

Beyond Rewards: Encouraging Creativity Through Constructive Consequences in the Classroom



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Students participate in an interactive creative learning session at Parijat Academy, Guwahati.



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Education is much more than teaching lessons from a textbook or preparing students for examinations. A school is a place where children develop character, confidence, creativity, and a sense of responsibility. Every child possesses unique talents and abilities, and it is the responsibility of teachers to identify those strengths and create opportunities for them to grow.

As a teacher, I believe learning should be guided by encouragement rather than fear. A classroom should be a place where students feel safe to ask questions, share ideas, make mistakes, and learn from them. When children feel respected and motivated, they become active learners who are willing to explore their creativity and express themselves with confidence.

For this reason, I follow a system of rewards and constructive consequences in my classroom. I do not believe students should be motivated through fear or humiliation. Instead, I believe positive recognition, meaningful opportunities, and constructive consequences help children become responsible learners. My goal is not simply to help students score good marks, but to inspire a lifelong love of learning.

Alongside regular classroom teaching, I frequently organise co-curricular activities because education extends well beyond academic subjects. Storytelling, poetry writing, drawing, public speaking, quizzes, and cultural programmes help children discover abilities that may not become visible during routine classroom lessons. These activities also strengthen communication skills, imagination, teamwork, and self-confidence.

This year, I organised an Original Story and Poetry Writing Competition for my students. The objective was not merely to identify talented writers, but to encourage every student to think independently, express personal ideas, and develop creative writing skills.

Before conducting the competition, I realised that many students had never attempted to write an original story or poem. Expecting excellent work without proper guidance would not have been fair. Therefore, after the annual examinations, I organised a three-day creative writing workshop for interested students.

During the workshop, we discussed the basic elements of storytelling, including character development, plot construction, meaningful endings, and expressing emotions through words. While introducing poetry, I encouraged students to draw inspiration from nature, family life, friendships, festivals, and everyday experiences. Rather than asking them to imitate established writers, I motivated them to write from their own observations and imagination.

The workshop was designed to be interactive and enjoyable. Students exchanged ideas, discussed different themes, and read their work aloud. Gradually, they became more confident in expressing themselves. I repeatedly reminded them that originality matters more than perfection. A simple, honest piece of writing has greater value than polished but copied work.

By the end of the workshop, I noticed a remarkable transformation. Many students who had initially hesitated to write were now eager to create stories and poems of their own. Their enthusiasm reaffirmed my belief that, with the right guidance and encouragement, every child can discover the joy of creative expression.

The experience also reminded me that creativity cannot be imposed through instruction alone. It flourishes in classrooms where curiosity is encouraged, effort is recognised, and children are given the confidence to express themselves without fear of failure.

In an education system that often places heavy emphasis on examination results, we must not overlook the importance of nurturing imagination, independent thinking, and self-expression. These qualities not only help children become better students but also prepare them to become thoughtful, confident, and responsible citizens.

If schools can create environments where children feel encouraged to explore, question, and create, they will be developing far more than academic achievement. They will be helping shape individuals who are capable of thinking independently and contributing meaningfully to society.

Banjit Sarmah

Banjit Sarmah is an assistant teacher based in Dhekiajuli, Assam.

BY BANJIT SARMAH

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