

National Exposure Trip of Mentor Teacher & other official

Details of the Programme:

Date: 07 March to 11 March 2022

Destination: Jodhpur and Udaipur

No of Participants attended the Programme : 20+1(coordinator)

Name of Co-ordinator- Neha Sharma (Assistant Professor)

Over all Coordinator- Dr. V. K. Pathak, Nodal Officer, INSET

A group of 20 mentor teachers from DOE under the guidance of SCERT coordinator went to **Jodhpur and Udaipur** (Rajasthan) for National Exposure Trip from 7th March 2022 to 11th March 2022.

Our journey as a team began on 6th of March, 2022 as we had to travel an extra 70 km after reaching Jodhpur, to further reach our destination. So the travel plan was such that we reach our destination on 6th allowing us to conveniently travel by road and start our academic exposure journey from 7th March 2022 without being exhausted and availing low cost tickets.

6th March 2022

To know a place better, it is important to study its historical monuments. It identifies our bond to the past, present and future. The journey started with exploring the cultural heritage sites UMAID BHAWAN AND MEHRAN GARH FORT of Jodhpur to enrich our understanding about the history and its impact on the present culture of Jodhpur.

The first day ended with a reflective session and discussion about the next day's journey.



The Bharti Foundation, the philanthropic arm of Bharti Enterprises was established in 2000 with a vision to help underprivileged children and young people in India realize their potential. Currently, more than 42,000 students are enrolled across 254 Satya Bharti. Schools in the states of Punjab, Haryana, Rajasthan, Uttar Pradesh, Tamil Nadu and West Bengal.

The Satya Bharti School Program was initiated in the year 2006 and established itself in Rajasthan in the year 2007. It aims at establishing Low Cost Model schools with holistic development of children and special focus on Girl Child. Satya Bharti Schools follows the State Board.

From 7th march 2022 to 8th march 2022, the group visited **The Satya Bharti school**, which is the flagship program of Bharti Foundation started in 2006, situated in different locations of Jodhpur. Where we had an interaction with administrative, academic staff, students and the local community.

From 9th march 2022 to 11th march 2022 the group visited **KSHAMTALAYA** in Gogunda and Kotra in Udaipur. Basically, this organization provides academic support to govt schools in Kotra and Gogunda through their different initiatives to foster integrating learning.

Day 1 (07.03.2022):

The Satya Bharti School Program was initiated in the year 2006 and established itself in Rajasthan in the year 2007. It aims at establishing Low Cost Model schools with holistic development of children and special focus on Girl Child. Satya Bharti Schools follows the State Board. A virtual interaction on 7th March 2022 was also conducted with the officials of Bharti Foundation regarding the structure, teacher training, initiatives taken and for the feedback/queries that Mentor Teachers had related to the visit

Place visited: -

- 1. Satyabharti School Guman SinghPura Jodhpur.**
- 2. Satya Bharti School Hari Nagar Jodhpur.**

The visit to this school was such a pleasant and enriching experience. The warm welcome and bright smiles have been engraved in our minds. The entire staff and stakeholders were hospitable and working together for the upliftment of education system. We were welcomed with the ceremonial ‘Tilak’ a card and customary dupatta/ pagadi. We were then oriented about the school system and the way community plays a hand to support the system. Bal chaupal was one of the practices that caught my attention, where they discussed on the value of the month and this chaupal is fully organized by students themselves

Day2(08.03.2022): -

Place visited: -

- 1. Satya Bharti School Jati Bhandu.**
- 2. Satya Bharati School Belva Ranaji.**

The Satya Bharti School Program was initiated in the year 2006 and established itself in Rajasthan in the year 2007. It aims at establishing Low Cost Model schools with holistic development of children and special focus on Girl Child. Satya Bharti Schools follows the State Board. A virtual interaction on 7th March 2022 was also conducted with the officials of Bharti Foundation regarding the structure, teacher training, initiatives taken and for the feedback/queries that Mentor Teachers had related to the visit.

Observations: -

WELCOME: -

Satyabharti School Guman Singh Pura Jodhpur.

