



જિલ્લા શિક્ષણાધિકારી કચેરી

જિલ્લા સેવા સદન-૨, એનેક્ષી બિલ્ડીંગ, એસ. ૪, ૫, ૬, ભાવનગર
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ક્રમાંક: યોજના/Bulk Subscription/૨૦૧૮/૫૩૩

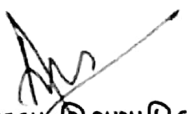
તા. ૨૧/૧૨/૨૦૧૮

પ્રતિ,
આચાર્યશ્રી
માધ્યમિક/ઉચ્ચતર માધ્યમિક-તમામ
ભાવનગર

વિષય : Bulk Subscription for – “School Unique Education Journal” to all Government Schools
સંદર્ભ : કમિશનર શાળાઓની કચેરીનો ઇમેલ માધ્ય/પરચ/૨૦૧૮/૨૮૧૫૧-૮૪, તા. ૨૦/૧૨/૨૦૧૮

ઉપરોક્ત વિષય સંદર્ભેદર્શિત પત્ર અન્વયે જણાવવાનું કે School Unique Education Journal ના તા. ૧૦-૧૨-૨૦૧૮ના પત્રની નકલ આ સાથે મોકલી આપતાં પત્રમાં જણાવ્યા મુજબ તદ્દન મરજીયાતપણે કાર્યવાહી કરવા જણાવવામાં આવે છે.

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28151-84
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૯/૧, ડૉ. જીવરાજ મહેતા ભવન,
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પ્રતિ,
જિલ્લાશિક્ષણાધિકારીશ્રી,
તમામ

વિષય : Bulk Subscriptions for – “ School Unique Education Journal” to all government schools

સંદર્ભ : School Unique Education Journal નો તારીખ ૧૦-૧૨-૧૮ નો પત્ર

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School

Unique Education Journal

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School



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Sunbeam School, Varuna

Chandramukhi Nishant Nikale
Colaba Municipal Secondary School, Mumbai

Gurmeet
Sunbeam School, Bha...

Kesar Patel
Tagore Global School, Kurukshetra

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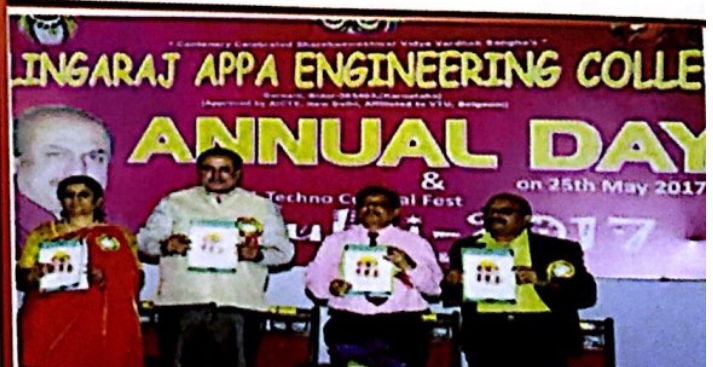
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November 2018

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Published by
Vadamalai Media (P) Ltd.,

Editorial & Marketing Office
C-2/286, 2-C Cross, 4th Main,
Domlur 2nd Stage, 3rd Phase,
Bangalore - 560 071, INDIA.

Subscription
Printed Copy
Rs 360 per year (12 issues)
Send payment to

paytm
9900529953

Online <https://bit.ly/2JVUc6S>

Online Bank Transfer
Name of the Account Holder:
Vadamalai Media (P) Ltd
Account Number: 1060353050
Bank: Central Bank of India
Branch: Brigade Road, Bangalore
IFSC Code: CBIN0280847

Free Email Copy

<http://www.indiaschoolnews.com/email-newsletter/>

Printed, Published & Edited by Mrs. Shenbi
on behalf of Vadamalai Media Private Limited from
C-2/286, 4th Main, 2-C Cross, BDA Layout,
Domlur II Stage, III Phase, Bangalore - 560 071 and
Printed at Print-O-Graph, No.124, Sultanpet, Bangalore.

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Free movement of ideas! That's fine! But free movement of people! That seems a big current issue! Oxford Vice Chancellor is in India!

The Madam Chancellor wants more Indian students. But then the British government puts a cap on free entry of Indian students. The UK universities relax qualifications for the Chinese students. So, more money might come from China. How many Indian educators think of these issues? Neither the Indian government nor the private education institutions!

