

Reflections from OELP classrooms by Arjun Sanyal

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1. OELP classes have a pleasant hum in the classes where-in children are talking with each other, sharing their views freely with the facilitator. Facilitators, in most cases, are able to ensure that the discussions or games do not become too rowdy or noisy. The children are also good listeners - very attentive while instructions are being given, and silent during the story read-aloud sessions.
2. In almost all classes visited, more than two-thirds (probably more) children can be seen actively participating in the games and discussions. Some activities like the calendar activity gave the children the opportunity to ask questions and decide who amongst their peers will answer.
3. There is so much emphasis on learning outcomes these days. This has often led me to question the classroom processes that lead to poor output. If the class does not have high output, how can we achieve high outcomes? How does a facilitator keep children engaged through a one-hour session, if there are only one or two activities that are limiting, and possibly repetitive and boring?

At the OELP classes, a one-hour session is packed with activities that keep the children engaged. The classroom management is very good, little time is wasted and transitions between activities are smooth. While this reflects the good planning that is done by the team, I would probably lay more emphasis on the high level of preparation by the facilitators. Often, good plans exist on paper but are not visible in the classroom. In OELP classrooms facilitators' prior preparation (sort of visualizing beforehand what the class will look like today) is visible.

4. OELP classes emphasize on reading throughout the classes which is very good to watch. Delighted to see that children are so enthusiastic about picking up books and reading.