



Projects of Mirambika Free Progress School from April 2025



RED

Dosti with mirambika

Aim:

- To develop trust in the Diyas.
- To develop relationship with friends.
- To stay independently like veer baalak.
- To grow with sensitivity towards friends and the mother earth.

Observations about the group:

- These are a group of expressive children
- Love to listen to stories, like to see drama put up by Didis, they also like to be involved in their drama.
- Art and Craft come spontaneously to them.
- Cleaning activities, pouring water in the plants, a favourite
- Except for two, rest of the children are able to stay independently in the group.
- They have started participating in different group activities like music, dance, storytelling, art and craft activities.

The group spirit is slowly developing



DOSTI.....



Related Pictures



BLUE

हमारा बरगद का पेड़

Aim:

- बच्चों का प्रकृति के साथ रिश्ता बनाना ।
- भाषा का विकास करना ।
- अनुभव के साथ सीखना ।

Activities:

- बरगद के पेड़ के पास की साफ- सफाई करना ।
- पेड़ पर चढ़ना और झूला झूलना ।
- फूलों को उठाकर लाना और उससे रंगोली बनाना ।
- बरगद के पत्ते से चीज़ें बनाना जैसे पत्तों से कटोरी, मुकुट बनाना ।
- पत्तों से हस्तकला में जानवरों की पपेट बनाना ।
- बरगद पेड़ से बातें करना ।
- बरगद के पास अपने अनुभव को व्यक्त करना ।
- गीत और कहानियाँ बनाना ।

Evaluation:

बच्चों ने अधिकतर दिन बरगद के पेड़ के पास उसकी छाँव में बैठना, पत्तों को उठाकर उससे कटोरी, मुकुट, आदि बनाने का अनुभव लिया। बच्चे कभी पत्तों की कटोरी में फूल लाकर रंगोली बनाते तो कभी लाल बीज लाकर इकट्ठे करते। बच्चों का वहाँ पर झूला झूलना अच्छा लगता था।

बच्चों ने बरगद पेड़ के साथ बातें की और उसके पास हुए अपने अनुभव को भी बताया।



गुरबानी - बरगद के पेड़ ने कहा, “मेरे जो पत्ते हैं मैं उसे नीचे गिरा दूँगा आप उन्हें ले लेना, बरगद के पेड़ ने मुझे बहुत सारे पत्ते भी दिए फिर मैंने उन्हें धन्यवाद किया।”

अनाहिता - बरगद के पेड़ ने कहा, “मैं बहुत बड़ा पेड़ हूँ और मैं सबको शांति देता हूँ, मैं सबको झूला झूलता हूँ।”

ह्रिदित – “मुझे यहां पर झाड़ू लगाना अच्छा लगा, झाड़ू लगाने के बाद जो साफ हो जा रहा था उसे देखकर मुझे अच्छा लग रहा था।”

सुचेतोना - बरगद का पेड़ ने कहा, “मैं आपसे ड्राइंग करना सीखूँगा।” उन्होंने मेरे साथ खेल रहे थे। वह मुझे पत्ते दे रहे थे, और मैं नीचे से उठाकर उन्हें पत्ते दे रही थी।

हैदर- बरगद के पेड़ ने मुझे लकड़ी दिया, मैंने उसे फोन किया, (लकड़ी का फोन), फिर मैंने उसे कॉल किया उसका कॉल नहीं आया था, वह फोन नहीं उठा रहा था।



मिराम्बिका का जन्मदिन

Aim:

- मिराम्बिका के साथ बच्चों का रिश्ता बनाना ।
- प्रफुल्लित प्रयास फूल को जानना और उसके साथ रिश्ता बनाना ।

Objectives

- मिराम्बिका परिसर को और अधिक देखना और उनके विभिन्न स्थानों के बारे में जानना,
- अन्य समूह के नाम जानना ।
- नये समूह के दीदी-भईया के भी नाम जानना ।

Activities:

- Singing mirambika songs
- Visiting mirambika and making drawing of their favourite places
- Making mirambika flower
- Doing self-reflection on,
 - “mirambika bade hone me mujhe kaise madad karta hai?”
 - Main prafullit prayas ke saath kya – kya kaam karta hun

Evaluation

इस दौरान बच्चों ने नये गाने सीखे जैसे 'मिराम्बिका मिराम्बिका आप हमारे दिग्दर्शिका, अम्बे अम्बिके'
बच्चों ने अपने समझ से "दिग्दर्शिका" शब्द का मतलब बताया

- फूलों का प्यार करना ।
- मिराम्बिका में हम समझदार बनते हैं ।
- मुश्किल मुश्किल काम करना, अच्छे से paint करना दिग्दर्शिका होता है ।

Few other reflections are:

- मिराम्बिका में फूल पेड़-पौधे, नेट क्लाइंबिंग, चिड़िया, मोर रहते हैं। वो सब मुझे बुलाते हैं, चींटी मुझे बुलाती है और गाना गाती है "छोटी सी है चींटी करती कितना काम" वो गाना गाकर मुझे बुलाती है।

मिराम्बिका में बहुत सारे खिलौने होते हैं और यहाँ पर सारे दोस्तों के साथ मिलकर खेलते हैं, वह मुझे अच्छा लगता है। मिराम्बिका में पढ़ाई नहीं करते वो मुझे अच्छा लगता है। मिराम्बिका फूल पत्ते तितलियां है चिड़िया है। मिराम्बिका में हवा है पर दिखता नहीं है

बच्चों ने अम्बे अम्बिके गाना को गाकर नृत्य किया।



GREEN

The Beginning of the Hindi Language.

In the Green Group, the journey of learning the Hindi language began with listening to Akshar Sangeet.

