



IN Focus

TEACHER ENRICHMENT: Lifelong Learning

As teachers, we constantly share ideas on how to build a growth-mindset in our students, particularly the aspect of becoming **life-long learners**. We warn students about the redundancy of careers of today at the time they enter the professional work space; little realising, that the field of education too has evolved so fast that techniques, skills and technologies of the yester years have become obsolete. What we learnt in professional courses & started with as young teachers, have evolved with added newness, sans age-old irrelevant techniques! This constant change, every few years, will impact technology, pedagogy and TL practices!

Teaching is not a static profession! So educators MUST constantly challenge themselves to upskill and explore new methods. Being an accomplished classroom teacher is a career-

"Lifelong learning is an essential challenge for inventing the future of our societies; it is a necessity rather than a luxury to be considered ... It is a mindset and a habit for people to acquire,"
- Gerhard Fischer

long work in progress. Perhaps this is why **NEP 2020** has made it *mandatory* for Teachers and School Leaders to compulsorily attend *50 hrs of CPD per person per year*. We should upskill, research, write papers, be aware of new research and instructional practices. We must be ready to translate the new learning into classroom practice in the interest of students. Learning from new aspects and from mistakes as a part of the updating process, helps to evolve with the times. We must all be **lifelong learners** and be open to exemplify the good traits mentioned here →

Educators who are LIFELONG LEARNERS share some common traits :

MISTAKES AREN'T FAILURES : They prefer to treat mistakes & challenges as part of the learning process and NOT as failures. Mistakes give them new information they can use as they continue to find ways to address a challenge or solve a problem. Lifelong learners make learning a regular habit to adapt to changes and student actions.

CPD & WIDER ENRICHMENT : They take courses outside of professional development and collaborate with peers. Teachers who put their heads together to come up with creative & innovative ideas to use in teaching, are more successful and achieve better student outcomes.

THEY WALK THE TALK! They act as a Role Model for students. They set an example by practicing what they preach & teach. This, in turn, encourages students to develop into lifelong learners. Effective educators accomplish this by sharing experiences of working through their learning process. They exemplify - good reading habits, a routine, healthy debates and discussions, goal-setting and accountability, curiosity for new knowledge (even outside one's core interest area), giving one's best in all instances and pushing one's own limits.

Read on, to find exciting articles and inspiring insights in our **QED Talk** interview : talking to a stalwart of education - **Mr G. Balasubramanian** (ex Director CBSE).

“Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.”

— Sidney Hook

QED Talk

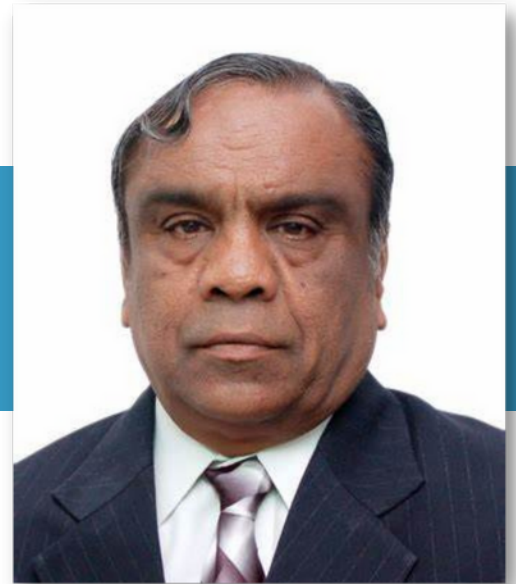
NEP 2020's focus on On BEING and BECOMING A GURU

PROF. G. BALASUBRAMANIAN

Former Director- Academics, CBSE.

Recipient of 'Seva Rathna in Education' &

'Lifetime Achievement Award' - VIMHANS.



■ **The term Guru is now a universally accepted term the world-over, and for domains far beyond and removed from learning & education. Looking back at the genesis and role of this term (GURU) in ancient Indian history, do you feel that THAT role of the Guru continues even today in the field of education?**

Certainly. The meaning of the term 'Guru' refers to one 'who removes the darkness'. It refers to one who illuminates the individual with knowledge, skills, experiences, values and in 'That' process eliminates the myth and misgivings about one's various pursuits. Hence, the term would eternally apply to one who is engaged in 'THAT' process. Well, as of now, there is a slight deviation from that objective as the entire system is focused on engaging with and celebrating achievements. This is facilitated through various examinations, competitions and comparison. Being a part of a system, the teachers of the present day are expected to discharge these duties to be socially relevant. However, despite all these challenges, they are concerned with educating the learner to make a meaningful profile and emerge as a competent, confident and contributive individual. Hence the role of the Guru is still the undercurrent of their profession. One must examine the meaning in each context.

