

# The TEACHER.in

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## 'No-Limit Curriculum'

The Best Educational Practice

**Geeta Verma**

*Head of School,  
Pragyanam,  
Gurugram*



## The Real Wangdu

**Sonam Wanghchuk**

*Innovator and  
Education  
reformer*



Benchmark for Sustainable Schools

Pedagogical Implications of AI in Classrooms

Role of Parents in a School

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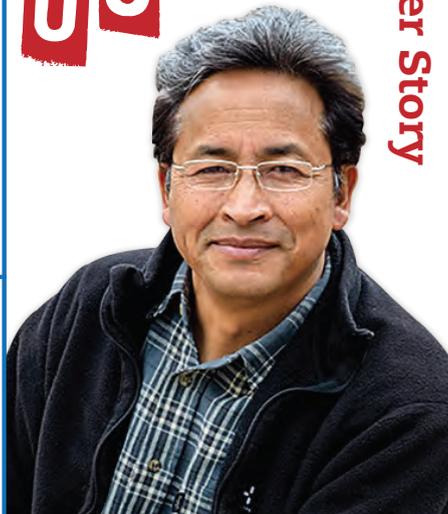
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# If Students Had An Opinion On Your Performance!

**RASHMI MARIAN FURTADO**  
Senior Editor, TheTeacher.in

## Teachers, we expect more from you

“You can do better”, “You are capable of way more”, “You need to work harder”, “I am disappointed with your performance”, “I expect more from you”, “You did not live up to my expectations”, “You are so talented.”

Surely, these are familiar lines for any teacher. Now, sit back for a moment and imagine, what if these are lines your students tell you? Have we lived up to our students’ expectations? We keep telling our students to work according to the competitive world outside. Have we upgraded ourselves and our methods according to the ever changing, competitive world? These questions probably get us into an introspection mode, something we should do.

Our students today prepare for an undergraduate education when they are in class 9. They study hard as they face fierce competition, undergo stress to perform well, have a clear ambition and a goal. Have we teachers prepared ourselves, to prepare them for this change?

Teachers, given the importance we have in the lives of our students, it is imperative that we constantly unlearn, relearn and upgrade ourselves. Upgrading ourselves is not only about certification courses, it is about how we prepare ourselves on igniting the curiosity of our students. How much of extra information do we research on the topic that we teach in the class?

If you think your subject is dry and it's not possible to make it interesting with extra information on the topic, can we give them a small piece of information that ignites their curiosity? For instance, try asking them why Facebook is blue. Questions such as the one mentioned here, will certainly ignite their curiosity. You would have captured their attention for the next 25 minutes of the class.

Students want a teacher who is passionate about what they do, they want a teacher who will make classroom interactions fun and interesting, they don't want a teacher who only reads out or lectures in class, they want a teacher who helps them learn. They want a teacher who respects them, a teacher who can admit his or her mistakes. A teacher whom they can relate to, who encourages them to express their thoughts. **A teacher who is relevant to them and a teacher who can get them to be the best version of themselves.**



It is imperative that we constantly unlearn, relearn and upgrade ourselves.

**Are we the teachers our students want us to be?** Evaluate yourselves on the areas mentioned above and answer for yourself if you are the teacher, they expect you to be.

Dear teachers, you are the sharpener the students require to keep themselves sharp. The sharpener also needs to make sure that it carries the ability to sharpen. Regular care needs to be taken to make sure the sharpener doesn't lose its quality. In the same manner, regular and relevant upgradation is required to make sure we are the teachers, our students expect.

**Yours Positively!**



 @RashmiGreycaps

 @RashmiGreycaps

 Rashmi Furtado

**Rashmi**

**If you have an experience along these lines to share, do write to me on [rashmi@greycaps.com](mailto:rashmi@greycaps.com)**

*A natural writer, teacher and a passionate content creator, Rashmi has authored the Cu and Rio series and created the Keystones program on Values Education from Greycaps. She is one of the founders of TheTeacher.in. She is a sought after speaker at educational conferences, facilitator programs and for motivational talks to students at schools across India. She holds a Master's Degree from the prestigious NIT Suratkal where she also taught before joining Greycaps. Rashmi is also a popular quiz host for schools, colleges and large corporate audiences. She has co-hosted the Tata Crucible quiz and Travel Quest by Thomas Cook.*

