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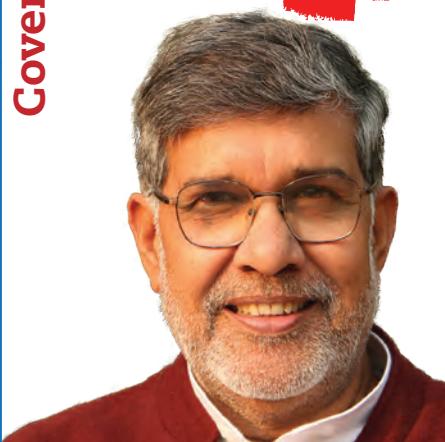
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My First Choice!

RASHMI MARIAN FURTADO |
Senior Editor, TheTeacher.in

Let me start by wishing all of you a Happy Teachers' Day. On this occasion, we are delighted to feature an exclusive interview of Nobel Laureate Kailash Satyarthi. We thank him for his time and valuable thoughts.



For this edition, I have a short story to narrate to all you wonderful teachers. A little girl was asked, "What do you want to be when you grow up?" A topic of common interest to all adults, this little girl was also interrogated on her career choice, when she was only in class 3. Her immediate response was, "I want to be a teacher!" As she grew up she was inducted into a belief that people who can't find any job prospects, become teachers!

She had some exceptional teachers in her life, who built her character and gave her courage. She could never believe that teaching was a back up profession! Years later, she became a lecturer in a well-known institute and enjoyed her time there.

As time went by, she felt the need for doing more in the field of education, which is when she moved into a role of an educational writer, trainer and motivational speaker. To this day she feels extremely happy with herself that she has contributed something of relevance and value towards our nation.

The story may sound idealistic, but it's the story of a dear friend of mine. She has always been proud of her teaching stint and teaching was NOT her backup career choice, it was her FIRST CHOICE. Many among us believe that teachers do not get the respect they deserve. On many occasions we are not proud of being a teacher, some of us even accept the belief that it was our second choice and that we could have done more with our lives.

It's a known fact that many schools in India are handled by a single teacher. It is a fact that many lives have changed, thanks to just one teacher. It is a fact that behind every successful man and woman there is a teacher. A learned person once said, "Great nations are not those with a lot of arms or ammunition, but those with good teachers in their schools". Today, as change is so rapid, there is a high requirement and need for good teachers. There is a dearth of teachers world over. It is the existence of the teaching profession that ensures the existence of all the other professions.

"*It is the existence of the teaching profession that ensures the existence , , of all the other professions.*

Noted educationist Sir Ken Robinson said, "Teaching is a creative profession, not a delivery system. Great teachers do pass on information, but what great teachers also do is mentor, stimulate, provoke and engage." Even if you have become a teacher by chance, embrace the opportunity, treasure the experience and enjoy your role, because whether you believe it or not, you would have touched the lives of all your students and they will always remember you!

You contribute to the future of so many individuals and shape their lives, you provide direction to your students, you help the students realise their strengths and weaknesses, you contribute towards a better India, a better world! Teaching indeed is the noblest profession. Be proud of yourself, because only when you are happy, content, and passionate about what you do, will people around be proud of you. You are a teacher and that gives you the mandate to help make a difference on a massive scale.

Be proud and happy to be a teacher.

I AM PROUD TO BE A TEACHER, LIKE YOU!



Rashmi

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 @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 and Travel Quest by Thomas Cook.



DIVYA JALAN | Founder

Divya Jalan is the founder of Breaking Through Dyslexia, an organisation providing scientific understanding of students with specific learning or language disabilities.

What exactly is dyslexia?

According to the World Federation of Neurology, dyslexia has been defined as, “a disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing and spelling, commensurate with their intellectual abilities.”

Dyslexia is a specific learning disability that is neurobiological in origin. Learning disabilities are neurologically-based processing problems. These processing problems can interfere with learning basic skills such as reading, writing and/or math. They can also interfere with higher level skills such as organisation, time planning, abstract reasoning, long or short-term memory and attention. It is important to realise

that learning disabilities can affect an individual's life beyond academics and can impact relationships with family, friends and in the workplace.

Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantages. Dyslexia affects language learning and acquisition.

People with learning disabilities are of average or above average intelligence. There often appears to be a gap between the individual's potential and actual achievement. This is the reason why

learning disabilities are referred to as 'hidden disabilities'. The person looks perfectly 'normal' and seems to be a very bright and intelligent person yet may be unable to demonstrate the skill level expected from someone of a similar age. A learning disability cannot be cured or fixed; it is a lifelong challenge. However, with appropriate support and intervention, people with learning disabilities can achieve success in school, at work, in relationships, and in the community.

What inspired you to take up this initiative? How did BTD come about?

