



MANAVA BHARATI
INTERNATIONAL SCHOOL

AFFILIATED TO CBSE, NEW DELHI

Our Innovations

Unfiltered Tales of Teachers Within



OUR INNOVATIONS

Unfiltered Tales of Teachers Within

Edited by

**Bina Jha
Shaista Alam**



**MANAVA BHARATI INTERNATIONAL SCHOOL (MBIS)
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FOREWORD

Manava Bharati International School (MBIS) encourages teachers to creatively express themselves in their preferred areas of interest. Teachers' Day is an important day for the school where teachers are not only honored but are also acknowledged for their year long creative engagement. The outcome of such engagement is published, unfiltered and unmodified, to mark their seminal contribution during the year. This year they have chosen to document their innovations and showcase them under – 'Our innovations' (Unfiltered Tales of Teachers Within).

Schools are important institutions not only to complete a prefixed syllabus, conduct examinations and mark assessment and evaluation through different examinations. Schooling is a critical period in the life of students. This period happens to be powerhouse of human development. Psychologists term this period as quite turbulent as well signifying conflicting experiences of various nature. They suggest that this period has to be carefully planned and navigated. Role of the teachers, in this context, becomes crucial. This necessitates the teachers to be reflective and proactive in understanding the students and evolving appropriate inputs. Reading, writing, publishing and discussing helps in developing such orientation. Such publication helps them in evolving the needed ideas and inputs. This also encourages them to explore various options with due earnestness.

Ever since the series began, some three years ago, there has been increased interest and the teachers, year around, keep capturing nuanced analysis of what they do and their outcome. The entire process of research and documentation is undertaken by the teachers themselves and the individual articles are fully unfiltered and unmodified. I am very proud to see this happening over the years.

The volume editors Ms. Shaista Alam and Bina Jha have taken upon to collect, collate and edit the articles from the respective authors. They maintained continuity of efforts and perseverance. I am impressed by their collegial spirit and camaraderie. This spirit binds everybody together. I would also like to congratulate the individual authors for their efforts and would like to encourage them to maintain the rhythm and pace during the time to come. The principal, Mr. Anupam Mishra, has been supporting the authors and the editors in their efforts. I would like to congratulate him.

I would like to put on record the initiative of our efforts, Prof. Rajeshwar Mishra whose saw this publication rolling through. He has been a fountain head of inspiration and encouragement.

Best Wishes

Pradeep Kumar Mishra
(Director)

Story of stories

Before diving deep into the individual stories of this volume – *Our Stories: Unfiltered Tales of the Teacher Within* – let us begin with this *shloka* from one of our religious scriptures:

न गुरोरधिकं तत्त्वं न गुरोरधिकं तपः ।
तत्त्वज्ञानात् परं नास्ति तस्मै श्रीगुरवे नमः ॥
अर्थ: गुरु से बढ़कर न कोई तत्व है, न कोई तपस्या है ।

This verse teaches that the Guru is the ultimate reality, that devotion to the Guru surpasses all spiritual austerities, and that nothing is more exalted than the experiential knowledge the Guru bestows. It concludes with wholehearted reverence to that Guru.

Needless to say that teachers have a very important role to play not only in shaping of future of their students, but also in shaping the future of the society and the nation as a whole. Equally important, therefore, is how teachers reflect upon their methods, way of thinking, practices and daily engagements in the classroom and beyond.

Our Stories: Unfiltered Tales of the Teacher Within offers an opportunity to see them all from within, which may otherwise remain confined to the individual teachers, and never spoken or written at all. The stories of this volume showcase personal perspective, challenges, happiness and achievements of the teachers, enabling us looking at the teaching profession through a more intimate and personalised lens.

This publication also challenges and dispels many myths: that teachers are too preoccupied with their grueling schedules to write their experiences, or that they cannot think beyond their textbooks, classrooms, and examinations. you have proven the cynics wrong and contributed significantly in dispelling the long-held societal assumptions and stereotypes about the teachers.

Congratulations on being forthright, reflective and courageous in expressing yourselves. This edition of *Teacher within* is a further revelation of growing depth, creativity, and insight among our educators. I truly feel privileged to read your stories and witness this inspiring journey of thought and transformation.

Reading your articles:-

1. **Aditi Chandel** believes that a passionate and hardworking teacher is always learning to bring her best self to provide excellence to her children.

2. **Akanksha Singh** feels that in today's fast-changing world, traditional methods of teaching are no longer sufficient to meet the needs of the modern learner.
3. **Amit Kumar Sarkar** believes that in today's rapidly changing educational landscape, we must make the learning experiential and connected to the real world.
4. **Amit Kumar** does magic tricks in practical lab to familiarize children with different chemical reactions.
5. **Anjali Kumari** believes that communication is the key to winning hearts.
6. **Ankita** became a constant source of belief by helping and nurturing students who have less interest in art and craft.
7. **Anupam Mishra** creates lessons based on real-life situation and related cases that will make students apply the mathematical concepts to solve real and authentic problems and enable them to realize the application of mathematics in everyday life.
8. **Archana Kumari's** engaging science laboratory session on seed germination was conducted to foster hands-on learning and environmental awareness among the students, who participated as enthusiastic 'Junior Scientists'."
9. **Atul Anand** worked on developing a skill-based, application-oriented approach that focuses on a strong conceptual foundation. This not only enhances subject expertise but also connects students to its real-world relevance – bridging the gap between theory and practice, and thereby promoting both academic excellence and holistic development. Vedic mathematics technique is adapted to enable students with fast and accurate calculations.
10. **Bharti Kumari** employs a play-way method of teaching. She often uses animated videos to introduce new topics, which capture the students' attention and make complex concepts easier to understand.
11. **बीना जी** मानती हैं कि एक शिक्षक के लिए हर दिन नवाचार का दिन होता है। कब, कहाँ और कैसा अनुभव प्राप्त हो जाए, कहा नहीं जा सकता। उस अनुभव को अपनी शिक्षण पद्धति में समाहित करना ही शिक्षक की कुशलता का प्रतीक है।
12. **Deepti Sharma believes that** History is more than a collection of facts and dates – it is the story of humanity. As a teacher she believes that her role is not just to teach history but to inspire curiosity and a deeper understanding of human experiences.
13. **Divya Parashar** thinks that teaching is not about high-tech gadgetry; it is about fresh ideas.
14. **Divya Sharma** speaks about how curiosity is the starting point of all innovation, creativity and growth. She urges her students to continue asking 'why,' to read beyond textbooks, and to always chase the joy of discovering something new — even if it seems trivial at first.
15. **Kalpita Kumari** focuses on making every child feel important.

16. **कामिनी जी** का मानना है कि नवाचार के माध्यम से ही शिक्षण प्रणाली उत्कृष्ट बनती है और विद्यार्थियों के लिए विषयों को समझना सहज एवं सुगम हो जाता है।
17. **Katyayani Kumari** wants to transform a Classroom into a bright and cheerful place where every next moment is loaded with diverse knowledge. It is not only a culmination of desks, chalks, blackboards and colourful walls, but also a unit formed by various micro-cells, blended with powerful thoughts.
18. **Krishna Murari Sharma** believes that practice and rigour are important but conceptual clarity is more important.
19. **Kushagrika Vatsa** says teaching in PPW means you are very close to the young minds. 'Each morning, I stepped into my classroom not just to teach but to feel and absorb each smile, every struggle, every cry, every silent triumph. An incident took place when a girl called me 'MAA'. It was just a slip of the tongue, the whole class burst out laughing but I smiled.
20. **Lori Pandey** believes that her ultimate goal is to equip students not just with knowledge, but with the character, creativity and resilience that they need to thrive in life. For her excellence, innovation and well-being are not separate aims – they are interconnected elements of a meaningful and empowering education.
21. **Manish Kumar Roshan** emphasizes on bridging conceptual gaps from previous classes through consistent revision, thoughtful recaps, reinforcement and motivation. With this methodology, he ignited curiosity in students about mathematics.
22. **Md. Sageer** shares his idea of teaching through a beautiful little poem: "it's time to solve the problem tonight! Dream It, draw it and build it loud.... Turn your dreams into thrill, and seize the opportunities that beam!"
23. **मेधा जी** कहती हैं कि शिक्षा में नवाचार का मुख्य उद्देश्य शिक्षण प्रणाली में सार्थक बदलाव लाना है।
24. **Sakshi Kumari** teaches English to primary students. She is exploring new ideas and learning to do various creative activities to make her classes more interactive and joyful on daily basis. The school's vibrant atmosphere motivates her to teach with care, empathy, and enthusiasm.
25. **मुकेश जी** का मानना है कि शिक्षा और नृत्य का संगम नवाचार की सबसे सुंदर अभिव्यक्ति है—जहाँ हर कदम में ज्ञान और हर भाव में सृजन छिपा होता है।
26. **Muskan Bhardwaj** believes giving freedom to students to pursue their passion will have a profound impact on their confidence and overall development.
27. **Muskan Singh** inspires students to think out of the box and explore new ideas to foster creativity and innovation.

28. **Neeraj** observes that the school library of today is not a quiet room filled with dusty books. It is a vibrant, innovative and inclusive space where students grow academically, creatively, and emotionally.
29. **Nisha Bharti** teaches Mathematics in an innovative way. She talks about dance of angles, music for patterns and sports for concepts.
30. **Nisha Jha** believes that children learn best when they feel safe, supported, and happy. She encourages students to make mistakes, and learn from them. She praises their efforts and helps them believe in themselves—not just in mathematics, but in life as well.
31. **निषा प्रसाद जी** कहती हैं कि एक शिक्षिका के रूप में मेरा उद्देश्य है बच्चों को विषय से सहजता से जोड़ना, ताकि वे सीखने में रुचि लें।
32. **पंचानंद जी** का मानना है कि जहाँ चुनौतियाँ होती हैं, वहीं नवाचार की भूमि तैयार होती है। इसके लिए बच्चों में आत्मविश्वास बढ़ाना आवश्यक है, जिससे वे भविष्य के लक्ष्यों को स्पष्ट रूप से निर्धारित कर सकें।
33. **Pooja Kumari** observes that the introduction of the Table Quiz Challenge – a fun, fast-paced quiz game designed to make multiplication tables more exciting and less intimidating. Through this interactive activity, students not only revised their tables, but also developed competitive spirit, quick thinking, and a genuine love for numbers. Laughter and learning went hand-in-hand, turning hesitation into participation.
34. **Priti Kumari** wants her children to be fluent in English, which is the prerequisite of the competitive world. She doesn't want her children to lag behind in this skill and struggle in any walk of life.
35. **Priya Singh** wants her students to grow into kind and confident human beings. When we teach with love and simple ideas, every single day becomes a happy and meaningful lesson.
36. **प्रियंका मालव जी** के अनुसार, शिक्षक वह शिल्पकार होता है, जिसके हाथों में शिक्षण कौशल निहित होते हैं।
37. **Pushparaj Singh** believes that Physics is a subject that encourages observation and questioning. When students begin to explore concepts beyond the textbook, they engage with their inner teacher – their intuition, their logic, and their wonder.
38. **Resham** comes across various challenges during her teaching – learning process. But by adopting personalized strategies, she tries to achieve her goals.
39. **सर्वसिद्धि जी** का विचार है कि उत्कृष्टता, नवाचार और कल्याण केवल शब्द नहीं हैं, बल्कि प्रगति की मजबूत आधारशिला हैं।
40. **Shaif** believes that in music, as in life, the most beautiful rewards come to those who keep playing, keep practicing and keep believing in themselves.

41. **Shail Suta** observes that our teaching philosophy is intensely student centered. Every innovation and every standard of excellence is evaluated through the lens of student experience. We recognize diverse learning needs to support equity and accessibility. Our teaching strategies prioritize engagement, relevance and emotional connection.
42. **Shaista Alam** thinks that bringing Shakespeare to life and learning through dance, drama, art and music is not only enjoyable but also an effective method of understanding complex concepts.
43. **Sharmistha Dutta** believes that a safe, supportive environment is the foundation of all true learning. When students feel emotionally secure, they become more open to ideas, more resilient in the face of challenges, and more motivated to grow.
44. **शुचि जी** के अनुसार, नवाचार हमारी सोचने, महसूस करने और व्यक्त करने की योजना पर निर्भर करता है।
45. **Somdutta Chakraborty** considers happiness enhances creativity and Problem-Solving. Happy children tend to be more creative, resilient, and better problem solvers. When children enjoy their learning environment, they become more engaged and willing to explore new concepts. A joyful classroom with encouragement, positive reinforcement, and interactive activities fosters curiosity and deeper learning.
46. **Subrato Chakravorty** believes in helping children to be the best version of themselves.
47. **Suprita Sinha** feels quite elated as she deals with her students quite strategically. As an educator, she personally believes that connection is the key for handholding. When we take the time to bond with our students, understand their dreams, struggles, and inner strengths, weaknesses, we empower them to stay focused and take charge of their own lives. At MBIS, we strive to create an environment where every child feels seen, heard, and supported.
48. **Swati Dayal** as a teacher it is our responsibility to make our students a “global citizen” a “human being” and not just academic robot. ‘So not only do I teach them good habits but also practice with them to be truthful and say sorry if I made any mistake. I also teach them to keep their classroom and surroundings clean, and greeting everyone with smile being friendly with them.
49. **Swati Vatsa** Well-being Matters! We started our day with a “Feelings Circle.” Each child shared how they were feeling using simple English words: happy, tired, excited, or using emojis. I introduced the “Word of the Day,” which was always connected to feelings or values – like kindness, helpful, or brave. Slowly, they began using these words in sentences. Language learning became personalized.
50. **Vandana Chandra** believes that every child is valuable. Each one has a role to play in society through their unique skills and talents.

51. **विव्की जी** का मानना है, जब शिक्षा में खेल का रंग घुलता है, तब ज्ञान जीवन से जुड़ता है। नवाचार वही है, जो कक्षा को मैदान बना दे और अध्यापन को आनंदमयी अनुभव में बदल दे।
52. **Vivek** tries to create a space where students feel free to express themselves without fear of being judged. He teaches them not only the basic techniques of drawing, painting, or sculpture, but also encourages them to explore their ideas and think outside the box. Vivek believes that creativity cannot be forced – it needs freedom, inspiration and confidence.

Finally, I extend my heartfelt congratulations to all of you for continuing to contribute with your reflective articles for this year's edition of 'Teacher Within' – *Our Stories: Unfiltered Tales of the Teacher Within*. Now in its second edition, and I hope this collection will evolve into a tradition that I sincerely hope will continue for years to come. Why? Because these stories do more than reflect individual experiences; they illuminate the soul of teaching itself.

Shaista Alam
Bina Jha

A good teacher can inspire hope, ignite the imagination, and instill a love of learning

Aditi Chandel*

Teachers are very important in creating a school where students do their best, try new things and feel happy and safe. Teachers are the heart of education. Their excellence, creativity, and well-being are key to a successful and happy learning environment.



When I enter the classroom with a big smile and fun activities I bring my best self to provide excellence to my kids. Excellence in teaching means giving your best every day. Excellent teachers are passionate, hardworking, and always learning. They care deeply about their students and help them reach their full potential. They set high standards, lead by example, and inspire others to grow.

I love trying new things to help my kids to learn in exciting ways because learning can be magical when we think outside the box. Innovation in teaching is about being open to new ideas and creative approaches. Innovative teachers use technology, new methods, and creative thinking to make learning exciting and meaningful. We encourage students to be curious, solve problems, and explore the world in new ways.

I always try to bring kindness and care to my classroom for their wellbeing because learning happens best when our heart feels happy and calm. Well-being means feeling good, both inside and out. Teachers who care about well-being make sure that students feel safe, respected, and supported. They build kind and caring classrooms where everyone feels welcome.

When teachers focus on excellence, innovation, and well-being, schools become great places to learn, grow, and feel happy.

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* Faculty, Primary Section

Cultivating Innovation in Education: A Teacher's Perspective

Akanksha Singh*



In today's fast-changing world, traditional methods of teaching are no longer sufficient to meet the needs of modern learners. An innovative class creates a learning environment that is dynamic, inclusive and inspiring. For me a teacher is a facilitator and not just an instructor. They must guide students towards discovery instead of simply delivering content.

Outdoor and experiential learning is important as it provides sensory-rich experiences. Also, interdisciplinary teaching helps students make connections across different domains.

Then comes the most important part project-based learning (PBL). This encourages teamwork, research, problem-solving and presentation skills in individual. In this age of modernization and advancement we must integrate technology with teaching as it helps in simulations to visualize complex concepts. In today's world where modern technologies are used to understand the concepts, learner must also take help of AI tools, Augmented/Virtual Reality.

Last but not the least I would like to conclude that innovation in the classroom is not about using the latest gadgets alone. It is about rethinking teaching strategies to make learning meaningful and exciting.

By fostering a culture of curiosity, creativity and collaboration we can transform a simple class into an inspiring journey of DISCOVERY and GROWTH.

You don't learn to walk by following rules, you learn by doing and by falling over.

—Richard Branson

○○○

* Faculty, Computer

A SCHOOL THAT GROWS WITH ITS STUDENTS

Amit Kumar Sarkar*

We at MBIS, believe that every student is unique and they have their own unique learning pattern. So we design our pedagogy in such a way where we can fulfill their specific needs and that is why our way of teaching and learning is based on three core values: wellbeing, innovation, and excellence.



We foster a warm, inclusive school environment where students feel safe, heard, and valued. This nurturing space encourages them to express themselves, explore their curiosity, and develop essential life skills like resilience, empathy, and strong values. By doing so, we empower them to grow into compassionate, thoughtful individuals.

In the fast changing world of education, we make learning experiential and connected to the real world. Our students explore, experiment and engage with community. They work collaboratively with their class mates, teachers, community and different institutions. These activities enable students to develop critical thinking, creative problem-solving skills, and understand the real-world applications of their learning, bridging the gap between academics and everyday life.

For us, excellence means empowering each student to discover and nurture their unique strengths and talents, whether in academics, sports, arts, or service, helping them become the best version of themselves. We celebrate curiosity, determination, and personal growth. Our goal is to inspire students to aim high, stay motivated, and never stop learning.

These initiatives help them understand important life skills—like teamwork, communication, and compassion and help them grow into thoughtful, active citizens.

During Science Exhibition, a child was struggling with his project because his model was not working; it required complicated calibration that the child couldn't do at that time. He was in the computer lab, desperately trying to solve his problem, but nothing was working. Seeing him in trouble, his friends also came to help him, but they couldn't find the solution either. They were losing hope, and then suddenly, one of them suggested seeking help from a junior who had the knowledge to solve their problem. They called him, and here is the most beautiful part: by overcoming the barrier of different grades, they worked together and managed to identify the issue. It was a great achievement for them. Although the problem wasn't fully resolved due to the unavailability of certain components, the effort of the children to tackle the problem with empathy, collaboration, and by breaking down the barrier of class hierarchy was noteworthy.

* Faculty, Social Science

We believe that the process of knowledge production is better if it is out of the four walls of the classroom. Students benefit deeply from real-world experiences. For this very purpose we build partnerships with local communities, NGOs, civic bodies, and educational institutions. These collaborations offer students the chance to get involved, learn from others, and understand the world from different perspectives.

