

ANNUAL REPORT 2020-2021

INTER-GENERATIONAL LEARNING: A VALUABLE EXPERIENCE

INTER-GENERATIONAL LEARNING REFERS TO EXCHANGE OF KNOWLEDGE AND SKILLS BETWEEN TWO GENERATIONS FOR THE BENEFIT OF EACH OTHER AS WELL AS OF SOCIETY.



HAI : HEALTHY AGING INDIA

Healthy Aging India (HAI), is a not for profit organization, registered under the Indian Societies Act, 1860. It was conceptualized and initiated by its Founder President, Dr. Prasun Chatterjee, a dynamic young Geriatrician from All India Institute of Medical Science, (AIIMS) registered under Indian Societies Act, 1860 in December 2013.

Healthy Aging India (HAI) is working with a vision to realize “Dignified and Active Society for all Ages”. Various programs are running to ensure comprehensive geriatric health coverage to senior citizens and holistic education to underprivileged children of Government School. The mission is to “Encourage, Educate and Empower” present and future generation for sustainable development.

IGLC: INTER-GENERATIONAL LEARNING CENTRE

IGLC is a new, unique and replicable educational concept to nurture holistic development in school children with experiential learning of senior citizens. It bridges the solitude gap between generations by meaningful and purposeful engagement of ‘the elderly’ with the ‘underprivileged school children’.

The purposes are to evolve practices of holistic development-meeting social, emotional, nutritional, intellectual and eco-cultural needs and health promoting behavior through life- long learning and inter generational solidarity. It strives for qualitative outcomes with interaction among experienced senior citizens and the young, an inter-generational learning to evolve social actions towards intergenerativity.

It works as a ‘vehicle for the purposeful and ongoing exchange of resources and learning among older and younger generations’ (UNESCO (2000).

Inter-generational learning centres offer individualized attention to every child and create a healthy environment of growth, where each child can explore, express and achieve its own potential.

“IGLC is a learning where the generations work together to gain skills, values and knowledge, mutually and reciprocally benefiting participating generations” (Frank et al, 2012).

AIMS

- To facilitate an active society with the participation of the senior citizens to enhance the quality of education.
- To encourage and empower future generations to achieve their goals.
- To motivate and facilitate elderly population with love and affection for teaching the underprivileged children.
- To create emotional support and health care facilities.
- To create meaningful engagement for the quality of education.
- To understand purposeful involvement of the elderly with govt. school children to add value to education for holistic development.
- To work on a need based approach for better learning outcomes.

OBJECTIVES OF IGLC:

- To empower Senior Citizens through Training of Trainers (ToT) program.
- To create a pool of senior citizens- productive and experiential social capital for the benefit of disadvantaged students.
- To provide holistic education to upper primary government school children through senior citizens.
- To improve retention rate of students in government schools through IGLC interventions.
- To improve learning outcomes of govt. school children
- To improve academic performance of students
- To improve quality of education with smart ways of learning in schools
- To improve life satisfaction of older adults engaged with the project
- To improve health of older adults engaged with the project
- To increase participation of non-participative children
- To increase participation of parents in school activities.

IGLC INTERVENTIONS:

NOIDA: Junior High School, Sector 12 , Noida

DELHI:

- 1.N.P. Co-Ed Sr. Sec.School, Ansari Nagar, New Delhi**
- 2.N.P. Co-Ed Sec.School, Babar Road, New Delhi**
- 3.N.P. Co-Ed Sec.School, Sanglimess Mess, New Delhi**
- 4.N.P. Boys School, Mandir Marg,New Delhi**
- 5.Navyug School, Mandir Marg,New Delhi**

Ragpickers Colony- Prem Nagar Gali no -6, Delhi

RANCHI:

- 1.Government Middle School - GMS Kantatoli, Ranchi**
- 2.Government Middle School - GMS Bajra, Ranchi**
- 3.Government Middle School - GMS Hinoo United, Ranchi**
- 4.Government Middle School - GMS Morahabadi, Ranchi**
- 5.Government Middle School - GMS Bariyatu, Ranchi**
- 6.Government Middle School - GMS Jagganathpur, Ranchi**
- 7.Government Middle School - GMS Navin Aarakshi, Ranchi**
- 8.Government Middle School - GMS Morabadi , Ranchi**

In the first phase, with the written permission from the Department of Basic Education, Gautam Buddh Nagar, Uttar Pradesh and the school authorities to set up IGLC in government schools and an MoU with NDMC, Directorate of Education, Delhi for IGLC intervention, IGLCs were established in 5 Government schools. In Ranchi, with MoUs with the District Administration of Ranchi for IGLC intervention, IGLC is also functional in 8 Government schools.

Generally, IGLC prefers offline classes for the betterment of both age groups – senior citizens and the underprivileged government school children. But in the Covid-19 situation, IGLC functioned in the online mode with classes held on online platforms like Zoom from 2020 onwards.

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This has been our first initiative to interact with others online. These online classes have been facilitated by a team from Healthy Aging India and yielded incredible results for all- the students, elderly educators and the HAI team.

E-IGLC:

E-IGLC classes were initiated via zoom to facilitate e-learning and continue the senior educator child teaching roles. The e-IGLC classes focus on holistic development of children, understanding the cognitive, social and emotional needs of 10-14 year old children by using a number of video conferencing tools- zoom, google meet, whats-app and conference call facilities for teaching and learning.

When the entire nation was in lockdown because of Covid-19, our heroes- the elderly educators at IGLC did not stop sharing their wisdom. E-IGLC was the way forward. The elderly educators conducted several online classes to help the children who needed them the most.

CHALLENGES IN COVID-19:

The closing of schools because of COVID-19 caused an enormous impact at both societal and educational levels. The children of all ages, in govt schools and specially in slum areas have been badly affected, in particular by the socioeconomic impact. Underprivileged students from rural areas and small towns are facing a huge problem as schools have turned to online education but most of the children lack digital access to continue their studies, and hence have been forced to drop-out.

CHALLENGES FOR STUDENTS DURING LOCKDOWN-

- Non-availability of a smartphone in an underprivileged family.
- Not having children at the right time or having a network connection problem even if a smartphone is available.
- Due to the closure of schools, the ability to focus and concentrate on lessons has gone down

CHALLENGES FOR ELDERLY PEOPLE DURING LOCKDOWN-

- Decrease in physical and mental exercise because of isolation and being home bound.

In physical IGLC classes elderly educators could teach well, but in online classes educators also faced problems with

- Understanding how to write
- How to share screens.
- How to create diagrams.

Since the beginning of the pandemic, HAI has been counselling both students and parents, managing their mental health and providing them with all available teaching-learning tools to help and support the children. We have been trying to focus on the impact of the school lockdown and on the learning gap between children from different social backgrounds. We provided the students with an internet facility and the mobile phone to community leaders to connect the students.

NOIDA

Due to the non-availability of smartphones with individual students, one of the HAI team members, Rupa went to the community to help those children, connecting the educators on her phone or laptop. A common outside space in the community would have students gather at appropriate distances. The students' parents were counselled to allow their children to come.

