



# Information Brochure 2019

*(Where Excellence is Passion)  
Passion Beyond Limitation*

*Transforming  
Schools and  
Students for a  
happier planet*







*“Millions of dollars expenditure...with millions of educationists and experts on educational research...But one man excels over all to solve the fundamental problem in implementing true education in schools”*

*- Dr. Vijay Bhatkar, Padma Bhushan, Padma Shri, Maharashtra Bhushan, former Chairman, Board of Governors, IIT Delhi had this to say about Dr. Ashok Kumar Thakur*



# Message from the founder



**Dr. Ashok Kumar Thakur**

Founder

Muni International School

achieve their highest potential.

In 1992 I left the Army, worked for a few years elsewhere and finally started the Muni International school in 2002 on a 250 yard family owned land in Uttam Nagar, West Delhi a slum area in those days. I made a humble beginning with just 28 students at a fee of 30 Indian Rupees (41 US cents by today's rate!!) per month, providing very basic infrastructure.

Having worked in the field of education for the last 17 years to spread quality education in society, I have always felt the foremost need to begin quality education at the lower strata of society.

To this day the child is at the core of this model and will continue to be so. I would not allow any child to face the hardships that I faced by letting them understand their own potential as leaders in their own right in taking charge of their own destiny.

I was born in Uttar Pradesh, India. I went through considerable personal pain of not being prepared by the existing education system to achieve my highest potential during my schooling. In my first 12 years of schooling I saw that education was unable to create the trust which I wanted to see in any human being, in fact it probably did the opposite. I thought that education also created blind followers. Since I did not learn English during my schooling I decided to educate my children in a very good English school. Despite enrolling them in a very reputed school and paying hefty fees through borrowed money my dream of my children gaining fluency in English did not materialize. Neither did they pick up any values during their schooling days, nor did they become prepared adequately for their future. I was thus passionately driven to take ownership of changing the existing education methodology which would help in inculcating values and skills in human beings and prepare them definitively to

**17**  
Years in  
Innovation

**17**  
Schools  
Empowered

**6,100+**  
Lives Impacting



# A note to Decision Makers

A complex adaptive system, such as an education system can take many different trajectories in the future but on a generalized level those trajectories can be seen to occupy one of two different general regimes, the system either disintegrates to a lower level of organization and functionality or integrates to a higher level of coordination.<sup>2</sup>

The challenge is to find the potential within the system for it to self-organize into that desired higher level of functionality. Making the transition is really about building that new attractor so that it is easier for people to move into it, so that the cost-benefit equation makes sense before the system really reaches a crisis and collapses. As always with these complex organizations you cannot simply create a new pattern, the new pattern or attractor does not come from nowhere, it is created out of latent potential within the existing system.<sup>2</sup>

Potential is always latent, that is to say by definition potential is hidden. Look at a forest and we will see lots of trees and we will think that is all there is to the forest, but those trees are already largely dead, the future potential of the system is hidden in the seeds

underground.<sup>2</sup>

This will be the same for social systems change, the new potential in the system will be out on the fringes hidden from sight and difficult to find. As systems innovators our job is to find those seeds to try to understand which ones have real potential and to nurture them. In reality this is all we can do when dealing with very complex organizations or systems.<sup>2</sup>

The Muni Education Model is one such seed with the future potential of a paradigm shift in the education system by providing methodologies that work at multiple levels within existing schools irrespective of whether the school is a CBSE, IB, ICSE, and IGCSE etc. We have seen that our school has self-organized and gravitated towards a higher level of functionality which becomes evident when one interacts with the students of the school both on and off the school premises and from the societal signals that emanate from the communities in which our students live.

It is thus essential to nurture this seed, now that it has been found!



Dr. Ashok Kumar Thakur representing India in an education summit organized by Japan where they called educationist from 36 countries in 2009



## Vision

A school for a brave new world, where every child is a change maker, who is universally versatile and can afford to participate, develop, experience and express his or her true purpose of life in creative ways for harmonious co-existential living.

The Aiklavya Society believes in building human potential by being a partner in the possibility of every child and hence wishes to impart its unique, transformative learning methodology to every school in the country.

## Mission



# The Muni Model

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The most curious, most energetic and most current arrivals on planet earth are our children.

A few questions that we need to ask ourselves about our children:

- What are we doing to sustain their curiosity?
- How are we channelizing their phenomenal energy?
- How are we enabling them to stay current and relevant?
- What is the purpose of their education?
- What do we wish for them?
- Can we lean forward into the future to get a glimpse of what is waiting to emerge from and through our children?

What we have been doing for a long time now is, put our children through a schooling system that asks them to keep quiet and pay all their attention for the next 12 years to a teacher. The teacher then transfers information to them, which they are expected to store and then further expected to retrieve that information during exams. Those who retrieve with highest fidelity are celebrated by society and others are soon forgotten.

While all this is happening teachers are returning home every day sapped of energy and stressed out trying to comply with unrelenting demands of the education system. Same is the case with students and parents. It leaves them mostly stressed and clueless about the purpose of such an arduous everyday drill. After graduation Industry feels that graduates are not Industry ready. Once the graduates raise a family they realized they are not prepared for that either!

The Muni Education Model (MEM) is a unique system of learning offered to school students. The child is at the core of this model. The breakthrough methodologies used in this Model are not only innovative but also comprehensive and adequate enough to address some of the most pressing pain points confronting students and schools in the 21st century. In order to get an idea of how MEM compares with the world renowned Finland model please read our comparison document by pasting the following link in a web browser <https://bit.ly/2yWJMjz>

In addition to this the methodologies facilitate students, to realize the wish list of their parents in the most humane way. This model is developed with consistent efforts of over a decade and a half by Dr. Ashok Kumar Thakur, the visionary founder of Muni International School (MIS) and his team.

The School has been widely recognized by various national and international bodies for its distinct method of education and its high potential for societal impact as well as its impact on consistent and commendable student performance. Skills development is obviously given adequate attention, since it's a national and global priority.

# Muni Education Model – Methodologies

Muni International School has demonstrated the capability of imparting quality education to children from low income neighborhoods at minimal costs. The main motivation driving our unique pedagogical framework are the **'Aiklavya' Model** and **Guided Discovery methodology**.

The **'Aiklavya' Model** positions the teacher as an enabler and facilitator for learning. It also empowers students for self-study and taking up peer-to-peer teaching and learning.

The school has designed systems that create conditions for every child to reach their full potential by taking on shared responsibility for learning, school improvement and community action.

