



We've got mail!

Children should enjoy studying science

I read Amrita Masih's article 'Nurturing Children's Curiosity in Science' in Issue 23. I am a science teacher myself. I try [to ensure] that the children in my class enjoy studying science and try to learn and understand it on their own. Reading this article helped me realise two important things related to my work. First, as a science teacher, my job is to give children opportunities to observe and understand science present in their surroundings, and second, to develop in them the skills to think, explore, observe, and ask critical questions. I will make efforts to improve pedagogy in this direction.

Ram Das Singh Dangji, Secondary Teacher, Integrated School Barodia Naunagar, Khurai, District Sagar, Madhya Pradesh

It is important for teachers to read children's literature along with children

Memories of my classroom experiences got refreshed while reading Shobhan Singh Negi's article 'Teaching Learning in Summer Camps and Vacations', published in the 23rd issue of *Pathshala*. I also agree that not just children, but teachers too, should read children's literature. My 12 years of experience working with children tells me that when teachers read children's literature with students in school, children become more attracted towards reading. Teachers also get to know about a wide range of poems and stories in this way, and it makes their work in the classroom easier.

Sushma Khakha, New Primary School Sarnatoli, Chainpur, District Gumla, Jharkhand

Learning through role play in the classroom

The suggestions for making children active in the classroom [that were] given in 'Learning Through Role Play in Class' by Asha Singh are good. Role play helps children not only develop their ability to learn by doing, but they also become more active. By making this process collaborative, children develop the abilities of quick thinking, problem-solving, and reflective thinking. Role plays with students fosters concept-building, cooperation, and a sense of commitment. All these skills are absolutely essential for life.

Saloni Goyal, Primary School Puranpur, District Bijnor, Uttar Pradesh

The early years in a child's life, the best years for learning and understanding

I liked Amrita Murali's article 'Role of Parents in Early Years' published in the March 2025 issue. Parents play an important role at every stage of a child's life, and this role is extremely critical during their early years. During this period, children have a greater capacity to learn and understand. The efforts being made by *Makkala Jagriti* in this regard are commendable. For the all-round development of *anganwadi* children, guardians must recognise the criticality of their role, participate actively in meetings, and make efforts through activities which help children develop their skills adequately.

Pooja Saxena, Resource Person, Azim Premji Foundation, Phanda, District Bhopal, Madhya Pradesh

A need to promote new ideas beyond traditional thinking in education

In Raghavendra Herle's conversation with Vishwanath Gundigere in the column 'In the Spotlight', Vishwanath says, 'It is important for a teacher to be creative.' His fruitful efforts make us understand that it is important to organise activities in the schools well, as children benefit greatly from them. It is essential for teachers to engage in creative exploration, both personally and professionally. Vishwanath emphasises breaking away from traditional thinking and established models to focus on innovation and growth.

Sunita, Government Upper Primary School, District Bikaner, Rajasthan

The idea and implementation of summer camps

The articles in the 23rd issue of *Pathshala* highlight the importance of summer camps. The idea and execution of summer camps are highly effective. Parents witness concrete results in schools during these camps. Teachers also develop a better understanding of assessment through them. The information we obtain from annual examinations can also be used here, and we can focus more on foundational literacy, numeracy, grade-level competencies, etc., during this time. Children develop the habit of studying independently. In these camps, children work without pressure or burden, improve themselves, and move forward towards learning.

Kavita Gupta, Government Higher Secondary School, District Alwar, Rajasthan

My first feedback on an article

This is the first time that I am writing a response to an article published in *Pathshala*. My thoughts are on Rajoo Patel's article 'Student Morale and Learning: A Teacher's Perspective', published in Issue 23. It is generally seen that a child who is quiet and withdrawn in the classroom is unable to connect with school, studies, or other classmates. Such a child becomes the subject of ridicule. In such a situation, engaging with the child, talking to them, and assigning small responsibilities pave the way for the child to gain acceptance in the classroom and also boost their confidence.

Shivani, Resource Person, Azim Premji Foundation, District Udham Singh Nagar, Uttarakhand

Work with a focused plan on essential concepts

Jagmohan Singh Kathait's article 'Analysing Answer Sheets to Prepare for New Academic Session' in the context of annual examinations helped me understand that if a teacher has a clear grasp of their students' proficiency levels in each subject, they can prepare the teaching-learning process in a better way. Children too can analyse their peers' answer sheets. Children can also help teach each other in group learning.

Manju Bagadia, Teacher, Government Upper Primary School, District Sikar, Rajasthan

Teachers need to develop a clear perspective on assessment

The article 'Assessment as a Tool to Aid Learning' by Kailash Chandra Kandpal has developed the understanding of assessment extensively. It helped build the perspective on how children learn and in what way their sensitivities mature. It is worth considering whether assessment is merely linked to classroom practices or if there should be a logical reflection on it. Teachers must first develop a clear understanding of assessment within themselves. It is important to keep in mind that every child can learn and that learning is every child's right.