Currently, the online classes are being conducted at a small place in Sector-10, Noida. Seeing the situation of Covid19, we decided to teach only 4 - 6 children at a time online.

Since, the elderly educators had never taught online, we also counselled the elderly educators and helped them learn the basics of online teaching- the use of screen sharing, use of white board, video sharing, etc. On the other hand, we saw that children felt helpless due to the loss of education due to their inability to attend school.

RANCHI:

Initially there were difficulties and issues faced by the students, like how to download the Zoom App and how to join a meeting. So videos were sent to them so that they can learn easily. Many more issues like network problems and disturbances etc. were faced as well. Gradually they adapted the online tools and modes efficiently. Even the educators learnt about the different techniques of online teaching.

DELHI:

We visited slum areas in Prem Nagar and distributed food at the time of the pandemic. Then we came to know the problem of education. We talked to the parents to know the reality. During lockdown they did not have any source of education. We talked to one community leader and met with the students. Batches were made and oriented the zoom application to our senior citizens as well as students. Thus the online classes were started at the slum area of Prem Nagar, gali no 6 and with children of NDMC schools who have already connected with us. We have been working with boys and girls between the age group of 10-14 years, and we indulged them through activities and give tutorials in batches of online teaching and also related to Covid precautions and hygiene. It is also to be noted that we arranged the Android phones for them with the internet facility. The team of HAI has been doing all it can to keep them engaged and motivated in this physical and mental health crisis.

BENEFITS TO OUR SOCIETY

As COVID-19 pandemic continues to expand in India and in the world, only one thing is certain: the current outbreak will have a profound impact not only on the health and economic situation, but also on the psychosocial well-being of societies across nations. The initiative of IGLC tried to solve the problem of loneliness of educators as well as children. It is an initiative which develops active aging, lifelong learning, quotient of happiness, quality of Life, overall attitude towards living life, feeling of belonging, self-worth and productivity. It gives opportunities to school children to improve grades and performance in examination, increase

attendance and retention rate in school, participation in co-curricular activities, gradual and steady enrichment of constructive habits, mannerism, good qualities, etc.

Engagements of Elders give them opportunities to interact and enjoy the spirit of being with children. It helps them to resume an active lifestyle, build over cognitive reserve functions, prevent old age neurological disorders, memory loss, dementia etc. bringing autonomy and dignity to their life.

We are trying our best to reduce the dropout rate and are trying to fill the gap of education which emerged after lockdown. Teachers, trainers, and instructors are conducting sessions remotely for older children through whatsapp groups or video calls. We oriented the application to the students as well as our educators, senior citizens guided on scheduling online classes, technology-use, and online applications and portals for education.

“For those who do not have smartphones, the teachers assign homework by SMS. The NGO is trying to get donors for those kids who have no mobile access whatsoever.



Elderly people are refined with experiences in life experiments. They are fully experienced and very much dedicated to the

work of online teaching. The elderly educators are well educated, graduates/ postgraduates and retired senior citizens from any Government/ Non-government organization or sectors with sound physical and mental health are chosen to undergo training sessions from Delhi and NCR.

ORIENTATION OF NEW APPS TO THE EDUCATORS TO MAKE TEACHING MORE EFFECTIVE:

Educators have been encouraged by the young coordinator to use the resources for making each class thought- provoking, enriching and highlighting on different types of learning-visuals, oral and reading (Audio-visual aids).

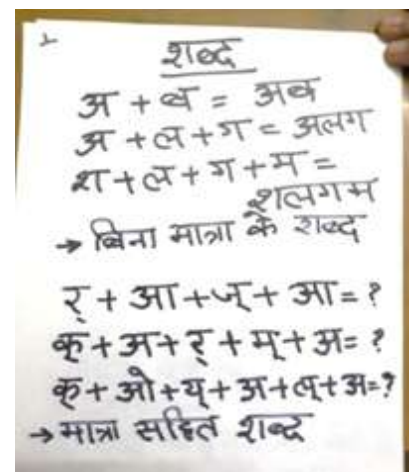
ONLINE TEACHING AND THEIR PERSONAL METHODOLOGY:

Mrs. Kamlesh Batra: Kamlesh Madam's approach to teaching is just like a school teacher. She asks the children to read a chapter first and then goes on to explain it. For example, in Kamlesh. Madam's class, Madam started science chapter 4 "Structure of the atom". Class started with the reading by children and understood the meaning of it and went ahead. Madam told about JJ Thomson who discovered electrons, followed by Rutherford who was interested in knowing how electrons settle within the atom. Then, how Neil Bohr discovered that electrons revolve only in a few orbits and there is no energy charge in the electrons during rotation.



Mohini Kumar and Usha Ghai : Mohini Madam and Usha Madam take the class together. Both of them, in turn, teach the children about the topic. Taking care of Usha Madam's age and health and that she is not able to speak for long, she likes to share class with Mohini Madam. Mohini Madam one of the children's favorite educators, they like to call her Mohini Dadi. She teaches the Hindi subject in such an interesting way that children express their desire to read them again and again.

For example: Mohini Madam gives a lesson on words in this class. How words are formed and how words are combined. Madam said words without quantity like "शलगम, अब, अलग, etc." Then Madam made a quantity word like "रजा, कोयल, etc." Then Madam explained the types of words and their kinds - सार्थक और निरर्थक.



Mr. C.S.RAI : C.S Rai Sir always brings interesting topics in front of the children to teach them something new. Children like this demonstrative method very much. They teach children new experiments so that children do not read science but understand them.

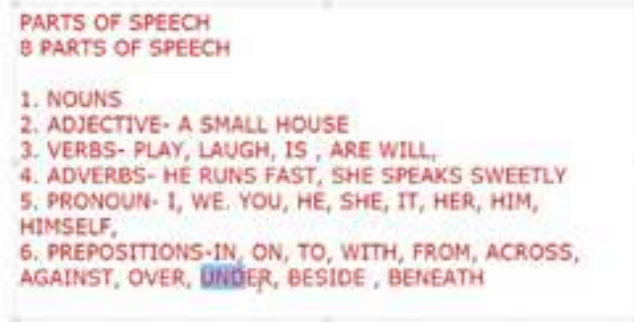
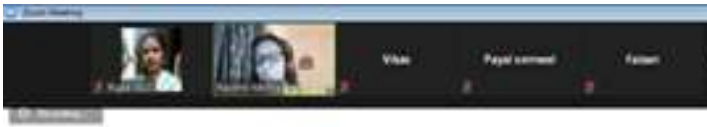


For example, a topic in CS Rai Sir's class was on the Olympic Games. He would begin with asking children the origins of the Olympic Games, in which country they started, and why they are held. Then Sir informed the students this game is played every 4 years. And so far, in which places this game has been played. Then Sir told in which year India got medals. And which games are played, the children were asked to find. This was their homework. Sir shared his number with the children so that they could send their homework directly to him.

