



IN Focus

ON-BOARD WITH BOARDS OF EDUCATION IN INDIA

In today's rapidly evolving educational landscape, the need to understand the diverse boards of education in India has become crucial for parents and educators alike. With various boards offering differing curriculums, TLMS, experiences, and assessment criteria, **selecting the right school for a child** is more than just a choice of location; it **is an investment in their future.**

Each board serves a distinct purpose and offers varying degrees of flexibility and rigour, making it essential for parents & students to understand these differences when choosing schools and curriculums. **Parents must navigate the complexities** of the Central Board of Secondary Education (CBSE), Council for the Indian School Certificate Examinations (CISCE), state boards & international boards to make an informed decision that

aligns with their child's learning style, aspirations & values.

Similarly, **teachers too must be well-versed** with their respective school's affiliated board's guidelines, goals, content frameworks, instructional strategies, assessment methods, & available resources. This knowledge not only **enhances their teaching effectiveness** but also ensures that they can guide students in achieving their full potential.

In this newsletter, we will explore many aspects about the many boards of education, the key characteristics of each educational board in order to empower all stake-holders in this essential decision-making process.

Education is not the filling of a pail, but the lighting of a fire.

– William Butler Yeats

WONDER WORDS

CURRICULUM : Curriculum is what is taught in a given course or subject & refers to an interactive system of instruction & learning guided by specific goals, contents, strategies, measurement, & resources. Its desired outcome is the successful transfer and/or development of knowledge, skills and attitudes.

BOARD AFFILIATION: Board Affiliation is the formal process of a school becoming part of a board's list of approved schools, and committing to the board's prescribed courses of study and preparing students for the board's exams. Affiliation is different from *Accreditation*, which is when an official review board approves an institution of higher learning after it meets certain requirements.

EXAMINING BODY - An examining body is an organization that designs, develops, and administers exams. They can operate at the state, national or international level and cover a wide range of subjects and disciplines.

“Education is the passport to the future,
for tomorrow belongs to those who prepare for it today.”

- Malcolm X

QED Talk

NEP 2020's focus on BOARDS OF EDUCATION

DR. JOSEPH EMMANUEL

Chief Executive & Secretary - CISCE

(With over 30 years of experience - Former Secretary & Director Academics CBSE, Regional Officer (Panchkula). Has also led the implementation of NEP 2020 in CBSE schools across India.)



■ What are and why are there so many boards of school education in India?

The reason for having different school boards in India is due to legislative, administrative and cultural factors. In India, owing to the diversity in terms of language and culture, the subject of *education* was deemed fit to be a part of the concurrent list and this made possible the creation and existence of different school boards owned by the central & state governments.

However, the ministry of education recognizes various school boards that are **both national and international** in character. Each board has its distinct goals, missions and vision for education. Different boards function differently in their pedagogical approach, the curriculum they follow and the assessments they carry out. Thus, it allows them to tailor their curriculum according to their goals and vision for education. Schools affiliated with different boards (and marked by such differences), allows the parents to choose a school that aligns with their child's interests and learning style and also their own aspirations. We, at **CISCE** cater to the needs of the child, giving them the freedom to experiment with new ideas and practice to attain educational excellence. Also, at our schools, the pedagogical practice for **transacting knowledge** allows for a sufficient **activity and project-based learning** of the diverse subjects offered which ensures a **skill-based learning**. Apart from the academic front we are also committed to **cultivating spiritual and cultural values**, which we believe form the bedrock of a child's educational experience and allows for the **holistic development** of a child.

■ What does NEP propose in terms of a suitable Board of Education? Is there a chance that India will ever have a unified Board of Education?

The NEP aims for providing a **quality and equitable education for a just society** and to achieve the **full human potential** as well for producing global citizens. For attaining the aims and objectives of the quality education that ensures a holistic development of the child, NEP advocates that the curriculum followed by the various school boards must ensure curriculum that focuses on **imparting certain skills and capacities**. These skills and capacities must lay emphasis on producing students who are **innovative, adaptable, and productive** human beings in today's **rapidly changing world**. The education system **must equip children with the 21st Century skills** that primarily include: scientific temper and evidence-based and critical thinking; creativity and innovativeness; sense of aesthetics and art; oral and written communication; multilingualism; health and nutrition; mental and physical fitness and well-being; collaboration and teamwork; problem solving and logical reasoning; ethical and moral reasoning; digital literacy, coding, and computational thinking; knowledge and practice of human and Constitutional values; empathy, inclusion, and pluralism. The NEP proposes that all the actors responsible for the provisioning of education must ensure that the curriculum which they follow are so designed to fulfil the goals and visions stated by the National Education Policy.

