

NEWSLETTER

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Importance of Play by Aarti C Rajaratnam



YouTube

Relevance of Traditional Games

Traditional games play a vital role in the growth and the well-being of children as they develop those skill sets in children which in due course help them in their learning abilities. These games are naturally multi-modal and multi-sensory, catering to more than one skill set. Being an integral part of every culture and having been around for centuries, they do not require any expensive props and almost everybody can play them regardless of age or gender.

These games have a way of seamlessly helping in the physical growth and development, social, emotional as well as sensory motor development, communication skills, problem-solving capabilities, skills for building, understanding and processing concepts, executive functions, perceptual readiness for learning, listening, reading and writing besides several other life skills, including social skills.

Traditional games benefit children - especially children with Specific Learning Disability (SLD) by fostering very important life and academic skills as this growth is on a subtle, incremental graduated scale with no pain to the child or awareness of this change.

The Editors



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Dyslexic Advantage Makes Me...

Experience at Ananya Learning Centre

Studying at Ananya was a big turning point for me, having joined 10th NIOS at Ananya/MDA in 2010. I have incredibly special memories from my time at Ananya that I cherish till date. I made many friends who have been a big support system for me. I thank my teachers, who were my backbone then, and whom I approach for advice and feedback even today! Without their training, guidance, and support, I wouldn't have become the person I am. As a child, I was very mischievous in school and remember many incidents where I had a hearty laugh in class with my peers. I hope my teachers and friends recall and cherish those times. I successfully completed my 10th NIOS with great academic performance and relocated to Singapore at the end of 2012.

I completed my schooling in Singapore where I discovered my passion for the arts. I was fascinated by animated movies and video games and found myself being fascinated by the showcased. That's the moment I realised that animation and arts was my true calling and told myself that one day I will be successful in this field and inspire people with my craft.

I did a 3-year foundation program at Nanyang Academy of Fine Arts (NAFA), Singapore and majored in Illustration Design with Animation. I continued to pursue my passion and did my Bachelors in Animation at Rubika Supinfocom Design College in Pune, India.

The last 6 months of the course was challenging and fun because we could finally put together all the skills and techniques that we had learnt. My team and I put together a short, animated film titled 'Remnant of Time' as part of our final project. Due to the unprecedented times of COVID-19, we had to adapt to and work on our respective workstations from our

homes which made the experience different. It was a great way to learn how to convert challenges into opportunities and strive towards success!

Some of my work:

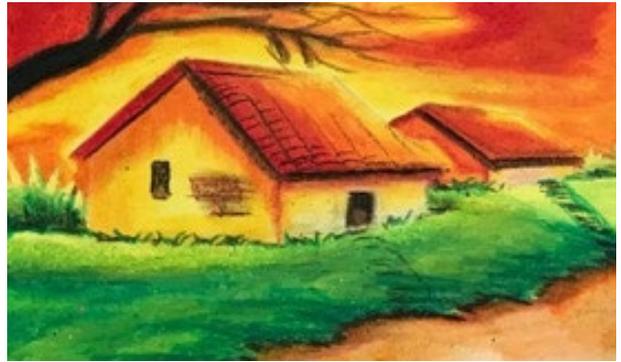
Traditional work - Soft pastels, Oil pastels, Water colour and clay modelling



Galaxy Rendering



Animal Personality



Bright Orange - Imprint artwork

Digital work – Concept art and 3D models:



Bumpy the ankylosaurus
(From the animated series, Jurassic Park: Camp Cretaceous)



Stylized Dinosaur – Creature Modelling



Copter Bot – Robot Modelling



Chef Axel George
BA in Culinary Arts (Welcome Group Academy of Culinary Arts, Manipal University)

After difficult childhood experiences at various schools where I found my burden of learning almost too hard to bear, I was finally identified as dyslexic, taken out of St. Michael's Academy, Adyar and joined 7th standard at Ananya in 2006. The plan was for a 3 term pull out, but I was so comfortable with the totally different learning experience at Ananya that I stayed on until I completed my 10th.

Studying in Ananya gave me a lot of self confidence as I discovered there were many others like myself whom mentors



actually empathised with, understood my issues and helped face and overcome them. I took home science as one of my subjects, and later decided to take up culinary arts as my career. Life has not always been easy even after that, with many hurdles, difficulties and disappointments to overcome. For instance, I had always wanted to work as a chef on a cruise ship. However just as I was about to complete the initial training, I went through the mandatory medical tests and much to my own surprise and sorrow found that I had been disqualified. It seems that I was not able to see some subtle colour differences and therefore was classified as colour blind. For some strange reason it seems that even a person who cooks on a ship needs to have 4k colour vision!

After a 300-million-mile journey, NASA's Mars Rover Perseverance tweeted "Perseverance will get you anywhere". That message is so appropriate for all of us who face physical or mental challenges. We have to strive to try and if we fail, we must get right up and try again. Maybe we may need to change our goals and paths, but we have to keep persevering.

I have worked in several hotels and restaurants in India and have even had a stint in Bahrain. After last year's COVID outbreak, when I had to come home, I decided to start a home based catering business whereby delicious food and desserts could be delivered at people's homes. I presently offer Italian Pastas, Pannacottas and Cutlets. I have named my business as "Chef Axels" and you can follow me on Instagram @chefaxels :<https://instagram.com/chefaxels?igshid=1jp6z3h2uyf2c>





Vinita Sidhartha,
Founder, Kreedaa

Traditional Games and Their Relevance to Education

Play, being an impulse native to humans, they have played from time immemorial. Archaeological evidence of play, including boards, dice and game pieces dating back a few thousand years, bear testimony to this. But one does not need to go so far back to discover the value of play. Till a few decades ago play was a way to pass the time in many homes where everybody - adults and children alike- participated and people learned to interact with one another through play. While there is great value in playing games, unfortunately people today need a reason to do anything, even play, despite there being enough reasons to play.

Building Relationships

Perhaps the most important aspect of play is that it helps build relationships and strengthens bonds through shared experiences as opposed to common experiences such as watching TV together. In fact, one could almost rephrase the parenting idiom as “Families that play together stay together.”

Most importantly, as traditional games are universal in appeal they can be played by and across people of all ages and are an excellent way to bridge generations, learn a lot from grandparents in these times of the breakdown of the joint family system.

Making Memories

Any happy memory from childhood will include playing with friends or family. These memories sustain us as we grow older, building a foundation on which to build our lives. I remember a recent experience when a lady called up and thanked us for reviving traditional games. She had been through numerous hardships and was teetering on the verge of depression. Someone gifted her a game that brought happy memories of childhood flooding in and gave her the courage to pull herself together.

Laugh out Loud

Children today also face a great deal of stress. Laughter is a great stress- buster. Spontaneous unstructured play is perhaps one of the greatest sources of laughter. Children these days have very little unstructured time. Every game of spontaneity is a coaching class be it cricket, net games or chess which is not the same as the former. Traditional

games are a wonderful way to be silly, to laugh for no reason at all and spend time with someone in a stress-free environment.

Learning to win and lose

The present-day tendency to make every child feel special and ensure no child is left out has made children poor losers. The pressure on them to perform and succeed, has added to this burden. Unfortunately, in life, success is not always guaranteed and learning to lose and fail is intrinsic to personal growth. Playing games teaches one to win and lose gracefully and to be a sport.

Appreciating the environment

Traditional games are often played with natural materials: sticks, leaves, fruit, seeds and shells that provided endless material to play. Playing games with these helps develop an appreciation for nature. The delicate shades and markings on the shells, the texture, weight and contour of the seeds are all important in playing a game. Take a game of tamarind seeds that are put in a heap and blown apart. Heavier seeds won't blow. Round seeds will roll. Children quickly learn to appreciate these nuances while handling these materials.

