



# My Profile

I am a Seeker  
a learner  
an enabler.  
Sivadevi

# AN INTRODUCTION TO MY PORTFOLIO

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## Career Objective

Seeking a teaching position in primary program preferably kindergarten to grade 3 at a school which believes in experiential learning.

## Professional Summary

A multi-skilled professional having 7+ years of experience in IT industry, started my career as SAP technical consultant to latest as a Manager responsible for taking IT strategic initiatives for a manufacturing company.

Exhibited various skills such as Change Management, Product Analysis, Project Management, Technical Problem Solving, Designing Newsletter, Training, Mentoring and Leadership skills in my professional career.

## Highlights

- Currently pursuing PGDLT (Post Graduate Diploma in Learning and Teaching) at I am a Teacher Organization.
- Diploma in Montessori Pedagogy. (Distance)
- Diploma in Child Psychology. (Distance)
- PRINCE2 Practitioner Certification in Project Management

## Experience

### Manager-IT strategic Initiatives.

July 2014-Mar 2015, **Turbo Energy Private Limited** – Chennai

- Established key success metrics to streamline existing processes and lead the process improvement efforts.
- Evaluated various technologies for Mobile Solution and implemented the appropriate solution successfully for the organization.
- Lead the Intranet Portal facelift project.
- Instrumental in creating a Video Presentation to showcase evolution of the IS department in the organization.
- Partner with the implementation team to define strategic and operational activities, build alignment on key deliverables and milestones, and drive delivery according to the schedule.

### Assistant Manager

April 2012-December 2012, **Turbo Energy Private Limited** – Chennai

- Designed the monthly newsletter which is a medium of communication to the end users on the happenings at the SAP project office.
- Mentored and conducted technical workshop for experienced professionals.

### SAP Consultant

November 2011 – March 2012, **HCL Axon** – Chennai

Resolved customer issues by establishing workarounds and solutions to analyze and fix the defects for the production support.

### Senior Software Engineer

May 2004 – August 2008, **Satyam Computer Services Ltd**

- Effective team player, worked collaboratively to meet the deadlines.
- Imparted SAP ABAP training to a batch of 15 fresher.
- Team Member involved in developing objects and overseeing the quality procedures related to the project for Nestle.
- Have taken a sabbatical of three years between Aug 2008 to Nov 2011 due to motherhood.

## Education

B.E Computer Science Engineering, April/2004. Madras University – Chennai, India

# TABLE OF CONTENTS

## **SECTION 1**

1. My Personal Journey as a learner
2. My Educational Philosophy
3. Me as an observer .....
4. My Experience as an observer
  - ◆ Child profile
4. My approaches to Subjects
  - ◆ Teaching of English
  - ◆ Teaching of Math
5. My understanding of larger ecosystem of education

## **SECTION 2**

6. My Journey as a teacher
  - ◆ My learning as a teacher in the class .
  - ◆ Lesson Plans
  - ◆ Reflections on my teaching experience
  - ◆ Assignment on Student Culture
  - ◆ Assignment on Classroom Environment

## **SECTION 3**

7. Field engagement and Reflections .



## AS A LEARNER

All through schooling and graduation, my focus was on scoring in exams. My scores are the measures of intelligence – the assumption I was carrying until my job where none of my scores was asked for. It all depended on how I responded to the challenges in life. I had to re-learn and understand many concepts to apply them in my life and in my career.

Another assumption which I had was emotions have no role in learning and the Intelligent Quotient is disconnected from the Emotional Quotient. I realized our emotions, fears, assumptions impact our learning. Emotional comfort with a concept also impacts the learning. I would not dare to question teachers because of the fear of criticism. It actually led to many more assumptions and lack of clarity.

We did an exercise in our leadership course during which we analyzed our own actions that is working against our goal. We discovered, the reason behind our assumptions are not outside but within. The exercise to crack the assumptions pertaining to keeping my questions to myself cleared my mental block. I have begun to question and get things clarified irrespective of its magnitude.

I have started to recognize my emotions while I learn, I do not take any information as fact rather question them and delve deeper to understand the real meaning underpinning it. It helps in taking an objective standpoint rather than influenced by my emotions.

In one of the courses at I Am a Teacher, we were taken through the practice of learning; We did an activity of making a parachute in a group. Each of us analyzed our participation in the activity through a series of questionnaires. It has helped me to understand how I learn best. The outcome of the survey was my learning style. I am a person who learn by observing and assimilating the same to understand the concept. It is also an eye opener as a teacher to know different learning styles of children and the learning strategies that best suits for each. It is important for a teacher to recognize them and plan the lessons and the instructional methods catering to all kind of learning styles.

More than anything else, I have learnt myself; my fears, my strengths, my values, what drives me, where am I operating from and what am I seeking. Whose are those voices that I hear often and whose loyalties am I carrying. What is my *swabhav* and *swadharm*.



It was interesting to know me as a system which is influenced and shaped by the society and I operate from that reality. I am a microsystem influenced by the macro system which is the society in which I am living in. It has helped to look at my surrounding more objectively and to better understand the different systems around me be it an individual, a community or an organization. I realized, understanding the world we live begins with understanding of the self. When we break open our self-perceptions which culminate into our self-image, we become more open as a learner.

It is a trend in society to use jargons which are specific to a domain to show your expertise and so was I using all these terms like knowledge, learning, intelligence, ADHD, holistic education and many more without actually knowing the depth of meaning underlying. I learnt the skill of deconstruction, the art of breaking the misconceptions associated with the words. I started watching my words. I question myself and analyze before speaking. My listening has changed, it is more refined and focused than before.

To be a learner is not a short term obligation but a lifelong virtue. We learn to be more aware and respond to situations in our life. I thank all the IAAT faculty members for nurturing the learner in me and I owe them this learner in me to be alive forever.

Capacity to learn is a gift,  
Ability to learn is a skill and  
Willingness to learn is a  
choice

—Bran Her Bette



## MY EDUCATIONAL PHILOSOPHY

What is education? Why schooling? I have never dared to question these as student. I have grown up in a family where schooling is one of the duties I must fulfill. Academics were the top priority than anything else in life. I was also in the same thought process until I felt a void in my corporate life. I felt I was not living to the best of my potential.

I began to question my schooling – has it helped me in finding my real potential, has it helped me to accept my failures gracefully? Never. What else has education helped me in? Oh yes, It has given me an employment, a livelihood. Is that all an education or schooling can give us?

The real quest in education started when I had to get my child admitted. As all mother, I also wanted the best for my child and then began my journey into the educational field.

I came across Maria Montessori as an accident and was completely inspired by her philosophy. Her book guided me in bringing up my children in their early years and I continue to imbibe her philosophy in my life as a parent. Some of her quotes that best resonates with my thoughts are . Some of her quotes that best resonates with my thoughts are

We were introduced to various philosophies of education such as Maria Montessori, J.K Krish-

“Education is a natural process carried out by the child and is not acquired by listening to words but by experiences in the environment.”

“Children are human beings to whom respect is due, superior to us by reason of their innocence and of the greater possibilities of their future.” – Maria Montessori

namurthy, Tagore and A.S Neil in perspectives of education course at I Am a Teacher. All of them bind by a fundamental educational philosophy which is centered on child as a natural learner.

A child is inherently good and is a natural learner. Learning is a need for the child to survive. He/she learns from his environment, constructs his/her knowledge in every transaction with his/her environment. A facilitator's primary role is to create engaging and relevant learning experience each day to satiate the need for learning. He/She must consciously work towards creating successful learning experience for each child to his/her own capacity, further motivating the child to move forward.



