

PROGRAMME HANDBOOK
2015-2016



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I listen... to the wind
 To the words said or unsaid
 To the laughter and cries
 To the child in me
 And the child outside
 I have wings
 I can fly
 Fly to different worlds
 Worlds that we together create
 With our hearts and with our minds
 I dance with you
 I am with you, my child
 And learn with you
 I am joyous
 I am me
 I am a teacher

I see...
 The light and the dark
 The inside and outside
 You and me
 With my eyes open or closed
 I feel you my child
 I feel your joy in the games you play
 I feel your pain when you cry
 I see through your tears and smile
 Really see who you are
 When I see who I am
 Dream of a world within and beyond
 In harmony and peace
 I rejoice
 I am a dreamer
 I am me
 I am a teacher

I love...
 The trees
 Oceans and skies
 I love...
 The rivers
 Flowers and mountains
 I love you, my child
 No matter what you do
 And who you are
 When you fall
 Make a mistake
 Stand and rise
 Learn and move forward
 Your errors and slips
 Are dear to me
 I believe in you
 Each time you do a wrong
 You grow
 I love that you know
 What is more important than right
 Is to be aware of your wrong
 I grow with you my child
 I am a believer
 I am me
 I am a teacher

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Foreword.....	1
Introduction	2-9
Our Vision	4
1. The IAAT Way	5
2. Being A Resident: A Journey of Personal Transformation.....	6-7
3. Collaborations	8-9
3.1. Collaborating School.....	8
3.2. Academic Partners.....	9
Programme & Curriculum	10-25
4. The PGDLT Programme	12-13
4.1. Introduction	12
4.2. Design Elements	12
4.3. Core Competencies.....	13
5. Curriculum	14-15
5.1. Course Outline.....	14
5.2. Semester-wise Break up of Courses	15
6. Overview of Courses	16-22
6.1. Foundational Courses	16-19
6.2. Methods Courses	20-22
7. Residents' Assessments & Evaluation	23-25
7.1. Purpose of Assessment	23
7.2. Approach.....	23
7.3. Assessment by Different Stakeholders	23
7.4. Programme Level Evaluation	24
7.5. Tools and Techniques of Assessment	24
7.6. Residents' Portfolio	25
7.7. Criteria for Successful Course Completion	25
Practice & Mentoring System.....	26-29
8. Practice and Mentoring under the Residency System 28	
8.1. Mentoring Structure 28	
8.2. Structural Components 29	
8.3. Gradual Release of Teaching Responsibilities	29
Norms & Practices.....	30-36
9. Ethical Use of Resources	32
10. Code of Conduct	32
10.1. General Norms	32
10.2. Attendance and Leaves.....	32
11. Fees and Financial Assistance	33
12. Placements for the First Batch	33
13. Facilities	33
14. Resource Centre	34
14.1. Norms and Regulations:	34
15. Communication	35
15.1. Whom to Contact for What.....	36
16. Withdrawal Policies	36
Plan & Schedules	37-40
17. Year Plan.....	38
17.1. Semester-wise Plan of Coursework and Practice Teaching	38
17.2. Schedule and Timings	38
17.3. Off-Site Visit.....	39
17.4. Holiday List for the Academic Session 2015-16.....	39

FOREWORD

One quotation from my reading of J. Krishnamurti has always stayed with me and constantly tugs my conscience to be connected with the real meaning of education. He said: “Surely education has no meaning unless it helps you understand the vast experience of life with all its subtleties, with its extraordinary beauty, its sorrow and joys. You may earn degrees; you may have a series of letters after your name and land a good job, but then what? What is the point of it all if in the process your mind becomes dull, weary and stupid?” Why is this relevant to the process we all are stepping into? I AM A TEACHER is not about degrees and it is also not about jobs. It is about giving passionate young women and men a chance to explore the real meaning of education and what we can do to enable our children to learn without fear and experience the joy of knowing and the ups and downs of life.

We are embarking on an exciting journey and – hopefully – we can emerge from this process with greater confidence to explore ways to engage with young people in school, at home and in society. I am confident that we will all learn from each other, challenge each other and inspire each other. It is with this hope and confidence that I am writing the foreword to the IAAT handbook.

Teaching and learning is about sharing, it is also about accepting each other as learners and teachers and most importantly it is about giving each other space in a non-judgemental environment. I would like to take this opportunity to convey my good wishes to the IAAT team and to the first batch of student-teachers.

Vimala Ramachandran

Professor

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Our Vision

“To reform education in India by preparing a critical mass of teachers who are highly capable, passionate and lead change in and through classrooms.”

We believe that any fundamental change in the education system has to begin at the level of teachers. Unless teachers are empowered, it is difficult for any change to materialise in classrooms. This kind of change requires teachers to believe in their own capacities, which then translate into trusting students' potential as well. To realise this vision, we need teachers who care, want to make a difference and are proud to be teachers; according to us, this should be the primary concern of teacher education programs.

Alongside empowering teachers, it is extremely important to help them build the necessary skills and competencies to become effective inside the classroom. We feel it is the combination of skill and will that drives change and deep learning in classrooms.

The primary purpose of IAAT is to serve the education space by building a model of excellence in teacher education. We envision school intervention and teacher preparation as one coherent whole and not two separate processes. Just as no medical school exists without a hospital, no teacher education institute should run without being attached to a school. We imagine a model where practice and theory, school change and teacher education come together. The larger purpose is to provide access to high quality learning and teaching to all children and help them realise their potential. All objectives and activities undertaken will be directed towards accomplishing this larger goal.

1 THE IAAT WAY

I Am A Teacher (IAAT), a not-for-profit organisation, aims to build an alternate and a practice-based model for teacher education. The title 'I Am A Teacher' has been consciously coined to build a sense of pride within teachers about their profession and about their identity as a teacher. We aspire to bring a paradigm shift in the way people view the teaching profession.

“We have all known the long loneliness and we have learned that the only solution is love and that love comes with community.” - Dorothy Day

We believe that having a sense of community in the workplace is essential; where all members of the community have the support to flourish. At IAAT, we intend to create such a community space where everyone feels empowered and responsible towards realising the desired goals. Another important aspect of having a community space is to ensure that there is a high sense of equality and everyone feels included. In our workplace, we have flat structures and no hierarchy apart from certain functional roles that need to be adopted for operational purposes.

Our commitment is towards bringing high standards of quality and excellence into our work. The rigorous and intensive nature of the programme focuses on building capacities of reflective thinking and collaborative learning. We aim at creating flexible experts who would adapt their teaching to different contexts of learning. Protocols around bringing attention to details, giving and receiving constructive feedback, reviewing our work and processes and continuously evolving in all areas formulate the ethos of our work culture.

2 BEING A RESIDENT

A JOURNEY OF PERSONAL TRANSFORMATION

As we envision our teachers to be lifelong learners, it is imperative to have a model that makes this possible by its very design. The conceptualisation of a 'Residency-based model' comes from the need to have teachers whose learning is deeply rooted in classroom experience. Knowledge and skills are a result of seamless integration of theory and practice. Being a Resident (student teacher) means exactly this - having the first hand experience of being in a classroom, which serves as a base for learning and connecting these experiences with the theory.

