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Teacher's Role in the Age of Information Technology

Abhishek Sharma

Principal, M.P.M.S.
Alirajpur,
Madhya Pradesh



Taking
Responsibility is
Integral to Any
Good Work

- G. Balasubramanian

Junk food to be
banned in and
around school
campuses

- Education news



Education and the Generation Today

**Shiv Shyam
Mishra**

Principal,
Unity Public School,
Surat, Gujarat

Editorial Team

Rashmi Marian Furtado
Varsha Prasad
Nikhith Thomas
Jheelam Dutta

Design & Layout

Debanjana Saha
Nilufer Nisha
Mayuri Saurkar

Support

Team Greycaps

Follow us on



GREYCAPS

Ph: 080 - 41202438/42168124

vibha@greycaps.com

www.greycaps.com

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Why does no one address the exam pressures of a teacher?

RASHMI MARIAN FURTADO
Senior Editor, TheTeacher.in

The month of December has slowly turned into a 'cross over' for schools, moving into exam preparations from school celebrations. A very commonly known stress that teachers go through during this time is completion of portions. Everyone speaks about the amount of stress a child goes through during exams, boards or otherwise. What about the teachers? Don't teachers start going through pressure a couple of months before the exams or maybe when they begin the academic year? Isn't their pressure quadrupled as a result of the number of subjects, classes and the number of students they teach?

Many studies have been done globally to evaluate the pressure a teacher goes through. Many factors have been identified, but in this article, we will focus on the pressure a teacher goes through when it comes to completion of portions, that usually spikes from early to mid-December. This is a time where most schools have their annual days and so many students are busy practising for the same. This is the time when teachers, start evaluating time available against portions.

A school has to accommodate and balance certain amount of co-curricular, sports and cultural activities along with the academic inputs that they provide. With all the activities, **a teacher is left with 'leftover time' where they are usually working backwards to complete the portions.** This creates a huge challenge for teacher when it comes to Learning vs Completion of Portions. In some schools, completion of portions is taken up as a task by teachers in a manner where the learning or absorption of concepts is compromised. This defeats the purpose of education. Can the teacher be held responsible for this? Is there a better way for a teacher or a school to handle this issue?

The standard solution to this is conducting extra classes, which the schools have adopted for many years now. While this solution helps the teacher, the learning and absorption at a student's end remains a question mark. Come January, the ability to absorb concepts does not increase in children.

Leadership and learning are indispensable to each other.

- John F. Kennedy

I would suggest some contemporary methods to help increase the level of absorption for students. Schools today either have WhatsApp groups of parents or a school app or a digital platform where data can be shared with students and parents. An audio or video recording of the teacher explaining the concepts can be uploaded onto these platforms for a child's reference. It's one of the methods that can be easily implemented. **And, it works like magic.**

If a person keeps listening to a song in the background for some time, she/he will automatically start humming the tune along with the lyrics. It's not because she/he tried learning the song. It's because the song got recorded in the memory and they could recollect it. I am sure many of you have had similar experiences. Similarly, if the students listen or watch the recording of the concepts while doing their everyday tasks or at their own time and place, they will recollect better.

John F. Kennedy once said, "Leadership and learning are indispensable to each other." Dear teacher, in this case, **YOU ARE THE LEADER**. It's your leadership that will guide students through the path that leads to learning.

Yours Positively!

Rashmi

If you have an experience to share, do write to me on rashmi@greycaps.com



 @RashmiGreycaps

 @RashmiGreycaps

 Rashmi Furtado

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, Canara Bank National School Quiz and Travel Quest by Thomas Cook.



Taking Responsibility is Integral to Any Good Work

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.



This article has been taken from G. Balasubramanian's official website balaspeaks.in

As I walked out of the house, I was thrilled that the officials of the electricity board had replaced the lamp post outside the house which was almost threatening to fall for a long time. I wanted to personally thank them for their attention. But was a little dismayed at the same time that the old, condemned post was just lying nearby creating inconvenience and a hazard. When approached, one of the officials said, "That is not our job sir. We are expected only to erect the new post. That will be done by the Municipality people." Indeed, the reply was shocking. A part of the job of clearing the debris in and around the place of work was indeed the responsibility of the workman.

It is said 'Work is Worship'. It is a way of our communication of our best intents, our best talents, our commitments, our sincerity to a system with which we are engaged. Though the compensation one gets for all these may be good or trivial, depending on various factors, the quality of execution of work should not bear a relationship with the above, as work by itself has an impact with a large section of people around us, in terms of its bearing on the life's purposes, safety, security and wellbeing of them. Hence, any work calls for a responsible attitude which gives the satisfaction of executing it well, which in itself is a reward. "The price of greatness is responsibility" says Sir Winston Churchill.

"Look at the word responsibility— 'response-ability—the ability to choose your response. Highly proactive people recognise that responsibility. They do not blame circumstances, conditions or conditioning for their behaviour. Their behaviour is a product of their own conscious choice, based on values, rather than a product of their conditions, based on feeling." Says Stephen R. Covey.