Poonam Bhatia, Principal, Government Upper Primary School Bambala, Sanganer, District Jaipur, Rajasthan

The goal is to make parents active partners in their children's development

I read Amrutha Murali's article 'Role of Parents in Early Years' in the 23rd issue of *Pathshala*. Through simple activities and conversations, the article shares the experiences and work done by an *anganwadi* worker with parents with regard to nurturing the diminishing warmth in the relationship between children and parents. This article will help me as a Resource Person to play a more effective and central role in the communication process with *anganwadi* workers and help in making parents active participants in the development of their children by raising awareness and giving suggestions for practical engagement.

Ajay Saini, Resource Person, Azim Premji Foundation Khurai, District Sagar, Madhya Pradesh

How often do good plans get implemented on the ground?

I found Jagmohan Singh Kathait's article in the 23rd issue quite insightful. In reality, examinations must have started to judge the shortcomings in the learning of students and resolve them. However, over time, the aim of both teaching and examinations has largely become focused on simply promoting children from one class to the next. Now, in continuous and comprehensive evaluation, the information about which questions the students answered correctly in the answer sheet, which were incorrect, and which were partially correct, is gathered to help overcome the learning gaps of the students.

Anita Dhyani, Assistant Teacher, Government Inter College Lakhwad Kalsi, District Dehradun, Uttarakhand

Assessment as a step toward better learning

Kailash Chandra Kandpal's article discusses several important insights on the subject of assessment. In my view, learning is central to the teaching process. Therefore, the goal of assessment should be to identify what children have not learned, why they did not learn it, and most importantly, what can be done to support learning and teaching. This can become easy when assessment is aligned with learning outcomes so that what is 'not yet learned' can be addressed immediately.

Deepa Jose, Resource Person, Azim Premji Foundation, Phanda, District Bhopal, Madhya Pradesh

A downpour of articles quenches the thirst of exam season

The articles in Pathshala's March issue feel like a welcome monsoon shower amidst the parched landscape of the schooling system, left thirsty by the dry spell of March examinations. These raindrops in the form of articles address the what, why, how, and for whom aspects of assessment, offering clarity and much-needed relief. Kailash Chandra Kandpal's article describes how the methods of formative and summative assessment in schools have deviated from their original objectives. We need to connect assessment of learning with classroom processes, making it sensitive and social. We should always remember that every child can learn and that learning is every child's right. Jagmohan Singh Kathait's article clarified that through the formative analysis of answer sheets, we can identify the concepts with which children are struggling the most and can then develop special plans and teach them accordingly. Additionally, if homework is connected to the child's work at home, then it can catalyse learning.

Shubhra Mishra, Azim Premji Foundation, Teacher Learning Centre, Phanda, District Bhopal, Madhya Pradesh

Summer Camps: A joyful space where children and teachers learn together

From the summer camp experiences shared in Shobhan Singh Negi's article 'Teaching-Learning in Summer Camps and Vacations', I got a fresh perspective on documenting summer camps more systematically. Similarly, Muneer's article, 'Impact of Summer Camps on Student Learning', suggested ways to assess activities that take place in camps. Currently, all of us are running summer camps. I have also had the same experience that not only do teachers and students join these summer camps enthusiastically, but they also learn new things for the next session.

Parul Batra, Resource Person, Azim Premji Foundation, District Bhopal, Madhya Pradesh

In my view, every child is equal

Two key points encouraged me, on reading Rajoo Patel's article 'Student Morale and Learning: A Teacher's Perspective'. First, I have always believed that every child is equally important and that it is my responsibility to nurture the capacity to learn and understand in all my students. Too often, as teachers, we allow our prejudices to shape the assumption that some students simply cannot learn. Second, as teachers, we tend to focus our attention on children who respond promptly. I, too, unknowingly and unwittingly, have made this mistake in my classroom. The article helped me understand that our focus must be on generating interest in learning among all children.

Kalpna Banchhor, Government Primary School Tatibandh, Sankul Kendra Gudiyari, District Raipur, Chhattisgarh

Every child is special

I liked Chotte Lal Tanwar's article 'Equal Learning Opportunities for All Children' in the 23rd issue because the author pointed out the reason for a child's absence in school as the lack of an inclusive environment. Sometimes our assumptions prevent us from encouraging children to attend school. I liked one more thing that every child is special, and when taught things in context, their learning becomes faster and effective.

Suman Sahu, Primary School Chhota Ashok Nagar, Sankul Kendra Gudiyari, District Raipur, Chhattisgarh

Translated from Hindi. Translator: Shabnam Sengupta Vetter: Simran Luthra