Louise Richardson, the current Vice Chancellor of the Oxford University (ranked the world's top university this year also in terms of prestige, academic excellence) was in India and spoke about a range of education issues; the current tight visa regime for Indian students seeking admission to UK universities. Once upon a time Britain was the big draw for Indian universities. But not anymore! First, the cost of British education is going up. Second, the US universities draw more students. Also, the job prospects are much better in the USA. An American visa and also the chances to over-stay, even the illegal over-stays; let us admit it, are much brighter in the American country.

These are the realities for Indian students who want to pursue higher education. There are still lots of issues that can be debated and resolved for raising the quality of Indian higher education. Now, for the Oxford VC, she says, that according to the data from the UK's Higher Education Statistical Agency the number of Indian students in the UK has been declining at CAGR of 5.7%, although it has risen at a CAGR of 2.7% at the University of Oxford. She said this in an interview.

EU students too might be affected said the VC because of the Brexit. But then what the Oxford VC says has lot of bearings on the Indian higher education. That is the question of the functions of universities. These places must be the sources of new ideas, new discoveries and new insights into the world. Universities should play crucial role in seeking solutions of many of the current world challenges like pollution, environment and climate change etc.

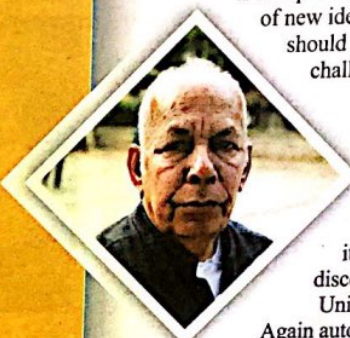
Only those who don't have any idea of any of the larger things would talk in such narrow terms like superstitious issues like Hindustan and the sciences in ancient India etc. It is patently wrong for politicians and businessmen, the so-called corporate heavyweights to enter into higher education world. Ideally, it is for the intellectuals, scientists and creative minds from humanities, why even artists and writers to talk about new ideas and new discoveries.

Universities, ideally, must be left to themselves, i.e. fully autonomous.

Again autonomy doesn't come at the drop of a hat! Autonomy must have a history and tradition. Perhaps, that is why long histories of universities matter.

In India itself, we have three older universities at Bombay, Calcutta and Madras. We have to nurture and promote and get funds for very many new courses and departments. Sciences and humanities in these universities must have equal share in funding and, the recruitment of faculty must be, ideally, from an international pool. There are very many talented Indian academics; also we can recruit internationally for some of the rare fields. Culture matters a lot. We were recently in Florence in Italy; Florence had a great history in arts and humanities. Why not collaborate with some of the world famous seats of learning? The PM must be a drawer of talents, ideas and must be seen talking and meeting and mingling with great minds. Politics alone is not life!

Culture of people matters. We have wonderful opportunities; with a range of online learning courses. Bring home any course, any great mind or minds to the doorsteps of our universities. Webinar etc. enables to do this at a fraction of costs! It is imagination, passion and commitment that matters at the end of the day!



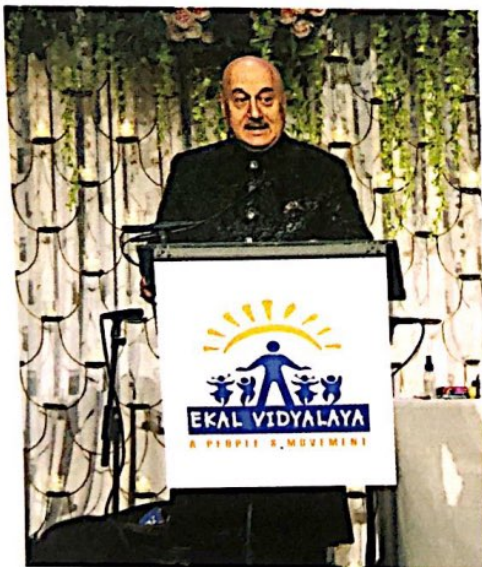
V. Isvarmurti

V. Isvarmurti
Founder & Chairman

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Let us make our education pursuit a creative endeavour

Indian education has to accomplish range of roles to protect and promote India's multiple languages

Of course, retain the English language as an all India medium. Make India an education hub. The many ironies, contradictions and anomalies of Indian education are there and it is for the genius to resolve issues and draw up a comprehensive policy. Mr. Venkaiah Naidu, the Hon'ble Vice-President says the English language is a disease for India. The VP also says that we have to promote Hindi language as an all India language. These are all emotional issues and also controversial view points. In the last 70 years of freedom, India has gone through many phases of language agitations and even now, the issue is not satisfactorily resolved.

