

OUR STORIES

UNFILTERED TALES OF TEACHERS WITHIN



**MANAVA BHARATI
INTERNATIONAL SCHOOL, PATNA**
AFFILIATED TO CBSE, NEW DELHI

OUR STORIES

**Unfiltered Tales
of
Teachers Within**



**MANAVA BHARATI INTERNATIONAL SCHOOL (MBIS)
Patna (Bihar, India)**

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FOREWORD

I am happy to present the second edition of the reflective accounts by our teachers. Teaching within the four walls, interacting and engaging with the students and the parents and beyond the boundary stakeholders, the teachers enjoy the opportunity to see the world with varied lenses and perspective. Such exposures often help develop reflective insights. These insights are useful for the teachers not only in their professional journey but also in their personal development. Manava Bharati International School, Patna values evolving teacher's perspectives and encourages them to put forth and apply them, independently, while engaging with the students and other stakeholders. Manava Bharati adopts a collaborative perspective and teachers' insights work better in optimizing gross academic and knowledge outcome!

Over the years we have been adopting various strategies to optimize the gross knowledge outcome one of them being encouraging the teachers to involve in reflecting and writing. Every year we observe '**Teachers Day**' to mark the birth anniversary of Sarvepalli Radhakrishnan, the erudite scholar and former President of the Republic of India. Usually, the occasion is marked by various academic, social and cultural activities-it often has a festive over tone. Our school organizes different activities including acknowledging and honoring the teachers for their contribution. Students express their gratitude in different ways.

We, over the last two years, are organizing writing and presentation by the teachers. Their writings are, subsequently, published as a book to treasure their views, experiences, perspectives and practices. As school teachers they play critical role and acquire enriching experiences. We feel that their experiences may act as important reference to the next generation of teachers as well as the students. During the last year (2023) we published 'The teacher within', a collection of reflective essays. The experiences, this year, have evolved into meaningful stories. The second edition, therefore, is titled -Our stories: Unfiltered tales of teachers within'.

I am immensely happy to read them and find our teachers evolving diversely. One may read the stories of teachers who have been with the school since its inception as well as from those who have joined the school later. What is common, in all the stories, is 'reflection, collaboration and evolution' wrapped around a child centric approach which the school values and pursues. The stories reflect these in varies ways and words.

The publication is collaborative in nature and process-each tale narrates the story of collaboration. The process has been collaborative in nature, too, in which the teachers have joined together in writing, collating and editing. Meenakshi and Swati, our former teachers, have been involved in coordinating the first set of writeups. Panchanand Pandey and Bina Jha have done the same for the Hindi version. Final editing is done by Lori Pandey, one of the primary teachers teaching English. Our principal Mr. Anupam Mishra offered overall cooperation and support. Please read the stories and let us have your feedback. Look forward to hearing from the readers and hope to get back to you with the next edition-2025.

Pradeep Kumar Mishra
(Director)

Patna
5th of September,2024

Story of stories

Dear storytellers!

Before I read from your respective stories, let us read from some important scriptures about what they say about the teachers. I would like to congratulate you for continuing with your reflective articles for –‘*Our Stories: Unfiltered tales of the teacher within*’. This is the second edition and hope this tradition continues. Why I aspire for the continuation? I can see all of you from within which otherwise can not be known -there is no other way schools adopt. In the stories your personal, perspective, struggles and happiness are quite clearly visible. This helps us looking at the teaching profession with a different lens. This publication dispels many misgivings -teachers being authors in the midst of a grueling schedule, teachers are often involved in teaching and completing syllabus, they cannot think beyond their classes, class rooms and examinations. **Congratulations**, you have proved the cynics wrong and contributed significantly to dispelling the incongruent societal thoughts and stereotypes. It is great moment as you have been forthright in expressing yourself! This year there has been further revelation of thoughts and creativity! I feel privileged to read all that you have written.

Let us begin with excerpts from different religious scriptures. We are all aware of– ‘गुरुब्रह्मा, गुरुरविष्णु, गुरुदेव महेश्वरः गुरु साक्षात् पर ब्रह्मः तस्मै श्री गुरुवे नमः’, अर्थात् गुरु एक साथ तीनों भूमिका निभाते हैं—ब्रह्मा की तरह शिष्य को गढ़ना, विष्णु की तरह पालन करना और शिव बन कर उसके सारे अवगुणों का नाश करना। इसीलिए तो गुरु परम ब्रह्म माने जाते हैं।

The Holy Quran talks about teacher and equates him with Allah! The Almighty. As a teacher it is he who has taught human beings about nature and after that he sent the messengers to teach further. Education, in the Islamic sense, is not confined to books and theoretical knowledge but a teacher should be a role model in all spheres of life. Allah reportedly said that those who teach and learn are the best people.

The word Guru is quite significant for the Sikhs. Sikhs are guided in their learning by the Guru’s wisdom or understanding and aspire to live by Guru’s teachings. A popular understanding of the word Guru is one through whom spiritual darkness is dispelled by spiritual light. Sikh is related to the Sanskrit –‘Shishya’.

The Bible places great importance on the role of teachers which include the followings:

- Guiding others in Truth
- Teaching as spiritual Gift
- Wisdom and patience in Teaching
- Jesus as the Model Teacher
- Teaching with integrity

In all the scriptures and religious preachings the pedagogy is clear which includes- **Story telling, Direct lessons, anecdotal explanations with compassionate engagement.** Sharma's magnum opus, '**Hitopadesh**' is a living testimony of these evolving pedagogies and their impact. **Guru Ravindra Nath Tagore has been a corner stone of evolving pedagogies pleading for freedom from excessive academic stress.** The Gurus practiced these and never confined themselves to the book and syllabus (bounded by time). The last couple of decades has demonstrated how pedagogical innovations have created seminal impact. Giju Bhai Badheka, the Gary Zuka, Ramswarup Bhai from our Bihar are all illustrious teachers known for transferring their evolving pedagogies.

Reading your articles I, as anybody else, feel that essence of your articles very much resonate what the scriptures suggest and what great teachers have practiced. You have evolved your own pedagogy in the light of the relevance and appropriateness of the situation. My dear colleagues, I feel and proud that you have been able to conform to the perspectives as suggested by various religious scriptures and philosophies and adopted by the school. I can not doubt originality of your thoughts and also actions-I have been able to work with you in your classrooms, in the play ground and even on exposure trips. The articles from you, essentially, resonate **Compassion, empathy, collaboration, pain of struggle and happiness of freedom as release of excessive stress suffered at one point of time or the other.** At the same time I can also experience the ecstasy and joy you all have enjoyed.

Now let me substantiate my points through your own views as expressed in the articles. The presentation is in the same order as the articles have been received and read by me:

Amit (Chemistry) believes in engagement with the stakeholders and considers this to generate significant learning which helps the students broad basing and embedding learning. Face to face with the stakeholders opens wide windows for significant thoughts and perspectives.

Ankita observes that education is not straight forward in filling minds but education is all about engagement and collaboration which optimizes the learning outcome. In an era dominated by growing impetus of technological sciences teaching of creative arts, in preparing the minds for great journeys ahead is a challenge. Ankita has personal examples where she finds students showing interest in arts and creativity together with what they consider as their mainstream domain.

Atul, in the same vein, observes that education is not about information but nurturing curiosity and exposing the children to world which allows the learner to explore and decide what is best for them. If education could prepare the students for exploration and independent decision making this is real education. His students and classes have been real examples of how they can be prepared. There are several examples, in his bag, where students have learned from the visit of University and business world. Real life inputs have helped the students largely and significantly.

Meenakshi, in her article **-Beyond the Board**, underlines the importance of outside social and family environment which nurtures basic values and ethics. She emphasized that greater learning has come from outside the school. She insists that a teacher is always a learner. This conveys strong message to all of us!

Bharati has learned from the circumstances where friends, colleagues and elders stood to support-the role of such support is crucial which makes one emotionally strong and resilient. The students should learn to face such eventualities with grit and composure.

Aditi Chandel begins with –‘Children are the future and those who shape them are the teachers. This underlines the seminal role of teachers. In her case being a teacher is a medication against toxic thought patterns one may be faced with and experiencing. For Aditi her teacher has been inspiring her to express and write.

For both **Divya (Sharma) and Deepti** opportunity for research has been both ecstasy and inspiration. This has helped them develop analysis and look at the world from an exploration lens. The two research projects that they were involved with offered opportunity to explore and engage with the community and in turn has influenced their teaching. Opportunity to engage with higher level academics has helped them look beyond the present. Divya has also learned a lot from the night camps being with the children. She now understands her students better. Deepti uses her research experiences while teaching history and political science -they really help her in taking the students to a new depth and breadth.

Teaching of nationalism and Indian Constitution, using theatre as pedagogy, has helped her understand how its students can articulate and manifest better and more creatively.

Anupam tries to deal with the lack of interest and certain misgivings about the teaching of mathematics. He questions –‘Is mathematics really difficult or we need to adopt a friendly approach to the teaching of Mathematics?’ His menu of recommendations include proper understanding of the children, their aptitude and curiosity levels for numbers and mathematics. He takes about some students as example whom he has been able to encourage for mathematics.

Amit (Social Science) feels that building relationship is a perquisite for imparting knowledge. Relationship through engagement enhances curiosity and interest. He feels just transferring the knowledge is not enough. He has several inhouse experiments to conclude this.

Katyayani considers the students as eager and enthusiastic. She pleads for dispassionately working with the students as the nature bestows knowledge without discrimination.

Lori has trust in the abilities of the students and confidence in their potentials. Lori observes that every student is unique, genuine and specific. Building knowledge around these core strengths would optimize the learning outcome.

Muskan Bhardwaj-begins with Bob Talbert’s position –‘Teaching students to count is fine but what counts is better! This is really a challenge and also an opportunity. She underlines the traits of good teachers who according to her should be better learners. Creating a comfortable environment for the children is a precondition which helps them in dealing with other discomforts.

Neeraj, on warm librarian, underlines the need for handholding the students. As a librarian, he is not just a book vending machine-I have to consider the need of the students and try to cater to their various needs. One of our students developed writing capabilities thanks to his encouraging

support and handholding. Impressed by his encouraging acts, the grand father the student visited our library to see the glory his grand son has attained.

‘The journey into teaching can be a serendipitous twist of fate driven by circumstances rather than a lifelong long dream’-this is the observation of **Nisha Bharti** teaching mathematics. Deeply interested in Mathematics and struggling with every problem Nisha’s pursuit involves identifying and analyzing **pattern in mistakes by her students** and herself which helps her deals with them rather constructively. Trust and appreciation helps her creating interest. Her students offer her real cause for happiness!

Priya Singh is moved by the inspiring experience from her teacher who taught her well. In turn she would like to reciprocate as a teacher.

Priyanka Kumar offers an interesting title to her article -‘**Shaping future one day at a time**’. She considers flexibility and adaptability in the class room as essential. She underlines the need for plan B in case something does not materializes. She has examples of collaboration with her colleagues which helped her deal with crises.

Priyanka Mallav offers a definition and goal of education. She says -‘It is not about spreading knowledge but developing understanding’.

Resham’s journey began well and continues... She appreciates the support and encouragement from the principal and the management which helped her deal with issues which came all her ways.

Sharmishtha considers children’s curiosity and resilience as important for significant learning. She found one of her students performing well in spite of her injury.

Shuchi Pandey offers a menu for exploration by the children provided they are trusted and encouraged. मेरा एक सवाल है आप सबों से? चींटी कैसे, कब और कितना सोती है? सूचि बताएगी –बच्चों ने शोध किया और वैज्ञानिक उत्तर पाया बच्चों के द्वारा।

Subrato entered the profession by chance but is in love with the profession. Part of his success in teaching can be attributed to becoming part of the students. Subrato has many stories to tell.

Swati Roy does not consider teaching as one way street. It has several stakeholders crisscrossing each other and jointly contributing. Connecting with each one of them is the challenge and opportunity. Education is not about academics alone , it is about dealing with emotional and personal challenges of the students. Swati has examples in her bag of experiences.

For Shaista Teaching has been a journey of empowerment, growth and impact. She does not consider her self as all knowing superhuman kind of a teacher neither apologetic about the weaknesses. The teacher within her sees herself as deeply engaged with the children.

Archana kumari considers the dictum -**once a teacher always a teacher as relevant to her**. She does believe in engaging the children emotionally and academically both, as she feels that education can change any one but a good teacher can change everything. She has been longing for being and remaining a teacher and shall continue to enjoy it. So far her journey has been great!

Kamini ji has had an interesting journey. From an aspirant for a government job, to teaching at East West, it has been great

Sageer laments that society does not acknowledge contributions of teacher although teachers are builders of the society. He emphasizes developing a sense of goodwill among the students which he tries to explain with a mathematical formulae- $G=TBC$. Sageer can explain.

Kushagrika considers education as the most powerful weapon which can change the world. In doing so she quotes Nelson Mandela for his empowering concept of education as transformational. She revels with the students and treasures her last year's portrayal of Santa Claus which she would like to treasure.

Priyanka Shukla considers the teaching journey as extra ordinary. During the period children brought in new perspective and new eco-system. She found her self learning as much from them as they did from her. Diverse experiments, innovations and examples are intact in her bag of achievements.

Teaching is an art, the essence and meaning of my life -**Suprita** holds a firm view. Suprita views an integrative approach as essential where only academics does not dominate. Life skill lessons are very important. For being a mother and a teacher is not just a job responsibility but it's a passion and privilege.

Sunita considers Empathy and growth as the heart of teaching. During the summer camp she realized that children don't only mould the clay but also shape their creativity and mindfulness. Such activities help develop integrated self.

For Divya Parashar Teacher is often seen as a guide, as someone who gives knowledge or moulds one's character. But the deepest of teachers we meet is the one inside us, our lifelong companion who keeps learning from experience and adapting with every new challenge thrown its way. This teacher within lives off curiosity, empathy, and a ceaseless hunger for growth.

For Krishna Murari Sharma, Time at MBIS has been constant learning. One can divide students into good bad and average -this is the most often formulation. For Krishna Murari every child has different perspective, set of questions and understanding. Knowing and learning from them is a challenge and opportunity. It has been a constant journey all through his stay at MBIS.

Rajneesh Kumar feels that to know the students more and more helps solving problems and creating impact. He quotes how some students stood behind him with resolve in organizing an event which was about to fizzle out.

बीना जी ने विशिष्ट अंदाज में सारांश रखा है, जिसमें छात्र-छात्रों की विविधता और शिक्षकों की चुनौती की ओर ध्यान आकृष्ट किया है—छात्र अनेक शिक्षिका एक, उनकी अभिवृत्ति की विविधता जहाँ अवसर प्रदान करता है, वहीं उन्हें समझने की और समझकर उनके साथ काम करने की चुनौती की ओर भी ध्यान आकृष्ट किया है। उनकी सूक्ति वाक्य हैं—

हार न मानों, संघर्ष जारी रखो,
हिम्मत और हौसले को बुलंद रखो,

आप एक दिन अपनी मंजिल तक पहुँच जायेंगे।

ये बातें शायद शिक्षकों और छात्र छात्राओं दोनों के लिए लागू होता है। कुछ प्रयोग करने होंगे, कुछ तरीके ढूँढ़ने होंगे और आज पिअर लर्निंग की भावना को जागृत करती बीना अपने पथ पर अग्रसर हो रही है।

पंचानन्द जी ने 'प्रत्यक्ष ज्ञान' शीर्षक द्वारा बताया है कि—शिक्षा की सार्थकता और अभिवृद्धि तभी संभव हैं जब बच्चों के लिए, बच्चों के साथ शिक्षक पढ़ें और साथ साथ बढ़ें। अपने निबंध को धारावाहिक रूप से प्रस्तुत करते श्री पंचानन्द ने विद्यालय में कई सार्थक प्रयोग किये, जिसके अंतर्गत गैर—हिंदी प्रदेश अथवा समुदाय के विद्यार्थियों को भी हिंदी के प्रति उत्साह और चाह उत्पन्न हुई है। अपने पिछले निबंध को आगे बढ़ाते हुए उन्होंने संदेश दिया है—खेलने को सीखने का माध्यम बनाकर, संवर्धक क्रिया—कलाप द्वारा, सृजनात्मक, तार्किक और संवेदनात्मक जुड़ाव के साथ बच्चों के साथ पढ़ना और कुछ नया करना—कराना श्री पंचानंद जी का उद्देश्य रहा है। बच्चों और उनके अभिभावकों के साथ भावनात्मक रूप से जुड़ पाना एक उपलब्धि के रूप में देख पाते हैं।

नेहा जी ने बच्चों के साथ भावनात्मक रूप से जुड़कर, जीवन की वास्तविकताओं से जोड़ना और संबंध स्थापित कर एक पथ प्रदर्शक बन पाने की अभिलाषा व्यक्त की है। पथ प्रदर्शक की भूमिका के लिए कुछ उदाहरण गढ़ना होगा, जिसके लिए नेहा सतत् प्रयत्नशील रहें। बच्चों के साथ शोर—शराबे के बीच उन्हें समझना और उनपर काम करना नेहा की विशिष्ट विधियों में एक है।

मेधा जी, संस्कृत पढ़ाती हैं और अपनी बातों को एक सुंदर और उत्साहपूर्ण कविता के माध्यम से की हैं। कविता का सन्देश—बच्चों को विभिन्न भूमिकाओं में देखने और सराहने की है। बच्चों में विविध गुण और प्रवृत्तियाँ हैं, जिन्हें सराहे बिना उनके अन्दर की क्षमता को उकेरा नहीं जा सकता, शायद मेधा यही कह रही हैं।

Reading all the stories is a privilege, which offers opportunity to weave a story from the stories. My story draws essence from all and way made the understanding enriching and wholesome. In the following reaction let us engage with different authors and their stories.

