

# VICTORY GROUP

(October 2023- March 2024)

## INTRODUCTION



There are sixteen students in this group. Almost all of the children in this group are regular attendees of the school. They love coming to school and being with their friends. Each child is very friendly with all their peers.

## Hostel Accommodation

Except for three children of this group, all the others prefer staying in the hostel rather than at home. However, once a week, they are allowed to visit their families in the evening and return the next morning.

## Health and Hygiene

Hostel children wash their own clothes and keep their cupboards organized, as they are inspected daily. They are expected to wear clean clothes and maintain personal hygiene, and if needed, they are provided with clean clothes and





instructed to apply oil if they appear untidy. Additionally, some children experienced scabies and were instructed to take a daily bath with soap and Dettol and were given medicine after bathing. This measure helped reduce the spread of the disease within a few weeks.

### **Self Sufficiency**

The children demonstrate self-reliance by taking out their own plates from the tray and washing them before meals. They wash their hands with soap before eating and



ensure cleanliness of their utensils. Children prefer sitting with their own groups in the dining hall and begin their meals with prayers and chants. They are mindful not to waste food and finish what they take, with the option to go for seconds or thirds if desired.

### **Morning Ritual**

Before starting their day, the children arrange flowers and change the water for the Mother, then gather in a circle to recite chants before commencing their classes. Occasionally, they engage in group discussions.

### **SHRAMDAN**

Shramdan begins at 6:30 am, but before that, the children wake up early, freshen up, and prepare for their tasks. Each child has been assigned duties in various activities such as cleaning the hostel, kitchen, garden, cleaning grain (chunai), etc. They independently perform tasks like disposing of plastics in designated areas, cleaning toilets and bathrooms, sweeping, and mopping floors. In other activities like gardening and kitchen work, they assist the elders by watering plants, weeding, peeling onions or garlic, and filling water in filters.





## ACADEMICS

### English



Over the past six months, we have focused on children's fluency in speaking and touched on the reading part. Now almost all the children have started speaking in English in the class. Though they make grammatical errors and sometimes get stuck on some words, still they try their best. With help they cross the bar and make their sentences comprehensive. When they took Transport topic as their project, we made a creative story book on Poldy's travel in the English class. This character was taken from the Poldy series. Children enjoyed listening to stories from the Poldy book and decided to create a story. In this story Poldy visits different places by different modes of transport. Some of the children were eager to share their ideas and thoughts in a coherent manner whereas some children needed lots of encouragement to speak.



To improve the speaking skill, every Wednesday, they are asked to share their night at home. Each of them describe what they do from 4pm on Tuesday until the next day. If they are told any stories, they are asked questions they answer in full sentences. They heard the stories such as 'Mr. Fantastic Fox' and 'The Treasure Mountain'. They showed great interest in listening to these stories. They memorized poems of Sri Aurobindo



including Who, Krishna, The Golden Light and also the passage from 'Prayers and Meditations' by the Divine Mother which was written on 3rd January, 1914. The words are difficult but they learnt them. Some children can learn naturally while others make an effort to learn by listening to others repeatedly. We have also performed Festival-related plays.

We started introducing letters from 23rd February 2024. When we put the flash cards on the display board, few children could recognise some letters. Slowly children became familiar with the letters with their sounds. To make it easier we played 'I spy game' and their responses were fabulous. Their vocabulary was quite strong, as they could speak many words with each sound they were asked about. They were shown flash cards of the pictures and were asked to make their own sentences. All of them were making quite funny and interesting sentences and were eager to listen to each other. Through these fun ways they have now developed reading all the consonant and vowel sounds. They seem to have great phonemic awareness and can hear the different sounds in words. They can put together letter sounds to read three lettered words such as 'mat' or 'Dog'. Shapes of some letters like p & q, t & f, l & I are a little confusing for them and sounds like c & k, x & s, u, v, w, y are not yet clear. Some children are struggling with the vowel sounds. But, reading has now become their passion as they have started reading the writing on each other's T-shirts. If they find a paper on the road, they start reading it as well. It's been wonderful to see their progress this year.

