
To be no one but yourself in a world which is trying night and day, to make you like everyone else...is the hardest battle anyone can fight...and never stop fighting.

~Swami Vivekanand

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**JAN 2004 – JAN 2007, PATNI COMPUTER SYSTEMS LTD (NOIDA AND USA),
SPECIALIST (SOFTWARE)**

- Led up to **50-member teams** in large-scale Financial Systems projects, for MNC banks in USA to successful delivery. Received **Quality Excellence and On-time Awards** for the same.
- Onsite Co-ordination, development and support of **real-time Fraud-Prevention Systems** for MNC bank in USA.
- Designed and conducted **Project Management Training Workshops** for up to 80 members.

**JUL 2003- JAN 2004, LIFETREE CONVERGENCE LTD (NEW DELHI), EXECUTIVE
TECHNICAL SERVICES**

- Research and development of a Billing Project for a nationwide Telecom Service Provider.

**DEC 1998 – JUL 2003, INTELLIGENT INFORMATION SYSTEMS LTD (NOIDA),
JUNIOR MEMBER TECHNICAL STAFF**

- Co-designed a customized 3-tier Technical Architecture for a multi-million dollar web-based financial project for US State Government. Received **Certificate of Excellence** for the same.
- Designed and conducted **Technical Training Workshops** for up to 25 members.

EDUCATION

- Jun 2015 - Apr 2016, I Am a Teacher, Post-Graduate Diploma in Learning & Teaching (Pursuing)
 - Jul 2008 – May 2009, Delhi Collage of Art, Safdarjang Enclave, New Delhi, Diploma in Fine Art (with **Top Honours**)
 - Oct 1994 – Dec 1997, Aptech Computer Education, South Extension-I, New Delhi, Masters Diploma in Software Engineering (with **Distinction**)
 - August 1994 – July 1997, Gargi College, New Delhi, Bachelor's in Science
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My Journey as a Learner....

Life begins at the end of your comfort zone.

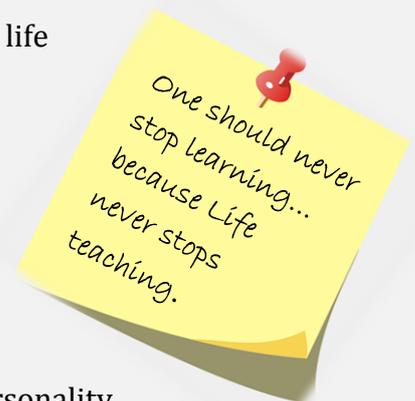
~Neale Donald Walsh

The day I joined the PGDLT program of *I Am a Teacher*, I had no idea where it would take me. I did not know much about the Education System, but wanted to explore it as there was complete dissatisfaction with its current state. As a Heritage School parent, I only had the faith in the school philosophy to urge me forward and a burning desire to learn. What started as a teacher education program for me, turned out to be a life-changing experience. Each day I saw another aspect of my personality, hitherto unseen, unknown even to myself. ***I could see myself pushing the boundaries, challenging the limits I had set myself and somehow finding the courage to give it all.*** With each course and each passing day, I could feel the transformation within me. Numerous questions arose to which I am still seeking answers. New insights and avenues opened up in all directions and the student inside me came back to life.

The program urged me to look inwards, introspect, reflect and come face to face with who I really am. ***The Mindful Personal Leadership module in the program helped to peel-off the various layers that the rigmarole of life piles on our being.*** The insecurities that plague relationships, the fears that restrict courage and the hungers that drive desires, all came out of their shadows and stood in the light of my newfound understanding of myself. In the beginning it caused a lot of turmoil. But gradually as the program unfolded and I began to deal with it, it gave me immense satisfaction as a learner, to learn about myself.

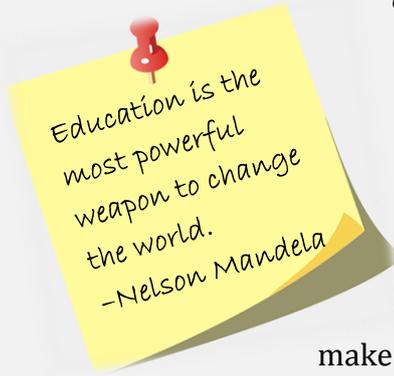


The structure of the program addressed varied aspects of my personality – physical, emotional, spiritual and mental. The compartmentalization of mind, body and spirit, so enforced by our social norms and ideologies, slowly started integrating into one being, Me. My thoughts, words and actions started becoming more cohesive, streamlined and objective. The reflective exercises which were part of the course, helped me a lot in delving deep into my core being, enabling me to address issues and their root causes. ***I came face to face with many facets of myself, which I never knew existed. I started to understand what made me think the way I did, how and why I reacted in a certain way, and what were the basic thought processes through which I operated in my daily life.*** This reflection helped me to analyze myself more objectively and gave me the courage to take concrete steps to improve. This positively affected every aspect of my life, professional as well as personal. I was able to accept and deal with many uncomfortable issues in my life which helped me become a calmer person and more at peace with myself. When I look back on the course, I feel as if I was like a caterpillar, crawling through life, and the program engulfed and transformed me into a butterfly, ready to emerge and take on the world.



The transformation was not limited to my personality. Education, this word took on a new meaning for me. My own background of conventional education had restricted my approach to education as being equivalent to schooling. The PGDLT program completely redefined this skewed understanding into an expansive and comprehensive view including study of Child Development, Philosophy and Language. I had heard about Aurobindo, J. Krishnamurthy and Tagore's philosophies on education but had never learnt about them in detail. The Philosophy module, not only gave me the exposure to these philosophies but also a chance to analyze my own beliefs with respect to these varied ideologies. ***I realized that education is about being a learner yourself first, before guiding the children to become good learners. It is about embarking on a journey of self-evolvement before one can guide***





teacher, the PGDLT program gave me a new direction and a stronger conviction, that despite all the constraints of our flawed systems and the misplaced values in the world today, there is still hope. That hope lies in the hands of the teacher, who can give the society a new generation of courageous and rational young minds, who can make a genuine difference in the world we live in.

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My Philosophy of Education

A creative adult is a child who has survived.

~Ursula Le Guin

I saw a thousand stars gleam in the twinkle of his eye. There was sheer joy as his face lit up with pride, his hands proudly holding up the illustration he had made - his first ever. I gave him a thumbs up sign and his happiness knew no bounds. In that moment, I forgot about the many hours I had spent planning and designing the lesson plan, how tired I was, and that my throat was parched and aching. It had been a long Illustration Workshop. But all that did not matter now. What mattered was the joy and satisfaction on the faces around me, the 30 pairs of eyes who looked up to me for guidance and empathy. This was what I was meant to do and where I was meant to be.

Philosophy has always attracted me. But I somehow never related it to Education. I had heard about Sri Aurobindo, J Krishnamurthy, Tagore and others, but never thought much about their ideas on Education. All that changed when I started reading books and articles on education in order to become a better parent to my son. But the major paradigm shift came when I learnt about these philosophies in detail during the PGDLT course in *I am a Teacher*. The history, magnitude and depth of these ideas made me realize how ignorant I had been. As each philosophy unraveled, the gaps in my understanding of my responsibilities as a parent, and as a teacher, started to get bridged.



The philosophy that has inspired me the most is Sri Aurobindo's and

The first principle
of teaching is
that nothing can
be taught.
-Sri Aurobindo

Mother's idea of Integral Education. According to him a child is a whole being, not someone who can be compartmentalized into mind, body and spirit. For his education to be complete, it should cater to five aspects of his personality-Physical, Vital, Mental, Psychic and Spiritual. To achieve this, parents and teachers must collaborate and contribute to each of these aspects. It is of utmost importance

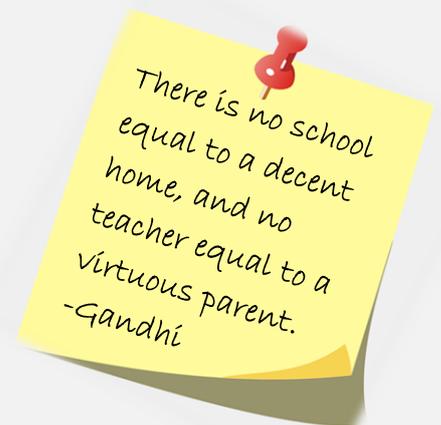
that the parents create the right physical, emotional and spiritual environment at home, while setting the right example for the child and become his role models. This helps the child imbibe the right values and habits that form a strong foundation for a lifetime. What a child learns and how he learns depends on how it is presented. Thus, a teacher has the crucial role of igniting curiosity in a child's mind and then encouraging the child to explore and search for answers. Once set on the path of discovery, the child will eventually realize his *swabhaav* (own self) and his *swadharma* (his life path). ***As a parent and a teacher-in-making, this philosophy gave me a comprehensive approach to how I could bring out the best in a child, while respecting and motivating his individuality.*** It also gave me the insight about how my own personality reflected in my role as a parent and a teacher. So it became imperative that I continue to evolve as a person and strive to bring out the best in myself, if I want to set my son and my students on the path of self-evolvement. This thought has also been highlighted by J. Krishnamurthy when he says, "It is in the understanding of ourselves that fear comes to an end". We can only understand ourselves when we are free to question, explore and discover the meaning of life as a whole. ***Only when I am free can I encourage my students to be free.*** The children studying in the Aurobindo ashram are a living example of the efficacy this philosophy. Their confidence, lack of fear, their acceptance of themselves as who they are and the strength of the values and habits inculcated in them, shines through in their personalities. This has had a major impact on my approach to teaching and on my interaction with students in the classroom.



Another aspect of education, with which I have been struggling, is the process of assessment and evaluation. The conventional system of education encourages the students to become efficient and ruthless achievers and instills a habit of striving for dominance over others rather than over one's own shortcomings. If the teacher hails the bright student and ridicules the underachiever, in both cases, the real purpose of education, that is to create free-thinking, integrated and intelligent beings, is defeated, and gives rise to insecurity, fear, a false sense of competitiveness and creates barriers between individuals. It is now my constant endeavour to keep any comparison between students out of my classroom, and constantly strive to encourage each student to do his best.

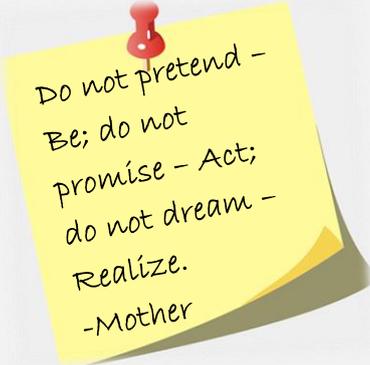
Gandhi's thoughts on the importance of instilling the habit of physical hard work in children also resonates with me. In my view, children of today's generation, especially in the urban middle and elite class, are surrounded by comforts and luxuries. This isolates them from the value of physical hard work, which would otherwise help them in strengthening their will power, resolve and character. Gandhi said, "**Strength does not come from physical capacity. It comes from an indomitable will**". Once luxury becomes a habit, striving hard for achieving anything in life becomes a challenge, and the strength of will starts diminishing. This diminishing of will power and character is what is plaguing our society today and has resulted in total lack of willingness to evolve and improve.

In today's times, schools, and society in general has become a slave of structure and ever-increasing rules and regulations. This has effectively resulted in snuffing out the free-spirited individuality of our children. Instead, each child is expected to fit a certain mould that the society has constructed, irrespective of his inborn natural characteristics, desires and aspirations. This constant struggle of the child or the individual with the society gives rise to accumulation of frustration in the individual. This frustration then stunts the evolvment and growth of the individual. It is therefore,



critically important that self-discipline and self-awareness be encouraged in children rather than imposing rules and regulations on them. If parents and teachers help children become self-aware and self-disciplined, the society can become free from the constraints of imposed regulations.

I have been able to gather from the various philosophies, that being a teacher is a tremendous responsibility. In order to do justice to my role as a teacher, foremost, I need to be on a path of self-awareness and evolvment myself. Only then, I will be able to create an environment in the classroom where each child is free to express himself, explore his surroundings and search his own answers. It is a daunting task, given the stringent structures in which our schools and society operates, but not impossible. It is this possibility that gives me the hope and courage to keep trying.