My inspiration is my daughter Ishita, who is dyslexic and is now pursuing her Ph.D. in Chemistry, in Sweden. When she was in class 2, I found out she had a learning disability. As there was very little or, in other words, no help in Kolkata, we decided to send her to a boarding school in England. Once she was settled and on her way to becoming a confident young person, I realised how understanding and identifying the issue and providing the right help makes such a difference to the child. That's when I decided to start an organisation which

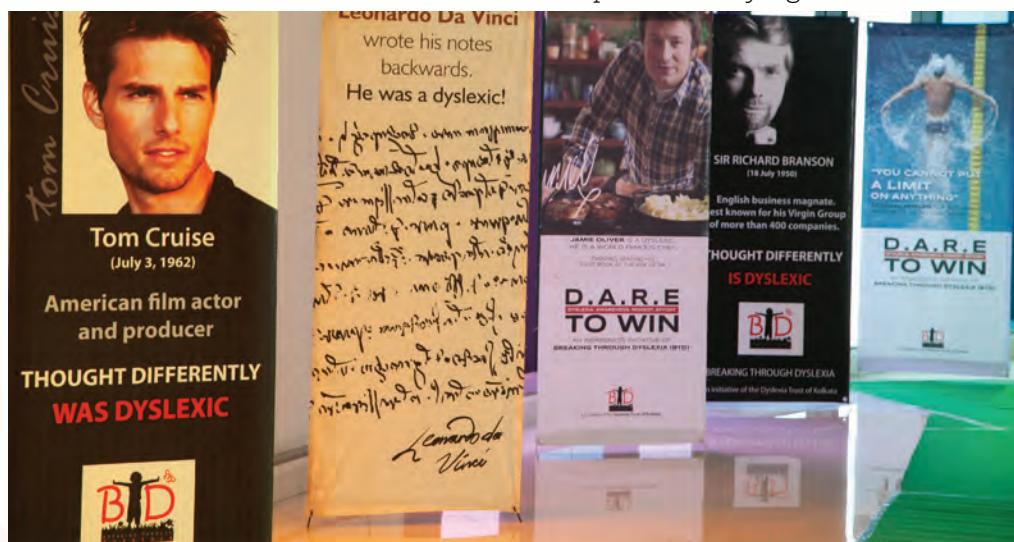
would address the full scope of dyslexia and related difficulties, with the objective to facilitate remedial assistance that provides hope for the child and parent to lead a productive life.

BTD, an initiative of the Dyslexia Trust of Kolkata, is a niche, non-profit educational organisation. Situated in the heart of Kolkata, BTD reaches out through group discussions, newsletters, talk shows, personal visits and counselling sessions at school. It organises workshops for parents and educators by eminent educationalists. The organisation provides psychometric evaluation and assessment of the child's problems and gives a comprehensive report. Such a report forms the base for therapy.

BTD provides remedial programmes customised to individual needs.

How is a child with dyslexia assessed?

A psychological assessment provides a detailed and objective measurement of the child's abilities and potential. It also forms the basis of designing an appropriate programme to help the child. It helps in identifying methods of



D.A.R.E

DYSLEXIA. AWARENESS. REMEDY. EFFORT

TO WIN

AN AWARENESS INITIATIVE OF
BREAKING THROUGH DYSLEXIA (BTD)

An International Conference on Dyslexia Awareness

IMI
INTERNATIONAL MANAGEMENT INSTITUTE
Kolkata



learning, intervention, short and long-term objectives and the learning material to be used.

No two dyslexics are the same, so an assessment is vital to design a programme exclusively to suit the needs of each child. Children aged 7.5 years can undergo the full assessment for the diagnosis for dyslexia. The gap between the individual's potential and actual achievement tells us if an individual has learning disability, in which areas (Dyslexia, Dyscalculia and/or Dysgraphia), and to what extent. The potential is determined by an IQ test. The actual achievement or the current level at which the child is performing academically can be found using an assessment tool like the Woodcock Johnson III.

A comprehensive assessment is administered by Qualified Specialists and is based on:

- Samples of the child's school work and free writing
- Background information provided by the parents/ primary caregiver
- Standardised IQ test

- Standardised test to assess the current educational level of the child

At the end of this process, a detailed report is given to the parent, an explanation of how the scores and results have been interpreted is also shared. In case the child does not have a Specific Learning Disability (SLD), the counsellor will recommend other ways to help the child at home or any other organisation whose services are more appropriate. The information in the evaluation is sufficiently detailed and comprehensive to be used by another organisation. Accurate assessment can help in aligning teaching to learning.

What are some social and emotional impacts of dyslexia?

Children who are dyslexic often become frustrated and ashamed at their inability to read. The feeling that they are either lazy or stupid starts to take root. This affects their self-esteem adversely. Their morale and motivation are so low that they give up easily. It can also hinder a child's ability to interact with peers in a typical way and respond

appropriately in social situations. This may lead to behavioural problems like tantrums for no apparent reason.

How can teachers be sensitised about dyslexia?

Every child looks up to his or her teacher. A smile of encouragement can motivate the child and go a long way. It is therefore very important for teachers to be aware of their students' strengths and weaknesses. Teachers need a forum to exchange ideas and air their concerns. Regular workshops on the subject along with interactive sessions is the key to building an effective learning environment.

Be sure that appropriate accommodations are in place for the dyslexic child to help succeed in school. Although frequently misunderstood as 'crutches', accommodations level the playing field for dyslexics. Multisensory approaches are important aspects to teaching dyslexic students. Fortunately for teachers, these techniques benefit the entire class.

How can parents deal with dyslexic kids?

If your child is diagnosed with a SLD/dyslexia, then tell your child that there is no reason to hide it. Explain that dyslexia is a very common condition and several other people in the school, class or family may have it. There are also many famous people with dyslexia.

