

National Exposure Visit of Mentor Teachers to Bangalore

Coordinator: Mr. Tahir Husen

Monday, 09/01/2023 (Day-1)

A group of 23 Mentor Teachers, 01 from School Branch, 01 SCERT Co-ordinator, 01 for Financial manager, total 26 members started their journey on 08/01/23 from Delhi to Mysore via Bangalore in the evening. We reached DIET, Vasantha Mahal, Mysore with DSERT Co-ordinator and observed the Bangalore's historical, cultural, geographical and educational aspects.

They received a warm welcome by the DIET, Head of institution and students of DIET 1st year presented a heartfelt welcome song.

DIET gave a brief presentation of their works and initiatives to improve education in their state.

* Some of the initiatives were----

1. Nali-Kali for KG and Primary students to make sure their learning in Language and Maths.
2. Ganita Kanika Andolana for Maths teaching- learning improvement.
3. Alternative Academic Calendar preparation.
4. Use of sign Language to improve CWSN student learnings.
5. Motivational videos and in service learning for both Teacher and students.
6. Use of more and more technology in education process.
7. Involvement of teachers in preparation of curriculum.
8. Bridge course to improve learning of teachers as well as students.
9. WASH- WATER, Sanitation and Hygiene.
10. Bagless days - once in a month or fortnight.
11. Broadcasting Educational programs via Radio and television.

Later on, Our SCERT members also gave a ppt presentation for EMC, DBC, Happiness, Mission Buniyaad. At the end of the session, DIET representatives thanked our SCERT faculty and invited for future exchange programme. Ms. Jaspal ma'am and SCERT Co-ordinator paid gratitude, heartfelt thanks and also invited them to visit Delhi schools.



Date:- 10/1/2023 (Day-2)

A delegation from Delhi State Council of Educational Research and Training (SCERT) visited the Government Adarsha Vidyalaya Deburu Nanjangud Taluka, Mysore District. It has the Block Resource centre (BRC) too. During the visit, Team Education Delhi, had the opportunity to observe the Mathematics Lab, which is maintained by Mr. Kiran Lavanya. All formulae in the lab were verified to be accurate and up-to-date. The delegation was also given a tour of the school by the English teacher, Ms. Deena Gloria, who provided an overview of the school's history and progress. The headmaster of the school warmly welcomed the team, and Channappa Sir gave a detailed explanation of the school's upcoming Learning Festival. In addition, the delegation conducted mock interviews with the teachers to gather feedback and assess their performance. The team also made sure that the information was disseminated to all the teachers in the school. During the visit, Mr Raju BEO provided information about the school's 100 days reading campaign and discussed how students can be encouraged to improve their reading skills at home. The delegation also had the opportunity to speak with Pratima, a student of class 10, who shared her experiences with the campaign and showed the delegation a report card that is regularly signed by her class teacher and weekly by the headmaster. The school also received a generous donation from Qualcomm, which provided 17 laptops to enhance students' knowledge. The delegation got impressed with the school's efforts to improve the education of its students and applauded the school management and staff for their dedication to this goal. A school herbal and vegetable garden is a garden maintained by students, typically at a primary or secondary school, that is used to grow a variety of herbs and vegetables. The garden can be used as a learning tool for students to learn about gardening, plant biology, and environmental conservation. In addition to providing fresh produce for the school cafeteria, students may also learn about the nutritional value of the plants they grow, and develop an appreciation for where their food comes from. The maintenance of such garden is typically carried out by students under the guidance of teachers or other trained personnel. Overall, the visit was productive, and the delegation gathered valuable information that will help to enhance the quality of education in Delhi schools. As a team we visited Govt. primary School Adarsha Deburu Nanjangud Taluka, Mysore District. We have been heartily welcomed by the students and staff of the School. Observed live class rooms of an educational program called ' Nalli Galli' means joyful learning. The classroom was educationally and socially vibrant. There were so many teaching learning materials and printed literature available for everyone. Colourful class rooms were full of educational materials. Children were wearing smiles on their faces, teachers cheerfully playing educational games with the students and the children were also enjoying the learning in a much more interactive way. In nutshell, we can certainly apply in a collaborative way the activities of the 'Nalli- kalli' program with the Mission Buniyad. We found Bagless day also a new idea in education. As a result we may carry forward the new learning policy in our classroom which we may hope will appear productive in the long run.

