

PORTFOLIO

DEEPTI RAWAL
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CAREER OBJECTIVE

To work with an organization that provides opportunities for sustained growth, continuous learning and expression of creativity. I look forward to become a respected role model for my students while achieving success as a professional in the field of education.

EDUCATIONAL QUALIFICATION

Joined IAAT, Heritage Xperiential Learning School, Gurgaon	June 2017-18
Pursuing B.ED from MDU, Rohtak.	October 2016
Post- Graduation (MA Eng) Sunrise Univ, Alwar.	August 2015
Graduation (B.A. Pass) Delhi University.	March 2004
Grade 12 CBSE Board, New Delhi.	March 2000
Grade10 CBSE Board, New Delhi.	March 1998

PROFESSIONAL QUALIFICATION

NPTT Course from International women Polytechnic, New Delhi August 2008

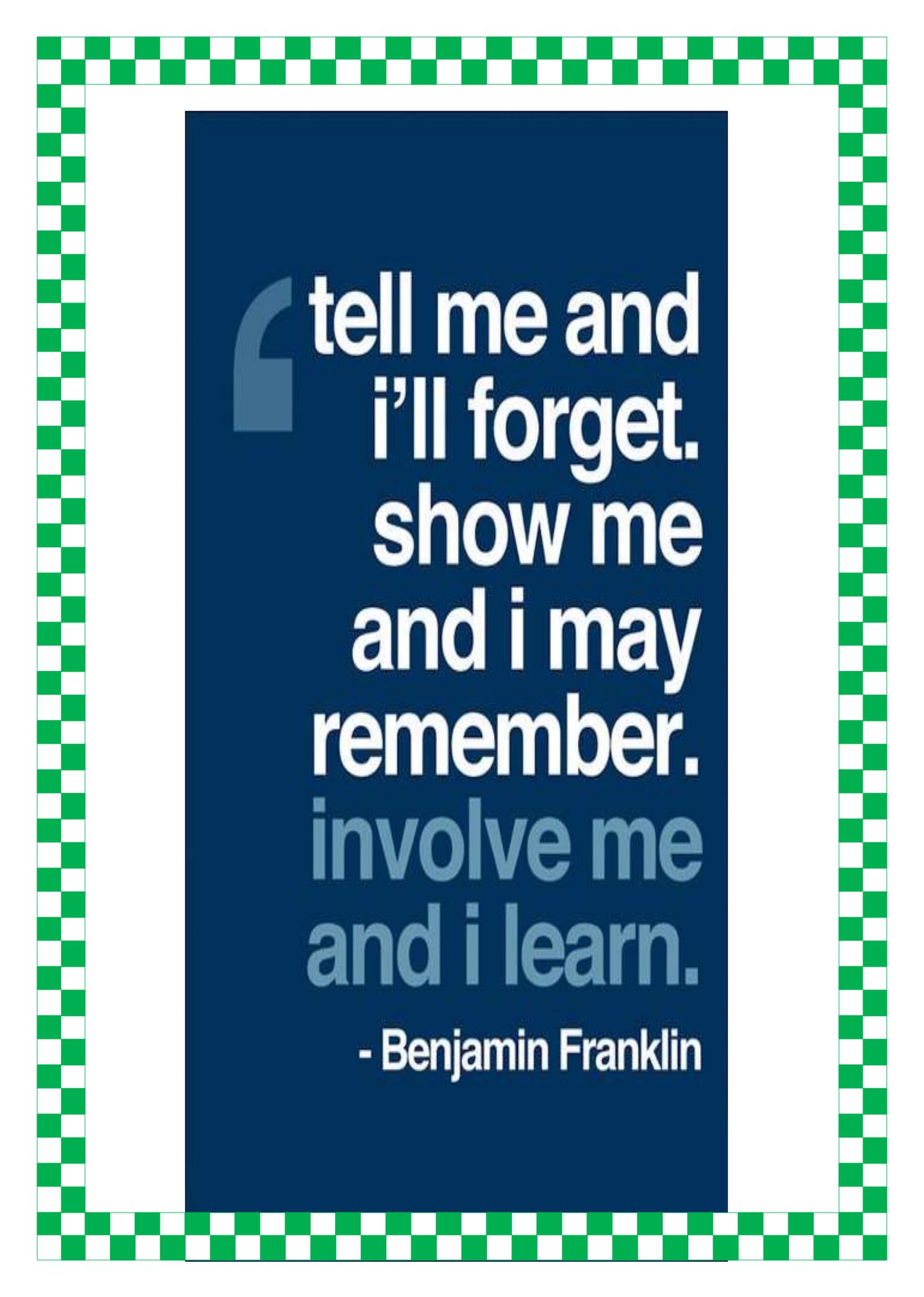
FRENCH Language Training course from IITTM, N. Delhi. May 2004

Diploma in Secretarial Practices from YMCA, N.Delhi. April 2002

WORK EXPERIENCE

Worked as a Freelance Tutor for the students of well-reputed schools of Delhi and Gurgaon like DPS, GD Goenka, Modern School, Amity International, Suncity world school.

KEY SKILLS:- Energetic, Self-Disciplined, Excellent Individual, Teamwork spirit



**tell me and
i'll forget.
show me
and i may
remember.
involve me
and i learn.**

- Benjamin Franklin

MY JOURNEY AS A LEARNER

“DO WHAT I SAY, COPY WHATEVER IS WRITTEN ON THE BOARD, MARK THE QUESTIONS THAT WILL COME IN EXAM NEXT WEEK!”

These are the words that were there in the back of my mind whenever I thought about school, or school education. I don't think was there any learning happened or it was just like yes, I go to school and I am becoming literate! I was a shy child. Being shy I never took initiative in the class yet I was confident too. I had a sense that whatever I am doing, doing by heart whether it was rote learning or no matter what! I was labelled as an intelligent child in the entire sections of primary classes. I used to blush! I had fear of being wrong, fear on being not able to answer as per the teacher's expectations. Math used to horrify me like a monster as my math class comes I start trembling! I wanted to run away from the school for that half an hour. Then in the middle school history also joined with math to scare me. Teacher used to slap hard if I do not learn the names of the kings, their reigns and the proper timelines. I started missing the school just because of these two classes.

