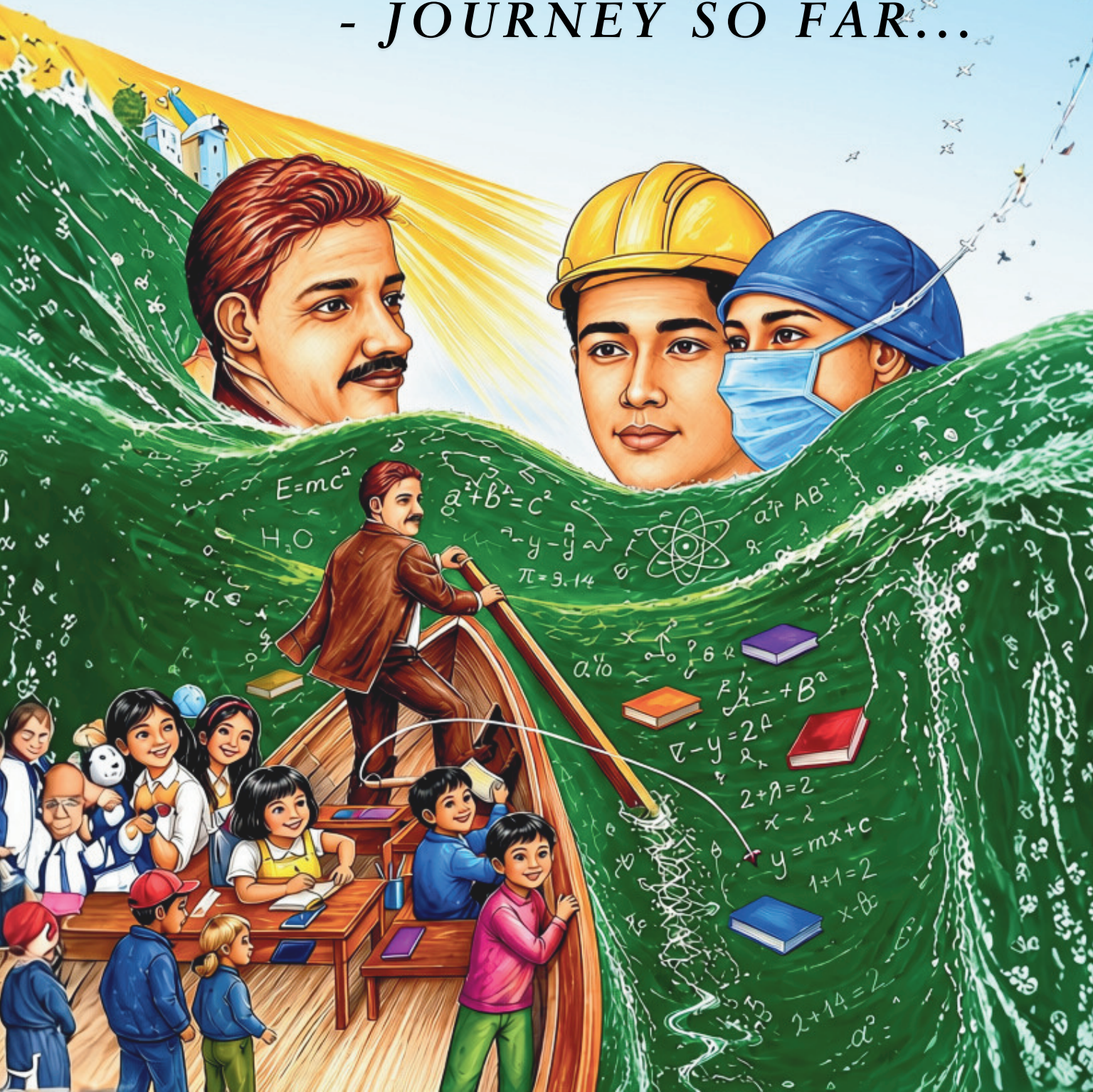




MANAVA BHARATI
INTERNATIONAL SCHOOL, PATNA
AFFILIATED TO CBSE, NEW DELHI

Rhythm of the Class

- JOURNEY SO FAR...



Rhythm of the Class

- JOURNEY SO FAR...

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In Conversation with the ‘teacher within’!

Listening to the teachers in the wilderness!

Recently, some teachers spent time in the wilderness following untrodden paths, places away from human habitation, in the lap of nature, with the chirping birds and the flowing water of streams and rivers and the scant population -the poor and the marginalized. The places were enchanting, resonating with the whispering of animals, hissing of reptiles, some feeble calls from distant places combined with occasional honking and human movement.

The teachers lived there with scant resources and facilities- a hut to live in, some utensils carried from home, twigs to light their hearts and help them cook, leaves and local herbs and vegetables to survive on and local grocery shops to procure their groceries. Sometimes, meeting and interacting with the passersby was the only source to connect with the world as the mobile phones had only intermittent connectivity.

Getting back home has brought mixed feelings. The teachers experienced nostalgia and carried indelible impressions that deeply influenced them from within. While the loneliness was soothing, living without ‘the hustle and bustle’ was biting, at times-the midnight questioning from within has been biting. The sight of birds feeding on left overs, half -ripened fruits and crumbs and their happy flights was exhilarating but the fear of starvation and scarcity was disturbing! This left philosophical questions of ‘contentment and cravings! The teachers, however, developed strong feelings of empathy, contentment, peace, futility and inadequacy of abundance and cravings. For a brief stay, in the wilderness and learning there from, the influence seems to have been substantial offering deep reflective insights!

Conversation with the teachers within!

Having listened to the teachers during their time in seclusion, it was tempting to have a conversation with them on how they and their learning could help contribute to creating a better world, a future generation of citizens, their very own students. The world, today, seems to be in turmoil torn by greed and craving, competition, accumulation, strife and violence. The students seem to suffer lack of direction, goal and focus, are getting distracted, suffering insensitivity and indifference to human life and nature and are developing craving for quicker accumulation and possession. To achieve and acquire without efforts or snatch from wherever one can has become the mantra. Interpersonal trust and confidence seem to be seriously wanting and stress and anxiety are making them fade before they prepare to bloom and enjoy themselves!

Where are we stemming these perverse tendencies, before life becomes loathsome and unbearable? This is a question we must ask ourselves! I preferred to converse with the ‘teachers within’.

Some of the teachers, staying in the wilderness, became quite thoughtful and started reflecting. One of them came forward, looking bemused and overwhelmed; she suggested – ‘This is a difficult question, but not too difficult to search for a response.’ She offered - ‘My feeling is that today’s schooling is not preparing students for a life of substance and is unduly focused on scores, courses, syllabi and examinations. They are taught to achieve anyway as a marker of success. There is little by way of reflection, imagination, pro-action and the freedom to decide what one needs to do! I felt inclined to intervene and chipped in. I agree in principle they are good thoughts – ‘I feel good about it’, but how can the students be taken out of this vicious circle? She became enthusiastic about sharing her experiments with the students in her own way. She continued, ‘I try to understand the students, their preferences and orientation, work with them individually and allow and mentor them to follow their own paths and dreams’. I was curious to know how she could do this given the excessive family, state and institutional control over education and the process of educating children. I felt encouraged and asked – ‘How are the parents responding?’ The teacher became critical and offered to explain – ‘parents are the problem! They have stereotypes and are judgmental about children and education. Moreover, they link subjects with social status and family prestige. Mathematics and science are considered high in the hierarchy of subjects-whether a student has interest in them or not?’ I nodded – “this is true but how do you deal with this? All the parents cannot be amenable to your suggestions -Why should they be?” The teacher insisted, “Our regular interaction with the parents had started yielding a positive outcome!” She offered an example from one of her students who was quite keen to play drums (musical instrument) where the mother was always cribbing about it. We worked closely with the student concerned -he was encouraged to be balanced on academics and music which he took seriously. While he improved his academic record, he also kept pursuing his calls on music!

‘This is an encouraging example but how do you prepare your students academically to do better and excel?’ I asked. The teacher felt a little bit peeved but had practical experience to cite – “We are using a learning trajectory that covers -conceptual clarity, explanations, contextualization, analysis and innovation. Each stage has cordial engagement of the students and the teachers and there is regular evaluation of how far we have gone and achieved. This collaborative engagement offers opportunity for reflection, analysis and self- searching. Learning, under such circumstances, is becoming engaging and enjoyable. This process also helps us understand the interest and inclination of the students and at the same time his/her areas of strength and limitations. This makes the learning engaging and interesting and helps the students strike a balance among multiple interests and decide on what to pursue!”

I felt intrigued and wondered, ‘How could the children feel interested in following a trajectory, something like a mathematical axis?’ The teacher seems to be trying to explain learning through something like a mathematical formula! I wondered – ‘Does this not make the whole learning process mechanical and transactional?’ It seemed like I was working on her nerves. She added- ‘Dear sir, this is not only what we do! If you have the patience, listen to me further, you are getting in haste perhaps! I had to smile and apologize- ‘I am sorry! I put you out of your mood- I am interested to hear something and I promise I will not chip in unnecessarily, please go ahead and tell me- I must say your narratives are quite substantive and make me believe what you say’. The ‘teacher within’ smiled, rather cutely and started saying - ‘Listen! We are aware of the consequences of the linear trajectory and that is why we use multiple creative inputs in between! I wish you could have attended a session where ‘another of me’ emotionally read a self-written short story ‘पापा के जूते’, which was a passionate tale of a migrant father and the pains of separation. The session brought tears in everyone’s eyes - Other teachers, students and parents felt like melting down. The students had a lot of emotional surges passing through. During the same session, another of us brought a hilarious fair ‘स्कूल में मेला’ at the school in which the teachers and the students were portrayed like a sweet seller. There were swings in the classrooms and students imagined and lived through all the fun one may like to enjoy. This, however, turned out to be a ‘daydream’. The sessions offered a blast of laughter and giggles! Every school has such programs once in a while, so what is the big deal? I quipped. The teacher got spirited and informed, ‘Maybe you are right, Sir! And I have nothing to object to. I cited this example in the context of your question on linear learning. Such a live combination creates a balance where the students learn to respond to and develop various attributes which keep them balanced, and study and education become a matter of joy something that offers meaning! This framework exposes students to various societal issues together with the sensitivity to define and evolve a balanced life! I felt impressed – ‘The teacher within has been quite wholesome in letting me know the multidimensionality of education! I admire her for her thoroughness!

Impressed by the conversation so far, I hastened to ask, ‘I am yet to understand what the teachers in the wilderness experienced- empathy, greed, and so on and how these have helped and can help the students? The teacher within displayed a wider smile as if she had been waiting for this! She stopped me in the middle, and said, ‘I get your point, and I know what you would like to know from me about these human virtues and traits as part of our agenda. Like the teachers who spent time in the wilderness, we take our students to far off places- into the forests, with the native communities on the margin, at the international borders and so forth and allow them to experience what is there. The hug from a poor woman and farmers help them feel the warmth at the margin, participation in cultural events let them experience the richness of culture and international borders teach them the geo- politics and how borders can help develop understanding and empathy between nations. I feel this is a good way to experiential learning and appropriate to feel the richness of isolation and marginalization. The teacher within wanted to continue further but I felt so passionate

about what and how the ‘teacher within’ explained. I appreciated the spirit and preferred to thank her for her forthrightness and honesty! For me the teacher within has a convincing story about education, schooling and development of human virtues as an outcome.

Listening to the ‘teacher within’ -an enriching experience indeed!

Listening to the ‘teacher within’ has been a great opportunity and enriching conversation indeed. She has been deep, empathetic and honest to let me know and understand education and children and also the impacts ‘teachers within’, can create! I wish we listen to them, understand them, and encourage them for their solemn contributions. ‘The teacher within’ have a transformational role -let us encourage, nurture and relish this as an achievable hope!

Rajeshwar Mishra
Professor of Social Psychology
Mentor, MBIS

PREFACE

The Teacher Within is a collection of honest reflections expressed by teachers who chose to look beyond the syllabus and write about what they truly experienced inside a classroom and within themselves. It is a collection of lived moments, teachers reflecting on classroom experiences that became extraordinary because of the relationships they built with their students. These are moments that may have begun as ordinary classroom experiences, but stayed with the teachers because they changed something within them. In stories and cases, teachers talk about the “rhythm” of a classroom, a rhythm that is not created by lesson plans alone, but by the teacher’s presence, emotions, patience and humanity. Sometimes, the moments we remember most are not the lessons we taught, but the moments that quietly taught us something about ourselves.

The stories celebrate experiences, challenges, emotions, empathy within classrooms and the small victories teachers achieved. Each story carries unique emotions and learning. Some speak of finding confidence in a child. Some talk about discovering patience, hope, bonding and compassion. Others share how their students became their greatest learning tool. Often, these victories are quiet and almost invisible, a child finding confidence, a hesitant voice becoming expressive, a difficult moment turning into a moment of connection. Though their experiences are different, they all arrive at the same point: a classroom becomes rhythmic only when the teacher brings not just knowledge, but cordial presence, empathy and authenticity. We enter the classroom thinking we are there to teach, only to realise, over time, how much the children have taught us.

The Rhythm of Classroom - The Journey So Far reminds us that teaching begins with reflection. Every teacher carries within them an inner teacher, one who continues to learn and evolve with every child. This inner teacher is shaped by every question asked, every challenge faced, every child understood, and every moment of connection. When that inner teacher comes alive, the classroom finds its rhythm. Learning no longer becomes mechanical; it becomes a shared journey where both teacher and student transform and learn from each other. Teachers slowly realise that their role is not merely to complete chapters, but to touch lives and in trying to understand a child, they often discover new corners of themselves.

After reading each and every story, you may find memories of teachers, their classroom experiences, or perhaps your own connection with children. You may pause at a story, remember a moment, or recognise something of your own journey within these pages. May this book encourage everyone to pause, reflect and listen to the rhythm that already exists within them and their classroom, a rhythm that turns a classroom into a place where learning is shared, memories are created, and relationships are nurtured. And, that is the quiet beauty of teaching, that while we think we are shaping young minds, the journey is also quietly shaping us. **That is where the teacher within comes alive.**

We would like to express our heartfelt gratitude to our school mentor, Dr. Rajeshwar Mishra Sir, and our director, Shri Pradeep Mishra Ji, whose leadership and guidance have always been instrumental in the publication of this magazine. We would also like to express our gratitude to the school teachers, Somdatta Chakraborty and Kalpita Kumari, who have made a significant contribution to the compilation of the writings for this magazine. Mr. Vivek Raj and Mr. Nitin Anand from the school's Art Department, along with Class 11 (Beta) student Zoha Shazfa, demonstrated their creative excellence by collaboratively designed the cover, while Mukesh Kumar Srivastava gave the book its beautiful final form.

Anupam Mishra

Nisha Bharti

आमुख

शिक्षक दिवस के अवसर पर **“टीचर विदिन”** का चौथा अंक आप पाठकों को भेंट करते हुए हमें खुशी हो रही है। हर अंक में हमने अपने अनुभवों, संभावनाओं, कार्य-योजनाओं, चुनौतियों और भावनाओं को साझा किया है। हमारा प्रयास रहा है कि कक्षा के अंदर की हर गतिविधि की जानकारी आपको देते रहें। **“टीचर विदिन”** का यह अंक आपको अनुभव करवाएगा कि कक्षा को लयबद्ध बनाने के लिए पिछले दिनों हमारी योजना और कार्यनीति क्या रही है। कक्षा के लयबद्ध होने का अर्थ, बच्चों को विषय के प्रति रुचि उत्पन्न करने से है। यह अंक कक्षा के अंदर के शिक्षकों के जीवंत अनुभव का संग्रह है, जिसे हमने कहानियों और कविताओं के माध्यम से कलमबद्ध किया है और जिसे पढ़कर आप शिक्षकों के सकारात्मक प्रयास का अनुभव करेंगे।

कक्षा में हर दिन एक जैसा नहीं होता। कभी बच्चों के सवाल कक्षा को एक नई दिशा देते हैं, तो कभी किसी गतिविधि में उनका उत्साह पूरे माहौल को बदल देता है। उनकी छोटी-छोटी बातें, नए विचार और कुछ अलग करने की कोशिश हमें भी बहुत कुछ सिखाती है। हमारे लिए कक्षा की खूबसूरती इसी में है कि यहाँ केवल बच्चे ही नहीं सीखते, शिक्षक भी हर दिन कुछ नया सीखते हैं। बच्चों और शिक्षकों का यही साथ हमारी कक्षा को अपनी एक अलग लय देता है।

प्रत्येक लेख हमें अलग-अलग शिक्षण कला के लय से परिचित कराते हैं, कुछ कहानियाँ एवं कविताएँ बच्चों में आत्मविश्वास की बातें करती हैं तो कुछ बाल केन्द्रित होकर बच्चों को कुछ कर गुजरने के लिए प्रेरित करती हुई उनके अंदर संभावनाओं को तलाशती है। शिक्षा के लय को सिर्फ पुस्तकों तक सीमित करना आज की व्यवस्था में उचित नहीं है अपितु शिक्षा को समझने के लिए बच्चों की भावनाओं को समझना अत्यंत आवश्यक है। मानव भारती के शिक्षकों ने बच्चों की भावनाओं को बहुत ही गंभीरता से आत्मसात किया है और अपने अनुभव को अपनी लेखनी से साझा किया है।

हम अपने विद्यालय के मेंटर आदरणीय डॉ. राजेश्वर मिश्र जी एवं निदेशक आदरणीय श्री प्रदीप मिश्र जी का हृदय से आभार प्रकट करना चाहते हैं, जिनका नेतृत्व और कुशल मार्गदर्शन इस पत्रिका के प्रकाशन में हमेशा मिलता रहा। हम विद्यालय की शिक्षिका सोमदत्त चक्रवर्ती और कल्पिता कुमारी का आभार व्यक्त करते हैं जिन्होंने इस पत्रिका के रचनाओं के संकलन में अपना महत्वपूर्ण योगदान दिया है। विद्यालय के कला संकाय के शिक्षक श्री विवेक राज, श्री नितिन आनंद एवं कक्षा-11(बीटा) की छात्रा जोहा शाज्फा ने संयुक्त रूप से कवर डिजाइन कर एवं मुकेश कुमार श्रीवास्तव ने इस पुस्तक को एक सुंदर आकार देकर, अपनी रचनात्मक उत्कृष्टता का परिचय दिया है।

पंचानंद पाण्डेय

प्रिया सिंह

A Day in My Chemistry Classroom

Abhay Bhagat*

The bell rings and class starts, usually with someone still packing away their lunch.

I try not to just teach equations. When we cover oxidation, I point out the rust on the school gate. When we do gases, I bring up why a cold drink fizzes when you open it. Kids remember things better when they can see it in front of them, not just on a slide.



Some days we don't even open the textbook. If someone's had a rough week, we talk about that instead — school pressure, what they want to do after graduation, whatever's on their mind. I don't think that time is wasted. It's still part of teaching.

There is a short story of class 7 Alpha, a boy who is often found gossiping, shouting, disturbing in the class. His work never gets completed on time, once I had a conversation with that boy about his hobbies, area of interest, aim etc. I could observe certain changes in his behaviour after this conversation. He started focusing on the topics. I was teaching in the class. The most shocking part is that he started doing his work on time, during the revision class before the examination he came to 1st bench and sit quietly and write all the answers in his copy and gave me to check, it was completely shocking for me. I started appreciating him for his answer and he got good around 85-90% marks in science. This practice says that showing interest towards the students is too much important.

For assignments, I try to give them room to be creative — a short video explaining corrosion, a debate on why a reaction favours one side. Half the time they end up researching way more than I asked for, not because it's graded, but because they got curious. That's the part I actually care about.

They're not perfect, obviously. Chemicals get mixed up, labels get swapped, something spills more often than I'd like. We clean it up, talk about what went wrong, and move on.

Most days it's just a mix of questions, mistakes, some noise, and the occasional "Sir, I finally got it." I started this job to teach chemistry. I've stayed because of days like that.



* Faculty, Chemistry

The Rhythm of Classroom-The Journey So Far

Aditi Chandel*

Teaching is not just about books and lessons, it is about building relationships, understanding emotions, and growing together. Every day in the classroom brings new experiences, smiles, and opportunities to learn, not only for students but also for teachers.



