

Jeevan Vidya Inputs for National Curriculum Framework – May 2022

Please fill the table below with the requested information:

| | | |
|---|--|------------------------------------|
| 1 | Name of the Organization / Institution | Jeevan Vidya - Divya Path Sansthan |
| 2 | Total number of Educational Institutions managed by the organization | Three |
| 3 | Total number of Schools belonging to the organization (this is a sub-set of Sl. No.2 / this category includes Grades 11 & 12 or PUC) | Three |
| 4 | Total number of students enrolled in your <i>schools</i> | 300 |

4 Unique areas we can contribute/suggest to the National Curriculum Framework based on your request @ the 30th May consultation

1. Holistic Education - Life Themes
2. Family Life & Human Character
3. Living in Society & Social Character
4. Daily Routine & Health

1) Holistic Education as related to life (Life Themes):

This helps the child make connections between theoretical memory and practice experience, and develops the child's interest in the subject, since now, it is something that 'they need' compared to what 'the school wants to teach them', since their own happiness now depends on it.

Address the 4 dimensions of Human Living

- Experiential/Existential
 - *Purpose, Happiness, Fulfillment & Peace.*
- Intellectual/Rational
 - *Language, Math, Logic & Reasoning.*
- Behavioural /Relationships (i& Society)
 - **In Family:** Relationships, Values such as Trust, Affection, Care, Respect, Kindness
 - **In Society:** Ethics, Social Character, History, Civics and Culture
- Material/Occupational
 - *Natural Sciences, Geography, Skills & Technology*

the 5 levels / spheres of Living

- Individual
- Family
- Societal
- Nation
- Inter-Nation

the different needs, expectations & responsibilities in the various stages of Human Life

1. Student life

2. Householder – Relationships + Economic
3. Old Age

The above gives rise to/enables fulfillment/happiness in Living

- a. Sensory Fulfillment (& Material Security)
- b. Emotional Fulfillment (Relationships, in Family)
- c. Purpose based Fulfillment (Larger goals of living, Society)
- d. Inner Peace (Due to clarity & being able to deal with various situations of life)
- e. Contentment (From the Confidence that their vision is Comprehensive)

Language, Math, the Natural Sciences, Social Sciences, Vocational Skills, are thus seen as experienced from within the child's world -> combining Intellect, Emotions, and Real Life Experience.

Humans are naturally inclined towards curiosity and the need for happiness and the subjects thus naturally fulfill these needs. These connections are made clear. These are done in two ways

1. Having a separate integration class where this is clarified in an age-appropriate manner
2. Embedding this understanding while teaching the individual subjects (needs the teacher to have this holistic view)

This truly enables 'Holistic and Multi-disciplinary Education'

2) Family Life, Human Character.

Equip the child with the clarity, sensitivity and capability to live within the Family.

- As a student
 - Relationship with parents, with siblings, friends and elders -the expectations the child has from all of them and that the Family has from them.
 - Brought out using theory, real-life observations at home and discussions.
- As an Adult
 - The meaning of marital life, its responsibilities, and the sanctity of Marital life. Examples are taken from home and around, bringing out the secure environment the child has at home and how it is essential to maintain and secure this for the future as well.
- Old Age
 - The sensitivities involved as we age, and the need for *seva* for elders at this stage in life, and how this also emotionally fulfilling for us. Children are able to relate these to the real conduct they see in their family and around.

This is rendered in an age & stage appropriate manner.

3) Living in Society, Social Character.

Equip adults with the clarity of social-life, its inter-dependencies and intricacies.

How I am related to Society, and how we are dependent on it. My expectations from Society

- The deeper connection, or relationship between us as humans (goals, and all the subjects and needs and dimensions given in point #1 are the same)
- The various things we use (food, clothing, shelter, services, etc) and need and how they are enabled by so many others in society
- This is brought about using content and discussion on how deeply inter-twined social networks are, about how it takes so many people to come together to produce a single item, and how it is due to this inherent cooperation that we are able to live like we do.

Societies expectation from me

As social character. There is a basic expectation of conduct from society, and this itself is taught as social-law. Restraint in, or not hurting anyone via the following

- Not hurting via Mind: Not troubling or bothering anyone, or hurting them: i.e *by adopting kindness in behaviour and work: restraint of the mind*
- Not hurting via Body: Not harming anyone, or outraging their modesty: i.e. *by respecting the sanctity of Family life, by practising chastity; restraint of the body*
- Not hurting via Wealth: Not stealing, not taking what is not mine: *or by following righteous wealth: restraint of source/means of acquiring wealth*

These points are brought out using written content and discussions in an age appropriate manner. These are basic expectations that we too have from every human, and in turn, other humans (society) has from us. This is the bedrock on which every family is built. When any of these 3 conditions are broken, then we have social and familial distress, and lack of mental peace and self-confidence.

When any or more of these basic rules are broken, society, and the law, call it a 'crime'. Every definition in the Indian Penal Code (IPC) consists of these. This is brought out using live examples from news items, etc. Ex:

- Mind: Defamation suits, mental harrasment, dowry/torture cases
- Body: Infidelity, Sexual harrasment, Gender Bias, Murder and Molestation Cases
- Wealth: Theft, forgery, corruption, financial fudging, misdirecting wealth, etc cases.

This is gradually developed' over the years to develop suitable mentality & acceptance in the child to abide by social-law. **This goes to ensure a big part of "ethics & morality in social life".**

4) Daily Routine and Health

While we teach human anatomy and physiology, the basics of staying healthy are also covered. This is especially pertinent in today's scenario where the adult population in India lives a consumption based, sedentary lifestyle (in the cities) and ailments like diabetes have penetrated the villages. India is today the diabetes capital of the world.

This is an area that has rich local knowledge across India and can be easily included and implemented.

Discussion on need to be healthy

- Importance of daily routine for smooth functioning of the various organs – examples are taken from nature, where animals too follow a natural cycle of waking, eating, excretion and sleeping, etc. ;
- Importance of daily routine – waking times, eating times, exercise, and sleeping on time are discussed.
- For the younger classes, the first period is kept as free play, where the children get to release their energies and get ready for mental input. It helps lighten the mood and prepares them for the school day.
- For the older classes, part of the home-assignment is morning exercise, yoga, etc, and the children are made to discuss and share what they did and derive inspiration from each other.
- The 4 seasons in India are taught and discussed and the different changes the body undergoes and its differing needs in terms of food are also discussed. Examples are brought in from home and elders traditions to enrich the same. Foods to be avoided in certain seasons and at certain times of the day are also communicated.
- Higher class students are also taught about common ailments we encounter – such as colds, fevers, wounds, etc – and how they can be taken care using home-remedies. This avoids the tendency or habit of over-medication as they grow older.
- This daily routine is then tied to the daily-cycle-of-life we have mentioned in the first suggestion to show how this daily routine + the lifecycle of an adult, to old age: consisting of relationships, occupation/work, seva, intellectual and social pursuits, etc make for a complete and holistic experience of living.

Content & Programs you may considering adopting:

In addition to the above 4 areas, we can contribute / suggest the following 2 programs

1. **School Education: Adoption of 'happiness';** as a theme / lessons in the classroom (included in point 1 'Life Themes' above: This has been successfully implemented in Delhi Govt Schools

as the 'Happiness Triad' – sensory, relationship, and purpose based happiness. The materials, methodologies and experiences from this are readily available.

