

KARNATAKA

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Abstracts

This Kendriya Vidyalaya School flourished under the guidance of the school head and his team. The team initiated a number of child-centred activities and pedagogies, such as highlighting periodic table, reading clocks and angles, dissecting parts of a plant, educational activities centred round games such as snake and ladder which provide learning experiences in all subjects. The idea of creating “Herbal garden” was initiated and learning activities with scientific nomenclature brought students closer to science. Vermi composting was also an activity which was enthusiastically accomplished involving students. The forest department was involved in watering the plants during scarcity of water on campus. A comprehensive dental camp was organized under the guidance of reader and lecturers of the neighboring dental college along with 16 dentists. It is in this background that Kendriya Vidyalaya, Bagalkot has been conferred with Harith Vidyalaya award for the current year. With the involvement of parents a children’s play park has been prepared after making the area playable by filling with silt obtained from the Deputy Director of Mines. A similar court for practicing Kabaddi is prepared and students come on Sundays too preparing a kabaddi team to represent at the Regional Sports meet. The quadrangle within the campus has been marked for badminton

The school head realizes that the primary duty is administration. But those who restrict themselves as administrators cannot be leaders to form a society.

Socio-Cultural Context of the School

The school is surrounded in area of backward industrial area where Lack of government support for industrial growth. Scarcity and famine conditions have all along been regular feature of Bagalkot district. The rainfall is not only meager but is also highly irregular. The variation from year to year is large. The normal annual rainfall for the district is 591 mm, which is lowest among the districts of the State. On an average, there are about 40 rainy days in a year which is major reason for the lack of growth of plants and crops. An analysis of Bagalkot soils indicates that they are poor in organic constituents. The major portion of the district consists of black soil, which has a great moisture-holding capacity. The salt in the rich deep block soil of the river valleys is nourishing to some crops particularly to jowar and wheat, the major crops of the agro based district. Therefore region is poor in yielding agricultural resources.

The old building and the new building as we took over



The city of Bagalkot lies in the northern part of Karnataka state of India. Geographically located on the north side of the Ghataprabha River, it is 533 meters above sea level and is the district headquarters. The culture of Bagalkot has been influenced traditionally by Kannada culture with prominent traces of Marathi culture as well, partly because of the district's proximity to Maharashtra and partly because of its past history of being a taluk under the Bombay Presidency. The traditional cuisine of the district is typical of the North Karnataka cuisine of the region. Jowar based food such as **Bhakri** are popular. As with most North Karnataka districts, **Jhunka**, a garbanzo beans based dish is very popular and is usually eaten with Bhakri; Ilkal town in Bagalkot district is famous for the **Ilkal sarees** manufactured here. The North Karnataka dialect of Kannada is primarily spoken in the district. Kannada itself is classified as a Dravidian **language**. The ethnologue identifies Bijapur Kannada as the closest dialect to the particular dialect of **Bagalkot**.

Challenges for the School head-

1. **The educational background of the (first generation learners)** First generation learners are 'disadvantaged learners' who are disadvantaged from an educational and economic point of view. They are considered to be linguistically deficient, academically unsuccessful and socially and economically backward. Very often parents take their children to work in agricultural field so that they can contribute towards the family's income. As a result, many of these learners remain under-achievers, school dropouts and failures in academics which is directly related to the opportunities they get later in their lives. Those who are well-off prefer admitting their children in Belgaum, Hubli or Hyderabad and take pride in that.
2. Parents are not well educated approximately 554 parents are having not gone beyond schooling whereas 280 are graduates and 181 are above graduates.

