

SIGNIFICANCE OF COMMUNITY SERVICE

Engaging in community service is crucial for the advancement of society, promoting unity and empathy among people. Participation in community service enables individuals to make a positive impact on their communities by tackling different social problems and improving the overall well-being of all residents. By participating in volunteer work, people can help with educational programs, aid the elderly, maintain cleanliness in public areas, and aid in disaster relief initiatives, among various other tasks.

The advantages of volunteering within the community go beyond just the immediate effect on those receiving help. Volunteers frequently undergo personal development, acquiring a more profound comprehension of social problems and building skills such as teamwork, communication, and problem-solving. This selfless involvement fosters compassion and a feeling of accountability towards others, establishing a more united and enduring community.

Additionally, engagement in community service can help connect diverse social groups, promoting inclusiveness and empathy. It offers chances for individuals from various backgrounds to work together towards shared objectives, dismantling stereotypes and fostering mutual respect.

Essentially, engaging in community service is a *strong mechanism for enhancing society and individual growth*. It fosters a culture of generosity, strengthens social connections, and enables people to make significant impacts in their local areas. *Engaging in community service not only benefits others but also enriches our lives, promoting a more compassionate and united society.*

Having heard about Auro-Mira Vidya Mandir, **Kechla** from my seniors, I always wondered what daily life would be like for the children living there, so far from the city and the hectic lifestyle I am used to.

Given that the trip to Kechla would be my final school excursion with my friends, I was fully committed to participating and pushing myself beyond my limits.

The trip was much more fulfilling than I had expected, it truly brought about a change in my thinking and the way I saw life. I learnt that we could contribute to the well-being of the society at any age and was also grateful to God, my parents and teachers for the facilities and means I have these children have to struggle for. We in our comfortable homes take so many things that I take for granted.

PROFILE OF THE LEARNERS



Subhadra, Deepak, and Sabitri. My students for my four days in **Auro-Mira Vidya Mandir** were very compassionate and cooperative.

They were very eager to learn new things in Math and English, and often would ask me to teach them more when I would give them free time.

I was glad that they had the patience to listen to me and do the work I gave them. They would never shy away from asking any doubts that they had thus allowing me to understand where I was going wrong in my teaching.

This experience gave me a hint of how my teachers in 1st and 2nd grade must have felt while teaching us the same concepts when I was around their age. However, to my surprise, they were very proficient in speaking English and Hindi which made things a lot easier in communication.

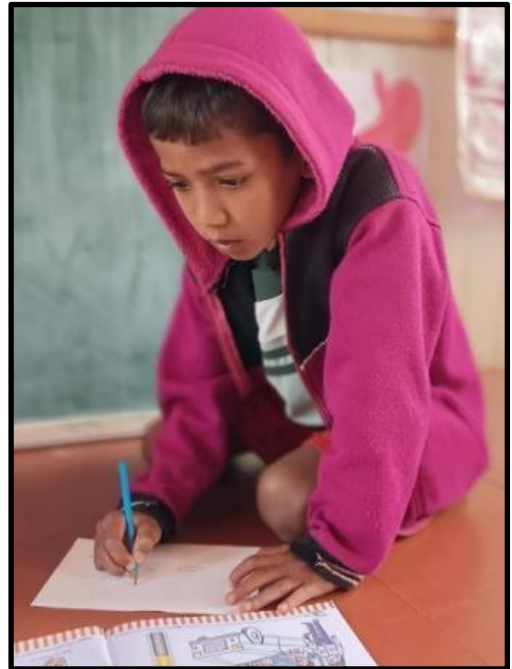
DEEPAK MUDILI

Date of Birth: 14 June 2015

Subjects Taught: English & Math

A playful boy full of energy, that is how I remember Deepak. He enjoys playing with friends and messing around with them, a common interest among boys his age. Sometimes getting him to focus is a task so making him concentrate on his studies can be a bit of a challenge. Nonetheless, Deepak is quick to grasp new concepts and requires just one explanation.

He is quite smart in mathematics and works hard to finish the tasks at hand as soon as feasible. But occasionally, this enthusiasm causes simple computations to be done incorrectly. He gets distracted easily, which is typical for boys his age, and is primarily to blame for this. Despite this, he is skilled at addition and subtraction and has decent fundamental multiplication skills. Deepak could achieve even greater success in his mathematics endeavors with a little more perseverance and dedication to the subject.



I was pleasantly surprised to see how good his spoken English was, and he even prefers it over speaking Hindi. He can easily contribute to discussions in English and can summarize stories he has read. However sometimes he has trouble pronouncing longer more difficult words, forgetting the sounds the characters make, this is a minor hurdle in his overall strong command of the language.

Laxman Krisiani is a close friend of Deepak. Together, the two like playing board games frequently. They even made up a game out of chess pieces and a die. They hold the regulations close to the vest, communicating about them only in whispers. Deepak also likes to play games like Ludo, Falling Monkeys, and Snakes & Ladders with other kids. His capacity for playing a variety of activities demonstrates his good humor and social skills.

