



GENESIS

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I survived in my lies, I believed in my fears.

*I was living in the sides, hiding behind my shadow
somewhere in the blank tears.*

Watching each day passing by;

thinking of another miracle in my sky.

*It didn't happen in a day, but all the pain I endured
washed away.*

My destiny bought me here, I took away that smear.

I found a soul inside; I found a life in my life.

With a shining smile, and head held high

*Under that broken and shattered shell; I found the same
me.*

My own quest revealed the truth to me.

The place I have reached always belonged to me.

*I learned the future that lives in a moment; met the
feeling filled with contentment.*

No matter how long it'll last; I hold my promise to build.

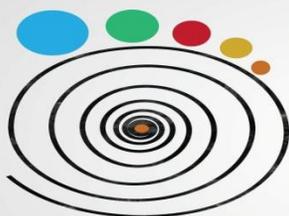
A promise that rises with the sun;

A future to hold has begun.

It's a genesis of my time.

*Here, you fall in love each day, with every child on the
way.*

*When their strong arms hug you in pain;
When they make you laugh in the time of rain,
They will take you with their flow;
In the rhythmic waves of their vivid rainbow,
They will make you believe in you.
Here, every new day brings out a new me.
I am thankful for the gift I am bestowed with.
A gift for me;
an inspiration to drown in.
A lifetime ahead with a delight in me,
Here I am as a teacher.
As I say, I am a teacher.*



**I am a
teacher**
AWAKEN THE LEARNER WITHIN



Genesis- A Beginning

It is not necessary to leave the earth to find the truth, it is not necessary to leave life to find one's soul, it is not necessary to give up the world or to have limited beliefs in order to enter into a relation with divine. The divine is everywhere, in everything, and if he is hidden....it is because we do not take trouble to discover him.

-The Mother

My journey in IAAT started with an inner quest to bring a difference within me and my surroundings. My understanding about the IAAT was mindful. I thought that the whole idea of IAAT has a mind and focused perspective to change a certain ideology and beliefs about the education; and there I was proven wrong. The IAAT is a living soul and it works from the heart of everyone present there. The moment you own it, you can see the change in your whole existence. I never realized when the transformation from "I" to "WE" happened. Earlier, it was all about my life and my decisions. Now it's about my position in the world. Everything that happened in the journey is precious to me because they gave me the reason to admire my strengths and vulnerabilities. We all are endowed with our capabilities but we need that force or energy to reach to that hidden soul.

Mother says; we can simply by a sincere aspiration, open a sealed door in us and find... that something which will change the whole significance of life, reply to all our questions, solve all our problems and lead us to the perfection we aspire for without knowing it, to that reality which alone can satisfy us and give us lasting joy, equilibrium, strength, life....

Something will happen. Surely something will happen. For each one it will take a different form.

For me the set off was my realization towards my strength.

Nothing is ever really lost to us as long as we remember it. -Lacy Montgomery

"It is in your moments of decision that your destiny is shaped. You can't connect the dots looking forward..." From the time when I first came for the orientation in 2015; I can still feel the essence of that till today. It triggered lot of my feelings, my thoughts and most importantly served as a booster to hidden desires. My juggling mind and circumstances never allowed me to understand and connect with the path. Now, when I am here after almost taking a year of decision to join IAAT, I found an unrealized dream. We all have a hidden desire to contribute to the society in some way. This platform has given me the first step towards the acquisition of a reality to fulfill my dreams.

Junga and other classes in IAAT were definitely elevating and enriching but the classroom experience was bringing reality into consciousness. The ideology and philosophy of learning through experiences were holding themselves faithful to the learning. The mentoring and collaborating planning is strategically beneficial. It's always advantageous when people collaborate and work on a same goal. There's a sense of achievement when you stand among the children to learn something mutually in the process of learning called teaching.

Teaching is an extremely sensitive area. The teachers are the role model for the children; they represent the concept as a package to the kids. Their facilitation helps the children to absorb their understanding from the lesson. I realized this in the IAAT; it's not about delivering the lesson but about eliciting the response for understanding.

