

s h i k s h a n t a r

a unitech school for learning



# CONTENTS

Our Vision	5
Why Shikshantar ?	6
Who Started Shikshantar ?	7
The Core Team	8
Our Philosophy	9
The Shikshantar Curriculum	10
The Pedagogy	11
Pupil-Teacher Ratio	15
The Physical Infrastructure	16
Special Needs	17
Evaluation & Examination System	18
The Examination Board	19
Teacher Support & Development	21
Parent Interaction	22
Policy Matters	23
Governing Council	25



# OUR VISION

All children inherently love to learn. Learning for children is a discovery of the self and a yearning to share that discovery with peers, teachers and parents. To help children become happy and responsible citizens of the world community, schools need to provide much more than mere syllabi and examination oriented education. The need of the hour is to develop a new attitude towards the child and to address the myriad learning requirements of the child. It is with this search in mind that the core team of Shikshantar has come together to establish a school that would understand and nurture children and the adults who provide for them.

Our vision is to create a school where learning is defined by the child's inherent desire to learn, inspired by a philosophy of Love, Joy and Faith in the child as a learner, and guided by educational research and knowledge development.

Named Shikshantar (*shiksha + antar*), the vision of the school is to create and nurture a learning culture that believes in and breathes change through education. Through change in education we look towards the infinite possibilities that can be created for the positive development of children and adults – be it through a discovery - of the self, of the life cycle of a honey bee, of the principles of a flying machine or of the speed and precision with which communication systems are established.

For us, this search is the beginning of a journey – of moving with the strengths of known educational principles to the evolution of new practices of learning, nurturing and sharing. We invite you to be a part of this journey through a variety of ways - by learning with us, by contributing in thought and spirit and by sharing your learning experiences.

**Our vision is to create a school where learning is defined by the child's inherent desire to learn, inspired by a philosophy of Love, Joy and Faith in the child as a learner, and guided by educational research and knowledge development.**

# WHY SHIKSHANTAR ?

Because . . .

- . . every child has a right to learn with joy and confidence
- . . all children have varying capabilities
- . . children grow more through integrated education than mere syllabi oriented teaching
- . . children learn better from facilitative teaching than testing
- . . children seek diverse platforms for creative expressions
- . . every parent and every child has the right to meaningful education

## Shikshantar

is an effort in a direction that would create change with and through education . . .

- . . *a change in . . .*
- . . our attitude towards children
- . . our understanding of children's growth and development
- . . the way we perceive and evaluate children's learning abilities
- . . the way we provide opportunities for children to develop and express their creative selves
- . . the way we prepare ourselves to organize learning environments for children
- . . the way we partner with children, teachers and parents to better understand children and their 'growing up' needs

**“The right to education is not only the right to attend schools, it is the right to find in schools all that is necessary to the building of a questioning mind and a dynamic moral conscience.”**

JEAN PIAGET

# WHO STARTED SHIKSHANTAR ?

“The teacher should not be a book that is read aloud, the same for everyone, no matter what his (the student’s) nature and character.

The first duty of the teacher is to help the student to know himself and to discover what he is capable of doing. For that he must observe his games, the activities to which he is drawn naturally and spontaneously and also what he likes to learn, whether his intelligence is awake, the stories he enjoys, the activities which interest him, the human achievements which attract him....

The old method of the seated class to which the teacher gives the same lesson for all, is certainly economical and easy, but also very ineffective, and so time is wasted for everybody.”

THE MOTHER

Shikshantar is initiated by a Core Team of three members who have been involved with innovative school education as teachers, trainers, counselors, school leaders and designers for the last more than fifteen years. The Core Team is supported by a Governing Council that consists of professionals who are equally committed to nurturing a new attitude towards children and to the development of progressive learning environments. Shikshantar is promoted by Unitech South City Educational Charitable Trust (USECT), the social and cultural development division of Unitech, a reputed multinational company. Unitech, with well established businesses in real estate, construction and hospitality is committed to enrich its repertoire of family services by providing for innovative and enduring school education.



# THE CORE TEAM

The Core Team, supported by the Unitech South City Educational Charitable Trust, will be guided and governed by the Governing Council of the school. The Core Team of Shikshantar consists of the Chairperson, Minoti Bahri, the Team Director, Sanjay Prakash, and the Education Director, Sunil Batra.

