

## Exposure Visit Report of CLC Teachers

Matru Schaya Social Welfare Society (MSSWS), Shilonda, under its Quality Education Program, has been running 15 Community Learning Centres (CLCs) across 11 villages of Dahanu block. These centres primarily cater to children from Grades I to V, providing them with additional academic support in language and mathematics. The CLCs play a critical role in reducing school dropouts, bridging learning gaps, and helping children actively participate in classroom processes, especially in single-teacher or resource-constrained schools.

To strengthen the capacities of CLC teachers, MSSWS organized an exposure visit to Quest's Community Learning Centres in Jawhar block, Palghar district. Quest has been a pioneer in developing innovative models of community-based learning, and this visit provided an opportunity for CLC teachers to directly observe their methods, practices, and classroom processes. A total of 20 participants, including 13 CLC teachers and the Primary Education Specialist and Facilitators of MSSWS, took part in this visit.



The exposure visit began at the Shikshan Samruddhi Kendras (Education Enrichment Centres) at Dadhare and Devgaon villages, where the group was warmly welcomed by children from Grade 3 and 4 with a song. The teachers at the centres then introduced the participants to the daily planning and activity structure followed at Quest centres.

The visitors were impressed with the way learning was made interactive, playful, and rooted in the children's everyday experiences. The emphasis on participatory learning ensured that

each child was engaged, and concepts were taught in ways that children could easily grasp and apply.

Following the classroom observation, a discussion was held with Mr. Tushar Marade from Quest, where ideas were exchanged on strengthening CLCs in Dahanu. The team also discussed possibilities for specific training inputs to further enhance the capacity of MSSWS's CLC teachers.

### Outcomes of the Visit

1. CLC teachers gained first-hand exposure to child-friendly, interactive teaching methods, particularly in Mathematics and language learning.
2. Teachers realized the importance of structured daily routines like calendar activities, news-sharing, and weather updates to build children's confidence and curiosity.
3. Teachers observed how group learning and peer interaction can enhance teamwork and communication skills among children.
4. The visit helped build teachers' confidence to experiment with new methodologies in their own CLCs.
5. The dialogue with Quest opened opportunities for future collaboration and specialized training for MSSWS CLC teachers.

### Action Plan Ahead

1. Incorporate daily structured routines (calendar, weather, news, etc.) in all CLCs of MSSWS to develop consistency in children's learning.
2. Begin using activity-based and practical examples in teaching Mathematics and other subjects, similar to methods observed during the visit.
3. Plan a specific training session for CLC teachers, in collaboration with Quest, to deepen their skills in participatory learning and classroom management.
4. Develop a system for sharing best practices among CLC teachers within MSSWS to ensure that learnings from the visit are spread across all 15 centres.
5. Continue building linkages with Quest for long-term knowledge exchange and mentoring support.



The exposure visit to Quest's Education Enrichment Centres was a rich learning experience for MSSWS's CLC teachers. It provided them with practical insights into how participatory, child-centered learning can be structured in simple but effective ways. Teachers returned motivated and equipped with new ideas to make their own CLCs more vibrant and impactful.

This visit not only enhanced the capacity of teachers but also laid the foundation for a stronger collaboration between MSSWS and Quest, ensuring that tribal children in Dahanu block continue to receive quality education and support in their academic journey.