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# **MANUAL FOR SAMEER CLUBS**

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## **IN SCHOOLS**

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**MANAVA BHARATI  
INDIA INTERNATIONAL SCHOOL,  
PANCHSHEEL PARK (SOUTH), NEW DELHI - 17**

**AND**

**'REACHA'  
NEW DELHI**

## MESSAGE

Education is a valuable tool for improving the social consciousness and fostering a sense of togetherness among people. The concept of 'Caring and Sharing' is the live-wire of a vibrant and healthy society. These concepts need to be embedded in the young minds, so that they grow with right attitudes and with a sense of participation and concern for all human beings. These goals can be achieved by a meaningful transaction of the curriculum.

The role of co-curricular activities and extra-curricular activities in shaping the learners to become 'holistic individuals' cannot be underplayed. The 'Sameer Clubs' as suggested in the document would provide a forum for voluntary participation in useful activities. The various activities listed in the document would provide ample avenue for nurturing and promoting the talents of the students.

In a country with a heterogeneous base, an action plan for improved social consciousness is not only desirable, but is essential. I am confident the 'Sameer Clubs' would provide that opportunity to the school learners.

B.P.KHANDELWAL  
Chairman, C.B.S.E.,  
New Delhi

## **FOREWORD**

We are in the midst of celebrating the Golden Jubilee of our Independence. It also means that we are entering the third generation after Independence. While we have all the reason to feel happy about it but can we be equally proud of both our Independence and our generations. Perhaps one hesitates in giving a clear answer. The simple reason is that we have missed a lot during this period notwithstanding the fact that lot has been gained also.

What is the missing part should be a matter of concern for all those who love this nation and the people of this great nation. Nation and people go together and none can exist without the other. Infact it is the people who constitute a nation, other resources are just supports. The question, therefore, is whether we have paid the right attention towards them. The answer is in clear no. If not both, we have definitely lost one generation time in building our people and the nation is paying the price. We all are concerned about it and want to make necessary amends.

Where do we begin? While short time measures are required in all the fields and at all levels, the fundamental change has to begin for the children, who are truly the future of our nation. There are no short-cuts in this exercise which should begin in the right earnest at the earliest possible. The effort and the patience required in the effort is worth the outcome.

It is a matter of great pleasure that a young man Nikhil Pant has undertaken this exercise by developing the concept of "SAMEER CLUBS" in schools. His concept is novel and effective which is proved by the initial success in its implementation. He has rightly understood the dilemma of all young intelligent minds, who question the relevance of values in the modern times. Unless they get the answer of their dilemma, expecting them to accept value based life with conviction is not even fair. "SAMEER CLUB" is an answer to such a dilemma.

The problem we are facing today is too gigantic to be tackled by one Nikhil. We need many of them but someone has to take the initiative of lighting a lamp. Nikhil has done it and others should follow. His conviction and concept is laudable and I pray for his success which is only a matter of time. We all are with him in his mission.

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# REACHA

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## Author's note

School education in India today has become very mechanical and inflexible. Children are required to finish a definite syllabus in a stated period of time so as to become eligible to proceed one step up in the ladder of 'development'. Very little emphasis is given to identifying and nurturing the hidden talents that lie beneath the subconscious mind of the child. The spirit of voluntarism is also not given much encouragement in the child since it is felt that this does not 'pay' much in the long run.

The SAMEER Club movement encourages schools to take up activities that not only bring out the hidden talents of the child, but also in the process initiates him/her to provide voluntary service to their fellow students, parents, friends, relatives, society and their motherland, by providing them a platform to practice morality in school. And we all know that - 'practise makes one perfect.' The movement seeks to incorporate Gandhiji's 'Nai Talim' concept - based on the principle that education should be imparted through culture, arts and nature so that there is an integrated development of the child's personality.

The experience of developing this Manual has been very enlightening and exhilarating for me, and I feel that I am finally doing what I always wanted to do in life. The school environment at Manava Bharati India International School, New Delhi provided me the right opportunity to experiment these ideals with school children. I gratefully acknowledge the guidance provided by Mrs. Bharati Pandey, Principal and Captain V.K.Pandey, Director of Manava Bharati in initiating this movement in our institution. The inspiration for this movement was provided by Sri. J.C.Pant, Chairman, REACHA. His has been the vision to nurture young minds in the direction of selfless social service towards one's society and nation as an effort to prepare India to take its rightful place as a spiritual leader in the comity of nations in the 21<sup>st</sup> century.

21<sup>st</sup> March, 2000  
New Delhi

Nikhil Pant  
(Member - Secretary)  
REACHA, New Delhi

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## **MANUAL FOR SAMEER (Social Action Movement for Education and Eco-Restoration) CLUBS IN SCHOOLS**

For a nation to develop along lines of the genius of its people it is necessary that the education which is imparted to school children is complete in terms of developing them physically, mentally, emotionally and spiritually. This education should make them capable of growing and developing in harmony with their own aspirations, the expectations of their parents, relatives and friends, the requirements of the ever changing society, and the call of the nation to serve it to the best of their individual capabilities. Even after more than 50 years of independence India remains afflicted with widespread poverty, illiteracy, disease and ill-health, unemployment, homelessness, bonded and child labour etc. To add to these, the problems of population explosion, pollution and widespread corruption have made all efforts at national regeneration almost redundant. Our metro cities and large towns are bursting at their seams due to the relentless pressure caused by their ever increasing populations. Villages are getting deserted as more and more people migrate towards these cities to try and make their future brighter. The 'hellish' urban slums are a consequence of this unabated rural-urban migration.

The school children of today as well as future generations will have to be made aware of this worsening situation. They will also have to be taught and encouraged to think and contribute in their own 'little' ways towards controlling the rot which seems to show no mercy, and also to contribute in the restoration process so that mother earth regains its productive and re-generative powers.

Moral education, if purely theoretical, can promote hypocrisy. There is, therefore, a need to organise activities in schools which will test the moral fibre of the students. In order to initiate our young minds in this direction, they must be provided a platform to practise morality in schools. To do this the concept of SAMEER Clubs has been initiated by REACHA (Research and Extension Association for Conservation Horticulture and Agro-forestry), an NGO registered under the Societies Act. SAMEER stands for Social Action Movement for Education and Eco-Restoration.

The Club seeks to provide a platform for students to practice morality in their class and school, and also to inculcate a sense of discipline and responsibility towards ones family, school, society, the environment and our nation. It encourages and motivates young minds to develop an aptitude for social work as they grow up within the school environment, so that when they take up responsible positions in society later on in life, a part of their personality always remains sympathetic towards the cause of the needy in society, and the environment. The efforts of the Club would be to help its members keep abreast with all that is happening in the outside world in various fields of human growth and development. In this way it would seek to harmonise the education imparted in the class-room with practical experience and fieldwork in the volunteer-members' respective area of interest. The Club would thus attempt

to encourage students to grow and develop along lines of their own genius in such a way that they become aware of their inherent strengths, talents and weaknesses. This should help them attain desired goals in life in a way that is in harmony with their own aspirations as well as with their surroundings.

Such children would become active agents of positive social change in society by exerting healthy pressure on their parents, relatives and friends. When the same children grow older and take up jobs, they would themselves become responsible citizens of the nation. It would be better to understand here that this 'satyagrah' of the children on their parents, relatives and friends is perhaps the most powerful tool for social reform in a country like India. What laws cannot achieve might become possible through the positive pressure of school children.

#### **DEFINITIONS :**

- **SAMEER Club** : SAMEER stands for Social Action Movement for Education and Eco-Restoration. A SAMEER Club in a member-class in a school is a group of volunteer-members from this class who are interested in participating in the activities of the Club.
- **SAMEER Club Management Committee (SCMC)** : Activist children from Class XI who volunteer to become the torch-bearers of the movement in the school. The SCMC would comprise of a School President, a School Secretary, Class Heads (VI to IX), and Class Teachers of member-classes as Observers. The co-ordinator should seek to gradually pass on the movement in the hands of children through the SCMC.
- **Class Head** : Member of the SCMC from Class XI assigned to a particular member-class by the co-ordinator, to act as facilitator for SAMEER Club activities in that class.
- **Member-Class** : A class in a school where SAMEER Club activities have been initiated. Preferably, to start with classes VI to IX should be initiated in this activity since the children in these classes will be more receptive to the ideas and philosophy of the movement.
- **Volunteer-Member** : A student of the member-class who is a volunteer of the SAMEER Club in that class.
- **Co-ordinator** : A member of the faculty of the school where SAMEER Club activities have been initiated, who is a social activist by thought and action and has taken up the responsibility of initiating, co-ordinating and monitoring SAMEER Club activities in that school. For the sake of convenience the co-ordinator is referred to as 'he' in this manual.
- **Concerned / interested teacher** : A teacher in the school where SAMEER Club activities have been initiated who takes active interest in the activities of the SAMEER Club, or a teacher in that school who looks after activities like music, arts, games, library, quizzing, debating etc. as part of his/her duty or extra-curricular activity.
- **Committee** : A group of volunteer-members in a member-class who look after and manage a particular discipline for a specific period of time, for e.g. 'Security Committee', 'library and academics committee' etc. The various committees put together in a member-class together constitute the SAMEER Club in that member-class.