Do not pretend -
Be; do not
promise - Act;
do not dream -
Realize.
-Mother

Assignments on Philosophy

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

Parents are the first care-givers of a child. In their hands, lies the first responsibility of laying the foundation of a wholesome human being, healthy in body, mind and spirit. This can be achieved by following the 5 principle aspects of education outlined by the Mother- physical, vital, mental, psychic and spiritual. By creating the right physical, emotional and spiritual environment which is conducive to the development of all these 5 aspects, parents can help the child build a strong foundation of habit. Taking into account Aurobindo's assertion that 'nothing can be taught', it becomes imperative for parents to set the right example and become role-models for their children. This helps the child imbibe the right values and habits from the start. Whether it is nurturing the physical being by providing simple, wholesome food, exercise and sufficient sleep, or it is developing the character by displaying strength of will and resolve, parents need to



arouse interest of the child in the right activities to generate a will to progress in the 5 aspects outlined above. When the interest is aroused, a will to learn is generated, and the most difficult of concepts can be understood easily. What is understood is never forgotten, and coupled with the desire to learn more, generates more curiosity. Parents need to deal with this curiosity in a sensible and well-directed manner to guide the child in the right direction. This will ensure that the child indulges in persistent effort to gain knowledge and true study, without any coercion or imposition.

When a child enters school, the teachers become pseudo-parents of the child. Their role of providing guidance to the child and helping him on his journey of self-discovery is vital. What a child learns and how he learns is largely dependent on the exposure he gets and the manner in which each aspect is presented. With open discussions on varied subjects, the teacher can encourage the child to think from multiple perspectives, making his thinking richer and suppler. Gradually the thought processes of the child will stabilize and revolve around one central idea of mental synthesis. This will set him on the path of discovery of his own *dharma*. As per Aurobindo's second principle, that the 'mind must be consulted in its own growth', the teacher must guide the child to analyze his own thoughts, ideas and processes, to expand his vision and mental faculties in order to realize his *dharma*. The art of mental purification can be acquired under the guidance of the teacher to accept only those thoughts which are in accordance with this *dharma*. With practice, this will lead to complete control over one's thoughts and actions.

Receptive mental silence must also be encouraged to rest the mind and increase its efficiency. With time the higher regions of consciousness can be awakened and full potential of the being can be achieved.

In this journey from a child, to an adolescent, to an adult, the role of parents and teachers is of facilitators and guides. While parents give a strong foundation by creating an appropriate environment at home, teachers help build the complete personality and character of the individual based on that foundation.



while the underachiever is condemned to fight his fears alone due to lack of support. In both cases, the real purpose of education, that is to create free-thinking, integrated and intelligent beings, is defeated, and gives rise to insecurity, fear, a false sense of competitiveness and creates barriers between individuals. When these insecurities and fears become prevalent in society, they result in conflict and mutual destruction.

- b) “It is in the understanding of ourselves that fear comes to an end [J. Krishnamurti, Chapter-1: Education and the Significance of Life].” We can only understand ourselves when we are free to question, explore and discover the meaning of life as a whole. This can only be achieved through self-knowledge and self-awareness. As an educator, first and foremost, I need to be on a journey to self-awareness myself. Only when I am ready to be free, can I encourage my students to be free. As each child has different needs, interests, fears and aspirations there is no general rule that applies to all children. It is important to engage with each child and encourage him or her to break free from all psychological barriers which prevent the child from realizing his or her true self. If the teacher and student together take the path to discover and understand themselves, their environment and explore the world around, then education can become truly meaningful.

“Children when free have much less hate to express than children who are downtrodden [A.S. Neill, Summerhill].” In a world driven by ambition and competition, I believe it is important to help children realize the importance of love and compassion. This will help them forge stronger bonds and relationships in life. This is best done by understanding and approving of them. On the other hand, self-discipline, which leads to greater self-awareness, is also of crucial importance in a child’s learning journey. Children learn lasting values when the teacher sets the right example. As I have observed in the classroom, children learn valuable lessons in integrity, fairness, honesty and equality if the teacher practices these values herself. If the teacher engages equally with all children, all their fears are alleviated. Once they are rid of all fears, they are ready to explore, express and learn.

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Me as an Observer

Observation without evaluation is the highest form of Intelligence.

~ J. Krishnamurthy

As a child my father always encouraged me to observe everything around me - people, nature, things and events. He always taught me that “Life is the best Teacher” and the best way to learn about life is to observe it, closely but silently. As a mother too, I have learnt much about my son just by observing him. Therefore, it was a pleasant and enriching experience to observe children and teachers in the classroom, as part of the practice sessions in PGDLT. It gave me numerous insights in to the thought-process, planning and pedagogy of the teachers, as well as the philosophy on which the teachers base their interactions with the students. I clearly saw what a tremendous impact the teachers’ personality, attitudes and behaviour had on the students. As I observed various conversations between students and teachers, and among students, the enormous responsibility on the teachers also dawned on me. Each conversation was important in shaping the thought-process of the students, each word was valuable. Each lesson was planned in detail, keeping the students’ interests, capability and aptitudes in mind. These observations gave me the much-needed foundation on which I could build the structure of my learning.



Some of my reflections-

Learning Log 13 July '15

1. What excited me most...

There was a discussion cum self-correction of Reading Comprehension answers. What struck me was the way every child was free to express his own opinion. The teacher did not reveal the right answers. They came from the children. If someone thought differently, he/she was free to express so. Then there was a discussion where each side provided evidences from the text to convince each other. If no consensus was reached within a given time-frame, the teacher would 'park' the question and take it up at another time. At no point did the teacher reveal her own opinion. There was no dissent nor did the discussion go into argument stage at any point. *great observation.*

2. The hardest thing for me was...
...to keep observing and not jump into the discussion. But I managed to resist.

3. I am going to use today's learning in...
This is a useful learning in keeping patience and acting as the mediator when children are having a discussion. The key is to keep your own opinion completely out of the picture and encourage the children to approach the discussion in a logical, evidence-based way. *a useful learning to have.*

Learning Log 15 July '15

1. What excited me most...

There was an issue raised in the class today about a group of children verbally abusing another group of the class during Music session. The teacher first requested the whole class to calm down and sit in their seats. She then asked the targeted group what had happened. Then she asked the other group their version. She then encouraged both groups one by one, to accept their mistakes honestly without any coercion or setting blame.

Initially a few, but gradually all the children involved stood up and accepted their mistake honestly. There was no argument, no name-calling, but an amicable and open resolution to the conflict.

The teacher helped both the groups realize their role in creating the conflict situation.

2. The hardest thing for me was...
It was difficult to grasp how such small children could stand up and honestly own up their mistake. I have never seen a teacher resolve a conflict in this way and it was tough to fathom initially. But I soon realized how effective it was and what positive long-term impact it would have on the children.

3. I am going to use today's learning in... *→ very insightful*

Today's incident taught me to have more faith in the inert honesty of children. There are always external factors like peer pressure, lack of self-esteem, fear of judgment, etc which drives a child to be dishonest. If given the acceptance and the freedom to express, a teacher can help the child realize his/her mistake and work on it to improve him/herself.



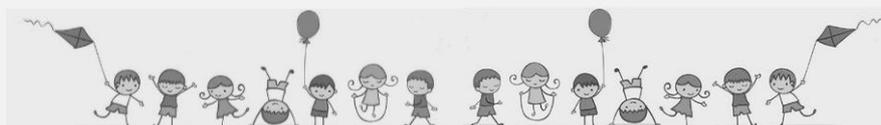
Capturing My Thoughts of Day

 <p>Big Ideas</p> <ul style="list-style-type: none"> - It is possible to resolve conflicts when each side looks within for their own mistakes rather than blaming others. - If children are exposed to this thought early on in life, they would be ready to dissolve or even avoid bigger conflicts later on. 	 <p>Specific Insights</p> <p>An honest reflection shows multiple perspectives of the situation. Empathy coupled with reflection helps one to see the situation from another's point of view.</p> <p><i>Great!</i></p>
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As my understanding of the classroom in general grew, I could then observe various students and their behaviour in detail. The more I observed, more I realized and appreciated that each child had a family, a home and a background which was unique and which had the maximum influence on the personality of the child. Without understanding this background, it was impossible to connect with the child or empathize with his perspective.

Learning Log 20 July '15

1. What excited me most...
The structure of the Toy Expedition. The complete process of collecting information, analyzing and collating data for learning was engaging, for the children as well as me.
2. The hardest thing for me was...
Many children could not collect data from their parents or grandparents as they did not have time to provide the same. The children told the teacher that their parents were busy in other activities and did not fill the data sheet for the children. This was something very difficult for me to understand and accept.
3. I am going to use today's learning in...
It is easy to judge a child who has not brought back the homework assigned, duly completed. But it is important to step back, analyze and think of the reasons which prompted this behavior.
4. I wish to explore further....
Many children come from families where both parents are working and are not able to devote sufficient time to the children. What is the psychological, emotional and behavioral impact of this scenario on the children?



When I started observing a child for my case study, I was astonished at how much I could understand about this child just by observing him. I gradually started understanding many aspects of his behaviour which earlier mystified me. As I consequently observed other children over a period of time, my understanding of their thought processes, emotions and behaviour gradually became more comprehensive. This understanding has played a crucial role in establishing a relationship based on empathy with my students. It is eventually this relationship which forms the basis of all our interactions.

As I expanded my observation from the classroom to the school, I could relate the six underlying principles of the school philosophy manifest themselves in the way the school functioned, how each department operated from the same fundamental principles and how these principles were seamlessly incorporated into the daily routine of the students.

STUDENT PROFILE

Name: Aryan (Name changed to protect identity)

Family: Paternal Grandparents, Father, Mother, Sister (5 years older), a maid (he counts her as family) and a dog. Parents are entrepreneurs and travel extensively.

Daily Routine: After school, goes home, eats lunch, does homework, goes for tennis class, plays with cars and watches cartoons.

Physical Presence & Gesture:

- Tall, thin and lanky built
- Small Oval face, with small but sharp eyes
- Straight, long and rough hair, usually unkempt
- Dresses in well-fitted, branded clothes
- Walks with a little stoop
- Usually has a grin on his face
- Expressive face : Feelings are immediately reflected on face, especially eyes
- Loud and sharp laugh



- High level of energy, indoors and outdoors, can be seen dancing and jumping around in the classroom. Takes keen interest in sports.
- Shrill, high-pitched voice. Talks in high volume. Known in the class for his statement said in an innocent but high-pitched tone, “Maám, maine kya kiya?”
- When asked to speak or answer in class, he first stands up, audibly clears his throat and then speaks.
- When he is caught doing something undesirable, he gives a broad grin and sits quietly.
- Does not say things simply, will try and weave a story around everything he says. Has a penchant for melodrama.
- Needs to sharpen his pencil multiple times during a session.

Disposition:

- Temperament is volatile, easily flared, mostly intense, aggressive only when provoked.
- Feelings are expressed freely, without inhibitions. Very expressive (facial as well as verbal), he is able to communicate his feeling very explicitly.
- Speaks his mind freely, usually without stopping till he has completed what he wants to say.
- Emotionally bright and cheerful, though easily hurt. When his sincerity is challenged or his words go unheard, he cries easily.
- He is among the first to go out of the classroom for Physical Education, Lunch etc and also among the first to come back. Regardless of where he is sitting in the class, he is always the first to leave the classroom during dispersal.

Relationships with Children and Adults:

- Aryan has a set of friends in class as well as home (as stated by him), but enjoys playing with everybody (as observed during Physical Education and Lunch break).



- He is known in his group to be sharp, talkative, sometimes irritating (when he is distracted) but otherwise responsible.
- His interactions with his classmates is very animated and full of excitement.
- He has been observed to be playful, collaborative within the group as well as the class, but cannot tolerate being dominated and will speak out against it (as observed during crew discussions).

Learning Target: I can identify the strengths of my crew mates.

Instructions- Share with your crew mates what you are good at, what you enjoy doing and areas that you want to improve in. Other members can also add if they feel they have seen any of these qualities or abilities in their crew mates.

Use these phrases to fill against each area - Good and can help others/ Just right and working on it/ need help from other members



	Name of Crew Member	Skills (Writing & Presenting)	Maintaining Timeliness	Openness to ideas	Takes extra responsibility	Takes care of space and resources	Skill of sketching and illustration
1	Isaan	Good	JR	Good	JR	Good	Good
2	Ishika	JR	Good	JR	Needs Help	Good	JR

- During a conflict, he tries to settle scores himself, mostly verbally, sometimes physically. [E.g., during transition between two sessions, he accidentally tripped over a classmate's foot, who kicked him back. Aryan kicked in return and a fight ensued. His classmates came to separate the two, in order to stop the fight.]
- In a verbal argument where he sees that he cannot win, he approaches a teacher and describes his complaint in detail.
- He has also been observed to be aloof at times (puts his head down on the desk for a long time), usually after a conflict.
- His interactions with teachers are also very animated, but he has set opinions about each of them. [During an activity, once he had completed his worksheet, he jumped up from his seat, thrust the sheet in front of my face, and said, "Ma'am, हो



गया!" When I calmly took the sheet, he said, "Ma'am, मैं सीता ma'am के साथ ऐसा नहीं कर सकता, वो थोड़ी strict है ना!" So I asked him, "क्यों, मैं strict नहीं हूँ?" "No ma'am!" He smiled and ran back to his seat.]

