

A leader
is the
relentless
architect of
possibilities.



Redefine Learning to Re-invent Schools

Learning is the core activity in schools. It is the concrete process in which both teachers and children are engaged. The classrooms are the basic unit of learning in a school system. If we can change the way children learn and interact in classrooms, the structure of the schools will change. According to the science of systems dynamics, the structure determines the behavior of the system. To change the behavior and outcome of the system, we need to re-design the structure. Structure comprises of parts of the system, the inter-relationships among the parts and the underlying assumptions and mental models on which the relationships are built.

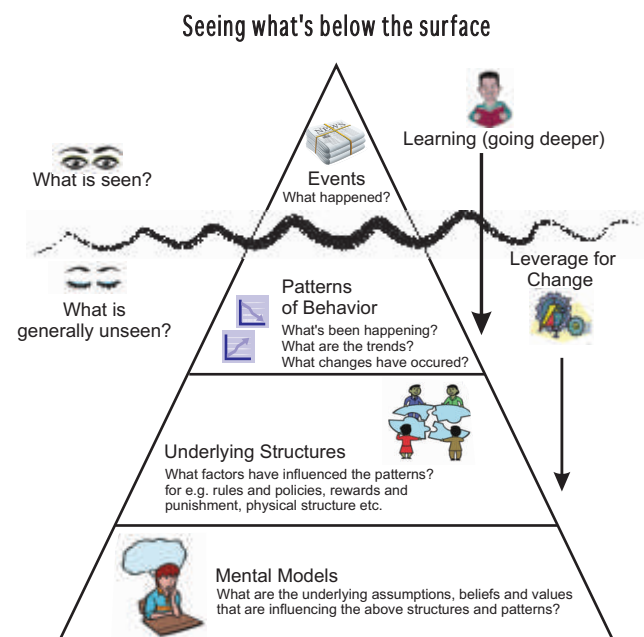
Einstein rightly said, "The problems can't be solved at the level of consciousness at which they are created." Therefore, to re-invent schools we need to truly understand, question and redesign learning structures and the underlying assumptions on learning and teaching. **The fundamental question we need to engage with is how children learn and what is the true purpose of education.**

Thinking systemically

The ability to act depends on our ability to think and our ability to think depends on our ability to see. Therefore, what we see is important. Developing our ability to see systemically empowers us to act effectively and responsibly.

We generally tend to react to events. If we can see the pattern of the events, then we try to adapt to the situation. If we are able to see the underlying structure i.e. inter-relationship among parts of the system and how the parts affect each other, then that give us a leverage to re-design the structure and leading to new patterns and events. Ability to see the underlying assumptions/beliefs/mental models behind the structure gives us the leverage to question and re-define them, which leads to the generation of new structures and therefore change in patterns and events.

Systemic thinking is a discipline for seeing relationships between parts, for seeing patterns rather than static "snapshots and events". It is about seeing how ones thinking affects structure and reality. Actually, it is about seeing our connectedness to what is happening in the real world and finding the leverage for change and growth.



Adapted by System thinking in School, Walter Foundation, 2008

"Schools may be the starkest example in modern society of an entire institution modeled after the assembly line. This has dramatically increased educational capability in our time, but it has also created many of the most intractable problems with which students, teachers and parents struggle to this day. If we want to change schools, it is unlikely to happen until we understand more deeply the core assumptions on which the industrial-age school is based."

Schools that Learn, Peter Senge, et al

The Present School System LIMITS!

It puts in knowledge
In the head
In the same way
In a classroom
For "smart" kids

What the child is engaged in?

The day the child is born, the process of exploration and figuring out begins for her. Figuring out means making sense of the world around i.e. the physical world, the natural world, social phenomena, the interdependence that exists in the world and how she/he is connected to the whole. This process of inquiry is driven by her curiosity to know the unknown and her need to adapt and grow.

Making meaning of the world around and understanding the relationship between the self and the world is one of the biggest challenges and the need that a child has. This challenge of understanding and figuring out grows with age because of the dynamic and interconnected nature of the whole system. However, in this challenge of figuring out lies the possibilities of learning, creation and personal growth for her.