- Disciplines : Activities offered to the volunteer-members in a member-class. These disciplines are managed by the different committees in a member-class, for e.g. the discipline of 'security' is managed by the 'Security Committee' of a member-class.
- President / Secretary of Member-Class : Office bearers nominated by volunteer-members of a member-class for a period of 1 month, with the assistance of the co-ordinator.
- Charter of Activities : Activities suggested by volunteer-members of various member-classes as part of the voluntary work they would like to take up under the different disciplines offered by the SAMEER Club. These are presented to the Principal for approval after the first meeting in each member-class, by the office-bearers.
- Plan of action : The action plan decided upon by different member-classes, under the guidance of the co-ordinator, to implement the approved Charter of Activities.
- Arrangement Period : A free period in any class due to the absence of the subject /concerned teacher.
- Badges : Symbols of identity prepared out of re-cycled material by volunteer-members, to be worn by them.

#### **PREPARATIONS BY THE SCHOOL MANAGEMENT :**

- The school management should identify a core group of faculty members who would be interested in taking up SAMEER Club activities with children in school.
- From amongst these faculty members the Principal must identify a co-ordinator. The co-ordinator would play the most vital role of initiating, monitoring, motivating and co-ordinating SAMEER Club activities in school. The attributes of the co-ordinator appear in Annexure - IV.
- Prior to introduction of the SAMEER Club to students, the Principal must conduct a meeting of these faculty members, the class teachers of classes 6<sup>th</sup> to 9<sup>th</sup>, and the concerned teachers. This interaction would help the Principal in putting the right ideas across to all those faculty members who would play an important role in the success of the movement in school.
- The activities of the SAMEER Club could be organised during the arrangement/free periods, the SUPW period, during lunch break etc. in such a way that normal functioning of the school is not disturbed in any way.

#### **HOW TO INITIATE A SAMEER CLUB IN A SCHOOL :**

- The Director/Principal of the school desirous of initiating a SAMEER Club in their institution must write an application to the Director, Manava Bharati India International School (MBIIS), Panchsheel Park (South), New Delhi - 17, according to the format provided in Annexure I. Once the application is received, a few interested faculty members from the concerned institution will be invited to MBIIS, New Delhi on a convenient date. They would be apprised of the fundamentals and objectives of the movement by MBIIS so that when they go back it becomes easier for them to initiate the SAMEER Club in their institution.
- One of these faculty members should be identified as the co-ordinator of the SAMEER

Club in that institution while the rest of the faculty members would assist him in making the activity a success. The identified member of the faculty must possess the right ability, interest, time and motivation to act as the co-ordinator of SAMEER Club activities in the institution. The management should ensure that as far as possible the teacher identified is relatively young, dedicated to a social cause and keen to initiate a process of dynamic interaction with the students of the institution. It is also necessary to identify a person likely to remain engaged with that institution at least for the next 2-3 years.

### **INTRODUCTION OF THE CLUB TO THE STUDENTS :**

- The school children should be assembled at a convenient time within the school premises on a normal working day. The place of assembly should preferably be their place of daily morning prayers. An eminent personality in any field of human activity who has attained recognition by virtue of his/her honesty and hard work should be invited to initiate the SAMEER Club in the school.
- The function should be compered by a school student.
- During the function, the co-ordinator would explain in brief the objectives of the SAMEER Club as also the methodology to be adopted. He should distribute a write-up on these concepts to the entire gathering and explain as clearly as possible the various highlights appearing in the write-up. A format of the write-up appears in Annexure II that could be adopted by the co-ordinator.
- The co-ordinator would ask the gathering to read the write-up carefully and all students who are interested should be requested to obtain volunteer-membership forms from the co-ordinator at the earliest. The format of the volunteer-membership form appears in Annexure III.
- Once the filled-up forms are received by the co-ordinator he would come to know the names of all the students from different classes who have decided to become volunteer-members of the SAMEER Club.
- The co-ordinator should then invite the parents of the children who have filled up the volunteer-membership forms on a convenient date, and discuss the various aspects of the movement with them. They must be explained how the activities of the Club could reform the entire personality of their child.

### **INITIATION OF THE ACTIVITIES OF THE SAMEER CLUB :**

- In any school, the 'class' is the functional unit with the class teacher as the individual responsible for the welfare of the entire class. Thus, for proper functioning of the SAMEER Club all the disciplines will be offered to each of the member-class taking part in this activity. In this way each of these classes will have volunteer-members for 'sports and physical fitness committee', 'health and hygiene committee', 'security committee', 'library and academics committee' etc.
- The co-ordinator would organise a meeting of the volunteer-members of the Club one day at a time, once a month, in each member-class at a convenient time, without disturbing the study schedule of the children. Normally, 10-15 minutes of the lunch break could be kept as the time to hold meetings of the Club.

- Within the class the volunteer-members would be rotated from one discipline to the other every 2-3 months. In this way each volunteer-member in the member-class will get a chance to participate in each of the offered disciplines over a period of time.
- Volunteer-members for a particular discipline, say 'health and hygiene committee' will assist the class teacher in maintaining a proper standard of health and hygiene in their respective classes. In the same way volunteer-members from all the disciplines will assist their class teacher/concerned teachers/interested teachers in better organisation of the activity assigned to them for the given period of time.

**a) Documentation to be maintained by the President/Secretary/Volunteer-members  
(to be explained by the co-ordinator during the first meeting in the member-class) :**

- The co-ordinator would guide the President of each member-class to maintain a file in which all the filled-up volunteer-membership forms would be systematically kept.
- To minimise cost of documentation, once the initial set of volunteer-membership forms distributed to desirous children are used-up, students wanting to join the movement at a later date can do so by just answering the questions appearing in the original form in an ordinary piece of paper, and submitting the same to the President.
- The President will maintain a chart depicting important information about the volunteer-members as follows :

Sl. No.	Name of the volunteer-member	Hobbies	Career Aspiration
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This chart would serve the function of guiding each volunteer-member to attain his/her desired goal/potential in life through the various activities of the Club.

- The Secretary of each member-class would be guided by the co-ordinator to maintain a 'Minutes Register' in which the proceedings of all the meetings of the member-class would be recorded by the Secretary.
- The co-ordinator should motivate and encourage all the volunteer-members to maintain a Personal Diary in which they would jot down their own feelings about the Club activities, their positive as well as negative contributions on a daily basis, ideas that may crop up in their mind about social activism etc. The personal diary would be an instrument of self-assessment by the volunteer-members, and they may seek the assistance of their parents, friends, relatives, teachers etc. for maintaining this diary.

**b) Standard agenda for Club meetings :**

- During the first meeting of the Club in each of the member-class, the co-ordinator would nominate a President and a Secretary from amongst the volunteer-members after consulting them, for a duration of 30 days, i.e. till the next meeting of the Club is held.
- In the nomination of the President and the Secretary, the volunteer-members should be encouraged by the co-ordinator to decide unanimously amongst themselves. This would inculcate the attributes of fair-play and mutual consent. However, if a dispute arises in any nomination, the co-ordinator must intervene and ensure that as many volunteer-members get a chance to become the President and Secretary of a member-class as possible.

- With the assistance of the President and Secretary, the co-ordinator would then divide the volunteer-members of the SAMEER Club in the member-class into the various disciplines being offered by the Club.
- The Club of each member-class shall meet once a month, during school hours (for 10-15 minutes during lunch break).
- The Secretary of the previous month will become the President for the coming month, while a new Secretary would be elected by consensus for the coming month.
- The out-going President will become a senior member of the Club. The incumbent President and Secretary must seek his/her guidance and suggestions while performing their functions.
- During each meeting, the incumbent Secretary shall systematically document the 'Minutes(proceedings) of the meeting'. These 'Minutes' would be recorded in a 'Minutes Register' by the Secretary, and signed by the President as well as the Secretary. The co-ordinator would assist the Secretary in preparing the Minutes.
- During each meeting, the following agenda would be followed :
  - Minutes of the previous meeting will be read out by the Secretary, and the same would be confirmed by the volunteer-members present.
  - Review of activities of the Club would be done since the last meeting.
  - Review of progress in the implementation of the plan of action would be done.
  - Date of the next meeting would be fixed.
  - Any other matter with the permission of the incumbent President would be taken up for discussion.
  - In subsequent meetings too the co-ordinator would always be present, but his efforts would be to gradually encourage the volunteer-members to conduct these meetings by themselves.

**c) Procedure to be adopted after the first meeting :**

- After the first meeting has been conducted in each of the member-classes, the 'Minutes Register' containing the proposed 'Charter of Activities' will be readied by the Secretary of each member-class under the guidance of the co-ordinator.
- The Register would be shown by the President/Secretary to their respective class teacher and concerned/interested teachers like the arts teacher, music teacher, games teacher, library teacher, debating and quiz teacher etc. Guidance from these teachers is then to be sought, and suggestions given by them are to be incorporated in the Register.
- The Register will then be presented to the Principal one day at a time by the President and Secretary of each member-class. The co-ordinator should accompany the office bearers of the Club and provide them necessary support as they present their Charter of Activities to the Principal.
- The office-bearers would also show the volunteer-membership-file containing all the membership forms to the Principal.
- Suggestions from the Principal would be noted by the office-bearers for incorporation in the activities of the member-class.

