

# The TEACHER.in

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## The Youngest Schoolmaster

**Babar Ali**

*Indian educationist  
and teacher*

## CBSE releases teacher's handbook for Artificial Intelligence

*Education News*

## The Greenest School on Earth

*Sing Yin Secondary School,  
Hong Kong*

## Curious, Lifelong Learners



**Dr. Manjula Raman**

*CEO, Academics & Innovation,  
Royale Concorde International  
Group of Schools*

## The Future of Learning & The NEP 2019 (draft)

*TheTeacher.in Educators' Meet,  
Hyderabad*



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**RASHMI MARIAN FURTADO**  
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# GROWING SUICIDAL TENDENCIES!



My cousin and I were having a chat. She seemed worried. After sometime she spoke of how her friend was pressurised by her parents to pursue medicine and become a doctor, while she clearly wants to be an author. All her extra-curricular activities were stopped, so she could only study. She was rarely allowed to meet her friends. Since her extra-curricular activities were on hold, she had put on some weight. To control this, she wasn't allowed to eat certain food items that children her age enjoy. While there I was trying to fathom the plight of this child, I soon realised that this was just the tip of the iceberg. The restrictions and pressure had reached a point where the child felt like ending her life!

Parents always wish well for their children. The above incident got me thinking if **our passion for our children, blinds us from understanding where their happiness lies**. In a world, where parents have gone beyond the notion of 'ideal professions' and encourage their children to be the best in what they are good at, such nerve-racking pressure on children is very worrying.

## YOU ARE THE HOPE!

As teachers, there are couple of things we can do to help a child in such a situation, beyond probably having a chat with their parents.

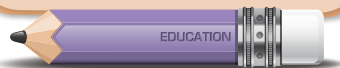
Firstly, it's important to be sensitive and empathetic towards these children. If they misbehave or do not complete their homework, taking a minute to understand the situation at their home would be helpful, rather than reprimanding them immediately. There is a chance of such students breaking down soon. A reassuring word during such confusing and unhappy times in their life, will be very valuable. BE FLEXIBLE.



Secondly, talking to them about their ambition and understanding their interests and passion is very important. In the many interactions I have had with school children, I have come across a large percentage that believes it is easier to talk to their teachers than their parents. They believe their teachers will be able to understand and help them handle or solve certain issues. We teachers need to be a friend and a confidant to our students. REACH OUT.

“

**Children are the world's most valuable resource and its best hope for the future.**



Thirdly, provide the students with positive energy. Motivation is not mere appreciation. Motivation also includes encouragement and exchange of positive thoughts. This is something a teacher needs to do constantly to make sure the students feel the support. Let them realise that you can be their rock. THEY NEED IT.

Lastly, try to find a solution together. While the above-mentioned methods will help manage the situation, finding a solution is very important. Communicating and having a positive, constructive discussion with parents is vital. STAND BY THEM.

Healthy competition is good. Being ambitious and encouraging ambition in our children is also good. However, something all of us need to bear in mind is the happiness of our child. John F. Kennedy famously said, “**Children are the world's most valuable resource and its best hope for the future.**” As we wish them Happy Children's Day, let's make sure our hope for the future is HAPPY!

**Yours Positively!**

**Rashmi**

*If you have been through a similar experience, do write to me on [rashmi@greycaps.com](mailto:rashmi@greycaps.com)*



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Rashmi Furtado

*A natural writer, teacher and a passionate content creator, Rashmi has authored the Cu and Rio series and created the Keystones program on Values Education from Greycaps. She is one of the founders of TheTeacher.in. She is a sought after speaker at educational conferences, facilitator programs and for motivational talks to students at schools across India. She holds a Master's Degree from the prestigious NIT Suratkal where she also taught before joining Greycaps. Rashmi is also a popular quiz host for schools, colleges and large corporate audiences. She has co-hosted the Tata Crucible quiz and Travel Quest by Thomas Cook.*



# DEVELOPING SCIENTIFIC TEMPER AMONG LEARNERS

## G. BALASUBRAMANIAN

*G. Balasubramanian is a doyen of school education in India. He has held several positions of leadership at CBSE, including Director Academics. He was the brain behind the introduction of several innovations at CBSE, which included frontline curriculum, communicative approach to language teaching, Information Technology, alternatives to homework, etc. He is also an author, poet and a sought-after speaker at educational conferences world over.*



Education system, for the last few decades, has been codified to deliver ‘the readymade knowledge’ and to reproduce ‘the wisdom of the elders’. Slowly, it is being packaged to ‘fast knowledge foods’ which can be delivered at the doors for consumption. In the process, the joy of learning, the search for truth, the experiences that would add delight, the struggles that would temper the thinking have been lost. Scientific temper has been encased to be displayed in the museums of textbooks. It is a generational loss.

