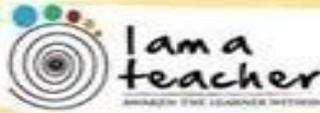


PORTFOLIO



Do you see the power in
a child's potential?
Be a believer, Be a teacher...



“ I learnt I have to do away with being judgmental and believe that each child is special, unique and capable. I learnt that a teacher's belief in a student can lead her to accomplish things that she perceived as impossible. ”

PUNITA THAKRAN
IAAT Student Teacher, B.Ed.
Ex-Assistant Professor

I am a Teacher, a not for profit organization, aims to prepare competent and passionate teachers to lead change in and through classrooms in India.

Post Graduate Diploma In Learning and Teaching

Admissions open for PGDLT, a practice-based, one-year, full time teacher education program.

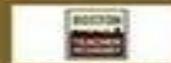
Our Academic Partners



THE HERITAGE SCHOOLS



JYOTI GROUP



BOSTON TEACHER RESIDENCY

Web: www.iamateacher.in | Email: info@iamateacher.in | Tel: 9810236412

OVERVIEW

An adept individual with three years of experience providing in depth literary knowledge and interpersonal skills in higher education institutions

- Experience in hands on design and implementation of communication and G.D programmes
- Ability to provide pastoral care to assist pupil at every level
- Aptitude to remain flexible for addressing each child's learning style
- Strive to build a co-operative community in the classroom

Education and Qualification

2015-2016	I am a teacher, Gurgaon	Pursuing PG Diploma in Learning and Teaching
2007-2008	M.D. University, Rohtak	Bachelors of Education, Result (71%)
2006-2007	Madurai Kamaraj University, Madurai	M.Phil. (English) Result (60% in viva voce)
2004-2006	M.D. University, Rohtak	M.A(English), Result (61%)
2001-2004	M.D. University, Rohtak	B.SC(Medical), Result (68%)
2000-2001	Delhi Public School, Gurgaon	Higher Secondary School (C.B.S.E) Result (65%)

Work Experience**2010-2011**

Worked as a Lecturer in English in Indian Institute of Planning and Management(IIPM), Gurgaon

- Facilitated periodic performance evaluation and provided detailed feedbacks on areas of improvement
- Arranged regular classroom activities to raise student's interests and understanding of the subject

2008-2010

Worked as a Lecturer in English in World Institute of Technology(WIT), Gurgaon

- Performed the duties of Magazine Editor, Head of Literary Club and organizer of Literary Events
- In Charge of Communication Classes for G. D'S and Interviews

Awards and Accolades**Social Service**

- Participated in Cricket match organized by NGO Kushi to raise funds for Children.
- Participated in Help Age India (NGO works for homeless and needy elderly people) and WHO

College Events

- **Group leader** in managing the back stage preparation for the event
- **Participated** in debates, Symposium and Essay writing competition

Additional Information

- **Interests:** Conducting Events, Travel, learn new and effective ways of teaching, browsing useful teaching aids
- **IT Skills:** MS Office, MS Word, MS PowerPoint, MS Excel

Table of Contents

MY JOURNEY AS A LEARNER IN IAAT	0
MY EDUCATIONAL PHILOSOPHY	6
ASSIGNMENTS ON PERSPECTIVES OF EDUCATION	9
SECOND ASSIGNMENT ON PERSPECTIVE ON EDUCATION	12
ASSIGNMENT ON RATIONAL AUTONOMY	15
BEING AN OBSERVER.....	21
ASSIGNMENT ON CHILD PROFILE	22
MY APPROACH TO SUBJECTS-MATH	25
MATH ASSIGNMENT OF DESIGNING WORD PROBLEMS	27
MY APPROACH TO SUBJECTS-ENGLISH	30
WRITING PIECE DISPLAYED ON CLASSROOM DISPLAY BOARD.....	31
STORY BOOK CREATED DURING BETH'S WORKSHOP.....	32
MY UNDERSTANDING OF THE LARGER ECOSYSTEM OF EDUCATION.....	35
ASSIGNMENTS OF HISTORY OF EDUCATION.....	35
PRESENTATION ON KOTHARI COMISSION	35
ASSIGNMENT ON RIGHT TO EDUCATION ACT	47
CHART WORK ON PROBLEMS IN EDUCATION SYSTEM	58
DEVELOPED AS A TEACHER THROUGH MENTORING AND PRACTICE	59
LEAD TEACHING WEEK- EXPEDITION PLAN.....	62
LEAD TEACHING WEEK- MATHS PLAN	71
REFLECTIONS OF LEAD TEACHING WEEK	84
PIC TURES OF CLASSROOM AND TEACHING WORK	89
ASSIGNMENTS ON SCHOOL, STUDENT AND CLASSROOM CULTURE.....	92
ASSIGNMENTS ON CLASSROOM ENVIRONMENT	97
FIELD ENGAGEMENT AND REFLECTION	103
ASSIGNMENT ABOUT RETREAT EXPERIENCE	103
ASSIGNMENT ON VILLAGE EXPEDITION EXPERIENCE	106
MY REFLECTIONS DURING COURSE	111

MY JOURNEY AS A LEARNER IN IAAT

Journey of I am a teacher (IAAT) is so enriching, benevolent and solicitous as it helped me grow as a learner in various walks of life, be it my beliefs, views, assumptions. It started with an adventurous trip of Junga, a warm welcome start of a course to introduce course and partners in the journey. It really worked well in building relationships and to get a sense of course on the whole.



IAAT Junga (Himachal Pradesh) visit

We learned through our MPL course life is all about having a dream and chasing that dream. We should take risks and challenges to achieve high in life,

so I made a dream of serving society by educational means and I am ready to take risks. I also learn during this course learning is best accomplished when done in a community and our IAAT room is like a small education community where all share their ideas and learn and grow together.

Miscellaneous Courses of IAAT given me core learning of different aspects which are untouched so far in my life. Perspective on education is the course to begin with, this helped me to really breakthrough my inhibition towards our well described education system. Philosophies of Aurobindo which by its foundation preach "nothing can be taught", something very new to me and hard to believe but journey took along the course and experiences during practice forge me believe the new and discard the old, teacher in its true sense just a facilitator or guide. Very interesting twist came in my journey in the IAAT course when Jodo Gyan came into picture and I meet shaji and he talked about new math strategies which I am not aware of yet. Hard to believe that Math can be so interesting because my whole life I disliked math but now I am looking forward to math classes. He taught us how development of number sense is central to math, concretization of concept should move to abstraction later on, but my schooling never practiced this rather abstraction was the major reason of my dislike. Got an overview during the course why we teach Math as a subject in schools as to get students in the habit of problem solving, a learning of its kind.



Fishbowl discussion on teachers' role and authority

During IAAT I also evolve as a learner in historical arena which I would have never entered if it was not addressed by such an eminent personality like Vimala Ramachandran Ji (Director, ERU) she used such an interesting trajectory of tracing present from the lens of past. Our present education system has its deep roots in colonial system of education, what is beneficial in the system and what should be to do away with, I never thought before this course that a teacher must think beyond her subject area. she must have a full view of RTE, NCF and what is working well in education system well and where we as teacher have to step in and work together on work on areas. Fish bowl discussion on teachers of today by Professor Poonam Batra, Vimala Ji and Sonika; I got to learn that a teacher should function like an agency with full autonomy to exercise her duty. She should not act under an umbrella of pressure as to follow a word to transition of books, this kills innovativeness and interest of a teacher which should not serve at the cost of stringent rules which proves harmful for classroom environment.

Various workshop during the course added to my learning many a folds, learned new and effective things. Beth has done a writing workshop with us and taught has how writhing process involves five steps and how to make a story book; after workshop one thing for sure I can comment about myself is as a teacher I can guide my student's useful and interesting ways of writing.

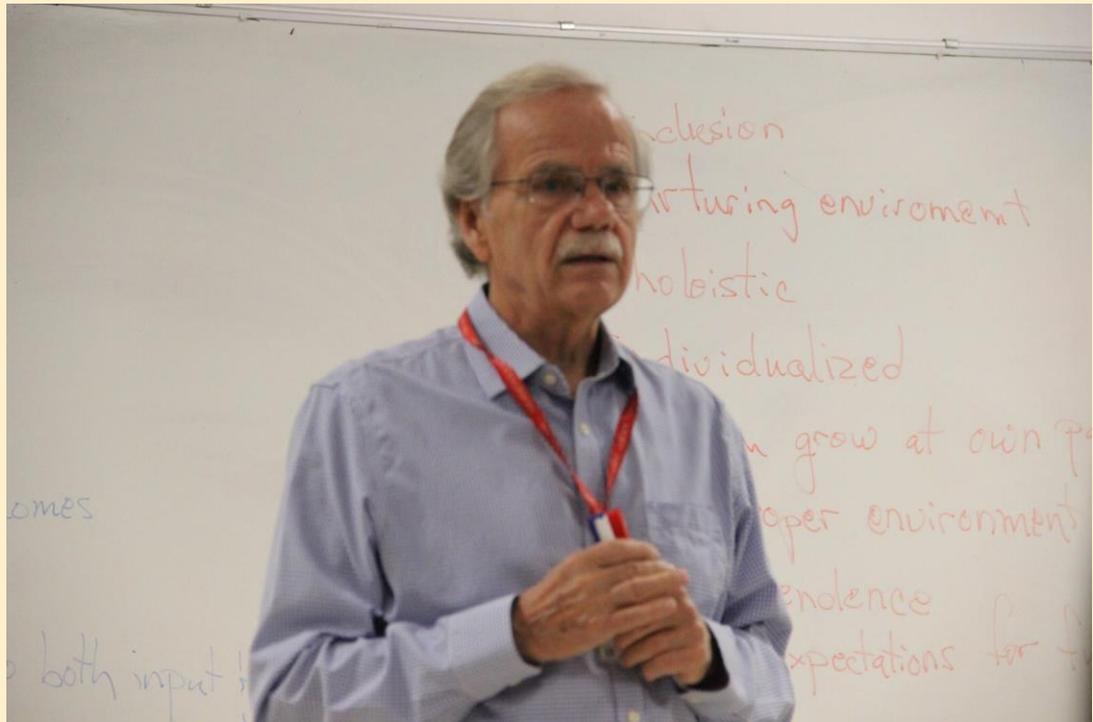


Beth's writing workshop

Dipta Bhog's (Founder member of Niranter, Delhi) workshop on stand point theory shed my previous notions completely, as I never thought of that we view the world from the point where we stand. She explained it beautifully by citing various views on single thing and their came into picture the believing part, I learnt from this experience that one should keep into account other's view as well and not limit oneself to one's view as they are acting from their stand point.

Passion for teaching should serve central to a teacher and classroom space should function as a garden are two beautiful teaching came to me when I meet Robert Hetzel (Former director of American Embassy School). He mustered us to recognize the hallmark fact that classrooms are nurturing spaces like gardens in which eventually each child bloom.

r



Interactive Session with Robert Hetzel (Former director of American Embassy School)

Importance of Early childhood education I got to know from a pathbreaker in the field of ECE Professor Venita Kaul who pronounced core of an individual rests on the pillar of ECE on which functioning of rest of his/her life rests. I also got to know various theories that of Piaget and how cognitive aspect to a

child develops and what all need to take care during various stages. How are a child normally functions during a certain stage of development and what all are his requirements I have learnt during my course of child development and teacher must know this.



Workshop on ECCE by Venita kaul (Professor at Ambedkar University)

Course on literacy and language opened a new door of understanding things how concepts like school readiness, reading readiness went in a child's learning field. Where to focus what, as a small child should be provided a space for invent spellings and enough exposure to given language will finally bring grammar structures to a child naturally. Instead of correcting him/ her all the time let them explore this could be better understood in relationship with the time and space given to child for oral language learning. We provide a child enough support and no force as to correct the child then and there, instead we wait for natural occurrence of language to a child. This should be in continuum of written learning of language but we pressurize a child to do things correct in terms of grammar and spelling this results in the dislike towards reading and writing of a language.

I have evolved during IAAT as a learner with various enriching experiences, motivating and guiding practices and meaningful and directional courses.

MY EDUCATIONAL PHILOSOPHY

Philosophies I uphold till today and their relevance in the educational world is questioned by me after encountering various philosophies during the course on perspectives on education and practice preached inside classrooms. There is a complete topsy-turvy in my credo after joining IAAT. I realized philosophy's momentousness in educational domain, it is like heart to body. The prelude embarks on with the course on perspective of education, which encompassed stalwart philosophies of Aurobindo, Mother, J. Krishnamurthy, N.s Neill, Gandhi Ji. Education is not an area just confined to the rooms of subject knowledge but something more substantial, philosophies are of great help in taking education to its highest level.



When first heard the words "nothing can be taught", I was stuck with the idea and entered the realm of utter confusion. How is it possible was the question I was pondering over and over again but got my answer with frequent discussions during coursework and experiences in practice sessions and eventually figurehead that "teacher is not an instructor but a facilitator". Teacher's essentialism lies in suggesting things rather than imposing, teacher is a guide not an instructor. "Mind has to be consulted in its own growth" what a noble thought and how true it is. So far in schools I have experienced teachers were result oriented and not worried about

child's mind consultation. A child is treated in a manner as we treat our machines, time is fixed, outcome is fixed and we expect the same from a child, time and outcome should not go astray from what is expected. We have to impart knowledge, it seems like a child is a jug and we have to pour inside him as much knowledge as we possess. But, a child is like a flower in a garden which blooms at its own pace and is unique. We as teachers need to understand this aspect and keep this in mind while teaching, a mind should be consulted in its growth. Creativity, interest and innovation will come into picture if we as teachers take this thing in account. Third principle of Aurobindo which had a great impact on me is "to work from near to far". Our education system starts vice a versa that is which is far we introduce first and then reach the near; for instance, our history books talks about Ancient India first which by its very nature far and then introduce modern day history. Which is not at all feasible, here we have to pause and think and revise the knowledge or content we are offering kids on the concept of near to far.

J. Krishnamurti is another eminent philosopher of education whom I admire and want to incorporate his philosophies in my teachings. To begin with "fear blocks the intelligent understanding of life.", I think if child works without fear he can understand world better and will engage himself/ herself with more interest in things they do. Krishnamurti says it is efficiency inspired by love which goes far beyond. Any idea or thing derived by the feeling of love rather than the involvement of feeling of ambition is better as it involves not only the good of individual but that of mankind as well. There lies a great responsibility on the shoulders of a teacher, a teacher always holds a child when he falls, guide him towards his true path but never force him according to his own wishes but keeping the interest of child at first priority. "The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole"; As a teacher I think this is my prime duty and I will try my best to meet this duty.



Autonomy to a student is a concept of remark importance but not regardless of the fact that it should be rational. A child learns best when he has the sense of ownership of his work and feels a purpose behind his doing which generates interest. Rational autonomy should be central to teaching and learning. A teacher has followed a thought process throughout her life and build some viewpoints, those viewpoints should not act like hindrance to the autonomy of a child. A student given an opportunity to exercise autonomy learns by exploring instead of receiving and accepting everything said and done by teacher.



To summarize my philosophy of education I can say connect with child is far more important than a subject content delivery, though it holds its own importance; at each and every step I should keep in my mind the problem a child facing and act accordingly. Always try and guild a child on the basis of his dharma so that he can become an integrated whole rather than land up his life in the quagmire of following others lead path. By following his own dharma, a child will finally reach a stage where he will become an individual who is thoughtful, wakeful, alert, prompt and integrated whole. There lies a greater scope of further discoveries because then a child's mind is not trained to think in a line but free to think other than usual something innovative, creative which will be another feature to the cap of humanity and need not to wait too long for others to come.

ASSIGNMENTS ON PERSPECTIVES OF EDUCATION

Question: what school practices do you think may inculcate conformity, fear and competitiveness in students and what possible negative effects may these have? How may this be minimised? What do you see as 'the right kind of education'? How would you, as a teacher, help to education your students emotional make up, values and learning journeys?

"Educating the mind without educating

the heart is no education at all."

Aristotle

A School should not practice separation between intellect and feeling but should perforce the emotional vital part otherwise it will lead a child into a territory of schizoid state of mind. A child must commence his schooling in an environment free of fear. In order to do this, we need schools who don't advocate production of docile, stultified, subservient, uncreative, standardised successful students in terms of utilitarianism. I strongly believe in freedom of children and as a teacher wants to renounce old discipline notion and practice an idea of students to be themselves and feel free to express in my classroom. Fear is like a web once a child caught up in this web becomes incapable of dealing with life as a whole and never able to free itself from the desire for rewards, one's own aggrandisement and success. J. Krishnamurti firmly believes in understanding ourselves fear comes to an end and as a teacher I will grapple with my students to awaken their capacity to be self-aware and

infinitely pliable having enduring peace. This reminded me of **Robert Frost famous saying:**

"I am not a teacher, but an awakener."

Conformity and competitiveness are two important pillars on which building of our present modern schools rests which breed students who are incapable of thinking intelligently and independently, they hardly practice nobly conceived - love and goodness but pervade ambition wedded in antagonism leading to destruction. Conflict and confusion are two chronic diseases produced by conformity. An alarming question arises that what should be done? **J. Krishnamurti beautifully answered: "helping the individual to be mature and free, to flower greatly in love and goodness."** As a teacher i will try hard to irrigate my heart and become embodiment of love and engage in instantaneous communion with students.