Mrs. Kamla Menon: Kamla madam teaches Basic English reading, writing and pronunciation to children. She asks the children daily about their daily routine in English and the children answer in their own way in English. Every day children have to get paragraph readings and they have to make sentences in English. With this daily practice, a lot of improvement has already been seen in children. For example, asking the children daily "How are you? What did you do today?" Children answer accordingly; "Fine madam, nothing madam" and others say "I do my school homework." Kamla madam corrects them and speaks and answers them in complete sentences. In English he started the lesson by playing the screen "Kavita -" The Balloon Man ". First, madam taught this lesson. Then the questions asked in this lesson were answered by the children, which madam highlighted on the screen and the children answered. Then madam did the Jumble Letters given in the text. And, made a crossword in which they used to find the names of Colors. The children answered one by one. Then Kamla madam did another lesson "Kavita - Trains". First taught the lesson to the children, then explained it and answered the question in the same manner.



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Rashmi: Mam is an excellent English teacher. She teaches 9th standard children of IGLC. It is their quality to spend less time convincing the children in the best way. Teaching creative writing with rules such as Active Voice Passive Voice, Paragraph Editing, Jumble Sentences, etc. is a great challenge for her. As we had seen by using screen sharing of white board – she had taught parts of speech which can explain by some examples.

Mrs. Manju Handa: She got learned many activities to on Listening, writing & Comprehension. The concept of LSRW, listening, speaking, reading and writing was also explained clearly.



Close		Participants (7)	
	Sara Khan (me)		
	Manju Handa (Host)		
	NUPUR JAISWAL		
	Agam Verma		
	Ishika rawat		
	SIDDHARTH CHAUHAN		
	Vedika Negi		

She has taught following creative ideas of teaching elements of language :

- Children work with languages.
- Reading: re-reading help to promote reading.
- Stories are sources for language learning.
- Teach vocabulary in chunks.
- Use English language for pragmatic purpose.

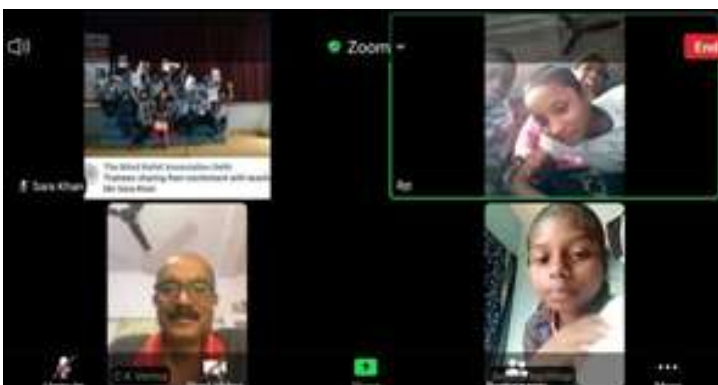
Mrs. Mausami Mishra:

“A Constructive Approach of Mathematics”

The concept of Mathematization means that students should not just be taught math but think in terms of math as well and students should be encouraged to learn maths rather than memorizing formulas. She used teaching aids to teach addition, subtraction, multiplication as well as division. So students simultaneously learn counting and tables and sums.



Mr. C.K Verma:



“Methodology of Teaching and Processes of Learning Hindi Language”

Mr. CK Verma taught Hindi language focusing on the grammar part. He taught the basic grammar according to the previous knowledge and level of

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the students. He tried to teach in a way that a child learns by understanding the context. (NCF 2005 which looks at listening, reading, writing, speaking, etc)

Mrs. Nutan: Educator (Maths):



Blackboard is an important visual aid used by the educator, Mrs. Nutan for effective teaching. She makes extensive use of blackboard in her online class teaching for maths activities such as deriving formulae, proving theorems, drawing figures, constructing geometric figures and so on.

There are some ways to use a chalkboard as a teaching aid: The chalkboard helps to present more formally prepared lessons or informal sessions so that students can understand more topics. She used the chalkboard to write the important information about the topic.

Handwritten mathematical equations on a blackboard:

$$\begin{aligned} \textcircled{3} \quad \frac{14}{3} \div 1 &= \frac{14}{3} \times 1 = \frac{14}{3} \\ \textcircled{4} \quad 1 \div \frac{-5}{3} &= 1 \times \frac{-3}{5} = \frac{-3}{5} \\ \textcircled{5} \quad \frac{4}{7} \div \frac{0}{1} &= \frac{4}{7} \times \frac{1}{0} = \text{n.d.} \\ \textcircled{6} \quad 0 \div \frac{7}{9} & \end{aligned}$$

Mr. SUDESH GOGIA:



YOGA, HEALTH AND EDUCATION

Yoga is a way of a sound and healthy living. It ensures great efficiency in work, and a better control over mind and emotions. Through Yoga one can achieve both physical and mental health with addition to mutual harmony and understanding. It enables the individuals to lead a life of complete physical, mental and social well-being. Mr. Gogia taught how to maintain health during the pandemic through yoga.

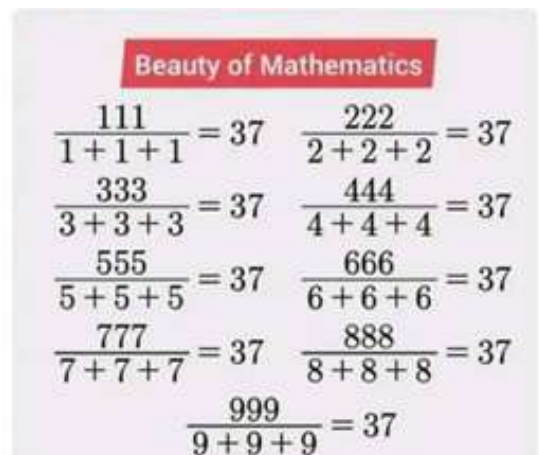
No doubt with his technique, asanas of yoga were very fruitful to all the viewers. He also talked about how to maintain a modern lifestyle which leads to diseases and due to poor food habits etc.

Children and elderly people enjoy each others company.

E-IGLC CREATIVE TEACHING – LEARNING :

The teaching and learning methods undertaken by our mentors are focused towards holistic development of the children they include activities as follows:

1. Daily reading and writing sessions
2. Games based learning like Quiz
3. Inquiry and discussion current affairs
4. Story Telling sessions (Moral Values)
5. Interactive lectures on different subjects
6. Focus on literary and communication skill enhancement
7. Meditation session to improve focus
8. Book-based learning



Students have an endless amount of opportunity to learn new things.

QUIZ:

In April 2021 a quiz competition was organized. Quiz was on science and history lessons. Students participated wholeheartedly and enjoyed the session. Educators were happy to see the students' enthusiasm and their eagerness to answer the question.

Story Telling:

Through stories the educators try to inculcate values among the students like empathy towards each other as well as the natural environment and society. One of the stories that we discussed during the sessions was Dadi ma, a story about an old lady who was always ignored by her family members. They never took good care of the old lady except for her granddaughter. At the end all the members realized their mistakes. This way the lessons about our duties and responsibilities towards the elders was communicated and taught.



Meditation



Meditation is practiced by the children at the beginning of the class which helps them to concentrate in their studies.

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Interactive Sessions :

Discussion about their careers. How can they achieve their goals, guidance given to them. How they can take care of health and hygiene.



This way IGLC benefits students by preventing dropout and keeping mentors engaged in this crisis.