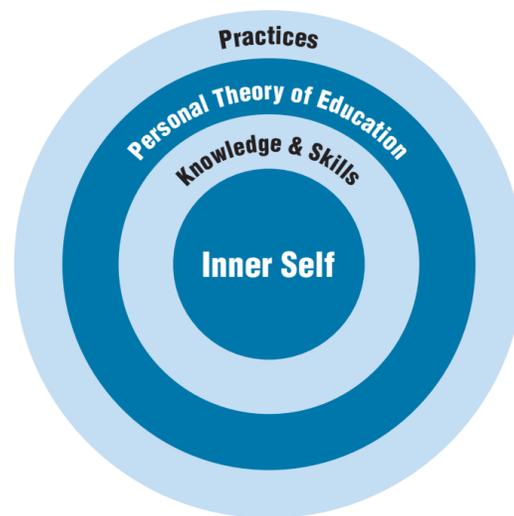
Our Residents will spend time in the classroom being a learner most of the times and being a teacher at other times. They will come across various concepts involved in teaching and learning first in the classroom as real situations and then theorise them later in their class sessions. For instance, they will observe and experience the stages of language development and learning in the real classrooms before actually reading and understanding the rationale behind it in the course work. The advantage of being a Resident is that whatever concepts they engage with, will not be learnt in isolation. They will know how these ideas look, sound and feel inside the classroom. This experience of learning from the ground and building the necessary dispositions, skills and knowledge in the process is the journey of being a Resident.



Being a Resident is also being a part of a bigger community. While Residents will have the space to work independently and focus on the areas they need to develop as teachers, they will have Collaborating Teachers, Clinical Teacher Educators, peers and visiting faculty as a part of their learning space. They will work closely with the Collaborating Teachers and peers to widen their learning spectrum.

We envision education as a holistic process and all domains of learning have equal importance in the learning process. The learning of our Residents will not be limited to academics or the planned teaching courses. It will also include the affective, the physical and the creative domain. So, being a Resident means engaging in sports and physical training, exploring the world of art, music and theater and tuning inwards to discover one's true self. Being a Resident means living the life of a learner all over again!

The framework below has been designed to initiate the Residents into a journey of personal transformation and learning. This process of self-inquiry begins by reflecting within and understanding oneself and then developing a deeper and wider understanding of children and education at large while building the necessary skills and competencies in the process.

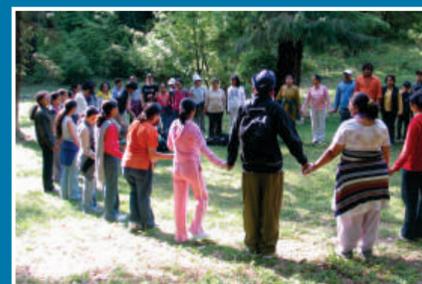


- **Phase I – Self Awareness:** We begin by making Residents tune inwards and connect with their inner self. They will deeply introspect about their notions about themselves, life and education. In this phase, they will question their existing ideas about teaching and learning, become curious about the world outside and develop fresh perspectives to view things from.
- **Phase II – Development of Knowledge and Skills:** Once a spirit of inquiry is triggered, Residents will learn to learn and reflect on their experiences. A combination of real classroom experiences along with connections made to the existing body of knowledge will help them acquire the required concepts and skills. The unique personal experiences of each Resident will play a vital role in shaping their understanding and honing their skills.
- **Phase III – Constructing a Personal Theory of Education:** Once Residents develop the knowledge and skills required for facilitating meaningful learning in children, they will try out and experiment different things within the classroom. Sometimes

they might fail and at other times succeed. This process of trying and learning from their own successes and failure is critical, as this will result in is their own personal theory of teaching and learning.

- **Phase IV – Building a Repertoire of Effective Practices:** Once Residents move ahead and cover a distance in knowing themselves, acquiring the required knowledge and skills and constructing their personal theory of education, they would have a range of effective practices as a consequence of the three phases. As the roots of their understanding become deep and strong, a natural expansion of innovative and meaningful ideas will occur. This will make them sensitive to the requirements of students' learning and develop a sense of discernment that will enable them to address students' needs in the most effective manner.

This journey, though put in four phases, would not be strictly linear as a process and all these capacities will keep getting developed and nourished simultaneously. Keeping this process alive even after completing the programme will make their learning deeper and wider and the journey more meaningful as teachers and as learners.



3 COLLABORATIONS

3.1 COLLABORATING SCHOOL



Our collaborating school, The Heritage School, is a leading group of progressive schools in India offering child-centric education based on experiential learning. With over 5000 students and 500 teachers across their three campuses in the National Capital Region, they are one of the pioneer schools that bring progressive education into the mainstream. Over the last decade, the schools have built a reputation for providing meaningful education through benchmark classroom practices and experiential labs. Freedom, empowerment and continuous learning are the ethos of the school's work culture. They strive to maintain high teacher training man-days through national and international training programmes. The Heritage school, Gurgaon, is ranked amongst the top ten schools in India. (*Education World School Rankings, 2014*)

3.2 ACADEMIC PARTNERS



Boston Teacher Residency (BTR) is a one-year, full-time AmeriCorps service program that recruits talented college graduates, career changers and community members and gives them the tools they need to make an immediate impact in the classrooms of the Boston Public Schools (BPS). Teacher Residents spend the full academic year in a BPS classroom, teaching alongside an experienced mentor and applying theory to practice through rigorous coursework. Their commitment earns them a master's degree in education from UMass Boston, a Massachusetts Initial Teacher License and credit toward a dual license in Special Education or English as a Second Language.

BTR's mission is to drive significant student achievement gains through the recruitment, preparation and support of exceptional teachers in Boston. Since graduating its first class in 2004, BTR has prepared a growing network of over 500 highly effective teachers who continue to raise the bar for excellence in schools throughout Boston. The programme has made remarkable progress on the district goals, attracting national attention for its unique approach and contributing key learning to emerging Residency programs. BTR is recognised for its pioneering work in practice-based Teacher education in the USA.



Jodo Gyan is a non-funded, not-for-profit social enterprise working to find workable solutions to the problems in classroom practices. Since 1998, they have worked closely with students, teachers, teacher-educators and parents, particularly in mathematics and science education to introduce innovative methods through which children will understand and enjoy what they are being taught. Conducting workshops, mainly in-service as well as for trainee teachers, designing, producing, procuring and distributing low-cost teaching and learning materials (TLMs) for promoting activity-based education; have all been a part of their endeavour.



PROGRAMME &
CURRICULUM



4 THE PGDLT PROGRAMME

4.1 INTRODUCTION

PGDLT is an innovative, practice-based, one-year, full-time programme. After an intensive summer term, Residents will be placed in a collaborating school (The Heritage School, Gurgaon for the year 2015–16). Residents spend the entire academic year in a classroom, co-teaching with an experienced Collaborating Teacher (CT). They work under the close guidance of experienced faculty, called Clinical Teacher Educators (CTE), three to three-and-a-half days a week and devote one and a half to two and a half days to rigorous graduate coursework and seminars. This combination helps Residents link classroom experience to the latest in education theory and research, all within the context of the local education environment.

The programme's unique blend of theory and practice, combined with an emphasis on collaborative learning and peer support, gives Residents a field-tested foundation for success in classrooms. By the time IAAT graduates become teachers, they already have a year of experience in the collaborating school, an understanding of the challenges that lie ahead and an ever-expanding support network of fellow educators.

The program has derived inspiration from the residency model in the USA; where teacher preparation is fast changing from a traditional theory-based model to a more practice-based model. The Urban Teacher Residency United (UTRU), which is the apex organisation in USA, has a network of more than 20 residencies and is advising us in this endeavour. Teachers graduating from IAAT are envisioned to be torchbearers of the reform process and are likely to lead change in schools they are placed in.

This diploma is offered by 'I am a Teacher'. The programme is not affiliated with any Indian board or University. This qualification is not recognised by the Government or Government aided schools as basic



teaching qualification. This programme is suitable for upgrading professional skills of existing B.Ed/ B.El.Ed students, practicing teachers as well as for graduates from any stream who are interested in entering the education space.