What the Tamils under the Dravidian politics are made to adopt is again not unanimous. May be the cue other states got from the TN experience is to clamour for more languages to be declared language. I am not sure what this declaration would achieve. In fact, the standards of education, more so in TN, are so fallen that as a result there is a clamour for doing away with NEET exams and other all India exams. With the present permission to write even the IAS exams in regional languages (?), the standards are really progressively going down.

HRD ministry is supposed to give us a picture, an educational ideology and an educational vision. But as on date, in our view, there is none. English is the world's common language - language of science and commerce, science and technology. Where is the Indian society heading?

Education IS ONLY FOR JOB SEEKING! Also, MORE FOR GOVERNMENT JOB SEEKING!

It seems like that. A few jobs, that too humble jobs like constables, attract thousands, why even lakhs of applicants! This is the real education disease! The Education for migration! Of course, when it comes to



education, we have seen that the education and jobs go hand in hand with the aspirations of millions of youngsters. Indian education and job seeking has become so much interwoven that there is a point in the life of a young man or a young woman, that most of them, if not all eligible ones want to migrate to the American shores.

As per the latest statistics given out by no less than the powerful White House, by Donald Trump himself, there are about 4 million (40 lakh) illegal migrants already inside the American shores. More are reported to be moving into the American borders through the Mexican boundary and the illegal migrants enter and get caught and yet they get protection by way of welfare payments. As per one account by an American think tank, Cato Institute, a Washington based think tank, after the US Citizenship and Immigration Services (USCIS) the applications for the Green Card (there are 632,219 Indian immigrants with their spouses and minor children), the time to get a Green Card can take an unbelievably 151 years! 6, 32,219 migrants from India are on the waiting list! Yet, such risks are worth taking considering the alternatives

are less attractive! In UK too, the Visa issues are gathering lot of tension and in the UK

too the over stayers are not fewer. So, for the next many years, there will be an influx of educated Indians, as doctors and en-

gineers or technically qualified to migrate and settle down abroad. So, a question we can ask is: what is the shape of education we are likely to impart in our schools and universities?

The government schools, for instance don't draw students as in the past. This is for the simple reason that the government education policies as in the case of the medium of education, the

incumbent government say so, has to be in the mother tongue of students. That means, for instance in Tamil in TN or Kannada in Karnataka. But private schools are ready and also do offer English medium right from the LKG and charge donations upto even one lakh and more for a seat in the LKG! There are powerful lobbies for private education as it is shaping up and there is now news that even in the government schools (or aided schools), there are sections that offer English medium in one part of the same building!

The point here is that there are schools that are becoming empty, no parent wants to send their children to government schools but want only English medium. We have to protect the government schools. We have to promote the Indian languages. We have to teach, ofcourse, some classical languages like Sanskrit. The point is that we are not adding any new input for our thinking bag! Let us start and make our education pursuits a creative endeavour!



School introduces Grammy-winner Gerald Wirth's method of teaching music

Highlighting the fact that music helps children of any age to impart moral values in their daily life, Gerald added that it also enhances their cognitive development and boosts their self-esteem

Rabindranath World School (RWS), a CBSE school based in Gurgaon, organized a workshop on October 8 in collaboration with Music Institute of Chromatics (MIC), to introduce an innovative method of teaching music.

Two-time Grammy Award winner and the President and Artistic Director of the Vienna Boys' Choir, Gerald Wirth from Austria conducted the workshop and shared his famous Wirth Method before a crowd of esteemed academicians and principals of Indian schools and colleges for the first time in India.

WHY GERALD WIRTH?

Wirth has worked over 20 years to develop his method of teaching music, and has shown keen interest in Indian culture and its music for many decades.

He also got an opportunity to work with the music legend Pandit Ravi Shankar and cherishes the golden memories of the time spent with him.

- Now, he has joined hands with MIC with an intention to make Indian classical music globally-known and popular

THE MUSIC WORKSHOP

- The workshop was a comprehensive resource for many music lovers
- It expanded their knowledge to understand further about the same and was a real inspiration to the musical world

RWS Chairman YS Tomar expressed his gratitude and happiness to have Wirth create such a breakthrough in Indian educational system.

