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SIES
Institute of Comprehensive Education
RISE WITH EDUCATION

adhyaapanam

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ANUBHAVBODH

Experiential Learning through the lens of Place.



From the Director's Desk

Greetings from SIES Institute of Comprehensive Education!

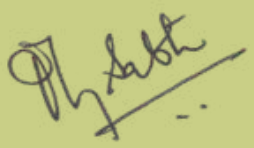
This issue of Adhyapanam is a special one for us as it is the first issue published after receiving our ISSN—a milestone that fills us with pride and renewed enthusiasm.

In collaboration with Local Gyaan, this issue explores the theme of place knowledge—learning that emerges from understanding and engaging with the places around us. Mumbai and Navi Mumbai offer rich opportunities to learn about history, culture, people, architecture, ecology, and everyday life.

What makes this issue truly special is the inclusion of children's voices. Through visits to different places in Navi Mumbai, young learners have shared what they observed, understood, and experienced in their own words. Alongside their perspectives, educators and the co-founders of Local Gyaan reflect on the importance of local knowledge and experiential learning.

This issue reminds us that learning can happen beyond textbooks and classrooms—a place can become a classroom, an experience can become a lesson, and a child's curiosity can lead to meaningful knowledge.

Happy reading and happy discovering!



DR. VIDHYA SATISH
DIRECTOR



What is up for you..?

SHIFTS IN THINKING
RAJESH BHARGAVI KRISHNAN, CO-FOUNDER- LOCAL GYAN

THE FUTURE DOESN'T NEED CHILDREN WHO KNOW MORE. IT NEEDS CHILDREN WHO SEE MORE
SONAM AMBHE, CO-FOUNDER- LOCAL GYAN

LOCAL GYAN DIARIES: STORIES OF LEARNING & DISCOVERY

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Shifts in Thinking

Rajesh Bhargavi Krishnan,
Co-founder- Local Gyan



Every morning, I look at the kids in our neighbourhood trailing off to school, their backs bent under the weight of heavy backpacks, their eyes often fixed on smartphones. It makes me stop and think. We've built a world where our children can tell you how an algorithm works in Silicon Valley, but they have no idea how the water gets to their own kitchen taps, or who built the balcony they are standing on.

We've accidentally raised a generation that is globally connected but locally isolated.

That thought is exactly what forms the backbone to "Local Gyan." For me, it isn't just a checklist of weekend workshops. It's an antidote. It's a conscious effort to rewrite the script of how our kids experience the city, and more importantly, how they perceive themselves.



When I watch kids step into these workshops, I see a shift happen right before my eyes. Suddenly, the city stops being just a noisy backdrop of traffic jams and concrete blocks. It becomes a living, breathing laboratory.

When a child sits down with a local artisan, an urban gardener, or a neighborhood creator, something magical happens to their mental map. They start looking at the streets not as a consumer, but as a maker. They realize that the city wasn't just handed down from the sky, it was built by human hands, and they are the next in line to shape it. It changes them from passive residents into active stakeholders.

But if I'm being completely honest, it's the psychological impact that excites me the most. I see three major shifts happening in the minds of these kids, shifts that no textbook could ever trigger:

THEY ARE LEARNING TO LOVE MISTAKES

They are learning to love mistakes: In school, a mistake is a red mark on a paper; it's a source of anxiety. In a hands-on workshop, a mistake is just data. If a piece of wood doesn't fit or a design fails, they don't cry; they tweak it. We are quietly teaching them resilience and the absolute certainty that they can figure things out.



THEY ARE RECLAIMING THEIR AGENCY

The modern childhood can feel incredibly helpless. Everything is structured, scheduled, and digitized. But when a kid builds something tangible with their own two hands, you can practically see their posture change. That sense of "I made this" breeds a deep, unshakeable self-confidence that a screen simply cannot provide.



THEY ARE LEARNING REAL EMPATHY

By introducing them to the "local geniuses" of our city people they might usually walk right past, we are breaking down social walls. They learn to respect different kinds of intelligence. They realise that wisdom doesn't just live in university degrees; it lives in the calloused hands of our local creators.

The Ultimate Goal

I don't want our city to just produce great test-takers or corporate digits. I want it to produce grounded, curious, empathetic human beings.