The aim and objective of education is to draw a difference between submission/ domination and impediment of independence and thereon guide a child to eventually become an intellectually integrated individual. A child who does not oscillates between rebellion and submission will have full potentialities to love life. Krishnamurthy regards such education as 'the right kind of education'. As a teacher I will help students to find their hindrances and guide them to travel their learning journeys. Surely, they will dismantle their obstacles without dogmatically imposed patterns of conduct and modes of thought and achieve their pursuit of awakened intelligence and creative understanding. **Plutarch rightly said:**

"The mind is not a vessel to be filled, but a fire to be kindled."

To inculcate values is the true sincerity on the part of me as a teacher. What thwarts sound development of being is abrogation of vital human issues and

this gives birth to why, a thousand whys about our vaunted state of civilised eminence as A. S Neill stated.

In schools what is radically wrong is that they emphasise on secondary values - making a student proficient in repeating phrases and thinking in a groove. However, the purpose of the educator is to impart primary values - love, harmony, sharing, working for humanity on the whole and this can be achieved if a child learns to draw the meaning of life as a whole with the help of a guiding light - a true teacher. Irony of life is, science is advancing day and night but world's social conscience is still in primitive stage because authenticity in teaching is missing. **Krishnamurti rightly said: "systems are transformed when there is fundamental change in the individual."**

It is a universal phenomenon that love breeds love. **Krishnamurti is of the view that "only love can bring about the understanding of another."** I have firm faith in love being the integral part of education, a teacher can shape a child's emotional structure if her heart is not dry but there is love and a child will feel free to express as he is being constantly approved of.

It is a duty of a teacher - let the child be and find himself. A child with values, emotional make up, without fear and competition will become a man who has understood life as a whole; an integrated intellectual individual and can transform the system being a fundamental change in himself. This is Utopia in true sense.

SECOND ASSIGNMENT ON PERSPECTIVE ON EDUCATION

Q: How would you reconcile Aurobindo's assertions that 'nothing can be taught' and the 'mind must be consulted in its own growth' with the Mother's clear directives to parents and teachers on how a child should be educated?

"Tell me and I forget

Teach me and I remember

Involve me and I learn"

-Benjamin Franklin

A child's brain is eager for knowledge. "When?" "Where?" "How?" "What?" and "Why?" begs the child but often the reply is "keep still!" The refusals to a child's honest questions squelch their "Asking faculty". Desire is the bedrock of any learning and a child can only climb up the ladder of learning by desiring to learn. This defines a teacher's role and responsibility. Teacher helps and guides a child to acknowledge his savdharma i.e. his own interest and it's the dharma of a teacher. This defines Aurobindo's assertion:

"Nothing can be taught"

Let the child decide what he wants. Child should be given enough exposure so they explore the world of their own interest. A curiosity has to be aroused and a need has to be created to channelize the energy of a child to go in that direction.

The world honors the one who is eager to plant new seeds of study today so he may harvest a fresh crop of knowledge tomorrow. Teacher guides in processing of ideas and no imposition. Two living examples of such world I have encountered, one is Heritage - I got an opportunity to observe it closely. At many point I have observed school following this philosophy, to quote a few - when I visited the visual art section I observed as teacher elaborated that each child first encounters each section of visual arts for a certain period of time to explore his interest and move in that direction with teacher as a guide not as instructor. And second one is Mirambika - an alternative school practices this philosophy as their children grow like buds into a flowers. Kids don't fear to ask and discover their own world. Force and pressure are non-existable things there.

Science comprises of nature and life, where human beings are life and nature surrounds us. Is it possible can it be taught? A trigger needed to initiate the learning process which should motivate them to develop eagerness to gain knowledge of the subject that will ultimately develop deep understanding of the subjects which he retains throughout his life. For instance, I was observing my assigned class and children were given a task to separate different things- rice, rajma, pasta, some decorative pieces and iron pieces. Teacher just provided them magnet and no function explained. Surprisingly kids explored the magnet's function on their own and they were enjoying the activity. Teacher taught them nothing just guided.

What is barbarism? Just physical! OR emotional and mental also?

I am of the view physical barbarism is less damaging to a child as compared to emotional and mental. Now a day's lot of schools have become barbaric in nature. Each child is unique and needs his or her own time. Teacher's role is to address and maintain that uniqueness of a child and provide them their desired space and time. I have read Totto Chan- a real story. In it, the

headmaster- a wise man has this insight and each child in his school is free to follow their interest with adequate time and space. I attended classes of Jodo Gyan and observed they teach math with this philosophy. They say math will remain a subject of disinterest as long as purpose and understanding of number system is not developed in a child and we should give a child his time to arrive at this understanding. This is what Mother and Aurobindo meant by: "Mind must be consulted in its own growth and no hammering of the mind". This is the sole "dharma" and "karma" of a true teacher.

Mother is of the view; education should be holistic - physical, vital, mental, psychic and spiritual. Physical is the foundation for other faculties to function; Vital shapes the whole personality of a child; Mental, it's manner of functioning plays an important role i.e. is whether hammering of mind is going on or the mind is consulted in its own growth. Existence of being and what is my larger purpose. Mother says psychic and spiritual education is as important as sound is to ears, light to eyes, sense to body.

Order is Heaven's first law and the only good knowledge is orderly knowledge. Animals have knowledge but only men can reason. Logic or reason is the supreme avenue to intellectual truth. Logic teaches us how to derive a previously unknown truth from the facts already at hand. This is what Mother and Aurobindo preached and practiced throughout their lives in their own words: "Nothing can be taught"

"Mind must be consulted in its own growth".

ASSIGNMENT ON RATIONAL AUTONOMY

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

One of the most important aims of education is to enable and encourage children to think independently and make informed decisions. The manner in which autonomy can be supported in the classroom by teachers can be categorized in three distinct ways: organizational autonomy, procedural autonomy, and cognitive autonomy. As resident teachers observing experienced teachers in the classrooms and also practicing the art of teaching ourselves, we have been able to identify some steps that encourage independence of thought in children under these categories.

Organizational Autonomy:

This kind of autonomy encourages students to take ownership of their classroom space. Some of the ways in which this can be supported is outlined below:

- Deciding on the class behavior protocols by taking students' input.
- Giving them opportunities to choose where they sit and who they work with.
- Giving them a choice in assessment methods.
- Take students' opinions in deciding the due dates of assignment submission (with valid reasons of course!!)

Procedural Autonomy:

Procedural autonomy supports students in taking control of the way they present their learning. This can be provided by giving the students opportunity to

- display their work in their individual manner
- choose how to demonstrate what their skills and knowledge
- choose the different kind of materials they will use to create their artefacts
- choose what work will be included in their personal portfolios
- express responses in different forms e.g. graphic/diagrammatic representation apart from regular writing.

Cognitive Autonomy:

We feel that one of the prime steps to support cognitive autonomy is to create a safe space for all children to share their thoughts in the classroom. This means the teacher's reply to inappropriate or wrong responses is positive and doesn't prevent the child from sharing thoughts in the future. Some questions in certain subjects can have different answers based on the perspective of the child. Accepting these answers as long as they are accompanied by valid reasons and evidences without imposing the viewpoint of the teacher is the way to encourage student's autonomy. A teacher who promotes rational autonomy in her students is aware of her own opinions, viewpoints and ideas, but does not promote it, whether they are positive or negative.

Students usually come with prior experiences related to a topic and have something to share about the topic being taught in the classroom. Giving them a space to do this and designing learning experiences where children arrive at a concept and the teacher elicits responses about their understanding rather than handing over the concept to them, allows them to practice their thinking skills. The kind of questions a teacher asks also matters. Recall questions only test memory of children, but incorporating some evaluation questions and asking children to do reflective writing encourages them to think about their own understanding of concepts. Another skill a teacher can focus on is of drawing inferences. Asking questions that allow children to arrive at a conclusion based on the reasoning and evidences will enable them to think carefully.

At any given point of time in a classroom, not all children are at the same level. To expect a child to understand a concept within a strict time frame prevents him/her from exploring the concept and her understanding. Understanding the importance of differentiation and practicing it in the classroom allows for children of all levels to make the best use of their time in the classroom and construct their learning journeys. It might require preparing reading texts of different levels, framing questions in different ways, different kinds of questions in mathematics, varied amounts of structure and support from teacher's side depending upon individual's requirement. To conclude, we feel a learner-centeredness in education is required wherein knowledge is constructed by the learner personally. Reflective teaching practices will allow a teacher to support his/her learners in their learning journeys.

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)?

Language & Literature

The language class is the best place to start moving towards autonomy in one's teaching practice. The following measures would reflect rational autonomy in action in the language classes:

- Allowing students to select what they want to read as a part of reading programmes. The teacher has to ensure access to a wide range of age-appropriate books.
- While teaching literature, it is necessary for the teacher to be aware that there can be multiple interpretations of prose and poetry. Choice of age appropriate literary texts that expose them to different ideas may help develop their thinking. Allowing use of different media for expression like recording a video/a podcast/a flow chart/etc. can help building and exhibiting comprehension instead of always insisting on written form of expression.
- Exercises involving reflective/opinion writing will facilitate development of independent thinking.
- Allowing and encouraging every child to write something personally meaningful will make them think independently
- Helping learners to become aware of language as a system, so that they can apply it to learn any language while using the same techniques.
- Until 4th grade, they should be provided with time and space to “learn to read” and thereafter “read to learn”.
- Grammar being a set of agreed rules/conventions of the language, needs to be followed by children when they express their thoughts, opinions or feelings. It can be introduced as a tool which helps them to convey their thoughts accurately to others. Younger children can be allowed to construct language according to their understanding, and allowed to arrive at the conventions as a result of repeated exposure instead of forceful compulsion. Older children can be taught grammar in context to reading or writing assignments instead of standalone lessons.

Science

Science is an objective subject which has a high degree of certainty (although not absolute truth). It is a subject that if taught loosely will allow

misconceptions to creep into the minds of children. A science teacher has the responsibility of not only allowing children to construct concepts, but also to develop the scientific temper and certain process skills (such as using a bunsen burner for example). Some steps that can be followed in the science classroom are as follows:

- Conducting experiments wherever the concepts allow/ require, for ensuring first hand understanding of concepts.
- Creating experiences that allow children to arrive at the concepts. As Shahji says- "Children need to be taken through the process of invention or the discoveries." Many iterations of experimentation should be allowed for children, if they are not getting it in the first time. At the same time, if children are unable to arrive at the concept, then helping them by either asking questions that further provoke their thinking or giving them the concept.
- Teachers however need to be patient with children's pace in acquiring the scientific skills and give enough opportunity to develop the same.
- Including more application questions - where the concepts are put to use to solve a problem - rather than 'define' questions, which would only be a restatement of the concept.

Mathematics

Mathematics is a highly objective subject which has been derived based on certain axioms. Symbol systems are arbitrary and based on conventions. Following are some of the steps we think can be taken in a mathematics class to encourage autonomy:

- Some liberty can be allowed in symbol systems by not insisting that a child should write the answer in Roman numerals/Indian numerals.
- In geometry, children can work with concrete objects like straws and blocks to create abstract shapes like polyhedrons. In the process, they get to understand the rules governing them. For example, they can arrive at the fact that there can be only 5 types of platonic solids, and the reason behind this, when they try building these themselves.
- Taking children through the process of discovery of mathematical concepts leading them to different theorems will help them appreciate the theorems and apply them in their real life. It gives them the joy of discovery, and develops cognitive thinking.

- Teacher needs to encourage the different strategies children come up with during solving problems as long as the child is conscious of what he/she is doing while arriving at a solution.
- While there are definite right answers to mathematical problems, it is important to keep the child in mind while responding to a wrong answer. A teacher must come from a space of wanting to help the child rather than exercising one's authority.

History

History is a narrative, based on some evidences which can be questioned and revised. The evidences can change through time, depending on new excavations/discovery. The interpretation of historical texts and architectural remains are also subject to variation. The first step towards autonomy is to make children aware of this aspect of history. The objective of teaching history should be to develop historical, geographical, observational, and inferential skills in children rather than feeding them facts. Some more steps are detailed below:

- Case studies can be given to children and they can draw their own inferences to reconstruct the past.
- Taking them for field trips to historical sites will also help them draw their own inferences.
- In higher classes, children can be asked to choose topics and conduct case studies on their own and write an opinion piece based on their study.
- Activities encouraging children to see the connect between the past and the present, can help them see the purpose behind studying history.
- History provides scope for bringing in social issues/practices into discussion. This can help children think critically about various societal concerns, and form their own opinion rather than accept existing opinions blindly.

Arts

This is a highly subjective area where restrictions will limit creativity.

- Techniques are the rules which act as a guiding tool for any creation, and should be treated as only guidelines. Children need to be allowed to think freely for expressing their creativity.
- When children are reproducing a creative work, it is indeed subject to scrutiny as it would be compared to the original. Hence, emphasizing more on

- exploring and expressing their ideas on their own, rather than replicating masterpieces will reflect rational autonomy in an arts class.
- If learning from a masterpiece is a methodology being used to teach art, children should be allowed to at least interpret it in their own way.
 - Teacher should not judge children's work as right or wrong and children should be given authority to exhibit their creativity.
 - Teacher should act as a facilitator to understand the technique and helping children to best use their potential in the right direction instead of defining the path for them.

Values

Ethics and values is a completely subjective area. As teachers, we need to take into account children's concerns and the social norms that they identify with. However, teachers need to be aware of their ideology and be mindful of what values they are modeling in the class. Values should not be taught as a separate subject, rather they must be integrated in the environment of the school and classroom, in every interaction with the children.

Code of conduct in the class should be mutually decided by the children and the teacher after due discussion. Especially in early years, children observe their environment and construct their values. As children grow they begin to question and the mental models they build about themselves and the society, depends on the responses they get for their questions, be it at home or at school. By the time they are 12-13 years of age, they are ready to understand the worldly practices, able to evaluate a situation and take a standpoint in an argument. We need to encourage them to articulate their opinion and guide them in providing supporting ideas and validations for whatever they claim.

During resolution of conflicts, instead of providing solutions, teachers need to be just a listener, take a neutral stand and facilitate a dialogue between affected parties leading them to a decision based on mutual understanding. Consequences of any misbehavior of a child are not to be decided by the teachers and rather arrived at after discussing with that particular child.

Bringing up social practices and issues in class discussion, let's say grade 9 onwards, would help them look at their value systems in the societal context as well, and create socially sensitive individuals. Values should not be taught rather they need to be developed by making children reflect on their behavior and by making them responsible towards their action.

BEING AN OBSERVER

In canvas of teaching, observation plays a vital role. Often we judge a child on his instant behavior but observation gives us a scope to note the repeated behavior of a child and on that basis form an opinion. This opinion will be rational and more authentic and gives a teacher a right direction, what a child actually needs. Initially, when I was assigned a task of an observer, I was overwhelmed to find out the outcome. Eventually, I got the real essence of the task. Initially during my observation noticed that the child is naughty on the basis of my instant judgement but with time found out he is a very creative, alert and multitasker. After my observation of several days I have drawn this conclusion which is rational and not biased. This observation helped me out what to do with this child, actually he should be assigned higher order tasks, some puzzling tasks which he will find interesting and therefore learn and enjoy the task simultaneously.

I as an observer changed during the course of time as it demands patience and sustains randomness which eventually help you see a clear, lucid and transparent picture. Observation is a kind of exercise which sharpens with practice and during my practice days I got the opportunity to practice this art of observation. Observation serves as an important tool which inform us the better understanding of students which surely impacted my teaching. Some children demand more time for work, others finish to fast and few works with medium pace, drawing this observation now I know how to engage with each child so that one's learning does not hinder the others. I suggested few students to practice their homework with a timer at home to increase their speed who normally takes extra time to finish their work. In this way, students with speed issue improves slowly and steadily.

Observation skills will always serve as the bedrock of my teaching and I will always practice in my lifetime. Some of the things I tend to focus on or prioritize while observing is, which areas interest a child and where he lacks attention, is there a specific reason behind it. I will form a particular opinion about a child after sufficient time and help a child in his/her disinterested sphere. Provide the child enough space and support to talk his heart to me.

To understand my students well I have to keep practicing observation skills and this will surely guide me in my teaching.

ASSIGNMENT ON CHILD PROFILE

Student Profile

After shadowing a child, I came to know 'student profile' is an eminent and the most significant tool in the hands of a teacher to track a budding child and accordingly she can contribute to growth of a child as she knows what a child is in need for. A Child is a unique being and has entirely different sphere of requirements. He acts differently, think differently and learn differently; the role of a teacher is to guide a child taking into consideration child's view of world.

I have traced Rahul (changed name) of vi for entirely a month and the reason I have chosen him is: when I first entered the class he was the child who caught my attention as scolded by almost every teacher who entered the class for his talkative behavior, I want to know why this child is behaving in this manner. Physically, he is a healthy child and often dress up with superheroes t- shirts. This child has a very peculiar characteristic gestures- his hands always remain busy in making sounds (clap, snap). He energy is high throughout the day and rhythm and pace remain high. I observed certain amount of change in indoor and outdoor activity behaviour as his high notes go somewhat low in outdoor activities.

He temperament is even and express his feelings fully without any hesitation. One can easily read his emotions as they are clearly visible on his face with 'n' number of gestures in every activity, if activity is according to his interest happy emotions float on his face but if he finds it boring than he starts making sounds with his hands or start talking. While tracking the child f or a whole

month, he never throws off balance beside one incident when he has seen his SRI Score and felt low.