“ The child is curious. He wants to make sense out of things, find out how things work, gain competence and control over himself and his environment, do what he can see other people doing. He is open, receptive and perceptive. He does not shut himself off from the strange confused complicated world around him. He observes it closely and sharply, tries to take it all in. He is experimental. He does not merely observe the world around him but tastes, touches, hefts, bends, breaks it. To find out how reality works, he works on it. He is bold. He is not afraid to make mistakes; and he is patient. He can tolerate an extraordinary amount of uncertainty, confusion, ignorance and suspense. He does not have to have instant meaning in any new situation. He is willing and able to wait for meaning to come to him, even if it comes very slowly...which it usually does.”

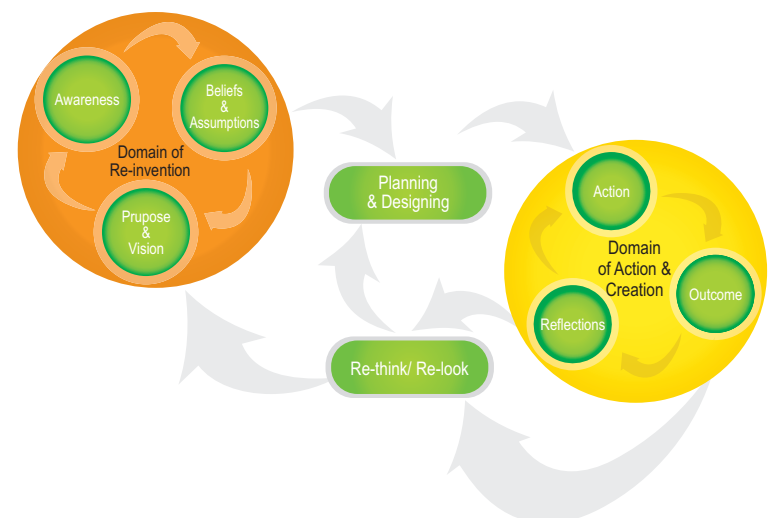
John Holt

Learning to Learn & Create

The world around us is a highly interdependent and evolving system. To draw meaning from his/her environment, a learner should be able to continuously see emerging patterns, make new connections and re-construct her understanding. This requires active engagement with the self and the world around. For this, having knowledge is not sufficient because it becomes redundant. Rather, a learner should have the ability to learn and unlearn. This requires invoking of an underlying capacity of learning how to learn and create. The capacity of learning how to learn and create is the mother capacity that gives birth to all other competencies and skills and truly empowers a child, a teacher, a school and even a nation to create what they truly value.

Gandhi ji strongly advocated that the purpose of education is **preparing children for life through life**. For him, the real work in education is to keep the 'curiosity' alive in children and for that children need to be closely connected and engaged with the real world. Working on real challenges/issues in the local context leads to deeper understanding of both learning and life in children. Not only does it lead to the development of problem solving ability and creativity among children but it also empowers them for a creative and productive life.

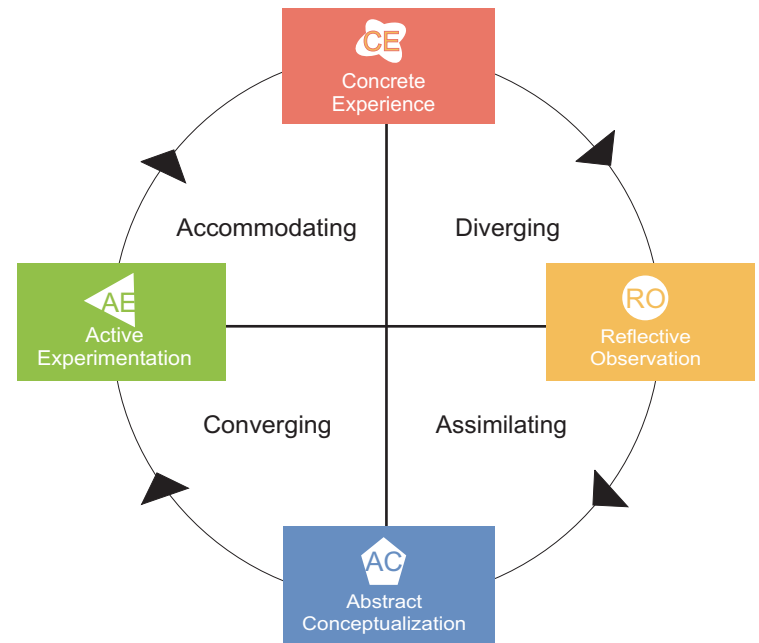
Learning to Learn and Create Cycle



Primary inspiration for this model are Generative Learning by Peter Senge and Kolb's Experiential Learning Cycle.

