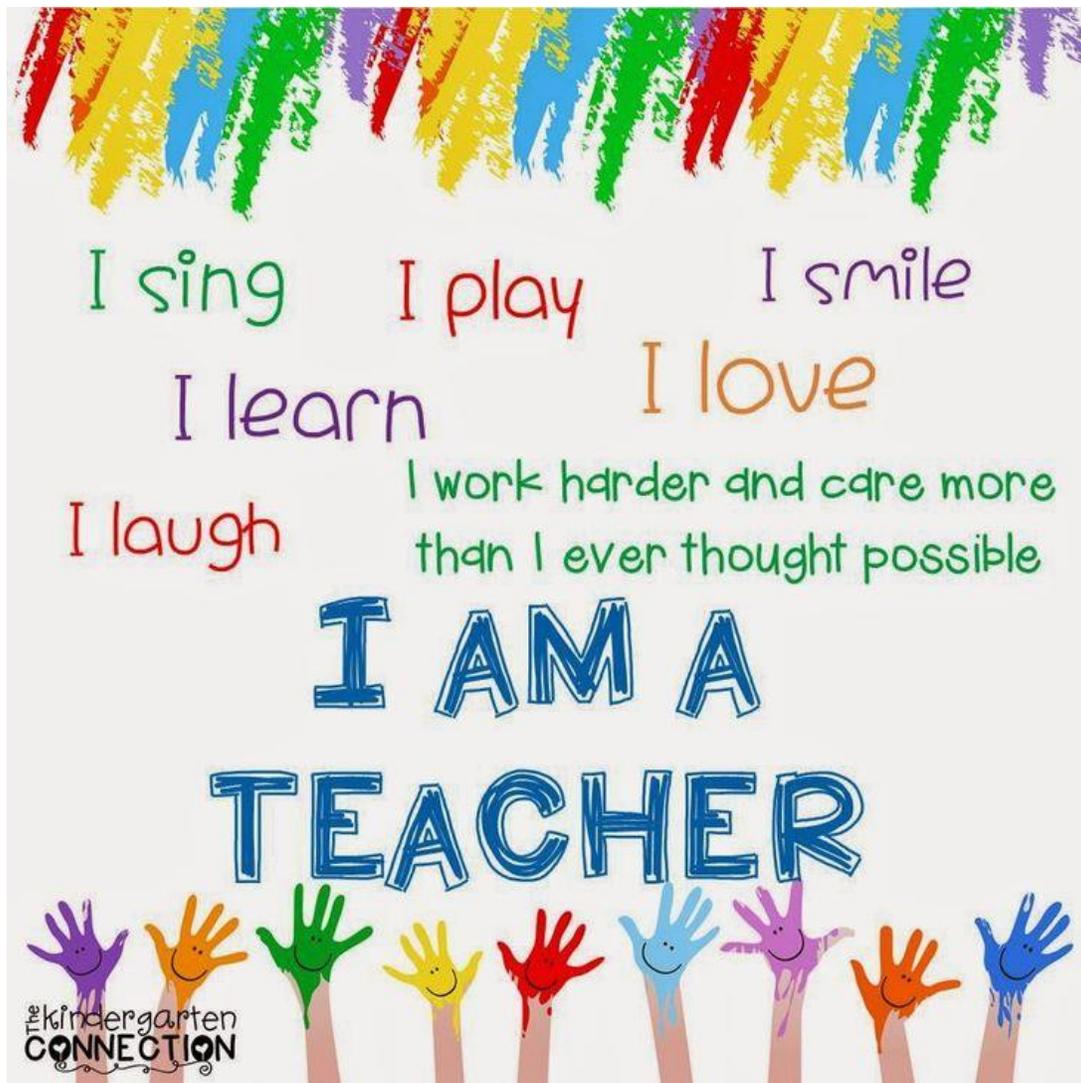


PORTFOLIO



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2017-18 [III BATCH - PGDLT]

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MY PERSONAL JOURNEY AS A LEARNER

New to Gurgaon city, and being a homemaker (on a sabbatical) for about 9 years, I was in the pursuit to re-start my career. For a very long time, across various cities, I have been exploring the options of doing a B.Ed or any other Educational course, which will aid me to be in the Educational sector. Being a Teacher was one of the roles that I kept re-visiting time again and again.

I came to know about "I Am A Teacher" [IAAT] course through online portal. Even after reading through the complete details, I was very sceptical about joining them. I did not pursue any further. However, post attending an Informative Session and clearing the initial rounds of interactions, I did decide to join them.

First day of school, I meet up with the 26 of us, who will embark on a journey of known destination.

However, at Junga, we get to do lots of group activities. Mindful Personal Leadership - MPL sessions, were a personal learning for me to get to see how much of struggles others have faced in their lifetimes. It was heartening to hear their hardships and how people are struggling to break out from their own walls or environments. Today, from where I stand, I have learnt from each one of them.

However, for me even at Junga, I always had this question - Why or how these group activities helping me to become a teacher? How are these going to help me what we are here for? I had also asked Smriti this particular question. And I still remember, she smiled and tried to answer me. However, that did not look quite relevant then. But now, half way through my journey, I can relate to why and how these sessions are important and how important it is for teachers to break the walls around them, look at their own students with an open mind. Through reflections, I have been able to observe and appreciate my own strength and weakness. Perseverance - my biggest discovery of my strength, post the trekking trip at Junga.

I have evolved as a parent for better. I'm able to give the due importance or credit to my daughter's viewpoints. I'm able to appreciate her perspectives and able to relate from where her thought process is coming from and guide her accordingly if required. I'm also being more open minded.

Communication is one of the key aspects that I believe in and I'm able to translate it to her. Taking a pause and reflecting is another key learning.

My key support is my family and time and again, this is being reinforced and deep rooted within me. I have been able to open up and share my view points and be authentic about myself. And equally well establish and connect with all the rest of my batch members. I have been able to break the walls within me and see the different perspectives of others.

I have evolved through the journey of this course.

MY EDUCATIONAL PHILOSOPHY

Three principles by Aurobindo

- First principle of true teaching is that nothing can be taught.
- Second principle is that the mind has to be consulted in its own growth.
- Third principle of education is to work from near to far, from that which is to that which shall be.

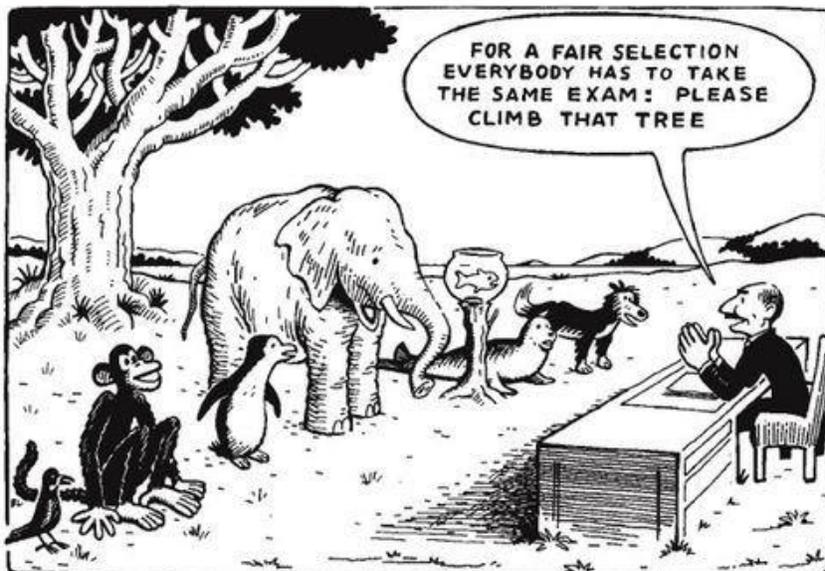
J. Krishnamurti talks of two instruments available to the human being - the instrument of knowledge which enables him to gain mastery over technical skills and intelligence which is born of observation and self-knowing.

He also says or quotes:

The years which a student spends in a school must leave behind in him a fragrance and delight. This can only happen when there is no competition, no authority, when teaching and learning is a simultaneous process in the present, where the educator and the educated are both participating in the act of learning.

After reading through the different philosophies from eminent personalities, I feel a teacher should consciously resonates with their teachings. Teachers can act as facilitators and lighthouses providing direction to the learner: be it a child or an adult. The ownership lies with the learner to receive the learning, imbibe and internalize it.

Being a student of the current education system, I have experienced the positives and improvement areas of such a system. In my view, the below is a representation of the current education system



[Reference: Google Images]

Our Education System: "Everybody is a Genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." - Albert Einstein]

For a wholistic development of a child, it is necessary that one looks at a few key principles like

1. Curriculum Design principles:

Curriculum plays a major role in Education. It is a major part of the experiences that occur in educational process. Over time, my thought process has reinforced that learning through experiential learning will make a student learn and appreciate the fundamentals better.

A few initiatives that can be incorporated are:

- Young Leadership courses as a part of regular curriculum.
- On the job training, an integral part of curriculum where a child experiences the profession it wants to get into.
- A customized Education program jointly built along with Parent, Child and School based on interest shown by child.
- Social responsibility projects as a part of curriculum in school.
- Curriculum and pedagogy designed to make the child blossom than getting pressurized through exams.
- Helping children to create their own vision for their future.
- Curriculum to facilitate advanced learning based on learning appetite.
- Building both Intelligent Quotient(IQ) and Emotional Quotient (EQ - real life situations).
- Students to participate in Research projects sponsored through organizations.
- More exchange programs with International schools.

2. Teaching Pedagogy principles:

Pedagogy by definition means the study and theory of the methods and principles of teaching, It's an art of teaching. Through the teaching pedagogy, teachers facilitate the critical thinking processes in students.

A few of them initiatives that could be incorporated are

- Concepts taught through real life examples- Evaporation to Steam Engine
- A blend of learning in school through different modes like classroom learning, listening to achievers in life (like army men, CEOs, athletes, mountain climbers, actors - to list a few)
- Case Studies and simulations to build right traits and attitudes like risk taking and decision making.
- Team learning over individual learning - projects wherein children across different grades jointly work and learn.
- Students to take responsibilities in school- Placement committee, Admissions committee, Library committee, Canteen Committee
- Social Media Exposure- Do's and Don'ts.

3. **Testing Methodology principles:**

Assessments and the Learning Outcomes go hand in hand. A child needs to feel secure in his environment. Learning has to become stress free or exam free. Students are more looking at result-oriented studies.

- Testing applications over concepts- Evaluation for Knowledge and skill internalization over marks for theory reproduction
- Encouraging and measuring innovation - Projects.
- Measurement of Leadership skills and Team working skills.
- Self-learning Digital Modules for key concepts.
- Overall personality score than only test scores.

4. **Governance/Measuring Performance:**

Any initiative incorporated requires to be sustained and its sustenance needs to reviewed periodically. These will be a self-evaluation and proper data is required which will aid in structured teacher training modules. Hence,

- 360 degree Teacher Evaluation- Self, Student rating and Management rating.
- Data analytics to measure Student and Teacher performance (Dashboards).
- Periodic self-audits by a core group of internal teachers for process and teaching quality.

ME AS AN OBSERVER

I have grown as an Observer over years, a person who gives attention to details. Observation is a key tool for any facilitator. Different perspectives of a student learning can be understood by observing them. As a facilitator, understanding the different kinds of learners within our class/ in our audience is very important. This will help in proper lesson planning. Then, a teacher would know how of time would be required for a particular activity and plan it accordingly. By observing, one can facilitate / prepare appropriate questions for critical thinking process in students.

Observation as a tool aids in good rapport building with students. This is a key requirement for providing a secure and safe environment to all students. Once you establish a connect, you will be able to sense if there are any troubles/issues within the created environment. The students should have an open space to express their view points. Students spend half of their day at school as they look up to their teachers as a role model.

Observation also leads to giving a proper feedback. Appreciating the positives and providing valuable input for their improvement will facilitate in better learning.

The initial days of practise was meant for observation only.

The time practice sessions started, my class 7G was in theatre. Theatre is an integral part of grade VII only. Over the weeks, I have seen the kids becoming more in sync with the poem and they were brilliant in their performances. Now during this time, this particular girl always amused me. She has a short hair, neatly tied in a pony with a hair band. Most of the time in shorts, sports shoes and a tee (covered until her neck), she was looking a bit tomboyish. Unlike other girls of her class, she looked different. I have rarely seen her in leggings or girls tee or try to groom more like a girl. She wears [teeth] braces and a spectacle. She has a big watch around her wrist.

On one of my observation classes [math class]. The teacher wanted to elicit an answer and this student wasn't confident in answering it. She wasn't able to answer the problem. She wasn't comfortable raising her doubts in the classroom.

When we were told that we have to observe a student for a profile study, I wanted to observe her more. Wanted to know a bit more about this student. And, I started observing her during many such interventions.