A Child is in close touch with his/her psychic being at her early years. He/she is very sensitive to his/her environment while he/she sharpens the instruments of knowledge. As one grows, instruments of knowledge become tools to synthesize information received from different sources. The developmental needs of the child vary with age so does her experiences.

The body has to be ready for the emotions to be developed. Emotions and body has to be ready for the mental being to be developed . Around these three parts (Body, Emotions or senses and Mind) the psychic being is ordered. **-Mother**

Every child is born for a purpose with a unique potential to attain the same which unfolds in the path of self –realization during his life time .Education helps him in this free progress. He becomes more aware of his environment and is well informed to think critically and make informed decision. Imposing other’s desire on the child is detrimental to this free progress. It will in fact enclose one’s potential into a deep shell eventually one would develop into a person in conflict with himself not being able to contribute effectively to the society.

Education is not just the transfer of knowledge

in different domains but to teach specific skills required to apply the knowledge in reality. For instance, teaching social sciences is not just limited to the timelines and events but to teach children how history is written using skills such as corroboration, chronology, geographical thinking and many more. It makes history more interesting and engaging otherwise it would be a painful exercise of recalling dates as it was for many of us including me during my schooling.

Understanding the world map is easier for a villager who has well conceptualized his own village similarly, when a student masters his lived reality, his knowledge then becomes tacit .He will be able to very well analyze and appreciate any extended society independently and rationally.

Education is to be aware of the mental conditioning that influences our thought process and analyze the different perspective a concept can conceive. There rests our freedom to think rationally and critically on any subject at our purview. The prevalent competitive learning is only detrimental to human growth for it works against collective contribution to the society. It results in conformity with the existing societal norms rather than confronting with it to shape the future.



Subjects are artificially created divisions of knowledge as none exists in isolation in reality and schools are artificially created environment to impart the knowledge to children. Learning becomes more meaningful when the school becomes a resourceful place where the individual learners are active chalking out their journey following their lines of enquiry.

Teachers play the role of facilitator guiding the learning in each child tracking his individual progress and leading him in his journey .Teacher has to demonstrate the values to be inculcated in the children. Parents play an equally important role as teachers and have to compliment the learning in children and not impose one's own ideology.

I see the ultimate goal for a teacher is to inculcate self-learning aptitudes in children and nurture the individuality of every child. Education for all is a step towards an inclusive society where each of us has a chance to share in life.

The principle goal of education is to create individuals who are capable of doing new things ,not simply of repeating what other generations have done.

- Jean Piaget .



## RATIONAL AUTONOMY

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



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.



## AS AN OBSERVER

Being an observer in a class before beginning to teach is a great a learning experience. I see it as a wonderful opportunity to understand the dynamics of the class and as a preparation for the future facilitator. It was overwhelming initially, there were so many things happening in the class simultaneously. I started recording each and every incident like a writing camera not realizing I will be there in the class for the whole year. Gradually, as I started understanding the nuances of a classroom environment, my observations became more organized and refined.

I began to understand the class room routines, student's mindset, teacher's approach .The discussions post observation with our faculty members and fellow mates further enhanced my observation skill. I then began to observe one aspect at a time for instance, class room management strategies, lesson plan, conflict resolution etc. I went into its detail to get more clarity and critically analyzed that aspect for its implications. The knowledge gained as an observer influenced my lesson plans .I incorporated the elements of the most prevalent issues in the lesson plans so that we would get an opportunity to discuss it in a subtle way. For instance, few children were feeling excluded by their classmates. This specific issue turned into a lesson plan where inclusion as a virtue was

discussed. Many of the classroom management strategies were already in place for instance ,raising hands to get children's attention ,the do's and don'ts as the protocols of the class etc. .It would have taken a longer time to understand the reference pointers for the classroom management strategies without observing the class for a considerable duration of time.

More so, through my observation I realized, classroom management strategies, Lesson plans are just tools which prepare the teacher for the class. Above all, it is the relation between teacher and the each of the student that dominates the climate of any classroom. I have observed the class discussion completely taking a turn away from what was prepared as lesson plans. Teacher's content expertise and spontaneous decisions plays a significant role in taking the class forward.

Learning happens best when the teacher connects with every child, responds to their emotions and steers the class from where they are to where she intends to take .More than the content the emotional connect which can make a big difference in the classroom learning. It was insightful to see the change in behavior of the class with different subject teachers.



When I am in the classroom, I tend to focus on the following aspects -

- Conversations that happen in the class which may be student –student or the teacher–student interactions.
- What holds the interests of the children and keeps them focused.
- When does the class lose interest in a concept?
- Classroom management strategies used by the teacher
- How does the teacher’s respond to an unforeseen situation in the class?
- How does the lesson plan change with respect to the dynamics of the class?

### **A day in a teacher’s life**

Being a daughter of a teacher, I have always dreaded to be one .Never did I understand why she examined every child’s notebook and gave feedback in detail .Will the children read it? Why do you spend so much time in it? Were my usual questions to my mother even as a grown up,

Now, observing my collaborating teacher so closely for the whole day in school raised my respect for teachers . I realized the level of commitment required to give feedback to each and every child on a daily basis. Right from the time children enter the school until they leave,

*Observation without evaluation is the highest form of intelligence .*

*—Jiddu Krishnamurthy*

teacher take the role of a parent and strive to create a safe and conducive learning environment for the children. It becomes extremely important for the teachers to be patient in order to deal with such variety of emotions that crop up every day.

To observe these objectively demands a conscious effort to give no room for our emotions, judgments while recording and inferring .With so many months of rigorous observation and feedback, it has become my second nature. I have started observing myself in action and I believe that is the first step for a reflective teacher.. It could not have been possible without this unique blend of practice and theory in running in parallel along with mentors so closely following my journey .



# CHILD PROFILE

## **School Background.**

Manisha attends her sixth grade at The Heritage School in Gurgaon, which is a school serving a predominantly elite community. She joined Heritage at the age of five.

At Sixth grade, the students are in their crucial stage of emotional and physical development.

According to the teachers, emotional support is foremost at this age for children become extremely sensitive to the outside world and begin to seek an identity for themselves.

The School believes in experiential learning and there is a gradual shift in presentation of subjects in higher classes as there is a significant increase in the complexity of the concepts which demands rigor.

## **Physical Presence and Gesture**

Manisha is kind hearted child offering help in every opportunity and is considerate for she listens and oblige to her friends choice in class activities.

She is quite well built relative to other students in her classroom and is conscious of herself for she feels uncomfortable to respond during the class.

Her voice is soft in volume and generally hesitates to raise her hand for the questions thrown open to class room. Perhaps she is not sure of her answers or there is a fear of criticism. She covers her answers while writing which reflects her lack of confidence in her writing.

Her energy level is low as compared with the pace of the class as often seen struggling to catch up with the class work.

## **Disposition**

Her temperament is generally mild but varies with her understanding of the concept being discussed which influences her attention and participation in the class.

She feels overwhelmed in some classes and does not stop the teacher to clarify her doubts which disturbs her attention further. It gets reflected on her as frustration and dislike over the subject through facial expression and in her conversation until that very thought gets superimposed by something else. She is very expressive and one can easily sense her frame of mind through her facial gestures.



## **What do artifacts (notebook, drawings, project work etc.) say about the child?**



Portfolio shows her earnest attempts to keep her work neat and tidy .The story board showcases her strength in visually depicting a story.

She has the ability to logically reason however does not think enough to bring out in-depth ideas of the concept and stumbles with her spellings. Her math worksheets reveal the gap in understanding of the subject.

