



“RECEIVE THE
CHILDREN IN
REVERENCE,
EDUCATE
THEM WITH
LOVE AND SEND
THEM FORTH IN
FREEDOM.”
- RUDOLF STEINER



THINK EDUCATION ONLY HAPPENS THROUGH
MEMORIZATION AND TESTING?
THINK AGAIN.

We are Tridha

At Tridha, we add music and art to Sciences, Mathematics and English to help our students reach a deeper understanding of the relative concepts. Multiply this advanced comprehension with daily hands-on experiences and you've got an equation that's paying off.

While the students gain knowledge for their academics, it is most imperative that what we impart forms a strong foundation for their future independent life. The learning is to achieve a solid base, a scaffolding/a platform that aids in leading the students to surmount whatever life presents.

Children at every age go through a change in their emotional life, especially so in the middle years 7 to 14. While in kindergarten, children come to terms with life through play, stories and arts play a vital role during the grade classes. Every grade class has a story theme which becomes the starting point for expressing their feelings through arts like skits, plays, drawing, painting, and singing.

In a world where passive learning seems to be the norm, Tridha nurtures a student's individuality and promotes the process of reflection and developing perspective building.

Our kindergarteners are bustling away chopping vegetables and fruits, making khichdi, salads, soups, and being a part of nourishing themselves. The 3rd Graders take a leap in carpentry skills by building tree houses for the school playground.

Our students are given the freedom to derive their own solutions, to express themselves via music, art, poetry, to think for themselves. Own paper – a feature unique to Tridha's high school is an example of how initiative and proactive learning can be encouraged.

Tridha began with Kindergarten and Grade 1, a total of 20 children in June 2000. Today the total student strength is over 600 and we have classes from Play group to Grade 12. Like all Steiner schools, Tridha too is secular, co-educational and non-selective. Admission is strictly on a first-come first-served basis, after meeting with the child and the parents.

Boys and girls wear the same uniform – a short cotton kurta combined with their choice of legwear. They all perform handwork, dance, music, gardening, cooking and carpentry. Tridha believes in adapting with the times and over the years, not only have we built our very own 8 storey space but also have evolved in terms

of curriculum, training, planning and evaluation. We have studied the curriculum of ICSE and CBSE and incorporated topics that would enhance learning.

The Steiner curriculum at Tridha leads students towards the IGCSE examinations. We strongly believe that our students should be capable of meeting any challenge in the present or in the future. To equip them for this we have chosen an examination system, Cambridge International Education (CIE) which will not only provide them with freedom of choice of subjects but also allow us to continue with the essence of Steiner Education. Although the students are preparing themselves for the CIE examinations, the spirit of Steiner methodology continues right through the A Levels. Hence, subjects for the IGCSE exams are covered along with other specialized subjects included in the Steiner curriculum.



"What every parent would wish as the best for his or her children, Waldorf education provides. The fullest development of the intelligent, imaginative, self-confident and caring persons is the aim of Waldorf education. This aim is solidly grounded in a comprehensive view of human development, in an intellectually rich curriculum, and in the presence of knowledgeable, caring human beings at every stage of the child's education."

~ Dr. Douglas Sloan, Prof of Education.,
Teachers College, Columbia University

Steiner Education



Steiner education, also known as **Waldorf Education**, is deeply rooted in Anthroposophy, a philosophy that comprehends the human being's role and purpose in the universe. Rudolf Steiner, the founder, designed this educational approach based on the developmental stages of a child, recognizing that significant psychological and spiritual changes accompany physical milestones like learning to walk, talk, the change of teeth, and puberty.

Art, music and handicrafts are as important as reading, writing and arithmetic. Each day includes activities for the hands, heart and head. Steiner emphasized the importance of achieving balance in the three different ways a person relates to the world: through the realm of thinking (the head), the life of the feelings (the heart) and physical activity (the hands). Head, heart and hands are all equally important for the development of the child and are the basis of the Steiner approach.

