

What have we learnt in school from the children?



Content

From the editor's desk....

Schools are places for learning. This is true not just for children who are enrolled in schools but also for every teacher who interacts with children everyday. Children present fresh perspectives on so many aspects of life that adults have become conditioned to see in limited ways.

Our Fellows share little stories and reflections on what they have learnt in school from the children.

Happy reading!

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Effective Communication: Importance of Regional/Mother tongue in teaching

-Saurabh Sharma, Barmer

During my early school practice days, while trying to connect and build rapport with students of class 1 and 2, I used to engage with them through rhymes and games. Most of the students belonged to the family of daily wage workers and hailed from Marwari families but from urban background, so I was able to communicate with them in Hindi. I observed that I could engage most of them with in **rhymes, games or other interesting activities and they responded well through their actions. For those few who didn't engage or respond, like the popular belief I assumed that either they are disinterested, or are slow learners or poor in studies or "its fine as I can't engage everyone". One such girl from class 1 was Pankaj Kumari who never used to respond to any of my questions or get engaged in the activities. I always found her low in energy and uninterested. But during the lunch break I could see a different Pankaj Kumari, full of energy and running through the corridor, responding and mingling with students especially with 8th Std. girls. I tried to get friendly with her during lunch break, playing, running and clicking pictures and showing them to her, making an effort to have a dialogue with her. Although, I partially succeeded as I could see her responding for games during lunch break, I still was not able to engage with her in conversation or during class teaching. One day I noticed she was with a group of girls of class 8 and whenever these students interacted with her she used to reply quickly either orally or through body actions. So with the intention of being part of the group I went and started mingling with them and seeing Pankaj Kumari in a good mood (as I believed). I asked her - आपका नाम क्या है?...she didn't respond, ignoring me. So I asked the girls of class 8 why she never responded to me. They said, "You need to talk to her in Marwari as she doesn't understand Hindi". "Tharo naam kaain hein?" I asked in Marwari (as taught to me by students). "Pankaj Kumari", came the prompt reply.**

Usually as teachers, we tend to label students who don't perform well in class as poor or dumb in studies -without even giving a second thought that it might be possible, in spite of our sincere efforts, that we have not been able to communicate or establish a connection with them. Verbal communication, TLM, rhymes, poems etc. all are mediums to establish or express our views or connect or engage with students. These are only effective when we have been able to deliver our thoughts in the way they understand and for that purpose, regional or mother tongue plays a very important role in early childhood- a fact which I understood from students during my class teaching.



What preschool children taught me...?

-Rama Krishna Challa, Sangareddy

The way a child thinks, constructs his knowledge base from the experiences he receives and conversely the activities I have to design as part of my Teaching practice - the whole process is a big learning experience. Suppose I am having a conversation activity with children on the theme "Vegetables": As part of my lesson plan, I pose a set of questions to the children expecting some answers, in a series, to drive the conversation towards a point. But children at times surprise me. They come up with a different answer. Then spontaneously I change the flow of my questions. It's fun to observe the way a child thinks. Through these exercises, I am building my pedagogical perspectives.

Attention: "Active engagement/participation" from the child is prerequisite for teaching a concept to them. I have to earn their attention and sustain it throughout the session. For achieving this I add an element of fun to the activity I design. It can be a simple physical action like clapping as part of a conversation, a physical movement, music sound like that of a kanjeera.

Patience: Managing a class room environment of preschool children (3-8-year age group) requires lot of patience. There will be situations, when children irritate us. Dynamically, in that moment I have to choose "Patience" and "Love". Yes. The first thing that is required in handling a child is accepting his/her behaviour, as it is, without any judgement.

The classroom environment with 10-15 children, each with a unique attitude, is like a simulation environment of society for me. Especially, with respect to the nature of a human, I used to ponder "what all things contribute towards the attitude of a person?" -her genes, experiences in early childhood, family conditions (economic, social, cultural) etc. Some of these questions are being answered through my observation of children. After observing a child's interactions with other children, I reflect on it. I also discuss with the teacher about the home environment, family background of the child. Connecting all those points, I arrive at an understanding about the development of attitude in her.

As adults, we have gone through tons of life experiences, thought through them and built our dispositions towards various aspects of life. When we think in a new situation, our answers are based on our previous dispositions. But for a child, most of the events are fresh. She thinks about them, for the first time and forms connections in her brain on that subject. Thus a child is more open in her thinking.