■ In terms of access to education for the masses in an ever changing world, what are the roles of School boards ?

Since independence, India has pledged to **universalise education for all** and is progressing well to attain that. To cater to the educational needs of this vast population it is very important that the educational **facilities be made available** as well as **accessible to all**. The role of the school boards becomes important in ensuring that their schools are made accessible to as many as possible for providing quality education. To fulfil their responsibility of ensuring accessibility the **CISCE is looking forward to collaborating with schools** of a diverse demography, especially those that **cater to the educational needs of the underprivileged** to mitigate the impacts of educational divides. The collaboration is also sought to **improve the teaching standards** and the **infrastructure**, by facilitating **resource sharing** for improved quality of education that will prepare children to face the real-world challenges and opportunities.

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Since there is no single set of abilities running throughout human nature, there is no single curriculum which all should undergo. Rather, the schools should teach everything that anyone is interested in learning.

- John Dewey

■ **How can a parent choose the right board for their child? What is your view about matching the Board of Education with the personality of a child?**

As stated earlier, **each board has its own mission and vision** for the kind of education it aims to provide. CISCE board focuses at providing a high standard of education through a **child-centric approach** where the child is given utmost priority to imbibe him with values and skills that enables him to become a confident and independent individual who is able to carve his own path. While the right board for education of one's child would be **guided by the aspirations and expectations of the parent**, CISCE focuses at providing the kind of education that will ensure holistic development of the child through a *comprehensive curriculum* that offers **optimum flexibility** and **multidisciplinarity** to cater to the present-day educational requirements. Our schools are well-equipped with **ed-tech facilities** which we bring in use to foster a more inclusive learning environment of children with different learning needs. The integration of technology at our schools helps us in enriching the learning experience of our children by allowing us to offer education of higher standards which are essential in this highly competitive world.

■ **What is your view regarding the Medium of Instruction in Education? Does it not complicate choices for parents to choose language and Board?**

Language is integral to personal identity and holds great importance. India's diversity is reflected in its many languages, making **multilingualism vital** for national integration and cultural enrichment. While regional languages promote unity and cultural richness, **knowledge of a global language is crucial** for representation on a global platform, for various purposes such as those for sharing of knowledge and ideas, one's innovation as well as for employment.

To make this possible **CISCE** in its syllabus offers a wide array of **both Indian & foreign languages** to choose from. While the language of instruction at CISCE schools remain English which helps them in developing a strong linguistic skill of a globally influential language the **choice of learning a classical Indian & a modern foreign language** such as Sanskrit, Persian or French and German is as well facilitated through the flexibility that we allow in our schools.

■ **What is your view on 'switching to another Board'? Does it matter which Board one finishes schooling with, considering they all face benchmarked centralised entrance exams with percentile ranking for Higher Education?**

Cracking the standardised testing is one achievement or outcome that is determined by the kind of education one receives. The **purpose of education does not end at qualifying the standardised testing** and one needs to be **equipped for life and situations beyond qualifying exams**. The curriculum, the pedagogies, the values and ethos that one experiences in their entire educational journey shapes the person and his personality. The schools regulated by different boards hold and impart different values and principles in their children which marks the difference in being from different boards. CISCE focuses at preparing our children for life by keeping ourselves updated and relevant according to the present-day requirement.

■ **If you were given carte blanche to change one aspect of the Education System in India, what would you change?**

If granted the authority to reform the Indian education system, I would **establish a seamless integration from school education to higher education and subsequently into the job market, ensuring its relevance to real-world needs**. This reform would encompass aligning curricula with practical skills, critical thinking, and dynamic industry requirements, introducing early career exploration and vocational training, and fostering strategic partnerships between educational institutions and industries. By **emphasizing life skills, experiential learning, and employability**, the system would enable students to transition smoothly through each educational stage and into meaningful careers. ***



FOR SCHOOL LEADERS

Education in India

Policies, Programmes & Development: Global Perspective

- by J C Aggarwal

As an essential resource on India's educational system in a global context, this book is organized into **3 comprehensive parts**, offering insights into the developmental efforts, comparative education status, and global education statistics. This well-researched and data-driven book is an invaluable tool for educators, policymakers, and researchers interested in understanding the intricacies of the educational landscape in India and its position in the global arena. The detailed analysis and comparative approach make it an essential addition to any educational or policy studies collection.



