

What would you change in the syllabus if you designed it



From the editor's desk....

What can a teacher change to make the lesson learnable by all?
Can changing the objectives, the course instructions, the prescribed learning resources be an approach worth exploring?

Our Fellows have been bringing in their own creativity to the classroom to make the lesson learnable by toying with idea of revamping the syllabus of a subject they teach.
These ideas as explored in the articles of this month's Rainbow.

Enjoy the different hues in this edition as painted by these articles.

Happy Reading!!!

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Objectives setting beyond the Textbook in Classroom Transaction

- Sachinkumar Salakki, Kalaburgi

It was just another day in my classroom engagement with grade 8, that I started a lesson “Food Chain & Food Web” with the objectives given in Karnataka state syllabus. I started the lesson posing an open ended questions on what do eat daily, sources of your food and sources of other living beings surrounding you etc. Though the class was in an interactive mode, as usually only few of the learners were answering. There is a girl Shantabai who always laughs but never talks and with whom I have been unable to convey the concepts being taught in class. I finished the class and wondered how best I could make her understand? In the beginning I didn’t get any answers and was wondering there might be a problem with objectives that I set and immediately planned to change the objectives of the lesson to somehow make her connect to the concept of food chain and food web. I started googling for quite some time but was unable to set the objectives keeping her in mind. At home I started reading the Position Paper, National Focus Group on Teaching of Science, 2005, when I saw a quote: **“Good science education is true to the child, true to life and true to science”**. This set me thinking on how best could I connect this to my classroom engagement? I came up with an idea on **setting the guiding principles of National Curriculum Framework–2005’ as the objective** of my lesson. Then I made my lesson plan with proper preparation with an objective of only to make her understand the concept.

I started my session posing questions, particularly to Shantabai, on ‘What did you eat today?’ , ‘Where did you get your food from?’ , ‘Was it prepared by you or by other living beings?’ , ‘What are the different living things you see normally in your surroundings and wild animals you have seen?’ . She gave answers to all the questions and even remembered her visit to Mysore zoo as a part of educational tour in the last academic year, which made it easy for me to connect the session on food chain and food web. Then I have handed over worksheet which had images of different living beings and asked them to name it and find out which creature will eat which one? I got the worksheets back and reshuffled it and gave one’s worksheet to other to verify whether they had done it properly or not? And meanwhile I started going through a few of them. Shantabai’s work was really surprising as she had connected one creature’s food habit to more than 3 to 4 other creatures. I followed this up with showing them an online game on food chain (<http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm>) and instructed each one of them to play. The enthusiasm shown when playing was unimaginable. I used this opportunity to again explain how each living being gets food, how it depends on others for their food, what is food chain, what is food web Etc. and finally quizzed all the learners on what they saw and heard. The changed objectives implemented through the game helped me connect the knowledge to their life outside the school, ensured learning shifted away from rote method, created a learner centric environment. This was the day where I had evidenced smile on Shantabai’s face instead of a laugh.

Transmute

- Vijayashree P S

The first question strike me was, ‘Why’, I mean Why syllabus at all? To persuade myself, I dug deep into the research of differences between curriculum & syllabus. That’s when the mystery of ‘syllabus can vary from teacher to teacher’ was known. This paved way for me to recollect one of the days back with the children & school.

‘One noon, the students after their lunch, were running around the play-ground with no worry of the time. Unforeseen, the ‘BELL’ rang. Everybody had to pull themselves to the room. So did the 4th grade kids. The teacher and I were waiting all of them to enter and be seated. The teacher had planned to begin & finish the activities prescribed after each lesson. As the students are aware of the class (Kannada) and the lesson that was taught previously, without any prior instructions they had opened the right page in the textbook, with pencils in their hands. They were waiting for the teacher to begin with the dictation of the activity as given in that particular so they could write it. The activity prescribed was on ‘Meanings of the words’, the rationale being to decipher the meanings of difficult or new words introduced in the lesson for the learners. I was curious to know how the pencil would get used now! To my surprise, the teacher read aloud each word with the meaning as printed in the book, and the students repeating them aloud & underlining those words. This went up to 10mins, after much repeating, the teacher instructed that she would ask questions and they all need to give the right answer. The teacher began uttering the words & kids had to tell the meaning. As expected, none of them could give the meaning of the words. The teacher continued asking words and the students continued stammering. Finally, the teacher asked the kids to write the words with the meaning five times and said she would ask again. The kids punctually took their notes out and began writing’.