While newer discoveries are indeed coming in a beeline making the humanity increasingly consumerist, a large section of learners are losing their appetite to think in their formative years as their engagement with learning systems are converting them into ‘fact producing machines’. The [new draft policy of education \(2019\)](#) has indeed thrown some light on this issue. “Evidence based reasoning and the scientific method will be incorporated throughout the school curriculum. In science as well as in traditionally ‘non-science’ subjects – in order to encourage rational, analytical, logical and quantitative thinking in all aspects of the curriculum.” It adds, “Evidence based and scientific thinking throughout the curriculum will lead naturally to rational, ethical and compassionate individuals who can make good, logical and sound decisions throughout their lives.”





The intents are clear and deserve commendation. But the latent challenges in bringing about this transformation needs a lot of insight and work. The following issues need to be addressed:

- There appears to be an excessive focus on [multi-lingualism](#) in the document and the intents on scientific temper and learning of science and technology, have not been adequately quantified into words that would provide further impetus to this issue.
- The document encourages classrooms with focus on ‘[discussion-based](#)’, ‘[analytical thinking based](#)’ approach to the treatment of the content. This would indeed mean an open-ended treatment to knowledge systems and cannot be clubbed with subjective assessment patterns that would call for ‘tailor-made’ replies to questions and consequent award of marks that would determine the future of their learning curve.
- The teachers would indeed need to look beyond the textbooks and establish meaningful relationships of concepts with the real-time world and provide opportunities for ‘[experiential learning](#)’ in their localised eco-systems. The evidence of existence of science in every dimension of understanding the universe has to be encouraged and celebrated.
- The learning systems should move from ‘[right answer syndrome](#)’ paradigms to ‘[error analysis](#)’ as the basis of learning; the contemptuous approach to differentiated knowledge has to be replaced with acceptance of perspectives for logical inquiry and test to establish evidences.
- Experiments in science laboratories, which are conditioned and are carried out more like a ‘drill’ have to be restructured to encourage investigation, observation, data collection, fairness to truth and the skills of documentation.
- ‘[Investigation and research](#)’ have to be encouraged to empower the inquisitive mind to seek a meaning in the processes that lead to results, rather than to deliver ‘anticipated results’. A researching mind is an asset to national human capital.
- Appreciation of intellectual property and its rights have to be encouraged as the basic element in scientific pursuits so as to put in place the spirit of science.
- The division of science into different faculties of science has been more for matter of convenience and, for intensified research and development in those areas; this, however, should not negate the underlying current of scientific thinking universal to all disciplines. At the early school level, it is important to [encourage looking at scientific thinking](#) as an approach to the freedom of investigative learning.



# Curious, Lifelong Learners

**DR. MANJULA RAMAN** | CEO Academics & Innovation, Royale Concorde International Group of Schools



*Dr. Manjula Raman is a two-time President Awardee for her contribution in the field of Education. She was the Principal of Army Public Schools for 25 years. She is a resource person for leadership programmes for CBSE, TERI, Oxford Press University and British Council ELT programme.*

*Dr. Manjula is a panelist for AIR and Doordarshan, for discussion on education, women & psychology. She has published several articles on education, environment, woman issues & psychology in newspaper and journals.*

*Dr. Manjula was granted the UNESCO grant for Gandhian Studies by the President of India, has been awarded the Army chief commendation card and Vice Chief of the Army Commendation Card for exemplary service to wards of Defense Service personnel in the field of Education. She is also the recipient of the National Value Award (HRD ministry) for exemplary work in inculcating value among youth. She recently did a summer course on Leadership in AI environment.*

*Currently, she is the CEO Academics & Innovation, with Royale Concorde International Group of Schools and is based out of Bangalore.*

## What or who motivated you to get into education?

I had trained and studied for a management career but found my calling was with children. I feel each day is a blessing to be with young, innocent and curious children who teach me to look at life in myriad and beautiful hues of beautiful shades.



### ❖ **What according to you would be an ideal curriculum in schools?**

An ideal curriculum would be one which has flexibility not necessarily what the students prefer, but what is beneficial to their learning and not merely relegate to 'do well on a test.' More than the curriculum, I feel the teachers make the difference. As soon as we realise that the classroom, as a whole with about 40 curious minds, is a lot smarter than the teacher as an individual, we are on the right path.

**The teacher's role from the present day 'facilitators' needs to evolve into an 'activator of learning'.**

We need to tap into the knowledge of our student and allow them to showcase their expertise. The intoxicating thrill of teaching the teacher empowers students and equips them the ability to figure out and learn quickly.

### ❖ **With changing dynamics in education, what are some of the life skills that students need to be taught in school to prepare them for the future?**

Only incredible and engaging lessons make the students listen and learn. We as teachers first need to have an emotional connect with our students and create a shared learning journey. We need to realise that 'we rise by lifting others.' It could be our colleagues, peers, community or our precious students. When we encourage support and help each other, everyone wins. When we have belief in every student we interact, no matter how hard, we lay the foundation to a beautiful learning-teaching journey. The key to improved learning and engaging students doesn't necessarily depend on access to new technologies or pedagogical strategies, but making them feel appreciated and recognised. In today's scenario when everyone seems to be hooked on to technology, we need to understand that it's a way to create purposeful opportunities for learning than mere consumption. Technology can become supportive to education only if we use it to encourage social learning, foster collaboration and nurture creativity.