Other things I observe in children are "Quickly forgetting about their fights with other children and starting to play together again", "Persistence in asking for what they want", "Their curiosity to experience every object with their senses of seeing, touching, smelling" etc.

Teaching is a mutual learning process. So I am learning many aspects through my interaction with children. I am growing along with them. Children learn on their own. We just facilitate the learning process.

Learning experience from a student in Ranka Primary School

-Sisir Chandra Nayak, Bemetara

Learning is a continuous and unending process of our life. When we say learning in classroom context, it should be a two-way process. That means we as adults can share our learnings with children and can learn a lot from children too. However, learning from children during classroom is passively considered or ignored.

Let me share with you one of the experiences that I came across during my SUP visit.

There was a boy, named Tumesh. Under the RTE he got admission to Ranka School last year to class-5 and he has not attended school before. Since it was his first experience of coming to school he used to come regularly and sit in the front line of the class. Teachers including children used to make fun on him saying that he does not know anything. However, Tumesh used to keep smiling at them all the time. Teachers had a perception about Tumesh that he is a fool, because he does not know to read & write at all.

One interesting thing I found in Tumesh was that he was very much interested in dance. Even in classroom, teachers used to ask him to dance when the class seems to become boring and Tumesh without any kind of fear or inhibition used to start dancing. All the students including the teacher used to enjoy the dance. Tumesh was entertaining the class. However, when the reading and writing process used to happen in class, he was ignored.

The first learning that I got from Tumesh was how to persevere. Generally, we as adults give up doing things when someone laughs at us. Even if teachers and children joked at Tumesh he persevered continuously, working hard to improve his reading & writing skills besides regularly coming to school.

The second learning was to respect everyone even if they disregard you. As adults if someone insults, abuses or quarrels with us then we do not like to mingle with the person for a long time. However with Tumesh, if such incidences occurred with someone, then his anger did not seem to sustain for long, and he was soon seen playing, laughing and mingling with everyone and making friends. I have observed during the classroom that Tumesh always used to express his views or arguments without any fear that has taught me to keeping expressing my views independently. The fourth learning was developing concern for others' well being. One day a learner from class-1 fell down near the tubewell, Tumesh who was nearby rushed to help him, to wash the wound including applying Dettol as well.

Apart from those, I had other learning experiences from children too. I cannot speak Chhattisgarhi but today I can understand it, although not fully, I can make a sense of an interaction in this language. This has happened because of the continuous interaction with the children during classroom engagement in school.

Learning through observing children

-K. Surendra Babu, Sangareddy

Every child is a book. So we can learn something from each child.

When I first went to Centre level engagement, I thought that the teacher would have to work hard for teaching a 3 to 6 year old child. As part of this process, I went to Anganwaadi Centre in Bokkalaguda village. There I saw two children, Ramu and Kumar, fighting. Many times, when they come to the centre, they fight. One day I observed that when the two children came to centre in the morning, they were playing together. However, before the evening, some sort of fight happened. I wondered why this happened only to this pair of children or whether everyone else had a similar nature. So I decided to take part in the Centre level engagement for other Anganwadi centres and observe the children there.

As part of Center level engagement, I went to Malkapur Anganwadi Centre one day. There the teacher went for a meeting as part of her duties. The helper was there to carry out her duties and engage the children. What I observed here too was two children who were fighting with each other. But they got together in a few minutes which surprised me. In addition, they helped each other, while trying to get a book from a high shelf- one child was on a chair and was trying to get the book and the other child was holding the chair. Yet the book was not reachable.

Meanwhile I took the initiative and gave the book. Then they saw the book together and talked. Observing and learning from children in other Anganwadi centers, I understood that children aged 3 to 6 years could express their love, anger, and various other feelings through a variety of techniques, and not always in the way that adults do. I understood that Ramu and Kumar are behaving very naturally and it was an inherent part of their interactions.

What I learned was that when children seemed to be fighting, they were not actually fighting, and that it was part of their play!