This way it also helps in building mutually satisfying and beneficial relationships between the students and the educators. Students lacking resources are unable to secure education. IGLC provides them with the opportunity to learn and grow and hence also helps in spreading the message of education and preventing dropouts.

They provide opportunity to the educators as well to engage themselves in some productive activities by contributing and utilizing their skills towards the betterment of the society rather than being lonely and depressed in this crisis situation.



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Educators did some activities to make learning more effective by using some creative ideas such as 'Shabdo ki paheli' to make their vocabulary strong and to increase their cognitive skills.

This is a student-centered approach in which students "co-create" the online teaching and learning . This approach empowers students as active learners instead of just passive recipients absorbing information and reproducing it for standardized tests.





Parents were involved during class discussions and educators motivated them to encourage their wards for inclusive learning.

Online learning is catalyzing a pedagogical shift in how we teach and learn. There is a shift away from top-down lecturing and passive students to a more interactive, collaborative approach in which students and instructor co-create the learning process.



Dr. Prasun Chatterjee interacted with the senior citizens to discuss the online classes. Special interaction with Noida students in the month of February, 2020 discussed their dreams, health and career planning.

E-IGLC CREATIVE TEACHING – LEARNING :

Rupa – Noida

“Heartiest gratitude to my mentor Dr. Prasun sir for giving me an opportunity with IGLC. As a project coordinator of Intergenerational Learning Centre – IGLC more or less resembles a catalyst, whose function is to facilitate transformation that would be a creation and transformation channelized by the interaction of two generations who are capable of enriching this world by their unconditional love and flourish along. Lots of love and best of wishes to my children, which fill me with joy and happiness when I am around them and even in memories. In situation Covid-19, IGLC has been successful in bridging bonds of intergenerational solidarity and sharing of experiential learning reciprocally”.



Parita Hemani – Ranchi

“The project coordinator teams collect data from the school about the students. Make calls and connect with their parents and try to inquire about the students accordingly batches are created. They try to arrange the batch according to availability of time of mentors and students. It is the duty of coordinators to virtually connect the students and educators for the class and provide the study materials (if they require) and facilitate in conducting all the sessions. They try to find out the requirement of the student so that educators can help them to meet their problems. They act as communicators between the students and the grand mentors”.



E-IGLC CREATIVE TEACHING – LEARNING :

Sara Khan - Delhi

It's a great privilege to me that I am working with full moral support and enthusiasm for the IGLC Project of HAI during this pandemic era. As Project Coordinator, I am trying to engage most of the underprivileged children, their parents, educators (senior citizens) and my team members with time to time activities done by me. Dr. Prasun Chatterjee, the director of the Project is very keen to get the project a success and getting its aims to be fulfilled by all means and honest endeavour for this humanistic approach of covid-19.



As we know that the Covid-19 pandemic has been a big blow to education for underprivileged children. But NGO such as HAI have joined hands with children to ensure their future, so they can make-up the education gap during lockdown. I have talked to students and their parents regarding their classes. I have arranged online classes and coordination with the community leaders to connect the children. I have also engaged the students from NDMC schools. I have also oriented the zoom application to students as well as educators and also arranged android phone and internet facility for the online classes. I hope this programme will be a great achievement for intergenerational learning.

FEEDBACK



"Teaching in the online classes conducted by IGLC has been a really good experience. Many students have very limited resources for online learning , but they still show a lot of enthusiasm , which is very motivating for the teachers. Online classes is definitely going to be one of the major teaching methods in the future."

- C.K Verma Sir



"In this pandemic, these classes are a boon for students & also teachers. It keeps us filled with positivity and daily we are improvising how to teach to make them understand. Due to nice coordination of Paritaji, we enjoy the teaching & I hope students also getting benefited."- Anil Kumar Verma Sir



"Children being irregular, it is difficult for them to maintain continuity and actually learn in the language classes, but text book learning is possible and does take place. Also maximum two three students join at a time." Mukta ma'am



"Classes are going on smoothly. Coordinator is sincere and manages prior and during classes very efficiently. All the best!"- Sahay Sir



"I had very good ideas about my students Farana, Sazia etc. They were very talkative as well as always sincere in home work. I miss them ."-Yugal sir



Manju Handa –“Corona times have given new perspectives to various aspects of life where one of the most important is teaching and learning going virtual. Classroom dynamics are really unmatched but the virtual platform is also vast to explore and technology has taken this to another level. No doubt children are tech savvy and experimenting and along with that teachers are also learners now in class. Feels good to take it further to the next level for students to understand the concepts”.



C S Rai Sir – “Last year when the academic year was near completion the Covid 19 Pandemic entered our country very slowly from the south. No one was aware about the crisis it is going to create in every space. A national lock down was declared and clamped on 3 phases and lasted for two months. Meanwhile all exams were cancelled and a general promotion was granted at all levels.

When lock down started, fresh admissions started at a very slow pace. Our IGLC class 8th students got admitted in class 9th in the Govt school near sector 12, Noida. Then, came the era of online classes with zoom meetings. We at IGLC equipped the students with new gadgets to start routine learning. It was a little difficult in the beginning and students gradually learned and picked up the process.

I started 9th science class mainly focusing on the physics portion. Though it was not easy carrying all students together nevertheless it went well and the syllabus was covered. Again specific performance could not be assessed in spite of written examination in all subjects. A general promotion was granted again. Now those students are in class 10th. We will try our best to support them again.”



Mohini Kumar – “मैं, मोहिनी कुमार, IGLC के साथ सन् 2018 से जुड़ी हुई हूँ। उस समय आमने-सामने पढ़ना-पढ़ाना और खेलना होता था। हमें भी घर से निकलने का अवसर मिलता था। अच्छा लगता था।

अब कक्षा9/10 के छात्रों को *online* पढ़ा रही हूँ। हमारा शारीरिक श्रम तो बच गया, पर घर में सुरक्षित रहना अधिक जरूरी है। मानसिक संलग्नता से हमें तो बहुत अच्छा लगता है परंतु बच्चों को *network* या फोन की अनुपलब्धता के कारण परेशानी होती है। लेकिन आज की परिस्थिति में अन्य कोई उपाय भी नहीं है।”



Kamla Menon – “I retired from the mothers international school in 2012 and resigned Ncert in 1991. My last designation was principal mirambika free progress school Sri aurobindo ashram Delhi branch. I was taking online English classes with children sometimes 2 or 5 stayed longer and her improving and spoken English was very heartening, the lockdown helped ensure that the children were home and had time to read . It was a discipline for me too to and prepare for class.”



Rashmi Mishra – “Conducted creative writing workshops as an English Language Instructor. It is a commendable effort. It’s heartening to see the effort put in by teachers and interest shown by students.”



Mrs. Mausami Mishra- “Covid-19 has changed the education system dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. However, the adoption of e-learning is taking time due to which attendance is not as expected. But we believe e-learning is the future as it is more accessible. It is on the educators to learn this new medium and make it as interactive and engaging as face to face teaching”



Mrs. Nutan: For me it was a challenging experience with positives and negatives. From my side I was doing my work as I was taking a live class on blackboard. When students responded, it looked as if we were in the class. For studious children it was a good experience. But for naughty children it was just a hide and seek game.