*Minoti Bahri*, is a teacher, counselor, hotelier and entrepreneur. She is a director on the board of Unitech and the Managing Trustee of Unitech Southcity Educational Charitable Trust. Ms. Bahri has taught for four years at Mirambika Free Progress School where her areas of work covered development of curriculum and evaluation systems, and implementation of such systems. She has also worked as a counselor at Sanjivini for an equal number of years. A student of Odissi dance, Ms. Bahri has performed on stage and has held dance workshops at the Krishnamurti School in Varanasi. She has also been a member of a dance team with Ananda and Tanushree Shankar. Ms. Bahri is particularly committed to establishing an alternative yet viable paradigm in education.

*Sanjay Prakash*, B. Arch., A.I.I.A., is a practicing architect with a commitment to energy-conscious architecture, eco-friendly design, people's participation in planning, music and production design. Mr. Prakash's participative and community managed architecture work includes rural schools in Rajasthan (Lok Jumbish), Andhra Pradesh, Haryana and Orissa. His architectural work in the field of education includes a research center cum school (Mirambika), an ashram hostel (Tapasya), children's home for juvenile justice (Prayas), five engineering colleges and two higher secondary schools, a hotel management college, a ghat (Indus river), four hospitals, medical dispensaries, an integrated sports complex, factories, resorts, residences, offices and warehouses. Mr. Prakash is currently also working on distance education and rural connectivity for TARAhaat.com. He is on the managing committee of Mirambika Free Progress School and on the advisory board of Deepayan Vidya Niketan.

*Sunil Batra* (M.Ed.) is an educational psychologist and school development consultant. He has been teaching, training and working in leadership positions in school education in India and abroad. He has worked as a teacher at the University of Chicago Laboratory School, as Director of Christopher House in Chicago and as Principal of Ryan International School, Delhi. Mr. Batra is the founder Director of Deepayan Vidya Niketan, Education Adviser at Ahlcon International School and TARAhaat.com. His areas of work include school innovation, institutional development and management, curriculum development, teacher training and support, parent education and support, school effectiveness and educational research. Mr. Batra has been a resource person to private and government schools, NGO's and presented papers at national and international conferences. He also provides child and family counseling support for school age students.

# OUR PHILOSOPHY

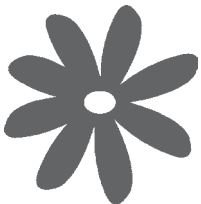
As parents and teachers, we are aware that education is much more than rote learning and examinations. Why then has school education been reduced to mere information processing and testing? Why have the needs of children as children and as learners been relegated to the back shelf by formal systems of education?

Built on a foundation of Trust, Love, Joy, Listening and Caring for each Child, Shikshantar is committed to provide much more than mere transmission of information and skills acquired through compartmentalized syllabi. True education begins with knowing and understanding the child. At Shikshantar, the child and the adult are both learners. Together, they weave a world of sharing, discovering and constructing new hopes and new vistas.

To begin with, the learning environment at Shikshantar is defined by creating a culture that permits learners, both young and old, to build enduring relationships with themselves and the world around them.

Free of judgement and conformity, Shikshantar recognizes each child as an individual being with her own special set of strengths and talents, as one who partakes in learning activities because she wants to learn and because she is capable of living life with joy. This process best begins with not knowing fear of standardized achievement or of comparison with others. Alternatively, it begins with knowing the worth of others and one's own limitless abilities to learn and to achieve. Learning at Shikshantar means recognizing the worth of one's infinite senses and the development of a character that learns with dignity and self-worth, for oneself and for the world.

The Shikshantar philosophy is reflected in the various ways and the details with which the school has been planned ranging from the vision of education and the design of the school building to curriculum development, teacher support and classroom processes.



**“There is in every child at every stage a new miracle of vigorous unfolding, which constitutes a new hope and a new responsibility for all”.**

ERIK ERIKSON

# THE SHIKSHANTAR CURRICULUM

The four broad goals of education at Shikshantar include the development of the inner and interpersonal self, scholarly development, active participation in a wide range of opportunities and creative expressions.

