

# National Exposure Trip of Mentor Teachers & other officials

## Details of the Program:

**Date:** 7.03.2022 to 11.03.2022

**Destination:** – Bengaluru

**No of Participants attended the Program:** 23+1(coordinator)

**Name of Coordinator-** Sh. Jay Shankar Roy (Assistant Professor)

**Overall Coordinator-** Dr. V. K. Pathak, Nodal Officer, INSET

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## INTRODUCTION: -

A NATIONAL EXPOSURE TRIP WAS ORGANISED BY SCERT DELHI TO VARIOUS DESTINATIONS OF INDIA FOR THE MENTOR TEACHERS, DOE OFFICERS, OFFICERS OF CORE ACADEMIC UNIT AND PRIMARY BRANCH DOE, GNCT DELHI DURING MARCH 2022.



**OBJECTIVES: -**

1. EXPLORE THE BEST PRACTICES IN THE FIELD OF EDUCATION.
2. CULTURAL EXCHANGE AMONG EDUCATORS OF VARIOUS STATES.
3. IMPROVEMENT OF TEACHERS MOTIVATION AND ENTHUSIASM.
4. ACQUAINTANCE WITH VARIOUS SOCIAL CULTURAL ETHOS IN INDIA.
5. PROMOTION OF NATIONAL UNITY AND INTEGRATION.



A Team of 24 members including 18 Mentor Teachers, 03 CAU members, 02 Primary Branch members along with Mr. Jay Shankar Roy, Coordinator, SCERT was moved for National Exposure Trip to Bangalore on 6th March 2022. During the period from 7th March to 11th March 2022, various educational institutions were visited by the team as per schedule provided by SCERT. Following activities were done on daily basis:

Two visits: One pre-lunch and one post lunch.

**Talk with an educator:** After visits, discussions and sharing of experiences with each other was done on a daily basis.

**Feedback:** Observations and feedback about the places visited was done regularly through Google forms

**Report:** Daily consolidated report on the basis of discussion and feedback form was submitted to the authorities and with group members as well.

**Details of Places visited:****Day -1****1. Azim Premji University.**

Azim Premji University has a vision to contribute towards a more just, humane and Sustainable society.

It offers Teaching Learning and Teacher Professional Development Program like the Mentorship Program is going on in Delhi.



## **2. School Scape Foundation**

The primary task of School Scape is to enable educators in India to enhance the quality of learning for children through school and programs. children learn through interaction and direct engagement activities. Here they have multi age classrooms mixing children of various ages so that younger students can learn from and work together with older students. In turn the older students can interact with younger peers to reinforce concepts they have already learnt.

Like School Scape Foundation, we can give freedom to the students of Primary classes to choose the material/Activity they want to learn and make them able to see the difference in their command over the topic they have learnt.

Similar Assessment patterns can be adopted by our teachers to assess the primary classes, like what all I learnt from these classes, what I want to learn further etc.

Like the School Scape Foundation, we are already working on Child Centric approach in DBSE.

## **Day -2**

### **3. Diya Ghar**

- It's a community practice NGO, working for migrated children in the age group 3 to 6 Years.
- Running 14 Communities/ Centre and catering about 650 students.
- 2 teachers and 1 helper are provided to each community/Centre, work from 9 am to 3 pm in single shift however some are double shifts as well.
- Provides nutritious lunch, Protein Bar, milk, learning kit and uniform to students free of cost
- Train teachers to work in the community/Centre.
- Provides Freedom to students, to learn, to speak and to commit mistakes.



- Uses a child centered approach and facilitates kids to learn and grow on their own and provides an environment to grow in a natural way.
- Provides basic facilities to students like Delhi Govt is providing to its students.
- Use activity based approach, and child centered strategies like we are doing in Delhi Government Schools.
- We can also plan the curriculum for small kids in such a way so that each and every student can learn and grow as per his/her capacity, ability and pace and also according to their interest.

