part of their team and welcomed them in the school for undertaking the class room based activities and in school interventions for improving quality education in their respective schools. DISHA received full cooperation from the Additional Director (Education), DEO (west zone), School Inspector, Principals and teachers.

DISHA attached four facilitators skilled at providing instructional support as per Learning Classroom Series (LCS) and assisted the teachers in academic support, made TLM and teaching aids available, took part in other activities before and during exams, remained in contact with parents and community, followed up with irregular children, assisted parents and teachers during mainstreaming and provided remedial education to children.

## TRAINING IN REPRODUCTIVE HEALTH AND HYGIENE TO CHILDREN

Training was organized for students the age group of 10-14 years on issues related to adolescent reproductive health as contribution of DISHA. The topics covered were:- our bodies, personal health and hygiene, sex and sexuality, changes during adolescence, menstruation and conception, contraceptives, right age of marriage, safe sexual behavior, substance abuse and gender equity. The training was very well received by students and teachers.



**D**ISHA is a voluntary organization set up in 1992 for providing services for the socio-economic development of the underprivileged sections of the urban and rural communities and in partnership with them. As part of its endeavors in educational development DISHA has used innovative pedagogy in its alternative educational centers for non-school going, school going, school dropouts, and disabled children from urban slums and rural villages. DISHA has addressing the aspect of improving quality of student learning primary schools in Delhi. DISHA has also been imparting skill-based education for children on the concept of 'Nai taleem-basic education' to enable children to gain need based relevant skills while learning.

## CASE STUDIES

### Shri Mukesh, Shiksha Mitra



Shri Mukesh is the Pradhan of Kanchan basti and a great supporter of DISHA. The entire community of Kanchan basti respects him and listens to his directions. He always motivated the parents to admit their children in schools send them neatly everyday and pay attention to their studies. His elder daughter was educated by DISHA till class III and has passed the examination taken by the National Institute of Open Schooling. His other two younger children were admitted by DISHA in formal school. He visits school

diligently and interacts with the Principal and teacher about the issues concerning their education. He has helped the school and tracing the missing children and checking drop out rates.

### Smt. Anita Devi, Shiksha Mitra



Smt. Anita Devi sells Balloons to eke out a living for her family of four children. DISHA had admitted all her four children to the government formal schools in Khazan Basti. Though she and her husband never had an opportunity to go to school, both are keen that their children should study. She has personally admitted many children from Kanchan basti and sends them for the remedial classes in DISHA. She says "Such an opportunity to educate our children will

never be available to the likes of us if we fail to send our children to study."

### Kumari Monika, Student

Monika lives in the Pilli Kothi area along with her parents



who are daily wage labor. Eight years old Monika used to accompany her parents and was reluctant to study till she was admitted to the DMS Primary Model School by DISHA in class-II. In her school the facilitators of DISHA was using the colorful teaching learning material and teaching aids which she loved. Monika became regular, learnt well and started coming in clean clothes. Now she wants to come first in her class and even borrows books from the library.

### Smt. Bhagawati Devi, Shiksha Mitra



Smt. Bhagawati Devi has seven children all of who used to collect scrap in Mayapuri Industrial Area make a living. Since DISHA started the educational programme in her area Bhagawati was quick to realize that such an opportunity of free education for her children at her doorstep was a unique opportunity which was unheard of. She admitted her children to the alternative education centers run by DISHA and one by one all her children were prepared and admitted in the formal schools near he home. She says "for poor

people like us it was very difficult to approach schools not to think of getting our children admitted and educated there. It was only because of DISHA's support that there has been a big change in my slum cluster and I have personally visited schools to talk to the teacher."

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### Published by DISHA

(Society for Urban & Rural Community Development)  
Basti Vikas Kendra, Khazan Basti, Nangal Raya, New Delhi  
Phone: 011-20900182 • E-mail: dishai@bol.net.in  
Website: <http://www.dishaindia.org>