



## Assignment # 1

---

**Teacher Name:** Waqas Manzoor  
**Student Name:** Abdul Rehman  
**Roll No:** 19L-1135  
**Section:** Professional Practices (BCS-7A)

---

**Topic:** Taare-Zameen-Par  
**Skills:**  
1) Analytical Thinking and Innovation  
2) Active learning and learning strategies  
3) Creativity, originality and initiative  
4) Leadership and social influence

---

## **Summary:**

The film initiates with the Awasthi family containing Nandkishore, his wife, Maya and two sons, Yohan and Ishaan, all living in a household in Bombay, India. The father is demanding of his two sons, with the expectations of them being at the top of their class in terms of both academics and co-curricular activities. His wife has the same thoughts, however, is lenient towards the boys as compared to their father.

Ishaan is an 8-year-old boy whose world is full of wonders and imagination. However, in a society where adults are more concerned about academics, homework and marks, no one appears to notice the talent of creativity in the boy.

The two brothers attend St. Anthony's High School. While Yohan excels in his grades and sports, Ishaan is the opposite. Ishaan has a record of failing twice in his 3rd standard, hiding his report card from his parents, and making mischief with other students, causing his teachers to request the principal for his rustication. Even in his neighborhood, his behaviour gets out of control when he gets into fights with other children.

All the complaints force his parents to enroll him into "The New Era" boarding school in distant Panchgani, hoping the boarding school will straighten the boy with their education system and the disciplined hostel lifestyle for their students. However, Ishaan's performance still does not improve, rather he now has to deal with the additional stress of being away from his family.

With the occurrence of the same series of events, he is again on the verge of being rusticated from the school when a temporary art teacher, Ram Shankar Nikumbh, is hired at school. He infects the students with joy and optimism, breaking all the rules of how things are done by asking them to think, dream and imagine. All the children respond with enthusiasm and open their hearts to the new teacher instantly, all except Ishaan.

After observing Ishaan, Ram believes Ishaan is suffering from dyslexia (a common learning difficulty that mainly causes problems with reading, writing and spelling) and attempts to explain it to his parents and other teachers. He considers Ishaan a genius and works on curing the boy. He finally assists Ishaan in finding himself by giving him time, compassion, and care, all the while helping him improve his cognitive skills (to cure his dyslexia) as well as nurturing this creativity in Art.

## **Skills Identified:**

### **i. Analytical Thinking and Innovation:**

It can be seen how instead of being like other teachers who follow the standard teaching methods and label their students as a failure if the students cannot meet the standards of grades, Ram-Shankar (teacher) uses his analytical thinking to first identify the true intellect of his students, then uses his innovation to find methods to boost the skills of his students even further.

### **ii. Active learning and learning strategies**

Since Ishaan (student) finds it difficult in learning and understanding if taught by the traditional methods of teaching that are commonly practiced at the school, Ram-Shankar (teacher) employs several learning strategies and active learning methodologies such as explaining mathematics by making the student climb stairs etc. that best suit the needs of Ishaan and help him progress further.

### **iii. Creativity, originality and initiative:**

Ram-Shankar (teacher) does not ask Ishaan (student) to discard his Artistry skills, rather he assists him in further improving his Drawing and encourages him by organizing an Art competition in the school where Ishaan (student) can take his initiative as an Artist on a formal platform and find his originality.

### **iv. Leadership and social influence:**

Ram-Shankar (teacher) instantly gets the respect and acknowledgement of his students through his social influence skill. He makes the students feel comfortable and open around him, wanting to follow his lead and his methods of education. His leadership skills are shown as he oversees multiple institutes for students with cognitive difficulties. We can see both of his skills coming into play simultaneously as he organizes the Joint School Art Competition too.

## **Practical Advice and Prescribed Activates:**

To adopt the above skills, you need to practice the following activities:

### **1) Play Brain Games:**

If you want to improve your analytical thinking skills, it may be time to play Sudoku or other brain games like puzzles, chess, etc. The Great thing about brain games to develop your analytical skill set is it is fun and doesn't require a lot of motivation to get started.

### **2) Read Books:**

Read books and try to work on an active reading strategy.

### **3) One-minute paper:**

Write a 1-2 min response to an open question. We can do this activity at any time. You might ask yourself, "What is the most important thing you learned today?" or "Summarize today's experience in one sentence". You might use it at the end of the day/event/activity to get a summary of how that experience was for you.

### **4) Reciprocal questioning:**

Use reciprocal questioning to encourage an open dialogue in which you can create your questions about a topic, reading section, or lesson and discuss them with your teacher.

### **5) Create your own "Three Ifs":**

Many good innovators take an existing object and ask clever questions to twist its very concept and make it new. You can build creative thinking around three "ifs":

- (1) What would happen if I change it (the object/ system/ social relationship, etc.)?
- (2) What would I change or improve about this object if I wanted to use it in 10 years?
- (3) What would I do if I had a one-million-dollar investment to improve it?

### **6) Making decisions:**

Leadership development is a self-assessment framework for people to first identify the skills, attributes and attitudes they find important for effective leadership, and then assess their development in these areas. You can start by making small decisions such as ordering for your friends, leading a group project, public speaking, etc.