

My Portfolio

-Tanvi Jain



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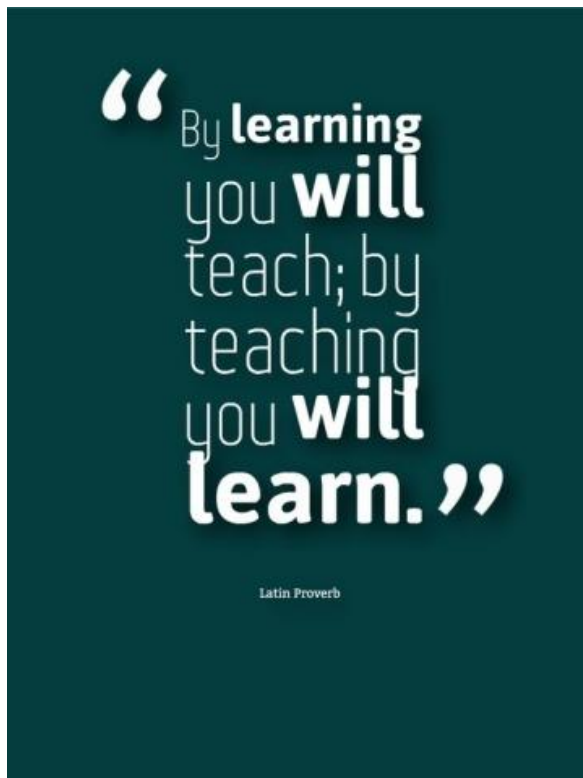
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## My Journey

My teaching journey has always been a fascinating one - mostly because I never intended to be a teacher in the first place. I've always liked the idea of helping others and explaining problems they might have had with the (English/Hindi) language, but still - I was somehow convinced that I wasn't cut out to be a teacher.



Possibly because my greatest influence has been my mother. A teacher of English and Philosophy, my mother embodies everything I admire in teachers - that is, a sense of sharing, gratitude and kindness. She has always been a true educator who sees students as individuals with unique personalities, needs and strengths. Someone who teaches how to incorporate students' perspective and reality in her teaching. I have to admit that she still influences me and has been the main reason I've come to realize that teaching is more than a profession, that it's my call. That's why I now feel fortunate to have been given this chance.

The five day out-bound trip to Junga made me introspect on the areas I never thought I would venture. It made me think about the past, present and future. There are times or most of the times we know our shortcomings but tend to ignore them assuming that it's too late to change our basic behavior thought process.

The first few days brought about a huge change in myself as a person and also shown a new direction to life.

There are a few things I would like to continue doing. I like to listen to others and am a very patient listener, so I believe that we can learn a lot from experiences shared by others. Learning is an on-going process and it's not time bound and has no limitations. I realized that I still have a strong desire to learn new things and will continue to do so. I enjoy challenging myself and set my own goals or standard. Also, according to me I was not fearful of the activities given because I had full faith on the instructors. There are times when we should leave everything on the other person who is more knowledgeable and experienced and just listen. I enjoyed all the activities only because I had an open mind and did have an iota of doubt on my mentors.

Being an outdoor person I like to remain physically fit, so I would like to continue with my fitness regime. Also, once in a while the artist in me comes out and would therefore love to take time out and paint .I love to spend time with my children and try to make the most of it inspite of my busy schedule.

There was a lot of introspection done in the first few days. I realised that it's a continuous process which is still going on that lead to discover a new me. I have started making new friends with not a few but with the whole lot. In the past I used to restrict myself to just one or two but now I am comfortable with all of them.

I have also started to be more assertive but still have to work on it. This involves communicating with others and sharing ones ideas and thoughts. I believe I am slowly coming out of my shell and taking in all the positivity around me. I would also like to renew my writing skill and my long lost passion for poetry. Painting was always my stress-buster and would love to try my hand at it more frequently.

I realized that all the physical activities at Junga made me more resilient. While doing the fire walk I felt that nothing is impossible in this world and sometimes it is best not to contemplate too much and just move on. It is best to listen and follow the instructions.

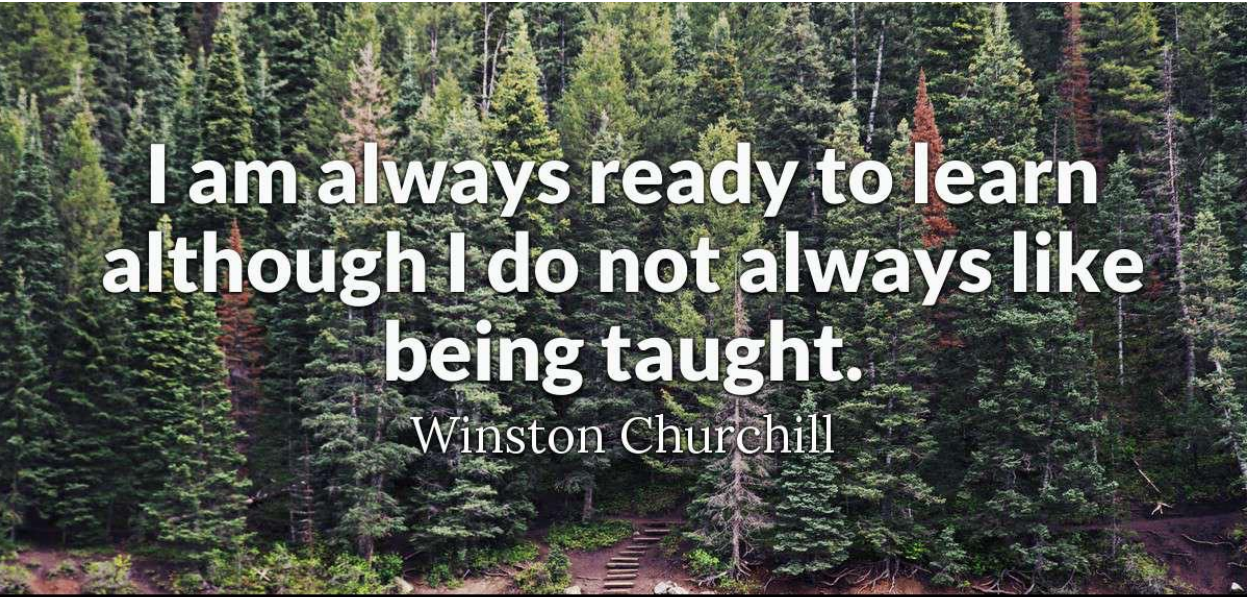
The whole experience at Junga was very thrilling and made me dwell on the person which I was but scared to acknowledge. I have also opened up and am in the process of burying the negativity which was there all this time.