Rajeshwar Mishra
Professor of Social Psychology
Mentor, MBIS

Significant learning comes from engagement with the stakeholders

Amit Kumar*



This year has been full of valuable lessons for me as a secondary school chemistry teacher. Reflecting on my experiences, I've realized that significant learning comes from engaging with the important stakeholders -students, parents, and colleagues.

One standout moment was during a project on environmental chemistry. Seeing students excited about real-life applications of chemistry was transformative. This project, driven by their curiosity, made me rethink my teaching approach, emphasizing the importance of connecting classroom learning to the real world.

The primary contributors to my learning were my students. Their questions and perspectives pushed me to adopt a more hands-on, student-centered approach. I realized that fostering a collaborative learning environment, where students feel valued, is crucial.

Sitting face to face with the students, the parents and colleagues opened wide window into the world of the student and the parents. Student's internal turmoil and conflicts expressed clearly, helped me understand why the students were behaving differently. The conflict and contrast in the career aspirations held by the parents and students is necessary to understand. This session offered opportunity to directly look into this struggle which helped me understand the students from a common lens. Needless to say I stand better informed!

These experiences have changed my views on teaching. I now see the importance of integrating real-world applications into our lessons, making chemistry more relevant and engaging for students. It's not just about teaching facts; it's about inspiring curiosity and a love for learning.

Emotionally, this journey has been incredibly rewarding. Watching my students grow and becoming enthusiastic about learning reaffirms my passion for teaching. Their success and excitement are the greatest rewards.

These lessons have also improved my interactions with parents, helping us build a stronger community focused on our students' holistic development. Working closely with parents has shown me the importance of collaboration in supporting our students.

Thank you for this opportunity to share my reflections. I hope these insights will inspire and benefit our teaching community.



* Faculty, Science

Inspiring Creativity: The Transformative Power of Art Education

Ankita*

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela



This article explores the critical role teachers play in nurturing minds, building character, and fostering a love for lifelong learning.

Being a teacher is an integral part of our lives. Wherever we are, whatever we do, we constantly learn something new every day. After all, learning has no age limit. I, too, have learned a lot during my teaching career.

Subjects play a crucial role in students' lives. Just as physics, chemistry, and math are important, so is art. Art is everywhere; when we look around, everything is colorful, and every object embodies art. In my teaching profile, I have gained significant insights, particularly during my time at Manava Bharati International School. There, I developed my leadership qualities and learned how to work effectively within a team.

Initially, I thought that teaching art would be straightforward. However, I soon realized that it is not as easy as it seems to engage students in art. As a teacher, my greatest satisfaction comes from seeing my students happy. Art is a subject filled with fun and creativity, but it's not always possible for everyone to develop an interest in it. This challenge became evident when I noticed that some students were not enthusiastic about art.

When tasked with teaching fine arts to the 11th-grade students (batch 2023-2025), I was initially uncertain about how to approach the subject. I had been informed that, as a fine arts teacher, I would be responsible for instructing fine arts. However, some students lacked interest in the subject, presenting a significant challenge.

For example, Virat said, “Ma’am, what’s the point of practical work? I don’t think I can do it; it’s too hard.” I reassured him that while it might be challenging at first, I am here to help, and there’s no need to worry.

-Akash expressed doubts, saying, “I don’t think I can do fine arts; it’s too difficult for me.” I encouraged him by saying, “Practice makes man perfect, so if you keep trying, you will succeed.”

-Saksham said, “I’ll try, but it’s not coming out well.” I smiled and told him, “It will come with practice. You will get there eventually.”

* Faculty, Arts

I was also concerned about a few students who were either not attending school or not completing their assignments. I struggled to understand why they were falling behind or showing a lack of interest. Then I decided to have one-on-one conversations with the students to explain the importance of art. We worked together, and over time, their motivation improved. For instance, during Chhath Puja, they created 3D models for installation art, which boosted their enthusiasm and led to positive results.

Now, as these students are in their 12th grade, their work has significantly improved. This has been a major challenge: how to ignite interest in art among students. Fortunately, the new batch of 11th-grade students is now being motivated to choose fine arts as well.

Working with my students, seeing them engaged and eager, and witnessing their progress has been incredibly fulfilling. I have learned a lot from them because learning truly has no age limit.



Empowering Minds: Reflections on a Year of Educational Enrichment

Atul Anand*

“Education is the most powerful weapon which you can use to change the world”.

- Nelson Mandela



Over the past year at Manava Bharati International School, I have witnessed the profound impact education has on shaping lives. This year has been transformative, filled with new learning experiences that have enriched my professional life and deepened my understanding of the art of teaching. As educators, we are not merely disseminators of information; we are architects of curiosity, builders of critical thinking, and mentors guiding students through their unique paths of discovery and growth. The role of a teacher extends beyond the classroom, as we strive to inspire and support our students in developing not only academically but also emotionally and socially. At our school, we engage in various activities that promote innovation, critical thinking, and performance, embodying the essence of the ideation process.

Drawing on Rousseau’s philosophy, education is not just about filling minds with information but about nurturing the innate curiosity and potential of each child. These opportunities over the past year have profoundly influenced my journey as an educator, reinforcing my purpose and passion for teaching. Rousseau believed in the importance of experiential learning, which aligns with our school’s approach to integrating hands-on activities that allow both teachers and students to explore, create, and grow together.

I had the privilege of attending a summer camp at Anant University in Ahmedabad, a trailblazing private design institution dedicated to nurturing the next generation’s design thinking. Schools from across the country, including Manava Bharati International School, Patna, participated in this camp. This experience was a significant milestone in my educational journey, offering a wealth of opportunities to impart and gain knowledge. The camp boasted exceptional faculty and cutting-edge infrastructure, fostering an environment of innovative thinking and ideation. Students were encouraged to patent their ideas, which I consider a unique and invaluable experience for all. The transformation in many students who accompanied us was remarkable, as they experienced significant personal growth through the experiential learning process. The transformation in Aashreya (Class IX), Avik, and Aksharam (Class VIII) has been extraordinary. Their confidence and presentation skills have truly exceeded expectations. At the recent Parent-Teacher Meeting, one parent particularly praised the remarkable progress in their child’s public speaking abilities and the level of confidence. This positive change was especially notable for a student who previously had a more introverted nature. These observations were of great learning for me as it evolved the process of teacher within me.

* Faculty, Commerce

Even small changes, such as orienting my reading habits towards understanding child behaviour or analysing what is going on in the minds of students when they are struggling with their understanding and delivery, have had a significant impact in recent years. This shift echoes Vygotsky's theory of the Zone of Proximal Development, emphasizing the importance of understanding where students are in their learning journey and providing appropriate support to help them advance.

These experiences have transformed my teaching practice, making it more holistic and student-centered. The continuous opportunities for professional development and innovation have strengthened my resolve and dedication to this noble profession. I feel more equipped and inspired to guide my students to develop not only academically but also emotionally and socially, in line with Rousseau's vision of educating the whole person.

I was also part of a research team that delved into pressing issues such as the declining use of rural agricultural land and its socio-economic ramifications. This research enriched my understanding and provided a broader perspective on these critical issues. Presenting our findings at an international conference (ILDC) at Flame University, Pune, with participants from over 72 countries was another feather in my cap, significantly enhancing my transformative journey.

This concept was born from the Community Engagement Programme (CEP) that we have every year at our school, where students engage with nearby rural communities to understand the real issues they face daily. I am proud to have been part of this program for the past two years, which has helped me better understand the root causes of some deeply entrenched issues. Albert Bandura's social learning theory further complements this approach. Bandura highlighted the significance of observational learning, where children learn by observing and imitating others. This insight has inspired me to create a classroom environment rich in collaborative activities and peer interactions, allowing students to learn from one another and develop essential social and cognitive skills.

Piaget emphasized that children move through distinct stages of cognitive growth, each characterized by different ways of thinking and understanding the world. This perspective has profoundly influenced my approach, prompting me to tailor my teaching strategies to match the cognitive abilities of my students, thereby enhancing their learning experiences. Many times, students face hindrances in the learning process. Identifying these issues and understanding the reasons behind them can help find desired solutions. There can be issues related to understanding, retention, delivery, or foundational learning.

As I reflect on the past year, I am reminded of the words of Albert Einstein: "It is the supreme art of the teacher to awaken joy in creative expression and knowledge." This year has been a journey of awakening, both for my students and myself. The experiences, challenges, and triumphs have deepened my commitment to creating a learning environment that is not only intellectually stimulating but also emotionally and socially supportive. Each student's unique journey enriches my own, and together we continue to grow and learn. The takeaways from this year have reinforced my belief in the power of education to transform lives and the importance of being a guide, mentor, and lifelong learner.



Beyond the Board

Meenakshi*

It is believed that a country's future rests on the shoulders of teachers. They are the ones who nurture, develop and guide the young minds towards the path of progress. And if we look around, we hear the discussions of those countries who stand at the top in terms of education. So here one thing becomes very much evident that a country with good educational setup is leading the globe. Hence, education has utmost significance in one's life.



So, which place is best for education and who makes it best? The answer is much clear that it's a teacher. A good teacher can do wonders in the students' life. A teacher profoundly impacts the student's academic success, personal growth and overall development. An educator can add moral and ethical values, emotional support along with social skills and career guidance. But again, this leads to another very crucial question- 'How can a teacher play such roles?'

In order to achieve this, a teacher should always undergo through learning process. A teacher is always a learner so that he/ she is updated, able to meet the diverse needs of students, be flexible and adaptable and at the top be able to enhance the subject knowledge of the students.

In my last article, I wrote about the teacher within me and my passion for teaching.

When I look back to my journey as a teacher, I feel that it was the society and people around me who taught me the art of teaching unknowingly. My article tells a story of my life that is 'Beyond the Board' because whatever skills I have acquired to become a teacher, has been from outside the walls of classroom. There is no doubt that teaching in classrooms has really helped me to unleash my potential but the confidence to enter the classroom has come from the world outside. From a very early age, I stepped into the field of education where there was no such modern classroom setup but children with mere a notebook and a pencil. Children there had minimal access to education and needed to handle the situation with patience. There the only mantra that worked was the one I had learned at home and the credit goes to people from whom I was always surrounded.

My grandmother was a teacher and my mother is also a teacher. I learnt from them that teaching is a very noble job, where patience and selflessness are the main ingredients. Each day I learn from my mother, that a teacher can't expect the child to be perfect in everything as none of us are, rather we should be ready to guide them endlessly irrespective of their failed attempts and that too with lots of patience. Secondly, I have taken from her that we as teachers have to be selfless and

* Faculty, English

not think about profit out of our students. If we have chosen this, we should only think about our students and consider them as our own child.

The learning did not stop here. Joining MBIS helped me to open my own horizons to learn new things in life. Honestly, I never imagined in my life that I would get an opportunity to be one of the editors of the book as I thought it wasn't my cup of tea. But last year it came as an opportunity as well as challenge. Team believed in me and they handed over this task. Initially, I pondered how would I do it as I did not know anything about editing a publication. But one thing clicked my mind that my parents have taught me: to always be ready to face the challenges and never think that you cannot do. Always grab the opportunity.

Having this in mind, I accepted the opportunity and I got completely engrossed in it. Soon I realised that 'Yes, I can do this, and meanwhile I got to learn a lot many things from everyone.

Once the book was published, and I got hold of it, it made me emotional as well as proud. It reflected my biggest achievement. Everyone from my family, friends and colleagues appreciated my work and that boosted my confidence. The book stands as a great learning as it motivates me to gain new insights and pick up new skills in life.



My colleagues stood strongly behind me-this made my journey creative and fulfilling

Bharti Kumari*

“Teaching is a great way to keep learning” because when one teaches two learn.

1st April 2023 A new day with a new hope, new vision and with a dream to become a teacher I joined Manava Bharati International School.

New culture and new people were all around, I was excited but a little nervous too but very soon everyone welcomed me in this family with an open heart and helped me to tackle every situation. Time flies and with time from everyone I learnt many new things here.

One day I got a chance to write an article “Teacher within”. This article helped me to find my inner teacher and what inspired me to become a teacher. Slowly and gradually, as a teacher, I started working on myself because education is a life long process, everyday we learn something and we all have our mentors since childhood whose teachings and insights always help us to do better. Sometimes a guru may help us uncover the answers within, but there is also so much more than those we meet and our experiences along the way can teach us about life’s journey.

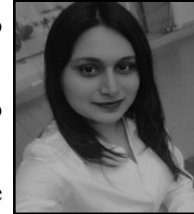
The lessons can come from our parents , our siblings, our kids, our partners, our friends, our colleagues, and most of all from ourselves.

We can be our own teachers if we allow ourselves to learn from our mistakes.

And in this journey of teacher within I am learning from my own mistakes and discovering my own potentials to do better as a teacher.

I learnt many new things like Phonics which was totally a new thing for me to teach but last year I learnt the art of phonics from Shuchi ma’am. I also worked upon my technical skills and learnt a lot many new things with the guidance and support of Manish sir. And I was so happy because since childhood I am a very enthusiastic child eager to learn something new.

But as I said life is a journey and a journey is full of ups and downs I also faced the same because of some very baseless talks and that deteriorated my own health. This year was a little challenging as well as crucial for me. Because of my own health issues I became a totally negative kind of person and I was totally clueless about myself that what will happen to me, how I am going to deal with all these things and what about my aim for which I am working really very hard.



* Faculty, Science

But then I remembered words of Manish sir that every problem comes with a solution. Only thing which we have to do is have some patience because patience is power and give some time and then slowly and gradually things will fall into place. And yes it worked.

I feel really blessed that I have very supportive colleagues with me and they all need a special mention in my article. Meenakshi ma'am, Swati ma'am and Shuchi ma'am helped me each and every single day and motivated me that everything will be fine soon. These words from them was not less than a medicine for me.

A special thanks to Rajeswar sir because the way he listened to me, guided me and motivated me to let go the things and taught me to take strong stand for myself I remember for life that life is also an institution where we have to give exams and we have to wait to get the results. It inspired me a lot and yes it worked and today I am here writing my article. Because all these tough times, which I faced are the stepping stones for me which taught me a life lesson and I became beautiful butterfly from a small caterpillar.

So, thank you all whose name I mentioned in my article and whose names I didn't mention you all stood strongly behind me and you all are the greatest motivators in my life. Wherever I go whatever I do I will always cherish you all.

And "The Teacher within" is always being inspired, always being motivated and will do great things with the learnings of previous mistakes.

Because "The teacher within" is the canvas of our lives where we can paint our dreams to make a beautiful change.



Children are the future : Those who shape them are teachers!

Aditi Chandel*

Imagining yourself, working towards your goals and achieving them will help you stay motivated and move away from toxic thought patterns. Being a teacher is the best medication which nurtures individual potential.



Throughout my life, my teachers have been the one that inspired me to do things I could never have imagined. In fifth grade, my teacher encouraged me to write a book of poems that she then submitted to the school for the library. From that moment on, I fell in love with writing. When I was in grade ninth, my class teacher found an opportunity for me to write for the local news paper, and I started pouring my heart out through the medium I loved. In short, my teachers taught me to pursue my dreams. Teachers are able to make an enormous difference in the lives of children and I hope to be able to transmit the same sense of possibility as a teacher myself.

Not only my experience in the teaching field have given me inspiration to continue but also my mother who was the first teacher of mine inspired and motivated me to grow without any barriers. She held me up in every part of life and today I am contented by fulfilling her last wish.

Making a difference through teachings is truly the best feelings in the world. The idea that I would be able to inspire children to become their dreams is very exciting and I think teachers may have great experience and knowledge about the subjects they teach but as a teacher we can also learn from our students as much as the students can learn from us.

Overall, while being a teacher can be demanding, it is also a profession that offers the opportunity to make a meaningful difference in the lives of students and contribute to society through education.



* Faculty, Primary Section

Broadening Learning Horizons

Divya Sharma*



The process of learning is a multifaceted journey that involves acquiring new knowledge, skills, behaviors, and attitudes. Effective learning needs vision beyond the classroom which involves active engagement, critical thinking, and the ability to adapt to new information.

My journey at MBIS is not linear, as an individual it evolves through different stages multiple times as I encounter new opportunities or deepen my understanding of experiential knowledge, acquired through personal experiences and practical involvement in activities.

My first ever research paper at 9th Annual Conference of the World Center for Women's Studies was possible because of our Mentor Sir who made me believe in myself stating “ **OF COURSE YOU CAN DO IT** ”. From choosing the topic till presenting my paper at Central University of Odisha, Koraput, has been a mindful modification, allowing me to deepen my understanding of the subject, refine my research skills, and enhanced my ability to analyze and interpret data. This process has also improved my academic writing and critical thinking abilities.

Second experience of Community Engagement Programme touched me from within. In those few days, forming groups with students, visits to village, finding ground realities problem, team work, collaboration among students and teachers was a true reflection of “ **HAND HOLDING** ”. Recalling the night stay at school a day before the presentation gives me a sense of joy and immense happiness about how hard our team worked together and presented it. How the poem written and recited by Dipanshu (my student class Xth) touched my soul making way for tears. “ **I WAS HAPPY** ” from within. These experiences of working as a team with students gives a deep sense of connection.

Visit to Anant National University at Ahmedabad with a group of students for Summer Camp is worth sharing. Train journey filled with the chatter and laughter, music and excitement of students to explore the world of designing. Those fifteen days, with students, having meals together, actively participating in different workshops, seminars by eminent personalities, book reading, long deep conversation with students, completing assignments together, heritage walk in the streets of Ahmedabad, science city visit, performance of students, exhibition and seeing the students collaboration, solving problems, and applying their knowledge in a creative way was incredibly rewarding. Witnessing moments of metamorphosis of students. A shy girl, Aashreya, a student of

* Faculty, Commerce

class IXth, sang so confidently on stage. Making me wonder how these exposures brings out best in students. **“Students are shaped by their environment, just as clay is molded by the hands that work it.”** Sense of accomplishment when their designs worked successfully was palpable.

