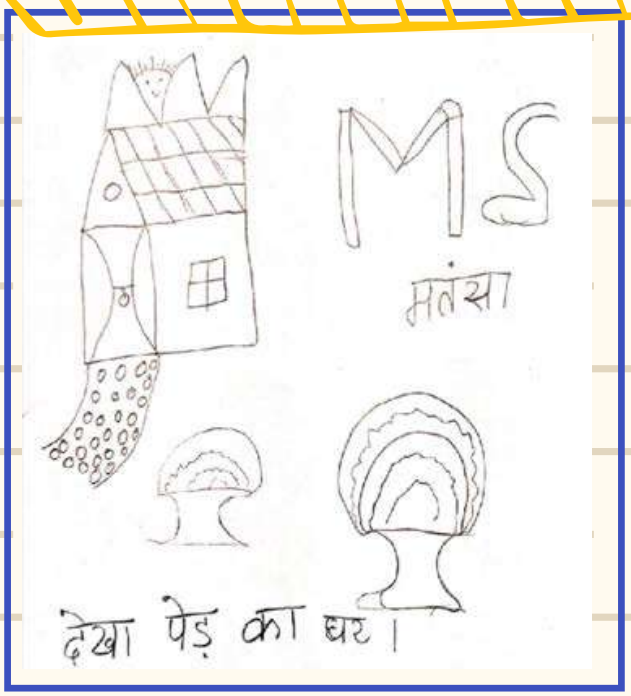
TOLLI TIMES

January, 2022
Volume I

YWCA OF INDIA PUBLICATION

Freedom to roam around, see, talk, and express is what children need and must have. we strive to create these safe spaces for children. where they can explore and be.

We investigated our area with our newspaper buddies, and found some amazing headlines to share with you all!



See what I saw around!
"House of a tree"
- Mantasa

saw a bed in the street

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YWCA OF INDIA
PUBLICATION

- I saw a pig scratching its back against the poll in the street!
- I saw a dog in the street whose leg was injured.
- I saw a cow who was eating.
- I saw a dog sitting on the top of the car.

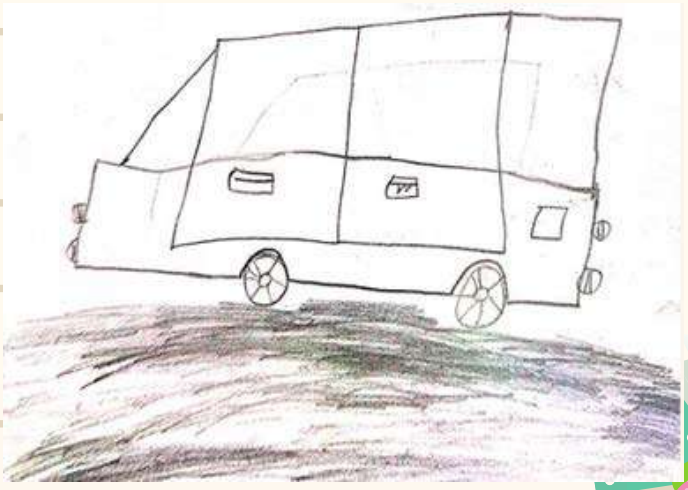
गली में एक Pig अपनी पीठ खंभे से अपनी पीठ खुजरा था

मैंने गली में एक कुत्ता देखा जिसके पैर मे चोट लगी हुई थी।

मैंने एक गाय देखी जो खाना खा रही थी

मैंने एक गाड़ी देखी जीके ऊपर कुत्ता बैठा था

Shiv
9 y cow old



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Let's question and be heard

Apoorva Dheekaw
(Newspaper buddy)

Kyon Kyon Ladki, by Mahashweta Devi, narrates a story of a young tribal girl who questions everything and anything she sees, feels, hears, tastes or fears! The story came alive in our circle with a sock puppet, some tunes of the harmonica, children's laughter and of course their very real questions and contemplations.

The beauty of this session was evoked through this engagement as the process was through the medium of dialogues and not mere narration of a story by a facilitator that children would quietly listen to. Children did not sit quietly,their voices mattered to the process. They were not just being invited to be part of the process but children had the agency to build the process.

What the children saw around them, they questioned it, they spoke about it, drew about it, wrote and saw the adults write things down using alphabets in front of them. All of this underlines that education is not detached from the child's environment but is ingrained in it. Paulo Freire says that - that the aim of education must be more than letting a child just read the word but read his/her/their own world.

The problem-posing style of teaching-learning believes that children are capable of understanding things around them and they do so by questioning everything they see, feel, hear or think. A space where children feel like they will not be asked to repeat answers only but will be freely heard and their questions will be welcomed, then the process becomes participatory and children's-talk oriented. This helps in creating democratic spaces for children.

Storytelling, expressive arts, drama, questioning and dialogue are some ingredients that came together to explore authenticity through our intervention in the rich lives of our children living in an urban slum.

It seems like an impossible task to build a physical safe space in just two days. An even more complex seeming task was to build an ideologically safe space for children. However, to encourage this culture of dialogue and questioning all it required was an intention and real action to build a safe space for children.

So how did we do it?
Did we really do it?
Who are the "we" that I'm talking about?

The above are some questions that I pose to myself and everyone involved in the whole process of creating, observing, speaking, playing, laughing, writing, questioning and talking during this intervention. Only all of us - the children, children's environment, facilitators and ideators could find answers through conversations or even more nuanced questions than what we have been able to pose till now.

So, let's keep on questioning until we have an even bigger reservoir of curious thoughts and contemplations.

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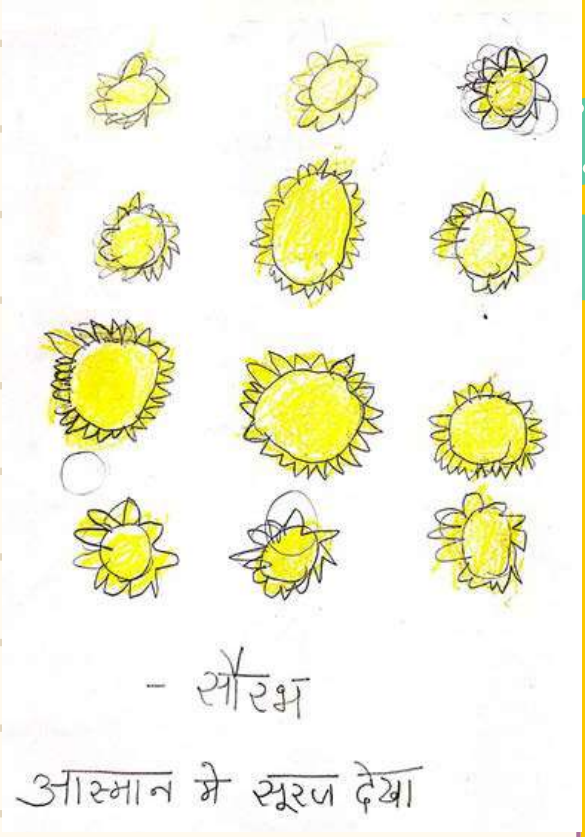
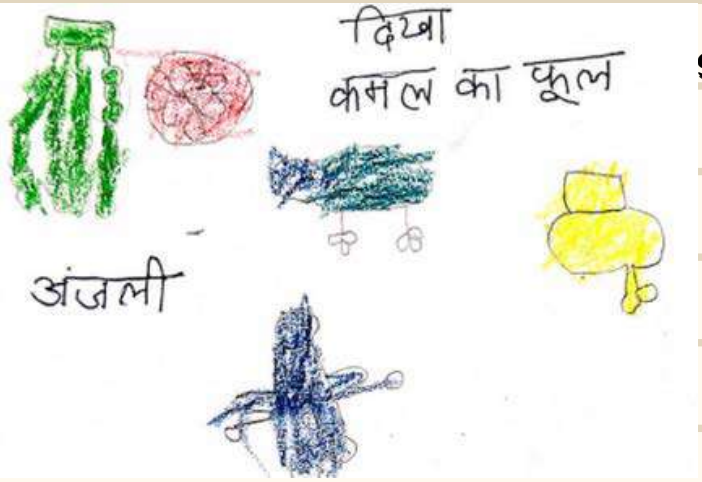
I saw the grapevine.
-Kahkasha



