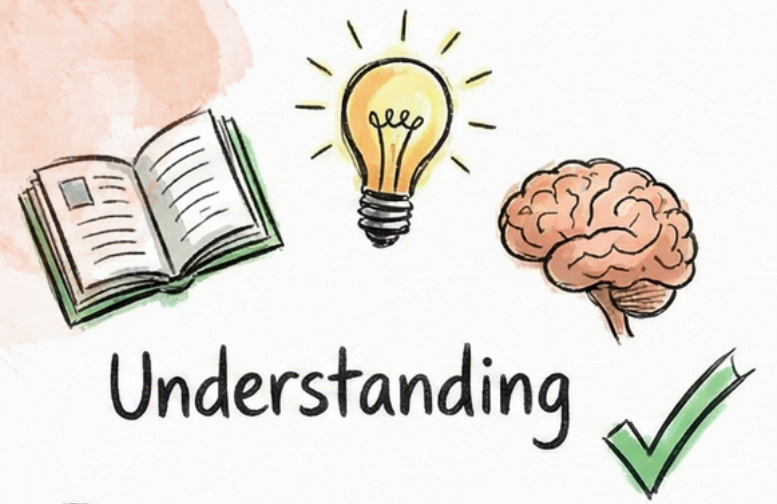




tattva  
swayam

Welcome  
TO OUR WORLD!





tattva  
swayam

# Vision

Tattva Swayam hopes to **free the landscape of learning** from rigid and binding structures, allowing young people to **organically pursue knowledge, develop skills, and tap into interests** that help them discover their **sense of identity and purpose**. This is enabled through **self-directed, rigorous, and exploratory** learning engagements **personalized** to their abilities and interests. It aims to develop curious, **free-thinking individuals** who care about fellow humans and the environment, and who **positively impact** the world they live in





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# Mission

- Make learning an open, flexible, choice-based and meaningful experience.
- Provide opportunities for the pursuit of excellence and development of a robust sense of self.
- Provide opportunities to help young people discover their innate talents and strengthen them.
- Expose young people to a wide range of academic & vocational subjects and career opportunities early in their education.
- Empower young people with tools and strategies for self-directed and lifelong learning.
- Help young people become independent thinkers by equipping them with critical and reflective thinking skills and abilities.
- Prepare learners with knowledge and dispositions to face future workplaces and relationships with courage and confidence.
- Allow young people to get in touch with nature and address the “nature-deficit disorder” (Louv), enabling engagement with other beings that share our planet and care for them.



# Principle OF THE SELF

“Children ought to be children, not a miniature replica of the adults around them. How do we sustain our childlike nature all our lives? The sense of wonder and curiosity, that is the basis of a fulfilling and interesting life, is a near disappearing trait among our children today, thanks to everyone wanting them to grow up too fast, too much, before their time. Tattva Swayam is an attempt to revive this ability to keep children, child-like. At Tattva Swayam, children learn naturally, organically – tapping into their already existing innate desire to absorb and learn from everything around them.”



**Sandhya Gatti**  
Founder, Managing Director



# Tattva Swayam Core Values

## BELIEFS THAT DRIVE THIS ENDEAVOR

### THE POWER OF IDEAS & RISKS

We foster a safe learning environment that encourages collaboration and innovation.



### INCLUSIVENESS & PARTICIPATION

Our learning space makes learners feel included and valued, building a sense of belonging and trust.



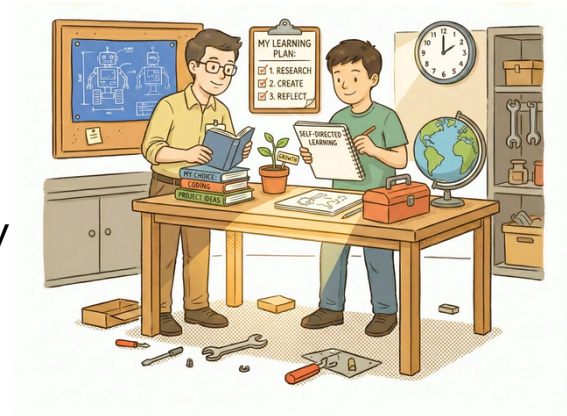
### LEARNING IN THE WORLD

We highlight the fact that all learning is personal and takes place in the world... and that collaboration with the outside communities is essential to meaningful learning.