The teacher wasn’t satisfied. She was disappointed. When we discussed on what is the objective of this chapter! We inferred that the chapter aims at improving the listening ability of the child.

The next day, ‘The kids came back after their joyful playtime. Same as yesterday, they picked up their books sticking to the same page with their pencils. The teachers instructed them to stand up. The students were struck with surprise & fear. The teacher repeated the instruction. The students obeyed. She asked the students to enact the way she is doing. The first word the teacher uttered was ‘Surprise’ and enacted the same through her facial expression. The students began giggling. The teacher repeated the word and enacted again. The students mirror imaged her. The kids began watching their friends and laughed out loud! The teacher uttered the next word ‘Cleanliness’ and half of the class already began enacting ‘cleanliness & tidy’ the way they could express. Few enacted as they were washing their face, few others dressed up. Then the teacher also pointing at them repeated their actions. Now all the meanings of the new words were imprinted in those kids’ thoughts, as they could flawlessly answer when the teacher questioned them later.

It was an evidence for the teacher & me to understand the importance of design of the syllabus for the kids and the teachers’ themselves. The methodology can completely depend on the teacher the students learning level. But, the syllabus needs to cater the child-centric classroom.

It's My Syllabus

- Rahul Tripathi, Chittorgarh

The beauty of fellowship programme is 'Classroom Practice in Govt. Schools'. Most of us have never visited in Govt. schools before, either in school days or later. So nowadays when I do classroom practice there, I generally compare with my school days experiences. We get to know that generally many students of upper primary classes are not able to read and write properly. While there could be many reasons for it, could a modification in the syllabus help solve it?

I work with EVS subject in Primary Level and face a lot of challenges in executing some parts of the text book and feel that something could be changed. I think that there should be two parts of each topic....one is conceptual and other is practical. Usually in our text books conceptual parts comes first, but it should be come after practical part. As example- I think if we start 'water' theme then its activities and games should come first instead of the conceptual part.

There should be enough space for children's imagination and exploration of their environment along with the theories and activities, which are built over the various grades. There should be more of practical activity in the examinations where written should be lesser and questions should be based upon their local environment. This would give children who don't pronounce and write words given in books, sufficient space to express in their local language enabling them to easily understand and identify the objects around them.

During last few days I experienced a vast canvas during 'Drama in Education' workshop, 'Masti Ki Paathshala' 'CWSN' workshop. In these workshops I found myself in various dilemmas- sometimes thinking of learning ideas for the children and at times compelled to think about extra work for a teacher. Implementing this is would be tough challenge- should it be interesting, should it increase the teacher's work, should it address the nature of the text books and co-curricular activities?

All these things should be addressed if the objective is 'learning with quality'. How about designing the class hours to be less of theory and more of creativity and activities with every week having class periods for games and fun?

In the class I have observed children usually take interest in copying what older children do. So how about space for drama? How about giving children the choice to decide at the starting of every theme/lesson/topic the areas of the theme which they want to explore? How about giving them a free hand to be individualistic as well as opportunities for team work? A child who experiences this in the class would have the feeling - 'Yes! It's my Syllabus'.

