



LARGE CAMPS FOR TEACHERS

A Rajasthan Experience

8 Large camps

**6 day residential
at two locations**

**1162 teachers
from 10 districts**

**5 core subjects, 5
areas of
perspective**



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The document tries to cover entire journey of 'Large Camps for Teachers' organized in Rajasthan during 2015-16 & 2016-17 from conceptualization to execution through covering each aspect of the camps. A total of 8 such camps have been organized with 1162 teachers of 10 districts. The document has been prepared with the valuable inputs provided by Foundation team members.

Large Camps for Teachers

A Rajasthan Experience

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Introduction

The key focus of our work across the field is to work on in-service teacher professional development. Our engagements with teachers comprise a wide range of activities. There are discussions at the local Teacher Learning Centers, conversations during visits to their schools, workshops focused on specific topics related to school education, and longer duration residential workshops. The last of these is done to increase participation of those teachers who do not participate in our activities on a more regular basis. In line with this, in Rajasthan, we thought of organizing a series of residential camps for teachers of the 10 districts where we work. The structure of these camps was designed in such a way that the participating teachers get a broad conceptual understanding of the subject along with pedagogy and content and can gain hands-on experience as well. It was also meant to give them understanding of perspectives of education. The process started in the year 2014 but actual implementation could only take place in 2015.

Rationale

- These camps are an integral part of the overall suite of engagements with teachers in each district. Each type of engagement has its own purpose, advantages and limitations.
- One of the primary objectives of the large residential camps is to attract teachers who have either never interacted with us or do not participate in our activities on a more regular basis.
- It creates a sense of purpose, professional identity and energy among teachers, which otherwise is not possible in say a group of 30 teachers participating in a smaller workshop.
- These camps help create a larger discourse and dialogue and provide teachers an opportunity to interact with a heterogeneous group including those outside of their own subject areas.
- This provides them their own space where they can debate, express their opinions freely and engage in dialogue without bothering about their families and other day-to-day issues. Such a space to debate and engage in dialogue is usually not possible in their own districts and within the programs organized under the supervision of the local government bodies.
- All this indirectly establishes the fact that teaching is a profession where people need to constantly work upon building their knowledge base.
- Camps also serve Foundations' own purposes:
 - a. Sharing a common space with teachers helps us in establishing a relationship as equals and friends with them. This also helps us demonstrate our values and work culture of being open, transparent and treating others as equals.

- b. The longer duration and residential nature of the camps help us deal with academic concepts in greater detail and depth. This also gives us time to prepare and respond to any doubts that come during the sessions.
- c. Further, for us these camps are a space where we can demonstrate to our younger members how serious academic interactions with teachers take place. By attending these camps they understand how they have to prepare themselves for future interactions with teachers.

The Process

The first attempt

The idea of holding a residential camp for teachers of different locations where the Foundation has been working for quite a few years was discussed within the teams in 2014 and it was decided to shortlist teachers who had a good understanding of our programs (highly engaged), were dedicated to educational quality in their respective schools and were willing to join the camp voluntarily. With this idea teams started preparing lists and began asking teachers whether they were ready to be a part of this process during their winter vacations. Meetings were held at Jaipur with select team members to discuss the modalities and the structure of the camp. A program was chalked out and responsibilities were assigned to different teams like exploring a suitable venue which can accommodate almost 200 participants, logistical arrangements, subject theme identification, module preparation, creating a time table, identification of facilitator group and so on. A consent form was shared with the district teams along with a concept note consisting of the content to be covered in the subject as well as perspective sessions. The district teams started contacting teachers and shared the concept note. But a large number of teachers expressed their unwillingness to attend the camp during their vacation. Another event that hindered the process was declaration of Panchayat Elections in Rajasthan in the second week of January 2015 in which teachers were deployed as BLOs (Booth Level Officer) and had other responsibilities. Half yearly examination dates also posed problems. After taking stock of the situation the camp which was to be held in the last week of December (22 to 27 December, 2014) was postponed. Though the subject teams were all geared up and the venue was finalized it had to be put on hold. However the idea remained alive and the subject teams were asked to refine their preparations. During the planning process of 2015-16 the issue was widely discussed and there was talk on the model of the camp. A majority of members agreed to organize it district wise as the combined camp model thought of earlier could not take place due to different reasons. It was decided to just try the district model. A total of five camps were planned to be

organized throughout the year 2015, one each for Barmer, Rajsamand, Sirohi, Tonk and one combining all seeding districts (not considered in the first attempt).