As part of our Geography lesson, our students had the unique opportunity to visit the India Meteorological Department (IMD). The visit aimed to provide hands-on learning experience on climate and weather concepts, allowing students to interact with experts in the field.

During the visit, students gained insights into various components of climate and weather, observing the working patterns of different machines and instruments used by meteorologists. They engaged with specialists, clarifying doubts and deepening their understanding of the subject.

To reinforce their learning, students prepared presentations and shared their experiences with their peers. The visit culminated in a remarkable achievement when our students participated in a competition organized by IMD during its 150th anniversary celebrations. Exceptional performances earned them both the first and second prizes.

These experience not only enrich their academic knowledge but also instill confidence and a sense of achievement, highlighting the value of experiential learning.

Through all these activities we try to prepare our students not just for exams, but for real life. We want our students to be compassionate, capable, and ready to contribute to a changing world. Individuals who think deeply, act responsibly, and care genuinely about the world around them.

Our hope is that what students take from Manava Bharati stays with them not just as knowledge, but as a mindset. One that inspires them to learn, grow, and give back, wherever life takes them.



Chemistry Beyond Textbooks

Amit Kumar*

Chemistry at senior secondary level is a very important subject, which is considered to be a scoring subject provided students take it seriously and show some interest in it. It is a dynamic subject that governs much of what we experience in our everyday lives. As a teacher, I believe it is my responsibility not only to impart academic knowledge but also to promote holistic learning that arouses curiosity, and develops critical thinking, emotional well-being and real-world application.



During the last academic year at Manava Bharati International School, I refined my teaching approach by merging the CBSE curriculum with engaging, relatable examples to stimulate genuine interest in students. I begin the class with simple everyday questions – such as ‘Why do apples turn brown after being cut?’ (it is because of oxidation reactions); or ‘How do antacids work?’ (it is a simple way to explore the concept of neutralization).

We also discussed as to why pickles are stored in glass or plastic jars and not metal containers, which helps students understand chemical reactivity and corrosion. While talking about the role of baking soda in making cakes soft, I introduce students to chemical reactions that happen in kitchen. I also demonstrate how chemistry explains the fizz in cold drinks and the role of preservatives in packed foods. Be it the reasons for rancidity of food and different ways to prevent it or understanding the advantages and disadvantages of RO system and the correct TDS level in water, there are many examples from daily life that help understand chemistry well and make it relatable. I consider that as teachers we always need to innovate our teaching methodology in such a way that it promotes harmony and well-being of the class.

In our practical lab, we did “magic tricks” using chemical reactions, like colour-changing liquids or invisible inks, which not only excited students but also aroused curiosity in them about the subject. I try my best to ensure that discussions include environmental concerns – like how excessive fertilizer use affects soil chemistry, or how acid rain is formed – so that students begin to see the larger implications of chemical processes on society and nature. Through such experiences, I aim to develop in students not just knowledge, but a sense of responsibility, creativity, and ethical understanding. Holistic learning, to me, means integrating the practical learning and creative thinking. It involves creating a safe, inclusive classroom where students feel free to ask questions, explore answers, and find relevance in what they study. As a mentor, I constantly reflect on how I can make

* Faculty, Science

lessons meaningful for each learner, evolving diverse learning styles and inspiring self-confidence. By encouraging group activities, discussions, storytelling around scientific discoveries, and connecting concepts to Indian traditions and sustainable practices we connect them to our culture, heritage and society which this generation is missing a lot.

Teaching Chemistry is not just about covering a syllabus – it is about igniting minds, nurturing curiosity, and helping students find meaning in what they learn. When classroom learning is connected with real-life experiences, it becomes enjoyable, relevant, and long-lasting. Holistic learning begins when we recognize the individuality of each student and create opportunities that allow them to think critically, ask questions, and connect with the world around them. With dedication, innovation, and empathy, we can transform classrooms into spaces where learning is not just a task, but a joyful journey.



Teacher within: Open to new ideas

Anjali Kumari*

I believe as a good teacher being good at our subject is not enough, it's equally important to connect with the students emotionally and make sure that they feel safe around us. I am sure they will feel free to ask any question without hesitation. A great teacher understands that every child is different, with their own pace of learning, strengths, and challenges. Patience is the key. It is important to stay calm, be kind, and never make a student feel small for not understanding something right away.



I also believe that communication is the key to winning hearts. Especially for a teacher it is very important to speak in way that children understand each and every word we say. We should explain things clearly and make the classroom a safe space where students are not afraid to ask question. It helps to bring creativity into our lessons – using stories, activities, visuals or even simple games can make learning more engaging and fun. Flexibility is another important quality, because not every lesson will go as planned, and sometimes we need to adjust things based on how our students are responding.

Creating a personal connection with students makes a huge difference. Knowing their interests, listening to their problems and encouraging them, even when they make mistakes, helps build trust and motivation. A teacher should also lead by example – being respectful, responsible and fair set the tone for how students behave too.

A good teacher never stops learning. Whether it is learning new teaching ideas or checking up on what worked and what did not, being open to change helps us grow. At the end of the day, teaching is not just a job – It is a chance to inspire and make a real difference in someone's life.

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* Faculty, Mathematics

IN EVERY CHILD I FOUND MYSELF

Ankita*



Learning Never Ends

I believe learning is a lifelong journey. *Sikhne ki koi umar nahi hoti*, and just like that, there is no age for teaching either. We learn from every stage of life — from children, from elders, and from every moment in between.

My journey as a teacher has always been filled with both teaching and learning — not just through books, but through **relationships, experiences, and emotions** shared with my students.

Understanding Fine Arts: Beyond the Subject

When I started teaching Fine Arts, many people around me questioned its importance. “It’s not like Maths or Science,” they would say. But I ask — have we really thought about **what Fine Arts truly is?**

The word Fine means “**lalit**” – something **beautiful**, and *Arts* means “**kala**” – **creativity** or **expression**. Art is not limited to paper — it lives in science, in maths, in our language, and all around us. Despite this, many students initially saw it as an “easy” subject. In one of my Class 6 students I asked them:

“Can the world be colourful without colours?”

They said, “No, ma’am!”

“Are we beautiful without colours?”

“No!”

“If there were no colours, no pictures in our lives — would we feel happy?”

One little boy softly said, “*Tab to sab andhera ho jaayega...*”

That moment was unforgettable. His innocent words made me realize that somewhere, the message of art had reached him.

After class, he said,

“Ma’am, ab se main rangon ko kabhi ghar pe chhod ke nahi aaunga.”

And I smiled, quietly — that day, someone had truly understood the soul of Fine Arts.

* Faculty, Fine Arts

Innovations in the Classroom

The real challenge came with teaching Class 11 students. For them, Fine Arts was often “just another subject”. But for me, it was never just theory — it was an emotion to be understood. In the 2023–2025 session, many students weren’t showing much interest in drawing or art history, but I didn’t give up. I spent time, effort, and heart. I started using objects, activities, wall art, and decoration tasks — anything that could bring art to life for them.

I tried to develop interest among new students by letting them play with colours and experience creativity through innovative ways — something that could emotionally connect them to colours and books, both. It was about helping them build a personal bond with the subject.

Students like **Virat, Akash, and Rishabh** didn’t seem interested at first. But when I stopped teaching through theory and started teaching through experience — by giving them colours and letting them work freely — they slowly began to open up. They started understanding forms, showing a command over theory, and connecting with the subject.

Confidence and Care

Some students always had an interest in arts but lacked confidence. One of them was **Saksham**. He used to say, “*Mujhse nahi hoga, ma’am.*” For such students, I became a constant source of belief. I kept telling them,

“*Yes, you can do better — only you can do better than you.*” I held their hands — literally and emotionally — because I believe students need guidance, no matter their age. And in the end, they all proved themselves beautifully.

Well-Being That Works Both Ways

As a teacher, I’ve always focused on student well-being — not just marks. I’ve tried to build friendship, trust, and belief with my students. Two more students of mine who have already passed out — **Saksham** and **Ayush** — were the kind of students who always wanted to participate in everything.

When we talk about student well-being, I strongly believe that the kind of positivity these students bring helps a teacher grow emotionally and professionally.

Even during exams or busy times, they were involved in everything — and whenever something needed to be done for the school, they stood up. They observed how dedicated I was, and somewhere, that dedication reflected in them too. Whenever I was stressed or overwhelmed, they would say, “*Don’t worry ma’am, humlog hain na!*” Hearing those words from your students — it feels like a magic spell that keeps you going no matter what.

What touched me most was that even after passing out, all three — **Srishti, Saksham,** and **Ayush** — willingly came back to school just to help with decoration and programs. That kind of bond and connection between a teacher and students can't be explained in words. It's built with trust, love, and shared purpose.

Srishti: A Reflection of My Passion

One student who will always remain close to my heart is Srishti, a Class 12 pass-out. A natural artist, but like every gem, she needed polishing.

Over time, she was inspired by the way I worked. She began showing the same dedication — whether it was in school decoration, classroom art, or handling responsibilities.

Sometimes, we even forgot to eat on time and had to scold each other —

“Khana kab khana hai? Kaam to chalta hi rahega!” Our bond grew deeper — beyond teacher and student.

Maybe she saw a sister in me, and I saw my own daughter in her.

Her respect and love for the work we did together made me feel proud —

Yeh sirf ek rishta nahi tha, yeh meri kamaai thi.

The Teacher Within Me

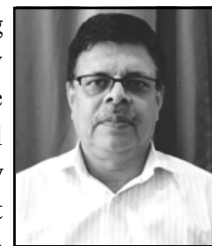
In the end, teaching isn't just about chalk, blackboards, or lessons. It's about connection, care, creativity, and courage— both mine and my students'. **The teacher within me is still learning, still listening, still growing —With every student who walks into my life.**



Innovation in Teaching: Transforming Mathematics Education Through Engagement and Relevance

Anupam Mishra*

As math teachers, our pedagogical innovation lies in developing a learning environment that is pro-active, student-centric, and adaptive to the 21st-century competencies. We work towards making mathematics not just comprehensible but relevant by incorporating authentic connections with real-life experiential learning methodologies into our everyday practice. As a math teacher, my innovation is to shift the mindset of mathematics from a classic abstract subject to a pro-active, interactive and meaningful subject. It is a blending of child-centric and active learning techniques into our daily routine to enhance understanding and foster mathematical thinking skills.



I create lessons based on real-life situation and related cases that will make students apply the mathematical concepts to solve real and authentic problems and enable them to realize the application of mathematics in everyday life. Whether it is budgeting, data analysis, reading graphs, measurement, area and many more topics. All these activities make mathematics practical and relevant and encourage/motivate students to use mathematical concepts in real-world contexts, and hence their understanding and retention of the concept is enhanced. These methods develop critical thinking and encourage learners to view mathematics as a meaningful part of their lives.

Project-based learning is an encouraging method of teaching in which students learn to tackle real-life problems. Understanding that students learn differently, we customize lesson/instruction through flexible grouping that provides numerous opportunities for every student to move forward and be successful. Our aim is to make each student appropriately challenged and effectively supported. I reorganize class time for discussion, test (oral/written) and problem-solving on the board to provide individualized support. Peer learning is facilitated through group activities, math talks and class discussions. Students are provided with opportunities to explain their analytical perspective and listen to each other's viewpoints, building confidence in articulating mathematical thinking.

In my classroom, errors are viewed as a learning opportunity. Through group activities and student presentations, students participate in mathematical discussion, verbalize and visualize their thoughts, and strengthen communication skills in addition to content knowledge. Classroom is redesigned to encourage student collaboration. Peer-to-peer instruction and group work are routine

* Principal and Faculty, Mathematics

practices, that motivates students to discuss and solve math problems among themselves. This not only helped to strengthen understanding but also social skills and teamwork. I regularly evaluate student comprehension in class hours. This enables me to know their understanding in a timely manner and provide them immediate feedback. I also promote peer review and self-assessment as part of learning. Organize one extra class in a week to cater to the students who have special needs in the subject.

In the last academic session, we saw a paradigm shift in mathematics education. These innovations made learning experience more interactive, individualized, and contextual preparing students for academic and real-life challenges in the future.



MINI MINDS, MIGHTY SCIENCE

Archana Kumari*

Connecting with students on a personal level can foster trust and make them feel valued, creating a stronger learning bond.

Engaging in class discussions, asking questions, and actively participating in activities can help students learn more effectively. Being a teacher is a unique experience. It's a blend of chaos and clarity, where every moment is a chance to shape a young mind. It's not just about imparting knowledge, but also about sparking curiosity and fostering a love for learning. It's a rollercoaster of emotions, filled with triumphant highs when a student finally grasps a concept, and challenging lows when things don't go as planned. But through it all, there's a sense of purpose, a feeling that you're making a difference, one lesson at a time.



For the first time I got a chance to teach small children.

An engaging science laboratory session for Class 5 Beta on seed germination. The objective was to foster hands-on learning and environmental awareness among students. Junior Scientists," were grouped into teams and provided with seeds, cotton, water, beakers, and observation sheets. Class started with a brief explanation of seed germination. Today you'll investigate how a seed begins life, I told the students'. The students observed how seeds swelled over time, recording changes in color, size, and the appearance of roots and shoots. They learned terms like *embryo*, *germination*, *moisture*, and *photosynthesis*. The students were curious to know answers like "What if we use salt water?" or "Will seeds grow faster in the sun?"

As days passed, the classroom transformed into a living garden of learning. Students developed presentations to showcase their findings.

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* Faculty, Science

Redefining Accountancy: An innovation in commerce education

Atul Anand*



Innovation is a continuous process, and its significance extends deeply into the teaching profession. My journey at ***Manava Bharati International School*** has been a transformative one—an experience that allowed me to nurture new ideas and innovate the way I teach senior students.

What makes this institution truly special is the freedom it offers—to explore pedagogical methods, engage with the community, and plan academics in a dynamic and personalized manner. Such autonomy is rare in educational settings, and it has empowered me to create meaningful, student-centric learning experiences, particularly for commerce students. Through this approach, I have been able to offer diverse perspectives that go beyond textbooks, equipping learners with essential life skills, confidence, and the resilience to face challenges with a positive spirit.

Our teaching methodology emphasizes collaborative learning and a child-centred approach. This significantly contributes to students' well-being and gives them a sense of accomplishment. The first step in this process is understanding the unique needs of each student and creating an environment where learning is joyful. I strive to build a happy classroom—a space where every student feels heard, valued, and motivated to participate actively. Without such an atmosphere, no innovation can yield meaningful results.

My core area of innovation lies in the methodology of teaching ***Accountancy***. I have worked on developing a skill-based, application-oriented approach that focuses on a strong conceptual foundation. This not only enhances subject expertise but also connects students to its real-world relevance—bridging the gap between theory and practice, thereby promoting both academic excellence and holistic development. Vedic mathematics technique is adapted to enable students with fast and accurate calculations. It is implemented in class XIth itself such that they have ample of time to enhance their skills by the board examination. This also helps them reducing time in calculation, increase their efficiency and generates a sense of confidence.

Innovation is not merely about generating ideas but implementing them effectively to bring about meaningful change. One such initiative involved introducing a “time-accuracy calculator” for solving full-length questions. This tool helped students understand the importance of accuracy and time management—essential skills during board exams. It also reduced exam pressure and built their confidence in handling numerical tasks.

* Faculty, Commerce

To promote peer learning, I regularly encourage students to approach the board and solve problems collectively. This initiative encourages teamwork, boosts confidence, and ensures equal participation. Accountancy, often viewed as a challenging subject due to its numerical nature, becomes more approachable when students are given the right tools and environment to succeed.

Over the last 15 years of teaching commerce, I've noticed that students' career decisions are often shaped by their past learning experiences. Many who struggled with mathematics in earlier grades develop a fear of Accountancy, leading them to avoid career paths like Chartered Accountancy, Company Secretary, or Cost and Work Accounting. However, I believe that commerce as a stream offers diverse opportunities suited to varied skill sets—be it writing, analytical thinking, or communication.

Therefore, it became essential to change the narrative around Accountancy. My aim has been to make this subject less intimidating and more engaging—to replace fear with curiosity and smiles.

A teacher's true role goes beyond teaching lessons from a book. It is about caring for students, understanding their needs, and helping them grow in every way. Innovation in teaching comes from this deep commitment—to make learning easier, more joyful, and meaningful for every student. At Manava Bharati International School, I have been able to play this role with full freedom and support. My aim has always been to create a classroom where students feel happy, confident, and ready to learn. When students enjoy learning, they do well not just in exams, but in life too. This journey has shown me that with care, effort, and new ideas, a teacher can truly make a difference in shaping young minds.



Innovative Teaching Practices to Foster Curiosity and Learning

Bharti Kumari*



“Tell me and I forget, teach me and I may remember, inspire me and I learn.”

- Benjamin Franklin

This quote highlights the importance of inspiring students and making learning engaging, which is at the heart of innovative teaching methods.

At MBIS, my journey as an EVS and Computer teacher has been both enriching and transformative. The institution has provided me with numerous opportunities to grow professionally, and I have seamlessly integrated these learnings into my teaching methodologies. My primary approach has always been “learning by doing,” which has significantly enhanced student engagement and understanding.

In my classrooms, I strive to teach in an enthusiastic and interactive manner. This hands-on approach not only makes lessons enjoyable but also stimulates curiosity and encourages students to think innovatively. To further foster a love for reading, I initiated a Book Club among my students. As part of this club, students visit the library, read at least one page from a book, summarize their reading in writing, and then share their insights with their classmates. This simple yet effective activity has significantly contributed to developing their reading habits, comprehension skills, and confidence in expressing their thoughts.

In my Computer classes, I have introduced students to various essential software tools such as MS Word, Excel, PowerPoint, and Scratch programming. These practical skills are vital for their academic growth and future readiness. One of my most inspiring experiences has been teaching a special child, Snehanish. Despite his challenges, Snehanish showed remarkable enthusiasm and aptitude for learning computers. He quickly grasped the basics of MS Excel and demonstrated an impressive ability to identify different keys and their functions.

To cater to the diverse learning needs of my students, I employ a play-way method of teaching. I often use animated videos to introduce new topics, which capture the students’ attention and make complex concepts easier to understand. After watching these videos, we conduct hands-on practice sessions, allowing students to apply what they have learned immediately. This method not only reinforces the concepts but also makes learning enjoyable and effective.

In my perspective, instilling curiosity in students is the cornerstone of effective teaching. When students are curious, they naturally seek knowledge, ask questions, and engage deeply with the subject matter. As educators, our role is to create an environment that nurtures this curiosity, enabling students to explore, discover, and learn with enthusiasm.