## **Teacher's view about the child**

Manisha is a child with very strong likes and dislikes. She is low on self-esteem and therefore suppresses most of her feelings. We appeal to her emotionally and then it will set off a chain reaction of positive reinforcement.

## **Parent's view about the child**

Parents feel Manisha is a hardworking and sincere student but they are academically disconnected with her. They rely on the school for her academics which I inferred from her portfolio where they have stated, "Hope she is doing well in her studies ".

## **Way forward**

Manisha is a friendly child and I appreciate her sincere attempts to keep her work neat and tidy.

Lack of motivation and low self-esteem seem to prevent her from accomplishing the best work in some situations. She is in search for her identity but shields it in fear of critic.

I believe she has lot of potential and scope for improvement .Possibly one on one instructional time, primarily to build the trust and then to affirm her abilities followed by encouragement will help her cope with the stress she is going through and aid in developing self-knowledge and self-belief.

## **Relationships with Children and Adults**

Manisha is close to few girls in her class and seems to have a lot to share among themselves as she is seen continuously conversing with them.

She feels uncomfortable competing with boys for she feels they overpower her and assumes they will not be able to empathize with her.

It takes a while for her to build trust on anybody and it takes longer with adult .It was a very challenging task for me to connect with her in a very short span of time and therefore I admit here that I am yet to attain the trust for which I need more personal time with her.

## **Activities and Interests**

Her foremost interest is singing, she volunteered for a group song in her class assembly and did a good job on the stage.

She recognizes and appreciates her friends for their talents and presumes she is not good in drawing as she shared with me during a conversation with her .she seeks her friends help for completing her drawings.

She is interested in English and Social Science while has developed a strong dislike in math for it is getting complicated and she seems to lose her grip over the subject.

## **Ways of Learning and Thinking**

While she looks forward for new lessons and concepts, it takes a while for her to look at the big picture of the context. She gets boggled in following each of the instruction of the teacher and her earnest attempt to do keep her work accurate actually becomes overwhelming for her and she losses the track of the class sometimes.

She seems to understand the concepts in math but struggles to find its application. There is a similar pattern in science class as well where her comprehension and detailing lacks clarity. Her engagement in class varies with her understanding level of concept.





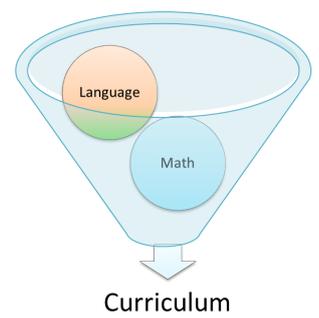
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## SUBJECT APPROACH

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Language

Math



## TEACHING OF LANGUAGE ARTS

Language is a fundamental need for constructing knowledge; command over any one language will help in consolidating one's thought and articulating the same to put across one's viewpoint effectively. Teaching of language must focus on functions of language than forms. This makes learning language more meaningful to children. I understand you would question me – *“Aren't forms important?”*, It would come natural for the children you are given ample opportunity to read and listen. Did we learn the forms when we begin learning mother tongue, I wonder how we learnt the grammar of our mother tongue.

Teaching of language is the best area to start moving towards autonomy in one's teaching practice.

The following measures would reflect rational autonomy in action in the language classes:

- Until 4th grade, they should be provided with time and space to “learn to read” and thereafter “read to learn”.
- 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.
- Allowing students to select what they want to read as a part of reading programs will motivate the reader. The teacher has to ensure access to a wide range of age-appropriate books.
- 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.



## TEACHING OF LANGUAGE ARTS

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.

Children have to be exposed to various strategies and tools to synthesis the information given in any text and be able to collect their thought, structure them and present it in an appropriate manner.

Comprehension skill has an important implication in understanding any other subject areas .I have observed children who have comprehension difficulties struggling to understand the situational problems in math .

I have been working with sixth grade for the past 6 months and observed that children are at different level in terms of their language skill .As a teacher, it is important to be aware of each child's skill level and plan lessons to cater individual learning trajectories so as to achieve successful progression in every child.



## MY WRITING PIECE

I awoke to the music of chirping birds waking their fellow mates in the early hour and the pleasant smell of the moist soil rejuvenated my senses. I set off on a trek over the mountains at Junga.

All through the journey I cleared the bed of needles under my legs watching every step like never before. The morning dews eagerly waiting to meet me to take its last breathe in the morning rays. I felt the cold breeze on my cheeks, lifting the hairs in my hands. The trees stood tall while the leaves and flowers giggled at my wondering look.

Slowly the clouds moved apart to clear the sight of the mystical mountains. How insignificant I am beside the oceans of mountains. I pictured the scenic beauty before the smoky clouds gathered again for it remains evergreen in my memory.

In admiration of nature



## TEACHING OF MATH

Math is drudgery when it is limited to the math lessons; it becomes magical when you take children to the process of discovery of mathematical concepts. It gives them the joy of discovery, and develops cognitive thinking. In the early years, building the context in child's reality for stimulating the faculty of mathematical reasoning becomes very important. Our thinking process is completely

When we are confronted with the problem as compared to solving a word problem where we just need to imagine a situation. The context building must replicate the real life situations and children must be able to connect to the situation.

**Relevance.** Ability of abstraction develops with age, during the primary age group it must be integrated with other curriculum for instance; arts projects can be used to introduce shapes. History can be used to analyze timelines. Mathematical games can be used. In the higher secondary age group, complex abstract concepts can be introduced. However application of mathematics concepts is the measure of successful internalization.

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.

### Teacher-Student Collaboration

Teacher needs to encourage the different strategies children come up with during solving problems. They develop better mathematical skills as long as the child is conscious of what he/she is doing while arriving at a solution. However, teacher may support learning and correct misconception by closely working with the child. The efficient strategy can be appreciated and highlighted.

Mathematics is a highly objective subject which has been derived based on certain axioms. Symbol systems are arbitrary and based on certain conventions. Hence there cannot be any negotiations on the usage of certain symbols for numbers and the fundamental principles on which the math concepts are built. For instance base 10, 360 degrees for circle etc. however the strategies for solving problems can be different.



# LARGER ECO SYSTEM OF EDUCATION

## Critically look at RTE and its implementation

The RTE Act is a landmark law which makes education a fundamental right for children in 2009 after 68 years of independence. Although it is an ironical situation, as it has taken so many years to realise its necessity; it is a huge step paving the way for a promising future. Government fixed the deadline as March 2015 to accomplish this national goal and only 8% of the schools comply with all RTE norms in the survey done this year. Though the enrolments have increased significantly, drop outs are equally high. This paper is an analysis on the implementation of the RTE act and an account on the reality from its announcement date until today. The paper establishes the Indian context first followed by the challenges faced in the education ecosystem.

### Indian context

India is a diverse country not only because of its varied language, culture and religion but also in the infrastructure developments in each of the regions. The infrastructure of a city plays a major role to make education accessible to all. In states like TamilNadu and Kerala; there are roads in the deepest of villages hence education is more accessible as compared to Bihar and Rajasthan where the basic roads or transport is not available to many villages making education inaccessible to them. Aspiration

of people changes from region to region. In South the poorest of poorest burn their earnings to provide education to their children while education is seen as no value addition in some of the villages in Haryana. The economic conditions of the people play a significant role providing education to their children and they often become primary source of income in underprivileged homes. India having major population in below poverty line, education is a luxury and is seen beyond their affordability. This informs that uniform allocation of funds across the country by the Centre would deter the achievement of this ambitious national educational goal.

