

NEW SESSION – AN ASPIRATION





RED GROUP DOSTI



During these days in the presence of their parents, they are in the process of developing friendship with each other, with the Diyas, with other parents, with the physical space, the materials and the Nature, through several activities like songs, dance, drama, stories, indoor and outdoor games, nature walks, art and craft and food sharing.

Involvement of the parents: Apart from being available for their children, parents have been involved in making file folders for their child and also collectively making a mud pit for the children to have a mud-bath.





BLUE GROUP प्रफुल्लित प्रयास

On Mirambika's birthday बच्चों ने नाटक, कहानी और गाने के माध्यम से प्रफुल्लित प्रयास फूल के साथ रिस्ता बनाया, उसे कागज़ से बनाया, प्रफुल्लित प्रयास शब्द का मतलब जाने । वह कहाँ कैसे प्रफुल्लित प्रयास करते हैं उसके बारे में बताया। जैसे “एक बार मैं पहाड़ पर चढ़ रहा था, पहाड़ पर चढ़ना मुश्किल लग रहा था क्योंकि वो बहुत ऊपर था, मेरे अन्दर प्रफुल्लित प्रयास आया उसने मेरी मदद किया और मैं चढ़ गया” ।

“पहले मैं सब्जियों में टमाटर दिखता था तो उसको अलग करके रख देती थी। अब मेरे अंदर प्रफुल्लित प्रयास खेलने लग गया तो मैं टमाटर के साथ दोस्ती करने लगी हूँ।”

मिराम्बिका के बारे में बच्चों की सोच-समझ तथा भावनाओं को और अधिक गहराई से जानने के लिए उनसे कुछ प्रश्न पूछे गये, जैसे-

- आपको मिराम्बिका आना क्यों अच्छा लगता है?
- मिराम्बिका आपको क्या करने में मदद करती है?
- प्रफुलित प्रयास के साथ आप क्या-क्या काम करते हैं?
- आप प्रफुलित प्रयास के साथ क्या-क्या काम करना चाहते हैं?

बच्चों ने बताया –

मेरे सारे दोस्त यहाँ रहते हैं उनके साथ खेलने मैं आता हूँ, सारे खिलौने मुझे बुलाते हैं ।

यहाँ पर peacock रहता है और slide पर खेलना अच्छा लगता है ।

मिराम्बिका मुझे ब्लॉक से खेलने में मदद करती और शांति से बैठने में मदद करती है ।

मिराम्बिका मुझे Runing करने में मदद करती है वो मुझे शक्ति देती है ।

- सबको प्यार करूँगा, अपना कपड़ा खुद पहना करूँगा, ध्यान लगाकर बैठूँगा, पौधों को पानी भी दूँगा ।
- मैं कागज से लेडीबग (ladybug) बनाऊँगी और अच्छे से पानी पीना सीखूँगी ।



बच्चों के उन शब्दों को लेकर दीदियों ने एक गाना बनाया और बच्चों ने मिराम्बिका का जनमदिन पर उस गाने को गाकर नृत्य किया।



GREEN GROUP INTRODUCING THE HINDI LANGUAGE



Hindi is the language of Shruti. Initially, children took an interest in word games and games identifying the sounds of the letters in their names. Stories and songs became the foundation for the development of the Hindi language. An environment of daily storytelling was created for the children.



The writing of Hindi began with the गणेश स्थापना. The children listened to the story of Lord Ganesha. After the holidays, the children climbed the banyan tree. While making friends with the banyan tree, they learned and wrote the letters 'ब', 'र', 'ग', 'द' and made pictures of things starting with these letters. They created art from banyan leaves and the banyan tree and stuck them on their banyan tree.

In this way, the children formed a deep connection with Hindi letters and entered the world of the Hindi language through their experiences and art.



YELLOW GROUP ENGLISH LANGUAGE



As Language learning begins with Listening, an environment was created where the children can listen to the language. We started giving directions while doing exercises and playing games in the playfield. The children listened to them and did actions with Didi/Bhaiya. Like let us walk, let's run, let's go, let's jump...etc.