There’s nothing more rewarding for a teacher than seeing their students make progress.

Educational trips provide invaluable opportunities for students to learn in dynamic and meaningful ways, contributing to their academic success and personal growth. These are experiential learning opportunities that take students out of the traditional classroom setting to engage directly with the environment.

Direct exposure to the field can lead to more informed and effective decisions, as it allows for a better grasp of the variables and conditions involved. It is essential for individual and collective growth, shaping how we perceive and interact with the world. Education landscape evolves with new technologies and pedagogical approaches, teachers must continuously develop their skills to remain effective. Experiential learning allows teachers to address the diverse needs of their students, fostering an inclusive learning environment that accommodates different learning styles and abilities. It also empowers teachers to take on leadership roles within their schools, contributing to a culture of continuous improvement and collaboration. Being open to opportunities individuals position themselves for continued growth and success.

“Learning is where knowledge steps out of the textbook and into the real world, making education a lived experience.”



Engagement and handholding make mathematics an interesting pursuit!

Anupam Mishra*



Mathematics, as a subject, is considered respectable and enviable but also difficult and hard. One may often hear- ‘I would like to be an engineer or a scientist but for mathematics and numerical physics which poses serious challenges’! As a mathematics teacher I often ask to myself - ‘Is mathematics really difficult’? In the classroom I find students struggling and shying away from mathematics. One cannot, however, deny the inevitable role of mathematics in day today life and also in various professional journey in some basic measure. Mathematics is not understanding formulae or calculations or steps involved in solving a problem-it is the science of logic which helps all in dealing with real life problems and therefore cannot be skipped -one needs to get into it. So what do we do to have interest and develop competency? A teacher’s journey is filled with diverse experiences and challenges. His impacts extend beyond academic instruction and includes personal mentorship, support, empathy and inspiration. This holds true for a mathematics teacher too. He can develop and curate mathematical orientation and competency. My experience suggests that dealing with fear would require engagement and handholding!

I believe in the potential of every student. Throughout the session, a teacher strives for the overall development of the children- how they can help them achieve the excellences so that he or she can be the winner in the world. As a mathematics teacher, I always ponder over how to stimulate students’ analytical/logical abilities. I believe that every student has the potential for excellence in mathematics. With the right support, engagement and handholding combined with effective teaching methods, students can overcome their fear and struggles and achieve success.

Children often express anxiety when faced with mathematical problems. Some children have a unique way of thinking about problems, while some do not always arrive at the correct solution. They demonstrate curiosity and creativity. The need is to understand their curiosity, as many times, they may show their creativity differently. Before beginning a class / topic I discuss about their interest and curiosity. Some students feel low when they struggle in arriving at the solution. At that point of time, they show lack of interest, lack of enthusiasm and the resultant lack of confidence. This is where I try to catch up the spark and despair.

Making mathematics interesting, some unique methods should be adopted during the class that I often do. Playing game, starting the topic with fun and story that might relate with their surroundings or their day-to-day life. That opens the door to introduce a topic.

* Principal and Faculty, Mathematics

A mathematics teacher plays an important role in helping students in improving their mathematics skills. I adopt several interrelated ways that could make a positive impact in their studies and understanding of the subject. By creating an encouraging environment where students feel comfortable asking questions and sharing their thoughts. This breaks down complex mathematical ideas into manageable, easy-to-understand, making them accessible to the life skills. Effective teaching pedagogy employs various strategies, such as visual aids, real-world examples, and hands-on activities, to cater to different learning style.

A Mathematics teacher identifies areas where students need extra support -I offer personalized guidance to address concepts gaps. I inspire students to approach problems from multiple angles, promoting critical thinking and analytical skills. By praising effort and persistence, I help students to develop a growth mindset, embracing challenges and committing error as an opportunity for improvement. Always map the mathematical concepts on applying to everyday situations, making the subject more engaging and relevant. Providing regular and constructive communication, empower students to track their improvement. Encouraging peer-to-peer learning plays a vital role in the learning the concepts. I try to facilitate collaborative learning, allowing students to learn from one another.

I started hand holding in the subject like doing the basic of the subject. In mathematics every chapter is interlinked. Linking the chapter with previous learned chapter helped me a lot in solving and understanding of the chapter. I experience, hand holding is a very effective way through which one can establish a personal connect with the students which inspire and motivate them. They feel, someone is there who can attend their concerns without making hue and cry. In my class hand holding works and I am little bit successful in making them confident in the subject. This process takes time but the effective method through which we can make them comfortable in the subject.

We should understand that every student possesses the innate potential to excel in mathematics. It is our duty to nurture this potential. My objective is not only to impart mathematical concepts, but also to cultivate a deep curiosity for learning. Create an environment that is inclusive and engaging where students feel valued, supported, and motivated to succeed.

I acknowledge that each student has a unique learning style, shaped by their individual experiences, strengths, and challenges. While some may struggle with traditional teaching methods, others may demonstrate creative approaches to problem-solving, thinking out of the box, and showcasing their innovative thinking.

Recognition inspires everyone. It motivates to pursue the work. In class, I acknowledge the work of every student even for a simple problem. Acknowledgement for solving small problem motivates deeper through the heart and soul and when the soul is happy the child learns on his own style. Inspiring is more important than teaching. Once this is achieved I would create conditions where students can share their learning with other students/peer.

I would often facilitate groups and group-based learning bringing students together, collaborating with each other and collectively attempting solution. This process cultivates empathy and the difference between low and high achievers/performers melts down where everybody appreciates others contributions in solving the problem. I feel this is, in our school, creating solidarity among students although sense of competition often drives them. This to me is a gradual process and may take time before it gets embedded as an institutional culture.

Throughout my teaching journey, I remain steadfast in my commitment to helping students overcome obstacles, develop a growth mindset, and realize their full potential. I am convinced that with the right support, encouragement, and teaching methods, every student can achieve success in the world of mathematics and beyond.



“From Imparting Knowledge to Building Relationships”

Amit Kumar Sarkar*

When I think about the learnings of this year, I feel how amazingly teaching and learning can be a cause for a change. This year has been a journey of regrowth, rediscovery, and reconnection, shaped by various experiences, people, and moments.



At Manava Bharati International School, we always get exposure to various academic activities that help us to understand the key concept of the present days education system. Over the last few years, we have experienced various elements of knowledge production and how collaborative pedagogy is the need of today's education system.

I realized that, teaching is not only about transfer of knowledge, information and facts but also about creating a safe, inclusive and empathetic space that allows students to imagine things in their own unique ways. Students learn best when they feel seen, heard, and valued. This understanding has helped me to plan my lessons and pedagogy with practices like collaborative, interdisciplinary and hands on activities and building relationships with students from diverse backgrounds and different abilities.

Our mentor, colleagues and students have provided insights, feedback and support that have helped me grow as a facilitator. I have realized that what matters most in teaching is the relationships we build with our students and the learning environment we create for them. I have had many conversations with our mentor and colleagues and they have offered their valuable inputs. Those conversations enabled me to learn new things, reconsider or adjust my approach to teaching, and question myself about how I can be of a better support for my students.

Through the feedback from students and working with our mentor and colleagues, I have been able to improve upon how I teach so that the content is more relatable and interesting. To make the concept interesting I tried to include real-life examples, case studies and hands-on activities in such a way that the students develop a better understanding of the concept.

I tried to link complex geographical concepts with our daily life so that students can understand the importance and relevance of topics such as climate change, water scarcity, pollution and global warming. It made the subject easy to relate, more meaningful and students could see how geography affects their lives.

We took our students on a field trip to the India Meteorological Department to help them understand how climate affects our daily lives. They met scientists, saw weather

* Faculty, Social Science

forecasting equipment, and learned how data helps make important decisions in areas like agriculture and aviation. This hands-on experience made complex climate concepts more accessible and inspiring, showing our students the real-world impact of meteorology.

To understand the key elements of agriculture and its impact on society, our students engaged in researching various crops, their geographical requirements, and optimal cropping seasons. After gathering and analyzing this information, they presented their findings with their peers. This was followed by an interactive session where they engaged in in-depth discussions, addressed questions from their classmates, and participated in a feedback session. This process not only enhanced their understanding of agricultural practices but also highlighted the broader societal implications of these practices.

To make knowledge production inclusive collaboration is an integral element. I tried to collaborate with students and different departments of the school's ecosystem to make the knowledge production more comprehensive and accurate. I along with my colleagues have experienced the role of interdisciplinary activities and its impact on wholesome knowledge production.

Mapping the School: Where Geography Meets Math

In a unique fusion of math and geography, our students participated in a hands-on exercise to create a scaled plan of the school, by applying mathematical concepts of measurement and geographical understanding of direction. This engaging activity bridged the gap between theoretical concepts and practical application, providing students with a deeper understanding of spatial relationships, scale, and direction.

Exploring Women's Empowerment through Immersive Learning; where our students were introduced to an engaging journey to understand the complexities of women's lives, delving into the intersection of gender, caste, and social reforms. Divided into groups, they crafted questionnaires to explore various aspects of women's experiences, from daily hardships to empowerment. Through interactions with teachers, housekeeping staff, and peers, they gathered insightful data, which they analyzed and visualized through graphs. Additionally, they researched and wrote about the reformers and their contributions. Reflecting on their learning, they shared personal experiences and takeaways, culminating in a presentation and lively discussion session, fostering a deeper understanding of the challenges and achievements of women's lives.

Finally, I have learned that it's not just about imparting knowledge but it is about building trust, creating a supportive and inclusive learning environment where everyone feels safe, valued and respected, and growing together as learners – students and teachers alike.

I am excited to continue working with my colleagues, mentor and students in the coming years.



Each day I see my student within-an eager and enthusiastic one!

Katyayani Kumari*

“Teaching is more than imparting knowledge; it is more than absorbing facts; it is acquiring understanding.”

-William Arthur ward



A teacher within!! Sounds simple yet deep to search within.....! Pondering deep to figure out the essential credentials for a teacher, took me to the world echoing with the plethora of essential elements for a teacher. Teacher- the one responsible for the real growth of the students, blessed with the opportunity to help transform the lives of many students. Recalling when and where did I see idealness of teachers... I envisioned Nature – showering its wealth irrespective of who we are and what we are. As each plant is different –some need to be watered once a week and some more often. Some need direct sunlight, others just a spot of sun. Each plant is unique. Each plant will respond to proper care and maintenance.

A voice guided from within to be a real teacher as the nature does. A real teacher will be efficient, apt and eligible to guide and hold the powerful grip on the weakest student of the class. That voice made me more focused, more disciplined and more committed to helping my every student to learn and grow, irrespective of their grasping capability because alike plant each child has some uniqueness... and a true teacher within will purely nurture that sapling into a grown unique tree to shape up and guide next several others.

Though leading the journey more than a decade, facilitating numerous students, each day I look in me my student within- an eager and enthusiastic one..... to make myself rather more refined to perform the commitment with better efficacy, perseverance and diligence. As the words quoted by Scott Hayden are purely relatable for me that says..... *“Teachers have three loves: love of learning, Love for learners, and the love of bringing the first two loves together”*. Witnessing my Love for learning that has truly attracted my learners towards their love for learning As I reflect on the learning process we engaged in together, I also feel contented seeing my tiny saplings growing gradually in the shade of knowledge and wisdom. Wherever I served as an instructor even years later I can still remember their excitement during the process and signs they were learning along with me. Did not get the apt words to define the pleasure and contentment when I see them grasping the learning, joining their love for it..... therefore, I must say that their pedagogy was rooted in love..... defined by a commitment to celebrating the humanity of others and that’s the real success of my learning too.....



* PGT, English

I trust their abilities and have confidence in their potential!

Lori Pandey*



We as teachers play a vital role in shaping the minds of future generations, and our importance cannot be overstated. We share our expertise, impart knowledge, skills, and values to students. We guide, support, and encourage students, helping them navigate academic and personal challenges. We motivate students to learn, explore, and discover their passions and interests. We demonstrate values like empathy, kindness, and integrity, influencing students' social and emotional development. We adapt instruction to meet individual students' needs, abilities, and learning styles. We facilitate social interactions, help students develop essential life skills like communication, teamwork, and conflict resolution. We instill important life values, such as responsibility, perseverance, and self-discipline. We foster a sense of belonging, creating a positive and inclusive classroom environment. We often serve as a support system for our students, providing guidance and resources beyond academics. We as a teacher leave a lasting impact on our students' lives, shaping their future success, confidence, and worldview. We are so much essential for academic, social, emotional, and personal growth, making a profound difference in our students' lives.

For me, after becoming a teacher and coming into this noble profession, has been an eye opening experience. I wasn't sure that I would continue with this profession for such a long time. Throughout my teaching career I have learnt a lot with my day-to-day experiences with my students, my colleagues, parents and school management. A teacher has to be dedicated and passionate towards his/her work otherwise this job cannot be fruitful for our students for whom we are working so hard.

Being with Manava Bharati International School, Patna for the last one 1 year, I have evolved a lot. I have learnt how to make the classroom environment warm and inclusive, made innovative lesson plans that incorporate technology and real-world applications and given personalized support to each student. I have tried my level best encouraging students ***to trust their abilities and have confidence in their potential.***

Taught my students to embrace failures and setbacks as opportunities for growth and learning. Fostered understanding, kindness, and respect for others' perspectives and experiences. Encouraged my students to question, analyze, and evaluate information to form informed opinions. Instilled the value of hard work, persistence, and determination in achieving goals. Encouraged my students to embrace challenges, learn from mistakes, and continuously improve. Inspired them to be curious,

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embrace new experiences, and continue learning throughout their lives. These lessons in my classrooms had a profound impact on my students' lives, extending far beyond the classroom.

As an English teacher, I get to see a lot of issues faced by my students, some in reading, some in writing and some of them in speaking. I had a student named Varun, who struggled in speaking in English in the class because he had never got that environment at home or any company with whom he could speak in English. To tackle this issue, I established an “English – Only” policy in my classroom and explained the benefits to them as well. In my class, I had allowed them to speak in Hindi only during their Hindi class. I kept on regularly checking in with my students and provided constructive feedback on their English usage, made language monitors to keep a check on all the students if they were practicing the same in the absence of their teacher or not. To my surprise, I saw drastic changes in Varun in one year, now whenever he communicates with anyone he always tries to speak in English because now his friends were also talking in the same language, he got company in his classroom and motivation by his class teacher.

During my teaching period last year, I came across different kinds of parents as well. Handling some difficult parents were challenging for me. I tried to be calm and composed and maintained professional demeanor even in tough conversations. Many of them wanted me as a teacher to be strict with their child while some other parents said just the opposite. Some of them wanted me to be very gentle and soft spoken with their child. I heard their concerns and responded thoughtfully.

There were many instances with some of the children who were difficult to handle, some talked a lot in the classroom, some were having handwriting issues, many students were unable to even frame sentences properly, many had absenteeism issues, etc.

For solving such type of issues in my classroom I tried to build good relationship and established trust and understanding through one-on-one conversations. Identified triggers and tried my best to understand what causes outbursts and difficulties among the students. Provided extra support and offered additional help and resources to address learning difficulties. Kept regular progress updates and kept parents informed about progress and challenges.

I think in my perspective, as a teacher, every student is unique, and what works for one student may not work for another. Patience, empathy, and a willingness to adapt are essential when working with challenging students in different classrooms. Every student is unique and deserves personalized attention and care. Building strong relationships and trust is crucial for academic success. Creating an inclusive and supportive learning environment fosters social, emotional, and cognitive growth. Flexibility, adaptability, and patience are essential in meeting diverse student needs. Continuous learning, professional development, and self-reflection enhance teaching practices. Empathy, kindness, and compassion are just as important as academic rigor and discipline. Celebrating small victories and progress, no matter how small, encourages motivation and self-confidence among the students. Collaboration with colleagues, parents, and the community enriches the learning

experience for us as an educator. Teaching is not just about imparting knowledge, but also about inspiring, guiding, and empowering students to reach their full potential.

In my Classroom, personally I follow few of the things when my students succeed in any competition or get highest marks in the examination, I give genuine, specific and sincere praise to them in front of all the students. For motivating the students, I try to do small classroom celebrations by providing them chocolates and cute goodies. By giving them personalized notes written by me to acknowledge their small victories and express pride in their progress helped me a lot and have significantly impacted my students' motivation, self-esteem, and overall learning experience!

By embracing these principles, I strive to make a positive impact on my students' lives, helping them grow into compassionate, curious, and confident individuals who are prepared to succeed in an ever-changing world.



For a budding teacher the journey continues

Muskan Bhardwaj*

“Teaching students to count is fine, but teaching them what counts is best”

-Bob Talbert



Three years ago, I introduced myself to the students as their teacher. My journey has been nothing short of an adventure. I have evolved as a teacher and now can say that I am a teacher by choice. Over the past year, I have come to understand different aspects of my students and have tried my best to address them. Sometimes, amid our daily routine of syllabus completion and corrections, we forget that the most important thing is to talk to our students and let them speak their hearts out. “Good teachers are better learners,” so I quickly realized that most students spoke only when spoken to. In many cases, they opted for one-word answers and none of them could carry on a conversation. I thought, “How can any learning take place without communication?” From there, I began working on it. I tried my best to make them comfortable with me, and when they started expressing themselves, it became easier for me to address their shortcomings.

IT’S OKAY, YOU CAN DO IT!

We all learned some magical words in our childhood, like “sorry,” “thank you,” “please,” etc., but for me, it was “It’s okay.” It worked wonders. I think we should add this phrase to the list of magic words. I often told my students, “It’s okay if you’re wrong; it’s okay if you didn’t perform well. What we need is to realize where we lack and move forward. As a teacher, when we watch them fail, make mistakes, grow, learn, and eventually mature, they become part of our lives. We share in their joys and their sorrows.

TO BE HERE AND NOW!.