पाठ्यक्रम – मेरी नजर से

- Rajesh Nayak, Raipur

अक्सर शिक्षक ये कहते हुये नजर आते हैं कि जब बच्चे स्कूल आना शुरू करते तो वे कोरा कागज होते हैं या मिट्टी का लोंदा होते हैं जिन्हे हम किसी भी रूप में तैयार कर सकते हैं, लेकिन एक बच्चे के अंदर तो बचपन से ही सीखने की क्षमता होती है वह अपने चारों ओर के वातावरण का लगातार अवलोकन करता है और सीखता रहता है, बच्चा जब स्कूल आता है तो उसके पास अनुभवों का एक विशाल भंडार होता है। गणित को सीखने को लेकर मुझे लगता है छोटे बच्चे चीजों से खेलते हुये दुनिया के बारे में सीखते हैं, इसीलिए गणित में भी उनका परिचय इसी तरीके से होना चाहिए। शुरुआती कक्षाओं में बच्चों को ठोस वस्तुओं से खेलते हुये सीखने के पर्याप्त मौके दिये जाने चाहिए। बच्चों को स्कूल के बाहर गणित का उपयोग करने के अवसर मिलते हैं। ऐसे रोजमर्रा के गणित के लिए स्कूली पाठ्यक्रम में कोई जगह नहीं होती। इसलिए जो गणित बच्चे स्कूल के भीतर सीखते हैं और जो वे बाहर सीखते हैं दोनों अलग-अलग और असंबंधित बने रहते हैं। गणितीय अवधारणाएं सिखाई नहीं जातीं बल्कि ग्रहण की जाती हैं, वस्तुओं के समूहों के वास्तविक संपर्क में आने से ही बच्चे के दिमाग में अवधारणाएं निर्मित होती हैं, अवधारणाओं को निकालने या समझने के लिए एक से अधिक तरीकों का इस्तेमाल किया जाना चाहिए क्योंकि ऐसा जरूरी नहीं है कि सभी बच्चे एक ही तरीके से सीख जाएँ। पाठ्यक्रम ऐसा होना चाहिए जिसमें बच्चों के पूर्व अनुभवों को अधिक से अधिक शामिल किया जाये ताकि वे एक जुड़ाव महसूस कर सकें। उदाहरण के तौर पर स्कूल में मैंने बच्चों को एक खेल खेलते हुये देखा जिसे स्थानीय भाषा में 'भटकुल' कहते हैं, जिसे बच्चे बड़े ही मन लगाकर खेलते हैं, जब मैं बच्चों के साथ भाग की अवधारणा पर काम कर रहा था तब यह खेल उन्हें 'भाग' की अवधारणा को समझाने में बहुत मददगार साबित हुआ, ऐसा ही एक अनुभव मुझे कक्षा पाँचवीं के बच्चों के साथ 'जड़ एवं पत्ती' की अवधारणा पर काम करने के दौरान हुआ, बच्चों के साथ मिलकर हमने पत्तियों एवं जड़ सहित पौधों के बहुत से नमूने एकत्रित किए तब बच्चों ने बहुत सी अलग जानकारी पौधों के बारे में बताई जो उन्होंने अपने दैनिक जीवन के अनुभवों से सीखी थीं। गणित में कोण की अवधारणा पर काम करने के दौरान बच्चों ने अपने अनुभवों के आधार पर अपने चारों ओर 'कोण' के बहुत से ऐसे उदाहरण रखे जिनकी ओर सामान्यता हमारा ध्यान नहीं जाता है। इसलिए पाठ्यक्रम में बच्चों के अनुभवों एवं पूर्व ज्ञान को शामिल किया जाना बहुत जरूरी है जिससे उन्हें स्कूल में चलने वाली प्रक्रियाएं अपने जीवन के अनुभवों से अलग-थलग प्रतीत न हों। कक्षा में किसी गणितीय अवधारणा पर काम करने के दौरान एक बाधा और दिखाई देती है, पुस्तकों में बच्चों की मातृभाषा का प्रयोग नहीं किया जाता है जिससे बच्चों को समझने में परेशानी होती है, जब उन्हें उनकी मातृभाषा में बताया जाता है तो वे आसानी से समझ लेते हैं। पाठ्यक्रम में ऐसे अवसर देने होंगे जिससे बच्चे गणितीय अवधारणाओं को अपने परिवेश में खोजें एवं ज्यादा व्यापकता में उन्हें समझें एवं सीखने का आनंद और रोमांच के भाव को महसूस कर सकें।

For Preschool Education

- Rama Krishna Challa, Sangareddy

The age period of 3-6 years corresponds to early childhood. This is the period before primary school education. A child is introduced to formal reading and writing during primary school education. As per National Curriculum Framework Preschool education should not be a downward extension of primary school curriculum.

