

the end. The KM team wondered that if only five days of sessions around stories could work such wonders, then what would be the impact on learning if such sessions were permanently included in the curriculum? Simple strategies such as peer learning, listening to the speaker, responding in bilingual or even mixed language, accepting each other's perspective, reinforcing previously learned knowledge, working as a team, etc., need to be included in the curriculum of children. The moment they gain authority over their learning, the real magic of learning begins. This was experienced in all the groups when children were encouraged to present their work and KM team members took a backseat and watched them perform. They did not merely take charge of the position they had got, they even justified it by helping and supporting each other. This report will be incomplete without saying that no child in this world is born a blank-slate- *tabula rasa*- on which society can write and train as they please, humans capacity for creativity and learning is internally linked to his innate complex structures. This makes every child has his/her own story. This is one of the first resources that empowers a teacher, allows the teachers to give recognition to the experiences of the students and lead them to the path of growth and empathy. There is a need to recognize, accept and respect stories in order for children to have rich childhood that nurtures their experiences and let them grow to be empathetic human beings.

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Forthcoming Events

June

16th International Asia TEFL Conference

Date: 27-29 June 2018

Location: University of Macau, Macau SAR, China

Call Deadline: 31st January 2018 (Abstract)

Conference information page link: <http://www.asiatefl.org/main/main.php?main=2>

The European Conference of Language Learning 2018

Dates: 29 June - 01 July 2018

Location: Brighton, UK

Organization: IAFOR

Deadline for abstract submission:

Early Bird Registration: February 15, 2018

Final Abstract submission: April 16, 2018

Conference information page link: <https://ecll.iafor.org>

July

2nd International Conference on Linguistics and Literature (ICLL 2018)

Dates: 20-22 July 2018

Location: Rome, Italy

Organization: ICLL

Deadline for abstract submission: 5 March 2018

Conference information page link: <http://www.icll.org>

August

Language, Individual & Society 2018, 12th International Conference

Dates: 26-30 August 2018

Location: Elenite, Bulgaria

Organization: International Scientific Events

Deadline for abstract submission: 31 January 2018

Conference information page link: <https://www.sciencebg.net/en/conferences/language-individual-and-society/>

September

International Conference on Globalization, Literature and Culture Conference

Dates: 7-8 September 2018

Location: Pune, India

Organization: Higher Education and Research Society, Navi Mumbai

Deadline for abstract submission: 7 September 2018

Conference information page link: <http://herso.org/call-for-papers/>

October

19th International Conference on Teaching, Education & Learning (ICTEL)

Dates: 24-25 October 2018

Location: Colombo, Srilanka

Organization: ADTEL (Association for Development of Teaching Education and Learning)

Deadline for abstract submission: 15 February 2018

Conference information page link: <https://www.adtelweb.org/2018---19th-international-conference-on-teaching-education-and-learning-ictel-october-24-25-colombo-about-60>

November

5th ICRTTEL 2018 - International Conference on Research in Teaching, Education & Learning

Dates: 14-15 November 2018

Location: Singapore

Organization: Eurasia Research

Deadline for abstract submission: 15 July 2018

Conference information page link: <http://eurasiaresearch.org/conference/singapore-icrttel-14-15-nov-2018>

44th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition (JALT 2018)

Dates: 23-26 November 2018

Location: Shizuoka City, Japan

Organization: JALT

Deadline for abstract submission: 12 February 2018

Conference information page link: <https://jalt.org/conference/jalt2018>

Shiksha Sambal Project

Started in 2008, *Shiksha Sambal Project* is a unique attempt at addressing the issue of providing quality education to underprivileged rural children at the senior school level. It involves hopefully a constructive and lasting partnership between a corporate agency, a non-government trust, civil society and the government. Started by Hindustan Zinc Limited (HZL), the project really picked up momentum when it joined hands with Vidya Bhawan Society (VBS), Udaipur along with the Rajasthan Education Department in 2016. In most comparable cases of such partnerships, the focus has invariably been on deliverables; in this case, the focus is on sustained appreciation of each partner's work, levels of conceptual understanding of children, training of FIs and continuous on-site and on-line support. Though HZL insists on improvement in the board results, it does not in any way minimize conceptual clarity among teachers, FIs and children.

