

There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning. - J. Krishnamurti





HARSHU GANDHI PORTFOLIO



Harshu Gandhi

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Objective: To work as a Teacher with an innovative school which believes in experience based learning and allows me to put my competencies to the best use.

Educational Qualification:

- **Currently Pursuing Teachers training course I AM A TEACHER** @The Heritage School, Gurgaon
- **MBA in Human Resource**, Apeejay School of Marketing, New Delhi (2003)
- **Bachelor in science**, St. Columba's College, Vinoba Bhave University, Jharkhand, (2000)

Highlights:

- ✓ Completed 5th year in Vocal Classical from Prayag Sangeet Samiti also Conducted Musical Classes for children.
- ✓ Know Multiple Languages- English, Hindi, Punjabi
- ✓ Completed a certification course in People Management and Development (PMD) from Chartered Institute of Personnel and Development (CIPD) from UK
- ✓ Completed Advance Diploma in HR Management from Ajax Management Consultants Pvt. Ltd, Bangalore

WORK EXPERIENCE

JP Morgan (Magna Infotech Pvt Ltd), Bangalore

Dec (2010) – March (2012)

HR Employee Relations: provided HR and Employee support, to the client JP Morgan in locations Mumbai, Hyderabad and Bangalore to their 250+ employees.

Polaris Software Lab Ltd. Canary Wharf, London

June (2007) – Nov (2007)

HR Consultant: Managing employee's settlement in UK, working with people of different cultural backgrounds and diverse nationalities.

High Commission of India, London

Nov (2005) - Jun (2007)

Visa Assistant- Managing public relations- assisting, participating in organising cultural programs on the occasions of Holi, Diwali , Independence Day, Hindi Sammelan, for the

In -house staff and guests of High commission of India.

Handling Visa queries of applicants from different nationalities and consulting senior officers/diplomats on critical visa cases.



Organisation- Citizens Advice Bureau, Romford, London

Jan (2005) - Aug (2005)

Co-ordinator – Worked as a Volunteer in a British NGO which provides free advice on legal and financial matters to the people of local community.

Collaborated with people from diverse cultures and ethnic groups

Navneet Edutainment Ltd, Delhi.

Nov (2003) - March (2004) HR

Trainee- Assisted in the interviews and induction of the marketing personnel in the marketing division



Section A

A Learner



My hunger for continuously learning and growing has been my only strength

People stop growing, when they think they know it all

.Joining IAAT- was a calling for me from universe. I was happy but not contented with the way I was leading my life. Working in corporate was fine but I could not believe that this was it. I used to share it with my close friends and family that I really don't see myself spending my whole life in the corporate. I was working but not contributing to the society by large.

"I Am a Teacher" was not an easy decision for me either; it was entering in an unknown territory. My journey in IAAT started with the Mindful Personal Leadership course amidst the hills of Junga at Himachal. The very focus of which was knowing oneself.

Away from family and the daily chores it was opportunity for me to see myself in new light. Opportunity to know who I am and my aspirations even better.

I have cherished everything in my life, from dreaming small to slowly big and the process of achieving it too. I always have looked forward to enrich my learning and have kept refining my skills.

But the journey so far with IAAT has been completely different or I should say it is exhilarating, there is a new thrill waiting at every corner of it, and even though I get tired of running sometimes but the curiosity doesn't die at all.

Reflections bring a lot of clarity in one's mind which is extremely important not just for a teacher but for every individual, reflecting in a group or solo, is important as it helps you to travel back in time and think or share with others, and to make even stronger resolutions.



Life is about shaking hands with the unknown, undiscovered...



The course has made me realise of my dreams, and taught me how to chase them. Mindful personal leadership was also about overcoming one's apprehensions and fears. This journey has taught me how to create peace around me and live in harmony with everything and with everything I mean it.

Partho Bhaiya's session on mindfulness was an eye opener. I have continued practicing mindfulness in everything, or at least I am trying to bring that in every aspect of my life.

The course has taught me how even a disequilibrium is important in one's life because then it slowly leads to finding out ways to bring that equilibrium back and each pebble that sinks in the pond of mind and creates turbulence is bound to bring back the perfect calmness.

I have started loving my conflicts even more, because I know they will bring back the harmony

Suddenly life has become like a roller coaster ride, it just refuses to stop

Learner needs to be ready to learn anytime , anywhere from anyone- There is a rich pool of talent in IAAT community with writers, thinkers, poets, entrepreneur minds and artists and there's so much that we have learnt from each other and will continue to do so, as each one of us carry the same fire in our bellies. The community that I will cherish and will be proud of till I live.

I have been extremely blessed to have met so many people from different walks of life during this coursework. People who are not only experts in their field like Vimala ji, Shaji, Kamala didi, usha ji, Vanita Kaul, Poonam Batra, Ariana, beth , and the spiritual gurus, but are also the true knowledge seekers.



. “The joy of creating” - Beth’s Workshop



The writer’s workshop was just not about how to write a story but how to create a story book too with cardboards and glue sticks, it was a liberating experience for all of us as we all had made our own story books and were the writers of our stories too

The art of story telling lies in the narration of it, it can make the characters alive and you can touch them in your imagination. Narrate or write a story but also how to make a real one with materials like, cardboard, handmade paper or any fabric, and sew it to bind it together just the way a story is done, its put together with settings, back drop, character, and all the above a personal touch by the narrator.





Village expedition- our 3 day visit to village Kadarapur was an eye- opener. The condition of villages and “ Anganwadi’s made me think hard of the socio- economic divide in our country. The caste and community divide so clear and still prevailing in our country with clear cut demarcations of Harijan colony and Gujjar’s colony. It was painful to know that girls drop out easily from schools after certain time as they do not have high schools in their vicinity to continue with their education .

Electricity, hygiene, water, local public transport, schools and colleges remain the important agendas for this Indian village till date



My Educational Philosophy



I grew up with this perception that knowledge only resided in books and one needs to have great respect for their books and dedicate long hours reading them to gain knowledge and wisdom. Many of us fail to understand that the learning and knowledge is an integral part of our lives and not just confined to books or schools. Even though education is more of a formal, well organised process of gaining knowledge through teaching, but it is a snap shot of the larger picture called learning which a lifelong ongoing process is.

My philosophy about education started forming when I was in College, I started noticing, and the gaps our education system had. The classroom had no connected with the outside world. Whatever was taught in the classroom or to say mugged up stayed in the classroom and was /just transferred to the exam sheets.

The didactic approach our classrooms had never made us fearless enough to question. There was always a cut off between the Theory and the practical .The autonomy to think different, do differently was completely missing.

The text books are however full of ideologies and stories of heroes, but they do not tell us how can this idealism be translated in a situation in real life.

For eg. Books teach the children to be fearless and to be honest but when a child comes to the teacher and says he thinks he's not enjoying the class, and wants to go out and discover on his own, do you think a conventional teacher will like that kind of honesty from their students, or for that matter schools give that kind of a freedom to the teacher

Honesty and fearlessness should be appreciated in every step, every way, so that the child sees it in his day to day life, in his environments and situations nearby and grows with it.

A teachers role is to help a child discover their strengths and make them learn and practice new skills and allow them to experiment them in their ways. A role of a teacher is to give choices to the children, make them aware of the consequence of each choice and let them decide, let them be the decision makers. Let them experience the power of their decision.



Two things that shape the way I think about education

1. It should be free from bias of rich and poor; capable and incapable; genius, average or unintelligent, it should see each child in the same purview
2. Learning and Teaching should not be just restrictive to the classrooms; it should be widened in all the directions.

I draw inspiration from a couple of philosophies that I have come to know so far,

Gandhi's philosophy(Nai Taleem) of seeing Literacy as one of the means of educating man and woman, his theory of promoting handicrafts and craftsmanship in schools. I strongly feel that for the country so diverse and culturally so rich like India, making craftsmanship an integrated part of the curriculum can revolutionise India.

He believed that education is not about putting in information, but drawing out the hidden potential for good in each human being.

J. Krishnamurthy's philosophy- of education centers on inquiry and self awareness.

As per him the highest aim of education should be to be able understand oneself.

Education as per Krishnamurthy is not merely acquiring knowledge, gathering facts, but to see life as a whole. The basic aim of the education should be creating free and integrated human beings who flower in love and goodness and not in shaping a child according to some idealistic pattern.

I feel that schools should allow students to develop their interest, and discover themselves. Also schools should have limited number of students and right educators to operate well and to be able to give individual attention to each student and education should allow a student to understand his true interest and develop his capacities.

Tagore' Philosophy

Highest education is not about gaining information but about living in harmony and love

Childhood is the period of freedom and discovering through experiences (for eg: reading merely about tree and its branches and various other parts is not the way to gain knowledge it is only superficial , but to go and sit o it and experience the beauty of it and eats its fruits is to know it from its core)

Mother's philosophy

For education to be complete it must have five principal aspects



Physical education- where the need to keep the body clean and healthy is very intrinsic to education, and it is important for schools to have a good focus on Physical health and education of its students.

Vital education- having simple, pure and harmonious life and focussing on the emotional well being of a child, where he she is taught to love beautiful, noble and healthy things whether in nature or in human creation.

Mental education-to develop the power of concentration, attention, handling complexities and richness, to be able to reject undesirable thoughts and prepare a man for higher life.

The psychic and the spiritual education- help a child become well-defined and self conscious entity.

These aspects must continue, completing one another until the end of life.

Aurobindo's philosophy revolves around 3 principles of teaching.

It says that “nothing can be taught, a teacher is just a helper and a guide, he does not impart knowledge he shows his students how to acquire it. I personally relate to this aspect of the philosophy a lot, where I think a teacher needs to bring out the best in the child, which is true to its nature, for this the teacher needs to be aware of not overpower the child with their personalities or way of thinking rather facilitate the child in developing a personality and a thought process of its own.

A child cannot be forced to abandon its own Dharma, everyone in them have something divine, something of their own. The aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use.

To work from near to far, to help a child grow naturally in its surrounding, if something is to be brought in from outside, it should only be offered not forced on the mind, as a free and natural growth is the condition of genuine development. For eg: if a child from a village school who speaks regional language is put into a regular city school, it will be difficult for him to survive in an environment which is alien to him.



Perspective of Philosophy

Assignment

Role of 'help and guidance' in education

This in connection with *Aurobindo's* statement, '*nothing can be taught*'? I attended a workshop of toy making last Saturday and the trainer showed us some of the simplest yet popular toys of all times.

He gave us a basic structure as to what needs to be done and left us with our imaginations and creativity and asked us to come up with some individual ideas the members of the class were extremely confused as to what to do.

After some time with the encouragement of the teacher we all started and then each one were lost in it's her own world planning, sketching, shaping and imagining the look of their toy. In between we were given the help when and wherever we asked for. At the end of the session almost each one of us came up with beautiful designs of toys and some ideas were extremely innovative and had that breath of freshness in it.

If the trainer would have had asked us to copy his design and not given us the direction we would not have been able to come out with such good results, and the joy of learning a new skill would have never existed.

He gave us the material, the guidance necessary; he kept checking the technique from time to time too.

Life does not teach us in phases, the learning is continuous and keeps happening till the end of one's life. it keeps throwing the tests from time to time so that we constantly improve on our skills and adjust to relearn and unlearn too sometimes.

Any teacher should guide their pupil but not force them to do a thing this is the worst damage that a teacher or a parent can do to the child.

If anything has to be brought in from outside, it must be offered, not forced on the mind (Aurobindo)

The teacher should not take away the joy of experimenting or questioning, from their students

It is only possible if the teacher himself or herself believes that he knows nothing and is curious about learning. A free and natural growth is essential to any life , a teacher in particular can give this amount of freedom to its students because they are in the right environment ,the right resources are with them and where the whole motive is to build up all the five aspects of a human being- Physical, Mental, vital, psychic, spiritual



- ✓ The teacher needs to see that the right kind of environment has been provided to the learner or not
- ✓ Is the learner ready to learn or not (interest of the child)
- ✓ Whether the tools provided to the learner are age appropriate or not
- ✓ Attention span , so that the planning can be done keeping in mind the attention span of the learner
- ✓ providing help , guidance and encouragements wherever essential
- ✓ The teacher needs to scaffold the child, by allowing her to learn naturally, providing help wherever necessary.
- ✓

If the objective of the teacher is to make her student write she certainly cannot accomplish that by forcing her. A teacher's objective can only be fulfilled when the child starts writing with interest, no matter how many mistakes she makes in the process.



Assignment

a. What school practices do you think may inculcate conformity comply with rules, fear and Competitiveness in students and what possible negative effects may these have? How may this be minimized?

I see a lot of schools follow the practice of tests and assessments on a weekly basis, the children Are under the constant pressure to perform in these tests, at home they are not allowed to Play or let loose, as these scores add up to their final semester scores

I know some of my friends children, who are constantly under the pressure of performing in the weekly unit tests and the pressure is not just on the kids but on the parents too, and thus they push their kids to perform even more.

My question is, are these children learning and if they do it for sure not joyful for them?

I feel that the children, who are in constant fear, can never learn better. They just study to perform the set task and bring in their grades for the parents to be happy.

Some boarding schools have strict timings of sleep and entertainment, and studies.

They push children to do things as per the schedule, and do not give them any breathing space. It Impairs the creative self of the child and can only make them robotic but nothing else.

Summer hill is for me the dream school; I associated a lot with the philosophy of A.S Neill. The school's philosophy indicates that the responsibility towards their learning, and their other related activities, needs to be vested/ developed within the children themselves.