Steiner education is tailored to provide the right stimuli at each developmental stage. The classroom activities offer a balanced mix of practical, artistic, and academic elements. This balance ensures students receive both stimulation and support, guiding them

gently in the right direction while providing a comforting safety net.

The approach is holistic, equipping students with the tools to think, feel, and act. In high school, where students predominantly operate in the realm of thought, there's an emphasis on pausing to reflect and feel, leading to informed action. This method fosters analytical thinking and imaginative minds, encouraging students to generate significant, life-altering ideas.

The overarching goal of Steiner education is the development of the whole child. It aims to cultivate individuals who can impart purpose and direction to their lives with clear thought, sensitive feeling, and strong will. This holistic focus prepares students not just academically, but also emotionally and spiritually, to navigate life's challenges and contribute meaningfully to the world.

**"THE SECRET OF
EDUCATION LIES IN
RESPECTING THE PUPIL
- R.W. EMERSON**



ALL UNDERSTANDINGS
BEGIN IN WONDER
- GOETHE

The Early Years Playgroup & Kindergarten

Kindergarten at Tridha is designed to be an extension of the home for children aged 3 to 6. In this intimate and secure setting, children explore themselves and their surroundings without being rushed into academics. The focus is on sensory experiences and nurturing activities, using natural materials. Their days are filled with artistic and practical tasks like painting, drawing, modeling with beeswax, cooking, handwork, gardening, as well as indoor and outdoor play, singing, circle games, puppetry, and fairy tales. The philosophy is that engaging the hands in varied activities not only aids in exploring the world but also fosters intellectual development.

Regular repetition of these activities strengthens the children's development, while the order and harmony in what they see and do provide a logical and beautiful framework. Celebrating seasonal and festive events introduces the wonder of nature and fosters a sense of community among the children.

Tridha believes that pressuring children to grow up too quickly deprives them of essential childhood experiences. Education should, therefore, create spaces for children to fully live out their childhood, fostering

qualities from early years that lead to creative independence in adulthood. This approach nurtures and enhances intrinsic childhood qualities vital for their future development.

Playgroup is a sanctuary where children can engage in safe and nurturing play. It's crucial for children to feel that they are in a trustworthy and secure environment, free from fear and anxiety. Adults in the playgroup embody kindness and reverence, ensuring that children feel safe and protected. The environment is tailored to suit the children's natural disposition, promoting a sense of dreamlike timelessness and joy through rhythmic activities.

Mixed Age Kindergarten caters to young children who learn predominantly through imitation and are driven by their will. The days are structured with rhythm and purpose, offering activities and behaviors that are worthy of imitation. This setting also provides ample opportunities for creative free play in an environment that is aesthetically pleasing, harmonious, warm, and loving.



ONE SHOULD TRY TO OPEN THE EYES OF THE CHILDREN TO ALL THAT IS USEFUL AND PRACTICAL AND ALSO TO THE BEAUTY OF THINGS AROUND THEM. IN THIS WAY, THEY LEARN TO LOOK CREATIVELY.

- H HAUCK

The Primary Years

Grades 1 - 6

At Tridha, the educational approach recognizes that children between first and sixth grade are beings of sensation, feeling, and imagination. During these formative years, they inherently seek a loving authority figure. To meet this need, Tridha assigns a class teacher who stays with the students from first to third grade, followed by another who continues from fourth to sixth grade. This continuity, amidst evolving peer relationships, provides the emotional security children crave at this stage.

Having the same Class Teacher for multiple years fosters a sense of confidence and respect for authority in children. This is crucial at an age when they are particularly impressionable and naturally inclined to acknowledge the authority of adults in their lives.

The Class Teacher, aided by specialist teachers in subjects like Hindi, Marathi, Music, Woodwork, Handwork, Dance, and Sports, delivers an imaginative and artistic curriculum. This approach creates a rich and engaging learning experience for the students.

A central feature of Tridha's curriculum is the **Main Lesson**. Each day begins with a dynamic two-hour session focused on a single subject, lasting for

3 to 4 weeks. These thematic blocks, which interweave arts, sciences, and humanities, are designed to enhance memory, spark imagination, and develop both thinking and practical skills.

