

# teacher's pride



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A Complete Magazine for Teachers and Teacher Educators



## Top School Result



Are some students UNTEACHABLE?

Teaching – A calling and not a Job

Scaffolding Strategies and Differentiation Techniques — Make Learning Fun and Easy

Indian Education System: The Widening Gap between Education and Employment

### EXPERTS SPEAK



**Ashish Bhatnagar**  
Principal of Rockwoods  
International School, Udaipur  
(Rajasthan)



**Amit Sehgal**  
Principal of The Scholars Valley,  
Dhampur (UP)



**Rasik Gupta**  
Principal of Darshan Academy  
Dasuya, (Punjab)



**Vaishali J Panicker**  
Author & Teacher





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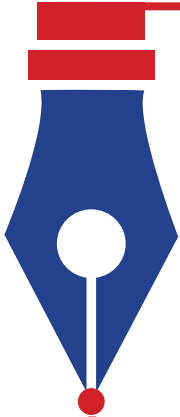
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### EDITORIAL

This Summer was experienced with the sizzling CBSE results. Students scoring unbelievable percentage and the perfect hundred in many subjects made all of us surprised. Those nostalgic years of schooling are sufficient enough to shape the next sixty years of your life, they say. Well indeed. The self-worth of a student is determined by the academic success and grades, and not on the basis of individual qualities they already do possess. Every chapter, subject, and standard play a vital role in building a successful individual.

While every standard has its own unique importance in one's life; ever thought why the 10<sup>th</sup> and 12<sup>th</sup> standard is extra special? Class 10<sup>th</sup> and 12<sup>th</sup> are undoubtedly the most relevant standards of formal education. The most distinguishing feature of class 10 board exams is that they are the first nationalised external exam for school goers. Hence, the 10<sup>th</sup> board results are pretty much the hugest thing that happen to a kid of that age. However, in the end, it's always sheer hard work that pays off in life.

The board results act as a deciding factor during the admission process. They also form an important part of resume and act as an indicator of a student's academic performance. Many prestigious colleges and universities assign separate points to class 10<sup>th</sup> and 12<sup>th</sup> marks and heavily rely on them while granting admission to the students. Hence, class 10 and 12 are the career shaper, the game changer.

But what if the students don't get the desired marks? What if the parents are expecting more of them? What if the grades obtained are insufficient when it comes to their preferred choice of further education? We all should remember that a three-hour examination cannot judge our kids' potential. Many people who didn't do great in school have been successful in diverse walks of life through hard work and discipline. And many people who did great in school ended up being mediocre in their professional life. So, nothing is permanent. In a nutshell, these boards result are important in life but they are not our life.

**Karanvir Singh**

Editor-In-Chief



# The Punjab Public School, Nabha



**The Punjab Public School, Nabha**



**Dr Jagpreet Singh, Headmaster**

**T**he Punjab Public School, Nabha was raised in 1960 and formally inaugurated by Dr Rajendra Prasad, the first President of India, on April 11, 1961. Dr Jagpreet Singh is the present Headmaster of this prestigious institution. He assumed office in 2011. Within a span of 7 years, he has taken the school to new heights. The school has won accolades on all fronts under his dynamic leadership, especially academics being now its forte. The Council results over the last 7 years have set new benchmarks. The results declared this year on May 14 have been no different.

In ISC (Science Stream), Lovepreet Kaur stood first with 94.3% marks followed by Dep Ensu Aggarwal with 93% marks (second) and Mansher Singh and Pranshul Sood with 92% marks (third) respectively. All the 21 students who appeared in the ISC Examination (Science Stream) passed with Distinction.

In ISC (Commerce Stream), Pushpinder Singh and Kazandeep Kaur stood first with 94.3% marks followed by Jaspreet Kaur (second) with 92.8% marks and Bhupinderjeet Singh and Haspreet Kaur (third) with 92.3% marks. Out of 39 students who appeared in the ISC (Commerce Stream), 38 passed with Distinction and 01 First Division.

In ISC (Humanities Stream), Aradhya Jain stood first with 95.3% marks followed by Bhavjot Singh with 95% marks (second) and Jasnoor Kaur with 94% marks

(third) respectively. All 26 students who appeared in the ISC (Humanities Stream) passed with Distinction.

In ICSE, Trisha Banerjee stood first with 96.8% marks followed by Ishita Garg with 96.6% marks and Yashaswi Garg with 95.2% marks respectively. Out of 136 students who appeared in the ICSE examination, 115 passed with Distinction and 21 First Divisions.

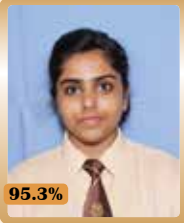
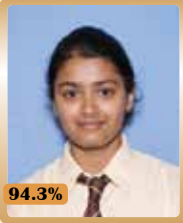
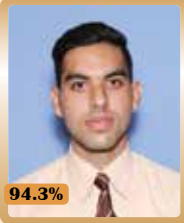

In ISC, 11 students made the Perfect Score of 100 in Physical Education, 8 students achieved this feat in Political Science and 1 student managed the magic figure in Commerce. In ICSE, 23 students made the Perfect Score of 100 in Computer Application.

The overall ISC topper Aradhya Jain expressed her delight at the result saying: 'I am delighted with the result. I am truly indebted to my parents and teachers who always had faith in me and supported me throughout the year. I hope I can continue to do better in my future and bring laurels to my alma mater.'

Dr Jagpreet Singh expressed his happiness at the result and congratulated all students, teachers and parents. He added that academic results have shown a consistently upward trend in the last few years and attributed it to improved focus and a clear sense of direction amongst the school students. He lauded the school staff for their untiring efforts in bettering the scores over yesteryears.

The following is the fact sheet of the results declared:

**Toppers (ISC)**

(Humanities)	(Science)	(Commerce)	(Commerce)
			
95.3%	94.3%	94.3%	94.3%
Aradhya Jain	Lovepreet Kaur	Pushpinder Singh	Kazandeep Kaur



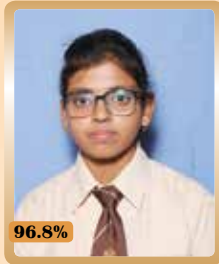
**Meritorious Students (ISC)**

(Humanities)	(Humanities)	(Humanities)	(Science)	(Commerce)
				
95%	94%	93.3%	93%	92.8%
Bhavjot Singh	Jasnoor Kaur	Akashdeep Singh	Dep Ensu Aggarwal	Jaspreet Kaur
(Commerce)	(Commerce)	(Science)	(Science)	(Humanities)
				
92.3%	92.3%	92%	92%	92%
Bhupinderjeet Singh Dhaliwal	Haspreet Kaur	Pranshul Sood	Mansher Singh	Aman Pratap Singh Bhadauria
(Humanities)	(Humanities)	(Humanities)	(Humanities)	(Science)
				
92%	92%	91.8%	91.5%	91.5%
Manrose Kaur	Jaskirat Singh	Palakpreet Kaur	Harveen Kaur	Arshdeep Kaur Brar
(Humanities)	(Humanities)	(Humanities)	(Science)	(Humanities)
				
91.3%	91.3%	91%	90.8%	90.8%
Sahil Preet S Ghuman	Shifali Sharma	Gursarnjit Singh Smagh	Harnoor Singh	Shubhleen Singh
(Humanities)	(Science)	(Science)	(Humanities)	(Commerce)
				
90.8%	90.5%	90.5%	90.5%	90.3%
Nazakat Ghuman	Aarshmeet Singh	Tushar Srivastava	Inayat Sharma	Jaskaran Singh Sandhu





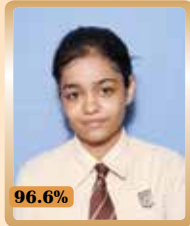
## Toppers (ISCE)



96.8%

Trisha Banerjee

## Meritorious Students (ISCE)



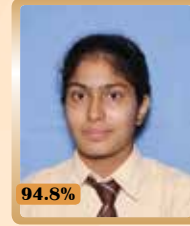
96.6%

Ishita Garg



95.2%

Yashaswi Garg



94.8%

Anureet Kaur  
Dhanoa



94.2%

Anisha Singla



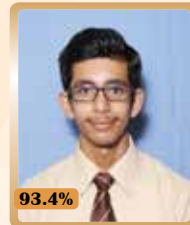
94%

Keshav Bhateja



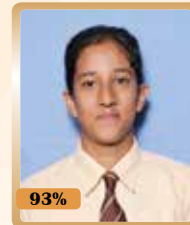
93.8%

Lavisha Garg



93.4%

Kunal Demla



93%

Anmol Kaur



92.4%

Mansukhdeep  
Singh Sidhu



92.4%

Akashdeep Singh  
Gill



91.8%

Jasjot Kaur



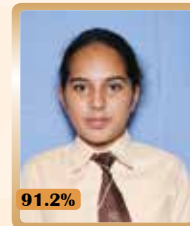
91.6%

Sukhmandeep  
Singh



91.6%

Aakshi Batra



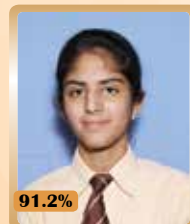
91.2%

Navreet Kaur



91.2%

Siddhant



91.2%

Simranjeet Kaur



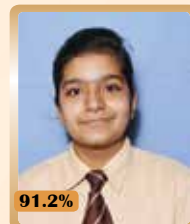
91.2%

Gursewak Singh  
Dhillon



91.2%

Khushnoor Kaur



91.2%

Liza Verma



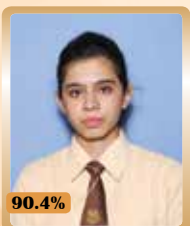
91%

Karanpreet Singh  
Gill



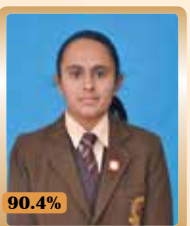
90.6%

Amisha Singla



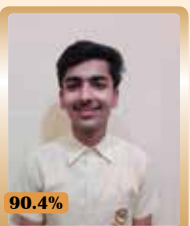
90.4%

Naazneen  
Sandhu



90.4%

Seerat Kaur



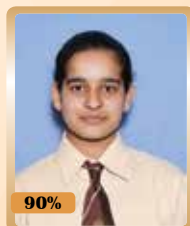
90.4%

Satnam Singh



90.2%

Dilawar Singh



90%

Jasleen Kaur



90%

Sandeep Singh  
Aulakh

# INDIRAPURAM PUBLIC SCHOOL



**Indrapuram Public School**



**Ms Rita Singh, Director Principal**

Indrapuram Public school, Indrapuram began as Bhartiya Vidya Bhawan in the year 2003. Over the span of 15 years the voyage of Indrapuram Public School has witnessed number of academic seasons, without losing sight of the core vision of the Institution. The Principal Director, Ms Rita Singh has nurtured and expanded the vision of the institution from the District level to the International level. Thus, enabling the institution to stand as one of the proud position holders in the Forbes Magazine list of 'Great Place to Study' amongst only few other Indian K-12 schools. The first and foremost impression of any academic institution is the academic result that it gives. We do not believe in mere marks, but, the collective good result of the school talks a lot about the hard work that the faculty puts in for the enrichment of our students. Indrapuram Public School believes that every child possesses a potentiality in some way or the other. Hence, rather pressurizing the child only for the sake of scoring marks, we groom the confidence of the students at the utmost priority. The school exposes its students to various career options, including the less trodden ones, and they exhibit unequivocal success in all fields. Frequent workshops and seminars by the experts are also one of the initiatives taken very seriously here. Different kind of enrichment activities are thoroughly planned, discussed and well executed during the classroom lessons. This has been one of the USPs of Indrapuram Public School, which has boosted the confidence of all the stakeholders in the institution.

The ardent desire of the school is to provide responsible, productive and morally upright youth to the society. The students of Indrapuram Public School have shown a magnificent performance in AISSE -2018. There are altogether 38 students who have scored more than 90%. The story of success has been further filled with pride with 13 students scoring 95% and above in which one of our students, Master Ayush Gupta has achieved the position of the Third National Topper in AISSE by achieving 99.4%. Ayush Gupta is the School topper while Khushi Sharma and Sameep Sagar stood at the position of second and third topper with 97.6% and 97% respectively.