- Badges prepared from re-cycled material by the volunteer-members would then be pinned by the Principal on the blazers of the President and the Secretary. This would give a lot of motivation to the young activists to take up SAMEER Club activities in school.
- The class teacher would then be requested by the President/Secretary to pin the badges on the rest of the volunteer-members the next day.

**d) Subsequent meetings :**

- After the first meeting, and the approval of Charter of Activities by the Principal, the member-classes would set about preparing a plan of action to implement the approved Charter of Activities. The plan of action would be prepared by mutual consent in a meeting by the volunteer-members of each member-class after discussions with the co-ordinator/class teacher/concerned teachers/interested teachers. The co-ordinator will ensure that the plan of action does not transgress the limits of the approved Charter of Activities.
- Implementation of the plan of action by volunteer-members must be carried out with utmost discipline and responsibility.
- Monthly meetings in each member-class will be held as explained above under the head "Standard agenda for Club meetings."

**MONTHLY REVIEW MEETING BY THE PRINCIPAL:**

- The Principal should take a monthly review meeting to assess the activities of the SAMEER Club movement in school. He/she must hold this meeting with the co-ordinator, office bearers from the SAMEER Club Management Committee, Class Head of each member-class, class teachers of member-classes, and concerned/interested teachers from the faculty.
- The discussions in this meeting should be frank and straight forward. The Principal should encourage the office bearers as well as the faculty members to present their views without any fear.
- A critical evaluation of the activities of the SAMEER Club would be extremely helpful in the success of the movement in school.

**DECENTRALISATION :**

Any process of growth and social mobilisation is sustainable only if it is in the hands of the people for whom the activity is meant. The co-ordinator should, therefore, gradually seek to pass-on his functions to :

- Management Committee (SCMC, Class XI)
- Class Teachers of the member-classes
- Prefects in the school
- President and Secretary of the various member-classes
- Willing subject teachers
- core group of volunteer members

This process of de-centralisation should be gradual and well organised so that the basic

essence of the movement is never lost. Decentralisation without preparation would amount to abdication of responsibility on the part of the co-ordinator.

#### **RESEARCH :**

The SAMEER Club should gradually evolve into a forum, which involves school children in child-oriented research. This could cover the physical, mental, emotional, intellectual and spiritual realms of a child's personality. The co-ordinator, along with the Management Committee, interested volunteer-members, teachers and parents can organise various sittings to discuss the day-to-day problems faced by children, and how these should be tackled. The volunteer-members should document such discussions, and the solutions suggested tried within the school. The successful efforts can become remedial methodologies that could be further documented for future implementation.

#### **MODEL CLASS :**

Within the school, development of a Model Class is desirable for the SAMEER Club movement to establish itself. A Model Class would be the class that shows maximum interest in Club activities - in terms of participation by the Class Teacher, the Prefects in the class, President and Secretary of the Club and the volunteer-members. This class could become an example for the other member-classes to emulate.

#### **SCHOOL AS A LABORATORY :**

Various activities of the SAMEER Club within the school premises should be devised with the ultimate objective of preparing the child to face the 'real' world with confidence, responsibility and honesty. The school is the starting point for this endeavour. Volunteers-members must be, therefore, encouraged to implement whatever they practice in school outside the boundaries of their school premises as well. Only then can the true meaning of the movement be realised.

#### **MANAGEMENT COMMITTEE :**

Once the SAMEER Club has functioned for 2-3 years in a school, interested class XI students can be formed into a Management Committee (SCMC) by the co-ordinator. These are children who have already had some idea of the Club activities in their junior classes, and believe that they are now ready to take-over the movement in their hands. The co-ordinator has to skillfully identify these seniors so that only the genuine activists come into the forefront. He should then appoint a School President and a School Secretary for the entire SAMEER Club in the school from amongst them. Class Heads for facilitating SAMEER Club activities in member-classes will also be appointed by the co-ordinator. Over a period of time it would be appropriate that the SCMC decides amongst itself its office bearers.

## **FUNCTIONS OF DIFFERENT DISCIPLINES :**

### **Sports and Physical Fitness Committee :**

- Assisting the games/physical education teacher in better management of the games period.
- Assisting the games/physical education teacher in proper maintenance of sports equipment/kit.
- Assisting the games/physical education teacher in organising inter-class/inter-house tournaments.
- Assisting the games/physical education teacher in organising inter-school tournaments in school.
- Assisting the games/physical education teacher in grooming and developing sports talent in school - to prepare school teams in various games, for boys as well as girls.
- Volunteer-members should help inculcate sportsman spirit amongst the school children.
- The volunteer-members should organise trekking and hiking during vacation time and thus inculcate a love for adventure amongst the school children.
- Volunteer-members should make a concerted effort to popularise bi-cycling in school. They should themselves set an example by coming to school on cycle. This habit will not only provide physical exercise to children but can also contribute to reducing pollution on roads, especially in cities like Delhi.

### **Quiz and Debating Committee :**

- Organising debates and quiz competitions in class at least once a month during an arrangement/free period.
- The President could be the quiz-master while the Secretary could take up the responsibility of organising debates in class. The teacher taking the arrangement/free period could ensure fair-play while these competitions are on.
- Members of this discipline in the member-class could prepare a question-bank on various topics like science, social sciences, music and art, sports, environment, politics, current affairs etc. that could be used for framing questions for the quiz competition.
- In this way each member-class will always have a quiz and a debating team ready for inter-class/inter-house quiz and debating competitions.
- From these teams, the school quiz and debating teams could be selected through quarterly/6-monthly competitions. Non-member-classes should also be involved in such competitions. The volunteer-members of this discipline from the various member-classes would help in organising such competitions.
- Volunteer-members of this discipline should seek guidance from the quiz and debating teachers in the school faculty.

- **Security Committee :**

- Security duties to different member-classes would be given by the co-ordinator in consultation with the school management.
- Maintaining proper and vigilant security in the school campus, class rooms, toilets, canteen etc.
- Managing security in the buses. Members should ensure that the bus drivers/conductors do not drive rashly and follow proper driving norms while taking the children from their homes to the school and back.
- They must report any untoward matter noticed by them to the concerned teacher/official and ensure early compliance.
- Managing security in the school parking, etc.

- **Library and Academics Committee :**

- Volunteer-members should assist the Librarian in mending torn books during their library/free period.
- Volunteer-members should assist their class teachers in organising and managing a class-book library. In this library, children of the member-class would donate good books that they would like to share with their friends. The library could be made functional during the arrangement/free periods of the class.
- Volunteer-members should try to promote the development of good vocabulary in Hindi and English amongst the school children by organising competitions and tournaments in classes during arrangement/free periods, and at the school level.
- Volunteer-members can initiate a process of encouraging poetry, essay and letter writing in member-classes during arrangement/free periods with the guidance of concerned/interested teachers.
- Volunteer-members should attempt to popularise the habit of reading in their class/school by organising book exhibitions etc. with the assistance of institutions like the National Book Trust etc.

- **Fine Arts and Culture Committee :**

- Volunteer-members should seek to popularise fine arts and culture in school. They should take guidance and support from their music teacher, art teacher etc. in taking up these activities.
- The volunteer-members should help their music teacher, art teacher etc. in making their respective periods more productive.
- Wastes like 'donas' (leaf plates), plastic bags etc. can be re-cycled into various items of utility like baskets, dust-bins etc. during the hobby periods. Volunteer-members would help the concerned teachers in organising and executing these activities in school.
- Volunteer-members should help the music teacher in developing musical groups in each class, as well as at the school level. The school could develop a group of classical music singers, pop singers, rock-music singers etc.

- **Health and Hygiene Committee :**

- Volunteer-members should help in maintaining a sick-room/first-aid clinic in school. The volunteer-members of the 'health and hygiene committee' in each member-class would thus get good experience in administering first-aid to patients.
- The Volunteer-members should help their class-teachers in maintaining a proper standard of health and hygiene in their respective classes by devising and maintaining a system of regularly checking various health indicators like nails, hair-cut, hygiene of clothes, teeth, eyes for anaemia etc. Any serious problem observed should be immediately reported to the parents/school doctor by the members.
- The volunteer-members should request the children in the school whose parents are doctors, chemists, businessmen etc. to donate medicines for the school clinic.

- **Campus Maintenance Committee :**

- Each member-class would be allotted a specific part of the school premises & campus for maintenance by the co-ordinator in consultation with the school management.
- Volunteer-members of this discipline have the responsibility to keep their campus neat and clean. They would ensure that places like the school canteen, toilets, corridors, playgrounds, class-rooms, assembly halls, auditorium etc. assigned to them are always neat and tidy.
- The volunteer-members must themselves set an example by picking up dirt from these areas and throw it in dust-bins.
- They must instruct the erring children to become more disciplined through posters, speeches in the assembly etc. Those found to be repeatedly breaking discipline must be reported to the concerned authority in the school.
- Volunteer-members would manage all complaints - electrical, plumbing, carpentry etc. - that are obtained from a 'suggestion box' kept at a convenient place in the school. Each member-class would be given a month each to manage these complaints.