Date: 11/01/2023 (Day-3)

Brief report 11/01/23 DIET Tumkur Visit to school at Kunduru in Tumkur NGO caring with colours .Nali Kali is activity based learning. The approach is teacher support, group work followed by individual work. Every mile stone has fifteen days modules but it is self learning module Kalika chitrika programme is running upto class 9 to bridge learning gap. Visit to math in Tumkur, this math run educational institutions in Tumkur area. Participated in evening prayer at Math nearly 10000 students were chanting prayers. It was very mesmerizing experience. All members were divided in three group. One group had visited a primary school lInd group visited DIET Tukmur Third group visited CRC centre. CRC center was going on in one room, it was well decorated. Then we had visited Shri Siddaganga Math is a renowned spiritual and educational institution located in the Tumakuru district of Karnatak, India. The math is well-known for its warm welcome given to visitors, and is frequently visited by people from all over the world, including spiritual leaders, politicians, and educators. The math was founded by Sri Shivakumara Swami, a revered Hindu spiritual leader and Jain saint, who was also known as the "Walking God." The math is currently headed by Sri Sri Sri Balagangadharanatha Swamiji who is known for his humbleness and welcoming attitude. In terms of education, the math runs more than 157 educational institutions, including primary schools, high schools, and technical schools, as well as several colleges and universities. These institutions provide education to students of all backgrounds and religions and have a focus on promoting the values of hard work, discipline, and respect for tradition. The math's educational institutions are well-regarded and known for providing quality education to its students. They offer a wide range of subjects including science, technology, engineering, mathematics, and liberal arts. The institutions also provide practical training and internships to students to help them develop the skills necessary to succeed in their future careers. Modi ji also visited the math to seek blessings and guidance from the guru ji and to learn more about the spiritual and cultural heritage of India. The math has been active in promoting education and social welfare programs in the surrounding area. In summary, Shri Siddaganga Math . Shri Siddaganga Math is a prominent spiritual and educational institution in India that is known for its warm welcome and its focus on education. The math's educational institutions are well-regarded and provide quality education to its students. The math is also a major center for spiritual learning and practice, and is visited by people of all backgrounds and religions, including political leaders like Modi ji.

Date: 12/01/2023 (day-4)**VISIT TO VALLEY SCHOOL RUN BY KRISHNAMURTI FOUNDATION :**

On the 4th day of our National exposure tour, we mentors of the directorate of education along with our heads, OSD school branch Mr V. Selvarasu and Scert coordinator Mr. Tahir hussain visited THE VALLEY SCHOOL, BENGALURU

Gratitude to our Director sir, organizing team and Mentor of mentors Mr. Birender pandey sir for such wonderful experience.



Assembly

Assembly at valley school is a different experience all students, guests sit under a natural wooden roof with no walls and natural surroundings on floor, all are having books of recitations, which are mainly Rabindranath Tagore's compositions praising God and nature translated both in Hindi, kannada, some of senior students tell page number and all open and sing in sync

Learnings

Be natural

No formalities

Students reading of both languages will improve naturally

Collaboration and Coordination inculcated naturally.

We noticed there is no Uniform, We were eager to know reason, so Our guide coordinator Ms. Vijaylaxmi told there are 410 students

Junior, 1st-4th

Middle , 5th-7th

High school, 8th to 10th Senior
school, 11th to 12th

We were escorted to Hall, where Principal Mr. Ramkumar welcomed us and told about philosophy, journey, basis of valley school and about its branches , working introduced us with some basic concepts on which school Works

No Uniform be naturalNo
reward

No comparisonNo
hierarchy

Everyone has own journey and find his/her life

He also answered many questions asked by mentors like Rupinder garg MT asked about academic result in boards

How they prepare 10th , 12th students to write in boards without any certificates and marks in other classes

He also promised to answer more queries after class Visits

So We were guided to staff room which in itself is a different experience , sitting arrangement, kitchen



with staff room, cane Chairs, comfortable sitting and many books



From staffroom We were divided into groups :-

First group

Mr Rupinder garg Ms
poonam kumari

Ms Manjula DSERT banglore

Went in a culture class which was being facilitated by Mr. Murli who is a Science teacher, since no video photo of students is allowed so We recorded audio of class, it was incredible experience to listen ideas of students and Active participation, How any topic is synthesized by students, teacher acting as only



motivator, catalyst and true facilitator

2nd group

Art village

Minhaz alam Khan

Urmila devi Sanjay

Singh



On the morning of that day a group of mentor teachers accompanied by Mani Meghla Madam, visited the Art Village. The purpose of the visit was to expose the mentors to different forms of art and to give them an opportunity to learn new skills and techniques.

Upon arrival at the Art Village, we were greeted by the staff and given a tour of the facilities. Our first stop was the woodcarving section, where we observed students working on various wooden pieces. They were using different tools and techniques to

create intricate designs and patterns. The students were focused and engaged in their work and seemed to be enjoying the process.

Next, we visited the pottery section where we saw students working with clay and ceramics. They were making different art structures such as vases, bowls, and statues. The students were using different techniques such as molding and shaping the clay to create their pieces. They were also experimenting with different glazes and colors to add an extra layer of interest to their work.

