



Anand Niketan

Annual Report 2015-2016

Anand Niketan School, Nai Talim Samiti, Sewagram.
anandniketansevagram@gmail.com | +91-7152-284101 | +91 98810 18188

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Message from the Principal

How do we bring quality and meaning to education? This is one of the greatest dilemmas faced by schools today, as the society is getting more and more influenced by consumerism. Technology has brought the world closer in terms of communication and marketing. However, it appears that technology has not been able to contribute much in terms of love, interpersonal bond and cooperation. For many, the purpose of education has become limited to gaining knowledge or skills or both for gaining power. This limited view of education devoid from other emotional and social faculties probably leads to insecurity and violent relationships.

Influence of competition, English language, and uniformity of learning (emphasis on academic learning), especially on parents and schools, is reducing the acknowledgement of diversity of each student. All these things reduce time and comfort that the children and teachers get in appreciating, responding, and nurturing beauty and creativity in various forms. The problem of excessive deskilling and going away from nature also needs serious attention. But this is unfortunately being least acknowledged in today's educational system. There is also an urgent need to understand the environmental degradation caused by human actions at every level and to respond to it through individual and collective corrective actions. All such things are taking us towards unsustainable relationships within human societies and with nature.

All these issues arise from selfishness, fear and insecurity leading to the desire for power, money and possessions - all external agents. 'Learning' is acknowledging this through a scientific inquiry and responding to it creatively and consciously, while making appropriate choices in life. As children are closer to nature than adults, it's important to ensure that we, adults, do not spoil / corrupt their natural thinking and responses. It's the realization of the integrated wholeness that will lead us to become better human beings. Thus, we the teachers, students, parents, related friends and partners intend to undergo this journey of realization through Anand Niketan, a Nai Talim school.

Here is a brief report of the efforts taken over the last year to create a positive learning atmosphere with the spirit of cooperation, compassion and collective action. The process has not been easy due to the systemic, social and interpersonal challenges; however, together, we are trying to move towards better collective understanding and action.

We have been able to do this work with the financial and moral support of our partners. Our special thanks to our partners – 1. Bajaj Foundation, Mumbai 2. Manudhane Trust, Mumbai, 3. WATIS (Wipro Applying Thoughts in Schools), Bangalore - as well as individuals and groups who have been consistently helping us in keeping our morals high.

Sushama Sharma,
Principal
Anand Niketan, Sewagram
sushama.anwda@gmail.com

Emerging Challenges

Mismatch of Expectations from School/Education

Sometimes parents are strongly influenced by the conventional methods of schooling and learning. For some of them, the gap between what they aspire for and what our school tries to promote continues to exist, even after our efforts for continuous dialogue with them through parent-teacher meetings. In such cases, the children develop uncertainty and lose comfort in what they study. As a result of this, it was observed that there are 5-6 cases every year where parents decide to remove their children from the school, sometimes even against their will. On the other hand, there are parents disappointed with other schools, who find our school worth exploring and get their children admitted here. The process of new admissions starts from May and often continues till August-September.

The student enrollment at entry levels, i.e. Preschool and Grade One, decreased this year. (May be due to parental attraction to English schooling!) However, there were new admissions in other grades, transferring from other schools.

We believe that our efforts for better learning with a strong value-base can be the only answer to this. However, we will not lose our identity by succumbing to systemic pressures of the competitive world beyond a certain level. We feel this is also an integral part of the struggle against the mainstream schooling system. In the coming year, regular communication with parents will continue through parent-teacher meetings and home visits. We will strive towards active participation of parents through School Management Committees.

Learning Backlog, Socio-Economic Conditions, and Remedial Efforts

Some of the newly enrolled children from Government as well as private schools had learning backlogs, so the school decided to take to bridge the gap by providing an additional teacher as well as by documenting the case of such children throughout the year.

We believe that every child has a right to holistic education. Therefore, no screening is done at entry level and we work as an inclusive school. Due to their lower attendance, we have observed poor learning and retention in some children. Repeated communication with parents, home visits, and counseling with both students and parents has worked for some children; however, these efforts have not generated expected results in others. It has been observed that disturbed families with uncertain economic conditions, alcoholism, and a lack of responsibility among parents often create a disturbed emotional world for the children. This greatly affects a child's learning. Good relationships with peers and teachers help the children to some extent, but aren't sufficient to build self-determination to enable them to perform well.