This was my journey of 'SCHOOL'

The journey of 'I am a Teacher' started after so many years of school. In between I did other studies as well. My experience of YMCA was really good. There I had teachers who really had that passion for teaching. I learnt a lot from there. Then a new journey of IAAT began. It was the first experience after so long that has rejuvenated all my memories of YMCA along with many more new things. As it is completely related to education in school especially then I would say it has changed my perspective of learning and teaching both. Learning in pairs, in small groups, big groups, interacting personally with your mentors, reflecting your own thoughts and learning, classroom discussions all have changed me a lot. The concept of working inside the classroom along with a collaborating teacher was completely new for me. I was so nervous on the day when we were about to meet our collaborating teachers. But it actually took me to a new world of learning.

So, many views have been changed and I think all are transformed into something positive and good. As I had been doing freelancing of teaching I had taught almost every renowned school children and even teaching them didn't change my perspective as they are also following the same conventional method of teaching. I had a belief that every single school in India is like that only. But after getting into the classroom of Heritage my belief started vanishing. I want to be a student all over again. I even used to think about my own son, would he be ever interested in studying to a higher level if the condition of schools would be the same as it was in my time!

Here in IAAT we learnt to respect open classrooms, where children are open to share their own point of views, they are allowed to present their thoughts in front of their teachers and the whole class. There is no right or wrong. And the concepts of math through jodo gyan methods have almost conquered all my fears of doing math. And the Shah ji's words GYAN

BAANTANE SE HI BADHTA HAI touched me. Group work, group discussions always lead to better results. I have also noticed this in my own classroom practice. Something I do on my own and the same thing if I do as a group activity gives a different result and of course the work done in a group gives a better result as it has the ideas of many different minds altogether. It was all new for me as I was not even aware of something like that. In our times it was called cheating. If you look into someone's book you will be called a cheater. Even our own friends were not interested in sharing their notebooks even though the answers were written by the teacher on the board itself. So working in groups was a new learning for me. This helps us gather more and more new and different perspectives and ideas on the same topic which helps us to reach to a better level of understanding.

This has been a lovely journey. I have learnt a lot of innovative ideas to learn new things. And as a resident teacher I have been able to try these innovative ideas in my own classroom which gave me immense pleasure in doing so with my children. They all love to share their views openly in the class, they also love to work in pairs.

The MPL (mindful personal leadership) led me to my inward journey where I got to know a lot more about me which I knew somewhere but never really realised or maybe I didn't want to realise. How much baggage I was carrying along. It has broadened my vision and also helped me in shaping up my values, ideas and beliefs.

I now believe that as a teacher you first have to know yourself better. Live for yourself and seek things within. A teacher is the one who provides continuous learning opportunities not only to the children but also to the people who are around. I would love to continue my learning each day in my life as a teacher.

TREASURE FROM MY CLASSROOM

MESMERIZING MOMENTS



MY EDUCATIONAL PHILOSOPHY

What is my philosophy of education? I never thought about it earlier! I did not even have something to say about this . I never had a thought about it. Here in IAAT we were introduced with some philosophies of sir Aurobindo, The Mother, Mahatma Gandhi and J. Krishnamurthy. These names were entirely new for me or I can say I was aware of these names but had no clue about know that in India also there are schools which believe in open classroom or believe in child's psychology of learning and understanding. As Sir Aurobindo said "nothing can be taught" this means that a teacher is not an instructor or a master instead he/she is a helper or a guide who can suggest the students but cannot impose things on them.

I also started believing in it after studying it here as my own experience of school was like teacher had to impose things on us no matter if we are able to do it or not! There was no space for us to express what do we feel. Teacher is a true teacher if he/she allows a child to do what he learns as LEARNING IS DOING. Provide the children with as much space as possible so that the children can spread their wings and fly in the open sky as high as they can! Making them understand the concept by exploring it to the extent where they can say now we know what it is! Let them construct their own learning by their own meanings. It should not be like this is the content you have to memorize it by heart and give exam.

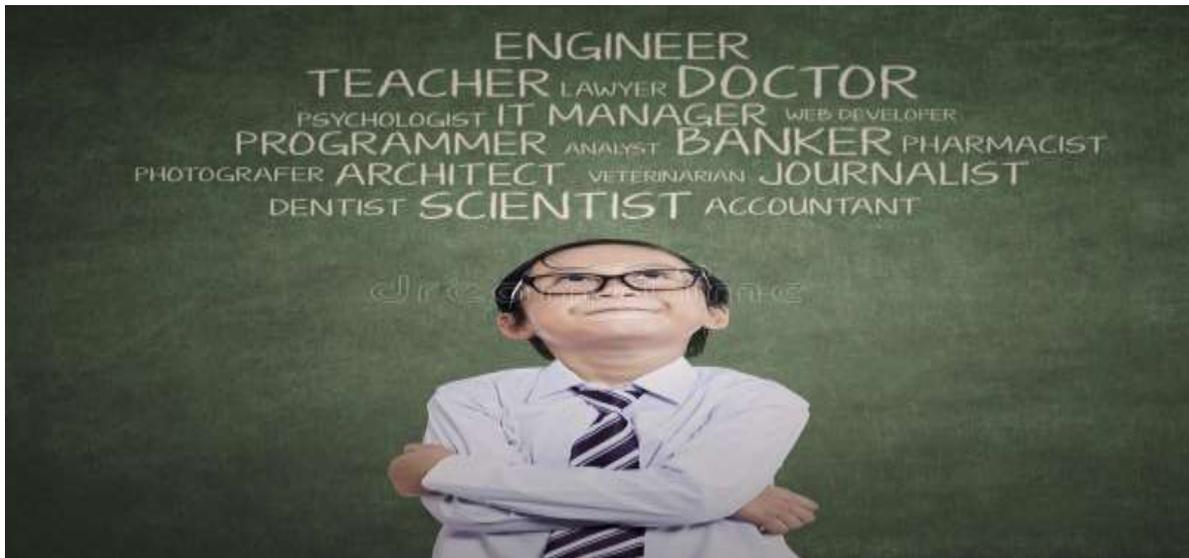
Being different is not a bad thing. Being different from a group of people is not a bad thing, although it is difficult to survive in such circumstances where one is different from rest of the group but if you are good at what you are then you should let others say what they say. We should encourage our children to think broadly, think out of the box. Accept the others views, respect the perspectives that are different from yours. We as a students all are capable of learning and doing things, contributing to our society, classroom and gaining knowledge from the people around us.

Education has no limits. There is no limitations to learning. It's a lifelong process. There is no limit to knowledge as well. It includes all the different aspects of life like life skills, sensitivity towards the different cultures, self-awareness, being empathetic, respecting others, problem solving in life and so

on. I think this all is possibly done by creating a healthy environment for the children where they can sense the trust and respect.