The warm welcome and bright smiles have been engraved in our minds. The entire staff and stakeholders were hospitable and working together for the upliftment of education system. We were welcomed with the ceremonial ‘Tilak’ a card and customary dupatta/pagadi. The head masters Mr. Bhagwan presented a brief annual report showcasing the achievements of staff and students in the previous years. We were then oriented about the school system and the way the community plays a hand to support the system. Bal Chaupal was one of the practices that caught our attention, where the students take charge of all activities.



The respective head masters presented a brief annual report showcasing the achievements of staff

3. Satya Bharti School Jati Bhandu.
4. Satya bharati School Belva Ranaji.

Warm welcome extended to our team, school head teacher Narendra and Harichandra and their teams in both schools . The head boy – Bhawani singh and head girl – Jyoti kanwar along with other students put on ‘tilak’ and gave welcome cards. As it was women’s day so the girls of the classes presented a melodious welcome song – Swagatam for us. Each girl wore a badge stating the name of their female – idol.



ACADEMIC

1. MEDIUM OF INSTRUCTION– Hindi

2. **ASSESSMENT** –Board Exam for 5th and 8th Grade and summative and formative assessment for rest of the classes. Regular assessment was conducted in the form of EXIT TEST 3-5 questions after completion of topic /chapter for each subject to check the understanding of covered topics. If around 70 percent of students' responses are correct then they move to the next topic. If around 60 percent of responses are incorrect, the topic is revisited after completion of one topic.



3. **MULTILINGUALISM :-** Mother Tongue – Marwari

Through different activities teachers incorporate mother – tongue, Hindi and English. Parents are invited during the Bal Sabha to support multilingualism. Pre-primary concept was there to switch the children from their mother tongue Marwari to Hindi language.

4. **BAAL SABHA** and **MORNING ASSEMBLY** were used for inculcating leadership skills and ownership among students. BAAL SABHA conducted twice a week and parents were invited to that.

5. **GRAMSHALA** project was started during the pandemic for retaining students to the education system. It is a kind of community school which supported the learning of students with the help of community.

6. **BRIDGE COURSE** of three months was used for filling the learning gap created by the pandemic. – Math and Hindi were focused upon to ensure basic numeracy and reading competency of all students.

9. **Special Class** – For creative writing and comprehension. teachers.

8. **HOUSE SYSTEM** – Shakti, Shanti aur Vaibhav are three houses allotted to students. This system inculcates different values and life skills with the help of inter and intra house competitions organized throughout the academic session.

9. **MONTHLY PLANNER AND THEME** – Decides the plan for the month and the theme related to Life – Skills is also decided to follow in every month.

10. **TLM:-** classes were full of TLM like charts, flash cards, printed cut outs and digital tools like **BRICKMATHS** and **HELLO ENGLISH APP** were also used for enhancing the quality of teaching learning process. The paid app – **Hello English** provided free to all teachers and students to enhance their English communication skills. Each student is provided the login ID, 40 mins practice every day and the teacher monitors progress and discusses reports with parents as well as students.

11. **MOTHER PTM** was also a great initiative where mothers of students were welcomed for their involvement in the school in any possible way.



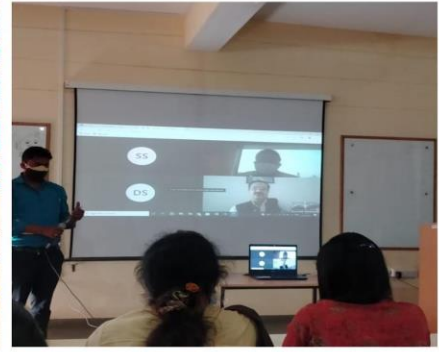
INFRASTRUCTURE :

- Land for the schools had been either donated by the community or on lease by the government.
- The structure of the building was neat and constructed according to the climatic condition of Jodhpur, low floors and high ceiling with refraction design of roof to allow maximum sunlight. All the Schools have a well - structured building having classrooms, administrative office, computer lab, library and toilets. Local community supported in construction and Upkeep. Planted trees with support of the local community and a dripping system used for watering plants.
- The **MDM** vendor was one of the parents of students. MDM was received 35 minutes prior to distribution and it was checked and consumed by one of the teachers then only it was distributed to students. Regular visits to the MDM center were ensured to keep a track on hygiene. Dry food was distributed during COVID period as per the guidelines.
- Covid appropriate behavior (**CAB**) has been strictly followed by the school staff as well as students and SMC members in terms of social distancing, wearing of mask hand sanitization etc.