She is a jovial person and interacts with all her peers. She is very friendly, accommodative and approachable. There weren't any such conflicts that she has been involved in. If students need to know the time, she is the one who is being called. I haven't seen her cross talk during instructional hours/ comment/ argue/ talk back to teachers. She is soft spoken and very obedient.

During short breaks, in rare occasions, one can see her play a game along with boys - like catching a paper ball.

One day I saw her limping as she had hurt herself. She had burnt her calf muscles on the [bike] silencer. She told me that it's the 2nd time she has got hurt like this. On enquiring, she says she did not apply any medicine and she wanted to visit the med room. The wound was completely black in

colour and she informed me that by pricking it out, she could remove all the fluid from within it. When she came back from there, the wound has been attended to and medicines applied.

I could see that she was suffering from exhilarating pain, however, not a word from her mouth. She was going through it, trying to control all these by holding her fist tightly. I could sense the pain from her facial expressions also. However, not a word about any of these to anyone, about how she was feeling. She was fighting it out all alone and also trying to concentrate on the class. I really appreciate her brave fighting attitude.

I came to know more about her - She is the only daughter/child of her parents [both her parents are working]. She is interested in sports. She is the U14 girls' volleyball captain and last year they won the 1st prize for the match conducted by Heritage, Rohini. She participates in all the inter and intra school tournaments.

She took immense pride in stating that she is the only person in her family who has been interested in any sports and she is the captain for the school team (U14 - girls). Being a part of the school team, students are expected to reach school early for their daily practice. She travels by school bus and carries home cooked food for her short break, lunch and evening snacks as well.

She is a very shy person, she had brought the trophy to school, I wanted to click her pic, but she was very particular not to click her pic. So, I ended up clicking her trophy.

During PE hours, she was typically ruling the ground. Even the teachers were asking her to assist the class with a few warm up exercises and she did. It was a frisbee practice and she was trying to help her friends with the correct hand posture to catch the frisbee. Then the class split into 2 teams and she was one of the main players. She was enthusiastically playing with all the other team members - passing, being the one to strategize, cheering her members and all.

I have observed her work in her visual art classes. She drew her picture once. Then she went in for a feedback from her teacher, who was of the opinion that the angle of the picture wasn't right. The class was learning how to draw a shadow effect of a particular picture. She was trying to create a shadow for a series of triangles. She drew the picture again, then she felt the picture wasn't fine. She tried to re-draw until the picture was correct, she was exploring more ways. She was very meticulous and persistent in her work.

Then I got to observe a few notebooks of students, wherein I observed her notebooks also. In Math, I could see that she hasn't attempted lot of decimal division problems. Lots of her notes were incomplete and had blank pages within.

In English, I could see lots of comprehending and spelling errors. She is a remedial student in English class. However, I have never seen her to be less confident while conversing with her peers. She works on teacher's feedback and tries to complete her work.

I attended a remedial class to observe her better. She wasn't confident in articulating her view point. She found it difficult to read difficult words too. On a further discussion with her teacher, I got to know that she has been recommended to read more books. This will help her in her areas of improvement like her grammatical and spelling errors, and also, aid in better comprehension skills.

During Expedition - maker space - she was involved completely. She initially paired up with a friend, however their team could not culminate on the idea that they came up with. So, she and a few members, formed another team, wherein they came up with a play. As most of the game ideas were very similar, she came up with one a variation in her working model, which was appreciated.

On the way forward, I would like to

- Observe her notebooks,
- Check how she works on her feedback on her remedial classes,
- Speak to her teachers and get an idea of how she has improved from term 1 and
- Check if there are any changes in her as well over the past term]]

Observations during term2

After so many days, I get back to practice and the initial reaction was very welcoming.

My curiosity arose and I wanted to observe the student further to understand her better, to check if there are any further changes/development in her.

Strangely, on one day she had a small spike above her head and she was thoroughly enjoying that part of her hair...she used to keep removing her hair band, spike her hair up, show it to her friends and then pull them back again.....

Girls started comparing her with the character Trolls. She thoroughly enjoyed doing whatever she was at that moment.

As a part of class assembly, she had readily accepted to take charge of her role. Along with her friends she interviewed a few teachers.

I spoke to all her teachers to get a feedback -

- Has there been any improvement in her learning between Term1 and Term2?
- Do you see any development changes in her?

From her math teacher perspective, she feels, "she is an average student only. There hasn't been much of an improvement. Math teacher feels that concentration on sports is much higher than on her academics. She requires push to complete her work. In both her assessments, she hasn't scored well. So, teacher feels she can focus more for her betterment."

French teacher feels that the student needs to work on her feedback regularly. This feedback was given to her parents post Term1. Teacher feels that she still needs to work on the given feedback which will help her in improvising her subject knowledge. She is a very obedient kid. However, teacher states that the "rigour" is missing in her.

The past trend is that once students reach to grade 8, assessments become graded and marks are given. Most of the children sort out and settle down then. This student will also face initial problems in academics but will settle later.

In terms of module, teacher feels that she has improved and worked on her given feedback. She feels she is much more confident and definitely improved over the year.

In English, teacher saw that the student started reading more books and was able to comprehend better. Hence, she deliberately removed the student from the remedial classes for term 2.

She is more confident and doesn't require an extra push to do things. Also, her creative writing has improved from the beginning of the year.

There is definitely a measurable improvement in her in terms of her learning. For the debate lesson plan, she was prepared for a tough fight against her opponent, who was very clearly trying to lower down her spirits. However, she had researched on the topic with clear pointers and done her homework well. She was extremely confident handling her component, she gave him a tough fight, tough she lost to him. She is a fighter in true sense.

I observed student's notebooks during Term1 and Term2,

During Term1, I could evidence that her notes were incomplete. Teacher would have given feedback for her to improve upon or complete her work. She would have completed a few, however when I checked her notebooks, there were gaps and she had to complete most of her notes.

For term2, I can see clear improvement. Most of her notes are complete. in math, I can see step-wise problem-solving methods. She has checked her homework and most of her notes are complete. In English, she is able to articulate and express her opinions clearly and strongly. There aren't much of grammatical errors and she is using short simple sentences.

Class teacher feels at the beginning of the year, grade 7G had staged an assembly. This student was completely sitting in a corner and was always ready to handle back stage work like lights and sound and wasn't confident in terms of doing anything else. From there, she has reached a point wherein she readily accepts her role in terms of taking initiative of preparing scripts for interviews, interviewing the required people and is completely on her own. Teacher did not have to give her any extra push. Teacher is happy to see her move up through the year.

During one of the assembly practice sessions, there were issues within current the dance team. The girl who was leading/teaching both boys and girls, wasn't comfortable and she was telling others that she will not get back to teach any steps and was very upset and angry. I tried speaking to her for any help, however, she wasn't willing to share. I left her at that and asked the team to continue and give her the time and space. After a while, the team went back to her, start coaxing and apologized to her for their behaviour. After a while, with their consent of dancing/learning properly, she continued to teach her.

After a while, the student I was observing also came down for a break and I had a small chat with her during one of the practice sessions and wanted to know why she isn't in group dance with her friends? She told me, she participated in group dance during class 6 assembly, however there were issues within their own group like how this girl is currently facing. She told me she had decided that "that was probably the last time I participated and will not want to do that ever again." It looked like there were some unresolved issues which will get sorted with period in time.

The above happened over a month back and today, in-between Sadanandaji's classes I hear a voice calling me out - "Vidya Mam"! I look around to and see this student along with a few of her friends. And incidentally, I was wearing a saree on that day. She was telling me - "Mam, this saree suits you." I smiled and thanked her and asked her - "how was Khoj?" and she just showed me a thumbs-up with both her hands...I enjoyed her expression and saw that she had opened up further post their trip. I felt she was very bubbly and joyful...felt really happy to see her.

My observations:

I feel over the year she has evolved and is much more confident. Her discussions or viewpoints during class discussions are insightful. I haven't seen her open up with questions for an overall class discussion though. I haven't seen her being uncomfortable with mixed or confused questions. I think she is fine being like this too.

I'm seeing her being more confident with her friends. She had opened up much more over the year. I can see her really confident moving around with her friends.

She is equally good in sports. I have seen her dedication and commitment. Her eyes sparkle up while discussing about it. I can see her passion and her love for the sport. If she is keen, she can make a career out of it.

In terms of academics, she has improved tremendously. She has the potential and she will pick up those loose strands. She is a fighter. Also, being in the adolescent age, facilitating through positive reinforcement and feedback, she will come out in flying colours.

MY APPROACH TO SUBJECTS

Teaching of Science

From my school days, math and science were the subjects that I liked most.

However, science was taught more as a theory. Practical sessions or experiments were a part of the lab work during senior secondary classes. I doubt if I was able to conceptualize the abstract concepts at the appropriate grades in school.

NCF states that Science curriculum can be validated through Cognitive, Content, Process, Historical, Environmental and Ethnic processes. The main objectives of learning science will be

- # To excite the students on inquiry-based learning techniques
- # To understand the historical and cultural perspective of evolution of science
- # To give them practical experiences - right from observing, creating hypotheses, hands on experiences to support their hypotheses, infer, analyze and construct their own knowledge.
- # To make them realize the importance of evidence-based knowledge construction.

During my theory classes and through the NCF papers, I have much more clarity on teaching of science. Science provides various logical steps of understanding through which we can try to bring in a clarity of the concepts, which will also provide a means to avoid superstitious beliefs.

Science can also be taught to students right from the point of their evolution/ their history was an eye-opener for me.

As a part of my course work, I have seen how the topics are unfolded in Grade 7.

I was amazed to see students learn the theory and do experiments in their own class rooms parallelly to construct their own foundation/knowledge.

For example, Mirrors and lenses were provided to students and students performed experiments with light to construct their own knowledge. The differences between them, how images are formed - students were given a platform to explore and learn more. Be it even in motion lesson plan, building simple toys to understand how one can differentiate between the different types of motion. A roleplay on Circulatory system or be it even a model to represent the different seasons.

During my school days, such a thought process rarely existed.

As learnt in our science classes, 7E could be a powerful tool for creating and implementing a Lesson Plan. This leads to a step wise engagement for student learning. A few techniques that can be used in classes are

- # *Peer teaching* - Peer teaching to engage students, Peer learning
- # *Real-life Scenario* - Case studies, Hands on learning
- # *Hands-on activities with follow-up work* - Role-play exercises, Guided science experiments, Exploratory activities.
- # *Current-Event Tie-Ins* - Using or referring to science in teaching, Current science in news

The misconceptions in Science are also major cause of concern in students/adults. The experiments/observations need to be repeated for clarifying or clearing the same. Facilitators need to ensure that these are addressed regularly.

I have experienced that inquiry-based teaching model facilitates the teacher to kindle a scientific temper in students. Here the students own their own learning. It involves them to think about a problem statement, engage in evidence based learning, and creative problem-solving techniques. In this approach, both students and facilitators share the responsibility of learning.

"Inquiry ... requires more than simply answering questions or getting a right answer. It espouses investigation, exploration, search, quest, research, pursuit, and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction." (Kuklthau, Maniotes & Caspari, 2007, p. 2)

"If we are only teaching what we know, our children can only do as bad as we are doing, and this is the challenge we are facing - we have to go beyond it." (Pauli, 2009, TEDx)

Constructivist views of learning in Science suggest that learners can only make sense of the new situations in terms of their existing understanding. Prior knowledge is used by learners to interpret observations, meanings is constructed by individuals in a process of adding to or modifying their existing ideas. [Driver 1983, Osborne and Freyberg 1985, Scott 1987]

Constructivist perspectives have a significant impact on research in Science education. Researchers give due importance to which learners hold in order to inform teaching. Many science teachers are persuaded to value a constructivist viewpoint and actively promote constructivist philosophy.

The important thing is not to stop questioning. Curiosity has its own reason for existence. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvelous structure of reality. It is enough if one tries merely to comprehend a little of this mystery each day.

A quote by Albert Einstein on Science as a subject is [unquote (2 May 1955), p.64]

"An Old man's advice to Youth - Never lose a Holy Curiosity". Life magazine

Teaching of Social Sciences

Social Studies as it was known earlier during my school days was not a subject of much of interest to me. To be brutally honest, I have always felt that I should scrape through this subject too, as it was one of our main subjects to score marks.

My earlier perceptions or a major understanding of the society with regards to social science as a subject was:

1. It is a non-utility subject, there were not many students who opted for Humanities group earlier. In my school days, the options in Senior Secondary were Math, Physics, Chemistry, Biology/ Computer Science or Commerce Stream. Students with Science and Math acumen were the preferred or the cream of that particular batch.

2. Emphasis was laid more on memorizing the dates/events, rather than extrapolating to daily life and looking at live examples or case studies.