Every time a child finishes a Local Gyan session, I feel like we've anchored them a little deeper into the soil of this community. We are teaching them that while the world might be global, life is lived locally. And if we can teach them to care for, understand, and build their local world, I know the future of our city is in very safe hands.

The Future Doesn't Need Children Who Know More. It Needs Children Who See More.



Sonam Ambhe,
Co-founder- Local Gyan



Imagine it's 2045.
The children entering Grade I today will graduate into a world where most routine work has been automated. Artificial Intelligence will write reports, analyse data, diagnose diseases, draft contracts, design buildings and perhaps even teach large parts of the curriculum.
So here's the uncomfortable question.

If machines become better at remembering, calculating and retrieving information than humans, what exactly should schools continue teaching?

I don't think the answer is more information.
I think it's better perception. A hundred years ago, literacy transformed societies. Reading, writing and arithmetic became the foundation of modern education because they unlocked opportunity in an industrial world. Schools were designed to prepare children for a future that valued discipline, standardisation, and access to knowledge. For over a century, that model worked remarkably well.
But the future has changed.



Today's children will inherit a world unlike any generation before them. Artificial Intelligence will write code, draft reports, generate designs, diagnose diseases, translate languages, analyse contracts and retrieve information in seconds. The knowledge that schools once spent years helping children accumulate is now available at the click of a button.

If information is no longer scarce, then information alone cannot remain the purpose of education. This is perhaps the biggest shift our education system must confront.

The question is no longer "How much do children know?"
The question is "How do children think?"
Can they notice patterns that others miss?
Can they ask questions that don't yet have answers?
Can they connect ecology with economics, history with geography, design with science, technology with ethics?
Can they understand how one small decision ripples through an entire system?



These are not examination skills.
They are life skills. And unlike information, they cannot simply be downloaded. Ironically, children are born with most of these abilities. Watch a four-year-old for ten minutes. They investigate ants without being asked. They collect leaves because they notice differences. They ask impossible questions.

They take apart toys, invent stories, mix things they probably shouldn't, and constantly test how the world works. Curiosity is their default operating system.



Somewhere along the way, we slowly convince them that learning lives inside textbooks. But the world has always been the greatest teacher. Cities are extraordinary classrooms if we learn how to read them.

A footpath tells the story of urban planning.
A market reveals mathematics, economics, logistics and culture.
A mangrove explains resilience, biodiversity and climate change.
A railway station demonstrates engineering, human behaviour and systems thinking.

Even a cup of tea carries lessons in agriculture, chemistry, trade, history, design and entrepreneurship. The curriculum is already around us. We have simply forgotten to look.

As architects and planners, Rajesh and I were trained to observe places before proposing solutions. Every site tells a story. Every landscape reveals relationships. Every city is a complex system where water, transport, ecology, economics, culture and people constantly influence one another.



The more we worked with schools and children, the more we realised something surprising. Children were learning about the world. Very few were learning to read it. That observation became the seed of Local Gyan. We didn't start with the idea of creating workshops.

We started with a belief. That the future will belong not to those who memorise the most information, but to those who develop the ability to observe deeply, think across disciplines, understand systems, work with people, adapt continuously and care about the places they inhabit.

