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Namaskar Everyone,

Friends this is festival time. For me festivals mean merriment, fun, renovation, decoration, visitors and celebration. And celebration means coming together. We all get together to meet, greet and connect with each other.

Yes connect. But why only on festivals? Why not everyday? If we value relationships it becomes really important that we do not lose connect with those we love.

In teaching profession, our valued and significant relationships are amongst the stakeholders; the children, the teachers, the HoS and parents. All of us desire to provide quality education to the children. It is therefore desirable that we all share a strong bonding.

For so many years at the education front things have been moving at a snail’s pace. But now we can see that things are changing for the good. It is heartening to see teachers bonding well with the students. Now students confide in them, trust them and feel that their teachers keep their promises. They feel loved and cared for.

I also feel happy to share that my friends in the schools are trying and learning to create a space for free, fearless and a safe environment where the child has the autonomy to explore. The heads of the schools as well as our teachers have begun to place the importance of maintaining a cordial relationship with each other. The schools have also come to realise the value of parent resource and are, communicating with them more often leading to better understanding.

In this EDit, the experiences shared by teachers, Mentor Teachers, Learning Managers and Heads of schools shows how they were able to make a connect with different stakeholders. It was also a bliss to see children expressing through art forms.

I hope I will be touching your heart through this issue. Happy reading and wishing all a Shubh Deepavali.

Sunila Bhatia

Mentor Teacher, DOE Delhi

Guest Editor: October – December, 2017
quarterly highlights

LEADERSHIP SHOWS THE WAY

The third quarter of the year is always exciting. All the planning and exercises start to bear fruits. Also, it is the second half of the year, and hence an urge to try and fit in so many things in the year. It was the same for CE. After the Facilitator Development Workshop in Himachal Pradesh, it was time for the new facilitators to get going. Following the core sessions, the cluster level sessions in various schools started with great energy. And it has been fantastic to witness such enthusiasm among the motivated Facilitators. It is truly a scenario now where CE isn’t driving the Facilitators, but they are the ones driving the Leadership Development Program!

SharED has grown in stature and reach. This is only a manifestation of the work that we do. But when we talk about Education, we want to take a holistic view through every possible stakeholder’s eyes. Therefore, in this SharED we took the opportunity to bring on one platform some great minds to take a stock of whether or not we are all aligned on the common purpose of Education. There was no one or two speakers from a school, but an entire panel of thinking and progressive minds who, in their own ways, are working relentlessly for the betterment of the Education system in Delhi. Moderated by CE’s Founder-Chairperson Darshan Bhat, the panelists included former Vice Chancellor of NUEPA Professor R Govinda, Principal of Hari Nagar RPBV Ajay Choubey, BP Pandey from the DoE and Ravi Gulati of CE. The SharED was attended by many of the new Facilitators, Mentor Teachers and research scholars they had a lot of questions and suggestions which ensured a very interactive session.
'Head of school' -- they may seem just three words written together but that mean a huge responsibility. He/She has to provide a safe and nurturing environment in a school for which it is essential to have connectivity between teaching staff and head of the school. The ability of the HoS to get all the members of the organization to perform and share the same vision is the biggest task. This is where the Head Teacher has to have the ability to take the lead and actively push things forward because he/she remains the 'chief instigator, promoter and guardian of that vision.'

The school is not run by just one person. It involves teachers, students and other supporting staff members. Many policies are made by the government to ensure betterment of the students and here comes the role of HoS to make sure they are implemented well. Else it is a work of fiction. They are in a better position to identify needs for improvement because of greater contact with outside agencies at the same time. School Heads are expected to be the managers of improvement, creating in their schools the right atmosphere for it to happen. It is a multi faceted job where one should also have the skills to prioritize, schedule and get the work done. Apart from providing the right environment for teaching learning, the school must also have...
a clean and hygienic environment. He/She must uphold the quality through monitoring infrastructural development of the school.
In order to lead school effectively, manage and participate in all activities for the all round development of students to make teaching learning process most effective. The best talent of the teacher should be identified. It is essential to make positive culture to ensure all the staff feels valued and supportive. Also it is necessary to address the diverse needs of children with the help of a teacher. The school should rise above the confines of conventional teaching. A sense of responsibility should guide everyone to contribute to the welfare of the society. The relation between the HoS and teaching staff is a delicate one, which cannot be tightly gripped as it will curb the originality and individuality of the teacher. Neither can it be be loose, as it will cause chaos. The relation has to be a right mixture of motivation, professionalism and democracy.

