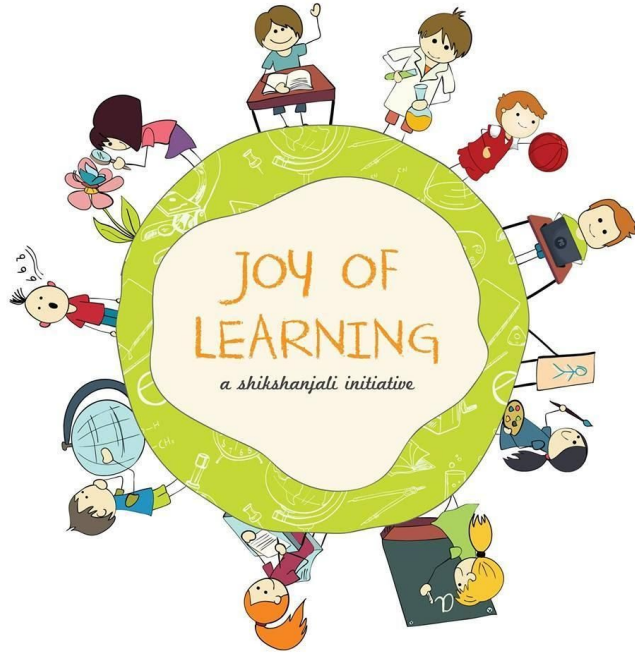


November 2017 – April 2018

'Joy of Learning' (JoL) Half-Yearly Report



***10 Government Schools in
Hathin Block, Palwal District- Haryana***

Initiative of

Implemented by



Shikshanjali
EDUTECH CONSULTING

TARRAQI FOUNDATION

From the Director's Desk

The Government Schools still are the only source of education and empowerment of majority of school going age children and youth of our country. As development professionals/social workers/ educationists/citizens it is imperative that we strive to strengthen it!

A MoU was signed between the **Department of Education, Government of Haryana** and **Shikshanjali Edutech** for the project titled 'Joy of Learning' to cover all the 359 government primary schools in district Palwal, Haryana over a period of 4 years.

Tarraqi I Foundation started the implementation of the project with a pilot in 10 schools of Hathin block (Palwal) from Dec'17. This **collaborative model** capitalises on the strength of each stakeholder, i.e. funds of corporate CSR, infrastructure, human resources and reach of government schools and quality education delivery of NGOs and educationists.

We are grateful to Shri Mani Ram Sharma, DC, Palwal and the entire team of the Department of Education, Palwal (DEO, DEEO etc.), officials of Hathin Block -BEO, BRC, ABRC and especially the School Principals and Teachers for their consistent cooperation and support.

The programme elements include:

- Joy of Learning Centres: Setting-up of activity centres within the government schools to supplement classroom education with activity based learning using art, teaching aids, library, sports, computers and tablets with preloaded age appropriate exercises. The aim is to achieve grade level competency in the children of classes 3-5 in 3 years' time.
- Mentors (Teachers) for the activity centres shall be recruited from the nearby areas and shall be given consistent in service training from experts. This will also nurture a cadre of sensitive, enthusiastic and qualified youth who could further support the educational needs of the area.
- To identify gaps in schools in areas of infrastructure, hygiene, sanitation and drinking water, etc., and invite organisations and corporates working in these areas to fill these gaps as a one-time exercise.
- To build partnership with the community so as to increase parental participation and ownership in the working of the schools. Community involvement would improve enrollment and reduce drop -out rates.



Following is the half-yearly report of the programme. To know further and/or to support, please e-mail: akabidi@hotmail.com or call on +919717222423.

We especially invite community members, educationists, graduates and professionals to volunteer as Mentors/Teachers. Looking forward for your support, guidance and prayers.

Amir Abidi
Founder Director
Tarraqi I Foundation

Before the Launch

Selection of Schools (Nov'17)

Before the Joy of Learning Programme was launched on the field, the TiF and Shikshanjali teams conducted meetings with government officers at the district and block levels.