Medium of instruction and related challenges

Our school provides education in native / regional language: Marathi. However, children learn English and Hindi as well. With the strong socio-political wave for English education among the elites, people with very low incomes are also getting carried away with the hopes of upward mobility. However, this deprives their children from their natural inclination and right to study at their own pace in their own language; and thus, learning becomes a tiresome and tensed process. This results in poor learning and loss of confidence for children who do not have a supporting environment at home.

We also have seen children of various grades who have come from other schools and have not yet been able to develop age-appropriate academic competencies. We have taken this situation as a challenge. We know

that these children will learn better in a language that is more comfortable for them. The specially-appointed teacher helps the children whose learning was affected by multiple socio-cultural or political reasons. Counseling of the children and parents and home visits has helped to some extent. However, the time needed to bridge this gap varies for each child.

Even with all these efforts, enabling all the children to learn in their own way and pace requires very close observation of every child. Ensuring the best learning for every child is the challenge that lies ahead of us. The following table gives the class-wise breakdown of student enrollment at the end of the academic year 2015-16:

Grades→ Students ↓	Preschool	I	II	III	IV	V	VI	VII	VIII	IX	Total
Girls	16	08	13	15	16	10	10	07	08	05	092
Boys	21	11	14	11	09	09	06	17	08	07	115
Total	37	19	27	26	25	19	16	14	16	12	207

Teachers – Adult Learners at Anand Niketan

With a highly spirited and committed team of 16 full-time and 6 part-time teachers, our school has been trying to provide multifaceted learning opportunities in an integrated way to our children. Meetings held every evening in addition to the Saturday meetings are focused on helping in building a strong team culture and developing teachers' skills. Some of the notable efforts taken to develop teacher competencies at individual and team level are listed in the table given below. It is carried out through important interactions, training, group sharing, workshops and conferences throughout the year.

Sr#	Days#	Topic	Teachers#
1	3	National Conference on New Education Policy	15
2	2	Educational meet on the Eve of 'Maa- Baba' Samman	10
3	3	Astronomy and Math	1
4	3	Khadi - relevance and the learning potential	25
5	2	Documentation of work and records	12
6	5	Goal, Vision and Mission – Shared Meaning Making	20
7	5	Planning and execution at school and teacher level	15
8	3	Pedagogy of Science and Mathematics	6
9	3	Effective Farming Practices	11
10	2	Use of Tablets as a tool for teaching and learning	4
11	5	(Govt) Training on New Textbooks and constructivist pedagogy	5
12	3	Saral – Pragat Maharashtra - Documenting learning levels (by Dept of Edn)	9
13	1	Use of Tablets as a tool for teacher capacity building	11
14	20	Planning sessions for better teaching - learning practices	15-20
15	5	Interaction with visitors on various social, cultural and educational issues	15-20

As a team, some of these opportunities have helped us in gaining better clarity of our shared vision and in improving our democratic culture. It has increased readiness of teachers to take up initiatives at school and in their classes.

Provision of audio visual room, LCD projector, educational CDs, tablets and Wi-Fi facility in the school has also helped our teachers in equipping teachers with appropriate learning material for themselves as well as for the students. A lot of learning material for students was developed during the last year. A directory of teaching – learning tools (including audio visuals) is also being made to aid teaching-learning process.

As a team, we think we have a fair clarity and collective understanding of crafts like Khadi, Vastrakala, Gardening, and Swayampak. However, our collective ability of lateral thinking and integration could be improved with a better understanding of the skills and subject knowledge. It was felt that it is important that all the teachers in the school have a basic understanding of all subjects to a certain level to be able to provide holistic and integrated learning opportunities to the students.

Curriculum

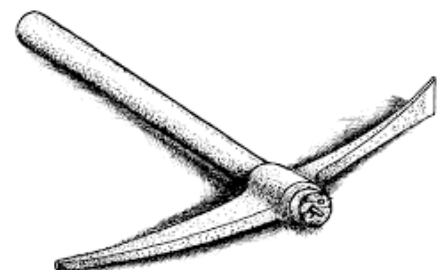
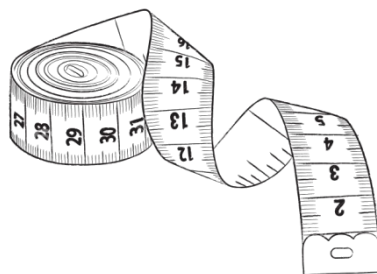
Balwadi - Pre-school