The biggest change which I see is that I am making efforts on being non-judgmental and cynical. One more thing which I have to work on is to slow down. For any particular work, I do a lot of planning and organizing and in the process take a lot of stress, keep reviewing things again and again just to make sure it's done perfectly.

A few lines on Reflecting by Jay Bryant

Reflecting on the past,  
Helps build a better future.  
But why dwell on the past  
When it's only the future  
That can be changed  
If we focus on the present,  
And make a positive effort.  
We will have a positive future.





**I am always ready to learn  
although I do not always like  
being taught.**

Winston Churchill

## **Real Education**

The true basis of Real Education according to Aurobindo “ is the study of the human mind, infant, adolescent and adult.”We learn a lot from our environment and it’s a misconception that it takes place only in school.

We are sent to school to learn which takes place in the classroom, but this is just for academic purpose which is to get good marks. The goal of real education is to become a person with

- Good Moral Values
- Be confident and make decisions
- How to manage and get out of problems
- Continuous learning process

According to me the first real education a child acquires is from his immediate surroundings. There are many examples wherein we see that children are great observers and learn a lot from their parents, grandparents and the environment they are brought up in. The moral value a child inculcates comes from home. A child is very close to his parents and the way they interact with others, a child could learn a lot from them. If parents respect their elders the child would also learn the same. Similarly if parents or grandparents show sympathy to the less privileged the child would also grow up to be a sympathetic adult. These were just a few examples of real education which takes place much before the child goes to school or has just started going to one. These could be referred to as internal factors.

The child has to eventually grow and come out of the sheltered environment of home. So there are external factors like the environment outside home and the friends and peers in school. The child has great regard for his teacher so a good teacher can put a lasting impression on the child. It is now that the child starts taking decisions in his day to day activities teachers and parents can guide the child in taking decisions but the ability to do so comes from the environment and analyzing it. Here I would like to quote Aurobindo “The teacher is not an instructor or a task-master, he is a helper and a guide.”If the child is let free he would be able to evolve as a person. He should be allowed to make mistakes, only then he



would know for himself the difference between right and wrong. He would also know how to get out of difficult situations and be able to solve real life problems from a very early age. As an adult he would be strong emotionally with high moral values. Only then he can face the ups and downs of life.

There is no end to real education. First its home then school and college and then work place. Today's world is very fast-paced and competitive and to stay up to it the adult should be matured enough to keep learning throughout his life. If he can do this he would be able to take up any challenge in life and would have derived the true essence of Real Education.

Over the past few months I have developed exponentially. My philosophy towards education has blossomed into a beautiful, complex ideology surrounding the principle of child based education, in which what's best for the child guides all decisions made as an educator.

I have also found myself pacing the day flawlessly, opening conversations with a hook, answering questions I don't know with "let's find out together".

This is possibly the most important development I have made for myself. This is NOT a journey from learner to teacher. This journey encompasses so much more, a teacher does not stop learning once he or she starts teaching. I know this because every single moment has been a learning experience for me. This has been a journey as a learner, teacher and a discoverer.

## **Myself as an Observer**

Observation is essential for educators as it helps in evaluating the problems of individual students. As an observer I was able to make appropriate, valid inferences and to arrive at decisions based on objective observation in natural learning environment.

The observation for me started right from the time I entered the classroom. During this time there were no students and the teachers would discuss about the flow of the day. It was very insightful and gave me a clear picture as to how much planning is required. The discussion was very useful for the smooth running of the class.

Initially I would just be observing the class, getting to know the students, being part of the morning circle and trying to absorb as much as possible. I would also try to be as unobtrusive as possible.

The classroom observation is an ongoing process, it has been a part of me ever since and I have learned and evolved by doing this exercise on a daily basis. It has helped me to become more familiar with the strengths and weaknesses of my teaching and guide me to a better delivery of lessons with good quality and effectiveness.

Some of the things that I tend to focus on while observing are:

- Provide explicit modeling and instruction in appropriate routines, transitions and personal interactions.
- Routinely assess and build on student's prior knowledge

- Formulate a variety of strategies and resources in order to build an interesting and effective plan for the class.

The process of observation is a continuous process and there was a whole lot of observation done of the students as well .I was to choose one student for my observation as well and had to make a Student Profile.