4.2 DESIGN ELEMENTS

- A seamless blend between theory and practice: conceptual understanding is based on practical experiences and practical knowledge backed up by theory.
- Host school as the ground for learning and practice: rigorous selection criteria for host school and classrooms.
- Intensive and aligned course work throughout the program.
- Learner-centered and demonstrative pedagogy.
- Contextualising the program depending on the background of the learner.
- Continuous and intensive mentoring and development of Residents, Collaborating Teachers and Clinical Teacher Educators.
- Team framework that supports collaboration and learning from each other.
- Different modes of learning: a mix of experiential learning, self-study, group work, lectures, workshops and field visits.
- Advocate the pedagogy of learning in groups and teams with a focus on peer learning.
- All courses to foster inquiry, questioning, reflection and constructing understanding through experiences.
- Ongoing Assessments: observations, portfolio, assignments, rubrics etc.



4.3 CORE COMPETENCIES

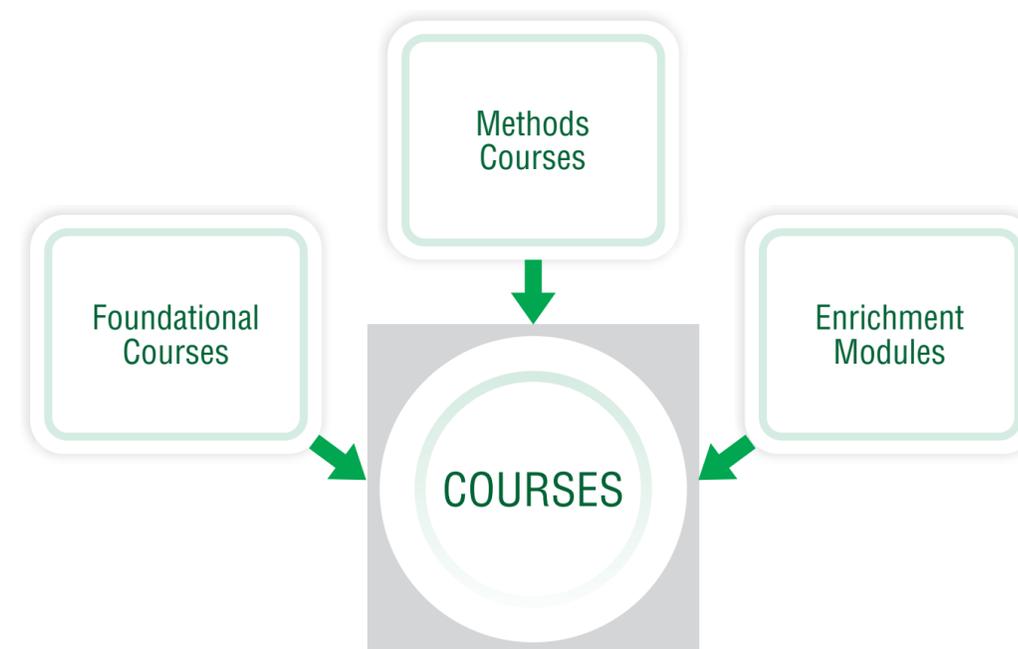
For the kind of teachers we desire for our country, it is critical that we work with them at both levels - as people and as professionals. Keeping this in mind, we have put together core competencies to be developed throughout their curricular engagement, irrespective of the domains and courses they choose. We will be working towards building the desired dispositions, skills and knowledge as integrated within our course delivery and not as stand-alone areas.

DISPOSITIONS	SKILLS	KNOWLEDGE
1. Engage with practices and experiences to deepen self - awareness	1. Ability to think critically and creatively	1. Understand the interrelationship of education, learner and society
2. Develop the capacity to reflect continuously on practice and improve one's abilities	2. Ability to analyze learning experiences and apply the insights to practical classroom situations	2. Understanding of content knowledge through teaching
3. Develop an inclusive and sensitive mindset	3. Ability to create an enabling environment for children to learn meaningfully	3. Planning for effective transaction of curriculum
4. Being attentive and responsive towards students' diverse needs	4. Ability to manage and use resources effectively	4. Understanding and addressing to learner's diverse needs
5. Develop an attitude of Professionalism	5. Ability to plan for effective transaction of curriculum	5. Using effective assessment tools and strategies
	6. Ability to collaborate and work in groups	
	7. Research skills	

5 CURRICULUM

5.1 COURSE OUTLINE

Courses for the PGDLT programme are a mix of Foundational and Methods courses, along with certain important Enrichment Modules planned to develop the width and depth of understanding about education. All courses are compulsory for Residents towards fulfillment of credits and programme completion. For the first batch, there are no electives or open courses. The Methods courses are designed keeping in mind preparation of teachers towards the early years and elementary age groups.



FOUNDATIONAL COURSES

1. Mindful Personal Leadership
2. Perspectives on Education
3. Learning and Teaching (General Pedagogy)
4. Child Development and Learning
5. Curriculum Development
6. Assessments that Empower
7. Classroom Environment

METHODS COURSES

1. Teaching of Language
2. Teaching of Mathematics
3. Teaching of Science
4. Teaching of Social Science

ENRICHMENT MODULES

1. Understanding Inclusion
2. Arts in Education
3. Physical Education
4. Teacher as a Researcher
5. Story Telling
6. Circle Time
7. Brain, Mind and Learning

FIELD VISITS

Residents will also have study visits to learn from educational spaces in different contexts. These visits will be planned as a part of their course work and would include visits to schools of diverse socio-economic contexts, schools based on progressive educational philosophies, NGO's working in the field of education and empowerment, specialised schools for certain age groups or certain groups of learners and so on.

5.2 SEMESTER-WISE BREAK UP OF COURSES

(1 credit equals 12 hours of face-to-face instruction time)

SEMESTER	S.NO.	COURSE CODE	COURSES	HOURS	CREDITS
Summer Component 10 th – 30 th June 2015	1.	F1 - MPL	Mindful Personal Leadership	60	5
	2.	F2 - PE	Perspectives in Education	60	5
	3.	F3 - CDL	Child Development and Learning	72	6
First Semester 1 st July – 15 th Nov 2015	4.	M1 - TL	Teaching of Language	60	5
	5.	M2 - TM	Teaching of Maths	60	5
	6.	F4 - LT	Learning and Teaching (General Pedagogy)	36	3
	7.	F5 - CE	Classroom Environment	36	3
Second Semester 16 th Nov – 30 th March	8.	M3 - TS	Teaching of Science	60	5
	9.	M4 - TSS	Teaching of Social Science	60	5
	10.	F6 - ASM	Assessments that Empower	48	4
	11.	F7 - CD	Curriculum Development	48	4
Enrichment Modules (throughout the academic session)	12.	E1 - UI	Understanding Inclusion	18	1.5
	13.	E2 - AE	Arts in Education	18	1.5
	14.	E3 - PED	Physical education	6	0.5
	15.	E4 - TR	Teacher as a Researcher	18	1.5
	16.	E5 - ST	Story Telling	12	1
	17.	E6 - CT	Circle Time	6	0.5
	18.	E7 - BML	Brain, Mind and Learning	6	0.5
Theory	Total of all courses and modules			684 hours	57 credits
Practice Teaching	In Class Practice Teaching			960 hours	80 credits
Self-Study	Includes home assignments, reading, assessment, research work etc.			5 hours per week	N.A.