■ **In the context of education, do the terms TEACHER and GURU mean the same? If not, how would you explain the difference?**

In the Indian context, we have been using several terms like *Pandit*, *Upadhyay*, *Adhyapak*, *Acharya* and several others. In each of such cases, it reflected the stage and status of the teacher in the process of becoming a **Guru**. Defining the attributes of a Guru '*Vivekachoodamani*', a treatise in the evolution of a learner, says Guru is "*daya sindhu*" – an ocean of compassion. That is essential core of a Guru. It also refers to Guru as one who is like '*burnt fire*.' It indeed refers to the wisdom gained out of experience and reflection. In the current context, though the meaning of the word Teacher and Guru might not fit into each other in a wholesome manner, the spirit appears to be the same. Further, the word Teacher evolved from a western mindset where education was the process of '*bringing out what is within*' while in the Indian context we referred to "*Vidhya*", which was a process of blossoming from within. Hence evaluating both words from the same mindset may not be appropriate.

■ **Who were the most impactful 'Gurus' in education (Indian & International) who inspired you into becoming who you are today?**

I have been influenced by great Gurus like Adi Sankara, Ramanuja, Buddha, Ramakrishna Paramahansa, Vivekananda, Sri Sathya Sai Baba and several others. To add to the list are -Kabir, Tiruvalluvar, Aurobindo, J.Krishnamurti, Rabindranath Tagore and Kahlil Gibran... Well, I had always kept the eyes and ears open to words of wisdom from wherever they came – immaterial of religion, culture, language and thought architecture. But the names of people who influenced me, who I continue to read are those listed above. I believe in the words of Upanishad "*Aa no badraha rithvo yanthu vishwathaha*" (आ नो भद्राः क्रतवो यन्तु विश्वतो) – Let Noble thoughts come to us from every corner of the world!

■ **How important is the bond between the Guru and Shishya?**

The bond between *Guru* and *Sishya* is organic. They evolve together, both influencing each other, in their own way. In olden days, the disciples went in search of a Guru who would quench their thirst for knowledge, who would help them to dive deep into the unfathomed oceans of knowledge, who would help them to become a "*Sthitha pragna*" (स्थितप्रज्ञ) (one who resides in one's own consciousness).

”

Better than a thousand days of diligent study is one day with a great teacher. –

– Japanese Proverb

Guru and Sishya relationship is a state of silent communication as was depicted by *Dakshinamoorthi*, who sat silent before the disciples, yet they learnt from his body language. It is a process of energy transfer. In the modern context, teachers need to be carrying a lot of positive energy when they walk into the schools and classroom. The schools are ecosystems where the learners learn with a positive mindset to look at things in a constructive manner. This does not forbid critical analysis or judicious evaluation of matter and concepts. However, with schools catering to the aspirational needs of parents rather than the students, education and learning is conditioned by consumerism. It needs to be addressed.

■ ***Please share with us a memorable experience that you treasure as a 'Guru' to your students.***

As the Principal of a CBSE school at Chennai, one day I was returning to the school after some work. I saw an old man in eighties sitting outside with a girl child studying in the school. He had a slight impact of Parkinson disease. As I went to the room, I asked my staff to bring him first to my room. The old man pleaded that he needed sometime more to pay the school fee for his grand daughter as his son had gone on a visit abroad and would return after ten days. That day being the last day for the payment of fee, he came with this request. He wanted to say a little more but he restrained his words. On a further discussion, I learnt that he was the Headmaster of the Municipal School where I was admitted and where I had the privilege of sitting on his lap and writing the first letters of the alphabet. I was shaken and was almost in tears. I could not sit in my chair.

A '**Guru**' remains invisible, humble and silent in spite of all contributions he makes to the lives of people. I moved out my seat to touch his feet after a gap of thirty five long years!