The glorious story of achievement is further continued by the performance of our students in AISSCE result. In the Science Stream, Mohd. Farhan Khan is the topper with 94.8%; Suvrat Jain is at the position of second topper with 94.4% and the third topper Divyansh Goyal scored 93.6%. The Commerce Stream topper Pravishka Mehrotra scored 98%; Nandini Mathur the second topper scored 93.8% and the third topper Shaurya Sharma stood up with 92.8%. The Humanities Stream witnessed the honoured score of 98.8% achieved by Bhumika Choudhary; the second topper Kriti scored 98.2% and the third topper Priyanshi Sharma 96%. There are 6 students who have scored perfect 100 in 8 different subjects. This year 73% students have secured the distinction in all the three streams. ■



## AIISCE TOPPERS

(Humanities)



98.8%

Bhumika Choudhary

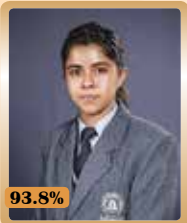
(Humanities)



96%

Priyanshi Sharma

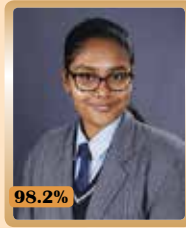
(Commerce)



93.8%

Nandini Mathur

(Humanities)



98.2%

Kriti  
(Science)



94.8%

Mohammad Farhan  
Khan

(Science)



93.6%

Divyansh Goyal

(Commerce)



98%

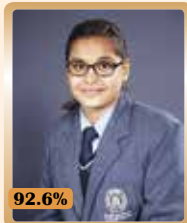
Pravishka Mehrotra  
(Science)



94.4%

Suvrat Jain

(Commerce)



92.6%

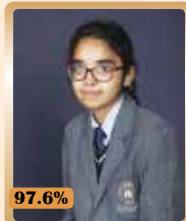
Shaurya Sharma

## AIISCE TOPPERS



99.4%

Ayush Gupta



97.6%

Khushi Sharma



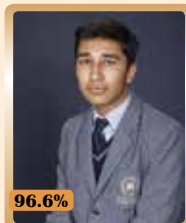
97%

Sameep Sagar



96.8%

Mayank Shahi



96.6%

Saksham Bhatt



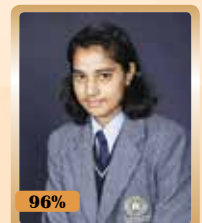
96.4%

Sanskriti Singh



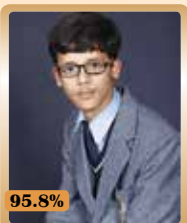
96.2%

Arashdeep Singh



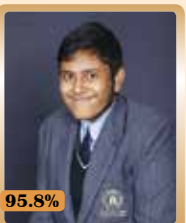
96%

Bhargavi A. Shukla



95.8%

Divyanshu Tyagi



95.8%

Parth Mittal



95.6%

Nandini Maheshwari



95.4%

Dimple Singh



95%

Annika Jaiswal

## AIISCE TOPPERS

Bhumika Choudhary 98.8%

Kriti 98.2%

Pravishka Mehrotra 98%

## STREAM TOPPERS

### Humanities

Bhumika Choudhary 98.8%

### Commerce

Pravishka Mehrotra 98%

### Science

Mohd. Farhan Khan 94.8%

## Perfect Hundreds

### History

Bhumika Choudhary

Priyanshi Sharma

### Psychology

Kriti

Itti Mahajan

Priyanshi Sharma

### (Economic & Business Std)

Pravishka Mehrotra

### Pol. Science

Hanif H.Chimthanawala

## AIISSE TOPPERS

Ayush Gupta 99.4%

Khushi Sharma 97.6%

Sameep Sagar 97%



# MAHARANI KISHORI DEVI GIRLS' SCHOOL

NH-11 Jaipur Road, Bikaner Ph 0151-2230313

**Result of Class XII - 100% - all above first division**  
**Out of 69 students 19 scored above 90%, 36 above 80%, 10 above 70%**

## SCHOOL SUBJECT TOPPERS

(Humanities)



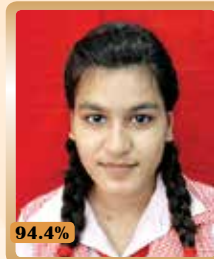
Shubh Nandini

(Science)



Niharika

(Commerce)



Pooja Taneja

## TOP SCORERS



Nisha Jakhar



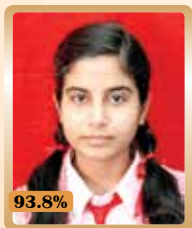
Namita Chhimpia



Vidushee Parashar



Jyoti Saraswat



Karitika Singh Bhati



Nupur Tripathi



Tanu Bhardwaj



Harshita Dhaka



Mana Bhatiya



Komal Bhati



Sunita Choudhary



Himanshi Shekhawat



Anjali Aggarwal



Shivani



Nikisha Acharya



Nirmala Bhadu

## SUBJECT TOPPERS

### Music

Jyoti Saraswat 100

### Eco.

Shubh Nandini Soni 99

### Pol. Sc.

Namita Chhimpia 99

Jyoti Saraswat 99

### History

Nisha Jakhar 98

Shivani 98

Shubh Nandini Soni 98

### Hindi

Shubh Nandini Soni 98

Komal 98

### Biology

Niharika 98

### Phy. Edu.

Nisha Jakhar 98

Shivani Jakhar 98

### English

Shubh Nandini Soni 97

Niharika 97

### Physics

Niharika 95

### Chemistry

Niharika 95

### Accountancy

Pooja Taneja 95

Anjali Aggarwal 95

Shivika Chitlangiya 95

### Bus. Std.

Pooja Taneja 95

Nupur Tripathi 95

Tanu Bhardwaj 95

Anjali Aggarwal 95

### Fash. St.

Manan Bhatiya 95

### Maths

Priyanka Matoria 93

### Computer Science

Chandrika Chaudhary 90



## MAHARANI KISHORI DEVI GIRLS SCHOOL, BIKANER, BOARD RESULT OF CLASS X - 2018

CANDID	CNAME	English		Hindi		Maths		Science		Social Sc.		
		Tot	Gr	Tot	Gr	Tot	Gr	Tot	Gr	Tot	Gr	
1140973	DIVYA RATHORE	80	B1	70	B2	Ab		Ab		Ab		Absent
1140996	KASHISH GARG	93	A1	95	A1	94	A1	98	A1	100	A1	96.00%
1141099	PRIYANSHI RATHI	91	A1	99	A1	99	A1	96	A1	93	A1	95.60%
1140993	KANISHKA BISHNOI	95	A1	97	A1	94	A1	93	A1	98	A1	95.40%
1141063	SHEETAL NAGAL	93	A1	93	A1	97	A1	95	A1	96	A1	94.80%
1141041	PAYAL SUTHAR	94	A1	96	A1	92	A1	96	A1	94	A1	94.40%
1141067	SHRISHTI CHAUHAN	94	A1	94	A1	99	A1	94	A1	91	A1	94.40%
1140978	GUNJAN PANDEY	92	A1	95	A1	95	A1	95	A1	93	A1	94.00%
1141077	SUMAN GODARA	93	A1	92	A1	93	A1	94	A1	98	A1	94.00%
1141020	MANSI BAID	89	A2	93	A1	95	A1	94	A1	98	A1	93.80%
1141059	SEJAL JAIN	91	A1	96	A1	96	A1	97	A1	88	A2	93.60%
1140961	BHAVYA KATARIA	92	A1	95	A1	87	A2	94	A1	99	A1	93.40%
1141081	TANISHA BADLANI	92	A1	98	A1	95	A1	92	A1	90	A2	93.40%
1141071	SOMYA GAHLOT	93	A1	92	A1	94	A1	96	A1	89	A2	92.80%
1141088	VANSHIKA MADAAN	96	A1	95	A1	95	A1	89	A2	87	A2	92.40%
1140991	JAYA SHARMA	91	A1	92	A1	95	A1	83	A2	99	A1	92.00%
1140944	AKSHITA SINGH RAGHAV	91	A1	93	A1	80	B1	97	A1	98	A1	91.80%
1140986	ISHA CHOUHAN	84	A2	87	A2	98	A1	95	A1	95	A1	91.80%
1141043	PRAGYA RATHORE	89	A2	89	A2	90	A2	93	A1	98	A1	91.80%
1140941	AANCHAL BAWEJA	88	A2	95	A1	95	A1	89	A2	91	A1	91.60%
1141062	SHAMBHAVI SHARMA	89	A2	94	A1	84	A2	96	A1	95	A1	91.60%
1141096	YOJNA DELU	90	A2	97	A1	95	A1	92	A1	84	A2	91.60%
1140997	KAVITA MANJHU	92	A1	85	A2	95	A1	90	A2	95	A1	91.40%
1141000	KIRAN SONI	90	A2	95	A1	92	A1	86	A2	94	A1	91.40%
1141040	PARVATI SOLANKI	91	A1	89	A2	95	A1	88	A2	93	A1	91.20%
1140984	HIMANSHI BHARDWAJ	91	A1	95	A1	92	A1	81	A2	95	A1	90.80%
1140987	ISHIKA SWAMI	89	A2	92	A1	85	A2	89	A2	99	A1	90.80%
1140977	GAYATRI JANGU	84	A2	91	A1	84	A2	100	A1	94	A1	90.60%
1141032	NAVODITA RAO	92	A1	87	A2	93	A1	98	A1	81	A2	90.20%
1141076	SUCHITA KUMARI MEEL	94	A1	92	A1	98	A1	96	A1	71	B1	90.20%
1141082	TANISHA SWAMI	93	A1	96	A1	87	A2	88	A2	87	A2	90.20%

## MAHARANI KISHORI DEVI GIRLS SCHOOL, BIKANER, XII CBSE BOARD RESULT ( 2018)

R.No.	NAME	Pol.					Bus.					Fash.		Com.		Hindi	English	%		
		History	Sc.	Eco.	Music	Phy.Edu.	Maths	Chem.	Physics	Biology	Std.	Accounts	St.	Sc.						
		27	28	30	34	48	41	42	43	44	54	55	53	83	301	302				
1629573	SHUBH NANDINI SONI	98	96	99											98	97	97.6			
1629556	NIHARIKA				98			95	95	98							97	96.6		
1629560	NISHA JAKHAR	98	94			98									97	93	96			
1629552	NAMITA CHHIMPA	96	99	94	96												91	95.2		
1629563	POOJA TANEJA			94							95	95	93				95	94.4		
1629587	VIDUSHEE PARASHAR	95	97	91									92				95	94		
1629540	JYOTI SARASWAT	87	99		100												94	89	93.8	
1629548	KRIKKA SINGH BHATI	90	93	96													95	95	93.8	
1629561	NUPUR TRIPATHI			94							95	93	92				91	93		
1629582	TANU BHARDWAJ			95	93						95	89					93	93		
1629534	HARSHITA DHAKA	96	90	94													96	87	92.6	
1629549	MANAN BHATIYA	93	96										95				95	83	92.4	
1629545	KOMAL BHATI	96	94										87				96	88	92.2	
1629580	SUNITA CHOUDHARY	94	97			97											88	84	92	
1629536	HIMANSHI SHEKHAWAT	90	95	87		96													91	91.8
1629522	ANJALI AGGARWAL			93							95	95	88				87	91.6		
1629569	SHIVANI	98	91	90									90				89	91.6		
1629557	NIKISHA ACHARYA	94	91	77	96												95	90.6		
1629559	NIRMALA BHADU	90	94			95											90	84	90.6	

Maharaja Surajmal, the eighteenth century ruler of Bharatpur, the Surajmal Memorial Education Society was founded in 1972 in New Delhi with a view to provide educational facilities to the Indian people, especially those belonging to the rural areas. The Society has about eight thousand members largely coming from the rural areas of Uttar Pradesh, Haryana, Rajasthan and Delhi.



# MD INTERNATIONAL SCHOOL, BIJNOR (UP) INDIA



**M**D International School, Bijnor was established in 2014 by Manorama Devi Memorial Charitable Trust whereas Mr S K Jain as founder Chairman and Mr Navneet Jain as Secretary played a pivotal role.

Mission of the school is to provide comprehensive education for holistic development of individual personality with a human touch and visionary outlook and to provide an atmosphere where every child finds itself comfortable to unlock its talent and develop an inquisitor mind. MDIS is the signature statement of an education concept that takes a life time to evolve. It is a fairy tale translation and prudent synthesis of innumerable views of the elite thinker of contemporary school education.

Under the aegis of Manorama Devi Memorial Charitable Trust, MD International School, Bijnor is positioned to be regarded as a **Centre of Educational Excellence**. The MD philosophy is based on a set of strongly held beliefs which are put into action everyday by every member of the institution. Life at MDIS centers on a shared commitment to academic excellence, intellectual growth, art, athletics, and high standard of ethical awareness, sportsmanship, and community service. The school's transitions and accessibility to a broad curriculum add path to each student's life.. The



**S K Jain**  
Founder Chairman

goal of MDIS is to inculcate in the students a love for learning and a desire to excel at every level. School has a team of well trained 100 staff members. The teachers under the direction of **Principal Mrs Ritu Kochhar** are motivating and caring individuals who are committed to helping the students reach their full potential across all key learning areas. The school is providing all sorts of opportunities and grounds and equipments for students to participate in co-curricular and extracurricular activities.

MDIS is a co-educational (day) Senior Secondary School affiliated with the **CBSE** board and focusing on improving the quality of education in Bijnor through innovation and achieving excellence. School has also worked on ISA activities for developing international harmony and cooperation among students for accreditation from British council. Skype sessions with students of many countries are a regular feature of the school.

MD International is the first school in North India to come up with Robotics lab for the students to learn through latest technologies. The school is committed to provide state of art infrastructure, vigorous out-door life, vibrant campus and free access to technologies in vogue. The school is assuring a rewarding future, modern Gurukul life, secularism, impartial judgement and an ideal blend of tradition and modernity.





**MD INTERNATIONAL SCHOOL**  
(A Highly Prestigious English Medium CBSE Affiliated Senior Secondary School)

Aff. No. 2131950  
School Code: 59090

# HEARTIEST

## CONGRATULATIONS!

from the School Management & Principal  
To the students, parents & staff for excellent Result

*Excellent Achievement in 2nd Batch of Class X*

### SHINING STARS OF M D I S



Divyansh Chaudhary - 98%



Juhi Singh - 97.2%



Tejas Singh - 96.6%



Yash Rana - 96.2%



Suyash Gupta - 95.8%



Sanjoli Kochhar - 95.6%



Kanak Chaudhary - 95.2%



Ishika Singh - 94.4%



Yashika Singh - 93.6%



Anshuman Vishnoi - 93.2%



Shorya Sharma - 92.8%



Bhanu Pratap Singh - 92.2%



Astitva Bhatia - 92.2%



Aditi Singh - 92%



Inderjeet Kaur - 90.8%

#### Subject wise Toppers

##### English

Sanjoli Kochhar - 99

Yash Rana - 99

Astitva Bhatia - 99

##### Hindi

Isba Fatima - 100

##### Maths

Bhanu Pratap - 98

Divyansh Chaudhary - 98

##### Science

Divyansh Chaudhary - 99

##### Social Science

Sanjoli Kochhar - 97

##### FIT

Anshuman Vishnoi - 100

Astitva Bhatia - 100

Bhanu Pratap - 100

Divyansh Chaudhary - 100

Tejas Singh - 100

Yash Rana - 100

2 Km Stone, Mandawar Road, Bijnor, Uttar Pradesh - 246701

E-mail:- [mdisbijnor@gmail.com](mailto:mdisbijnor@gmail.com)

Web Site: [www.mdinternationalschool.com](http://www.mdinternationalschool.com), [www.facebook.com/M-D-InternationalSchool-Bijnor](http://www.facebook.com/M-D-InternationalSchool-Bijnor)

Ph: 01342 - 262737 / 9012690090 / 9837720009

## Achievements/Awards

- M.D. International School has been awarded for two consecutive years (2016-2017) as Rank **Award No. 1 School in Bijnor** and has also made it to Top 50 schools of U.P by **Education World**.
- The school has been awarded as **Top School of Bijnor** for the session 2016-17 and as **Top School of India Ranking 2017** by Elets Digital Learning.
- The school got **School excellence award 2017** and has been recognized as **'Best in Sports Education' and 'Emergent School' for two consecutive sessions (2016-17 & 2017-18) by Brainfeed'** among Top Uttar Pradesh schools. The school has also been recognised as **'Best in ICT implementation'**.
- M.D International School has received **"Global Sustainable School Award - 2017"**
- School director Mr. Navneet Jain, Principal and Co-ordinator (Pre primary) have been awarded by **"Sikshak Sri Award"** by **Antrashriya Samrasta Manch, 2017**.
- School Director Mr. Navneet Jain has been awarded with **"India's Highly Effective Edupreneurs Award 2017"**.
- **"Mr. S. K Jain-Chairman"** has been awarded in the Category **"Education"** as **"India's Most Influential Education Brands 2016- 2017"** by Asia One.
- M.D. International School "is Ranked No.1 in Bijnor under the category-CBSE City -Wise and Parameter -Wise for "Co- Curricular Education " in a survey conducted by Education Today
- School has been awarded with the **"International School Award"** by British Council for the period 2017-2020.
- The school has been awarded as **Top Pre - Schools of India 2017** by **A K S Education Awards**.
- Our school has also been recognised for School Stakeholders Award 2017 by **A K S Education Awards**.
- Our school has also been awarded as Top CBSE School, 2018 by **Touch Education**.
- Our school has also been awarded "Best Rising Star School Award – 2017" by Global Leaders Foundation, New Delhi.