भूली बिसराई सीखा रहे बच्चे

Meenakshi Rana, Chamoli

बहुत लंबा अरसा नहीं बीता है, जब हर शाम को स्कूल से संबंधित कोई खबर आंख से गुजरती थी। 'सरकारी स्कूल में जड़ा ताला', 'स्कूल से मास्साब गायब', 'बच्चों का भविष्य दांव पर', 'दरकती छत और जान हथेली पर'। कुछ इस तरह की हेडिंग के साथ खबर आती थी। मेरा दिमाग खबर एडिट करने में या फिर कुछ और प्वाइंट्स तलाशने में लगा रहता था। मगर दिल उस स्कूल और उसमें पढ़ने वाले बच्चों की दुनिया में खो जाता था। कैसी होगी वहां की दुनिया? जिस स्कूल में मैंने पढ़ा कुछ वैसी या दूसरी तस्वीर लिए। और उन बच्चों के बारे में सोचकर मन उचाट हो जाता।

इस बार जब मेल में रेनबो के तहत थीम देखा तो दिल और दिमाग फ्लैशबैक में चले गए। मेरे ख्याल से जब हम एक चीज से दूसरे चीज को रिलेट कर पाते हैं तब उन्हें समझना ज्यादा आसान हो जाता है। मीडिया में काम करने के दौरान जब हर शाम स्कूल की खबरें आती तो मैं बच्चों की इस दुनिया को देखना चाहती थी। और आज मैं इस अनुभव से गुजर रही हूँ। साफगोई से कहूं तो बच्चों के साथ काम करने से मेरे कुछ पूर्वाग्रह टूटे, कुछ भ्रम दूर हुए और कई नई बातें सीखने को मिली। एक क्लासरूम में जब कई मिजाज के बच्चे बैठे हों तो सीखने की गुंजाइश बढ़ जाती है। मेरे साथी भी इस बात को महसूस करते होंगे।

स्कूल आने से पहले या फिर बच्चों के बीच काम करने से पहले मेरे मन में यही था कि बच्चे जो कुछ भी सीखते हैं उन्हें हम सीखाते हैं। यानी कि वे बिल्कुल अबोध होते हैं। और जब यह सोच गलत साबित हुई तो तब कई और भी चीजें खुलने लगीं। हम बच्चों के साथ जिस तरह का व्यवहार करते हैं, वह हमारी जिंदगी का हिस्सा है। मसलन हम यह मानते हैं कि जो हमसे उम्र, अनुभव या दूसरी बातों में छोटा है, वह हर मामले में हमसे कमतर ही है। वह हमसे अधिक ज्ञान ही नहीं सकता, इसलिए हम हर वक्त बच्चों के दिमाग में अपना ज्ञान ठूस रहे होते हैं। चाहे उन्हें इसकी आवश्यकता हो या नहीं। कहने का मतलब यह है कि बच्चों ने मेरे व्यवहार का आंकलन करने का साहस मुझे दिया।

एक ही विषय के विविध आयाम पर कैसे सोचा जा सकता है, यह भी मैंने बच्चों की क्लासरूम में सोची। मैं बच्चों के साथ कहानी लेखन पर काम कर रही हूँ। इस दौरान रंग को लेकर बात हुई। एक बच्चे ने दूसरे बच्चे को उसके काले रंग की वजह से चिढ़ाया। मैंने उनके कहा कि काला रंग होना क्या बुरी बात है। इस पर एक बच्ची ने कहा कि कोई रंग बुरी नहीं होता है। तभी दूसरा बोल पड़ा कि तो यह इसलिए कह रही है क्योंकि तु गोरी है। जो काला होता है, उसे ही बुरा लग सकता है। कितनी सही बात कही उसने। हम अक्सर खुद को ही उदाहरण बनाकर चीजों की सही होने की उम्मीद करते हैं। जबकि कई मामलों में हमें दूसरों के नजरिये से भी सोचने की कितनी जरूरत है। सही समीक्षा तभी ही कर पाएंगे। शिक्षा कोई तय सीमा के अंदर सीखने वाली चीज नहीं है, यह तो जिंदगी भर चलने वाली प्रक्रिया है। इस बात को संजीदगी मुझे बच्चों के बीच ही काम करने के बाद हुई।

ग्राहक होते तो इंसान ही हैं

Parul Sinha, Banswara

मेरे स्कूल प्रैक्टिस में कुछ लम्हे कभी कभी काफी रोचक होते हैं . ऐसे ही एक दिन एक छोटी से बच्ची से मेरे वक्तव्य ने पारिवारिक परिवेश में बच्चों के सीखने और समझने के क्षमता एवं एनवायरनमेंट का बच्चों के मन पर प्रभाव के बारे सोचने को एक नया नजरिया दिया,

वक्तव्य कुछ इस प्रकार था:

मैं : तुम घर जाकर अभी क्या करोगी ?