After the pottery section, we moved on to the dance section, where we observed students learning different dance steps from Archana Madam. The students were practicing different styles of dance and seemed to be having a great time. They were learning how to coordinate their movements and how to express themselves through dance.

Finally, we visited the weaving and knitting section, where we saw students working on different pieces of art using yarn and thread. They were using different techniques such as knitting, crocheting, and weaving to create scarves, blankets, and other textiles. The students were using different colors and patterns to create interesting and unique pieces.

Overall, our visit to the Art Village was a wonderful experience. The students were exposed to different forms of art and had the opportunity to learn new skills and techniques. The staff at the Art Village were friendly and welcoming, and the facilities were well-maintained. We look forward to visiting again in the future.

Third group:

Library and safety education Manju

kumari

Niketa malik

R. C. Sharma

R. S. Chaudhary



Library is one of the most interesting and impressive part of this school's infrastructure. All stakeholders that is, teachers, students and parents give their important contribution in maintaining and upgrading the library. On the entrance of the library their is this interesting painting that has clues about the books available in the library. Their is a dedicated section for young readers with many Pictionary and picture books. The walls

and roof sealing of this section were painted with catchy murals so that children weave story around them. Building of library section is such that allows natural light in every corner. Books are placed in open shelves so that students can access them freely. Thereis also a Book Hospital that is being run by the students. Here old and fragile books are repaired. It is very evident that the purpose of this library is not merely storing the books, rather this library serves a much bigger purpose of inculcating reading habits among thestudents.

The school provides safety education to the students with an objective to provide physical, mental, emotional and psychological safety. Expert counselors work here toguide students and parents. They also conduct training sessions for teachers.

Fourth group Ms

Anju kumari

Mr. Uma Shankar,

Mr. Deepak

Ms. Neetu Chhabra, Ms.

Rekha Rani, Mr. Iqbal

Visited the primary wing



The classes were divided into the categories of junior school(1to4) middle school(5,6,7),high school(8,9,10) and senior secondary school (11,12).They called it vertical classroom.The education of the school is based on J. KRISHNAMURTHI'S philosophy.An idealist cum naturalist.

Instead of dividing the classes and sections like a,b,c,etc.they divided the classes by giving them names like... for class 1 and 2 Koyal and Bulbul and for 3,4,5 like bhoomi,ILA,Prithvi,Mahietc.Boys - girls ratio is almost equal in all the classes .students teacher ratio is 16:1.students attend the school Monday to Friday and Saturday, Sunday off.The best part of there education system. That students are not compelled to act according to pattern or a system.No marks,no comparison no judgement...only constant observation for both the facilitator and the students. Here we have more of Mentors and facilitators Than teachers. They are mirrors to the students. Children are sensitive towards nature, Animals and birds. Have physical activities without competition, No winners no losers.Students and teachers of all age groups participated insports.

Dignity of labour... No hierarchy in doing labour. All will be involved. They have emphasised on learning. No judgmental statement, No hierarchy of knowledge, If the teacher knows more than students That is his Job But that Doesn't make him Superior 2 students.

They appreciate the students by Face expression, Smile and eyes, But no clapping.Every child has the opportunity to learn... Irrespective of his/ Her Capacity.

One classroom...for 2nd,3rd and 4th

Children have different levels According to their ability,learning,styles.They believe in choiceless path.

The great krishnamurthy believed that there is no path to choose..each individual has different kinds of breakthroughs in life so they have to act according to them.

The child can't choose always because every talk of a child has a fresh quality.Because wholeness comes out of understanding.There is such a culture of class where every child talk all together.

The method of teaching learning based on multisensorial approach.

They have their own Art village where students do activities of visual and performing art.

The nature care is also an essential part of the class,in which they do gardening and agriculture work.

There is no syllabus ...or set pattern ..to teach in the class..The approach to achieve the learning outcomes to the utmost level.every child has , his/her own book box in the class to develop their reading and writing skills...

No support of any kind of technology in the classrooms, only a separate audio visual room. They follow the Mentor meeting structure every week and faculty meetings also take place at that time.

They work on the path of community learning,**so that the child can become the majorchanger.**

Learning is about life and the entire world is classroom.Parents'

involvement is compulsory in school's activity.Home and school work together.

If home environment is different..child has to live two lives,so parents are involved in the thought process of school.

NO EXAM:

Never believed that writing exams is the only way to evaluate the students.Importance is-how much the child has progressed.

Students reflect and evaluate themselves.Reports are reflective and qualitative.

Specific feedback given to the children personally.

Fifth group:senior classes



(Rajkumari Pant)and Rajesh sir observed the English class of class 9.

Ms Indus was the teacher. Before class she introduced herself and shared with us the story of her beautiful name. She is alumni of the school and after completing her degrees from US she came back and joined as teacher here because she loves this place (Valley School).