As a teacher, I have realized that young children teach us the true meaning of patience, kindness, and joy. Their curiosity, innocent questions, and little achievements make every moment special. Watching them learn to share, speak confidently, and express themselves is one of the most rewarding parts of this journey.

The classroom has its own rhythm—a rhythm of laughter, creativity, learning, and love. Each activity, story, song, and celebration adds a beautiful note to this melody. Though there are challenges, every step helps us grow stronger and become better educators.

This journey so far has been filled with unforgettable memories and valuable lessons. One of the greatest joys of being a teacher is the special bond I share with my students. Children like Amaira Iqbal and Shanaya have made this journey even more meaningful with their love, trust, and innocence. Some children even wish to stay in my class for another year, and that feeling is truly heartwarming. Even after they move to the next class, parents often call and request, “Ma’am, please visit my child’s class once and meet them.” Moments like these remind me that teaching is not only about academics but also about building lifelong relationships. For me, the love, trust, and affection of my students and their families are the real earning of a teacher. It reminds me that teaching is not only a profession but also a privilege to shape young minds and inspire a brighter future. Every child leaves a unique mark on our hearts, making the rhythm of the classroom truly meaningful and everlasting.



* Faculty, Primary Section

Chemistry Beyond the Blackboard

Amit Kumar*

Every classroom has its own vibe. Sometimes it's the chaotic energy of a good debate, sometimes it's the quiet concentration of a tough problem, but my favorite is that sudden spark in a student's eyes when a difficult concept finally clicks. As a chemistry teacher, I've realized my classroom isn't just a place where we balance equations on a blackboard, learn concepts and formulas, and just memorize them. It's the place where we have no boundaries, we can imagine, understand, and do it in practical life.



Let's be honest, to a lot of kids, chemistry looks like a nightmare of dry symbols, rigid formulas, and endless equations. But I've always seen it differently. To me, it's just the language of how things work. When a student stops me mid-sentence to ask, "Wait, but why does that actually happen?"—that's when the real lesson starts. Exploring and trying to learn more, thinking beyond books and finding new ideas.

Teaching has taught me that my job isn't just about explaining molecular structures. It's about showing these kids that change is a natural, healthy part of life. Just like different elements come together to react and create something completely new, every single day in the classroom shapes these students into older, wiser versions of themselves.

According to me, if someone tells you chemistry is boring, they just haven't had the right teacher to show them the fun side of it yet.

If students get different answers while solving questions, it doesn't mean they are wrong. It's just their way of thinking, understanding, and implementing. I've watched incredibly hesitant students slowly find their confidence, confused kids suddenly clear their doubts, and the quietest students in the back row turn into active participants. Those breakthroughs mean a lot more to me than a good exam score.

Of course, things don't always go according to plan. Lab experiments fail, lessons fall flat, and answers go wrong. But that's science for you. Every mistake is just data telling us how to get it right next time. As many times we fail is a lesson that these are ways which doesn't make our experiment successful. Failure is about learning not a fall down. Learning should never be boring. In my classroom students laugh, enjoy and learn without any burden.

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If I'm being completely fair, my students have taught me just as much as I've taught them. Their unexpected questions like what, how and why force me to look at things from entirely new angles and keep me on my toes. Every batch that graduates leaves their own mark on this place, reminding me exactly why I got into teaching in the first place.

Looking back at it all, being a teacher isn't about standing at the front of the classroom telling facts and concepts but about building a community. In my classroom, atoms might be the things forming chemical bonds besides that it is also me and student forming bond among us and with chemistry.



The silent hurdle of faded pages and bright minds

Ankit Kumar*

“We teach the curriculum to the group, but we lose the individual in the speed of the syllabus.”

The moment we educators take a step into a classroom full of creative minds and curious learners; we are welcomed with a greeting of students along with a pressure of syllabus completion from within. The rush of teachers and noise of the classroom somehow affects that one slow learner who barely caught up with the last lesson and now he is welcomed with a new silent hurdle in front of him. We as educators frequently come across such young bright minds struggling to grasp page one while we preach page ten in unison. These kids do make efforts but unfortunately they are overlooked by us. We categorise such students as uninterested or unfocused students but we often neglect the efforts they are putting from their side. Such labelling at a young age significantly impacts their brain subsequently making ‘giving up’ a better and easy approach.



It's our moral duty and professional obligation as educators to search for such underprivileged students and become the reason of their illumination. Sharing from a personal experience, “I saw him stare at the blank page of his notebook while his peers furiously scribbled down notes.” What we educators miss is the gap being faced by that fellow child. The gap between our expectations and his frustration. We see the child quietly surrendering himself while we move on because the pressure of syllabus completion gets too overpowering in front of the poor child's helplessness.

I remember one such student, , from the commerce stream. When he took admission in class 11, he would just stare at his book the whole period, saying nothing, answering nothing, as if the classroom did not belong to him. We did not give up on him. Slowly we started talking to him, motivating him little by little, and pulling him into our own circle like he was one of us. With time he opened up and started moving with the same rhythm as the rest of the class.

Breaking this cycle requires to redefine our triumph in the classroom. Their voices and problems must be heard along with providing them with a potential customized solution as each and every child must be same in the eyes of the educators. Our primary duty must shift from mere delivery of content to analysing the grasping capacity and retention power of each and every student, building an active communication with those hard-working bright minds as well who struggle to cope up with their peers.

“After all, true education is not about how quickly we finish the syllabus, but about how many students we cross the finish line with.”



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Bringing a Child into the Rhythm of Learning

Anupam Mishra*

Rhythm is not just about music. It is the silent force that keeps life moving. Without rhythm, life becomes dull, repetitive and meaningless. The way we bring rhythm into our lives depends a lot on our surroundings — the people we meet, the place we live in and the energy around us. Considering a classroom scenario, when the teacher and students find the same rhythm, learning becomes joyful. Life works the same way as we desire. If there is no rhythm in life, life can become dull. That is why rhythm holds a distinct importance in everyone's life.



How to incorporate rhythm into life depends on the environment around an individual. If the same rhythm enters the classroom and begins to resonate between the teacher and the students, it can bring a level of joy to both the students' and the teacher's life that is beyond imagination. In such situations, when a child is unable to synchronize himself with the class, it compels the teacher to think over it, what measures and methods to adopt so that the child can align with the rhythm and pace of the class. As a mathematics teacher, introducing children to mathematics, keeping them engaged with the rhythm of math and helping them to learn how to connect with that rhythm themselves - all of this is a part of my daily routine with the students. It is not possible for every subject to be liked by every child. The same applies to mathematics. Some children like it, while others try to learn it. This is a natural thing. As a teacher, it becomes our responsibility to think about how we teach children, because mathematics holds great importance in everyone's life and remains an essential subject throughout their school life.

In this context, I would like to share an incident of last year (Session 2025-26). A student came for admission in Class 8. After the entrance test and evaluating his answer sheet, I decided that he was not ready for Class 8. He should take admission in Class 7 instead. I discussed this with both the parents and the child. After a lot of deliberation, both the parents and the child agreed to admit him in Class 7. Reason - his mathematics was not good, and I was concerned that if he moved to higher classes, he might struggle and not be able to perform well. At that time, I was teaching Mathematics in Class 7. I decided that the child should be placed in my section only. I would work on improving him. The child got admitted. He spoke very little, but from the entrance test and admission process I had complete information about him. And I already had a plan in mind about how to work with him. In the initial classes he was a bit hesitant and did not do homework because his concepts were not clear. I had to give him individual support and hand-holding. When I moved ahead with the whole class, he would get left behind somewhere. I had to include him in the class

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and bring him in sync with the rhythm of the class. I decided I had to work with him. Slowly, but surely — I was confident that with collective effort, we would definitely achieve success to some extent. One of the reasons I chose to work with him was that he listened carefully, whatever he was told, he actually followed it. He didn't just try to follow — he truly did follow. As the teaching progressed, new concepts kept building up. While working with that child, I made an effort to connect the previous concepts with the new ones so that he could keep up. He listened attentively and tried to understand. Thanks to him, he gave me his full cooperation. Within a few months, I can say he started doing well in class. May be not outstanding, but definitely better. The key factor in this case was that the child had the right attitude. He cooperated fully throughout the process. However, there can be other possibilities in different cases. We should always be prepared for those as well. However, we also faced some challenges. We had to keep him in sync with what was going on in the class. There were some gaps in the current curriculum, so we had to address those too and make sure the child did not fall behind. This process continued for the entire year. And when the final examination results came, his name was among the top ten students, it was a satisfactory moment for me. Now the child had fully aligned with the class and could move forward along with everyone. Today, the child is in class 8. Even today, the child remains as calm and composed as he was before. But the biggest thing is that he has brought his learning up to the class level. For me as a teacher, what bigger achievement could there be? Today all the children in the class are ready to study together and they are studying. His calm nature was not a hindrance to his studies. In fact, I feel he put all his energy into his studies.

I don't know if he felt exam pressure or not. But for him, I definitely felt the pressure. It can certainly be said that if we work together, we can not only bring the class into rhythm, but also bring about a significant transformation among our children.



My Rhythmic Classroom: Discovering Hidden Talents

Dr. Archana Kumari*

During a Cyanotype Printing activity, I noticed two students, Abhinav and Devanshu, students of class 9 gamma working with remarkable creativity and intelligence. They carefully handled the materials, explored different ideas, and produced impressive cyanotype prints. Their enthusiasm and problem-solving skills caught my attention immediately. What surprised me most was the students not being very active in regular classroom discussions and are often considered average in academics. However, during this hands-on activity, they displayed confidence, curiosity, and exceptional practical skills.



And then the most phenomenal moment came during the final presentation of the Cyanotype Printing workshop. While observing the students, I noticed an extraordinary side of Abhinav and Devanshu. Instead of simply displaying their cyanotype prints, they transformed the presentation into a creative marketing experience.

During the summer camp presentation cum exhibition, they came up with innovative sales ideas such as **“Buy One, Get One Free”** and **“Complete a Challenge and Get 50% Off.”** They confidently interacted with visitors, explained their products, and used attractive offers to engage their audience. Their enthusiasm, communication skills, creativity, and entrepreneurial thinking skills were truly remarkable.

At that moment, I realized that these students possessed talents that had not been visible during regular classroom lessons. Although they were often quiet and not among the highest academic performers, they excelled when given an opportunity to think creatively and work in a real-life context.

That was the most remarkable introspection I could experience. This experience reinforced my belief that education should not be limited to textbooks and examinations. A rhythmic classroom provides experiences where every child can discover and showcase their unique strengths. By creating opportunities for creativity, collaboration, and innovation, we allow students to develop confidence and reveal talents that traditional assessments may never uncover.

That day, Abhinav and Devanshu did not just sell cyanotype prints—they demonstrated creativity, leadership, communication, and entrepreneurial skills. They reminded me that every child has hidden potential, and it is the teacher’s role to create the right opportunities for that potential to shine.

* Faculty, Science

This experience made me reflect on an important question: Are we missing something in our classrooms? Sometimes students may not be able to express their abilities through traditional teaching methods or written assessments. Instead of judging children only through their academic performance, we can use varied activities such as story telling, debates, projects, role plays, problem solving tasks and collaborative assignments, that can help the children gain their confidence and help them discover their strengths. I also feel that a classroom should be a safe or rhythmic place where students can make mistakes and learn.

A rhythmic classroom is not only about teaching concepts; it is about discovering the rhythm of every learner. Every child learns differently. Some express themselves through words, some through art, some through experiments, and others through observation and creativity.

During the Cyanotype Printing workshop, I realized that talent often remains hidden behind traditional classroom expectations. Students who were usually quiet or average in academics became leaders when they were given the opportunity to work with their hands. They demonstrated creativity, patience, teamwork, and problem-solving skills that were rarely visible during regular lessons.

This experience changed my perspective as a teacher. Instead of asking, “*Why is this student not learning?*” I started asking, “*How does this student learn best?*” This shift helped me understand that intelligence is not one-dimensional. Every learner has a unique rhythm, and it is the teacher’s responsibility to identify and nurture it.

To discover hidden talents, I now try to:

- Include hands-on activities and experiments.
- Provide opportunities for art-integrated and project-based learning.
- Encourage collaboration and peer learning.
- Appreciate effort, creativity, and innovation rather than only correct answers.
- Observe students in different learning situations, not just during written tests.

A rhythmic classroom celebrates every learner. It transforms the classroom into a space where curiosity is valued, mistakes become opportunities to learn, and every child feels capable of contributing. When students are given the freedom to explore, they not only understand science better but also discover confidence in themselves.

My greatest learning as a teacher is that every child has a hidden talent. Sometimes, all they need is the right opportunity, the right environment, and a teacher who believes in their potential.



The Rhythm of Classroom-The Journey So Far

Ashu Kumari*

“Numbers begin their journey from zero and move towards infinity. In the same way, every child begins their learning journey with a small step and moves towards endless possibilities.”



Zero may seem to have little value on its own, but when it is placed beside another number, its value increases. I often relate this to the children in my classroom. Every child begins with small steps, and with the right guidance, encouragement, and opportunities, those small steps grow into confidence, learning, and success.

As a Mathematics teacher, I have realised that Mathematics is much more than numbers and calculations. It helps children think logically, solve problems, and connect their learning with everyday life. Every classroom has its own rhythm—a rhythm created by the teacher through thoughtful planning, meaningful interactions, regular practice, and continuous encouragement.

During my teaching journey, I noticed that many students were afraid of Mathematics because they believed it was a difficult subject. However, when I connected lessons with real-life situations and used interactive teaching methods, I saw a positive change. Students became more curious, participated actively, asked questions confidently, and gradually started enjoying the subject. This positive change also improved their classroom participation, attendance, conceptual understanding, and overall academic performance.

Teaching, however, comes with its own challenges. Every child learns differently. Some understand concepts quickly, while others need more time, practice, and support. These experiences have taught me to be patient, flexible, and adopt different teaching strategies so that every child feels confident and included.

My biggest takeaway is that learning becomes meaningful when students understand the purpose behind what they are learning and can relate it to their daily lives. As teachers, our role is not just to complete the syllabus but to inspire confidence, curiosity, and a love for learning.

Zero teaches us that even the smallest beginning can create great value when connected with the right purpose. In the same way, a classroom transforms these small beginnings into journeys of endless learning and infinite possibilities.

This is the rhythm of my classroom—a journey so far, and a journey towards infinity.



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From a Tiny Bud to a Beautiful Bloom: A Teacher's Journey of Patience and Hope

Bharti Kumari*

Teaching is not just a profession; it is a journey. A journey that transforms a **small caterpillar into a beautiful butterfly**. This path is filled with ups and downs, moments of success and moments of failure, joyful experiences and difficult challenges. But every step teaches us something valuable. As teachers, we keep learning while helping our students learn.



Today, I want to share my experience of two very special students who have taught me one of the greatest lessons of teaching—**the power of patience, belief, and positive encouragement**.

I have been teaching **Shivam Sharma** and **Noman Ahmad** since they were in **Class 1**. In the beginning, both of them struggled a lot. They found it difficult to understand concepts and even writing neatly in their notebooks was a challenge. There were days when I worried about how I would help them improve. Even by the time they reached Class 3, their progress was slow, and I often wondered if I was doing enough for them.

Then one day, I took them to meet **Rajeshwar Sir**. **Shaista Ma'am** was also there. She started talking to them very warmly and asked simple questions like, **“What is your name?”**, **“Who is your class teacher?”**, and **“Which is your favourite subject?”**

I was very much surprised, when both of them replied, **“EVS.”** The subject I taught them.

Shaista Ma'am then asked a few EVS questions about **different types of families, plants, and parts of plants**. What happened next left me amazed. Both students answered every question confidently and correctly. At that moment, I realised something very important—their understanding was much stronger than I had imagined. They only needed more confidence and support, especially in their writing skills.

Months passed, and slowly but steadily, I started noticing a beautiful change. Today, both Shivam and Noman complete their classwork on time. Their handwriting has improved, they have developed the habit of reading, and they participate with much more confidence. Every small improvement became a reason to appreciate and encourage them.

The happiest moment came when they scored 50% in the BU-I examination.

Many people may think that 50% is just an average score. But for these two children, who once struggled to score even just the passing marks in a subject, it was a huge achievement. I

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celebrated their success because I truly believe that every small victory deserves appreciation. Positive reinforcement gives children confidence. When they feel valued, they begin to believe in themselves, and that belief motivates them to give their best.

This experience reminded me that teaching and learning both require **patience, trust, and consistent handholding**. Every child learns at a different pace, and our role as teachers is not to compare them with others but to walk beside them until they find their own path.

Today, I feel that the tiny bud we planted three years ago has finally started to bloom. With care, encouragement, and continuous nurturing, it is growing into something beautiful.

This is the true rhythm of a classroom—a place where teachers and students grow together. Every challenge, every small success, and every lesson learned adds a new note to the melody of learning.

As teachers, we do not simply teach subjects; we nurture dreams, build confidence, and inspire hope. And when one child begins to believe in themselves, every moment of patience becomes worthwhile.



The Incredible Journey Called Teaching: My Meditation

Deepti Sharma*

For many, teaching is a profession. For me, it is a form of meditation—an experience that fills my mind with peace, my heart with joy, and my life with purpose.



No matter how stressful life may be, the moment I step into my classroom, everything else fades away. My worries, responsibilities, and distractions disappear, replaced by eager faces waiting to learn. The classroom becomes my sanctuary, and every lesson becomes an opportunity to inspire. That is why teaching never feels like a burden; instead, it is the most fulfilling part of my day.

Whenever I begin teaching, it feels as though I enter a meditative state. I forget every worry, every personal challenge, and every distraction. My complete attention is devoted to my students. Teaching gives me a sense of calm that is difficult to describe. It is in those moments that I feel most alive and most connected with my purpose.

At the end of every class, I ask myself one simple question: ‘Did I make a difference today?’ If I have explained a concept well, inspired even one child, or helped a student understand something that can positively influence their life, I leave the classroom with immense satisfaction. I feel that no matter what happened during the day, something truly meaningful happened today.

Every class is an incredible journey. Without boarding a flight or leaving our seats, my students and I travel across countries and civilizations. We explore different cultures, understand systems of governance, revisit historical events, admire masterpieces of art, and connect the past with the present. Through stories, discussions, and imagination, the classroom transforms into a world without boundaries.

As a teacher of Social Science, I believe education is not about memorising facts; it is about understanding life. Every topic carries a lesson that helps students become thoughtful, informed, and responsible citizens. I strive to help them see how history influences today’s world, how governance shapes society, and how knowledge empowers them to make better decisions for the future.

The greatest reward is not completing the syllabus but witnessing curiosity spark in a student’s eyes. It is seeing them ask meaningful questions, connect classroom learning with real-life situations, and develop the confidence to dream with purpose.

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Teaching is a journey of continuous discovery—for my students and for me. Every classroom discussion teaches me something new. Every child’s perspective reminds me that learning is a shared experience. Together, we explore ideas, challenge assumptions, and grow with every lesson.

For me, teaching is much more than a career. It is my meditation, my passion, and my purpose. It is an incredible journey that allows me to touch lives, shape futures, and leave behind something far more valuable than knowledge alone—a lifelong love for learning.

When I teach, I don’t just deliver lessons; I create experiences, build dreams, and inspire young minds to believe that the world is waiting to be explored.



The Rhythm of Learning: Finding Joy in Everyday Teaching

Divya Parashar*

While teaching is normally defined by the transfer of knowledge, guidance, and growth of the learners, through my years of practice as a teacher, I have learned that teaching is much more than going through a series of lessons and a set program. It is the perception of the atmosphere of the class and connection with the learners that allows me to be a better educator. There is always the rhythm of the class, and it is crucial for teachers to be able to read it to become an efficient educator.



At the very beginning of my career, I thought that maintaining attention of students was the key to successful teaching; therefore, it meant coming up with something novel every day. I perceived every lesson without an exciting activity to be boring to the students and thus ineffective. However, with experience, I slowly realized that successful teaching does not mean entertaining students, but rather establishing a link with them and engaging them in the learning process.

Slowly but surely, some adjustments appeared in my teaching style. In particular, I started to notice the reactions of my students during class hours and started to adapt my behavior according to them. Thus, sometimes I used to alter my intonation while giving an explanation to something essential, make pauses during the discussion to allow my students to gather their thoughts or ask unusual questions to make them participate. Moreover, I started to use brief recapitulations and simple diagrams on the blackboard so that students could structure the information they had learned. Such minor changes brought a great impact in the classroom environment.