A child needs to be happy to be able to learn something. (Tagore)



b. What do you see as 'the right kind of education'? How would you, as a teacher, help to educate Your students' emotional make-up, values and learning journeys?

As a teacher in making, I closely relate to the following philosophies:

- Tagore's philosophy says that a child should not be unhappy in their school, in their life, or in any institution,
- J Krishnamurthy speaks a lot of a child being an integrated individual, having a deep Psychological revolt of intelligence (that comes from self –knowledge) as per this approach, Integrated men and women, who are free from fear, are the only human beings who are in enduring peace
- A teacher needs to instill, and help develop values in them, for example: kids fighting in the class, bullying or teasing each other, cannot be left as it is, or dealt with anger. The right action needs to be taken by talking to them, what made them do this, getting into the crux of their anger or behavior, finding the cause and then catering to that need with love and affection , helping them think or realize on their own what is right and wrong.

A teacher constantly needs to deal with such things wisely, with great affection. Kids with low self worth, cannot be left to improve with time, a teacher will have to give a lot of attention, love and encouragement. The emotions need to be taken care of.

- To master a particular skill, we need to repeat it in our mind and action, involving all the senses. Then only we slowly master the particular skill and can make necessary linkages with it. Gandhi ji's Nai Talim, emphasized more on the importance of work and craftsmanship, I agree mostly with it. For a learning journey to be complete I feel the child needs to understand the importance of doing things with their own hands, the usefulness of the craft , its history and geography--- with this the learning becomes holistic

Managing a child's learning is also a teacher's responsibility; she needs to establish the connection Between what they know, what they want to know, and how they can find more.

To illustrate this point : while discussing on the Water as an important resource in my practice classroom, children came out with lot of information they had on water sources, where it comes from, its utilities, the teacher kept brainstorming and writing on the board, discussing every possible question they had, what they think, how can they help save water. Can they survive without water?

Teacher gave some inquiry questions to the children to delve deep and find out more.



- A.S Neill emphasizes on freedom, a child learns better when free, he or she may exercise the freedom with great responsibility

I will share another instance here from my observations in practice class

Kids insisted on playing in the jungle gym, after an arts class, the teacher negotiated with them saying that due to time crunch they just have 15 minutes and after which they will need to leave. If they agree to this only then she could allow them to play. The kids were excited and immediately were all over Jungle Gym. I noticed that exactly after playing in the gym for 15- 20 minutes they started lining up and within no time the queue was walking up towards the classroom.

I was quite surprised with their sense of understanding and responsibility they showed.

#the right education in my terms should have freedom to be, to be integrated within and with the world, not leading life in a conflict, or fear. To be able to understand one's self.



Rational Autonomy

Respecting Rational Autonomy of my students?

If we think, in contrast, of our traditional classroom, the teacher's "words" were the epitome of Rationality. In this process the teacher was an active participant and the learner was more of a passive receptor of knowledge. If Autonomy is about students being more active in their own learning process by understanding the skills that they need to acquire more knowledge of the learning process so that they can learn effectively inside the classroom and outside, then developing Rational Autonomy in students will entail them to look critically at anything being presented to them in the name of education. To question the validity of anything that doesn't have reason to back it and to learn only through questioning and looking deeply

Classroom Environment

The first crucial step is to create a safe classroom environment where independent thoughts and ideas can be shared freely. Each idea is appreciated and welcomed. Instead of adopting a didactic approach, student-teacher interaction becomes central to learning. The teacher instead of being the "epitome of wisdom" becomes a learner herself, in search of knowledge she is an equal partner to the student. Here the role of the teacher is more of a mentor, a guide who probes the student to look more deeply into what is being presented to him as evidence of truth; to decide for herself if the proven truth of yesteryears proves equally true on the touchstone of changing times.

Discarding the concept of a single right answer

The classroom can be a learning community where the teacher elicits responses from the students. The teacher acknowledges every perspective and does not try to color the opinions of the students with his/her own perspective. The classroom becomes a place where no answer is wrong and every student is encouraged to put forward his point of view. It is true that for some subjects the answer is absolute; however the path reaching to this answer is never absolute. So instead of just teaching a concept as a fact a teacher can model his lesson in such a way that the student arrives at those concept on their own and in the process of arriving at the concept he/she creates his/her own knowledge.

Encouraging students to give reasons/justifications

It is imperative that the teacher probes the students to give justification/ reasoning when they put forward their point of view. Though all responses/opinions are welcome, sound reasoning should support them. Unless students are exposed to alternate perspectives, rational autonomy cannot develop.

Leading students to the sources of information

For knowledge building, students are led to the sources of relevant information. It is up to individual students to read, filter and process information according to their understanding. Knowledge is not imposed on the students; they have the autonomy to find information meaningful to them.



Freedom of expression

In order to cater to differentiated learning levels, students have the freedom to express their understanding in any way they are comfortable with no barrier of language and/or form of expression (writing/drawing/speaking)

Assessments and Evaluation

The assessments are not based on recall and retell but instead focus on understanding of the concepts and how well and credibly a student is able to present it. The assessments should focus on measuring how keen the student is to look for evidences to support any fact that is presented to him and how well is he able to provide reasons to support his theories.

Reflecting

Reflecting is also one of the strategies used by autonomous learners. Reflecting should be considered an important part of the learning process. It encourages student to reason for herself about varied acquainted information. It also helps child filter accepted concepts from the ones which need more research and probing.

Rational Autonomy in different subject Domains (Language, Sciences, Math, History, Arts, Literature, Values)?

While teacher should take into account different perspectives of students, it is the teacher's duty to ascertain that sound reasoning is supported by factual evidence , or justified true beliefs or is backed by perspective/theory. The teacher should strive to encourage children to think, question and critique for themselves. She should encourage them to look at different contradicting views without bias and should inculcate in them the maturity to look at evidences without getting attached to them and only be directed by reasoning.

Language:

Languages are usually made up of a set of rules that determine phonics (the way a letter is pronounced), semantics (making meaning) and syntax (grammar- sentence structure etc.). As far as these rules are concerned, rational autonomy cannot be exercised as the rules of each language help the users to communicate with one another more effectively. This applies both to written and oral language. Students learning any language need to understand and follow the rules of language the way they are prescribed.

Literature:

However, when it comes to literature, there is a vast scope of exercising autonomy by the learners as they can choose to interpret the prose or a poem in a manner they like, so long as they can provide some justification or reasoning for their interpretation. In fact, by continuously engaging young students in activities such as prediction of a story by looking at a cover page of a book; prediction of the story after a crucial point in the story; giving an alternate ending to a story etc. the students can develop critical thinking skills. Such activities help the students to make connections of the text with their own experiences or prior knowledge, and hence their interpretation varies.



History:

In teaching of history to students we can encourage them look into what historians holding different views have to say about it. There is a general tendency of teaching the victor's version of history, we should encourage students to read between the lines and look clinically at the facts presented. For instance, most of the historians and teachers have a very rigid view about Mahatma Gandhi v/s Nathu Ram Godse, as children we were taught to hate Godse and worship Gandhi, however as I grew up and read different accounts of events as it unfolded, I surely thought that there is more to what we have been taught by through the years. Sadly, there is a tendency to suppress any doubts or question that arises to confront the veracity of the established truth so there is a very little chance of children of our generation learning the truth.

Doing research does not mean that the teacher hand-over's the information to the students in a plate. Rather it is imperative for the teacher that she uses her knowledge only to probe and intrigue the minds of the students and encourage them to look for the answers themselves. To go through the available text, look for more information, reflect on it and then form their knowledge.

Values and Ethics

Values and ethics cannot be taught to a child. These have to be subtly inculcated in them, like it's not possible to tell a child what honesty is, teacher can introduce different ways of operating and their pros and cons and leave it to the child to reflect and absorb. For a child to learn about them is possible only when the child can connect to them and take a stance for themselves, It's a free ground for rational autonomy to perform. When a teacher is giving the child a right and wrong in any situation, she is going to make the child dependent on outside source for clarity and taking decisions, rather than consulting their own self and also painting their vision with her color. RA plays a crucial role in this special field.

The teacher can start out by not telling the child that he did wrong, instead let her reflect on her actions and feel for herself if the action was appropriate, also take up story telling where moral of the story shouldn't be given outright and let the child arrive to their own conclusions. Yes, "good" projection of behavior can be appreciated, which again lets the child understand subtly.

Mathematics

Mathematics can be broadly categorized into- arithmetic, algebra, calculus and geometry. It is a subject domain, which has just one right answer. However depending on the specific lesson and its objectives, students should be given the autonomy to arrive at the answer in any way they desire. For example, in a word problem pertaining to arithmetic that compares two numbers, one student might like to take the route of addition, while another might like to subtract. Even so, different students might use different strategies in breaking the numbers down to arrive at the same answer.

Similarly, teachers can also give autonomy to students in Algebra, which involves the identification and study of patterns. The teacher can create an environment where students are encouraged to construct a broad range of mathematical outcomes themselves. For example, by providing students the opportunity to identify the patterns for equations on their own (at least for smaller numbers), the students can exercise rational autonomy rather than relying completely on the rote learning method where mathematical equations are provided by the teacher to the students. Similar methods can be followed in teaching of geometry and calculus as well.



Science

RA in science can be exercised by giving the option to the students to pick any subject and choose a topic to research. For this the school needs to provide a safe research environment in terms of Lab assistance and other equipment required to deepen the knowledge an understanding of the topic.

The student can choose their own sources of learning; choose any presentation technique and media. At the end of their research students come up with their individual master pieces, this can also be used as an assessment tool by the teacher to gauge the understanding of the students in a particular subject.

Given this independence students just not deepen their learning in science subjects but also develop their interest, learn to manage the resources, develop entrepreneur skills, language skills, managing information and learn to be creative.



Growing as an Observer



It was all right there I just needed to see

It was all right there, I just needed to hear

It was all right there, I just needed to feel

It was all right there.....

When I started with practicing in a classroom, I was told that I should be only observing the classroom and the children for some time, I was totally confused about what will I do more than just looking at the child. What will I be observing?

Observing is not what the child is doing or not doing , it's about seeing what the child can do.

it is, like reading between the lines, understanding the potential he/she has, and then nudging it and grooming it in that direction to flourish.

A teacher needs to be a very keen and an unbiased, non judgmental observer, and also free from any preconceived notions.

IAAT has made me unlearn and relearn a few things, earlier I used to hear, I have started listening, earlier I used to just see and not observe.

Observing through a teacher's lens has changed my perspective altogether, it has made me a better human being in my personal life, as I don't judge people anymore, I think why they behaved in any given situation in the way they behaved, I look for the underlying reason Observing has made me a better parent too, it has changed my chemistry with my child

A teacher need not observe to notice a bad thing in the child but also notice the good he she does and catch them doing the right and appreciate genuinely

- Where a Child's Physical presence and gestures can be easily observed and a lot can be understood from the surface level, Gesture and Expressions from time to time change in various contexts and situations
- A teacher needs to see a child's response his body movements to various stimuli, for eg: his responses indoor and outdoor, response to certain situations, with certain people or surroundings.
- A child's Level of energy in various situations and contexts
- Child's expressiveness in his tone, whether he she is able to express herself with clarity and confidence or if there is something that the child is not able to express properly



- A child's Temperaments high. Or low; emotional tones during the day depending on what challenges he has to face at home or with peer group
- What are the activities and interest areas of the child are there any strong likes and dislikes?
- How are her Relationships with peer group? Taking Peers feedback of the child, also helps in understanding the social skills of the child, how is the child interacting with other kids
- A teacher needs to observe the Childs approach to learning, whether he/she tries to understand the concept or just memorizes it
- Childs artifacts and sample work tell a lot about if there is a gradual progression in child's work and understanding of the subject, and also if the child is working on teachers feedback. Also if there is a decline in the quality of work, then the teacher needs to investigate the reasons.
- What are the skills that the child is good at? it is important as a teacher o know about the skills/ strengths of their student
- Parent's view of their child is essentially important for a teacher to know. How they feel about him, are they giving him enough support that he needs.
- How is the Emotional, mental makeup /state of the child? Is he happy or dealing with a situation? If the situation is momentary teacher can figure out ways to approach it with the help of family. But if it permanent, then a counselors help would be required.

It's important for the teacher to not only know the student but to know the people who matter to him, his family parents, grandparents, siblings and work closely with them as a team



Assignment Child Development- CHILD PROFILE

Average build, lean thin and petite in figure, hair style short and black and with a simple yet neat style of dressing, Nikhil , cannot go unnoticed by anyone who enters class 2F and I was no exception.



Nikhil is a vocally very expressive child. His voice and facial expressions always have a bright tone and curiosity in his eyes. He is a child who is full of energy and the most vocal among his peers. His gestures and facial expressions are usually normal and he looks happy, body movements are gentle, on specific intervals he puts his hand on his mouth and blows air from his mouth. Not sure whether he copies some adult or just coughs in an unusual way.



He is always attentive whether in music or in visual arts while the teacher is giving instructions. And He enjoys playing outdoors like any other kid and manages all the outdoor activities well. His energy level is good and voice is very much audible.