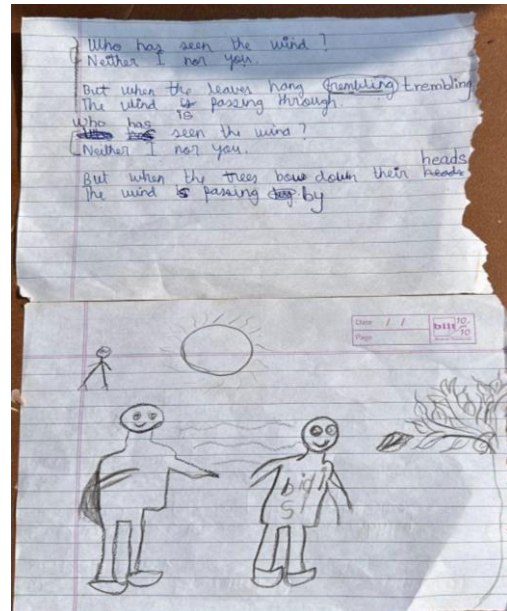
Deepak also participated in many extracurricular activities. One of his favorites is poetry. He enjoys poetry and has chosen it as his extracurricular activity. Art is another area that Deepak enjoys; he loves doodling and making drawings. These activities allow him to express his creativity and imagination, providing a balance to his energetic and playful personality.

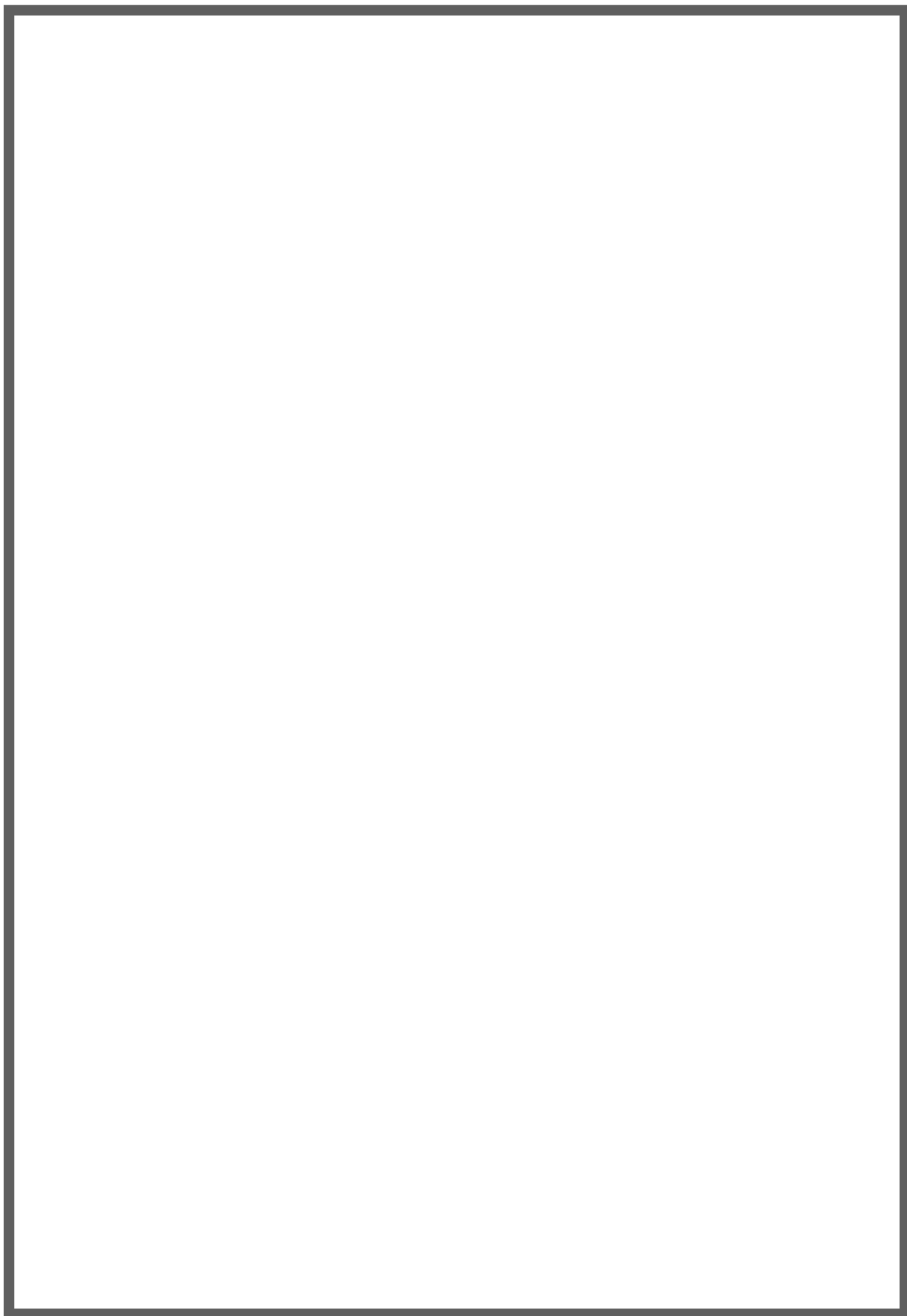
In all respects, Deepak is an energetic and happy child, who has good relationships with people in his life. His occasional rudeness can be rectified with maturity and guidance. He has a playful and amiable nature; he has the potential to achieve success in life. He is a well-rounded individual with his quick learning skills, fluency in English, good logical mind, his artistic and poetic skills. With consistent support and help, Deepak is bound to achieve significant success in the future. He will always be in my prayers.