The name of my student is Nishi(name changed).She is an extremely quiet girl ,very methodical and sincere but keeps much to herself and has no friends in class.

Purpose/ Rationale of choice:

I found Nishi very intriguing from the very first day.She has a very serious disposition and avoids mingling with her classmates.Though she has no issues academically ,what surprises me is her attitude towards others and also towards life as a whole.At such a tender age she appears to be much mature than her age.I want to know why she is suppressing so many emotions within herself and what makes her so sober

Profile:

The student whom I was shadowing is a girl named Nishi( name changed).The first day when I saw her I noticed that she entered the room with a very serious expression on her face and her hair though tied up was a little messy.Few strands of hair flew here and there and she didn't bother much even if it came in her line of vision.The teacher asked her to put them behind but she made a very disinterested attempt.

The teacher asked her a few questions about the summer holidays and she gave very short and crisp answers ,very unlike her age.I found it strange that a young girl at this age could be so serious and distant.She hurriedly took out a very thick

story book of probably 200 pages and started to read. To me it felt like she was avoiding any kind of conversation.

Over a period of time I have noticed that Nishi is very like the girls of her age. In class when other children have finished their work Nishi takes out her usually thick book and starts reading it. This book is usually meant for grade 4-5. I asked her about the story and she dismissed by saying she was reading now and would tell me about it in a few days. Later again when asked her she did not answer.

While I was correcting her language work both in Hindi and English I have noticed that she has a great command over the language. She also does her work very diligently whatever the subject be it English, Hindi, Math or Expedition. She is also very good in Art and some of her work is very good. Other children want to copy her way of drawing and colouring and she tries to hide it from them. This holds true even while she is doing any other work in class. I have seen her displeasure when somebody tried to copy her work, but have also noticed that she never comes forward to any of the teacher and complains about it. Overall she is very quiet throughout the day though I feel she has a lot inside her. At such a young age she has many different emotions running inside her but she keeps it all locked up inside. Once when everyone was laughing in the class I saw her suppress her urge to laugh.

In all these months I have not seen her laugh or enjoy with her friends. She has no friends in class and is all by herself in class or outside. Initially she would never come up to ask questions even to the teachers but lately I have seen some change in her and now she has started coming forward.

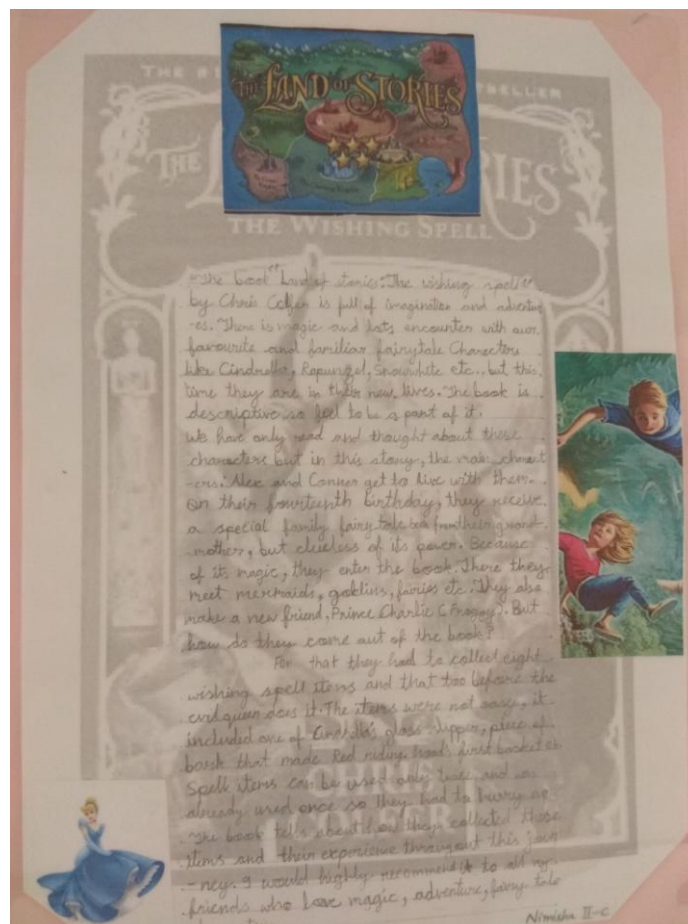
One day a girl from the same class said that "Ma'am today I saw Nishi smile in the cab" and all the children were very surprised. One day a child from some other class who travels from the same cab as her came with some complaint saying that she does not talk and respond in the cab. The issue was very trivial and the teacher dismissed it but Nishi felt very bad about it and was almost on the verge of crying. I noticed that she had tears in her eyes and was making all attempts to hide the emotions which were coming out. She finally succeeded in her endeavour. The teacher tried to convey that she was not at fault but Nishi

remained upset for a while and it took us sometime to make her understand that everything is fine.

I have tried talking to her and now I know that she loves to read stories basically books like Hardy Boys. She goes for gymnastic classes and likes the sport. She also enjoys painting. During one of her mornings while she was reading I asked her about the book and she said "why is everybody so interested in what I am reading" I was shocked at her response but told her I was just curious to know about the book.

I have spoken to my CT about Nishi and she says that her father wants her to be a mature young girl and not like other girls who laugh and talk uncontrollably .

It's been a few months of me observing Nishi ,and have noticed a remarkable change in her. One day she came up to me in the morning and wished me good morning. This was something new and it felt like this was a kind of achievement for me. Nishi has also started to make friends and I also find her coming up to me and asking for some guidance once in a while.



