

PORTFOLIO

*SONAL
SIKRI*

PGDLT (2015-16)



Resume

Sonal Sikri

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OBJECTIVE

Seeking the position of an elementary teacher in a leading experiential educational organization

SUMMARY

7 years of global experience with multiple industries in varied roles across business development and Insurance at the middle management level

Team player, strong ability to prioritize and juggle multiple concurrent projects, excellent communication skills, patient in tough situations

WORK EXPERIENCE

Sept 2013 – July 2014: Business Development Consultant (Icon Resources and Technologies-Singapore)

- Researched multiple industries in Singapore and generated 10 sales qualified leads within 2 months of start at the organization

Dec 2007 – Feb 2011: Assistant Manager- Underwriting (Canara HSBC Oriental bank of Commerce Life Insurance Company limited)

- Handled a team of 5 underwriters single handedly and ensured compliance with company standards thereby enabling consistent and accurate decisions
- Promoted to the middle management role within 2 years of joining the organization for focused work and excellent team player
- Liaison with multiple specialists- surveyors, doctors and judged the risk assessment
- Conducted trainings on underwriting aspects of medical and financial underwriting for my Team
- Underwritten high value HNI Cases with an underwriting approval authority of a total risk cover 10 lacs INR with 50 EMR

Nov 2005 – July 2007: Underwriting officer (Royal Sundaram General Insurance Company)

Jun 2005 – Nov 2005: Associate, GE Capital Services limited

- Gained an outstanding position within 4 months of job of leading orders for preparation of vehicles online for UK counterpart amongst 20 team members.

EDUCATIONAL QUALIFICATIONS

- Post Graduate Diploma in Learning and Teaching-‘I am a Teacher’, The Heritage School Gurgaon, 2015-2016

- Graduate in Insurance & Risk Management-College of Insurance and Risk Management Sciences, Guru Gobind Singh University, Gurgaon 2002-2005
- Graduate- Delhi University 2002-2005
- Multiple Certifications in Insurance from Insurance institute of India and Singapore college of Insurance 2002-2012

SONAL SIKRI

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My Personal Journey as a Learner

2007 I became a mother for the first time and I realized the fact that it's a miracle when a life comes into this world through you. It was amazing to see how a little baby learns to latch and cries for his needs and communicates in his own way. He learns things on his own from his environment and becomes a grownup. The nature does its own work and each child is born with a set of innate abilities and we parents have to just guide them through at right times.

While I was raising my own kids, this dream sprouted inside me to create an environment full of love and compassion for these little bundles of joy. To hold hand of these little miracles of nature and provide them with an enriching environment where they can enjoy complete love, freedom to explore and learn and just be what they are.

And to fulfill my dream, I embarked upon this wonderful voyage of innovative teaching in June 2015 through I am a teacher program by Heritage School. I am on board with 24 more dreamers with me and am enjoying each and every day of my voyage. This journey is beautiful and long and has many landmarks in the form of learning and evolving experiences that has helped me in my inner transformation. In this journey I have met some very strong and influential mentors who have stirred me completely from inside and given me a new perspective of life. This program has made me realize that it's not just about being a good teacher; it's about a good human being first. It's about my own involvement first. And only a happy, contented and evolved human being can create a difference in the life of others.

I am a teacher program is an accurate mix of theory and practical application of that theory in the classes. The faculties are expertise in their fields and have given altogether a new way to look at the subjects like history, mathematics and philosophy. The best part of the program is



"You must understand the whole of life, not just one little part of it. That is why you must read, that is why you must look at the skies, that is why you must sing, and dance, and write poems, and suffer and understand, for all that is life"-

Jiddu Krishnamurti



having my own class to practice along with an experienced mentor teacher. As a mother of three small kids, I opted for class nursery as my practice class. And it has been a great learning to be with the young kids along with the support and love of my mentor teacher. Her presence with complete patience and her support has helped me overcome those stressful times when I thought I didn't know anything. I could just go and pour my heart to her and she would guide me with all the calmness and being non-judgmental. The workshops by Partho bhaiya- an exponent of Vedanta and Sri Aurobindo's Integral Yoga and the Mindful personal leadership sessions have given me various strong insights about my own journey of life. I had never reflected in my life but now this art of reflecting each day is making me a better and happy person altogether. I have learnt the real meaning of word mindful. I have learnt the difference between react and respond. I am inspired by the passion of my mentors towards their visions in life. This course is my very first step to my journey of life towards getting evolved, my first step towards looking at my own dreams and towards valuing my own individuality. I have started feeling the difference in myself and around me through my positive vibrations which I learnt from reflecting through my Mindful Personal Leadership classes. I dared to look at my fears for the first time in life and now overcoming them step by step.

And filling my bag with all the valuable knowledge and learning's, I'm moving ahead each day with all the positive energy and enthusiasm to make a difference in the life of people around me. I have promised myself to be a lifelong learner and keep learning and evolving throughout my journey of life.....



My Educational Philosophy

When a child is young he is curious to know all about everything, why the sun shines, what the stars are, and all about the moon and the world around us...

.....But as he grows older, knowledge becomes a mere collection of information without any feeling.

While doing this course, it provoked many questions in me. I have two paradigms constantly challenging my mind. There is a perfect sense in the wisdom shared by mystics but also there is a perceived truth which exists around me. Every child is born unique then why do we kill his uniqueness! Every child is born curious then why do we kill his curiosity.

Knowingly or unknowingly we are trying that our children should live according to us. I don't think anyone question that experience brings wisdom, but will our next generation face the same situations? The path that got the ever evolving human race to this milestone cannot take it to the next milestone; it is ought to be a new path. But on the contrary isn't that also true that we need to learn from past and probably that's what we are teaching.

Putting all the contradictions at rest, I think a teacher's role should be to encourage children in their whole process of evolution and not just impose information on them. To let the child grow into a unique human, the child has to go forward and experience new things himself. Teacher should always be standing behind as a support.



Khushiyan batana chahti hoon mein
Haat pakadna chahti hoon mein
Ho Koi dukhi na is duniya mein
Ye kaise karun, samjna chahti hoon mein

Samay bahut hai kam mere paas,
Jaldi sab karna chahti hoon mein,
Par shuru karun kaise ye sab,
Is baat ko samajna chahti hoon mein

De mujhe raasta, mere khuda
Bata mujhe, kuch toh samjha,
Kaise karun shuruwaat iski
Poora ho jaye take sapna mera

- Sonal Sikri



A.S Neil founded Summerhill with the belief that “the function of a child is to live his own life- not the life that his anxious parents think he should live, not a life according to the purpose of an educator who thinks he knows best”

Education to be complete must have five principal aspects corresponding to the five principal activities of the human being; the physical, the vital, the mental, the psychic and the spiritual.

These are my learning’s from this course. I have studied various philosophies and my thoughts towards education have completely changed. In fact I feel I had no clue about what real education means. I had never connected education with a person’s mindfulness and the education of mind and spirit. A teacher has actually a great responsibility towards all her children and rightly guide them and allow them to delve down deep inside and pull out their best of abilities, their true self of coming into this world.

I am amazed to see the shift in my own attitude towards life now by being a learner each day and this shift has only come through the guidance of my mentors and my regularly practicing the art of reflecting. I am anxious to see this change touching many lives around me.

I have a dream to spread happiness. Children learn with all the positivity around without any judgments and fear.

A guru is one who opens the passage to light for his children. An acharya is one who makes you inquire, who goes to the essence of your being, one who pushes you beyond your boundaries. And the deeper I understand my journey the deeper will be my children’s understanding of their purpose of being. Moksha in learning is; I know nothing, I am here to learn and the more I learn the more I know.



“ Right education should help the student, not only to develop his capacities, but to understand his own highest interest”- Jiddu Krishnamurti

“The education of a human being should begin at birth and continue throughout his life” - By Mother

*“ By education I mean all around development drawing out of the best in the child-man body, mind and spirit”
– Gandhi Ji*



Assignment I - Philosophy Course

Resident's Name: Sonal Sikri
Course Name: Perspectives in Education
Faculty Member: Dr. Deepti P Mehrotra
Assignment No.: PE - 1
Date of giving Assignment: 22.07.15
Date of submission: 28.07.15

What do you see as the difference between 'hammering the mind into shape' and consulting the mind in its own growth'? How do you think these relate to a teacher's role?

While thinking about the topic it provoked more questions than answers inside me. I have two paradigms constantly challenging my mind. There is a perfect sense in the wisdom shared by mystics but also there is a perceived truth which exists around me. Every child is born unique then why do we kill his uniqueness! Every child is born curious then why do we kill his curiosity. On one hand I know a child needs love, nourishment and support for his innate potential to come out but on the other hand we as parents and teachers are interfering in the whole process of this seed becoming a plant himself?