### Government

Success of RTE is in the hands of the State Government for they are the actual implementers of RTE obligated by the Centre. Some of the states like Rajasthan, Bihar, Madhya Pradesh and Uttar Pradesh have not taken education in their priority list. They are evident from the fact that 67% of out-of school children are from these states. Ministry of HRD is trying hard to persuade State Government to own the new law and accept the responsibility of implementing it.



## LARGER ECO SYSTEM OF EDUCATION

Each State has to nominate an academic authority to implement RTE in their states for improving the curriculum, evaluation and training. Many states notified their SCERT for implementing however, they do not have the resources and knowledge to take it forward. Some states like Kerala and Tamil Nadu are exceptions while other states would require guidance and funds which do not exist in the plan of the implementation of RTE.

As per section 21, State government are obligated to form a State Management Committee. The SMC must consist of representatives of the local authority, parents of children admitted in government schools. It is their responsibility to ensure enrolment and monitor the attendance of children in schools. However, all these seems to be only on paper as we still see children working in factories and the dropout rates in government schools has seen an upraise in the recent survey conducted under the Sarva Sikhya Abayan Program.

According to director of (DISE) the number of elementary schools in India is 74.75% government and 22.74% is private schools. It infers, majority of the population are studying in government schools where the quality is a serious concern. The primary school % (until 5<sup>th</sup> class)

is 58% to upper primary (until 8<sup>th</sup> class) school is 19% in India. This data shows the stark reality of unavailability of elementary school in India. Though the number of enrolments has increased significantly, where would the children go for higher secondary? This is a one of the major reason for the drop outs from schools other than the social and economic conditions of the people.

Often the fund allocated by the government to the development of schools in rural areas becomes insignificant when it reaches in the hands of administrators after everybody's shares taken, down the hierarchy till the panchayat raj. This issue is not only for the development of schools but for any development in rural areas. It was pointed by the villagers in kadarapur village during our visit as part of village expedition.

On one hand government aspires to provide quality education to all children across all barriers while it still recognizes various kinds of schools under the Right to education act viz. a viz. Government Schools, Government –Aided Schools. Special Schools like Kendriya Vidyalaya, Navodaya Vidyalaya and Sainik schools run by Government, Private Schools which are further



## LARGER ECO SYSTEM OF EDUCATION

categorized into elite and affordable. With such a variety of schools, it is natural that quality of education varies. It boils down to the rich being able to afford better quality education and the poor having to compromise with something inferior. It would continue to be so unless common school system is established across India as suggested by the Kothari Commission in 1966.

On one hand government aspires to provide quality education to all children across all barriers while it still recognizes various kinds of schools under the Right to education act viz. a viz. Government Schools, Government –Aided Schools. Special Schools like Kendriya Vidyalaya, Navodaya Vidyalaya and Sainik schools run by Government, Private Schools which are further categorized into elite and affordable. With such a variety of schools, it is natural that quality of education varies. It boils down to the rich being able to afford better quality education and the poor having to compromise with something inferior. It would continue to be so unless common school system is established across India as suggested by the Kothari Commission in 1966.

Paucity of funds for education for all is an argument put forward since independence. I would like to quote that overall budget allocated for RTE is just half that was allocated for common wealth

games. Since independence, quality education has been accessible only to the upper class and it continues to be in the elite class .Very few government officials send their children to the government schools, it indicates they know the reality with respect to quality of education and infrastructure available in government schools. Government claiming lack of funds for education clearly indicates sheer lack of intention and political will.

Statistics for number of enrollment is taken while the quality of education is hardly addressed in any of the statistics taken by the government. Government's focus is more on enrolments rather than the quality which is going to do no good for the economic growth of the country.

### **Loophole's in the RTE Act.**

The rules and regulations to implement RTE act are not stringent enough to ensure its execution across all states. For instance, according to the act, every private school will have to obtain certificate of recognition from the local authority and state government. Paradoxically the schools run by the local authority and state government are exempt from this recognition .This implies, there would be no measure to improve the conditions of schools run by state as they do not have any such obligation.



## LARGER ECO SYSTEM OF EDUCATION

The conditions in government schools are very poor, some schools do not have classrooms, no safe drinking water, no toilets. There is scarcity of teaching resources and materials in many of the government schools. They would continue to be so unless there is any obligations from the Centre to improve their infrastructure and clear regulations are laid down to follow-up on the actions being taken by the school authorities.

The core of the act is to provide “Free and Compulsory education” to all children with no discrimination, means no expense will be incurred by parents for educating children between 6-14 yrs. It doesn't happen so in reality, parents specified that they need to spend Rs300 per child to sustain the needs of the school. This expense is a no little for parents whose earning is just 3000 per month. It impacts more in educating a girl child in homes who prefer educating male child than girls for best known reasons.

The SDMCs are supposed to create a School Development Plan (SDP) which is to be funded by the State or Local Government. As indicated earlier funds are seldom received despite the entitlement of funds to the State government. The Panchayati receives an annual grant of 6 lakhs, but nearly 5.7 lakhs are deducted for electricity and water charges. The remaining 30,000 Ru-

pees is hardly enough to meet any expenses of the schools leave alone implementation of RTE Act. No wonder the conditions of the government schools are such.

While the RTE Act obligates the private Schools to provide 25% admissions to the disadvantaged students, there is no timelines for how long will the government will reimburse the admission fees. The policy lacks clarity in the implementation of 25% reservation system.

The whole issue of educating girl child has been there historically in India; the reason is more than access to the economic and cultural factors of the society. RTE act, does not emphasis on these factors which actually plays a crucial role in enactment of the law. Without removing such fundamental problems in society, achievement of RTE would remain to be ambitious.

### Schools

Government schools serve the major population of our country [Refer Figure-1; Source-DISE], therefore implementation of RTE is possible only through government schools and the reality in this school is a serious matter of concern. There is severe scarcity of qualified teachers in government schools.



## LARGER ECO SYSTEM OF EDUCATION

Due to this reason, classrooms are multigraded where one teacher attends to children of different age groups in the same classroom. We see multigrade as a new trend in progressive schools but it is a poor state in government schools as the school lacks the infrastructure and teachers are not trained to facilitate multigrade classroom. It actually stresses the teacher deteriorating the quality of education. The students tend to lose their interest in going to school as nothing is effectively being taught. RTE Act does not address such issues in their policies or there is any provision to mitigate the same or there is any provision to mitigate the same.

The private schools are against the law which mandates the 25% admission to be granted for the under-privileged children. Firstly, they are not convinced with proposal of the government in compensating the admission expenses. RTE act states that Government will reimburse the amount equivalent to the expenses incurred in government schools for one child. Private school charges fees proportionate to the facilities and infrastructure of the school. Here, I do not support the heavy fees charged by the private schools however, the expense will be more than that of Government schools. They need to have profitability to sustain their organization.

Secondly, they are not able to bear mixing of poor and rich kids in the same class. The elitist mind-set resists opening their doors for the disadvantaged children. Some private schools prefer to evaluate the child's knowledge and learning capacity during admission but the law prohibits screening procedures for such children as well.

On the other hand it demands creative energy and change in mindset of teachers to serve such a mixed population of children. Furthermore it also requires acceptance from parents to accept their children mingle with poor children.

No detention policy was laid with a view of increasing enrolments in schools, ensuring student retention and to reduce the stress on children. It is definitely a great step towards education. However, it gradually reduced the learning outcomes because children started taking academics casually. They are aware of the policy and they know for sure they will get promoted to next class however they perform in the exams. Teacher's role has become very crucial as it has become her sole responsibility to ensure learning though there are no prescribed evaluation standards for her achievements.