- During my interaction with him, he told me that when he plays with his friends at home, none of them can catch him, as he runs fast and doesn't get tired easily.

Activities and Interests:

- Aryan loves cars, playing tennis, watching cartoons, action and car-racing movies, and 'Science of Stupid' on Discovery Channel.
- Expresses his desire to become a car-racer when he grows up. His passion for cars pervades all his actions (even his bag is in the shape of a racing car). He also moves around the classroom imitating a racing car.
- Aryan has a flare for drawing, especially drawing various models of cars. During various activities in class, he is usually focused, attentive and full of ideas. His approach is quite methodical till he finishes his work. Maths and drawing activities hold his attention more. He is very thorough with his drawings, especially pencil sketches.
- If he is not able to complete his activity to his satisfaction, he gets frustrated and impatient.

Ways of Learning and Thinking:

- Aryan is very inquisitive, full of questions and ideas.
- His observation is strong and detail-oriented, but the object should interest him.
- His approach towards Maths is more methodical than other subjects.



Dear Sir/Ma'am,
 You have tried well to explain the conditions that make evaporation faster. However, you need to give precise reasons in support of your answer.
 The Heritage School, Gurgaon 2015-16
 Name: Shaan Grade 4-IE Subject: Expedition Date: 14 May
 Action Research Please read the questions carefully

Learning Target:
 can explain the conditions that make water evaporate faster or slower.
 can explain what condensation is.

Think and answer.

Which would evaporate faster?
 a) Hot water or cold water.
 I think hot water will evaporate faster.

Why do you think so?
 I think because it's hot because sometimes the weather is cold and sometimes hot but the wind comes and forces that water evaporates. (It is a little unclear)

b) Water in a cup or water poured on a plate.
 Water poured in a plate will evaporate faster.

Why do you think so?
 Because a plate has bigger mouth than a cup hence a larger surface area.

c) Water in a covered plate or in an open plate.
 Water in an open plate will evaporate faster.

Why do you think so?
 Because with a covered plate the water is blocked to evaporate.

e) 3543 (jumps of 1000)
 $3543 \xrightarrow{+1000} 4543 \xrightarrow{+1000} 5543 \xrightarrow{+1000} 6543$

4. Show 4 backward jumps for the following:
 a) 8349 (jumps of 500)
 $8349 \xrightarrow{-500} 7849 \xrightarrow{-500} 7349 \xrightarrow{-500} 6849 \xrightarrow{-500} 6349$

b) 6213 (jumps of 100)
 $6213 \xrightarrow{-100} 6113 \xrightarrow{-100} 6013 \xrightarrow{-100} 5913 \xrightarrow{-100} 5813$

c) 3024 (jump of 10)
 $3024 \xrightarrow{-10} 3014 \xrightarrow{-10} 3004 \xrightarrow{-10} 2994 \xrightarrow{-10} 2984 \xrightarrow{-10} 2974$

5. Observe the numbers carefully and write them in ascending (smaller to bigger) order.
 (1423), 1243, 1234, 1324, 1342

6. Observe the numbers carefully and write them in descending order (bigger to smaller) order.
 2340, 2430, 2034, 2043, 3024

7. Locate 1032 and 1892 on the given number line.
 0 1000 2000 3000 4000 5000 6000 7000 8000 9000 10000

8. Locate 4500 and 5790 on the given number line.
 4000 4500 5790 6000

Wassana
 Shaan
 10/11/15

Expedition worksheet

Maths worksheet

- Either very focused (during an activity that interests him), or totally distracted. Once he has completed the activity he cannot sit in his seat, as he gets easily bored (as per his own admission).
- When disinterested in the lesson, he is busy making paper planes or guns under his desk. During transition time, he can be seen playing with the paper planes and guns.
- He was observed wearing a self-made paper Thor headgear in class throughout the day.
- During a Toy Expedition discussion, he mentioned that he wanted to open his own channel, "Making art with Aryan"
- He always has some questions lined up for me. I once walked into the class with a heated discussion going on between Aryan and his crew. He asked me excitedly, "Ma'am, kya aliens hote hain? Ma'am how are planets formed? You know ma'am, there are other planets like the Earth in the Universe!"

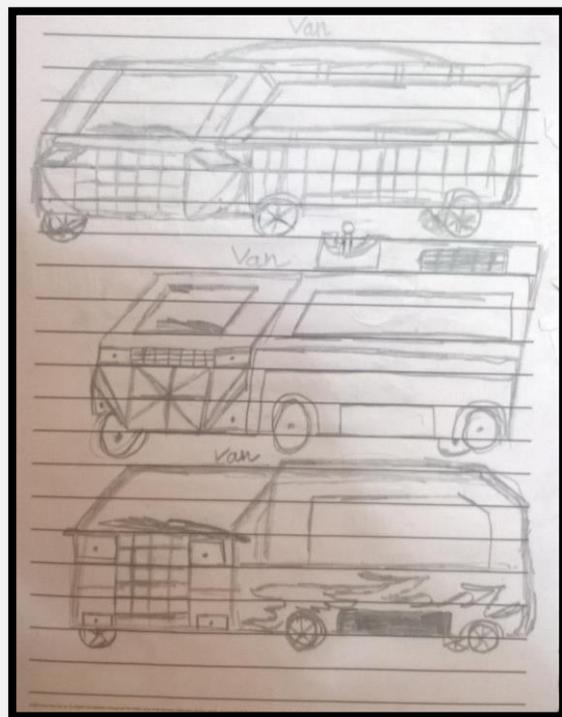
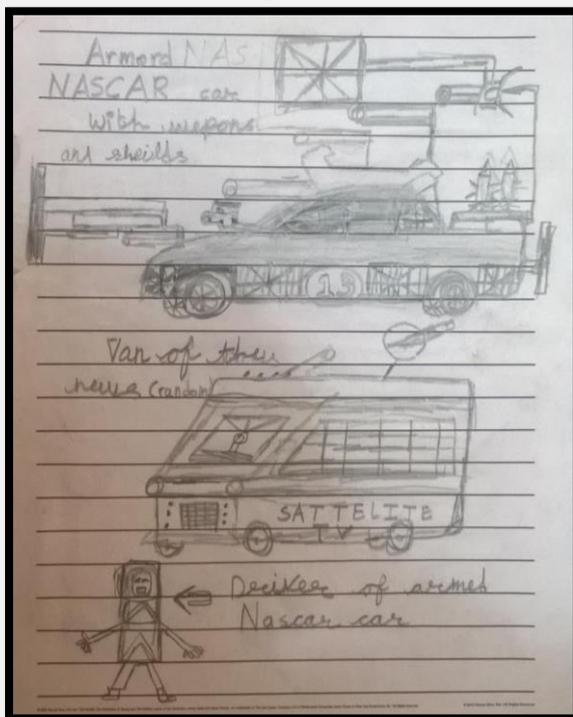


- He is very demonstrative while explaining his point of view- during maths class, the teacher was discussing measurement, and asked the students how to measure the board. Aryan volunteered, jumped out of his seat, came to the board and started demonstrating with a meter stick how to measure the board: “Sir, pehle aise measure karenge , phir aise, phir aise....”
- He is very fascinated with action, adventure and fantasy and all books, movies and cartoons related to such themes.
- He is usually inattentive during expedition and language class discussions, but if an interesting idea comes up he participates actively.

Artifacts (Notebooks, drawings, project work etc):

- His car sketches (drawn from memory) show his passion for cars, flare for drawing and attention to detail.

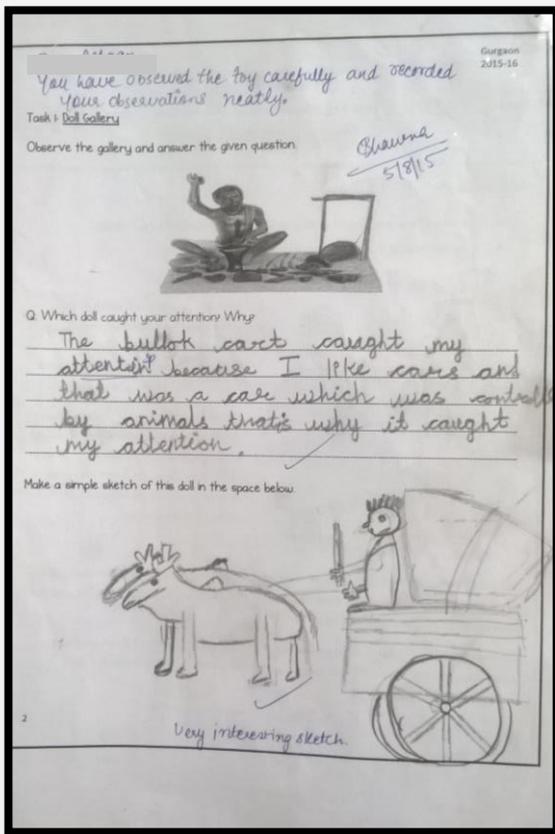
Car drawings made from memory



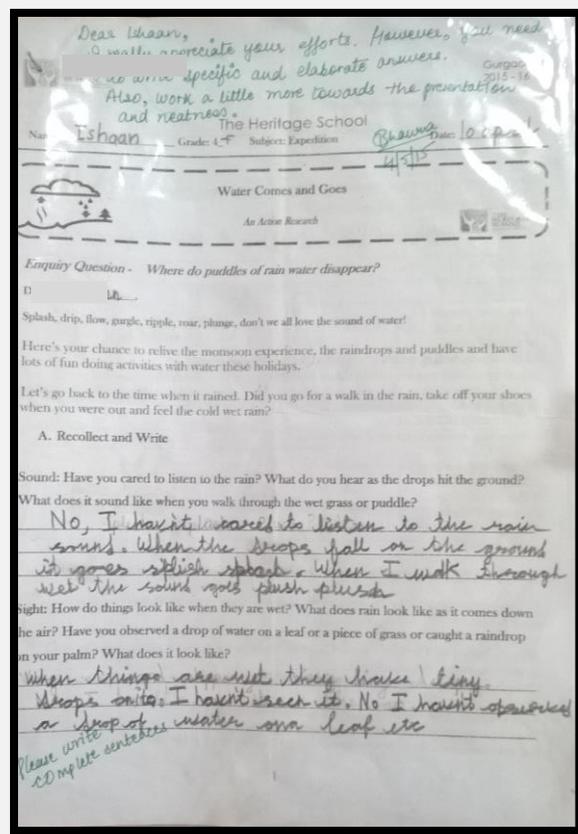
- His Toy expedition drawings also show his capacity to observe and record in detail. [Doll gallery worksheet]



- His portfolio worksheets indicate that he is confident about his thoughts and clear in his ideas, but not able to articulate them very well. [**Expedition worksheet**]
- His Hindi writing is more legible and neater than English writing, but has many grammatical and spelling mistakes, indicating his lack of comfort in the subject. But even then he is able to organize his ideas into words. [**Hindi worksheet**]
- He is able to illustrate thoughts, ideas, concepts and stories into a picture map, indicative of an imaginative mind.

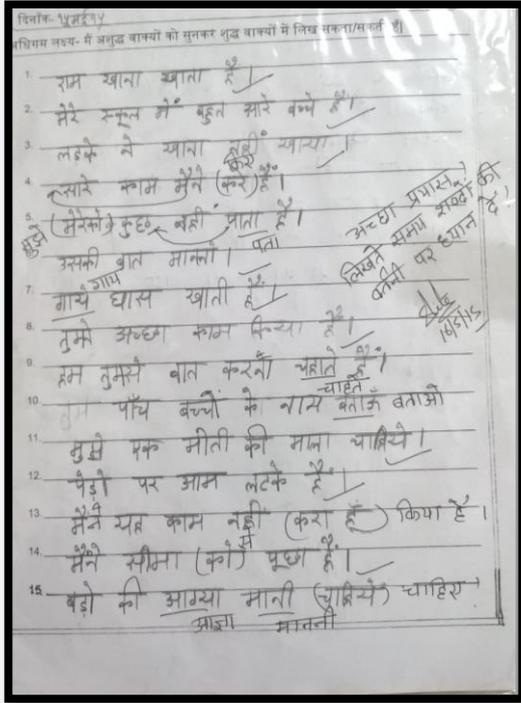


Doll Gallery worksheet



Expedition Worksheet





Hindi worksheet

Teacher's view:

- The teachers view Aryan as a very bright and active child.
- His out of the box thinking and different perspective gives another dimension to the classroom discussion, enriching it.
- He is a very sensitive and sincere child, who never misbehaves with anyone, unless there is extreme provocation.
- A very inquisitive child who speaks his mind freely.