We all have different strengths and weaknesses. Identify something the child does well like sports, music, art or handwork. It could be that the child is good with animals, is generous, popular, funny or loving. Finding the real strength

of the child is important. Tell the child that he or she may not find reading and spelling to be as easy as doing other tasks. Explain that this is not the fault of the child, the parent or the school. It is something that happens – like having brown hair, freckles or blue eyes. Let the child know why she or he is having difficulty at school and that this means she or he will have to work very hard, may be harder than others in the class to succeed, but that it can be done, with proper help and support.

As a parent, be prepared to discuss the problem with your child more than once. Do not assume that she or he will take it all in the first time. You may need to return to the subject many times in the coming years.

What are some accommodations that a school can make, to make learning friendly for children with learning disabilities?

- Boards like ICSE and CBSE have a lot of provisions that can be passed on to the children who need it.
- Set up resource rooms and have regular training sessions for teachers.
- Be approachable to both students and teachers, always be positive and look for ways to move forward.

A word for teachers handling dyslexic children...

- Keep instructions simple.
- Include the child in all class activities.
- Make use of technology.
- Educate yourself.
- Adapt teaching to make learning effective.
- Lastly, smile...! Make your classroom a cheerful place where a child can blossom. ■

Few Important Lessons I Learnt as a Teacher

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 education conferences world over.



Lesson 1

I recall entering the teaching profession in 1971 as a teacher of a newly opened DAV School in Chennai. I was blessed to have a great leader as my principal, Kulapathi Sri Balakrishna Joshi, a role model for the teaching profession and an inspiration to the teaching community. On the first day, as I entered his chamber, I found several teachers waiting to touch his feet and take his blessings. When it was my turn, he smiled at me and asked, "What do you think a teacher is?"

I stood in silence and he continued, "A teacher is a harbinger of positive energy. He carries positive energy to his classrooms. If you radiate positive energy it comes back to you a million times. If you radiate negative energy it comes back to you a million times. A classroom is nothing but an energy management system, whatever be the subject or class you teach."

The power of these words influenced me throughout my career.

Lesson 2

A couple of months later, I walked into the principal's room with a box of sweets. As he was with a visitor, I walked into the room of the vice-principal and offered it to him.

"What is the news Mr. Bala?" he quipped. "Are you getting married?" "No, sir. I had written my MA in Hindi and I have passed the exam." "Hindi?" he raised his eyebrows. "You are a science teacher. Why did you take up Hindi? You could have pursued M.Phil. or some other science course. Hindi isn't going to help you anyway in your career." With a punch, he took the sweet and said, "Anyhow, sweets are always welcome."

I stepped into the Principal's room and informed him of the reason for the sweets, he replied, "Great. A science teacher doing literature. But don't stop with this. You should now pursue MA in English. The day may not be too far when you might have to sit in a similar seat. Remember – 'Deserve and Desire'. A teacher must be a continuous learner."

The lesson I learnt: **"The day you stop learning, is the day you disqualify yourself for teaching."**

On one of the days when my lab assistant had erred, I got upset and was shouting at him in the laboratory where the students of senior classes were doing some experiment. The Principal who was passing by observed the scene. Later, he called me aside and said, "Remember, never hurt a person in the presence of others. That sends a bad message to the students. The basic objective of education is to respect other human beings. We are educators and not executors."

"A good teacher never hurts people whom he deals with."

Lesson 3

Lesson 4

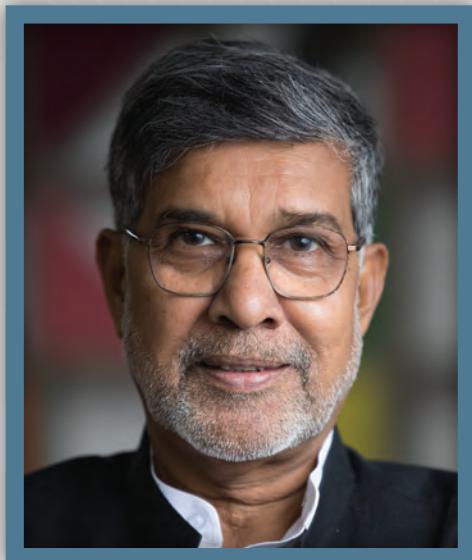
A few years ago, a few students who were a part of the school alumni visited me to invite me for the Silver Jubilee celebrations of their batch. Chatting over a cup of coffee, one of them remarked, "Sir, you were a great chemistry teacher". I felt elated hearing that, but what he said next touched me the most. "But Sir, you taught us everything except Chemistry. You taught us self-esteem, courage, lessons on accepting defeat, and the broader perspectives of life. We remember all of it, but not your Chemistry lessons. Honestly speaking, none of us are in the field of Chemistry, but we loved your classes for those words of motivation and inspiration."

And I learnt, **"the success of a teacher lies in his or her ability to go beyond textbooks, by being a great facilitator, a counsellor and a mentor."** ■

For a 'Nobel' Cause

Part 1

KAILASH SATYARTHI | Nobel Peace Laureate



Kailash Satyarthi is an internationally-acclaimed child rights activist. He has been at the vanguard of the global fight to end violence against children for close to four decades now.