Once, one of my teachers used the phrase “to be here and now,” which means to focus on the present rather than ruminating about the past or worrying about the future. If you place your attention on the present moment, you will experience a greater sense of peace. This approach has worked for me, so I introduced this idea to my students as well. I told them to be aware of what’s happening around them and not to live in a dreamy world. Only then will they be able to see the things that are right in front of them but that they were previously unable to notice.

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REFLECTIVE TEACHER AND REFLECTIVE LEARNERS

As a teacher, reflecting on my own teaching practices has helped me a lot. It helped me to see what works well in the classroom and what needs to be improved. So taking this as my learning I motivated the children to use this for their own learning as well. I told them not to compare themselves with other. Just be your own competitor. Try to improve yourself on daily basis and for this reflection will do wonders.

AN OVERWHELMING MOMENT !

One of my students, Prishita (4 years old), left the school just after completing Nursery due to some personal reasons. After a year, I received a message from her mother saying that Prishita was constantly crying because she missed me. I was overwhelmed, as we had not been in contact for the past year. Little children usually forget their teachers, but I received a video of her crying for me, and her mother was unable to convince her to stop. I called her, talked to her, and the very next day, she visited me. This incident motivated me to work in a better way for my students.

In conclusion, I need to mention that one of the gifts of teaching is that we are privileged to learn almost as much as our students. I have gained a deeper appreciation of the lives of my students and of myself. The skills that make us great teachers are the very attributes that make us better friends, family members, partners, and parents. And for that, I am grateful!



The grandfather visits our library to applaud his grandson!

Neeraj*

Learning is not limited to classroom lectures and training. It is the voyage of discovering more that encourages us to learn. School library plays a vital role in the education system and is an essential part of any school setup. It is the source and storehouse of knowledge, information and resources vital for the leap in the advancement of knowledge. It enhances the cause of education and research. Library plays an important role in meeting the growing needs of the students in literacy.



Library services gear on establishing a reading habit in the students. It provide innovative and creative services with the goal of capturing student's interest, attracting them to the library, and motivating them to develop a reading habit. Adopting proactive learning techniques and methodologies that motivate and encourage students to establish a life-long reading habit. So that they can not only improve their communication skills but also grow intellectually and contribute successfully to the society.

Unfortunately, reading habit has lost the importance as both the young and an old. They are glued to the Television, CELL- phone, Laptop etc. After the home, the most obvious place to develop the habit of life-long reading is the school and specifically it's library. It must function as the 'hub' of all activities in the school, a place where creative ideas can germinate, where exciting innovative experiences in learning take place, where students come joyfully to spend some of their precious time browsing through books in a peaceful, pleasing and inviting atmosphere.

"A good library will never be too neat, or too dusty, because somebody will always be in it, taking books off the shelves and staying up late reading them."

It is needless to emphasize that our school library is essential to every long-term strategy for effectively participating in the teaching-learning program of the school.

As a librarian, my first duty is to increase reading ability and interest, and inculcate love, enjoyment and pleasure of reading among the students. I always try to provide the students with appropriate library materials, printed as well as audio visual and services for the overall growth and development of the personality of the students as an individual and assist the students to become skillful. I am providing them with opportunities to experience the art of creating and using information for knowledge, understanding, and enjoyment. Supporting all the students in learning and practicing skills for evaluating and using information from the library. My aim is that every

*Librarian

child who comes to the library will get some new information and develop their knowledge from the library.

I have been guiding each student in the selection, using of the books and other reading materials for building the taste at appropriate level of maturity.

Promoting activities of reading: What I try to facilitate and achieve!

In our library there are some activities for promoting reading habit among the students:

Open Access Service

There is an Open Access System in the library in which we provide an open and direct access to a diverse array of reading materials that can help the students become more aware of what is available and build a lifetime love of reading.

Book Reading Club

With the help of some teachers, students of this club come together on a regular basis to discuss and share the books they've read. The debate, which raises controversial problems, meanings, and importance regarding the book read, this may aid in the development of one's articulation talents as well as inspire one another to read additional books that offer them pleasure, improve their expressive skills, and broaden their knowledge. This helps to build a good reading habit among the students.

Readers Corner

A reader's nook with appropriate reading area, beautiful atmosphere, exhibiting intriguing read books, colorful and inspiring quotations, thereby creating a reading environment that encourages interest, growth, and reading habit, within the MBIS library.

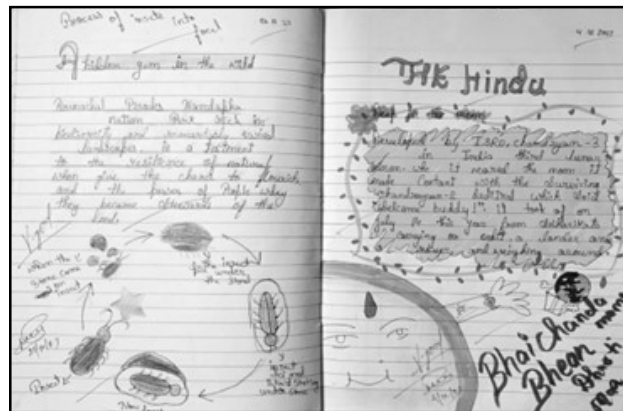
Book Review

A book review is not merely telling of stories or content of the books. The book review is the student's opinion about the books they are reading. They express feelings, reflections and reading experience in their review. They express their opinion about the book, supporting it with evidence from the book. There is no particular format or style to write a review. It depends upon the creativity and interest of the students writing the review. By doing this, the students get their handwriting and writing capacity both improved. Most importantly, they develop analytical skills as well!

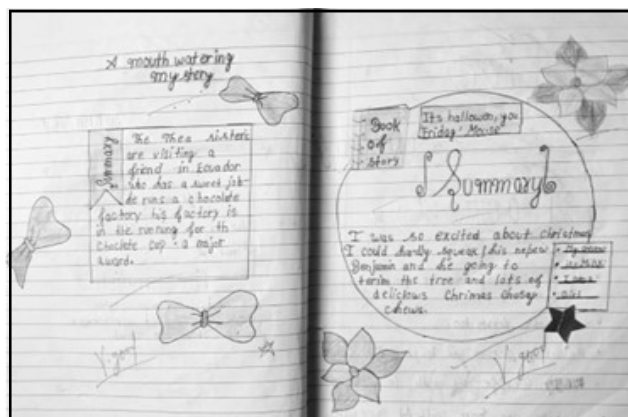
The benchmark

One of the significant results I would like to share concerns a student of Class five alpha-Amrit. In the beginning he was not at all interested in the library class, he was moving in library and disturbing other students.

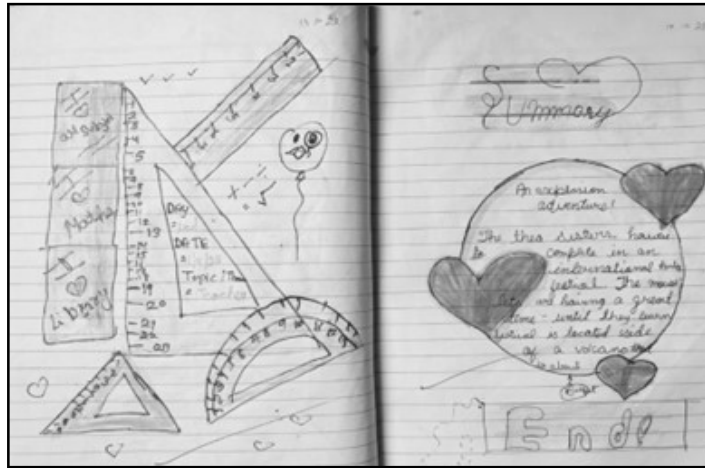
One day I just checked his notebook, he has written some of the line form “Young World: The Hindu” newspaper, but his writing was not good, Then I suggested him to improve his handwriting!



I gave him a * remark and after that day Amrit would regularly come to me with the note book in greed for *, and by doing this his reading and writing skills significantly improved and he gained knowledge. One day his grandfather visited me in the library for sharing about the changes in Amrit and suggested me to praise him to write in Hindi also.



Now, Amrit writes one page English and one page Hindi from the book issued from the library. This is not only the story of Amrit in the library- there are others who are improving handwriting skills and taking in reading books.



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Unexpected Pathways: They taught me how to be happy

Nisha Bharti*

Teaching is often viewed as a calling, a noble profession that shapes the minds of future generations. However, for many, including myself, the journey into teaching can be a serendipitous twist of fate, driven by circumstances rather than a lifelong dream. This article explores the profound lessons learned from my accidental entry into the teaching profession, highlighting the transformative power of embracing joy, curiosity, and connection with students.



I came into this profession by chance, driven by financial issues. This has been the story of so many teachers, and it is the harsh truth. I had never seen myself as a teacher. Being young, you always dream of changing the world through your actions. But these desires faded when I faced reality, and financial reality hits hard.

I joined the school in the middle of the academic year, stepping into a classroom where I was met with distant stares and uninterested faces. The students were not ready to accept me as their new teacher. They whispered among themselves, their actions speaking louder than words—they didn't want me there. But rather than becoming disheartened, I chose to meet this challenge with patience and positivity.

Every day, I entered the classroom with a smile, determined to connect with my students. Without losing my patience, I kept teaching them with my positive attitude and methods. I wasn't just there to teach them fact, but to help them grow in ways that mattered to them. Trying to connect with them and taking care of them, knowing their problems, quite soon the lessons took place in a friendly way. They started sharing their problems, happiness, and started getting interest in the subject.

One student, in particular, stood out to me—a boy who was deeply interested in mathematics but struggled with every problem. Despite his enthusiasm, he was plagued by silly mistakes and would panic easily, yet he never failed to attempt every question. His frustration was palpable, but so was his determination. After observing him closely for several days, I realized that he had the potential but needed extra guidance and care.

I began working on identifying the patterns in his mistakes, putting myself in his shoes to understand how I could explain concepts in a way he would understand. Through personalized methods and focused attention, he gradually started to grasp the material, correcting his errors, and

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gaining confidence. Soon, the results were visible—he began to score full marks, but more importantly, he found joy in solving problems. The curiosity in his eyes when he truly understood a question brought me a level of satisfaction and happiness that words cannot describe.

The bond I share with him is unique and special, characterized by mutual respect, understanding, and trust. We’ve built a connection that goes beyond the typical teacher-student relationship, where we both feel comfortable communicating openly, and there’s a genuine sense of care and support

As I settled into my role, I began to shift my perspective. Instead of viewing my students solely as learners, I started to see them as teachers in their own right. As the saying goes, one should never lose the kid inside them! I embraced this philosophy and began learning from my own students. They taught me how to be happy without being too serious about life. Their joy and curiosity became a source of inspiration for me. I connected with them deeply, making their problems my own and sharing in their happiness. I made it a priority to connect with them on a personal level, understanding their struggles and celebrating their successes. Even in my last school, I built such strong bonds that students still call me with affection and fond memories. As an accidental teacher, life has taught me so many things. My life was not on track before, but being a teacher showed me how to deal with life’s problems with a smile on my face. This unexpected journey has become a cherished chapter in my life, filled with lessons and growth beyond the classroom.

By the end of that first year, I had transformed from the “new teacher” into their “favorite teacher”. I had earned their trust and affected change, not by forcing them to adapt to me, but by adapting myself to meet them where they are. With a smile and a tear in my eyes, I realized that the journey through challenging had been worth every moment.

Teaching is not just about imparting knowledge; it is a journey of personal growth. Each day in the classroom presented new challenges and opportunities for reflection. I learned to adapt, to be flexible, and to embrace change. This adaptability has served me well, both in my professional and personal life.



“I want to teach because I was taught by some wonderful teachers!!”

Priya Singh*

I don't know another job where you laugh everyday; where you hug consistently; where thinking is a requirement; where you can get lost in a good story; where you are loved by more than 30 people at a time; where you play and create and where you meet heroes and where you get to be one too. The rewards are great and I feel everyday of my life as a teacher is rewarding.



I don't remember any particular incident of my teaching life but the rewards are great, when you see a child suddenly grasp a concept or recite that poem which he /she couldn't in the start, these are the moments that let me know I am in the right profession.

I enjoyed my school life and I am still enjoying it however the perspective is different this time. There has always been something about the innocence and freshness of young children that appeals to me and brings me great enjoyment with them. Since they are so open to knowledge, I have never really found it difficult to explain basic things to children.

As a teacher I always have to make more than ten decisions a day, most of them are easy and natural but some require critical thinking. Stepping into minds of teachers to see how they turned a negative situation into a positive learning experience for the students is the purpose of teaching. I would like to share an incident related to this experience related to Manava Bharati International School. During my teaching journey I have been lucky to get the opportunity to teach different subjects. One of them was **Dance**. So it was my first day. The girls were very welcoming but I didn't see that much excitement from the boys. One of them was not ready to get up or dance despite my repeated requests. That day I thought it might be very difficult for me but I continued teaching. Same behaviour continued for few upcoming classes, until he slowly started to coordinate.

The amazing thing is that the same boy became the first boy of his class to participate in the cultural event held recently in our school with full enthusiasm. So these events inspire me to take a little more risks, push my limits a little more and turn a **NO's** into a positive **YES**.

So with this I want to congratulate myself and all the teachers for making the best decision of our lives.

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* Faculty, Primary Division

Shaping Futures, One Day at a Time

Priyanka Kumar*



Over the past year, as a primary school teacher I have gained valuable insights that have significantly enhanced my teaching methods and personal development. These key learnings include the importance of flexibility and adaptability in the classroom, the power of effective communication and collaboration with colleagues and parents, and a deepened understanding of cultural and contextual sensitivity when interacting with a diverse student body.

These insights were cultivated through various experiences and interactions. Collaborative projects with other teachers emphasized the importance of clear communication and teamwork in creating a successful and supportive learning environment. Such experiences highlighted the need for a proactive and open-minded approach to teaching.

For example, there was an occasion when a planned group activity suddenly became unfeasible because some key materials didn't arrive on time. Instead of cancelling the lesson, I quickly collaborated with a colleague to adjust the plan. We decided to turn the situation into a learning opportunity by having students brainstorm alternative ways to complete the activity using the materials we had on hand. This not only kept the lesson on track but also encouraged the students to think creatively and work together, reinforcing the very skills I had been focusing on throughout the year. This experience underscored the importance of adaptability and collaboration, both in my teaching practice and in fostering those qualities in my students.

Feedback from colleagues, parents, and students played a crucial role in shaping these learnings. Colleagues provided valuable teaching strategies, parents offered insights into their children's needs and learning styles, and students themselves contributed practical lessons on what approaches were most effective. This collective input significantly influenced my instructional approach, fostering a more holistic and empathetic teaching style.

The impact of these experiences has been profound, altering my perspectives and attitudes. For instance, I had a student who struggled with participating in group activities due to cultural differences and language barriers. Instead of viewing this as a challenge, I began to incorporate more culturally responsive teaching strategies, such as pairing the student with a buddy who spoke their language and incorporating elements of their cultural background into the lessons. This not only helped the student feel more included and understood but also enriched the entire classroom experience by exposing other students to new perspectives.

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As a result of this and similar experiences, I have become more adaptable, communicative, and culturally aware, which has greatly enhanced my ability to connect with students and address the diverse needs of my classroom. These changes have not only improved classroom interactions but also contributed to a more inclusive and supportive learning environment.

The insights gained from these experiences are highly relevant for integration into educational practices and professional development programs. Emphasizing flexibility, communication, and cultural awareness in teacher training can better prepare educators for the realities of today's diverse and dynamic classrooms.

Reflecting on this journey, I feel a strong sense of growth and accomplishment. Such as the challenges faced and the solutions implemented have not only sharpened my teaching skills but also contributed significantly to my personal development. This journey has underscored the importance of lifelong learning and adaptability, making me a more effective and empathetic educator. I am now better equipped to foster a positive and inclusive classroom environment, benefiting both my students and the broader school community.



कर्मपथ

प्रियंका मालव*



“शिक्षा ज्ञान का प्रसारण करने से अधिक है, यह तथ्यों को आत्मसात् करने से अधिक है, यह समझ प्राप्त करने के बारे में है।”

मैं, अपने माता-पिता की प्रेरणा से शिक्षक बनी हूँ। वे हमेशा शिक्षा और ज्ञान देते थे, क्योंकि उन्होंने हमेशा शिक्षा और ज्ञान के महत्व को मेरी जिन्दगी में स्पष्ट किया। मेरे पिता ने कठिन परिश्रम और समर्पण के साथ हमें उच्च शिक्षा प्राप्त करने के लिए प्रेरित किया और उन्होंने खुद भी एक शिक्षित और नैतिक जीवन जीने का आदर्श प्रस्तुत किया। उनके शिक्षाप्रद विचार और समाज के प्रति उनकी जिम्मेदारी ने मुझ पर गहरा प्रभाव डाला। मैं देखती थी कि कैसे वे हर दिन अपने काम को पूरी ईमानदारी और लगन के साथ करते थे, और उनके इसी समर्पण ने मुझे भी शिक्षा के क्षेत्र में योगदान देने की प्रेरणा दी। उनके आदर्शों का अनुसरण करते हुए, मैंने शिक्षक बनने का निर्णय लिया ताकि मैं भी समाज को एक सकारात्मक दिशा प्रदान कर सकूँ।

शिक्षक बनकर बच्चों से प्राप्त की गई उपलब्धियाँ

जब मैंने शिक्षक के रूप में बच्चों के साथ काम किया, तब मैंने देखा कि वे तेजी से सीख रहे हैं और उनकी सोच में सुधार आ रहा है। मैंने उनके सोचने की क्षमता, समस्या हल करने की क्षमता और सामाजिक व्यवहार में विकास किया। मेरी शिक्षण विधियों और समझदारी ने उन्हें आत्मविश्वास और कौशल प्रदान किया।

बच्चों ने मुझसे कितना सीखा

बच्चों ने मुझसे न केवल शैक्षिक विषयों में ज्ञान प्राप्त किया, बल्कि उन्होंने आत्म-अनुशासन, समय प्रबंधन और सामूहिक कार्य जैसे महत्वपूर्ण जीवन कौशल भी सीखे। मैंने उन्हें सिखाया कि ज्ञान केवल पाठ्यपुस्तकों तक सीमित नहीं है, बल्कि यह जीवन के हर क्षेत्र में उपयोगी होता है।

मैंने बच्चों से क्या सीखा

बच्चों ने मुझे सिखाया कि हर एक बच्चा अद्वितीय होता है और उनके सीखने की शैली और गति अलग-अलग होती है। उनकी मासूमियत, उत्साह और जिज्ञासा ने मुझे प्रेरित किया और मेरी शिक्षा की विधियों में सुधार किया। उनके प्रश्न और विचारों ने मुझे भी अधिक विचारशील और संवेदनशील बना दिया।

इस प्रकार, शिक्षक के रूप में मैंने न केवल बच्चों को ज्ञान दिया, बल्कि उनके साथ मिलकर बहुत कुछ सीखा भी।



* संस्कृत संकाय

Learning Continues...!