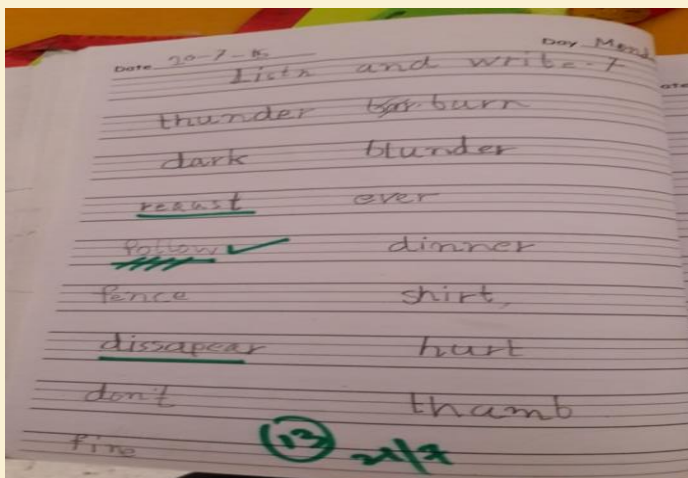
Since he is quite a vocal child. It is easy to make out for a teacher what times does he feel low or not involved.



His interest mostly resides in books. He loves reading and also believes in sharing what he reads. He does not like writing much, which is evident from his work.

He openly expresses his likes and dislikes, reading is his most preferred activity which anyone can easily understand as whenever he finds time either in the morning or in between the transition breaks he would pick up a book and start reading. He is passionate about reading informative books.

Nikhil is also very passionate about one thing and that are machines. I came to know about this when there was an open discussion in the class about the journey of water and how does water come to our taps. He was pretty good in explaining the motor mechanism and the way motor pump works to push the water upwards from the lowest to the highest point.



Nikhil does not have any friend in specific but is friendly with any child sitting next to him; sometimes he gets over chatty with this child. And does not finish his work on time. To my surprise

one day when I asked him what kind of friends does he want to have?

He said "I want to be friendly with children who are quiet and are less noisy" which was completely opposite of what I have observed him.



Learning and Teaching of Language and Math

Pedagogy in Math

As per some educational philosophies, a child's socio emotional aspect is very vital to his/ her development, so it would not be wrong to say that a child would need to be emotionally connected to the subject too.

The context of learning needs to be close to the child and should be talking about his her surroundings and problems within that context

As maths is a subject of higher abstraction it needs to be seen under the philosophy of near to far. The context of the problem should be closer to the child's surrounding and should be meaningful to her. Also the problems should be worth solving and there should be a challenge for the student to engage with that problem.

Maths is a holistic subject, apart from numbers it has a language, which needs to be articulated and comprehended well in order to solve the problem. To be able to develop reasoning and analytical ability, to be able to visualise and draw abstraction

Strengthening the fundamental concepts in the earlier grades help as the level of abstraction keeps going up in maths in form of trigonometry, calculus, geometry etc. for senior classes

So it's important in the early stages to focus on the language aspect of math and basic concepts of numbers .For children from KG, 1, 2, 3, it's important that we give them experience based learning eg: if the children are learning about weights in terms of Kilos or grams, they can be taken to a local vegetable market or a similar set up can be arranged in the school premise for them to experience the concept of weight.

The children of smaller grades can be given different experience which is closer and emotional to them by asking them to bring their favourite toys to school and teacher would show them the concept of heavy and light by placing it on weighing scale.

The subject needs to be internalised and to be approached by all directions. The pedagogy in maths can be the same as in other subjects which require, team work, project based approach to the lessons, visualising /creating a work of art etc. Different strategies in the subject can be used for differentiated learning



Pedagogy in Language

Apart from to be able to read and write. I see language as a pure form of expression. But reading and writing have certain norms which needed to be followed the way they are as the rules of grammar are set, however the expression can take different forms

- I believe that the pedagogy followed in language should be an immersive type, for eg: if a child is learning English, they should be immersed in English language, they speak, hear, write, and read only that language but it can be relaxed for the classroom with different Socio-cultural backgrounds, in that case differentiated learning and teaching can be used, where the child works more on its expression of that language and should not be penalized for making mistakes.
-
- From the perspective of children of grade 2 that I have worked with in my practice class, I feel that the child first needs to be guided well to express themselves whichever medium they feel convenient with, (whether they want to express through art and drawings or write though invented spellings, they should be allowed t do so. This kind of stimulation needs to be there from earlier classes to build a strong base for language.
- For a child there should be an emotional connect with the language in order to love it and stories are a great way to start from
- A lot of language skills (both reading writing) can be developed by reading books of appropriate levels. For higher grades too lot of self reading needs to be promoted, free hand writing, free reading time should be given to the kids
-
- For lower grades however nursery virtual cues, storytelling sessions, role plays from which the child develops schema for language and expression.
-
- Language can be approached by introducing different forms and techniques, by reviewing and reflecting, practicing and enhancing the skills through various mediums for eg: reflective writing on and off, encouraging joy of writing by asking children to write their favorite recipe or for eg: writing articles in student handbooks or magazines, student blogs on social networks or learning communities based on the level of learners.





The Mystical Ocean

Standing on the shore I admire the deep blue world, the screaming sun above and the white sand basking in its glory. The waves coming and going and breaking its eternal silence and the shore as quiet as it could be.

I stand there in the oneness of the ocean completely lost for words. I can feel the bottomlessness of it and the never ending vastness that one can ever determine.

The big Ships embracing the arms of the blue, and dolphins racing with these giants. The little boats with their lofts on high, proudly sailing as a child plays on its creator's lap. Beneath is this astonishing world of corals and reefs. And then there are men diving deep in its heart to unfold its secrets, what a mystical world the blue is!

The magic is unexplained when I see the sun settling down at the backdrop, as if the ocean is engulfing it.

A flock of birds hurrying over to get home.

The night, all the more calmer than the day, what a splendour it is to watch the frosty moon on the tides.

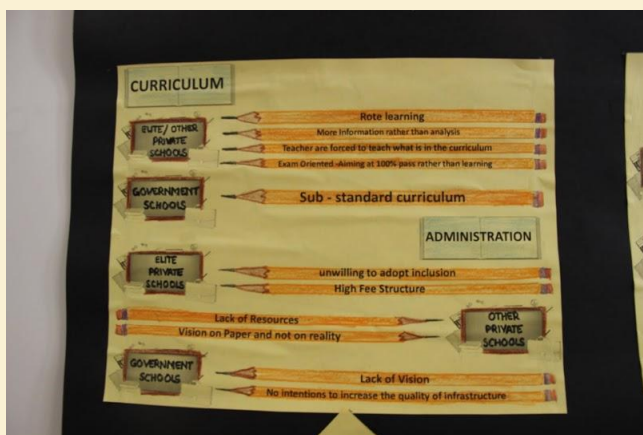
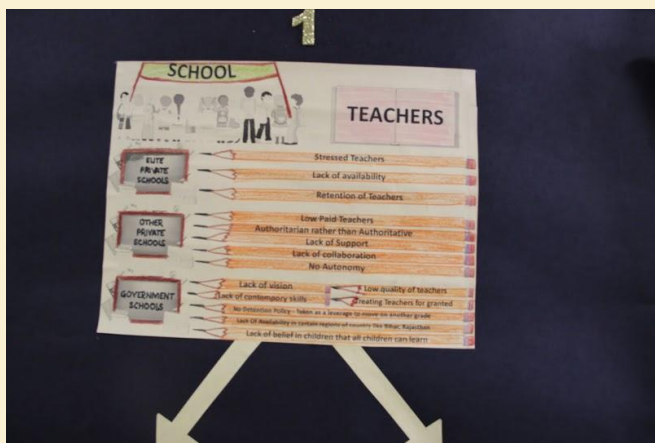
The infinite ocean, gives me a feeling of how life is unlimited, indefinite and ceaseless, something to live for.

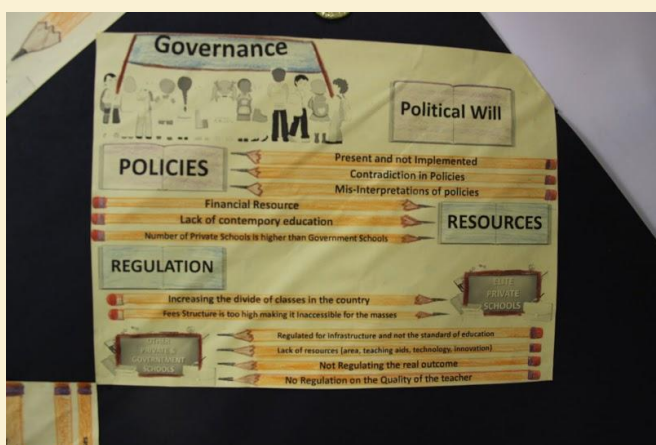
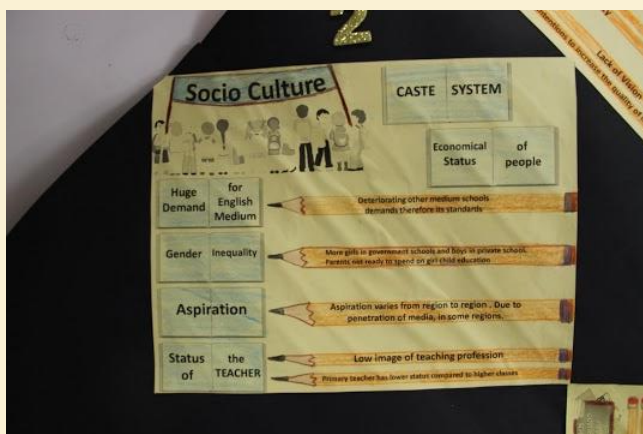
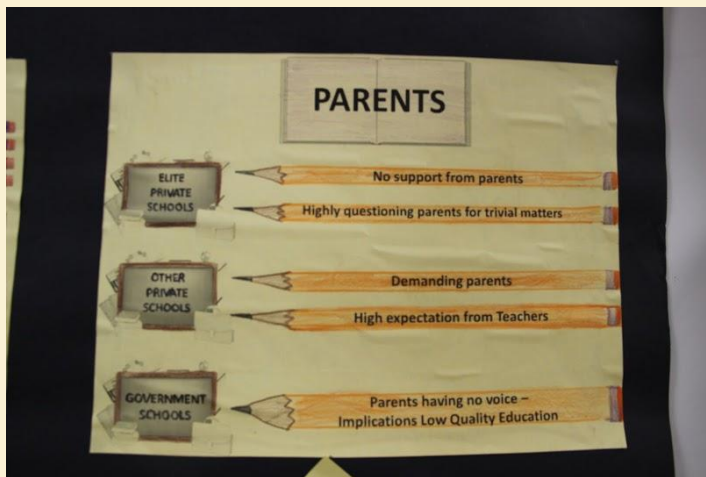


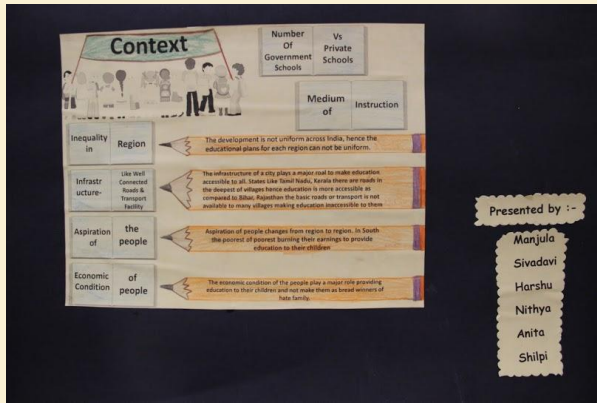
Larger ecosystem of education:

Assignment

Group Chart Presentation- on the issues in Indian Education System

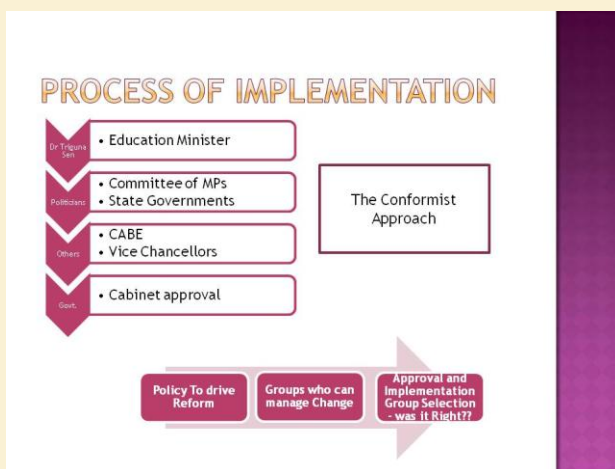




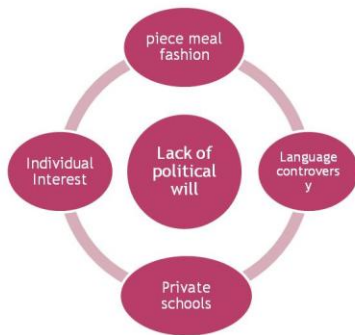


Assignment

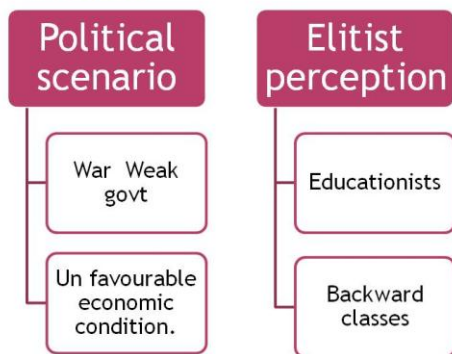
Presentation on Kothari Commission



REASONS...



REASONS...