“ *Schools should now work on re-engineering their 'mindscape' rather than their 'landscape'.*

■ ***In the recent covid times, teachers faced a lot of hardships in switching from offline to online mode yet most of them rose to the challenges. What, in your expert opinion, are the traits/ practices that helped the teachers and what are some key takeaways from this for all educators?***

First, I salute the teaching community for all their contributions wherever they are. The kind of grit, passion, enthusiasm and innovation they exhibited during the days of Covid is unparalleled. Their ability to 'learn' and 'manage change,' their willingness to rise to the occasion despite innumerable roadblocks was an evidence of the underlying core 'spirit of the teacher.' The times of Covid showed 'freedom to learn' and 'freedom to teach' worked wonders, though there were a lot of misgivings and gaps as everyone in education was treading on a new path without previous experience.

In a multi-polar world with inter-disciplinary and multi-layer learning, the role of the teacher is fast changing as a 'co-learner/' 'researcher' and as a 'mentor.' The new NEP provides a number of pathways and platforms for these traits to prosper. Therefore, the schools should now work on re-engineering their '*mindscape*' rather than their '*landscape*.'



READ TO SUCCEED

FOR TEACHERS

THE UNSCHOOLED MIND

- by **Howard Gardner**

This book walks you through how Children Think and how Schools Should Teach. This book should ideally be read with Piaget and Vygotsky. The three make a complementary trilogy. Gardner also introduces the idea that mental growth and development is not a uniform and regulated process. Although this book was written much later than his "Multiple Intelligences", it can expand one's understanding of multiple intelligences and "Multiple Intelligences" can in turn help explain why mental development is so irregular.



FOR STUDENTS

THE TEACHER I NEVER MET

- by **Eeshan Sharma**

(5 to 18 yrs) – A fantasy fiction of a boy who considers the Missile Man (Dr APJ Abdul Kalam) his mentor, but in real life has never met him. The book unfolds with lots of information and emotions, leading to a motivating and inspiring story.

■ *In the context of NEP 2020 and its wide spectrum of progressive changes for school education, what in your opinion would be the most important characteristics of an 'Effective Guru-Educator' in the current times?*

The NEP 2020 provides limitless opportunities for restoring the glory of Indian education, which gave all the freedom of choice to the learner, to pursue his or her interests, aptitudes, aspirations and styles of learning. Historically, a 'pedagogue' has been one who walked along with the learners facilitating and empowering them to 'discover' themselves. Scott Hayden says, "Teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together." The current NEP provides ample scope for realizing this goal. If schools and teachers could create a climate for this, that would define the direction of the future society.

■ *Your final word.*

It is said "A Teacher impacts eternity; No one can say where his influence stops". Therefore a teacher must be proud of the blessing one has in this lifetime and do the job with a passion and a positive mindset. No one can reward you for the work you do. Your work is your reward. Carry your honour on your shoulders.

QED Sharings

TEACHING - The Most Rewarding Profession

I have been a teacher for 38 years now. I became a teacher because I was inspired by excellent teachers in school and college. They were kind, gentle, caring as well as knowledgeable. Right from early years, I decided that I would teach. My parents were also in favour of my choice as they strongly believed that teaching is a noble profession.

I had always been proficient in languages so I found it easy to teach my students and to connect with them. Another asset was my sense of humour which sometimes had the class in splits. However, I could maintain discipline as well, because rapport was easy to establish. Since I work strenuously, my students also emulated me. As a result, standards were high.

Becoming a teacher gave me a chance to learn from other teachers and even from students. Many a time I helped students through academic and even personal problems- it gave me a sense of fulfilment. It is gratifying to see students doing well in academics, sports, literary and cultural activities and later on, in life. As a teacher I have had the unique privilege of remaining in touch with my students and they enrich my life in numerous ways. God bless them!

Ms. Poonam Mansingh
TEACHER

Our history is a song of magnificence that sings of groundbreaking discoveries, revolutionary literature, global conquest, unimaginable achievements that could be believed only once they had been accomplished. But it is only fair to point out that this song would've stopped at a verse or two had it not been for the often-forgotten teachers and mentors who backed their students and proteges on their journey to greatness. Would Rutherford have been named the "Father of Nuclear Physics" if he didn't have Thomson to inspire him? Would Sachin Tendulkar still be the God of Cricket if not for Ramakant Achrekar? Would the world still be the same if it hadn't witnessed the teacher-student dynamics of Socrates and Plato, Plato and Aristotle, Aristotle and Alexander the Great?