2. **Higher Education & Teacher Training: Adoption of 'Human Values & Holistic Living' / Life Themes.** We have seen that this has a tremendous impact on teacher clarity about life and teaching, instills a sense of belonging with students in teachers and they strive for their own self improvement. The content revolves around the four areas of recommendation we have provided above. This has been adopted by AICTE for Engineering and Professional courses across India and currently live in more than 1000 colleges in India and proposed for 8000+ from this year onwards. This is a successful program that has been tried and tested with Engineering Faculty across 20 odd Universities, in addition to Govt School in Chattisgarh and trials in Maharashtra. AICTE is considering offering a minor elective in the same for advanced introduction.

*Our email contains a brief of the impact we've had.

Some basic aims of NEP and how the 'understanding' we propose can fulfill it

"Multidisciplinary and Holistic Education"

Fulfilled By

- Covered above in Suggestion #1 above – 'Life Themes

"Good human beings, compassion and humaneness"

Fulfilled By

- Humane perspectives, Humane Aspirations, Humane Natural-characteristics (drishti-Vishay-swabhav) – humane values, relationship values, humane character, humane policy of living = happiness, peace, contentment...
- Compassion an outcome of understanding and acceptance of relationship with other humans – naturally related.

"Capable of independent rational thought and action, with courage and creative imagination"

Fulfilled By

- Strong sense of Self, and ownership of singularity of experience and responsibility for the same, plus external or subjective means of confidence.

- Comprehensive knowledge of all aspects of human living and sense of external realities.
- Acceptance of what is right & commitment to stay moored to that path.

“Sound ethical moorings”

Fulfilled By

- Comes from a larger vision & acceptance of ones place & responsibility in Society, relationship with other Humans
- Character (charitra): That which does not trouble any other human in & hence ensures my safety & peace of mind
 - Mind (kindness in behavior, letting live & live) – Not hatred
 - Body (Chastity in Martial Life), Sanctity of Family – in place of infidelity
 - Wealth (Righteous wealth, appropriate to family & social 'balance) – in place of exploiting, stealing, corruption, etc.

“Rootedness in India”.

Fulfilled By

- Clarity about Timeless, Universal Truths: address the changing (space-time specific) and changeless dimensions of reality and human living
- Based on study of consciousness, mind, and co-relation to living.
- The phases of Human Life: Student, Householder + Economic, Social, Natural = Resolution
- Spiritual (Causal) → Intellectual (Rational) → Behavioural (Emotional) → Material (Sensory) ;
- Righteous (existential law-dharma) way for behavioural and material.
- Humankind is larger than a perceptive, consumptive, social animal = cannot be reduced to the material
- Sanctity of Family Life → Undivided Human Society

A brief-summary of our responses to the 11 guidelines points is given below

Classroom Practices related to curriculum

- Integrated view of all subjects as seen from within the experience of actual human living & their interconnection in nature/the world, not 'external' disparate pieces of info;
- Dimensions of Individual Experience, Life-stages, expectations <-> family, society, nation, world
- Reduce info load, increase practice of relevant skills (math, science, geo) and 'core-concepts clarity' focus

Pedagogy

- Enabling to 'see & live' instead of only 'learn & reproduce': guided exploration
- Concept-based approaches to math and sciences, where utility is taught first, then the concept

School Practices & environment

- Include human relationships, goals, purpose - in materials, practice and school environment
- Teacher called acharya, or adhyapakji

Rootedness in India

- Integral role of the 'seer' as the one that is experiencing, living (study of the human, not just abstraction of bodily physiology, anatomy, etc)
- Includes all phases and dimensions of human life, human happiness.
- Health knowledge, local practices in food and home medicine and self-sufficiency in the same

Teacher development practices

- Teacher has this "integral-view" and sees their happiness & responsibility in the child's education...consciousness evolution & journey towards humanness, being a human oneself.
- Developed a 40 hour 'Holistic Living & Human Values' course and practicum to facilitate teachers to develop this integrated vision

Unique ideas that are in practice

- Peer learning, appreciation, debriefing, life-long learning concepts, social-character, daily routine (health & work)
- Connect content with living - living in a family and participating in family vocations - increase production + shram mentality.

Assessment approaches

- Emulation, clarity & conviction along with quantitative methods; fosters cooperation

- Self -assessment, esp. For subjective areas such as values and behaviour improvements – sheets are used for the same. Teacher is not judgemental when discussing this. Parents too involved in this exercise.
- Involvement of Parents and Community
- Parents given same 'integral-view' & common – human (&educational) purpose.

Response sheet 1: Classroom Practices related to curriculum and pedagogy

(E.g.: Child-Centered play-based pedagogy, Project based experiential learning, multidisciplinary approaches, use of educational technology in teaching, inculcate creative thinking, etc.)

Overview

Curriculum

- **Addresses all aspects of individual living: experiential, intellectual, behavioural, material. Subjects are taught as seen from within this human-frame of living. Includes laws in the natural sciences, behaviour, social, and intellectual spheres.**
- **Addresses universal human aspirations of happiness, peace, understanding, prosperity, good character, etc.**
- **Expectations of the Family, Society and Nation from the student, and vice-versa and their interactions thereof.**
- **Needs, Capabilities & commensurate learning & practices in the life stages of the human: childhood, youth, adult and old-age; whilst living in the Individual, Family, Society, Nation and Inter-Nation spheres.**

Pedagogy

- **Although they are English medium schools, all instruction and interaction is bilingual.**
- **Our Understanding of the child's development is - 0-5: emulation, 5-10: pursuance (obeying), 11-16: discipline, 16-18: self-discipline.**
- **The child's attention is guided in such a manner that they can address the various elements of their being and life appropriately.**
- **The syllabus is planned such that the words for concepts they will require to understand later are introduced a few years prior.**

Our Methods of Teaching

3. **Meaningful Dialogue**
4. **Appreciation**
5. **Guided Practice**
6. **Collaborative Project - project based learning**
7. **Peer Learning and Higher Learning (details below)**
8. **Math Practice at the beginning of every day**
9. **Village Surveys**
10. **Production Activities**
11. **Non-competitive games and sports - self competitive not with each other**

- 12. Exhibitions with models (for art, science, social science and handmade products)**
- 13. Annual mela - organized and managed by children including profit loss analysis.**
- 14. Debriefing**

Human Values and Holistic Living – Central Theme in Curriculum

Pre-primary

Every content is introduced on the basis of human relationships.

All information about food, clothing and shelter (names, shapes, color, things etc) is connected to relationships. How parents take care of the child's nourishment and protection and fulfil their duty and responsibility. Purpose of the relationship is communicated.

This method is applied across subjects - maths, EVS, languages, craft, dance, songs and these subjects are interconnected into the purpose and theme.

For example -

| Thought | Purpose | Method |
|---------------------------|----------------------------|--|
| Parent-child relationship | Nourishment and protection | Introducing a child to Fruits - Example: Mango (Mother gives you a mango, It's nourishing, and you like it too. Mother takes care of you). Picture shown includes mother, child and Mango. |
| | | Things in the bathroom (bucket, mug etc) - These are provided to me by my parents. Mother or father give me a bath, help me keep my body clean. |

Primary -

Progression from relationships in the family to society. Everything is taught in the backdrop of the relationships that we live in.

Human Goals are introduced. Basic human goal is to live with Happiness (Resolution+Prosperity+Fearlessness+Co-existence).

1. Resolution in human beings,
2. Prosperity in the family,
3. Fearlessness in the society and
4. Co-existence in existence.