PERSONAL EXPERIENCE
At the beginning of my career as vice principal, just after 3 months I was placed in a school where a girl died of electrocution. I was then the HoS/DDO of school enrollment of 3200, classes KG to XII.
When I entered the school, the teachers were shaky, students were terrified and parents were invasive. It was a daunting task to handle this situation. I took a staff meeting and initiated that a register for safety should be maintained where teachers taking last period will sign and ensure that the number of students were same as morning. The students were also escorted till the gate to avoid a chaos. Slowly, parents were reassured of student’s safety. Students were also given safety sessions by class teachers. These efforts gave confidence to all stakeholders, students, teachers, parents, SMC members. Though it was with the help of all of them only.
It was a learning exercise for me too as I understood the value of working together.
We all have seen the movie ‘Taare Zameen Par’ and have watched the character, Ram Shanker Nikhumbh, an art teacher, who not only touched the life of the child but also transformed it. His sensitivity, actions and caring behaviour transformed the child’s life. This is how teachers are expected to behave in the classroom and with their students. Every child is special and their need is unique. But the common factor is love and of being connected to them.

Times have changed. The ‘I teach-you learn’ method is fading away. This means, a teacher cannot employ a particular method to fulfill the requirements of children. Firstly the teacher has to build a connection with its students for long lasting results. A teacher has to build trust among the students. It’s a gradual process.

He/She must keep in mind that they should put their words into action. This builds up trust and finally connection is established. Sometimes I have seen in my classroom, that sharing personal information about one’s life immediately connects the teacher with the students. Students are keen to know about teacher’s life and quoting examples from your life helps in developing personal relationship.

Teacher must have good knowledge of her subject. Content taught in the classroom has to be well planned. Students connect more when the teacher is open to discussions. A teacher must be open to learning too. We too learn as we teach. In discussions, they establish effective communication. I have experienced this in my classroom.
When I joined mentor teacher program in April last year, I had my task cut out. And that was to work with the teachers of my five schools to brighten up our classrooms. But before I could do that I needed to do something else. And that was to build a relationship with my fraternity across five schools. The question playing on my mind back then was: “How would I do that?” The challenge indeed seemed daunting.

The classes were overcrowded, our teachers massively overburdened and our infrastructure woefully inadequate. And I hardly wanted to come across as yet another irritant impeding their functioning. So I needed to approach this issue very delicately.

I decided to make an honest & sincere effort involving a two pronged strategy. One was to hold a series of meetings with them in order to learn about their common as well as individual problems. And the other one was to upgrade myself as a teacher & as a facilitator to be able to make meaningful contribution to their classrooms thereby facilitating their growth.

And there indeed were some hiccups initially. For example, many senior teachers in two of my schools did not initially
take kindly to my proposal of discussing their classes & teaching strategies with them, but my humility came to my rescue. So I persisted and the strategy helped me gain acceptance as they gradually started to treat me as one of their own with whom they could share their grievances.

Another opportunity was the class observation practice. From the outset, I was clear that I would not enter a class at random like an inspecting authority. I would rather inform them one or two periods in advance and take them into confidence about class observation.

Plus I would prominently discuss their strengths while communicating to them the areas where they needed to improve in the form of suggestions.

In short, I would respect their dignity & space but would also share a concise feedback rather than a general, in the air observation.

In the meantime, our government also rose to the occasion and steadily cranked up the infrastructure of our schools in Delhi apart from coming up with several other ‘out of the box’ initiatives- the most notable among them being the TDC program. The most significant factor in facilitating this process, however, has been Jeevan Vidya. And my skills & confidence have been considerably strengthened by its two legendary teachers- Som Tyagi & Yogesh Shastri. These two remarkable people and the content they teach have taught me the importance of understanding and appreciating a human being before actually working with them. Moreover they have brought about a paradigm shift in my thinking by explaining to me that in existence, there is no such thing as competition. There is only cooperation.
We have collated what children from various Government schools of Delhi had to say about their classroom, teachers and the experience of school as a whole. Even if with a pinch of salt, let’s hear their innocent thoughts...