District wise camp model

Since we did not have any experience of organizing such camps with teachers from different districts at one place and coordinating among different DI teams to bring them on the same page as far as the dates and venue are concerned initially it was decided to assign responsibility to individual District Institute teams to organize one camp each with the teachers of that district only, that too at a place where the residential nature could be kept intact. In this model there were a few challenges:

1. Identifying engaged teachers to form a group of 30 teachers for each subject means almost 150 teachers from each district. That put pressure on the block teams to identify such teachers in each subject who were willing to stay outside the district for 7 days.
2. Getting government orders from two levels - Deputy Director, Education and District Education Officer, Primary and Secondary (in case the teacher is from the secondary set up) was difficult. The big concern was to get orders from Deputy Director with whom we usually do not have a direct liaison.
3. Finding a suitable venue outside the district that could accommodate around 200 persons and making all kinds of arrangements was a difficult task.
4. Travel arrangements of 150 teachers including their pick up and drop at their nearest places.
5. Coping with last minute drop out of teachers.

A total of 5 such residential camps were planned in the year 2015-16. One each for Barmer, Rajsamand, Sirohi, Tonk and a combined camp for seeding districts. Jalore and Pali districts were combined with Sirohi and Rajsamand respectively being extension districts. To organize these camps the DI teams were free to identify a venue of their choice ensuring the residential nature of the camp. Though the primary responsibility of organizing camps was of the respective District Institute, at the training venue select team members across Rajasthan team took the responsibility of making it a successful event.

The first two camps of Barmer and Sirohi districts were organized at *Viratra Mata, Chohtan* (Barmer) which is almost 60 kms from Barmer district headquarters and situated amidst Aravali Hills providing a secluded place for some serious work. The other two camps (Rajsamand and Seeding districts) were organized at a different location - *Vijay Pataka Tirth*, situated outside Sirohi city.

We had planned to organize the fifth camp for the teachers of Tonk district, but due to clash of dates with the half yearly examinations in schools, we could not organize that and we ended up with four camps. In these camps a total of 538 teachers from 10 districts participated.

Combined camp model

During the planning process of 2016-17 and in subsequent team meetings while reviewing the large camps for teachers there was discussion on the mode of organizing these camps. It was suggested to organize camps by combining teachers of different districts. The plan was to have 30-35 teachers from each district in each camp consisting of new teachers with a mixture of PS and UPS setup. All the four camps were planned to be organized at Viratra Mata (Chohtan), Barmer with dates decided well in advance. Each subject group would consist of 30-35 teachers leading to a mixed group of 150 plus teachers for one camp largely contributed by four District Institutes and seeding districts.

The rationale behind this strategic shift was:

- The District Institutes felt immense pressure in mobilizing 150 odd teachers in one go. 30 teachers is not a tough task.
- The officials might raise objection while releasing the orders for such large numbers of teachers.
- In this model each district needs to release order for only 30-35 teachers. That seems reasonable.
- The responsibility lies with entire state team not a particular District Institute team alone.
- A mixed group of teachers from different districts provides a cultural diversity and an opportunity to interact with a diverse group.
- In the district model teachers had only one chance in a year to attend the camp whereas the combined model gives the option of choosing one chance out of available four that too in a month of the teacher's choice.
- It is easy to follow up with 30-35 teachers in a district at a time.
- The district model engaged almost the entire team of the district for almost a month whereas in the combined one only 5-6 team members get engaged for a shorter duration, sparing ample time for other activities.

With this approach 4 such combined camps were organized in 2016-17 between August and December with the first one at Viratra, Barmer and the other three at Vijay Pataka, Sirohi due to logistical issues at Viratra.