## AUTONOMY & RESPONSIBILITY

We encourage and trust learners to take responsibility for their own choices, learning and growth.



## LEARNER AGENCY- RESPECT VOICE & CHOICE

We appreciate and value diverse viewpoints of our learners and empower learners to communicate respectfully.

## THE VALUE OF MISTAKES

We believe mistakes are a good and natural part of growth, fostering resilience and problem-solving skills.



# Tattva Swayam Learning Programs

## Inizio

(3.8 – 5.8 years)

A nurturing, sensory-rich environment focused on independence, foundational literacy, numeracy, through hands-on materials and self directed exploration, in a positive and safe socio-emotional environment.

## Novitiate

(5.9 – 10 years)

Learners begin structured inquiry with increasing independence. Emphasis is placed on questioning, observing, experimenting, and forming connections through play, exploration, and project based learning.

## Mezzo

(11 – 14 years)

Learners engage in interdisciplinary investigations that require deeper reasoning, analysis, and collaboration. Projects become more research driven and learners begin to identify personal interests and lines of inquiry.

## Adroit

(14 – 18 years)

Advanced learners take on complex, real-world problems and design their own learning pathways. They engage in mentorship, field work, and develop self-initiated projects with academic and creative rigor.



# Tattva Swayam Signature Programs



## **The Swayam Young Farmers Program**

The SYF program helps young people grasp how the earth and its resources sustain life. By planting and caring for flowers, vegetables, and trees, learners build responsibility and stewardship while gaining academic insight into farming and recognizing agriculture as an essential field.



## **Philosophy for Children (P4C)**

P4C is a platform where children at TS engage in essential critical conversations around issues and values like morality, ethics, justice, responsibility, success and failure- issues that do not get addressed or discussed in conventional learning spaces or homes.



## **The Unusual Reading Nook (TURN)**

The Reading program addresses challenges in English language skills among learners from 6 to 13 year-olds. It is designed to help struggling language learners in all the four language skills – oral communication, reading and comprehension, writing and media literacy.

# Tattva Swayam Signature Programs



## Out-of-Syllabus

Open to 13 to 19 year-olds, the Out-of-Syllabus programs are short and medium-term courses in areas like fashion design, film making & photography, baking, financial literacy, hospitality & tourism, carpentry, and such other topics not covered in mainstream education. The courses span 25 to 60 hours, carried out during weekends or afterschool hours.