- **COMMON ACTIVITIES THAT MAY BE TAKEN UP BY ALL VOLUNTEER-MEMBERS :**

- A 1-2 minute daily 'Campus News Bulletin' can be presented by the volunteer-members at the Assembly. Each member-class should be assigned a day in the week to present their bulletin. In these bulletins the positive contributors can be encouraged by giving them certificates, prizes etc., while those creating trouble in the campus can be motivated to change their attitudes through a general reference. A number of innovative ideas could be expressed by the volunteer-members during this activity.
- The volunteer-members may set one period in a month, on a separate day for each member-class, aside for 'Shramdaan'. This could be utilised for cleaning classes, toilets, playground, canteen, corridors etc. by the volunteer-members and other interested students.
- A 'Suggestion-Box' can be kept at the lobby, in which teachers and students can slip in

their suggestions for better functioning of the school. Member-classes can be given the responsibility of managing this box on a monthly basis by rotation.

- In each member-class a portion of the class notice board could be assigned as a 'Bulletin Board' for the SAMEER Club. This would be the place for putting up informative articles, posters, quotations etc. by volunteer-members of the SAMEER Club.
- Volunteer-members of different committees can also be encouraged to write informative and educative articles for the school magazine.
- Volunteer-members can provide assistance to concerned/interested teachers in the school to provide career counselling to children, as also to promote stress management amongst school children.
- Volunteer-members of various committees in the member-classes, preferably the office-bearers, should interact with organisations like the National Book Trust (NBT), Voluntary Health Association of India (VHAI), National Gallery of Modern Art, World Wide Fund for Nature (WWF) etc. to encourage greater flow of information from these agencies to the children in the school.
- Volunteer-members can make efforts to popularise the game of chess in school, especially during arrangement/free periods.
- Volunteer-members should assist the school management to maintain a 'meditation room' for the children to meditate and relax. The meditation room could also function as a chamber for quarrelling children to settle their differences in a peaceful manner.
- In order to encourage the growth of talent in school, volunteer-members can assist the management to initiate scholarships in academics, sports, music, arts etc. in school.
- Volunteer-members should invite eminent personalities from various fields of human growth and development who have attained a high status in society through hard work and honesty, to come and deliver lectures in school. This activity would give a lot of encouragement and motivation to school children to emulate these personalities.
- Volunteer-members from senior classes should go and deliver lectures in junior member-classes on various aspects of the movement since the juniors in school always idolise their seniors, and are always keen to follow them.
- Volunteer-members must seek to promote a love for animals amongst school children.
- Volunteer-members should help the management in organising trips to various institutions like museums, botanical gardens, historical monuments, art galleries, planetariums etc. to enrich the minds of the children with practical education.
- Volunteer-members can assist the management in devising self-assessment formats for children to gauge their emotional and psychological intelligence. The result of these tests could be utilised for assisting every child to develop along lines of his/her own genius.
- Volunteer-members must ensure that they develop a sense of discipline amongst themselves. Activities of the SAMEER Club should not be utilised to bunk classes. All the activities have been so devised that they are undertaken only during the arrangement/free periods, SUPW period, lunch breaks and before or after school.
- Volunteer-members should assist the management in conducting the activities of the Club in such a way that existing academics and extra-curricular activities are not adversely

affected in any way. The activities of the SAMEER Club are meant to complement the existing system in a school and not to de-stabilise it.

- A successful SAMEER Club should be able to enhance the performance of its volunteer-members in academics besides developing their overall personality.
- Volunteer-members should show the way in conservation efforts - conservation of electricity, water, recycling of paper and envelopes etc. in the school as well as their homes.
- Volunteer-members should organise a 'Grandparents Day' once a year. The purpose of this function should be to honour the elders in society so as not only to give them a sense of fulfilment, but more importantly to inculcate the value of respect and consideration for elders amongst the younger generation.
- Volunteer-members should help the school management to organise regular trips to a nearby village after proper planning. This experience would widen the vision of the members and show them how life is roughed out in rural India. The camp visit could be made as an incentive to volunteer-members to work hard in their areas of involvement. The volunteer-members should carry a questionnaire to the village as shown in Annexure - VIII. On the basis of this format the campers should frame their own questions during the visit, and seek their answers - just like journalists. Those attending these camps could be gradually moulded to form a core group of volunteers who are always willing to assist the co-ordinator in managing the Club activities.

## **ANNEXURE I**

### **APPLICATION BY THE INTERESTED INSTITUTION TO THE DIRECTOR/PRINCIPAL, MANAVA BHARATI INDIA INTERNATIONAL SCHOOL, NEW DELHI.-17**

To,

The Director/ Principal,  
Manava Bharati India International School,  
Panchsheel Park (South),  
New Delhi - 110 017.

Respected Sir/Madam,

We have read the manual on SAMEER Club, and would like your assistance in initiating the activity in our school. I have identified the following faculty members to interact with your co-ordinator to initiate this activity in our institution :

- 1.
- 2.
- 3.
- 4.
- 5.

Kindly inform us a convenient date and time when our faculty members can visit your school and receive the necessary orientation. A copy of the information brochure of our school is enclosed for your ready reference.

Thanking you.

Yours sincerely,

(Director/Principal)

## **ANNEXURE II**

### **GOALS AND OBJECTIVES OF THE SAMEER CLUB**

#### **a) Short Term -**

- To inculcate interest in issues relating to Sustainable Development, Eco-restoration, Nature and the Socio-Cultural fabric of our society.
- To introduce skills to enable personality development, leadership qualities and a sense of

social responsibility.

- To take active part in efficient management of the school through organised efforts within the school premises in constructive activities like energy conservation; water conservation; re-cycling of paper and envelopes; maintenance of hygiene in the toilets, classrooms and the school premises etc.

**b) Long Term -**

- i) WOMENS AWAKENING to raise the status of women in our society.
- ii) MEN'S EMANCIPATION from a craze to make money anyhow within the shortest possible time.
- iii) POPULATION CONTROL to establish a one child family norm.
- iv) RESTORATION OF THE ECO-SYSTEM by expanding tree and vegetative cover over our planet to maximise photo-synthesis i.e., maximise absorption of carbon-dioxide and production of life-giving oxygen in earth's atmosphere.
- v) EMPLOYMENT GENERATION by re-cycling wastes of all kind in the cottage industry sector as well as the small scale sector in order to keep our surroundings clean.

Following Committees could be formed in each member-class from amongst the volunteer-members of the SAMEER CLUB (a school may choose to initiate other disciplines as well according to its own needs and requirements) :

- Sports and physical fitness Committee
- Health and hygiene Committee
- Campus maintenance Committee
- Debating and quiz Committee
- Security Committee
- Fine arts and culture Committee
- Academics and library Committee

1. For proper functioning of the SAMEER Club these disciplines will be offered to each of the classes taking part in this activity. In this way each participating class (member-class) will have volunteer-members for 'sports and physical fitness committee', 'health and hygiene committee', 'security committee', 'library and academics committee' etc.
2. The SAMEER Club would thus be an entity in each of the class which chooses to participate in this activity.
3. A member-class would be a class in which all/most of the offered disciplines have been initiated.
4. Each member-class would conduct a meeting of its various committees once a month for 10-15 minutes during the lunch break, under the guidance of the co-ordinator.
5. Each member-class would be nominating its President and Secretary for a period of one month under the guidance of the co-ordinator.
6. Within the member-class the volunteer-members would be rotated from one discipline to the other every 2-3 months. In this way each volunteer-member in the member-class will get a chance to participate in each of the offered disciplines over a period of time.

7. Volunteer-members for a particular discipline, say 'health and hygiene committee' will assist the class teacher/concerned teachers in maintaining a proper standard of health and hygiene in their respective classes. In the same way volunteer-members in all the disciplines will assist their class teacher/concerned teachers in better organisation of the activity assigned to them for the given period of time.
8. Since the SAMEER Club activity in school is 'class-based' a larger number of classes will be able to participate and benefit.
9. Volunteer-members of each Committee would maintain a self-assessment Diary that would reflect his/her contribution towards the activities of that Committee in the member-class.
10. Each member-class would have a specified Charter of Activities as approved by the school management. These activities would be pursued by the members as part of their extra-curricular activities. The Charter of Activities would be evolved by each member-class through internal discussion and meeting under guidance from the co-ordinator/class teacher/ concerned/interested teachers. The Charter, as finally suggested by each member-class would be recorded in the 'Minutes Register' by the Secretary of the member-class after the first meeting has been conducted under the guidance of the co-ordinator. The 'Minutes Register' would be then presented to the school Principal for approval.
11. After approval of the 'Minutes Register' containing the Charter of Activities of each member-class, each member-class will prepare a plan of action with the assistance of the co-ordinator/class teacher/ interested/concerned teachers. The plan of action should conform to the norms of the approved Charter of Activities of the member-class concerned.
12. Class teachers and concerned/interested teachers should contribute and guide the various committees in the member-classes and thereby help in making the Club a success.
13. Volunteer-members of each Committee in the member-classes should read and study literature on the subjects assigned to them.
14. Each member-class will prepare reports and articles in their respective areas of activity for contribution towards the school magazine.

#### **Functions of Committees :**

Each Committee will perform the following functions :

- Assessing the existing facilities in that discipline in the school/class and preparing a plan to maximise proper use.
- Making suggestions from time to time to improve these facilities at minimum cost.
- Giving suggestions to improve maintenance of existing facilities.
- Ensuring that every volunteer-members fully participates in its activities.