(Deepak and Laxman)



One of Deepak's poems



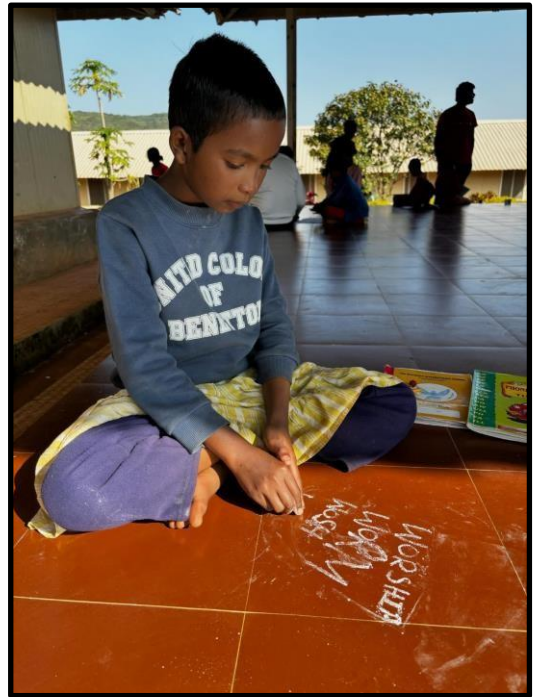


SABITRI JADIA

Date of Birth: 23 January 2014

Subjects Taught: English Math

Sabitri is a very soft-spoken and sincere young girl. She follows the instructions given to her and does the work given to her with great enthusiasm and passion. There was a keen interest in her for studies, she loves to study, often asking for more study time instead of enjoying the free time I gave for playing games. Her sharp mind and proficiency in both Hindi and English are remarkable. She can easily read and write in both languages, demonstrating a strong grasp of grammar and syntax. Her ability to retell stories in her own words is impressive, showcasing her understanding and creativity. Furthermore, she writes stories with little to no grammatical errors, reflecting her exceptional language skills.



Her dedication to learning and passion for academics set her apart, highlighting her intellectual curiosity and commitment to excellence. This dual fluency not only aids in her academic pursuits but also enhances her ability to communicate effectively.

Sabitri has shown great skills in basic mathematics as she was easily able to do double- and triple-digit addition and subtraction without any problems, her calculations rarely go wrong as she does her questions with a calm state of mind and keeps 100% of her focus on the question in hand.

For her extra circular activities she loved to make art, usually making natural landscapes, she may draw a bit slower than the rest of her peers however while making drawings a key feature of her personality is shown, “neatness”, she does all

her work with precision and tries to make it as neat and good looking as possible Sabitri loves to recite poems and is quite skilled at memorizing and performing them, though she occasionally forgets some parts.



She has a strong interest in dancing and enjoys various styles, but sometimes feels shy about dancing alone.

Sabitri thrives in the company of her friends and often enjoys playing board games like Ludo and Snakes and Ladders with her peers. Her social nature shines through in these moments of shared fun and camaraderie. Additionally, Sabitri has a passion for sports, with football being her favorite. Sabitri prefers studying over playing is a testament to her love for knowledge and her drive to succeed. She embodies the qualities of a diligent and motivated student, always striving to expand her horizons and achieve her best.



One of Sabitri's drawing

SUBHADRA BENIYA

Date of Birth:10 July 2013

Subjects Taught: English & Math

Subhadra is a kind and friendly girl, constantly smiling while engaging with others. She is easy to approach and has a warm and kind personality due to her gentle manner and friendly attitude. During class, she stays quiet but pays close attention, conscientiously following instructions.

Even though Subhadra is still improving her English speaking, she excels in reading and listening. She

demonstrates an impressive ability to understand stories, easily moving through both straightforward and intricate texts. Additionally, she is skilled at writing clearly and precisely in uppercase and lowercase letters.

With some assistance, Subhadra can craft engaging stories, particularly requiring help with grammar and punctuation.

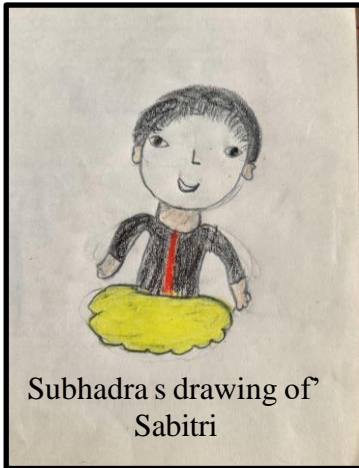


Because of her excellent writing abilities, she can effectively convey her thoughts, and with proper support, she can enhance her storytelling skills and enhance her writing potential.