- He also extended his gratitude to MIC for adding to sports and aca-

demics in the school

- The workshop was entertaining as well as an eye-opening experience for the spectators
- It was a comprehensive resource for many people wanting to learn more about music

While addressing the gathering, Wirth explained how his method allows children to learn the fundamentals of music in a fun way, which will help them to realize their hidden potentials.

Highlighting the fact that music helps children of any age to impart moral values in their daily life, Gerald added that it also enhances their cognitive development and boosts their self-esteem.

The children who learn music can become self-disciplined and gain confidence in their motor, social, and communication skills, according to Wirth.

- He also remarked that in this materialistic world, art and culture is now gaining importance

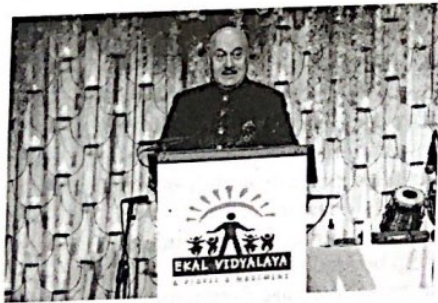
Further, Wirth mentioned that instruments like sitar, tabla and flute are now given several global platforms making it immensely important for students to take their culture, collaboratively with their interest, to reach new heights.

MUSIC INSTITUTE OF CHROMATICS

- Mohit Rathore, co-founder of MIC, opined that Wirth's Method is a creative way for students to boost their artistic talents

Source: www.indiatoday.in

First time in India



Record \$3 million raised at Ekal Vidyalaya fundraiser for India projects



Padma Shri Dr. Sudhir Parikh and Dr. Sudha Parikh with John Sculley.

A capacity crowd attended the Oct. 13 fundraising gala hosted by Ekal Vidyalaya, the leading non-profit that supports wholistic development initiatives in some 77,000 remote villages in India.

A record \$3 million was raised according to organizers, at the “Ekal Vidyalaya Future of India” event held in Cipriani Wall Street in New York City, where some 400 people came and generous opened their wallets to give. Two recent Ekal galas in Houston (Oct. 6), and Washington, D.C. (Oct. 12), also raised impressive amounts of \$1.5 million and \$1.1 million respectively.

Keynote speakers, John Sculley, former CEO of Apple and Pepsi; and motivational speaker and Indian actor Padmabhushan and Padmashri awardee Anupam Kher presented keynote speeches. Among other notable guests were India’s Consul General in New York Sandeep Chakravorty, Desi Talk publisher Padma Shri Dr. Sudhir Parikh and Dr. Sudha Parikh.

“Raising 3 million dollars is indeed very commendable and I look forward to seeing the lives of the Ekal villagers being transformed with the resources provided” said Anupam Kher at the event.

Consul General Chakravorty, who was a distinguished guest at the event, said, “EKAL – represents ‘Education Knowledge and Learning,’” and made the case for supporting

this initiative.

Prakash Waghmare, media affairs chairperson, recalled to Desi Talk in a shared email, the long association Drs. Sudhir and Sudha Parikh have with Ekal. “In fact, an initial strategic meeting with Dr. B.K. Modi, Dr Mahesh Mehta, (founder Shyamji Gupta too – if I am not mistaken) and me took place (20 yrs back) at Dr Sudhir Parikh’s place,” Waghmare said.

Following a brief introduction by Suresh Iyer, president of Ekal USA, Mohan Wanchoo, founder and CEO of EC-Infosystems, chairman of the gala, gave a summing up of Ekal’s mission. Chirag Patel, founder and CEO of Amneal Pharmaceuticals who served as the co-chair for the gala, spoke of the importance of supporting Ekal for the sake of India.

Ranjani Saigal, executive director of Ekal, presented an overview of the Ekal programs that includes the three verticals of education, health and skill training. She shared a few success stories.

“Chandini, a young woman who comes from a village in Bihar where no girl ever had an education is now doing her undergraduate degree and is serving as a teacher in an Ekal school,” Saigal said. “Pinky from Assam, born to an illiterate mother carried the torch for India at the London Olympics and is now working for UNICEF. Kalpana, an Ekal alum from Jharkhand is studying to be an electrical

engineer,” Saigal added.

Sculley spoke about the value of education and the importance of supporting Ekal. “It is indeed amazing how little resources are needed to make a difference” said Sculley. Kher shared his personal story and emphasized that even with just a little support, dreams of the underprivileged can be transformed into possibilities for young children to grow up to be successful.