I think the intentions are good and people are trying to help. But every human being is a victim of his/her own belief systems and past experiences. What percentage of principles that we teach are relative? In the name of help is everyone interfering? Probably, there are few advantages of being in the company of our carbon copies. But we are forgetting that the nature doesn't accept carbon copies, it accepts only the originals.

If every child is unique and the natural potential of a child is unknown then how can we help when the goal is unknown?

Knowingly or unknowingly we are trying that our children should live according to us. I don't think anyone question that experience brings wisdom, but will our next generation face the same situations? The path that got the ever evolving human race to this milestone cannot take it to the next milestone; it is ought to be a new path. But on the contrary isn't that also true that we need to learn from past and probably that's what we are teaching.

Putting all the contradictions at rest, I think a teacher's role should be to encourage children in their whole process of evolution and not just impose information on them. To let the child grow into a unique human, the child has to go forward and experience new things himself. Teacher should always be standing behind as a support.

But it's easy said than done. In the current realistic scenario where a child has a mandate of completing the set of books and syllabus how can we marry the concept of freedom with boundaries? One path could be to provide tools and not the solution. Let the child look for information and let the mind decide what it should do. A self paced growth is the condition of genuine development. A teachers role is to guide a child achieve all the principal activities i.e. the physical, the vital, the mental, the psychic and the spiritual.



Assignment II- Philosophy Course

Resident's Name: Sonal Sikri
Course Name: Perspectives in Education
Faculty Member: Dr. Deepti P Mehrotra
Assignment No.: PE - 2
Date of giving Assignment: 13.08.15
Date of submission: 16.08.15

Some of the ideas of AS Neil at Summerhill school are radical and yet effective. In my mind this once again highlights the theory: that there is a space of every idea in this world, provided there is a self belief and honesty behind it. Some of the ideas at *Go-as-you- please School* exposes and nurture the innate nature of human beings like freedom, security, independence and interdependence.

Lessons are not forced on the students, until they develop interest in them and there is no fear of exam. Which means every student attends the lecture out of interest, probably that's why they could appreciate the importance of every lesson and feel bad if they have to miss it due to any reason.

On the humanitarian front Neil believes in providing one of the best environment which foster love and trust. Kids seldom fight and cry because children when free have much less hate to express. In a loving environment there is no space of fear, just because someone is bigger and has more knowledge doesn't mean they are more empowered. In Summerhill, everyone has equal rights and equal vote.

As a teacher, mother and a grown up, I believe in the above thoughts especially that the function of the child is to live his own life—not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best. But having said that there will be associated challenges which we need to ponder and understand. Teachers and staff need to be skilled enough to make the kids understand that with “freedom comes responsibility”. Every decision will not be in the best interest of the school as it follows a democratic path. One very important aspect which is highlighted in the article is: Do we need to study all the subjects to become successful (even if the definition of success is money).If I want

to follow my own wish and fancies around my education then how well will I be accepted in the outside world which is oblivion to Summerhill principles?

The whole ecosystem of the school needs to resonate around the central theme of freedom and love. There is beautiful line by Neil which says “freedom does not mean the abrogation of common sense”. Creating and maintaining the equilibrium between commonsense and freedom is surely a big challenge in itself.

One key message which as a teacher defines me is that the aim of life is to find happiness, which means to find interest. Education should be a preparation for life and not to score one over the other. In the current era we need an education which is both intellectual and emotional. In the name of discipline we are bringing in fear. Some of the best educated minds in the world like Einstein were not the best of the students in the prevailing schooling system. I also want to mentor the kids who will become happy human beings in their life.

Some unanswered questions from the article are: Is this a charitable school? If not then how easy or difficult it is to create a value for its shareholders. This is for sure not a school for masses, then how does this school decides its intake criteria every year? What happens to the kids which doesn't become the part of this caravan? Is there a responsibility of the school towards them as well? I don't know the answer to any of the above but I think as a teacher it's my responsibility to reach every kid who is ready for the true education.



Assignment – Rational Autonomy

Resident's Name: Group Assignment – Sonal, Mamta, Manika, Shilpi, Monica, Megha

Course Name: Learning and Teaching

Faculty Member: Ms Anshu Mala

Assignment No.: 1

1. What steps can you possibly take in your teaching to respect Independence of thought (rational autonomy) in your students?

Answer:

Jerome Bruner (1961) proposes that learners' construct their own knowledge and do this by organizing and categorizing information using a coding system. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told it by the teacher. The concept of discovery learning implies that students construct their own knowledge for themselves (also known as a constructivist approach).

The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process. This means that a good teacher will design lessons that help student discover the relationship between bits of information. To do this a teacher must give students the information they need, but without organizing for them.'

The excerpt above summarizes our understanding of the meaning and importance of rational autonomy. Allowing the learner to reason out or think independently without really influencing his mind is our understanding after the discussions in the class. This does not mean that the learner cannot be guided. There may or may not be guidance for the same but this would depend on the topic or subject matter the learner is being exposed to.

While interacting with our students, we feel that the following will help us create the most effective learning environment while respecting and encouraging the freedom to think.

Experiences and collaborative learning:

- We should create true to life/real life experiences/simulations for them where the core concept that is intended to be taught, is the cause of joy or learning.
- Further, we should encourage and guide them to try and create such experiences themselves.
- Once they are able to reasonably understand and create these experiences, we should guide them to try and prove the same, with logical evidence, in peer discussions. Collaborative learning experiences impact children positively as a group.

Ownership for learning:

- We should guide and encourage students to set rules and goals. Of course, this should be preceded by a healthy discussion on why this is important and how they can go about it. This distinguishes clearly between the freedom of choice and thinking. This is a good example of how guided thinking can help in the selection of the right choices. Honest feedback and communication with and between children, therefore, becomes very important.
- There is research suggesting that curiosity triggers chemical changes in the brain that help us better understand and retain information. We need to ensure that this curiosity is carefully fostered and sustained in students. We should encourage research through experimental and exploratory activities without the fear of failure developing at any time.
- It is also important to foster intrinsic motivation. An example of this could be offering causally rich rewards. However, it is important to note that out of context rewards will do more harm than good.
- Children are capable of tremendous independence in learning, thinking and decision making. All we need to do is facilitate this.

References:

1. <http://www.simplypsychology.org/bruner.html>
2. <http://study.com/academy/lesson/what-is-collaborative-learning-benefits-theory-definition.html>
3. <http://www.npr.org/sections/ed/2014/10/24/357811146/curiosity-it-may-have-killed-the-cat-but-it-helps-us-learn>
4. <https://www.psychologytoday.com/blog/brain-trust/201403/new-kind-reward-increases-intrinsic-motivation>

2. How might some of the principles stated above change (or take a different shape) when you have to teach different subject domains (Language, Sciences, Math, History, Arts, Literature, Values)?

Answer:

We feel, that the principles themselves will not change. However, the tactics to explain the subject matter will change depending on the content and learning collateral that is relevant to it.

Also, in the answer above, we have mentioned that the teacher will be there to guide and support but again, how much the teacher needs to intervene would depend on the subject matter.

To understand this better, we can illustrate the application in a few subjects, as follows -

Math

This is a subject which is purely logical and every answer or outcome is backed by proof.

In our school, teachers demonstrate mathematical thinking in different ways (e.g., building, calculating, discussing, dramatizing, drawing, graphing, manipulating materials used by Jodo Gyan). Facilitators conduct various activities collaboratively and independently (e.g., develop plan and solution for a problem, explaining and analysing student's solutions to a problem, describing a mathematical idea) to explain the basics to the students. They also try to enhance and apply reasoning skills (e.g., pattern recognition, classification, recognition of relationships,

and use of counter-examples). Many times the teacher also creates a variety of presentation of mathematical ideas, makes connections among them, and applies them to solve problems (e.g., by using concrete materials of Jodo Gyan, physical actions such as hopping or clapping, physical models, pictures, numbers, invented symbols, diagrams, graphs). To create an independent learning environment, the teacher plans various group activities like class, small groups, pairs; homogeneous, heterogeneous throughout a lesson. This helps the students in monitoring and reflecting on their own thought processes by asking questions such as “what if I change that dimension or direction?” and also why they think their results are reasonable, by recording their thinking in a math journal. The teachers make the students communicate and adapt their thoughts with one another and the teacher, both during and after the lesson (e.g., in the consolidation part of the lesson, the students turn to a partner and share a solution to the problem. e.g., “Did you get the same solution? Did you solve it in the same way?”)

Sports/PE

In sports or PE, students are active learners. They learn through their experiences. We don't show cricket matches or other sports on the projector to discuss about strategies and group dynamics. Infact we take the student down to the sport field where they are exposed to different kinds of sports. They can continue to play a variety of sports but if at they want to opt a game the decision can come from them through their personal experience and preference. Giving the children a list of sports that is age appropriate and letting them choose which sport they want to play is how we would bring in independent thinking among them. After playing they sit together to discuss and share their experiences with the group. They discuss about what went well & what did not? What are the strategies used for that particular game/sport? Their weaknesses & how can they improve? How can they support each other to improve? These kind of discussions help in building knowledge and clarity.