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* Faculty, Computer Science

शिक्षण में विचारों की नई उड़ान

बीना झा*

“शिक्षा जीवन का प्रकाश है और शिक्षण उस दीपक की लौ”

मेरे अंतर्मन में भी एक दीपक की लौ जल रही है और उस लौ की रोशनी से मैं अपने कर्मपथ पर आगे बढ़ रही हूँ।

शिक्षण केवल बातों के आदान-प्रदान का माध्यम नहीं, बल्कि एक जीवन्त प्रक्रिया है—जहाँ शिक्षक और छात्र एक साथ मिलकर सीखते हैं।

मैं, बीना झा, एक हिंदी शिक्षिका के रूप में इस यात्रा में यह अनुभव कर रही हूँ।

“टीचर्स विदिन मी” के प्रथम चरण और दूसरे चरण में, मैं अपनी यात्रा की चर्चा कर चुकी हूँ।

उसी कड़ी को आगे बढ़ाते हुए मैं अपने शिक्षण कार्यों के लिए नई-नई योजनाओं के साथ कैसे काम करती हूँ? उसी से संबंधित यह एक लेख है जिसमें मेरी मनोभावनाएँ हैं।

सीखने की प्रक्रिया तभी सार्थक होती है, जब उसमें बच्चों की भागीदारी, नवाचार और सहयोग की भावना हो। इस लेख में मैं अपनी शिक्षण यात्रा के साथ-साथ अपने नवाचारों और पीयर लर्निंग (सहपाठी शिक्षण) की भूमिका पर भी प्रकाश डालना चाहती हूँ, जिसने बच्चों के सर्वांगीण विकास में महत्वपूर्ण भूमिका निभाई है।

जब मैंने अपनी शिक्षण यात्रा शुरू की, तो मेरे सामने सबसे बड़ी चुनौती थी—बच्चों में आत्मविश्वास और अभिव्यक्ति की कमी। पर मैंने देखा कि जब बच्चे एक-दूसरे के साथ विचार साझा करते हैं, तो वे अधिक सहज महसूस करते हैं और जल्दी सीखते हैं। इसी अनुभव ने मुझे पीयर लर्निंग की ओर प्रेरित किया—जहाँ बच्चे न केवल सीखते हैं, बल्कि दूसरों को सिखाने की प्रक्रिया में खुद भी समृद्ध होते हैं।

मैं, बच्चों को कभी-कभी किसी विषय पर चर्चा करने के लिए छोटे-छोटे समूहों में बाँट देती हूँ और प्रत्येक समूह में एक “नेतृत्वकर्ता” भी तैयार करती हूँ जो विषय को समझकर अपने साथियों को सरल भाषा में समझा सके।

इस प्रक्रिया के द्वारा बच्चों में न केवल विषय की समझ को मजबूत किया, बल्कि नेतृत्व क्षमता और आत्म-विश्वास को भी बढ़ाया है।

क्रियाकलाप के माध्यम से बच्चे मिलकर कहानी की रचना करते हैं, जिसमें प्रत्येक बच्चा एक पात्र बनकर उस पात्र को प्रदर्शित करता है या उस कहानी के संवाद को लिखने में मदद करता है। इस प्रकार के समूह-कार्य से उनकी रचनात्मकता और भाषा कौशल विकसित हुई है।



* हिन्दी संकाय

जो बच्चे बेहतर कार्य कर सकते हैं, वे धीमी गति से कार्य करने वाले छात्रों को सहयोग करना और उन्हें कार्य करने में मदद करना। उदाहरण के रूप में, मैं परीक्षा आरम्भ होने से पहले पुनरावृत्ति कार्य करने हेतु बच्चों को प्रेरित करते हुए समूह बना देती हूँ। प्रत्येक समूह में परीक्षा में आने वाले पाठों को विभाजित कर देती हूँ, जो प्रश्न बनाकर लाते हैं। वह समूह कक्षा में उस दिन एक शिक्षक के रूप में कार्य करते हैं। इस प्रकार के कार्य करने से, धीमीगति से सीखने वाले छात्रों में आत्मविश्वास की भावना जागृत होती है।

मेरी नज़र में एक अच्छा शिक्षक वह है जो बच्चों को केवल उत्तर नहीं, बल्कि प्रश्न करना भी सिखाए।

शिक्षक और छात्र एक-दूसरे से सीखकर आगे बढ़ते कदम और इन नवाचारों एवं पीयर लर्निंग के संयोजन से मैंने देखा कि बच्चों में सामूहिकता की भावना विकसित हुई। वह एक-दूसरे की सहायता करने लगे, और शिक्षा एक व्यक्तिगत प्रयास की बजाय सामूहिक उपलब्धि बन गई। इससे न केवल पढ़ाई के प्रति रुचि बढ़ी, बल्कि अनुशासन, सहनशीलता और सहयोग जैसे मानवीय गुण भी विकसित हुए।

एक शिक्षिका के रूप में मेरा मानना है कि जब हम बच्चों को केवल सुनने वाले नहीं, बल्कि सिखाने वाले भी बनाते हैं, तब असली शिक्षा जन्म लेती है। पीयर लर्निंग और नवाचारों के माध्यम से मैंने कक्षा को केवल पढ़ाने की जगह नहीं, बल्कि सीखने और सिखाने का माध्यम बना दिया। हमारी यह यात्रा अभी चल रही है—सीखने, सिखाने और समाज को बेहतर बनाने की दिशा में, जिससे समाज और राष्ट्र दोनों को आगे बढ़ने में मदद मिलेगी।

“शिक्षा समाज की आत्मा है और शिक्षक उसकी धड़कन”।



Bringing Past to Life: Innovations in Teaching History

Deepti Sharma*

History is more than a collection of facts and dates – it is the story of humanity. Yet, for many students, it remains one of the most uninteresting subjects. As a teacher, my goal this year was to break that stereotype. I challenged myself to innovate my teaching methodology and explore creative strategies to make history both meaningful and memorable for students.



One of my first resolutions was to revisit each chapter thoroughly, especially for classes 9th and 10th, where the curriculum introduces complex topics like ‘World History’ and ‘Indian Independence’. I read each chapter twice, not just to prepare myself for the class but to discover new ways of presenting it. I realized that students – especially those who initially found history boring – needed something more than textbook teaching. They needed connection.

As a teacher, I realized that the problem is not with the subject itself but with how it is presented. This insight inspired me to rethink my approach and look for ways to make history engaging, relatable and exciting.

The first and most important shift I made was to treat history as a story. Rather than just delivering facts, I started presenting historical events as narratives filled with real people, emotions, struggles, and achievements. This helped students connect with the subject on a human level. I noticed that when history is told like a story – with drama, turning points and moral dilemmas – it suddenly becomes alive and meaningful.

One of the most effective methods I found was to draw connections between the past and the present. When students realize how historical events have shaped the world they live in today, they become more curious and engaged. For example, while teaching about revolutions, I would relate them to modern movements or political changes, prompting discussions on similarities and differences.

We also made meaningful use of the last page of the notebook, which is often reserved for rough work by students. To leave no stone unturned in the learning process, we initiated small research activities on the given topic. Sometimes, the questions extended beyond the textbook, encouraging students to think critically. They would come prepared with answers, leading to engaging discussions in the classroom. Students felt a sense of ownership over their work, and in the process, they developed research and presentation skills.

* Faculty, Social Science

Instead of listing events, I started presenting history as a sequence of interconnected stories. I focused on the human side of historical events – what people felt, feared, or fought for. Introducing lesser-known heroes, personal letters, and diary entries added an emotional layer to learning. Students were no longer memorizing – they were imagining, empathizing, and questioning.

I introduced cross-disciplinary activities – connecting history with poetry, painting, music, and literature. For instance, while teaching about the Indian Freedom Struggle, students analyzed patriotic songs, interpreted freedom-themed paintings, and read excerpts from freedom fighters' autobiographies. This made history more expressive and artistic.

I encouraged students to critically evaluate historical narratives. We explored multiple perspectives – colonizer and colonized, ruling class and common people, men and women. By organizing structured debates, students learned that history is not just what happened, but how it is interpreted.

Through these innovations, I witnessed a shift – not just in how I taught history, but in how students received it. They began to ask questions, draw connections and form opinions. History became a subject of exploration rather than memorization.

In today's world, where the future is uncertain, knowing the past is more important than ever. As teachers, our role is not just to teach history but to inspire curiosity and a deeper understanding of human experiences.

In conclusion, making history interesting is not just possible – it is essential. As educators, we need to remember that we are not just teaching about the past; we are helping students make sense of the present and prepare for the future. With the right methods, history can be one of the most fascinating and enriching subjects in the classroom.



Aiming for Excellence Through Everyday Growth

Divya Parashar*

“The teacher within”, it’s not really about a job title or a fancy role. It is more like this small, steady voice inside, nudging us every day to do better, think a bit different, and care a bit more. Whether you’re teaching or learning, that inner teacher is there to cultivate a classroom culture rooted in **Excellence**, driven by **Innovation**, and sustained by **Well-being**.



Excellence is not perfection; it’s better than yesterday. One day, teaching my English class, I had a shy student afraid to speak in public. Instead of pushing her to deliver a lecture, I requested her to read a sentence during group reading practice. Fear gradually vanished. She later volunteered to recite a poem during class.

The teacher within all of us knows that greatness is nurtured through patience, encouragement, and consistency — and so too is the teacher in our own pupils. Effort, not results, is what we teach through our emphasis upon long-term achievement.

Innovating to Keep Curiosity Alive

It’s not about high-tech gadgetry; it’s about fresh ideas. While teaching EVS, we were doing the lesson “Types of Houses.” Instead of going down the familiar route of diagram lessons of books, I challenged the kids to create 3D models out of recycled material. Some arrived with bamboo sticks, others with cardboard and clay. The buzz in the room was contagious – the lesson, indelible. This is what we, as a teacher, do – we convert day-to-day issues into practical exercises. You infuse creativity in your classroom where teachers and students are equal learners.

Fostering Well-being Through Connection

Between lessons and activities, I most often find my best teaching moments in informal situations like during lunch with my young people. One afternoon, teasing them about cartoons and strictest parents, I noticed just how open and chatty the kids were. A shy class member began to share stories about her own family. Those informal times helped create an even deeper sense of trust.

* Faculty, Science

The teacher in me remembered that well-being is more than lesson timetables and academics. It's human relationships, it's empathy, and it's emotional presence. Kids excel when they feel safe and cared for not only in academics, but in confidence and character.

The teacher in you never disappears pushing toward greatness, pushing toward creativity, and preserving well-being. It suggests through all lesson planning for the child's benefit, all creative ideas that illuminate young minds, and all caring actions that make kids noticed and heard. When we attend to and develop this inner teacher, we craft schools that transcend education spaces of transformation, curiosity, and care.



Bidding Adieu with the Joy of Questioning

Divya Sharma*

As I bid adieu to my time at Manava Bharati International School, I was deeply touched by the school's thoughtful gesture in organizing a special reading session to mark my farewell. Rather than a formal ceremony, the school chose a meaningful and enriching way to part – through an interactive reading and discussion session with students of Class XI and XII. The article I read and reflected upon was titled “The Lost Art of Curiosity”, originally published in The Hindu.



The session wasn't just a farewell, it became a celebration of thought, learning and introspection – values I have always tried to instill in my students. The article explored how, in the rush of modern life and structured learning, we often forget the essence of questioning and wondering — the pure joy of being curious. In a world flooded with information, genuine curiosity is slowly fading, replaced by surface-level knowledge and mechanical learning.

As I read aloud and engaged with students, I could sense the spark of reflection in their eyes. We spoke about how curiosity is the starting point of all innovation, creativity, and growth. I urged them to continue asking ‘why,’ to read beyond textbooks, and to always chase the joy of discovering something new — even if it seems trivial at first.

This reading session served as a fitting final moment – not just a farewell to a school I dearly love, but also a reminder of what education truly means. It is not just the transfer of knowledge, but the lighting of a fire within – a fire to learn, to explore, and to question.

To my dear students, thank you for allowing me to share my journey with you. May your minds remain curious, and your hearts stay open. And to my colleagues and the school management, I am deeply grateful for this meaningful tribute.

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* Faculty, Commerce

Educating Through a Child's Perspective

Kalpita Kumari*



As a teacher, I always try to make learning better and more fun for our students. In my class, I started using simple stories and small role-plays to explain lessons. This **helps** children understand better and also enjoy learning. They become more active and confident.

To bring excellence in learning, I **focus** on making every child feel important. I **give** personal attention, **praise** their efforts, and **help** them learn at their own pace. This **makes** the classroom more positive and happier.

For well-being, I communicate with every child to make sure none of them feel left out and cheer them up by hearing them out and trying to understand their problems from their point of view. This **helps** them feel safe and calm.

These small changes have brought a big difference. Children **look** forward to coming to school. They **learn** better and feel more confident.

Innovation doesn't always mean big tools or new apps. Sometimes, it's just a new idea, a kind word, or a fun way of teaching. These little efforts make our classrooms brighter and better.

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* Faculty, Primary Section

शिक्षण में उत्कृष्टता, नवाचार एवं कल्याण

कामिनी शर्मा *

“हार मत मानो, जीत तुम्हारे ही कदमों में है।”

शिक्षा एक महत्वपूर्ण साधन है जो व्यक्ति के भीतर अच्छे विचारों का निर्माण कर मनुष्य के जीवन का मार्ग प्रशस्त करती है। शिक्षा के द्वारा हमें नई जानकारी, नई सोच एवं नए कौशल की प्राप्ति होती है, जो हमें समस्याओं के समाधान में मदद करती है, अधिक जागरूक एवं संवेदनशील बनाती है जिससे हम समाज में अधिक उपयोगी एवं सक्रिय रह सकते हैं। अतः एक छात्र के लिए शिक्षा अत्यंत आवश्यक है क्योंकि शिक्षित होने के बाद वह अपने लिए एक अच्छा करियर प्राप्त कर अपनी मानसिक संतुष्टि के साथ-साथ वित्तीय स्वतंत्रता प्राप्त कर सकता है और ये तभी संभव है जब बच्चों को दी जाने वाली शिक्षण पद्धति में उत्कृष्टता का ध्यान रखा जाए। शिक्षण में उत्कृष्टता हेतु एक शिक्षक को प्रभावी ढंग से सीखने, सिखाने एवं छात्रों के मानसिक तथा संवेगात्मक क्षमता को विकसित करने में सक्षम होने की आवश्यकता है। साथ ही प्रभावी शिक्षण रणनीतियों का प्रयोग कर छात्रों के व्यक्तिगत आवश्यकताओं के अनुसार सीखने के माहौल को सकारात्मक एवं सहायक बनाने की भी जरूरत पड़ती है।



गत वर्ष के शैक्षणिक सत्र में सभी छात्र मेरे लिए नए थे। मैं उनकी क्षमता-अक्षमता, रुचि-अरुचि से पूरी तरह अनभिज्ञ थी। चूँकि मैं भी उनके लिए अनजान थी, अतः वे भी कक्षा में मेरे साथ सहजता महसूस नहीं करते थे। मैं उनकी मनोभावनाओं को समझते हुए भी अनजान बनकर उनके करीब जाने की कोशिश करती रही। एक-दो सप्ताह तक पाठ्यक्रम से संबंधित कार्य को पाठ-योजनानुसार संपादित करना संभव नहीं हो पाया क्योंकि छात्र एक नई शिक्षिका को अपनी कक्षा में स्वीकार नहीं कर पा रहे थे। मेरा अपना अनुभव था कि बच्चों से भावनात्मक रूप से जुड़े बिना उत्कृष्ट शिक्षण-प्रक्रिया संभव नहीं। अतः छात्रों को दी जाने वाले शिक्षण-प्रक्रिया में उत्कृष्टता लाने हेतु सर्वप्रथम मुझे कक्षा का वातावरण सहज एवं मैत्रीपूर्ण बनाने की जरूरत महसूस हुई। फिर योजनाबद्ध तरीके से मैं उनके साथ थोड़ी देर सामान्य बातचीत करते हुए उनसे वाचन, श्रुतिलेखन, श्रवण एवं चित्रात्मक लेखन जैसे कार्य करवाए। इन कार्यों के द्वारा मुझे उनकी क्षमता-अक्षमता, रुचि-अरुचि का पता चला। साथ ही मैंने महसूस किया कि सामान्य तरीके से अध्ययन के तथ्यों को सभी बच्चों को समझा पाने में सफलता नहीं मिल सकती क्योंकि यह तरीका अप्रत्यक्ष होने के कारण सभी बच्चे इसमें रुचि नहीं ले पा रहे थे। तत्पश्चात मैंने कुछ नवाचारी गतिविधियों के माध्यम से टीएलएम का उपयोग करते हुए अध्यापन कराने का फैसला किया और मैंने देखा कि बच्चे उसको प्रत्यक्ष रूप से देखकर, महसूस कर एवं प्रयोग करके सीखने

* हिन्दी संकाय

में अधिक रुचि लेने लगे। साथ ही इससे उनमें नई खोज की भावना का विकास भी हुआ। कक्षा को रोचक एवं उत्साहवर्धक बनाने हेतु मैंने जिन नवाचारी गतिविधियों का प्रयोग किया वे इस प्रकार हैं—

- कक्षा का वातावरण सहज एवं भावनात्मक बनाने की लगातार कोशिश करती रही क्योंकि अधिगम हेतु खुशनुमा माहौल चाहिए।
- हर शिक्षक का ज्ञान अलग-अलग होता है तथा शिक्षण का तरीका भी अलग होता है, ऐसे में मैंने समान कक्षा में पढ़ाने वाली शिक्षिका बीना मैम के साथ एक-दूसरे के ज्ञान का साझा कर बच्चों की पढ़ाई में आने वाली समस्याओं का समाधान कर अधिगम प्रक्रिया को गुणवत्तापूर्ण बनाने का प्रयास किया।
- कक्षा में सभी छात्रों को सक्रिय रूप से सीखने में शामिल करना, जैसे—समूह चर्चा, केस स्टडी, व्यवहारिक गतिविधियाँ, सहयोगी परियोजना आधारित शिक्षण विधि का प्रयोग। इस विधि से प्रत्येक छात्र को अपनी क्षमता के अनुसार प्रदर्शन का अवसर मिला जिससे उनका संकोच खत्म हुआ, आत्मविश्वास में वृद्धि हुई एवं सहयोग की भावना का विकास देखने को मिला।
- पाठ के अनुसार वास्तविक दुनिया की समस्याओं को हल करने हेतु खोज-बीन एवं मूल्यपरक संबंधित प्रश्नों के उत्तर अपनी भाषा, शैली, अपने विचार के अनुसार मौखिक एवं लिखित रूप में करने के लिए प्रोत्साहित करना ताकि छात्र भावी जीवन हेतु स्वयं को तैयार कर सकें। इस कार्य में वर्तनी एवं भाषा संबंधित अशुद्धियों को नजरअंदाज किया गया, ताकि भावनाओं एवं विचारों की पूर्ण अभिव्यक्ति संभव हो सके।
- आवश्यकतानुसार पाठ्यक्रम के अतिरिक्त अन्य पुस्तकों, कार्य-पत्रिकाओं जैसे शिक्षण सामग्री का अध्ययन करना ताकि नवीनतम ज्ञान एवं कौशल शामिल हो सके।
- समय-समय पर होने वाले शिक्षक-प्रशिक्षण कार्यक्रमों से शिक्षण के नए-नए कौशल सीखकर और उनका प्रयोग कर भी मैंने अधिगम की प्रक्रिया को बेहतर बनाने की कोशिश की।
- पाठ्य-सामग्री को समझने के लिए मैंने कलात्मक गतिविधियों का भी प्रयोग किया; जैसे—दीपावली के अवसर पर रंगोली बनाना, कक्षा को सजाना, पाठानुसार चित्र, चित्रात्मक-तालिका बनाना आदि।
- कक्षा-सात एवं कक्षा-आठ के पाठ्यक्रमों में आवश्यकतानुसार परिवर्तन करके भी हम अधिगम प्रक्रिया को प्रभावी बनाने में सक्षम हुए।

उपर्युक्त नवाचारों के प्रयोग से शिक्षण एवं अधिगम प्रक्रिया में कई लाभ हुए—

- कक्षा में छात्रों की सक्रिय भागीदारी रही।
- छात्रों में सीखने की रुचि का विकास हुआ।
- छात्रों में अधिक ज्ञान एवं कौशल का विकास हुआ।

- कक्षा में आपसी सामंजस्य व परस्पर सहयोग की भावना बढ़ी।
- एक शिक्षिका के रूप में मुझे शिक्षा को अधिक प्रासंगिक बनाने एवं प्रभावी ढंग से पढ़ाने में मदद मिली। तत्पश्चात कक्षा में छात्रों का प्रदर्शन बेहतर होने लगा।

इस प्रकार शिक्षा में उत्कृष्टता लाने के लिए शिक्षण में नवाचार एक सतत प्रक्रिया है जो अधिगम को अधिक प्रभावशाली, आकर्षक एवं प्रासंगिक बनाने में सहायक होता है तथा इसके निरंतर प्रयोग से छात्र, शिक्षक एवं शिक्षा प्रणाली लाभान्वित हो सकते हैं।

“जो हम खुशी से सीखते हैं, उसे हम कभी नहीं भूलते।”

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BEYOND THE GREYLINE: INNOVATION TO OUTCOME

Katyayani Kumari*



“If you look at history, innovation doesn’t come just from giving people incentives; it comes from creating environments where their ideas can connect.”