## **My Approach to Learning and Teaching**

### Language

English provides a vital role in increasing opportunity around the world. It is therefore important to communicate. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Most of us are so used to defining language as a means of communication that we often forget its usefulness as a means to think, feel, and react to things. This wider use of language is extremely important for people who want to work with young children, for in childhood language plays a formative role in the development of the child's personality and abilities. It acts as a subtle, yet strong, force, shaping the child's perception of the world, interests, capabilities, and even values and attitudes.

Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials.

The method I use for my Grade 2 students is a mix of various methodologies:

- A language can be acquired only when learner is receptive and has no mental blocks. It is made clear to the students that language is easy and in this way they are more receptive
- The next method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in

- Immersion is also one of the ways which I use for teaching language. Students are immersed in the English language for the whole of the day and expected to learn Math and Expedition through the target language, English.
- Story telling is another way to develop an interest in the development of language of children. I took a story telling session with the children. There was also a display of props which the children really liked.





## Lesson Plan on Storytelling for Second Grade Children

I will be narrating an Aesop's Fable to the children. The fable will be introduced in Hindi.

Header: The Ant and the Dove

Material:

- \* There will be no reference book, narration to be done in own words. Proper vocabulary to be introduced.
- \* Handmade cut outs to be used to make the story more interesting for the children.

Objectives:

- \*students will listen carefully and will answer questions about the story.
- Students will predict the moral of the story to the class.
- Students will draw pictures and identify the difficult words. Meanings of these words would be discussed followed by sentence making.
- Students will provide their own examples of fables with morals in them.

Activities:

1. I will be narrating the story loud and clear with proper expression.  
Throughout the course I will stop and ask questions like:
  - What do you think will happen next?
  - What is this character like?
  - Can you tell me what happened so far in the story?These questions will help in enhancing the aspect of listening in children.
2. Once the story is finished the concept of moral of the story will be asked.
3. The meaning of Moral will be discussed.
4. The students will be asked a few questions like:
  - What are some morals that you know?
  - Have you read other stories with moral? What were they?
5. The children are asked to draw anything from the story which they found interesting.
6. Homework: The children are asked to bring in their favorite book that has a moral.

Since the story would be taken up for the whole week the activities would be divided into the days to be followed.

## **Mathematics**

Mathematics is one subject which holds great importance right from childhood. However mathematics as a subject appears to be very far fetched as it lacks the connection with real life. Children find most of the skills taught at the primary stage interesting as it is useful in their everyday life but at a higher level they seem to be a certain disconnect.

There are 2 major concerns with respect to teaching of mathematics.

- What mathematics education can do to engage the mind of every student and
- How it can strengthen student's perspective to the subject.

### **Problems in Learning and Teaching of Mathematics**

This is probably the only subject which has the greatest possibility of misunderstanding between the teacher and pupil. The teacher knows for sure what the symbols mean while for the student it could be completely otherwise. For a majority of students it could mean that they have to learn by heart in order to pass the exam. This kind of learning poses an unnecessary strain on the student and is quite useless. Some of the problems are:

**Fear and Failure-** It is a social norm for most of us to declare that he/she can learn Math. Among children there is often fear and anxiety where this particular subject is concerned. There are a few social factors or norms associated with math like girls are incapable, per caste and class are more capable. Language which is used in textbooks especially at elementary level is very different from their everyday speech. This makes it very difficult for them to relate to the subject.

**Curriculum-** The subject seems to be very mechanical and emphasis is on formulas and procedure rather than on understanding the subject. for instance only a small number of children can take to algebra and geometry and can follow with ease. The remaining few just manage to pass. The curriculum does not offer in-depth knowledge and reasoning.

**Assessment-** The major problem is the trying procedure and the memorization of formulas. Tests are designed only for student's knowledge of procedure and memory of formulas and not on concept. Children do not see any fun or play while learning or while answering the questions. It has been observed that the quarterly examination in grade 7 is not very different from the grade X board exam.

**Inadequate Teacher Preparation-** It has been observed that the teacher has his/her own understanding of mathematics. If the teaching is based only on textbook it may dull her own teaching of mathematics. At the primary level the teacher feels that she knows everything and simply aches the technique which she learnt in school. At the higher level teachers face different situation. The syllabii may have considerably changed since their school days, and in absence of proper educational training programs for teachers, their fundamentals related to thee present syllabus may not be strong. They are mostly dependent on notes available in the market, which offer little depth to students.

**Other problems-** The other significant issue is that there is practically no interaction between primary and high school teachers and none between high school and college teachers. Due to this the subject lacks proper link between all the levels and students find themselves at a loss.

### **Recommendations**

To overcome the above mentioned problems the following courses of action can be taken:

- Focus from narrow to higher goals.
- Engaging every student and offering conceptual challenges. This can take place only if all the children are involved and they develop love for the subject being taught. If the foundation is strong and concept is clearly

imbibed there would be no problem at the higher level. Teachers should be mindful that the conceptual knowledge of all is at the same level and no child should feel left out.