Language

English is a language which is subjective and is mostly taught through rote learning. English pronunciation is a good example of this. Instead of giving definitions directly in the grammar

class, students are led to the definition with the help of certain activities and probing questions. e.g. - language class on prefix & suffix - instead of the teacher giving the definition of the terms, she can lead the children to it by showing pictures of root words and asking them to find combinations. After they will come up with answers, the teacher them to see the pattern and eventually, elicit the answer from them. Children must be encouraged to get information from outside the classrooms through the books they have read or any other medium they can start a discussion on a topic at home with friends and understand the topic better.

On the other hand, Hindi being a scientific language is easier to explain to the children. For example, the other day, when the teacher was introducing punctuation symbols to the students the teacher had to tell them what the symbols meant because they were absolute.

Poems & Art

These two are entirely subjective. How we interpret these will totally depend on our mind set at that particular moment. The same poem may be interpreted in several different ways by the students, as is the case with art work. The teacher's role here again is to intervene only if needed. We should not try to influence the student's thought or interpretation on a certain work. They are free to think what they want, like Kaye Ma'am says, "If you are not wrong, you're right". There is no definite meaning for any poem or artwork.

In conclusion, the following summarizes our understanding of Rational Autonomy- A provisional state that has, as its objective, to make the learner or problem solver, self-sufficient'. By convincing the learner that they are capable of greater independence in learning and give them successful exposure for the same we will inculcate independence of thought (rational autonomy) in the students.



Me as an Observer

“We cannot create observers by saying ‘observe’, but by giving them the power and means for this observation and these means are procured through education of senses.”-Maria Montessori

Observation is an art in itself. And I got to know about this art coming here at this course. Observation is the first and the most powerful step towards changing teaching practices. A teacher can never truly understand her students and meet their individual and group needs if she doesn't have the art of observing. It's very important to sense the mood of the class and predict how the lesson plan would go ahead. And for this the art of observing is of vital importance.

As a teacher with nursery kids I did a lot of observations on individual kids and documented them and I could actually see the graphs and patterns of children. I could see why a child was not interested in a class; I could see what was bothering another child in a class, I could see which kids enjoy art and which kids enjoy dancing. I could see which are the distracted kids are; I could see which are the most sincere kids only by observing them. And this art of observing the class made me conduct my lesson plan accordingly. The sessions on mindful personal leadership and by partho bhaiya taught me to be mindful at the first step. By practicing active meditation each day I'm trying to be mindful and hence develop this art of observation. I feel this art of observation is actually a lens through which I can scan each child of my class of what he likes and what he doesn't and I can work accordingly on each child.



Residents Name: Sonal Sikri
Course Name: Child Development
Faculty Member: Tapaswini
Assignment Number: 2

Observing Mealtimes

Scene: 3 year old girl sitting with her grandmother and eating pear

	Grandmother
	Mishika

	Jaldi khao
	Kha ri hun
	Masala kam lagao
	Nahin dalungi
	fir ye thoda thoda kha ri hai
	<i>PAUSE – 2 minutes</i>
	Namak zada khayegi pitti ho jayegi. Gala kharab ho jayega
	Nahin!Smiling
	Dekh sabse chota baby first aa ra hai (pointing towards an infant sitting nearby and eating too)
	<i>Continues to eat small bites of pear</i>
	dadi aap khilao!

Observing playtimes in preschoolers

Scene: Shanaya , Pia and Aanya playing together. Shanaya has draped a saree with dupatta and is moving around in the class

	Shanaya
	Pia
	Aanya

	Ye aapne kya pehan liya?
	Meri shaadi ho gayee hai. Mene saree pehni hai
	Tum shaadi ke baad kitni pyari lag rahee ho
	<i>Giggles and Smiles 😊</i>
	Maam dekho mene saree pehni hai
	<i>I smiled and said Pyare lag re ho</i>
	Carrying another dupatta in hand came to me and said- mujhe bhi pehna do

Interview of 5 year old



Name: Aarav Dewan

Age : 5 yrs

Class : KG

Where does the sun go at night?

He goes to the world's edge. Comes down from the sky to world's edge

How does the moon come up at night?

It has a magic of it's own. When the sun goes down behind the clouds, the moon comes up from behind the clouds. One day I saw sun and moon together. Moon was setting down and sun was coming up

How does the sun comes up?

Because of the gravity

What is gravity?

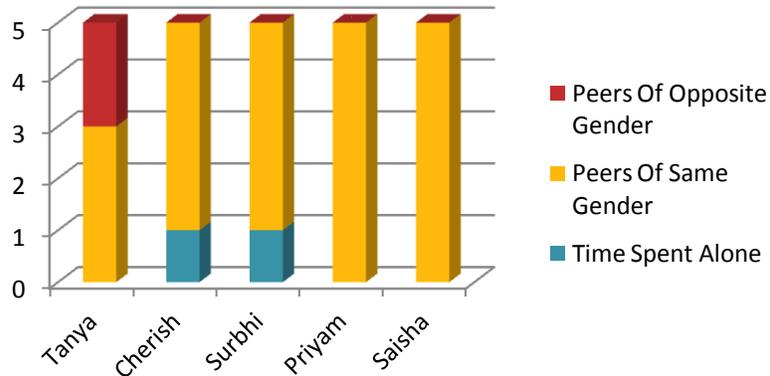
Gravity is when something falls down its goes down. If no gravity was there, it would be flying

Why should you sleep at night?

If you will not sleep you will get tired and never ever you will be able to sleep

Summary: The child's thoughts are completely based on perceptual cues. His intellectual abilities are expanding and he is trying to understand logical relationships to quiet an extent. His language skills are also developing as compared to sensorimotor period and early preoperational stage.

Observation of 8-9 year old in a playground



Name	Age	Gender	Total Time (mins)	Time Spent (Alone)	Time Spent (with Peers of same Gender)	Time Spent (with Peers of opposite Gender)
Tanya	9	Female	5	0	3	2
Cherish	8	Female	5	1	4	0
Surbhi	9	Female	5	1	4	0
Priyam	8	Male	5	0	5	0
Saisha	8	Female	5	0	5	0

Tanya enjoyed playing in the playground with both boys and girls. Was seen more with a cluster of girls but played with boys too. Was throwing water on a boy and running away. On interviewing, Tanya told me that she prefers playing more with girls and has more girl friends in her class and at home too. The reason she gave was that boys have their own talks and they tease girls. They gang up against us and play together. Hence she is more comfortable with girls.

Cherish enjoyed playing with girls in the playground. On interviewing, Cherish told me that she prefers playing with girls and all her friends are girls at school and home too. She said that boys always talks about fighting and never sit and play nicely. Their games are different too. They keep fighting and steal good stationery things from our bags.

Comparison with 10-11 year old Boy & Girl



11 Year Old

Naina prefers playing more with girls and is not too comfortable with boys. She explains that their games are totally different. Boys prefer more physical games whereas she enjoys talking with her peers and discuss various things. She says "I don't connect with boys"

Siddharth studies at DAV Public school and told me that he has both girls and boys as his friends. While playing outdoors they play separate as girls are not too fond of running games. But indoors they do sit and play together and talk.



10 Year Old

Summary: Children at this age group are much independent as compared to the earlier ages. They develop relationships and enjoy being with people where they share common interest. They understand each other and help each other too. They have their own opinions about people. While playing, they very well understand rules and begin to listen to each other.

Interview with adolescent Boy/Girl



Name: Sarthak Narula

Age : 13 yrs

Class : VIII

School : APJ School

What friends mean to you?

Shumbham, Ishan, Vaibhav, Arman, Mohit are my good friends and they mean a lot to me as whatever I can't share with my family I can share with them.

What kind of risks do you and your friends take?

One day we all decided to get phone to the school without telling teachers and parents. One of my friends got it and we were caught. Teacher took away the phone and informed his parents and warning was given.

Another day when we were out on a school trip me and my roommates called another friend in his room and said you have ordered pizza, please be ready with the money as the pizza is about to reach

Why do you take these risks?

We did it just for fun!

Any conflict with parents recently?

Few days' back I didn't wanted to go to school and mom wanted me to go, so we had a conflict. She forced me to go and said if I don't go, she'll break my phone. And finally she broke my phone. I cried. I started the conflict as I was exhausted to go to school. But later I apologized and she also understood and got my phone fixed.



Name: Madhav Malhotra

Age : 17 yrs

Class : XI

School : Salwan Public School

What friends mean to you?

My friends are my second family. Whatever I can't share with family, I share with my friends. They make an important part of my life. I'm choosy in selecting friends. And I have both guys and girls as my friends.

What kind of risks do you and your friends take?

Once we had gone on a school program and we were at Kochi airport. At the security check we started making terrorist comments just to see what happens around. And the police men approached us and people around started looking towards us.

Why do you take these risks?

We did it just for fun and to see people's reaction.