FEEDBACK FROM STUDENTS

मेरा नाम रिशिका गौहान और मैं कक्षा 10^{वीं} की छात्रा हूँ। मैं Inter Generational Learning Centre को वीडियो से सम्बन्ध करती हूँ कि उन्होंने यानि IGLC के सभी बच्चों को Lockdown से भी हमें online classes दी तथा सपा सेंटर को भी धन्यवाद कहती हूँ उन्होंने COVID-19 में Maths offline class दी। यदि COVID-19 में हमें online classes नहीं दी जाती तो हम अपना Exam की तैयारी नहीं कर पाते क्योंकि हम जाओ पढ़ने खुद से पढ़ते और उतनी समझ नहीं आता। और शायद हम विपर में भी कुछ लिख नहीं पाते। COVID-19 के दौरान हमें classes दी गई इससे हमें बहुत लाभ हुआ। Thank You

Name: Faizan Class: 10th

जबसे लाकडाउन लगा है तब से हमारी पढ़ाई पर काफी प्रभाव पड़ा है इस मुश्किल वक़्त में IGLC द्वारा जो हमारी ऑनलाइन क्लास हो रही है इससे हमें हमारे पढ़ाई में बहुत मदद मिली है एवं परीक्षा के समय हमें ऑनलाइन क्लास से बहुत लाभ हुआ है।

नाम -> विकास
 कक्षा -> 9th

लॉन्गटाउन में हमारे पढ़ाई पर भी
 रकस उत्तर पडा है, ऐसे में हमें
 I.C.L.C की तरफ से हमें बहुत मदद
 मिली है, जैसे की परीक्षा के समय
 I.C.L.C की तरफ से जापी मदद मिल
 है और I.C.L.C की तरफ से हमें
 ऑनलाइन पढ़ाई में माध्यम से हमारे
 समय का सही उपयोग हो रहा है।
 मैंने कैंसर की पढ़ाई का नया अनु
 मिल रहा है।

मेरा नाम हेमन्त कुमार मिश्रा है, और मैं आपलोगों
 को पहले धन्यवाद करता हूँ कि IGLC वाली ने
 हमें इतनी मुश्किल समय में पढ़ाया।

और आपलोगों ने मतलब IGLC वाली ने
 हमें बिना किसी शुल्क लिये पढ़ाया
 पढ़ाया ONLINE

उन अधिन्य बुद्धि शिक्षणों को प्रशंसित करता
 हूँ क्योंकि उन्होंने IGLC वाली के लिये और
 हमारे लिये अपना थोड़ा समय निकाल कर
 ONLINE द्वारा पढ़ाया

धन्यवाद:-
 आपका शिष्य हेमन्त कुमार मिश्रा
 कक्षा 8th का छात्र

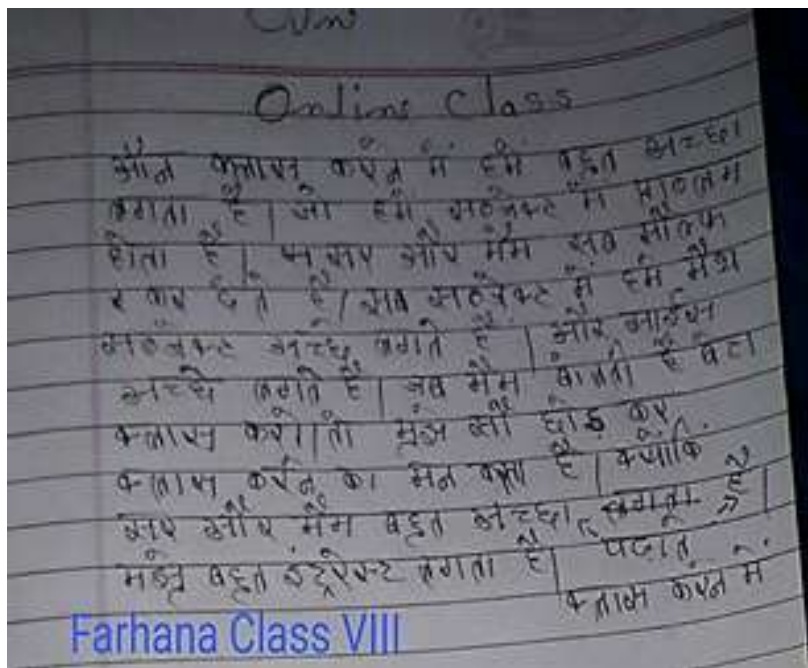
IGLC Name :- Mumuksha Mishra
 Class :- 10th

हम जानते हैं कि COVID की समस्या के कारण हमारी Offline कक्षाएँ नहीं होती हैं परन्तु लॉकडाउन में हम घर पर ही कक्षाएँ लेते हैं और हमारी कक्षाएँ अच्छी Online होती हैं इसलिए कभी-कभी Online नेट की समस्या के कारण हमारी Online कक्षाएँ नहीं हो पाती हैं। परन्तु Online कक्षाओं की सुविधा से हमारी Online पढ़ाई रुकी नहीं है। मैं सभी शिक्षकगणों को शुक्रिया अर्पित करती हूँ कि वे भी इस कठिन परिस्थिति में भी हमें पढ़ा रहे हैं। मैं आशा करती हूँ कि हमारी इसी तरह तरह कक्षाएँ होती रहें।

Online classes

- 1) ऑनलाइन कक्षा आज के समय के सबसे बढ़ी जरूरत है।
- 2) ऑनलाइन शिक्षा इस समय सभी छात्रों के लिए अवसर साबित हुई है।
- 3) ऑनलाइन कक्षा के कारण छात्रों के लिए अपने पाठ्यक्रम को समझना आसान हो गया है।
- 4) ऑनलाइन कक्षा के कारण हम इस महामारी के समय पढ़ाई कर पा रहे हैं।
- 5) मुझे Zoom app पर पढ़ना बहुत पसंद है।
- 6) मैं लॉकडाउन के बाद ही इसी app पर पढ़ना आई हूँ।

Payal kumari
 CLASS 8



Only Holistic Education will help us to make this planet a better place-

Dr Prasun

A STRIVE FOR PROGRESS (QUALITY EDUCATION TO UNDERPRIVILEGED CHILDREN)

PREM NAGAR, DELHI-8

DURING LOCKDOWN: SITUATION OF SLUM CHILDREN'S EDUCATION

This is a report on the educational situation of slum children at PREM NAGAR in Delhi. During the PANDEMIC, based on our observation while distribution of cooked food and dry ration kit in Prem Nagar slum area, we had a discussions with children and parents that apart from ration what problems they were facing and on their explanation the most of them have irregular learning for their children. The report gives a clear picture of the aspirations and dreams of the children and without being judgemental makes a strong call for support we did for these children who are deprived of rights to inclusive learning education and holistic development.