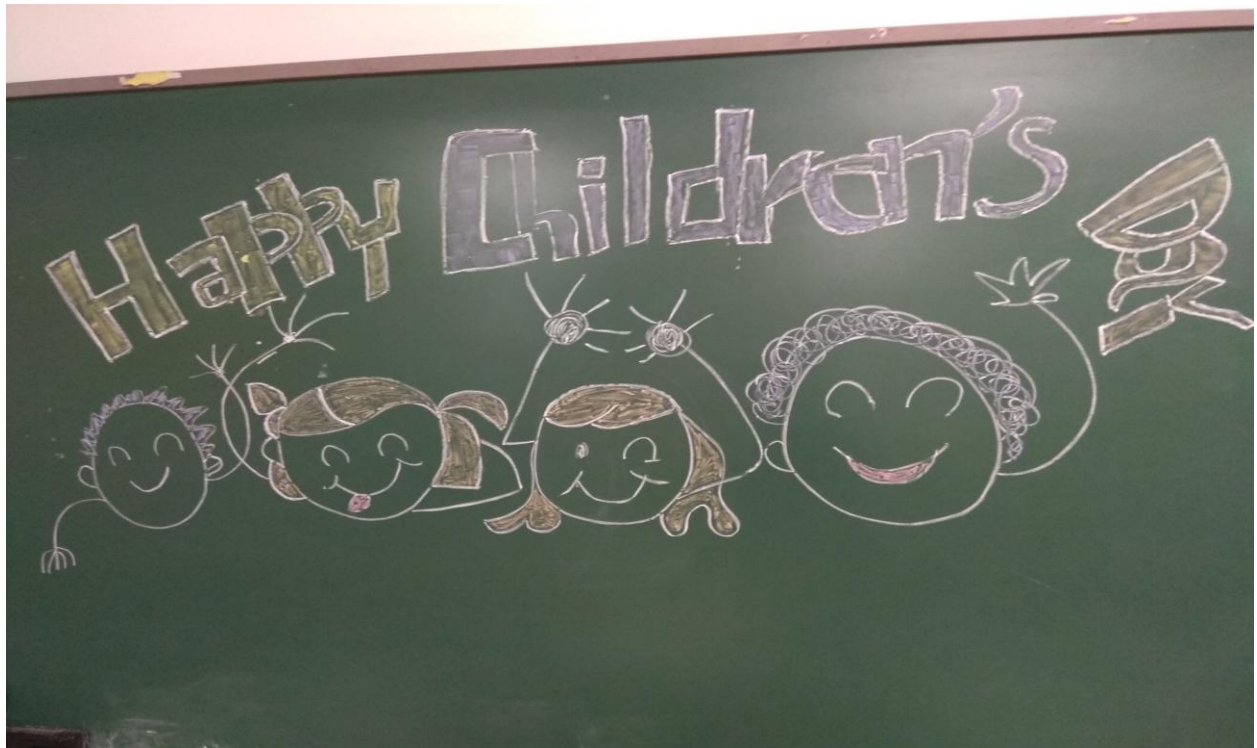
- Teachers should be provided with a variety of resources and training from time to time. With the changing time the view to life has also changed. Children learn a lot from their environment and so there should be a change in their teaching pedagogy also, for this teachers should also be trained from time to time.

## **My Growth as a Teacher**

During the initial days in the classroom I made a very detailed observation of not only the coordinating teacher but also the co-class teacher. I made sure not to

miss out on any aspect of teaching as it was a learning for me. I made note of whatever was happening and asked as many questions as possible.

During the initial days I tried having friendly conversations with the children of my class. I used to write interesting quotes and brain teasers on the board. Children always look forward to what's written on the board. This was according to me the best way to build a rapport with them. I would also use the board for drawing and they would always gather around me when I was either drawing or painting. one such board work was done on children's day. They just loved it and would not let any of the teachers to remove it.



Designed the cover of the children's cook book



During the initial days after observing the class I also conducted the morning circle. I realised voice modulation and use of gestures and movement made them very involved in the circle time.

My first formal class was a story time. I made the various props and narrated the story with required voice modulation and appropriate expressions. The children were very fascinated by the props but I felt that I should have chosen some other story as they had already read the story in grade 1. I realised that in future I should check the grade appropriateness before making a plan of this kind. With each passing day I felt children enjoying my class and also looking forward to it.



One of my lesson plans during the initial days. The class went off well and children enjoyed the video but looking back I realise how I could have made it more interactive. A few examples from their own life could have been incorporated to make the learning more effective and lasting.



## Lesson plan

Lesson name/ number: Past Tense (ed ending words)

Grade:2

Subject area/s: Date:

### Learning Outcomes

Students will be able to: The students would have a better understanding of using the ed words. They would also know that such words are used to describe a situation which has occurred in the past.

### Prior Knowledge

The students have a basic knowledge of things that have occurred in past and also in the present

| Time / Duration | Flow of Lesson  | Strategies (Discussion, /whole class) | Resources         |
|-----------------|---|---------------------------------------|-------------------|
|                 | Introduction:A short paragraph on past tense would be shared with the children.This is based on how someone learned to skate last winter. So, before the narration starts the children could be asked to share about an experience related to learning some kind of |                                       | 1. Short in ci de |

outdoor activity and the challenges they faced.

nt  
Video

#### Main Lesson:

A small passage would be narrated to them which have all the ed ending words and is basically set in the past tense. Stress would be laid on the ed words at the time of narration. Children would be asked to listen carefully and be later asked what they understood from the passage and did they find any difference in narration. Children here will come up with their own interpretation and some could also point out the words used. All these words would be put on the board. There could be a discussion on why and when these words are used. They could be asked if they had experienced a similar situation in the past. The experience which they had should be written down in a paragraph and would be shared with the whole class.