बच्े क्या सोचते हैं?
WHAT STUDENTS THINK?

मेरी टीचर
मेरी टीचर प्यार करती है,
प्यार करती है, दुलार करती है।
मुझसे जब गलती हो जाये,
सुधार करती है।
बुध बनाए, सब को कराए,
जब जो पढ़ाए, सब समझ में आए।
ऐसा दो तैयार करती है,
मेरी टीचर प्यार करती है।
रचना (X-E)
बीर सावरकर सर्वोदय कन्या विद्यालय

Pooja Bidhuri Primary Teacher, Kiran and Manpreet (Class V)
कौन समझे गया, दकस से कहूँ।
मम्री नहीं रही, भगवान ने ले ली,
शिखा (X-B)

पिंकी की मम्री को दीच्छर समझाए,
पूछो इससे रोज़ क्यों न आए,
छुट्टियाँ इसने की हुई हैं।
तान्या (IX-E)
सर्वोदय कन्या विद्यालय नंबर २, कालकाजी

प्रत्य एडिटर टीचर मीटिंग है।
में खुश हूं, मेरे अच्छे नम्बर आए,
पिंकी ड्री हुई है।
स्कूल तो सूक्त हुआ है,
पापा बोले वाह भाई वाह,
मन में गुरुगुरी सी हुई है।
बिस्कुट साथ चाय भी फिलाई,
प्यार से मुझको डांट भी खिलाई,
मैं तो सब्बिल में गलती हुई है।
पिंकी की मम्री को दीच्छर समझाए,
पूछो इससे रोज क्यों न आए,
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तान्या (IX-E)
सर्वोदय कन्या विद्यालय नंबर २, कालकाजी

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तान्या (IX-E)
सर्वोदय कन्या विद्यालय नंबर २, कालकाजी

प्रत्य एडिटर टीचर मीटिंग है।
में खुश हूं, मेरे अच्छे नम्बर आए,
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छुट्टियाँ इसने की हुई है।
तान्या (IX-E)
सर्वोदय कन्या विद्यालय नंबर २, कालकाजी
एक अद्भुत अनुभव

सुनीता भाटिया
शीर सावरकर सर्वोदय कन्या विद्यालय, कालकाजी, दिल्ली

बाहर हेमभुकले सर्वोदय बाल विद्यालय, लाजपत नगर में कुछ बच्चे जो दिखते तो मुख्य भारे में थे पर उनके अभिभावक उन्हें विद्यालय नहीं भेजते थे। इन माता पिता का पेशा सजावटी घोड़े बनाना है और बच्चे उनके पैतृक पेशों में सहायक हैं।

प्रधानाध्यापक बी.से. इमामा जी तथा कला शिक्षक अममत जी ने बच्चों को विद्यालय भेजने के लिए माता पिता को तैयार किया। आश्वासन किया कि ये बच्चे पढ़ने के साथ-साथ कला की कक्ष में अपनी कक्ष का अभ्यास आरोग्य रखेंगे ताकि वे अपने माता पिता की मदद भी कर सकें। यह अपने आपमें एक अनोखी शूरूआत थी।

अविश्वासी रूप से संदर घोड़े और मधुबनी चित्र, इन दोनों कलाओं का प्रदर्शन प्राकृति मैदान के टेड फेयर तथा इसी प्रकार के स्थानों व में हुआ तो बच्चों को वाहवाही के साथ एक पहचान भी मिली।

अविश्वासी बाम ये हैं कि प्रधानाध्यापक व अन्य अध्यापकों की संवेदनशील समझ तथा प्रायोजनों के कारण ये बच्चे विद्यालय के अंदर हैं, बाहर नहीं।
WORKING TOGETHER

DR. B.S. RAWAT
TGT N.SC
SHK, GSBV, LAJPAT NAGAR

The role of an HoS and School Management Committee in managing the change in education today and tomorrow remain the most debated issue. The HoS being the Chairperson of the SMC itself, has the responsibility of making consensus through long and open discussion on various issues relating to the smooth functioning of school as an institution. The difference in opinions of the HoS and other members -- the teacher members and parents, the HOS and the nominated members sometimes are of prime importance for the qualitative improvement in the education. But the reality takes a turn when the vested interests of the members dominate over the welfare of the students. The desired cohesion disappears and the relations of the HOS and the other members of the SMC start searching for hierarchy and privileges, the rights rather than the responsibilities.

