

Pahal

Disha IISER Pune

Volume I, Issue II

The Weekend Program Diaries

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The rest miss out on...

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An Editor's Comments

When you first join Disha, you do it with a head of hopes and dreams and with a sense of virtue that you will be part of something that will change society. Every day that you interact with the children, you get a feeling that you are doing something good.

But of course as life draws on, one gets used to everything that happens in it, Disha being no exception. As one settles down into the routine of going for and participating in various aspects of Disha, one gains experience and loses perspective, essentially simultaneously.

We tend to forget whom we are teaching (which is very good in it's own way!). We start treating the kids normally. They are our children, we think, so let's scold them when we're angry, break our backs teaching them and hug them when we just can't contain the love! We throw away all information about the financial state of their homes. We throw away all thoughts of their future and further studies. And for the sake of our sanity, we concentrate on how to "help them now". Our plans revolve around how best we can teach them what we want to and what we think will inspire them.

Where does our motivation come from? It sometimes dwindles and sometimes burns bright. How does one bring back that third-person perspective that is oh-so-essential? A few fresh faces go a long way.

Hearing a fresh perspective on something you are a part of, immediately makes you feel good and motivated towards what you are doing. Talking to a fresh volunteer with wide shining eyes, reminds you why you wanted to join Disha in the first place. One conversation with a newcomer about how wonderful it is for them to finally get the chance to do this kind of social work is enlightening. It brings you back to reality. It makes you remember what Disha is about.

This issue of Pahal (First Impressions, I'd like to call it) is scattered with new ideas and fresh perspectives, aimed to draw you out of the monotony that has bogged you down and motivate you once again. I hope it does.

Shruti Paranjape

A Page from Pashan

The Pashan Abhyasika started with the modest goal of providing atleast minimal literacy to kids who are circumstantially forced to work. It has been successful to some extent.

The plan was to teach the kids for two hours daily - from 3 PM to 5 PM. As we lack volunteers, we have been unable to implement this. Two days in the week, Tuesdays and Thursdays are not being utilised as we have no volunteers on those days. The teaching itself is going quite well and we have had to use a lot of our grey matter to come up with better and more attractive ways of teaching to keep the interest of the kids alive.

We have encountered problems like the kids leaving the shops they are currently working in and looking for jobs elsewhere, the shopkeepers not sparing the kids on many occasions due to lack of labour in their shops and so on. Nevertheless, we hope to continue the venture and hope it will be a success. We would really appreciate volunteers for this program.

Chaitra Agrahar

First Impressions of the Weekend Program

It was a normal, lethargic Sunday. I looked around the room and the clock caught my eye. It was already 2:00 pm. I jumped out of bed and frantically got ready, for the children would reach IISER by 2:30 pm.

'Divya didi!' I heard someone call out as soon as I stepped into the hall for the Disha Weekend program. I looked around and saw two small girls calling out to me from the front. They had huge smiles plastered on their faces. One look at them and I was filled with affection. I was pulled to the benches in front where I sat between them, each one holding my hand snugly.

A few other girls came up to us and asked my name.

'Divya', I replied.

'Divya didi, aapko Marathi aati hai?'

'Nahi', I replied with a fallen face.

'Arrey!' they answered with disappointment which lasted for only a second. Forgetting all about my non-marathi background, they instantly started telling me stories about school, their families, and about each other. Their animated actions and gestures spoke louder than words. I realized that language was no barrier for them.

I observed all of them as they attentively watched the presentations. Their curiosity was reflected in each question they asked. They were excited to learn from us, but in the process, we learnt a lot more. As we took them around the campus to show them different types of ant nests, I noticed that each volunteer had two to three kids holding their hands, and was answering the hoard of questions thrown at him/her by the children. What I found amazing was the fact that these children

bonded with us so easily and quickly.

After coming back to the room, I looked back at the three hours I'd spent with those children. I had woken up with no expectations, but the day had given me one of the most rewarding experiences.

You run around the hall catching them, try to calm them down, attempt to satiate their curiosity, play with them, dance with them, sing and laugh with them - all in the short span of three hours. You expect to feel exhausted, but their enthusiasm is so invigorating that you feel energised instead.

Their joy at trivial things like traveling in elevators makes you realise the importance of the little things in life. To them, the IISER campus presents a hope for varied possibilities and opportunities in the future. Two trips a week to this campus exposes them to a world beyond that one street, and one school where they spend most of their day.