- Our school director Shr. S.K. Jain has been awarded **"Pride of India Award – 2017"** by Global Leaders Foundation, New Delhi.
- Our school principal was honoured with **"100 Highly Effective Principal of India 2017"** felicitated by AKS.
- School chairman Mr. S.K. Jain has been awarded with **"Nation Builder Award"**, Principal Mrs. Ritu Kochhar has been awarded with **"Dr. APJ Abdul Kalam Award"** and Mrs. Jyoti Ghai (Co-ordinator Pre-Primary) has been awarded with **"Promising Teacher Award"** in National Educator Conclave by IITA in LPU Jalandher Punjab.

## SPECIAL FEATURES OF SCHOOL

- Excellent Infrastructure and Clean green campus.
- Modern security and safety( through CCTV cameras and restricted entry and armed security personals)
- High standard of hygiene and health facilities
- Potable RO filtered drinking water.
- Wi-Fi enabled 4 Mbps internet access campus
- Use of ICT in teaching learning process, having smart boards.
- Specialised dance, art & craft rooms.
- Language lab to remove pronunciation related problems.
- Well equipped labs (Physics, Chemistry, Biology, Computer, Geography, Maths, Home science Language Lab).
- Auditorium with 250 seating capacity.
- Well furnished Indoor Gymnasium.
- Badminton Academy with wooden flooring.
- A large multipurpose ground for skating, volley ball, football, cricket, Yoga and aerobics.
- Electromagnetic Shooting Range with modern equipment.
- Cafeteria and eatery for providing healthy food items.
- Counselling room
- 100% power and water back up.
- Health and wellness centre to take care of minor health issues and medical guidance.
- Teachers' Residential Accommodation facility in the campus.

**More details on School's website:** <http://mdinternationalschool.com>

**For admissions contact the principal ■**



# Are some students UNTEACHABLE?

*Is there such a thing that some students are unteachable?*



**T**here is a reason or a group of reasons why a student may be viewed as “unteachable.” I don’t ever believe any student is unteachable. I wonder why students don’t or can’t seem to learn at school. The reasons can be any of it or them like students are rebellious, are defiant, hate school, hate everyone, have an exceptionality or a disability that makes them ‘different’, feel inadequate or are not assessed or are assessed and hate the idea of lacking something that others have (they suffer from comparing self to others).

***My immediate, almost natural reaction is,  
“Of course not!”***

***But after saying so, I rethink about it for a few moments... I wonder.***



**Amit Sehgal**

*Principal of The Scholars Valley*

If you're teaching calculus, then some students are un-teachable similarly if you're teaching literature, or philosophy, or Composition or theatre or art or running. Any subject – sewing, cooking, auto mechanics, dog training, dancing—then still we can yes some students are un-teachable. WHY? Because you can be good in one or two or at the most four but to excel or master in, then this counting of upto four can drop down to one or two. You can learn the A B C of many skills scholastic or non-scholastic but you cannot learn A to Z of each skills irrespective of skills you posses to attain the level of mastery into particular or all the skills.

If it is not true then why Picasso is known for his art or painting he made but not given any invention nor discovered any substance; likewise William Shakespeare wrote the famous novels or plays like Othello or Julius Caesar or Macbeth or Hamlet but never figured Monalisa on the canvas; similarly Amitabh Bachchan is considered the Star of the Millennium in the Entertainment industry and Sachin Tendulkar

the Master Blaster of Cricket field nor the vice-versa in any of the cases. There are such examples in every field and we have the Business Tycoons of each field if majorly we talk about any Inc. or MNC or local business houses each one are excelling in limited number of production like Apple is a Super Brand of Mobile Gadgets but not even manufacture any other amenities or necessary product of our livelihood. Walmart or Amazon or OLA or any company you name so are known for their specific branding but not as a multi-level production or manufacturing units.

All my experience says that *academic* knowledge and *academic* abilities can be achieved by only a segment of humanity. So what? Academic knowledge and

abilities are not only way to wisdom, nor are they the only goodness neither the virtue any one can posses, nor, I think, are they necessarily the confirmation of intelligence or critical-thinking aptitude. They are just the evidence of a peculiar talent, or evidence that the person who possesses the diploma or degree really *likes* a particular subject or has scored the evident proof to justify their academic skills. All the famous personalities are not the academic laureates but few of them even fought for their existence in academics but their inclination to the field of their interest took them to the desired position and reached the untouchable heights for many.

I do feel that there are some students who will, despite the best resources available or teacher's best efforts and intentions, fail to learn. For this exactly I cannot conclude my statement. Is it the teaching – learning methodology being used? Is it the student's (lack of) promptness to learn or his past knowledge? Is it a developmental issue? Is it the parent or peer support which is lacking? I think there is some content that some students will simply never master, no matter how it is

presented to them, because it's difficult to judge that exactly what he needs to be presented or at what time or point of his life.

I would like to say that nothing is impossible in the loving world. First of all we should well know about any child to whom we desire to improve until a teacher in a class will never know the mental level and the nature of any of his student. Young students are generally motivated by their parents. College age students are motivated by themselves or their parents. The middle group, maybe age 10-18 is generally motivated by their peer group. Engage the 10-18 years old by integrating their learning goals with social networking and collaboration via the internet.





Many a time I do think that how we teach matters, who are those who teach them needs to be questioned and that there are better (more effective?) and worse (less effective?) methods for helping students understand a concept. But I am always quick to check myself when students aren't learning. Is there something I could do differently to help them? Am I the one standing in the way of their learning?

What matters is focus and desire, and anyone who is seemingly unteachable probably has been let down\* by the adults teaching them, adults who have not understood that child's focusing abilities and motivations for learning.

Same context can be understood with the process adopted for teaching the kids firstly at Primary level i.e. the basic needs for delivering the primary education to the masses, then middle or secondary level if performing nicely to the desired output, if not coping well in academic skills then

is asked to tend towards the skills or professional approach of hand on experience at the ITI's and if excels in the secondary then proceed for further school of senior secondary, if the process of interest continues it further takes to graduation or post graduation with the specific or specialized subjects to master and do the Research at P. hd. Level or similar kind of professional or technical knowledge at Engineering or Management or likewise college or universities degree or diploma courses.

When it comes down to it, I do think there are times when students refuse to do the work of learning. I suppose in that case I would think of them as being "unteachable." Many of you would have encountered some students so damaged by their life experience

that they would come pretty close to being 'unteachable.' These kids might actually be very bright and creative, but the damage done makes it impossible for them to be productive members of society."

What do you think? Are some students unteachable? If so, under what conditions? And what can we do about it? And if not...why do some students fail to learn? The mission is to teach all students, not just the ones who respond well. A student who is capable to answer or respond well and is largely benefited is just because of someone who didn't give up on him.

Students who are unteachable in one environment can often learn in another environment. I have never

met a student who couldn't learn something, who couldn't improve somehow. Once we start branding students "unteachable," we're heading down a greasy corridor. It becomes very easy to put more and more students fall into this group.

The so-called "unteachable" students are basically

good kids. Some of them are quite bright, interested in learning, but have had their self-esteem knocked out by parents, other teachers, and society. Most do not have role models to look up to. For most, life has been a struggle, and all they are trying to do is survive, not live. It becomes an easy way to justify poor performance, and not just on the part of the student. A student or certain types of students are "unteachable." That way it's their fault, not ours.

*The article author is, Amit Sehgal is the Principal of The Scholars Valley, Dhampur (UP). An author and recipient of the Best Principal Award and Most Experienced Principal of the Year Award 2018, he has 20 years of experience in teaching, administration and management in International Schools of India. ■*



# Scaffolding Strategies and Differentiation Techniques – Make learning fun and easy

*The biggest challenge many teachers face is how to make learning easy and how to deal with students of different abilities*



Educators often come across situations where the class is a mix of Smart, average and a little below average students. Some teachers find it easy to handle these classes but some teachers find it difficult with the slow learners especially when they have syllabus to complete, deadlines to meet for revision and exams.

I think if the teachers keep in mind scaffolding and differentiation techniques in mind while preparing their lesson plans, this can be a task that can be achieved very comfortably.



**Ashish Bhatnagar**

## Scaffolding Vs Differentiation

Though there might be certain things common between scaffolding and differentiation, we need not mix it up. Scaffolding is something that must be done with the whole class.

Scaffolding instruction as a teaching strategy originates from **Lev Vygotsky's** socio-cultural theory and his concept of 'The Zone of Proximal Development' (ZPD). "The zone of proximal development is the distance between what children



can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Vygotsky, 1978, 86).

Scaffolding is when you break learning into smaller packets (just like the TCP/IP Protocol over Internet). Each packet is provided its own set of tools or structure.

While planning their lesson, teachers need to think about scaffolding a lesson too. For example, if you have a lesson on Earth's Rotation and Revolution. Have a background check about this topic and be surprised to see students come up with some very interesting answers and this can be the introduction of your lesson. A teacher may start with a paper-ball being made by the whole class. Bring in a torch and darken the classroom, if possible. Ask the students:

- How is the earth rotating on its own axis?
- What do we get upon earth's rotation?
- What happens if the earth stops rotating? (*Use example of a moving car/bus and the brakes are applied suddenly*)

Few of the scaffolding strategies that have worked wonders for thousands of teachers across the globe are:

- 1. Ignite a Spark** – A little background check of your students by testing their prior knowledge will surely do the needful. Create a little inquisitiveness in the young minds about what they know and think. This will get them going.
- 2. Key words** – Discuss with them the keywords that will be a part of the upcoming lesson. This will aid in building their vocabulary.
- 3. Modelling your lesson** – Wherever possible provide a model before the class so that they can use it as a prototype towards their own final outcome. Always try to show or demonstrate to your students exactly what they are expected to do. This can be easily applied in teaching Sciences or Math or Languages.

**4. Engaged Learning** – Encourage the learners to talk, discuss and deliberate the ideas. Remember, most of the times noisy classes produce the best results! Let the students share their ideas and knowledge. This will give them a much needed boost in their self-confidence.

**5. Visual Methods** – It is said that a picture is more powerful than words. Use pictures, graphs, charts and ICT tools to display relevant information.

**6. Review** – A quick review of what the learners have learnt will give you an insight of how much they have grabbed and give you the lead for your next lesson.

## Differentiation

Under differentiation, a child is given a task that is different from rest of the class. It can be a much simplified piece of text, additional pictures, and modified written assignments. It refers to a wide range of teaching techniques and lesson adaptation that teachers can use to make lessons more engaging and involving to a diverse group of students.

Differentiation is all about accommodating a learner who is struggling and cannot maintain pace with rest of the class. This can be done by tailoring instructions to meet individual child's needs. When a teacher differentiates contents, process or the learning environment, this makes a successful approach to learning.

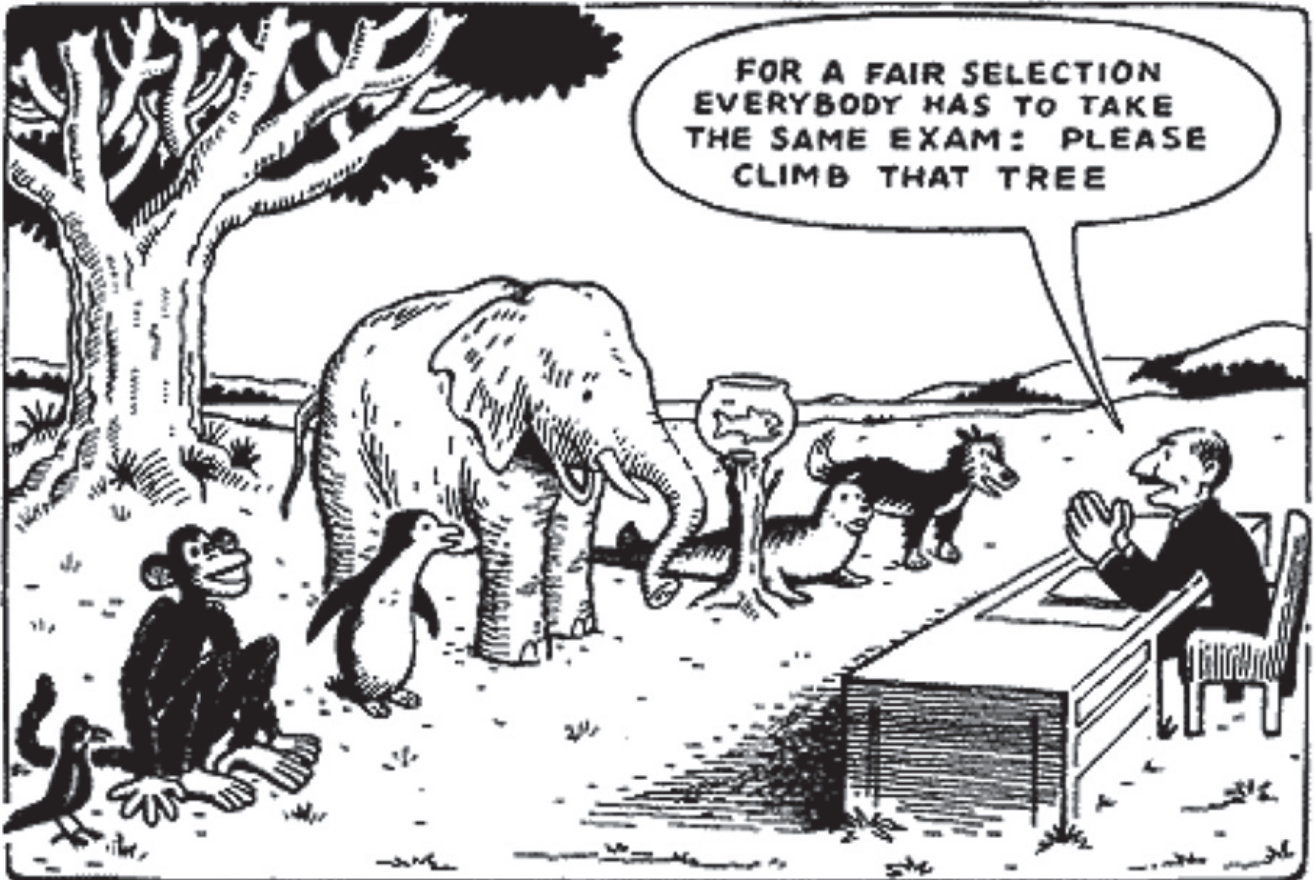
## Conclusion

Simply put, scaffolding is what you do first with kids— for those students who are still struggling, you may need to differentiate by modifying an assignment and/or making accommodations (for example, by choosing more accessible text and/or assigning an alternative project).