- **ADMISSION**:-Admissions were made on a first-come, first-served basis. All the schools have an enrollment with approximately 50:50 boy and girl ratio.
- **HOUSEHOLD SURVEY**-It is basically for admission purpose.It was conducted to take the demographic data for the purpose of better learning. It also ensures that no child is left out of the education system.
- **SAFETY AND SECURITY**:- **Visitors register** and **CCTV Cameras** are installed to ensure strong security mechanisms for students and teachers. No guard was available in any school.
- **SUGGESTION BOX** installed in the school premises including the girl's toilet. The box was opened by the cluster coordinator in the presence of the school committee. Grievances are addressed within a week and suggestions adopted as per recommendations.
- **STRONG ALUMNI SYSTEM** – keep a track record of alumni and extend external support. Some are recruited as teachers.
- **ACHIEVEMENTS** :-School has received a **Design for Change** award For the year 2012-13 for sanitation. Some Students selected for JNVs, some are serving in defense and state police. Inter and intra competitions conducted to foster healthy competitive spirit.
- **TREE PLANTATION**:-Trees have been planted by donors, visitors, community people and students. After plantation students are assigned the duty to take care of the tree to inculcate different values.
- **DONATION**:- Strong community and SMC support was visible in schools. Donation was accepted in kind, not in monetary form for example, the school gate was sponsored by the community.The Donor Board was there to display the details of the donor.
- **TEACHER'S TRAINING**:-There is a fixed 50 hours annual capacity building programs in terms of Grooming, communication skills, TLM and subject specific workshops.

HARI NAGAR RESOURCE CENTER - visited the resource center after visiting the school, we had a virtual interaction with officials of Bharti foundation. The structure, vision, sources of funds and donation of the foundation shared. They took the feedback of the schools visited and answered all queries regarding management, teacher's selection, admission norms and various pedagogies. It was a fruitful discussion from both sides. After that trees were planted by mentor teachers.



Major Takeaways:

- Implementation of Community Volunteer Program to ensure the accountability of Community and their support in the schools of their villages. Even the school gate has.
- Different pedagogies and TLM used in the classroom like activity methods. Learning by doing through Involvement of children in making teaching aids.
- Maximum and wise use of available resources for survival in highly tough situations. For example Concept of saving Electricity to overcome the power cut with the help of multiple
- reflection of light in the design of the roof.
- Focus on girl education. Enrollment of the girls is more than boys especially In the interior most areas of Rajasthan where girls are restricted to get education.
- Gramshala Concept
- Bridge Course
- Household Survey
- Monthly Calendar
- Multilingualism
- Culture of appreciation
- Strict Covid Appropriate Behaviour was adopted by the Teachers and the students.

- Involvement of parents in MDM.
- Suggestion box and child Security Committee.

Feedback/Suggestion to the organization:

- Admission process should be more structured.
- Something can be done in the area of student's safety as the school is a long distance away (around 5 km). There can be some arrangements for the transportation system.
- There should be more focus on the quality teachers provided in the schools and type of capacity building programmes designed for teachers to enhance their skill set
- Although they are working hard on girl education but need to work upon female participation in school management staff for providing a psychological safe environment for girls so that they can share their issues without hesitation.

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Day 3 (09/03/2022) :

Place - Gogunda, Udaipur

Kshamtalaya is a non-profit organization founded to support students belonging to disadvantaged areas to develop into socially and economically developed youth. Team Covered a long distance of around 250 km to reach Udaipur by bus. After reaching the destination place, Interacted with kshamtalaya foundation representatives Divesh and Soumya .