This child is very particular in choosing his friends as he told me- madam I call few as my friends because they are loyal to me, share things with me, make me laugh and rest are just my classmates or crew mates. He shares things with everybody in class though he calls some as his friends and make others laugh but at the same time whenever he finds free time he is with his friends whether in cafeteria or if teacher allow him to sit with his friends after asset exam. He is consistent with his friends and he is fully recognized in his group as his friends listen to him completely, on the other hand this he finds missing in his crew that's why he constantly does something to catch hold of his crew mates attention. He feels comfortable with his friends and when there are tensions with them he tries to resolve them by talking to them instead of complaining to teacher. He likes to play with objects, dancing, singing, mimicking, drawing superheroes, reading fantasy books and so passionate about them that he keeps on doing them while teacher is teaching. I observed that on a particular day, he was excited and engrossed in a book to an extent that he was opening and reading the book in the middle of the class. He engages himself in the project quickly which interests him and product is of great importance. He finds pottery interesting and worked seriously on his product till he finds it satisfactory.

This Child's way of learning and thinking relies on observation, memory and getting the whole picture. If he knows something then unlearning is difficult for him, repeating it does not interest him. Grasping power is most active in present moment of learning and hardly do back and forth pattern in his work. His characteristic learning approach is almost same from subject to subject that he enjoys learning something which he finds interesting and if not then he starts talking to friends. I have observed that if he knows something and raising his hand for the answer and teacher did not ask him then he start

talking to friends, mimic movie dialogues with voice modulation and crack jokes and repeat this action again and again. He thinks but not deeply, imagination and fantasy have a great appeal on him this is clearly visible in his portfolio's cover page where he has drawn his two favorite superheroes and big magical brush. His favorite books are Harry Potter and Percy Jackson. Joking in class constantly to make others laugh to quote one when teacher asked why Indus Valley civilization declined he said " Madam om Namah Shivae kiya hoga aur city ghir gae."

When I looked at his writings I observed a lot of cuttings and unorganised work. His teachers also say he need to work on his writing part. Though he enjoys drawing and good at it but drawing in his portfolio was not drawn properly because the topic was not of his interest. He is progressing in Math in knowing the numbers but in fractions he made careless mistakes and teacher also commented "mistakes can be avoided". he is progressing in module, English and Hindi but did careless mistakes like forget to write the name of the story. According to his teacher, he is a person who lives in present. Work on feedback so parents feel good about him. Serious for some time and then looses focus, hardly take any group initiative and talk too much and is of the view: I know more than others. Prefer a group who listens him and wants to enjoy with friends.

After observing this child for around one month I feel more connected to this child and know more about him. I think he is a child who loves learning but want attention all the time and for that matter as a teacher I will try engaging him so that he will not lose his interest and at the same time don't disturb his crew mates. He has deep faith in human values like loyalty, honesty and sharing. I will constantly appreciate him on these notes as a result these core values will get strengthen. I will also motivate and guide him on his skills of drawing, reading, dancing and dramatization and guide him to take decision on his calling in future.

MY APPROACH TO SUBJECTS-MATH

My views about Math taken a major shift in my approach after joining IAAT, particularly after my encounter with Jodo Gyan. I was grown up with a notion that math is a very boring subject and fear math because I was always forced to practice this without any understanding. Understanding of mathematics is very essential for sustained interest and we need to move from concrete to abstract in math domain. In Jodo Gyan number sense is developed with sufficient time with tools like Ganit Mala



Shaji (Co-founder of Jodo Gyan) conducting workshop on Ganit Mala

ganit rack, dice and then symbols are introduced so that a child can clearly make out what this symbol means. Likewise, various concepts- addition, subtraction, multiplication, division are introduced after exposure to numbers. This provides a child to build a room of abstract after the base of concretization.

Concepts like fractions becomes fun for children when they enter their math class, this provides them platform for both learning by doing something

they find interesting. They want to play game with full enthusiasm and they learn fractions with visualization that what is $\frac{1}{4}$ and is it bigger or smaller than $\frac{1}{2}$. If fractions are introduced in its abstract form without the aid of tools which gives a child a scope to visualize and compare two fractions and understand what it exactly means rather than practicing without any clue what does it mean exactly.



Shaji's (Co-founder of Jodo Gyan) workshop on Geometrical concepts

Story is significant tool in any learning and Jodo Gyan aptly utilize it. Human brain always curious to know what is a purpose behind my doing this and old traditional method of teaching math never answered this why? Story serves this purpose, as we narrate story for engagement and subtly introduce some concepts and story demands those concepts that's why kids want to do those concepts and their quarry of purpose satisfies. Why we are doing certain concepts, what is a need behind a concept is always answered by need arouse in a story which in its larger context correlated with the need in real life.

A problem solving attitude develops by doing various concepts of math which in turn helps in solving problems in real life. Reasoning, cognitive and analytical faculties of mind sharpens by doing various problems and child after enough exposure to math equipped with various sharpen faculties of mind face problems with an attitude of solving them in his/ her entire life.

MATH ASSIGNMENT OF DESIGNING WORD PROBLEMS

WORD PROBLEMS

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?



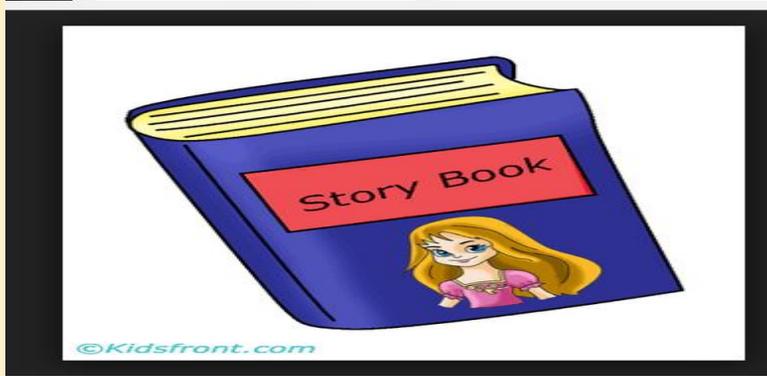
Comparing Question

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. She spends all her pocket money for buying story books. Ever month she gets Rs100 as pocket money. On Diwali Meeta's grandfather gave her Rs.150 as a gift. She was overjoyed as she had already saved 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 tire 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?



MY APPROACH TO SUBJECTS-ENGLISH

Language learning and teaching under the guidance of Kaye (Principal of Heritage school) gave me many insights and I will incorporate this learning in my teaching practice. Language teaching is an art and students learn this art to develop analytical skills, critiquing, values, reasoning. Teaching goes hand in hand with time demands, if students learn more effectively in today's time with technology, so being a teacher I should encourage technology for learning but at the same time make students follow the do's and do not's of technology.

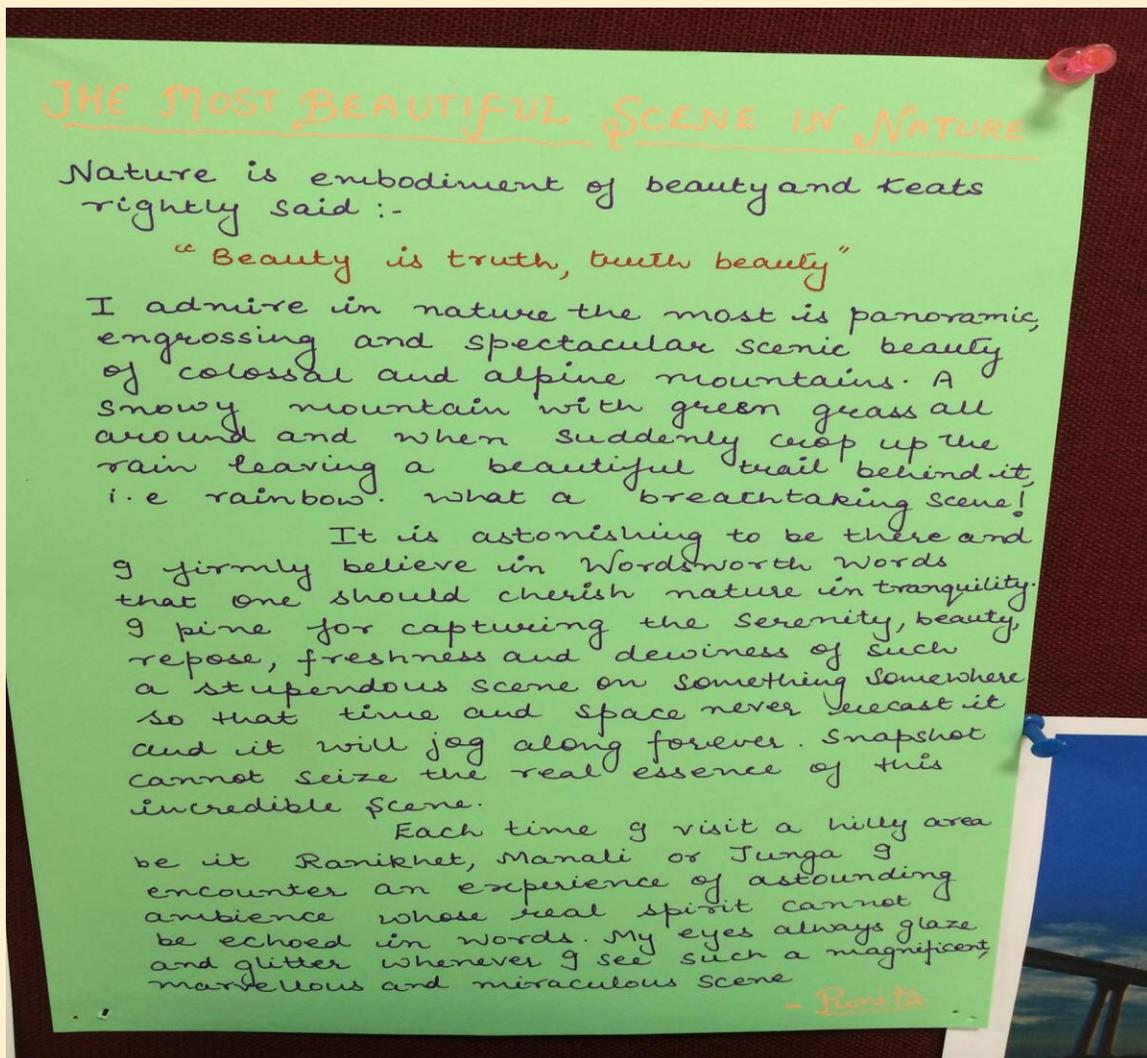
In language classes we learned by doing things like teaching of poetry text and prose text, designing comprehension questions which gave me hand holding of things and feedback in between clarified the doubts then and there. In Comprehension part, schools usually focus on recall questions but as teachers we should take advantage of this platform and enable our students to broaden their horizons by practicing four types of questions- right there, think and search, author and you, on your own. Think and search gave a child a scope to exercise on thinking faculty of mind, which help later in life to analyze thinks well. Own your question give a child chance to voice out their thoughts.

There are multiple ways of interpreting a text, a teacher should not force one viewpoint but take the responses of children and there is nothing like miss reading at the explicit level of language. With this a child will explore something of his own and draw significance and create meaning. By forcing one opinion we sort of end the spectrum of critical reading and thinking.

Traits of authentic writing is engagement, a child must learn to wrestle with his writing and teacher should guide a child how to write for purpose and style. Structure, content, word choice and contextual clues all these important aspects should find place in the writing piece of a child. Monitoring, modelling and guiding practice from teacher's end will help a child in achieving writing skills. Reading do demand the same from teachers' end, reading is an active process in which the reader constructs meaning from an alphabetical code by interacting with text. Decoding or deciphering a code and fluency are central to reading. The basic idea should be read, re read, think, talk and write. Modelling of reading should focus on reading in chunks, reading slow, underline what I know, circle the unfamiliar words and notes in the margin, students will master the art of annotation with enough exposure.

Kaye cultivated a culture of learning community in our IAAT classroom and always encouraged us to share our works. She made us write a piece and then display the same on the board, by doing so she made us realise that students do feel the same excitement for doing their work and sharing in a community. I have developed a learning community in my practice class and always encourage students to share and learn.

WRITING PIECE DISPLAYED ON CLASSROOM DISPLAY BOARD



STORY BOOK CREATED DURING BETH'S WORKSHOP



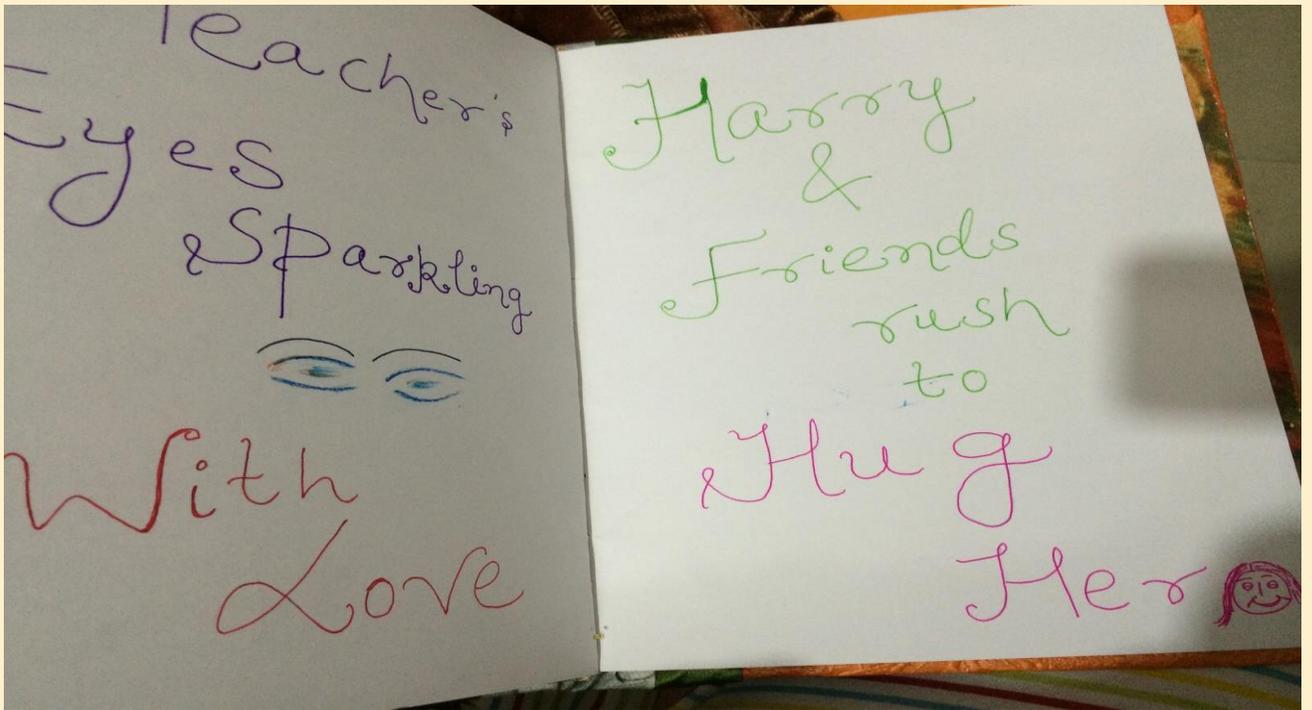
Yeah
Today
is
Monday ☺
Wow!
o

Mom hurry up!
OK Harry

Running
to bus stop
School
Yipeeeeeee

Boy
enters the class
"Shouts"
ZipSpeed ☺

Friends have
lot to share
Class
is
filled
with
Ghit-Chat
Enters.....