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*The author is Ashish Bhatnagar, is Principal of Rockwoods International School, Udaipur (Rajasthan) India* ■

# Indian Education System: The Widening Gap between Education and Employment



We often see above picture message floating on social media platforms which shows many animals such as Crow, Monkey, Penguin, Elephant, Fish, seal, penguin and dog, standing in front of school/college administrator with a tree in the back ground, claiming for their selection in the school but they get the common reply for all that "For a fair selection, everybody has to take the same Exam: Please climb that tree." There are no points for guessing who will clear the Exam. Definitely, the crow and monkey will pass the exam by climbing the tree but what about the other animals? Are they unfit because they can't pass this exam?

Would the results be different if the Exam would be to remain underwater for one hour? Or for that matter to lift a tree branch weighing 100 Kg. Would all the animals be able to pass these two exams together? This is what we are doing with the students in our schools and colleges today. Making all of them pass a Standardized test which is same for all irrespective of their interests, likings, skills, potential and abilities. Every student who has to pass class X from any board, has to pass Mathematics, Social Science, Science and English which are mandatory subjects for him/her.



**Rasik Gupta**

Have we ever given a thought we could have offered a wide variety of subjects based on



various factors such as Employment factor, Career and the personal traits of a student as mentioned above? Would a student require the knowledge Trigonometry, Geometry, Log rhythm etc. of Mathematics if he dreams of becoming a Musician, Painter, Dancer or an actor? Or a student who has decided to make a career as an Engineer or a Doctor, how can Social science and remembering all the theoretical data provided in History, Geography and Civics can be helpful for his further studies and enhancing his skills? Or for that matter, a student who wishes to become a Chartered Accountant, how can the laws of Motion or knowledge of Chemical reactions and Classification of Plant and Animal Kingdom from Science be helpful for him.

There is a huge gap between what we teach and its effectiveness when it comes to Employability/ getting a Job or making a career to earn livelihood. This gap is increasing with every passing year. No doubts, there are millions of unemployed youth at present in India because what they had studied during their school and college years is not proving to be helpful in getting jobs and making career.

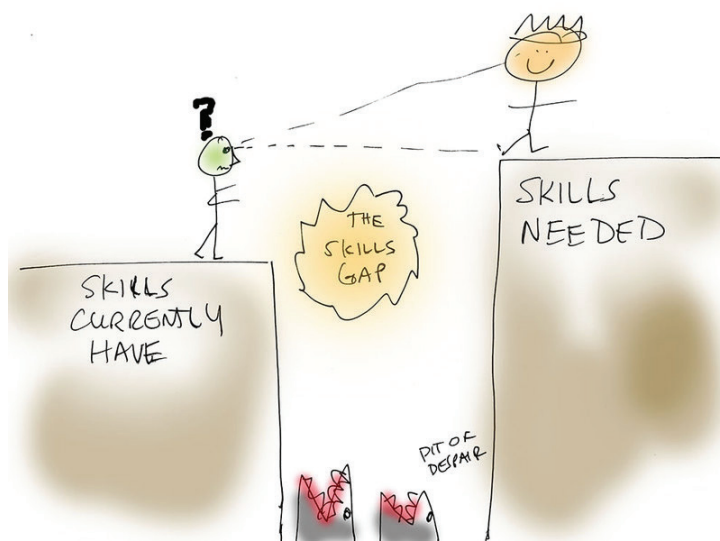
The knowledge which they have earned after spending good 15 to 20 years during their students' career is futile now as the demands of employers have changed in the modern era. Its an era of Latest technology, Make in India, Skill development and Entrepreneurship where the students who are still studying in the age old Education System set up by Lord Macaulay during British India, are not finding themselves fit to survive.

Everybody wants to produce Doctors and Engineers only and this is how we land up in the swamp of

unemployment. A huge reform is required in the Indian Education System where the school and college education should be Employment based. Every student must be asked to choose a career or profession at a stage as early as VIII class. Parental help can be taken for this purpose and every school must have a Career counselor who can have individual sessions with students and parents and then help them make up their mind for a particular career.

Here the role of the Education Boards is very important so that there must be a variety of Employment based courses and subjects on offer for the students out of

which they can choose the appropriate ones based on their interest and abilities and as guided by the counselor and parents. In this way they will focus only of a few productive subjects rather than studying all the unnecessary and irrelevant subjects classes IX and X onward. The time and energy which they will save out of this exercise will prove very beneficial for them to focus more on the subjects and courses



meant for their career choice.

Moreover there will be less pressure on the students of being failed in the subjects which they don't like to study and which are irrelevant from their career point of view. And the picture shown above will change as the crow and monkey will be asked to climb a tree, penguin, fish and seal will be asked to swim in water, Elephant will be asked to lift heavy load and dog will be asked to find out a lost thing in order to qualify for selection and all of them will pass their exams with flying colours.

The author is Rasik Gupta, Principal Darshan Academy (CBSE Affiliated) Dasuya, Punjab ■

## Student – Teacher Relationship in Schools



**Dr Ramesh**  
**Principal- (M.Sc, M.A, M.Com, M.Ed, M.Phil, P.hD.)**  
**SCAD WORLD SCHOOL – CHENNAI**

Teachers hold the highest regard for students after their parents. All cultures and religions preach that students are supposed to respect their teachers and should try to learn from them not only what's there in the academic curriculum but also the values of life. Teachers have an important role in building the personality of students and the relationship they develop with them determines the student's academic and personal growth.

We all want to feel cared for and valued by the significant people in our world. Teachers and students are no different. In the educational world, there exists a consecrated bonding between the teacher and the students.

A positive teacher student relationship could be developed by encouraging a learning environment where the student feels free to ask whatever he wants to and the teacher responds in a manner which is understandable by the student. Therefore it would not be wrong to say that the building block of a strong teacher student relationship is effective communication. The level of respect that exists between the two also has a vital role to play in developing a positive teacher student relationship. A major hindrance to the strengthening of their relationship is the different categories of students in a class. Some of the students are hard working and come to the class to learn but there are others who are aggressive in nature and find it difficult to concentrate on what is going on in the class.





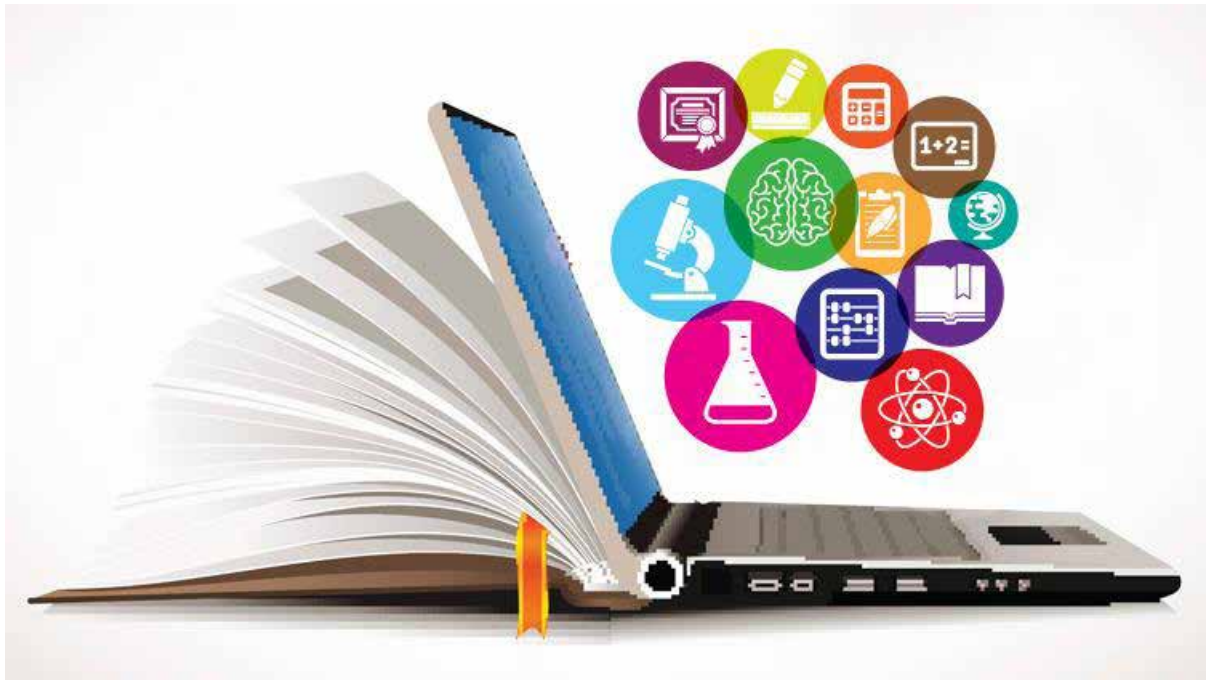
The student must believe that the teacher always has his or her best interests in mind. Any reprimands, criticism, feedback or advices given must be taken in stride for alleviating the level of the students, A teacher-student relationship evolves with time. When in primary school the teacher usually acts as a mother for students and guides them about every little thing. In secondary and post secondary school the approach of teachers becomes more professional. They are more concerned about completing the course rather than teaching students the true value of life. This is where most teacher student relationships suffer. A teacher transforms from being a teacher to an instructor who has the sole responsibility of teaching students what's there in the course books and nothing beyond that. For strong student teacher relationships it is essential that teachers understand that students in a class come from different cultural and social backgrounds.

This increases the need for teachers to modify their behavior according to each students needs. In this

way the teacher would be able to develop a level of understanding with every student and the students would feel they are important which would boost their self esteem. This would also reflect in their grades and overall behavior. The overall size of the class is also vital in determining how effective a student teacher relationship could be. The larger the class size the more difficult it would be for teachers to provide individual attention to students so school administrations should make sure that the class size is kept small which would allow a much better learning environment for teacher student relationship to flourish.

With the growing competition in society it is essential that people improve their relationships with each other. Amongst these relationships, a student teacher relationship is of utmost importance which needs to be looked after properly so that young children could grow up to become educated and responsible citizens of the society. ■

# An Efficient Science Teaching is The Mantra for Science Literacy



The educational planners should design a scheme to make all students scientifically literate at the level of tertiary education. Science subjects should be incorporated at core or elective or non-major elective or skill based component of the curriculum. It is the prime duty of educational planners to provide major thrust to science even to the students of arts, languages, commerce or engineering.



**Dr.P.S.Navaraj**

of Kashmir should know the nature of diseases in Himalayas rather than desert borne diseases. Likewise, the students of Rajasthan should be made to know the diseases emerge in sands rather in sea or in mountains.

The board of studies should efficiently frame syllabus and it should be well discussed in the Academic bodies comprising of experts in the particular subject before getting nod from the highest decision making body of the University.

The choice of topics should be more relevant to real live situation. That means, the learner should at least know the biology of the body. As economists are projecting that a major chunk of Indian economy is spent for treating the diseases rather than preventing the diseases. Learning the functioning of body itself is a milestone in preventing many diseases of occupational health hazards, infections, inherited, contagious or seasonal oriented disorders or diseases.

The drafting of syllabi should be done with respect to the incidence of diseases in the particular place. A student

The Science Professors who are given a good opportunity to communicate science to the students should prepare well before facing the audience. They have to develop a suitable teaching technology to impart scientific ideas to the students with diverse interests, abilities, and experiences. Science teaching is an art that has to be developed with rich practices, drills, demonstrations to communicate scientific concepts, facts to the audience in an understandable way.

In school education, a degree in education is a must for teaching. This is an advantage of effectively handling



classes with the inputs they receive during their study in teacher education. This is totally missing in higher education, where a fresh graduate is given an opportunity to teach/ lecture the subjects without any exposure. This impact is seen in the result of students in the first semester itself. Mere reading, memorising and then vomiting in the class room will not make the teaching more perfect.

A perfect teacher is one who grasps the content, chew the matter, extract the juice and then design the pattern of teaching as per the need of the content. A teacher has to have a good imagination and innovation in his delivery. He or she should relate the content to the known examples so that the dissemination may reach the head and heart of the students.

Mere chalk and talk will not take the content to the ears and eyes of students. Usage of Audio-visual, video clippings, web pages, internet and other tools to gear up the interest in the minds of students. Normally the teachers communicate science as a body of facts and rules to be memorized without eliciting a good understanding in the minds of students.

Science laboratories are the platforms where a seed of becoming a scientist is normally sown, but in normal cases, it is observed that labs are being used only at the time of examinations and they fail to teach science as inquiry. Hence an active learning that builds knowledge, understanding, and ability is highly needed for the science teachers.

The content of science is increasing and changing and hence the teacher should be an active learner and efficient communicator. The teachers understanding has to be tuned to the changing speed of the demand of the curriculum. They should be given proper orientation and refresher training with the subject experts periodically. This should not be done for getting promotions or for gaining money but this should aim for intellectual enrichment. In most of the Academic Staff Colleges, the training is taken for getting higher posts or for moving into the next scale of pay revision.