My philosophy has changed as earlier I used to think that teacher is the person who just need to give commands to the children and they have to follow. There is no question of doing or not doing it. They have to do whatever is said irrespective of understanding the concept or not. But now what I think is AN IDEAL CLASSROOM is where no child feels excluded. Complete inclusion of each and every child is really important. All the children are unique in themselves. I strongly believe that all the children in the class should feel the sense of ownness, differential learning should also be taken into consideration that too without being visibly displayed in the class.

These certain philosophers have displayed the philosophy of education so beautifully that I think I can also bring changes in the system of education by following these beautiful thoughts of these great people.



POEM

I AM A TEACHER
I AM AN EDUCATOR
WORKS LIKE A REGULATOR
SOMETIMES HIGH AND SOMETIMES LOW
DEALS WITH THE NOTIONS
HAVING RHYTHM AND FLOW
I AM THERE TO TEACH ALL OF YOU
THE EDUCATION WHICH IS ABSOLUTELY TRUE
GET UP AND HELP YOURSELF TO BE MATURE AND FREE
THINK AS IF YOU ARE IN AN ORCHARD A BLOOMING TREE
THERE IS LOVE AND FREEDOM FOR YOU IN MY HEART
I WILL SURELY APPROACH WITH A MINDFUL START
I AM A TEACHER NOT AN INSTRUCTOR
I CAN ONLY HELP YOU IN BUILDINGN YOUR CHARACTER
YOU CAN GROW IN ACCORDANCE WITH YOUR OWN NATURE
AS YOU, YOURSELF IS YOUR OWN CREATOR

ME AS AN OBSERVER



As I was told to observe the class I got so nervous as it was something totally new for me I mean we do observe many things in our life but not with a clear motive of why we are doing it! I had so many questions in my mind what to observe why to observe how to observe if I observe something which is of no use or if I miss something that I had to observe but I didn't! So, here in I am a teacher I realised and in fact learnt that learning is doing. If you learn something and do it you become good at it, and further you can excel in it by practice. A few exercises of observing the class took me to level where I could say now I know how to observe a particular thing in a way it should be. After observing the class for couple of days I started to become more aware of my own mental process and my perceptions. For observing a classroom one has to be non-judgemental, leave ones own perceptions aside. We have to be very attentive about the environment we are present in and also recording the facts.

As I started practising as a teacher in the classroom my observations really helped me in knowing the children better according to their interests, personality, requirements as a student helped me in a better way to connect with them. This all information helped me in teaching them well as it is really important for a teacher to know her children's interests, likes, dislikes also most importantly their approach to learning.

Observing them for a longer period of time helped me in knowing what are the needs of each one of them. I believe that to make teaching meaningful for the students, it is necessary to understand about the levels of children, also the challenges they face, the background they come from. The act of observing the students give teachers a chance to see the students closely and motivate them to move ahead and also appreciate them for what they are.

Similarly, I observed my collaborating teacher also. I learnt how to engage children in a specific task through energizers, if they are restless how to bring them back to focus by giving some quiet time. How and when to give them feel that my teacher is there for me. How to give them a motivational push, how to handle their quarrels, their issues. There are many more things I learnt from my CT that do not come under curriculum but one needs to inculcate in children. It has been a wonderful working with the collaborating teacher.



STUDENT PROFILE



Task/ Questions: Describe the student, including both characteristic and unusual behavior, using the prompts provided in the Student Profile Guidelines in the Practice Teaching Handbook

Purpose/ Rationale of choice: My rationale for choosing this child Siya,(name changed) is very simple. From the very day when I was told to choose a child she struck me, the way she walks, the way she talks, she was a very slow writer initially, not talking much with her peers, sitting quiet in the class the whole day. I observed her behavior for some days and decided to study her. She herself was seeking a sort of attention. For every single thing she was coming to me every day. Even complaining about her peers she troubles me or the troubles me. I decided to study what stops her from mingling with friends? Why doesn't she talk to her friends, I tried to probe some of my questions from her and came to know that she is a single child of her parents but lives in a joint family. She has cousins who are elder to her and she sometimes play with them.

Profile: Physical presence and gesture:- Siya is lean, fair and a n average child. She has started talking to her friends in the group now. She rolls her eyes while talking. She has long hair and likes to make long braid. She wasn't too confident earlier but now she has starting showing much confidence in speaking. She is not a very fast child. She walks very slowly, she seems like she is in

her own world, she doesn't offer hand to anybody while making a buddy line or going out of the class. She prefers to sit alone. She doesn't bother if somebody is sitting with her or not, talking to her or not. She is happy making drawings. She doesn't have that best friend or good friends relation with anybody like many other children in my class have.

Disposition:- Siya is a calm child. She never talks loud, never seen shouting, yes! Nowadays I can see her doing notorious things like kicking the partner sitting right in her front from under the table. Now she has started taking part in all the activities happily. She is a sensitive child. She comes to me very often saying ma'am my leg is paining, ma'am I have itching in my hand, can you please do something here! She lives in her own world. She doesn't talk much most of the times. She behaves like a " touch me not" .

Relationship with children and adults:- Siya is affectionate towards her teachers. She is not really very active during playing with friends in a group in the classroom or in the field. May be that's why she doesn't like to be with her peers much. But while doing written work she always seeks my help, just by saying ma'am can you come and sit with me in a very affectionate tone along with her rolling eyes. She doesn't have any special or close friend. She talks to everyone but that too not much! Earlier she was not an active participant in the class but now she takes part in all the activities. In the field also she keeps running all around slowly whether playing with somebody or not. I have observed one more thing that she keeps watching others what they are doing. She is fond of making drawings and also showing it to me!

Activities and interests:- Siya loves to draw and now she started loving writing work. She is very particular about her spellings while doing any written work. She comes to me 20 times asking every single spelling which she doesn't know. I sometimes tell her to invent her own spellings but then again she comes back, "ma'am please tell me the spellings" I don't want to write wrong spellings! Once while doing narrative writing she asked me for help just in spellings and even the class teacher appreciated her work saying, "Siya has really started doing very beautiful work". She also likes to clean up her table after eating and also loves to arrange the mats of all the children. she doesn't forget to come to me saying, "ma'am I have arranged all the mats nicely".

Ways of learning and thinking:- Siya is a quick learner but she seeks guidance and assurance that she is doing right. She loves to share her thoughts in the class now. After asking 3-4 times to me ma'am can I say this? She has got the confidence of speaking in the class, sharing her own thoughts about

whatever discussion going on. In the beginning she was little slow but now she has improved her pace of reading and writing. She also tries to put up relevant points in discussions even if she doesn't know much about the topic. She tries, and I am glad to see this change in her.