saw sun in the sky.
-Saurabh



I saw a lotus flower.
-Anjali

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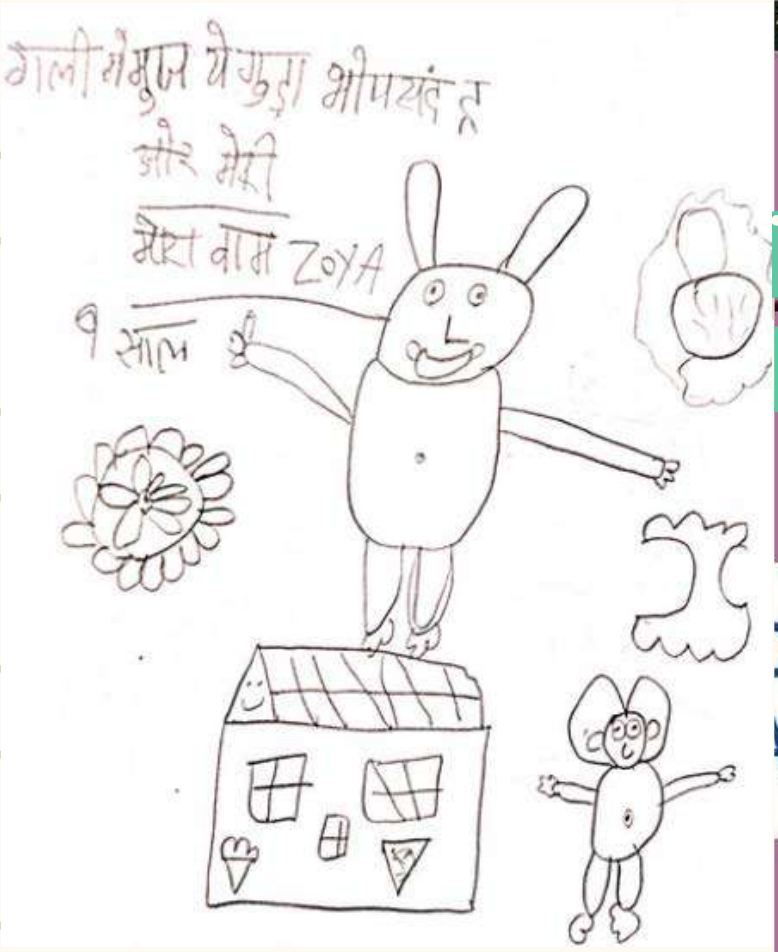
I saw a stuffed toy in the street! I like it very much - Zoya (9years old)



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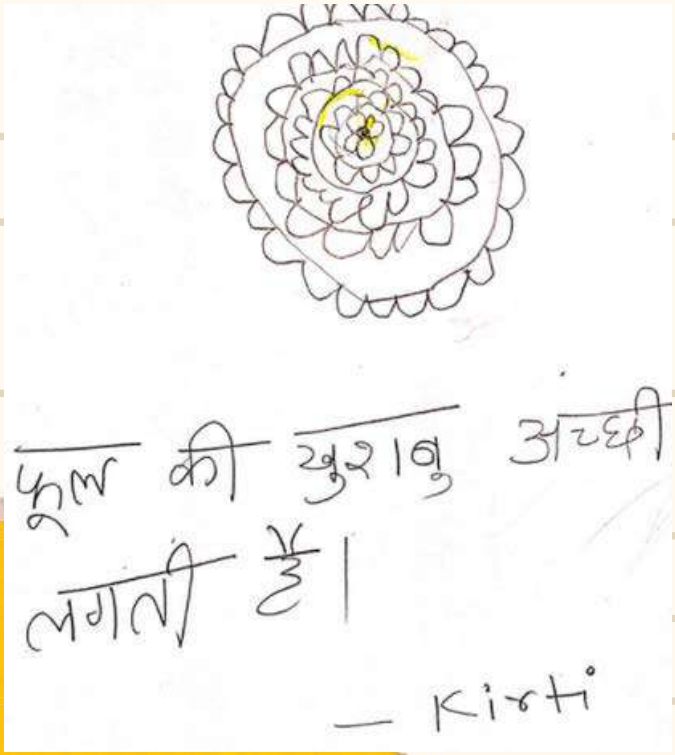

flowers smell nice.
- Kriti

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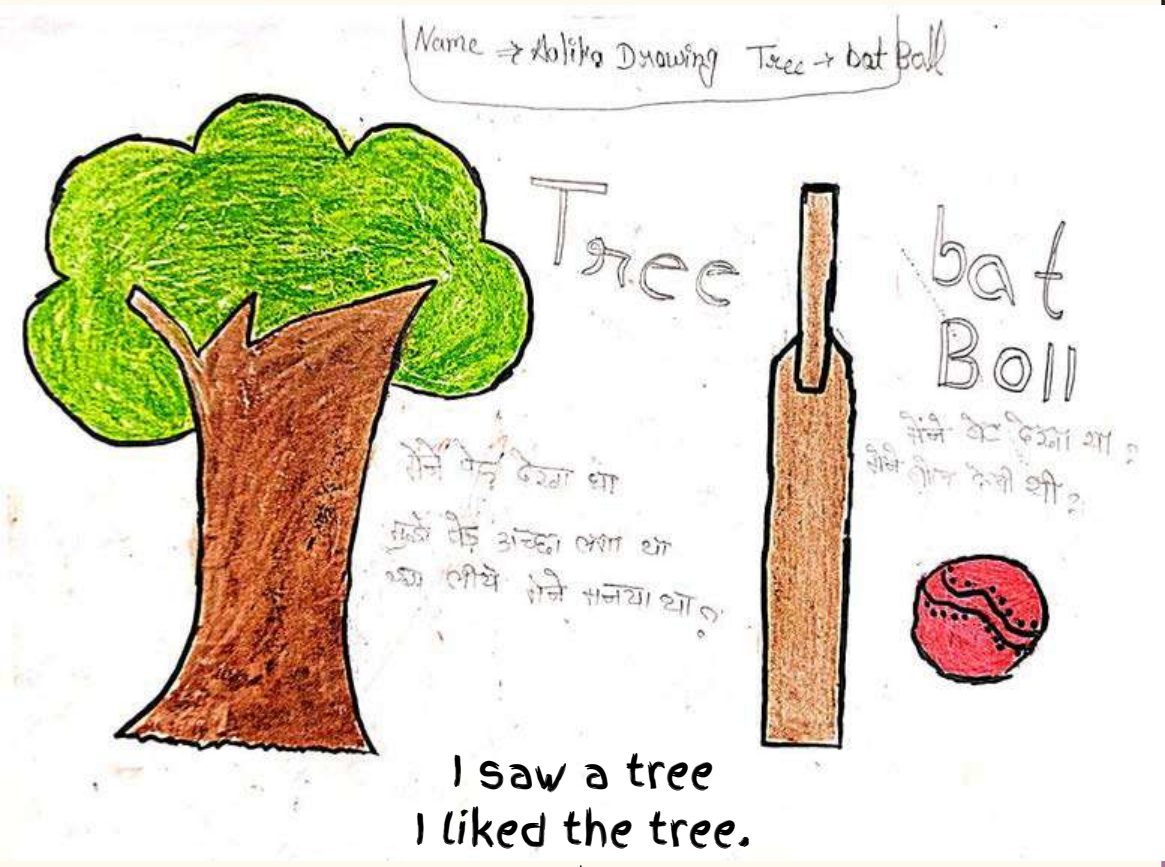
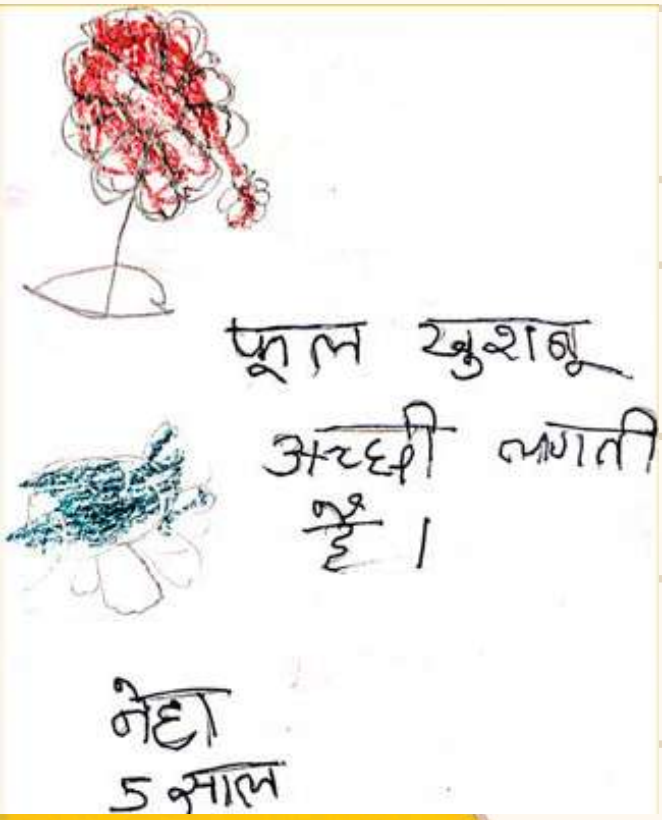


I saw a tree
I liked the tree.
I drew the tree.
- Aatika



smell of
flowers feels
nice.
- Neha

To see what is really present, and to be able to make sense of it makes the process authentic.