## Wander and Wonder

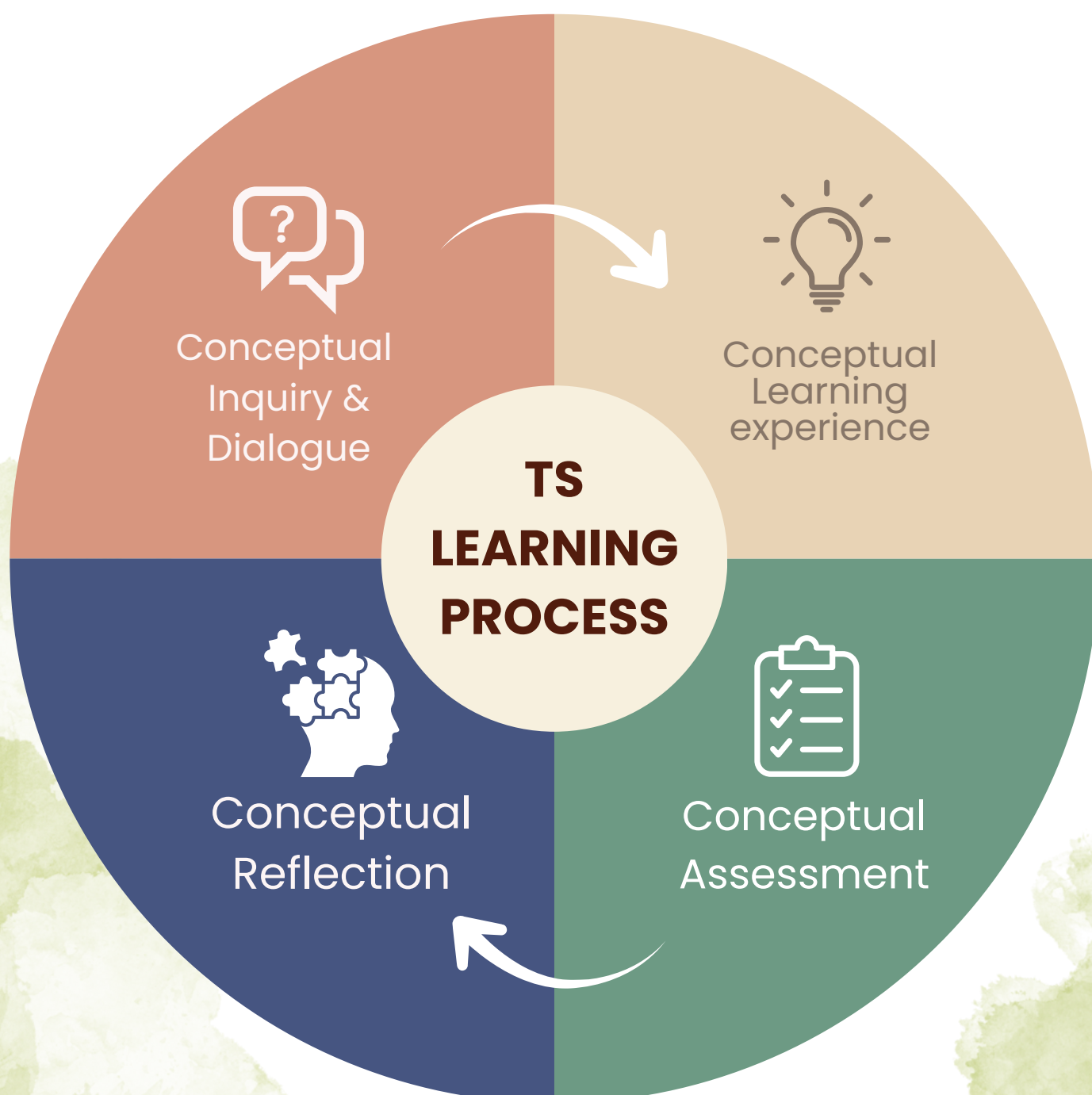
An outdoor learning program that invites learners to slow down, observe, and connect with nature. Through guided walks, nature journaling, exploration, and inquiry, children learn from the environment itself—developing curiosity, environmental sensitivity, mindfulness, and a sense of wonder rooted in real-world experiences.

# Tattva Swayam Distinctions

## LEARNING ECOSYSTEM

### Our Core PRINCIPLES

- Disciplinary depth & interdisciplinary connections
- Inquiry & choice
- Interdisciplinary learning blocks
- Self-directed learning and personal growth
- Academic acumen & real-world application





# Tattva Swayam Learning Cycle

ENSURING RELEVANCE AND MEANING

## STAGE 1: CONCEPTUAL INQUIRY & DIALOGUE

ASKING QUESTIONS | SPARKING CURIOSITY

"What do we know about this?  
What do we wonder? How does  
it connect to our world?"

## STAGE 2: CONCEPTUAL EXPERIENCE & DOCUMENTATION

LEARNING BY DOING | EXPLORING IN REAL LIFE

"Let's try it, test it, build it, and  
see how it works in the world  
around us."

## STAGE 3: CONCEPTUAL ASSESSMENT

CELEBRATING UNDERSTANDING |  
GATHERING INSIGHTS

"What do I understand deeply  
now? What can I show or teach  
others?"

## STAGE 4: REFLECTIONS & FURTHER LEARNING

LOOKING BACK | LEAPING FORWARD

"How have I changed as a  
learner? What's my next step?"



# Tattva Swayam Learner & Facilitator Profile

IT'S ALL ABOUT WHO WE WANT TO BE





# LEARNER PROFILE

## FOCUSSED ON THE INNER

### Self-Directed

Takes ownership of learning journeys, sets personal goals, and explores interests independently.



### Curious & Inquisitive

Asks deep questions, seeks understanding beyond the surface, and nurtures wonder.



### Reflective

Regularly evaluates their actions, growth, learning process, and values.



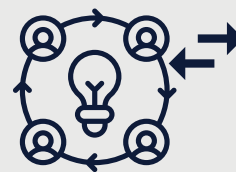
### Creative Thinker

Explores ideas playfully and is open to multiple solutions or perspectives.



### Ethical Decision-Maker

Makes choices based on personal and collective values, with a sense of justice and responsibility.



### Empathetic & Respectful

Values diversity, listens deeply, and collaborates with compassion.