To appreciate our Indian cultural traditions Games are something children relate to which again helps in appreciation for the traditions, culture and pride in one's country - all vague concepts for a child. When stories from history and mythology are woven around them, it makes games more thrilling, exciting and memorable.

Motor skills

Perhaps the earliest learning from traditional games is the development of motor skill, be it hopping in pandi or hopscotch, balancing on coconut shells, rolling a hoop stick or fine motor skills such as picking up and distributing objects like pallanguzhi, or striking objects against each other. Learning to manipulate these objects and use them to create games helps hone this capability effortlessly.

Sensory skills

Since numerous traditional games are played with natural materials, the child is introduced to textures, weight and shapes of all kinds through seeds, shells and other play material. The child learns to distinguish one texture from the other long before they can verbalise the descriptions of these textures. This sensory stimulation is vital to early childhood development.

Hand-eye co-ordination

A number of games such as the traditional flick-top, marbles, gilli-danda or five stones - which requires a child to toss stones up in the air while picking up others- are a wonderful way to develop hand-eye co-ordination of a child. This is a skill vital to life as everything we do needs this simple co-ordination. Learning this skill at a young age and reinforcing it through games helps the child in the long run.

Counting and Numbers

Almost all traditional games introduce children to simple counting and numbers through dice movements and monitoring points. However, no

game can introduce children to numbers at a young age better than Parama Padam – the traditional Indian Snakes and Ladders. The child learns to count to a hundred and beyond while also understanding the sequence of numbers. Also, through dice movements the child understands the concept of addition.

Following Rules

Another key learning from playing games is following rules. Almost every situation in life has a set of rules that govern it. More often than not, these rules are meant to ease the interpersonal interactions so that everyone can function in relation to the other. Games like Chaupad, with its complex yet defined rules, are an early introduction to children in aspects like the direction one travels, the choices that one can make and the things one can or cannot do – all of which are defined by the game. What makes Chaupad interesting is that there is a little-known version when all rules within the game break down. The mayhem it causes in game play simulates the real-world situation where there is sometimes a complete break-down in rules, law and order.

From motor skills and sensory skills to hand eye co-ordination, from critical thinking to counting and understanding numbers, traditional games teaches them all. What remains true, no matter the age, is that games simulate real-life situations and playing together is a way to grow and blossom as human beings. So why not call your child, "Come play a traditional game today!"



Gowri Ramanathan
Principal, Ananya Learning and
Research Centre, Chennai

Benefits of Traditional Games on Children with SLD

It is indeed a blessing that we are born in a country, rich in its roots in every aspect of science, art and culture. All work and no play makes Jack a dull boy, doesn't it? Games and their fun can be further expanded to their benefits to young children and their overall development in their growing years. It is interesting to note that each game has its own unique nature and effect on motor development, cognitive thinking, logical reasoning, spatial understanding and presence of mind. These games were diligently followed in Ananya, making them fun and a way of getting them to learn.

Let us begin with the ancient game which our own great-grandmothers probably would have enjoyed playing as a solitaire game of those days. The salient features are however listed below:

Pallankuzhi

- Attention
- Fine motor
- Finger dexterity
- Eye hand co-ordination
- Cognition
- Sequencing/counting/calculation
- Spatial
- Social skills

Pallankuzhi helps in improving the attention span in hyperactive children who seldom like to sit. It works on fine motor skills because the beads used are called chozhis - or small sea shells. These are slippery, so the child has to have the firm grip to hold it in their hands yet move them from one hole to the next on the pallankuzhi board which has holes on both sides, closer to one another equidistant too.



Pallankuzhi focuses on dexterity in grabbing the shells, counting to almost six at a time, without dropping them down. You drop one by one into the holes in a clockwise direction. Eyes are to be fixed on that hole when you drop the shell into it. It mainly deals with numbers too and counting is something that gets better when we play this game with the kids. It improves spatial understanding because the sequence is well planned in this game, starting with clockwise and anti-clockwise too later. It is a game that is played where you follow the partner in the turns where they last drop the shell and pick up from there. Isn't it interesting!

Academic goals: Writing, mathematical skills and life skills. Fine motor skills are involved which is necessary for activities of daily living like buttoning, brushing, dressing.

Seven Stones (throw and catch)

- Attention
- Fine motor
- Eye-hand co-ordination
- Spatial
- Estimation
- Memory (remember where to start/left)
- Mathematical skills (counting the points)
- Social skills

This game is usually played with pebbles, that are not equal in shape and with edges. It enables the child to give attention to the drop of the stone from the ground and picking it up immediately with the other one using one hand. It demands quite good swift

hand and eye coordination to do this. It sharpens the child's memory because of the counting of the stones that were caught earlier and continue from where they left. It is good activity on memory recall. It improves tactile movement in fingers and of course all these games improve social skills to include qualities like understanding rules of the game, waiting for your turn, passing the pebbles to the other and so on.

Academic goals: these activities are pre-skills for writing, memory and mathematical skills. Muscles of the shoulders, arms and fingers need to mature and be age-appropriate.

Paandi

- Attention
- Gross motor
- vestibular
- Spatial awareness
- Memory
- Social skills



This game is more an outdoor game played by children either on fine sand or on a rough surface. It involves calculated jumping from one square to another. The moves are such that we throw a coin or stone on the box that is drawn on the floor. The diagram usually is rectangles drawn in some pattern, either in linear flow or laterally on the sides. Academic goals: children see a pattern which helps in formation of letters, math.

Snakes and Ladders

- Attention
- Fine motor

- Tracking
- Language development
- Counting
- Spatial
- Social skills

Snakes and ladders is another ancient game that was played centuries ago, having been quoted in epics like Mahabharata. In Indian history and heritage, we can observe its relationship with life and its values. The good and bad, the devas and asuras, the satva and tamas gunas are all depicted symbolically in this game where dice rolled gives the number from 1 to 100 on the board. As we grow in our life with dedication and hard work the ladder makes you climb the numbers. Alas! If you are stuck by the snake, you descend and face the failure too. The numbers move in ascending order from 1 to 100, in upward trend. When you move the coins, we must touch the board on the boxes and count the number that appears on the dice.

It improves counting in sequence based on the number rolled in the dice. It also improves fine motor while you move the boxes sequentially. Attention is needed when you look at the opponent's move too on the board. It improves social understanding of waiting for turns, accepting success and failure with a smile. Tracking with fingers is a crucial skill a child learns while playing the game.

Academic goals: Reading, writing, vocabulary building and mathematical skills. It also helps children to play together, develop social skills and encourages to balance the emotional side of losing or winning. They also teach them turn taking and waiting skills.

Throw the Ring and Win

- Attention
- Estimation
- Spatial
- Eye hand co-ordination

This is a simple outdoor as well as indoor game that can be played with fun. Objects can be placed on a table. The child is given a ring to throw on the object from a distance. Focussing and targeting the object, he/she aims at it and puts the ring on it. This is an interesting game to play about achieving things with complete attention and focus. The spirit of being



successful is well experienced in this game. Repeated attempts can encourage the child to improve the focus every time they throw.

Academic goals: focus on task, skimming, scanning, attention and focus is the priority here. This helps children to focus, be attentive in class and concentrate on the task at hand.

Kabaddi/Kho-kho

- Attention
- Gross motor
- Spatial
- Team work.

Kabaddi

The above game is well suited for children to enjoy energy and enthusiasm throughout the game. Kabaddi is also about self-defense where you save yourself from being pulled by the opponent into their team. It teaches the child to be careful while facing people. It helps in excellent team spirit where you pull the opponent's members into your team to increase your number. However, you play safe in such a way that you are not caught by them. The trick of the trade is exciting for them to learn. A whole lot of planning takes place.

Kho-kho

It is another game that teaches the child to run energetically through the space where players are made to sit next to each other each facing the alternate direction. When you run to catch the opponent, you can tap the person sitting on their back. The rule is not very tough to understand except that they follow the full circle while running in a clockwise direction. It teaches spatial intelligence to sit next to the other person in a comfortable distance from one another.