## **Hindi**

The children in this group have successfully recognized all the alphabets. During the learning process, they showed great interest and attentiveness in class. However, some children are still putting in extra effort to catch up. They have also learnt the matras, which was initially challenging but with hard work, they are now making progress in reading. Some children have shown significant improvement and can now read short storybooks, demonstrating their hardworking nature. There is room for improvement





in attentiveness and classroom behaviour, particularly in learning how to sit properly.

The children have learned a poem titled "Koshish Karnewalo Ki Kabhi Haar Nahi Hoti" and a Saraswati bhajan, showing keen interest and ease in learning these pieces. Additionally, on November 29th, they performed a play titled "Pariyon Ka Khel," which was their first Hindi play. Despite initial difficulties in remembering lines, they enjoyed the experience. On February 21st, some children shared stories for bookmaking, reflecting their progress over the past few months.

They engage in various activities to enhance their language skills, such as watching Hindi moral stories once a week and occasionally sharing their own stories. Furthermore, they form small groups to perform dramas, contributing to their language development.

Overall, the Victory group has shown commendable progress and dedication to learning, with each child demonstrating unique strengths and areas for growth. Continued support and encouragement will further enhance their academic and creative abilities.

### **Math**



In the past six months, the Victory Group children have focused on improving their writing and mental calculation skills. While each child progresses at their own pace, they are collectively taught new concepts in class and then placed into smaller groups to ensure better comprehension. Significant progress has been observed in the children during this period.



Our teaching approach emphasizes moving from concrete to abstract concepts. For instance, when introducing addition or subtraction problems, children first use bundles of sticks to calculate. After gaining confidence by solving a few problems this way, they transition to mental calculation. The children have developed a strong understanding of reading and writing numbers up to 100 using cards. They can mentally skip and write sequences of numbers (e.g., skip of 6, 7, 8, and 9) using slates. Additionally, they can perform addition and subtraction operations horizontally with two-digit and one-digit numbers, use symbols to compare numbers, and arrange numbers in ascending and descending order.

Children were encouraged to enhance their understanding of word problems using various objects. They demonstrated their ability to formulate questions involving concepts of more and less. Furthermore, they make a conscious effort to respond to questions using complete sentences.

To improve their estimation skills and memory, we introduced the use of abacus with two codes. Children memorize the positions of beads on the abacus, assigning values to each row (e.g., first row represents 1, second row represents 2, and so on). For example, when asked to represent the number 56, they determine which larger number less than 56 to start with. Then, they manipulate the beads accordingly (e.g., sixth row for 32, fifth row for 16, and fourth row for 8). With practice, most children can accurately represent numbers using the abacus, leading to improved attention skills. The children thoroughly enjoy learning through this method.





## Projects

The aim of projects is to enhance language and vocabulary skills among children by exploring different topics. Through engaging activities and real-life experiences, children learnt to express themselves using full sentences and expanded their knowledge on various subjects.



## Body Parts

The study of body parts was undertaken by the children to understand the various components of the human body and how to maintain their health. Initially, the children were introduced to the external parts of the body and their functions. They proceeded to create diagrams of the human body, complete with labels. As their understanding deepened, they gradually delved into the major internal organs, aided by diagrams and charts. Although the terminology proved challenging, most children successfully grasped and retained the information. Furthermore, they were introduced to different types of bone joints, enriching their knowledge of the body's structure.



## Birds

The topic of birds was chosen by the children themselves, driven by their curiosity about various bird species and their enthusiasm for bird watching. They demonstrated keen interest



throughout the exploration of this topic. Commencing with the identification of birds through pictures, the children showcased their existing knowledge and eagerly learned about new avian species and their dietary habits. Engaging in individual drawings of birds, they also associated the names of bird parts with those of human body parts, drawing connections between the two subjects. The children thoroughly enjoyed listening to bird stories and watching videos depicting bird behaviour, nest-building, and vocalizations.