# Pedagogical Implications of Artificial Intelligence In Classrooms

## Part 1

### G. BALASUBRAMANIAN

*G. Balasubramanian is a doyen of school education in India. He has held several positions of leadership at CBSE, including Director Academics. He was the brain behind the introduction of several innovations at CBSE, which included frontline curriculum, Communicative Approach to Language Teaching, Information Technology, Alternatives to Homework, etc. He is also an author, poet and a sought-after speaker at educational conferences world over.*



Over three decades and a half before, when computers made their inroads to schools, they were largely considered as 'subjects of study' and they were added as an additional subject to the curriculum. There existed a myth that computers were meant only for students who were good in mathematics and had a technological aptitude. The idea that computers were tools good enough to transact any type of learning and were platforms which could enhance and empower learning, open up possibilities

for data analysis, promote analytical thinking and would relieve a number of routine jobs haunted my monotony remained unacceptable for a brief amount of time, due to lack of awareness and the fear of the unknown.

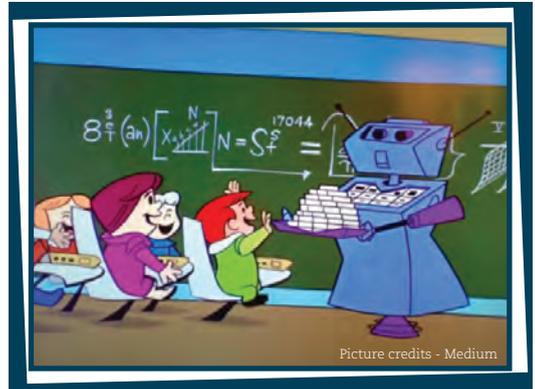
With Artificial Intelligence (AI) opening up its score in the pitches of the classrooms, such a myth is not likely to be there; yet it is quite possible that the human mind known for its pattern

making, may still consider this as another piece of knowledge for transaction. It is quite important to demystify this idea among the schools and teachers right in the beginning. With my minimal understanding of the kind of interventions AI appears to be making in the design of the curriculum and in content development, I do foresee the emerging need for adequate preparation to face the challenges of the classroom. Teachers might have to rewire their brain mechanisms that deal with classroom pedagogy and interactive presentations of the content.

#### ■ **Content designs may evolve in new avatars**

Content designs on technological platforms may have some new features. With greater possibility of information synthesis, the presentation of contents could become more demonstrative, more functional and more investigative.

'Design thinking' experts may have a significant role to play in identifying learning problems, ideate new methods of communication and put the content to intrinsic tests for promoting curiosity and investigation by the learners. These new interventions will not scale the difficulty levels in understanding, but would indeed provide challenges to the learners to perceive the information from different angles. Reach and operability of the content at the personal level by the learners would largely promote individualised learning. Classrooms might become less homogeneous, but more engaging.



#### ■ **Classrooms cannot afford to have 'mass drills'**

With greater opportunities for personalised learning encouraging different perceptions to a problem or a concept, teachers cannot afford to have the 'mass drill' modes of information processing in classrooms. Teachers might have to address individual curiosities and challenges at the individual level through the platforms of technology. As 'Artificial Intelligence' interventions would cease to play their initial magic in a short term, the focus will shift to real learning through technology. Teachers might be called upon to review their content more intrinsically to offer the explanations with a greater exactitude and authenticity... ■

Part 2 of this article will appear in the September 2019 edition of TheTeacher.in magazine.

# 'No-Limit Curriculum'

## The Best Educational Practice



**GEETA VERMA** | Head of School,  
Pragyanam, Gurugram

*An educationist since 1990, Geeta Verma has been the Founding Head of The International Programme (International Baccalaureate [IB] & Cambridge), at the Heritage Xperiential Learning School, Gurugram. She is an IB Diploma Programme Examiner and has led a number of authorisations and accreditations and also facilitated TAISI Workshops for School leaders and SAIBSA (South Asia International IB Schools Association). She is*

*a graduate from the prestigious Lady Shri Ram College, Delhi University (D.U), and she recently completed a year-long blended course at Stanford University on 'Pedagogical Excellence'.*

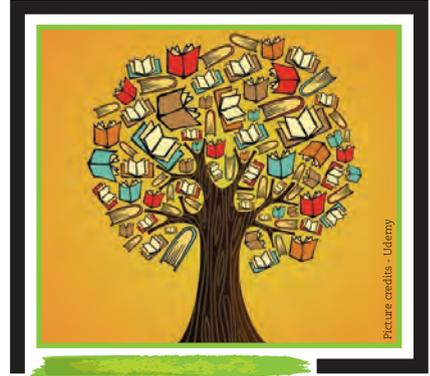
With the world moving at an enormously fast pace towards digitalisation, it is time for education to leave its traditional roots in cramming and rote learning of facts and move towards a more practical and experiential method. The future world is unpredictable, as it will need mindful individuals to take up the mantle of change and lead the way.