The real professional development is one where the full involvement of teachers in learning to benefit the student's community is to be achieved. More

than the theoretical explanation, the science teacher has to concentrate on practical demonstration. Even a complex subject has to be delivered through a pragmatic approach. The survey indicates that students learn effectively through practical but it should be made as the hands-on training exercises.

Practical alone breeds research attitude and aptitude. While doing, a lot of questions may emerge that will kindle an interest to pursue research outlook among students. This could be effectively done only by the teacher who is good at practicals. Developing a scientific interest in the minds of the students is the master skill of a science teacher.

Asking questions to be encouraged in the class. For the raising questions suitable results to be given with correct explanation. The follow-up questions put forward by the science teacher will definitely enhance the interest in the minds of students. Hence science dialogue should be intelligently carried out in the classroom.

The science teacher has to be a magician informing science through magic, a dramatist who can perform scientist life, contribution through a display of skits, efficient communicator who could mesmerise the audience with oratorical talents, society-conscious preacher, who could deliver the essence of science to the well-being of the public and also a technical personnel who can handle all types of instruments related to the subjects. Above all, he or she should be a good mentor, guide, and philosopher to guide and help the student community.

Scientific temperament cannot be grown within the four walls and this can be achieved only when students are taken to the places of scientific importance. Seeing believes and hence this should be done to enhance the interest in the minds of students.

Let us hope that our faculty who handles science will revolutionize the science teaching in the campus so that the science literacy could reach the doorsteps of students.

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*The author is Dr.P.S.Navaraj, is Former Principal, Annai Fathima College, Madurai* ■

# We are the World



**One can understand when I say WE are the World.** The World with many tiny vestiges of filling the gap of being known to all. Sitting in my office sometimes I visualize the children moving up and down, playing with full air in them in the playground. A smile automatically appears eventhough I am stressed.



**Sadhna Jha**

This is life ,freedom in full swing. So why..... in classroom they are bound together.

Their world is their own development where no one is about to scold them. Just watch them – each of them are so friendly to each other. There is no understanding of caste, creed, or any discrimination. The little hands move in a ‘hi-fi’ as if the world has been already conquered. There is no strategy to be built by them as to move with caution.

A flashback of my childhood reminded me that I too had enjoyed every bit of my precious hours.

Weather it was play time or relaxing time in the afternoon. Yes parents were conscious that we were silent

in the lazy summer afternoons. So our game was also confide to the surrounding walls

Evenings we spilled out as pods jumping out from their shelves.

But these children are so different when in class. The gleaming faces under the sunshine have lost their sparkle. The innocence comes up as not knowing /understanding what the elder is about to say. The teachers are fast to complete the learning but alas! The undevel-

oped mind only starts to jump on the details , explanation given by the teachers.

The free minds have been captured and bottled in a big classroom sort.

If the teaching is not organized then it goes sixer in the child’s mind.

Education must be simple ,later integrated in a whole product. Lets not forget Rabindranath Tagores poem—  
**Where the mind is without fear and the head is held high , Where knowledge is free**

**Where the world has not been broken into fragments.....**



We must try to seek why the mind does not work?

As the freedom is not in the class so understanding also becomes less.

I think every step is education care.....We care to do something.

Small bubbles disappear in the universe. The brain has to be understood with love and affection. It is very necessary that we have to keep in mind the complexities of human relationship..An ocean of knowledge to be compressed in the brain of a child is what every educated being wants.

But what the child wants?

The child's mind is a mind full of curiousness. We have to just make them aware of everything properly. Let's see it in this way — Education is a beauty to understand the innermost feelings of a child. The nuptial chord is wounded with the teacher so that the problems are sorted out.

The teacher must plan his thirty-five minutes in such a way that the child's mind manages all activities in the class.

Teaching with interaction with children makes parting of knowledge valuable, imagery and interesting.

We must make every child be able to understand what they are gaining.

It is very necessary for the teacher to **be proactive** as it will help the child to grow. We are the facilitators and we have to guide them through the darkness.

A teacher, when with his love and respect gives to the student, will always have developed a healthy society.

As Dr. A.P.J. Abdul Kalam said " The role of the teacher is like the Proverbial ladder, it is used by everyone to climb up in life.,but the ladder itself stays in its place"

Education is a never ending industry. The products given by the maker have the real learning and vision. Sometimes the teacher feels as if they can't breathe

because of curricular / administrative pressure ,they lose the fire and passion that pushed them into education. So it is necessary to put on creative hats. These concepts are very necessary.

"Better than a thousand days of diligent study is one day with a great leader."

Today's education has a unique and aptness within the multiracial, multi-lingual and multi-cultural situations. The development of future minds lead the nation tomorrow.

So here educators have to play a very important role to make the child active in all his actions.

An Educator must heart hear cries of a child:

Advise me, but don't accuse me.

Bless me but do not beat me,

Correct me but do not criticize me.

A teacher with creative hats on must be patience, benevolent, integrity with the children.

The world of children expect a proper fuelling of knowledge in their minds by their onlookers.

I have always believed that you can only mesmerize students with good factual examples and they get easily impress if it touches reality. A student yearns to learn something interesting from you and it is how we pour it to him. If you are successful in giving what you have, then pat yourself after leaving the class. You are a winner of they ought hear its sitting in the class.

An effective teacher will always learn a new method everyday and bring out a new strategy. It is learning by doing.

A child who had perhaps lost the gaiety of life , will start enjoying the three R's of education as He knows that now someone knows him. So my dear providers of instant knowledge start thinking out of the box and have a successful dive in the deep ocean to pick out real pearls for our dear children.

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## Education for the Educationists



**E**ducation should help each individual, belonging to any gender, religion, caste, race or class, to learn, think and do things creatively, to be self motivated and inspired. It should help in equipping children with confidence and skills, so that they become honest, caring and contributing members of this fast ever evolving global citizenship. It should also help them to settle in any part of the global grid, and survive with a positive attitude, even when resources are very few. A strong underlying sense of spiritual maturity should be imparted to the children as they grow, so that they turn out to be excellent individuals, who can't hurt others while they themselves prosper and progress in life.

In order to achieve these goals of Education, it needs to be seen that the correct teaching, learning practices, relevant assessment processes, and congenial atmosphere is prevalent in the institutions of learning i.e. the schools. Children learn best when they are



**Sadhvi Verma**  
Educationist

at peace with themselves and others. Proper organization of classrooms, display of learning aids, and group activities make the children improve their learning skills.

When we say the word Educationists, it would include Parents, Teachers, Heads of schools i.e. Principals, Managers/Directors/Advisors, members of the Managing Committees, State Regulatory Bodies, and Affiliation Boards.. Each of them has the joint responsibility of making education a tool of relevance for the children. In fact it is the top level of Educationists who have a greater responsibility to see that the goals of Education are being fulfilled.

The parents are the very first Educationists of the children. Often it has been observed that when parents have no time, they consider the school entirely responsible for their wards. It is essential for parents to always supplement what has been done in school by giving proper attention and quality time to their child at home, throughout his/



her schooldays and later on also. Parents must and compulsorily keep a watch on all the activities of their wards at all times. However, their role should be of a team player, who can be trusted and relied upon. The child should feel confident in sharing everything that he/she does in his/her life with the parent. Parents also must educate themselves and keep in constant touch with the proper ways by which they can handle their child. Their own discipline in everyday life and their attitude will help build the final personality of their child.

The teacher/ heads of schools are the role models which the children look up to and try to emulate. Nowadays, the teacher's word has more weight than any one else's for a young child. Often the child is heard saying "No Mommy, our Ma'am has said that we should do it like this' So it is of utmost importance that teacher's are spiritually mature and present themselves well in whatever they do in school and outside also. A teacher is immediately responsible for the children in her class and their academic progress. The class teacher must see that important moral values and useful habits are inculcated inside the class, as the class culture becomes the school culture and later, the culture of the Society at large and ultimately the culture of the Nation.

The Head of a school has to be a Master Educationist. It is he/she who sets the rules for one and all to follow in school in order to bring forth the true potential of the child. Building the school teacher's team with care, without bias or prejudice, having a cool countenance at all times, willing to let others bring in their ideas, always forgiving in case of minor mistakes, at times inspiring and motivating teachers and students alike, is the task of the Principal. They have to emphasize that the teachers are to display their best, as they are the representatives of God on earth, having divine behavior. The teacher's behavior reflects the Principal's attitude and just as he/she does to them, so they do unto the children. The Principal should set the code of conduct as to what is acceptable and what is not with the help of the teachers themselves, so that they are party to the rules and always accountable for their own and the children's actions. For this it is essential to have a great sense of dedication and love for children. Once the Head

sets the boundaries for one and all, the academic and cultural activities of a school are conducted with fun and joy, essential for a congenial learning atmosphere. The Head must also have great humility and ability to wisely implement the directives of the Managing Committee and also to give a true report of all work being done in the school. Any lack of coordination in this area, ogres badly for the goals of education to be fulfilled satisfactorily. A simple example would be that the committee listens to the words of the Principal without personally verifying facts and relying upon hearsay evidence.

One area of a school, the Management, must have members who are true Educationists and are ready to see that the school is functioning as per their directives. Often Management members are too quick to form opinions about their school, or delay taking important decisions for its betterment. Justice delayed is justice denied and it is the Management which has to first and foremost understand that its role is not only to provide infrastructure but also take just decisions for the satisfaction of all stakeholders.

It is funny that sometimes the Regulatory Body of a school i.e. the Directorate of Education does not take responsibility for the actions taken by schools under its supervision. They are of the opinion that they are not a party to the actions of the School. How can that be possible? Doesn't the Directorate see to it that the rules expounded by the Director are implemented? In case a school is following wrong policies, which are against its directives, it is the duty of the Director and Minister of Education to penalize the school so that the proper and right education is imparted to the children.

The onus of fruitful Education lies with all Educationists and even if one of them is wrong in its actions, it goes a long way in determining the future of the children. Everyone should have the right values and must compulsorily practice what is preached. From Parents to the Regulatory Bodies of Education, all must play an honest and decisive role in the lives of the children who are the future leaders of the country, who will take the country to its rightful place under the sun. ■

## NEED OF THE HOUR



The school should be futuristic and should also be at the forefront of the recent education reforms.

Martin Luther King rightly said, "Intelligence plus character is the true goal of education."

We, the teachers, constantly strive to provide a platform to our students to be independent thinkers and facilitate the holistic development of every child's personality. But as time is changing purpose of education is also changing. Today I feel that Vocational education is the future of every child. Yeats has rightly quoted, "Education is not the filling of a pail, but the lighting of a fire." In 21<sup>st</sup> century education, practical implementation is required. Innovation and creativity are getting lost day by day. Success should mean getting into the workforce with a concept of leadership and teamwork besides academic achievements. School should add skill set certification as an essential ingredient of competence to succeed.

The goal of all education is implementation. This goal can only be achieved through vocational courses. Vocational streams with various academic electives will



**Pratiksha Johri**

provide various options for perusing lucrative careers in new areas to the students. Students should be encouraged to be independent and experience opportunities of success that help define their self-worth and self-esteem.

As if now vocational streams are not as popular as other traditional schemes. But a school must take a herculean task of counseling the parents of the students appearing for class IX or XI. Now graduation courses in vocational

streams are also introduced by UGC. Education is not just about academic training and excellence. It is also about laying emphasis on the importance of life skills .To make a child a lifelong learner, learning should be meaningful , relevant , fun and experiential. The future sees education widening its horizons as there is growing awareness of paradigm shift in the mind-set of what an education must equip with. The world needs people who are passionate about what they do; who respect open-minded perspectives and those who can transcend barriers beset the path of global exchange.

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*The author is Pratiksha Johri, is Principal in Sanskriti School Hyderabad.*

## CAPTIVATING CHILDHOOD



Children are a great asset to the society and are the future of the Nation, as they are the nation builders. They should be given utmost care and attention at home and at school. They should be appreciated, empowered, supported, and feel protected when they lose or fall a prey for anything that is not good enough for their growth and future development.



**Shanthi Vijay Bhaskar**  
Principal

mind to accept the mistake and stand by for the same. Such children would never commit mistakes, in future, when they realize the repercussions, of it. Whatever goodness and good habits are taught in school should be supported by the parents at home, to avoid confusion, of their minds. Once they are strong in possessing good attitude, kindness, care for the society, and less privileged, they turn confident and learn to judge situations, and people.

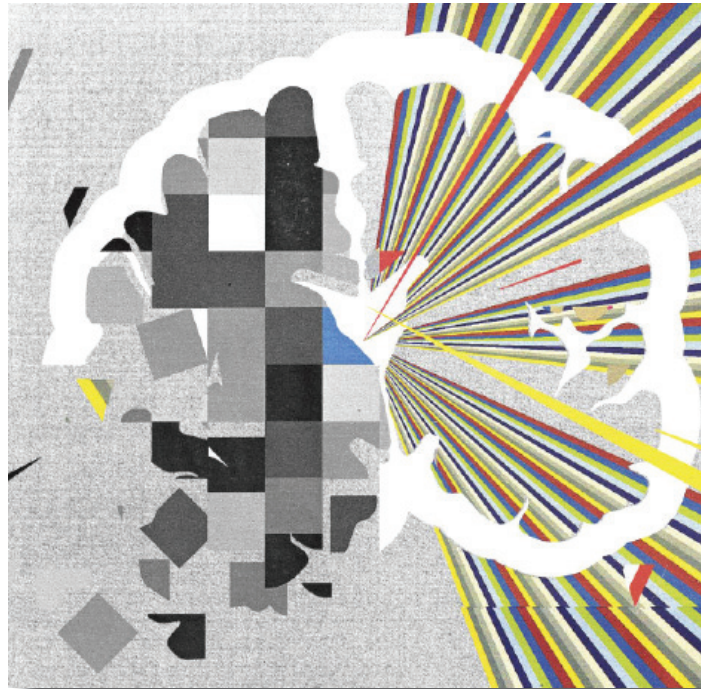
Even if they commit mistakes, or go wrong, they should be taught to be strong to accept their wrong do and mistakes, which would stop them from furthermore damage. One needs a strong will and

They should be the kind of person that inspires others to win. This kind of qualities helps them to step up towards the success and bring laurels to themselves, parents, school and the country. ■



## RX FOR STRESS

**S**tress management is a vibrant rainbow of techniques which reflects the happy colours of life and enables a person at controlling stress which in return make us to work productively, build better relationships, and live a healthier life. Stress can come from a variety of different situations that can be good or bad. It can also come from within. The trick to managing stress in our life is to be able to identify stressors and understand if they



knows how to set priorities. We can't deny that there is always a last minute task that comes with a challenge to do; but losing our passion will not solve the problem rather it would create stress. We should make sure that we are devoting enough time to our important priorities. Our important tasks are usually the ones that helps us to reach our goals, and working on these projects is a better use of our time.

are from outside sources or if they are self-induced. We feel stressed when we are time bound and bit busy with number of things that we have to do, and we fear that we'll fail to achieve something important. Time stress is one of the most common types of stress that we experience today. It is essential to learn how to manage this type of stress if we're going to work productively in a busy organization. In the routine life we have endless tasks to do and when we miss out something very vital and important we can have our nerves choked.....means the regime of stress will over power you.