MY UNDERSTANDING OF THE LARGER ECOSYSTEM OF EDUCATION

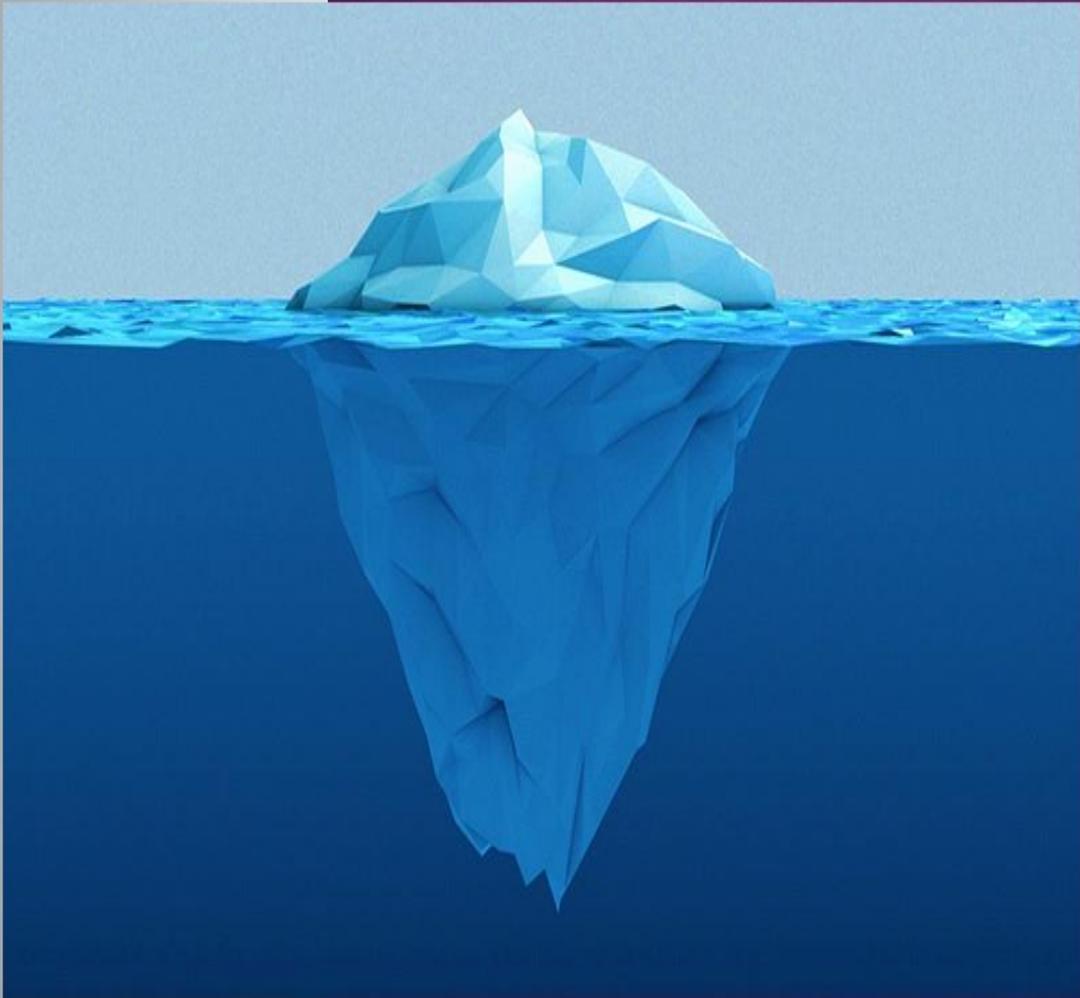
ASSIGNMENTS OF HISTORY OF EDUCATION



Vimala Ramachandran (Director ERU) conducting class on History of Education

PRESENTATION ON KOTHARI COMMISSION

**PIECEMEAL COMMISSION-
CHANGE**



KOTHARI COMMISSION

The Kothari Commission (1964-66) though was the sixth in number

“but”

Was the first commission to assess the educational spectrum in India in comprehensive and holistic manner.

And is commonly known as “education commission” or the “turning point” in India’s education system.

KOTHARI COMMISSION

- ◉ The education commission (1964) chaired by D.S. Kothari made a valuable set of recommendations but stark reality is few are implemented and major portion of it still awaits.....

KOTHARI COMMISSION

- ◉ The commission itself had warned
“A report which is shelved or does not lead to action is worse than no report because it leads to frustration by arousing hopes that remain unfulfilled.” (Education commission 1966. p.897)

NATIONAL POLICY OF EDUCATION & KOTHARI COMMISSION

- The National policy of education- bill passed by Lok Sabha in 1967 accepted the recommendation of the **Kothari Commission** for bringing about the Common School System. In the context of national system of education.

NATIONAL POLICY OF EDUCATION & KOTHARI COMMISSION

- Kothari Commission influenced the 1986 revision of NPE.
- The guidelines of the Commission were revisited by NKC (National Knowledge commission) by Sam Pitroda in 2005.

RAMAMURTHY COMMITTEE ON KOTHARI COMMISSION

- The 1986, NPE, hoped to create 'centres of excellence' to create a 'spread effect' to remove the existing dualism in the education system.
- According to a survey undertaken by the Ramamurti Committee, the actual effects are completely in contrast to the expectations.
- These schools have become elitist and have distanced themselves from the rural community which is against a human rights understanding.
- The committee suggested neighborhood schools for all and said it would lead to provide opportunities to talented students, once the base is expanded. Such a system will take out the elitist bias, present in the Navodaya School system.
- Exponents of the Navodaya School model believe in efficiency and growth.

NATIONAL POLICY OF EDUCATION & KOTHARI COMMISSION

- ◉ The recommendations that were not adopted by the National Policy of Education are:
 - Common School System: To promote equality - social integration across class, caste and gender.
 - Primary Education was totally ignored.
 - Allocation of Education Budget 6% of GDP has to be achieved till fiscal year(1985-86)
 - Establishment of Indian Education Service- bring professional management to educational sector

NATIONAL POLICY OF EDUCATION & KOTHARI COMMISSION

- ◉ The recommendations that were not adopted by the National Policy of Education are:
 - Inclusion of vocational courses or work experience as the integral part of education- opportunities for students to earn while studying. (Nai Taleem)
 - For Promotion of social and national integration- commission recommended two languages(one regional and one national) and preferably a third language.

WHY THESE RECOMMENDATIONS THRUST ASIDE BY THE GOVERNMENT?

- **Lack of Political Will :**

- Political big-wigs and Senior Bureaucrats, people who are directly responsible for rolling out a policy have always sought differentiation. They consider themselves above the common public. Since, they were never comfortable with their children going in the same school as the poorest of the poor, they shifted their children to

WHY THESE RECOMMENDATIONS THRUST ASIDE BY THE GOVERNMENT?

- Private schools or differentiated public schools (Navodaya Vidhyalayas, Svodaya Vidhyalaya, etc.,)

- **Lack of resources :**

- Till now we have not been able to assign 6% of GDP for education as suggested in Kothari Commission.

WHY THESE RECOMMENDATIONS THRUST ASIDE BY THE GOVERNMENT?

- “The highest priority in the programme should be given to the **creation of minimum proportion of ‘quality’ schools at every stage which would serve as pace setting institutions.....**It is necessary to concentrate available resources in a few centers for primary schools - 10% quality schools for secondary - one in each block. At the higher primary and secondary stages, admissions to these (quality) schools should be regulated on the basis of merit to ensure that the brighter children, from all strata of society, receive the best education possible.” This statement created a loophole for creation of Navodaya, Sarvodaya schools.

WHY THESE RECOMMENDATIONS THRUST ASIDE BY THE GOVERNMENT?

- **Different priorities :**
 - Rajiv Gandhi invested most of the money in special category schools of the government- Navodaya Vidhyalya.
- **Ambivalent wordings of the report:**
 - The wordings of the reports were such that it left scope for corrupt to exploit it. For ex. The commission’s recommendation for common schools are as follows:

RIGHT TO EDUCATION BILL

- ◉ Free and compulsory education to all children of India in the six to 14 age groups.
- ◉ No child shall be held back, expelled, or required to pass a board examination until completion of elementary education.
- ◉ (If)a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age;

RIGHT TO EDUCATION BILL

- ◉ A child directly admitted in a class appropriate to his or her age, shall, in order to be at par with others have a right to receive special training.
- ◉ Further a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years of age.
- ◉ No child shall be denied admission in a school for lack of age proof.
- ◉ A child who completes elementary education shall be awarded a certificate.
- ◉ Calls for a fixed student-teacher ratio.

RIGHT TO EDUCATION BILL

- ◉ RTE provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools.
- ◉ Mandates improvement in quality of education.
- ◉ School teachers will need adequate professional degree within five years or else will lose job.
- ◉ School infrastructure (where there is problem) to be improved in three years, else recognition cancelled.
- ◉ Financial burden will be shared between state and central government.

FLAWS OF THE DRAFT RIGHT TO EDUCATION BILL

- The age specified for compulsory education (6-14 yrs) is in conflict with the UN Resolution of the children rights
- Administration and the regulation of the primary school is such that it breeds corruption and delays in action.
- The strict licensing on opening and maintaining schools may discourage new schools and will increase the burden on government for opening new schools

FLAWS IN RIGHT TO EDUCATION BILL

- The term ‘equitable’ quality should refer to fulfilling certain minimum infrastructural (including those relating to teachers, library), financial, curricular, pedagogic, linguistic and socio-cultural norms (Anil Sadagopalan, 2005).

FLAWS IN RIGHT TO EDUCATION BILL

- The Bill specifies norms for physical infrastructure (number of rooms, teachers, toilets etc) but does not outline expectations on learning outcomes (Madhavan and Manghnani, 2005).
- Some of the mandates like “A child cannot be held back in any grade or expelled from a school till Grade 8th ” contradicts its objectives of ensuring that child is learning well.

Under the present government MHRD is having extensive consultation with different stake holders to bring New Education Policy

ASSIGNMENT ON RIGHT TO EDUCATION ACT

India is a land of densely populated country having its share of 19% of the world's children and one third of its population i.e. around 48 crores according to 2001 census is below the age of 18 years. Let us see India's flourishing future which rests on RTE the most awaited, most aspiring and most hopeful project of developing India; as education emerges as the single most vital factor spinning the wheel of progress in the developed nations.

Seed of RTE laid by and large in Jomtien (1990), in world conference on EFA i.e. education for all, delegates from 155 countries and India being a part of it, reaffirmed the notion of education as a fundamental human right. Germination started in 2002 when government in 86th Amendment act made three specific provisions in the constitution to work on line of thought on EFA. These were:

i) Insertion of new Article 21 A (right to education) in part III (Fundamental rights)

II) modifying article 45

III) adding a new clause(K) under article 51 A (fundamental duties), making the parent responsible for providing opportunities for education to their children between 6 and 14 years.

In 2005, things started working in the right direction as the CABE (central advisory board of education) committee drafted the ' Right to Education' bill and submitted to the ministry of HRD. But destination is still far away and hurdles on the way, on 14th July, the finance committee and planning commission rejected the bill citing the lack of funds. And finally after a long struggle of 19 years after conference came the glorious moment in India's

history when we can see RTE as a plant i.e. in 2009, it is enshrined in the Indian constitution as a fundamental right; Which stipulates that the state should provide free and compulsory education to all children of the age of 6 to 14 years. First time in Indian history a law was brought into force by a speech of Prime Minister and Manmohan Singh said:

"We are committed to ensuring that all children, irrespective of gender and social category, have access to education. An education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India."

After RTE India joined the race of countries to follow the principle of EFA and became the 135 country to make education a fundamental right which came into force on 1 April 2010. However, Strange irony, is only 19 Indian states have notified the rules of ambitious act whereas nine states are yet to notify the rules.

Let us roadmap the various provisions of RTE and their implementation. RTE provides a ripe platform for universal access to schooling across the length and breadth of the country. RTE chapter 2, section 3 talks about the free and compulsory education of a child in a neighborhood school till the completion of elementary education. This idea of neighborhood schools is traced from National system of education as elaborated in Kothari commission. This is not established within six years from the commencement of act. Problem of lack of schools in nearby vicinity is the major concern in the implementation of RTE to which states callously put forward we have an issue of paucity of funds. In backward areas, areas with difficult terrain, risk of landslides, lack of roads, there is a large distance between the school and home and to approach there lies a great danger for young children.

Operationalizing access is the backbone of any education programme and its inaccessibility can mar any programme, no matter how ambitious it is. Though

SSA, EGS (education guarantee scheme), AIE (alternative and innovative education) are intended to provide access by tailored curriculum and pedagogical practice. There are hundreds of thousands of children are still out of school.

Lack of basic infrastructure facilities is the major reason for high dropout from schools. Under the act, school must have basic infrastructure facilities "like an all-weather building with at least one classroom for every teacher and an office for the head teacher. A separate toilet each for girls and boys, a playground and a library for every school with sufficient reading material, electrification of the school building, ramp access for disabled students, and computers." Reports of RTE forum reveals "95% of schools don't comply RTE standards for infrastructure." Parents snatches the enroll of their children because of absence of basic amenities especially girls (no separate toilet for girls)

RTE report card by NCPCR (National commission for protection of child rights), an agency designated by government to monitor the provisions of the right to free and compulsory act(RTE); says dropout rates of children in schools fall from 2009-2011 but this flagging fact of government no longer exist from 2011 onwards. Collecting data report of DISE (District Information system for education) and NUEPA (National university for educational planning and administration) shows dropout rate increased in many states as they have slipped from their earlier mark. 50% of children who join up in class 1 drop out by class viii. Total enrollment in primary classes was 134.4 million in 2008-09 and in class vi to viii dropped to 53.4 million. According to JRM (joint review mission of Sarva shiksha Abhiyan, the government's flagship programme for universalization of elementary education) report nearly 2.7 million children drop out of school every year.

Government faces a huge challenge for ensuring quality teachers which is the most crucial input for the effective implementation of RTE. Act has implication

on the present day teacher education system which has been evolved based on the recommendations by Kothari commission (1966), National policy of Education (NPE- 1986/92), National curriculum framework (NCF-2005). Section 23(1) of the act states that:

" Any person possessing such minimum qualifications as laid down by an academic authority authorized by the central government by notification shall be eligible for appointed as a teacher."

NCTE (National council for teacher education) has been appointed as the academic authority by central government under notification issued on 5 April,2010. Content of teacher education programme has the top most priority fixed to produce meaningful results. Government has taken steps for in-service teacher training, programmes under SSA, DIETS (District institutes of education and training, CTES (colleges of teacher education) and IASEs (institutes of advanced studies in education) run by financial support largely given by the central government. Reality check says after all these initiatives "only 5% of the schools follow RTE guidelines as stated by the convener of RTE forum. Shortage of 10,00,000 teachers, untrained teachers in many places, para- teachers and student teacher ratio" - Times of India dated June 30, 2012. Trained and qualified teachers proved to be the Herculean task for the proper implementation of RTE. Call need to be taken by the government to deal with malaise of absence of teacher from the school.

In the realm of RTE, no detention policy (NDP) became an arduous path. Section 16 of the RTE mandates that "no child can be detained or held back in class until the completion of his/ her elementary education". Message reached masses but instead of interpreting what it entails it has been understood as 'zero assessment'. However, the corollary of this is prescribed in section 29(h), as continuous and comprehensive evaluation, commonly known as CCE. RTE clearly mention NDP and CCE should go hand in hand. However, no detention

policy made a strong pitch for scrapping deteriorating learning levels. As per DISE data, "in Delhi, the number of repeating students as a percentage of total students enrolled in class ix rose from 2.8% in 2010 to a startling 13.4% in 2014". MHRD is reconsidering this provision of RTE after armed chorus arousing in lieu against NDP, because of which learning targets remain unmet. This agenda is in continuous discussion under the Modi government as various meetings are held with CAGE.

Prohibition of corporal punishment is very vital provision of RTE. In keeping with RTE, corporal punishment could be classified as physical punishment, mental harassment and discrimination. RTE prohibits physical punishment under Section 17(1): " No child shall be subjected to physical punishment or mental punishment." and makes it a punishable offense under section 17(2):"Whoever contravenes the provisions of sub- section (1) shall be liable to disciplinary action under the service rules applicable to such person."

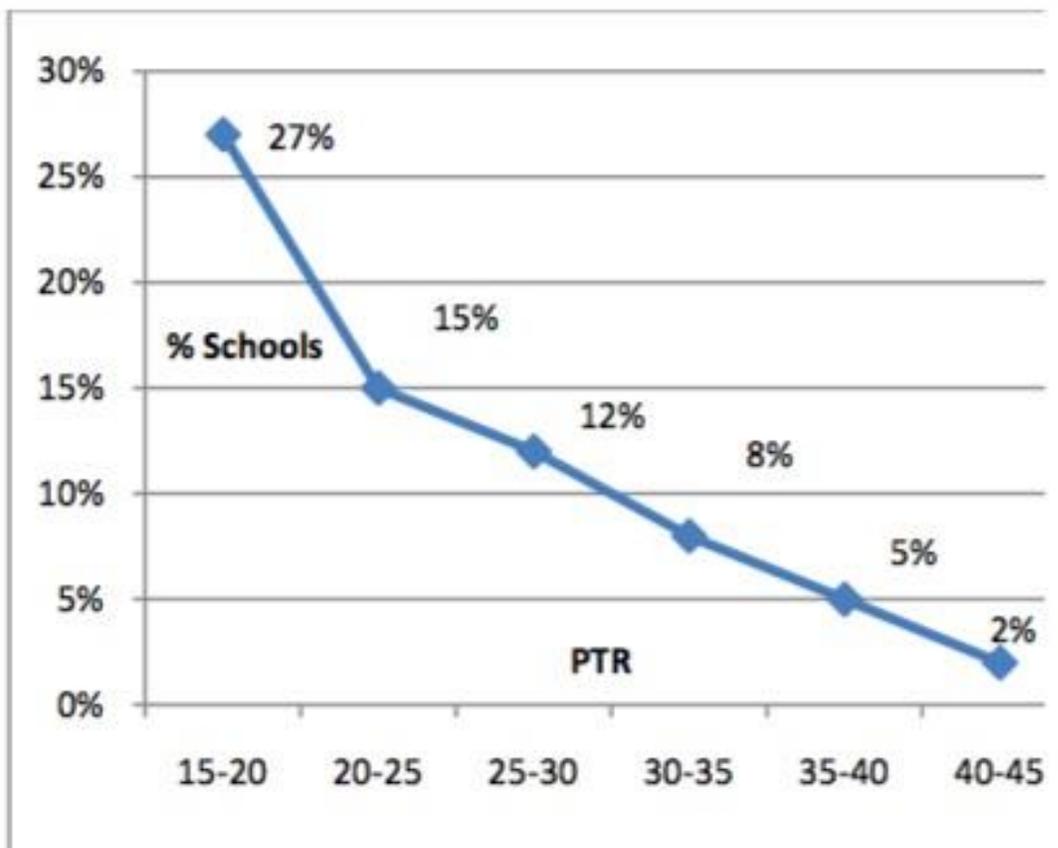
National commission for protection of child rights(NCPCR) with the support of MWCD (Ministry of women and child development) and MHRD (Ministry of Human Resource Development) is able to formulate the guidelines for eliminating corporal punishment in schools under the chairperson-ship of Ms. Vimala Ramachandran. Task of monitoring have also been entrusted to NCPCR along with SCPCRs under section 31 of RTE, they can take necessary steps for protection of child's right.