### **Things around us**

Topics Explored: My Home, Family, Getting Dressed, Mealtime, Play Time, In the Town, In the Park, At the Seaside, At the Shops, On the Farm, Bath Time, Bedtime, Outdoor Scenery, In the Kitchen, In the Garden, In the Classroom.

Learning Approach: Children learnt vocabulary related to each topic through books and real-life experiences. They were divided into groups and explored their surroundings to relate to nature and everyday objects. For example, they learnt about leaves, trees, and fruits like papaya by observing them in the environment.

### **Plants**

Objectives: Understanding plant basics including growth, parts, types, and functions.

Activities: Children engaged in various activities such as creating charts, observing plants in the school garden, and identifying different plant types like herbs, shrubs, trees, and climbers. They learnt about plant parts, leaves, flowers, roots, and how



plants produce food. Interactive sessions involving observation and drawing helped reinforce their understanding.

## **Food**

**Objectives:** Exploring the importance of food, types of food, balanced diet, meal types, and food preparation.

**Activities:** Children enthusiastically participated in activities focused on understanding food sources, balanced diet, meal types, and food preparation methods. They created balanced diet charts, learnt about food manners, and even participated in cooking activities. Discussions on carnivorous, herbivorous, and omnivorous diets helped broaden their understanding of food habits.

## **CO-CORICULAR ACTIVITIES**

### **Art and craft**



Over the past few months, the children have demonstrated commendable progress in their art class, which takes place weekly on Wednesdays. They eagerly engage in colouring and drawing activities, displaying a genuine enthusiasm for artistic expression. Many children exhibit remarkable imagination and creativity in their drawings, contributing to a vibrant and dynamic classroom environment.

During colouring sessions, the children demonstrate careful attention to detail, ensuring that colours are applied precisely within the boundaries of their drawings. While most children produce high-quality artwork, there is still room for improvement, particularly in refining their colouring techniques.

To maintain focus and enthusiasm during class, engaging activities such as paper folding and cut-and-paste exercises are introduced. These activities not only serve as enjoyable diversions but also help re-energize the students, keeping them attentive and engaged. During paper folding exercises, the children learn to create various shapes such as stars, Santa Claus figures, and ring butterflies. They eagerly embrace



new challenges, such as mastering the technique of crafting ring butterflies, demonstrating their eagerness to learn and adapt.

It is evident that with enhanced concentration and focus during instructional periods, particularly during activities such as paper folding, painting, drawing, and colouring, the children have the potential to further excel and refine their artistic skills. Continued encouragement and guidance will undoubtedly support their ongoing artistic development and foster a deeper appreciation for creative expression.

### **Sense**

Once a week, on Fridays, the students partake in a Sense Class where they engage in a myriad of activities cantered around the five senses. Prior to commencing the activities, they receive an explanation about each sense to deepen their understanding.

During the initial two weeks, the focus was on activities related to the sense of sight. The students displayed remarkable powers of observation in their eye-related activities. They enthusiastically participated in various games such as "Leader-Leader Change the Action," "Mirror Walk," and "Rearranging the Objects." Additionally, they honed their artistic skills by drawing nature scenes and animals after a 15-minute observation period. Furthermore, they were tasked with colouring drawings containing diverse figures, exhibiting exceptional concentration and precision in their work.



Subsequently, the class delved into the realm of hearing, with the highlight being the Chinese Whisper game. Many students demonstrated acute listening abilities, and their participation filled the room with joy and excitement. Each student eagerly awaited their turn, contributing to the lively atmosphere of the class.



At times, the students were encouraged to immerse themselves in nature by embarking on walks. Following these excursions, they were provided with paper to sketch their observations, fostering a deeper connection with the natural world through art.

### **Dance**

The Victory group children display remarkable enthusiasm and energy during dance classes. They actively engage in various dance styles, often beginning with Zumba and freeze dance for warm-ups. While some children quickly grasp dance steps, others require more time. Occasionally, they are shown different dance videos to enhance their learning experience. The Victory group children particularly enjoy Sambalpuri, Assamese, and Pahari dances, finding great joy in dancing.