By controlling our reactions in a positive manner, we can not only alleviate the stress, but actually get it to work in our favor. If you have been experiencing stress in your daily life and do not know how to regain some sort of sense of order in your life, this article is the perfect for you.....

### BE A GREAT ORGANISER

A great organizer is always happy because he/she



Shimmi Sharma

We often feel that we don't have enough time to complete all of our tasks. We can conquer this when we learn how to create more time in our day. We all have our peak time for working during which we can perform excellently. We should also use our peak working time to concentrate on our most important tasks – because we work more efficiently, this helps us do more with the time we have.

### EVEN A "NO" CAN HELP

At times for the sake of doing things we accept the tasks which are beyond our capacity and capability. Then the fear and apprehensions of non-performance can lead to stressful nights and thoughts. We have to make sure that we are polite but assertive about saying "no" to tasks that we don't have the capacity to do. Believe me it's a great relief for our mind and soul.

### MANAGING ANTICIPATORY STRESS

We are all are worried about our future because we all are involved into future planning. Our actions of present are guided by the future and when we feel that

there is any impending threat then it gives us a feeling of fear and ultimately we feel stressed.

The best way to handle this by recognizing that the event we're dreading doesn't have to play out as we imagine. Using positive visualization techniques to imagine the situation will set the things right.

This will help us to develop focus and the ability to concentrate on what's happening right now, rather than on an imagined future. Anticipatory stress can result from a lack of confidence. If we train our mind to address our personal fears then it will directly lower our stress. If we put in extra time to practice and prepare for tough topics or for the tasks that sounds bit difficult then these hurdles will vanish out.

Another technique of learning how to overcome a fear of failure can help diminish our fear of failure and give us a greater sense of control over events. This can be achieved by making contingency plans and analyzing all of the possible outcomes.

## MANAGING SITUATIONS

We experience situational stress when we're in a scary situation that we have no control over. This could be an emergency. More commonly, however, it's a situation that involves conflict, or a loss of status or acceptance in the eyes of your group. Situational stress often appears suddenly. To manage situational stress better, learn to be more self-aware. This means recognizing the "automatic" physical and emotional signals that our body sends out when we're under pressure. We at times feel that something is stopping us from being the part of the conflict and we don't take part into it ....believe me this the physical signal which warns us to be away from that. AND IT WORKS!!!!!!!!!!!!!!

Conflict is a major source of situational stress. Learning effective conflict resolution skills, so that we're well-prepared to handle the stress of conflict when it arises. Everyone reacts to situational stress differently, and it's essential that we understand both the physical and emotional symptoms of this stress, so that we can manage them appropriately.

## STRENGTHEN YOUR EMOTIONAL INTELLIGENCE

A good approach to start with is to develop greater emotional intelligence. Emotional intelligence is the ability to recognize the emotions, wants, and needs of ourselves and of others. This is an important skill in interacting with others and in building good relationships. When we feel that we are getting cranky, cold, or impersonal with others in our interactions, it is a signal that we need a break. GET UP.....Go for a walk..... Drink water.... And practice deep breathing exercises.

## LEARN TO EMPATHESIZE

Empathy is a valuable skill for coping with stress, because it allows us to see the situation from the other person's perspective. This gives us greater understanding and helps us to structure our communications so that we address the other person's feelings, wants, and needs.

Calling a friend, sending an email or sharing our concerns or feelings with another person help to relieve stress. But it's important that the person whom we talk to is someone whom we trust and whom we feel can understand and validate us.

## BELIEVING IN BERMUDAS

For managing stress I believe in **BERMUDAS** frame work which stands as following:-

- **B**- Breathing deeply when you are stressed
- **E**-Exercising regularly
- **R**-Rest is important
- **M**-Meditation will lower stress
- **U**-Utilizing our time and talent efficiently
- **D**-Discovery yourself
- **A**-Assertiveness will help you stand out confidently
- **S**-Smile and do self-talk

There are numerous ways overflowing on different websites to handle stress ...but remember one thing that your different and your perspective towards life or the stress generator is unique.....Stand out of the crowd.....and the difference would be felt.....

*The author is Shimmi Sharma, is Teacher of English in Sunbeam School Lahartara Varanasi* ■

# Education Sector Reforms in India



*"Knowledge is power. Information is liberating. Education is premise of progress in every society, in every family."*  
-Kofi Annan

level we are attaining global standards also the schooling in India has gone through a lot of overhauling and early face of student life now is prone to computer labs personality development programmes internet based teaching and what less ? A pragmatic approach.

Education has always remain the priority of governments in India as India has shown immense potential in each and every sector due to its overwhelming talent curios mines after independence the major portion of budget both off state as well as central government focuses on education and providing knowledge and spreading the light of literacy still a lot needs to be done to match the global standard of education further initiatives and futuristic vision are being documented.



Mahendra Singh Mir

Another achievement is implementation the right to education act which empowerments all the students necessary education free of cost the provision of free meal serve under mid day meal schemes draggers students out of their house to learn as well as enjoy healthy diet the implements of right to education act also empowerments parents who are not financially sounds to send their off springs to the school of their dreams this also removes social barriers among society and opens new horizons for students to learn.

In the last three decades there has been a lot of escalation and updation of courses especially at tertiary level of education in India now the no. of IITs and IIMs has soared up which means that at technology as well managerial

Still as every rose has throne so the corruption among the government official and the nexus of bureaucrats and politicians devoid children and they are not getting the extract benefits for which the schemes of govern-



ments are made also at higher level there is a need to scrutinized the courses according to industry and global need so that degrees don't merely becomes a shows piece in house they provides jobs to students for which they are meant. Education is the key to the task of nation building as well as to provide requisite knowledge and skill required for sustained growth of economy and to ensure overall progress. India GER (Gross enrollment growth) is 12.4% the GER in developed countries is 50% to 70%, 25% of India is still illiterate .

## Present education system in India

Education has been recognized as a critical input for Human resource development .Indian education system is bifurcated into different level pre-primary, primary, higher education, secondary education, under graduate, postgraduate.

## Milestone in education sector



By the end of 10<sup>th</sup> plan period national literacy mission which was established in 1988 ,covering the age group of 15-35 has made 127.45 million person literate in which 60% were females 25% belongs from SC 12% from Schedule tribe .it led to an increase of 12.63% in literacy the highest increase in any decade.

## Top government education schemes

There are lots of government schemes to bring a difference but insufficient because of mass involvement but unfortunately due to lack of awareness people are unable to take benefits of these schemes.

Shiksha Sahyog Yojna- this scheme provides scholarships to those students whose parents are below or

marginal poverty line and who are already cover under janashree bima yojana.

Sarva shiksha abhiyan – the scheme of sarva shiksha abhiyan is a national flagship program and is being implemented in all districts of India. The aim of this scheme is to provide useful and relevant elementary education for all children in the age group of 6-14.



Shaakshar bhara –its basic aim to promote strengthen adult education , especially of women , by extending educational options the benefits of this schemes availed by contacting lok shiksha kendrasin various region.

Kanya shakshatkar yojna –objective of this scheme is to reduce dropout rate and to increase the intrest of tribal girl students to continue their study.

Mahatama Gandhi balika vidhyalaya yojna-this



programme is especially to promote girls education.

Lastly to end on a positive note we all should consider edification as an asset not liability then only brightness can counter darkness.

*The author is, Mahendra Singh Mir, Sr. Librarian, R.A.N Society Bilaspur Uttar Pradesh* ■

# Assistive Technologies for ICT Enabled Libraries of Educational Institutions For Visually Challenged Students: Tools For Special Educators



## Introduction

The advancement of Information Communication Technologies have opened up various new avenues for the Libraries. Now-a-days a library not only possess a good collection of printed books, journals, periodicals or newspapers, but a library now a house of other ICT enabled resources which are also very important fragments of the modern education system.

Libraries of educational institutions always play an important role in imparting education from very grassroots level. From developing reading habits among the children to train students how to search their desired information from various sources, libraries in schools and other educational institutions are an inevitable part of the education system of any country.

The method of providing services to the students in the library has changed dramatically from very recent past due to the technological elevation. Differently



**Sujan Bandhu Chakraborty**

abled students also have the right to enjoy the new technically improved services provided by the libraries of their institutions. Specially, visually challenged or partially-sighted students can also be a part of this technological development to enjoy the incomparable usefulness of a library and experience the learning.

## Background

Before the middle of nineteenth century there was hardly any existence of library services for the visually challenged users. It was 1868, when Boston Public Library started a service for the visually impaired users by acquiring books in an embossed format. After this initiative, a new dimension to the library services was added and then the Chicago Public Library (1894), the New York State Library (1895), the Library of Congress (1897) followed the same pathway.

Surprisingly, Braille, a special writing system for visually impaired persons was developed long before it was actually used to develop learning materials for visually challenged students.

In 1824, Louis Braille, a Frenchman, lost his sight due to an accident. Then he developed a special code for the French alphabets. He published this system in 1829. In 1837, second revision was published as the first small binary form of writing, developed in the modern era.

In 1917, the United States adopted Revised Braille as the standard for embossed materials. By 1925, the collection of Library of Congress Reading Room for the Blind had grown to 2400 volumes.

In 1951, a group of scholars, during a conference at Beirut, brought a new thought of possibility of a phonetically derived system of six dots that could be used for most of the languages of India, Pakistan and Sri Lanka. The outcome of that thought gave birth of BharatiBraille.

## Assistive ICT Tools to provide Library resources to the visually challenged users

### Talking Book or Audio Book

Talking books or audio book is a recording of a text being read. The term "audiobook" when audiocassettes

began to supersede records during 1970s. In India, audiobook started to appear by 2010.

Audiobook is a very useful tool to disseminate information, especially where visual resources are not available. Audiobooks are also very effective to teach children to read and to increase reading comprehension. For visually challenged people, Audio books and modern listening devices are helpful. Books with this kind of format are an increasingly popular reading option for limited vision audiences as well.

### Reading Machine

A reading machine allows blind people to access printed materials. Reading machines normally scans text, converts the image into text by means of optical character recognition and then it utilises a speech synthesizer to read out what it has found as text.

Optophone was the first reading machine, developed by Dr Edmund F d'Albe in

1913. Kurzweil Reading Machine is first commercial reading machine for the blind. It was developed by Kurzweil Computer Products in 1975. This Reading Machine converts print directly to speech, and it is designed as a reading aid for the visually impaired persons. It handles ordinary printed material like books, periodicals, letters, etc., in common styles and sizes of type. The output produced by this machine is a synthetic voice using full-word English speech.

### Optical to Tactile Converter

Optical to tactile converter is a system where hand held camera moves over printed lines recognizing the contrast of dark type on white paper. When the camera recognizes the optical contrast i.e., shape of the letters, images are converted to a shape made by the vibration of pins which left index finger lightly rest on.

Optacon, a portable electronic print-reading device, is a kind of optical-to-tactile converter, that enables





blind people to read printed material that has not been transcribed into Braille. It helps visually impaired people work independently with computers and with ordinary printed materials.

### **Variable Speech Control Recorder**

This is a kind of playback variety that plays a recorded version of the text. The machine can be adjusted to play the material at a slow rate without any voice distortion.

### **Speech Synthesizer**

Speech synthesis is the mechanical production or computer-generated simulation of human speech. Speech computer or speech synthesizer, a computer system, is used for this purpose. A text-to-speech system converts normal language text into speech. It is very useful to assist the vision-impaired, for example, the contents of a display screen can be automatically read aloud to a blind user. TripleTalk USB Mini Speech Synthesizer is a this kind of tool for visually challenged persons.



### **BrailleNote and VoiceNote**

A BrailleNote is a computer for persons with visual impairments. It was developed by HumanWare. It has a braille keyboard, a speech synthesizer, and a Braille display. VoiceNote is a speech-to-text device without a braille display.

### **Braille Translator**

A braille translator is a software program that translates a script into braille and sends it to a braille embosser. Tactile formats are very effective in highly technical disciplines such as mathematics, physics, computer science, and engineering. Braille translation software translates e-documents into braille code. A refreshable braille display can present tactile braille

or a braille embosser can produce a hard-copy on special paper from these files.

### **Braille embosser**

A Braille embosser is also known as a Braille printer which actually is an impact printer. It can generate printed material using the Braille writing system for visually challenged users. They press dots down onto a piece of special paper so that a person using the Braille system can read by using their fingers.

### **Talking Globe**

Talking Globe guides blind or visually impaired person on an exciting learning adventure to introduce geography basics. It is very useful tool for the special educators in school. GeoSafari Talking Globe is a famous one in this field.

### **IVEO Hands On Learning System**

IVEO Hands on Learning System allows users to understand tactile graphics in an engaging and interactive solution using sight, sound and touch. It has powerful content creation software and an intuitive touchpad for audio-tactile response.

### **Screen magnifier**

Screen magnifier produces enlarged screen content of computer's graphical output. People with visual impairments can better see words and images. This type of assistive technology is useful for people with some functional vision..

### **Screen reader**

Screen reader is an essential tool for people with little or no functional vision. It is also very useful for people with learning disability. This software works like text-to-speech or Braille device. It convey the content of the visual display in speech form by applying a variety of techniques.

Microsoft Windows operating systems have included the Microsoft Narrator screen reader since Windows 2000.

