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# Conglom

SHARDA CENTERS, INDIA  
2020

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# SHARDA CENTERS

- Sharda Centres are located in the city of Ahmedabad, India
- They are a part of Arvind Ltd CSR activity.
- The centres are run to provide the after school support for students from Grade 5 to 12.
- It has approximately 1100 students across its 5 centres.
- The student profile is primarily from under privileged section of the society.
- Sharda teacher team has completed 2 years of training with Riverside Learning Center Pvt. Ltd.
- Sharda Centers teachers have been trained with Conglom for 2 years [2018 - 2020]

# CENTRES

- Ben Lilavati Lalbhai Bungalow – Shahibaug
- Municipal Shala no 5 (MSN 5) – Shahpur
- Municipal Shala no 11 (MSN 11) – Khanpur
- Rachna - Shahibaug
- Gangaba - Ashram Road

# FEEL

## **SCENARIO BEFORE THE PROCESS OF CONGLOM WAS INTRODUCED**

- It is a culture at SHARDA Trust for every educator to be fully aware about the needs, personality and home environment of each child in his/her classroom. This is done through various interactions/ home visits/ regular phone calls
- Relationship building happened through interactions in various methods(on the playground before and after classes/ one to one interaction when a child goes through problems at one's home front)
- At times however, the quieter and less proactive students were missed out during interactions.

# IMAGINE

What If..

We **timetabled for relationships** so that children are socially and emotionally ready for learning?




# DO

- ▶ **Pre Work**
  - Training with Conglom
  - Revisiting through Platform
  - Timetabling
- ▶ **Implementation of the Process**
- ▶ **Post Implementation**
  - Reflection
  - Data Collection
- ▶ **Action Plan for the way forward**

# PRE WORK TRAINING WITH RLC

- Workshop
- Classroom Observation at Riverside
- Planning for Conglom
- Dry Run



					
<b>How:</b> 11/11/2018 <b>on Friday</b>		<b>Champion Planner</b> <b>Location:</b> San Francisco <b>on:</b> 11/11/2018 <b>at:</b> 5:00 am <b>to:</b> 5:00 pm		<b>Event:</b> U.S. - S. American <b>Topic:</b> Freight Labels	
<b>Notes:</b> 1. 11/11/2018 2. 11/11/2018 3. 11/11/2018 4. 11/11/2018 5. 11/11/2018 6. 11/11/2018 7. 11/11/2018 8. 11/11/2018 9. 11/11/2018 10. 11/11/2018 11. 11/11/2018 12. 11/11/2018 13. 11/11/2018 14. 11/11/2018 15. 11/11/2018 16. 11/11/2018 17. 11/11/2018 18. 11/11/2018 19. 11/11/2018 20. 11/11/2018 21. 11/11/2018 22. 11/11/2018 23. 11/11/2018 24. 11/11/2018 25. 11/11/2018 26. 11/11/2018 27. 11/11/2018 28. 11/11/2018 29. 11/11/2018 30. 11/11/2018 31. 11/11/2018 32. 11/11/2018 33. 11/11/2018 34. 11/11/2018 35. 11/11/2018 36. 11/11/2018 37. 11/11/2018 38. 11/11/2018 39. 11/11/2018 40. 11/11/2018 41. 11/11/2018 42. 11/11/2018 43. 11/11/2018 44. 11/11/2018 45. 11/11/2018 46. 11/11/2018 47. 11/11/2018 48. 11/11/2018 49. 11/11/2018 50. 11/11/2018 51. 11/11/2018 52. 11/11/2018 53. 11/11/2018 54. 11/11/2018 55. 11/11/2018 56. 11/11/2018 57. 11/11/2018 58. 11/11/2018 59. 11/11/2018 60. 11/11/2018 61. 11/11/2018 62. 11/11/2018 63. 11/11/2018 64. 11/11/2018 65. 11/11/2018 66. 11/11/2018 67. 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# PRE WORK