To achieve these objectives, the curriculum at Shikshantar follows the principles of integrated education. Integrated education is one that enables students:

- to weave the development of their physical self with the development of their mind, the emotional, social and inner self
- to make connections between different forms of knowledge, self-development and creative expressions

Formal and informal opportunities are provided for students to appreciate the relationships between inside and outside the classroom learning experiences. Linkages are made between the acquisition of languages and arts, science and reasoning, mathematics and experimentation, creative expressions and communication skills. Students weave in and out of academic classes and non-academic classes that include the performing arts, the visual arts, the fine arts and sports. With support from their teachers, students identify pieces of the jigsaw puzzles that constitute knowledge and personal development.

The outcome is the nurturing of the “whole person” who seeks to learn, to think critically, to relate, to create and to choose with maturity and concern for others. In other words, the development of the individual child who is in tune with her own thinking and creative self as she is with the development of the world around her.



# THE PEDAGOGY

**“The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or taskmaster, he is a helper and a guide. His business is to suggest and not to impose. He does not actually train the pupil’s mind, he only shows him how to perfect his instruments of knowledge and helps and encourages him in the process. He does not impart knowledge to him, he shows him how to acquire knowledge for himself. He does not call forth the knowledge that is within; he only shows him where it lies and how it can be habituated to rise to the surface. The distinction that reserves this principle for the teaching of adolescent and adult minds and denies its application to the child, is a conservative and unintelligent doctrine”.**

*SRI AUROBINDO*

The primary objective of scholarly development is to nurture the spirit of exploration and enquiry. For young children, opportunities are available to observe, handle a variety of natural and man-made material and hone their inherent virtues of questioning and sharing. Students are regularly encouraged to conduct research at elementary and complex levels. For this purpose, the school infrastructure and curriculum enables the active use of school laboratories, the library and activity rooms. The time-table each week allows adequate time for students and teachers to read, collect data, construct, discuss, analyse and present their findings with each other on a regular basis.

Scholarly development at Shikshantar refers to the development of academic knowledge, the ability to question, sensory experiences and a honing of creative expressions through the performing arts, fine arts and sports.

To facilitate meaningful learning, opportunities are provided for students to participate in large and small group discussions, conduct research, practice and structure their own pace of learning through:

## LARGE GROUP CLASSROOM TEACHING

One-third to half of the day’s schedule is spent on large group teaching time that includes story time, lecture demonstrations, large group discussions, conceptual explanations and group goal setting. The use of conventional modes of interaction encourages students to listen, observe and share their personal knowledge and development with that of their peers. It also permits teachers and students to establish individual and group standards of performance and expectations.

## SMALL GROUP ACTIVITIES AND RESEARCH

Small group learning time allows students to observe, read, research, experiment and discover the finer details (as per developmental readiness) of topics introduced in the large group classroom. These opportunities may be provided through worksheets in the classroom, laboratory time, library time, computer time and small group discussion time. Opportunities such as these provide platforms for students to actively participate in the process of learning and develop a sense of responsibility for their contribution to lesson completion. Small group and individual research time fosters the development of enquiry, reasoning and problem solving. It also encourages students to develop interpersonal skills of listening, sharing and working together towards successful task completion. Small group activities are part of the daily structure.

## MULTI-GRADE INTERACTION

On completion of individual and small group tasks, students share their findings with peers from their own class and the next grade level during regular multi-grade interaction time. The primary objective of multi-grade interaction is to provide a platform for students of two grade levels to interact with each other to share and to learn across a developmental range that permits children to “visit and re-visit” their processes of learning. Essentially, it allows “older” children to master concepts and skills appropriate for their age and encourages the “younger” children to observe and learn from imitation, experimentation and experiences of the older children. In addition, it provides children the space to view learning on a continuum of developmental stages and different paces. Multi-grade interaction time is structured for all ‘paired classes’ at least twice a week.