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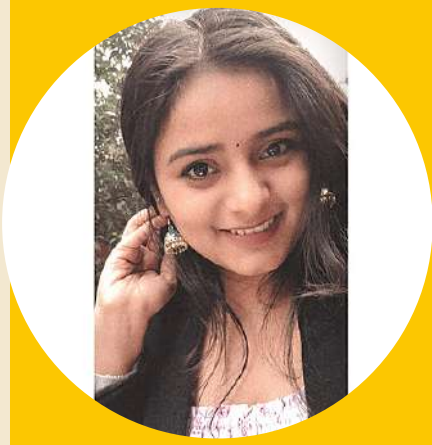
Why is it necessary for children to go out and explore?



Sajati Bhadouria
(Newspaper buddy

Going for the Noida visit was one of the best experiences I ever had. I was given a brief about the community and the conditions, but you can only analyse the situations after visiting. The place is on the outskirts of the main village. It is also known as the "Kati Basti", which is an informal settlement area for the marginalised communities. When we were familiarising ourselves with the place and the community, we realised that the community lacks basic resources like schools, Anganwadi and ASHA Centres. The nearest school for the children of the community is 5 km away, which becomes inaccessible for the children, especially girls. Due to the COVID-19 pandemic, most children have dropped out of school and have started working with their parents to help with the household income.

Therefore, keeping the children in the loop of knowledge acquirement and curiosity of learning becomes a priority. We conducted several activities with children to understand their conditions and atmosphere. We asked them to act as a reporter of their locality and collect news from the locality itself in one activity. The main motive of that activity was to take out kids and give them a space to explore and question things around them. Question the happenings and surroundings to establish a democratic learning environment. The pandemic has closed doors of formal education for the community's children, but learning is not restricted to educating one in a traditional setup. However, it is about acquiring knowledge, understanding, and growing as an individual at every step. When they returned, we asked them to draw whatever they had observed during this investigation. The result was beyond my imagination. They drew out of box things, unimaginable creativity, and their observations were quite quirky but intelligent.

Sometimes when we grow in an institutional world, we actually forget about the real essence of education and exploration. We become robotic and predominantly assume that this is the only way of doing things, but education is not just about getting a degree. It is about learning and unlearning.
Therefore it is important to keep the spark of curiosity and learning in these kids alive and provide them with a way to sustain their curiosity to learn.
After this first visit, we concluded that we would need a community library to provide them with a source of knowledge. The library would be in the community itself so that anyone can access it anytime without any restriction. It would be our first positive step in empowering the community with the power of learning.

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Saw a house.
- Irfan

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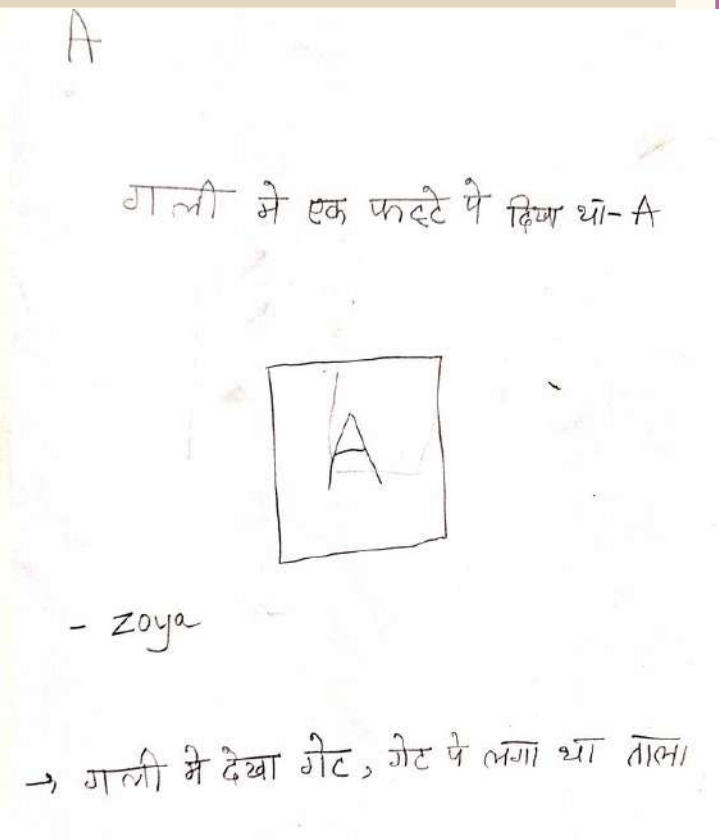
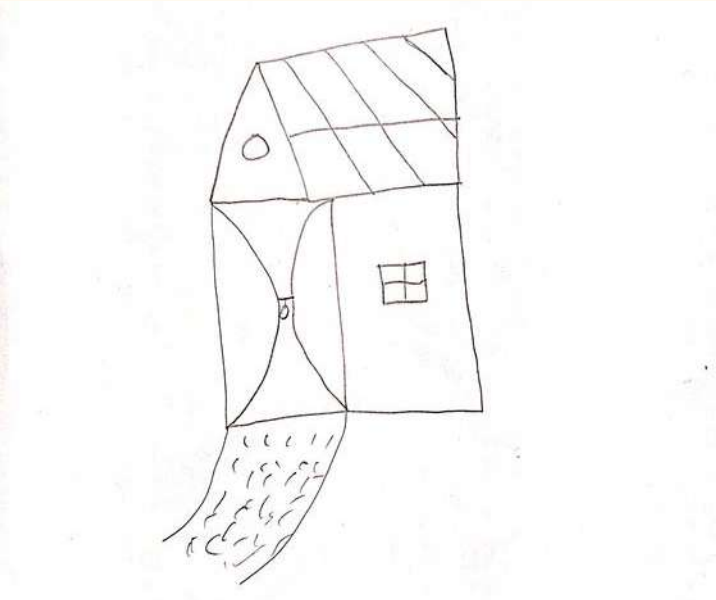
I saw "A" written on a wooden plank in the street.
-Zoya



I saw a door in the street with lock on it.
-Zoya



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I saw a flower in the street.-
-Kahkasha

I saw a temple in the street, In the temple, there was lord Shiva.
-Anjali

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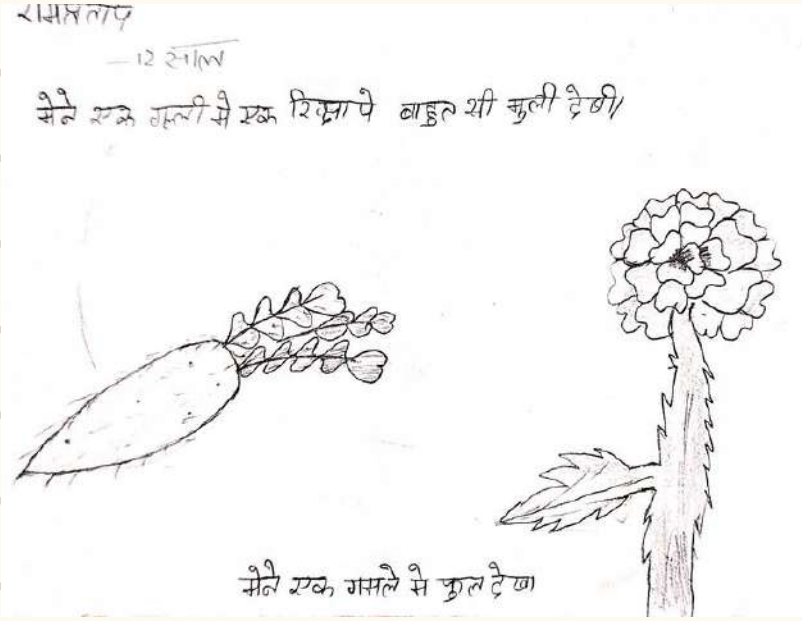
I saw a rickshaw full of radish in the street.
-
Ramprata
P



