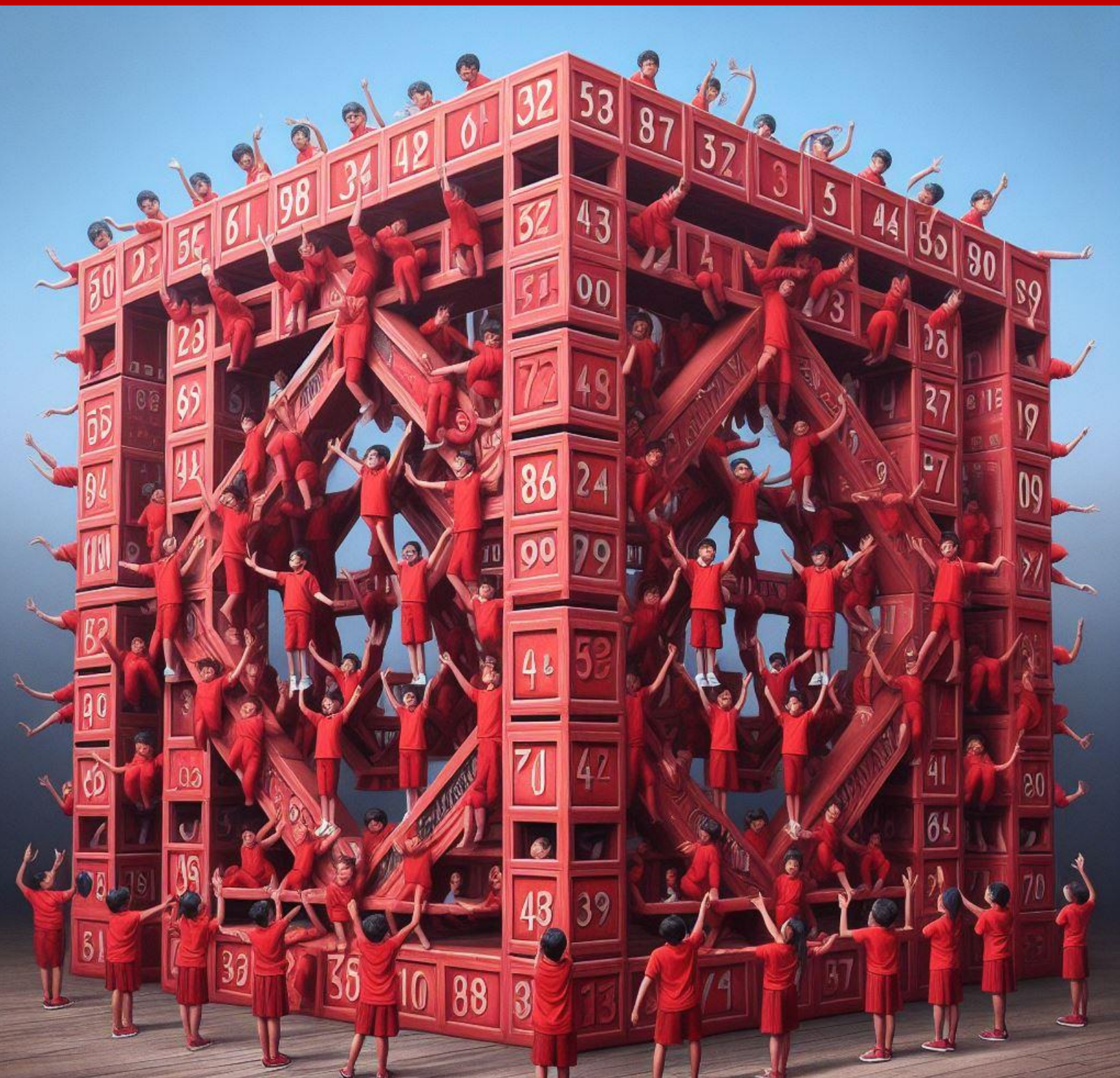


Empowering Minds

25 Years of Creative Learning



Association for Promotion of Creative Learning (APCL)
Since 1997

Empowering Minds

25 Years of Creative Learning



चरैवेति चरैवेति
CREATIVE LEARNING

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Empowering Minds 25 Years of Creative Learning

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Nurturing Creative Minds: A Journey of Innovation and Excellence

As we celebrate the Silver Jubilee of the School of Creative Learning, it's an opportunity to reflect on our remarkable journey. Founded on the principles of fostering creativity and holistic education, our school has truly been a cradle of innovation and excellence. Over the past few decades, our educational system has witnessed a significant transformation. We recognized that success in life depends on a diverse set of skills, many of which were either overlooked or underemphasized within the traditional academic curriculum. This realization led us to the establishment of a unique educational institution that aimed to nurture not just academic excellence but also the essential life skills required for success.

We questioned the prevailing examination-centric approach that often fails to assess various talents and abilities accurately. Many gifted students, disheartened by the system's limitations, turned away from mainstream education, and some even succumbed to despair, feeling there was no place for their talents. We wondered if there was a way to develop all these skills at the school level itself, reducing the need for external coaching.

We firmly believed that academic success alone is not a guarantee of success in life. True success is multifaceted and calls for a broader set of skills, including creativity, critical thinking, and emotional intelligence. Our vision was to create a nurturing environment where students could explore their unique potential, unburdened by the rigidity of traditional schooling.

Establishment of APCL

In the 21st century, a more creative society will possess the power to lead in the global arena. Therefore, establishing an education system that fosters creativity is of utmost importance. We believed that creativity should be an integral part of the curriculum from an early age, as the foundation for innovation is laid during childhood.

The establishment of the 'Association for Promotion of Creative Learning' paved the way for our journey. With the guidance of educational luminaries, we embarked on a mission to redefine the role of education in our students' lives. Our initial efforts involved conducting workshops and seminars to discuss the principles of creative learning.

The first workshop emphasized that learning should bring joy, even in the face of challenges. This idea, shared by esteemed educators, laid the foundation for our innovative pedagogy.

School - An Extension of Home

Our school's atmosphere encouraged informal, friendly relationships between students and teachers. We introduced a tradition of addressing each other as 'uncle', 'aunt', or 'elder sister', breaking away from the formality of traditional schooling. This approach allowed students to feel more at ease, making it easier for them to approach their teachers with questions or concerns.

The school was initially set up in a rented house in Patna's Shastri Nagar, but the environment was anything but traditional. We transformed the teacher-student relationship, fostering an open, caring environment. Students were given the freedom to approach teachers and the principal with their problems. This innovative approach significantly reduced the often-stifling atmosphere that can prevail in conventional schools.

The school's welcoming atmosphere led to a strong bond between students and teachers. The more profound the emotional connection between students and educators, the more effective the teaching and learning process becomes. One teacher Ms Kiran Dutt, in particular, was so passionate about her work that she began seeing her students even in her dreams. This anecdote showcases the level of commitment and dedication that defined our school.

Over the years, our school has witnessed countless instances of students and teachers working together in a collaborative and innovative way. One example is the story of Shri Manoj Kumar, who showed such care for the children that he did not wait for the janitor to clean up a mess but took it upon himself to ensure a clean environment for his classmates. This small act illustrates that there is no task too small or too big when it comes to learning and growth.

School of Creative Learning has indeed been a place of transformation and growth for students, teachers, and the entire community. It is a space where creativity thrives, and every individual is encouraged to explore their unique potential. As we celebrate our Silver Jubilee, let us renew our commitment to nurturing creative minds, fostering innovation, and building a brighter future for students and society.

In these twenty-five years, we have planted the seeds of creativity and witnessed them bloom into vibrant flowers of innovation. As we move forward, we continue to uphold the values and principles that have made our school a beacon of creative learning. We are confident that the next twenty-five years will be filled with even more significant achievements and a legacy of creative brilliance that will continue to inspire future generations.

Here's to a bright future and many more years of fostering creativity and excellence in education!

Every child is unique

Teachers and educators embraced the idea of a diverse and joyful approach to education, ensuring that each child's unique abilities and interests were nurtured. They realized that for some students, drawing pictures was a source of joy and enthusiasm. For others, playing musical instruments and creating melodies brought a sense of accomplishment and delight. Recognizing these individual differences, the school introduced a dynamic approach to teaching and assessment.

In this progressive model of education, the curriculum was designed to include a wide variety of activities that catered to the diverse interests and aptitudes of the students. Whether it was painting, music, mathematics, language, or science, the teaching methods were tailored to each student's natural inclinations.

For instance, when teaching grammar, they found that connecting it with art and drawing allowed students who had an artistic inclination to grasp grammar rules with more interest and engagement. Similarly, incorporating music and song into language lessons helped students with a musical aptitude develop their language skills more effectively.

This approach recognized that children are not homogenous in their abilities or interests. What might be an enjoyable and productive learning method for one child may not be the same for another. By personalizing education in this way, the school aimed to inspire a lifelong love for learning in every student.

Teachers and students worked together to identify the unique talents and preferences of each child. This approach fostered a sense of collaboration and mutual respect in the classroom, allowing students to appreciate each other's individuality and learning styles.

This shift in the education system not only made learning more enjoyable but also enhanced the overall development of students. It helped them become well-rounded individuals with a variety of skills and competencies.

The results were evident as students flourished academically and artistically. The school became a hub of creativity and innovation, where students were not confined to traditional boundaries, but were encouraged to explore, experiment, and excel in their own distinctive ways. It was an environment where the pursuit of knowledge extended far beyond the classroom, promoting 24/7, lifelong learning.

The concept of learning was not limited to textbooks; it was a dynamic and ever-evolving process where students could explore their full potential. This holistic approach to education, catering to the unique talents and interests of each student, created a thriving educational ecosystem that valued and celebrated diversity. The school was no longer just a place of instruction; it was a sanctuary of inspiration, where every child's path to knowledge was a delightful and meaningful journey.

Integrating Culture with educational Practices

In the context of fostering an educational environment rooted in our rich cultural traditions, it's important to acknowledge that our ancestors understood the significance of these unique practices. In fact, they embedded these diverse cultural elements into various games and activities. Folk games, folk songs, folk art, and folklore were seamlessly integrated into the educational fabric of their time. It's essential to continue this tradition in our modern classrooms.

Building upon this legacy, we initiated the study and application of folk games, folk songs, folk art, and folklore within our educational framework. These cultural elements are not only valuable in themselves but also offer an excellent opportunity for integrating them into educational activities.

For instance, folk games like '*Gboo-Gboo Rani*' were infused with educational content, enabling children to learn while playing. By adapting these games to include educational concepts, we transformed simple pastimes into effective learning tools. It's essential to bring these folk games into the classroom to nurture a deep understanding of our cultural heritage.

Likewise, we began to explore folk art forms as a means to enhance creativity and understanding. Children who enjoyed creating nature-inspired paintings had the opportunity to delve into environmental awareness through their artwork. Our approach aimed to make these activities fun and educational, leading to a better understanding of our cultural roots and the environment.

Incorporating folk songs into the curriculum was another exciting endeavour. It was observed that children have a natural inclination toward storytelling and songwriting. Therefore, we encouraged students to write their own songs and stories. This approach allowed them to express themselves creatively and strengthen their language skills. We observed that when children were allowed to craft stories and songs, they were more likely to engage actively in language learning.

The integration of these traditional cultural elements into our educational practices became a catalyst for nurturing creativity, encouraging critical thinking, and developing a deeper connection to our roots. Folk games, folk songs, and folk art bridged the gap between culture and learning, creating a holistic educational experience.

In addition to these cultural aspects, we found innovative ways to teach language and literacy skills. By incorporating the creation of paintings, drawings, and illustrations into language lessons, we helped students understand the power of visual representation. The synergy between words and art opened up new avenues for creativity and linguistic development. As a result, students began to understand the nuances of language more effectively, thanks to these artistic interventions.

Art also became a gateway to understanding and learning about the natural world. Mithila paintings, known for their intricate depictions of lotus flowers, provided a wonderful opportunity to explore botany and ecology. Students' artwork often incorporated the message of "*Vasudhaiva Kutumbakam*" (the world is one family), emphasizing environmental conservation and global interconnectedness. Shri Sadanand made the drawings on the wall of the school so that it became an interactive tool of learning. His drawing of alphabet generators in different languages won was recognised as grassroot innovation by Bihar Innovation Forum- a joint initiative of State Innovation Council and Bihar Rural Livelihood Promotion Society. Smt Nupur Nishith improved upon the diagrams and created *Alphakshar* which has been widely used in our mementoes and other diagram.

This shift in teaching methodologies promoted a balanced approach to education, where creativity, culture, and academics walked hand in hand. Students' interests and strengths were celebrated, and they learned that education is not just about textbooks but a journey of exploration and discovery.

Children are born Creators

Alongside this journey, it became evident that children possessed immense creativity and imagination. They had a natural inclination towards storytelling and song writing. To harness this creative energy, we introduced students to narrative writing and poetry. By starting with stories and poems, they developed a deep understanding of language. This teaching approach not only enriched their language skills but also made learning more enjoyable and engaging.

Building on this foundation, we combined storytelling with art. As part of this initiative, a dedicated teacher, Sushri Vidya Sinha, encouraged students to illustrate their stories with pictures. This method inspired children to visualize their narratives and bring them to life through art. The results were astounding, as children started creating entirely new worlds through their drawings and stories.

In a similar vein, music also played a crucial role in shaping our educational model. Shweta, our music teacher, conducted an experiment by teaching a song to her students. Whenever a specific bird, a sparrow, visited the classroom window, they would sing the song. This simple yet innovative method not only engaged the children but also created a unique bond between nature and music. The sparrow began visiting more frequently, which signalled its approval of the children's singing. Through these musical moments, the children developed a deep connection with nature and a passion for music.

Word Carvings

To enhance linguistic skills, we employed a method known as 'word carving'. Instead of just teaching languages, we encouraged students to carve synonyms and antonyms into their drawings and art, expanding their vocabulary while enjoying creative expression.

This endeavour resulted in a plethora of exciting initiatives: word houses, word categories, word pyramids, and word chains, among others. As an example, the practice of creating a word ladder in Maithili paintings not only helped in vocabulary expansion but also added a new layer of understanding to the art form itself.

These innovative approaches were embraced and widely accepted, making education more enjoyable and engaging for students. They fostered a unique blend of culture, creativity, and academics. The classroom became a vibrant hub of exploration and discovery, where every student was encouraged to pursue knowledge in their distinct way.

As we continued to embrace the cultural roots and individual creativity of our students, a remarkable transformation was taking place in the education system, challenging the conventional norms and fostering a deep love for learning in every child.

Exhibitions used as method of teaching

Exhibitions serve as an innovative and engaging method for education. They facilitate the creation of new and exciting content, allowing students to express their ideas and creativity in a unique manner. The enthusiasm generated by exhibitions encourages valuable feedback from the viewers, which aids in refining the students' presentations. These exhibitions have been successfully implemented not only in Patna but also in other cities such as Delhi, Ranchi, and Samastipur, where we organized presentations and training sessions on various subjects.

Shri Ravish Kumar played a significant role in the events organized in Delhi. Additionally, Shri Vijoy Prakash presented his creative ideas in various cities such as IIM Ahmedabad, NID Ahmedabad, NCERT, New Delhi, and other cities across the country. In order to effectively implement these practices in schools, Shri Vijoy Prakash authored a series of books titled 'Developing Mind', which focused on developing concentration, memory, speed mathematics, logical reasoning, imaginative writing, poetry, and storytelling.

Every year, we have also organised *Math Mela* (learning maths through magic, music, drama, games and activities), *Sabityotsava* (festival of literature and *Deepotsava* (festival of lights).

Learning Cards

Children are generally eager to visit botanical gardens or museums. We transformed this opportunity into an educational one by creating learning cards for botanical gardens and museums. This initiative not only promoted education but also integrated the joy of exploration. Furthermore, the development of learning materials was later extended for application within the school curriculum.

We discovered that by integrating education with all aspects of life, we can truly prepare individuals for lifelong learning. Children celebrate various occasions, including Children's Day, Teacher's Day, and Literacy Day, along with festivals like Holi, Diwali, and Saraswati Puja. We incorporated educational activities into these events, focusing on developing management skills, as well as social empathy. As a result, during Holi, children started organizing processions against the use of chemical colors, while during Diwali, they initiated human chains against the use of firecrackers.

Under the leadership of Shri Vijoy Prakash, we developed a series of books on Exploring Nature (2 volumes on Plant, and one each on Birds, Animals and Fishes).

Shri Vijoy Prakash made playing cards for learning Mathematics. He also developed a book '*Pahada Sabke Liye*' which later was developed into '*Srijanmatmak Gani*' published by National Book Trust. He also designed such cards for learning hindi grammar with assistance from Shri Awadhesh Kumar Narayan. A book '*Gyan Setu*' was also developed as a bridge course for drop outs.

Slogan Writing

We recognized the importance of creating slogans as a means of providing leadership in the modern era. Therefore, we encouraged children to engage in slogan writing within groups, fostering collective thinking. Consequently, many children have become proficient in the art of slogan creation and slogan raising.

Integration of Art and Music with Mathematics and Science

Similarly, we began experimenting with the integration of art and music with mathematics and science. Shri Manvardhan Kanth's melodious voice adapted the mathematical tables from 1 to 10 into folk songs, thus contributing to nature education. Additionally, cassette tapes were prepared, and I personally participated with the children in singing in the studio. Shri Sanjay Sinha, Director, NIOS was also a great help to us in the recording of the songs. We also utilized magic and drama to teach mathematics. Shri Kanth also developed a Cassette '*Shikshanjal*' for creating awareness for literacy.

Subject-based Laboratories

To maximize the utility of these resources, we initiated subject-based laboratories, including Mathematics, Language, Social Science, Science, and General Mental Ability. Initially, we faced some resistance from parents as they believed that such activities were not relevant to the conventional examinations. However, it is a gratifying coincidence that CBSE has now also provided for the establishment of science and mathematics laboratories. Initiatives in the field of social science have also been initiated. This is a triumph of innovative thinking. However, there is still a need to fully implement the concept of language, social science, and general mental ability laboratories, which requires continued effort. Sushri Dipti Kumari has played important role in operationalising the activities of *Developing Mind*.

Achievement in CBSE Examinations

When we began implementing progressive education, there were concerns that students might not perform well in the CBSE examinations. However, the exam results have completely refuted these concerns. Right from beginning the students have displayed excellent results in CBSE Examinations.

Our Approach to Underperforming Students

We adopted the principle that if a place exists, we should never reject a student's admission. We believed that no child is unsuccessful; it's the system, school, teachers, and parents that might fail them. With the right education and assessment processes and a supportive environment at both home and school, every child can succeed. We extended this approach to students who had previously failed in other schools. Some of them had even attempted suicide due to their lack of confidence and support. For each of these students, we developed individual action plans. We talked to their parents, co-workers, and other students to help change their behaviour and boost their self-esteem. They were treated just like any other student in the school. We created opportunities for them to showcase their talents and receive praise, which enhanced their self-esteem. The applause and pats on the back boosted their self-confidence and morale. Gradually, their self-esteem returned, and they began to excel academically.

I remember one incident where a student had planned his suicide in 2016. When we inquired, we found that the student had previously attempted suicide twice. He was suffering from severe depression. The cause was his parents, who continually berated him because his younger brother, who was in the same class, scored higher marks. This crushed his self-esteem, and he started avoiding school and exams. We offered to conduct a separate exam for him in a comfortable environment in his room, and he agreed to come to school and take the exam. Slowly, his self-esteem began to recover through a structured action plan. In the CBSE examination, he scored 70 percent, the same as his younger brother, who had remained in another school.

We worked with many such students, and they all succeeded in their own unique ways. The success of progressive education is evident in their transformations. Many students helped us in many ways. We have taken many innovative ideas from the games they play. They are the ambassadors of the Creative Learning movement

It's important to note that we need to exercise caution while interpreting the results of so-called underperforming students in the CBSE exams. These exams typically evaluate only verbal and logical reasoning abilities and do not consider other talents. Exceptional individuals like Bill Gates or Sachin Tendulkar might not necessarily excel in this system. The practice of declaring a student unsuccessful based on underperformance in one or two subjects needs serious reconsideration.

Competency-Based Assessment

The school developed a special assessment system. This included dividing assessment into two parts. One part was the set of competencies that was conforming to CBSE requirements. The rest competencies were evaluated into a different set. This way, learners were evaluated for 8 competencies (listening, speaking, reading, writing, understanding, vocabulary control, functional grammar, project work) in languages, Mathematics (General, Mental Calculation, Project work on Mathematical Applications/games), Science (General, Power of Observation, Use of Equipment, Problem Solving, Technological Skills, Project work), Socio-Environmental (General, Decision Making, Map Work, Project work), General Mental ability (Concentration, Memory, Thinking, Imagination, Creativity & innovation). Apart from this we also have Managerial, Creative Arts, Music & Drama, Physical Fitness and Computers.

It is worth mentioning that from the beginning, this school adopted a grading system for assessments. Grades were assigned in various skills, which initially caused confusion among parents, as they were used to the traditional numerical scoring system. However, CBSE has now also implemented a grading system. This marks another triumph for the progressive system of education.

Atal Tinkering Lab

In 2018, the School of Creative Learning took a momentous leap in its commitment to fostering innovation on campus with the establishment of the Atal Tinkering Lab (ATL). This pioneering initiative, instrumental in nurturing the spirit of innovation among students, was significantly enriched by the invaluable guidance of Shri Vijoy Prakash, a distinguished IAS officer, serving as a Mentor of Change. Shri Arvind Kumar Singh, as the In-charge, played an equally commendable role in overseeing the ATL's remarkable journey.

Before the advent of ATL, the school's primary focus was the 'Waste to Best' initiative, championing innovative methods to repurpose waste products. However, with ATL, a profound transformation occurred. The scope of innovation expanded to encompass a wide array of emerging technologies, including Robotics, Internet of Things (IoT), 3D Printing, and Drone Technology.

Under the ATL initiative, the school initiated a series of events under the banner of INNOFEST. These events were meticulously designed to showcase and promote robotic games, competitions, and exhibitions that not only displayed technological innovations but also ignited students' passion for creative exploration.

One noteworthy aspect of the school's ATL program is its consistent recognition at the national level. It has made its mark not only through accolades and achievements but also by the support of NITI Aayog. Each year, young learners from the school have been recipients of the Inspire Award scholarships for their exceptional innovations. An impressive ten children have been honored with this award, reflecting the consistent commitment to innovation within the school.

The students themselves have achieved remarkable feats under the ATL initiative. Notably, Praveen, Nitish, and their team created the 'Robotic Farmer', recognized as one of the top 100 models in the country. Their ground-breaking creation even earned them the opportunity for incubation by IBM, a testament to their exceptional talents and creativity.

Another inspiring initiative within the school was led by students Mahesh, Pintoo, and Raj. They initiated a community radio project within the school, showcasing not only their resourcefulness and innovation but also their profound understanding of the technology. By designing the setup on their own, they demonstrated their ability to apply technology to real-world solutions, making a lasting impact within the school and the broader community.

The School of Creative Learning's ATL has become a beacon for nurturing young innovators, a legacy attributed to the mentorship of Shri Vijoy Prakash, the dedication of Shri Arvind Kumar Singh, and the remarkable creativity of the students. This initiative has enriched the

learning experience for all students, fostering innovation and technological exploration while consistently receiving recognition and scholarships for their exceptional achievements.

Mathematics Olympiad

School of Creative Learning has been organising Indian National Mathematics Olympiad Training camp for North Bihar and Patna Region. Dr Azahara Hussain has played great role in organising such camps for more than a decade now. This was organised Homi Bhabha Centre for Science Education, Tata Institute of Fundamental Research National Board for Higher Mathematics Department of Atomic Energy, Govt. of India. School of Creative Learning has been conducting the Mathematics Olympiad Regional level examination every year.

Shabari Ashram

The establishment of Shabari Ashram is an important initiative that aims to boost enthusiasm for education and provide quality education to children in the society. Your description makes it clear that this ashram serves as a collective effort to encourage the aspirations and creativity of children belonging to the *Musabar* community.

In the context of promoting creative learning and educational expansion, it is evident that we began this journey alone. However, as we progressed, many hands came forward to make the challenging path more accessible. Those who had the means offered their support, and prominent individuals like Prof Shailendra Kumar Shrivastava, Prof Prabhat Ranjan, UNICEF's Shri T.S. Sandhu, and ActionAid's Shri Pushpendra, Shri Vinoy Ohdar, and Shri Akhil Chand Mishra contributed to the development of creative educational ideas. Shri Ajeet Kumar Singh also contributed a lot in brainstorming what can be done in different projects. Particularly, his contribution in evolving the innovative concepts of Adhikar Ki Ghanti and School Chalo bahna was commendable.

Shabari Ashram not only provides free education but also fosters an environment where the spirit of creativity is given the rightful place it deserves. This initiative is essential in bridging the educational gap for *Musabar* children who, due to societal circumstances, either don't attend school or, if they do, often struggle to thrive.

Shabari Ashram's approach aligns with Dr A.P.J. Abdul Kalam's vision, which emphasizes the need for every household to have access to a learned person, like a lamp, who can inspire and support children in their education. The cooperation and contributions from various individuals, organizations, and educators signify the collaborative effort and the importance of creative learning in addressing the current educational challenges.

Struggle for Land and Building

The arrangement of land and buildings was a challenging task for our initiatives. In the acquisition of land and the construction of buildings, individuals like Smt Vijaya Das, Smt Manjula Mallik, CDPO, Shri Anjani Kumar Karan, CIL, Shri Mihir Ranjan, BRS., Smt Vandana Ranjan, Shri Satish Kumar, RBI, Shri Shree Niwas Singh, Shri R.P. Singh, Shri Onkar Prasad Singh, Shri BS Singh, Shri Rameshwar Lal Das, Dr VN Mallick, Prof Sharadendu, Shri Ranjan Kumar, UBI, and Shri Dharendra Kumar, Maharashtra Bank played an unforgettable role. These individuals worked tirelessly, often burning the midnight oil to execute these projects. The contribution of Shri Raman Kumar and Shri K. K. Das cannot be forgotten in this regard. We are indebted to Shri Subhash Chaudhary, Ravi Fans for the donation of fans. Moreover, in the acquisition of land and the construction of buildings, the contributions and guidance from various legal experts and advocates, such as Shri Yugal Kishor, were indispensable.

Ritu Sinha Knowledge Centre for Creative Learning

The establishment of the Ritu Sinha Knowledge Centre for Creative Learning is a significant milestone in the promotion and dissemination of creative education. This centre plays a crucial role in collecting, compiling, and disseminating information related to the practices of creative education. It was initially conceived by Prof Ran Bijay Narayan Sinha and Prof Rupa Lakshmi, and thanks to the financial support provided by Dr R.P. Sinha, US, it has now taken the form of a functioning building. The impeccable contributions of Shri Shishir Srivastava, Indian Revenue Service, and the design expertise of Shri Himadri Mayank, B.Arch., IIT, Kharagpur under the guidance of Architect Shri Akhtar Imam, have been instrumental in creating this centre.

Kanka Gajendra Centre for Inclusive Learning

Another milestone was the opening of Kanka Gajendra Centre for Inclusive Learning for attending to the issues of low achievers with support from Kanka Gajendra Foundation, UK. We are indebted to Professor Gajendra Verma for the support in setting up the centre and also in the organizing International Conference on Educational and Social Inclusion.

The ideas and practices of creative learning and creative education are now gaining ground. When we had started, nobody was talking about creativity. Creativity has become a buzz word now. This is our biggest contribution. It is our hope that with collective support, these concepts will gradually mature and become agents of necessary change within society. In this remarkable journey we have received support from numerous teachers and students. All have contributed in some way or other. It is not possible to mention names of all for the sake of space. We do acknowledge their valuable contributions and bow to their devotion and sacrifice. We have lived our dreams together and on the eve of the silver jubilee let's resolve to take it forward together.

Shri Vijoy Prakash
President, APCL

Dr Mridula Prakash
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The Birth of a Creative Revolution

In the mid-1990s, a group of passionate individuals came together, united by a shared dream of bringing education to all. Their vision was clear: to make education not just accessible, but engaging and transformative for every child, especially those from marginalized and excluded communities. As they delved deeper into the educational landscape, they began to recognize a glaring deficiency in the formal education system.

The census of 2001 echoed their concerns, revealing that the percentage growth of literacy among Scheduled Castes (SCs) in Bihar was far from satisfactory, and the literacy rate among the *Musahar* community remained dismally low. The prevailing education system failed to acknowledge and harness the creative potential inherent in these communities, rooted in their folk traditions, games, plays, stories, and art. This disconnect prevented these communities from participating fully and successfully in the formal education system, perpetuating a cycle of low learning, diminished productivity, and limited income opportunities. Their voices were often absent from the political landscape.

Determined to break this cycle and elevate the self-esteem and prospects of marginalized communities, the group embarked on a mission to develop and promote a learning system deeply rooted in creativity, embracing and celebrating local cultural contexts. They believed that nurturing creativity was the key to empowering individuals and communities, enabling them to become active participants in the learning process and in society at large.

Many of these visionary individuals were alumni of Netarhat Residential School, a government-run institution. Fuelled by a sense of duty to give back to the society that had supported their education, they felt a strong commitment to disseminate and promote the transformative idea of creative learning. Thus, in 1997, the Association for Promotion of Creative Learning (APCL) was born as a not-for-profit organization.

In 1998, APCL was officially registered under the Society Registration Act of 1860, marking the formal beginning of a journey dedicated to fostering creativity and inclusive education. The heart of this mission beat with the belief that creativity is a universal human trait, waiting to be nurtured and celebrated.

As girls and boys from excluded communities primarily attended government schools, it became evident that a new pedagogy, one deeply rooted in the creative abilities of these communities, was needed to address the shortcomings of the existing education system. In response, APCL established the School of Creative Learning, a community-based school designed to serve as a hub for action research in this transformative pedagogy. The school adopted a unique admissions policy, accepting students on a first-come, first-serve basis, eliminating the need for entrance tests. Scholarships were created to ensure that children from marginalized communities could access quality education.

At the School of Creative Learning, the curriculum was carefully curated to align with the lives and experiences of the community, recognizing that effective learning should be relatable and relevant. Learning and evaluation processes were tailored to accommodate the needs and concerns of excluded communities.

The findings from this innovative approach served a dual purpose: advocacy for educational reform and capacity-building for government teachers and local leaders. Furthermore, it ignited awareness campaigns among parents and community members, encouraging their active engagement in the educational journey of their children.

This set the stage for a profound and transformative journey - one that would span 25 years and beyond. It is a journey deeply rooted in creativity, inclusion, and the unwavering belief that every child deserves a chance to thrive and shape their own destiny. The story of APCL and the School of Creative Learning is a testament to the enduring power of imagination and the profound impact of an idea that began with a simple yet transformative question: 'Can't we do anything for these children?'



A Vision for a Creative Tomorrow

In the heart of the Association for Promotion of Creative Learning (APCL) and the School of Creative Learning lies a visionary dream - a dream that paints a world free from all forms of discrimination, a world where every individual can unfurl their creative wings and reach their fullest potential. This is a vision of a learning society, where the boundaries of education know no bounds:

- **Every Occasion is a Learning Occasion:** In this world, learning isn't confined to classrooms and textbooks. It's a constant, ever-present companion, embracing every moment of our lives.
- **Every Place is a Learning Place:** The entire world becomes a classroom, and the very essence of life is the curriculum.
- **Every Person, Animate Object Becomes a Learning Object, Learning Facilitator, and Learner:** In this vision, every encounter, every interaction, and every individual is an opportunity for growth and learning. We become both teachers and students, givers and receivers of knowledge.

With this Vision, APCL embarked on a Mission to achieve...

- **Universalization of Quality Education:** APCL is on a mission to make quality education accessible to every corner of society, ensuring that no one is left behind.
- **Development of Full Creative Potential:** Central to the mission is the development of the creative potential inherent in every human being. APCL believes that creativity is the driving force behind personal and societal growth.
- **Evolution of a Learning Society:** The ultimate goal is the transformation of society into a learning society, where curiosity, exploration, and creativity are celebrated as fundamental values.

Creativity is the cornerstone of this vision, especially in the context of a rapidly changing global landscape. It is creativity that will propel societies forward, shaping their social, economic, and cultural fabric. The pivotal period for nurturing creativity is childhood, and APCL recognizes the immense potential within this age group.

By focusing on the development of creativity from early childhood, APCL aims to empower underprivileged sections of society. These marginalized communities possess a wealth of untapped creative potential. Recognizing, nurturing, and developing this potential can be a powerful tool for their empowerment.



Nurturing Creativism: Principles for a Creative Society

In the pursuit of educational excellence and holistic development, the School of Creative Learning is guided by a set of fundamental principles rooted in the concept of Creativism propounded by Shri Vijoy Prakash. These principles not only shape our educational philosophy but also envision a world where creativity, happiness, and harmonious coexistence are at the forefront of human endeavour.



Creativity as the Source of Happiness

At the heart of Creativism lies the understanding that creativity is the ultimate source of happiness. Every individual, regardless of age or background, possesses a natural desire for happiness. This happiness can be found in the act of creating, whether through artistic expression, problem-solving, or innovative thinking. We believe that nurturing creativity in each individual is the key to unlocking lasting happiness.

Total Development of Creative Potential

Creativism envisions a society where every member has the opportunity to develop their full creative potential. It transcends traditional boundaries and strives for a world where all individuals are empowered to think independently and creatively. This principle guides us in our commitment to providing a learning environment that nurtures creativity at its core.

The Learning Society

In the Creativist vision, every place becomes a place of learning, and every moment is a learning moment. Learning is not confined to classrooms but extends to all aspects of life. We aim to create a Learning Society where individuals and institutions are dedicated to both learning and teaching, fostering a culture of continuous growth and knowledge-sharing.

Stewardship of the Earth

Creativism recognizes that Earth is a common heritage, and each individual bears the responsibility of leaving it in a better state than they received it. We emphasize responsible use of natural resources to maintain nature's equilibrium. Rather than attempting to control nature, we acknowledge our role as part of it, guiding our actions to preserve the planet for future generations.

Unity and Equality

Creativism asserts that all living beings are interdependent and equal, and discrimination has no place in a harmonious society. This principle extends beyond human relations to encompass all forms of life. It envisions a world where unity prevails, and individuals treat others as they wish to be treated, fostering a society free from all forms of discrimination.

Cooperation Over Competition

In the Creativist vision, social and economic life is guided by cooperation, not competition. Every living being is considered independent and sovereign. This approach promotes a democratic way of living rooted in social, economic, and political justice. Cooperation becomes the driving force behind sustainable global progress.

Dignity of Labor and Equality

Creativism advocates for a society where there is no discrimination based on factors like colour, sex, caste, religion, language, or food habits. It recognizes and honors all creative tendencies and upholds the dignity of labour as the foundation of equality. This dignity paves the way for the evolution of a Creative Society where all individual's contributions are valued and respected.

Incorporating these principles into our educational approach, the School of Creative Learning not only prepares students for academic success but also equips them with the values and mindset needed to become responsible, creative, and compassionate global citizens. By fostering Creativism, we aim to contribute to the realization of a world where creativity, happiness, and harmony flourish.

The Creative Learning Journey

In **1997**, Association for Promotion of Creative Learning (**APCL**) was established as a not-for-profit organisation. Later in **1998**, it was registered under the Society Registration Act (1860). Its founding President was **Dr Ajay Kumar**, Senior Urologist & Former President, IMA and its founding Executive President was **Shri Vijoy Prakash**, Indian Administrative Services (IAS).

Establishment of the School of Creative Learning in 1997

School of Creative Learning began its journey in **April 1997** in temporary premises along Bailey Road in Shastrinagar, Patna under the leadership of **Dr Mridula Prakash**, an eminent educationist with the track record of establishing several DAV Public Schools across the state of Bihar in Jehanabad, Aurangabad and Shastrinagar, Patna. The school started with classes up to Std V with the plan to expand into higher classes in the future.



School of Creative Learning opened in **1997** in temporary premises along Bailey Road in Shastrinagar, Patna



Smt Vijaya Das, Dr Mridula Prakash and Shri Alok Anupam, the first student of the School of Creative Learning & Shri P N Mishra, his father performing puja on the first day of School of Creative Learning



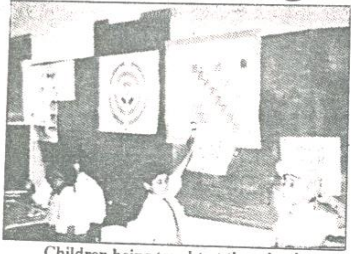
The first team of teachers and mentors of the School of Creative Learning



Prof Sachchidanand Sinha, ex-Director, A N Sinha Institute, Patna leading the first Teachers Training Workshop held at the School of Creative Learning in Shastrinagar, Patna in **1997**

The School of Creative Learning gained recognition for its novel and unique teaching learning methodology from its very inception. We remain indebted to the trailblazing mentors, who brainstormed and supported the ideas of Creative Learning in its early days.