**“The second principle is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape desired by the parent or teacher is barbarous and ignorant superstition..... To force the nature to abandon its own dharma is to do it permanent harm, mutilate its growth and deface its perfection. It is a selfish tyranny over a human soul and a wound to the nation, which loses the benefit of the best that a man could have given it.....”**

SRI AUROBINDO





**'The third principle of education is to work from the near to the far, from that which is, to that which shall be.... We must not take up the nature by the roots from the earth in which it must grow or surround the mind with images and ideas of a life which is alien to that in which it must physically move. If anything has to be brought in from outside, it must be offered, not forced on the mind. A free and natural growth is the condition of genuine development'.**

SRI AUROBINDO

## SELF LEARNING TIME

All children require varying periods of time to understand specific concepts and skills. Self-learning time is designed to accommodate individual paces of learning and provide a platform for students to reflect over their learning processes. To accommodate individual paces of learning, students are encouraged to repeat and attempt new sets of experiments, worksheets and reading material to reinforce topics conducted in the large group and small group settings. Students who accomplish tasks relatively sooner or demonstrate mastery over one or more topics are encouraged to attempt the next stage of learning, undertake project work, help peers or corroborate findings and discoveries through a wide variety of experiments and activities. Self learning time is also encouraged to enable students to reflect over their thinking, the processes they discover within themselves as learners and the problems they encounter while negotiating complex concepts and constructs.

## THE ARTS

The arts at Shikshantar are seen as an effective and powerful medium for self-exploration, self-expression and a tuning in to the inner self. In the performing arts, theatre and music assume special significance. With resource persons trained from the National School of Drama and other reputed schools of drama, theatre activities at Shikshantar are designed to inspire originality and provide a platform for creative expression and exposure to the skills and art of theatre.

Music at Shikshantar is a celebration of the wide range of musical instruments and styles found in the Indian sub-continent. Children are exposed to the finer nuances and subtleties of a variety of musical sounds and rhythms. Each child is encouraged to sing, play and participate in a range of music related activities to discover the “magic of music” and the “musician” within themselves.

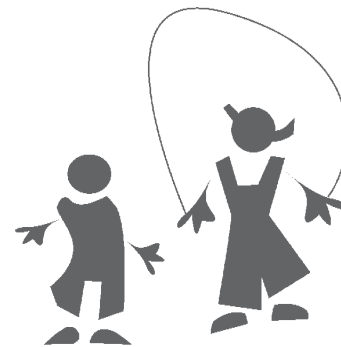
Performing arts also include mime and dance. Talented resource persons and teachers may be arranged to teach a variety of dance forms. These would range from tribal and folk dances to classical Indian dances. Dance to us is perceived as a medium of bodily self-expression and an aesthetic tool to channelise physical energies.

Fine arts include drawing, painting, etching, calligraphy, clay modeling and sculpture. Students are encouraged to experiment with a variety of media. Designated activity areas provide space for children to utilize the available facilities several times during the week.

## SPORTS

For true integrated growth to take place, our children's physical self must be systematically developed. Sports facilities at Shikshantar include indoor games and outdoor sports. The sports curriculum is designed according to the needs of the different age groups. In the pre-primary and primary classes, emphasis is laid on the development of gross motor skills, physical stamina, flexibility, balance, strength, hygiene, overcoming physical fears and hesitations and the development of team play. In the primary classes, games with rules become increasingly important. Team accomplishments complement individual goals for excellence. Gradually, skills of play and precision with mastery assume greater significance for students of the secondary and senior secondary classes.

Indoor facilities will be made available for table tennis, chess, carom and gymnasium. Outdoor sports include basketball, tennis, badminton, cricket, football and athletics. In association with reputed national and state level agencies, arrangements will also be made for students to partake in adventure sports including rock climbing, river sports and hang gliding.



**“To understand is to discover, or reconstruct by discovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition”.**

*JEAN PIAGET*

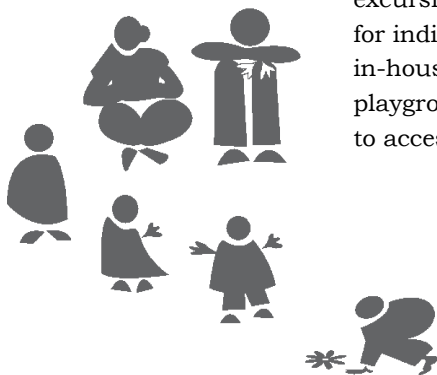
# PUPIL-TEACHER RATIO

In order to address the educational and interpersonal needs of different age groups, the school will be divided into five class groups. These include Nursery and Kindergarten, Classes I to V, Classes VI – VIII, Classes IX-X and Classes XI-XII. The school curriculum and infrastructure facilities have been designed to meet the needs of the students of each specific class group.