To a child from Someshwarwadi or Lamanavasti, the world is confined to the four walls of their house and school. We intend to provide such children exposure so that they can dream and aspire for great things in life. The purpose of the weekend program is to encourage the kids to think and imagine. The various activities conducted during the weekend aim at developing their confidence and presence of mind so that they can deal with any situation that comes their way. The world is limitless; these children just need to be made aware of the same.

Divya Singh

"You expect to feel exhausted, but their enthusiasm is so invigorating that you feel energized instead."

The Weekend Program Diaries

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If people do listen to these seemingly complex things, it is probably when they are well into their PhD's. Only the biology students, that is.

The rest miss out on all the nice things that are right in their garden. This often also has to do with the way a child is raised. My mother used to support all the crazy things I used to do when I was a kid. I remember having raised 40 odd oleander hawk moths at one go in a terrarium that I had built. When my friend tried to do

the same, he got "sound" advice from his father.

The idea of this venture of talking about and showing children the biodiversity around is to knock them off the feeling that insects are disgusting and animals are dumb. Or perhaps just to get them thinking and create an interest in them for things in general by the process of careful observation. As far as I know, I haven't encountered an NGO or any educational institution, which has done this. In that sense, this idea of teaching kids what they would usually learn something much later, is new.

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The Scene in Someshwar Wadi

Manpower is always important for the welfare of the society and if it is in the form of a group of determined and hard-working youngsters, then rest assured, the future is in safe hands.

With around 25 volunteers, the Someshwar Wadi abhyasika now has the resources to achieve the long-term objectives it started with, namely empowering female children by helping them learn some employment-generating activity like stitching and pottery, and also helping children in the area with their studies.

There has been a major change in plans for this semester after some

brain-storming sessions by the senior volunteers and we have decided to now focus more on younger kids and make sure that their basics are absolutely clear, before moving on to the next level. The kids from 6th and 7th will still participate and we plan to teach them what they should know at their level, after realising that most of the kids in that age group can't read Marathi and English sentences as fluently as they should be doing. We have also assigned every volunteer 2 children and (s)he will teach only them and track their progress. This will be helpful in keeping the syllabus for the child coherent and gives

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us the luxury of giving personal attention to every single kid.

The plan may not be consistent with what was said last month, but this will be more helpful in the long run, is what we think.

Shrinidhi Mahishi

First Impressions of the Someshwar Wadi Abhyasika

They say, to describe is to diminish. Never has the meaning of these five words struck me so clearly as now, when I sit to pen down my experience at the Someshwar Wadi Abhyasika.

As the founder of Disha, Kaustubh Deshpande said, Disha is a 'bridge', a connection between two worlds - one of them being ours, and the other, the realm that we have always watched, observed and tut-tutted at from the periphery. And the Initiation to the Someshwar Wadi Abhyasika has bridged the gap between the heart and the periphery of that realm. It has been more of a discovery of self than an attempt at teaching English and Mathematics to 4th and 5th graders.

To begin at the beginning, my first day at the Someshwar Wadi Abhyasika started off with the first of my many questions, 'How do we get the kids to come for class during their play time?'. And the first of the many answers I got was, 'Wait a minute, you will see for yourself.'

And see I did. I was surprised at how many little girls and boys flocked

to Shrinidhi the moment we entered the locality. On most days they are pretty eager to come for class, even if it is to sing songs at the top of their voices, play pranks

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on others, or show off their gymnastics from the stairway railings. Lessons are a bit difficult at times, especially when they are not in a mood to study. But some of the

brighter ones sit through all the commotion and even manage to pay attention.

In general, I have observed that the little ones enjoy Math. The slightly older ones are more inclined towards learning English. Once everybody is settled, we can get a complete half hour of productive lessons with most of them.

The problem, however, lies in engaging them and getting them interested in studies, in awakening their curiosity and a spirit of enquiry. It lies in how seriously we take our role in shaping who they turn out to be. The seriousness we show in their studies and overall well being will be reflected in how seriously they take our initiatives and how far they cooperate with us. There is a scope for improvement in us, and the faster we realise it, the better we get at helping the kids.

But in the end, more than helping anybody else, we are helping ourselves, and trudging along the upward trail to self-discovery.