A responsible work calls for a total responsibility in its execution – from its conception to its end. At times, when the individual is just a part in its time and execution line, the completeness and excellence of that part matters and speaks of the work profile of that individual.

Some factors that defy the responsible execution of work are:

1. Low self-esteem

People with low self-esteem often believe that they are just a tiny part of a larger system and hence they have neither a major role to play nor are they positioned at a place where their contribution matters. They have a self-negating attitude and think that someone else will take care of, if things go wrong. They suffer from a sub-ordinate attitude.

2. Equating responsibility with rewards

There are a number of jobs where people feel that they are underpaid for the amount and quality of work they do. It may be true. They tend to think that whatever they do is sufficient for the kind of compensation they receive.

This psychological depression of inadequacy demotivates them from being their best or in trying to

execute things much better. I would only recall the words of Martin Luther King (Jr). "If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great street sweeper who did his job well."

3. Working by the letter than the spirit

A few people think that they are only small people down the line and there is a boss right at the top whose job is to supervise and control quality. Hence, they tend to wait till they are advised, directed or instructed to do every piece of the whole job. Until then, they will be doing the work only in parts. They are the



people who often say, "I did what you said" or "you did not tell me that I will also do all other things associated with it." They usually go by the letter of the instruction rather than the spirit of doing the work. "Ninety-nine percent of failures come from people who have a habit of making excuse" says George Washington.



4. Indifference

Indifference to work may arise due to several reasons. Charles was indifferent because he was not considered for promotions. Gopi was indifferent because he was not transferred to a place of his choice. Rao was indifferent because he had to retire from work in a year. Shelly was indifferent because she had some domestic issues haunting her mind. And, there are many like that in every organisation. There are some people who are habituated to a very casual and indifferent attitude because they know they are secure in their jobs. When questioned Tikka said "Listen, I am a union leader. I have to look after the welfare of so many. Where I will find full time to attend to the work. Manager should understand this." There are others, who are indifferent, because no one is watching them. "Enough is enough" is attitude of some people who work within a comfort zone. All these and more contribute to a climate of irresponsibility in an organisation. "You cannot escape the responsibility of tomorrow, by evading it today" says Abraham Lincoln.

5. Negligence

Negligence to responsible work among employees might arise due to several factors like – stress, unorganised work culture, inability to set priorities, lack of focus, poor health conditions, psychological disturbances, unwarranted urgency to finish a given task and the like. Oftentimes, negligence is the cause of loss of profit, achievements, reputation and relationships. In certain sectors of work, it becomes the cause of unsafe conditions, accidents both human and otherwise, and disasters. In the recent past, a number of uncapped manholes, uncovered deep wells due to negligence of one or the other, has been the cause of death of a number of young children. In late seventies, when I attended a safety training program, the first lesson I got was "Accidents do not happen; they are caused."

... to continue reading, log on to TheTeacher.in website.



Lifting the Barriers

Jacque Kahura

PERSON OF
THE MONTH

Jacque Kahura is a passionate teacher teaching in a rural primary school in Kenya. Coming from a family of teachers, this primary school teacher went on to become the finalist for the Global Teacher Prize in 2015 for founded 'LIBA' (Lifting the Barriers), an organisation which aims at creating a better learning environment for disadvantaged children.

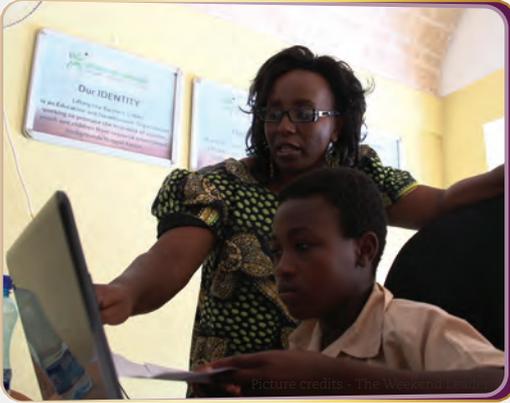
The beginning

Jacque developed interest in teaching at a young age. She set her heart towards helping students who might not have had access to education.



After obtaining three education diplomas, she was chosen in 2009 as one of the ten teachers from East Africa to receive a Commonwealth scholarship for a master's degree at the Institute of Education from the University of London.

It was during this time that she founded LIBA to help educate



Picture credits - The World Bank

students to achieve their dreams. While working in a rural primary school, she noticed that schools lacked the necessary resources and focused heavily on texts. This made her shift the teaching approach into an activity-based learning in small groups. Jacque included field trips to raise student awareness of the environment and perform community service.

Reaching out to the society

Jacque has innovated several learning programmes and campaigns such as Learning Companion, Every Girl...Campaign, Partnership for More Joint Action, HIV/AIDS prevention and management in schools, and Weekend Inclusive and School Holiday (W.I.S.H), to sensitise students on the various problems that are faced by the society, for bringing about a change. She has also started a newsletter called 'Walimu Kwanza!' (Teachers First!) for teachers.