**“To be able to classify the children one must find out about their nature by observing their habits and reactions. The teacher must not be a machine for reciting lessons, he must be a psychologist and an observer”.**

Each class has 3 sections with 25 to 27 students in each section. For Nursery to class III, two teachers are provided for each section. Each section of Nursery has an individual helper and in Kindergarten, one helper will be shared between two sections. With a host of activity and subject teachers, the total teacher-pupil ratio for Shikshantar is maintained at 1:10. This favorable ratio has been planned keeping in mind the commitment of the school to the development of each student and to the philosophy of education adopted by the school.

To make learning more challenging and meaningful, scholarly pursuits in the senior classes will be supported by tutorial guidance, laboratory work, field excursions, participation in co-curricular and sports activities. The search for individual and group excellence will be facilitated through participation in in-house and inter-school activities organized in the school auditorium and playgrounds. Internet facilities in the computer rooms would enable students to access and network with other students.



**“She cared more about us than about page 55”.**

**A poem to a teacher by Anne Dakis**

# THE PHYSICAL INFRASTRUCTURE

Shikshantar is situated on two separate plots of land, separated by a distance of only fifty metres. The infrastructure for each site is self-contained and as per the requirements of the specific age group. The Nursery school is built on 1.2 acres of land and houses Nursery, Kindergarten groups and Class I, activity rooms, an activity hub, a pre-primary library and playground.

In the primary block, activity rooms, library, an environmental science laboratory and terraces for open group activities lend a special charm to being in school.

The senior secondary school is being built on 6.2 acres of land and is in its final phase of construction. This will accommodate Classes VI to XII with well equipped laboratories, library, activity rooms, play ground, swimming pool, auditorium and dining hall facilities.

## THE PHYSICAL ENVIRONMENT

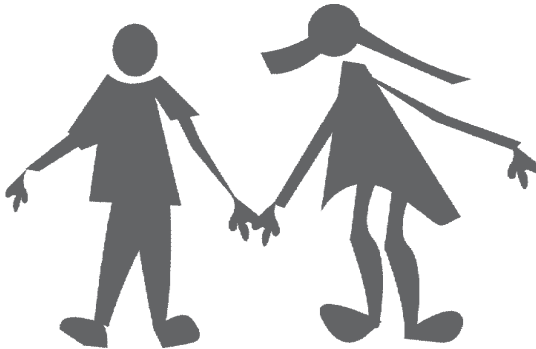
Visualised as a “school for learning” for children, teachers and parents, the physical space of Shikshantar reflects beauty, thoughtfulness and interaction with the elements. For the child it represents a place where a variety of modes are available for children to weave in and out of large and small group and individual places of learning; a space where children feel a sense of belongingness. Classrooms, libraries, laboratories and activity rooms are laid out in varying forms to inspire interaction and active participation. Well-ventilated and well lit, classrooms with large windows are designed for comfort in varying weather conditions of North India. The positioning of the rooms allows for maximum flow of winds through the east-west and north-south air corridors.

Open windows of interaction with nature are spread all over the Shikshantar campus, from the nursery to the senior secondary school, in the classrooms and in the open spaces. From the water pool to vegetable gardening and to the creation of the open courtyard, pathways and green spaces for each cluster of classes, the building design is meant to evoke sensory and interactive experiences.



# SPECIAL NEEDS

Shikshantar is committed to understand, identify and provide services (to the extent possible) to address the needs of children who require special educational and/or interpersonal support. With support from our team of educational psychologists and special educators, the school will closely work with teachers and parents to identify special needs as early as possible. If required, the school may provide additional support for a special needs assessment and on-going specialized educational services.