Selecting Teachers

We wanted to provide an opportunity to teachers of all the 11 districts we work in - Barmer, Tonk, Sirohi, Jalore, Rajsamand, Pali, Jaipur, Chittorgarh, Dungarpur, Pratapgarh, and Banswara. The process of selecting teachers for these camps involved the following:

- Before the camp, we sent out open invitations to teachers in these districts using different government platforms and our own connections in the field.
- Our communication material mentioned the themes which we planned to cover in these camps, transaction methods, duration and expectations from them – this was to help teachers decide whether they wanted to join this or not. This material also helped them choose the themes or subject groups they wanted to join.
- From the applicants, we preferred those teachers who were young, had been putting in some effort in their schools, and were not very regular participants in our engagements. This was to provide opportunities to a wider set of teachers and to attract them to be part of our regular engagements within the district.

After getting filled-in consent forms from a desirable number of teachers a list was prepared and sent to the concerned District Education Officer (Elementary/Secondary) for issuing orders. In the beginning of the second year of large camps we took prior permission centrally from *Parishad* at Jaipur for all the districts. This eliminated the process of obtaining the permission from Deputy Director also.

Team Selection

The subject teams decided who would facilitate these sessions, based on the individual's performance in previously conducted workshops, content knowledge and facilitation skills. These were assessed by senior team members and subject coordinators. These facilitators had to work as front liners. Another group of persons were co-facilitators who were considered as facilitators-in-the-making, whose work was to obtain reading material, and remain prepared for content delivery in case of any contingency. They were also supposed to co-ordinate with sub-groups when the sessions were in progress. Another set of members were 'observers' primarily consisting of new joinees, fellows and campus associates, for whom this kind of exposure is required in enhancing their understanding of subjects as well as perspectives.

The district wise model demanded the efforts of almost the entire team of the district during the camp but in the combined model it was decided to include each team member in any one camp at the very least.

Administrative tasks

Organizing such large camps for almost 200 persons demand proper planning and arrangements to keep participants comfortable and ensure timely execution of the agenda. To execute the programme a combined team of administration as well as finance persons was constituted, which was responsible for all logistical arrangements and on-site support to the participants and organizing teams. This included

- Venue finalization as per the requirements.
- Ensuring proper lodging facility to all the participants
- Ensuring arrangement of food on time.
- Arranging proper transportation for the teachers as well as team members.
- Establishing a control room at the venue to help teachers in case any inconvenience arises. This also included providing them primary medical facilities. Ensuring games facilities at the venue.
- Photocopying of relevant material to be used by the facilitating teams.
- Ensuring timely reimbursement of travel allowance to the teachers along with On Duty certificate.
- Arranging equipment for cultural events
- Arranging stationary as well as boards and projectors

The admin team members were assigned responsibilities on rotation basis in order to ensure every one's participation in at least one camp.

Time Table

Creating a suitable time table was a tricky affair given the limited quality time available for academic work. The time tables kept changing as per the need and circumstances at the venue and also as per the weather conditions. During the first camp at Barmer in September 2015 the session had to be started at 7:30 am since breakfast could only be arranged around 9 am, so they had to break this session into two parts. Such situations affected the time table but it was made sure that the academic time would not be less than 6 hours a day under any circumstances. The evening time was spared for recreational activities for which teachers had multiple choices including playing games, discussing informally in groups and participating in cultural programs.

Pedagogic Approach

- Combination of lectures, readings, experiments, field work, discussions, and group work
- Examples from 2-3 subjects (2 subjects + 1 Perspective)
- Science – a typical session of science involved a problem (problem is pitched at the level of the teacher), making a hypothesis and prediction through dialogue, setting up observations and experiments, some readings and arriving at a conclusion.
- Social Science – Followed a typical pattern of reading some good quality material on a specific issue, evaluating and debating it and arriving at a tentative understanding of the issue.
- Perspective (Reason) – the sessions involved reading in a group, dialogue and debate over questions emerging out of the reading, explaining certain technical details, summarizing tentative understanding, discussing its implication for classroom, coming up with pedagogical ideas.

Session proceedings

During the first year of the camp (2015-16), apart from working with five core subjects in the morning sessions, there were sessions on Drama in Education, History of Education and Reasoning and Logic in the afternoon (Exhibit-1). In the first camp at Barmer (8-13 September, 2015) the post lunch sessions were held with 4 groups of teachers. In two groups (group -1 and 2) sessions were held on History of Education for the first three days while in the other two groups (group-3 and 4) sessions were held on Drama in



A session is in progress

Education for the first three days. On the fourth and fifth days groups 1 and 2 were imparted sessions on Reasoning and Logic while groups 3 and 4 had sessions on Drama in Education. There was no post lunch session organized on the sixth day of the camps.

