



April to July 2026



New Session 2026-27, Beginning of a New Hope, New Rays ...



Offered aspiration and lit the diyas before The Mother and stepped their new groups with the blessings of The Mother.

Parents Orientation of Red Group (Nursery, Balvatika 1)





The Red group (Nursery) children joined the mirambika family in the mid of April. The children's parents were involved with three orientation programmes and a week long reading sessions which introduced them to Integral Education and learning methods which is practiced in mirambika.

A decorative border of blue flowers and leaves surrounds the central text.

REPORTS & ACTIVITIES

RED

DOSTI

The little ones started their journey in Mirambika on April and now they are the part of the environment of Red group and their Diyas. This period offers an opportunity to build a connection and a relationship with Mirambika. To build a relationship, they choose the Topic Dosti to foster a bond with the environment.

Objectives:

- To develop a connection with Mirambika.
- To build friendships with the *Didis* (caregivers/facilitators) and peers.
- To foster familiarity and a sense of belonging with the group materials and resources.
- To help the children settle in (facilitate the adjustment process).
- To cultivate good habits.
- To foster physical self-reliance.

Activities by Children related to Dosti





BLUE

**Hamara
Praphulit Prayas**

Aim-

- To develop a relationship between the children and Mirambika.
- To help children understand the meaning of "Praphullit Prayas", relate it to their own lives, and share their experiences.
- To support children's language development along with the enrichment of their vocabulary.

Activity-

- To explore the entire Mirambika campus, learn about its different spaces, know the names of other groups, and learn the names of the didis and bhaiyas of the groups.
- During this process, children identified their own qualities as well as their weaknesses and thought about ways to improve them.

Children developed a relationship with Mirambika. To build a deeper connection with Mirambika, children explored the entire Mirambika campus in small groups with the didis and learned about different places. They visited places like the Music Room, Clay Room, Library, etc., and also visited some other groups. Children made drawings of those places. After returning, all the children expressed their experiences through drawings and models.



Through stories and songs, children built a connection with the Praphullit Prayas flower, created it with paper, and understood the meaning of the word Praphullit Prayas.

To understand children's thoughts, understanding, and feelings about Mirambika more deeply, we asked children some questions so that we could know how much children have understood about Mirambika, such as:

1. What all things are there in Mirambika?
2. Do you like coming to Mirambika? Why do you like coming here?
3. How does Mirambika help us to grow?
4. What work do you want to do with Praphullit Prayas?
5. What work do you do when your Praphullit Prayas flower blooms?
6. What is there in Mirambika that exists but cannot be seen?

Children's Sharing

- मिराम्बिका में बहुत सारे खेलौने होते हैं और यहाँ पर सारे दोस्तों के साथ मिलकर खेलते हैं, वो मुझे अच्छा लगता है। मिराम्बिका में सैंडपिट, फूल, पत्तें, मोर, तितलियाँ, चिड़िया, स्लाइड, बादल, बारिश है।
- मिराम्बिका में मैं तेज़ दौड़ कर बड़े होना चाहता हूँ। मैं घास पर तेजी से रोली -पोली करके बड़ा होना चाहता हूँ।
- मैं दीया जलाकर और 'ओम ततस वितुर वरंम' गाकर बड़े होना चाहता हूँ।
- मैं सर्कल टाइम में शांति से बैठना सीखना चाहता हूँ, सैंडपिट में बड़ा गढ़वा खोदना सीखना चाहता हूँ।
- मैं खुलाबन्द (जम्पिंग जैक) करता हूँ,
- मुझे गार्डन की सफाई करना मुश्किल लगता था प्रफुल्लित प्रयास फूल ने मदद किया तो अब मैं गार्डन की सफाई कर पता हूँ तो मेरा प्रफुल्लित प्रयास फूल खिल जाता है।
- जब पानी गमले के बिना बाहर गिराएँ पौधों को देता हूँ तो मेरे अंदर प्रफुल्लित प्रयास फूल खिल जाता है।
- मिराम्बिका में हवा है पर दिखता नहीं है।, कान्हा है पर वो हमें दिखता नहीं है। मेरे अन्दर का दोस्त मेरे छाती में रहता पर वो दिखता नहीं है ?



Children shared what activities they do with Praphullit Prayas and when their Praphullit Prayas blooms. A song was created using the words shared by the children. On Mirambika's birthday, children sang that song and performed a dance.

GREEN

**Hindi Language
Development**

Hindi is a language of श्रुति (learning through listening). Initially, the children developed an interest in word games and activities that helped them identify the sounds of the letters in their own names. Stories and songs became the foundation for their Hindi language development, and a rich environment of daily storytelling was created to nature their love for the language.



The children listened to stories about कमल (Lotus), (Sacred Pot), and कलम (Pen कलश (Sacred Pot)). They explored these objects by seeing and touching them, making the learning experience meaningful and concrete. Using their imagination, they decorated the Kalash, and Kalam and narrated stories about them. They also wrote these words and enhanced them through art and craft activities. Through this process, the children recognized, understood, and developed a close relationship with the sounds of the letters 'क', 'म', 'ल', and 'श'.



The journey of Hindi writing began with the celebration of Ganesh Sthapana. During this time, the children listened to the story of Lord Ganesha and took their first joyful steps into the word of writing. Gradually, through Akshar sngit (Alphabet Songs), the children became familiar with many simple words such as ghar (house), par (wing), nal (tap), jal (water), phal (fruit), and many more. Inspired by these letters, they creatively decorated the written forms of the letters through a variety of art and craft activities, making the learning process joyful, meaningful, and engaging.



As the children's Hindi journey progressed, they were gradually introduced to Hindi Matras (vowel signs). They developed a friendly relationship with the 'आ' (Aa), 'इ' (I), and 'ई' (Ee) matras through enjoyable, hands-on, and experiential learning activities, strengthening both their reading and writing skills in a natural and joyful way.