Bachpan Bachao Andolan (BBA), the brainchild of Kailash Satyarthi was formed in 1980 to create a child-friendly India where all children are free from exploitation and abuse, and enjoy their rights to the fullest. Through his sustained policy advocacy efforts in India, he played a pivotal role in mobilising support ensuring the passage of the Child Labour Act in the year 1986. Under the aegis of Kailash Satyarthi, BBA has rescued over 87,000 children from the scourge of bondage, trafficking and exploitative labour over the last four decades.

In 1998, he led the 80,000 km long Global March Against Child Labour across 103 countries, with a demand for an International Law on Worst Forms of Child Labour. Kailash Satyarthi is also the architect and leader of Global Campaign for Education (GCE), a civil society movement working to end the global education crisis and ensuring that states deliver the right of everyone to a free and quality education. He successfully spearheaded country wide movement to make education a Constitutional Provision which subsequently paved way for the Right to Education Act in 2009, in India.

Kailash Satyarthi was awarded the Nobel Peace Prize in 2014 for his struggle against the suppression of children and young people and for the right of all children to education.

In 2017, raising a clarion call against child sexual abuse, Satyarthi led the 12,000 km Bharat Yatra (from Kashmir to Kanyakumari) taking along the child abuse survivors; civil society organisations; politicians across party lines; bureaucrats; celebrities and faith leaders to put the national spotlight on this pressing issue. To achieve his vision of a world free of violence against children – where all children are free, safe, healthy and enrolled for quality education, he founded the Kailash Satyarthi Children's Foundation. The Foundation's raison d'être is to advocate for creation and implementation of child-friendly policies ensuring holistic development and empowerment of children across the globe.

Dear sir, can we start by asking you how your journey began - from being a teacher to a social change agent?

The issue of marginalised children has been very close to my heart right from my childhood and this concern started growing gradually. As a child, I was unable to comprehend as to why any other child should not be in school like me. My curious mind was forever looking for answers that I was not able to find.

It was my first day ever at school when I saw a cobbler boy (of my age) sitting outside my school gate. He was looking at us expectantly, hoping we'll ask him to polish our shoes, but we all were wearing new shoes. I could not understand why this child was not in the classroom like other children. So, I asked my teachers; my family and friends - and most of them tried to convince me that it is not an uncommon practice as poor children have to work to help their families, and so on. But my doubts remained un-answered.

One day, I gathered some courage and directly spoke to the father of the boy. The father was shocked at this question and he said, "Babuji, maine kabhi socha nahi [Sir, I have never thought about it]. My grandfather, my father and I spent our lives doing the same thing since childhood and now, my son." Then he said, "Babuji, aapko pata nahin hum kaam karne ke liye hi paida huye hain! [Sir, don't you know we're born only to

work?]." It was difficult for me to understand all that he was saying.

I was not able to understand as to why should the cobbler's son be any different from other children like me? Nobody around me was able to explain it to me for putting my inquisitive mind at rest.

The transformative moment came six years later. In my hometown of Vidisha (Madhya Pradesh) on the last day of school, everyone used to discard their textbooks. This actually made no sense to me. Wouldn't the children in the class below us benefit from our textbooks the same way we did - not to forget the cobbler boy and other children who are unable to attend school?

Change is always possible whether big or small. It was the moment when a new Kailash was born in me.

My friend and I rented a vegetable cart and walked around the neighbourhood convincing everyone to put their books in the cart rather than throwing them away. I had no idea how

people would react, and so I was very anxious. But as the word of our experiment spread through the village, our cart was soon overloaded with books. I was overwhelmed with emotions as we collected the books for those who needed them the most. Later that night, tears of joy ran down my cheeks as we sat counting the books we collected. That was when I first realised that change is always possible whether big or small. It was the moment when a new Kailash was born in me.

Engineering and Medicine were the only

so-called career options as per the societal norms when I grew up. My parents also wanted me to become an engineer. I completed my degree in electrical engineering at Samrat Ashok Technological Institute, Vidisha and thereafter I earned a post-graduate degree with specialisation in high-voltage transformer designing. I joined my alma-mater as a lecturer teaching transformer design to students.

But in a year's time, I realised that the calling of my heart was to work for a country; a world that is safe and promising for everybody. Following my heart's calling, I along with my wife, left my hometown Vidisha in 1980 to live in Delhi.

I started writing a journal *Sangharsh Jaari Rahega* ('The Struggle shall continue'). Through this fortnightly journal, my friends and I used to cover issues related to current affairs and policies. Our rather austere and very small office was in the backyard of the balcony of a rather old and dilapidated building. That was the beginning of my work as a social change agent.

What is your advice to teachers on how they can prevent drop-out rates in schools, to avoid child labour?

Teachers are idols for most of the children, at least in their initial years of schooling. Therefore teachers should not only learn and respect child rights but must also live those values. Teachers are the ones who educate and empower.

The importance of education and the difference that it brings to the personality of a child cannot be emphasised enough. I have always maintained and it has been proven beyond reasonable doubt globally that education is the perfect antidote for child labour. Teachers undoubtedly have a big role to play here.

If children are enrolled in schools and receive quality education in a child-friendly environment, then the possibility of their getting into the vicious circle of illiteracy, poverty and child labour becomes very rare.

A teacher should rise beyond the feeling of a mere service provider and should make all efforts to imbibe values and ethos in the children as though they are her or his own children. Without

embracing compassion, it is impossible to impart meaningful education. Needless to mention that scientifically

designed curriculum and pedagogy is imperative to ensure learning outcomes.