Any conflict with parents recently?

Recently when I had to select my stream my Parents wanted science and I wanted to opt for commerce or humanities. They said I have a scientific mind but I was not inclined towards that.

It was not exactly a conflict. They had their own points and I had mine. I gave an aptitude test also. And we talked about it and finally I chose commerce. I feel they were right to think and give their point of view and finally after talking the problem was solved.

Student Profile

<ul style="list-style-type: none">✚ Loves Music & Dance✚ Good concentration span✚ Fond of playing with the sand✚ Friendly with her peers✚ Good sense of personal hygiene✚ Actively participates	<p>Devna stands tall in a class of 29. She is athletic and thin built, wheatish complexioned with short hair.</p> <p>Interests She shows great interest in music and dance. She responds to musical beats with rhythmical dance movements. Devna has good concentration span and listens very attentively to all the instructions given in the class. She takes her own time but does the work beautifully. Her zest for physical activity is displayed in the outdoors. She is especially fond of playing with the sand and making sand castles when out.</p> <p>Motor Skills She displays fine motor skills and firm grip while holding pencil and crayons. She can write her name with great ease and displays good hand and eye coordination. Devna enjoys colouring and drawing things out of her imagination. She made a beautiful boat around a leaf which was collected during the nature walk.</p> <p>Communication She converses both in Hindi and English with equal ease. She usually talks in hindi with her peers and communicates with teachers both using hindi and English.</p> <p>Friends She is friendly with her peers and enjoys the company of anyone who is sitting next to her in the class or outdoors. She shows special affinity towards Siddhant and both like sitting around each other. She remains silent while listening to the lesson or doing her activities and concentrates on her work.</p> <p>Circle Time <i>The theme for the circle time was to tell one thing that bothers you.</i> She patiently listened to everyone in the circle. And on her turn she said that she doesn't like when she is doing her work nicely and her mother comes and tells her to close it and sleep or do some other task.</p> <p>Other Observations She displays a good sense of personal hygiene as she usually goes and washes hands after meals. Her hands are neat and clean and nails properly clipped. She displays a responsible behavior by keeping her used plate after her meals. She actively participates in classroom discussions by always raising her hand to answer to the teacher questions.</p>
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My Approach to Subjects

Language

Language learning has got a new meaning for me after I attended Sonika's and Kaye's sessions. Earlier language for me was more about just comprehension, right punctuations and a lot of grammar but now I see the importance of a purpose behind reading. A child should be encouraged more to understand the meaning of a comprehension or a story rather than what's wrong in his vocabulary or writing invented spelling initially. From a very young age how a child is surrounded by all kinds of literary stuff, be it –telephone bills, newspapers, books, magazines etc. How a child makes schematic connections with all the information and communication which is happening around him.

I have learnt the importance of talk for children. It is very beneficial for little children to interact with each other as the language gets constructed eventually from all these collaborations. How critical is immersion for a child's language skills to develop. It is of paramount importance for parents and teachers to understand this fact and give children regular opportunities where they can communicate, express, share their thoughts, their happenings in day to day life and learn from each other.

I have learnt how the art of storytelling can open children's minds to other cultures and life philosophies and develop the inner world of imagination and creative thinking. Without books or illustrations children have to remember key points of the plot and character names. It is an excellent exercise in memorization skills and it also may help guide children when they wish to write a story of their own.

Mathematics

The most dreaded subject for me has completely turned and twisted with Shaji and his pedagogy. The damage which my own school and teachers did to me reflects upon how inefficiently this subject was taught to us. The formulas were bombarded and equations were to be solved which created zero understanding of what we studied and why we studied that. In contrary jodo gyan taught us the importance of setting up a context in the classrooms first

through different stories and then creating a problem. The students then try to think the best solutions themselves and get completely involved in this whole process of problem solving and critical analysis. The games and tools used in mathematics classes was another very interesting element which created that curiosity among all of us being adults. And I could see the level of inquisitiveness and eagerness in young children in classrooms to touch and feel that material to learn mathematics.

Another important learning was that the number was not treated as just a number and instead was used as a quantity.

Shaji's pedagogy of teaching mathematics showed how a teacher's passion and love towards the subject and towards imparting learning and knowledge to all the children in the classroom create better understanding and fun learning in classrooms.



Assignment - Word Problem

Residents Name: Group Assignment (Sonal, Sonika, Punita, Sivadevi)
Course Name: Word Problem
Faculty Member: Mr. Shaji
Assignment Number: 1

Equalizing Question

Raju and his cousins had been to their grandfather's village for the summer vacation. It was corn harvest season and they go to the fields every day with their grandfather. One day they had an order of 500 corns to be delivered in the market but they had only 234 corns harvested. Can you tell how many more corns have to be harvested to fulfill the order?



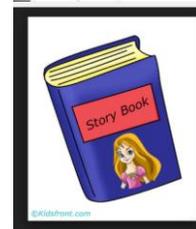
Comparing Question

Raju had been to hills for summer vacation. His grandfather had a corn field and they were removing the kernels from the corn manually. One of his friends visited him and showed him the Corn Sheller which is a low cost machine to speed up the process of removing the kernels by hand. It is capable of shelling 20kg more in an hour than by hand. If they could shell 33 kg per hour, how much would they be shelling by hand in one hour?



Equalizing

Meeta is in class 4th and she is fond of reading. Every Month she spends part of her pocket money for buying story books and save the rest. On Diwali Meeta's grandfather gave her Rs.150 as a gift. She was overjoyed as her savings increased to Rs.300. She went to the market with her grandmother to buy a new story book. The price of the book was Rs.350. Her Grandmother gave her rest of the money. How much money did Meeta's grandmother give?



Comparing

Rohan and his sister are planning to make strings to decorate their house on Diwali. When they counted beads they found 24 red beads, and 60 white beads at home. They need 120 beads in total with both colors in equal quantity. Which color bead they need to buy from market and how many?



Compare

30 children were coming in their school bus to Heritage on Monday morning. Suddenly the tyre of the bus got punctured. The driver called the school for an alternate bus. The alternate bus could accommodate only 23 children because of its less seating capacity. How many children were left for whom we need another bus?



Equalization

Nursery D was playing a game of tug of war in their sports class. On right side of the rope there were 20 children and on the left side of the rope there were 30 children. How many children from left side should be shifted to right side, to make equal children on both sides of the rope?



RTE Critique

Historical Narrative

After independence, Article 45 under the newly framed Constitution stated that the state shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. Free and compulsory elementary education was made a fundamental right under Article 21 of the Constitution



in December 2002, by the 86th Amendment. In translating this into action, the 'Right of Children to Free and Compulsory Education Bill' was drafted in 2005. This was revised and became an Act in August 2009, but was not notified for roughly 7 months.

The 'Right of Children to Free and Compulsory Education Act 2009' (RTE Act) came into effect with much fanfare and an address by Prime Minister Manmohan Singh.

Overview

The RTE Act is a detailed and comprehensive piece of legislation which includes provisions related to schools, teachers, curriculum, evaluation, access and specific division of duties and responsibilities of different stakeholders.

Key features of the Act include:

1. Every child in the age group of 6-14 has the right to free and compulsory education in a neighborhood school, till the completion of elementary education.
2. No child is liable to pay any fee/expense that would prevent a child from pursuing and completing elementary education.
3. It is the responsibility of the state that every child completes elementary education
4. Children with disability have access to free education in a neighborhood school.
5. Child who has never been admitted in school or could not complete elementary education has a right to get admission in a class appropriate to his/her age.

6. Private schools will have to take 25 percent of their class strength from the weaker section and the disadvantaged group of the society through a random selection process.
Government will fund education of these children

With the points mentioned above the act clearly made education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. The act also mentions that no child shall be held back, expelled or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school dropouts to bring them up to par with students of the same age.

The Act lays down specific responsibilities for the centre, state and local bodies for its implementation.

The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation- the Persons with Disabilities Act.

Funding

Due to the high financial liability in implementing this act, the centre government decided to subsidize the state governments and share the cost of implementing this act. As per the initial estimates, the funding required till 2015 was of the order of Rs 1.71 trillion which got revised by mid 2010 to Rs 2.31 trillion. Centre government agreed to share the implementation expenses in the ratio of 68: 32 (Centre: State).



A critical development in 2011 has been the decision taken in principle to extend the right to education till Class X (age 16) and into the preschool age range. The CABE (Central Advisory Board of Education) committee is in the process of looking into the implications of making these changes.

Critique

Quality of Teaching

According to union human resource development ministry in 2010-11, 907951 teacher's posts have been lying vacant in primary schools across the country. Also in 45.76 percentages of

primary schools in the country, the teacher student ratio is more than 1:30. The corollary due to this is the declining popularity of government schools.

Apart from this another serious issue in the quality of teaching is due to the fact that almost 25 percent of teachers in most states are “para teachers”. The qualification for becoming a “para teacher” or contract teacher in most States is higher secondary or even secondary pass, but in Rajasthan the qualification for the para teacher is standard eight for men and standard five for women.