चंचल: अभी तो होटल जाउंगी वहां खाना खाउंगी फिर घर जाउंगी.

मैं: घर पे खाना नहीं खाती ?

चंचल : अरे जब हमारा होटल है तो खाना घर पे क्यों बनेगा ?

मैं: ओके. दिन में सोती हो ?

चंचल : हाँ थोड़ा बहुत , टीवी देखते देखते सो जाती हूँ फिर उठके शाम में अगर मम्मी नहीं उठाती तो खुद ही उठ जाती हूँ और फिर दीदी लोग के साथ होटल जाती हूँ

मैं: वहां क्या करती हो ?

चंचल : ग्राहकी !!!!

मैं: ग्राहकी क्या होता है ?

चंचल : वो होता है न जब ग्राहक आते हैं

मैं: ग्राहक कौन होते हैं ?

चंचल : ग्राहक होते तो इंसान ही हैं ...

ऐसा सुन के मेरे चेहरे पे मुस्कराहट आ गयी और मैंने पुछा की ग्राहक किसको बोलोगी, तो उसने कहा अगर आप आती हैं मेरे यहाँ खाने तो आप ग्राहक और मैं ग्राहकी करूंगी .

ये सुनके मैं बिलकुल आश्चर्यचकित थी कि इतनी छोटी उम्र में घर के माहौल और वातावरण में कितनी सरलता से कितना गहरा ज्ञान प्राप्त हुआ है इस बच्चे

को।

चंचल : क्या आप टीवी पे सीरियल देखते हैं ?

मैं: मेरे पास टीवी नहीं है

चंचल : क्या ?? आप गरीब हो ? पर आप तो स्कूटी से आते हो ..

मैं: (हँसते हुए) - भोपाल में टीवी है मेरे घर में . यहाँ नहीं है . कौन सा सीरियल देखती हो ?

चंचल : गोपी वहु और उसकी सास की सीरियल।

उसके बाद उसने कल का एपिसोड बताया पूरे एक्सप्रेशन और डायलॉग्स के साथ . फिर उसने ये कहा की सीरियल जैसी साड़ी वह अपनी माँ को गिफ्ट करना चाहती है इसीलिए अपने होटल पे जाती है काम करके पैसे कमाने और जोड़ने।

मैं: और क्या करोगी इस पैसे को कमाने के बाद ?

चंचल : माँ के साड़ी के साथ अपने लिए एक फ्रॉक भी लूंगी और वैसे मेरी शादी भी तो होनी हैं तो बहुत सारे कपडे लगेंगे।

मैं: शादी ? अभी ?

चंचल : (पुरे अदा के साथ) - नहीं अभी तो मुस्कान दीदी हैं फिर विशाखा दीदी उनके २ भाई फिर साक्षी दीदी हैं फिर मैं भी तो हूँ ।

मैं: अभी तो टाइम है न तुम्हारी शादी को ?

चंचल : हाँ अभी तो मेरे पास बहुत टाइम है पर आप अभी कर लो ... आप तो मुस्कान दीदी से भी बड़ी हो (मुस्कराने लगी)

मुस्कान इसी स्कूल में आठवीं की छात्रा है।

इस पूरे बातचीत के दौरान मुझे ये समझ में आ गया की घर परिवेश का बच्चों की शिक्षा में बहुत ही गहरा प्रभाव पड़ता है और अगर हमें गुणवत्ता में काम करना है तो बच्चों को उनके परिवेश से जोड़के ही करना पड़ेगा।

"How to be happy"

Jagdish Nagar, Tonk

When I started visiting school, I was like a novelty to the students, they were all around me, calling me to visit their classes. When I started talking to them, and spending the whole day with them, I was trying to understand them (which I feel, was my first mistake) and I came to know that I am not an alien.

Chintu is a student of class 1. When I saw him, I found that anyone could easily identify that he was suffering from malnutrition. I was observing him and found that his brother who was not enrolled in the school was also accompanying him, mostly at the time of MDM. Chintu always gave his share to his brother. I asked him one day, if I could take a picture of him. He was surprised, smiled like he was thinking, "मुझसे किसीने आज तक परमीसन माँगी नहीं है". I spoke to the HM regarding the MDM and he said that Chintu's brother was not enrolled here & when less students were present than enrolled, his brother could take separate plate too. I always saw them eating together from one plate. I was learnt a lesson on sharing and caring, when availability is less, though willingness is high.