What does a 3-6-year-old child need? Writing Alphabets? Reciting numbers? Learning “A for apple, B for Bat “by rote learning? Seriously “No”.

Children are curious. They want to explore the surroundings. They want to experience: touch, feel objects on their own. They want to mimic the everyday actions of their parents that they see. Through all these experiences they think and develop their understanding. This process happens naturally. In my opinion, the ideal method is to provide the child these learning experiences and make him/her think. This way, we are setting up an artificial learning environment for the development of the child, as theorized by Vygotsky.

Coming to Syllabus, the first question is what are the subjects a preschool child should learn?

For 3-year-old children, my syllabus focusses on providing experiences for the development of physical, socio emotional, cognitive, language domains. Together these experiences lay foundation for the holistic development of child. For 4-year-old children, I would include Pre reading, Prewriting, Pre numeracy and Environmental Science as the key subjects in my Curriculum. Prereading and Prewriting enables the children to be habituated with books and script. They make the child ready for primary school. Prereading involves activities like child exploring the book by herself, act of pretending story reading from book with the help of pictures in the book, recognizing-pronouncing alphabets. Prewriting involves Scribbling, drawing on Running Blackboard, forming patterns of alphabets with seeds, beads etc. Prenumeracy develops understanding and logical thinking process in the child. It is not about just memorizing the numbers like “one, two, three....”. It’s understanding the number concept : the central idea that a number signifies a certain quantity. A child observes many things with her senses -Everything that is part of her body, her home and neighborhood. Environmental sciences provide the channel, to enrich the child interaction with its immediacy surrounding and make her learn the concepts corresponding to her experiences.

The key methods of teaching will be Music and Movement, Indoor-outdoor games, Conversations, Storytelling, Concept formation, Creative and Crafts. Music and Movement comprises songs and action practices according to music. This activity appeals very much to the child as they are inherently very active. “Concept formation” deals with concepts like “big-small”, “more-less”, “above-below” etc. It also deals with activities like Matching, Sorting, Comparing etc. This Area (“Concept”) lays the foundation for the development of Logical thinking and Reasoning in child. The final component: “Creative and Craft” provides channel for the child to nurture his creative aspects and through creating some items (“Craft”) foundation for practical thinking gets laid in him. My vision is to keep the learning experience joyful for the children.

Exploring Self

- Sarika, Janjgir

During regular school visit we met with teachers and children and experiences the teaching practices. Under the school process, I encountered such moments where I feel that the textbook has been focusing on making people utilitarian. Let's take the example of Chhattisgarh textbook of English subject of class 1-3, where the content is boring for the learners and it doesn't help the learner in their education or life. With the content in the textbook being driven by political agenda, it is not helping the learners to develop a rational view to society.

If I get an opportunity to influence a syllabus, it would be focused towards helping the learner to understand to each other's, explore self and nature. I would like to connect education with exploring self and this is possible by going beyond the textbook and classroom.

Lessons which connect the content with the context of the learner is essential. For example the poem called "Rain Rain Go away" does not seem applicable or relevant in the state of Chhattisgarh as rain is welcomed being a rarity. Another example found in the textbook here is a poem called 'This is the way we wash our hand, comb our hair, clean our room', we sang this poem together and as we talked, the learners shared very different experiences such as—they clean their utensils, sweep their room, drawn water, do cattle rearing. Shouldn't the lessons/poems in the textbook be contextualized and relevant to the learner? There should be freedom for teachers to re-design the objectives and course instructions or opportunities to share their experience/ideas about the learners with whom they are best familiar with.