Description of the child's work:- Siya's work was used to incomplete. But now with time she has improved a lot. She completes her work and also tries to writes neatly and accurately. She even likes writing so, she doesn't leave any paragraph writing in 3-4 lines. She writes a lot saying, "no ma'am I know a lot I can write many pages." In the beginning she used to write very less but now she writes enough about any topic given.

Conclusion:- Siya is a smart child but she just needs a push. She is an adorable child. She is becoming naughty day by day but that too I would say is not bad. I also wanted her to be more participative with her friends and group and that I can see a bit in her with time. So I am glad that she is also trying. It means she can do and she will definitely be more participative, cooperative and an outstanding.



A PRACTISE TASK



Task/ Questions: After you have observed the activities, to compile your observations for each of the following activities below.

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1. Observing mealtimes: I observed this child Ruhana in the evening time with her mother at my home. Her mother offered her garlic bread, she is so fond of it that she started dancing ruha khayegi! Ruha gaali brea khayegi! Her mother said, "mumma godi aajao mumma khilayegi." She said no, appe appe khayegi! She snatched a slice from her mother's hand and started eating with dancing. After 3-4 bites she kept the bread back in her mother's hand saying bachh! Payee ruha payee piyegi. She calls water 'payee'. Her mom said thoda aur khalo, but she shook her head and got busy with her cars and kept on saying payee, payee until her mother gave her water to drink.

2. Observing playtimes in preschoolers :They are the three children in nursery class, I met them in the park. They were playing on the slide. Talking like, 1st child krish main dekh kitni tez aaunga zooooon karke, the 2nd one Aryan said main toh zoon zoon zoon zoonnnnn karke aaunga o bete, the 3rd one mayank kept quiet. I was watching them closely. They came down the slide one by one saying zoon zoon... then they saw a large group of ants and stopped there to watch the ants closely. They started talking, Aryan said. oh! Train it's a train I will sit in it and go kooo. Mayank suddenly kept his hand on Aryans mouth and said you cant sit in this train. Aryan removed mayanks hand and pushed him, they were sitting in the rough surface so, mayank got some scratches in his hand and he started crying. Got up and started pulling his didi to take him back home. And Aryan asked krish you will play? Krish looked at his hands and said no! and started running here and there.

3. Interview a five year old child: This is the child I met in the school. His name is Abhay. I met him on dispersal time. I asked him do you know where does the sun come from? He pointed upwards

and said wahan se who aata hai phir chala jata hai phir aata hai phir chala jata hai aata hai aata hai aata hai phir chala jata hai. I said kahan jata hai, he started shaking his hand up and down. I said ok moon kahan se aata hai? He said moon ki jaga sun aajata hai phir moon aajata hai phir sun aajata hai. Woh wahan chala jata hai. Then I asked can you tell me a story about sun or moon, I love to listen to the stories, he kept quiet for a while, looked at my face for a few seconds then started laughing. He started talking about his own stuff, I have three cars all are big and new and and. I said ok then take me with you in your big and new car, he thought for a while and said aapke paas aapki big car nahi hai? I said noo! He started giggling and started talking to himself. Mohan bhaiya aajao, main aapka wait kar raha hoon gate pe aajao, haan haan big car lana.

4. Observing 8-9 year olds in a playground: There were children of class 4 playing in the ground. Girls were playing kho kho and boys were playing cricket. Some of the girls were also playing cricket with boys. But no boys were playing kho kho. I saw a boy came in between the girls game and said boys are better than girls. The girl made a funny face and said byee! And screamed loudly girls are the best! Girls were just playing paying no attention to the boys, they were not even bothering to throw the ball to the boys if it comes to them. Boys were coming in between many times and the girls were getting disturbed and were saying, we will tell sir/maam if you guys come here again. then the coach said ok everyone lets get together and play a common game, the girls were like no no we don't want to play with boys. But they all had to come together to play. The girls started talking in the ears and laughing and the boys started screaming we are the best!

5. Talk with an adolescent boy or girl: This is a boy in grade 6. I asked him to say something about himself. He said he is sporty, he is cool, he likes to play all the games but cricket is the best. Friends are important in life, if you don't have friends your life would be lonely and you can't find your parents everywhere to help you out. No, he has not taken any risk in life yet. Yes, he often has a conflict with his mother regarding eating healthy food. he starts it and he said that the very need in between the conflict is often that his mother should listen to him it gets resolved in sometime only because he apologizes for it. He said he takes his parents perception positively. Its always helpful to him. He respects their perception. He knows that whatever they say they say it for his betterment always. he understands them very well. He believes in them.

6. Observing students of your classroom: In the classroom there are almost all the children who listen to the teachers. They try to follow the norms but the only thing which comes up is that everyone is very happy in complaining about each other. No one uses any bad words except two children who use one or two words that are meaningless. They don't know how to work in groups, they start fighting if we give them some work to do in the groups. They fight for being the head of the group. Some children think they are very good at writing so, only they should do the writing work and others think why can't they take the opportunity to write! even in one group children started snatching the sheet from each other and the sheet was torn!

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*Being a teacher does not mean I have
all the answers. It means I
work every day to be sure my students*

REFLECT
SOLVE
CREATE
GROW
THINK

renspired.com



MY APPROACH TO SUBJECTS

MATH

Math, was something I never liked. It was my school's approach to my doubts that kept drawing me away from this particular subject. All the teachers of mine were always in a hurry to complete the syllabus rather than making sure all the students understood it or not and then she also started ignoring me saying "she is a dumbo, she doesn't understand anything in one time." I started hating the subject and started fearing of it. It really pulled me away from the math subject. In grade 10th it was my last year of studying math, I being a good student in all the other subjects wanted to get passing marks only. I did not want to score high or even never had this in my mind that there would be a day when I will like this subject or understand its logics!