In every aspect of IAAT curriculum, there's a tremendous exposure to diverse outlook and predominant social culture. In every session with our faculty and guest faculty there's an unveiling of harsh educational system in our country. Though, I was privileged enough to enjoy the perks of a good education system in my life, but as I deepen my understanding of real education I feel cheated! I was always taught but I NEVER learned. My awareness grew as I moved ahead from Junga to the real classroom as a facilitator of a lesson to children.

The journey is like collecting stones as you move ahead, embracing the beauty of self and others, enjoying the moments with completely unknown set of people, sharing the hidden pain and understanding the path reaching the destination. As you look into the mirror and assemble the stones you realize, these stones were the precious gems and they build your crown. I want to keep this crown forever, which enables me to touch lives and nourish the future.

I have been influenced by the Mindful personal leadership a lot. It's about assumptions and the journey of my life that detaches you from the realism. When you start living in illusion of perfection and stare at a mirage for expectations. Then you encounter the reality for yourself in a moment. That moment happened for me in each MPL class. Every MPL session brought me closer to the endeavor of self enhancement. My reflections on my individual self and my surroundings created a world of tranquility in my inner soul.

As they say "Everyone has wings, but not everyone believes they can fly" but here, I realized my dreams and now wish to fly high.



GURU: " A counselor who helps mould values, shares experiential knowledge as much as literal knowledge, an exemplar in life, an inspirational source and one who helps in the evolution of student "

A healthy growth is a balance of mind, body and soul. When we speak about an educator our mind creates an image of an individual who is a master of his subject and one who can deliver or educate another being with his knowledge. But a fine educator as per my belief is the one who connects with his disciple in all aspects be it psychological, mental, social, or emotional. This connection will take both of them ahead in their process of learning. It is a mutual journey of learning while acknowledging each other's values and interests. As Aurobindo says " We must not take up the nature by the roots from the earth in which it must grow or surround the mind with images and ideas of life which is alien to that in which it must physically move ".

An educator should reciprocate to the feelings of his disciple. A healthy mind is a sign of great developmental milestones. After parents, an educator in school plays

the most important role in shaping the tender mind into a healthy confident and creative thinking mind. An education creates that mind which endeavors to grow. It's not a piece of clay to mould into an art structure but a brain with an amorphous thought process. As Aurobindo says, "For the educationist has to do with the dead material like the artist or sculptor but with an infinitely subtle and sensitive organism."

No one is aware of his or her own capabilities till someone explores their potential. This someone can be a teacher, a guide, a mentor, a facilitator or an educator. I would recall the story from Ramayana where Lord Hanuman was unaware of his superpower of flying but when Jamwant explained him the power and his capabilities, Lord Hanuman learned about them. Everyone needs a mentor/ guide to realize their superpowers. We all have our own superpowers. As Aurobindo says, "Everyone has in him something divine, something his own, a chance of perfection and strength."

An educator should be engaging personality who motivates the other person to dream freely and accomplish all the desires.

As Aurobindo says, "To force the child's nature to abandon its own dharma is to do it permanent harm, mutilate its growth and deface its perfection."

I always feel that every child/person has a pace of growth and teaching plan should reinforce the growth on differential aspects considering everyone. I also believe as an educator, I would like to explore with colors a lot. Colors are the medium of self expressions which has its own justification. Colors are an instrument which conveys the feelings with astounding effect. Engaging and experimenting with colors evoke a different set of memories and ideas, as freedom of learning is evolved with different perception. When a color is used as medium of expression an educator gets a depth analysis of psychological state of mind.

I also feel that a teacher should have a compassion for learning. They should be flexible in the learning process to create a space of creativity and innovation. A child has to build a future of the world and his ability to conquer the challenges can result in a beautiful world to live in. To facilitate the ability and creativity a teacher needs to be really alert and appreciative of the child's developmental psychology. As Aurobindo says "Perfect health, sincerity, honesty,

straightforwardness, courage, disinterestedness, unselfishness, patience, endurance, perseverance, peace, calm, self control are all things that are taught infinitely better by example than by beautiful speeches." Sri Aurobindo.

