



SAPNA CHAUHAN

HINDI TEACHER – PYP & MYP

PROFILE

To better facilitate student learning in Social Science and Hindi with 11 plus rich experience. Accomplished educator with demonstrated ability to teach, motivate, and direct students while maintaining high interest and achievement. Articulate communicator able to effectively interact with diverse populations of students at a variety of academic levels. Consistently maintain excellent relations with students, parents, faculty, and administrators. Self-motivated with strong planning, organizational and leadership skills.

CONTACT

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ACTIVITIES AND INTERESTS

- Internet Browsing
- Content Developer(Teaching & Learning)
- Video Editing
- Travel
- Counseling
- Swimming & Skating
- Experiment new cuisines

KEY SKILLS AND CHARACTERISTICS

- Over 15 years of teaching experience, including 9 years in International schools and 6 years in CBSE and ICSE curriculum.
- Proficient in planning and developing appropriate teaching programs to optimize the learning process while effectively addressing student's needs
- Skilled in Integrating relevant technology to support classroom instruction and learning activities
- Hands on Experience handling offline/online teaching and learning tools **MS office 365, MS teams, Toddler, Managebac, Assessprep, Education Perfect, Seesaw, kahoot and Padlet**
- Hands on Experience in developing curriculum to accommodate different learning styles and maximizing student's comprehension
- Fluent in Hindi and English

CAREER TIMELINE

- Working as **Hindi Teacher PYP & MYP** at **Indus International School**, Bengaluru; June 2018 to till date; www.indusschool.com
- Worked as **HOD of Social Science, History teacher and Hindi Teacher Middle School** at **Capstone High School**, Bengaluru; June 2015 to June 2018; www.Capstonehigh.Com
- Worked as **Hindi Teacher PYP** at **TISB (The International School)**, Bengaluru; August 2012 to June 2015; www.tisb.org.in
- Worked as **Hindi Teacher Primary Years** at **PRIMUS PUBLIC SCHOOL**, Bengaluru; Oct 2011 to August 2012; www.primusschool.com
- Worked as **PRT (EVS and Hindi) and TGT (Hindi)** at **RADCLIFFE SCHOOL**, Bengaluru; May 2010 to Sep 2011; www.radcliffe.in
- Worked as **PRT (EVS & Hindi) and TGT (Economics and Social Science)** at **NORTHERN INTERNATIONAL BORDING SCHOOL**, Hisar, HR; April 2009 to April 2010; www.northerninternational.org

EDUCATION

- **MASTER OF ARTS (HINDI)**, From IGNOU
- **IB Workshop** on Assessment for teaching learning
- **BACHELOR OF EDUCATION**, From Regional Institute of Education, Bhopal, Affiliated to Barkatullah University; 2009
- **BACHELOR OF ARTS (ECONOMICS)**, From M.E.S College of Arts & Commerce, Goa, Affiliated to Goa University; 2007

PROFESSIONAL EXPERIENCE IN DETAIL:

- **Working as Hindi Teacher PYP & MYP (Indus International School Bangalore)**
(June 2018 to till date) - Web: - www.indusschool.com Bengaluru (Karnataka).

Key Skills and Competencies:

- **Strong Subject Knowledge**
 - Proficient in Hindi grammar, vocabulary, and literature.
 - Familiar with the IB Hindi curriculum for both SL and HL, including PYP (Grades 1-5) and MYP (Grades 6-9).
 - Develop and implement engaging and effective lesson plans aligned with the IB Hindi curriculum.
- **Understanding of IB Philosophy**
 - Facilitate inquiry-based learning and global perspectives.
 - Focus on holistic student development, integrating IB learner profiles in weekly Schemes of Work.
 - Integrate grade units into Hindi language instruction.
- **Lesson Planning and Teaching**
 - Design and implement lesson plans that cater to diverse learning styles.
 - Teach Hindi language and literature concepts clearly, focusing on reading, listening, speaking, and writing.
 - Utilize various instructional techniques, including activities like debates, presentations, public speaking, online platforms (Seesaw, Kahoot, Padlet), and live worksheets.
 - Embed STEAM lessons in Hindi language learning.
 - Integrate Hindi lessons with other subjects and adapt to hybrid teaching environments.
 - Conduct End of Lesson (EOL) assessments after every lesson.
 - Implement project-based learning to enhance student engagement.
 - Plan vertical alignment between PYP and MYP curricula.
 - Assess and monitor students progress, providing timely feedback to support academic goals in Hindi.
- **Classroom Management**
 - Create a positive, inclusive classroom that encourages participation and respect in Hindi language learning.
 - Manage behaviour effectively and maintain a conducive learning environment.
 - Engage students with activities and collaborative learning methods.
- **Assessment and Evaluation**
 - Design and conduct assessments that evaluate all four language skills (reading, listening, speaking, and writing).
 - Maintain accurate records of grades, attendance, and progress, both offline and online (Managebac, Toddle, Assessprep).
 - Create Student Growth Objectives (SGO) and evaluate progress.
 - Provide individualized support and intervention as needed.
 - Conduct AFLs on a weekly basis, track progress, and manage FA/SA records.
- **Differentiated Instruction**
 - Adapt teaching for diverse learners, supporting bilingual students and different proficiency levels.
 - Focus on language acquisition strategies tailored to individual needs.
- **Technological Proficiency**
 - Use digital tools and platforms to enhance Hindi language learning, including smart classes and blended learning techniques.
 - Create digital resources and manage virtual classrooms.
 - Create and edit language videos showcasing students' language skills through poems, dance, drama, and speaking for the school magazine.