NEED ASSESSMENT –

- THERE WAS NO ONE WHO GUIDED CHILDREN THAT HOW TO UTILIZE THIS TIME FOR STUDY DURING LOCKDOWN.
- LACK OF STATIONARY STUFF.
- THERE WAS NO ROOM/ HALL AVAILABILITY IN A PARTICULAR AREA.
- MOST OF THEM DROPPED OUT CHILDREN AND NO GUIDED HOW TO GET OPPORTUNITIES / ADMISSION IIN REGULAR SCHOOL IN THIS PANDEMIC.

HAI Tried to Mitigate learning Issue :

After assessing and finding the distance learning issue Healthy Aging India and ROTARY CLUB took the initiative to fill this gap of distance learning by E-IGLC learning. Rtr. Aditi Gupta, a student and Director of Vocational Services in Rotary Club of Sri Aurobindo College and the project head of TAALEEM-A beacon of hope, 2020-2021.

OUR BENEFICIARIES :

Right to Education Act (RTE) which describes the importance of free and compulsory education for children between 6 and 14 in India under Article 21 a of the Indian Constitution. We respect this right but HAI cares all children who want to get excellent education under the age of 17 and On the base of it we made :-

- 6 to 12 age group of children (schooling and drop out).
- 13 to 17 age group off children (schooling and drop out).
- There are more than 40 children get all benefits from HAI.

PROJECTS COORDINATOR :

RUPA MAAM AS A RESPONSIBLE COORDINATOR ON THIS PROJECT SHE OBSERVED AND ARRANGED ALL NECESSARIES STUFF AND STATIONARY AS WELL ON THE BASE OF CHILDREN'S LEARNINGREQUIREMENT FOR ALL OVER DEVELOPMENT.

- WHITE BOARD AND BLACK BOARD WITH CHALKS AND MARKERS.
- NECESSARIES STATIONARY; REGISTER, PEN AND PENCIL ETC.
- MADE TIME TABLE AND ARRANGED CLASSES ACCORDING TO CHILDREN LEVEL OF LEARNING.
- ARRANGED NCERT BOOKS AS PER CHILDREN LEVEL (REGULAR AND DROP OUT)

IGLC ANNUAL REPORT 2020-2021

- COORDINATED WITH VOLUNTEERS AS WELL AS TRAINEE STAFF.
- DESIGNED LEARNING APPROACHES AND METHODS ACCORDING TO LEARNERS' LEVEL OF LEARNING.
- HAD DEALT WITH ALL ISSUES OF CHILDREN WHICH AFFECTED CHILDREN'S LEARNING
- IMPLEMENTATION OF EQ LEVEL OF LEARNING IN THE REGULAR CLASS.
- MAINTAINED CHECK LIST AND CLASS ATTENDANCE.

PROJECT TALEEM and E-IGLC

Under project TALEEM and E-IGLC, a Joint venture of HEALTHY AGING INDIA AND ROTARY CLUB .

Greetings!

We are happy to collaborate with ROTARY CLUB to educate the children of Prem Nagar.

Due to the pandemic, we were in a dilemma that how this project would continue as the safety of the underprivileged students and our volunteers were at stake but with the help of Dr. Prasun Sir, we were able to help the students with lack of financial facilities by not letting their studies put on hold. With our offline teaching, students were also provided online classes by elderly educators provided by Dr. Prasun and HAI team.

It was definitely a tough job to travel to distant location and teach the kids in these crucial times but besides all our club and NCC volunteers never denied being there and helped them in all ways possible.

The students were very generous and keen to gain knowledge. Most of the times, we did not have to put into our thoughts what to teach them, they would themselves come up with new things to learn which not only excited them to study but also the volunteers to teach them with even more dedication.



VOLUNTEERS EXPERIENCE:

AMAN TRICOTI

Good Afternoon. My name is Aman Tricoti and I'm from B.sc physical science, second year, Sri Aurobindo College. My experience in Taleem was awesome. I learned a lot of new things, made new friends and I was very happy to spend time with the kids.

The students were very studious and naughty as well but they learn by their hearts and I really enjoyed teaching them. Thank you very much to give me such a chance and opportunity.



SHUBHAM JHA

I am Rtr. Shubham from Sri Aurobindo College. I have been working under this project since starting and this project taught me many things like patience, compassion and forgiveness, Time Management and what not and children, they are eager to learn many things they just need a medium and taaleem provides them that. I hope taaleem will be even greater next year. Aditi worked very hard for this project, I saw her personally that how she used to arrange volunteers and how she managed the project.

POOJA RAWAT

Hello, I am Pooja Rawat from B.sc. Physical Science with Chemistry (2nd year) from Sri Aurobindo College. Firstly, I am so glad that I joined this project a year ago because of my interest in teaching the unprivileged children. It was such an enthusiastic experience working in

Taaleem. One day in every week I used to go there and every time there used to be a different excitement inside me about how to teach them, what's new I can tell them and so much . I also learned a lot from the children and came to know about their problems they face on educational background. Some of the students are so bright and some



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are very eager to learn something new and interesting like Mehak , Sakina, Khushboo and many more .

At last I want to say that it was a splendid feeling for me to teach those kids. I can never forget the times when I teach them and every moment of that time is priceless and fabulous.

ANIKET VERMA

This is Aniket Verma from Delhi University pursuing BSC physical science with chemistry. I joined project Taleem in Rotaract club. It's very wonderful project and I learn many things from students. Sometimes I used to feel a little demotivated with a few kids not concentrating to study but that's what our job was to teach them and keep motivated.



KULDEEP SINGH

My name is Kuldeep. First I want to thanks ROTARACT CLUB OF SRI AUROBINDO COLLEGE for giving me this golden opportunity. I am glad to be part of this project "TAALEEM". A Big thanks to Aditi Ma'am who believes in me and add me on this. Now about the children, those were very precious moment for me, the children were very excited to learn . I wish that this project will achieve success, this project is very much beneficial for those who are not able to continue studying due to many issues.



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AGAM MISHRA

My name is Agam Mishra. I am pursuing BA Programme , 2 year . When I firstly joined the Rotaract, I Heard about this project from a friend then I visited that place where we used to teach the students of slum area I was very happy to join this project as it not only developed my teaching skills but also gave me a way connect with those kids and get to know them.



TANUJ SHARMA

Hi this is Tanuj Sharma of B.A prog. 2nd year of Sri Aurobindo College. Being a part of NCC, I got to be a part of this project. I feel blessed to be a part of such project and I would like to thanks NCC and Rotaract Club. Teaching unprivileged kids was the best opportunity that I have ever got. In the first few days the response was not good but after some time their response was astonishing. Both young boys and girls were interested in learning something new. And the smile on their face radiated positive energy and gave me the motivation to teach them more wisely. Most important thing I learned from them was to be happy even in bad situations.



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ANSH

I am Ansh.

Being a member of such a nice project like Taaleem is an opportunity of great honour. Spending time with such nice children, teaching them and playing with them was such a nice feeling and I would love to continue with this opportunity with the best possible effort I can give from my side.



MANSI

I am Mansi from BCom(p) 1st year, Sri Aurobindo college (day). It was a very good experience working in Taaleem project. I wanted to help them to learn more and on the other hand I think it was good to have had the experience because it made me more discipline. They were pretty notorious at times but still did justice to our efforts.