The activity extended to the classroom. They learnt rhymes and songs with action as they love to sing. While learning songs, they spontaneously become interested in adding sentences to the song - "When you're happy and you know it....".

Like - do a dance, sing a song, read a book, do a drawing...etc.





Through listening to stories and playing games, the children started responding and participated in conversation and discussion in the group and the playfield. They played different games to recognise the alphabet with flashcards and wooden block letters. Through different games and activities, they also explored rhyming words like rat, bat, cat, mat, pan, man, can etc. Familiarity with the language is gradually growing.



They played different types of games like ‘I spy something with my little eyes....’ to narrate happenings in nature and speak about objects, items observed. They also played games to narrate stories behind different pictures in flashcards.



ORANGE GROUP CHEERFUL ENDEAVOUR



After one and a half months of summer vacation, the session started with children sharing their holiday experiences as well as holiday work. Since Mirambika's birthday was approaching, mirambika's symbol, "Cheerful Endeavour" was taken up as our topic. The topic started with children listening to the story of Tara didi's meeting with the Mother and the Mother telling about the spiritual significance of the flower, African Daisy as 'Cheerful Endeavour'. Through different examples and stories, they understood the meaning of the word "Cheerful Endeavour". They made those flowers out of paper to be used for decorations.



Children learnt two songs on mirambika. A variety of reflection writing was done on this topic, such as follows

- ◆ Where all I do cheerful endeavour?
- ◆ How I will make this world more beautiful?
- ◆ What is my inner world and what is my outer world? What is the best gift I can give to mirambika?
- ◆ What did I learn from this topic?

Children celebrated Mirambika's birthday on the 15th of July. On that day they recited five short poems by giving their wish to mirambika.



GOODNESS GROUP POST OFFICE



children wrote letters to their friends during summer vacation and sent them through post office which created an interest to know about the history of letter writing and how post office had started. Children learned the history of the post office and how letters were sent through practical demonstration from the ancient times to modern age.

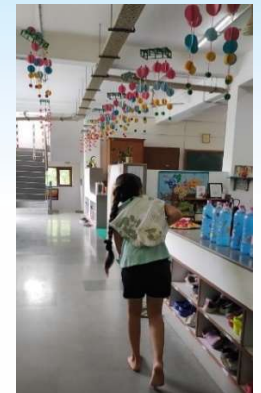
Descriptive forms of writing can be developed through this activity, they developed clarity in mind.

Children had opened a post office in mirambika .

Children put up a presentation and demonstrate the ancient process of letter sending and how it has developed in the modern age.

ACTIVITIES RELATED TO POST OFFICE

MAKING & SELLING OF ENVELOPES,
STAMPS & POST CARDS



Play for Red, Blue & Green Groups on letter writing: 'बेबी ने भेजा चिट्ठी मम्मी को'



Through this topic, children interacted with everyone in the school. They worked very hard to set up their postal service for the school, mostly to supply cards, envelopes & stamps. They developed an interest in sending letters through post office. Everyone was busy and joyful throughout the time.

**Children visiting the Hauz Khas post office - The Postman explained
in detail about how they do their work to run the post office**