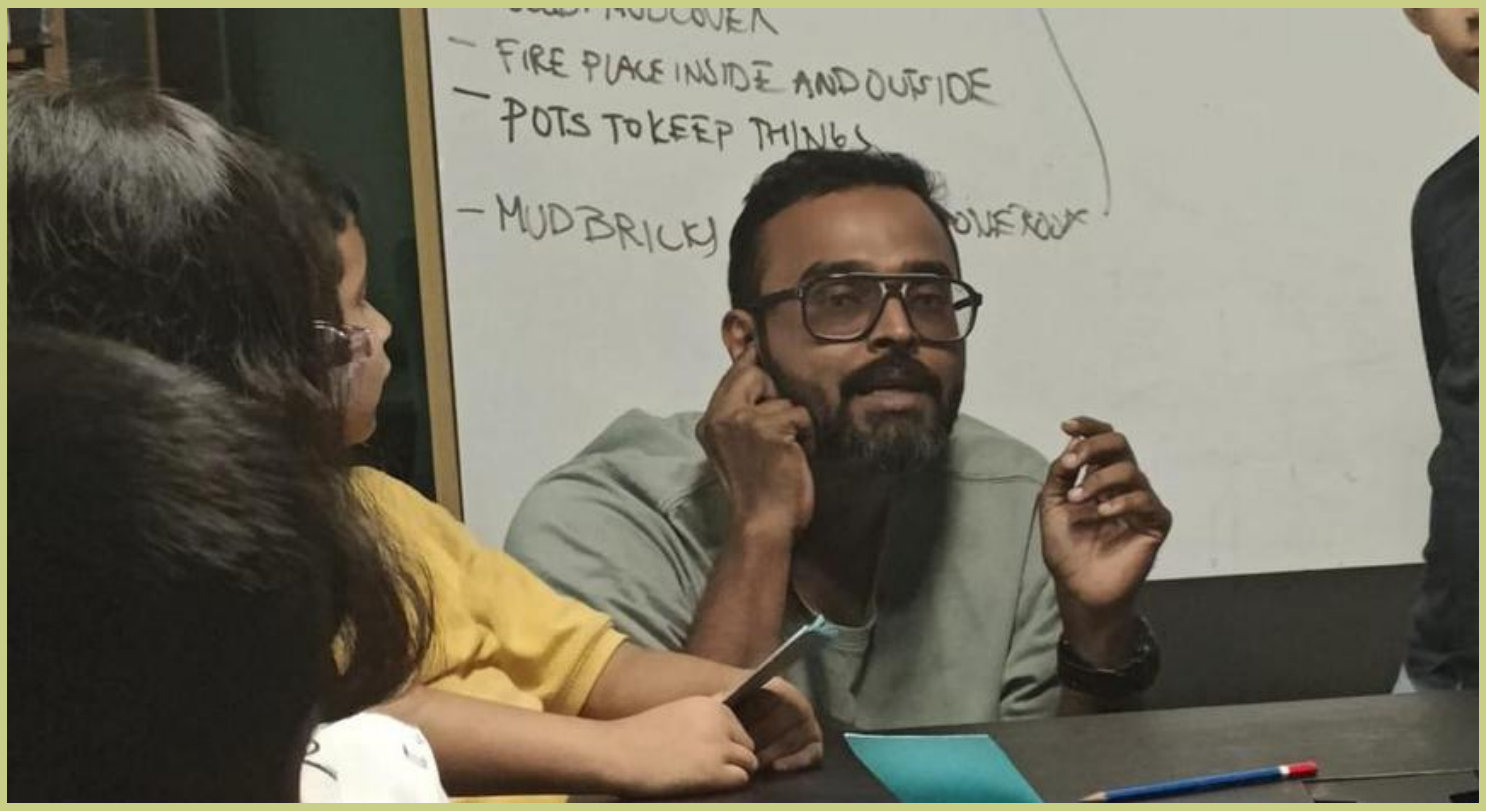
These are profoundly human capabilities. And they grow through experience. When a child traces where their drinking water comes from, they are learning far more than infrastructure. They are discovering systems thinking.



The greatest challenge of the next century will not be helping children compete with machines. Machines will always remember more. The real challenge is helping children become more deeply human.
To observe before they judge.
To question before they conclude.
To connect before they divide.
To understand before they act.

Perhaps the future of education doesn't lie in adding more chapters to a textbook. Perhaps it lies in helping children rediscover the extraordinary classroom that has always existed outside their front door. Because the future won't belong to those who know the most.

It will belong to those who learn!



Local Gyan Diaries: Stories of Learning & Discovery

Website : www.localgyan.in

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Exploring Volcanoes, Basalt, and the Parsik Hill



Jordan Thomas , 11 yr old from Vashi who loves rocks and their formations.

Let me tell you about ‘Volcanos, igneous rocks and a little treasure I found’.

Did you know that the mountains we see around us which we call Sahyadri mountains are actually formed from volcano? Many million years ago, India was attached to the island of Madagascar in Africa. When the two got separated, India moved northwards. It reached a spot in the indian ocean and lava from below earth’s crust gushed out, this lava became solid and formed the Sahyadri mountains and the Western Ghats in India.