A well-defined and relatable key perpetually given the end number of possibilities of growth nurturing the new dimensions of education. Classroom- a bright and cheerful place where every next moment is loaded with diverse knowledge, it is not just a culmination of desks, chalks, blackboards and colourful walls, but a unit formed by various micro- cells, blended with powerful thoughts. Being an instructor many a times it was noticed that these powerful thoughts are helpless and in rat eyes they are relentlessly looking for the hand to put them beyond the grey line to reach the world of sagacity and cognition.

Innovation: a leading key...

A slight innovative path can make remarkable change in the life of a student. As the above-mentioned quote is well defining that the best help a teacher can provide to the students that is the environment where they can relate and connect their ideas, taking and using real life lessons. As talking about innovation in broader prospect is about looking at the problem and the systems to form an entirely different perspective. It is about thinking about entirely different ways of accomplishing the same goals. Its about different models, different paradigms, a beaming way leading to efficiency. The core purpose of MBIS is to bring the confidence to every smallest unit (student) of each class, taking themselves as marginalized by the innovative ways by the teacher to bring them into mainstream.

Innovation to Excellence

Innovation can only be scaled by the consistently applying excellence, they both play side by side with each other. There is no perfect recipe that how they both blend but yes, they are interconnected components. My experience in person has truly taught me that the blending effect can lead to significant improvements in quality and efficiency leading to confidence among students. When innovative ideas are effectively implemented and refined, they can result in truly excellent outcome.

* PGT, English

A leading step to well-being...

Parents send their kids to the school with greatest trust and hope leading to future journey ahead. Well-being cannot just be confined with the successful life achieving posts and ranks, rather well being can be defined in broader prospect that overall development of a student life, that me as an MBIS faculty is promised to surpass in my students. It helps them to focus on building healthy habits, managing stress and cultivating a positive mindset with positive social interactions. A well-organized platform to showcase their view with confidence, frequently regulated group interaction and expert talks are the ensured paths to cultivate a positive outlook amongst students.

The collective and collaborative effect of Innovation excellence and well being can trustily help many students beyond the grey line to come up with confidence and will fly high spreading their colourful wings into the rainbow world. As we are promised to acquire the below mentioned keys...

“True wellness is not as destination, but a journey of nourishing the mind, body and soul.”



From concept to practice and critical thinking: My journey as Mathematics Teacher

Krishna Murari Sharma*



I joined Manava Bharati International School (MBIS) in 2023. I know the founder Pradeep and his commitment to education for long. When he established Foundation School, Khagaul his focus was on children from the poor socio-economic status whom he and his school wished to groom as any other student from known public schools-I appreciated his aspiration. When I agreed to join MBIS I joined his aspiration to prepare first class mathematicians from MBIS and prepare them for various national competitive examinations. As a traditional mathematician I felt rigor and practice could prepare world class mathematicians. Following this I worked with the students, mostly high school students, started encouraging the students to practice hard. This did not go without result -I could see several students benefitting from my teaching- I was happy! Even some students cleared national tests and joined prestigious technical institutions. During the period I also observed several students having good interest in mathematics but not performing well. They worked hard but were missing important milestones because of minor mistakes in interpretation and calculations.

The school regularly organizes reflective sessions to understand and analyze the teaching and teaching impact. During several such sessions and also with the students I realized that practice and rigor are important but conceptual clarity is more important. If somebody has adequate clarity then he can take more interest in mathematics. Creating conceptual clarity requires a better understanding of each child one teaches-his level of fundamentals, his understanding of the previous themes and his updated knowledge. Some students might have joined the school fresh and might be missing the fundamentals. This was a difficult task to cater to everybody's needs but without this one cannot move forward. I started encouraging the students to focus attention on concept and also try to carry the learning from the previous sections. Some students had difficulties. I organized special sessions for them during free period. Now, I would spend more time in concept formation. My experience is that a better/clearer concept leads to more interest and hard work by the students.

There was a discussion on New Education Policy-2020, at the school, which emphasized critical thinking and problem/application-based learning. I consider this as important. I have planned activities for different chapters. I also saw plan by other science teachers, for example by my physics colleague, who has prepared activities and lessons keeping in mind how they could encourage and enthuse the students and how they can help them think critically. I have a plan to now put in practice such activities.

* Faculty, Math

To add on and consolidate learning and critical thinking I have designed and am using competency based questions which do not test only the retention of content but also enthuse the students to think critically putting emphasis on ‘why and how’, thus making mathematics as a subject to enjoy and not as a subject to fear from.

The future of mathematics and mathematicians lies in how much the school children are conceptually clear and to what extent they are enjoying the subject. This journey, to me, has been challenging but subsequently have started enjoying. This is transformational indeed!



MY INSIDE STORY: A YEAR THAT TOUCHED MY SOUL

Kushagrika Vatsa*



This past year has been one of the quiet revelations and emotional—a journey that so deeply touched my soul. It began like every other academic session: new faces, new books, new routine. But someone felt me different.

Teaching in PPW means that you are very close to the young minds. Each morning, I stepped into my classroom not just to teach but to feel—to absorb each smile, every struggle, every cry, every silent triumph. An incident took place when a girl called me ‘MAA’. It was just a slip of the tongue, the whole class burst out laughing but I smiled.

Over time when she was unwell or sometimes she needed my motherly touch she’d say ‘Ma’ or just replace it with ma’am. I became more than a teacher for her. I had become a nurturing presence, a safe place.

Saying goodbye wasn’t easy for me or my students in the last session. The last day they shared lunch, they cried, they hugged and so did I. It wasn’t just a farewell; it was the end of a deeply personal chapter.

Last year taught me that teaching isn’t just about lessons or marks. It’s about presence. It’s about listening, feeling and understanding. That experience inspired me to more innovative this year—not just in my methods, but in how I connect with my students.

Every classroom is a breeding ground for future innovations—young minds full of questions, ideas. Our role as teachers is not merely to instruct, but to ignite that spark.

“When teachers innovates, they don’t change lessons—they change lives.”

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* Faculty, Primary Section

“The Heart of Education: Excellence, Innovation, and the Well-being of Every Student”

Lori Pandey*

We, the educators at Manava Bharati International School, are given opportunities and resources to experiment with our teaching methods.

We have recently come up with a core curriculum goal for this session that focuses on ‘Excellence, Innovation, and wellbeing’.

As an educator, my role extends far beyond imparting knowledge; it is about nurturing potential, inspiring creativity, and ensuring the holistic development of every student. Excellence, innovation, and well-being are not just goals in my teaching practice—they are the pillars that support a meaningful and transformative educational journey.



Excellence: Striving for the Best in Every Learner

Excellence is not defined by grades alone—it is about helping each student reach their fullest potential. I believe in creating a classroom culture that values hard work, resilience, curiosity, and self-reflection. By setting high expectations, providing constructive feedback, and celebrating progress, I encourage students to take ownership of their learning. Excellence also means inclusivity: recognizing and valuing the diverse strengths of each learner and ensuring that all students have the opportunity to shine.

Innovation: Preparing Students for a Changing World

In an ever-evolving world, innovation in teaching is essential. I aim to design learning experiences that are dynamic, creative, and relevant. By integrating technology, project-based learning, and interdisciplinary approaches, I encourage students to think critically, collaborate meaningfully, and approach problems with an open and inventive mindset. Innovation in education also means being responsive—adapting to new ideas, methods, and the individual needs of students.

Well-being: The Heart of Education

Academic achievement is important, but it cannot come at the cost of student well-being. A safe, supportive, and empathetic environment is foundational to learning. I prioritize emotional

* Faculty, English

health by listening actively, promoting positive relationships, and fostering a classroom atmosphere where every student feel seen, heard, and valued. Teaching mindfulness, social-emotional skills, and stress management techniques are now integral parts of my curriculum. When students feel secure and supported, they are more engaged, confident, and ready to learn.

Ultimately, my goal is to equip students not just with knowledge, but with the character, creativity, and resilience they need to thrive in life. Excellence, innovation, and well-being are not separate aims—they are interconnected elements of a meaningful and empowering education.



Our Innovation Core goals: Excellence, Innovation & Well being

Manish Kumar Roshan*

Where Concepts Meet Care: My Teaching Story

“Innovation is not just what we bring to the classroom; it’s what the classroom brings to us.”

Innovation in education isn’t always about introducing new subjects or technologies—sometimes, it’s about rethinking how we teach, how we connect, and how we grow alongside our students. At the heart of my teaching journey lies a simple, yet profound belief: “learning is not a race to the correct answer, but a journey of understanding”.



As a teacher of Mathematics and Artificial Intelligence at the secondary level, and Computer Science at the senior secondary level, I’ve had the privilege of engaging with students across a wide academic spectrum. Each subject brought its unique challenges and triumphs, but the core philosophy remained the same— every learner deserves both challenge and care. My journey has been shaped by a deep commitment to excellence, empathy, and continuous learning.

Mathematics: A journey from fear to confidence

For many students, Mathematics is a subject of anxiety or fear, especially when foundational concepts are unclear. Instead of directly solving problems and jumping to conclusions, I focused on cultivating *conceptual clarity*— teaching students how to *read*, *analyse*, and *interpret* questions before attempting solutions and then solving questions step by step. This shift required extra time and effort but yielded a lasting impact. It helped students see the connections between steps and the logic behind solutions. Students began to understand the “why” behind the “how”, connecting one step logically to the next. They began to engage more meaningfully, especially with story-based or passage-type problems, which were once a source of confusion.

Bridging conceptual gaps from previous classes became a core part of classroom routines. Through consistent revision, thoughtful recaps, reinforcement and motivation, I noticed students getting more comfortable and even curious about Math. The performance graph though was not always linear, had setbacks but the learning was real which showed steady organic growth.

* Faculty, Mathematics, AI and Computer Science

Artificial Intelligence: A challenge worth embracing

Teaching AI to Classes IX and X has been a dynamic and, at times, uncertain experience as it brought a different set of challenges. As an additional elective subject, it often struggled for attention among students fixated on core papers. The curriculum newly introduced initially was not well structured and was theoretical in nature. In the mid-of the session, there was a sudden change in the syllabus which was an additional challenge to complete syllabus in due time, but the new syllabus was an improved version of the old. It lacked cohesive textbooks and reliable resources posing a challenge in both planning and execution. I had to draw from multiple references, constantly updating myself to present the most relevant and simplified content.

Some students found the subject exciting and engaging, while others deemed it dry and irrelevant. I addressed this polarity by incorporating simplified notes, classroom discussions, programming sessions, and contextualize concepts with real-life case studies. While timely submission of assignments remained a hurdle, personalized interventions, constant follow-up and encouragement helped many students find their rhythm. The eventual results were heartening—several students scored above 90%, with 13 out of 62 achieving a perfect score of 100% in the board exam.

Computer Science: Sustaining Curiosity Amid Pressure

Initially, Class XI students embraced Computer Science with enthusiasm. They took keen interest in the subject and participated actively. Students submitted their work on time, and engaged with programming tasks. However, as the academic year progressed, the weight of competitive exam preparation overshadowed their commitment to the subject.

Though the classroom energy remained high, the lack of revision and practice affected skill retention and performance. I realized the need to strike a balance between academic rigour and student well-being. I adapted by designing shorter, targeted tasks, incorporating peer programming. While challenges persist, the effort continues—fuelled by student potential and the vision of making every class count.

My Learning Curve

Teaching is not static—it demands continuous learning and reflection. In the process of educating others, I found myself constantly researching, revising, and expanding my own knowledge base. But more than facts and formulas, it was the emotional resilience that I truly gained. Facing setbacks, adapting to change, and learning to bounce back with confidence has shaped not only my practice but my mindset.

I've learned something even more valuable: *students may not always know what's helping or hindering them academically, but their experiences and reflections are powerful cues*. Listening

to their feedback—both spoken and unspoken—helped me make learning more engaging and responsive.

Perhaps the most important discovery I made: Students appreciate Honesty. When I am transparent with them – about challenges, about my own learning – they see me not just as a teacher, but as a person. This authenticity builds trust.

I am able to build stronger connections with my students, fostering a positive classroom atmosphere that encourages active participation and engagement. As students feel more comfortable, they begin to open up in discussions, allowing me to get to know them better as individuals. This connection enables me to:

- Tailor my teaching to meet their unique needs and interests
- Create personalized learning experiences that resonate with them
- Encourage collaboration, creativity, and critical thinking
- Develop a more supportive and inclusive learning environment

To me teaching is not just about delivering lessons; it is about aligning our practice with our purpose. My aim has always been to foster authenticity, empathy, and growth—for the students, and for myself.

My students have humbled me. They’ve challenged me to see life from varied perspectives, and in doing so, they’ve made me a better teacher—and a happier version of myself.

Conclusion:

In the pursuit of excellence, we often talk about innovation as something external. It is not always loud or flashy. But at its core, innovation is *an inner process*—of introspection, adaptation, and resilience. It’s in the quiet moments—when a student finally understands a concept, when a reluctant learner submits a piece of work with pride, when the class erupts in discussion because they feel seen and heard. I believe that every small breakthrough leads to a larger transformation.

Whether it’s reimagining how Mathematics is taught or making a new subject like Artificial Intelligence accessible, innovation begins when we listen, reflect, and care. And as I continue to walk this path, I do so with a commitment to **teaching with clarity and learning with heart**. Because at the end of the day, the best classrooms are those where *everyone learns—even the teacher*.



OUR INNOVATION

Md. Sageer*



Stuck on a problem...
Don't know what to do
Close your eyes and think it through.
Let the power of your imagination shine outside the box, where ideas
take flight and curiosity drives your way.
It's time to solve the problem tonight!
Dream It, draw it and build it loud....
Turn your dreams into thrill, and seize the opportunities that beam!
Aditya built a boat so fine,
Using papers, a creative design.
Riya crafted a toy with glee,
A floating wonder, a sight to see!
Dream it, draw it and build it loud....
Turn your dreams into thrill, and seize the opportunities that beam!
Change the world in your own way ...
Let your bright ideas light up your days,
And fill your life with innovative ways.
With every spark, a new path's designed, and your creativity will be
forever aligned.
So next time you are stuck, don't fear,
Your Innovation will solve it all.

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* Faculty, Mathematics

षिक्षा में नवाचार

मेधा झा*

षिक्षा शब्द संस्कृत भाषा की 'षिक्ष' धातु में 'अ' प्रत्यय लगने से बना है। षिक्षा का अर्थ है—सीखना और सिखाना। अतः षिक्षा शब्द का अर्थ है—सीखने—सिखाने की क्रिया। षिक्षा ज्ञान 'उचित आचरण', तकनीकी दक्षता, विद्या आदि को प्राप्त करने की प्रक्रिया को कहते हैं।



षिक्षा में नवाचार जो एक षिक्षण प्रणाली में नया और बेहतर बदलाव लाना है। तकनीक ने सीखने की प्रक्रिया में और क्रांति ला दी है। स्कूलों में सीखने के प्रति रूचि जगाने के लिए अत्याधुनिक तकनीकों का प्रयोग किया जा रहा है। समान षिक्षा को बढ़ावा देने के लिए वास्तविक समस्या को नए सरल एवं आधुनिक तरीके से हल किया जा रहा है। नवाचार अर्थात नव एवं आचार अर्थात नए कार्य का प्रदर्शन। इसे हम एक सुंदर कविता के रूप में समझते हैं।

प्रदर्शन का आधार क्या?
दिखावे का प्रभाव क्या?
दिखने में जो दमदार हो
जिसमें नवाचार का संचार हो।

हिन्दी संस्कृत और आंग्ल भाषा
से जोड़े विज्ञान की परिभाषा
भूगोल, खगोल और अर्थशास्त्र
इतिहास से जोड़े नीतिशास्त्र।

आधुनिक षिक्षा का यह मूल,
इससे जुड़ना नहीं है भूल,
षिक्षण को सुगम बनायेंगे,
बच्चे कभी न भूल पायेंगे।

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* संस्कृत संकाय

नवाचार आधारित शिक्षण पद्धतियाँ: 'शिक्षा और नृत्य का संगम

मुकेश कुमार*



जब मैंने स्कूल में नृत्य शिक्षक के रूप में कार्यभार संभाला, तब बच्चों पर काफी मेहनत करनी पड़ी। सबसे पहले मुझे खुद यह समझना पड़ा कि “डांस” वास्तव में क्या होता है, उसके विभिन्न डांस स्टाइल, प्रत्येक स्टाइल के बेसिक स्टेप्स, और उनके साथ जुड़ी मुद्राओं को अच्छी तरह से समझना पड़ा।

इसके बाद, मैंने बच्चों को स्टेज की जानकारी देना शुरू किया—जैसे कि स्टेज क्या होता है, मार्किंग पॉइंट्स, स्कैटर लाइन आदि। बच्चों को इन बारीकियों से अवगत कराना आसान नहीं था, लेकिन धीरे-धीरे उनके अंदर आत्मविश्वास बढ़ा।

मैंने उन्हें “थीम डांस” का महत्व भी समझाया, जिसमें किसी विशेष विषय पर आधारित प्रस्तुति दी जाती है। इन सारी प्रक्रियाओं के बाद बच्चों ने पूरे आत्मविश्वास के साथ स्टेज पर बेहतरीन प्रदर्शन किया।

आज जब मैं बच्चों को आत्मविश्वास से मंच पर नृत्य करते देखता हूँ, तो मुझे अपने प्रयासों पर गर्व होता है। एक दिन मैं अपने डांस हॉल में रिहर्सल कर रहा था। तभी क्लास 1 की 3-4 छोटी बच्चियाँ आयीं और मुझे डांस करते हुए देखने लगीं। उनमें से एक बच्ची ने मुझसे पूछा, “सर, मुझे भी ये मुद्रा करनी है।” मैंने मुस्कुरा कर कहा, “बेटा, ये मुद्रा अभी तुम्हारे लिए थोड़ी कठिन होगी, मैं तुम्हें पहले बेसिक मुद्रा सिखाऊँगा।” लेकिन उसने मानने से इनकार कर दिया और पीछे जाकर मेरी नकल करने लगी। उस पल मुझे एहसास हुआ कि शायद मैंने गलत किया। इन छोटे बच्चों में सीखने की इतनी जिज्ञासा है और मैंने उन्हें अवसर नहीं दिया। फिर मैंने उन्हें वहीं स्टेप सिखाया और देखते-ही-देखते वे सभी बच्चे बहुत ही खूबसूरती से डांस करने लगे। उस दिन मैंने भी उनसे कुछ सीखा। सीखने की लगन उम्र नहीं देखती।

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* नृत्य संकाय

Involving Hearts and Minds: The Power of Compassionate Teaching

Muskan Bhardwaj*



As I reflect on the past year, I am reminded of the power of involvement in learning.