क ख ग घ
घ से हम घुलमिलकर रहेंगे
च छ ज झ
झ से हम झूमते रहेंगे
ज से जगमगायेंगे , झ से झिलमिलायेंगे
जगमगा के झिलमिला के
तारों जैसे टिमटिमाये

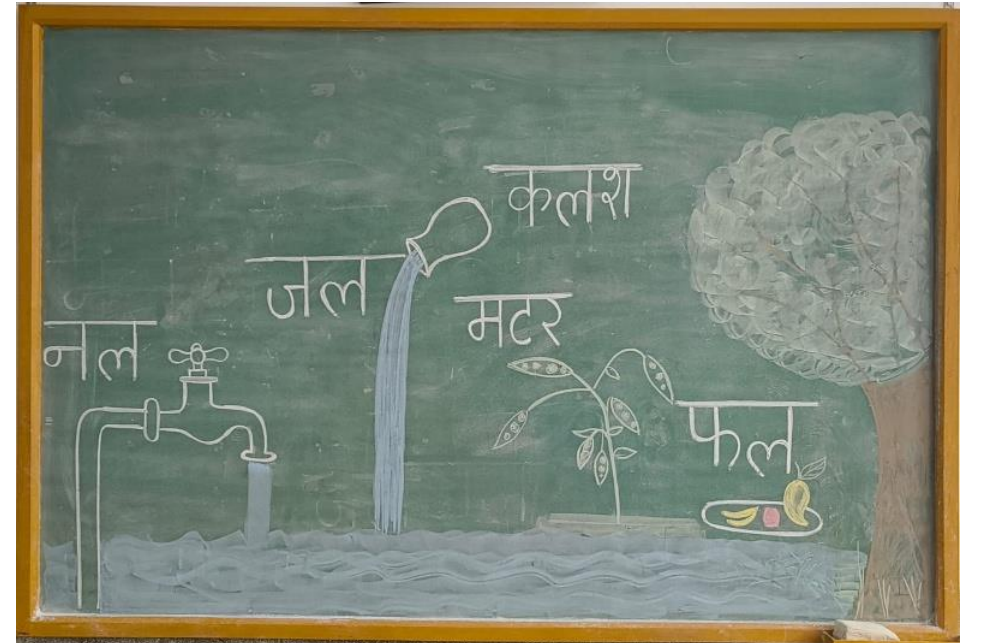
Concrete

The real objects नल, जल, फल were arranged.



Pictorial

We integrated **2D and 3D artwork**, displaying each name close to its corresponding piece.



A Friendship with the Banyan Tree- बरगद पेड़,

Enjoyed playing under the Banyan tree and also with the mud.

- Children explored by climbing the tree and expressed their feelings in this way:
 - “मैं चींटी लग रहा हूँ क्योंकि मैं पेड़ पे चढ़ गया हूँ।”
 - “ऐसा लग रहा है की आसमान में पहुँच गया हूँ, क्योंकि सब ऊँचा है।”
 - “मुझे लग रहा है घर। मैं पत्ते के घर में हूँ।”
 - “मैं चिड़िया बन गई हूँ।”



- Children became curious about the tree's name.

The tree introduced itself through the name card on it.

- Some children read the name aloud, while others tried to read it.

The children made their own banyan tree by cutting and pasting coloured paper onto a sheet, and wrote 'बरगद' next to it.



Welcoming July with the Joy of Rain

आ matra as **Jadu ki chadi**

Children heard the story and they also narrated their own story.

Wrote words and drew the picture of the word.

Beginning of writing the sentences

- **Hum kagaj ka naav banaye.**
- **Hum sab kagaj ka chata banaye.**
- **Kaala-kaala badal aaya,
tap-tap jal barsaya,
chap-chap jal barsaya,
rama-chaya chata laye.**



Some other words displayed in the group

नाक, कान, बाल, गला, गाल, हाथ

The monsoon gave us a beautiful opportunity to introduce the **choti i** (ई) sound through the word '**Baarish**' and **badi I** (ई) sound through **बरखा रानी आई कीड़ा दोस्त को लेकर।**

बारिश आई बारिश आई बरखा रानी को साथ लाई। कीड़ा दोस्त भी साथ ले आई।

YELLOW

Joy of learning the English Language

We created a space where children could hear and use English naturally through play and daily activities.





Instructions like “Let’s jump” or “Make a circle” were given during playtime, helping them understand and follow English easily. Games such as “The leader says...” and the group rhymes kept them engaged and made learning enjoyable



They especially enjoyed listening to stories from Jayanthi Didi, asking questions while looking at pictures, and speaking to her in English since she spoke only in that language. Gradually, they began using simple English sentences during story time, play, and even fruit-eating time.



We also asked them about their interests, and they shared ideas like making boats, houses, reading English, and doing crafts. They created models and related them to words and drawings on the board, helping them connect visuals with language. This hands-on, meaningful experience made learning enjoyable.

They began recognising words, identifying letters, and eventually learning to write. Through all these activities, the children developed an interest in reading and writing in English.



ORANGE

Project on An Ideal Child

As the children were acclimatising to their new environment, we decided to focus on the project topic, “An Ideal Child.” The aim of this topic was to nurture in the children some of the inner qualities essential for leading an enriching life and to make children aware of what the Mother has said about an ideal child. We began by reading the Mother’s insights on the qualities of an ideal child.



Through various stories, the children understood the meaning of each quality. They shared their own experiences related to these qualities both orally and in writing. They also engaged in word-matching games to remember the Hindi and English names of these qualities, learnt different synonyms in Hindi, and practiced constructing sentences with these words. Children found some of the qualities like perseverance, modesty and poise difficult to understand.

The reflective questions they explored were:



- When do I practice the qualities of an ideal child, and when do I not? For example, when am I enduring, and when am I not?
- Writing and drawing real-life incidents related to each quality.
- Understanding the meaning of each quality in my own words (in both Hindi and English).
- How have these qualities helped me to progress?



Alongside this, various reflection activities were done, where children explored different words they used while speaking, such as: 'है तोह क्य बलतम क नाध्य? ददम मेंह क्य में नोगल नाध्य है तरक? हैं तोप गलींहन नाध्य मह बक? ("What does 'attention' mean? What helps us to concentrate? When are we unable to focus on?") They also wrote their reflections on when they feel lazy and when they are hardworking. During this time, to improve concentration faculty, the children worked on various types of paintings and made decorative flower hangings for the group.

IDEAL

Topic -1 – Built prayers and aspirations to walk through the year by taking responsibility of self-learning.