**ANNEXURE III**

**SAMEER CLUB : VOLUNTEER-MEMBERSHIP FORM**

**NAME OF THE SCHOOL :**

**ADDRESS OF THE SCHOOL :**

**NAME :**

**CLASS :**

**SECTION**

**AGE :**

**ADDRESS :**

**TEL/FAX :**

**HOBBIES :**

**CAREER ASPIRATION :**

**IN WHAT WAY YOU CAN CONTRIBUTE TOWARDS MAKING YOUR SCHOOL AN EVEN BETTER PLACE TO STUDY AND DEVELOP :**

**IN YOUR OPINION WHAT IS THE BIGGEST PROBLEM FACED TODAY BY :**

**A) YOUR CITY, AND B) INDIA :**

**WHAT ARE YOUR SUGGESTIONS TO OVERCOME THESE PROBLEMS :**

**VOLUNTEER MEMBERS SIGNATURE**

## **ANNEXURE - IV**

### **ROLE OF THE CO-ORDINATOR**

- The role of the co-ordinator is vital to the success of this activity in school.
- During the implementation of the plan of action the role of the co-ordinator is very important.
- The co-ordinator should provide all possible linkage between the volunteer-members, interested/concerned teachers, class teachers, Principal, other NGO's/agencies, parents, etc.
- The co-ordinator must be an activist by thought as well as action - constantly inspiring all the volunteer-members of the Club as well as the teachers in the school to take up selfless voluntary work.
- His guidance to the volunteer-members should be such as to gradually encourage them to take up various activities of the Club themselves, i.e. the volunteers of the Club should be developed in such a way that in due course each one becomes his/her own guide.
- He must closely monitor the activities of the Club, and ensure that the movement does not get diluted in its ideology as well as desired activities and goals.
- He should present his views at the Principal's monthly review meeting candidly and straight forwardly.
- His constant interaction with parents of volunteer-members is very important.

## **ANNEXURE - V**

### **ROLE OF THE CLASS TEACHER**

- The Class Teacher has to function as the Observer of the SAMEER Club in his/her class, thus taking over the responsibilities from the co-ordinator of the SAMEER Club. This would ensure continuity in the activities of the Club in the class, as well as the school, even if the co-ordinator of the Club leaves the school. The Class Teacher must hand-over these responsibilities to any new Class Teacher of that class as and when that happens.
- Class Teacher must co-operate with the activities of the Club.
- They must try to provide responsible guidance to the volunteer-members whenever they seek their advice.
- Positive and gentle criticism by them could provide the right fillip to the movement.
- They must keep advising the co-ordinator regarding the activities of the Club.
- They should make it a point to participate in the monthly review meeting conducted by the Principal, and present their views and suggestions as candidly as possible.

## **ANNEXURE VI**

### **ROLE OF INTERESTED/CONCERNED TEACHERS**

- Class teacher/concerned teachers/interested teachers in the school must co-operate with the activities of the Club.
- They must try to provide responsible guidance to the volunteer-members whenever they seek their advice.
- Positive and gentle criticism by them could provide the right fillip to the movement.
- They must keep advising the co-ordinator regarding the activities of the Club.
- They should make it a point to participate in the monthly review meeting conducted by the Principal, and present their views and suggestions as candidly as possible.

## **ANNEXURE - VII**

### **ROLE OF PARENTS OF VOLUNTEER-MEMBERS**

- Parents have a very important role in the growth and development of their children. They should try and guide their children to take up the activities of the SAMEER Club in right earnest.
- They must actively assist their children in maintaining a personal **Self-Assessment Diary**.
- They must keep interacting with the co-ordinator/ class teachers for monitoring the development and progress of their child.
- As far as possible they should try to attend the meeting called by the co-ordinator at the beginning of the SAMEER Club movement in school.
- Their constant encouragement to their children in taking up voluntary work in school is very important.

## **ANNEXURE VIII**

### **ROLE OF THE PRINCIPAL**

- The Principal must apprise himself/herself fully with the concept, ideology and philosophy of the SAMEER Club movement, and become fully satisfied with its importance and usefulness before deciding to initiate this activity in his/her school.
- The Principal must ensure that an atmosphere conducive to the growth of such a movement in school is created and sustained.
- The Principal should motivate and encourage all the participants in this activity, namely the SAMEER Club volunteer-members, the co-ordinator, the class-teachers of the

- member-classes, and the concerned/interested teachers.
- He/she should devise a system of constantly interacting with parents of the volunteer-members, and receiving their feedback.
  - The Principal should always conduct the monthly review meeting in a conducive atmosphere.
  - The Principal should provide the co-ordinator with the right amount of freedom and accessibility to carry out his functions as effectively as possible.

## **ANNEXURE IX**

**NAME OF THE SCHOOL :** \_\_\_\_\_

**ADDRESS OF THE SCHOOL :** \_\_\_\_\_

**SAMEER CLUB**

### **QUESTIONNAIRE FOR VISIT TO A VILLAGE**

#### **GENERAL INFORMATION :**

- Name of village : \_\_\_\_\_
- Location of the village : Post Office : \_\_\_\_\_  
Block : \_\_\_\_\_; District : \_\_\_\_\_.
- Approximate population : \_\_\_\_\_
- Approximate geographical area : \_\_\_\_\_
- Geographical attributes (climate, soils, vegetation, seasons etc.)  
\_\_\_\_\_  
\_\_\_\_\_

- Name of Gram Pradhan : \_\_\_\_\_
- Name of the head of the family : \_\_\_\_\_
- Size of the family : Males \_\_\_\_\_; Females \_\_\_\_\_; Children \_\_\_\_\_ (boys/girls).

#### **HEALTH STATUS :**

- No. of children below 5 years of age : Boys \_\_\_\_\_; Girls \_\_\_\_\_
- How many of these have not been immunised (DPT, Polio, BCG, Measles, etc.)  
\_\_\_\_\_

- General health problems faced by the villagers \_\_\_\_\_
- Medical assistance available to the family/villagers (Govt./private etc.) : \_\_\_\_\_

- Is the family able to afford the price of this medical assistance : \_\_\_\_\_

- How far is the local govt. hospital : \_\_\_\_\_
- Status of availability of a) doctors \_\_\_\_\_; b) medicines \_\_\_\_\_
- Are minor operations carried out in this hospital : \_\_\_\_\_
- When did the village face its last widespread disease, & how it was managed :  
\_\_\_\_\_

**EDUCATION STATUS :**

- How many people are educated in the family : \_\_\_\_\_
- Level of education in the family : \_\_\_\_\_
- How many children have dropped out of school : Boys \_\_\_\_\_; Girls \_\_\_\_\_
- What are the reasons for dropping out : \_\_\_\_\_
- Do girls regularly go to school : \_\_\_\_\_
- How far is the nearest school : \_\_\_\_\_

- What is the attitude of teachers in the school : \_\_\_\_\_
- How far is the nearest College : \_\_\_\_\_

**ASPIRATIONS :**

- What would the family like their children to become in life : \_\_\_\_\_
- In what way does the family want to develop in future : \_\_\_\_\_
- What is required to be done for the fulfilment of their dreams : \_\_\_\_\_
  
- In what way can MBIIS students contribute towards fulfilment of these dreams : \_\_\_\_\_
- What is the highest achievement attained by any family member : \_\_\_\_\_

**ECONOMIC ACTIVITY :**

- What occupation is practised by the family : \_\_\_\_\_
- What are the problems associated with this occupation : \_\_\_\_\_
  
- What is the monthly income of the family : \_\_\_\_\_
- What are the problems faced in marketing the produce of the family : \_\_\_\_\_
  
- How far is the nearest Bank/Post Office : \_\_\_\_\_
- Is the family using the Bank/P.O. : \_\_\_\_\_
- Are Govt. Schemes reaching the family : \_\_\_\_\_
- No. of women in the family who are working-employed : \_\_\_\_\_
- What work do these women do : \_\_\_\_\_
- How are they treated by their employer/colleagues : \_\_\_\_\_

**SOCIAL ASPECTS :**

- Does the family have a joint or a nuclear family : \_\_\_\_\_
- How are disputes settled in the family, and the village : \_\_\_\_\_
  
- How are marriages solemnised in the family : \_\_\_\_\_
- What are some of the social evils prevalent in the family/village : \_\_\_\_\_
  
- What is the status of women in the family/village : \_\_\_\_\_
  
- What does the family fear the most : \_\_\_\_\_
- How does the family cope with tragedies/natural and man-made disasters : \_\_\_\_\_
  
- What are the important festivals celebrated in the family/village : \_\_\_\_\_

- Is pure drinking water easily available : \_\_\_\_\_
- Does the family face any housing problem : \_\_\_\_\_
- Does the family have its own toilet : \_\_\_\_\_

**INFRASTRUCTURE STATUS :**

- Does the village have telephone connections : \_\_\_\_\_
- Are the village roads in proper shape : \_\_\_\_\_
- Do regular buses connect the village to the nearest town/city : \_\_\_\_\_

**ANNEXURE X**

**CHECKLIST FOR CLASS TEACHERS**

All reporting by Volunteer-Members of different Committees should be done to the Class Teacher as far as possible. This would initiate a process of decentralisation of SAMEER Club activities. The Class Teacher can take the assistance of Prefects and President and Secretary of the member-class. Activities under the different heads below may be gradually expanded. Points that the Class-Treachers should check-up on a regular basis during the initial phase, are :

**Health and Hygiene Committee (HHC) :**

- Appoint a boy and a girl volunteer-member as Health Inspectors by turn to check basic health parameters of the children in the class before the Daily Assembly in the morning - nails, haircut, proper school dress, whether anaemic or not, proper bath is being taken or not, lice checking, etc.
- Volunteer-members to see what diet is being taken by the children - what tiffin is being eaten during break, etc.