The Child and Childhood session replaced 'Reasoning and Logic' sessions in the second camp of Sirohi and Jalore districts held at Viratra, Barmer (26-31 October, 2015). This was later repeated in the camps of

Exhibit-1	
Subject areas	Broad themes
Social Science	Diversity and Democracy
Mathematics	Algebra and Number System
Hindi	Nature and Structure of Language, Objective of language teaching and approaches
English	Same as above for English language
Science	Plant physiology, Matter & Motion with emphasis on nature and pedagogy of Science
Drama in Education	Process Drama in Education
History of Education	History of public education system in India Understanding contemporary world and consequent changes in public education system across the world
Reason and Logic	Reason as Faculty of Mind Reason as Method in Different Disciplines
Learning and Childhood	What are multiple ways of seeing childhood? How do we create space for it in our schools?

Rajsamand and Pali districts (4-9 December, 2015) and the combined camp of Seeding districts (18-23 January, 2016) both held at Vijay Pataka, Sirohi. Now the question arises how teachers were divided into groups for the afternoon sessions. The process adopted was that they were briefed about these sessions in the beginning of the camps and were asked to give their nomination for the session in which they wish to participate. They were also asked to provide their order of preferences to balance out the number of participants in each group. Then the list of participants was prepared for each group and put up on the wall outside each training room so that they could move to their respective rooms. In the last two camps the Drama in Education session was conducted with two groups whereas the other two areas were discussed in one group each for the first five days. The themes covered in each subject as well as the perspective session is presented here (Exhibit-2 and 3). This is an extract from the proceedings of each camp organized in the first year (2015-16).

Exhibit-2 Subject sessions in 2015-16		
Core Subjects	Broad Theme	Points of discussion
Mathematics	Algebra and Number System	<ul style="list-style-type: none"> Five major themes were dealt with viz; historical development of Algebra in different stages and civilizations, Algebraic Thinking, Introduction of Algebra in classroom, Basic Operations and Linear Equation in one variable.
Social Science	Diversity and Democracy	<ul style="list-style-type: none"> To understand the interrelationship between the landscape and human being, four case studies were studied collectively. Developed understanding about the life of different communities of Rajasthan through the case study <i>Rajasthan mein Vividhata</i> (Diversity in Rajasthan). Articles on Diversity in childhood and Opportunity and Deprivation, Exclusion and exploitation were also discussed. The participants shared own experience and it helped to build the understanding that deprivation, exclusion and exploitation play a crucial role in developing social stratification. To study the theoretical aspects of social stratification, the thoughts of Karl Marx, Max Weber were also studied.
Hindi	Nature and Structure of Language, Objective of language teaching and approaches	<ul style="list-style-type: none"> The discussion on 'Nature and structure of language' covered five popular belief systems of language learning. Looking for these theories within the exercises of class 1-5 Hindi text books. Process of language learning and concepts. How children learn language? What is reading, what happens when a child interacts with written text? Discussion on cognitive theory Discussion on language reading and writing in detail which covered how to read and write, process involved in writing, need and importance of teaching how to write and assessment of reading and writing. Supported by articles.
English	Nature and Structure of Language, Objective of language teaching and approaches	<ul style="list-style-type: none"> Language and Language Acquisition. Understanding the approach of the textbook (Aravali and Sunbeam Grade 1st to 5th). How the four skills - LSRW - are important in the learning of language and the kind of opportunities available in both the text-books. The arbitrariness of the alphabet, the importance of beginning and focusing on sounds for phonetic awareness, alpha-syllabic system of alphabets. Language teaching through literature was discussed and practiced and it unfolded how language abilities like vocabulary, sentence structures, language items and faculties like inquiry and critical thinking can be developed with the help of literature. Natural progress of language is from Oracy to literacy and not the other way round and hence, pedagogical practices should follow the same principle. How TLM works in English language teaching.
Science	Plant physiology, Matter & Motion with emphasis on nature and pedagogy of Science	<ul style="list-style-type: none"> Sessions focused on practical activity based Science teaching with the help of available resources in upper primary schools. The content of the module was taken from the Science textbooks of 6th to 8th standards, which contain all the three main parts of Science (Biology- Understand Leaf, Flower & Fruit, Chemistry- Ionization, and Physics- Floating & Sinking.) The main emphasis was on the 5Es, i.e. engage, explore and experiment, explain, elaborate, and evaluate to deal with various concepts of Science.