On the other hand where the SMC functions cohesively and works for the welfare of the students it can bring the desired change. The parents can be brought to school by the SMC, the issues which cannot be addressed at school or community level may be raised and resolved by governing body through nominated members. To some extent the very objective of constructing the School Management Committee in Delhi Govt. schools is achieved, where they are ready to accept challenges, accept their responsibilities towards school and society. It is true -- those who invest their energy in fulfilling responsibility, earn the honor and right to say itself.
Together we can give our children the roots to grow and wings to sour high in the sky. Parents involvement lays foundation for teacher’s achievements and student’s success.

A student spends less than one fourth time of the an academic year inside the school. Owing to this fact, the forces that work outside the school should also be accountable for performance and achievement. The role and responsibility of parents is of Herculean nature. Building parent teacher relationship leads to enhanced teacher student bonding resulting in improved performance of both.

Evidences have proved that parental involvement benefit students raise their academic achievement by increasing motivation, behavioural polishing, regular attendance and in general positive attitude.

Keeping these vital facts in mind regular parent teacher meeting have become an integral part of school schedule in Delhi government schools. To extend the work further open house, phone calls, radio broadcast, messages on mobile, columns and handouts in newspaper, and website access is made available to parents.

Parents help teacher to know student’s habits, their expectations, their schedule of watching T.V. and other activities. The teacher in-turn can guide parents to re-schedule their ward’s activity schedule leading to joy and satisfaction of all.

In this way teacher, a compass activates the magnets of curiosity, knowledge, and wisdom by connecting home and school, making us all a great community of learners, sharing a commitment between dedicated teachers, motivated students and enthusiastic parents, all with high expectations.
साथी हाथ बटाना...

सुमन रावत
dि.जि.दि. विद्यालय और मेंटर टीचर, शिक्षा निदेशालय, दिल्ली

अपने शिक्षक प्रबंधक (LM) बनने के दौरान मुझे साथी शिक्षकों से संबंध बनाने सबसे आवश्यक लगा, क्योंकि संबंध बनाने की आवश्यकता मानव के लिए सबसे अधिक है। मानव सामाजिक जीव है, अकेले रहकर तुष्टि नहीं पाता। समस्याओं का समाधान नहीं पाता। एक शिक्षक विचार में छात्र-छात्राओं, उनके अभिव्यक्तियों, प्राथमिकता तथा साथी शिक्षकों के साथ रहने से ही स्वरूप को प्रमाणित और प्रेरित कर सकता है। अपने छात्रों को भी सहयोग और साझेदारी से सीखने और समझने की प्रेरणा दे सकता है। ज्ञान होते हुए भी हम अकेले रहकर अपने छात्रों और समाज को प्रेरित और लाभान्वित नहीं कर सकते।

शिक्षक साथियों को जानना बहुत उपयोगी होता है। जब तक हमें एक-दूसरे को समझ नहीं पाते तब तक एक-दूसरे को जान भी नहीं पाते। बिना एक-दूसरे को जानने के लिए हम उनके गुणों, क्षमताओं, दृष्टियों, उन सीमाओं का परिचय भी नहीं पा सकते। अतः साथियों से सहयोग लेने और उन्हें सहायता देने की आशा भी नहीं कर सकते हैं।

हर मानव कभी मेरी ही समाज सरकार और कभी मेरी ही समाज तुलना है। मानव में ऐसे बढ़ते से गुण होते हैं जिनको मुझे मान देना चाहिए क्योंकि अपने गुणों के कारण वह उस समाज का अधिकारी है। समाज ही वह कम है जिससे हम अपने साथियों के साथ विशेष पूर्वक जोड़े रहते हैं। 

व्यापक सभी साथियों को सुनना और उनकी समस्याओं की तरफ समृद्ध ध्यान देना किसी के प्रति विश्वास व्यक्त करने का सबसे अच्छा तरीका है। मैं उनकी तरीका अपनी अपने साथियों के साथ ऐतिहासिक प्रभाव बढ़ता ही अच्छा रहा।