The proverb “**Tell me and I forget, teach me and I may remember, but involve me and I will learn**” resonated deeply with me. By prioritizing student-centered learning and making each child feel valued and included, I have witnessed transformative growth in my students.

My approach to teaching has evolved over time and I have come to realize the importance of empathy and understanding. By putting myself in my students’ shoes and imagining their experiences, I have developed a deeper understanding and appreciation of the unique challenges they face and the support they need. By sitting in their chairs and imagining their perspectives, I have gained valuable insights into how to give better support to them.

As a teacher, I believe it’s my responsibility to ensure every student feels seen, heard, and valued. By doing so, I have created a space where students feel comfortable taking risks, exploring their creativity and growing as individuals. The phrase ‘**feeling each heart like my own**’ has become my guiding principle, reminding me to approach each student with compassion, kindness, and understanding.

A Moment of Compassion

When students are allowed to pursue their passion, it can have a profound impact on their confidence and overall development.

One student, let us call her Sanaya, was struggling to keep up with her peers. I often see her struggling and disengaged during lessons. One day I took time to sit with her and asked her about her interests. She shared her love for art but was not confident about it. I encouraged her to show her artwork with the class. Surprisingly her classmates loved her work. They praised her creativity. Sanaya’s confidence soared and she began to participate more.

* Faculty, Primary Section

Sanaya was having a lot of creativity inside her, I just helped her feel seen and valued. This moment sparked a transformation in her, and she started doing well in academics as well.

“For me every student needs attention, appreciation and acknowledgement for their little efforts. It helps in unlocking a student’s potential and fostering a positive learning environment. So when we see the potential in others, they begin to see it in themselves.”

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Behind every great artist is a teacher who said, ‘You can.’

Muskan Singh*

As an art teacher, I make every effort to go above and beyond to help students grow and express their creativity. We create a warm and welcoming classroom where every student feels valued and encouraged to try new ideas, making learning fun and meaningful by connecting art lessons to students’ lives where we use paint, art tools etc.



“Children are like soft clay, they take the shape we give them”

Encouraging students to think outside the box and explore new ideas can foster creativity and innovation.

1. Think freely
2. Explore different perspectives
3. Develop problem-solving skills
4. Showcase their unique talents

Outside the classroom, we organize art shows, work as a team with teachers and students to bring more creativity in school.

Now, I’m passionate about paying it forward. When teaching kids, I share drawing techniques and stories of famous artists, fostering a deeper appreciation for creativity. Our motive is to inspire students to think deeply, express their feelings, and appreciate art in everyday life.



* Faculty, Fine Arts

The Evolving Role of MBIS Library: From Books to Excellence, Innovation, and Well-being

Neeraj*



The modern school library has evolved from a traditional book-lending facility into a dynamic, multi-functional learning environment. With an increasing focus on academic excellence, creative innovation, and student well-being, today's our school library plays a central role in shaping students as well-rounded learners. In an era of digital transformation and holistic education, our school library stands as a central hub for knowledge, imagination, and personal growth.

1. Fostering Academic Excellence

One of the fundamental purpose of our library is to enhance the academic achievements of students. A well-equipped and well-managed library provides a vast array of curated resources that are aligned with school curricula and academic goals.

Key Strategies to Support Excellence:

- Diverse Collection: Books, journals, e-books, and more to support varied learning interests.
- Research and Inquiry Support: Teaching students how to effectively gather and use information.
- Support for Differentiated Learning: Materials for all learning levels
- Literacy and Reading Campaigns: Programs and events to build reading habits.

2. Driving Innovation and Creativity

Innovation in school library is not just about using technology—it's about creating an environment where new ideas are born and students feel encouraged to experiment, explore, and innovate.

Innovative Features and Programs:

- **Makerspaces:** Tools and materials for hands-on learning like writing Book review, Story writing poems etc.
- **STEAM(Science, Technology, Engineering And Mathematics) Programs:** Encouraging interdisciplinary skills.
- **Digital Tools:** e-resources and software. **Rashtriya e-Pushtakalay, National Digital Library**
- **Project-Based Learning:** Real-world problems and collaboration.

*Librarian

Enhancing Student Well-being

Well-being is an essential component of student development, and the library can be a sanctuary that supports mental, emotional, and social health. MBIS Library can be designed to be inclusive, welcoming, and nurturing spaces for all learners.

Well-being Initiatives:

- **Mindfulness Corners:** Quiet zones for reading and reflection.
- **Resources:** Books ,Champak, The Hindu, The Hindu Young World and activities on emotional skills like story telling etc.
- **Inclusive Environment:** Representing diverse cultures and identities.
- **Mental Health Programs:** Talks and campaigns promoting wellness.

Encouraging Student Voice and Leadership

Empowering students to take leadership roles in library activities boosts their self-confidence and enhances their sense of ownership and responsibility.

Examples of Student Engagement:

- **Peer Reading Programs:** Mentorship and shared reading.
- **Tech Ambassadors:** Helping peers use digital tools like (**Rashtriya e-Pushtakalay**)

Designing the MBIS Library of the Future

To truly develop excellence, innovation, and well-being, library must be intentionally designed to support evolving student needs.

Design Considerations:

- **Flexible Furniture:** Movable and student-friendly designs.
- **Technology Integration:** Modern tech tools and infrastructure.

The school library of today is not a quiet room filled with dusty books. It is a vibrant, innovative, and inclusive space where students grow academically, creatively, and emotionally. By investing in the development of school libraries through the lens of excellence, innovation, and well-being, educational institutions can empower students to become not only successful learners but also compassionate, curious, and confident global citizens.

A future-ready school library is not a luxury—it is a necessity in delivering a holistic, high-quality education for all.



“Equations of the Heart: A Journey Beyond Numbers”

Nisha Bharti*



Where It All Began

My journey into teaching wasn't a childhood dream, but a decision shaped by life's unpredictable paths. Looking back today, I can say with pride—it was the most meaningful turn my life could have taken. The classroom became not just a place of work, but a space of purpose.

Mathematics, often called a 'difficult subject', came with its own set of challenges. But rather than focusing only on methods, I focused on mindsets. I saw fear in my students' eyes—not just of math, but of making mistakes, or being judged. I knew then that my job was more than teaching concepts. It was about healing fears.

Building Bonds Before Concepts

I began by forming real connections with my students. I chose to smile more, scold less. I laughed with them, listened to them, and most importantly, learned from them. I never wanted to be the kind of teacher they feared. I wanted to be the reason they looked forward to class.

“A classroom should not echo silence out of fear, but curiosity out of wonder.”

In this safe and open environment, my students slowly began to drop their guard. They started asking questions, attempting problems, and even celebrating small achievements. That's when I knew—something had changed.

Adding Rhythm and Movement to Mathematics

To make learning more engaging and relatable, I began connecting math with other aspects of life:

Dance for Angles: Students used their bodies to form angles, learning through motion and rhythm. This turned geometry into a joyful activity.

Music for Patterns: Rhythmic beats helped them understand repeating patterns and sequences in a fun, memorable way.

Sports for Concepts: We're now planning a Hurdle Race to teach measurements, speed, and time—blending physical activity with problem-solving.

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“When learning enters through the heart and body, it never leaves the mind.

These approaches created a new energy in the classroom. Children who once feared the subject now began to live it.

The Joy of Seeing Them Bloom

Every time a child grasps a new concept and says, “Ma’am, I got it!”, there’s a silent celebration in my heart. That moment of understanding, of growth—that’s the real reward.

Some of the most profound learning I’ve done has come from the questions they asked. Their curiosity deepened my understanding of my own subject. They are not just my students—they are my co-learners and a beautiful part of my daily life.

A Classroom of Comfort and Courage

My greatest effort has been to create a space where children feel free—to ask, to fail, to explore, and to try again. I don’t want them to remember me as a strict teacher, but as someone who believed in them, who never let them feel alone in their learning.

“I don’t want them to fear me, I want them to feel free with me.”

I’ve always tried to be playful, approachable, and supportive, so they never hesitate to ask for help—even when they’re stuck. That, for me, is true teaching.

Reflection

Today, when I walk into my classroom and see their bright, eager faces, I feel grateful. Not just for the opportunity to teach, but for the chance to make a difference.

Teaching mathematics has given me a mission. Not to create perfect students, but to nurture fearless learners. And in the process, I have discovered my own strength, patience, and joy.

“If a child smiles in a math class,

You’ve already taught them the most difficult lesson.”

In every number, pattern, angle, and equation—I now see stories of courage, creativity, and connection. That’s not just teaching. That’s life.

एक शिक्षक का रिश्ता अपने छात्रों से सिर्फ किताबों तक सीमित नहीं होता। हर बच्चा, हर मुस्कान, हर जिज्ञासा—शिक्षक के दिन को अर्थ देती है।

यह कविता मैंने उन बच्चों के लिए लिखी है, जो हर दिन कुछ नया सीखते हैं। उनकी छोटी-छोटी बातें मेरे लिए सबसे बड़े जीवन-पाठ बन जाती हैं।

इस कविता में मेरे दिल की हर वह भावना है, जो एक शिक्षक अपने छात्रों के लिए महसूस करता है। यह कविता सिर्फ शब्द नहीं है, बल्कि हर उस पल की झलक है, जो बच्चों के साथ बिताया गया है।

“शिक्षक की आँखों से बचपन”

तुम सिर्फ छात्र नहीं हो मेरे,
तुम मेरे हर दिन की वजह हो।
हर मुस्कान तुम्हारी,
मेरे थके मन की दवा हो।

जब तुम कुछ नया सीखते हो,
तो लगता है, मैंने जीवन जिया।
जब तुम गिरकर फिर खड़े होते हो,
तो लगता है, खुद पर फिर से विश्वास किया।

तुम्हारे नन्हें सवाल,
मेरे ज्ञान को और गहरा करते हैं।
तुम्हारी मासूम बातें,
मेरे दिन को रोशनी से भरती हैं।

तुम कभी शरारत करते हो,
तो भी प्यार ही आता है।
क्योंकि उस शरारत में भी,
सीधा और सच्चा मन नज़र आता है।

तुम्हारे छोटे-छोटे ख्वाब,
मेरे लिए बहुत बड़े होते हैं,
क्योंकि उन ख्वाबों में
भविष्य की तस्वीरें होती हैं।

बचपन बहुत जल्दी बीत जाता है,
पर तुम्हारी यह मासूमियत,
हमेशा मेरे दिल में रहेगी,
मेरे लिए कभी कहानी, कभी कविता बनेगी।

बच्चों, तुम हो उस मिट्टी जैसे,
जिसमें हर आने वाला कल पनपता है।
तुम्हारे कोमल स्पर्श से ही,
शिक्षा का अर्थ बदलता है।

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Math Beyond Numbers: Nurturing Innovation, Excellence & Well-being

Nisha Jha*

In today's changing world, being creative and trying new ideas in teaching is very important. As a Primary Mathematics teacher, I see my classroom as a place where young minds can grow, explore, and enjoy learning. I believe every lesson is a chance to spark curiosity and build confidence.



Our journey toward excellence starts with helping children understand the basics of math in a fun and clear way. But true excellence is not just about getting high marks. It is also about making sure each child feels special and proud of their efforts. I make sure that every student—no matter how fast or slow they learn—feels happy and excited to solve problems.

Innovation in my classroom means using new ideas to teach better. I use games, stories, real-life examples, and digital tools to explain math. I also connect math with art, music, and nature. This helps children see that math is not just a subject, but a part of everyday life. When they notice shapes in buildings or count while cooking, they start enjoying math without even knowing it.

But the most important thing is well-being. I believe that children learn best when they feel safe, supported, and happy. In my classroom, I encourage them to try, make mistakes, and learn from them. I praise their efforts and help them believe in themselves—not just in math, but in life.

In the end, all our efforts and new ideas have one goal: to help children grow into confident, kind, and capable learners. For me, teaching math is not only about numbers—it's about building strong minds and caring hearts.

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* Faculty, Mathematics

“एक हिंदी शिक्षिका के रूप में मेरी यात्रा”

निषा प्रसाद*



हिंदी शिक्षिका के रूप में मेरा सफर एक अद्भुत और अनुभवों से भरी हुई यात्रा रही है। यह केवल एक पेशा नहीं, बल्कि एक साधना है जिसने मुझे न केवल भाषा सिखाई, बल्कि जीवन के मूल्य भी समझाए। मेरी यह यात्रा एक छोटे से स्कूल से शुरू हुई, जहाँ संसाधनों की कमी थी, लेकिन बच्चों की आँखों में सीखने की चमक थी। मैंने सबसे पहले यह समझा कि शिक्षक का कार्य केवल पाठ्यक्रम पूरा करना नहीं, बल्कि बच्चों में सोचने, समझने और अभिव्यक्त करने की कला को जागृत करना है। हिंदी पढ़ाते समय मैंने देखा कि भाषा केवल शब्दों की रचना नहीं, बल्कि हमारी संस्कृति, संवेदनाएँ और आत्मा की अभिव्यक्ति है। कविता, कहानी और नाटक के माध्यम से मैंने विद्यार्थियों को भावनाओं से जोड़ने की कोशिश की। जब कोई बच्चा पहली बार मंच पर कविता पढ़ता है या अपनी लिखी कहानी सुनाता है, तो एक शिक्षक के रूप में यह सबसे बड़ी सफलता होती है। समय के साथ मैंने नई तकनीकों और शिक्षण विधियों को अपनाया। डिजिटल शिक्षा, प्रोजेक्ट आधारित लर्निंग और रचनात्मक लेखन ने कक्षा को और अधिक रोचक बना दिया।

इस यात्रा में चुनौतियाँ भी आई—कभी पढ़ाई में रुचि की कमी, तो कभी सामाजिक दबाव। लेकिन हर कठिनाई ने मुझे मजबूत बनाया और मुझे सिखाया कि धैर्य, समझ और प्रेम से हम हर मन को छू सकते हैं। आज जब मेरे पूर्व विद्यार्थी मुझसे संपर्क कर कहते हैं, “मैडम आपकी पढ़ाई ने हमें सोचने का तरीका दिया”, और अपनी उपलब्धि में मुझे भी भागीदार मानते हैं, तो यह मेरी सबसे बड़ी उपलब्धि लगती है।

हिंदी शिक्षिका के रूप में मेरी यात्रा अभी जारी है, और मैं विश्वास के साथ कह सकती हूँ कि यह जीवन की सबसे सुंदर यात्राओं में से एक है।

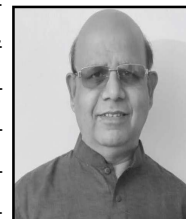
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* हिन्दी संकाय

हिन्दी शिक्षा में नवाचार: चुनौतियाँ और समाधान

पंचानन्द पाण्डेय*

नवाचार, खोज अथवा अनुसंधान हम जो भी कह लें, इस भौतिकवादी युग में हर क्षेत्र में देखने को मिलता है। कहा जाता है कि चीजों को करने के नए तरीके तब खोजे जाते हैं या बनाए जाते हैं जब उनकी विशेष आवश्यकता होती है। प्लेटो ने कहा था, "आवश्यकता आविष्कार की जननी है"। उन्होंने अपनी पुस्तक 'रिपब्लिक' में लिखा है, "हमारी आवश्यकता ही हमारी वास्तविक निर्माता होगी।" जब तक मनुष्य का अस्तित्व है, नवाचार का कार्य चलता रहेगा। भोजन, वस्त्र और आवास हमारे जीवन की अनिवार्य आवश्यकताएँ रही हैं, लेकिन इनके साथ ही शिक्षा का उतना ही महत्व रहा है जितना कि अन्य वस्तुओं का। शिक्षा के गुणवत्ता को विशेष महत्व देते हुए भारत में समय-समय पर शिक्षा नीतियाँ बनीं। समय और आवश्यकता के अनुसार इसमें अमूल-चूल परिवर्तन होते रहे। शिक्षा विशेषज्ञ समाज और देश की आवश्यकता को ध्यान को रखकर इनमें गुणवत्तापूर्ण सुधार करते रहे हैं। 1968, 1986, 1992 के बाद 2020 में एक नई शिक्षा नीति आई जो शिक्षा में व्यापक परिवर्तन की परिकल्पना करती है।



नवाचार कुछ नया करने या पहले से मौजूद चीजों में सुधार करने को कहते हैं। हिन्दी शिक्षा में नवाचार का मतलब सीखने की प्रक्रिया को उत्कृष्ट बनाने के लिए सरल ढंग से बच्चों के वास्तविक समस्याओं का समाधान करना और हिन्दी भाषा सीखने और सिखाने की प्रक्रिया में रचनात्मक और प्रभावी बदलाव लाना है। वह चाहे उनकी जिज्ञासा से संबंधित हो अथवा उनके लिखने, पढ़ने, समझने अथवा बोलने की समस्या से संबंधित हो। एक शिक्षक जब कक्षा में जाता है तो कक्षा में बच्चों के मानसिक स्थिति और उपरोक्त वर्णित तथ्यों को ध्यान में रखकर पाठ-योजना का निर्माण करता है। यह प्रक्रिया तभी संभव है जब हम कक्षा के एक-एक बच्चों के साथ बैठ कर सीखने-समझने के उनकी क्षमता को समझें। विषय चाहे हम जो भी पढ़ाते हों हमें इस बात पर ध्यान देना आवश्यक है कि यदि किसी विषय में बच्चों की रुचि नहीं है, तो उस विषय में उनकी रुचि कैसे बढ़ाई जाए अथवा उसे रोचक कैसे बनाया जाए।

उपरोक्त वर्णित तथ्यों के आलोक में मुझे मानव भारती में हिन्दी शिक्षण में जो अनुभव हुआ है उसे मैं साझा करना चाहूँगा। हिन्दी हम सभी बोलते हैं, लिखते हैं, पढ़ते हैं और समझते हैं लेकिन जब हिन्दी के पठन-पाठन की बात होती है तो कुछ अभिभावक और उनके कारण कुछ बच्चे सामाजिक परिवेश और सोच के कारण हिन्दी को गंभीरता से नहीं लेते हैं। इसके कई कारण हो सकते हैं, जैसे यह सोच कि यह हमारी मातृभाषा है बच्चे ऐसे ही औसतन अच्छा कर लेंगे, दूसरी ओर अँग्रेजी पर जोर दिया जाता है क्योंकि यह शिक्षा का माध्यम बन गया है। लेकिन यदि जब तक हम अपनी भाषा को ठीक से नहीं समझेंगे, लिखने-पढ़ने में सक्षम नहीं होंगे तब तक मेरी समझ से जीवन में आशानुरूप सफलता नहीं मिलेगी। इस परिस्थिति में हमें अपने शिक्षण के