For example -

| Thought | Purpose | Methods |
|---------|---------|---------|
|---------|---------|---------|

| | | |
|---|--|--|
| Human Goal - All humans want the same things | Resolution - Complete understanding | <p>Dialogue with children - What are the things that you want to understand? -All about myself, The world around me and my relationships.</p> <p>Dialogue with children - Make a list of things we want. Why do we want this? What do we get from it? Survey the same in family and neighbourhood. Discuss and conclude.</p> |
| | 1. Happiness from senses | <p>List the sources of happiness. How long does the happiness from these things last? Can we do these things continuously to get happiness or we get tired of these actions? Which are the ones that give us lasting happiness?</p> |
| | 2. Happiness from values (relationship with other humans and with nature) | |
| | 3. Happiness from achieving human goals | |
| | Prosperity | <p>What are the things that we need? How much do we need? Can we calculate this? How are our needs fulfilled? These are fulfilled by production and service. Do we have more than we need (We connect this later in middle school)</p> |
| | Fearlessness | <p>Dialogues on Types of fear. Understanding nature (laws). Trust and respect in our relationships. Having more than our needs through hard work, in line with the natural, social and intellectual laws lead to fearlessness.</p> |
| | Co-existence | <p>Can we live alone? What are the things we live with? Everything that exists including space. Complementariness among all things in nature.</p> |

Introduce the child to the laws of material, bio, animal and human orders with examples.

One example each:

- Material order -Water always flows towards a slope. This is definite. This is a law
- Bio order - seed-plant-tree-seed. Conduct is definite. This is a law
- Animal - Food and behaviour according to species. Conduct is definite. This is a law.
- Human - We behave according to our understanding. We all want to live with the right understanding. This brings happiness. This is a law.

Primary and Middle school -

Understand the Human being - Understand ourselves, our needs and our actions.

For example -

| Thought | Purpose | Method |
|-----------------------------------|---|--|
| Human Needs and fulfilment | Different types of needs and their fulfilment. (Momentary and continuous) | What are our needs? What are our physical needs and emotional needs? Are these the same? How do we fulfill these needs? How much time do we give to fulfill these needs? Make a list of your needs (food, clothing, shelter, and other needs). Where do these come from? What do you do to fulfill these needs? |
| Human Activities | Different types. Voluntary and Involuntary. Taking Responsibility for your Actions. | Make a list of things that you do? Observe if these are happening all by themselves are you doing them? How many of them are you responsible for ? |

Middle and high school

Our Middle school content and activities focuses on **behavioural science and material science** and **coherence of four dimensions of human living** : realization, thought, behaviour and occupation(production work).

| Thought | Purpose | Method |
|--|---|---|
| Every human being lives in these 4 dimensions | Dimension of Experience, Knowing | All humans can understand, all humans want to understand. Our mentality and our beliefs are according to our understanding. Our entire behaviour is according to our beliefs. |

| | | |
|-----------------------|---|---|
| | | <p>When you see water what do you see? How do you understand water? What part of it can you see and what part can you understand? What do you use it for? It quenches your thirst - can you see this or you understand this? Once you understand this, does this change or remain in you?</p> <p>When you are given an instruction to do something you say 'I know how to do this'. How do you know? What do you mean by knowing?</p> |
| | Dimension of Thought, Intellect | <p>All humans can think and analyse. our content of thought and analysis can be different.</p> <p>When you are playing and you get hurt are you thinking or does your thinking stop? when you have a fever and have not eaten for many hours do you still think or your thinking stops? Do all children think?</p> |
| | Dimension of Work, Occupation | <p>Do you do work? Do you like to work? When do you work? Does everyone you know do some work? Everyone is either writing, reading, learning, cooking, cleaning, building, creating, producing, serving, etc.</p> <p>When we learn something new and useful we want to do it again and again and show others what we have learnt.</p> |
| | Dimension of Behaviour (People – Family & Society) | <p>Do you like to live alone? Can we live alone? Do you like it when you are angry with someone or when no one is talking to you?</p> <p>If you are in a room with all the things that you like but no one else in the room, how do you feel?</p> <p>Do all other children feel the same as you about these questions?</p> |
| Humane conduct | Importance of definiteness in our conduct | <p>How will you feel if your parents do not care for you? If your siblings and friends do not help you? If your teachers did not guide you?</p> |

| | | |
|--|--|--|
| | | <p>Do you wish to receive care, guidance and affection continuously? Do you think your parents and teachers also want you to be consistent in understanding and learning? Do you think that human beings' conduct should be definite? Do you like it when you see inconsistencies in your behaviour? (Discussion with children with examples)</p> |
| <p>To become a Self Reliant Human</p> | <p>Personality development</p> <ol style="list-style-type: none"> 1. Trust in oneself 2. Respect excellence in all 3. Balance between Knowledge(skills) and personality (behaviour) 4. Self-reliant in occupation 5. Social in behaviour | <p>What do we mean by personality development? Is it just about how we present ourselves or to actually evolve? What are the characteristics of a self reliant human? Is confidence/trust in self essential for you? Is it essential for your friends too? Is it essential for all humans? Is respect for excellence essential for recognition of valuable qualities? Is it essential to exhibit balance between our behaviour and talent in various fields? Is it essential to fulfill our social responsibilities and duties? Is it essential to be self-sufficient in occupation to ensure prosperity in the family? Do we need to ensure good health, lifestyle and behaviour to be self reliant? Do we need to participate in ensuring balance in our family, society and nature ?</p> |
| <p>Lifetime Stages</p> | <p>Our responsibilities and duties in different stages of life</p> | <p>Do we have different needs for every age? Do we have the same role and responsibilities throughout our life? Do we need to set our lifestyle and programmes according to our age?</p> <p>From birth to death - at every stage</p> <ol style="list-style-type: none"> 1. What are the capabilities and receptivities that one should have? 2. What are the things that interest me at every stage? 3. How to stay healthy at every stage? What issues might I have with my health? |

| | | |
|--|--|--|
| | | probable disorders, diseases, deficiencies. 4. To stay healthy, what should my daily routine be (at every stage of life.) |
|--|--|--|

Pedagogy

Mode of delivery is in the form of activities and conversations that facilitate a guided exploration and reflection by the children. The guide here is the teacher, for whom it is essential to have a strong understanding of not just the concepts to be explored but also of the extent and limits of a child's needs and capability at any age. Although it is an English medium school, all instruction and interaction is bilingual.

A child goes through various stages of development as (s)he ages. Just as the content of relevance (matters that they require to recognise and understand) changes with age, in each stage they also adopt a different method of learning from and interacting with the environment. It is essential to recognise these stages and align the method of teaching to correspond with their stage-specific method of learning.

| Age Group | Mode of Learning (Knowledge process) |
|-----------|---|
| 0-5 yrs | Emulation अनुसरण |
| 5-10 yrs | (+) Pursuance अनुकरण (आज्ञापालन) |
| 11-16 yrs | Discipline अनुशासन |
| 16-18 yrs | Self-discipline स्वानुशासन |

To get an idea of what these stages are like, let us take up the following example of teaching the right way to live in human-human relationship and right way to live in human-nature relationship in different stages:

0-5 yrs.: at this stage children emulate the actions and behaviour of their parents, family members, teachers and people they are closely associated with.

5-10 yrs.: at this stage children start expressing their own opinions. They question why they should behave and act in a certain way. At this age parents and teachers have to give them a logical answer that satisfies them and children observe them minutely. If the children have previously built trust in their explanations and observed the same in their conduct then they tend to seriously consider and obey their guidance.

11-16 yrs.: By now children have heard and also observed what their guardians have told them about the right way to live in human-human relations and human-nature relations. In addition to that they are studying about all this in various subjects like literature, science, social science, psychology etc. so their logic and reasoning which started in the earlier stage, is developing and they are coming to their own, independent conclusions. This allows the child to practise these in a disciplined manner.