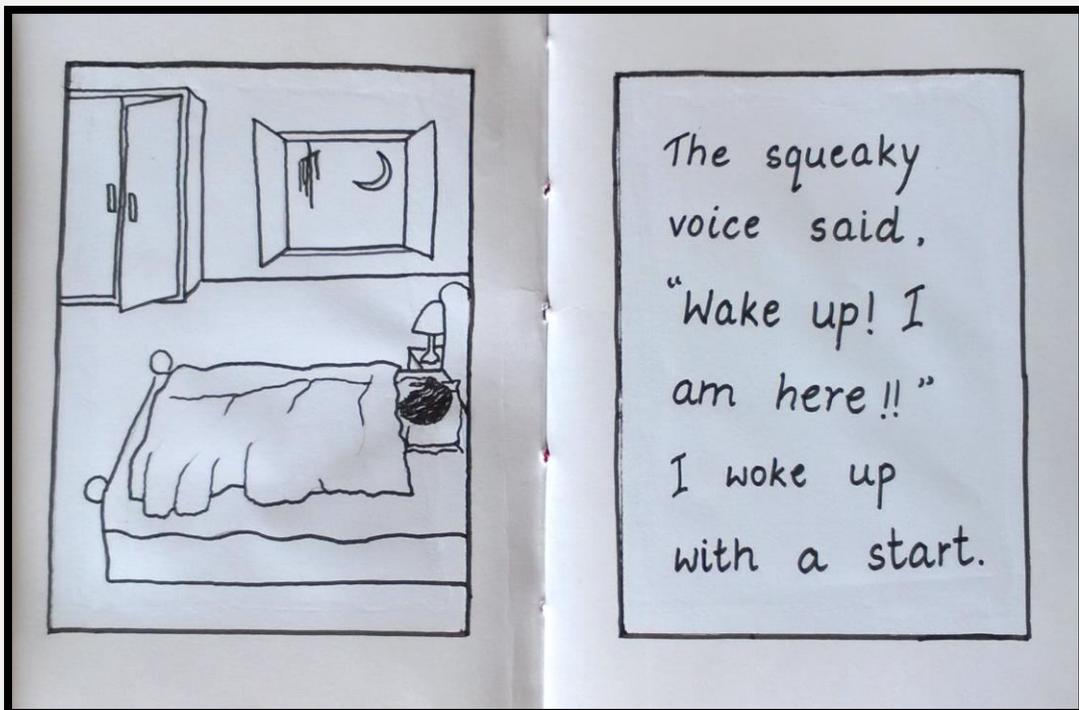
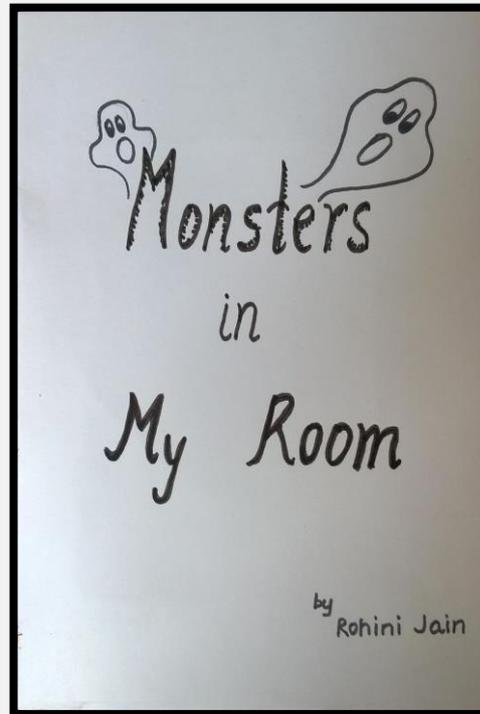
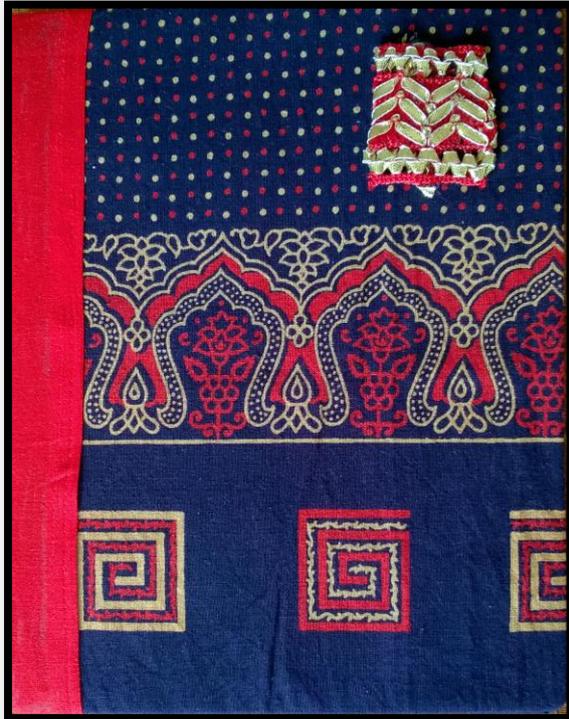
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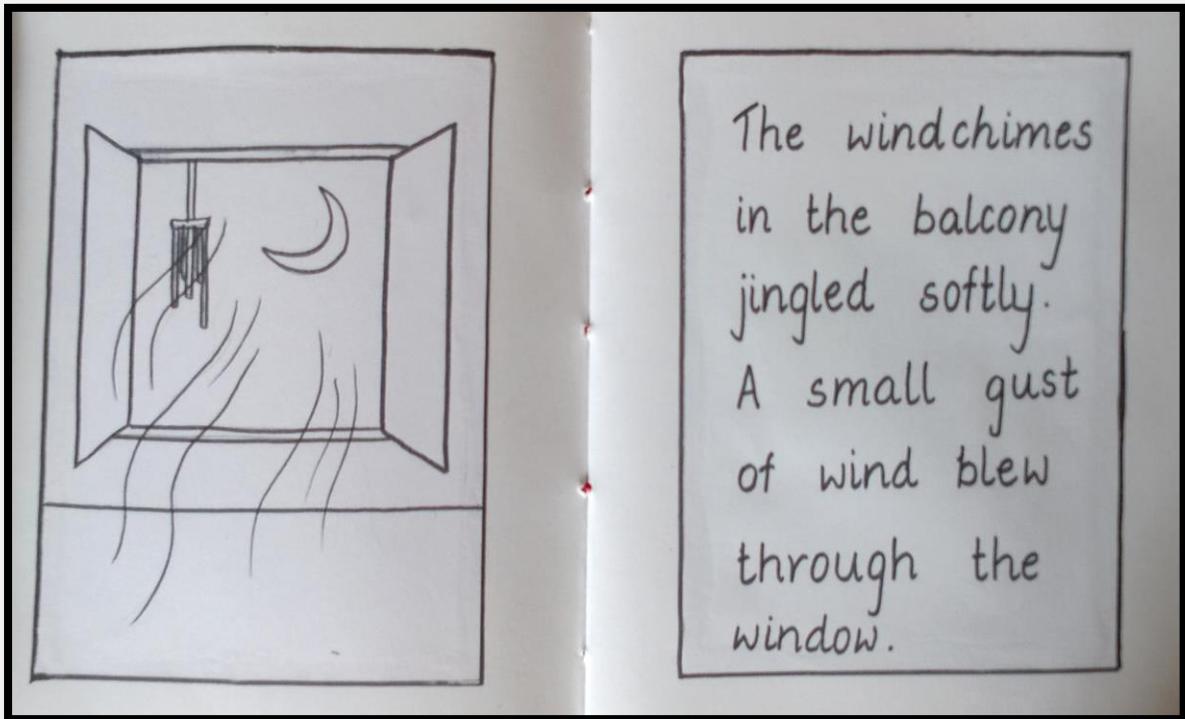
My Approach to Subjects

Language Arts

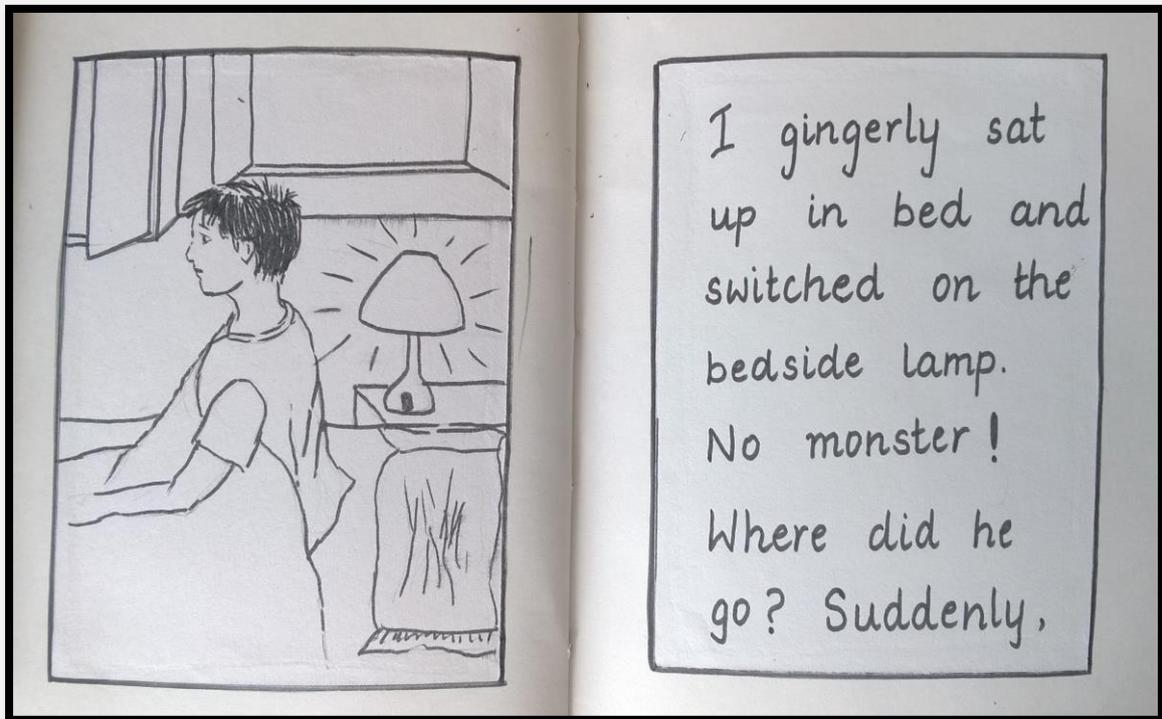
Creating a Storybook for children



The squeaky
monster was
here again!
This was the
third night in
a row.

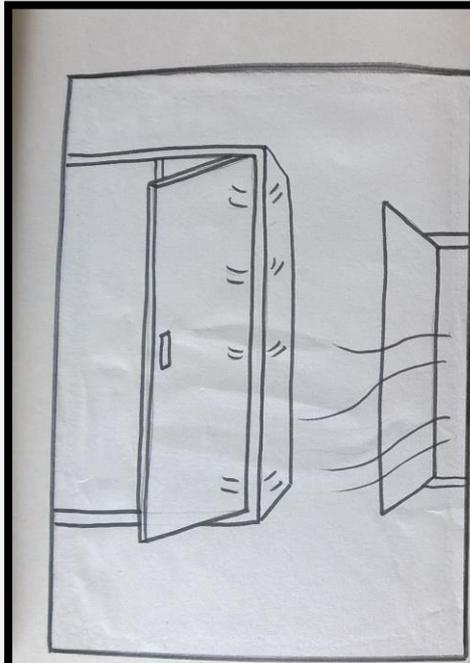


I was sure it
wouldn't be long
before the
monster gobbled
me up. Endless
minutes passed...
No monster!



I gingerly sat
up in bed and
switched on the
bedside lamp.
No monster!
Where did he
go? Suddenly,





the wind blew
again and my
cupboard door
squeaked in
response. Oh!