FOR TEACHERS

Redesigning Education - 5 Steps to Becoming Enablers for Change

- by Dr. Coomi Vevaina

Dr. Vevaina presents **Technopoiesis** as a complex dynamic knowledge co-creation strategy with the intention of unlocking transformative learning processes that shape the possible, probable, and preferred futures arising from current global challenges. Rather than overwhelming educators, the book seeks to integrate existing best practices into a cohesive and thoughtfully-designed "learning ecosystem." Irrespective of the Board, it introduces the concept of "**Technopoiesis**," which combines various approaches like art-based, nature-based, thinking-based, play-based, and experiential learning, with social & emotional learning, and global citizenship education.

SELECTING THE RIGHT BOARD

- for your Child

The transformation of the Indian education system is a topic worthy of research - from the *Vedic/post Vedic* times centering around spirituality, scriptures & one's relationship to the "*Brahman*", to a more structured & formalised system during *Mauryan* times; to the colonial *British-based* system focussing on English-Science-Technology to create a workforce; to the *post Independence* period with **MANY schooling Boards!** Each of the Schooling Board has its own unique curriculum & evaluation patterns, *leaving parents to wonder* - "*Which educational Board is best for my child?*" The focus for schools and parents is essentially the same - *high quality education with innovative methodologies to empower kids for an unknown future!*



There are **3 National Boards** in India and a vast array of **State Boards**, as well as private education boards. **International boards** have also been integrated into the Indian School system. This feature focuses on a few:



CBSE: a **national level** education board for public and private schools in India and overseas, controlled and managed by Union Government of India. CBSE affiliated schools follow the NCERT curriculum and students face the *All India Secondary School Examination (AISSE)* for Class 10 and for Class 12, the *All India Senior School Certificate Examination (AISSEE)*. Due to its extensive presence, parents with transferable jobs or students pursuing schooling in distance mode can easily apply. The syllabus is more focused on helping students to prepare for all Indian entrance exams, especially for HE in engineering & medical.

CISCE: established in 1958 and recognised as a "Non-Governmental Board of School Education" by the Constitution of India, CISCE is a privately-held **national-level** education board that conducts the *Indian Certificate of Secondary Education (ICSE)* and the *Indian School Certificate (ISC)* examinations for Class 10th and Class 12th, respectively. It is known for its very detailed, comprehensive, and complex syllabus with a heavy focus on English Language proficiency, making it the toughest board in India. It is widely prevalent across all states in India.



The National Institute of Open School

NIOS: a **national level** education board administered under the Union Government of India and established by the *Ministry of Human Resource Development* in 1989, following the NCERT & NIOS syllabus. The board offers *vocational and community-oriented courses* at the secondary and senior secondary levels. The Open Basic Education (OBE) from classes 3 to 8 covers basic Math, Environmental Science, and Computer skills. Class 10th students can choose from 2 basic groups with at least 5 subjects and a language. Class 12th students can choose from Commerce, Science, and Humanities. NIOS conducts secondary and post-secondary exams. Suitable for '*divyang*' + those struggling with academics.

State Boards: there are about **32 different state boards of education**, each with its own curriculum, syllabus, prescribed textbooks and examination pattern - some with board-exams even at grades 5 & 8. The focus of State boards is on the *particular state's language, history and culture* within the curriculum. Because of the localised flavour of the curriculum, it is not suitable for students who have parents with transferable jobs. Some states still continue with the State Level Entrance exams for admission to colleges of higher studies in the state.



CAIE: an *international level* education board which is part of the University of Cambridge, UK. The curriculum comprises primary, lower secondary and upper secondary to advanced levels with prescribed syllabi, recommended textbooks and reading lists. It offers more than 70 subjects alternatives at IGCSE level and over 55 subjects at AS & A level. It conducts the International General Certificate of Secondary Education or 'O-level' exams for Cambridge upper secondary students, and the AS and A level exams for the Cambridge Advanced students.