#### Closure:

A video would be shared with the children for reinforcement.

[https://www.youtube.com/watch?v=meJnLRJiEn8&feature=em-share\\_video\\_user](https://www.youtube.com/watch?v=meJnLRJiEn8&feature=em-share_video_user)

As I sit back and reflect now I feel that I would like to implement my own beliefs and learning into something positive for the students. The most important aspects I want to bring to my students are: to educate, motivate and inspire them.

**Lesson Plan -Opinion writing**

### **Learning outcome-**

- ?? Express more accurately and also think critically.
- ?? Build their vocabulary.
- ?? Demonstrate good writing skills.
- ?? Give feedback with reasons.
- ?? Students will get to know the difference between opinion and facts

### **Prior Knowledge**

Students have some knowledge about what is an opinion and how to express themselves with reasons.

### **Lesson Flow**

Children would be given chits on which different statements would be written and they would be asked to identify the kind of sentences they are.

There would be 2 kinds of statements ,one would be based on facts and would be true to everyone and the other would be based on their personal views and feelings.

2 columns would be made on the board-based on the kind of statements i.e FACT (True) and OPINION

The statements would be listed down as and when its shared by the students.

They would also know the difference between a fact and an opinion.

Some of the statements would be as follows:

- ?? Badminton is hard to Play-Opinion
- ?? The first day of school is scary-Opinion
- ?? We need food to survive-Fact
- ?? The capital of India is New Delhi-Fact
- ?? Puppies are cute-Opinion
- ?? There are 7 days in a week-Fact
- ?? February is the second month of the year-Fact
- ?? We should get homework-Opinion

After getting a clear idea about the difference between opinion and facts there would be a discussion around how opinion writing should be done. The various steps of opinion writing would be discussed.

The following topic would be given:

Children should or should not get holiday homework!!

Children would give their own views on the topic-they would share

Opinion-Their feeling, belief, how they feel about the topic

Reasons-Why you feel this way.

Examples-Give few examples why you feel this way. Give details.

Opinion-Opinion restated.

### **Assessment:**

After children share their views they would be given a topic to share their views in the form of Opinion Writing. the topic being:

Children enjoy indoor or outdoor games!!

### **Pre Lesson Discussion**

The discussion before taking the class took place between my coordinating teacher, teacher educator and myself. I presented my plan before them and took their inputs. I had to make a few changes in the plan. I was asked to incorporate an activity in the plan to make it interesting for the children.

### **Reflection**

After the class I felt that the children were very enthusiastic in the class and really enjoyed the activity.

Also, the discussion was very exciting for children and wanted to contribute more from their personal experience.

Due to this the class of nearly 40 minutes got extended to close to an hour. There should have been better utilisation of time from my side.

### **Post lesson Discussion**

This again took place with the Coordinating teacher and Teacher Educator. The following feedback was given

The class taken showed full involvement of all the children.

It was observed that I gave all the children an opportunity to put forth their views. On the personal front it showed that I had gained more confidence while taking a class.

There was however one aspect which I had not taken into consideration I.e. There should have been an OREO chart which could have been made and put up on the board for future reference.

The inputs given by the teachers were noted and I would definitely work on the areas mentioned.



## Lesson Plan- Health and Wellness ( ROW)

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Lesson name/ number:

Grade:

Subject area/s: Date:

### Learning Outcomes

Children will be able to list out healthy food v/s junk food

Their creativity would come out in the form of drawings i.e.their favourite sport, fruits and vegetables.These drawings would be instrumental in decorating the class board for the present session.

### Prior Knowledge:

Children have some knowledge about health and why is it so important.

| Time /<br>Duration | Flow of Lesson  | Strategies (Discussion<br>and Drawings)<br>Classroom<br>dynamics(Whole class) | Resources (in<br>bullets or<br>numbered list) |
|--------------------|---|---|---|
|                    | Introduction:<br>The class would begin after lunch so children would be asked questions related to their meal.What they had and was it healthy or not ? |   |   |
|                    | Main Lesson<br>A discussion would ensue on Health:<br>??What do you mean by health?   |   |   |

??What can we do to make our bodies healthy ? would elicit from children that healthy food and sports are important for a fit body.

??What kind of food make us healthy?

??They would be able to list out healthy food v/s junk food

??They would also list down the various sports that they enjoy: Cricket, Soccer ,Badminton, Tennis etc.

**Assessment** Since the main purpose is to bring out their creativity apart from this being their Expedition theme, they would be asked to be imaginative and draw their favourite fruit, sport or exercise.

They would use their drawings to decorate the board.



Students' Work

### Pre Lesson discussion

After sharing the plan with my CT and TE, a few changes were made. Since this class would be taken after lunch care should be taken that it doesn't become very subjective.

### Reflection

The children really enjoyed the class but due to time constraint, the discussion had to be cut down. Since the class was on Rhythm of the Week, the main purpose was on bringing out their creativity, but children wanted to continue with the discussion. There was a spill over and the children had to continue with their drawings in the next class.

### Post Lesson Discussion

There should have been some more discussion with children.

One student also mentioned that why pizza with lots of vegetables cannot be considered as healthy? This was not taken up due to lack of time.

Also the resources like the colouring materials should have been kept ready in advance. This took a bit of time during the class.