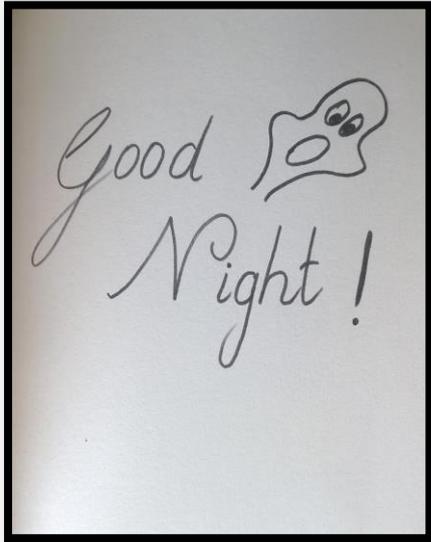
There was my
monster! So it

had been there
in my room
after all. I got
out of bed and
closed the
cupboard. The
squeaky monster

was finally
gone and I
could go to
sleep.

Maybe another
night... another
monster...!





Creative Writing

I am the Ocean...!

I lie between the vast stretches of the continents, sometimes to divide and then at times to connect. I am no less vast myself, rising and subsiding to the rhythm of the Moon. Some call me calm and for others I am turbulence, a reflection of perhaps their own selves. I am a friend to one who craves my embrace and a foe to the conqueror who rides my waves. But to the millions who live within me, I am life itself, all-encompassing and pervading, and I am the end too! There are countless mysteries hidden in my depths, waiting to be discovered, silent and patient, like sleeping beauties. There are mountains and valleys, vibrant crowds and miles of loneliness, quite calmness and noisy chaos, deep darkness and also sparkles of light. Each day, I caress the shore, my waves stretching out like fingers, seeking someone who would see me for what I am, and not just a treasure chest. I am robbed of all that I have, drilled through my core, but I lie there, giving, forgiving, till the time comes to seek my revenge. Then the shores are left behind and the caress turns to strike, sweeping, engulfing everything in its path till all is destroyed and life can begin...again.

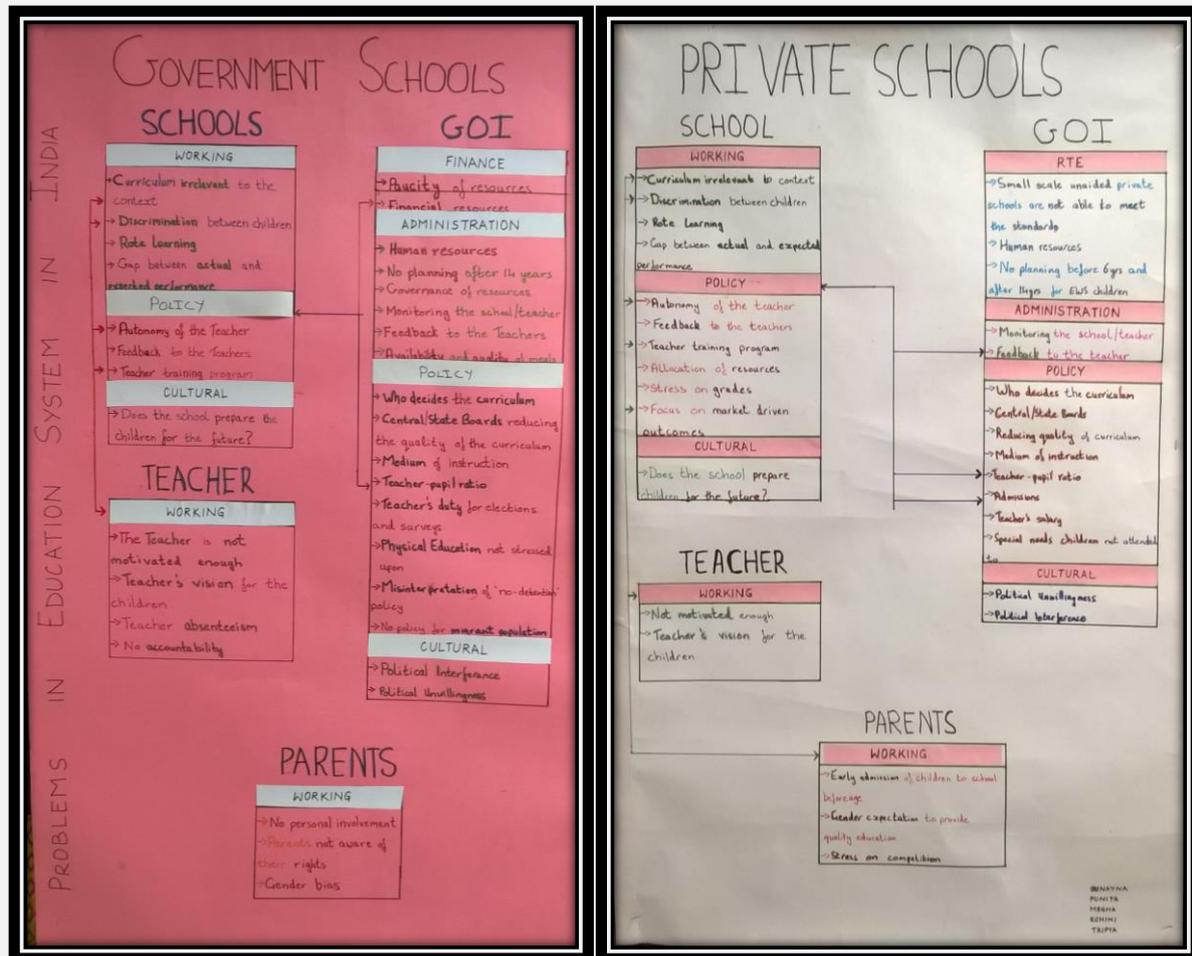
-Rohini

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My understanding of Education

Contemporary issues in education



Presentation on Kothari Commission

Link of Group Presentation on Kothari Commission:

https://prezi.com/kzxksjjgkpg4/edit/?auth_key=95m8fcs&follow=dhchhgkbul7#56_156106

History of education – Impact of Colonial Rule on Today's Education

It is now close to seven decades since India attained independence, but the after-effects of the 2-centuries long colonial rule are still apparent and visible in the modern day Indian society. Our Education system is no exception. In fact, the cultural and



economic stress of the colonial rule has largely shaped what is taught in our schools and colleges today. The basic structure of the educational policy which was deemed appropriate during colonial rule, continues to form the basis of the knowledge content and curricula of modern education.

When East India Company came to India, they did not want the Missionaries to teach the Western education to Indians for fear of provoking religious sentiments (1793-1813). But the Charter act of 1813 forced East India Company to open schools and colleges for educating Indians, with a modest provision provided for the same. Since The East India Company was a purely commercial organization, it did not find it financially viable to impart elementary education to the masses without compromising its own interests. But the colonial administration also required trustworthy people within the colony in order to exert influence over the masses. So under the rhetoric of 'financial constraint', the colonial administration decided to judiciously use its resources for diffusing education to only the upper-caste and influential sections of society- men with status and property.

The colonial administration's policy on governance, including education centred on the concept of maintaining 'order'. So to maintain rational behaviour and order among the masses, the administration devised a two-way strategy. One was to encourage education of the masses in a manner which imparted virtues of obedience, modesty, rule-based behaviour and acceptance of one's place in society. The second was to provide for the learning of western languages, literature and philosophy in the upper-caste children. This strategy succeeded in creating an image that the administration was interested in the upliftment of the masses, while at the same time, maintaining the disparity that was beneficial to the colonizer.

It is importance to understand and establish the link that connects the pedagogy and curricula that is taught in schools today with the decisions made by the colonial administration.

After the Despatch of 1854, there was conflict between the indigenous and colonial education systems. Western society perceived the indigenous population as



irrational and its inherent knowledge worthless, deficient and incapable of becoming instruments of moral and material improvement. Also the administration wanted to create a civil society in India based on eighteenth-century English culture. Therefore, most of the knowledge and skills available in the native population were discarded while determining 'what was worth teaching' in schools. The new system was completely rooted in the western culture, skills and ideas, while denying any recognition to the modes of thought and action held in high regard in the native culture. This resulted in complete disassociation of the curriculum from the Indian child's home life, who found no reflection of his own reality in the textbooks and the daily routine of school. English as the medium of instruction widened this disconnect and also led to the discouragement of the study of vernacular languages, although the state proclaimed to promote the same. The colonial state carefully selected the school curriculum to fulfill two main purposes:

- It provided an indirect way in which Christian religious and moral ideas could be passed on to the masses. E.g., Shakespeare was chosen for his Protestant principles, which reflected in his works. Education became less about learning and more about moral conduct. This approach was prevalent, even after independence, in many missionary-run convent schools.
- The new textbooks were full of facts and maxims, which would eventually make the reader see the futility of his own traditional religious beliefs and scriptures, and turn to the rationality that Christianity offered. Although, this idea did not bear much fruit, it did provide exposure to the students about the scientific research and knowledge of the west.

This structure succeeded in making education as a driver for executing the moral agenda of colonization, i.e., to infiltrate Asian culture with western ethos and bring India completely under British dominion, politically, morally as well as ideologically. Evidences of this idea can be found in our education system even today, in the way western research and philosophies are viewed, regarded and idolized.

Another point of conflict between the indigenous and colonial education systems was the relation between the community and the school. In the indigenous system, the community supported the local school and the teachers taught a curriculum relevant to



the children of the community, keeping their needs in mind. This helped the children learn skills from the teacher which would prepare them for life after school. As the state started providing for the running of the schools, and the teacher became a government employee, the distance between the school and the community started increasing, leading to total estrangement. Eventually all aspects of school management came under the state's rule.

Memorizing religious texts has been a part of Indian tradition. But with the advent of the colonial system of education, it took on a new form. Psychologically, children learn by rote what they cannot or do not want to understand. As the new school curriculum was alien knowledge, unfamiliar and totally hostile to the child's natural environment, it became common practice to memorize the textbooks, in order to survive the routine of the classroom. Gradually, the colonial system of education created a discontinuity in the prevailing concept of what was worth learning. The colonial state succeeded in socializing the masses to believe that colonial education was the only means to achieve moral and intellectual elevation. It was also a guarantee of getting a government job, through which they could be part of the state's power and privileges. This consolidated the image of school education and deteriorated the value of the local arts, crafts and skills which increasingly lost all educational value. This aspect is still reflected in the modern day pedagogy and curricula of most schools.

Once the state had complete control over the school's management, the teacher's role in the education system changed drastically. In the indigenous system, the teacher lived a highly principled life as the owner of esoteric knowledge, and was held in high regard by students and the community. What he taught was absolute knowledge and could not be questioned. There were students of all age groups in his care. He taught the elder students who in turn mentored the younger ones. This enabled the efficient flow of mentorship to all students. The colonial state used this traditional image of a teacher to its advantage by rendering the teacher a powerless puppet in its hands. To make sure that the teachers taught the new curriculum effectively and without any distortions, they were re-trained to learn the new concepts of the colonial curriculum (This training was disconnected with its own aim as it was conducted in Indian languages while the school



curriculum involved western concepts). In contrast to the indigenous system, the teacher had no say in the formulation of what was to be part of the curriculum, nor was he allowed to set the pace of his teaching according to the needs and capabilities of his students (This kind of flexibility has managed to survive in the teaching of Arts- dance, music, fine arts, which has remained somewhat segregated from mainstream education). The teacher's role of a guide and mentor in the indigenous system, changed to that of a dictator in the modern classroom. His status in the colonial education system was way below that of the inspectors and the bureaucracy, which kept a watchful eye on his performance. While he was supported financially and socially in the indigenous system, the colonial state paid him a meagre salary, and could also assign him other duties, with or without any monetary benefit. His status and salary, ensured that he did not exercise any intellectual autonomy and transmitted the colonial perception of knowledge faithfully to his students. The overall perception of the teacher as a powerless, low-ranking worker ensured that only the poorest and the neediest applied for it. Gradually the quality of teachers entering the profession started deteriorating, and the trend holds true in most government schools even today.

Once the codified procedures for recruitment of teachers, inspections, norms for evaluation, awarding of scholarships and certificates, etc were entrenched in the education system, a new culture called 'Textbook Culture' started evolving. This culture treated the textbook as the *de facto* curriculum, and not as an aid. The teacher, under pressure from the state and for fear of deviating from the curriculum, asked the children to memorize the contents of the textbooks and answer questions related to it. Any reading outside the textbook, however rich in knowledge, was considered a waste of time. This added to the practice of rote learning as described earlier. The colonial administration, operating from its philosophy of establishing uniform standards for promotions, scholarships and employment, established centralized examinations, which completely ignored the diversity and regional variations in a country like India. The teacher himself was not trusted to conduct these examinations, but could only prepare the students through endless practice. The masses, who already regarded colonial education as the only way for their upliftment, perceived these procedures as being impartial and based on principles of equality. Also, fear of failure played a major role in



strengthening this culture. Failure in these examinations meant that one could no longer secure a government job and enjoy the security and status that came with it. Therefore, it became a norm for students to go to any lengths to get success in these examinations. The modern education system of today has retained most of these procedures, in pedagogy as well as evaluation, resulting in the continuation of the ‘Textbook Culture’, and keeping the onus of success in the examination on the student instead of the system. Another fallout of this culture was the complete disconnect of the students from the traditions, religions, folklore, art, crafts and sciences of their own community. These were not part of their textbooks and neither were the numerous written and oral texts which formed the heritage of the community.