Out of school, children are always at an unprecedented risk of exploitation. An engaged child who enjoys interaction at school is less likely to drop out of the school, particularly in a scenario where education has been made a fundamental right in India by the way of a constitutional amendment. I had led the Shiksha Yatra back in the year 2001 with a clear demand to make right to education a fundamental right. We walked from Kanyakumari to Kashmir and then to Delhi with our demand.

Shiksha Yatra led to the constitutional amendment paving way for the Right to Education Act becoming a reality.

Teachers must go beyond the call of their duty to ensure moral, behavioural and attitudinal progress of all children. Teachers are very important stakeholders for the fulfillment of Right to Education Act ensuring equitable and meaningful education for all children. Even, RTE Act puts the onus on the teachers for regular follow-up of children's attendance and presence in the classroom.

It is equally important for the teachers to learn and keep themselves abreast with latest teaching methodologies to make education more participatory, meaningful and inclusive. While technology can never become a substitute for a teacher, it is only prudent for a teacher to strike the right balance between technology and humanity. The more human the teacher the better chord would she or he strike with the children in the classroom and beyond.

A lot of responsibility rests on the teachers of bridge schools who need to bring the socially excluded and marginalised children into formal, mainstream integration so that they do not once again drop-out and drift away in the dark dungeons of exploitation. A deep sense of responsibility, accountability and carefully planned

performance parameters for teachers will go a long way in retaining children in classrooms and ensuring that they are learning.

It is heartening to note that globally the number of child labourers has gone down from 26 crore to 17 crore in the last 15 years. The number of out-of-school children at the primary level has fallen significantly from 13 crore to 6 crore, but our struggle to bring all children to school continues.

Teachers, you are harbingers of positive change in the society!

Your message to teachers on TEACHERS' DAY!

There is a call in the Vedas, 'Vayam rashtre jaagriyaam purohitaah'. This means, 'We the teachers who are meant for the betterment of the society pledge to awaken the conscience of the nation. In any situation of darkness, it's the teachers who ignite the spark like a matchstick to enlighten and enliven all human beings.'

Today when the society is grappling with a serious deficit of 3 Ts, i.e. Truth; Trust and Tolerance, people look up to the teachers as role models for plugging these deficits while guiding others. This is in the best interest of all children for a safer and peaceful world. This goes much beyond just the students and extends to the society at large. Teachers, you are harbingers of positive change in the society! ■

EDUCATION NEWS

NCERT to train teachers through online courses

The National Council of Educational Research and Training (NCERT) has signed an agreement with Curtin University, Australia, to launch online training modules for teachers. Curtin University has been ranked among the top 100 universities with regard to its expertise in creating and implementing online courses.



Image credit- augstudy.com

The online modules aim to reach the teachers in the rural and other low-accessible areas. The objective of this tie-up is to train nearly 87 lakh teachers through massive open online courses (MOOCs) and webinars.

A report by the National Achievement Survey (NAS) indicated that the mean score of Class III and Class VIII, of 12 states for mathematics and 15 states for languages were disappointing. The low scores of states prompted NCERT to develop a platform to enhance the skills of the teachers.

NCERT also stated that activity-based learning is yet to be implemented throughout the country, despite being introduced in 2005.

NCERT, in the long run, aims to train its staff and other educators across India through the online platform.



Sonam Wangchuk wins Magsaysay Award

Ladakhi innovator and engineer, Sonam Wangchuk has been awarded the prestigious Ramon Magsaysay Award for 2018. Dr. Bharat Vatwani, a psychiatrist who is known for treating and rehabilitating the poor and the destitute, is the other Indian awardee.

Wangchuk, who is the founding director of the Student's Educational and

Cultural Movement (SECMOL) of Ladakh, was recognised for his 'systematic, collaborative and community-driven effort to improve the learning systems of northern India'. His efforts helped improve the life opportunities of the Ladakhi youth and set an example for people around the world.

Wangchuk has often highlighted certain aspects like development of public

schools, parity among students from different backgrounds, and practical learning that need to be developed, to progress in the education sector.

Wangchuk, who is famously known for inventing the Ice Stupa technique which helps create artificial glaciers for storing water during winter, is also known for designing the SECMOL campus which runs on solar energy. His life inspired Amir Khan's character in the 2009 film, 3 Idiots.



Image credit- indianexpress.com

France passes a law banning the use of smart devices in schools

The French government has passed a law banning the use of smartphones and other smart devices like tablets in schools.

According to experts, increased usage of electronics has led to cyber addiction, sleep deprivation, distraction and bullying. The law is applicable to school children between 3 to 15 years of age and is effective from September 2018.

Though this ban is not compulsory for high school, schools with students older than 15 will get to choose regarding the

adoption of the phone ban for their students. This law requires the schools to prohibit smartphones or have them turned off during the day in the school premises. Smart devices will be allowed only for educational purposes and for students with disability.

The new law is an extension of a similar law passed in 2010, banning the use of smartphones during teaching hours. This move by the French government has been lauded by many citizens as a step towards reducing the smartphone addiction. ■



Image credit- wikimedia.org

TEACH CHILDREN TO HANDLE FAILURE

PADMINI SRIRAMAN | Principal, The Hindu Senior Secondary School, Chennai

Padmini Sriraman has received the 'Best Teacher' award for three consecutive years. She is also the recipient of the 'CBSE National Award' from the Government of India, in 2012. She has authored academic textbooks and has also drafted articles for educational magazines. She has conducted workshops on various subjects across India and at Dubai and Doha.