6 OVERVIEW OF COURSES

6.1 FOUNDATIONAL COURSES

Mindful Personal leadership

The course is designed to be a personal transformative experience for Residents. It helps them to examine their core assumptions/beliefs and understand their deeply held mental models. They re-visit their key life experiences that shaped their thoughts, beliefs and ultimately themselves. They start becoming aware of their conditioning and try to see it objectively. They recognise and articulate their deepest aspirations and design a few steps in the direction they want to take. They connect with the pride, joy, learning and purpose of their lives and thus their work. This enables them to become future teacher leaders and lead change effectively in classrooms and schools.

Course Objectives:

- Initiating a journey of knowing oneself
- Helping take charge of one's learning and responsibility for personal choices
- Questioning of existing personal beliefs and mental models
- Understanding of the importance of risk-taking and being comfortable with the unknown
- Understanding and exploring of personal potential
- Exploration of one's aspirations and next steps in one's life
- Development of a learning community and understanding of essential principles of group learning.

Perspectives on Education

This course will delve into an in-depth understanding of the idea of education from all lenses – philosophy, sociology, economic-political and history. It will incorporate a study of dominant theories of education, from traditional to contemporary, to enable the Residents to build a wide range of perspectives about education. The idea is not to advocate any single school of thought in education. Rather, it is to provide an exposure to Residents to all kinds of educational theories and their implications on learning, which will help them make informed choices while teaching in their classrooms.

Course Objectives:

- Unpacking of the purpose and aims of education
- Understanding of education in the context of school and society
- Exploration of the role of gender and diversity in education
- Tracing of the history of education in India and an understanding of how it has been changing over time
- Building awareness of systemic and policy reforms in education with a focus on the National Curriculum Framework (NCF), the National Policy on Education (NPE) and Right to Education act (RTE)
- Exploration of contemporary issues in education and the future of education
- Analysis of different perspectives on education by Indian and Western philosophers. Analysis will include – comparisons, critique, cross connections, implications on classroom teaching and learning

Learning and Teaching

This course is intended to build a deep understanding about concepts and processes related to teaching and learning. It will delve into different approaches to teaching and pedagogical principles that inform these. It will build a repertoire of general pedagogical practices for Resident teachers.

The course will examine the notions of 'Learner' and 'Learning', and 'Teacher' and 'Teaching' separately, and also explore the relation between these. Various approaches to teaching and their implications will be explored. The role of the teacher and different models of teaching – learning will be studied. The Residents will be made to critically examine what makes some pedagogical models more effective and relevant to specific contexts than others.

Course Objectives:

- Examining of existing conceptions about teaching and learning
- Unpacking of the notion of 'learner' and nature of learning (learning as a process and as an outcome)
- Unpacking of the notion of 'teacher' and 'teaching'
- Delving into different domains and theories of learning
- Exploration of the relation between learning and teaching
- Understanding of different pedagogical models

Child Development and Learning

This course is designed to understand the main theoretical accounts and research findings that attempt to explain children's physical, social, linguistic, cognitive and emotional development from early infancy through the school years. Students understand the principles of development that has influence on an individual from birth to adolescence. It gives students a comprehensive view of the pattern and holistic nature of child development. Further, it provides a scope to discuss and understand how children learn and the necessary conditions for achieving optimum learning potential of children. Knowledge of various learning theories and their implications will be studied. In the developmental context, the role of the family, community and teacher

will be explored. The course would provide an opportunity to be aware of children with special needs, diversity and other challenges in Indian context.

A specific focus would be given to Early Childhood Care and Education (ECCE) which refers to programmes and provisions for children from pre-natal to 6 years of age which caters to overall well-being of the child including social, emotional, cognitive development and physical growth.

Course Objectives:

- Building an ability to observe and record children's learning behavior without making immediate judgments
- Understanding of the stages of physical, psycho-social, emotional and cognitive development of children and how different domains interact in growth and development
- Demonstration of the relationship between development and learning in young children
- In-depth understanding of how children learn, create their own meaning of the environment and its implications on curriculum designing
- Understanding of the needs, significance, and various pedagogical principles and practices related to ECCE
- Understanding of considerations in keeping children safe and healthy and for supporting play and learning of children
- Building awareness on issues of rights, diversity, equity and inclusion when working with children and families
- Building an ability to plan the curriculum, instruction and assessment, taking account of young children's health and emotional well-being
- Building ability to plan for collaboration with parents, caregivers and other agencies
- Building an ability to listen carefully to others and reflect upon one's own and others' viewpoints

Assessments that Empower

In this course, students will reflect on their current understanding and practices about assessment of student learning. Opportunities will be created to discuss about why we need to assess learning, what it means to assess for enhancing learning and who the stakeholders of assessment are. Guiding principles for effective and empowering assessments will be discussed and elaborated. Thereafter, Residents will collaboratively look at students' work collected in portfolios, in projects and assignments and learn how to decipher student progress from such data. They will explore how inferences about student learning may affect teacher-planning process. Furthermore, the Residents will learn about different tools for assessment, make assessment plans and more specifically, learn about creating portfolios and rubrics that can be used for different purposes.

Course Objectives:

- Building an ability to reflect upon current practices of assessment and modify so that assessment informs and enhances learning
- Learning how to make inferences about student learning; write a report and understand how it impacts planning of teaching
- Building an ability to create developmentally appropriate tools to assess concepts, skills and dispositions
- Understanding of the difference between assessment and evaluation, formative and summative assessments, CCE (Continuous and Comprehensive Evaluation) and assessment as a system in school education
- Understanding of the role of observation in the assessments
- Learning how to provide constructive feedback and develop individualised education plans
- Integrating assessments within lesson plans by choosing the right kind of assessment for the corresponding objectives

Classroom Environment

This course will unpack all the big and small things that go into creating an effective learning space for children of a particular age group and understand how some of the practices cut across all contexts. The course will also deliberate on, as well as give practical experiences of strategies, techniques and protocols that go into creating the desired culture and ethos of a classroom. It will also explore the role of resources and physical spaces in the creation of such a learning environment.

Course Objectives:

- Analysis of how educational perspectives and understanding of children influence classroom culture and practices
- Exploration of a range of strategies and practices that aid the facilitation of experiential and contextual learning for children
- Development of skills to manage classroom routines, protocols and conflicts effectively
- Discovery of one's unique style of facilitation and leverage it through processes of reflection and feedback to strengthen classroom learning
- Understanding of differentiation and learn different strategies and techniques of facilitating differentiated learning

Curriculum Development

This course focuses on how a curriculum is constructed and what are the different factors that influence the formulation of a curriculum. The course will explore different approaches to the curriculum and what contexts and aims these serve. It will require the Residents to do a comparative analysis of some curricula and generate appreciation and critique of their constituent elements. The course will also explore how educational perspectives, pedagogical approaches, disciplinary areas and children's needs inform curricular decisions. In essence, this course will knit together many elements of Foundational and Methods courses at the level of application.

Objectives of the course:

- Identification of approaches to curriculum from different perspectives
- Basics of curriculum construction based on the underlying philosophy
- Analysis of how sources like society, child needs, discipline needs, national needs, economic needs are reflected in curricula
- Comparison of alternative approaches to curriculum design
- Create some elements of a curriculum based on a selected approach

6.2 METHODS COURSES

Teaching of Language

This course guides through a systematic study of young children's language and literacy development in pre-primary and early primary classrooms. It will offer a theoretical background in the development, instruction and assessment of language and literacy. It will help the Residents to develop the skills of an observer to understand children's language and literacy behaviours. It will further enable them to take decisions and make choices about organising meaningful experiences around language and literacy in their classrooms. The Resident will have opportunities to critically examine the prevalent understanding, instructional practices and materials associated with the learning of language and literacy in the early years in the country.