Along with this, the most important aspect would be the crux of our Constitution which stands for Justice, Equality, Liberty and Fraternity and content should be delivered by imbibing these aspects in it.

The commitment for achieving the quality of education is possible when the content is connected with our Constitutional values towards making the society just equitable humane and sustainable society.

Another Way Around

- Malavika Rajnarayan, Yadgir

One of the thoughts that has kept recurring to me during this fellowship is the obligation to complete the syllabus in every subject by the teachers. This seems unreasonable from so many perspectives because the syllabus that is designed and assigned for each subject is far more than what is actually required for grounded learning. Both teachers and children are mounted with pressure to meet the requirements of the syllabus regardless of their personal capabilities and contexts. As a result, a lot of content that is actually taught in school rarely ever finds application or use in their lives.

My syllabus would mandate 70% time spent in physical exposure to nature. Since most of the daytime is spent in school when the body is energetic, there is sufficient day light and the mind is clear, there would be more opportunities to observe and study many aspects of nature, other living creatures, their behaviour and so forth.

As observed during the Creative Arts workshop that was held at the Azim Premji School in Yadgir, a process oriented format with adequate support from facilitators and resources create a very conducive environment for children to express themselves freely and yet, find solutions to their own struggles without needing much instruction on how to do things. Whether it came to learning how to use paint or figuring out how to balance a vertical piece of cardboard to build a house, they learnt through trial and error. This open format also gave opportunities to children to find deeper engagement and involvement in learning. They were able to find their own areas of interest and pursue it further.

Currently, schools function as unifying elements, where children of different backgrounds, cultures and interests gather on an equal platform and are taught in an extremely structured manner. My syllabus would invert home and school in terms of the kind of environment each would provide for learning. Schools would be a place for more open exploration whereas the home would be a place structured learning and development of life-skills.

Just as many birds and animals rest at night, so does the human mind need time to reflect on the day, rest the body, nourish it with food and get together with family and fellow-beings. When all members of a family contribute towards preparing food, building and maintaining the house/ shelter, as well as any other skills that the family might have, this would build a sense of understanding and value for all kinds of work. Learning to work with wood would be far easier for a carpenter's child who gets the opportunity to observe her parent and absorb the finer aspects of the skill, rather than learn it as an obligation to a school syllabus. This would sensitize people to be more appreciative of their own heritage and encourage innovative thinking by empowering them with self-confidence.

In my own experience of classroom teaching, I have found that children are more willing to try new things when they feel comfortable to be playful. They enjoy the learning process.

पाठ्यक्रम का स्थानीयकरण

- Piyush Paliwal, Raigarh

पाठ्यक्रम : इसका अर्थ है विषयवस्तु के हिसाब से क्या पढ़ाया जाए और वे ज्ञान , कौशल एवं अभिवृत्तियाँ जिनहे खास रूप से बढ़ावा मिले, स्तर विशिष्ट उद्देश्यों के साथ। (आधार पत्र 2.3)

पढ़ने में यह बात बहुत अच्छी लगती है पर जो पाठ्यक्रम कक्षाओं में है वह बच्चे अपने ज्ञान और कौशल को तो नहीं दर्शा पाते । मैं यहाँ बात कर रहा हूँ कक्षा 6वी के भूगोल के पाठ्यक्रम की जिसका उद्देश्य है बच्चे अपने राज्य, देश, और विश्व के भू दृश्य तथा निवासियों के रहन सहन में अंतर के कारणों की समझ विकसित कर सके पर इसे पढ़ाते हुए मैंने पाया कि बच्चे अपने गाँव के बारे में ही सारी बातें नहीं जानते उन्हें नहीं पता होता कि गाय और भेड़ पालने वाले तथा खेती करने वाले के रहन सहन में क्या फरक होते हैं। सभी लोग खेती नहीं करते हैं इसीलिए उन्हें नहीं पता कि धान की खेती कैसे होती है अगर पता भी तो यह पाया कि किसान अलग अलग तरीकों से धान की खेती करते हैं । ऐसे ही गाँव में कई परिवारों में जो रीति रिवाज हैं उनके बारे में सभी को पता नहीं था। ऐसे में इन बच्चों को दूसरे गाँव , राज्य और देश के बारे में बताने से वे उससे कितना जुड़ पाएंगे यह समझ में नहीं आता ।