16-18 yrs.: Now they have concluded everything, on the basis of information they have gathered, their personal observations with other human beings in society, cyclicity in nature and their introspection of themselves. The concept of justice with every human being and sustainable practices with nature has been fully imbibed because they are able to associate them with their own purpose and human goal, thus making it their personal priority. This rooted relevance and understanding of 'my purpose', 'human goal', 'humane conduct' are all part of the same holistic understanding which determines all decisions and actions and so have become their own. With clear understanding of intellectual laws, social laws and natural laws, they will not deviate from the right method of living and neither will they require any outside input as they are self-disciplined and can also teach the same to younger children.

The understanding of this sequence determines the pedagogy and hence the design of our activities.

To get an idea of how the developmental stages and the methods of teaching overlap and are in harmony with each other. **Let us take up the following example:**

To instill the tendency of cooperation in a child

Pre-primary stage: The child plays, sings and dances along with his friends/classmates. His mode of learning and living right now is **emulation** of what they observe.

What the child hears - His teachers talk about how much fun it is to play together and learn together. Child repeatedly hears poems and songs about playing and learning together happily.

What the child sees - Older classmates being cooperative with each other, help each other in learning and understanding, they want each other to be complete, they do not compete with each other. They help their younger schoolmates in standing in a line during assembly, getting on and off the bus, in the dining hall with their plates and tiffins etc. They cooperate with the teacher, being attentive to the teacher, listening to the teachers and following instructions accordingly. Teachers cooperate with each other too.

Role of teacher - Facilitating the child's observations of the above.

Hence what the child does - The younger children naturally start emulating their seniors and everyone around them. They observe that everyone appreciates this behaviour well and are happy. The older ones have emulated the same from their seniors, it is also visible in the conduct of their teachers and hence they accept it as the right thing to do and naturally obey their seniors and teachers.

The objective of any activity in class is to draw the child's attention in a guided manner to the various elements of their being and life that they are already engaging with (though haphazardly and with no direction). The teacher helps to direct the child's attention and perception of these elements so that they can address them appropriately in life. The elements of life to be addressed in each stage (content) will vary and so will the method of drawing attention, and so activities need to be designed in accordance with both.

Being able to successfully participate in such guided, real-life rooted activities together is in itself a great source of joy in the students. This is also testimony to the fact that children can be happy even in the absence of excitement.

Education is a journey of guided seeking, not of indoctrination. The educational process of any individual is the journey of recognising a lacuna in oneself (which is the natural indication of a lack of understanding of something) and fulfilling it by:

Identifying the lacuna and its fulfillment in words → getting a semblance of its meaning as a concept and seeing its relevance to oneself → understanding/seeing the reality and manifestation of that fulfillment → filling the lacuna

In other words:

Language (Words) → (form) Meaning (within) → (identifies) Reality (internal & external)

A child is faced with specific issues (limitations in his abilities) at every age. To be able to identify these in words when they appear, they need to already be familiar with those words. So, the syllabus is planned such that the words for concepts they will require to understand later are introduced a few years previously. When the need arises, their meanings are then explored in depth. **When trying to discover the reality from the meanings of the words, the child then needs real embodiments of those concepts they are trying to understand. These are in the form of wise and experienced mentors who are guiding them through this educational process.**

Our Methods of Teaching

When a teacher enters the class, (s)he has several options facing her on how to conduct the class and what to have the students do. The same content can be delivered through many techniques. The decision on which method of teaching is best suited in any situation is guided by the teacher's understanding of how children learn, what their immediate needs and abilities are, and also by the backgrounds, tendencies and interests of the particular students of the class.

Taking these into account, the teachers of our schools have found the following methods of teaching most suited to their needs:

1. Meaningful Dialogue-

- a. **In the younger classes**, especially in pre-primary classes, where the school is just an extension of their home for the students, the teacher's relationship with the students is like that of any other adult member of their family. At this age, the child primarily requires ample attention, affection and comfort for their healthy physical, emotional and social growth. Instructions and reasoning are not their requirement. So, the teacher's interaction is through open and candid conversations, just like they would have at home. The children share their thoughts and the teacher listens and vice versa. At this stage, it is not the content, but rather the topics and manner of conversation that remains with them. Through such interactions, (rather than instructions) **they observe and register the manner, words and behaviour of the teacher** and whatever they have observed they begin to directly emulate. So, conversation is a tool for drawing attention towards something, and also for the teacher to get to know her students better- their inner thoughts, feelings and life situations. They become an opportunity for the teacher to draw their attention to whatever she would like them to emulate.
- b. **in the older classes:** Including the above objectives, it is also used to check the students comprehension level of the given topic and also, to check if they can observe its relevance in their life. It helps to orient them towards human goals and to share their reflections about their learnings.

2. **Songs, Dance, Recitation-** These serve multiple purposes. They help to develop fine and gross motor skills which are important for body coordination and balancing, grasping of objects, writing etc. These help in integration of the sensory systems. Through songs and dance children are able to identify their relations, practice right addressing, and build their vocabulary. Children learn facial expressions and body language to use in their interactions with people. And **Songs, Dance, Recitation also allows the children to express their internal state of being, happiness.**

3. **Games and Sports-** Games help in learning team effort, body coordination, and better control on their body. Besides developing health, they also help develop a team spirit, respect for excellence in the other and help them take collective decisions. **Games are directed to help convert *competitive tendency* to *complementary tendency*. e.g.:** Students calculate their running speed based on the number of strides they take and the time it takes them to complete a 100 m - 200 m run. Each student maintains their speed and every sports day they compete with their previous record. Students don't compete with each other.
4. **Guided Practice-** This involves having the students practice those habits (conduct, behaviour, values and sustainable practices) that we want them to imbibe, with or without any explanation. What is important is that the **teacher is inspiring them by displaying such conduct, behaviour, and sustainable practices in their living.**
5. **Appreciation-** This is a methodology given a lot of importance in our schools since it involves **consciously, vocally, publicly and regularly appreciating** those actions, habits and tendencies of the child that we would like them to hold on to and develop further. Not only does it reinforce that trait in the student, but also draws attention to it among his/her peers.
6. **Lecture-** This method involves a primarily one-sided explanation of something by the teacher while the students listen. The lecture technique has its own relevance as it is able to communicate a topic to a large audience in one flow. Such lectures form the basis for further, more specific interactions. This method is introduced from Class 1.
7. **Classroom Discussion-** This methodology is introduced only in later primary classes when the students have **developed the vocabulary, the need to logically understand and express their views and also have the ability to listen and process multiple views on the same topic.** This is so, since these are the prerequisites of this collaborative method of learning. In a classroom discussion, each student is given an opportunity to put forth their views on the topic. Learning happens through the interaction of the various ideas put across by all the students attempting to 'figure out' the topic under discussion. In the initial stages, this entire process is mediated by the teacher but as the students become accustomed to the rules and dynamics of a group discussion, they can eventually manage it without guidance. Classroom discussion is very good for developing a need for understanding a new concept before it has been introduced. It can develop a thirst before the new concept is taught through other techniques, or can also help to solidify whatever they have learnt previously.
8. **Collaboration Project-** Such projects involve students working together to undertake all aspects of a learning activity collectively. This activity works as an opportunity for participatory engagement of the student with the implementation of the concept under study. It helps make an abstract concept more concrete. It also requires the students to learn to distribute and coordinate responsibilities and also support each other in their understanding.
9. **Peer Learning-** This helps the older students appreciate their teacher's effort and also helps them connect well with their classmates, seniors or juniors (class 6 to 8 children teach class 1 to 5) and helps them have a better understanding of what they are teaching. It also makes the children have respect for excellence in others - regardless of age, gender or any other bias. This builds a bond between the children and also prevents bullying. This fosters a harmonious culture in the school.