CLOSURE

- Although parliament expressed its commitment to the common school system thrice in its resolution of national policy of education in 1968, 1986 & 1992. Yet the concept could not be translated into practice.
- RTE



Assignment

History of education.

Important aspects of our education system that are influenced by colonial legacy

In his book Our Education Problem by Har Dayal M. A, he says he was bitterly opposed to the education enforced and encouraged by the Official Universities of India and by Government-aided or affiliated schools, because of its inherent tendencies to develop a slave mentality in the Indians. The methods and the processes of it — make us despise our own culture and our language It breeds in us habits and manners which cannot be satisfied without resort to European goods, and an imitation of European habits of life this is what the founders wanted to achieve.

Introduction:

The British ruled India for almost 200 years from 1757-1947.

A few Christian missionaries and Britishers on their personal endeavour and some for the political gain started taking steps in this direction.

Colonial impact postponed the idea of education of Indians for a very long time. It was only between 1800- 1900 that some major breakthroughs were seen.

Impacts of colonial era on India's Education system:

The main purpose of colonial policy in education was to produce office clerks and petty officials who could help them in keeping up their control on India strong by placing them in the low administrative and clerical kind of roles. The idea was to keep them under their gratitude and keeping their morals low in terms of patriotism for the nation. There was a shrewd strategy of "divide and rule" that the imperial govt followed from the very core.

Divide of status

Luring the Indian's with titles like "Babu" and dividing them from their fellow countrymen In terms of status was just one of their many strategies.

Neglecting the education of the masses

The neglect of mass education and promotion of elite class in the education system can be seen from the very onset of colonial policy in education.

An established culture

Knowledge



The British system of education denied recognition to people's knowledge and to the modes of thought and action prized in the culture. Colonial rule permitted no possibility of the inclusion of indigenous knowledge and cultural forms in the curricula of ordinary schools

They saw it as their job to change the indigenous system of education into one that would match the aims of the empire

Patterns of teaching, once established, do not give way easily. They become part of the culture of education. The norms of pedagogy that evolved under colonial rule did not weaken with the coming of national independence. Sitting in a classroom today one can still observe the distinct features of teaching that are related to the colonial legacy.

Not only does a link exist between the selection of school knowledge that was made under colonial rule and present-day pedagogy and curricula, but the very idea of 'what is worth teaching' remains to this day clouded by a colonial view of Indian society. In colonial India, the job of deciding, selecting and shaping school knowledge was performed by the rulers. The basic structures of knowledge and the styles of transmission that was determined to be appropriate for educational use under colonial rule continue to shape education even after independence.

Curriculum

With the advancement of the colonial system of education, the school curriculum became totally dissociated from the Indian child's everyday reality. The curriculum, and the textbooks prescribed to operationalize it, represented the values and visions of Colonial bureaucracy. The life of the local community found no place in the school's curriculum or in its daily routine.

The rejection of indigenous traditions of knowledge and the texts representing them created a conflict between education and culture

Teacher

Indigenous tradition of teaching contrasted with the colonial system

In the pre-colonial village schools the established conventions and the teacher's judgement worked together to shape the school curriculum. The village teacher was guided by conventions of belief and practice in pedagogy and by the needs of the village economy.

Once the colonial administration had established an education system by the mid-nineteenth century, the teacher could no longer decide on his own on what to teach and how to teach. Tradition lost its hold when prescribed syllabi and textbooks came into being.

The syllabus and textbooks determined not only what had to be taught, but also the time within which the teaching had to be completed. This meant that the teacher could no longer pace his pedagogy to suit his pupils. Yet another aspect of the change was the concept of impersonal examinations. The teacher's satisfaction was no longer the criterion for termination of studentship.



Clerical work for teachers-The material basis and status of the vocation of teaching went through a drastic change with the establishment of the colonial system. Whereas earlier the teacher was supported by the local community, he now became a functionary of the state, working for a salary. Teaching became part of government service, and a teaching job now carried with it considerable clerical work, such as maintaining records of admission, attendance, examination and expenditure

Low Salary- By keeping the schoolteacher's salary and status low, the colonial state ensured that its perception of valid knowledge would be faithfully transmitted to Indian children without the distortions that an intellectually alive teaching profession might force upon the system.

Teacher's status- Once the teacher started to get a government salary, the village teacher was squeezed from both ends—the government paid him a low wage on the ground that his income had always been small, and his extra earnings from the community started to shrink as soon as he entered the government's payroll. Appropriation of the village teacher's job by the colonial administration thus led to a substantial decline in his fortune.

School teaching was certainly not one of the coveted professions that emerged during latter nineteenth century following the consolidation of colonial rule. The incomes that lawyers, engineers, doctors and government officers in British India got accustomed to live on, with what the schoolteacher received was incomparable

During the half-century following the Despatch of 1854, the salary of the primary schoolteacher in the three presidencies ranged from Rs 5 to 15 per month.

India is still struggling to overcome the ill effects of the same education system which promotes rote learning which has its roots to the colonisation

The textbook was 'prescribed' by the government, and teacher training institutions worked hard to make the teacher thoroughly familiar with it. Memorization of the written word was a part of the tradition of learning in India. The tradition now acquired a new validity and focus under the auspices of a text book-centred curriculum and examination. To the English administration, examination, textbook, were a means of norm maintenance. Colonial policy used written examinations to evolve a bureaucratic, centralized system of education.

A gap or conflict between the school curriculum and the cultural Ethos

Became a characteristic feature of colonial systems of education. Skills, crafts, arts and knowledge that the illiterate masses possessed were a waste to the educated Indian, including teachers, as being worth learning. These forms of culture became symbols of ignorance and decadence, and as such, became irrelevant to education till date

As soon as the colonial system of education got entrenched with its codified procedures for the recruitment of teachers, its elaborate machinery for inspection, and its norms of evaluation for the award of scholarships and certificates, a new pedagogical culture arose the Textbook culture' is a suitable name for this phenomenon.

The basic norm of this culture was to treat the prescribed textbook as the de facto curriculum, rather than as an aid. The teacher taught the text by elucidating it, by asking children to copy and memorizes it, and finally by drilling them to answer and memorize questions. He ensured this by teaching the text word by word, lesson by lesson, and when all the lessons were finished, by starting



all over again. The textbooks were the only books that students possessed, and working on them every day was the only self-assuring way of preparing oneself for the final examination and for life afterwards.

Medium of education – English

Further sharpness and surety were imparted to the state's aim by the use of English as a medium of instruction. English removed what little possibility there might have existed in the curriculum of linking school knowledge with the child's everyday world.

colonizer's design in teaching English language and literature to the natives was to influence their morality. The teaching of English had practical use for office hands, but critics also saw it as a moral tool, acting through the agency of literature

The curriculum of English literature in colleges served a quasi-religious function. It solved the problem that teaching religion directly would have created, or was feared could create. From the beginning of the nineteenth century, the East India Company administrators had been under pressure from missionaries, traders, as well as members of parliament, to take steps to improve India morally by teaching religion in one form or another

The Company's administrators in India were wary of doing this, for they thought that the religion–education could cause a backlash. But the possibility of teaching Christian ethics through literature posed no such threat.

Post independence

The government could not afford to revitalize primary education with the meagre resources available to it, but the point remains that mass education did not get priority attention in Nehru's administration.

The explanation is that the owners of capital and property in Indian society who had constituted the small 'civil society' since the beginning of the nineteenth century were not interested in the advancement of mass primary education. The masses were for them the source of cheap labour; they therefore did not feel any strong need to build an education system aimed at their intellectual progress

Wealthy Indians had begun to invest in educational institutions during the latter part of the nineteenth century

A qualitative change, however, came in role of private investment in education with the founding of the Doon School in 1935.

Lower caste

True, enrolment figures towards the end of the nineteenth century do show an increasing number of non-Brahman students in schools and colleges. The only way we can reconcile the measly spread of education in colonial India with the claim that education inspired the lower castes to rise



Girl's education

The literature on education under colonial rule, show signs that something new was taking shape in Indian society in the context of women's role and status. Girl's education saw a widespread resistance to the efforts put by the missionaries and social reformers including the colonial government's officials. But even in today's scenario enrolment and retention of girl children belonging to the SC and ST is still not encouraging

Other Impacts

-basic education took back seat vis a vis privileged schools (Navodaya Schools), because of the inherent bureaucracy in Indian officials because of colonial rule

-Tagore, Gandhi and Gijubhai's Educational pedagogies an outcome of colonial impact

- Tagore- was concerned about the education of the oppressed, which colonial education fails to see. Tagore critiqued the educated Indian, who were illiterate in their own culture. He advocated the Usage of mother tongue as a medium of education, and a common education system
- Gandhi- presented an alternative to the system of education. The pedagogy he advocated was deeply reflective of the ideal he wanted education to pursue—that of the economically useful and socially committed citizen. His Nai Taleem was essentially a socialization plan, introducing a new element in the culture of Indian schools. This new element constituted the knowledge and the daily practice of a local production skill.
- Gijubhai- A third eminent educator of the freedom struggle was Gijubhai Badheka who made it his mission to combine Gandhi's social ideal with a western pedagogical credo, that of Maria Montessori

-Post Independence in the process of keeping up with the global demands major investments were done in research institutes of science and technology. This exhibited disturbance in government's plans of mass illiteracy and cheap access to higher education

-The government did open new primary schools at a rapid pace, but failed to care for the material and pedagogical conditions prevailing in them

-The colonial government evolved a bureaucratic system of educational administration which did not exist earlier. The new system implied a high degree of centralization in decision making, both in employment-related matters (for example, rules of recruitment for teachers

-The poor quality of teacher training helped in permitting the traditional role to perpetuate itself. What was more detrimental was the remarkably low salary that the colonial state determined for the schoolteacher. The salary, in combination with his powerless status in relation to inspectors and officers, ensured that school jobs would not attract the kind of young men who might perceive teaching children as a professional activity and who might consciously work towards development.

Major Policies and reforms during colonisation that shaped the Education of India



The clause of the Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indian people. As a result, from 1813 to 1857, the company opened many schools and colleges under their control which laid the foundation of the English system of education in India

Colonisation can be regarded as the originator of modern education system in India. The present system is English oriented system. Lord Macaulay introduced MACAULAY'S MINUTE in which English was introduced as a medium of instruction and his theory of 'DOWNWARD FILTERATION' still continues (year 1835). DOWNWARD FILTERATION means flow of English and English system from elite class to lower class, which is reaching now.

Then WOOD DISPATCH (1854) –

Landmark in the history of education in modern India and presented a comprehensive plan for the later development of the educational system in the subcontinent. It set up District of Public Instructions (1862) and set up Calcutta, madras and Bombay universities (1857)

1. decide the educational policy of India
2. recognized the importance and utility of Indian literature, culture and knowledge
3. **Indian languages as medium of instruction**
4. **Establishment of Universities:** universities were opened in Presidency towns of Calcutta, Bombay and Madras. Thus education got a good stride.
5. **Expansion of Mass Education:** Thus education was not confined to higher class of people alone, instead its doors was opened for all.
6. Women education

1904 Lord Curzon gave 'education policy resolution' in which entry of private enterprises were allowed in primary and collegiate education

During the period 1882-1902, there was a considerable expansion in the field of secondary education

In 1902, a University Commission was appointed, the main purpose of which however, was to review the position of the Universities regarding the higher grades of examination. As a result of the recommendations of this Commission, secondary education came to be even more under the domination of the Universities, under the Indian Universities Act of 1904, and schools had to be recognized by the Universities and rules and regulations were framed for this purpose

The feeling that the Universities were dominating secondary education and that an attempt should be made to see that secondary education was conducted independently of the Universities, led to the creation, in certain States, of Boards of Secondary Education which were responsible for laying down syllabus and for conducting examinations at the school final stage.

1917 in which BOARD of secondary school was established. 3 years of degree was also introduced



Sergeant Report (1944) Introduced:-pre primary stage (NURSERY), two types of schools- JUNIOR BASIC SCHOOLS (6-11 yrs of age), SENIOR BASIC SCHOOLS (11-14 yrs), -HIGH SCHOOLS (11-17 yrs) and was bifurcated into academic and technical education.

English was regarded as second language.

With some changes the English system of education is still continued in INDIA. The concept of SCHOOLS, UNIVERSITIES, and the whole system is based on ANGLO EDUCATION SYSTEM and going accordingly.

Kothari Commission-(1964- 1966)

The following six recommendation of the commission were picked up by the government and intensive efforts were made to implement them.

- 1. use of national language as medium of instruction at the university stage**
- 2. Non Formal education**
- 3. Education for the people i.e. Elementary and Adult Education**
- 4. The common school system**
- 5. 10+2+3 Pattern**
- 6. Teacher salaries**

The constant struggle in the achievement of these programs has its roots somewhere in the social and economic structures in colonial era

Colonial education produced political leaders, professional men and intellectuals, not just office clerks. The rejection of colonial education may not have been sustained for long periods, but the broader rejection of colonial rule was sustained and we cannot ignore the role of education in inspiring this rejection. The British Empire was an educational experience for Indians in the form of railways, the public works, the posts and telegraphs. They all showed the benevolence, the industriousness and the dedication of English administrators.

The context of education model highlights the importance of the growth or dissemination of education under colonial rule, and suggests that the political awakening of the lower strata was the outcome of the growth of education. As education gradually filtered down to the lower castes in these parts, it is argued, it inspired them to fight for rational causes such as the right to equality.