The greatest thing about such minor adjustments is that slowly but surely I managed to observe the growth of attentiveness and confidence among my students. Indeed, they started to take part in class activities more actively and started to look forward to discussions in the classroom. The discipline issues were fewer since the students were naturally engaged in the process of learning. Even the process of assessment became much easier since learning became interactive and fun.

It has been quite evident during my teaching that every age group has a different approach to education. The older students tend to look for interactions and knowledge rather than just being engaged in some activity. It made me realize that as teachers, we need to keep on changing ourselves according to the requirements of our students. Teaching is not about using one and the same method

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all the time; it is about figuring out what will work best at the very moment for the students sitting before you.

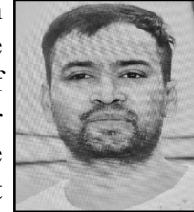
It has strengthened my view that not all great teaching requires some exceptional methods. At times, it is only through some small changes and keen observations that meaningful teaching takes place. Each class has something new to teach us as teachers.



The Rhythm of Classroom-The Journey So Far

Himanshu Bhushan*

This abstract topic is about more of introspection rather than exploration or sorting talents within. It emphasizes on different dimensions of you being the 'Best Teacher of yourself'. The best teacher is – 'You'. Yes! The very first step of teaching starts within you, once you start taking and understanding instructions or teachings from anyone. The level of consciousness decides how well you have trained your inner self. The level of consciousness depends upon guide/teachers at every stage of one's life. A teacher is available in everyone's inner self. The very first step after one's consciousness is that the person starts teaching himself consciously or subconsciously throughout their entire life.



Let's understand these instances straight away so as to feel and understand the 'Within'. Suppose the teachers, guides of a person's life; tell him/her to do something or follow any sort of instructions then, who? is the person that motivates his/her 'within'? It's you. Who, teaches to choose the write or wrong? Move or stop, eat or not, sleep or not, play or not? It's you. You teach yourself to act, choose, excel. So, you are the only best teacher of yourself.

Now, my peer groups, elders, and younger ones, slowly you all are able to feel that, who is the best and real teacher/ executer, it's 'You'. To become a light, guide, guru, educator, one needs to be a good teacher to himself/herself. You can see any real life examples all around you, like Lord Mahavir, Buddha, Vivekanad, Aryabhata, APJ Abdul kalam, Sachin Tendulkar, eminent poets, and the likes and other talented and successful work forces and prominent figures of today's era, all have taught themselves on the scale of perfection.

Were they accompanied by their teachers, gurus always? The answer is No. They took guidance and worked on themselves more and more. Thus, 'You are your best teacher' always.

So, my dear friends it's the way of looking, feeling, observing yourself and feeling privileged about it and keeping the learning thrive linearly in your life. See, after that your content level and excellence.

To differentiate more clearly from the figures of 'Human-life shaping figures', the Guru, teacher, master, guides; you need a single difference point i.e. 'They are Torch bearers/guides', not 'You'.

Thus, as educators, we need to inculcate the inner self to make the learners, students, self-dependent since starting stage of their life.



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“मैं” से “हम” तक का सुनहरा सफर

कल्पिता कुमारी*

छोटे बच्चों की कक्षा में कक्षा की लय तब बनती है जब शिक्षिक और छात्र-छात्राओं के बीच में भावनात्मक जुड़ाव हो।

कक्षा में प्रत्येक बच्चे की अपनी एक अलग क्षमता एवं विशेषता होती है। यह विशेषता सिर्फ उनकी पढ़ाई से संबंधित नहीं होती, बल्कि उनके व्यक्तित्व से जुड़ी छोटी-छोटी बातों से भी होती है।



अन्य कक्षाओं की तरह मेरी कक्षा में भी हर तरह के बच्चे हैं। कुछ पढ़ाई में रुचि रखने वाले, तो कुछ अन्य चीजों में रुचि रखने वाले। जो बच्चे पढ़ने में तेज होते हैं, उनका ध्यान आसानी से आकर्षित हो जाता है। पर जो बच्चे पढ़ाई में थोड़ी कम रुचि रखते हैं, उनमें भी कुछ-न-कुछ विशेष गुण अवश्य होते हैं।

ऐसा मैंने अपनी कक्षा में अनुभव किया है कि अधिकांश बच्चे मेरी बातों को सुनकर भी अनसुना कर देते हैं, पर कई बार प्रतिभाशाली बच्चों की तुलना में ये बच्चे मुझसे ज्यादा लगाव और जुड़ाव रखते हैं।

इन्हें मुझसे यह लगाव इसलिए नहीं होता कि अगर ये काम भी पूरा करें तो मैं उनको कुछ बोलूँगी नहीं। बल्कि, वे लगाव इसलिए रखते हैं कि उनको यह विश्वास है कि उनकी कमज़ोरियों को जानते हुए भी मैं उनकी हर दिन सहायता करूँगी।

उन्हें पता है कि प्यार से समझाकर, उनको गले लगाकर, मान-मनुहार करके या फिर उनके नाखुश होने का या रोने का और दुःखी होने का अभिनय कर, किसी-न-किसी बहाने से मैं उनके साथ जुड़ने की कोशिश करती हूँ और जैसे-जैसे यह विश्वास और जुड़ाव मजबूत होता जाता है, मेरी पूरी कक्षा लयात्मक बनती जाती है।



* Faculty, Primary Section

कक्षा शिक्षण में 'लय'

कामिनी शर्मा*

ताल मिले और लय जुड़े, गूँजे मीठा गान।

सुर में डूबी कक्षा हो, बच्चे दें हर ध्यान।।

शिक्षण में लय एक ऐसा जादू है जो नीरस से नीरस पाठ को भी जीवंत बना देता है। एक शिक्षिका के रूप मेरा अनुभव है कि केवल पाठ्यक्रम को पूरा करना शिक्षण नहीं है, बल्कि छात्रों को विषय के रस में डुबो देना असली शिक्षण है।



'कक्षा की लय' का अर्थ केवल गीत गाना नहीं है बल्कि शिक्षक द्वारा पाठ के वाचन की गति, शिक्षक के हाव-भाव, आवाज़ का उतार-चढ़ाव और छात्रों की सहभागिता के बीच का सुंदर तालमेल है।

मैं कक्षा-7 से 10 तक के किशोर छात्र-छात्राओं को हिन्दी पढ़ाती हूँ। इस उम्र के बच्चे बड़े संवेदनशील मोड़ पर होते हैं—वे न तो इतने छोटे होते हैं कि सिर्फ कविताओं पर ताली बजाएँ और न ही इतने बड़े कि लगातार गंभीर व्याख्यान सुन सकें। अतः मेरा मानना है कि इस आयु वर्ग के लिए 'कक्षा में लय' (Rhythm) ही वह सेतु है जो उनके उत्साह को पढ़ाई से जोड़ता है।

शिक्षण में लय बनाने के लिए रोज़ बड़ी गतिविधियाँ सीमित समय में हमेशा संभव नहीं हो पाती। अतः मैं अपनी कक्षा को रोचक एवं उत्साहवर्धक बनाने हेतु अक्सर वाचन (Reading) की लय, व्याख्या (Explanation) की लय, प्रश्नोत्तर (Questioning) की लय, पुनरावृत्ति (Recapitulation) की लय और सबसे महत्वपूर्ण—मूल्यांकन (Assessment) की लय का ही सहारा लेती रही हूँ। जब समय मिला, तब मैंने रोल-प्ले या ग्रुप एक्टिविटी जैसी गतिविधियों से इसे और निखारने की कोशिश की।

मेरी कक्षा में प्रयुक्त विभिन्न लय और उनका व्यावहारिक उपयोग—

हास्य और मित्रता की लय

- व्यंग्यात्मक पाठ में रोल-प्ले के समयाभाव में वाचन की लय को ही 'चुलबुला' बनाने की मेरी कोशिश रही इसके लिए संबंधित दृश्य को पढ़ते समय अपनी आवाज़ की गति में एक व्यंग्यपूर्ण ठहराव रखी। इसके तुरंत बाद मैंने हास्यपूर्ण प्रश्न पूछे जिसके जवाब में बच्चों के ठहाके और त्वरित जवाब ही कक्षा की वास्तविक लय बने।
- मित्रता पर आधारित पाठ में मेरी व्याख्या की लय में एक ठहराव और भावुकता का समावेश था। कहानी के गंभीर प्रसंगों को समझाते समय मैंने अपनी आवाज़ को थोड़ी धीमी और गहरी की, ताकि बच्चे मित्रता के त्याग को महसूस कर सकें।

* हिन्दी संकाय

उत्सव का माहौल और विनम्रता की लय

- मंगल कामना या उत्सव पर आधारित पाठ को पढ़ाते समय मेरी वाचन की लय में एक उत्सव का माहौल था। सामूहिक गान हेतु समय के अभाव में मैंने खुद कुछ पंक्तियों को ऊँचे और स्पष्ट स्वर में गाए और बच्चों ने उसे पूरी ऊर्जा के साथ दोहराया।
- विनम्रता एवं आत्म-स्वाभिमान के महत्व को दर्शाती कहानी को पढ़ाते समय मैं अपने चेहरे के हाव-भाव को बदलते हुए अपने शिक्षण को व्याख्या की लय में बाँधने की कोशिश की। इतना ही नहीं, आवश्यकतानुसार पाठ के किरदार को अभिमानी दिखाने के लिए मेरे संवाद के लहजे सख्त होते तो कभी विनम्र किरदार के लिए स्वर बेहद कोमल हो जाता। यह सूक्ष्म अभिनय ही बच्चों को पाठ से बाँध देता।

पशु-प्रेम की सादगी और अनन्य भक्ति की लय

- प्रेमचंद की कहानी 'हीरा और मोती के मूक संवाद' को पढ़ाते समय मेरी वाचन की लय बहुत धीमी और शांत हो जाती।
- वहीं रैदास के पदों को मैं हमेशा एक मधुर और शांत लोक-धुन (वाचन की लय) में गाकर सुनाई:
“प्रभु जी, तुम चंदन हम पानी, जाकी अंग-अंग बास समानी।”

इसकी व्याख्या की लय में मैंने सीधे अर्थ बताने के बजाय बच्चों से ही संवाद किया कि भक्त ने स्वयं की तुलना पानी या चकोर से क्यों की होगी।

इसके अतिरिक्त समाज के कड़वे सच पर आधारित कहानी को पढ़ाते समय मैंने अपनी व्याख्या की, लय को बेहद गंभीर एवं संवेदनशील बनाने की कोशिश की, इसके लिए बीच-बीच में एक पल का मौन भी लेती रही जो कहानी की गंभीरता को महसूस कराने का एक सशक्त माध्यम बनी।

लयात्मक शिक्षण पद्धति से बच्चों ने पाठों के नैतिक एवं जीवन मूल्यों को समझा।

शिक्षण के दौरान उनमें गहन सोच, संवेदनशीलता, मानवीय संबंधों के प्रति दर्द, त्याग एवं समर्पण की भावना देखी गई। लेकिन, इस शिक्षण पद्धति द्वारा मुझे कक्षा-संचालन में कई चुनौतियों का सामना भी करना पड़ता; जैसे-पूर्व निर्मित पाठ-योजनानुसार पाठ का पूरा न हो पाना, कक्षा में एकाग्रता एवं अनुशासन में कमी।

इसके लिए मुझे ब्लैकबोर्ड पर माइंड मैप अथवा फ्लो चार्ट बनाकर तथा अचानक रैपिड फायर विजज लेकर कक्षा का माहौल अनुकूल बनाना पड़ता।

निष्कर्ष

एक शिक्षिका के रूप में, मैं मानती हूँ कि कक्षा की लय कोई पहले से तय स्क्रिप्ट या केवल खेल-कूद नहीं है। यह तो शिक्षक की आवाज़ का उतार-चढ़ाव, सही समय पर रुकना, सही तरीके से सवाल पूछना, एक सटीक पुनरावृत्ति (Recapitulation) करना, समय का सटीक उपयोग करना और छात्रों की समझ का बिना डराए मूल्यांकन करना है। जब मेरे वाचन की गति, व्याख्या की गहराई, प्रश्नोत्तर की सहजता, रीकैप का ठहराव और मूल्यांकन का तरीका एक सुर में मिल जाते हैं, वही मेरी कक्षा की सर्वश्रेष्ठ लय होती है।



शोर में छिपी जीवन की सीख

खुशबू कुमारी*

जब तक जीवन है, चुनौतियाँ आती रहेंगी और जाती रहेंगी।

कुछ सीख हम जीवन से लेंगे और कुछ जीवन हमें सिखाएगा। बस आवश्यकता है एक सकारात्मक दृष्टिकोण की।

एक अध्यापिका होना आसान नहीं होता। यह केवल पाठ पढ़ाने का कार्य नहीं, बल्कि हर दिन अनेक स्वभावों, भावनाओं और सपनों से भरे नन्हे मनो को समझने की एक निरंतर यात्रा है।

एक सच्चा शिक्षक वही है, जो बच्चों के शोर में भी सीखने का संगीत सुन ले, उनकी शरारतों में जिज्ञासा देख सके और उनकी मासूम मुस्कानों में अपने जीवन का सबसे बड़ा पुरस्कार पा ले, क्योंकि कक्षा का शोर केवल आवाज़ नहीं होता, वह जीवंत बचपन की धड़कन होता है।

मेरी कुछ पंक्तियाँ आपको इसी सोच से रूबरू कराएँगी। वे कुछ इस प्रकार हैं—

पहले दिन की बात निराली, जब मैं कक्षा लेने आई।
सोचा था, सब शांत मिलेंगे, ध्यान लगाकर साथ पढ़ेंगे।

पर जैसे ही घंटी बजकर आई, शोर की एक दुनिया छा गई।
कोई हँसता, कोई गाता, कोई अपनी बातें सुनाता।

किसी को पेंसिल चाहिए थी, किसी को खिड़की भा गई थी।
कोई अपना साथी ढूँढ़ रहा था, कोई बैग में कुछ खोज रहा था।

कोई मित्र संग हँस रहा था।
सच कहूँ, वह पल कठिन था,
हर दिन जैसे एक नया रण था।



* Faculty, English

मन ने पूछा—‘कैसे होगा?’
क्या यह सफ़र कभी आसान होगा?

फिर मैंने थोड़ा रुकना सीखा, हर बच्चे को समझना सीखा।
डॉट से ज्यादा प्रेम चुना, हर दिल का अपना दर्द सुना।

धीरे—धीरे बात समझ आई, शोर में भी एक धुन समाई।
यह केवल आवाज़ें न थीं, नन्हे सपनों की उड़ानें थीं।

जो सबसे ज्यादा शोर मचाता, वही सबसे पहले गले लग जाता।
जो हर पल करता था शैतानी, उसमें भी छिपी थी एक कहानी।

मैंने जाना, हर बच्चा कहता है—‘मैम, मुझे भी थोड़ा सुन लीजिए।
मेरी बातों में भी दुनिया है, मुझे भी अपना बना लीजिए।’

आज भी मेरी कक्षा गूँजती है, हँसी की बारिश रोज़ होती है।
शोर अब मुझे खलता नहीं, क्योंकि उसमें अपनापन खोता नहीं।

अब मैं समझ चुकी हूँ यह बात—‘हर कक्षा का अपना संगीत है।
जहाँ बच्चों की हँसी गूँजती है, वहीं शिक्षा का सच्चा गीत है।’

आज जब पीछे मुड़कर देखती हूँ, तो मुस्कुरा देती हूँ हर बार।
जो कभी मेरी सबसे बड़ी चुनौती था, वही बन गया मेरा सबसे बड़ा उपहार।

शोर अनुशासन की कमी नहीं, उनके जीवंत बचपन की पहचान है।



The Rhythm of Classroom-The Journey So Far

Khushboo Kumari*

Have You Ever Seen God? You may ask me the same question, and without any hesitation, my answer would be, **“Yes, I have seen God in my children.”**

Whenever I am surrounded by my students, I feel as though I am in a beautiful, rhythmic pond where we learn together, laugh together, grow together, and play together. Their innocent smiles, pure hearts, and unconditional love remind me that God truly resides in the hearts of children.



Every day, they teach me something new—not only from books but also about kindness, compassion, forgiveness, gratitude, and the joy of living in the present. Their innocence fills every moment with magic, and their happiness becomes my greatest reward.

As parents, I am sure you will agree with this feeling. Every child is a precious blessing, a beautiful creation of God. Together, they create the most wonderful rhythm of life, making this world brighter with their laughter, dreams, and boundless love.

Whenever I look at them, I am reminded of the timeless song:

*“Bachche mann ke sachche, saare jag ke aankhon ke taare,
Yeh woh nanhe phool hain jo Bhagwan ko lagte pyaare.”*

These beautiful lines perfectly capture what I feel every single day.

I feel incredibly fortunate that God has entrusted me with the privilege of being their teacher. While I guide them in their learning, they unknowingly teach me the true meaning of love, patience, innocence, and humanity. Their tiny hands hold infinite dreams, and their pure hearts inspire me to become a better person every day.

For me, my classroom is not just a place where lessons are taught—it is a sacred space where I witness God’s presence every day through the laughter, smiles, and sparkling eyes of my children. They are the rhythm of my classroom, the melody of my life, and the greatest blessing I could ever ask for.

Let me share a true incident that will always remain close to my heart.

One day, while I was teaching English in Class III Gamma, I noticed that one of my students was missing. I paused the lesson and asked the class, “Where is he?”

The children replied, “Ma’am, he is in the infirmary.”

I asked the class monitor to bring him back. A few moments later, he entered the classroom. Looking at him, I gently asked, “Why did you leave the class?”

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With complete innocence, he answered, “Ma’am, my friend was not feeling well, so I stayed with him.”

I asked again, “But why did you miss your class?”

He smiled and said, “Ma’am, he was scared and lonely. I wanted to give him company so that he would feel better. I also promised him that once he recovered, we would study together, and I would help him work hard.”

His simple words left me speechless.

At that moment, I realized that education is not only about completing chapters or scoring marks. It is about nurturing kindness, compassion, friendship, responsibility, and humanity. That little boy had unknowingly taught me one of life’s greatest lessons—that being present for someone in their difficult moments is just as important as being present in the classroom.

Today, that same child has become sincere in his studies. He has begun his journey with confidence, determination, and a caring heart. Watching him grow reminds me that every child blossoms in their own time. Sometimes, all they need is someone who believes in them and someone who walks beside them.

That day, one more beautiful rhythm was added to the harmony of my classroom. And now, my little rhythm has started his journey...

Who knows how far he will go?

But one thing is certain—I will always be proud that I was a small part of his beautiful beginning.

This incident may seem like just another classroom moment to you, but for me, it is much more than that. It is my hope, my expectation, and a beautiful reminder that my children are not only learning from textbooks—they are learning the true values of life.

On that day, the little boy taught all of us the meaning of **humanity**. The word *humanity* may have been new to them, but through his actions, he showed everyone what it truly means. He taught his classmates how to make someone feel comfortable, cared for, and never alone. In that moment, it did not matter whether his friend was a boy or a girl. What mattered was that someone needed kindness, and he chose to stand by that friend.

Before that day, my students could feel the importance of kindness, but they could not fully understand it. That one simple act turned an invisible value into a life lesson. Without saying a long speech, that little child taught the entire class that humanity is expressed through our actions, not just our words.

That is the education I dream of—not only children who score good marks, but children who grow into kind, compassionate, and responsible human beings. If my students carry these values with them throughout their lives, then I know I have truly succeeded as a teacher.

That day, one of my little rhythms did not just learn a lesson—he became the lesson.



Creating interest in mathematics is a challenge but not impossible!

Krishna Murari Sharma*

Mathematics as a challenge!