Another important part of the education is the environment in the classroom. It plays a crucial role in education of a child, so as to make him/her feel safe and secure in an environment. The child is extremely sensitive to the feelings around and this sensitivity shapes up into various complexities in his/her personality. The growth and humanism arises when a child feels secure in an environment surrounded by people or friends who are appreciative of the emotional needs. The child of today has to rise above the religion or racism and believe in the power of oneness. The classroom filled with empathy will be created with love and respect for everyone. For a good educational classroom, I believe the teacher needs to hold conversations with her children in the classroom. The dialogue is very important and crucial to create a common base for the understanding among the children.

Also it's really important to understand the psychology of a child as per his developmental stage. A teacher needs to be aware and should continuously reflect upon the requirements of an age appropriate level of learning. A teacher needs to understand the child's constant struggle with social expectations and the biological drives.

My educational philosophy understanding deepened with the realization towards the Maslow's hierarchy of needs. In a classroom and in the system of education it's very important to fulfill the needs for an effective and proper process of learning. The hierarchy suggested that people cannot reach the level of self actualization, if their basic needs are not met, including physiological needs and security.

As an educator I wish to be intrinsically motivated to learn for my own benefit & growth and for the people associated with me. Everyone is learning at their pace in this world and to establish an environment of learning and teaching is the purpose of education. We as parents, educators, mentors, friends or facilitators need to ensure creating an environment of learning. After parents only a teacher can accelerate that process. When a teacher enters a classroom she organically models a person to demonstrate knowledge and skills. This knowledge should be demonstrated in a manner that a child can understand, apply from his prior knowledge, analyze the content and create his own learning. There should be a construction of knowledge for a child. The child should be able to progressively evaluate his learning. A good education equips us as competent participants on the

path of a lifelong learning. The journey to be a good teacher is arduous but the view is beautiful from the top.



*My partners in the journey of learning and teaching
Thank you....*







As Krishnamurti says "ability to observe without evaluating is the highest form of intelligence"

My learning from the course has been ability to listen along with an essence of non judgmental observation. In my professional training, I was trained to observe and be judgmental about the object of observation. When I joined IAAT my initial assignment was to observe everything around me. I observed students, teachers, mentors, pedagogy and response to certain stimuli during a lesson in a classroom. I observed for my entire course without being judgmental. My entire being was challenged and the adaptation was so smooth. I understood the minute details of the environment. Everything seems beautiful when you just observe and clear your mind of any notions and assumptions. I was fortunate to get enough opportunities in the course of IAAT to observe and learn from the finest guides. My recent observation through learning happened in the inclusion session of the course. My realization towards the complete world as ONE

came to actualization when I got an opportunity to visit to the ACE centre. The need to foster a world full of love, respect and belonging is very important. I felt really small when I entered the premises. There's no problem with them, but the problem is with us. We as humans tend to categorize our society. They are as pure as a child and as observant as any of us. They don't have manipulative attitude to conquer. They only know about love and respect for others and self. We as a teacher, parent or a socially responsible citizen should be aware and equipped to include them in the classroom with everyone else. It's our responsibility to understand their needs and requirements to settle and feel comfortable.

It's really important to understand your instinct for the observation. A good teacher will always be learning while facilitating the process of learning. My best learning moment happened during the period of preparation for vertical meet. I learned about the unstructured classroom management. Being with the kids for 2 to 3 hours daily without guiding them about learning was the igniting factor for me. They were learning through the process of preparation. The

ownership of a team and a project they were working was a delight to watch. The teachers from all the classes were working all through the period of three months on every detail of the whole project. The kids were divided into groups to facilitate group work. Whenever, I was asked to engage a particular group in an activity I found this as an opportunity to learn and ameliorate my skills.

My grade and other classes of G- section choose the story of rainbow fish. Everyone was so excited about the process. The whole process provided me an experience of learning and teaching in a multi grade system. It was blissful to have an opportunity to be in a same space with kids from a varied age group.

The learning pattern was different for each of them. My understanding of age appropriateness and developmental stage were comprehensively related. Their take and view from the vertical meet was changing constantly. They were learning under one roof from the peers from higher grades.