A 'No-Limit Curriculum' is the first step towards an education system that looks beyond marks and grades and focuses on the growth and development of the individual. Here's how:

1. There's enough research to support that the possibility of children retaining what they learnt is far greater if that knowledge is applied to practical situations rather than crammed sitting in a closed classroom. The No-Limit Curriculum uses a practical methodology by making subject lessons look like fun activities.

These activities could be storytelling, skits, meditation, games, presentations, teamwork exercises and other interactive sessions that focus on developing life skills through experiential learning.

**2.** The best part about No-Limit Curriculum is that it is integrated with the CBSE guidelines, which means your child gets the best of both worlds. Practical knowledge will result in better retention which will result in better performance in any kind of assessment.



**3.** In a world where there is limitless knowledge, every child needs to be open to learning. A No-Limit Curriculum fires up the desire to learn in children and ensures that they become lifelong learners who are always up to date with the latest and greatest. Skills like creativity, entrepreneurship and innovation are skills that will make your child future-ready and lie at the core of the No-Limit Curriculum.

**4.** A traditional education system pits one child against another based on performance, grades or marks, while a No-Limit Curriculum teaches children to live holistic lives together, where every child's potential is unique, it is acknowledged and appreciated. And every child is encouraged to be a better version of themselves by discovering and rediscovering their limitless potential, far from the notions of fixed abilities and fixed futures.

**5.** The future is wildly uncertain, and we need emotionally strong, resilient and conscientious individuals. A No-Limit Curriculum balances knowledge, attitude and skills, and builds different aspects of a child's personality to empower him or her for everyday demands and challenges that life throws.



Pragyanam's No-Limit Curriculum is aimed at driving a positive change in the world through the efforts of every student. Pragyanam wishes to raise children who are happy every day, live meaningful, well-rounded lives and are forever creating value for themselves and for others around them. ■

# The Real Wangdu

## Sonam Wangchuk

PERSON OF  
THE MONTH



The knowledge that is generally imparted in class involves smartboards, blackboards, textbooks, assessment, etc., which will just help students make it through the examinations. This knowledge is time-bound and, by the time students understand things and look for ways to apply it, there are new concepts and new topics introduced.

There are people who have abandoned the traditional method of teaching and have focused more on understanding the concept and applying the same to innovate.

Sonam Wangchuk, our person of the month, is one of them who has inspired others to innovate through his work and has made a difference to the society.

### The early beginnings

Sonam Wangchuk was born in 1966 in Leh of Jammu and Kashmir. Sonam did not begin formal education till the

age of 9. He was enrolled in a school in Srinagar where he faced a lot of difficulty in adjusting and understanding, as he was addressed in different languages, none of which he understood. He was mocked for this and considered stupid.

At the age of 12, he ran away to Delhi, pleaded with the principal of a school and enrolled himself there. The boy who was considered dumb in Srinagar, became the bright boy in Delhi.

After school, Sonam's father wanted him to pursue Civil Engineering, but he was interested in Mechanical Engineering. Due to the conflict of interest, his father refused to pay for



Picture credits - secmol

his college. After this, Sonam began coaching students in Ladakh to fund his college fees. This changed his perception towards education as even good performers were failing due to their insufficient knowledge of the English language. These coaching classes later helped him during the formation of SECMOL. His work and coaching was responsible for bringing up the pass percentage of the Ladakhi class 10 students from just 5% to 75%.

Later, Sonam fulfilled his wish of becoming a Mechanical Engineer and even went to France to study Earthen Architecture.

### Formation of SECMOL

After his graduation, Sonam, his brother and few others formed an organisation called 'Students' Educational and Cultural Movement of Ladakh' (SECMOL) and started training students who had dropped out and students of class 10 for board exams.

When SECMOL became renowned and began gaining popularity, they started teacher training to get teachers accustomed to activity-based teaching methods

and child-centric learning. The training was mainly focussed in English due to the huge gap between written and spoken form of the Ladakhi language. This special training for teachers helped them to use creative methods to teach in English.