The **'Aiklavya' Model** re-imagines every student to be both, a learner as well as a teacher, encouraging creation and sharing of knowledge within the classroom. The method of guided discovery fosters imagination, enquiry and self-exploration among the students who learn the curriculum through dialogue and peer support facilitated by the teacher.

This has contributed immensely to the teaching profession, firstly **channeling the high energy of children into an inspired learning and teaching activity** and secondly **providing the teacher an opportunity to work very creatively on facilitation and guided discovery of the child with focus and energy**.

While the model effectively decenters the role and scope of the teacher in classroom learning, it sustains due teacher responsibility

by linking teacher appraisals to student performance. Linking teacher appraisals with the efficacy of student learning also ensures teacher initiative.

Teachers thus remain accountable to both students (parents) and management ensuring sustained student performance. Parental involvement in curricular design, school administration and monitoring, also effectively makes parents accountable for both, student learning and school performance.

This collaborative model of learning, teaching, administration and monitoring fosters greater transparency and good governance and ensures financial sustainability.

It brings quality education to its students, who continue to learn through creative enquiry, dialogue and a remarkable ethic of shared responsibility toward learning, co-learners and the institutions and processes that make learning possible.



*Senior students work as a teacher & a mentor to younger kids*



# Why This ?

The Muni Vision:

A school for a brave new world, where every child is a change maker, who is universally versatile and can afford to participate, develop, experience and express his or her true purpose of life in creative ways for harmonious co-existential living.

Muni Model has been established with the following objectives:

1. To promote self-expression, leadership, empathy, teamwork and creativity
2. To nurture the unique potential of every child
3. To provide international standard education at an affordable price

The Muni Model is a set of methodologies that are conceptualized, designed and tested from 2002 till date by Dr. Ashok Kumar Thakur and his team. The Muni Model has now emerged as an integration of 40 proven components after 17 years of dedicated work.

These methodologies work directly at the mental model level and thus intercept the highest leverage point in the education system! This has inherent potential for non-linear change or disruptive innovation!

Value education makes students understand that purpose of education is to have:

- Trust in Self
- Trust in relationships
- Prosperity in the family
- Healthy body
- Partnership in the social systems

This understanding makes the students naturally independent.

Additionally, education empowers students to refrain from three conservative thoughts of living:

- A Frenzy for profit based economics
- A Frenzy for carnal pleasure based psychology
- A Frenzy for pleasure based sociology





# HAPPINESS SDG PYRAMID

SUSTAINABLE  
DEVELOPMENT  
GOALS

16 PEACE, JUSTICE  
AND STRONG  
INSTITUTIONS 17 PARTNERSHIPS  
FOR GOALS SPIRITUAL

11 AFFORDABLE  
AND CLEAN  
ENERGY 12 RESPONSIBLE  
CONSUMPTION  
AND PRODUCTION 13 CLIMATE  
ACTION 14 LIFE  
BELOW WATER 15 LIFE  
ON LAND ECOLOGICAL

1 NO  
POVERTY 2 ZERO  
HUNGER 3 GOOD  
HEALTH  
AND WELL-BEING 4 QUALITY  
EDUCATION 5 GENDER  
EQUALITY 6 CLEAN  
WATER  
AND  
SANITATION 7 AFFORDABLE  
AND CLEAN  
ENERGY 8 DECENT  
WORK AND  
ECONOMIC  
GROWTH 9 INDUSTRY,  
INNOVATION  
AND  
INFRASTRUCTURE 10 REDUCED  
INEQUALITIES PEOPLE

SUSTAINABLE DEVELOPMENT GOALS

Source: United Nations Development Program<sup>1</sup>

The Muni Education Model facilitates a child to prepare adequately for the approaching future, today. This is through a combination of self-organization, self-management, self-exploration and clarity of understanding one-self in the larger context of co-existence along with the interdependencies and interconnections that make co-existence possible.

Our children today face a world that is volatile, uncertain, chaotic and ambiguous (VUCA). The advancement of Artificial Intelligence and Machine language will render a large category of jobs obsolete in the next 15 years. Industry demand for STEM and STEAM proficiency is on the rise and there is considerable shortage in that space as well.

It is essential that our education methodologies need to gear our children for exponential learning. In short once they really **learn to learn** they can be prepared for the on - demand, continuous learning of emerging new technologies and the new challenges of a VUCA world. At the same time they need to be STEM and STEAM proficient.

A RESEARCH AND DEVELOPMENT (R&D) division exists since the inception of the school in 2002. The division monitors stumbling blocks or learning obstacles that a student might face. It monitors the

methodologies as well. The division also works on finding the future needs of our society, our country and the world at large with all its cultures and traditions.

There are no such rules which work on each person and every time. We are aware that human beings react differently to the same topic at different times. That's why our focus is on R&D because in the whole of existence as far as we know it, only human beings can be

## Why Now ?

taught and have the capability to acquire knowledge through learning.

To face such a world and to be in line with the sustainable development goals (SDG) of United Nations (UN), universal human values need to be an integral part of our education. In MEM this is woven into the methodologies. Though the terminology may differ the sensitivity towards sustainability is inculcated from a very early stage at the school.

# Muni Model - Methodology

## Fundamental Principles and Values

'Aiklavya' Model	Answer Pattern	Centre Work	Evaluation Patterns
Exam Evaluation	Guided Discovery	HADS	Logical Thinking
Primary Parents Monitoring System (PPMS)	Progress Chart	Research & Development	Revival Day
Searching for learning style	Situation Creation	Syllabus merge	UPLC
Buddy System	Class Duration	Seating arrangement	Subject Walls
Traffic Rules	About (Expression)	Activity Clubs	After I am Educated
Am I Able ?	Brain Mapping	Career Selection	Child Parliamentary System
Employment Skills	Group Reciprocal System (GRS)	Habits	Health Plan
Holistic Development	Interconnected network	Kitchen Garden	Oath System
Self-Competitor (A better self)	Skills to understand life	Socially Strong	Value based Education

**40** Innovative Breakthrough Methodologies

**16** Pedagogy based

**5** Classroom Setup based

**19** Life Skills based



# Brief overview of Muni Education Model

The 40 innovative breakthrough methodologies weave together life skills, academics and pedagogy, which are at the core of the MEM. Out of 40 Methodologies, 16 pertain to pedagogy, 19 to life skills and 5 to classroom set up.