Significantly, the RTE Act is vague regarding this most vital aspect of education. There are general statements to the effect that the Central government “shall develop and enforce standards for training a teacher.” It has also ratified “relaxation in the minimum qualification required for appointment as a teacher” for up to five years. Clearly, the RTE Act accords little importance to teaching standards, which is the major shortcoming in our educational system.

Paucity of Funds Or Lack of Political Will

At least 26 crore children in our country are of school going age. Going by government statistics, 18 crore children are in school. What about the remaining 8 crore? The government needs to focus on this question in the context of Right to education act.

All the states were required to implement the act but its efficacy has not completely been proven. The states have put forward one major obstacle behind the implementation of RTE act which is paucity of funds. The centre estimated an annual budget of Rs 231000 crore for implementation of the act. This was given a go ahead by the expenditure finance committee, with a centre state contribution ratio of 68:32. Still there is a lack of funds sited as the major hindrance. But is that really a lack of funds or the lack of political will?



It has been observed that the Hindi speaking states of UP, Rajasthan, MP, Bihar have been the most half hearted when it comes to the acts implementation, despite the fact that 67 percent of out of school children are from these states.

Uttar Pradesh has gone to the extent of claiming that the only funds given by the centre would be utilized to provide free and compulsory education to all children in age group 6-14. And the state has no intention of contributing towards the implementation of act and will wholly depend on the centre.

And incidentally the budget for implementation of the rte act throughout the country is just half of the amount spent on organizing the 2010 commonwealth games!

It's a strange irony that even as the states express concern over the financial burden of this ambitious act, the government has been encouraging the corporate sector by offering major subsidies every year.

25% reservation in private schools

The Act and the Rules require all private schools (whether aided or not) to reserve at least 25% of their seats for economically weaker and socially disadvantaged sections in the entry level class. These students will not pay tuition fees. Private schools will receive reimbursements from the government calculated on the basis of per-child expenditure in government schools. Greater clarity for successful implementation is needed on:

- How will 'weaker and disadvantaged sections' be defined and verified?
- How will the government select these students for entry level class?
- Would the admission lottery be conducted by neighborhood or by entire village/town/city? How would the supply-demand gaps in each neighborhood be addressed?
- What will be the mechanism for reimbursement to private schools?
- How will the government monitor the whole process? What type of external vigilance/social audit would be allowed/encouraged on the process?



- What would happen if some of these students need to change school in higher classes?

Moreover, the method for calculation of per-child reimbursement expenditure (which is to exclude capital cost estimates) will yield an inadequate resource flow to private schools. It will be tantamount to a tax on private schools. Private schools will end up charging more to the 75% of students - who are paying tuitions - to make space for the 25% of students they are forced to take. This will drive up tuition fees for private schools (while government schools continue to be taxpayer funded and essentially free).

Reimbursement calculations should include capital as well recurring costs incurred by the government.

By dictating the terms of payment, the government has reserved the right to fix its own price, which makes private unaided schools resent this imposition of a flat price. A graded system for reimbursement would work better, where schools are grouped -- based on infrastructure, academic outcomes and other quality indicators -- into different categories, which would then determine their reimbursement.

Corruption

A deeply disturbing aspect highlighted by many school managements is that the RTE Act, by giving absolute power to the Education Department and local bodies to make or mar schools, will become the ideal tool for large-scale, systemic corruption. Even when there was no specific law against unrecognised institutions, the ubiquitous school inspectors



had to be “appeased” despite the school doing nothing illegal. Now with the RTE Act in force, the inspectors will have a free rein to force school authorities to do their bidding — a grim portent for the future. It is not difficult to foresee a large number of undeserving schools getting recognition and a good number of meritorious schools shutting down.

Other Possibilities

If the number of schools comes down, as it certainly will, due to closure of schools that do not comply with the stringent infrastructure standards, the nation's goal of ensuring universal literacy would suffer a massive setback. The RTE Act formulations are based on the unrealistic premise that recognized schools would not only be able to accommodate the students from schools that close down but also have room for new entrants.

After the children from the weaker sections complete their free elementary education in the elite schools, where the tuition fee would be more than the annual income of their parents, these children will have to leave these schools and slip back to schools of questionable standards, which is bound to be psychologically traumatic.

Critique of the Proposed Amendments

- Extends RTE to lower and upper kindergarten by extending RTE from 6-14 to 4-14. Makes it worse because total number of subsidy years is now extended to 10 instead of 8 earlier
- Removes the distance criteria - Given the lottery situation Kid A from locality A will chug across town to attend School Z which is not his preference. While Kid Z will criss-cross him from other side.
- Payment - Any delay of more than 3 months attracts interest and penalty. If schools aren't able to recover refunds today, they won't recover refund + interest tomorrow. Today non-payment from government results in schools holding back teacher's salaries, cutting back on safety and accessories. This will only result in a flight of qualified teachers and bright students from *RTE Enabled* schools to *RTE Exempt* schools.

Suggestions

In my view the act can bestow the benefits only after sustained engagement with the problem of child education. Despite the flaws in the RTE Act, it is equally important for us to simultaneously ensure its proper implementation. We need to make the government accountable through social audits, filing right to information applications and demanding our children's right to quality elementary education. Moreover, it is likely that once the Act is notified, a number of different groups affected by this Act will challenge it in court. It is,

therefore, critically important for government to follow such cases and where feasible provide support which addresses their concerns without jeopardizing the implementation of the Act.

Drafting of State Rules

Even though state rules are likely to be on the same lines as the model rules, these rules are still to be drafted by state level authorities keeping in mind contextual requirements. Advocacy on the flaws of the Central arrangements, and partnerships with state education departments, could yield improvements in atleast some States. Examples of critical changes which state governments should consider are: giving SMCs greater disciplinary power over teachers and responsibility of students learning assessment, greater autonomy for schools to decide teacher salaries and increased clarity in the implementation strategy for 25% reservations. If even a few States are able to break away from the flaws of the Central arrangements, this would yield demonstration effects of the benefits from better policies.

Assisting private unrecognized schools

Since unrecognized schools could face closure in view of prescribed recognition standards within three years, we could find ways to support such schools to improve their facilities by resource support and providing linkages with financial institutions. Moreover, by instituting proper rating mechanisms wherein schools can be rated on the basis of infrastructure, learning achievements and other quality indicators, constructive competition can ensue

Ecosystem creation for greater private involvement

Finally, along with ensuring implementation of the RTE Act which stipulates focused reforms in government schools and regulation for private schools, government need to broaden its vision so as to create an ecosystem conducive to spontaneous private involvement. The current licensing and regulatory restrictions in the education sector discourage well-intentioned 'edupreneurs' from opening more schools. Starting a school in Delhi, for instance, is a mind-numbing, expensive and time-consuming task which requires clearances from four different departments totaling more than 30 licenses. The need for deregulation is obvious.

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How I Developed as a Teacher

Practice and mentoring was the best part of this program. The allocation of one class completely to me and the presence of a mentor teacher to observe and guide me at each phase was a great support. I could observe the whole class, the teacher's pedagogy and the student's responses and behaviors at various situations and get the feel of what a classroom is. I had always known a classroom from a student's point of view or a parent's perspective but this time helped me to see the classroom from a teacher's lens. I could see what role a teacher has to play and what are the challenges she faces. Beginning from initial days when I was trying to remember the names of the children in my class and struggling to get the confidence to conduct even a morning circle I have seen the shift to a successful lead teaching week wherein I designed the whole theme plan and executed it with confidence.

