



MONTHLY REPORT APRIL 2020

LATEST INFORMATION
TO THE EXISTING
STATUS OF ONGOING PROJECTS
AND CAMPAIGNS



**PROCESS
OUTCOMES
REFLECTIONS**



AN OVERVIEW

Every year in the month of April, schools start their new academic year and schools reopen after the announcement of results on the 1st of April. This year has been different and since the world and the country are fighting with the COVID-19 and the pandemic, the whole country has been under a lock down and it has impacted on-field operations and processes.

We at Kshamtalaya have been feeling scattered, fearful and apprehensive to see and envision the upcoming days. The lock down started on 24th march and the team members came together to brainstorm how we could support our children, teachers, fellows and at the same time ourselves to face this time with more courage and strength.

This document is a collective summary of the processes that are underway, their objectives and outcomes across our project geographies - Delhi and Rajasthan.

The journey that I am on, have been living and the work that I am able to do in these difficult times has been immensely joyful and accomplishing.

- Pooja Singh



RAJASTHAN

In our experience of working with the two tribal-rural blocks of Udaipur district - Kotra and Gogunda, we have observed and studied that the majority of the population is dependent on rain-fed agriculture, daily wage labour and transport as means of livelihood. This also means that the children are expected to assist in household work which includes collection of firewood, fetching water - all from far off distances, tending to smaller children at home.

The impact of the lock down, imposed due to the COVID - 19 pandemic has left these families jobless and income less. Access to technology is scarce and children are deprived of the varied learning opportunities that their urban counterparts are gaining from. We thought of a few approaches that could possibly work amidst these challenges.

I found the process of working online with fellows as a much better and effective way of checking their levels of understanding. I also feel that they received information in a better way.

- Anjali Gupte

OVERALL ADAPTIVE RESPONSE

In the newly designed C.E.L.L model, we have designed and implemented the following sessions across domains:

COMMUNITY

- Building an understanding of various school governance processes
- Designing sessions for Baal sansad

SEE LEARNING

- To support fellow's mental well-being
- To build the facilitation skills of fellows in virtual medium
- To connect with each other and create a safe space

THEME BASED LEARNING

- Finding alternate ways to communicate with teachers & children
- Understanding modes of presentation through online platforms
- Building ideas, stories and poems to facilitate concepts

ULTIMATE FRISBEE

- Understanding how to maintain physical and mental fitness during the lock down
- Understanding how to facilitate the same through online platforms

OVERALL ADAPTIVE RESPONSE

As part of the Diganth program, we have the following updates for the month of April:

2

Fellows have been volunteering and conducting home visits to work for COVID-19 Rapid Action Relief

15+4

External capacity building sessions + Sessions attended within the organisation

2

Debriefs - 1) Check in call
2) Brainstorming on how to reach children who do not have access to Android devices

1

Fellow is doing relief work in his home town Kurabad, Rajasthan

Co-ordinating with 4 and 5 children with access to Android devices for regular learning support in Mandwa and Jhed respectively

PROCESSES AND INPUTS

SEE Learning Domain

01

FELLOWS AS VIRTUAL FACILITATORS

1. Fellows focused on facilitating sessions with the members of Kshamtalaya using mediums of craft, art, films, movement, yoga along with self-reflective questions.
2. Focus was on building skills and knowledge around concepts - SWOT, 6 thinking hats, appreciative inquiry and referring to books (Keys and Focus).

02

EXPERT'S SESSIONS

1. Exploring the concept of 10 mindful moments it's benefits and techniques by Thich Nat Hahn.
2. Exploring CBCT, where the team experienced concepts like insight into mental experience, self-compassion, present moment awareness, attention stability and clarity.

03

CONFERENCE CALLS

Conference calls were done to identify our future steps, strategising the intervention with both children and teachers and how fellows can be involved in creating content with the design team.



04

SESSIONS WITH PARTNER ORGANISATIONS

Pooja, a Core team member has been conducting morning CBCT meditation sessions for state transformation program fellows of Piramal Education foundation. So, far 3 sessions have been conducted on well-being of fellows during lock down.

We were trying to figure out ways to deliver content to areas that are media dark, or have lesser access to technology. We have been creating content in the form of stories and songs, mapped to school curriculum to be streamed through the community radio.

- Soumya Bhaskaracharya

SESSIONS WITH TEACHERS

01

VIDEO CALLS

1. Interacting with teachers through video calls where we get to see each other as a team, once a week.
2. The 1st call helped us understand the challenges (internet/comfort level with video call apps).
3. Teachers who are a part of on going relief work are also included.

02

AUDIO CALLS (CHECK-IN CALLS)

1. Fellows have stayed connected with teachers to understand their emotional states, engagement throughout the day, their needs and requirements for professional and personal growth during the lock down period.
2. Each fellow focused on 3 to 5 teachers.

- Kundan Sir, a teacher in the Gogunda block mentioned that he finds positivity amidst the ongoing crisis in the sessions being conducted with the teachers by the SEE Learning fellows.