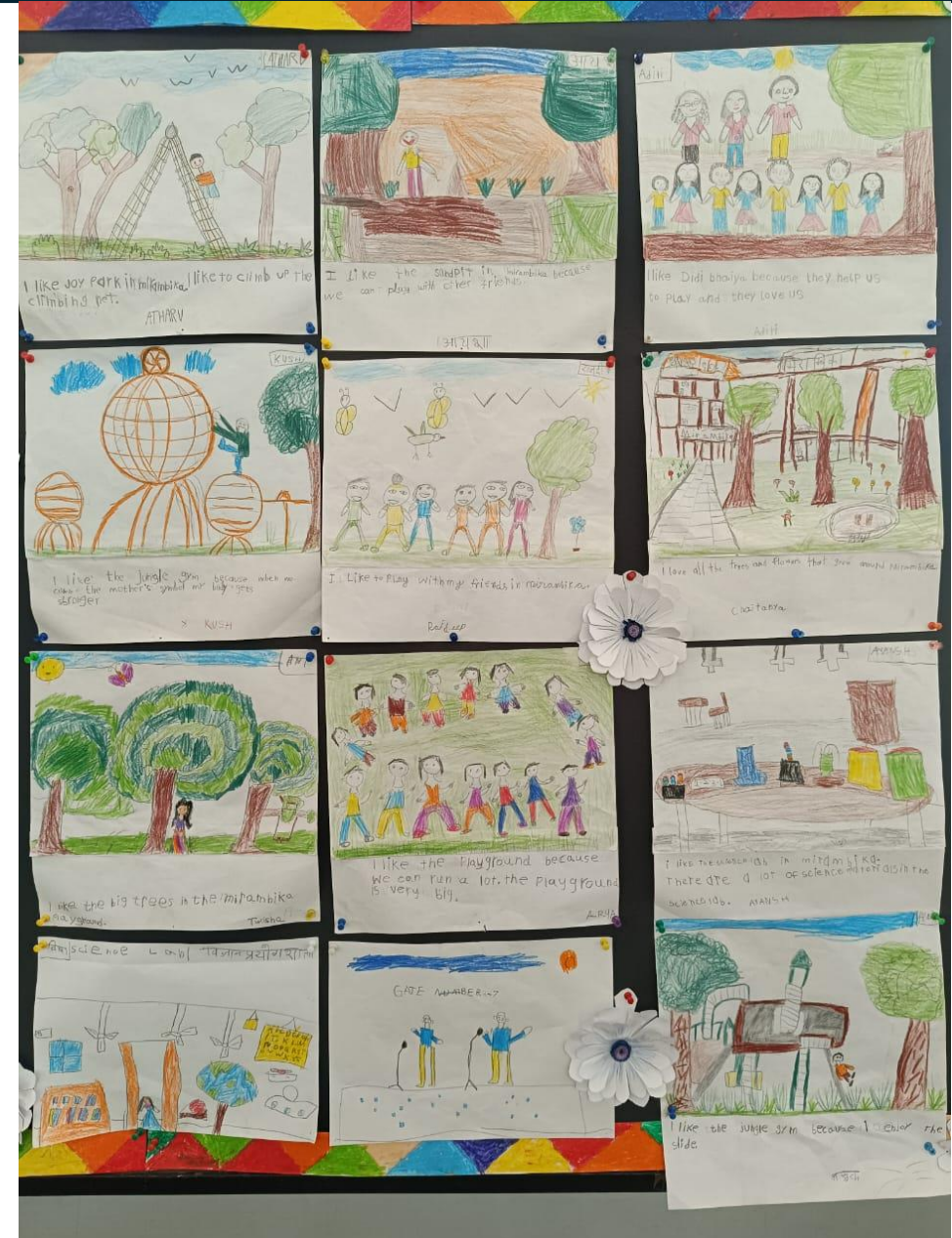
YELLOW

Mirambika

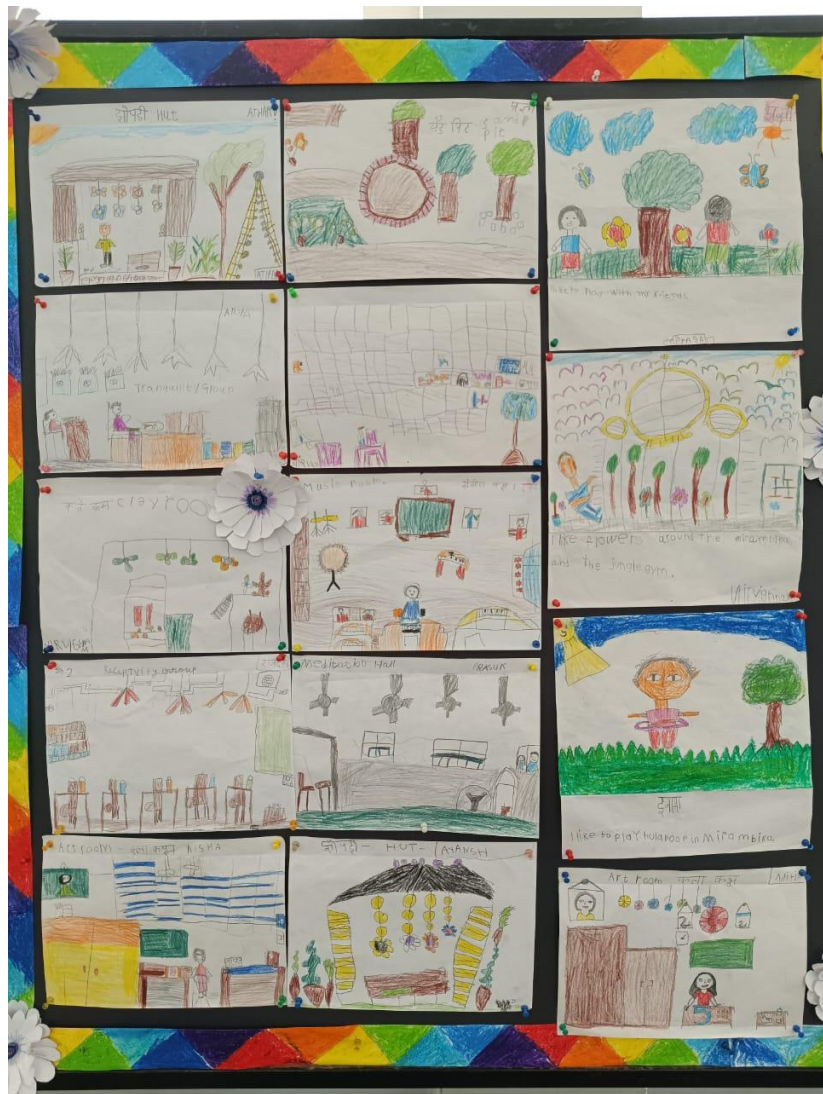
The Mirambika birthday was coming soon, so it was decided to take the project ‘Mirambika’ as the children relate more to this name and place. They were asked what things they want to know more about Mirambika. They shared that all the rooms and group names, including Didis' and Bhaiyas' names. The children were very happy to visit and explore the groups and places upstairs (1st floor and 2nd floor. They also loved to make and design name tags for the places in Mirambika. The science lab, Top Groups, and meeting with Bhaiyas in the top groups made them feel good and happy.