When Pro-social behaviors and expectations are modeled by the older students it impacts the younger ones to learn and imitate the learning. Older students have opportunities to genuinely help younger kids learn. Their teaching helps them clarify their own learning. The cognitive development and self-esteem of both younger and older students are improved. It also helped them to perform better and with more confidence. It helped me to bond and amalgamate with the children. Also, it helped me with the space to celebrate the gifts that each child brings and to recognize the diversity that exists. It was an extremely elevating experience for me.







My visit to SDMC School was a part of my course for me, but it came as a surprise when we were asked to visit the community after the school visit. The time spent in the visits gave me a throwback into my college time in Delhi University. I have been to these communities, I had sensed the life around. Sense of this smell triggers the memory and the visit to communities, meeting locals brings you back to the life, to value your blessings and motivate your inner self to work in progress of the community around you. The effect is different, so I want to use this transition point to full advantage. My experience of learning through the visit should bring a change in my attitude towards the larger picture. My vision will be clearer now, it has already gained the width but I have to dwell into the depth of my learning's from them.

As J. Krishnamurti states; the highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole...

The day we went to the Sdmc School, I reached there by metro. My perception of a government school changed immediately as I entered the premises. The school which stands here since 1980 has really improved its performance under the collaboration of IAAT, Art of play, Manzil mystics. The principal who has been serving the school from 2004 greeted us to tell the tale of the progress. Everything happened under school quality enhancement program and the effort needs acknowledgment. The resources and guidance the children get in the school under the supervision of such amazing teachers is extremely magnificent. The school was clean and the fresh warmth was surrounding the school like a blanket. As they say positivity in the environment reflects through the walls. A happy school is created by the happy students. This was evident from the smiles that sway around in the school.



When I read NCF 2005 document few days back, the first picture of the classroom that stuck my mind was of SDMC School:

"Educational aims turn the different activities undertaken in schools and other educational institutions into a creative pattern and give them the distinctive character of being 'educational'. An educational aim helps the teacher connect her present classroom activity to a cherished future outcome without making it instrumental, and therefore give it direction without divorcing it from current concerns. Thus, an aim is a foreseen end: it is not an idle view of a mere spectator; rather, it influences the steps taken to reach the end."

As the day proceeded we went into the classroom for the observation. The classrooms were a complete delight; the charm on the face of the kids explained the enjoyment of learning. The process of learning was engaging and transmission of knowledge was so smooth. As NCF states;

"Children will learn only in an atmosphere where they feel they are valued. The association of learning with fear, discipline and stress; rather than enjoyment and satisfaction is detrimental to learning. Our children need to feel that each one of them, their homes, communities, language and cultures, are valuable as resources for experiences to be analyzed and enquired into the school."

The teachers were so involved with their classroom and the children enjoyed each moment of their learning. They were so much involved with their activities that they remained uninterrupted by our presence. The teacher and the classroom environment were amicably welcoming. There were student's works on the walls. The basic things like electric switch and window were labeled in bilingual

words. The child development was taken into consideration and all aspects of learning were incorporated. In my initial days of IAAT journey we learned **J. Krishnamurti's** readings. In one of his writings about school he said "The right kind of education does not depend on the regulations of any government or the methods of any particular system; it lies in our own hands, in the hands of the parents and the teachers."



The day followed and we were divided into groups for community visits. Three groups were allotted for the visit. I had a sense of where are we heading next, but the view immediately changed for me. It was a friendly journey as we shared auto then walked a little and we had bonding all the way to the communities. In an auto, one of my friends was discussing about the community. What kinds of people live there? What are the means of livelihood? What religion do they belong to predominantly? While moving ahead we found a mosque, a temple, a little catholic school and a Gurudwara too. Amidst beside a post area of Delhi, this place has its own identity. It belongs to the people here. They have been living here since a long time; some of them have born here. Some have got married into this place. They have been living here as their second home, they still crave for their birth town, their city, their ancestral land. It's beautiful when they tell you their heart held feelings, you feel special.

Until this day I, have never realized how much more courage it took for a person to live within a stifled role, and find contentment by

living through people. It provided me with a much more sensitive view towards the lives of many.