Overall it was a good class

**Right to Education**

The right to education includes responsibility to provide basic education for all individuals. It encompasses the obligation to avoid discrimination at all levels of educational system, to set minimum standards and to improve the quality of education. The Article states that everyone has the right to education. Education shall be free at least at the elementary and fundamental stages. The Act states education a fundamental right for every child between 6 and 14 and specifies minimum norms in elementary school. It requires all private schools to reserve 25% of seats to children of economically weaker sentence. It also prohibits all unrecognised school from practice and makes provision for no donation or cavitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be detained, expelled, or required to pass the board examination until the completion of elementary education. There is also a provision for special training for school dropouts to bring them up to students of the same age.

### **No Detention Policy**

The no-detention policy was introduced as a part of The Continuous and Comprehensive Evaluation (CCE) under the Right to Education Act ( RTE) in 2010. Under this policy students up to class 8 are automatically promoted to the next class without being held back even if they do not get passing grade. The no – detention policy under the RTE act was to ensure that no child would be expelled from school or detained until the completion of elementary school

### **Why was the policy implemented?**

The policy was implemented under RTE Act in 2010 for the holistic development of the students throughout the year and not just twice a year. The idea was also to reduce the number of dropouts from the schools. Many states already had no-detention policies. This was also done to reduce the pressure on the students of the exams twice a year, and rather they were evaluated throughout the year.

Earlier, it was common to see students repeat the class so that they can perform better the next year. The anxiety of failing made the students work harder. A week or two after the exams, the parents of the students would be communicated that their child is promoted to the next class. This policy however had some loopholes and is therefore being scrapped.

## **Faults in the policy**

The policy is flawed. It is based on the flawed understanding of the student behaviour that the students will study only when there is a fear of failing, which is not the case with many students. It is based on the understanding that the students will drop out of schools if they fail.

The fact that the students will be promoted to the next class up till 8 is making them carefree and they have developed an easy going attitude. They don't study as there is no fear of failing in them. There is no distinction between the studious and unscholarly students. The students are kept at the same parameter because even if don't work hard they will be promoted to the next class.

Teachers especially resent this policy as it takes away the power they have over their students. The teachers cannot hold back or expel the weak students. The teachers complain about the children developing a lackadaisical attitude. A large number of teachers have reported that some of the students don't even come for the exams as there is no fear of repeating the class. The efforts of the teachers go to vain as the students don't come to schools and even if they come, they don't pay attention in class or even worse, they disturb the teaching environment of the class.

This, in turn, promotes coaching classes. These students don't pay attention in class and to pass in the Board examinations they chose to go to these coaching classes. The students also lose out on a chance to develop better. Repeating a class gives them another chance to understand the syllabus better which is taken away from them when they don't repeat the class. The student, their parents, their teachers don't know where the student stands.

The policy makers forgot the fact that all the students don't learn at the same rate. There are some slow learners who require extra attention and care from the teachers. There is a large strength of the students in the schools these days; the slow learners are often ignored. To address them, Rashtriya Madhymik Shiksha Abhiyan (RMSA) was introduced which is a three-month programme for students of class IX before the final exams.

All this has really deteriorated the quality of students in the country. Many states have asked the Union Human Resource Development Ministry to scrap the no-detention policy.

## **Current Status of the policy**

The Union Human Resource Development ministry said that many states have approached them for scrapping the policy so the Union HRD Minister, Smriti Irani said that the ministry has asked all the states in writing that if all the states unanimously agree to scrap the policy, then the ministry will scrap the policy. The states have given a positive response in scrapping the policy. More than 20 states have asked the central government to revoke the policy. However, the ministry seeks a positive response from all the states. Till then they will not do anything. The Union HRD minister has also said that the ministry will come to the conclusion only after comprehensive discussion with academicians, institutions and psychologists.

However, the ministry seems to be in no hurry to abolish the policy but on the basis of the recommendations of CABE (Central Advisory Board of Education) it has made it clear that it will reintroduce the class promotions in schools as students are not taking their studies seriously under the current system.

The policy might be scrapped by RTE ( 2<sup>nd</sup> Amendment) Bill,2017.

**The Bill seeks to do the following :**

- Amending Section- 16 to re-instate regular year- end examinations for students of 5<sup>th</sup> and 8<sup>th</sup> classes, in which they can be failed for poor performance.
- A re-examination to be conducted for failed students, after additional instructions, within 2 months of declaration of results.
- If the student subsequently fails in re-examination, he maybe allowed to to repeat the class by the appropriate government i.e.government at the Central, State and Union Territory can come out with their own policies in this regard. This policy could however differ.
- Students would not be expelled till the completion of elementary education.

The main objective is to improve upon their learning abilities by ensuring a certain level of performance in examinations for promotion to next class.

**Arguments in Favour of no- detention policy**



One of the strongest points in favour is that detaining children at an elementary education level damages their self-esteem and brings social stigma attached to failing in a class. In addition, the fear of examinations hurts a child's developmental progress and does long term damage. By introducing a no-detention policy, it has also been correctly argued that it helps keep children away from social evils, including juvenile crimes. There are a few arguments in its favour

- **Judging Children-** A ten year old cannot be judged on solving mathematical problems and writing long essays. The brain is still evolving and imbibing new things everyday. There is so much to childhood than just academic learning. A child cannot be pressurised to study harder and achieve good grades just for the sake of passing and going to the next grade.
- **Embarrassment faced by the Child-** Children are too innocent to understand that criticism is good for them. They take it to their heart when they are detained in a class. They are excluded from social circle of kids and taunted by everyone that they are class repeater. Their old friends go to the next class and they are left behind to face new classmates who are not willing to be friends with the failed ones. This makes them lonely and at a loss.
- **School Dropouts-** The children are bullied by their classmates and very often they face judgemental attitudes from not only friend but teachers as well. Due to this there is an increase in the number of school dropouts.
- **Jeopardising their Future-** Psychological evidence shows that so much stress at such an early age can lead to many complications in the child's life. He can grow up to be either too aggressive or too reserved.