Then I came to IAAT, on hearing that math sessions are going to start from tomorrow, I was like, no, I don't want to do math! But it was like magic happening around. The introduction of the new concept of JODOGYAN took all my fears away on day one only. I enjoyed it a lot that I started waiting for math sessions . Shahji call us to solve the problem on board and I was the one always raised my hand to solve it on board. Oh my god, it's me! Who used to be scared of math and today raising her hand on every question. The way Komal ma'am made us learn to form word problems, teaching math sums with stories. How important it seems now, context based learning of math is so miraculous.no need to learn tables like a parrot in fact no need to learn the tables at all, just understand the logics and know the tables till 10 only but till the number you want to do it. I have had many such wonderful moments doing math at IAAT and I am really really thankful to it. What I have learnt here about teaching math is HOW CAN AN EDUCATOR GUIDE THE CHILD'S LEARNING SO THAT HIS UNDERSTANDING OF THE CONCEPTS PROGRESSES TO A HIGHER LEVEL. The first and the foremost important stage in an educator's professional growth is her enhanced ability to identify children's demonstrated understanding of mathematical concepts. Theoretical knowledge alone is incomplete / insufficient for effective teaching, a teacher would need





appropriate tools to assess children's learning. The ability to structure numbers in mind help them do number operations mentally with confidence. This self confidence and control becomes important asset in learning of math. Counting forward to add and counting backward to subtract are natural processes which makes sense to children. This can be done more efficiently by developing the number sense of children. Also, not only the physical layout of the classroom but most importantly the interactions with children help their progress through the stages of the representation of mathematical concepts. Teacher is the one who can create a learning environment that is mathematically empowering.

LANGUAGE

Language is something that a child first learns from his home itself. I used to think language which is your mother tongue need not to be taught. But what I had been finding all around was Hindi as the mother tongue of most of the states of north India is the most difficult language known for learning for students. English, they find it easy. There is no big deal in teaching English as it is not so tough! Again I was proved wrong. It's not that learning ABCDE... means language is being learnt well by a 4 years old child. No, showing them the symbols and memorize them is a good start. But this method is not at all acceptable here at IAAT. It has simply changed my perception of learning or teaching a language. Here we are Taught to make children learn the sounds first before introducing letters to him, as we all know a child at the age of 4-5 months starts producing sounds even if he doesn't know what it means! A child begins to produce different sounds before knowing any symbols. So, teaching children sounds at early age and then introducing the symbols make it easier for them to learn a language more efficiently and effectively. It gave me a completely different perception of learning or teaching a language to children. I also learnt that knowing the correct spellings of everything at a very early age is not important. At least child should learn to express his or her thought in whatever way he or she is comfortable in. we should not stop him by interrupting saying the spellings are wrong. It will intervene his thoughts or may be make the child conscious of representing his thoughts further. Reading, writing, speaking and listening are important skills for young children to learn. In many ways these





are the foundation for students to be successful in life. All language process in speaking, listening, reading and writing are interrelated and magically one strenths and supports the other student become cometetent and confident users of these traits through many opportunities and regular engagement in regular arts in a variety of context. I think English language can be taught in integrated manner. So, the interrelation between and amongst the language processes (rules) will be understood and applied by the students and application of these interrelated language processes is fundamental to the development of language abilities. Socio- cultural understanding and critical thinking. I have tried to put together what exactly I mean by what language teaching is and what is it not!

To the world
you may be just
a teacher but to
your students
you are a HERO!
∞

LEARNING AND TEACHING

MATHEMATICS

NATURE OF THE SUBJECT:

It is basically can be worded as science of numbers. One has to understand the concepts of signs, symbols, analyzing problems, and implementing ideas. Mathematics become easy. It also helps in solving daily life problems. The two main things cardinality and ordinality are the keys to mathematics as a beginner. Calculus comes later. One who learns mathematic with love, one who has interest in doing it can carry it forward but to carry it forward one has to understand it in a way he doesn't find it is a boring subject or fear from it.

PURPOSE OF TEACHING MATHEMATICS:

The main and the foremost purpose of teaching mathematics to a child is to learn something which help him in his daily life. For this to happen, teacher needs to introduce easy or simple things to a child. Where he can relate things to his surroundings and think relatively. The main goal of teaching mathematics is the mathematisation of the child's thought process. in other words of David Wheeler, it is more useful to know how to mathematise than to know a lot of mahematics. turning out employable adults who will eventually contribute to social and economic development is also one of the purposes of teaching math. knowledge of numeracy in primary grades through numbers and their operations, measurement of quantities, fractions, percentages and ratios all are important for numeracy in developing a child's inner resource. the role mathematics play is mostly about thinking clarity of thoughts and pursuing assumptions to logical conclusions is the central idea of teaching mathematics.

SOME APPROACHES TO THE SUBJECT:

Teacher should start to teach with a context. Where children can relate the things to their real life.

Teacher should have the ability to identify children's demonstrated understanding of mathematical concepts.

Teachers theoretical knowledge alone in insufficient for effective teaching.

Manipulatives can be used to make it more interesting. for example JODO GYAN cubes etc.

and enjoy mathematics.

since children have fear of math, the self confidence and control becomes important keys to learn

Not only the physical environment of the classroom but also most importantly the interaction between teacher and students help their progress through the stages of the representation of

numbers and mathematical concepts. Teacher is the one who can create a learning environment that is mathematically empowering.

ENGLISH

PURPOSE OF TEACHING ENGLISH AS A LANGUAGE:

This is clearly visible that english is the most demanded by everyone at the really early stage of life or in fact we can say at the very initial stage of schooling. it has also become necessary in the diversity of schools and also in the multi linguistic environments of the schools. So, it's become necessary to make a child learn english by giving him exposure of the language inside the school as well as outside the school, at home. For doing so, it is really necessary for a teacher to be proficient in language.

APPROACHES TO TEACHING ENGLISH

English is taught as a second language in almost every school of India. This is taught, so that a child can use language spontaneously and appropriately for at least everyday purpose of his life.

So some of the approaches of teaching English as a language are:

We should begin with text books for reading as a resource for early years they can even start with just drawing their ideas, whatever they get by just seeing a book full of illustrations maybe or a few small words of 2 to 3 letters only from small text books to big books that the class library also audio verbal instructions will help and early learners to learn English as a language for learning a language exposed should be enough food should be given to the learners language cannot be taught as a language by simply giving instruction it can only be on to me or exposure by reading illustration or small words comprehending the inputs given also just by talking to them in the language want them to learn just by greeting them making them learn to say thank you, welcome etc.

After getting into reading well, child can start comprehending the context. This will also help a child to learn English as his second language. Drama and enacting of plays is also one of the ways of

learning and comprehending context it also bring interest in children to learn a new thing initially a child can also listen to the language only listening and understanding is also a good start then we can proceed to story reading then we can do comprehension of the same context reading out stories allowed repeated reading rewriting the activities reflecting on their own reading telling stories reading stories on the regular basis will also help child acquire English as a second language shared reading of book also helps a lot, reading cards can also be used.