Earth is made of 4 layers – inner core, outer core, mantle and crust. Inner core is like a solid ball which is very hot. Outer core is the next layer which is a hot liquid made of iron and nickel. After that comes the mantle layer. This is made of molten rocks called ‘magma’. When this erupts out of the earth, we call this hot liquid ‘lava’. When the lava erupts, we call this a volcanic eruption. As this lava cools down, it forms into rocks which are called ‘igneous rocks’ Navi Mumbai’s hills have the igneous rock called Basalt. The 4th and outermost layer of earth is the ‘crust’. This is where we live-it has the oceans and continents.

We recently visited a fort with Local Gyan in Belapur and saw that it was made of volcanic rocks. During this visit, I found an igneous rock with a beautiful white shiny crystal in it. When I showed it to Sonam aunty, she liked it. She said the black rock was actually basalt. When I came home, I cleaned it with soap and a brush. My mom told me that my uncle has a huge rock collection. So, I sent him a photo of my rock and then he said that this was a quartz crystal in a rock. I felt so happy that I showed it to everyone in my family and added it to my collection. I want to find more crystals to add to my rock collection.







My Life and the History of Navi Mumbai



Bhavika Vaskar, a 14 yr old from the local agri-koli community of Kharghar, Navi Mumbai

As I talked to my grandfather about the project of building Navi Mumbai officially being in 1971, and my family has seen the full transformation of Navi Mumbai how it came out. And after that I talked to my Bua then she told me that when she was around my age, Navi Mumbai was still in the process of construction. There were no tall towers or crowded road as we are seeing today. Roads were still being laid, bridges were being planned and new construction were building so that people could travel more easily and even for my family also it was becoming easy.

My grandfather clearly remembers how slowly the area started changing. At that time, even basic travel was difficult because of muddy roads and uneven land. Day by day small buildings started rising, roads became smoother, and transportation improved. For my grandfather it became too easy to travel because now roads are becoming smooth and it has become easier to travel.

He says that Navi Mumbai did not become a developed city in a single day. It happened step by step, year by year. First came basic roads, then small shops, and later the bigger markets, stations, and bus routes. Traveling, which was once a challenge, slowly became easier and more comfortable as the city grew. Because these small shops and markets come out it was easy for them to buy something quickly because earily they used to walk 5-6 km to get groceries. And when I compare it to today, we hardly face any challenges at all — everything has become faster, easier, and more comfortable for us.







Land Reclaimed from the Sea



Vihaan Sakpal, a 12 yr old who lives in Kharghar and is full of ideas and questions.

I am going to tell you about coastal tides of Navi Mumbai and why our city is below the tide level but still does not flood easily.

Navi Mumbai is a city located very close to the sea. Because of this, we can experience high tides and low tides every day.

A high tide is when the sea water rises and comes closer to the land.

A low tide is when the water goes back and the sea level becomes lower.

Now, here is something interesting:

Some parts of Navi Mumbai are actually below the tide level.

This means that if the sea water rises too much, it could easily enter the city and cause flooding.

But thankfully, Navi Mumbai does NOT flood easily.

Why? Because the city has very good drainage systems, holding ponds, and tidal gates that help control the water.

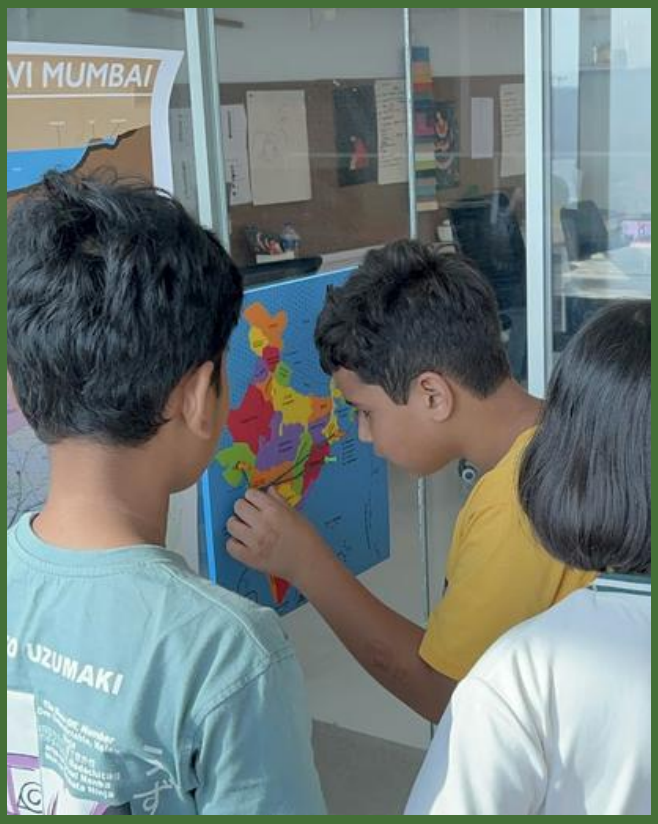
- When the tide is high, these gates stay closed so sea water cannot enter.