10. In one of our schools, we have Peer Learning classes 2 to 4 times a week for class 9th and class 10th students. One student teaches his/her favourite topic to his/her classmates, prepares the topic and presents it to the class. This helps strengthen students' core concepts and the other students are able to ask their questions even more freely and get concepts clarified from peers.
11. **Scientific experiments** – In one of our schools, this has been introduced as early as class 6th so that a child is able to connect with the concepts taught in class. He/she develops a lot of curiosity when shown a cell or when he/she gets to use a microscope, etc.
12. **Expression Class** – Students practice their public speaking in English and Hindi language. This class takes place once/twice a week.
13. **HL – higher learning** - We have HL classes once a week for class 9 and class 10. In this class the students are taught skills needed for higher classes. Also, eminent personalities are invited to come and speak with them and motivate them about life ahead.
14. **Math practice** –In one of our schools, children practice math for the first 5 mins of the first period every day. Children have a separate math notebook that remains in class. Right after assembly, they go and write tables, prime numbers, squares, etc as prescribed for that. This helps children learn these things in a fun way. The class coordinator ensures that everyone does it every day and the teacher who comes in the first period checks with the class coordinator.
15. **Village Surveys**- It helps the children understand the history of the neighbouring villages including the traditions and culture prevalent there. The children get to interact with the village elders and they get to observe and understand the village panchayat system.
16. **Art and Craft in Primary Classes:** Colouring and drawing pictures helps them identify their relations and values in family, in society and with nature. Children have creative exercises related to the chapters they are studying, **integrating art and academics**. They make charts and posters in context with the concepts that they are understanding, decorating earthen lamps, pots etc. all this helps develop a **sense of aesthetics** too. They make useful things like dusters, recycle bins for their classroom, pen-stands, making labels and covering their books and notebooks, making greeting cards, envelopes and paper bags, making toys and utensils with clay, learning to make some seasonal dishes. They make Holi colours with natural ingredients, **keeping protection of nature in mind**.
All these are preliminary steps to open a child's mind and inclination to various production activities that shall become their dimension of occupation or work once they grow up.
17. **Production Activity:** The **progression of art and craft into middle school** is in the form of production activities. The objective of teaching various production activities is to make them understand that it is **mandatory for responsible human living**. A lot of our production activities are multidisciplinary; they involve applied maths and science, language skills, communication skills, aesthetics, stock management, computation skills, data entry etc. **This is to understand the importance of sustainable methods which can be traditional or modern**. Their timetable includes classes to learn farming, cattle rearing, food processing, cutting and stitching clothes, bags, pouches making notebooks, envelopes etc. **Teachers, parents, guest teachers and local families involved in production activities conduct workshops for children to teach them pottery, carpentry, making bio enzymes, mosquito repellent oil, bathing powder etc.**

- 18. Educational tour** - educational tours are organized by parents and teachers with the help of local communities. These are organised to observe the geography and topography of various regions of India, to understand the flora and fauna of the region, to understand the history, culture, village crafts, cottage industries etc. of these regions. Children also get to observe natural calamities and its impact on nature and the communities living there. We also visit many families living in harmony with nature. Children are also taken on cycle tours.
- 19. Annual mela**- where students organise stalls, manage expenses, look up recipes of healthy food and prepare in groups, organise local games, make handmade handicraft items, do a profit loss analysis at the end of the mela, etc
- 20. Debriefing**- Debriefing is a technique that is combined with any of the other methods used by the teacher and is held in great importance in our schools. It involves a session of casual conversation involving sharing, reflection and/or evaluation after some activity. The intention is to allow the students to **process the meaning and relevance** of whatever it was they participated in, instead of just jumping from one activity to the next without absorbing their relevance.

Response sheet 2: School Practices & environment in your institutes

(E.g.: Physical environment in the school, Assembly events, celebrations and festivals, psychological environment, engagement of school with community, etc.)

Overview

Psychological environment

- **The culture in our schools provide academic excellence rooted in values or in other words we give equal weightage to academic excellence and consciousness development.**
- **Encourage inquisitiveness and exploration by each child since the innate need for every human is to know everything**
- **Encourage freedom of expression in various forms**
- **Critical thinking - Their logical and reasoning skills are developed by enabling their understanding of 'my purpose', 'human goal', 'humane conduct' helping them make clear and quick decisions and action plans.**
- **Teacher-student relationship is of parent/guardian-child relationship; teacher knows every aspect of the child's life.**
- **No comparison, no competition, no fear based punishment environment.**
- **Affectionate teachers who are disciplined yet caring enables a child to ask his / her questions freely in the class.**
- **Non-verbal language: A lot of emphasis is on body language, what our bodily expressions communicate to the other. Eyes/hand gestures/standing postures, etc – all these are discussed amongst teachers and are discussed with students during assembly or in the classrooms.**
- **Verbal Language – Lots of emphasis on speaking one complete language at a time. If speaking in Hindi, then speak in complete hindi sentences, using Hindi words and not mixing it with any other language as we tend to do. Similarly with English.**

Physical environment

- The arrangement of the classroom is kept informal, changing it according to need.

Assembly events

- Children give introductions in four languages. - English, Hindi, Sanskrit and Chhattisgarhi.
- Birthday celebration in the assembly - The child talks about his/her achievements of the previous year and also their plans for the coming year which is like a self-evaluation of all the areas in which they are working on themselves. Then the teachers and classmates of that student talk about his/her good qualities to express how they feel about his/her conduct.
- Children begin their day by consuming a herbal decoction (seasonal khaada) in the assembly.

Celebrations and festivities

- Focus is on celebrating relationships amongst humans and between human and nature, undivided human society, ayurvedic principles, seasonal harvest, self - reflection, consciousness development.
- Celebration: Focus is on celebrating festivals centered around brother-sister relationships and guru-shishya/teacher-student relationships. This reinforces the feelings, commitments, duties and responsibilities involved in these relationships.

Involvement of the community

- The community voluntarily contributes to the running and maintenance of the school.

Psychological Environment

- Our schools address inquisitiveness and exploration by each child, since the innate need for every human is to know everything – in place of mere memorization and rote learning. Therefore, we ensure meaningful dialogue regarding every concept that has to be developed in the child.
- Teachers respect the freedom of imagination and freedom of action in the child allowing for their creative thinking & expressions. So, teachers are always flexible and open to innovative methods.

example 1: How do you feel about your mother?

The child is free to express this either vocally, in writing, through drawing, through music or dance etc.

example 2: Let's make a duster!

Children are free to explore and to make it in any shape, color, material or size once they've been taught the basic way to make a duster. They discuss their work to analyse its utility and efficiency.

- We encourage critical thinking as it enables students to scrutinize & evaluate using their own freedom of imagination and decide between right & wrong, true & false in their own right. **Their logical and reasoning skills are developed by enabling their understanding of 'my purpose', 'human goal', 'humane conduct' helping them make clear and quick decisions and action plans.**
- The teacher's relationship with the children is of a guardian with whom they share affinity. Teachers know each and every child's physical, emotional and mental state as well as their needs for the same.
- All the children, teachers and visitors sit together and eat like a family. Even during playtime, the teachers are present and involved. All this creates a warm and secure environment which is relaxing and fulfilling for the child.
- **Teachers appreciate the good qualities and skills of children without any comparison and also encourage them to help their classmates in understanding and learning.** This helps in developing complementary tendency instead of competitive tendency which creates a healthy environment and prevents superiority and inferiority complex.

Physical Environment

- The classroom size is large enough to accommodate the number of students, decided for the class. The rooms are well ventilated, with appropriate desks and chairs or ground seating, with green boards, along with the teacher's desk and chair. The arrangement of the class room is kept informal, changing it according to need depending on weather conditions, type of class or specific needs of the children.
- The school campuses are big with a large playground for children to run around and play all games and sports and also to organise various festivals and ceremonies. There are many swings and play areas for younger children. The schools are full of trees and greenery. There is space for learning vegetable gardening and farming.