- **Cultural Competence**
 - Incorporate cultural sensitivity in teaching, promote intercultural understanding, and present special assemblies and thematic celebrations.
- **Collaboration and Communication**
 - Collaborate with colleagues, department teams, and HOD for curriculum planning and student support.
 - Communicate effectively with students, parents, and administrators about progress and concerns.
 - Engage in parent-teacher conferences, school meetings, and community activities.
 - Gather feedback from students through Google forms, Toddle quizzes, and exit slips.
- **Continuous Professional Development**
 - Stay current with developments in Hindi education and participate in IB workshops and training.
 - Engage in reflective practices and contribute to departmental strategies.
 - Conduct Self-Directed Learning (SDL) every week.
 - Create IB planners based on Language Scope and Sequence.
- **Personal Attributes**
 - Passionate about Hindi teaching and dedicated to fostering an engaging learning environment.
 - Capable of motivating and inspiring students in all aspects of Hindi language learning.
 - Culturally sensitive and open to feedback for continuous improvement.

➤ **Worked as History and Hindi Teacher (Capstone High School):**
(June 2015 to June 2018) - Web: - www.Capstonehigh.Com Bengaluru (Karnataka).

- Worked as HOD of the Social Science department for Grades 1 to 10.
- Handled Social Science, History, and Hindi classes from Grades 6 to 10, using modern techniques (smart classes) when needed.
- Conducted classes that included activities like debates, PPT presentations, and public speaking.
- Prepared students for theatrical performances on various occasions, including mime, skits, and dance.
- Presented special assemblies based on themes every month.
- Prepared lesson plans on a weekly basis, focusing on multiple intelligences.
- Attended workshops on teaching, learning, CCE, and other professional development areas.
- Worked with students in various clubs (CCA).
- Prepared long-term, short-term, and medium-term plans, as well as SOW, every year.
- Organized educational field trips for students.

➤ **Worked as Hindi teacher in TISB (The International School Bangalore)**
(August 2012 to June 2015) – Web: - www.tisb.org.in Bengaluru (Karnataka).

- Handled Hindi classes for Grades 3, 4, and 5.
- Taught Computer Science classes for Grade 1 and KG 2.
- Assisted in the library by entering data into the system.
- Presented a special Hindi assembly every year.
- Prepared weekly lesson plans.
- Took students on educational field trips.
- Prepared long-term, medium-term, and short-term plans, as well as SOW, every year.
- Conducted and participated in several extracurricular activities, including Sports Day, cultural, and social events.

➤ **Worked as Hindi Teacher in PRIMUS PUBLIC SCHOOL**
(Oct 2011 to August 2012)- Web: - www.primusschool.com Bengaluru (Karnataka) –

- Taken care of 4th Std. as a Class Teacher.
- Handled 3rd, 4th and 5th Std Hindi subject
- Prepared lesson plans on daily basis.

➤ **Worked as PRT (EVS and Hindi) and TGT (Hindi) in RADCLIFFE SCHOOL.**
(May 2010 to Sep 2011) - (Web: www.radcliffe.in) Bengaluru (Karnataka).

- Took care of 2nd Standard as a mother teacher for 1 year, and in the 2nd year, I was the class teacher of 7th Standard.
- Prepared PPTs for each chapter in every subject.
- Handled 3rd and 4th Standards (EVS) for 1 year, and in the 2nd year, handled 2nd to 7th Standards (Hindi).
- Prepared lesson plans on a daily basis.
- Took care of remedial classes after school hours.
- Conducted several extracurricular activities, including dance, Sports Day, cultural, and social events.
- Attended seminars on team building and teaching methodology.
- Took students on educational field trips.

➤ **Worked as PRT (EVS & Hindi) and TGT (Social Science) in NORTHERN INTERNATIONAL BORDING SCHOOL (April 2009 to April 2010) - (web:www.northerninternational.org) Hisar 125052 (Haryana).**

- Took care of 1st Standard as a mother teacher during the first term.
- Handled Social Science for 6th, 7th, and 9th grades during the second term, and taught 11th Standard Economics for both terms.
- Constructed the curriculum for 1st, 2nd, 6th, 7th, and 9th grades (Social Science) and 11th-grade Economics.
- Also worked as a school counsellor.
- Prepared lesson plans on a daily basis.
- Took care of evening classes after school hours.
- Conducted several extracurricular activities, including exhibitions, Annual Day, and Sports Day.