Course Objectives:

- Understanding of the context in which children learn different languages
- Examining one's assumptions about language and literacy learning
- Examining prevalent classroom/school practices from a theoretical perspective
- Developing an analytical stance to understand and respond suitably to the children's needs and capacities
- Developing the skills required to create an engaging and nurturing learning environment in the classroom
- Knowledge and awareness of those aspects of language which are relevant to their professional practice
- Familiarity with resources and materials for language teaching
- Identification of learner's needs, monitoring and evaluation of learner's progress and awareness of different means of assessment

Teaching of Maths

Mathematics course will focus on the purpose of mathematics, a realistic approach to mathematics education focusing on the practical aspects of putting it into actual classroom use. A realistic approach to Maths starts from the world of children and through a process of different levels, reaches the abstract world of mathematics. With this approach of mathematisation, it differs fundamentally from the structural approach, which starts from the structure of mathematics as given. This approach puts emphasis on the interpersonal communication established between the teacher and children to create the classroom culture of mathematics. This course will also provide an opportunity for the Residents to examine their beliefs, assumptions and understanding of conceptual development and procedural skills involved in mathematics. Furthermore, Residents will be exposed to an inquiry based, problem solving approach to the pedagogy of mathematics.

Course Objectives:

- Understanding of the basic structure of mathematics curriculum from early to elementary grades
- Understanding of the realistic approach to mathematics
- Understanding of the progression of mathematical concepts across grades (early number concept, place value, fraction and decimals, levels in geometric reasoning)
- Development of pedagogical approaches to make learning of mathematics interesting and relevant
- Development of skills for engaging every child in a mathematics class
- Enhancement of theoretical knowledge and practical experience in planning, teaching and assessing mathematics
- Examination of one's own knowledge, beliefs and assumptions about mathematics, teaching and students
- Understanding of the complexities of diverse, multi-ability classrooms while broadening one's repertoire of teaching strategies.
- Building ability to learn from reflective, situated experiences

Teaching of Science

This course is designed to provide Residents with the knowledge, understanding, skill and resources needed to teach Science effectively. It focuses on the construction of knowledge through the use of scientific processes - observation, pattern recognition, data collection, analysis, experimentation, as opposed to the vast body of facts and infallible information, often presented as Science to school students.

The goal of this course is to also enable Residents to emphasise the open and evolving nature of Science, and to develop experience-based lesson designs that strengthen critical thinking, analysis and evidence based arguments. Such lesson plans will have ample opportunities for asking questions, conducting inquiries, doing experiments and hands-on activities with a conscious focus on conclusions based on logical reasoning.

Course Objectives:

- Understanding of the nature of Science
- Understanding of the importance of evidence and arguments in scientific conclusions
- Designing of learner-centered lessons, which are experiential, and have elements of guided inquiry
- Understanding of alternative and naive conceptions of physical phenomena and the need for conceptual change
- Understanding of the linkage between observable phenomena and their relation with scientific concepts and theories

Teaching of Social Science

Understanding the nature of social science as a discipline intimately connected to human life, which allows the interpretation of the social context with a critical view.

The course will give a comprehensive view of the nature of social science as a subject, the details of the content of social science disciplines – History, Social and Political Life and Economics in a geographical context. It suggests how social sciences can develop capacities to critically understand society and social reality around us and our own constructive engagement with this reality. It will also cover the teaching learning process that makes the study of social science relevant for children's own lives. The aim is to help Residents identify and implement sound pedagogical methods into their teaching practice, and build their own unique vision for their classroom to teach real life issues such as democracy, gender and equality.

Course Objectives:

- Understand the nature of social science as a discipline
- Identify the trends, resource base, economic and social issues, and political challenges facing contemporary Indian society
- Analyse the methods used by geographers, historians and social scientists in constructing knowledge
- Apply the methods to construct elements of the curriculum
- Use experiential learning methodology for a purposeful learning experience
- Learn instructional approaches and tools for facilitating the interdisciplinary style of teaching and learning social science
- Appreciate the special qualities of social enquiry and use it to provide a positive interpretation of society
- Develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity

7 RESIDENTS' ASSESSMENTS AND EVALUATION

7.1 Purpose of Assessment

One of the most important components of building teachers as reflective practitioners is to have an assessment system designed as a tool of learning for them within the programme. Involving teachers in their own assessments helps them gain insights about their conceptual as well as practical knowledge and makes them aware of their strengths and areas to work on. The purpose of the whole assessment system for Residents is to build a sense of ownership for their own learning. They should be able to reflect and view their own teaching critically and assess its effectiveness for learners. This is a lifelong skill that needs to be developed to constantly evolve as teachers and practitioners.

Evaluating the Residents against clearly specified standards and benchmarks provides insights to them as well as their mentors about what they are proficient in and the areas they need to work towards. This process enables a focused individualised professional development path for Residents throughout the programme. Consistent feedback and mentoring will ensure that as far as possible, all Residents have an upward learning curve and achieve the minimum specified competency level.

7.2 Approach

The system of evaluation is comprehensive and assesses Residents for core competencies and course-related objectives. Evaluating the in-class practice teaching will constitute one of the major areas of assessment. The principle of demonstrative pedagogy will also be followed for assessment of Residents. As much as possible, assessments will be designed and conducted in the way we want the Residents to approach assessments of their students. The intent is to have them recognise the value of assessment in the learning process and see it as something that will help them grow rather than something that is threatening.

7.3 Assessment by Different Stakeholders

Self and Peer Assessment

Residents will be involved in various exercises to assess themselves on different components related to their courses and practice. Since the programme focuses on self-development as an essential component of teacher education, a lot of emphasis will be placed on having Residents reflect inwards and maintain a journal to document their journey throughout the programme. Opportunities for peers to observe and exchange feedback with each other will also be planned as a part of the assessment system.

Collaborating Teacher's Role in Assessment

The role of Collaborating Teachers is crucial in the process of assessment not only in terms of providing feedback to Residents, but also to share by demonstration, some effective practices in the classroom that help Residents reflect on their own practice and improvise. Collaborating Teachers will work with Clinical Teacher Educators to provide feedback and assessment towards the practice teaching component.



Clinical Teacher Educator's Role in Assessment

Clinical Teacher Educators (CTEs) will engage very closely with Residents and will be responsible for a major part of their assessment. They will observe the Residents' practice teaching and help them reflect and grow as practitioners. CTEs will assess Residents on benchmarks and core competencies and share the criteria for effective practice. Wherever possible, CTEs will provide exemplar work samples or demonstrations to aid Residents' learning. At frequent intervals, CTEs will also have short sessions with their small group of Residents, discussing practice, journal reflections and providing feedback.

Faculty Member's Role in Assessment

All course-related assessments will be conducted by the respective faculty members. The format of these assessments will be decided by the faculty according to the course requirements. Assessments may entail projects, assignments, course papers, lesson plans, reflective or research papers etc. These assessments will cumulate towards the summative programme-level evaluation for awarding the diploma.

7.4 Programme Level Evaluation

A final summative evaluation will be done based on all the formative assessments conducted over the course of the programme. Residents will be awarded the diploma after successfully completing all course requirements given in section 7.7. The Residents will also receive a mark sheet that will indicate the level of competency obtained in each course. Criteria for the competency levels will be shared by the faculty members.