Resham*

In this one year, I have seen myself embodying new roles every single day. This wider range of roles and dynamics provided me space for higher order learning and more facilitative roles in the teaching – learning process.



Although I have received many positive feedbacks for my teaching but I would like to share one incident that has changed my perspective of teaching a lot. I was on the way of my next class, our principal sir called me and in a very natural way, he let me know that few students have not understood what I have taught. I will never forget what he had said, “ students should tell the teacher first instead of parents, principal, management etc.” This sentence heightened my confidence and passion for teaching. This was about the same class in which I was going. I went and dealt with this concern indirectly (as suggested by principal sir). Soon after that class, our mentor sir came to discuss with me about the concern. His innovative ideas & steps were worth working & confidence booster. I felt supported and empowered within the school system. I started working on this concern and developed a deep understanding of my learners along with a strong understanding of skills for teaching. Hard work never go in vain. Not only those few students (to be specific) but almost all students have now become curious in science, they eagerly wait for me infact often they ask me to come in their class whenever I pass through that area. These little things provide testimony to me that I am on the right track.

The teacher within me has learnt a lot in this one year and continues to learn forever.



* Faculty, Science

This has been a profound journey for me!

Sharmistha Dutta*



This year has been a profound journey of learning, primarily influenced by the children in my classroom, their parents, my colleagues, and my own family. Significant learning emerged from observing the children's resilience and curiosity, the insightful feedback from parents, the collaborative efforts with colleagues, and the support from my family. A defining moment occurred when a student, previously struggling, grasped a difficult concept after a collaborative project, illustrating the power of hands-on learning and teamwork.

There was an event where before a dance performance a student named Disha got her hand injured and was in immense pain. I had suggested her to drop her performance and prioritize her health but she remained adamant on performing as she believed the effort and dedication, I had put in order to prepare them for the performance was more important to her. I found myself having a new formed admiration for her as well as the lesson of commitment on seeing through one's tasks and goals.

This experience, along with many similar instances, highlighted the importance of fostering an inclusive and supportive learning environment. My colleagues played a crucial role by sharing innovative teaching strategies, and the parents' perspectives helped me understand the diverse needs of each child better.

The biggest lesson from my colleagues was that they taught me that in order to gain the respect and adoration of my students as a teacher I first need to be their friend so that they can open up to me freely regarding their needs, wants, complaints etc.

A student named Adwik Tiwari detested sitting in the classroom and kept on sobbing and throwing temper tantrums. I decided to talk to his mother and from there gained the insights that he was extremely close to his mother and missed her immensely, hence why he was reluctant to be in the class. Therefore, with his mother I worked out ways to tackle and soothe him like she would, what understood to. I have to be a teacher to my pupils but more than that I also need to be a maternal figure to them. These insights not only changed my views on teaching but also reshaped my attitude towards collaborative learning. Integrating these lessons into our teaching plans is essential, as they enhance our ability to connect with and support of our students. I felt a deep sense of fulfilment and motivation from these experiences, which has undoubtedly improved my interactions with children, parents, and my own family, ultimately making me a more effective and empathetic teacher.



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“बच्चे: सम्भावनाओं का अनन्त संसार”

शुचि पांडेय*

‘उत्सुकता भरे कोमल मन की कहानी, शब्दों की जुबानी नन्हें मन के सवालों का ताना-बाना और स्वप्न को साकार रूप में परिणित कर, नन्हें कदमों से चलना है, अभी आगे बढ़ना है, अभी आगे बढ़ना है...

सरलता और सहजता के साथ, फिर एक प्रयास करना है, अभी आगे बढ़ना है, अभी आगे बढ़ना है....’



मैं शुचि, मानव भारती इंटरनेशनल स्कूल की शिक्षिका आप सभी के समक्ष एक विचार (कथानक) प्रस्तुत करने के लिए पुनः उपस्थित हूँ। एक दिन, बुधवार की सुबह विद्यालय में, अपनी सभी चार कक्षाओं को लेने के बाद मेरी अंतिम कक्षा मेरी अपनी ही कक्षा में थी। कक्षा प्रारंभ हुई, विषय था हिंदी और शीर्षक था—कौन?(कविता) जिसमें ईश्वर द्वारा निर्मित प्राकृतिक संसाधनों एवं धरोहर के विषय में बात की गई है। मैं कक्षा में इस विषय पर बच्चों से चर्चा कर ही रही थी कि अचानक कुछ बच्चों ने प्रश्न किया। कहा, कि हमारे पास एक सवाल है।

मैंने कहा, पूछो। एक बच्चा आगे आया और मुझसे पूछा! मैंम! चींटी कैसे सोती है? मैं हैरान रह गयी। मुझे नहीं पता था कि चींटी कैसे सोती है?

परंतु एक शिक्षक के रूप में मैंने बच्चों से कहा कि आओ हम सब मिलकर इसका उत्तर ढूँढते हैं।

“मैंने उनसे कहा कि यह उनके लिए गृह कार्य के रूप में है और मेरे लिए भी।

उन्हें मैंने एक विवरण दिया— उन्हें एक प्लास्टिक की बोतल लेने के लिए कहा, उसमें तीन चींटियां डालें और एक क्रिस्टल चीनी डालें और शीर्ष पर कुछ छेद करें, ताकि वे ठीक से सांस ले सकें।

और पता लगाएँ कि चींटियाँ कैसे सोती हैं।

अगले दिन, जब मैं कक्षा में पहुँची? मैंने उनसे पूछा—कोई अच्छी खबर?

तीनों लड़के, मुस्कुराते हुए आए। उन्होंने कहा, “हम जानते हैं, कैसे? चींटियाँ कैसे सोती हैं? उन्होंने बताया—वे कुछ समय के लिए चारों ओर चलती हैं, फिर थक कर अपने दो सामने के पैरों को उठाती हैं, उस पर अपना सिर मारती हैं और 10 सेकंड के लिए सोती हैं।

मैंने कहा, क्या सेकंड इनके लिए पर्याप्त हो सकता है? मैंने उनसे पूछा।

उन्होंने कहा, हम इतने बड़े हैं तो हमें 6-7 घंटे चाहिए। चींटियाँ बहुत छोटी हैं, मैंम। 10 सेकंड पर्याप्त है, मैंम।

* हिन्दी संकाय

मुझे नहीं पता था कि यह सही जवाब था या गलत, क्योंकि मुझे इसकी जानकारी नहीं थी।

मैंने कृषि विश्वविद्यालय लखनऊ में अध्ययनरत बहन के बेटे को फोन किया और उसे पूरी घटना के बारे में बताया और उससे इस बारे में पूछा।

ये बच्चे कहते हैं कि चींटियाँ इस तरह सोती हैं। क्या यह सच है?

उसने कहा, 'हाँ, इस तरह ही चींटियाँ सोती हैं।'

सामने के दो पैरों को उठाती हैं और उस पर अपना सिर रखती हैं और बहुत कम समय के लिए सोती हैं। चूँकि समय अवधि इतनी कम होती है कि उसकी गणना नहीं की जाती है, इसलिए कहा जाता है कि चींटियाँ कभी नहीं सोती।

उच्च शिक्षा प्राप्त करने के बाद भी मुझे नहीं पता था कि चींटियाँ कैसे सोती हैं।

लेकिन इन बच्चों को यह पता था। यही शिक्षा की सुंदरता है, मेरे दोस्त। अगर मुझे जवाब पता होता, अगर मैं उन्हें बताती, तो मैं बस उन्हें बताती, देखो, चींटियाँ इस तरह सोती हैं।

यह सूचना के आधार पर दिया गया ज्ञान होता, जो समय के साथ बच्चे भूल जाते। अब चींटियाँ और उनका सोना, बच्चों को लंबे समय तक याद रहेंगी।

चूँकि उन्होंने इसे स्वयं खोजा था, वे निश्चित रूप से अधिक रुचि लेंगे और वे इसे भूल नहीं पायेंगे। महोदय, उस चींटी के उदाहरण की बदौलत, इस विषय के प्रति मेरी जागरुकता बढ़ी और मुझे ऐसा प्रतीत हुआ कि शिक्षा इसी तरह से दी जानी चाहिए; अन्वेषणात्मक विधि द्वारा। तैयार जवाब न दें।

छात्रों को स्वयं पता लगाने दें। जब वे इसे अपने लिए खोजते हैं, तो यह उनकी खोज होती है।

यह लंबे समय तक उनके साथ रहती है। इसलिए, शिक्षण तभी रचनात्मक और सुंदर होना चाहिए जब हम छात्रों को स्व-शिक्षण प्रक्रिया में शामिल करें।



The Evolution of Teaching: A Reflective Journey

Subrato Chakravorty*

When I reflect on and analyse my learning over the past year, I recall how, at first, when I took on the responsibility of a class, I was filled with inspiration. However, by the end of the year, that initial inspiration had evolved into something much deeper. In my classes, my students began to ask me for chocolates, and as someone who initially resisted this kind of interaction, I eventually took pride and found satisfaction in it. Somehow, I had become a part of my students' lives, which turned out to be a blessing. This experience made me realize that real teaching is not just a one-way flow of information, ideas, facts, and figures. Instead, true teaching involves learning from the students, talking with them, interacting, laughing, playing, and singing with them. This process creates a more fruitful teaching-learning environment where both the teacher and the students become partners in the creation of knowledge.



To be honest, teaching was never my passion; I entered this profession by chance. But slowly and gradually, I fell in love with it. The type of innocent love, care, happiness, eagerness, enthusiasm, and satisfaction that I found in teaching was unmatched. In my own class, where I was the teacher, I tried my best to make the students comfortable and at ease in my presence. However, I noticed that some students, particularly those who were not academically strong, would withdraw into their shells when I was around.

I would like to quote one incidence where one of my students was very unresponsive in class, and when I asked why so, after a long pause she replied that she was not able to understand Math neither from me nor from her tuition teacher. So I took her out of the class, made her sit in the open area on the floor and explained her about how addition and subtraction are the basic mathematical operation that we perform in our day to day life. Like when we ADD sugar and milk and chocolate, it becomes milk shake and when we peel off the skin of Banana, we perform SUBTRACTION. She understood the concept and from next day onwards she came to me to learn Math.

Over time, I worked hard to comfort them, and within a few months, I succeeded. Now, the class considers me as one of their teammates, someone they can trust. This feeling—the best gift anyone can receive—was mine to cherish. This is what I achieved and learned through teaching.



* Faculty, Mathematics

My Lesson Plan Did Not Go As Expected: It Evolved

Swati Roy*



A Moment That Transformed My Perspective

Teaching is often portrayed as a one-way street: the teacher imparts knowledge, and students receive it. However, over the years, I've come to realize that the true essence of teaching is much more dynamic. It involves learning from everyone around us—students, parents, colleagues, and even our families. One particular moment encapsulated this transformative journey for me and forever changed my approach to teaching.

The Moment of Revelation

It was during a parent-teacher conference that I experienced a profound shift in my perspective. A parent, came to discuss her daughter's progress in the class. She had always been a bright student, but lately, she seemed to suffer lack of confidence. Her mother shared that she had recently lost her grandfather, who had been her rock source of inspiration.

As her parent spoke, I noticed a sense of vulnerability in her (Mother's) voice. She wasn't just seeking advice on how to help her daughter academically; she was also looking for guidance on how to support her emotionally during this difficult time. That's when it hit me—teaching isn't just about addressing academic needs; it's also about understanding and responding to the emotional and personal challenges our students face.

The Shift in Understanding

From that day forward, I began to view my role differently. I started to see my students as whole individuals with complex lives rather than just recipients of knowledge. I began incorporating more emotional and social learning into my lessons, fostering a classroom environment where students felt encouraged to share their struggles and triumphs.

I also began to listen more actively to my colleagues and family. Conversations with fellow teachers about their approaches and challenges provided me with new insights and techniques, while discussions with my own family reminded me of the importance of balance and self-care in this demanding profession.

* Faculty, English

The Impact

This shift in perspective not only improved my relationship with my students but also enhanced my effectiveness as an educator. I found that when students felt understood and supported on a personal level, their engagement and performance in class improved significantly. Moreover, my relationships with parents and colleagues grew stronger, creating a more collaborative and supportive school environment.

This experience taught me that the teacher within is not just about what we impart but also about the continuous learning and growth that we experience through our interactions with others. It's a reminder that education is a two-way process—one where we, as teachers, are constantly evolving through our experiences and the insights we gain from those around us.

Life-Changing Lessons from the Teacher Within

The year 2023 at MBIS was initially smooth and enjoyable. However, as the new academic year began, I was assigned a new class. To be honest, I wasn't thrilled about this assignment. I was aware of the challenges posed by the students and their disruptive behaviour. This was going to be a significant challenge for me.

After discussing with the previous class teacher, I learned that some of the parents were also quite demanding. I realized that my journey, through this class, would require more than just traditional teaching methods. I needed to understand each student's interests and needs. I tried to approach this with empathy for some students and firmness with others.

However, my initial lesson plans didn't go as expected. The students seemed uninterested, and the class was filled with disruptions—blank stares, jokes, laughter for no apparent reason, and a lack of necessary materials. I was genuinely concerned about how to engage them effectively.

Determined to make a change, I decided to revise my strategy. I began connecting with the students on a personal level. I started laughing at their jokes, listening to their stories, and intervening to guide them on what was appropriate and what wasn't. I created stories related to their situations to capture their interest and began integrating these into our lessons.

Now, midway through the session, I can proudly say that I see noticeable improvements. While the students are still lively and playful, there is a growing sense of responsibility and cooperation among them. They've started helping each other, and their engagement in class has gradually increased.

This year has been a transformative experience for me. It has taught me that effective teaching often requires adapting to the needs of students and connecting with them on a deeper level. By embracing these changes, I've learned valuable lessons about patience, empathy, and the importance of flexibility in education.



Research unfolded and embedded multiple perspectives

Deepti Sharma*



In today's evolving world of education the role of teacher is not only the knowledge dispenser but they can also be called as researchers because they have to be actively engaged in exploring and enhancing their teaching methods to bring out the good learning outcome.

That should be continuous learning which a teacher should do because she is always in a scenario where she can investigate classroom problems, assess the effectiveness, offer teachings and adapt different approaches based on the case studies and evidences.

This research based perspective can empower a teacher to create more effective innovative and responsive learning environment and the teachers can at last dive deeper and make the educational experience more meaningful for themselves and their students. By integrating evidence-based strategies and findings, teachers can significantly enhance their instructional methods, professional development, and overall impact on student learning. Continuous learning through research helps educators remain proficient and responsive to the changing demands of the educational landscape. Research also sheds light on effective ways to support struggling learners, implement differentiated instruction, and utilize formative assessments to monitor student progress. Research emphasizes the importance of understanding and addressing individual learning styles and needs. Ultimately, research-driven practices lead to improved student outcomes.

A teacher can also work with others to share their experience ideas and findings and bring out effective teaching practices.

Teacher should be informed always, what is happening around and stay updated through reading and analyzing academic journals books and articles related to education which will help them to apply new knowledge to hone up their teaching effectively and they should be always open to learn, open to experiment, open to innovate in the classroom, that will allow the teachers to try new methods and technology's and they will discover what works best for their students.

As a researcher

I am very grateful to my school for providing me with the opportunity to be a researcher and present my paper at 9th Annual International Conference on 'Women in the 21st; Century; Environment and Sustainable Development at Central University, Koraput, Odisha. This experience has been incredibly valuable and has significantly contributed to my academic and professional growth.

* Faculty, Social Science

“I had a wonderful experience preparing the research paper with my students. Presenting the paper was both a confidence booster and a source of great pride for me.”

I felt very confident presenting the research paper at the Annual Conference in Koraput at Central University, Odisha, especially knowing that my students played a crucial role in its preparation.

I had the opportunity to share my experience with various research scholars and PhD holders, highlighting how my students significantly contributed to the preparation of the Research Paper and presentation. At the university, the scholars were astonished to see teachers actively engaging in research. It was a remarkable moment to demonstrate the research contributions made by my students and me.”

I am very thankful to my institution for providing me with such an opportunity. As a teacher, this has been a new and valuable experience, meeting the demands of the current era. Thank you for supporting us. In our school, not only are the students well cared for and provided with excellent education, but we as teachers also receive great support and care.

For me as a researcher, these research-backed strategies have helped me to create more interactive and effective learning experiences that cater to diverse student needs. It has helped me to create and adjust curricula that align with best practices and educational standards. It has not only helped me in my professional development but also helped to stay updated with educational advancements, latest findings on teaching methods, educational technologies, and classroom management.