VISHAL

I am Vishal, student of Sri Aurobindo college, 2nd year. I joined TALEEM project. I experienced that there are colors and vibrancies in the children. Their activities and grasping power are full of energy and I feel very wonderful and happy to teach them. I am glad to have had an opportunity like this.



VIVEK

Hello, my name is Vivek and I joined project Taaleem. It was a blessing teaching them not only they learnt from me but I also got a insight of them. I made few friends also and I enjoyed spending time with them.



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TANNU

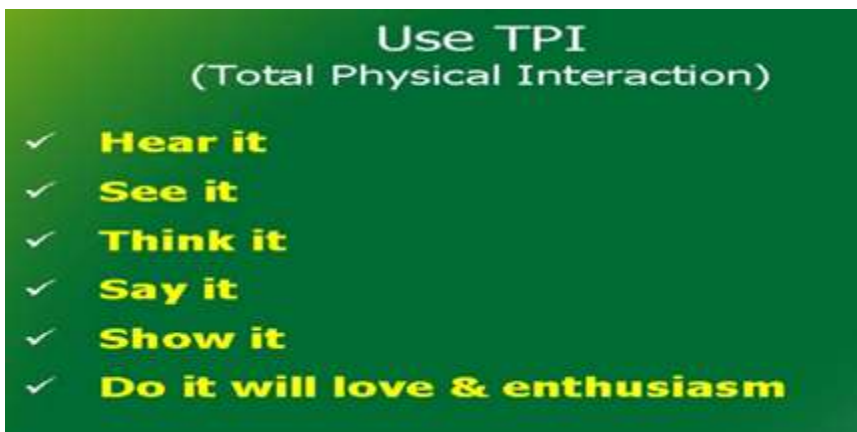
I am pursuing BA Prog 2 year from SAC (M). When I joined Rotaract, I heard about project Taaleem, and I really wanted to join the project but the distance from my house was so long but at last I had joined it. There we had to teach kids of class 3rd to 8th. It wasn't that much easy because it took lot of time to make the students understand each and everything as each student was different in its own. But when we visit there the students greeting us politely by just saying small words like good afternoon mam, makes my day.

Overall, the project gave me these little good friends and I had a great time going there.



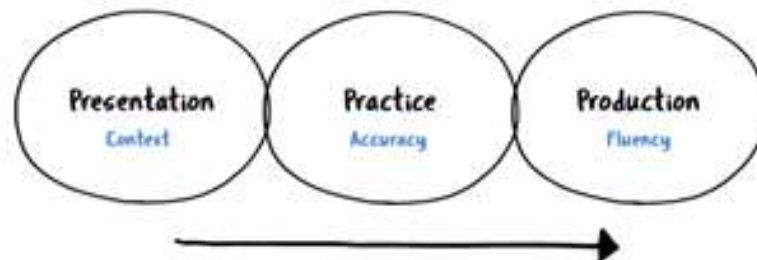
METHODOLOGY AND APPROCHES :

TPI- Total physical Interaction

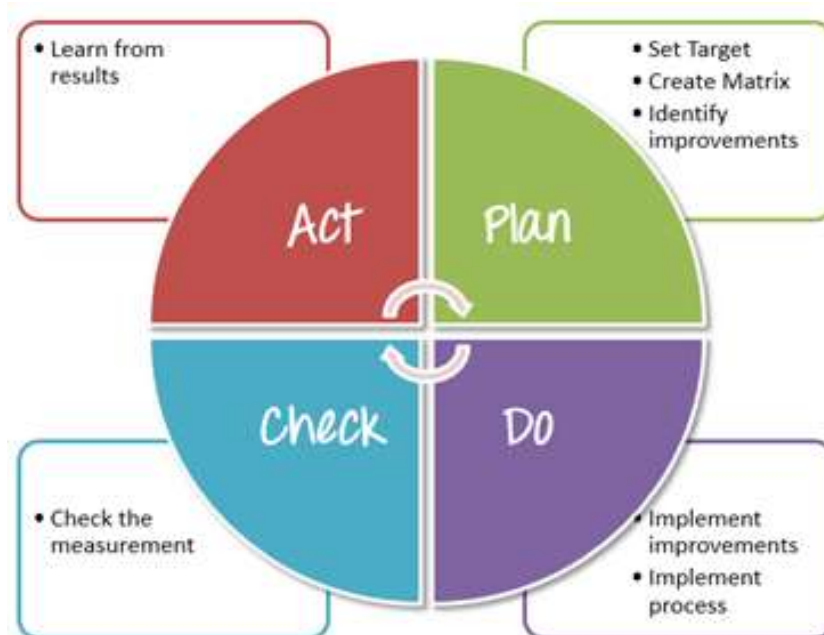


- Play way methods.
- Story tells
- Individual and group activities
- Peer activities
- Chalk duster /black border activities

Presentation, Practice, Production (PPP)



www.teflteacher.com



Application Of -

- Child centered approach
- Piaget's theory of cognitive development
- Understanding individual difference
- To Provide appropriate opportunity to the students for creative expression
- Burner's theory of active learning
- Socratic learning of active participation
- Positive and negative reinforcement
- Adjusting methods and strategies of teaching

- Description of topic with proper examples
- Active involvement of educator
- Educator tried well to encourage all the students so that they could able to answer
- Class was listening carefully and participated with interest
- Educators used the black board and asked some students to solve the question, some of them solved the answer correctly.
- Focused on every students
- Energetic attitude of educator
- It is also very essential to understand individual differences such as some of them were writing dictation very slowly so in this situation educator should do the class activity according to them and motivation should be there for more participation in class activity
- Elaboration of each answer related to the class assignment with problem solving technique on blackboard.

CASE STUDY

The purpose of this paper is to present one child with learning difficulties writing process in a multigrade rural area of Prem Nagar. It presents Rashid's case. This boy lives in slum area of Prem Nagar. He shows special educational needs about learning. He never had specialized attention because he lives in a marginalized rural area. He was integrated into a regular school, but he faced some learning difficulties. He was always considered as a student who did not learn. He got difficulty to solve the comprehensive situation in some subjects like English subjects and reasoning. Therefore, we observed his text and described how the child wrote a list of words with and without image as support. Analysis consists to identify the child's conceptualizations about writing, his ways of approaching, and difficulties or mistakes he makes. The results show that Rashid identified letters and number by using pseudo-letters and conventional letters. These letters are in an unconventional position. There is no relationship between grapheme and phoneme yet, and he uses different writing rules. We consider his mistakes as indicators of the learning process.

Involvement in this study: Rotaract club's volunteers and our trainees used different methodology of learning, hearing and writing therapy. Now Rashid is able to recognize letters and words with comprehensive.

Focus area in this study

- reading difficulties
- learning difficulties
- writing learning
- reading process
- writing process

LESSON PLAN SAMPLE

LESSON PLAN - 1

(SUBJECT)UNIT/TOPIC: English/Vowel DATE/DAY: 12/2/21 Friday

AGE GROUP OF CHILDREN: S/17 Age TOTAL PRESENTS: 28

OBJECTIVES:
 LEARNERS WILL BE ABLE TO KNOW: English Vowel
 LEARNERS WILL BE ABLE TO UNDERSTAND: English Vowel and Revise it
 LEARNERS WILL BE ABLE TO SOLVE PROBLEMS: Related to Vowel in School task.