## REVISIT & TIMETABLE

- Revisit the process as a team
- Timetabling for the process





# Example of Pre Training time table at SHARDA – LLB Centre

Schedule for 6 room centre																		
	V - A			V - B			VI A			VI B			VII A			VII B		
Time in mins ->	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120
Mon	Eng	Guj	maths	Guj	maths	Eng	maths	lib	Eng	Guj	Sci	Maths	maths	Eng	Guj	Eng	maths	Guj
	Jig N	Sach K	Chetan p	Sach K	Pri L	Nilo K	Pri L	Jig N	Jig N	Nehal	Pri B	Pri L	Che P	Nilo K	Nehal	Nilo K	Che P	Sach K
Tue	Eng	Guj	sci	Guj	maths	Eng	Sci	Guj	Eng	Guj	Eng	Maths	maths	Eng	Guj	Eng	maths	Sci
	Jig N	Sach K	Pri B	Sach K	Pri L	Nilo K	Pri B	Nehal	Jig N	Nehal	Jig N	Pri L	Che P	Nilo K	Nehal	Nilo K	Che P	Pri B
Wed	Eng	Guj	maths	Lib	maths	Sci	maths	Guj	Eng	Guj	Eng	Maths	maths	Eng	Lib	Eng	maths	Guj
	Jig N	Sach K	Chetan p	Pri B	Pri L	Pri B	Pri L	Nehal	Jig N	Nehal	Jig N	Pri L	Che P	Nilo K	Nilo K	Nilo K	Che P	Sach K
Thu	Lib	Guj	maths	Guj	Lib	Eng	maths	Guj	Sci	Lib	Eng	sci	maths	Eng	Guj	Eng	maths	Guj
	Pri B	Sach K	Chetan p	Sach K	Pri B	Nilo K	Pri L	Nehal	Pri B	Jig N	Jig N	Pri B	Che P	Nilo K	Nehal	Nilo K	Che P	Sach K
Fri	Eng	Sci	maths	Guj	maths	Sci	maths	Guj	Eng	Guj	Eng	maths	sci	Sci	Guj	lib	maths	Guj
	JG	Pri B	Chetan p	Sach K	Pri L	Pri B	Pri L	Nehal	Jig N	Nehal	Jig N	Pri L	Pri B	Pri B	Nehal	Nilo K	Che P	Sach K
Sat	Lib	Guj	maths	Guj	maths	Eng	maths	Guj	lib	Guj	lib	maths	maths	Lib	Guj	lib	Sci	Guj
	Pri B	Sach K	Chetan p	Sach K	Pri L	Nilo K	Pri L	Nehal	Jig N	Nehal	Jig N	Pri L	Che P	Nilo K	Nehal	Nilo K	Pri B	Sach K