### ❖ **In today's world, how important is teaching value education in schools? Kindly elaborate.**

In today's world, values and skills have an altogether new dynamics as we realise that education is a shared vision where we value common prosperity, sustainability and wellbeing, placing collaborative above division and sustainability above short term gains. This will require our students and teachers to have transformative competencies which includes adaptability, creativity, curiosity, open mindedness, agility, equality, equity malleability, mindfulness, empathy, meta learning





skills and cognitive flexibility, resilience and proactiveness. As we are poised to face challenges in the new education environment, it's important we design solutions that learners will need to master for an uncertain future. Education will need to be user centered with personalised learning platform, experiential and with design thinking approach.

### ❖ **How important is parent-school-teacher relationship in the development of a child?**

As educators evolve in a hybrid environment for learning and skills sets, the teachers and education leaders also need to evolve. A new partnership needs to be developed between students, teacher, parent and technology that allows deep learning rather than content mastering. The teacher's role from the present day 'facilitators' needs to evolve into an 'activator of learning'. Current and future leaders in education will need to be more flexible, adaptable and build safety nets that allows risk taking and innovation. New skills will need to be prioritised and developed in the educators just as we are developing future skills in students.

The future will value people who 'do what they know and share what they do'. The future is shaped with enthusiasm and tough-minded optimism.

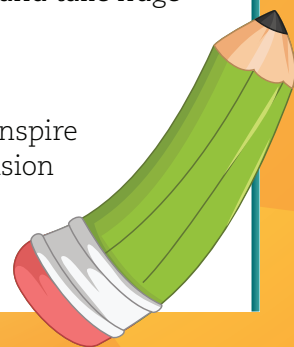
### ❖ **What has so far been your most rewarding teaching experience?**

As a head teacher/principal/learner, I have had many rewarding experiences. In the terror prone Jammu & Kashmir, where I headed the Army School, Kaluchak, my greatest challenge was to bring calm, peace and a sense of a faith and patriotism amongst my students, many of whom would refuse to sing the national anthem. On the other hand, I had my teachers who were largely Kashmiri Pandits who had a deep sense of loss, trauma and despair having been uprooted from their homes in Kashmir. It was an arduous task to build a culture of empathy, love and trust against the backdrop of bomb blasts, terror attacks and Army personnel guarding the schools with guns all around.

In a scenario like this, we could emerge as the best CBSE School academically as well as have exchange programmes for teachers and students to Singapore, UK and Malaysia. Today, I have my students excelling in the career they choose and we are in touch and I continue to be their mentor and take huge pride in all that they do.

### ❖ **Your message for the teaching community...**

My message to all would be remain curious lifelong learners, inspire someone to follow their passion, take risks, create your own vision and craft your path. Cheers to future learning. ■





# The Youngest Schoolmaster

Babar Ali

PERSON OF  
THE MONTH

Babar Ali is an Indian educationist and teacher who began teaching at the age of 9. Titled as the 'youngest schoolmaster in the world' by the BBC, this young teacher was determined to bring about a change in his village while inspiring the world.

## Early beginnings

Babar Ali, hailing from a simple background, was born in Murshidabad West Bengal. His father Mohammad Nasiruddin was a jute trader and his mother Banuara Bibi was an Anganwadi worker. Both his parents were school dropouts. Understanding

the importance of education, they enrolled Babar at a government-run school, in Beldanga West Bengal.

One day, while walking home from school, nine-year-old Babar saw some of his friends in the village working as rag pickers. The thought that his companions would not be able to study like him troubled Babar so







Picture credits - The Weekend Leader

much that he decided to bring a school to those who could not have it.

### **Ananda Siksha Niketan**

Babar started sharing what he learnt as a class 5 student and donned the role of a teacher for his poor friends. He began conducting classes in a school that he founded in the backyard of his house in 2002.

He called the school 'Ananda Siksha Niketan', which translates to 'Home for Joyful Learning'. The school started with a total of eight students, one of who was Babar's own five-year-old sister. His other students mainly worked as rag pickers or rolled beedis at small factories in the village.

Babar would teach his students everyday under a guava tree, located at his backyard, for three hours in the afternoon. Today, this school which began operating out under a tree, has a building and holds the future of several students who have enrolled in it.

### **Hardships and challenges**

Initially, when Babar started teaching the children, the villagers opposed him as they were not ready to accept that a young boy like him would be able to teach other children. Babar was also accused of teaching children 'modern education' and not religion. The people of the village then threatened to not send their children to him, and Babar also began facing financial difficulties. Regardless of these challenges, he became engaged in the cause and worked towards increasing the number of students at his school.