Picture credits - National Geographic

SECMOL was also started with an aim to address the problem of the younger generation, encourage them to think outside the box and experiment. Today, SECMOL is a popular institution for alternative education not only in Ladakh, but around the world producing renowned personalities who are working in the different fields.

### The Ice Stupa

Sonam Wangchuk has been a source of inspiration through many of his



Picture credits - The Hindu

innovations. His project called the 'Ice Stupa' has brought him fame in India and beyond. This project has helped solve the problems of farmers residing at Ladakh, in the months of April and May. To solve the water problems that the mountain regions faced due to climate change and fast melting glaciers, he invented the Ice Stupas.

The Ice Stupa is a form of artificial glacier. These are two-storey models which can store thousands of litres of water.

The basic idea behind these Ice Stupas is to freeze and store the water that flows and gets wasted in winters. These frozen glaciers will melt during spring, just around the time when the fields in Ladakh need watering.

### Innovations

The Indian Armed Forces stationed at thousands of feet above sea level in Ladakh, have no access to electricity for heating and warming purposes. As a result, they use heating solutions like kerosene, diesel, firewood, etc., which is not efficient and emit a lot of smoke causing pollution.

To solve this problem of theirs, Sonam Wangchuk has come up with a solution that not only emits less pollution, but is also more efficient. He has developed a solar-heated mud hut which is pre-fabricated, eco-friendly and requires very little external heating.

These can be moved from place to place and assembled on the spot, giving the armed forces the basic shelter requirements.

### Recognitions

Sonam is the co-founder of an engaging, alternative school called the Himalayan Institute of Alternatives in Ladakh.

For his contributions and innovations, Sonam Wangchuk has received multiple awards and recognitions. He is the recipient of the prestigious Ramon Magsaysay award 2018, ICA Honor award, UNESCO Chair for Earthen Architecture for India 2014, the GQ Men of the Year Awards, Social Entrepreneur of the year, Rolex Award for Enterprise, International Terra Award for best building, Man of the year by the Week and many more.

In popular culture, the role of Phunsukh Wangdu in 3 Idiots played by Aamir Khan, is said to be loosely based on Sonam Wangchuk. ■

Source: [icestupa.org](http://icestupa.org)  
[grihaindia.org](http://grihaindia.org)  
[theweek.in](http://theweek.in)  
[hial.edu.in](http://hial.edu.in)  
[dailyhunt.in](http://dailyhunt.in)

# GREEN SCHOOL

## Benchmark for Sustainable Schools

### The Fabindia School, Bali, Rajasthan



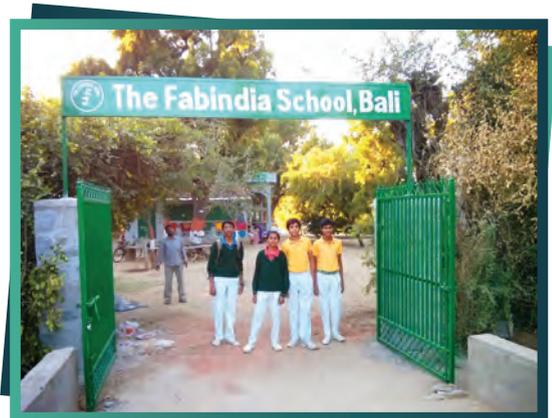
A school is a place of learning. It is necessary that along with educational programmes, schools should provide students with an environment that is safe and friendly.

Today, there is a great need for schools to provide an environment that will make children responsible and conscious global citizens. The school must be a place of creative thinking, source of inspiration and a turning point for developing a sense of awareness towards nature and its conservation. The schools should help students acknowledge the connection between educational development and sustainable environment.

Sustainable schools create an atmosphere that inculcates values of conservation. One such school that has taken up its resource management seriously is The Fabindia School, in Bali in Rajasthan.

#### The School

The Fabindia School is a co-ed, private school in Rajasthan that emphasises on the holistic approach to education. The school started in 1992 with a mission to empower youngsters in rural Rajasthan, where literacy rates are extremely low. The school began with just 11 students, and it now has over 500 students with over 50% female enrolment.





Solar panels in the school

The school is spread across a large 8-acre campus, with majority of the land covered with vegetation. It demonstrates a high sense of environmental responsibility with initiatives that helps students connect with the nature. Some steps taken towards this cause include solar panel installation, energy conservation, waste segregation, etc.