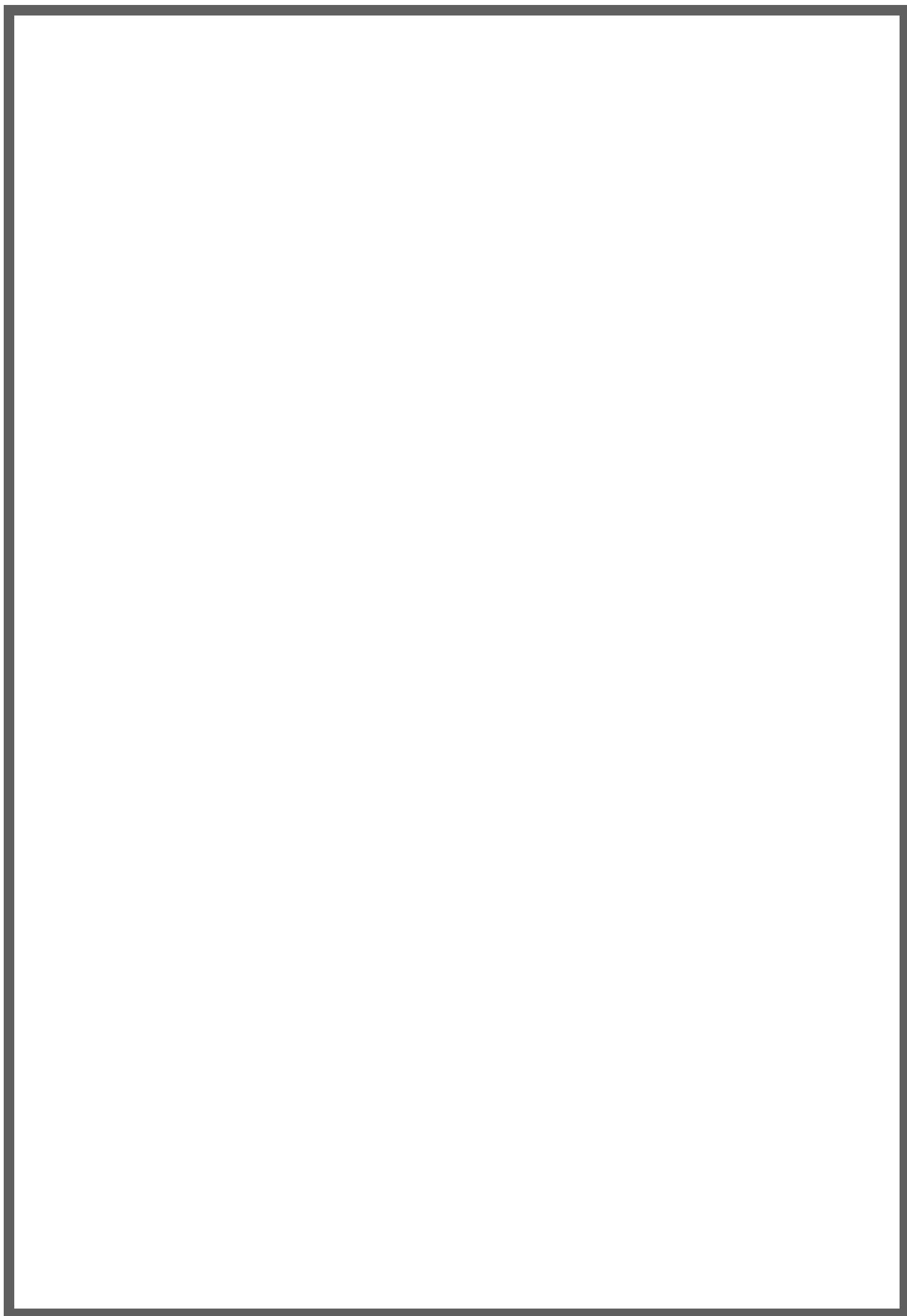
Subhadra has tremendous promise in mathematics and does exceptionally well. Because she approaches problem-solving carefully, she can handle addition, subtraction, and multiplication with ease and with minimal mistakes. She can do calculations with accuracy because she has a firm grasp of

basic mathematical concepts, demonstrating her remarkable mathematical abilities. Subhadra's love for art is evident in her detailed origami creations, demonstrating accuracy and careful crafting of figures. Her artwork usually displays her passion for drawing natural landscapes and flowers, showcasing her meticulous focus on small intricacies. Despite being shy, Subhadra finds joy in dancing, demonstrating her passion for movement and self-expression. Not only does Subhadra possess a melodious voice, but she also sings softly with distinct and accurate pronunciation. Her enthusiasm for learning poems and singing songs is evident but she gets a little conscious when she has to perform solo confidently and effortlessly. Subhadra's quick comprehension of poems allows her to effortlessly recite them, demonstrating her deep affection for literature and music. Subhadra is a delightful blend of kindness, intelligence, and creativity. Her friendly nature and warm smile make her approachable, while her keen attention to detail

and strong mathematical skills in basic concepts showcase her academic prowess. She excels in reading, writing, and storytelling, demonstrating her love for language and literature. Subhadra's passion for art and music is a part of her personality, highlighting her talents beyond academics. With continued support and encouragement, she has the potential to achieve great success in various areas, making her a well-rounded and promising girl with a bright future ahead.



Subhadra, Deepak and Sabitri



DAY-1

DATE: 1 / 1 /24

DAY: Monday

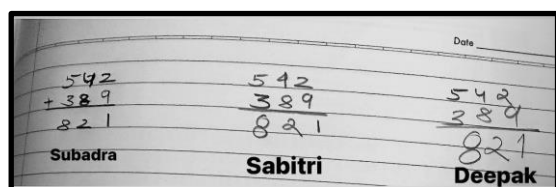
TEACHER: Aryavir Solanki

STUDENT: Deepak Mudili, Subhadra Beniya, Sabitri Jadia

DURATION: 9:00-11:30am

CURRICULAR

OBSERVATION AND EXPERIENCE The first day of teaching began with introductions. The students—Deepak, Subadhra, and Sabitri—excitedly chose to study math. To gauge their understanding, I asked if they knew addition, subtraction, multiplication, and division. They were hesitant to answer, likely due to first-day shyness. They knew addition, subtraction, and multiplication but hadn't learned division, giving me a starting point. I began by asking them multiplication tables



from 1 to 10, which they had memorized without understanding the concept. When I asked what 13×3 was, they couldn't answer, confirming my suspicion. I explained multiplication as repeated addition, which helped them grasp the concept better. Next, I gave them 3 by 3 addition sums to check their calculation skills. All three students made errors because they didn't use the carry-forward rule. I taught them this rule using simple sums like $13 + 9$ and $12 + 8$. Then, I provided more questions one by one, helping them as needed.