Jacque began reaching out to hundreds of school teachers by organising conferences to encourage them to share their teaching practices and other training methods. She has also provided motivational speeches to encourage them to stay in the profession despite the challenges they face.

Using LIBA for social service, Jacque has begun running a number of initiatives that provided developmental and academic support for students over issues that range from providing school furniture, uniforms, sanitary facilities, HIV coaching, weekend and holiday tuition and job-readiness training, while introducing the community to cultural diversity.

Efforts to recognition

In 2015, Jacque was recognised as the 'Shujaa wa Kilifi' (Hero of Kilifi) by the Governor of Kilifi County, for her work in the field of education.





She also began chairing the Kilifi County Education Board and several other school boards of management while working on her first book called *Beyond Exams!*

Though Jacque contributed a lot for the education of underprivileged children in her village, she also wanted to change the present education system across countries and was invited to speak at several forums in Brazil and France to discuss the role of education in poverty alleviation.



Jacqueline Kahura with Bill Clinton

At the forums, she has shared her experiences of working with children who have lived under miserable conditions and their hardships of learning.

Jacqueline Kahura has given inspirational talks about the importance of education for success to various children across schools and, has also conducted coaching and mentorship.



In March 2015, Jacqueline Kahura was recognised and identified at the Global Education and Skills Forum that was held in Dubai as one of the Top 10 Global Teacher Prize nominees of Varkey Foundation, being the only Kenyan in the list. ■

Credits – globalteacherprize.org

globalpartnership.org

liftingthebarriers.org

Education and the generation today



SHIV SHYAM MISHRA
Principal, Unity Public
School, Surat

Shiv Shyam Mishra has a B. Tech degree in Information Technology, along with MSc. in Mathematics and MA in Psychology. He has nearly five years of teaching experience and is the founder of Krishna Academy.

He is currently the Principal of Unity Public School in Surat, which is affiliated to GSEB.

Better education is essential for everyone to move forward in life and achieve success. It helps us in building our personality to develop confidence. Schooling plays an important role in everyone's life.

The entire education system is divided into three parts such as primary education, secondary education and higher secondary education. Primary education provides the foundation for the students which helps them throughout life. Secondary education prepares the way

forward and higher secondary education paves the way for the future.

But the younger generation are falling prey to wrong habits instead of studies. They are these days interested in other fields instead of studying. The use of technology like social media, internet and TV is not helping the cause either. This can also be the reason why children these days succumb to diseases at an early age. As the importance of education in our country is

**If you want to
enjoy the rainbow,
then prepare
yourself for the
rain.**

increasing, the youth are getting separated from it.

In early days, the Gururji in school would impart knowledge of the Vedas and used to impart a lot of worldly knowledge despite living in the forests. After finishing the education, students would leave the gurukuls by taking the blessings of the guru. But today, despite all the facilities available, there is a major shift in the behaviour of the younger generation. I think children of today do not acquire the required knowledge inspite of all the facilities such as AC classrooms, smart classes and equipped laboratories.

Education does not mean achieving multiple degrees from schools and colleges. But education is how we can get the knowledge we have from others, so that the whole society benefits from it. While we consider traditional education as a kind of wealth, our younger generation considers traditional education as a restriction.

Going back to how education earlier was, people used to make a name in the society, in the absence of internet and by attending schools. In spite of everything that our younger generation has today, they still have a long way to go.

In earlier times, education was without a certificate. Despite many certificates that are available to the young adults today, they are unable to use them to the fullest, to help people around them.

In our country, along with basic education to the younger generation, ancient scriptures should also be taught, so that they can take values and learn from them.

There are some children today, who despite finishing school or graduation, are unable to read or write properly. To improve things, there needs to be a change in the education system. We have to make sure that children of today study to learn more and become knowledgeable and not just to get placed for jobs. Education tones our minds to positive thoughts and drives away negative ones. It gives us the confidence required to face the world.

If you want to enjoy the rainbow, then prepare yourself for the rain. Because the two come together. It depends on us if we decide to focus on the problem or enjoy the rainbow. ■

Teacher's Role in the Age of Information Technology

ABHISHEK SHARMA | Principal, M.P.M.S. Alirajpur, MP

Abhishek Sharma is the Principal at Maa Parvati Memorial School (MPMS), a K-10 school in Ambua Dist. Alirajpur, Madhya Pradesh (MP). He has been in the education sector for the last 7 years.

Abhishek Sharma has been awarded the 'Educational Reformer of the year 2019' by National School Awards at Delhi. He is also an honorary member of International United Educationists Fraternity and India Didactics Association, along with being the State President of the 'Indian International Teachers Association' for MP.



Digitalisation of the Education System has brought a new evolution in learning and research work of students and has helped them gain more precise knowledge. It is no doubt playing a vital role in present education system. But, I do not agree if someone says, "Information technology or digitalisation of education can replace the teachers".