A pledge drive was the highlight and focused on supporting a variety of projects in the area of education, health and skill development. “Philanthropists opened their hearts and wallets and donated generously,” organizers said in a press release. Inspired by a matching donation from Sarva Mangal Family Trust to bring tablets to Ekal schools, \$150,000 was raised, which with the match becomes \$300,000. That amount would make it possible to equip 600 schools in India with the tablets for students.

The highest bid for the evening, a half million dollars, came from an anonymous donor who wanted to support the expansion of the schools to reach the target of 100,000. The donation would help support 1,500 schools.

Chintu Patel, co-founder and CEO of Amneal Pharmaceuticals made a passionate appeal for supporting the eye initiative at Ekal which he personally promised to support in partnership with Irada, a foundation started by Falguni and Chintu Patel.

The evening came to a close with a musical program by Bisakh Jyoti which brought attendees to the dance floor.

Source: www.newsindiatimes.com





These teachers won national award for their innovative ideas

Out of 6,692 applications received from teachers across the country, the Ministry of Human Resource Development (MHRD) has conferred 45 teachers with the National Teachers' Award. Last year the award was presented to 300 teachers. The cap in the amount of awardees, said the Ministry of HRD, has been introduced to maintain 'the prestige of the award'.

This was the first time since the awards were introduced that the teachers were able to apply directly; earlier the entries were sent by the state governments. The minimum eligibility requirement of 15 years of job experience was also waived off this year giving a chance to the young teachers as well. However, only the condition that the regular teachers can apply is still in place.

All the awardees had worked in developing the high quality of education in the government schools, much more so, in the area of EdTech (Education technology). Some of their contributions are:

BACKYARD LABORATORY

Om Prakash Mishra, 48, introduced tribal children back to school in Odisha's Koraput district by introducing science projects with no laboratories. He introduced techniques which enable schools to carry out science projects with the help of locally

Regular teachers directly applied and nominated themselves for award

available materials. His most appreciated job involves Experimento – a handbook to help create school labs out of waste resources. Mishra has recently received the award by the Odisha State government for his contribution in the field of science education.

"When I joined as a teacher in state government schools in Koraput, students were irregular and practical subject such as Science was taught theoretically. I started conducting practical classes with locally available materials which developed students' interest and enhanced enrolments. The school is now one of the biggest in the district and imparts education till matriculate level (class X)," he adds.

RESIDENTIAL SCHOOL FOR SLOW LEARNERS

From cleaning the school premises himself to managing the administrative work, Khangembam Indrakumar Singh, head-

master in-charge, Kumbi Sandhong Primary school, Manipur, has been battling the shortage of staff and yet continued innovating methods to enhance the results of his school. He was most lauded for a residential school for slow learners (which included students with learning disabilities and poor performers).

"There are lots of students who need help beyond the schools in our location but at present we are functioning with only 35 school students. Staff scarcity is a recurrent issue," reported Singh.

LEARNING ENGLISH THROUGH MUSIC

Manu Gulati became Delhi's youngest teacher to win the National Teacher's Award. She has worked to improve the English speaking skills in government schools through co-curricular activities including music, craft, dance and linguistic games. Manu is pursuing PhD from Jamia Millia Islamia.