### Resilient

Embraces challenges as opportunities for learning; learns from failure without fear.



### Lifelong Learner

Loves to learn not for grades or exams, but for discovery and contribution.





# FACILITATOR PROFILE

## LEARNING ENHANCERS



**Co-Learner**

Encourages questioning and nurtures open-ended exploration.

**Architect of Learning Experiences**

Deeply listens to learners' emotional, intellectual, and social needs.

**Reflective Practitioner**

Empowers learners to take charge, make choices, and find answers.

**Bridge Builder**

Holds space for growth and struggle without judgment.

**Compassionate Guide**

Anchors actions to values, goals, and meaningful impact.

Not just an authority figure, but a fellow participant in learning.

**Inquiry Facilitator**

Creates experiences, not lectures – scaffolds learning paths based on learners.

**Attuned & Present**

Continuously learns, adapts, and seeks feedback for improvement.

**Catalyst for Agency**

Builds equitable, respectful relationships; no power games.

**Non-Hierarchical**

Operates from a sense of caring and equity, not compliance.

**Grounded in Purpose**



# Tattva Swayam Assessments

FOCUSED ON ACADEMIC AND PERSONAL GROWTH

## A CONTINUOUS AND FORMATIVE PROCESS

Designed to capture both the process and the outcomes of learning, valuing depth of investigation, disciplinary skill, and personal growth.



**Portfolios as Evidence of Learning**



**Assessing the 4Cs & Habits of Mind**



**Ongoing, Developmental Process**



**Learner - Led Conference**



**Comprehensive Reporting**



**Assessment as a Tool for Growth,  
Self-Awareness, and Academic Rigor**



# Tattva Swayam Learner Journey

IT'S HOW WE ROLL



## NEXT STEPS & GOALS

Feedback and progress are used to update the facilitation plan and set new learning goals with the learner.

6

## THE 3RS – REPORT, REVIEW AND REVISION

The learner is assessed regularly throughout the learning process with various written and non-written assessment tools and evaluation rubrics with appropriate, constructive feedback. This is documented in the learner portfolio for the learner's reference.

5

## ILP DESIGN

The facilitating team puts together an INDIVIDUAL LEARNING PLAN keeping in mind the needs of the learner.

4

## IMPLEMENTATION

The facilitators create a schedule for the intervention/implementation of the plan, giving the learner necessary tutoring, experiences and support.

3

2

## Facilitator Mapping

After reviewing needs, the TS team identifies required people and resources, then maps support for the learner.

1

## Aspiration Canvas

After enrollment, the parent, chief mentor, and child meet to assess the child's abilities and interests. This is documented for analyzing the learner's needs.

# A day in the life of a TS Learner...





### 8:30 am Arrival & Settling

We arrive and engage in greeting and friendly banter with our peers and facilitators. We share stories and sometimes the facilitators also circle together to start with a song or exercises outdoors on some days. We love planning this time.



### 9:00 am - Lang & Lit Time

This is when we polish our language and literature skills. We don't have a textbook, so we read from many, many different kinds of books - usually we choose what we wish to read and do a lot of discussions and exercises around it..



### 10:30 am - Number Time

We crunch numbers at this time... even if it is outside! We love using the outdoors and different hands-on materials to learn complex concepts.



### 11:45 am - Exploration Learning Block

We deep dive into a concept exploring through reading, meetings, probing new ideas, watching related documentaries, working with experts and ensuring our learning is meaningful and exciting!



### 12:50 pm - Lunch Time

We sit together, share our dabba & chit chat while our cook dishes out the entire lot for a wholesome meal and much needed attention. This is the time to chatter away and get everything laughter...



### 1:30 pm - The Arts / P4C

Our time to unwind, express and color our own world of thoughts and feelings. We learn from experts as we learn together. In our P4C session, we use various big ideas that help us understand and discuss things that really matter in our world...



### 2:30 pm - Self-learning / Free play / Choice time

We love the time when we work on our own. During this time we pick from writing exercise we just want to do or document what we do and learn. We discuss, reflect and what we learnt during this time.