**Energy Conservation:** The school is high on energy conservation and uses sustainable methods. The school had rooftop solar panels of 3.5 kilowatts (kW), and in 2017, it added 10 kW more, which increased the total solar capacity to 13.5 kW. This installation has helped the school to draw almost 90% of its power from solar energy. The school has gone a step further and has replaced old bulbs with newer, energy-efficient LED lights and CFL bulbs.

**Rainwater harvesting:** In an arid region like Rajasthan where there are water problems, the school has

introduced a rooftop rainwater harvesting system, which takes all the water to an underground borewell, to recharge the groundwater. This water is reused for various purposes like gardening, mopping floors and in toilets.

There is also an unstructured, open harvesting system in the area next to the school. Water collected here is used for plantation.

**Waste Management:** All the classrooms in the school have two bins for wet and dry waste. The wet waste collected here is used for composting. The school also has a compost pit where all the wet waste or biodegradable waste is dumped. The compost thus generated is used for organic food farming. With this, the school produces close to 12 kilograms of compost every month.



Waste management



### Other initiatives

■ The Fabindia School has also increased the green area of the school to focus on organic farming and plantation.

■ The school does not have a canteen and thus the distribution of packaged food is banned. Children are encouraged to bring food from home. Even during public gatherings in schools, like the annual day function,

packaged food items are not given. Instead, fruits are distributed to students.

### Awards and recognition

In 2017-18, The Fabindia School was awarded the 'Change Maker Award' by Centre for Science and Environment, for its efficiency in conserving energy through the solar panels and waste management system.

This school is playing a pivotal role in building a community which cares about biodiversity and, is providing an environment and encouragement to students to be changemakers. ■



Tomatoes in the organic farm

Source – [cseindia.org](http://cseindia.org)  
[downtoearth.org.in](http://downtoearth.org.in)

# EDUCATION NEWS

## 4-year Integrated Teacher Education Programme introduced by the Government

The central government has introduced a 4-year Integrated Teacher Education Programme (ITEP). The aim of this programme is to provide pre-service training in order to offer graduation in primary and secondary education.

The ITEP will be conducted through the National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) in all states and Union Territories.

The introduction of ITEP will be an introduction to the government's plan to



gradually phase-out the traditional BEd. (Bachelor in Education) and other courses in teacher education in the coming years.

The government has also introduced the Integrated Scheme for School Education – Samagra Ahiksha from 2018-19. Here, the funds are given to all the states and Union Territories for various things to improve the quality of education, such as training of in-service teachers,

principals and headmasters, provision of grants for the libraries in schools, remedial teaching for academically weaker students, ICT and digital initiatives, and strengthening of teacher education institutions.

## Experiential Learning introduced by CBSE for 2019-20 session

The Central Board of Secondary Education (CBSE) has introduced Experiential Learning from the 2019-20 session onwards. The guidelines have been issued to handle the curriculum in a student-friendly and student-centric manner. With these new introductions, there will be a few

changes in the study pattern. The schools are to plan the curricular activities accordingly in a manner which will enable students to connect the content of the learning areas and subjects, with their own lives and the world around them.

The learning outcomes that are developed by the NCERT help the teachers to direct their teaching-learning in a desired manner and make the stakeholders responsible and aware towards their role in ensuring quality education.

Also, in order to promote life skills and value education, the CBSE has unified health and physical education with academics

In line with the National Curriculum Framework (NCF) 2005, NCERT has also developed textbooks that cover aspects such as anxiety, stress and other related problems in schools. The Adolescence Education Programme introduced, tries to inculcate life skills in the students who are at this crucial stage of their lives. NCF has also articulated the concern to provide guidance and counselling in schools, to deal with stress related problems and to guide students, parents and teachers to lessen the students' stress.



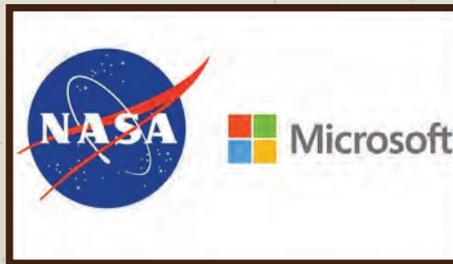
## Microsoft and NASA partner to spark children's interest in space

The educational wing of Microsoft, and NASA have come together to create online lessons to get students interested in learning about space.