Mobile Speak is product of Code Factory for Smart Phones which is a full-fledged screen readers and Braille interfaces.

### Voice recognition software

Voice or Speech Recognition is a technology that allows the computer to identify and understand words spoken by a person using a microphone. The ultimate goal of the technology is to be able to produce a system that can recognize with 100% accuracy all words that are spoken by any person.

### Optical Character Recognition Systems

OCR or Speech Synthesis Systems are kind of reading machines. These systems take printed text and read it aloud to the user. It read back the scanned printed materials to the user with the speech synthesis or screen reading systems. A pen sized portable scanner is also available in the market with which a user can scan a line of printed text and it can read aloud the entire section.



### Conclusion

The assistive technologies provide the ICT enabled libraries an opportunity to integrate the services to the disabled to the mainstream. This will help the visually impaired users or students to receive the access to the library for their desired information and reading resources in the accessible format. It is needless to say that these tools are very useful to the special educators, who deal with the visually challenged students from a very basic level.

This initiative will also satisfy "Every reader his/her book", the second law of Library Science as stated by Dr. S R Ranganathan, the father of Library Science in India. This means every user should have his/her desired information in the accessible format in the Library.

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## BEING A ROCKSTAR TEACHER!



**R**ockstar Teachers are not made nor born, they are self made. The segment which plays the role lies in the word QUALITY. Quality is a word which defines the perfection but alas the word quality for teachers reflect the ready reckoner towards perfection and a google substitute for the masses of age. The teacher who is a monitoring force behind all the activities within the classroom is reflected to re-schedule the learning for we cannot teach the way we were taught.

The sequences reveal that it is more so ever a true explanation to monitor or get monitored for student's sake, with expertise in various fields of knowledge as a requisite rather than an occasional occurrence in totality. The fragrances of desire from a favorite or a rock star teacher pertain to the reality on cards. For the classrooms of today desire, let there be showers of blessings, showers of blessings we pray. For the classrooms of today deliver learning not knowledge due to the open learning available to the kids via WWW i.e. Whatever, Whenever and Whatever as an easy means to dose the party spectrum within classrooms.

The shadow of a Teacher, delivers pride and perfection, with the belief of making the world go better and informed. The tools and the e-learning deliver the pace of quality deliberations within classrooms for the children, the generation next, love the subject only when they like the teachers, their traits and fervor in particular. Students' are not their behaviors and hence labelling them



**Dr. Dheeraj Mehrotra**

sets them up for failure and can also reflect or effect the self-esteem of the rest of the class. This is a once in a blue moon spectrum, and the reflection of many classroom experiences and routine. The prime objective to deliver quality environment is paced via paying attention to what your students are doing while you are teaching. The doing may be listening intently, fiddling and doodling, poking others, raising their hand a little, raising their hands, making noises, moving around, quiet but not looking or listening actively and above all sleeping with their eyes open! As teachers, we don't get to decide whether we have challenging students in our classes, but we can certainly decide how we respond to them.

A Quality Teacher is expected to deliver pace of learning and create a rapport, chat with the students using the languages they understand and also gives them the attention at the beginning of the class. He is also expected to encourage them in front of the whole class, noticing the good responses they exhibit and ask them simple questions about the work they are doing. The teachers need to continuously encourage and engage with the colleagues for ideas, with planning and introduction of new topic merging them with the previous learning during class hours.

Quality conception is a delivery of more fun at school for the students, mastering the emotions by teachers, learning more effective ways of teaching and above all developing a greater rapport with the students. As rightly quoted by Martin Luther King. Jr. "Intelligence plus character – that is the goal of true education, the teachers to deliver

quality and perfection must role out as WOW teachers with pace and time. The personalized learning must equip the teachers' participation of students having active voice on products for assignments. Not only this the students must be motivated to develop learning experiences based on interests and needs, in addition the students must collaborate with teachers on developing learning tasks and assignments. The readiness and the learning preferences



prevail with obvious reasons in support of this fragrance and fertilize the productivity at pace. A teacher is also needed to provide choices based on trend data, must be street smart and by choice not by chance to make learning fun and entertaining for the masses within classrooms. Of course, to shelter the thought, Teachers make all other professions possible is a true only when there is a WOW feature within classrooms and children are glued to the the eye balls of the teacher. The new age spectrum for being a QUALITY Teacher should dwell as LIFE signifying,

- L- Love what you do.
- I – Be Inspired.
- F – Be free to make things better.
- E – Make an Effort to learn for better.

The Literacy to is to be re-imagined with HABITUDES which incorporates the assembly of Habits and Attitude. The content here applicate to derivatives which include Imagination, Curiosity, Self Awareness, Perseverance, Courage, Adaptability and Passion. In addition, use questioning strategies that make all students THINK AND ANSWER. Each day include some questions you require every student to answer. Find a question you know everyone can answer simply, and have the class respond all at once. This shall engage the masses and develop their interest in the subject in real!

The above explores a new page of skill development and monitoring of presentation modules engaging the learner in the best of the formative manner of the new age requirements of the Continuous and Comprehensive Assessment (CCE) by schools as a mandate. Paying attention of how they learn and what their motivation levels appear to be is hence one of the Quality Assessment Tools for Learning to happen. Teachers and Parents need to believe in the saying, 'Some can fly higher than others, But each one flies the best it can. Why compare one against the other? Each one is different. " Cheers and happy learning.

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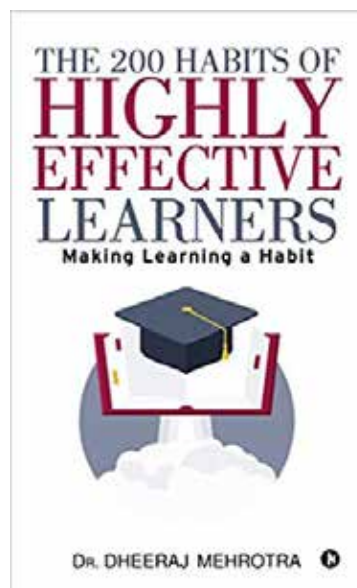
## BOOK REVIEW

About the Book: **The 200 Habits of Highly Effective Learners:** deals with strategies towards study skills and habits to explore success and satisfaction in the competitive world of today. These habits and practices provide a wow feeling for self and others and

make an individual wiser, smarter and serious towards a definite goal in life. The practices showcased in the book deliver a life long habit and promotion preface of Quality Living and excellence in what all one does and believes in doing. It is a set of life long kaizen philosophy bringing joy, prosperity and success at large. The book is a delight for any body and every body who believes in learning to learn as a hobby rather than an occasional occurrence. We all live in a world of information in order to enlighten oneself with this information persistently, we have to learn and be up-to-date with the march of time. Learning, hence, has to be a hobby rather than an occasional occurrence. Of course, with yesteryears of learning methodology, we just cannot seek perfection, and hence, there is a need for new strategies and implementations. THE 200 HABITS OF HIGHLY EFFECTIVE LEARNERS is an experiment to introduce new practices required to achieve excellence for any learner in any field.

### **The 200 Habits of Highly Effective Learners**

By Dr. Dheeraj Mehrotra, Paperback: 210 pages Publisher: Notion Press; 1 edition (2018), Language: English, ISBN-10: 1642497312 ISBN-13: 978-1642497311 Paperback Price: ₹299.00 Available at Amazon, Notionpress & Flipkart ■



## Teachers as Coaches



*“Teaching is a lifestyle, not a profession.”* We as teachers have experienced that it is a 24X7 commitment . It requires almost an obsessive devotion to duty.

Great teachers bring out the best in themselves as well as in the students they teach. From improving skills and meeting standards there is so much to achieve each day. To maximise human development and performance, it is important to understand what drives people to excel and what interferes with peak performance.

Lets visualise a scene in a typical classroom, a teacher at the front explaining passionately a specific topic of a subject to students sitting in rows. It’s been there since the beginning and it shall stay like this because it works as it focuses their energy on the next exam that they need to clear.

Now let’s imagine a sports coach in a field with athletes providing feedback and encouragement to them. Here, you see a united effort and a shared goal between athletes and the coach. It also works and works better. Everyone feels responsible for their contribution and there is a concise effort towards achieving. The students love their coaches for their compassion and openness.



**Jaswinder Grewal**

In the space between these two scenarios are “teachers who coach.”

I am reminded of one of my coaching sessions with a teen...

*Teen : Ma’am I don’t think I know how to score well!*

*Coach: If you did know, what would the answer be?*

*Teen: I think....I am not able to do this because .....*

*Coach : Ok, If ‘X’ wasn’t an issue would you be able to achieve that?*

*Teen: Probably*

*Coach : What do you think you could do to overcome the challenge?*

And thus a starts a new journey of self reflection, of thinking, of self-awareness, thus finding their own solutions to the challenges they face. This results in improved self-esteem, focus, learning to make better decisions in all areas of life by discovering how to love themselves and becoming empowered with self-confidence.

As a student, you’ve got academics, grades, sports, extracurriculars, friends and family, all of that and much

more, needing so much of energy and attention. There is literally something to do during every waking moment of the day. Continual struggles and stress over grades, lack of direction and follow through in and out of the classroom environment can be very exhausting for adolescents. Navigating these waters can be emotionally challenging for them. How do you handle it all? This seems to be a nagging thought capturing the young mind! Coaching helps them not only handle it but master it too.

Coaching is a structured process that helps to move someone from A to B. It's not about giving them a plan, it's about letting the students take charge. The teacher engages in conversations that lead students toward planned, insightful action. Students then have ownership over their entire plan and are accountable for their growth and progress.

It's all about believing that students have all the answers, that they are capable and complete in themselves and competent enough to get results. In this space, the teacher's role is to ask, not tell. They know what their students already have, or can explore the resources they need to use to take the next step in their learning. They connect, build a rapport and partner with their students, tapping into their innate desire to grow and succeed and survive in this ever demanding environment. The teacher focuses on facilitating learning and development. The goal is to help students improve their own performance.

The journey from A to B (whether enhancing literacy or building a suspension bridge between where they are and where they wish to be) is individualised and tailored on a needs basis. Coaching is unlocking a person's potential to maximise his own strength to achieve. It is helping people to learn rather than teaching them. It's an inside out procedure. It's about bringing out the best in people by equipping them with the tools, knowledge, and opportunities they need to develop themselves and become more successful.

Now with teachers as coaches the whole environment changes. The classroom is more flexible, open and more interactive than the more traditional model. The culture turns into one of shared responsibility, with an ongoing feedback loop between teachers and students.

What does a coaching teacher do? For one, she offers more questions than answers. Questioning helps students

to reflect and search a way to unstuck themselves and move on. The question also focuses more on the person than the problem. The idea is to plant some seeds of thoughts for students .

Coaching teachers know the difference between effective (open and thought provoking) and ineffective (closed and judgmental) questions. They use mirroring techniques, reflecting the student's own language back in order to build understanding together. And they show students how to adopt different perceptions so they can see various ways around a learning problem.

The same is applicable to school leaders to be coaching leaders and if this coaching environment is embedded in the culture of a school, there are significant improvements in student achievement, motivation, and self-awareness as the classrooms become more open and focused on learning partnerships. Learners become more resilient, resourceful and responsive as teachers move from the front of the room to the sidelines, from standing above to standing with.

Coaching reaches well beyond the classroom to build trust and deepen relationships at every level. It improves the communication, leadership skills, The best schools encourage teachers as facilitators of learning; where this facilitation extends throughout the culture. Teachers can be coaches, not only of students – but of each other and thus creating a mutual learning space. When we think about our favourite teacher from when we were at school. And if you work in a school, and you often think what makes some of your colleagues so effective. Quite likely, they coach.

After all, the word "education" is derived from the Latin word *educio*, which means to "lead out." If we imbibe the feedforward approach we could take the learning to another level. We may, in fact, just need to reconnect with one of its oldest traditions: teachers who coach. Happy Coaching !

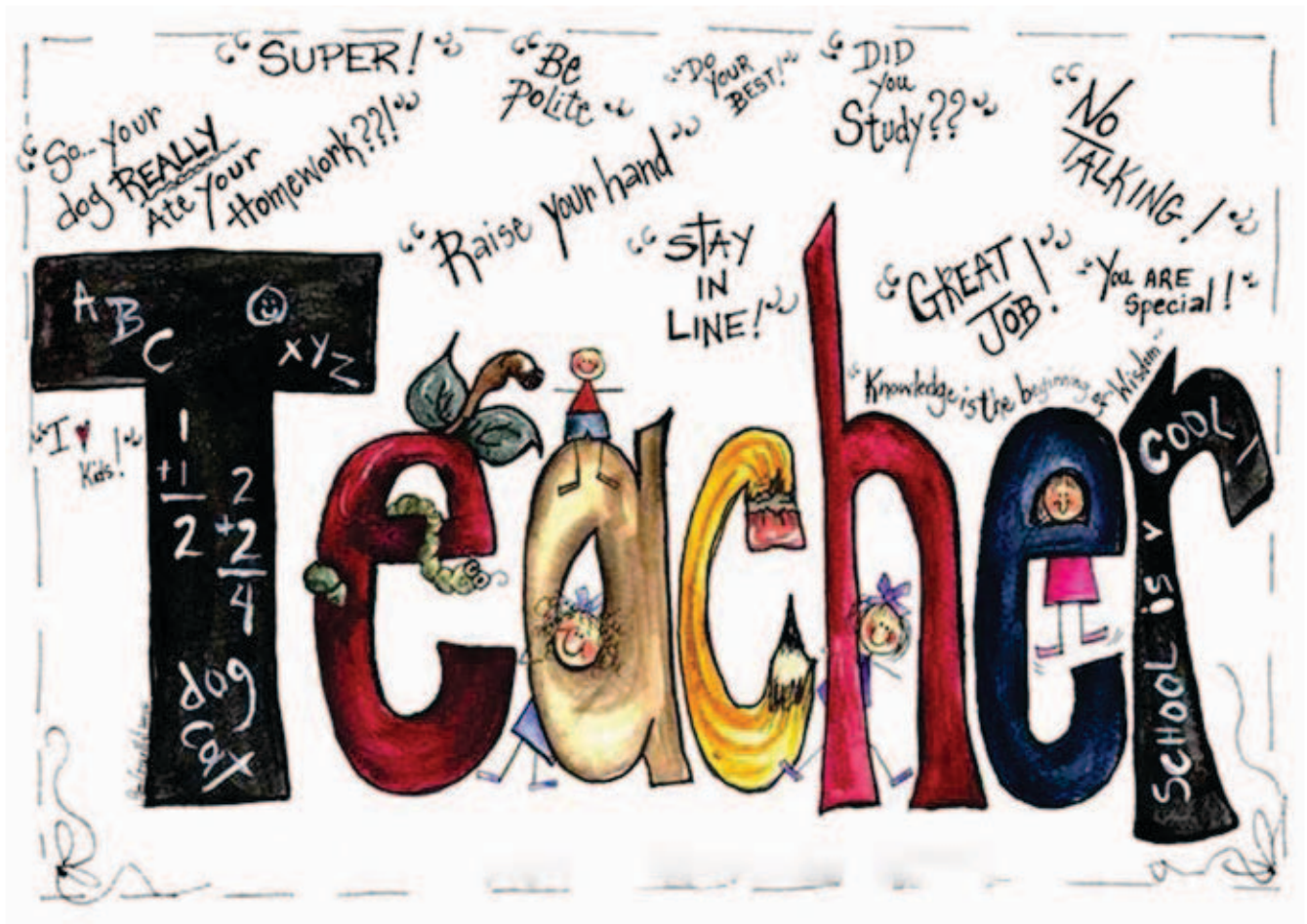
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# Teaching – A calling and not a Job

*“Don’t judge the book by its cover & don’t label the child permanently without identifying the root cause of his problem”.*



As a teacher or an educator, one comes across the lacunae between the learning of students and teaching by the teachers. Both come together on a platform called classroom, face to face. After the lesson is explained using the appropriate teaching aids and technology, the teacher tries to evaluate/ assess knowledge gained through multiple choice questions and gives opportunity to the students to clear their doubts, if they have any. The questions never come and doubts remain unanswered, though everyone nods



**Vaishali Jacob Panicker**

in affirmative, when asked if the topic is understood?