Catch 'em young ...



Children being taught at the school.

Be creative or perish'. This is the motto of the 'School of Creative Learning' situated at Shastrinagar. The purpose is not only to increase the learning skills of the children but to also sow the seeds of creativity at an early stage. The idea is derived from the Japanese style of teaching by its principal, Ms Mridula Prakash, who along with her husband, Mr Vijay Prakash, an IAS and a Netarhatian, is trying to make the learning/creative process a success.

Besides stress on creativity, emphasis is laid on increasing the general mental abilities of the children through thinking, memory enhancement, imagination, increasing concentration and the creative

skills upto Standard Five this year and will soon expand to have a CBSE curriculum for higher classes to come up in order to provide creative education leading to self-employment after the have passed Class 12. The montessary students are pro-

picture, and with letters from A to Z. And so it is 'play and learn' and 'learn with fun'. The project given to the montessary students is to explain why the cups, plates and other utensils are so designed and what utility they have. The levels of the

deeds go higher in the table to hoist the national flag, while those doing things for their personal benefits go down the ladder and are defeated. A game with a message, this. Personal benefits include the dowry system and other evils. Other games including 'Creative Home' stress on developing among children the aspects of health, hygiene and discipline.

While playing, the children are taught to save time and make different architectural designs with the carrom coins. The emphasis is to test their aptitude at an early stage, and one can have an inkling whether the child may grow up to be an architect, mechanical engineer or a craftsman. Ms Prakash clarified. After all, the message is - 'Let the fingers think, free the fingers, let them speak and let the fingers create' and 'A creative person is free even inside'.

... & make them learn with fun

skills. The evaluation mode is to test the competence of the children in listening, speaking, reading, writing, understanding, self-learning, vocabulary control and project work.

The sub-competencies to be evaluated are in reasoning, questioning, answering, listening with understanding, understanding conversations and dialogues, understanding oral requests and commands, puzzles and riddles.

The school has started with clas-

THE 'School of Creative Learning' situated at Shastrinagar not only endeavours to increase the learning skills of the children but also tries to sow the seeds of creativity at an early stage. The idea is derived from the Japanese style of teaching.

vided reading table with painted snake and ladder game (1 to 99)

projects go up as one goes to higher classes.

The children are required to do exercises for concentration, develop eye estimation, counting, and to develop skills to learn fast the novels. Every class has its own small library. Besides this, new games have been designed. To inculcate a sense of nationality from an early age, a 'Nation (Freedom) table' based on the snake and ladder game has been developed. While playing this game, children doing good

"Catch 'em young" – School of Creative Learning covered in Sunday Times 21st Sep 1997

'Be Creative or Perish'. This is the motto of the 'School of Creative Learning' situated at Shastrinagar (Patna). The purpose is not only to increase the learning skills of the children, but to also sow the seeds of creativity at an early stage. The idea is derived from the Japanese style of teaching by its principal, Dr Mridula Prakash, who along with her husband, Shri Vijoy Prakash, an IAS and an alumnus of Netarhat School, is trying to make the learning/creative process a success.

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एच.टी.

खेल से खुलते शिक्षा के द्वार

बच्चों में सृजन-चिंतन शक्ति का बहुआयामी विकास करता एक विद्यालय



अभिनव शिक्षा: स्कूल ऑफ क्रिएटिव लर्निंग की कक्षा में सोखते बच्चे

■ संजय कुमार झा

कक्षा के कुछ नन्हें छात्र अपनी मंज-कुर्सियों को जोड़ने की जहोजहद में लग हैं। अरे! यह तो बतख का आकार बन गया। उनके चेहरे पर सफलता का भाव उभरता है। एक दूसरे छात्र समूह के लिए यह खेल-खेल में मिला चुनौती है। वह भी अपनी नन्हों फौज के साथ जुट जाता है। इस बार कक्षा के फर्नीचर एक नया आकार लेते हैं: हवाई जहाज। इस तरह कल्पनाओं की उड़ान के साथ नित-नई रचनाएं होती रहती हैं। जी नहीं, यह खेल का मैदान नहीं, कक्षा ही है पर अलग तरह की। बिहार की राजधानी पटना के व्यस्ततम मोहल्लों में से एक शास्त्रांगर में पछले चार साल से चल रहे स्कूल ऑफ क्रिएटिव लर्निंग में पढ़ाई का तौर-तरीका ही कुछ ऐसा है।

इसलिए यहां की कक्षाओं में शिक्षकों के साथ बच्चों के भी श्यामपट्ट देख किसी को अजूबा नहीं लगता। हर कक्षा में पुस्तकालय और प्रयोगशाला है। रचनात्मकता के इस माहौल में ये बच्चे माचिस की डिब्बियों, ऊन, फीते, मफलर आदि से तरह-तरह की रचनाएं गढ़ते हैं। और कंप्यूटर आदि के बाद जब गणित पढ़ाने का बारी आती है तो ताश के पत्तों के प्रयोग से भी परहेज नहीं किया जाता। पारणाम ? चौथी कक्षा के एक छात्र संतोष कुमार को मानें तो "इसमें हमें मजा आता है। नई बात सोखने को मिलती है।"

बच्चों में सोखने की कला और सृजन क्षमता विकसित करने के उद्देश्य से स्थापित इस विद्यालय की अवधारणा कई स्थानों की विशिष्ट शिक्षण पद्धति का एक समान्वित रूप है और इसका पाछे कई मास्तिष्क काम कर रहे हैं। इनमें इंडियन मेडिकल एसोसिएशन की बिहार इकाई के प्रमुख डॉ. अजय कुमार तथा वार्षा आइएएस विजय प्रकाश शामिल हैं। नेतरहाट—अब झारखंड में—स्थित ऐसे ही एक आवासीय विद्यालय से शिक्षित डॉ. अजय और विजय प्रकाश सरोखे व्यक्तियों ने एसोसिएशन फॉर प्रमोशन ऑफ क्रिएटिव लर्निंग (एपीसीएल)—जिसके वे क्रमशः अध्यक्ष और कार्यकारी अध्यक्ष हैं—नाम की संस्था गाठ कर उसके तहत यह

विद्यालय खोला। इसका उद्देश्य बच्चों की विज्ञान प्रकाश, "समाज के हर तबके के बच्चों में सृजन क्षमता का विकास करना है।" यहां के शिक्षकों ने भी कुछ नए आयाम जोड़े। प्रधानाध्यापिका और बच्चों के बीच में 'म' की बजाए 'आंटी' के नाम से जानी जाने वाली डॉ. मृदुला प्रकाश बनती हैं कि "अनूट तौर-तरीकों से पढ़ाने की बान पत्र" के शिक्षकों को जापानी शिक्षण पद्धति के अध्ययन के बाद सूझी" जिसे इस स्कूल में अपनाने में देर नहीं की गई।

इस पद्धति के भी अपने तर्क हैं। बर्तमानक मध्य है कि मनुष्य का मस्तिष्क दो हिस्सों में बंटा रहता है। बाएं हिस्से का संबंध तर्क, शक्ति, भाषा और गणित आदि से तथा दाएं हिस्से का कल्पना, शक्ति, भावना और धर्म-अध्यात्म से होता है। और डॉ. अजय कुमार के शब्दों में, "आज की शिक्षा सिर्फ बाएं हिस्से को जागृत करने का उपक्रम करती है जबकि हमारा स्कूल दोनों हिस्सों को सक्रिय करने में लगा है क्योंकि संपूर्ण मानव बचने के लिए तब आवश्यक है।" इसलिए यहां किसी छात्र के

अपाक्षित प्रगात न करने पर माना जाता है कि पांचों शक्ति—चिंतन, कल्पना, स्मरण, एकाग्रता और सृजन—में से कोई एक निष्क्रिय या कमजोर है। फिर शुरू हो जाती है उस शक्ति को विकसित करने की आनंददायी प्रक्रिया। स्मरण शक्ति के विकास के लिए बच्चों से अपने दिमाग में नक्शों बनाने और फिर उसे कागज आदि पर उतारने को कहा जाता है।

इस पूरी प्रक्रिया में ऐसा भी नहीं कि किताबी अध्ययन की उपेक्षा की जाती हो। प्रधानाध्यापिका डॉ. प्रकाश बनती हैं कि पाठ्यक्रम संयोगमय पर आधारित होने के बावजूद बच्चों के लिए साल में 50 किताबी पढ़ना जरूरी है। और जब मूल्यांकन की बारी आती है तो 30 अलग-अलग क्षेत्रों में उसकी प्रगति को आधार बनाकर यह काम पूरा किया जाता है। इससे यह भी पता चल जाता है कि बच्चों का रुझान किस ओर है। इसके अलावा, 'लाभ-हानि बराबर' के सिद्धांत पर चलने वाले इस विद्यालय में निर्धन बच्चों के लिए शिक्षा निःशुल्क है।

पढ़ाई और परीक्षा के साथ यहां के खूब भी बच्चों के व्यक्तित्व का व्यापक असर डालने वाले होते हैं। इसके लिए अखबार, पत्रिका या दस्तावेज जैसे संचार माध्यमों के अलावा उपन्यास और किताबों तक की उपयोग में लाया जाता है। मसलन, बच्चों को किसी कविता को एक या दो पंक्ति देकर उसे पूरा करने के लिए कहा जाता है, या फिर किसी भागवार्तिक का आधा भाग दिखाकर उसके आगे का घटनाक्रम बताने को कहा जाता है। विजय प्रकाश कहते हैं, "बच्चों में इस तरह अभ्यास से उनकी चिंतन और कल्पना शक्ति विकसित होती है।" और समूह बच्चों के जगमग उनकी निष्ठा क्षमता का विकास करने में मदद मिलती है। साथ ही इनमें प्रबलकोय गुण भी विकसित किए जा रहे हैं।

यानी पढ़ाई एक अनूट एहसास के साथ शायद दुनिया का एक ही छात्राओं की संख्या बढ़ते हुए आज 400 तक पहुंच गई है। बच्चों की संख्या से जुड़े युवा व्यवसायी गीता कुमार कहते हैं, "शिक्षा की यह अनूट पद्धति दूसरे विद्यालयों को भी अपनाने का इच्छा है।" नव विहार शायद 100 बार फिर शिक्षा का बड़ा केंद्र बन सके।

From 1998-2001, APCL organised a series of workshops, seminars and exhibitions to develop and promote the consciousness around Creative Learning



Shri Vijoy Prakash, Dr Mridula Prakash and Sushri Nupur Nishith presenting the exhibits to Shri B K Sinha, ex-Principal, Netarhat School at the 'World of the Popular Maths' exhibition at School of Creative Learning in April 1998



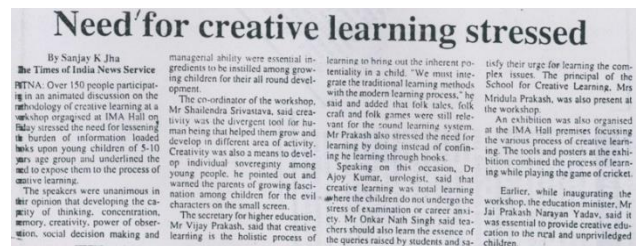
Sushri Nupur Nishith explaining the exhibits to HE Shri Sunder Singh Bhandari, Governor of Bihar, in the presence of Shri Vijoy Prakash and Dr Mridula Prakash in 1998



Sunday, December 27, 1998

Under the mentorship of Shri Vijoy Prakash and Dr Mridula Prakash, APCL organised a series of workshops and seminars on Creative Learning, Mathematics, Science - with eminent policymakers, educationists, not-for-profit organisations and other civil society members. UNICEF provided early support to APCL for organising national level workshops to develop and promote the consciousness around Creative Learning.

- Feb 1997 – Seminar on 'Creativity and School Education'
- Sep 1997 – Seminar on 'Let the Fingers Think'
- Dec 1997 – Seminar on 'Role of Parents in Creative Learning'
- Feb 1998 – Exhibition on 'Creative Designing from Fruits and Vegetables'
- Apr 1998 – Exhibition on 'World of Popular Maths'
- Dec 1998 – National Workshop on 'Promotion of Creative Learning among Children'



The Times of India, December 26, 1998

- Feb/Mar/Apr/May 1999 – National Workshop on 'Training cum Material Development for Mental Abilities' with assistance from UNICEF
- Jun/Jul/Aug/Sep 1999 – National Workshop on 'Training cum Material Development for Environment' with assistance from UNICEF
- Jan 2000 – Seminar-cum-Exhibition on 'Child in the New Millennium: Issues of Quality Education' with assistance of UNICEF, Sulabh International and IOC in collaboration with Netarhat Old Boys Association (NOBA)
- Jan 2001 – Orientation Workshop on Creative Learning Techniques for Teachers in St Michael's High School (Patna), St Xavier's High School (Patna), St Joseph's Convent (Patna), St Ignatius School (Aurangabad) & Latona Mission (Supaul)
- Jan 2001 – 'Prakriti Melā' at Sanjay Gandhi Jaivik Udyan, Patna

To promote creativity, APCL began bringing several thought leaders together to propagate the concepts of Creative Learning. The need for a radical re-thinking of education led by the conceptual underpinnings of Creative Learning began to emerge in the state of Bihar.



Rashtriya Sahara, 17 May 1999



Hindustan, 17th May 1999



APCL organised the first 'Bal Sahityakar Sammelan' at the School of Creative Learning in Shastrinagar Patna in **November 1997**. Shri Himadri Mayank compered the proceedings.



APCL organised the *Bihar State Bal Kavi Sammelan* with assistance from UNICEF in Patna Planetarium in **May 1999**. Out of hundreds of submissions received, 72 children were selected to participate in the event inaugurated by Shri Abdul Bari Siddiqui, Minister of Art, Culture and Youth, Govt of Bihar.



School of Creative Learning organised 'Prakriti Mela' in *Sanjay Gandhi Jaiwik Udyan* in **January 2001** to create awareness regarding environmental degradation, promote methods for wildlife conservation and popularise techniques and materials for using Zoological or Botanical Gardens as learning centres



HE the Governor of Bihar, Shri Binod Chandra Pandey, releasing the Exploring Nature Series developed by APCL in *Prakriti Mela* at *Sanjay Gandhi Jaiwik Udyan*, Patna in **2002** in presence of the Minister of Education of Bihar, Shri Ram Lakhan Ram Raman, Minister of Law and Minority Welfare of Bihar, Shri Shakeel Ahmad Khan and Chairman, Minority Commission of Bihar Shri Sohail Ahmad. Exploring Nature Series is a set of five book series on plants, birds, animals and fishes respectively to promote love for nature through activity based guided learning.

In 1999, we found a new home. APCL began construction of a permanent campus in Nargada in the outskirts of Patna.

As the ideas began to spread, APCL decided that a permanent campus was needed to further the mission of Creative Learning. After months of search, a suitable land was found in the outskirts of Patna in the village of Jamsaut in Nargada in 1999. It was from this promised land, that the spring pools of innovation were to germinate in the decades to come.



Smt Vijaya Das and Smt Jagdamba Das on the first visit to the village of Jamsaut in Nargada Patna in 1999.



Bhoomi Pujan Samaroh for School of Creative Learning's campus in Nargada, Patna organised on 2nd March, 2001



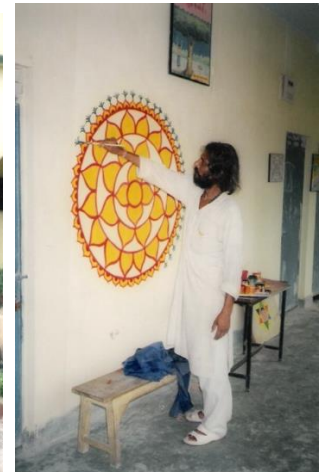
Shri Vijoy Prakash and Dr Mridula Prakash performing puja at the *Bhoomi Pujan Samaroh* for School of Creative Learning in 2001



School of Creative Learning under construction in 2002.



Inauguration of the School of Creative Learning campus in Nargada in 2004.



APCL had no financial resources of its own. The first contribution and seed funds to APCL were given by Bhuvan Memorial Trust (Shri Bhuvaneswar Lal Das & Smt Vijaya Das) and Smt Jagdamba Das. Shri Vijoy Prakash & Dr Mridula Prakash generously contributed by acquiring land from their savings and obtaining loans. Some funds were also raised through charitable donations from friends, family and like-minded individuals from the Civil Society. We remain indebted to the contributors, who took the leap of faith to support APCL, and have continued to inspire our journey since our inception.

With the land acquired and temporary layout of the roads, the dreams began to take shape. APCL began construction for a permanent campus in Nargada in 2001.

However, despite the constant struggles of securing enough finances for construction and development, what kept APCL going was the indomitable volunteering spirit of several individuals, who helped this endeavour with their expertise, time and efforts. While it is impossible to acknowledge every contributor, we would like to highlight a few. Shri Raman Kumar volunteered with the civil engineering designs and construction supervision for the building. The staircase mural was designed by Shri Umesh Sharma and his team of artists using broken ceramic tiles – a testament to Creative Learning's philosophy of enabling creation from the discarded. Shri Sadanand decorated the walls with paintings depicting the concepts of Creative Learning.



With great enthusiasm and possibilities of the future, in **2004**, the School of Creative Learning migrated from its temporary premises in Shastrinagar, Patna to the newly built campus in Nargada, Danapur.



The School of Creative Learning offers a unique environment to foster creativity. The learners follow a Creativity Charter – (1) Choose an activity of interest, (2) Introduce a variation, (3) Set an achievable higher target, and (4) Perform and enjoy the success.

The school pledge is a testament to the spirit of Creative Learning

I, a learner of School of Creative Learning, take pledge that
 I realise that I am a unique creation of God.
 I have capacity to be the best in my field.
 I shall try my best to be the best in the world in my field.
 I shall not do anything to harm any person, animal or nature.
 I shall not do anything for which myself, my family or nation have to hang its head to shame.

On 15th November 2001, APCL launched its portal on www.creativelearningpatna.org*. Dr Prabhat Ranjan, an eminent Nuclear Scientist volunteered to develop and host the website, which helped to spread Creative Learning beyond the state of Bihar to other parts of India and the world. The portal was a huge success – connecting the Creative Learning family to the world.



*It was later migrated to www.creativelearning.in by Shri Himadri Mayank, which is the current portal for APCL.



Eventually, after the building was completed and the primary school migrated to the campus, APCL decided to obtain an affiliation from the Central Board for Secondary Education (CBSE). CBSE provided affiliation to School of Creative Learning for Secondary School up to Class X in 2005, under the guidance of Dr Mridula Prakash, Principal, SCL. The campus for the School of Creative Learning is equipped with classrooms (including Smart Classrooms), Atal Tinkering Lab, various laboratories for sciences, mathematics and social sciences, library, auditorium and playground.

Despite being a mainstream CBSE affiliated school, the School of Creative Learning also became well known for helping children with low self-esteem facing learning challenges in the conventional education system. Under the leadership and guidance of Dr Mridula Prakash, the school welcomed learners from all kinds of background, and provided a supportive learning environment using the foundations of Creative Learning.

आ पका बच्चा कक्षा में लगातार फेल होने की वजह से अगर स्कूल से निकाल दिया गया हो या फिर खराब रिजल्ट के चलते स्कूल से ड्रॉप आउट हो गया हो या पढ़ाई से जो चुराता हो, तो डीनट वरी। ऐसे बच्चों को संभालने-संवरने के लिए 'स्कूल ऑफ क्रिएटिव लर्निंग' एक अदभुत मिसाल बनकर सामने आया है। दानापुर कैंट-शिवाला रोड, पटना स्थित इस अनोखे स्कूल की प्राचार्या मृदुला प्रकाश बताती हैं, 'महज पांच वर्षों में हमने ऐसे सैकड़ों हताश, निराश,

स्कूल ऑफ क्रिएटिव लर्निंग



भटके और बिगड़े छात्रों को राह पर लाकर उन्हें कामयाब बनाया है। आज कई छात्र उच्च शिक्षा के लिए देश के कई दूसरे संस्थानों में दाखिला लेकर अपने आपको बेहतर साबित कर रहे हैं।' आखिर कैसे होता है यह सब? अपनी नाकामी से हताश आत्महत्या तक पर उतारू ऐसे छात्रों को जिन्दगी के जज्बे से भरने के लिए क्या किया जाता है? मृदुला प्रकाश बताती हैं, 'ऐसे बच्चों में योग, मनोविज्ञान और टेक्नोलॉजी के जरिए जीवन के प्रति सकारात्मक नजरिया पैदा करने और अपने उद्देश्य के प्रति जागरूकता लाने के लिए प्रेरित किया जाता है।' जाहिर है, यह कोई आसान काम नहीं है। प्रॉब्लमैटिक बच्चों को टेकल करने के लिए परम्परागत शिक्षा पद्धति कतई कारगर नहीं होती है। इस बाबत मृदुला प्रकाश कहती हैं, 'सिर्फ पांच विषयों पर 38 क्षेत्रों में बच्चों को शिक्षित किया जाता है। इसके तहत सबसे पहले हम बच्चे का इंटेलीजेंस पैटर्न पता लगाते हैं। यह पता चलने पर कि बच्चा किस क्षेत्र में जाएगा या अच्छा करेगा हम उसको उसी की पसंद के अनुसार पढ़ने की व्यवस्था करते हैं तथा उसे पढ़ने के लिए प्रोत्साहित करते हैं। ऐसे में बच्चे में निहित गुण से बच्चे को संतुष्टि होती है और तब उसका ध्यान पढ़ाई की ओर निश्चित जाता है। इसके बाद बच्चे में स्कूल के प्रति इमोशनल अटैचमेंट डेवलप

नाकाम नौनिहालों को कामयाब बनाने की पहल

किया जाता है ताकि उसे पढ़ना या स्कूल जाना बोझ नहीं लगे। इस पड़ाव पर पहुँचने के बाद बच्चे को सेल्फ मोटिवेशनल व्यायाम के जरिए आंख बंद कर यह विजुलाइज कराराया जाता है कि अगर तुम 90 प्रतिशत अंक लाते हो तो क्या-क्या होगा? कौन-कौन खुश होंगे? तुम्हें कैसी खुशी की अनुभूति होगी? भविष्य कैसा होगा और तब उसे हम बताते हैं कि ये सब पाने के लिए क्या-क्या कष्ट

उठाना होगा और उस कष्ट को कैसे दूर किया जाएगा। आदृष्टि योग के द्वारा सोचने, देखने की वृत्ति तथा पढ़ाई के प्रति एकग्रता पैदा की जाती है। इस पद्धति को सफल बनाने के लिए लगभग 200 टीचिंग टूल्स, 40 किताबें, सामान्य प्रक्रिया सहित क्रिएटिविटी के आधार पर बने कैसेटों तथा शिक्षकों की मजबूत टीम का सहारा

लीक/अलीक



फोटो: अनिल कुमार

लिया जाता है। इस बाबत विस्तृत जानकारी स्कूल के वेबसाइट- www.creativelearningpatna.org पर भी उपलब्ध है या फिर vijoyprakash@yahoo.com पर ई-मेल भेजकर भी प्राप्त की जा सकती है। आवासीय सुविधा से सम्पन्न इस स्कूल की द्यूशन फी सामान्य है ताकि समाज के हर वर्ग के लोग इस सुविधा का लाभ उठा सकें। श्रीमती प्रकाश बताती हैं कि बच्चों में शाब्दिक, तार्किक, रागात्मक, चित्रात्मक, शारीरिक, सामाजिक, अन्तर्वर्धि और प्राकृतिक कुल आठ प्रकार की मेधा छुपी होती है। फिलवक्त हम सिर्फ शाब्दिक और तार्किक मेधा पर ध्यान देते हैं। शेष मेधा वाले बच्चों को सही मार्गदर्शन नहीं मिल पाता है। दसवीं और बारहवीं कक्षा के छात्रों को चार्ट पेपर पर रेखा खींच कर तैयार की गयी भविष्य ज्योति के माध्यम से उनके भविष्य की कार्य योजना बनाने, भूत, वर्तमान और भविष्य को एक क्रम के साथ देखने, भविष्य के वैकल्पिक परिदृश्यों से परिचित होने और जीवन के एक क्षेत्र में किसी कारणवश सफलता न मिलने पर वैकल्पिक दो-चार योजनाओं पर कार्य करने के लिए तैयार रहने की शिक्षा दी जाती है ताकि हर हाल में उज्ज्वल भविष्य के साथ सफलता बच्चे के कदम चूमें।

अनिल कुमार उपाध्याय

ना दूटेगी आस, सब करेंगे पास

case

1

अंशु (बदला हुआ नाम) डान बास्को स्कूल का स्टूडेंट था। 8वीं में दो बार फेल होने पर उसे स्कूल से निकाल दिया गया था। इससे डिप्रेशन में चला गया था वह। बाद में उसका क्रिएटिव स्कूल में एडमिशन करवाया गया। वहां पता चला कि अंशु को कल-पुर्जे आदि के कामों में खूब मन लगता है। उसकी इसी क्रिएटिविटी को मोटिवेट किया गया। आज अंशु आईआईटी का स्टूडेंट है।

case

2

संत कैरेस स्कूल में राहुल (बदला हुआ नाम) और उसका भाई पढ़ता था। भाई को 90 परसेंट मार्क्स आते थे, पर राहुल हर बार फेल कर जाता। गार्जियन ने उसका एडमिशन क्रिएटिव स्कूल में करवाया। वहां पता चला कि वह प्यूचर के प्रति डिसीजन नहीं ले पाता है। स्कूल ने इस कमजोरी को समझा व उसे दूर किया। 2010 में उसने आईआईटी कंपीट की। आज राहुल भी आईआईटी की पढ़ाई कर रहा है।

○ क्रिएटिव लर्निंग स्कूल में हर कोई है क्रिएटिव

○ एक नहीं, कई हैं यहां पर 'तारे जमी के'



इसी स्कूल में सिखाई जाती है बच्चों को क्रिएटिविटी।

Rinku Jha

PATNA (7 August) : ये दो मामले हमारे सामने हैं। दोनों स्टूडेंट्स पढ़ने में तेज नहीं थे, पर इनकी क्रिएटिविटी ने इन्हें मुकाम दिला दिया। स्वामी विवेकानंद की पंक्ति यहां चरितार्थ हो रही है। उन्होंने कहा था कि हर इंसान के अंदर क्रिएटिविटी होती है। बस, उसे देखने की जरूरत है। बच्चा एक खड्ड के समान होता है। उसे जो शेष देना चाहें, आप दे सकते हैं। कुछ ऐसा ही शेष क्रिएटिव लर्निंग स्कूल में दिया जा रहा है। दानापुर में यह स्कूल 1997 से चल रहा है। कुछ स्टूडेंट्स से शुरू किए गए इस स्कूल में आज 600 स्टूडेंट्स हैं।

सबके साथ अच्छा व्यवहार

'देखो इन्हें, ये ओस की बूंदें, पत्तों की गोद में आसमां से उतरे, अंगड़ाई लेके, करवट बदल के, खो न जाए ये कहीं, तारे जमी के...' किसी बच्चे को डिसलेक्सिया है, तो कोई डिसकैक्युलिया से पीड़ित। किसी में कन्सनट्रेशन की कमी, तो कोई इमोशनल डिसऑर्डर का शिकार। यानि हर तरह के बच्चे हैं यहां, लेकिन सब में समानता। यहां पर हर किसी के साथ अच्छा व्यवहार किया जाता है।

किसी को भी हीन दृष्टि से नहीं देखा जाता है। उसे एजुकेशन के माध्यम से ऐसा इंसान बनाया जाता है, जो मौका पड़ने पर अपने जैसा और भी इंसान बना सके।

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यहां पर बच्चों को पूरी तरह से उनके नेचर के अनुसार तैयार किया जाता है। जिसमें जो गुण दिखता है, उसे उसी ओर मोटिवेट किया जाता है। इससे बच्चों में हिडेन क्रिएटिविटी निकल कर बाहर आती है। बाहर में फेल होने वाले कई स्टूडेंट्स यहां से सफल होकर निकले हैं। उनमें कई तो आईआईटी एंट्रेंस को भी निकालने में सफलता पाई है।



मृदुला प्रकाश

प्रिंसिपल, क्रिएटिव लर्निंग स्कूल।

for
your
information

इसके माध्यम से बच्चों को बनाया जाता है क्रिएटिव

सुखी परिवार, अल्फा गाम, अक्षर तंत्र, केयरिंग टीचर्स, लविंग पैरेंट्स, सपोर्टिंग पीयर्स, रेलिवेंट मेटेरियलस, परफॉर्मेंस एवरीडे, एक्टिविटी ऑफ इंस्ट्रुमेंट, हायर टारगेट, इंज्वाय द सक्सेस, क्रियेटिव होम, सिक्स-सी (कन्सनट्रेशन, क्रिएटिविटी, केरेंटर, कॉफिडेंस, कल्चर, कॉंपरेशन), वसुधैव कुटुम्बकम्, क्रिएटिविटी पर्यायवाची शब्द, क्रिएटिव लर्निंग, कम्प्यूनिकेशन, मेमोरी, कन्सनट्रेशन, इमैजिनेशन, इमोशनल मैनेजमेंट, थिंकिंग, ऑब्जर्वेशन, संख्या यंत्र (एड नंबर दू गेट 1 दू 511), क्रिएटिव (उपसर्ग व प्रत्यय), गणित यंत्र, शब्द हार, शब्द त्रिकोण, अंक परिवार, रविंद्र योग, वृक्ष योग, संस्कृत एक्टिविटी, नंबर पिववर, अल्फाबेट पिववर, शब्दों का पेड़, ज्ञानालय, वाई चिल्ड्रेन फेल, व्हेचन गेम।

इन बीमारियों से ग्रस्त बच्चे पढ़ रहे हैं यहां

- **डिसलेक्सिया :** इसमें लैंग्वेज प्रॉब्लम होती है। इस बीमारी का शिकार बच्चा अल्फाबेट को सीधा के बदले उल्टा लिखता है।
- **डिसकैक्युलिया :** इसमें अंकों को बच्चा समझ नहीं पाता है। उसे जोड़, गुणा, भाग आदि करने में काफी प्रॉब्लम होती है।
- **एटेंशन डिसीजन डिसऑर्डर :** इसमें कन्सनट्रेशन नहीं रह पाता है। सो, बच्चा का ब्रेन स्थिर नहीं रह पाता है। वह हर समय कुछ न कुछ करना चाहता है।
- **इमोशनल डिसऑर्डर :** इस डिजीज से बच्चों में हीनभावना आ जाती है। पीड़ित परिवार को देखना नहीं चाहता है। इससे वह डिप्रेशन में आ जाता है।

This Bihar school gives wings to creativity

Rather than focus on only subjects, education should improve seven core competencies—concentration, observation, memory, thinking, imagination, emotion and power of communication



NH Photo by Navendu Sharma



Navendu Sharma

Updated: 23 May 2017, 3:17 PM

Creativity is what makes a difference in education and there is a school in Bihar which focuses on precisely this. Not a single student who applies to the School of Creative Learning at Nargada is rejected, irrespective of their past records.

This school, which is near Patna, tries to boost creative instincts among its 600 students through many out-of-the-box ways. "In the 21st Century, it is creativity that will make the difference. Only countries and societies which encourage creativity will progress," says Vijoy Prakash, a retired IAS official of Bihar, who is the brain behind this school. Large-scale dropouts and suicide cases, even in premier educational institutions, point to some problem somewhere, he adds.

"Eminent personalities such as Bill Gates, Steve Jobs, Thomas Alva Edison and Sachin Tendulkar were dropouts and non-achievers in academics, but rose to great heights. So, rather than merely focussing on subjects only, we, at this school, try to boost seven core competencies—concentration, power of observation, memory, thinking, imagination, emotional management and power of expression/communication. The objective is to make the learning system efficient."

"The idea is to cater to all kinds of intelligences, and not merely verbal (languages and social sciences) and logical (maths and science) intelligences, as is done in most Indian schools," he says, adding that Lata Mangeshkar excelled in rhythmic intelligence of singing; similarly, others could excel in other forms of intelligences.

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National Herald, 23rd May 2017

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The unique characteristic of this CBSE-affiliated school, which was established in 1997, is that admission is open to all. "No one is refused admission—not even those who fail in other schools or attempted suicide." Such children get individual attention to help them learn and focus, says Mridula Prakash, who manages the school in order to implement the thinking and vision of her husband. She quit as principal of DAV Public School in Patna to take up the task.

Prakash has developed teaching materials, games and books for promoting creativity, concentration, memory and imagination among the school students. "Based on yogic methods of learning, a series of exercises have been developed to boost imagination, concentration and emotional management," he says.

One of these exercises is to go around with a bowl filled with coloured water, without spilling a drop on one's palm or ground. Another is uninterrupted ball bouncing. "One of our students achieved a record, uninterrupted ball bouncing 55,000 times over five hours, an indicator of his concentration," says Prakash.

Activities such as ball bouncing, playing cards and tyre racing, which children do at home, have found space at this school. Peer-based learning—learning from fellow students—is promoted, rather than being restricted to only a teacher-based learning.

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"Village children fight for survival and thus learn to come up with creative solutions, which makes them innovators. So, we make our students prepare models from waste materials," says Prakash.

Praveen, Aditya and Ravi, who are Class IV students, had just completed their models of an ATM, a film projector, a headphone and cheque withdrawal machine, all of which were made from waste. "We enjoy making them," they said in unison.

Prakash felt the need to set up his own institution to experiment creative learning after his many initiatives had to be abandoned, following his transfer as the director of mass education. "Government's experiments are not sustainable," he says.

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"My experience in formal education showed that 99% students are unhappy on the day of exam results. I also wanted to do something about it," says Mridula Prakash. Thus, was born the Association for Promotion of Creative Learning and the Centre for Creative Learning. "Earlier, since he was in government service, we used to discuss the problems, in order to come up with solutions and improve the system," she adds.

The school now plans to motivate other institutions to adopt its concept of creative learning. It has been selected for the opening of an Atal Tinkering Lab, an incubation centre of sorts, under an initiative of the Niti Aayog.

While Dr Mridula Prakash was spearheading the School of Creative Learning to deepen its roots towards the mission of providing quality education for all, Shri Vijoy Prakash continued to develop and propagate the concepts of Creative Learning. He developed a series of teaching learning materials on Creative Learning, and wrote 'Creative Learning - a Handbook for Teachers and Trainers', which was released by the Honourable President of India, Dr APJ Abdul Kalam, in December 2007.



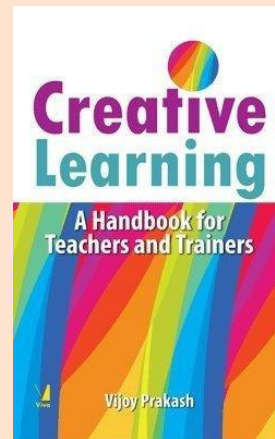
In 2002, Shri Vijoy Prakash, IAS addressed in Bihar Vidhan Parishad on the Education of Underprivileged. He explained how Creative Learning principles can be helpful in this regard. Shri Zabir Hussain, Chairman, Bihar Vidhan Parishad appreciated the approach of Creative Learning in the empowerment of excluded community. Shri Harsh Mandar, IAS, spoke about the challenges of education.



In 2007, Shri Vijoy Prakash, IAS, as Executive President, APCL delivered a lecture at Indian Institute of Management, Ahmedabad about the 'Role of Creative Learning in School Education'.



Honourable President of India Dr APJ Abdul Kalam released the book – 'Creative Learning' written by Shri Vijoy Prakash in December 2007



The book was published by Viva Books and is available on Amazon (QR code above).

“In this era of information-based socio-economic order, creativity is going to become an all-important quality. The challenge before us is to design an education system which may enable us to develop creativity in society so that we can acquire the ever-expanding base of information and apply it to the best use of humanity.”

Written by Shri Vijoy Prakash, IAS and Executive President (APCL), 'Creative Learning' examines the basic concepts of education and suggests approaches and methods for their improvement. Designed as a handbook for teachers, trainers, academicians and parents, this book offers a comprehensive plan for the overhaul of our education system, which will enable it to meet the demands of the present, and the fast-approaching future.