For instance, in the farming block, instead of merely memorizing agricultural facts, Grade 3 students actively engage in farming. They spend three days on a farm planting rice and vegetables, mirroring local practices. Later, they return to harvest their crops, process them at a local mill, and then cook and consume the produce together at school. This hands-on experience deepens their understanding and appreciation of the subject.

Due to this rhythmic and experiential approach, traditional textbooks aren't used. Instead, students create their own detailed and artistically presented records of the main lesson work in their books, enhancing both their learning and creative expression.



The High School Years Grades 7 - 10

As children enter puberty, their intellectual and reasoning skills become more dominant. They start engaging with subjects that challenge their judgement and, with their increasing personal perspectives, understand these topics better.

Specialized teachers use creative methods to teach, primarily preparing students for the IGCSE Examinations by Cambridge. The curriculum aims to nurture the emerging idealism in adolescents.

The teaching approach makes learning in all subjects, from chemistry to geography, lively and joyful, forming a foundation for future education. This approach fosters a deep, broad understanding and a lasting passion for learning, preparing students well for college and university.

We also emphasize developing tolerance and self-respect in students. This is achieved by ensuring a secure environment where adults model conflict resolution through communication, an essential aspect for the child's development. This holistic approach is consistent across Steiner schools worldwide.

In 7th Grade, students at Tridha embark on an educational adventure

akin to the Age of Discovery, using Astronomy to explore the mysteries of the Universe. This study uniquely employs the human body as a tool, with students using their upright stance for orientation on Earth and in the stars. They observe celestial movements and measure angles using their eyes, arms, and hands. This hands-on approach makes abstract astronomical concepts tangible, enhancing students' understanding and sparking curiosity about the world and beyond. A week-long Astronomy trip further deepens their grasp of these concepts through experiential learning.

In Waldorf Education, Speech and Drama are integral, embodying the goal of harmonizing thinking, feeling, and action. This art form is woven throughout Tridha's curriculum, with plays referred to as "pedagogical" dramas. These dramas develop students' skills and sense of class interdependence, bringing vitality to their learning experience. The Grade 8 Drama block initiates self-exploration, offering opportunities for students to express their potential and immerse themselves in different lives and cultures. This empathetic journey, which ends in a stage production, transforms the students, enriching their educational journey.

In Grade 8 at Tridha, social learning is emphasized through discussions on topics affecting society. Students learn the importance of small actions and commitments in improving the social fabric. They also volunteer at NGOs, fostering empathy and understanding of societal needs.

Grade 9 introduces students to the History of Art block, enhancing their appreciation and understanding of visual arts. This block connects art history to human evolution and consciousness, deepening students' awareness of art in a broader context.

The History of Comedy is a unique feature of the Grade 10 curriculum. Starting from Greek origins to modern interpretations, this module not only educates students about comedic history but also enhances their skills in writing comedy. It delves into the analysis of literary elements used in comic writing, exploring how they

contribute to character development, setting, plot, and other literary aspects.

Special blocks and class trips are integral to Tridha's curriculum, aimed at reinforcing classroom learning, community building, and service. One notable trip is the Leh-Ladakh excursion. It's an immersive experience in nature, amidst mountains and streams, with minimal contact with the outside world. This journey, characterized by simplicity and a disconnection from everyday comforts, challenges students, leading to personal growth in physical strength, adaptability, acceptance of the unknown, and gratitude. This trip, like others, allows students to reflect on their educational journey, acknowledging the personal and academic growth they've achieved at Tridha.

Kindly go through our website for subject options offered by us.