This organisation was stated in 2016 with focus of 5 core values:-

1. Innovation
2. Compression
3. Freedom with responsibility
4. Excellence
5. Trust

OBSERVATIONS

The Maha Learning Festival - The Learning Festivals are a 6-day workshop aimed at building teachers' and students' abilities on critical thinking, creative confidence, collaboration, innovative pedagogy and other life skills.

Organized for 5-6 days in every quarter where volunteers were trained under a 3 day training program in music, theatre, art and craft, Frisbee to develop confidence through exposure in the communication who then conduct the same Learning Festival with students of the school supported by Kshamtalaya. To develop creative confidence through different mediums like music, song, dance, games.

Fale-Fale (Mohalla) Shiksha Muhim.

This program is focused towards ensuring the attainment of Foundation Literacy and Numeracy for children of Kotra and Gogunda by creating a cohort of student leaders and community ambassadors who would be leading community driven learning engagement.

Small groups of students were being facilitated by the trained students of Senior classes after school hours to give them the support during Covid Pandemic.

Hausla

The program is designed to support individuals to explore and identify tools and practices for personal well-being. This is a 21- day well-being program providing support to adults and teachers with regard to mental well- being through 12 minutes audio of short stories.

Integrated audio learning program

This program was run through 150 stories including which a number of contextualized songs and activities were conducted for students.

I DISCOVER FELLOWSHIP

This has been started to train local youth to impart instructions to their young ones through an integrated approach of learning.

RADIO BROADCASTING

it is used for implementation of integrating approach specially in context of 5 themes of EVS:-

- WATER
- MY BODY
- TREES
- FOOD
- RELATIONSHIP

The team was divided into two groups – Group 1 interacted with faculty and fellows, and Group 2 visited the community.

In Group 1,

The following points were discussed with team:

No. of fellows – 20, each fellow visits two schools in a day for three hours in each school.

Volunteers – 150

Selection of fellows –

1. google forms,
2. telephonic interview
3. personal interaction

Focus group – students of class 3 to 5

Domain – integrated learning, language, EVS and Maths

Schools covered – 40, 30 in kotra and 10 in Gogunda

District covered -15

Observations-

Volunteers from the community were being trained for the 6 days For learning festival . five different studios were running simultaneously

1. Music studio – facilitator Soumya , around 20 volunteers , music instruments categorized on the basis of formation . Volunteers divided into groups task given – use waste material to design their instrument to create “ tan tan and dum dum sound “
2. Painting studio – participants were making African paintings as shown by fellow artists. All materials were provided by the foundation.
3. Puppetry and ART studio – two facilitators, 22 volunteer puppets made from waste material plastic bottles, newspaper. Narrated a story using g puppets
4. Theatre and drama studio – two facilitators, 25 volunteers. Real time situation given for story formation / dialogues on topic of Superstition.
5. Frisbee studio – volunteers were practicing drills to play frisbee under the coach.
6. Making 150 audios related to the common topics of EVS like Jal hai to Jeevan hai and broadcast on radio.

Fale Fale shiksha muhim – started in 2020 - small group of students facilitated by the senior students identified by foundation to keep the students connected and help in building foundation during pandemic times.

Take away –

while formulating curriculum, they were making optimal use of available resources.

-Integrated audio curriculum 3rd to 5th class syllabus in form of songs and small stories for conceptual understanding and promoting integrated learning.

-Focus on five core values – 1. Freedom with responsibility, 2. Compassion 3. Excellence
4. Innovation 5. Trust

-Experiential learning

Suggestion – Need to follow a strong mechanism of selection and training of volunteers to ensure safety of volunteers as well as school students.



Group 2 visited the following two villages:

- Amba Talai
- Gariyawas



Amba Talai

Then we visited Amba Talai where Lokesh, a ninth class student was teaching 10 to 13 small kids (Gamiti caste) in a circle and kids were listening to a story played on radio. Later they also played with number card's memory game. Further we were told that they had 66 contents and each content had 2 stories, one song and a three minute long activity 'khel khel me'.

Ghariawas

We also visited Gariyawas where the same kind of class was running with the help of a fellow named Raju who himself was studying in 8th class. Their community leader was Lalchand.

MAJOR TAKEAWAYS

1. Training local youth for the Learning Festival to provide a creative space to learn and express. It gives exposure to different mediums of creativity.