Honourable President of India Dr APJ Abdul Kalam released the book – 'Creative Learning – A Handbook for Teachers and Trainers' written by Shri Vijoy Prakash at the Rashtrapati Bhawan in December 2007.

Development of Core Creative Competencies in School of Creative Learning

Every Year, the School of Creative Learning celebrates the spirit of Creativity in several events throughout the year such as Creativity Olympiad, Innofest, Math Mela and *Aadrishti Yog*. In the Creative Learning spirit of 'every occasion is a learning occasion', the learners at the School of Creative Learning benefit from unique learning opportunities from celebrations such as *Saraswati Puja*, Teacher's Day, Children's Day, Independence Day, Republic Day & Rangoli.

The Creativity Olympiad

The School of Creative Learning stands out as a beacon of innovative and holistic education. Among its many initiatives, the 'Creativity Olympiad' is a shining example of its commitment to nurturing creativity and evaluating students' Core Creative Competencies.

The Creativity Olympiad is not your typical academic competition. It's a dynamic and engaging event designed to tap into and develop essential creative skills. The Olympiad focuses on evaluating the Core Creative Competencies that are crucial for a student's holistic development:

- **Concentration:** This event challenges students to focus their attention and concentrate on tasks that demand their full mental presence.
- **Memory:** Memory exercises in the Olympiad test a student's ability to retain information and recall it when needed.
- **Imagination:** Participants are encouraged to let their imaginations soar, coming up with innovative and imaginative solutions to various challenges.
- **Thinking:** The Olympiad presents students with thought-provoking problems that require critical thinking and problem-solving skills.
- **Power of Observation:** Observational skills are put to the test, honing a student's ability to pay attention to detail and make meaningful connections.



Why is the Creativity Olympiad Unique?

What sets the Creativity Olympiad apart is its focus on competencies that go beyond traditional academic knowledge. While academic success is undoubtedly important, the school believes that a well-rounded education includes the development of these Core Creative Competencies. These skills are not only valuable in the classroom but also in real-life situations, where creative thinking and problem-solving can make a significant difference.

Fostering Lifelong Skills

By participating in the Creativity Olympiad, students not only have the opportunity to showcase their creative abilities but also to enhance them. These skills are not just for the competition but are valuable life skills that can serve students well in their future endeavours.

Creativity Olympiad at the School of Creative Learning is a testament to the institution's commitment to holistic education. It recognizes that creativity is a vital component of a student's development and provides a platform for students to cultivate and evaluate their Core Creative Competencies. Through this innovative initiative, the school empowers students to become not just knowledgeable individuals but also creative thinkers and problem solvers, ready to navigate the challenges of the world beyond the classroom.



Janak Yog

Janak Yog is a test of concentration at the School of Creative Learning devised by Shri Vijoy Prakash taking inspiration from a mythological tale between King Janak and Sage Narad. The objective is to prevent the water spilling over a bowl while walking on a straight line. In one of the most popular tools practiced at the school, children develop higher altitudes of concentration over time. APCL believes in combining traditional wisdom with newer forms of learning.

King Janak is called *Rajarishi* that means a '*King as well as Rishi*'. As per Indian mythology, he governed the kingdom of Mithila as a Karma Yogi without attachment to the results. At the same time, he focused on self-realization.

Once Sage Narad came to King Janak's court & wanted to know how King Janak was able to be a king as well as a rishi. King Janak said: *"Here is a bowl filled with water. All you need to do is just walk around the palace with this bowl in your hands and be back here. You should not spill even a single drop of water nor use your divine powers during the task."*

Sage Narad picked up the bowl and started his walk. It took only a few steps for him to realize how daunting the task was. The water was filled to the brim, making it difficult for him to balance the bowl and walk at the same time. After a long while, he managed to finish the task and came back to the king, exasperated and sweating profusely.

"O king, I have completed the task without spilling a single drop. Now please answer my questions", demanded Narada angrily, wiping the sweat off his brow.

The King said, *"Please recollect everything you have noticed or experienced during your walk."*

Sage Narad replied, *"I do not recollect noticing or experiencing anybody or anything. I never did take my eyes off this bowl. How could I notice or experience anything else?"*

King Janak smiled and said, *"Similarly, though I constantly live under opulence, wealth and grandeur as a king, I have learned to renounce and detach myself from them just like a sage would, from all things worldly. However, I still perform my kingly duties as a karma yogi, because I consider those duties to be my karma yoga, my dharma, and my path to self-realization. Thus I am both a sage and a king at the same time. It is through the five senses that a human body craves for and experiences the mundane, material and sensual. I have liberated my body from these 5 senses and channelled it to focus only on atma-tattva (or) realization of the soul. This is what made me a Videha. I now believe I have answered all your questions."*

Sage Narad was astounded.

Creativity Olympiad | Concentration

Concentration is a vital cognitive skill that plays a significant role in a student's ability to focus, learn, and excel academically. The School of Creative Learning recognizes the importance of concentration development and offers a variety of engaging activities designed to enhance this skill. These activities not only improve concentration but also promote mindfulness and mental agility. Here are some of the concentration development activities practiced at the school:

- **Bouncing Balls:** Bouncing Balls is a hands-on activity where students are tasked with bouncing a ball repeatedly without letting it drop. This activity demands intense focus and hand-eye coordination, training students to concentrate on a single task for an extended period.
- **Counting without Touching:** In this exercise, students are presented with a set of objects, and they must count them without physically touching the objects. This activity sharpens their ability to concentrate on visual information and maintain mental focus.
- **Drawing without Touching:** Similar to the previous activity, Drawing without Touching requires students to draw shapes or objects on paper without actually touching the paper with their hands. This activity hones their ability to control fine motor movements through concentration.
- **Thiruvelluvar Vasuki Yog (Balancing a Book on Head):** This activity is inspired by the Indian tradition of balancing objects on one's head. Students are challenged to balance a book on their heads while maintaining an upright posture and walking or performing other tasks. It fosters physical and mental balance and concentration.
- **Janak Yog (Balancing a Bowl Filled with Water on an Open Palm):** Janak Yog involves balancing a bowl filled with water on an open palm. This activity requires precise control of hand muscles and unwavering concentration to prevent spillage. It is not only a physical challenge but also a mental one, promoting mindfulness.

Concentration development activities offer numerous benefits to students at the School of Creative Learning:

- **Improved Focus:** These activities enhance a student's ability to concentrate on a single task, reducing distractions and improving focus.
- **Enhanced Motor Skills:** Activities like Drawing without Touching and Balancing Objects promote fine motor skills and hand-eye coordination.
- **Mindfulness:** Concentration exercises encourage students to be present in the moment, fostering mindfulness and mental clarity.
- **Physical and Mental Balance:** Balancing objects on the head or palm develops both physical and mental balance, requiring unwavering concentration.
- **Academic Success:** Strong concentration skills are essential for academic achievement, as students can absorb and retain information more effectively.

By incorporating Concentration Development activities into their curriculum, the School of Creative Learning equips students with essential skills that extend beyond the classroom. These activities empower students to develop heightened concentration, enhancing their academic performance and preparing them to tackle life's challenges with unwavering focus.

स्कूलों में एकाग्रता के विषय की पढ़ाई हो : राज्यपाल

BOOK RELEASE

श्री श्री स्टार पढ़ाई

राज्यपाल केशरी नाथ त्रिपाठी ने कहा कि आज बच्चों पर पढ़ाई का बोझ ज्यादा है। ऐसे में वह आवश्यक है कि उनकी एकाग्रता और स्मरण शक्ति बढ़े। एकाग्रता के बिना सृजनशीलता नहीं आ सकती। इसलिए सभी स्कूलों में एकाग्रता विषय की पढ़ाई होनी चाहिए। राज्यपाल कुशवार को राजभवन के दरबार हॉल में कृषि उत्पादन आगुक्त विजय प्रकाश लिखित 'अपनी एकाग्रता कैसे बढ़ाएं' नामक पुस्तक के लोकार्पण समारोह को संबोधित कर रहे थे।

उन्होंने कहा कि मन बहुत चंचल होता है, जिसे एकाग्र कर ही बढ़ी सफलता पायी जा सकती है। पारंपरिक लोक पद्धतियों, यथा- लोक क्रीड़ा, लोक कला एवं लोक नृत्य आदि

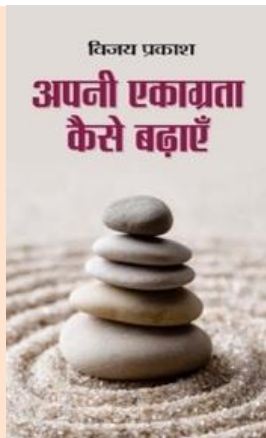


राजभवन में 'अपनी एकाग्रता कैसे बढ़ाएं' पुस्तक का विमोचन के दौरान प्रशांत कुमार शर्मा, राज्यपाल केशरी नाथ त्रिपाठी, विजय प्रकाश, डॉ. मुदुला प्रकाश (बाएं से)।

के माध्यम से भी एकाग्रता विकसित करने में भी महत्व मिलना चाहिए। मौके पर शिक्षा मंत्री विकास-वाता में भी एकाग्रता का काफी महत्व सहायक है। योग का आधुनिक शिक्षण पद्धति में प्रशांत कुमार शर्मा ने कहा कि मनुष्य की संपूर्ण है। हमें अपनी शिक्षा-व्यवस्था को नवचारी

ढंग से विकसित करना होगा। इस पुस्तक में एकाग्रता-विकास के पारंपरिक तरीकों को सम्पन्न विवेचना के साथ-साथ, लोक विधा वाले खेलों के महत्व को भी इसमें काफी सहायक बताया गया है। इस पुस्तक के लेखक विजय प्रकाश ने कहा कि मैंने अनुभव किया है कि जो बच्चे स्कूल नहीं जाना चाहते या पढ़ना नहीं चाहते, उनमें एकाग्रता का अभाव रहा है। ऐसे बच्चे सीखने में पीछे रह जाते हैं। एकाग्रता के लिए स्कूल और घर में दिन बारी का ध्यान रखना है, इसकी भी चर्चा इस पुस्तक में की गई है। इसका मकसद यही है कि ऐसा वातावरण बने जिसमें सभी सफल हों। इस मौके पर स्वामी भावात्मानंद, पूर्व कुलपति रामशाद हुसैन, विजय प्रकाश, राज्यपाल के प्रधान सचिव बजेरा मेहरोत्रा, मुदुला प्रकाश, प्रभात प्रकाशन के पीयूष कुमार, डॉ. ध्रुव कुमार, विजय प्रकाश की माता विजया दास आदि उपस्थित थे।

His Excellency Governor of Bihar, Shri Keshari Nath Tripathy & Honourable Minister of Education, Bihar, Shri PK Shahi, released the book 'Apni Ekagrata Kaise Badhayen' or 'How to Develop Your Concentration' written by Shri Vijoy Prakash in May 2015.



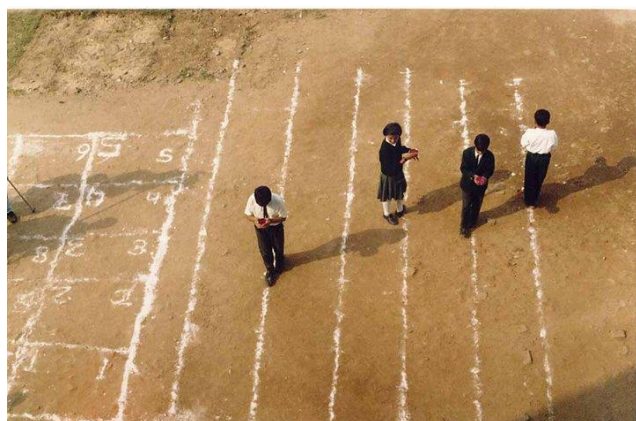
The book provides guidance on improving one's concentration and focus using practical methods derived from both ancient and modern techniques.

प्राचीनकाल से ही भारतीय शैक्षिक प्रक्रियाओं में एकाग्रता-विकास को बहुत महत्व दिया गया। आश्रमों में आचार्य अपने शिष्यों को विविध योगाभ्यासों के जरिए एकाग्रता के गुरु सिखाते थे। आधुनिक शिक्षा-प्रणाली में एकाग्रता-विकास के इस महत्वपूर्ण पक्ष की पूरी तरह से उपेक्षा कर दी गई है। हमने बच्चों के ऊपर सूचनाओं का बोझ बढ़ाने में कोई कसर नहीं छोड़ी है। नतीजतन बच्चों की उपलब्धि का स्तर नीचे आ गया है और वे महज रट्टू-तोते बनकर रह गए हैं। यदि हमें रटंत विद्या को छोड़कर सृजनवादी शिक्षा को प्रोत्साहित करना है तो यह आवश्यक है कि हम नवाचारी ढंग से सोचें। एकाग्रता-विकास में ही सृजनवादी शिक्षा की कुंजी है। बिना एकाग्रता के हम किसी कार्य में सफल नहीं हो सकते। सभी मनुष्य के लिए, चाहे वह दुनिया में किसी देश का निवासी हो या किसी पेशे में हो; एकाग्रता विकास की जरूरत रहती ही है। अतः यह आवश्यक है कि हम शिक्षा-पद्धति में एकाग्रता-विकास को सर्वाधिक महत्व दें।

पुस्तक में एकाग्रता-विकास के तरीके भी सुझाए गए हैं। कक्षा में आसानी से खेले जानेवाले खेलों और संपन्न किए जानेवाले कार्यक्रमों के संबंध में भी पर्याप्त सुझाव दिए गए हैं। इन्हें घर में भी किया जा सकता है। अतः यह पुस्तक केवल विद्यालय जानेवाले बच्चों के लिए ही नहीं; बल्कि विद्यालय नहीं जा सकनेवाले बच्चों के लिए भी उपयोगी है।



The School of Creative Learning has been popularizing folk games for development of Core Creative Competencies (concentration, memory, thinking, imagination, power of observation, power of communication and emotional control). On 20th August 2011, Shri Vijay Prakash, IAS displaying the art of developing concentration through bouncing balls in the inauguration session of Creativity Olympiad at School of Creative Learning in the presence of Shri SK Bhardwaj, IPS. This activity is quite popular in developing concentration. **The school record in this game is ~55,000 continuous bounces over 5 hours without breaking his concentration by Sumant.**



Children practicing *Janak Yog* - a test of concentration at the School of Creative Learning. The objective is to prevent the water spilling over a bowl while walking on a straight line. In one of the most popular tools practiced at the school, children gain higher and higher altitudes of concentration. APCL believes in combining traditional wisdom with newer forms of learning.



There are several such tools developed by Shri Vijay Prakash, that helps for developing concentration, including *Thiruvellunar Vasuki Yog*, *Ank Yog* amongst others.

Creativity Olympiad | Memory

Memory is a foundational cognitive skill that plays a crucial role in a student's learning and overall cognitive development. The School of Creative Learning recognizes the significance of memory enhancement and includes various Memory Development activities in its curriculum to help students improve their memory capabilities. These activities are not only valuable for academic success but also for enhancing cognitive abilities in everyday life.

Here are some of the Memory Development activities offered at the school:

- **Number Memory:** This activity challenges students to memorize sequences of numbers. It can involve tasks like memorizing and reciting long sequences of digits, which helps students enhance their numerical memory and concentration.
- **Word Memory:** Word Memory exercises involve remembering lists of words or vocabulary. This helps students expand their vocabulary and improve their language skills while also boosting their memory.
- **Word Train:** Word Train is a dynamic memory game where students have to remember and recall words in a specific sequence. It enhances both short-term and long-term memory, as well as cognitive agility.
- **Picture Memory:** In Picture Memory activities, students are presented with a series of images and are required to memorize them. This exercise enhances visual memory, which is vital for tasks like recognizing patterns and shapes.
- **Object Memory:** Object Memory activities involve memorizing the names or characteristics of various objects. This helps students improve their memory recall and strengthen their ability to remember details.

Memory development activities serve several valuable purposes at the School of Creative Learning:

- **Enhanced Cognitive Abilities:** These activities improve memory, concentration, and cognitive agility, which are crucial for academic success.
- **Expanded Vocabulary:** Word-based memory exercises help students build a more extensive vocabulary, enhancing their language skills.
- **Pattern Recognition:** Visual memory activities contribute to improved pattern recognition and the ability to retain visual information.
- **Problem Solving:** Strong memory skills aid in problem-solving and critical thinking, as students can recall relevant information more effectively.
- **Life-Long Learning:** Memory development is not limited to school – it's a life-long skill that helps individuals continue learning and adapting throughout their lives.

Incorporating Memory Development activities into the curriculum demonstrates the School of Creative Learning's commitment to nurturing well-rounded individuals with not only academic prowess but also strong memory and cognitive abilities. These skills empower students to excel academically and face the challenges of the world with confidence.



Creativity Olympiad | Imagination

Imagination is a powerful cognitive skill that allows individuals to envision, create, and innovate. The School of Creative Learning understands the significance of nurturing imagination in students and includes various Imagination Development activities as part of its Creativity Olympiad. These activities encourage students to think outside the box, explore possibilities, and unleash their creative potential.

Here are some of the Imagination Development activities conducted during the Creativity Olympiad:

- **Alphabet Picture (Drawing designs based on alphabet):** In this activity, students are given a specific alphabet, and they are tasked with creating imaginative and artistic designs that incorporate that letter's shape. This exercise challenges students to transform a simple alphabet into a work of art, fostering creativity and imaginative thinking.
- **Word Garland (Creating a Word Garland):** In the Word Garland activity, students are tasked with connecting words together in the form of a garland. Each word should be linked to the previous one in a way that creates a cohesive and imaginative narrative. This exercise encourages students to think creatively about word associations and story development.
- **Complete Half Story (Storytelling with a Twist):** Complete Half Story is an exercise where students are given the beginning of a story or narrative, and their challenge is to complete it using their own imaginative ideas and storytelling skills. This activity not only stimulates creativity but also enhances storytelling abilities.
- **Making Word Logo (Creating Word-Based Logos):** Making Word Logo involves students designing logos or visual representations of words or concepts. They must use their imagination to transform words into visually appealing logos that convey meaning and creativity. This activity combines language and design to promote innovative thinking.
- **Number Picture (Drawing designs based on number shapes):** Similar to the Alphabet Picture activity, Number Picture tasks students with using numerical shapes as a foundation for creating imaginative drawings. This encourages them to see numbers not just as digits but as artistic elements that can be transformed into unique designs.
- **Ravindra Yog (Mazing) or Drawing designs based on irregular or unknown shapes:** Ravindra Yog, often referred to as 'Mazing', involves drawing designs based on irregular or unknown shapes. Students are presented with unconventional shapes or patterns and are challenged to use their imagination to create visually appealing and intricate designs.
- **Drawing based on problems with constraints, such as using triangles only:** This activity introduces constraints or limitations, such as allowing students to use only a specific geometric shape like triangles. Within these constraints, students must employ their imaginative thinking to produce drawings that are both creative and adhere to the given restrictions.
- **Parody Making:** Parody Making is a fun and imaginative activity where students create humorous or satirical versions of well-known songs, stories, or artwork. This activity encourages students to think creatively and apply their imagination to transform familiar content into something entirely new.
- **Story Making from Pictures:** Students are presented with a series of images or pictures, and their task is to weave an imaginative story that connects these visual elements. This activity not only sparks creativity but also enhances storytelling skills and narrative imagination.
- **Making Cartoon Stories (Cartoon Storytelling):** Cartoon Stories encourage students to tell stories through illustrations and cartoons. They create visual narratives that require imagination to craft characters, settings, and plotlines. This activity allows students to express their creativity visually and narratively.

Participating in these Imagination Development activities offers several advantages to students:

- **Enhanced Creative Thinking:** These activities stimulate creative thinking and encourage students to approach problems and challenges with imaginative solutions.
- **Artistic Expression:** Drawing and artistic activities allow students to express their thoughts and ideas in a visually creative way.
- **Problem-Solving Skills:** Constrained drawing activities and story creation from pictures help students develop problem-solving skills within the parameters provided.
- **Humor and Wit:** Parody Making fosters a sense of humor and wit, allowing students to view familiar content from a new and imaginative perspective.
- **Communication Skills:** Storytelling activities improve students' ability to communicate their imaginative ideas effectively.

The School of Creative Learning's Creativity Olympiad, with its Imagination Development activities, empowers students to explore the boundless realm of creativity and envision new possibilities. These activities not only nurture imagination but also equip students with valuable skills that are essential for innovation and personal growth.



APCL's Alphabet Generators were selected as a grassroot innovation in the Bihar Innovation Forum II held in Patna in **January 2014**. Alphabet Generators are diagrams that have entire set of alphabets, numerals and simple geometrical figures combined in one figure. Conceptualised by Shri Vijoy Prakash, the Alphabet Generators were designed by the artist – Shri Sadananda. Alphabet Generators have been designed in major Indian scripts - English, Hindi, Bangla, Marathi, Telugu, Tamil, Kannada, Malayalam, Oriya, Punjabi, Gujarati and Urdu. It has also been produced in mixed scripts such as *Alphakshar* (Hindi and English) and *Varna Sangam* (all major Indian scripts combined - English, Hindi, Bangla, Marathi, Telugu, Tamil, Kannada, Malayalam, Oriya, Panjabi and Gujarati).



It is a tradition at the School of Creative Learning, that Learners welcome visitors by making pictures from the letters of their names. Learners of UKG made pictures from the alphabets – J U H I for Smt Juhi Ranjan, Product Manager, RTI, USA in **2015**



Shri Rajesh Chandra (IPS), being garlanded with a word garland for a creative individual on the occasion of 'Creativity Olympiad **2012**'



Dr Mridula Prakash explaining *Alphakshar* before presenting it to Mr Nitish Kumar, Honourable Chief Minister Bihar in **November 2011**



Shri Ashok Kumar Singh, Minister, Higher Education, Bihar appreciating the exhibition on Creative Learning in **December 1998**

Creativity Olympiad | Thinking

The Creativity Olympiad at the School of Creative Learning incorporates a variety of engaging activities designed to promote and develop thinking skills among students. Two such activities, Kangaroo Words and Word Pyramid, are particularly effective in enhancing students' linguistic and cognitive abilities while encouraging creative thinking.

- **Kangaroo Words:** Kangaroo Words are words that carry a smaller word or words (known as *joey words*) within them, and these joey words have the same meaning as the larger word. The challenge is to find the joey words hidden within the larger word, all while maintaining the overall coherence of meaning.

Example: In the Kangaroo word - 'Elephant', the Joey Words are: 'ant' and 'el'. In this example, 'ant' and 'el' are the joey words hidden within 'Elephant'. Each joey word carries a related meaning to the larger word, making it a creative and clever linguistic puzzle.

How Kangaroo Words promote thinking skills:

- **Vocabulary Enhancement:** Kangaroo Words encourage students to expand their vocabulary as they discover smaller words within larger ones.
 - **Pattern Recognition:** This activity trains students to recognize linguistic patterns and relationships between words.
 - **Creative Thinking:** Identifying joey words requires thinking creatively and making connections between words based on meaning and context.
- **Word Pyramid:** A Word Pyramid is a word puzzle in which students start with a single letter and progressively build words, one letter at a time, creating a pyramid shape of words. Each new word must be formed by adding a letter to the previous word, and the letters cannot be rearranged. The challenge is to create a pyramid of words while following these rules.

Example:

Starting Letter: 'C'

Pyramid:

C
CA
CAT
CATE
CATER

In this example, the word pyramid starts with the letter "C" and builds words step by step, ultimately forming the word "CATER."

How Word Pyramid Promotes Thinking Skills:

- **Creative Word Formation:** Word Pyramid encourages students to think creatively and strategically about how to form new words from a starting letter.
- **Spelling and Vocabulary:** This activity reinforces spelling skills and broadens students' vocabulary as they discover and create new words.
- **Sequential Thinking:** Building words in a pyramid structure requires sequential thinking and planning.

Both Kangaroo Words and Word Pyramid are excellent thinking skills activities incorporated into the Creativity Olympiad. These linguistic challenges not only enhance students' language skills but also foster creative thinking, problem-solving, and the ability to identify patterns and relationships within words—a valuable set of skills that extend beyond the classroom and into various aspects of life.

Creativity Olympiad | Power of Observation

The Creativity Olympiad at the School of Creative Learning includes a range of activities designed to enhance students' power of observation. Among these activities, blind games play a significant role in honing the senses and promoting a deeper level of awareness. Blind games encourage students to rely on their senses of touch, taste, sound, and olfaction to identify objects and details without the use of their sight.

Blind Games: Blind games are sensory-based activities in which students are blindfolded or have their vision temporarily obscured to simulate blindness. They are then presented with objects, materials, or tasks that require the use of their other senses to identify, recognize, or accomplish.

- **Touch-Based Blind Games:** In these games, students are blindfolded and tasked with identifying objects solely by touching them. The objects may have different textures, shapes, or temperatures, and students use their tactile senses to gather information.
- **Taste and Smell-Based Blind Games:** Students may be presented with a variety of foods, spices, or scents and are asked to identify them through taste or smell alone. This promotes sensory discrimination and the ability to recognize different flavors or odors.
- **Sound-Based Blind Games:** Sound-based blind games involve students listening to various sounds or noises and identifying their sources. This hones their ability to distinguish between different sounds and helps develop auditory observation skills.
- **Olfactory Blind Games:** Students are presented with different scents or fragrances and must identify them without the aid of sight. This activity sharpens their olfactory senses and helps them recognize various odors.

Benefits of Blind Games in Developing Observation Skills:

- **Heightened Sensory Awareness:** Blind games encourage students to focus on their remaining senses, making them more attuned to subtle details and distinctions.
- **Improved Sensory Discrimination:** By relying on touch, taste, smell, or sound, students learn to discriminate between different sensations or stimuli.
- **Enhanced Memory:** These activities require students to remember and recognize sensory information, boosting their memory skills.
- **Problem-Solving:** Blind games often present challenges that require students to use their senses creatively to solve problems or complete tasks.
- **Increased Awareness:** Students develop a deeper awareness of their surroundings and the sensory cues present in their environment.

By incorporating blind games into the Creativity Olympiad, the School of Creative Learning helps students cultivate sharper powers of observation, sensory discrimination, and a heightened ability to gather information from their surroundings. These skills are valuable not only for academic pursuits but also for enhancing their overall awareness and problem-solving abilities in everyday life.



Innofest: Fostering Creativity, Innovation, and Scientific Exploration

Innofest is an exciting and innovative occasion organized by the School of Creative Learning to showcase and celebrate the creativity and innovation skills of children. This event serves as a platform for students to unleash their imagination and transform waste materials, sand, clay, electrical and electronic components, and other resources into inventive and groundbreaking creations. Here's an in-depth look at what Innofest entails:

- **Designing New Items from Waste Materials:** Innofest encourages students to repurpose waste materials into new and useful items. This activity promotes environmental consciousness, resourcefulness, and the idea that creativity can transform discarded materials into valuable resources.
- **Robotics, IoT, Drone, and 3D Printing Exhibits:** Students have the opportunity to showcase their prowess in robotics, the Internet of Things (IoT), drone technology, and 3D printing. They present innovative projects and applications in these cutting-edge fields, demonstrating their skills in engineering and technology.
- **Robotics Competitions:** Innofest features thrilling robotics competitions that test students' engineering and programming abilities. These include Robotic Car Races, Robo Wars (robotic battles), Robo Football, Ship Races, Robotic Car Hurdle Races, and more. These competitions challenge students to design, build, and operate robots for various tasks and challenges.
- **Science Exhibitions:** The event hosts a captivating science exhibition that aims to dispel common myths, explore the science of everyday life, and reveal the wonders of science in everyday situations, such as in the kitchen or on the playground. Students engage in hands-on demonstrations and interactive exhibits that make science come alive.
- **Learning History to Predict the Future:** Innofest presents a unique feature called "Learn History to Predict the Future." This segment delves into the history of problems solved through the continuous development of technology. It offers insights into the evolution of technology and its potential future trajectories. Students are encouraged to ponder the impact of technology on society and anticipate future innovations.



Education Secretary, Govt of India, Shri Anil Swarup inaugurating the exhibition on **Make in Schools** in 2018

Key Objectives of Innofest:

- **Promoting Creativity:** Innofest nurtures creativity and innovative thinking by challenging students to develop new ideas and projects.
- **STEM Education:** The event emphasizes science, technology, engineering, and mathematics (STEM) education, fostering a passion for these fields among students.
- **Hands-On Learning:** Innofest provides a hands-on learning experience, allowing students to apply theoretical knowledge to practical projects.
- **Environmental Awareness:** Encouraging the use of waste materials highlights the importance of environmental sustainability and resource conservation.
- **Competition and Collaboration:** Robotics competitions promote healthy competition and teamwork among students.

Innofest is a remarkable platform that not only celebrates the creative potential of young minds but also inspires them to pursue careers in STEM fields. It showcases the power of innovation and underscores the impact of technology on society, encouraging students to be visionary thinkers and problem solvers for the future.

Establishment of the Atal Tinkering Lab (ATL) in the School of Creative Learning

The journey of creativity and innovation at the School of Creative Learning (SCL) has been an integral part of its mission from its inception. Recognizing the value of innovation and hands-on learning, the school adopted the exhibition method as a means to cultivate creativity among its students. In this method, students were encouraged to showcase their innovative models at a Science fair, igniting their curiosity and passion for scientific exploration. Themes like "Best from Waste," "Science in Games," and "Exploding Myths" captured the imagination of young minds.

Creativity and innovation were instilled in students right from their early years at SCL. From crafting toys to designing tools using materials like clay, paper mache, and even electronic goods, students were exposed to the world of innovation and problem-solving. The school's primary focus was on finding innovative solutions to local contextual problems, nurturing a spirit of community development.

The crowning achievement in this journey was the establishment of the Atal Tinkering Laboratory (ATL) at the School of Creative Learning in 2018, thanks to the unwavering support of NITI Aayog. This milestone followed a rigorous screening contest, making it a testament to the school's dedication to fostering innovation. Under the mentorship of Shri Vijoy Prakash, ATL became a hub for learning and experimentation in the domains of Robotics, Sensor Networks, 3D Printing, and Drone technology.

The inauguration of ATL was graced by the then Minister of State of Education of India, Shri Upendra Kushwaha, in July 2019. Renowned bureaucrat Shri Anil Swaroop also visited the lab in 2019, further recognizing its significance. ATL's remarkable work was celebrated when it was declared "ATL of the Month" by Atal Innovation Mission, NITI Aayog, not once but multiple times in November 2019, February 2023, and July 2023.

Shri Vijoy Prakash's mentorship at ATL did not go unnoticed, as he was rightfully honored with the title of "Exemplary Mentor" by NITI Aayog. The laboratory boasts state-of-the-art facilities, offering students a world-class learning environment equipped with cutting-edge technology. At ATL, the focus is not just on technology but also on nurturing creative minds. Classes in ideation and design thinking empower students to identify local challenges and develop technological solutions. Typically, students from Class VI to IX actively participate in ATL, fostering a culture of innovation from a young age.

One of the remarkable achievements was the production of the film "Kabad se Avishkar" with support from Oxfam, shedding light on the creative potential of recycling and waste management. The school extended its outreach with the "Srijan Chaupal" initiative, educating children in the villages of Jamsaut and Hathiakand Panchayat on crafting useful items from discarded materials.

The school's commitment to innovation extends beyond its walls. "Atal Innovation Community Day" is celebrated annually, engaging students in activities that stimulate their creativity. SCL's participation in the Creativity Olympiad in Jamshedpur, organized by the Association of Engineers, showcased its students' talent in innovation.

One of the most notable achievements was the recognition of the "Robotic Farmer" model created by Praveen, Ankit, and Nitish, which earned a place among the best 100 projects recognized by NITI Aayog. The Atal Tinkering Laboratory at the School of Creative Learning stands as a testament to the institution's unwavering commitment to fostering creativity and innovation. It serves as a beacon for young minds, inspiring them to push the boundaries of what is possible through creativity and innovation.



List of 257 Schools Selected for Establishing Atal Tinkering Laboratories

All schools are requested to register at the Public Financial Management System immediately for receiving grant-in-aid (www.pfms.nic.in). Schools already registered are not required to register again.

S. No.	Unique ID	Name of the School	State
209	07b68455	SBOA School and Junior College	Tamil Nadu
210	bf0e687	School Of Creative Learning	Bihar
211	f2ea5696	School Of Scholars	Maharashtra

In **December 2016**, School of Creative Learning was selected for establishing Atal Tinkering Lab by Niti Aayog, Government of India. SCL was one of the 5 schools selected in the state of Bihar by Niti Aayog.

Atal Tinkering Lab established at School of Creative Learning

Correspondent

At Innovation is very at in the modern era. Innovation is the key to the growth of a nation. NITI Aayog, the Union Minister of State for Skill Development and Entrepreneurship, on the occasion of the inauguration of Atal Tinkering Lab, supported by Govt. of India here 29 at School of Creative Learning, Darapur. He addressing students, and guests on the occasion he further said have to put emphasis on logical skills on the child. Appreciating the innovative models of the students that the innovative gleaming of Creative Learning needs to be scaled up at educational institutions.



Among young minds, NITI Aayog called for applications from schools for support of establishment of Atal Tinkering Laboratories (ATL) in school. About 13,000 schools applied to NITI Aayog. After a rigorous screening including presentation of innovations by students 257 schools were selected for assistance for setting up.

The school would get 20 lakhs in 5 years for running the institution. In ATL, Robotics, 3D printing, Internet of things and sensors would be taught and students would be encouraged to make innovative products solving day to day problems.

focuses on innovation in science, robotics, sensors and 3D printing.

Dr. Prashant Ranjan, Executive Director, TIFAC, spoke about how India in her Technology Vision 2035 would teach technology to students through virtual reality in future. It would be immensely helpful if 3D printing is taught at school level.

Welcoming the guests Dr. Medula Prakash, Principal of School of Creative Learning said that the school was established with a view to promote creativity in society. In last twenty years it has served the weaker section of society.

Also an exhibition called "Waste is Wealth" was organized on this occasion. Small children from School of Creative Learning demonstrated their imagination and innovation. Students of School of Creative Learning showcased their innovative



The Atal Tinkering Laboratory (ATL) was inaugurated at the School of Creative Learning (SCL) campus by Honourable Minister of State, School Education and Literacy, Govt of India, Shri Upendra Kushwaha on 29th July, 2017. The lab is designed to inculcate skills on electronic development, robotics, Internet of Things, sensors and 3D Printing and learn the art of innovation.

The Chief Guest Shri Upendra Kushwaha congratulated the school and wished the students many happy hours of tinkering. He went round and saw the models made by the students and interacted with them. He gave various tips to the students. Special Guest Dr Prabhat Ranjan, Executive Director, TIFAC shared his views on Technology Vision 2035 and explained that how technology should bring this vision to fruition. He said that the ATL lab would teach students essential 21st-century skills which will help them in developing their professional skills. Dr Mridula Prakash, Principal SCL, elaborated on the future plans for the Atal Tinkering Lab. She said we were proud of being one of the schools selected under the Atal Innovation Mission wherein the Union Government would provide support for modern labs for taking up research-related activities. Shri Vijoy Prakash, IAS Retd, said that the lab is an approach of the Government of India to create an environment of scientific temperament, innovation & creativity amongst Indian Students. He said a skilled India is the need of the hour, and ATLs are a step towards achieving a skilled and prosperous India.

इनोफेस्ट-2018 स्कूल ऑफ क्रिएटिव लर्निंग में आयोजित की गयी विज्ञान प्रदर्शनी

युद्ध कला का प्रदर्शन व रस लगाते दिखे रोबोट

लखनऊ, 29 दिसंबर 2018

लखनऊ (प्रबुद्ध) 29 दिसंबर 2018: स्कूल ऑफ क्रिएटिव लर्निंग (SCL) में आयोजित की गयी विज्ञान प्रदर्शनी में छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया। प्रदर्शनी में छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया।

प्रदर्शनी में छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया। प्रदर्शनी में छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया।

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पटना के तीन छात्रों ने बनाया 'रोबोटिक फार्मर'

गर्व

पटना, 29 दिसंबर 2018

पटना के तीन छात्रों ने बनाया 'रोबोटिक फार्मर'। छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया।

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मैथ मेले में रोबो ने सिखाया हिसाब

लखनऊ, 29 दिसंबर 2018

लखनऊ में आयोजित मैथ मेले में छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया। प्रदर्शनी में छात्रों ने अपने रोबोटिक कला प्रदर्शन के माध्यम से दर्शकों को आश्चर्यचकित कर दिया।

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Over the years, School of Creative Learning has become a hub of school level robotics and technological innovation. It has received multiple awards for featuring as the ATL School of the Month. This is a testament to the strong innovation and creative foundations of the learners and teachers at the school.