Some of the children like to play in the different places in Mirambika and some like the trees and flowers around it. So, they tried to speak sentences about what they like in Mirambika in English, though a few children needed help. Diyas noted them and encouraged them to copywrite. They were eager to present it with their drawings, saying these lines during the celebration. They also made models of the cheerful endeavour flower and reflected on themselves where when they work and put effort to learn cheerfully. The opportunities of engaging in different activities helped them to develop in both languages. They were also happy to count different things like boards, chairs, tables, fans, lights and also the children and Diyas of the nearest groups.



Related Photos of Mirambika





ORANGE

**Beauty in Me
and
My Surroundings**

Aim:

- To develop the ability to see and appreciate beauty in nature and the surroundings.
- To help children differentiate between outer and inner beauty.
- To encourage the development of positive qualities.
- To enhance creative expression through reflective writing, drawing, making things, and singing.



Singing “तन हो सुंदर”

The children engaged in a variety of activities that helped them become aware of the beauty around them as well as the beauty within themselves. These activities included:

- Singing the song “तन हो सुंदर”
- Group reading of the story “True Beauty”
- Writing their understanding of the meaning of “beauty”
- Reflecting on what they like to see with their eyes, hear with their ears, and touch with their hands.



While exploring the beauty of the body, the children read a story about the body and discussed the body's capacities, as well as the importance of food and sleep. They watched five videos of people who had mastered different skills through various games and activities. They then reflected on the question: “How can I increase the beauty in my body?”



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Exploring the Beauty of Thoughts



While exploring the beauty of thoughts, the children showed interest in planning and creating three models independently:

- A vehicle tracks, An animal sanctuary and A dinosaur island

To take the children a step further and help them become aware of inner beauty, different qualities of an Ideal Child, as described by the Mother, were introduced to them through various stories and personal examples. The children understood the meaning of each quality and reflected on it by connecting it with situations from their own lives.

This project helped the children become more aware of the beauty in their surroundings, their bodies, their thoughts, and, most importantly, their inner qualities.



ADITI

**Language Development
through Value-Oriented
Stories & Letter Writing**

The group worked on “value-based story” topic through the month of April.

They also prepared for cultural activities like Ravi Thakur’s birthday, singing songs and learning about his life and work. The children joyfully took part in the celebration and sang the Bengoli song “Anand loke mangola loke” and offered their love and respect to Rabindranath Tagore.

We have used value-oriented stories and poems in two different languages (Hindi and English) to develop language comprehension and expression skills along with deepening concentration in everyday life’s learning by thinking logically and reflecting upon inner/ outer living patterns in oneself.

Our main focus was to help the children understand the true values of life—such as the value of freedom, discipline, time, love, perseverance, respect for each other, honesty, responsibility, cooperation, empathy, gratitude, and compassion. We aimed to nurture these qualities in their daily lives so that they grow into thoughtful, responsible, confident, and sensitive human beings.



During the holidays, the children were given a lot of meaningful activities to engage in. One of the most important activities was an introduction to letter writing. The children worked on this activity with great joy and enthusiasm. They wrote letters to one another, exchanged them, and experienced the warmth of communicating through handwritten letters. This activity brought them joy, happiness and helped them understand the value of expressing their thoughts and feelings in a creative way.

After returning to school, the children continued to show great interest in letter writing. Seeing their enthusiasm, we decided to take this topic further and deepen their understanding through more meaningful activities and discussions. They share the holiday learning with each other. They took an interest to know history of letter writing too.



It was the time for Mirambika's birthday celebration; the children became deeply curious about the history of Mirambika and its journey. With great enthusiasm, they decided to learn more by writing letters to elder didis, bhaiyas, and members of the Mirambika family. Through this exchange of letters, they made a sincere effort to explore the school's history, understand its values, and connect with the experiences of those who had been a part of Mirambika for longer years.



For Mirambika's Birthday, the children worked together with great dedication and enthusiasm to create a beautiful poem. They collaborated to write the poem, composed its tune by themselves, and practised it with care. On Mirambika's Birthday, they offered this poem expressing their love, gratitude, and deep connection with the spirit of Mirambika.