Along with a critical stand on these issues, we also find a subtle appreciation for the exposure that English education offered to western knowledge in science, political philosophy and economy. While rejecting English education and British rule, nationalist commentators seldom failed to express some satisfaction over the fact that British rule and its education system had provided as means for Indians to come in touch with a materially advanced culture

Due to the English colonial education system common people got chance of education. Education not only became affordable but also separated from the religion. Purpose and theory got the scientific standings. Common people acquired this opportunity to elevate their social status in the society



Section B

A teacher in making

Well, It was difficult to imagine myself taking classes .

I started co- teaching with a very shaky note, as this was a completely new experience to me, I have been to a class before as a parent as a student myself, but as a teacher it was the first time.

Initially the fears were whether the children will listen to me, and if they do, how long can I keep their attention up. As a teacher I think this is the most dreadful nightmare that the students are not listening to her. But more quickly than I knew this fear was out of my system, I would say mentoring played a huge role in my classroom learning, as it smoothed out many difficult situations of class room management for me.

There were times when I was quite confused about some plan , whether it will work or not, having a mentor teacher close to guide you and give you that confidence of going ahead with your plans, meant a lot.

Transition times when the children are at the peak of their excitement of getting into another activity is a time when you cannot be too controlling o them and ask them to stay quiet, because “they just won’t”. So the best strategy for me as a teacher is be part of that excitement and let them be.

These things were not their earlier in me but I think I learnt them or the children taught me.

Lot of class room techniques, the voice modulation of the teacher and how important it is, I observed it all in my mentor teacher, the strategies that she would use in the classroom like, brainstorming, crew setting, peer learning, jig saw, energizer, voice meter, Graphic organizers, the culture targets, it was all that I learnt in the class room . and it was amazing how with so much ease she use to silent the class, , without even raising her voice and with less words she would make them understand more, this art was just so overwhelming for me and I wanted to learn all that.

I think I was extremely lucky to find a mentor who just knew what i wanted as she knew about the students of her class.

Initially After every lesson my mentor teacher would come and brief me about the skills that she is looking to enhance in the children, the strategies she would use and also how she wants the kids to relate it with their previous knowledge. These tips were very helpful as they gave me clear indicators for the look fors during the session

The amount of planning articulating delivering performing assessing that a teacher does is commendable. I also came to realise that a true understanding of a child lies in properly observing him in different contexts



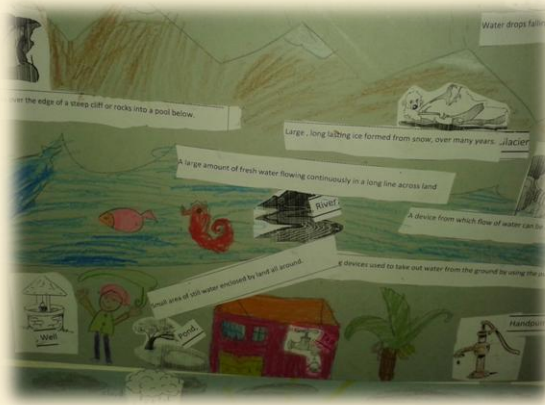
The most interesting part for me was to unlearn the way knowledge was transmitted in the didactic pedagogy and here I had started believing that the children are the makers of their knowledge...

I was amazed to experience how the pedagogy of eliciting answers from children was helping them construct deconstruct their understanding and developing their mental schema.

During these days in classroom I discovered the kind of sensitivity that children have towards their peer, their environment, their community, about what is wrong and what is right, it is just that as an adults we feel the deepest urge to correct them all the time.

It is not about giving them the correct answers but to set them to their own enquiries is the best a teacher can do to their student

Encouraging a student to ask as many questions he or she wants to,



The practice classes allowed me to take the charge of the leaning of children just the way a class teacher does, I started coteaching, planning for lessons , applying strategies of class room management, using worksheets and graphic organizers

I could start to see the benefit of coteaching simultaneously with the thery classes

The coteaching had Observation cysles which encompassed making Lesson plans, pre observation meeting, observation and debriefing and filling the post observation reflection form too.

I made lesson plans for 3 observation cycles, took classes in between, took independent charge of meal times, sports time, transition times, morning circle, story reading, sports classes, music, visual arts and got a lot of opportunity to observe children in different settings and connect to them too



Lesson Plan Commas

I am a -----, I look just like a hook, every time you see me, slow down and look.

Lesson objective- children will identify comma and understand the importance of short pauses in between sentences.

Resource- Display some examples on the board where the comma is used to separate items in a list or words in a series. 2 worksheets to have a better understanding of usage of comma.

Outcomes- elicit from students that to make reading and understanding sentences easier the comma can be used to indicate a brief pause

Teacher's Strategies:

- ❖ Write a sentence on the board and read quickly for the students e.g. Mummy invited Ram Tara Priya Tarun krish and Meera to my party.
- ❖ Questions students on how many friends mummy has invited and how can they tell?
- ❖ Questions to students why it is important to have a comma
- ❖ Rewrites the sentence with the comma
- ❖ Guides students in identifying that the comma is used to separate items in a list or words in a series except before the word "and" in the series.

Some sentences to show the Use of Comma

Giving children Mr. Comma and Miss Comma (two cut outs) and asking them to come to the board and place them at the correct place between the sentences.

My favourite colours are green blue pink

My mom said clean your room

I went to goa kerala Bombay puri last year

My birthday is on October 6th 2007

Dear Grandpa

Dear mom

Ram wait for me

My maam said it was a great research work

We purchased some fruits cheese vegetables dal rice shampoo soaps from the supermarket

My address is D306 city cooperative sector 56 gurgaon Haryana India

After we eat we should go for a walk

Ria said I love football

My favourite chocolates are snickers kinder joy 5 star

Scissors craft book glue colours clay buttons beads

She has two dogs three cats one bird five fish in her house

I asked him what he likes to eat what he likes to play what he likes to do



This cake recipe requires 2 cups of flour 4 cups of sugar 1 cup of chocolate powder 3 cups of vegetable oil

Comma Separate a word or a group of words in a list


Indicates a short pause

Now ask students what is wrong in this sentence

There are red, blue, pink , and, yellow flowers

- Guides students in identifying that the comma is used to separate items in a list or words in a series except before the word “and” in the series.

HW: Practice worksheets

 **Commas**

A comma is a mark that is used to separate words. Commas separate words in lists. Look at the commas in the sentences below.

Prem, Ali, Lucy, Sam, Jack, and Aron are in my class. (without commas)
Prem, Ali, Lucy, Sam, Jack, and Aron are in my class. (with commas)

Write commas in these sentences.

I like to wear a T-shirt, shorts, cap, and shoes.

Arms, legs, head, hands and feet are parts of the body.



Write commas in these sentences, then write the whole sentences with commas.

Sunday, Monday, Tuesday and Friday are days of the week.

Red, blue, orange, green, yellow and purple are colors.

Write a sentence listing the names of some of the children in your class. Use commas in your sentence.

Remember: Names start with capital letters.

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Name: _____

Using Commas
To Separate Items in a Series

A comma (,) can be used to separate items in a series of three or more items.
examples: The flag is red, white, and blue.
The woods are filled with deer, squirrels, and chipmunks.

Directions: Read each sentence. Put commas in the correct places in each sentence.

1. Would you like to read watch television or go to bed?
2. Pugs beagles and terriers are all small dog breeds.
3. Jim Fred Kelly and Kara will go bowling on Friday night.
4. Would you rather have pizza hamburgers or hot dogs for dinner?
5. Dolphins live in the Pacific Atlantic and Indian Oceans.
6. We are going to the grocery store to get cookies soup eggs and butter.
7. Don't forget to empty the trash vacuum the carpet and wash the windows.
8. The paper scissors and pencils belong in the top drawer.
9. Would you like me to paint your bedroom walls green blue gray or white?
10. It's time to do your homework do your chores and practice the piano.
11. The sand castle needs a moat windows and a drawbridge.
12. Every cat bunny and dog in the animal shelter needs a good home.

Super Teacher Worksheets - www.superteacherworksheets.com



Teacher Reflection Form

When reflecting on the entire process of planning and implementation, please consider the observations, conversation and reflection in which you have just participated.

As the Resident Teacher in the coaching process describe the following:

Name: Harshu

Date:6/10/15

What did you feel went well in this session? How can you leverage that in your future classes?

The concept of comma was quite simple, and could become monotonous, I felt the need to add some fun element to it.

So introduced Mr. and Miss. Comma (cutouts in comma shape). The comma cutouts were given to the kids to come and put it in the appropriate places in a sentence written on the board.

I Would want to use such fun strategies in future to engage the kids.

What would you like to change about this session if you had to teach it again?

A little more efficiency in class management is required and a 100% engagement of all the children.

What aspects of your teaching approach will you look at changing in the future? How will you go about doing this?

I would want to give more time to the lesson planning in future. Because it helps in consolidating the whole lesson plan and also the delivery of the lesson is effective.

What have you found useful/not so useful about the planning, observation and debrief process?

Planning- planning was certainly useful in this particular session as content wise there wasn't much though but had to think to make a little engaging and interesting for the children.

Observation- I felt a little confident about my delivery , a lot better than the 1st cycle.

Debrief- In the debriefing with my CT, I came to know that I need to be a little more louder while delivering the lesson, need to elicit more answers from the children rather than giving them an answer, need to handle the questions that are coming from the children efficiently and use them in proceeding with my lesson plan and always have a back up plan for my lesson too.



Experience of LTW

Feedback on my first lesson plan for Lead teaching week

Lesson Flow-

Lesson Objective- children are able to understand that there are certain steps that need to be followed for a particular scientific enquiry.

Resources- meditation centre, sand, aluminium foil, marbles, water vessels, Marbles, Stone, Aluminium foil, cardboard, plastic sheet, tin sheet, bottle caps, Salt, sugar, pebbles, sand, milk powder, chalk powder, haldi, turmeric, ghee, milk, oil, atta

Outcomes- children are able to see and understand that there is a process to find out answers to the questions they are curious about

Starting the session
Day 1

Taking children out for a **wonder walk**. (meditation center)

Ask them to observe the space around

Instructions -

A child's every day experience with nature, science- looking at the windows seeing reflections, e.g. water dripping down from the taps. Looking at ants

Where all you see **science? Ask questions to kids...**

Ask them to focus on one thing and think about it – **exact instructions**

Back in class- ask them to write about their experience

and what did they observe,

is there any question in their mind, (the wonder question)

Ask them to write it

How are you compiling the questions?

Day 2

How introducing the term experiment?

Ask children what all things they think is required for **scientific experiments**

What tools they require



Where do they work?

What do they wear?

Show them the pin and water video or model the experiment.

Also model the floating sinking experiment with potato, orange, marbles, hollow small cylinders

Putting up work stations for various experiments

Instructions and how they will be grouped:

What do you want them to learn/achieve after the experiments?

1. Floating and sinking – Objects – Marbles, Stone, Aluminium foil, cardboard, plastic sheet, tin sheet, bottle caps

surprise element- give them a ball of clay to float, ask them to see what happens, ask them to make it float (make a little boat out of it, and see if sinks and floats)

2. Dissolves or not – Salt, sugar, pebbles, sand, milk powder, chalk powder, haldi, turmeric, ghee, milk, oil, atta,

3. Taste related experiments- Water has no taste, no colour. Salt water, sugar water, water and haldi, water and food colour, Water and lemon.

Day 3

Repeating the experiments with another set of students

Will be putting children who need more attention in a small group while conducting the experiments, so that they are able to do it on their own pace and understanding

Day 4

H.W- Think, Pair, Share-Think about an experiment that you and your partner would want to do, divide and bring the materials to the class. Perform an experiment in the class and Share your experience in form of a presentation.

What is the process you and your partner followed for a certain experiment- Writing (Language Part)

Day 5



H.W- Encouraging the child to do an experiment with the help of their parents at home anything which has an evident result or an outcome that can be shared / displayed in the class.

Like egg and vinegar test-soaking the egg in vinegar for 2 days and on the third day the egg starts glowing in the dark and some other experiments.