After the meetings and discussions, 10 schools in Hathin block were finalised, where the Joy of Learning Programme would commence:

1. GPS, Malai
2. GGPS Malai
3. GPS Uttawar
4. GGPS Uttawar
5. GPS, Buraka
6. GPS, Hunchpuri
7. GPS, Ransika
8. GPS, Swamika
9. GPS, Chhainsa
10. GPS Mathepur



From 15 November, the School Needs Assessment was started in the selected schools of Hathin block. The TiF team visited the 10 selected Govt. schools to conduct the School Need Assessment, interacted with the school heads and teachers and shared the details of the Joy of Learning Programme. The team explained to them the objectives of the School Needs Assessment: to understand the ground situation so as to plan better and synergise with schools to provide better learning and environment to students.

Recruitment (Dec'17)

The process of recruiting teachers (mentors) was conducted in two phases. The first phase consisted of a written test, group discussion, interactive activities and one-on-one interview. However, it was observed that not



enough women participated in the first phase. Hence, a second phase of recruitment was conducted, focusing especially on getting women on board. At the end of the recruitment process 22 mentors were shortlisted.

Mentor’s Induction Training (Jan’18)

TiF and Shikshanjali Edutech Team members, along with some external specialists, facilitated the five-days long “Joy of Learning” Mentor’s Induction Training at Govt. Sr. Sec. School, Malai, with the support of the District Education Department. A group of 30 trainees, consisting of the selected mentors as well as the TiF team, participated in the training programme with great sincerity and energy. The following topics were discussed:

- ❖ Child friendly and experiential methodologies of teaching.
- ❖ Developmental needs (physical, emotional, social and mental) of children.
- ❖ The concept of Multiple Intelligences (MI), emphasising that “Each Child is Special”, its application and benefits in lesson planning.
- ❖ The varied roles and needs of teachers and teachers as role models to their students and community.
- ❖ Baseline of students’ socio-emotional development assessment.
- ❖ The ‘Experience—Reflect—Share—Learn’ cycle, focusing on exploring and understanding the self, sensitivity, empathy, knowing other’s need, planning and role clarity, communication and positive thinking.
- ❖ The importance of theatre (Nukkad-Natak) and its methods for community outreach.
- ❖ The nature of Arts, how it contributes to the learning and development of children and the role of hands-on activities in enhancing the learning process.



Programme Activities

Student's Socio-Emotional Baseline Assessment (Feb'18)

In the month of February, with the cooperation of the school teachers and principals, a Socio-Emotional Baseline Assessment was initiated for students in classes 3 and 4.

The assessment was divided into two parts: verbal and non-verbal. Before the commencement of the assessments, mentors were given a rigorous training by Mr. Amir Abidi and Ms. Kumud Chaddha about understanding the nuances of good research and assessment and the care to be taken when administering questionnaires and making observations with children. Following instructions were also given:



1. Non-verbal baseline assessment must be carried out three times.
2. There should be a gap of 3-4 days between each time an observation is conducted.
3. The environment or location where the assessments are conducted should differ every time. For example, once in the classroom, once outside the classroom during recess and once during verbal assessment. In the classroom, children should be engaged in games, activities, rhymes and storytelling when being observed.
4. The time of the assessments should also differ. For example, once in the morning, once in the middle and once at the end of the school day.

Through verbal and non-verbal assessments, mentors were able to gather information about each child's body language, likes and dislikes, relationship and behaviour with parents, friends, classmates and teachers. This information was collated into a Student Journal, made for each child, and uploaded on the Shikshanjali App. The assessment was conducted for 376 students in class 3 and 384 students in class 4.

Preparation for Exams (March'18)

After conducting the Socio-Emotional Baseline Assessment, JoL Mentors, upon the request of the local School heads and teachers, assisted students in revising for their upcoming school exams. The JoL approach is to strengthen the confidence and pedagogical skills of the Government School Teachers by sharing information, resources and working collaboratively.

Awareness Raising Efforts and Admissions (April-May'18)

Other than engaging with students at the JoL centres, Mentors have also been spending time in the villages to meet and bond with parents and the community at large. The JoL team participated in 17 meetings with the village community in the eight villages in March and April, to establish dialogue, raise awareness amongst them about their rights and the importance of educating children in schools, inform them about the JoL Programme and the benefits of sending the children to the Government Schools, hear their concerns about the current condition of government schools and discuss suggestions with the School Principals and teachers to improve it.