IB: a non-profit academic foundation headquartered in Geneva, Switzerland. Recognised by UNESCO, the IB board is an *international level* board accessible only to those schools authorized by the *International Baccalaureate*, Geneva. It offers - IB *Primary Years Programme (PYP)* for children aged three to 12, the IB *Middle Years Programme (MYP)* for students aged 11 to 16 and the *IB Diploma Programme (DP)* and *IB Career-related Programme* for students aged 15 to 19. The integrated curriculum imparts experiment-based education and offers greater flexibility to students by not fixing any reading lists or textbooks. Students aiming to apply to foreign universities often opt for this curriculum. Students select 6 subjects from the option blocks to fulfil their IB Diploma requirements of a First Language, Second Language, Social Science, Sciences, Math, and Arts. Along with this, IBDP students complete a Theory of Knowledge course, an Extended Essay, and the CAS program. With the exceptions of some of the arts programs, each IB Course has exams at the end of the two years + internal assessment over the two years of study.



The CAIE + IB hybrid model:



Since the IB Board does not have a formal Grade 10 or 'O-level' equivalent exam, some schools in India offer a hybrid model of IGCSE + IB. It is a balanced and comprehensive education preparing students for college and beyond. The IGCSE emphasizes subject mastery with a mix of coursework and exams, while the IB Diploma combines academic rigour with experiential learning through CAS, Theory of Knowledge, and the Extended Essay. For International level certifications, some CAIE schools additionally offer the *CheckPoint* programme (Gr 6-8), with a formal exam at the end of Grade 8. Thereafter,



students select their courses at the beginning of Grade 9 and after 2 years, are expected to sit for the *IGCSE Grade 10 exams* in the month of May. As students move into the high school IBDP phase, they follow the IB scheme, as given above.

Every student is a unique individual, with their own strengths, weaknesses, and learning styles; therefore, it is crucial to approach each one with understanding and a personalized approach to education.



HOW DOES ONE SELECT A BOARD

Choosing the right educational board for your child is **one of the most critical decisions** one will need to make as a parent. It can be overwhelming to decide which is the best school board. When selecting the right education board for your child in India, consider factors like the child's *learning style, future career goals, the board's curriculum, flexibility for potential relocation, school reputation*, and of course, the *affordability* of the fee! A great starting point for those in metros, cities, or towns is to engage with parents, teachers, or educators who are friends or neighbors. You can also speak with Secondary & Higher Secondary students who can provide objective, experience-based insights.

One can even think of visiting the school on a working day, for a guided tour and to observe the '*feel & vibe*', learning spaces, as well as the '*engagement-involvement-excitement-happiness quotient*' visible among the students. One also needs to evaluate the specific Board Affiliation - CBSE, ICSE, State Boards, as well as International boards that are now prevalent in India. For instance, children who thrive in structured environments can enjoy a disciplined learning approach in CBSE, while others who excel in a more balanced and exploratory learning approach can choose between ICSE or International Boards.

Here are a few pointers you may wish to consider:

Proximity from home; ease of access

Stability, child-friendliness, training, and experience of the Staff

School's reputation & consistency in results

Medium of Instruction, learning approach, assessment & preparation

School fees & increment per year

Social media presence & alumni engagement

Technology integration & Future Readiness

Participation in external activities, trips, camps & olympiads

Approach to academics - holism vs rote method

Don't forget the most important starting point - *understanding your child's unique learning style & future goals*. And yes, - don't worry about *switching boards* if necessary, but no later than grade 7. It is easier to switch between national/international boards, but *tough* on kids from State boards to National/International boards ('*switching*' is relevant when considering the WHICH/WHERE of college phase). ***



OPINIONS ON BOARD SELECTION

- Voices of Parents

Though my kids are now working and in college, but **ICSE** curriculum was very helpful when it comes to application. Following are some of the reason for me to choose ICSE curriculum for my kids. The ICSE curriculum is known for its in-depth approach and focus on a broad range of subjects, including languages, sciences, arts, and social sciences, providing a well-rounded education. ICSE schools emphasize strong proficiency in English, which many parents believe is valuable for global opportunities. ICSE is often perceived as being focused on both academic excellence and the development of critical thinking, reasoning, and problem-solving skills. The focus on practical learning, project work, and internal assessments makes the ICSE board appealing as an interactive learning environment.