Academic goals: Leadership/working as team, speech, communication skills. These games help in executive functions and enhance problem solving skills. Use of whole body strength involving all the muscles which will help in writing. Involves heavy muscle work which builds body awareness and motor planning, helping in turn to learn new motor tasks.

Rolling the Tyre

- Attention
- Gross motor
- Eye-hand co-ordination
- Estimation
- Maintaining pace Academic goals: writing

This game is quite a carefree game where the child easily rolls the tyre with a stick. Helps build focus and concentration, thus improving attention and memory. It also facilitates gross motor movement while rolling the tyre with good grip and equilibrium, such that it doesn't fall flat on the ground. Children usually sing and dance when they play this game.

Uriyadi

- Attention
- Gross motor
- Spatial awareness
- Listening
- Estimation
- Directionality



This game is all about targeting the pot that is hung above on a long pole. The pot is usually filled with some gifts. Children are enthusiastically eager to break the pot by hitting it with their eyes tied with a handkerchief or bandana. This game is all about hitting the pot, breaking it and grabbing the prize. Academic goals: Writing, listening to instructions. This helps in their listening comprehension skill of taking back instructions home and most important of all visualisation skills which is much needed for writing. The child visualises above, below, next, over to right/left, all of which are important for academics.

Seed game (blowing seed)

- Attention
- Spatial awareness
- Oromotor
- Counting

This game is quite simple when you blow the seeds away in a particular order. Your focus in directing the air towards the seeds is essential to plan the space wherein the seeds are blown in an order. It also includes counting about odd/even numbers on the seed counting.

Academic goals: speech clarity, reduce talking (over talking motor tiring), counting, odd/even. The muscles of the insides of the mouth get activated and results in clarity of speech and fluent pronunciation.

Lagori

- Attention
- Eye-hand co-ordination
- Social skills

This is a game which is simple and fun loving to play. The rules are simple and easy for children to try

it. It involves a ball and a pile of flat stones, played between two teams. Each team gets chances to knock down the pile of stones and the objective is to stack it back. It involves running, observation, speed, strength, throwing and concentration.

Academic goals: Social skills develop which results in healthy relationships. progressing to a healthy mind. Attention and concentration skills are enhanced. communication skills, as well as sensory and motor skills are encouraged.

Bambaram (top)

- Attention
- Eye-hand co-ordination
- Bilateral co-ordination

This has a top and a long rope that is enough to play it. The child is expected to have the dexterity of the rope tied to the top in a tight circular motion closely moving from bottom of the top to the base. The top is fixed on a strong nail and once we release the rope in a high speed it spins on the ground. It is generally played on the ground filled with fine sand. Most of the children enjoy the spin as it goes faster and then slows down.

Academic goals: It helps a lot in writing. It involves muscles of the spine, trunk and shoulders which gives the strength for good handwriting. bilateral coordination helps in stabilising the paper in one hand and while writing with the other. It will help with organisation and structured activities.

Traditional games promote holistic development in children, laying the foundation for physical and emotional growth.



Vinita Sidhartha,
Founder, Kreedaa

Mathematics and Traditional Games

Mathematics is the science in which we think about numbers and space. It can also be a lot of fun. It helps us keep score in a cricket match, to decide which ice-cream to buy when we don't have enough money as well as an engineer design a machine.

Imagine that a very long time ago, a group of five primitive humans went looking for food. On a tree, they found some delicious fruit. One of them quickly counted the number of people in his group – 1 – 2 - 3 - 4. They forgot to count themselves. They climbed the tree and got four fruits. They quickly

gave one fruit to everyone in the group but there was nothing left for themselves. They counted again. They were short of one fruit. Suddenly they realised their mistake. So, the poor human had to climb the tree again and pluck one more fruit. It is this matching of objects that led to humans' first mathematical ideas. This is where we start our introduction to numbers.

Dyscalculia is a disability resulting in difficulty in learning or comprehending arithmetic, such as difficulty in understanding numbers, learning how to manipulate numbers, performing mathematical calculations and learning facts in mathematics. There are many approaches to helping people with dyscalculia. Traditional games are a very interesting and enjoyable way to understand numbers. Through them, one can learn a lot about numbers and the world around us.

Tamarind Seed Game

Let us take the example of the tamarind seed. Tamarind is used extensively in Indian cooking. The seeds of the fruit pile up and become perfect material to play a number of games.

Give the child a basket of tamarind seeds. Let them play with it. Are the seeds smooth to touch? What sound do they make when scooped and poured? Scatter a heap of seeds on the floor or alternatively, place a pile of seeds on the floor and ask the child to blow and scatter the same. Set a target. The first person to pick the targeted number of seeds without disturbing the other seeds is the winner.

- What can be used instead of tamarind seeds? Are they too small?
- Can we use mango seeds? Are they too big?

- Can we use marbles? Are they too round? Will they roll?
- Can we use pebbles? Are they too heavy?
- Can we use thermocol beads? Are they too light?

The above activity can be modified to create a number of games which can help better understand mathematical concepts such as counting in pairs or in multiples, concepts of odd and even, concepts of greater than and less than, etc. Discussing the material and examining its texture and characteristics helps one stimulate sensory skills and do a comparative study of different materials. All of this not only helps with counting but creates a more analytical and observant temperament.

Parama Pada Sopanam

Parama Pada Sopanam means Steps to the Highest Place (where Parama Pada means highest place and Sopanam means steps). This is a traditional version of the popular game of Snakes and Ladders. The game was believed to be symbolic of a person's attempt to reach Nirvana or perfection. In this version, the snakes are named after characters from Indian mythology that represent a vice, the ladders representing virtues.

It's perhaps no surprise that this game develops children's counting abilities. The interesting thing here is that Snakes and Ladders not only helps develop counting skills but also basic addition skills. For instance, if a child is on square 9 and receives a dice roll of 5 they will move forward 5 spaces to 14. The realisation will dawn on the child or can be prompted by an adult that $9 + 5 = 14$. Children also learn the

basic sequence and pattern of numbers. They will consistently be rolling fours, five and sixes, and counting the numbers on the board.

Variations of the game as well as changes in the number of dice and game pieces can create interesting mathematical challenges that can further strengthen counting and mathematical skills. The story telling aspect of Parama Padam that sets it apart from Snakes and Ladders adds to the ambience of fun, creating a non-stressful environment to absorb the mathematical thinking.

Fun with Dice

Dice are small throwable objects with multiple resting positions, used for generating random numbers. Dice have been used since before recorded history, and it is uncertain where they originated. Dicing is mentioned in the Rig Veda, Atharva Veda and in early Buddhist games.

There are many types of dice in the world but perhaps the most popular is the square dice. Some of them have numbers but mostly they have dots on the 6 faces numbering 1-6.

Take a square dice in your hand. What do you notice about numbers on opposite faces?

Did you note that numbers on opposite faces add up to 7?

Another popular type of dice in India is the long dice. In India, long dice may be marked differently in different parts of the country. Dhayam in South India is marked 0-1-2-3.

What happens if you get two 0s or blanks? In South India, two 0s or blanks are counted as 12.

Throw a pair of dice. The score is the total of the number on each dice. Throw the dice and keep your score.

- What are the numbers you can score?
- What is the biggest number you can get?
- How many combinations can you get?
- Is it different for square dice and long dice?

Games like this creates a familiarity with numbers and an understanding of how they work together.

Pallanguzhi

The Pallanguzhi is a board with 14 cups in it and is used to play some very interesting games. Pallanguzhi has many natural math extensions. It can help children practice an important math fluency skill called subitizing. Subitizing is when a child can naturally “see” the number of objects in a set without counting the objects. For example, a child could see three seeds in a pit and recognize the three seeds without counting them individually. This is an important mathematical concept that must be learned.