The Experiential Learning

Experience as source of learning and growth. Experiential Learning is a process whereby knowledge is derived from and continuously modified by the experiences that a learner goes through. To learn is not the special province of a single specialized realm of human functioning such as cognition or perception. It involves the integrated functioning of the total being- thinking, feeling, perceiving and acting. Learners, if they are to be effective, need four different kinds of abilities- concrete experience abilities (CE), reflective observation abilities (RO), abstract conceptualization abilities (AC) and active experimentation abilities (AE). This means they must be able to involve themselves fully, openly and without bias in new experiences (CE). They must be able to reflect upon and observe their experiences from many perspectives (RO). They must be able to create concepts that integrate their observations into logically sound theories (AC) and they must be able to use these theories to make decisions and solve problems (AE). [Kolb's Theory of Experiential Learning]



Principles of Experiential Learning

Based on Kolb's theory of Experiential Learning

1. Learning is a holistic process of adaptation to the world and of creation/contribution to the world.
2. **Learning is a continuous process grounded in the personal experiences of the learner.** Knowledge is continuously derived from and tested out in the experiences of the learner. The fact that learning is a continuous process grounded in experience has important educational implications- it implies that **all learning is relearning.**
3. The process of learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world i.e. the conflict between concrete experience and abstraction and the conflict between observation and action. Learning requires abilities that are polar opposites. When we use both the concrete and abstract modes to take in our experiences and when we both reflect and act on that experience, **we expand our capacity to learn.**
4. Learning involves transaction/interaction between the person and the environment and both get **essentially changed during the process of learning.**
5. **Learning is the process of creating knowledge.** Knowledge is the result of the transaction/interaction between social and personal experiences i.e. knowledge results from the transaction between these experiences in a process called learning.
6. Knowledge is a transformative process, being continuously created and recreated, not an independent entity to be acquired or transmitted. Therefore, learning is the process whereby knowledge is created through the transformation of experience and in the process the learner gets **empowered for life by developing an understanding of the process of knowledge creation and learning.**

"What avail is to win prescribed amount of information about geography and history, to win the ability to read and write, if in the process the individual loses his appreciation of things worthwhile, of the values to which these are related; if he loses the desire to apply what he learned, and above all, loses the ability to extract meaning from his future experiences as they occur?"

John Dewey

Vision

To inspire school leaders to re-define learning systems and develop their ability to re-invent schools in a systemic and integrated way.



Batch of 2008

courage to lead

learning expedition for leaders

Courage to lead, a Learning Expedition for present and future school leaders, is an initiative by Disha India Centre for Experiential Learning. The expedition is meant for school leaders who want to experience the power of experiential learning, question their own assumptions about learning and education, see things in a systemic way and in the process, discover their own true aspirations. The idea is to empower school leaders to re-invent schools by re-defining learning systems and structure.

Learning outcomes of the Expedition are to enable participants in:

1. Understanding how do children learn and construct understanding.
2. Understanding the theory of experiential learning.
3. Understanding education from a bigger perspective and the role of school in the society.
4. Understanding the Personal Learning and Leadership style.
5. Understanding how to build the culture of learning and excellence in the school.
6. Understanding how to initiate, manage and sustain change in school.

"Courage is not the absence of fear, but rather the judgement that something else is important!"

Ambrose Hollingworth Redmoon



Batch of 2008



Batch of 2009



Batch of 2010

The Design Principles

The design of Courage to Lead is inspired and based on following principles:.

1. Learning through Expeditions. Expedition is a journey into the unknown. A journey where experiences unfold and there is a curiosity and positive anxiety at every step. It is coming together of challenging experiences, both physically and emotionally, leading to self-awareness and construction of new knowledge and understanding. In expeditions, wilderness experiences, adventure and service are used as a medium to uncover true aspirations and potential. The experience helps the learners to understand their ability to navigate the unknown, their learning styles and how does one relate to self, others and the world around.