I believe that the role of a teacher has become more important and crucial in this digital phase of education. Yes, the internet can provide a better, much deeper and precise information regarding any subject, but the question is, "Are students developed enough to judge whether the information provided on the internet is useful and true?" To judge this and to apply a filter between good and bad knowledge, the TEACHER is needed.

In this digital era, a teacher's role has shifted from a mere preacher to the manager of students' social and emotional behaviours; mentor for their learning and over-all development as a balanced citizen and, motivator for slow and a fast learner in digital environment. She/he has to keep watch on the time spent by students for their proper time management and to make sure that the learners utilize adequate e-resources.

The task of modern educator is not to cut down jungles, but to irrigate deserts.

- C. S. Lewis

After discussions with a few students on teachers' role today, they agreed that they require guidance. They stated that the information provided on internet and the point of view of different authors can only be understood with a teacher's guidance. Teachers' role in the 21st century has become more complex. Here, knowledge is almost unlimited. Teachers are expected to become technologically oriented and responsible not only for their teaching, but also for students' learning.

C.S. Lewis stated that "The task of modern educator is not to cut down jungles, but to irrigate deserts."

If we look at the effect of the internet on current lifestyle, we can easily reach to the conclusion that despite having too many sources of information on the internet, a selector is still needed. Every coin has two faces - one is good and the other one is evil. Internet can easily attract the young minds towards the evil. Comparison and selection of good knowledge can only be made with the help of experienced support.

The CBSE officials had also shown their worries and published a circular on the subject – "Guidelines for Safe and Effective Use of Internet and Digital Technologies in Schools and School Buses".

According to the circular, the potential of information technology as a valuable learning resource is immense. However, if children use the internet without safety awareness, they may fall prey to illegal activity or abuse, such as cyber bullying, fraud or something even more serious. Hence, the schools are advised to promote a safe and secure educational environment for effective teaching and learning and to discourage students from actions detrimental to themselves, their peers and the value system. ■

EDUCATION NEWS

Junk food to be banned in and around school campuses

To ensure safe and wholesome food consumption of school children, Food Safety and Standards Authority of India (FSSAI) has come out with a draft regulation titled 'Food Safety and Standard's (Safe Food and healthy diets for School Children) Regulation 2019. The draft regulation proposes a complete ban on the sale of potato wafers, soft drinks and other junk food items in school canteens.

According to the regulation, the school canteen/food business operators under contract/caterers and the food business contractors hired by the Department of School Education for the Mid-Day Meal scheme must obtain a registration or license as applicable and, comply with the requirements of sanitary and hygienic practices to the food service establishments as specified under the Food Safety and Standards Regulations of 2011. The draft regulation states that the food

items which are referred to as foods high in fat, salt and sugar can neither be sold to school children in their canteens, mess premises, hostel kitchens nor within 50 metres of the school campus.

The draft regulation encourages schools to adopt a comprehensive programme for promoting safe food and healthy diets amongst school children and to convert the school campus into health-promoting centres.



Picture credits - Wikipedia

The draft also encourages the school authorities to promote the consumption of a safe and balanced diet in the school as per the guidelines issued by the National Institute of Nutrition.

It also elaborates on the fact that nutritionists and dietitians must be engaged by the school authorities to assist in the preparation of the menu for the children, periodically.

No oral or written exams for preschool children: NCERT

The National Council of Education Research and Training (NCERT) has said no child in pre-school should be forced to give any written or oral exam, as it is termed as 'a harmful and undesirable practice resulting from misguided parental aspiration.'

A senior official from NCERT has said that on no account, should children be made to take any form of test or examination either oral or written. The official has also said that the purpose of evaluation at preschool is not to label a child as 'pass' or 'fail'.

According to him the current preschool programmes put children to a dull and monotonous routine. Children are also exposed to structured formal learning, often in English, made to do tests and homework, and denied their right to play. He called these as 'undesirable further and harmful practices' that results from misguided parental aspiration.

Each child's progress needs to be assessed on a continuous basis using different tools and techniques such as anecdotal records, checklists, portfolios and interactions with other children. The teacher should make brief written notes based on observations of children - how and where they spend time, their social relationships, use of language, modes of interaction and,



information about health and nutrition habits.

Each child's folder should be available for parents to view and should remain with the preschool until the child's transition to another preschool programme or in the primary school. All parents should receive a written and verbal progress summary report of their child at least twice a year, according to NCERT guidelines.

The guidelines have also defined parameters for infrastructure, qualifications and salary for preschool staff, admission process and records and registers to be maintained, monitoring and supervision mechanism and importance of coordination and convergence with community and parents.

CBSE releases handbooks for teachers and students

The Central Board of Secondary Education (CBSE) has issued a notification regarding the release of handbooks for students and teachers. The handbooks are said to provide all the important information required by the stakeholders. They are also available on all CBSE sites.

The board through its notification has requested all the heads of schools to ensure that information about these handbooks is given to the teachers and students.