# Example of Post Training Time Table at SHARDA – LLB Center

2 Conglom per week for all grades

Schedule of LLB																		
	V - A			V - B			VI A			VI B			VII A			VII B		
Time in mins ->	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120	0 - 40	41- 80	81- 120
Mon	Eng	Com	maths	Com	maths	Eng	maths	Guj	Eng	Guj	Eng	Maths	maths	Eng	Guj	Guj	maths	Eng
	Jig	Sach/Raj	Pri	Sach/Raj	Pri	Jig	Raj	Manu	Jig	Manu	Jig	Raj	Che	Nilo	Sach	Sach	Che	Nilo
Tue	Conglom	Guj	maths	Guj	maths	Conglom	maths	Com	Eng	Com	Eng	Maths	maths	Eng	Guj	Guj	maths	Eng
	Pri	Sach	Pri	Manu	Pri	Pri/Manu	Raj	Raj/Manu	Jig	Manu/Nilo	Jig	Raj	Che	Nilo	Sach	Sach	Che	Nilo
Wed	Eng	Guj	maths	Guj	maths	Eng	maths	Guj	Conglom	Guj	Conglom	Maths	maths	Eng	Guj	Guj	maths	Eng
	Jig	Sach	Pri	Manu	Pri	Jig	Raj	Manu	Jig/Manu	Manu	Pri/Raj	Raj	Che	Nilo	Sach	Sach	Che	Nilo
Thu	Eng	Com	maths	Com	maths	Eng	maths	Guj	Eng	Guj	Eng	Maths	maths	Eng	Conglom	Conglom	maths	Guj
	Jig	Sach/Raj	Pri	Sach/Raj	Pri	Jig	Raj	Manu	Jig	Manu	Jig	Raj	Che	Nilo	Nilo/Che	Nilo/Sach	Che	Sach
Fri	Conglom	Guj	maths	Guj	maths	Conglom	maths	Guj	Conglom	Guj	Conglom	Maths	maths	Eng	Guj	Guj	maths	Eng
	Pri	Sach	Pri	Manu	Pri	Pri/Manu	Raj	Manu	Jig/Manu	Manu	Pri/Raj	Raj	Che	Nilo	Sach	Sach	Che	Nilo
Sat	Eng	Guj	maths	Guj	maths	Eng	maths	Guj	Eng	Guj	Eng	Maths	maths	Conglom	Guj	Eng	maths	Conglom
	Jig	Sach	Pri	Manu	Pri	Jig	Raj	Manu	Jig	Manu	Jig	Raj	Che	Nilo/Raj	Sach	Nilo	Che	Nilo/Che

# IMPLEMENTATION CONGLOM

Planning and Implementation of Conglom for relationship building through investment in –

- Social Development
- Emotional Development
- Physical Development
- Cognitive Development
- Spiritual Development

# SOCIAL DEVELOPMENT

## TEAM WORK GAME



CONGLOM PLANNER - SHARDA TRUST -			
Date: Day: July	Location: garden area No. of Students: 40 students	Class: 6-B Facilitator/s: Priya Lahani Documenter: Jignesh Gaj	Resources ચાસ, પાનિ, દોરી, કીસ LOL Hands on activity Medium of Documentation mobile
Objective: - Team Building - leadership	Skills: - Team work - making strategy	Attitudes: - leadership awareness	Reflection pointers from students/ self reflection * આ Reflection માં તેઓએ use કરેલ strategy બીજા બાળકો સાથે share કરશે. * અતી ધ્યાનમાં તેઓએ જે Team માં કામ કરેલ છે તેનો explanation કરો રજા તેનું Reflection લેવામાં આવશે → આ કોઈકેટલી દરબાન વિદ્યાર્થીઓએ અજાબી * અતી વધારે આ કોઈકેટલી દરબાન વિદ્યાર્થીઓએ અજાબી લખાવશે
HOW: * બોલિ પહેલા બધા જ વિદ્યાર્થીઓને ગાર્ડન area માં Round માં ભેગા કરવામાં આવશે * ધ્યાનમાં લેવા જ વિદ્યાર્થીઓને ચાર-ચાર groupમાં વિભાજન કરવામાં આવશે. * આ કોઈકેટલી દરબાન તેના Resourceમાં કીસ, ચાસ, પાનિ અને દોરી બીજી કીસમાં પોતા પોતાની રીતમાં રીતમાં લગાવવાની જરૂરી છે અને ચારે બાજુથી રીતમાં રીતમાં ચાર વિદ્યાર્થીઓ કીસ ઉભા રહેશે. પરંતુ કીસની ઉપર પાનિ ભરેલ ચાસ મૂકવામાં આવશે કીસ ઉપર કીસને ફોલોવિંગ પોઇન્ટની ending point મુજબ વિદ્યાર્થીઓને લઈ જશે. જો અંતે કીસ કીસ દરમિયાન પાનિ જોવામાં આવે તેથી કીસને કીસ પ્રવાહન કરવામાં લઈ પાનિ વાગે કરશે તે વિદ્યાર્થીઓને સારી પ્રવાહન કરી પાનિમાં જોવામાં કીસમાં કામ કરેલ પ્રવાહન. Duration: 30 minutes			FOCUS ON (INVESTMENTS): Cognitive: Physical: Social: Emotional: Spiritual:
Questions for Reflections: (Your questions will relate to your conglom and focus on co-operation, listening, respecting viewpoints, giving and receiving feedback, problem-solving, courage, trust, decision making, leadership roles, types of leaders) * આ કોઈકેટલી દરબાન વિદ્યાર્થીઓએ રીતમાં strategy skill પ્રવાહન કરશે * અતી તેઓએ જે Team work કરેલ છે તે જાણવા માંગશે			