## LARGER ECO SYSTEM OF EDUCATION

There is an evidence of decline in learning outcome; children are not able to perform well in higher classes and in graduate programs. Children who have taken the easy path actually suffer during their graduations because of the poor fundamental knowledge in their schools. Newly reconstituted CAGE (Central Advisory Board of Education) are reconsidering the no –detention policy for the negative impact of declining learning outcomes.

### Teachers

Quality Teacher Training Institutes is a rarity in our country. As Professor Krishna Kumar rightly said ,after the National council of Teacher Education was given statutory authority for teacher training to bring order in the chaotic system , NCTE itself has become a part of the problem .Numerous dubious teacher training institutes have cropped up whose standards are not regulated and monitored .

The working conditions in the anganwadi centres are so poor that well qualified teachers do not prefer to work .Due to their unavailability; underqualified teachers are appointed which impact the children in aganwadis.It actually dampens the spirit of the parents to send their children to an-  
ganwadi.

Appointment of Shiksha Karmis to mitigate the issue of teacher unavailability actually has two sides to it, one is to have a working anganwadi .Another is the quality of education at stake in such situation .Teacher often lacks the vision for children’s education .More than children’s absenteeism, teacher’s absenteeism is a serious concern for single teacher takes care of children for mixed age group in a single classroom.

### Silver lining

With the announcement of RTE act, Many NGOs have come up with a vision of educating poor children. It is a good sign of hope for the possibility of quality education reaching the masses which will contribute to the economic growth of the country in the future. Some of the states like Himachal Pradesh have taken RTE act very seriously. The Anganwadi centres are running successfully and the community provides every support required for their wards education .The environment found in the schools of Himachal Pradesh are encouraging. This again reinforces hopes of possibility.



## LARGER ECO SYSTEM OF EDUCATION

The Loreto School of Kolkata is another example of hope in implementation of RTE act. They have taken the 25 % reservation very positively .They have set themselves as a model school from which other elite schools needs to learn and adopt. They see the mixed classrooms as an opportunity to bring in best out of all children for learning happens best in a diverse community of students.

### Conclusion

Kothari commission (1966) recommended that budget allocation for education must at least 6% of GDP in 1986 .We are in 2015 now and it is still only around 3.4 % of GDP.India being one of the fastest growing economies, we can surely afford to give every child its right to education .Further, the learning crisis reported by the ASER organization as an outcome of the education system is a cumulative burden we are all carrying. It has to be noted that the Government (Centre and State), schools, teachers, students, parents and society are all part of the education ecosystem. It demands a collective effort to achieve the national educational aim envisaged in the RTE Act.

### Sources and References.

<http://www.dise.in/Downloads/Publications/Documents/SecondaryFlash%20Statistics-2014-15.pdf>

*Probe Report 1998*

*Inside Primary Schools ASER 2011*

*Why RTE remains a moral dream by Krishna Kumar.*

*An article written by Ramakant Rai , National Coordinator, National Coalition for Education in New Delhi*



## MY LEARNING AS A TEACHER

Being a passive observer for weeks together started becoming redundant and it created an urge to participate in the class. I grabbed the opportunity to take care of the class for 15 minutes all by myself with no clue of how the children will behave. I gained so much in those fifteen minutes which I did not learn as an observer for weeks. I was experimenting with them with my strategies and they were experimenting with me with their behavior. Guess what? It was an absolute chaotic class.

Next two meetings, I spent time building relationship with the children by listening to them and setting the expectations right in the circle time. I was amazed by the responses children during the circle time. They admitted their mistakes and came up with the solution as well. I must appreciate the school for having created such opportunities for the children and teachers to reflect upon and express their views to each other. More so, as it is religiously followed across all age groups in the school .

### **My challenges**

Initially my biggest challenge was to get into the flow of the high level projects planned in social sciences. I found it difficult to convince myself with the lesson plans given to me and transacting it step by step in the class room. As a naïve

teacher, hardly did I understood the value of different experiences planned in the curriculum. As my understanding grew in inquiry based learning, I was able to appreciate various strategies used in planning the lessons. Regular meetings with teachers and reflections on their experience with their class clarified doubts and questions lingering in my mind. Teachers complement each other with their strength. Learnt how to work collaboratively and we can achieve lot more through team work. Later, when I prepared the lesson plans, those were the rich experiences that helped me to prepare a well-structured plan for my lead teaching week.

### **Mentoring**

The two level mentoring system helped me to quickly acclimate into the teacher's role and to the system of education practiced in the school. I learnt the nuances of teaching observing my mentor. She has inspired me as a teacher. Her subject knowledge, clarity of thought and relationship with children manifests into interesting Intellectual discussions in class. The series of feedback sessions after each practice classes helped me to identify my strengths and my areas to improvement. My CTE is a person who lets me be who I am and nurtures my individuality ..



## MY LEARNING AS A TEACHER

It gave me a freedom to experiment and grow as a teacher .

All through my life , I had to prove myself to someone or other ; my parents, my teachers, my managers . For the first time I had to be just myself to be evaluated on teaching .It gave me so much space to explore and identify my strength as an educator. There has been ups and downs in my teaching experience but I had no fear of judgment what so ever it may be .This time , I had to prove myself to me and that is the biggest change in my attitude towards my growth .I sought feedback ,reflected on my experience and the transformation happened within . As a teacher, I owe this experience to my students and will be instrumental in creating such experiences for my students in my career. Meta-cognition is a necessary ingredient for any learning experience to conceive as a tacit knowledge.

### Key learning as a teacher in classroom environment.-

- Clear instructions are imperative to any classroom transactions and I learn it in a hard way.
- Classroom is a reflection of the teacher's state of mind. As a teacher we need to be aware of ourselves and work towards responding rather than reacting to children's behavior.

- Teacher's connect with children can create a significant change in the learning process of the children.



- Thinking from the student's perspective helps in creating interesting experience for the children which will engage them.
- Transferring the onus of discipline to the children works wonders though it requires patience to manifest positively.
- Teacher subject knowledge expertise and well preparedness would help in guiding the discussions and bring in interesting view-points to the table.

I envision myself to be a **REFLECTIVE** teacher and create engaging learning experience to children fostering critical thinking and reasoning ability .