Pallanguzhi also provides a natural context for multiplicative thinking in older elementary students. With six pits and four seeds in each pit, students will progress from counting seeds to skip-counting to using multiplication facts.

Numbers can be fun. It requires patience and skill and the right ambience where learning becomes secondary to fun. In this manner, the child learns naturally without even realising that the learning is happening. Traditional games provide us the right environment and tools for both the learning and the fun.

Albert Einstein is believed to have remarked that play is the highest form of research. With endorsement from a genius like Einstein, we need no further reason to play.

How to Play These Traditional Games

Some of the traditional games played across the India are:



Perhaps no other game is played in so many different variations all over India as Chaupad. Though it seems like a simple game of chance, it involves thinking and planning.

The game is played by throwing long dice or cowries and moving the counters on the board, according to the number on the thrown pieces. The person who manages to get most of the counters safely home is the winner.

Gilli Danda



A game played with a stick and a peg, this outdoor game requires remarkable hand eye co-ordination. It is at its best and most fun when played as a team game, this game involves tapping the peg (gilli) with

the stick (danda) hard enough to make it jump and trying to hit it while it is still in the air. Numerous variations exist and points are calculated through many metrics like distance covered, number of times the gilli is tapped in the air and so on.



Dahdi

A popular board game of alignment, this is a strategy game in which the aim is to get as many points as possible by getting three pieces in a row. The

highlight of this game is that multiple combinations of three (dahdi) can be created, as coins can be moved on the game board and each time a Dahdi is created one of the opponent's coins can be removed from the board.

Aadu Puli Aatam

One of the most popular games played all over India, this version has 3 tigers and 15 goats. While the tigers try to attack the goats (by jumping over them), the goats try to surround the tigers so the tiger does not move. The first to succeed is the winner.



Stick Game



This is a game that requires steady hands. Try to toss the sticks and separate them one-by-one using the long stick provided, without disturbing any others.

Hoopstick



The point of the game is to keep the hoop rolling by tapping it with the stick.

Coconut Shell Walk



Coconut shell walking is a folk game played in many countries of South East Asia. Using hard coconut shells and the attached rope, the walker learns to balance on the shells by holding the rope between the toes.

A Perspective from Nizamuddin Basti

“Children learn as they play. More importantly, in play, children learn how to learn.” O Fred Donaldson



Jyotsna Lall
 Director Programmes
 Aga Khan Foundation, an agency
 of the Aga Khan Development
 Network

Raja- Mantri- Chor-Sipahi or King-Minister-Thief-Soldier

“Mera mantri kaun?” (Who is my minister?) is how the game begins. Before that sentence was spoken, a whole bunch of activities had happened – four children collected and decided after many arguments (as always happens – with the pros and cons of each game discussed) and finally decided on which game to play. It is important to remember that deciding on a game and the rules of the game are an equally important part of the game. E.g Are you out if the ball hits you above the waist? Are you allowed a re-throw? If yes, how many times? This needs to be recognised as a natural and necessary part of the negotiation and mediation of difficult issues and controversies that are bound to emerge as the game progresses.

Coming back to “mera mantri kaun?” This is a sentence from the popular game, “Raja- Mantri- Chor-Sipahi” or “King-Minister-Thief-Soldier”. The game begins with making four chits (after figuring out whose notebook to tear a page from), namely Raja (1000 points), Mantri (800 points), Chor 0 points) and Sipahi (500

points). Each chit is folded-shuffled and distributed among 4 players, with each player picking one chit. Players can open their respective chit to find out their character (which shall not be revealed to anybody). The player with the chit containing Raja exclaims “mera mantri kaun?” The Mantri then has to identify the ‘Chor’ from the other 2 remaining players. If the Mantri, guesses correctly then the points are retained or else they surrender them to the Chor. Several rounds of this game are played before counting the points. The player with the highest score wins the game. Long afternoons were spent on this.

Name-Place-Animal-Thing

Another popular game is “Name-Place-Animal-Thing” – now a downloadable App on your phone, where the players have to chart out Name-Place-Animal-Thing as per the alphabet announced. It is a test of both agility and general knowledge.

Barf-Pani or Ice-Water

Favourite outdoor games are “barf-pani” or ice-water – an almost endless game where children form two teams. Two children from one team chase the other team and whoever they touch turns to ice! Their team members can touch them to make them into water

but as soon as the chasing team retouches them, they become ice again. The only way to end the game is when the entire team turns to ice! Possible, but can go on for a long time.

Marbles

Marbles are another popular street/outdoor game – there are several variations, all of which involve winning marbles from your opponent by hitting a targeted marble. Marbles are usually disapproved of by parents as there is an element of gambling in it.

Pitthu or Lagori or Ezhukallu

One of the oldest and most popular games played in India is pitthu also called lagori in Karnataka or ezhukallu in Tamil Nadu. The game involves two teams with a ball and flat stones/wooden blocks stacked one on top of another. One team will knock down the blocks and will try to restore the pile of blocks while the other team will try to throw the ball at the opposing team. After the first team knocks the stones over, the second team will get the ball and try to hit players from the opposing team below their knees. This is somewhat similar to dodge ball. There is no restriction to the number of players – both teams should have an equal number of players.

Gitte

Gitte is still played but no longer by many urban children. This was a game with five stones that had a range of steps that involved spinning one stone in the air and pick other stones from the ground without dropping the stone in the air. This game can be played by any number of people. This requires a good degree of hand-eye coordination.

Kati-Patang or Tippi-Tippi

Children in urban areas still play kati-patang or tippi-tippi tap (language changes according to the locality of the children), where one child chooses a colour and the remaining children scramble to touch an object of that colour. If the child who called the colour catches a child before that child has found the safety of that chosen colour, she is out! The game begins again with another child.

Changa

Another game that is popular in urban areas of Delhi is changa where children put together rubber-bands usually cut from the tube of a cycle tyre and balance it on their foot by bouncing it. If the changa falls to the ground then the next player gets a turn with the changa.

Oonch Neech ka Papda

Oonch Neech ka Papda game is another popular group game played by young children in uneven open spaces. Oonch means a surface which is comparatively higher and Neech means a lower surface. Called Kumir Daanga in Bengal, Nela Banda in Andhra Pradesh or simply called Oonch Neech. One player is chosen as the denner. The other players shout out "oonch neech ka papda, oonch maangi neech." Here, the denner is being asked whether he chooses oonch or neech. If the denner chooses oonch then other players quickly move to the lower levels and vice versa. The denner has to now catch the players who are in his preference area. The players have to keep moving and cannot be in the same position for more than a specified time. The player who is caught by the denner becomes the next denner and the game continues.

The list of games can be quite long but almost all of them cost little to put together – an old tyre, stones, sticks, a ball and hours of fun. Children learned teamwork, developed gross and fine motor coordination, strategy formulation and negotiation in the process – though children never saw it as learning life- skills – they saw it as play.

Games from Maharashtra



Masarrat Khan, CEO,
Maharashtra Dyslexia Association

“Traditional games are those games that people have played for many years, because participation gives them a chance to practice something that has meaning within their society” (Bressan, & Van Der Merwe, 1992).

Traditional games require physical activity, social skills, creativity, imagination, competition and camaraderie amongst others. Quite simply, traditional children’s games stimulate their growth, physically as well as intellectually.

Following are the traditional (as opposed to popular) games of Maharashtra:

Kho Kho

In ancient times this was played on ‘raths’ or chariots and was known as RATHERA. The word kho is imitative of the sound invoked while playing the game. It is played by teams of 12 nominated players out of fifteen, of which nine enter the field who sit on their knees (Chasing Team), and 3 extra

(Defending Team) who try to avoid being touched by members of the opposing team.

