



Get Grooving, Learning

ENTER THE GROOVE GULLY

When family time seems like a precious commodity, with only one Sunday meal together, these parents of twins decided that this is not what they want for their little ones. Deeply interested in music, the family decided to interweave the concept of family time, musical bonding and happiness therapy together and thus, Groove Gully was born.

A start-up by Jay and Bobby Chauhan, Groove Gully is like a travelling musical museum that reaches your school's doorstep. What is unique about it? Children of classes 1 to 10 get to see the rarest of rare musical instruments like morsing (Jews Harp), Taus (Persian word of peacock), Daman drums from Ladakh, a Chenda from Kerala, Thavil and Kanjiras from Tamil Nadu, Pakhawaj and Dhol from north India, Bom, Ksing and Padiah from Meghalaya. Children get to touch, play the instruments with the artists. They experience more than music, they get a cultural lesson too.



The artists come dressed in costumes and bring with them the musical instruments. Children watch them play, join them, see them in their attire, it is like a cultural treat – an experience of music, history, culture, psychology, skill-based learning all woven into one. Kids also get to build musical instruments.

LEARNING OUTCOME

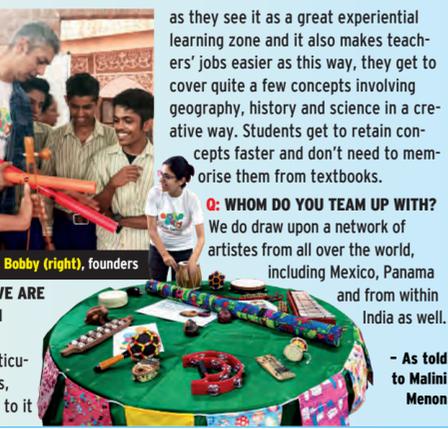
as they see it as a great experiential learning zone and it also makes teachers' jobs easier as this way, they get to cover quite a few concepts involving geography, history and science in a creative way. Students get to retain concepts faster and don't need to memorise them from textbooks.

INTERVIEW

Q: HOW DID GROOVE GULLY COME UP?
The journey began when we saw that today how everyone is so absorbed in the digital world. Bobby and I thought of a start-up wherein mindfulness is infused into children through the world of music. We included a panel of psychologists, neuro scientists and art therapists, and collectively worked with them to build Groove Gully.

Q: WHAT DO YOU OFFER?
We hold workshops in various schools pan India, wherein students get a first-hand experience of ancient musical instruments – the touch, the feel, the rhythm – besides getting to build and play them.

Q: HOW PERCEPTIVE ARE SCHOOLS TO SUCH PROGRAMMES?
Some schools, particularly the IB schools, are very receptive to it



A teen makes dissection more humane

Indigo Prasad of San Anselmo wins national award for her efforts



Marin kids who are squeamish about slicing into frog cadavers or who hate the smell of chemical preservatives used in real-frog dissection in their science classes may find inspiration from Indigo Prasad of San Anselmo, California.

Indigo, 13, a seventh-grader at Mark Day School, a private K-8 school in San Rafael, California, has been named 'Humane Student of the Year' by the group Animalearn, a Jenkintown, Pennsylvania-based division of the American Anti-Vivisection Society.

Indigo said she was motivated a few months ago to research more humane alternatives to traditional dissection after learning that she would be expected to participate in the real-frog dissection this spring, when her science class starts its anatomy section. "Ninety-five percent of the people said virtual dissection was ready to replace traditional," says Indigo. She looked into synthetic frogs made by different companies, such as Tampa-Florida-based SynDaver, and Rescue Critters, which sent her some prototypes to review. The school kids said they preferred the synthetic frog cadaver from SynDaver – called 'Synfrog' – to real frogs because it didn't smell of formaldehyde and didn't "feel bad". According to 'The Mercury News', some science teachers said they feel fake frogs take away from an authentic experience of dissection – such as finding mutations or extra appendages that could come only from nature.

A postcard reaches & TEACHES this class

A teacher at Exploits Valley Intermediate, US, is reaching out to people near and far to teach students about life in other parts of the world. She is asking people to send her class postcards, pictures and letters about places where they are living, have lived or visited. Jessica Stuckless teaches social studies to five Grade 7 and three Grade 8 students. "My students are very interested in places around the world and postcards are what they wait for," says she.