**Security Committee (SC) :**

- Volunteer-Members of the SC should devise a system to provide a sound security system in the class-room. They must ensure that anything lost reaches the rightful owner.
- They must ensure that class-furniture, chalk, duster, teacher's chair etc. are properly maintained. Children found mishandling any of these should be reported to the Class Teacher.

**Campus Maintenance Committee (CMC) :**

- Volunteer-Members to ensure cleanliness within the class-rooms, corridors, toilets, canteen, play-ground etc.

**Quizzing and Debating Committee (QDC) :**

- Volunteer-Members of QDC should be motivated to buy one good book on quizzing by the Class Teacher. These volunteer-members should request subject teachers, as far as possible, to give one good quiz question per period from these books.
- With the help of these volunteers the Class Teacher should monitor the development of General Knowledge in the class.

### **Library and Academics Committee (LAC) :**

- Volunteer Members of LAC should manage a Class Book Library. One good book could be donated by each child in the class to form the library. During arrangement periods this library can be activated by the volunteers of LAC.

### **Sports and Physical Fitness Committee (SPFC) :**

- Volunteer-Members of SPFC should assist the PTI to better organise the games period. Volunteers could take up refereeing a game of football, or umpiring a game of cricket, besides helping the PTI in managing and maintaining sports equipment.

### **ANNEXURE - XI**

### **HOW TO MAKE MATHEMATICS ENJOYABLE FOR SCHOOL CHILDREN**

For school children to enjoy mathematics it is extremely important that the 'fear' of the subject in the minds and hearts of these students is gradually removed. In most school-going children, the very thought of a maths exam is enough to give them sleepless nights, and very often an 'examination fever'. As a result the parents of these children too begin to get nightmares, and in their hysteria they seek short-cut measures to help their ward tide over this problem. But they fail to find a sustainable answer to their child's dilemma. Infact, many of them begin to recall how they too had spent sleepless nights over maths exams during their school days. Most of them feel that by appointing a good tutor, they will be able to help their child outgrow the problem. Sadly, they are mistaken. A good tutor can definitely solve the child's mathematical problems - topic wise - but he is a poor substitute for one who can motivate the child to start enjoying mathematics as a subject. Enjoyment is associated with the thrill, the excitement and the happiness that a child experiences on successfully solving a problem without external assistance. The child exults by 'punching' the air just like a tennis player does on hitting an ace, or what a bowler does when he outwits a batsman and gets him out. Very often, the student of mathematics today is deprived of this sensation of 'vanquishing the problem', since the child is invariably provided with ready-made answers by the teachers, tutors or else by the plethora of 'guides' available in the market. All these are mere 'props' that only provide the child a vain sense of security. It is only when the exams arrive that the child is suddenly confronted by the reality of the situation - the reality that everybody is alone in this world when it comes to fighting such battles. In such a situation the child feels lost and often resorts to unfair means to cross the examination hurdle. When things reach such a pass, the parents begin to blame the school, while the school and the teachers point their fingers towards the parents for neglecting their ward. Neither party realises that due to this confrontation of transferring responsibility, the child has been deprived of one of the most fundamental rights - the right to experience bliss and happiness, right within the classroom! This is perhaps the earliest occasion when we can help the child in getting the first spiritual experience in life. The realisation that the source of happiness lies 'within' is the first step the child takes towards eventually experiencing the 'Divine presence' inside. The experience of 'triumph over the problem' gives the child enough motivation to

delve further into the mysteries of numbers associated with mathematics. The desire and thirst to unravel these mysteries pushes the child further and further. This outward quest subsequently brings the child closer to understanding the 'self' that lies within.

In order to create an environment in the class-room where the above ideas could be inculcated, the following method was experimented successfully in classes VIIth and Xth at Manava Bharati India International School, New Delhi :

1. The class is divided into a number of Study Groups (SG).
2. Each SG consists of 5-7 students, preferably from the same residential locality.
3. The SG is headed by two Group Leaders (GLs). They are students amongst the given SG who have secured the highest marks in maths in the last exam conducted by the school.
4. Members of the SG are requested to exchange their addresses and telephone nos. to promote out-of-school interaction within the SG.
5. During the maths period, each SG is asked to sit together to promote peer-group learning.
6. The instructor guides the class through a brief period of 2-5 minutes of meditation at the very start of the period. This prepares the mind of the children for imbibing the basics of the topic better.
7. The effort of the maths instructor during a period should be to explain the basic fundamentals of the topic, and solve a few conceptual questions on the blackboard.
8. During some part of the period, the instructor engages the students in 'mathematics games' based on the topic. These would depend on the ingenuity of the instructor. For all the 'games' children should be awarded points on the basis of their performance. These points could then be reduced to marks as part of their class-assessment work. The instructor must ensure that the weaker children / the back-benchers also take part in this activity. Some examples could be :
  - Children are asked to solve questions on the board, and then assessed on the basis of time taken and solutions obtained. These questions could also be the difficulties brought forward by the students themselves.
  - A 'race' may also be held between two students both of whom know how to solve a given problem.
  - Children may be asked to frame a question for a given answer from the topic under discussion in the class.
  - Children may be asked to develop models, crossword puzzles, quizzes etc. on the concerned topic.
  - The instructor may also judiciously introduce the game of chess in the class to further enhance the child's mental ability.
9. The instructor must inspire the SG enough so that healthy intra-SG interaction gets promoted, by moving around the class, one SG to another, to see that this takes place.
10. As far as possible, the instructor should only provide hints and clues to stimulate the child's thought processes.
11. The instructor should ensure that the GLs are well equipped to handle the minor problems of the SG members. However, if the GLs too are unable to handle a problem, the

- instructor must then guide the SG appropriately.
12. At times, inter-SG interactions may also be permitted by the instructor if the need arises.
  13. Each SG is motivated by the instructor to meet atleast twice in a month, by rotation, in the house of one of the members. If this works out well, then mathematics too can become a reason for children to socialise. All members visiting the hosts house should carry their tiffins, so that after discussing maths they can all enjoy a pooled lunch! The parents of the host-member should make it a point to participate in this endeavour, and thus motivate the SG to develop camaraderie and team spirit.
  14. The maths instructor initially checks the copy of the GLs. On the basis of these checked copies the other members of the SG first check their own copies with a pencil, and subsequently submit them for the instructors checking. This process of double checking eliminates all kinds of mistakes, and the child is able to grasp the fundamentals of the topic better.
  15. The GLs are required to maintain a 'progress diary' through which they monitor the progress of their group members over a period of time. The instructor assists them in maintaining this Diary.
  16. The effort of the instructor should be to promote truthfulness amongst the children - during classwork as well as homework, by encouraging them to solve questions honestly to the best of their ability.
  17. The instructor could devise a system by which those weak in maths are not overburdened by classwork / homework by giving them typical questions to solve and then monitoring their performance closely. Meanwhile, the brighter students could be taxed more so as to make them even better. The overall effort here should be such that over the coming months the weaker children are able to catch up with the brighter ones in the class and the brighter ones become even better, so that the overall standard of mathematics in class goes up.
  18. The GLs should change if in the next maths exam any other member of the SG acquires the highest marks. In other words, at any given time the two members with the highest marks in the last maths exam will be the GLs. This acts as a motivation and incentive to others in the SG to excel.
  19. The instructor should also allay the 'fears' of 'insecure' mathematics toppers as well as others in the class by encouraging them to share their knowledge and information with the weaker students in the class, as part of a wider process to enhance their own mathematical ability. This effort is based on the precept that 'knowledge increases by sharing', and that 'by helping others one is helping oneself'.
  20. The instructor must make it a point to appreciate the GLs, SGs and individual students whenever they exhibit sparks of excellence during the period.
  21. Innovative art-forms may also be adopted to make the instruction more interesting and enjoyable.
  22. This entire process of mathematical instruction should be a dynamic flow of ideas and viewpoints between the instructor, the students, and their parents. Thus, the instructor should always be open to new methods of instruction and rectification within the classroom.

The instructor must also attempt to impart "value-education" to the students through the various mathematical topics under discussion. For example, in the chapter on Income Tax and Sales Tax, the child should be taught not only how to calculate these taxes, but :

- payment of Income Tax is the duty of the individual. The children may then persuade their parents, and relatives to file their taxes with honesty if they are not doing so. Besides, when these children grow up they are themselves likely to become honest taxpayers, thereby playing the role of responsible citizens of the nation.
- payment of Sales Tax is also the duty of the individual. They would request their parents, relatives and friends to always ask for a receipt / bill while shopping, and in the process pay the due Sales Tax.
- the citizens of a country must elect those representatives to Parliament who work towards framing appropriate tax laws so that the money collected through various taxes is properly utilised for public use. If this does not happen, they must express their views through forums like the media so that enough pressure is exerted on those in power to fall in line.