2. Use of radio for broadcasting audio stories to promote integrated learning for all subjects specially for EVS.

3. Focus on Five core values

- Compassion
- Freedom with responsibility
- Trust
- Excellence
- Innovation

4. Involving local volunteers to provide the education continuity under **Fale Fale shiksha muhim** 5. Also supported families in pandemic time to provide food and support.

Suggestions : It would be appreciated what they are doing for the tribal community but still the things can be more documented and evident based. We would also suggest that the fellows should complete their education first and the foundation can play a major role in guiding their path as those fellows didn't have any vision and guidance of how to proceed further to accomplish their dreams. They are also required to tact appropriate authority to provide basic infrastructure and facilities so that they can be in the right state of mind to learn things because they do not have basic requirements. Safety of students must also be taken care of. The volunteers need to have some qualification/ experience required to teach the students.

Day 4 (10/03/2022):

The day was scheduled to visit tribal areas of Kotra district where we had to observe the schools and reflect on the visit. All the MTs were divided into various groups of 3-4 teachers and made to visit 6 different schools located in remote areas.

Group 1 Mr. Maneesh, Ms. Anupama and Ms Savita visited a tribal area school located in the remote location of village Bekariya, Kotra District.

Following observations were made on the visit-

- 1) The school was in a very poor condition with respect to the structure of the building and educational facilities available.
- 2) There were no arrangements of basic amenities like clean drinking water and clean toilets.
- 3) Students were made to sit in common classrooms irrespective of their age group, but there were groups as per their learning capacities.
- 4) Despite high numbers of girl children, there was NO availability of female teachers or attendants.
- 5) Children present in the classroom belonged to very poor families and many of them didn't even have footwear to wear in the heat of upcoming summer.
- 6) There was No sign of community participation in the school and the Mid day meal provided to them was not upto the mark.
- 7) The teachers available in the schools (2) made good efforts to ensure that students can achieve at least the basic levels of learning.

Takeaways

There were more suggestions that came to mind rather than takeaways. In order to impart any knowledge to students it is important to provide them with basic facilities so that they can comfortably focus on the teaching they are being provided. No matter how challenging the conditions could be, there is still scope to ensure that students present in the school and learn.



Group 2

Rajkiya Prathmik Vidyalaya, Bhaga Fala, Kotra Block Community Centre, Kotra (Ms. Neha Sharma, Ms. Neetu, Ms. Swati Dhonchak and Mohd. Dilshad)

Infrastructure –

1. The school was situated at the interior of the Kotra Block.
2. Rooms –There were only three rooms, one for Head Teacher, one for grades one and two and one for grades three, four and five. There was a gallery where there was a blackboard facility to teach any class separately.
3. Enrolment – Girls – 45, Boys – 56
4. No washrooms/Toilets for children and staff.
5. No boundary walls were seen and buffaloes and goats were roaming around.
6. No tap water – Children were having water from the pitcher.

Academic –

1. Medium of Instruction – Hindi
2. Subjects being taught – Hindi, English and Mathematics.
3. Mid-day-Meal – Combo Pack was being distributed.
4. Kshamtalaya Foundation provides support to grades 3rd, 4th and 5th.
5. Multilingualism –
 - Mother tongue – Dhawri
 - Kshamtalaya Foundation has mixed fellows of different languages.
 - Take help of parents who know Hindi.
 - Translate and help students to learn.
6. Radio Program –Started during the pandemic as IAL (Integrated Audio Learning) but it was difficult to track children's learning therefore, started delivering the content through speakers. For this they involved fellows to reach local facilitators and through local facilitators the content was understood by children.

Miscellaneous-

1. Many children were seen without school uniforms.
2. It was difficult to communicate with them in Hindi also as they were not able to understand
3. The teacher translated in the mother – tongue.
4. Families are migrating to other states for earning.
5. Children do not attend schools for months during crop harvesting.