A Journey of Empowerment, Growth, and Impact

Shaista Alam*



The first thing that came to my mind when I was asked to share my thoughts on the topic “Teacher within Me” was one of the most delightful surprises of my career as a teacher: “*Ma’am you have been selected for the ‘Teacher’s Award 2023’ by Patliputra Sahodaya.*” A colleague of mine had called me to break the news. The news of being awarded by such a prestigious institute would be music to anyone’s ears — ‘needless to say it was one for me’. For a moment, I gave a pause to my excitement and reassured myself that as a teacher I am moving in right direction; or the “teacher within me” is indeed following the path that I wish her to follow.

While reflecting on the topic I come to the conclusion that I do not need to list here the attributes of a teacher as taught during my teacher’s training. Instead I should share my personal experience as a teacher, which may or may not align with what I have learnt in my B.Ed classes. Before moving any further I may be excused for making it clear that I am not a believer in all-knowing, superhuman kind of a teacher. As a human being I have got both strengths and weaknesses. I am neither apologetic about my weaknesses nor boastful of my strengths, as both of them have walked hand in hand along with me day in and day out, and both have served me well to reveal the “teacher within me.”

The teacher within me is greatly influenced by my active engagement with students. Over time, my understanding of them has deepened and by each passing day I refined my ability to handle diverse situations. My students offer me invaluable learning experiences. A significant moment in my career came in 2023, when I made a meaningful impact on my 7th-grade students by nurturing their personalities and guiding their development. One student who previously lacked interest in academics needs special mention, as he discovered a new-found passion for painting in art class. I take pride in witnessing his transformation.

The teacher within me is driven to expand learning beyond the classroom through community engagement programs. Working closely with students from grades 8, 9, and 11, I witnessed their remarkable ability to address societal issues in ways that are impossible to achieve within the confines of a classroom. In just three days, they identified the root causes of social problems and crafted their own solutions. This direct engagement of my students with real-world issues and showing impressive depth of sensitivity and insight was a profound learning experience for me as well, which illuminated another facet of learning for the teacher within me.

* Faculty, English

My students feel at ease with and around me, believing that I have a solution for every problem they face. While the teacher within me is unsure as to why they hold this belief, it inspires me to work with greater positivity. Their smiling faces energize me and reassure me that they are eager and ready to learn.

The teacher within me is also dedicated to cultivating a classroom that is inclusive, respectful, and empowering. I strive to build relationships grounded in trust and mutual respect, where every student feels valued and supported. By recognizing and embracing the diverse backgrounds, learning styles, and needs of my students, I fine-tuned my teaching approach to help each individual not only to thrive but to excel as well.

My development as a teacher comes from a multitude of sources. Every individual in my life offers lessons that enrich my role as an educator. To me, teaching is not just a profession—it is the very essence of my being. My students, family, and colleagues are the vital forces that sustain and inspire my commitment to teaching.

Nothing is more rewarding for a teacher than witnessing her students' success. I felt immense pride and satisfaction when two of my students excelled in the Spell Bee competition, securing third and tenth position in Bihar and moving ahead for the next round. This achievement underscores my belief in fostering active participation and engagement in the classroom. By encouraging active participation and interaction, I aim to empower students to become an engaged and proactive learners rather than passive recipients of information.

For me, teaching should not be done in isolation; a teacher must also be an active participant in the learning process. Collaborative learning is a method where everyone around me contributes to my practice. I believe in hands-on learning experiences, collaborative activities, and providing students with opportunities to apply their knowledge in real-world contexts. For the past three years as a teacher at Manava Bharati International School, I have dedicated myself to empowering students to embrace change and growth. I have guided them from being introverted and stage-shy to becoming confident speakers who inspire others. Witnessing their transformation into confident communicators has been a profoundly rewarding experience for the teacher within me.

The teacher within me is deeply committed to the power of feedback as a fundamental element of effective teaching. I understand that timely and constructive feedback is crucial not only for evaluating students' progress but also for guiding their path to improvement. Through written comments, one-on-one discussions, and peer assessments, I aim to empower students to critically reflect on their work, set ambitious goals, and take full ownership of their learning journey. This approach ensures that feedback becomes a tool for growth in fostering a dynamic and self-directed learning environment.

The teacher within me believes that innovation and creativity are the essence of contemporary education. I am dedicated to exploring new teaching strategies, integrating technology, and staying

current with the latest educational trends. By embracing change and trying new ideas, I strive to create exciting and engaging lessons that spark curiosity and encourage imagination.

Beyond academics, I am dedicated to the overall development of my students. I recognize the vital role of social-emotional learning, character education, and building empathy and resilience. By fostering a supportive classroom environment and demonstrating positive values, I strive to equip students with the skills and attributes they need to become responsible and compassionate members of society.

In the end it would be unfair not to acknowledge Manava Bharati International School, an institution that provides boundless opportunities for both teachers and students to spread their wings and explore new horizons. The journey continues to unfold ...

*Tu shaheen hai perwaz hai kaam tera
Tere saamne aasmaan aur bhee hain ...*

तु शाही है परवाज है काम तेरा
तेरे सामने आसमां और भी है ...



‘Once a teacher always a student’ -I do believe this!

Archana Kumari*

Life is full of unexpected twist and turns and it is important to stay flexible and adaptable. In normal life, we are easily influenced by others. Getting out of your comfort zone is the first step toward progression in your life.

The most important thing that I learnt during the journey was the value of hard work and being grateful. Failure is just a part of the journey not the end.

Teaching is a profession that allows individuals to make a difference in the life of the students by helping them to succeed academically and emotionally. Teachers play a crucial role in shaping the future of the society and have opportunity to influence and inspire next generation.

Teaching provides opportunities for continuous learning and development. Once a teacher always a student. I do really agree with this quotation. We all agree that a teacher teaches all other professions.

A good education can change anyone. A good teacher can change everything.

I have always wanted to be a teacher. I come from a family of teachers because several of my family members are teachers. The place where I lived, most of the people, there, were teachers or professors which inspired me to become a teacher. When I got selected in UGC JRF(BSR) I felt like all my dreams will finally come true. Then I started my research work and took post-graduation classes on regular basis in P.G Department of Botany, Magadh University, Bodhgaya. Here I learnt my pedagogical skill and subject expertise.

As a teacher we have to keep in mind several things to be the best teacher. As a teacher we have to have command on our specific subjects. As a teacher we are a role model of our tender age students. As a teacher we have to understand different kind of students who hails from different corners of our society in classroom.

I always try to maintain a positive relationship with students and always try to interact with them to extend peer knowledge and high order thinking skills. I want maximum participation of students. For this I always ask questions between the topic and wait for more hands. Learners who have raised their hand to immediately respond and convey the class that I am waiting for more hand in order to increase the maximum participation and this is as easy as including a fun attendance question as every day for asking to share highlights from their week. Whatever they learn this week.



* Faculty, Science

In order to gain the interest of learners I use mild suspense to create tension, excitement and anticipation of the learners in the concept that I want to teach.

One day I was engaging class ninth on plant diversity. It is useful for students to gain knowledge. My class is a heterogeneous class with some making quick response while other shows hesitation and paused response. Quick learners quickly follow and absorb the language of the teacher, they also grasp literature from the book and other sources. In case of slow learner, it is difficult to explain them word by word so I create a group of different learning level students in one group such that each group have diversity of learners. This type of grouping helps the learner to collaborate and help them to push each other in performing a task. I draw the picture on a green board, explaining the evolutionary process of the plants. Next day I have to decide that we visit our school garden to take some practical knowledge to see the plants one by one. I gave a task to every group to collect plant specimens, draw the picture and write 4 to 5 morphological features. This peer teaching activity can be beneficial for learners, each group gaining from the others. After this I feel all my learners are making progress and always attentive in my classroom. This process offers important learning for me characterizing once a teacher always a student. I pay attention to their insights and always try to listen to them. Maintaining a positive relationship with them I always try to give them choice rather than order. I tried to see things from their perspectives and understand their fears and priorities, so in case of teenagers we always respect our teenagers individually and establish a friendly atmosphere in school. This environment is mutually beneficial academically, socially and emotionally!



मेरी शिक्षण यात्रा: विविधताओं की समझ और साक्षात्कार के अपूर्व अवसर!

कामिनी शर्मा*

मैं एक हिंदी शिक्षिका हूँ। मेरा लगभग बीस सालों से अनवरत विभिन्न स्कूलों में पढ़ाने का कार्य जारी है। जब मैंने पढ़ाना शुरू किया, उस समय मैं खुद मगध महिला महाविद्यालय, पटना में गृह विज्ञान स्नातकोत्तर की छात्रा थी। साथ ही मैं ईस्ट एंड वेस्ट एजुकेशनल सोसाइटी के अंतर्गत संचालित कोचिंग संस्थान में सी.डी.पी.ओ. की तैयारी कर रही थी। इस सोसायटी के अंतर्गत एक स्कूल भी था— ईस्ट एंड वेस्ट हाई स्कूल। इस संस्थान के संस्थापक स्वर्गीय विनय कुमार कंठ थे, जिन्होंने मुझे अपने स्कूल में गणित पढ़ाने के लिए कहा। उस समय मेरी बेटी 3 साल की थी और नर्सरी में पढ़ती थी। आड़ी-तिरछी लाइन सिखाने में ही मैं परेशान हो जाती थी। किंतु कंठ सर की बातों की मैं अवहेलना नहीं कर सकती थी क्योंकि वे मेरे गुरु भी थे और मैं उनकी बहुत इज्जत करती थी। वे एक जाने-माने शिक्षाविद् तथा सामाजिक कार्यकर्ता भी थे।



बिना किसी औपचारिकता के बस स्कूल में पहुँचकर मैंने दो— तीन क्लास लेना शुरू कर दिया। फिर मेरा समय कोचिंग का हो जाता है और वहीं से मैं कोचिंग पहुँच जाती। स्कूल मैं रोज जाती, लेकिन बच्चों को पाठ समझाने में खुद को असमर्थ पाती। मेरे बताने पर कुछ बच्चे प्रश्नों के हल आसानी से कर लेते, लेकिन अधिकांश बच्चों को मैं पाठ समझा पाने में खुद को असमर्थ पाती। जो बच्चे पाठ को समझते वे पूछते और सवाल हल करने लग जाते लेकिन, अधिकांश बच्चे चुपचाप बैठे रहते। न तो वे कुछ मुझसे पूछते और न ही उनकी भावभंगिमा देखकर मुझे लगता कि वे कुछ समझ पा रहे हैं।

ये सिलसिला एक सप्ताह तक चलता रहा। मैं सोच रही थी कि इस बाबत मैं सर से बात कर कह दूँ कि ये कार्य मुझसे न होगा। तभी एक दिन सर ने मुझसे स्वयं पूछ लिया कि कैसा लग रहा है मुझे पढ़ाना? मैंने सपाट शब्दों में कहा बिल्कुल अच्छा नहीं। उन्होंने मुस्कराते हुए पूछा क्यों? मैंने उनसे अपनी परेशानी साझा की। मैंने ये भी बताया कि मैं बच्चों को पाठ ठीक से समझा नहीं पाती। कुछ बच्चे तो जल्दी सीख जाते हैं लेकिन अधिकांश बच्चे नहीं सीख पाते। फिर उन्होंने ही मुझे बताया कि तुम पढ़ाने से पहले खुद उस पाठ को देखो कि कैसे उन्हें बताओगी कि वे समझेंगे और हाँ, हर बच्चे की सीखने की क्षमता अलग है और उनका पसंदीदा विषय भी अलग होता है इसलिए तुम कोशिश करो कि वह कैसे समझेंगे और उनमें गणित के प्रति रुचि कैसे पैदा होगी?

उसके बाद मैंने खुद से जिद करना शुरू किया कि अधिक से अधिक बच्चों को पाठ सिखा के ही दम लूँगी। इस कार्य हेतु मैंने चिंतन करना शुरू किया और बच्चों को समझ में आने लायक उदाहरण मैंने स्वयं गढ़ना शुरू

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किया। उस समय बच्चों को पढ़ाने के लिए इतने सारे क्रियाकलाप भी मौजूद नहीं थे। एक-दो उदाहरण के माध्यम से ही बच्चों को सिखाना होता था, लेकिन मैंने अपने अभ्यास और अथक परिश्रम के द्वारा पाठन-कार्य में रुचि लेने लगी। अब मुझे पढ़ाना पहले से बेहतर लगने लगा था। मेरी कक्षा अब पहले जैसी उबाऊ न होकर आनंदमयी होती थी। बच्चे कक्षा में मेरी प्रतीक्षा करते थे। चार-पांच महीने बाद मेरी परीक्षा का डेटशीट आ गया और मैंने शिक्षण-कार्य को वहीं विराम दे दिया। एम.ए. की परीक्षा पास करने के बाद मैंने कुछ एन.जी.ओ. में भी काम किया। किंतु शिक्षण कार्य जितना मन मेरा एन.जी.ओ. के काम में नहीं लगता। उसका सबसे प्रमुख कारण मेरी बेटी थी, जिसकी पढ़ाई-लिखाई और देख-रेख में कई तरह की कठिनाइयाँ आने लगीं और पुनः मैंने शिक्षण कार्य को ही अपना लक्ष्य बनाया। फिर मैंने हिंदी में स्नातकोत्तर किया और एक हिंदी शिक्षिका के रूप में पटना के कई नामचीन विद्यालय में कार्यरत रही। सभी विद्यालय में मुझे बच्चों के शिक्षण पद्धति को लेकर एक से बढ़कर एक बातें सीखने को मिलीं। प्रतिवर्ष नए-नए बच्चों से रू-ब-रू होती, जिनकी समस्याएँ भी अलग-अलग होतीं। उनकी समस्याओं को सुनने, समझने और निदान करते-करते मैं इस नतीजे पर पहुँच चुकी थी कि बच्चे भी अपने आप में बहुत परेशान रहते हैं और उनकी समस्याओं को न तो परिवार वाले समझ पाते और न ही वे विद्यालय में किसी शिक्षक से साझा कर पाते हैं। हर बच्चे की विषयवार रुचि और क्षमता अलग-अलग होती है, जिसके बारे में वे खुलकर अपने माता पिता से बात नहीं कर पाते। मैंने ऐसे विद्यार्थियों के लिए पीटीएम में उनके माता पिता से बात कर उनकी रुचि और क्षमता के बारे में बताया जिससे उनके माता-पिता को अपने बच्चे के बारे में सही जानकारी मिली और बच्चों को सही दिशा-निर्देश मिला। इस कार्य को और बेहतर अंजाम देने के लिए मैंने खुद में कई अमूल-चूल परिवर्तन किये।

बतौर शिक्षिका अब मैं महसूस करने लगी थी कि कक्षा में बच्चों को विषय-वस्तु की स्पष्ट जानकारी देने हेतु मुझे पढ़ाने के पूर्व अगाध चिंतन करने तथा स्वयं से जिद करने की आवश्यकता होगी ताकि बच्चों को पाठ समझ में आ जाए। कहीं-कहीं मुझे अपने व्यवहार में लचीलापन लाने की भी आवश्यकता महसूस हुई जिससे मेरे विद्यार्थी मेरे साथ कक्षा में सामंजस्य स्थापित कर पाएं। इसके लिए विद्यार्थियों के साथ आवश्यकतानुसार मित्रवत् व्यवहार करना शुरू किया ताकि बच्चे अपनी परेशानियों को मुझसे साझा कर सकें और उनके समाधान के उपाय किए जाएँ।

कुछ शारीरिक और मानसिक रूप से कमजोर बच्चों के साथ भी काम करने का मौका मिला जिनकी समस्या और अलग तरह की होती। उनमें संवेगात्मक विकास की भी कमियाँ होतीं। सामान्य बच्चों के साथ उनका सामंजस्य बैठाना चुनौतीपूर्ण होता, परंतु कक्षा के बच्चों में अनेकानेक नैतिक मूल्यों पर आधारित घटनाओं की चर्चा कर कक्षा में भावनात्मक माहौल स्थापित कर पाई।

इस प्रकार सीखने सिखाने के क्रम में मैंने कई संवेदनशील अनुभव प्राप्त किए, जिससे मुझमें आत्मविश्वास, संवेदनशीलता, अपने काम के प्रति ईमानदारी जैसे मानवोचित गुणों की थोड़ी-बहुत समझ बन पाई।



Acknowledgment and reciprocity : We optimize the goodwill dividend

Md. Sageer*

As a teacher, we are often referred to as unsung heroes in unthankful societies. Our contribution to educate the next generation by sowing the seed of values and ethics with goodwill is an essential element. We feel only then we can create a thankful world to develop the elements of reciprocity -acknowledgement of others contributions in life. We are always thankful to Almighty Allah for each and every event in our lives. We expect the society to honour the teachers for what they do. Goodwill, reciprocity and mutual respect is what we try to develop and inculcate among the society-students being our immediate target!



Toward optimising a goodwill dividend

Being a mathematics teacher I understand and explain my proposition understanding through equations and mathematical formulae better. Teaching and measuring the human traits and behaviour, that we propose, becomes easy through such equations. I propose goodwill is directly proportional to building characters. This inevitably would mean that developing goodwill would proportionately develop characters of appreciation and reciprocity. Let us assume that goodwill be a variable with 'G' as Symbol of good will, then

$G \propto (B.C)$ where, B.C = building characters.

Then,

$G = TBC$, Where T is called constant proportionality.

That is, T stand for teachers' act of bridging to build characters.

This, according to me, can be called universal law of goodwill for us that is $G = TBC$. As a mathematics teacher I tend to work to achieve and optimize this dividend of goodwill.

To share examples from my personal experience,

There was a student named Raunak Raj from grade 12th. He did not show much interest in studies and himself preferred to be in the last row. He was seen and complained as often involved in disputes and quarrels all the times with his friends, family and teachers in the class. His conduct and Goodwill were often a cause of concern for the teachers. Raunak, however, had an innovative brain. Sometime I saw him and I felt he needed guidance and support at personal level.