Topic - 2- Value-based stories in English, Hindi & Sanskrit.

Topic - 3 - Letter writing.



The children started their journey by concentrating their attention on organizing the new space and wanted to select a name for the group. When the children faced some challenges in choosing a name for their group, they went to the meditation hall to get clarity from the Divine Mother. There, they sat quietly for some time, and took collective decision to name the group as “Ideal”.

Children at this age are ready to take responsibility for their self learning by participating in every activity

They are displaying their work on the board





On Rabindranath Jayanti, the children joyfully took part in the celebration and sang the Bengali song “Alo Amar Alo” and offered their love and respect to Rabindranath Tagore.

Topic: Language learning through value-oriented stories

The first topic was chosen for the children; this was around language development through 'value-based literature reading'. We have used value-oriented stories and poems in three different languages (Hindi, Sanskrit and English) to develop language comprehension and expression skills along with deepening concentration in everyday life's learning by thinking logically and reflecting upon inner/outer living patterns in oneself.

The literature used, like: "Krishna" By Sri Aurobindo, A Thirst for Light by The Mother, The Unseen Visitor, Footprints in the sand, Parable of the Laconic Spartan, The Miser: A story by The Mother, A Small Talk: A story by Dr. Nalinikanta and many more.....

To make these readings experiential learning, here are some activities carried out:

Activity: -1

Children recited the poem before Sri Aurobindo Statue



Activities after reading the story - Footprints in the sand, children wanted to explore footprint and handprint with colours.



Letter writing

After the holiday sharing, children continued their letter writing as a project. They took interest to know the history of letter writing and it was the time for Mirambika's birthday celebration. So we combined both of these ideas by writing letters to alumni children of Mirambika. It gave children an opportunity to learn about Mirambika's history. They visited post office to learn the recent history of communication through post office.

They also bought inland letters, envelopes and post cards with happy faces and wrote letters to their relatives and friends by using those and through this they developed their language expression ability.



Interaction with Alumni Children:

Children wrote a letter to Krishna Bhaiya, one of the alumni of Mirambika, asking him about his experiences when he was at Mirambika. They were curious to know how his journey was when he was in this group then.



Children heard the violin music from Sudarshan bhaiya, one of the alumni students of Mirambika



These 9 year old children are developing their logical minds. While learning the history of communication, children questioned, “how the birds find the addresses of the people and travel from one place to another”. To satisfy their curiosity, they were introduced to “the magnetic field of action in the atmosphere and how the pigeons were trained to use their instinctive knowledge to move from place to place”. The magnet play was done practically in the class. The children found it very interesting. Krishna – the alumni student was involved in this activity.



After the activity children wrote their understanding and drew pictures.



PEACE

Project on Skill Exposure

Peace Group's first project of the year offered exposure to a variety of foundational skills. The aim was to provide hands-on experiences that help children explore and strengthen essential academic and life-related abilities.

Four such topics were selected:

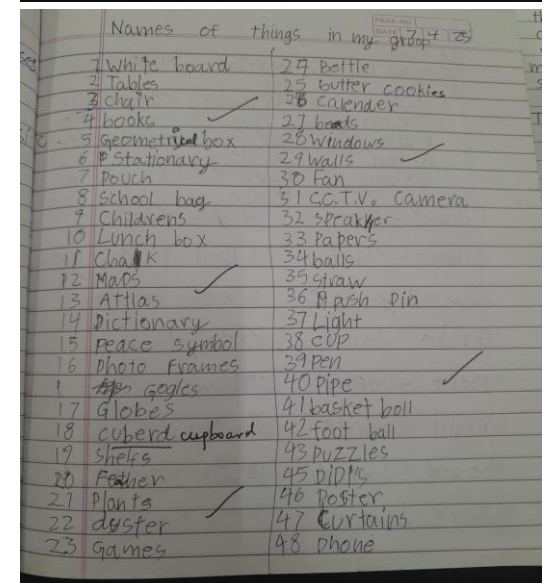
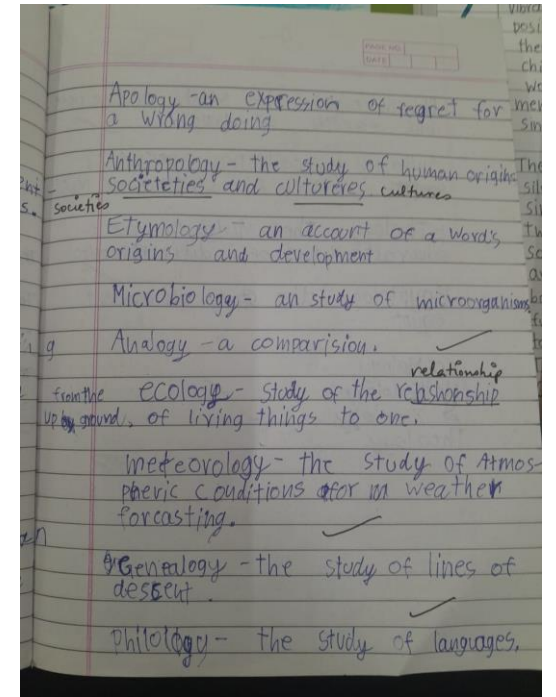
1. Language: Dictionary Skills
2. Science: Laboratory Skills
3. Mapping Skills
4. Library Use and Exploration (yet to be formally introduced, although the children are already happily using the library)

Dictionary Skills

This project was designed to spark curiosity and build a joyful relationship with words. Children explored the meaning, spelling, and usage of words using dictionaries and fun word-based activities. They were introduced to different word categories such as homophones, synonyms, antonyms, homonyms, and homographs, learning to distinguish them through engaging group discussions and games.

One key activity involved children working in teams to list as many nouns as they could, which they then expanded by sharing and learning from each other. They also extended this activity at home by identifying nouns in everyday spaces like the kitchen, bedroom, and bathroom, which led to deeper classification into proper, common, collective, abstract, and countable/uncountable nouns.

The sessions were lively, with children showing enthusiasm, collaboration, and growing confidence in language use. While their vocabulary skills still require ongoing support, the project created a strong foundation for language development through joyful exploration and peer learning.