* हिन्दी संकाय

माध्यम को रुचिकर बना कर बच्चों में रुचि उत्पन्न करने की आवश्यकता है। इसमें अभिभावक का सहयोग आवश्यक है। यह मेरा अनुभव है। मैंने हिन्दी भाषा की ओर रुझान उत्पन्न करने के लिए कई प्रयोग किए और मेरा अनुभव रहा है कि बच्चों ने इस दिशा में सार्थक प्रयास किए हैं और इसका परिणाम भी सकारात्मक दिखा है, जैसे—बच्चों को कहानी सुनाने, कहानी पढ़ने, कहानी—कविता लिखने, विभिन्न प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित किया गया। श्रवण कौशल को विकसित करने हेतु शुद्ध उच्चारण के साथ कहानियों, नाटक और कविताओं का पाठ, बच्चों के रुचि पर ध्यान रखा गया, पढ़ाई को मजेदार बनाने के लिए पाठ के साथ क्रिया—कलापों को जोड़ने का प्रयास किया गया, पाठ आधारित प्रश्न बनाने के लिए प्रोत्साहित किया गया, उनके किए गए कार्यों की प्रशंसा की गयी, उन्हें पुरस्कृत किया गया एवं व्याकरण को अन्य विषयों के साथ जोड़ कर समझाने का कार्य किया गया।

कुछ सामान्य शब्द हैं, जिनका प्रयोग वाक्यों में करने में बच्चे गलती कर जाते हैं, जैसे—‘की’ और ‘कि’ का प्रयोग, ‘र’ के वर्तनी का प्रयोग, ‘हैं’ और ‘है’ का प्रयोग, संयुक्त अक्षर में पंचम वर्ण की पहचान, संयुक्त व्यंजन—संयुक्त अक्षर व द्वित्य व्यंजन की पहचान एवं प्रयोग आदि। इनके प्रयोग के सरल तरीके से समझाने का मैंने प्रयास किया गया।

इस शिक्षण विधि के आधार पर मेरा अनुभव सकारात्मक रहा है। कुछ बच्चे हैं जो अभी भी हिन्दी भाषा के प्रति संवेदनशील नहीं हैं उनके लिए हमारा प्रयास निरंतर जारी रहेगा, लेकिन इसमें अभिभावकों की भी भूमिका महत्वपूर्ण है, उनकी भी संवेदनशीलता आवश्यक है।

निष्कर्ष में मैं कहना चाहूँगा कि हिन्दी हमारी मातृभाषा है और हम इसमें अपनी बात स्पष्ट रूप से बोलने, लिखने—पढ़ने में सहज महसूस करते हैं, इसलिए प्रारम्भिक अवस्था में हमें चाहिए कि बच्चे द्विभाषिक रहें। मेरा अपना अनुभव है कि ऐसा करने से बच्चों में आत्मविश्वास बढ़ेगा और उनका भविष्य निर्धारित लक्ष्य की ओर सफलतापूर्वक अग्रसर होगा।



Our Innovations: Teaching Beyond the Textbook

Pooja Kumari*

In an age where attention spans are short and distractions many, the real magic of teaching lies in curiosity and confidence. Guided by the core values of Excellence, Innovation, and Well-being, I want to bring meaningful change into my primary classrooms—especially in Mathematics and Computer Education.



In MBIS, we get enough opportunity to explore and enhance our teaching through various innovations. One such initiative was the introduction of the Table Quiz Challenge—a fun, fast-paced quiz game designed to make multiplication tables more exciting and less intimidating. Through this interactive activity, students not only revised their tables, but also developed competitive spirit, quick thinking, and a genuine love for numbers. Laughter and learning went hand-in-hand, turning hesitation into participation.

In Computers, I explored the use of creative digital tools such as creating game and story creation, basic coding platforms, and drawing apps to help students build 21st-century skills in a joyful, age-appropriate way. Activities like “Video Editing” or “Story Creation” allowed students to integrate imagination with technology—laying the foundation for confident, knowledgeable and responsible digital citizens.

These innovations would not have been possible without the vision and support of our school, which constantly encourages teachers to think beyond the textbook and bring fresh energy into the classroom. By nurturing a culture of experimentation, gaming and creativity, our school empowers teachers like me to make learning both meaningful and memorable.

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* Faculty, Primary Section

“Teaching a transmitting skill to a learner.”

Priti Kumari*



Since 2016, I have been a teacher at LVS. However, in 2024 I made the decision to join MBIS, a child-centered school known as children’s garden. There I met an elderly man whose mind was full of youthful and fresh thoughts. Yes, this was Dr. Rajeshwar Mishra, our mentor. He was a simple man with ordinary outfit, but his great intellectual concepts inspired me to consider innovation in teaching-learning process.

In session 2025-26, I was assigned to teach classes 6 to 8, the group of adolescence. You know this age group children face transition in their physical, psychological and biological changes. When I started teaching, I found class 6 students were fearless and habitual of keeping pending work. Some of them were really good orators, writers and artists, but needed extra effort to perform well in all aspects. Sometimes I became strict, sometimes I became liberal but aspect of teaching-learning process was still lacking. Most of the time I asked them to present their own thoughts. They were orally very smart, but when the time came for writing they made excuses.

Class 7 students were quite smart and mischievous. They were clever hiding their mistakes. I found that they were team players. Whenever I did pair activity, they performed so well but when the time came for individual performance, only 7 to 10 were up to the mark.

The most surprising class was 8 where most of the boys and girls were taller than me. Being the class teacher of 8 Gamma where all students were new, it would be difficult for me to judge their potential. Children were also thinking about me this teacher speaks a lot in English which surpasses their heads. One day Rehan told me ma’am only you always speak in English the rest of the teachers always using both languages. I told them I am your English teacher. I want my children to be fluent in English, which is the prerequisite of the competitive world. I don’t want my children to be lagging behind in this skill and struggle in any walks of life. Class 8 students were quite mature to grasp the concept. Some of them copied my way of speaking. As I found diction and articulation errors in their speaking I never dishearten them by showing my annoyances.

In fact I made them understand now you all are speaking correctly.

* Faculty, English

I feel children are always children whether they study in class 1 or class 8. Their attachment with teachers is same as in junior class. They cry, laugh, share things etc to the teachers whom they have affection. Emotional bond provides a support in their learning process where they need extra care, attention and guidance.

Today I am overwhelmed to select this occupation where my mind and soul are moving around such talented, innocent, sweet little young minds flourish with happiness.



From Garden to Stage: Teaching with Nature, Dance, and Drama

Priya Singh*



As a Primary EVS and Hindi teacher, I always try to make learning joyful and real for my students. I believe that children learn best when they can touch, feel, see, and express what they are learning. That's why I bring nature, dance, and drama into my classroom.

Learning EVS Through Nature

For EVS, I take my students outside the classroom whenever possible. Nature is our best teacher. One day, while learning about plants, I took the class to the school garden. I asked them to observe the plants closely. Little Aryan shouted, “Ma’am, this plant has tiny hair on its stem!” He had discovered something on his own — and that excitement stayed with him much longer than any textbook line.

To make learning even more meaningful, I gave my students a home task: to plant a tree or sapling at home and take care of it. They had to observe its growth, water it daily, and even give it a name. A week later, Avantika shared proudly, “Ma’am, I water my flower tree every morning. It’s like my little friend now.” This love and care for nature is exactly what EVS is about.

When we learned about cleanliness, I gave students the chance to clean their own classroom. At first, some of them hesitated. But soon, Devansh was happily wiping the blackboard while Prisha picked up paper bits from the floor and said, “Ma’am, our class looks so nice now!” They felt proud of their work, and it helped them understand that keeping our surroundings clean is everyone’s duty — not just the helper’s.

Through these hands-on activities, children are learning more than just textbook facts. They are learning how to take initiative, think creatively, and care for their surroundings — all important parts of innovation, excellence, and well-being.

Learning Hindi Through Dance and Drama

In Hindi, I use dance and drama to help children understand poems and stories. When we read the poem “Gulgula”, the whole class acted out the story with movements. Arohi, who was usually very shy when it comes to Hindi, came forward to dance and said, “Ma’am, ab toh kavita yaad ho gayi!” (Now I remember the poem!)

* Faculty, Primary Section

For Children's Day, we prepared a special skit about grandparents living in old age homes. The students acted as grandparents and grandchildren. In one scene, Aneeda, playing the role of a grandmother, said with teary eyes, "Mera beta mujhe lene jrur ayega." (My son will surely come to pick me.) Her performance touched everyone in the audience. After the play, Aadvik told me, "Ma'am, I will spend more time with my dadi now."

By giving students a voice and a stage, they learn to express themselves clearly and confidently — skills that promote mental well-being and prepare them for excellence in every walk of life.

Teaching from the Heart

In every activity we do — whether it's planting a tree, performing a skit, or learning a poem — my aim is to build excellence, spark innovation, and support the well-being of every child. When students feel happy, curious, and confident, true learning begins.

Using nature, dance, and drama makes learning fun and real. My students don't just read from books — they plant, act, dance, and speak from the heart. This helps them understand better and remember longer.

More than marks, I want them to grow into kind and confident children. When we teach with love and simple ideas, every day becomes a happy and meaningful lesson.



कर्मपथ

प्रियंका मालव*



हैं।”

“शिक्षा सबसे शक्तिशाली हथियार है जिससे आप दुनिया को बदल सकते हैं।”
—नेल्सन मंडेला

हर इंसान के भीतर एक शिक्षक छिपा होता है, जो केवल किताबों या कक्षा तक सीमित नहीं होता, बल्कि जीवन के हर अनुभव से कुछ सिखाने और सीखने की क्षमता रखता है। जब मैंने एक साल पहले संस्कृत शिक्षक के रूप में अपने सफर की शुरुआत की थी, तब लगा था कि मैं विद्यार्थियों को सिखाऊंगी, परंतु समय के साथ महसूस हुआ कि मैं खुद उनसे बहुत कुछ सीख रही हूँ। धैर्य, सरलता, और जीवन के प्रति एक नया दृष्टिकोण। यह ‘भीतर का शिक्षक’ हमें हर दिन, हर परिस्थिति में सीखने की प्रेरणा देता है। कभी किसी छात्र की जिज्ञासा हमें गहराई से सोचने पर मजबूर कर देती है, तो कभी किसी की मासूम मुस्कान हमें करुणा सिखा जाती है। एक सच्चा शिक्षक वही होता है जो पहले स्वयं एक आजीवन विद्यार्थी बना रहे। जब हम अपने अंदर के इस अदृश्य शिक्षक को पहचान लेते हैं, तब सिखाना केवल एक पेशा नहीं, बल्कि एक साधना बन जाता है। यह आत्मचिंतन, अनुभव और निरंतर सुधार का रास्ता है और यही रास्ता एक अच्छे शिक्षक को महान बनाता है।

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* संस्कृत संकाय

The Teacher Within

Pushparaj Singh*

As an innovative Physics teacher for classes IX to XII, I believe that every learner carries a hidden mentor—the teacher within. At Manava Bharati International School, Patna, my aim is not just to teach Newton’s laws or electromagnetic theory, but to awaken curiosity, reasoning, and self-learning in students. Physics is a subject that encourages observation and questioning. When students begin to explore concepts beyond the textbook, they engage with their inner teacher—their intuition, their logic, and their wonder. Through experiments, thought-provoking questions, and real-life applications, I strive to help them connect science with life. This internal guide helps them learn from mistakes, think independently, and innovate fearlessly. The classroom becomes a lab of ideas, and each student becomes a seeker of truth. For me, the true success of education is not in answers memorized, but in questions sparked by the teacher within.



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* Faculty, Physics

Innovations lead to Excellence and Well-being of Children

Resham*



In a classroom, a teacher gets students who differ in various aspects like intelligence, ability, interest, prior knowledge, learning style & motivation. So innovation is needed to meet new challenges. Being able to help impact more students in the classroom helps improve the students' mental well-being.

During my teaching learning process, I came across various challenges but by adopting personalized strategies, I was able to succeed in achieving my goals.

Let me share some of my innovations and their impacts: In a class, there were some students who were always fighting. I was worried a lot thinking about the ways to bring them in line with other students. Also being a class teacher, I was getting complains from other subject teachers too. I started talking to them nicely, communicating with their parents, giving them personalized homework and appreciating them in front of the class. These actions resulted in bringing calmness among them and they started behaving nicely in the classroom. I did not pay much attention on their academics because I wanted them to learn good manners first. One day, I received a call from a mother, she said, "Ma'am, apko bahut thank you, mera beta bhut sudhar gaya hai, ab bahar bhi nhi jata hai, padhai krta hai. Ham aayenge to apke liye gift lekar aayenge. Thank you Ma'am." On that day, my heart was filled with a special kind of satisfaction.

Although I keep trying to do my best for each student's overall development, but one incident accelerated my work towards one student. During a parents teacher meeting, a mother was discussing about low performance of her child and suddenly she started crying. I could see the hope she had from me in her eyes filled with tears. I asked the child then and there to promise himself to convert the tears into smile and happiness by doing hardwork and achieving what his mother wants. Then I motivated him towards his academics and on regular basis I kept reminding him about his promise. This emotional strategy worked and he started doing good in his academics. On final PTM, his mother was smiling, she was happy. I congratulated the child for fulfilling his promise and guided to be continue towards excellence.

In between academic years, many new students were there in the school. Some of them face a lot of challenges in adapting to a new environment, academics, friends and so on. I chose to provide personal attention/care and a little bit of extra efforts during classroom teachings to come over their shortcomings.

* Faculty, Science

One student was there who was excellent in studies but only in studies. No friends, no games & sports, no communication with classmates. I was worried a lot and tried various ways to make her like other students, I discussed with her mother. She also tried to make her understand but nothing worked. I kept waiting for the entire academic session to see the change in her behaviour but failed. Then it was annual Parents Teacher Meeting day, she came with her mother, her result was marvellous but instead of talking anything about studies and marks, I scolded her for not bringing change in her behaviour. I'm sorry to say but I was very much angry with her on that day. Seeing this, her mother said, "Dekho ma'am tumhe kitne ache se janti hain, jo jarurat hai sudhar krne ka wo bol rhi hain, tum itna nhi kr skti ho." After that she told me that she will definitely change from new session. Yes, miracle happens sometimes! And Universe wanted me to witness the miracle as I again became the class teacher and subject teacher of that class in which she was promoted. On first day of the next new session, I was surprised to see her talking & laughing with other girls. With great pleasure, I was watching her thinking that sometimes we have to go another way if something is not working. During this new session, once a teacher said, "Ma'am, bhut acha laga 'girl name' ko dekhkar, wo aaj sabse baate kr rhi thi, maine pucha to sb bache bataye ki isne Resham ma'am se promise kiya hai change hone k liye. Bahut acha ki Ma'am aap". Listening about your good work from someone else gives an another kind of satisfaction that yes I have done something which was much needed for the development of that child.

There was a class in which I was facing a lot of difficulties in delivering my content in an effective manner as students were so distracted. I was trying a lot to understand their need but failed continuously and somehow I was moving forward. One day I saw all of them taking part in a reading program with a lot of enthusiasm. From there I got an idea to teach them with reading method. Being a Science Teacher, I was unsure about achieving the objectives of a science chapter just through reading but surprisingly all the students were so engaged in reading and understanding the chapter. This was a great innovation for me that reading method can be included in the styles of teaching science.

Overall I have learnt from my innovations that first we should understand the classroom setting and then move ahead to achieve the objectives of the contents. The shortcomings, issues, problems of students lead to my innovations. As individual differences will continue, so my innovations will continue.



First Step as an Educator

Sakshi Kumari*



Joining Manava Bharati International School as a fresher English teacher is a proud and exciting milestone in my journey. I find my workplace to be a nurturing and inspiring environment, where I can grow just like a blooming flower. As this is my first teaching experience, I am eager to both gain and share knowledge through my engaging and student-friendly teaching style. Currently, I teach English to primary students, and I am also exploring and learning various creative activities to make my classes more interactive and joyful. The school's vibrant atmosphere motivates me daily to teach with care, empathy, and enthusiasm.

During my teacher training, I learned a variety of innovative teaching methods and classroom strategies. I aim to apply these in my classroom to promote curiosity, creativity, and critical thinking which will bring excellence in the classroom. As the school promotes a child-centered approach, I plan to design my lessons based on students' individual needs, helping them overcome their learning challenges and grow with innovative ideas.

I look forward to this journey of continuous learning and hope to contribute to the overall development and well being of my students and the institution as well.