**RELAXED ALERTNESS** is a virtue I strive to achieve as a teacher and as a person.



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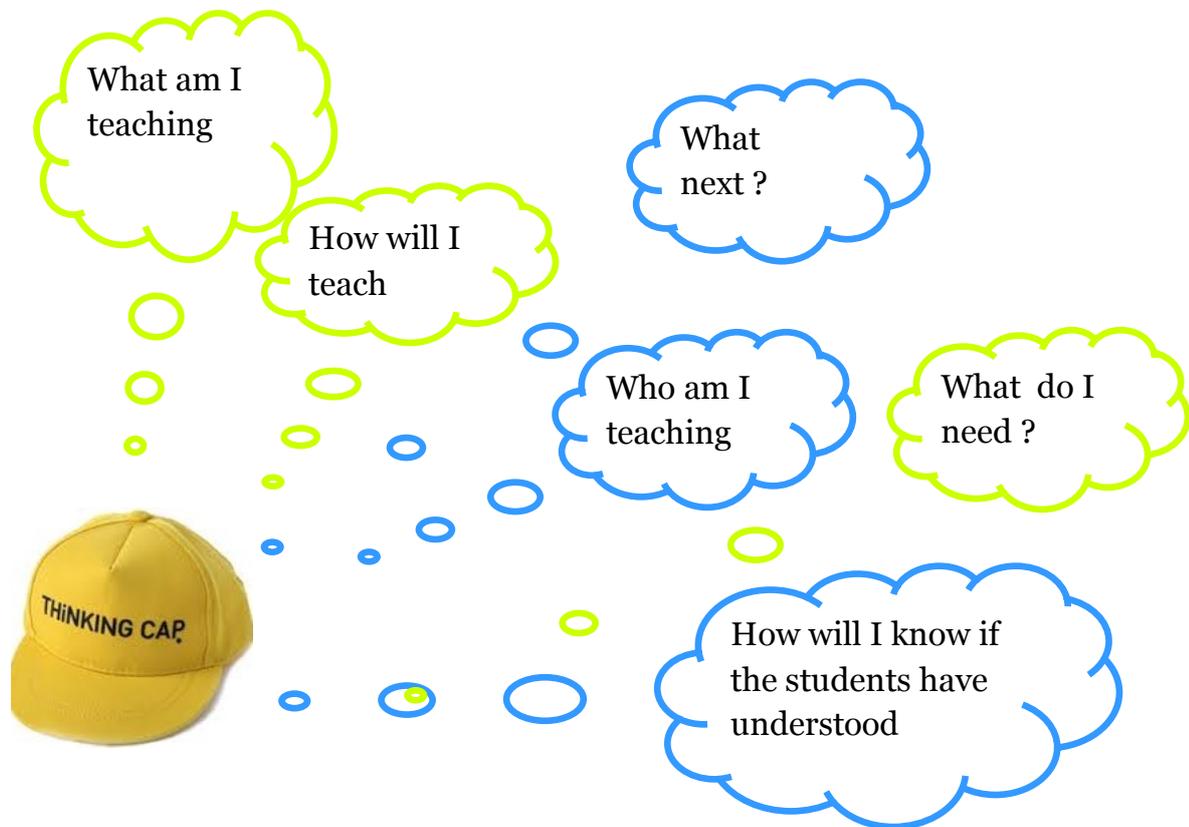
## LESSON PLANS

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Circle Time

Math

Expedition



# INCLUSION LESSON PLAN

1	<b>Opening Phase</b>	(5min)
	1.1 Learning Target	I can demonstrate respectful and inclusive behavior by being kind and build positive relationship with my fellow-mates.
	1.2 Introductory Activity	A prompt to write on the reflection journal - <b>I feel happy when.....</b>
2	<b>Middle Phase</b>	30 mins
	Mixing up Activity	<b><u>The Tight Hands Game(15 min)</u></b> <ul style="list-style-type: none"><li>• This game gives children a metaphor for discussing inclusion and exclusion.</li><li>• Begin by explaining that the class will act as if it is excluding someone.</li><li>• Have students hold hands in a circle. One child volunteer, the outsider, tries to get into the circle through spaces between people, while everyone else tries to keep him or her out.</li><li>• When the outsider gets into the circle, stop the game and ask for another volunteer.</li><li>• As a variation you can have two or three outsiders at one time.</li></ul> <p><b><i>Caution children to be gentle when blocking the outsider.</i></b></p> <p><b>After playing several rounds, ask:</b> What did it feel like to be an outsider? Did anyone want to let the outsiders inside the circle? Did you let them slip in? Why or why not? Have you ever felt like an outsider in school? When?</p> <p>Dr.Suess Video on inclu- Play the video <b>(9 min)</b> sion</p> <p>After the video (Either one), ask children to reflect on the video. <b>(5 min)</b> Take responses from children.</p>



## Closure Phase **20 mins**

**Resources Required** 1. Big Chart (4 - 6ft), Sketch pens.

### 3.1 The Peaceable/ Inclusive Person Profile

#### **Making an Inclusive Person Chart (15 min )**

- To help students understand what makes an Inclusive person, have a volunteer lie down on a 4-by-6-foot chart paper and ask classmates to trace his or her body.
- Then ask the class what behaviors, attitudes, and actions they think contribute to a climate of caring in the classroom.
- Have students take turns writing these positive attributes inside the outline of the Inclusive person.
- Help them to write down their thoughts, ask them to give examples of what they mean by helpful, courteous, and so on.
- If no one comes up with any qualities related to including others, ask, "In our classroom, what would an inclusive person do if someone wanted to play with him or her?"
- Now have the group write outside of the outline all of the negative behaviors, attitudes, and actions that they don't want as part of the class.
- Finally, ask children if they can agree to use the attributes of the Inclusive person to guide their behavior.
- Post the Inclusive person as a visual contract for you and students. Whenever a positive or negative behavior occurs, kids can point it out on the outline.

#### **Title of the chart can be :**

***We are all here not to compete with each other but to complete each other."***

### 3.2 Celebration

**Closure** – Let's celebrate few Inclusive friends of our class now.  
**(5 min )**

Ask children to choose someone whom they want to thank for including him/her.

Source

<http://teacher.scholastic.com/professional/classmgmt/playhelp.htm#playing>

# DEMOCRACY LESSON PLAN

## Learning Targets and Assessments

Long-term Target	Supporting Targets	Assessments
<b>I can evaluate democracy as a form of governance.</b>	<p>I can identify the key elements that influence the functioning of a democratic government in India.</p> <p>I can explain how the key elements of our democracy promote diversity.</p> <p><b>Culture Targets</b></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>	

Introduction: Building engagement and setting purpose

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

### **Creating an experience for the need of democratic governance.**

#### **Morning Meeting**

Share the culture targets.

**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.

Teacher nominates two students (preferably dominating personality of the class).

She then asks chooses 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.

[Teacher Reference –Ask the students by giving the objectives to frame the rules.

To bring in order in class.

Resolve the Conflict.

Lunch Time etc.

**No guidance is required; It is teacher's discretion and depends on the prevalent issue of their class.**

Rest of the day goes with his/her rule, let the children feel the irk in following a leader.

**Please note: We need to inform other teachers about this plan to be aware of the expected behaviour of the class for the day.**

**20 min**

Scaffolding plans for the body of the instruction

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?

Instructional Steps

Resources Required

**Next Day (Morning Meeting).**

**25 minutes**

**Step 2 : Discussion on the challenges faced by the children having a leader .**

**Ask** children to share their experiences of having an elected leader and following him.

Expected Response :

There could be both positive and negative experience.

Positive Experience could be:

We were all heard, Very considerate etc.

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**

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

**Steps of the activity**

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

**30-45 minutes**

Scaffolding plans for the body of the instruction

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?

Instructional Steps	Resources Required
<p><b>Ask children to reflect on how many ways they are in common and how each person is unique as well.</b></p> <p>Conclude –We are a diverse group of people within our classroom contributing to our classroom.</p> <p><b>Refer to the chart in the classroom. ( If time permits otherwise can be taken in next day’s morning meeting.)</b></p> <p>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?</p> <p><b>T- Consolidates the responses during sharing time.</b></p> <p><b>Steer the discussion to bring in key elements :</b></p> <p>Q .How will we ensure everybody has a say in the class.</p> <p><b>Participation</b></p> <p>Q. How can we ensure everybody is treated in the same manner?</p> <p><b>Equality and Justice.</b></p> <p>How do we solve when we confront with different opinions?</p> <p>Q.What do we need to consider to decide a consequence for an unaccepted behaviour.</p> <p><b>Conflict Resolution.</b></p> <p><i>[Teacher Reference :</i>  <i>Arrive at the 4 Ds of Democracy –</i>  <i>Diversity – It includes racial, socioeconomic, cultural diversity .Diverse opinions and ideas necessitate existence of strong democracy.</i>  <i>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.</i>  <i>Decision Making – Decision of the majority are respected and accepted by the minority.</i>  <i>Deliberation - Brainstorming on different viewpoints, respect dissent, reach decisions arriving at a collective consensus.]</i></p>	<p><b>25 minutes</b></p>
<p><b>T-Distributes the key elements of democracy text.</b></p> <p><b>Part I – Circle the reasons – compare with the elements of good class management.</b></p> <p><b>Teacher - Wonder what British should have done?</b></p> <p><b>Part II – Read Part-II Compare the elements to the class elements.</b></p>	<p><b>30-45 minutes</b></p>

Closure - How will students synthesize their understanding? How will we assess the effectiveness of the lesson?