The handbook tries to address all the queries related to pedagogy, subject choices, examination, personality

enhancement activities, disaster management, cyber safety and other administrative procedures related to the subject and date of the birth change.

The handbook for teachers also contains the information required by them regarding their learners and related to their career improvement and advancement. It informs the teachers about the expectation the board has on them.

The handbook is said to be the source of information to the teachers about the policies, roles, responsibilities, awards and resources related to their professional life. ■



Enhancing Teaching Through Audiobooks

SHAKIRA AKABOR | Educator, Johannesburg, South Africa



Shakira Akabor is an academic tutor and a PhD candidate at the University of the Witwatersrand, Johannesburg. She has been teaching since 2003 in a mainstream classroom at primary school level. She is especially passionate about the ways one can include rather than exclude children in the classrooms, especially those learners with different learning needs. Shakira is the host of Schools Out, ITV Networks educational programme which airs on Saturday mornings in Johannesburg.

Audiobooks enhance the ‘teaching of reading’ and improve the literacy level in our intermediate phase classrooms and beyond. An audiobook is a digital or recorded version of someone’s voice reading out a story. It can either be used in conjunction with the companion book (which is a printed version), or can be an independent audio. Research has shown that audiobooks can be successfully used to rekindle the love of reading. They are not a new resource. In fact, they have been around for a long time, and can be used by teachers and parents to bridge the literacy gap of teaching

English reading to learners in primary schools.

As teachers and parents, we know that struggles with reading not only affect learners’ achievement in the languages, but across all subjects. By grade 4, reading is often seen by learners as a chore, rather than an enjoyable activity. In the foundation phase (first 3 years of compulsory schooling), children learn to read. However, from the intermediate phase, children read to learn. Thus, it is vital that children read with understanding. A great number of learners



are learning to read English, which is often not their mother tongue. Daily reading at home does not always take place since parents have busy lifestyles. For some learners, their reading abilities lie below their grade level and others can read English, but they cannot read with understanding.

Here are some of the challenges faced by teachers:

- Teaching reading to children in overcrowded classrooms is difficult with a single teacher.
- The focus of teaching children to read is not always on comprehension and understanding.
- Post-reading activities such as writing and discussing the stories being read, need greater emphasis in the classroom.
- Children with learning disabilities (visual tracking issues, dyslexia, etc.) struggle to read and require interventions over and above what is ordinarily available in the classroom.



How do audiobooks work?

Audiobooks are recorded versions of a storybook or novel that is read out by someone, usually in a calm and easy-to-listen to voice. Audiobooks can be used across multiple platforms. This includes audiobooks in mp3 format that can be downloaded and used on kindles and computers, as well as the kindle app that can be used on any smartphone or tablet. There are also websites that provide resources for stories in English, and are free of charge as well. Learners will be able to download and listen to stories both at school using a kindle and a pair of headphones, or at home using a smartphone, tablet, laptop or desktop computer provided they have Internet access. Audiobooks are best used in conjunction with the companion book. As such, learners listen, as they follow running their fingers along the printed words. This assists with pronunciation of words, which is very useful if the learner comes from a home where English is not the mother tongue.

Audiobooks allow for a convenient way of reading books when short on time. It can be highly enjoyable and a fun way to encourage reading in children. They can also be downloaded free of charge online.

How useful are audiobooks?

We need headphones, computers or laptops, and internet connectivity to make it possible for teachers to download these audiobooks.



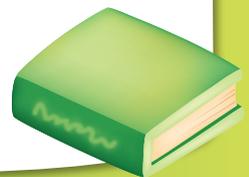


- Children find audiobooks fascinating thus rediscovering the joy of reading.
- Audiobooks teach children the correct pronunciation of words, pacing and use of words in context.
- It frees up the teachers' time in reading aloud to the class.
- Provides an opportunity for choice, immediately making it appealing.
- It is a good example of an extension activity, after the children have finished their classwork.
- It is an inclusive way of reaching out to all children, even those who might have mild learning disabilities.
- Parents can use audiobooks at home, while they are busy cooking, etc., or play audiobooks in the car. Later on, they can discuss the books with their children, giving them an opportunity to recall and remember what they have heard.
- It can be used to enhance the listening skills of children.

What does research say about audiobooks?

- Students **lose enthusiasm** for reading in the intermediate years (grade 4 onwards).
- Students whose level of reading is **below grade-level**, struggle the most across the board.
- Audiobooks allow for both group reading as well as individual reading activities.
- Audiobooks improve fluency and comprehension as learners become familiar with the 'sound and sense of stories being read out to them. (Carbo, 1996)
- Generating 'renewed enthusiasm for reading will ensure enormous progress in all areas of schooling' (Krashen, 2003).
- Active engagement in reading (as provided by audiobooks) improves literacy levels of older children (Montgomery, 2009).