Exhibit-3 Perspective sessions in 2015-16		
Subject Area	Broad Theme	Points of discussion
History of Education	History of public education system in India Understanding contemporary world and consequent changes in public education system across the world	<ul style="list-style-type: none"> • The theme of entire discussion was to view present day education system in the light of historical phenomena that includes changes in the political, social, agricultural, industrial and economic world at different times. • Discussion on roles of <i>Pathshala</i> and <i>Madarsas</i> in the then education system. Role of a teacher, student and society. • Three major issues-Industrialization, nationalist state and democracy. The effect of globalization on education was also discussed in detail. • A reading was shared on education in Britain in 18th century to visualize the social structure, discrimination of a sect, prominent role of elite class in decision making, emerging need to train labor with basic literacy and skills, people's movement to fight for an education system for all, a relevant curriculum, medium of instruction (language) and evolution of compulsory education for all etc., • A writing on Sociology of education was shared with the participants and discussions were held on various issues such as what was the scene when British started establishing their colony in India. • Gandhi and Tagore's thoughts on education were discussed in detail, it was also discussed that though Gandhi was the biggest leader, why his ideas on education were not promoted in independent India.
Reason & Logic (only held in the first camp)	Reason as Faculty of Mind Reason as Method in Different Disciplines	<ul style="list-style-type: none"> • Three different sessions facilitated on 'reasoning'. All three sessions were around the reading – '<i>Darshnic Chintan ke Tarike or Upakaran</i>'. • The rationale of various discipline of Knowledge, how different is the philosophical base of thinking. • Dialogical method of Socrates was also discussed.
Child & Childhood	What are multiple ways of seeing childhood? How do we create space for it in our schools?	<ul style="list-style-type: none"> • What is 'childhood'? Participants' own experiences during childhood, their contribution in household work, economic strains, and punishment by parents, elders and teachers, prohibition on playing, emotional episodes, insult and challenges to their intellect. • Discussion on how a child should be prepared, how a child should be like and who should decide that. Also the role of constitution, curriculum, school, teachers and parents were discussed. • Reflective practice and Reflective thinking.
Drama in Education	Process Drama in Education	<ul style="list-style-type: none"> • Role of body movement in education 'Play and dramatic play' to explore the nature of play in childhood with specific focus on dramatic play and its relationship with learning and development. • Sessions on Frozen Picture & Improvisation were focused on exploring the major conventions (Frozen Picture & Improvisation) of Drama in Education. • Culmination (Frozen Picture & Improvisation), Process Story and Culmination of 5 days' work and open discussion on the approach of DiE conventions in the language classroom.

As stated earlier there was a strategic shift in the second year as the camps were organized combining teachers from all the districts in which we are working. Now the teams had prior experience of four camps and they had also received feedback from teachers as well as team members. In the second year subject as well as perspective teams decided to make some changes in the themes since the teams thought that they would be working with a new group of teachers so they could add a new theme in each subject. Going with a new theme every year would enhance our capacity and we would be able to develop new material. Themes were to be decided based on the present team's capacity in each subject. Before deciding themes, the common curriculum framework was referred.

The continuity issue with the old teachers (those who attended the previous camps) was also a prominent one but it was thought that it could be addressed through subsequent follow up workshops at the District Institute level.

During the second year of the camp (2016-17), apart from working with five core subjects in the morning sessions, the post lunch sessions were held on Drama in Education, Map Reading, Culture of Dialogue, Intelligence and Child and Childhood. A brief of the subjects along with the themes have been given in Exhibit-4 and the discussion points have been given in Exhibit 5 and 6 for the subjects as well as perspective sessions respectively for the year 2016-17.