Kurt Hahn, the founder of Outward Bound, employed **challenge and wilderness experiences not as an end in itself, but as a method of inculcating perseverance, skill, teamwork, leadership and compassionate service** in the students of Gordonstoun, a school in Scotland that he founded in the 1930s. Through challenging expeditions, he developed a sense of moral commitment to the community, demanding intent of personal responsibility to fitness, craftsmanship and service.

In an expedition, learners are nurtured and guided with care and compassion, individual differences and needs are acknowledged, which in turn result in enhancing their potential for learning and creativity. Expeditions help an individual and the group to build their

relationship with the unknown, which is a vital life skill to navigate through real life.

2. Crew not Passengers. Education should cultivate a passion for life and this can be accomplished only through experiencing a shared sense of moment in a journey towards an exciting goal. Addressing individual differences in a team profoundly increases the collective potential to learn. The company of a supportive crew helps each member to overcome his/her own limitations and in the process encourages him/her to perform much more than he/she ever thought possible. When they take care of their team members, they create an atmosphere of self-development, growth and nurturing. Expeditions help learners build trust and respect among themselves, which is than extended to the community as a whole. It is here that they sow the seed of shared commitment. (Expeditionary Learning Design Principle)

3. Service Learning- Experiencing different ways of being and learning. Learning is both a personal and a social activity. Service makes the learners discover the link between academics and real world. It provides an opportunity to test and apply knowledge they have gained beyond the settings in which the learning occurred. It is during service that they encounter real life problems and their

knowledge is tested on real grounds. This bridges the gap between learning in school and society. It is here that they are able to relate to the 'whole' and they see themselves as a vital part of that whole. It is with service that they develop the habit of being active and compassionate community members. Service makes them more aware individuals and as a result, they strive to build a responsible, caring and an equitable society.

4. Personal Mastery. Personal Mastery is a discipline of continually expanding and refining our capacity to learn and create what we truly value in life. It means approaching one's life as a creative work as opposed to being reactive to events and situations. It is about continually clarifying and deepening our personal vision, of focusing our energies on what is important to us, of developing perseverance, and of seeing the current reality objectively.

Personal Mastery is about understanding and mastering the underlying process of learning how to learn and create. It is also about experiencing and understanding the personal learning cycle and what are the different stages one goes through during learning and creation.

The Expedition Design

Courage to Lead is a 10 day learning program. It comprises of two 5 day expeditions spread over a duration of 3 months. The second expedition builds on the experiences and learning from the first one. **Both the expeditions are fully residential.** The expeditions will be supplemented and reinforced by project work and one-on-one coaching. The purpose of one-on-one coaching sessions is to assist the participants in creating an action-plan for improvement of their respective schools.

Expedition One

KHOJ - An Outbound Learning Expedition

Duration 5 days ; Dates: Nov. 9 to 13, 2011; Venue: Camp River wilds, Shivpuri, Rishikesh;

The expedition will focus on

- a) Theory of Experiential Learning and how do children learn
- b) Understanding the personal learning style
- c) The science of appreciative inquiry
- d) Being proactive
- e) Creating a personal vision and self-development plan
- f) How do communities learn and adapt?
- g) The purpose of education

Expedition Two

Bicycle Learning Expedition

Duration 5 days; Dates: Jan. 4 to 8, 2012, Venue: ATGMC, Gurgaon

The Expedition will focus on

- a) Applying experiential learning inside the classrooms
- b) Project based learning (PBL). Re-thinking curriculum, pedagogy and assessment from PBL perspective.
- c) What it takes to build a culture of learning and excellence in the school?
- d) What it takes to initiate, manage and sustain change in schools?
- e) Designing a school improvement plan

Expedition is much more than a collection of activities. It is an integrated experience that focuses on holistic engagement and development of the learner. Based on **Outward Bound** principles and pedagogy, expedition has following elements:

a) Skill Building: The first part of the expedition will focus on building skills that learners will use during the final challenge. The skill building take place by practicing in small teams. The idea is to prepare the group for the final expedition.