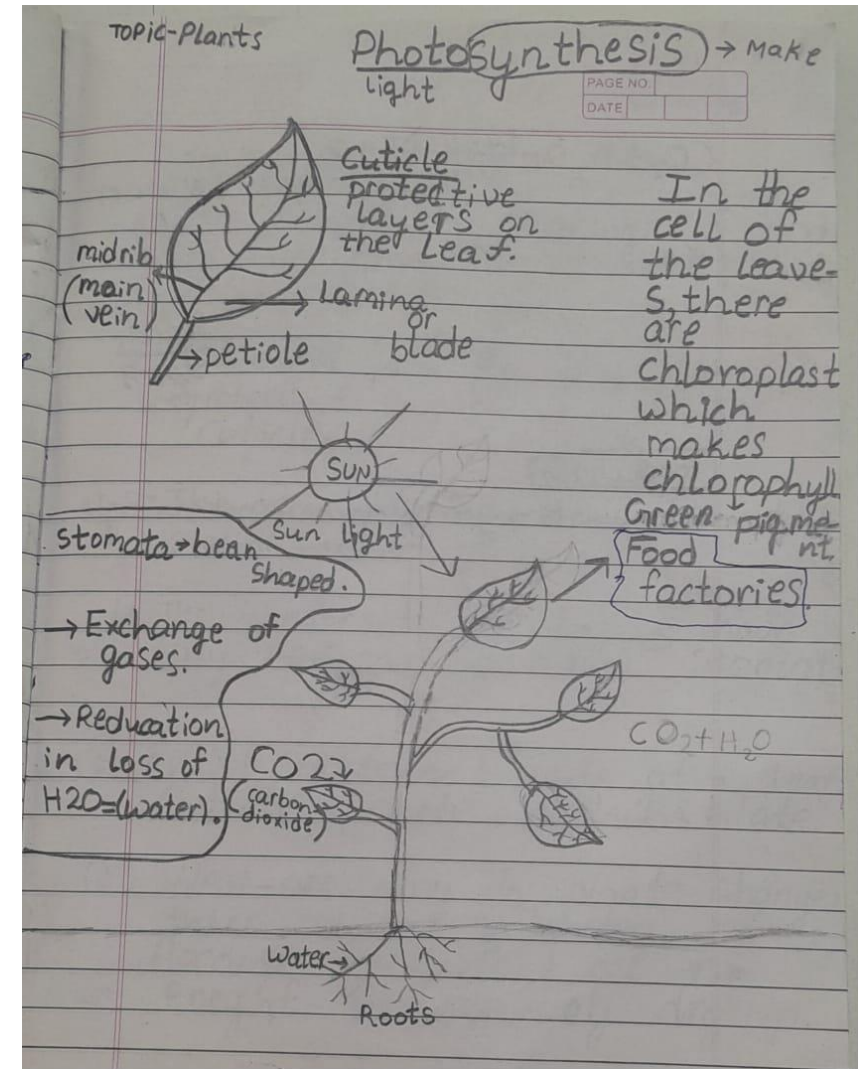
Hand Skill Activity



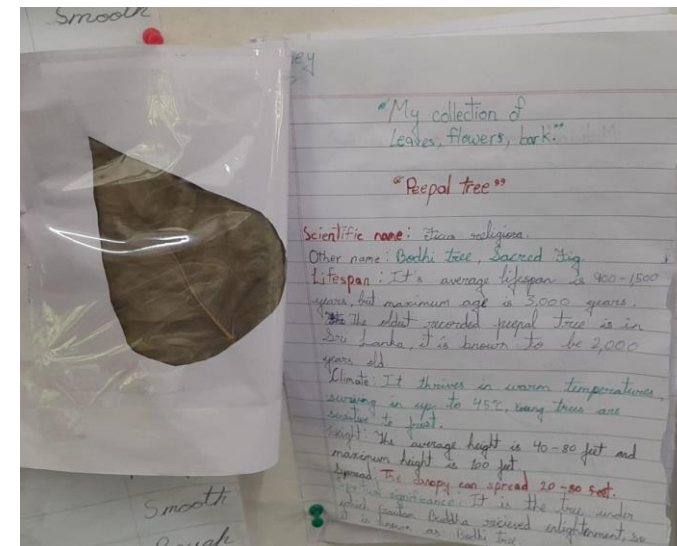
COURAGE

**Our Green
Friends**

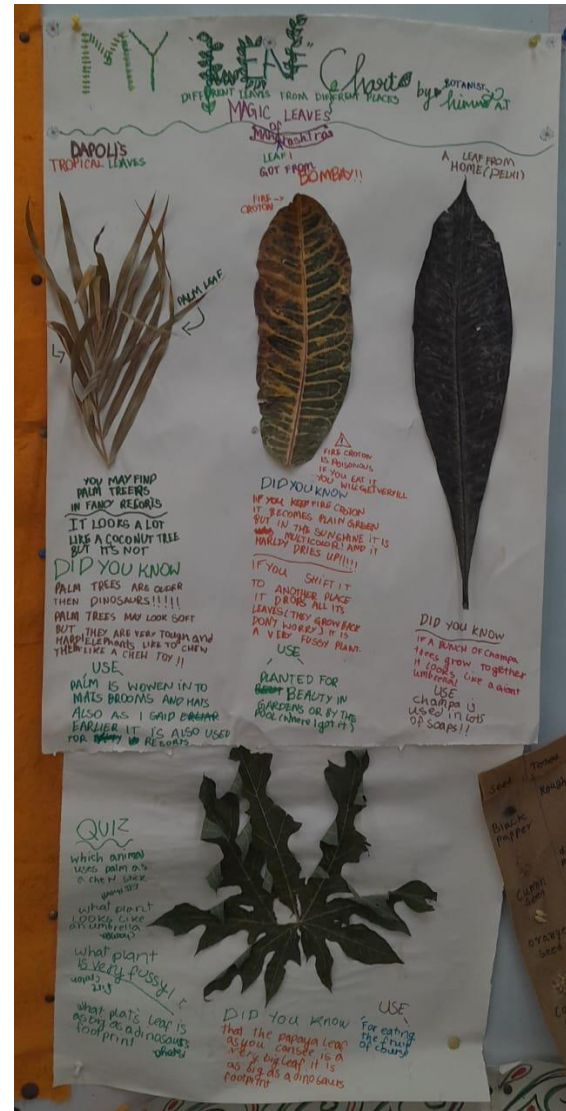
This project helped children explore, observe, and appreciate the plants and trees in their surroundings, building an understanding of their structure, variety, and vital role in sustaining life. Children learned to identify plant parts and their functions, recognise differences in leaves, flowers, fruits, and bark, and understand plants' importance as sources of oxygen, food, shelter, and medicine, along with the basic process of photosynthesis. They practised careful observation, accurate leaf drawing, scientific description, and the creation of a personal plant profile.



Children began with a nature walk around the school and ashram, observing and recording leaves, bark, and wildlife. They studied plant parts using a real plant, sketching and labelling its roots, stem, leaves, and flowers. They also collected and compared leaves and seeds, noting differences in shape, texture, and venation, and pasted them onto labelled charts. They further conducted experiments on photosynthesis, stomata, and starch testing.



Through this project, children developed sharper observation skills, noticing fine details like venation, texture, and bark patterns; the ability to use scientific vocabulary to describe and classify what they observed; and a greater awareness of plants' everyday relevance to food, medicine, and the environment.



Name of the seed	Colour	Shape	Texture
Rajma / Kidney bean	Dark red		Smooth
Kabuli channa / white chickpea	Old white		Rough
Kaddu beej / Pumpkin seed	Green		Smooth
Moongali / peanuts	Old white		Smooth
Saurb / Cannel seeds	Green		Rough
Moong daal / Yellow gram	Light yellow		Rough
Sayed til / white sesame	White		Smooth
Jeera / Cumin	Dark brown		Rough
Salebt Idanayd / Coriander	Light brown		Rough
Sarson / Rai / Mustard	Black		Smooth
Watermelon seeds / Torbooz beej	Brown		Rough
Cherrey seeds / Cherrey beej			Smooth