Mathematics is often considered as difficult-not everybody's cup of tea! As a student of mathematics I have heard both parents and students sharing their concerns-everything can be managed but not mathematics! Some students consider it boring and tiresome while others find it twisting and exhausting! As a mathematics teacher my interest is always to create interest among the students and have more and more students coming to study mathematics. As a long-time faculty, at the Jawahar Navodaya Vidyalayas, I have come across students from the rural areas after clearing a nationwide entrance test. This brought me an opportunity to understand them and enhance their orientation and interest. Even there I faced initial hesitation and disinterest with mathematics. Later, I joined Manava Bharati International School, Patna, a school with, pre-dominantly, urban children as students. Here, the students and parents have the aspiration of getting into IITs or medical education. These aspirations require mathematical competencies to do well and excel! But Mathematics is a problem for them-they would often say –‘Sir everything is fine but mathematics!’ For me this has been a challenge! Over the period of time I preferred to take this challenge in stride and work toward creating a situation where mathematics becomes a preferred subject -a subject that is adored and not feared about. I had a feeling that it is the children who are to be blamed but not any more! Working with Manava Bharati International School, I concluded that one need to be patient before getting on to the task. I have realized that encouragement and appreciation can create longing for the subject. I thought to myself to create a vibrant personal rhythm in teaching which can bring the students closer to saying –‘I can rather than I can't’! And there is some success if not all!

Understanding the students

Before evolving any strategy, I decided to understand the students first with respect to why they fear and what they fear! I realized that fear of mathematics is caused by a general perception about mathematics-being difficult, fear from hard work and rigor and psychological fear-I cannot do it! There is pressure from the parents who always wish their children to take mathematics as a long term life goal without understanding that mathematics can support logical thinking in achieving

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other life goals. I decided to identify the sparks in them, critically analyze their weaknesses and look to the possibilities in them. This required patience and empathy!

Preparing for mathematics

I have always been trying to understand the students and analyze their interest and suggesting and counseling them about why mathematics is useful in life and what can make mathematics easy and interesting. Suggesting is not often enough it has always to be followed by showing.

The importance of logic and playing with numbers is next in my agenda. Once they show interest, start practicing, making rigor I feel the task of introducing mathematics is complete. In our learning trajectory there has to be adequate clarity about the concept being taught followed by explanation and giving examples from the context-the day today and surroundings. I always have been following this and then try to convey them that mathematics-like any other subject is a matter of practice and rigor. Once there is initial conceptual clarity and (contextualization) related to the immediate environment and day to day life the students start taking interest-this creates a rhythm which continues and go on and on....This rhythm is what is taking the subject wider and better. But this has taken four good years-the result, has started showing up!

The rhythmic learning is showing up!

Four years of rhythmic learning -understanding, explaining, arguing, convincing, showing and proving is seen as some of the real impacts it has created. Some of the students who, earlier look for an opportunity to bunk mathematics can be seen playing with numbers, clearing their understanding, enquiring and huddling with each other. Disha Bharati (class-X), for example who, earlier would develop headache or ran to the music class, is now slowly attracting to mathematics. Her growing love for the numbers is bringing her to me to clear the backlogs in her syllabus. I counselled Disha, challenged and reminded her of the genius within and convinced-‘You can do it’ -mathematics is nothing to fear from. She listened, agreed to try and she has been able to really make it-bit by bit! **70 out of 100**, in the last examination, convinced her of what she is and now mathematics is not so treacherous-it is interesting! Safina, Surabhi and Tanya (class-X) have been regular at the school but kept distance from mathematics. Again, with regular confidence building exercises, persuasion, guiding and handholding has been able to see enjoyment in mathematics. The new formulae seem to include **empathy and confidence plus rigor** equal to interest and excellence , the teacher being the constant!

The new set of students-Sarthak Dixit, Shameliah and Hibba Faiz Khan are, now , flocking together and developing new love for mathematics. I have learnt, from them, to understand them and their hesitations, their strengths and weaknesses and have identified the sparks in them. They are showing interest and are making promises to get into mathematics as their preferred subject. The

earlier formulae seem to be validated beyond the few! This rhythm of mutual understanding has helped and I am sure this continues.

Catching on the future

I am excited to see them blooming and sparking. I realize that a trajectory with empathy and engagement can make a lasting bond between the teachers and the students and can help develop appreciation for each other and thereby can bring about changes in both. Blaming students, alone, cannot help, appreciating each other and working with each other's strengths can work. Let the rhythm continue!



THE MAGIC OF TEAMWORK AND CREATIVITY

Kushagrika Vatsa*

Last year's academic session was filled with joy, excitement, learning, and countless beautiful memories. Throughout the year, we organized many educational and co-curricular activities that gave our students wonderful opportunities to learn, explore their creativity, and showcase their talents. Each activity became a stepping stone in their learning journey.



One of my most cherished memories is the 'Snow White' skit. The students and we performed with remarkable confidence, enthusiasm, and dedication. Colourful costumes, expressive acting, and stage presence made the performance truly magical.

Beyond the performance, the skit became a meaningful learning experience. It helped the children develop teamwork, enhance creativity, and overcome stage fear. They also learned the importance of discipline, responsibility, and supporting one another while working towards a common goal.

The funniest and most unforgettable moment came after the performance when the children started calling me "Witch Ma'am" because I played the role of the witch in the skit. Their innocent affection and excitement made everyone laugh, including me. It is a sweet memory that will always hold a special place in my heart.

The success of the presentation was the result of the collective efforts, dedication, and teamwork of all the teachers. I would like to extend my heartfelt gratitude to *Ms. Bharti* for her valuable technical support, which played an important role in making the event a grand success.

This experience reinforced an important lesson for both students and teachers—that learning goes beyond textbooks. Through collaborative activities like this, children develop confidence, communication skills, creativity, empathy, and a positive attitude towards learning. It also taught us that when we work together with trust, cooperation, and commitment, every challenge becomes easier and every success becomes more meaningful. This spirit of teamwork is one of the core values we proudly nurture at Manava Bharati International School.



* Faculty, Primary Section

लयबद्ध कक्षा का सुहाना सफर

मेधा झा*

विद्यालय सुबह की घंटी की धुन की लयबद्धता से शुरू होकर दोपहर की छुट्टी के घंटी की धुन से खत्म होने वाला एक प्रयास घर है, जहाँ हर शिक्षक घंटी की धुन से लयबद्ध नित नए प्रयास के साथ प्रयोग करते हैं।



संस्कृत भाषा के शिक्षण में मैंने हमेशा यह महसूस किया है कि इस भाषा में वैसे बच्चे हमेशा ही अच्छा करते हैं जिनकी रुचि या तो भाषा या फिर गणित में होती है। देवनागरी में होने के कारण हिन्दी में रुचि रखने वाले छात्र इस भाषा को सहजता से अपनाकर अपनी ताल-मेल इसके साथ बैठा लेते हैं। सूत्रीय (Formula Based) होने के कारण गणित प्रिय छात्र इस भाषा के साथ लयबद्ध हो जाते हैं।

मेरी कक्षा का एक छात्र जो कि मेहनती तो था लेकिन संस्कृत विषय में मन नहीं लगाता, कक्षा में अच्छे से उत्तर देता लेकिन उसका “पुस्तिका कार्य” या तो अधूरा या फिर जैसे-तैसे किया रहता था। पूछने पर उस बच्चे ने बताया कि घर पर संस्कृत पढ़ने की मनाही थी। मैंने बच्चे को कहा, कि वह अपने घर में बताएँ कि जैसे अन्य सारे विषय हैं उसी तरह यह भी विषय है। मुझसे बात करने के बाद बच्चा और अच्छा कार्य करने की कोशिश करने लगा और परीक्षा में उसने अच्छे अंक प्राप्त किए। परीक्षा के अच्छे परिणाम को प्राप्त कर जहाँ अन्य बच्चे खुश हो जाते हैं, वह बच्चा थोड़ा उदास-सा लगा, कारण पूछने पर बताया कि इसमें (संस्कृत विषय) अच्छे अंक आ गए अब घर में डाँट पड़ेगी। फिर मैंने समझाया कि आप कहना कि इसमें भी मैंने उतना ही मेहनत किया है जितना दूसरे विषय में किया और भी कई तरह की बातें जिससे कि उसका मनोबल टूटे नहीं और उसका परिणाम यह है कि उस बच्चे में उत्तरोत्तर विकास हो रहा है और बच्चे के घर से भी सहयोग मिल रहा है जिसका प्रमाण मेरी कक्षा में वह अपने अंकों एवं उत्तरों से सदा दे रहा है।

शिक्षण के इस लयबद्ध सफर ऐसे ही अनुभवों के साथ आगे जारी रहेगा.....



* संस्कृत संकाय

My Journey as a Librarian: A Library Where Every Child Finds a Voice

Neeraj*

People often think a library is a place where books are arranged neatly and students are expected to remain silent. But for me the library is a place where silence is filled with ideas, imagination and creativity.

As a librarian, I wanted my students not only to become readers but also writers, thinkers, illustrators and storytellers. Every library period is planned to ensure that students don't simply consume knowledge they create it.



Finding Stories Beyond the Books

One initiative that became the soul of my library class was encouraging students to write their own poems, stories, reflections and observations in the language that best expressed their thoughts.

- There were no marks.
- No model answers.
- **Only one instruction: "Write what your heart wants to say."**

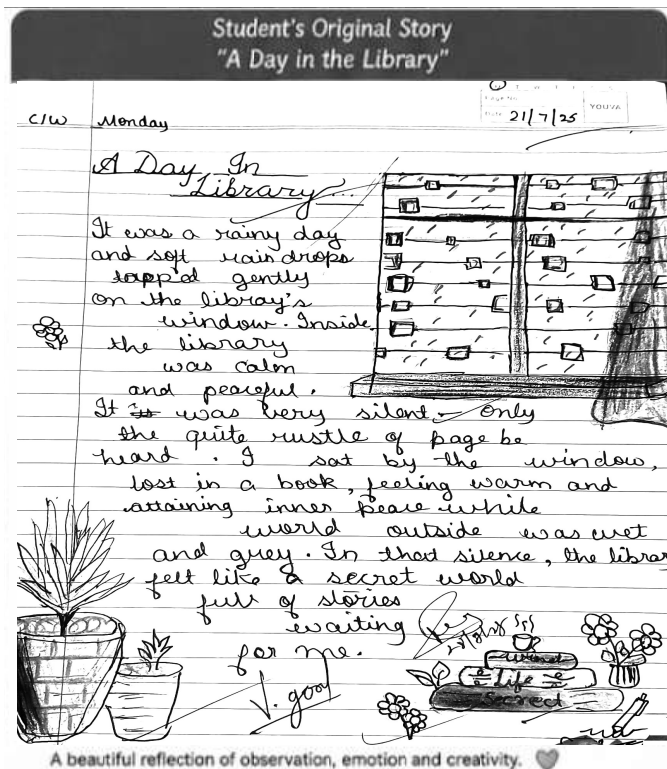
One rainy morning during the library period while students were quietly reading a girl kept looking outside the large library window. Raindrops gently touched the glass, the trees danced with the wind and the entire atmosphere became calm and peaceful.

She walked up to me and softly asked,

"Sir, may I write about this rain instead of reading another chapter?"

I smiled and replied,

"Yes. Sometimes nature opens a book that no library shelf can hold."



*Librarian

She returned to her seat beside the window and began writing. She described the rain, the silence of the library, the warmth she felt while reading, and the peace that surrounded her. She even illustrated the rainy window and decorated her page beautifully.

The piece was not copied from anywhere it was her own imagination, observation and emotion flowing onto paper.

That moment reminded me that sometimes inspiration does not come from a book. Sometimes it comes from looking outside the window.

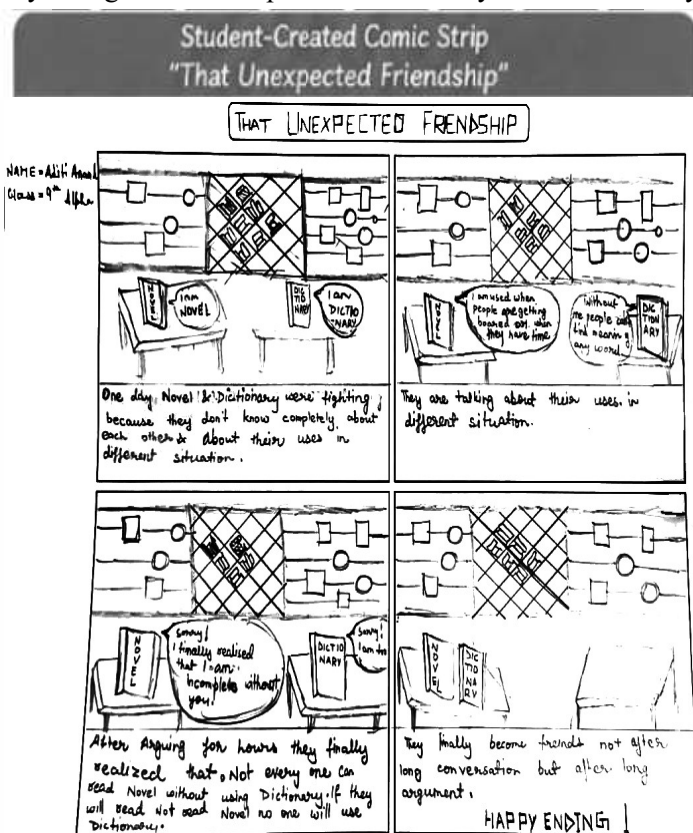
Comic Story Writing – Every Child Became an Author

Another initiative that completely changed the atmosphere of the library was Comic Story Writing.

Instead of asking students to only read comics, I invited them to create their own. Students imagined unique characters, designed scenes, created dialogues and developed complete stories using pictures and words together.

This activity allowed me to see not only their writing skills but also their imagination, sequencing ability, artistic expression and storytelling techniques.

One student's comic, "That Unexpected Friendship," beautifully portrayed an argument between a Novel and a Dictionary. Through conversations, both books realised that they needed each other and eventually became friends. The story reflected creativity, humour and a meaningful message that every book has its own importance.



A meaningful message told through creativity and imagination

Watching students proudly explain their comics made me realise that creativity grows best when children are given freedom instead of fixed answers. The comic-writing initiative has become one of the most loved activities in my library because students are no longer just readers—they become writers, illustrators, scriptwriters and storytellers all at once.



And Then... The Library Found Its Rhythm

Every library period has its own rhythm Reading, Writing, Creating, Discussing, Exploring and Imagining.

The library is no longer just a room with books. It is a space where ideas are born, confidence grows and every child finds a voice.

As a librarian, this journey continues with more stories, more dreams and more young minds discovering the joy of creating

A library is not made of walls and shelves but of wonder, words and possibilities.

And that is what we build together, every day.



Unplanned Lessons

Nisha Bharti*

In the beginning of my career, I haven't given much thought to be a teacher.

When I look back at the journey, it feels less like a carefully chosen path and more like a journey shaped by fate. Teaching happened to me. I stepped into a classroom without knowing that, somewhere along the way, the classroom would become one of the most meaningful spaces in my life.



I entered as a Mathematics teacher, but gradually I realised that a classroom is never only about Mathematics. It is about people. It is about listening, observing, understanding, and sometimes simply being there.

Mathematics may be the subject I teach, but I have always carried other parts of myself into the classroom too, my love for dance, art and poetry. Perhaps that is why my connection with children has never been limited to numbers and formulas. Sometimes a conversation, sometimes a poem, and sometimes just a little humour becomes the bridge between us.

Over time, teaching taught me something I had not understood when I first entered the profession: before we teach a subject, we have to understand the learner. I slowly began paying attention to the person sitting in front of me. What makes this child uncomfortable? What makes them curious? Why are they unable to understand something that seems simple to others? Is the problem really Mathematics, or is there something else behind it?

This shift in perspective changed my classroom. I began to understand that every child comes with a different mind, a different story and a different way of learning. And once we learn to understand that, teaching becomes less about delivering a lesson and more about creating a connection.

I remember a student who initially struggled with Mathematics and, more importantly, did not feel very comfortable with me. Instead of immediately trying to change her performance, I first tried to understand her. We talked. I listened. Slowly, the distance between us began to disappear. She started becoming more comfortable in the subject. Her performance improved, but what touched me more was the relationship that developed along the way. Today, she is in a different section and is not even in my class. Yet she comes to me almost every day and tells me, "Ma'am, today I learnt this," or "Ma'am, today I understood this properly," or "Ma'am, this was explained so well."

That is one of the most beautiful parts of being a teacher, you may no longer be teaching a child every day, but the connection you created can still remain. Whenever she needs guidance, I try to be there.

* Faculty, Mathematics

There was another student who once shared that she was facing difficulties, not only with her studies but also with friendships and the things happening around her. I could have simply given her advice and moved on. Instead, I listened. Sometimes children do not immediately need a solution. They need someone who will listen without judging them. We talked, discussed possible ways forward to help her look at things from a different perspective. Slowly, she began to understand her own feelings and situations better. More importantly, she began to believe in herself again.

And that is when I understood something very simple that sometimes a teacher's greatest contribution is not teaching a child something new, but helping them rediscover something they had almost stopped believing in, themselves. These experiences have taught me that the rhythm of a classroom is not created only by perfect lesson plans. It is created by hundreds of small human moments, the question asked after class, the student who comes to share something unrelated to the subject, the conversation that changes a child's perspective, and sometimes simply the feeling that "Ma'am is there if I need her."

I have also realised that teaching does not require us to do extraordinary things every day. Most of the time, we are simply doing our work. But if we do that work with honesty, consistency and genuine care, it begins to create an impact that we may not even notice immediately. For me, the journey so far has been exactly that. I have not always had the perfect answer. I have made mistakes. I have learnt from my students as much as I have taught them. They have taught me patience, flexibility, empathy and the importance of looking beyond what is visible.

And the journey is far from complete. There are still many children I need to understand better. There are still many minds I need to reach, many fears I need to help overcome, many concepts I need to make less frightening, and many little moments of confidence that I hope to create. Maybe that is what makes teaching beautiful. A teacher never really arrives at a final destination. Every new class brings a new rhythm. Every child adds a different note.

Looking back, I realise that perhaps I did not choose teaching. But fate brought me here and somewhere along the way, I chose to belong here.

This is my rhythm of the classroom.

And this is my journey so far.



Rhythm of Classroom: Where Numbers Dance and Young Minds Bloom

Nisha Jha*

Every classroom has its own rhythm — heard in laughter, curious questions, and the little moments when a child finally understands something. As a primary mathematics teacher teaching Classes 1, 2, and 3, I have learned that teaching is about building confidence, encouraging curiosity, and understanding every child.



Mathematics may be a subject of numbers and logic, but in a primary classroom, it becomes much more. It teaches patience, confidence, and problem-solving. Every correct answer becomes a small celebration, and every little improvement becomes a reason to smile.

*In tiny hands lie endless dreams,
In curious eyes, bright futures gleam.
Through numbers simple, lessons begin,
And little minds learn to win.*

Teaching young children has also brought its share of challenges. One of the challenges I faced was with a child who often found it difficult to concentrate during lessons. He would laugh frequently, prefer playing on his own, and show very little interest in studies. It taught me that every child is different and that sometimes a teacher has to be patient and find a different way to connect with a child.

Another experience was with a student whom I had also taught in Class 1. She had always shown great interest in learning and shared a beautiful bond of affection and trust with me. However, I later noticed a sudden change in her behaviour and participation. Her parents also felt that the change was somehow connected to me. This made me realise how sensitive children are and how important it is for a teacher to understand their emotions along with their academic needs.

*A classroom teaches numbers and more,
It opens every little door.
With patience, care, and lessons bright,
Small struggles slowly turn to light.*

* Faculty, Mathematics

In Classes 1, 2, and 3, I have discovered that learning becomes more joyful through stories, activities, games, and colourful examples. Mathematics can move from something a child fears to something they enjoy.

The rhythm of my classroom is not measured only by syllabus completion. It is measured by the smile after understanding a concept, the excitement of solving a sum, and the confidence a child develops in believing in themselves.

Today, I know that teaching mathematics is not simply about addition, subtraction, multiplication, or division. It is about building the first foundation of confidence on which future learning stands.

*For every child I teach each day,
Leaves a little lesson in its own way.
And through this journey, I have found,
The sweetest rhythm in classroom sound.*

Beyond books and lessons, the greatest joy of teaching lies in watching young minds grow. Sometimes I teach children numbers, but they teach me patience, understanding, and the true meaning of being a teacher.



Lessons Beyond the Classroom

Nitin Anand*

My name is Nitin Anand. When I joined Manava Bharati International School, I felt very happy because the school environment was friendly and positive. As a new teacher, I introduced myself to the students and told them that I am a Fine Arts teacher. Slowly, I started talking to the students and built a good relationship with them.