During Innofest, the whole campus resonated by different kind of innovative products. ROBOs here, ROBOs there and ROBOs everywhere. The robots welcomed the guests and also collaborated in the inauguration of the event. At one place, robots were having hurdle race, at another, robots were displaying its skills in war. At some places, the robots were patrolling the border, while at the other, the robots were driving a vehicle. In a water pool, children were racing the robots made by them. Where the water was falling from the sky, the children had set up their own radio station by creating a new FM channel.



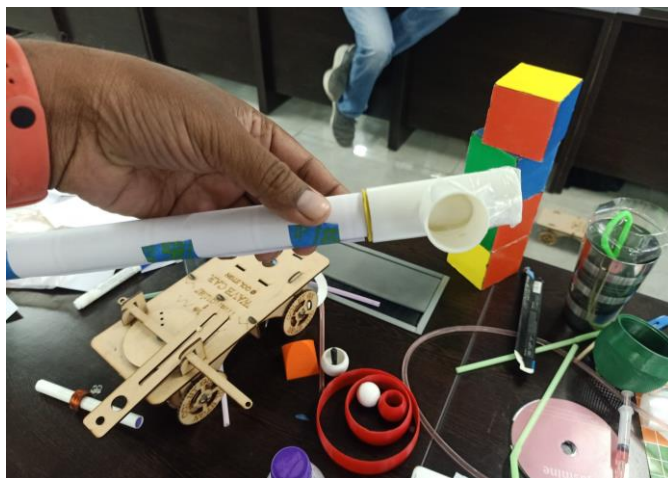
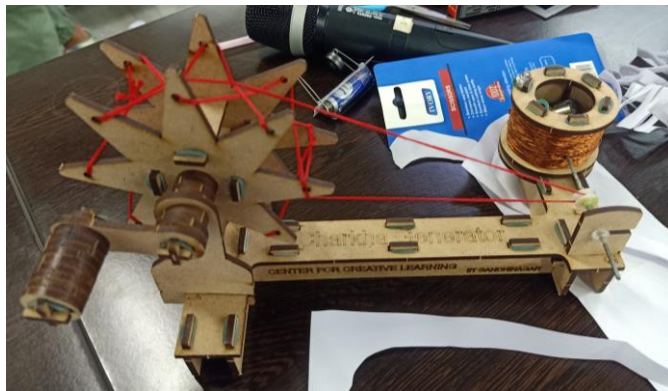
School of Creative Learning, in collaboration with Techprolabz, conducted an Atal Tinkering Lab (ATL) Training Workshop from 14th to 17th November, 2017. The aim of the workshop was to train students about Robotics and Internet of Things like Arduino and Raspberry Pi. The trainer first explained all the components of the robots, Arduino and Raspberry Pi followed by the programming. He then set the challenges for the groups of students. Each group actively participated in designing the robos with Arduino and Raspberry Pi with desired features. Overall it was an enriching and beneficial session.



3D Printing is an exciting and innovative technology, with multiple creative and practical applications. On 3rd April 2014, a 'Workshop on 3D Printing' was organised at the School of Creative Learning to create awareness among students regarding the techniques of 3D Printing. Shri Vishal, an IITian and 3D printing expert from Mumbai, demonstrated the working of 3D printers.

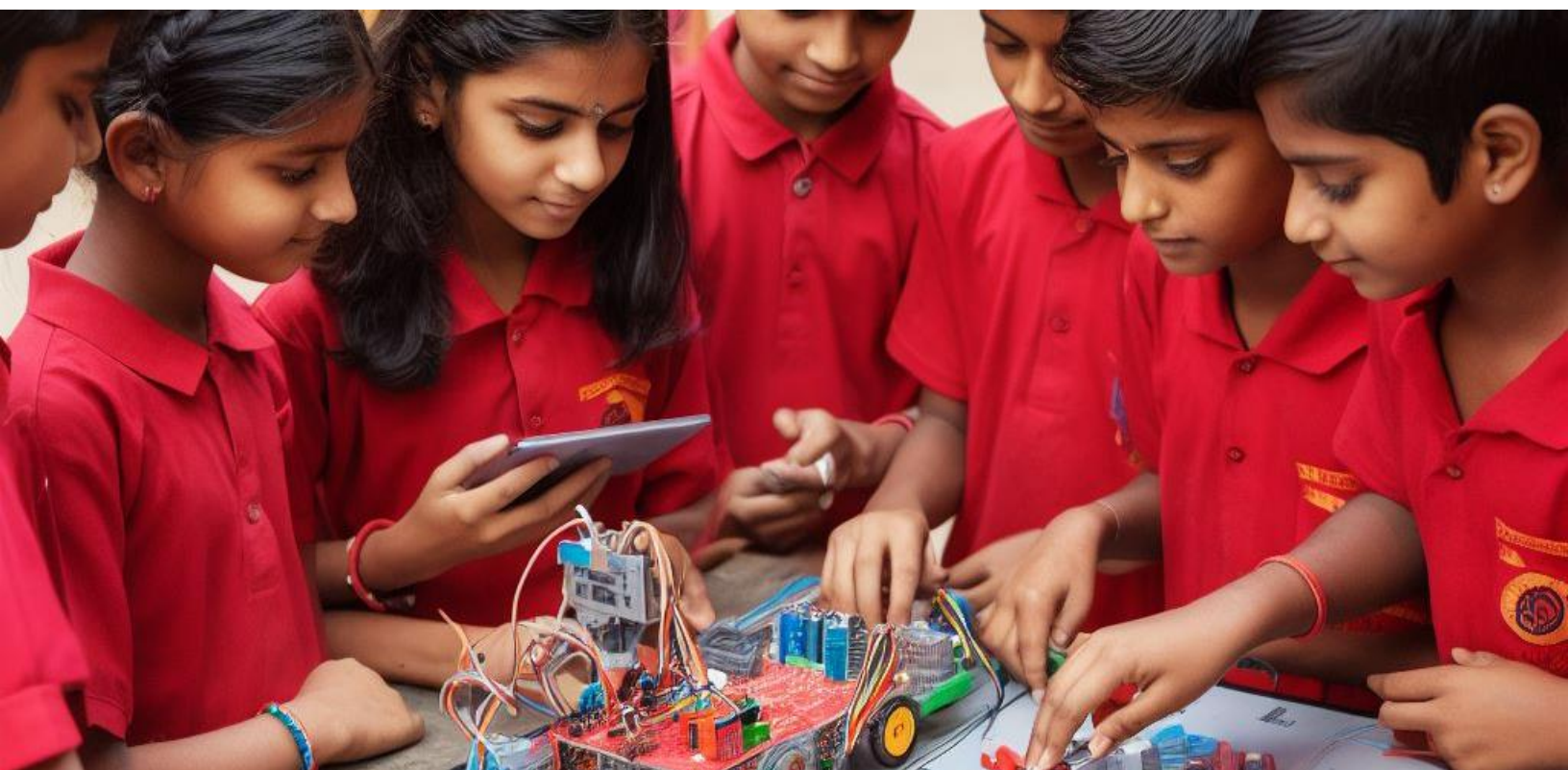


Design Thinking is a human-centered approach to problem-solving that emphasizes empathy, collaboration, and experimentation. It involves understanding user needs, brainstorming innovative solutions, and iteratively testing and refining those solutions. This methodology transforms challenges into opportunities, always prioritizing the human experience at its core. On 10th April 2023, a workshop on Design Thinking was organised by the School of Creative Learning. The workshop was conducted by Dr Surabhi Sonam, HOD Bioengineering, DY Patil International University (Pune). She is also the Mentor of Change for the Atal Innovation Mission (NITI Aayog).



Students of School of Creative Learning participated in the 'Joy of Learning' Programme conducted in **October 2023** by the Center for Creative Learning – CCL (IIT Gandhinagar) in Gyan Bhavan, East Gandhi Maidan, Patna

To inculcate hands-on learning, the School of Creative Learning regularly conducted workshops on Robotics, Internet of Things, 3D Printing and Design Thinking. Over a period of time, this exposure has resulted in developing a culture of fabrication and robotics – that now propagates through peer networks within the school and beyond.



Math Mela: A Celebration of Mathematical Creativity

Math Mela, hosted by the School of Creative Learning, is an exceptional learning occasion where the world of mathematics is unlocked through a vibrant array of activities. This lively and educational event is designed to make mathematics enjoyable and engaging for students of all age groups. Math Mela celebrates the beauty and versatility of mathematics, making it accessible, enjoyable, and relevant to students' lives. Through magical performances, musical expressions, dramatic storytelling, and engaging exhibitions, this event transforms math into an exciting adventure of discovery and creativity. Math Mela is a testament to the idea that mathematics is not just a subject to be learned but an enchanting world to be explored.

- **Faster Calculation Competition:** Math Mela offers a series of faster calculation competitions for students at various grade levels, from Nursery to High School. These competitions include tasks such as addition, subtraction, multiplication, and division, as well as challenging exercises like writing numbers and alphabets in the shortest time possible. Students can also take on the intriguing Magic Square challenge.
- **Mathematics through Magic, Music, and Drama:** Math Mela introduces students to mathematics in a magical and entertaining way. The event showcases the following activities:
 - **Magic Square:** Students explore the art of creating different types of magic squares, adding an element of mystery to math.
 - **Maths Crossword:** Participants engage in various types of math crossword puzzles, stimulating their problem-solving skills.
 - **Mathematics through Magic:** Children demonstrate their mathematical prowess through magic tricks that intrigue and captivate the audience.
 - **Mathematics through Music:** Students from Nursery to Grade V express mathematical concepts through music, singing songs that convey mathematical formulas and counting.
 - **Mathematics through Drama and Stories:** Creative presentations of mathematical problems through drama and storytelling help students connect with math in a fun and imaginative way.
- **Mathematical Exhibition:** Math Mela features a captivating Mathematical Exhibition that explores various aspects of mathematics, including:
 - **Pattern Mathematics:** Exhibits on number patterns, creative patterns, triangular numbers, perfect numbers, and number families.
 - **History of Mathematics:** Displays on the history of mathematical concepts such as zero, the Golden Ratio, Pi, e, and the biographies of famous mathematicians.
 - **Mathematics in Daily Life:** Insights into how mathematics influences everyday activities, from cooking to sports.
 - **Mathematics in Playgrounds:** Exhibits showcasing mathematical elements in outdoor play areas.
 - **Math-e-Sweater:** A creative display combining mathematics and fashion.
 - **Mathematics and Thread Art:** An exploration of thread art inspired by mathematical patterns.
 - **Math-e-Music:** Musical presentations that connect math with catchy tunes.
 - **Maths of Making Tea:** A delightful demonstration of mathematics in the process of making tea.
 - **Patterns of Nature:** Exhibits showcasing natural patterns found in leaves and flowers.
 - **Maximum in Daily Life:** Displays highlighting mathematical concepts related to daily activities, such as counting the maximum number of leaves or grains.
- **Interactive Displays:** Math Mela offers interactive displays, including:
 - **Maths on Board:** Engaging mathematical problems and puzzles.
 - **Pahara with Bamboo Sticks:** Hands-on activities using bamboo sticks to explore mathematical concepts.
 - **Models of Pythagoras Theorem:** Demonstrations of the famous Pythagorean theorem.
 - **Calendar Games:** Fun and educational games involving calendars.
 - **Shapes Corner:** Displays and activities related to geometric shapes.
 - **Fallacy Corner:** A space to challenge and learn from mathematical fallacies.
 - **Mental Board Game:** Entertaining board games that sharpen mental math skills.
- **Mathematical Games:** Math Mela features a variety of mathematical games, including the use of mathematical yantras, number scramblers, and playing cards for learning math. It also includes activities like '*Sabaj Pahara*' and challenges related to clock problems.



Learners at the School of Creative Learning playing **NumberGo**, a number game designed by Shri Vijoy Prakash



Under the mentorship of Shri Vijoy Prakash, the learners from School of Creative Learning attempted the largest Magic Square in **May 2019** of the size 1125×1125 , surpassing the previous record of 1111×1111 held by Norbert Behnke of Germany since 1990. It had numbers from 1 to 1,265,625 without any number being repeated with the magic constant or the sum of each row, column or diagonal being 711,914,625. However, due to time problems of students, it remained unfinished.



Learners playing a number game during Math Mela



Learners exhibiting various games and mathematical tools



Mathematics can be fun. **Chaturang Ka Inaam** written by Shri Vijoy Prakash to teach the concept of geometrical progression being enacted by learners of the School of Creative Learning in Math Mela in November **2017**



Workshop on Speed Maths at the School of Creative Learning being conducted by Shri Vijoy Prakash. The aim of this workshop was to familiarize the students with the techniques of faster mental calculations including concepts from Vedic Mathematics and the Trachtenberg System. Students enthusiastically participate in this workshop and find it useful as they learned many short-cuts and tricks for improving speed and accuracy of computations.



Shri Abhayanand, retd IPS, ex-DGP, Bihar, Dr Azhar Hussain, VC Veer Kunwar Singh University, Prof Venkatchalam, Indian Institute of Science, Bangalore and Shri Vijoy Prakash, retd IAS in the Training workshop for Mathematics Olympiad with support from Homi Bhabha Centre for Science Education in 2017



Saraswati Puja: A Celebration of Learning and Management

Saraswati Puja is not merely a religious observance at the School of Creative Learning; it is a dynamic occasion where students are not only paying homage to the Goddess of learning but also gaining valuable managerial skills. This event provides a unique opportunity for students to immerse themselves in various aspects of event planning, organization, finance management, teamwork, and accountability. Let's delve into the comprehensive process of *Saraswati Puja*:

- **Planning for the Event:** The journey begins with meticulous planning. Students, under the guidance of teachers and mentors, brainstorm ideas and create a detailed plan for *Saraswati Puja*. They discuss the event's objectives, theme, and activities to be organized.
- **Conducting Meetings:** To ensure that everyone is on the same page and the event runs smoothly, students learn the art of conducting meetings. They discuss responsibilities, timelines, and necessary preparations in these meetings.
- **Financial Planning:** *Saraswati Puja* offers students an opportunity to delve into financial planning. They create budgets, allocate resources, and estimate costs for various aspects of the event, from decorations to refreshments.
- **Building a Team:** Effective teamwork is a cornerstone of successful event management. Students learn how to build and coordinate a team responsible for different aspects of the event, including decoration, logistics, and cultural performances.
- **Delegation and Distribution of Work:** Delegation is a critical managerial skill, and students put it into practice by assigning specific responsibilities to team members based on their strengths and interests. This process empowers students to trust their peers and collaborate effectively.
- **Celebrating the Event:** *Saraswati Puja* comes alive with vibrant celebrations. Students actively participate in every aspect, from crafting the statue of *Saraswati* to erecting the pandals, preparing food items, and conducting cultural performances. Their hands-on involvement ensures a sense of ownership and pride in the event.
- **Student-Centric Approach:** A distinctive feature of *Saraswati Puja* at the School of Creative Learning is that students are encouraged to take the lead. They actively engage in creating the *Saraswati* statue, constructing pandals, and preparing traditional offerings. This hands-on involvement fosters a sense of responsibility and self-reliance.
- **Accountability and Transparency:** After the event concludes, an important step follows – displaying an account of all financial transactions in a school assembly. This practice promotes accountability, transparency, and a sense of responsibility towards managing public funds. It also instils the value of financial discipline.

Saraswati Puja, at its core, is a celebration of both knowledge and management skills. It offers students a holistic learning experience, equipping them with valuable life skills that extend far beyond the classroom. By embracing hands-on participation and accountability, students emerge from this event with a deeper understanding of teamwork, financial management, and the importance of taking ownership of their endeavours. *Saraswati Puja* at the School of Creative Learning is a testament to the school's commitment to nurturing well-rounded individuals who excel not only in academics but also in life.



On the occasion of *Saraswati Puja*, as per tradition, learners of School of Creative Learning make a statue of Goddess *Saraswati* themselves with the theme 'Best from the Waste'. In 2014, the learners made Goddess *Saraswati* using old newspaper rolled into sticks. They also took a vow to get rid of one vice and burnt it in the *Havan Kund*.

Deepotsava: Celebrating Light and Creativity

Deepotsava is a vibrant and culturally rich celebration organized by the School of Creative Learning, centred around the theme of light. This event serves as a unique platform for students to showcase their artistic talents, creativity, and innovation while celebrating the spirit of light. *Deepotsava* is a dazzling celebration that not only showcases the creative talents of students but also underscores the importance of cultural heritage, social consciousness, and technological innovation. It serves as a remarkable platform for students to learn, express themselves, and celebrate the beauty of light in all its forms.

- **Floor Painting and Aripa Competitions:** *Deepotsava* features Floor Painting and *Aripa* Competitions, where students use their artistic skills to create intricate and meaningful designs on the floor. These designs often span a large area, ranging from 500 to 1000 square feet. Students use colorful powders or materials to craft these designs, and they often focus on addressing social issues through their art. This activity not only encourages creativity but also promotes social awareness and expression through art.
- **Exhibition of House Designs (*Gharonda*):** The event includes an exhibition of house designs or '*Gharonda*'. Students showcase their architectural and design talents by presenting innovative and aesthetically pleasing house designs. This segment allows students to explore concepts of architecture, interior design, and spatial planning.
- **Electrical, Electronic, and Robotic Deep Stands:** *Deepotsava* takes innovation to another level by hosting competitions for making electrical, electronic, and robotic deep stands. Students are challenged to create decorative and functional light stands using technology. These stands often feature intricate designs and illuminate the event with their brilliance.
- **Human Laxmi Display:** *Deepotsava* occasionally includes the display of '*Human Laxmi*'. In this creative endeavor, students embody the persona of Goddess Laxmi, the Hindu deity associated with wealth and prosperity. This artistic representation allows students to express themselves through cultural and spiritual themes.

Key Objectives of *Deepotsava*

- **Artistic Expression:** *Deepotsava* encourages artistic expression through floor paintings, *Aripa*, and architectural designs.
- **Cultural Celebration:** The event celebrates the cultural significance of light and promotes traditional art forms.
- **Innovation:** Competitions for electrical, electronic, and robotic deep stands foster innovation and technological creativity.
- **Social Awareness:** Many activities focus on addressing social issues, raising awareness among students and attendees.
- **Interdisciplinary Learning:** *Deepotsava* combines art, technology, architecture, and culture, offering a holistic learning experience.



In *Deepotsava* 2019, a student enacted as a '*Human Laxmi*'. The event was organised to encourage the development of value system based on our cultural traditions.



An exhibition on '*Imandari - Ek Jeewan Shaili*' was organised to promote honesty in daily life at the School of Creative Learning in collaborations with Indian Oil Corporation in November 2019.



Every year learners at the School of Creative Learning prepare colorful *Rangoli* based on social issues using natural colors in the courtyard. This is a great event involving group work of about a hundred students working on a project simultaneously..



Teachers' Day Celebration: A Lesson in Student-Driven Event Management

Teachers' Day, celebrated on the 5th of September to honour the birth anniversary of Dr Sarvepalli Radhakrishnan, not only serves as an occasion to express gratitude and respect to educators but also provides a unique learning opportunity for students to develop their managerial abilities. At the School of Creative Learning, this event is entirely organized by students for their teachers, offering a rich experiential learning journey. Let's delve into the comprehensive process of how students take the lead in organizing Teachers' Day:

- **Conceptualization and Planning:** The process begins with students brainstorming and conceptualizing the event. They discuss ideas for activities, decorations, and special gestures to convey their appreciation to the teachers.
- **Coordination and Team Building:** Students form teams, each responsible for specific aspects of the event such as decorations, program coordination, and logistics. Teamwork and effective coordination are essential for the event's success.
- **Budgeting and Resource Allocation:** Understanding the financial aspect, students create budgets, estimate costs, and allocate resources for various components of the event, including gifts, decorations, and refreshments. This teaches them financial planning and resource management.
- **Event Promotion and Invitations:** Students take on the role of event promoters, creating invitations and spreading the word about Teachers' Day within the school community. They also ensure that teachers receive personalized invitations.
- **Creative Expression:** The event provides an avenue for students to express their creativity. They may prepare handcrafted cards, write heartfelt messages, or even plan artistic performances as a tribute to their teachers.
- **Decorations and Arrangements:** Students are responsible for decorating the venue, arranging seating, and ensuring the overall ambiance reflects a sense of appreciation and warmth.
- **Conducting the Event:** On the day of the celebration, students actively manage the proceedings, including welcoming teachers, facilitating activities, and coordinating the program. Their involvement ensures the event runs smoothly.
- **Acknowledging Contributions:** As part of the event, students also acknowledge the contributions of support staff, emphasizing the importance of recognizing everyone's efforts in a learning community.
- **Reflection and Feedback:** After the event concludes, students gather feedback from both teachers and peers. This reflection process helps them learn from their experiences and plan for future events more effectively.
- **Fostering a Culture of Respect and Responsibility:** Teachers' Day at the School of Creative Learning is not just a one-off event but an opportunity to instil values of respect, responsibility, and appreciation in students. It reinforces the idea that they have a crucial role to play in the school's communal life.

By entrusting students with the responsibility of organizing Teachers' Day, the school provides a hands-on learning experience in event management and leadership. It fosters a culture of mutual respect between students and teachers, while also nurturing students' abilities to plan, execute, and reflect on their initiatives. Teachers' Day goes beyond a simple celebration; it becomes a platform for holistic learning and personal growth, embodying the school's commitment to educating well-rounded individuals.



At the School of Creative Learning, every event is an occasion for creativity & technological learning. On Teacher's Day, learners designed Robots to welcome teachers – who did salutations and sang songs in their honour.

Children's Day Celebration: Fostering Bond and Learning

Children's Day, celebrated on the 14th of November in India to commemorate the birth anniversary of the country's first Prime Minister, Pandit Jawaharlal Nehru, is a special occasion that holds great significance in the hearts of both teachers and students. Over the years, this day has evolved into an event that not only honours children but also serves as a platform to strengthen the bond between educators and learners. Here's how the celebration unfolds at the School of Creative Learning, emphasizing the importance of children and learning:

- **Recognizing the Significance of Children:** Children's Day is an opportunity for teachers and the entire school community to acknowledge the importance of children as the future of the nation. It's a day to celebrate their uniqueness, innocence, and boundless potential.
- **Culinary Delights:** Traditionally, teachers at the School of Creative Learning have prepared special meals for the children. Cooking together fosters a sense of togetherness and shared experiences, creating lasting memories.
- **Cultural Extravaganza:** In recent years, the celebration has evolved to include cultural events organized by both teachers and students. These events showcase the talents and creativity of the school's young learners. It's a stage for them to express themselves through music, dance, drama, and other art forms.
- **Emphasizing the Joy of Learning:** Children's Day is a reminder that learning can be enjoyable and fun. The cultural performances and activities serve as a medium to convey the message that education is not just about books and exams but also about exploring one's talents and passions.
- **Strengthening Teacher-Student Bonds:** This celebration deepens the bond between teachers and students. When educators actively participate in organizing events and sharing the joy of the day with their students, it fosters a sense of camaraderie and mutual respect.
- **Encouraging Creativity and Expression:** The cultural performances, which are often student-led, encourage creativity, self-expression, and stage confidence. It allows children to shine in various artistic domains, boosting their self-esteem.
- **Learning Beyond the Classroom:** Children's Day is a reminder that learning happens everywhere, not just within the classroom walls. It highlights the significance of experiential and holistic education.
- **Celebration of Childhood:** Above all, Children's Day celebrates the essence of childhood. It's a day for children to be carefree, happy, and cherished. It reminds everyone that every child is special and deserves love, respect, and opportunities to flourish.

In essence, Children's Day at the School of Creative Learning is a joyful celebration of both children and the art of learning. It underscores the idea that education should not only be informative but also transformative, encouraging students to explore their potential and teachers to guide them on this exciting journey. Beyond the festivities, it's a day filled with valuable life lessons about love, respect, and the boundless possibilities that lie ahead for every child.

Republic Day & Independence Day Celebrations: Fostering Patriotism and Creativity

Republic Day on January 26th and Independence Day on August 15th are two of the most significant national holidays in India. These days are celebrated with great fervour and enthusiasm at the School of Creative Learning, marking not only the historical significance of these events but also instilling a sense of patriotism and creativity among the students. Here's how these celebrations unfold:

- **Flag Hoisting and Unfurling:** Both Republic Day and Independence Day begin with the hoisting or unfurling of the Indian national flag. This is a solemn and patriotic moment, symbolizing the freedom and sovereignty of the nation.
- **Robotic Display of Flag Hoisting:** An innovative twist to the flag hoisting ceremony is the use of robotics. Students design and program robots to hoist the flag, showcasing their technical skills and creativity.
- **Patriotic Songs and Cultural Performances:** These celebrations feature patriotic songs that stir the emotions of all attendees. Students also prepare and present various cultural performances such as dances, dramas, and skits that depict the history and struggles of the nation's journey to independence and republic status.
- **Human Pyramids:** Building human pyramids is a thrilling and engaging activity. Students form pyramids, often replicating the design of the Ashok Chakra, a prominent symbol on the Indian flag. This activity not only promotes teamwork but also symbolizes unity and strength.
- **Parade and March-Past:** Students participate in parades and march-past drills. These displays of discipline and coordination are a testament to the values of leadership, teamwork, and patriotism.
- **Flag Making Competition:** To nurture creativity and artistic expression, a flag-making competition is organized. Students craft their own flags, often incorporating unique designs and symbols that represent their vision for a united and diverse India.
- **Educational Exhibitions:** The school may organize exhibitions that educate students about the history of India's struggle for independence, the framing of the Indian Constitution, and the significance of becoming a republic. These exhibitions promote a deeper understanding of the country's heritage.
- **Guest Speakers:** Distinguished guests or educators may be invited to deliver speeches that inspire students and provide insights into the importance of democracy, freedom, and responsible citizenship.
- **Spirit of Patriotism:** These celebrations are not just about marking historical events; they are an opportunity to instil a sense of patriotism, pride, and responsibility in students. They are reminded of the sacrifices made by freedom fighters and the duty of every citizen to uphold the values of democracy.

Republic Day and Independence Day celebrations at the School of Creative Learning are not only a tribute to India's historical milestones but also a platform for fostering creativity, discipline, teamwork, and above all, a deep sense of patriotism among the young learners. Through a blend of tradition, innovation, and education, these events prepare students to be responsible and proud citizens of their nation.



Learners from the School of Creative Learning celebrated *Amrit Mahotsava* ceremony at *Mahila Charkha Samiti* and participated in the rally at *Shaheed Smarak* in Patna on the **13th August 2022**. They played the role of different national leaders and freedom fighters. They also took out rally from Shaheed Smarak to Mahila Charkha Samiti.

Adrishti Yog: Unlocking the Mind's Potential

At the School of Creative Learning, education goes beyond textbooks and lectures; it's about unleashing the full potential of the mind. To embrace this holistic approach to learning, the school has introduced a unique practice known as *Adrishti Yog*. Rooted in the principles of Yogic learning, *Adrishti Yog* was developed by Shri Vijoy Prakash and focuses on the development of mental imagery, which, in turn, enhances various cognitive and emotional abilities. *Adrishti Yog* is a series of Visualization Exercises designed to stimulate the mind's capacity to create vivid mental images. Through these exercises, students embark on a journey of imagination and inner exploration. They are encouraged to visualize and experience concepts in a way that transcends traditional teaching methods. These exercises are not just about seeing with the eyes but also with the mind's eye, fostering a deeper understanding of the world around us.

The Benefits of *Adrishti Yog*

Adrishti Yog serves as a multifaceted tool for personal and intellectual growth. Here are some of the key benefits it offers:

- **Concentration:** *Adrishti Yog* sharpens the ability to focus and concentrate. By immersing themselves in detailed mental images, students train their minds to stay attentive, a skill that extends far beyond the classroom.
- **Memory:** The practice enhances memory capacity as students visualize and remember intricate details. It strengthens their ability to recall information, a valuable asset for lifelong learning.
- **Imagination:** Imagination is the cornerstone of creativity. *Adrishti Yog* nurtures the imagination, fostering innovative thinking and problem-solving skills.
- **Emotional Control:** Through visualization and mindfulness, students learn to manage their emotions effectively. This emotional intelligence is crucial for success in all aspects of life.
- **Empathy:** *Adrishti Yog* encourages students to empathize with the subjects of their visualizations, promoting a deeper understanding of others' perspectives and feelings.



Adrishti Yog is a series of visualization exercises designed to stimulate the mind's capacity to create vivid mental images. Through these exercises, students embark on a journey of imagination and inner exploration. It was developed by Shri Vijoy Prakash and focuses on the development of mental imagery, which, in turn, enhances various cognitive and emotional abilities.



Learners at the School of Creative practicing *Pakshi Yog* (*Bird Visualization*). Visualizing life as a bird soaring through the skies instills a sense of freedom and perspective, encouraging students to think beyond boundaries.



Learners at the School of Creative Learning practicing *Adrishti Yog* on the International Yog Day, 2016



Learners at the School of Creative Learning practicing *Adrishti Yog* on the International Yog Day, 2016

Exploring *Adrishti Yog* Exercises: *Adrishti Yog* offers a wide range of exercises, each catering to different aspects of mental development. Some of the notable exercises include:

- ***Vriksh Yog* (Tree Visualization):** Students visualize the life cycle of a tree, from a tiny seed to a flourishing tree bearing fruit and returning to seed. This exercise teaches patience and the interconnectedness of life.
- ***Pakshi Yog* (Bird Visualization):** Visualizing life as a bird soaring through the skies instils a sense of freedom and perspective, encouraging students to think beyond boundaries.
- ***Sahaj Dhyani* (Meditation at Ease):** This exercise promotes a state of tranquil meditation, fostering inner peace and emotional stability.
- ***Kenduk Yog* (Ball Visualization):** Students visualize themselves as a bouncing ball, exploring the dynamics of movement, energy, and change.
- ***Samudra Yog* (Sea Visualization):** Visualizing life as an ever-flowing sea instils a sense of continuity, adaptability, and resilience.
- ***Chandra Yog* (Space Ship Visualization):** Imagining oneself as a space traveller encourages students to explore the vastness of their potential and the world around them.
- ***‘Socho Kabhi Aisa Ho To Kya Ho’* Exercise:** In this innovative exercise, children are presented with images of interactions between animals, humans, and nature but in a reversed context. They are asked to visualize how they would react if trees, animals, and other elements started behaving toward them as they typically do toward these entities. This exercise encourages imaginative thinking, empathy, and a deeper connection with the environment.

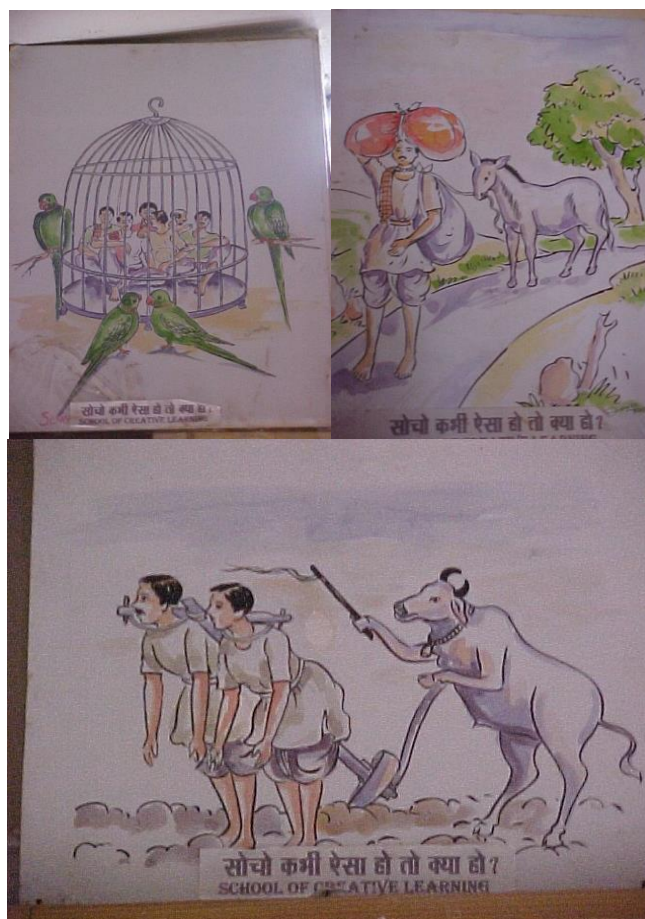
Creativity Beyond Visualization: Following *Adrishti Yog* exercises, students are encouraged to channel their newfound creativity into various activities such as writing stories, composing poems, creating paintings, and crafting pictorial stories based on their experiences during the exercises.

Adrishti Yog at APCL transcends traditional education by tapping into the limitless power of the human mind. It empowers students to become not just learners but visionaries, equipped with the skills and insights needed to navigate the complexities of the modern world with clarity, creativity, and empathy. Through these exercises, students embark on a lifelong journey of self-discovery and holistic learning, enabling them to envision a brighter and more compassionate future.



Shri Vijoy Prakash and Dr Mridula Prakash explaining the exhibits at the '*Socho Kabhi Aisa Ho Toh Kya Ho*' exhibition

In this innovative exercise, children are presented with images of interactions between animals, humans, and nature but in a reversed context. They are asked to visualize how they would react if trees, animals, and other elements started behaving toward them as they typically do toward these entities. This exercise encourages imaginative thinking, empathy, and a deeper connection with the environment.



'Socho Kabhi Aisa Ho Toh Kya Ho'



Aadrishti Yog (Pakshi)

Rooted in the principles of Yogic learning, *Adrishti Yog* was developed by Shri Vijay Prakash and focuses on the development of mental imagery, which, in turn, enhances various cognitive and emotional abilities. *Adrishti Yog* is a series of Visualization Exercises designed to stimulate the mind's capacity to create vivid mental images. Through these exercises, students embark on a journey of imagination and inner exploration. They are encouraged to visualize and experience concepts in a way that transcends traditional teaching methods. These exercises are not just about seeing with the eyes but also with the mind's eye, fostering a deeper understanding of the world around us.

In *Pakshi Yog*, learners visualize life as a bird soaring through the skies. This instills a sense of freedom and perspective, encouraging students to think beyond boundaries.

English Access Microscholarship Program

To support the development of linguistic competencies among children, APCL partnered with US Department of State to run the English Access Microscholarship Program from 2015-2019

From 2015 to 2019, APCL embraced the 'Microscholarship English Access Programme', transforming the lives of over 200 students from underprivileged communities. English proficiency opened doors to new opportunities. Outstation trips to Pune, Kolkata, Bodhgaya and Varanasi broadened horizons, and on scholarships, two students were sent to learn in universities in USA for a year. HE Ambassador of India Shri Richard Verma visited the school to take part in the programme of English Access Microscholarship Programme on 23rd February, 2016 and appreciated the efforts of the school. These remarkable fieldwork initiatives and transformative endeavors reflect APCL's unwavering commitment to uplifting marginalized communities, promoting education, and fostering creativity and inclusivity. The journey continues, lighting up countless lives along the way.



HE Shri Richard Verma, Former US Ambassador in India, visited the School of Creating Learning in **February 2016** and met with the students taking part in the English Access Microscholarship Program being run by APCL with support from the US Department of State.



Words of encouragement tweeted by HE Richard Verma after his visit to the school.

Hindustan Times 24.02.2016

US envoy underlines power of learning

Avinash Kumar
@kumaravinash

DANAPUR: US ambassador to India, Richard R. Verma, interacted with students of Danapur-based School of Creative Learning on Tuesday and motivated them with his own life-stories by emphasising the power of education to transform lives. Talking to students enrolled with the English access microscholarship programme, which is supported by the US, Verma said, "My father was the first person who got education in my family and went on to become a teacher. My mother and grandmother were also schoolteachers in Punjab and they always instilled the importance of education in us to realise our dreams."

He said education was the only way one could realise his dreams. "What you all are learning through the English access programme will certainly help you realise your dreams, as it is a language that opens wide opportunities. When my mother and father graduated in 1948 and 1949, they did not know what the future held for them. But for you all, opportunities are aplenty," he added.

Impressed by the presentations by the students, which included skits, songs and fashion show, he referred to one of the performances, in which two boys, Anish Kumar and Vicky Kumar, both Class 8 students from the same village Nargadda in Danapur, played the roles of Mahatma Gandhi and Martin Luther King to highlight their struggle against discrimination.