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* Faculty, English

नवाचार: शिक्षण शैली को नये रूप देने की आधारशिला

सर्वसिद्धि*

नवाचार किसी भी कार्यशाला की पहचान और प्रगति का आधार होता है। नवाचार हमारे सोचने, सीखने, समझने और विकसित होने के तरीकों को नया रूप प्रदान करता है। यह हमारे सोच में निहित नवीनता को भी दर्शाते हैं। हमारे नवाचार का पहला स्तंभ है—मेरी उत्कृष्टता। ऐसा मानना है कि हर इंसान की अपनी व्यक्तिगत प्रतिभा होती है। अगर सब मिलकर अपनी व्यक्तिगत प्रतिभा को संगठित करके काम करेंगे तो नवाचार के लिए नए-नए तरीके सामने आएँगे।



दूसरा स्तंभ है—नवाचार। हमें अपने काम को एक ही ढर्रे पर नहीं करना चाहिए बल्कि उसमें हमेशा नए-नए विचारों का समावेश करके परिवर्तन करते रहना चाहिए।

तीसरा स्तंभ है—कल्याण। हमें अपने कार्य को इस तरीके से करना चाहिए कि उसमें संलग्न सभी लोग अपने-आप को समर्थ महसूस करें।

मेरा ऐसा मानना है कि शिक्षक विद्यार्थियों का मार्गदर्शन करते हुए निष्कर्ष तक बच्चों को स्वयं पहुँचने दें। वे उन्हें इस काबिल बनाएँ कि उनकी शिक्षा सिर्फ किताबों तक ही सिमटकर न रह जाए, बल्कि वे उन्हें बाहरी दुनिया से भी जोड़ कर देखें तथा उनके महत्व को समझें।

मैं अपने पूर्व विद्यालय से संबंधित एक छोटी-सी बात बताना चाहूँगी, कि मैं जब भी कक्षा में पढ़ाने जाती तो मैं पहले शुरुआत के 5 मिनट उनसे बातें करती। इन बातों में मैं उन बच्चों को शामिल करती जो ज्यादा समय बातें करने में या शैतानियाँ करने में बिताते थे। मैं उनसे यह जानना चाहती थी कि आखिर कक्षा में पढ़ाई के समय तुम्हें पढ़ने में दिलचस्पी क्यों नहीं आती? उनका कहना था, “मैम, जो भी शिक्षक आते हैं वे सिर्फ उन्हीं बच्चों पर ध्यान देते हैं जो पहले से ही पढ़ने में तेज हैं। वे हमसे कुछ प्रश्न करते भी हैं, तो नहीं बताने पर सारे कक्षा के सामने मज़ाक बनाते हैं। मैंने उनके इन विचारों को दूर करने का प्रयास किया तथा उन्हें समझाया कि आप भी और बच्चों की तरह कक्षा में सवाल का जवाब दे सकते हैं। आप अगर अपने में थोड़ा सुधार लाएँ तो आप भी किसी से कम नहीं हैं उन बच्चों पर मेरी इन बातों का असर हुआ और वे मेरी कक्षा में अपनी समस्या लेकर मेरे पास चले आते थे। इसका कारण यह था कि मैंने उनकी भावनाओं को समझा, मुझे ऐसा महसूस हुआ कि सभी बच्चों की मानसिकता एक-सी नहीं होती, लेकिन वे भी पढ़ना चाहते हैं, वे भी दूसरे

* हिन्दी संकाय

विद्यार्थियों की तरह जवाब देना चाहते हैं, लेकिन उनके मन में एक डर बैठ गया है कि अगर गलत हो गया तो सब मेरा मज़ाक उड़ाएँगे, इसलिए वे कक्षा में रहते हुए भी न के बराबर रहते हैं ।

अब, मैंने अपनी उत्कृष्टता दिखाते हुए अपनी कक्षा में बदलाव लाया। मैं जब भी कक्षा में जाती तो, अक्सर उन बच्चों से सवाल पूछती जो जवाब देने में दिलचस्पी नहीं रखते थे, उनके थोड़े-से जवाब पर भी उनके लिए शाबाशी जैसे शब्द का इस्तेमाल कर देती, जिससे वे काफी खुश होते थे। मैं हर एक कमजोर बच्चे के पास जाकर उनके संदेह को खत्म करती, इससे उनका कक्षा में पढ़ाई की तरफ ध्यान जाने लगा तथा उनका मनोबल भी बढ़ने लगा। मैं बस अपना कार्य उन बच्चों को समर्पित कर रही थी, जो अपने-आप को हीनभावना में बांधकर रखे हुए थे।

आखिरकार एक दिन एक बच्चे ने शिक्षक दिवस पर मेरी प्रशंसा में एक पत्र लिखा, जिसे देखकर मुझे ऐसा महसूस हुआ कि वाकई मैंने वैसे छात्रों के लिए कुछ किया, जो कक्षा में पीछे बैठकर सिर्फ बातें करने में व्यस्त रहते थे लेकिन मेरी कक्षा में कहानियों और कविताओं को सुनने, समझने एवं पूछे गए सवाल का जवाब देने में व्यस्त रहने लगे।

“मेरी उत्कृष्टता, नवाचार और कल्याण”—ये केवल शब्द नहीं, बल्कि हमारे मार्गदर्शक सिद्धांत हैं, जो हमें भविष्य की ओर अग्रसर करते हैं ।



From Zero to Hero: A Step-by-Step Guidance to Transforming the Skill of Students

Shaif Zaik*

Music is a universal language that transcends boundaries, and learning it will transform not only skills but also character.

Let us first understand the phrase ‘Zero to Hero’ – the journey from absolute beginner (zero) to confident performer (hero). It is a testament to discipline, creativity, mentorship and music education that has the unique ability to transform students from timid beginners to confident performers.



In schools, where minds are shaped, music serves not only as an art form but also as a tool for personal growth, discipline, and self-expression. It explores how structured music programs, passionate teaching, and students’ dedication can turn the classroom into a stage where every child has the chance to shine. I am passionate about music, and I always try to deliver the best music education to the children in school. Through this I started to guide the students with instruments like ‘guitar, synthesizer/piano, beatboxing/drums and harmonium.

I saw and feel this impact when I started listening to the children’s vocal test class wise and started forming school choir and school music band. During vocal test audition, I found most of the children having good vocal pitch and they sing in scale. I started polishing their vocal abilities by teaching vocal technique and beat counts and how to sing a song on the karaoke or backing track. After working on the children’s vocal abilities, I started to teach the instruments by introducing music theory for all the instruments, and developing ability to read music notations. I also started fostering the culture of both classical and western vocal music.

Now coming to Basic skill which the children must know about: rhythms, note-reading, school jazz song, scales variation. All these skills were taught to them.

The journey from zero to hero in school music programs is a testament to the power of dedicated teaching and students’ effort. Music classrooms become laboratories for growth, where students not only learn to play instruments but also discover their potential. By nurturing confidence, creativity, and collaboration, music education ensures that every child – regardless of starting point – can experience the joy of becoming his/her own kind of hero.

In music, as in life, the most beautiful rewards come to those who keep playing, keep practicing, and keep believing in themselves.”

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Our Innovation and Excellence in Teaching - A Metamorphic Perspective

Shail Suta*



In today's fast paced, evolving educational terrain, the call for innovation and excellence in teaching is becoming crucial. At the core of our renowned institution lies a deep commitment to shaping and nurturing not only what we teach but also how we teach – ensuring that our students are empowered to thrive in a dynamic, ever evolving interconnected world.

Innovation in teaching is a wider concept and extends beyond the use of digital media and latest technologies. It includes revising and upgrading pedagogical strategies, revamping curriculum design to cater and fulfill the needs of our students. We actively integrate rising trends such as blended learning, hands on learning and real-world experiential learning into our academic framework. These approaches foster critical thinking, creativity and collaboration – the three C's essential for perpetual success.

While innovation fuels progress, excellence anchors it. We uphold the highest standards in teaching by focusing on impactful learning outcomes, activity-based practices and quality assessment because we believe excellence in teaching is measured not only by grades or marks, but also by the ability of a student to apply knowledge in finding solutions to real-life problems.

Our teaching philosophy is intensely student centered. Every innovation and every standard of excellence is evaluated through the lens of student experience. We recognize diverse learning needs to support equity and accessibility. Our teaching strategies prioritize engagement, relevance and emotional connection.

However, our innovation and excellence in teaching are not end goals – they are part of a continuous journey to redefine what meaningful education looks like. We remain committed to nurturing curious minds, making everyday necessary changes to create long-lasting impacts on the young learners and hence transform their lives for better.



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My love for learning is my key to innovations!

Shaista Alam*

It is my love for learning, as a teacher, that unlocks the door to innovation. Teaching is a field that demands constant curiosity and flow of innovation. I really mean this.



Few years back, in my classrooms, there were more passive listeners than the active ones, but now time has changed for me and for them – the passive listeners are now active participants. To impart education to generation ‘Z’ is both challenging and interesting. **It is going to be a very long process that requires patience and perseverance.**

Now I no longer picture a four-walled traditional classroom packed with forty or so children, struggling to look on the greenboard to complete their work or to hear the teacher. Over time, my perception of a classroom has evolved and I am more innovative and ready to adjust into any type of environment where I can help my students to improve their learning trajectory.

Learning trajectory primarily focuses on achieving certain goals, which includes conceptual clarity, elaboration of the topic, contextualization, analysis and most importantly innovation. Innovative teaching is key to making concepts stick to the pupils’ minds. Also, I aim to create experiential learning by connecting my teaching with real-life examples. For this, I have many stories to share with you.

Bringing Shakespeare to life and learning through dance, drama, art and music is not only enjoyable but also an effective method of understanding complex concepts.

Last year, while teaching English to my grade seven children, two lessons stand out: one was written by William Shakespeare and another was an excerpt from a mythological epic. Both lessons had standard language, typical of the age and settings of the stories. Students had difficult time in dealing with Shakespearean English and difficult words from the epic Mahabharata. I had to find a solution to this difficulty. I narrated the stories and listed character names on the greenboard. I then asked my students to write their own scripts based on the narration and the characters listed on the board. What they produce was amazing—far beyond my expectations. I then announced the class that we would soon enact these plays on the stage. The excitement was incredible. We began preparations, assigned character and dialogues to participants, and every student participated wholeheartedly. They not just spoke their lines but brought the characters to life with full energy and enthusiasm.

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During preparation for the enactment of the play, I took a step forward and collaborated with art, music and dance teachers.

When it comes to teach Social Science, here too the four-walled classroom does not serve the purpose! That's not my way of teaching. Let's explore another innovative idea!

A question may have many answers or may be approached in many different ways. My students and I choose to explore them through surveys, debates, and podcasts. That was an enabling experience to my students, who not only ask questions but also find out solutions to those questions, and what they came out with was an eye opener for them. One obvious question the inquisitive students – Faisal, Dhruva, Manvendra, Aryan, Tanishka, Anshika, Dev – asked was “Ma’am, why in comparison to boys there are a smaller number of girls in our school.” It was question not asked by a group of students but a generation which is going to be the hearts and minds of the society in years to come. I tried to satiate their inquisitiveness by giving them a balanced answer.

Another student from the same class asked a very pertinent question as to why people do not take a stand when something bad happens to a boy, why people only talk about girls? This question is not only for me rather for the society to answer. This little boy was putting his best foot forward to change the stereotype in our society.

When children engage themselves in debate, podcast, plays or different types of activities for conceptual clarities, they not only enhance their speaking and writing skills but also apply these innovations in shaping their overall personalities.

The change in my students' behaviour, understanding, perception towards society, etc. is palpable now.

Engaging children in the teaching-learning process requires patience and fresh ideas for every topic. Grammar becomes easier to understand when students use mind maps on the greenboard. Similarly, exploring historical figures like Robert Clive or writing character sketches of Swami and Rajam from The M.C.C., or even Isaac Newton, takes students to a deeper level of learning.”

Just a week before summer vacation, we organize Summer Camps at our school—it is an annual event. For the past four years, I've been conducting No-Flame Cooking activities. As I mentioned in the first edition of *Teacher Within*, cooking is one of my passions, along with reading, writing, playing badminton, and gardening. And not just cooking—cooking with innovation. I strive to instill in my students both the art and science of cooking.”

During this six-day activity plan, I not only taught my students how to prepare different dishes but also introduced them to various aspects of cooking. They learned kitchen vocabulary, hygienic cooking practices, the nutritional value of food grains, recommended daily intake, and the economic aspects of the cooking.

During practice session, we peeled a lot of fruits and vegetables everyday—but we never threw the peels into the dustbin. So, what did we do with them? Well, we created a compost pit on

our school campus to deposit all such waste, turning it into natural fertilizer. In this way, our cooking class became a blend of innovation and sustainability.

My aim as a teacher is to achieve excellence, foster innovation, and promote overall well-being of my students. Where there is innovation, excellence naturally follows. To generate new ideas for the betterment of children, one must be self-critical. However, these goals should never come at the cost of children's social, emotional, or educational well-being. We must always remember that we are nurturing tender minds, not mature ones. I never impose my ideas on my students; instead, I try to create an environment that encourages them to learn and grow.

Observation is the most important tool which is followed by three A's that is:

ACT → ANALYSE → ASSESS

When these four tools will come together, only then we can instill concepts in students.

The learning trajectory will not become fruitful until and unless one must not look for the well-being of the children. As I wrote earlier well-being means social, emotional and educational well-being of children. I always try to create a healthy learning environment where my children can feel free to ask questions.

“Curiosity is the mother of all inventions”

Let's evolve with time!

मुझ से जो चाहिए वो दर्स-ए-बसीरत लीजे
मैं खुद आवाज़ हूँ मेरी कोई आवाज़ नहीं

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“The spirit of innovation”

Sharmistha Dutta*



The spirit of innovation in education lies in awakening curiosity, nurturing creativity, and instilling a sense of purpose in every learner. True learning goes far beyond tests and grades—it is about meaningful engagement, personal growth, and the development of critical thinking. My core goal as an educator is to create learning experiences that empower students to connect with knowledge in a way that is relevant and lasting.

To achieve this, I believe in blending fresh ideas with time-tested practices. Innovation is not always about radical change; often, it is about thoughtful improvement—adapting methods to suit the evolving needs of students. In my classroom, this means designing lessons that are inclusive, interactive, and tailored to different learning styles. I strive to make each child feel seen, heard, and inspired to explore their potential. Excellence in education does not mean striving for perfection, but rather fostering continuous progress. I encourage students to take ownership of their learning, to think independently, to question deeply, and to respond to the world with empathy and purpose. When students are trusted with responsibility and guided with care, they grow not just academically, but as thoughtful and compassionate individuals.

Above all, I place great value on the well-being of every learner. A safe, supportive environment is the foundation of all true learning. When students feel emotionally secure, they become more open to ideas, more resilient in the face of challenges, and more motivated to grow. By combining innovative approaches with deep care for the learner’s emotional and intellectual needs, I aim to build classrooms where both the mind and heart are nourished, spaces where learning becomes a joyful, empowering journey toward a better future.

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"मैं और मुझमें निहित शिक्षक" खुशियों के पंखों की ऊँची उड़ान षुचि पांडेय*

गर्मियों में नवाचार और कल्याण की दिशा में एक कदम:-

गर्मियों की छुट्टियों में, जब सूरज अपनी पूरी तपिश पर था, हमारे विद्यालय में एक अनोखी समर लैब का आयोजन किया गया। एक शिक्षिका के रूप में, यह मेरे लिए कक्षा 6 और उससे ऊपर के बच्चों से जुड़ने का एक शानदार अवसर था। इन ऊर्जावान और रचनात्मक मस्तिष्कों के साथ, हमारा ध्यान नवाचार (innovation) में उत्कृष्टता (excellence) और उनके कल्याण (well-being) पर केंद्रित था।



नवाचार और रचनात्मकता की उड़ान

आज के डिजिटल युग में जहाँ हर जानकारी एक क्लिक पर उपलब्ध है, मैंने महसूस किया कि बच्चों को रचनात्मकता और मौलिक सोच के लिए प्रेरित करना बेहद ज़रूरी है। समर लैब में, हमने पारंपरिक विषयों से हटकर कुछ ऐसा करने की कोशिश की, जिससे उनकी कल्पना को पंख मिलें:

पत्र लेखन: बतौर एक शिक्षिका के रूप में, मैंने छात्रों को हाथ से पत्र लिखने का महत्व समझाया। हमने औपचारिक और अनौपचारिक पत्रों के प्रारूपों पर चर्चा की, लेकिन मुख्य जोर अपनी भावनाओं और विचारों को शब्दों में पिरोने पर था। यह गतिविधि उन्हें रचनात्मक अभिव्यक्ति का एक नया माध्यम देने के साथ-साथ उनके संचार कौशल को भी निखारने में सहायक रही।

संवाद लेखन एवं वाचन: छात्रों को विभिन्न परिस्थितियों पर संवाद लिखने और फिर उन्हें अभिनय के साथ प्रस्तुत करने का अवसर मिला। यह उनकी कल्पनाशीलता को बढ़ावा देने के साथ-साथ सार्वजनिक स्थानों पर बोलने के डर (fear of public speaking) को दूर करने में भी सहायक सिद्ध हुई। उन्होंने सीखा कि कैसे प्रभावी ढंग से संवाद किया जाए और आत्मविश्वास के साथ अपनी बात रखी जाए।

कहानी लेखन एवं वाचन: यह सबसे पसंदीदा गतिविधि का हिस्सा थी। छात्रों ने अपनी मौलिक कहानियाँ लिखीं, कुछ काल्पनिक तो कुछ उनके अपने अनुभवों पर आधारित। इसके बाद, उन्होंने अपनी कहानियों को शिक्षकों के सामने भावनात्मक रूप से सुनाया। इस प्रक्रिया ने न केवल उनकी लेखन क्षमता को निखारा, बल्कि उन्हें आत्मविश्वास के साथ अपनी बात कहने और श्रोताओं को मंत्रमुग्ध करने का कौशल भी सिखाया।

* हिन्दी संकाय

कल्याण: एक स्वस्थ मन और शरीर की परिकल्पना

केवल अकादमिक उत्कृष्टता ही पर्याप्त नहीं है; छात्रों का मानसिक और भावनात्मक कल्याण भी उतना ही महत्वपूर्ण है। इस दिशा में, हमने कुछ ऐसी गतिविधियों को शामिल किया जिनसे उन्हें तनावमुक्त रहने और खुद को बेहतर तरीके से समझने में मदद मिली:

विचार साझा करना और सुनने की कला: हर सत्र के अंत में, हमने एक छोटा 'साझाकरण चक्र' रखा, जहाँ छात्र अपने दिन के अनुभव, चुनौतियाँ या कोई भी नई सीख साझा कर सकते थे। इसने उन्हें एक-दूसरे से जुड़ने और सहानुभूति विकसित करने का मौका दिया। उन्हें यह महसूस हुआ कि वे अकेले नहीं हैं और उनके विचारों का सम्मान किया जाता है।

रचनात्मक आउटलेट के रूप में लेखन: लेखन को केवल एक अकादमिक कार्य के रूप में नहीं, बल्कि भावनाओं को व्यक्त करने और विचारों को व्यवस्थित करने के एक शक्तिशाली उपकरण के रूप में देखा गया। जब छात्रों ने अपनी कहानियों और संवादों के माध्यम से अपनी आंतरिक दुनिया को व्यक्त किया, तो यह उनके लिए एक प्रकार की चिकित्सा (जीमंतंचल) बन गई।

निष्कर्ष: एक समग्र दृष्टिकोण

यह समग्र लैब वास्तव में सीखने और बढ़ने का एक अनूठा अनुभव था। मैंने महसूस किया कि नवाचार केवल विज्ञान या प्रौद्योगिकी तक ही सीमित नहीं है; यह हमारे सोचने, महसूस करने और व्यक्त करने के तरीके में भी निहित है। साथ ही, उनका कल्याण सर्वोपरि था, क्योंकि एक स्वस्थ और खुश मन ही रचनात्मकता और सीखने के लिए सबसे उपजाऊ ज़मीन है।

मेरा मानना है कि ऐसी पहल छात्रों को समग्र विकास की ओर ले जाती हैं, जहाँ वे न केवल अकादमिक रूप से उत्कृष्ट होते हैं, बल्कि जीवन की चुनौतियों का सामना करने के लिए मानसिक और भावनात्मक रूप से भी मज़बूत बनते हैं। यह नवाचार और छात्र कल्याण की दिशा में एक छोटा, लेकिन महत्वपूर्ण कदम था, जिसने मुझे और मेरे छात्रों को कई अमूल्य सीख दी।



Why we must make the classroom a happy place?

Somdutta Chakraborty*

Today, I meet myself once again. Me the student of STD. I. The scenario of my parents being summoned to inform them the problems I face. Well diagnosed my problems, but why was I facing such problems was not being told or found out with big wide open eyes I was left shattered with words.



Lasting impact of early childhood experiences on adult emotional life, especially unresolved conflicts. As a teacher we need to make our classroom a much more happy place for the learners. Now that we are exploring the learning methods, let's get back to the core concept of a classroom. A classroom isn't just a physical space with four walls, but a carefully designed environment meant to facilitate the learning process. It's where structured education takes place, and it's also a social space where students engage with their peers, teachers, and ideas. The classroom functions as a small world representing a larger system of educational system, serving not just as a space for academic learning, but also for socialization and personal development.

Traditionally, classrooms were viewed as spaces where teachers played the dominant role. Students were primarily passive recipients of information, and the classroom set-up typically involved rows of desks facing the teacher. There was minimal interaction between students or between students and the teacher outside of questions and answers.