This project introduced children to magnifying tools and the microscope to explore objects invisible to the naked eye. Through structured activities, they learned to handle and observe with magnifying glasses and microscopes, understand basic optics (concave and convex lenses), and conducted simple experiments comparing magnification in air, water, and glass.

Children practiced drawing and labelling microscopic structures and explored tools commonly found in homes and labs. They observed cheek cells, onion cells, and hibiscus pollen, and learned to identify and use parts of the microscope, including slides, lenses, and focus knobs.

The project enhanced scientific thinking, observation, and classification skills, while encouraging teamwork and curiosity in a hands-on lab setting.

At present, the group is working on trees and plants, as a continuation of the science lab skill topic.



SINCERITY

Topic: Materials around us

Aims:

To learn and know through hands-on experiential activities by doing experiments instead of getting to know by reading books.

To develop curiosity, detailed observation, thinking power, logical reasoning, learning by doing and questioning ability.

ACTIVITY I

Observing different objects/materials around us and classifying into various groups, as below

- i) Natural or man-made (Synthetic)
- ii) On the basis of their states of matter
- iii) On the basis of their characteristics and properties, such as
 - a) Colour
 - b) Texture (Whether smooth or rough surface)
 - c) Hard or soft
 - d) Odour
 - e) Shape
 - f) Size
 - g) Shiny or dull
 - h) Density
 - i) Brittle
 - J) Magnetic behaviour
 - k) Solubility in water
 - l) in vinegar solution
 - m) Solubility Solubility in soap water solution
 - n) Buried under soil
 - o) Biodegradable and non biodegradable

Children suggested and brought/collected the objects for doing the above activity. Identification of some of the characteristics such as texture, odour, shape, size and nature of material were done blind folded, which would help in development of mental faculties of the children.

ACTIVITY II

With the help of a magnet, children segregated magnetic substances from sand and correlated the source of these materials, and how these substances would have gotten mixed with the sand.



ACTIVITY III

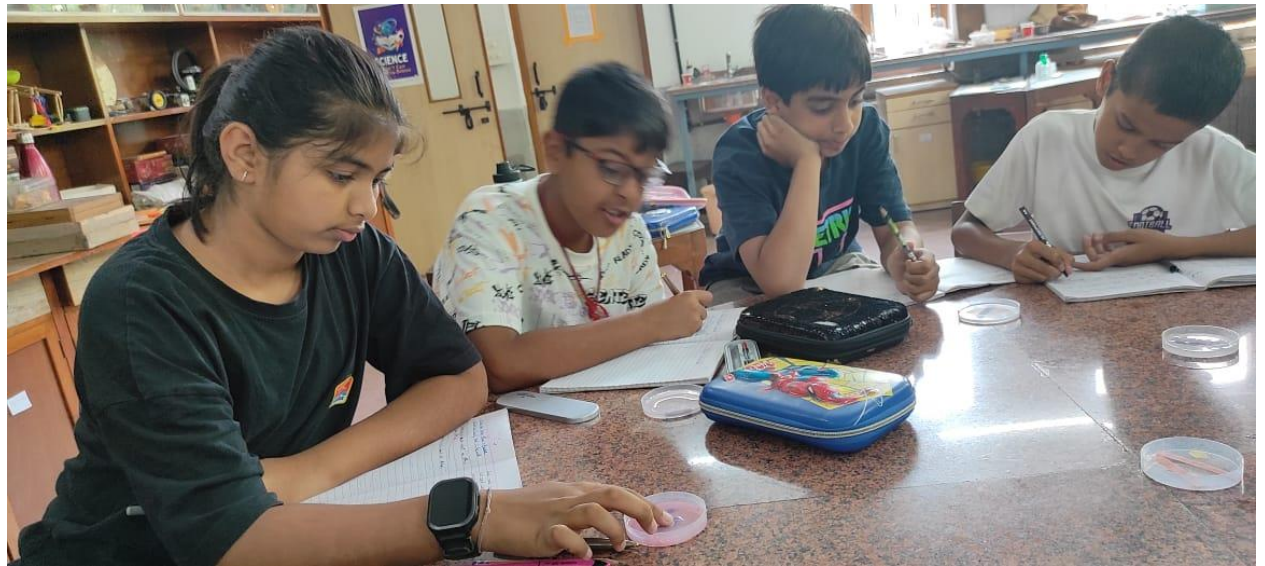
Burning of different objects, such as dry leaves, fresh leaves, sand paper, polythene, mud, aluminium foil, feather, wax, twig, thermocol, pista shell, rubber, etc., and observing the way in which different objects burn, as to the time taken by each object to burn, whether any smoke observed, if any ash formed, texture of ash formed, etc.

Observing which burns fastest – dry paper, wet paper, paper soaked in vinegar, paper soaked in soap solution



ACTIVITY IV

Identification of acids and bases with the help of litmus paper. In this activity children used different fruits and vegetables, lime juice, hand sanitizer, Dettol, dishwasher soap, coffee, ketchup, sprite curd, tea, milk, digene tablet etc.



ACTIVITY V

Children observed the reaction of water, vinegar and soap solution on various objects, such as paper, dry leaves, aluminium foil, thermocol, chalk, sand paper etc. Children buried these objects in mud and observed the changes that takes place in different objects. Children left these objects for weeks together and then may observe the changes that take place. Children observed reaction of HCL with various objects.



ACTIVITY VI

Watching video on extraction and manufacturing of certain substances such as camphor, rubber, glass, sand paper, steel, etc.

ACTIVITY VII

Identification and nomenclature of different apparatus in the Science Lab.

Data collection, Representation and Analysis.