Exhibit-4	
Subject areas	Broad themes
Social Science	National Movement and Making of Indian Constitution
Mathematics	Nature, Objectives and Number system
Hindi	Nature and formation, Language, Language and Society, How children learn Language, Method of Language teaching
English	Language acquisition, emerging literacy, reading and writing
Science	Ionization, Motion, Photosynthesis
Drama in Education	Process Drama in Education
Intelligence	Aspects of Intelligence and notions in schools
Culture of Dialogue	Place and relevance of culture of dialogue in school education.
Child and Childhood	What are multiple ways of seeing childhood? How do we create space for it in our schools?
Map for every one	Concept, aspects of Map, Use of Map, Map as a tool

Exhibit-5 (subject sessions in 2016-17)		
Core Subjects	Broad Theme	Points of discussion
Mathematics	Nature, Objectives and Number system	<ul style="list-style-type: none"> Nature of Mathematics NCF 2005: Objectives of Maths teaching Number system in different civilizations Construction of Symbols in Number System Place value.
Social Science	National Movement & Making of Indian Constitution	<ul style="list-style-type: none"> Indian National Movement- necessity of studying National movement, revolt of 1857 & post revolt changes in policies and their impact, rise of extremists & moderates and their contribution through episodes of <i>Bharat ek Khoj</i>. Emergence of Gandhi and strategies of the movement. Revolutionaries and their philosophy and role. Making of the Indian Constitution- understanding the process of making of the constitution and the influence of the Independence struggle on this process. The Nehru report & other Acts. Episode 3 of <i>Samvidhan</i> series.
Hindi	Nature & formation, Language, How children learn Language, Method of Language teaching	<ul style="list-style-type: none"> What is reading, what is writing and relationship between reading & writing. Language learning and language acquisition. Nature of Language Viewpoints of language learning.
English	Language acquisition, emerging literacy, reading & writing	<ul style="list-style-type: none"> Foundational aspects of language such as – the nature and functions of language, language acquisition, the capabilities of the child, and input-rich environment. Emerging Literacy: Reading & Writing Process of Reading & Writing Designing Classroom Activities
Science	Ionization, Motion, Photosynthesis	<ul style="list-style-type: none"> Developing understanding on the Nature and Processes of Science which will be achieved by working on themes like <i>Nutrition in Plants (Biology) and Ionization (Chemistry)</i>. Context setting for the theme “photosynthesis” To know the existing notion on the concept, how it has been dealt in textbooks and the pedagogical practices adopted in classrooms. Understanding misconceptions in science education Designing of Experiments in Science. Schematic presentation of overall process of photosynthesis Context setting of the theme Ionization through sharing of experience and challenges faced in classrooms. Study the effect of concentration on conductivity through testing chemical solutions of varying concentrations. Analyzing the difference in molar concentration and concentration in grams of different substances. Determining pH of different solutions of various concentrations using universal indicator and understanding properties of acid and base in context of Ionization.

Exhibit-6 (Perspective sessions in 2016-17)		
Area	Broad Theme	Points of discussion
Culture of Dialogue	Place and relevance of culture of dialogue in school education.	<ul style="list-style-type: none"> • What are the criteria of dialogue? To understand the essential features, conditions and relevance and implications (for education) of dialogue, how the environment can be built? Did dialogue exist in the ancient times? Was there any relationship among them? • How and why a dialogue can be a powerful pedagogical tool facilitating in acquisition or constructing intended knowledge. How such a culture will help not only the students but also the teachers in their overall professional development
Intelligence	Aspects of Intelligence & notions in schools	<ul style="list-style-type: none"> • Teachers' beliefs on intelligence and the resulting practices (e.g. categorizing children into smart/dull etc.) • Teachers' present understanding on the idea of intelligence & theories of intelligence. • Genetic and neurological basis of understanding intelligence and socio-cultural factors and experiences in understanding intelligences. • EQ and IQ
Child & Childhood	What are multiple ways of seeing childhood? How do we create space for it in our schools?	<ul style="list-style-type: none"> • General notions about child & childhood • Historical context of child & childhood • The child & Childhood in scientific context • Statutory context of child & childhood • Child & childhood in the context of school
Drama in Education	Process Drama in Education	<ul style="list-style-type: none"> • The concept of drama in education and its various position suggested in NCF 2005. • Role of body movement in education- several body movement exercises includes variation of walks, number games, name game and shape making game. • Dramatic play nature and function- recollecting childhood games with its specific nature and its role in learning and development. • Frozen picture (A convention of drama in education) • Improvisation (An important tool of drama in education) - necessary element of improvisation like conflict, role, situation building. • Illustration and review
Map for everyone	Concept, aspects of Map, Use of Map, Map as a tool	<ul style="list-style-type: none"> • History of Maps-Journey from Babylonian map to Google earth. • Difference between line diagram, map, picture and a photograph and contents of a map like direction, scale and symbols. • Use of map by showing different kind of maps to the participants through a presentation. • The politics of map by citing the examples of Wales, Britain, Ireland and POK and Axai-Chin as to how the countries use these maps to proclaim their sovereignty. • Preparing Map of the training place.