### **Support and help**

To teach children to read and write, Babar would collect used pieces of chalk from his school. With this, he would write on the board and teach children Bengali, basic mathematics, science & geography.

His teachers at school initially thought he was stealing chalk to







scribble on the walls. But, when they learnt that he was teaching other children at home, they began giving him a box of chalk every week.

Seeing his efforts to better the education system in his village, Babar began receiving donations from the teachers at his school, district officials and Indian Administrative Officers (IAS) from around the region. In 2015, the school shifted its premises to a nearby building with the recognition as a private school from the West Bengal School Education Department.

Over a span of 16 years, Babar Ali has taught over 5,000 students from



classes 1 to 8, several of whom decided to return to the school and work as teachers after finishing their under-graduation courses.

Babar now holds a MA degree in English literature from the University of Kalyani.

### Awards and recognition

For his great contribution to education, Babar Ali has won multiple awards and is recognised globally. He won a prize from the programme



Picture credits - Literacy Hero Stories

'Real Heros' by CNN IBN and was featured in the 2016 Forbes Asia Under 30 list as a 'Social Entrepreneur'. Babar Ali was also recognised as a 'Literacy Hero' by the International Literacy Association in their '30 under 30' list. His inspirational story was also made into lessons in multiple textbooks. ■



# The Future of Learning & The NEP 2019 (draft)

TheTeacher.in has successfully completed yet another Educators' Meet, this time in Hyderabad. In association with JGI Schools, Hyderabad, and travel partners Sprouts Edu Tours, TheTeacher.in Educators' Meet saw close to 140 educators, teachers, principals and heads of schools taking part with great enthusiasm.

The Meet focussed on 'The Future of Learning and National Education Policy (NEP) 2019 (draft)'.

## Why the Meet?

During its numerous interactions with institutional heads and teachers, TheTeacher.in found that they needed a healthy discussion pertaining to the future. While there are many conferences for the educators, very few address the needs of the educators and provide guidance to the 'future'.

The Meet was also relevant, as the focus was on the latest education policy that was presented to the central government.

## The Panel Discussion

One of the major highlights of the meet was the panel discussion which saw four

renowned educators of Hyderabad discussing the NEP 2019 (draft) and the future of education.

The panel consisted of Mrs. Lakshmi Rao, Academic Director of JGI Schools, Mrs. Ruchira Ghosh, Principal of Sancta Maria School, Mr. Skand Bali, Principal of Hyderabad Public School and Dr. Gaurav Muradia, Director of DRS International School & Edify Education, Hyderabad. The panel was moderated by Rashmi Furtado, the Senior Editor of TheTeacher.in.

## The Talk of the Hour

G. Balasubramanian, former Director of Academics, CBSE was the keynote speaker who addressed the gathering on the NEP 2019 (draft) and the major points that it encompasses. What made the session even more interesting and engaging was the Q&A session where teachers asked and clarified their doubts and queries on the policy, and the impact it will have on all of us.

The videos of the panel discussion and the Q&A session are available on TheTeacher.in's exclusive YouTube channel, '[TheTeacherdotin](#)'.





Panel Discussion

Mrs. Lakshmi Rao,  
Academic  
Director, JGI  
Schools, sharing  
her thought



Dr. Gaurav  
Muradia, Director,  
DRS International  
School, sharing  
his thoughts on  
NEP 2019 (draft)



Mr. Skand Bali,  
Principal of  
Hyderabad Public  
School sharing his  
thoughts







Mrs. Ruchira Ghosh, Principal of Sancta Maria School, expressing her thoughts on Future of Learning

The panellists and the moderator, Ms. Rashmi Furtado



G. Balasubramanian, Former CBSE Director, Academics, addressing the gathering

The Educators' Meet Hyderabad family





# EDUCATION NEWS

## Global survey reveals a major shift towards DIY learning

**E**ducational, publishing and assessment services company, Pearson, recently released their results of the 2019 Global Learner Survey. The findings point out a massive global transformation in education, which is driven by the shifting economic landscape of the new talent economy.

The study shows that learners around the world are now taking control of their education through a 'Do-It-Yourself' (DIY) mindset, which adds to their formal education with a mix of self-teaching, short courses and online learning. This also helps them to be on the same pace with the talent economy.

The survey points out that learners are thinking beyond the traditional notions, reinventing learning. Collaborating the study with Harris Insights & Analytics, Pearson wanted to allow its learners to voice their opinions on primary, secondary and higher education, careers and the future of work, and technology. More than 11,000 people, ranging between the ages of 16 to 70, participated in the poll.

The Global Learner Survey's top findings include-



- **DIY mindset is reshaping education**

People are said to layer their traditional education by mixing and matching on what works and what they can afford to get trained for the new economy. Studies state that globally, 81% of people say that

learning will become more self-service as people get older. Americans, Australians and South Africans are said to agree most strongly. When asked to retrain for work, 42% of learners in the US and 50% of learners in China and India are self-taught using internet resources. When the study asked what learning methods people

prefer to use while upskilling, 80% of learners in China, US, Australia and Europe cited professional short courses or online tools.