It is our hope to let every child discover the joy of reading. When children love reading, they love learning, thus we will be creating lifelong learners. In addition, their performance in every learning area being taught in English will improve as a result of being able to read with understanding and comprehension. ■



GREEN SCHOOL

Nurturing Global Citizens for Sustainability

O. P Jindal School, Raigarh, Chhattisgarh



Going beyond the realms of brick and mortar, O. P Jindal School located in Raigarh, aims to support nature while teaching its students on the importance of maintaining the environment.

The school was founded by late Om Prakash Jindal in 1996. Ever since its inception, the school has aimed to serve the purpose of imparting education on the importance of nature. The school is built on a lush green 31-acre campus. To overcome the current challenges faced in India, this CBSE school focuses on

enhancing the all-round development.

Green Initiatives

- The 'Green Project' provides education on ecological sustainability to improve the performance of students in STEM (science, technology, engineering and math) education.
- The school has been celebrating the 'plantation week' for close to 6 years. In this initiative, the school identifies ecologically barren areas in the surroundings of the school and actively involve students and teachers to participate and plant trees. More than 50% of the school is currently under the intensive plantation zone.
- The school has a sewage treatment plant in the campus where the wastewater is treated. The treated water is then used for gardening purposes. The school also initiates rainwater harvesting wherein the





Planting trees

harvested water is used for many purposes around the school.

- The school collects biodegradable and non-biodegradable wastes separately. All the biodegradable waste products are collected in a vermicompost and the manure created is used for the plants in the campus.

Eco Clubs

The school organises an eco-club called Maina in which teachers and students both participate to spread the mass awareness on the conservation of water. The initiative focuses on the judicious and proper utilisation of water. The campaign also motivates students to visit their neighbours and spread the message on the importance of water and, also provide water saving tips to the residents of adjoining colonies.

The Maina initiative also promotes regular cleaning in the school premises, due to which the campus has been declared a litter and plastic free zone. The programme also aims to utilise all the available resources effectively and judiciously. The students are sensitised to not bring junk food, as they are

mostly packed in aluminium foils, plastic or tissue papers. The students are also trained to use all water and electric points judiciously in order to minimise wastage.

Drives and initiatives

- The school also organised a creative activity called 'Best out of waste' project where the students were made aware on the 3'Rs- Reduce, Reuse and Recycle and a contest was held in which the students prepared several creative items such as cushions, flowers out of waste tyres, polythene, etc.
- The school organises 'World Wildlife Week' and 'Eco-Friendly Day' in order to spread awareness on the issues that involve the safeguarding of forests and wildlife. Apart from that, the school organises 'Walk to School' campaign to spread awareness on carbon footprint and on conserving renewable energy.
- The school is associated with UNESCO's Associated Schools Project Network (ASPnet), whose moto is connecting Global citizens for Sustainable Development.

The school has won multiple awards and recognition, of which the 'Green Campus Award' from e-India is one of them. ■

Source – opjsrgh.in/

unesco.org/greencitizens/stories/green-and-clean-school-and-consumer-education

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!

“

How can we use smart classes to teach subjects like history and civics in class?

With the onset of the fourth industrial revolution and the access to new technologies, the use of the multifaceted tool, TECHNOLOGY, to enhance the classroom experience for and by the student and teacher, alike, has become even more relevant. This has given rise to the need to develop new skills, and hence, to examine the education system - content, methodology and pedagogical practices - to keep pace with global trends, changing at lightning speed!

Consequent to the Information and Digital revolution, and with artificial intelligence fast entering every aspect of life, today's student has evolved into a technologically advanced individual. He has access to unlimited information and the option to use tools for learning favourably or otherwise. This can pose a challenge even to teachers of History and Civics, who as facilitators, need to filter all available information and devise methods for students to appreciate, assimilate, retain, recall, reason and apply their knowledge to real life situations. So it is not enough to be adequately equipped with information and knowledge. It is pertinent that teachers become technologically sound, keep in step with the times, and in fact a few steps ahead, to retain their own relevance and student's confidence. Hence, **THE SMARTER TEACHER and the SMART CLASS!**

Information and communication technology (ICT) enabled education, integrating advanced technology to the History and Civics curriculum, is significantly enhancing learning outcomes. Interactive modules of a SMART CLASS can transport students back in time to experience events and places of historical relevance and enable sound understanding of citizenship and its responsibility in governance.

Teaching History and Civics can often seem laborious. Given that both have voluminous topics, the teacher has to devise creative techniques to keep the students attentive and engaged. **The Smart Class just transforms the traditional classroom into a more dynamic environment.**

The smart class offers teachers access to material and prepared modules on all topics and the opportunity to research and update content with online information and data to prepare their own short modules for classroom teaching and assessment. Online audio and video recordings and live current worldwide news items strengthen their lessons and presentation. Preparation is less stressful. Classroom presentation and time is better managed by creative digitalising of supporting material,



information and data. Existing research shows that interactive multi-screen display is far better than single screen display and can decrease the cognitive load and improve learners' achievement, ideal for the study of subjects like periods in History and, citizenship and governance in Civics.