These all above said methods should not be taken exclusively as a part of teaching, it should be supportive within the daily life of a child if a child Gets Enough exposure of print rich material he can acquire language quickly. When a language is acquired well in early years, adequately taught by the teachers in early years, the learner can naturally build up the higher order skills independently with some guidance from the classroom from his teachers. At higher levels also it should be taught authentically. The foundation of vocabulary development and writing at later levels is through reading extensively with comprehension and interest. the debate on instructed or incidental vocabulary suggests that the very large vocabulary can build up gradually and incrementally through reading. If a child is taught well in early years, he can naturally build up higher order skills independently. in middle years emphasis must be laid on students skills, note taking, references skills, and written communication skills, through public speaking, interviewing, debating rather than writing essays on well known speeches. For example if a child is writing a letter, he should not be writing to a person whom he cannot even think about, but he should write the letter to the person whom he can at least think of. Letter to the school faculty, locality people etc. I have tried to put together what exactly I mean by what language teaching is and what can be the approaches to teaching the language.

PERSPECTIVE IN EDUCATION

NO DETENTION POLICY

What is NO- DETENTION POLICY?

As per the No Detention Policy under the Right to Education Act, no student can be failed or expelled from school till the completion of elementary education covering classes 1 to 8. All the students up till class 8 will automatically be promoted to next class.

The essence of this policy is that children should not be failed and detained up to class 8. There are no examinations in the narrow traditional sense of the word up to class 8. Instead, the Act mandates a process of continuous and comprehensive evaluation (CCE) to assess and evaluate the student's learning.

THE RIGHT TO EDUCATION (RTE) ACT

The constitution Act 2002, Article 21-A in the constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a fundamental Right in such a manner as the state, by law, determine.

It means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

It came into effect on 1 April 2010.

WHY IS THE NO-DETENTION POLICY CONSIDERED?

Various states, including Delhi, have raised serious objections against the no-detention policy, citing it as a reason of high failure and dropouts in class 9 and 10.

Also, it is criticised that due to no-detention policy, students do not focus much on education as they already have it in their mindset that they will be promoted to the next class even if they don't perform well.

NEW PROPOSAL

When the no-detention policy is scrapped, an enabling provision will be made in the Right of children to Free and compulsory Education Amendment Bill which will allow states to detain students in class 5 and class 8 if they fail in the year end exam.

NO-DETENTION POLICY IS CRITICIZED

Negative impact on the standard of education :- most of the schools in interior places are running without any teachers. Hence, if the no-detention policy continues, it will leave a negative impact on the standard of education in India and force the children to face more harsh future.

No reward for hard work :- This policy has led to students developing a lackadaisical attitude, with there being no risk of failing. It also makes no distinction between those who work hard and those who don't. Thus it makes no effective way to implement a good level of teaching and learning.

Apathy from teachers :- With the policy in place, the education Department does not take steps to revamp itself and the teachers do not take the pain ton ensure a good education for the children.

Dark future of students :- Students coming from poor economic background face the problem in their coming life because of no good education in the schools.

ZERO ACADEMIC OUTCOMES :- If no merit is checked while giving promotion to another class, the children will never learn the importance of studying and acquiring knowledge. It will lead to a poor academic outcome in classes.

NO-DETENTION SUPPORTED BY MANY

The section 29(2) (h) of the RTE Act makes a comprehensive and continuous evaluation mandatory. Wherein schools are expected to use test results to improve teaching and learning of the child, unlike traditional board examinations, the CCE visualises evaluation as a diagnostic tool to improve learning. So scrapping the policy is not a solution. In fact, it should be modified and corrected.

If a student is made to repeat a grade, there's nothing strong chance he or she will discontinue learning. Also, there is no research which establishes that repeating a year helps children perform better. In fact, not much burden helps the child not to take studies as a burden.

There can be modification made in the policy such as- each school should conduct exams to ascertain which student is weak in what subject. If the child is weak, the school should take additional classes or special coaching.

MAHARASHTRA :- the policy has reduced school drop rates and helps in building self-esteem. States should be given freedom to decide whichever policy to follow.

TELANGANA :- Enables a child to learn better without the fear of failure, detention and stigma. CCE should be strengthened. Does not focus on rote learning.

KARNATAKA :- It is important to sustain students' interest in education. Year- end evaluation should be conducted and students with low scores should be helped.

Education is not about degrees or marks but it is about the skills, knowledge and rationality injected into the minds of children. But that does not make redundant marks in the context of exams given the mounting level of competition. Marks act as a yardstick to measure the alignment of a student's mind in a given subject but this alignment comes to play only after one crosses the level of class X board exams. This is because, more or less, the subjects taught up to that level of class X board exams. This is because, more or less, the subjects taught up to that level are uniform and they are designed in a way to impart basic knowledge about the different subjects to the children. It is imperative for any society, especially one like us, who seek to harness the demographic advantage into an economic one, to impart a quality education.

The no detention policy guarantees every student promotion up to class VIII. The rationale is to contain the drop-out rates in the schools and ensure compulsory education up to the age of 14 as asserted by the Article 21-A in part III of the constitution. But, the fact is that it has helped in the vitiation of the public education system in India. It can erase the fear of studying well absolutely from the minds of students as they may take promotion for granted. Their parents, who to a great extent belong to socially and economically backward group and often cannot find much time to pay much attention to the studies of their children, might also become less concerned.

In the reality of our country's education system, the use of CCE is far from perfect. That is because effective implementation of CCE requires multiple other things such as a low pupil-teacher ratio, high-capacity teachers and a culture of teacher empowerment. However, even a poorly done CCE that uses many more parameters and feeds into the teaching-learning process is superior to a traditional, high-stakes examination system that is inherently narrow and often traumatic for students.

In either situation of detention or no-detention, the education efforts required for the child to learn remain the same; formative assessment combined with no-detention helps in these efforts, whereas detention harms the child and helps only in easy labelling required for administrative reasons. The fact is that all children can learn the curricula in eight years, given appropriate pedagogy and environment. Detention is punishment to the children for the failing of the education system, so it's cruel and unjust, along with being completely ineffective.



HOW HAVE I DEVELOPED AS A TEACHER



It was my dream to become a teacher in a school. But becoming a teacher was quite different as per my thinking before joining the IAAT. As I joined 'I am a teacher' it really started sounding me like yes, I am a teacher or I have become a teacher but as I started with the journey I realised there were a lot of different and new things that I wasn't even aware of. I didn't know about. We all were asked to choose a class you would like to practise in. I opted for lower grades. I got grade 1 as my class for practise.