3. The career opportunities post specializing in social studies weren't explored/was not good enough.

In order to address these above issues, the National Focus Group [NFG] endorsed the point made by Yash Pal committee as well as by the National Curriculum Framework for Social Education [NCFSE] 2000 proposed that the subject should minimize the emphasis on information retention and textbooks should not give undue importance to any specific region/religion/caste.

My entire perspective changed post through the learning and teaching courses and more so through the practice classes at Grade 7. The BE THE CHANGE expedition gave me many insights, I could correlate many experiences through the NCF position paper on Social Sciences as it is known or called as.

My first question arose as to why is it called "Social Science"?

Social Science is a branch of study which deals with Human Beings - their behaviour, growth and development, relationships, resources they use and the various institutions they require to function and carry on their life smoothly. The different aspects of life are inter-related and interdependent. Examples - Government, Judiciary, Constitution, Neighbourhood, etc.

My perspective about the subject changed while I attended the Grade 7 Expedition classes on "Be the Change". I did not even think that the experiential way of learning could be adopted the way it was dealt with in class.

The hook activity left a powerful impact on the students. This left the students to think / question about equality and justice.

Another experience on being deprived of the basic rights was another incident that the students will remember for a life time. I witnessed the implementation of this plan, and there were varied reactions across students - a few rebelled the act, a few students wanted to check back if such an Order was issued by the government, a few students started protesting - met the MP leaders and wrote a petition, signed by different section students of Grade 7 and there were also a few students who denied to follow the prescribed rules.

Post this, the students reflected upon how difficult it is to live deprived of basic rights. This will definitely give them a lifelong experience that they can relate to at any point.

All these experiences, reaffirm my belief on the purpose of teaching this subject as the following listed below:

1. To develop a critical thinker in terms of the socio-economic issues that are prevailing within our society.
2. To understand the society - to appreciate our Diversity, Stereotypes, Discrimination, Constitution, Government and also the Inequalities that exist around us.
3. To question what they see/do - thereby being responsible and reflective of their own actions.

4. To bring about a change in their own neighborhood - inequalities do exist,
5. There is no correct answer or a single perspective to any specific issue (i.e.) To allow them/leave them with their own thoughts and perspectives and they will reconstruct the same through the socio experiences.
6. To develop the social and life skills
7. To instill a critical moral in students
8. To understand the other persons perspective in terms of the issues being raised and
9. It is fine to allow students to stay with their wonder questions.

Social science, as a subject, makes a student to reflect, think and reorient his beliefs about his own society. To be an agent who will bring about the above change, teachers/facilitators need to ensure a few approaches towards teaching this subject:

1. There is a gap between curriculum and at the implementation level. Hence the process should promote the spirit of inquiry and creativity among children and teachers
2. Curriculum should highlight regional importance and education trips to these places need to be planned by the schools.
3. Encouragement of debate and discussions among students during the instructional hours.
4. The learning experiences for children should be towards increasing self-awareness in them.
5. An interdisciplinary method of teaching to be adopted.
6. Importance of Scientific rigour approach to be incorporated.
7. Concepts to be taught using live examples - surfing/researching and picking up live case studies will give them a better understanding
8. As mentioned earlier, there is no correct answer for any situation. So, the teachers need to ensure open-ended learning, Care should be taken not to take a particular stance/decision.
9. Rather than imparting knowledge, teachers should develop a democratic culture within in the instructional hour.
10. Teacher training and required resources are essential, which the schools should be mindful about.
11. Teachers should pre-read and have a thorough knowledge over the topics that are being discussed in class - for this a good library in school is recommended.
12. Other powerful resource is News - both print and media. Teachers should be able to connect the relevant issues, both national and international.
13. Emphasis should also be placed on the assessments - teacher should clearly judge the students understanding rather than just take up completion of a project/paper.

Constructivist approaches can be found in a wide range of perspectives in contemporary social thought. The first and most pervasive is the so-called linguistic turn within contemporary philosophy and, closely linked to this, the "cultural" turn across all the social sciences. This insight into the radically constitutive implications of cultural processes challenges naturalistic methodologies by demonstrating the way in which all social relations and spheres of society are culturally produced, organized, and reproduced (Burr 1995; Gergen 1999).

A quote by Aldous Huxley on the philosophy of social studies as a subject is [unquote]

"There is only one corner of the Universe you can be certain of improving, and that's your own self"

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MY UNDERSTANDING OF THE LARGER ECOSYSTEM OF EDUCATION

Introduction - NO DETENTION POLICY

No-detention policy was introduced during the UPA regime in 2009. The no-detention policy is based on Section 16 of the Right of Children to Free and Compulsory Education Act, 2009. The Section says that no child will be held back in any class or expelled from school till the completion of elementary education until Grade 8. All students will be automatically promoted to next or higher class.

The No Detention policy was introduced under CCE - Continuous and Comprehensive Education. The main aim was to access the wholistic development of the child. This was done to reduce the workload of children by taking continuous tests of the students throughout the year. Final/Annual exam marks are one way of evaluation and this cannot be the best way to test the child's learning which they have acquired over the entire year.

Under the new system, the student's marks will be replaced by grades, which will be assigned throughout the year. A series of curricular and extra-curricular activities were also inbuilt as a part of their curriculum. Assessment rubrics and Grades were introduced. The students will be graded instead of giving marks to them. These will be based on their work experience, skills, dexterity, innovation, steadiness, teamwork, public speaking, behaviour etc.

This policy was implemented to the students twice throughout the year. The idea was to reduce the number of school drop-outs. This was implemented to reduce the pressure on students.

This policy prohibited schools from detaining or expelling any student up to Class VIII. Compelling a child to repeat a class, it was felt, was demotivating, often forcing him or her to abandon school learning altogether. Similarly, the notion of "expulsion", the architects of the legislation felt, was not compatible with the concept of "right".

The public and political sentiment at that time, Professor Krishna Kumar recalls, was enthusiastic. "This (no-detention) was one of the points on which there wasn't much disagreement. The idea was to have a minimum educated citizenry," says the former NCERT chief who was on the team of academicians entrusted by the UPA government to draft the law.

"No child is a failure at everything. This is based on sound principles of pedagogy, recognized world-wide. You and I could be good in English, but bad at mathematics. The rationale was to allow each student to excel at his or her forte in those eight years of elementary education," he adds.

Moreover, the concept of no-detention wasn't alien to schools at the time. As many as 28 states were already following it in some form or the other. For instance, West Bengal, Tripura and Punjab were not detaining students up to Class IV when the Act kicked in, and Rajasthan, Tamil Nadu, Uttarakhand and Jharkhand up to Class V. Andhra Pradesh had introduced no-detention up to Class VI as early as 1975 and extended it to Class IX well before the RTE.

Issues faced

Post its implementation, there was an article in The Hindu, [dated: 18th May 2012] which stated that "No Detention Policy" under the Right to Education Act [RTE] is one clause that a majority of teachers resent. It was a common to hear teachers complain that the students have developed a lackadaisical attitude - "why study when there is no fear of failing?" there is no differentiation between the average, intelligent and slow learners. Students also got into a carefree attitude. Good performers slowly started getting into this trap that, however it is, they will be promoted to the next grade.

School teachers were also asked to promote students who did not appear for their final examinations. Many teachers felt that a set of non-performing students, when reached to a higher grade, will have a hard time. And they also perform badly in Board Examinations if no extra coaching is given.

However, many teachers forgot that the larger purpose of this blanket rule was to ensure compulsory education up to the age of 14 years and to prevent drop-out rates in school. The latter is at a high in schools in rural districts.

The already overloaded teachers were not given adequate training to undertake CCE. RTE doesn't offer any benchmarks for learning outcomes or link teacher assessment to student performance, other issues like teacher shortages and the low quality of teaching and learning did not get addressed.

Parents were no longer strict with their children, teachers are struggling to maintain discipline, attendance has dropped and so forth.

Less than 10 per cent of the schools in the country are fully compliant with the RTE's requirements on infrastructure and teacher availability. CCE that aimed to assess the child's understanding was yet to be implemented in many schools. CCE also failed to take off in most schools, owing to lack of basic capacity and awareness. In the absence of an effective system of comprehensive assessment along the lines of CCE, which enables learning, a no-detention policy becomes meaningless.

The CCE system poses another challenge in a government school environment, where crowded classrooms and stretched teachers don't always make it possible. Mani Sharma, vice-principal of a government school in Rohini, Delhi, says that for no-detention to work, schools such as hers need certain "minimum requirements". "The pupil-teacher ratio and classroom sizes are huge factors. The ideal classroom strength is 35 or 40, but here you have teachers handling up to four classes, each with 50 to 60 students. It's almost impossible then to do any kind of assessment, forget CCE of the child".

However, blindly following the "No detention Policy" will not help. Schools should offer bridge courses for slow learners, but there is a little focus on that front. Also, classes with large student strength will also make it difficult for teachers to offer extra care and attention to slow learners.

This in turn led to promoting coaching classes. The students who didn't pay attention in class and to pass in Board examinations, chose to attend coaching classes. The policy makers forgot the fact that all the students don't learn at the same rate.

To address these issues, Rashtriya Madhyamik Shiksha Abhiyan - RMSA was introduced which is a 3-month programme for students of class IX before the final exams.

Current status

But by 2012, voices against No Detention Policy had started rising. At the 59th meeting of Central Advisory Board of Education [CABE] held in 2012, under the chairmanship of the then HRD Minister Mr. Kapil Sibal, states collectively registered their dissent saying schools were reporting huge failure rates in Class 9. The ministry set up a sub-committee headed by then Haryana Education Minister Geeta Bhukkal to look into their concerns.

In the year 2014, this panel submitted a report and recommended a phase-wise roll out of no-detention policy. The HRD ministry instead sought feedback on the policy from all states and 18 of them including Delhi, Bihar, Himachal Pradesh, Rajasthan, Uttar Pradesh and Haryana sought a review. Only Maharashtra, Andhra Pradesh, Telangana and Karnataka were in favour of it. Rajasthan and Delhi have also passed bills to reverse the no-detention policy.

The Annual Status of Education Report ACER, which measures overall learning levels, has found that learning outcomes remain below par. The students of class VI and VII were unable to read and write simple sentences.

Teachers lost leverage over students with many government schools turning into mere 'mid-day meal' providers.

The then Delhi Education Minister and Deputy Chief Manish Sisodia said, "In 2015-16, 36.7%

Of grade VI students were promoted under the no-detention policy, even though they didn't score the minimum 33% pass marks. These students shouldn't have been promoted to grade VII. The No-detention policy is a noble way of teaching, but not a practical solution."

His advisor and AAP leader Atishi Marlena feels no-detention has dented accountability. "You now have a system where students don't come to school regularly and where parents are given the impression that their child is learning because he has gone to the next class. And then, they get are astonished when their child fails Class IX. By doing away with detention, you have also removed the system by which you judged the accountability of teachers. If you have to detain a child in Class IX, why this criticism of detaining him earlier?"

Abhijit Banerjee, Ford Foundation International Professor of Economics at MIT and one of the directors Abdul Latif Jameel Poverty Action Lab [J-PAL] says, "Detention can be good for the child but in a different pedagogic system, where you identify and help him. There have to be tests, assessments at different levels. The United States, for instance, has them. The point of these tests is not to shame the child, but to identify schools that do well. It's a way to monitor the system. There's no reason for testing to be punitive".

Scrapping the No-detention Policy will weaken the Right to Free and Compulsory Education Act - RTE Act, 2009, substantially.

This will only indicate the failure to improve the school education system, neglect of teacher education and bad recruitment policies. The goal of inclusive education will be a challenge.

The other issues could be - danger of increasing early school drop outs, leading to cheap labour.

The most affected parties will be the economically disadvantaged group, who do not have access to private tuitions to improve their child performance.

The detention will become an aided disincentive particularly for girls, parents will have a reason to marry their girl child which goes against Beti Bachao Beti Padho scheme.

Also, the children may suffer from lower self-esteem and consequent drop-out, if they are made to repeat the same class.

A few experts believed that the move of Scrapping the No Detention Policy is to free the government of the responsibility of enabling the students to learn. They are against the general notion that provision of failing students would make them more competitive. Education needs to produce curious minds to expose students to life skills, it needs to provide vocational training, strengthen their aptitude etc.

Way forward

Rather than detain a child, we need to include skill training after elementary level for those who would prefer that over academic studies. Such a model has served industrial nations such as Germany for decades, raising the standard of living for all, while ensuring economic productivity.

Raising the quality of classroom teaching and continuous monitoring of teacher attendance. We need to reform the assessment process, which we are doing.

Improving the learning outcomes is the need of the hour.

A more open and liberal approach to schooling will have good long-term outcomes. The government must focus and improve the school education system and not to punish the students for the shortcomings in the system.