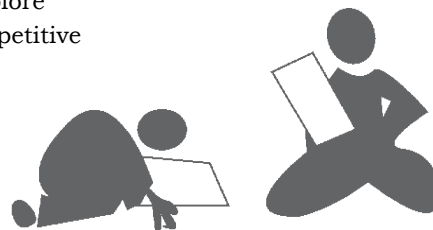
# EVALUATION & EXAMINATION SYSTEM

## AT THE SCHOOL

At Shikshantar, students are evaluated on the basis of their willingness to learn and the efforts they make to reach their goals. Based on a comprehensive evaluation system, evaluation in the school is a combined effort on the part of the teachers, the parents and the students to better understand the learning experiences for each student. Processes of learning and the relationships that students create while learning are accorded high significance. Students are usually not compared with each other. Alternatively, they are gently guided to understand the inherent strengths, virtues and potential that they possess within themselves. The objective is to recognise the progress that each child makes in their own learning curve.

Teachers use daily class observations, students' creative pursuits, informal assessments, group and individual goal settings as indicators of progress and development. To the extent possible, teachers and parents together share their observations with the students and seek collective goal setting as the strategy for future development of each student. Like the myriad influences of the school, evaluation at Shikshantar is also a source of inspiration and learning, and not a time for judgement and fear.

From the middle classes onwards, students are gradually but firmly oriented to take the board examination system. Practice, research, articulation and accuracy assume high importance for the senior students. Opportunities are provided for students to orient themselves to national and international level competitive examinations. Students are guided and encouraged to explore their own levels of mastery and potential for growth in a variety of competitive settings.



# THE EXAMINATION BOARD

The success of educational innovation is in many ways dependent on the examination system that the school follows. The long term vision of Shikshantar is to prepare students to think originally, to work creatively and to help them recognize their inner strengths as lifelong learners. Shikshantar considers the choice of the examination board as critical for the development of its students.

Shikshantar is affiliated to the Council for Indian School Certificate Examinations (CISCE)<sup>1</sup>, one of the two recognised and approved All India Boards of Secondary Education. This choice will enable the school to create a balanced curricular plan for students of the senior classes to develop an application based, conceptual understanding of the subjects they study in school. A balanced curricular plan also encourages students to excel in their areas of study and develop a competitive advantage for admission in desirable institutions of higher learning and academic universities.

The CISCE conducts examinations at the end of Class X and Class XII, referred to as the Indian Certificate of Secondary Education (ICSE) and the Indian School Certificate (ISC), respectively. The ISC examination has been granted equivalence to the British school leaving certificates by UCAS, a national admissions and accreditation agency in the UK. This implies that students with grades 1, 2 and 3 may be eligible for direct admission to some UK universities without appearing for a separate A-level examination or bridge courses.

The ISC syllabus encourages students to consider a wide variety of career oriented paths. The Board encourages schools to offer a variety of subjects. English and SUPW are compulsory subjects. Shikshantar will work towards offering a range of subjects and streams for students to choose from. These may include the physical sciences, social sciences, information technology, commerce and the performing arts. Students will receive professional counseling to choose subjects and careers on the basis of their aptitude and interests.

**<sup>1</sup>The Council for the Indian School Certificate Examinations was established in 1958 by the University of Cambridge Local Examinations Syndicate. The Delhi Education Act of 1973 recognises the Council as a body conducting public examinations. The ISC examination is recognized by the Inter Universities Board for entry into Bachelor's degree courses.**

The ICSE at the end of Class X tests students in 6 subjects. Students choose their subjects in Class IX, a provision that allows students to make an early selection of the subjects they may pursue in Class XI and XII. While English, Hindi, Social Sciences and SUPW are compulsory, students may choose from a variety of options that include Mathematics, Science, Computer Studies, Economics, Environmental Sciences, Foreign Language, Sanskrit and Art.

Keeping in mind the growing need for international connectivity and convergence in education, Shikshantar may at a later date consider affiliation with relevant international boards of examination that allows students to seek admission in reputed international universities.



# TEACHER SUPPORT & DEVELOPMENT

Teacher support and development is considered to be the backbone of the work at Shikshantar. For a teacher to be effective, it is important that we recognize the factors that permit teachers to perform their roles effectively and those that do not.