7.5 Tools and Techniques of Assessment

A variety of techniques and formats of assessments will be used to make sure that the Residents have different ways of expressing their understanding and also to make the whole process more reliable and fair. Criteria for assessment will always be shared with the Residents. Some of the tools and techniques to be used in the programme are given below:

- Classroom observations and feedback – by peer teachers, Collaborating Teachers and Clinical Teacher Educators
- Self-evaluation
- Written assignments and papers
- Lesson plans
- Portfolios
- Presentations
- Group discussions
- Reflective writing
- Field work
- Videos and photographs
- Evidence of student learning



7.6 Residents' Portfolio

All Resident teachers will be required to create and maintain an individual personal portfolio. This portfolio will be a part of their formal assessments. It should depict the entire learning journey of Residents through the programme year. Residents will record their learning from practice teaching and all courses in this portfolio in the form of evidences of student's learning, lesson plans prepared, reflective writing, rubrics and assessments, feedback from CTEs, peers etc. as well as assignments, reports and work samples from the face to face classes and self-study. A detailed structure on how to organise the portfolio will be provided to Residents.

Residents' Conference

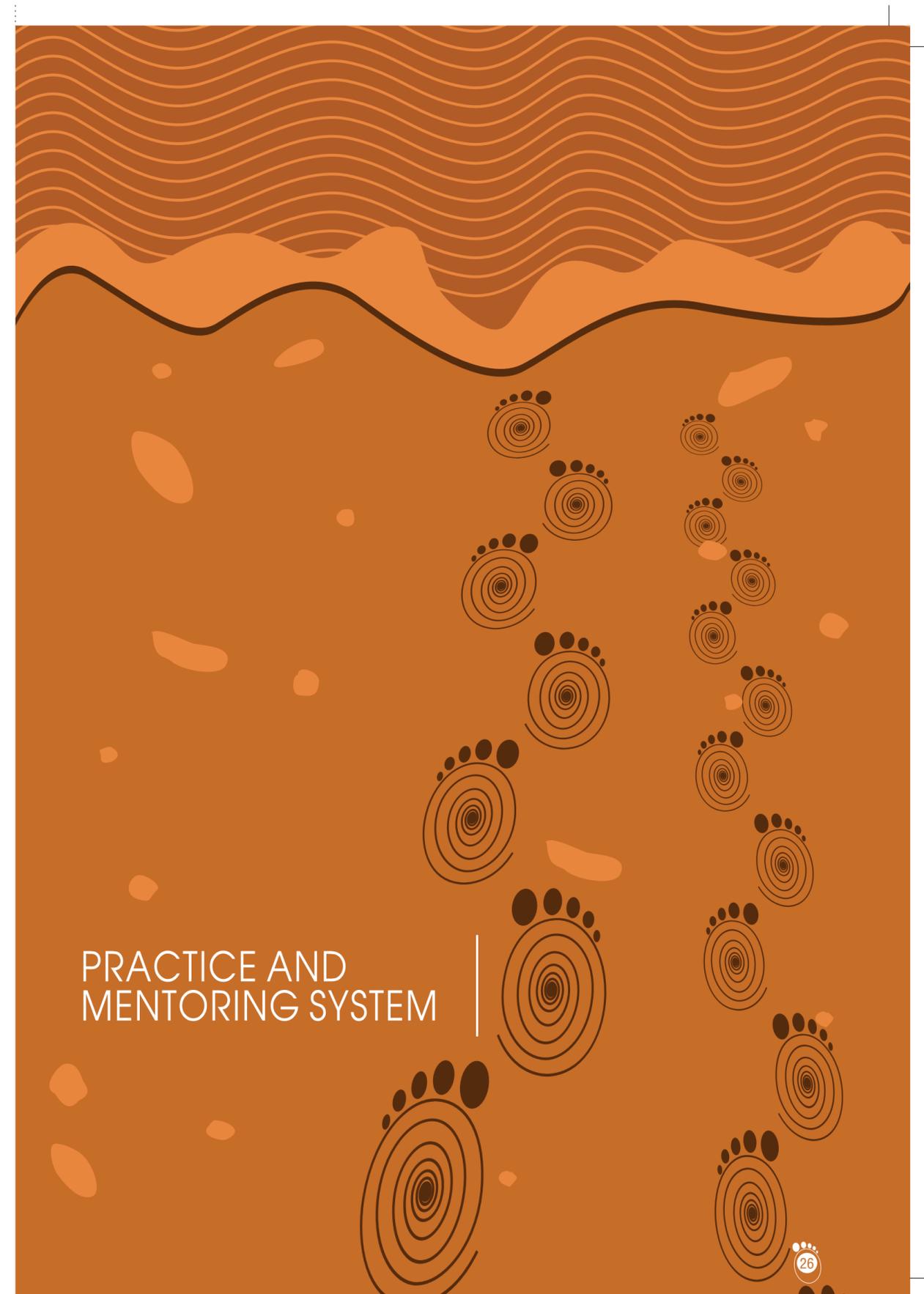
A Teacher Residents' conference will be held at the end of the programme year where Residents will share their personal journey as learners and as teachers. They will be briefed about this task at the beginning of the programme and they will be working on creating their individual portfolios throughout the academic year, which they will present in this conference.

7.7 Criteria for Successful Course Completion

In order to complete the programme successfully and receive the diploma, Residents need to achieve the level of proficiency in all the pre-decided goals of practice-teaching as well as in core competencies. In case they are not able to do this and their performance is found unsatisfactory, they will be provided extra support and two months of extension period to re-work on some of the tasks decided along with their CTEs and re-submit their work for evaluation. In case they are unable to achieve proficiency level even after this two months extension period, they will not be provided the diploma and will get a letter instead, briefly describing their performance and achievements during the course of the programme.

Requirements to be Eligible for the Diploma:

- Each Resident needs to obtain the expected level of competency in all courses to graduate successfully from the programme. The criteria for meeting the required competency for each course will be shared by respective faculty members.
- Having a minimum of 90% of attendance through the entire programme year is compulsory to qualify for the diploma.
- Diploma will be awarded only on completion of assessment requirements as laid down by the faculty for the entire coursework. In case a Resident is unable to do so in the session enrolled, he/she will be given a two-month extension period to rework on assignments for specific courses or facilitate more practice teaching sessions towards completion of the course requirements.