# EMOTIONAL DEVELOPMENT

## LISTENING HELPS US TO KNOW EACH OTHER BETTER



CONGLOM PLANNER - SHARDA TRUST -			
Date: Day:	Location: <i>Backyard</i> No. of Students: <i>8</i>	Class: <i>7th A</i> Facilitator/s: <i>Nilofer kureshi</i> Documenter: <i>Sachin korade</i>	
Objective: <i>- be a good listener</i>	Skills: <i>- listener</i> <i>- observer</i>	Attitudes: <i>Sympathy</i>	Resources  <i>LOL - Thinking routine</i>  Medium of Documentation <i>Mobile</i>
HOW: - Make pair of two students - Give instructions as below: [First round] 1. In pair one student is listener and another is speaker. 2. Call all listeners and tell them that "when your partner share you something you will ignore them, don't eye contact with your partner. [It is for first round] [In first round speaker will share their bitter experience. [Second Round] 1. Tell all speakers to share their "happy moment" of their life 2. This time all listener will listen them carefully. Duration: 30 minutes			Reflection pointers from students/ self reflection - felt very bad when my partner didn't listen me. - I stopped telling because she didn't listen me. - When someone talk to us we should listen them carefully. - Talk/chat is incomplete without feeling of sympathy. - One way conversation is fair!
Questions for Reflections: (Your questions will relate to your conglom and focus on co-operation, listening, respecting viewpoints, giving and receiving feedback, problem-solving, courage, trust, decision making, leadership roles, types of leaders) 1. What do you observe in this activity? 2. What did you feel in first round and second round?			FOCUS ON (INVESTMENTS): Cognitive: Physical: Social: Emotional: Spiritual: <input checked="" type="checkbox"/>



# PHYSICAL DEVELOPMENT

## BALANCING & FOCUSING GAME



CONGLOM PLANNER - SHARDA TRUST -			
Date:	Location: Garden area	Class: 7th B	
Day:	No. of Students: 30	Facilitator/s: Nilofar kureishi	
		Documenter: Chetan Patel	
Objective:	Skills:	Attitudes:	Resources
- Always focus on the goal and attempts	- observing	- Hardworking - Positivity	- Soft balls LOL - Game
			Medium of Documentation: Mobile
HOW:			Reflection pointers from students/ self reflection
<ul style="list-style-type: none"> <li>- Get all students at garden area.</li> <li>- Tell students to stand in a big circle.</li> <li>- Give them small and soft ball to</li> <li>- explain the game which they are going to play.</li> <li>- When the teacher count one, two, three and go, then they will throw their balls at their up side.</li> <li>- And catch the ball but not own's, they will catch their peer's ball, who is standing beside.</li> <li>- Do this activity around 10 minutes</li> </ul>			<ul style="list-style-type: none"> <li>- We struggled to catch the ball, but when we focus on the ball and peer's body language we can catch the ball.</li> <li>- If we want to achieve something, we have to focus on it.</li> <li>- Attempts helps you to achieve your goal</li> </ul>
Duration: 30 minutes			
Questions for Reflections: (Your questions will relate to your conglom and focus on co-operation, listening, respecting viewpoints, giving and receiving feedback, problem-solving, courage, trust, decision making, leadership roles, types of leaders)			FOCUS ON (INVESTMENTS):
<ul style="list-style-type: none"> <li>- Have you all enjoyed this game?</li> <li>- Can you catch the ball of your peer's?</li> </ul>			Cognitive: Physical: Social: Emotional: Spiritual:
Which strategy did you use to catch the ball every time?			
What was the reason for miss the ball?			