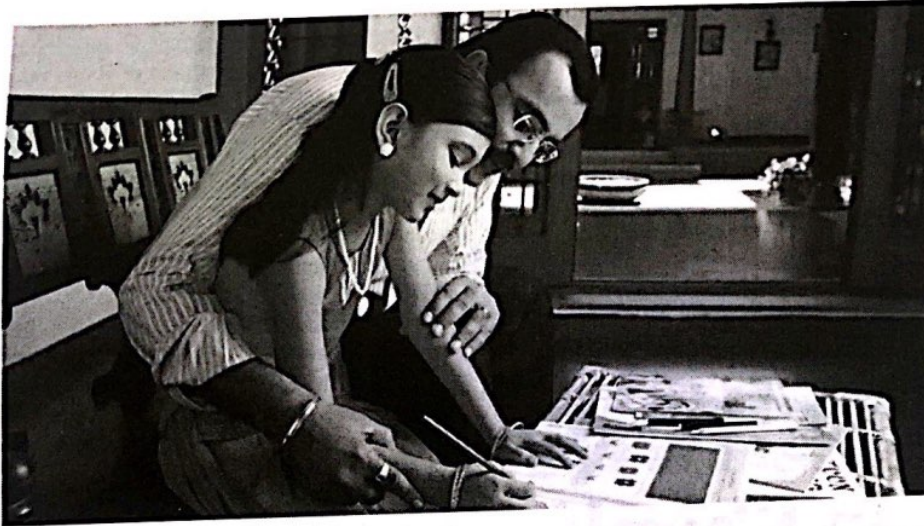
NO SCHOOL TO SMART SCHOOL

When Sarvest Kumar joined the authorities school in Basti district in Uttar Pradesh, the school building was in a shambles with only 19 students. Today, the school has newly painted walls with texts all over it, smart classes and 235 students. Kumar introduced the latest technology including projectors, LEDs, desktops etc. and created smart classes. He also sought crowd funding to improve the school's infrastructure. One of the biggest attractions of the school is the emphasis given to soft skills.

"I went to around 350 houses asking parents to enroll their children and also sought help in building the school's infrastructure. With the award, my responsibility has doubled. I will not stop till I see students of my school at par with the best schools in the country," reported Kumar.

Source: www.timesofindia.indiatimes.com

Why homeschooling could be the answer?



The education system in India has been the topic of many a hot debate on television news channels, but little has been done for any positive change.

According to an article written by educationist Lina Ashar, founder of Kangaroo Kids, the Indian education market is expected to almost double to \$180 billion by 2020, buoyed by the rapid expansion of the digital learning market and the world's largest population in the age bracket of 6 to 17 years in spite of this section being plagued by poor infrastructure and shortage of trained teachers.

INCREASE IN NUMBER OF EXPENSIVE PRIVATE SCHOOLS

But it's not only poor infrastructure and shortage of trained teachers that is plunging the education system in India into chaos: in today's India, there is a huge increase in exclusive private schools — with sky-high annual fees. No doubt the use of technology and teaching methods may be top of the line, the fully air-conditioned schools may be luxurious, but one has to ask, is it necessary for a child to be exposed to all that at such a young age?

MORE INFORMATION, LESS KNOWLEDGE

Educationist Sonam Wangchuk, who is known to be the inspiration behind the film '3 Idiots', told DNA, "Good quality education should not just be restricted to the rich in private schools,

In today's India, there is a huge increase in private schools with sky-high annual fees

but should be available in public schools too. Paper knowledge, paper evaluations, paper degrees all too papery and all too theoretical; it has very little that prepares us for real life in the real world."

Sounds a lot like Phunsuk Wangdu in '3 Idiots'; the problem we face is aptly explained by Empower India Alliance (EIA) — India has approximately 250 million children going to about 1 million schools. Just under one-quarter of the students in grade 5 could solve a two-digit subtraction, such as 46-17, in India. This is the problem of an outdated syllabus, a culture of memorising than understanding.

SAD STATE OF TEACHERS AND GOVERNMENT SPEND IN EDUCATION SECTOR

In a study done in the state of Karnataka by the department of public instruction (DPI), it was revealed that 229 teachers working in 261 lower primary public schools all reported zero student admissions throughout the state.

According to a CNBCTV18 report, a study by the Centre for Budget & Governance Accountability (CBGA) reveals a shortage of more than five lakh teachers in government elementary schools. Furthermore, we as a country are spending less on education in comparison to other countries. According to World Bank's data, the Indian government spent \$142 per student in 2013. Our developing neighbour Indonesia spent \$432 per student that year. South Africa spent \$1,290, Brazil \$2417 and Thailand \$1437 in the same year.

BULLYING, FRINGE ELEMENTS, RAPES & MURDERS

Now add to that the horror of increasing rapes and murders of children in schools by the staff and even by the peers — remember the Ryan School Gurugram murder? Even the rate of suicides among children, especially after examinations, is an alarming reality in India.

And what about bullying? Not only is bullying among peers rampant in our schools (no, it is not a western concept), it is slowly becoming a cause for political mud-slinging.

Schools being bullied by fringe elements has brought about a bad taste in the mouth. In 2017 December, according to a news report by IANS, a Vishwa Hindu Parishad affiliated activist group warned Christian schools in Aligarh of dire consequences if they celebrated Christmas. The Hindu Jagran Manch, in a letter to all city schools, has said that if the festival is celebrated by them they would be doing it "at their own risk". All this, to avoid 'conversions'.