**Sharing their presentation on stories of letter
writing and development of postal service**



B'day of mirambika Prepared by Children

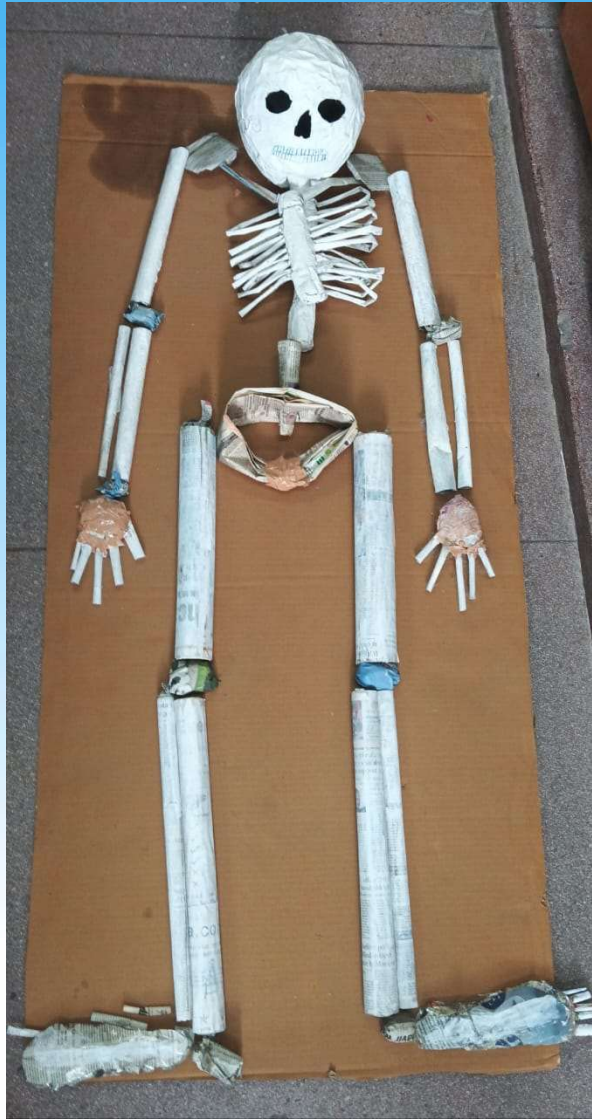


For Mirambika's birthday, children did a play and promised to practice goodness more in their lives. **Wrote letters to older diya's to know more about Mirambika stories and got letters from them. Through written communication they strengthened their relation with some elders in Mirambika.**



Story Telling Session





HARMONY GROUP HUMAN BODY

The children of the Harmony group were interested in exploring new knowledge about the structure of the human body. The children set the aims of this project as being healthy, growing stronger, playing sports without getting tired, and not falling sick. The children wrote many questions about what they wanted to know and learn.

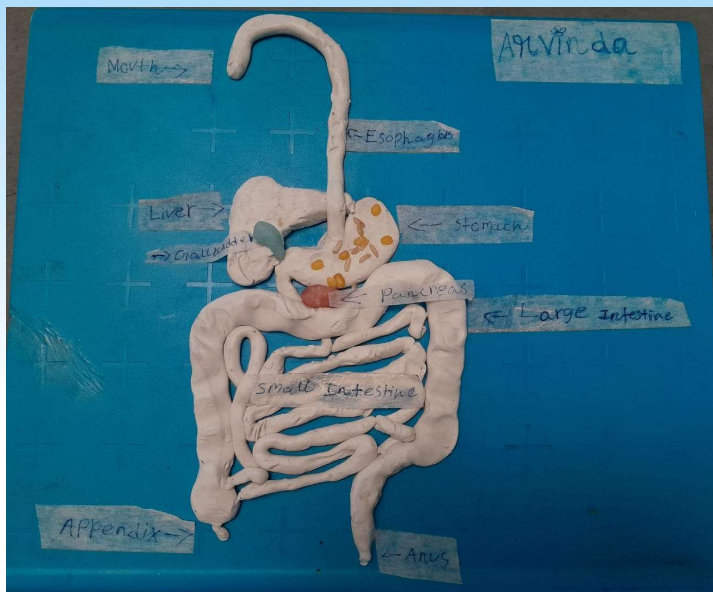
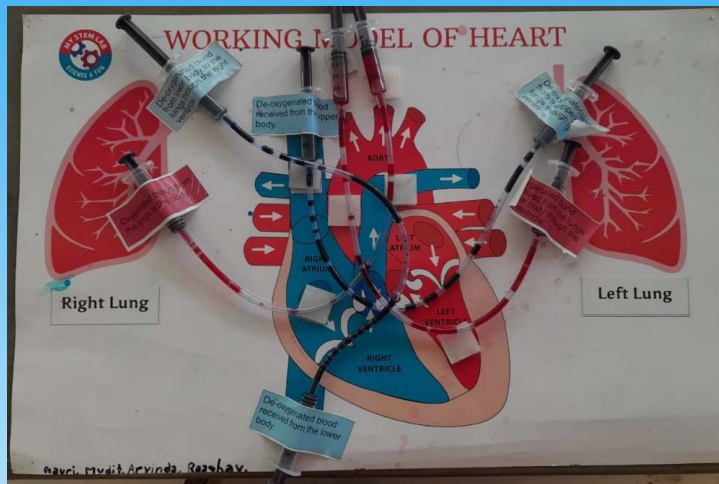
All of them wanted to broaden their understanding of human anatomy and physiology.