Deepak was usually the fastest to respond but often made simple mistakes or forgot to carry forward. I reminded him to think before answering. Subadhra and Sabitri took more time but usually gave correct answers. We gradually progressed from 2 by 1 addition to 2 by 2. Asking questions individually proved more effective than giving them sums to solve on their own, as I could correct mistakes immediately. After an hour and a half of sums, I decided it was enough for the first day. Ishaan Jolly and I then allowed the students to play together. Deepak is close friends with one of Ishaan's students, Laxman Kishani. The other four kids also got along well and played board games enthusiastically. Deepak and Laxman started with snakes and ladders, while the others joined in. After that, they played Tumbling Monkeys. Deepak and Laxman created their own game using chess pieces, a chessboard, and a die. They moved pieces based on the die roll, though they kept the exact rules secret. We all played until 11:30, after which the first day of teaching ended, and we returned to our dorms.



STUDENT PARTICIPATION

On the first day, I noticed they all seemed quite shy. The girls would often look at each other and smile, unsure of what to do when I asked them basic questions. They hesitated even if they knew the answers. I could sense that even when they didn't understand something, they wouldn't ask me to explain it again. To address this, I started teaching them very slowly. However, as I continued teaching, they got into the groove of studying and began paying attention, ignoring what was happening around them. When I started asking them questions, all three of them at least answered in a somewhat audible tone, which helped me understand they were feeling more comfortable with me.

CO-CURRICULAR ACTIVITIES:

STUDENT: Prabhat Krisani, Shubhra Krisani, Dhatri Bishoi, Karishma Krisani, Hemanta Muduli, and Kartik Muduli

DURATION: 3:30 - 4:30pm

OBSERVATION & EXPERIENCE:

After lunch, it was time for extracurricular classes with my two batchmates, Arjun Abrol and Vivaswan Shukla. We had a group of six students in total: Prabhat Krisani, Shubhra Krisani, Dhatri Bishoi, Karishma Krisani, Hemanta Muduli, and Kartik Muduli. Among them, Prabhat Krisani and Shubhra Krisani, being the oldest, took charge of organizing the teams. They decided on two teams of three, naming them Team Earth and Team Jupiter, respectively. Team Earth comprised Prabhat Krisani, Hemanta Muduli, and Kartik Muduli, while Team Jupiter comprised Shubhra Krisani, Dhatri Bishoi, and Karishma Krisani.

We began the session by discussing the topics the teams wanted the quiz questions to focus on. The chosen topics were flags, Indian politics, and sports, with a particular emphasis on football.

After settling on these subjects, the three of us set to work creating questions that were appropriate for their knowledge level. We aimed to keep the questions basic but informative, ensuring they were challenging yet understandable given the students' limited prior exposure to these topics. After asking the students seven to eight questions, I took the opportunity to explain the principles of making a good quiz question. I emphasized that a question should revolve around its answer, avoiding directness while providing clear hints. I stressed the importance of eliminating ambiguity and ensuring the question included multiple clues leading to the



correct answer.

With these guidelines in mind, we assigned them homework: each student was to create ten quiz questions based on the provided topics. As our time for the session drew to a close, we decided to wrap up with a feedback session. We asked the students if they had any suggestions or desired changes for future classes. This feedback was invaluable in ensuring the sessions remained engaging.

STUDENT PARTICIPATION

It was very prevalent to all three of us that Prabhat and Shubhra since being the oldest were speaking and answering the most, they both were the ones who mainly decided their teams and on what all topics they wanted the questions to be on.

The younger students were often just looking at them or supporting them, not really trying to think of an answer on their own. This was something we three even pointed out and told Shubhra and Prabath to even let them answer and let them make questions for the next session.

DAY-2

DATE: 2 / 1 /24

DAY: TUESDAY

TEACHER: Aryavir Solanki

STUDENT: Deepak Mudili, Subhadra Beniya, Sabitri Jadia

DURATION: 9:00-11:30am

The second day began with a slight inconvenience as I couldn't immediately locate my students. After finding Sabitri, I instructed her to gather the others while I retrieved a few English textbooks from the library. Thankfully, upon my return, all three were waiting. To switch things up, I opted to start with English. Having reviewed their profiles before arriving at Keclha, I knew they grasped basic English concepts. Thus, I began teaching them about nouns and subject-verb agreement.

Introducing nouns went smoothly. Using a simple definition I learned from my mother—nouns are names of people, places, animals, or things—we played a game to identify nouns, which they aced. They then tackled an exercise on nouns from their textbooks.

Moving on to verbs, I explained their role and relationship with subjects, providing examples. I found an exercise requiring them to identify subjects and verbs, though all three struggled initially. Sabitri caught on first, followed by Subhadra with some support. Deepak required additional help, but with extra explanations and examples, he gained confidence.

Throughout the day, I noticed the children becoming more comfortable and less hesitant, especially Deepak, who occasionally answered lightheartedly. After about an hour and fifteen minutes of English, we shifted to math. Starting with 2-by-2 addition, they quickly progressed to 3-by-3 sums. While Sabitri and Subhadra focused on their work, Deepak occasionally distracted himself, though he returned to tasks with a smile upon reminders.