Assembly Events

In the primary section -

- Assembly is conducted by teachers and students of different classes in rotation.
- After the daily prayer, students are encouraged to share something that they have understood or learnt and wish to share it with the school family.
- Birthday celebration -
 - Everyone sings a song to wish the child for a happy and meaningful life ahead.
 - Then the teachers and classmates of that student talk about his/her good qualities to express how they feel about his/her conduct.
 - The birthday boy or girl talks about their achievements of the previous year and also their plans for the coming year which is like a self-evaluation of all the areas in which they are working on themselves.
- Teachers provide information regarding all the upcoming events of the school and also the purpose and method of conducting the same which enables the students to understand the importance of it.

In middle school -

- The assembly is conducted by students, the teachers only get involved just to provide some necessary information.
- Students present weather reports and also the **impact of the ongoing season on our day-to-day life (our body, crops in the field etc.)** they provide information

regarding favourable eating habits and lifestyle in the light of six seasons according to ayurveda.

- Some news highlights are shared to make children aware of current affairs.
- Some aphorisms from 'Co-existential philosophy' are shared which they can relate to and understand how it simplifies their lives.
- Assembly is a major activity in the school. We have divided the assembly into three parts (pre-primary, primary and secondary) (will later divide secondary into two parts as well). Assembly is a time when children practice their public speaking and language skills. They give their introduction in four languages – English, Hindi, Sanskrit and Chhattisgarhi. Each child gets a chance to come in front and practice his introduction at least three times a week. This builds confidence in them to speak in front of an audience and also builds respect for their local language too. Initially children would shy away from speaking in Chhattisgarhi. Now they respect and appreciate it.

Celebrations and Festivities

- The school celebrates various festivals
 - Local festivals (Focus is on celebrating relationships - both between humans and human-nature)
 - National festivals (Focus is on undivided human society and human order)
 - Festivals for change of season (Focus is on ayurvedic principles and prescriptions for every season and based on local agricultural calendar)
 - Children's birthdays, (Focuses on appreciating their qualities and self-reflection)
 - Evaluation sessions (Focuses on consciousness development along with academic achievements)
 - Graduation, annual functions etc. (Focuses on celebrating the overall development and stage-wise progression of all the children)
- In many of these celebrations, parents, extended families and people from the communities around are invited.
- The children are involved in all the preparations and even conducting of the festivities and celebrations like making eco-friendly decorations, preparing the stage, sometimes even preparing the food, etc. **The functions and celebrations are very informal and organized more like family functions.** There is an atmosphere of relaxation, affinity and gaiety.

Involvement of the community:

- The parent community is directly or indirectly involved in the running and functioning of the schools.
- The school committee regularly engages with the community to communicate their educational philosophy.
- Parents, teachers and well-wishers willingly come forward to contribute to the running and maintenance of the school as they all believe that education is the responsibility of the community.
- They voluntarily contribute towards various resources such as building maintenance, construction, school bus, building the library etc.
- Many parents and people from the community help in taking workshops, classes, and special classes for children.
- Parents and well-wishers get together to organize educational tours, teacher training workshops, content development, etc.

Response sheet 3: Using local and traditional / cultural knowledge to develop among your students a rootedness in India

(E.g.: Use of local/traditional toys, games, stories, songs, folk music/arts/dance in classroom and out of class learning, development of learning material in regional language, sharing local/traditional knowledge and practices, great achievements of Bharat, formation of universal human values, constitutional values, developing National Pride in children, etc.)

Overview

- A lot of what we teach in our schools is centred around family and relationships, like addressing (*sambodhan*) all our relations correctly in the Indian context e.g: *bhaiji, bahanji, adhaypikaji* etc.
- Ayurvedic lifestyle is encouraged (we have chapters and sessions on this.)
- Experts in Vedic Maths have been invited to conduct special classes.
- Skill development besides maths, science etc are focused on *gramin parivesh*
- The children are introduced to Chhattisgarhi traditions, culture, arts-crafts and music.
- All four languages are given importance (Hindi, Sanskrit, Chhattisgarhi, English).

In the Primary Section:

Relationships

- A lot of what we teach in our schools is centred around family and relationships, like addressing (*sambodhan*) all our relations correctly in the Indian context e.g.: *bhaiyya, didi, guruji*, etc. This helps the child recognise human relationships and values inherent in all these relations. It also helps them understand their duties (*kartavya*) and responsibilities (*dayitva*) in each relationship. This helps them understand how to fulfill their relationships.
- Our relationship with nature too is brought into context so that children are able to appreciate the balance in nature and recognize our role in maintaining this balance in their later years.

Health

- Children are introduced to the idea that a lot of commonly used household Indian spices and condiments are used to treat common ailments. We introduce home remedies for common ailments that the children themselves can make from their kitchens and use. This helps them appreciate the qualities of commonly used Indian spices and condiments and their role in maintaining health and be fairly self-sufficient to take care of themselves once they become adults.
- There are chapters in the textbooks which teach ayurvedic home remedies and ayurvedic lifestyle.
- The idea of six seasons of the Indian sub-continent is introduced and consumption of local and seasonal foods is encouraged and discussed in classrooms.

Middle School and High School:

- Skill development besides maths, science etc are focused on *gramin parivesh* e.g.: farming, dairy farming, etc. and in the Indian context.

- In one school, Chhattisgarhi language is taught as a third language as the first language of the region is Hindi. In another school, Chhattisgarhi language is used in the classrooms in the pre-primary stage and also all four languages are given equal importance in the school. For example, in the Hindi class – the board will have the date in Hindi, the numbering will all be in Hindi, the seasons names, the months etc will all be taught according to the calendar used locally/regionally and not just the English calendar.
- The children are introduced to local traditions, culture, art and crafts and music. Village visits are organised for such exposures and interactions with the village craft people.
- 'Universal Human values based on consciousness development' is the basis for content development and as part of this content, local culture and civilities (our behaviour and ways of interacting and fulfilling relationships) are also taught and discussed.
- Experts in Vedic Maths have been invited to conduct special classes to help children with their mathematical skills to improve speed, efficiency and understanding.

Response sheet 4: Teacher development practices which are unique to your institution

(E.g.: In service training workshops, pre-service induction training, attending teachers conference, education research, teacher development material, Qualities required to be Great Teacher, etc.)

Overview

- Pre-service induction training – Two workshops of 5 days each that provide an 'integral view of life & living' via 'Coexistential Philosophy' (Madhyasth Darshan)
- In-depth study of the guiding philosophy & the purpose, mode & outcomes of education.
- Interning under senior teachers for at least 6 months
- Teacher code of conduct orientation -policy of Steadfastness (धीरता), Courage(वीरता) and Generosity (उदारता)
- Parents are involved in the entire process of education and hence they too are inducted as teachers (voluntarily)
- Teachers are also involved in curriculum development
- Teachers share their day with each other at the end of the day.
- Teachers made aware of school admin structure, financial transparency.
- Mentors are assigned to all teachers for academic guidance.

Pre-service Induction Training:

In addition to government-prescribed-qualification of D.el.Ed and B. Ed. training, before the teacher joins our school he / she has to have attended at least two introductory Co-existential Philosophy workshops, and then should have done a thorough study of our education philosophy. All the new teachers have to work as interns under senior teachers for at least 6 months to learn and understand the different methodologies used in the schools and also the **code of conduct for the teachers**.

Teacher's Code of Conduct to be an Excellent Teacher.

The teacher's conduct in the classroom follows the policy of **Steadfastness (धीरता)**, **Courage(वीरता)** and **Generosity (उदारता)** as she recognises the magnitude of her responsibility as a mentor who shapes the lives of the students she has under her care. We have confidence that each student will understand eventually- and the results will be visible.