Many Indian critics spoke out against the colonial education system. Except Jyotirao Phule all protests were more concerned with the disparity in facilities provided to the upper and lower castes, not with the pedagogy or the curricula designed by the state.

Despite the prevalent belief that western education was not good for one’s character as it propagated beliefs conflicting with the Indian ethos, the masses were eager to send their children, especially boys, to the state schools, due to the lure of government jobs. But it was deemed improper for girls to attend school, so that their morality could be preserved. The fear of a woman leaving the sacred space of her home and entering a public sector for employment after she was educated, was more than the fear of what she might learn in school. Another fear of the educated men of those times was that once women were educated, they would lose devotion to their homely duties and would want to become equal to men. For a staunchly patriarchal society like India, such an idea was deeply disturbing and bound to meet with resistance. But there were also some ‘awakened’ few who foresaw the positive implications of education on the lives on women at home and in their families. On the recommendations of Muthulakshmi Reddi (Hartog Committee Report, 1930), Home Science (music, cooking, painting, needle work and first aid) was included as a subject in the curriculum for girl’s education. This was aimed at enabling them to become better wives and mothers. This subject is taught in high schools even today.



We can conclude that the colonial conditions completely changed the face of education system in India, with long-lasting impact. A bureaucratic system of educational administration was established which did not exist previously. The teacher's operational base changed but his economic and social status deteriorated. School teaching lost its traditional flavour and became mechanical and disconnected with reality. Maintaining order in the class, and preparing the students to pass the centralized examinations became the sole purpose of teaching. Most of the practices, pedagogical and administrative, have survived till today and continue to shape the basic philosophy and work ethics in our modern day education system. It is high-time, we identify the long-standing loopholes and re-examine, what we have blindly inherited from our colonial legacy.

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How I have developed as a Teacher

The Journey of a thousand miles begins with one step.

~Lao Tzu

As I look back, I fail to pin-point a day when I decided to become a teacher. Although I took many training sessions during my tenure in the corporate world, the value of education and the role of a teacher has grown on me, probably since I became a mother. As I struggled to become a good parent, the increasingly difficult task of instilling the right values in my son, along with giving him a strong & independent thinking, dawned on me. When my son turned one, I decided to pursue my childhood passion of studying fine art. Being a class-topper, I was given the opportunity to teach the subject in my alma mater. The experience gave me the insight that although I was interested in teaching and had the aptitude, I needed guidance for becoming a 'good' teacher.

As my son grew, concerns regarding his schooling and the ensuing discrepancies between the kind of education I wanted for him and what was available around, forced me to look for alternatives. I was introduced to the progressive outlook on education, by my son's preschool teacher, who suggested that I consider The Heritage School as an option. As I began to understand the Heritage philosophy of education, I became confident that this was the right place for my son. As I started doing voluntary work for the school, my understanding and appreciation for the school's way of teaching and the complete approach towards education, increased many folds. Also, the vague image of the kind of teacher I wanted to be began to take shape.

During the PGDLT course, initially as I observed students, teachers and their pedagogy, many notions that I had about teaching got shattered. With the background of my own conventional schooling playing through my mind, I was pleasantly amazed to



see how teachers here interacted with their students. There was open dialogue, discussions and most importantly, free expression. There was mutual learning between students and teachers. As I studied Child Development, Philosophy, Maths and Language, I could see these concepts being implemented in the classroom. The underlying aim of the pedagogy was to understand the students, rather than being understood. This was in complete contrast to the authoritarian teachers I had known. This brought about a paradigm shift in my approach towards being a teacher. Learning this new pedagogy was initially a challenge, given the effects of years of conventional education. There were classroom management issues, and handling them in a non-didactic manner was not easy. It required improvisation which was hard to learn. But once I started co-teaching and interacting with my students, taking cues from my mentor teachers, it started a deep-level transformation process. I slowly learnt how to deal with behaviour issues, how to look at the misbehavior as a mere reflection of a deeper, underlying problem. ***I realized that I was as much a student in the classroom as my students, because I was learning every minute.*** As I progressed towards taking lead sessions, I realized that I was now beginning to understand each student individually. I could understand their capabilities, their challenges, interests and for many of them, their dreams too. This connection with my students started reflecting in my sessions and I could see myself improvising as per the requirements of the class. I could appreciate the uniqueness and individual learning journey of each child, and strive to adapt myself as a facilitator accordingly.

The role of mentors and co-teachers cannot be emphasized enough, as this collaboration and mutual observation helps both the student-teacher and the mentor. Many important learning came up while discussing curriculum, lesson plans, activities and even student and classroom issues. This collaborative learning has enabled me to understand my role and responsibility as a teacher in a much more comprehensive manner.

Although I still have a long way to go, my direction is clear. Reflecting on myself after each session has become a practice which is deeply rewarding, as it keeps me on the



I was born to be a

TEACHER
TO ENCOURAGE

and care for my students in a way that they always feel good about themselves when they walk out of my classroom.

I was born to be a
TEACHER

TO INSTRUCT

my students every day in a way that they remember the important facts of life which really matter...like how to share, show respect and love...

I was born to be a
TEACHER

TO PRAISE

them, especially when they put a fellow student before themselves or when they show humility and not pride or arrogance.

I was born to be a
TEACHER

TO GUIDE

my students down a road that is positive and life-giving. I truly do care about the path they choose.

I was born to be a
TEACHER

TO MENTOR

them, always being an example of good character, fairness and honesty. I must listen, lend a hand and be trustworthy.

I was born to be a
TEACHER

TO INSPIRE

my students to follow their dreams, discover their creativity, interests, and talents... and learn to use them to their fullest potential.

IT'S WHO I AM...MY CALLING,
MY PASSION, MY LIFE AND
MY WORLD

BY MARIKA BOE ANDERS

**T
E
A
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R**

path of self-improvement. As I continue on this journey, I am *“far from what I once was but not yet what I am going to be”*.

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Lesson plans

1. Camouflage Plan



The Heritage School Gurgaon
Nature- Our Teacher
Camouflage

Grade: 4

Skills: Reading, writing, speaking

Learning Targets: I can explain how the form of a living being helps it to perform a specific function.

Material Required/Resource: Print outs of the reading on 'Camouflage', ppt on examples of camouflage in nature, worksheet

Opening: T asks the Ss to observe a minute of 'Quiet time' while they close their eyes and do some deep breathing.

Learning Experience:

Culture Targets: I can listen attentively and contribute actively to the discussion/ work happening.

T reminds the Ss of the 3 most important protocols in the class: raise hand to ask question, no interruptions/ comments when someone is speaking, no side conversations.

I. INTRODUCTION (15 min)

Activity (The teacher can choose 1 activity out of the 2 listed, whichever is more suitable for the class)

Outdoor Activity

T will take the students downstairs for an activity.

T will spread some colour yarns/clothes/paper/toothpick of different colours, such as Tan, green, yellow and maroon.

T will divide the whole class into 6 groups and ask them to find the hidden thing.

T will give each group a specie name and they will be looking for their prey, which are the materials hidden in the lawn.

T will record the number of pieces collected by each group.

After collecting the pieces, students come back to the class.

T will ask questions around it.

T ask students as why few groups could collect more and few less?

EA. The ones that were blending in were not easily found.

T will ask specific questions around Colour and shape?

T will then ask, have you come across or observe this process earlier in nature?

EA. Yes and may be during khoj.

Do you think all animals need to camouflage?

Do everyone camouflage in the similar way?

Why we need to know about camouflage?

Here the T will introduce the learning target.



Or

Newspaper Activity

T has to prepare this activity before the class.

Take one newspaper and cut 5 triangles of 2 inch wide and 4 inches long.

Take few color sheets (black or white) and cut triangles of the same size.

Paste all the triangles on another big newspaper.

Paste the newspaper triangles in such a way that they blend with the big newspaper.

T will ask questions around it.

T: Were you able to see all the triangles?

EA: No

T: Which ones were you able to see? Which ones you could not see?

EA: The bright coloured triangles were easily visible, but the newspaper triangles were not.

T: Why were they not visible?

EA: They blended into the newspaper.

T: Do you see this kind of blending in nature?

EA: Yes, during Khoj we saw animals which blended with their surroundings.

T: Why do animals need to blend with the surroundings?

Teacher elicits the 2 main reasons for blending with the surroundings: to protect themselves, to hunt for prey

T then unveils the term "Camouflage" as the ability of certain animals to blend with their surroundings so that they are not visible to others.

T introduces the Learning Target: I can explain how the form of a living being helps it to perform a specific function.

Let us see some examples of camouflage in nature.

II. PPT with examples of camouflage in Nature (15 min)

PPT Link: [Animal Camouflage.pptx](#)

T discusses each example - how effectively the animal uses camouflage to protect itself and prey.

III. Close Reading (1.5 hr)

Learning Target:

I can read the passage silently in a given time frame and identify what the text says explicitly.

I can draw logical inferences and conclusions using my previous knowledge and contextual clues given in the text.

I can determine the main idea using key details from the text.

T: Like we saw in the pictures, we will now learn some more about the different strategies that animals use to camouflage themselves, by reading a text.

T distributes the text on Camouflage.



INSTRUCTIONS

T will ask them to skim the text.

T will then ask, what is the text all about?

EA. It is about Camouflage

T will ask, What is the type of the text?

EA. Informative

Introduction is a first chunk

Blending is a second chunk

Disguise is a third chunk

Trickery and conclusion are the 4th chunk

T tells the Ss: "We will now read the text closely and annotate it."

T will display the text on the board.

T will annotate the first paragraph of the text as an example

After annotating the first chunk as an example, T will ask question regarding the Main Idea.

So why do you think we annotate a paragraph?

Q. What important information we should take out from the passage?

EA. I hope they say Main Idea.

Here the T will remind them about Main idea learning target.

T will then ask them to read individually the second chunk

During this time T will move around to see whether kids are annotating the text or not. This activity will take one and half hours. 5 minutes of reading a chunk and 7 to 10 minutes writing the answers for the same.

All the question that are mentioned in the text are to be written and discussed in the crew.

T makes sure that everybody is discussing.

After the discussion T will discuss the answer with the whole class.

IV. Worksheet (1 hr)

Learning Target:

I can be attentive to the task at hand.

I can draw logical inferences and conclusions using my previous knowledge and apply it in the given context.

T will arrange the Ss with their buddies (Ss studying the same species).

T distributes the worksheet to the Ss.

INSTRUCTIONS

T: We have discussed the camouflage strategies that various animals use. Now focus on the animal species that was given to you during Khoj.



T: Does the animal use camouflage? If yes, how?

T: If the animals does not use camouflage, what strategies/ abilities does it have to protect itself and hunt for prey?

Once you have written your own inputs, discuss with your buddy. If you have missed any point, add it to you worksheet.

Worksheet Link: [Camouflage worksheet.docx](#)

Closure:

The T conducts a Morning Meeting on the theme of Camouflage.

T plays the following video:

<http://prairiepublic.pbslearningmedia.org/resource/tdco2.sci.life.colt.disguise/masters-of-disguise/>

The T then talks about animals' ability to react to danger and asks the Ss to reflect on how they feel/ react when they sense danger.

Assessment: Teacher assesses the observations made by the students about their species of focus, related to camouflage.

Camouflage Worksheet



Name: _____ Grade: 4_ Subject: Expedition Date: _____

Learning Target:

- I can be attentive to the task at hand.
- I can draw logical inferences and conclusions using my previous knowledge and apply it in the given context.

Think about the species of animal that you focused on during **Khoj** and write your observations about its ability to camouflage.

Name of the Animal	Does it use camouflage? If yes, how?	If it does not use camouflage, how it protects itself and preys



Student Worksheets

2015 - 2016
Gurgaon

Name: Kaavya Grade: 4E Subject: Expedition Date: 30/11/15

Learning Target:

- I can be attentive to the task at hand.
- I can draw logical inferences and conclusions using my previous knowledge and apply it in the given context.

Think about the species of animal that you focused on during Khoj and write your observations about its ability to camouflage.