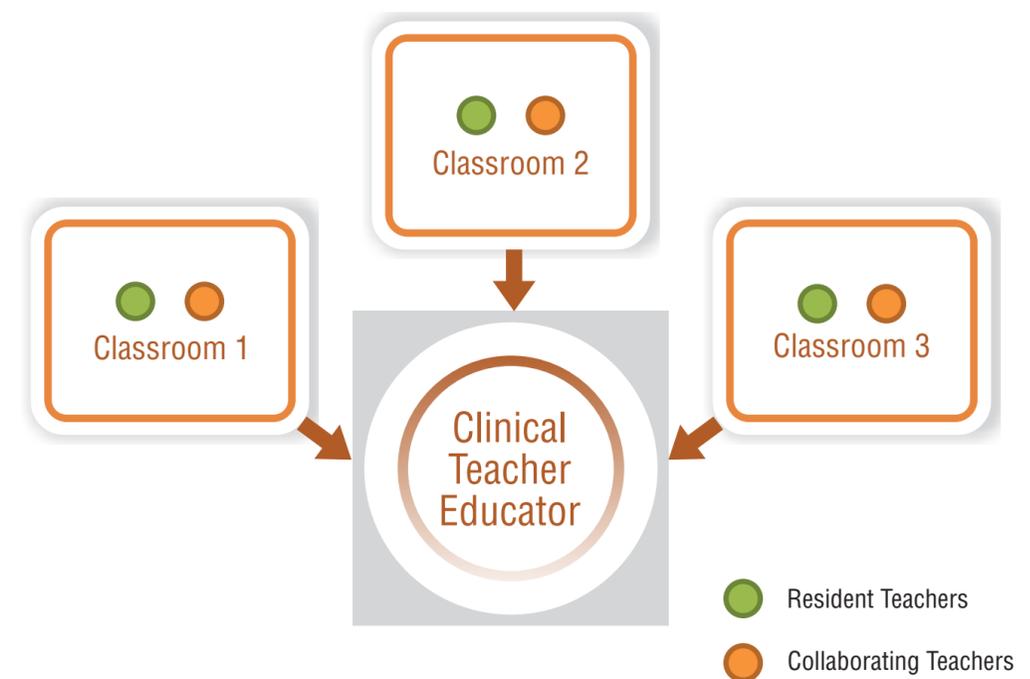




8 PRACTICE AND MENTORING UNDER THE RESIDENCY SYSTEM

The success of a practice-based model of teacher education hugely depends on the effectiveness of the mentoring system that enables teachers to integrate theory and practice. The mentoring system at IAAT is an evolving framework and is designed to ensure a seamless blend between the content studied in the class and teaching practiced inside the classroom. The idea of having a school-based mentoring system provides a real context for the Resident teachers to learn and gain first-hand experience of working with children and apply the theoretical concepts learnt in the courses. Under this system, the host school plays a critical role of providing experienced Collaborating Teachers who demonstrate best practices inside real classrooms for Residents to learn from. The school also acts as an ecosystem for Residents to get acquainted with school routines and procedures and understand the width and depth of a teacher's roles and responsibilities. It also acts as a framework for the host school to develop Collaborating Teachers and mentors, as well as institutionalise a culture of learning and mentoring. Once a working model around this system gets established, it can be replicated across contexts and catalyse a transformational process for many teachers as well as for the host schools.

8.1. Mentoring Structure

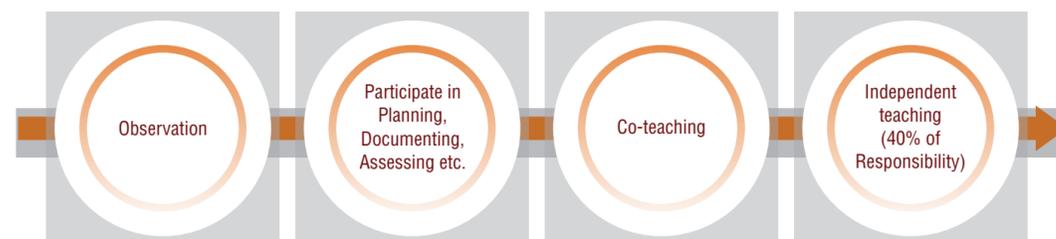


8.2 Structural Components

- One Resident teacher gets attached to one Collaborating Teacher and one class for the whole academic year. He/She may have the opportunity to visit other classes too depending on programme plan and requirements.
- All Residents practice inside the classroom for three to three-and-a-half days per week.
- Apart from main classroom teaching, Residents participate in all the other processes – planning, reflection, assessments, and parent – teacher meetings etc.
- An IAAT Clinical Teacher Educator will be attached to 10 – 15 Residents who would closely mentor his/her group of Residents.
- Lead teaching weeks will be planned in the course of the programme for Residents to facilitate a full unit of study independently.

8.3 Gradual Release of Teaching Responsibilities

We require a gradual increase of teaching responsibilities for Residents through the school year. Residents are expected to contribute to the classroom and take on increasing responsibility as the year progresses. Collaborating Teachers support Residents as they move towards the goal of assuming approximately 40% of the teaching load by the end of the school year. While Residents will take primary responsibility for the teaching-learning of some portion of the class or group of students, CTs continue to work with Residents through a team-based approach to teaching as they collaborate to develop and implement curriculum, meet the diverse learning needs of students, and analyse student work. Residents start by observing the classroom teaching and learning and then go on to participating in planning, documentation, assessments etc.; start co-teaching and then take up full teaching responsibility.



CTs maintain proactive, ongoing communication with the CTEs about Residents' progress. The CTE and CT together monitor the Residents' graduated responsibility trajectory.

During the Mentoring process orientation, roles and responsibilities of Residents will be communicated and also Collaborating Teachers and Clinical Teacher educators will be assigned.





9 ETHICAL USE OF RESOURCES

Academic honesty is expected and plagiarism is unacceptable. All work submitted as part of coursework requirements is expected to be Resident's own work. In the preparation of all written work, Residents should always distinguish their own ideas and knowledge from information derived from other sources (including, but not limited to, written, electronic and verbal sources).

Residents will be trained on methods of citation and acknowledgment. Whenever ideas or facts are derived from a Resident's reading and research, the sources must be indicated. Submitting as one's own work, materials obtained from another Resident, individual, or agency without full and proper attribution is also unacceptable.

Please note: This policy does not mean that Residents must invent every lesson or teaching idea. Good teachers borrow material and ideas all the time. IAAT simply requires Residents to acknowledge all referenced material. Residents who are in any doubt about the preparation of written work should consult with their designated Clinical Teacher Educator or any faculty member.

10 CODE OF CONDUCT

10.1 General Norms

- Residents need to observe a sense of mindfulness towards the physical spaces and the resources available to them during the course of their study. They will be encouraged to take the responsibility of maintaining cleanliness and order in their premises.
- All residents are required to observe punctuality and be on time everyday at the campus.
- Residents will be required to observe all the general norms and conduct of the collaborating school while they study within the school premises, for instance, punctuality, dress code, mobile and phone usage policy and conduct in the cafeteria etc.
- Residents will be provided with an ID card, which they have to wear everyday to the campus. In case of loss of ID card, a fresh one can be issued from the office on chargeable basis.

10.2 Attendance and Leaves

Residents are required to attend 90% of total coursework hours and earn required number of credits in order to qualify for the diploma. The coursework hours include all the theory classes, the practical component, all workshops as well as any study trips or excursions planned within the programme. The outbound retreat planned as a part of the 'Mindful Personal Leadership' course is compulsory for all Residents to attend.

In case a Resident is unable to maintain the attendance requirement due to any medical emergencies or other such circumstances, exceptions might be made completely based on the discretion of the Academic Director. However, the Resident will be asked to make up for the coursework requirement by putting extra time.

Applying for a Leave

In case a Resident needs to apply for a leave, a leave application has to be submitted at least two days prior to the day of leave and has to be approved by the Programme Coordinator. In case of medical leave, a medical certificate needs to be submitted after the Resident resumes back.

11 FEES AND FINANCIAL ASSISTANCE

Programme fee has to be paid through cheque drawn in favour of 'I Am A Teacher' as per the schedule mentioned below. Late payment will invite a fine of ₹50 per day. In case any cheque given by the Residents gets dishonoured, cheque bounce charges of ₹500/- will be levied.

SEMESTER BREAK UP	FEE BREAK UP	AMOUNT	DUE DATE
Programme Registration and Admission	Registration Fee	₹5,000	By 28 th February 2015
	Admission Charges	₹25,000	By 31 st March 2015
Summer Component – June 2015	Tuition Fee (1 st Installment)	₹30,000	By 31 st May 2015
1 st Semester – July to November 2015	Tuition Fee(2 nd Installment)	₹30,000	By 31 st August 2015
2 nd Semester – November 2015 to March 2016	Tuition Fee(3 rd Installment)	₹30,000	By 30 th November 2015
	<i>Total</i>	<i>₹1,20,000</i>	

The abovementioned fees is the overall programme tuition fee and does not include expenses towards stationery, books, travel and off-site trip or field trips. Financial assistance in the form of study loans might be provided to certain candidates purely on economic grounds. The final decision of sanction of study loan is entirely based on the discretion of the Founder–Director.

12 PLACEMENTS FOR THE FIRST BATCH

Assistance on placements will be provided to all Residents. We will extend support by conducting mock interviews, helping the Residents connect with our network schools and preparing them for selection processes. Basis vacancies, successful completion of PGDLT and suitability of candidates, our host school, The Heritage School may also offer some job opportunities.