Direct Benefits of the Camps

- Academic
 - a. In-depth exposure to subject areas
 - b. Ample opportunity to interact, discuss, do experiments/field work, clarify doubts
 - c. Express views freely and debate in a non-political and non-threatening environment
 - d. Engage in readings and create a culture for self-development
- At other levels
 - e. Informal bonding opportunities: cricket, film screening, cultural activities, etc

Connection of the camp with our other engagements

- We engage with teachers across different modes like workshops, school visits, discussions at the Teacher Learning Centers etc.
- The purpose of all our engagements is that the teachers should be able to learn and improve their knowledge and skills. This will lead to better classroom practices and thereby to better student learning levels.
- In line with this approach, these large residential camps are not a one-off professional development program. It is one of the ways in which we engage with teachers and it is a culmination of the work that we do in the district.
- These are some of the common modes of engagement through which we engage with teachers:
 - a. Short and long duration academic workshops (residential and non-residential) in which teachers, head teachers and education functionaries participate.
 - b. Voluntary Teacher Forums (VTFs), an informal platform for peer learning in which motivated teachers and head teachers come together on weekends and share their academic practices and problems with each other with an average of 20-25 participants in each session.
 - c. Activities at the Learning and Resource Centers (LRCs). These Resource Centers are a place where teachers from nearby areas can gather and discuss various issues formally and informally.
 - d. In-school engagements, in which the Foundation members engage with identified teachers, head teachers and other functionaries continuously at their schools.
 - e. Other Interventions - Exposure visits for teachers and *Baal Mela*, which is a large gathering of children, teachers and members of the community with various activities and an exhibition of student projects.

- The plan is to have most of the teachers who attend these camps join our regular activities listed above in their own districts.

Feedback Mechanism

Feedback is sought from the team members working as co-facilitators and observers as well as from participating teachers. The process of taking feedback is as follows:

- The process starts in the preparation phase itself in which the core team responsible for developing the concept note and determining the themes and pedagogy get feedback from other subject team members. This is later incorporated into the finalized module.
- Before the first phase of the large camps demo sessions were held before the subject teams, which provided an opportunity to get feedback on facilitation and pedagogy.
- During the camp and after the completion of each session the teams (excluding teachers) sit to review the session proceedings. They provide feedback and suggestions to the facilitators as to what was good or what went wrong.
- Teachers provide feedback through a two way process. They review the proceedings during lunch time or in the evening in an informal way.
- In a formal way they are asked to provide their written feedback on a plain sheet of paper (no set format). They can express their views on every aspect from facilities to food, behavior of Foundation members, facilitation skills, content etc.
- The teachers provide feedback during the school visits also.

Internal Review Process

There has been a twofold internal review process for the camps.

- After the completion of each session the team (excluding teachers) sit to review the session proceedings. They provide feedback and suggestions to the facilitators as to what was good or what went wrong, which is later recorded in a detailed report of the subject/domain team.
- On the fifth day of each camp and after the day's work is over the entire team (camp team) does a review of the camp proceedings by way of an open discussion. One member from each subject/domain team briefs the entire group about the five days' work and highlights from the specific domain/subject. Members are free to discuss issues or ask any questions. The suggestions

and learnings are then recorded and the team may change their course of action accordingly in the subsequent camps.