FOUNDATION FOR TEACHER'S CONDUCT

धीरता: बच्चे की क्षमता पर, शिक्षा वस्तु देने का क्रम एवं प्रक्रिया पर, फल परिणाम के प्रति आश्वस्ति ही धीरता है

- न्याय के प्रति निष्ठा, बालक समझ सकता है , सीख सकता है इस बात पर विश्वास ही शिक्षक की धीरता है .

वीरता: धीरता की निरंतरता जब तक समझ बालक में संप्रेषित न हो जाए , इसके लिए बच्चा हजार बार भी पूछे तो स्नेह पूर्वक ही समझा पाना वीरता है

उदारता: समझने-सीखने के क्रम में प्रतिफल अपेक्षा विहीन अपने तन, मन, धन का नियोजन ही उदारता है

Steadfastness: Steadfastness comes from the confidence in the students' capacity to understand, their own understanding of the educational content, its sequence of delivery and methodology, and their outcomes.

- Commitment towards justice, and confidence in the child's ability to understand becomes the teacher's Steadfastness.

Courage: The continuity in the teacher's steadfastness till their own understanding gets fully conveyed to the student, is the teacher's courage. This means the ability to explain something with equal affection, without getting mentally perturbed, even if the same question is asked multiple times.

Generosity: To dedicate one's body, mind and resources for this process of understanding and learning without any expectation of selfish gain from it.

We realise that it is the strength and nature of our relationship with the students which can either inspire and encourage them or in its absence demotivate and disillusion them. It is actually the vision and commitment with which the teacher receives the students that is important, that makes all the difference. It is the teacher's confidence in the students that gets communicated to them. **The teacher's conduct is a key component of the syllabus that is studied by the students for their Consciousness Development.**

For example: the following guidelines anchor the teachers of our primary schools to the values mentioned above. Having seen positive results with the same, these have been shared below:

- The teacher has a **clear understanding of the curriculum, goals and outcomes.**
- The teacher is resolute in the fact that **each student is curious, wants to understand,** so the teaching methodology should be one to increase their curiosity.

- During any interaction, the teacher is aware that **each student wants to behave and act correctly** and that each student is predisposed towards (अनुकरण)Emulation and (अनुसरण)Pursuance of their mentors.
- In situations where children misbehave or disturb the classroom, knowing that the student learns through emulation, the teacher brings the child's attention, through healthy conversation, to all his teachers' behaviour. **This avoids/makes punishments unnecessary.**
- Knowing that children emulate their language, the teachers try to be aware of any ups and downs (excitements- positive or negative) in their own emotions, exploring their root cause, in order to resolve them and maintain balanced relationships.
- Correcting and interrupting the child repeatedly breaks their flow of thought and growth. We take care that the child is able to get into the flow of thinking/working, then slowly picks up speed and only once this is stable does, he/she draw his/her attention towards rectifying errors. If mistakes are brought out too early in this process, the child becomes overly conscious of not making mistakes, loses his flow and focus and hence becomes unable to expand his/her thoughts.
- The teacher recognises the importance of regular conversation with the students about why studying- reading, writing- is important, how it aids their understanding which is what they desire. Once the students develop this acceptance that studying and classroom activities are necessary for their understanding, teaching becomes much easier.

Subject-wise Workshops:

All the teachers also attend regular workshops on their respective subjects like languages, maths etc. to enhance their skills of the subject as well as the methodology for delivering the topic. Other than the usual lesson plan design, classroom facilitation style, maintaining proper board work, how to use technology in and outside the classroom and syllabus segregation are addressed.

Each teacher has a mentor assigned to them, who guides them throughout the year and checks all their lesson plans to ensure there are no mistakes and the topic is discussed in a multidimensional way, where a child can relate to it in his daily life and can see it across subjects in an interdisciplinary fashion. For example, a chapter on history mentions industrialisation - how steel came into existence, how steel is made from iron, what is the difference between using wood charcoal and coke for making steel. Mentors are either senior trained teachers or experts from across India, who visit us once in two months or connect online on a weekly basis.

Teachers Involvement in Curriculum Development

As the core of our curriculum is based on Co-existential **philosophy**, the practitioners of this philosophy design and develop their own guide book, textbooks, exercise books etc. Some of our teachers are involved in this development of the curriculum and textbooks. This helps them understand in depth and internalize the purpose of teaching, the 'why' and 'what' of teaching and also how they can deliver it in a way that they can achieve the desired learning outcome from students.

Transparency

Teachers are introduced to the school admin structure as well so that they feel more ownership towards the school and appreciation for the administration. They are also shown the school finances to maintain transparency.

Parents get inducted as Teachers:

Many parents are involved in the entire process of education from the very beginning. And so, eventually some of them decide to teach in our schools. Along with completing their D.El.Ed or B.Ed, they go through the Introductory workshops and in depth study of Co-existential Philosophy and hence they already know the "what" and "why" of what we want to deliver to children and the learning outcomes we are expecting from the children.

Formal Study Courses:

The school committee encourages and creates opportunities for teachers and parents to do D.El.Ed and B.Ed. courses. The committee also provides financial support, if needed.

Teacher Sharing

Teachers sit together during the last period and share how their day went and address any issues that have taken place in the classroom, etc. The sharing is done in English so that teachers are able to communicate well in this language, which is not their usual language of communication. This is done daily.

Response sheet 5: Unique ideas that are in practice in your institution with regard to Teaching-Learning-Materials (including textbooks, toys, workbooks, classroom spaces, libraries, laboratories, local resources, and education technology)

(E.g.: workbooks prepared for different subjects, science parks, museums, art galleries, demonstration kits, etc.)

Overview

- **One of our schools has its own curriculum, syllabus, textbooks and exercise books based on co-existential philosophy, which are designed keeping in mind the learning indicators prescribed by NCERT and SCERT**
- **In another school we adopt the following learning materials -**
 - **Concept book**
 - **Key words**
 - **Workbooks for language and maths**
 - **Aptitude tests**
 - **Interactive Library**

School #1

Our educational policy is to facilitate **the cognition** of co-existence, conscious self, complete humane conduct, human goals, trust in oneself, respect for excellence, balance in knowledge and personality, social in behaviour and self-sufficiency in occupation (production) for which we have **our own curriculum, syllabus, textbooks and exercise books**.

Our Primary workbooks include functional grammar and activities that encourage introspection and activities that focus on behavioral education (vyavaharik shiksha)

Education is primarily to provide definite direction towards gratitude, steadfastness, courage, generosity, excellence in conduct and purpose. Therefore, education related to humane behaviour and conduct is provided.

From Class I to Class III, we have three major themes

- **Human Goal** *Manav Lakshya*
- **Entire Orderliness** *Samagra Vyavastha* (Existence, Material order, Bio- order, Animal order and Knowledge order)
- **Undivided Human Society** *Akhand Samaj* (Human relationships, Family, School, society, Complementariness, Protection, Celebration, Human needs, Four dimensions of human living, Occupation, Distribution, Body formation, Food, Medicine, Hygiene etc.)

From class IV onwards we have one more theme

- **Universal Orderliness** *Sarvabhouta vyavastha* (activities of self and body, education, cyclical process, human history, civilization etc)

Our Middle school content and activities focuses on behavioural science and material science and coherence of four dimensions of human living: realization, thought, behaviour and occupation (production work).