The phenomenon of poor learning outcomes is the product of many factors which influence learning, and should not be conveniently pinned to the door of the no-detention policy. There is a pressing need to acknowledge the failure of other key provisions of the RTE, for instance, the stipulated pupil-teacher ratio (PTR). Many government schools still face an acute shortage of qualified teachers. Until the time an adequate number of teachers are recruited and the PTR is met, it is unreasonable to expect CCE and NDP to succeed.

Moreover, there is a need to engage more deeply with teachers, as they are the ultimate executors of any learning-oriented reform. Teacher training programmes must be revised in line with the requirements of CCE. In-service support should also be provided to ensure that teachers are equipped and motivated to drive learning outcomes without having to teach to a test. Meanwhile,

more effort needs to go into designing a workable, accessible framework which meets the objectives of continuous and comprehensive assessment.

The government has proposed an amendment to RTE act in April 2017, wherein it states that every teacher appointed or in position as on 31st March, 2015, who does not possess minimum qualifications as laid down under sub-section (1) of the said section, shall acquire such minimum qualifications within a period of four years on and from the date of commencement of the proposed legislation. This was to address the lack of trained teachers.

The right to children to free and compulsory education [second amendment] bill 2017 [December 2017] which is **pending** in the Lok Sabha states that

The RTE act, 2009 prohibits detention of children till they complete Elementary education [i.e.] class 8. This bill amends this provision to state that a regular examination will be held in class 5 and class 8 at the end of every academic year. If a child fails the exam, he will be given additional instruction, and take a re-examination.

If he fails in the re-examination, the relevant Central or State government may decide to allow schools to detain the child.

Though the above amendment will clear a few issues with regards to RTE act, a few aspects that the amendment fail to address could be

There are differing views on whether children should be detained for failing examinations in elementary school. Some argue that automatic promotion reduces incentive for children to learn and for teachers to teach,

Others argue that detaining a child leads to drop outs and does not focus on the systemic factors that affect learning such as quality of teachers, schools and assessment.

Provisions of the Bill regarding assessment and detention are at a variance with what most states have demanded.

It is unclear as to who will conduct the examination (which may lead to detention) - centre, state or the school.

Let us imagine a situation wherein a child from a poor family was enrolled into a school through RTE act and completed his Elementary education until grade 8. Post this, he/she drops out of school. However, when grown into an adult, and moves on with his life to take up some employment, for example, a delivery boy. Now, because this child has had some basic education, any company will be able to hire him and give him some basic on the job training, which will assist him further.

Now on the contrary, imagine the same student, has not had any Elementary education and is searching for a job. This person will find it extremely difficult to attend interviews and get a job.

So, if the government is planning to scrap the No Detention Policy, survival will also become frugal, leading to increase in crime rates/ increase in petty jobs.

At the cusp of transformative changes heralded by the RTE, a drastic reversal in policy without wider discussions and consultations would amount to a retrograde step. It would be especially detrimental if it meant going back to a system acknowledged as poor-as it was based solely on a pass-fail calibration of learning. The foundation of the education system has to be made ready for reform. Reform should not be held responsible for existing cracks in the foundation. Instead, efforts to strengthen the foundation should be the objective of policy.

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HOW HAVE I DEVELOPED AS A TEACHER THROUGH PRACTICE AND MENTORING

The journey of I Am A Teacher started almost 8 months back.

Being passed out from a conventional schooling system, my approach to learning and teaching was entirely different from I have today. I had this impression that students require to do lots of homework, however, now I know how much of homework is required to be done by the teachers to facilitate critical thinking process in students. This got reinforced when I started with my monthly individual teaching sessions.

To break the ice with children, I started with a circle time - I had planned for an activity - an indoor game with the students, a team building exercise, which almost all students enjoyed.

Post the feedback sessions, I again started with an Expedition class on abdominal breathing.

I wasn't happy with the first class that I taught. I did not take into account the different strategies that I can incorporate. For most of the time, I was doing all the talking myself. With the structured feedback sessions, I reflected upon what went well and what didn't go well. For my next class on an experiment on Respiration, I did a thorough background preparation and how to elicit questions, methods of engaging the students, facilitate the students learning process in a better way. I thoroughly enjoyed facilitating this class. There were a few pointers that could be improvised further. I have been open to learning and worked for my feedbacks consistently.

My science teachers have taught me from textbooks and if I remember right, I have learned through rote learning and major emphasis were on exams and results. Having a hands-on experience in practice, I have seen how experiential learning is a powerful tool. I'm clearly seeing how students are able to understand and relate to a concept better.

Slowly, I started teaching other subjects. In English, I could sense how read aloud sessions leave a huge impact on students. Students were thoroughly engrossed into the story at that time. I had a similar experience with another read aloud session too. As the story was a bit lengthier, I had to extend the lesson even at the lunch break, however students were completely engaged that none of them even prompted me to stop the lesson in between.

My own student experience/perspective on Math has always been the fact that - steps and the answers need to be similar for all. The perspective of learning Math completely changed post Jodo Gyan at IAAT. I enjoyed the fact that one particular question can have different strategies and the students will end up having the same answer. I could appreciate why were a few methods or rules followed and what are the basics for it. I had to unlearn a few and wear a different thinking process hat.

Math was also a class that I thoroughly enjoyed teaching. I had done my homework on the problems that I will solve in the class. And for these classes, I solved the problems along with the students in the class. Different thinking strategies were adopted by different students for each and every

single problem. The complete class was completely engaged in solving problems and also discussing the homework.

Having taught a few sessions in different subjects, I wanted to do a lesson plan. I learned what are the key factors that require to be incorporated while planning. Motion was a 11 hour unit plan, that I had planned, incorporated the required worksheets and also executed the lesson plan. The hands-on toy creation explaining the different types of motion, was an activity which all the students were completely engaged. Students are able to back their intuition or assumption with valid hands on experience. The tools provided aid them in comprehending a better understanding, which will be in stay with them as a memory that they will cherish and recall. Being a science student, labs was the only place where a given number of experiments were done for a higher grade. I have observed how role play give clarity to a few key abstract concepts to students. The pedagogy of science has opened up a new critical thinking person within me.

Assessments were planned and executed in Expedition. Blooms taxonomy and questioning techniques acted as a tool. As a student, I knew I had to complete the entire syllabus and be ready for any smallest piece of info from the textbooks. While designing assessment for my students now, I learnt how the questioning techniques enable teachers to assess the students understanding of the particular unit dealt with. I also learnt how recall questions could be avoided and how teachers can check the students understanding on application driven situations.

As a student, I was not interested in Social Studies as a subject. The Expedition unit plan was on Be the change for the second term and I should acknowledge the fact that I have actually started liking this subject more. The impact which the experiential cycle has on every student, it will turn them to be responsible citizens. The forms of government lesson plan was planned and executed. It was an experience to see how the students were engaged [even post the instruction hours], arguing and debating the different forms of government that existed around the world.

All these experiences over the past few months have reinforced the different philosophical theories that we have read in our theory classes. Learning is a continuum process and as a teacher, one needs to facilitate the intrinsic learning process of an individual growth.

FIELD ENGAGEMENT AND REFLECTIONS

Visit to village - Expedition

What sculptor is to a block of marble, Education is to the Soul" - Joseph Addison

I find this excerpt very apt in terms of education. I firmly believe that Education is the key to life. I have noticed that parents run that extra mile and educate their kids. Throughout my life, education has played a major role. Even in my immediate family, I have seen this happening. Just a generation back people have walked miles to attend daily schooling. In order to continue with their education and join college, they have gone to the extent of selling and pledging their assets. All this was for the belief in the fact that "education is the soul", which again opened up many avenues for them.

The same was clearly evident in the family that I visited. I was initially apprehensive about visiting a village and enquiring more about their personal life. However, post all the discussions, I get to notice that they are contended. The person whom I met was herself a graduate. Her parents had educated her. She in turn mirrors it to her kids. She is very clear about educating them and is also willing to relocate for the sake of their children's education.

This isn't one of case, I have heard stories about helps who actually believe that education will bring about the change in their lives. These people might be from a well settled family in their village, however, they do not mind working as helps in cities so that their children can get the best of education that they can afford. And to ensure that their kids are on the same page with other kids, they also arrange tuitions for them. Even their kids for that matter realise the hardships that their parents go through. They also believe that education can bring about a change in their lives.

With such a right attitude, I wouldn't want to think that we are more privileged than them. What are the privileges that we are discussing about?? Agreed that at birth, born in a middle class, makes me more privileged. I was fortunate enough to be educated. The privileges that I have obtained are to be valued. But then, we have also strived really hard to reach the lifestyle that we are currently in. Yes, learning has never stopped in our lives.

Is money the only factor that defines it?? If so, then most of so called under privileged people are coming up the ladder by pushing their own limits. I do agree that there are a pocket's in our society who do not believe in educating their kids due to various reasons. However, times are changing and there are many first-time school goers. Their parents see this as a livelihood opportunity for their children.

I believe that education is the most powerful requirement for change and through knowledge we can move from darkness to light.

REFLECTIONS ON JUNGA - 13TH June to 17th June 2017

We joined for our introduction session on the 12th of June and we started for our Mindful Personal Leadership programme, {retreat @ Junga} on the 13th June, 2017.

I tried to get some prior knowledge about the place, however had some apprehensions before leaving.

13th June, 2017, Tuesday

On the day, reached Kalka by noon. After about 3 hrs of a circuitous road journey, we reached Junga. Tents were allotted and we were beginning our journey here....

First, an ice-breaker which Vicky organizes and all of us loved repeating the same.

Followed by a Hooplah group activity, as the name suggests, it was a group activity. We were split into two groups and had to follow a few strict instructions. More than completing our own task, we were more worried about the other group winning by cheating. We tried to strategize, however, after a few failed attempts; we were able to accomplish the task.

So here, as kids, the entire team was more focused on winning the activity, rather than really enjoying the process as a whole.

Post our own reflections, we carried on with another group activity, Pipe game. Here, we were split into 3 groups and were given some practice time. Again, as in the last activity, we were trying to look at which team is doing better and how???...however, as a team, we planned to enjoy the process and give our fullest commitment. We tried to operate in 2 separate work units, however, as a whole single unit, we could accomplish the task. The planning, the strategy and the fulfilment of the activity itself left a high in our team. All of us thoroughly enjoyed and there was a complete engagement from the team, even if it meant, dropping off the ball at the last point. So,

A highly engaged team will be able to enjoy the process, rise up from their own mistakes and deliver the outcomes quite comfortably.

There we wind up our day and eagerly await the next.

14th June, 2017, Wednesday

Post the morning discussions/instructions, we left for Rappelling. I was excited about it. After walking for about 10 minutes, we reached the spot and I jumped on the process. There were a few who were scared too. I was patiently listening to the instructions being given to the members who were doing the activity prior to me. My turn came and I did fumble during the process. One of my foot got stuck in between the rocks which I managed to remove and proceed. While proceeding down, I did jump off a smaller rock as I didn't know where to put my feet, however, as there were safety ropes, I landed safely. I was exhausted during that process and had fun going through such a physical activity ever.

One basic question that hit me was "why are we doing this exercise/ activity? How is related to the teaching and learning course??"

Afternoon task - group activity - **Rope Bridge** construction. Post lunch, we reached the spot in about 5 minutes and were split into 3 groups. I was a part of the knot team and we were supposed to learn some 4 knots in all. I was kind of lost initially as we were asked to just learn the knots and told that other instructions will be with other teams and we had to complete the same within a stipulated time period.

When we all joined along as a team, there was utter chaos for a while. We asked the team leaders to read through the process and completely explain to others. However, including me, a few of us got restless. At the start, I wasn't also engaged as we did not have the clear instructions; however, I did try to be patient enough and listened to others, who were also helping in completing the task. Slowly, I also started getting involved completely in the bridge construction. Until the end, the instructions weren't clear at all and every time Vicky and team had to pitch in to clarify / assist us in building the bridge.

A few of us got completely involved by now and most of the other team members started to get disengaged from this activity.

Few of us, didn't give up and completed the task. Now all the team members had to zip line through the constructed rope bridge. Though it was tiring for me to complete the task of zipping through the rope bridge, I did manage to.

Now, post completion of the activity, I realized that I was so much engrossed with the activity and didn't even realize that the team had already left for the camp.

Disengaged team activity. Feeling of guilt / letting them out (my team members).

15th June, 2017, Thursday

Post morning discussions, we got into a self-analysis with

FIRO B instrument - Was shocked to see such a difference in my own readings in 'Actuals vs Required', they are being way different. I really require to rethink / rework at "ME", as Smriti was actually suggesting - Am I being too critical on myself? or am I unable to express myself better?