# COGNITIVE DEVELOPMENT AWARENESS THROUGH VIDEO STORY



CONGLOM PLANNER - SHARDA TRUST -			
Date: Day:	Location: <i>classroom</i> No. of Students: <i>37</i>	Class: <i>7th</i> Facilitator/s: <i>chetan Patel</i> Documenter: <i>Jignesh</i>	
Objective: - પાછીનું મહત્વ સમજી - પાછીનું સચોટ ઉત્તરો શીખી	Skills: - ગોળીગણતરીની પાકિયા કિતલી.	Attitudes: - સહાનુભૂતિ -	Resources - projector LOL : video Medium of Documentation - mobile
HOW: - આ પ્રથમ ક્ષેત્રે વિદ્યાર્થીનીઓને વર્ગખંડમાં પીતાની જગ્યા પર યોગ્ય રીતે સજાન ગુણિત કરવા માટે સજાન સમાવેશી. - સ્વાસ્થ્ય ભેદન નીચે સુજાનમાં પ્રશ્નો પૂછાશે. 1. કુદરત દ્વારા આપણને કદી કદી વસ્તુઓ મળી છે ? 2. વસ્તુઓ આપણા માટેના અગત્ય કયા કયા કામ માટે છે ? 3. આપણે કુદરત દ્વારા મળેલી સંપત્તિનો ઉપયોગ કદી નીતે કરીએ છીએ. - ઉપર સુજાનમાં પ્રશ્નોનાજવાબ પર સજાન વિચારવા કરવા પીકી સમજા. - સ્વાસ્થ્ય વિદ્યાર્થીઓને પાકિયા ભગવાનની. - પાકિયા પૂર્ણ પદા માટે પીકી સમજા આપણી વિચારવા માટે કે તેઓએ શું અપાલકિત કર્યું ?			Reflection pointers from students/ self reflection - વસ્થાનના પાછીની યોગ્ય રીતે સંચાર અવી જીવેશી. - જે પાછી સંચારિત છે તેની કુશિત ના અર્થ જીવેશી. - પાછીની ઉપયોગ યોગ્ય રીતે અવી જીવેશી. - પૂરવી પર માનવ ઉપયોગની અને કાકે અર્થ પાછી કુલ પૂરવી પર 1 % જે છે.
Duration: 30 minutes			
Questions for Reflections: (Your questions will relate to your conglomerate and focus on co-operation, listening, respecting viewpoints, giving and receiving feedback, problem-solving, courage, trust, decision making, leadership roles, types of leaders) 1. જેવી પરિસ્થિતિ આ પાકિયામાં અર્થ સંચારે તેથી રહેશે છે, અર્થ નો વિચાર છે ? 2. આવી પરિસ્થિતિમાં સમજનાં કિલિય ના કરવા પર સજાન માટે આપણી નિર્ણય લીધી ?			FOCUS ON (INVESTMENTS): Cognitive: ✓ Physical: Social: Emotional: Spiritual:



# SPIRITUAL DEVELOPMENT

## EMPATHISE WITH DIFFERENT ABILITIES



CONGLOM PLANNER - SHARDA TRUST -			
Date: 17/12/2018 Day: Friday	Location: back yard No. of Students:	Class: 5th Facilitator/s: Pooja Lahori Documenter: Sachin bhai	
Objective: * build emotion * help each other	Skills: * Team spirit * strategy * To understand others emotion.	Attitudes: * Rules & Regulation નું પાલન કરે	Resources બોલ, બાંકડે, Blind Fold LOL Hands on activity Medium of Documentation mobile
<p>HOW:</p> <p>બાંકડે પહેલા બધાજ વિદ્યાર્થીઓને ૭-૭ ના ગ્રુપમાં divided કરવામાં આવશે.</p> <p>* પહેલા ત્રણમાંથી એક બાઈન બનાવવામાં આવશે. જેમાં ૭ વિદ્યાર્થીઓ હશે. આ વિદ્યાર્થીઓમાંથી બધાજ વિદ્યાર્થીઓને બાંકડા પર Blind Fold બાંધવામાં આવશે. બાંકડા હટાડ્યા વિદ્યાર્થી બાંધવામાં આવશે નહીં.</p> <p>* પહેલા ત્રણ વિદ્યાર્થીઓને એક બાઈન આપવામાં આવશે. અને remaining point પર જુડેલા શિપ્પીઓમાંથી બાંધવામાં આવશે.</p> <p>* આ દરમિયાન ત્રણની બીલવાનું રહેશે નહીં. માત્ર માત્ર ફરવી આગળના member ને Tap કરીને કે કોઈ પણ દિશાની કોઈની આગળના આપવાનું રહેશે.</p> <p>* આમ કરી ત્રણી આ વચ્ચે પૂર્ણ કરશે.</p> <p>Duration: 30 minutes</p>			<p>Reflection pointers from students/ self reflection</p> <p>* આના Reflection માં બાંકડાને આ સમજવામાં આવે છે કે કોઈ કે person Blind છે. તે તે કોઈને એક feel કરતું કોઈ છે. તેની તકલીફ પતી કોઈ છે.</p> <p>* આ અંતિમની દારૂ બાંકડા emotional સમજી શકે છે. આથી આ Conglom emotional થશે.</p>
<p>Questions for Reflections: (Your questions will relate to your conglom and focus on co-operation, listening, respecting viewpoints, giving and receiving feedback, problem-solving, courage, trust, decision making, leadership roles, types of leaders)</p>			<p>FOCUS ON (INVESTMENTS):</p> <p>Cognitive:</p> <p>Physical:</p> <p>Social:</p> <p>Emotional: ✓</p> <p>Spiritual:</p>



# POST WORK REFLECTION

## Bright Spots

- Helps in developing a bond with the teacher.
- Sets the tone for the week/ month
- Timetabling for relationship building is important to reach out to each and every child in a fruitful manner
- Have observed changes in the thought processes of certain students after implementing the process of conglom.
- Students in 6<sup>th</sup> and 7<sup>th</sup> thoroughly enjoy Conglom and also make an effort to participate during CTL

## Hot Spots

- Students consider conglom more as a game
- Student take more interest only in physical conglom
- The quieter students back out during CTL.
- Certain students take less interest in the discussion after conglom
- Certain students in grade 8 feel conglom is taking away time from regular classes and is not adding to their learning

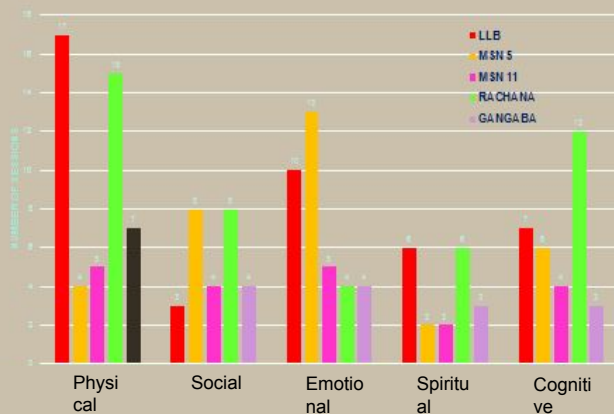
## Overcoming Hot Spots:

- To sensitize students towards the benefits of conglom
- To have shorter Conglom(15 mins) everyday

# POST WORK DATA COLLECTION

Data on the implementation of Conglom was collected through –

- **Observation of practice**
- **Term data** to understand a pattern about which investment is the Conglom typically designed for.