PERSEVERANCE

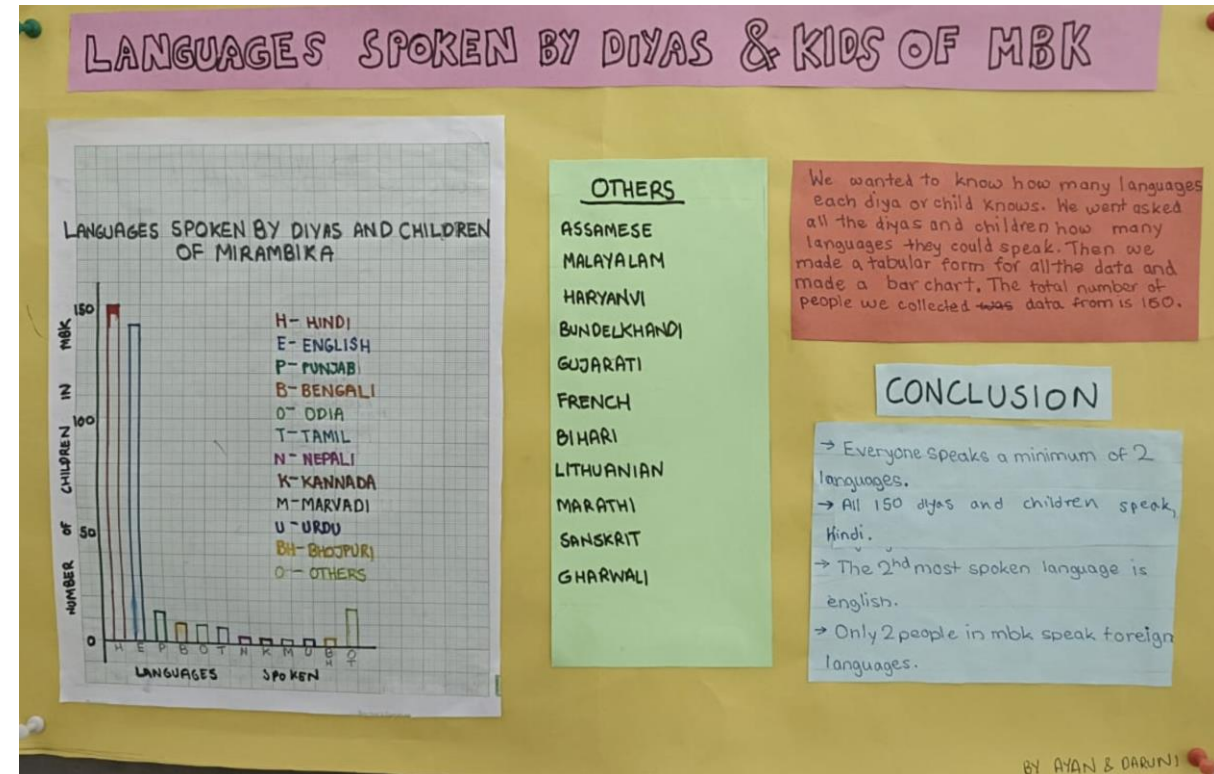
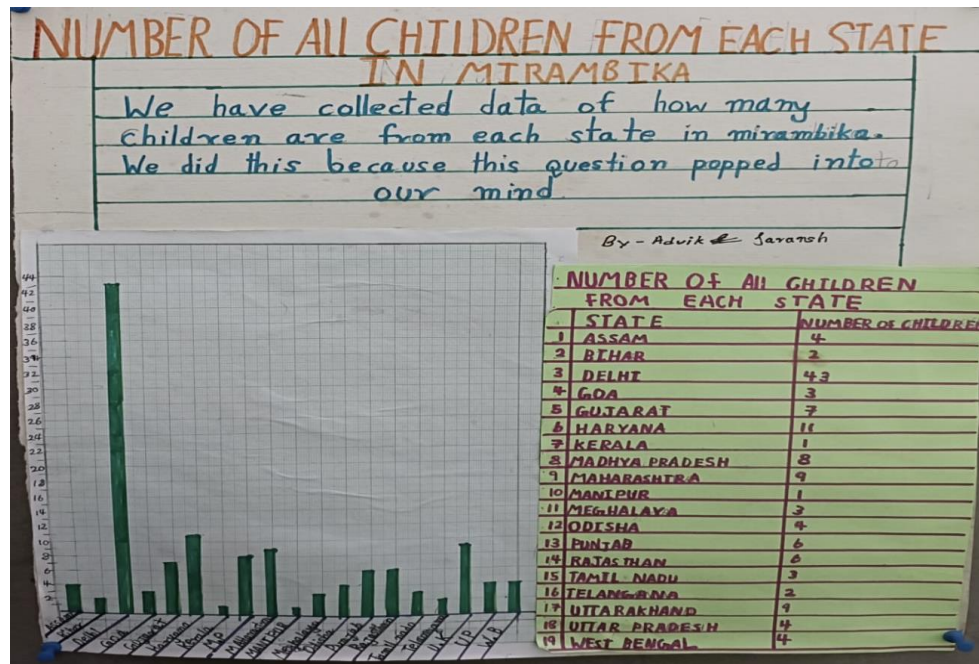
Children of Perseverance group (age 12+) were introduced to the idea of collecting information about the usage of their time during summer vacation. They had to record how they spent their day in one week of May and one week of June. They were guided to present this on an hourly basis.

week of July saw many of them with the data. One week of July was included to include the children who were unable to complete this data collection during their summer vacation. We also emphasised on the need for accuracy in the data collection stage.

Children came up with the questions themselves. They chose to work on topics either individually or in pairs. They shared with the group their strategies to source the information. They went about collecting information and were enterprising enough to overcome obstacles.