I do not believe I am destined to conquer continents or be a prodigy but as a young student with considerable imagination, I had always wished for a teacher who might show me the path to brilliance. It was all still a fantasy till I met my mathematics teacher in grade 11. I was a fresh admission at a boarding school, drowning in contemplation of my subject choices which, however, soon came to an end. Mr. Vardhan Khandelwal was both passionate about his subject and patient with his students. He never imposed his subject on us but rather let it grow on us. Soon, mathematics started seeming almost as friendly as the person who taught it to us.

Despite the discipline and consistency he asked of us for his subject, his rules for his students were never unreasonable. He was lenient enough to watch movies with us during class hours and strict enough to make us solve 300 questions in a single day. He wasn't afraid to admit what he didn't know and always tried to learn. He gave importance to his students' opinions, even if they went against his own. He made it clear that **to be a good teacher one had to be an even better student.**

Being away from home takes its toll on students but Vardhan Sir made every effort to ensure the mental and physical wellbeing of my friends and I. His role went beyond that of just a teacher: he was a friend, a guide, a counselor and a confidante. His lessons weren't only useful in the examination hall but also beyond that. He had once jokingly promised to draw every student who scored a perfect 100 in his subject. So, the day I met him after my 12th Board results were announced, he gifted me a portrait of myself sketched by him and told me that he would never care about my score as long as I was honest to myself. He said, "Whatever you are, be a good one". Even after having graduated from school, I still find myself turning to him for help frequently and that is the kind of faith I reckon, good teachers inspire in their students.

I am still not a conqueror or a prodigy but Vardhan Sir made sure that I turned out to be a better person than I was before I first entered his class. The memory of some teachers lasts as long as one's school days but the memory of some others lasts a lifetime. Maybe Vardhan Sir's name won't go down in the big books of history but he is making a difference in the world of every student he teaches. Teachers like him are the reason we still believe in this world and its future.

Adisha Sheikh
STUDENT

Ms. Urmila Joshi
PARENT

As a parent, I have been closely associated with the teachers who have touched the life of my sole child - a daughter! Luckily, her schooling was a balanced, steadfast, fun-filled journey from kindergarten years till the 10th grade in one school and she completed her plus-two from another school. This tenure of 15 yrs and the exposure to different institutions, allowed me to talk to and interact with many teachers, spanning the varied subject domains and the varied activities as well; with personalities ranging from the strictest of strict ones, to the coolest of cool ones! Whatever be their demeanour, they all ensured that work was work and it had to be done! So when I am asked about what I found most inspiring about Teachers that left a mark, I would have to say that I respected the ones who had these traits :

- * ... a teacher who lived and acted with the core understanding that every child is unique and has potential
- * ... a teacher who provided ample opportunities to my and every child to develop in all areas
- * ... a teacher who allowed my and every child to express their thoughts and emotions without being judged, admonished or made fun of
- * ... a teacher who did not impose 'studies' but facilitated learning as a voyage of curiosity and self-discovery
- * ... a teacher who was adept at balancing the firmness of discipline with a caring touch, thereby earning the respect of all the students.

My child feels blessed to have received a rich exposure to such passionate Gurus and today, I feel proud to see the wondrous results of their tutelage in shaping her to become the confident, independent and sure-footed adult she is.

Thank you Teachers!

BONDS & TIES FOR LIFE

The influence a teacher has on students is second to none. From the day that excited yet nervous parents walk their little toddler to a preschool and hand him/ her over to the mother-teacher, a beautiful and unique relationship is born. Apart from parents, teachers are the first figures of authority that students interact with on a daily basis. While parents are the primary caregivers and the relationship with them is a constant in the child's life, every child on an average interacts with around 50 teachers in his/ her 14-15 years of schooling. Out of these, few leave a lasting impact on the child and naturally progress to becoming mentors and guides that the student turns to not just while in school, but even later on in life.



As the student grows up, the relationship with the teacher also keeps changing and evolving. In the early school years, the tender relationship between the teacher and the taught lays the foundation of a long, happy and healthy association of the child with the world around them.