- When the tide is low, the extra rainwater is released safely into the sea.

- There are also many ponds and mangroves that work like natural sponges. They store extra water and protect the land.

Because of all these smart systems, Navi Mumbai stays safe even during heavy rains and high tides.

In short, Our city is below High-tide level, but it stays safe because of strong planning, good drainage, and natural protection.







Holding Ponds and their Super Powers



Mayra Dwivedi, a 12 yr old from Kharghar who creatively looks at every problem as an opportunity

I would like to introduce you to some real-life superheroes living quietly in Navi Mumbai.
Yes... our very own Holding Ponds!
Not just ponds... but water guardians.
Vihaan told us how Navi Mumbai faces high tides, low tides, and how some parts of our city are actually below the sea's tide level.
So you may wonder
"If the sea is higher than our city, why don't we get washed away?"
That is because Navi Mumbai has a hidden army.
Let me tell you about their secret superpowers.

Superpower 1:
Catching the Rainfall
Imagine the rain as millions of tiny dancers falling from the sky.
Sometimes, they all land at once!
Instead of letting them crowd our roads, the holding ponds open their giant arms and say:
"Come in! I'll hold you till the city is safe."

Superpower 2:
Teamwork with Tides
When the tide is high, the sea says, "No more space!"
But the holding ponds reply,
"Don't worry, I'll take care of the extra water."
When the tide becomes low, they release the water slowly like polite guests leaving one by one.

Superpower 3:
Protecting Nature
Around these ponds live mangroves, fish, birds, and plants.
It becomes a tiny world of its own clean, green, and full of life.
It's like Biology, Chemistry, and Geography are all friends hanging out together!

Superpower 4:
Making Life Beautiful
People walk, jog, click pictures, watch sunsets...
These ponds don't just protect the city they add beauty to it.
In short
Holding ponds are Navi Mumbai's quiet superheroes.
They work with drains, mangroves, and tidal gates o keep our city safe, dry, and smiling.





The Lifeline of Navi Mumbai: Water Supply from Morbe Dam



Shubhayan Dalal, a 12 yr old from Sanpada with a flair for design and urban planning

Navi Mumbai draws its life-sustaining water from one all-important source-the Morbe Dam. Situated near Khalapur in the neighboring Raigad district, this big dam is built across the Dhavari River and forms the basic reservoir for the city. Fully owned and maintained by the Navi Mumbai Municipal Corporation, the civic body has control over its primary water lifeline; one factor contributing to a relatively stable water supply for the city, as compared to other urban centers.

The supply mechanism starts with the huge storage at Morbe reservoir, which is replenished every year by heavy monsoon rains in the Neral-Matheran catchment area. From the dam site, raw water is conveyed through a main transmission pipeline over a long distance to the central purification facility, called the Bhokarpada Water Treatment Plant, within the city. Here, the water undergoes treatment as necessary, in order to achieve potable standards, before distribution to the various nodes of Navi Mumbai.

From there its brought to the Mass Balancing Reservoir at Belapur and then to the elevated reservoirs at our nodes and then to our buildings. The Morbe Dam is the backbone, with the NMMC actively focusing on its conservation and good management, including treatment of sewage water for non-potable purposes like gardening and industrial use, showcasing a sense of commitment toward sustainable water resource management.







Birds of Navi Mumbai



Pratham Shah, a 9 yr old generalist from Kharghar- loves birds, legos, winds, rocks just as much

Navi Mumbai is a special place for birds because it has many different habitats, wetlands, mangroves, gardens, lakes, and open spaces. Each habitat attracts its own kind of birds, which makes our city one of the best places for birdwatching

One of the most famous birds here is the flamingo. Every year, thousands of pink flamingos visit the Navi Mumbai wetlands during winter. They stand in the shallow water, looking for tiny creatures called algae to eat. When so many of them gather together, the water almost looks pink!