The right to education act mandates PTR (pupil teacher ratio) of 30:1, in order to ensure that children learn better in the classroom. Azim premji foundation did a survey on the correlation between school performance and PTR and found out "less than 2% of schools with a PTR of over 40 were able to deliver learning outcomes while 27% of the schools with 20 PTR could do so"

Correlation Between School Performance and PTR

The effect of PTR on learning levels can be quite profound as can be seen below.

% of Schools Achieving Learning and PTR



Quality is elusive in education in India even after zealous RTE act. ASER (Annual status of education report) in coordination with Pratham network provides reliable annual estimates of children's basic learning in India. It says quality needs focus as it's continuously deteriorating. Times of India dated 27.09.2015 reports:

“The respected national survey, ASER has repeatedly shown that less than half of class v students can read a paragraph or do a simple arithmetic sum from a class II text.”

Scrutiny of the salience of section 12(1) c ("Reservation within reservation") of RTE act must be accelerated. Section 12(1) c mandated reservation of a minimum of 25% of the seats at the entry level class for children belonging to economically weaker section(EWS) and disadvantaged groups in all private schools. The Supreme Court also upheld the constitutional validity of RTE act,2009, on April 12,2012 and section 12(1) c became applicable. Let us closely observe the mechanism of the implementation. First step is identification which can be considered as the simple step but hurdle comes when the point of "awareness" arose. A person belonging to weaker strata is not aware much about reservation where government has to step in and take initiative as:

- 1) posting a notification in newspapers and through medium of radio, easily approachable to a weaker section.
- 2) Private schools must announce the number of seats reserved before the enrollment procedure starts.
- 3) government should keep track of number of seats reserved and monitor its implementation.
- 4) government should start programme to spread awareness and to promote accountability.

Third step - a major step is the "admission process", it should be transparent and in accordance with the section 13 of RTE act which says:

" No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardians to any screening procedure."

Any school or person, if in contravention of the provisions of sub- sec (1):
"Receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charges. Subjects a child to screening procedure shall be punishable with fine which may extend to Rs 25,000 for the first contravention and Rs 50,000 for each subsequent contravention."

Reimbursement is very critical to 25% reservation aspect of the act and it should be done on per student basis, keeping in account that amount should be transferred directly to school's bank account. A running record should be maintained and update on it should be made public. Seeking of transfers should be made easy for students, if 25% quota is left in any private school it should be informed on time so that a child from government school can move to private school in time.

Any Act runs on the wheels of money. Is paucity of funds is acting as a hindrance in implementation of RTE act or lack of intent and political will. Lack of Financial assistance, it is a strange irony that while on the one hand the government wants to provide quality education to all children across barriers, on the other hand our system is severely starved of funds. Believing the statistics, the amount spent in organizing the 2010 common wealth games is double the budget needed for the implementation of the RTE act throughout the country. A cloud of concern of the wide gap between demand and actual budget allocation always surrounds RTE implementation. The standing committee in a report in 2012-13 tabled in Parliament expressed its apprehension on whether "insufficiency of funds would compel the

department (of school education and literacy) to cut down or withdraw from other schemes besides leading to hindrance in the implementation of the SSA-RTE programmes". Currently, the fund-sharing pattern between the Centre and the states for a period of five years from 2012-13 is 65:35.

Present scenario shows several anomalies in the effectiveness of the RTE act. When put to test in consortium of reality it looks like a distant dream. Let us steer the ambiguous clauses of RTE which needs recommendations

1) Chapter 2 clause 4, provision take into account " No Detention Policy" till class viii, though RTE speaks about CCE (continuous comprehensive evaluation) but reality check parameters say learning levels are falling further and further behind. Zero assessment interpretation of NDP couple this fact. Monitoring mechanism which is altogether absent needs revision for raising standards of learning level. Clarity demand should be addressed in regard to special training to children who joins the school after a significant gap. Training of such students is mentioned but things like: where it will take place, training comprises of what, who will be responsible for imparting this; should be answered as these loopholes makes no one accountable.

2) RTE act is not a whole piece in itself, major lacuna of the act is the fact, it has completely excluded the children below 6 years and above 14 years. Though research has established 0-6 years is very vital to a child as ninety percent of brain development take place during this period, academic input of this stage is completely missing from the list of RTE. Who is responsible for a child after 14 years i.e. completing elementary education and how he proceeds further, are still to be answered.

3) Teacher's standard and training needs to be strengthen to take up the quality of education to precipitous heights. NCTE (National council for teacher education) following NCERT academic curriculum achieved things but needs impetus effort to reach the unreachable.

4) The Act assures enrolment but monitoring the level of learning lacks in current form. Quality of education, in terms of student basic learning of reading, calculating and thinking independently needs attention and to build these competencies measuring should be done periodically. According to surveys by various organisation like ASER one thing came out to be prominent that 5% of the government schools across India achieving the expected competencies. The stringent rules need to be framed in order to address and solve this issue.

5) Government has to delve deep on the issue of commutation of long distances by students and establishment of more and more schools in neighbourhood, in order to solve the problem of high dropout rates from school.

6) Chapter 4 clauses 18-22 intently states the penalties and procedures for private schools but no clause anywhere guarantees the implementation of norms and standards in government school. For namesake there is a committee called SMC (school management committee) but PROBE report brought out the fact that 98% members of the committee were unaware of their roles and responsibilities. Primacy of roles and responsibilities of members is the most contributing factor for an effective functioning of committee, government need to take desired measures in this direction.

7) A welcome move - The Act clearly directs the National commission for protection of child rights (NCPCR) and SCPCRs to monitor in accordance with child rights act,2005. However, cognisant with creating awareness among concerned quarters is still a challenge and unaddressed quarter altogether. Sensitising quarters about attitudes, behaviours of various people interacting with the child in a school environment and for effective implementation of this and to avoid discrepancy a constant monitoring by local bodies is required.

8) Chapter 4, clause 25&26 is appreciable as it stipulates that fill up vacancies to maintain the prescribed PTR (pupil teacher ratio) but need to tag this event with the spelt out financing and appointing authority.

9) 25% reservation provision lands a child of EWS section and disadvantaged section into no man's land. As it seems to be mere guess work, no set rules are defined what it comprises of. I firmly believe a child from EWS finds himself/herself in a fat pool of confusion as bridge between this child and a child from other sections of the society is like gulf in private school.

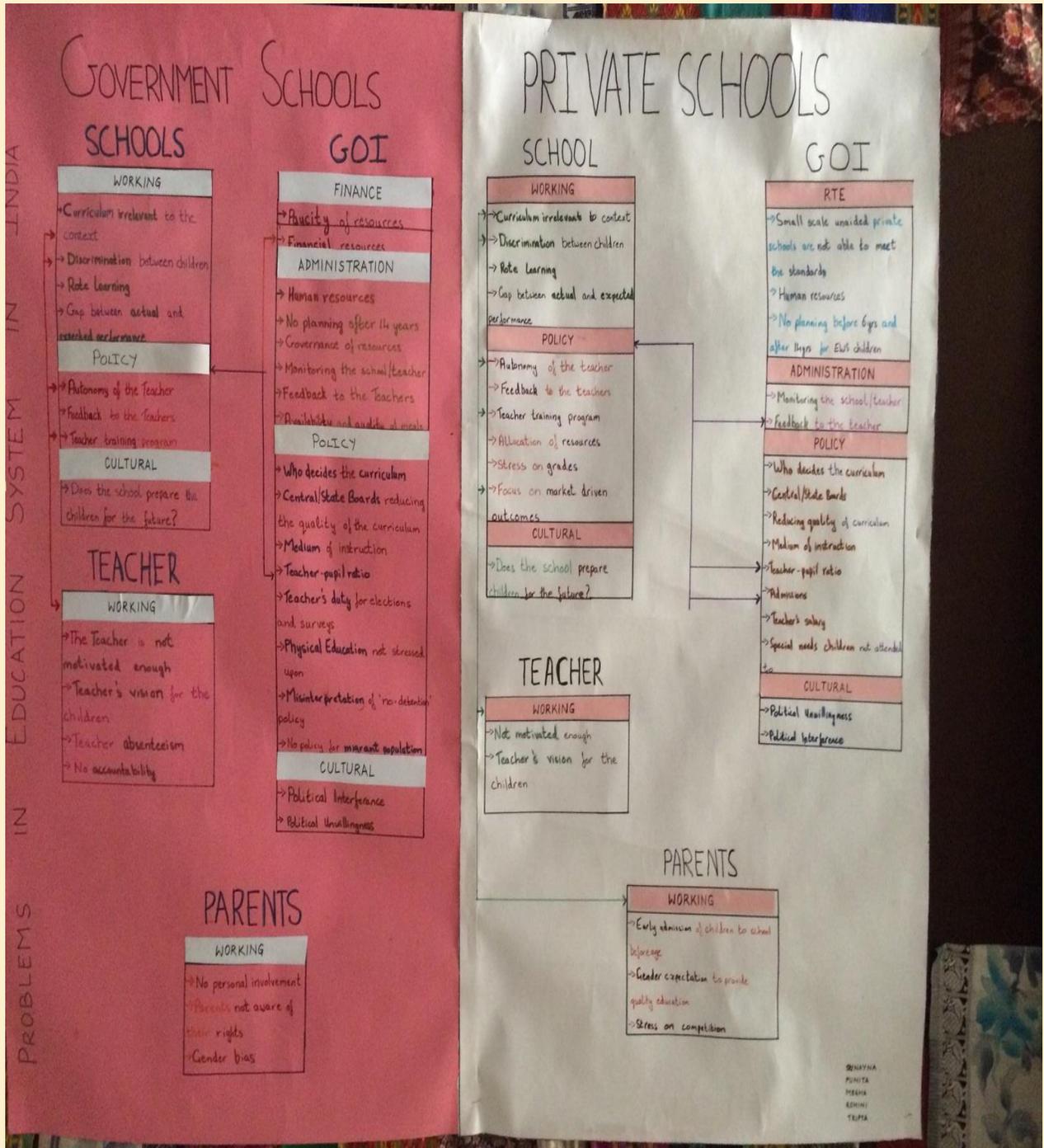
10) Eventually, a ray of hope came in the form of NAC (National Advisory Council) for proper implementation of RTE act. To an unstarred Question no.1465 MHRD answered on 06.03.2013 as:

" NAC has made various recommendations for ending discrimination in schools through Inter alia, reforms in teacher training programmes, training of management committee and local authorities on discrimination and grievance redressal in a non- adversarial manner."

NAC recommendations are considered effective in implementation of RTE Act (2009).

Progress has been made in implementing the act yet it is far from upwards of conceptualisation. Government in order to implement RTE act should contribute substantially by prioritise active participation, consultation, discussion with key stakeholders within and outside the government, then only RTE Act will prove as a milestone in the long term vision of developed India.

CHART WORK ON PROBLEMS IN EDUCATION SYSTEM



DEVELOPED AS A TEACHER THROUGH MENTORING AND PRACTICE

Teacher is a learner throughout life. I have developed as a teacher during this course with constant practice and supportive mentoring. In teacher training courses we hardly participate in active practice along with mentoring. It makes a huge difference nothing is learned in a captivity, if theory serves as the core of learning, nobody has ever grown without practice in their profession and teaching actually rests on practice as it gives the overall view of how to get along with things. However, why not to start something with incorporation of theory and practice and this happened in this course, theory acted as a bedrock for my practical experiences. Practical approach proved helpful in a sense I got a hang of what I have learnt in theory courses and how to channelize it practically in a classroom.

The initial start was made easy with a great support of Collaborating teacher who was always there at every nook and corner to support and guide me on various aspects of classroom culture as how they set their classroom targets, how she made crews and how crew formation is an effective mode of teaching. She made crews on the basis of keeping various strengths in a single crew in this manner one's strength will enhance the whole crew, crew formation is effective as student learn the most by sharing; sharing of ideas, strengths and particularly values. To begin with, I started with observation of few classes as to know how things approach and then started to take part in classroom with 15 minutes of practice daily which helped me to know children better and started connecting with them. This co-teaching is great asset for boosting confidence and learning by doing mistakes and my Collaborating teacher always gave me feedbacks on what went well which I should continue in my next class and what all changes I have to make and avoid repeating in the next class. This co-teaching time expanded slowly from 15 to 30 minutes and I didn't felt difficulty as it was a smooth transition. With more time more responsibility came to me, I felt more connected with students and got a good hold on doing things. Morning meetings acted like a hook to subject practices later on and subject meetings is of immense help in understanding things on lesson planning and how to execute things in class as in these meetings every minute details are discussed and we are given a space to put forth are queries which are resolved with ease.



Initial Practice days are like first few steps of a child but somebody is always there to hold you, same happened with me when I had faced difficulty in things initially as I am unlearning my learning and it's not a cake walk; my Clinical teacher educator came to rescue and explained me things till the time they got clear. I used to impart knowledge on the basis of old school of thought which is a jug mug theory and this concept only pours knowledge to a child where child functions as passive learner because of minimum space given for participation. With observation and constant explanation by clinical teacher educator on how to proceed other way round, I got the clarity on the concept of experiential learning which is a suitable way of learning as child learns more while involved actively. I succeed in doing things as I was able to execute well what I have planned, managed class and board work well and this happened because of preplanning of classes. Guidance of two experts my Collaborating teacher and Clinical teacher educator on my execution of things beforehand helped me a lot during actual execution. After execution we all three set again to figure out what went well because of planning beforehand and where things demand more attention and work, this proved very useful in my next

observation class, as I am able to cover my week on areas and not repeated the mistakes.



There is traceable shift in my approach and mindset during last six months as I am learning things never heard and then allowed to apply them practically. A teacher-child relationship is core to teaching, child is central in every aspect of teaching, after my practice of few months I realized how true this is. Each child is unique so are their demands and as a teacher my prime duty is to trace those and practice them. Each child interest and pace do differ and I have to practice this art of giving each individual it's space and time, I started this during my practice sessions and to a quiet extent succeeded with proper guidance of collaborating teacher and clinical teacher educator. I now envision myself as the practitioners throughout my life of whatever I have learned during various courses and during practice days and I also want to incorporate new and more effective ways of teaching in my practice and evolve as a teacher.

LEAD TEACHING WEEK- EXPEDITION PLAN

Long-term Target	Supporting Targets	Assessments
<p>I can evaluate democracy as a form of governance.</p>	<ul style="list-style-type: none"> • I can identify the key elements that influence the functioning of a democratic government in India. • I can explain how the key elements of our democracy promote diversity. <p style="text-align: center;"><u>Culture Targets</u></p> <p>I can focus on the task at hand.</p> <p>I can respect others' point of view by listening attentively during crew/class discussions.</p>	
<p>Introduction: Building engagement and setting purpose</p> <ul style="list-style-type: none"> • Why is this lesson/sequence of lessons important and exciting work to do? • What will cause students to be curious and want to learn? • How will you provide students with a vision of the long-term target(s) in a way that involves them? 		
Instructional Steps		Time and Resources Required
<p><u>Creating an experience for the need of democratic governance.</u></p> <p><u>Morning Meeting</u></p> <p>Share the culture targets.</p> <p>Step 1: Teacher shares the need of a one leader among the students to manage the class as class management has become a challenge for the teachers.</p> <ul style="list-style-type: none"> • Teacher nominates two students (preferably dominating personality of the class). 		<p style="text-align: center;">20 min</p>

<ul style="list-style-type: none"> • She then chooses only few students to elect any one student to be the leader. Here teacher must be firm in not taking other’s opinion. • Once the leader is elected, ask him/her along with the children who chose him to frame rules for the class which the rest of the class have to follow. <p>[Teacher Reference –Ask the students by giving the objectives to frame the rules.</p> <ul style="list-style-type: none"> ○ To bring in order in class. ○ Resolve the Conflict. ○ Lunch Time etc. <p>No guidance is required; It is teacher’s discretion and depends on the prevalent issue of their class.</p> <ul style="list-style-type: none"> • Rest of the day goes with his/her rule, let the children feel the irk in following an autocratic leader. <p><i>Please note: We need to inform other teachers about this plan to be aware of the expected behavior of the class for the day.</i></p>	
<p>Scaffolding plans for the body of the instruction</p> <ul style="list-style-type: none"> • What sequenced moves will you and the students make to ensure that all students meet the learning targets? • How will students know what quality looks like, and how will you support them in producing quality work? • How will students work/practice together during learning? 	
<p>Instructional Steps</p>	<p>Resources Required</p>
<p><u>Next Day (Morning Meeting).</u></p> <p><u>Step 2: Discussion on the challenges faced by the children having an elected leader.</u></p> <p>Ask children to share their experiences of having an elected leader and following him.</p> <p>Expected Response:</p> <p>There could be both positive and negative experience.</p> <p>Positive Experience could be:</p> <p>We were all heard, Very considerate etc.</p>	<p>25 minutes</p>

Negative Experience could be:

Not fair, my opinion was not heard, biased, and partial to his friends etc.