Atya-Patya

This is a “game of feints” played between two teams, each of nine players. The game begins with the “attackers” who first stand outside the court near the kapalpati (first trench) trying to dodge and slip through the condos (space between 2 trenches) by crossing the trenches without getting tagged by the “defenders” who move to and from each on their designated trenches. If any of the attackers successfully crosses all the trenches from the first to the last, and makes a return trip from the last to cross the first, a game is scored. The game starts afresh with the attackers becoming the defenders.

Both these games demand the highest degree of quick and brisk movements, very high grade of nerve reflexes and tremendous stamina which are characteristic of a supreme athlete. They require all motor qualities like speed, endurance, flexibility, agility, strength and neuromuscular coordination. They help in building physical fitness, strength, speed and stamina. They also develop qualities such as obedience, discipline, sportsmanship, and loyalty between team members.

Langadi

In 1935, the Akhila Maharashtra Shareerik Shikshana Mandala framed rules and regulations for Langadi and gave it a standardised form. Two contesting teams, each of nine players, by toss decide the defenders and the attackers. The game is played in a circular field of 15 to 20 feet in radius according to the age or height of the players. One player from the attacking side enters the field hopping through a marked entrance and tries to touch the defenders who run or dodge within the boundary. Only three defenders enter the field at a time. The hopping chaser must not, while in the field, touch the ground with any part of the body other than the hopping foot.

Langadi requires skills such as balance and co-ordination, and is considered to be useful in training for sports like kho kho, volleyball and gymnastics.

Vagha Bakari

All players but one become goats and file behind the leader, the dhanagara (shepherd). Each player holds

the one in front by the waist. The extra player, who is vagha (tiger), moves from side to side in front of the shepherd and tries to touch one of the goats while the shepherd protects them by moving himself as the tiger moves. The goat touched by the tiger becomes the new tiger and the tiger joins the goats. This game requires one to act with speed and swiftness.

Surparambya

- (i) A circle is drawn on the ground under a tree. Except the denner and one player, all climb the tree. The player on the ground stands in the circle and from under his right leg throws a stick as far as he can. By the time the denner runs for the stick and restores it in the circle, the player on the ground climbs the tree. The players from the tree then jump from or climb down the tree and touch the stick before they are tagged by the denner. The one who is tagged becomes the denner. The throwing away of the stick is done by turns.
- (ii) One has to swing from one parambi (branch) to another of the banyan tree using its aerial roots without stepping on the ground. The player whose foot touches the ground is ruled out of the game. The swing from one branch to another is called Sur, and hence the name Surparambya.

Physical strength is very important, especially the strength in the grip of the hand.

ChenduLagorya

The ‘chendu’ is hempen ball and the ‘lagori’ a pile of pieces of tiles, usually seven. There are two teams of players. One player of the attacking team needs to strike the pile of tiles with the ball to knock them over in three shots. The whole team then has to try and restore the pile before being hit by the ball and declared ‘out’.

The skills developed are concentration, physical development, team building, hand eye coordination, strategy building and social skills.

Kanda-Fodi

This is a very interesting game where a player has to jump across another player starting with the leg. The game gets more and more difficult as the height to jump over increases.

It involves concentration, agility and coordination.

Bhatukali

This is the house-keeping game often played enthusiastically by girls with secondary roles given to boys. Around 400-500 years ago, Bhatukali was devised as a method of getting young girls to learn home management rituals and traditions through play.

Sagaragote or Gajage

This is another game played by girls. Round pebbles or stones, or gajage (nuts) from five to any odd number are selected and scattered upon the ground by a single movement of the right hand. Of the scattered pebbles, one is selected for tossing. After tossing one pebble, while it is in the air, one of the other is picked up and held in the palm of the hand, and the tossed one is caught in the same hand. In a similar way, pebbles are picked up by twos, threes, fours and so on till all are picked up. This game improves concentration, hand-eye coordination, and hand dexterity.

Traditional Games Played by Children at Bala Mandir Home



Leela Natarajan
Member-In-Charge
Children's Programme, Bala
Mandir, Chennai

After a hiatus, the focus all over today has shifted to traditional games, since experts say that they help children learn values and skills naturally. Traditional Games contribute to the enhancement of certain skills and contribute to the holistic development of children. Most of the games explained here are initiatives which have been introduced to engage the children at Bala Mandir Home.



1

Paandi

Usually played outdoors, where small objects are thrown into patterned rectangles and participants hop or jump into the spaces to retrieve them. A healthy physical exercise, Paandi not only enhances spatial and balancing skills, but improves concentration of the players.

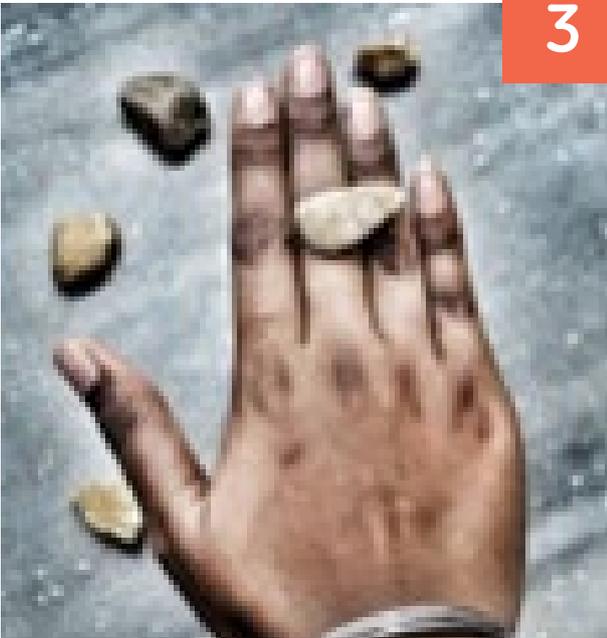
2



Goli

Here marbles of different hues and sizes are dexterously released by the fingers into different holes which have been made according to the rules. This game encourages flexing of fine motor muscles, hand-eye coordination and sharpens concentration.

3



Kazhakkodi

Six pebbles of same size and shape held in the palm of the hand and played along with a song, which matches the rhythm of the hand movements while playing Kazhakkodi. This game uses hand-eye coordination and spatial skills for tossing and picking pebbles in perfect rhythm. These days, the song is dispensed with and the game is played without it.

4



Pallanguzhi

Pallanguzhi is a game for two players with a foldable wooden board with seven depressions on both sides and cowry shells or tamarind seeds. 12 shells are distributed into each of the 14 depressions. The permutation and combination of distribution of the shells which leads to one of the players capturing all the shells as permitted in the rules of the game, makes it exciting. The game inculcates hand-eye coordination and mathematical skills. This fun game is played by both the older and the younger generations of the family, creating bonding.

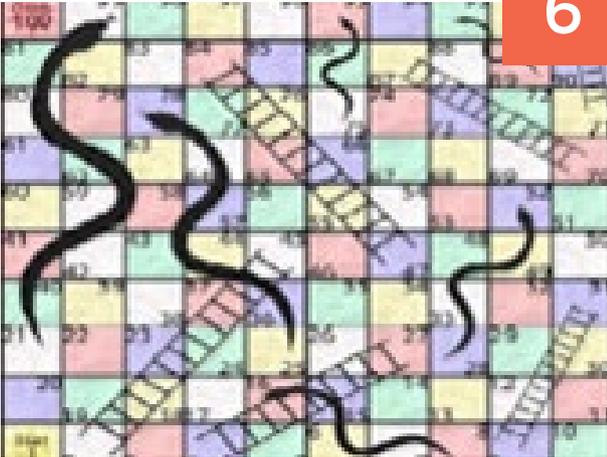
5



Spinning tops

An universally enjoyed game tops of different sizes are spun with required lengths of string. Talented players spin the tops on the ground, or lift it by looping with the string on their palms and then releasing it again on the ground. This game requires skill, dexterity and quick hand-eye coordinated movements.