In this way the child not only begins to enjoy mathematics but is also trained to become an active agent of positive social change. It would be better to understand here that the 'satyagrah' of the children on their parents, relatives and friends is perhaps the most powerful tool for social reform in a country like India. What laws cannot achieve might become possible through the positive pressure of school children.

Once children start experiencing the joy and excitement associated with solving a mathematical problem themselves through a method like the one discussed above, they would begin to enjoy tackling even the most difficult of problems in the subject. This would enhance their thirst for mathematics, and very soon the fear of maths would be replaced by an indomitable spirit to question the very basics of mathematical principles, and to investigate how these principles are of relevance to our daily life. This process would then open the doors of a spiritual journey towards fulfilment and bliss that the child experiences right within the four walls of the classroom.

#### ANNEXURE - XII

#### SUGGESTIONS FOR PARENTS DURING PTA MEETINGS

##### 1. Emphasis on Health and Hygiene :

- Ensuring that the child gets a daily BALANCED DIET of vitamins, minerals, carbohydrates, proteins and fats.
- Giving due importance to BASIC HYGIENE - proper bath, nail-cutting, teeth-brushing (before bed and early morning), proper hair cut etc.

2. Emphasis on Sports and Physical Fitness :
  - Taking due care that the child puts in enough time daily towards sports and physical exercise. This activity enhances blood circulation in the child's body, broadening the arteries and increasing brain output and efficiency.
  - Participating in some of these activities themselves as far as possible.
  - Encourage them towards adventure sports that will bring them closer to nature.
3. Inculcating good Reading Habits :
  - To encourage their child to develop sound reading habits - gifting them books on occasions like birthdays etc.
  - Provide them with books on diverse topics - science, literature, sports, social studies, languages etc.
  - Encourage them to solve mathematical puzzles, crossword puzzles, jigsaw puzzles etc. that develop their mental abilities.
  - Encourage their children to become members of good institutions and libraries like the National Book Trust, Childrens Book Trust etc.
4. Increasing their child's participation in House Management :
  - Entrusting their child with little, but important, responsibilities in the house - ensuring that lights and water taps remain closed when not in use, looking after their younger brothers and sisters in the house, helping in shopping for house-running etc.
  - Always appreciate their children for their efforts.
  - Encourage their child to develop the habit of helping others.
5. Encouraging their child to maintain a PERSONAL DIARY :
  - The Diary helps the child in assessing his/her own potential, ideas, emotions etc. This eventually leads the child to understand that the solution to all problems lies 'within', and that the enquiry of one's own 'self' brings one closest to oneself.
  - Perusal of the Diary shows the child the evolution of his/her own personality, and how this change is taking place. This sets in a process of maturation which helps the child to better understand his/her own potential, inclinations, talents etc. and prepares him/her for choosing the right career for himself/herself.
6. Enculturing the attribute of showing respect and consideration for elders, teachers, and all others in society by themselves setting an example.
7. Developing attributes of compassion, friendliness and happiness in their child through active participation in their activities. The parents must take out QUALITY TIME for their children irrespective of their own pre-occupations, and thereby seek to become their close FRIENDS in whom the child can confide.
8. Encouraging their child to SHARE KNOWLEDGE with others, since knowledge increases by sharing.
9. Developing the habit of patiently listening to their child's problems, and not necessarily suggesting solutions. Infact the children should be motivated to seek solution by themselves by the parents.
10. Not scolding their child for scoring less marks. Parents should not 'measure' their child's performance in terms of marks only. A more holistic attitude needs to be developed.

With these efforts, the child develops:

- RIGHT COMPREHENSION ( )
- HONESTY ( )
- COURAGE ( )
- RIGHT COMPASSION ( )
- FRIENDLINESS ( )
- BLISS AND HAPPINESS ( )

#### ANNEXURE - XIII

#### SAMEER CLUB - A BRIEF SLIDE PRESENTATION

1. REACHA :
  - Research and Extension Association for Conservation, Horticulture and Agro-forestry.
  - A Voluntary Organisation with its Registered Office at 'Uditaayan', Manava Bharati India International School, New Delhi.
  - Working in the area of Education, Comprehensive Rural Development and Agriculture, and Health and Family Welfare.
2. SAMEER Club activities initiated by REACHA at Manava Bharati, to sensitise school children towards practising Value Education through constructive activities in school, so as to become active agents of positive social change.
3. Manava Bharati is keen to share its experience with other schools so that our children can benefit.
4. SAMEER stands for Social Action Movement for Education and Eco-Restoration.
5. Importance of VALUE and MORAL education in a child's development :
  - Improvement of EMOTIONAL and SOCIAL ENVIRONMENT
  - Improvement of PHYSICAL ENVIRONMENT and ECO-SYSTEM
  - Improvement of WORK ETHICS in society
  - Role as active agents of POSITIVE SOCIAL CHANGE
6. With a HEALTHY BODY and a HEALTHY MIND the child helps to create a society where 'or clean, cool breeze flows.'
7. Values that are sought to be inculcated through SAMEER Clubs :
  - Right Comprehension ( )
  - Honesty ( )

- Responsibility ( )
  - Right Compassion ( )
  - Friendliness ( )
  - Bliss and Happiness ( )
8. Activities may be taken up in SAMEER Clubs through :
- Health and Hygiene Committee
  - Sports and Physical Fitness Committee
  - Library and Academics Committee
  - Security Committee
  - Campus Maintenance Committee
  - Quizzing and Debating Committee
  - Fine Arts and Culture Committee
9. Volunteer Members of Member Classes (VI to IX) to suggest a Charter of Activities for the Principal's approval, for each of the activity groups in the SAMEER Clubs in different classes
10. Role of the School Management :
- Belief in objectives of the SAMEER Club
  - Support and encouragement to the co-ordinator, and concerned class / subject teachers
  - Parents to be involved
  - Monthly Review Meeting by the Principal
11. Role of the Co-ordinator :
- Initiator
  - Organiser
  - Motivator
  - Networking
  - Feedback Analysis
12. Role of the Personal Diary :
- Self-assessment
  - Sharing contents with parents, trusted friends, co-ordinator etc.
13. Focussing the activities during the 'vacant spaces' available during the daily class time-table :
- Before the morning Assembly
  - During period change-overs
  - During arrangement periods
  - During lunch break
  - After classes

14. 'Manual for SAMEER Clubs in Schools' :

- Based on Manava Bharati's experience in organising SAMEER Clubs
- Manava Bharati invites feedback / comments for further refining the Manual'

15. SUMMING UP :

- Inculcating values through creative activities in school
- These activities help to improve the ACADEMIC, SOCIAL and CO-CURRICULAR standard of the school

ANNEXURE - XIV

GLEANINGS FROM J.KRISHNAMURTHY

**INTELLIGENCE:**

"Intelligence is the capacity to perceive the essential, the 'what is'; and to awaken this capacity, in oneself and in others, is education"

**PURPOSE OF EDUCATION**

"The purpose of education is to produce integrated men and women who are free of fear; it should help in experiencing the integrated process of life."

**THE INTEGRATED PROCESS OF LIFE**

"It is in the understanding of ourselves that fear comes to an end. When there is no self-knowledge, self-expression becomes self-assertion, with all its aggressive and ambitious conflicts. The greatest need and most pressing problem for every individual is to have an integrated comprehension of life - but the whole, the total process of life cannot be understood through the part; it can be understood only through action and experience. As long as we are seeking inward security, the total process of life cannot be understood."

**THE CONTENT OF LIFE**

"The whole content of life can never be foreseen, it must be experienced anew from moment to moment."

**THE SOIL OF THE SCHOOL**

"The school should help its young people to discover their vocations and responsibilities; it should be the soil in which they can grow without fear - happily and integraly."

**EVERYDAY ACTION**

"It is only when there is integration of the mind and heart in every-day action that there can be intelligence and inward transformation."

**OUR GOAL**

"As long as success is our goal we cannot be rid of fear, for the desire to succeed inevitably breeds the fear of failure - the young should not be taught to worship success."

**THE SECRET OF JOY**

"With self-abnegation comes immesurable joy."

**MEANING OF EDUCATION**

"Education in the true sense is to encourage the child to understand his relationship to people, to things and to nature."

**ANNEXURE - XV**

**LETTER FROM A PARENT TO A TEACHER**

"He will have to learn, I know, that all men are not just, all men are not true. But teach him also that for every scoundrel there is a hero; that for every selfish politician, there is a dedicated leader."