The model positions the teacher as a facilitator of learning and every child as both, a learner and a teacher. It is based on the premise that knowledge is not the sole bastion of adults. The methodologies also provide foundational as well as operational frameworks to integrate life skills in the overall school system.

Methodology	Brief
<b>Pedagogy</b>	
'Aiklavya' Model	A unique exponential learning method derived from ancient Indian methodologies adapted to suit the 21st century context. Develops ability to create something new
Answer Pattern	Skills to answer to the point in exams or any similar context and presentation skills
Centre Work	Find fusion of subjects in one topic to encourage scientific research and thought process as a group, and develop multiple perspectives
Evaluation Patterns	To increase learning efficiency by a unique peer evaluation process derived from an ancient Indian learning process adapted to suit the current context
Exam Evaluation	To self-evaluate problems faced during written exams so that students can improve their ability to write exams
Guided Discovery	Teachers become facilitators and guide students to discover. Fosters imagination, enquiry and self-exploration among students who learn curriculum through dialogue and peer support facilitated by teacher
HADS	Hand writing improvement and learn virtually any language
Logical Thinking	To increase logical and analytical reasoning at an early age
Primary Parents Monitoring System (PPMS)	Involvement of parents to monitor behavior change in students and to increase mutual understanding
Progress Chart	To make students self-evaluate their efficiency and improve incrementally

# Brief overview of Muni Education Model

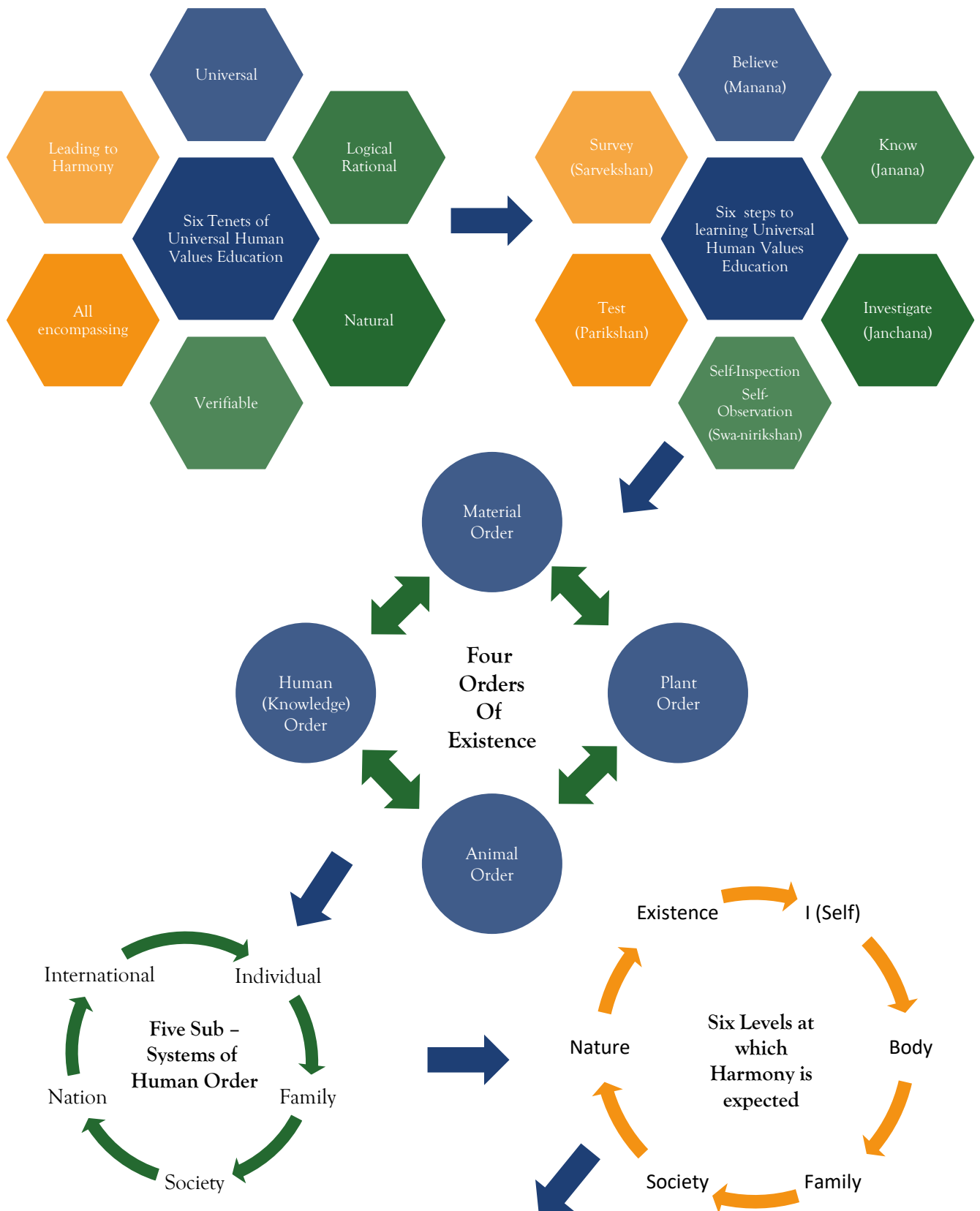
Methodology	Brief
Research & Development	For staying relevant with changing times and assess current and future needs of a child within their context
Revival Day	Developing a culture of experiential knowledge sharing that kindles intrinsic motivation when concepts get transformed to working models through human endeavor
Searching for learning style	Multiple learning methods to find the best learning way for a child
Situation Creation	To create that one intense moment of interest in a topic. Develops interest of students in a given topic by relating it with everyday life
Syllabus merge	To understand the subject as a whole, even if the contents of a given topic were spread over later years of school. Children do not have to wait to go to a higher class to understand more about the same topic. They can do it anytime they want
UPLC	Self-study method that develops the ability to classify information according to life and academics, in any topic
<b>Class room Setup</b>	
Buddy System	Bully Free Classes. Facilitate true Peer-to-Peer learning
Class Duration	Innovative extended class duration to complete a topic and eventually the syllabus
Seating arrangement	Seating arrangement designed for exponential learning
Subject Walls	To use the class room as supporting material to create an environment for learning. Class room walls are used as subject walls
Traffic Rules	To cultivate the habit of obeying traffic rules
<b>Life Skills</b>	
About (Expression)	Self-Expression and Presentation. Express about seen objects and events. Increase ability to express
Activity Clubs	Multiple activities for holistic development. Includes adequate physical activity. Enough opportunities to become aware of one's talents
After I am Educated	Adopt and apply learning in day to day life. Organizing information in a chapter into 4 levels - to stay healthy, to lead a prosperous life, to feel fulfilled in relationships and to participate in social organization and live in harmony with 4 orders of nature - material, plant, animal and human.