In a smart class, each student has a dedicated interactive equipment and interface with simple and fully featured navigation by touch and voice, and with vibrant visuals, all of which make learning exciting - an ideal tool for every History and Civics teacher! This engages the students' senses of sight and sound, enhanced by touch, in a hands-on approach, creating effective mind maps. **The classroom becomes a collaborative environment in which learners start thinking, applying logic and reason.** Such an approach fosters participation by all students in discussions and in developing new and out of the box ideas, enhancing the student-teacher bond.

The Smart History and Civics class is also synonymous with adaptive learning, wherein every student has an equal opportunity of access to the teacher's well prepared short modules as well as to the boundless information and other interactive tools to reinforce learning and knowledge at his/her own pace, in an interactive environment. All such material becomes available to the student as the class progresses and is stored for him/her to refer to even outside school hours. Any additions made during the session also get saved. Every interaction during the session is saved and stored. So, no important points are missed by any student. Immediate correction and guidance are also recorded. **Every interaction serves as feedback to the teacher as to which modules were best received, and also to provide timely and appropriate support to students.** The teacher has access to performance, of both the individual and the class instantly. The Smart Class approach fosters better interaction between teacher and students and stress-free participation with the desired confidentiality.

The long-term objective of teaching History and Civics at school level is creating responsible adults with problem solving ability and the interactive SMART CLASS provides every opportunity in this direction! ■



WE RECOMMEND

Apps

Classtree app

Over the years, technology has evolved drastically and has become an integral part of our lives. With the introduction of the internet in schools and colleges, there is immense scope for schools and educators to increase the learnability by using technology in classrooms.

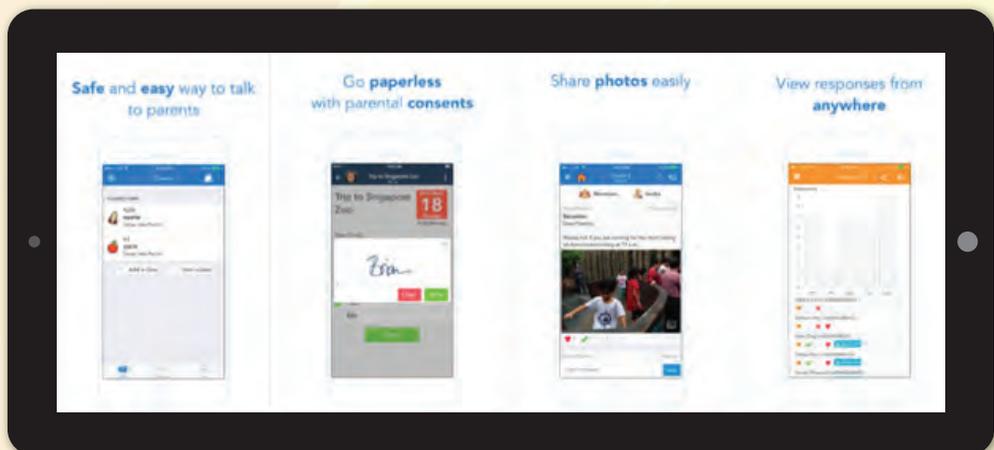
There are a number of tools which are available in the market that cater to various educational purposes and helps make a teacher's job easy. The best way for a teacher to access these apps is to download them on their smartphones or tablets.



The Classtree App

Educational apps such as the Classtree app helps teachers and students to learn in an organised manner.

Compatible with the iPhone, iPad and iPod touch, Classtree app makes it easy for teachers to communicate with the parents and students. It is both a web and a mobile based app, which allows the option for teachers to add classes, its students and their parents on a spreadsheet.



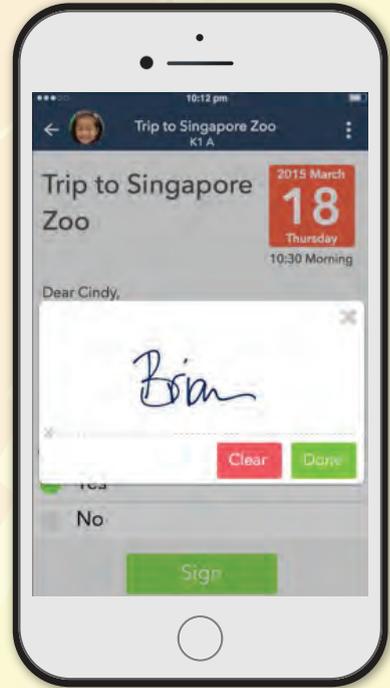
Teachers can share the class code with the students, which enables them to create accounts and log on. The app also automatically fills up forms which helps reduce the hassle of manually filling them.

The application has the feature which allows teachers to upload documents and also comes with the option for the user to choose the space for parents to sign documents. The document is then circulated among the group of parents, whose contact information is loaded on the site.

The app helps teachers to keep the parents updated about their child's behaviour and day-to-day learning. It also comes with additional features such as e-signatures, event reminders, image sharing, content sharing and more. The app is best known to reduce teacher's stress of handing out e-consent forms for parent's signature.