इसीलिए मुझे लगता है कि भूगोल के पाठ्यक्रम में अपने गाँव को शामिल किया जाना चाहिए जिसमें बच्चे अपने गाँव के बारे में पढ़ सकें जैसे वह के तालाब, नदिया, पहाड़, पशु-पक्षी, जंगल, खेती तथा वहाँ होने वाले विभिन्न उद्योग धंधे । इसी का इस्तेमाल करके हम गाँव/ समाज के लोगों को शाला से भी जोड़ पाएंगे और इन्हीं लोगों में से किसान को बुलाकर हम खेती के बारे में ज्यादा गहराई से चर्चा कर सकते हैं नाकि इसी बात को निर्जीव पुस्तक से पढ़कर । इससे कक्षा में मौजूद प्रत्येक बच्चा अपने परिवेश से जुड़ी हुई कुछ न कुछ बात जरूर जोड़ पाया और बाकी बच्चों के अनुभवों को सुनकर उसे मजा भी आया । इनही सब चीजों को दूसरे गाँव या शहर से जोड़ने पर बच्चे वहाँ की परिस्थिति की तुलना अपने गाँव से कर पा रहे थे । उन्हें समझ में आया कि क्यों पहाड़ पर रहने वाले लोगों का जीवन मैदान में रहने वाले लोगों की अपेक्षा कठिन है । गाँव के नक्शे का उपयोग कर के हम बच्चों को जिल्हा, प्रदेश और देश के नक्शे के बारे में समझा सकते हैं । बच्चों को यह दृष्टिगत करा पाना कि हमारा प्रदेश या देश कितना बड़ा है एक मुश्किल काम है ऐसे में जब मैंने उनके गाँव का नक्शा बनाया तथा विभिन्न संकेतों और पैमानों को उसमें दिखा कर उन्हें समझाया तो उनके लिए आसान हुआ कि राज्य के नक्शे में उनका गाँव कितना छोटा है वही गाँव जिल्हे के नक्शे में थोड़ा बड़ा दिखाई देता है । ऐसा करते हुए हम उस शिक्षक को भी पाठ्यक्रम का हिस्सा बना पाएंगे जो अपने आपको अलग थलग महसूस करता है और केवल किताबों में लिखी गयी बातों को ही पढ़ा लेता है।

Ideal Syllabus...!!!

-Atul Awadhiya, Baloda Bazar

If we talk about the current syllabus, is a tough task for the teachers and hence they are more focused on completing their task than the learnings of students. The approach is a race against time for the teachers as they speed through and complete the syllabus, and this haste is also passed on to the students. As a result, learning of students degrades, hence the aims of education are not fulfilled by today's syllabus. By following the current syllabus, teachers and students are bonded by the rigid old methods of teaching and examination process. This allows less room for the students to explore their creativity, their imagination skills and themselves. Today's syllabus is also affected by politics, depending on the ruling party's agenda rather than the growth of students.

So on the basis of my experiences and readings, my ideal syllabus would be focused only on students, not affected by any other external factor like politics. A syllabus that balances the procedural and conceptual knowledge. In my school days I solved an algebraic equation by a graphical method which was different from the traditional method and when I went to the teacher with the solution he said: "you have not come here to become a scientist" this incident discouraged me to try new methods. It's a similar kind of behavior I have experienced in my school observation where a student solves the problem and teacher checks only the final answer but not the method. Hence the instructions shouldn't converge to specific methods only, but provide space to a student to solve the problem by different methods, without any fear. Students and teacher can go beyond the limitations of books to understand, explore and learn new concepts. The syllabus should help relate the concepts of the different subjects to real-life instances thereby helping the students use what they learn to solve their real-life problem.