- **Digital and virtual learning is said to be the basis for learning**

Around 80% of Americans believe that smart devices and apps will help learners, in countries such as China and Brazil be more enthusiastic about their use. Globally, the study points out that 76% of people believe that college students will be taking online courses within the next 10 years and 67% believe more primary and secondary students will also do the same. 70% of Americans also believe that print textbooks will be outdated in the next five years. Nearly 70% of people in the US, UK and



Europe and 90% of people in China believe that Artificial Intelligence (AI) will have a positive impact on education.

The study states that lifelong learning is the new global reality, where there is a unanimous agreement that people need to keep learning throughout their careers to stay up to date. Around 87% of people in America, 96% of people in China and 94% of people in South Africa embrace lifelong learning, believing that learning does not stop at school. 73% of Americans are also said to reinvent themselves by learning new skills, and 52% intend to retire the traditional

concept of retirement by pursuing a second career or part-time job, starting a business or taking classes.

Countries such as China, India, Brazil and Hispano America are outpacing the US and UK in the upskilling race and defining a new global economy. More than two-thirds of learners in these countries have been looking at methods to re-skill over the past two years, in comparison to 31% of Americans and 24% British learners. Workers who upskill enroll in short courses while taking courses offered by their employers, degree programs or self-teaching lessons.

## CBSE releases teacher's handbook for AI

**C**entral Board of Secondary Education (CBSE), following up on its plan to introduce Artificial Intelligence (AI) as a skill subject in classes 8 and 9, has released Teacher's Handbooks on AI.

The facilitator's handbook for AI, for students studying in class 8 and class 9, covers a 112 hours curriculum. The handbook is based on experiential methodologies covering both social and technology skills.



It has been prepared as a guide to enhance the multidisciplinary approach in teaching-learning process, integrating Artificial Intelligence. This handbook will guide on how to train teachers of classes 6 to 10, to teach topics from their respective curriculum.

The AI Integration handbook also showcases AI-based tools which can

be used to teach AI across disciplines, in and out of classroom.

The handbook comes with a booklet which details 15 student projects from schools which were put on a fast track mode by the board to study the impact of the curriculum.

Both the handbooks are available on the CBSE academic website, [cbseacademic.nic.in](http://cbseacademic.nic.in).

Earlier this year, CBSE had announced that AI would be introduced as a skill subject for students of classes 8 and 9 and had also released the curriculum with learning outcome for the subject. In class 8, AI will be taught as a certification course and from class 9 onwards, it will be taught as a regular course. ■



## GREEN SCHOOL

# The Greenest School on Earth

Sing Yin Secondary School, Hong Kong

Sing Yin Secondary School is situated in Hong Kong, China. The school aims to develop habits for environmental protection and, acknowledge the sustainable development of the society and mankind. By sustainable development, the school delivers a curriculum that will not sacrifice the future and the future generations' welfare at the expense of the environment.

### The objectives of Sing Yin's environmental education

The objective of the school's environmental education is to help students attain basic values for sustainable development of the world, to provide students with opportunities to acquire the knowledge and skills required for sustainable development, and to provide teachers and students with opportunities to promote environmental protection.

### Measures for Environmental Protection

#### 1. Restricted Use/Reuse

- The school uses guidelines for the use of air conditioning in classrooms and hall to save energy.
- There is a restriction of usage of heaters in classrooms.



Air Conditioning





Roof Garden

- Enforcement of switching off lights, fans, LCD monitors when they are not in use.
- Restriction on sending out of large number of printed materials to other schools and organisations, and measures to reuse used paper for drafts and rough work.
- Encouragement to use fewer paper towels to dry hands.
- Availing intranet for internal communication to reduce the use of paper.

## 2. Recycle

The school recycles most of its waste. There are separate bins installed for paper, aluminium and plastic bottles. Technological equipment like computers and laptops are donated.

## 3. Using Environmental-friendly Products and Practices

The school has installed faucets that automatically shut off after use.

There are rechargeable batteries installed, rechargeable batteries used, and the school also prohibits the use of plastic straws.

Apart from these, the school has an environmental corner where information is available for students. The students are also encouraged to clean beaches and plant trees regularly.

## Facilities in the campus

- **Motion sensors** are installed inside the rooms. If there is no one in the room, the air conditioning and lights will be turned off automatically.
- **Carbon dioxide sensors** are installed for fresh air exchange. These sensors turn on only when the carbon dioxide concentration exceeds the standards.
- **Solar PV panels** have been installed outside windows to turn sunlight into electric energy. This also minimises the heat radiation from entering the rooms.