WHEN I HEAR, I FORGET. WHEN I SEE, I
REMEMBER, WHEN I DO, I UNDERSTAND.
- CHINESE PROVERB



HISTORY

LITERATURE / LANGUAGE ARTS

MATHEMATICS

SCIENCE / GEOGRAPHY

EARLY YEARS

Seasonal festivals

Storytelling, puppetry, marionettes,
verses, poetry, fairy tales

Cooking and baking

Gardening, cooking, nature walks

Grades 1 - 3

Fairy tales, folk tales, fables and
legends, creation stories, nature
stories, Ramayan

Pictorial introduction to the alphabet,
writing, reading, listening, recitation,
speech, drama and introduction to
grammar

Numbers and counting, times tables,
addition, subtraction, multiplication,
division, mental math. Measurement,
time and money

Nature stories, nature observation,
farming, rhythms and cycles in
nature, house building, gardening

Grades 4 - 6

Norse sagas; Mahabharata;
stories of ancient civilizations -
Mesopotamian, Egyptian, Greek,
Roman; ancient, early and medieval
Indian history

Composition, letter writing, text
comprehension, reading, grammar,
syntax, recitation, character sketch
and drama

Fractions, decimals, percentage,
geometric drawing (introduction to
geometry, free hand and with tools),
algebra, business math, perimeter
and area

The human being and animal,
gardening, botany, physics, geology.
Home surroundings, physio-cultural
India, Asia and Europe

Grades 7 - 8

Renaissance and Age of Discovery,
Age of Revolution (including French,
American and Industrial); Medieval
India; Civics

Creative writing, essays, own papers,
poetic forms, spelling, grammar and
major play production

Integers, indices, quadrilaterals,
algebra, geometry, platonic solids,
coordinate plane, surface area;
volume, ratio and proportion

Human Physiology, nutrition,
Chemistry, Physics, Astronomy,
latitude, longitude, weather, climate,
Social Learning; Africa

Grades 9 - 10

World War I & II, Cold War,
International politics in the 20th
century

Directed writing, essays, analysis of
language and language appreciation.
History of Drama

Trigonometry, functions, vectors,
linear programming, probability,
differentiations, graphs, algebra,
geometry

Reactions, Atomic structure. States
of matter. Force and pressure,
electricity, heat, energy; Nervous
system, reproduction, genetics



OTHER LANGUAGES

MUSIC & DANCE

VISUAL ARTS

HANDWORK & WOODWORK

PHYSICAL EDUCATION

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Singing, movement, musical instruments, dancing games

Watercolour painting, crayon drawing

Finger knitting, woodwork, claywork, needlework

Climbing, rhythmical movement, balance, indoor and outdoor creative play.

Hindi and Marathi taught through imitation, games, songs, recitation, plays. Exploration of seasons and festivals, writing and reading

Dance, Soprano recorder, reverential, nature and folk songs

Use of block and stick crayons, form drawing of linear patterns, symmetry and reflections. Watercolour painting - wet-on-wet, primary, secondary and complementary exercises, forms emerging from colours

Knitting with two needles, simple crochet, sewing, developing patterns.

Circle games, running, skipping, movement skills, line games, ball games. Rhythms in movement. Gymnastics.

Writing, grammar, reading, vocabulary, text comprehension, sentence and paragraph formation, songs, recitation and plays

Dance, songs which reflect the curriculum, singing in rounds, music of the Middle ages; soprano, alto and tenor recorder. Introduction to music theory

Celtic form and geometric drawing, drawing with oil and chalk pastels and painting

Cross-stitch, embroidery, knitting with four needles, sewing, making dolls and stuffed animals. Clay modelling. Woodwork.

Running, jumping and juggling; throwing games, rhythmic exercises, gymnastics and floor exercises; Greek Olympic sports, preparatory skills for traditional team games and sports.

Marathi and Hindi reading, oral and written comprehension, grammar, recitation, songs, historical anecdotes and biographies

Dance, singing, Soprano, alto and tenor recorder, music theory

Perspective drawing, three-dimensional geometric drawing; painting with wet and dry transparent colours, colour perspective

Hand sewing, weaving, sewing using patterns, machine sewing, felting; increasingly complex woodwork projects

Team games and sports including volleyball and basketball; juggling skills and traditional games.

Marathi, Hindi. Essays, summaries

Dance, singing, music theory, orchestra

Black and white drawing; portraiture; still life; reproduction of great artists

~

Shot put, discus throw; Team games and sports including handball, basketball, volleyball; traditional games.