Name of the Animal	Does it use camouflage? If yes, how?	If it does not use camouflage, how it protects itself and preys
Painted Storks	No; Painted Storks don't camouflage.	It protects it's self by flying away in flocks or hiding behind babool trees. They only eat plants, small insects, fish and molluscs which is easy for them to find so they just fly and get them. They all eat fish so they stand in the water and fetch for fish.

2015 - 2016
Gurgaon

Name: Vidushi B Grade: 4F Subject: Expedition Date: 30/11/15

Learning Target:

- I can be attentive to the task at hand.
- I can draw logical inferences and conclusions using my previous knowledge and apply it in the given context.

Think about the species of animal that you focused on during Khoj and write your observations about its ability to camouflage.

Name of the Animal	Does it use camouflage? If yes, how?	If it does not use camouflage, how it protects itself and preys
Doater	yes it camouflages by hiding in dark and behind black trees. It's black colour helps it to do so.	

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2. Illustration Plan



The Heritage School
Gurgaon
Daily Lesson Planning Sheet

Topic-Illustration Workshop (10 hrs)

Class - IV

Standard: Illustrates in detail the organism assigned during the expedition.

Conceptual Learning Target:

- I differentiate among illustration, caricature and image.
- I can explain what an illustration is.

Skill Learning Targets

- I can explain what proportion is and can approximately draw proportionate figure.
- I can look at the picture of an organism and illustrate it in detail.

Culture Targets

- I can be attentive to the task at hand.
- I can practice a new skill by following the steps given.
- I can use and share the resources given to me, while avoiding wastage.

Skills: Illustration

Materials Required & Resources: Copy of LP, A4 sheets (used), 6 HB drawing pencils, Proportion- ppt, photographs of animals to be illustrated.

Teacher's resource:

Difference among a caricature, an illustration and an image

What is a Caricature?

A caricature is a drawing of a real person which distorts (deform/ disfigure/ misrepresent) or exaggerates certain features, but still retains a likeness: in other words an exaggerated piece of portrait art.

What is an illustration?

An illustration is a drawing, painting or printed work of art which explains, clarifies, illuminates, visually represents, or merely decorates a written text.

What is an Image?

Image is a reproduction of a real object through a camera.

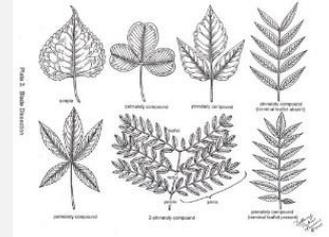
Illustration

An **illustration** is a visualization or a depiction of a subject made by an artist, such as a drawing, sketch, painting, photograph, or other kind of image of things seen, remembered or



imagined, using a graphical representation. **The word comes from the Latin word illustra'tio, illu'stro meaning enlighten, irradiate.**

The aim of an illustration is to elucidate (explain) or decorate a story, poem or piece of textual information by providing a visual representation of something described in the text. *For example the story books you read such as the story of Jack and The Bean Stalk has illustrations to show the depiction of certain scenes and characters of the story to help create an image in the mind of the reader.*



Biological illustration is the use of technical illustration to visually communicate the structure and specific details of biological subjects of study.

This could be made a little more child friendly (through real examples – books like encyclopedia)

(T could use some example on the board to show a biological illustration.)

Teacher starts the class with two minutes of silence and breathing exercise.

Step-1 (30 mins)-Introduction-What is an illustration?

Teacher projects and releases all culture targets at the beginning of the class.

Culture Targets

- I can be attentive to the task at hand.
- I can contribute effectively to crew or whole class discussion.

Teacher projects the pictures of elephants and ask the children:

T-Find out the basic similarities and differences among the pictures.

Teacher takes random responses and notes down the differences on the board under three sub headings picture-1, picture-2 and picture-3.

Expected Answers:

Picture-1-It retains some likeness of an elephant, but disfigure/deforms an elephant. It is a semi cartoon figure of an elephant.

Picture-2-It is a drawing or sketching of an elephant which represents/clarifies the features of an elephant.

Picture-3-It is a photograph of an elephant.

Teacher finally declares the differences among the pictures and also names them picture-1 as caricature, picture-2 as illustration and picture-3 as image.



Teacher refers the teacher resources to explain children in detail.

He/she releases the first conceptual LTs

- I differentiate among, caricature, illustration and image.
- I can explain what an illustration is.

T talks to Ss about their favorite storybooks. T asks Ss to describe their favourite characters/ scenes from the story. T takes responses from Ss.

T talks about the pictures in the storybook, how the pictures helped in visualizing the story and the impact the pictures had on the Ss.

Step-2- (10 mins)-Context setting of practice for pre-illustration skills

T-In this current expedition, we are studying about organisms in detail and each of you has been assigned to do in-depth research of an organism during khoj. The detailed visualization of an organism will really help you to know and understand the forms and function of that particular organism.

Each one of you will make an illustration of an organism which has been assigned to you during khoj. Before we embark on this task,

T- Can you tell how can we learn to illustrate accurately?

T takes responses and highlights the importance of practice in developing accurate illustration skills.

T- Today we will learn about some ways in which we can develop good illustration skills. For freehand illustrations/ drawings to be effective and accurate, one needs to draw accurate form, proportion and do the right shading. One needs to practice certain movements to develop the skill and to open up our wrist and get it used to certain movements we would use while illustrating/ drawing.

I will demonstrate a few pre-illustrations skills step by step and all of will follow it. So, are you ready to be an illustrator?

S-Yes ma'am/sir.

Teacher projects the following image and explains a few of them very briefly. Then he/she takes through them step by step and demonstrates each step to the whole class on the board to show how to go about it. The whole class is given used A4 sheets and asks to follow the teacher.

For each step, children are requested to use one paper.





T takes responses of the children and write on the board.

Teacher introduces the word proportion and explain to the children.

Proportion refers to the relative size of parts of a whole (elements within an object). For example what should be the size of the head the person in this image relative to the body?

Teacher probes a few question one after another giving pauses and eliciting answers from the children.

T -What would happen if the proportion in your illustration was not correct? /

T- What would you think if the illustration was too small for the paper ? or

T- How it would look, if an apple is kept on the table was too big in size as compared to the size of the table?

T- How it would look, if a girl standing next to her house is too small as compared to the house?

EA: The drawing will not be accurate, and may not look visually appealing/ interesting as well.

T talks about the importance of proportions in an illustration.

T: How can we draw proportions correctly?

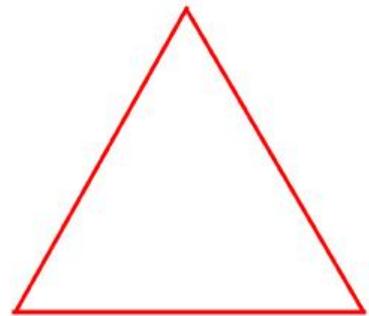
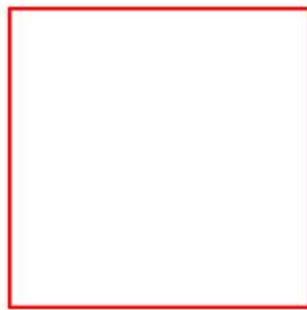
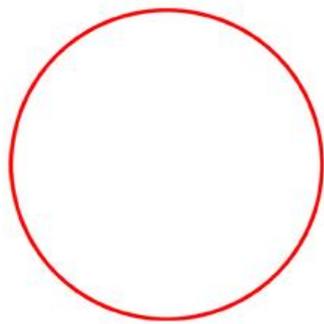
Let us learn a simple technique of doing so. It is called the pencil stick method.

T models it on the board-showing the slides-***an apple and a bottle kept on a table***]

T projects and gives Ss the following figures.

He/she distributes A4 sized used papers and asks them to divide into four equal parts and draw one shape in one section using accurate proportion to the paper.





T asks Ss to check the accuracy of the drawings in peers

Step 6- (6 hours)Drawing Illustrations from photographs

T-Now, I think you are ready to make illustration of the organism that is assigned to you.

S-Yes

Teacher releases and unpacks the LT focusing on *illustration* and *detail*.

I can look at the picture of an *animal* (organism) and **illustrates it in detail**.

Teacher elicits the characteristics of a good illustration and writes them on the board.

He/she distributes checklist of illustration and discusses them in detail.

T recaps the culture target 1 and 3 once more

- I can be attentive to the task at hand.
- I can use and share the resources given to me, while avoiding wastage.

T- Now we start the real challenge that we have to go through. Each one of you will make an illustration of an organism which is assigned to you.

Teacher asks the two children to sit together who have been assigned the same organism, distributes resources (A4 cartridge sheets and pictures of their own organism) and ask them to keep the Lts in mind while making the illustration.

Teacher moves around in the class, goes to different crews, observe children how they going about it and helps them in case of need.

Closure:



Home Assignment:

Portfolio Material:

Assessment Scoring Grid:

Illustration Workshop



1 Snippets from the Illustration Workshop





2 Students' Illustrations

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Classroom Culture

The classroom is an amalgamation of backgrounds, cultures, philosophy, attitudes and emotions of the students and teachers. Functioning under the bigger purview of the school philosophy, each classroom develops its own culture based on the goals, aspirations and practices of the students and teachers.

At the start of the academic year, the teachers' main goal is to understand the students and forge a bond with them. This involves a lot of time and effort talking to the students, understanding their perceptions, needs, aspirations and fears. The teachers also try to get a semblance of the home environment by interacting with parents and understanding their perspective as much as time permits. For the effective functioning of the classroom, protocols are elicited from the students during discussions with the teachers who guide them, in accordance with the school *dharma* and principles. The onus of adhering to these protocols is left on the students in an effort to help them become responsible for their own actions. The teachers intervene only as facilitators and guides.



Each session is aimed at completing the three basic stages of learning cycle- Experience, Assimilation and Utilization. The teachers try to maintain a balance between maintaining order, so that the learning cycle can be completed, and giving students the freedom to express themselves. To achieve this, the teachers make use of pre-established protocols, like raising right hand in the air to seek attention, discouraging out-of-turn speakers, remaining calm during chaos and including maximum number of students during discussions. It has been observed that teachers are firm on establishing order in the classroom before starting a session to ensure maximum attention from the students. They also make use of innovative ways to arouse the interest of the students. All sessions don't go as per plan. The teacher has to constantly observe the students' behavior and improvise accordingly, like allowing the students a two-minute break during a long session to use the washroom, fill their water bottles and stretch themselves. This allows the students to be more attentive after the break.

The pedagogy is discussion-oriented, where the students are encouraged to express their views and understanding of the subject. The teacher asks probing questions, mediates and guides the discussion to a logical conclusion, usually without expressing his/her own opinion. When there are conflicting opinions, students are encouraged to cite examples and evidences from the reference material given to them, and convince each other. Deviations are calmly discouraged and unresolved discussions are 'parked', and taken up in a subsequent session.

The students are physically organized into groups or crews, based on their aptitude, strengths and relations with peers. There is a facilitator, scribe, speaker, resource manager, time keeper and a target holder in each crew. This structure is designed to engage all the crew members in teamwork and collaboration, and inculcate a sense of responsibility. The teacher observes each crew over a period of time and various activities. If some crew arrangement does not work positively, the teacher rearranges them. Each crew is motivated to function cohesively and rewarded subtly to promote healthy competitiveness. From Individual → Crew → Class, this helps in perpetuating protocols, inculcating habits and improving the overall classroom culture.

Teachers and students are actively encouraged to introspect and reflect. When teachers make a mistake, they acknowledge it. When there is a conflict among students, teachers calmly ask the students to reflect upon their role in creating the conflict situation, and empathize with each other. This resolves most conflicts in the classroom without causing any resentment. In case of severe conflicts, students are counselled by the teachers to better understand the root cause of their behavior. Silence time at the end of day is designed to help the students stabilize themselves and reflect on their behavior, though it does not seem to work for every student.

Teachers are facilitators and guides, and over a period of time, form a strong bond of love and trust with their students, who look up to them for encouragement,



understanding and support. It is this bond which builds and nurtures the student, the teacher and in turn the culture in the classroom.

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School Culture

In 2003 a dream took shape when The Heritage School was established by Mr. N C Jain, in Gurgaon. Initially it followed a conventional mode of education but in 2009 under the guidance of Mr. Manit Jain, it gradually transformed into a progressive school.

Spread across 18 acres of land, the school initially enrolled students from Nursery to Grade 5, and later extended to Grade 12. Today the school aims to have 8 sections across all grades to optimally use the infrastructure.