The curriculum includes 3D design challenges, virtual reality, experiences and data analysis lessons. The online lesson plans range from titles such as designing astro socks to protect astronauts' feet from gravity to designing one's own space station.

Majority of the courses would require 3 to 50 minutes to complete each task, and would cost around 2 to 3 dollars per student.

The partnership between the two companies is said to be a result of a meeting at the International Society for Technology Educators Conference in 2018.



The course is also intended to create exposure to Machine Learning and Artificial Intelligence (AI) modules by asking students to detect seasons from biome images.

Students are required to have Windows 10 and a Microsoft Office subscription to finish the course. ■

# Role of Parents in the Effective Functioning of a School



**DR. SATYA RAMESH |**  
Teacher, Meru International  
School, Hyderabad

*Dr. Satya Ramesh has a Doctorate in Psychology and he has more than 18 years of experience in teaching different disciplines like Mathematics, Science, Psychology, Behavioural Science at University and School levels in various states across India. He currently works in Meru International School, Hyderabad in a leadership position.*

Every parent who takes admission for their child in a school, irrespective of what kind of school it is, always carries a certain set of expectations. Some of these expectations include:

School infrastructure  
and facilities

Child's safety and  
security

Qualified and experienced  
faculty members

Co-curricular/extracurricular  
activities and many more

Undoubtedly, the fee structure of a school is always directly proportional to the amount of facilities, which a school provides and eventually, it is linked to the degree of expectations from parents. 'Parents of today have become

“

**Parents of today  
have become highly  
demanding**

”

highly demanding', is the most commonly heard statement amongst members of a school. Members of the management always strive hard to meet the expectations with no room for dissatisfaction. However, there will always be one or two parents who feel things are not as expected or promised. How

do schools deal with such parents? These grievances majorly fall into two categories, academic or administration. If academic, it will definitely be related to some aspect of teaching – learning – assessment cycle. If admin, it will be related to some aspect of transport, canteen, etc. Leave aside the latter as these issues are relatively easier to resolve than those concerned with academics. What could be the nature of these issues? Some of them could be related to -

- Teacher effectiveness
- Disciplinary issues
- Irregularity in notebook correction or loss of books and stationery
- Differences in the way a subject is being taught by two different teachers in two different sections of the same class
- Content quality of resources (handouts, worksheets etc) provided by the school
- Lack of optimal use of technology in teaching-learning
- Non-performance of the child during assessments

The list is endless and none can deny the fact that teachers and parents are poles apart and it is always the head of the school who acts as a shock absorber ensuring that the teaching-learning process continues. Do we have a solution to reduce this friction and promote collaboration, which adds immense value to the cause of education? Gone are the days when parents' interference in the



activities of the school was nil and today there is not a single aspect of education where parents do not take interest and this is where exactly the schools have to focus upon. Some of the plausible solutions could be -

1) Most of the schools have their School Management Committee (SMC) which includes two parent representatives as members. Schools must bring awareness among parents about the purpose and functions of SMC. Those parents who are enthusiastic must be given an opportunity to nominate themselves and selection of two potential parent representatives could be done through a systematic process with no room for bias from any section of the stakeholders. Once selected, these parent representatives must be actively involved in all major decisions pertaining to school such as hike in school fees, teacher recruitment, etc.

2) Parents (who are not teachers of the school) who are good at specialised skills such as candle making, vegetable carving, wood craft, origami, etc. must be given an opportunity once in a while to come and train students. It definitely serves the purpose of raising the self-esteem of the parent and also helps school in making optimum use of available human resources.

3) There is nothing wrong in having a team of parents stepping into the shoes of teachers for a day or two. This will enable them to understand the daily routine of a teacher.

4) Including a team of parents to be a part of the group of teachers who escort children during field trips and excursions.

5) Involving parents actively in the organisation of school events such as annual day, sports day, etc.

6) School management must include parents during Teachers' Day Celebration providing them an opportunity to recognise the efforts of the teachers.

7) School management must involve parents while preparing the budget for an academic session.

8) Examination is one area where involvement of parents is not advisable as it is the responsibility of the school to maintain confidentiality and preserve its sanctity.

This is not an exhaustive list and schools might come up with many more ways of involving parents and enhancing their role in its effective functioning. It is evident that as long as there is no cohesiveness in the relationship among various stake holders of a school, the blame game continues and the purpose is defeated.