In the beginning, some students made fun of me and called me by different names. I did not take it personally and ignored their behaviour because I knew they were still getting to know me. My main focus was to teach them well and create a positive classroom environment. I always try to make my classes enjoyable and interactive. I teach with a smile and encourage students to learn in a fun way. After some time, I realized that being friendly alone is not enough. Sometimes, a teacher also needs to be a little strict to maintain discipline and help students understand the importance of good behaviour. I explained to my students that teachers deserve respect because they guide us, teach us, and help us become better people. Just as parents are very important in our lives, teachers also play an important role by giving us knowledge, values, and the right direction. School is the best place to learn and grow.

My experience at this school has taught me that a teacher should always be kind, caring, and supportive. At the same time, when necessary, a teacher should be firm so that students stay disciplined, learn good values, and achieve success in life.



* Faculty, Fine Arts

Every teacher has student within

Nitin Ranjan*

An educational institution is the most suitable place, if we need clarity in concept and we are eager to learn. This year, I got an opportunity to be a part of **Manava Bharati International School**. I joined here as a librarian intern and was looking forward to getting the practical knowledge of library management. I started my journey of knowledge with a four days meeting season, in which all my nervousness went away by the welcoming environment and warm greeting of the faculty members.



Continuous effort and intrinsic motivation of the respected teachers has made me realize, there is so much more in this profession than just completion of the syllabus. From that day forward I started seeing everyday as an opportunity to learn something new so that I can contribute in the holistic development of the students.

The journey began:

I was getting familiar with the daily operations of the library by providing students with reliable learning resources to enhance literacy, encourage independent study and maintaining the records of the library. My every weekday starts with a smile as the library is on the same floor as the primary wing, and is known to be the lively floor of the school.

Although the internship was not without challenges. At times, organizing a large number of books and ensuring that records remained accurate required patience and careful attention. However, these challenges improved my problem solving abilities and boosted my confidence in handling responsibilities independently.

Something additional:

I learn something every day that helps me in developing several professional qualities. The substitution classes help me understanding the teaching parameters, in which I learn to interact with the students. The afterschool reading session helps me improving my reading habits. Writing articles and reports improve my writing and thinking ability.

Inclusive growth:

Be the change you want to see in the world, and this is why it is important to keep on improving so that we can not only provide knowledge but also work on the overall growth of the students. Sharing information should be a two way path and I get to learn a lot from all the faculty members and the students as well. With my journey so far I have realized every teacher has a student within.

*Librarian

हिन्दी शिक्षा में लय का अर्थ और महत्व

पंचानन्द पाण्डेय*

“यदि हमारी शिक्षण योजना रचनात्मक, बच्चों के मनोनुकूल और ऊर्जावान हो तो कक्षा लयबद्ध हो जाएगा।”



भाषा शिक्षण को लयबद्ध कर अथवा आकर्षक बनाकर हिन्दी में विद्यार्थियों की रुचि को बढ़ाई जा सकती है। लयबद्ध होने का यहाँ तात्पर्य संगीतमय होना नहीं, अपितु हमारी शिक्षण योजना को लयबद्ध होने से है। एक हिन्दी शिक्षक के रूप में हमारी शिक्षण योजना अथवा पाठ योजना ऐसी होनी चाहिए कि बच्चों में हिन्दी भाषा के प्रति अभिरुचि बढ़े। पूर्ण ज्ञान के बिना बच्चों में आत्मविश्वास में कमी दिखती है। शिक्षकों की जवाबदेही है कि हम हिन्दी को रुचिकर कैसे बनाएँ। यह हमारे अनुभव, कक्षा में बच्चों के मनोभाव और हमारे पाठ योजना पर निर्भर करता है। ‘टीचर्स विदीन’ की इस कड़ी में मैं संदर्भित विषय पर अपना अनुभव साझा करना चाहूँगा।

किसी भी भाषा को जानने का उद्देश्य लेखन, वाचन और अभिव्यक्ति कौशल को विकसित करना होता है। सभी भाषा का अपना महत्व है। प्रायः बच्चे हिन्दी के प्रति उदासीन दिखते हैं, लेकिन उन्हें यह समझना होगा कि व्यक्तित्व विकास में किसी भी भाषा का विशेष महत्व है। भाषा वह साधन जिसके द्वारा हम अपने विचारों को आत्मविश्वास के साथ व्यक्त कर सकते हैं, परंतु यह तब संभव है जब व्याकरणिक रूप से हम शुद्ध-शुद्ध लिखना, पढ़ना और स्पष्ट रूप से बोलना जाने। हमारे व्यक्तित्व विकास में इसका महत्वपूर्ण स्थान है।

मुझे ‘मानव भारती इंटरनेशनल विद्यालय’ के वर्तमान सत्र में कक्षा नवीं में हिन्दी पढ़ाने का अवसर मिला। पहले तो मुझे यह समझना था कि बच्चों में भाषा के प्रति रुचि कितनी है, वे भाषा को किस रूप में स्वीकार कराते हैं। मैंने पाया कि जैसे-जैसे बच्चे उत्तीर्ण होकर अगली कक्षा में जाते हैं, क्रमशः उनमें से अधिकांश बच्चे इस विषय पर विशेष ध्यान देना नहीं चाहते हैं, “ऐसे ही चल जाएगा” वाली भावना लेकर चल रहे हैं। मेरे लिए यह एक चुनौती थी। मैंने सोचा कि भाषा का एक अपना महत्व है, बच्चे यदि इस मौलिक बात को नहीं समझेंगे, इसके महत्व को नहीं समझेंगे तो उनकी नकारात्मक भावना उनके सर्वांगीण विकास पर प्रभाव डालेगा।

मैंने जानने की कोशिश की, कि बच्चे हिन्दी के प्रति उदासीन क्यों रहते हैं और इसे महत्व क्यों नहीं देते हैं। मैंने पाया कि ‘मात्रा दोष और वाक्य संरचना’ में होने वाली कठिनाई इसका मुख्य कारण है जबकि उनके पास समझ है, रचनात्मकता है, भावनाएं हैं और किसी विषय की व्याख्या करने की क्षमता है। इन बातों को ध्यान में रखकर मैंने सर्वप्रथम कुछ कार्य-योजना तैयार की। मैंने यह समझाने की कोशिश की, कि शुद्ध भाषा का प्रयोग, लिखना, बोलना एवं पढ़ना आदि केवल परीक्षा के दृष्टि से ही नहीं महत्वपूर्ण है, बल्कि यह आपके जीवन

* हिन्दी संकाय

में आत्मविश्वास बढ़ाएगा, इससे आपकी रुचि दूसरे विषयों में भी बढ़ेगी। मैंने कुछ मौखिक उच्चारण में होने वाली अशुद्धियों पर चर्चा की साथ ही प्रथम परीक्षा में की गई गलतियों पर भी बच्चों से बात-चीत हुई, जैसे मात्रा दोष, वाक्य रचना आदि उनमें आए दोषों को दूर करने का मैंने प्रयास किया। लिखने के क्रम में होने वाले कुछ मौलिक अशुद्धियों यथा, 'की, कि, संयुक्त अक्षर, संयुक्त व्यंजन, द्वित्व व्यंजन, स्त्रीलिंग-पुल्लिंग आदि का उचित स्थान पर प्रयोग को समझाया। मेरी समझ से व्याकरण और शब्द संचय का भाषा निर्माण में विशेष महत्व है चाहे वह लिखित हो या मौखिक। आंतरिक मूल्यांकन में मैंने पाया कि इसके अभ्यास से उनके लेखन कौशल में विकास हुआ है, लेकिन नियमित अभ्यास न करने के कारण दोष उभर कर फिर सामने आ जाते हैं। अतः मैंने निरंतर अभ्यास करते रहने का सुझाव दिया है।

जैसा कि पूर्व में कहा कि शिक्षा में लय का अर्थ संगीत या ताल से नहीं है, बल्कि सीखने-सिखाने की प्रक्रिया को आनंददायक बनाने से है, जिससे बच्चों में विषय के प्रति रुचि उत्पन्न हो। यह छात्रों की एकाग्रता और स्मृति को क्रियाशील रखता है। जिससे भाषा बोझिल नहीं बल्कि रोचक बन जाती है। पढ़ते समय आवाज़ में उतार-चढ़ाव हो, महत्वपूर्ण बातों को जोर देकर बोला जाए और सामान्य बातों को स्पष्ट स्वर में समझाया जाए तो बच्चों में विषय के प्रति रुचि बनी रहती है, नहीं तो एक जैसी आवाज़ में पढ़ाने से बच्चों में नीरसता बढ़ती है और कभी-कभी बच्चे कक्षा में सोने भी लगते हैं। सही और स्पष्ट पाठ-योजना से विषय नीरस नहीं होता बल्कि बच्चों का ध्यान केन्द्रित रहता है, विषय के प्रति अभिरुचि बढ़ती है और अवधारणा सरल हो जाती है। कहा भी गया है कि लयबद्ध गतिविधियों से मस्तिष्क के वे हिस्से सक्रिय हो जाते हैं जो भाषा कौशल और गणित को समझने में मदद करते हैं।

यदि हम कुछ छात्रों की बात करें तो यह उचित नहीं होगा 'मानव भारती' में हमारा प्रयास हर छात्रों तक पहुँचने का रहता है। समय-समय पर होने वाले मूल्यांकन में सकारात्मक सुधार देखने को मिल रहे हैं। कक्षा नवीं एवं कक्षा सातवीं में दो-दो बच्चे हैं जिनपर मेरा विशेष ध्यान देने है। उनके लिए अलग से कक्षा लेने का मेरा प्रयास रहा लेकिन अभिभावकों का सहयोग नहीं मिल पा रहा है। मैं अपनी ओर से प्रयास रात हूँ।

वर्तमान में बच्चों के समग्र विकास में बाल केन्द्रित शिक्षा पद्धति का महत्व बढ़ गया है। हमारे 'मानव भारती' में बच्चों के समग्र विकास पर जोर दिया जाता है, इसके लिए शिक्षण पद्धति को रोचक बनाने के साथ-साथ बच्चों के ग्राह्यता के अनुकूल पाठ योजना का निर्माण किया जाता है, जिससे शिक्षण के प्रति उनकी रुचि बने और विद्यालय आने में हर दिन कुछ नया महसूस करें। यहाँ केवल कक्षा के अंदर ही नहीं बल्कि प्रकृति से, आस-पास की वस्तुओं से सीखने के लिए प्रेरित किया जाता है। पॉड-कास्ट, वाद-विवाद, विषय के अनुसार कार्यशाला समूहिक परिचर्चा, रचनात्मक गतिविधियों बच्चों द्वारा किए जा रहे ब्लैक-बोर्ड कार्य और सृजन कुंज की गतिविधियों ने बच्चों को विषय के प्रति रुचि जगाई है, उनमें आत्मविश्वास बढ़ाया है। हम ये नहीं कहते कि इसमें हमने शत-प्रतिशत सफलता पाई है लेकिन अपनी तरफ से हमारा प्रयास जारी है और इसके सकारात्मक परिणाम दिख रहे हैं। मेरी समझ से कक्षा को यदि हम रोचक, उत्साहवर्धक रचनात्मक आदि बनाने में सफल हो जाते हैं तो यही शिक्षा लयबद्ध, संगीतमय होगा और विषय, बच्चों के लिए सुगम और रोचक हो जाएगा।



A Process of Continuity

Priti Kumari*

People admire the flame of the candle, “So romantic, so warm”, but the coil melts the wax and shortens, destroying itself to give light to others. Similarly, we teachers spend hours, days, and weekends checking papers and nurturing every step so that the children win and succeed.



This is my second year at MBIS where I am nurturing, grooming adolescents. And age of adolescent, as we all know, suffers from a syndrome ‘I KNOW EVERYTHING’ which is quite natural as we all have suffered from this, little or more, in our respective lives. They are not just notorious, they are little dynamites. Sometimes they act like they know nothing but actually they are observing us with their keen eyes. Last session I was handling 8 Gamma as a class teacher and now taking care of 8 Alpha, of course another typical heterogeneous class. But I found Rajnandini quite intelligent and decent girl, Kaustub, a dimple cheek boy who speaks less and observes things a lot, Tahmeed and Anikesh the leaders. There are more precious gems that are ready to shine day and night but little dust covered their minds which needed CLEANSING, which is a continuous process not only as teacher but as a mentor. I had picked few names but my altitude implies same for the whole students of MBIS. Children have the purest heart, among them it feels like I am at the right place. To make the children learn better this time I decided to develop curiosity in their minds. Achieving this target I brought flexibility in my teaching-learning process. Every day I try to reach out their problems and want to solve as soon as possible. I don’t want my students feel helpless in any content so, I prepare my lessons beforehand.

As I asked my students to speak in English, one incident happened in 7 Alpha. I told students to present an act of ‘The Happy Prince’. Many students performed so well. During the presentation Yusuf got shocked by hearing a dialogue of the little swallow and how he responded with literal translation of “Areey Baap Re”.....uff...He said, ‘Oh father! When I asked him what it is. He said it is just Areey Baap Re in English. Entire class burst out in laugh. Even I could not resist myself.

Incidents such as this not only brings flavour in my teaching but my life as well. If I narrate such stories it will be a spicy novel which would touch almost all human emotions.

Hurdles are everywhere and I think teaching is one of the toughest jobs ever or at least I feel so. Have I selected the right path for my career?... is the question I often ask myself. There is no scope to look behind, is the answer I get from my heart. A classic case of heart winning with the brain.

* Faculty, English

Day by day I watch their growth. This growth is a 'SYMBIOTIC' process where I am also growing with them as a teacher and mentor. I feel their anger when they lose a match or competition, their pain when they get harmed by someone or something. In the month of May, an eye-opener incident happened in my class where Amrit Pandey burst out with anger at his friends because they were bullying him continuously. I was so confused about what to do because it happened just in a flash. I preferred to know the background behind that incident. So, I made him calm down and asked his friends to speak to him politely. I spoke to his father who was very supportive. He told me, "Amrit is good at Computer and Robotics and if you praise his work, it would work as a fire to the fuel of encouragement". After few days Amrit brought an apology letter to me and apologized for his behaviour.

Children, who knock at your door for help, often see teacher as a FRIEND PHILOSOPHER GUIDE. We should have a patient ear to lend them and give a conducive environment for a meaningful conversation. They should feel valued then only the correct environment of actual LEARNING AS WHOLE would be established.

And Yes!!!!We are on the right track.....



The Rhythm of Classroom-The Journey So Far

Preeti Verma*

Being an English teacher has been a wonderful journey. Every day in the classroom brings new experiences, new learning and new memories. Teaching is not just about completing lessons; it is about helping students grow in confidence, understand concepts and express themselves better.



One of the most rewarding parts of teaching is helping students overcome the difficulties they face while learning. I remember a boy named Dakshit who often found difficult to understand the central idea of a chapter. During a literature class, he could read the paragraphs correctly but was unable to explain what he had understood. Instead of giving him the answer directly, I encouraged him to identify the main characters, important events and the message of the chapter. Gradually, Dakshit started connecting the ideas and was finally able to explain the chapter in his own words. His confidence after that small achievement was truly satisfying.

Similarly, Bhavya, a bright and attentive student, understood the lessons well but hesitated whenever she had to speak in English. She was afraid of making grammatical mistakes in front of her classmates. I started giving her small opportunities to speak—first by answering simple questions, then by sharing her views during discussions. I also encouraged the class to listen patiently and appreciate everyone's efforts. With regular practice, Bhavya became more comfortable communicating in English and slowly began participating without hesitation.

Another memorable experience was with Shayaan, who struggled with the meaning of difficult words and therefore found it hard to understand a chapter independently. During reading sessions, we started using context clues, simple examples and everyday situations to understand new vocabulary. I would ask him questions such as, "What do you think this word means from the sentence?" This made him think rather than simply memorise meanings. Over time, Shayaan became more confident in reading and began using new words while speaking.

I would also like to share my experience with Anjana, who had good ideas but found it difficult to put them into words. During a group discussion, I noticed that she would quietly listen to others but rarely share her own thoughts. I began giving her a few minutes to organise her ideas before speaking. Her classmates were also encouraged to respond positively to different opinions. Slowly, Anjana started expressing herself more freely and discovered that her ideas were valuable.

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These experiences have taught me that every learner is different. Some students need more explanation, some need repeated practice, while others simply need encouragement and a safe environment to communicate. A teacher has to observe these differences and find the right approach for each child.

I enjoy seeing my students participate in discussions, share their ideas, and improve their reading and writing skills. Watching a shy student speak confidently or a struggling learner achieve success gives me immense happiness. These small achievements make my work meaningful and rewarding.

The classroom is a place where both students and teachers learn together. Through stories, poems, discussions and activities, we explore new ideas and develop important life skills. My students inspire me with their curiosity, creativity and enthusiasm.

Looking back, I feel grateful for every lesson taught and every student I have met. Each student, whether struggling with a chapter, searching for the right words, or finding the courage to speak, has taught me something valuable. These everyday classroom experiences have helped me become a more patient, understanding and reflective teacher.

The journey so far has been filled with learning, challenges and joy. For me, the true rhythm of the classroom lies in witnessing students discover their voice, overcome their difficulties and believe in themselves. I look forward to many more years of growing and learning with my students.



The Beautiful Chaos of a Primary Classroom

Priya Singh*

If you walk past my classroom in the morning, you will probably hear a lot of noise. You'll hear children chatting, notebooks opening, and tiny chairs moving. To someone outside, it might just sound like a noisy room. But to me, it is the most beautiful sound, and my favourite part is the very start of the day. Every morning, a few of my students come running in with fresh flowers. They bring them with so much love and always insist that I put them in my hair. When I tuck the flower in place and see their eyes light up, I feel so happy. This small habit sets such a positive mood for me, and it shows how much these children trust me.



Once classes begin, that noise turns into busy energy. You can hear pencils rolling, excited gasps when we make colorful charts together, and a quiet hum when everyone is focused on drawing or listening to a story. Every child in my room brings their own special energy. Some are loud and ready to answer, while others are quiet but watch everything with big, curious eyes. Teaching has taught me that a classroom doesn't need to be perfectly quiet to be good. The real rhythm is about bringing these kids together and making sure everyone feels happy, safe, and excited to learn.

I have realized that while I am watching over my 33 students, there are 33 pairs of eyes looking at me, too. They notice everything—my mood, my words, and the small things I do. I see this especially with Shaiza. She is a quiet student who rarely speaks, but she expresses so much through her drawings. Often, when I am busy, she quietly walks up to me and gifts me a sketch she has made of me. It is so heartwarming.

Children have a way of trusting us completely. They don't judge; if I am too busy to listen once, they simply wait and come back later. I felt this bond even more when I shared my book, **School Mein Mela**, with them. They were so excited! One student even asked, 'Ma'am, how do you know what we think about? We actually wonder about things like, if an earthquake happens, who will you save first? And do we have to save you, because you are all alone, how will you manage to save everyone?' Hearing their innocent questions, I realized they aren't just my students; they are my little friends who believe in me with all their hearts.

When the final bell rings and the room goes empty, I can still hear the echoes of their goodbyes. As I pack my bag and touch the flower still in my hair, I always smile. The true rhythm of a classroom isn't about strict rules. It is about connection, shared laughter, and love. That is the feeling I carry in my heart long after the school day is over, and it makes me look forward to the next morning all over again.