By : Ekambeer



RECEPTIVITY

Human Body

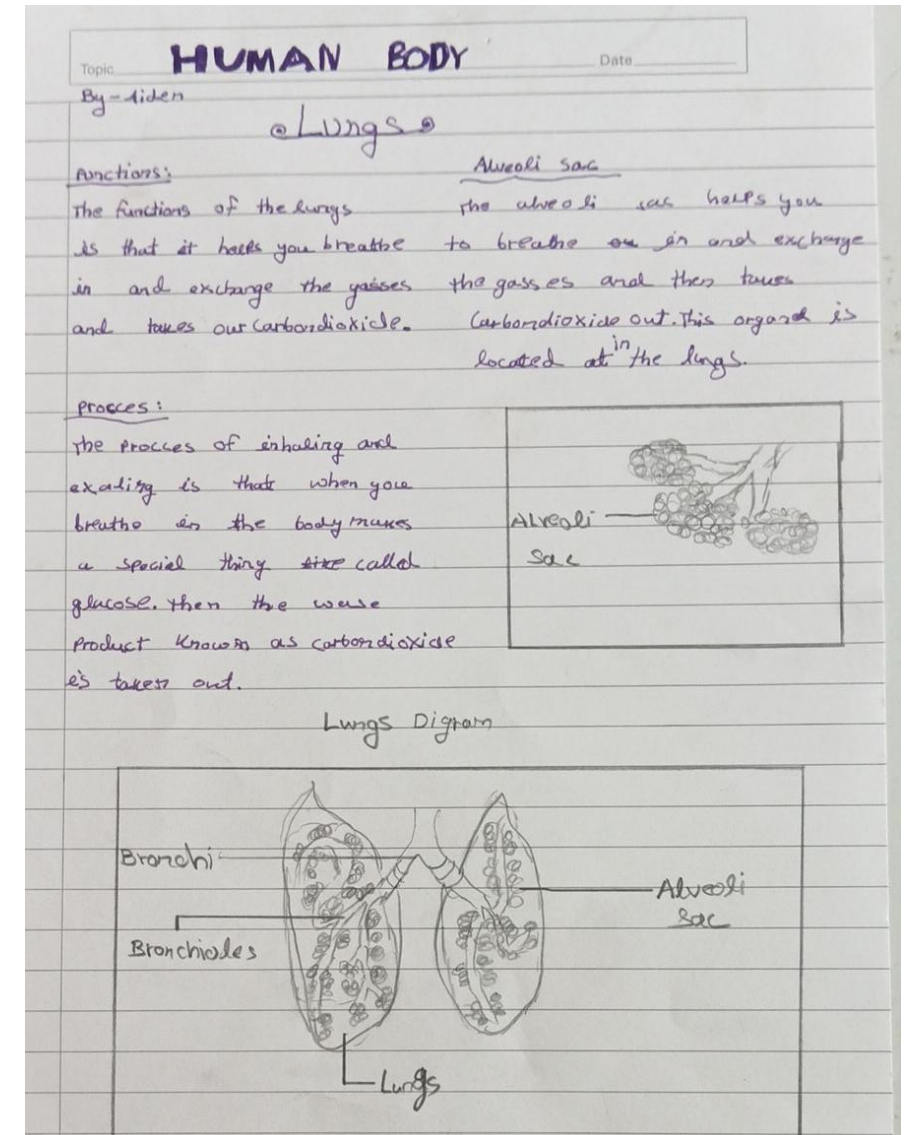


Respiratory System

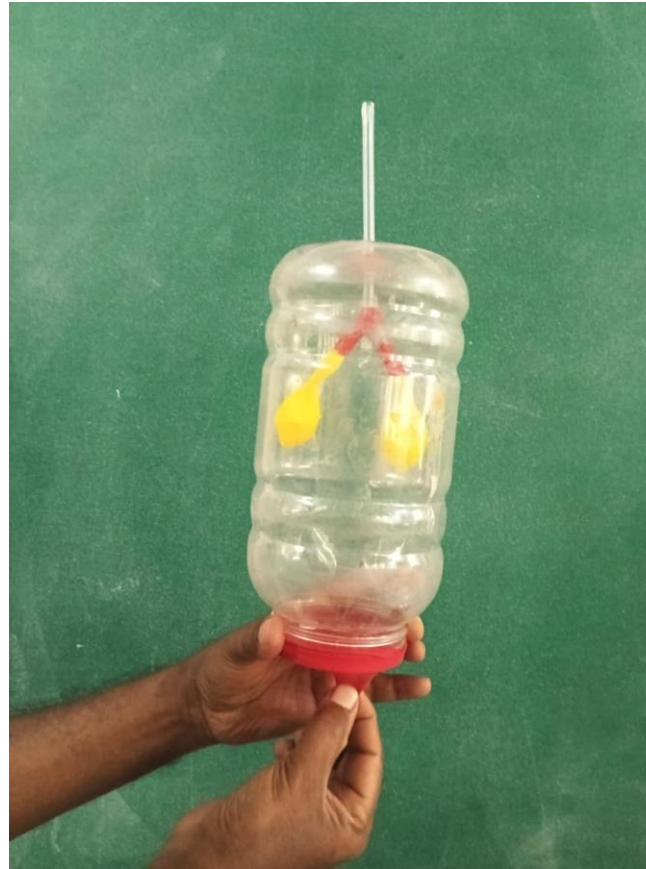
The children explored the structure and functions of the respiratory system through research, presentations, and model-making activities.

- Nose and nasal cavity, pharynx, larynx, trachea, and bronchi, Lungs, alveoli, and the exchange of gases.

During the discussion on breathing and inhalation, the children tried to identify what helps us breathe. After much deliberation, Aiden correctly explained that the diaphragm plays an important role in breathing.