Priti Oza
- Mother & Educator

We chose **ICSE** as a board for our kids due to the following reasons:

1. **Familiarity:** My husband and I have done our Std X from ICSE so we were aware of the formats and expectations. We felt that as a family, we were best equipped to support our children's education at home for this curriculum.
2. **Solid curriculum:** We realised that the curriculum delivered by the ICSE board lays a solid foundation. It has been built on a very sound and has evolved with the times. Although we had access to many schools with IB/IGCSE, we weren't convinced how the curriculum would be delivered and how relevant the teaching would be to our social construct. Also, our own experience showed us that ICSE prepared us well for higher education in India or abroad.
3. **Proximity:** The school closest to our home with good facilities, cleanliness, safety and security, kind teachers and a good reputation, delivered the ICSE curriculum.
4. **Cost:** With the cost of living skyrocketing in metros, we felt that the school fees at many international schools were inflated beyond belief. We decided to save money for travel with family and friends as we believe that travel is the best form of education.

Shachii Manik
- Mother & School Coordinator

With 25 years of teaching experience, including 15 dedicated to the **Cambridge curriculum**, I deeply admire its holistic approach, innovative pedagogy, and emphasis on application-based learning. The curriculum is dynamic and forward-thinking, constantly evolving to align with the changing times and global advancements. Its active framework inspires both educators and learners to thrive in an ever-progressing world.

Nisha Bhatia
- Mother &
Cambridge Secondary Principal

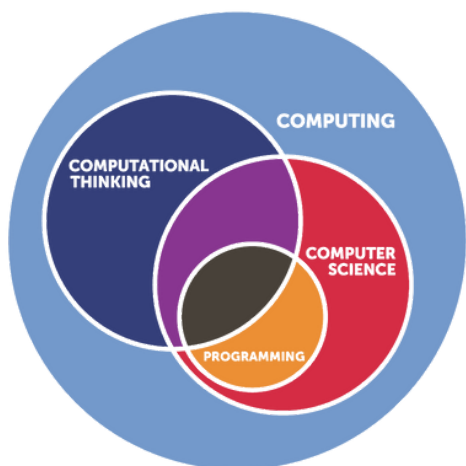
Our care of the child should be governed, not by the desire to make him learn things, but by the endeavor always to keep burning within him that light which is called intelligence.

- Maria Montessori

As I am in IT field, back then, I had high chances of moving out of Gujarat.. within India and outside. For this, I wanted my daughter to have an education system which would be at par with the education in other states. The **CBSE** education system provides that capability to compete nationally and globally. Apart from proximity to home, this was one of the main reasons why I moved my daughter, to the CBSE board. We were fortunate enough to get a wonderful and innovative school in Vadodara. The initial 3-4 yrs of her education were so fun-loving and we as parents never worried a bit, when we used to send her to school. We knew we were sending her to a second home! The school has made Huma a confident lady, as she is today..... No words for that :)

Parvez Misarwala
- Father

COMPUTATIONAL THINKING (CT) IN YOUR CLASSROOM



Computational Thinking (CT) is an essential skill for full participation in society in today's world (Wing, 2006). It is *thinking and solving problems like a computer*, or *making your data easy for a computer to solve*. It is the thought process of formulating problems and solutions as computational steps and algorithms. It is based on the skills of being able to break down complex problems into smaller, manageable parts and being able to develop solutions that a computer can understand. BUT, it is not limited to math & computer programming; **anyone can use CT**. It consists of **4 concepts** that guide our thinking & problem-solving: *decomposition, pattern recognition, abstraction & algorithms*. **We actually use each of these concepts every day.**

a) Decomposition : *breaking a task or problem* into smaller, manageable parts. For example, when we clean our house, we don't start by cleaning the whole house at once. We **simplify** our tasks: putting the dishes away, putting laundry away, cleaning the bathroom, and cleaning the floors.

b) Pattern Recognition: A skill one has developed since kindergarten! To create steps to solve a problem, we first have to *recognize the patterns* to help us solve it. While it comes naturally vide the syllabus for Math teachers, even primary teachers live & breathe **patterns** with their instructions! Language instructors help students identify patterns when teaching conjugations, science teachers may *break into song* about patterns on the periodic table.