Group 3 Govt. Primary School Upli Jed (Ms Poonam Arora,Mr.Ashok and Ms.Priyanka)

OBSERVATIONS

- Kshamtalaya NGO has started intervention in Govt. Schools by deploying their volunteers as teachers.
- Integrated learning was induced in the classrooms to yield better results.
- Activity based lessons were planned.
- Reading corner was developed.
- Learning by doing with the help of games was observed in the classrooms.
- Schools were situated in the far most interior area of the state.
- Infrastructure of the schools was in pathetic condition.
- Schools had not been repaired for years.
- No functional Washrooms were there for students and teachers.
- Most of the Students were without uniform and bare footed.
- There were only 2 classrooms. In one classroom students of 1st and 2nd class and in another classroom 3rd ,4th and 5th class students were sitting.
- Economic condition of the people was very poor.

After visiting the schools we had an interaction in a community center with the NGO Kshamtalaya officials and a Principal of a Model Govt. school which serves as head of more than fifteen small schools of the area. This community center also has no toilet. We had to pee in the bushes.

MAJOR TAKEAWAYS

- Teaching according to the learning level. Even in Meager conditions two teachers were teaching students of grade 1 to 5th according to their learning level and not according to the age appropriate.
- Activity methods can engage the students and can create the interest among them to come to the school.
- Fale-Fale shiksha Muhim” is a great intervention.
- Audio lessons by the organization and its broadcast on radio had served a great purpose.
- Training of the “Shamta Sathi” to facilitate the learnings at home was an interesting concept

SUGGESTIONS

- Schools need and must include Community involvement for smooth functioning.
- Basic infrastructure needs to be provided.
- Awareness about the importance of education and cleanliness must be imparted to students and parents.
- Teaching aids and supporting material can be provided by the NGO.
- Girl child safety must be ensured by employing female staff.

Group 4

Rajkiya prathamik vidyalaya , (Rohini)kotda, Udaipur (Ms. Bharti,Ms, Nisha, Ms.Sunita and Mr.Siddharth accompanied by Mr. Divesh).

Observation -

The School is in bad condition. Enrollment of the school – 47 boys – 29, girls -18 (Class 1st to 5th) .No provision of washroom, no water facility, no electricity. Only one contractual teacher – Laxman Lal since 1994. School was situated in the interior of the area and students covered at least 2 to 3 miles to reach school.

Most of Students were present without school uniforms, students were poorly dressed and were in unhygienic conditions. Stationary was not available to them; only a few students had textbooks and notebooks.

Students converse only in their local language.

Alpesh (fellow)from foundation visits school for three hours and supports the teacher in building basic numeracy, language along with sessions on integrated learning.

SMC formed with the help of the foundation for the first time to create awareness.

Only females were present in the PTM called by the teacher.

After the visit to school we had an interaction with the NGO official – Vivek , panchayat elementary officer – Mohit . They took feedback in the form of a question from each group and parked our question for discussion on the next day.

Takeaways:

- Skills of survival in adverse conditions.
- Use of local language to converse with students and parents.

Suggestion –

- Need to establish a culture of collaboration with stakeholders.
- The basic needs of students should be provided by NGO.
- Efforts to be made to make best use of local and available resources.
- Community should play a vital role and NGO should invite the community for better implementation of Education schemes.
- Need to follow a strong mechanism of selection and training of volunteers to ensure safety of volunteers as well as school students.

Group 5 Sr.sec school Kukavaas, Kotra, Rajasthan(Ms. Manju Bhandari, Mr.Kasana and Mr.Negi)

This school was in a tribal area very far around 140km distance which took approximately 4 hours to reach the school.

1. Total Students were 431

- 1st - 5th there were 105 students
- 6 - 8th - 190 students
- 9 - 12 th - 136 students

2. Total teachers 7

3. So Kshmtalaya Fellows work in collaboration with the school.

4. Only 4 Rooms in the school, so 6 -8 Students sit together and same with 1 - 5.

5. Same with 9 – 12

6. 70%attendance of the students

7. TLM is used through Games, Activities and charts.

8. Taking themes like food, water etc Kshmtalaya fellows teach the concept.

9. During the pandemic with no network, no mobile, students were taught by open learning circles near their houses, through audio, IVRS.

10.Mid day meal is provided.