School #2

- **Concept book for lifelong learning:** We have made books from class 1 to class 8 which look at the core concepts one needs to know in life, which come handy in life. Right now, a child learns something in class 5 and forgets it by the time he / she reaches class 7. Thus, it becomes important to constantly repeat these core concepts, so that he/she is able to register it for life. For example, class 5 will have core concepts from Nursery to Class 4. This allows a child to revisit all the core concepts once again. Core concepts have been mentioned with simple yet complete definitions and this is accompanied with practice exercises. Practice exercises have been made in a way where a child gets to learn the same thing in multidimensional ways.
- **Keywords** – words that a student gets introduced to in higher classes, are introduced in a play way from nursery onwards. This allows the student to not feel fear when he/she hears them for the first time. Eg: atom, cell, etc. A list of keywords has been developed for the early years, based on the content of higher secondary classes.
- **Workbooks** for Nursery to UKG have been developed to teach them language and mathematics in a systematic fashion. This enables a natural growth in their language and mathematical ability, without feeling any pressure. Phonetics has been used to teach the English language, which has given us amazing results. Our children whose third language is English are able to read story books by the end of UKG.
- **Reading** – Reading period till class 5 has enabled building strong reading skills in children which automatically enhances their learning abilities. Also, an interactive library has helped build a culture of reading books in their free time. Children borrow books over the weekend. This is a totally new culture for the region where our school is located as most children are first generation learners.
- **Aptitude tests** – this has been initiated to give children a way to see the same concept in multiple ways. This helps break away from the problems one faces with rote learning. We have various application-based questions/MCQs that enable a child to think about the same concept in a multidimensional way. These tests are incorporated in the subject and syllabus itself.

Response sheet 6: Assessment approaches in your institution beyond the prescribed board assessments

(E.g.: Formative tests, aural and oral tests, mock interviews, quizzes, group discussions, Assessment as and for Learning, Holistic Progress card, etc.)

Overview

360° evaluation progress cards to assess consciousness development (humane conduct and behaviour), academic progress and physical health (includes self and peer assessment).

Holistic Progress Card:

Our report card consists of three sections.

First section is to **assess value-education & consciousness development** for which we have four subheadings: Right addressal *sambodhan*, co-operation *sahyog*, Obeying *agyapalan*, self-regulation *niyantran*.

The second section is to **assess their academic progress** in all the subjects like English, Hindi, Maths, etc. for which we have regular tests, revision tests, half yearly and final examinations.

The third section is to **assess their physical health** based on regular medical check-up, free play, sports, Bharatanatyam and yoga etc.

The potential and ability of every student is assessed and authenticated by his/her teacher through careful observation. **Parents also have a section to fill their observations** at home and **confirm their progress**.

Self and Peer assessment:

Class 5th onwards, children give their own assessment also in terms of their achievements in areas of right addressal, obeying, cooperation with others, self-regulation, their experience of understanding and learning the concepts of different subjects and their project work. The child's classmates also give their assessment on the same aspects.

Response sheet 7: Specific practices to ensure inclusive education

(E.g.: facilities and support for divyangas, open and welcoming environment for all types of children, methods adopted to remove gender bias, etc.)

Overview

- **The school is open to all irrespective of gender, colour, caste, financial background etc.**
- We focus on value education based on consciousness development, which establishes the innate similarity in every human-being. We believe that any differences with respect to the physical aspects of the body is not a differentiator for education.
- All the kids are viewed and treated equally as we believe **that at the level of consciousness boys and girls have the same capacity and potential**. The children are also taught to view and understand each other in this manner.
- All the **discussions in and around the classrooms give the message that human intellectual and emotional needs are the same for all humans across place and time**
- We ensure that our textbooks, exercise books, workbooks do not communicate any gender bias in our stories, images, texts. Our stories are sensitive to gender roles.

Response sheet 8: Vocational education as part of curriculum

(E.g.: Selection of Vocations for specific age-groups and how resources are mobilised. Workshop facility available for the Vocational training, Integration of Vocational learning with core subjects in the school, etc.)

Primary school -

- At this level every student will receive an education that builds an inclination towards production.
- We have chapters and regular conversations that connect sports, language, reading, writing, art and craft etc to skills that are useful for a lifestyle that will include production.

Middle school -

- At this level, the students are exposed to various vocations.
- In one of our schools, vocational training/ technical education is the basis of our middle school education. Children are taught farming, dairy farming, sewing, etc. Below is a list of certain trainings carried out in primary and middle school.

| Primary School (art and craft) | Middle School (production activity) |
|--|---|
| making duster | sewing |
| a recycle bin for their classroom, pen-stand | farming |
| making labels and covering their books and notebooks | dairy Farming |
| making greeting cards, envelopes and paper bags, | making notebooks, envelopes making notebooks, envelopes |
| making toys and utensils with clay, | making bags and pouches |
| holi colours using natural ingredients. | mosquito repellent oils, medicated cow sung cakes |
| making rakhi's and painting diya's | beeswax cream, ubtan |
| | bio enzyme |

High School - (Work in progress) - Plans to include mechanics and electrical repair from Class 9.

Response sheet 9: Involvement of Parents and Community in school activities and child's development?

(E.g.: School exhibitions for local community, awareness camps for social cause, parental orientation and education, involvement of parents and community experts in school activities, etc.)

Overview

- School is a community driven endeavour, not a business.
- Parents are fully aware of education philosophy and teaching methodologies.
- Teachers and trainers work voluntarily.
- Exposure of children to specialists and experts in various fields in the community.
- Home visits by teachers.
- Our schools are not run as a 'for-profit business' but as a community driven endeavour to educate its children. The parents, teachers and all extended family contribute to the running and maintenance of the school.
- Parent orientation to education philosophy, content and methodologies
 - Seven days introduction to the philosophy on which the school is established.
 - An intensive study program is made available to all teachers and parents.
 - Interested parents are also guided and mentored to be teachers in the school.
- PTM: Parents are involved in all major decision making regarding the functioning of the school. Topics related to a child's overall growth are discussed between both teacher and parent. If any new step is being taken in the school, it is first discussed with the parent community and then the decision is finalized. Now with the option of online meetings, even more frequent PTMs are being organised.
- All festivals and celebrations are attended by parents, extended family and members of the community (principals of other schools, DIET members etc)
- Children of middle and high school are taken into the community to live with groups of people exploring alternative lifestyles, experts in fields of art and music, organic farming, nonviolent communication, yoga, naturopathy, sports, film making, ayurveda etc.
- Teachers visit the child's home and meet with their parents and also extended family. This happens twice a year, to build a relationship with the family and understand the child better.

Response sheet 10: Most effective leadership practices/attributes working well in your institution

(E.g.: How school leaders provide academic development support to teachers, how does school leader connect with community for effective education and making school and center for social change, etc.)

School identifies with its role in society

With the view that education is every individual's responsibility and with the aim that we have an environment which encourages the understanding of humanity and human systems, the leadership strongly believes that **Value education based on consciousness development is the only way to bring about social change.** The school leadership has continuous interaction with parents and community at large, organising orientation programs and organizing workshops on co-existential philosophy for parents and community. This encourages them to participate in school activities and give back to the school and society.

General Approach / Philosophy in supplementing current education

1. Study of Literature is rooted in reality - All stories, information given in languages are based on realistic scenarios, natural laws, social laws, Intellectual laws (*baudhik niyam*) etc and imaginary notions are avoided, unless they are to convey some learningd.
2. Study of Science includes the study of the evolution of consciousness and its development.
3. Study of History and Geography includes the study of Human aspirations and humaneness.
4. Study of Political Science includes the study of policies that protect and promote humaneness.
5. Study of Sociology includes the study of humaneness, humane culture and civility.
6. Study of Psychology includes the study of the “*sanskar*” aspect in humans.
7. Study of Economics includes the study of policies of right utilization and protection of natural and man made resources.
8. Study of Philosophy includes the study of all aspects of human living (thought implemented in behaviour and work)

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