Instructional Steps

Resources Required

**Questions in the text**

Do you think Ashoka was a democratic ruler? Support it with key elements of democracy from the text.

Is democracy and diversity connected? If yes, How?

How can we make our class more democratic?

**Check out the LTs:**

**10 minutes**

I can identify the key elements that influence the functioning of a democratic government in India.

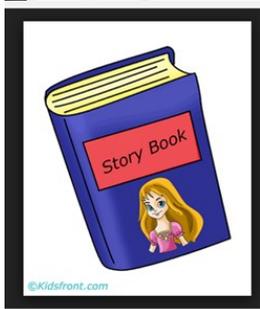
I can explain how the key elements of our democracy promote diversity.



## MATH 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?



Meeta is in class 4th and she is fond of reading. She spends all her pocket money for buying story books. Every 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?

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?



## MATH WORD PROBLEMS

### Comparing Questions

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?



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?

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



## MY TEACHING EXPERIENCE

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

I was happy that all the children were engaged in the class .Every student wanted to participate in the class discussion. I am satisfied to create a positive environment where students felt comfortable to learn and communicate with other students and with me .I can leverage this enthusiasm to motivate each child as a learner in my future classes.

I am a teacher who believes in a continuous relationship with children hence I take time to understand each child as a learner and it also reflects in my classes. I involve all children in the class; it helps me know level of each child thereby aid in my lesson plans.

I look at the subject knowledge construction rather than concepts alone in isolation which means I would prefer to take every concept as it happens in expedition be it math ,module or language .Building curiosity, giving background knowledge and guide children towards arriving at concepts which I believe will stay longer .

This session actually gave me an idea where children stand in math, their approach towards solving math problems and I could get some individualized learning style as well. It has helped me to understand the classroom dynamics from a teacher's perspective rather than an observer. I can take this learning to apply in my lesson plans for my future classes.

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

Since the class participation was high, I had to spend more time on reminding children about their protocols .I could have changed strategies rather than sticking to my strategy of making children accountable. I should have printed all the questions for the children as few children were particular in writing the word problems in spite of me telling it is not necessary. I had to stop the lesson all of a sudden as it was time for the next class and the next teacher had already come to the class. I should be more time conscious, plan and conduct the class accordingly with a proper closure.

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

I encourage complete class participation which sometime leads to increase in voice level .I need to have some class management strategies in hand so as to apply it in class alternatively.

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

- Gave me confidence and helped to think and plan for activities that can engage every student in the class. - I have been an observer; hence I was rest assured of a good analysis of the one hour class I had to transact with the children.

- Debriefing helped me to reflect on my teaching and analyze it objectively .It helped to find my strengths as a facilitator and areas where I need to work upon.



## SCHOOL CULTURE

A school with 10 years of experience is a journey which elicits more time in understanding however I have penned my limited learning on the school culture as below.

The school started as a conventional school and gradually became a progressive school with a mission of continuous improvement. Methodology and layout might have changed through the years but the Dharmic Principles are deep rooted from the beginning which was very evident in the words spoken by chairman during his visit to our class.

The Dharmic Principles of Authenticity, Inclusion, Attentiveness, Freedom, Excellence and Respect are not just statements held but there are clear laid down procedures to be followed by each member of Heritage School Community.

However great the principles and clear the procedures are, success of the school lies in the teachers being the roles models for the children. Commitment towards teaching and education are more sorted for than the educational qualification held by the teachers during recruitment. Heritage has a unique mentorship program for the new staffs where they are assigned as buddy for certain period to imbibe the philosophy of the school before they lead

the classes independently. Staffs are given opportunity to undergo personality development training for their inner transformation and are constantly been observed by other staffs for constructive feedbacks in lieu of continuous improvement.

**School Layout** – A well designed school where there is enough space for various events throughout the year and ample space for the children to move freely.

Sports are no play in heritage, it is given equal importance as academics and there are enough staffs guiding every class during their physical education session on the sports being played.

The school values every department and ensures excellence in every service provider be it catering, medical, transport, security, day care, or housekeeping by frequent audits and conducting regular meetings with the organization representative giving feedback and instructions aiding in the smooth functioning of the departments. Transport Manager of Shivam the contractor indicated this as a unique feature of heritage which is unlike of many other schools and it actually helps them to serve better.

The school is decorated with fine art works done by the students of Heritage which depicts the



## SCHOOL CULTURE

A given to the creative faculty of the children and the departments of visual arts .Students are exposed to varied art forms like pottery, mix studio, handmade paper, sculpture carpentry etc. School conducts an Art Exhibition every year as an opportunity to celebrate the creative expressions of their students in visual art.

The school is a home for various philosophies practiced worldwide which are modeled in Heritage by the eminent personalities working in those philosophies thereby ensuring first hand learning experience. Heritage works in Close association with the practioners of the philosophy being adapted; Jyodo Gyan is one such example.

Inclusion is a deep held value of the school where dedicated department works on the special needs children to help them become part of the society and is reinforced in other students of heritage as a step forward to shape the society tomorrow.

### **To Summarize,**

Heritage holds a culture that facilitates positive socialization within safe secure and caring learning environment which is evident from the policies and safety measures taken in school premises.

Provides students opportunities' to value physical activity through exposing them to various sports activity and healthy lifestyle habits which are emphasized in outstation trips.

It engages and stretches every student in active, rigorous and relevant learning that activate the mental faculties nurturing the understanding and achievement of every child.



## CLASSROOM CULTURE

My Collaborating teacher has worked in corporate for 12 years and joined Heritage as a parent Volunteer before becoming a full time teacher. Coming from the same background I was able to quickly connect with her and somehow gives me confidence as a teacher. Her personal interest in social science and way of learning by doing is very much aligned with the philosophy being practiced in Heritage. She appreciates the principles and practices of the school and is a significant contributor in her subject area. It is evident from her lesson plans for the expedition subject of 6<sup>th</sup> standard. Her modus operandi in the classroom gives a different dimension to the lesson plan and leads the classroom discussion in such a way that children come up with amazing ideas and questions on the topic being delivered.

With my limited observation and understanding of the 3 Rs (Relationship, Rigor and Relevance) I have categorized my learning as below.

### **Relationship**

Transition meeting happens before the beginning of the academic year during which the teachers of the previous year discuss about every child in the next class teacher so that

she gets a fair idea of every student thereby helping her to respond to situations rather than reacting .

Morning Meetings and Circle time greatly help to build teacher – children relationship and relationship among children. It serves like a forum to discuss personal issues, conflicts and aids in connecting to the class at another level which builds the trust in the teacher.

Education is a collaborative effort of teacher, parent and the child. Teachers are in good relationship with parents and have frequent meetings to brief about the child's candidature. Frequent workshop for parents are conducted so as to keep the parents abreast with the happenings in the school and their philosophy. Knowing the family is very important for the teacher to understand the child better.

Resolution of Conflicts happens in a matured manner where both the parties are allowed to speak up their views and are asked to retrospect their action which ultimately leads to a mutual understanding. Children are aware of their emotion and express them freely to teachers which elicit good relationship with the teacher.