Nandini Hazra

First Impressions of the Kurunji Outreach Program



My entry into IISER was welcomed by various fun & social activities. 'Outreach' was one such activity. I joined outreach for two reasons. First, my enthusiasm for travelling. The second, I'd have the opportunity to actually visit villages & look at their problems.

We, a group of 6 freshers along with 2 seniors visited the village *Kurunji*, which is 90 kms away from Pune. We left the campus at 6:00 am & reached the village at around 10:00 am after a very hectic and tiresome journey. All our exhaustion of the journey immediately disappeared as soon as we entered the village. Being surrounded by hills and greenery on all sides, the village made us feel like we were in a hill-station.

As we reached the residential school, called 'Ashramshala', where we were going to conduct the session, a group of 3-4 kids were curiously looking at us (maybe thinking who these weird people are!). As the outreach team had visited the village before, they knew that we were going to teach them something new. So, most of the kids were very excited on our arrival. Their excitement gave us even more enthusiasm and inspiration to do what we were going to do.

Our session started with a demonstration on how electricity works, followed by the one on the relation between electricity and magnetism. The children were more interested in the pictures and the novels we were showing them than the concepts being taught; as most of them were only in the 8th or 9th standard. After that we had several maths puzzles for which we received a comparatively better response than earlier. As we tried to motivate them to come forward, they would hide; some even rushed out of the hall!

Our session concluded in around 2

hours. As we were preparing to leave, some of the children came and asked us to eat with them and also asked when we would be visiting next. I was surprised by the genuine hospitality they showed us, even though it was the first time we'd met. The only disappointment for us was that we couldn't spend enough time there due to our long journey back (and we had to be in the campus before 6:00 pm).

'Kurunji', inspite of having sheer natural beauty is isolated and deprived of even basic facilities. The hostel where the children lived, had bad sanitation. The solar panels (whose presence there surprised us!) were not in good condition. I felt that what should be provided to the children before teaching them science, is at least the minimum standard of living. Yes, it is not easy to change their attitude, that's one of the biggest challenges. But as 'Great works are always inspired by small beginnings', one day we will definitely reach where we want to. I could see the thirst for knowledge in their eyes. Whatever I can do for them, I will do it with best efforts, I muse to myself.

Mukta Joshi

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A Workshop for Volunteers

Door Step School organised a workshop on different teaching techniques for Disha volunteers on 13th and 14th September. It was unique in the way it was carried out. All of us played and discussed and learnt at the same time.

Door Step School is a NGO which works for the education of children in construction sites and takes them to school. You can always see kids running around in school uniforms near Mendeleev block thanks to them. Three teachers from Door Step School conducted the workshop.

The session on the first day started with introductions. Everyone had to add an adjective starting with the same letter as their name before their name. Some people were really innovative. It is a good way to make children think and increase their vocabulary. Next we played a game called "Badal aya , tufan chhaya" where we were all running about on a stormy ship, and had to form a group of a number, specified to us by the captain to go on the life boats. It is fun and at the same time makes the children more attentive and increases their counting skills.

We tried to understand the psychol-

ogy of the children we go to teach. We expect them to have an eagerness to learn often forgetting their background and our own unwillingness to study when we were small. The main challenge is to hold their attention. They showed us different things that they have made to increase a child's sense of touch, smell, colour, patterns and shapes. These are for pre-primary children. Honing their five senses would increase their learning capacity. We were asked to think about games. The session ended with a distribution of notes on the different ways of dealing with kids and teaching them.

On Sunday morning, some of us were thinking about games which can help children learn as the session started with reciting Sane Guruji's song. This is how sessions at Door Step Schools also start, with an inspiring song at the beginning. There was a quick review of the things done on the previous day and the games some of us had thought of. Rachana and Sukanya had made a script of the story "The tortoise and the hare" with little puzzles relating to animals, vegetables, flowers, textures.

Then we again played several games involving numbers, letters,

words, pictures. These games help the children to learn while having fun and also increase their attentiveness. I am describing one of the games which I liked the most.

We made four teams. Each team was given a balloon with chits in it. The balloon had to be in air all the time. Each team had to try to save their own balloon and prick others balloons. Very soon all our balloons were pricked and we picked up the chits. We had to say with an expression whatever was written in the chit. It showed how expressive you can be in one line!

Such expressions can be used to attract a child's attention when they are lost in their own world. Then we had a discussion on the problems we face while teaching the kids. From what I understood, the solution lies in getting into the child's mind and understanding what they are thinking. We filled up the feedback forms at the end of the session. All of us enjoyed and learnt a lot from the workshop.