We also have many wading birds like herons, and storks. These long-legged birds walk slowly in the water, looking for fish and frogs. If you watch carefully, you'll see how patient they are they wait very still, and then suddenly strike to catch their food.

Navi Mumbai is home to beautiful kingfishers too. The throated kingfisher is one of the easiest to spot. You might see it sitting on electric wires or near ponds, waiting to dive down to catch a fish.

In our gardens and parks, you'll find familiar songbirds such as sparrows, bulbuls, sunbirds, and mynas. Sunbirds are tiny but colourful, and they love sipping nectar from flowers. If you see a small bird that glitters in the sunlight, it might be a sunbird!

If you look up at the sky, you may spot birds of prey like black kites.

The most important thing to remember is that birds need clean, safe places to live. Wetlands, trees, and green spaces are not just pretty they are homes. By protecting nature in Navi Mumbai, we make sure these amazing birds continue to visit and live with us year after year.







The Shells of Thane Creek



Nandini Thadani, a 7 yr old poet from Airoli who loves to rhyme as much as she loves to explore the city

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Solutions for my City



Ranaya Verma, an 9 yr old from Kharghar with a sharp eye for detail

I live in Navi Mumbai and I love my city. I think Navi Mumbai is nicely designed but not for children. I think there should be more parks to play in. And proper maintenance of parks should be done. In my society park, all the swings are broken, and nobody takes care of the cleanliness of the park. Also, I find walking on the footpath is boring and there are no attractions for kids. I want footpaths to be painted nicely in the form of piano, hopscotch etc. and there should be sufficient benches to rest on.

When I was walking on the footpath I saw a lot of signs. One of the signboards said that ' if your dog poops, pick it up even if no one is watching'. But there was a problem with the position of the signboard. It was placed too high on a pole that it was barely visible to the dog owners because they would focus on the ground only. So I think this signboard should be placed somewhere near the ground.

Also, I think zebra crossings should be made more colorful so that kids should take them while crossing the road. I suggest colors like pink and white or yellow and white. I also observed that stairs to step on the footpath should be in front of the zebra crossing. In the end, I would like to say that Navi Mumbai is a beautiful city with lots of greenery, but it can be improved by making it kid-friendly and by maintaining it properly.







Belapur Fort: Climbing Through History, Stories, and Adventure



Anika Avinah, 11 year old from Vashi who loves stories and city connections

We went on a really fun trip to a fort in Belapur that even our families had never visited before! It's called Belapur Killa, "Killa" means fort.

First, we visited a little temple at the bottom. Then we started climbing up the hill of the fort. It was a small climb for us kids, but a big adventure for the adults, they are getting old!

On the way up, we met Gajanan Mhatre, a local expert and author. He spoke Marathi, so we had Local Gyan translate for us. We learnt some really cool things. The fort was built hundreds of years ago by the Siddis of Janjira, a community of African origin who rose to become powerful rulers. The fort was later taken by the Portuguese, the British and, eventually, the Marathas.

We saw big stone walls high up on the hill, made of basalt, the volcanic rock found in the Parsik Hills. There were little openings in the walls where soldiers could watch for enemies and possibly fire weapons. We also found wells and old dry ponds. We walked along paths where soldiers might once have moved around during battles.

We learnt that a fort is a little like a house, a place where soldiers could also live and stay. So even though its roof is gone, the walls are still standing and telling stories.

As we climbed higher, I stopped paying attention to some of the history because I was busy in my own world, climbing rocks, spotting ants and looking for birds. But I was still having lots of fun!

After coming down, we had some yummy snacks. Then we did something super cool: we built our own little fort! We gathered stones and used mud to build walls. We were also given little plastic "Mavlas", toy soldiers, to play with. We pretended to be soldiers guarding our fort from the enemies, the adults! It was hilarious, and we laughed a lot.

Then it was time to go home. We said a big "Thank you!" to everyone who had made the day so special and left feeling super happy, with lots of new memories.