My lesson plan after the feedback

The Heritage School Lesson Plan- Grade 2

Title: I am a Scientist


Theme	Little Einstein's
Central Idea-	Scientists follow a process to find out answers to their queries.
Lines of Inquiry-	Lines of Inquiry– An inquiry into Qualities of a scientist Scientists follow a process to find out answers to questions they are curious about.
Teacher Questions:	1. Who is a scientist? 2. What are the qualities of a scientist? 3. How do we become scientists? 4. Why do scientists invent? 5. Why does scientist conduct experiments?
Teacher Questions:	1. Who is a scientist? 2. What are the qualities of a scientist? 3. How do we become scientists? 4. Why do scientists invent? 5. Why does scientist conduct experiments?
Tuning in to the unit	Children have already read the stories of scientists and are aware of the qualities that the scientists display Children will now be observing/exploring /experimenting with



	different materials given and will get an Understanding of how the scientists explore, predict, record their observations and conclude their findings.
Resources :	<p>For various stations</p> <ol style="list-style-type: none"> Floating and sinking – Objects – Marbles, Stone, Aluminium foil, cardboard, plastic sheet, tin sheet, bottle caps Attracts or not – magnets, nails, door handle, board pins, keys, lock, metal bangles, scissors, stapler pins, pencil box, junk which does not attract. Dissolves or not – Salt, sugar, pebbles, sand, milk powder, chalk powder, haldi, turmeric, ghee, milk, oil, atta,

Lesson Plan

Day-1

<u>Lesson Flow</u>	<u>Material</u>	
<p>Teacher will recap and ask them what they know about the scientists so far TQ-What are the qualities the scientists have? TQ-What do they do?</p> <p>Teacher will first do a discussion around the worksheet focusing on</p> <ol style="list-style-type: none"> 1. What Scientists do? 2. What tools they use? 3. What qualities they possess? <p>to consolidate their prior understanding on LOI-1 and to make them curious about the resources, processes involved in any scientific inquiry</p>	<p style="text-align: center;"><u>Worksheet</u></p> 	



Lesson Plan

Day- 2

<p><u>Lesson Objective-</u> To let children Observe and explore like a scientist</p> <p><u>Lesson Outcome-</u> Children will be able to observe wonder , be curious like a scientist</p> <p><u>Setting-</u> Teacher sets up the class with 4 observation stations in four corners, and displays the safety norms on board /flip chart</p> <p>Safety Norms</p> <ol style="list-style-type: none"> 1. Handle the material carefully 2. Don't spill the water 3. Do not play with the materials 4. Do not taste or put it in mouth. 5. Carefully pick them and put them back after use 6. use your given worksheets for noting down your observations <p><u>Lesson Flow</u></p> <p>Teacher will divide the entire class into 2 groups of 15 each With the first group of 15 children, teacher will play a game and write the materials on the chits (magnet, sand, water, nails) and their group numbers and ask them to pick one by one. On the basis of the group no provided, children will get together with their group mates.</p>	<p style="text-align: center;"><u>Material</u></p> <p>For various stations</p> <ol style="list-style-type: none"> 1. Floating and sinking – Objects – Marbles, Stone, Aluminium foil, cardboard, plastic sheet, tin sheet, bottle caps 2. Attracts or not – magnets, nails, door handle, board pins, keys, lock, metal bangles, scissors, stapler pins, pencil box, junk which does not attract. 3. Dissolves or not – Salt, sugar, pebbles, sand, milk powder, chalk powder, haldi, turmeric, ghee, milk, oil, atta, 4. Shape and color- vessels , paints 	
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TQ- Teacher will first ask the 4 groups what do they think they can do with the given material

Children will be placed in different stations
Teacher will brief about the safety norms

TQ- Teacher will advice the children to follow a certain process for eg. For observations like Sinking floating

1. to first t predict with the given object/material whether it will sink or float
2. to perform the test and observe whether it actually sinks or floats
3. Why do they think it sank or it floated?

In the mean time the other group of 15 children will be doing a reflective writing on their Daily Writing Journal
Teacher will provide some prompts for writing Journal

Closure- Post observations teacher will discuss with the children about their experience of the day
She will advice the children to bring their father's old white shirt to be used as a lab coat for the observation on Day 3



Lesson Plan

Day 3

<p><u>Setting</u></p> <p>The setting will remain the same as Day 2 The 2nd group of children will do the exploration today And the 1st group will do reflective writing</p> <p>TQ- teacher will ask the group of children doing observations to put on their lab coats and will brief them about the safety norms</p> <p>TQ- Teacher will be handing over the worksheets to the children and ask them to note down their observation along with their tests.</p> <p>TQ- Teacher will advice the children to follow a certain process for eg. For observations like Sinking floating</p> <ol style="list-style-type: none"> 1. to first t predict with the given object/material whether it will sink or float 2. to perform the test and observe whether it actually sinks or floats 3. Why do they think it sank or it floated? 	<p>Observation sheets will be given to the children to note down their observations</p> <p>Worksheet for Sink or floats attached to the mail</p> <p>Worksheet for solubility attached to the mail</p> <p>Each child should have exposure of at least three observations</p>	
<p><u>Closure-</u> Teacher will ask the</p>		



children about their experience and reflections on the day's work

Teacher Will advise Children to bring in more material to explore tomorrow

Lesson Plan

Day 4

<u>Setting</u> will remain the same as Day 2	<u>Materials</u> <u>Pins, clay, play dough balls,</u> <u>oranges</u>	
<p>TQ- Teacher will ask children to use more material To their observations</p> <p>TQ- Teacher will probe the children to test and see if they can make the floating objects sink and the sinking objects float.</p> <p>TQ- Teacher will demonstrate a Pin experiment, Pin sinks in the water, but with the help of another pin if lowly placed on the surface of water it starts floating</p> <p>TQ- Will provide them a crunched Aluminium foil and ask them to see what happens and if they can make it float</p> <p>Likewise children will explore with different material different possibilities of floating and sinking, solubility, attract repel etc.</p>		
<p><u>Closure-</u> Teacher will ask the children to reflect on What qualities of a scientist that they think they displayed today?</p> <p>Teacher will do an Orange experiment to set the background to a personal enquiry the children will be doing on Day 5</p>		



Teacher will tell them about their own personal enquiry or experiment they would be doing		
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Lesson Plan

Day5

Lesson Objective- to make the children think about their own enquiry or a test/finding that they are curious about

Lesson Outcome- children will understand the process that a scientist goes through in pursuing an enquiry

Teacher will orient the children about their visit to meditation centre where they will be focussing on an enquiry or a question that they would like to find about

Teacher will take the children to the med centre

TQ- Teacher asks the children to pick any object of their choice and be with the object for some time alone

TQ- Teacher will ask them to think about what would they like to find out about that object, that will be their enquiry or the Wonder question

After Visit children will Write down about their enquiry or wonder question on their reflective Daily Journal

During the visit teacher help them frame their curiosity into

Material - Writing Journal
Visit- To meditation centre

Children will write in their Daily Writing Journal about the question they have and How they want to pursue their inquiry



question and something that is worth pursuing as an enquiry.

Question- I wonder and want to find out about.... (Children will note this in their journal)

Also they will write about their Wonder question on a piece of paper which will be displayed on the board.

Children will work on this project and will set on to enquire more about their question/ observations with the help of teacher /parents /crew mates

Post finding they will again write down in the writing journal about how did they go about their findings?
What was the process they followed?

They will also display their findings/tests in form of a presentation

Children will later as the theme progresses will bring in this experience to share in the class in form of a presentation.

Some sample of Students Work during the LEAD TEACHING WEEK

Worksheets

Unit: _____
Curriculum Theme: _____
Name: MARSHANA Class: II - E Date: 19-11-15

Classroom _____
Page: _____

Dissolves or Not dissolves- Observation Sheet

Solid	Prediction Circle What you think will happen when you put the solid in water	Observation Circle What actually happened when you put the solid in water
Seeds	<input checked="" type="radio"/> Dissolves <input type="radio"/> Not dissolves	<input checked="" type="radio"/> Dissolves <input type="radio"/> Not dissolves
Powder	<input checked="" type="radio"/> Dissolves <input type="radio"/> Not dissolves	<input checked="" type="radio"/> Dissolves <input type="radio"/> Not dissolves
Turmeric Powder	<input checked="" type="radio"/> Dissolves <input type="radio"/> Not dissolves	<input checked="" type="radio"/> Dissolves <input type="radio"/> Not dissolves
Jeera	<input type="radio"/> Dissolves <input checked="" type="radio"/> Not dissolves	<input type="radio"/> Dissolves <input checked="" type="radio"/> Not dissolves



Domain: Theme
Name: Eva Class: II - E Date: 19.11.15

Test each object to see if the magnet sticks to it.
Write "YES" or "NO"

Object	Magnet Sticks	
	YES	NO
Nail	Yes	
Paper pin	Yes	
Knife	Yes	
Sand		No
Sharpen	yes	

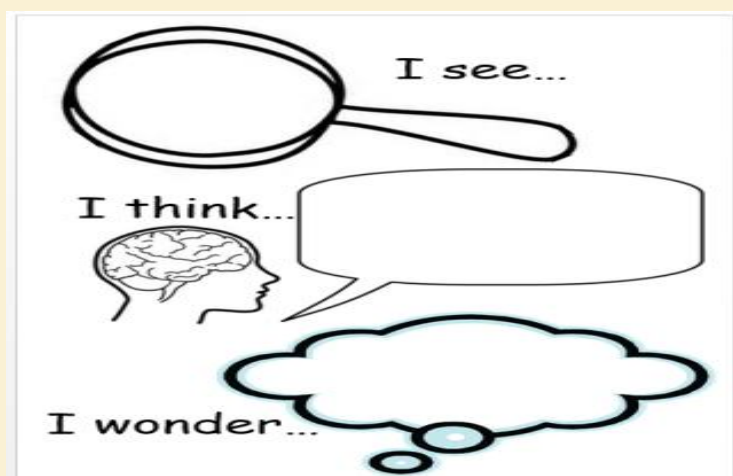
hg why do you think the
Panda will not stick
Sand doesn't stick to the magnets because it's like
Powder and Powder doesn't stick



Sharpen	yes	
---------	-----	--

hg why do you think the
Panda will not stick
Sand doesn't stick to the magnets because it's like
Powder and Powder doesn't stick

Making them think deep about their surroundings



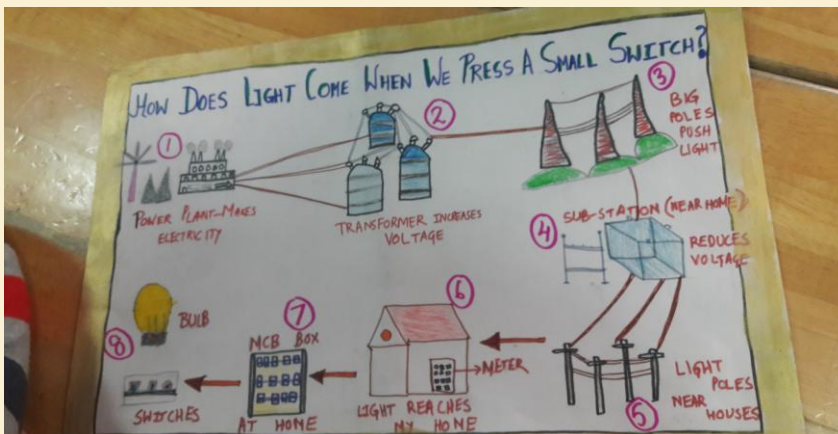
Reflective Journals made by students for the ongoing Theme “I am a Scientist”



Students doing observations like- sinking floating, magnet repel/attract, dissolve/not dissolve



Students own enquiries in form of presentations



Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Harshu Gandhi

Date: 16- 11-2015

What do I feel went well in today's session/s.....?

Since Children were coming after the Diwali break , it was important to give them a recap on LOI 1 before beginning the LOI 2.

Recap done was good, children were very interactive. It helped me in building up for my sessions ahead.

I am going to use today's learning in.....

Future lessons

The hardest thing for me was

Class Management. time was lost in settling the kids and repeating the instructions

What could I possibly change/modify/focus in the next session.....

Clear Instructions before the start of the session.

The other points that have crossed my mind while reflecting today...

Little assertiveness with the kids is required in terms of settling them down and conveying what a teacher wants to convey.



Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Harshu Gandhi

Date: 17-11-15

What do I feel went well in today's session/s.....?

The discussions that I had post session with the children today went really well. It also showed that the children engaged very well with the lesson (which was based on the simple tests like sinking Floating, Dissolves Not Dissolves etc. (for the ongoing theme "Little Einstein")

I am going to use today's learning in.....

engaging students in reflective session post lesson
It helps children consolidate their learning and teacher can gauge how much the children have understood the lesson.

The hardest thing for me was

Managing few children who were all excited about the experiments/observations.

What could I possibly change/modify/focus in the next session.....

Would have managed the class in a little better way.

The other points that have crossed my mind while reflecting today...



Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Harshu Gandhi

Date: 18-11-2015

What do I feel went well in today's session.....

We did the Experiments/ observations with the 2 nd group of 15 children today. The children were excited about their findings and were sharing with each other a lot. Some children came out with really good enquiry.

I am going to use today's learning in.....

My Future sessions for further improvements

The hardest thing for me was

Managing the children when they became all excited about the experiments and started exploring the materials given.

What could I possibly change/modify/focus in the next session.....

A more meaningful and focussed interaction with children and also to make the children speak who do not share much.

The other points that have crossed my mind while reflecting today...

A well planned lesson always prepares the teacher in a better way.
But sometimes better ideas can click while implementing those lessons
So the teacher should improvise and relook at her lesson plan and change it if need so even if in the last moment



Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Harshu

Date: 19-11-15

What do I feel went well in today's session/s.....

As the children had already gone through the experiments like Sinking floating, magnet attracts or repels , and solubility etc. for 2 days , they had developed a lot of curiosity to perform the same tests with different objects.

So repeating the observations 3rd day with the worksheets was a good idea

As they were able to jot down their thoughts, curiosity and predictions in a clear manner

I am going to use today's learning in.....my next session with them, where I am taking them out to meditation center and will probe them to think about their surroundings.

Will design a graphic organizer (which was not in my plan earlier), so that they are able to assimilate their thoughts in a better way when I take them out

The hardest thing for me was

...asking the children to organise their work stations and to keep it clean.

What could I possibly change/modify/focus in the next session.....

In this session I decided to take 4 children at a time for the observations so that I give them personal attention, but it got a little chaotic because the rest of the children who were engaged in writing their reflective journals finished it fast and wanted to join the work stations.

So probably taking 15 children at a time was a better way to go about as I was doing earlier

The other points that have crossed my mind while reflecting today...

Sometimes some strategy works out better and sometimes they do not , but I think a teacher needs to plan sometimes impromptu , with the mood of the day



Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Harshu Gandhi

Date: 23/11/2015

What do I feel went well in today's session/s.....