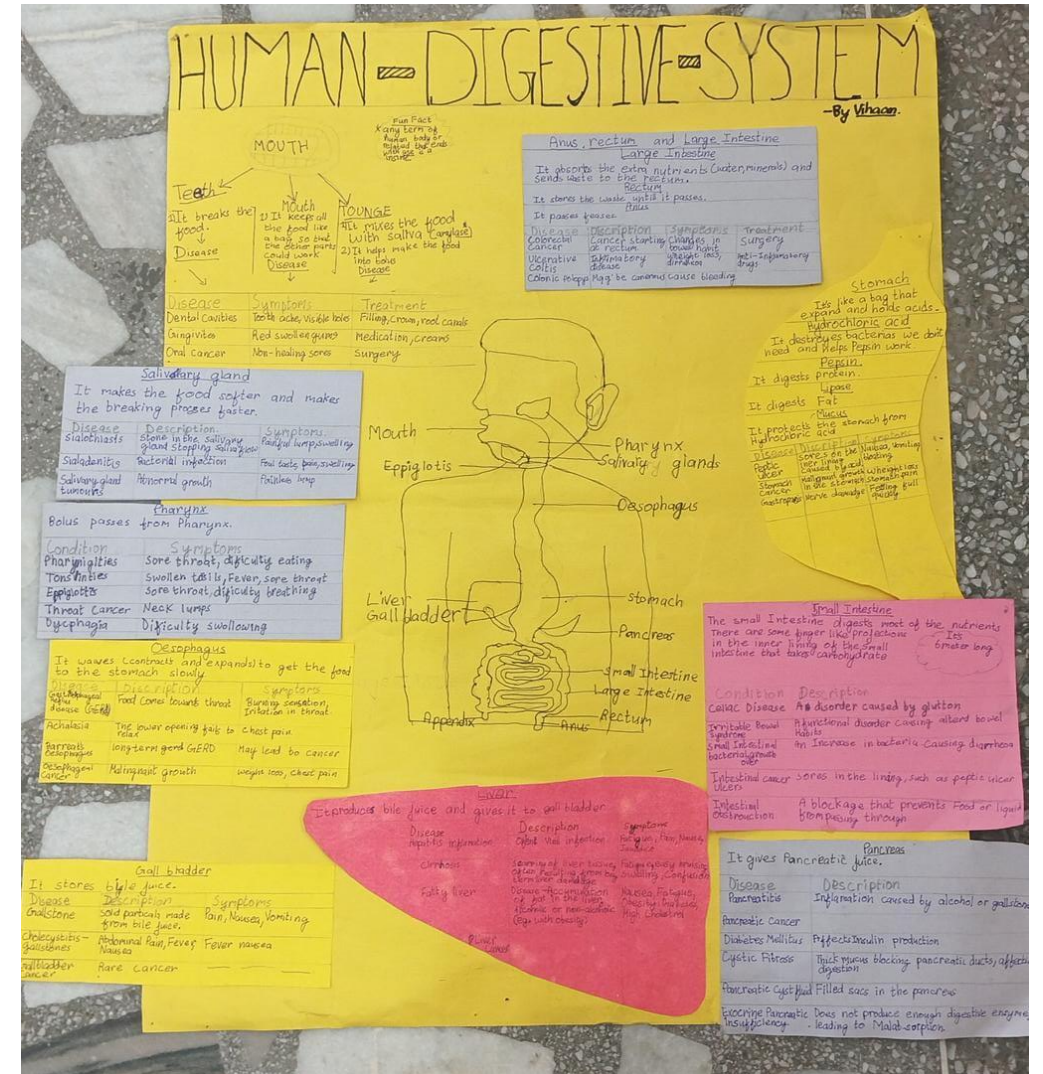


To understand the functioning of the lungs, the children made working models using straws, balloons, and plastic bottles. They observed that: When the diaphragm moves downward, more space is created inside the rib cage, allowing the lungs to expand and fill with air. When the diaphragm moves upward, the lungs contract and air is pushed out



Digestive System

As part of the revision work on the digestive system, the children researched and presented different parts of the digestive tract, including the teeth and mouth, oesophagus, stomach, small intestine, large intestine, pancreas, liver, and gall bladder. One group also studied the digestive system as a whole, helping the class understand how different organs work together in the process of digestion.



Circulatory System

The children learned about the constituents of blood and their functions, including:

- Red Blood Cells (RBC)
- White Blood Cells (WBC)
- Plasma
- Haemoglobin
- Platelets

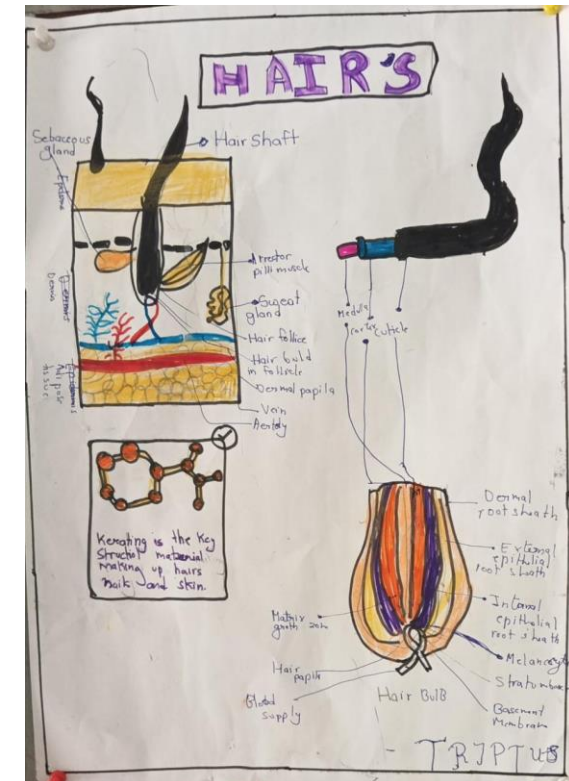
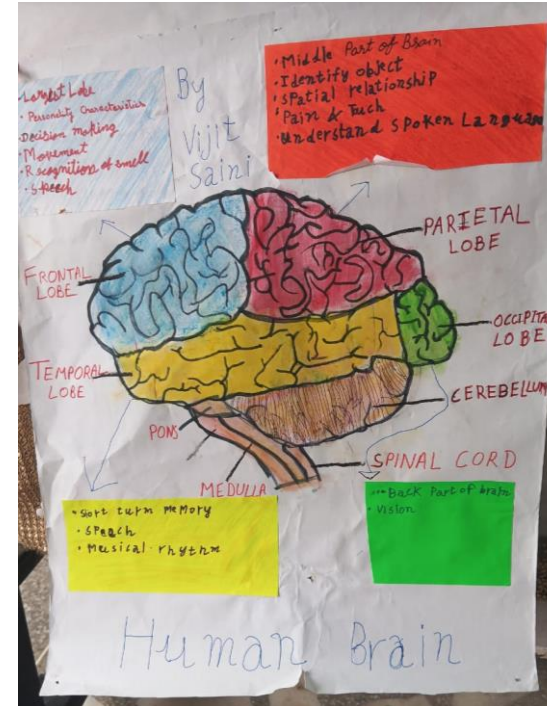
The functions of the heart were explained using a simple four-chambered drawing on the board. Since many children initially found it difficult to understand the flow of blood through the heart, several discussions and demonstrations were conducted.