If proper steps are being followed, what is causing this gap?

Let us try to get to the basics of learning through the four main skills – LSRW

- Listening,
- Speaking,
- Reading and
- Writing.

## Listening skill involves ears and concentration of the mind:

Let us focus on some points which could be a cause for hindrance in learning. Were there any disturbing factors around?

- Was there too much noise around the classroom or in the school premises? E.g. Music playing on the roads, too much honking, some victory celebration, bursting of crackers, children playing on the ground or the child had a rough day at home etc.
- Language/voice of the teacher: Was she teaching slowly and deliberately or was she too loud? Was she too soft and inaudible? Was the language used too high for the child to understand? Were the pronunciations incorrect? Often children focus on the wrongs other than what is being taught.
- Or was it a problem with the student/s hearing??

Sometimes, we tend to ignore these factors, which play a very significant role in the class room learning.



## Listening and speaking almost go hand in hand

We often do selective listening and same goes with the children. Stories, jokes are absorbed more quickly as they are interesting and the student is attentive at that time. But for a lesson, the attention span is very less. If the student finds it boring and let's get done with it tendency takes over, children may pay partial attention or show lack of interest.

- Sometimes the **volume/pitch** of the speaker can lead to loss of interest and attention. The speaker may begin with enthusiasm and then towards the end of the sentence voice trails off. (Beginning loudly and ending the sentences softly)
- Some teachers speak very **monotonously** with no voice modulation, which can be another factor to student's lack of interest in the studies.

- The **speed** in which the lesson is being read or explained should not be too fast or too slow.

## Reading and writing

Eyes to read and hands to write.

A child can copy notes from the blackboard in a neat handwriting, but when you ask him to read from his own book, he will say he is unable to read. Don't be annoyed or bewildered. It is absolutely possible. The child may be suffering from some vision related problem. You may find children paying attention, answering to the questions you ask (listening & speaking skill) but they aren't fluent in their writing and reading.

The underlying problem can be their eyesight or their shyness to read in front of the whole class. Children can see face/s, adults walking around, so if they are asked - can you see? Their answer will be a 'Yes' because they can see, but they find difficulty in reading from the black board, not because they don't want to, it's because of their poor eye sight. Every year since the past 14 years, I have identified at least 8

to 10 children from my class with vision related problem, suggested eye check-ups and corrective measures by the parents showed a lot of improvement in the students' overall performance. They took more interest in their lessons and participated in class activities. But this problem can be identified only by the alert and observant class teacher.

*My request to all the educators is to first identify the root cause of a problem and avoid labeling the students for their shortcomings/weaknesses.*

## Special children

It is not always the unwilling child to be blamed for non performance in studies, but so many other related factors which are beyond the teacher's and child's control. Sometimes it is the **physical disability** or **the child might be differently able.**

Every passing year, since the last 14 years I have been gifted with one or two special students in my class. It was

a tough job handling children with special needs single handedly along with the other 42 able children full of enthusiasm and energy. These special children have enhanced my confidence, capabilities and helped me indirectly to sharpen my skills and change my approach in handling various types of student's study related issues.

### **Sharing one such experience from the past as a class teacher.**

Farhoon was an unkempt child initially. Due to his weak health, he suffered from minor skin disorders, he sweated profusely and no one wanted to sit near him. His nails were overgrown and filled with dirt. Very few attempted to show compassion to his condition. Children told me, he never uttered a word in the previous grade.

Ah! It seemed such a task to keep the ball rolling along with the other 42 students in the class. Teaching is not just a connection of books, student and teacher. *It is a calling.* It is not like any other 9am to 5pm job. *Teaching is a bonding of the student and the teacher. Her patience, perseverance and passion to train the student to face the future confidently.*

I tried my best to converse with him, but he squirmed or shied away. He didn't show any recognition or understanding. Probably, he must have felt smothered with so much limelight, which he never got earlier.

Every day it was an ordeal to look out for him and in which class he went, since he was a special child and had not learnt to identify his classroom.

His father took lot of care and immense effort so that his son could lead a normal school life, like other children. And God answered his prayers through our joint efforts. The identity card was always thrown away and slowly steadily as his class mates were introduced to him and were made peer partners turn by turn, things began to fall in place. Farhoon attempted to speak though

inaudible, but one could see his lips move, a proof of his attempt.

Music is one form, which can calm the mind & soul and is very enjoyable. Our school's assembly is something which will never erase off from my mind. The praise & worship songs, dance with music made each child sway and so did Farhoon. I could go on and on about Farhoon, as he holds **a special place in my heart.** The little ray of sunshine, that he too, is one like the others, lovable and loved by his classmates showed radical difference in his efforts. When left to himself, he did good artwork and used vibrant colours of happiness in the drawing he made from his imagination. By

the end of second semester, he began writing neatly, attempted conversations and answering the question paper on his own. It was an achievement for us. Children rewarded with a word of praise, an applause by the class, appreciated through well done cards on achieving something show improved confidence and performance.

My attempt in narrating this incident today **is to make every child feel like a winner. It is after all a teacher's calling.**

A teacher has to understand the mind of the student, his circumstances and his ability then utilise her talent to create interest and pool in the resources, to make learning a good, once in a life time experience. Any institution will provide the necessary resources such as labs, library, smart board etc. but, **it solely depends on the teacher's passion and her own interest,** to utilise all the available teaching-learning material to fulfil the objective of teaching and also be a source of inspiration.

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*The author is, Mrs. Vaishali Jacob Panicker, Author at Quora with a passion for creative writing and 12 year teaching experience with Ryan International School, Sanpada, Montessori Teacher's Certificate & Diploma in Teacher's Education (Pune). ■*







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## “Here we speak in English only-----”



For many schools and academic institutions “here we speak in English only.... is one of the unique selling points and many parents measure success of a school by the degree of broken English words spoken/ imitated by their children... from the playgroup itself, parents keep on complaining, “My child is not able to speak in English.....”. Which creates pressure on students as well as teachers...and they force children to speak English....it does not matter to them even if children do not know the meaning of what they are speaking. Every child is emotionally and genetically embedded to his/ her mother tongue.... that is the language they acquire in their mother’s womb and mother tongue is the natural medium of expression.

For a child, self-expression is more important than the “language” during first ten years of developmental stage. Once we interrupt them when they are speaking in their mother tongue or local language they tend to develop inhibition which affects their self-confidence, critical thinking and social development. Every time we interrupt/stop children...by telling, “speak in English” we are invalidating their mother tongue



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and individuality...giving a message, “your mother tongue does not matter.... is not worth”. Instead of “here we speak in English only” or interrupting & telling speak in English...challenge is to help them acquire language of instruction/ other language through exposure & environment especially during pre-primary and primary years.

Languages are now regarded as an integral part of people’s identity, as shown in UNESCO universal declaration on cultural diversity (2001). The cognitive –academic language proficiency (CALP) that is needed to manage from grade three on in school, in higher grades, upper secondary school and later in life develops slowly. Children need to develop these abstract concepts on the basis of what they already know in their mother tongue. If the development of the mother tongue CALP (which mainly happens through formal education) is cut off when the child starts school, s/he may never have an opportunity to develop higher abstract thinking in any language ([http://www.tove-skutnabb-kangas.org/pdf/Tove\\_Skutnabb\\_Kangas\\_Why\\_mother\\_tongue\\_based\\_multilingual\\_education\\_MLE.pdf](http://www.tove-skutnabb-kangas.org/pdf/Tove_Skutnabb_Kangas_Why_mother_tongue_based_multilingual_education_MLE.pdf)) In a study ([48 | Teacher’s Pride | May-June 2018 | pridemedia.co.in](http://mg.co.za/article/2013-10-18-mother-</a></p></div><div data-bbox=)

tongue-classrooms-give-a-better-boost-to-english-study-later) consisting of 9000 primary school children, it was found that those who were taught in their home language during the first three years of primary school performed better in the English test in grades four, five and six than children who were exposed to English as language of instruction in grade one, two and three. In a simple language.....proficiency in mother tongue develops strong synoptic/ neurological infrastructure in the mind of a child through which learning of other languages become easy. It is a well proven fact that children who are extremely good in mother tongue tends to excel in other languages too.

In today's having proficiency in three to four languages is a necessity and there are many researches indicating positive correlation between degree of success and no of languages a person knows. We can easily help children acquire proficiency in three to four languages through well designed scientific strategies instead of invalidating a language at the cost of other or through forced learning technique.

Today a common language is a binder and is only mode of communication....in near future language will never be a barrier to communication, people will communicate in their own languages through IT enabled translators..... imagine a German talking in German and an Indian talking in Tamil to each other. Future class room will be multilingual classrooms..... teaching and learning will happen in every languages and where learners will be able to express in their mother tongue/local language—imagine a teacher teaching math in Bengali and a learner learning in Gujarati language—yes it will be made possible through computer and information technologies making Gandhi's dream of education in mother tongue a reality....a dream come true.

In future there will be no Hindi, Gujarati, English medium schools, there will be —just schools—schools where students & teachers will be free to express themselves in any language. Technology will make every human interaction domain a multilingual affair....be it shopping complex, hospitals, airports....schools, colleges...in fact it is already happening to a larger extent.

Mother tongue or the first language is the language of heart.....Our thinking happens in our Mother tongue and it is found that children pick up other languages very effectively and efficiently if they are well versed with their mother tongue. Let us start moving towards multilingual classroom so that they are ready for the multilingual workplace....

Exposure: During infancy and primary years provide them exposure of 3-4 languages at home where parents are multi lingual children pick up 2-3 languages easily. Children easily pick up two to three languages automatically in cosmopolitan family ..... in my own home both my daughters have learnt three languages Hindi, Gujarati and English naturally. Films and serials are doing a good job of bringing many languages together and helping people have a test of many languages.

Some of the recipes for home and schools are as follows:

- Speak to children only in the mother tongue at home and provide them exposure to languages of neighborhood.....a bit by bit exposure will go in a long way. Our classrooms are very diverse with respect to language....imagine children learning greeting from each other in different languages... let us make our classrooms language friendly...by being aware of existence of all the languages in our classrooms and harnessing the resource to facilitate
- Many languages are dying....statistically on an average six language is becoming extinct every year out of six thousand languages present in the world. While teaching languages.. first, second, third or any language let us make our children language sensitive.....let them be aware of global linguistic heritage.

At the end..“If you talk to a man in a language he understands, that goes to his head, if you talk to him in his language that goes to his heart ”said Nelson Mandela. Let us give our little one their right to expression by allowing them to speak in a language they are comfortable.....be it Hindi, Gujarati, Tamil, Bengali, French.....or through arts in any form. ■



## The G-NEXT



Those were indeed the days when prodigious rapport kindled between friends, cousins, family members and children. Houses swarmed with children during summer breaks, adventurous games with nature, occasional encounters with surprises and perils of nature, tackling them or surrendering to them and much more. There was no time or room for complexes or selfishness as edges were rubbed off, as anyone of our elders had a free hand to berate us and set us back to the right path. At times, canes were flaunted at the stretched palms or loose skin kneaded till we screamed in pain, but after the initial burn of pain followed by the torrent of tears and lesson learned, we would be back to life's groove, tears would have rippled down like water off a lotus leaf!! The sulks to these never lasted long and as kids, we were groomed and toughened to face life.

Times passed by and changes happened. Nuclear families and our metropolitan cocoon life, leave us with little time, even if it was to stand and stare. No more time to involve and indulge with nature to see life and learn life. No elders other than Mom and Dad to set the right path. A child's repentance gets washed

away by a special treat by parents to reestablish their love for them at the Pizza Hut or a day at Hamley's. Children are glued to their own multifunctional devices which they were gifted even before they knew it existed. They are left with them to just face a virtual world where with a press of a button or by a tilt of the gyro wins them what they envisage. A big no to corporal punishment, no scolding, no more canes or kneel downs, grades instead of ranks, no negative words for fear of damaging the fragile psyche of the child are a few of the rules we set for the G-Next. Will all these researched decorum we implement now, turn out to be so overprotective that a child will be terror-stricken and can easily succumb to any challenges in life- competitions, exams, harsh

words, a chide before his peers or any kind of unsuccessfulness that they have to confront? Recent incidents and news around the world we read and hear leave us wondering:

Should we be so overprotective to our kids that they are like young genetically engineered life-forms needing extra protective environment and shields to grow? Let's perpend on these facts, choose and set the right path for our G-Next...*The Generation-Next.*



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