It was my first day in my class, I was extremely excited and nervous at the same time. As I never imagined a classroom where I would stand like a teacher. Of course as a parent I had visited classrooms many times but not as a teacher! So, on that particular day I just had to observe the classroom's physical aspects, students and the teachers. Students were happy to see me. They were coming one by one asking me, "who are you?" "Are you going to teach us?" etc etc. then my CT(collaborating teacher) asked me if I can do craft work? I said yes, then she asked me to decorate the class board. I started doing it. It gave me immense happiness. Then in a day or two only I had learnt the names of all the children of the class. They all come to me asking their names. I could sense that they all want me to recognise them with their names. Here I felt how important



it is to identify the children with their names only. They also have a sense of identity.

Then came the question of rapport building amongst the students. Will they accept me was not a big question for me as I could sense the affection coming from children. But how to build rapport was a question for me. As we all used to have discussion amongst our peers we all were in dilemma. But luckily I didn't struggle much! Each one of us have a unique way of learning and teaching as well. So, connection build automatically with our own qualities and hard work. My CT has been really helpful to me in every aspect of classroom. We both used to sit together discussing the lessons to be taken, also the lesson I prepared were taken into consideration by her. She helped me in executing them in the class also led me the way forward. Mentoring and guidance also play a very important role in a learner's life.

The patient and calmness and most importantly the love she showed me made my way easier. The trust she had shown me encouraged me a lot throughout my journey. During the learning process lesson planning was a crucial part but my CT helped me in a very subtle way that I never realised that pain. First day of teaching in the class was a nice experience as she advised me to start with a small chunk that really helped me in building the confidence of teaching in front of the class of 32 children. Her feedbacks after taking the class, the pre conferences with my mentor teacher and the collaborating teacher also helped a lot.

The model of mentoring have been extremely enriching for me. The passion my CT has for her profession is something I really appreciate and it also give me the motivation to rise as a teacher and as a person in life. Her extreme interest in giving me the feedback after every session I took during LTW helped me grow each day.

I also hope to learn something new each day in life and also to be a teacher who could touch the children's life and help them explore their own potential and uniqueness as a human being.

Lesson plan

Lesson name/ number: MAGIC E
 Subject area/s: language

Grade:1
 Date: 5 Dec, 2017

Learning Outcomes

Students will be able to: recognize and pronounce the words that follow c-v-c-e rule where the first vowel is long vowel and the final e is silent. Also students will be able to write words with c-v-c-e spelling pattern

Prior Knowledge

Students can read some words with c-v-c-e pattern but they are not aware of the pattern that follows

Time / Duration	Flow of Lesson	Strategies (Discussion, Think Pair Share, Jigsaw etc) Classroom dynamics (Whole class/Small group/Pair/Individual)	Resources (in bullets or numbered list)
7 mins	Introduction: Educator will sing a song with children, the song will be written on the board or the flip chart beforehand. the song is as follows The A in plate says, "A", The A in plate says, "A", I say the "A" but not the E, The "A" in plate says, A	Whole class	<ol style="list-style-type: none"> 1. Flip chart 2. White board 3. Board marker 4. sheets

<p>15 mins</p>	<p>The "I" in time says, "I", the "I" in time says "I", I say the "I" but not the E. the "I" in time says "I". The "O" in home says, "O", The "O" in home says, "O", I say the "O", but not the "E". The "O" in home says, "O".</p> <p>Main Lesson:</p> <p>Educator will tell the students that there are some words that have silent E that makes a vowel say its name. Give some examples to the students with vowels as a short sound whereas in some words vowel has a long sound. Will take all the 5 vowels with short and long sound both.(A,E,I,O,U)</p> <p>ACTIVITY:- UNSCRAMBLE EACH WORD:- WRITE THE CORRECT WORD ON THE LINE IKBE, KAEC, LAPEN, FULET, EKSTA, IPE, MTIE, TIEB, EMIL, PEOR, EMOD, TEIK, VEFL.</p> <p>Closure: QUICK ACTIVITY:- CHILDREN FROM EACH GROUP WILL SAY A NEW WORD WITH MAGIC 'E'.</p>		
<p>Differentiated Learning</p>			

(Extension & Reinforcement)			
Assessment	Will be done simultaneously in the game word scramble		
Home Assignment	Create a new song using different words with vowels on a sheet of paper and draw, decorate it. List down the things you see around and classify them into short vowel and long vowel sounds.		

MY CLASS BOARD WORK

I CREATED AN INTERACTIVE BOARD FOR MY CLASS





“By learning
you will
teach; by
teaching
you will
learn.”

Latin Proverb

Reflection of Junga Retreat



As i got to know On the day of orientation that we would have to go outstation for the retreat i got very upset I was not at all prepared. I was not even willing to go as I never ever went somewhere without my family. I remember when I was 18 years old I was supposed to go to Dugri for a year for the training of Airhostess with British airways, I got selected I filled up the consent form etc. but when I came to know that I have to live out for a year I had a fear but I was suppressing it but my family didn't allow me and I sat back home. I lost the opportunity since then somewhere in my mind I had fear of not going out alone for sleepovers. Now this time my husband insisted me to go, he said you should try if you don't feel easy I will come to bring you back .You just don't worry and go I kept on thinking till late in the night ,the night before we had to leave. Around 11:30 I started packing stuff. It was really-really difficult for me. Then as we reached Junga I was the first person to enter the camp and there i saw a beautiful smiling face welcoming us that was Smriti ma'am she came forward .I was glad to see her. I liked the camp, surroundings, green valley! All tiredness went away. Then we started with the sessions, and the rope and hoopla game the

pipe game I did something that was completely out of daily chores/routine I have been following the same routine for the past 14-15 years. It was so mesmerising/energetic. Living in tents, surrounded with the lush green valley all around was so rejuvenating. I didn't have the patience of sitting at one place for 3-4 hours continuously then taking up different challenges everyday all beyond your thinking. It was like yes! I can also do a lot more than cooking, sleeping, giving tuitions and looking after the family. There is a world outside. I came out of all these fears which I had never even thought of. I realised that besides the faculty and friends somewhere I was pushing myself go ahead and try Deepti! Try! Or you will miss the opportunity. On seeing others doing rappelling fire walk, rope bridge courageously I thought why can't I do if they all can! What is there in me that stops me. Then I came forward with the courage gathered. I loved the song sung by all on my birthday. It was so beautiful. I just loved it. Smriti ma'am's hindi songs touched me a lot. Manit sir's way of motivating all of us was heart warming. Then trekking part was wonderful, I used to walk a lot but this time I realised no! It's too hard to do. On reaching up I could see the spirit of each one of us. Savita ma'am, Vicky sir, Tarzan sir and Shoaib sir they all had been so sweet throughout the journey. Cooking on chuha, music played by Manit sir, (that too in hindi), collecting wood, treasure hunt (sab kuch ek se badh kar ek interesting tha). Samira ma'am's quiet face and a lively smile she gives whenever our eyes contact, OMG! She is so cute. Ayushma's chirpy voice, her true heartedness, Indu ma'am's sweet smile and her dance! wonderful. Priyanka and Amita's