I will have to really relook at myself, one of my take away from Junga

Trekking - first of its kind in my life ever. So was a bit anxious, scared and excited. However, was a bit sceptical too as to how I will be able to complete the same. Post lunch, we started our journey and we targeted to reach the spot by 5 p.m. I had informed that I have palpitation issue. I slowly started on the journey with our packed bag packs. Team effort was displayed from Vicky's team and they ensured that all of us go in groups. On my way up, I slipped off once, and then Manit took the responsibility of mine to reach the top by holding my bag and giving me a balance. He kept checking with me if I should rest more / checking my heart beat rate, etc.

The last 30 minutes of the trek was really strenuous for me though. Took lots of rest and kept telling Vicky that i will reach the destination by 5pm. Once I reached, I was quite exhausted and didn't want to move around. I was advised to keep moving around slowly and after a while, I completely charged myself up by being in the kitchen...

Post the bonfire, yet another surprise - **Solo night**. Our places were allotted and post settling in my bed, I admired the open sky (first of its kind again) for a while before hitting the bed. At around 2 am, I woke up and with the silence in the jungle, I started feeling scared. I diverted myself, chilly winds were hitting my ears, I admired the moon for a while, and finally did manage to catch up on some sleep until 4:30 a.m.

16th June, 2017, Friday

Post instructions, we started our journey back to the camp. **Trekking back** through the hills was equally slippery. I held my team members hands, thanks to Deepti and Anshu. Mannit again pitched in for the rest of the journey and kept holding my bag so that I could balance and avoid slippages. Finally, we reached our camp and good memorable trip for a lifetime.

The question that I was asked on my own reflection "Is what kept me going??" People were really appreciative of my ability. Probably, my strength lies in NEVER say DIE attitude..I might never give up on things quite easily....How many ever ordeals I go through, my perseverance lies in completing the task that I have taken upon on...

Post lunch, we discussed our **Dream Body** chart. I realized that I am blessed with such a lovely family. I'm too thankful to God for the same and wish/pray for an equal one for my daughter aswell. These were of the past. For the future, what is that I want my dreams to be? What are my dreams / focus on myself ??....

Same night, surprise, surprise, surprise..!!! **Fire walk**. First one to take 3 steps on fire. I wasn't scared at all and decided that I will be the first in completing this task. I could sense that by now, all the members had already queued up and the spirits were high in all to complete the same. I loved the experience that we went through....

Lovely JUNGA experience for a life time ☺☺☺

17th June, 2017, Saturday

This morning was dedicated to our reflections during the retreat. There were a plenty of emotional outbreaks from most of our team members. However, I was clear with my take-aways from the retreat.

Also, the following will my CSS

CONTINUE : my own PERSEVERANCE - never say die attitude towards completing / achieving task.

START : Aspire BIG - set higher goals for myself (In that process)

STOP : Doubting / Questioning my own capabilities or abilities....

Vidya Harikrishnan

CURRENTLY PURSUING PGDLT [I AM A TEACHER, GURGAON]

OBJECTIVE

To contribute to the Education system by driving Experiential Learning and Application thinking in students.

PRACTICE AT IAAT

Hands on Experience:

- Co-teaching and independent teaching for 7th Grade students in all subjects.
- Science
 - In “My Body My Life” Unit plan, facilitated topics on Respiration - Abdominal and Chest breathing, and Diaphragm function.
 - Prepared and executed summative assessment on both Circulatory and Respiratory system for the students.
 - Created lesson plan on Motion along with Graph work and different appropriate worksheets.
- Math
 - Taught Comparing quantities and percentages
- English
 - Facilitated Grammar and Read aloud sessions
- Social sciences,
 - In “Be the Change” – Unit plan, created lesson plan and taught students on Democracy - inequalities and the different forms of Government.
 - Designed and executed assessment modules (Formative, Summative, Special Education Need {SEN}).

KEY STRENGTHS

- Passion for learning and teaching
- Engaging teaching style
- Building strong rapport with students
- Good communication and interpersonal skills

PAST EXPERIENCE

WORK EXPERIENCE – 6.5 YEARS

Manager-Consumer Banking (5Years, 10Months - Jan'02 till Nov'07)
Scope International Limited (BPO of Standard Chartered Bank, UK)

JOB PROFILE

Routine Management:

- **Worked across various Processes in Consumer Banking.**
- Lead a team of over 25 people for Overseas Customer application Processing
- Monitoring Process Performance – Analysis in terms of Productivity, Error rates and review against the set targets
- Workload balancing and manpower scheduling during volume surges
- Developing process backups to ensure non-impact of routine
- Designing Service level agreements and ensuring adherence
- Improving individual process turn-around-time (TAT) through cycle time reduction team member productivity improvement

Improvement Management:

- Identifying Process synergies and ensuring seamless Process migration
- Root Cause Analysis for errors and implementing countermeasures. Setting up control systems using tools of Six Sigma- **Certified as an IDEAL (Equivalent to Six Sigma Green Belt)**
- Setting up norms of customer data secrecy, risk management
- Service Level Agreement improvisation through continuous improvement
- Developing Standard Operating Procedures
- Risk Management – Yearly review of all the key process risks

People Management:

- Team Competency planning and Development through cross training various units to achieve the set targets
- Career planning for team members through internal promotions
- Reward and Recognition systems – Recognition for eminent personnel

PROJECTS DONE

1. Cycle time reduction of card set up activity across Unsecured Lending

Results Achieved:

- 3 Full time equivalent manpower (FTE) released
- Cost saving of Rs.15 lacs per annum

2. Variable cost reduction projects

Results Achieved:

- Cost saving of Rs.4 lacs per annum

PREVIOUS ORGANISATION

NIIT Limited – Designer-Knowledge Solution Business (Aug '00 – Jan '01)

- Designing knowledge solutions for computer based learning
- Worked on Macromedia Director (8.0) which aided in this process.

SUMMER PROJECTS DONE

1.Design of Personnel Information system - Indian Airlines

HIGHLIGHTS:

- Designed a comprehensive database with various personnel details across different manual tables
- Mapped Process information flow using Data Flow Diagrams and Context Analysis Diagrams

OTHER DETAILS

IT PROFICIENCY

- Exposure to Office Automation tools and database management tools
- Worked on different IT Platforms

PERSONAL ACHIEVEMENTS

- A certified IDEAL (Equivalent to Six Sigma Green Belt)
- Was awarded “The Best Performer award” during April 2003
- Won team awards for high team achievements

EDUCATION

Year	Degree	Institution
2017-2018	Post Graduate Diploma in Learning and Teaching (PGDLT)	Heritage Xperiential Learning School – HXLS (Gurgaon, Haryana)
1998-2000	MBA (Systems)	SRM College, Chennai (University of Madras, Chennai)
1999-2000	PG Diploma in Software Marketing	Pondicherry University (Pondicherry)
1995-1998	Bachelor of Electronic Science	SRM College, Chennai (University of Madras, Chennai)
1995-1998	Diploma in Technology and Software Management	NIIT (Chennai)

Place:

Date:

Contact:

(M) -

(Address) -

ARTEFACT'S:

Expedition case study – 25th to 27th October 2017 [Detailed write-up]

We were all set to visit the SDMC school for 4 days. We go there, with an unplanned agenda [that we know of]. We reach there and get to understand how the school started, the basic difficulties that the school had faced in terms of number of children attending the school or number of permanent staff in school.

Post this, we get to observe the classes, we are split into 3 groups and all of us go to our assigned classes. I visit grade 1 kids. It was a Hindi class and both boys and girls are sitting together. The word for the day is “BUS” and they also draw a picture of the bus.

The class room environment is well organised. The kids have pinned up charts of drawings containing clouds and the rain, they have designated places to keep their bags and slates. The space looked well organised.

Teacher asks the kids to draw and there was a constant fight that dusters are not being shared. I was observing a kid, her friend had drawn the pic in her slate and given it back to her. However, she noticed him carefully, she turns the slate and very meticulously starts drawing. She was enjoying the process. However, this boy next to her informs/whispers in her ears {seeing me} and she quickly rubs the drawing off her slate, goes to the teacher to submit her slate and runs outside to play. I guess kids were getting conscious that they were being observed.

Post the observations, we were all set to visit a community – we went to Begumpur village – Indira colony. First of its kind for me, we were searching for “Mausi” there who will take us through the village, rather guide us through. We went near a school for blind and enquired for her. However, she wasn't there. So, someone from the community, went in search of her and brought her. She welcomed us and took us through. We started walking along the lanes, I was observing the village like step up, how narrow the lanes were that led us how small the homes were living in.

Mausi has been the first few members who has migrated to that village and she has been living here for about 43 years, much before I was born for that matter 😊

She takes time and explains to us that she is happy and there are facilities available for them. Yes there are issues, however, she looked very contented.

Then we roam around the village – people are living in 1 room arrangement, wherein they do everything – like cooking, washing clothes to sleeping, studying, ie there entire time is spent in there. However, I do notice that people are keeping their houses clean, they are cleaning it and from outside gives you an appearance of being neat and clean. The roads, however, require an extra push to be cleaned.

We see a few villagers, enquire about where their kids are studying. They wanna know more about the SDMC school. Lots of kids are roaming and playing outside as it was a holiday for them on the event of Chat pooja.

We also get to know from a family that their kids go to a particular school – it was almost 3 generation now for them. So, they are happy with the other school that has been there for long. After a few interactions, we return back to school. Post lunch, we see a movie wherein 2 people have gone and lived with one such community, only to gain an experience of things – how it is to lead their life for 2 days. The entire video is all about that.

We plan to visit the same community again the next day to get to know more about their lives. “What is that you want to know more about them? What makes you wonder?”

Here, my thought process was, how could i just ask them such questions? What if I were to entertain such visit at my house? Would I be able to tell them or be free about for such a study? Is it because we think we are privileged, are we doing this??

However, I’m not very comfortable of the fact to knock at someone’s door and ask questions about their personal life. I raise this point. And I clear it to them that I will be more a silent observer rather than inquiring about it.

Day 2 – unfortunately I cdn’t attend the session

However, residents have visited the village again and spoke to a few families and enquired about their living.

Day 3

We started the day with a game to understand the privileges that we have got when compared to others.

Village community visit is planned. Post getting to know a few basic details, today’s task was to be focussed on a particular family and get to know more about them. Questions like when they migrated, to things like the community that they stay in.

Rational behind the exercise was to know and understand their life from their view point.

In smaller groups Shweta, Sushila and I set together to visit a family. We meet Mausi ji again who welcomes us. We invite her and a few friends of hers for the BalMela next day.

We are very anxious as to how to proceed and we keep walking, looking out for a family with whom we can start interacting. Just then, we meet a family whom Shweta and Sushila had met the previous day. So, we kind of get back to that family and start discussing with her.

Our conversations start with :

“Can we sit somewhere here? Are u free now??” she is more than welcoming. She invites us inside and offers drinks - hot tea or cold drinks before we start our discussion.

She says that their house is very small. While her dad says there is another room on top. With this que, we start our conversation.

Anita has been living in that area for appx. 15 years now. She is basically from Delhi. Her in laws house is in UP. The house that she lives in is her father's. She claims to be the only kid of her parents. She is a graduate from Delhi University, however she isn't working anywhere.

[On the contrary, her mother says that she had 5 kids, now only 2 of them are alive. She says, all kids just want money. Her relationship with her son isn't that good. So, she is staying with her daughter. And both their kids are only behind her money. A very sad state and she was actually crying.]

Her father was a govt employee and so he gets pension. Her father supported her family when her husband lost his job during demonetisation. However, her father now works as a gardener. Her father is the helping hand at their time of need.

The house that they live currently is owned by her father. Earlier, the roof had a cement shaft. She has modified as to what it looks today - walls are stuck with tiles. There is a chair, cot, tv and kitchen looks neat and tidy. They also have a room on top and she claims there is a toilet.

Her husband works as a field boy – earlier he was with Mother's pride and now works with Gramin Sewa. She says he loses his job quite often. She has 2 kids – girl is in 6th grade and boy in 2nd grade. Both her kids study in one of the private schools and they got the admission under EWS category.

Anita's primary concern was the education on her kids. According to RTE act, their education is secure until grade 8. Post that, they will have to pay fees, which they cannot afford. So, she is also trying for various other options available.

There is an Anganwadi near her house, both her kids were studying there. Now, they are studying in a school which is closer to her house. They do not charge any fee and she is happy with the way studies are progressing.

Anganwadi's teach kids basic hygiene and etiquettes. There is an anganwadi in their community which all kids attend. She says, even the food served there were tasty, healthy and nutritious. As a community they are happy with the working of it.

There is an NGO- Aarohan, which provide free tuition service to all kids of that community. They have small batches of similar grades and kids go and learn from their centre. This is a daily activity. They also teach the kids computer, they have also distributed cycle to all kids so that it would be easy for them to commute to school. Also, whenever they introduce anything new, they visit the community and appraise them about these.