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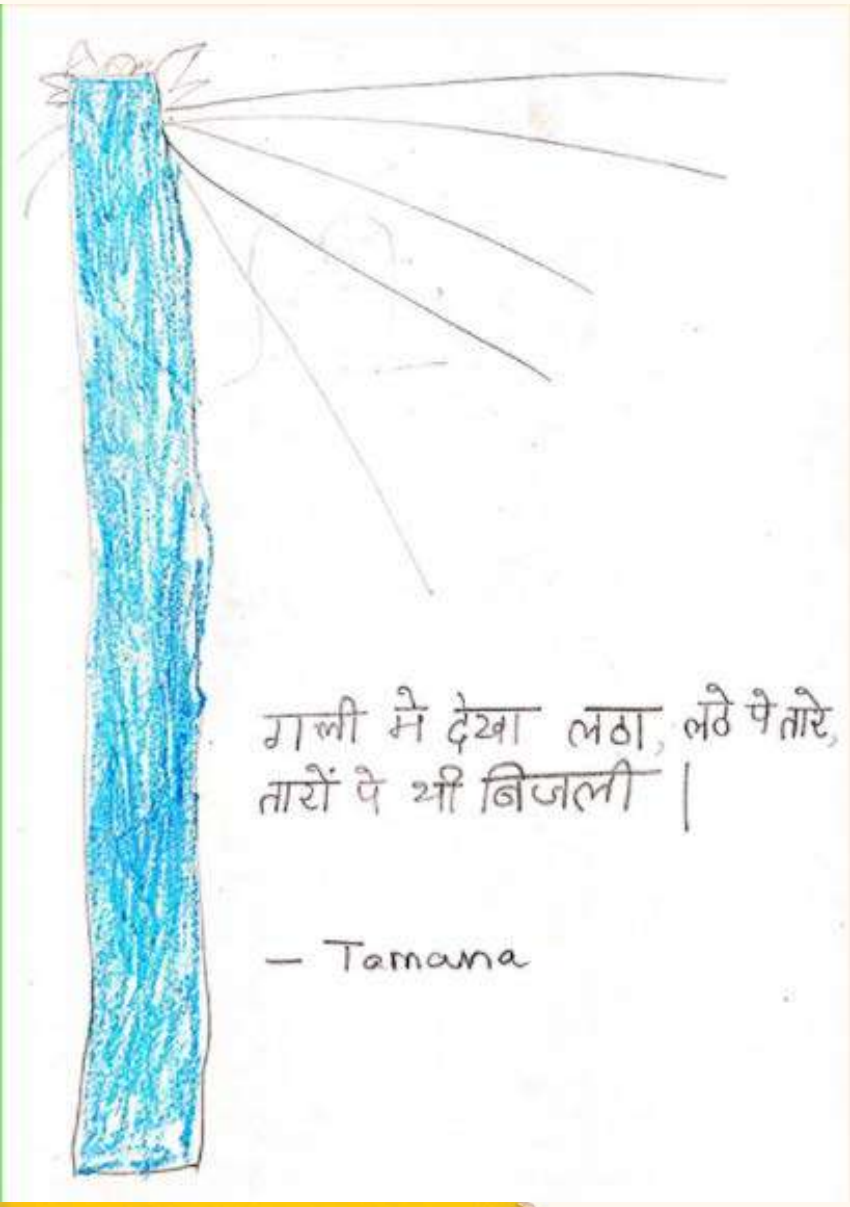

In the street, I saw a log, on the log wires, in the wires current
-Tamana

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Unheard Voices

During our field vist to a small basti near Amrapali society in Noida, which is largely inhabited by the Dalit community. On our visit we went through an alley, where we saw few children with their father pushing the vegetable cart, they were happy to see us. Both of them then went running towards their basti to tell their friends that we were coming. We collected papers, pencils and some colours for our session, and we started approaching towards the basti. As we were moving towards the basti I observed that the children there were waiting to meet us they were really happy. Next we met with the person that looks after the community.

After interacting with the people there we shared our ideas about what we have planned for the kids and activities we are going to conduct. The main idea was to get familiar with the children and to do so we need to know how they live and where they play or what is their overall development, than we went and met few people there in the basti, we had a conversation with a person, he told us to teach their kids, he also told us that most of the people there are unemployed and face difficulties due the unemployment, he also mentioned us that there is no school for kids in the community, than we met few more people there, they invited us inside their house and their we met a girl, age aground 18 years, she told us that she is currently in tenth standard and goes to school nearby the basti, while roaming around the basti we noticed that there were no schools, no anganwadi centre, no health care facilities and so on, the basti is completely isolated from the mainland, though the basti is surrounded by big multi storey apartments and buildings.

Rinchin wangdi lama
(Newspaper buddy)

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1) in the street there was a creeper on a house.
2) in the street a woman was knitting a sweater
- Mohini, 12 years

Rampratap

I saw a mango tree in the street.
-Rampratap

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I saw a tree with flat bean vine in the street
-
Rampratap
.

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I saw a tree.
- Zainab

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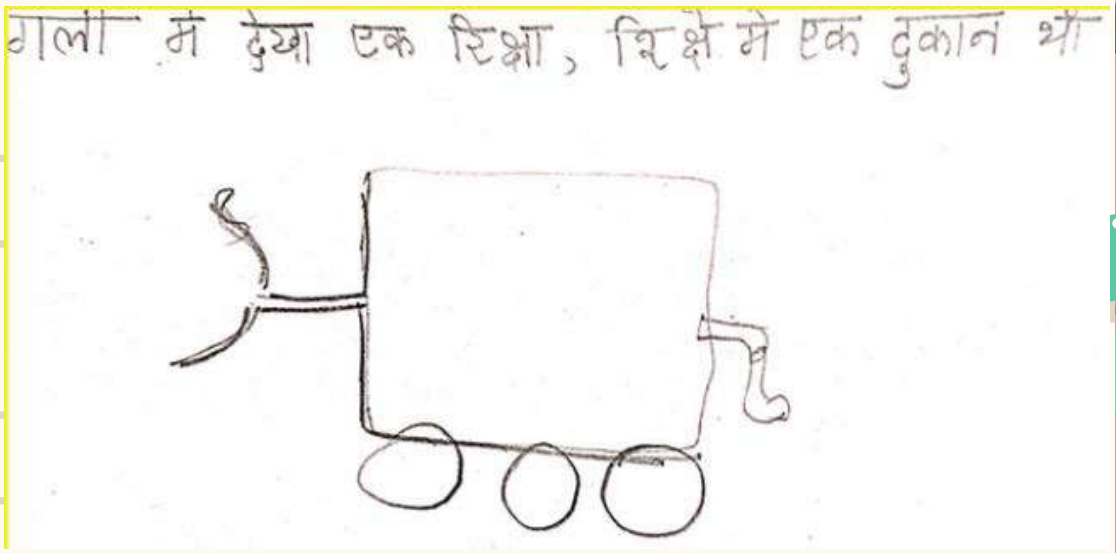
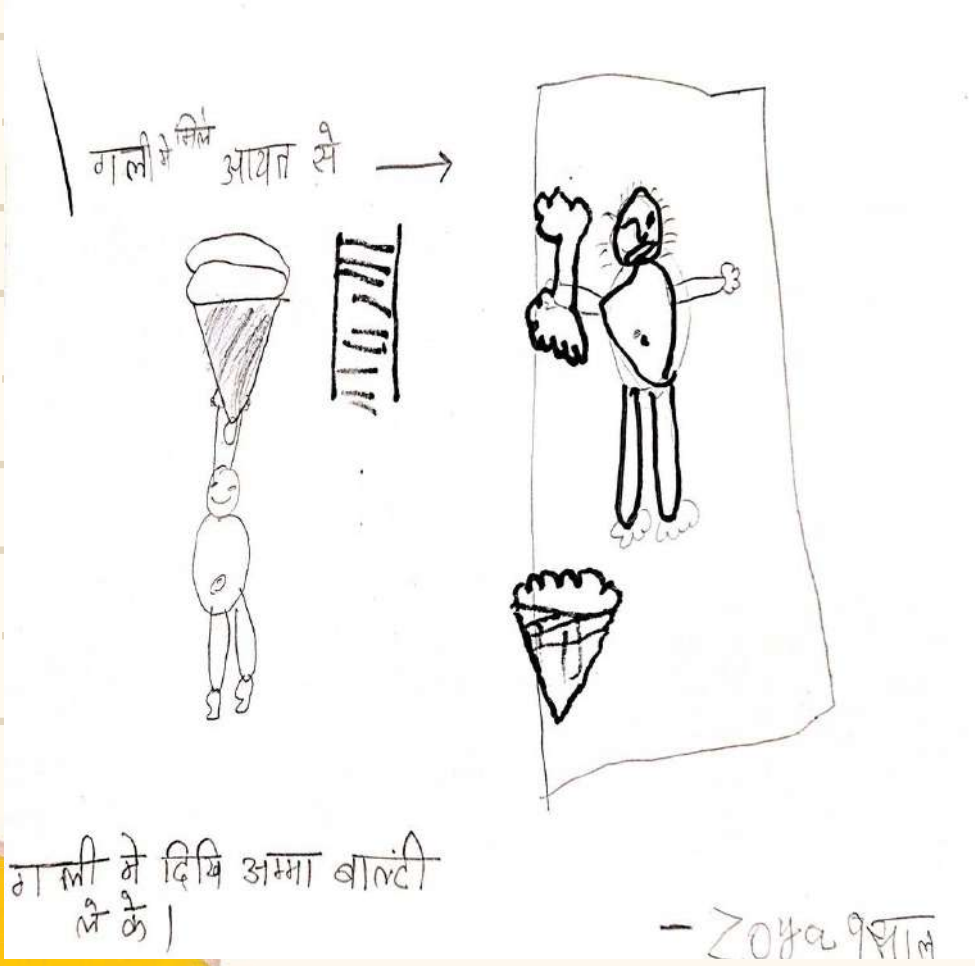