*Teach him that for every enemy there is a friend.*

*Teach him that a dollar earned is of far more value than five found.*

*Teach him to learn to lose and also to enjoy winning.*

*Steer him away from envy, if you can.*

*Teach him the secret of quiet laughter.*

*Teach him the wonder of books; but also give him quiet time to ponder the eternal mystery of birds in the sky, bees in the sun, and flowers on a green hillside.*

*In school teach him it is far more honourable to fail than to cheat.*

*Teach him to have faith in his own ideas, even if every one tells him they are wrong.*

*Teach him to be gentle with gentle people, and tough with tough people.*

*Try to give him the strength not to follow the crowd when everyone is getting on the band wagon.*

*Teach him to listen to all men, but teach him also to filter all he hears on a screen of truth, and take only the good that comes through.*

*Teach him how to laugh when he is sad. Teach him there is no shame in tears.*

*Teach him to close his ears to a howling mob; and to stand and fight if he thinks he's right.*

*Treat him gently, but do not cuddle him, because only the test of fire makes fine steel.*

*Let him have the courage to be impatient; let him have the patience to be brave.*

*Teach him always to have sublime faith in his Creator and faith in himself too, because then he will always have faith in mankind.*

*This is a big order, but please see what you can do.*

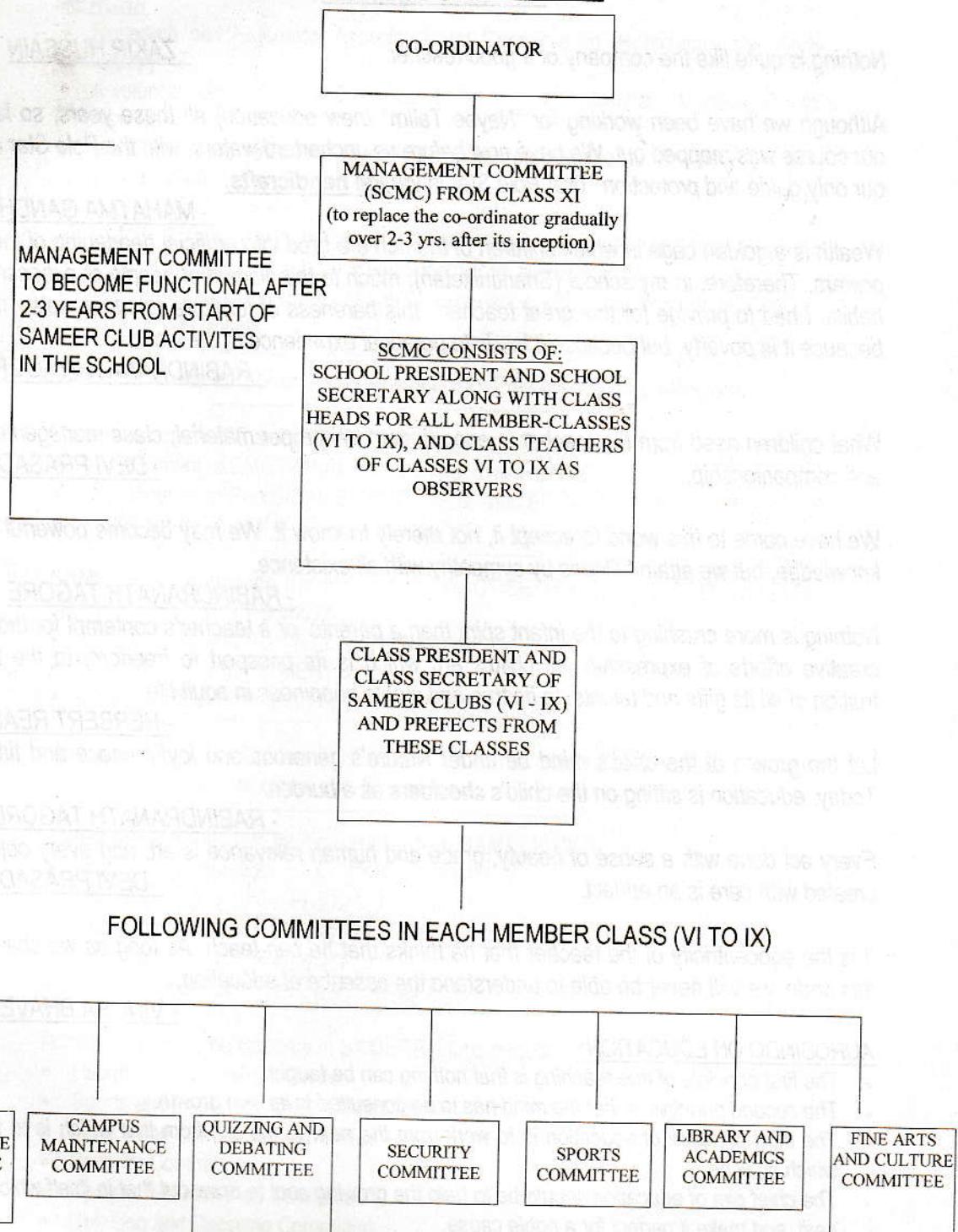
*He is such a fine little fellow, my son.*

**ABRAHAM LINCOLN**

(letter written to the Head Master of the School in which his son was studying)

## ANNEXURE - XVI

### SAMEER CLUB HIERARCHY



## **ANNUXURE XVII**

### **QUOTABLE QUOTES**

*Nothing is quite like the company of a good teacher.*

- ZAKIR HUSSAIN

*Although we have been working for "Nayee Talim" (new education) all these years, so far, our course was mapped out. We have now before us uncharted waters, with the Pole Star as our only guide and protection. That Pole Star is village handicrafts.*

- MAHATMA GANDHI

*Wealth is a golden cage in which children of the rich are bred into artificial deadening of their powers. Therefore, in my school (Shantiniketan), much to the disgust of people of expensive habits, I had to provide for this great teacher - this barenness of furniture and materials - not because it is poverty, but because it leads to personal experience of the world.*

- RABINDRANATH TAGORE

*What children need from the teacher is encouragement, proper material, class management and companionship.*

- DEVI PRASAD

*We have come to this world to accept it, not merely to know it. We may become powerful by knowledge, but we attain fullness by sympathy with all existence.*

- RABINDRANATH TAGORE

*Nothing is more crushing to the infant spirit than a parents' or a teacher's contempt for those creative efforts of expression, as child's art, which is its passport to freedom, to the full fruition of all its gifts and talents, to its true and stable happiness in adult life.*

- HERBERT READ

*Let the growth of the child's mind be under Nature's generous and joyful space and time. Today, education is sitting on the child's shoulders as a burden.*

- RABINDRANATH TAGORE

*Every act done with a sense of beauty, grace and human relevance is art, and every object created with care is an artifact.*

- DEVI PRASAD

*It is the egocentricity of the teacher that he thinks that he can teach. As long as we cherish this pride, we will never be able to understand the essence of education.*

- VINOBA BHAVE

#### **AUROBINDO ON EDUCATION:**

- The first principle of true teaching is that nothing can be taught.*
- The second principle is that the mind has to be consulted in its own growth.*
- The third principle of education is to work from the near to the far, from that which is to that which shall be.*
- The chief aim of education should be to help the growing soul to draw out that in itself which is best, and make it perfect for a noble cause.*
- The teacher is not an instructor or a taskmaster, he is a helper and a guide. His business is to suggest and not to impose.*

SAMEER CLUBS - A brief presentation  
Manava Bharati India International School, New Delhi

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SAMEER stands for Social Action Movement for Education and Eco-Restoration

Importance of VALUE and MORAL Education in a child's development :

- Improvement of EMOTIONAL and SOCIAL ENVIRONMENT
- Improvement of PHYSICAL ENVIRONMENT and ECO-SYSTEM
- Improvement of WORK ETHICS in society

SAMEER Clubs provide the platform to PRACTISE THROUGH ACTION a value-system that improves the child's :

- EMOTIONAL and SOCIAL ENVIRONMENT,
- PHYSICAL ENVIRONMENT, and
- Sense of RESPONSIBILITY

---

With a HEALTHY BODY and a HEALTHY MIND the child helps to create a society where ' ~~खांडीर~~' or clean, cool breeze flows.

Values that are sought to be focussed through SAMEER Clubs :

- Right Comprehension ( योग्यता )
- Honesty ( नमामिति )
- Responsibility ( प्रतिबंधिता )
- Courage ( वृद्धिशक्ति )
- Right Compassion ( सहायता )

Activities that may be taken up in SAMEER Clubs through :

- Health and Hygiene Committee
- Sports and Physical Fitness Committee
- Library and Academics Committee
- Security Committee
- Campus Maintenance Committee
- Quizzing and Debating Committee
- Fine Arts and Culture Committee

Volunteer-Members of Member-Classes (6<sup>th</sup> to 9<sup>th</sup> stds.) to suggest a Charter of Activities for the Principal's approval, for each of the activity groups in the SAMEER Clubs in different classes

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Role of the School Management :

- Belief in the objectives of the SAMEER Club
  - Support and encouragement to the co-ordinator, and concerned class/subject teachers
  - Parents to be involved
  - Monthly Review Meeting by the Principal
- 

Role of the Co-ordinator :

- Initiator
  - Organiser
  - Motivator
  - Networking - volunteer-members, teachers, management
  - Feedback analysis
  - Meetings of SAMEER Club in different classes
  - Election by consensus President and Secretary in different classes
- 

Role of the Personal Diary :

- Self assessment
  - Individual progress assessment
  - Sharing contents with trusted friends, parents, co-ordinator etc.
- 

Focusing the activities during the vacant spaces available during the daily class time-table :

- Before the morning Assembly
  - Period change-overs
  - Arrangement periods
  - Lunch break
  - After classes
- 

'Manual for SAMEER Clubs in Schools' :

- Based on Manava Bharati's experience in organising SAMEER Clubs
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SUMMING UP

- Inculcating values through creative activities in school
  - These activities help to improve the ACADEMIC, SOCIAL and CO-CURRICULAR standard of the school
- 
-