Since school is the place where children have their first interactions outside home, the more positive and safe the space, the more confident they become. In these foundational years, the word of the teacher is God's word in the eyes of the child. They look up to their teacher- and are ready to butt heads with their parents too if the parent as much as suggests something contradictory to what the teacher has taught the child, saying- "But my ma'am said so!" This is the period when the teacher is idolised and adored.

As students move to the middle school years, they start looking at teachers as fountainheads of knowledge and wisdom. They approach them for academic guidance and admire them for how 'easy' or 'interesting' they can make a subject. A major milestone in every student's life is when they arrive in secondary school- a most tumultuous time when their young minds and bodies are rapidly undergoing change. There's pressure from all quarters; they are expected to start taking responsibility for their future, to start preparing for their professional careers, to learn to balance personal relationships that start getting increasingly more complex and to find their footing in a world whose boundaries have now started to expand. It is at this juncture that they begin to look up to their teachers as their mentors. When they feel they can not open up to their parents about sensitive issues, they often seek the support and patient ear of their teacher. These issues could be concerning their academics or their future, even problems they might be facing at school with their friends or on the home front.

Teachers who are sensitive, 'present' and tuned in to their students are perceptive enough to see when a student is going through a difficult time and they make it a point to reach out. Teachers who are communicative, fair and easy to approach are the ones students feel most comfortable with. And more often than not this love, affection and trust lasts a lifetime. Many a teacher will fondly talk about students who have stayed in touch with them years after passing out of school and who are in fact, *extended family*. Similarly, almost every student will have an affectionate story to tell about a teacher who changed their life with kindness and compassion or inspired them to do their best by believing in them. These are the teachers students love going back to regardless of their age or stage in life. These teachers become true friend, philosopher and guide to their students and their role transcends from being an "instructor" to "mentor".

Here are some benefits of a *Positive Teacher-Student Relationship*:

Improved academic performance and positive attitude towards classwork- Students tend to work harder, show improved results and are more involved in the learning process when the teacher is supportive and has a personal connect with the students.

Lesser behavioural problems- Students who share a connect with their teachers have fewer behavioural problems and are more responsive to positive behaviour modification. The healthy influence of a teacher also encourages better relationships among peers.

Better mental health- Such students also experience better mental health and are less likely to fall prey to feelings of isolation, depression or self harm.

Overall personality development- Apart from academically, such students grow socially and emotionally & have better people skills.

The **October 2022 issue** will focus on School Complexes and Shared Resources. Please, send your contributions of an effective classroom strategy / class humour / vocab word / a featured article / book titles, to - team@qedrak.com

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All “knowledge”
is now
available at the
click of a key.

What then, is
the 'role' of the
teacher?



Till about a decade back, the role of a teacher was seen as a source of knowledge, a person who supplied information, gave assignments and conducted tests. With the advent of technology, getting information has literally become child's play. Teachers in the present day and age have a very complex role to play- they must support the students' quest for knowledge from the outside and encourage them to become independent learners. Instead of being the person with all the answers, they must now be prepared to learn with the class. A positive and healthy teacher- taught relationship is central to all students' growth and effective learning. Students need to have a sense of belonging, an emotional safe space, freedom of self-expression, a feeling of being understood and accepted, not being judged; they must feel supported and heard and trusted. The modern-day teacher must do all of these in order to create a meaningful impact in the life of his/ her students.

How to Foster a Positive Teacher-Student Bond:

- **Open communication-** Be approachable, have clear communication with them, with personalised, constructive feedback.
- **Safe classroom environment** (free of ridicule and judgment)- Make your classroom a judgment-free zone where everyone is free to express themselves.
- **Practise positive discipline not punitive measures-** Build trust among students. Encourage empathy, not fear-driven decision making.
- **Appreciate student effort-** Recognise and appreciate genuine effort made by students. Encourage them to share their experiences with you and their classmates.
- **Be consistent and maintain equity in the class-** Respect builds organically for a teacher who is seen as fair and consistent and who makes the students feel cared for.
- **Encourage students to become independent learners and thinkers-** Don't control the way students learn and think. Help them find their own ways and methods.
- **Equip students with life skills-** Help students develop skills of communication, collaboration, conflict resolution and exploration.
- **Teach students to respect individual differences and appreciate diversity-** Students appreciate teachers who encourage them to be more open and accepting. Encourage them to see other points of view and be open to new ideas and different people.