I saw a rickshaw in the street, rickshaw had a shop on it.



We met Ayaat in the street.
I saw amma carrying a bucket in the street.
- Zoya
-

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हमारे और सवाल

चॉकलेट किस से बनता है ?
पेन कैसे बनता है?
चॉक कैसे बनता है?

डी.जे कैसे बनते हैं ?
खाना कैसे बनता है ?
साँप कैसे बनता है ?
घर किस से बनता है ?

यह दुनिया कैसे बनी है

साँप कैसे उड़ता है?
गन्ना कैसे बनता है?
पेड़ कैसे बनता है?
बेल कैसे बनती है?
चिड़िया कैसे बनती है?
बिजली घर कैसे बनता है

आसमान कैसे बनता है?
रोकेट कहाँ जा रहा है?
जहाज कहाँ जा रहा है?
आम कैसे बनता है?
गन्ने कैसे बनता है?

हमारे सवाल

रिमोट किस से बनता है?
फोन कैसे चलता है?

कबूतर कैसे बनता है
रॉकेट कहाँ जाता है ?

1. पेड़-पौधे कैसे बने ?
2. तोता कैसे बना ?
3. फूल कैसे बना ?
4. हवाई जहाज क्यों उड़ता है ?
5. शेर किससे बनता है ?
6. पपीता कैसे बनता है ?

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Y-Deepa project initiative.

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हमारे और भी सवाल हैं...

खाना खाने से क्या होता है?
पानी पीने से क्या होता है?
पढ़ाई करने से क्या होता है?
पैंसिल पकड़ने से क्या होता है?
क्रिकेट कैसे खेलते हैं?
बिजली किससे बनती है?
कपड़े पहनने से क्या होता है?
मैथ्स कैसे सीख सकते हैं?
हिंदी कैसे पढ़ी जाए?
रंडिया कैसे बना?

पड़ने से क्या मिलता है?
रोटी किसे बनती है?
चिड़ियाँ आसमान में क्यों उड़ती हैं?
लोहे की चीज किसे बनती है?
कारोना कब खातम होगा?
मछली पानी मे क्यो तहरती है?
फल खाने से हमे क्या मिलता है?

चिड़ियाँ कैसे बनी 1.
घोड़ी कैसे बनी 2.
रॉकेट कैसे उड़ता है 3.
चिल कैसे बनती है। 4.
खेब कैसे बनता है। 5.
आम कैसे बनता है। 6.
गुलाब कैसे बनता है। 7.
चिट्ठी कैसे बनता है। 8.
आनार कैसे बनता है। 9.
बादल कैसे बनता है? 10.
घास कैसे बनती है? 11
हिमी कैसे बनता है? 12
नासपाती कैसे बनता है? 13
फोन कैसे बनता है? 14
पापिता कैसे बनता है? 15
आनारदास कैसे बनता है? 16
17

हम नाम क्यो रखते हैं?
घास हारयाली क्यो होती है?
येह डानस क्यों करते हैं?
पोधे में पानी क्यो डालते हैं?

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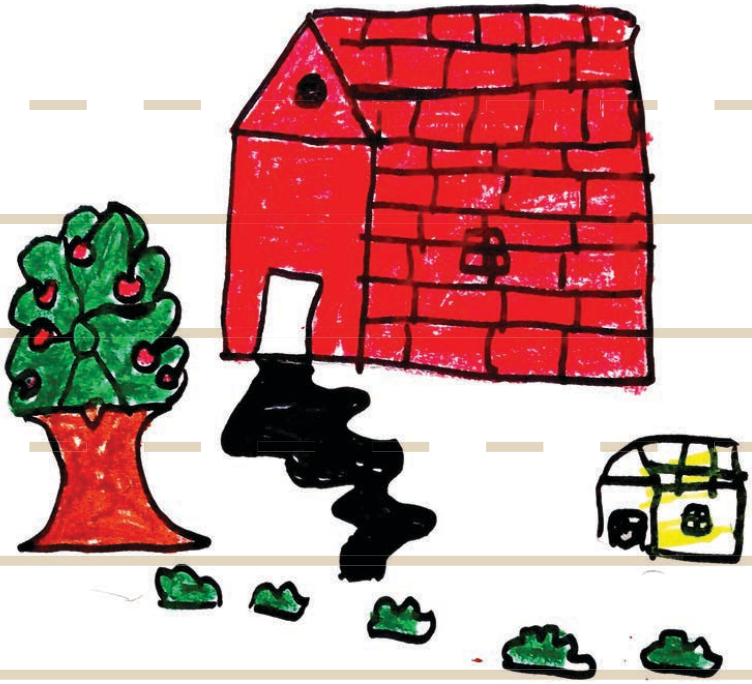
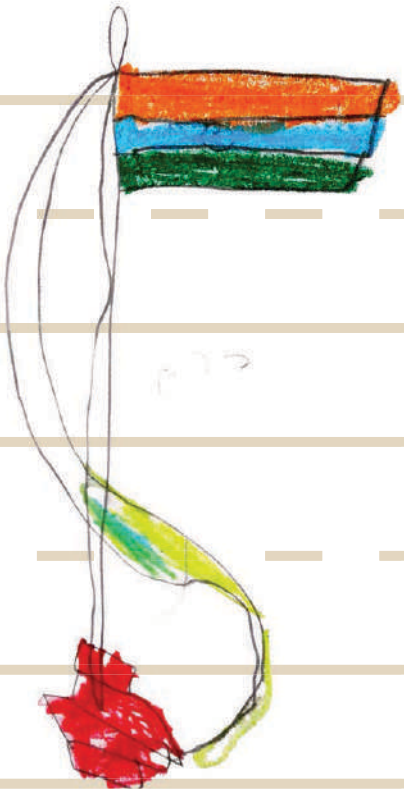
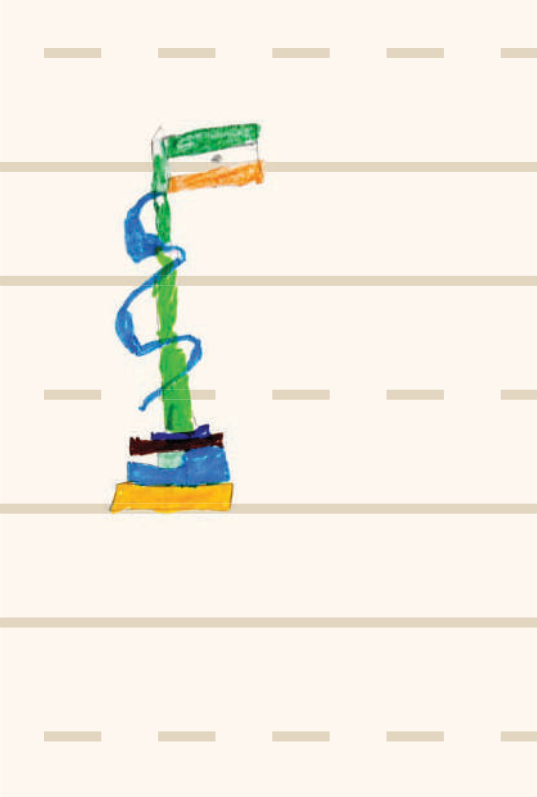
Y-Deepa project initiative.