The emotional impact was high when I realized the lives within lives.

The impact was more for the self realization of life. The connectivity and the effort they put in to stay together are commendable. The happiness to survive comes naturally to them. We met lot of people there and the feeling was the same. I read somewhere "As much as people would love to be happy, we find that unhappiness plagues the uneducated as much as it plagues the highly educated." The difference lies in the attitude to acknowledge the state of mind. These people were not masked by their realities. They were open and comfortable with the problems which people living on the other side of this community usually are not. We met lot of people there. The need of education to everyone and the questions revolving around it grasped me so tightly. It should not only remain as a facility to privileged but becomes a requirement for each one of us. The life of Guddi and her three daughters (lost her

money because of lack of education), the unpad named Suraj (who at a age of 16 acquires knowledge about diverse aspects of life), the rich Baby aunty (the one who lost all her money in kitties and lotteries), the U.P ki Rekha masi who has kept the fast of chat, Viraj who went to the Nagar Nigam school but works as a cook (education didn't end up giving him a job). We met many others who are living a life of solitude in a community. Their needs are not addressed. Their lack of education enslaves them to the harsh life conditions. As everyone was discussing their problems and miseries my mind was focused on the celebration in the community. They were preparing for the chat pooja. A major festival celebrated in eastern state Bihar. Everyone was rejoiced with the celebration mode and it was a pure pleasure to watch them preparing for the Pooja. The preparations were happening in the community ground nearby. The kids were helping everyone with the preparation irrespective of their religion. They made a beautiful canal for ladies to worship, lot of prayer tombs were created in the ground. There were groups of kids working on each tomb. Some pictures of their celebration:







When we came back to the school we learned about another celebration. It was a celebration of childhood named "BAL MEHA". We were asked to prepare for it and display warmth to the guests. It was an experience to celebrate our togetherness as a group. We all came forward with our own ideas and participated with enthusiasm. We created various stalls for the Mela. We divided ourselves into groups and with unanimous effort we created a great party for children and adults. Me and my partner Tanvi created JUNGLE theme for the decoration and we decided to put up a stall on tattoo art. It was very much liked by the kids. It felt so good and special after the celebration. There was a sense of achievement. The best part of the preparation was the bonding we created with each other after so long. Some journeys end with the beautiful thought, but then there are others that awake a seeker in you. It's not what I learned in my journey, it's about my journey ahead. Some precious moments from our BAL Mela:





My approach to different subjects changed with development in my understanding of the curriculum, developmental needs of a child, requirement of the framework and age appropriateness of the unit. Language is considered as a tool of communication, hence assumed extremely relevant to learn. But as I graduated my knowledge about the subject in the classroom experience, I realized that there is a relationship between the words and the child's expression for his understanding of world. The teacher with language as a medium in subject should bring the relationship/connection of the physical space and learning for the child.

In early years, the teaching of language should help child acquire mastery in ability to express the needs either physical or emotional. Language is best acquired through different meaning making contexts, and hence all teaching is in a sense language teaching. For example whenever a story is being told in the classroom, a child tends to create a connection with the events and characters of the story. They try to associate the imagination to the realistic sense of their understanding. The child expresses his/her fears, plans, expectation and some consequent results through different forms of language.

When a child is introduced to various functions of language in the subject, the teacher can elicit and respond to different intellectual and emotional needs of that child.

The adaptation to child centric pedagogy by the teacher can help child to adapt the context according to his/her understanding. The learner can receive meaningful language input that is appropriate for the age and knowledge through the proper approach to the subject. It's not always necessary to explain the content in language class to the child, as each child relates it differently. The teacher should bring a dialogue to evoke responses and emphasize on the main idea but there should be flow of emotions. I believe language is extremely powerful as a subject to resolve various issues in child's mind and evoke his/her critical thinking and analytical abilities.

Math and my understanding

"Mathematics is not about numbers, equations, computations or algorithms; it is about UNDERSTANDING."