Careful selection of trained teachers is followed by a strong teacher development and support programme. A well designed in-service training programme provides opportunities for teachers to:

- be informed about the latest research findings in education
- be in touch with their inner self and professional development
- develop interpersonal skills necessary for meaningful interaction with school-age children
- learn from the strengths of experienced teachers in schools in India and abroad
- upgrade their skills and knowledge levels as teachers of an integrated educational curriculum

To address the needs of the teachers at Shikshantar, members of the core team regularly conduct training and professional support workshops. In addition, workshops are also conducted by resource persons from accomplished schools of learning and universities of higher education. Intense in-service workshops are conducted around each vacation of the school calendar. These are supported by fortnightly workshops where everyday situations are discussed, analysed and resolved to create enriching environments for both teachers and the children.

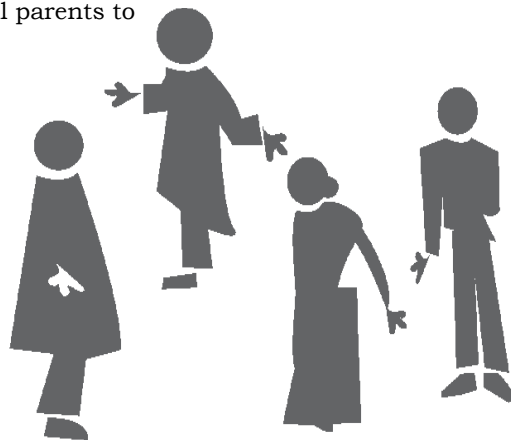


# PARENT INTERACTION

True education seeks a continuum between the efforts made by the child, the parents and the school. Every time a child discovers a truth about the self or when they accomplish a milestone, a foundation is laid for the building of yet another discovery or creation. The work of parenting and teaching is to identify these moments and to provide space and encouragement for children to build upon their inherent strengths.

Since the experiences of the school and the home are equally significant for the development of all children, Shikshantar encourages harmonious interaction in thinking and approach between the caretakers at home and in school. Thus, the school will continuously work to establish open channels of communication between the parents and the teachers. From time to time, the school will organize a range of opportunities and activities for parents to interact with resource persons, teachers and school counselors. The overall purpose is to enable positive collaborative efforts to build on the child's strengths. Workshops, open parent interactive sessions and one-on-one parent teacher meetings provide ample scope for the respective caretakers to bring their best efforts forward for the development of the child.

The school welcomes constructive suggestions and ideas from all parents to make their children's development more meaningful and real.



# POLICY MATTERS

## THE SCHOOL YEAR

The school follows the annual calendar of the Department of Education. The school session begins in April and closes in March. Summer vacation is usually in the months of May and June. Short breaks are provided around Dussehra, Diwali, Christmas and New Year. Dates for vacations vary each year and must be verified from the school almanac. Gazetted holidays are followed as per government rules. Details about school events are also listed in the school almanac.

*Born on September 28<sup>th</sup> 2002, Shikshantar celebrates its birthday every year on this day.*

## SCHOOL TIMINGS

	Summer	Winter
Nur and K.G.	8:15am - 12:15pm	8:30am - 12:30pm
Class I	8:15am - 1:45pm	8:30am - 2:00pm
Class II to XII	8:15am - 3:15pm	8:30am - 3:30pm

## SCHOOL CLOTHING

In harmony with its philosophy, Shikshantar has chosen not to promote a uniform clothing policy. Students are to come to school in simple, comfortable clothing of their choice. A flexible, individual choice of clothing allows children to express themselves as individuals, with the onus of responsibility on them to select dressing that is appropriate to their lifestyle in school.

Parents are encouraged to dialogue with their children about the benefits of clothing choice. Please also discuss the benefits of clothing styles in terms of comfort levels (in the context of weather conditions), durability and cost. We believe that freedom of clothing choice with a growing awareness about practical elements such as comfort, colour, cost etc. will enable young children to appreciate an evolving degree of responsibility within themselves.

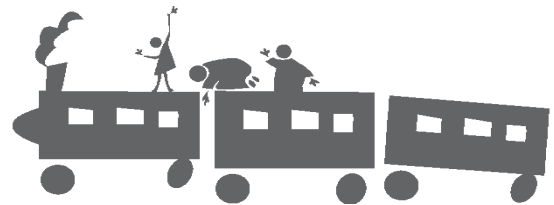


## BOOKS AND STATIONERY

The school takes special care to select and identify books that support our educational philosophy and simultaneously equip our students to be at par with desirable scholarly levels. Textbooks and recommended readings are available from the school bookstore. Stationery kits are available for Nursery, Kindergarten and Class I students and placed in the responsibility of the respective class teachers. Stationery for all other students may also be purchased from the school bookstore.