Challenges :

1. Being a Co Ed school, the number of female teachers is very less. There is a concern of girl child psychological safety.

2. Class X and XII classes were combined, how will they be able to provide full support and prepare them for board exams?

3. Language is a barrier as the students know their regional language ‘Dhavdi’ and not Hindi

Takeaways :

1. Survival with enthusiasm in adverse conditions.
2. Students well talented w.r.t. music and dance without being formally trained.
3. Community support.
4. Training of the Samta Sathi to facilitate the learning at home.
5. Audio lessons with the story were very interesting.

Group 6 Govt. Primary School Upli Bhuja (Mr.Sachin Kumar Khurana, Ms. Neelam and Ms.Richa S Sethi) Fellow of Kshamtalya Mr. Ashok Kumar was there in the school for support in academic activities.

Observations:

- The school was in the extreme interior of Kotra.105 students were enrolled in the school.
- The school lacked even basic amenities. Schools were in pathetic condition. School had not been repaired for years. No toilets for students were there. Students were without uniforms and books as Govt. had not supplied books to the students after the covid-19 crisis.
- The school had only two classrooms. The foundation had started intervention by deploying their volunteers as teachers.
- The Govt school teachers were already doing as per the available resources. Kshamatalaya fellows were trying to support them in academics. Activity based lessons were planned. Reading corner was developed. Students were engaged in learning by activities and games. The classroom where a fellow was teaching was all decked up and immersed in students' work.
- The foundation worked on five themes namely, 'Paani', 'Mera Sharir', 'Khana Khazana', 'Rishte Naate' and 'Ped Paudhe'. Only two male teachers were present in the school. Again, the safety concerns for girl children were shared.
- Economic condition of the people was very poor as students were without slippers or shoes.
- Almost all students belong to the tribal population which migrates to the other states for their earnings.
- Students were interactive but language barrier was visible in the class as Hindi was second language for them.
- Paintings were prepared by students as this encouraged experiential learning
- Theme of the week was FOOD, students were engaged in a relevant activity.
- They were living in filthy and pathetic conditions which was really a matter of concern.

Major Takeaways:

- Use of music in an integrated approach.
- Activity based classroom instruction.
- Concept of kshamtashati, train the local youth to support their young ones.

After visiting the schools we had an interaction with the founder – Mr. Vivek , the other NGO officials along with the Principal of a government school at Mandwa district (Community centre), who also served as head of more than fifteen small schools of that area. We shared our group wise reflections regarding our visits to different schools. We were also asked to share one question that we had from ourselves after visiting these schools. All mentors gave their inputs. Our questions were parked for the next day's interaction. . In that remote area we didn't have any provision for lunch and thus purchased some fruits on the way.



Overall Major Takeaways:

- If someone tries to work in utmost adverse conditions with complete dedication and perseverance, some results are bound to be achieved.
- Thematic learning helps students to learn in a better way. These themes must be around students' lives and context. The 'Kshamatalaya Foundation' here in Kotra district works on 5 themes mentioned above.
- Activity methods can engage the students and can create the interest among them to come to school.
- Teachers need community support for smooth functioning.
- Basic infrastructure is a prerequisite for school education.
- Children and parents need to be made aware to get the children admitted in school.
- Books, stationery and uniforms should be given to the children as a stimulus to them.
- "Fale-Fale shiksha muhim" is a great intervention.
- Audio lessons by the organization and its broadcast on Vividh Bharti radio has served a great purpose during the pandemic.
- Training of the "Samta sathi" to facilitate the learning at home is an amazing concept.

Suggestions- It's a matter of relief that someone is there to listen to their concerns and worries. A lot needs to be done as it's a long way to go to build a connect with tribal communities. More efforts are needed to do something fruitful for the fellows too so that they can also carry on their education and also prove to be more productive for their community.

Things can be more aligned and documented. Along with facilitating volunteers, they are also required to give proper training to teachers and provide basic facilities to the students to bring them in the right state of mind as they are deprived of basic human needs.

Any gaps Identified in the practices of organization :- Although they are doing a

commendable job for the tribal community students in such adverse situations however they lack experience and infrastructure support.