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Being a teacher I began paying attention to him, encouraged and motivated regularly. This led to a drastic change in his attitude . He become self confident and disciplined within couple of years.

The seed of goodwill planted in him worked very well, and he became a successful cardiologist in his career with great goodwill and pleasant disposition.

As a teacher we should be kind and humble with our words in classes. We must be similar to a dynamics dancer to give and take of knowledge. Our religion is to teach, but today teaching alone will be not be sufficient. It is more important for (students) to become good human being ready to contribute to society and the nation. Teachers and students need to work in collaborative learning approach that can lead our school and society to a new height and benchmark.

Let us not *'forget that good education can change anyone, but a good teacher can change everything'*.



Teacher within Me

Kushagrika Vatsa*

Nelson Mandela has rightly said that “*Education is the most powerful weapon which you can use to change the world.*” And I Kushagrika Vatsa, an ardent teacher here at Manav Bharti International School, feel blessed to have the opportunity to be a part of the system that imparts education to our future generations.



Nostalgia beats in my heart as I write about the 'Teacher Within Me' journey so far. Not a year ago I was given the opportunity to share my views about and I feel humbled when I reflect upon my journey, memories, personal growth and social contribution in this past one year.

I cannot express in words how delighted I feel when I see young toddlers brimming with ever-enthusiastic smiles in the morning. Being a mother myself, I have always understood the importance of an education which would be morally right and at the same time would also provide my kids an atmosphere to grow and learn. Here at Manav Bharti I have always invested in the same. But I must say being a teacher is not an easy task and sometimes can be the most tiring of all.

This past year I have experienced some of the most touching events of my life. Last Christmas, I was disguised as Santa Claus, and I could still resonate the cheering and applause and happiness of all my students in my ears. It was a really special day for both me and my students.

I was also gratified when I was allotted to take dance sessions in the primary wing. Though to some it may sound like a play class but I learnt that even dancing lessons could teach young minds a lot about life. The rhythms, the beats, the discipline, the fun, the synchronization that I have instilled in my students will surely help them to deal with the finer instances in their life.

When I reflect upon my journey as a teacher, and think about every single day that I took classes, prepared question papers, analyzed answer sheets, prepared fun events, it was not only enriching for the students but for me also. As William Arthur has rightly mentioned, “Teaching is more than just imparting knowledge, it’s more like inspiring change.”

This past year has been a memorable milestone in my life. I will always remember the Graduation Day of my Kindergarten students when I bid adieu to such students that had been a part of my life for almost two years. It was indeed an emotional and inspirational day. But I also would like to mention the first day of new sessions, the bright faces and the new smiles that entered the premises of the institution.

I would also like to take this opportunity to mention that young children are like clay in our hands, and we teachers, like a sculptor, can carve and chisel their personalities with our behavior.

* Faculty, Primary Section

Hence being a teacher might have its perks but at the same time it is also the most responsible role to play in a society as teaching is one profession that creates other professions and their professional efforts can change the fate of Earth.

And I feel proud to say that if given another chance I would still not change any part of my life. And I would choose to be a teacher again and again for I know nothing else makes me happier than the smiles and hugs of my tiny kids. Keeping in mind the paramount importance of responsible teachers in society I would like to express my heartfelt gratitude to everyone who is directly or indirectly associated with the field of teaching. Lastly I would end with these words :

//In classrooms bright, where knowledge
gleams, A teacher's joy unfolds in beams.
Not just from grades and perfect
scores, But hearts ignited, minds
that soar.
The spark that lights a curious
gaze, A question asked, a
child's amaze. The "aha!"
moment, clear and bright, A
student's triumph, taking
flight.
The trust they share, the bonds they
weave, A tapestry of minds that
believe.
In their own potential, dreams
awake, A future shaped, for
goodness' sake. The laughter
shared, the tears that fall, The
growth observed through it all.
A witness to the unfolding soul,
A teacher's happiness takes
hold. It's not a crown, nor
worldly fame,
But whispered thanks, a whispered
name. A legacy of lives transformed,
A teacher's heart, forever warmed.//



Teaching is not fixed roadmap; It's also learning Along the journey

Priyanka Shukla*

Last year, my journey was nothing short of extraordinary. The experience was a profound blend of discovery and inspiration, highlighting the incredible capacity for learning that resides within each student. Every lesson was a dynamic exchange, where I found myself learning just as much from my students as they did from me.



The classroom was a vibrant ecosystem of curiosity and enthusiasm. My students brought a fresh perspective to every topic, from cellular biology to ecology, transforming traditional lectures into interactive explorations. Their questions were insightful, their projects innovative, and their eagerness contagious.

The classroom was equally dynamic, fostering a culture of inquiry and collaboration. During a unit on human anatomy, students worked in groups to create detailed models of different organ systems. They employed a variety of materials—clay, cardboard, and even 3D printing—to build accurate representations, discussing how their work related to real-life health and medical issues.

Students also merged their biology studies with their personal interests, demonstrating how the subject intersects with everyday life. One group, passionate about nutrition, conducted a study on the impact of different diets on energy levels and overall health, correlating their findings with dietary guidelines. This justifies their learning spectrum has broadened in real life timeline, as hands on experiments, real life applications ,is the new perspective and demand in this ever changing dynamic world.

As an educator, who has experienced the profound joy of seeing students thrive and innovate, I am driven by a deep passion to bring meaningful changes. My journey has been marked by countless moments of inspiration, where the excitement of my students ignited my own enthusiasm for teaching. This drive fuels my commitment to enhancing educational practices through hard work and dedication. I envision a classroom where dynamic, experiential learning takes center stage, fostering an environment where students are actively engaged and empowered. By embracing innovative methods and advocating for reforms that prioritize student-centric approaches, I am determined to contribute to a more vibrant and effective education system that nurtures curiosity and fosters real-world connections.



* Faculty, Science

“Teaching is an art, the essence and the meaning of my life”

Suprita Sinha*



Yes, this holds true and I am blessed to have all these elements in my life. It's a truly divine feeling to rise up early in the morning and welcome the solar energy. Typically, it's the mothers and teachers who are the first to have awoken, ready to tackle the day's responsibilities. And rightly so, for both roles are among the most selfless and noble of all relationships. As a mother and a teacher myself, I can affirm to the fact that my day begins with the same enthusiasm and energy. This continuous process brings new hopes, desires, and challenges every day.

As I start my day, I'm filled with a sense of purpose and dedication. I'm not just teaching academic lessons, but also life skills and values. I'm not just nurturing my own child, but also guiding and mentoring my students. The roles of a mother and teacher are intertwined, and I feel grateful to be able to make a positive impact on the lives of those around me.

Each new day brings its own set of opportunities and obstacles. But with the solar energy being into my way I'm ready to face whatever comes my way. I'm ready to inspire, to educate, and to love. For in the end, being a mother and teacher is not just a job or a responsibility – it's a passion, and a privilege.

Every moment is filled with the joy of interacting and imparting something new to my students. As a teacher in my classroom, looking out at the eager faces of my students reminds me of the importance of carrying out my profession and responsibility with utmost care, honesty, and dedication. This dedication to my work is an opportunity for both my students and me to join together on a journey of growth, discovery, and transformation.

My journey, as a teacher, has taught me valuable lessons about patience, empathy, and the importance of building connections with different stakeholders. I have learned to listen to the voices of my students, observe more, and trust them. One of my students once said, “*aap sirf dikhne mei sakht hain, but aap bilkul bhi strict nahi*”! This reminds me that my children are capable of empathizing and understanding, and are good observers too.

As a teacher, I have also grown and evolved as a person. I have discovered new passions, strengths, and areas for growth. There was a time when I used to get upset when things didn't move in the desired direction. But now, I have evolved and become more calm and composed.

* Faculty, English

Bringing out the best in my students and inspiring and motivating young minds is my only aim being a teacher. With the engaging and collaborative pedagogy that we follow at Manava Bharati I hope that I will certainly bring out more meaningful ways into the lives of my students. I hope to achieve those great heights and then reward and crown myself to be a good human being and a passionate teacher.



The Heart of Teaching: A Journey of Empathy and Growth

Sunita Saxena*



“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”

— Nelson Mandela

In this world, billions of children are waiting for teachers to shape their future. A happy and positive mindset of a teacher has the power to do miracles. In my journey from a teacher to a facilitator, I have learned a lot from my children, and the journey of learning continues. Our attitude of empathy and kindness is like putting on a new pair of glasses, which shifts our paradigm toward positive thinking and opens opportunities for self-growth as well as the growth of children.

Our journey from awareness to the recognition of our thoughts and actions transforms problems into manageable solutions with positive outcomes. Teaching beyond the four-walled classroom creates a classroom with a heart. Both we and our children feel empowered by the motivation. My work extends beyond teaching subject matter to instilling values and fostering critical thinking.

During a summer camp pottery class, I discovered that through pottery, students not only mould clay but also shape their creativity, mindfulness, and appreciation for nature’s wonders. The potter’s wheel becomes a conduit for artistic expression, fostering a deep connection between art, nature, and personal growth.

Another instance is the Science Exhibition, where students showed their creativity and interest by presenting various projects and models. The event not only encouraged scientific knowledge but also aided in the development of social, moral, and problem-solving skills. It encouraged students to question, explore, and gain a deeper understanding of scientific concepts and their real-life applications.

I have also observed the impact of positive appreciation on some of my unique learners. They are unique learners in the sense that these children think differently. They are not part of the crowd but have their unique ways of thinking, speaking, and acting.

One parent I met at every PTM (Parent-Teacher Meeting) used to come alone, with tears in his eyes. I always appreciated his child and assured him that his child would improve. By the end of the session, in the last PTM, there was a smile on the parents’ faces as they saw improvement in

* Faculty, Science

their child. Positive appreciation creates a great impact on students. It is a slow process; it takes time to show results but fills us with a sense of triumph.

Children are also motivated when we show them that they are special and important to us. We have to make them realize that we recognize them and miss them when they are absent. It fills them with happiness and makes them hold their heads high.

The past is unchangeable, and the future is unknowable. Only in the present moment can we truly exercise our influence. So many times, each day, we have the chance to begin all over again, to see with fresh eyes, hear with new ears, and think with more open minds. Any idea of mindfulness needs practice. It is about restructuring our awareness for the betterment of our future generation.

"Open the window of your mind, allow the fresh air, new lights, and new truth to enter."



A Journey of Growth and Compassion

Divya Parashar*



Teacher is often seen as a guide, as someone who gives knowledge or moulds one's character. But the deepest of teachers we meet is the one inside us, our lifelong companion who keeps learning from experience and adapting with every new challenge thrown its way. This teacher within lives off curiosity, empathy, and a ceaseless hunger for growth.

Over the last one year, as an educator, my work has been deeply enriched by embracing new opportunities and learning through my students. On being an EVS teacher initially, I was given an opportunity to be an English teacher as well. That was the point of no return because it had led me to look for and come up with new pedagogical practices. Teaching English along with EVS enabled me to inculcate creativity into my teaching, making learning very interesting for my students. The experience was life-changing because it reiterated to me the importance of being versatile and learning at every step. It brought out the actual value of stepping outside our comfort zones and being adaptable to the demands of various subjects.

I still remember one particularly touching event for the teacher inside me: there was a student who began the year with quite a bit of struggling. Her parents came to me, concerned about her academic performance and overall well-being. Realizing that she needed extra care, I tried to invest time and attention toward her. Personalization in teaching, one-on-one therapy, and round-the-clock communication with the parents helped to build a supportive learning environment both at home and at school.

I was very much gratified by how she began to pick up herself from where she was and gained confidence with our guidance. It taught me that one has to show empathy always and have great concern for every individual. It was my observation that as a teacher, this journey has been an epitome of patience, adaptability, and cooperation with parents to bring out the growth in a student.

While having enjoying lunch with my class students, I noticed something very different from class learning. As we sat together, sharing food and laughter, our conversation shifted to the most casual and humorous, like their favorite cartoons, who has the strictest parents. It was lighthearted and fun, yet in those moments, I realized these interactions were just as important as any lesson I could teach in the classroom.

Their innocent jokes and stories about home life reminded me that the teacher within us is not confined to formal learning. It's also about these simple, everyday moments that build connections

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and trust. As I laughed along with them, I found myself becoming more patient and open. Their joy and curiosity encouraged me to embrace the world with the same playful spirit.

The teacher within us thrives not only in classrooms but in every setting, even during a casual lunch. These moments are opportunities for connection and growth, not just for the students, but for us as well.

This version highlights the light-hearted nature of the conversation while still capturing the deeper insight you gained from the experience.

Experiences enrich our understanding in teaching and further embolden the importance of nurturing the teacher within us. We grow and develop through new challenges and learning from each situation. The educator within loves it when we share knowledge, give advice, and support all around in creating a positively powerful learning environment.



The time at MBIS has been constant learning: I learnt from the students and their diversities!

Krishna Murari Sharma*



I studied mathematics to become an expert

Ever since my childhood I had interest in numbers and mathematics. My parents took pride, my classmates would also take my help and my teachers would proudly say- 'here is our mathematician to, learn from'! These positive remarks, undoubtedly, made me happy to keep me further engrossed in numbers, puzzles and mathematics. I completed my schooling with great marks, joined the university and graduated with flying colors. My standing in mathematics, as an important subject, was beyond any proof. My mathematics earned me a proud position - a mathematics teacher in a national secondary school-*Jawahar Navodaya Vidyalaya, Government of India*. This was culmination of a promising mathematician! Wow! Indeed, a graceful position! As mathematics is considered a hard subject - every body took me seriously! I have mentored and helped develop mathematical seriousness among large number of students who are placed at different positions now. I feel satisfied!

I joined Manava Bharati International school, Patna and started teaching the students-not only higher classes but also from middle and sometimes even primary classes . I came across different types of students -some from rural areas while others from urban areas. I can further categorize them as those belonging to upper, middle and lower socio-economic strata. Each had their own set of questions and limitations but also had answers and potentials. I considered this as an opportunity to look at the subject, the school's perspectives and opportunities it offered . I became a better learner!

Learning from the diversities

I often thought that students belong to only two or three categories-fast and quick learners and slow and late learners. My time, at MBIS, over the last two years taught that students are diverse not only in terms of speed and alertness but also in terms of mathematical thoughts and insights. All have significantly different perspectives and diversities. In crude terms some students want to achieve better scores compared to their classmates. Some students want to get deeper into the subject and enjoy. But some students struggle to solve problems faced by them. I realized that there is one

* Senior Faculty, Mathematics. ## thanks are acknowledged to Dr. Rajeshwar Mishra for his encouragement to write and express my learning!

common goal -achieve mastery on the subject. Every problem offers opportunity for enjoyment after something is solved-‘ I have done –a ‘wow’ feeling. This feeling is much more important than solving a mathematical problem!

Learning is a life long process-this is confirmed here!

We often say learning is a life long process. I realized this is indeed a life long process. As subject teacher one considers himself/herself as an expert and ignores others as –‘others don’t know and they are ignorant about the subject’ feeling’! I learned from slow learners, fast learners, high scorers, low scorers and those who are often termed -impossible/difficult to reach and teach! My learning became so tested and grounded . I learned from their speed, ideas and sense of accuracy, their difficulties and approaches to difficulties. I learned from their failures and melancholy as much as from their success and wow moments. What I did not know earlier about ‘whys’ of their failures is now getting clearer. I learned from their diverse ways and perspectives of problem solutions. Most importantly, I learned from my time at MBIS-why concepts are not clear and how better clarity can be achieved. This has happened because of my willingness and preparedness to learn from the diversities-within the students.



Now I know them better!

Rajnish Kumar*



It was a mid-January this year. I got an opportunity to go to an exhibition with some students who had participated in that exhibition named AI for sustainable future. How I got that opportunity was an accident. There are three students in it whom I already knew, Avik, Faisal and Aksharam. But I met three new students Saanvi, Arna and Sai. They have contributed a lot in making this event memorable for me, or it can be said that this event is memorable only because of them.

They had worked very hard finalizing and changing their project before finally decided on it. I assumed that their projects not being completed on time, I had told Director Sir and Mentor Sir to cancel their participation. But students showed enthusiasm and said that they will complete their project on time. I saw a mentor (Priyanka ma'am) who guided them really well. From taking time of her routine for completing students project on time. Every thing she did or said was perfect or at least nearly so. That was a new experience for me.

On the day of exhibition students were nervous but excited too. We saw projects of students from 40 different schools including us. Due to some reason our project could not be selected. The students were a little sad, but what they said was pleased me.

Saanvi said : The First exhibition I took part in and I learn a lot.

Arna said : Life is all about experience.

Sai said : They have better project than us we have to work hard to get first.

I will always keep a memory of this exhibition, where I stayed on that exhibition and spent a whole day with my students that helped me to know them better.