Did not take my opinion.

Have a class discussion on what went well and not?

T –Asks - What could be the reason for the challenges you faced.

Teacher takes the responses.

T questions the leaders as well – Did you consider everybody’s opinion?

What were your criteria in framing the rules?

DO TO

Closure:

Record the elements which worked/did not work on a flip chart. Ask the children to write it in their reflection Journal.

This will be the reference point when they read the PART I of the reading.

Step 3: Circle Time.

Learning Target:

I can identify the similarities and differences among my class mates.

Culture Target:

I can be authentic in expressing my views.

Teacher Consolidates on the board:

The ways in which people may seem different from each other.

Give some examples – Place of Birth, Caste

EA – Beliefs, Religion, economical difference, language ,gender, likes and dislikes,

Bring about even opinions and an idea contributes to differences.

Activity Crew Work

**30-45
minutes**

Class as a larger community and each crew as a smaller community.

I. Steps of the activity

1. Each child will get 6 strips.
2. Ask children to think of ways in which they are similar to and different from other children in their crew.
3. Each child will write three similarities and three differences.
4. Once done, they will make a chart crew wise pasting their similarities and differences and as a representation of their crew.
5. Have a silent gallery walk for looking at other crew's work.
6. Once each crew does, all the 6 charts will be collated as one chart to represent Class 6 'Section' as a larger community.
7. Choose any two students to collate the 6 charts in one.

II. Ask children to reflect on how many ways they are in common and how each person is unique as well.

Conclude –We are a diverse group of people within our classroom contributing to our classroom.

III. Refer to the chart in the classroom. (If time permits otherwise can be taken in next day's morning meeting.)

Teacher asks –Now that we realize we are so diverse, what do you think should be the practices/protocols in the classroom so that we manage the diverse group of students in the classroom?

T- Consolidates the responses during sharing time.

Steer the discussion to bring in key elements:

Q. How will we ensure everybody has a say in the class.

Participation

Q. How can we ensure everybody is treated in the same manner?

Equality and Justice.

How do we solve when we confront with different opinions?

What do we need to consider to decide a consequence for an unaccepted behaviour?

Conflict Resolution.

15 min

<p>[Teacher Reference: Arrive at the 4 Ds of Democracy – Diversity – It includes racial, socioeconomic, cultural diversity. Diverse opinions and ideas necessitate existence of strong democracy. Dissent – expressing opposing viewpoint. - In a democracy dissent is accepted and respected because the people realise that, without the opportunity to dissent, real diversity of viewpoint and opinion cannot be maintained. Decision Making – Decision of the majority are respected and accepted by the minority. Deliberation - Brainstorming on different viewpoints, respect dissent, reach decisions arriving at a collective consensus.]</p> <p>T-Distributes the key elements of democracy text.</p> <p>Part I – Circle the reasons – compare with the elements of good class management.</p> <p>Teacher - Wonder what British should have done?</p> <p>Part II – Read Part-II Compare the elements to the class elements.</p> <p>Questions in the text –</p> <ol style="list-style-type: none"> 1. Do you think Ashoka was a democratic ruler? Support it with key elements of democracy from the text. 2. Is democracy and diversity connected? If yes, How? 3. How can we make our class more democratic? 	<p>1 hour</p>
<p>Closure - How will students synthesize their understanding? How will we assess the effectiveness of the lesson?</p>	
<p>Instructional Steps</p>	<p>Resources Required</p>
<p>Check out the LTs:</p> <ul style="list-style-type: none"> • I can identify the key elements that influence the functioning of a democratic government in India. • I can explain how the key elements of our democracy promote diversity. 	<p>10 minutes</p>

Learning Targets:

- I can read part 1 “Indian Struggle for freedom” to understand why India chose democracy as a political structure.
- I can identify the key elements that influence the functioning of a democratic government in India.

READING

Name: _____

Class VI ____

Subject: Expedition

Date: _____

Democratic Government

Instructions: Read the text carefully and answer the questions that follow.

PART I: Indian Struggle for Freedom

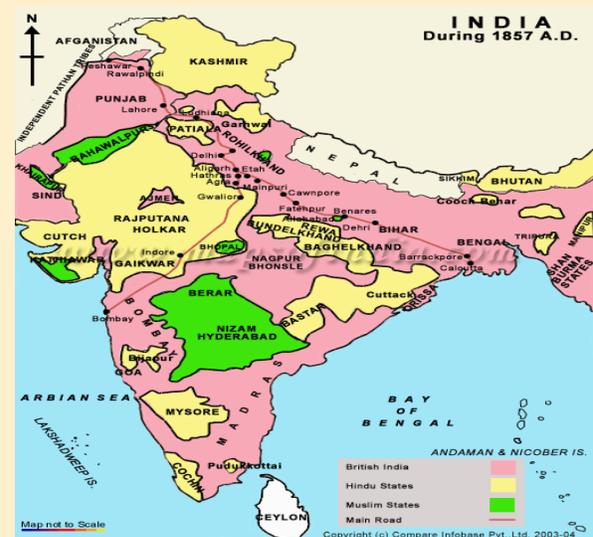
In 1600, a group of British merchants and traders formed a company for trade with India called the English East India Company. Their trade with India expanded and they built three **fortresses** in three coastal regions of India and created the cities of Mumbai, Chennai and Kolkata. By the seventeenth century, the Mughal Empire was on a decline and the British expanded their territories in India by fighting local rulers and other European trading companies.

Countries like Britain which were technologically advanced became richer and countries like India became poorer. The best raw cotton was sent to England. It was made into textiles on machines and sent back to India. These goods were cheaper and better than those made by hand in India. Gradually, the Indian textile industry was ruined. Prosperous textile towns declined and artisans had to starve. The British imposed steep taxes. These were collected from the local zamindars who in turn forced the money out of peasants. Most of the money was sent to Britain and this is called 'drain of wealth'.

Many princes of India were unhappy with the high handed behaviour of the British. Indians were not given high posts in the administration. Local merchants and traders suffered as the British controlled the trade. Peasants were taxed excessively. The British felt superior to the Indians. They were arrogant and rude to them.

The British army did not allow Indians to become officers. Their religions, customs and traditions were not respected. In 1857, the Enfield rifle was introduced in the army where the cover of the cartridge had to be bitten off and put in the rifle. It was learnt that the cover was made of beef and pig fat. This insulted the religious beliefs of both the Hindus and Muslims.

This was the turning point in Indian history as it for the first time gave them the national sense. Before 1857, people identified with a region or state. It was referred as the great Indian **Mutiny** or the first war of independence with the formation of Indian National Congress. After 1857, this national sense began to grow. Indian attitudes began to change. There was a new consciousness and awareness of the problems that existed. The leaders of the Indian National Congress like Mohandas Gandhi, Nehru along with many other eminent



freedom fighters got the natives embrace their Indian culture, aroused the feeling of oneness among Indians and formed a collective identity. This arose a new sense of being Indian, of belonging to India, and of wanting to make India united, strong and free. Indians for the next ninety years struggled to unite, organise and win independence.

PART 11 - Elements of Democracy

Democracy is a form of government in which people elect representatives of their choice who in turn govern on the behalf of the people providing masses the freedom of expression and choice. Democracy in the contemporary world is considered as a popular form of Government in which people are equal before the rule of law, they have equal rights. It is a system that goes through the electoral process which then enables the government to become accountable. In democracy, citizens play their part in the decision making process. These are the features which define democracy and separate it from other forms of Government.

Concern for Equality and Justice- Democracy implies equality and respect for human dignity. It gives equal status and opportunities to all citizens and does not discriminate between people on the basis of gender, religion etc. Democracy states that all citizens should be equally treated in all aspects of life and every citizen is equally subjected to the 'rule of law.'

Participation- Universal Adult Franchise: The choice and opportunity to vote for their representative is available to all the citizens on an equal basis without any discrimination on the basis of gender, caste, color etc. There was a time when governments did not allow women and the poor to participate in elections? In their earliest forms governments allowed only men who owned property and were educated, to vote. This meant that women, the poor, the property-less and the uneducated were not allowed to vote. People participate

by taking an interest in the working of the government and by criticizing it when required.

Resolution of Conflict: All major decisions are taken by the representatives elected by the people. Accommodation of differences is another important characteristic feature of Democracy. Conflicts occur when people of different cultures, religions, regions or economic backgrounds do not get along with each other, or when some among them feel they are being discriminated against. Dispute and conflicts are solved through dialogue and discussions.

Source:

1. *The Puffin History of India for Children (Volume 1) by Roshan Dalal*
2. *Social and Political Life (NCERT)*

Questions

1. Do you think Ashoka was a democratic ruler? Support it with key elements of democracy from the text.
2. Is democracy and diversity connected? If yes, how?
3. How can we make our class more democratic?

LEAD TEACHING WEEK- MATHS PLAN



Gurgaon
2015-2016

Lesson plan: Algebra
6

Grade:

Learning Targets

- **I can generalize to make a rule following a pattern using a variable**
- **I can make an expression on a given situation using variables and numbers.**
- **I can differentiate between an expression and an equation**
- **I can arrive at a solution to a given equation using trial and error method**

Learning Target

I can generalize to make a rule following a pattern, using a variable

Culture Target

I can listen attentively and participate in the class discussion.

Teacher releases the culture target to children. She reminds the children to follow these target

Pattern

T: Meeta and Anita are making patterns with matchsticks. They decide to make Simple patterns of the letters of the English alphabet. Anita takes two

Matchsticks and forms the letter T. Then Meeta also picks two sticks, forms another letter T and adds it to the one made by Anita. Then Anita adds one more T and this goes on as shown....

Their friend Rohan comes and looks at the pattern. he asks, "how many matchsticks will be needed to make 7 Ts?"

Anita and Meeta go on making patterns....1T, 2 Ts, 3 Ts.....till 7Ts.

They put it in the table:

Teacher draws the table on board

Number Of Ts	1	2	3	4	5	6	7
Number of matchsticks needed	2	4	6	8	10	12	14

Rohan gets his answer from the table.

Meeta found that there is a pattern here. Can we find it?

S: the number of matchsticks is always twice the number of Ts.

T: Asks another question how many matchsticks would be required to make 100 Ts

S: 200 matchsticks.

T: How did you find it?

S: By multiplying 100 by 2.

T: So if we have to make n number of Ts what will be the required no of matchsticks

S: the number of matchsticks required = 2 x number of Ts., so if number of T=n

Then the number of matchsticks required for making n Ts will be $2xn = 2n$. ($2 \times n$ is the same as $2n$)

T: Here the n that we used to denote the number of Ls is called a *variable*. The variable does not have a fixed value- it can take any numeric value.

This branch of mathematics which uses variables for solving problems is called *algebra*.

Let us try:

Some other situations:

Pramila is 5 years elder to her sister Pari. How old will Pramila be when Pari is 5 years old?

Pari	1	2	3	4	...
Pramila	6	7	8	9	...

Can you identify any pattern here? If we write Pari's age as x , what will Pramila's age be?

Pattern: Pramila's age is Pari's age plus 5. Pramila's age in terms of x : $(x + 5)$.

With this rule, we can find Pramila's age directly, without making a table for all the values.

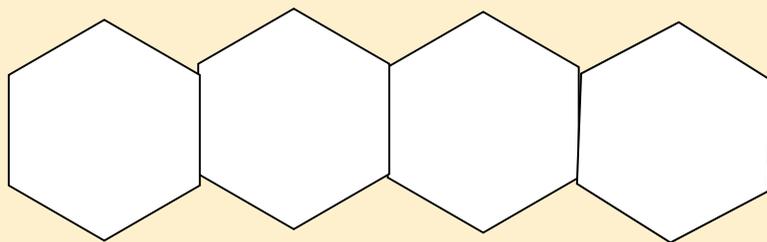
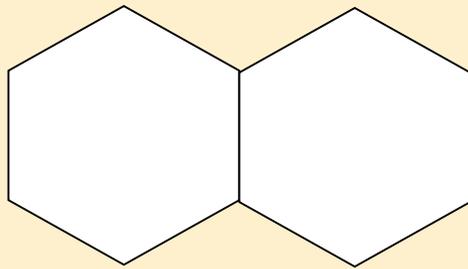
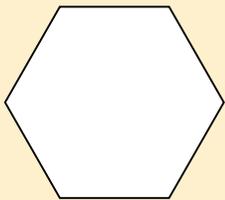
Let us try this in some other situations:

Questions on the board (ppt)

- If there are 20 pencils in a box, how will you write the total number of pencils in terms of the number of boxes? (Use b for the number of boxes.) Ans $20b$
- In our class there are 6 students in each crew. What is the rule which gives the number of students in terms of the number of crews? (Use n for the number of rows.) Ans $5n$
- Mother has made laddus. She gives some laddus to guests and family members; still 5 laddus remain. If the number of laddus mother gave away is l , how many laddus did she make? Ans $(l + 5)$
- Oranges are to be transferred from larger boxes into smaller boxes. When a large box is emptied, from it fill two smaller boxes and still 10 oranges remain outside. If the number of oranges in a smaller box is taken to be x , what is the number of oranges in the larger box? Ans $(2x + 10)$

Questions for HW: exercise 11.1 (1,2,4,5,8 and 11) as H.W for C.W 3,6,7

- T: let's do one activity today of making patterns.
- Teacher gives each crew matchsticks and asks them to make pattern of hexagons wherein the not separate and two neighbouring hexagons have a common matchstick.
- T: find no of matchsticks required to make 1 Hexagon, 10 Hexagon and 40 Hexagons by using a pattern.
- Teacher gives 10 min to every crew to reach the solution.



T: asks them to share their strategies to reach the solution.

Solution: $5n+1$, where n is the no of Hexagons

The use of letters helps us write rules and formulae in a general way.

For example, rules of Geometry.

T: what is perimeter of a square

S: perimeter of a square is the sum of the length of its sides.

T: Let one side is 4 cm, then what is the perimeter

S: $4+4+4+4$ or 4×4

T: if one side is l cm then what would be the perimeter

S: $4 \times l$

T: what would be the perimeter of a rectangle, where length=4cm and breadth=6cm

S: perimeter of rectangle is sum of all four sides, $4+4+6+6$

T: can we write it as $2 \times 4 + 2 \times 6$

T: what if length= l cm and breadth= b cm

S: $2l+2b$

T: Find the formula for the total length of the edges of a cube.

A cube is a three-dimensional figure. It has six faces and all of them are identical squares. The edge of the cube is given by *l* Ans *12l*

Rules of Arithmetic

i) Commutative Property of Addition and multiplication

T: Do you recall what commutative property of addition for any two numbers like 5 & 6

S: $5+6=6+5$

T: which one of them are true:

$5 \times 6 = 6 \times 5$

$5-6 = 6-5$

$5/6 = 6/5$

(Revision of Commutative property)

T: is commutative property of addition and multiplication applicable for all numbers.

T; can we replace 5 and 6 as variable. how will we write the same expression?

S: $a+b=b+a$

$axb=bxa$

Distributivity of numbers

T: Lets solve 101×37

S: $37(100+1) = 3700+37=3737$

T: How will you generalize this using variable?

$ax(b+c) = axb+axc$

- **HW Exercise 11.2 (1,2, 4 &5.)**

Closure

What did we learn today?

Algebra is a tool which helps us generalize rules and express patterns using letters. These letters are variables, as they can take the value of any number.

Learning target

- **I can make an expression for a given situation using variables and numbers.**

Expressions with variables

T: What is a mathematical expression? What should it have?

S: Numbers and mathematical operations.

T: Give some examples of expressions with numbers

S: $4 + 5$, 6×7 , $7 - 4$, $8/2$ etc.

T: Can we form expressions with variables also? What do you think?

T: Since variables also take on values of numbers, we can perform mathematical operations

(Addition, subtraction, multiplication and division) on them also.

Or, in other words, we can form expressions with variables as well!!

For example, $x + 6$, $7 \times m$, $1/3$, $8 - n$

- Difference between arithmetic expressions and algebraic expressions

T: Do you find any differences between arithmetic expressions and algebraic expressions?
Take for example, the arithmetic expression $6 + 5$, and the algebraic expression $6 + n$.

S: we can find the value of the arithmetic expression immediately, but for an algebraic expression we cannot find the value immediately

For $6 + n$, the value of the expression can be found if we assign a numeric value to n . for example, if $n = 3$, the value of the expression will be 9.

T: Now let us look at some expressions and find out what they mean. You can think of both situations.

For example, $x + 7$ means 7 added to x , or a situation like "Ravi had x marbles. Shikha gave him 7 marbles. So now he has $x + 7$ marbles"

Teacher writes the expression on the board and asks the students to come up with what the expression means to them.

Expression	How is it formed?
$Y - 7$	7 subtracted from y
$6n$	6 times n or n multiplied by 6
$a/3$	a divided by 3, or $1/3$ rd. of a
$7a + 9$	First a multiplied by 7, then 9 added to the product
$9x - 1$	First x multiplied by 9, then subtract 1 from the product

Now, let us write some expressions for given statements:

- 12 added to y Ans. $12 + y$
- 25 subtracted from m Ans. $m - 25$
- m subtracted from 17 Ans. $17 - m$
- n multiplied by 15
- a divided by 3
- b multiplied by 10, and 8 added to the product
- x multiplied by 4, and 3 subtracted from the product

Daily life applications of expressions

(Show Slide 21)

1. Radha has 3 more pens than Leela

- What will you take to be the variable?
- Expression for Radha's pens?