Suggestions for Kshamtalya Foundation

- Kshamtalya Foundation is doing great efforts in such a remote area which is still marginalized by the system.
- But Kshamtalya needs to work harder to be able to develop a strong connection with the community.
- The volunteers sent in schools need more rigorous training by the Kshamata saathis. They could even attempt to build the capacity of existing teachers or could provide support to them as well.
- The foundation could also attempt to approach the appropriate authorities to provide the basic infrastructure in the school along with providing support for the classroom interventions.
- The foundation also could attempt to provide the basic requirements like textbooks and stationery items to students for providing better learning opportunities.
- The foundation could also help and support students for making them aware of the basic personal hygiene /cleanliness.
- Girl child safety must be ensured by employing female staff.

We traveled 272 Km again from Kotra, Mandwa and got back to Udaipur.

Day 5 (11/03/2022):

- We did a long, tiring journey of eight hours in the bus on 10th March (4th day). Also the bus broke down halfway when we were returning.
- We reached the hotel at nearly 12:00 midnight. So the interaction with the NGO was postponed from 8:30 am to 2:00 pm on the next day, which was canceled by the organization Kshamtalaya due to their faculty's engagement with SCERT.
- Later it was again rescheduled for 5:00 pm by the organization that too was canceled from the NGO side.
- We had a group interaction with our Coordinator and each other to discuss and take reflections of the whole trip.
- All the learning and takeaways feedback for the organization were discussed and a report of each day was asked to give in a document from each participant.
- Meeting ended with the vote of thanks to the coordinator and to all the participants.

The visit in "Kotra " was a novel experience for us. It led me to discover the harsh realities of life where people struggle every day and show their resilience to the day to day battles. Mostly students struggled to maintain basic hygiene. They were not aware or sensitized about cleanliness and the sanitation and hygiene was not up to the mark. There was no robust mechanism to deal with hygiene, food and clothes. In the end, there was not much to take back from the schools of remote areas of Rajasthan to be implemented in the schools in Delhi.

Day 6 (12/03/2022):

Back to Delhi from Udaipur via connecting Spice jet flight from Jaipur.



List of the Participant attended the Programme

S. N.	NAME OF THE EMPLOYEE	SEX	POST HELD	EMPLOYEE ID
1	ANUPAMA KASANA	FEMALE	TGT MATHS	19995131
2	ASHOK KUMAR	MALE	TGT MATHS	20091860
3	BHARTI	FEMALE	TGT SCIENCE	20140418
4	DILSHAD	MALE	TGT SOCIAL SCIENCE	20190760
5	EKTA AGGARWAL	FEMALE	TGT ENGLISH	20131554
6	JASPAL SINGH NEGI	MALE	LECTURER PHYSICS	20080322
7	MANEESH KUMAR KHARBANDA	MALE	TGT SOCIAL SCIENCE	19970936
8	MANJU BHANDARI	FEMALE	TGT NATURALSCIENCE	20102536
9	NATHU SINGH	MALE	TGT HINDI	20081303
10	NEELAM SAINI	FEMALE	TGT ENGLISH	20200530
11	NEETU	FEMALE	TGT ENGLISH	20193358
12	NISHA JAIN	FEMALE	TGT HINDI	20092284
13	POONAM ARORA	FEMALE	LECTURER MATHS	19940373
14	PRIYANKA SHERAWAT	FEMALE	TGT ENGLISH	20082994
15	RICHA SAKHUJA SETHI	FEMALE	TGT NATURAL SCIENCE	20200352
16	SACHIN KUMAR KHURANA	MALE	TGT SOCIAL SCIENCE	20132561
17	SAVITA	FEMALE	TGT MATHS	20161476
18	SIDDHARTH UPADHYAY	MALE	TGT SOCIAL SCIENCE	20193525
19	SUNITA CHAUHAN	FEMALE	TGT ENGLISH	20082463
20	SWATI DHONCHAK	FEMALE	TGT ENGLISH	20190089
21	NEHA SHARMA	FEMALE	SCERT COORDINATOR	

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Regards

NEELAM SAINI

Mentor Teacher

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