# Brief overview of Muni Education Model

Methodology	Brief
Am I Able ?	Inculcates habit of self-evaluation on academic and life levels
Brain Mapping	To increase the ability to imagine and visualize. Exploring unseen objects and events
Career Selection	Multi techniques of evaluation. To choose the right path and be able to work with passion and self-satisfaction
Child Parliamentary System	To promote individual, collective responsibility and participation
Employment Skills	To build skills for self-employment
Group Reciprocal System (GRS)	Entrusts students with responsibility to take care of learning within their group as a whole and be compassionate towards members facing difficulties. Promotes exponential learning
Habits	Practicing right habits. To cultivate habits that help in leading a harmonious life
Health Plan	Taking personal responsibility of one's own health from a very early age, knowing very well what to eat
Holistic Development	Activities to develop positive attitude
Interconnected network	To understand that existence is in co-existence. To understand interconnection and interdependence of human beings, nature and the universe
Kitchen Garden	Nature Proximity. To grow fresh organic vegetables and to build gardening as a skill
Oath System	Setting the Context. To make each day better than the previous one and to promote values
Self-Competitor (A better self)	To compete with one's own previous performance
Skills to understand life	Self-evaluation to develop capability and adaptability to understand life
Socially Strong	A method where students learn to take responsibility and raise their voice against all social odds in class, school, family and society
Value based Education	To experience and gain knowledge of life based on co-existence and to promote intellectual co-operation and mutual understanding to create global citizens