Her elder one goes to that tuition, however for her son, there isn't any batch for his level. The school that they go currently is there until 8th. [school is there until 12th, however, she cannot afford the fee post grade 8]. She is happy with that school and she feels she need not search for a new school. Her daughter secured 85% in grade 5. Her daughter is very happy and wants to pursue UPSA exams. She wants to take science as an option in senior secondary. However, her mom is pretty sceptical if she will be able to achieve such a high target. She has great expectations on her daughter, but she isn't that confident as yet.

Post 8th grade, she feels that she will not be able to afford that fee and she will have to shift her daughters schooling. And there is another govt school closer to her house which does not have science option for 11th and 12th. She feels, then she will have to shift base and go to a place near her in-laws house where schooling will be closer.

Her son is down with Hemophilia [in any wound, the blood flow doesn't stop or get arrested]. So she is scared of sending him anywhere – even to play. Once he got hurt and AIMS also did not admit him. However, she took him to another hospital who cured him. Fearing his health, she isn't employed. She feels, he needs to be constantly monitored so that he doesn't hurt himself.

Also, she fears to stress or tell anything that could hurt him. So much so, even the teachers do not tell him anything. I could fear a sense of fear that is building around Anita. So, we were suggesting to let go him slowly so that he could be happy and start enjoying his studies aswell. She takes him to the nearby park to play, whenever she is free. Also, he doesn't go for school picnics.

Her son, on the other hand, isn't that great at studies. He says he will become a teacher. Anita isn't sure. She says he doesn't get good marks, also, he isn't going for any tuitions. Whenever, she tries to teach him, he says you are from a hindi medium and do not know these subjects.

Even at PTMs, she gets the report from the teacher and comes back. We suggested if she could ask the teachers, what more should could be done back home to teach her kids. She has a smart phone and googles her queries and clears the doubts of kids. They also have a laptop. The house where her dad works, gave her an old laptop. She invested some money and got that repaired. She feels, kids are growing and this will help them in their studies.

Like any parent, she is also pushing all her boundaries to ensure to give an education for her kids.

Her house was entirely neat and clean. However, right outside her house we could see lots of garbage being accumulated. When we checked with her, she was of the opinion that the kids of her area do not litter. Also, in schools they are taught about cleanliness and they are very particular. However, the adults in that colony litter, and when they are told not to, they pick up on a fight. That is an issue there.

They do have bank accounts, with zero balance though and they associate things with the government that has introduced these scheme to the people like - zero balance account opened by Modi govt, roads by Kejriwal govt, etc.. She feels they are not able to save. They do have a committee wherein 200 per house gets collected and they save them for their future use.

There is also an Asha worker in their community who takes care of the pregnant women, they have a dispensary in their community whose workers visit the community at regular interval to guide and support them.

There are no Pradhan or panchayat type of a system. However, mausi is the person for any connect. Whenever there is a fight, a third person is being called to resolve the issue, at times, and things get back to normal.

Christians, Muslims and Hindus all live together and there are no major clashes. They celebrate all festivals together. A day before our visit was chath pooja and everyone exchanged prasad within their community. They live in harmony, care and support each other. However, once during festive celebrations, there was a fight that they were fighting and hitting against each other.

Most the houses have inbuilt toilet. There is a public toilet in that locality, which is most often used by the tenants. Tenants don't have their built-in toilet facility. She feels, earlier it was very dirty. The kejarawal government was able to improve their situation. The roads were laid in feb, the public toilets are much better. They get water and electricity is also not an issue. We asked them about the cleanliness outside – around her house and they replied that this is a better condition than what they faced earlier. She took the courage to say that its only not just the duty of the MCD to clean, if we contribute to take initiatives and do it on a regular basis, then the MCD will be able to help them better.

The aunty next door came up to check what was happening and we all clicked pics before bidding goodbye. [post spending about 45 mts}

All excited we return to SDMC school. There the entire day goes in preparation for Bal Mela. All teams are pretty excited to take up their activity and there is Mela air around us

LESSON PLAN - FORMS OF GOVERNMENT

Standard	Learning Target
Identify key elements that influence the functioning of Democracy;	I can justify how Democracy as a political system is favorable for ensuring equality, dignity and justice in society. I can explain other forms of governance that exist around the world.
Procedure	
<p>Day 1:</p> <p>Resources Required:</p> <p>6 case study sheets for each crew, Presentation deck on forms of govt, Timer</p> <p>Step 1:</p> <p>Introduction:</p> <p>Students have already experienced the gallery walk. And they have also experienced inequality in terms of the game that they have played.</p> <p>Teacher to ask the following questions to the students:</p> <p>We had played a soccer game. Why did you feel the way you felt? What were the key elements missing in it? Or what do you think could have prevented such feelings to arise?</p> <p>Teacher to elicit answers like – Rules were not established, Referee didn't understand the rules</p> <p>Teacher to ask: So, if we extrapolate the situation to our country where there is inequality do you think we need rules? Who forms these rules? Who implements these rules?</p> <p>Teacher to write down the words like 'Government' or 'Leader' or 'Prime Minister' on the board if its comes up in the discussion</p> <p>Teacher: What is a government?</p>	

A government is a system by which a community or country is controlled

How is a government formed? Let us do analyze the situation through a case study.

Step 2:

A case study will be done crew-wise. It has country that is gaining independence and we need to decide who will form the government. There are 6 different groups of people in the country

Instructions for the students:

1. Students will call out numbers 1 to 6.
2. The students are the leaders representing following groups of people
1– military, 2 – working poor, 3-working professional, 4- monarch family, 5-wealthy business family and 6-minority.
3. All teams to group as per the representing group of people [(ie) group 1's join] and leaders to discuss and write down points as to why their government should rule the country.
[10 minutes allotted]
4. The leaders to go back to their original crews and in their crew -
 - a. Moderator and Time keeper to be assigned.
 - b. Leaders to convince the other members of the crew with a minimum of 2 points in their favor.
 - c. A maximum of 15 minutes allotted for this activity.
5. The roles can be rotated after 2 or 3 people have discussed

Moderator who ensures that the following rules are being followed

- The group should welcome all views however different as long as they adhere to group's rules
- There should be no attempt to create a winning team
- In case there are two foul strikes by the member then the member will be removed from this discussion for the day.
- In case there are four foul strikes by the member then the member will be removed from this discussion for the entire lesson

A time keeper

- To ensure that each leader/member does not exceed 2 minutes.

Overall Don't RULES

- No name calling is permitted
- State the reason or evidence for your disagreement. If you cannot state your points and defend your argument, then merely calling your opponent names does not make you superior

- Appreciate the strength of other's arguments.
- Stay within the limits of the topic

Step 3 and Closure:

Teacher to show the following video on the different forms of government.

<https://www.youtube.com/watch?v=vdh9xo47OWM> (Till before it starts talking about socialism and communism)

Students are left to stay with the thought on the different forms of government.

Day 2:

Resources Required:

Readings on the different forms of government [Monarchy {Saudi & Thai}, Oligarchy, Dictatorship and Democracy], chart paper /flip sheets and sketch pens

Step 4:

1. Teacher to consolidate on black board the 2 key points on the small groups [1- military, 2 - working poor, 3-working professional, 4- monarch family, 5-wealthy business family and 6-minority]
2. Teacher to elicit crew wise, who evolved as the leader in that particular crew. [No further discussions].
3. Then, the instructions for the next activity are as follows:
 - Students to continue to be in their specialized crews and they will be an expert in that particular type of reading that they have.
 - Each crew to take 20 minutes for a close reading.
 - Post the reading, each crew will be given time to prepare a presentation on their readings - another 10 minutes for their presentation.
 - The few points that they can cover in their presentation are
 - a. How does their government work and
 - b. PROs and CONs of that particular government
4. Teacher will then hand over the different forms of government readings – one reading per crew. Readings are on - Monarchy [Saudi, Thai], Oligarchy, Dictatorship, Democracy.

Step 5: Homework and closure

5. Student's to research about their topic – form of government further. Also, to research on 2 countries in the world wherein this type of government still prevails.

Day 3:

Resources Required:

Graphic Organizer, Types of government chart and forms of government – exit worksheet

World map, multi-colored post-its

Step 6:

1. Each crew does a class presentation on the form of government – each crew takes 10 minutes to present and another 15 minutes for discussions.
2. While the presentation is happening, teacher to stick the post-its on the world map (which students had researched on – different colour for different type of government).

Step 7: Homework and closure

3. Post the discussion, teacher to distribute the Types of government chart, the graphic organizer worksheet and forms of government exit worksheet [which needs to be pasted in their notebook.]
4. Instructions to be given are
 - Graphic Organizer – will have the expertise of that particular type of government reading-which was handled crew wise
 - Tabular column – consolidates data for all the 4 different types of government
 - Forms of government worksheet [reflection sheet] – earlier in slydavia case study, students were arguing for a type of government to rule over the country. Now post the understanding on the different forms of government, their stand point now.
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Day 4:

Resources Required:

Chalk, expedition notebook of students.

Step 8:

1. Teacher to draw the graphic organizer on the board and consolidate the details along with inputs from the students.
2. To discuss the pros and cons of each government with them in detail.
3. Teacher to explain Democracy government in detail. Can elicit question like
 - Is majority government the right form of government? Does it bring equality?
 - What about the cost involved? Thereby proceeding to the next sub-topic.

Note to teachers to check the other worksheets pasted in student's notebook.

Note to teachers on different forms of government:

Monarchy - a system of government in which a single ruler exercises supreme power based on heredity or divine right

Pros:

- # efficient way of carrying out decisions and policies
- # clear line of succession
- # loyalty to monarch as unifying power

Cons:

- # quality of leadership can vary dramatically from one generation to the next
- # job of running modern nation state has become too big for any but the most exceptional monarchs to do well

Dictatorship (Totalitarian Government) - a system of government in which a single person or group exercises supreme power based on its control of the military and police

Pros:

- # Power centralized in the hands of a single military or political leader who can get things done efficiently
- # Control of the military and police allows dictator to maintain peace and order

Cons:

- # Power can be used to abuse citizens who oppose the dictator
- # Dictators face serious legitimacy problems

Oligarchy - An oligarchy is controlled by a group of wealthy, powerful aristocrats.

Pros:

- # Easier to pass laws by avoiding the political wrangling common in multiparty states usually get along very well because they all have a vested interest in maintaining their power and presenting a stable, united front to their citizens.

Cons:

- # The views of the party elite may differ from the interests of the people as a whole, leading to social unrest
- # People with differing political views are often shut out of the political process

Direct democracy - a system of government in which public decisions are made directly by citizens meeting together in an assembly or voting by ballot

Pros:

Each citizen has an equal say in public affairs

decisions have widespread support

Cons:

Very time-consuming for citizens

Indirect Democracy - a system of government in which voters elect lawmakers to represent them

Pros:

It is by the people and for the people

Promotes sense of involvement

Imposes equality

Allows for policy changes

Effective way of ensuring smooth transitions between government

Cons:

Risk of lack of knowledge amongst people

Risk of minority getting overlooked and exploited

Tendency towards short-term - looking for benefits over 4-5 years rather than long term benefits

Unwieldy coalitions

Costs time and money

LESSON PLAN - INEQUALITY

Standard	Learning Target
Constructs arguments using claims and evidence with multiple perspectives regarding the role of the Indian Constitution in providing Equality in society	I can evaluate specific real-time examples of discrimination with the principles that govern the Constitution.
Procedure	
<p>Day 1: - 50 min</p> <p>Resources Required</p> <ol style="list-style-type: none"> Case studies on the different inequalities – Gender, Education, Health, Caste, Income Expedition notebook <p>Step 1: Introduction to inequalities in our society – 15 min</p> <p>Teacher -</p> <ol style="list-style-type: none"> What struck you during the survey? What were your observations with respect to livelihood, health and education inequalities that exist in the society? Prompts – What are their monthly savings? Where do they get money for long illness? Do they have parents at home who can teach them? Who are their role models? Are we inclusive and equitable? Do they get same opportunities as us? Do you think such inequalities exist around us? Have you seen any other example? <p>Teacher can discuss a few examples of inequalities that they have witnessed.</p> <p>Step 2: Case studies – 35 min</p> <p><i>Reader's purpose (Rationale behind the same):</i></p> <p>I will be able to understand the inequality given, interpret the data and identify the pattern related to the inequality in our society</p> <p><i>Cultural Target:</i></p> <p>I will be able to do a silent closed reading of the case study. I will be sensitive towards the case being given. I will assist my crew member with queries, if any I will value the time provided</p>	

Instruction for the students

1. Each person in the crew will get a different case study.
2. Individual closed reading -10 min
3. Note the following in the notebook
4. Students to note the following - 10 minutes
 - a. Summarize the event described in the story given. What is type of inequality given in your case study?
 - b. From the case study, what are some of the trends/ patterns that you can see in our country?
5. Share your case study with you crew – 12-15 minutes – 3 minutes per child

(OR)

Teacher to hand over one case study per crew

1. Individual/close reading - 10 minutes.
2. Discussion on the following lines within the crew - 10 minutes.
 - a. Summarize the event described in the story given. What is type of inequality given in your case study?
 - b. From the case study, what are some of the trends/ patterns that you can see in our country?
3. Class presentation – 3 minutes per crew.
4. Class discussion on any specific clarification/views – 2 minutes per crew.

