

Project name: Education in Uttar Pradesh Phase III
(Engaging with Education System for Right of all Children to Quality Elementary Education); Partner-
LOKMITRA

Project Location: Direct intervention in Raebareli District and indirectly in most districts of Uttar Pradesh through Coalition of BSM.

Target audience/target group: Children, Parents of government school going children, school teachers, education officials-policy makers and NGOs.

The project works to demonstrate how elementary government schools can improve under a decentralized system of management with parent's participation and better academic support. It also aims at showcasing how an effective school can attract all children and provide them meaningful education as enshrined in NCF 2005, leading to tangible learning improvement. Scaling up the promotion of SMC and Parent Association with better capacity to engage with school system for better provisioning and quality education is also one of the key objectives of the project.



“Changing the World through Education”

In the beginning of academic session 09-10, a concerted effort was to formulate a ***School Development Plan*** for Parhari Primary School, Parhari, Salon Block. The motive behind developing this School Development Plan was to improve the learning level of the students, improve children's attendance and their retention.

The Plan was formulated under the leadership of the Head Teacher Mr. Prem Lal. The objectives were decided and the responsibilities were divided in between the members involved in the planning process including representatives from community. It was decided that the process will be taken up with the beginning of the new academic session and therefore the preparations were done in the month of June only.

People from the various hamlets served by the school **hold a Gram Sabha meeting on education, in which the central theme of discussion was – ‘what kind of society, what kind of education and what**



“SMC PA has again brought in a ray of hope for promoting Quality Education for all.” *(Mr. Devendra Gandhi of Samarth Foundation (Hamirpur)*

kind of school’ we aspire for. During the discussion a set of active parents were identified by the group to constitute a School Management Committee comprising of 20 members. Before going into developing SDP, an initial beginning was made for school improvement to enhance the confidence of all stakeholders and build cooperative relation amongst them. There has been a practice of organizing Bal Mela (Children’s Fair) on the very first day of the academic session i.e. the 1st July. The parents were very enthusiastic in extending their support to turn it into a great event. Thus, with the cooperation of all the concerned, the academic session began on a very happy note, registering more than 80% attendance of children on the very first day.

In later part of July SDP got finalized. Now, it was the real time for the committee to change the plan into action and its effective implementation. Another practice of Lokmitra proved to be very helpful at this stage. Regular meetings of schools functionaries (esp. teachers) on academic & management issues were encouraged under the leadership of the Head Master. In these occasions dialogue with the teachers used to take place on academic topics, i.e. **how to promote real understanding not just instead of just following the bookish knowledge, how to develop a better learning environment**. Then teachers were introduced to another practice of Lokmitra, namely **Teachers’ Forum** where teachers from different schools learn from sharing of good practices. Lokmitra introduced **Shiksha Sabha** (an innovative form of Morning Assembly where children also engage in interesting learning activities in large groups). The Shiksha Sabha has been useful in making school environment joyful and this led to good attendance of children and increased learning level and outcomes. The direct impact of the Shiksha Sabha was reflected on the increased interest in teachers too as they started preparing themselves for making education and the learning process more student friendly.

The leadership of the head teacher has sustained the improvement in pedagogical approach and teaching style being practiced in the school. It has made the school a centre of learning without sacrificing smiles and joys of children and providing a creative and building a better learning environment. The achievements following to these processes was reflected when in April 2010 an assessment of learning level was done by Lokmitra team.