○○○

* Faculty, Computer

कर्तव्यनिष्ठा

बीना झा*

“हार ना मानो, संघर्ष जारी रखो,
हिम्मत और हौसले को बुलंद रखो
आप एक दिन अपनी मंजिल तक पहुँच जाओगे”



मैं एक नारी हूँ और पेशे से शिक्षिका हूँ। शिक्षिका के रूप में कार्य करना मेरा सपना था और आज मेरा सपना साकार भी हुआ है। मैं अपने कर्तव्यपथ पर आगे बढ़ रही हूँ। गत वर्ष प्रकाशित पत्रिका “द टीचर्स विदिन मी” में एक शिक्षिका के रूप में मेरे “कर्म और कर्तव्य” क्या हैं? इन बातों की चर्चा करते हुए अपने विचारों को एक लेख के द्वारा प्रकट की हूँ। इस प्रकरण को आगे बढ़ाते हुए पुनः अपनी अनुभूति लिखी हूँ, जिसमें मैं अपने कार्य में कितना सफल हो पाई हूँ, उस उपलब्धि की चर्चा करते हुए अपने अनुभव को साझा करना चाहती हूँ।

शिक्षण की शुरुआत करते समय मुझे कई चुनौतियों का सामना करना पड़ा। एक नई कक्षा, नए विद्यार्थी, और उनके विभिन्न सीखने के तरीकों को समझना एक कठिन कार्य था। लेकिन मैंने इन चुनौतियों को स्वीकार कर लिया और अपने शिक्षण कौशल को विकसित करने में जुट गई। मेरे शिक्षण के दौरान, मैंने कई विद्यार्थियों को विभिन्न कार्यों में मार्गदर्शन दिया। मैंने उन्हें न केवल पाठ्यपुस्तकों का ज्ञान दिया, बल्कि जीवन के महत्वपूर्ण मूल्यों जैसे ईमानदारी, सहनशीलता, और अनुशासन का महत्व भी सिखाया। मेरे प्रयासों का परिणाम यह हुआ कि कई विद्यार्थियों ने बोर्ड परीक्षाओं में उत्कृष्ट प्रदर्शन कर सफलता प्राप्त की।

मेरी सबसे बड़ी उपलब्धियों में से एक है विद्यार्थियों को प्रेरित करना। मैंने हमेशा कोशिश की है कि मैं विद्यार्थियों के लिए एक प्रेरक बनूँ। उनके कठिन समय में उन्हें प्रोत्साहित किया और उनकी समस्याओं को समझकर उसका समाधान भी दिया। इन कार्यों से विद्यार्थियों के आत्म-विश्वास को बढ़ाया और उन्हें अपने लक्ष्यों की प्राप्ति के लिए प्रेरित किया।

शिक्षण के क्षेत्र में निरंतर परिवर्तन होते रहते हैं। मैंने अपने शिक्षण में आधुनिक तकनीकों और नई कार्य पद्धति का प्रयोग किया। स्मार्ट क्लासरूम, बैग लेस डे, ऑनलाइन संसाधनों और मनोरंजक गतिविधियों का उपयोग करके मैंने विद्यार्थियों के सीखने के अनुभव को और प्रभावी बनाया। इससे न केवल उनकी समझ में सुधार हुआ, बल्कि उनकी सीखने की रुचि भी बढ़ी।

* हिन्दी संकाय

मेरे शिक्षण के दौरान, कई विद्यार्थियों ने विभिन्न प्रतियोगिताओं एवं ओलंपियाड में उत्कृष्ट प्रदर्शन किया। उनकी ये उपलब्धियाँ मेरे लिए गर्व का विषय हैं। हर बार जब कोई विद्यार्थी सफलता प्राप्त करता है, तो मुझे ऐसा लगता है कि मेरी मेहनत रंग लाई है।

मैंने हमेशा यह प्रयास किया है कि मैं विद्यार्थियों के माता-पिता के साथ वार्तालाप करूँ और उनके साथ सामंजस्यता बनाकर रखना पसंद करती हूँ। इन कार्यों से विद्यार्थियों की प्रगति में वृद्धि हुई और माता-पिता का भी विश्वास बढ़ा। अपने शिक्षण कौशल को निरंतर जारी रखने के लिए मैंने कई प्रशिक्षण कार्यक्रमों और कार्यशालाओं में भाग लिया। इससे मुझे नई शिक्षण विधियों और तकनीकों के बारे में जानकारी मिली, जिसे मैंने अपने शिक्षण में लागू किया। यह मेरे लिए एक महत्वपूर्ण उपलब्धि है, जिससे मैं एक बेहतर शिक्षक बन पाई।

एक शिक्षक के रूप में मेरी यात्रा अब तक संतोषजनक रही है। मैंने ज्ञान का प्रसार किया, विद्यार्थियों को प्रेरित किया, और उनके जीवन में सकारात्मक परिवर्तन लाया। मेरी प्राप्तिyaँ और उपलब्धियाँ मेरे लिए गर्व का विषय हैं और मैं हमेशा इस दिशा में कार्य करती रहूँगी।

एक शिक्षक का कार्य केवल शिक्षण तक सीमित नहीं होता, बल्कि विद्यार्थियों के समग्र विकास में योगदान देना भी होता है। मेरी यात्रा इस बात का प्रमाण है कि समर्पण, मेहनत और सही दृष्टिकोण से हम अपने लक्ष्यों को प्राप्त कर सकते हैं और समाज में सकारात्मक बदलाव ला सकते हैं।

“हौसलें बुलंद कर रास्तों पर चल दे, तुझे तेरा मुकाम मिल जाएगा
बढ़कर अकेला तू पहल कर, देखकर तुझको काफिला खुद बन जाएगा !!”



शिक्षा की सार्थकता

पंचानन्द पाण्डेय*

शिक्षा की सार्थकता तभी है, जब बच्चों के साथ बच्चों के लिए शिक्षक पड़े। एक प्रश्न हमेशा पूछा जाता है कि ज्ञानी होना आवश्यक है या शिक्षित होना? इसके उत्तर में यह कहा जाता है कि हर शिक्षित व्यक्ति ज्ञानी नहीं होता पर ज्ञानी व्यक्ति शिक्षित होता है। इस आधार पर शिक्षा और ज्ञान में अंतर को परिभाषित करते हुए कहा जा सकता है कि विषयों की पूर्ण जानकारी अर्जित करना ज्ञान कहलाता है। ज्ञान अर्जित करना एक सतत प्रक्रिया है जिसमें हम असफलताओं से भी सीखते हैं और अपने आस-पास के चीजों के अवलोकन के आधार पर भी सीखते हैं जो ज्ञान की श्रेणी में आता है। शिक्षा ज्ञान और मूल्यों को सीखने की एक औपचारिक विधि है। उल्लेखित तथ्यों के आधार पर मानव भारती में एक शिक्षक के रूप में मैंने जो प्रयास किया है, उसका आकलन मैंने (पिछले शिक्षक दिवस से इस वर्ष के शिक्षक दिवस तक) करने का प्रयास किया है। गत वर्ष प्रकाशित पत्रिका 'द टीचर विदीन' के अपने लेख 'शिक्षा और शिक्षण कला-प्रत्यक्ष ज्ञान' के क्रम को आगे बढ़ाते हुए मैं अपने अनुभव को साझा करना चाहूँगा।



अपने पिछले लेख के निष्कर्ष में मैंने कहा था कि "खेलने को सीखने का माध्यम बना कर, विषय संवर्धक क्रिया-कलाप द्वारा अंतर विषयी चिंतन, सृजनात्मक, तार्किक, और संवेदात्मक ज्ञान के साथ बच्चों के सम्पूर्ण विकास के लिए बच्चों के साथ पढ़ना और पढ़ाना हमारा उद्देश्य है।" सत्रांतर्गत और नए सत्र में हिन्दी भाषा में बच्चों को सहज करने का प्रयास मैंने किया है। मैंने पाया कि क्रिया-कलाप, सृजनात्मक, तार्किक आदि शिक्षण विधियों ने बच्चों में हिन्दी भाषा के प्रति रुचि उत्पन्न किया है। मुझे लगता है कि बच्चों को अपने भाव को प्रकट करने में कठिनाई होती है। इसका कारण भाषा तो है ही वह अँग्रेजी भी हो सकता है अथवा हिन्दी भी हो सकता है लेकिन शोध बताते हैं कि मातृभाषा में प्रकट विचार ज्यादा सहज और वास्तविक होते हैं। बच्चों के दृष्टि से हम देखें तो हम पाते हैं कि वे उन्हें अपनी बातों के अभिव्यक्ति में कठिनाई होती है, वे लिखने के समय इन्हीं विचारों में खो जाते हैं जिसके कारण उन्हें अपने विचारों को प्रकट करने में समरूपता नहीं रहती है। इसके लिए विषयों का प्रस्तुतीकरण, उनकी व्याख्या कितना स्वाभाविक और प्रभावशाली है इस पर ध्यान देना आवश्यक है। यदि यह हो जाता है तो बच्चे स्वयं ही भाषा समझने और सीखने के लिए आगे आएंगे और उनकी रुचि बढ़ेगी।

नए सत्र का आरम्भ:— प्रारम्भ से ही मेरा लक्ष्य बच्चों के उच्चारण सम्बन्धी अशुद्धियों, लेखन आधारित अशुद्धियों वाचन में आने वाले अशुद्धियों को दूर करने का था। नए सत्र के प्रथम आंतरिक मूल्यांकन से बच्चों

* हिन्दी संकाय

के पढ़ने-लिखने के स्तर का पता लगा। लिखने के क्रम में अशुद्धियों को दूर करने के लिए बताए गए छोटे-छोटे तरीके बच्चों के लिए बहुत ही उपयोगी रहे।

ग्रीष्मावकाश के उपरांत :- ग्रीष्मावकाश के बाद पाठ की पुनरावृत्ति आवश्यक प्रतीत हुआ, क्योंकि मुझे अनुभव हुआ कि इस अवधि में औसतन बच्चों ने पढ़ाये गए पाठ के पुनरावृत्ति पर ध्यान नहीं दिया है। अभिभावकों को इस पर ध्यान देना चाहिए।

हिन्दी ओलंपियाड, विद्यालय स्तरीय लेखन प्रतियोगिता, वाद-विवाद प्रतियोगिता कहानी लेखन और वाचन प्रतियोगिता के आयोजन ने बच्चों में भाषा के प्रति रुचि को जागृत किया है जिनका प्रभाव प्रत्यक्ष रूप से दिख रहा है। इसका अनुभव मुझे बच्चों द्वारा किए जा रहे कक्षा कार्य के समय हुआ है। बच्चों द्वारा मात्रा दोष, पूर्ण विराम, अल्पविराम, अनुस्वार, अनुनासिक, विसर्ग आदि के प्रयोग के संबंध में जिज्ञासु होना उनकी रुचि और ज्ञान को दर्शाता है। इससे उनकी भाषाई की अशुद्धियाँ दूर हुई हैं। कुछ बच्चे हैं जिन पर विशेष ध्यान देने की आवश्यकता है जिसके लिए एक विशेष कार्य योजना के अंतर्गत मैं प्रयास कर रह हूँ लेकिन पुनः मैं दोहराना चाहूँगा कि इसमें अभिभावकों का सहयोग महत्वपूर्ण है। मैं चाहूँगा कि बच्चों के शैक्षणिक समस्याओं के लिए विद्यालय में संपर्क करें, जिससे हम मिल-जुलकर उनके आत्मविश्वास को बढ़ा सकें। भाषा के विकास में अभिभावक की भूमिका महत्वपूर्ण है बच्चों के साथ वार्तालाप सही और शुद्ध उच्चारण के साथ किया जाना चाहिए। बच्चों का सर्वांगीण विकास कैसे हो, उन्हें विद्यालय में कैसे सहजता और स्वतंत्रता का वातावरण मिले इस ओर मानव भारती में विशेष ध्यान दिया जाता है। घर हो या विद्यालय उनके सामने अपनी समस्या उनकी कमियों को बताना आवश्यक नहीं है, आवश्यक यह है कि उनकी जिज्ञासा को सरलता से कैसे हल कर सकें।

एक प्रश्न उठता है कि बच्चों की एकाग्रता को कैसे विकसित करें? प्रायः कहा जाता है कि बच्चे अपने काम पर एकाग्रचित्त नहीं हो पते हैं। इसके पीछे कारण क्या है इसे समझना होगा क्योंकि इसका अनुभव हुआ है कि कुछ बच्चों के साथ पारिवारिक कारण रहा है तो कुछ बच्चों के साथ विद्यालय भी कारण रहा है विद्यालय के कारणों का समाधान हम शिक्षक तो कर लेते हैं इसमें मानव भारती के शिक्षकों का सहयोग और प्रत्येक बच्चों के शैक्षिक स्थिति पर चर्चा कर उसके समाधान का प्रयास किया जाता है, किन्तु बच्चों के पारिवारिक समस्या का समाधान अभिभावक को हल करना होगा। उदाहरण के रूप में, घर में पढ़ाई ठीक से न हो पाने का कारण ट्यूशन, घर का कलह और घर में मेहमानों का आना। बच्चों ने यह भी साझा किया है कि 'घर जाने की इच्छा नहीं होती है' इस विषय को गंभीरता से समझना होगा। मेरा खुद का प्रयास रहता है कि शिक्षा और ज्ञान के माध्यम को व्यावहारिक रूप में जितना सरल और सहज हो सके बनाऊँ।

अंततः मानव भारती विद्यालय की धारणा है कि विषय आधारित ज्ञान के साथ-साथ बच्चों का सृजनात्मक विकास भी हो क्योंकि इससे उनका सर्वांगीण विकास होता है साथ ही विद्यालय का उद्देश्य एक ऐसे वातावरण का निर्माण करना है जिसमें छात्र नवीन व मौलिक चिंतन कर सकें।



प्रबल इच्छा-शक्ति

नेहा कुमारी*

शिक्षा जीवन का वह आधार है जिसके माध्यम से हम अपने जीवन का श्रेष्ठ एवं गुणवत्तापूर्ण प्रदर्शन कर सकते हैं। यह हमें अभिप्रेरित कर जीवन के तमाम उलझनों से उबरने की शक्ति देता है। अगर हम शिक्षित हैं तो हमारे सोचने का नजरिया बदल जाता है। इससे हमारे विचार विस्तृत होते हैं। यह सकारात्मक विचार मेरे अंदर के गुरु से हमारे व्यक्तित्व में नजर आता है। इसके द्वारा हम अपना भविष्य को तो सँवारते ही हैं, साथ ही साथ जो शिक्षा हम अपने बच्चों को दे रहे हैं, उनके भविष्य को भी उज्ज्वल बनाने में सहायक होते हैं।



‘अपने अंदर के गुरु से हमने क्या सीखा’

जिस प्रकार परिवार का मुखिया घर के किसी सदस्य से भावनात्मक रूप से जुड़कर उसकी हर समस्या को सुलझा कर उसका पथ प्रदर्शक बनता है, उसी प्रकार की भूमिका हम शिक्षक की भी होती है। हमारा दायित्व होता है बच्चों से भावनात्मक रूप से जुड़कर उसकी समस्याओं का समाधान कर उसका मार्गदर्शक बनना ताकि वह आगे चलकर जिस भी क्षेत्र में जाए, अपना वजूद बना सके और एक सफल नागरिक के रूप में देश को बेहतर बनाने में अपना योगदान दे सके।

शिक्षक की केवल यह जिम्मेदारी नहीं होती कि सिर्फ सिलेबस पूरा कर दिया और काम खत्म! यहाँ काम खत्म नहीं होता, बल्कि यहाँ से काम शुरू होता है। बच्चों में पहुँचा ज्ञान को कितना उसने ग्रहण किया है और उस अर्जित ज्ञान को अपने दिनचर्या में कितना उपयोग किया है? यह मायने रखता है।

जब बच्चे हमसे जुड़ने लगते हैं तो हमारे अंदर एक अलग तरह की खुशी होती है। जब वह हमें एक छोटा सा कार्ड लिखकर देते हैं, तो वह हमारे लिए किसी पुरस्कार से कम नहीं होता। यह एक छोटा सा कार्ड शिक्षक को अभिप्रेरित करते हैं।

निःसंकोच एक शिक्षक के लिए बहुत बड़ी जिम्मेदारी होती है छात्रों के जीवन को सँवारना। जिस प्रकार एक कुम्हार मिट्टी को सही आकार दे सकता है, उसी प्रकार एक शिक्षक भी बच्चों को अपनी ज्ञान से उसके भविष्य को सँवार कर एक कुशल नागरिक के रूप में समाज में पहचान दिला सकता है।

एक शिक्षिका के रूप में मेरी यह कोशिश रहती है कि मैं अपना सर्वश्रेष्ठ ज्ञान बच्चों को दे सकूँ। ऐसा नहीं है कि सिर्फ बच्चे मुझे सीखते हैं बल्कि मैं भी उनसे बहुत कुछ सीखती हूँ। मैं अपने बच्चों के साथ हमेशा जुड़ने की भी कोशिश करती हूँ, जिसमें बहुत हद तक कामयाब भी रही हूँ। मैं ईश्वर से हमेशा विनती करती हूँ कि वे मेरे अंदर इसी प्रकार से हौसला और विश्वास बनाए रखें, ताकि मैं अपने कार्यपथ पर सदा अग्रसर रह सकूँ।



* हिन्दी संकाय

मेरे अंदर का शिक्षक

मेधा झा*



माथे पर जब शिकन भरें हों,
चेहरे पर उलझे-उलझे से बाल,
आँखों में उनके जब,
कुछ पूछे-कुछ अनपूछे सवाल,
उनकी अनगिनत सवालों से मन हर्षित हो जाता है,
मेरे अंदर का वह शिक्षक चुपके से मुस्काता है।
यूँ तो माता शिक्षक होती,
और पिता भी गुरु समान,
पर हम, विद्यालय के शिक्षक की,
राह न होती आसान।
कभी डांट कर कभी प्यार कर,
कभी दोस्त बनकर भी उनके,
लेकर हाथ में कभी गिटार,
हर रोल निभाना हमें आता है,
उनकी अगनित सवालों से मन हर्षित हो जाता है,
मेरे अंदर का वह शिक्षक चुपके से मुस्काता है।

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* संस्कृत संकाय

Teachers Within

As teachers we have great responsibility not only to teach curriculum to students but also develop leadership qualities in addition to become persons of sublime character. Teachers themselves are to be the leaders.

It is said that students must respect their teachers. Yes, they must. But, an emphatic and competent teacher does not demand respect. It all depends on his/her character, knowledge, competence and behaviour in the classroom and out of it.

Socrates, an ideal teacher, who mentored and coached great minds like Aristotle and Plato, believed in shared dialogue. He believed that 'a teacher is not a sage on the stage.

We aspire to be good teachers, inspiring our students to blossom into human beings of empathy and character.

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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