Congratulations on receiving the Best Principal Award by Gateway International School! As a recipient of many such awards, what or who motivated you to get into teaching?

Thank you for your kind wishes. I believe that teaching is a great career for a lifelong learner. It was my school principal who impressed me during my school days. I was her silent admirer. She was not only supportive, but always told me that I would do great things one day. She would advise us that no matter what job we chose, we could always make a difference which requires hard work and a positive attitude. She was such an

inspiration that today, I emulate all her principles and ideals in my career.

What is your 'teaching mantra'?

The adaptability for change, creativity, uniqueness, and work-hard attitude are the core mantras on which I have been working. In addition to expertise of the subject, compassion, dedication, and sustainability will always remain as important ideals of the way I teach.

What is the most challenging part of being a principal?

The challenge is working with different

groups of people. This includes administrators, teachers, support staff, students, parents, and community members. Each group requires me to approach them differently, but I enjoy the collaboration with all of them. This has helped shape my leadership qualities. Building and maintaining healthy relationships with the constituents of my school is a challenge. To be a principal of a school is demanding, but it is also rewarding. We must be diplomatic, tactful, hardworking, diligent, flexible, and creative to be successful principals.

What is your most satisfying teaching experience, so far?

One of the greatest things about teaching is seeing my students succeed. They come into the classroom with different strengths, weaknesses, backgrounds and beliefs about themselves. I look at it differently. I think all are intelligent in one field or the other, but it is a fact that they haven't met the right teacher to help them reach their goals.

To take a student from 'I can't' to 'I can' attitude is one of the most satisfying experiences.

With your vast teaching experience, what according to you has changed in the education space from how it was 10 years ago?

There have been a lot of changes in the education system today. The impact of technology is a big boon for teaching. Today's education focuses on a student-centred system. There is increased student engagement and collaboration, effective assessment techniques to assess student progress as



often as once a week, more focus is now given to the special needs of students who are struggling with learning or having cognitive disabilities, language barriers, or other obstacles to learning. Students can read from e-textbooks, look up maps online, use the calculator in their tablets or computers, do their work on their laptops, and hand it in by email or through online forums.

Today's teachers may no longer be required to write lessons on a physical chalkboard; instead they use online forums to share syllabi and classroom notes with students. Students, in turn, may learn lessons in a more hands-on way, through educational video. The teaching and learning has become more interactive now.

It is said that teachers play a more important role in the child's education. What is your take on it?

Only teachers can develop nations and no one else. Almost all good leaders will agree that they have learned valuable organisational and personal development skills from teachers.

They have used their creativity in the right direction. Some students excel, not because they are born great, but because teachers shaped them to become what they are today. That's why teachers are great human beings who care about the future of the students.

What are the key factors that lead to 'parental satisfaction' in schools?

Parents are the first educators of children and they continue to influence their children's learning and development during the school years and beyond. Schools have an important role in helping the parents to trust the schools which provides good education for their children's future. Every parent will look for an excellent school for their ward which can provide a clean and safe environment. They expect the school to provide holistic growth of their children. They look for approachable teachers, a good classroom and above all, affordable fee structure.

What according to you are a few important values that a school should impart to its students?

Education devoid of values will be detrimental to society in the long run. Values bring quality and meaning to life and give a person his identity and character. Children imbibe values all the time from their parents, teachers and peers. But it is also necessary that we deliberately teach them the values, right from their childhood. What they learn at this tender age stays with them throughout their life.

In today's scenario, it is essential to teach children how to be compassionate and responsible individuals. The students are the future leaders and

hence, we should develop individuals who are, knowledgeable, positive thinkers, good communicators, principled, open-minded, caring, risk-takers and balanced. My most important one is teaching children to handle failure.

As there is a growing concern regarding the safety of children in schools, what are the steps that institutions can adopt for child safety and, psychological and emotional health?

Child safety is the primary responsibility of every school. Schools must be extremely vigilant about who is permitted to enter the campus. Background verification of all employees should be done prior to recruitment. The school must ensure regular communication with parents to keep them assured of the child's safety. Teachers should also be trained to identify signs of distress in a child and to respond to situations.

Safety when the students use electricity, clean drinking water, fire alarm, fire safety, mock drill for fire evacuation, good security, CCTV camera, good caring attendants, safe transport, cyber safety, hygienic environment, medical aid, first aid facility, special committee for checking the above and extending care and concern to the students must be enforced.

What are the factors that define a teacher?

A teacher impacts a generation. He or she steps into this noble profession, knowing that it is a high responsibility and demanding job.

The important factors for the professional growth of a teacher are –

- A good teacher is a very good learner.
- A good teacher must be motivated and be confident all the time to inspire the students. The teacher must update his or her knowledge to suit the present curriculum and teach the students effectively.
- The teacher must understand each

child and see that no child is left behind.

- The teacher must adopt the best instructional strategies of teaching with effective time management and teaching aids.
- The teacher must be dedicated and committed towards his or her teaching profession with utmost involvement towards the growth of the child. ■

LEISURE

Identify the flowers given below and connect them to the Harry Potter book series.

