

NEWSLETTER

FOUR WOMEN. MANY CLASSROOMS. ONE SHARED BELIEF.

August 2026 marked the beginning of Prerniva Foundation's work with MCD schools in the Keshavpuram Zone under our program **Prerna Pathshala Program**.

What began with a team of four women—Shruti Singhal, Mamta, Ishika Singh and Gargi Sagar, Founder & Director – has grown into a meaningful first step towards

creating more engaging, joyful and effective learning experiences for children.

Our first month was not just about teaching. It was about entering classrooms, understanding children, listening to their needs and discovering how they learn best.



UNDERSTANDING BEFORE TEACHING

Our initial visits to the schools began with classroom interactions and informal assessments designed to understand the children's existing learning levels. We assessed foundational English language skills, including reading, writing, sentence formation and comprehension, along with their understanding of basic mathematical concepts.



Our focus areas included:

- Reading and writing simple English sentences
- Building foundational language skills
- Encouraging children to speak in English
- Developing confidence in communicating before an audience
- Understanding basic mathematical concepts
- Connecting textbook learning with the world around them
- Encouraging children to ask questions and express their thoughts



These observations helped us identify learning needs and develop a structured course plan aimed at strengthening foundational skills and supporting better academic outcomes.

Our classroom sessions were planned in alignment with the August academic planner shared by the school administration, while incorporating interactive methods to complement the existing curriculum.

WHAT WE DISCOVERED

One of the most encouraging observations from our first month was the children's curiosity, intelligence and eagerness to learn.

The children were remarkably open to new teaching methods. We observed that interactive and activity-based learning received a much more enthusiastic response than conventional rote learning.

Games, songs, movement and participatory activities helped children remain engaged and made concepts easier to understand and remember.

We also observed that children generally remained attentive for around 30–40 minutes, after which their engagement began to decline. This reinforced our belief that classroom learning can benefit from shorter, varied and activity-based learning experiences.



LEARNING THROUGH MUSIC & MOVEMENT

Songs and dance-based activities received an especially enthusiastic response.

When children could move, sing, participate and learn simultaneously, their enthusiasm increased—and so did their engagement with the concepts being taught.

This experience has encouraged us to explore a pedagogy that combines the school curriculum with music, movement, games, theatre and creative expression.

Our aim is not to replace classroom learning, but to make learning more accessible, memorable and enjoyable.

The change was immediate.

Children entered the classroom smiling, laughing and visibly more energetic, creating a completely different atmosphere for the learning session that followed.

After approximately 45 minutes of classroom learning, we took the children outdoors for a game of Kho-Kho.

What looked like a simple game became an opportunity to develop much more:

Teamwork. Coordination.
Communication. Physical activity.
Concentration. Confidence.

Sports gave children a chance to interact freely, work together and experience the joy of movement.

THE ROLE OF SPORTS & EARLY-MORNING EXERCISE

Our classroom observations also made us realise that learning begins with a child's overall physical and emotional well-being. During our visits, we noticed that some children appeared low on energy or disengaged at the beginning of the day.

We therefore introduced a short morning exercise session at MCD School, New Police Lines, designed to get children moving before beginning their classroom activities.

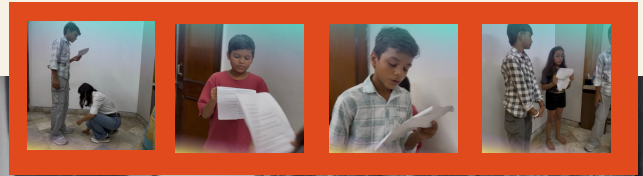


RANGTARANG –OUR THEATRE GROUP

Theatre activities have already emerged as a powerful confidence-building tool. Children are learning to communicate more freely, work together and face an audience with greater ease.

Theatre also creates an opportunity to bring history, mythology and cultural stories alive in ways that connect with the children's curriculum.

Most importantly, it gives children something every child deserves—a stage on which their voice matters.



MORE THAN JUST A THEATRE GROUP

For us, Rangtarang is not simply about preparing children for a performance. Theatre becomes a classroom in itself. During rehearsals, children learn to:

- Speak clearly and confidently
- Express emotions and ideas
- Face an audience without hesitation
- Listen and respond to their fellow performers
- Work as a team
- Remember and deliver dialogues
- Develop body language and stage presence
- Take responsibility for their roles
- Understand stories, history and mythology
- Build discipline and commitment

A child who initially hesitates to speak in front of a classroom slowly begins to stand on a stage and deliver a dialogue with confidence. That transformation is at the heart of Rangtarang.



FIRST PRODUCTION RAMAYAN — FROM CLASSROOM TO STAGE

The first major initiative of Rangtarang is a theatrical presentation based on the timeless epic Ramayan.

The children are currently working towards bringing this story alive on stage on:

31 OCTOBER 2026

Sri Ram Centre, New Delhi

For many of these young performers, this will be an opportunity to experience a professional theatre stage—something that may have seemed far beyond their reach only a few months ago.



THE JOURNEY TO THE STAGE

The road to 31 October is itself an important part of the Rangtarang experience. The children are participating in regular theatre sessions that involve:

Reading → Understanding →
Rehearsing → Expressing → Performing

Every rehearsal brings a new challenge.

Some children are learning to project their voices.

Some are learning to remember their dialogues.

Some are discovering how to use expressions and body language.

Some are overcoming their hesitation to stand before others.

And gradually, the classroom is transforming into a stage.

SPONSOR A CHILD'S EDUCATION

At Prerniva Foundation, we believe every child deserves the opportunity to continue their education, regardless of financial circumstances. Through our education sponsorship initiative under Shiksha Sathi Program in rural Bihar, we support children by covering their school fees, helping them stay in school, pursue their dreams, and build a brighter, more secure future.



FINANCIAL SUPPORT TO OPPORTUNITY

For us, supporting a child's education is not simply about paying a fee.

It is about ensuring that a child can continue going to school, access the resources they need, prepare with confidence and dream beyond their immediate circumstances. Shiksha Sathi strives to provide—a helping hand at an important stage of a child's educational journey.

Sponsor a child's education.

Support their learning.

Invest in their future.



Through the Shiksha Sathi Programme, Prerniva Foundation is committed to making educational opportunities more accessible to children.

EMPOWERING CLASS 10

We support Class 10 students with additional educational resources to help them perform better in their board examinations.

From reference books and study materials to online classes and sample papers, we provide the guidance and tools they need to strengthen their concepts, prepare confidently, improve their marks, and unlock better opportunities.



We look forward to building learning environments that bring together academics, physical well-being, creativity, confidence and expression. August was our beginning. The classrooms are our learning ground. And the children are at the heart of everything we do.

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AUGUST BY NUMBERS

25+ Schools | 20000+ Children | 30+ Sessions | 1 Theatre Group

PRERNIVA FOUNDATION

Creating spaces where every child can learn, express and grow.