Camp Details

Exhibit 7 (camps in 2015-16)				
Districts wise camps	Dates	Venue	Teachers attended	Foundation Members
Barmer	8-13 September, 2015	Chohtan, Barmer	125	56
Sirohi and Jalore	26-31 October, 2015	Chohtan, Barmer	136	55
Rajsamand and Pali	4-9 December, 2015	Vijay Pataka, Sirohi	145	60
Jaipur, Chittorgarh, Dungarpur, Pratapgarh and Banswara	18-23 January, 2016	Vijay Pataka, Sirohi	132	42
10 Districts	24 Days		538 Teachers	

Exhibit 8 (camps in 2016-17)				
Combined camps	Dates	Venue	Teachers attended	Foundation Members
Camp 1	26-31 August, 2016	Chohtan, Barmer	151	60
Camp 2	26 September-01 October, 2016	Vijay Pataka, Sirohi	160	45
Camp 3	24 November-29 November, 2016	Vijay Pataka, Sirohi	159	40
Camp 4	28 December, 2016-02 January, 2017	Vijay Pataka, Sirohi	154	107*
	24 Days		624 Teachers	

*Number increased due to mandatory participation of campus associates and fellows.

Teacher Testimonials

“When I first came to know about this camp, the thought that immediately crossed my mind was that this workshop would be similar to the Government workshops. Attending this camp would be just a formality. However, my thought completely changed after I attended this camp. I realized the importance of patience after coming here. Having patience can completely transform one’s way of thinking. I also realized that we need to change our old techniques of teaching and learning. One must focus intensely on the child’s comprehension rather than on rote learning and creating pressure. I have carried out practical of my experiences gained at the large camp, with my students. I have worked other than with the help of textbooks. It felt nice. Every teacher must get the opportunity to take part in such camps.”

Sushil Kumar

Hindi teacher

G.U.P.S Hardoni Meghwaalon Ki Basti, Baytu Block, Barmer District

“Liked the way of working with the teachers. Learnt about teaching in an interesting way. Learning by doing was actually put into practice. The ways and techniques of teaching learning process has been presented in an interesting manner.

After the camp, I wrote my observations on children, made cards and worked on them, things were brought and their names were written. Things have been labelled and hung, worked on making my class print rich. My students and I had fun while doing such activities.

Such kind of workshops should be organized at block level so that more teachers can take part.”

Tulcha Ram Makvana,

English teacher

G.U.P.S. Godaro Ki Basti Jakhda, Baytu Block, Barmer District

Key Learnings

- The biggest learning from the camp was the busting of the myth that teachers are not interested in their development and growth and are not motivated to take part in workshops of any kind. If the

workshop is organized with thought and care and offers quality inputs to the teachers they are more than keen to participate with full involvement.

- The other thing that emerged from the experience is that a workshop like this goes beyond what is discussed in the sessions. A large camp like this creates a feeling of community among teachers and a commitment to certain common ideals. The participants also learnt to imbibe values like punctuality, patience and co-operation in the course of the workshop.
- Games and cultural activities built a spirit of fellowship, making the process of learning fun.
- In terms of subject learning, the workshop provided a wider context for the lessons imparted. It showed ways of integrating the learnings from the workshop into classroom practice.
- This has helped us immensely to broad base our work in the field. A number of teachers who attended these camps were new but now they have started coming for our regular interactions and are demanding more such camps.

Challenges

- The camps are resource intensive to organize, both in terms of the time of our experienced members and other costs.
- Our best resources in every subject area across the state are engaged. Around 24 experienced members are required per camp, considering 3-4 per subject area.
 - On the positive side, we also invite younger and newer resource persons to accompany the senior resource persons as apprentices – this is the best place for them to learn the art of academic interaction with teachers.
- Apart from the 6 days for the camp itself, each camp also requires on an average 4-5 days of preparation time. However, the preparation also overlaps with our own internal capacity building efforts and so is difficult to separate it out as a cost.
- There are also other challenges like the schedule being always contingent on government calendars. Deciding dates is a long and iterative exercise.

Way forward

- In Rajasthan in the coming year we have decided to offer 4 camps each year.
- Themes are being finalized but they will be based on the common curriculum that we have designed. The overall basket of themes in these camps would be larger and teachers will have more options to choose from.
- In addition, we have planned to design a closer connect between the curricular themes in the camps and the rest of our work in the districts.

In other states, we have organized residential workshops but nothing close to the scale and scope of these large camps. We could think of similar initiatives based on our internal capacity to pull it off in an efficient manner.

Camps at a glance



The venue at Sirohi



Now we will discuss...



Read this carefully



The point is...



Drama in Education



Something interesting



I have a query



Preparing for a smash



The team with Mr. Azim Premii



Books for Reading



The group at Viratra Mata, Barmer



The News is...



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