b) Working in Crews: Diversity and inclusivity in all groups dramatically increases richness of ideas, creative power, problem solving ability and acceptance of others. Once the basic skill has been presented, the facilitators of the expedition will expect each small group to step up and work as a team. The basic unit of working in the expedition will be small teams called as crews. As the expedition will unfold, crews will be expected to take more responsibility for the navigation and decision making. This is important, as it will ensure that the skills learnt before the final expedition become tools for success during the expedition.

c) Challenge and Final Expedition: Expedition will include at least one big challenge like designing a social campaign, creating a performance, climbing the big rock, daylong rafting expedition, making of the trail etc. These challenges question the assumptions about self and others, make the crew members see things from a different perspective and push them to find strength that they didn't know they had. The leadership is real and the feeling of success is for keeps.

d) Reflection and Sharing: Solitude, reflection and silence replenish our energies and open our minds. Reflection is an important part of the expedition and it is during the reflection that learners make connection between what they experienced during the expedition and the life. It is time for constructing new understanding and knowledge.

e) Service: Working with the local communities helps in understanding the connection between learning and real life. During service learners are encouraged to work with communities on real life problems and challenges, which helps them empathise and connect to issues of equality, justice and denial.

Program fee

The fee for this complete 10 day learning expedition is ₹ 32,500. It includes facilitation fee, course material fee and boarding & lodging cost for both the expeditions. It also includes travel cost ex-Delhi for Expedition One.

Wipro Scholarships

The program is supported by Wipro Ltd. through its social initiative 'Wipro Applying Thought in Schools (WATIS)'. The purpose of WATIS is to create capacity for educational reform in the country. We offer Wipro Scholarships for school leaders who need financial support to participate in the Courage to Lead program. To apply for scholarships, please write to us at: scholarship@dishaindiaeducation.org

Certification

On completion of the program, the participants will be awarded a certification from Disha India Centre for Experiential Learning.



Camp Riverwilds, Shivpuri, Rishikesh



Acharya Tulsi Global Meditation Centre (ATGMC), Gurgaon

Design and Facilitation Team for The Program

Parminder S Raparia (Founder, Disha India Centre for Experiential Learning)

Parminder has led four whole school transformation projects with varying challenges and complexities, including one at The Heritage School, Gurgaon. He believes education must empower children for life through designing learning processes in a real context. Inspired by Gandhian principles of work-centred education, he founded Disha India with a vision to develop schools as centres for learning and empowerment. Through the last decade, he has been working in the areas of 'personal mastery and leadership' and 'learning how to learn'. An engineer from REC, Kurukshetra and an MBA from Symbiosis, Pune, Parminder is also a long distance runner.

Venu Narayan (Co-founder, Centre for Learning, Bangalore)

Venu Narayan has been deeply involved with school education for the last two decades as a teacher and school administrator. He is one of the founders of Centre For Learning (www.cfl.in), an alternative school in Bangalore. In addition to his work with CFL, he is also an advisor to Azim Premji University. He is keenly interested in the Philosophy of Education, the teaching of Social Science and issues of school organization and governance.

Partha Pratim Saha (Outdoor Education Facilitator)

Partha is one of the pioneers in outdoor education and adventure in India. He is one of the finest river guides in India. He is the only Indian to have represented the country in World Canoe Championship, pre-Olympics and Asian Championship in the event of Slalom Kayaking. He is also one of the Pioneers of Rafting Industry in India. He runs Camp Riverwilds at Shivpuri, Rishikesh. He is an avid trekker and has climbed many peaks in Himalayas.

Jaya Iyer (Educationist & Social worker)

For the last eighteen years, Jaya has been working in the field of development theatre and social education. Trained in participatory theatre skills, she has designed and trained field workers, teachers, activists and young people in India and abroad. She has been associated with Pravah, a non-profit organization working with young people for a decade and was its CEO for three years. Currently, she is involved with Nehru Memorial Museum and Library in setting up a National Children Centre, developing a curriculum on leadership in environment for WWF and takes classes for B.El.Ed in Delhi University. She is also a dancer and trekker.

Dileep Ranjekar (CEO, Azim Premji Foundation)

Dileep has been an integral part of Azim Premji Foundation right from its conception. The Foundation has a vision to 'significantly contribute to achieve quality universal education that facilitates a just, equitable and humane society'. The Foundation has over 250 professionals and several hundred volunteers working towards realizing its vision through the Foundation's current engagement with over 20,000 rural government schools where more than 2.5 Million children study across 16 Indian states. Before this, Dileep was the Corporate Executive Vice President- Human Resources at Wipro Ltd. During his leadership, Wipro was assessed world's first PCMM (People Capability Maturity Model) Level 5 organization by the Software Engineering Institute of Carnegie-Melon University.