c) Abstraction : the ability to *cut through information to figure out what you genuinely need*. Unless we remove the **noise** from our data, we won't know **what** we need, to solve our problem. One needs to identify the crucial parts while tossing the fluff & weed-out unimportant details. This is a difficult skill to teach, but it's necessary skill for CT (*frankly, even for life!*)

d) Algorithms: The detailed *step-by-step instructions to solve a problem*. When we solve problems with CT, we want to create a detailed algorithms, with the **flow of the process**, to help us solve them while achieving consistent results. These too are task that are favourites with elementary educators- steps for writing a card & posting it, steps for getting ready for school, steps for making lemon juice, steps of origami folds to make a paper crane, etc. For visual thinking, use *Flowcharts*.

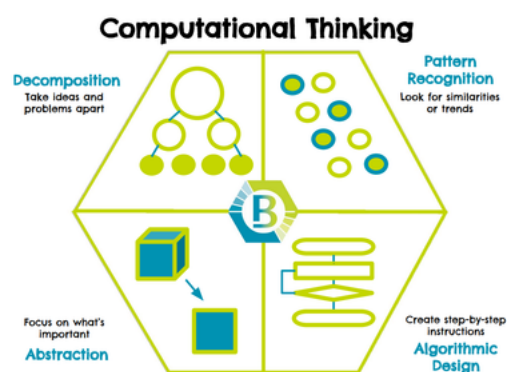


Image source : Bugg Magnet Elementary School

Data Analysis in a Mathematics Class

Middle school students embarked on an inquiry-driven project in which they *curated and collected data and analyzed it algebraically*. They mapped the quantitative variables in scatter plots to identify trends and then used *r-value* representations to show their findings. With concise analysis and engaging visuals, students were able to create compelling projects on topics they were passionate about. As a bonus, students practiced other digital skills like navigating databases, using online math tools to crunch numbers, input data into spreadsheets & built charts and graphs.

Character Connections in English Language Arts

Students used computational thinking skills to perform *literary analysis* on books like Hamlet and Harry Potter. Students developed *network diagrams* and *interaction graphs* to abstract the different connections between characters. This helped to contextualize the literature so students could better create understanding about the work, like power dynamics or important relationships that drive the narrative. Beyond building better RC & CT skills, students also practiced techniques like *visual mapping* and using multimedia resources to design understanding.

Decoding Cryptography in Social Studies

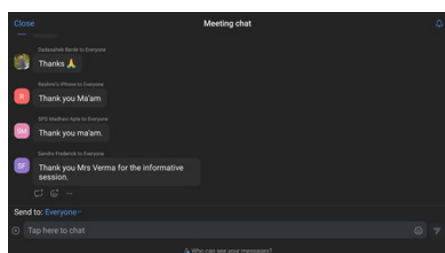
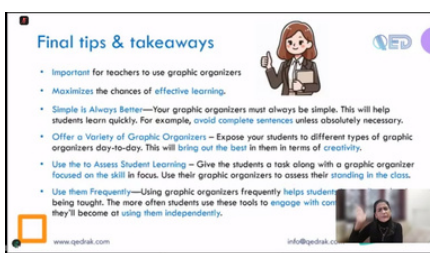
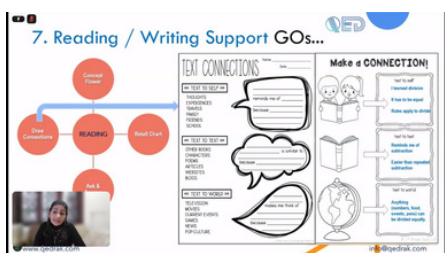
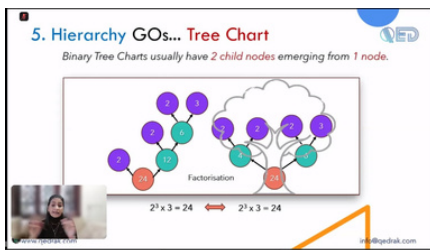
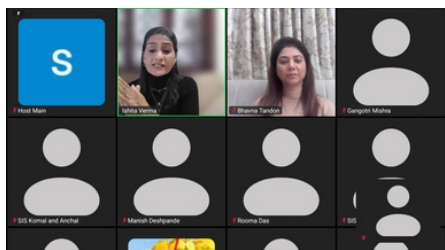
In studying the importance of *cryptography for sending coded messages* in World War II, specifically w.r.t. the *German Enigma machine*, students learned how secret codes can be both developed and cracked using algorithms + other aspects of computational thinking. Students designed their own *cipher wheel* to send coded messages and learned how algorithms are integral to developing coded languages. Apart from understanding the use of code in World War II, they also deepened their understanding of language and the ability to recognize patterns in life around us.