1



2



3



4



5



Answers:

1. Lily
2. Lavender
3. Padma
4. Poppy
5. Petunia

The female characters of Harry Potter share their names with these flowers.

Why I Choose PowerPoint



SUDHA SRIDEVI | Academic Head for Schools,
Nalanda Educational Institutions, Andhra Pradesh

Sudha Sridevi has previously served as the Principal of Nalanda Educational Institutions and has contributed towards designing and implementing technology-supportive curriculum.

Technology has become an important part of today's classrooms. It allows a teacher to provide everything from an in-depth analysis to virtual field trips around the globe, within the framework and boundary of the classroom. Here are some uses of PowerPoint in the classroom.

Recall or revisit previous topics

Teachers build connections while developing the concept in the classroom. What better than a tool which provides options to link to a textbook, an image or an incident for a better correlation.

1

Sequence of the lesson

Classrooms are dynamic, and students change their pattern of listening and understanding every day. Teachers struggle to cope up and play along with the classroom dynamics. PowerPoint provides a good scope to keep check and control the sequence of lessons.

2

Step by step procedure of solving problems or experiments

Sequential approach for solving mathematical equations, science experiments or social events is essential in the classroom or laboratories. Story narration without an order would be haphazard and jumbled, leading to confusion and misunderstanding. PowerPoint is the simplest tool with animation designs to aid in a sequential approach.

3

Picture or video in classes

Critical thinking, observation and collaboration are skills essential for the 21st century. Picture based discussions can develop empathy among the learning community. PowerPoint provides the option to 'insert' pictures or video links to make the class more interactive and dynamic. Moreover, in the era of 'differentiation in learning' the addition of 'media' in any form is appreciated and attractive to the various types of learners present in a class.

4

Data tables and analysis

Scientific and statistical measurements are always a part of learning. Live data analysis is a part of today's classrooms which are thoroughly enabled through PowerPoint presentations. On-the-spot population analysis or election analysis using insertion of excel sheets and graphs within a presentation gives the actual view of the process and its extensions.

5

On a final note, PowerPoint is a simple, yet a wonderful tool that helps a teacher take the world to the students! ■

Regular Check-Ups to Monitor Your Health

Dr. KRISHNAMURTHY

Dr. M. R. Krishnamurthy is a primary care physician with 42 years of experience. After completing his MBBS, he has worked in the U.K. and Canada.



In this article, I would like to discuss what tests one needs to do, to detect chronic diseases at an early stage. With this, one can take steps to prevent complications and in some cases, reverse the disease altogether.

Anyone over 25 years of age should first have an yearly physical examination, which includes weight and height, and blood pressure measurement. We need to take steps at this early stage to reduce weight because the basal metabolic rate starts to go down at age 25 and weight starts creeping up even if food intake and activity levels remain the same.

Laboratory tests should include -

- A complete haemogram
- Fasting blood sugar and HbA1c
- Serum creatinine
- Lipid profile
- TSH
- Vitamin D
- Liver function tests
- Urinalysis



Routine chest X-ray and ultrasound of abdomen is not required in the absence of symptoms. Any test result should be reviewed by a competent physician and suitable action should be taken for any abnormal results.

Where there is a positive family history of either diabetes, high blood pressure or premature heart disease, special blood tests (serum homocysteine level, apo lipoprotein A and B, high sensitive CRP) may need to be done and treated appropriately.

Heart disease due to high LDL cholesterol and low HDL cholesterol is very common in Indians, even in vegetarians, where 100% of the cholesterol is manufactured in the body at a very young age. Diet has very little effect in reducing this, and usually requires medications. One should try to lose weight and increase good cholesterol by aerobic activity first and resort to medicines if there is no improvement.

Prevention of chronic disease is in your hands

- No smoking
- Moderate alcohol (do not start if you do not drink already)
- Maintain ideal weight
- Get regular exercise
- Get a yearly physical exam and treat any abnormalities. ■

**Until next time,
Dr. Krish**

WE RECOMMEND

Tuesdays with Morrie

Tuesdays with Morrie is Mitch Albom's best-selling memoir. It revolves around Mitch Albom's student years and his relationship with his Professor, Morrie, fondly addressed as 'Coach'.

After graduating from college, Mitch promises to stay in touch with his professor. The promise is soon forgotten, as Mitch tries to find the right career and a place for him in the society. Over the course of time, days spent with Morrie become a fleeting memory till Mitch comes across a TV program where Morrie is being interviewed to understand ALS (Amyotrophic Lateral Sclerosis), a neurological disease that weakens the muscles and impacts the physical functions of the body. Remembering his promise and knowing that Morrie is left with a few months, Mitch returns to meet his professor and what starts off as a casual visit turns into a classroom session on life.

'Tuesdays with Morrie' takes the reader on a journey set across 14 Tuesdays where Morrie imparts knowledge on various aspects of life, like family, regrets, money, emotions and so on.