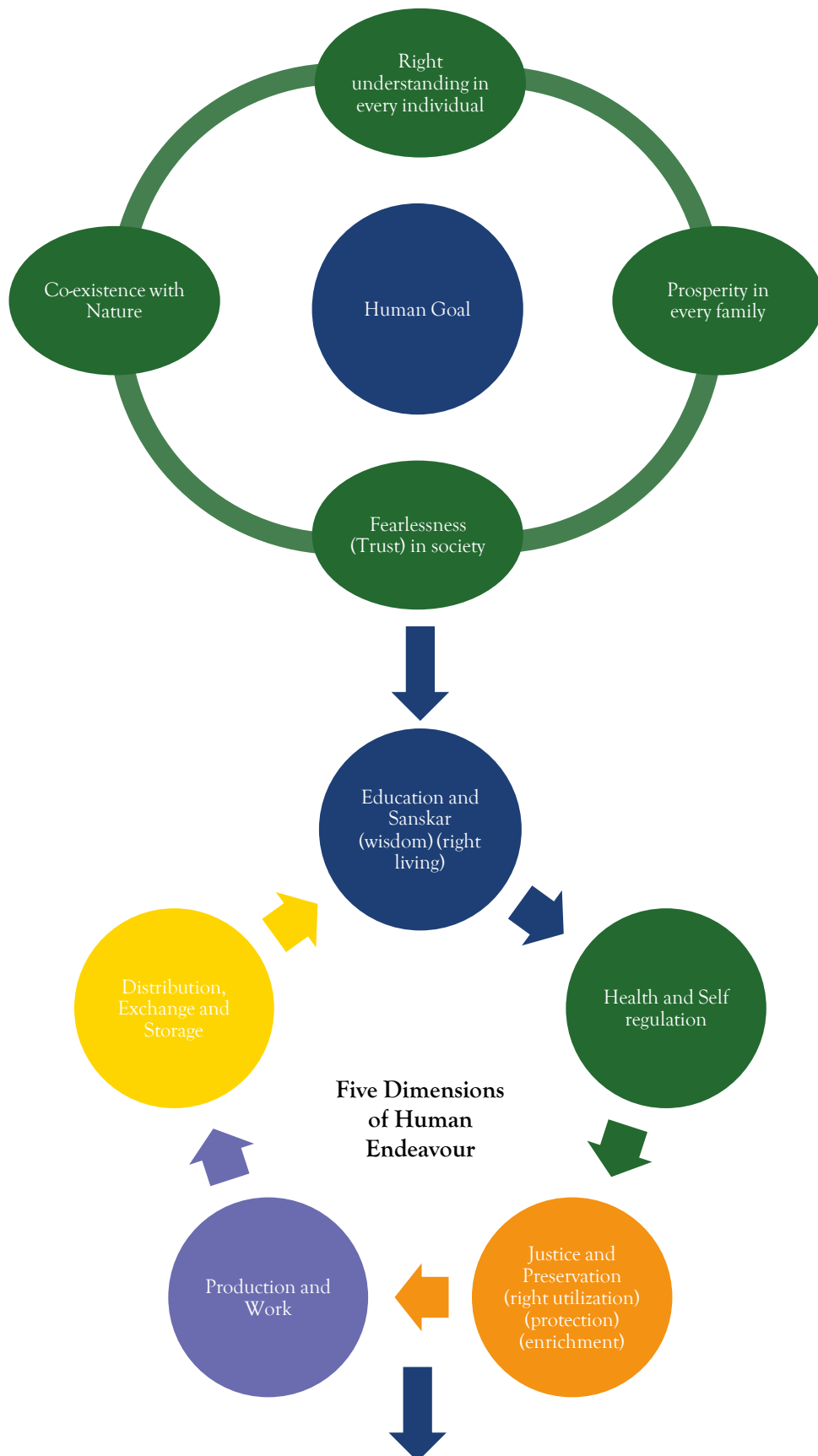
# Muni Model – Foundation at a Glance



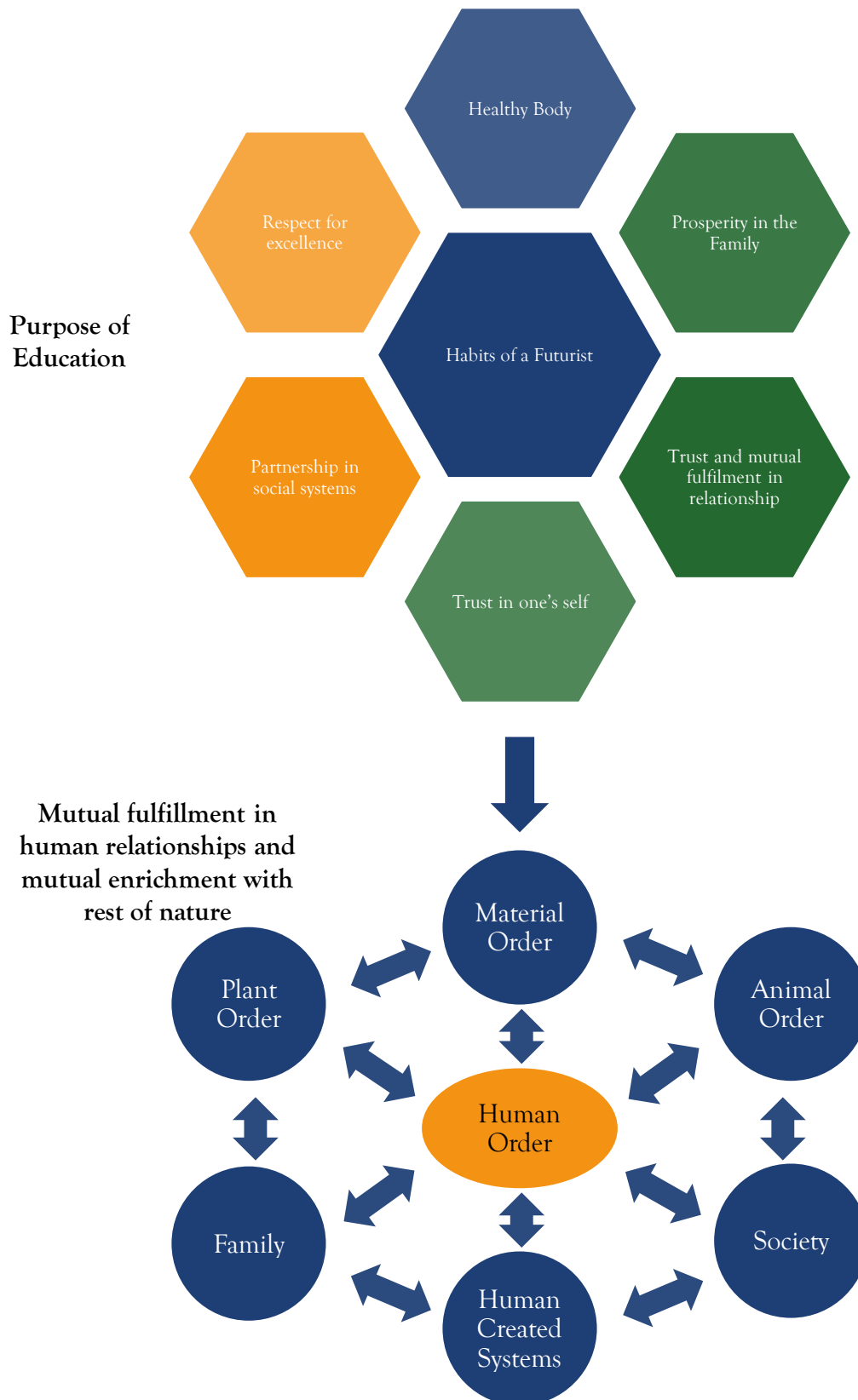


# Muni Model – Foundation at a Glance

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# Muni Model – Foundation at a Glance



# Advantages of Muni Education Model

Decreased pressure on teachers	A D V A N T A G E S	Decreased load of bags of children
Makes students rational		Makes homework interesting
Inculcates good habits through right understanding		Holistic development of child
Makes each child social and self-confident		Makes each child responsible
Removes fear of Math		Makes child skillful with values
Only discuss good things done by child		Frees student from imprisonment of books
Bully free class		Each child is different. R&D is created to understand each child
Make each student socially strong		Content is merged which helps students to learn without pressure
Each child is capable of self assessment		Teacher student ratio is 10:1*
Each child understands right utilization of resources		No child is left behind
Makes each child healthy		Involvement of different stakeholders in school
Energy of student is channelized		Role of faculty minimized and role of students is maximized
Each child is a teacher here who teaches others		Each child develops interest to study by relating chapter to real life
Age is no bar for students to study in a particular class		Values are defined
Makes each child technology friendly		Participation of each child is well defined
Fast, accurate, stress free notes making by learning short-hand from 2 <sup>nd</sup> grade		Child develops habits of futurist

\* Since the model highly encourages students to teach others what they understand, in order to help them excel. In that sense each student is a teacher and hence the ratio 10:1



# Advantages of Muni Education Model

By going through the comparative study of the Muni Education Model and the Finland Education Model one can judge for themselves the edge that MEM has over the Finland Model of Education in their respective context.

Comparative Study reflects that MEM is transformative with capability to address some of the most pressing challenges facing the education systems worldwide including scalability and variation in student performance.

The twin revolutions in information technology and biotechnology confront us with the biggest challenges our species has ever encountered. The merger of InfoTech and Biotech might soon push billions of humans out of the job market and undermine both liberty and equality. Big Data algorithms might create digital dictatorships in which all power is concentrated in the hands of a tiny elite while most people suffer not from exploitation, but from something far worse - irrelevance. (Taken from the book - 21 Lessons for the 21st Century by Yuval Noah Harari)

Cover Story EW Budget Private Schools Rankings 2016

## INDIA'S BEST BUDGET PRIVATE SCHOOLS

Over the past two decades, budget private schools have multiplied as bottom-of-pyramid households have cottoned on that real education (including English language learning) is the passport to upward mobility

India's estimated 300,000 budget private schools (BPS) are a unique phenomenon, evidence of the fierce determination of households even at the base of India's iniquitous social hierarchy to secure a good future for their children. Sited mainly in urban slums, tier II and III towns and rural India, BPS are small, often 'unrecognised' schools promoted by edupreneurs to meet the demand of low-income households fed up with or distrustful of dysfunctional government schools defined by crumbling infrastructure, multi-grade classrooms, chronic teacher absenteeism, corporal punishment, English language aversion and abysmal learning outcomes.

Over the past two decades, BPS have multiplied as bottom-of-pyramid households - even if not the ruling *neta-babu* brotherhood - have cottoned on that real education (including English language learning) is the passport to upward socio-economic mobility. Budget private schools are typically crammed into small premises - often rented - charging monthly tuition fees ranging from Rs.70-150 in rural areas, and Rs.200-600 in urban India.

