

Multidimensional Use of Worksheets

Mamta Sharma

It is the endeavour of everyone involved in the field of education to create learning opportunities for children in which they can learn and interact with their classmates while also working individually. This concern deepens when children are not in school but are part of neighbourhood groups in which children of every grade and level are present. The challenge before the teacher is to ensure that all the children learn according to their learning levels. We are all aware that during the COVID-19 pandemic, when schools remained closed, children's learning suffered greatly. As a result, we are now adopting the process of teaching multi-level groups. At present, we need more reference material to work with the children and ensure that it is readily accessible to them. At the same time, teachers are trying their best to make children's work useful and meaningful.

We used worksheets as a medium to engage all the children in a group in an interesting way. We found that Azim Premji Foundation's worksheets for classes I-V are ideal for developing language skills. The activities given in these are less content-oriented and more skill-oriented, so we used them to develop the language skills of the children and it proved to be a unique experience for us.

Reading and understanding together

We used storybooks from the library along with the worksheets. Children were given worksheets according to their learning levels. This gave them an opportunity to read and understand together with their classmates. Children read the stories given in the worksheet, wrote the answers to the questions, constructed the story based on the picture, completed the incomplete story/poem and wrote poems using their imagination. All these activities related to reading and writing were done by all the children together. It was not necessary for all the children to be from the same class. Since teachers plan the usage of worksheets one day before, it becomes easy and useful for them to work with a multi-grade, multi-level (MGML) group and ensure their learning.

Linking learning to experiences

For learning to happen, the content should be linked to the child's environmental experience, and conversations should take place in the context that they are familiar with. Consequently, the contents of the worksheets prepared for primary classes are helpful in doing meaningful work with children of upper primary classes as well. We have asked children of all classes to communicate, write dialogues with their friends, understand the content of the text from their own experience and express their views through these worksheets. This is proving to be very beneficial for them. For example, there was a description of famine in one of the worksheets. When we asked a question about famine linked to children's own environment, they wrote that they do not have famine in their area! Then, we felt the need to explain the concept of famine to them. This led to a discussion on famine and its impact and was followed by showing a video to them.

Worksheets are a powerful way for children to discuss, express, analyse a situation and use their experiences to express themselves freely. Soon, children who could recognise only words were trying to write names with the help of pictures; those who could read simple sentences and stories could now understand them and were answering the questions. Some children made up their own questions by reading a passage/story. Thus, every child in the group worked with the worksheet as per his/her understanding and this helped the teachers to create a learning environment in MGML groups.

Meaningful use in language-learning

The worksheets are designed based on lessons from textbooks for primary classes, as well as non-textbook materials. The activities related to reading stories/poems, understanding new words and using them in sentences have been very advantageous for children. They are given opportunities to think by putting themselves in the place of a character or by replacing the character with another character and rewriting the same story/poem.

16. नीचे लिखी कविता की पंक्तियों को आगे बढ़ाते हुए खाली जगह में मन से सोचकर लिखो।