Reviewing their work, I found Sabitri had performed exceptionally well, Subhadra made minor errors, and Deepak struggled with the carry-forward rule. Offering him personalized attention, I guided him through similar problems until he grasped the concept.

By this point, they were visibly tired yet had absorbed the lessons well. Feeling confident in their progress, I decided to introduce multiplication the following day and concluded the day's lessons.

Afterward, they enjoyed games like Snakes and Ladders and Ludo, with a group of other MIS students and local children formed, and they joined in, with Deepak being particularly enthusiastic. After playing games like Dog and the Bone, the kids did some drawing. Before long, time was up, and it was time to go back and get ready.



Overall, the day marked a steady progress in their learning journey, with each student overcoming challenges and growing more comfortable in their studies and interactions.

STUDENT PARTICIPATION

The kids were more comfortable and weren't feeling as shy as the day before, especially Deepak who was answering questions without even thinking or knowing the answer, the girls were still a bit quiet often not speaking until spoken to, but would answer correctly most of the time but would take their time in thinking the answer.

Deepak would get tired of studying a lot and would constantly ask me if he could go and play and come back in 10-15mins and start studying again, so I had to convince him that I would let him go in a bit. However, the girls would tell me they wanted to study more whenever I would ask if they wanted a break.

CO-CURRICULAR ACTIVITIES:

STUDENT: Prabhat Krisani, Shubhra Krisani, Dhatri Bishoi, Karishma Krisani, Hemanta Muduli, and Kartik Muduli

DURATION: 3:30 - 4:30pm

OBSERVATION & EXPERIENCE

After lunch, the afternoon session kicked off with extracurricular activities led by Arjun and Vivaswan. The teams remained the same from previous sessions: Team Jupiter and Team Earth, with the older kids taking charge of discussions and responses. We engaged in a spirited quiz competition, each team crafting seven questions based on agreed-upon topics.

The atmosphere was charged with excitement and challenge as both teams exhibited tremendous enthusiasm and knowledge. Team Jupiter and Team Earth demonstrated confidence and teamwork, answering questions swiftly and effectively, making the quiz intensely competitive. Our own team, surprised by their efforts, eagerly participated

Throughout the competition, the older children led by example, showcasing their deep understanding and quick thinking, while the younger ones contributed actively supporting their peers. As the scores remained neck and neck, the tension mounted, keeping everyone on the edge of their seats.

Ultimately, our team clinched victory by a margin of 10 points over Team Earth. With the quiz concluding at 3:15 PM, we gathered for a group photo. The session concluded on a high note, with smiles and a sense of accomplishment among the participants. It was evident that the quiz had not

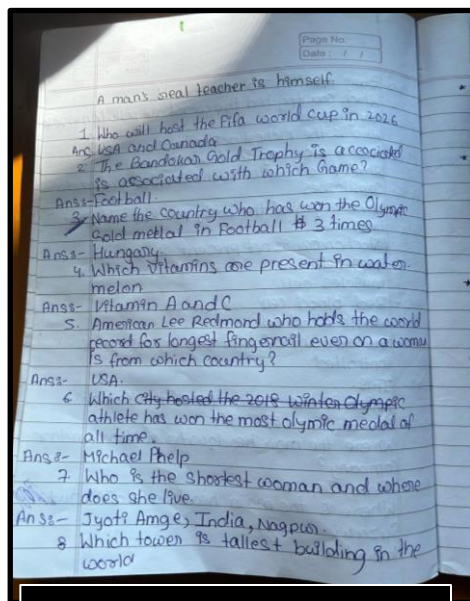
only tested their knowledge but also fostered teamwork. As we wrapped up,



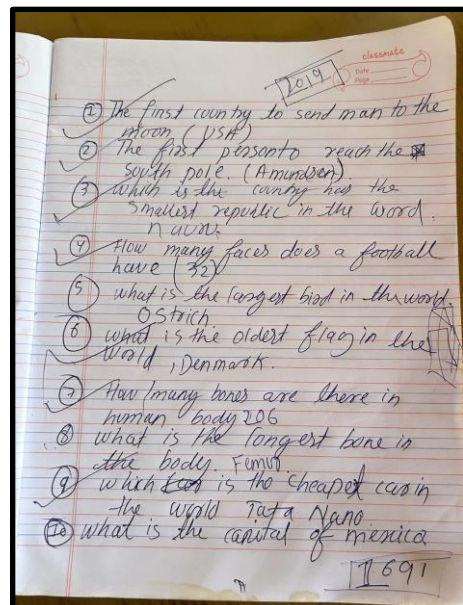
STUDENT PARTICIPATION

I was happy to see that both the teams were involved and interested in the three way quiz taking place, both team earth and Jupiter had made their questions and had somewhat followed the guidelines we had provided them with.

It was also great that even if the younger kids were not answering they were at least reading out the questions for their teams, the older kids were as expected mainly the ones answering, both team captains Prabath and Shubhra were very competitive, I had underestimated the depth of their knowledge especially Shubhra who knew answers to questions even we did not know.



QUESTIONS MADE BY TEAM JUPITER



QUESTIONS MADE BY TEAM EARTH

DAY-3

DATE: 3 / 1 /24

DAY: Wednesday

TEACHER: Aryavir Solanki

STUDENT: Deepak Mudili, Subhadra Beniya, Sabitri Jadia

DURATION: 9:00-11:30am

On the third day of teaching, I found all three students quickly, and we delved into our math work. To start, I planned for us to tackle the multiplication of double digits with single-digit numbers. Given their prior knowledge of basic multiplication and understanding of how it works from the first day, I decided to jump right into giving them questions to solve.