CONGLOM OBSERVATION SHEET

NAME OF TEACHER: *Missed Chandra*  
 NAME OF CONGLOM: *SOCIAL*  
 NAME OF OBSERVER: *Shrenik Bhadani*  
 NAME OF STUDENTS: *28*

1) PLANNING: (was the planning in place/ was the objective clear)  
*Planning was proper.*  
 Objective achieved

2) PRESENCE (write about the relationship between teacher and students)  
*The rapport among teacher and students was excellent.*

3) LOLUSED (Description of LOL/ was the LOL based on the objective of the lesson)

4) CLOSING THE LOOP (Teachers questioning methods/ flow of the discussion/ whether the discussion was on track with the objective of the conglom)  
*Teacher questioning method, flow of discussion was in line with the purpose of the conglom.*

HOT SPOTS BRIGHT SPOTS

1) GOOD PRACTICE FROM THE SESSION  
*Teacher questioning was good enough to get reflection from students.*  
*Students Participation good.*

2) STRATEGIES OFFERED BY THE OBSERVER  
*Instructions need to be more clear, so students can understand more.*

# POST WORK

## KEY HIGHLIGHTS

- The process of Conglom is being implemented at all SHARDA centres from August, 2018
- Conglom are conducted twice a week for all the grades (grade 5 to grade 10 )
- As of today, 31 teachers understand and implement the process of Conglom in their classrooms
- Teacher Observation is getting stronger and thus making the practice of Conglom stronger. In a term, each and every teacher is observed at least twice and time tables to observe at least one teacher conducting this process.

# POST WORK

## ACTION PLAN

- Focus on closing the loop post Conglom to ensure that the purpose has been served
- Questioning method of teacher during closing the loop to ensure meaningful participation and reflection of students
- Plan and time table for more dry runs to build capacity of all teachers for this process
- Continuous observations and feedback to ensure that Conglom becomes part of the culture at SHARDA Trust.
- Create a core team who can train new teachers and create exemplar templates of planning for Conglom

# ANECDOTES

- **MSN 5 student**

*'Amne research karvani khub majha avi and ghanu janvu'* – We enjoyed doing research during Conglom and learnt a lot

- **Chaya – LLB student**

*'Mari biji behenpaniyo sathe have hoon vadhare sathe vaat chit kari shaku chu Conglom ne vakhte'* – I am able to talk a lot more with my other friends during Conglom

- **Asma - MSN 11 student**

*'Conglom vakhte ame mungaoni paristhiti samjhi shakya'* – During Conglom we understood the situation of those who have speech impairment.

- **Arshina - MSN 11 student**

*'Conglom ma games hati jenaathi amne enathi bijani madad karvani khabar padi'* Through Conglom games we understood about helping others.

# LEADER'S REFLECTION

**Why do you think this process is of value to your organization / Does the process continues to serve the purpose it was originally planned for?**

- It has brought a certain level of impact in reaching out to each and every child.
- Through regular Conglom, teachers get a clearer view of one's classroom needs

**What are the key fallouts of this process that you have observed over a period of time.**

- Relationships between the teachers, between students and teacher students have become better.
- The time is invested in building this relationship by time tabling for it and not leaving it to chance or when need arises
- Teachers have developed the skill of planning for Conglom keeping in mind the different areas of development – thus ensuring a holistic development of the child

**What strategies have you provided, if any, to your team members to improve their practice of this process?**

- We have large number of students in the class - An extra support teacher was provided to the main teacher conducting Conglom
- Strategy to divide the class in two groups helped to ensure all students participated and teacher was able to reach out to all
- Timetabling for shorter Conglom to ensure that it fits in the school system