13 FACILITIES

- **Computers/Internet** - A few shared computers and free Internet Wi-Fi will be provided in the Resource Centre, which are to be used for academic work only. Residents can bring their own laptops and will be provided with Internet connectivity and shared charging points.
- **Print/Photocopy** - Photocopying and printing facilities for coursework are available on chargeable basis. However, any kind of bulk printing or photocopying (more than 10 pages) needs to be done externally by the Residents. Reading material given directly by the faculty, as hard copy will not be charged to the

Residents.

- **Stationery Shop:** There is a stationery shop in the campus from which the Residents can buy basic stationery items as and when required.
- **Meals Facility:** An external vendor manages the canteen facility. Residents can avail of the same on a payment basis.
- **Transport:** Residents can avail the transport facility available with the host school on a chargeable basis.
- **Daycare Facility:** For the benefit of the Residents, day care facility for their children is available on chargeable basis.

14 RESOURCE CENTRE

The Resource Centre provides material and resources on Education, Teacher Education and Educational Leadership. It houses books on Psychology, Philosophy, Classroom Management, Curriculum Development, Assessments, Elementary Education, Leadership, Innovative Teaching and Management and subject related books. It also houses educational journals and magazines as well as certain audio – visual resources.

Residents will also have access to the host school's resource room and library and school rules will apply.

14.1 Norms and Regulations:

- At one time, a Resident can issue up to 2 books and any 1 journal or magazine for up to 15 days.
- Residents can further re-issue the same book if no other Resident has reserved those books in his/her name.
- In case a Resident wants to issue a book, which has already been issued to someone, he/ she can reserve that title with the Resource Centre in-charge, to be issued after the previous Resident returns it.
- Books under the section 'Reference books' will not be issued and Residents can read them inside the Resource Centre only.
- Residents need to use their ID cards for the issue and return of books.
- Care should be taken to maintain the books and underlining, marking, dog-earing or writing on the books is not allowed.
- In case of loss of any book, the Residents need to either replace it with a new copy or pay the cost of the book as per market price.
- In case the Residents wish to take photocopies of any of the books or portions from the books, permission needs to be taken from the Resource Centre in-charge.
- Any books taken to read within the Resource Centre need to be kept back in their designated places.
- Residents must clear all their dues with the Resource Centre by the end of the year as a part of their programme completion.

15 COMMUNICATION

- Residents will be encouraged to create an environment of sensitivity and inclusiveness within their group. Attentive listening and responding with respect would go a long way in building the kind of ethos we desire for a more mindful community.
- Each Resident will be provided with an institute email ID that has to be used for academic purposes only. Residents need to be mindful about communication over e-mails and ensure that these are not misused in any way.
- Use of mobile phones for calls or messaging or any other function will not be accepted during the sessions as well as during the time Residents are inside the classrooms. At other times such as lunch and tea breaks or transition slots, they can use their phones according to the host school policy.
- During practice sessions and days, Residents will follow all rules and regulations of the host school.



15.1 Whom to Contact for What

Fees and Accounts	Operations Manager - admin@iamateacher.in
Course and Curriculum	Academic Director - director@iamateacher.in
Leave Approval	Programme Coordinator - coordinator@iamateacher.in
Assignments	Respective Faculty member - faculty member's ID
Practice and Mentoring	Designated Clinical Teacher Educator - CTE's ID
Library and Resources	Resource Assistant - resources@iamateacher.in
Transport	Operations Manager - admin@iamateacher.in
Day Care	Operations Manager - admin@iamateacher.in

16 WITHDRAWAL POLICIES

Withdrawals are for Residents who cannot complete their academic year and wish to exit the program permanently. Residents can directly request a withdrawal from the program. Residents who request a withdrawal must do so in writing to the Academic Director. Within two weeks after receipt of the withdrawal request, the Resident, the Academic Director and the designated Clinical Teacher Educator will meet together to determine a mutually agreed-upon exit date from the program. Any Resident withdrawing from the programme in between the academic session will not be awarded the diploma, however, a letter of participation can be issued to such a Resident in consultation with the Academic Director and respective Clinical Teacher Educator.

IAAT reserves the right to withdraw the offer of admission to any Resident if the prescribed norms and conduct as laid down by IAAT are not being observed appropriately by the Resident.

After commencement of the programme, the Resident is liable to pay the entire course fee as per the given installment schedule. In case a Resident needs to withdraw in between the academic session, he/s he needs to clear all the dues by paying the remaining tuition fee.

17 YEAR PLAN

17.1 Semester-wise Plan of Coursework and Practice Teaching

	Summer Semester	Semester – 1					Semester – 2				Closing Semester	
Months	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	
	Mindful Personal Leadership											
Courses							Classroom Environment					Final Submissions
				Learning and Teaching			Teaching of Social Science					
		Perspectives in Education					Teaching of Science				Residents' Conference	
		Child Development					Assessments that Empower					Convocation
		Teaching of Language							Curriculum Development		Placements	
		Teaching of Math										
Practice Component		Gradual assumption of Teaching Responsibility										

17.2 Schedule and Timings

The programme will commence on 10th June and will come to a closure in April 2016. However, the face to face to contact classes will be over by March 2016. During the month of April 2016, Residents will be given self-study time to complete their assignments, portfolios and other coursework requirements. Graduation will take place in April 2016.

Weekly Schedule:

DAYS	TIMINGS	ENGAGEMENT
Mondays	8:00 a.m. - 3:00 p.m.	Practice
Tuesdays	8:00 a.m. - 4:30 p.m.	Practice and Theory
Wednesdays	8:00 a.m. - 3:00 p.m.	Practice
Thursdays	8:00 a.m. - 3:00 p.m.	Practice
Fridays	8:00 a.m. - 4:30 p.m.	Theory
Saturdays (Alternate)	8:00 a.m. - 1:30 p.m.	Theory

17.3 Off-Site Visit

An off-site visit is planned for the Residents as a part of the Mindful Personal Leadership course. The offsite is designed to be a deep learning experience for Residents where they tune inwards and become more and more aware about their own notions about themselves, others and the world at large. It is also intended to be an exercise where they discover their own strengths and gifts that they bring to the larger community they are a part of. Participation in this off-site is a compulsory requirement towards completion of the course. Residents would be required to bear expenses towards the off-site incurred on actuals.

17.4 Holiday List for the Academic Session 2015-16

S.NO.	OCCASION	DATE	DAY
1	Id-UI-Fitr*	18 th July 2015	Saturday
2	Independence Day	15 th Aug 2015	Saturday
3	Rakshabandhan	29 th Aug 2015	Saturday
4	Janamashtami*	5 th Sep 2015	Saturday
5	Id-UI-Zuha*	25 th Sep 2015	Friday
6	Gandhi Jayanti	2 nd Oct 2015	Friday
7	Maha Navami	21 st Oct 2015	Wednesday
8	Dushera	22 nd Oct 2015	Thursday
9	Mohurum	24 th Oct 2015	Saturday
10	Karva chauth*	30 th Oct 2015	Friday
11	Diwali	11 th Nov 2015	Wednesday
12	Bhai Dooj	13 th Nov 2015	Friday
13	Christmas	25 th Dec 2015	Friday
14	Republic Day	26 th Jan 2016	Tuesday
15	Dhulendi*	24 th Mar 2016	Thursday

**Actual Dates may vary based on Planetary Positions.*

Autumn Break

21st October - 25th October 2015

Diwali Break

11th November - 15th November 2015

Winter Break

25th December 2015 - 3rd January 2016