## CLASSROOM CULTURE

freely to teachers which elicit good relationship with the teacher.

### Rigor

Lesson Plans are a showpiece of work excellence of teachers in Heritage. The framework of the context is taken from the textbook and teachers collaborate together collecting information on the various aspects of the subject and its importance in everyday life. It is designed in such a way that various styles of learning is brought throughout the year like- working with hands (pottery) ,Visual (videos),Readings, Survey(Discussion with their family members).The different tools of learning (KWL , think ,pair and Share ,are also brought in the curriculum .

Though the class is teacher driven, there are ample opportunities for the students to think over, question and to participate in the brainstorming discussion. They are guided with good practices of reading and writing which are essential to their learning and are exposed to various learning tools like the KWL chart, Think-pair and share to help them consolidate the thoughts. These are valuable lessons provided to them which will come to their help lifelong.

Crew System is one step forward towards

shifting the responsibility of learning from the teacher to the students where they discuss as a crew on a given subject and a student buddy is assigned to those who need some help in their work. They are asked to do peer checking as well.

### Relevance

The learning targets both short term learning target, long term learning target and skills required are reiterated in every class so the children are aware of the relevance of the topic in their daily life and enables them to relate well .Timeline was one such example when children started with their own timeline before even introducing the topic of timeline in history which helped to relate when timelines of different leaders were discussed in class.

The responsibilities are demonstrated by the teacher in lower grades as they grow they are handed over to the children gradually as class in charges for various routines (Black board incharge,Cupboard incharge etc) Their commitment to the duties assigned are reinforced in every opportunity .



## CLASSROOM CULTURE

The expedition modules cover majorly social science cover majorly social science where application of science, English and math are emphasized.



Values and Principles are derived in the class and displayed in the notice board as ATIs and BTIs of the class. It is being constantly reinforced by appreciations and reminders. It helps the children to imbibe those values as part of their daily life. Teachers demonstrate these values to the children throughout the day. Values and Principles are derived in the class and displayed in the notice board as ATIs and BTIs of the class. It is being constantly reinforced by appreciations and reminders. It helps the children to imbibe those values as part of their daily life. Teachers demonstrate these values to the children throughout the day.

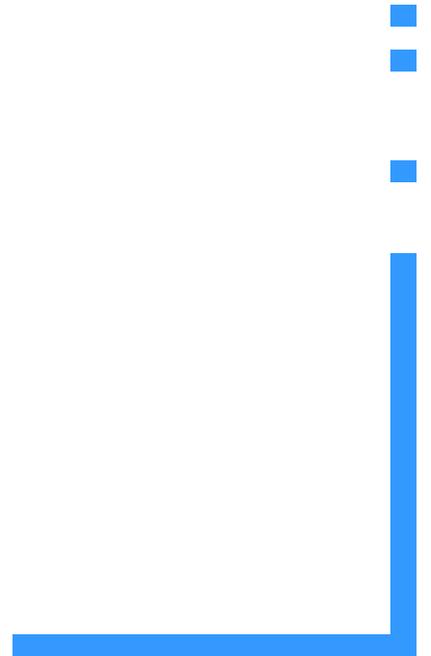
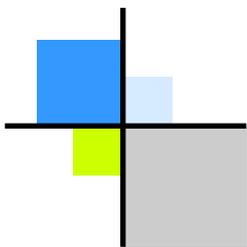




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REFLECTIONS

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## VILLAGE EXPEDITION

**What were some of my existing notions/beliefs that got challenged or changed in the last few days?**

I have been to village before and in fact spent every summer holidays in my grandmother's house which is in a village in south; Majority of the livelihood there was agriculture and aided business along with dairy. I visited Kadarpur with that experience in mind.

I learnt that,

Kadarpur is much smaller village very near to Gurgaon City and City is expanding further shrinking the cultivable lands of this village as recently they sold a chunk of land for a private organization.

This Village has lesser agriculture fields and thrive more on rearing cows, buffalos and poultry. Other Occupations are Government Service, Daily Laborers, Small Scale Entrepreneurs and few percentiles of working professionals.

I believed current caste system existed only for getting quota's in college and Government jobs as I have had friends belonging to schedule caste communities who are quite well to do families (Doctors, Engineers) living amongst us as equals. But a separate area for Harijans and separate Anganwadi for each community is something that challenged my belief on caste system. The video having footage of Harijans Children being asked to clean

in schools while others children as silent spectator shows we have to go a long way in coming out of caste system.

This expedition has given me a broadened viewpoint on education as a medium to change the society which is much more than arriving at a pedagogical philosophy in my school alone as more than 60% of population lives in rural.

It is not the everyday challenges that have led to this state of living but it is the lack of motivation to take the first steps to move further or the lack of awareness of various government policies for rural development. Now given the motivation and awareness of the various rural development schemes and someone takes the initiative they get stuck up as most of the Government schemes are routed only through Panchayat and I came to know that Government Funds do not reach in full and in time. Here the question arises as how to push the support system as a teacher? How much risk involved for any individual to fight for their rights? Am I ready before asking anybody to fight for the same?



## VILLAGE EXPEDITION

Some of the challenges I believe I could contribute are the following.

School Drop Outs –

### Major Reasons

- No other earning member or the earnings are not enough.
- English as a language – I have talked to few students who told they could not cope up with English.
- Attitude –
  - “Man Nahi Kartha”
  - Transport Problem – There are people who are going to a nearby government school /private schools which are having until 12<sup>th</sup> std.

### My Contribution –

- Awareness of education –It is not just to read, write and get job but to apply it in everyday life thereby increasing the productivity.
- Conduct English Classes – I find the guidance is lacking from the teacher as it is a common problem mentioned by children in Kadarapur.
- By collaborating with various industries and bring in job opportunities for children studying after 9<sup>th</sup> standard as to work part time in the school like stitching, lathe and other vocational skills so that they don't quit schooling to earn their living.
- Soft skill Trainings – Taking failure positively and move forward rather than give up.

### Aganvadi –

They cater children of age group between 0–6 years. This Scheme was majorly brought in for food for pregnant women and children to avoid malnutrition but now it is also considered for education at early years. As per Montessorian Philosophy major development happens in early years and I did not see any learning material or books or any kind of learning environment in Aganvadi. Lack of awareness in the teacher at aganvadi was evident during my conversation with her as she said “I teach them a,b,c,d and 1,2,3,4” while education is more than that .

### My Contribution

Conduct Montessori Training to the teachers of Aganvadi and bring in the materials to the aganvadi for implementing the same .It is a simple and effective way of teaching the children in that age group. This is already implemented in aganvadi of Chennai .It was part of my site visit for observation during my Montessori course in Chennai and the results have been very good.



## VILLAGE EXPEDITION

### **Cleanliness and hygiene**

Cleanliness just requires an initiative and motivation. It is achievable as the area is limited and entire Community is accessible by walk and less inorganic waste.

An individual level initiative cannot reach far without the Government and Community support.

### **My Contribution**

I would take up a particular area every week and begin cleaning campaign involving the community people.

**Caste System** – By this visit I came to know that caste system is still so much prevalent and deeply rooted that I can contribute to it by seeing everyone as equal but not sure how far I can go in changing the society which is still holding on to caste system.

I would like to delve deeper into situations of rural areas in different parts of India and the government policies and initiatives and their challenges to get a clearer picture. Community and Government (which is a part of the community) must work together for any development to happen in a society .It is evident from people saying that they raise their voices but is hardly heard of and Government saying community has to support for the policies being implemented .





THANK YOU

My Journey continues .....