PV Panels





Solar Shading

- There are **auto dimmers** in classrooms which automatically dim the lights by the windows if the sunlight is too strong.
- There are also **shading devices** installed which reduces the heat from entering the room, thus lowering the energy used for cooling.
- To heat up the water for bathing, there are **PV panels with water tubes**.
- The school campus has a coral aquarium, a bamboo garden and a butterfly garden to create awareness about the ecosystem.



Solar Lighting

## Activities in school

The Sing Ying school has multiple innovative activities pertaining to environment conservation and spreading awareness. Some of them are, low carbon cooking competition for students and teachers, household energy saving campaign, Green Family Day, cleanliness competitions in classrooms, collecting and composting of food waste, organic farming, green concerts, recycling competition, environment checklist is each student's handbook and so on.

## Awards and recognitions

The school takes part in the "Green School Award" and other similar competitions from time to time to see how well they are doing. The school has also won the 'Green School Award' twice and many other awards including the Greenest School On Earth Award, showing that they have done well in environmental education.

It was also honoured as one of the most sustainable schools on the planet. In 2013, the US Green Building Council named it a winner in its 'Greenest School on Earth' competition.

The low expenditure in electricity water consumption is also a good indicator of the school's effort. ■

Source: <http://www.singyin.edu.hk/en/>



# The Importance of Sports in Our Lives

**DEEPAK S.** | Physical Education Instructor and Football Coach, Euro School, North Campus.

*Deepak S. is a Physical Education Instructor cum football Coach in Euro School, North Campus, Bangalore. With more than 8 years of expertise in sports coaching, he is a licensed soccer coach from AIFF. Deepak has also represented Karnataka State in Football competitions, coached various international schools and has many accolades.*



We once heard Mike Reid, a long-time PGA golfer say, “Sports is like life with the volume turned up.” This statement surely does capture the true essence of what sports can do to one’s life in the best way. The fundamental allure of sports is that everything, not matter how good or bad, happens quickly and intensely while playing when compared to our day-to-day lives. Sports is like the ultimate reality shows of our lives.

Sport at its best requires athletes to give more than they thought they could — physically, mentally,

emotionally and spiritually. And because of that, whether we’re experiencing sport firsthand as athletes, or secondhand as fans, sports helps us understand the value of NOW!

One more amazing aspect of sports is that it helps us eliminate all the negative energy from our bodies. When it comes to playing sports, there’s a scoreboard. In a matter of just 3-4 hours, we’ll know if we’ve won or lost. This is a conclusion we’ll never be able to reach in our everyday lives - after those 8 hours of tiring



work, when we come home, we don't know if we've won that day or lost.

### **Why Is Sports So Important?**

Sports play a critical role in the development of our physical and mental health. Through our participation in sports and games, we gain various skills, confidence and experience which helps in the overall development of our personality. Good sportsmanship helps in leading a positive life. While we can go on and on with the advantages of sports, here are few important ones.

- **Improves Physical and Mental Health**

Sports are played between two teams and in a healthy environment, which helps us to be fit and active in our lives. While indoor sports like chess, table tennis, badminton, etc., helps one improve the concentration, outdoor sports like cricket, football, tennis, swimming, etc., helps keep our body as well as our mind engaged. It contributes immensely in strengthening the immune system of our body.

- **Empowers us with Life Skills**

Through sports, people can understand their capabilities and also a better understanding about themselves. It helps us develop social skills. There is no introvert or extrovert in a sport. If a person is engaged in a game, he or she is bound to make new friends without being hesitant. The best thing here is that we end up interacting with

people who fall in all kinds of age brackets. A sport gets people together irrespective of their age group.

- **Time Management and Discipline is Inculcated**

The major characteristic of a sportsperson is time management and discipline. When a person plays a sport, he or she needs to show the commitment of time to be in a particular place at a particular time every day as a part of the routine. The person must be patient and disciplined which will enable him or her to cope with the setbacks and criticism. Every sport has its own set of rules and regulations that need to be followed.

- **Improves Team Building and Leadership Abilities**

Sports is all about teamwork. Team sports such as football, cricket, basketball, etc., gives an individual a sense of identity and belonging to a group. Such sports encourage individuals to showcase their talent and communicate with the team members. It also helps to identify and hone their leadership skills which add values to their personality.

- **Winning and Losing is all part of the Game**

Sports is not always about winning. It is about fair play and believing in equality and justice. Losing is a part and parcel of any game and accepting defeat in a positive competitive spirit distinguishes





a true sportsperson which propels him/her to strive harder the next time to achieve what he/she missed out on the previous game.

### **Football**

And now, if we think of any sport that outnumbers these benefits, it has to be football. In today's society where young people lack direction, need direction and long for social connections, football is probably more important than ever.

Playing football provides numerous types of advantages, such as increased aerobic and anaerobic fitness, improved fitness skills and even psychosocial benefits. Football also suffices as a form of exercise that meets the Centers for Disease Control and Prevention's minimum recommended exercise of 150 minutes per week. Football can benefit all ages, provided the participant's doctor approves, and his or her developmental stage, maturity and physical size suits a contact sport.