Teachers are the second parents a child has. The bond children share with their teachers is a sacred one and grows stronger one academic session after another. A teacher sees his/ her students not only as they are but also as they 'CAN' be with the right amount of guidance, support and mentorship. A true teacher will always motivate students to put their best foot forward. While parents too do the same, teachers have the unique advantage of really being able to help children actualise their true potential. The selfless service teachers provide is what students look up to and get inspired by. The motivation provided by teachers who believe in their students is such that students are willing to walk the extra mile for them just as these teachers happily and selflessly go above and beyond the call of duty in order to bring out the best in their students. The ties that bind teachers and students are beautiful, strong and eternal. May they keep growing deeper with each smile exchanged, each pat on the back and each word of encouragement.

LINE OF CONTINUUM

A Line of Continuum is a **discussion strategy** in which students demonstrate a wide range of opinions about a topic by physically distributing themselves in correspondence with their opinion (as a line or a U shape) or by pasting their named-Post-Its on a line continuum indicated on a green board. It works wonders for bringing in activity & movement while learning.

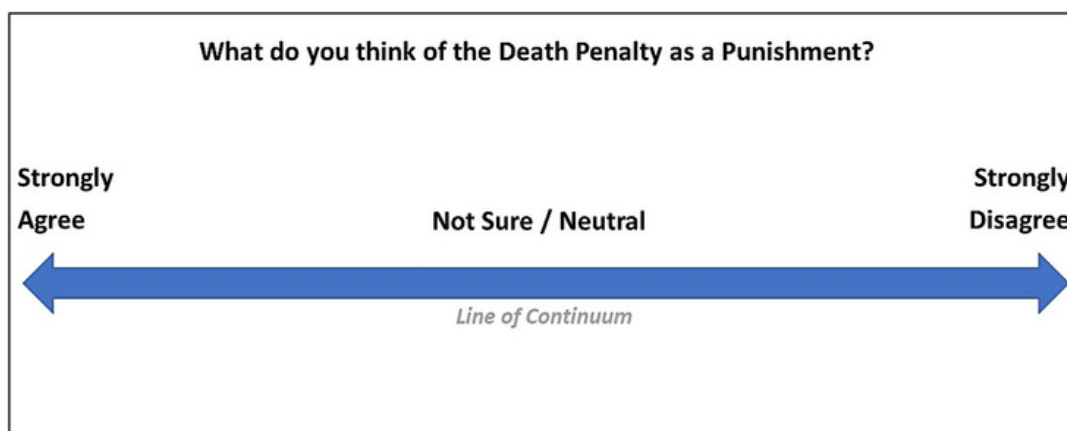
- First the teacher **chooses a topic** on which there is a wide range of possible approaches and beliefs.
- S/he then **designates 2 areas** on the board or in the room that **represent opposing positions** for responses (e.g. strongly agree at one end, and strongly disagree at the other end).
- At first, **students spontaneously stand** (or paste their named Post-its on the green board line) at either end of the continuum, **based on the intensity of their opinion**. They can remain in the middle if their stand is neutral; OR, they can also be midway between one end and the centre if their opinion is weighted towards a side but not intense.
- Thereafter, the discussion / debate begins in the class and as it progresses, students have the liberty to change their position along the line of continuum. However, they must state the reason / justify why they changed their location and what impacted them to change their opinion or stance.
- In the end, they can view from this kinesthetic activity, which end of the line of continuum have a larger number of supporters.
- Teachers start ending the session with **debriefing** - inviting students to share what they learned about their own view and their partner's view, and to observe where most of the class members found themselves on the continuum (with insights on various reasons for the divergence of opinion in the classroom).
- The teacher can end the session by asking students to write an **Exit Slip / a short journal** reflection on the exercise.

I wore my hair in a long ponytail all winter, but when spring came around, I decided it was time for a change and had my locks cut short and coloured. Not long after, when I arrived at the Grade 1 class I was teaching, one student commented, "Teacher, you got a new head!"

- Margaret Peterson

Two Grade 11 boys in a science class were discussing their futures. The first student said, "I want to be an astronaut because I'm going to be the first person to land on the sun." The second student looked incredulously and said, "You can't land on the sun. It's way too hot. That'll never happen." But the first student persevered and responded, "Yeah, I know it's too hot. That's why I'm going to land on it at night."