From Place to Prajna: Learning India Through Local Knowledge



Dr. Vidhya Satish
Director
SIES Institute of Comprehensive Education

We live in an age of abundant information. We readily look towards global pedagogies, emerging technologies, and educational practices from across the world to enrich our classrooms. Yet, in doing so, do we sometimes overlook the immense wealth of knowledge that exists all around us?

India has a rich and deeply rooted tradition of learning.

The guru-shishya parampara, for instance, reminds us of the importance of Śravaṇa - listening. Listening was not merely an act of hearing; it was a way of knowing, understanding, and reflecting. In today's world of constant information and distraction, this simple idea carries renewed relevance.

Perhaps local knwledge, too, begins with listening - listening to people, stories, places, traditions, and lived experiences.



The National Education Policy 2020 has brought renewed attention to Indian Knowledge Systems (IKS) and to fostering pride in India's rich heritage. Yet this should not remain a discourse confined to higher education. Its spirit can begin in the earliest years of a child's learning journey.

For young children, IKS need not mean learning a list of ancient texts or historical facts. It can begin with a story told by a grandparent, a local craft, a traditional food, a neighbourhood tree, an old building, a festival, a folk song, or a visit to a place of historical significance.

Children do not need more information; they need meaningful encounters with knowledge.

This also requires us to widen our understanding of what it means to know India.

India's history and heritage are often introduced through a familiar set of personalities and events. Children may learn about prominent kings, freedom fighters, and national leaders, but how many know about the remarkable contributions of regions beyond their own?

How many children outside Tamil Nadu have heard of Rajendra Chola I, whose influence extended across much of the Indian subcontinent and into Southeast Asia? How many have reflected on the architectural brilliance of the Brihadisvara Temple at Thanjavur, the grandeur of Hampi, the living traditions of the Northeast, the scientific heritage of Kerala, or the extraordinary crafts and ecological wisdom found across the country?

The purpose is not to compare regions or determine which contributed more.

It is to recognise and appreciate the richness of every region.

A child from Maharashtra should know something of Tamil Nadu. A child from Tamil Nadu should encounter the history of Punjab. A child from the Northeast should discover the cultural traditions of Rajasthan. Knowing one's own region is important; understanding the richness of other regions is what helps us appreciate India as a whole.



Pride in Indianness must emerge from knowing, not merely from being told to be proud and this brings us to teacher education.

Teachers can introduce children to local knowledge only when they themselves are curious about it. Teacher educators therefore carry an important responsibility not merely to prepare teachers with pedagogical strategies, but to nurture teachers who read, listen, observe, and inquire.
There is no shortage of information today.

However, information that has not been understood, experienced, or internalised rarely becomes meaningful classroom learning.
A teacher who has visited a historical site, spoken with a local artisan, listened to an elderly resident, or explored the history of a neighbourhood brings a very different quality to teaching than one who has simply downloaded information about it.
This is where experiential learning and local knowledge intersect.



A field trip need not be merely an excursion. A monument can become a history lesson. A market can become an exploration of occupations and livelihoods. A neighbourhood walk can become an inquiry into the past. A conversation with an artisan can open discussions about skill, tradition, creativity, and sustainability.

The place itself becomes a text, and children become readers of that text.

Stories can often serve as the first bridge. Children can listen to stories about their communities and places, and then retell those stories in their own words. Their observations are often very different from those of adults.

An adult may notice architecture, dates, and dynasties. A child may notice a carving, a sound, a colour, a bird, or a question that no one else thought to ask.
We need both perspectives.

The adult provides context; the child brings wonder.
This is why local knowledge is so powerful. It brings together the experience of adults and the curiosity of children. It transforms familiar places into opportunities for inquiry.

For teacher educators, the challenge is therefore not simply to ask:
"What should teachers teach?"
Perhaps we also need to ask:
"What should teachers learn to notice?"
They need to notice the knowledge embedded within their communities.
They need to listen to children's questions.
They need to read beyond textbooks.
They need to connect the local with the national.
And they need to create experiences through which children discover knowledge rather than merely receive it.

If we want children to develop a genuine sense of pride in being Indian, we must first help them know India - in all its diversity, complexity, and richness.
The world can certainly be our window.
But our own places can be our first classroom.
From place comes experience.
From experience comes inquiry.
From inquiry comes knowledge.
And from knowledge, reflected upon deeply, comes Prajñā.
Perhaps the journey begins with Śravaṇa - with learning to listen.
Listen to the child.
Listen to the elder.
Listen to the story.
Listen to the place.
For when we listen deeply, we begin to see. And when we begin to see, we begin to understand.