-William Paul Thurston

I believe it's important to understand mathematics. The education of math at elementary level is to build an understanding of child for

some skills. Math is about learning how to solve problems that you have never encountered before by applying what you know, using logic and reasoning to find a solution. The world is full of challenging and complex problems and situations that students will not know how to solve, so providing them with opportunities to practice the skills and strategies. This will give them an invaluable chance to develop necessary life skills.

The reason was convincing for me as, I have observed the effect of bringing context into the mathematics. The learning and engagement was higher when kids were given realistic context to solve or understand a concept of mathematics.

According to Anna and Ambika's article: *Learning to Guide Preschool Children's Mathematical Understanding: A Teacher's Professional Growth*

Young children express their mathematical knowledge in a variety of contexts that are not necessarily related to that "Math activities"

When teachers continually monitor and evaluate children's understanding, they can build on the children's knowledge in contexts that are meaningful to the children.

It's very important for the teacher to plan individually appropriate learning experiences for children as well as joint experiences where they could learn from each other. She could also encourage informal mathematical learning by creating a math-rich environment and engaging children in mathematical conversations as they interact with the environment.

This has been scientifically proven and accepted widely that the constructivist paradigm based on Piaget's theory of cognitive development has long provided the theoretical framework for educational practice in which children acquired concepts through active involvement with the environment and constructed their own knowledge as they explored their surroundings.

When the teacher is introducing a concept or mathematical skill she has to consider the social understanding of the child and its requisites as being a part of society. Hence, the teacher is the facilitator who

creates a learning environment that is mathematically empowering (NCTM, 1991).

Children learn through meaningful, naturalistic, active learning experiences. The adult must build on this knowledge and take the children to higher levels of understanding. As teachers plan for children's development on mathematical skill, they must also take into consideration children's interests and stages of development. It is critical to allow children time for free play that enables them to explore mathematical concepts. While children are engaged in an activity, the teacher can observe and then become active in guiding their learning. This interaction will help the children's progress from behavioral to representational understanding of mathematical concepts.

As per Elena Bodrova and Deborah J Leong:

When they do engage in socio dramatic play, children rarely try a new theme, preferring instead to act out the familiar scenarios of life.

During one of my lesson plans on Bill reading and money calculations, I created a plan on the context.

Initially I introduced the class with the importance of friendship. I told them about my old friend who came to visit me on previous day from Bangalore. Then, I created a context about visiting a café with her. I told them about an amazing café and appreciated their food. Next, I told them that unfortunately I forgot the cards so; I had to pay by cash. I had only this much cash (I told them a pre decided denomination). I asked them to tell me if I was able to pay the bill or not?

I wrote my order on the board and they calculated it for me. The whole plan was to elicit response and to facilitate calculations with strategies. Some of them used stringing method to do addition for the billing amount; some used the ganit mala to reach their billing amount.

Then, I asked them to play a game in role play. One child will portray as a cafe owner and other as the customer. The customer will order and will pay the merchant. The merchant has to return the amount. This activity engaged them in a realistic role play while teaching them mathematics.

This has been explained in Elkonin's article where Elkonin identified four principal ways in which play influences child development. All four expected outcomes of play activity are important for preparing the foundations for subsequent learning that takes place in primary grades.

These principles are:

- Play affects the child's motivation
- Play facilitates cognitive de centering
- Play advances the development of mental representations
- Play fosters the development of deliberate behavior -physical and mental voluntary actions.

When a mathematical problem is delivered wrapped under a contextual problem, it engages and establishes an immediate contact with the child. A child feels responsible for certain aspects.

Once in our class of grade 3 we took a word problem related to the celebration of Id at a girl's house and her family permitted her to invite her friends. In the problem, when her father asked her about the number of guests invited by her so as to increase the order of sweets. Every child in my class started relating it to the parties organized at their house. This enhanced their interest in solving problems.

Once in teaching them measurement the teacher told them that the school is planning to change tiles in the corridor and their class has been given the responsibility of the foyer. Their responsibility is to measure a certain area and tell how many tiles are required. The

context helped them to engage and understand measurement realistically.

The goal is that students must be able to use their mathematical understanding and tools to solve problems. This implies that they must learn *'mathematics so as to be useful'*.