WE WILL NOT FIND THE INNER STRENGTH TO
A HIGHER LEVEL IF WE DO NOT INWARDLY
DEVELOP THIS PROFOUND FEELING THAT THERE
IS SOMETHING HIGHER THAN OURSELVES.

- RUDOLF STEINER

The A Level Program

Advanced Subsidiary (AS/Grade 11)
& Advanced (A/Grade 12)

Tridha maintains the essence of the Steiner curriculum up to A Level, aligning with contemporary development and growth trends. Unlike traditional education systems that often narrow down student focus for public exams, Tridha offers a broad learning experience that integrates A Level subjects with unique Steiner curriculum elements.

Students delve into subjects like The History of Architecture, Music, and Drama, which not only broaden their knowledge but also offer deep insights into human evolution through artistic mediums. This holistic approach ensures a well-rounded education, balancing academic rigor with creative and cultural exploration.

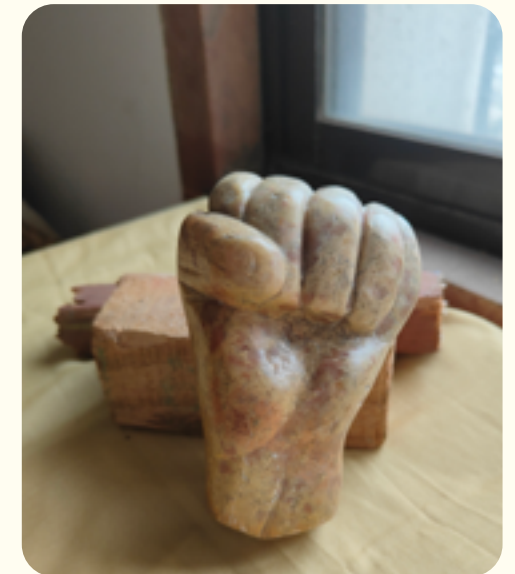
In AS Level, students gain practical experience by working in corporate settings and NGOs for 2-3 weeks. This exposure prepares them for future responsibilities and introduces them to workplace norms, ethics, and performance expectations. It's a crucial step in their transition to a more mature and responsible phase of life, offering a perspective distinct from their previous experiences.

We are also actively pursuing exchange programs with other Steiner Schools internationally. These

programs are designed to expose students to different cultures and global perspectives, enriching their educational journey.

As students reach A Level, Tridha's commitment to their education remains steadfast. The school has chosen the A Level examination, allowing students to acquire knowledge freely and wisely. This approach ensures that students are well-prepared for their future endeavors, both academically and personally.

For a detailed list of subjects offered in AS and A Level, we encourage you to visit our website.





School Organisation

The management of the school affairs is organized between two groups of committed individuals:

The Indian Education Revival Trust

Tridha is run by The Indian Education Revival Trust that bears complete legal responsibility for the school. It also monitors the financial matters of the school and cares for its development and maintenance. The Trust also monitors the academics and the functioning of the school, limiting itself to an active resolution of issues brought forward.

A Core Group

Comprising of the Director and the heads of the various sections – Administration, Kindergarten, Primary and Secondary School, the Core Group takes responsibility for all educational matters as well as the day to day running of the school.



Procedure for admissions

The academic year begins in June. For admission to the kindergarten, the child must be 3 years of age by July 31 of that year.

Parents seeking admission for their children to Tridha will have attend the orientation meeting.

Applications are welcomed from parents who are willing to support the goals of Steiner education for their children. Admission is confirmed after the child and parents have met with the Admissions team.

The decision of the school authorities is final and binding. It is very important for the healthy functioning of the school that teachers and parents share a common picture of the child and his or her educational needs.

Once admission is confirmed it is mandatory for both parents to participate in the 'Bringing Tridha Home' workshop.