अपनी कक्षा के दौरान सभी के लिए सोचना और उपयुक्त सुझावों को अपनाना: मेरी कक्षा में अक्षर कोई भी मुझे मेरी कक्षा में बताता या मेरे विश्वास को और अधिक प्रभावी बनाने के लिए सुझाव देता तो मैं सहयोग उन सुझावों के अपने विश्वास कार्य में शामिल करता और साथियों से प्रति पुष्टि (फीडबैक) जरूर करवाता। ऐसा करना मुझे स्वयं को बेहतर बनाने का अवसर प्रदान करता है।

अपने तथा साथियों के अनुभव साझा करना: परिस्थितियों के अनुसार उनके अनुभवों का उपयोग अन्य साथियों की
प्रेरित करने में करना। LM बनने के दौरान साथी अनुभवों के साथ अनुभव साझा करते हुए मुझे कई साधियों के ऐसे गुणों की जानकारी मिली जो 4 वर्ष तक साथ काम करने के बाद भी हमें से किसी को नहीं थी। ऐसे कई अवसर आये जब किसी एक साथी द्वारा अपनाई गई योजनाओं का लाभ अन्य साधियों द्वारा अन्य साधियों में अपनाया जाने पर उन्हें भी अच्छी प्रतिक्रिया मिली।

इसका एक उदाहरण देना चाहती हूँ। रिया बारहवीं कक्षा की एक छात्रा और अच्छी छात्रा थी पर पढ़ाई में विलुप्त ध्यान नहीं दे पाती थी। LM परिचायक के दौरान यह बात मेरे सामने आयी और मैंने रिया से बात की तो पता चला उसकी माता-बाबा चल रही हैं और उसे पर का सारा काम करना पड़ता है। रिया की बहन पलक की आठवीं कक्षा की छात्रा थी और वह घर के छोटे-छोटे कामों में बहुत मदद करती थी। पलक को बुला कर उसकी तरीकी का अंश कि वह बाहर अपने बाड़ी की मदद कर उसे अच्छे अंशों से पास होने में मदद कर सकती है। पलक सहायता भी हो गई। एक सप्ताह बाद रिया थे पर आई तो मैंने पूछा “आज तुम बड़ी खुशा लग रही हो क्या बात है? “मैं पलक मेरी मदद कर रही है। मैं अब पढ़ाई थीक से कर पाती रहती हूँ।” ऐसा इसलिए हो पाया क्योंकि हम सभी साधियों ने समस्याओं को साझा भी किया और मिलकर समाधान भी किया।

स्वयं का उदाहरण बनाना साधियों को प्रेरित करने का सबसे भावना तरीका है। इससे मेरी राय को समान मिलता है और मेरी बातों को गंभीरता पूर्वक लिया जाता है। विद्यालय के कई कार्यों के लिए मैं प्रवास कर रहा करती थी तो मेरी साथी अनुभवों भी आवश्यकतानुसार विद्यालय में रूक कर कार्य कर लेती थीं।

साधियों के उत्क्रान्त कार्य के प्रशंसा कर उन्हें आगे भी अच्छे काम करने के लिए प्रेरित किया जाता चाहिए। साथ ही काम करने के लिए अनुकूल वातावरण का होना भी अति आवश्यक है। प्रतिकूल वातावरण में इंसान पर नकारात्मकता हाली रहती है जिससे उसकी कार्य करने की क्षमता का छूट होता है, जबकि अनुकूल वातावरण कार्य करने की क्षमता को कई गुणा बढ़ा देता है।

साधियों की कौन्सिल को बिना चिंतित किए उन्हें बहुत काम करने के सुझाव या प्रेरणा देना। ऐसा करने से उन्हें हीन भावना नहीं आने पाती और वे नए-नए कार्यों को करने व प्रयोग करने में डिश्केट या डरते नहीं हैं जिसके कार्य अच्छे परिणाम मिलते हैं।