Despite their busy schedules and routines, no parent would deny an opportunity of significantly contributing to the growth and development of an educational organisation. It is for the schools to take the first step thereby making them active partners in the noble cause of education. I am sure that in a place like school where we teach students on how to overcome all barriers (physical and psychological), it should not be difficult to break the mental barrier existing between the parents and the school. ■

# EXPERTS SPEAK



*Rama Ranganathan is the founder Principal of National Hill View Public School, Bangalore. She recently handed over the reins, after an enriching and fulfilling seventeen years, answering her calling to reach out and encourage creativity and nurture the quality of excellence among teachers and students alike, and prepare competent and able leaders and heads of institutions!*



*She has taught at all levels from pre-school to higher secondary classes. She is a teacher of English and History with over thirty years of valuable experience in education.*

*She has been appointed by CBSE as a member of the Inspection Committee for Affiliation of new schools. She has been a mentor to schools across Bangalore for implementation of the CBSE Continuous Comprehensive Evaluation system. She has also held appointments as the Centre Superintendent for the conduct of the CBSE All India Secondary School Examinations and Head Examiner for evaluation.*

*Rama Ranganathan is also actively engaged in teacher training with a special focus on effective adherence to performance management for heads of schools and quality systems and creative teaching skills for teachers.*

*As an effective counsellor, she has been offering students, teachers, parents and others the opportunity to find the desired solutions to their problems through positive interaction, with a high degree of confidentiality!*

“

**I am a teacher of class 10. The school I work at, is known for its high number of toppers, so the focus here is a lot on academics and syllabi. But, I want to teach my students more than what the curriculum prescribes. How do I manage this within the school timings?**

It's good to know your school prepares toppers and they are entrusted in your care.

A sound curriculum always offers scope for extended learning and, high performance learners would also expect that which gives them an edge over others!

It is possible for you to offer additional information, if you plan to allocate either a few minutes in every session or a whole session or two for extended learning, within the stipulated time for completion of a unit of a subject. Every session must ideally include an interesting activity with a surprise learning element, which the students look forward to and which triggers the urge for enquiry, experimentation and research.

If what you wish to offer is not subject related, it can also be done by judiciously integrating such learning with topics of the subject and including them under the 'Value' gained from learning of the said topic.

Since time is a matter of concern, dissemination of such additional information or surprise or value addition would have to be planned very carefully. You could wield it in effectively without appearing to go beyond the syllabus. You may also assess the students through well designed class activities, individual and group, and home assignments.

Feedback is very important whenever an activity is conducted. Students appreciate affirmation, objective correction and precise guidance.

”

### **Answers for Quiz of the Month - July 2019**

1. Trin Trin
2. USA
3. Quiz
4. Mile Sur Mera Tumhara

# we RECOMMEND

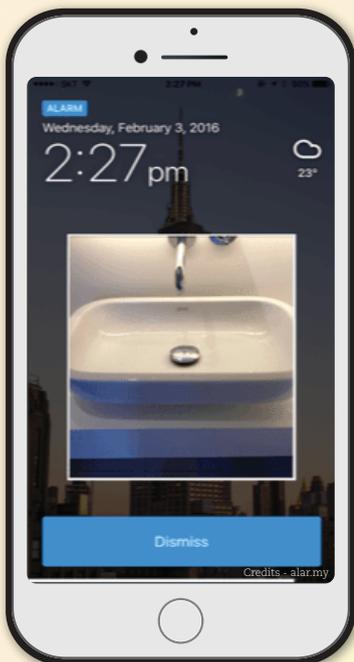
## Apps

### ALARMY: SLEEP IF YOU CAN

Alarmy, as the name suggests, is an alarm application with a twist. It drives out all 'sleepiness' away with its numerous settings. If you are someone who cannot be called a morning person, Alarmy says 'sleep if you can'.

#### HOW DOES IT WORK?

This application is not like most alarm apps. Naturally, alarm clocks and applications offer snooze button, or one click to switch off the alarm.