### When need arises - Outdoor

When needed, we head outdoors to learn by trekking, exploring, documenting, making friends, and going on field trips. Sometimes, we study Math, Science, or Geography in real-world settings

# Ordinary people... Extraordinary mission!



## Sandhya Gatti

Founder and Managing Director

Sandhya Gatti is the Founder and Managing Director of Tattvaswayam and Skandamitra Open Learning Resource Centres. An educationist and radical, progressive thinker, she brings a deep and sustained body of work in teacher education, educational leadership, and curriculum design.

Sandhya is driven by a lifelong love for learning and an uncompromising belief that education must evolve beyond rigid structures. Her work focuses on reimagining learning spaces—for teachers and learners alike—that challenge traditional moulds, nurture reflective practice, and honour curiosity, autonomy, and purpose. Through Tattvaswayam, she continues to build vibrant, open learning ecosystems that invite inquiry, dialogue, and meaningful transformation in education.



## Amrita

Centre Head and Chief Mentor, TSOLRC

Amrita is an educator with a decade of experience in teaching and pedagogical leadership. She began her career as an English Language educator and currently teaches Economics, Accountancy, and Enterprise. She has served as School Support Coordinator and Head of Pedagogy for three years.

She holds a Master's degree in Education from the University of Birmingham, UK. Her teaching philosophy emphasizes personalised, activity-based learning to address diverse learner needs. In her role at TSOLRC, she contributes to curriculum design, teacher training and evaluation, and research focused on identifying learning gaps and improving educational outcomes.



## Sandhya Padmanabhan

Facilitator & Mentor, Language and Literature Studies

Sandhya is a trailblazing educator with 25+ years of experience, weaving creativity and innovation into language and literature learning. A dynamic and inspiring facilitator, she's likely brought countless students to appreciate the beauty of words and storytelling. She shatters traditional teaching molds, empowering students to lead their own learning journey. With a penchant for movies and poetry (haiku being her forte!), Sandhya crafts engaging, student-centered experiences that foster autonomy, critical thinking, and a love for learning. Her collaborative approach makes her a sought-after mentor, and educational specialist.



## Sushmitha

Facilitator & Mentor, Mathematical Studies

Sushmitha is a Montessori and Math facilitator with 4 years of teaching experience. She is passionate about helping children learn through play, hands-on activities, and exploration. Her teaching approach encourages curiosity, inquiry, and strong conceptual understanding. She uses Montessori methods and manipulatives to make math engaging and meaningful for every learner.

Sushmitha supports individual learning styles while fostering independence, confidence, and joyful learning.

Outside the classroom, she enjoys traveling, exploring regional cuisines, and cooking new dishes. She is committed to continuous professional growth and inspiring children to become lifelong learners.

# Ordinary people... Extraordinary mission!



## Shravani

Facilitator and Mentor for Early Childhood Learning

Shravani is a Facilitator and Mentor for Early Childhood Learning at TSOLRC. She holds a Master's degree in Psychology and is trained in early childhood literacy, Montessori methods, and natural play-based learning. She also brings a unique creative perspective through her Diploma in Film Direction.

Shravani believes that strong foundations in language and early numeracy must be laid in the early years to support children's ability to read, think critically, and work confidently with numbers. At TSOLRC, she leads early literacy, numeracy, and natural play, ensuring young learners begin their educational journey with curiosity, confidence, and a robust foundation for future learning.



## Divya Dogra

Facilitator of Inclusive Learning

Divya is a dedicated SEN Educator at Tattvaswayam, where she supports neurodivergent children with over two years of hands-on experience. She is trained in the TEACCH approach and practices from a neuro-affirmative framework. In addition to her role at Tattvaswayam, she also serves as a resource person for Tattvaswayam through the organization "Insighte."

She holds a Master's degree in Psychology and is passionate about creating enriching learning experiences rooted in art and play. Curious by nature, she loves exploring new things and believes that experience is the greatest teacher. In her personal time, she enjoys engaging with art and creative expression.



## Sangeetha

Chief Administrator

Sangeetha is a results-driven operations leader with 10+ years of experience in banking and BPO sectors. Currently she is spearheading the Tattva Swayam Open Learning Resource Centre (OLRC) as Chief Administrator, overseeing day-to-day operations, facility management, and event coordination. She has proven expertise in executive support, stakeholder management, and learning resource management. Sangeetha excels in fast-paced environments, leveraging strong organizational skills, attention to detail, and multitasking abilities. She also brings a proactive, problem-solving approach and a passion for delivering efficient operations and exceptional support.



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learning, and watch your  
child flourish....

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