Specifically, in primary school, all subjects should be integrated for example if we want to teach subtraction we can teach by making poems for example: "Four little bird sitting in a tree. One flew away and that left three." here students can learn subtraction along with the language and environment. More stories should be added to learn the concepts of mathematics, environment and other subjects through which they connect themselves with the concept. In the process of learning new concepts, pre-concepts of students should be considered at least in primary schools. More focus should be on conceptual understanding and values instead of factual knowledge. After primary schooling in middle school, subjects can be separated to move towards the specialization but integrated with values and social connect.

Learning concepts through creative arts like singing, dancing, painting should be integrated into ideal syllabus through which children can explore different skill and all aspects of his/her life. Instead of listening all the time students can get the opportunity to express themselves and learn according to their interest. The syllabus should consider each and every child independently so that the fear and pressure of being behind in the race doesn't come. A student can enjoy their childhood, the process of learning and evolving themselves to a better human that creates a better society not only for humans but also for the environment.

Fellows Updates : 2015

- **Almora**-Teacher Study, Field Research Team Meeting, Data Analysis and conversion for Teacher Engagement Portal, DI meeting, Reading ,Writing
- **Bemetara**-Participation and facilitate discussion on zone meeting (Bemetara, Baba Mohortara, Beiji & Baijalpur cluster), Participation in Cluster level academic meeting at Baba Mohortara cluster and facilitate discussion on "meaning of EVS", continuous school visit, teaching practice & participation in cluster-1 seeding district meet.
- **Champawat**-Interaction with Rohit Dhankar, Team meetings, Tracking update, Participation in VTFs & Film show
- **Chittorgarh**-Participation in internal Districts and block level Team meetings and meeting with functionaries, Involved in Procurement related work & Office Setup Process of all four new districts, Currently Participating in POE workshop at Jaipur, Exposure visit to Almora DI
- **Jaipur**- Visit to respective new districts, Participated in district and block level activities school visit and practice, Exposure visit to Almora and Dhamtari in two batches, Two fellow currently participating in POE being held at Jaipur, Participated in the monthly meeting at respective district and blocks, Facilitation in math workshop at Jaipur
- **Janjgir**- Cluster meeting at Janjgir, School Visit, teaching practice, 1 day Ht Seminar on "importance of HT in school", Readings books named democratic school, Article of learning curve & sandharbh and documentation.
- **Sangareddy**- Anganwadi Center level engagement , Participated in Drama in Education at Jaipur, Developing Developmental Checklist for assessment children, Active participation in Anganwadi Teacher-Mela,Participation in internal capacity building sessions, Readings.
- **Tehri**- Apna School Visit, Seminar on Scientific Temperament, School Visit for Mobilization, Friday Session Series, Tracking SPOC Meeting, Team Meeting, VTF-Hindi, BRC Meeting
- **Udham Singh Nagar**- 2 school visit for self learning and collaborative teaching in APS also engage in teachers study.
- **Yadgir**: TLC coordination and assignments, Organizing and participation in TLC events- Evening discussion and VTFs, School visits, Teacher's data tracking, Block review meet
- **Bagalkot**- Participated in team meeting, participated in Social Science winter workshop at Dharwad, participated in social science study session at Bangalore, worked on Data tracking and supporting for various events conducted in TLC. Prepared various reports. participated in Half year NEK review meeting.
- **Ballari**: Attended the NEK Fellows Review meeting and NEK Seeding district Half year Review meeting at Hosapet, Involved in TLC up gradation in Ballari, Participated the Open Course at Dhamtari, Chhattisgarh .. and Storytelling workshop at Hosapet, Participated in Fellows, Respective Subjects and their Role (TLC Coordinator) T-cons. Transition assignments, Regularly visited schools and teacher mobilization.
- **Koppal**- Attended subject team meeting in Hospete and winter workshop preparation meeting in Nidagundi & Hospete, Participation in social science winter workshop in Dharwad on 20th to 23rd Oc, Participated in DI related meetings,TLC works and NEK seeding districts half yearly review meeting
- **Vijayapur**: Teachers mobilization for winter workshop, Attended Social Science winter workshop held at Dharwad and Social Science Study Session at Bengaluru, Attended Team weekly, monthly meetings and Half year review meeting at Hosapete, Interaction with Dilip Ranjekar (CEO), School observation and engagements.