* Faculty, Primary Section

कक्षा की लय: अब तक की यात्रा

प्रियंका मालव*

कक्षा केवल चहारदिवारी, बेंचों और ब्लैकबोर्ड का नाम नहीं है, बल्कि यह वह स्थान है जहाँ ज्ञान का प्रकाश फैलता है, व्यक्तित्व का निर्माण होता है और जीवन की दिशा तय होती है। यहाँ प्रत्येक दिन कुछ नया सीखने, समझने और स्वयं को बेहतर बनाने का अवसर मिलता है। यही सतत् सीखने की प्रक्रिया कक्षा की वास्तविक लय है।



जब मैं अपनी अब तक की यात्रा पर दृष्टि डालती हूँ, तो अनुभव होता है कि प्रत्येक दिन, प्रत्येक पाठ और प्रत्येक गतिविधि ने मुझे कुछ नया सिखाया है। कभी सफलता ने आत्मविश्वास बढ़ाया, तो कभी चुनौतियों ने धैर्य, संघर्ष और निरंतर प्रयास का महत्व समझाया। कक्षा में बिताया गया प्रत्येक क्षण मेरे व्यक्तित्व, शिक्षण कौशल और आत्मविश्वास के विकास में महत्वपूर्ण रहा है।

इस यात्रा के सबसे महत्वपूर्ण मार्गदर्शक मेरे शिक्षक रहे हैं। उन्होंने केवल विषय का ज्ञान ही नहीं दिया, बल्कि एक अच्छे शिक्षक के गुण, अनुशासन, ईमानदारी, जिम्मेदारी, सहयोग और संवेदनशीलता जैसे जीवन-मूल्यों को भी व्यवहार में अपनाना सिखाया। कठिन परिस्थितियों में उनका मार्गदर्शन सदैव प्रेरणादायक रहा और उन्होंने मुझे प्रत्येक चुनौती का सकारात्मक रूप से सामना करना सिखाया।

इसी दौरान मुझे संस्कृत विषय में बच्चों को धातु रूप पढ़ाने का अवसर मिला। प्रारंभ में मैंने सामान्य विधि से धातु रूप समझाने का प्रयास किया, लेकिन अधिकांश विद्यार्थियों को उन्हें समझने और याद रखने में कठिनाई हो रही थी। तब मैंने धातु रूप को गाने के माध्यम से सिखाने का प्रयास किया। इस गतिविधि से कक्षा का वातावरण उत्साहपूर्ण और आनंददायक बन गया। सभी विद्यार्थी पूरे उत्साह के साथ गाने में शामिल हुए और धातु रूप को बार-बार दोहराने लगे। इसके बाद मैंने विद्यार्थियों से मौखिक प्रश्न पूछे, उन्हें व्यक्तिगत रूप से धातु रूप सुनाने के लिए प्रोत्साहित किया तथा पुनरावृत्ति भी कराई। परिणामस्वरूप अधिकांश विद्यार्थियों ने धातु रूप सही ढंग से समझ लिया और आत्मविश्वास के साथ उसे बोलने लगे। बच्चों की सक्रिय सहभागिता और सीखने के प्रति बढ़ता उत्साह देखकर मुझे अत्यंत संतोष हुआ। इस अनुभव से मुझे यह सीख मिली कि यदि शिक्षण को विद्यार्थियों की रुचि, स्तर और आवश्यकता के अनुसार रचनात्मक एवं गतिविधि-आधारित बनाया जाए, तो कठिन विषय भी सरल, रोचक और प्रभावी बन जाते हैं तथा विद्यार्थियों का अधिगम अधिक स्थायी और सार्थक होता है।

कक्षा की लय केवल पढ़ाई तक सीमित नहीं होती। इसमें मित्रता की मुस्कान, प्रश्न पूछने का साहस, समूह में कार्य करने का अनुभव, प्रतियोगिताओं का उत्साह और नई उपलब्धियों की खुशी भी शामिल होती है। यही विविध अनुभव शिक्षा को पूर्णता प्रदान करते हैं और हमें एक संवेदनशील, जिम्मेदार तथा आत्मविश्वासी शिक्षक बनने की दिशा में प्रेरित करते हैं।

* संस्कृत संकाय

कक्षा की लय पर कविता:

शिक्षक भीतर आते हैं, ज्ञान का दीप जलाते हैं,
ब्लैकबोर्ड पर खड़िया चलती, अक्षर मोती बन जाते हैं।

बच्चों की चहक है ताल-सी, सवालों की झंकार है,
कभी हँसी की खनक बजे, कभी शांति का विस्तार है।

पन्ने पलटने की सरसराहट, कलम की खरोंच का गीत है,
शिक्षक की आवाज़ में बंधा, यही कक्षा का संगीत है।

कभी शोर, कभी मौन गहरा, हर पल नई लय बनती है,
यही तो है कक्षा की धड़कन, जो हर दिन नई कहानी बुनती है।



Being a Teacher

Resham*

How A Teacher Becomes Thoughtful?
Choose Words That Heal, Not Just Teach.
How Attentive A Teacher Becomes?
Catches The Student Standing Apart.

How Inspiring A Teacher Becomes?
Improving Ourselves as Wanting Them To Become.
How Nurturing A Teacher Becomes?
Let The Classroom Feel Safe.

How Dignified Teachers Can Be?
Command Respect Through Calm, Not Volume.
How Wise Teachers Can Be?
Know When To Speak and When To Listen.

How Gracious A Teacher Can Be?
Correct Mistakes Without Shaming.
How Engaging A Teacher Can Be?
Hold Attention Without Demanding It.

How Patient A Teacher Can Be?
Give Every Voice Time To Be Heard.
How Principled A Teacher Can Be?
Stand For Inclusion Without Making A Show Of It.



* Faculty, Science

कक्षा का प्यारा—सा अनुभव

सर्वसिद्धि*

स्कूल की घंटी जैसे ही बजती है, एक नई लय शुरू हो जाती है। यह लय सिर्फ किताबों और पाठों की नहीं, बल्कि सीखने—सिखाने और साथ बढ़ने की होती है।

हम शिक्षक जब इस यात्रा की शुरुआत करते हैं, तो हमारे सामने अलग—अलग स्वभाव, सपनों और क्षमताओं वाले बच्चे होते हैं। शुरुआत में थोड़ा असमंजस भरा होता है—कभी कक्षा शांत रहती है, तो कभी शोर से भर जाती है। लेकिन धीरे—धीरे यही शोर एक मधुर लय में बदलने लगता है। हम बच्चों के करीब होते जाते हैं, उनके मनोभावों को समझने लगते हैं।



हर दिन हर पाठ के साथ हम एक नई धुन बनाते हैं।

इस यात्रा के दौरान चुनौतियां भी आई—कभी समय की कमी, कभी संसाधनों की और कभी बच्चों का ध्यान बनाए रखने की। लेकिन हर चुनौती का सामना करते हुए हम और मजबूत बनते गए। हमने नए—नए तरीकों से पढ़ाना सीखा। हमने बच्चों को (क्रिएटिव जोन) में ले जाकर उनकी रचनात्मकता को परखा एवं जाना। हमने बच्चों को समझा और सबसे जरूरी उनके साथ मिलकर आगे बढ़ना सीखा। आज जब मैं पीछे मुड़कर देखती हूँ, तो महसूस होता है कि मेरी कक्षा अब सिर्फ एक कमरा नहीं रही, बल्कि एक जीवंत मंच बन गई है, जहां हर बच्चा अपनी अलग धुन के साथ चमक रहा है।

यह "Rhythmic classroom" सिर्फ एक अवधारणा नहीं, बल्कि हमारी मेहनत, समर्पण और बच्चों की मुस्कान का परिणाम है।

और यह यात्रा यहीं नहीं रुकती....

हर नई सुबह के साथ, हम फिर से एक नई शुरुआत करते हैं—सीखने की, सिखाने की और मिलकर आगे बढ़ने की।

इस यात्रा को आगे बढ़ाते हुए मैं पिछले साल का एक अनुभव साझा करना चाहती हूँ जो इस प्रकार है—

चॉक और डस्टर की सीख।

पिछले वर्ष जब मुझे पहली बार कक्षा 3 बीटा को पढ़ाने का अवसर मिला, तब मन में थोड़ा संकोच था। सोचती थी कि इतने छोटे बच्चों को कैसे पढ़ाऊँगी। शुरुआत में बच्चे बहुत चंचल थे और मेरी बातों पर अधिक ध्यान नहीं देते थे। लेकिन मैंने धैर्य रखा, उनसे बातें कीं, उनके साथ अपनापन बनाया और धीरे—धीरे वे मुझसे जुड़ने लगे।

* हिन्दी संकाय

एक दिन मुझे स्वर और व्यंजन पढ़ाना था। मैं बिना किताब के उदाहरणों के माध्यम से समझा रही थी, लेकिन बच्चों की रुचि उतनी नहीं बन रही थी। तभी मेरी नज़र एक ऐसे बच्चे पर गई, जिसका नाम हैविस था। उसे हिंदी बिल्कुल नहीं आती थी। मैंने सोचा कि यदि इसे समझ आ गया, तो पूरी कक्षा भी आसानी से समझ जाएगी।

मैंने एक डस्टर और एक चॉक उठाया और हैविस को पोज़ियम पर बुलाया। सबसे पहले डस्टर को सीधा खड़ा किया। वह बिना किसी सहारे के खड़ा हो गया। फिर मैंने चॉक को बिना सहारे के खड़ा करने की कोशिश की, लेकिन वह बार-बार गिर गया।

तब मैंने बच्चों से कहा, “देखो, जैसे डस्टर को खड़े रहने के लिए किसी सहारे की ज़रूरत नहीं पड़ती, वैसे ही स्वर को बोलने के लिए किसी दूसरे अक्षर की आवश्यकता नहीं होती। लेकिन चॉक बिना सहारे के नहीं टिक पाता। उसी प्रकार व्यंजन को बोलने के लिए स्वरों का सहारा लेना पड़ता है।”

बस, यही छोटा-सा प्रयोग बच्चों के मन में उतर गया। पूरी कक्षा उत्साह से भर उठी। हैविस सहित सभी बच्चों ने स्वर और व्यंजन का अंतर बहुत आसानी से समझ लिया। उसके बाद जब भी मैं स्वर और व्यंजन पूछती, बच्चे खुशी-खुशी आगे आते, चॉक और डस्टर का उदाहरण देकर पूरे आत्मविश्वास के साथ उत्तर देते। उस दिन मुझे महसूस हुआ कि सीख तभी यादगार बनती है, जब उसे अनुभव से जोड़ा जाए। यह मेरे शिक्षक जीवन के सबसे आनंददायक और अविस्मरणीय अनुभवों में से एक है।

दो पंक्तियाँ:

चॉक-डस्टर ने ज्ञान की ऐसी ज्योति जलाई,
मुस्कुराते बच्चों की आँखों में सीख सदा के लिए समाई।



The Rhythm of My Classroom

Shail Suta*

Four years into my teaching journey, I never imagined that a primary classroom would become the place where I learned my most profound lessons.

Tiny footsteps, endless questions, unfinished sentences, and boundless curiosity often stretched my patience beyond its limits. There were days when fatigue spoke before kindness, and moments when I responded more firmly than I wished. Yet those little hearts, untouched by resentment, returned each morning with smiles that quietly taught me the grace of forgiveness.



Every class gifted me a story, but **Class 3 Beta** was a chapter unlike any other—spirited, unpredictable, and wonderfully challenging. Somewhere amidst the chorus of “Ma’am!”, the misplaced pencils, the laughter, and the delightful chaos, we created memories that time will never erase.

Gradually, I stopped expecting every child to bloom in the same season. I learned to honour every difference, celebrate every small triumph, and find extraordinary joy in ordinary moments—a hesitant reader finding confidence, an imperfect sentence spoken with pride, or a room echoing with uninhibited laughter.

I walked into the classroom believing I would teach language; instead, these children taught me patience, gentleness, and the quiet strength of compassion. They transformed not only my classroom but also my heart, shaping me into a calmer, kinder, and happier version of myself.

And so, with a heart full of gratitude, I carry forward every lesson these little souls have unknowingly gifted me. Here’s to many more classrooms, countless stories waiting to unfold, and the privilege of growing alongside every child I am yet to meet. For in the rhythm of every classroom lies the quiet melody that continues to shape the teacher within me.



* Faculty, Primary Section

The Melody of Learning

Shaista Alam*

From the very beginning of my teaching career, I believed that learning should not be confined to textbooks. My classroom is a space where students are encouraged to explore, question, and create. I strive to make each lesson engaging and memorable through storytelling, role-play, collaborative projects, and hands-on activities.



For me, teaching is a continuous journey of adaptation—one that constantly brings out the best in me as an educator. Last year, transitioning from Indian History in Class VIII to World History in Class IX felt like stepping into an entirely different universe. As my students entered Class IX, the familiar local context gave way to unfamiliar names, complex geopolitical realities, and events that had unfolded across distant continents. The spark of curiosity that once lit up the classroom was momentarily replaced by blank stares. To be honest, I too found the transition challenging. Teaching World History demanded that I rethink not only *what* I taught, but *how* I taught it.

Yet, every challenge carries within it the possibility of a new rhythm. I reminded myself that uncertainty should not drive a teacher into her comfort zone; instead, it should inspire her to plan, experiment, and learn alongside her students. Gradually, I began weaving stories into historical events, encouraging discussions, debates, comparisons, and collaborative activities. Gradually, the unfamiliar became familiar, and history started revealing itself to the classroom.

One day, while an activity was being conducted in the school auditorium, the activity coordinator asked students to assign names to their friends. As I stood nearby, I heard Talha, Warqan, Farhan, Alok, Junaid, and Saurav enthusiastically calling one another by the names of historical figures we had recently encountered in the chapters on the French Revolution, the Russian Revolution, and the Rise of Hitler. They questioned one another's choices, defended their arguments, and recalled historical facts with remarkable ease. I also became part of this game. At that moment, I realised that history had travelled far beyond the pages of the textbook. It had entered into their conversations, their imagination, and their everyday world. That spontaneous moment became one of the most rewarding affirmations of my teaching journey.

From then onwards, the classroom developed a rhythm of its own. Students no longer viewed historical events as isolated chapters to memorise; instead, they began drawing comparisons

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between democratic principles in different countries, questioning political systems, and connecting the past with contemporary realities. Every discussion led to a set of questions, and every question opened another window of understanding.

This rhythm found an even deeper expression during our community engagement program (CEP) journey, in which our class 9 students also participated. Throughout that memorable journey, we explored complex social issues and worked together to propose meaningful solutions, transforming the classroom into a community of thoughtful learners. Together, we analyzed various social, political, cultural, and geographical perspectives – a discussion that naturally led us to the geopolitics of the Teen Bigha Corridor. What initially appeared to be a geographical case study gradually unfolded into a profound exploration of borders, identities, diplomacy, and humanity. I found myself questioning the limits of my own understanding as much as my students questioned theirs. Together, we realised that genuine learning begins when we step beyond familiar boundaries and embrace unfamiliar perspectives with curiosity, empathy, and open mind.

Looking back, I realise that these were not isolated classroom moments. They were the notes of a single melody – a rhythm created through curiosity, dialogue, shared discovery, and mutual trust. It was a rhythm in which I was not merely teaching history; I was learning alongside my students, discovering that the most meaningful classrooms are those where knowledge is not delivered but lived, questioned, and joyfully shared.

The journey continues, and with every lesson taught and every smile shared, the melody of the classroom grows richer and more meaningful.

दर्स-ए-इल्म.....

इल्म वो दौलत है जो बाँटने से बढ़ती है,

इल्म वो मौसिकी है जो गुनगुनाने से निखरती है।

आओ कि हम सब मिल कर इल्म का गीत गाएं,

जो सोए हुए हैं ज़ेहन में, उन दीयों को जलाएं।



Creating a positive Classroom Rhythm

Shampashri Jana*

A positive classroom rhythm is important for young children. Classroom rhythm means having a smooth and predictable routine throughout the day. It helps children feel happy, safe, confident, and ready to learn. When children know what comes next, they feel comfortable and can focus better on learning. A good classroom rhythm creates a calm, organized, and welcoming environment where every child can participate and grow.



Each day begins with a warm welcome, prayer, attendance, and cheerful greetings. This morning routine sets a positive tone for the day and helps children feel valued and included. Morning songs, conversations, and circle time are important parts of the classroom rhythm. These activities encourage children to talk, listen, share ideas, and interact with their friends and teachers.

I make learning fun and engaging through stories, rhymes, songs, games, flashcards, and hands-on activities. A positive classroom rhythm includes a balance of learning, play, movement, and rest. Children learn best when they are actively involved, so I encourage them to ask questions, participate in activities, and work together with others. I praise their efforts and provide support whenever needed. Positive encouragement helps build confidence and motivates children to keep learning.

The classroom rhythm continues throughout the day with learning activities, creative play, group work, movement exercises, snack time, and short breaks. These regular transitions help children stay active, focused, and interested. A consistent routine also teaches important values such as responsibility, cooperation, discipline, independence, and respect for others.

At the end of the day, children participate in a short reflection, recap, or goodbye activity. This helps them remember what they learned and end the day on a positive note. I also reflect on their progress and plan future activities based on their needs and interests.

For example, Anvi is an active and cheerful child who enjoys classroom activities. She sometimes loses focus during writing tasks and prefers to play or visit the activity room. With gentle reminders and encouragement, she is gradually improving her focus and task completion.

I believe that a happy classroom, a caring teacher, and a well-planned routine create a positive learning environment. A positive classroom rhythm helps children enjoy school, build good habits, develop confidence, and grow into independent and successful learners.



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The Rhythm of Classroom-The Journey So Far

Sharmistha Dutta*

Teaching has shown me that the true rhythm of a classroom is created not only through lessons but through the relationships we build with our students. A classroom becomes a meaningful place when children feel comfortable, valued, and encouraged to learn and grow.



I have always tried to create an environment where students can ask questions freely, participate confidently, and express themselves without fear. Over time, I noticed that they became more engaged, supportive of one another, and eager to take part in classroom activities.

Some of the most memorable moments have come outside the lesson itself. There were days when I was unwell at school, and many students came up to me with genuine concern, asking if I was feeling better and worrying about my health. During lunchtime, they often ask if I have brought my lunch and whether I am eating with them. These simple acts of care remind me that the bond between a teacher and students goes far beyond academics.

These experiences have taught me that learning flourishes where there is trust, kindness, and mutual respect. While creating such an environment requires patience and consistency, the rewards are immeasurable. The love, empathy, and concern my students show every day continue to inspire me to become a better teacher, and they remind me that the greatest lessons we teach are often the ones that are never written on the blackboard.



* Faculty, Primary Section

“कक्षा और मेरे अनुभवों का सफ़रनामा...”