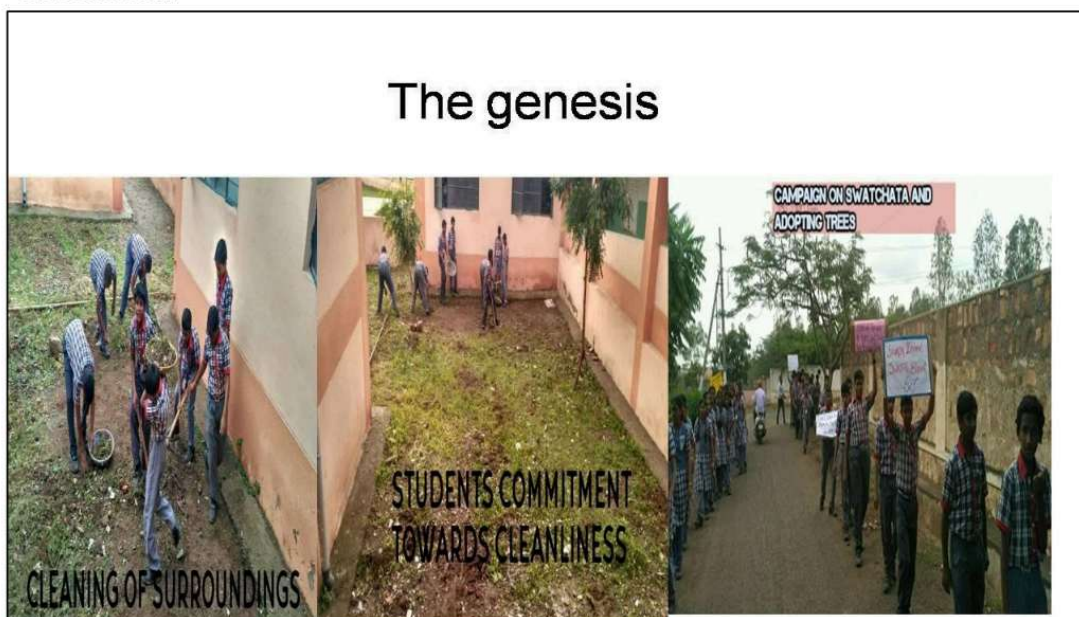
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3. Shifting of Kendriya Vidyalaya Bagalkot from temporary state government building working in the rural part of the city to its own building, located in the hub of the city almost after 3 years of completion of the building due to a HT line running across the campus. Thus, the school had been facing the problem of having but not having its own building. The logistics of packing up, relocating and unpacking the entire school was understandably massive and herculean task taken up with the support of parents and the staff without any financial implication from the school and with the HT line running across.
4. Financial constraint of the school. The school runs on a meager financial resource. Out of the 669 students 79 students are exempted from fee payment reducing the school to bear all expenditure including contractual teacher salary, watch and ward, housekeeping, gardening etc., within a paltry sum of Rs 2.75 lacs per month
5. The lack of greenery environment awareness and scarcity of water and soil.

Absence of a playfield for the holistic development of the child.

Efforts Initiated or the Process of Transformation

1. Keeping the area clean and encouraging students to be aware of the benefits of a hygienic environment.



2. Involving the neighboring community in development of the school.

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3. Reducing the garbage on campus, especially polythene and plastic.
4. RO waste water is being used for plantation to make students understand the value of water.
5. Arranging of campaign on swachata and adopting trees.
6. Sustainable, safe water supply points, hand-washing stands and sanitation facilities are the prime need of the children. So to provide the pure drinking water, two RO plants were fixed separately for primary and secondary students.
7. Building as learning aid, or BaLA as it is now popularly known, is about creating such possibilities for learning in school environments. My team under my guidance took up the task with great zeal, highlighting periodic table, different yoga postures, reading the clock and angles, parts of a plant ,parts of the body, sense organs, alphabets in both Hindi and English, days of a week and snake and ladder which provides lot of learning experiences in all the subjects.



9. The idea of creating “Herbal garden” was initiated and the scientific nomenclature brought the students closer to science.
10. Vermi-composting is also an activity which was enthusiastically accomplished involving students.
11. The forest department has been involved in watering the plants during scarcity of water on campus.
12. Comprehensive Dental camp was organized under the guidance of Reader and Lectures of the neighboring dental college along with 16 dentists.

Arithmetic to Angles and time



Visible Results of Transformation

The campus was a vast barren land on 8 Jan 2016 when we came into the campus. The school had only 4 regular teachers and the rest were teachers engaged on contractual basis. What the Vidyalaya needed was a team work to make the campus green. There was only one possibility. Involving other organisations of the state, parents and the students through motivation. The University of Horticulture was the first to be approached for saplings. Though saplings were now available, the school could not make so many pits manually since it is on a rocky terrain. A local body “Nirmitti Kendra” offered to provide JCB for two days for digging pits. The forest department of the state provided the school with more saplings and offered the manpower needed. Around 600 saplings were planted. But maintaining was a herculean task for more than one reason. First the campus with 16 acres needed watering. Next there is a single bore well and hardly two water taps on campus and then inadequate manpower and the chain linked barricading dividing the campus left lot many plants far away from the building. Those parents who were in working in the Horticulture University, offered constructive suggestions, like covering the root area of the saplings with stones and dry leaves to maintain moisture etc. A water trolley was put into service with the gardener and a housekeeping staff on rotation were asked to water those saplings which were far off the campus. Plants which were near the campus were adopted by students and were motivated to give half a bottle of water to their adopted plant at the time of leaving the school. After surviving one summer most of the saplings started looking greener and bigger. Motivated by the success, the students started donating a sapling on their birthdays and so did the teachers with a word that planting a sapling alone is not the end but that sapling’s watering responsibility was with the student who planted it. Due to the extreme heat around 150 saplings did not survive the first summer. Hence additional 300 saplings were planted this summer