Homework

1. Read all the case studies
2. What are the structures in our society that leads to this inequality. Research on the laws, provisions in constitution and schemes that impacts this kind of inequality in a positive or negative manner?

Notes for teachers

Students need to list this down over the period of the entire lesson till we reach mindset changes

1. Health

Event: Shamrao Case Study

Pattern: Health Statistics – Inequalities

Structure: Physical access, Allocation of resources based on state, regulations to improve quality, Right to health under directive principles (just and humane working conditions, maternity relief, Right to health as a part of Right to life (fundamental right)

Mindset: Women health dependent on education level, number of child births effect their health, education around sanitation and safe drinking water
2. Education

Event: Gita Thakur not able to solve math problem, Hiramati Thakur (drop-out), quality

of education in rural areas

Pattern: Education Statistics – Inequalities – across gender, caste, urban/rural

Structure: Physical access of schools for tribals, Infrastructure, Teachers, Allocation of resources based on state, Reservations, Right to education,

Mindset: Discrimination against girls, dalits

3. Gender

Event: Two young girls visit the field as there was no toilet at home and they get raped

Pattern: Participation rate of females in labour market, Women get paid less, discrimination of wages.

Structure: Physical mobility for women, Women face barriers at home, at work and even on the streets, Food security law, Reserve seats in parliament

Mindset: Discrimination against women / stereotype changes need to be developed

E.g.: Our advertisements have shown that women need to be fair skinned to attain success in life. Our films send signals to impressionable young boys that by stalking a girl, they can get a girl to fall in love with them. All these factors are linked in perpetuating gender inequality and violence against women and girls.

4. Income

Event: Income inequality on farmers,

Pattern: Data – income inequality

Structure: Government spending on capital intensive industry vs agriculture and labour intensive industry resulting in migration,

Mindset: Not evading tax, Corruption

5. Caste

Event: Rohith Verma

Pattern: Statistics – Dalit Inequality – Illiteracy, Immunization, Under nourishment, IMR

Structure: Article 46, Protection of civil rights (1955), Prevention of atrocities (1989) – backlash, Caste system

Mindset: New social order from the government, inclusion of them within the society

Day 2 – 70 min

Resources Required

Slide on inequalities vs social factors for various countries

A slide on Iceberg – systemic thinking

Step 3: - Discussion on case studies – 30 min

Teacher to discuss the homework

1. Have whole class discussion in the class and summarize the type of inequalities that exist.
2. Teacher to discuss the structures that exist in our society

3. It can be summarized as per the matrix given below indicating how income, health and education inequality spreads across gender, caste, race, geography etc

	Gender	Geography	Urban/Rural	Caste
Income	<ul style="list-style-type: none"> • Women get paid less • Reduced Labour force participation 	Statewise GINI Coeff	Impacts health an education	<ul style="list-style-type: none"> • 37% below poverty line
Health	<ul style="list-style-type: none"> • Maternal mortality rates 		Lack of facilities	<ul style="list-style-type: none"> • SC/ST immunization • 54% under-nourished • IMR 83 per 100 • Under 5 MR 12 • Dangerous jobs
Education	<ul style="list-style-type: none"> • Mothers not being literate results in dropouts of children • Gender gap in school enrolment is reducing 		Writing on the wall – infrastructure, lack of teachers	<ul style="list-style-type: none"> • 45% illiterate • Dalit children made to sit separately • Drop out rates

4. Teacher can ask about any other recent event/inequality that has been there in the news.

Step 4: - Why should we reduce the inequalities? - 10 min

1. Teacher - Do you think we should make an effort to reduce the inequalities that exist in our society? Why do you think we should reduce inequalities in our society?

EA –

- If we reduce inequalities, the social issues reduce.
 - We have bigger base of educated healthy people, pool of scientist, sports person etc. is higher
Eg: China when it became independent aimed for universal primary education, resulting in bigger base of educated people
 - More competition, as a society we progress and are able to achieve more.
 - Historically, we have seen that too many inequalities result in revolutions
2. Let us look at some data – correlation. Teacher to project the data of inequalities in various countries and its impact on social factors. Ask students to interpret the graph – Optional

Step 5:- How can inequalities be reduced? - 30 min

Teacher – 10 min

Why do you think this inequality exists? Why is it that we are not able to reduce the inequalities despite the structures that exist?

What in your opinion is required to reduce this inequality further?

Teacher to list down the points in two columns – structure and mindset change (Do not write structure and mindset as headings)

EA:

Structure

Government

Adequate investment

Tax structure

Law/policies

Mid-day meal

Lack of facilities, budget, money

Mindset

People not paying tax

People not wanting others to progress

Lack of empathy

Gender bias

T – What's the difference between the two columns?

EA – One is structural change and the other mindset change required

Teacher to project the iceberg systemic thinking slide and elicit the following to map class discussion.

T–

Event - The case study or the survey you did

Patterns / Trends - the data in the case study

Systemic Structures – Structures impact in positive / negative manner - Articles, Schemes, Laws, Infrastructure etc.

We also need the changes in mindset of people and government for changes to happen

T – Why is this required? Why is it more important in a democracy?

EA –

In a democracy there is more ownership on the citizens. We should have the ability to think and reflect on what is happening in our society and how it can be changed.

Democracy is form of governance that involves consent of governed and equality of opportunity for everyone.

T – How can mindsets be changed? How can we arrive at consensus when there is so much inequality and different opinions?

We need open flow of ideas to be fully informed. We need to be able to resolve differences through discussion, reflection and evaluation of ideas. There should be concern for others and common good of society

T – How do we ensure that we are informed and have different perspectives?

EA - Media

T – What is media? What are the forms of media that exist?

EA-Media (plural of medium) is method of communicating information, entertainment

Print Media (Newspaper), Social Media(Internet), Mass Media (TV, Radio, Movie)

Home-work (optional?)

Each crew member to read a different news-paper. List down ten news items in order of importance.

Day 3 - Videos on mindset change regarding gender inequality - 40 min

Resources Required

Gender Videos on Mindset changes

A Slide on Iceberg – systemic thinking

Post-it

Step 6: Videos and discussion – 40 min

Teacher – Today we are going to watch a few videos as source of media and discuss on the same

A man's a boss, a woman's bossy

<https://www.youtube.com/watch?v=B8gz-ixjCmg>

1. What are other gender issues that you have heard about or experienced?
EA – Girls are bad at sports, other case studies
2. What is your opinion on how we can reduce the gender inequality
EA – Change the mindset towards girls, Empower women etc
T – Is empowering women enough to change and bring about gender equality?
T – Do women face inequalities only because of men/boys?
T - Do men/boys also face discrimination?

The mask you live in

<https://www.youtube.com/watch?v=hc45-ptHMxo>

3. What do you think now?

EA – We need to work on both men and women to reduce the gender gap

Summary

Watch this

TONY PORTER – 11 min- https://www.ted.com/talks/tony_porter_a_call_to_men#t-642381

OR

Satyamev Jayate – 10 min - <https://www.youtube.com/watch?v=aOLYIzJnKT4>

6. Teacher to distribute post-chits and ask them to write about
 - One thing that we should do reduce gender discrimination that we see in our society
 - Teacher to stick the post chits on the board and discuss the same

Homework - Exit Ticket – Notebook work

What in your opinion are the mindset changes required in our society to reduce the gender inequalities that you have seen or read about? – 200 words

Day 4 - Role of Media - 60 min

Step 7: Discussion on home-work regarding news-paper headlines – 5 min (optional – if news paper hw is optional)

Think Pair Share on – 5 min

1. What are the different news we read or saw?
2. Importance of the news items. What is the importance of media in democratic country like India.
3. Are the different news items given different importance in different news-paper?

Step 8: Whole class discussion on role of media in democracy – 10 min

EA-

1. Inform
2. Educate
3. Mobilize the public to act
4. Ensure transparency
5. Raise awareness on different topics
6. Make citizens aware of their rights
7. Be a watchdog or guardian of public interest
8. Backbone of democracy – It can help build peace and social consensus , provides voices to different warring groups so that differences can be settled peacefully

Provide information on the basis of which we decide actions. eg: Campaign, protest, ask government to think about the program

Step 9: Case study of Dantewada and crew discussion on free media and independence of media – 30 min

Readers Purpose:

1. Does the news give all the sides of an issue - Is media independent?

2. What are the issues faced here for free media? How can we combat these issues?

Whole class discussion on readers purpose – 15 minutes

EA –

Issues

1. In India we have free media - a body media etc. not controlled or restricted by government censorship in political or ideological matters. While there is no censorship, business houses control media. They may focus on only one side of the story. Media can be biased
2. Media decides which stories and information are important enough to be published. Media is business. They will not publish data that does not earn money
3. Media is of no use if we don't see it. Audience is important in media
4. New/digital media provides cheaper and easier ways to influence people's political attitudes. New media includes Internet- and digital-based forms of mass communication, including social media, and shapes political attitudes through: Immediate connection, News you can choose, Sharing, Liking, Donating
5. Free press – risk of life of journalist

Private media is any media outlet whose financing is provided by individuals or private groups. Private media is usually very motivated by profit. **State-controlled media** is media which is owned, dictated, and managed by a government. State-controlled media usually employs propaganda as a means to control its people.

How to combat these issues?

1. Develop ability to discern between different types of news

Home work- exit ticket

Can we call a country democracy without free media? Why?

UNIT PLAN - MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day- 1

Learning targets:

I can explain “What it means for an Object to be in MOTION”.

Supporting Target:

I can stay focused on task.

I can record my observations in the given format.

Resources:

Field, module notebook and pen / PPT

Formative Assessment: Traffic signal round

Instructional Steps:

Learning Experience (OPTION 1): Move quietly to the field below.

1. Sit at a particular place quietly with your notebook.
2. Look at the objects moving carefully.
3. Record the objects that are moving, in your notebook.
4. Record in the following format – Object, At Rest, In Motion.
5. Discussion in the class related to the word ‘motion’.

Learning Experience (OPTION 2): Show a small video of a Fair

<https://www.youtube.com/watch?v=pOrhbfWOQ4&feature=youtu.be&start=366&end=580&autoplay=1>

1. Look at the objects moving carefully.
 2. Record the objects that are moving, in your notebook.
 3. Record in the following format – Object, At Rest , In Motion.
 4. Discussion in the class related to the word ‘motion’.
- (Notebook work)

Teacher to stop the video at 10 minutes.

Object	In Motion	At Rest	How I know that the object is in Motion/at Rest

Key Questions:

Teacher to elicit that when an object changes its position its said to be in motion

When do you say an object is moving?

In the above examples, is the motion of the same type?

Show the students the PPT - Introduction to Motion

Teacher: What do you think is happening? How do we decide if something is moving or not?

The motion of an object is movement as measured by an observer or with respect to a fixed object

Example:

1. When we are walking with respect to earth that is at rest
2. When earth is moving around the sun with respect to sun that is at re

Closure/Exit Ticket: Summarizing the term 'Motion' related to objects at rest.

An object is said to be in motion if it changes its position with respect to a fixed object in a given time. If an object does not change its position with respect to a fixed object, it is said to be at rest.

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-2

Learning target:

I can make the toy according to the instructions given.

I can identify the type of motion exhibited by my toy.

Supporting Target:

I can help my crewmates in completing the task.

I can discuss quietly in my crew.

I can be focussed on the task at hand.

I can be focussed when other crew members are presenting their work.

Resources:

sheets of paper, scissors, newspaper, ruler, pencil, straw, tape, thick paper card, paper clip and notebook, Toy Sheet procedure (8 toys – process for creating the toy models)

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher distributes the instruction sheets. (one sheet per crew)
2. Students go through the instructions in their crew and would collect the resources required from the teacher's table.
3. Students would be handed over the study material (one per crew)
4. Students make the toys in their crews and also would prepare their presentation after reading the sheet given to them.

Criteria for presentation –

1. Toy should be working, should show some kind of motion.
2. Type of motion shown by the toy should be shared.
3. Process of making and process of working should be shared clearly.
4. It is a crew presentation.

Closure/Exit Ticket:

Appreciation

Feedback and learnings from peer crew members.

Homework:

Galileo reading – page 147 NCERT text book.