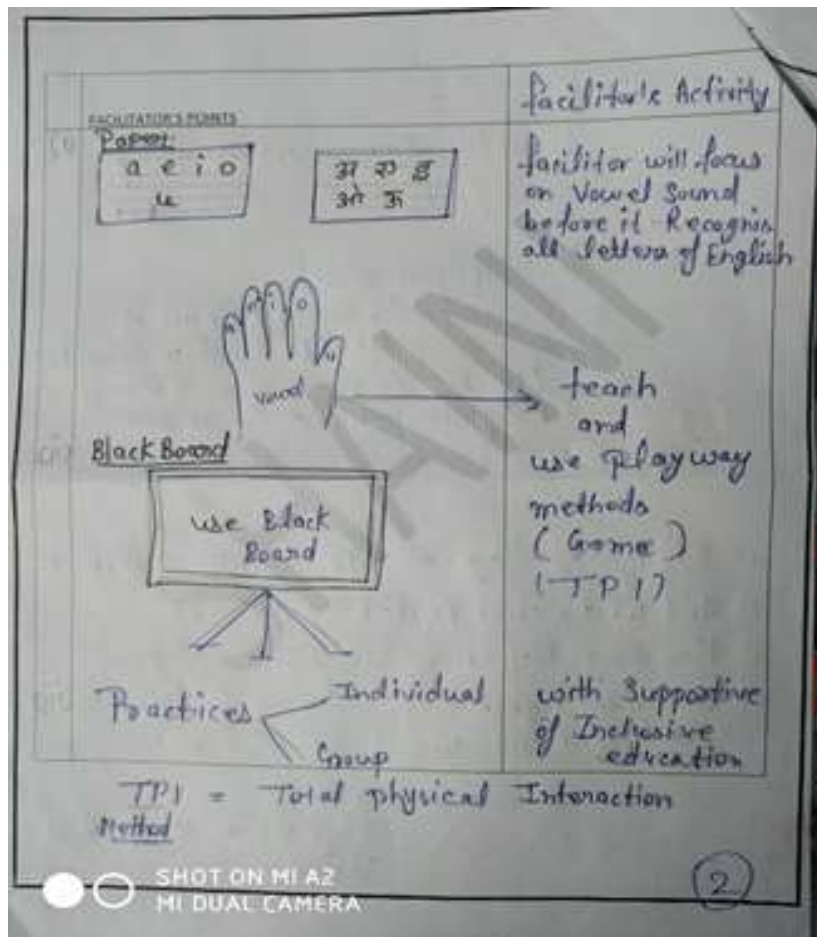
PREVIOUS KNOWLEDGE: Learners are aware of 26 letters of English and recognise each letters as well (and observe)

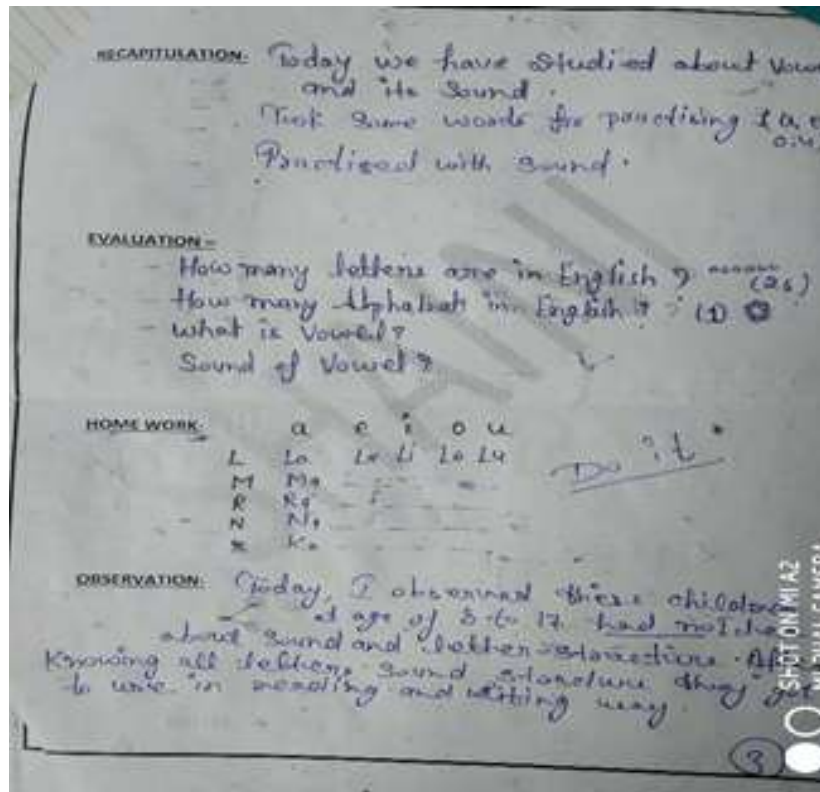
SET INDUCTION:

FACILITATOR'S ACTIVITIES	LEARNERS'S ACTIVITIES
1) Which Subject do you all like most?	Maths, Sst, Hindi
2) And what's about English	Silent
3) How many letters are in English?	?
4) How many Alphabets? and Consonant/Vowel	Confusion "

Announcement of the topic - Today, we will study about Vowel.

SHOT ON MI A2
MI DUAL CAMERA





LESSON PLAN SAMPLE

- Develop an atmosphere of reading
- Encourage open and sincere communication
- Focus on your children's interests
- Introduce and encourage different types of learning styles
- Make learning fun through game-based learning
- Focus on what they are learning, not his performance
- Help your children stay organized
- Recognize and celebrate achievements
- Focus on strengths
- Make every day a learning day

- Increased in numbers of children day by day .

After one year's difficulty HAI tried best for children learning and fulfill the gap between learners and educator .Educator and volunteers evaluated more than 40 students according to their learning capacity that most of them got much better position in their learning and trying to keep it in their learning process.

FUTURE PLAN

After getting 1 year achievement HAI is still trying to reorganize this project for learners in that learners could be performed on digitally platform (protector/ screen) and there is one more challenge which is still facing that find a better place for learner so that they learn with productivity (room and hall) because of again lockdown happened this work is pending but HAI is continuously giving effort for creating learning environment at Prem Nagar slum area.



The Corona Crisis has forced the underprivileged children to be dropped from the usual education system. Without education they will again enter the vicious cycle of illiteracy, unemployment and poverty. Our project aims to connect the homebound Senior Mentors with these underprivileged children in an effort to bring these children back to the mainstream education system. I am thankful to the Senior Mentors and the staff of Healthy Aging India for the cooperation and the immense effort they are putting in to make this project successful.

LIKE STARS ARE TO THE SKY, SO ARE THE CHILDREN TO OUR WORLD. THEY DESERVE TO SHINE.

- DR PARSUN CHATTERJEE