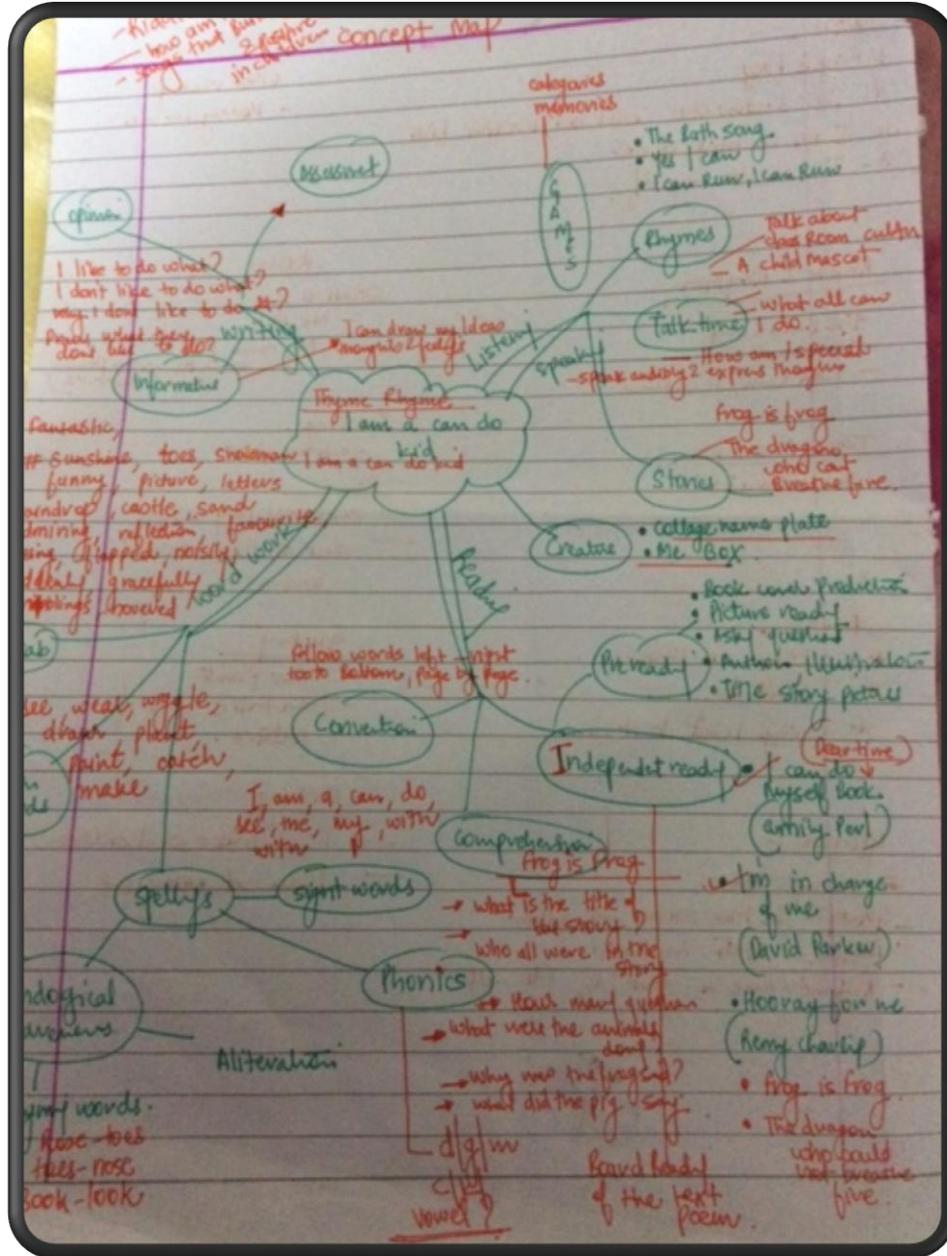
I started with observing and understanding the classroom culture, the school culture and then moving on to the next step of building relationship with each child of my class and my mentor teacher and then slowly conducting the lesson plans and finally moving on to the phase where I brainstormed and planned the whole theme and executed it.

This whole process has given me an edge in understanding the classroom conducts as to how a teacher observes first and then can create good learning's in the classrooms. It has given me an edge in planning and in transaction of my plans. The teacher's fascination of the subject and its content can actually build an atmosphere of rapt attention and learning. I had heaps of initial struggles as to -what am I suppose to do in the class? Where to start? How will I make the class silent and listen attentively to me! I actually thought I can't take a language lesson! All these class grids, concept maps, the day flows were such confusion for me. My morale level in the classroom in terms of conducting a lesson was immensely low. And now I realize I have learnt so much. The whole step by step ladder climbing from observation to planning has been a great learning. The presence of an experienced Collaborating teacher supported and mentored me throughout the year. A person with whom I could share all my inhibitions and get suggestions

on how to handle various situations. The Clinical teacher educator was a guru for me who showed me the path whenever I was confused and was there to continuously observe me and debrief me with an affirmative feedback whenever and wherever required.



Lead Teaching Week - Concept Map



Lead Teaching Week – Nursery Grid

THEME TITLE: I am a can do kid

GRADE: NURSERY D

WEEK- I (30th November - 7th December)

OBJECTIVES:

THEME:

I can identify my specialty/ uniqueness.

LANGUAGE

N.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

N.SL.1.a: Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

N.R.F.1.a Print Concepts: Follow words from left to right, top to bottom, and page by page.

N.SL.6: Speak audibly and express thoughts, feelings, and ideas clearly.

N.R.L.1 With prompting and support, ask and answer questions about key details in a text.

N.R.L.3 With prompting and support, identify characters in a story.

R.FN.4: Read emergent-reader texts with purpose and understanding.

N.R.F.3.c Read common high-frequency words by sight

N.W.1 Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

WN.5 Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

N.R.F.1 Print Concepts: Demonstrate understanding of the organization and basic features of print.

N.R.F.2 Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

हिंदी भाषा

श्रवण और वाचन उद्देश्य

* कहानियों और कविताओं को ध्यानपूर्वक सुनना।

* वर्णोंको पहचानना और उनसे सम्बंधित कविताएँ गाना (ल ई स प)।

सौखिक

* नए शब्दों को सुनना और उनका उपयोग करने का प्रयास करना।

* नई कविताओं को सीखना और उन कविताओं को धुन में गाने का प्रयास करना।

* कहानियों को अपने शब्दों में सुनाने का प्रयास करना।

MATH—

N-MNS1.1 I can recite numbers from beginning till 20 in English.

N-MNS1.2 I can recognize and read numbers from 1-10.

N-MNS2.1 I can count and tell the number of objects till 10 keeping track of what is counted and not counted.

N-MLO1.2 I can recall and sequence 3-4 major events of the day/story.

<u>MORNING CIRCLE</u>	<u>RHYME & RHYTHM</u>	<u>SPORTS</u>	<u>STORY SESSION</u>	<u>GAMES</u>	<u>ROW</u>
<p>Reverence to God and nature; draw energy from nature; to facilitate whole body movement and coordination; vocabulary building; senses development and balance of body, mind and spirit; develop the element of reverence; To strengthen the process of development relating to will and feeling; To help make meaning of patterns in the rhythms</p>	<p>Vocabulary/ Language development; coordination in singing with actions; Fine motor skills through finger rhymes ; senses development</p>	<p>To develop basic loco -motor skills; social- emotional skills; To practice moving in different directions and identifying different colors; To develop rhythmic and listening skills and coordinate body movements; To develop throwing/ catching skills and eye-hand coordination</p>	<p>To develop listening skills and develop imagination and creativity. To inculcate the school values</p>	<p>To develop gross motor skills, social skills and To develop focus, attention To enhance listening and eye- limb coordination</p>	<p>To facilitate creative learning; to develop fine motor skills, life skills and affective being; To develop a sense of reverence for self, others, material & nature ;To develop fine motor skills ;To develop aesthetic sense</p>

Day/date	Day-3 1.12.15/Tuesday	Day-4 2.12.15/Wednesday	Day-5 3.12.15/Thursday	Day-6 4.12.15/Friday	Day-1 7.12.15/Monday	Day-2 8.12.15/Tuesday
MORNING CIRCLE 15 min			MORNING CIRCLE			
Time-9:05-9:20	Forming the circle- In the morning we Morning verse: Morning has come Morning prayer Natikta ki.....Hindi Weather rhyme Weather comes Finger rhyme This little boy Body body movement I wake my self... Rhythmic movement What I do, I do well Closing song Follow follow.../ Aa chalk e tujhe...	Forming the circle- In the morning we Morning verse: Morning has come Morning prayer Natikta ki.....Hindi Weather rhyme Weather comes Finger rhyme This little boy Body body movement I wake my self... Rhythmic movement What I do, I do well Closing song Follow follow.../ Aa chalk e tujhe...	Forming the circle- In the morning we Morning verse: Morning has come Morning prayer Natikta ki.....Hindi Weather rhyme Weather comes Finger rhyme This little boy Body body movement I wake my self... Rhythmic movement What I do, I do well Closing song Follow follow.../ Aa chalk e tujhe...	Forming the circle- In the morning we Morning verse: Morning has come Morning prayer Natikta ki.....Hindi Weather rhyme Weather comes Finger rhyme This little boy Body body movement I wake my self... Rhythmic movement What I do, I do well Closing song Follow follow.../ Aa chalk e tujhe...	Forming the circle- In the morning we Morning verse: Morning has come Morning prayer Natikta ki.....Hindi Weather rhyme Weather comes Finger rhyme This little boy Body body movement I wake my self... Rhythmic movement What I do, I do well Closing song Follow follow.../ Aa chalk e tujhe...	Forming the circle- In the morning we Morning verse: Morning has come Morning prayer Natikta ki.....Hindi Weather rhyme Weather comes Finger rhyme This little boy Body body movement I wake my self... Rhythmic movement What I do, I do well Closing song Follow follow.../ Aa chalk e tujhe...
STORY SESSION 15 min	STORY SESSION					
Time-9:25-9:40am	Rupa the elephant(hindi)	Rupa the elephant(hindi)	Rupa the elephant(hindi)	Rupa the elephant(hindi with props)	Rupa the elephant(hindi with props)	Rupa the elephant(hindi with props)
MEAL TIME 30 min	MEAL TIME					
Time-9:40-10:10	Food prayer- Thank you God... Children will eat the served meals DEAR time : Give out picture books in Hindi. Children will do picture reading.	Food prayer- Thank you God... Children will eat the served meals DEAR time : Give out picture books in English (a-z books)	Food prayer- Thank you God... Children will eat the served meals DEAR time : Give out picture books in English (a-z books)	Food prayer- Thank you God... Children will eat the served meals DEAR time : Give out picture books in English(a-z books)	Food prayer- Thank you God... Children will eat the served meals DEAR time : Guided reading through emergent textbook-focus on SIGHT WORDS.	Food prayer- Thank you God... Children will eat the served meals DEAR time : Guided reading through emergent textbook-focus on SIGHT WORDS.
SPORTS 30 min	SPORTS					
Time-10:10-10:40	Unstructured sports-	Structured Sports	Structured Sports	Sports-	Structured Sports	Yoga