शुचि पांडेय*

कलम की स्याही से परे, एक एहसास जागा है,
ये कमरा महज़ दीवारों का नहीं, उम्मीदों का धागा है।
जहाँ हँसी की खनक में हर मुश्किल पिघल जाती है,
और मासूम—सी ज़िद भी, एक सबक सिखा जाती है।
सीखने—सिखाने का ये सिलसिला बड़ा नायाब है,
यहाँ हर बच्चा अपने आप में एक मुकम्मल किताब है।



नए शैक्षणिक सत्र की शुरुआत के साथ ही कक्षा 3, 4 और 5 के विद्यार्थियों के साथ हिंदी सीखने की एक बेहद खूबसूरत यात्रा प्रारंभ हुई। यहाँ बच्चों ने केवल पाठ्यपुस्तकों को पढ़ा नहीं, बल्कि भाषा को जिया है। खेल—खेल में व्याकरण सीखना हो, वर्णों से शब्दों का भंडार बनाना हो, या 'टीएलएम (TLM)' की मदद से पाठ को अपनी भाषा में प्रस्तुत करना हो — बच्चों के उच्चारण, लेखन और आत्मविश्वास में कमाल का सुधार देखने को मिला है।

कक्षा में वर्णों और शब्दों की पहचान से शुरुआत करते हुए विद्यार्थियों ने नए शब्दों का भंडार विकसित किया। शब्दों को जोड़कर सार्थक वाक्य बनाने की गतिविधियों में बच्चों ने उत्साहपूर्वक भाग लिया। संज्ञा विषय को समझाने के लिए “अपने आस—पास की वस्तुओं, स्थानों और व्यक्तियों को पहचानों” जैसी गतिविधियाँ कराई गईं, जिससे बच्चों ने खेल—खेल में व्याकरण सीखा।

वाचन गतिविधियों, श्रुतिलेख, शब्द—निर्माण खेलों तथा समूह चर्चाओं के माध्यम से विद्यार्थियों के उच्चारण, लेखन और अभिव्यक्ति कौशल में निरंतर सुधार देखने को मिला। बच्चों ने अपनी कल्पनाओं को छोटे—छोटे वाक्यों और रचनात्मक कार्यों के माध्यम से व्यक्त करने का भी प्रयास किया।

अब तक की यह यात्रा सीखने, खोजने और आत्मविश्वास के साथ आगे बढ़ने की यात्रा रही है। कक्षा 4 और 5 के विद्यार्थियों ने जहाँ विभिन्न अध्यायों को टीएलएम (Teaching Learning Material) की सहायता से अपने शब्दों में प्रस्तुत कर एक उत्कृष्ट उदाहरण स्थापित किया, वहीं किताबों से परे: दिल को छू गया कक्षा 2 का यह अनुभव:—

* हिन्दी संकाय

जहाँ बड़ी कक्षाओं में शब्दों का संसार सज रहा था, वहीं समर कैम्प (Summer Camp) के दौरान कक्षा 2 के नन्हें बच्चों के साथ बीता एक पल सीधे दिल को छू गया। मौका था—‘नॉन फ्लेम कुकिंग’ (Non-Flame Cooking) गतिविधि का। इसका उद्देश्य केवल व्यंजन बनाना नहीं, बल्कि बच्चों में टीम-वर्क और जिम्मेदारी की भावना जगाना था। गतिविधि के दौरान जो हुआ, वह अद्भुत था! बिना किसी निर्देश के नन्हें बच्चे खुद आगे आए—किसी ने चम्मच लाकर दिया, किसी ने प्लेटें सजाईं, तो किसी ने सामग्री को सही जगह रखा। उनकी इस निश्चल और सहज सहायता ने शिक्षक और छात्रों के बीच की सारी झिझक को एक पल में मिटा दिया। जिन बच्चों से अभी तक ठीक से जान-पहचान भी नहीं थी, उनसे एक गहरा आत्मीय रिश्ता बन गया।

दिलों से जुड़ते कदम... कुछ अविस्मरणीय चेहरे:—

हर कक्षा अपने भीतर अनगिनत कहानियाँ समेटे होती है। कुछ कहानियाँ अंकों में नहीं, बच्चों की चमकती आँखों, उनके बढ़ते आत्मविश्वास और सीखने के प्रति जागे प्रेम में लिखी जाती हैं। इस सफर में कुछ ऐसे विद्यार्थी भी मिले, जिनकी छोटी-छोटी उपलब्धियाँ मेरे शिक्षकीय जीवन की सबसे अनमोल यादें बन गईं।

इस पूरी यात्रा में कुछ विद्यार्थियों की प्रगति ने मेरे मन को विशेष रूप से छुआ। इनमें से एक उपलब्धि थी, कक्षा 2 गामा के **अब्दुल समद** की। अगर मैं अपने इस पल को **खुबसूरत लफ़्ज़ों में बयान करूँ, तो सिर्फ़ इतना ही कहूँगी:—**

“सिर्फ़ सिर पर रखा एक हाथ, और थोड़ा—सा इशारा था,
मात्राएँ तो बहाना थीं, असल में उसे खुद पर यकीन दिलाना था।”

कक्षा 2 का एक अनुभव मेरे लिए हमेशा यादगार रहेगा। समर कैम्प के दौरान मेरी मुलाकात **अब्दुल समद** से हुई। प्रारंभ में वह हिंदी की कक्षा में रुचि नहीं लेता था। कभी बाहर जाने का बहाना बनाता, तो कभी पढ़ाई से बचने की कोशिश करता था। लेकिन एक छोटे से विश्वास और निरंतर प्रोत्साहन ने उसके भीतर सीखने की इच्छा जगा दी।

हिंदी की पुनरावृत्ति के समय बच्चों को कविता लिखने का कार्य दिया गया। समद कुछ असहज था। जब मैं उसके पास गई, तो मैंने केवल उसे मात्राओं की ओर संकेत किया, जैसे “यहाँ ‘ए’ की मात्रा लगेगी”। इसके बाद बिना शब्द बताए उसने स्वयं पूरी कविता “बढ़ता चल भई बढ़ता चल ...” लगभग शुद्ध रूप में लिख डाली। पूरी कविता में केवल एक या दो छोटी त्रुटियाँ थीं। उस दिन मुझे यह अनुभव हुआ कि जब बच्चे के मन में विश्वास जगाया जाता है, तो वह अपनी क्षमता से स्वयं परिचित हो जाता है।

आज वही समद हिंदी की कक्षा में पूरे उत्साह से भाग लेता है, बाहर जाने के बहाने नहीं बनाता और परीक्षाओं में भी उसके परिणाम पहले से कहीं बेहतर आए हैं।

इस यादों की माला के कुछ और मोती मेरे पास हैं जिसमें विगत चार वर्षों से मेरे साथ सीख रहे ध्रुवा गिरिश और आर्यन अनंगत की यात्रा भी अत्यंत प्रेरणादायक रही है।

शायद किसी ने ठीक ही कहा है कि—

“जुबाँ चाहे कोई भी हो, दिल की ज़मीन एक रहती है,
मोहब्बत से सीखी हुई हर बोली उम्रभर महकती है।”

उनकी मातृभाषा हिंदी नहीं, बल्कि मलयालम है, फिर भी उन्होंने पूरे उत्साह के साथ हिंदी को अपनाया। आज दोनों बच्चे पूरे आत्मविश्वास के साथ हिंदी में स्वयं को अभिव्यक्त करते हैं। उनकी भाषा, उच्चारण, लेखन तथा मात्राओं की शुद्धता में निरंतर सुधार दिखाई देता है। आर्यन अभी भी अपनी लिखावट को और बेहतर बनाने का प्रयास कर रहा है, किंतु उसकी सीखने की लगन और हिंदी में बोलने तथा लिखने का उत्साह यह विश्वास दिलाता है कि समय के साथ वह भी इस क्षेत्र में उत्कृष्ट प्रगति करेगा।

निष्कर्ष:

बदल गई है हर वो परिभाषा जो मैंने पढ़ी थी,
जिंदगी तो इस ब्लैकबोर्ड के पीछे ही खड़ी थी।
अब विदा की घड़ी में भी ये दिल मुस्कुरा रहा है,
क्योंकि यादों का कारवां संग चलता जा रहा है।

यह अनुभव सिखाता है कि सीखना सिर्फ किताबों और चारदीवारी तक सीमित नहीं है। असली शिक्षा तो आपसी सहयोग, संवेदनशीलता और अटूट विश्वास से जन्म लेती है। यही छोटे-छोटे पल हमारी शिक्षण-यात्रा को सार्थक बनाते हैं और याद दिलाते हैं कि शिक्षा का असली मकसद सिर्फ ज्ञान देना नहीं, बल्कि एक अच्छे इंसान का निर्माण करना है।

“ये है कक्षा और मेरे अनुभवों का सफरनामा”



एक शिक्षक बनने का मेरा उद्देश्य

श्वेता यादव*

मैं कई वर्षों से एक शिक्षिका के रूप में कार्य कर रही हूँ। शुरुआत में मेरा उद्देश्य केवल विद्यार्थियों को अच्छी शिक्षा देकर उन्हें सफल बनाना था। समय के साथ अनेक विद्यार्थियों से जुड़ने का अवसर मिला और तब समझ आया कि शिक्षक केवल पढ़ाने वाला नहीं, बल्कि जीवन को दिशा देने वाला भी होता है।



सन् 2021 की मेरी कक्षा 12 की छात्रा नेहा नाविक ने विद्यालय के वार्षिक समारोह में मुझसे मिलकर बताया कि उसके पिता के दुर्घटनाग्रस्त होने के कारण परिवार गंभीर आर्थिक संकट से गुजर रहा था। वह पढ़ाई छोड़ने की स्थिति में थी, लेकिन मेरी कक्षा में कही गई प्रेरणादायक बातें, मेरा प्रोत्साहन और आवश्यकता पड़ने पर विद्यालय प्रबंधन से की गई बातचीत ने उसे पढ़ाई जारी रखने का साहस दिया। उसने कहा कि यदि उसे वह मानसिक सहारा न मिला होता, तो शायद वह टूट जाती।

उस दिन मुझे महसूस हुआ कि एक शिक्षक के शब्द किसी विद्यार्थी के जीवन में गहरा परिवर्तन ला सकते हैं। तभी से मेरा संकल्प है कि मैं केवल विषय नहीं पढ़ाऊँगी, बल्कि अपने विद्यार्थियों की मार्गदर्शक (मेंटॉर) बनकर उन्हें शिक्षा, करियर और जीवन की चुनौतियों का सामना करने का आत्मविश्वास भी दूँगी। मेरा प्रयास रहेगा कि मेरे साथ बिताया गया हर पल उन्हें आशा, प्रेरणा और आगे बढ़ने का साहस दे।

अभी तो सिखाना है...

A Teacher's Reflection

अभी तो सिखाना है,
रुकना नहीं,
हर बच्चे को समझाना है, थकना नहीं।
जब खाली कॉपी लेकर आते हैं,
धीरे-धीरे सपनों से भर जाते हैं।
उनकी आँखों में चमक देखकर,
मेरी सारी थकान दूर हो जाती है।
कभी सवालों की बरसात होती है,

* Faculty, Commerce

कभी शरारतों की सौगात होती है।
कभी चुप रहते हैं,
कभी खुलकर बोलते हैं,
यही तो मेरी क्लासरूम की पहचान होती है।
जब कोई बच्चा कहता है—
“मैम, आज समझ में आया।”
वह लम्हा मेरे लिए किसी अवॉर्ड से कम नहीं होता।
उनकी छोटी-छोटी सफलताएँ ही
मेरे काम को खास बनाती हैं।
मैं सिर्फ पढ़ाती नहीं,
उन्हें जीवन के लिए तैयार करती हूँ।
सिर्फ विषय नहीं,
उन्हें अच्छा इंसान बनना सिखाती हूँ।
अभी तो सिखाना है,
रुकना नहीं,
हर बच्चे के साथ मिलकर,
एक बेहतर कल बनाना है।



My Classroom Rhythm-Experiences That Inspired Me

Somdutta Chakraborty*

There is a popular belief that Commerce is a subject of numbers, calculations, balance sheets, and business principles. While that is true, my years in the classroom have taught me something far more profound—it is, above all, a subject about people. Behind every ledger is a story of trust, behind every business decision is a value, and behind every successful enterprise is a human dream. It is this human side of Commerce that has shaped the rhythm of my classroom.



Every morning, as I step into my classroom, I carry more than lesson plans on Accountancy and Business Studies. I carry the hope of helping young minds discover not just concepts, but confidence; not just theories, but purpose. My classroom is a place where questions are welcomed, mistakes are accepted as stepping stones, and learning grows through discussion, reflection, and collaboration.

Some of my most cherished memories are connected with students who unknowingly became the heartbeat of my teaching journey. **Amit (batch 2000), Amresh (batch 2009), and Abhishek (batch 2013)** were among those who left an indelible mark on my early years as a teacher. **Amit** had a thoughtful nature. He rarely accepted an idea without trying to understand the reason behind it. His questions often made me think differently and reminded me that learning is a two-way process. He taught me that a curious mind is one of the greatest strengths a student can possess. **Amresh** brought life to the classroom. His cheerful smile, eagerness to participate, and ability to connect with everyone made every class feel energetic. Whether it was a discussion, a group activity, or a simple classroom conversation, he had a way of making others feel involved. His enthusiasm reminded me that learning becomes memorable when it is enjoyed. **Abhishek** was calm, sincere, and quietly determined. He never sought attention, but his consistency and dedication spoke for him. Watching him grow in confidence over time was one of the most rewarding experiences of my early teaching years. He taught me that every child blooms differently, and sometimes the quietest students leave the deepest impression.

Teaching Commerce has shown me that education is much more than preparing students for examinations. A discussion on entrepreneurship becomes meaningful when students begin to imagine themselves as future innovators. A chapter on planning turns into a lesson in life when they understand the importance of setting goals and making thoughtful decisions. Accountancy, often considered a difficult subject, becomes enjoyable when students realise that every figure tells a story and every balance sheet reflects discipline, responsibility, and integrity.

* Faculty, Commerce

What inspires me most is not the perfect answer written in an examination script but the hesitant student who gathers the courage to ask a question, the group that learns to solve a problem together, or the smile of a learner who finally says, “**Now I understand.**” These moments remind me that true education is measured not only by marks but by confidence, character, and curiosity. Over the years, I have also realised that the rhythm of the classroom is never created by the teacher alone. It is composed collectively— through thoughtful discussions, shared laughter, respectful disagreements, moments of silence, and the dreams that students bring with them every day. Each batch leaves behind memories that become part of my own journey, enriching me both as a teacher and as a learner. Teaching has taught me one enduring truth: every child enters the classroom carrying unseen potential. Our role as educators is not merely to fill minds with information but to create an environment where that potential can flourish. When students feel heard, respected, and encouraged, learning becomes a joyful and transformative experience.

As I reflect on my journey, I realise that my classroom has been my greatest teacher. It has taught me resilience on difficult days, gratitude in successful moments, and humility in the face of continuous learning. The rhythm of my classroom is, therefore, not just the rhythm of teaching—it is the rhythm of growing together. Every academic session begins with unfamiliar faces and ends with unforgettable memories. The lessons may conclude, the examinations may finish, and the classrooms may empty, but the rhythm remains—echoing in every student whose life we have touched and in every teacher whose heart has been transformed by the privilege of teaching.

For me, that is the true balance sheet of education: not marks earned, but lives inspired; not chapters completed, but futures shaped.



सोच की सींच: विद्यालय से व्यक्तित्व निर्माण की यात्रा

सुब्रतो चक्रवर्ती*

जब किसी किसान के हाथों में बीज होता है, तो उसकी सबसे बड़ी चिंता केवल उसे बो देना नहीं होती; वह यह भी सुनिश्चित करता है कि उसे उचित मिट्टी, पर्याप्त जल और अनुकूल वातावरण मिले, ताकि वह एक सशक्त वृक्ष बन सके। ठीक यही भूमिका विद्यालय निभाता है। वह केवल ज्ञान का वितरण नहीं करता, बल्कि बच्चों की सोच की सींच करता है। क्योंकि शिक्षा का वास्तविक उद्देश्य तथ्यों का संग्रह नहीं, बल्कि विचारों का संवर्धन, मूल्यों का विकास और व्यक्तित्व का निर्माण है।



अक्सर विद्यालय की पहचान पुस्तकों, परीक्षाओं और अंकों से की जाती है। किंतु यदि शिक्षा का उद्देश्य केवल परीक्षा में सफलता तक सीमित होता, तो विद्यालय और पुस्तकालय में कोई विशेष अंतर न रहता। विद्यालय इसलिए विशिष्ट है क्योंकि यहाँ बच्चों को केवल पढ़ाया नहीं जाता, बल्कि उन्हें जीवन जीना सिखाया जाता है। यहीं वे स्वयं को पहचानते हैं, अपने विचारों को आकार देते हैं और समाज के प्रति अपने दायित्वों को समझना प्रारंभ करते हैं।

एक सच्चे विद्यालय की पहचान उसकी इमारत से नहीं, बल्कि उसके वातावरण से होती है। वह वातावरण जहाँ प्रश्न पूछना प्रोत्साहित किया जाता है, जहाँ गलती को असफलता नहीं, सीखने का अवसर माना जाता है और जहाँ प्रत्येक बच्चे की जिज्ञासा का सम्मान किया जाता है। जब विद्यार्थी बिना भय के अपनी बात रखते हैं, तर्क करते हैं, विचार साझा करते हैं और नए उत्तर खोजने का साहस करते हैं, तभी शिक्षा अपने वास्तविक स्वरूप में दिखाई देती है। वस्तुतः जिज्ञासा ही वह बीज है, जिससे ज्ञान का वृक्ष विकसित होता है।

कक्षा केवल पाठ पढ़ाने का स्थान नहीं, बल्कि विचारों के संवाद का मंच है। यहाँ शिक्षक उत्तर देने वाला अकेला व्यक्ति नहीं होता; वह एक मार्गदर्शक होता है, जो बच्चों को स्वयं सोचने, समझने और निष्कर्ष तक पहुँचने के लिए प्रेरित करता है। जब बच्चे एक-दूसरे की बात सुनना, मतभेदों का सम्मान करना और अपने विचारों को विनम्रता से व्यक्त करना सीखते हैं, तब शिक्षा पुस्तक के पन्नों से निकलकर उनके व्यवहार का हिस्सा बन जाती है। यही वह प्रक्रिया है, जिसे हम 'सोच की सींच' कह सकते हैं।

आज के युग में केवल ज्ञान पर्याप्त नहीं है। कृत्रिम बुद्धिमत्ता और तकनीकी प्रगति के इस दौर में समाज को ऐसे व्यक्तियों की आवश्यकता है, जिनमें संवेदनशीलता, नैतिकता, सहानुभूति और उत्तरदायित्व जैसे मानवीय गुण भी हों। विद्यालय इन गुणों का विकास किसी एक विषय के माध्यम से नहीं करता, बल्कि अपने दैनिक वातावरण, अनुशासन, सामूहिक गतिविधियों और शिक्षक के व्यवहार से करता है। यही संस्कार बच्चों के चरित्र की वास्तविक आधारशिला बनते हैं।

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हर बच्चा अपने भीतर एक विशिष्ट संभावना लेकर जन्म लेता है। कोई विज्ञान में रुचि रखता है, कोई कला में, कोई खेल में तो कोई नेतृत्व क्षमता में। शिक्षक का दायित्व केवल पाठ्यक्रम पूरा करना नहीं, बल्कि इन संभावनाओं को पहचानना और उन्हें सही दिशा देना भी है। कई बार शिक्षक का एक प्रेरणादायक शब्द, एक सच्ची प्रशंसा या विश्वास से भरी मुस्कान किसी बच्चे के आत्मविश्वास को नई उड़ान दे देती है। ऐसे ही छोटे-छोटे क्षण जीवन की बड़ी उपलब्धियों का आधार बनते हैं।

विद्यालय बच्चों को केवल भविष्य की नौकरी के लिए तैयार नहीं करता, बल्कि उन्हें जीवन की चुनौतियों का सामना करने योग्य बनाता है। यहाँ वे समय का महत्व समझते हैं, अनुशासन अपनाते हैं, सहयोग करना सीखते हैं और यह अनुभव करते हैं कि सफलता केवल प्रतिभा से नहीं, बल्कि निरंतर प्रयास, विनम्रता और श्रेष्ठ चरित्र से प्राप्त होती है। जब विचारों की दिशा सही होती है, तभी निर्णय सही होते हैं और जब निर्णय सही होते हैं, तभी व्यक्तित्व सुदृढ़ बनता है।

अंततः शिक्षा की सबसे बड़ी सफलता उत्कृष्ट अंक नहीं, बल्कि उत्कृष्ट नागरिक हैं। यदि विद्यालय से निकलने वाला प्रत्येक विद्यार्थी संवेदनशील, ईमानदार, जागरूक और उत्तरदायी बन सके, तो यही किसी भी शिक्षा व्यवस्था की सबसे बड़ी उपलब्धि होगी। ज्ञान समय के साथ बदल सकता है, तकनीक निरंतर विकसित हो सकती है, परंतु अच्छे संस्कार, सकारात्मक सोच और सुदृढ़ चरित्र जीवन भर व्यक्ति की सबसे बड़ी पूंजी बने रहते हैं।

विद्यालय वास्तव में वह पावन स्थान है, जहाँ पुस्तकों से ज्ञान मिलता है, अनुभवों से समझ विकसित होती है और संस्कारों से व्यक्तित्व का निर्माण होता है। यही है “सोच की सींच”—एक ऐसी सतत प्रक्रिया, जो बच्चों को केवल सफल नहीं, बल्कि सार्थक जीवन जीने योग्य बनाती है।

“शिक्षा का सर्वोच्च उद्देश्य मन को भरना नहीं, बल्कि विचारों को सींचना है; क्योंकि जब सोच समृद्ध होती है, तभी व्यक्तित्व उत्कृष्ट बनता है।



Beyond Lessons – The Journey So Far

Suprita Sinha*

Almost two decades as a teacher now and looking back, I think this profession has been the most befitting tribute I could pay to my own life. People often say that being born human comes with a purpose, something that sets us apart from other living things. For teachers, that purpose feels very specific, we're handed the responsibility of shaping young lives and being blessed to be a part of raising the most beautiful creation of God: children. The world cannot be imagined without them rather the world would seem impossible.



But this responsibility gets greater when the changing world has brought too many challenges for these young minds. Today's world is completely different and difficult, more difficult world than the one most of us grew up in and understanding what they're going through is not very simple. This is where a teacher's job starts, to dwell into their world, to understand them better. We don't have to guide them only rather than respect them and understand them better.

All this does not come in an easy way. Our education system still lies heavily on traditional pattern with so much of corruption and thus change cannot come easily to it. So, all the more a greater responsibility lies on the shoulder of a teacher. And yes, somewhere in taking on that responsibility, we find what we're really here for — bringing a little light, a little hope, a little love and a little meaning, into the lives of the children we teach.