There is an interesting story about the discovery that the time period of a given pendulum is constant. You might have heard the name of famous scientist Galileo Galilie (A.D. 1564 –1642). It is said that once Galileo was sitting in a church. He noticed that a lamp suspended from the ceiling with a chain was moving slowly from one side to the other. He was surprised to find that his pulse beat the same number of times during the interval in which the lamp completed one oscillation. Galileo experimented with various pendulums to verify his observation. He found that a pendulum of a given length takes always the same time to complete one oscillation. This observation led to the development of pendulum clocks. Winding clocks and wristwatches were refinements of the pendulum clocks.

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-3

Learning target: I can identify the different kinds of motion

Resources: Types of motion sheet, video 1,2 or 3

Opening (silence, unpacking of LTs)

Learning Experience:

Video:

(Option 1) https://www.youtube.com/watch?v=q6_bc3BDV4E&feature=youtu.be&t=3

NCERT link – video about the different types of motion.

(OR Option 2) https://www.youtube.com/watch?v=1U8a4_1q9bo

(OR Option 3) <https://www.youtube.com/watch?v=vFNdaJEcYs4&t=3s>

Viewer's purpose:

What is the main characteristic of rectilinear and curvilinear motion?

Is there any difference between rotatory and circulatory motion?

What is the relation between oscillatory and periodic motion?

1. Teacher to project the video on the different types of motions
2. Teacher to elicit the link of different toys with different types of motion.
3. Teacher to consolidate the types of motions. (refer Note to Teachers) – Notebook Work

Note to teachers

- a) Translational motion – when the body moves either in a straight line or in a curved path. It's a motion in which all points of the moving body move uniformly in the same line or the same direction.
 - Rectilinear – When a body moves in a straight line eg: athlete running 100 m race, light
 - Curvilinear – when a body moves in a curved path eg: planet revolving around the sun
 - Circular – Revolution of earth around the sun
- b) Rotational – When an object stays at one place and rotates around an axis eg: fan, spinning top
- c) Random motion – Motion in which direction of motion is not fixed
- d) Oscillatory motion – When an object swings to and fro about a mean position. Eg: Pendulum,

Swings.

- e) Vibration of guitar string is very fast oscillatory motion and is called vibratory motion
- f) Periodic motion – When a body repeats its movement continuously having the same time gap. Periodic motion is when the motion of an object continually repeats itself at equal interval of time. This can be repeatedly moving back and forth or it could be moving in a circular orbit or rotation.

4. What is the main characteristic of Rectilinear Motion?
When object moves in a straight line.

5. Is there any difference between Rotatory and Circulatory Motion?

Rotatory motion is around an axis. Circulatory motion is a type of translatory motion where object moves in a curved path that is a circle.

(NOTE: Rectilinear motion is just one type of translatory motion. Consider the following three kinds of motion:

- 1. A ball rotates.
- 2. A ball does not rotate, but slides along the floor along a circular path.
- 3. A ball slides along the floor along a straight path, with no rotation.

The first case is neither translatory nor rectilinear motion. Each particle of the ball is travelling along a different path. Atoms of the ball which are closer to the axis have shorter radius, while those further away have longer radius of movement. Such a motion is not translatory motion.

Case 2 and 3 both have one aspect same: the path followed by the different particles. Say for instance, consider case 2. Each atom of the ball has the same radius of its path. Even though the motion is circular, the motion is known as translatory. When a car moves forward, the doors of the car have translatory motion while the wheels do not.

Case 2 and 3 have one main difference. Case 2 has particles of the ball following a path that is not a straight line, but a curve. Case 3 shows each particle of the ball moving in a straight line. So, although both motions are translatory, motion 2 is not rectilinear. Motion 3 is rectilinear while motion 2 is circular. Circular motion must NEVER be confused with rotation - rotation is not translatory, like in case 1. Circular motion is totally translatory. The difference is the same as between the rotation and the revolution of the Earth. Think of a planet which does not rotate but only revolves - it would travel in circles, but it would not spin. That is what translatory motion is all about)

6. What is the relation between Oscillatory and Periodic Motion?
All oscillatory motions are periodic motions. But all periodic motions need not be oscillatory. Eg: revolution of earth around the sun

Closure/Exit Ticket: Collecting their individual respective sheets and pasting the sheet in their notebooks.

Homework:

Give the “Types of motion” sheet to the students. Students would be asked to write the type of motion after looking at the pictures in the sheet.

MOTION

Long term Learning Targets

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-4

Learning target:

1. To understand the key elements of a line-graph.

Resources: presentation on the Graphs of motion (to be shown on the projector) and notebook

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher to discuss previous day homework and clear any misunderstanding.
2. To check the prior knowledge of children by eliciting answers with respect to graphs – if they have seen it? What is their basic understanding? A basic name introduction on the different types of graphs.
3. To unpack the Learning Targets.
4. Teacher to explain the different parts and features of a graph using the deck “Graphs of motion”

Closure/Exit Ticket:

Teacher to check the students understanding.

To distribute the checklist for Graph making to students

Homework:

Students to stick the checklist and revise the basic concepts of motion covered until now.

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-5

Learning target:

To plot a graph

Resources: Worksheet on graphs (to be shown on the projector), graph notebook and module notebook

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher to work on the worksheet in classroom
2. Students to work in alignment with the checklist for graphs
3. Students to stick the graph sheets in their module notebook

Closure/Exit Ticket:

Teacher to check student's understanding while the class is working on graphs.

Homework:

Complete worksheet on graphs

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-6

Learning target:

I can make a graph based on the data given.

I can interpret the graph to understand uniform or non-uniform motion

I can understand the relation between Speed, Motion and Time.

Supporting Target:

I can be attentive to the task at hand.

Resources:

Meena and Malini Journey worksheet, notebook, Turtle Story worksheet for home work

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher unpacks the LT's.
2. Distributes the worksheets (Meena and Malini's journey) to the students.
3. Instructs students to go through the worksheet and start making the graphs in their graph notebook and after the graph is made remove the sheet from the
4. graph notebook and paste it in their module notebook.
5. Revisit the checklist.
6. Peer correction of graph on the basis of checklist.
7. Crew discussion on the questions given in the worksheet

Purpose :

This protocol promotes small group discussion and collaborative thinking before students commit to answering questions individually.

Procedure :

1. Students sit facing each other in triads.
2. A cup is placed in the center of each team's work space. Students begin by placing their pencils/pens in the cup.

3. The teacher reads the first question and says: "Teammates, consult."

4. With the pencils still in the cup, students discuss the answers and then come to consensus on the answer to the question.

5. After 3–5 minutes of discussion (decide how much time is needed based on the complexity of the question and your observations while circulating), the teacher says: "Teammates, write."

6. At this point, all students remove their pencils from the cup and write the answer to the question in their own words on their own paper.

7. When the students are finished recording their answers, the steps are repeated with the remaining questions.

8. Discusses the questions given in the worksheet.

Notebook Work:

Key Questions:

- Is there any relation between the type of motion and the graph?

Rectilinear motion

- How is Meena's graph different from Malini's graph of journey?

Malini covers equal distance and equal interval of time. Whereas Meena stops in between and does not cover equal distance in equal interval of time.

- What do you mean by 'Uniform motion' and 'Non-uniform motion'?

When an object covers equal distances in equal time intervals, its motion is called uniform motion

When an object moves in unequal manner, covers unequal distances in the same time interval, its motion is called non-uniform motion

- Introduce the concept of average speed = total distance covered/ total time

Closure/Exit Ticket: Appreciation of the neat and accurate graphs made.

Homework:

Turtle's journey to be done in module notebook

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-7

Learning target: I can read graphs of motion.

Supporting Target: I can be attentive to the task at hand

Resources: Train to Bikaner worksheet, notebook

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher discusses turtles journey sheet
2. Teacher unpacks the LT.
3. Distributes the worksheet no. 2 (The train to Bikaner) to the students.
4. Instructs students to go through the worksheet and start doing the worksheet.
Answer all the questions given.
5. Teacher discusses the questions given in the worksheet.
6. Teacher asks students to paste their work sheets in their notebooks.

Notebook Work:

Key Questions:

- Can I say just by looking at the graph and not data, what type of motion is it?
- With the help of a graph, how do you identify whether motion is uniform or not?

Non-uniform motion is when distance time graph is not a straight line

Closure/Exit Ticket: Teacher takes a round and checks whether students have completed their worksheets and pasted them neatly in their notebooks.

Homework:

Notebook work -

Read and write your understanding of Uniform and Non-Uniform Motion.

Uniform Motion is when an object or a source maintains equal distance at equal intervals of time.

Non-uniform Motion is when an object moves in an unequal manner randomly

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day- 8

Learning target:

I can interpret graphs of motion.

I can interpret and understand an angle of Inclination from the given graph.

Resources: Sunita and Bharat Worksheet, Motion of cart worksheet, notebook

Opening (silence, unpacking of LTs)

Learning Experience:

Teacher discusses the homework given to the students first and addresses their queries.

1. Teacher unpacks the LT's.
2. Distributes the worksheets to the students.
3. Instructs students to go through the worksheet and start doing the worksheet.
Answer all the questions given.
4. Discusses the questions given in the worksheet.
5. Teacher asks students to paste their work sheets in their notebooks.

Key Questions:

What did you infer about the inclination of X-axis and its relation to speed?

Can by just looking at the graphs you can infer about speed? How?

(More distance covered in less time means more speed-more inclination)

Angle of Inclination is the speed of the object that is at an angle of 90 degree (right angle) which is inclined towards Y-axis.

Closure/Exit Ticket: Teacher takes a round and checks whether students have completed their worksheets and pasted them neatly in their notebooks.

Homework:

Worksheet 'Motion of Cart'

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-9

Learning target: I can interpret graphs of motion.

Supporting target: I can be attentive to the task at hand.

Resources: Sohan and Mohan worksheet (also includes Deepu and Hari), notebook

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher unpacks the LT's.
2. Distributes the Sohan and Mohan worksheet to the students.
3. Instructs students to go through the worksheet and start doing the worksheet. Answer all the questions given.
4. Discusses the questions given in the worksheet.
5. Teacher asks students to paste their work sheets in their notebooks.

Notebook Work:

Teacher to elicit the relationship between Speed, Time and Distance.

Key Questions:

What do you mean by average speed?

How do you calculate average speed?

What did you infer after interpreting these two graphs?

(Note: since Deepu and Hari are moving in different directions they do not meet)

Closure/Exit Ticket: Teacher takes a round and checks whether students have completed their worksheets and pasted them neatly in their notebooks.

Homework:

Data tables (making the graphs)

Teacher makes the below tables on board and students would note down the data.

DATA TABLE

1. A boy decided to go for a stroll on a rainy morning. He observed a bug there and recorded the following data. Make a distance vs time graph for this.

Time(sec)	Distance(cm)
1	3
3	6
4	9
5	10
7	14
9	17
10	17
12	20
15	25

2. Priya and Aashish decide to go for trekking. The following data represents their journey, present it graphically

Time (min)	Distance travelled by Priya (m)	Distance travelled by Aashish (m)
5	10	8
10	15	15
15	19	21
20	24	26
25	30	32
30	36	36
35	41	43
40	47	46
50	63	60
55	67	63
60	67	67

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-10

Learning target: I can read and interpret graphs of motion.

Supporting target : I can be attentive to the task at hand.

Resources: Hamid and Rashid worksheet, notebook, summary on motion worksheet (to be projected)

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher unpacks the LT's.
2. Distributes the worksheets to the students.
3. Instructs students to go through the worksheet and start doing the worksheet. Answer all the questions given.
4. Discusses the questions given in the worksheet.
5. Teacher asks students to paste their work sheets in their notebooks.

Key Questions: What did you infer from these graphs?

Consolidation

Summary on Motion worksheet to be discussed in class for further understanding of students.

Closure/Exit Ticket: Summary of motion

Homework:

Complete summary of motion worksheet

MOTION

Long term Learning Targets:

1. I can explain the concept of motion and its types
2. I can create and understand the graphs of motions
3. I can understand the relation between Speed, Time and Distance

Day-11

Learning target:

I can solve simple numerical based on distance, time and speed.

Supporting target : I can be attentive to the task at hand.

Resources: Worksheet on Numerical, notebook

Opening (silence, unpacking of LTs)

Learning Experience:

1. Teacher unpacks the LT's.
2. Distributes the worksheets to the students.
3. Instructs students to go through the worksheet and start doing the worksheet. Answer all the questions given.
4. Discusses the questions given in the worksheet.
5. Teacher asks students to paste their work sheets in their notebooks.

Key Questions:

What is the relation between time, distance and speed?

How do you calculate when one is not known?

Closure/Exit Ticket: Teacher takes a round and checks whether students have completed their worksheets and pasted them neatly in their notebooks.

Check the students who have difficulty in these word problems.

Homework:

1. 5 word problems to be given as homework.