Banning homework can lead to building a student's emotional quotient. For younger grades, it is important to play, mingle with family and be active. At higher grades, one gets more quality time with parents. This, needless to say, will increase the **EMOTIONAL STABILITY** of students. NIMISHA, class IX, Gitanjali Devashray, Hyderabad

Banning homework will save time. Homework mostly involves copying and pasting and nobody remembers anything. Making classes more interactive so that students can do the learning in school itself, can be helpful. If at all, homework should be **RESEARCH-BASED**. ARUSHA GOMBER, class X, GEAR Innovative International School, Bengaluru

I feel it is impossible to introduce this system here without reforming the current educational system. Children should be given homework that teaches them **SOMETHING NEW AND INTERESTING**, instead of making it a chore. MOULI CHOWDHURY, class X, Blue Ridge Public School, Pune

I believe homework **REINFORCES THE LEARNING** process. A better solution would be to send students home with creative and **EDUCATIONAL PROJECTS IN WHICH FAMILY MEMBERS CAN ALSO TAKE PART**. CHERYL SUSAN ABRAHAM, class IX, Gregorian Public School, Ernakulam

HOMework

More than 200 schools in UAE cancel it



Students and teachers debate on whether homework should be banned or not

Students at more than 250 government-run schools in the United Arab Emirates are officially done with homework. The local National newspaper reports that, starting next week, the Education Ministry is abolishing homework in public schools in Dubai and Abu Dhabi to help students make the most of their time in school and have more time for other activities and family

time. Other countries like Finland, have had success with less homework, which proponents argue allows children more time to think creatively and play outdoors. The decision impacts 23 schools in Dubai and 233 in Abu Dhabi. As part of the changes, there will be no breaks between classes, which will stretch 90 minutes-long for teaching and practical activities.



Homework brings in discipline, routine and a certain amount of consistency. It is all about the right approach. It may involve research, looking for **EXTENDED LEARNING** than just mere repetitive exercises. MAANVI KAPOOR, class XI, PML SD Public School, Chandigarh

I believe banning homework is an excellent step towards children's **PERSONAL AND INTERPERSONAL DEVELOPMENT** as it gives them time to be creative and mindful. CHAITRA ABHIJEET VARTAK, class IX, SSPM's Sri Sri Ravishankar Vidya Mandir, Borivali East, Mumbai

If my History teacher asks me to make a project on 'The celebrated sculptures', I would be more than excited to mention about Apollo Belvedere, Athena Parthenos and so on. It would be something different from memorising chapters from prescribed textbooks. So it totally depends

VERDICT: WHETHER BAN OR NOT, MAKE HW INTERESTING

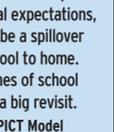
I don't think it will make any difference. I believe those who want to study will do no matter what...and those who aren't interested will not do it anyway. Continuing with homework will surely help students who are irregular with studies. CHITRA SANTOSH, teacher, Gitanjali Devashray, Hyd



There is a larger problem of **CURRICULUM CORRECTION**. With a content-heavy curriculum and parental expectations, there is bound to be a spillover of work from school to home. Expected outcomes of school education needs a big revisit. MANJU, Principal, PICT Model School, Pune



Homework is good for children to **REINFORCE** what was done in school. It also sets a discipline in setting some study time at home. In urban India, working parents are unable to devote time to a daily learning regimen with kids. Hence, it is important. There are several ways in which family time can be managed. MADHULIKA CHANDRAKUMAR, teacher, Sishu Griha High School, Bengaluru



Yes, provided the system gives more weightage to **ENHANCEMENT OF SKILLS** required for 21st century jobs and less importance to the highest percentage/cut-off marks considered now as eligibility for seeking admissions. SARITHA GOUTHAMKRISHNA, principal, The Village Int'l, Kerala



I don't think it will be feasible due to the **TREMENDOUS EXPECTATIONS** parents have from kids and schools. There are parents who question us if there is no homework. KUSUM KANWAR, Principal, Kangaroo Kids, Kandivali, Mumbai



on the ilk of the homework. If it's something that develops a **STUDENT'S PERSONA** and helps him/her to form opinions about the world, then homework is the small step towards building one's platform in his/her career. HINA NAELA, class XI, GD Goenka Public School, Lucknow