**4. Annaswamy Mudaliar School** Bangalore (Since 1907) Govt aided/unaided/private schools run together. Started working with a night soil worker type of untouchable community. Added some skill based activities in their new curriculum. It's a kind of inclusive education school with children with special needs.

It Offers Vocational education to students to develop various skills in students as Delhi Government offers some skill based subjects in its schools. It has an inclusive Education System like Delhi Govt schools, with extended help to CWSN students in many ways.

Weekly wellbeing sessions (on a regular basis) for teachers by a counsellor is something good to adopt from there as it is the need of hour too.



### DAY 3

**5. Sumini Montessori School:** Sumini Montessori was established in 2001 with the direct aim of answering the needs of young children both in terms of education and life skills.

It's some features were as under:

- Child Centric approach
- Voice level of students and teachers
- Language teaching through phonetics

- Experience Practical Life especially
- Community Lunch
- Portrait size photo of each student on walls of classrooms.
- Library Corner in each class where books were placed as per levels
- Open Locker System for students



**6.BeMe Standage Rd, Pulikeshi :** BeMe is an open school based in Bangalore, where children direct their own learning. It is an effort to create a stimulating, free and democratic environment for children aged 2.5-16 years. It works as under:

- Activity based Teaching
- Teachers in role of facilitator only
- Delegation was also attended by students
- Silence room, JC room, committee of students with detailed performa for the purpose.
- Student Parliament (Weekly)
- 45 minutes Chit chat period in place of assembly.

**7. Malliya Aditi International School:** (often abbreviated as MAIS or Aditi) is a private school located in New Town Yelahanka, Bangalore.] Aditi has consistently been ranked among India's top 5 private day schools. It has some key features like:

- EMC started 10 years back
- Activity based approach
- Identification of problems, analysis at local level, then global level and then finding out the solutions.
- Marks are not the basis of selection of stream
- Group Teaching system

- Community Lunch System

#### **8.Gubbachi Learning Community:**

- Child Centric approach
- Nalli Kalli concept: Activities with cards supported by teachers easy to difficult system
- Community help to track students' attendance



**9.APSA Dream School:** Social Action or APSA is a rights-based, child-centred, community development organization working in Bangalore. It believes in:

- Learning by doing
- Experiential Learning
- Do's and Don'ts for teachers defined by students.

#### **Day -4**

#### **10.POORNA LEARNING CENTRE**

Poorna Learning Centre, Satnur is a small alternative school in Bangalore in the state of Karnataka, India. It started as an effort in home schooling the children of the founder. Saira Banu is the current principal of the school. The school is very inclusive and open and teacher-student relations are very relaxed, where students call the teachers by their first names.

- Assessment: No exams, skill is being assessed to make a report card, self assessment is part of assignments, projects.
- When a student wants to go out, he has space and time. Later the teacher talked to him to sort out the matter.
- Textbooks are used just as a guide for teachers and not being used in classrooms. Faculty/ Curriculum meetings on a weekly or fortnightly basis.

- Languages & Maths according to stream Social Science and Science as per theme topic Air, water, Earth, Sky, Fire.
- Differential teaching : preparation of special material and need based material and teach them individually.

### **11.CBR Network Inclusion Programme**

SAHAYOG (A child development resource centre). CBR NETWORK is a charitable Trust working in the field of disability since 1992 to promote Community Based Rehabilitation of persons with disabilities leading inclusive development. We are members of Global Partnership for Disability and Development (Initiated by the World Bank trust fund), association member of Rehabilitation International (A global forum). It works on following aspects:

Accessibilities in accomodation tailor made not readymade

- Teachers orientation for CWSN
- Online training of Teachers
- Inclusive schools
- Resource Kit
- Assistive Technology: Austina, Alexa are supporting, Swayam Portal
- Optimum use of inherited potential
- Digital Library

### **Day -5**

### **12. TVS Academy, Tumkur**

The school supports a flexible curriculum that takes into account children's abilities and interests. Notions of quality, excellence and integrity form the basis of the teaching-learning program in this school. Learning becomes more meaningful as students explore issues that are critical to them and their society. Here:

- Strong Teacher Education Program
- TEP helps in deepening the understanding about the role as a teacher and as a team member.
- Open school with self discipline/self made syllabus class 1 to 8 and follow NCERT 9th to 12th/different group has different library as primary ,middle and secondary class library
- Different activities such as visiting old age homes, blind school, field visit, forest visit ,and village schools visit.
- Social consciousness through reflective dialogues, practices of mindfulness and through efforts that affect positive change in the community.
- open and supportive learning environment.



- A Non Competitive Environment the teacher pupil ratio is small. Two teachers concept upto class 3rd.



**Learning experiences from the trip:** Learning experiences of all the team members from the trip are:

- Hands on experience, Unique and challenging learning experience
- Community lunch system
- Zen garden, grace and courtesy, mud concept.
- Activity based learning
- Integrated learning
- Open Classrooms, learning with Nature
- Group learning/peer learning
- Child Centric education
- Maintaining resource room and register
- Flexible curriculum
- Montessori method
- Kitchen time for kids
- Folk music and dance as stress reliever
- Children are treated and respected as adults
- No assemble only chit chat time
- Yearly visit is planned and follow up is done (holistic learning of that site)



- JC Room: students settle their own problems through various methods eg JC room
- Discussions between students and teachers.
- Collaborative approach
- For senior classes, proper error analysis is done by students in documented form
- Parents of one student invite a group of four to five students and thus the host child understands everything about hosting.
- Adoption of trees and assigning them Nicknames.
- Democratic environment for every child.
- No focus on completing the syllabus rather, giving focus on learning.
- Field trips related to their class and also take proper follow up activities throughout the year.
- Teacher as Facilitator: liberty to students to learn according to their level,
- Nali Kali methodology to help students to learn according to their age level.
- Regular workshops for teachers for their capacity building.
- Syllabus developed by teachers upto elementary level.
- A good enriched library and develop a habit to read the book among the students.
- A culture of pay back to the Institute and society as well.
- Freedom to learn, to speak and to make mistakes and facilitate kids to learn and grow on their own and provide an environment to grow in a natural way.
- Vocational education to students to develop various skills in them.
- Inclusive education system with extended help to cwsn students in many ways.
- Portrait size photo of each student on walls of classrooms.
- Library corner in each class where books were placed as per levels.
- Open locker system for students.
- Chit chat period in place of assembly.
- No written exams. assessment of skills, self assessment and assignment/projects are part of overall assessment.
- Textbooks are used just as a handbook for teachers and not being used in the classroom.
- Faculty /curriculum meeting weekly or fortnightly.
- Differential teaching: preparation of special material and need based material and teaching them individually.
- Different activities like visiting old age home, blind school, field visit, forest visit and village school visit.
- Self-discipline and sense of ownership.
- TLM preparation from easily available things.

- Providing students space to express
- CASSS - Continuous Academic Students Support System

### **SOME RESOLUTIVE REFLECTIONS OF BANGALORE GROUP**

Ideas and thoughts by participants which can be incorporated in our education system

1. Activity based learning
2. Democratic environment to study
3. Integrated learning.
4. Group learning/peer learning.
5. Astronomical telescope.
6. Small class size.
7. Strong ALUMNI.
8. Huge sized playground with AstroTurf.
9. Close to nature classroom, open air classroom.
10. till class 8 give more focus on learning rather than completion of syllabus. No ranking at least till 8th grade.
11. Creation/modification of curriculum and modules (books) by team of senior teachers /coordinators
12. Open shelf library
13. English language support can be started in SOSE as the DBSE Curriculum is mainly English medium.
14. Social field trips: Students must be taken for field trips at-least once in a month so that they can relate their classroom learning with their day today life.
15. Every Friday Students club activities could be planned for all classes with a variety of activities; but with no concept of competition but participation and all those who participate will get appreciation certificates.
16. During assessments, grades for the efforts also.
17. Integration of Montessori Pedagogy in Pre primary classes to some extent to start with Eg sand activity, three finger activities on EPL to develop motor skills.
18. EVGCs must plan counselling sessions at regular intervals both for students and teacher, Emotional well being workshops.
19. Parents can be involved to promote vocational education. Involvement of parents in school system as well support to student at home
20. Bubble time is when a student can choose a teacher to talk to.