"I did not expect to meet Mahatma Gandhi and Martin Luther King here. It was really an inspiring experience. India and the US have a lot in common when it comes to values," he said, appreciating the efforts of Dr. Mrinika Prakash, executive director of the association for promotion of creative learning, and Vijay Prakash. Verma said the world like India and the US to further strengthen their relations. "India is now a global power and the ties between the two countries have strengthened. The world is watching the relationship of US president Barack Obama and Indian Prime Minister Narendra Modi. You are future of the nation. You will script the success stories of tomorrow," he added.

The students also had a lot of questions to ask, but only six of them got the opportunity. If sneha singh (class 4) wanted to know she could become ambassador like him, another girl, Shaili (Class 8) asked the problems he faced since assuming the all-important office.

Later, Verma also visited Samman Foundation, which is making difference in lives of rickshaw pullers through a sustainable livelihood model. He also enjoyed a rickshaw ride. The foundation founder, Irfan Alam, apprised Verma of the work for social inclusion and empowerment of rickshaw pullers. Verma also visited American Corner to interact with another group of students.



US ambassador to India, Richard R. Verma, interacting with students of Danapur-based School of Creative Learning on Tuesday. sanjiv

US envoy mingles with kids, wins hearts

Ruchir Kumar
@ruchirkumar

PATNA: Public Affairs Officer of the US Consulate General in Kolkata and director of the American Center, Jamie Dragon, had a freewheeling conversation with economically disadvantaged children of the Diksha Foundation here on Tuesday afternoon.

The US envoy conversed with children in English and broken Hindi during the nearly hour-long interaction. Dragon broke the ice by asking the motley group of 40-50 students what his name meant to them. Though Dragon did not make much of what Alisha, 18, explained to him in Hindi, it was enough for the kids to shed their inhibition and hurl salvos thereafter, all of which the US envoy sportingly answered.

An inquisitive Diarmuid Kumar, 18, bowled a 'googly' by asking the envoy which company he worked for.

Dragon replied in Hindi,



US envoy Jamie Dragon taking a selfie with the students of Bihar Vidyapeeth, in Patna on Tuesday. SANTOSH KUMAR/HT PHOTO

"Meri company nahin, sarkaar hai. (Mine is not a company but a government). He may have faltered in Hindi when he called himself an "Amritrajodoo" (US ambassador), but he corrected himself when it was pointed out to him that 'rajodoo' in Hindi meant 'ambassador'.

Kundan, 17, asked the envoy what he did in America. Dragon patiently explained to him that he got just three weeks

in a year to go home, as he spent most of his time outside. He also narrated about his 14-year journey with the US department of state, which took him to Kathmandu (Nepal), Kuala Lumpur (Malaysia), Lahore (Pakistan) and Wuhan (China), before coming to Kolkata last year. Dragon advised students to try and study in the US. "India is one of the leading centres to send students to US universities," he

said. He also apprised them about the US-India education foundation and US fellowships. The students asked the US envoy anything that came to their mind—from his hobby, which was ice hockey, to his favourite colour (green)—and Dragon answered all of them sportingly.

Rani Kumari, Kumkum Kumari and Rohit Kumar enjoyed their most memorable interaction with a foreign dignitary. Earlier, Subodh Kumar and Khushi Kumari explained to the US envoy about the 'bal sansad' (student parliament), the roles and responsibilities of its prime minister Rakesh Kumar, 16, and his eight ministers.

Gautam Gauri, Shyamlika Krishna and Surbhi Rani of the Diksha Foundation dwelt on its activities.

On his magnum visit to Patna, Dragon inaugurated the second English Access Microscholarship programme at the Bihar Vidyapeeth, where he addressed over 75 students.



Initiatives for Educational Inclusion at the Grassroots

In 2009, the Parliament of India enacted the Right to Education (RTE) Act.

During 2007-2012, APCL worked on several landmark grassroot initiatives related to education in India in partnership with Commonwealth Education Fund, ActionAid India, Aide-et-Action and Poorest Area Civil Society. Under the mentorship of Shri Vijoy Prakash and Dr Mridula Prakash, these projects took the conceptual underpinnings of Creative Learning to the grassroots.

2007 | Broadstreaming Education for Underprivileged in Jamsaut Panchayat

One of APCL's cornerstone projects, 'Broadstreaming Education for Underprivileged in Jamsaut Panchayat' in collaboration with Action Aid India in 2007, aimed to design a model for broadening access to education among excluded communities. This project began with a thorough census of the educational landscape in Jamsaut Panchayat, followed by a door-to-door survey. The survey report, titled '*Abhivanchiton Ka Shikshadhikar*', served as a vital resource, shedding light on the issues faced by these communities. The book *Abhivanchiton ka Shikshadhikar - Education for Underprivileged*, authored by Shri Vijoy Prakash and Prof Shailendra Kr Shrivastava has been published by Rajkamal Publication, New Delhi.

Seven Creative Learning Centres (CLCs) or *Shabari Ashrams* were established. These centers became beacons of hope, motivating students and parents, supplementing school learning with local traditions, games, and practices. Fieldwork included 23 parent meetings, a free health camp, and stakeholder meetings to ensure the holistic development of children. *Bal Mela* (Exhibition and cultural display), *Lok Khel Pratiyogita*, and *Bal Mulyankan Mela* celebrated the creative abilities of children.



Shri Uday Kant Chaudhary, Speaker, Bihar Vidhan Sabha receiving a copy of the book *Abhivanchiton ka Shikshadhikar* written by Shri Vijoy Prakash and Prof Shailendra Kr Shrivastava published by Rajkamal Prakashan

There were workshops conducted to sensitise the *Vidyalaya Shiksha Samiti* members about their pivotal role in education. The ground breaking *Panchayat Prathmik Shiksha Sammelan* empowered Panchayati Raj bodies to oversee elementary education and ensured transparency in school functioning. This event also witnessed the distribution of scholarships to girl students and those belonging to the Scheduled Castes. School report cards were developed to monitor progress, and *Lok Khel Kud Pratiyogita* celebrated the kinesthetic abilities of children.

2008 | Functionalizing Schools: A Right to Education Perspective

In collaboration with Action Aid India in 2008, APCL ventured into '*Functional Schools*', a concept aimed at ensuring schools are fully equipped to uphold the Right to Education. This initiative demanded the development of a Child Tracking Tool with formats for *Bal Paryavekshan Vivarani* and *Prabhavi Schoolan Masik Padank Paryavekshan*. Guidelines were also created for filling these formats. Furthermore, School Report Cards were introduced to monitor the status and development of schools, initiating a dialogue on education at the *Panchayat Prathmik Shiksha Sammelan*.

The 'School Report Card' tool empowers schools to report on the status of education, while the '*Panchayat Shiksha Sammelan*' facilitates community-driven annual reviews of education in Panchayats.

2009 | Education for Underprivileged

In collaboration with Action Aid India in 2009, APCL introduced the '*Hamari Kitab*' manual for running *Shabari Ashrams*. Additionally, a kit was developed for use in these centers. To empower communities in reporting on the Right to Education, APCL devised the format for the Panchayat Report Card on Right to Education, providing a comprehensive overview of educational infrastructure and facilities.



The proud creator of a clay doll at one of the *Shabari Ashrams*. Learners at the ashram are encouraged to play and learn with nature.



2009 | Education for Democracy

In partnership with Commonwealth Education Fund and Action Aid India in 2009, APCL introduced '*Education for Democracy*'. This concept aims to instill democratic values in society. It includes surveys on democratic orientation among children, the establishment of Social Science Laboratories in schools, and the '*Family School*' system, where democratic values are inculcated within the family.

This initiative required the development of posters, slogans, and teaching-learning methodologies aimed at instilling democratic values among students. Additionally, resource books, pictorial storybooks, and activity books were created to highlight the importance of marginalized mythological characters and foster social values.

APCL conducted a comprehensive study on the democratic orientation of children aged 11-18 in schools. This significant work culminated in the publication of the book '*Education for Democracy*', formally released by the Governor of Bihar, Shri RL Bhatia. The study aimed to instill democratic values, with a particular focus on women and excluded communities.



Honourable Governor of Bihar, Shri RL Bhatia, released the book '*Education for Democracy*' written by Shri Vijoy Prakash and Shri Shailendra Kumar Shrivastava at the Raj Bhawan in Patna in **March 2009**.

This book is born out of the desire to see a democratic society based on the principles enshrined in the preamble of the Constitution of India. Since India's independence, the shoots of democratic governance have spread and matured in our country, but we wanted to see how much deeper the roots of democracy have gone into the soil. We understand that the development of democratic values in citizens is the primary condition for the success of democracy in a country. As children are our future citizens, we tried to study the orientation of democratic values in 1,366 school going children in the age group of 11-18 years in the district of Patna and Samastipur. The result is with you in the form of the book *Education for Democracy*.

On certain parameters we found certain positive trends. Almost all children showed their inclination in favour of female education. We have to convert this inclination into reality. On the other hand, there are certain very disturbing trends. We found presence of tendencies of authoritarianism among children which does not decline with growth in education. May be this is at the root of growing expression of violence and separatism in the society. Curbing of authoritarian tendencies is the primary condition for strengthening the fibre of democratic society.

We also found evidence of thoughts of untouchability in the tender minds of children. Obviously, there is lot to be done to evolve an inclusive society. There is also lack of awareness about the principles of democratic society and our symbols of democratic way of governance such as national flags and national songs. About 40% children do not know that they have to stand up at the time of singing national anthem. There is also lack of awareness about fundamental rights and duties. Dignity of labour is another area of great concern. A lot has to be done to ensure dignity of labour in society.

We also examined the perceived importance of the agents of socialisation. It was found that the perceived importance of agents of socialisation such as parents and teachers was extremely high, whereas the importance of Politicians, Judges and Police was not found to be that high. There is a need to enhance the image of these democratic institutions.

It was also found that present education system is not able to inculcate democratic values among children to the desired level, which is detrimental to the growth of democracy in the country.

As education can be the best intervention for bringing change in human behaviour, we decided to work for Education for Democracy which can pave the way for a democratic society. EFD, as it is called has to be a holistic mix of formal, non-formal and informal education systems. It is aimed at empowering people for thinking independently, developing empathy, learning about interactive laws of daily life to secure justice and to develop creativity as the base for all human recognitions. As values take roots in our mind in early years of our life, we ought to set up Family schools for teaching parents and other members of the family the lessons of democratic behaviour in family life situation. It also calls for setting up Social Science Laboratories in schools and colleges where the democratic values can be further nursed and developed. It calls for developing tolerance for food, language, vocation, culture and traditions for fostering an inclusive society.

Education for Democracy is not a book, it is the charter of a mission. It is a mission to kindle the light of democratic values and behaviour in each human being. It is a mission to make people love themselves and to start loving others. It is a mission to develop tolerance and sense of sacrifice for fostering fraternity and brotherhood. It is a mission to develop people to think independently, act fearlessly and maintain their high self-esteem irrespective of their language, culture, vocation, traditions, colour or sex.

This book is not only the product of the efforts of two authors only, but also the product of the efforts of the entire team who have worked relentlessly to make this study happen. I also express my deep gratitude to Commonwealth Education Fund and Action aid India especially Mr Vinoy Ohdar for their support to the project. I am grateful to APCL team members including its President Dr Ajay Kumar for their continuous support. Thanks, are especially due to Dr Mridula Prakash, Principal, School of Creative Learning, who worked as the programme coordinator to coordinate this stupendous task and also to Shri Himadri Mayank who helped us in the analysis of the voluminous data. I also express my heart-felt thanks to the principal and teachers of the 15 schools of Bihar and Jharkhand, who have become our partners of the mission by setting up Social Science Labs in their schools.”

– From the speech of Shri Vijay Prakash at Raj Bhawan, March 2009

2009-2011 | Interventions with the *Musahar* community in Sudak village in Darbhanga

Sudak is a village near Darbhanga having 100% *Musahar* population - an extremely educationally deprived community with a very low degree of literacy. Community interventions by APCL over a two year period showed a remarkable change in the face of the village, particularly for the girl children.



Dr Mridula Prakash interacting with the children of *Musahar* community in Sudak village in Darbhanga district in 2009 when APCL went to the village for the first time.



A community school was constructed in 2009 with the help of villagers. APCL believes in interventions through active participation of the beneficiaries and stakeholders, which inculcates high self-esteem and sense of ownership and pride.



For two years, volunteers from APCL worked with the children of the *Musahar* community in Sudak village in Darbhanga district.



The girl children were admitted to bridge course in 2011 after basic preparations in the village school.



Padma Shri Sister Sudha Verghese, CEO of *Nari Gunjan* ('Women's Voice') being welcomed by Dr Mridula Prakash to health camp organised at School of Creative Learning

APCL believes in not just promoting right to access, but also to promote Rights to Success..

In partnership with the Poorest Area Civil Society in 2012, APCL initiated the project – ‘Community Led Resource Center for Educational Rights’ in Patna and Darbhanga. APCL compiled ‘*Shikshanjali*’, a collection of songs on the Right to Education, celebrating the joy of learning through music. These material development initiatives by APCL have been instrumental in bridging educational gaps, fostering creativity, and empowering communities to become active participants in their educational journey. Each material, whether a song or a report card, is a testament to APCL's unwavering commitment to transforming lives through education.

Another initiative under the project was *Adbikarak Ghanti* (or Bell of Rights). *Adbikarak Ghanti* was a novel initiative to create awareness about rights and extend a voice to excluded communities. The rickshaw moved from habitation to habitation spreading the messages of the Right to Education and other rights. People could articulate the difficulties they face in accessing those rights. It also carried helpline numbers on which they can send their queries or register their complaints.



Adbikarak Ghanti was a novel initiative to create awareness about rights and extend a voice to excluded communities



*Jago, Seekho, Samjho aur Mango
Ruko mat, Jab tak Adbikar Mil Na Jaaye!*



Community worker Shri Sikandar giving demonstration with *Adbikarak Ghanti*



Adbikarak Ghanti being flagged off by Shri Narmadeshwar Lal, District Magistrate, Darbhanga in presence of Shri Vijoy Prakash & Dr Mridula Prakash, APCL

2012 | Right to Education: Citizen's Report

In collaboration with Action Aid India in 2012, APCL developed ‘*Shikshadhbikar - Champal Ki Babas Me*’, a Citizen's Report on the Status of Right to Education. This comprehensive report became a valuable resource for advocating educational rights.

Initiatives for Social Inclusion at the Grassroots

From 2012 to 2018, APCL worked on several grassroot projects and initiatives, championing and addressing the social and inclusion issues pertaining to Right to Education, declining sex ratio, violence against women and the dowry system



A rally was organised by APCL to protest against and spread awareness regarding the declining sex ratio of Bihar on 26th March, 2012.

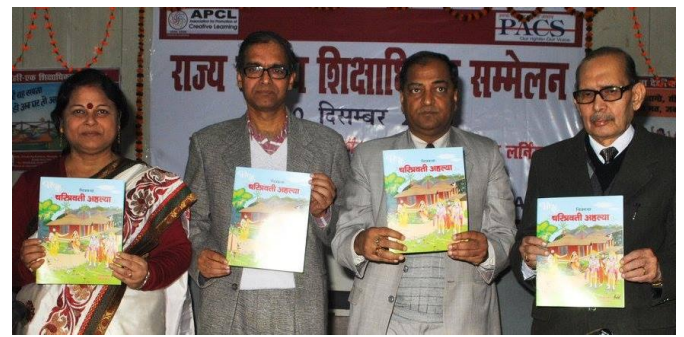


In August 2012, APCL organised a district level meeting at Darbhanga on 'Beti Bachao Manavata Bachao Abhiyan' - a campaign to combat declining sex ratio, in collaboration with ActionAid India.



APCL celebrated the 'International Day of the Girl Child 2013' at the School of Creative Learning on 5th October 2013. The celebration was named 'Let's Celebrate the Success of Girls'.

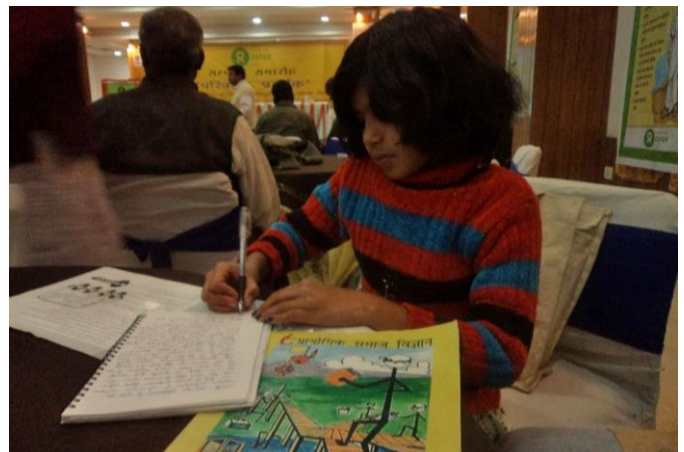
The *School Chalo Bahna* volunteers participated in the event. *School Chalo Bahna* is a voluntary movement launched by APCL in which girl volunteers work for persuading fellow non-school going girls and motivate their parents to let them join back the school again.



The State Level Workshop on RTE was organized at Patna on 20th December 2013 by APCL in collaboration with PACS. Eminent educationists, academicians, journalists and other stakeholders participated in the event. Several students were also awarded in this workshop.



Oxfam India honoured two *School Chalo Bahna* volunteers associated with APCL in a felicitation ceremony - 'Agents of Change' held on 27th February 2014 at Patliputra Ashok in Patna



School Chalo Bahna volunteer Sushri Arti Kumari preparing her speech for the felicitation ceremony



In November 2014, *Panchayat Shiksha Sammelan* was organised in every *panchayat* of Danapur block in Patna.



The *District Shiksha Sammelan* was organized on 21st December 2014 at the Conference Hall of Kameshwar Singh Sanskrit University, Darbhanga. Shri Vijoy Prakash, IAS, Shri Kumar Ravi (IAS), District Magistrate Darbhanga, Sushri Arti, State PACS Manager and other dignitaries attended the event. A total of 333 members of *Shikshadhikar Samiti* and others participated in the sammelan. Some teachers and PRIs who supported us in project implementation were honored.



In February 2015, APCL established *Srijan Chaupals* - a club of *School Chalo Bahana* volunteers and other children of the villages, to make people aware about the provisions of RTE. Regular community meeting with *Srijan Chaupal* were organized to make people aware about the RTE act and its provisions.



On 16th March 2015 & 29th March 2015, APCL organised conferences on state level *Shikshadhikar Samvaad* in collaboration with Oxfam India.



On 2nd February 2015, the State Level Advocacy Workshop on RTE was organised by APCL in collaboration with Oxfam India.



On 21st March 2015, a meeting of Network on Right to Education was organized by APCL in collaboration with Oxfam India.



In March 2015, *Shikshadhikar Samvaad* meetings and processions were carried out in Bihar (Shivhar and Sitamarhi) by APCL in collaboration with Oxfam India.



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In April 2015, training programs for representatives of Panchayat and School Education Committees were conducted by APCL in collaboration with PACS.



APCL organized a workshop on 'Sensitization on Early Child Marriage and Child Labour' on 20th June, 2015 in collaboration with Actionaid India.



On 19th September 2015, a District Level Consultation workshop on RTE was organised by APCL in collaboration with Oxfam India.



On 30th November 2015, APCL & Oxfam India organised the *Mahila Kisaan Meeting* at Patna.



On 5th December 2015, APCL & Oxfam India organised a procession on 'Ending Violence Against Women' near Dr Rajendra Prasad's statue in Patna.



The State Level meet on Grievance Redressal under Right to Education was organized at AN Sinha Institute of Social Studies (Patna) by APCL in collaboration with Oxfam India on 9th January, 2016.



The book 'Haasil Karen Shikshadhikar' edited by Shri Vijoy Prakash, written by Dr Mridula Prakash, Shri Awadhesh Kumar, Shri Pravind Praveen and Shri Sanjay Suman and published by APCL (funded by Oxfam India) was released in January 2016 at State Institute of Health and Family Welfare, Patna. The book is a training manual for teaching the art of learning the process of realisation of the Right to Education.



Association for Promotion of Creative Learning in collaboration with Oxfam India organised *Bal Mela* at *Utkramit Primary School*, Shikarpur, Danapur, Patna on 6th December, 2017. The theme of this Bal mela was 'Stop Dowry'. Dowry system is one of the major evils afflicting India. It is a great curse and a blot on our nation and society. It is discriminatory against women in general and unmarried girls in particular. Sushri Dhanmanti Kumari, an icon against dowry system in Danapur area was the chief guest. Smt Ranjita Kumari, a social worker was special guest. Shri Akhilesh Singh BEO, Danapur block was also present on this occasion. On this occasion, students displayed impressive creative arts through waste materials (*Kabad se Jugaad*).

एपीसीएल और एक्शन एड की ओर से बिहार विद्यापीठ में शिक्षा के अधिकार पर राज्यस्तरीय विमर्श, विशेषज्ञों ने दिए सुझाव

शिक्षा अब भी आम आदमी से दूर, गरीबी सबसे बड़ी बाधा

एटना | विद्यार्थी प्रतिनिधि

शिक्षा को गरीबी के अड़थक बनाने की प्रवृत्ति है। तकनीक, शिल्प तथा खेल को प्रारंभिक स्तर से ही लागू करने से गरीबी के साथ बेरोजगारी को भी कम करने में मदद मिलेगी। गरीबी शिक्षा हासिल करने में बड़ी बाधा है। ने काले बिहार विद्यापीठ के अध्यक्ष विजय प्रकाश ने कहा। मौका था एपीसीएल तथा एक्शन एड की ओर से बिहार विद्यापीठ में शिक्षा अधिकार पर राज्य स्तरीय चर्चा का। एक्शन एड के क्षेत्रीय प्रबंधक सीरम ने कहा कि अब भी शिक्षा आम आदमी को दूर है।

चर्चा

- तकनीक, शिल्प तथा खेल को प्रारंभिक स्तर से लागू किया जाए
- स्कूल और क्रिएटिव लर्निंग में लंबाई छोटी प्रदर्शनी

से दूर है। डॉ. मुदुला प्रकाश ने दरभंगा उच्च अदालत जाने हुए कहा कि विद्यार्थी चार वर्षों में बहादुरपुर प्रखंड में 25 गरीब लड़कियों को स्कॉलरशिप देकर उच्च शिक्षा हासिल करने के लिए प्रेरित किया गया है। साथ ही 60 स्कूलों में भी शिक्षा अधिकार हासिल करने के लिए मुहिम भी चलाया गया है।

बिहार विद्यापीठ में एपीसीएल और एक्शन एड की ओर से आयोजित राज्यस्तरीय चर्चा का उद्घाटन करते अधिकारी। • केतुवाल

On 26th December 2018, APCL organised a State Level Discussion on Right to Education in collaboration with Actionaid India.

शुभ्रुग व भावलाभा का कबला (दवा गया), कबला 'ब' कर कर काइ खुश नजर आय, खुशदा सबबा बारा का। जानकारा नका

गरीबों की भाषा को भी विद्यालयों में उचित स्थान मिले : विजय

■ एपीसीएल का शिक्षाधिकार विषयक राज्य स्तरीय चर्चा आयोजित

लाइफ रिपोर्टर @ एटना

एपीसीएल फॉर प्रमोशन ऑफ क्रिएटिव लर्निंग (एपीसीएल) के तत्वावधान में एक्शन डॉटया के सहयोग से बुधवार को बिहार विद्यापीठ, सबकत आश्रम के सभागार में शिक्षाधिकार पर राज्यस्तरीय चर्चा का आयोजन किया गया। कार्यक्रम में बिहार विद्यापीठ के अध्यक्ष विजय प्रकाश ने कहा कि शिक्षाशास्त्र को गरीबों के अनुरूप बनाने की जरूरत है।

तकनीकी, शिल्प तथा खेल को प्रारंभिक स्तर से ही लागू करने से न केवल गरीबी कम करने में मदद मिलेगी, बल्कि बेरोजगारी भी कम होगी। उन्होंने गरीबों की भाषा एवं शब्दावली को भी विद्यालयों में उचित स्थान देने पर भी जोर दिया। शिक्षा हासिल करने में गरीबी एक बड़ी बाधा है। एक्शन एड के क्षेत्रीय प्रबंधक सीरम ने कहा कि शिक्षाधिकार अभी भी आम आदमी से काफी दूर है।

इससे पूर्व आरंभ में डॉ. मुदुला प्रकाश ने स्वागत भाषण किया। उन्होंने बताया कि पिछले पांच वर्षों से दरभंगा के बहादुरपुर प्रखंड में 25 गरीब लड़कियों को स्कॉलरशिप देकर उच्च शिक्षा हासिल करने के लिए प्रेरित किया गया है। इसके साथ 60 स्कूलों में भी शिक्षाधिकार हासिल करने के लिए मुहिम चलायी गयी है। एपीसीएल के प्रोग्राम मैनेजर चन्द्रेश्वर दास ने पावर प्वाइंट प्रजेंटेशन के माध्यम से बताया कि योजना से दरभंगा के बहादुरपुर प्रखंड के ग्रामीण क्षेत्र में काफी बदलाव आया है। बहादुरपुर की कई महिलाओं ने शिक्षा हासिल करने में अपने

संघर्ष से अवगत कराया। इनमें पूजा कुमारी, शौव्या कुमारी व अन्य शामिल थीं। संस्था की ओर से बताया गया कि मुसदर समाज शिक्षा के मामले में सबसे पिछड़ा है। 1961 में इस समाज में साक्षरता दर केवल 2.5 प्रतिशत थी, जो 2001 तक बढ़कर 9 प्रतिशत ही हो पायी।

इस दर से इस जाति को पूर्ण साक्षर होने में पांच सौ वर्ष लग जायेंगे। ऐसे में पूजा और शौव्या अपनी जाति के लिए एक मिशन बन रही हैं। कार्यक्रम में ओम प्रकाश शुक्ला, शरद, डॉ. राणा अवधेश, आरएस सिंह व बाल संरक्षण आयोग की सुमन सिन्हा, डॉ. वाशुल दास, अवधेश कुमार ने भी अपने विचार रखे। इस अवसर पर एक स्कूल ऑफ क्रिएटिव लर्निंग के तहत फोटो प्रदर्शनी भी लगायी गयी। इसमें राज्य भर के विभिन्न हिस्सों से आये करीब सौ लोगों भाग लिया।



Rat Farming: An Innovative Concept to Address Food Security through Sustainable Livelihood

In 2009, Shri Vijoy Prakash conceptualised an innovative initiative for rat farming, which was aimed to provide a sustainable livelihood to the rat hunting community, particularly the *Musahars*. This unconventional approach garnered global attention as a non-science idea to address food security issues. APCL pioneered the establishment of the world's first rat farm for *Rattus Rattus*. This unique model provides an alternative livelihood for the *Musabar* community, contributing to economic empowerment.

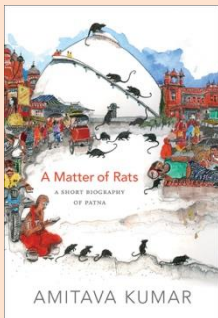


Fellow *musahars* catching field rats in Naubatpur in Patna.



Shri Vijoy Prakash and Dr Mridula Prakash eating a meal of cooked field rat curry with rice in Naubatpur in Patna.

From the book – ‘**A Matter of Rats**’ written by Shri Amitava Kumar



I didn't find an exterminator in Patna. Instead I met with Vijoy Prakash, principal secretary in Bihar's Department of Rural Development. He has caused controversy by suggesting that restaurants should offer rat meat on their menus. Questions about this proposal were raised in the Bihar Legislature, and the papers reported on it with some relish. I met Prakash in his office in the Old Secretariat. He was a kind-looking man, quiet and dark-skinned, his eyebrows flecked with gray. In the spacious, air-conditioned office, Prakash was working on a report at his desk. I looked around while I waited. A varnished board to my right displayed the names of the administrators who had served in that office, each carefully painted in white on the wood. Number twenty-two on that list, the final name, was Prakash's. I noted with pleasure and surprise that number seven was my father, who retired from service long ago. When I was still a student, he must have occupied the chair in which Prakash was now sitting. Did I ever visit my father in this room, bringing him lunch during a trip home? I couldn't remember.

Vijoy Prakash, who is trained as an astrophysicist, wants people to have more enlightened views about nature and society. His mission, I realized when we began talking, isn't simply to change the popular perception of rats. It is to alter the views that most people have of a particular community near the bottom of the social ladder: the *Musahars*, known all over Bihar as the rat-eating caste. Prakash says that rats trapped in fields have long been a part of the *Musahars*' diet and that there is no reason why others cannot also benefit from protein-rich rat meat. If rats became an accepted and popular food item and rat-farming were commercialized, the *Musahars* would see an automatic rise in their income.

He rattled off statistics to support his theory. In 1961, the rate of literacy among *Musahars* was 2.5 percent; forty years later, the rate of literacy had risen to only 9 percent. In a country and state where a significant percentage of people go hungry, rats eat 30 to 40 percent of the crops. In each rat hole excavated in a field, you could find twenty-eight or thirty pounds of grain. I wasn't entirely convinced, but Prakash was unfazed by my skepticism. He said that even as recently as fifty years ago, chicken wasn't allowed in many homes in Patna. It was just a matter of time before rats would be "domesticated" and eaten in homes.

"Have you eaten a rat?" I asked. "Yes," he said. In the *Musabar* toli in Naubatpur. He had gone there with his wife, a teacher, and they had been invited to have lunch with the family they were visiting. The rats had been fried and then cooked in a curry. The dish was served with rice and tasted delicious.

बहस के बीच चूहा

बिहार के आईएएस अधिकारी ने रेट फार्मिंग का प्रस्ताव रखा, राज्य सरकार ने इस पर अमल करने से मुंह मोड़ा

पटना से विनोद चंद्र

बिहार में पैदा हुई चूहा पालने (रेट फार्मिंग) की अवधारणा ने रेट विजय का ध्यान आकर्षित किया है। इसे लेकर दुनियाभर के खाद्य विशेषज्ञों, पशुचिकित्सकों और अन्य जीव विशेषज्ञों के परस्पर विचारधाराएं विचार है। इनके अनुसार रेटों से पाले हो गिरे हुए के पच चुके सला तो राज्य सरकार ने इसे अपनाने से इनकार कर दिया।

मसला पोथरी ने एक लोग में शिक्षा कि इस योजना के भय से बिहार के चूहे पालन करने लगे हैं। इसे लेकर आईएएस अधिकारी विजय प्रकाश ने भी अपनी आईएएस लेफ्टिनेंट कमांडर रिटायरमेंट के बाद एंटीरैट्टर में इसे विजय की सबसे बेहतरीन अवधारणा घोषित की है।

अमेरिका की ही एक अन्य संस्था मेगा जीनियस ने रेट फार्मिंग को



चूहों को पकड़ने के लिए बिहार में पानी डालते लोग

अवधारणा के अन्वयान बिहार के रेट आईएएस अधिकारी विजय प्रकाश को विचार का संचार मंच मुंबई कर दिया है और वर्ष 2008 का 'इंटरनैट मॉडेल' अवार्ड देते की घोषणा की है। विजय प्रकाश ने रेट टैब मुद्रा में अमेरिका के एंटीरैट्टर बरफ हूबन ओबामा और पूर्व एंटीरैट्टर बिना किल्टन को पकड़ दिया है। ऐसे यह अवार्ड अवार्डित करने के लिए यही बिना सम्मानित करने के लिए दिया जाता है। उल्ट, अमेरिकी क्रॉसिगर ने इसे विचार के सबसे बेहतरीन घोषित किया है।

विजय प्रकाश की यह अवधारणा भारतीयता समक एक जाति में चूहे के विकास और इसका भोजन करने की पद्धति पर आधारित है। सारे रेट्टरिया में जातनी में उन्हीं कट्टर, 'इतिहास इस बात का गवाह है कि जातियों के पते का व्यवसायिकरण नहीं हो पाया है वे विकास के दौर में निरुद्ध हैं।

एक सला बिकने खाद्य पदार्थों को अलग बना दिया गया था भी चूहे चूहे नहीं।' विजय प्रकाश का कहना है कि जैसे मांस, घेन, कर्मी, बुर्रा का अन्य पदार्थों के पालन का व्यवसायिककरण होने के बाद उन्से जुड़ी जातियों का भी विकास हुआ है। आधुनिकता में बहुत सी ऐसे जातियां हैं जो मांस का रूप नहीं दुहाती है। उनकी मान्यता है कि मांस का रूप उन्से कचरे के

लिए ही है। ऐसी जातियों में आज सबसे अधिक गरीबी है। भारतीयता जातियों में मुसल जाति के लोगों ने चूहे के विकास में महत्व ला दिया था। चूहे हैं। यह चूहे के अमेरिकन को पकड़ने हैं और उन्से चूहे के लिए बनने के लिए का भी पूरा जान होता है। इस जाति के जैसे लोग आज भी चूहे को मारकर खाते हैं। मिट्टी काटने जैसे कठिन काम करने वाले इस जाति के लोगों के लिए चूहे ही एकमात्र प्रोटीन के माध्यम हैं।

उत्तरांचल, विजय प्रकाश ने यह लक्ष्य भी है कि जब कचरा, सुआ, गाल और पालतू का गौरव लोग चूहे से ही चूहे चूहे से पकड़ लेंगे। उन्से कचरा कि अगर 'रेट फार्मिंग' का संकल्प सामने लाया ही है तो पठो इसके वैज्ञानिक अनुभव होने चाहिए कि चूहे में कहीं ऐसे सत्व तो नहीं है कि इसमें प्रोटीन की मात्रा काफी अधिक होती है। तुलनात्मक अध्ययन में कहा गया है कि प्रोटीन की मात्रा कचरे के साथ में 21.4, मुसल में 18.7, अंडे में 13, कचरा में 23.3 प्रतिशत चूहे में 23.6 प्रतिशत होती है। रेट की मात्रा चूहे में एक प्रतिशत भी कचरे में 3.6 और अंडे में 13 प्रतिशत। विचार के अनुसार में चूहे से विरल कचरा ही काफी कर सकते हैं, कमी इसमें 1.4 प्रतिशत विचार होता है, जबकि कचरे में 1.3 प्रतिशत। चूहे में 104 है जो सबसे कम है। अंडे में यह 173 प्रतिशत, कचरे में 118 प्रतिशत है। यह आंकड़ा मेसल इंटरनेट और न्यूट्रिशन का है।

अमेरिका बिना इंडियन इंस्टीट्यूट के सेंटर फॉर म्योकेन फूड इन्सुल के रेटिफिक डेविस टी. अमेरी ने विजय प्रकाश की 'रेट फार्मिंग' परीक्षण पर अपनी टिप्पणी में लिखा है कि 2040 में मनुष्य को योग्य खाद्य खाद्य की जरूरत होगी। ऐसे में जनसंख्या के लिए हम कहां से ऐसे खाद्य खाद्य ला पाएंगे जिसका हम उत्पादन करते हैं। ऐसे में खाद्य संकट का सबसे बेहतरीन विकल्प वैज्ञानिक संसाधन बिहार के समाज कल्याण समित विजय



चूहों की पूरा पकड़ने का में सुझाव देता बचा

या विकास का है लेकिन चूहों पर आज तक उसका विश्लेषण नहीं है। उन्से कहा कि यह मुसल जाति के लोगों के 'एंटीरैट्टर' से जुड़ा संकल्प है। आदमी जो खाता है उसका उत्पादन करने का अधिकार उसे होना चाहिए। जैसे भी बिन देना में खाते को लेकर कर्मियों को छोड़ा है उनका विकास दर बढ़ी अधिक है। चीन इसका प्रयास उठा रहा है। बिहार में मुसल जाति की जनसंख्या 26 लाख है। इनके पिछड़ने का अनुमान इसी बात से लगाया जा सकता है कि इस जाति के पुरुषों में साक्षरता दर 9 और महिलाओं में 3.9 प्रतिशत है। नये पेशेवाई परिवार के पास न जानी है न ही खत है। लोग मड़ने के बिना जाति का अधिकार करते रहते हैं। मुसल रूप से इसका पैदा चूहे, मिट्टी काटने और चूहे का विकास करता है। ऐसे में अगर हमें खाद्य खाद्य का व्यवसायिकरण किया जाए और चूहे 'रेट फार्मिंग' के लिए प्रोत्साहित किया जाए।