March - April: The details of the area wise meetings organized by JoL team are given below:									
S.No.	School	Category	Date	Venue	No. of Meetings	Participants			
						Male	Female	JoL Staff	Total
1	GPS MALAI	Community Meeting	3/27/2018	JoL Centre	1	13	2	6	21
2	GGPS MALAI	Community Meeting	4/27/2018	JoL Centre	1	4	17	3	24
3	GPS UTTAWAR	Community Meeting	3/30/2018	JoL Centre	1	6	6	4	16
4	GGPS UTTAWAR	Community Meeting	3/28/2018	JoL Centre	1	20	5	4	29
5	GPS SWAMIKA	Women Meeting	3/19/2018	JoL Centre	1	0	22	5	27
6	GPS CHHINSA	Community Meeting	3/26/2018	JoL Centre	3	12	0	4	16
		Community Meeting	3/29/2018	Jhabru ji Ki Baithak		16	0	4	20
		Community Meeting	3/29/2018	Balram ji Ki Baithak		20	0	4	24
7	GPS MATHEPUR	Community Meeting	3/24/2018	JoL Centre	1	22	0	4	26
8	GPS BURAKA	SMC Meeting	3/16/2018	JoL Centre	4	7	0	4	11
		Male Meeting	3/20/2018	JoL Centre		15	0	4	19
		Women Meeting	4/11/2018	JoL Centre		0	17	3	20
		Community Meeting	4/25/2018	JoL Centre		3	7	5	15
9	GPS HUNCHPURI	SMC Meeting	3/17/2018	JoL Centre	2	4	7	4	15
		Community Meeting	4/28/2018	JoL Centre		21	0	2	23
10	GPS RANSIKA	SMC Meeting	3/21/2018	JoL Centre	2	10	0	4	14
		Community Meeting	4/27/2018	Nagla Shop		6	0	2	8
					17	179	83	66	328

JoL mentors and Government school teachers jointly conducted a rally to raise awareness about the provisions in Government schools and rights the of students. The team also performed Nukkad Nataks at six villages upon the request of Mr. Hukum Singh, Additional Programme Coordinator (APC), Sarva Shiksha Abhiyan (SSA). Further rallies, nukkad nataks and community meetings have been planned.