Parents can then hand in their consent forms from anywhere across the world and the teachers can view the responses with a click.

Classtree is a safe educational app which also helps to communicate effectively. It is a one stop solution to a classroom's endless paperwork. ■



Answers for Quiz of the Month - November 2019

- | | |
|------------------|-------------------|
| 1. Shazam | 6. Four |
| 2. NATO | 7. Hero Moto Corp |
| 3. Red Cross | 8. Reddit |
| 4. Angela Merkel | 9. Bodh Gaya |
| 5. Humming Bird | 10. Gwalior Fort |

Quiz of the Month

- Which government agency is concerned with disease prevention and control?
 - CDC
 - IMF
- TGV is the high-speed train of which country?
 - France
 - Germany
- Kremlin is located in which city?
 - Berlin
 - Moscow
- Who was the last leader of the Soviet Union?
 - Vladimir Lenin
 - Mikhail Gorbachev
- The 'Synagogue' is a place of worship of the people belonging to which religion?
 - Judaism
 - Islam
- Which one of these was the founder of Jet Airways?
 - J.R.D. Tata
 - Naresh Goyal
- He was the first Indian to be a British MP and was known as the 'Grand Old Man of India'. Identify him.
 - Dadabhai Naoroji
 - Madan Mohan Malviya
- The word 'Kettle' comes from which Latin word?
 - Catillus
 - Cactus
- Which of these is endorsed by Virat Kohli?
 - Jaguar
 - Puma
- Gita Gopinath, an Indian American, is the Chief Economist at the _____.
 - UN
 - IMF



VARSHA PRASAD
Editor, TheTeacher.in

Are you proud to be a teacher?

A very famous quote says, “Teaching is the one profession that creates all other professions”. Without a doubt, apart from being the noblest, a teacher’s profession is the most respected; irrespective of which part of the world we are in. A recent incident in an autorickshaw was enough proof for me that being a teacher is an honour and a matter of pride.

On my way home in an autorickshaw, the driver started having a conversation with me, complaining of the horrible traffic and the jams we were getting stuck in. In the flow of the conversation, he asked me if I was a software engineer. I said no, I wasn’t one, but could not explain what exactly I did; my role in content development and research in the education space, etc. Hence, I decided to follow what Pickbrain, noted quizmaster and the CEO of Greycaps, does. He mentions his profession as a ‘teacher’.

Just like him, I told the driver that I was a teacher and that I helped write books for school children. Suddenly, his tone changed. His voice softened, and he started addressing me as ‘teacher ji’ from ‘madam’. The best part of the conversation was one statement he made – “Teacher ji, it is because of teachers that I am confident my children will become ‘good people’. I am sure they will complete their education and earn well. How else can an auto driver’s children succeed? Is it not only because of education and a teacher’s guidance?” Before dropping me off in front of my gate, he even folded both his hands in a namaste and thanked me again.

This whole conversation and the ride home made me so happy, that I felt energetic at the end of the day instead of being exhausted. It lifted my spirits and made me feel proud of the profession I am in.

I am sure all you teachers would have had similar experiences. All we require is one such instance to get us going, to get us to perform better and give our fullest. These things make us feel proud, to be touching people’s lives. It also gives happiness at the end of each day that we are making a difference. I am ‘proud to be a teacher’. Are you?

Varsha Prasad
#ProudToBeATeacher

 Varsha Prasad
 varsha@greycaps.com

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.



to our exclusive YouTube channel 'TheTeacherdotin', now!



Inclusive Education and NEP 2019 (Draft)



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Branches of the Government

*Scan the QR code to watch the video



Cell Structure and Functions



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KNOWLEDGE TRIBE

E-Magazine



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- ▶ **Inspirational stories of achievers**
- ▶ **Knowledge nuggets**
- ▶ **Engaging brain games**
- ▶ **Knowledge video library**

...and lots more



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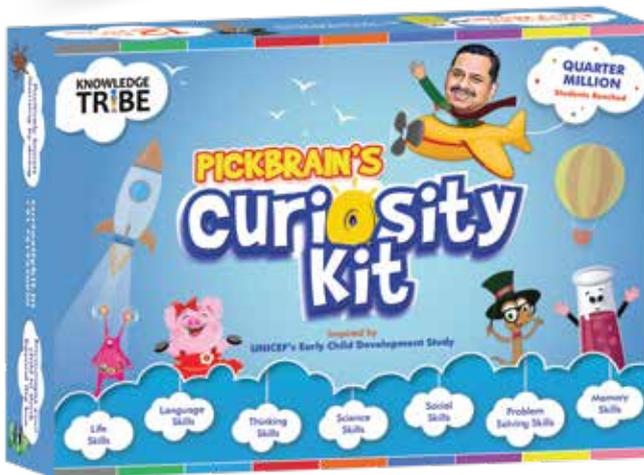
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