विजय प्रकाश का कहना है कि अमेरिका देश ऐसे हैं जहां लोग चूहा को गोला खाते हैं। सामान्य चीन, रूस और पूर्वी यूरोप, अफ्रीका समेत प्रेम के कई इलाकों में चूहे का गोला खाया जाता है। मॉरीशस में रेट फार्मिंग 1973 से ही रही है। विजय प्रकाश का कहना है कि बिहार के विकास के एक होटल में इसे पालन छोड़ी के नाम से बेचा जा रहा है और राज्य पैसे के खर्च लोग इसे खुद खाते हैं।

विशेषज्ञों का यह भी कहना है कि विकासगत मनुष्य को अपने खाद्य खाद्य के रूप में शामिल न भी करें लेकिन वह अपने घर में चले गए चूहों के लिए चूहे को गोला का प्रयोग कर सकते हैं। देश में अभी वह लोग रेट गोला को अपनाने का है, जबकि उन्से यह लोग रेट ही रहा है। भारत में चूहों की संख्या 60 लाख के बराबर है। कचरा, कचरा समेत रेट चूहे के गोला को भी बंद कर भी अपना सके लेकिन इस अवधारणा में दुनिया भर में बाजार खुल रही है। अपने माते समय के खाद्य संकट के संदेहना खाद्य विशेषज्ञों ने इसे एक संभावना के बरत भी देना शुरू कर दिया है।

8 मार्च 2009/सारे रेट्टरिया 13

चूहा प्रेमी विजय प्रकाश ने ली चूहे की दावत

पटना (हि. ख.)। बरफ ओबामा को पछाड़कर विजय के बुद्धि में सर्वोच्च ध्यान पाने वाले वरीय आईएएस अधिकारी विजय प्रकाश ने रेट यीट (चूहे को मांस) की लक्ष्यका दावत उड़ाई। पत्नी मुद्रा प्रकाश के साथ उनको चूहा खाते देख नौबतपुर पछाड़ के बिहार गाने के मुसल गायन थे। उन्से लिए चूहा पकड़ने चूहे मिट्टी मांसे के तो चूहे की जमीन पर नहीं पाइ रहे हैं। मुद्रा चूहे मांसे और मांस पकाने वाली उन्से पत्नी धर्मवीरा तो इस बात से ही खुश थे कि उन्से पता में चेट कर एक आईएएस अधिकारी ने खाना खाया। यह भी चूहे का मांस-मांस।

सबको आंखों में एक सपना दिख रहा था। उनको लग रहा था कि वह दिन दूर नहीं जब उन्से इस पारंपरिक व्यवसाय को सरकारी मान्यता मिलेगी। हालांकि उन्से यह नहीं पता था कि श्री प्रकाश सरकारी योजना के तहत नहीं बल्कि मुसहरों पर किये जा रहे अपने अनुभव को आपे बढ़ाने के लिए खाते पाते हैं। वे भी अधिकारी का मान्यता ही 'समक' समझ रहे हैं। विजय में चर्चित बिहार का 'रेट फार्मिंग कॉन्सेप्ट' मांसे में फैलने लगा है। इस कॉन्सेप्ट के जनक विजय प्रकाश के डीहरा दुधूचने ही मुसहरों ने उन्से चूहा पकड़ने का काराव दिखाना शुरू कर दिया। बिल में पानी डालकर चूहे पकड़े

गये तो मुद्रा प्रकाश को रहा नहीं गया। उन्से खाने को इसका जाहिर की और पूरे गांव के मुसहरों ने आतिथ्य स्वीकार कर लिया। चिकुड़ मांसे ने भतवा कि सरकार को इसे स्वीकार करना चाहिए। हर जाति और समुदाय के पारंपरिक व्यवसाय को मान्यता है और वे उन्से की बढेता आगे बढ़ते हैं। वे चूहा भी खाते हैं। लेकिन पकड़ने वाली को संरक्षण प्रदान है। मिट्टी मांसे का कहना है कि अमृत से वैज्ञानिक तक चूहे अधिक मिलते हैं और उस समय मांस भी अधिक होती है। उन्से पता तो खाने से अधिक चूहे नहीं होते लेकिन वेचने वाले इसे 50 से 60 रुपये प्रति किलो बेचते हैं।

विश्व के 'बुद्धिओं' में विजय प्रकाश नं. 1

विजय प्रकाश

बिहार के वरिय आईएएस अधिकारी विजय प्रकाश ने विश्व के रेट टैब बुद्धि में अमेरिका के नवनिर्वाचित राष्ट्रपति बरफ हूबन ओबामा को भी पछाड़ दिया है। अमेरिका की एक संस्था ने उन्से 'बुद्धि नं. 1' करार दिया है। वे पूर्व राष्ट्रपति बिल क्लिंटन की पत्नी हिलेरी क्लिंटन और प्रिंटन के बिय हेरी से भी अगे हैं। पृथ्वी के मामलों में श्री प्रकाश ने विश्व के सारे दिग्गजों को पछाड़ कर वर्ष 2008 का 'इंटरनैट मॉडेल अवार्ड' जीता है। 'रेट फार्मिंग' पर उनके विचार के लिए अमेरिकी संस्था 'मेगा जीनियस' ने इस अवार्ड की घोषणा की है। अमेरिका की ही संस्था 'इंडियन इंस्टीट्यूट' ने श्री प्रकाश के रेट फार्मिंग कॉन्सेप्ट को विश्व का सबसे अग्रगत विचार घोषित किया है। चर्चा पिछले अमृत माह में अमेरिकी

अमेरिकी संस्था मेगा जीनियस की सूची



नौबतपुर चूहे की तरह उन्से विचारों को भी अतिरिक्त के लिए संघर्ष करना पड़ता है

क्रॉनिकल ने उन्से इस विचार को विश्व के पांच बेहतरीन विचारों में शामिल किया था। हालांकि श्री प्रकाश का कहना है कि नवबत विचार को कर अच्छे विचारों को भी अतिरिक्त के लिए संघर्ष करना पड़ता है।

समान कल्याण विचार के प्रयास संचित रहने हुए श्री प्रकाश ने 'रेट फार्मिंग' का कॉन्सेप्ट विकसित किया था। सरकार ने भी इसे स्वीकार किया था लेकिन विरोध के कारण यह चोखे हट गई। श्री प्रकाश ने यह खातिर करने को कोशिश की है कि चूहा कानों की अलग विकसित करने में भारतीयता का कल्याण होगा। उन्से केवल मिलेगी।

मेगा जीनियस अवार्ड : राष्ट्र की खबर में बताया गया है कि विश्व की मानवीय इतिहास को यह अवार्ड पिछले छह साल से दिए जा रहे हैं। इनका उद्देश्य मनीरेशन करना है न कि किसी का अनुमन।

सारा पालिन	प्रिंस हेरी	जॉन मेडेउन	हिलेरी क्लिंटन	बरफ ओबामा	2	संपादक-वार्डन रयबेक्टर
3	6	7	8	9	4	माइक हकेमी
					5	जोसेफ बाइडेन
					10	ओपा विनोके



In 2009, Shri Vijay Prakash, IAS made a presentation on 'Rat Farming' at Indian Institute of Management, Ahmedabad in a training programme of IAS officers.

To read more:





In **October 2010**, Musahars from Jamsaut and Nargada were invited to to explore and discuss the path to commercialising rat meat at the School of Creative Learning.

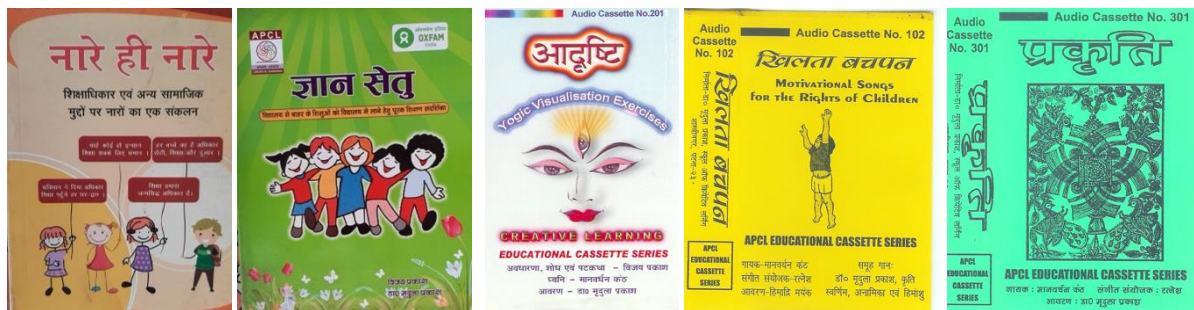
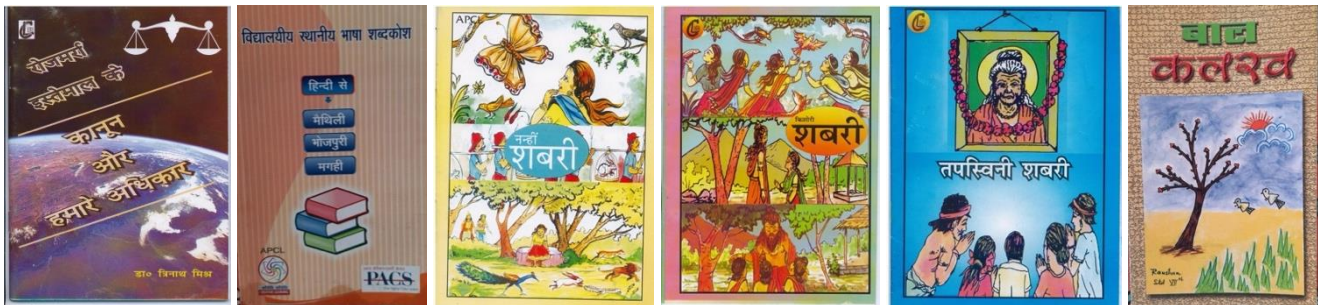
Musahars consider field rats to be a delicacy. In parts of Bihar, it is sold as ‘*Pataal Bageri*’. One of the *musahars* had to say:

“Jaisa iska (chooha) sawad hai, waisa kisi ka bhi nabin. Na murga. Na bakra. Na bater. Humlog khet se laate hain aur raaste mein hi log khareed ke le jaate hain. Humaare liye toh kuch bachta hi nabin.”

“The taste of a field rat is uncomparable to either fowl or mutton or quail. We have to sell the rats, while returning from the fields after our catch. Nothing is left for us.”

Creative Learning Foundation: Disseminating Creativity Through Books, Publications & Teaching Learning Materials

APCL set up the Creative Learning Foundation (CLF) as a Trust, which is a not-for-profit organisation dedicated to promotion of creativity and creative learning in society by developing and disseminating the teaching-learning tools for the promotion of Creative Learning.



Promoting Creative Learning		
Creative Learning: A Handbook for Teachers and Trainers A special presentation ceremony was organised at the <i>Rashtrapati Bhavan</i> in New Delhi where the book was presented to HE the President of India, Dr APJ Abdul Kalam on 17 th November, 2006.	Shri Vijoy Prakash	Viva Publications
Abhivanchiton ka Shikshadhikar: Ek Srijanvadi Prayog	Shri Vijoy Prakash Prof Shailendra Kr Srivastava	Rajkamal Publications
Concentration Development		
Apni Ekagrata Kaise Badhayen The book was released by HE Governor of Bihar Shri Kesari Nath Tripathi.	Shri Vijoy Prakash	Prabhat Prakashan
Concentration Development Kit APCL Concentration Circle, APCL Concentration Stairs, APCL Concentration Triangle, APCL Concentration Cave, APCL Concentration Sri Yantra, APCL Concentration Corridor, APCL Concentration Wave	Shri Vijoy Prakash	Creative Learning
The Art of Developing Concentration	Shri Vijoy Prakash	Creative Learning
Develop Concentration (Ekagrata Badhayen) (Developing concentrations by counting without touching)	Shri Vijoy Prakash	Creative Learning
Promoting Linguistic Creativity		
Bal Kalraw	Dr Mridula Prakash	Creative Learning
Sthaniya Vidyalayi Bhasha Shabdakosh Hindi to Maithili, Bhojpuri and Magahi	Shri Vijoy Prakash	Creative Learning
Gyan Setu Bridge Course for Drop-Out Children	Shri Vijoy Prakash Dr Mridula Prakash Shri Awadhesh K Narayan	Creative Learning
Nare hi Nare	Edited by Dr Mridula Prakash	Creative Learning
Developing Mind Step I-V Books for development of concentration, reasoning & imagination in primary schools	Shri Vijoy Prakash	Creative Learning
Learning About Nature In Botanical Garden		
Books for 'Exploring Nature': Plant Learning Cards Part I & II, Animal Learning Cards, Birds Learning Cards, Fish Learning Cards The books were released by HE Governor of Bihar Shri Vinod Chandra Pandey	Edited by Shri Vijoy Prakash	Creative Learning
Learning Mathematics Creatively		
Srijanatmak Ganit	Shri Vijoy Prakash	National Book Trust
Creative Mathematics	Shri Vijoy Prakash	Creative Learning
Sahaj Pahara	Shri Vijoy Prakash	Creative Learning
Multiplication Wheel (Gunan Chakra)	Shri Vijoy Prakash	Creative Learning
Universal Calendar	Shri Vijoy Prakash	Creative Learning
Three Little Pigs	Shri Vijoy Prakash	Creative Learning
Social Sciences Laboratory Kit		
Prayogshala Gatividhiyon Ka Ek Samuchchaya	Shri Vijoy Prakash	Creative Learning
Prayogic Samaj Vijnana Vol VI-IX	Prof Shailendra Kr Srivastava	
Nanhi Shabari, Kishori Shabari, Tapaswani Shabari	Shri Vijoy Prakash Prof Shailendra Kr Srivastava Dr Mridula Prakash	Creative Learning
Charitravati Ahalya	Shri Vijoy Prakash Prof Shailendra Kr Srivastava Dr Mridula Prakash	Creative Learning
Education for Democracy	Shri Vijoy Prakash	Creative Learning

The book was released by HE Governor of Bihar Shri R. L. Bhatia.		Prof Shailendra Kr Srivastava
<i>Socho Kabhi Aisa Ho Toh Kya Ho (Posters) to promote empathy</i>	Shri Sadanand	Creative Learning
<i>Rojmarra Istemaal Ke Kanoon aur Hamare Adhikar</i>	Dr Trinath Mishra	Creative Learning
<i>Gandhi-Jinnah Dialogue</i>	Sushri Ritu Sinha	RSKCCL
Promoting Literacy		
<i>Bal Mitra</i> (Training manual for volunteers to develop primary Reading, Writing and Arithmetic Skills)		Creative Learning
<i>Ramakshari</i> (A primer on making people literate in 11 days)		Creative Learning
<i>Hamari Kitab</i> (Training Manual for running <i>Shabari Ashram</i> , a community intervention centre for Right to Education)		Creative Learning
Audio Video Multi-Media		
<i>Adrishti</i> – Visualisation Exercises	Script: Shri Vijoy Prakash Voice: Shri Maanbardhan Kanth	Creative Learning
<i>Prakriti</i> – Songs to create environment consciousness		Creative Learning
<i>Khilta Bachpan</i> – Songs to create awareness about rights of children		Creative Learning
<i>Prema</i> – Motivational songs		Creative Learning
<i>Shikshanjali</i> – Motivational songs to promote literacy	Shri Manvardhan kanth	Creative Learning
<i>School Chalo Bahna</i> – Video on the project to bring girls back to school through a peer network		Creative Learning
<i>Kabad se Avishkar</i> – Video to promote innovation by capturing activities of <i>Srijan Chaupal</i> and Atal Tinkering Lab		Creative Learning
Researches On Right To Education		
Status of Quality Education and Right to Education in Bihar	Dr Mridula Prakash Dr YL Das	Creative Learning
Status and Functions of School Management Committee in Bihar	Dr Mridula Prakash Dr YL Das	Creative Learning
<i>Shikshadhikar Chaupal Ki Bahas Mein – 2013</i> Status of Right to Education in the state of Bihar		Creative Learning
<i>Shikshadhikar Chaupal Ki Bahas Mein – 2014</i> Status of Right to Education in the state of Bihar		Creative Learning
<i>Shikshadhikar Hasil Kaise Karen</i>		Creative Learning
<i>School Chalo Bahna</i> (Pictorial Storybook)		Creative Learning
<i>Shikshadhikar - Ab Ek Maulik Adhikar</i>		Creative Learning
<i>Hamara School Hamara Prabandhan</i>		Creative Learning
<i>Ghar Ghar Ki Kahani</i>		Creative Learning
Innovative Teaching Materials		
Alphagram Card to learn English Alphabets		Creative Learning
Akshar Yantra Card to learn Hindi Alphabets		Creative Learning
Alphakshar Card to learn Hindi and English Alphabets		Creative Learning
Ganit Yantra		Creative Learning
Sankhya Yantra		Creative Learning
Innovative Wall Writings (<i>Vasudhaiv Kutumbkam, Alphagram, Alphakshar, Akshar Yantra, Sankhya Yantra, Ganit Yantra, Ham Tumhare Liye Tum Hamare Liye, Pratyay Prasoon, Upsarg Prasoon, Shabdkaar, Shabda Drishya, Ganit Seedhi</i>)		Creative Learning
Innovative Slogans for Wall Writing		Creative Learning
Innovative Games		
Freedom Game: To instil civic sense in children		Creative Learning
<i>Anand Grih</i>: To inculcate family values		Creative Learning
100 Steps: To teach school discipline		Creative Learning
Innovative Chess for 4 Players		Creative Learning
Mathematical Playing Cards: To learn basic mathematical operations		Creative Learning

Hindi Playing Cards: To learn alphabet, words, sentence and vocabulary control	Creative Learning
MathGo: To learn strategy through mathematical operations	Creative Learning

Research Papers and Articles

- Paper on ‘**Broadstreaming through Creative Learning: An approach towards educational Inclusion**’ by **Shri Vijoy Prakash** published in the book **Approaches to Educational and Social Inclusion: International Perspectives, theory and Key Challenges** (Edited by Gajendra K. Verma, Devorah Kalekin-Fishman, and published by Routledge, UK).
- ***Constructivist Practices at Primary Level: Experiences of Creative Learning***, by **Shri Vijoy Prakash**, presented in NCERT, New Delhi on 5th May, 2006.
- ***Concentration Development: A Primary Condition for Education for Life*** by **Shri Vijoy Prakash**, National Report on National Consultative Meet on *Education for Life* under *Sarva Shiksha Abhiyan*, Department of Elementary Education, NCERT, New Delhi, 2002.
- ***Children First***, by **Shri Vijoy Prakash**, The Times of India, 14th November, 1998.
- ***Can you Teach Me the Way I Want***, by **Shri Vijoy Prakash**, Hindustan Times, 17th February, 2001.
- ***Dalit Bachho ko Einstein Nahin, Edison Banayen*** by **Shri Vijoy Prakash**, published in more than a hundred magazines.
- ***Mathematics Education and Theory of Multiple Intelligence*** by **Shri Vijoy Prakash**, presented in Chhotanagpur Mathematical Society, Jharkhand, 2014.
- ***He Musahar Tumhe Pranam*** (Song), by **Shri Vijoy Prakash**, Hindustan, 2016.
- ***Ghar Ek Srijan Vidyalyay*** by **Dr Mridula Prakash**, Hindustan, 1998.
- ***Prem ko Samarpit Ek Sanskriti*** by **Dr Mridula Prakash**, Hindustan, 1994.

Establishment of the Chandra Institute of Creative Empowerment of Women (CICEW) in 2007

The Chandra Institute of Creative Empowerment of Women (CICEW) was established in 2007 as a registered trust in the loving memory of Smt Chandra Das. Shri Bhagirath Lal Das, Smt Supriti Das, Shri Abhijit Das and Smt Shipra Das have entrusted land in Patna to set up a campus for the Chandra Institute for Creative Empowerment of Women (CICEW) centre.



The Context

Chandra Institute for Creative Empowerment of Women or CICEW is an institute established for creative empowerment of women. It has been set up by a group of dedicated people who have been committed to promote creativity and creative learning in society. The group was concerned by the fact that despite legal and constitutional provisions the condition of women is still precarious. Most of the women folk is still illiterate. About two third of total illiterate in the world are women. The drop-out rate from school among girls is highest. Although women have about two third's share in total working hours on the Globe, it has only one tenth share in the total income. Women also has less than one per cent share in the total property of the globe. The women have to suffer discrimination both inside and outside family. In India about one tenth families are female headed.

As recognition of creativity is the best means for empowerment, CICEW would use the creative abilities of women for their social and economic empowerment. Madhubani Paintings are one of the finest expressions of women's creativity. As such, CICEW works on using the creative skills of women for their creative empowerment.

It is registered under Indian Trust Act as a not-for-profit Trust. It has got its own campus at Gola Road in Patna.

Objectives

- To set up facilities for the conservation and related training in folk art and craft including Mithila Paintings.
- To propagate folk art and support artists from underprivileged communities and rural areas, particularly women folk.
- To develop a product design centre and workshop for artists to develop artworks.
- To develop the infrastructure for the production of handmade paper.
- To organise a marketing and sales framework for the products developed at the centre and associated production units.



Inauguration ceremony for the 'Chandra Institute for Creative Empowerment of Women' organised on 22nd April 2007

Establishment of the Ritu Sinha Knowledge Centre for Creative Learning (RSKCCL) in 2009

In 2009, a significant uplift to the infrastructure of School of Creative Learning came from the generous financial contribution from Dr Rabindra P Sinha to establish the Ritu Sinha Knowledge Center for Creative Learning, in fond remembrance of Ritu Sinha JD (1966-2000).

The Ritu Sinha Knowledge Centre for Creative Learning (RSKCCL) is an invaluable resource centre established within the School of Creative Learning (SCL) in Patna, India. Its primary mission is to promote creativity and creative learning throughout society by collecting, storing, processing, and disseminating information related to creative skills across different communities and age groups. RSKCCL places particular emphasis on addressing issues faced by the poor, underprivileged, children struggling in traditional schooling, and gifted children.

The key objectives of the Ritu Sinha Knowledge Centre for Creative Learning include:

- **Maintaining and Developing Knowledge Repositories:** This involves managing the organization's intranet, vital information databases, and collections.
- **Content Management Services:** RSKCCL offers cataloguing, indexing, and taxonomy development services for electronic knowledge repositories.
- **Knowledge Capture and Incorporation:** It coordinates the extraction of knowledge from various projects and assignments, integrating it into knowledge bases such as databases of best practices and case studies.
- **Identifying and Forming Skills Links:** The center establishes connections with sources of essential knowledge, both within and outside the organization.
- **Connecting People and Information:** RSKCCL plays a pivotal role in connecting individuals who require assistance with those who can provide it, identifying subject matter experts, maintaining a skill database, and linking individuals with shared needs or working on similar challenges.
- **One-Stop Shop for Knowledge and Information Needs:** It serves as a comprehensive resource for multiple knowledge and information requirements.
- **Resource Pointers and Training:** RSKCCL provides pointers to resources and training in information and knowledge skills.

RSKCCL offers a range of activities and services designed to facilitate its objectives:

- **Library with Reading Room:** The center maintains a library with reading room facilities, fostering a conducive environment for research and learning.
- **Brajbansh Pershad Memorial Computer Centre:** RSKCCL operates a web-based computer center with plans to offer computer education programs and courses.
- **Conference Halls:** Facilities are available for organizing conferences related to creative learning materials' development and dissemination. The halls are equipped for presentations, displays, group discussions, and competitions.
- **Health Centre:** RSKCCL has plans to establish a health center, addressing the healthcare needs of its beneficiaries.
- **Smart Classroom:** The center maintains a smart classroom, enhancing learning experiences through technology.

The Ritu Sinha Knowledge Centre for Creative Learning is a dynamic hub dedicated to fostering creativity, enhancing learning opportunities, and addressing the diverse needs of individuals and communities. Through its multifaceted activities and services, RSKCCL contributes significantly to the promotion of creative learning in society, especially among marginalized and gifted individuals. It was initiated due to the efforts of Shri Ran Bijay Narayan Sinha, ASSERT and Secretary, APCL. Shri Himadri Mayank, who was studying Architecture at IIT Kharagpur, volunteered with the planning and design of the building.



This centre has been sponsored by:

Ritu Sinha Charitable Foundation
C/O The Corporation
30 Radcliff Road
Staten Island, New York 10305 (USA)

in fond remembrance of:

Ritu Sinha J. D.
(1966-2000)
BA 1988 Columbia University
Attorney at Law, Boston University 1992



The construction of the building was generously sponsored by the Ritu Sinha Charitable Foundation Inc. USA in fond remembrance of Ritu Sinha JD (1966-2000). The land was provided by APCL.



Dr Rabindra P Sinha and his family members inaugurated the Ritu Sinha Knowledge Center for Creative Learning in the School of Creative Learning Campus in **December 2009**.



Shri Rahul Sinha, brother of Ms Ritu Sinha, addressing the Inaugural Ceremony of RSKCCL in 2009



The book on 'Creative Knowledge' being released in the inauguration ceremony of Ritu Sinha Knowledge Centre for Creative Learning by Shri Sushil Kumar Modi, Deputy Chief Minister, Bihar, Shri Hari Narayan Singh, Minister of Education, Bihar and Ms Asha Devi, MLA, Shri Vijoy Prakash, IAS, Dr Mridula Prakash and Shri Kripa Krishna Maharaj.



Shri Vijoy Prakash, IAS, the then Executive President of APCL, explaining the exhibits in exhibition of Creative learning to Shri Sushil Kumar Modi Dy Chief Minister, Bihar, Shri Hari Narayan Singh, Education Minister, Bihar and Ms Asha Devi, MLA.



The lighting of the lamp by Deputy Chief Minister of Bihar Shri Sushil Kumar Modi, Education Minister of Bihar Shri Hari Narayan Singh, Dr R. P Sinha, US, Smt Rajni Kumud, US, Smt Asha Devi, MLA, Danapur, Shri Vijoy Prakash and Dr Mridula Prakash during inaugural ceremony of Ritu Sinha Knowledge Centre on the 27th December, 2009.



The school celebrates the birthday of Ritu Sinha on 22nd February every year, who continues to inspire the hundreds of learners at the School of Creative Learning.

International Conference on Educational and Social Inclusion 2011

To further the cause of Creative Learning, APCL & the Kanka Gajendra Foundation organised the 'International Conference on Educational and Social Inclusion' in November 2011

An International Conference on Educational and Social Inclusion was held at the School of Creative Learning, Patna from 25-26th November 2011, organised by the Association for Promotion of Creative Learning (APCL), Patna in partnership with the Kanka Gajendra Foundation (KGF), UK and India and in collaboration with the State Council for Educational Research and Training (SCERT), Bihar. The seminar made valuable contributions to the ongoing discussions in the country on inclusion. It was organised under the chair of Shri Vijoy Prakash, APCL (India) and Professor Gajendra Verma, the Kanka Gajendra Foundation (UK) at the School of Creative Learning. The conference organisers were Shri Himadri Mayank and Sushri Surabhi Sonam, and the teachers of the School of Creative Learning.



Dr Ajay Kumar, then President, APCL, welcoming an international delegation led by Professor Dr Gajendra Verma, Emeritus Professor, to the International Conference on Educational and Social Inclusion organised by APCL (India) and the Kanka Gajendra Foundation (UK) in November 2011 at the School of Creative Learning.



Leading global academicians from the field of Education, Dr Prabhat Ranjan, Mr Royston Flude, Mr Ian Stuart, Dr Devorah Kalekin-Fishman, Dr Carl Grant, Professor Christopher Bagley, among others presented and chaired various sessions at the conference.



Shri Vijoy Prakash, APCL, co-chaired the conference and presented on '**Broadstreaming through Creative Learning - An Approach towards Educational Inclusion**' & on '**Educational Inclusion through Folk Paintings: A Case Study of Madhubani Paintings**' coauthored with Dr Mridula Prakash.



Professor Gajendra Verma, Professor Emeritus of the University of Manchester, co-chaired the conference and presented on '**Educational and Social Integration: Setting in Context - Insights and Evaluations**'.

List of Presentations at the International Conference on Educational and Social Inclusion, 2011

- Professor Gajendra Verma Professor Emeritus of University of Manchester made a key note presentation on '**Education and Social Integration: Setting in Context - Insights and Evaluations**'. Dr. Shamsad Hussain, Ex. Vice Chancellor, Magadh University and Nalanda Open University was in the chair.
- Mr Vijoy Prakash, Principal Secretary, Department of Planning and Development, Government of Bihar made a presentation on '**Broadstreaming through Creative Learning - An Approach towards Educational Inclusion**'. Dr. Eugenia A. Panitsidou of the University of Macedonia was in chair.

Then two parallel sessions were organized.

The first session was on Education and Learning Difficulty which was organized in the Ritu Sinha Knowledge Centre for Creative Learning. It was chaired by Prof Janak Pandey, Vice Chancellor, Central University of Bihar.

- Dr Basabi Mahapatram, Dr Daisy Banerjee & Dr Nagma Siddiqui of Patna University read a paper on 'Education, Learning Difficulty and Exclusion.'
- Ms Stella Giossi read a paper coauthored with Panagiotis Giavrimis and Dr Adamantios Papastamatis of the University of Macedonia on 'Teachers' Professional Development and Students with Disabilities'.
- Another session was organized on - Health Education, Equality and Diversity in which Professor Emeritus Christopher Bagley, University of Southampton, United Kingdom was in chair. It was organized in the Kalidas Hall.
- A paper on 'Challenges for Inclusion: Sexual Exploitation and Trafficking of Girls and Women in Canada, Britain, India, Nepal and The Philippines' authored jointly by Professor Emeritus Christopher Bagley, and Dr Padam Simkhada of University of Southampton, United Kingdom was presented.
- Dr Addy Lazz-Onyenobi, University of Manchester made a presentation on Raising Public Awareness of Mental Health in Relation to Young People and Social Inclusion.
- After lunch, a key note session was organized in which Dr Royston Flude, CMDC-SPOC, Switzerland made a presentation on Inclusive Learning - The Challenge of Special Needs. Dr. D.M. Diwakar was in chair.

Two parallel sessions were organized – one in the Conference Hall of Ritu Sinha Knowledge Centre for Creative Learning and another in the Kalidas Hall. In the Conference Hall of Ritu Sinha Knowledge Centre for Creative Learning, the session was on Education and Learning Difficulty. Dr. Manoj Kumar, Ex Chief Disability Commissioner, India was in chair.

- Prof Prabhat Ranjan, Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar, India made a presentation on Using Brain-Computer Interface in Inclusive Education.
- Dr Manju Kumari and Dr Mona Tabassum, Department of Psychology, RN College, Hajipur, Bihar, India made a presentation on Dyslexia - A Learning Disability - The Indian Context.

In Kalidas Hall, a session was organized on Health Education, Equality and Diversity. Prof. MC Reddeppa Reddy was in Chair and Dr. Addy Lazz-Onyenobi was in co-chair.

- Shri Abhijeet Nirmal and Ms Aparajita Mishra of Save the Children made a presentation on Corporal Punishment: A Worst Form of Violence Against Children.
- Dr Padam Simkhada, in co-authorship of Prof Dr Edwin Van Teijlingen, University of Sheffield, United Kingdom made a presentation on the paper Health Aspects of International Migration: Case Studies of Nepalese Workers in India and the Gulf Countries.

In the evening a cultural programme was organized by the students of School of Creative Learning. Shri P. K. Shahi, Minister, Human Resources Development, Government of Bihar released the Souvenir containing the abstracts of the papers of the conference. He outlined how government has been able to tackle the issue of access to education. Now the issue of retention has to be addressed.

On 26th November, 2011 the conference started with Pakshi Yog conducted by Dr Mridula Prakash. There were three keynote sessions in the forenoon. Dr. Ajay Kumar, President, APCL was in chair.

- Prof. Carl A. Grant, Department of Afro-American Studies, University of Wisconsin-Madison, USA, made a presentation on Engaging Educators in Culturally Responsive Pedagogy and School-Home Partnerships.
- Dr. Devorah Kalekin-Fishman, University of Haifa, Israel made a presentation on 'Furthering Social Inclusion through Citizenship Education: Cultivating Civic Action in Early Childhood Education'.
- Mrs. Joy Hall, Birmingham City University, United Kingdom, Childhood Sexual Abuse (CSA) made a presentation on 'The Silent Health and Social Care "Emergency"'.

Then we had two parallel sessions. The third parallel session was on Education and Learning Difficulty - Curriculum, Teacher Education and Home-School Partnership. Dr. Nevel Vessel was in chair and Eleni Griva was Co-Chair.

- Dr Suman Sinha, RN College, Hajipur, Bihar, India made a presentation on Learning Difficulty in Language - Remedy through Communicative Skills.
- Dr Nevel A Vassel, Birmingham City University, United Kingdom made a presentation of Challenges for Teachers Delivering Education to Learning Disabled Student Populations Challenges for Teachers Delivering Education to Learning Disabled Student Populations
- Dr K Gireesan, Rajiv Gandhi National Institute of Youth Development, Chennai, India Reaching the Unreached: Traverse of Alternative and Innovative Schools
- Ms Eleni Griva and Ms Dora Chostelidou, University of Western Macedonia, Greece made a presentation on Inclusion of Bilingual Immigrant Students in the Language Classroom: Identification of Writing Difficulties and Strategies

- Ms Rupashree Januar, RN College, Hajipur, Bihar, India made a presentation on Role of Teacher in Classroom Learning, Control and Management

Another parallel session was on Health Education, Equality and Diversity & Quality, Equality and Inclusive Education. Prof. Shailendra Kumar Shrivastava was in Chair.

- Dr S Bedi, Department of Botany, BMD College, BRA Bihar University, Bihar and Dr Tanuja Singh, Department of Botany, Patna Women's College, Patna made a presentation on Gender Discrimination: Health and Social Perspective.
- Shri Amit Chowdhury, Save the Children made a presentation on Understanding Inclusive Education through the Lens of Local Framework.
- Dr HN Diwaker, Loknayak Jaiprakash Narayan Hospital made a presentation on An Attempt Towards Social And Educational Inclusion Of Children With Cerebral Palsy.
- Prof Sachindra Narayan, Shri SK Dey Chair Professor, made presentation on Quality Enhancement in Education
- Ms Ioanna Papavassiliou made a presentation on a paper Guidance Services for Undergraduate Students - Facilitating Transitions into Education and Employment coauthored with Alexiou Thaleia Tsourka University of Macedonia, Greece.

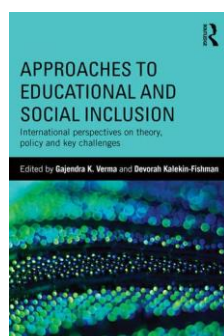
In the afternoon the session started with Keynote sessions.

- Prof Dr Mohammad Akhtar Siddiqui, Jamia Millia Islamia Central University, India, made a keynote address on Challenges for Education and Inclusiveness in India
- Dr Eugenia Panitsidou, University of Macedonia, Greece delivered a keynote address on Policies for Lifelong Learning: A "Portal" for Social Inclusion?
- Dr Saloni Prasad made a presentation on 'Student Motivation And Classroom Management'.
- Dr Ravi Kumar Sinha, Department of English, RN College, Hajipur, Bihar, India, Teaching English as L2 to First-Generation Learners: Need to Contextualize Classroom Management: A Case Study
- Mr Vijoy Prakash, Principal Secretary, Planning and Development, Government of Bihar, made a presentation on Educational Inclusion through Folk Paintings: A Case Study of Madhubani Paintings coauthored with Dr Mridula Prakash, Association for Promotion of Creative Learning.
- Prof Deepak Kumar, Jawaharlal Nehru University made a presentation on Technical Knowledge and a Knowledge Society
- Dr Ranjeeta Kumari made a presentation on 'Innovative Applications of Natural Resources in Child Education: A Case Study of School of Creative Learning, Nargada, Danapur, Patna' jointly authored with Dr Kumkum Kumari, JD Women's College, Patna, India
- Dr Nirupa Laxmi and Dr Rupa Laxmi read a paper on Dyslexia: Insights on Learning Disabilities coauthored with Dr Swarupa Laxmi, Galgotias Institute of Management & Technology, Greater Noida, UP, India
- Dr P Jagadeesan, Advocate, Chennai, India made a presentation on Human Rights Of The Child And Woman - The Effect Of Socio-Economic Status On Social Inclusion
- Prof MC Reddeppa Reddy, Department of Adult and Continuing Education, SVU College of Arts,SV University made a presentation on Designing Educational Programmes for Inclusive Education.
- Dr Rupa Lakshmi, RN college, Hajipur and Dr Ran Bijay Narayan Sinha, Department of Psychology, BS College, Danapur, Bihar, India made a presentation on In Search of a Culture-Sensitive Method For Exploring Social Reality
- Smt C Vijayalaxmi made a presentation of her paper on A Study On Creating Awareness And Developing Self-Confidence In The Parents Of Mentally Retarded Children coauthored with Dr VP Matheswaran University of Madras
- Dr Ranjay Kumar made a presentation on the paper Designing Activities For Development Of Imagination And Creativity Through Informal Learning Among School-Going Children authored by Dr Arvind Kumar Sharma, Dr Ranjay Kumar and Dr Ranjeeta Kumari, Department of Human Resource Development, Government of Bihar, India

In the end there was a plenary session chaired by Ian Stuart. Dr Devorah Kalekin-Fishman, Dr Carl A. Grant, Dr Royston Flude and Shri Vijoy Prakash were the panelists. After the panel discussion, the *Patna Declaration in the Spirit of Nalanda* was declared.