- John Cullen



This activity provides opportunity for students to listen attentively, reflect & ruminate, analyse & evaluate, and alter their position on a continuum as the discussion progresses. It allows them to appreciate that opinions can be complex and diverse rather than being just right or wrong. They also learn that one's original opinion may change when they see a matter from others' points of view and appreciate the merits of that viewpoint. **A necessary 21st century skill!**

A TRIBUTE to those who led the way



Dr Sarvapalli Radhakrishnan: a philosopher, politician, educationist in whose memory we celebrate 5th September (his birthday) as Teachers Day since 1962, at his behest. He says - *"Teachers should be the BEST minds in the country."*

Chanakya aka Kautilya: Chanakya was a teacher, philosopher, economist, and statesman who wrote the Indian political treatise, the 'Arthashastra' (Science of Politics and Economics). He says - *"Education is the best friend. An educated person is respected everywhere."*



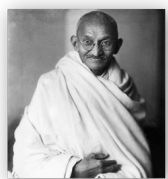
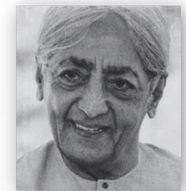
Dayanand Saraswati: one of the most radical socio-religious reformers in our history, he founded the Arya Samaj, which brought a revolution in the field of education and religion. His slogan was - *"Krinvanto Vishvam Aryam"*, meaning: *'Make the World Noble'*.

Rabindranath Tagore: creator of Shantiniketan & Vishwa Bharati, Tagoreji felt that education should be imparted to children in a way which makes them happy and creative. He says - *"A Teacher can never truly teach unless he is learning himself."*



Swami Vivekanand: he saw education as the most powerful instrument of social change; as a continuous process covering the material, physical, moral, intellectual, spiritual and emotional. He says - *"There is no other teacher than your own soul"*.

J Krishnamurti: a great philosopher, speaker and a writer who believed that education should aim at the inner transformation and liberation of the human being. He says - *"You have to be your own teacher and your own disciple. You have to question everything that man has accepted as valuable, as necessary."*



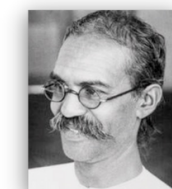
Mahatma Gandhi: a freedom-fighter, educationist and leader, who believed that sound education must include knowledge of vocational skills and should be rooted through culture & moral value. He says - *"Every home is a University and parents are the Teachers."*

Dr A P J Abdul Kalam: a practical educational thinker and visionary who stood for integrating ancient and modern educational ideals for the development of a balanced Indian society. He says - *"Great teachers emanate out of knowledge, passion & compassion."*



Savitribai Phule: she brought the dawn of women's education in India, and believed that the need for proper education was as basic as that of the requirement of food, water and shelter. She says - *"The lack of learning is nothing but gross bestiality."*

Gijubhai Badheka: an educator who helped to introduce Montessori education to India. He believed that respect and meaningful learning opportunities were enough to make children love coming to school. He says - *"A story is a wonderful magic pill that builds rapport between the pupils and the teacher."*



JASUDBEN M.L. SCHOOL & BLOOMINGDALES

Khar (W), Mumbai

Teacher Training on 20th & 27th August '22 for:
Foundational, Preparatory, Middle & Secondary Stage Teachers

Insightful, crisp yet informative, the workshop on the NEP 2020, conducted by Bhavna, Ishita and Kritika of QEDRAK turned out to be much more than what we had expected!

What could have been a 3 hour drudgery for us, was in fact a very well planned workshop which left all of us pondering on how best we, as a school could implement the guidelines laid down by this very progressive document. Each part of the document was thoroughly explained with great clarity. The document is progressive and we surely needed something like this to push us out of our complacency and try new ways to teach, give better opportunities to our children. We are very excited about these changes and we are sure that it will make a lot of difference to the teaching- learning process.



Ms. Damayanti Bhattacharya
PRINCIPAL



Team QEDRAK members : Bhavna Tandon, Ishita Verma and Kritika Mansingh



RESOURCES AND
KNOWLEDGEWARE

Quintessential EDucational Resources And Knowledgeware

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