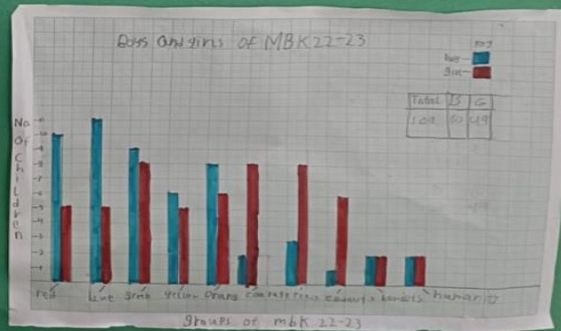
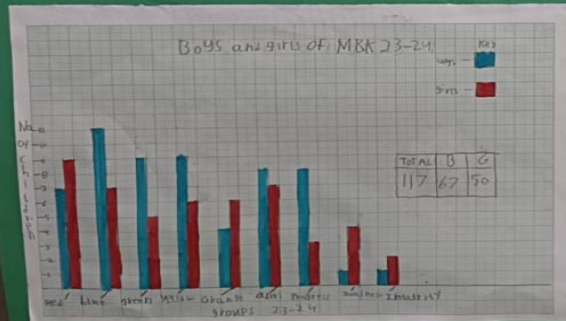
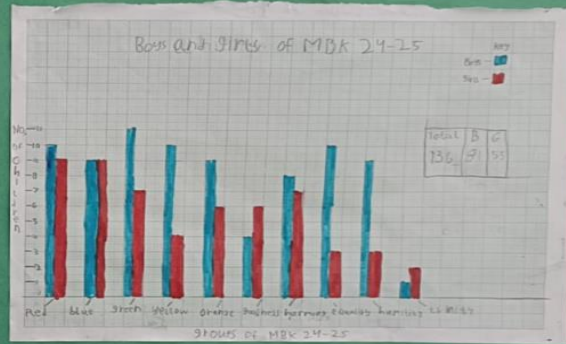
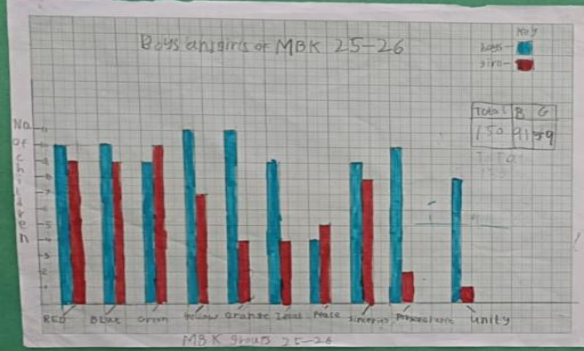
In Mirambika's birthday, children collected information on some aspects of Mirambika. The children showed spontaneous interest, and plunged into this project. We asked the children what information they knew already, what information they would like to collect, and how they would share it. The children came up with the questionnaire themselves. They shared with the group their strategies to source the information. They went about collecting information and were enterprising enough to overcome obstacles. They learnt how to handle the raw data, organised it into tables and thought about ways to represent it pictorially. They were already familiar with basic bar graphs, and we engaged them in discussion on variations. They were encouraged to determine which was the most suitable depiction, given the data on display. Through this they learnt about double bar graphs, divided bars, and pie charts.

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BOYS AND GIRLS OF MIRAMBIKA

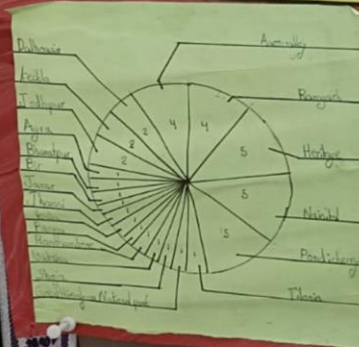
INTRODUCTION
I found the data of the ratio of boys to girls in MBK over the last 4 years



TRIPS That We Went On

Sl. No.	Place	Tally Mark	Frequency
1	Heritage		5
2	Nainital		5
3	Pondicherry		5
4	Aurovalley		4
5	Rangarh		4
6	Dalhousie		4
7	Kechla		4
8	Jodhpur		4
9	Agra		4
10	Bharatpur		4
11	Bir		4
12	Great Himalayan National Park		4
13	Jharar		4
14	Jhansi		4
15	Kulu		4
16	Panna		4
17	Ranthambore		4
18	Shoja		4
19	Tilonia		4
20	Vatika		4

Sl. No.	Year	place	place	place	place	place
1.	2005-2006	Aurovalley	Dalhousie	Nainital		
2.	2008-2009	Jodhpur	Pondicherry	Heritage	Rangarh	
3.	2009-2010	Jodhpur	Kechla	Shoja		
4.	2011-2012	Dalhousie	Pondicherry	Heritage	Jhansi	
5.	2012-2013	Agra	Bharatpur	Nainital	Heritage	
6.	2013-2014	Aurovalley	Great Himalayan National Park	Kechla	Tilonia	
7.	2014-2015	Aurovalley	Bir	Rangarh	Pondicherry	Jharar
8.	2015-2016	Aurovalley	Heritage	Nainital		
9.	2016-2017	Kulu	Heritage	Pondicherry		
10.	2017-2018	Nainital	Rangarh	Ranthambore	Vatika	
11.	2018-2019	Nainital	Rangarh	Panna	Pondicherry	



These is all the places we went in the last 2 decades!

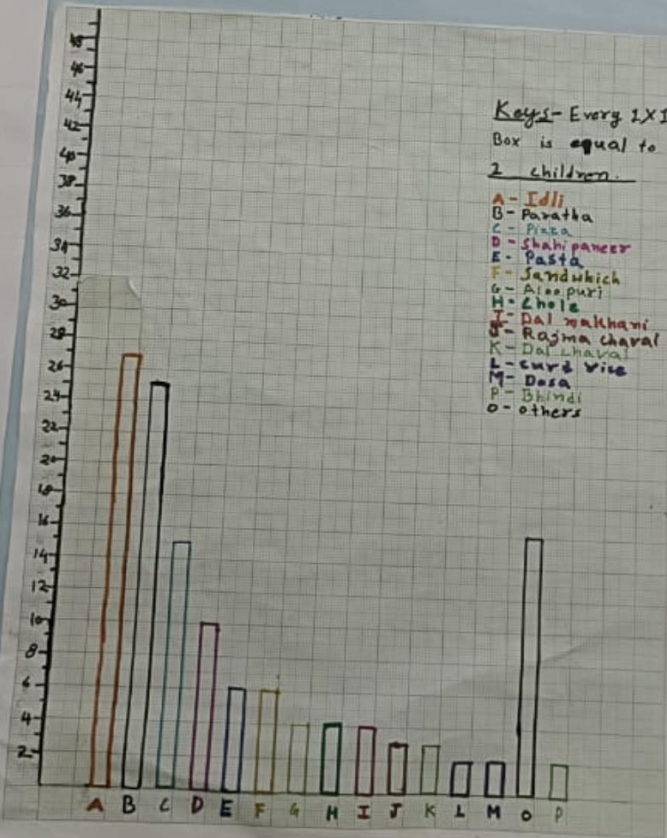
BY Adesh & NEEL

Perseverance 2025-2026

MIRAMBIKA CHILDRENS FAVOURITE FOOD

list of
Others

1. Biryani
2. Sadya
3. Burrito
4. Sushi
5. Paw-bhaji
6. Maggi
7. Mexican-rice
8. Vada
9. Salad
10. Kadar-paneer
11. Palak paneer
12. Dal-Dhokli
13. Khichidi
14. Sprouts
15. Kadi chaval