21. To make the students work on problem solving projects where they research from local to global and give their own solutions in the form of essays at least during their holidays
22. Continuous Academic Support System and Students Achievement tracking
23. develop a habit to read the book among the teachers and students as well.
24. Joyful and activity based learning for all age group students.
25. To provide freedom to learn to speak and by mistakes. child centred approach. and facilitate kids to learn and grow on their own and provides an environment to grow in a natural way.
26. Inclusive education system with extend help to cwsn students in many ways, inclusive schools resource kit
27. Portrait size photo of each student on walls of classrooms.
28. Committee of students / students parliament.
29. Strengthen teacher student relationships to develop a supportive learning environment and non-competitive environment.
30. Work on Teacher as a facilitator.
31. social consciousness through reflecting dialogues.
32. More focus on happiness and mindfulness for positive change in the community.
33. Develop a culture of self discipline and ownership.
34. One period for slow learners for a different subject daily.
35. Activities and TLM of zero cost or low cost by the teachers and students together.
36. Mud concept, zen garden sand concept, democratic approach , community lunch, experiential learning
37. Democratic forum where students and teachers can express their views and according to these views the academic activities could be planned.

**MANY TIMES SHOTS SPEAKS MORE LOUD AND CLEAR THAN WORDS:-  
MUST SEE AND LEARN THE LEARNING...**





### List of the Participants

S. N.	EMPLOYEE NAME	SEX	POST HELD	EMPLOYEE ID
1	ARCHANA VERMA	FEMALE	TGT ENGLISH	19961083
2	BHARAT SHARMA	MALE	TGT HINDI	20132801
3	BHARTI CHHINDRA	FEMALE	TGT SCIENCE	20060717
4	DR. PRIYA LAXMI	FEMALE	MUSIC TEACHER	20191497
5	KAMLESH	FEMALE	TGT HINDI	20092770
6	LALIT KUMAR SHARMA	MALE	TGT SOCIAL SCIENCE	20190656
7	MALTI NARANG	FEMALE	TGT SOCIAL SCIENCE	20193739
8	NAVEEN RATHI	MALE	TGT NATURAL SCIENCE	20194918
9	RAJESH KUMAR	MALE	TGT MATHS	19990510
10	RAJESH KUMAR	MALE	LECTURER ECONOMICS	20060188
11	RAKESH KUMAR	MALE	TGT ENGLISH	20150220
12	RAKESH VASHISHTHA	MALE	TGT MATHS	20190811
13	RITU TYAGI	FEMALE	TGT ENGLISH	20190077
14	SUDHIR KUMAR	MALE	TGT MATHEMATICS	20130863
15	SUMAN YADAV	FEMALE	TGT ENGLISH	19970078
16	SUSHIL KUMAR SAINI	MALE	TGT ENGLISH	20111087
17	VANDANA SHARMA	FEMALE	TGT HINDI	20190991
18	VIRENDER SINGH PARMAR	MALE	TGT MATHS	20100745
19	PARIKSHIT	MALE	TGT ENGLISH	20092148
20	SIDDHARTH	MALE	TGT SOCIAL SCIENCE	20091472

21	ARUN KUMAR SETHI	MALE	LECTURER COMMERCE	20171700
22	SARITA SAXENA	FEMALE	LECTURER PHYSICS	19890448
23	AAKANKSHA	FEMALE	LECTURER MATHS	20060083
24	JAY SHANKAR ROY	MALE	SCERT COORDINATOR	

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