6



Paramapada Sopaanam

This ancient traditional game now popularly known of Snakes and Ladders symbolises the quest of humans to attain the ultimate Godhead. In the original game, the ladders represent virtues and the snakes represent vices. The snakes carry names of negative characters from stories of our epics. This reminds the players that the path of righteousness is full of obstacles.

Today, the game is played as a simple version on the same principles with adaptations in various countries as an educational tool for encouraging children to understand various teaching concepts and to stimulate their learning in different ways.

These are but a few of the traditional games, but they give an insight as to how meaningful the thought processes of our ancestors have been.

Games of Rural Tamil Nadu

Thenmozhi

Primary Teacher

Sevalaya's Mahakavi Bharathiyar Nursery and Primary School

Traditional games aid in the all-round growth of the child - physically, socially and emotionally. In Sevalaya we encourage children to play traditional games like **Pallanguzi**, **Pandi (Hopscotch)**, **Solanu Kattam (a traditional game similar to Ludo)**, **Pagadai (Pacheesi or Chaupad or Ludo)**, **Thattangal (Five stones)** all of which help children in increasing their hand - eye coordination, physical dexterity, fine-motor, macro-motor and sensory skills, accepting winning and losing, concentration, strategy and planning, quick thinking, counting, memory and social skills the way of taking turns, group play, team activity . Besides, traditional games have proved to be a significant factor in helping relieving stress in children.

There is a vast variety of traditional games in our country which should be encouraged through regular play, competitions in schools and homes.

"Let us play traditional games,
Let tradition flourish,
Let tradition help make great future citizens."

World

Traditional Games from Kenya

Nancy Munyi and Phyllis Munyi

Dyslexia Organisation, Kenya



A hole and 13 stones, pebbles or marbles

This game is popularly played by girls.

Material: 13 small stones, pebbles or marbles or Sodom apple fruits

Players: 3-4 participants

The player throws one stone up as she counts stones on the ground pushing them in the hole. It starts with one, then two, three, four, six, multiples of 12.

The player 'burns' and passes on the game to the next player if she misses or picks more than it's the turn. The trick is being able to count and push in the hole the right number of pebbles while the thrown-up one is still in the air.

This game helps in mathematic concepts, additional, subtraction, multiplication, division.

It also helps in eye hand coordination, discipline, turn taking and orientation.

2



Catie/ small ball

A game popularly played by girls.

Material: Soft ball made of old socks and bottle tops or tins of same size

Players: Minimum- three participants

Teams: Two groups/team.

One group stays out to catch the ball and hit the ones inside with the ball. To spice up the game, bottle tops or tins of the same size can be used to build towers by those who are inside the game so as to avoid being hit by the ball. Those outside, must eliminate those inside by hitting them with the ball one by one. If one is hit by the ball she moves out and waits to be saved by her teammate if they complete the tower without falling.

The game helps in physical body movement, counting, turn taking, eye hand control, develop teamwork skills, language development. It also helps in orientation.

3



Marbles

Popularly played by boys

Material: Marbles

Players: Minimum two participants

The marbles are pushed by the middle finger directed to hit another one marble targeting to enter a hole. The winner gets the losers marbles.

This game helps in fine motor skill development, eye hand coordination, turn taking, cooperation, language development, self-control, anger management, learning to solve problems and develops concentration skills

4



Rope Skipping

Popular with girls

Material: rope

Players: Minimum- three participants

Two players swing the rope while the other(s) jump as the rope move above the rope and below the feet. The jumping is accompanied by singing songs.

The game helps in language development, turn taking, self-control, exercises, coordination and memorisation.

5



Sack Race



Sack race

The game is played by several players, each of them inside a sack. The players race towards a finishing point and the first person wins. The game helps improve balance, concentration and brings children together.

6



Simple Draught

Material: soft board, bottle tops

Players: two participants

Develops concentrations skills, language development, problem solving, turn taking, patience, teaches how to make sound judgement.

7. Rounders

Material: soft ball made of old socks

Teams: Two groups/team.

This game is similar in concept as baseball or cricket. The player outside throws the ball to one player of the inside team, who hits the ball with bare hands as hard as he can, the further the ball goes the better. He will run around a marked place/ground. If the outside team catches the ball mid-air before it touches the ground, the inside team loses.

The players learn teamwork, eye hand coordination, language development while they also have fun.

8

Hide and seek

The game has no maximum players.

Every other person goes into hiding, except for the one counting and searching. To give other players time to hide, the one searching sings a song or counts to a hundred or a number as agreed. When one hiding place is discovered and they are found, they are out of the game as he/she goes on to search for the others.

The first person to be discovered loses and becomes the one to search for the others in the next game. One must be very tactful to avoid being discovered the first one.

The player learns team playing, investigation, critical thinking, counting and observation.

Traditional Games from Indonesia



Dr Kristiantini Dewi,
Sp.A, Paediatrician
Some of the traditional games from Indonesia:

Engklek

This game is played by drawing boxes on the floor, as shown, using chalk. The number of squares drawn is nine, namely three horizontal boxes, connected with three vertical boxes, then one box above and two horizontally.

The participants of this game jump using one foot on each of the squares previously drawn on the ground. To be able to play, each child must be armed with a tile shard. The tile is placed in one of the plots that are drawn on the ground by throwing it. The plot, where there is a tile, should not be trampled/occupied by each player, so the players have to jump to the next square with one foot around the existing squares.

Players who have completed one round first, are entitled to choose a tile to be their "field". This means that the player concerned can step on that tile with both feet, while other players may not step on it during the game. The participant who has the most boxes will win the game.



This game has benefits such as honing physical abilities, particularly gross motor coordination skill; honing social skills and togetherness in a team, teaching discipline and obeying rules, developing numeracy intelligence, and being able to make players more creative.

Bekel

Bekel is an ancient children's game. You have to prepare several things beforehand, including the bekel ball, some are small and large according to your taste. Then, there are six seeds which are called bekel. This game operates at several levels. The higher the level of your game, the more difficult and challenging the game is. You start taking one seed at a time, right after you bounce the ball. Then you have you take two seeds at a time, three seeds at a time, and so on. If you have succeeded taking all six seeds at once, then difficulty level gets higher. Now, once the ball is bounced, you have to turn over the seed and make it upside down, starting with one seed with every one bounce, then two seeds, and so on till the series is complete.



Playing bekel ball is useful for training the coordination of both gross and fine motor movements and skills in regulating the rhythm between the time of bouncing the ball and picking up or fixing bekel seeds, coordination between the senses of sight and hand speed, as well as the child's ability to focus and concentrate.

Congklak

This game can only be played by two people. In total there are 98 congklak seeds which will be filled in the holes of the congklak boards. Generally, congklak boards are made of wood and plastic, while the seeds are made of shells, seeds, rocks, marbles or plastic. On the congklak board there are 16 holes consisting of 14 small holes facing each other and 2 large holes on both sides. All 7 small holes on the player's side and the big hole on the right side are considered the property of one player. Similarly, 7 holes on the opposite side and the big hole on the player's right are considered the property of the other player.

At the start of the game, each small hole is filled with seven seeds. Two players facing each other, the one who starts the game can select the holes to be drawn from and put one seed each into the holes on the right side and proceed counterclockwise. If the seeds run out in the small hole that contains other seeds, they can take the seeds and continue filling. If seeds run out in the player's big hole then they can continue by selecting the small hole on the side. When the

seeds run out in the small hole on the player's side, they stop and take all the seeds on the opposite side. But if the player stops at the empty hole on the opponent's side then they stop and get nothing. The game is considered finished when no more seeds can be taken (all the seeds are in the big hole of both players). The winner is the one who gets the most seeds.



Playing Congklak will make the players hone their fine-motor skill (handling seeds and put them carefully in each hole), basic calculation, analysing the game in order to win, building a good interaction with other player, and waiting for one's turn.