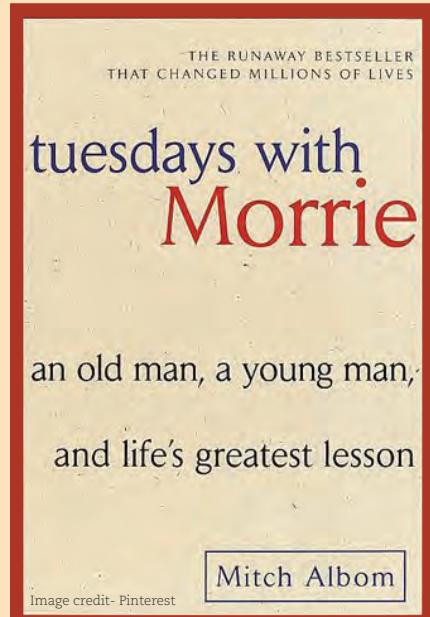


Image credit- Pinterest

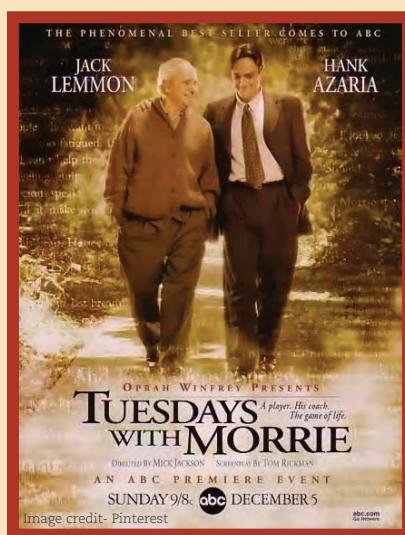


Image credit- Pinterest

Mitch Albom's narration leaves the reader wanting for more. It highlights the student-teacher bond and emphasises the importance of having a mentor in life. This book is a must-read to appreciate the nuances of life and the people in it.

The book has also been made into a movie by the same name, directed by Mick Jackson, starring prominent actors like Jack Lemmon (as Morrie) and Hank Azaria (as Mitch Albom). It was released in 1999, and the movie won the Primetime Emmy for outstanding lead actor, outstanding editing and outstanding support actor in 2000 and was nominated for awards like the Golden Globe and Screen Actors Guild Awards. ■

EXPERTS SPEAK

Asha Fenn is an education & training industry veteran with 33 years of fruitful experience as an academician, trainer, educational consultant and corporate relations manager. She has also been the Academic Advisor to various schools.



I have been teaching Mathematics to high school students for 5 years. I joined a new school recently. I observed that the students seem to be afraid of Math. I have started including activities to make the topics interesting. Can you suggest some methods to make Math more interesting at the high school level?

Dear Math Saviour,

Mathematics is a subject, which like any other, needs to be treated normally. The irony is that we are not very specific in making children understand the basic concepts once the subject is being introduced. The lack of clarity builds on as they progress in higher classes.

You are on the right track by introducing activities in the Math class. Some teachers introduce Math based games, both created by them or an adoption of an existing game. You can try similar techniques. What you can also try is show the practical application of Math in day-to-day life. I have also come across 'Math Lab' concept wherein it's being taught with models, and touch and feel. They are based across many states in India like Kerala, etc. I have observed the improvement in children where Math Labs are introduced. Go ahead and try these methods. We are sure you will get a 'very interesting' status among the students!

Photography Contest - Winners



Name: Arpan Basu Chowdhury

School: Srijan Vidyapith, Kolkata



Name: Jyoti Jitendra Wakhare

School: Dr. Kalmadi Shamarao High School Primary Section, Pune

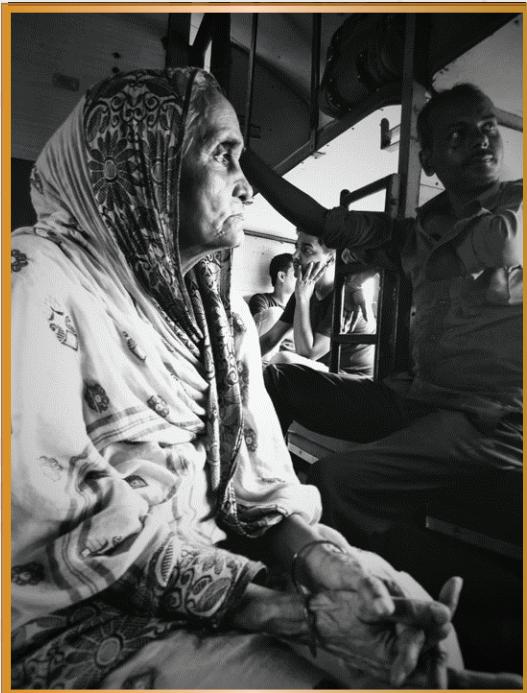




Nivedita Chirantan

Name: Nivedita Chirantan

School: Brooklyn National Public School, Bangalore



Name: Ramita Singh

School: Vidya Pratishthan's Nanded City Public School, Pune

Consolation

Name: Nitika Barot

School: Cheviot Kids, Vadodara

Happy Teachers' Day

Dear Teachers,

The best profession in the world is to share knowledge and spread happiness. Thank you for sharing knowledge from as long as humanity can remember, and for being you!

We at **theteacher.in** reached out to **Lord Jeffrey Archer & Remo Fernandes** for their thoughts on the occasion. We are happy to share their response with you.

“

"I owe so much to Alan Quilter, my English master at school. He gave me a love of reading, theatre and Shakespeare, and I will never be able to repay him."

- **Jeffrey Archer**



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“

"Happy Teachers Day to the people who touch the lives of the world's future."

- **Remo Fernandes**

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**TheTeacher.in wishes all the teachers a
HAPPY TEACHERS' DAY!**