

(Education)<sup>samhita way</sup>

## Future Leaders

In a world we cannot predict, where the jobs that our children will hold tomorrow probably does not exist today, we hope to nurture independent thinkers and self-directed learners who are not looking to be given solutions. We also believe our Future Leaders coming from different sections of society will be role models to future generations with a strong moral compass of values and ethics. They will be able to balance the common material markers of success with a desire to use their education to serve others and be socially and environmentally responsible citizens. This is our vision for our students and the ultimate fruits of our endeavour here at TSA.

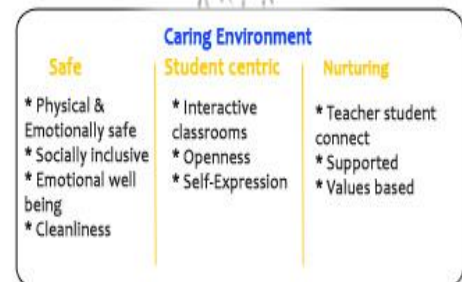
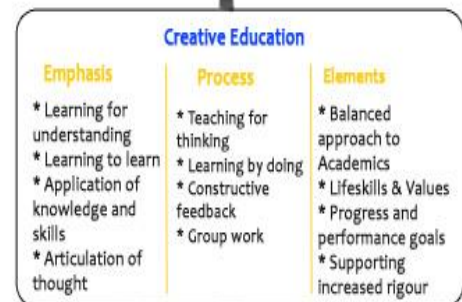
## Creative Education

The educational design at The Samhita Academy aims at translating this vision for our Future Leaders into reality. For this to happen they need a strong supporting start of a Creative Education. We believe learning is not about training the mind to remember and reproduce somebody else's articulation of an answer. Our approach focuses on teaching for thinking, learning by understanding, experience and reflections, building connections to life, application, where the process of finding answers is as important as the answer itself. While we emphasise on longer term learning skills, we also acknowledge the importance of academic performance at the boards as a passport to higher education. The academic rigour and complexity increase as the child enters middle school. This journey ultimately culminates with making children exam ready in high and secondary school.

In preparing students for the future we believe that it is not just what you know that is important but who you are and how you use what you know. Values, social and emotional competencies are also spiralled through the curriculum to cater to the development of the child as a person.

## Caring Environment

Children are more open to learning when they feel emotionally and physically safe. So, a Caring Environment are the deep roots that nurture and nourish everything we do to build a school that is safe, where the child is the centre of decisions that affect them, which is socially inclusive, where classrooms are interactive, where students have a voice and rules making is participative, where they have non-judgemental forums to share in, where discipline is compassionate and student teacher relationships are fostered.



## *(Learning)<sup>samhita way</sup>*

### **Learning for understanding**

The Samhita Way of Learning is premised on research based progressive education. An approach fine tuned through experience and learnings.

Learning is not a passive activity and learner is not the passive recipient of ‘knowledge’ which is poured in and reproduced. Thinking is at the center of learning. As a mental faculty thinking effort can be used to retain and ‘record’ or memories information and concepts, or it can be used in a deeper sense to reason and understand concepts in order to be able to apply them. After all the goal of learning is ultimately its application and not just ‘correct’ answers on tests.

The Samhita way recognizes the fundamental principle of providing the child with the right and relevant stimuli and experiences. It then encourages the independent and guided thinking and reasoning around the experience required to construct understanding in the mind of the learner.

Questioning can be either used to elicit prepackaged answers or it can be used to encourage learner to examine his or her own understanding.

Expressing understanding through answering questions comes from the right ‘thinking’ approach rather than from reproducing spoon fed answers.

So while an answer produced packaged from memory and that coming from using the mind to reason and express, may look the same. It is in the journey of finding that answer where one builds an enduring habit of a thinking mind.

Conceptual understanding has to precede procedural fluency. E.g. conceptual understanding of why and when we use multiplication has higher importance in life than the procedure of multiplication.

Whether it is in the application of concepts or in building procedural fluency, neural pathways in the brain get created with new learning and it gets strengthened with practice.

That is why, the curriculum of The Samhita Way of Experiential Learning is designed to provide,

- o A variety of activities and experiences related to concepts
- o Uses a variety of instructional strategies and tools used to equip students with the models to assimilate new learning that will make them good learners for life
- o Give time each day to practice both application and procedural skills
- o Provide opportunities that challenge and stretch a child's abilities

## ***(Teaching)* samhita way**

The Samhita Way recognizes that both Learning and Teaching are intricately linked. Teaching is matched to what is known about the process of learning in children.

The goal of the teacher is to create an environment through robust instructional methods where reasoning and critical thinking become a child's most empowering faculties.

Retention and recall of new learning improves if it is connected to what is already known and existing in the learners mind. New topics are introduced with connections to the real world and relevance to real life.

The emotional part of the brain interprets cues from the environment and decides whether it is harmful or positive and then gives access to the thinking parts. For students to ascend in their thinking to creativity and imagination, they have to feel emotionally safe.

The Samhita Way is designed for providing a caring and emotionally safe environment in which thinking and learning can thrive.

Students need to be able to clarify their understanding and even be able to make mistakes in order to learn. They need to feel heard. An open classroom culture gives all students a voice.

The Samhita Way gives students a caring, creative and enriched learning environment



CBSE Affiliated



Balanced Approach



Research Based Framework

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