	free play/jungle gym	* Rhythmic / Aerobic Movements.	*Warm up-Running/jog *Aiming-beanbag in a set target-increase distance according to class performance-one foot forward & underarm throw. *Circuit	Rhythmic / Aerobic Movements.	*Warm up-Running/jog *Aiming-beanbag in a set target-increase distance according to class performance-one foot forward & underarm throw. *Circuit	
LANGUAGE 50 min Time-10:40-11:30 Listening/Speaking/Reading 20 min	<p>Transition Rhymes: I am a can do kid... D,g,m,o jollphonics rhymes.</p> <p>Introduction of Frog Mascot</p> <p>Introduce a frog puppet in the class and tell the class there is a friend to meet you. He has a gift for you. Present the frog is frog book.</p>  <p>Max Velthuis Frog is Frog</p> <p>Introduce the cover page. * Read the title and think what the story be about? Book cover</p>	<p>Transition Rhymes: I am a can do kid... D,g,m,o jollphonics rhymes.</p> <p>STORY POSTERS-</p> <p>Teacher will show 4 (1-4) story cards according to the sequence and will let children do picture reading. After doing picture reading the 4 cards will go on the story board.</p> <p>Introduce letter d through a story(jolly phonics)</p> <p>Elicit vocabulary from the kids. Draw the pictures of the words told by kids on board.</p>	<p>Transition Rhymes: I am a can do kid... D,g,m,o jollphonics rhymes</p> <p>STORY POSTERS-</p> <p>Teacher will show 4 (5-8) story cards according to the sequence and will let children do picture reading. After doing picture reading the 4 cards will go on the story board.</p>	<p>Transition Rhymes: I am a can do kid... D,g,m,o jollphonics rhymes</p> <p>STORY POSTERS-</p> <p>Teacher will show 4 (9-12) story cards according to the sequence and will let children do picture reading. After doing picture reading the 4 cards will go on the story board.</p>	<p>Transition Rhymes: I am a can do kid... D,g,m,o jollphonics rhymes</p> <p>Task 2 Comprehension of the story text *Begin by reading the name of the story, author and illustrator</p> <p>At the end of the story Name the animals you heard in the story- Frog is frog Discuss the Story (Comprehension Questions) *What are the things you think you can do with your hands? *Who all did the frog meet in the story? *Whom did frog meet first in the story? *What was special</p>	<p>Hindi Day Cluster introduction through story "chamku aur ladki ki kahani" And rhymes ह ,च,औओ</p> <p>Elicit the vocabulary they have picked up from the story. Draw pictures on the board.</p>

	<p>predictions</p> <ul style="list-style-type: none"> * What does the cover of the book makes you think the story will be about? * Talk to the children about it. Ask them what they can see on the page. (Obj: observation and picture reading and talking in complete sentences) *Looking at the cover page let the children ASK QUESTIONS * Children predict what could be in the story. *Ask questions about the character the author and the illustrator. *Who is this? (Characters) *Who do you think has written the story? *What is the person who writes stories called? *Who has drawn the pictures? *Who is the person who draws pictures called? 				<ul style="list-style-type: none"> about the duck? *What did the frog do to try flying? *Did the frog succeed when he tried flying? What happened? *What did the frog ask the pig? *What did the pig tell the frog? *What was special about the pig? *Did the frog try baking the cake? What happened when he tried? *Whom did he meet at last? *What did the hare gave the frog? *What was special about the frog? *Have you ever seen a frog? *What sound does the frog makes?. 	
<p>Writing 20 min</p>	<p>Revisit letter T Worksheet to be given for letter T</p>	<p>Let the kids draw things with letter d in their journals.</p>	<p>Revisit SAT/PIN</p>	<p>*Pre writing in air/sheet-with clay/beads etc+ word games.</p>	<p>Draw and colour your favourite character from the story.</p>	<p>Draw pictures of their favourite characters from the story in their journals.</p>
<p>MATH 30 min</p>	<p>MATH</p>					
<p>Time-11:30-12:00</p>	<p>Transition rhymes: Recitation:Lets count from 1-20 rhyme</p>	<p>Transition rhymes: Recitation:Lets count from 1-20 rhyme</p>	<p>Transition rhymes: Recitation:Lets count from 1-20 rhyme</p>	<p>Transition rhymes: Recitation:Lets count from 1-20 rhyme</p>	<p>Transition rhymes: Recitation:Lets count from 1-20 rhyme</p>	<p>Transition rhymes: Recitation:Lets count from 1-20 rhyme</p>

	<p>1,2,3,4,5 once a got a fish alive..</p> <p>Quantification:giving blocks to gudiya(do a pretend play saying that this gudiya wants blocks from the class to play from everyone and she also wants to see,can nursery children count and give her the blocks.) Now ask each child how many they want to give. Let them count and give those many blocks to gudiya.</p>	<p>1,2,3,4,5 once a got a fish alive..</p> <p>Quantification:giving blocks to gudiya(do a pretend play saying that this gudiya wants blocks from the class to play from everyone and she also wants to see,can nursery children count and give her the blocks.) Now ask each child how many they want to give. Let them count and give those many blocks to gudiya.</p>	<p>1,2,3,4,5 once a got a fish alive..</p> <p>Group 1-Seriation Introduction context-Mumma duck and ducklings story. (story attached in the mail).</p> <p>Group 2- joining the dots to create different things. Show children on the board and let them think and create things by joining the dot on two pages in the journal. Appreciate the child who comes with new ideas or create many beautiful things.</p>	<p>1,2,3,4,5 once a got a fish alive..</p> <p>Group 2-Seriation Introduction context-Mumma duck and ducklings story. (story attached in the mail).</p> <p>Group 2- joining the dots to create different things. Show children on the board and let them think and create things by joining the dot on two pages in the journal. Appreciate the child who comes with new ideas or create many beautiful things.</p>	<p>1,2,3,4,5 once a got a fish alive..</p> <p>Recitation - Aaj class me kitnebachehai? Call a child and let him/her do the counting of children in the class. Ask other children to join as well.</p>	<p>1,2,3,4,5 once a got a fish alive..</p> <p>Introduction of number eight through rhyme. Make a s and then don't wait. Climb up again and make a 8. Prewriting air and water.</p>
<p>NATURE WALK Theme: 30min Time-12:05-12:35</p>	<p>Children go out for nature walk and observe the changes they see outside. Discuss their observations.</p>	<p>Children go out and pick any 8 things from nature and come back to class and discuss.</p>	<p>Children go out for nature walk and observe the changes they see outside. Discuss their observations.</p>	<p>Teacher can narrate the story</p>	<p>Children go out for nature walk and observe the changes they see outside. Discuss their observations.</p>	<p>Task 2 Comprehension of the story text</p> <p><u>Same as the previous day</u></p> <p>Task 3</p> <p>Extension: Ask each child to say something that he or</p>

						<p>she is good at doing? Talk about what the children can do. Have each child say something that they could do in action and the educator can compile their responses on a 'I can' web chart.</p> <p>OR</p> <p>Give each child a piece of paper and have them draw a self-portrait on what they can do.</p> <p>When all pictures are done, use ribbon to tie each picture onto a banner to display in the classroom under each heading. (Collection of pictures to have the class data on how many children can do...)</p>
FRUIT BREAK 30 min	FRUIT BREAK					
Time 12:40 - 12:55	Fruit Time/song <i>Children will eat the cut fruits and learn the element of</i>	Fruit Time/song <i>Children will eat the cut fruits and learn the element of</i>	Fruit Time/song <i>Children will eat the cut fruits and learn the element of sharing and</i>	Fruit Time/song <i>Children will eat the cut fruits and learn the element of sharing</i>	Fruit Time/song <i>Children will eat the cut fruits and learn the element of sharing</i>	Fruit Time/song <i>Children will eat the cut fruits and learn the element of sharing</i>