Football involves running, sprinting and drills that require generous energy expenditure and engage the cardiovascular system. Regularly participation in football offers benefits such as increased longevity, as well as reduced susceptibility to heart disease, osteoporosis, diabetes and other chronic diseases.

Football helps develop numerous types of fitness skills including speed, agility and power. Players may lose body fat, gain lean muscle and increase the likelihood of maintaining healthy habits throughout life, according to USA Football. Football players will develop muscle strength through conditioning exercises and explosive power through tackling and defensive moves.

With these many advantages of playing a sport, I hope that we will all soon start playing one sport or another. Which one would you start with? ■





# we RECOMMEND



## Folk Games

### Bagh-Chal

'Goats and Tigers' is a board game that has been around for many years. The game traces its roots to Nepal, where it is considered as a national game. The game is believed to have been created by Himalayan herders, whose job it reflects.

Goats and Tigers is known by various names – Aadu Puli Aatam (Tamil), Puli-Meka (Telugu), Aadu-Huli (Kannada) and Bagh-Chaal (Nepali).



This is a two-player strategic game where one player controls the tigers and the other player controls the goats.

#### How is it played?

The game consists of 24 coins that represent 4 tigers and 20 goats. This game is played on a five by five-point grid.

The game takes place in two phases:

- In the first phase, the goats are placed on the board while the tigers are moved.
- In the second phase, both tigers and goats are moved.

A decision on who gets the goats and who gets the tigers is made by flipping a coin. There are different set of rules for that need to be followed by the goats and tigers during the game. The player playing the goats has to place all the 20 goats on board before beginning the game.

#### Rules to be followed by the Tigers

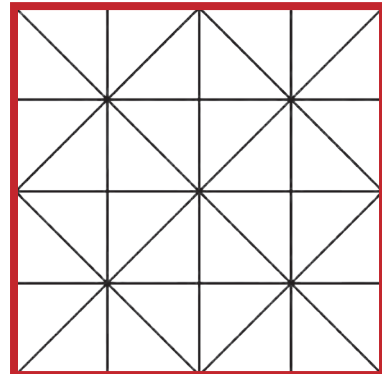
- Tigers can move to the adjacent positions which are free, along the lines.







2. Tigers can jump over the goats in any direction, as long as there is a free space for the tiger to jump and stand in the position. When it does so, the goat gets eliminated.
3. Tigers can capture only one goat at a time.
4. The tigers can start capturing the goats at any move and need not wait till all the goats are placed on the board.
5. Tigers cannot jump over other tigers.



**Pattern of the Bagh-Chal board game**

#### **Rules to be followed by the Goats**

1. Unlike tigers, goats cannot move until all the goats are placed on the board.
2. Goats can only move to adjacent positions along the line.
3. They cannot jump over tigers or other goats, even if there is a free space.
4. If a tiger jumps over a goat, the goat gets eliminated from the board.

The objective of the game is for the tigers to capture five goats to win, or for the goats to block all the tigers' moves.

#### **Why should the game be played?**

Teachers can play this game to develop cognitive skills and can even introduce the students to this game, to develop their focus and help them stay motivated. ■

#### **Answers for Quiz of the Month - October 2019**

- |                |              |
|----------------|--------------|
| 1. Tennis      | 6. Venezuela |
| 2. Ranchi      | 7. Spain     |
| 3. Jaipur      | 8. U.S.A     |
| 4. Tipu Sultan | 9. Colombia  |
| 5. Gupta       | 10. Pacific  |





# EXPERTS SPEAK



Rama Ranganathan is the founder Principal of National Hill View Public School, Bangalore. She recently handed over the reins, after an enriching and fulfilling seventeen years, answering her calling to reach out and encourage creativity and nurture the quality of excellence among teachers and students alike, and prepare competent and able leaders and heads of institutions!



She has taught at all levels from pre-school to higher secondary classes. She is a teacher of English and History with over thirty years of valuable experience in education. She has been appointed by CBSE as a member of the Inspection Committee for Affiliation of new schools. She has been a mentor to schools across Bangalore for implementation of the CBSE Continuous Comprehensive Evaluation system. She has also held appointments as the Centre Superintendent for the conduct of the CBSE All India Secondary School Examinations and Head Examiner for evaluation.

Rama Ranganathan is also actively engaged in teacher training with a special focus on effective adherence to performance management for heads of schools and quality systems and creative teaching skills for teachers.

As an effective counsellor, she has been offering students, teachers, parents and others the opportunity to find the desired solutions to their problems through positive interaction, with a high degree of confidentiality!