Lucky is a student of Class 4. I never got a chance to visit the class, but I know about Lucky. Why I knew about him without going into the class room was because he was the only child who was beaten by almost every teacher every day. I couldn't control my wish to talk to him. I said, "you are a brave and strong guy, isn't it?" He said, "yes, I am". Then I said, "that's why every teacher beats you daily". Then he became serious, because he didn't want to hear that someone was beating him. He said, "it becomes my habit now; I know they will beat me, but I cannot stop doing what I enjoy". I suggested to him that maybe, "its because you are very playful that the teachers are beating you?", and he responded with a question for me to think on. He said, "I keep myself quiet during teaching, at other times I enjoy and teacher thinks it is indiscipline and they start beating me, to keep other students quiet. Are teachers disciplined?"

He was student of class 4, and raised a question about his teachers! He wanted to enjoy the spare time and he thought that the teachers did not want to see him enjoying himself. I was thinking about this for the whole day: why was every teacher focusing on him and I got the answer. To teach a lesson to other students, teachers wanted to keep whole class silent whether they were teaching or not and Lucky became an easy target.

When I was discussing fractions with class 7: they were very sharp and attentive during the activity session. Initially some of them were not taking part in the activity. The next day I took colors and arranged the students into groups which kept changing after each activity. This grouping-regrouping ensured that they were fully involved. When I was working with class 1 and 2, they would never sit for more than 10 minutes in a single place, so I had to design activities which involved movements & games and learning through fun.

When I look back, I feel I have changed. If I have to summarize my learnings, I have learnt, how to be happy in every situation and child behavior can never be generalized as it is as different as each child.

So I have to keep exploring and learning!

What have you learnt from children in the classroom

Meenu Paliwal, Raigarh

It was a normal day and I was trying to help students in identifying varns. I had noted down all the names and wrote which all varns get covered and how many times they occur. The result was like this.

Varn	No. of time occurrence in name
न	10
र	6
त	6
श	6
ज , क	4
द, प, व	3
म, स, ब,	2
ग, य, ल	1

There are 15 varns which were getting covered. Below is the incident which happened in my class which made me think on the concept of cheating.

I did an activity in which I asked "kis kis ke naam me न ata hai batao." There are 10 students out of 18 whose name contains न . Students told me all the 10 names, major contribution was by Chuleshwar and Kashish. Even the name "भूपेन्द्र" was identified which has half न . Kashish later on told me that she was looking at the names I have pasted in class.

I told Kashish that this amounts to cheating but later on when I gave a thought to the incident I asked myself - 'is it cheating'? **Should I not term it as an intelligent way of answering my question? After all it was not me who told her to check the answers from the names pasted on the wall and it was not unfair because the names were displayed for all. It was not that only Kashish could access those names.**

Answering the question required being able to identify name which contain न and also being able to read out the entire name that means she was able to recognize all the names in writing.

However, there are two more things which should not be ignored. First is I was not able to make out that she was telling the names from the list and 2nd she did not tell anyone else to answer from there. The second observation smells of competition, the urge to stay ahead in class. And first sheds light on my inability to observe classroom transaction.

In my school days we used to have question in the Hindi test "kisi kavita ki 4 lines likho". I used to copy these 4 lines from the question paper itself as we used to have a question to explain the poem lines so 4 lines of a poem were already there on the question paper. And the bonus point was nobody could point out any mistake as the teacher himself/herself has prepared the question paper. However, the setting of question was changed later on which said that any 4 lines which do not appear in the question paper.

What I learnt from this incident and the girl Kashish was that involved conscious thinking on the student's part.