Teachers have been attending these sessions and have been reflecting on their experiences as well.



03

AUDIO AND VIDEO MATERIAL FOR MENTAL WELL BEING

1. Launched 3 meditation themes to relax and calm down the bodies during these difficult times.
2. The audio clips are shared on the Whatsapp groups where teachers download the audio and practice it for personal well-being.
3. Developed 3 videos which use dance movement therapy techniques to relax and calm our bodies.
4. The video clips are shared once a week on the same Whatsapp groups.



04

REFLECTIVE TRACKING AND WORKSHEET TOOLS

Developed a Google form and reflective worksheets that help us understand how the audio clips are impacting the teacher, the number of teachers actually using these material and also the scope of improvement.

This has been a wonderful experience. It is important to understand how nature gives us a chance to learn something new.

- Naushad Baig Mirza

OUTPUTS AND OUTCOMES

Following were the outputs and outcomes achieved in the month of April:

7

Lock down learning sessions where fellows facilitated for other fellows

2

Community domain sessions where fellows built an understanding of various school governance processes and also designed Bal Sansad processes

20

Sessions were facilitated by fellows and experts within the organisation around SEE Learning

PROCESSES AND INPUTS

Theme-based Learning
Domain

01

ORIENTATION ON USING ONLINE PLATFORMS

The team focused on learning the usage of Online based platforms and tools - ZOOM meetings.

02

ALTERNATE MEANS OF COMMUNICATION

In these times of crisis and lock down, the team had to brainstorm together and figure alternate means of communicating with Teachers and children.

03

BUILDING AN UNDERSTANDING

The team began checking for understanding with each other about clarity with respect to the program in the coming year. They began reflecting and understanding as to what 'concepts' actually meant.



04

MUTUAL LEARNING

Everyone shared their understanding on the Whatsapp group of the domain. Each one reviewed another's response.



05

IDENTIFYING CONCEPTS

Everyone came together to identify the concepts that they were catering to across subjects - EVS, Maths, Language (Hindi).



06

ONLINE PRESENTATION

Once the concepts were identified, the team then started thinking of ways to present them using online mediums and platforms.



07

CONTENT CREATION

The team came up with ideas, stories, poems to put forth their concept. They reviewed existing videos to understand the different ways that exist, which put forward learning material. Each one then selected a concept that they would go on to work with.

SELF-GROWTH OF THE TEAM

Team also attended a few sessions and webinars online for their personal growth and understanding. These sessions were:

01

POOJA SINGH

1. Attending 23 Cognitive based compassion training and fellowship sessions by Emory University.
2. Attending 2 Webinars conducted by SEE learning team.
3. Attending 3 sessions by Creative movement therapy association of India's move on Weekends.

02

ANJALI GUPTA

1. Attending Cognitive based compassion training and fellowship sessions by Emory University.
2. Attending 7 Lock down learning sessions by fellows.
3. Reading books