Taking children out in the open to the mediation center was a treat in itself. Children were delighted to see the pond, ducks and water lilies. They were able to think differently after performing the experiments/ tests in the class, they were out in the open and were forced to think about the life sciences too.

Children came up with Questions like- how does a butterfly have colorful wings?
Where do roses get their colour from?
How do leaves get dried up?
What happens when we press on an electrical switch?
Rubber is made from the plants, how is it made?
How is plastic made?
How is aurora formed in the sky?

I am going to use today's learning in.....

My future lessons as I think that classroom learning should be connected to the day to day life

The hardest thing for me was

Managing the kids from school to the meditation centre was a difficult thing but I also enjoyed it

What could I possibly change/modify/ focus in the next session.....

I loved the way children enjoyed their time outside, they were also attentive and had a sense of purpose in bringing them out in the open and to think about their wonder question (as the theme was Little Einstein, the objective of this outing was to make children think and question the world around them)
So would not want to change anything about this particular session apart from a little bit of class management issues of course

The other points that have crossed my mind while reflecting today...

I felt that the children need to have time out of the classrooms too and their learning needs to be widened in all directions.



SELF-ASSESSMENT -1

(3rd October 2015)

Complete this chart giving yourself: Y = Yes, N = No, NS = Not Sure, as appropriate for each statement. Make any additional notes to refer to when you talk to your Collaborating Teacher or Faculty Member.

	Y, NS, N	Notes
I am familiar with my classroom practices, norms and culture.	Y	
I know what are the things I must do necessarily in my classroom in the next two months	Y	
I know all my students' names.	Y	
I know where to find the things that I need. (classroom and school)	Y	
I know who to ask if I need help.	Y	



I am learning some ways for creating a positive learning environment in my class.	Y	Yeah for sure and I am looking forward to my CT on giving me some more inputs.
I am enjoying teaching and helping my students to learn.	Y	
I do my research and homework to prepare for my lessons and do a few iterations with my CT/ CTE to improve it before executing.	Y	Yes certainly with my CT as much the time permits.
I have self evaluated some of my lessons.	Y	I have made some videos of my own lesson deliveries and observed them after wards to understand the improvement areas.
I have recognized some of my strengths in teaching, and also some areas where more work is needed	Y	



There are things that I find easy to do when teaching. I have started developing confidence as a teacher.	Y	Making lesson plan on my own
I am having some self-doubts about some specific areas of teaching. I have discussed them with my mentors.	Y	

Thinking about these things should give you a clearer idea about yourself as a teacher. You may now be aware of things you could do better, things that you have not done, and successes that you have had. You should have ideas of ways that you could improve your planning and teaching. This process of thinking about what you do and finding ways to improve is the meaning of reflective practice.

Name: Harshu Gandhi



Self Assessment 2

CLASS ROOM ENVIRONMENT

20th Oct 2015

Complete this chart by answering Y = Yes, NS = Not Sure, N = No, as appropriate for each statement. Make any additional notes for when you talk to your CT and CTE.

	Y, NS, N	NOTES
I observe in my students and my CT every day.	Y	I observe my CT's style of teaching, attending to the questions of children, reinforcing the school culture and values in them, through various ways
I am taking certain specific routines regularly while I am in my classroom. (morning circle time, transitions, giving instructions etc)	Y	Morning circle, transitions, giving instructions, also teaching minimum for an hour every day.
I observe the students while they are doing their assignments, brainstorming or discussion and are able to notice differences amongst children, as well decipher individual needs.	Y	Observation has deepened more after all this while.
I am able to talk comfortably with children, in a friendly manner, in and outside the classroom. I connect with them individually as well.	Y	Children share their funny moments, share their difficulties and approach to me with their problems.



I can sit beside them without them feeling awkward. I support them in their work.	Y	
I keep in mind to pay attention to all crews/ groups in the class.	Y	
I know how to approach my students with a smiling face	Y	
I know how to focus on the activities and learning experiences and relate to the learning targets, learning outcomes and culture targets	Y	Getting to be more clear day by day And can see the connection of all these.
I have studied the students in my class and know how to make them relaxed while they are doing their activities.	Y	I understand this every day.



I know how to assess students' learning needs	Y	I have started to understand the needs of different children at different times, on different subject matter
I know how to provide assistance depending on their needs, and encourage those who have not understood.	Y	
I have started preparing some resources for my class, and have started using them as well.	Y	Had Started using from observation cycles.

Write a few brief comments in the notes column about how you managed these aspects of your teaching this month.

Identify the areas that you need to work on and make notes on these for discussion with your CT and CTE

Complete this by 20th October 2015

Name: Harshu Gandhi



Assignment – School , Classroom, Student Culture

The Heritage School

Our Sankalpa (Vision):

A learning community where each is free to be and grow towards the realization of his / her highest human potential through a harmonious integration of spirit, heart, mind and body.

Our Dharma (Values):

Freedom: to be, learn and grow: The Heritage community will provide the space to be, learn and grow to all its members. It will strive to nurture the freedom of choice in learning and doing, without in any way compromising the rigour and discipline of learning.

Attentiveness: We will commit to practice and foster a state of attentiveness to all our thoughts and actions. Attentiveness involves giving ourselves completely to the present moment and silencing our insecurities, fears and unwanted thoughts. Attentiveness is the first step towards selfless love and compassion.

Respect: The Heritage community will always respect what one is and can become. We will endeavour to instill respect for the work we do, the people we engage with, the things we use, and the environment we live in. Above all, we will foster and strengthen a sense of respect for oneself.

Excellence: We will do the utmost to nurture a culture and habit of excellence and actively encourage high standards of character, behaviour and action. We will equally discourage mediocrity, carelessness and negligence in thought, word and action.

Inclusion: The Heritage community will encourage the principle of inclusion which will ensure fair opportunity and equal attention to all those who come to Heritage, without any discrimination whatsoever.

Authenticity: The school will encourage and enable in thought, word and deed, authenticity of being and transparency, and by implication discourage all acts of hypocrisy, pretension and double standards.



School Culture

Positive school cultures are conducive to professional satisfaction, morale, and effectiveness, as well as to student learning, fulfilment, and well-being. Following list is a representative selection of a few characteristics associated with heritage school culture:

- **The individual successes of teachers and students are recognized and celebrated**

Observation: Models in visual arts made by students are displayed at Asana, corridors, receptions, meditation centre, canteen. The bulletins boards in the JP /SP have write ups of children nurturing their ideas and recognising their work

- **Relationships and interactions are characterized by openness, trust, respect, and appreciation.**

Observation: On asking my CT how she decided to be a CT, she replied that. There was a recommendation form to be filled in by the teachers. And her name was there on the recommended list, and she felt privileged, as one teacher recommending other teacher is trusting each other's abilities.

- **Staff relationships are congenial, collaborative, and productive, and all staff members are held to high professional standards.**

Observation: policy of the school where programme coordinator or a teacher counsellor visits other classes and observes the teacher and the children is a form of collaborative learning. Also the JP, MP, SP coordinators are given authority to resolve issues at their level.

- **Students and staff members feel emotionally and physically safe, and the school's policies and facilities promote student safety.-**

Observation: safety of the children is the foremost, parents are not allowed in the class, ID cards require for the collection of the ward from the class and are double checked by the security in the main gates (checking both the parent ID card and the child card)

School Regularly provides feedback, suggestions, instructions for smoother functioning of the transport issues, on interviewing Shivam (the service provider); he himself appreciated this feature he said this does not happen in other schools which results in more confusion.

- **School leaders, teachers, and staff members model positive, healthy behaviours for students. (need to find out more)**
- **Mistakes not seen as failures, but they are seen as opportunities to learn and growth for both students and educators.**
- **Students are consistently held to **high academic expectations**, and a majority of students meet or exceed those expectations.**

Observation: being a progressive learning school, and so far my observation I have seen students not under any academic pressure, they are meaningfully engaged. But would like to find out more.



- **Important leadership decisions are made collaboratively with input from staff members, students, and parents.** : Observation : (I need to look into more)
- **Criticism, when voiced, is constructive and well-intentioned, not antagonistic or self-serving.** : Observation: have seen this at the level of teacher meetings
- **Educational resources and learning opportunities are equitably distributed, among all students, including minorities and students with disabilities.**

Observation: While studying the physical layout we found that there are 2 lifts in the old building. New building lift was not functional yet. They were Out of bounds for the students unless it is a physically challenged or emergency case. Ramps are all around the campus with short flights to support the needs of the special children.

School has an SEND department serving the needs of the special needs children of the Society

Would like to find more - would want to understand more about the curriculum which is followed for special needs children and to what extent it is effective.

- **All students have access to the academic support and services they may need to succeed-**

Observation: Knowledge centre with 17000 books, labs Classes 6, 7, 8 bio lab is optional so if req for a theme, teachers can coordinate time with the lab staff and take the students to the lab.

Anveshna programme- Anveshna is to popularize science and mathematics in the middle school and also provide additional exposure to student's .The facilitators strive to understand the child's interest and enthusiasm and give them space to explore their immediate surroundings extending into the far world. Developing a scientific temperament, constantly questioning, observing and exploration are the basic traits of the Anveshna classes.

Other observations:

The Acharya Tulsi meditation center (<http://www.globalmeditationcentre.org/index.htm>) Owned by: NC Jain is provided to educational institutions or corporate on demand

Summary:

After our brief conversations with the principal KAYE, CL YADAV, RACHANA & JAYA FROM HR, MR. ANNAD FROM THE TRANSPORT DEPARTMENT & OM PRAKASH, we found that everyone across the

Departments work on the fundamental philosophy of school that is providing education in its true sense at every level. For example the support staffs of the school get together every morning to discuss their challenges & issues which they address proactively. Every day the heads reinforce the fundamental belief across their teams that "children are the form of god" hence their respect & safety should be ensured.



Classroom culture

Productive student behaviour and smooth day-to-day operation of the classroom does not happen by accident. Teachers, need to develop classroom motivation and management plans. Teachers should revisit the plans to evaluate with students how the plans are working and make any adjustments necessary for teachers and students to be more productive and focused.

Communicating to the students expectations for daily operating procedures — orally and in writing — by posting them permanently in the classroom sends a clear message.

Below are some of my **observations of my practice classroom**:

- in the beginning of the year Teacher tries to understand the child's learning ability like reading writing, attention span, Plan is to address their strengths and weaknesses. Teacher assess the child on various basis like, creativity, cognitive skills, socio emotional level, reading, writing
- also they try to understand the background of the child, like whether in nuclear family, grandparents are there or not if both parents are working, how much time the parents are spending with the child, are parents looking into the homework.
For e.g.: kids from EWS – Parents are not able to help much in English language.
- Teachers communicate with the parents and visa a versa on the basis of need, open communication through mail, face to face or open house meetings also through parents volunteer for events like Independence Day and children day

Classroom rules, canteen rules, washroom rules, attendance rules are all set in the beginning of the session with the help of children

- Pencils, crayons need to be kept back after work; it helps in bringing the sense of responsibility and ownership in a child.
- Homework sheets in cubbyholes
- Routines like homework submissions on time
- putting sheets or the work in cubbyhole
- visual clues like stop talking, raising the hand
- Story reading programs
- Corridor rules- voice level, running not allowed, respecting the shared spaces and not disturbing other classes.

In classrooms children have the opportunity to Read, Write, express, role model, peer learning in crew arrangements Creative freedom- collages, independent inquiry-own learning, questions can be asked, hands on experience.

A teacher should practice what she / he preaches.

Teachers are a role-model for the students. Students learn values from what the teachers are rather than from what they say and teacher makes maximum impact on the personality of a student in the formative years.



Teacher speaks in soft tones even when there is lot of noise in the classroom, so that the children become attentive towards her.

Role modelling- At the time of Hindi class , teacher not only speaks in Hindi but uses good vocabulary in front of children so that their interest in the language can be raised a little more.

Inclusion- Child who struggles to do the work, teacher notices and asks the child if he had practiced at home, inclusion sensitise the kids towards the religions, respecting each other from diverse backgrounds celebration of Eid, Diwali, Christmas , guru nanak Jayanti

Resolve conflicts- Equip the children to resolve, their conflicts by giving them words like sorry Teacher intervention when hitting or bad language, Teacher should hear both parties and be unbiased

Respect- Encouraging the culture of appreciating and ignoring /accepting mistakes

Culture of self-learning and enquiry is generated. Child centric, engaging, interesting, peer learning, daily morning messages, riddle, current affairs, improving reading writing

Other observations

- Greeting students at the door;
- Having materials needed by students and teachers readily available;
- Practices like morning circle and deep breathing help children in centering,
- Kids are sensitive for the other children with special needs
- Teacher identifies and openly appreciates the student who puts the books back, or adheres to the class norms.
- Open social participation to raise their curiosity
- Energizers for children, rhymes at the transition times, important to keep them attentive.
- I am responsible theme to settle kids in a new class,
- Positive affirmations like not don't run but walk quietly
- Child centric as per the school culture
- Bulletin boards have displays of medical issues, Dispersal needs, Phone no's listed down for immediate action in the times of emergency, demonstrates an emphasis on child safety.
- Displays change according to the ongoing themes like- Sungya, noun, and adjectives. Displays headings have clear fonts to read and well mounted

The physical appearance and strategic location of furnishings, materials and equipment do make a difference in classroom management, student productivity and teacher effectiveness.

Motivation, wellness and attitudes are favourably impacted by colour, personalized space and face-to-face engagement. Colourful classrooms with displays of good student work and age-appropriate displays encourage learning. Visual clues like Voice meter, give them reminders of respecting others space and time.