कक्षा बच्चों और मेरी सीख

Kamal Kumar Mali, Khargon

हम अपने आसपास बहुत सारी चीजों को अवलोकित करते हैं और अवलोकन के द्वारा बहुत सारी चीजें सीखते हैं। इसी क्रम में अभी तक मेरे स्कूल भ्रमण के दौरान कक्षा के अंदर बच्चों से मैंने बहुत कुछ सीखा है। मैंने सीखा कि किस प्रकार अपनी जिज्ञासा की संतुष्टि के लिये मुझे बिना किसी झिझक के अपने प्रश्न सामने वाले के सामने रखना चाहिये। बच्चों में जिज्ञासा की संतुष्टि के लिये प्रश्नों की बौछार करने की क्षमता देखने को मुझे तब मिली जब मैं रवीन्द्रनाथ ठाकुर की जीवनी उन्हें पढ़ा रहा था। उनके प्रश्न थे गुरुदेव को संगीत क्यों पसंद था? चित्र बनाना वो कैसे सीखे? उनकी शांति निकेतन की पाठशाला में कितनी बच्चों और कितने कमरे थे आदि। बच्चों से मुझे यह सीखने को भी मिला कि किस प्रकार बिना किसी तनाव के जीवन को हंसी, खुशी, खेल, मस्ती, आदि के साथ जिया जाता है। जिसमें किसी प्रकार का द्वेष, घृणा, संपत्ति, अभाव कोई मायने नहीं रखते हैं। जिम्मेदारी एवं समय का प्रबंधन भी बच्चों ने इस प्रकार सीखाया कि कई बच्चों पर अपने घर के जानवरों को चराने की जिम्मेदारी है और अपने छोटे भाई बहनों को संभालने की जिम्मेदारी भी साथ ही उन्हें स्कूल भी आना है तो वे सुबह जल्दी उठकर कुछ समय जानवरों को चराते हैं फिर शाम को स्कूल से जाने के बाद चराते हैं, एवं भाई बहनों को वे साथ में स्कूल लेकर आते हैं एवं पढ़ाई के साथ उनकी देखभाल भी करते हैं। साथ ही बच्चों से एक सीख यह भी मिली कि किस तरह से बच्चों कक्षा, खेल, परिवार, समुदाय के साथ सभी जगह एक ही तरह का व्यवहार रखते हैं उनमें किसी भी प्रकार का बाहरी दिखावा या बनावटीपन नहीं होता है। इसी प्रकार बच्चों सहजता से बिना किसी दबाव, झिझक व तनाव के एक दुसरे से सीखते एवं समझते हैं यह कुछ मुख्य चीजें मुझे बच्चों से सीखने को मिलीं।

Fellows Updates : 2015

- **Chittorgarh:** School visit for mobilization and LRC engagements
- **Jaipur:** School visit for mobilization and LRC engagements
- **Janjgirh:** School visit for teacher's mobilization, Teaching practice with class 1-2 children on the topic- name of month, Attended VTF on language, Team meet on TRP discussions, Review and Annual Planning Meet in district, Reading and documentation.
- **Khargone:** School visits, Coordinated Bal Chaupal, Participated in evening discussion and ICB, Teachers mobilization, Participated workshop on Rights (ss) and Planning Meeting.
- **Tehri:** School visit for mobilization and closure meet of 2015 fellows

Fellows Updates: 2016

- **Ballari:** Attended State TLC Coordinators meeting, Exposure visit to TRC and DIET Chamarajanagar and Dhinabhandu school ; Core Committee exposure to Bidar organized; FA-Talkies hand over meeting; Core committee follow meeting organized and facilitated; t-con co ordination role; Learning curve article and Teacher study framework translation; extension works, English discussion with teachers on grammar in stories, language enhancement activities
- **Bengaluru:** Fellows have started participating more in DI activities. Facilitating in VTFs and workshops, mobilization, focus school visit, mentor observed classes in focus school, participated in subject exposure visits, Participated in DI level meetings – development tracking meeting and team outbound, two fellows participated in capacity building workshops at Jaipur, One of the fellow is working as editor of a Karnataka e-magazine (FA-Talkies), Participated in fellows capacity building session on sociology of education (Sheila Grundy's article on curriculum – product or praxis).
- **Mandya:** Involved in Subject discussion on Social Science and English Preparation of session flow/ module for an event as per the subject, facilitated and participated in Social Science VTF, attended open course workshop on Assessment, Participated in Social Science capacity building workshop , Supported and prepared the Annual review for the year 2017-18 and planning for the year 2018-19 ,Supported the block in all the activities, Attended DI level and block level meetings, Engaged in readings. School visits in individual block, for mobilizing the teachers for our events.

- **Raichur:** Coordinating NEK English and Science team T.con, Conducted VTF in English subject ,coordinated and organized Science mela, Involved in Children learning Mela at Nagalapur ,Mudgal, Conducted VTF and evening discussion in chosen subject, involved in annual planning process and Annual budget planning of DI, Participated in Monthly fellow meeting. Participating in Fellows T.con , attending regular DI monthly and weekly meeting.
- **Vijayapura:** Fellows engaging actively in their respective subject events both formal and informal. Facilitated evening events and contributed in mobilization and accompanied teachers during social science exposure visit to Hampi. Engaged in school visits as a part of English workshop follow up, mela preparation. fellows attended team meetings, Tcons and engaged in reading.