However the country's *sui generis* BPS are facing an uncertain future



Muni International's Ashok Thakur (centre): second premier ranking

with education ministry officials countrywide shaking them down or closing them for non-compliance with s. 19 and the Schedule of the Right of Children to Free and Compulsory Education Act, 2009 (aka RTE Act). This provision makes it mandatory for all schools to comply with minimal infrastructure and teacher-pupil ratio norms. According to the Centre for Civil Society (CCS), a top-ranked Delhi-based think-tank, over the past two years 2,983 private budget schools countrywide have been shut down with another 5,097 issued closure notices.

Your editors believe that the best way to stem the exodus of children from free-of-charge government schools is through improvement of their teaching-learning standards rather than shutting down budget private schools. Therefore, we have opposed the provisions of s.19 particularly because government schools are exempt from its penal provisions. The reality that an estimated 60 million children - an astonishing number - are enrolled with them is proof

that BPS provide parents affordable alternatives to dysfunctional government schools. Consequently to confer recognition and appreciation upon the country's best budget private schools, last year your editors introduced the EW India Budget Private Schools Rankings.

As in 2015, to compile a modest national league table of India's 25 best budget private schools, we solicited the aid and advice of CCS and the National Independent Schools Alliance (NISA estb. 2011), a representative organisation of budget private schools, to shortlist 25 well-managed BPS in several major cities. Subsequently, field representatives of C fore interviewed 883 SEC (socio-economic category) C, D and E parents and 127 teachers of budget private schools to rate them on 12 parameters of school education excellence. The ratings awarded were totaled to rank India's best BPS *inter se*.

Comments Premchand Palety, promoter-CEO of C fore who personally visited several top-ranked BPS to double check: "The list of schools

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The MEM model by design ensures that each student understands his/her intrinsic value or utility ('Upayogita') which makes them well equipped to deal with irrelevance. In short they become well equipped to re-imagine themselves under changing circumstances and stay relevant!

# Muni Education Model Outcomes

- Consistent format of facilitation of education from LKG to 10th grade
- Consistent and natural method of facilitating value education
- Continuous R&D and Innovation for staying relevant during changing times
- Exponential learning capability in students
- Self-organization, Self-management, Self-reliance in students
- Holistic development of students
- Elimination of large variations in student results
- Elimination of major dependency on teacher qualifications, motivation, capacity, skills, training and individual dispositions
- Increased loyalty and reverence of the student towards school and teachers
- Stress free students, teachers and parents
- International quality education at affordable fees
- Scalability of the model due to simplicity and universality



## A typical Muni Student



- Understands co-existence
- Healthy
- Intellectually sharp
- Spiritually aware
- Emotionally mature
- Understands how to stay relevant
- Positive attitude
- Right behavior
- In harmony with self, others and rest of the nature
- Learns Practically
- Understands, Believes, Recognizes, Fulfils
- Holistic outlook
- Understands and fulfils relationships
- Self-organized, Self-managed, Self-reliant
- Socially strong
- Develops habits of a futurist



# Muni Model – Community Impact

## School on Wheels

This was launched for the benefit of underprivileged children who cannot reach a school for any reason. To make education available to such children we are taking a school on wheels to their doorstep.

## School Quality Enhancement Program (SQEP)

South Delhi Municipal Corporation gave us the responsibility of 3 of its government schools for SQEP. SDMC Subhash Nagar school had 190 students during adoption which has now skyrocketed to 470.

## Community work

Students are given responsibility of teaching whatever they learnt in school to 5 or 10 children in their nearby community. Students soon become aware that the best way to learn is to teach others. Students visit other schools to teach Japanese.

## Sustainability activities

Students are sensitized that air, water, soil, trees etc. are common resources that belong

to the society and their sustainability can happen only by saving and protecting them. This has resulted in a sharp drop in the school electricity bill for example.

## “Ek Mutthi” (“One fistful”) program

Student brings one fistful of grains or pulses etc. from their homes so that every month there would be two fistfuls. On the last working day of the month all students take the collected grains etc. to a university for the blind, or to a blind school hostel or an orphanage. They may also take extra clothing that they can donate.

## Program to contain hyperactivity

The last working day is a holiday and reserved for children to do social work. In this program, students who are hyperactive pay a visit to the hospital trauma centre. They offer services at the trauma centre. They realize consequences of hyperactivity or rash behavior in the outside world. They empathize with people in pain.



Our tribal warriors from Palghar, Maharashtra, BHARAT



# Expansion - CSR Model

Dr. Ashok Kumar Thakur has a vision that every Budget private school and Government school should implement Muni Model of Education. His dream is to make this available to every child in the underprivileged and deprived sections of society.

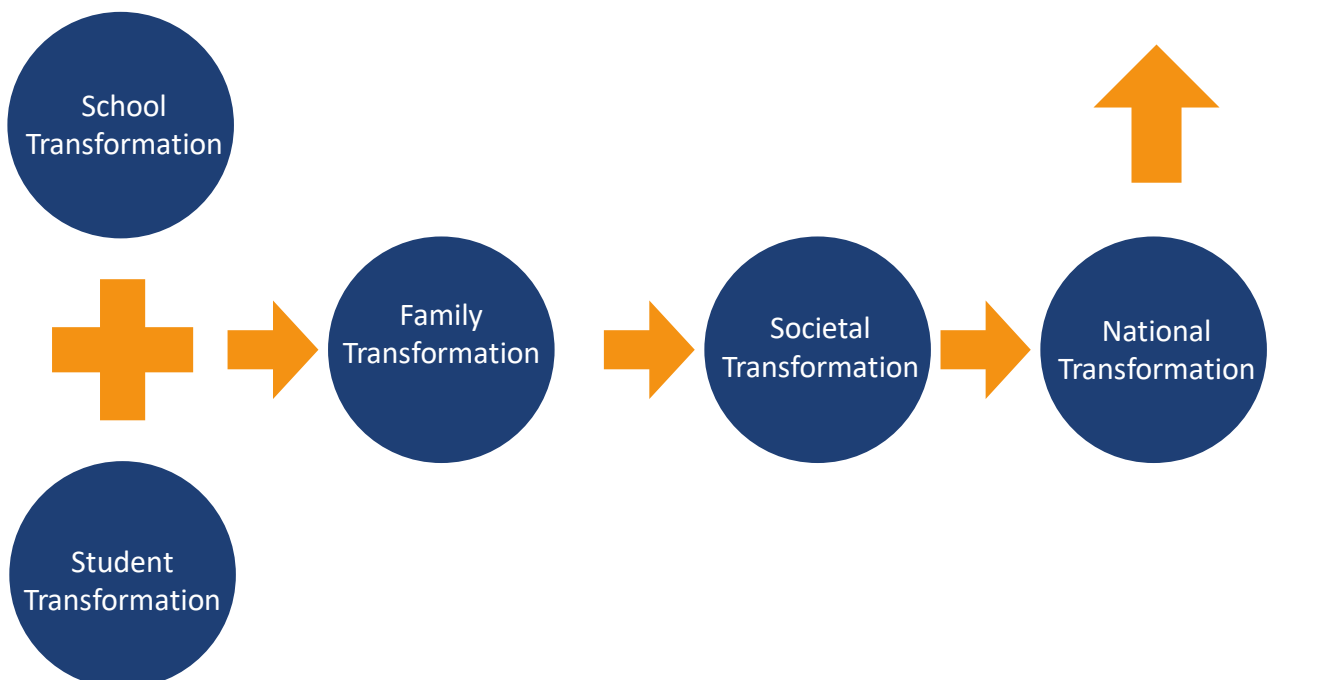
Despite severe constraints of infrastructure and facilities, learning outcomes in these schools are equal to, or better than, those