The group then made working models of the circulatory system using syringes, pipes, and red and blue coloured water to represent oxygenated and deoxygenated blood. Finally, the children referred to books from the library to gain a deeper understanding and recorded their learning in their own words



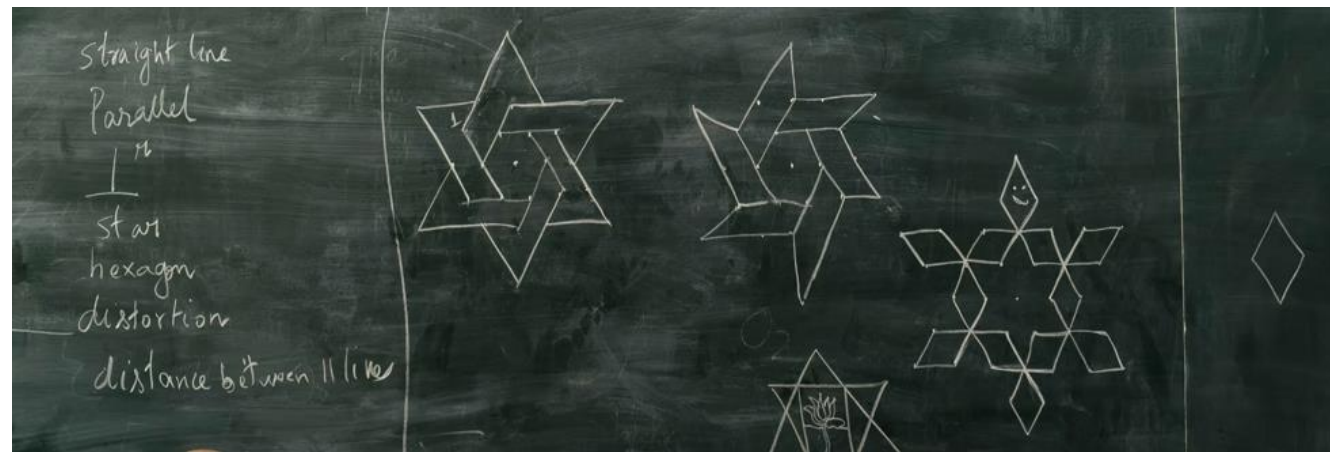
During the summer vacation, the children explored a variety of topics related to the human body, including the eyes, brain, nervous system, skeletal and muscular systems, skin, hair, ear, and healthy food habits from different regions of India. Through their independent study and presentations, they developed a deeper understanding of the structure and functions of the human body and strengthened their skills in research, observation, presentation, and self-directed learning.



FELICITY

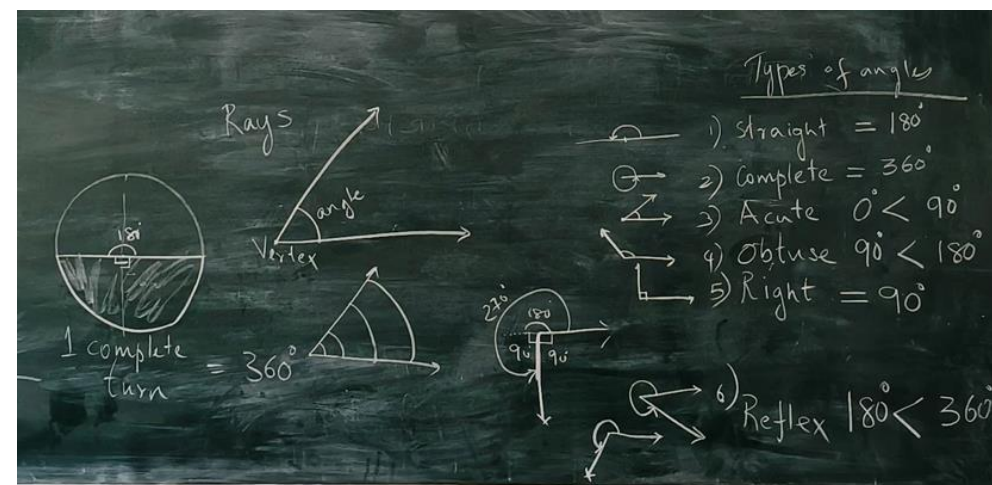
**Jyamiti through
Kolam Art**

Building on their knowledge, an effort was made to introduce the terms in geometry (*jyamiti* in Sanskrit as practiced in ancient India). They learnt from simple to complex and more challenging kolam designs. With every kolam, they learnt terminologies: Point, equidistant dots, line, line segment, intersecting lines, parallel lines, perpendicular, distance between parallel lines, and hexagon.



The types of kolams got them discussing about the types of angles. Some of the children recalled from memory about the various types of angles. They also used their hands to describe each angle.

Practicing on their chequered math notebooks, there were some advantages in keeping the dots, there were some disadvantages as well. Practice on slate and chalk was introduced to allow free estimation of placing equidistant dots in the first place, in order to get a symmetrical kolam design. At this stage of learning, children had a visual and intuitive understanding of symmetry and beauty.



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On the day before the Rabindra Jayanti celebrations, the children gave their best in terms of patience and perseverance to perfect their kolams as much as they could in the time that was available to them



Reflection Questions for Children

1. What are the materials that were new in your kolam project? How did you use them?
2. How did you feel about learning to handle rice powder to keep dots and draw lines?
3. Describe each step of the learning process, challenges faced by you and how you overcame it?
4. What skills did you learn while placing the dots and drawing the kolams?
5. What are the senses that you used in this project and describe at what stages of the project did you use them? For example, you used your eyes to observe each kolam design.
6. Express your feelings when you attempted to do the kolams on the floor for the first time. Did you feel more confident to do the same for the celebration?

Future plans:

Moving forward in this project, some reading material will be provided to explore the social and cultural contexts of the kolams. At a later stage, other aspects of terminologies and concepts like angles and their observations, triangles and their properties, polygons etc will be covered with constant reference to the appropriate kolam.

Line symmetry and rotational symmetry can also be seen in some kolams. Some partially completed kolams will be provided to develop the symmetry. Building patterns through expanding basic units of some kolam will connect to pre algebraic concepts.