Our school gives a lot of importance to the early foundational years, as they leave a marked influence over the personality of the children. At school, we create an environment through which children get a chance to learn by interacting with concrete materials. The natural curiosity of the children is nurtured by providing them freedom to explore. They also learn to take care of the environment and their friends. A combination of unstructured and structured activities, informal dialogue, physical play, exposure to nature and integration of learning around children's day-to-day experiences is created to widen child's world from self to small school society. Children gradually learn to self-restrain (control strong impulses), to cooperate and yet satisfy one's own vigor. Rhymes, songs, stories and continuous dialogue helps in developing their language. Though children's first language is used as the language of learning, the school is also trying to create multilingual environment to provide opportunities to expose children to multiple languages.

Primary and Secondary

The school is registered under the State Board and accepts its curriculum for academic subjects. As the school focuses on the holistic development of the learner, art-craft, music, dance, sports and productive crafts, are equally valued. Children study academics in close integration with non-curricular subjects on all possible avenues. Productive Crafts around basic human needs like gardening, cooking, and spinning- stitching- embroidery form an important part of the curriculum in early years and gradually move towards scientific study and exploration at higher levels. School is still in its early days of trial and error of developing an integrated, holistic and sustainable curriculum and pedagogy. As school is growing with a natural pace, we have the first batch of class X graduating in the coming year (2016-17). Every year, more dimensions are added to already worked-on areas, gradually enriching and sharpening the pedagogical features. This provides learning opportunities for students as well as teachers.

It is understood that children have multiple interests, and their love for various subjects, activities, art and crafts vary across individuals as well as in an individual over age and time. We feel that there is a need to define certain areas, with specific time input, which every child might have to explore to enable holistic and integrated learning based on Nai Talim philosophy (for example, integration of Head, Heart, and Hand). Choices could be given under broad themes and categories at different age-groups. It is assumed that more clarity will be gained by next year as various options are worked through, reflected up on and dialogue is established with all participants - students, teachers, parents and the management. Highlights of the school's work with respect to productive work are presented in the following sections.





Gardening

Besides regular gardening work, the school provides a variety of gardening related experiences that scaffolds up to age 12. Through gardening, children learn land preparation, vegetable plantation, harvesting, selling and related subject-based knowledge. A number of new additions were made this year under special guidance of a senior organic farmer cum expert Shri. Vasant Futane. Some of the additional features included this year are:

1. **Soil and water management:** Children got an opportunity to learn the intricacies of water and soil management; importance of mixed and multi layered cropping; natural ways of enriching soil quality and yield. These experiences were scaffolded based on children's ability to learn and act. Children above 12 years got the opportunity to learn about importance of 'contour bunding', a technique to conserve valuable top soil and water. The school fields were managed differently this year - with wavy plots and small-large contour bunds.
2. **Natural control of weeds:** Both children and teachers got opportunities to explore and understand the use of fast growing nitrogen fixing dicot crop- 'Boru' to control the growth of weed grasses in the fields.
3. **Weed as an asset:** Children learnt how the weed can be removed and recycled in the same field to enrich the biomass, conserve the moisture and microbial activity in the field plots.
4. **Multilayered farming:** Children understood how to better utilize space with multilayered crops like growing tall trees, creepers and vegetables on contours and borders.
5. **Diverse Crops:** After understanding the importance of diverse cropping for nutritional security, variety of vegetables was planted this year.



The land, given to school for farming, was used to grow *tuar dal* to enrich the midday meal with protein content. Last year, *tuar* harvest of 480 kg almost met school's annual requirement of midday meal. Onion yield of 240 kg from the same land was sold to teachers at subsidized rates. Last year, the vegetable yield during rainy season was very poor due to erratic and late rains. However, the yield during rabbi season was comparatively better.

Total yield from children's plots was around 202 kg, worth Rs. 5927, which included Okra, *Chaulai*, *Gawarfalli*, *Shepoo*, Fenugreek, Spinach, Coriander, Potato, *Brinjal*, *Haldi*, *Ambadi* flower, and Radish.

Yield from the other farm has consisted of vegetables, grains and pulses amounting to Rs. 52,550. Crops harvested in that farm included *Wal*, Coriander seeds, Coriander, Onion, *Ambadi* flower and seeds, *Haldi*, Hety flower, Potato, Tomato, *Brinjal*, Radish, Spinach, Fenugreek, Wheat and *Tuar*.