2. How old will Susan be after 5 years?

- What will you take to be the variable?

Expression for Susan's age?

3. Price of wheat per kg is Rs. 5 less than price of rice per kg

- What will we take as the variable?
- Expression for price of wheat per kg?

4. Price of petrol per liter is 5 times the price of rice per kg

- What will we take as the variable?
- Expression for price of petrol?

5. The speed of a bike is 10 km/h less than the speed of a car going on the same road

- What will we take as a variable?
- Expression for speed of bike?

6. Rakesh has some chocolates and biscuits. The number of biscuits is twice the number of chocolates. Anita has 5 more biscuits than Rakesh has (biscuits).

- What will we take as the variable?
- Expression for number of biscuits Anita has?

• Notebook work

- T: Work out in your notebooks:

What do the following expressions mean?

$$19 - b$$

$$5x + 7$$

$$n + 8$$

$$10y$$

$$m/5$$

Write the expressions for the following statements:

- 8 more than sum of 7 and n
- 7 less than the sum of 3 and x
- b divided by 11
- 9 divided by x
- 10 minus n
- 15 times m

Write expressions for the following situations:

- A rectangular box has height h cm. Its length is 5 times the height and breadth is 10 cm less than the length. Express the length and the breadth of the box in terms of the height. Ans. Length = $5h$, breadth = $5h - 10$
- A bus travels at v km per hour. It is going from Dispur to Beespur. After the bus has travelled 5 hours, it is still 20 km away. What is the distance from Dispur to Beespur? Express it using v . Ans. $20 + 5v$ ($v = \text{speed}$, $t = \text{time}$, $d = \text{distance}$)
- 10 of you decide to go for a picnic and each person agrees to contribute Rs r for the expenses. In the first 2 minutes, 2 of your friends drop out. How much more does each person have to contribute now?
- Team A scored 200 runs in a 20-20 cricket match. In the first 10 overs, Team B scored n runs. How many more runs should Team B score in the remaining 10 overs in order to win the match?
- Aruna's speed of reading a book is twice that of Kiran's. If Kiran takes d days to read a book, how long will Aruna take to read the same book?
- **HW exercise 11.3 Q. 3, 4, 6; Exercise 11.4 Q. 1 a, b, d, Q2, Q3**

Closure

What did we learn today?

Mathematical expressions can be formed using variables, just like with numbers, using all 4 operations.

Why do we need to form these expressions? (to represent daily life situations mathematically)

Learning Target 3

I can differentiate between an expression and an equation

Equations

T: Do you remember something about balance we did earlier?

S: give some answer, may be close to what expected

T: probe them further by raising questions like if I have one k.g Apple on one side what weight balance it on the other side.

S: might answer differently some will say 500gm+500 gm weights on the other side; some may say 800 gms

T: write all correct responses on the board. Ask them, now tell me if I have $6+2$ on one side what weight write on the other side to balance it?

or if I write $6 + 2 =$, what all can come on the right side?

S: they will say $7+1$ or $5+3$ or 8.

T: Suppose I will write $6+2 = 5+4$, is this statement true?

S: no

T: why not

S: Because the total value on one side is not exactly the same as the other side

T: so, what do you think we can call this side ($6 + 2$)

S: may say left hand side or teacher will tell left hand side. similarly elicit for right hand side.

T: so equal means what is there on left hand side is equal to right hand side

T: what is $6 < 8$

S: 6 is less than 8

T: what is the difference between $6+2=8$, $4 + 2<8$

S: in first case both are exact on each side where as in other case 6 is less than 8

T: ok, can we give some name to this, when both sides are equal.

S: may say equation

T: if not teacher will explain that if left hand side and right hand side of any mathematical situation are equal, we call it "equation".

T: can you give me an equation with some variable.

S: they say $6+x = 8$ or $x+2 =8$

T: ok so can I say we can have equations with or without a variable

T: now tell me some expression using variable

S: they may say $x+6$

T: do you find any difference between $x + 6 = 8$ and $x + 6$?

S: $x + 6 = 8$ has an =, while $x + 6$ does not have

T: the first one with an = sign is an equation, while the other is an expression

T: what value can x take in the equation?

S: 2

T: why not 3?

S: because then the left hand side value will not be equal to the right hand side value

T: what value can x take in $x + 6$.

S: 1,2,3.... any value

T: so this is the major difference between an expression and an equation.

In an equation, a variable can take **only** that value which makes the two sides equal.

This value of the variable is said to satisfy the equation.

Notebook work

Which of the following are expressions and which are equations? Identify the equations with v

1. $7 \times 3 = 21$ (there are no variables)
2. $4 \times m$
3. $2x+6 = 16$ (there is a variable)
4. $l + 6$
5. $m / 7$
6. $m/5=20$ (there is a variable)
7. $14-3n=5$ (there is a variable)
8. $5 - p$
9. $6 + 10 = 16$ (no variable)
10. $p - 9$

H.W. exercise 11.5 Q1.

Learning Target 4:

I can arrive at a solution to a given equation using trial and error method

T: let us solve some equations. Write equations on board and ask students to come and solve t

1. $m+5 = 16$
2. $x-7=5$
3. $b/4=6$
4. $nx11=121$
5. $2x-1=9$

S: come and solve on board

T: how did you solve it?

S: by making left hand side equal to right hand side

T: ok, so you have to keep trying values until the condition of equality is satisfied

1. Complete the table and find the solution of the equation $z/3 = 4$ using the table.

z	8	9	10	...	
$z/3$	2 2/3	3	3 1/3	...	

2. Complete the table and find the solution to the equation $m - 7 = 3$.

m	5	6	...
$m - 7$	- 2	-1	...

T: Let us solve some riddles (show slides)

- I am a special number
Take away from me a six!
A whole cricket team.
You will still be able to fix!
Ans. $x - 6 = 11$; $x = 17$
- Tell me who I am
I shall give a pretty clue!
You will get me back
If you take me out of twenty-two!
Ans. $22 - x = x$; $x = 11$

Notebook work

- $3m + 2 = 35$
- $8 + y = 18$
- $17 - m = 6$
- $6l - 5 = 25$
- $m/10 =$

H.W. exercise 11.5 Q 2, 3, 4 a), b), 5 I), ii

REFLECTIONS OF LEAD TEACHING WEEK

Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Punita Thakran

Date:16/11/2015

What do I feel went well in today's SESSION?

I am able to connect with each child, each child is focusing and not felt distracted. I have started a new topic 'Algebra' in Math, almost every child is able to understand the concept of variable which is introduced for the first time. I am able to manage the class well. I have worked hard on the topic by doing research and making plans, and this is reflected in the class execution. For expedition, today I have introduced the hook of the plan and it really turned out well as each child wants to know more about the topic. This class though took place almost at the end of the day but children were controlled.

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

My future classes, as today I felt research, planning and maintaining interest is essential for the execution of the class.

The hardest thing for me was

Though I am able to engage those students who takes extra time but missed a few points.

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

During lesson planning, I have to focus more on the area of engaging different children with different levels.

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

I am able to do well what I have thought of. Children takes time in settling after holidays and teacher must provide that time.

Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Punita Thakran

Date:17/11/2015

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

For Math, Students understood the concept well which I have covered yesterday, as they have done homework with interest and accurately. I have asked students to do sums on board and explain to their class, this went very well as each child was focused.

For Expedition, I have introduced them with the topic Ashoka, comparison with Chandragupta Maurya; through reading and elicited answer from them and all went smoothly. Board work was organized in a proper manner.

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

My future teaching, board work well organized and children's engagement are very important parts of classroom management.

The hardest thing for me was

To engage children and maintain their interest in the last half an hour of the day, though I felt it was a much controlled class.

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

Find ways to engage children during the end of the day.

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

Students should be given time to relax in between the class if it a long class of one and a half hour and at end of the day, which I have tried today and it worked, they are able to connect after relaxation time.

Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Punita Thakran

Date: 18/11/2015

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

Today I have only Math class and no expedition class.
In Math class, children were able to draw table well related to the concept of variable, I am able to build on the knowledge of concept of variables, introduction plays a vital role which I kept easy and simple and then increased the difficulty level.

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

My future classes, we should keep the introduction part easy and simple so that students can easily understand and then increase the difficulty level.

The hardest thing for me was

Though I am able to clarify the doubts of students but how to keep the pace of the class going.

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

Search for the ways where clarifying doubts of individuals does not affect the pace of the class.

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

Activities plays a vital role in building a concept. Yesterday, I have done an activity with the class related to the concept of variable. Children are easily able to solve problems today after the activity.

Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Punita Thakran

Date: 19/11/2015

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

For Math class, class was engaged and interested as each child is given a chance to represent themselves on the board, which I thought of and went well. Build on the knowledge of new concepts in relation with prior knowledge, which worked; as children knew about commutative property and easily correlate this in variable context.

In Expedition class, discussion on script and language interested student a lot because they have some prior knowledge and wants to know more. Edict is new concept for them and grappling part interested them and they wanted to know more.

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

My future classes, building knowledge of new concepts on prior understandings of students should be central part of teaching.

The hardest thing for me was

Engaging class fully in the last half an hour of the day.

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

Finding different ways to engage class in the last half an hour of the day.

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

In grappling part, children feel more interested as it is something different and wants to know more.

Resident Reflection Form

Lead Teaching Week

Semester 1

Name: Punita Thakran

Date: 20/11/2015

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

Today in expedition class, class consolidation went well, each child read the reading at home and participated in class discussion, they are interested in the topic. I am happy that my goal is achieved as each child was interested about the topic and understood it well.
In Math class, concept of algebraic expression executed the way I thought of; as each child's class work reflected they have understood the concept.

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

My future classes, execution is essential part of teaching as your planning, research and other efforts rests on this.

The hardest thing for me was

After Physical education class, students are tired and to engage them is difficult.

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

Find different ways to engage children after P.E class.

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

Students should be given sometime after P.E class to relax as they are not able to immediately concentrate in the class.

Ashoka

Q) Would you like to live in Chandragupta's period or Ashoka's period.

A) I would like to live in Ashoka's period because his period was very well organized and he respected religions.

Please explain more your point of support.

~~Utkarsh~~ Utkarsh
Your work is very well organized and complete. Keep continue this habit.

Correction

~~Utkarsh~~
23/11/2015

I would like to live in Ashoka's period because his kingdom was vast, supported non-violence, supported all kind of religions, was accountable for the welfare of the people and Rajukas, was very well organized and King Ashoka was also followed Dhamma which includes truth, non-violence and happiness in life.

Good Utkarsh that you are again attempted which you left incomplete

The main passage is managed who were job to

The main "Dhamma" is evil, per life. If why can

with my attempt! Keep up!

3/12/2015

ASSIGNMENTS ON SCHOOL, STUDENT AND CLASSROOM CULTURE

T2 School Culture

School is a small society in itself. It touches each and every aspect of life. Heritage **School 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" is** in the air of the school. School follows its dharma's (value) religiously and each child understand them and wants to work along wishfully- **dharma's of school: - freedom to be, learn and grow; attentiveness; respect; excellence; inclusion and authenticity.** Experiential learning is in every nook and corner of the school. The day I entered the school I was able to sense it but a more vivid vision came to me when started observing my class. Each chapter they learn is experiential. School preaches the policy of progressive learning and practicing it always. Child's prosperity is the ultimate goal and child can himself see his growth clearly and wants to grow further in every aspect whether physical, emotional, vital etc. wishfully not forcefully.

School take care of everyone whether a teacher, a helper or a canteen guy as a part of the whole and treats them as a whole family. Family have some disciplines to follow likewise each department has their share of work and duties to fulfil and they do it happily because atmosphere of freedom is provided by school to each.

Crèche and day-care is a part of school where little ones do not come to know that they are not at home. This department takes care of all the needs of kids like feeding, food, make them sleep and monitor the activities done by children. They also help the kids in developing fine motor and language skills.

Ms. Lalita supervision and Ms. Rachna (Hr.) assures that no student is left unattended and check that monthly sanitization is done.

Library is most important and integral part of any education system. In heritage it is named as Knowledge center. The library management is done through Libman software through which books access, records, maintenance, issuing process etc. is done.

From the point a child enters gate1 till he exits, security is of prime priority. Medical room of the school is a mini hospital. It is equipped with all the elementary facilities. They have a backup plan in case of emergency and rest is taken care by staff of medical room. I- card checking is mandatory and it is done religiously by staff on duty. Everybody in school wear I-cards whether it's teacher, other staff members and students. This practice develops a school culture of immense security.

Reception is the face of school and a connect between outer world and school. Their function is to guide visitors, attend emergency calls, handling of parent's inquiry and coordinate the entire admission process. Canteen do play a vital role in the functioning and maintaining a good school culture. Canteen never compromises on the cost of quality, hygiene, nutritive value and taste.

Everyone across the departments work on the fundamental philosophy of school that is providing education in its true sense at every level. Every day the heads reinforce the fundamental belief across their teams which they address proactively that "children are the form of God" hence their respect and safety should be ensured.

T4 Classroom Culture

With my observation and discussion along with CT I am able to draw an image of class culture. To maintain a good class culture is very important for the flourished functioning of a class.

Mutual respect not a word but a practice followed by children which CT introduced to them in the beginning of the year and it was not a forced rule on them, they themselves drawn this conclusion by discussion in circle time that they are one community and should respect each other. Sharing their strengths within the crew and using strengths in taking the crew forward as it is the aim of CT to build a strong classroom culture and as she said kids are arriving to it on their own thinking their crew as their family. Children feel their class as their own space and they own up that space i.e. take ownership responsibility and work to make it better. Helping hands made by each children for the individual responsibility. These hands are not just duties written on the board but each child is very serious about their duties and following them religiously. Children came up to their ATL(do's) and BTL(donuts') in their circle time discussion teacher Said nothing just guided if they are going astray. ATL are above the line: always raise your hand and wait for your turn before speaking, listen attentively to the speaker. BTL are below the line: avoid wastage of resources, avoid side conversations.

Value of inclusion is deep in each child as teacher is giving a space and freedom to individual to express. Each child is aware that they are different and accept each other's differences as uniqueness in them. Teacher always take care of the fact that each child should shed their inhibitions and voice out their problems like if somebody is bullying or any trouble they are facing openly to

her. Children realizes that they are working for themselves and not for the parents or teacher, this is inculcated in students by teacher's constant practice of cultural targets with them and revisiting them time and again. Character and culture target of the class set by teacher and students together are: I can be focused on the task at hand, I can listen attentively to my teachers and crew mates during class and crew discussion.

Children are aware of the fact that their individual part effect the whole culture of class so they have to follow certain protocols like working on individual settlement, self-correction, focus on the task, listen to instructions and be honest. CT put a word of faith in them that your work should speak for you and she prefer each child practices excellence in their work. I have seen each child's rigor in their work and each striving for excellence. This is how she build in her class a culture of self-belief- I can overcome any problem, my brain listens to me. She imbibed in them 'I can' vocabulary which they practice daily.

She made crews in keeping in mind equal distribution of strength in each crew along with keeping boy and girl ratio equal. each child in a crew should share their strengths and shed their inhibitions' I want help' should come within them. This became a culture in class now that this crew is my family and I work with the support of my family and I should support my family in return.

T5 Student Culture

Students coming to a school are from different cultures together make a new culture called student culture. Students evolve a rich culture in a school i.e. student culture by sharing their individual talent with each other. Each child is unique and each student respects each other for this fact.

I have been observing a class for a month and seen how student learn things, how they react in different situations, how freedom help them to express, how sharing and pairing helps them grow, how values if not forced but comes naturally working in a group, how realization of ownership of work helps. To begin with, in expedition class they are studying stone age, but to my surprise they learned things in a very different and interesting manner. A crew culture, class culture and a student culture reflects in their work. A KWL chart needed to be filled before any knowledge about stone age was imparted to them by the teacher. Each student reflected a different culture they hold on the paper by showing what they know, what are their wonders and what they learnt. Different videos are shown to them of stone era, they were enjoying and learning at the same time, asking questions to the teacher and crew mates, this is student culture of probing which I have noticed.

Student culture is maintained by students following protocols like showing their individual potential on corridor display boards, maintaining decorum outside the class, cafeteria is a place of sanctity and all these protocols brings them together as a community a student community. They acknowledge the fact that though they belong to different classes they are the part of the whole school, freedom of expression and respect to all is followed by students. They are of view that their individual work is important and they want to perceive excellence in their work. Taking pride in their work “can do attitude” ability to do anything are the intrinsic motivation students possess. This is inculcated in each student of the school by constant practice of CT on each child, she appreciates them for every small change visible in them. She gives them detailed feedback and emphasizes on the areas they have to work on. Crew sitting, morning meeting, circle time, class sharing reflect their social participation and they come together as community. Constant focus is given by the CT on issues like Say no to labelling, no to bullying and different opportunities are given to each student to voice out their views.

Each student focus on the task in hand by constant reinforcing of learning targets. Students behave very differently in different situations. I have noticed kids who are generally very quiet become very aggressive all of a sudden in ground and the ones who are so called naughty become very supportive and creating humour to avoid tension. Students are assigned duties of being line-in charge and food-in charge in cafeteria to maintain a dignified culture in school. Students culture of maintaining decorum and following protocol is visible in cafeteria as well as in corridors. Kids love their duties and maintain a good student culture everywhere in the school.