The attending delegates at the International Conference on Educational and Social Inclusion 2011 released the 'Patna Declaration' - the assertion towards an inclusive world.



The papers presented at the conference were compiled into a book edited by Prof Gajendra Verma and Dr Devorah Kalekin-Fishman.

Establishment of The Kanka Gajendra Centre for Inclusive Learning (KGCIL) in 2014

APCL and the Kanka Gajendra Foundation (UK) established the Kanka Gajendra Centre for Inclusive Learning in the campus of School of Creative Learning in March 2014

The Kanka Gajendra Centre for Inclusive Learning has been established in the memory of the learned professor of UK – Dr Kanka Mallick, wife of Professor Emeritus Dr Gajendra Verma, an authority in Educational Psychology. It was driven by the initiatives of Shri Ran Bijay Narayan Sinha, ASSERT and Secretary, APCL. The land for the building was provided by APCL and the Kanka Gajendra Foundation (UK) provided a generous contribution towards the construction of the building. The building planning and design was done by Shri Himadri Mayank.

Every child is unique, shaped by a blend of genetic disposition and their upbringing environment. When children enter the educational system, their natural learning styles may or may not align with the teaching methods used. This mismatch can lead to underachievement or feelings of alienation. In extreme cases, it can even lead to dropout rates and, tragically, instances of child suicide due to academic pressures. One of the key challenges in education today is ensuring the success of every child. True inclusive learning should lead to the success of all children. The Association for Promotion of Creative Learning (APCL) has been at the forefront of promoting creativity and creative learning among all children. The Kanka Gajendra Centre for Inclusive Learning (KGCIL) was established to supplement these efforts by ensuring that each child is exposed to learning methods that align with their unique natural learning style.

This endeavour also involves counselling parents to provide the right support to their children, beginning from the prenatal stage. Parents are educated on how to handle situations where their children may not perform up to their potential in schools. Additionally, teachers receive training to cater to individual learning requirements. The centre aims to fulfil all these requirements.

The primary objectives of the Kanka Gajendra Centre for Inclusive Learning are:

- To help children realize their full learning potential.
- To provide counselling services to parents, relatives, and teachers dealing with specific learning needs of children and young people.
- To train teachers and caregivers in managing the special learning needs of children.

Motto – ‘Count Ability, Not Disability’

Activities

- **International Conference on Educational and Social Inclusion 2011:** The KGCIL was inaugurated during the International Conference on Educational and Social Inclusion, organized by APCL (India) and the Kanka Gajendra Foundation (UK) in 2011. The conference's papers contributed to the book *Approaches to Educational and Social Inclusion: International Perspectives on Theory, Policy, and Key Challenges* (Edited by Gajendra K. Verma, Devorah Kalekin-Fishman, and published by Routledge, UK).
- **Development of Screening Tools for Children with Special Needs (CWSN):** The centre has developed screening tools to identify children with special needs.
- **Learning Centres for CWSN:** Learning centres were established for children with special needs with support from Oxfam India. These centres provided learning assistance to 100 children (55 males and 45 females).
- **Development of Assistive Tools:** The centre has created 19 types of cards to assist children with special needs in developing mathematical and linguistic abilities.
- **Materials for Concentration Development:** The centre has developed materials to enhance concentration, including a book titled ‘Art of Developing Concentration’ and a tool for counting without touching.
- **Multiple Intelligence Tools:** The centre possesses multiple intelligence assessment tools to regularly evaluate the multiple intelligence patterns of children.
- **Psychological Assessment Tools:** Various psychological assessment tools have been acquired, including the Home Environment Inventory, HSPQ Form A and B, Comprehensive Interest Schedule, Draw a Person, and Draw a Man.
- **Nurturing Gifted Children:** APCL presented on the identification and nurturing of gifted children during a discussion organized by TIFAC and NOBA Delhi in Delhi.
- **State-Level Conference on Inclusive Learning:** A two-day state-level conference on inclusive learning was organized in January 2017 with support from Oxfam India.
- **Atal Tinkering Lab:** The School of Creative Learning has set up an Atal Tinkering Laboratory with support from the Atal Innovation Mission of NITI Aayog, Government of India. This lab fosters creative and innovative abilities among children, offering training in areas like robotics, sensor networks, 3D printing, and drones. The KGCIL utilizes this lab to support children with special needs, resulting in remarkable projects and national recognition.

- **Brain Computer Interface:** The KGCIL is working on Brain Computer Interface Technology for identifying and monitoring the learning needs of children. Under the guidance of Prof Prabhat Ranjan, Vice Chancellor, DY Patil International University, Pune, this technology has been used to monitor concentration and memory in approximately two hundred children. It's particularly valuable for children with paraplegia and quadriplegia, aiding communication.
- **Student Profiles:** The centre created profiles for 75 students in collaboration with Debut, an initiative for well-being under the Access to Microscholarship program in September 2019. Reports were generated, and students received counselling.

The Kanka Gajendra Centre for Inclusive Learning strives to provide a nurturing environment where every child's unique learning style is embraced and supported. Through its various activities, this centre aims to ensure that all children have the opportunity to succeed, regardless of their individual learning needs or challenges.



Dr Gajendra Verma, Emeritus Professor, University of Manchester inaugurating the Kanka Gajendra Centre for Inclusive Learning at the School of Creative Learning campus in Patna in **March 2014**.



The Kanka Gajendra Centre for Inclusive Learning has been established in the memory of the learned professor of UK – Dr Kanka Mallick, wife of Emeritus Professor Dr Gajendra Verma, an authority in Educational Psychology.



Unveiling of the statue of Dr Kanka Mallick, wife of Professor Emeritus Dr Gajendra Verma, an authority in Educational Psychology

The Giving Back Initiative

Every year, APCL organises 'Giving Back' – to distribute scholarships to deserving underprivileged and meritorious children

APCL's mission is the universalisation of quality education. As the School of Creative Learning continued to establish itself in the community as a leading innovative center for quality education, several friends and family came forward to support underprivileged and meritorious learners at the school. As a giving back initiative, endowments funds have been set up by families to perpetuate the memory of their beloved ones. The interest earned on the amount is used to provide scholarships to underprivileged and meritorious children.

The first Giving Back function was organised in 2012. Since then, every year, APCL organises 'Giving Back' - to distribute scholarships to the deserving children at the Ritu Sinha Knowledge Centre for Creative Learning in the School of Creative Learning.

What I spent, I had
What I saved, I lost
What I gave, I have

List of Scholarships & Awards

- **Usha Dayal Memorial Scholarships:** These scholarships are a loving tribute to the memory of Usha Dayal and are generously set up by her husband, Shri Lakshmeshwar Dayal, an esteemed IAS officer & former Chief Secretary, Government of Bihar. They benefit two deserving girls, paving the way for their education and brighter future.
- **Shanti Devi Memorial Scholarship:** Dr Ajay Kumar, former President APCL & noted Urologist, honors his mother, Shanti Devi, through this scholarship. It is a heartfelt gesture to remember and support a girl's education, ensuring that her dreams are realized.
- **Manorma Devi Memorial Scholarship:** Dr Ajay Kumar (USA)'s dedication to education continues as he establishes this scholarship in memory of Manorma Devi. It provides a meaningful opportunity for a child to access quality education.
- **Brajbansh Pershad Memorial Scholarship:** Dr RP Sinha commemorates his father, Brajbansh Pershad, by offering a scholarship that empowers a child's educational journey. It reflects the value of education passed down through generations.
- **Shyamasati Devi Memorial Scholarship:** Dr RP Sinha extends his commitment to education by establishing this scholarship in memory of Shyamasati Devi, his mother-in-law. It creates a legacy of support for future generations.
- **Saraswati Devi Memorial Scholarship:** Dr RP Sinha's dedication to education and memory of his mother, Saraswati Devi, shine through this scholarship. It represents the enduring impact of a mother's love and the importance of education.
- **Ritu Sinha Memorial Scholarship:** In memory of Sushri Ritu Sinha, established by Shri Vishal Vipul, USA.
- **Rajnath Prasad Memorial Scholarship:** Dr Hemant pays tribute to his father, Rajnath Prasad, by creating this scholarship. It is a testament to the belief that education is a legacy worth preserving.
- **LNK Sinha Memorial Scholarships:** In memory of Dr LNK Sinha, an esteemed former Head of the Department of Psychology at Patna University, these scholarships carry forward his legacy and commitment to the field of education.
- **Prachi Memorial Creativity Award:** In memory of Smt Prachi, an alumna of School of Creative Learning, established by her parents, Shri Subhash Choudhary and Smt Sushmita Choudhary.
- **Lalita Devi Memorial Creativity Award:** In memory of Smt Lalita Devi, established by his grand son Shri Vijoy Prakash and grand daughter in law Dr Mridula Prakash
- **Bhubaneshwar Lal Das Memorial Creativity Award:** In memory of Shri Bhubneshwar Lal Das, former Bihar Administrative Service Officer, established by his daughter in law Dr Mridula Prakash.
- **Vijaya Das Memorial Creativity Award:** In memory of Smt Vijaya Das, established by her daughter in law, Dr Mridula Prakash.
- **Surya Narayan Lal Das Memorial Creativity Award:** In memory of Shri Surya Narayan Lal Das, former Officer in Comptroller and Auditor General office, established by his son in law, Shri Vijoy Prakash.
- **Jagdamba Das Memorial Creativity Award:** In memory of Smt Jagdamba Das, established by her son in law, Shri Vijoy Prakash
- **Satish Chandra Lal Das Memorial Creativity Award:** In memory of Shri Satish Chandra Lal Das, former Executive Director, Steel Authority of India Ltd, established by his son Shri Ratish Ranjan.
- **Shivnarayan Das Memorial Creativity Award:** In memory of Shri Shiv Narayan Lal Das, established by his son Shri AK Karan.
- **Sumitra Devi Memorial Creativity Award:** In memory of Smt Sumitra Devi, established by his son Shri AK Karan.

If you are interested in setting up an endowment at the School of Creative Learning or supporting APCL, please reach out to:



Endowment Form



WhatsApp (+91 9123126418)



Shri Vijoy Prakash presenting at the 'Giving Back' function



Dr Ajay Kumar, Shri Ajit Kumar, Shri Sanjay Pandey, Dr Anamika Pandey presenting the Smt Shanti Devi Smriti Balika Chhatravriti



Dr Ran Bijay Narayan Sinha and Prof Rupa Lakshmi giving cheques of scholarship in the Giving Back function



Smt Medha Sinha and Shri Sujit Sinha inaugurating Smart Classroom supported by their relief.



Dr Rabindra Prasad Sinha, USA and Dr SP Shrivastava visted the school in connection of the workshop of the 'Giving Back' initiative.



Shri R U Singh, Retd IAS, Shri KC Saha, Lokayukta, Bihar, Smt Paromita Saha and others inaugurating the Giving Back function

We are indebted to... Our Torch Bearers and Mentors

- Shri Vijoy Prakash
- Dr Mridula Prakash
- Dr Ajay Kumar
- Shri Shailendra Kumar Shrivastava
- Dr Ran Bijay Narayan Sinha
- Shri ND Grover
- Shri Awadhesh K Narayan
- Dr YL Das
- Shri Sadanand
- Shri Umesh Sharma
- Smt Nupur Nishith
- Shri Himadri Mayank
- Dr Surabhi Sonam
- Dr DS Gangwar
- Dr Shaileshwar Sati Prasad
- Shri Sudhir Mohan Jha
- Shri Satish Kumar
- Shri Chandrika Prasad
- Shri A. K. Karan
- Shri Ranjan Kumar
- Shri K. K. Das
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- Shri Manvardhan Kanth
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- Prof Prabhat Ranjan
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- Shri Satish Chandra Lal Das
- Prof. Shamsad Hussain
- Prof Azhar Hussain
- And many many ... divine souls for supporting the Creative Learning movement.

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- Government of Bihar
- Niti Aayog, Government of India
- UNICEF
- Action Aid
- Aide et Action
- Poorest Area Civil Society
- Commonwealth Education Fund
- Sir Dorabjee Tata Trust
- Steel Authority of India Limited
- US Department of State
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- The Kanka Gajendra Foundation (UK)
- Bihar and Jharkhand Association for North America (USA)
- Sulabh International
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We are indebted to... Our Teachers

- Shri Dilip Kumar Sinha
- Shri Ashish Kumar
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- Smt Ranju Sinha
- Shri Amit Kumar
- Smt Richa Kumari
- Shri Aditya Dhanraj
- Shri Vimal Kumar
- Smt Deepti Yadav
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- Smt Reena Kumari
- Smt Puja Kumari
- Smt Pinki
- Smt Rinky
- Smt Bharati
- Smt Meena Devi
- Smt Jyoti Kumari
- Smt Jyoti Tiwari
- Smt Jyoti Sharma
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- Smt Sajeeli Sinha
- Smt Renu Sinha
- Shri PC Das
- Shri Sunil Kumar Das
- Smt Kiran Dutt
- Smt Shweta Sharma
- Smt Vidya Sinha
- Smt Kiran Sinha
- Smt Alka Sinha
- Smt Somi Kumari
- Shri Vinod
- Shri SA Afsar
- Smt Purvee Bhowmik
- Shri Dilip Chandra Das
- Shri Prem Chandra Das
- Shri Dharendra Lal Das
- Smt Swarnlata Murmu
- Smt Kritika
- Smt Kriti Sharma
- Smt Supriya
- Smt Sangeeta Giri
- Shri Durgesh Kumar Das
- Smt Mona
- Smt Sulochana
- Smt Nisha
- Shri Subodh Kumar
- Shri Arun Kumar
- Shri Ramesh Chandra Das
- Shri Manoj Kumar
- Shri Prakash Chandra Ram and many more

We are indebted to... Our Leaders

Name	Designation	Start date	End date
Dr Ajay Kumar	President	31.3.98	22.12.19
Shri Vijoy Prakash	Executive President	31.3.98	17.7.11
	President	22.12.19	
Dr Shaileshwar Sati Prasad	Vice President	31.3.98	18.2.18
Shri Vishnu Dayal Ram	Vice President	31.3.98	17.7.11
Shri Rajiv Ranjan Verma	Vice President	31.3.98	18.2.18
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Shri Sharad Kumar Mallik	Vice President	31.3.98	17.7.11
Shri Binod Kumar Karn	Vice President	31.3.98	17.7.11
Dr Satish Kumar	Vice President	31.3.98	17.7.11
Shri Ranjan Kumar	Vice President	31.3.98	17.7.11
Shri PK Verma	Vice President	31.3.98	17.7.11
Dr Mridula Prakash	Vice President	31.3.98	17.7.11
	Executive President	17.7.11	22.12.19
Dr Vishwendra Kumar Sinha	Vice President	31.3.98	18.2.18
Shri Sudhir Mohan Jha	Vice President (Finance & accounts)	31.3.98	17.7.11
Shri Krishna Kant Das	Institutional Member (CSSGNS)	17.7.11	2.2.14
	Institutional Member	22.12.19	
Dr Ran Bijay Narayan Sinha	Secretary	17.7.11	
Shri Raman Kumar	Member	17.7.11	2.11.22
Smt Anju Sinha	Member	17.7.11	
Dr Arvind Sharma	Institutional Member (CLF)	17.7.11	2.2.14
Smt Kiran Kumari	Teacher Representative	12.12.13	18.2.18
Shri Onkar Prasad Singh	Vice President (Finance & Accounts)	2.2.14	2.11.22
Dr Shamsad Hussain	Member	12.11.15	18.2.18
Dr Azhar Hussain	Member	12.11.15	31.3.23
Shri Vijoy Bhushan Das	Member	12.11.15	18.2.18
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Shree Niwas Singh	Member	12.11.15	31.3.22
Shri Manoj Kumar	Member	18.2.18	
Shri Awadhesh Kumar Narayana	Member	18.2.18	2.11.22
	Vice President (Finance & Accounts)	2.11.22	
Shri Dharendra Lal Das	Member	18.2.18	June 22
Dr Yogendra Lal Das	Member	22.12.19	
Dr Anil Kumar Prasad	Member	31.3.22	
Shri Ajit Kumar Singh	Member	31.3.22	
Shri Sanjay Kumar Sinha	Member	31.3.22	
Ms Ritu Nayan	Member	17.7.11	12.12.13

We are indebted to... Our Donors

Major Contributors to Association For Promotion Of Creative Learning

(in alphabetical order)

- Dr Ajay Kumar, USA
- Shri AK Karan, CIL
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- Smt Anju Sinha
- Shri Avinash Alok
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- Shri Chandrika Prasad, IPS
- Shri Himadri Mayank
- Shri Himanshu Ranjan
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- Shri KC Mishra
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- Shri Yugal Kishor

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Patrons of Ritu Sinha Knowledge Centre for Creative Learning

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- Shri Dilip Patel, CPA, USA
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- Shri Rahul Sinha & Smt Aparna Sinha
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- Prof Ran Bijay Narayan Sinha & Dr Rupa Lakshmi, Patna
- Shri Vishal Vipul, USA
- Shri Sidharth Srivastava & Smt Ruchita Srivastava, Patna
- Shri Shirish Srivastava & Smt Saloni Srivastava, Patna
- Late Shri Sudhir Sharan & Smt Rekha Srivastava, Patna
- Shri Sharat Srivastava, Patna
- Dr Shailendra Varma & Smt Rabina Varma, USA
- Shri Sujit Sinha & Smt Megha Sinha, Dubai
- Dr Rabindra Sinha & Smt Rajni Sinha, USA
- Ritu Sinha Non-Profitable, Tax Deductible Foundation, USA

We are indebted to... Our Visitors and Ambassadors

“I have no desire to leave the campus. Can you (the Principal) admit me to your school? I would like to start relearning all my maths. I am zealous of the excellent work done by you all. HEARTIEST CONGRATULATIONS.”

Shri BK Sinha, Ex-Principal, Netarhat Residential School, Netarhat, Jharkhand

School of Creative Learning' is full of potential for giving a new direction to teaching/learning situation in India. The Principal and all others associated with this school are doing admirable work and are putting in great vigor, imagination and efforts. They need support of all enlightened people. I wish them all the best.

Shri BN Choudhary, Ex-Teacher, Netarhat School & Education Officer (Retired), Kendriya Vidyalaya Sangathan, New Delhi

“Very impressed with the innovative and new techniques for encouraging creativity amongst young children. Also the emphasis on detecting any disability at a young age and addressing it. Moreover, the school recognises that different children will have different talents and interests and how important is to recognise this and develop the child's faculties accordingly. Overall, it was a great learning experience and we could use this experience in developing and implementing our schemes. I congratulate the organisers and the faculty and staff.”

Shri Rajit Punhani, IAS, Secretary, Social Welfare, Government of Bihar

“Indeed, a very innovative school. I saw such an approach for the first time. Many things to learn, even for teacher and people interested in education. Wish such innovative approaches are copied/developed at many more places.”

Shri AK Singh, Director, Department of Education, Govt of India, New Delhi, India

“Our children carry enormous capacity for creativity. This we can only develop through this kind of education system. This experiment and endeavor on creative learning needs to be appreciated.”

Dr Ramchandra Purve, Minister of Education, Government of Bihar



“A Star has been working.. shining on earth for some years now, Dr Mridula. Today, I got the gift of see her work. I see a great future for the world. Thank you, Baba for bringing me here.”

Sushri Ann of Bo, Sweden



“I would never have imagined that such a beautiful and magical school existed in the world. Thank you so much for receiving us. I hope I will be able to come again, soon! All the best, much love and regard.”

Sushri Steina Mag, Iceland

“If the learning is facilitated through thoughtful process - what emerges is an example of ‘School of Creative Learning’. Here every activity is planned with Specific thought. There is a commendable effort to integrate and balance the folk traditions, culture, science, arts, and modernity. This cannot be achieved without hard work of the team. I wish multiplication and replication of such efforts.”

Smt Vijaya Chouhan, Programme Officer, UNICEF, Mumbai

A great and commendable service to the cause of children. Deserves appreciation and everyone's support who believes in education for life.

Shri SV Sharan, IAS (Retd)

This school is making a very good attempt to teach children something very useful for their life using a non-traditional technique. I desire that this attempt should reach all the schools.

Shri Madan Mohan Jha (NOBA 1958 - 1964), Joint Secretary, Dept of Education, Govt of India



“It was nice to see so many activities. Your children were very expressive and open. We had enjoyable few hours.”

Sushri Lisa Heydlauff, CEO, Going to School



“It was very very pleasantly surprising to see and hear children so involved and evolved. Certainly, a learning and inspiring experience.”

Shri Nitin Upadhye, Going to School

Sushri Lisa Heydlauff and Shri Nitin Upadhye of Going to School visited School of Creative Learning in November, 2001. They were at Patna in connection with writing a book on Indian schools to be published by Penguin. They had selected School of Creative Learning for their visit at the instance of UNICEF for the innovative works being done at the school.

“Unique and innovative experiment towards all round development of a child especially by creating an environment for bringing forth the latent and hidden talents of children.”

Shri SK Negi, IAS, Secretary, Department of Secondary, Primary & Adult Education, Govt of Bihar

“An innovative concept indeed. The future of possibilities is indeed in the warm and exploring hands of our children.”

Sri SN Sinha, IAS (Retd) & noted Poet

“Really impressive. The activities designed by the principal, teachers, and organizers will go a long way for the development of the child. The school is doing something that one has not done (paid much attention) so far. I wish every success in their endeavours.”

Shri KN Vasudevan, Ex-Principal, Netarhat Residential School

“I visited the school and saw the children's creativity in generating ideas in use of waste materials. Their creativity was wonderful. A wonderful educational enterprise! Congratulations.”

Dr Amarendra Narayan, Department of Physics, Patna University

“It is a path breaking initiative which facilitates learning among students in a creative way through images and models. I wish best of luck for the future of this great initiative.”

Shri Sanjeev Kumar Singhal, IPS, Director General of Police, Bihar

“You are doing very good job. Delighted to come here.”

Shri Rajeev Kumar, Niti Aayog

The innovations done by students of School of Creative Learning are amazing.

Shri Ashish Bhaskar, Atal Innovation Centre BV Foundation, Patna

“Nice to see Innovation + Creativity + Inclusion. One of the best models developed by SCL. It can be replicated with zeal in many locations. Thanks Sir and Madam for creating such a lab, where anyone can grow and contribute.”

Shri Pravind Kumar Praveen, Assistant Country Director, Sudan, Goal

“A constructivist approach and TLMs found in children’s approach of learning. Interesting Ideation pedagogy and implementation Process. Respectable work! Replicable ideas!”

Shri Syed Nuzhath, Education Consultant

“आज स्कूल ऑफ क्रिएटिव लर्निंग परिवार द्वारा आयोजित व्याख्यानमाला में भाग लेने का सुअवसर प्राप्त हुआ । रामायण की एक पात्रा शबरी (भिलनी) जो केवल जूठे बेर श्री राम को खिलाने के लिए जानी जाती थी, के चरित्र को विस्तृत रूप से – तीन भागों में नन्हीं शबरी, किशोरी शबरी एवं तपस्विनी शबरी के रूप में उद्धृत किया गया है । वह सराहनीय है । शिक्षा व्यवस्था में सुधार के लिए इस परिवार ने नए नए तरीके ईजाद किए हैं जो इस राज्य एवं देश के बच्चों के भविष्य के लिए एक सकारात्मक रिजल्ट देगा।”

श्री राम लखन लाल रमण, पूर्व मंत्री उच्च एवं माध्यमिक शिक्षा, बिहार

“सृजनात्मकता और कल्पनाशीलता के विकास के लिए विद्यालय में संकलित सामग्री प्रशंसनीय है । इसमें कोई शक नहीं है कि जो प्रक्रियाएं बच्चों के सर्वांगीण विकास के लिए प्रयुक्त की जा रही हैं, उनसे उनका विकास न हो । मैं व्यक्तिगत रूप से प्रदर्शित सामग्री और उनके प्रस्तुतकर्ताओं के उत्साह से अभिभूत हुआ । मेरे चिंता मात्र यही है कि क्या इस तरह की सामग्री और प्रक्रिया का व्यवहार सेतु सामग्री निर्माण के लिए उपयुक्त होगा और यदि सामग्री बन भी जाती है तो जिस तरह उनका उपयोग हो रहा है वैसा विद्यालय के बाहर के बच्चों के लिए संभव होगा।”

श्री बाबू नन्द प्रसाद, सेवा निवृत्त विभागाध्यक्ष, राज्य शिक्षा, शोध प्रशिक्षण परिषद, बिहार

“शिक्षा में सृजनात्मकता की गुंजाइश को APCL ने पुख्ता जमीन दी है । आपका प्रयोग मौलिक है, इसने शैक्षिक प्रविधि के क्षेत्र में संभावनाओं का नया क्षितिज बनाया है।”

श्री ज्ञानदेव मणि त्रिपाठी, व्याख्याता सीमैट एस सी ई आर टी, पटना

“प्रायोगिक सृजनशीलता जो इस विद्यालय में फल फूल रहा है, अवर्णनीय है । काश ! ऐसे प्रयोग सम्पूर्ण राज्य में किए जाएँ। ”

श्री नयन रंजन कुमार वर्मा, शैक्षिक निबंधक, बिहार पाठ्य पुस्तक निगम

“Institutional attempts at developing creative faculty from tender age to maturity within cultural framework is a mammoth effort in creating a perfect personality.”

Dr Bodh Narayan Das, US

“Excellent Storehouse of methods and techniques whereby learning could be more joyful, creative and esteem enhancing. May all schools of the nation adopt such techniques.”

Shri Nagendra Nath Sinha, IAS, Secretary, Sports, Culture and Welfare, Govt of Jharkhand

“It was very difficult to leave the place, a real place to develop creativity. I felt that age is no bar to learning newer things or same thing in newer ways.”

Shri Sanjay Kumar Jha, Bajaj Allianz Life Insurance Co.

“आशा है बिहार राज्य की शिक्षा को बाल मनोविज्ञान के आधार पर शिक्षा प्रदान कर यह विद्यालय School of Creative Learning अपने शैक्षणिक लक्ष्यों की प्राप्ति में निसंदेह न केवल अपना एक मानक स्थापित करेगा वरन समस्त राज्य का नेतृत्व भी प्रदान करेगा । आज मैं यहाँ आकर जब विद्यालय की आंतरिक व्यवस्था एवं बाह्य विकास क्रम को देखा तो अभिभूत हो गया कि ‘सृजनशीलता का अभिनव प्रयोग बच्चों को इतना सुगमता से उपलब्ध कराया जा रहा है।”

डॉ आर० सी० मिश्रा ‘मधुप’, बी एस कॉलेज दानापुर

“Amazing, a unique method of teaching and learning. I wish it could be replicated.”

Shri Vinoy Ohdar, Actionaid, Patna

“Wonderful learning experience for the kids. Hope this keeps growing.”

Dr Rajiv Singh, UC Davis, USA

“We are extremely impressed and grateful that such a unique institution has evolved and developing in our state.
We wish all success for the project.”

Shri Ajay Kapoor, Bolton, GR, Manchester, UK

“What amazing works is being done in the school. The innovations are worthy of emulation. It is indeed creditable that such practices are being adopted as would enable over all development of a child.”

Anil Swarup, Secretary, School Education, Government of India

It is really a learning experience to visit this school of Creative Learning. Our education system can adopt a number of things to improve the system. Good wishes for these creative efforts.

Laxmi Dass, Ex -Chairman, KVIC and E. C. Member, Gandhi Smriti & Darshan Samiti, Delhi

We are extremely impressed and grateful that such a unique institution has evolved and developing in our state.

Ajay Kapoor, Manchester, UK

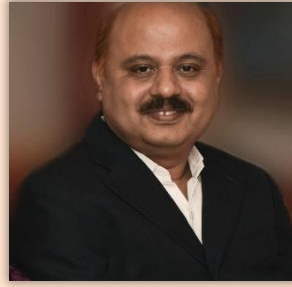
School of Creative Learning is indeed a unique experiment and I was greatly impressed by the level of commitment and effort both by students as well as teachers. The school tries to make up/build exactly what our educational system lacks i.e., innovation to find creative solutions. I wish all success in this noble endeavour.

Bhanu Pratap Sharma, Joint Secretary, Health Government of India.

“At last, I have seen Innovative and Appropriate Education in India! Good Luck! Well done.”

Royston Dawber, Chair, The Kanka Gajendra Foundation, UK

Messages from the Creative Learning Family



Shri Ajit Kumar Singh
State representative, PATH

Our school stands out in the education landscape. Imagine a place where the demand for admission forms a long line, yet there's no daunting entrance exam. Even before stepping into the school, our students come from families where homework and study are must-dos, with a minimum 10th-grade qualification seen as a ticket to marriage.

Facing these challenges, schools adopted a fresh approach guided by two principles: "Everyone is different, every one having potential" and 'Count ability, not disability'. We've seen the impact first hand. Tailoring tasks to each child's abilities skyrocketed their self-confidence. Rangoli, sensor-connected models, poems, slogans, and inventive approaches to math and English set our students apart.

Family involvement became a game-changer. As parents witnessed their children's accomplishments, a realization dawned—they have untapped potential. When society supports marginalized children, transformations happen, creating future leaders like Dr. Ambedkar and Abraham Lincoln.

Our school proudly embraces a model centered around three key books: "Ramayana, Mahabharata, Constitution". What makes it even more special? The authors of these books come from deprived communities, serving as powerful symbols. This symbolism energizes our students, showing them that education and recognizing their own creativity are the paths out of deprivation.

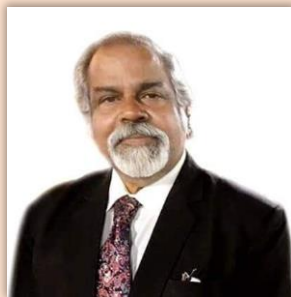
In expressing gratitude, it's hard to name everyone involved in this movement. Yet, I extend heartfelt thanks to all those who dedicated a part of themselves to establish and nurture this initiative. While specific names might risk overshadowing someone's contribution, I can't help but express deep appreciation to Mridula Madam and Vijoy Prakash Sir, whose unwavering support has been a driving force.

So here we are, celebrating a journey of creativity, innovation, and empowerment.



Dr Anamika Pandey
Patna University

APCL is a journey I'm honored to have embarked upon, guided by Mr Vijoy Prakash and Dr Ajay Kumar. Their unwavering commitment has left an indelible mark on my educational DNA, instilling the profound Philosophy of Creative Learning. This philosophy has not only provided me with a vision but has also shaped my identity around the principles of creative learning, which holds immense significance for me, my children, and my students. I extend my heartfelt best wishes to this exceptional organization. May it continue to discover new avenues, igniting fresh sparks, and advancing towards an even more enriching and impactful learning experience.



Dr Anil K Prasad, Ph.D
Former Professor of English in Yemen, Libya and KSA

My association with the Creative Learning School and APCL has been short but with profound implications. First, as a parent I witnessed the day-to-day working of the School and APCL. I was impressed by the dedication, honesty, and hard work of Mr Vijoy Prakash and his wife Dr Mridula Prakash and their team. On many occasions, I was present at the School and saw students doing wonders with studies and robotics. It is a remarkable achievement on the part of Mr and Mrs Prakash to build such a kind of educational institution that has catered to the needs of the disadvantaged groups of the society. The vision and mission were to create educational facilities in rural areas for the benefit of the children of marginalised communities. And this institution has been successful in creating a strong education base for them. As a result, many of the students who have passed out of this institution are successful and very well placed in various walks of life.

Now as a member of the APCL, I take special pride and pleasure in joining you in the Silver Jubilee celebrations and congratulating all concerned for reaching many milestones during the long and arduous journey.



Shri Arun Kumar Singh, IAAS (Retd)
Ex ACAG, Government of India

APCL has contributed a lot in the last 25 years in developing innovative pedagogical tools which benefited thousands of students, many from poor background. Focus on sharpening creativity and developing entrepreneurial capacity will yield great benefits individually and to society. I congratulate Vijoy and Mridulaji for their accomplishments and wish them the best for success in future.



Shri Awadhesh K Narayana
Vice President (Finance & Accounts)
APCL

In the realm of education, the 21st-century luminary, Mr Vijoy Prakash, a distinguished Indian Administrative Service officer, has illuminated our path by championing the theory of creative learning. His visionary leadership gave birth not only to the Association for Promotion of Creative Learning but also to the School of Creative Learning, dedicated to the promotion of his path breaking theory.

For the past 25 years, these institutions have ceaselessly toiled, striving to uplift thousands of students from underprivileged backgrounds who initially harboured disinterest in education. Mr Prakash's literary contributions, manifesting in dozens of original creative books, and the development of countless innovative educational tools has been nothing short of monumental.

These intellectual investments, coupled with numerous educational research initiatives, have been instrumental in our pursuit of the noble goal of education for all.

The School of Creative Learning, under his guidance, has metamorphosed countless students who were once disengaged with learning into a valuable human resource. In the journey towards creativity and inclusiveness, the illustrious Dr Mridula Prakash, former Principal of DAV Schools, has been an unwavering force since the inception of the School of Creative Learning. Her dedication and selfless service in implementing the principles of creative learning at the grassroots level have been nothing short of inspirational. The school itself, which was initiated with a meagre sum of twenty thousand rupees in 1997, has not only survived but thrived. It was conceived as a tribute to Mrs Lalita Devi and Mr. BL Das, an administrative officer of the Provincial Administrative Service, and his commitment to education.

Despite the suggestion to name the school after family members, it was unanimously agreed that it should be subject-based rather than person-based to ensure it remains a social, not family-centric institution. The core tenet, that everyone should receive an education and become a creator, has been the guiding principle since its inception. Dr Mridula Prakash, through her tireless dedication, has translated this vision into a tangible reality.

While Dr Mridula Prakash has infused educational acumen into the holistic development of the School of Creative Learning, her innovative approach has ensured the preservation of Indian culture, particularly the educational heritage of Mithila, amidst the materialistic influences of the modern world. The silver journey of Creative Learning has carved a unique and inspiring record.

In the world of education, the Association for Promotion of Creative Learning (APCL) stands as a testament to the collective dedication and vision of numerous co-travellers. The illustrious physicist and educationist, Prof. Shailendra Kumar Srivastava, the former Head of the Department of Physics at the University of Bihar, is among those luminaries whose contributions have enriched the institution's legacy. Their fundamental research, addressing topics like education for the underprivileged and education for democracy, forms an invaluable heritage that has deeply influenced the APCL's mission. Moreover, their co-authored works have not only added lustre to the School of Creative Learning but have also provided a guiding light for our educational journey.

The school's journey towards self-sufficiency in infrastructure is attributed to the generous support of the renowned American doctor, Dr RP Sinha and British Psychologist Dr Gajendra Verma. Their contributions have resulted in the construction of the Ritu Sinha Knowledge Centre for Creative Learning and Kanka Gajendra Centre for Inclusive Learning, the establishment of a scholarship scheme, ensuring that the institution thrives independently.

The remarkable achievements of the School of Creative Learning owe much to the dedicated coordination efforts of Prof Ran Bijay Narayan Sinha, the Secretary of the Association for Promotion of Creative Learning. His stewardship has propelled the school to an ideal stage across all physical dimensions, a milestone deserving of admiration.

Prof Prabhat Ranjan, Vice Chancellor, DY Patil International University, Pune has been a great support to the institution since its inception. He not only worked for Brain Computer interface project at the school, he also helped in developing the concept of holistic Creative Learning.

From its inception until today, Shri Sanjay Kumar Sinha, the former Director of NIOS, has been a constant source of innovation and enrichment for the School of Creative Learning. His innovative ideas have significantly contributed to the school's growth and success.

The invaluable involvement of the renowned researcher, Dr Yogendra Lal Das, in the research projects of the Association for Promotion of Creative Learning have been pivotal. His authentic documentation has added depth to the institution's academic pursuits, fostering an environment of continuous learning and improvement.