“

**I am a kindergarten teacher and I am trying to complete my B.Ed course. Sometimes I find it difficult to shuffle between the two and I often feel tired to study. How can I deal with this and do justice to both?**



Firstly, I must greet you on your decision to become a pre-school teacher. You will agree that being a Kindergarten teacher is not as easy as it is made out to be. It is a role of the highest order of commitment. At this level, we are facilitating very young learners who do not know what they need. They just trustingly follow the teacher and believe that none knows better. We are laying a foundation for learning and our role is of great relevance to who they turn out to be as adults. Hence, it calls for immense dedication and utmost sincerity and hard work. The teacher at this level has to be a cheerful and pleasant creative director, a resource manager, a storyteller, an artist, a magician, a motivator and sensitive parent away from home, and also an able facilitator, all at the same time. It is a role more difficult than that of a matinee idol or a specialist professor of higher education. I am sure you would be experiencing all of this in your current role.

One must have aspirations and grow well in one's profession and even gain additional qualifications towards such growth.

You must have drawn out your career map and hence registered for a B.Ed programme. Your B.Ed programme can be very demanding, as it is a two year professional course, geared at equipping you to be teacher of specific subjects and for the high school level.

Having decided to do so, you have to manage every day over the next two years, by preparing a detailed timetable which will cater to preparation for your day to day role as a Kindergarten teacher and your time at school, and then attending B.Ed classes, going through study material, completing assignments and preparing for periodic tests, and also time for your personal needs and adequate rest. A well-planned schedule will help to reduce the stress in meeting the demands at both ends. Reviewing of your schedule from time to time, will help you to prioritise and organise your work. So, plan your time judiciously.

A good personal management strategy is to bag the B.Ed course when at school with the little children and during your personal time, and give it your undivided attention during your B.Ed classes and study time. When you carry the burden of any of these into the others' time frame, your stress levels rise and your achievement level dips.

The two year B.Ed programme, along with your other responsibilities, may seem overwhelming. Break your targets into short and simpler challenges per day and you will see yourself achieving a lot more at every step. All the best! ■

”





**VARSHA PRASAD**  
Editor, TheTeacher.in

# Is technology replacing teachers?

Today, we are ruled by technology. It has become very difficult to think of anything that does not need or use technology. And now, Artificial Intelligence is the new fad. Though AI and other technological interventions are making our lives easier every day, is it taking away the 'human touch' from things? Is technology becoming smarter than its creator?

A few incidents got me thinking about the role of technology in our lives. One of it was in a recent metro ride home. I overheard this interesting conversation between a young boy of class 5, his mother and her friend. The friend was enquiring the boy about his recent vacation and asked him, "Didn't you miss a lot of classes due to your vacation? You must have missed out a lot on the syllabus and concepts." The boy, without looking up from his mobile screen casually answered, "Nah. I have my mobile tutorials for me. That'll help me with what I require for the exams." For which his mother added with a smile, "Yes. He is on 3 to 4 such platforms. I hope it helps him."

Children these days are glued to their devices and acquire a lot of information on the internet. There are multiple platforms where children can explore new things in the form of videos, games and interactive sessions. These are engaging, colourful and attractive at the same time, keeping children captivated and interested. With these innovations in education and teaching, how important are classes in schools? What role does a teacher play? Are teachers really important in the classrooms today? Is technology overpowering teachers?

Though technology can give us information in various formats, only a teacher can package it and make the various formats into one finished, desirable end-product, exclusively tailor-made to the children of the class.

What are your thoughts on this? Share it with me at [varsha@greycaps.com](mailto:varsha@greycaps.com)

 Varsha Prasad

*Varsha Prasad is leading THE TEACHER.IN initiative from Greycaps, exclusively for teachers, as its Editor. She is also the Editor of TheTeacher.in magazine. It is created by Greycaps to celebrate the contributions of our teachers. She has played a vital role in creating many products, which ignite the curiosity of children, including the Global Awareness Program, also known as GAP in schools.*



# Quiz of the Month

1. Which superhero's alter ego, Billy Batson, has the capability to transform into a superhuman by speaking the magical word 'Shazam'?

- a. Doctor Strange                      b. Shazam

2. Which is the largest military alliance in the World?

- a. NATO                                      b. ANZAC

3. Which humanitarian organisation was started by Henry Dunant?

- a. European Union                      b. Red Cross

4. Who is the first female Chancellor of Germany?

- a. Angela Merkel                      b. Gita Gopinath

5. Which is the world's smallest bird?

- a. Sparrow                                  b. Hummingbird

6. How many rings are there in the Audi logo?

- a. 4    b. 3

7. Which 2-wheeler manufacturing company was started by Brijmohan Lall Munjal?

- a. Honda                                      b. Hero MotoCorp

8. Which tech company's logo has a monkey in it?

- a. Reddit                                      b. Snapchat

9. The Phalgu river flows through\_\_\_\_\_.

- a. Lumbini                                      b. Bodh Gaya

10. Which of these forts is in Madhya Pradesh?

- a. Jaisalmer Fort                              b. Gwalior Fort



Wondering how to cut back  
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# Introducing curiosity Kit

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