contribution in making desserts. It was tremendously heart-warming. Then Anshu's dance!! She is such a true soul. Gem of our class. In my life I always had a thought that my luck in terms of making friends and to be with them for a long time never worked. I am truly saying that I don't have any such friends that I can sit with or share my stuff with. I always went beyond my limits to hold them back in my life but it never worked. (Toh maine isse meri kismat hi maan liya) I started teaching my son the same thing "never get too attached to someone" it hurts a lot at the end. But here in my IAAT class I can see the transparency and live for each other. But still i have that feeling that I can't find or get a friend who will remain in my life for long. I don't know why! There are many things which were not in my control so that i can hold them back. People don't like my bold attitude, people don't like my truthfulness, they want me to wear lenses to see the world differently. But I can't do so! This retreat helped me a lot to know myself better. I always had a thought that I am a fearful person and now I have come out of that sleeping under the open sky was a wonderful experience. I am thankful to you and Manit sir from the core of my heart. You know what, I had this feeling and i still have, even i shared it with Samira ma'am and Indu ma'am in a group activity that i have this fear in me that will I be able to get a good job after doing IAAT. I don't know why! There is no specific reason behind. But still it has taken place in my heart and mind that would I be able to?! I know I am getting a lot to learn which I never thought of! May be I have a fear of getting a good job as i never tried for it. IAAT have come up with such a great

thought to change the education system which almost all of us missed in our schools. But I can see this becoming possible in the lives of the kids of this 21st century and I believe that they are blessed to get the right/valuable/true education.

DO WHAT YOU FEAR AND THE FEAR DISAPPEARS

SDMC AND CAMP VISIT



I was very excited when I got to know that we are going to visit the SDMC school and some camps which are called the slums also. It was a 4 day expedition. I had to go to the SDMC school which is located in the police colony, Hauz Khas, New Delhi everyday. The first day of the expedition was scheduled as the orientation of the expedition then the observation of the SDMC school and also the WHY AND HOW about this expedition. My first experience of visiting a Camp has been the visit to Begumpur village camp. It is divided into 3 camps called Indira Camp, Motilal Nehru Camp and one more camp was there. I visited the Indira Camp. My first belief before reaching there was that it would be a proper village with kutcha houses, tin roofs, cow dungs everywhere! I thought we would have to travel far off to visit this village but it took us only 10 minutes to reach from the SDMC school, Hauz khas. I always had this in my mind that villages locate outside the cities only. As I got off the auto it took me 5 to 7 minutes to believe that I am actually going to visit a camp which used to be a village some 30-40 years ago. As it touches the posh colony of Malviya Nagar, where I had been many times but never knew about this village.

I thought it wouldn't be so developed, must be having mud houses, tin roofs, cows, buffalos tied outside the houses, fields around but it was completely opposite to what I thought. There was a big ground where children were playing cricket. As I took a right turn I could see a big board on which "THE INSTITUTE FOR BLINDS" was written. I noticed it first and as I moved forward I saw very small houses with proper cemented roofs, paved roads, I peeped into the houses. Almost all the houses have all kinds of basic necessity things like gas stove, cooler, fans, tube lights, even some of them have pet dogs as well.



I had a big doubt in my mind about the people living over there must be uncultured, harsh, rude, uncivilised! But no! people were sitting outside their houses were curious to help us in whatever way possible. A lady came forward to ask how can I help you! I really felt how wrong my beliefs were! How wrongly I perceived them! All the children playing around came to meet me, asked didi what are you here for? I explained them that I am from the SDMC School nearby and I am here to study about the value of education you and your family has! So, I asked 3-4 young girls about studies, my questions to them were, Do you go to school? Do you like to study? Do you think studies play an important role in our lives? I thought they would would say we don't like to study, we didn't go to school after grade 5, we go for work so we do not get chance to study etc etc. but, my all the assumptions were wrong. Their answers to my questions were we all like to go to school, we all love to study, one girl was in 9th standard, another one was in 11th, they said it is very important to study in today's time. But on asking why is it important to study, they first said that our parents especially mothers are completely illiterate, they don't know how to read or write, it makes us feel bad and also the answer I got afterwards made me very upset and depressed. They said, "we are studying so that we will be able to earn our own living as in our society men are a drunk, they will beat us after marriage and will chuck us out of the house and at that time we will not be dependent on anybody!" that was the saddening part. I talked to them on this point for 15-20 minutes. They were also glad to talk to me.

The camp I visited was quite different from the camp I had in my mind. Women over there were working in the nearby colonies as domestic helps. Just like a normal city life they are were living a normal busy life with lots of work like managing the house, taking care of their children, their elders in the family.

At the end of the expedition we had arranged Bal Mela for the community children at SDMC school. We arranged types of games for both children and their parents. They came in a large number. We also arranged some food for them. Children from the community especially came to tell me that didi we are here! They all enjoyed to the fullest. The games and the food both we offered them with our heart wide open.

The learning for me from this expedition process has been that we all are the same. This is our thinking which bring differences in the society. On the day of mela we all were on the same platform. Regardless of the caste, religion, class or community we belong to.

SOME UNFORGETTABLE MOMENTS



B'DAY CELEBRATIONS, IMPORTANT THROUGHOUT THE YEAR

The beautiful song we sing (Aao humsab milkar naache aur gaayein, Monika(name of the birthday person) ki saalgirah hai, saalgirah ho aapko mubaraq hum sab ki yahi dua hai

ANOTHER UNFORGETTABLE MOMENT, SESSION WITH "SADANAND JI"



FOUR RIVERS AS A RETURN- RIVER OF DELIGHT, RIVER OF SURPRISE, RIVER OF INSPIRATION AND RIVER OF CHALLENGE. AND I RETURNED WITH THE RIVER OF DELIGHT AND INSPIRATION! AS I DID NOT EVEN THINK OF ANY SUCH INSPIRATIONAL SESSION, WHERE WE WOULD LEARN SO MUCH ABOUT BEING THE TEACHERS WHO COULD TOUCH THE LIVES, IN SUCH SMALL SPAN OF TIME! I AM REALLY THANKFUL TO SADANAND JI AND SMRITI MA'AM FOR GIVING US THIS OPPORTUNITY.