### **Puzzle**

The Victory Group, comprising enthusiastic and punctual children, demonstrates remarkable consistency in attending puzzle classes. Promptly arriving by 1:30 pm, they eagerly dive into puzzle-solving activities without delay. Their preferred method of engagement involves collaborative efforts, with groups of four or five children working together to tackle various puzzles.

While some children prefer to solve puzzles quietly, others exhibit more animated behaviour, engaging in playful banter and interactions with their peers. Despite occasional distractions, the group displays impressive puzzle-solving abilities, successfully completing puzzles with 200 pieces or more.

The puzzle classes are held twice a week, specifically on Thursdays and Mondays, providing regular opportunities for the children to enhance their problem-solving skills and teamwork abilities. During these sessions, the children exhibit a penchant for discussing various topics, showcasing their enthusiasm for social interaction.

They enjoy solving the puzzles of



Avengers

Giant panda

Spider man

Snow white and the seven dwarfs

Cinderella

Dora Mon

Jungle book

### **Singing and drama**

In their singing classes, the children eagerly learned several poems including "Tree," the full stanza of "Who," and "Golden Light." They also sang songs such as "Kites' Kites" and "Hey Hans Vahini Sharada Bhavani", "Tere Mandir Ka Hoon Deepak", "Ka Ka Shrieks the Crow", and "Subha Savere Leke Tera Naam Prabhu" revisiting old songs and poems to maintain continuity in their learning. Additionally, they practiced dialogues for plays performed on special occasions. Despite initial difficulties in remembering lines due to limited reading and writing skills, they persevered and delivered impressive performances. While attempts to retell stories in smaller groups encountered challenges, these experiences highlighted areas for improvement and growth.



### **GAMES AND SPORTS**

After having their tiffin, the children eagerly head to the field for their games session. It's a race against time as they strive to arrive before their teachers and commence their activities promptly at 4:15 pm. Upon reaching the field, they observe a few



moments of silence before diving into their warm-up routines, ensuring their bodies are adequately prepared for the games ahead. Splitting into their respective groups, with the exception of Sukanta who joins the Carbon group, they eagerly engage in various sports activities. Football seems to be the favourite among the majority, but they also enjoy a diverse range of games throughout the week, including base-kickball, dodgeball, and other minor games. Regardless of the game, one common thread binds them all: their love for running and their friendly camaraderie with each other, making their games sessions both enjoyable and memorable.

## **CELEBRATION AND FESTIVALS**

Over the past months, the children joyfully participated in various celebrations and festivals with their friends and mentors. They eagerly anticipated special days, counting down the days until each event. During Diwali on November 12th, they lit diyas in meditation and the hostel, followed by a special



meal. On Bhaiya's birthday on November 29th, they staged a beautifully executed Hindi play, revelling in the opportunity to wear fancy frocks and makeup. Christmas celebrations on December 25th included a play depicting "The Birth of Jesus," where children diligently rehearsed their roles, eventually succeeding through repeated practice despite reading challenges.



The Annual Sports Day on February 3rd saw enthusiastic participation, with special guests adding to the excitement. The children performed a pyramid formation, overcoming obstacles through perseverance



and dedication. Despite falls during formation practice, their determination prevailed, showcasing their eagerness to learn and excel. Basant Panchami on February 14th was marked by a melodious rendition of Saraswati Maya's song, "Hai Hans Vahini Sharada Bhavani," performed confidently on stage.



On the Mother's birthday on February 21st, the children enacted plays like "The Secrets of Buds" and "The Flowers and the Stones," showcasing their creativity and teamwork. They meticulously

prepared props with guidance from mentors, with a particularly enjoyable dance at the end of "The Flowers and the Stones." The Golden Day celebration on February 29th featured a beautifully decorated stage and a presentation explaining its significance, enhancing children's understanding through simplified explanations.

Finally, on March 25th, the children enthusiastically celebrated Holi with the entire school, enjoying various food stalls and natural colour play. The festivities fostered a sense of camaraderie and joy among the children, reinforcing the importance of cultural celebrations and community engagement.