The entire project was divided into various parts - a) Teeth, b) Skeletal System, c) Nutrition, d) Digestive System e) Heart and f) Lungs.

Nutrition was introduced to understand the sources and benefits of nutrients in our body. The children kept a record of their daily meals with the ingredients in each dish and found out which ingredient contained which nutrient. Their habit of eating junk food was reduced to some extent. They made a chart where they showed different types of nutrition, their benefits and sources.

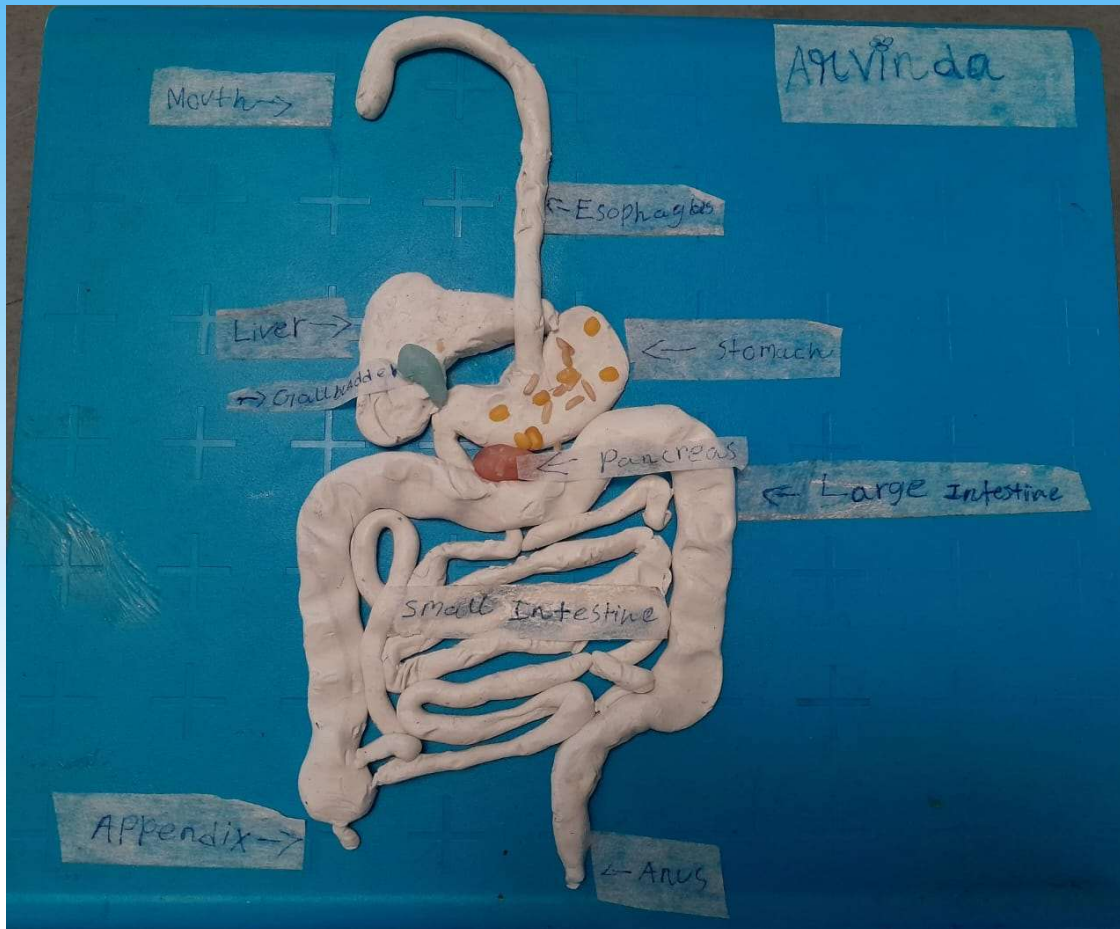


During the teeth project, children learnt the number of upper and lower teeth by counting them. They also did an activity where they ate an apple and an almond to explore which type of teeth help break down different kinds of food. In the process they came to know about the different function of each type of tooth like incisors help to bite, canines help to tear, and molars help to grind. Children made interesting clay models of teeth (jaws) to develop their fine motor skills, creativity, imagination and expression. In the skeletal system, they learnt about the different types of major bones found in our body and their functions. To get more clarity in their understanding, they made a model of the skeletal system with newspapers as a group project.



Hearts were introduced to learn about the functioning of the human heart, how blood vessels help in the functioning of the heart and understand the parts of the heart and their functions. Children did some activities like checking their pulse rate, listening to their heartbeat using a stethoscope, viewing some heart models and making a working model of the heart with their friends to understand how the heart pumps blood.

Afterwards, the lungs were taken up to understand the process of respiration. In the process, they learned about the pathways of air to the lungs and the functions of the respiratory system through a video. They also went to the library to collect information, understand the concept of lungs better, and write their understanding in their language



The digestive system was taken to understand the process of digestion and its important parts and their functions. The children could relate to the types of food they eat in which part of the digestive system they get digested and finally, they get energy. Children made fascinating clay models of the digestive system to get a clear understanding of the process of digestion.