Learning by Doing: Why Activity-Based Learning Matters ?



Ms. Riya Sheth
Faculty
SIES Institute of Comprehensive Education

Some of our most meaningful learning doesn't happen while reading a book it happens when we do, observe, question, reflect, and experience. Think about learning to ride a bicycle, cook a meal, or care for a young child. These are skills that cannot be mastered by theory alone. Teaching is no different.

Activity-based learning is built on this simple yet powerful idea: people learn best when they are actively involved in the learning process. Instead of being passive recipients of information, learners become participants. They explore, create, discuss, solve problems, and reflect on their experiences. This not only makes learning enjoyable but also helps it stay with them for life.



For future teachers, this approach is especially important. A teacher's role goes far beyond delivering lessons. It involves understanding children, adapting to different learning needs, building meaningful relationships, and creating engaging learning experiences. These are abilities that develop through practice and reflection, not through textbooks alone.

At SIES Institute of Comprehensive Education (SIES ICE), we believe that the journey of becoming a teacher should be as engaging as the classrooms we hope our students will one day create. This belief is reflected in the learning experiences we design for our student teachers.

Our classrooms are vibrant spaces where discussions, group activities, role plays, presentations, demonstrations, and hands-on projects encourage students to think, collaborate, and learn from one another. Preparing teaching-learning materials, designing classroom activities, and participating in workshops help students connect educational theories with real-life classroom situations.

One of the most enriching aspects of our teacher education programmes is the opportunity to visit schools. Observing experienced teachers, interacting with young learners, understanding classroom routines, and witnessing different teaching strategies in action allow students to see education beyond the pages of a textbook. These visits often become moments of inspiration, helping them imagine the kind of teachers they aspire to be.

Learning also extends beyond the classroom walls. Through community outreach programmes, seminars, cultural events, educational exhibitions, and collaborative projects, students develop empathy, leadership, communication skills, and a deeper understanding of their role as educators in society.

Equally important is the opportunity to reflect. Every activity, observation, and experience encourages students to ask themselves: What did I learn? What worked well? What would I do differently? These reflections help transform experiences into meaningful professional growth.

In a world where education is constantly evolving, future teachers need more than subject knowledge. They need confidence, creativity, adaptability, and a willingness to keep learning throughout their careers. Activity-based learning nurtures these qualities by making learning active, meaningful, and connected to real life.

At SIES ICE, activity-based learning is not simply a teaching method it is part of who we are. We strive to create experiences that inspire curiosity, encourage reflection, and prepare our students to become compassionate and competent educators. Because when teachers learn by doing, they are better equipped to help children discover the joy of learning in the very same way.







Sneak Peak into Activities at SIES Institute of comprehensive Education

Visit to different Schools





School visits to different preschools provide teacher trainees at SIES ICE with valuable hands-on exposure to diverse teaching practices and learning environments. They help trainees understand children's developmental needs, classroom management, and age-appropriate teaching methods.
Observing different preschools allows trainees to connect theoretical knowledge with real classroom experiences. These visits also build confidence and help them develop practical skills for their future teaching careers.

Sneak Peak into Activities at SIES Institute of comprehensive Education

Games Workshop





The Games Workshop at SIES ICE provides teacher trainees with an opportunity to explore fun, interactive, and age-appropriate games for young children. It helps them understand how games can be used to develop children's physical, cognitive, social, and emotional skills.

Through hands-on activities, trainees learn to plan and conduct games effectively in a preschool setting. The workshop also encourages creativity, teamwork, and confidence, helping trainees make learning more engaging and enjoyable for children.

Sneak Peak into Activities at SIES Institute of comprehensive Education

Festival Presentation





The Festival Presentation at SIES ICE gives teacher trainees an opportunity to understand the importance of celebrating festivals in a preschool setting. It helps them explore ways to introduce children to different festivals, traditions, and cultural values through engaging activities.

Through presentations, creative displays, songs, stories, and activities, trainees learn how festivals can make learning meaningful and enjoyable for young children. It also encourages creativity, teamwork, and appreciation of cultural diversity.

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