What & How

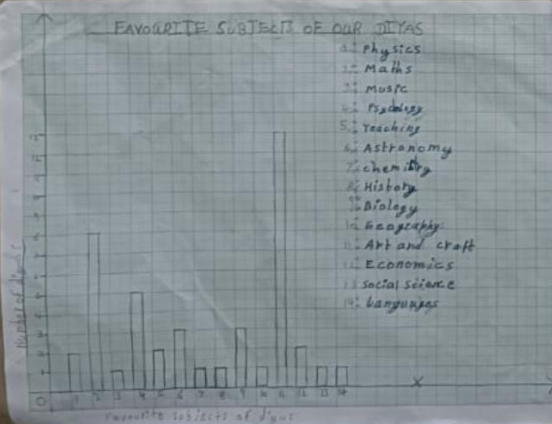
This project is about Mirambika children's favourite lunch food. I went to all groups to collect data from all children, organised in a chart & showed it as a graph.

By - Neelam

INFORMATION OF DIYAS

Why did I choose the project?
I chose this project so that I get to
know more about the dogs.
When did they join what are there favo
rite things. All the children can get to
know the dogs a little better.

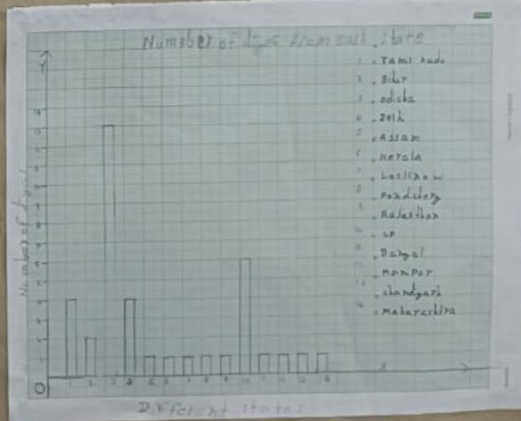
Date		Page No.	
<u>Subjects</u>			
Subject	Tally mark	Frequency	
English		4	
Maths		5	
Music		2	
Physical Education		5	
Teaching		2	
History		4	
Astronomy		1	
Chemistry		1	
Biology		4	
Geography		5	
Languages		5	
Art and Craft		2	
Economics		1	
Social Science		5	



W/O	Name	YOS	Duration
1	sr. Sri A	1921	44
2	subchana	1921	44
3	pareh	1924	29
4	Minat	2000	25
5	RACAMITA	1902	20
6	SRUBER	2002	18
7	KAGGALGA	2008	17
8	SARITA	2009	16
9	nitima	2000	15
10	Togi	2010	15
11	Koti	2010	15
12	soni	2011	14
13	salkati	2015	10
14	Kamala	2015	10
15	Kamlesh	2015	10
16	Kaldek	2019	6
17	Lalchami	2019	6
18	shira	2021	4
19	Salkira	2022	3
20	Salkha	2022	3
21	swarah	2022	3
22	stoti	2022	3
23	sozozaga	2022	3
24	Alumina	2022	3
25	10 lock	2022	3
26	Anaradha	2023	2
27	anpalkach	2023	2
28	talita	2023	2
29	chun	2024	1
30	Duchon	2024	1
31	Nandi	2025	1
32	shuda	2025	1
33	Hurchyath	2025	1
34	shuda	2025	1
35	stima	2025	1
36	rupam	2025	1
37	vasindaga	2025	1
38	donaldson	2025	1

Made by shariil-2025-2026

File No.	Name of states	Date
		Page No.
Name of cities	Tally marks	Frequency
Jamni Nadi	✓	1
Bihar	✓	1
Madhya	✓	1
Uttar	✓	1
Uttarakhand	✓	1
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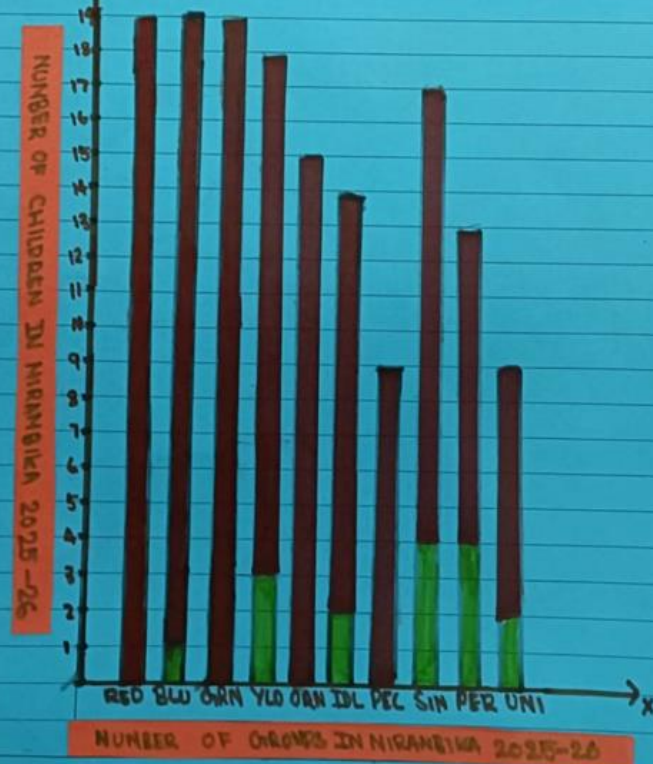


OAKSHAYANI PERSEVERANCE

8171202
TUESDAY

DATA OF CHILDREN WITH SPECS AND WITHOUT SPECS IN MIRANBIKA

Children without spectacles = ●
Children with spectacles = ●



Children shared their learnings with each other and with other groups. Some children from older groups pointed out errors in some data too! Our children were initially annoyed, but were counselled to accept these as valid inputs. The errors will hopefully be rectified in the forthcoming days.