03

SOUMYA BHASKARACHARYA

1. Attending Cognitive based compassion training and fellowship sessions by Emory University.

COVID - 19 RELIEF RAJASTHAN

**INR
2,00,000+**

Support money raised
through friends and family

3200

People supported through
providing ration and other
essentials

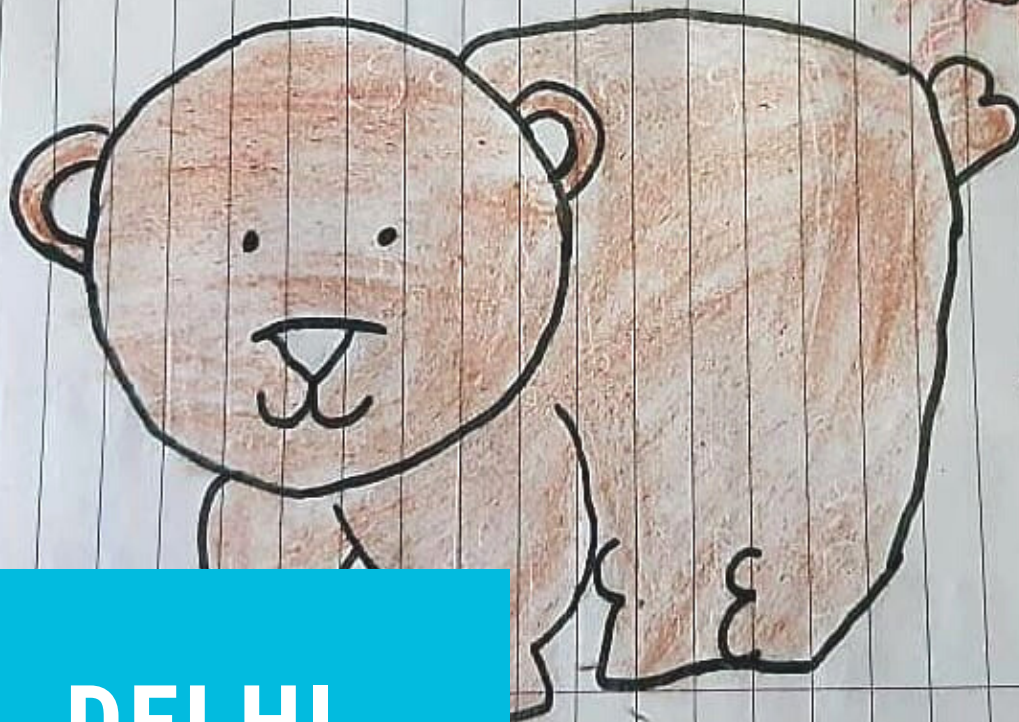
12

Panchayats covered as part
of the relief operations

3

Organisations connected and
partnered with - Kalyani,
Hunar Ghar, KAS; the Gram
Panchayat and theSDM,
BDO, VDO, Sarpanch,
Patwari





DELHI

Kshamtalaya is currently working in the two EDMC schools in Dilshad Colony where most of the children are from the families of Daily wage earners. The impact of the lock down was the most on the families of daily wage earners and migrant workers. Few of our children's families started reaching out to the school for support, a few families started looking for ways to go back to their villages and hometown.

The impact of the lock down was also quite evident on our teachers. Since the series of incidents including Delhi riots and COVID-19, teachers were struggling to figure a way forward. Few of Kshamtalaya's team members had to quarantine themselves due to travel history and the outstation team members also got stuck in Delhi due to the lockdown situation.

I feel courage to keep going, happy to be able to support my community with the help of my community and hopeful that we are together and these times shall pass.

- Nishtha Kapoor

OVERALL ADAPTIVE RESPONSE

COMMUNITY

Identification of the families in need of support in terms of groceries and medical supplies.

TEACHERS

Check-in well-being calls with all the teachers and asking for support needed

TEAM

- Well-being check-in calls with the team
- Flexible working hours
- Recruitment process
- Capacity building sessions

CHILDREN

- Well being calls with children followed by involving them in academics
- Experiential exercises (support of AOPF)

Meeting the team online everyday helps to keep the connection intact. It gives the feeling that all of us are together in this struggle, provides hope and gratitude which help manage emotional and mental health.

- Abhilasha Sachan

PROCESSES AND INPUTS

In the month of April, a few processes and inputs were designed by the team around the following themes:

01

TEACHER'S CAFE SESSIONS

The team designed a few online sessions with the teachers with an objective to keep them engaged and support them on the journey of self-growth and learning. The designed sessions were around SEE Learning practices, fun games and to discuss ways of teaching and learning through online platforms.

02

WHATSAPP LEARNING GROUPS

Whatsapp groups were created for the children of the IInd and Vth grade to keep them engaged. Support was also extended to teachers who were feeling stuck due to the technological barriers in reaching out to their children.

Urmila Ma'am, a 2nd grade teacher of the Evening shift reached out to Kshamtalaya's team for support due to her challenges with technology. She sought help in finding child-friendly curriculum videos on YouTube to support online learning of her children. She also made followup calls to the parents and motivate them to be more attentive of their children's learning processes at home.

03

TEAM CAPACITY BUILDING SESSIONS

A process was designed using Google Forms to understand the needs of the team in terms of capacity building and also to reach out to internal and external experts for the same.

04

RECRUITMENT



moon

sun

OUTPUTS AND OUTCOMES

Following were the outputs and outcomes achieved in the month of April:

27/40

Teachers were part of the well-being check-in calls

42

Children of Grade 5 have been engaged through the Whatsapp groups with 35% of them showing 100% attendance

5

Teachers from the evening shift were supported with Whatsapp group creation and content

1

capacity building session on Understanding data, with the team by Mr. Giriraj Kiradoo

SELF-GROWTH OF THE TEAM

Team also attended a few sessions and webinars online for their personal growth and understanding. These sessions were:

01

ABHILASHA SACHAN

1. Bringing Online Classroom Alive
2. CBCT 6 week Workshop with Emory University

02

NISHTHA KAPOOR

1. Unpaid Care Work During Lockdown
2. Keeping Children Safe from Sexual Abuse during the Lockdown
3. Homemade Lemonades by The MoveVent Project

03

RAHUL RAVISHANKER

1. Post pandemic leadership
2. Storytelling of impact in the social sector
3. SEE Learning India Self study circles
4. Lives and careers after a fellowship in the times of Covid - 19
5. Unpaid Care work during lockdown
6. Workshop on Sex Education

COVID - 19 RELIEF DELHI

INR

23,000

Support money raised
through friends and family

275

Support calls were made
towards the community

64

Families supported with 2-3
phases of ration and other
essentials (LPG, Milk,
Medicines)

3

Organisations connected and
partnered with - AOPF,
SAAJHA, and TMF for
support and relief
interventions



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