References:

<https://id.wikipedia.org/wiki/Congklak>

<https://id.wikipedia.org/wiki/Engklek>

<https://id.wikipedia.org/wiki/Bekel>

How Parents Have Used Traditional

Games The Multi-purpose Manjatti (Circassian) Seeds

Dr Lathaa Bhat,

Paediatrician



I wish to highlight the value of the attractive, small, red seeds, known as Manjatti seeds or Circassian seeds as a medium which I used for several activities for my son.

During one of his early visits to our native village near Udupi, he started collecting them from the fields. He treasured his collection of seeds of various sizes and colours, but this particular variety was his favourite. (He continues adding to his collection even now). We had plenty of them. There was a time when he was having difficulty in getting his

odd and even concept right. Every noon we had a ten - minute play session of odd / even game. We divided the seeds between the two of us. Each of us would take turns to hide a random number of seeds in our palms. The opponent should guess if it was an odd or even number. If the guess was right, he / she would get the entire amount was in the palm. The one with the greater number of seeds at the end of the stipulated time was the winner. He learnt his skip counting and odd / even concept with them, something he never forgot or got confused with subsequently.

We then followed it up with another game. We gathered the seeds together on the floor. Each of us would gently blow the seeds once and pick up the seeds carefully without shaking or moving the rest of the seeds. Once another seed moved, the next person would continue collecting them. The

player who collected the greatest number of seeds was the winner. This activity helped in fine motor activity of the hands, to focus on his task and enhance attention and concentration. He learnt to plan moves / strategies to win the game. This game kept him engaged for over an hour at times.

The next stage was to just let him play with the seeds to build creativity. While I could only think of making floral patterns with them he was more creative making smileys and various designs.

On the whole, the two of us had entertaining learning sessions with these wonder seeds that I had cherished as a child and still continues to captivate kids even now.

If a child has a habit of ingesting or mouthing objects then it is not safe to use these seeds).

“I adapted Hopscotch and Snakes and Ladders.”



Rana Maniyan

Snakes and Ladders



Hopscotch



In the Press

Where traditional games play a vital role

At Ananya, a school for children with dyslexia, traditional games play a vital role in the growth and the well-being of the children. Apart from that, the training at the centre prepares them to join mainstream schools.

The Hindu: <https://www.thehindu.com/news/cities/chennai/where-traditional-games-play-a-vital-role/article32576343.ece>

Madras Dyslexia Association adopts traditional games to teach children with special needs

The Madras Dyslexia Association has adopted Traditional Games in their remedial techniques for teaching special children. The MDA Special Educators have witnessed significant improvements with the use of traditional games, which are so vital in developing the pre-skills for all children.

The New Indian Express: <https://www.edexlive.com/news/2020/sep/07/madras-dyslexia-association-adopts-traditional-games-to-teach-children-with-special-needs-14444.html>

Madras Dyslexia Association uses traditional games to teach children with special needs

The Times of India: <https://www.educationtimes.com/article/newsroom/77993523/madras-dyslexia-association-uses-traditional-games-to-teach-children-with-special-needs.html>

Our Donors

Ever since our son was young, we have noticed him struggle with the most basic aspects of learning, particularly spelling, writing and number concepts. He always managed to keep his spirits up and try his best. But his self-esteem began to drop significantly in grade school as he began to observe increasing gaps between him and his peers. I remember him crying once when his friends asked, out of genuine concern and curiosity, why he could not spell simple 3-letter words after a spelling quiz in Grade 1.

After many years of being told "he will grow out of it", his Grade 2 teacher noticed his difficulties and suggested getting him assessed. It was then that we began our journey with Madras Dyslexia Association (MDA) in getting him formally assessed and consequently getting him the remediation that he needed. In just a few months, we have seen a big difference in his learning abilities and in turn his confidence.

We were fortunate enough to be able to put our son in a school where he could get the individualised attention and screening that he needed, get him professionally assessed and ensure that he gets the best remediation possible.

Millions of children across India from low socio-economic backgrounds do not have the same choices.

Through our journey, we learnt of the wonderful philanthropic work that MDA does to help children with Specific Learning Difficulties, from generating awareness in the community to offering guidance, counselling and assessment services and part and full-time remediation. MDA's activities also reach out

to at-risk children on a mass scale through teacher training programs and setting up of resource rooms in public schools.

Government schools in India do not have the resources to provide individualised screening or treatment for at-risk children. Their teachers also do not have the time or training to identify potential learning difficulties early on. It is heart-breaking that without a proper diagnosis, almost all dyslexic children have thought that they are stupid at one point or another. And without the proper remediation, these children inevitably fall through the cracks in a "one-size-fits-all" public schooling system.

MDA's training programs help to empower public school teachers with the knowledge and skills to understand and identify dyslexia and provide effective remediation using scientific, research-backed methods within the mainstream classroom setting. Dedicated resource rooms in schools further help in screening, assessment, and monitoring of children facing difficulties and in providing remedial support including setting Individualised Education Plans for each child.

While our son still finds many aspects of school hard, MDA has given him the chance to meet his potential and realise his dreams. We decided to launch our fundraising campaign to help thousands of underprivileged children get the support they need so that they too could have the chance to achieve their dreams.

We hope the support and blessings of our friends and family help MDA in their endeavours.

Dhvani and Rajasekhar Anumolu

Happenings in MDA

Dyslexicon '21



On 3rd April, 2021 Madras Dyslexia Association presented Dyslexicon '21 – a musical extravaganza, a fund raiser and a dyslexia awareness drive. It was live streamed on our YouTube channel and garnered more than 2000 views!

Dyslexicon'21 featured musical performances orchestrated and mentored by Pioneer Suresh and put together by 'Timber Tones,' a group of amateurs passionate about music. The musical show included a lovely composition in Tamil on dyslexia, penned by Madan Karky, a popular lyricist and set to music and rendered by Karthik, a noted playback singer.

During the programme, few facts on dyslexia were showcased along with videos from students and parents to dispel some of the myths on dyslexia. The awareness drive brought to fore that children with dyslexia have talents and strengths which should be honed in order to pave the way to success.

Training



Our flagship programme - Intensive Teacher Training, was successfully completed on March 19, 2021. The internship will be held when schools resume.

Six-day basic course on remedial strategies for primary school teachers was conducted for the teachers of:

- TI Matriculation Higher Secondary School
- Madras Christian College Higher Secondary School and for the B.Ed students of St. Christopher College of Education Maths programme was held for Vidya Niketan.

Corporate awareness sessions were conducted for the employees of Ford. Nearly 200 participants attended this online session.

Awareness programme was conducted for the teachers of:

St. Marks Primary School, Adambakkam



TNPL Matriculation School, Karur



MCC Higher Secondary School, Chetpet (supported by Cognizant Foundation)

Resource Room

Resource Room has been set up in the following schools this academic year till date:



TI Matriculation Higher Secondary School, Ambattur



St. Marks Primary School, Adambakkam (supported by Cognizant Foundation)



Unity Public School, Kotturpuram



North Madras League School, Washermenpet (supported by Cognizant Foundation)

- Nethaji Middle School, Nethaji Nagar (supported by Cognizant Foundation)
- Bantick Girls Higher Secondary School, Vepery (supported by Cognizant Foundation)

Ananya Learning & Research Centre

The teachers of Ananya brought a meaningful and fruitful closure to the academic year 2020-2021. All the children have got admission into schools for continuing their education.

The teachers truly lived the slogan, "Embrace them, Empower them and Elevate them"! The Project Day activities was a befitting finale to the year.