Computational Thinking is going to be a **defining feature of the future**—and it's an incredibly important skill to be teaching to kids today. Since **CT** is *thinking in a way that's compatible with computers* and an *approach to logical problem-solving*, **it can be used in every subject**, not just STEM. **CT** is also applicable to **all grade levels**. It is **more of a lifestyle** than a subject - hence, **any educator can integrate it into tasks they are already doing**, with some tweaks. Good Luck! ***

UNAIDED SCHOOLS FORUM (USF)

Maharashtra

Visual Thinking - 'Graphical Organisers'



TEACHER TRAINING

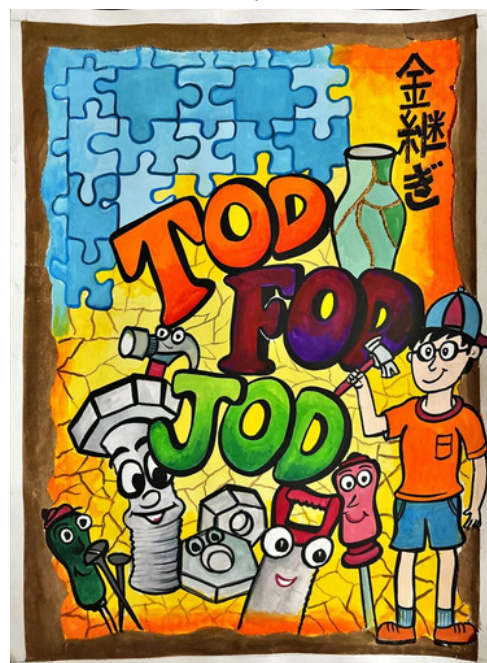
QEDRAK's journey in the academic year 2024-25, in collaboration with **USF Maharashtra**, has focused on delivering impactful online teacher training sessions. All the previously held sessions stood out for their positive reception and easy-to-use practical relevance.

The year 2025 began with the session on **VISUAL THINKING - using Graphic Organisers (GOs)** to make students think critically, individually / in groups & creatively. Designed to cater to diverse skill categories, the session provided practical examples applicable for *Foundational to Middle School* levels, across all subjects. The session introduced educators to the immense potential of GOs in enhancing *student reflection & engagement*. Offline sessions covering the entire range of GOs offer deeper understanding, hands-on experiences & doable activities.

JASUDBEN ML SCHOOL, Mumbai

The integrated Thematic Unit explored by **Grade 3** in Term 2 was **TOD-FOD-JOD**. In line with the concept of *Computational Thinking*, the first step of **T-F-J** is **TOD** or **Deconstruction** - allowing students to take apart an item (*an everyday apparatus, toy, etc.*) to identify, classify and study its constituent parts. In the next **FOD** stage, they **Constructed** an understanding of the specific role played by each part, in synergy with the other parts, in the functioning of the whole unit. And finally at the **JOD** stage, they **Re-constructed** the whole, fitting the pieces & ensuring that it works, and at times made a new thing. The activities enabled students to connect theoretical knowledge with practical applications. The seamlessly interwoven subject integration allowed JML students to associate the theme with sorting & segregation as a tactile skill & in relay races, measurement & conversion among units, Amar Chitra Katha for storytelling, scientific presentation of types, properties and uses of materials, applying knowledge of ingredients/measurement/conversion for barfi making & pottery, making musical instruments from everyday household items. Students also learned the Japanese art form - Kintsugi, in which new artforms are made out of broken things. This unique and holistic approach encouraged them to weave connections between disciplines, fostering creativity, exploration, and a deeper appreciation for knowledge.

Culmination of the Unit:





The **February 2025** issue will focus on "**Parental Involvement in Student Engagement**". 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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