schools that do not have such constraints or have abundant resources.

However from an implementation and sustainability point of view this requires financial resources since these schools do have limited resources. The manifestation of this vision needs greater commitment and support from all sections of society especially from organizations through CSR Funds.

## The Ripple Effect

## Global Transformation



# Acknowledgements and Appreciation

Muni International School



## Appreciation Letter from UNESCO

Via email: [muniinternationalschool@yahoo.co.in](mailto:muniinternationalschool@yahoo.co.in)

Sir/Madam

Punjab Memorial Education Society  
H. No. 15, Village Bindapur,  
Uttam Nagar, New Delhi - 110059 - India  
Paris, 13 March 2012

**Subject: UNESCO-Hamdan bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance Enhancing the Effectiveness of Teachers**

Dear Sir/Madam,

On behalf of Mr Qian Tang, Assistant Director-General for Education, I would like to thank you for the nomination of the project run by Muni International School for the 2011/2012 cycle of the UNESCO-Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers. For this second cycle for the Prize, many excellent applications were received from all regions of the world. Unfortunately, the candidature of Muni International School was not retained as one of the three Prize winners for this cycle. Nonetheless, the international jury was very impressed by the accomplishments and the work that it is doing to enhance the effectiveness of teachers in India.

At a time when the challenges facing teachers are becoming more acute in many parts of the world and with growing recognition of the key role that teachers play in ensuring quality education for all, it is of crucial importance, now more than ever, to encourage the work of those organizations and institutions which are working in favor of teachers and to support them in sharing their experiences and successes. As such, UNESCO and the Hamdan Award would like to encourage you to nominate candidates again for the next cycle in 2013/2014.

Please accept, Dear Sir/Madam, the assurances of my highest consideration.

Yours sincerely,  
Edem Adubra

Chief

"We saw real education in your school. Students all round development in the school"  
6 Yadna, Madhava Reddy, Vendemataram Foundation

Muni International School received appreciation letter from UNESCO in 2012 for "Outstanding Practice and Performance in Enhancing the Effectiveness of Teachers"



Japan's State Environment Minister Thadahiko Ito on October 2nd, in the midst of students of Muni International School, Uttam Nagar (Mohan Garden) on the occasion of Gandhi Jayanti.



Mr. Atsushi Oshima, a Japanese politician of the Democratic Party for the People, a member of the House of Representatives during his visit to Muni School



Muni School is recognized as Changemaker School by Ashoka Foundation since 2015. The school was part of top 10 schools that have been shortlisted after a survey conducted on 60 schools across 30 cities in the country.



# Acknowledgements and Appreciation



Dr. Ashok Thakur conducting training of Government principals who were selected for leading very ambitious Delhi government model schools



Students from several countries visited Muni School as part of a joint undergraduate summit hosted by Hindu College (Delhi University) and the National University of Singapore in 2018

UNIVERSITY OF WATERLOO  
Date: 2014  
Ashok Thakur  
Founder  
Muni International School  
Mohan Garden New Delhi  
Dear Mr. Thakur,

It gives me immense pleasure to congratulate and commiserate Muni International School for its immense contribution in the educational sector. It is amazing to see your vision of combining science and the unique teaching methods being used in the school. It is awe inspiring to see 7 year old kids preparing for board exams. It is phenomenal that with the use of Datasend tablets combined with your teaching methodology children below the age of 15 years are able to clear the Japanese language proficiency test. It is a testimony to the teaching methodology used in the school. In an age where many schools worldwide are shying away from complex subjects, it is indeed refreshing to see a school which inspires and drives its students to be the best they can be.

As for me, I am Associate Professor in the Department of Electrical and Computer Engineering in the University of Waterloo, Canada and a member of the famous Waterloo Institute of Nanotechnology. I am also Founder and Chief Technology Officer for Vidyasart Inc., a company focused on revolutionizing active learning in Science and inspiring next generation of Scientists. I did my undergraduate studies in IIT, Kharagpur and my Doctorate from University of Maryland. As such, we aim to live to offer our services to enhance Science education in your school. We have developed the best microscopes, spectrometers, telescopes, optics kits, and engineering kits for discovery based learning. These devices interface with Datasend tablets which you are already using. With our kits and Datasend Tablets, your kids will become Scientists allowing them to do their own experiments and discover new things. Who knows some of them may be inventing things soon. Along with this kits, we will provide lesson plans, guided videos, and an online resource for the kids to share their discoveries.

I would also like to offer to do a workshop using our kits with your teachers and students in my next visit to India.

Best Regards  
Dr. Srinivasa S. Sati  
Associate Professor  
Electrical and Computer Engineering  
University of Waterloo  
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Dr. Ashok Thakur founder of Muni School as guest speaker at IIT Delhi - Antaram

University of Waterloo, Canada offering services to enhance Science Education in Muni International School



# Accolades

Government officials, teachers, principal's, heads of institutions and eminent people from all walks of society from all over India and rest of the world have been visiting the school and interacting with our children.

Without exception everyone recognizes the immense transformative potential of our innovative learning methodologies.

They are keen to implement our innovative methodologies in their schools and we are equally keen in helping them to implement this in every school in India and elsewhere so that no child is denied the benefits of a methodology that helps a child to discover his or her highest potential.

Most visitors to the school light up with joy and many leave with tears in their eyes when they interact with students from the school. The welling up of emotions happens when they see the flowering of a child who is reaching her full potential.