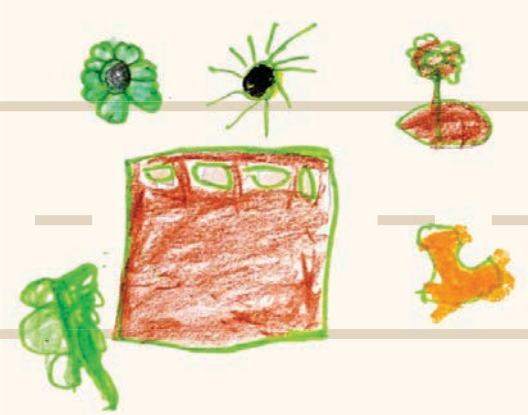
Y-Deepa Project Initiative

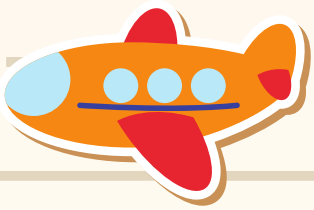
DRAWING ROOM







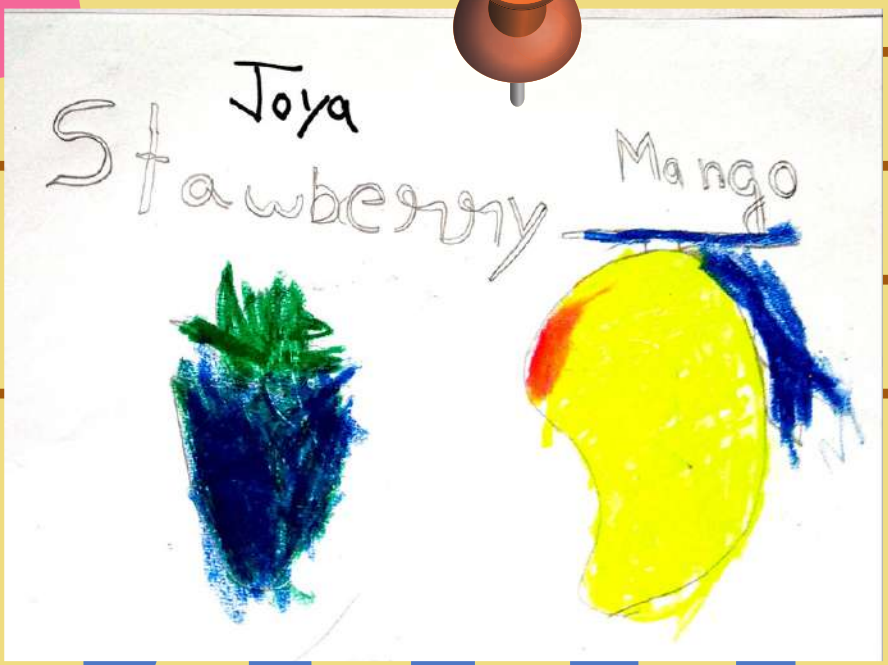




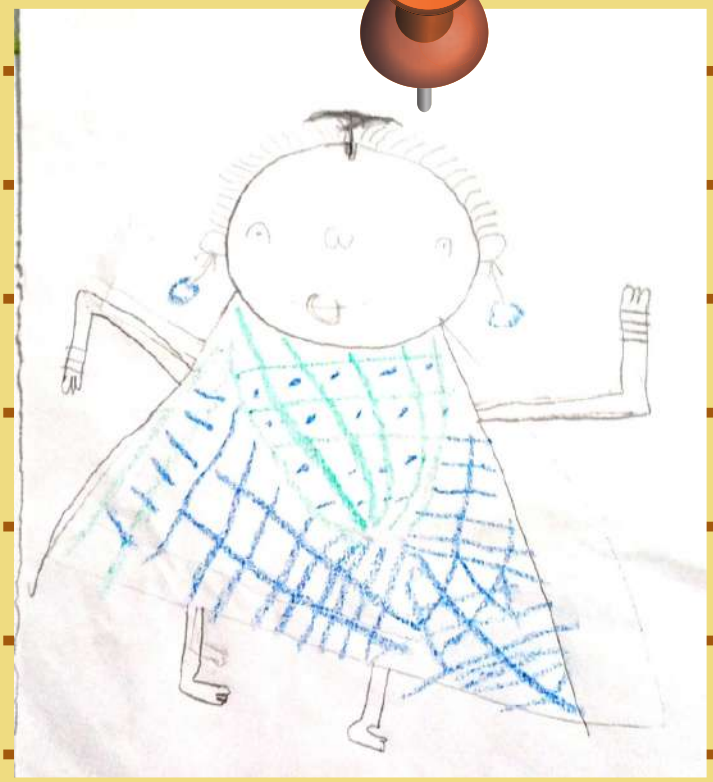
रवि नीलम
नीलमनी

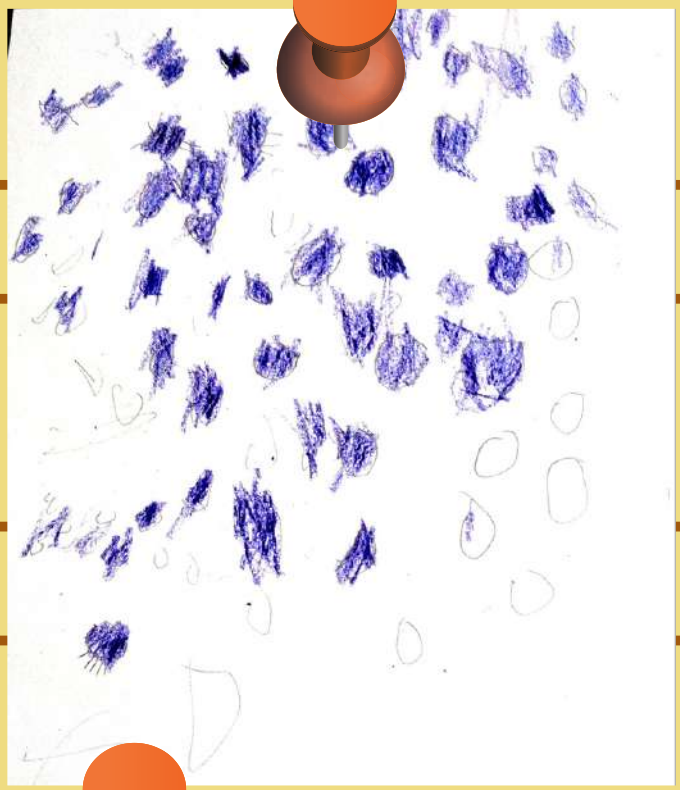
ZOYA
फरहान

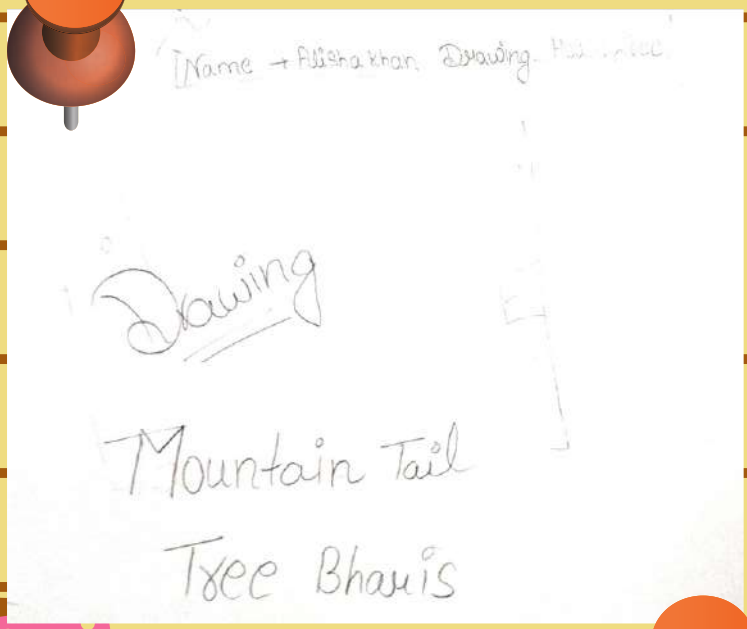
Bholu


Joya
Strawberry
Mango

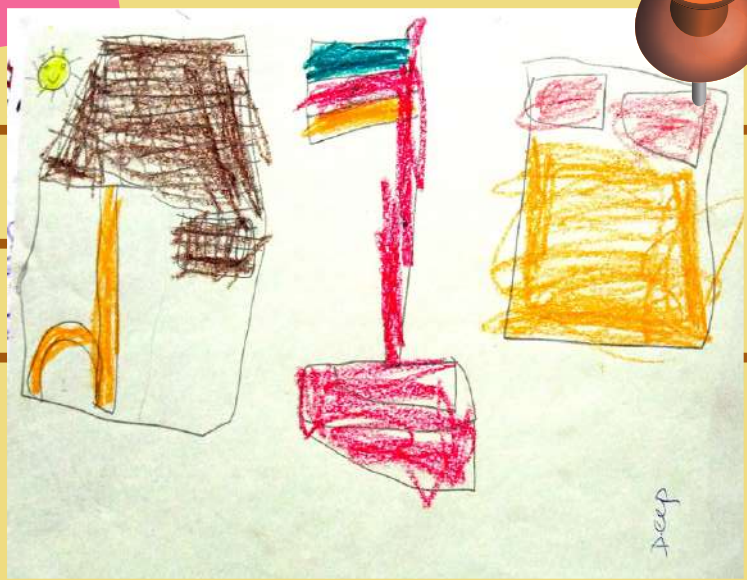
(Kuldeep)