Based on the above mentioned arguments the no-detention policy holds good and it has been observed that it has significant merits. At the primary school level especially till grade 5, learning is focused on the foundation and helps and encourages children to develop an interest in learning without fear of failure or assessments. The children are provided with mid-day meal scheme, where they get nutritious food and also learn and hence increase the probability of attending school.

The middle school from class 6-8 are very critical. This is a stage where sustainable knowledge is built which stays with the child and helps in learning and developing skills. It is proposed that some form of evaluation be introduced in these classes. These evaluations must focus on language, numerical skills and one vocational skill. Students need to pass in any 2 of the above learning areas before being promoted to the next class. This will bring some seriousness in the class and students know that they would not be promoted automatically. If executed well every child from grade 6 to 8 would be trained in at least one vocational skill. Students who dropout and are unable to complete education can use vocational skills as a means of livelihood.

## Visit to the SDMC School/ Community

The trip to the SDMC school and the community was a very thought provoking experience. Initially we were of the view that we would be going to particular classes and observing the children and how the class goes.

### Day 1

On reaching the school we were given a brief introduction about the school and its workings. We then went to the respective classes for observation. I went too the second grade where the children were enjoying a story telling session. The children were listening to the story intently and I realised hat the class and children were so similar to the children of my class. We at Heritage also do the story telling in the same way. This was a progressive school in more ways than one. The children enjoyed every moment in the school and it was a very lively environment.

The class observation was over and we again got together for a discussion. We came to know that these children come from nearby localities known as camps. We were supposed to go to these camps in groups, interact with people, see their living conditions, problems that they face, education of children



and their families. A few of us got together and went too the Valmiki camp. Upon reaching the camp we found the people very friendly and forthcoming.

We met one of the ladies who agreed to show us around the camp. Children were playing cricket and other games and the females were chatting and a few were making preparation for the Chaath puja.

We also went to the Aanganwadi and spoke to the 2 lady in charges there. We learned that children of age group of 3-5 years come there but the older children were not very regular as they preferred playing outside. The children run outside on the smallest pretext.

We interacted with children about their school and why do they feel that education is important. Some of them mentioned that they wanted to become



teachers, police officers and also doctors. The parents send their children to tuition so that they get all the extra help required. Some parents also said that tuition is

the only way to keep them engaged and not wander away and fall into bad company. We also spoke to the parents and asked them to send their children to the SDMC school and explained that it was a progressive school. We also distributed the pamphlets for the BaalMela which we were organising on the coming weekend.

## **Day 2**

On the second day we again went to the camp and asked few questions to 3-4 families.

Our questions were:

Did they feel the need of education and why ?

How interested were the mothers to get educated?

We found that the mothers wanted to educate both the sexes equally educated. As for themselves few of them were keen on getting educated but others felt due to small children they would be unable to pursue their desire. We also enquired about their past and their history, facilities and Religion.

### **History**

The families with whom we interacted were mostly migrants. Some had been living there for 25-30 years and one family had been living there since the time of partition between India and Pakistan. This particular female got married and came back after her parents death. There were around 500 houses and many of them accommodated 6-7 people in one room. There were a few families which were better off and having coolers and air-conditioners.

### **Facilities**

They enjoyed the basic facilities like a small dispensary, aanganwadi, community toilet and supply of drinking water. One major concern was the drainage as it would get clogged easily and it was a nuisance when it rained. The water supply was also for a very short duration and just once a day and sometimes would not come for two consecutive days.

They also mentioned that they would want a girls college in their vicinity. We informed them that education could be provided to the ladies in the SDMC school if they were interested.

A few lines when I reflected later:

While I was treading down the unpaved lane  
I saw smiling faces and wondered what they were thinking behind that façade.  
Both our worlds were the same yet so different,  
A string kept pulling deep inside  
And from what I learnt I came to know  
There was so much that we had and still wanted more  
And the people there had nothing but were seemingly content.  
They had little remorse but wanted to move ahead with life's course  
Their ambitions were just like ours  
To move ahead and conquer the world.

### Day 3

On the third day all of us got together and divided ourselves in groups for the preparation of the forthcoming Bal Mela. We were divided into the following groups:

- Decoration
- Entertainment
- Sports







All of us had to set up some stall for the kids who come for the mela. Tattoo making, Tail the donkey, Rangoo ka jaadu, Science games were the stalls to just name a few.

A few of us made posters and hung it over the school premises. All of us got together and decorated the whole school and by the the end of the day the school looked beautiful with posters, streamers and hand made lanterns.

#### **Day 4.**

The final day had arrived “Baal Mela”. Families with children started streaming in from around 10 o’clock. When there were a substantial group of children we started with the games. The parents and children thoroughly enjoyed all the games. Next came the entertainment which comprised of singing and dancing. Dance was performed on the song from the movie Tare Zamee par. All of us had a great time. After the performance it was time for visiting the various stalls. All of us went to our respective stalls as it was now time for some fun and masti. Himani and myself were responsible for the tattoo making stall. We made many tattoos and the children kept pouring in and we later persuaded the children to have lunch as it was nearly closing time...