When we entered the class we saw from open glass windows that all the students were playing outside and on her call they just jumped into the class from the windows. It was an eye catching rather than eye opening moment, I would say as we may never even imagine this kind of thing, we might have counted it as indiscipline if we were the teacher

! but here they are not pointed out and have this much happy freedom. The crunch was yet to come, when the teacher said if I were not with you discussing in staff room, I would have been with them doing the same thing.

Then the class started. It was a lesson from "Merchant of Venice." The teacher reminded students of the story they have already read. Then she wrote on board about three types of love- friends love, family love, romantic love. She divided the class in three groups and gave one topic each. She randomly asked some students to define it their own words.

Then came Ms. Vijaylaxmi (SET) and she elaborated the topics in her own way. This idea of uniting two different teachers for a single class was unique and very effective. Then she send them to different rooms to discuss. We observed each group discussing. After that all came to the classroom again and groups presented. Then the teacher assigned them different topics from the lesson and made specific pairs also(this she has prepared already before class, to save time and to make sure effective and everyone's participation). The students discussed in pairs and then shared. We were stunned to hear them. Besides their confidence, command and language proficiency they so deeply understood and expressed the topics based on relationships.

We were so caught up by this scenario where the teacher nowhere gave 'character sketch' or any feeded information, students themselves synthesized all the information and came to a conclusion.

2) (Rajkumari Pant and Velu sir) also visited sociology class in class 11. Project presentation was going on. It was preliminary

Presentation where they were supposed to share the sources, questions, conclusion and to answer cross questioning from classmates. Three students presented their projects.

First student's topic was "inter caste marriages", second student presented on " BhootaKola". for reference she took movie 'Kantara', the third student's topic was diseases and medical policies status in old age in rural v/s urban area. As catching are the topics as were the magnificent cross questioning and responses.

It was an eye opening learning experience and opened doors of another horizon for us.

There was common Dining hall where teachers, students guest would Sit and eat breakfast, lunch, snacks together, also wash their plate themselves.

One of students of 11th , Pranab met me and talked to me (Rupinder garg) as a mature person, I was surprised to listen his views that why do We require mobiles or gadgets, he said he and no students feels need of these, as no students is allowed and they also not feel any need of them

A true nature school, without walls neither in classes nor in hearts where teachers are called uncle and aunty and human is as true human

Thanks to valley school and our Scert and directorate of education

Thanking all

Date:13.01.2023 (Day-5)

Today our day started with a special breakfast in which we were served traditional Pongal dishes. Our meeting started around 10 AM with DSERT officers of Karnataka. The Senior Assistant Director, Sri Narayan and Mrs. Prabha Sugandhe (Assistant Director - Library) gave us a warm welcome by offering us garlands and Shawls. After the introduction session, their team gave a PPT presentation in which they talked about the programs which are being implemented in Karnataka schools. These programs are available on the DSERT website of Karnataka. The content is developed with the help of expert teachers and officers. The officers explained about Kalika Chetharika which was quite similar to Delhi Government's Mission Buniyad. This program is fulfilled in 4 stages: Foundational Skills FLN, Previous 2 years grade skills selected LO's, Current Year Skills Selected LO's, Kalika Chetharika Learning (Recovery). Objectives of the Learning Recovery Initiative were as follows:

- Development of basic literacy and numeracy skills as per the National Education Policy-2020.
- By declaring the academic year 2022-23 as a learning recovery year, ensure implementation of a guided uniform educational process across the state.
- Ensuring student engagement in the learning process and focusing on the emotional needs of all students.
- Ensure that all students achieve basic literacy, numeracy and essential learning outcomes of the previous two grades and the essential learning outcomes of the current grade.
- Equipping every student to achieve grade-level learning outcomes by the beginning of the academic year 2023-24.

Following this, DOE mentor teacher, Mr. Amardeep Dabas gave a presentation in which he explained about Delhi Government's initiatives for education. Mrs. Gayatri Chawla explained the details about Mission Buniyad. Mr. Rupinder Garg explained about the Happiness curriculum through a demo session on Mindfulness. He also explained that this curriculum helps the students to become more self-aware, mindful, reflective and critical thinkers. During the conversation, we also got to know about DSERT's "Life Skills Curriculum" which was somewhat similar to our Happiness curriculum. Mrs. Rajkumari explained the Deshbhakti Curriculum and Mrs. Jaspal Kaur gave a detailed explanation on the "Mentor Teachers program" and their duties. Lastly, the meeting was concluded by a vote of thanks by OSD DOE Officer Mr. V. Selvarasu. He thanked and paid gratitude and also invited DSERT to visit Delhi schools. Manju Kumari (MT) Manoj Kumar (MT).