I paid special attention to Deepak, who tended to get distracted and make silly calculation errors. While keeping an eye on the other two girls, I ensured they remembered to carry forward whenever necessary, especially after their mistakes with the carry-forward rule the previous day. I was pleased to see that they could solve their questions with ease, prompting me to introduce two-by-two multiplication.



Explaining the concept, I detailed that for two-by-two multiplication, they needed to multiply each digit of the first number by each digit of the second number, add the results, and place them correctly. Initially, they were all confused, making repeated mistakes, neglecting the carry-forward rule, and erring in multiplication and addition. I patiently corrected them, took note of their struggles, and provided examples to guide them through the process.

Sabitri was the first to grasp these questions, showing improvement compared to Deepak and Subhadra. Witnessing Sabitri's progress, Deepak was motivated to tackle the questions independently and requested to solve them on his own. Meanwhile, I assigned questions to Deepak and Sabitri, focusing on assisting Subhadra, who found the sums challenging. Employing the same method as Deepak, I guided Subhadra until she gained confidence and could solve the questions independently.



While concentrating on Subhadra, I addressed doubts from Deepak and Sabitri promptly. Upon reviewing the

questions given to them, I found their responses to be mostly correct. Despite Deepak's mischievous antics, such as copying Sabitri's work and lack of focus, the girls maintained warm smiles throughout the session, indicating they enjoyed their learning experience.

As the clock approached 11:30, I realized it was time to conclude the day's session. Confident in their progress, I planned to introduce 3-by-2 and 3-by-3 multiplication on the final day. Deepak went of to play with Laxman and the girls engaging in a game of Snakes and Ladders, reminding us that time had swiftly flown by.

STUDENT PARTICIPATION

I was glad to see that all three of them were very comfortable with my teaching and would not hesitate to ask doubts or stop me in between teaching even to ask me something.

All of them were more confident in giving out answers when I would individually give them questions and tell them to speak out loud the answers.

Their calculation skills had also become stronger, especially Deepak who was not making as many mistakes as he had during the first two days, all three were solving at least 2-3 questions without any errors.

CO-CIRCULAR

STUDENT: Prabhat Krisani, Shubhra Krisani, Dhatri Bishoi, Karishma Krisani, Hemanta Muduli, and Kartik Muduli

DURATION: 3:30 - 4:30pm

After lunch, it was time for our extracurricular activity. Instead of our usual format with both their teams and us competing, we decided on a head-to-head between Team Jupiter and Team Earth, with us acting as the quiz masters, posing the questions. Each team could "buzz in" by banging on the table to answer. It added an element of excitement and urgency.

We as the quiz master's had kept five questions in hand, and each team with five of their own. Points were clear-cut: five for a correct answer, zero for a wrong one, and a chance for the opposing team to steal with a correct response if the initial team faltered, each team would ask their own question to the one after one round had ended periodically.

The quiz was intense and competitive, with moments where even we were stumped by the questions they were asking. It showcased the depth of knowledge and quick thinking among the students. Both teams demonstrated impressive teamwork and knowledge across various subjects, making for a tight contest.

In the end, after a nail-biting battle, Team Jupiter emerged victorious. They were quick and gave accurate answers, despite Team Earth's strong performance. We took another feedback session asking them how they liked this format, and we were glad to hear that loved it.

Before ending the session, I again emphasized the fact that their questions were still not perfect but far better than the day before. And then we concluded our session there.



STUDENT PARTICIPATION

We could see that they were very involved in the game.

All six of them were on the edge of their seats, waiting to bang their hands on the desk and answer the question, often banging their hands on the table without even knowing the answer.

I believe the younger kids were feeling more comfortable as they were trying to answer the questions even though they were a bit hesitant, they were also reading out their questions with confidence, Prabhath and Shubhara asked me personally what they could do to make their general knowledge better

DAY-4

DATE: 4 / 1 /24

DAY: Thursday

TEACHER: Aryavir Solanki

STUDENT: Deepak Mudili, Subhadra Beniya, Sabitri Jadia

DURATION: 9:00-11:30am

On the fourth day, we picked up where we had left off, I gave them two x two multiplication sums just to make their concepts better, and to my surprise, they all had done their questions correctly.

Now that I was confident that all of them were comfortable that they could do 2 by 2 multiplication I gave them 3 by 2 multiplication sums, I could see they all were hesitating to do their sums as they got unconfident seeing the huge numbers so decided that I would show them how to do a sum, so they knew how to do these questions. I gave them all a question individually asking them to solve it in front of me and if they made any mistakes I would correct them there and there only, I could see that all of them were thinking and giving the calculations often doing calculations mentally, still, Deepak was making mistakes in simple calculations and was often copying Sabitri or Subhadra's work, so I had to give him different questions and give him special attention so he does his work diligently. I was very happy to see that all of them had clearly understood the concepts and were applying their mind to it and doing their best to solve the questions I gave them,

Since they knew 2 by 2 multiplication very well by that time, they were speeding through the questions I gave them, so I asked if they wanted to do 3 by 3 multiplication to which they responded yes with excitement and glee, I first solved a question of 3 by 3 multiplication and showed that it was the same like 2 by 2 just that there would be three zeros when multiplying with the 3rd digit. Things were smoother than expected as all three of them had done 2 by 2 multiplication very thoroughly. Since it was the last day, I decided that I would teach them till 10:30 am but as soon as I told them we would stop studying, to my surprise all three of them said they wanted to study more so I gave them some more sums.