What I liked-

Seating arrangements that enable teachers and students to see each other's faces create more productive environments

Unfortunately, in the traditional "teacher desk up front facing rows of student desks" model of classrooms Peer learning was not very supportive in this kind of arrangement

Areas to focus more- I see a lot of kids benefitting from this process,

But would like to focus more on the ones who have some sort of difficulty in learning and understanding.

Student Culture

Observation:

Heritage Children are generally sensitive towards the children with special needs Would like to see more of this in senior children.

The students are effectively engaged. Wherever they are whatever they are doing. The children in general I see are happy and enjoy their time in the school. This is across JP, MP, and SP.

Have seen students behaving responsibly and respectfully as compared to the other schools. I feel they understand the meaning of being part of the heritage community to a great extent. Opportunities like Yujan, Khoj helps students to explore their hidden potential, and it's a platform to practice their individuality.

As much as I have seen the JP kids, their time in school is quite structured, so I would say there is a 80 / 20 balance between the structured and the unstructured activity. I feel there is less time given to them for outdoors, I would want to explore what they do, how they behave, how they interact if they are left free

The kids in my Practice class and the adjoining classes I have noticed are excited about working in the groups, making collages, group writing activity, reading activity help them to learn better with peers.

The children in general are respectful towards the teachers, I would want to see how much do they respect their physical space, the resources that have been provided to them (in other classes too)

Teachers for them are not just the authority figure but someone they can approach easily for help. I would want to see more of senior students interacting with staff. Also the new students coming from different schools and joining the senior classes, how do they relate to the school's philosophy, how much time do they take to adjust, imbibe the philosophy.



T 9 Classroom Environment: 1: Taking charge of Routines and Practices

You have spent time observing students in the classroom, observing teachers, prepare and transact lessons in the classroom. You may have prepared a plan to take up certain routines of the classroom practices. In the first instance you have to gain and keep the attention and interest of your students.

Your students kind of know you by now. It is very important that they recognise that YOU are their Resident teacher, that they should treat you with respect and politeness and that they should have confidence in your ability to teach them effectively. At the beginning, you may not feel too confident; nevertheless you can begin to convey confidence and care just by developing a few basic skills.

Walking into the classroom

Do you walk in firmly with your head up and immediately scan your class, making eye contact with some of the students. If you have a pleasant, confident expression on your face, the students will relax and have more confidence in you.

Expression and Humour

A smile helps children to know you like teaching. Similarly acknowledging and smiling to a child who has successfully done something aids a lot in encouragement. Laughing and occasional humour is even better.

Using your voice

It is most important that your students can hear you. If they cannot hear you they will soon become bored. You must practice using your voice to ensure that ALL students including those at the back can hear you.

Ask questions of those at the back to check.

Vary the tone, volume and quality of your voice to add interest and keep the students focused on what you are saying. You may give greater stress to important conclusions, words and ideas that you definitely want students to remember or take away from the class. This may require an assertive voice, or repetition 2-3 times, or writing them separately or clearly, or underlining them.



Giving clear instructions

You must think carefully about how you speak, you are not having a conversation. You will need to slow down the rate of your speech and you will need to speak much more clearly.

You will need to give small amounts of information or instruction clearly and simply, and then check that everything is understood by everyone before moving on.

Moving and relating

Moving quietly around the room not only engages students' attention but also suggests that you are relaxed and comfortable with the class. Moving around the class, if this is possible, also enables you to have quiet words with individuals either to encourage or to sort out any issues before they become a problem.

Working in smaller groups

At times students need support in smaller groups and at other times you need to focus on individual students. Knowing individual strength and challenges of each student, understanding group dynamics and their ways of working helps teachers to provide adequate support and challenge to them.

How are you doing? On the next sheet write a few brief comments below on how you managed these aspects of your managing routines/practices this week.



Make a brief self-assessment of your performance

Walking in to the classroom

I walk with a smile in the morning.

Wish the children back

Sometime I say Hi and Hello to them but am not sure if I should only wish "Good Morning".

Using your voice

I am audible most of the times but I feel at the time of lecture delivery my pitch goes down. while settling them down I feel I am enough audible.

Using smiles and a positive facial expression

I do this less with the children, because I have a fear that by being over friendly with them they might take me casually. and it might get difficult to manage the class.

Giving clear instructions

I am still working on this. I feel I need to jot down each and every word that I need to say before starting with the lesson.

And make a point to convey it clearly to them.

Moving and relating

I do move a lot around the class, while my CT is taking the lessons.

But I don't do much when I am taking the lesson. Should be doing it more

Working in smaller groups

Yeah I do work in small groups with the children, mostly inside the class, when they need help, raise their hands, and also when I feel I should intervene.

Also work in small groups outside of the class to give them more focused attention.

Identify the areas that you need to work on and practise these for two weeks or so. At the end of this period review your progress. Use the Self Assessment 2 for noting down your responses.

Discuss your progress with your CT and CTE. Make note of the feedback so that you can work upon it



Section C

Field Engagement and Reflections:

RETREAT

12th of June 2015, a journey was set, a journey of Self-discovery.

I was a vagabond-It was a feeling of being free, being independent, right from arranging for my pick up for the station to carrying the luggage on my own, it was as if I existed.

Bonding with one another-It began with introducing ourselves at the railway station, and although we got into our small groups, smiling and nodding we were all able to relate to each other.

By the time we all reached to camp Junga singing songs, cracking jokes, we were like salt in water. We were like creatures belonging to a clan.

Adventure Activities-

Rappelling- down the rock was definitely an ice breaker and a belief in myself that I could do something like this.

Zip Lining- was a very well-crafted activity to teach us the power of communication and team work.

Trek and camping- Initially I was extremely excited about the trek, but my energy levels smashed when I saw the steep climb and I began worrying about the 7 KMs walk uphill.

I don't think I would have been able to climb that hill top with my family.

But with the IAAT team it was a different feeling altogether, we were eager to do it, to prove ourselves which I would say was a healthy competition, as none of us wanted to be left out,

Clearly it was a team of go-getters.

Camping- It was fun when we got on the top of the hill. The team spirit was still in its peak. Immediately we divided ourselves in groups of cooking team and helping team. (Team that would help in bringing the wood for our fire and doing other chores).

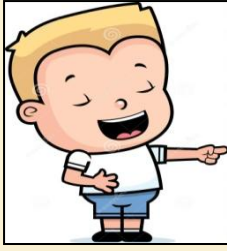
It was dark very soon, and started getting chill.

I was in the cooking team; I enjoyed making dal with my partner Anita and tried to help out the rest as much as I could with my physical and vocal inputs.

Sitting by the bonfire and singing songs took away all the tiredness of trekking.

Nothing in this world can be more relaxing than working hard and partying even harder.





Announcement of solo night in the jungle of Junga- did not go down well with us. The instant feeling was that these people do not care enough. How can we sleep in a jungle and that too at a distance of 50 ft. from one other? The moment, the trainer shared that the usual exercise was to sleep at a 100 ft. distance to each other, we all immediately settled for 50 ft.

Night was scary and it started getting really cold at around 2:00 pm, it was a test of endurance.

I tried to distract myself from cold and fear of snakes, poisonous bugs and of course leopard and hyenas, which our trainer had declared were a lot in the jungle just to make the whole experience a little more thrilling.

I soon got tired of worrying and started looking at the starlit sky; the view was breath-taking

I felt one with the universe, and was soon asleep.

Birds chirping, dawn broke- The Morning in jungle was beautiful and there I realised; last night was a victory over my fears

Some wonderful lessons
learnt- caring, sharing,
empathising, teamwork

Walk on the fire- is something that I will boast of as long as I live. For the first time I was proud of my blisters and was showing them off as my medals.

It was pushing me beyond my imaginations

The experience of this retreat was very complete in itself, where I did not just overcome my fears but also got some beautiful insights on how can I live life to its full potential.

- Once again I realised the power of Dreaming
- Being true to myself, Finding my strengths and accepting my weaknesses gracefully and working on them
- Caring a little more about myself
- Beauty of being human, of making mistakes, of cherishing my achievements and admiring each step I take in raising my frontier of competence.

In my heart I knew for sure this is what I was waiting for

I was looking forward to learn and learn a lot from my IAAT peers, My CT's, CTE's and the world around me.



Village Expedition

The Wonder walk to Damdama:

A Few beliefs that got challenged in the process of visiting this village:

The Usual scene of any village would be men working on the fields and women taking care of the household activities,

My thoughts were that Farming is the main occupation of any village but after visiting Damdama the men were nowhere seen doing farming.

I found that there was also very less resource to support farming. Like the area was hilly and the wells were dried. electricity was a great matter of concern for the villagers.

On asking the youngsters whether they are interested in farming or not the usual reply was no and that there was not much that they could grow.

Gujjar Ladies are not allowed to work outside of house as almost every woman was involved in household chores, taking care of their babies, and bringing wood or making cow dung cakes for their fuel and cutting the chaff and feeding the dairy animals. They hardly got any time for themselves.

There are social inhibitions as I saw women were very conscious of their ghunghat and they would not let it go in any case. It was a must for them and even the men would not want them to leave it. All the more men of the village think that they will die hungry but would not want their women to go out and work.

On the contrary Harijan women had more freedom and authority than the women of Gujjar family as they were equally participating in being the bread earners of the family. The harijan families were more interested in the education of their girl child and giving them a good life just than getting them married.

Dowry system still is prevalent in Gujjar families, as I saw 17 year old boys and girls getting married because of dowry and also so that they could lead the rest of their lives on dowry money.

The question comes to my mind why there is no legal action against such dowry cases and also against marriages under the legal age.

It was also quite astonishing to see that Only 1 or 2 secondary schools existed and only till 8th class. There were no senior secondary schools around, where the teenagers could pursue their studies. There were no skill centres around, where girls could learn a new art or a skill to improve their lives further.

There was a lack of interest in the matter of sanitation.

The garbage was dumped all over the village, around the chownks and right outside the houses too.

The harijan basti was all the more in pathetic state in terms of sanitation.

Anganwadi s were in poorer condition than I thought

The walls of the school hardly have any good painting or child friendly material

There were all filled with phrases like “ Beti bachao Beti padhao” or “killing a girl child is sin”

Or maternity related info, which also speaks of the need of the basic level of awareness among these villages.



On visiting the anganwadi, I saw the teacher of the Anganwadi was not there. The teacher had gone around giving polio drops in the locality, there should have been a substitute teacher. I felt it was such a waste of time for the kids.

The govt. post office in that area had only one person doing the work from past 35 years. And there was not any help given to him even after in so many years so much work was added.

My notion was that the SC's are getting the proper aid from govt. I found that there were a few families who were getting partial help from the govt.

It was good to see that the conventional thinking on Caste system has changed a lot, villagers invite Villagers from schedule caste for marriages, and other social gatherings and sit and eat together, which in itself speaks a lot about the positive change in this direction.

As a part of the community I would take following steps for the progress and development of my village.

I would participate and motivate the villagers for the cleanliness of their area. With the right guidance and reiterating the importance of dumping the garbage in the right place, covered drains, covered wells and building a basic, drainage system.

Putting up Skill centres for the girls would be my step as the young minds need to be productively engaged.

I would motivate the youngsters who prepare to go out for education and work to come back and support their village people.

I will try to motivate the villagers and create awareness in them about family planning. As it is important for them to understand the need to give good education and good basic facilities to their kids. Which they of course can't do if they have 4 -5 kids with limited resource, and finance.

Will also hold meetings and discussions in the village with men and women regarding how should they lead their lives in family, give due respect to each other as husband- wife, So that the women can also feel they are needed and can think more in terms of the betterment of their family and kids.

The villagers also need to be educated on how they can help in the household work , so that women can find some more time for their upliftment and get in to something meaningful like learning a skill or something which can help them at some point of their life in earning a living and eventually supporting their families financially too.



Harijans community get aid from the govt, however it is not sufficient for the entire family, they still get very complacent and do not want to prepare for their future in the best possible way. I can help or counsel these families in planning their savings efficiently, guiding their kids in choosing from whatever best career/ education opportunities are available in their locality Or close by.

A lot of improvement on Anganwadi s is required. My approach will be to have a talk with the locals so that collectively this issue can be taken up with the management of the Anganwadi centres.

The nearby MNC s can be roped in for the development of these villages in any form, under their Corporate Social responsibility banner

The local celebrities, social activists, social workers and NGO's, national – international sports people who have come out from these villages can be contacted to contribute in any form towards the upliftment of these villages.

Attention of some Private institutions/schools can be drawn towards these villages for providing some good basic education to the villagers who cannot afford to send their children outside for the Youngsters need to be motivated

More Biogas plants can be put up by the help of the community as lot of energy gets wasted in collecting the fuel and fire.

The panchayat also need to be questioned from time to time on the progress of issues like Anganwadi, sanitation, health related aids, other aids that govt. Provides.

I think little efforts and steps taken by the villagers, panchayat; local govt authorities can help Damdama built a good future for their people.



Visiting Kadarpur Village and Anganwadis



Welcoming our guests from Kadarpur and Damadama Village, Welcoming the people of Village Kadarpur and Damdama for a mela as a token of love and appreciation for welcoming us in their spaces for 3 days



In the end no journey is complete without friends



I feel that this journey never ends, it just keeps going on, I am loving the questions, the chaos I have in my mind right now or may be they were there before and have just started surfacing....