Fellows Updates: 2017

- **Banswara:** Regular school practice, prepared charts for print rich environment in LRC and prepared Banswara Monthly Report. Participation-an event organized for children coming in our LRC library, winter Istt, VTF in Role of newspaper in classroom teaching, Monthly meeting of Rajasthan New Districts, sharing reports and articles.
- **Baloda Bazar:** Participated in Bi-monthly cluster meeting, DI meeting , State fellow T-Con, discussion on various topics, Mathematics VTF and English Forum, Regular community visit and school visits and transaction in primary class, Organized Village library, Home Library and movie screening for students, Sharing of reports on readings
- **Barmer:** Participation at 4th Large Scale Camp- Sirohi, School visit and preparation, Participation and support for Bal Mela, Engagement at LRC Balotra, Report and Article writing, Reading, Participation at Virarta mini Large scale camp, Human rights day celebration, Attended two History VTF, School learning practice.
- **Chamolii:** Regular school visit, Attended Uttarakhand Fellows T-con, Participated in SSS, Writing Whole school management report, Lesson plan and execution report, Attend VTF, Attend four days language workshop in Dehradun.
- **Champawat:** Fellows state level workshop, AMM, Regular school visit For SUP, Sapno ki Udaan at CRC, Fellows T-Con, Lesson plan, DI meetings.

- **Chittorgarh:** School Visit and Classroom Practice, LRC engagements, LSC Participation, Participation in meetings Chittorgarh and Pratapgarh, Book Reading , Report Sharing
- **Khargone:** Regular school practice, Participated evening discussion and ICB, Schools visit for Teachers mobilization of mathday, Preparing and facilitated language stall in Bal Chaupal, Reading and report writing , Participated in Planning meeting.
- **Puducherry:** Socio Emotional learning Try-out, CRC Meetings Facilitation and Operational Support, Language residential workshop preparation and mobilization, Class Room Practice, Exam observation, Large Scale Camp (Sirohi) Participation, ACE workshop Preparation and mobilization, Thisaimaani Articles editing & school distribution, Recruitment Drive support, Sinthanai Sangamam(Symposium on Education) preparation and mobilization, Learning festival preparation & resource organizations mobilization.
- **Raigarh:** School Visit and classroom teaching, Reading : NCERT Syllabus and other books, Attended VTF and Children Activity in TLC Pusore, APS visit
- **Rajsamand:** School practice with class 5 and attend LSC
- **Sagar:** Attended two days MP science team meeting in Khargone, Participated in 4 days workshop with teachers on quality of education organized in Vaishali nagar TLC, Participated in makroniya TLC team member meeting with Anish and Anurag and discussed operational plan of TLC, Regular school practice and shared school practice report with team.
- **Sangareddy:** Lesson plan preparation and Teaching practice with Preschool Children, Reflection writing, Rainbow Articles writing, Theme plan preparation for Preschool Education, Practice of Theme Plan Activities with Sangareddy DI Team, Facilitation of workshop to Anganwadi Teachers on "Teaching Counting process to preschool Children", Theme plan review and Capacity building meetings, participation in VRF - Voluntary Reading Forum in DI, Readings.
- **Tehri:** School visit and teaching practice, Participation in TLC events and winter workshop of maths, Reading books from fellows framework and participation in internal team meetings
- **Tonk:** School Practice and discussion, Participated in discussion with teachers at LRC on Water & Civilization and story reading, Attended workshop of English TLM , Mathematics and ISTT Science, Organized movie screening "Dilli Safari" at LRC, Readings and Wrote article for Rainbow, LRC engagements and Teacher data compilation, discussion with HM over his classroom mathematics issues(Fraction) & other social issues. LRC, Newai Work-Library work with children, preparation of different activity & events at LRC. Filled Teacher's Tracker, Worked with a teacher on her science project which she has represented at National Level, involved in Maths Teacher data compilation work.
- **Yadgir:** Language Week Celebration at the Azim Premji School where language activities were designed to also include elements of art. Working with newspaper as material to create 3D objects across Class 1 to Class 6 at the Azim Premji school, Co-facilitated winter workshop for of co-curricular subjects for all Azim Premji School teachers in Yadgir.