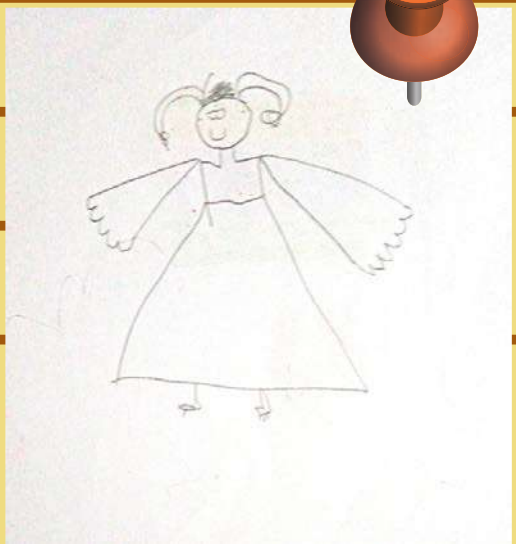


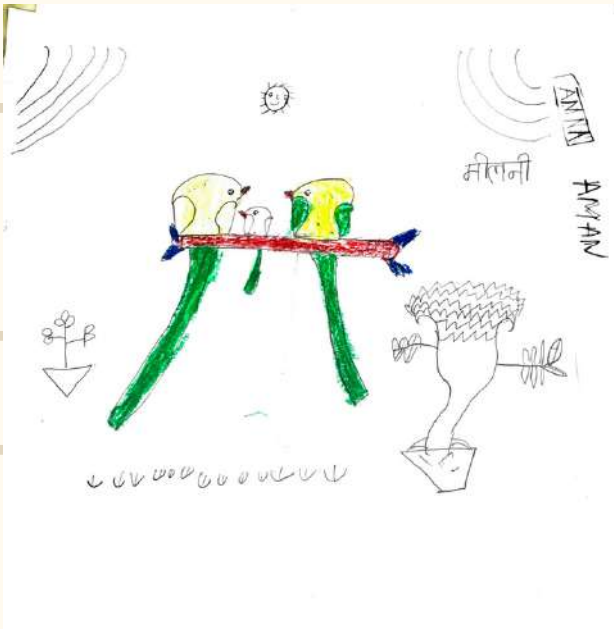



Name → Alisha Khan Drawing
Drawing
Mountain Tail
Tree Bhavis

गल्ली मे दिखा पेड़

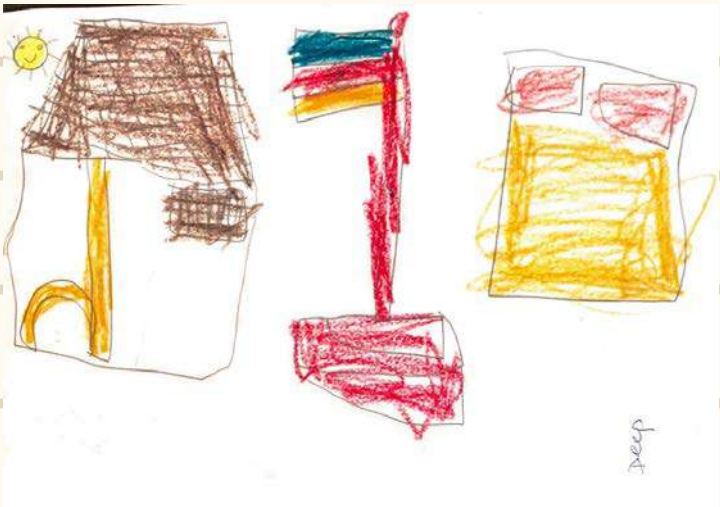


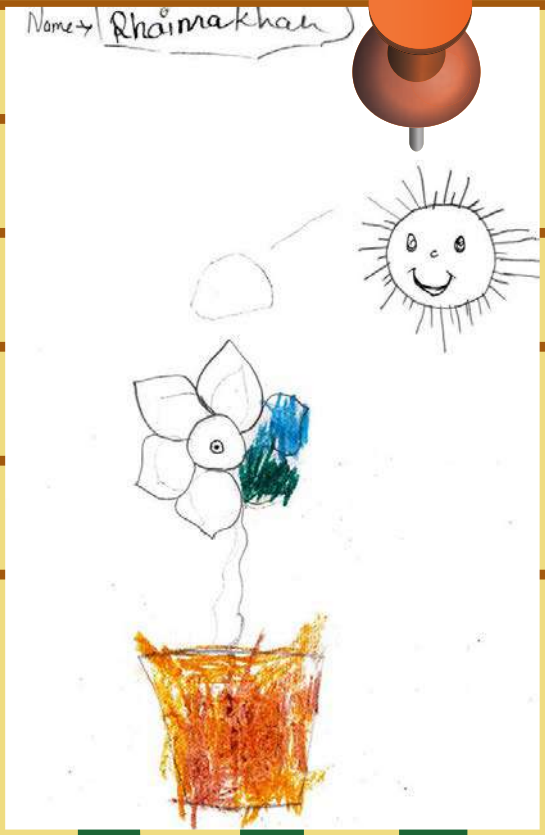



AMAN
मीरानी
AMAN

Naiyra

Zainab
ZAINAB

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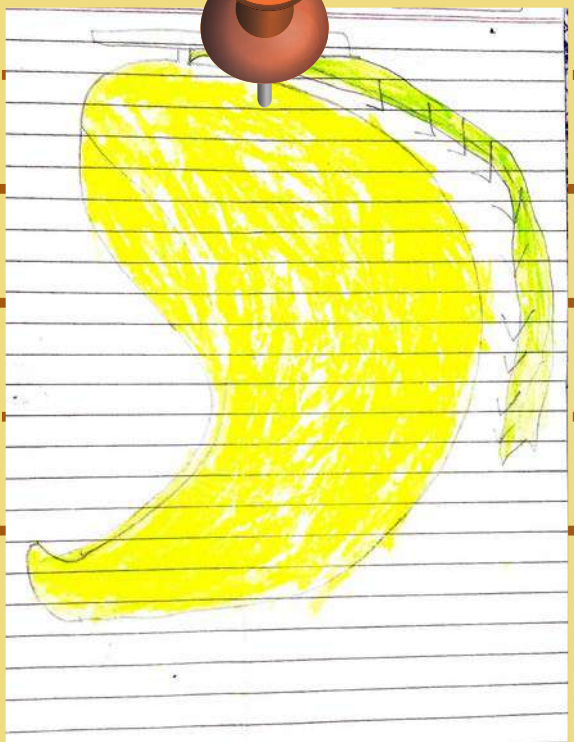
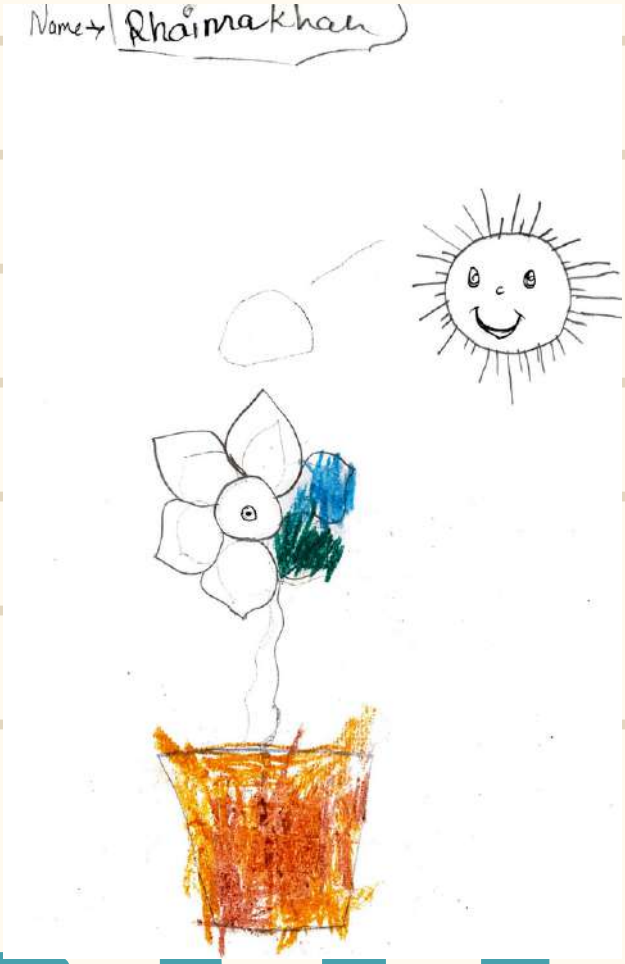


मतशा
मतशा

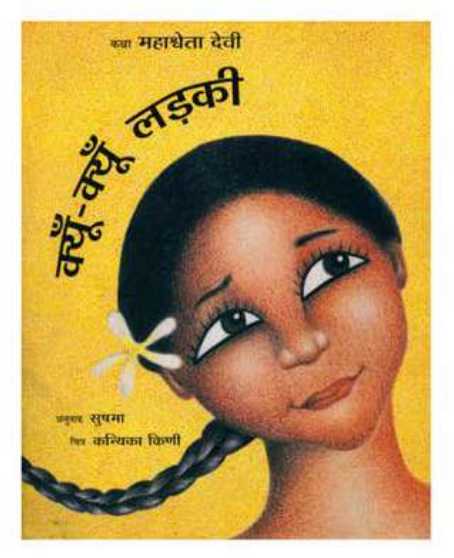
Alshifa

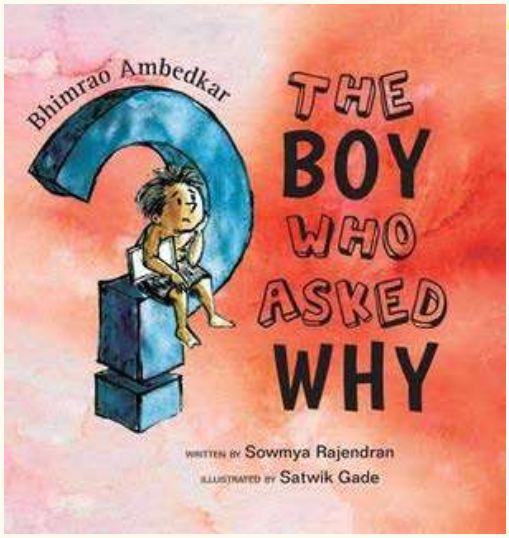

Name→ Rhaimakhan

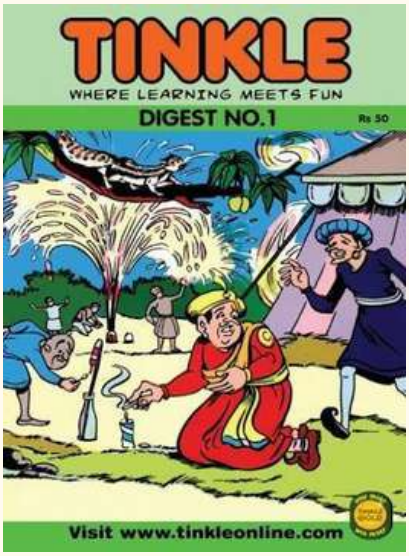
WORLD OF BOOKS