Reflections:

1. Integrated learning opportunities were satisfactorily designed and executed. Connection to languages, Science, Math, Geography, societal issues, environmental aspects were sought along with the focus on teamwork and basic skills like gardening and composting. There is still a lot of scope of improving the quality of learning, and integration with Hindi and English languages.
2. The integration of writing exercises served as excellent creative opportunity for students to articulate and express their feelings and experiences. These writings and pictures were compiled and displayed later on.
3. We realized that more efficient plan of work needs to be developed in participatory manner. Resources like water and seeds should be thoughtfully and judiciously used. Team spirit, responsibility, and ownership could be better explored through gardening.
4. Under the guidance of Sanjay Dada, the art teacher, children learnt to recognize poisonous and non-poisonous snakes commonly found in our area. They also understood the importance of snakes in our ecosystem.



'Vastrakala' – Science of Clothing

As clothing is one of the basic necessities for human existence and *Vastrakala* is a craft which is easy to integrate with various other disciplines, it has been chosen as one of the basic crafts under Nai Talim. *Vastrakala* provides a rich medium to develop hands-on skills, hand-eye coordination, self-reliance, aesthetics sense, and gender sensitivity. The curriculum starts with spinning and covers hand sewing, embroidery, appliqué craft work and machine sewing. At school, boys and girls are given equal opportunities to learn the craft. Work is a medium of learning and thus integration of this craft with Physics, Mathematics, History and Social Sciences makes it even more interesting. It improves hand-eye coordination which is an important transferable skill. As a school, we still see the need to integrate learning with this craft even more systematically. The school is making constant efforts to help children develop appropriate applied knowledge, higher order thinking skills and reflective ability.

The following table lists the different types of *Vastrakala* projects completed by the children:

Items	Qty	Items	Qty
Sitting Mats	25	Charkha cover	14
Tiffin mats	50	Paper/ magazine holder	15
Batava bags	28	Door mat (jute)	16
Door mats (recycled sari)	15	Applique work	32
Mobile pouch	15	Running stitch on handkerchief	27
Mats	12	Dusters	28

While doing any kind of work, we ensure that whatever we make is useful and fit to be sold; and that there is minimal wastage of materials. This process helps in reducing expenses incurred by the school. During last year, our students stitched small mats for tiffin-boxes, paper/ magazine holders, pouches, door mats, sitting mats, shoulder bags, tiffin-carrying bags and simple mobile phone-carrying purses. Children also prepared and sold *Rakhis* (threads of love and affection) during *Rakshabandhan* festival. Recycled doormats were woven and knotted using old Sarees.



Shri Madhav Sahasrabudhe explaining the science behind Amber Charkha



Swayampaak - Food and Nutrition

Swayampaak provides immense opportunities to integrate learning and to develop basic skills needed for life. Therefore, it enjoys an important place in the school curriculum. Children are exposed to *Swayampaak* right from early years (i.e. pre-primary level) and it continues till secondary level with varying focus and rigor. Some of the broad themes explored using *Swayampaak* include - self-reliance, life skills, gender equality, impact of market on food habits, hygiene, appropriate ways of cooking and enhancing the nutritive value of food, planning and cooperation.

During the year, older children experimented cooking with solar cooker, Sarai cooker and Chulha. As a group, they planned and executed the task of preparing complex dishes at a large scale. Special focus was given on analysis of the processes.

In 2015-16, children were provided hands-on experience through following activities:

- Preparing simple uncooked recipes like- Salads of different kinds, Yogurt, Buttermilk, Raitas of various types and Sharbat made from Ambadi, Kachchachiwada, Lemon etc.
- Cooking simple recipes for breakfast - Poha, Upma, Soji, Parathas, Idli- Sambar-chutney, Dhoklas etc.
- Cooking main course dishes like Bhindi, wild leafy vegetables, Fenugreek, Usali with single or mixed sprouted pulses, plain and mixed-vegetable, Khichadi, Mixed dal, Masala bhat etc.
- Boiling and roasting in Solar cooker
- Preparing Chutney from Groundnut, Sesame, roasted Chana and/or Meethaneem etc.
- Sweets or special dishes like different types of Kheer, Gajar Halwa, Groundnut Burfee etc.
- Traditional preservation techniques were explored using salt and sugar. Pickles – Lemon and Murabba-Karaunda (black berry)





Strengthening of Democratic Values

Democratic processes are valued and nurtured through school processes. The work is two-fold:

1. Understanding the democratic values in the light of Indian constitution:

Special days - like National days, anniversaries of social leaders-scientists-writers-poets, and Women's Day - are celebrated or utilized to understand their relevance in terms of work and values held by those personalities and significance of the events and days. Children and teachers both contribute to the collective understanding through speeches, discussions, and exhibitions.