ASSIGNMENTS ON CLASSROOM ENVIRONMENT

Brief self-assessment of my performance

Walking in to the classroom

I walk firmly in class with head up and immediately scan my class, making eye contact with some of the students.

Using your voice

All students can hear me including those at the back. I vary my tone and give stress to important ideas, repeat 2-3 times.

Using smiles and a positive facial expression

I usually smile in class. I encourage a child who has successfully done something by smiling.

Giving clear instructions

I give small amount of information slowly and clearly, ask few questions related to instruction to get an idea that everything is understood by everyone before moving on.

Moving and relating

I move quietly around the class to encourage students and help them in problems they are facing.

Working in smaller groups

I always work with small groups when I am in class and work with individual student when find the child is struggling with something.

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.	Yes	
I am taking certain specific routines regularly while I am in my classroom. (morning circle time, transitions, giving instructions etc.)	Not always	
I observe the students while they are doing their assignments, brainstorming or discussion and am able to notice differences amongst children, as	Yes	

<p>well decipher individual needs.</p>		
<p>I am able to talk comfortably with children, in a friendly manner, in and outside the classroom. I connect with them individually as well.</p>	<p>Yes</p>	
<p>I can sit beside them without them feeling awkward. I support them in their work.</p>	<p>Yes</p>	
<p>I keep in mind to pay attention to all crews/groups in the class.</p>	<p>Yes</p>	

<p>I know how to approach my students with a smiling face</p>	<p>Yes</p>	
<p>I know how to focus on the activities and learning experiences and relate to the learning targets, learning outcomes and culture targets</p>	<p>Yes</p>	<p>I also want to have more clarity and for this I will discuss with my CT.</p>
<p>I have studied the students in my class and know how to make them relaxed while they are doing their activities.</p>	<p>Yes</p>	<p>During poetry class, most of the students get disturbed whether they are making their product right. I always guide them it is good but if you will do this way, it will be better.</p>
<p>I know how to assess students' learning needs</p>	<p>Yes</p>	<p>By asking few questions related to topic and by looking into their work.</p>

I know how to provide assistance depending on their needs, and encourage those who have not understood.	Yes	In integers, most of the students get confused with negative sign and (-) minus sign or mark them above the number line or below the number line. I have identified who all are facing problem and explained the concept and encouraged them.
I have started preparing some resources for my class, and have started using them as well.	Yes	I help students to mark rivers and places on map and to locate year on timeline. I make notes on flip-charts.

Name: Punita Thakran

PGDLT (2015-16)

FIELD ENGAGEMENT AND REFLECTION

ASSIGNMENT ABOUT RETREAT EXPERIENCE

GIFT FOR A LIFE TIME - AN OFFSITE JUNGA

Renaissance of learning has begun for me with IAAT programme. Altogether a new thought of commencing a programme with an offsite and a decision breaking the past barriers with a success visible. Rappelling was the physical task to begin with and it made me experience the beautiful words by **Theodore Roosevelt: "Believe you can and you're halfway there."** I believe I can and I did it. A sense of pride arouse in me as I have experienced the thing I have only heard of. **John Keats** rightly said: **"Nothing ever becomes real till it experienced.**



Offsite has given me the opportunity to relive and delve deep in my memories. From my dreams of early childhood to adulthood I could draw a pattern that horizon of my dreams became limited and I feared taking risks as I grew up

but offsite taught me beautiful saying of **Swami Vivekananda: “Take risks in your life; If you win, you can lead; If you lose, you can guide.”** It gave me a chance to reflect upon my dream. My dream is my purpose of life and a concrete one so I can make a difference; this recalls the profound words of **Swami Vivekananda: Take up one idea; Make that one idea; Your life-think of it; Dream of it, live on that idea.”**

Listening others without offering any help is a task assigned to us. A task of a different kind but kind enough to guide the core values of life. Listening others with patience is the real help you can offer. To be Judgmental and not to accept others easily and vice versa is a thing what comes naturally but a disguised one. But the overwhelming question is why this “naturally” clouds our thinking and I found the answer in this offsite i.e. we have to see ourselves as a system, consciously aware of our triggers and find our loyalties – personal, professional and ancestral. We have to identify between the rational and irrational loyalties and nourish rational to eventually achieve the purpose.



Tracking and night out on a hill top sounds adventurous but when we were told to do it seems impossible to me. I expanded my frontier of competence along with group's energy we were motivated to complete our task and impossible now sounds as "I am possible" and at last, I am left with the feeling "I did it".

In our last task, something happened which I feared the most – walk on fire. Valuable words of **Rabindranath Tagore** echoed in my mind: **"Let us not pray to be sheltered from dangers but to be fearless when facing them."** I have faced my biggest fear of fire and eventually it gave me a profound feeling of conquering my fear.

The core values of the programme are focused on 3 Rs: Rigor, Relationship and Relevance. These 3Rs were integral part of our offsite journey and taught me life is like an ocean where there is no end to our endeavors. Relationship is the bedrock of any foundation. Offsite is the best possible way to strengthen the relationship amongst the Group and we all came very close. Relevance is not visible in first instance but beautiful memories of great learning are carved on our minds forever. It's like **John Keats Said: "Heard Melodies Are Sweet But those Unheard Are Sweeter."** Each experience I had in Junga was relevant and not momentary but for lifetime.

I am fortunate to be a part of IAAT and had a chance to visit Junga; learned lifelong lesson of **exercising leadership, courage, discipline, team work, tolerance, self-control and mutual respect.**

ASSIGNMENT ON VILLAGE EXPEDITION EXPERIENCE

“God made the country and man-made the town”

-William Cowper

Countryside/Village is a beautiful place to live in. In fact, environment of peace, brotherhood, realm of natural resources and fresh air. What forces one to leave such a place? An overwhelming and alarming question to delve upon.



Interaction with villagers during village expedition

I have visited a few villages but viewing village with a survey lens is an opportunity which knocked my door when I became a part of IAAT. IAAT offered me a chance to see a closer view or an authentic view of a village, to analyze how village works in different sectors be it- livelihood, education, sanitation and medication.

I made my own room of a village which is somewhat at a distance to reality. I was of the view; a village is like an orphan; no parents to look after. As I have talked to people in Damdama a buried fact came out. Mr. Rajpal – an auto rickshaw driver, told me a grim reality which stirred my notion of government aiding villages. He said money from government reaches his village through schemes like MANREGA, PAY, IAY but it is not trickle down to the last one in a line. Implementation of these schemes lost in the administrative work of Sarpanch as he said, Sarpanch is a corrupt man and uses this money to meet his own ends.



Serving food to Anganwadi students during village expedition

I was of the view, children in villages consider sports as a source of entertainment, but when I met Yogesh my notion got challenged. Yogesh - a district level medalist in archery, is serious about archery it's not mere fun for him. He is taking coaching to sharpen his skills and wants to pursue it as his career in Olympics.

My perception is that caste system vanished a way back from our social system like polio. But a stark reality shed this perception when I saw a clear divide between Gujjars and Harijans within Damdama. First day when we went to visit Damdama which we named "wonder walk" they have showed us no sign of divide but on the third day when we inquisitively want to inquire Harijan family this truth unfolded in front of us.

"You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete."

- Buckminster Fuller

Being a part gives you force and freedom of bringing change. As a part of Damdama community, I would like to do many things for the progress and prosperity of my community. Sanitation and hygiene plays a vital role in healthy growth. I would have joined 'swachh bharat abhiyan' under government of India and done door to door campaigning to spread awareness about sanitation and hygiene.

Main livelihood in Damdama is milk farming or milch cow approximately each house has its own share of 100kgs of milk. But uphill task is 'selling', for that purpose they have to travel long distances. As a villager I would have given an effort to open a small scale industry of dairy products. It would have helped in solving major problems- of removing middle man as a result villager can get higher price for their milk, would have helped in convenient collection and

further distribution of milk products, quality checks can be done at collection center making villagers more aware about standard and quality of the milk required.

Bio gas can be asset to village without incurring any extra cost. Bio gas is a nonpolluting renewable source of energy and can meet the demands of cooking, electricity and fertilizers. In Damdama, one can easily set up a Biogas plant. But here question arises why it has not done till now. The answer can be lack of awareness and willingness. Being a villager I would have gained knowledge from government officials than tried my hand in planting one.

Causality does not see time and space excuse they need to be addressed before time. Damdama has not even a single dispensary or a hospital. I would have made all possible efforts to open at least a dispensary to meet minimal needs in emergency.

I saw primary school building during my visit and many thoughts made a labyrinth in my mind. School was without proper furniture and well developed library. Library is the bedrock of any educational institution. Books teach us profound lessons of life. Being a villager I would have approached higher education officials to open a suitable library.

Gender divide still flourishes in society both rural as well as urban but I noticed a much wider gap in rural. **Is being a woman a 'curse'? Centuries passed, decades passed and we are still struggling with the problem of equality among genders. Is it possible in a village to bridge the gap?**

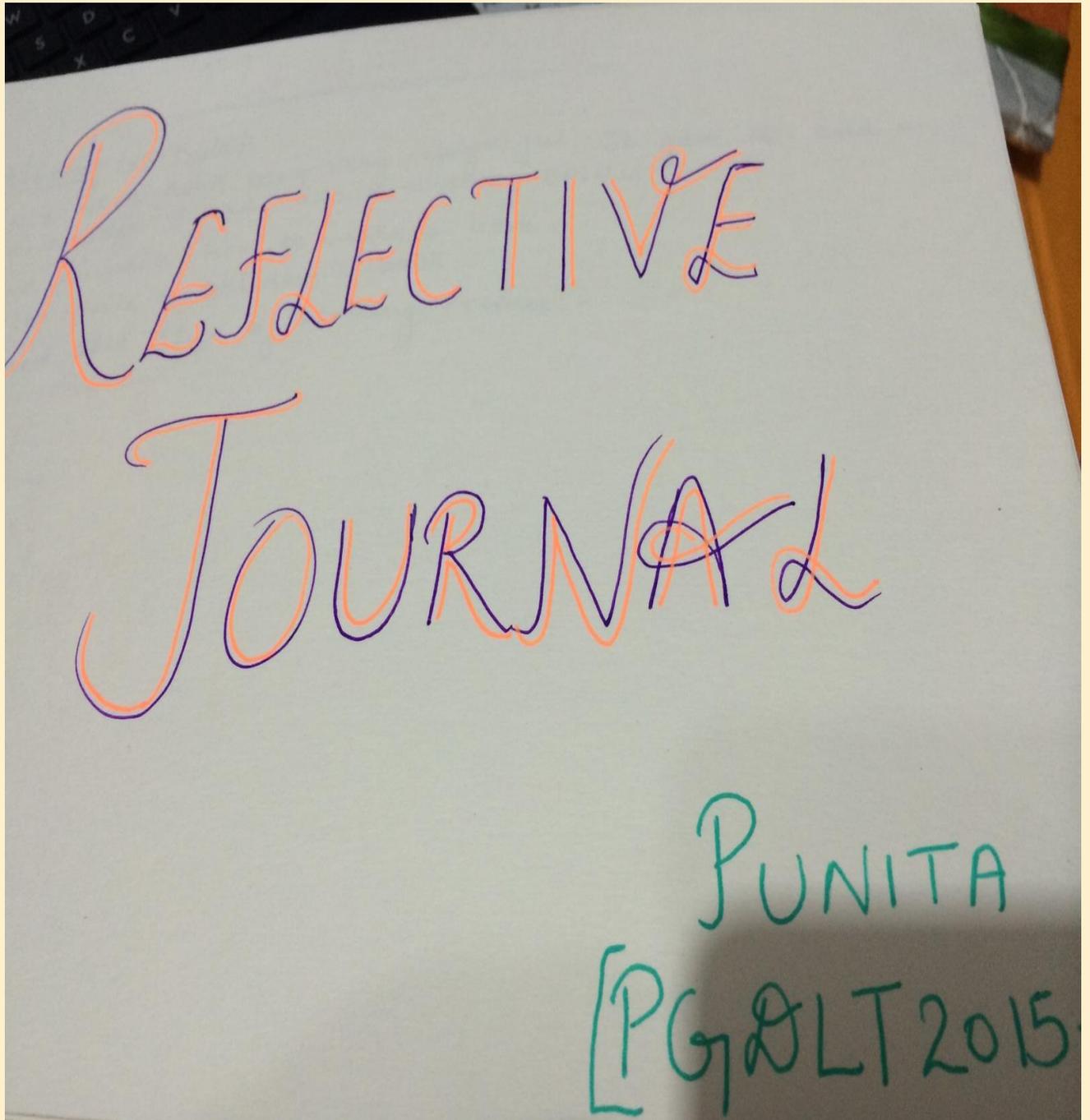
I am of the view, we have to stand and speak for our own rights. It's not easy to bridge the gap in rural areas, I would have taken a stand to sensitize our community towards equal rights of male and female and I would have tried to convince them that women are equally capable and deserves equal respect in society.

“Progress is impossible without change, and those who cannot change their minds cannot change anything.”

- George Bernard Shaw

With this notion I believe we can develop our villages on same parity as our urban cities are. We only need to have a will to execute our rights and to make our rural community aware of opportunities they have at their hand. I believe our nations true potential lies in rural areas as it constitutes 60% of our population and without taking them along the line of progress we would not be able to become a developed nation. Therefore, it is important that we put our emphasis on developing our rural areas so that we achieve holistic and inclusive growth of our nation.

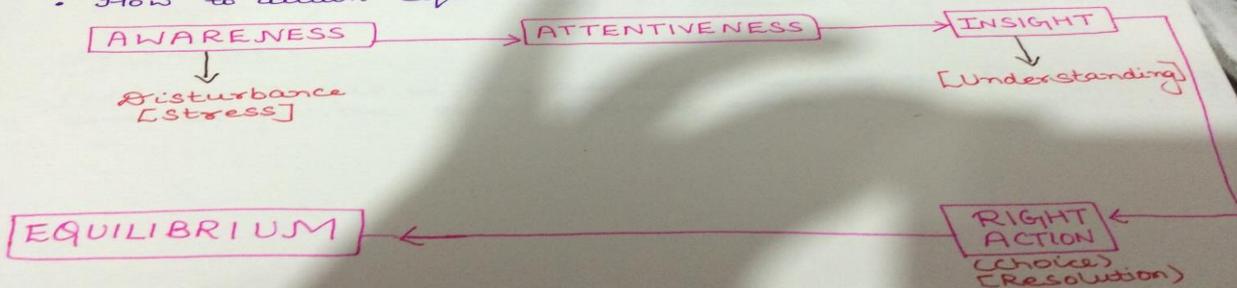
MY REFLECTIONS DURING COURSE



PERSONAL LEADERSHIP

My LEARNING

- From Partho Bhaiya's class I learned that teacher's awakening is essential for the awakening of students and then only true learning happens. I had actual realisation of this knowledge for the first time.
- I learned mindful breathing.
- Mindful attentiveness.
- How to attain Equilibrium.



30th July
[Thursday]

Today, in my assigned class I have observed Circle Time for the first time and I was amazed to see that how teacher was teaching values implicitly. No direct teaching but kids were arriving at the point on their own what teacher expected. Teacher began the circle time by playing the music and narrating the episode. Imagine you are standing on a beach and waves are coming towards you touching your feet and go back, after a while a big wave hit you on your face and you fell. Then you try to stand before the next wave come and hit you. This time you face the wave with strong feet on the ground without letting yourself fall. After sometime you are playing in the midst of the waves.

Now, Imagine that these waves are problems. Problems also come in our lives and hit us but we have to learn how to solve them. Now for a minute think

"What is a problem?" according to you

and
"How you can solve it?"

CHILD DEVELOPMENT

MY LEARNING

- Children of different age behave in a different manner and teacher must behave accordingly.
- Kindergarten kids spend more time individually whereas children from age group 7-11 likes to be in the company of peers.
- Value system begins to emerge in children of age group 7-11.
- Vocabulary is around 40,000 words and can articulate thought processes and problem solving by using strategies.
- Aggression, altruism, relationship all have a place in their life now.

7th August
[Friday]

Two Months
Journey.....
Learnings

It's been two months — Really! This is my reaction when Taps asked us to reflect on our two months journey in IAAT and draw your learning + co-relation between all subjects. It's of great use! It's like a reverse gear and I went back and back + like flashback all things came in front of me one by one → I am able to draw the crux and core + where I am heading → how all subjects are related and my understanding of them in real sense → things I learnt so far are not just words for me but Practice, things I can do.

My take aways from 4 Courses so far are: -

Mind should be consulted in its own growth (learning from philosophy). Earlier this isapher is to me — what does this mean, how it related to other subjects.

KAY'S CLASS

MY LEARNING

- I have learnt different ways of teaching. Methods like

KWL:-

What I Know | What I want to Know | What I learned

- In these Methods different areas work simultaneously and a child's understanding develops in a more progressive manner and resolves his queries.
- Another method is THINK-PAIR-SHARE. In this kids get an opportunity to work on different areas and then shares it. This is how understanding develops and Capacity to express increases.

STORY TELLING

MY LEARNING

- A story can change the course of a child's life. Preerna quoted an example of a child in her nursery class who got changed when her brother came in the family. Preerna sensed the problem of the child and narrated her a story similar to her situation which helped the child emotions got away for outlet and child ultimately came to peace with an understanding as welcomed sibling in her life.

MY INSIGHTS

- An implicit meaning is more vital than an explicit meaning of a story.