दूसरे साधियों की अच्छी गतिविधियों को स्वयं की कक्षा में उपयोग में लाने का एक अच्छा अभ्यास है। मेरी कई साधियों की अच्छी गतिविधियों को अलग-अलग सन्दर्भ में उपयोग में लाने से हमें अच्छी योगदान दिया। मेरे संस्थान की एक अध्यापक की एक एक अध्यापन श्रीमती भोमना जी द्वारा सुझाव गया एक उपयोग नव पाठक (neo reader) छात्र/छात्राओं के लिए शिक्षण अधिग्रह सामदर्शन बनाने में बहुत उपयोगी रहा। उपयोग में लाने में सहयोग साधियों के साथ संवाद में बनाने और उन्हें समझने का संवाद बनाने और उन्हें समझने का संवाद बनाने के लिए अंतिम समयाधान को उन्नत करने में मिला।
Jodo Gyan has been active across the country for almost two decades, working with teachers to make curricular interventions for quality in mathematics learning. This has included, government schools, international schools, NGO schools and has been both long duration and short duration interventions. Yet, what Jodo Gyan has been attempting is not about, is not primarily about, changing mathematics education. It is in fact about taking a relook at the process of learning, about changing the way we understand how learning takes place.

The medium is mathematics, but the main message is about how children learn by being involved in an activity that is meaningful to them.

The key element is the engagement of children with the purpose which provides opportunity for them to use tools to solve the problem. Sometimes the question can be as simple as comparing the length and breadth of the classroom and the tool is not anything more than the foot. “पैर को पैर मिलाके आगे जाने से बचे सिर्फ लम्बाई और चौड़ाई की तुलना नहीं करते”. The children of class 2 who are not familiar with counting learn the counting sequence, and significantly children learn the key idea of measurement – that as the unit changes the measure counted also changes. This conceptual understanding of measurement would mean that children would be aware whether they are using inches or centimetres to measure height.
Classes are strictly designed keeping the learning needs of children, but the key idea is the importance of the relationship between the teacher and children and between children, where they are all involved in a process of inquiry. It is also an understanding that what needs to be learnt is not taught directly but emerges from this engagement. This type of learning also means that the activity is repeated or rather recreated. The next day when groups of children measure different spaces and discuss about the differences, they are enacting it at a higher level. A close understanding by the teacher of what is the expected learning outcomes/s helps her to steer the class through a myriad of queries, doubts and insights. These insights have developed through years of classroom engagement and research as well as by drawing on international research. It is a perspective in which the teacher is not an instructor but the lead participant.

Yes, but our effort is also about mathematics. It is about seeing mathematics as involving relationships – whether of number or space and shape. It means that the meaning of 1 or 2 cannot be taught in isolation and that 2 has a meaning only in relation to the other numbers. This meaning cannot be taught directly, can be only learnt indirectly, by using counting to fulfil the purpose of finding out ‘How many?’ The purpose is to start from the world of children and reach the world of mathematics, a world with prime numbers and factors, with negative and positive numbers and so on. And also more importantly, to learn in such a way that what is learnt becomes an integral part of children, to be used for problem solving in real life situations. The focus is on building mathematical relationships in the mind.

In Delhi, Jodo Gyan is collaborating with the Department of Education since 2015 to improve the quality of learning of mathematics in the Sarvodaya schools and currently also in a few other states such as Meghalaya, Kerala and Sikkim.
People who contributed to this volume’s production:

Sunila Bhatia, Mentor Teacher, DoE VS SKV No. 1, Kalkaji
Anita Rathi, HoS, GGSSS GH Block, OSP
Meenakshi Jain, TGT English GGSSS No 3 Kalkaji
Archana Gaur, PGT English (DOE, Delhi), Garg SKV Green Park
Suman Rawat, TGT Science Mentor Teacher, DoE
Pankaj Tyagi, Mentor Teacher
Dr BS Rawat, TGT Natural Science, SHK, GSBV, Lajpat Nagar
Pooja Bhiduri, Primary Teacher
Usha Menon, Jodo Gyan
Debjeet Kundu ~ Creatnet Education

Cover Illustration
‘Ek Bharat, Shresht Bharat’
Sahider Rahman, Amit Kumar Ram, Shivam (Class XI)
Shaheed Hemukalani SBV Lajpat Nagar

Back Cover
Kiran, Manpreet (Class V) Pooja Bhiduri (Teacher)

Design
Trinankur Banerjee

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