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1. Buoyed by the success of this is separate herbal garden with 16 herbs is maintained with the support of class 8th students. The art teacher and students ensured that the herbal garden has an aesthetic look. There were not too many challenges to maintain them because the garden is located within the campus.
2. Once these two were in place, the thought of maintaining a floral garden, with the help of class 6 children was put in place next to the school building itself. Now the kitchen garden is coming up with the maintenance taken up by class 7th students.
3. A good plant in such a terrain with less soil lacks nutrients. Hence the need for good fertilizer was thought of. Having done so much to keep the campus in the laps of Nature, the idea of chemical fertilizers was nauseating. Vermi-composting was the result and it provides adequate nutrients for the floral and kitchen gardens.
4. It is in this background that Kendriya Vidyalaya Bagalkot has been conferred with HarithVidyalaya award for the current year. Though 3rd in the region this year it has to be noted that this greenery was achieved in about one and a half years and in comparison to campuses that are 45/50 year old.
5. In creating awareness at a larger scale, students were discouraged from distributing sweets/toffees/chocolates wrapped in polythene paper and instead were encouraged to distribute desi sweets made of groundnut and jaggery or sesame seeds and jaggery. This reduced the quantum of poly paper and also enlightened the students to support our farming community.
6. As said earlier, the Vidyalaya lacks proper play facilities. With the involvement of parents a children's play park has been prepared after making the area playable by filling with silt obtained from the Deputy Director of Mines. A similar court for practicing Kabaddi is prepared and students come on Sundays too preparing a kabaddi team to represent at the Regional Sports meet. The quadrangle within the campus has been marked for badminton.
7. A new building both a blessing and a liability. Huge but empty walls never fill the minds or our eyes. But filling them with meaningful presentation needs time, money and skilled persons. This campus has huge walls but all were just blank. Even house notice boards and the drawings of students are never going to be enough. Further the academic ambience will get a boost with education related things all around the students' eyes. Initially started off with the outline map of India painted on the wall with pointing of locations on a weekly basis. This enabled students to do better map pointing in exams. This idea generated another idea of a science board where drawings with labelled parts are presented. Each week the drawing is replaced. When the idea of trying angles using door and the floor under, it failed. The footsteps erased the angles marked on the floor. Once it was accidentally found out that a class IV child did not know to read a wall clock. The same class also has a chapter on angles. Combining the two concepts a clock with angles was drawn marked. Since the school is in a non-Hindi belt, children continue to struggle in Hindi, and even the senior students are not comfortable with mastras. Now the idea continues to grow. However, it was found that the young teachers were not self motivated and fresh ideas were not coming up. It is in this context the "snake and ladder" for class one students was conceived and

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moderating the game myself a few times, the teachers found that the game improved mental mathematics of primary kids. My art teacher gives shape to my ideas with a core BaLA team of 15 students. The Manthra has been to involve students and look for novelty. After integrating most of the periodic table, a new table which has not only the symbol, atomic number, mass, solid/liquid/gaseous state but also the field where the element is useful has been made. The entire campus now has paintings mounded on hard board has made walls look far better than what it had been.

Further Areas for Change/ Transformation

One thing that we have all understood over the last two years is that nothing can be achieved overnight and it takes patience and perseverance. The success of one leads to another and has its effect in academic milieu as well. The attendance to school has improved; the demand for admission has more than doubled. The expectations have increased and hence we propose the following.

1. Managing food waste and making class wise compost. Making the children feel pride of having achieved something.
2. Providing the vast land with plastic tanks of 500 litre capacity to make watering easier.
3. Finding a way out to get rid of the grass growth, since grass cutters won't be of much use and would get damaged soon on the rocky terrain.
4. Preparing more vermi-compost.
5. Improving Class room ambience and ensuring that the classrooms look encourages more learning.
6. Approaching the corporate houses for solar lighting and drip irrigation as a part of their CSR activities.
7. Ensuring that BaLA as a creative concept takes further progress.
8. Exploring possibilities of more indoor games.
9. Encouraging students who attend school on bicycles.

School leader and Transformation

I see myself as CATALYST from the position of leading from the front. From a position when we had hardly 4 teachers, we have 16 teachers and they can make the task a lot easier for the school to achieve. Teachers have transformed into committed work force not just in the classroom but outside too. The students are a well-motivated force now and I can see that through activities they would learn to care for the environment and make their own learning based on their own activities. **We** all would agree that the primary duty of a school head is academic administration. But those who restrict themselves as heads and limit themselves to academic activities alone cannot be leaders to form a society. As the School head, I look at myself as a person not just teaching a subject in the class but to ensure that areas of social and environmental concerns are addressed. If our students can go out not just with the knowledge gained in the classrooms but also from the experiences of facing challenges and looking for solutions, the nation will be in safer hands in future.