Vishnu (VP, Test Development, Educational Initiatives, Ahmedabad)

A graduate from IIT Madras, Vishnu entered the field of education after fourteen years of corporate experience in Consulting and Performance Improvement. He has been a certified trainer for the '7 Habits of Highly Effective People' Programme, has a part-time diploma in counseling, and provides counseling in his spare time on a voluntary basis.

Neharika Vohra (Professor-IIM, Ahmedabad)

Neharika is a social psychologist focusing on group behaviour in organizations. Her training in Educational, Developmental, Social and Cross-cultural Psychology has contributed to her multifarious interests in development and indigenization of Psychology, experiences of relocating, cross-cultural training, teams in organizations, leadership, empowerment in organizations, psychometric testing and selection, and issues of women in management. She has been a faculty at XIM, Bhubaneswar and a visiting faculty at University of Manitoba, Canada.

Tushar Tamhane (Educationist and Mentor)

Tushar is a mentor to various progressive schools for teachers training, curriculum and resources development and till recently was the Director (Academics & Training) of Indus World Schools (IWS). He has a long and distinguished career in educational organizations where he has evolved Learner - centered teaching methodologies that foster problem-solving skills in children and encourage them to ask questions about their natural and social environment. He is particularly known for his innovative approach in developing teaching aids in Science and Mathematics using throwaway materials.

Lakshmi Singh (Middle Program Leader, The Heritage School, Gurgaon)

Lakshmi has worked extensively to facilitate learning through integrated projects and believes that teaching and learning should be holistic in nature and rooted in real life. She finds excitement and meaning in working with children of all age groups. Lakshmi is a B.Tech. from ISM Dhanbad. She is also a trained musician and dabbles in amateur theatre.

“If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away.”

Henry David Thoreau

What do leaders speak about us?

"To pick out 'Courage' as the key to Leadership that empowers and makes meaningful difference to the world, through discovery of Self, is phenomenal! It is at the top of the hill, at the edge of the cliff - between the limitless expanse of the skies and the fathomless depths of the waters that the magic of 'meeting your real self' happens - in a moment you soar the highest heights and plunge into the darkest abyss - and you know you shall overcome - The real leader in you gets born!

Excellence in thought, word and action is understood by such a leader as a duty, not an option. Humility, fortitude and mastery become your religion. One might have had such thoughts and belief before the Courage to Lead experience, but to actually 'own' the experience happens only when you live it.

Disha India invokes opinion, thought, feeling, like, dislike, belief, disbelief and everything else that a 'passive-comfort prone' education world hides under the carpet to disregard 'real change' and rigorously keeps busy with polishing the same old surfaces to shine and dazzle a mediocre world!"

Shashi Banerjee, Principal, Pragyan School, Noida

"Four members of our leadership team have attended the Courage to Lead program so far. Some of the tangible impacts of the program are:

a. Setting up of Center for Excellence. The centre designs and facilitates experiential pedagogic approaches for teaching content and skills for all grades.

b. Revisiting our school vision and mission. Every year the leadership team goes for a shared visioning retreat to Ramgarh.

c. Introducing year-long projects in Grade VI to VIII. Some of the projects that we have designed are on Neem, Sarpat, Mosquito menace, Begum ka Maqbara etc.

The major change in the school has been in the thinking and attitude of the leadership team. This is constantly prodding us to see possibilities and take decisions based on our vision and values."

Manjula Jhunjhunwala, Chairperson, Jingle Bell Academy, Faisabad

"Three modules helped me to re-discover self and gave me the courage to lead. 'Each school personnel is a leader' - allowing this maxim to flourish requires real courage on the part of a leader. This is the best way to turn every situation - into a WIN-WIN for all! The school has added many more projects in the real term as a consequence of enhanced and broad vision."