The Waldorf Graduate

- values the opportunity to think for themselves and to translate their new ideas into practice
- practices life-long learning and have a highly developed sense for aesthetics
- values lasting human relationships
- seeks out opportunities to be of help to other people
- senses that they are guided by an inner moral compass that helps them navigate the trials and challenges of their professional and private lives
- carries high ethical principles into their chosen professions

Extracted from a study titled, "Standing Out Without Standing Alone: Profile of Waldorf Graduates by Douglas Gerwin & David Mitchell



Tridha Alumni

Professors from a diverse range of universities, including state and Ivy League schools, have observed distinctive qualities in Waldorf graduates. These graduates stand out for their ability to integrate thinking and assimilate information, rather than relying solely on rote memorization of facts. Their educational background fosters flexibility, creativity, and a willingness to take intellectual risks. Known for being ethical leaders who are proactive and goal-oriented, Waldorf graduates are highly valued in higher education settings.

The study shows that Waldorf alumni have pursued 32 different types of degrees, with over half earning Bachelor of Arts degrees. However, there is a noticeable trend among current Waldorf students in higher education, with three times as many opting for Bachelor of Science degrees compared to Waldorf alumni who have already graduated. This shift indicates a growing interest in science majors among Waldorf students.

At Tridha, students typically spend 10-12 years together, forming strong and enduring friendships. From childhood activities like climbing tree houses to academic achievements like mastering advanced calculus, their

relationships evolve significantly over the years. These deep bonds often extend beyond their school years as is their bond to the school community. Don't be surprised to spot a few of our alumni coming through our doors on days of school events.

Here's what some of them have to say about their time at Tridha:

“When people ask whether Tridha students are well prepared enough to face the challenges of the outside world, to transition into the education system after their schooling, I say yes, of course. If anything, Tridha students are more prepared to do so.

Tridha has given us so much! We have a unique background. We have a sense of being integrated with our surroundings, a childhood and schooling that connects us to different dimensions of ourselves. It enables us, trains us gently, to be observant, perceptive and creative individuals. There is strength in that.

I graduated with a B. A. Hons in Sociology and Anthropology from Ashoka University. I have taken a year off – as of now am doing volunteer work in Auroville, Pondicherry with

one organization in the health and environment sector, and a research study with another to ascertain development priorities for the GOI funds Auroville receives annually.

I was lucky. My mother did the teachers' training course and taught in Tridha briefly. So, Tridha never ended at 4 pm for me. When I did my IB program in the 11th and 12th Grade, I remember telling myself I was working with the system and not in the system. Grades, certifications, etc. were never an issue; they were by-products of genuine interest and engagement.

In college too, Tridha helped lay a foundation that allowed me to be my own person and interact with the world in a well-considered way. The Tridha I know is the first building block, the right choice, the foundation on which all of us Alumni stand.

PRIYANSHA BAJORIA
CLASS OF 2013, IGCSE



“I am now studying at Massey University, Auckland, New Zealand. I am half way through my first year of Bachelor of Business (Economics and Finance) degree.

One of the most important things that I learnt at Tridha, is to question everything that is being taught.

While Tridha's small classrooms did make it easy to be heard, I soon realised that it's not so difficult even in University classes. So, in terms of my learning methods, not much has changed.

I still question my teachers just like I did in Tridha, and that is still proving to be the best way of learning. And while all my lecturers might not know me by name (like the teachers at Tridha did), they definitely know me as the girl who speaks up and asks questions.

So, in a way, Tridha is to thank for my success even at university. I am doing well in all my classes; in fact, just last semester I topped my economics class and I'm being awarded for this by the University.

SHINJINI RABADI
CLASS OF 2018, A LEVEL

“In the year since graduating Tridha, I've moved halfway around the world to study computer science, built an electric bike and survived a snowmageddon.

As crazy as it has been, I've never really felt unprepared because my time at Tridha exposed me to very many different experiences and made the act of embarking on new adventures comfortable. So, while my peers fret about analyzing African-American artwork in a multimodal composition course or getting up on stage to present their research findings, I just slip on my familiar Tridha hat.