2. Working of the School based on democratic values:

Weekly school meetings are used as spaces in which multiple issues are discussed, actions are planned and common rules are framed collectively. These processes help children think critically on various issues. Saturday meetings have added to the understanding and development of our school as a community. Teachers and students also participate in social gatherings and protests on issues worth understanding.

Assembly is one more platform in the school where number of such issues is dealt with. At times special meetings and discussions are also arranged for the same.



Some of the Topics covered during Bal-Sabhas and Visitor-interactions:

How shall we shape our school? What should be the role of students, teachers, parents and school management?	Role of festivals and celebrations in human/social life (Holi, Rakshabandhan, Diwali, etc.)
What should be done about those who come late to school?	Education of Girls – History, the present situation and challenges faced.
World Tuberculosis Day	Bird watching
Land Acquisition Law and People’s problems	Poetry Reading (by teachers and children) - My creation
‘Jugnoo’- knowing about this insect	Story telling by teachers and students
Understanding our Pledge - “India is my country”.	How should we celebrate Diwali?
Why an added month - “Adhik Maas” in Indian Calendar?	School responsibilities and its democratic management
“Gender Equality”- Dialogue with Ravindra R.P and Anuradha Mohani	Dialogue with Ex. Director of Homibhabha Vigyan Shikshan Kendra, Mumbai
What is our opinion about “Earn and Learn”?	Constitution Day Celebration
Cleaning activity in school (planning and execution)	Storytelling week for students
How should we look at this work and our role in the same?	Snakes found in our area - poisonous and non-poisonous
Understanding caste system and gender issue in our culture.	Towards Equality: Understanding the work of reformers and activists - Children’s Presentation (15 days)
What do we do to remove caste-ism and gender discrimination from our minds and in our day to day social life?	Games and Sports: Why and how do sports help in our development? Own experiences, changes needed in the present school plan
Hiroshima and Nagasaki - the destruction caused by War	Khadi and Vastra Swavalamban (Self-reliance in clothing)

Though there has been some effort to develop reflective thinking and self – direction among children through Balsabhas (children’s meet), school assemblies, class-work etc., there is still a need to gain depth on these aspects. The idea is to generate more positive energies in each child through school environment and various opportunities, to improve the overall learning outcome. Therefore, the focus is on building a conducive learning environment for the children.

Explorations in Teaching Learning Practices

- ❖ In order to strengthen **self-learning** capacities of children some more efforts were taken in terms of group/cooperative learning methods and continuous assessment. The classrooms were provided with better learning resources like a set of dictionaries, atlas, worksheets etc. Efforts have also been taken to develop the library as a good source of learning for the children.
- ❖ Pre-loaded **Tablets** were provided by Manudhane Trust to explore usefulness of technology in teaching-learning process. These were tried out mainly with 6th and 7th graders particularly for learning Mathematics. The learning programme was teacher-guided and designed to help children work at their own pace. Initially, children found them interesting and quite useful. However, the educational software loaded on these tablets did not exactly match with the Maharashtra State Board Curriculum and needs some changes to suit the State Board syllabus.
- ❖ **Language Learning:** Teachers experimented multiple ways to improve language learning. Story telling was widely used in primary grades while the children of higher grades read books of different genres, like poetry, biography, story, articles, and novel. Children got a chance to go through different books on poetry and they themselves enjoyed writing poems. Similarly, a wide range of topics were used for essay writing by children. Variety of activities, like group discussion, reading session, summarization of text, elocution, translation and letter writing, were conducted to help children gain expertise in both their own dialect as well as formal language. Learning material, like activity sheets, required for child centered learning was prepared and used by teachers across grades. Children and teachers got a chance to attend poetry recitation session by Anand Karandikar and Savita Avhad, who read poetry of Shri. V. D. Karandikar.
- ❖ Effort has been taken to teach Mathematics and Science through experiments to all ages. Simple experiments and activities helped children in getting better clarity of processes and principles and bring enjoyment to the learning. Simple experiments on air, air pressure, water, growth, light, density, types of roots, decomposition, filtration, need of oxygen for burning, temperature record, measuring rainfall, observing insects and fabric through magnifying glass were conducted. Many experiments were conducted for middle school on topics like reflection, refraction, static electricity, kinetic energy, magnetism, filtration, convex and concave lenses, heat and heat transfer, measurement of length, area, volume etc. Models of internal organs, skeletons, organisms, plants and chemical bonds were shown and discussed. In secondary school, activities based on laws of motion, thrust, liquid pressure, sound waves, mathematical formulae, ecology etc., were conducted. A workshop on science and Math pedagogy conducted by Mr. Vivek Wagh was well received by teachers.