We are grateful to members of the society for recognizing our social impact in several ways. A few are listed below:

- **Japan selected Muni International as it's only partner school in India** for the student exchange program, largely for collaboration among nations via education and culture since 1<sup>st</sup> April 2013. For additional details paste the following link in the browser [www.mofa.go.jp/mofaj/kids/kuni/0606india.html](http://www.mofa.go.jp/mofaj/kids/kuni/0606india.html)
- **UNESCO has highly appreciated our methodology**
- **Recognized as "Change Maker" School by Ashoka Foundation (U.S.A.) (in2015)**
- **Regarded as India's No. 1** on city, state and country level announced and awarded by Education World Magazine for **three consecutive years (2015,2016, 2017)**
- **Regarded as India's No.2, Delhi's No. 1 and NCR's No. 1** announced and awarded by Education World Magazine for the year 2018
- Dr. Ashok Kumar Thakur was awarded **Global Education Excellence Award 2018** on October 6<sup>th</sup> 2018 by National Institute for Education and research (NIER)
- **Ranked No. 1 in India, Top CBSE school, 'Value for Money' by Education Today co. (2018)**
- **"Best Education" and "Innovative Methodology" award by Parakh Foundation (in 2016)**
- Jury's choice award as Top CBSE school Delhi 2018-19 **Value for Money award (Sept 2018)** awarded by the **Education Today** magazine
- Dr. Ashok Kumar was privileged to be invited as a **keynote speaker at 'Antaram - A Meaningful Pause for Solutions in Education', organized at IIT Delhi** to speak on the journey of Muni International School on the topic: **Innovations in School Leadership, Pedagogy and Teaching Methods - June 2018.**

It is very important to note that Muni International School has set a new trend wherein a school is invited to speak at India's most respected Institutions to show case the innovative breakthroughs that we have made in education.

## Accolades

- Distinguished speaker at BETT ASIA in Malaysia. (in 2016)
- Invited as speaker at **Hindu College, Delhi** to address students from Malaysia, Thailand, Vietnam, Philippines and Singapore (in 2018)

This was on the occasion of **The Second Undergraduate Summit - 2018** hosted by the college in association with **National University of Singapore**.

Dr. Ashok Kumar Thakur addressed these students on the topic of **“Leadership in a complex world”**.

As part of the summit all students from these member nations visited Muni International School since Hindu college had specially showcased us as an exemplary venue during their visit.

The fact that leadership skills needed for the complex future are being understood, learnt and embodied by our students at such an early age, is clearly being appreciated by the Universities of higher learning. Hindu college has proudly praised our efforts on public television and the effectiveness of our methodologies.
- Our school is a Training Centre for DIET students of DIET Keshavpuram, Sharda University, Galgotia University etc. (since 2016)
- **“Shining Star of Education”** award by NIER’s Millennium Impact Award National Institute for Education and Research (NIER)(2018)
- **“Ambassador of Education”** and **“National Excellence Award”** by National Institute for Education and Research(NIER)(2017)
- **“Excellence in Education Award”** by Eureka Global Assessors(2017-18)
- **“Jury’s choice Award”** by India’s Best School Merit Award(2017)
- **“IMA distinguished Service Award”** by Indian Medical Association (2017)
- SDMC provided three primary schools and 10 APS (Affordable Private Schools) as model in neighboring area to Muni International School to replicate its model.
- Delhi State Government Education Board requested Muni International School to train its Model school principals for enhancing effectiveness of teachers
- International level Assessments of class I, III and V are done by renowned NGO Education Alliance and have been applauded at a very high level
- Appreciated by Waterloo University
- Conferred with the **Rajdhani Gaurav Award - 2010** by Jan Sanskriti, an NGO for Social Justice
- Dr. Ashok Kumar was speaker at **TEDx Sunshine Worldwide School** held in Goa in 2017
- The prestigious **Centre for Civil Society** in their 2018 report have featured Muni International School’s methodology under **"Emerging models of excellence"**. The Centre for Civil Society advances social change through public policy.

# Accolades

- Received **Shri. F.B Nigam Award** for year 2011
- Received '**Navratan Award of the Year for Excellence in Education**' by the prestigious Navratan Society in Noida 2011
- Conferred with **Jan Samman for 2012** by Netaji Subhash Chandra Bose Charitable Trust
- Several documentaries and write ups have been done on school's innovative pedagogy
- School is also associated with British Council Online School in which students interact for mutual understanding through all means of mass communication. This all helps to build them as global citizens.
- Interviewed by national television networks such as NDTV, Sahara TV channels in appreciation of introducing a unique education system in schools.
- **Dr. Ashok Kumar honored with Doctorate in education by Victoria Global University.**
- **Dr. Ashok Kumar Invited to deliver a workshop on "The role of teacher in present changing scenario" by the Directorate of School Education, Haryana Government (Sept 2018)**
- Dr. Ashok frequently gets invited to prestigious institutions to speak about the remarkable journey of our school and my own journey and breakthrough methodologies.
- Highly appreciated by several national figures of eminence and by the likes of the CEO of Ashoka Foundation USA.
- The Ex Director of one of India's most premier educational institutions, after his tour of our school with students expressed that "**many of these idea's need to be incorporated in higher education**".

Our visitor book is illuminated by appreciation from visitors around the world.



Our tribal warriors from Palghar, Maharashtra, BHARAT

# Glossary

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CBSE - Central Board of Secondary Education

GRS - Group Responsibility/Reciprocal System

IB - International Baccalaureate

ICSE - Indian Certificate of Secondary Education

IGCSE - International General Certificate of Secondary Education

MIS - Muni International School

MEM - Muni Education Model

STEM - Science, Technology, Engineering, Math

STEAM - Science, Technology, Engineering, Arts, Maths



# Acknowledgements

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Since all human endeavor is a collective effort that rests on the shoulders of past and present generations, we acknowledge the efforts of every individual from whom we might have learnt or read and eventually shared in this document. We respect and revere your contributions and are grateful for making our lives that much more meaningful!

<sup>1</sup> Thanks to the United Nations SDG initiative from which we have included their SDG diagram.

<sup>2</sup> A few statements have been taken from complexity labs whose work is under a creative commons license.

<https://creativecommons.org/licenses/by/4.0/>

Special mention of Jeevan Vidya, Madhyastha Darshan from which the core Universal Human Values education has been implemented and the extremely passionate and driven individuals who have played a seminal role in bringing this to main stream education and at all levels of society.



**MUNI SOCIAL**  
**EMPOWERMENT**

passion beyond limitation



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