Anandita De

Talk for Twenty : Sachit Speaks

On 8th September, Sachit Daniel spoke about "Copyright Copyleft" in the third edition of Disha's new addition this semester : Talk for Twenty. Here's what he had to say :

Practically everyone on the internet has used Wikipedia, but many would have never thought about where it came from. If you printed out all of Wikipedia, it would fill around 1,900 fat books, filling around 10 shelves, each shelf comfortably bigger than a person. Wikipedia is written by millions of individuals, just like you, each contributing a little bit of their creative effort for the common good. This is what the "creative commons" and open source projects are about.

People contribute to these projects to create works that are too big for a single author/company to make on

their own or they contribute just to have the joy of giving something to society. These works are free. Free not just like "free food" where you needn't pay anything, but free in the sense of giving the user the freedom to use, to modify and to redistribute the work in any way they want. This distinction is important, because only with that freedom, can the community reuse the work in new or improved ways (it's illegal to try modify and distribute stuff like adobe acrobat). These tools are especially important in empowering people who don't have access to resources. To ensure that people who use the common goods contribute back, many of these projects demand that the condition for using it freely is that you allow others to freely benefit from any improve-

ments you make to it. This condition is referred to by the tongue-in-cheek name "copy-left".

One other project (among thousands of others) that I would like to mention is the Linux kernel. It is the code that powers vast numbers of servers, android mobile phones and even routers. What started as one student's hobby project now has billion dollar companies like Google, Intel and IBM contributing free code to it.

Remember, it's by everyone and for everyone, so the next time you visit Wikipedia, remember to contribute some of your time : correct a mistake, edit the text or add a new fact.

Sachit Daniel

How Disha Reaches Out

Disha, the social welfare face of IISER Pune does not limit itself to local areas but spreads its wings to isolated villages nearby Pune. The outreach team had its first visit of the fall semester to the village of Kurunji on 31st August. The school at Kurunji is a residential school, where children from three nearby villages with unstable financial background study. Though this school is funded by the government, the condition of the school is not of a good standard. The main objective of our visit was to perform science-based activities to inculcate a scientific temperament among the children and also to inspect what the problems in that school are, so that we can solve the problems, or can at least act as mediators between them and those who have the capability to solve it.

First, we explained the basics of

electricity. The children were quite curious about it. Then we explained the properties of magnets. After that, we showed them the video of “generating magnetism through electricity” by Mr. Arvind Gupta. We demonstrated the phenomenon of reflection using a kaleidoscope. The children were quite amused by this. The most interesting part of the session were the tricks and puzzles. We showed them the trick of “the tower of Hanoi” and a few mathematical puzzles. The children surprised everyone by solving almost all the puzzles.

The most important aspect was to identify the problems that the children were facing. The sanitation facilities were not all of proper standard. Even the mess facilities were of unsatisfactory standard and there were frequent power cuts throughout the day. The most shocking part was the

solar panels. They were not installed properly and their condition was deteriorating from bad to worse. Their science lab was serving as a good home for spiders rather than for chemicals. We spoke to the school authorities, who supported us and agreed to help eradicate the problems of the school with us.

By having this new experience we decided to work more dedicatedly to improve the conditions of the school. In order to improve the conditions of the school for problems such as sanitation, electricity, solar energy, etc. we decided to contact the NGOs who work for the welfare and development of villages and also to encourage the students there to come forward so that they can pursue their dreams and achieve them.

Outreach Team



The second talk for twenty was held on Sunday, the 25th of August. The idea behind Talk for Twenty was to make people on campus social conscious. By holding twenty-minute talks (hence the name!) ever alternate Sunday, we had hoped to build an environment conducive of discussion on a plethora of issues and ideas.

The talk was given by Sukriti Bansal, a 4th year student. She spoke about “Room to Read”. In describing her talk’s abstract, she said “At age 35, John Wood quit his lucrative job as a marketing director at Microsoft Co. in

order to found Room to Read in 2000. It is a non-profit charitable organisation aimed at fighting global poverty by working for literacy and gender equality in education. Room to Read has built thousands of schools and libraries in the developing world, published hundreds of books in local languages and provided all forms of support required to thousands of girls for their education. It works in partnership with the local communities in order to give them a sense of ownership for all the work done. In this talk I will try to share some facts regarding

what inspired John to make such a drastic change to his life (to go from a highly paid job to nearly zero salary), how Room to Read came into being and how it grew.”