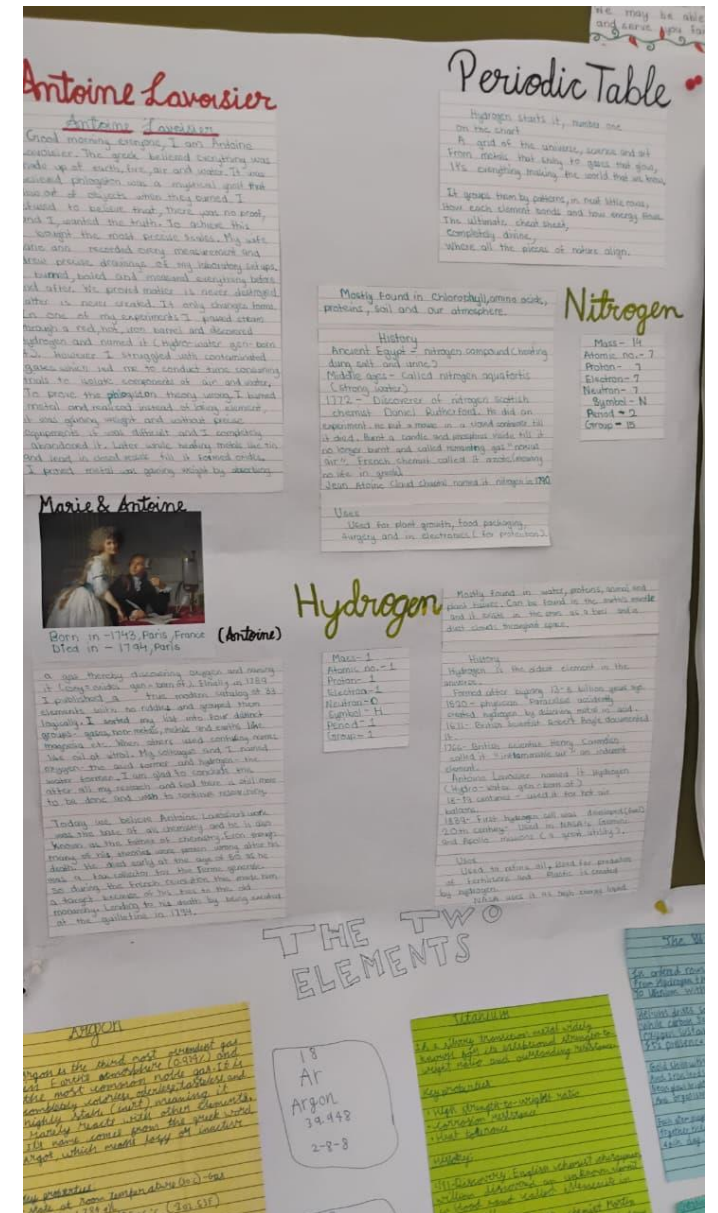
SERENITY

**Calendar
making in Hindi**

To get familiar with names of months in Hindi. The Vikram samvat calendar and comparison to the Julian calendar, and days of the week and relation with the phases of the moon were emphasized.

श्रावण (July)						
सोमवार	मंगलवार	बुधवार	गुरुवार	शुक्रवार	शनिवार	रविवार
		१ कृष्ण पक्ष प्रतिपदा	२ कृष्ण पक्ष द्वितीय	३ कृष्ण पक्ष तृतीया	४ कृष्ण पक्ष चतुर्थी	५ कृष्ण पक्ष पंचमी
६ कृष्ण पक्ष षष्ठी	७ कृष्ण पक्ष सप्तमी	८ कृष्ण पक्ष अष्टमी	९ कृष्ण पक्ष नवमी	१० कृष्ण पक्ष दशमी	११ कृष्ण पक्ष एकादशी	१२ कृष्ण पक्ष त्रयोदशी
१३ कृष्ण पक्ष चतुर्दशी	१४ अमावस्या	१५ शुक्ल पक्ष प्रतिपदा	१६ शुक्ल पक्ष द्वितीय	१७ शुक्ल पक्ष तृतीया	१८ शुक्ल पक्ष चतुर्थी	१९ शुक्ल पक्ष पंचमी
२० शुक्ल पक्ष सप्तमी	२१ शुक्ल पक्ष अष्टमी	२२ शुक्ल पक्ष नवमी	२३ शुक्ल पक्ष दशमी	२४ शुक्ल पक्ष एकादशी	२५ शुक्ल पक्ष द्वादशी	२६ शुक्ल पक्ष त्रयोदशी
२७ शुक्ल पक्ष चतुर्दशी	२८ शुक्ल पक्ष पूणिमा	२९ शुक्ल पक्ष प्रतिपदा	३० कृष्ण पक्ष द्वितीय	३१ कृष्ण पक्ष तृतीया		

The Elements around us, Nitrogen, Hydrogen ,
Elements are arranged in a clever design
With ordered atomic numbers line by line
As you move to the right protons rise in amount
The vertical group share a family trait
With valence electrons building their mass
From hydrogen to the very last zone
Tell of every building block of the universe



Oxygen

(i) Discovery of Oxygen: Oxygen is ancient but it was discovered by Joseph Priestley in 1774

(ii) Top producers of

(i) Our oceans produce over 50% of earth's oxygen

(ii) Brazil (Amazon) = 28%

(iii) Russia = 22%

Uranium

Discovery: Uranium was discovered in 1789 by German chemist Martin Heinrich Klaproth, who identified the element while analyzing pitchblende ore from the silver mines in Joachimsthal, Bohemia.

Where is Uranium found: Almost everywhere on Earth in small amounts.

How Useful is uranium to mankind:

- Uranium is highly useful to mankind. It is used as a fuel in nuclear power plants to generate electricity.

Early Uses of Uranium (Before 1789):

- People used uranium ore to color glass and pottery yellow, green, and orange.

Which state contributes more in India for Uranium?

Jharkhand = 50%

Andhra Pradesh = 30%

Telangana = 15

Rajasthan = 5%

by Saransh

Oxygen and Uranium

Oxygen

Atomic Number = 8

Symbol = O

Melting point = -218.79°C

Boiling point = -182.95°C

Uranium

Atomic Number = 92

Symbol = U

Melting point = 1132.2°C

Boiling point = 4131°C

Form

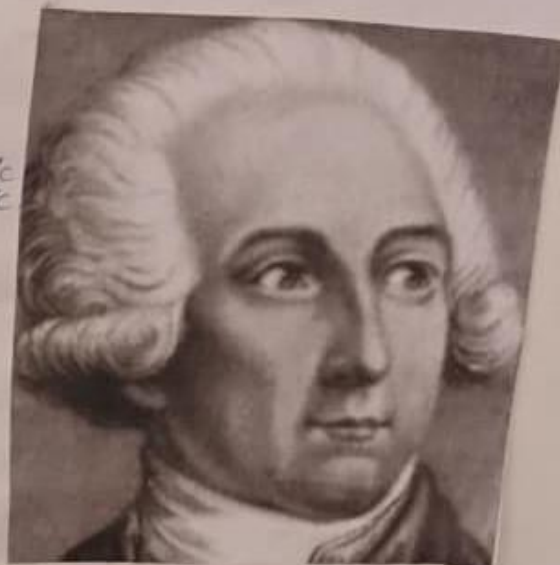
The universe is built up of blocks.

from floating gases, and a little rock they are so tiny like a grain.

If you want to see them you should have a microscope.

Inside a balloon or inside a ocean

We call them elements they are so tiny like a grain.



Antoine Lavoisier

I am Antoine Lavoisier, a French scientist and I am also known as the father of modern chemistry. I studied chemical substances carefully and made one of the first lists of elements. My work helped scientists understand that elements are the basic building blocks of matter. I did not create the periodic table but my discoveries helped the periodic table to be made.