REFLECTIONS BY CHILDREN

I wonder.....

I wonder.....I wonder, who is the one that controls the strings of my life? Who's the one who makes me say truth and lies, makes me do the right and wrong? Who has created my life, and the endless moment I have seen? I wonder, is my inner friend inside me? Or it is in the outer world? I wonder, is my inner friend a god? Or is he a good spirit in me? Who is the one who has created the universe, with the planets, stars and galaxies? I wonder, who is the mother of God or the many generations of his family? I wonder why has God sent me here, for what purpose?

I wonder..... I wonder, who made our body with so many things like carbohydrates, fats, minerals and proteins? Who made our nature with so many creatures? We so many things in our body like veins, bones and organs? Who thought of a creature who has a brain like a peanut and the arteries and the veins like some wires? Who is inside me? Is it he or she? Is it large or small? Long or short? Who tells me what is right or wrong? And who makes me strong?



EQUALITY GROUP HEAT

- Took up projects on **HEAT** – attempt to do a co-ordinated project with three groups.
- Diyas plannings were optimized through their sharing.
- Children were encouraged to articulate their own questions about the topics.
- Topic's diversity was revealing for the children and the diyas.
- **OLYMPICS** is an ongoing topic.
- Topical and therefore relevant for children
- Also children have an interest in sports
- The depths that can be covered was a fascination for diyas as well as children.
- Enthusiastically moving on towards completion.



MATH

Revision of fractions, Introduction of decimals, practicing logical problem solving through cows and bulls.

Music

A number of songs learnt and happily sung during occasions. There is a need to deepen their familiarity with some of the songs learnt. Group is interested in reviving a song of mirambika (choral arrangements and harmony)

Work on material consciousness, managing group materials, responsibilities through duties. Stationary management, requisition and tracking stocks and re-stocking; managing class library,