The talk was followed by a nice round of discussions that served the purpose with which Disha started Talk for Twenty. All in all, it seems as if Disha’s dream of promoting social awareness and making people feel as if they can be the change they want to see, is coming true.

Shruti Paranjape

What we do on Weekends

During the last two months, the Disha weekend programme has conducted different activities for the overall development of skills of its students. The following is a description of different activities during August 2013 :

English sessions :

All the children have been categorised into four levels based on how much English they know. Level 1 children have been practicing the alphabet. We have tried to teach them the phonetic sounds of all the alphabets and also how to write those alphabets in capital and small. They were given worksheets to practice writing and submitted them complete. With the Level 2 kids, we have practiced simple 3 and 4-letter words using phonic primers. The Level 3 kids have been practicing reading words of a level a little higher than 3 and 4 letters, while the level 4 kids have been practicing reading simple English stories. All the kids have been getting a book issued in English, appropriate to their level to take home and read on a weekly basis.

Drama Section :

Along with intellectual development, focus should also be given to personality development of a child. The weekend program recognizes this, and hence has kept a drama session for the kids every Sunday. The drama session aims at increasing the stage confidence of the children, and developing their acting and oratory capabilities. It ensures the involvement of every child in group activities as well as individual tasks, helping the child not only excel personally, but also learn how to collaborate and work together in a group. We also try instilling good morals, social awareness and general knowledge through all of these activities. In the month of August, the drama section hosted various sessions.

The first one involved students enacting short stories with moral messages in them. The children were divided into two groups, and each group was assigned a story. Volunteers helped them prepare their skit, and then they were asked to present it on stage. In the second week, an extempore competition was conducted. Students were given fairly easy topics, which involved some general knowledge. The third week consisted of dumb charades. Children were given different professions such as "doctor", "teacher" etc. and asked to enact them, while others guessed what profession they were enacting. The fourth week was to have a debate between a small group of students, though this could not take place due some problems faced at the time.

All in all, it has been a satisfactory month, even though the drama section has a long way to go to reach its goal.

Art and craft sessions :

The art session was designed to encourage the kids

to show their talent, teach them some forms of art and so that they could have some fun after studying.

In the card-making session, we taught the kids to make different greeting cards which could be used for Diwali and other festivals. We taught them to draw different things like jokers, cakes etc. We told them to decorate the cards using their own ideas.

In the thumb-printing session, we told them how one can create nice pictures using their thumbs and poster colours. Vished taught them how to make a tree and the kids made beautiful thumb paintings of flowers, penguins, fish, houses etc. Prachi conducted an Origami session for them as well.

Quiling is an art form in which you cut different-coloured sheets into strips and roll them into different shapes. You can make many different things like rakhis, cards, etc. using this. The kids made nice cards using this technique and decorated them using glitter pens.

During Janamashtami we taught them to make crowns. We gave them waste cardboard sheets of different notebooks and they made crowns of different shapes and decorated them with colourful thermacol balls and glitter pens.

Science sessions :

On 11th August 2013, we introduced acids, bases and how to identify them. We showed them basic acids and bases, some were household materials and some were chemicals borrowed from one of the chemistry labs. They were given information regarding how litmus paper changes its colour in bases and acids.

On 18th and 25th August 2013, Harsha conducted a session. More on Harsha's sessions on Page 8.

On 1st September 2013, we conducted an experiment based on the density of materials. Eggs and moong dal were used in these experiments. Firstly, we showed them how eggs sink in fresh water and float in salt water. A jar of moong dal was used in a different set-up involving two balls, one big and another small. This was conducted by Anish. They quite didn't understand the density concept but they enjoyed the experiment.

Sports sessions :

The aim of having a sports session is to provide the proper guidance to kids in different sports. Until now we haven't started any actual training but we plan to start soon. We've played lot of games with the kids though, including dodge ball, musical chair, basket ball, kho-kho etc.

Math sessions :

We have started math sessions in the last month. Their main aim is to develop logical thinking in maths through mathematical games.

Abhijeet Petkar, the main co-ordinator of the weekend program had this to say : "Each and every volunteer and co-coordinator of their respective sessions are doing the best they can. I hope this continues to be successful in the future. Thank you, all the Disha weekend program volunteers."