A project on “**Biodiversity**” helped children understand trees, birds, weeds and crops of our area. Study visits to Chetana Vikas, dialogue with activists and scientists, like Shri Vijay Javandhia, Shri Ashok Bang and shriai Niranjana Bang, were informative and helped children of Grade 8 and 9 get better insights on sustainability and justice. Children could understand the need to think of technologies with their human face. Interesting experiments were carried out by children and teachers from all grades.

- ❖ **Art and Craft:** Science and Math based craft was taught by Mrs. Nilima and Mr. Madhav Sahasrabudde across grades. They also taught pop up greeting cards and other 3D spherical Kirigami hangings to secondary school children. Beautiful experiential pictures were drawn by children. While younger kids experimented with natural colors of flowers and leaves, elder children decorated the backdrops of the stage beautifully with natural plant material. Dhoopbatti (scented sticks) making and packaging was an interesting experience for everyone.



- ❖ Children learnt various art forms in the school last year. Since last year, a full time resident Music teacher, Mr. Paranjpe, has joined the school. Children are also encouraged to come and learn music during non-school hours. Mr. Paranjpe offers lessons in singing, tabla, guitar, sitar, flute and harmonium. A art-time dance teacher offers folk and classical dance forms. However, there isn't sufficient awareness among parents and children to take benefits of these valuable facilities.



- ❖ **Cultural Celebrations:** Cultural celebrations for Rakshabandhan, Makar Sankranti, Janmashtami, Ramzan Eid, etc. helped everyone visualize and understand traditions with a different mindset. These festivals were given new meanings in today's context. Beautiful threads of love (*Rakhi*) that were made by children were tied to each other while singing songs of love and respect for all mankind. Tree saplings were cradled and planted while singing beautiful songs of human relationship with trees and nature.



- ❖ Annual day celebration was really mesmerizing, thanks to the hard work of students and teachers. Children presented beautiful dramas, folk and semi-classical dance forms. Parents and other school well-wishers were very appreciative of the entire program. Children right from Balwadi to Grade IX, enthusiastically participated in different events.
- ❖ **Sports and Games:** Last year was full of sports activities. Yoga, Lezim, rope malkhamb, athletics was highlights of the year. Children actively participated in various group games like – kho-kho, kabbaddi, volley-ball, hopping, as well as individual play activities. Good amount of new sports material was purchased to provide better playing opportunities to children. Students also participated in many regional sports activities and competitions.



- ❖ **Study Visits:** Study visits help not just in gaining better understanding of the concepts and relating it with the real world, but also facilitate the widening of perspective. Visits were organized for all children in age-appropriate groups. The study visits of the last year were:

Grades 1-4

- Ashram, Nai Talim Kutj, Balwadi, Goushala,
- Pavnar Ashram and river, Gandhi Chitra Pradarshan
- Waste recycling in the school
- School of Differently-abled Children
- Charkha making small industry
- Oil extraction by cold pressing unit

Grades 5 – 9

- Bor Dam
- Bajaj Science Centre, Wardha
- Municipal Council, Wardha (Governance)
- Nature study in the Ashram Premises
- Ajanta Ellora, Daulatabad, Jalgaon (History)
- Chetana Vikas, Organic Agricultural farm
- Magan Sangrahalay, Wardha (traditional craft, weaving and printing)
- MGIRI (Self-employment using rural/alternative technologies)



Interactions with Parents

At school we believe that learning continues at all places, for children as well as for adults; and along with teachers, parents play an important role in child's learning journey. Therefore, it is important that there is a dialogue between parents, teachers and children. Together, all three of them need to be aware of their values, needs, the internal and external factors that have influences on them - their responses and responsibilities. This becomes possible when there is an open dialogue among them. Thus, dialogue with parents was sought through - i) Collective meetings held with parents, ii) Meeting held at class level, iii) Need based meetings in smaller groups, iv) Individual parent sharing, v) Home visits, vi) Meetings with committee members.

