

## Case study of Active teacher during these challenging days

### Case Study-1<sup>st</sup>

Name - Aakira Jhan (TE-03540)

Qualification- B.A 3<sup>rd</sup> Year

Learning Centre - Sakras (LC-02216)

Joining Date- 01-10-2018

#### Description of case study:-



My name is Akira Jahan. My age is 21 years, pursuing B.A IInd year. There are seven members in my family, six siblings (two brothers & four sisters). Father was a farmer and we were all studying. Due to the early death of my father, our family faced many problems which resulted give up of elder brother study. But as we have big family so, earning of elder brother is not sufficient to deal with expenses. So I have decided to join any Job for providing financial support to my family.

When I was also looking for job, came to know that in our village, **IIMPACT-SPECTRA** is running learning center. I joined the centre as a teacher on **01-10-2018**. In which 30 drop out and never enrolled girls were enrolled. I used to love teaching and started enjoying teaching girls after joining. Now, besides financial help I got the opportunity to increase my academic-credibility and to keep my further study on.

#### Experience during COVID-19 Phase-I

Everything was going fine but suddenly unwanted entry of COVID-19 disturbed entire nation. Last year in 2020 when lock down been extended many times, entire team was worrying over academic loss of girls, Job security and fear of being infected with this dangerous pandemic. The only question was spinning in mind that how we can bring this programme ahead. After getting some relaxation in Govt. guidelines **IIMPACT** introduce new initiative Alternative learning arrangement (**ALA**) which could be known as milestone its prepared strategy was praiseworthy because it was helpful to cover academic loss of children which happened due to the extension of lockdown. It was good initiative it helped children to learn new things.



#### Experience during COVID-19 Phase-II

It was the time to end all the problems; I have started the study of children at centre in two groups (15 each day), but who knows that disaster may return strongly means entry of COVID-19 pandemic Phase II not only disturbed the economical balance of nation but also lead casualty enormously. As the situation is worst so it was impossible to implement **ALA too**. Again same worry over study of children and Job security as well. But as our ancestors used to say, if you think

for the wellbeing of other than God helps in it. Consequently, **IIMPACT introduced** another engagement Plans named junior scientist project and Engagement plan of 1<sup>st</sup> and 2<sup>nd</sup> class students. Initially I was confused that how can it be delivered to the students but because of proper training and clear instructions I am able to work on these engagement plans. If I compare these plans with regular centre study then this programme have several benefits for students and teachers which help them to learn different things like group work, collection of numbers, and discussion of children with community members and preparation of questionnaire etc.

## Case Study-2<sup>nd</sup>

### Active teacher case study-2

Name of the teacher:- Rachna Sisodiya    Qualification:- B.A (pursuing)  
Father Name:- Ram Sahaye                      Village/Block:- Hasanpur/Tijara  
Mother Name:- Membati                        Joining Date;- 01.11.2020  
Centre Name:- Hasanpur Mafi                Occupation:- Labor

### Brief description of case study



Rachna is the resident of Hasanpur Mafi, her family depends on Labor work and they don't have agricultural land as a source of additional income. Her mother Membati Bai is a simple housewife; they are 6 sisters (4 studying, 2 married). Before joining **SPECTRA-IIMPACT** learning centre due to the financial problem Rachna's father were insisting her to give up her study but she wanted to keep it continue so, she decided to join the part time job. Once our supervisor was searching a qualified teacher for Hasanpur Mafi centre, he met with Rachna and requested/asked her to help him to find out a teacher. Rachna was very pleased to see the opportunity and replied beautifully; can I join this centre as a teacher? So finally this was the solution of teacher and supervisor's problem. Now because of joining LC she doesn't only able to deal with own expenses but pays for her sister's study expenses also.

As she was needy and knows the importance of girl child education therefore she is improving her teaching skill day by day and since she has joined LC, students are progressing; now children can recite English poems, tables, vegetables and fruits names etc. Means they are enough competent to justify their actual level. Currently this centres is looking most effective in **Tijara** Block because of her good communication skill and rapport building she has filled the heart of community members with love.

## **Experience during COVID- Phase IInd**

I have just started the study of children at centre in two groups (15 each day), but who knows that disaster may return strongly means entry of COVID-19 pandemic Phase II not only disturbed the economical balance of nation but also lead casualties too. As the situation is worst so it was impossible to implement **ALA accordingly**. Again same worry over study of children and Job security as well. But as our ancestors used to say, if you think for the wellbeing of other than God helps in it. Consequently, **IIMPACT introduced** another engagement Plans named junior scientist project and Engagement plan of 1<sup>st</sup> and 2<sup>nd</sup> class students. Initially I was confused that how can it be delivered to the students but because of proper training and clear instructions I am able to work on these engagement plans. If I compare these plans with regular centre study then this programme have several benefits for students and teachers which help them to learn different things like group work, collection of numbers, and discussion of children with community members and preparation of questionnaire etc.

## **Achievements**

- Those children who used to hesitate in reciting poems, fruits, vegetables names now they are competent to speak before community members
- Mostly students learnt to prepare questionnaire
- Community members are happy to see their efforts
- Won the trust of community members. It will help in maintaining the presence of students in future.
- Program is creating cordial relationship with community members.