Children of Perseverance group then analysed the data through their charts, drew conclusions, identified supporting data and trends, and the advantages of choosing the most appropriate data depiction.

Some reflection questions were shared with them to guide them into writing their experience of learning through this project.

1. Which were the senses that I used the most in this project(hearing, seeing, touching, smelling, tasting?)
2. Any discovery from this project that touched me?
3. What was one learning for my life from this project?
4. How do I feel about Mirambika now?
5. What are some challenges I faced and how did I overcome them?

UNITY

The group chose the name Unity and also chose qualities for themselves . The idea of Unity meant that they would help each other progress , listen to each other and not be critical of each other.

Project on Heat, electricity and microorganisms, Soil and its formation

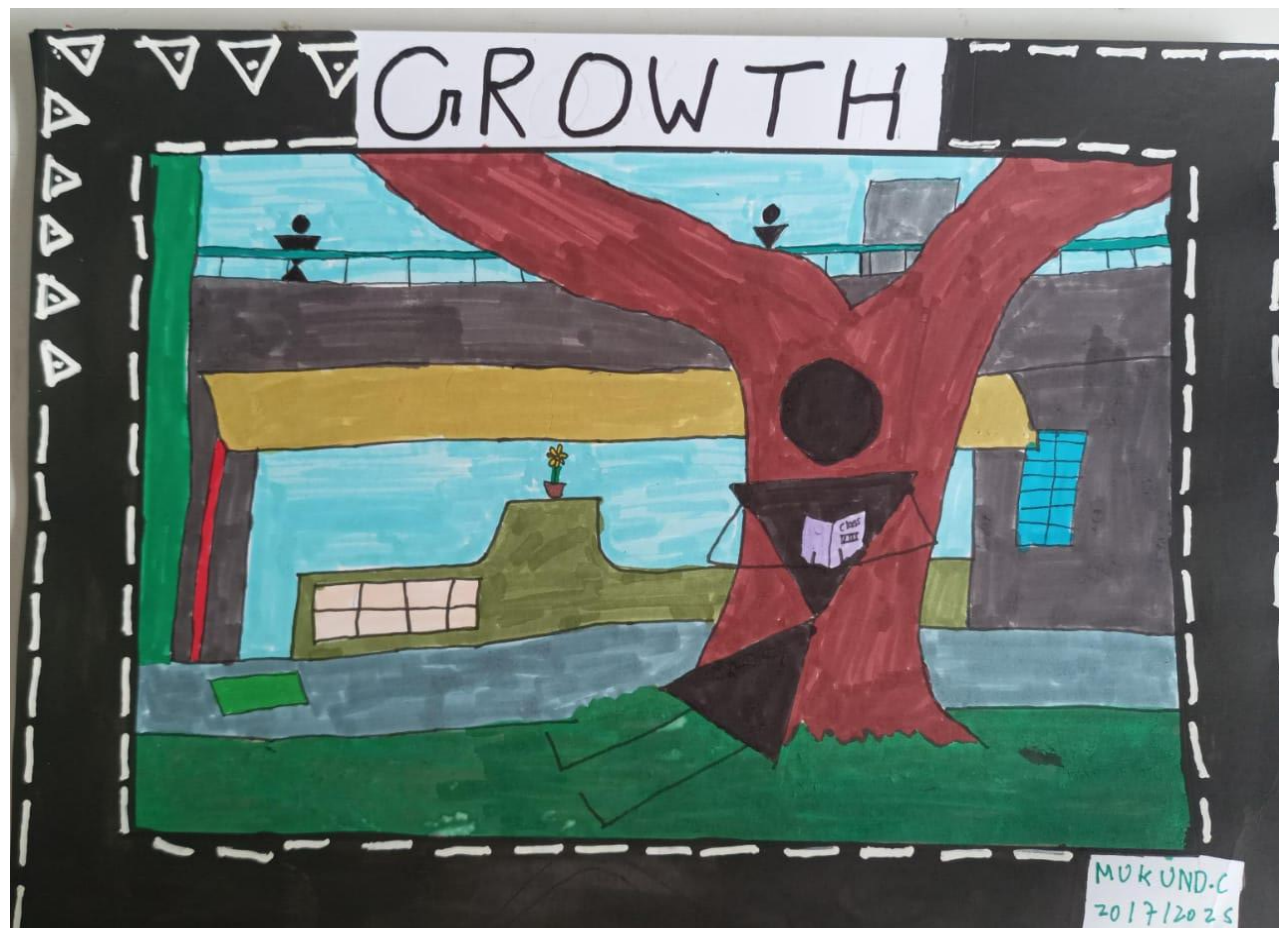
The study of electricity led them to study the history of the discovery of electricity and the inventions that made this powerful energy available to all of us. The play closes with these ideas.

Adesh : It is still supplying 30 percent of the electricity in the USA. Yet many people do not get electricity all the time and there is a lot of pollution because of the generation of electricity.

Einstein, Marconi, Tesla

Say we discovered electricity and invented ways to store it and use it. Now you all have to use it well.

The study of the constitution led the children to identify that for mirambika the values held are of being an independent learner, freedom to learn every where and always, unity, honesty, and happiness.



In art class, the children's feelings, impulses, preferences, and sense of beauty are meaningfully engaged, observed, and gently refined. The process invites a form of sensorial training — encouraging sensitivity to visual harmony, symbolic depth, and collective expression. Gradually, the children's ability to perceive, interpret, and create deepens.



Art in this context is not used merely for decoration, but serves as a medium to access inner clarity, to make meaning, and to give form to lived values.

This work supports the broadening and deepening of the child's heart — nurturing an ability to feel beauty, harmony, connection, and dissonance, and to respond to those perceptions with care, attention, and creativity.