Weekend Program Volunteer Group

The Weekend Program Diaries

Continued from Page 2

4/8/2013 - Microscopy and surprise surprise!

Aim : There are organisms that are so small that we possibly can't see them with our naked eye. It was also done to build their observational skills.

I had brought a water sample from Pashan Lake. The kids were asked to draw everything they saw and in the end, the board was packed! Some of the things that the kids saw were spirogyra, net algae, ciliates, diatoms, daphnia and rotifers.

The net algae raised a lot of questions like, "How do these reproduce?" "When they do, the net structure that floats on the surface is ruined. It is not a single layer. How is this taken care of?" The answer is that it isn't a single layer. It forms a 3 dimensional structure.

The ciliate eating the algae and the algae swirling and being digested in its transparent body was very much appreciated. One of the kids had a weird thought about humans having a transparent body like those of the ciliates.

The thought of insects eating dung can be very shocking and new to most people. Why do they do that?

I produced a dung beetle that I had caught that morning in class. As I began to speak, I was bombarded with questions by children in disgust and curiosity as to how I had caught the creature and what it was doing when I had caught it. This lead to a small session on how dung beetles complete their life cycles, how many different kinds there are and how many shapes and colors they come in.

18/8/2013 - Weird creatures? Weird would be an understatement!

Aim : To convince the children that animals aren't dumb and they have the ability to learn.

How many of you knew that there was a bird (Lyre bird), which can imitate the calls of twenty other birds? That's not it!

It can imitate the other sounds that it hears too; like a car alarm or a camera shutter. I urge you to watch the video in the references. I was forced to play the video thrice by the students.

Among other things, I spoke about paradise birds, bombardier beetles, beaver dams, regeneration in hydra and salamander, mudskippers and Bowerbirds.

Some of the questions asked by the kids were, "How do animals sense what season is coming up ahead?" and "Is wood of any nutritional value to beavers?"

References: <http://www.youtube.com/watch?v=ViEOKdfos4Y> - Lyre bird, [YTR21os8gTA](http://www.youtube.com/watch?v=YTR21os8gTA) - Paradise Birds, [352pC1FXBA](http://www.youtube.com/watch?v=352pC1FXBA) - Bombardier beetle, [Na2HYq11yuM](http://www.youtube.com/watch?v=Na2HYq11yuM) - Beaver Dams, [rtF_coKT8U](http://www.youtube.com/watch?v=rtF_coKT8U) - Salamander Foot regeneration

25/8/2013 - Nest architecture, division of labor, and cooperation in ants.

Aim: To convince the students that tiny insects like ants are like us in many ways. They store food, hunt together, cultivate fungi like we cultivate crops, keep their houses clean and most importantly, keep them safe.

This was done with a variety of ant examples from all over the world - the weaver ants which make bridges with their own bodies to patch leaves up and the use larval silk to hold leaves together, the fort ants which have a fort-like nest, the leaf-cutter ants which farm fungi in their nests, the army ants that hunt together and the most striking example of all, the honeypot ants from the deserts of Australia. These store honey over winter when the flowers wither. What you see in the picture is an ant whose belly is filled with honey. An ant in need, need only ask. The larder ant offers it by means of regurgitation. These lar-



ders are so heavy that they can't move.

This stunned the kids in some sense. They asked questions continuously. "How can they store so much honey?", "What is the black thing on the ant's belly?", "What happens if one removes all the larder ants in the colony (which is, in fact a paper that exists in literature)?" and many more questions.

To top off all the awesome stuff, I took them out to a Camponotus colony in IISER Pune campus to show them ant-plant-hopper relationships. The idea of helping one another to benefit from the other was made clear.

References : <http://www.youtube.com/watch?v=Qkh8lp59bMg> - Weaver ants, [RH3KYBmpxOU](http://www.youtube.com/watch?v=RH3KYBmpxOU) - Leaf cutter ants, [KdnIA8xXCMQ](http://www.youtube.com/watch?v=KdnIA8xXCMQ) - Honeypot ants

22/9/2013 - Coming up!

Aim: To develop observational skills in children. Every kid will be given a volunteer. The kid chooses an animal, plant, insect or any other living creature of his/her interest and observes it for an hour and writes up whatever he observes right after it. If you want to volunteer, please write to harshakumar@students.iiserpune.ac.in.

Queries will be entertained. You can write to harshakumar@students.iiserpune.ac.in.

Harsha Kumar