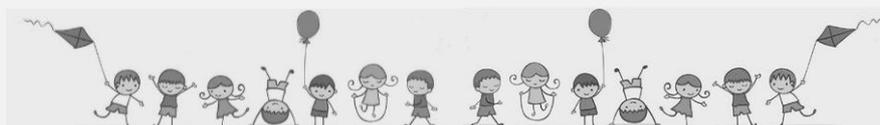
The fundamental values of The Heritage School (Heritage Dharma) were formulated while keeping the holistic view of integral education in mind. Each value was acquired to achieve the maximum potential of body, mind and spirit.



The Heritage Dharma

The Heritage community believes in integrating progressive learning into mainstream education. To achieve this, many organizational policies and procedures were incorporated, some taken from various national and international school communities and the rest based on experience. These policies are available on the school website and in the student's almanac.

The infrastructure of the school is comprehensive keeping in mind all the requirements of a modern-day school combined with the philosophy of providing integral education. The school building is well-laid out with separate but connected sections for Junior, Middle and Senior programs. There is adequate stress on indoor and outdoor provisions, and a balance between catering to body, mind and spirit. The classrooms, computer labs,



visual arts area, performing arts section, all are well-designed and well-equipped. There is also a well-stocked Knowledge Centre (library) for the whole school as well as a separate resource room for the Junior Program. There are elaborate provisions for physical education and sports in the forms of multiple fields, courts, and swimming pool and training facilities. Supportive areas like the Canteen, Yoga Room, Crèche and Medical Room are adequately equipped to provide support and care to the students and staff. The Acharya Tulsi Global Meditation Centre provides the space and environment to connect with one's inner self.

Based on our interaction with the principal Kaye Jacob and heads of various departments, we found that everyone works on the fundamental philosophy of providing education in its true sense and performing their duties with utmost sincerity. Every day the heads of departments reinforce the fundamental belief across their teams that "children are a form of God", and hence their respect & safety should be ensured. The schools invests heavily in its teachers and staff and provides regular trainings to encourage constant growth, both personal and professional.

The school encourages inclusion at every level, including children with special needs. The Special Education Needs Department (SEND) has facilities for Occupational therapy, Speech Therapy, Computers and Home science to cater to students with Autism Spectrum Disorder, Down's syndrome, ADHD, Cerebral Palsy, Mental Retardation, etc. Classes are categorized based on age-group of children (from 4-16yrs). Each child is assessed on various parameters like Academic performance, social skills, standardized tests and feedback from counsellors and psychiatrists to determine whether he/she can be integrated into the mainstream classroom or needs separate therapy. The main aim of the 25 Special Educators of SEND is to make these children as independent as possible. They are given therapy, counselling, vocational trainings and adequate real-life exposure to help them become self-reliant.

My focus of observation was the Middle Program. The pedagogy involves designing experiential, interactive and innovative curriculum through lead designers for each expedition. The curriculum coordinators and expedition coordinators work in collaboration in order to ensure that subject content is covered in the expedition plan. There are instructional specialists who design the mode of instruction to help teachers and also look after assessment. Teachers can observe other classes and also improvise on the lesson plans. They are assessed through a continuous process of observation, learning walks and constructive feedback. Middle program is planning to introduce differential instruction in the near future through crew based flexibility with resources, in order to bring all the students on the same level. There are ample opportunities provided to the students for excellence in extra-curricular activities too, like visual arts, performing arts, sports and also social responsibility through projects like Sveda. Annual outdoor trips like Khoj and Anveshna provide students the opportunity to not only learn experientially but also connect with their surroundings.



Overall the philosophy of the school is holistic and comprehensive with the student at the centre of its ideology. There is a constant endeavor to take care of each aspect of the growth, development and well-being of the students. Regular assessments, feedbacks at every level, open discussions and an atmosphere which promotes the desire to grow both as an individual and as a community, make Heritage a school like no other.

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Student Culture

The student culture of a school reflects not only its philosophy, values and principles but also their implementation. While observing students inside and outside the classroom, I found that their behavior varies a lot over different activities, though some aspects remain constant.

While working in the classroom within crews, the level of cooperation varies widely. In crews which are cohesive and productive, each member fulfills his/her responsibility and also motivates others, while in scattered crews, distracted students usually disturb the entire crew, irrespective of what other crew members do and which crew they are put in. Focused students usually discuss the task at hand, while distracted students indulge in their current interest, like toys, games, pencil fights, etc. The tussle between giving freedom and maintaining discipline is evident in the teachers, as some of these students are completely unrelenting. I have yet to observe how a teacher is able to gain the attention of these distracted students, without any imposition.

There is an atmosphere of open discussion and honest reflection in the school. While screening of a video on Kundapalli toymakers, some students started laughing at the image of a poor toymaker who had no clothes on his upper body. The teacher openly discussed the reasons for this behavior. It emerged that there was complete ignorance about the climate, culture and economic conditions of the region depicted in the video.

In case of a conflict, the teacher present, acts a calm and unbiased mediator and encourages both parties to reflect honestly. With reflection comes realization of the role each party has played to create the conflict. They apologize for their mistake and the issue is usually resolved without any resentment. This approach eliminates a lot of aggression in its early stages, however, without a mediator, the students prefer to leave the issue unresolved, especially in the senior classes.

During mealtimes, students scramble to sit with their friends. They take little food in their plates, are in a hurry to finish it and rush out to play. Most students are busy talking to friends in high volume, sharing stories and anecdotes. There is little interest in food as such (which is a concern), unless there is an interesting dessert like cake, ice-



cream or jalebi. But some children eat their food quietly and properly (their number increases with seniority), following all the lunchroom protocols.

During Visual Arts and Music, students are more expressive in their actions, more engaged in their work, but at the same time more carefree. Most of the children who are restless in the classroom are restless here too. I did not observe any deviation so far in their behavior (classroom vs arts or music class) in the few students I have observed.

The Physical Education sessions are filled with activities ranging from completely unstructured to semi-structured to completely structured. Students enjoy unstructured and semi-structured activities more, as I observed boys & girls both playing hopscotch and enjoying it thoroughly. With complete structure, some students who are not able to perform, look dejected and disappointed. The teachers help them the first time, then encourage and motivate them to push themselves a little more. I observed that the same activity (jumping over a rope hurdle) was done with different age-groups with varying levels of difficulty.

The practice of inclusion is visible throughout the school, with students showing consideration and acceptance to students with special needs as well, although there are exceptions to this behavior.

Overall, the student culture of the school has a balance of freedom and discipline, though for some students, the responsibility associated with freedom is an issue. It is evident that most students do imbibe the values and principles inherent in the practices of the school, but it would be interesting to know the relative number of such students and the extent of their learning.

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Field Engagement and Reflections

Visit to Kadarpur Village

- 1) As a child, summer vacations meant visiting my maternal uncle, who owns a farm in a village. So the mention of a village always brought back images of a self-reliant, agriculture-based unit where life, though full of challenges, was based on diligent hard work and a simple way of living. All villagers worked as per the skill and resources they had. Government aid was limited and its distribution questionable, as was evident from the daily issues for which the villagers sought help from my uncle. Caste –system deeply pervaded daily life, and education was only a means to attain literacy, usually only for the male members of the family, with no desire to learn and grow as an individual.

When I got an opportunity to visit Kadarpur village, the same images were floating in my mind. But I was also skeptical about the influence of the city on village life as Kadarpur is located very close to Gurgaon.

The first thing that struck me was the lack of trees and green-cover. There were none in the streets, but just limited to 1 or 2 in the backyard where the cattle were kept. Barring a few, none of the households grew any vegetables, not even for daily use, which was quite surprising given the natural way of village life I had in mind.

Most members of the *Gujjar* community were landowners who had made money by selling their prime land to the real-estate developers of Gurgaon, and bought cheap land elsewhere. Few had undergone professional training and worked in offices in Gurgaon. The other communities worked as labourers, drivers and helpers or as factory workers. Many unemployed youth whom we spoke to were reluctant to venture out of their comfort zone to earn their livelihood. Many indulged in gambling to while away their time, as was seen at a village *chaupal*. This was in stark contrast to the agriculture-based, diligent work force that I had seen in my uncle's village. The women on the other hand were more enterprising, generating self-employment opportunities like selling milk, stitching, beauty parlor, weaving rugs etc from their homes, as they were forbidden from stepping out.



Also the lack of pre-primary and healthcare facilities was disturbing, given the proximity to Gurgaon. Although the *Aaganwadi* worker we spoke to, had been working there for 25 years, the resources and services provided at the centre were grossly inadequate. This was also echoed by many families who were not comfortable with sending their children to the *Aaganwadi*.

The lack of unity and collaboration within the village as a whole was also evident. There was neither a *gobar-gas plant* to tackle the regular power-cuts, nor any such initiative, despite the widespread availability of cow-dung and awareness regarding the same. There were no taps anywhere to regulate the water supply, only outlets, leading to a lot of wastage. The villagers also told us that the clogged drains and piles of garbage strewn all around the village were due to the unavailability of any designated sanitation workers. All these facts shattered my notion of a village as a self-reliant, self-sustaining unit, where everyone collaborated to solve the community's issues.

The story of the village's midwife, proved that our ancestral knowledge and skills are neglected and dying out. She is a storehouse of knowledge with 40 years of experience and no one to pass it on to, as none is willing. The influence of the city has taken over the simplicity of village life with TVs taking priority over knowledge-sharing.

The other factors apparent in the village, like the lower-upper caste divide, the lack of higher education (especially for girls), and the corruption in the circles of power (panchayat, MPs, MLAs) was corroborated by the villagers and was as expected.

2) If I were living in Kadarpur village, I would try to solve the issues plaguing the community by looking for solutions within, rather than waiting to receive help from outside. This could be done in the following ways:

- Encourage the villagers to set up *gobar-gas* plants in their respective communities. Being localized, these plants will be easier to setup and manage and prevent any ensuing clash over power supply between communities.



- Guide the villagers to start growing their own vegetables to meet their daily needs. Inexpensive and small-scale methods could be introduced to the villagers to obtain maximum benefit from minimum resources.
- Create awareness among villagers that education is not just a means to earn livelihood but to improve one's way of life. For this, the right kind of education, which is not bookish, but has practical implications on their lives, can be useful. E.g., practical ways to use local resources judiciously, how to save water and electricity, natural and inexpensive ways to remain healthy, etc. A library with the relevant books can be set up and slowly expanded over time. Knowledge-sharing by the village elders to impart their skills and expertise to the young could also be encouraged.
- Encourage collaboration among villagers to make village a self-sustaining unit by setting up training centres and small-scale industries within the village *aaganwadis* (for making pickle, papads, stitching, beauty parlour, etc) based on the "Shri Mahila Griha Udyog Lijjad Papad" model. Women can be involved in production while the men can be responsible for selling the products inside and outside the village.
- Create awareness about hygiene and sanitation- its importance and simple ways to keep surroundings clean. A start can be made in this direction by designating areas for garbage disposal.
- Over a period of time, once the village starts to become self-reliant and income-generation begins, a Naturopathy centre can also be set up in the village. This will take care of their day-to-day medical problems without creating a financial burden on them.

To summarize, it is important to drive away the feeling of dependence on outside sources for the progress and development of an individual or the village as a whole. For this, the contribution of each and every villager, including me, towards this common goal would be vital to its achievement.



My Own Reflections

pretty close observations about things. Today I realized that we grossly underestimate children, especially young children. This has given rise to many questions - how can we channelize the basic inquisitive nature of children? If it is not channelized properly, how does it impact children, both intellectually and emotionally? Children learn to associate things very fast. How can this be best used in education? I hope to find some answers during this course in IAT.

There is so much to know, to understand, to convey, to interact... it seems these 10 months will be too less. While compiling my tasks today, I realized the volume I have learnt and the even larger volume I need to learn. I feel I have started on a journey that is lifelong... very much like that of a parent... ever changing... always learning... always adapting... with only 1 goal in mind - welfare of the child, without being imposing, without being judgemental, without constraining the child, but to be just a guide. But just as parenting is not ~~easy~~ easy, it's not without its aches and pains, even teaching is not easy. It comes with its share of crises and challenges. I am preparing myself for it and hope to live up to it.



Teacher - this word is giving me a new meaning each day. When I am standing there in the classroom, with 30 pairs of eyes looking at me intently, it sometimes gets very overwhelming. Till recently I had looked at a teacher, either as a student or as a parent. But making a transition to the other side of the table is unravelling new layers every day. The preparation, the thoughts, the planning, the empathy that goes into making a true teacher leaves you with a huge sense of responsibility and the desire to do your best. Lesson-planning, teaching de-briefing, every process is teaching 'me' about myself. But Maths is my area of concern.

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