In response to the limitations of traditional classrooms, many educational institutions have adopted more interactive teaching methods. These classrooms focus on student engagement, collaboration, and active participation. Teachers in interactive classrooms often facilitate discussions, group work, and problem-solving activities, rather than merely delivering information. Students may be asked to collaborate on projects, engage in debates, or apply theoretical knowledge to real-life scenarios. With the advancement of technology, classrooms today are increasingly incorporating digital tools and online resources into the learning process. Technology-integrated classrooms go beyond the use of basic teaching aids like projectors and whiteboards. These classrooms leverage digital platforms, online learning management systems, and interactive technologies to engage students in a more dynamic and personalized way. From virtual reality (VR) simulations to collaborative online spaces, technology allows for new ways of teaching and learning that were not possible before.

Each classroom structure—traditional, interactive, or technology-integrated—has its strengths and challenges. The choice of which model to implement depends on various factors, including the subject being taught, the age and learning styles of the students, available resources,

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and the teacher's approach to instruction. A flexible approach that blends elements from multiple models can often be the most effective way to meet diverse student needs.

A child's ability to learn and thrive in school is deeply connected to their emotional and physical well-being. When children feel loved, happy, and safe, their brains are more open to absorbing new information, solving problems, and developing critical thinking skills.

Creating a secure and joyful learning environment is essential for fostering their growth, curiosity, and confidence.

The Link Between Emotional Well-being and Learning

Children who feel emotionally safe are more likely to engage in learning without fear of failure or judgment. Stress, anxiety, and insecurity can create mental barriers that make it difficult to focus or retain information. When children feel supported and valued, they develop a sense of belonging, which boosts their motivation and eagerness to participate in educational activities.

The Role of a Safe Environment in Cognitive Development

Safety isn't just about physical security—it's also about emotional and psychological stability. A classroom free from bullying, excessive pressure, or fear allows children to take risks in their learning. Whether asking questions, experimenting with new ideas, or making mistakes, a safe environment encourages children to push their intellectual boundaries without fear of failure.

Happiness Enhances Creativity and Problem-Solving

Happy children tend to be more creative, resilient, and better problem solvers. When children enjoy their learning environment, they become more engaged and willing to explore new concepts. A joyful classroom with encouragement, positive reinforcement, and interactive activities fosters curiosity and deeper learning.

Conclusion

The concept of a classroom extends far beyond the physical space where students sit and listen to their teachers. It's a dynamic environment where structured, formal learning intersects with informal learning, social interactions, and technological integration. Understanding the various types of classroom structures—traditional, interactive, and technology-integrated—helps educators create an environment that fosters deeper learning, engagement, and collaboration. As the educational landscape continues to evolve, so too will the concept of the classroom, adapting to the needs of students and the challenges of the digital age.



My Journey as a Teacher: Helping Kids To Be Their Best

Subrato Chakravorty*

Hi, I am Subrato Chakravorty, Math faculty at MBIS. I am really excited about our school's focus this year: **Excellence, Innovation, and Well-being**. It means we want to help our students be great at what they do, think creatively, and feel happy and healthy.



Recently, something happened that really made me think about how important it is to be understanding and pay attention to our students. I found out from Ms. Kushagrika, a very kind colleague, that Shaurya Pratap, a new student in my class, has a serious health problem. Shaurya has always been very quiet and kept to himself. I had often thought about talking to him personally, but I had not gotten around to it.

Shaurya and I ride the same school bus and often sit together. I usually ask him about his schoolwork and his parents, hoping to make him feel more comfortable. It never crossed my mind that he might be dealing with a health issue. It was only when Ms. Kushagrika noticed something and gently asked him that Shaurya told her he had heart surgery as a child and still has a heart condition.

I am so thankful to Kushagrika Ma'am for telling me about this early. It allowed us to quickly figure out how to help Shaurya.

To fit with our school's theme this year, I talked to the class about Shaurya's situation. I used it as a chance to teach them about **empathy** (understanding how others feel) and **responsibility**. I shared five simple rules with them:

- **Be disciplined** (follow rules)
- Be helpful
- Be truthful
- **Be regular** (come to school often)
- Be brave

In our first, class discussion, I told them it is okay to make mistakes. What is important is being brave enough to admit them and learn from them. I reminded them that deep down, we usually

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know what is right and wrong. For example, if someone throws a paper plane in class and hides it, they know it is wrong. This shows they are aware of their choices. The main thing is to choose to do what is right.

When I talked about Shaurya's condition, I was amazed by how positively the students reacted. Mrigendra, a tall and strong student, immediately decided he would help Shaurya all the time. He carries his bag, makes sure he is safe during outdoor activities, and looks out for him. This kind feeling has spread throughout the class. Shaurya, who used to be shy and quiet, is now starting to open, smile more, and is clearly much happier in this welcoming and caring classroom.

I am incredibly proud of my students. They have truly shown **Excellence** in their actions, been **Innovative** in how they support each other, and have created a wonderful feeling of **Well-being** where every child feels seen, safe, and supported.



Challenging yet Satisfying Role as an Educator

Suprita Sinha*

In today's technology-driven and fast-paced world, change is the only constant. Every second brings something new, a new trend, innovation, or digital advancement, leaving us with an overflowing platter of choices. Ironically, the abundance of options has made decision-making more difficult than ever. We are at a junction where decision making becomes a tough job for all of us. As a result, many—especially the youth—find themselves caught in a web of fleeting distractions, unable to stay focused on their goals. I have personally observed these distractions among my students, wherein they forget to do the basic job that they are supposed to do. Most of them seem to be carried away with the flow. With the increasing involvement in technology, we are witnessing a loss of something deeply valuable: our creativity and uniqueness. This is especially true for our younger generation, who, despite being digitally proficient, lack the maturity to distinguish the long-term effects of excessive digital exposure. They aspire to succeed in their chosen fields, but often stumble upon distractions that lead them into a world of fantasy, detaching them from reality and delaying meaningful progress.



However, it's important to recognize that children are not completely unaware of themselves. They know themselves much better. In fact, many students today have a fair understanding of their own strengths and weaknesses. It seems that they somehow get lost in this plethora of information and opportunities. The gap lies not in awareness but in the ability to address these areas with maturity and strategy. This is where the role of we the educators becomes crucial. At MBIS, we believe in empowering our students by truly understanding them. Our approach is to guide, connect, and support every individual child in a way that fosters their growth—mentally, emotionally, and academically. We treat even the most concerning issues with sensitivity and care, because for us, well-being is not a goal; it is a commitment.

I feel quite elated as I dealt with four of my students quite strategically which by and large would be categorized as a misconduct or may be a shameful act in today's societal surrounding. I talked to the students with a very positive approach just making them realize that the act done was beyond his or her level, they realized their mistakes and promised never to repeat. This approach makes a child feel better. Children are bound to make mistakes as part of their learning journey. Making mistakes is a natural part of learning but at every step we need to be with them, guide them, help them to acknowledge and discuss their mistakes. Even in the adverse situation we need to

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connect with them to avoid repeating errors, which are essential skills for personal and academic success.

As an educator, I personally believe that connection is the key for handholding. When we take the time to bond with our students, understand their dreams, struggles, and inner strengths, weaknesses, we empower them to stay focused and take charge of their own lives. At MBIS, we strive to create an environment where every child feels seen, heard, and supported.

One of the most impactful initiatives we undertook recently was a four-day workshop—a true stepping stone in our journey as educators. During this workshop, several of my colleagues conducted insightful sessions on **building deeper connections** with students amongst them one was **the SWOT** (Strengths, Weaknesses, Opportunities, and Threats) analysis of Class 10 students. The session aimed at helping students pause, reflect, and analyze their journey so far and identify areas they can improve upon as they move forward both academically and personally. This analysis came to a common view point which was distractions amongst the children, lack of focus and commitment towards their responsibilities and at the same time it was a reminder for self awareness for the students.

These discussions served as a reminder for me as well and deeply resonated with me and made me introspect: Am I truly doing enough to connect with my students? If the answer is yes, then I am on the right path. If not, it is a clear call to action—to adopt this power habit of connecting and guiding with intent and empathy through different ways. By prioritizing authentic connections with our students, we not only enhance their academic experience but also contribute to their overall well-being and development. Embracing this approach requires continuous self-reflection, openness to change, and a steadfast commitment to our students' success.

In conclusion, while the world outside grows noisier and more distracted, our role inside the classroom becomes even more vital. Let us be the anchors in our students' lives, grounding them with wisdom, compassion, and a sense of direction. We as educators must pave every possible way to connect with the students and embrace them in every possible situation. After all, at MBIS, every child matters.



Our Innovations

Swati Dayal*

I remember when I was a kid my father used to tell me that whatever work you do, do it with all your heart whether study or play, work done without heart is of no use. Now, that I myself am a teacher everytime I recall his words and tried my best to make my teaching more creative and interesting so that none of the students get bored and whatever they learn learn with their whole heart and interest. Yes teaching pre-primary student is a little bit challenging because different students have different interests but there are somethings common too like every toddler love to imitate the adults, everyone likes cartoon, superheros and yes ofcourse to have fun.



Let me share some of my innovative ideas to make the teaching learning process fun and interesting.

Let's start with entering the classroom, while I enter the classroom we used to play hide and seek, using different themes everyday like jungle theme we pretend that the classroom is a jungle and all the students are different animals and I am the lion and they all are hiding from me from this not only they got fresh start of their morning but also learns about different animals, their habitats. Like this we use different themes like community helpers, talk about different places to make them aware of their surroundings and their morning happy and cheerful.

To motivate the students for writing I create a scenario where all of us are soldiers and the chalk and pencil are our weapons. While starting writing I used to shout raising my hands holding chalk are you ready and with me they all shout yes and they began to write without getting tired and bored as it became an interesting game of writing for them. And not only they finish their work but also help their classmates.

As I mentioned earlier kids love to imitate the adults specially their teachers and parents so I tried my best to be their best motivator and flaunt myself sometimes as a model and speak English and present myself in a stylish way and in order to imitate me they also try their best to speak in English. In order to make them eat healthy food I use to do some tricks look ma'am is able to do this because I eat healthy food, green vegetables and I can say I succeeded in making them eat green vegetables instead of junk food in lunch.

Not only this while watching cartoons I tried to teach them different things like when they are watching their favourite cartoon "Tom and Jerry" I paused the video and start asking questions like:- who is this and they shout tom,

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who is Tom – Tom is a cat,
is it a domestic animal or wild animal – domestic animal... and so on. In this way they learn while watching their favourite cartoons.

Kids love to shout and make noise and as a teacher it's our duty to use their energy in a positive direction so while teaching them something orally I told them to shout as much as they can they shout, they make noise but in a positive way and not only they have fun but they also learn.

Also I create a stage of tables where they stand and narrate story , recite poem, sing , dance and do activities this enhance their public speaking abilities.

As a teacher it is our responsibility to make our students a “global citizen” a “human being” and not just Academic robot . So not only I teach them good habits but also practice with them like saying sorry if I made any mistake even it's just a small mistake , cleaning our classroom and surroundings, greeting everyone with smile, being friendly with our colleague teachers.

As a teacher I wish to learn many more of creative ideas to make my students love learning and be a better human being.



Seeds of Joy – A Story from My English Classroom

Swati Vatsa*

This past year, I had the joy of teaching English to Class 1 students. That time remained close to my heart—not only because of the cute mispronunciations and bright smiles, but because it taught me that learning English can be both innovative and emotionally nurturing.



A Classroom with a Heartbeat

I remember walking into my classroom on the first day, looking at those tiny faces, and thinking—how do I teach them language without making it feel like a burden? I decided that if I wanted them to fall in love with English, I had to make it come alive.

Well-being Matters!

We started every day with a “Feelings Circle.” Each child shared how they were feeling using simple English words: happy, tired, excited, or using emoji’s. I introduced the “Word of the Day,” which was always connected to feelings or values—like kindness, helpful, or brave. Slowly, they began using these words in sentences. Language learning became personal.

Innovation Begins!

I noticed that sometimes, children found it hard to learn big words and write sentences. So I brought in STORY TIME WITH PICTURES and making them participate in ACTING OUT CHARACTERS.

This helped them in creating stories by their own imagination and learn new words easily and also boosted their confidence in speaking English.

In my Phonics class I also incorporated phonics games, flashcards and digital learning tools like animated videos and quizzes to make lessons more exciting and memorable.

A Blooming End

By the end of the year, my students were not just able to speak and understand basic English—they were confident, expressive, and kind. They used new words in conversations as well. Looking back, I realize it wasn’t just the stories or games that worked. It was the care, the joy, and the freedom to learn without fear. When children feel safe and seen, learning flows naturally.

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* Faculty, Primary Section

Excellence, Innovation & Well-being

Vandana Chandra*



“Education is not the filling of a pail, but the lighting of a fire.”

– William Butler Yeats

As a teacher, I truly believe that education should not be confined to textbooks or examinations. It is about nurturing minds, shaping characters, and igniting curiosity. Our school’s motto for the academic year 2025–26 - Innovation, Excellence, and Well-being - beautifully resonates with my own teaching philosophy.

This year, I explored new and creative methods of teaching to make learning more engaging and meaningful. By integrating storytelling, visual aids, group activities, and real-life examples, I made English more accessible and enjoyable for my students. I constantly strive to motivate them not just to score marks, but to become good human beings who carry values of kindness, respect, and empathy.

I believe tests are not meant to fail students, but to understand their strengths and identify areas that need support. It is our responsibility to provide extra care and guidance to help every learner grow. Uplifting students with poor academic performance is not just a challenge - it is the true essence of education.

Every child is valuable. Each one has a role to play in society through their unique skills and talents. My aim is to nurture their self-confidence, never allowing it to be diminished by criticism or failure. I want my students to carry with them not only knowledge, but also the courage to be kind, the confidence to try, and the wisdom to do what is right.

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नवाचार के नए आयाम: “शिक्षा के नए रंग—खेल से संवरता भविष्य”

विव्की कुमार*

एक शारीरिक प्रशिक्षक के रूप में मानव भारती इंटरनेशनल स्कूल में नवाचार के मुझे कई अवसर मिले। नवाचार का अर्थ है—अनुभव के आधार शिक्षण पद्धति में कुछ बदलाव करना मैं अपने अनुभव के आधार पर समय—समय पर शारीरिक प्रशिक्षक के रूप में कुछ कई चीजों को पुरानी पद्धति के साथ जोड़ने का प्रयास किया और कुछ नई चीजों को अपने अनुभव के आधार पर जोड़ा। इससे मैंने देखा कि बच्चों के शारीरिक और बौद्धिक क्षमता में वृद्धि हुई है।



यह सर्वविदित है कि बच्चों में खेल के प्रति झुकाव अधिक होता है। उनकी रुचि विभिन्न खेलों की ओर होती है, लेकिन खेल के मौलिक बातों को समझना खेल के प्रति अनुशासन की भावना को जीवन में उतारना किसी को एक सफल नागरिक बना सकता है क्योंकि अनुशासन के बिना आदर्श जीवन की कल्पना नहीं की जा सकती।

एक शारीरिक प्रशिक्षक का उद्देश्य बच्चों को उच्च से उच्चतम स्तर तक पहुँचाना होता है, जिसमें निम्नलिखित तथ्यों पर ध्यान देने की आवश्यकता है:

शारीरिक प्रशिक्षण: बेसिक स्किल्स को सिखाने के लिए विभिन्न खेल और शारीरिक गतिविधियों का प्रशिक्षण दिया जाता है, जैसे दौड़ना, कूदना, और गेंद को फेंकना।

मनोबल बढ़ाना: टीचर बच्चों का उत्साह बढ़ाते हैं, उन्हें सकारात्मकता और आत्मविश्वास के साथ अपनी क्षमताओं को पहचानने में मदद करते हैं।

लक्ष्य निर्धारण: बच्चों को छोटे-छोटे लक्ष्यों के माध्यम से प्रेरित किया जाता है, जिससे उन्हें आगे बढ़ने की प्रेरणा मिलती है।

टीम वर्क और सहयोग: खेलों के माध्यम से टीम वर्क और सहयोग की भावना को बढ़ावा दिया जाता है, जिससे बच्चे एक-दूसरे से सीखते हैं।

स्वास्थ्य शिक्षा: स्वस्थ जीवन—शैली, पोषण और नियमित व्यायाम के महत्व के बारे में जागरूकता बढ़ाई जाती है।

प्रतियोगिता का अनुभव: स्कूल के खेल आयोजनों और प्रतियोगिताओं में भागीदारी के लिए प्रेरित किया जाता है, जिससे बच्चों का आत्मविश्वास और प्रतिस्पर्धात्मक भावना विकसित होती है।

फीडबैक और सुधार: बच्चों की प्रगति पर नियमित रूप से फीडबैक दिया जाना आवश्यक है, जिससे उन्हें सुधार और विकास के लिए मार्गदर्शन मिलता है।

इस तरह, एक शारीरिक प्रशिक्षक टीचर बच्चों को अपनी क्षमताओं को पहचानने, विकसित करने और उच्चतम स्तर पर पहुँचाने में मदद करता है।

* खेल संकाय

“Imagination to Creation”

Vivek*

I am a Fine Arts teacher who truly believes that art is one of the most powerful forms of expression. For me, art is not just about drawing or painting; it is about telling stories, sharing emotions, and connecting with people. I see every artwork as a reflection of the artists’ thoughts, feelings, and their experiences. As a teacher, my goal is to help students understand this deeper meaning of art and to guide them in finding their own creative voices.



In my classroom, I always try to create a space where students feel free to express themselves without fear of judgment. I teach them not only the basic techniques of drawing, painting, or sculpture, but also encourage them to explore their ideas and think outside the box. I believe that creativity cannot be forced — it needs freedom, inspiration, and confidence. That’s why I focus on building a strong connection with each student, understanding their interests, and motivating them to see the beauty in both the world around them and in their own imagination.

Art is not limited to galleries, corridors or classrooms — it is all around us, in nature, in our culture, in our emotions, and in everyday life. I also try to teach my students how art connects to society, history, and personal identity. Whether it’s through traditional forms or modern media, I believe that every student can find their own unique style and make meaningful contributions through their work.

Being a Fine Arts teacher is not just a job for me — it is a passion and a purpose. Watching my students grow as artists and as individuals gives me a deep sense of joy and satisfaction. Through art, I hope to help them become more thoughtful, confident, and creative people in the world.

Finally, I’m going to share my untold experience as teacher “when I had joined the school, the first two classes given to me were “6B” and “8A”. The students of both the classes were unhappy to see me as their new art teacher. I was about to be replaced by someone other teacher because of their unwillingness to accept me as their art teacher. But I kept patience and taught them continuously against their wishes, and today the same students do not allow me go even after my period is over but, anyway, I have to leave.”

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Teachers Within

Teachers simplify complex concepts, foster curiosity, and encourage students to explore ideas confidently. With patience and kindness, they create a welcoming classroom where questions are welcomed and mistakes become learning moments. Teachers also nurture character, teaching values like honesty, discipline, respect, and perseverance. Through dedication and personal attention, they help students grow not only academically but also emotionally and socially, often leaving a lasting influence that shapes futures. Their belief in their students sparks confidence, motivates effort, and makes learning a meaningful journey. A.P.J. Abdul Kalam emphasized the importance of teachers igniting the "most powerful resource on the earth," which are the minds of the young. We too are learners. We hope, this process never ends. This volume is a collection of thoughts and aspirations of our team members.



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