After School-Remediation

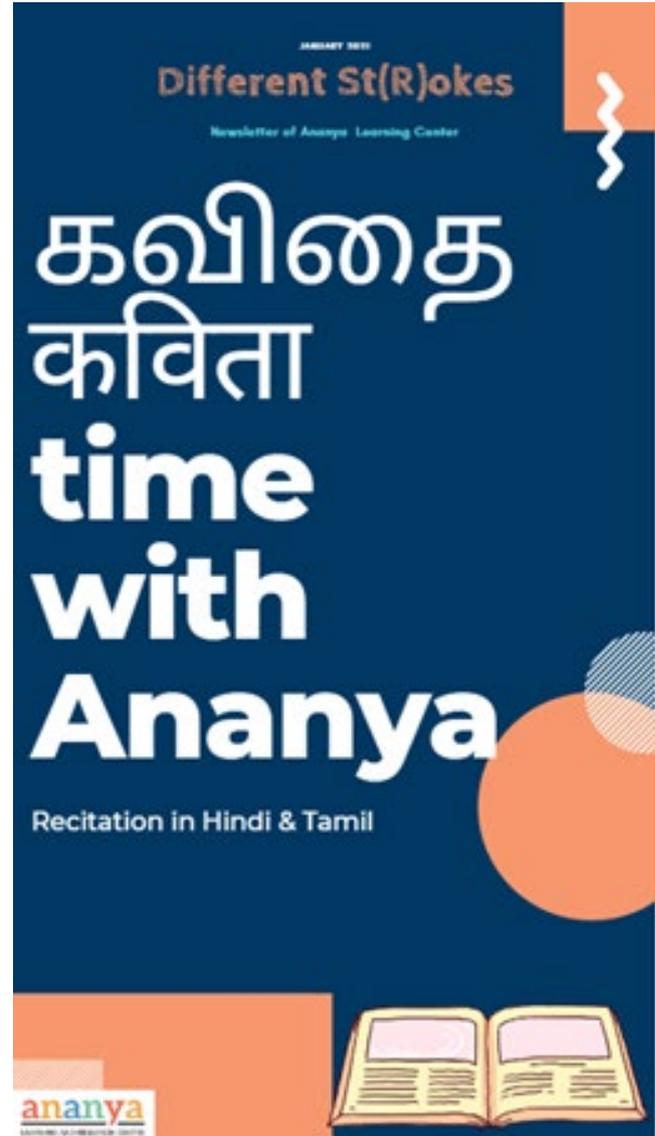
Dedicated special educators provided effective remedial support to the children enrolled in after-school remedial programme. For these children, it was a year of learning filled with fun and creativity.

Webinars

Webinar on Traditional Games was held for the teachers of the Government School, SSA West Bengal. This was organised by Manochetna, Kolkatta. All participants were issued certificates of participation.

Newsletter

This edition of the newsletter Different St(R)okes was centered around patriotic poems and songs in Hindi and Tamil. It was a great experience to listen to the poems and appreciate their illustrations.



சிறப்பு தமிழ் பதிப்பு

பயிற்சி

செயின்ட் கிறிஸ்டோபர்ஸ் பள்ளியில் 146 இறுதி ஆண்டு பி.எட். மாணவர்களுக்கு பயிற்சி அளிக்கப்பட்டது. இந்த உயர் தர பயிற்சி முதல் முறையாக நேரடியாகவும் ஆன்லைன் மூலமாகவும் நடத்தப்பட்டது.

கோவிட்-19 னினால் ஆசிரியர்கள் மற்றும் பயிற்சியாளர்களின் பாதுகாப்பிற்கான அனைத்து தேவையான முன்னெச்சரிக்கை நடவடிக்கைகளையும் எடுத்த பிறகு எங்களின் முக்கியமான கற்றலில் குறைபாடுள்ள குழந்தைகளுக்கான கற்பித்தலுக்கு சிறப்பு ஆசிரியர் பயிற்சி நடத்தி முடிக்கப்பட்டது

கீழ்க்கண்ட பள்ளிகளில் 6 நாள் பயிற்சி திட்டம் நடைபெற்றது.

- சங்கர வித்யாசிரம்
- செயின்ட் கிறிஸ்டோபர் அகாடமி
- யூனிடி பப்ளிக் பள்ளி
- TI மெட்ரிகுலேஷன் உயர்நிலைப் பள்ளி

மயிலாடுதுறை ஆசிரியர்களுக்காக தனிப்பட்ட முறையில் வடிவமைக்கப்பட்ட பாடநெறிமுறைகள் டி.ஏ.வி குருஷிக்ஷனம் திட்டத்தின் ஒரு பகுதியாக வழங்கப்பட்டது.

பள்ளிகளுக்கான விழிப்புணர்வு திட்டங்கள்

விழிப்புணர்வுக்காக பயிற்சிகள் வகுப்பறையில் பயன்படுத்தும் வகையில்:

- மெட்ராஸ் கிறிஸ்டியன் கல்லூரி பள்ளிலும்
- பென்டென்ட் பள்ளியிலும் நடத்தப்பட்டன.

ஃபோர்டு ஊழியர்களுக்கு கார்ப்பரேட் விழிப்புணர்வு அமர்வுகள் நடத்தப்பட்டன. இந்த ஆன்லைன் அமர்வில் கிட்டத்தட்ட 200 பங்கேற்பாளர்கள் கலந்து கொண்டனர்.

சிறப்புப் பயிற்சி அறை

சுதர்சனம் வித்யாசிரம் மற்றும் பி.எஸ். எஸ்.ஆர் மேல் நிலைப்பள்ளிகளில் ஆன்லைன் ரெமிடியல் பயிற்சிகள் தொடங்கப்பட்டன.

கடந்த கல்வியாண்டில் கீழ் கண்ட பள்ளிகளில் சிறப்புப் பயிற்சி அறை நிறுவப்பட்டது. அவை

1. டிஐ பள்ளி, அம்பத்தூர்
2. யூனிடி பப்ளிக் பள்ளி, கோட்டுப்புரம்
3. டி.என்.பி.எல் மெட்ரிக் பள்ளி, கரூர்
4. எம்.சீ.சீ. ஹயர் உயர்நிலைப் பள்ளி, செட்பேட் (காக்கனிசண்ட் அறக்கட்டளையால் வழங்கப்பட்டது)
5. செயின்ட் மார்க்ஸ் தொடக்கப்பள்ளி, ஆதம்பாக்கம் (காக்கனிசண்ட் அறக்கட்டளையால் வழங்கப்பட்டது)
6. வடக்கு மெட்ராஸ் லீக் பள்ளி, வாஷர்மன்பேட்டை(காக்கனிசண்ட் அறக்கட்டளையால் வழங்கப்பட்டது)
7. நேதாஜி நடுநிலைப்பள்ளி, நேதாஜி நகர் (காக்கனிசண்ட் அறக்கட்டளையால் வழங்கப்பட்டது)
8. பெண்டின்ட் பெண்கள் உயர்நிலைப் பள்ளி, வேப்பேரி (காக்கனிசண்ட் அறக்கட்டளையால் வழங்கப்பட்டது)

அனன்யா சிறப்பு பள்ளியின் செய்திமடல் இந்தி மற்றும் தமிழில் தேசபக்தி கவிதைகள் மற்றும் பாடல்களை மையமாகக் கொண்டிருந்தன. கவிதைகளைக் கேட்பதும் அவற்றின் விளக்கப்படங்களைப் பார்ப்பதும் சிறந்த அனுபவமாக அமைந்தது.

வெபினார்கள்

எஸ்.எஸ்.ஏ மேற்கு வங்காள அரசுப் பள்ளியின் ஆசிரியர்களுக்காக பாரம்பரிய விளையாட்டுகள் குறித்த வெபினார் நடத்தப்பட்டது. இதை கொல்கத்தாவின் மனோசேத்னா ஏற்பாடு செய்தனர். அனைத்து பங்கேற்பாளர்களுக்கும் பங்கேற்பு சான்றிதழ்கள் வழங்கப்பட்டன.

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