Nita Arora, Principal, Sri Venkateshwar International School, Dwarka, New Delhi

"I learnt a lot about myself. I learnt that deep learning often comes not through hectic sessions and powerpoints, but by experiences... by letting things percolate... by relaxing with colleagues, by working with my hands... by coming out of my comfort zone. I learnt that anger is often my response to fear and I learnt about my fears... the first step to overcoming them. I learnt about the importance of plans and planning (the two are different). It was in this session that I reconnected with the whole point of education and schools. All of us have questions that bother us, which we ask at every chance we get... at Courage to Lead, I found my answers to some of them.... Within me."

Shalini Sachdev, Principal, MCD School managed by The Akansha Foundation, Pune

"The Journey to 'Courage to Lead' was insightful and enlightening. It gave us an opportunity to look within and introspect. It has been a journey of calmness, empathy and learning by doing. Celebrating and enjoying our small day-to-day achievements has now become a regular practice in our institution, due to which a clear change in the working environment is visible. We owe it to the love and respect we had received from the diverse, energetic and tremendous group of educators and participants in the program."

Paritosh Bajaj and Jyoti Bajaj, Founders, Seth Dwarka Prasad Bajaj Education Centre, Mirzapur

"The programme was very enriching. I got an opportunity to meet the educationists from all parts of the country. Getting to know their perspectives and experiences added a new dimension to the programme.

The first module at Rishikesh was amazing. Besides the team building exercises, what was enthralling was the camp on the bank of river Ganga. Rafting in rapids was a lifetime experience. The discussions and sharing in the after hours consolidated the learning of the day. I brought back with me the concept of 'Appreciative Inquiry' which I've been practicing ever since.

The sessions in Gurgaon were amazing as these not only answered a lot of questions but also raised many more, something very essential for an inward journey as well outward one seeking meaning and excellence in what we do. 'Courage to Lead' has helped me in my personal evolution which surely makes me a more informed and aware leader."

Meenakshi M Bhakuni, Principal, G D Goenka World School, Dwarka, New Delhi

"As a newcomer to education but wanting desperately to bring change, I found my experience with Disha India and the team extremely useful in letting me know how to harness these energies towards setting up my school. I learnt how to develop a clear vision for the school as well as how to conceptualize my ideas of what the school should represent. The clear focus in each session was invaluable in making me understand all the different components one has to bear in mind when running a school - from the holistic to the practical.

Thank you Disha India - I've opened my school a month ago and a lot of credit for what has been accomplished so far goes to you."

Ritesh Pandey, founder Takshila Academy, Akbarpur, U.P.

Disha India Centre for Experiential Learning

Disha India Centre for Experiential Learning is an educational initiative that aims to redefine learning, thereby leading to the fundamental re-invention of classrooms and schools. The idea is to construct a theory of experiential learning which will form the basis for curriculum and learning pedagogy that uses real-life experiences as a medium for developing understanding and skills in children. Simultaneously, it is preparing teachers to lead and sustain the culture of learning and excellence both inside the classroom and in the school. Disha India's work involves designing experiential curriculum and pedagogy, whole school design and development, education leadership development, teachers' capacity building and designing learning expeditions for children.

Some of the prominent schools that have been impacted by Disha India's work are The Heritage Schools (Gurgaon and New Delhi), Delhi Public School (Surat, Patna, Ludhiana and Pune), O P Jindal Modern School (Hissar), Vidya Bhawan Basic School (Udaipur), Mayoor School (Ajmer), Jingle Bell Academy (Faizabad), Seth Dwarka Prasad Bajaj Education Centre (Mirzapur), Al-Ameen Mission Academy (Kolkata), G D Goenka World School (New Delhi), Sri Venkateshwar International School (New Delhi), Takshila Academy (Akbarpur), Welham Girls School (Dehradun) and The Akanksha Foundation (Mumbai and Pune).

Disha India is engaged in an intensive action research on project-based learning with the objective of understanding the Gandhian principles of Nai-Talim in today's context i.e. how can we use productive works as a pedagogic medium of learning in schools for preparing children for life through life. Disha India works with school teachers on principles and pedagogy of experiential learning through its open program 'Courage to Teach.'

Disha India is in the process of establishing a K-12 school in Karnal (Haryana) with the vision of making the school as centre for learning and development for the community.

Disha India Education Foundation is a non-profit social organization registered under section 25 of companies act, 1956.



Centre for
Experiential
Learning

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