Deepak also told me he had to learn a poem for his performance the next day so me and him sat for 20 minutes and i made him learn his poem, the poem was called "Who has seen the wind" by W.O. Mitchell.\

By 11 they all were done with studying, and they were all back to playing board games and drawing. Before leaving a took a photo with them to remember this experience forever



Deepak's drawing of a dragon



STUDENT PARTICIPATION

It was very clear the difference in their math skills from day 1 to day 4, I felt my bond with the three was so strong that even Sabitri and Subhadra were speaking louder than normal not feeling shy or nervous.

They were doing most questions without any errors, not forgetting a single step and doing it very calmly. I was also pleased to see that Deepak was not very distracted that day, he was trying to do his best and that is what matters, I could also feel that they were a bit sad since it was the last day often asking me if I would come back again, I would tell them one day.

CO-CIRCULAR

STUDENT: Prabhat Krisani, Shubhra Krisani, Dhatri Bishoi, Karishma Krisani, Hemanta Muduli, and Kartik Muduli

DURATION: 2:30 - 3:30pm

On this day, we decided to focus on preparing the children for their upcoming performance. We informed them that we would have a quiz like the one we had on day three, where both teams would go head-to-head and we, the quizmasters, would ask the questions. To answer, they had to bang their hands on the table, acting as buzzers.

Instead of addressing their weaknesses, we chose to enhance their strengths. Prabhat and Shubhra were quite knowledgeable about most topics, while Kartik, Karishma, Dhatri, and Hemanta were less familiar with some areas. Therefore, we opted to build on their strong points.

The three of us—Vivaswan, Arjun, and I—tested their knowledge of all the topics we had covered so far. We also repeated questions that



had been asked before to assess their recollection. Our strategy for the performance day was to ask previously posed questions or similar ones, ensuring familiarity and boosting their confidence.

To add an extra challenge, we imposed a shorter time limit for their responses, giving each team only 10 seconds to answer since these were questions, they had encountered before.

This rapid-fire approach was designed to sharpen their quick thinking and recall abilities.

After several rounds of this intense preparation, we concluded the session by wishing them the best of luck for their performance the next day.

STUDENT PARTICIPATION

Prabhat and Shubhra demonstrated excellent recall, consistently matching each other's performance. At one point, we had to ask them to hold back so the younger ones could have a chance to answer. I could see that they were easily able to brainstorm answers to questions through the various hints in the answers we had expertly made.

The younger ones, too, showed strong retention and excelled in the topics they had previously chosen. The three of us were satisfied with their progress and confident that they would perform exceptionally well the next day.



DAY-5

Date: 5th January 2024

Day: Friday

Co-Curricular Activity: Quiz

Teachers: Arjun Abrol, Aryavir Solanki and Vivaswan Shukla

Students: Prabhat Krisani, Shubhra Krisani, Dhatri Bishoi, Karishma Krisani, Hemanta Muduli, and Kartik Muduli.

Duration: 3hrs- 3 pm-6 pm

This was the day of the performance, where Team Jupiter and Team Earth faced off one final time. Our children performed excellently, with each of them answering at least one question. I was particularly pleased with the participation of the younger children, who confidently contributed answers. Prabhat and Shubhra displayed exceptional knowledge, answering almost all questions correctly, and I could see the audience engaged and excited by the quiz's fast pace. As we reached the end of our prepared questions, the teams were tied in points. We hadn't planned for a tie, so we had to quickly come up with a tiebreaker question. In the end, Team Jupiter emerged victorious, narrowly edging out Team Earth, who also did an excellent job. Before wrapping up, we decided to involve the audience by asking them a question, adding an extra layer of fun to the event.

Team Earth had only fallen short by one question, which Team Jupiter answered just before them. I hope our children will remember the skills we taught them in formulating the right questions, as well as the general knowledge we imparted. Their performance today reflected their hard work and growth, and I am confident these experiences will stay with them for a long time.

After our performance, we three congratulated all of them and took one last group picture.



REFLECTIONS

Our final school trip to Auro-Mira Vidya Mandir, Kechla, a small tribal village in Odisha, wasn't just a journey; it was an experience that left enduring impressions and created unforgettable stories.

Initially, we were a group of 40 privileged city kids immersed in our urban lives. By the end, we returned as students who had moved closer to appreciating the beauty and simplicity of life. Our intention was to teach underprivileged kids in the village, but in truth, we learned far more from them than we could have imagined.

The red soil beneath our feet left a lasting mark, both literal and metaphorical, holding truckloads of laughter and tears. Every aspect of this beautiful place gave us memories of a lifetime, cherished by only a fortunate few.

From witnessing the sunrise to marveling at the starry night sky, from diving into waterfalls to swimming in the reservoir, from snacking endlessly to trekking tirelessly, from initial nervousness about teaching the kids to not wanting to say goodbye — I can honestly say I would do anything to return and relive it all.

FEEDBACK

I am very grateful to the school and the teachers accompanying us who made this once-in-a-lifetime journey possible, with all regard I don't have a single negative thing to say about our journey or our time there, the only thing I can say is I wish we could stay there for longer. Even making this report made me remember the great time I had there.