SANSKRIT

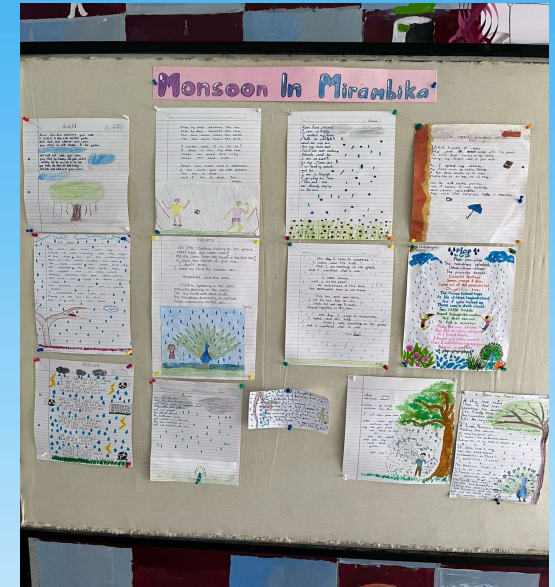
Sambhaashanam (spoken language). Introducing oneself, time etc..Subhashitam – grammar

ENGLISH

- Reading poetry on rain by Emily Dickenson and others.
- Writing poems on 'rain in mirabika',
- Identifying and correcting run-on sentences
- Story writing and its refinement
- Attempted a football match commentary on Jauhar Cup finals.
- Project related language work – reading non-fiction related to project, extracting info and rendering for diverse audience.
- Calibrating spoken language for different age-groups.
- Listening comprehension and recall.
- Letter writing evolved out of Goodness Group's post office attempt. Formats and etiquette. Reading and Comprehension on heat, dark room story.

ART

- Still life, landscape composition, paper craft, rakhi making,
- Children have identified art projects to execute in and around the group.
- Making Olymopic Rings as a group project to create an authentic replica of the Olympic rings.





HUMILITY GROUP MARCH TO FREEDOM



This project on the freedom movement in India culminated in our Independence Day celebration on the 14th of August with each child, with their choosing of different freedom fighters and presenting themselves in that role to the school.



The group worked on the project 'Heat'. The experiments, everyday observations and recording were used to discuss what heat is, how it is generated, measured and what is conduction, radiation and convection. Children consolidated their understanding of the concepts they learnt in the Heat project, chose different areas and presented their PowerPoint presentations as a conclusion to this project.

HINDI

Poems on heat written by various poets and given as unseen passages on heat. Reading and writing has improved. They are reading various paragraphs in Hindi and can understand. Grammar – nouns, pronouns and adjectives, verbs, tenses, time.

Unseen passages and poetry – answer questions and understand and analyse, vocabulary.
Short paragraph writing and reading passages.

ENGLISH

Reading and appreciating The Keeper, capitalizing on the group's deep interest in football. constructing sentences, punctuations, poetry recitation (Emily Dickenson, Sri Aurobindo etc), wrote poems on the rain, re-writing run-on sentences correctly, writing stories and refining them.