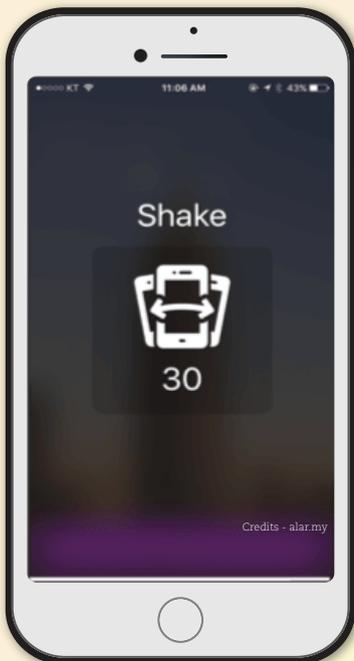
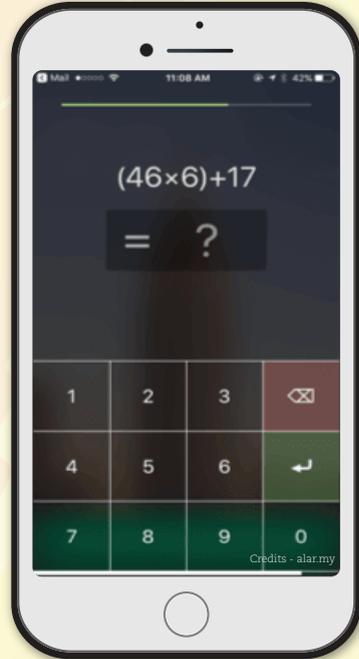
The snooze button is highly convenient, but the chances are high where the person may hit the button and fall asleep again. For such people, Alarmy has come up with three 'unable-to-sleep' settings.

- **Take a picture** - The only way to dismiss the alarm in this setting is to take a picture of the registered area. The users should click a picture of an area of the room or the objects in the house. It can be the bathroom sink, the kitchen counter, pots in the balcony or any place in the house. When the alarm starts buzzing, the users will have to take a picture of the location in the house that they had selected previously. This means

that the person has to get up from the bed and go to the location, and click a picture to switch off the alarm! There are high chances of the person not going back to sleep after this exercise.

- **The math alarm** - Alarmy avails multiple methods other than picture-alarm settings. It has a math alarm setting which will pop up a math question when the alarm starts buzzing. The user must solve the math problem in order to switch it off. The level of difficulty can be customised by the users.

- **Shake mode** - This setting is an interesting one. Called the shake mode, the users will have to shake their phones to switch off the alarm.



The number of shakes depend on the number the user sets beforehand. If the users set 30 shakes to stop the alarm from buzzing, they will have to shake their phones 30 times.

This application is available for both iOS and Android users. It focuses on waking the person up to drive all the laziness away. If you are not a morning person and need the alarm's assistance every morning, this application is exceptional. ■



# Is my teacher my friend?

When interacting with a 10-year-old school kid, I realised how important teachers are in students' lives. Aarna, in a candid conversation, told me how her class teacher in school was her best friend.

I was surprised with her answer. When asked for the reason, she just said, "I can tell ma'am anything I want. I can share everything with her and I feel better after doing so."

This is a beautiful example of how children and teachers bond, and how children look up to their teachers to help them out in difficult situations, be it personal or something related to school. In an age and time where children spend a lot of time in schools and coaching centres, the peer group and teachers become their first circle. Teachers, in children's eyes, become 'friends' and confidants. They look up to their teacher for both emotional and mental support. They develop an equation with the teachers which slowly turns into trust. Children, inadvertently, start believing that there is someone in school that they can depend on when required.

This trust does not develop overnight but, grows over a period of time deepening the bond. Children start mimicking every action of their teacher, like that of a role model. This bond can develop during excursions, class activities, free-periods or just in regular classroom sessions.

What we as teachers can get out of this, is that a few kind words, affection, motivation and assurance is all that children need. All they require is a 'friend' who can listen to them, guide them and give them that little nudge to move ahead with confidence. This does wonders for children as they start feeling reassured that they can achieve it all.

Renowned American-British philosopher Alan Watts said, "The role of the Guru is to show the person that he already has what he is looking for." Similarly, the role of the 'Guru' today is to be there for the students like a friend who is always around when in need.

 [Varsha Prasad](#)

*Varsha Prasad is leading THE TEACHER.IN initiative from Greycaps, exclusively for teachers, as its Editor. She is also the editor of TheTeacher.in magazine. It is created by Greycaps to celebrate the contributions of our teachers. She has played a vital role in creating many products, which ignite the curiosity of children, including the Global Awareness Program, also known as GAP in schools.*





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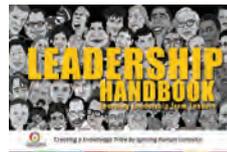
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