As I reflect on the past 25 years, I'm humbled by the enduring participation in writing and training workshops. This commitment has been instrumental in shaping the educational landscape of APCL and the School of Creative Learning.

Our sincere appreciation also goes to Mrs. Vijaya Das, who selflessly donated from her family pension to the School of Creative Learning. The institution will forever be indebted to her for this remarkable contribution to furthering education and nurturing the future of our students.

Since the inception of the School of Creative Learning, Ms Nupur Nishith, Mr Himadri Mayank, and Dr Surabhi Sonam have been unwavering in their commitment to the school's development. Their continuous involvement in formal and informal discussions, as well as their contributions to creative writing, editing, and designing for the school, have been foundational. The school expresses its heartfelt gratitude to all these individuals who have served as main pillars in the journey of education and creativity.

As we celebrate the silver jubilee of the APCL and the School of Creative Learning, let us collectively express our deep appreciation for these dedicated individuals and their contributions to our shared mission of education and creativity.



Prof (Dr) Md Azhar Hussain

Ex-Vice Chancellor - Veer Kunwar Singh University Ara (Bhojpur), Bihar (India)
Regional Coordinator - Mathematical Olympiad Program (North Bihar & Patna Region)
(Homi Bhabha Centre for Science Education, TIFR &
National Board for Higher Mathematics Department of Atomic Energy, Govt. of India)

It gives me great pleasure in sending this message to the Souvenir that is being published to celebrate the Silver Jubilee of APCL. Souvenir is the tribute to the past and an expression of grateful thanks to those who had untiringly laboured to make the institution great and honour those who contributed to its greatness. Dr Mridula Prakash Ji and Shri Vijoy Prakash Ji had taken the responsibilities of guiding the students through their visionary approach. Dr Mridula Prakash Ji remains committed to complete most of the works related to the APCL administration. She has never hesitated and shouldered the leadership of the curriculum courageously. She is the epitome of selflessness and austerity. Over the past years, APCL has served the educational services by producing leading personalities who have held high positions in every sector. The Centre has held high the lighted torch of teaching and learning and has not failed in its duty in the hour of need. The students imbibe qualities of an excellent teacher and researcher to set academic standards.

I have been associated with the organization APCL for the past several years and have had a close interrelationship with its Directors Shri Vijoy Prakash and Dr Mridula Prakash. I have visited the APCL centre several times and witnessed its multiple educational activities focused especially on children from the most deprived sections of society coming from the peripheral rural areas.

APCL is an excellent educational movement to uplift the lowest sections of the poor illiterate backward communities, the vast masses that form the base of a resurgent Indian society most in need of transformation. The concept can be seen as a worthy modern extension of the pedagogic philosophy of Gandhi and J Krishnamurti, with special emphasis on modern science and technology. It is an ambitious project supported by many national and international agencies with immense potentialities of great advancement. I envisage its inter connectivity in the long run with the university system as a natural and sustained continuation of a movement for a radical societal change. I feel excited to extend my warmest wishes and greetings on the occasion of its silver jubilee celebrations.

My association with the Creative Learning School and APCL has been short, but with profound implications. First, as a parent, I witnessed the day-to-day working of the School and APCL. I was impressed by the dedication, honesty, and hard work of Shri Vijoy Prakash and his wife Dr Mridula Prakash and their team. On many occasions, I was present at the School and saw students doing wonders with studies and

robotics. It is a remarkable achievement on the part of Mr and Mrs Prakash to build such a kind of educational institution that has catered to the needs of the disadvantaged groups of the society. The vision and mission was to create educational facilities in rural areas for the benefit of the children of marginalized communities.

I have no doubt that the Centre will continue with its good work, meeting the aspirations of our community. I wish the Principal, teachers and students success in their endeavour.

And this institution has been successful in creating a strong education base for them. As a result, many of the students who has passed out of this institution are successful and very well placed in various walks of life.

I am pleased to know that APCL is celebrating its anniversary this year. Over the past years, the organization has grown exponentially and provided quality and holistic education to empower child, women and students' development from diverse backgrounds. I am confident that with its commitment to excellence, the Centre will achieve newer heights in future. I congratulate the Centre fraternity on the occasion of celebrations and wish them all success in their future endeavours.

It is a great honour and privilege to write for the Souvenir. The Centre was established with the mission of educating and empowering people from diverse socio-economic backgrounds by the Association for Promotion of Creative Learning (APCL). The Centre record shows that correspondences regarding establishing the Centre was under the guidance by Shri Vijoy Prakash Ji, who was Chief Secretary of various departments at that time. Over the years, there has been a tremendous growth in academics, extra-curricular activities, research, use of progression of students. In addition, the Alumni are making important contribution in various areas. I wish and pray that the Centre's fraternity may join hands to take the Centre to newer heights of outstanding excellence.

It gives me immense joy to write a message for the Souvenir to be published in commemoration of the Celebrations of our Centre. It is a matter of great pride to see this Souvenir that chronicles our achievements over the past years. The Centre has a distinguished legacy of many years in the field of students' empowerment, skill development and education - an ideal that remains the guiding principle of the governance and management of the Centre. As I look ahead, I can visualize the Centre growing in academic pursuits, achievement of moral qualities and higher standards of excellence. It will continue to serve a significant role in higher education for girls and in the service of the country. I extend my sincere appreciation and best wishes for the success and wide reception of the Souvenir.

APCL has completed its twenty-five years of existence. On this occasion, I would like to congratulate the principal, faculty, students and alumni of the Centre. The Centre was founded with an aim of making higher education accessible with creative learning and innovative programs over a period of these years, the Centre has achieved in a substantial measure, the goals set forth by its founders. It has witnessed tremendous growth not only in terms of student intake but also in terms of infrastructure and other facilities. As an educational institution, the Centre has redoubled its efforts in providing quality education to students of the socio-economic background Community. APCL prides itself in providing an integrated education which facilitates and fosters an all-round development of young students. I hope that the Centre goes on to attain greater heights and reaches the pinnacle of glory.

The Centre is also serious about Government of India's sponsored Mathematical Olympiad programs and provides facilities and assistance to conduct examinations and training camps every year. Being as a regional coordinator of Mathematical Olympiad program I have seen Shri Vijoy Prakash Ji and Dr Mridula Prakash Ji's very cooperative nature to engage themselves for such activities and curriculum.

I wish APCL many more Jubilees continued existence and of further service to the cause of education of students. I hereby extend my best wishes on this historic occasion.

Now as a member of the APCL, I take special pride and pleasure in joining you in the Silver Jubilee celebrations and congratulating all concerned for reaching many milestones during the long and arduous journey. Indeed, APCL has made tremendous efforts for educational reconstruction at micro levels with effective innovation and creativity under dynamic guidance and leadership of Shri Vijoy Prakash, IAS, and Dr Mridula Prakash, Principal which have macro implications. Their experiments are of immense importance. Twenty-five years of their robust attempts have paved way for advancement of education. I wish their grand success which they dreamed, missioned and visioned for social transformation through revolutionary change in education.



Dr BSM Murty

Retd Professor of English

Universities of Bhagalpur, Magadh and Taiz (Yemen)

APCL is an excellent educational movement to uplift the lowest sections of the poor illiterate backward society, the vast masses that form the base of a resurgent Indian society most in need of transformation. The concept can be seen as a worthy modern extension of the pedagogic philosophy of Gandhi and J Krishnamurti, with special emphasis on modern science and technology. It is an ambitious project supported by many national and international agencies with immense potentialities of great advancement. I envisage its interconnectivity in the long run with the university system as a natural and sustained continuation of a movement for a radical societal change. I feel excited to extend my warmest wishes and greetings on its Silver Jubilee celebrations.



Shri Himadri Mayank

Senior Vice President, GIC, Singapore

Although my name never graced the attendance registers or my face was never seen among the neatly lined up rows of students at morning assemblies, I am, undeniably, a product of Creative Learning. The school's walls might not echo with my laughter or the whispers of my childhood secrets, but my essence intertwines with its very foundation.

When the idea of the Association for Promotion of Creative Learning (APCL) was just a seed, I was merely a 10-year-old. My young mind, fascinated by the world, was witnessing the birth of something monumental. Our humble living room and the grand dining table, which bore witness to many festive dinners and family celebrations, became the cradle for this new-born idea. Discussions that started with a simple query, "How can learning be more meaningful?", gradually evolved into profound discussions on pedagogies, curriculums, and the holistic development of children.

My parents, Shri Vijoy Prakash and Dr Mridula Prakash, were the visionaries behind this endeavour. Their passion, dedication, and commitment to revolutionizing education were palpable in every conversation, every plan. I remember those late-night discussions, the fervent notes being jotted down, the animated conversations about potential challenges, and the joyous celebrations of small victories. I was an observer, but in many ways, an intrinsic participant, soaking in the philosophy of Creative Learning.

When Creative Learning was conceptualized by my parents 25 years ago, the ideas they proposed were revolutionary, especially in the context of India and, more specifically, Bihar. As the years passed, Creative Learning didn't just rest on its laurels. It incorporated ground-breaking techniques and methods within its curriculum, including robotics, 3D printing, and design thinking. Today, with the world being shaped by Artificial Intelligence and a host of even more advanced technologies, it begs the question: How will learning evolve in this new future? How can we ensure our children are not only prepared for what's to come but can also leverage the immense opportunities these changes promise?

Just as the School of Creative Learning has an open-door policy for its students, it extends the same to volunteers. This policy opened a world of opportunities for me. I found myself wearing many hats - from designing parts of the school campus and preparing fund-raising plans for infrastructure, to securing the Atal Tinkering Labs and analysing data from social surveys conducted by APCL. The contributions

varied from designing the 'Creative Learning' logo to organizing the International Conference for Educational and Social Inclusion – each of which added to my own creative learning journey along with the institution.

In the late 1990s, a time when computers were still a novelty and few knew how to operate them, I took on the task of typing text for the first books Papa wrote on Creative Learning. Working on one of the first computers at home, I embraced the challenge and the novelty, even learning to type in Hindi. The volunteering stints with APCL enriched me in ways beyond imagination. For a young boy, they provided the freedom to experiment, primarily because there was no one else available to tackle those tasks. As I work on my documents today, I'm instantly transported back to those formative years. The foundation of my expertise was laid during the thousands of hours spent laboriously typing books, crafting learning materials, and designing cards for Creative Learning as a zealous teenager.

Creative Learning served as the bedrock for my journey into architecture. I vividly recalled the enlightening discussions with Papa about Parallel Thinking, Divergent Thinking, and Multiple Intelligences. The privilege of early exposure to the works of luminaries like Edward De Bono, Howard Gardner, and Daniel Goleman during my secondary school years was a gift I owed to Creative Learning.

Needless to say, I have seen my parents pour every ounce of their energy into building this institution. They invested not just their time, effort, finances, and resources but, more significantly, their ideas, thoughts, and care. With each challenge they faced, their determination only grew stronger, revealing an even greater resolve. My only regret? That we could have done so much more. But as the saying goes, it's never too late. We remain committed, now more than ever, to the vision and mission of Creative Learning.

Today, as we stand at the two-and-half-decade mark since APCL's inception, I reflect upon this journey. From an onlooker to an advocate, my relationship with Creative Learning has transformed. I may not have studied within its classrooms, but its ethos has educated me. It has shaped my perspectives, fuelled my curiosity, and instilled in me a lifelong passion for knowledge. I am its legacy, not as a student, but as a witness to its birth, growth, and unwavering commitment to redefining education.

Disclaimer: The views above are my own, and do not necessarily represent the views of GIC.



Shri Mihir Ranjan
Ex IRS (C & IT)

I have been associated with the School of Creative Learning for 25 years since 1997, and it fills me with pride to see the positive impact it has made on the education system and society at large. The school was founded with a vision to transform the education system by introducing creative learning methods and new technology methods. After a successful journey, the School of Creative Learning has established itself as a pioneer in the field of creative education and as a model school for action research. The school has been involved in various projects and collaborations with national and international organizations to promote and disseminate creative learning practices. The school has earned recognition by being part of the 'Atal Tinkering Labs (ATL) program' and being selected as the 'ATL School of the Month' in October 2023.

As SCL completes 25 years of its journey, we celebrate the achievements and milestones of the school and its students. I also acknowledge the contributions and support of its teachers, staff, parents, alumni, and well-wishers who have been part of this journey. Heartiest congratulations to all of them on their wonderful accomplishments. I am sure that this school will continue to inspire and empower many young minds with its creative learning methods and new teaching methodology.



Shri Naman Kumar

Sustainability Mgmt. Trainee, ESL Steel Limited

As we mark the 25th anniversary of the School of Creative Learning, I celebrate not only the institution's enduring legacy but also the profound impact it has had on countless lives.

At the School of Creative Learning, I witnessed an educational journey transcending traditional boundary. Here, the teaching method is an ode to Indian culture, urging students to engage in self-reflection and brainstorming. The integration of age-old practices like meditation and balancing games enriches students' learning experience. Simultaneously, the school's cutting-edge robotics lab embraces modernity, allowing students to explore innovation hands-on. The inscriptions on the school walls, with their profound Indian cultural linkages, never ceases to fascinate me.

If I could, I would return to these hallowed halls as a kid, where the knowledge, high moral values and nurturing environment will shape me into a better person. Here's to 25 years of excellence and the promising journey that lies ahead.



Smt Nupur Nishith

Founder/Artist, Creative Mithila, USA

My journey with APCL has been an extraordinary odyssey that has truly shaped me into a prolific artist and a profoundly creative individual. APCL, an organization that champions creative learning, has been the canvas upon which I've painted my most vibrant experiences and the crucible where my creative spirit has been forged.

My initial connection with APCL was as a wide-eyed child, eager to explore and learn. What set this organization apart was its unwavering encouragement for young minds to actively participate in discussions. Those early days ignited a spark of curiosity and creativity within me that has burned brightly ever since. It was here that I learned to express my thoughts, ask questions, and think outside the box, essential skills for any artist.

As I matured, my involvement with APCL deepened. I stepped into the role of a volunteer, contributing my time and energy to various initiatives. I found myself volunteering for workshop exhibitions and helping to create compelling poster displays. These experiences were like brush strokes on the canvas of my life, teaching me the art of organization and leadership. Acting as an exhibition guide, I learned to communicate complex ideas in an accessible manner, a skill crucial for an artist to connect with their audience.

Designing educational games was a unique opportunity that APCL presented to me. Combining creativity and learning, these games became a medium through which I could infuse my artistic vision into education. This intersection of art and knowledge has been a constant theme in my journey, and it has influenced the way I approach my art, making it more informative and engaging.

After my 10th boards, I returned to APCL as a volunteer teacher, an experience that honed my teaching skills, but also opened new avenues for creativity. I learned how to craft engaging lessons that captured the imagination of my students, and this skill has been invaluable in my artistic endeavors.

One of my proudest achievements was my contribution to the design of APCL's logo. This task brought together my artistic skills and the power of symbolism, creating a visual identity that reflects the essence of the organization. The logo remains a testament to my artistic journey and my connection to APCL.

The impact of my involvement extended to the national stage as well. I had the honor of managing book stalls at the International Book Fair in New Delhi, representing APCL to a diverse and international audience. This experience not only showcased my ability to engage with the public but also broadened my horizons, giving me new perspectives to infuse into my art.

One of the most exciting projects was designing posters and studies for the International Conference on Educational and Social Inclusion, attracting participants from the United States. This opportunity allowed me to fuse my creativity with academia and social issues, giving my art a powerful purpose.

The crowning achievement in my creative journey with APCL was the development of 'Alphakshar'. This innovation led to the recognition of Alphabet Generators as a grassroots innovation by the Bihar Innovation Forum, supported by the World Bank and organized by the State Innovation Council and Bihar Livelihood Promotion Society. It was a testament to how the nurturing environment of APCL could birth not only art but also ground-breaking ideas.

Creativity flourished everywhere at APCL, and I witnessed how innovative carrom games played by the children became the foundation for a new game in creative learning. This showcased how the organization continually fostered and nurtured creativity in all its forms.

Even my involvement in creating presentations, crafting engaging PowerPoint slides for APCL, honed my skills in visual storytelling. It's a skill that has been invaluable in my artistic journey, as I've learned to convey complex narratives through my art.

My association with APCL has not only moulded me into a prolific artist but has also been the wellspring of my creativity. The encouragement to question, explore, and innovate has enriched my art, making it more thought-provoking and impactful. I wholeheartedly recommend APCL to anyone looking to embark on a creative journey, for it's an organization that doesn't just teach creativity; it embodies it.

Thank you, APCL, for nurturing the artist within me and for being the canvas on which my creative story continues to unfold.



Prof Prabhat Ranjan
Vice Chancellor
D Y Patil International University, Akurdi, Pune

I was aware of the formation of APCL from early stages since my family members were involved in its formation. However, it was around year 1999-2000, when I started to develop a website for the organization in order to make my daughter learn website design, that I came to understand the deeper thought behind the formation of APCL. Concept of "Creative Learning" started to take shape on the ground through the School of Creative Learning and before I knew I had become an integral part of this. Many of my innovative thoughts were discussed or tried for the first time in this school.

It was in 2011 that I talked about the role of Brain Computer Interface (BCI) and assistive technology in education at an international conference held in the school campus. In 2012, I tried first experiments with BCI in the school in front of a live audience. In 2013, we had a 2-day event to discuss the concept of "holistic learning" by considering food, body and mind as an integral part of learning process to maximize the learning potential of a brain.

Over the last 25 years, APCL has grown day by day and made fundamental contribution through innovative means and helped thousands of first-generation learners among others. All of this has meant lot of hard work and personal sacrifices by my family members and others associated with APCL. I salute all of them and wish that this organization keeps growing day by day in coming years.



Shri Prashant Kumar

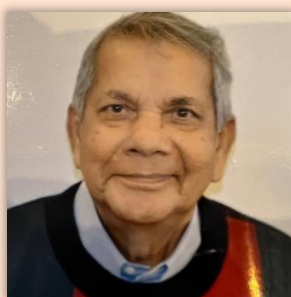
Life member, APCL

The Association for Promotion of Creative Learning (APCL) is marking a significant milestone - 25 years of unwavering dedication to its mission. My introduction to APCL transpired in 2008, an enlightening experience that allowed me to witness the enduring commitment of Dr Mridula Prakash and Shri Vijoy Prakash to champion the cause of creative learning. It was through this journey that I was first introduced to the profound concept of Creative Learning, emphasizing the intrinsic uniqueness of every child and the imperative need for teaching methods that are as creative and distinct as the individual learners themselves.

My visit to the school managed by APCL provided a hands-on experience of their innovative approach to education, deeply rooted in creative learning and enriched by activity-based teaching. This institution is celebrated for its pioneering tools and methodologies that are meticulously designed to nurture the innate talents and core capabilities of each student.

The school's unwavering commitment to the betterment of underprivileged children stands as a testament to its dedication to society. Its exceptional teaching principles, centering on empowering students to harness their full potential, leave an enduring impact.

With immense gratitude, I extend my heartfelt appreciation to the founders, members, and sponsors who have supported this noble cause. I hope that this remarkable journey continues for generations to come, consistently making society a better place and nurturing future generations.



Dr Rabindra Sinha

Ex Associate Director and Chief Ambulatory Paediatric
NYU Lagone Medical Center, Brooklyn, NY, USA

On the occasion of the silver jubilee of the School of Creative Learning, I extend my warm greetings and best wishes to the students and staff and wish the institution continued success.



Dr RBN Sinha

Secretary, APCL

Former Prof & Head, PG Dept of Psychology, PPU, Patna

Director, Bihar Vidyapith

It is my privilege and pleasure to write for Silver Jubilee Souvenir on the auspicious day on 5th November 2023 for APCL (Association for Promotion of Creative Learning) completing its 25th years and celebrating its silver jubilee. It is a matter of pride for me to be associated to the APCL about two decades. This milestone is not just a celebration of the institution existence, but a commemoration of its achievement, challenges and the community it has fostered over 25 years.

On this occasion, it is an opportunity to reflect on the school's past, assess its present and envision its future. It's a time to celebrate the shared experiences, collective efforts, and individual accomplishments that have shaped the school's identity. I am extremely thankful to my maternal uncle, Dr R P Sinha, USA who donated sufficient amount for establishment of Ritu Sinha Knowledge Centre for Creative Learning (RSKCCL). I am also thankful to Emeritus Professor G K Verma, the University of Manchester, UK for significant role in the establishment of the Kanka-Gajendra Centre for Inclusive Learning (KGCIL). I would like to mention here that the efforts of each and every member of the APCL, faculties and students of School of Creative Learning (SCL) over these decades, contributed tremendously to bring it to this stature.

I extend my sincere appreciation and best wishes for the success and wide reception of the souvenir.



Dr Satish Kumar

Ex-AGM, RBI & Ex-Director, Institute of Legal Studies, Ranchi University

APCL is a name of immense significance, and now it harmoniously resonates with a 25-year journey marked by an abundance of remarkable attributes. This institution is resolute in shaping students' futures through its distinctive methodology of creative learning and in contributing to society's economic and social progress by instilling a deep-rooted scientific enthusiasm.

I have witnessed the incredible growth of APCL since its inception, overcoming various challenges. Today, it stands as a history-maker in the realm of school education, continually conducting ground-breaking experiments. This achievement is the result of the unwavering dedication of Shri Vijay Prakash and Dr Mridula Prakash, who transformed their dreams into a unique educational concept, aligned with the students' needs and society's aspirations. Their vision was further nurtured by the expert guidance of their friend, philosopher, and school president, Dr Ajay Kumar, a prominent Urologist from Patna, and Prof Shailendra Srivastava, former HOD of Physics at Bihar University, who collaborated with them to publish numerous books for school students under the banner of APCL.

This exceptional journey has been possible thanks to the sincere efforts of the hardworking teaching and non-teaching staff of the school. Their accomplishments reflect not only their own dedication but also the high standing of the institution itself. It is a fitting conclusion to their collaborative endeavour and academic pursuit, propelling them to the summit of educational excellence.

As a colleague and former secretary of the school, I take immense pride in their outstanding performance and academic innovations. Congratulations once more on the auspicious occasion of APCL's 25th anniversary.



Smt Shruti Kumari
Life Member, APCL

In 2014, my life's journey took a serendipitous turn as I became an integral part of the Creative Family, aligning my destiny with the Association for Promotion of Creative Learning.

Deep-rooted in my past, creativity was never just an abstract concept. My earliest memories are painted with images of my Grandfather, a revered winner of the *Sabitya Akademi* award, crafting poetic masterpieces that transcended time. Alongside, my father would often be found penning poetic verses, each line echoing with wisdom and emotion. Immersed in this harmonious world of words and surrounded by poetic geniuses, I discovered my own artistic sanctuary in painting. My brush strokes found rhythm in their verses, and the canvas became an extension of our combined artistic spirits. This deep-seated legacy of art and expression became not just an inheritance but the very compass that guided my creative journey.

When I witnessed the ethos and mission of APCL, it felt like the universe had conspired to bring me to this juncture. The tireless dedication of Dr Mridula Prakash (Mummy), and Shri Vijoy Prakash (Papa), deepened my reverence for their vision and commitment to the holistic growth of children and the betterment of society.

The school, with its vibrant corridors, brims with the essence of imagination. The children, with their infectious laughter, candid smiles, and sparkling eyes, are the living testament to the nurturing environment the institution provides. Their art is a kaleidoscope of their souls, with each masterpiece narrating a unique, heart-warming story.

The principles of Creative Learning resonated with me on a profound level. It's an approach that goes beyond the confines of traditional learning, igniting the spark of creativity, and encouraging every child to dream beyond the stars.

As I continue on this path, my deepest aspiration is to contribute more profoundly to the realm of creative learning. With a heart full of gratitude for all the lessons and cherished memories, I extend my warmest wishes to the entire Creative Family. Here's to forging a future where every child embraces the magic within and the boundless realms of creativity.



Dr Surabhi Sonam
Associate Professor, D Y Patil International University, Akurdi, Pune

Over the years, APCL has been a beacon of innovation and creativity in the field of education. It has consistently championed unconventional and imaginative approaches to teaching and learning, reshaping the way we view education. The impact of APCL's initiatives can be witnessed in the countless students who have found their passion and purpose through creative learning experiences.

Personally, I was introduced to APCL at the age of 10 and my journey with APCL has been nothing short of transformative. Interacting with Mr Vijoy Prakash and Dr Mridula Prakash (my parents) on a daily scale sowed the seeds of creativity and innovation in me, igniting a passion for teaching and research. It was here that I first discovered the magic of unconventional learning methods, the joy of exploring new ideas, and the thrill of sparking curiosity in others. Today, as a teacher and researcher, I owe my journey to the profound inspiration I received during those formative years.

As we celebrate this remarkable milestone, let us renew our commitment to promoting creative ways of teaching and learning, ensuring that the next generation of students continues to benefit from the innovative spirit that defines APCL.

I want to extend my heartfelt gratitude to the founders, educators, and fellow members of APCL who have been instrumental in making this institution what it is today. Together, we have created a community that celebrates creativity, learning, and growth. May our journey continue to be filled with imagination, innovation, and the joy of learning.



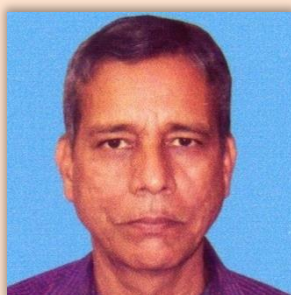
Prof (Dr) VK Sinha
Ex-Prof & HOD, PMCH, Patna

An education system developed, practiced, and perfected over 25 years is necessary for modern age requirement of mankind. It should have been followed by entire nation at the earliest. Has received many rewards, awards and appreciation including Honourable Late Dr APJ Kalam.

The School of Creative Learning, Nargada, Patna has developed reading and practicing material of immense value.

This working example is not replicated widely is a sorry state for the education system of our country. As it is in our country those who matters to implement any good thing are difficult to approach and convince.

A silent educational revolution is awaiting its taker.



Dr YL Das
Director, Bihar Vidyapith

Positive and creative education is the cornerstone of meaningful change and sound learning. APCL has exemplified this through its remarkable journey. APCL, under the dynamic leadership of Shri Vijoy Prakash, IAS, and Dr Mridula Prakash, Principal, has tirelessly worked towards educational reform at the grassroots level, leveraging innovative and creative approaches. Their visionary experiments carry far-reaching significance, and 25 years of their dedicated efforts have paved the way for educational advancement. We wholeheartedly wish them grand success in realizing their dream, mission, and vision of effecting social transformation through a revolutionary change in education. The impact of APCL's work extends beyond its immediate sphere, and it is a testament to their unwavering commitment to shaping a brighter future through creative education.

Messages from the Creative Learning Alumni



Shri Purushottam
Bihar Revenue Service
purushottam95@gmail.com

As we commemorate the 25th anniversary of the School of Creative Learning, I am deeply honoured to reflect on my formative years spent at this exceptional institution. My journey began in a small village, where I was self-taught, but it was SCL that truly unlocked the doors to a world of knowledge and creativity.

At SCL, I imbibed the art of creative learning, which played a pivotal role in honing my creative skills. During my time as a student, I penned approximately 100 poems, and I am proud to share that this passion has continued to flourish. Today, I have the privilege of composing around 350 poems and numerous short stories.

The invaluable lessons in developing mental acumen and logical reasoning, imparted by SCL, have been instrumental in my success. These lessons became the foundation for my journey in various competitive examinations, including UPSC, CDS, banking exams, SSC, and State Civil Services Examinations including Bihar Public Service Commission.

As we celebrate this remarkable milestone in the history of our beloved school, let us cherish the memories, knowledge, and skills that SCL has bestowed upon us. May the spirit of creative learning continue to inspire generations to come.

With gratitude and fond memories,
Purushottam



Er Rohit Shubham
Team Lead, Flipkart

As we are celebrating the Silver Jubilee of the School of Creative Learning, I am deeply honored to share my journey of life, which has been profoundly shaped by this extraordinary institution.

SCL became a beacon of hope for me, as it introduced me to the art of creative learning and nurtured my creative abilities. The invaluable lessons in developing mental agility and logical reasoning, imparted by SCL, have been instrumental in my success.

My grandfather, Dr. D. K. Narayan, a distinguished educationist and renowned historian, played a pivotal role in getting me admitted to SCL. In fact, I was not comfortable in many schools and kept on leaving one school after another. My grandfather led me to this school where I embarked on this transformative educational journey.

SCL, guided by the visionary principles of Shri Vijoy Prakash Sir, was a unique institution where many students, like me, found a new zeal for learning. Most of us were not enthusiastic about traditional academics, but we thrived in other extracurricular activities. SCL became a place of innovation and exploration, encouraging students to participate in various competitions both within and outside the classroom.

Principal auntie always kept a close eye on students, and I received special attention due to my future plans. We were given the task of planning our future life through a tool called Future Forecasting Torch, and I vividly remember in drafting my plans during one of those sessions I had even predicted death. However, due constant counselling and guidance I again regained a sense of purpose and direction.

Another incident stands out in my memory when I was not inclined to appear in a terminal examination due to inadequate preparation. On the day of the exam, Principal auntie called my mother to send me to schools even after being late. She made special arrangements for me and showed faith in my potential and granted me a second chance. Her faith in me left an indelible mark and inspired me to become a dedicated learner.

SCL has been the crucible of creative learning in my life, allowing me to think critically and offer solutions to complex problems in my life.

On the 25th anniversary of the School of Creative Learning, I extend my heartfelt gratitude to the school and all the teachers, especially Principal auntie Dr Mridula Prakash, and Uncle Mr Vijoy Prakash, for their unwavering support and guidance.



Sushri Satya Kaushik

3rd year student, MBBS, SKM College, Muzaffarpur

My educational journey at the '*School of Creative Learning*' was indeed a creative odyssey. I've attempted to encapsulate this incredible experience in the form of a self-composed poem, though words alone can't fully express the depth of my feelings:

At the School of Creative Learning, a name so apt,
It bestowed an extraordinary edge, like a warm wrap.
Teaching us the usual, yet embracing the unique,
Turning waste materials into something chic.
From drawing with letters and numbers, we'd start,
To memorizing with stories, etching knowledge in our heart.
Creativity within, in countless ways it could sing,
The teachings I received continue to benefit every single day.
Failures became stepping stones, you see,
Leading to success and brighter glee.
I tried my hand at sports, each game and race,
My confidence faltered, spirit felt out of place.
Yet SCL taught me a priceless lesson, so dear,
That failure's not the end, but progress is here.
Sports wasn't my forte, it's true,
But I learned to explore and create anew.
I might not be an athlete, I freely admit,
But in anchoring and dancing, my talents are lit.
Olympiad memories, medals worn with pride,
Vijoy uncle's techniques, forever by my side.

Principal Auntie, an embodiment of grace,
Her strength and independence, a wondrous embrace.
Addressing teachers as '*Aunty*', a sign of love,
A connection like a dove, sent from above.

Fifteen years within those hallowed walls I spent,
With friends and teachers, moments of merriment.
From the very start to the very end,
Proudly, I can say I remained a steadfast friend.
Our batch was the first when I entered grade eleven,
Yet every possible facility to excel was given.
No need for coaching classes, I could proceed,
With Vijoy uncle as our physics guide indeed.
SCL, a school so genuine and pure,
Where creativity burgeoned for sure.
A gift so precious, a connection so rare,
In the realm of education, nothing could compare.
So here's to SCL, my cherished second abode,
Where memories and lessons freely flowed.
Although I've left those hallowed halls behind,
Their influence on me will forever be entwined.



Sushri Shweta Shree
Bachelor in Mass Communication
Patna Women's College

I have dedicated a significant portion of my life to School of Creative Learning, and it has played a pivotal role in shaping me into a better version of myself. The school's unique and creative approach to teaching has empowered me to think beyond conventional boundaries, enabling me to excel in my chosen field of work. Moreover, it has been instrumental in developing my rational thinking, emotional intelligence, and moral values.

My teachers have been instrumental in nurturing my creative side. I vividly remember our poetic endeavours, where we were tasked with composing poems in both Hindi and English within a given time frame. The concept of '*Kavita ki Antakshari*' was a personal favourite, akin to the traditional *antakshari*, but with a poetic twist. Instead of songs, we had to recite poems that began with the last letter of the preceding poem. This tradition began when I was in the 8th grade, and I eagerly participated in it every year until the 10th grade. It introduced me to a plethora of unique compositions by various poets, a truly enriching experience.

Furthermore, the school hosted a variety of competitions and events, each one offering a chance to learn and grow. One event that held a special place in my heart was the '*Creativity Olympiad*'. It encompassed a range of competitions aimed at enhancing memory power, creativity, concentration skills, mental abilities, and mathematical skills. Participating in these competitions was not only educational but also enjoyable.

Another noteworthy aspect of our school was the early introduction of responsibilities for students. We were not mere participants in school events; we were actively involved in organizing and managing them. This hands-on experience significantly contributed to our development of managerial skills, leadership abilities, effective communication, and even budgeting skills.

I will always hold this school in the highest regard, as it has left an indelible mark on my personal and intellectual growth.



Sushri Sneha

3rd Year Student, MBBS, SKM College, Muzaffarpur

I'm often filled with a sense of confusion when I try to put into words just how grateful I am for my time at SCL. The simple phrase "thank you" feels inadequate to express my gratitude, especially to my teachers, especially Principal Aunty and Uncle, who have been much more than educators; they are like parents to me.

My journey with SCL began in the nursery, and I proudly graduated in 2020. Today, I am in my third year of MBBS, yet the connection to my school family remains strong.

One of the aspects I truly cherished about my school was the unique concept of addressing teachers as aunty, didi, or uncle. This concept made us feel like we were never far from home, fostering a sense of warmth and familiarity.

The most remarkable skill I acquired during my time at SCL was the ability to compose poems within 15 to 30 minutes. This creativity has proven to be invaluable, even in my college years. I vividly recall a particular incident during my first year of MBBS when we suddenly learned about our anatomy HOD's birthday. No one was prepared for it, and tension was palpable. That's when my creative skills kicked in. I grabbed a piece of paper and started writing a poem for my HOD. I proudly shared it with him, and it quickly earned me a reputation as the 'poet' of my college. Even as the most junior student, seniors used to inquire, '*Are you from that Creative Learning school?*'

When I first joined SCL, some people questioned my parents' choice, suggesting that I should have attended another high school. My father, however, stood firm in his decision and continued to believe in me. When I proudly graduated, he responded to those skeptics, saying, '*I had faith in my daughter.*' SCL left an indelible mark on me, and even after graduation, my school family remains by my side, offering guidance and support.

I would also like to highlight the concept of '*best out of waste*' at SCL, which instilled creativity and resourcefulness in me. I've used this concept to decorate my hostel room, creating a space that truly reflects my personality. Additionally, my experiences in the creativity Olympiad were unforgettable and played a significant role in shaping my creative skills.

My time at the School of Creative Learning was not just an educational journey but a transformative experience that continues to enrich my life. I am forever grateful for the values, creativity, and inspiration that this institution has imparted to me.

Thank you, SCL, for making me who I am today.

Let me pen down my feelings in the form of a small poem

काश हम समय के पहिये को पीछे मोड़ पाते
अपने स्कूल के लम्हें को फिर से जी पाते ।
सारी यादें एक कहानी की किताबें सी रह गयीं हैं
काश उन किरदारों को हम फिर से निभा पाते ।



Dr Swarnim
Associate Professor, Paediatrics
AIIMS, Patna

Reflecting on my journey as a student of the first batch at this remarkable institution fills me with immense gratitude. These four transformative years not only shaped my academic foundation but also allowed me to explore the depths of my creativity and personality.

I owe a tremendous debt of gratitude to our dedicated teachers, whose unwavering support and guidance were instrumental in my growth. Their commitment to nurturing not just our intellects but also our creative spirits is truly commendable.

I would like to extend a special mention to two extraordinary individuals, Shri Vijoy Prakash and Principal Dr Mridula Prakash. Their tireless efforts and vision propelled this school to greater heights, fostering an environment where innovation and creativity thrived. Their leadership and dedication were an inspiration to us all.

The training I received here laid a strong foundation for my academic journey. It honed my skills, instilled discipline, and fostered a spirit of curiosity that has been invaluable in my career. Today, as an Associate Professor at AIIMS, Patna, I can confidently say that the lessons I learned here played a significant role in my success.

Once again, I thank you all for the unforgettable experiences and opportunities this institution provided. May the Association for Promotion of Creative Learning continue to inspire and empower generations to come.

With heartfelt gratitude and warm regards,
Swarnim



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