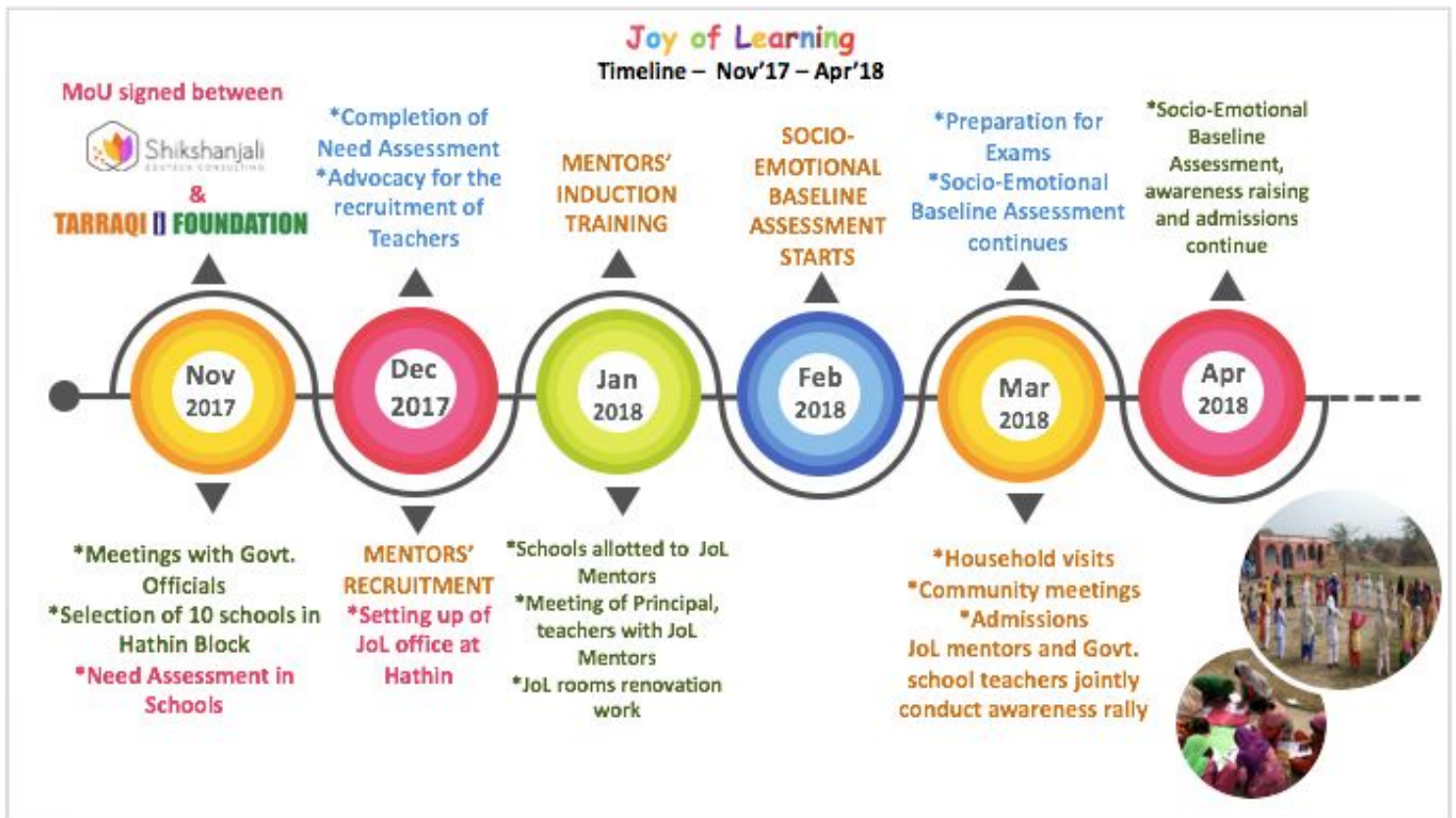
Mentors visited 803 households, many a times guided and supported by the Government School Principals and Teachers by end of April, to increase awareness about the JoL Programme and mobilise admissions. This was an opportunity to have a one-on-one conversation with parents, create a closer bond with them, answer their individual queries and support and encourage them to admit their children to schools.



Number of the House Hold Visits done by JoL Mentors in April, 2018.						
S.No.	School	1st Week	2nd Week	3rd Week	4th Week	Total
1	GPS MALAI	29	36	9	13	87
2	GGPS MALAI	25	35	8	7	75
3	GPS UTTAWAR	42	28	11	11	92
4	GGPS UTTAWAR	68	50	10	11	139
5	GPS SWAMIKA	26	26	7	4	63
6	GPS CHHAINSA	35	57	6	6	104
7	GPS MATHEPUR	18	17	8	6	49
8	GPS BURAKA	35	40	6	6	87
9	GPS HUNCHPURI	26	19	6	5	56
10	GPS RANSIKA	15	28	3	5	51
		319	336	74	74	803

A growing relationship of trust between the community, the government school principals/teachers and the JoL Mentors is also reflected in the fact that the teams have been able to mobilise admissions of 531 children in the 10 schools in April and May.

The details of the No. of Admission done by JoL Mentors in April and May are given below:										
School	Class-1	Class-2	Class-3	Class-4	Class-5	Class-6	Class-7	Class-8	Class-9	Total
GPS MALAI	29	2	0	1	1	0	0	0	0	33
GGPS MALAI	32	1	1	1	0	1	0	0	0	36
GPS UTTAWAR	90	11	4	4	5	0	0	0	0	114
GGPS UTTAWAR	77	8	2	1	4	0	0	0	0	92
GPS SWAMIKA	54	0	0	0	0	0	0	0	0	54
GPS CHHAINSA	25	1	2	2	0	0	0	0	2	32
GPS MATHEPUR	49	0	0	0	0	0	0	0	0	49
GPS BURAKA	36	0	0	0	0	0	0	0	0	36
GPS HUNCHPURI	31	2	1	0	0	1	0	0	0	35
GPS RANSIKA	42	4	2	2	0	0	0	0	0	50
	465	29	12	11	10	2	0	0	2	531



The Way Ahead