Issues discussed

Collective meetings at primary and secondary students' parents (4)

- What is Nai Talim, why Nai Talim, how it helps for holistic learning
- What's 'Constructivism'? How children learn?
- Areas of learning in school. Why life orientation to learning is important?
- Social issues which are very close to the education of children like – waste management, celebration of festivals, pollution, influence of market on our food habits, impacts of TV on our children, Parent's expectations and children
- Individual variation and issues related to their learning
- Why we need conducive environment at homes?
- Why should we take interest in children's learning? How can we help our children?
- Positive dialogue with children and self- disciplining
- Music and dance facilities in school and how children and parents can take maximum use of it.
- Games and sports in school. Why playing and physical fitness is important?
- English learning in school
- Why reading habits / extra reading desirable and should be promoted?
- Child abuse, care and concern
- School fees and related issues

Small meetings and home visits

- Learning difficulties, family problems, plan of help rendered by school
- How do we address children's problems, how do we help children in being responsible?
- Why regularity is important?
- Studying home environment and building informal relationships
- Child specific issues

Parents' meetings at Pre-primary level (3)

- How children learn? Importance of experiential and holistic learning?
- Learning environment at home and school
- Language with children
- Learning through mother tongue and multilingual approach
- Food habits, healthy food
- Freedom and space needed for children

Teacher Parent Committee (3)

- Travel arrangement of children
- Education plan
- Child abuse, care and concern

Academic Committee meetings

- Multiple issues related to school
- Regular meetings are held on weekly, mid-term and term level assessment

School as a Resource Centre

School has been working as a resource center since last couple of years. Teachers and Head Masters from private and government schools visit Anand Niketan to study different aspects of the school. This year, Anand Niketan teachers helped in facilitating nine training cum workshops organized by the Nai Talim Samiti - the parent body of the school. Areas in which resources and experiences were shared include – Principles of Nai Talim, Pedagogy of Mathematics, first language learning, environmental studies, productive crafts and education, continuous comprehensive assessments, and learning environment.

More than 150 teachers from different parts of Maharashtra, who were curious to understand functioning of Nai Talim School, visited Anand Niketan during winter assembly session at Nagpur.



Visitors

Some of the visitors who visited the school during year 2015-16:

Dr. Hemchandra Pradhan, Ex Director, Homibhabha Vigyan Shikshan Kendra, Mumbai

Shri. Vinit Aiyar, Mukatangan, Mumbai

Dr. Jyoti Bawane, IIE, Pune.

Dr. Sadhana Bose, U.K.

Ms. Maria and Mr. Pascal, Villages San Frontiers, France

Shri Amit and Shrimati Jayashree, Adharsheela, Madhya Pradesh

Amit Dalavi, U.K.

Ms. Ruby, Bombay Community Public Trust, and Mrs. Dilnawas, Mumbai

Prof. Gandhi, Madhya Pradesh

Dhirenbhai Soni, Gujarat

Dr. Kelkar and team, Pune

Aparna, Girija, Simrita and Aileen - Students of Azim Premji University

Mona Patrao, Panchagani

Teachers and Students from Lok Biradari Project, Hemalkasa, Maharashtra

Dr. Renu Dandekar, Educationist, Chikhalgaon

Dr. Vidula Mhaiskar and team, Garware Balbhavan, Pune

Pranith and team, Bachpan Banao, Chhattisgarh

Shri Mohan Hirabai Hiralal, Chandrapur

Shri. Hemant Dhanorkar, Ambejogai

Prof. Vasanti Sor and Prerana tai, Nasik

Chanda Prafulla Mehata, U.S.

Shri. Manik Shedage, President, Loksewa Parivar, Satara

Prof. Vrushbha and colleagues, M. G. Hindi Vishwavidyalaya.

Teachers from various parts of Maharashtra

Dr. Suhas Kolhekar, Narmada Bachao Andolan, Pune

Shrimati Nilima Sahasrabuddhe, Sandarbh, Pune

Paromita Goswami, Activist, Raju





Anand Niketan,
Nai Talim Samiti, Sewagram,
Wardha, Maharashtra.

+91-7152-284101
+91-98810-18188
anandniketansevagram@gmail.com