बरसते हुए बादल ऐसे लगते हैं

जैसे अमृत बरस रहा हो

चाँदनी ऐसे लगती है

जैसे दूध बरस रहा हो

छाया ऐसे लगती है

जैसे शाम

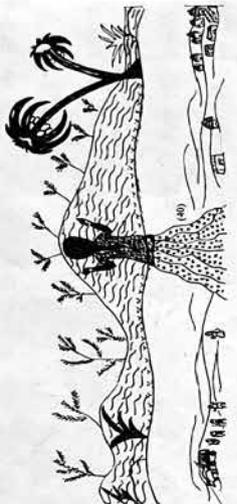
हरी दूब ऐसे लगती है

जैसे हरा कपड़ा

तालाब ऐसा लगता है

जैसे पानी की चादर

विया बिबो



बिछा है।

17. दिए गए शब्दों में “-” विह्न के स्थान पर ‘और’ लगाकर दोबारा लिखो।

माता - पिता =

सुबह - शाम =

अन्दर - बाहर =

आगे - पीछे =

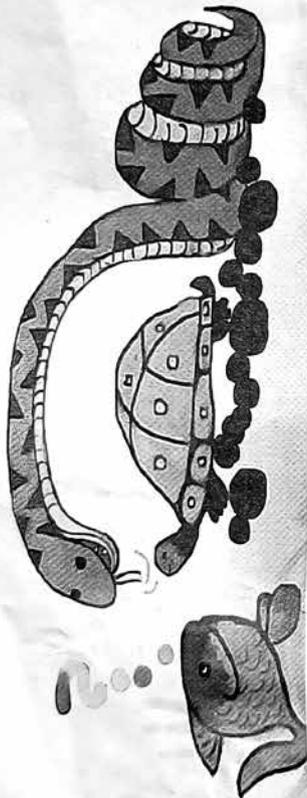
रात - दिन =

दाल - बाटी =

झूठ - सच =

सुबह और शाम
अन्दर और बाहर
आगे और पीछे
रात और दिन
दाल और बाटी
झूठ और सच

14. यह चित्र देखो, यहाँ मछली, कछुआ और साँप एक दूसरे से कुछ बात कर रहे हैं। ये आपस में क्या बात कर रहे होंगे अनुमान लगाओ और लिखो?



मछली = तुम दोनों कैसे छिपे

कछुआ = मैं अच्छा हूँ।

साँप = मैं भी अच्छा हूँ।

मछली = साँप! तुम अपनी कछुआ कैसे

उतारो दो।

साँप = कछुआ यह होता है।

कछुआ = मैं भी बहुत धीरे-धीरे चलता हूँ।

मछली = मैं भी पानी में जलवात रहती हूँ।

कछुआ = मैं तो पानी में ही और जलवात

पर ही चलता हूँ। उम्रभर कलाला हूँ।

साँप मैं भी उमरकर हूँ। मछली मैं

भतरकर हूँ।

यस कम्प्लेक्स कलमिडिया

These activities help children to use language creatively in their writing. They read each other's writing in the group which facilitates learning from their peers.

After assessing the learning levels of the children, a large group of children was divided into smaller groups. Activities were tailored to suit their learning needs and worksheets were compiled and used for individual work, subgroup work and assessment. These worksheets are helpful in working with children of classes I to VIII.

Multifaceted use in regular classrooms

Children are now working in a systematic schooling system, and our team has been successful in the multi-faceted use of worksheets in classrooms. We are trying to ascertain that the worksheets that have been created for the primary classes not only help those children in learning, but also the children who are one or two classes behind their class level on the learning achievement indicators. For this, the type of worksheet we have used with children of upper primary level include: reading with comprehension and writing down their thoughts; reading a story or poem and connecting that understanding with their experiences; reading the passage and answering questions and revising the concepts of grammar; creative writing on the basis of the picture; analysing the social, cultural and economic situations after reading the questions and writing down their own ideas, etc. Three groups are formed based on the children's levels of learning in each class. The use of worksheets in

these groups is of great help to children in learning and working together.

Adequate availability of worksheets and their activity-based nature has proved to be beneficial for both the children and the teachers, who are able to understand the learning needs of the children and plan accordingly. These worksheets are proving to be a breakthrough for teachers in their work with children of varying learning levels by creating a three-level plan.

Participation and learning

While working with worksheets in groups, we came across many aspects that play an important role in children's learning. When children solve the same worksheet, they read and understand the story or poem together. Some children help those who have reading difficulties and discuss the meaning of new words in familiar contexts. They also discuss the pictures given in the worksheet in their groups and write their experiences related to the pictures.

In summary, worksheets prepared by the Foundation have helped the children to learn and develop their linguistic skills and have also given them opportunities to work together in multi-grade, multi-level (MGML) groups. The worksheets also provide strategies for teachers to work systematically in MGML groups. As far as children's learning is concerned, these worksheets were useful, not just in the mohalla teaching during the pandemic, but they are also of great value in regular teaching in school.



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