Fellows Updates: 2016

Fellows Updates: 2017

- **Banswara:** Attended internal team meeting and Rajasthan new districts meeting, Attended VTF regarding Importance of Worksheets, Involved in organizing of the Library Books for better traceability, Resumed School practice after Diwal Holidays, Active Participation in Science Week Celebration at Banswara Schools,
- **Baloda Bazar-** School visits, Teaching practice, Participated in charcha patra, learning and sharing on reading and school practices, Participated in bal mela, reading policies, articles and books, Teacher Mobilization, Participating in initialization process of new TLC.
- **Barmer:** School Learning Practice, District Team monthly meeting and planning, Experience sharing with Dileep Sir, Participation in English language Workshop, Book reading, Report writing.
- **Chamoli:** Regular school visit, Participated in Saturday seminar series, Attend Uttarakhand fellow's T-con on 25th of October, Work on lesson plan, Preparation for AMM, Attend Fortnight T-con, Attend three days Fellow's workshop in Almora (Uttarakhand).
- **Chittorgarh:** Participation in block and district meeting, Participation in cluster workshop and UDAAN programme Chapri, Participation in Drama Workshop at Jaipur and Masti ki Pathshala in Banswara , School Visit and book reading
- **Champawat:** Interaction with Rohit Dhankar, Team meetings, School visits, meeting with Kailash Kandpal ji and Rajiv Ji , Block level Science quiz participation, Fellow workshops,
- **Dhamtari:** SUP, Participation in cluster meetings, VTF (Math, Geography, History), Block meeting, DI meeting and subject team meeting. Catching up on readings and writing of reports.
- **Pauri;** Apana School Visits, Mobilization School Visits, Attended "Bal Sahitya Mela" , Coordinate Uttarakhand fellow T-Con, Participated in SSS
- **Puducherry:**Try-outs at school - Social Emotional Learning Baseline Study, Half yearly review meeting, team meeting, Participation in learning Tuesday, Thisaimaani distribution, Classroom Practice, Acquiring Competence in English (ACE) for PSTs - workshop participation, ACE observation visits, Module preparation for Class 1(Poem – unit 6) and 2 (Poem – Unit 7) English subject for Nov and Dec classroom transaction.
- **Rajsamand-** School practice, Attended Social Science workshop and Drama in Education workshop
- **Sangareddy:** Anganwadi center visits for Teacher capacity building, Lesson plan development and Teaching practice with children, Reflection writing, Year plan development for Anganwadi Centers, Rainbow article writing, Contribution to Teacher Mela Event- capacitating 300+ Anganwadi Teachers, Content development for Forthcoming Anganwadi Teacher workshops, Readings.
- **Tehri:** Apna School Visit, Seminar on Scientific Temperament, School Visit for Mobilization, Friday Session Series, Team Meeting, VTF-Maths
- **Tonk:** School Practice, Attended half day event with teachers at LRC on History education in school and one day Math's workshop at DI., Readings and Wrote article for Rainbow, Contributed in LRC related work, Helped to fill Teacher's Data at DI for Math's, Worked on one school's Case Study, Attended LRC block meeting
- **Yadgir:** Teacher's half-yearly review meeting and 2nd term plan were discussed at the Azim Premji School. Sessions to discuss Adolescence, teaching methods and grading was also discussed. Summative assessments for all students from Class 1 to 6 in Art was completed. School reopened on 30th October. Karnataka Rajyotsava celebration on November 1st and regular classroom practice has resumed.