	<i>sharing and serving along with no wastage</i> Distribution of diaries. Let children identify their own dairy by reading own names.	<i>sharing and serving along with no wastage</i> Distribution of diaries. Let children identify their own dairy by reading own names.	<i>serving along with no wastage</i> Distribution of diaries. Let children identify their own dairy by reading own names.	<i>and serving along with no wastage</i> Distribution of diaries. Let children identify their own dairy by reading own names.	<i>and serving along with no wastage</i> Distribution of diaries. Let children identify their own dairy by reading own names.	<i>and serving along with no wastage</i> Distribution of diaries. Let children identify their own dairy by reading own names.
ROW 30 min	ROW-RHYTHM OF THE WEEK					
Time-12:55-1:25	Painting (in two groups) Children will colour using YELLOW colour.Obseve the whole process. (Stroke paiting). Note-15 children with 1st teacher and 15 children with 2nd teacher.	Painting (in two groups) Children will colour using YELLOW colour.Obseve the whole process. (Stroke paiting). Note-15 children with 1st teacher and 15 children with 2nd teacher.	Making Give chart papers to kids and two teachers trace their body on chart by making them lie down on the chart.	Making Give chart papers to kids and two teachers trace their body on chart by making them lie down on the chart.	Making Make available the portraits of children to them. Encourage them to draw one thing they liketo do/eat and one thing they don't like to do/eat,next to their portraits. Soft background music would enhance the process.	Making Make available the portraits of children to them. Encourage them to draw one thing they liketo do/eat and one thing they don't like to do/eat,next to their portraits. Soft background music would enhance the process.
PLAY/CLOSURE TIME 10 min			PLAY/CLOSURE			

	<p>Free Play Free play with open ended materials like- *Dupattas *toys/ soft toys/ puppets *shells, stones, large and small clothes, wood etc. (let children choose things for themselves) Wind Up Rhyme - Time to wind up song</p> <p>*Leaders will recap the day and sing goodbye song.</p>	<p>Free Play Free play with open ended materials like- *Dupattas *toys/ soft toys/ puppets *shells, stones, large and small clothes, wood etc. (let children choose things for themselves) Wind Up Rhyme - Time to wind up song</p> <p>*Leaders will recap the day and sing goodbye song.</p>	<p>Free Play Free play with open ended materials like- *Dupattas *toys/ soft toys/ puppets *shells, stones, large and small clothes, wood etc. (let children choose things for themselves) Wind Up Rhyme - Time to wind up song</p> <p>*Leaders will recap the day and sing goodbye song.</p>	<p>Free Play Free play with open ended materials like- *Dupattas *toys/ soft toys/ puppets *shells, stones, large and small clothes, wood etc. (let children choose things for themselves) Wind Up Rhyme - Time to wind up song</p> <p>*Leaders will recap the day and sing goodbye song.</p>	<p>Free Play Free play with open ended materials like- *Dupattas *toys/ soft toys/ puppets *shells, stones, large and small clothes, wood etc. (let children choose things for themselves) Wind Up Rhyme - Time to wind up song</p> <p>*Leaders will recap the day and sing goodbye song.</p>	<p>Free Play Free play with open ended materials like- *Dupattas*toys/ soft toys/puppets *shells, stones, large and small clothes, wood etc. (let children choose things for themselves) Wind Up Rhyme - Time to wind up song</p> <p>*Leaders will recap the day and sing goodbye song.</p>
RESOURCES		<p>Story cards Painting sheets, water, bowls, brushes, cleaning resources like duster, water etc. Hindi matching game resources</p>	Story cards	Story cards	Story cards	
H.W					H.W. Sheet	



Assignment - Student Culture

Residents Name: Sonal Sikri
Course Name: Child Development
Faculty Member: Tapaswini
Assignment Number: 1

In Heritage I have seen students of all the cultures, abilities, religion, cast, gender and nationality. I see a culture of freedom, love and “let the child be”

This is very much in contrast to my school days where as student I never felt free to speak my mind

throughout the school. Each child is welcome with warmth and cheerfulness in the classrooms and is given his or her own time to settle.

Once a child was not comfortable to join in for morning circle, she was given that space to be with herself and not forced to come and do the activity just because it was required to be done.

Irrespective of any fear of punishment students voluntarily follow protocols laid down by the school.

Similarly a boy in my class came crying to the teacher

saying “Maam, I’m feeling very sleepy. I slept late at night because I was playing games on phone till late”. The teacher simply told him to go & put his head down and sleep. Later it was conveyed to the parents that please try and make the child sleep on time.

There are effective verbal interactions between teachers and students about various responsibilities in the classrooms and outside classrooms. Students are well aware of school protocols about wearing I-card at all times, behaviors in corridors and even in classrooms. Nursery students know the rule of voice level at various activities, though they don’t follow it at all times but they listen and understand to their teachers very well.

The class activities mostly happen in crews and fair opportunity is given to each crew member. Students are free to share their opinions and thoughts and there is a positive energy amongst the students. The resources are neatly stacked in the cupboard or specific corners after being used.

Young students like nursery KG are given the habit of thinking and imagine in many situations in the class. For instance there was an activity where children were taken for nature walk and

asked to draw what do the flowers do in the garden? Or what do the trees do in the garden? And beautiful drawings came up. A little girl in my class drew sun and flower and said my flower plays with the sun every day. A boy drew trees and said my trees are tired and resting.

I am sure there will be some students who would have pushed the envelope way too far

The little students are taught to handle their conflicts themselves first and not bringing it to the teacher. 30 children in my class maintain silence (volume zero) during story time in the class which surprises me how these little children understand the importance of listening and giving respect to the speaker. It's all inculcated with love and regular reminders, discussions and role-plays. *3rd and 4th grade students know how to give feedback to each other and take feedbacks in a very positive manner.*

The culture at Heritage makes students more independent in their thought process. They get ample opportunity to make choices. Just like the two sides of the same coin this freedom does bring in responsibility and need to be disciplined well by individual's virtues. *I am sure there will be some students who would have pushed the envelope way too far but I am waiting to hear few examples and how they are handled and nurtured.*

Quality circle times creates platform for students to express their feelings to each other with so much ease.



Assignment – Classroom Culture

Residents Name: Sonal Sikri
Course Name: Child Development
Faculty Member: Tapaswini
Assignment Number: 1

Classroom is a very sacred place at The Heritage School, a space where relationships are built between teachers and students. In the classrooms I saw the love, affection and the passion of the teachers towards these young children. The classroom culture reflects the continuous and consistent efforts of the team of teachers and staff into making learning experiences real and meaningful for children. There is a purpose behind each activity and everyone knows why they are doing what they are doing.

Working closely with Nursery students there were many insights I got. Each day the teachers are inculcating many values and the dharma principles of Heritage in these little children. Excellence in work, honesty, teamwork, love for nature are all inculcated in children by role modeling and not just forcing them to follow this. There are no strict rules or pressure created on the children.

The assessments are no way judgmental and the students love coming to the classrooms and feel free to speak their mind. There is love and acceptance for everyone, and no fear of being scolded or reprimanded for doing wrong or being authentic.

The classrooms are arranged in crews to inculcate togetherness and team-works and there are reading corners in every class for the kids to read variety of books. Each class has an open space for the circle times and the activities are done together in a circle. The resources are neatly stacked in the cupboard or specific corners after being used. Bottles and bags are neatly stacked in the class. Classroom protocols being followed to show that students are genuinely interested and engaged in learning.

Each child is given chance to participate in discussions and observations are done almost every day to understand every child's understanding and how the teacher can work further with them

The process begins with welcoming the children to the classrooms and slowly building the relationship with each child. Nature, family background, likes dislikes of each child are known to the teacher through daily observations, class interactions, circle times, their background research, student connection book and interaction with parents.



Each day starts with a free play time for these tiny tots wherein they all come and settle in the class, play with each other, talk and enjoy each other's company. Talking is given immense importance at this time so that these little kids can build their own relationships and learn through each other. This is followed by Morning circle time towards reverence to God and nature. The whole purpose is to draw energy from nature, to facilitate whole body coordination, balance mind and spirit.

The most beautiful thing which I experienced was singing of songs for all the transitions in the class rooms and getting their attention to give instructions. I had never imagined that kids could be made attentive through such lovely songs & props like ghungroos and clap of hands.

The day unfolds by meal time together followed by sports class, nature walks, maths, language and storytelling for kids. Throughout the day the calmness with which the teachers work with these kids is so inspiring. Rules like voice levels, listening to others, raising your hand implies at all the times and are reminded in a very subtle way to the children. I remember there was an

incidence when kids were observed playing in the washrooms with soap and water and the issue was conversed with these little nursery kids in an open way and everyone understood it so nicely. The conflicts between the kids were also resolved by letting them talk to each other first and only later does the teacher intervenes.

There is a lot of planning and hard work done by teachers in creating this whole environment and be able to build these relationships with each and every child of the class and his family. I realised what I see in the class is just the tip of the iceberg.