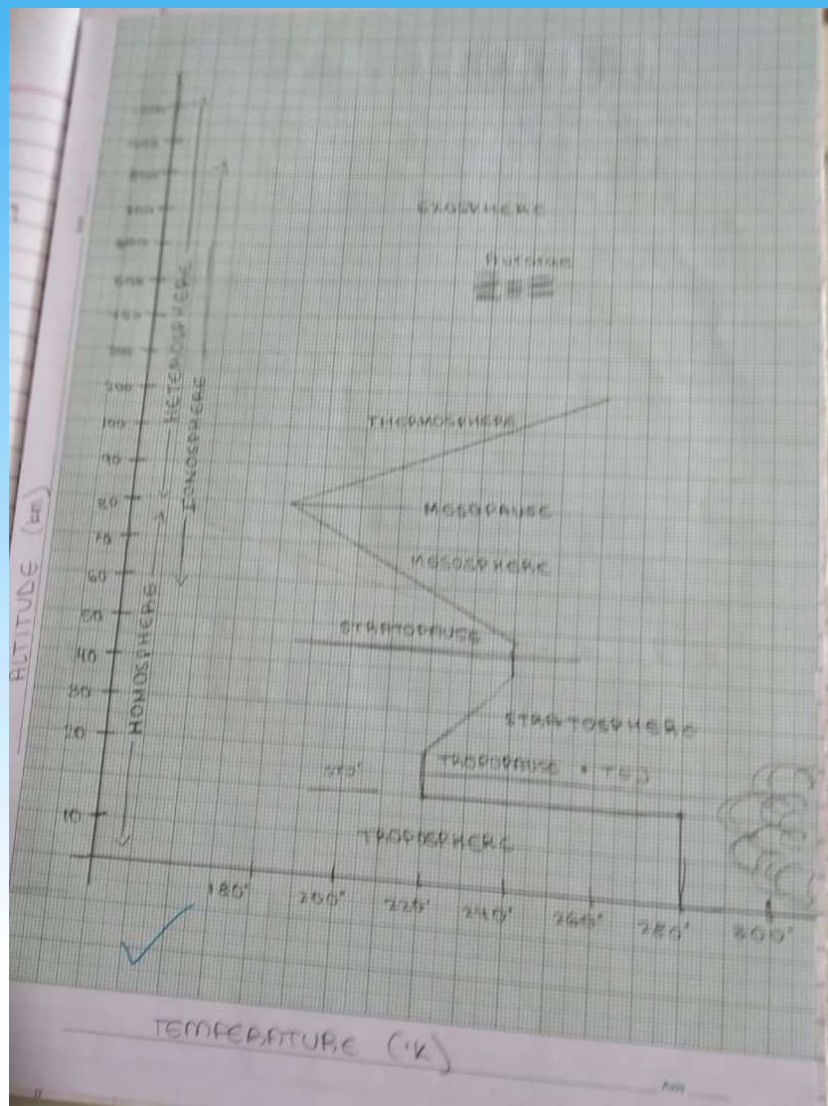
MATHEMATICS

Integers, fractions, linear equation, decimals. Rational numbers, fractions, linear equations

ART WORK BY THE CHILDREN







TRINITY GROUP PROJECTS

The topic covered by Trinity is heat in April, May followed by the Freedom movement till 1857, Air including wind, Nitrogen and Oxygen cycles, Square Roots in Maths and Linear Equation, Force, Pressure and Distance.

ENGLISH

- Comprehension - Read 3 (a biography and 2 short-stories) articles and attempted comprehension questions as well as grammar practices based on them.
- Writing - argumentative piece, “All school children should use the public transport system” and a reflective piece on, “The freedom given to me in mirambika has been beneficial to me”. These essays were deliberated upon by the children in the class and then the way of writing an essay discussed. Their work went through three stages of refinement. They presented their writings of the earlier title as an oratory before Equality and Humility. The essays were printed and posted on the notice boards for all to read.
- Scrabble Game on 6 days for 20 minutes. Skills in game improved. Learnt new words and to think fast.

SANSKRIT

Learning shlokas – Thotakaashtakam, Narayani stuti, Gita Dhyana Shlok; learning to use verbs in three tenses, making full sentences.

HINDI

Unseen prose and poetry, Practice worksheets Pronoun, parts of pronouns, adjectives, verbs and their qualities, suffix and prefix, one-word substitution, morphology, joining, combination, Punctations, vocabulary, similes, proverbs and Idioms, picture writing

SOCIAL SCIENCE

Freedom fighters. Written two long essays on Agriculture and Industry in British India.

MATHEMATICS

Square and square roots
Math projects – Ramanujam



OUR VISITORS & OBSERVERS

Ms. Devika Agrawal, research fellow from Harvard University

Ms. Subhasini Mohanty from O.P. Jindal Global University

Mr. Samuel from Switzerland

Two educators from Aurangabad

MS. Sanchi and group of four person from Kizazi Organisation

Ifrah Suleman from I am a teacher (Intern – Teacher Trainee)

Mrs. Devika and Ms. Blessy Benny from NCERT

3 students from Lady Irwin College, New Delhi

Mohana Sundaram M, story teller from Tamil Nadu

Ms. Vaishali Thukral from New Delhi & Mr. Anil Kumar Sarna from U.K

Mr. Surjit Kumar Lalotra from Central University of Jammu