Located in 57 **Government Secondary and Senior Secondary** schools in 5 districts (Udaipur, Rajsamand, Chittorgarh, Bhilwara and Ajmer) of Rajasthan, *Shiksha Sambal* engages with about 6000 children, 150 teachers, 80 Field Instructors (FIs), 50 HZL employee-volunteers and resource persons from VBS in strengthening the quality of education. This may indeed prove to be a model for multiplying similar programmes on a large scale, given that there is not much hope from the government. The focus of the project is conceptual clarity in Science, Mathematics and English and improvement in board results. The effort is to ensure that underprivileged children do not lag behind in society because of lack of infrastructure and academic support. *Shiksha Sambal* believes that like all other children, these children have an innate potential for understanding and creating knowledge.

Academic and Infrastructure Support

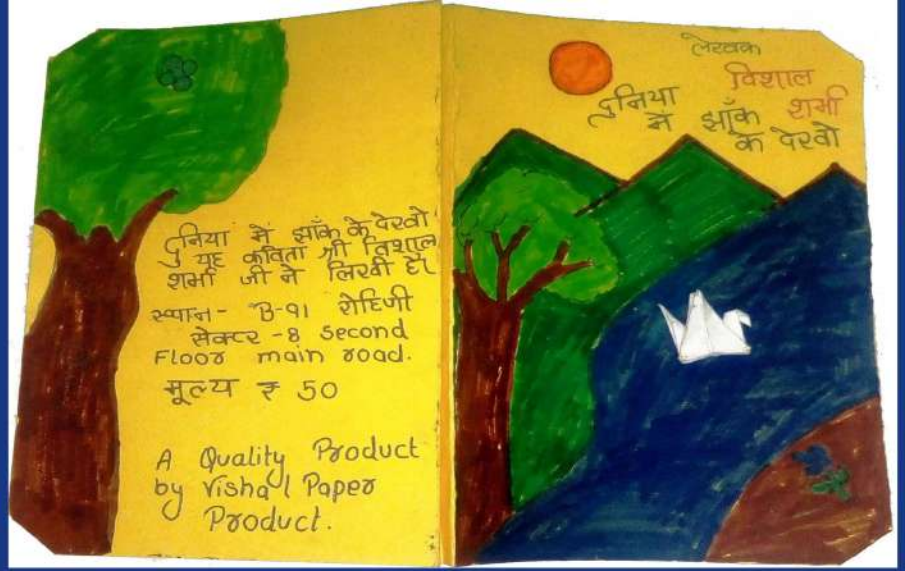
The Education Resource Centre of VBS undertakes the responsibility of providing on-site and online support to teachers and FIs in addition to regularly conducting orientation and subject-specific workshops. The VBS teams visit the schools and interact with children, teachers and FIs trying to resolve their problems; they also observe classroom processes, collect feedback on the use of worksheets prepared by them for children and document their visits. HZL has tried to improve the infrastructure in significant ways. Schools have libraries and book banks now and all children are provided with materials that may be necessary for their academic growth; all schools also have access to teacher geometry boxes, basic science kits and microscopes.

Intensive summer camps are a special feature of the *Shiksha Sambal* project. In these camps, children come from all the project schools. The Udaipur camps lasting over a month have a demanding time-table; mornings starting at 5.30 am are devoted to physical exercise and Yoga; the academic work is undertaken during 8.30 am to 1.30 pm. Followed by a rest period of two hours post-lunch, the evenings are devoted to reading, storytelling, sports and cultural activities. Conceptual clarity and creative articulation are at the heart of these camps.

(Excerpts from an article published in *Deccan Herald*, July 4, 2017)

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'There are many aspects of human emotions and knowledge which cannot find expression in words and must therefore get spaces in 'lines and colours, sounds and movements'.

Tagore



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