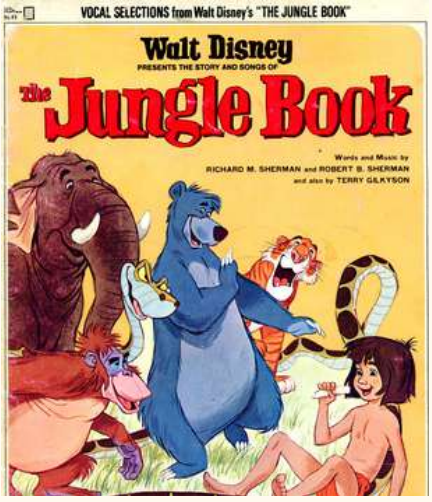
SOME BOOKS TO CHECK OUT!

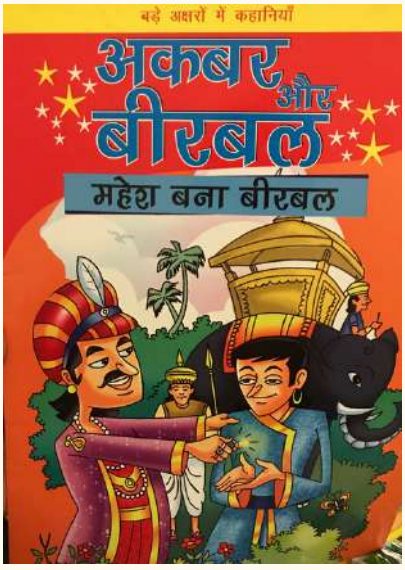
किताबों की दुनिया

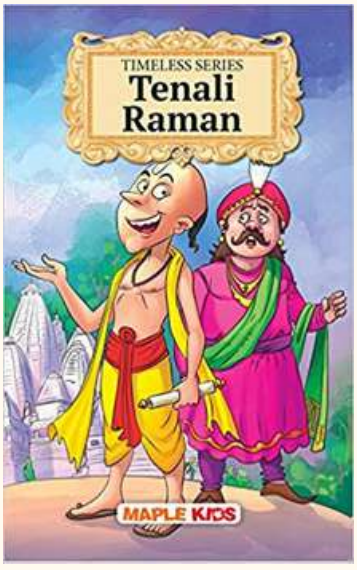


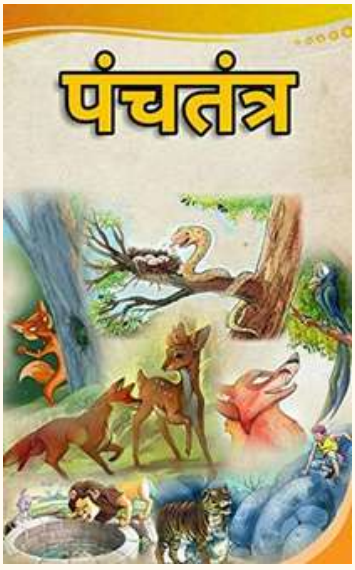












लोकतंत्र और शिक्षा

DEMOCRACY AND EDUCATION

AN INTRODUCTION TO THE PHILOSOPHY OF EDUCATION

BY

JOHN DEWEY

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1916
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समरहिल

ए. एस. नील

हिन्दी अनुवाद
पूर्वा याज्ञिक कुशवाहा

एकलव्य का प्रकाशन

शिक्षाशास्त्र के नए क्षितिज

उत्पीड़ितों का शिक्षाशास्त्र

पॉलो फ्रेरा

अनुवादक
रमेश उपाध्याय