## SCHOOL TRANSPORT

The school has a reliable arrangement with contractors who provide transport to pick children from near their homes and drop them at same point at the end of the school day. The bus fee is calculated for eleven months of the year, as per the number of users each year. The school provides transport to students on official request.



# GOVERNING COUNCIL

*Mr. Ajay Chandra* ~ A graduate in Civil Engineering from Cornell University, USA and MBA from North Carolina in the year 1992 is the Managing Director of Unitech and primarily handles responsibility of the company's forays into newer geographies and operations. He has been a motivating force in taking Unitech to new heights. He has been an inventive and a radical leader and has been influential in setting new standards and making Unitech the country's leading real estate player.

*Dr. Vidya Gupta* ~ Dr. Gupta is a senior consultant paediatrician and neonatologist at Apollo Hospital and G.M. Modi Hospital, New Delhi and practices in her own clinic in Defence Colony. Dr. Gupta was awarded the Fellowship of the Royal College of Physicians and Surgeons of Glasgow in 1998 and the Fellowship of the Royal College of Paediatrics and Child Health, UK in 2000.

*Prof. Shyam Menon* ~ Proctor, University of Delhi and Dean, Department of Education, Delhi University, Prof. Menon's specialization is in curriculum development and science education. For the last two decades, he has been working closely on issues related to elementary education, teacher development and higher education.

*Prof. Poonam Batra* ~ Professor at Maulana Azad Centre for Elementary and Social Education, Department of Education, University of Delhi., Prof. Batra has been instrumental in successfully establishing the Bachelor in Elementary Education (B.El.Ed.) Degree Programme in five colleges affiliated to the University of Delhi. Her areas of work include pedagogy, teacher development and educational research.

*Dr. Bindu Prasad* ~ Clinical psychologist and special educator, Dr. Prasad is a consultant to Sardar Patel Vidyalaya and Spastic Society of Northern India and conducts private practice at her own clinic in Alaknanda. She has presented academic papers and conducted workshops on learning disabilities and family therapy in India, USA, Norway, Finland and Israel. Dr. Prasad is the founder of the Indian Association for Family Therapy in India.

*Ms. Usha Srinivasan* ~ Ms. Srinivasan, a B.Sc.(Hons) and M.Ed. from Madras University, has been the Director of Teachers Resource Centre, Naval Public School and a consultant for WWF India and Development Alternatives. She has been the founder member and Principal of Sanskriti School. She has written books/manuals on Astronomy, Environment & Science.

*Ms. Ritika Goyal* ~ Ms. Ritika Goyal is a practicing advocate at the High Court. She is the Treasurer & Founder-Trustee of The Gnostic Centre. She is involved in the creation of education aids (publications, multimedias) and is also a resource person for courses and workshops on the training of the mind. She is the Co-Editor of The Awakening Ray (journal on education and self-development).

*Ms. Kamla Menon* ~ Ms. Kamla Menon is the incharge of Mirambika School run by Sri Aurobindo Educational Society. She has worked as a Geography teacher at Kamala Nehru College, National Council of Educational Research & Training and The Mother's International School for the last 27 years. Her interest in alternative education and making the present system of education more meaningful continues both in and out of Mirambika.





AND a woman who held a babe against her bosom said, Speak to us of Children.

And he said:

Your children are not your children.

They are the sons and daughters of Life's longing for itself.

They come through you but not from you,

And though they are with you yet they belong not to you.

You may give them your love but not your thoughts,

For they have their own thoughts.

You may house their bodies but not their souls,

For their souls dwell in the house of to-morrow,

Which you cannot visit, not even in your dreams.

You may strive to be like them, but seek not to make them like you.

For life goes not backward nor tarries with yesterday.

You are the bows from which your children as living arrows are sent forth.

*THE PROPHET*

*Kahlil Gibran*