KIRIT NARAIN
CLASS OF 2018, A LEVEL

“Imagine a place, where you are encouraged to experiment, explore and be exposed to a variety of perspectives across a wide range of disciplines. Imagine a place, where you are given time to slowly form your own opinions after being exposed to a variety. Imagine a place where you are accepted and appreciated and guided and taught by teachers who would

become role models. Tridha allowed me to grow in such an environment where I not only gained a holistic education but also formed lifelong bonds such as friendship.

While many of my friends outside school got caught up in the rat race of exams and mugging up from textbooks to complete their portions, I found myself develop a want to learn more out of inquisitiveness, I found myself involved in discussions, taking up personal projects and do what I loved doing.

After successfully completing my A levels at Tridha, it was clear to me that I wanted to do Fine Art, which lead me to join a BFA programme wherein I topped all four years of my academic study. I am now working as a part time art teacher at Tridha, while I continue my own exploratory art practice.

QURRATAIN CONTRACTOR
CLASS OF 2013, A LEVEL



Tridha Parents

“There is a time in each parent’s life when they tread every step carefully and weigh their choices judiciously – the time to decide their child’s school. There are many options and 15 years ago we intuitively made a choice.

We chose Tridha over a very famous, sought after, successful school. Today, we have 3 children, (one has passed out), the other two are in grades 10 and 6 respectively. Not a day has gone by when we haven’t been grateful for that intuitive decision. To get a better understanding of Steiner we both completed the 1 year Steiner Education Course at Tridha.

We see that they have learnt to excel for the love of their work. Responsibility comes naturally for things that matter. Compassion has replaced comparison and competition. Excellence is not to get ahead in the race but to bring out the best in themselves. In the most unique ways, we see the unique aspects of Tridha like the own paper, handwork, woodwork, history of art, drama block, astronomy block, geology block and so many more have such huge contributions to the overall shaping of the child as he/she evolves into an adult.

Thank you Tridha. Our children may

pass out from this school but you, you shall live in our hearts forever and for our lifetimes.

DR DEVAL
& SANDEEP DOSHI

“Our daughter Araniani did ICSE till her 10th standard. However, for her 11th and 12th, we wanted a system with more emphasis on analysis, synthesis and research. We decided on A Levels and Tridha came to mind. Some friends had children there, so we knew about the school. On visiting Tridha, we were convinced it was a good choice.

Apart from a rigorous academic programme, there is something very wholesome about this school and its environment. Araniani is now doing a B. A. Hons course in Liberal Arts, and we think she was well prepared for University. Critical thinking and sensitisation to social issues were some of the most significant aspects of her learning in Tridha.

FERNANDO CABRAL
ARANIANI

“Tridha is my family. It’s the place where my children and their friends enjoyed their childhood; where they learnt to work with their hands and body and how to use their brains. They learnt to wonder and to be curious; to work as a team and also to celebrate their individuality. They learned to respect authority, not to be fearful of it. Somewhere on the way they also found the time to study and give exams. As parents, this was an additional bonus! As they have left school, I can see these life lessons helping my children and their friends excel in their chosen fields. There is a poise and confidence about them that makes them stand apart. This wouldn’t have been possible had they gone to any other school. We all love Tridha.

RUJUTA SALVI





The Steiner Education Course

IF THE TEACHER CAN DEVELOP AN AWARENESS OF THE NEEDS OF A PARTICULAR CLASS AS WELL AS OF EACH PUPIL, THE TEACHING SKILLS NECESSARY IN ANY CLASSROOM SITUATION WILL BE FORTHCOMING AND THE EDUCATION EFFECTIVE FOR THE WHOLE HUMAN BEING.

The Steiner Education Course which is open to all teachers and parents is conducted by The Indian Education Revival Trust. It is a one year certificate course, which imparts intensive training in Steiner Education.

Apart from philosophy and methodology, these programmes involve musical and artistic activities including clay modeling, puppetry and drama. The emphasis is on self development to be able to understand the growing human being.

Artistic activities are balanced with curriculum studies and have been evolved with a view to furthering qualities and faculties that the unpredictability of the classroom requires.

The teachers at Tridha go through a regular Steiner Education Programme. They also benefit from the regular workshops by the visiting Steiner educationists.