The Journey of Transformation as a Teacher

That's really where my own journey began not just teaching children, but letting myself be shaped by them in return. As the years have passed and especially now that I've stepped into middle age, I notice I've become calmer and more composed. Less quick to react. Teaching hasn't just been a job for me; it has quietly taught me who I am, made me more aware of just how much impact my words and actions can have in a young person's life.

Somewhere down the line I have learnt and realized something important; my job was never to hand down my own way of seeing things. It was to build a space where a child feels heard, feels respected, feels like they matter. It means not imposing my perceptions on the children. It means walking along with them, not ahead of them. I have been able to realise that teaching is not a one-way instruction. It became something we were both learning from, together.

* Vice Principal and Faculty, English

So, now I try to hold on to the small things - a kind word, a bit of encouragement, patience when a child needs to be heard, room for them to speak without being rushed. Our simple yet meaningful acts can bring a lot of change, the words of encouragement, appreciation, a simple opportunity to let them express freely, truly defines the essence of teaching.

Because in the end, teaching was never really about lesson plans and exam scores. It's about raising human beings, helping them find their space in a world that isn't always kind or simple and giving them enough courage and compassion to face it anyway. If there's one thing this journey has taught me, it's that transformation doesn't only happen in the child sitting in front of you. It happens in the teacher as well, the moment she's willing to bend, to listen, to serve without needing credit for it.

One of the most memorable moments in my teaching journey recently was when I witnessed a child, who struggled with reading and spoke with a slight stammer, he gathered the courage to come forward and read aloud in front of the entire class. What moved me deeply was not just his effort to pronounce each word but the sheer determination that he had and courage it took to stand at the podium facing his peers who at the same time were laughing and giggling, making fun of him. That flicker of willingness in his eyes, the desire to be seen, to take part said more about the strength he was hiding. I consider this strength more than any test score. Not long after, he came to me and said he wanted to join the debate competition that was going to be held just few days later. I remember thinking about how much it must take for a child like him to push past what he thinks are his limits. I could see it in his eyes that same spark, only brighter this time, full of something close to hope.

That moment settled something for me. Teaching was never just about handing over knowledge. It's about helping a child find courage they didn't know they had and the belief that they're capable of more than they think. Sometimes it's the smallest steps, a child standing up to read, a hand raised for the first time that end up teaching the teacher the biggest lessons of all.



Where Little Questions Create Big Dreams: My Rhythm in the Classroom

Swastika Mishra*

“Every classroom has a heartbeat of its own—one that echoes through the laughter of children, the excitement of new discoveries, and the endless stream of curious questions.”



Every classroom has a heartbeat of its own—one that echoes through the laughter of children, the excitement of new discoveries, and the endless stream of curious questions. This beautiful rhythm has shaped not only my students but also me, making the past six months one of the most meaningful chapters of my life.

My journey began as an intern, stepping into the classroom with hope, curiosity, and a willingness to learn. At first, everything felt new, but with each passing day, I grew more confident. The youngest children, with their innocent smiles and countless questions, taught me that curiosity is the foundation of learning. Their enthusiasm reminded me that every question is the beginning of a new adventure.

As I gradually moved to the primary section, I began to understand that every child learns differently, beyond textbooks and lessons, I discovered the importance of patience, empathy, encouragement, and building meaningful connections. Every child had a unique personality, and every interaction became a lesson that helped me grow as both a teacher and an individual.

One of the most beautiful learning moments I had was with a little girl named Unnati. During our Environmental Science class, while we were observing leaves, she suddenly picked up a leaf and placed it on her palm. With a sparkle in her eyes, she said, “Ma’am, look! The lines on this leaf look just like the lines on our hand.”

Her observation made the entire class pause and look closer—at our hands, at the leaves, and then at each other. We discussed how both have veins that carry what is needed for life. From that day, Unnati became even more curious about how nature and human beings are connected. She would often ask, “Do trees breathe the way we breathe?” or “Do plants also feel happy when we take care of them?”

Those simple questions opened the door to deep and meaningful discussions. Together, we explored how nature provides us with so many similar things—our five fingers are like the branches of a tree, our lungs work like leaves that take in air, our blood circulates like water in rivers, and even our bones are strong like the trunks of trees. Unnati’s curiosity reminded me that nature is not

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separate from us; we are a part of it. The more we observe nature, the more we discover connections that help us understand life better.

This experience made me reflect on how everything in life is interconnected. Just as Environmental Science teaches us that every element of nature is linked in a continuous cycle, our experiences are also connected in a beautiful cycle of learning and growth. Every person we meet, every challenge we face, and every lesson we learn becomes the foundation for the next step in our journey.

My experiences as an intern helped me become a teacher, and every day as a teacher, my students continue to become my greatest teachers. This continuous cycle of learning, growing, reflecting, and improving is what makes both education and life so meaningful.

The transition from an intern to a teacher has been an inspiring journey of continuous learning. Every challenge strengthened my confidence, every achievement motivated me, and every smile from a student reaffirmed my purpose. I realized that teaching is not just about sharing knowledge—it is about inspiring young minds, nurturing confidence, and helping children believe in themselves. Looking back, these six months have been filled with unforgettable experiences, valuable lessons, and countless moments of joy. They have taught me that learning never stops, no matter which side of the classroom we stand on. Every day offers a new opportunity to learn something different—not only from books but also from the children whose curiosity and innocence make every classroom a place of endless possibilities.

As I move forward, I carry with me the rhythm of the classroom—a rhythm that inspires growth, celebrates curiosity, and reminds me every day that the greatest teachers are those who never stop learning. This journey is only the beginning, and I look forward to creating many more meaningful memories with my students, one lesson, one smile, and one dream at a time.



The Rhythm of Childhood

Swati Dayal*

Although sometimes it makes you feel tired and want to give up,
But at the same time you realise it's values, it's seriousness and it's worth.
The child who lost his childhood somewhere in the race of growing up,
he is now able to relive that childhood through the lives of those young ones.
Giving the students hope and holding their dream tight,
Showing them the right path and encouraging them to shine bright.
Playing the role of a mother, father, friend, sister and brother,
Being a teacher is a feeling of pride to be someone's role model.
No matter what profession the students choose for their future,
But it feels good when they say I want to be a human being like my teacher.



Some mornings, the bell rings and my shoulders feel heavy. Lesson plans, corrections, meetings — it's a race that makes me tired, and sometimes I wonder if I can keep going. There are days I want to give up. But then the classroom begins its rhythm.

In my Nursery class there's a boy named Rakshit. He doesn't have a watch. He checks my wrist watch instead. Every 5 minutes he comes and tugs my hand:

“Ma'am, show me the watch. Where is Mumma?”

Because for him the small hand is he. The big hand of watch is Mumma. And the fast hand is Papa.

I show him: See beta, when Mumma's hand is here and when it comes here to 8 and you will reach 11 then we'll go home.

He nods and goes back.

2 minutes later—Ma'am, show me your watch again!

Some days I'm tired. But Rakshit reminds me

I'm not just teaching ABC. I'm giving him comfort till his family comes.

And when the bell rings, he claps:

See ma'am! All three hands are together! We can go home!

That one smile makes every “show me your watch” worth it.

* Faculty, Pre-Primary Section

Niara and the Magic Mole

My Nursery student Niara when I ask her to write, she writes 2 letters and then runs to me. Not for help. To touch the mole on my right cheek. Sometimes she touches it softly: Ma'am, ye kya hai? Sometimes she pulls it so hard that it hurts. Dheere se beta. I said. She giggles, hugs me, and goes back to write 2 more letters. Write → Pull → Write → Pull. That's how we finish. It's tiring. It's painful. But I don't stop her. Because that's how she says I love you, Ma'am. Teaching isn't just alphabets. Sometimes it's letting a child hold onto you, while you hold onto her learning.

Ma'am vs Class: The Fun Quiz

In Grade 1, we don't just do rote learning. After I teach EVS, we play a game. It's called "Teacher vs Students Quiz". One side is me. The other side is all the students. In the beginning the children were not very interested. They thought, Ma'am will always win. We will lose. But one day... I got *0* and they got *1*! All the children shouted and clapped. After that, everyone wanted to play. Now in our 5-minute revision, everyone listens very carefully. Because they want to beat Ma'am. Sometimes they bring questions for me: Ma'am, answer this! Ma'am, answer that! Sometimes I say: Who will answer fast? If you answer fast, you get 1 point. If not, Ma'am gets 1 point. Because of this quiz, children remember everything very quickly. Even after many days, if I ask, they answer right away. Is it 100% successful? Not yet. But it's 50-60% successful and getting better every day. We are both working hard. Me and my Grade 1 students. Now after every chapter they want the quiz between me and themselves. Learning is more fun when we play. When we listen carefully, we can do anything. Even beat the teacher.



The Rhythm of My Classroom

Vandana Chandra*

Every classroom has its own rhythm—a unique flow of learning, interaction, curiosity, and growth. As an English teacher for Classes IV, V, and VI and a Social Studies teacher for Class VI, I have come to realize that teaching is not merely about completing a syllabus; it is about creating an environment where every child feels valued, understood, and motivated to learn.



When I first stepped into the classroom, giving equal attention to each child seemed challenging. Every student learns differently, thinks differently, and progresses at a different pace. In the beginning, managing these differences required patience and continuous effort. However, with time, I discovered that understanding each child's strengths and needs makes teaching not only easier but also deeply enjoyable. Today, I genuinely look forward to every class because each day brings new experiences and learning opportunities.

The rhythm of my classroom is built on participation, interaction, and mutual respect. I believe that learning should never feel like a burden. Therefore, I often use storytelling, role plays, group discussions, games, quizzes, and activity-based learning to make lessons interesting and meaningful. Whether it is teaching grammar in English or explaining concepts in Social Studies, I always try to connect learning with real-life experiences so that students gain conceptual clarity with ease.

One of the most rewarding aspects of teaching is realizing that learning is a two-way process. While I teach my students every day, they also teach me many valuable things—new perspectives, creative ideas, and sometimes even better ways of looking at familiar concepts. Their curiosity keeps me inspired and reminds me that education is a journey shared by both teacher and learner.

I consider myself a liberal and approachable teacher. In today's world, I believe that strictness alone cannot build meaningful learning experiences. Children learn best when they feel safe, respected, and encouraged to express themselves. Instead of relying on fear or excessive discipline, I prefer a playful and engaging approach that motivates students to participate actively and confidently.

My aim is not only to help students score well in examinations but also to ensure that they understand concepts clearly and develop a genuine love for learning. I may not be every student's favourite teacher, but I strive to be a teacher whom students can approach without hesitation—a teacher with whom they can comfortably share their learning difficulties, doubts, and concerns.

* Faculty, English

Small Achievements, Big Smiles

One of the most fulfilling experiences in my teaching journey has been witnessing the progress of students who once struggled with basic writing skills. Two such students, Kunal and Dangir Rudrapratap Singh, found writing particularly challenging. Their notebooks were often filled with spelling and grammatical errors, and neat copying seemed difficult for them.

Instead of discouraging them, I chose to guide and motivate them through playful activities, gentle reminders, and continuous encouragement. I always told them that sincerity while copying from the board and regular practice would gradually improve their work.

A memorable moment came when I was checking Kunal's notebook. To my surprise, I could not find a single spelling mistake. I checked his work more than once because I could hardly believe the improvement. It was a proud and joyful moment for me as a teacher.

Similarly, Dangir Rudrapratap Singh has also shown remarkable progress. Although he still makes a few mistakes, the difference between his earlier notebooks and his recent work is clearly visible. His writing has become neater, and the number of spelling errors has reduced significantly.



These small victories remind me that every child can grow with patience, encouragement, and the right support. My greatest achievement as a teacher is helping students believe in themselves and realize that they are capable of learning and improving just like their peers.

The true rhythm of a classroom is not found in silence or strict routines alone. It is found in curious questions, thoughtful discussions, shared laughter, active participation, and the confidence with which students express themselves. When teaching, learning, understanding, and growth come together in harmony, the classroom finds its rhythm—and that rhythm becomes the heartbeat of education.

“A classroom flourishes when every child feels seen, heard, understood, and inspired to learn.”



शारीरिक शिक्षा शिक्षक: बच्चों में जीवनभर की खुशी और उत्साह का आधार

विककी कुमार*

एक स्कूल परिसर में अगर कोई ऐसी जगह है जहाँ से खिलखिलाते चेहरों, तालियों और सकारात्मक ऊर्जा की आवाज़ें आती हैं, तो वह है खेल का मैदान। इस मैदान के पीछे जिस व्यक्ति का मार्गदर्शन होता है, वह हैं शारीरिक शिक्षा शिक्षक (Physical Education Teacher/PET)। एक पीईटी केवल खेल सिखाने वाले शिक्षक नहीं होते, बल्कि वे बच्चों के मानसिक, शारीरिक और भावनात्मक विकास के मार्गदर्शक होते हैं। अपने अद्वितीय प्रभाव से वे पूरे साल बच्चों को ऊर्जावान, खुश और प्रेरित रखने में महत्वपूर्ण भूमिका निभाते हैं।



सकारात्मक और ऊर्जावान माहौल का निर्माण

शारीरिक शिक्षा शिक्षक अपनी दिनचर्या की शुरुआत ही एक सकारात्मक दृष्टिकोण और मुस्कान के साथ करते हैं। कक्षा के कमरे की चहारदिवारी के तनाव (परीक्षा, पढ़ाई का दबाव) से दूर जब बच्चे मैदान में आते हैं, तो पीईटी का स्वागत भरा व्यवहार उनका आधा तनाव वैसे ही खत्म कर देता है। वे मैदान को एक ऐसी जगह बनाते हैं जहाँ बच्चें खुलकर सांस ले सकें और अपनी ऊर्जा को सही दिशा में लगा सकें।

समावेशी खेल और समानता

एक बेहतरीन खेल शिक्षक की सबसे बड़ी खासियत यह होती है कि वे केवल प्रतिभाशाली या एथलीट बच्चों पर ही ध्यान नहीं देते, बल्कि हर बच्चे की भागीदारी सुनिश्चित करते हैं। 'खेल ऐसे चुने जाते हैं जिनमें हर क्षमता का बच्चा हिस्सा ले सके।

छोटे-छोटे प्रयासों की सराहना करके वे उन बच्चों का भी आत्मविश्वास बढ़ाते हैं जो झिझकते हैं।

जब हर बच्चे को लगता है कि 'मैं भी खेल का हिस्सा हूँ', तो उसकी खुशी और सीखने का उत्साह दोगुना हो जाता है।

केवल जीत नहीं, 'खेल भावना' सिखाना

पूरे साल बच्चों में उत्साह बनाए रखने के लिए 'खेल भावना' (Sportsmanship) का पाठ बहुत ज़रूरी है। खेल शिक्षक बच्चों को सिखाते हैं कि:

* खेल संकाय

हारना भी सीखने का एक अवसर है।
विरोधी टीम का सम्मान करना ही सच्चे खिलाड़ी की पहचान है।
जब बच्चे हार के डर से मुक्त हो जाते हैं, तो वे परिणाम की चिंता किए बिना खेल का आनंद लेते हैं। यही आनंद उन्हें पूरे साल खुश रखता है।

फिटनेस को 'मजेदार' बनाना (Fun Fitness)

व्यायाम या पीटी (PT) को नीरस बनाने के बजाय, एक प्रभावी खेल शिक्षक उसमें नयापन लाते हैं।
जैसे—

संगीत के साथ एरोबिक्स या जुम्बा,
नए-नए रेस और फन गेम्स,
मौसमी खेल (जैसे सर्दियों में आउटडोर टूर्नामेंट्स और गर्मियों में इंडोर स्ट्रैटेजी गेम्स)।
दिनचर्या में यह विविधता बच्चों के मन में उत्सुकता बनाए रखती है कि “आज सर/मैम मैदान में क्या नया कराने वाले हैं!”

एक दोस्त और मेंटर के रूप में मार्गदर्शन

अक्सर बच्चे अपनी व्यक्तिगत समस्याओं या मानसिक तनाव को कक्षा के शिक्षक से साझा करने में झिझकते हैं, लेकिन खेल शिक्षक के साथ उनका रिश्ता थोड़ा सहज होता है। मैदान में गतिविधि के दौरान पीईटी बच्चों के व्यवहार को गहराई से समझते हैं। एक उदास बच्चे को पहचानकर उसे प्रोत्साहन देना, उसकी तारीफ करना और उसमें आत्म-विश्वास जगाना—यह कार्य एक खेल शिक्षक बेहद सहजता से कर लेते हैं।



Beyond the Strict Face

Vivek Raj*

Every teacher wears a role that students can see. Some are remembered for their cheerful conversations, some for their inspiring lessons, and some for their gentle encouragement. I often wonder how my students will remember me.



As a Fine Arts teacher, I spend my days encouraging creativity, imagination, and self-expression. Yet, outside the art room, my responsibilities are very different. During lunch breaks, I am on floor duty, ensuring students remain safe and disciplined. During examinations, I serve as the floor in-charge, preventing unfair practices and maintaining the integrity of the examination.

Because of these responsibilities, I sometimes feel that I am among the most misunderstood teachers in school. To many students, I am the teacher who asks them to slow down, return to class, or remain silent during an examination. They see the rules I enforce, but rarely the reason behind them.

The truth is simple: my role is strict, but my nature is not.

Discipline is never about punishment; it is about care. Every time I stop a student from running through a corridor, I am thinking about their safety. Every time I prevent cheating, I am protecting the value of honesty. These moments may not earn smiles today, but I hope they will earn understanding tomorrow.

There are countless feelings that remain unspoken. I celebrate every small improvement, admire every sincere effort, and quietly feel proud whenever a student believes in themselves. A teacher does not always express these emotions aloud, but they are present in every lesson, every correction, and every word of encouragement.

If you ever thought I was the teacher who stopped you too often, I hope one day you'll understand why. Every "Don't run" was for your safety. Every "No talking" during an examination was for your honesty. Those words were never spoken out of anger—they were spoken out of responsibility.

Beyond the strict face you saw in the corridors was a teacher who smiled at your paintings, believed in your talent, and silently celebrated your growth. My duty may have made me look stern, but my heart has always been on your side.

* Faculty, Fine Arts

Additional Experience

One experience that will always stay close to my heart happened during the selection of the Senior Art Club. As students were choosing the clubs they wanted to join, I noticed three girls of class 8 Beta sitting quietly instead of enrolling in the Art Club. Curious, I asked one of them, “Don’t you want to join the Art Club?” She politely replied, “No, Sir.”

I couldn’t understand the reason at that moment, so I let the conversation end there. A little later, while talking to the students again in a relaxed manner, I was surprised to see that the same girls had decided to join the Art Club. Smiling, I asked, “A while ago you said you didn’t want to join. What changed your mind?”

One of them answered with words I will never forget: “Sir, when you teach in the classroom, you teach well. But when you teach in the art room, you become a completely different teacher. We really like the way you teach here.”

That simple statement touched me deeply. It reminded me that teaching is not only about completing lessons; it is about creating an environment where students feel inspired, comfortable, and eager to learn. In that moment, I realized that beyond the discipline they see in the corridors, my students also recognize the passion and joy I bring into the art room. For a teacher, there can be no greater reward than knowing that students genuinely enjoy learning from you.



Teachers Within

Every classroom has a rhythm of its own. It begins with the gentle sound of greetings, grows through curious questions and thoughtful conversations, pauses for moments of silence and reflection, and comes alive with laughter, discovery and shared experiences. 'Teachers Within', is an attempt to capture that rhythm—the journey of a teacher and the countless moments that quietly shape the life of a classroom. "A teacher takes a hand, opens a mind, and touches a heart." Teachers Within: This year is a reflection of that beautiful journey. It captures the experiences, emotions and lessons that unfold within the four walls of a classroom—not just what students learn from teachers, but what teachers learn from their students every day. Teaching is more than completing lessons; it is about creating connections, nurturing curiosity and celebrating every small step of growth. "The best teachers teach from the heart, not from the book." This book is a collection of those moments—the ordinary days that became memorable, the challenges that became lessons and the children who reminded us that every day in a classroom has a story to tell. Here, the rhythm of the classroom becomes the story of a year—a journey of learning, reflection and growth.

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