The problems can be educationally significant and learning is better when they are realistic.

I have explained them the word problems after we did Anjali and Shamli story for halving. They could relate to the concept of siblings and sharing among them. Once we did a word problem on plantation drive in a society, then there was one on polio vaccination. When you introduce a word problem on issues like polio or plantation, they create awareness. Along with this the facilitator can talk about these common situations. I remember that when I created a word problem on feeding the stray with food for a math session. The kids were excited and they spoke about the stray dogs and their poor conditions. On the same day we spoke about the number of rising

cases of dengue in the city in context of a word problem. The kids were talking about the prevention of dengue with peer learning.

If I have to make a word problem on addition and subtraction, I'll take a context like **Swachh Bharat Abhiyan**. Then I'll ask the class about their knowledge on this campaign. If I don't get any responses, then I'll introduce them with the idea behind the drive.

Then I'll tell them that few kids or students are working on this drive. They want to keep their society clean and they have demanded their RWA (I'll tell them that these are the resident welfare bodies) to provide them the colored bins for waste disposal.

This will introduce them to waste disposal or waste segregation bins. Then the number of boxes given by RWA and the requirement initially will be calculated. If they got specific number of only red colored bins then how much others do they need to sum up to the total? Hence the problem can be created in any context.

Though all the principles of mathematics are extremely important, but I realized that the interaction is much needed in contextual mathematics.

The students can get ideas for improving their strategies. Moreover, the interaction can evoke reflection, which enables the students to reach a higher level of understanding for social or other reasons.

This can be done by means of providing the students with problems, which can be solved at different levels of understanding and when they interact they learn through dialogue. Hence, it is important to have a interactive classroom in the mathematic session.

My journey

"The discovery is a personal matter and a great determination, a strong will and an untiring perseverance are indispensable to reach the goal."

My goal ever since I learned the space around me has been to learn and serve. In my journey, till today the transition from being a medical professional to a mother and then now a Teacher has taught me the little intricacies of the life. One day, I was wondering on my credibility and dedication to the profession that I chose to be a part of in coming years. I was trained to be a medical professional and I am moving towards a new journey. Will I be doing justice to the new me? Then I found a beautiful parallel connection between the two professions. They both work for the society and with the society, they both believe in giving a one to one attention with complete empathy, awareness and affection. They both need to learn and practice. Now, I feel so confident to move into the space of learning and sharing the teachings. My journey has started with a bright sunshine entering in my life which will progress me on the path of

my goal. The IAAT course has given me a precious treasure of illumination and transfiguration within me. I wish to gain more consciousness, let my understanding widen and compassion to spread love and affection grows within. I am fortunate to learn some characteristics of both the professions. Both of them require a human to be;

CALM

Approachable

Enthusiastic

Empathetic

Learner

Evaluation

Knowledgeable

Dedicated

ACCOUNTABILITY

Patience

COLLABORATION

Logical

The greatest challenge or purpose in life is to discover yourself and realizing your potential. The emotional turmoil and self revelations, I went through in these 8 months of my journey have urged me to learn and accept my entire being.

My experience towards known and unknown made me realize the understanding of myself. There were times when I looked upon a completely unknown individual as my guiding light. There was so much of energy exchanged between all of us. The most important revelation I have was about my relationship with my child. I realized that even a smallest gesture of love/ anger/unintended incident can impact/ effect for lifetime ahead.

I vowed to make things simple and easy for my loved ones. My accessibility to myself and loved ones should be priority for me.

I have always been giving myself chance/options and somehow turned into a shadow who is always finding a body to hide behind but to have an existence of yourself, you need to emerge into a strong person. I took a lot of freshness, different life vision, new perspective and definitely a new person for my family, my associates & people related to family/workplace.

The reflection from bad times comeback and haunt us today. We need to remove those patches of fear, loneliness and unworthiness from our bodies. We don't need to be afraid of our vulnerability. We are strong enough to survive the change and emerge beautifully.

I have emerged beautifully through the course. My journey is yet to start and make me a stronger and logical person. I aspire to be a person who is impactful and perceived as a source of love, inspiration and warmth.