WHY HOMESCHOOLING COULD BE THE ANSWER

A key point made by Lina Ashar, in her article written for Qrius (formerly, The Indian Economist), that all "traditional methods of teaching will no longer work", and education professionals must "(shift) their focus towards personalising education for each child".

According to a recent report by the Indian Express, while there are no clear data on students being taught at home, experts in the field believe that around 15,000 families in the country have chosen to homeschool their kids.

Sudha Acharya, Principal, IITL Public School, New Delhi, in an interview with Elets News Network (ENN), says, "The teacher stands as a lifelong learner; as a facilitator who guides the student and filters information. The ever compelling addicts to all kind of information play havoc to young mind. It is precisely at this crucial juncture that the facilitators guide through a series of age appropriate informal for intellectual growth."

Could this 'facilitator' be a parent or guardian (instead of a teacher), as they teach their children within the safe and nurturing environment of their own homes?

Source: www.yahoo.com



Not only lived up to its motto, 'Overcome evil with good', but also played a significant role in development of public schools in country

Cottonians from politics to sports live up to school motto of overcoming evil with good as they take on life's challenges with dignity and respect. Bishop Cotton School, one of Asia's oldest boarding schools, was opened on March 15, 1863, with Frederick Naylor as its first student. Initially, 35 boys were admitted that year and the school increased its strength to 65 students in 1864.

Nestled on a tree-crowned spur in Shimla's Knollwood, Bishop Cotton School is one of the oldest boarding schools for boys in Asia. Founded on July 28, 1859, by Bishop George Edward Lynch Cotton, the school has not only lived up to its motto, 'Overcome evil with good', but also played a significant role in the development of public schools in the country.

Queen Victoria personally selected Bishop Cotton as Bishop of Calcutta and Metropolitan Bishop of India, Burma and the island of Ceylon, keeping in view the critical period in India around 1857. As Bishop of Calcutta, he conducted a service for the foundation of a public school at a hill station. Collections were made in most of the churches of the diocese for this purpose. The collections were used to found the Bishop's School at Jutogh, Shimla. The land and the buildings on it were a gift from by the first viceroy of India, Lord Canning (1858-62). Three private houses were bought by Bishop Cotton out of the India Public School Fund for Rs 17,000. The school opened for students on March 15, 1863. Though mentioned in correspondence as the Simla Public School, it never actually bore this name.

FIRST STUDENT, REST IS HISTORY

The first boy, Frederick Naylor, joined the school on March 16, 1863, "creeping like a snail, unwilling to school", watched by the staff in curiosity and amusement. Thirty-five boys were admitted that year and the school increased its strength to 65 students by 1864. This was the highest number the buildings

Bishop Cotton School in Shimla stands test of time

One of Asia's oldest boarding schools, founded on July 28, 1859

and grounds permitted. A change of site was then deemed necessary because the Jutogh site was divided by a road which was inconvenient. Bishop Cotton reconnoitered 10 sites in September and October 1864, and finally approved the south end of Knollwood Spur, which belonged to the raja of Keonthal.

After lengthy negotiations, the site was acquired through the intervention of the viceroy and the foundation stone for the new buildings was laid on September 26, 1866, by the then viceroy, Sir John Lawrence, the elder brother of Sir Henry Lawrence, founder of the military asylum at Sanawar (now known as Lawrence School).

A fortnight after laying the foundation stone of the school, Cotton drowned in the Gorai river in an accident on October 6, 1866,

while touring Assam. In September 1868, the school moved to its present site at Knollwood and was named after him.

Trial by fire and partition

The main school building was reduced to rubble after a fire on May 7, 1905. The school was re-built on the same design and was ready in 1907. Built in Gothic style, the main building comprises dormitories and a library besides hospital staff quarters built on the 56-acre campus in 1866. The school has a Holy Trinity chapel built at a cost of Rs 1.76 lakh in 1866.

In 1925, the school set up a memorial to old school boys killed in World War I (1914 to 1918). The names of martyrs are inscribed on the memorial built at a cost of Rs 4,000. Most of the contribution was made by parents of former students.

A spacious auditorium named after the 30th viceroy of India, Lord Irwin, holds memories of the Partition. Irwin inaugurated the hall in 1930. It's used as the school auditorium for functions, lectures, theatre, debates and cinema shows. The walls are adorned with honour boards and portraits of past headmasters.

The hall has three doors: One meant for the staff, another for students and as per tradition, the middle door was opened only for viceroys and the school captain. The middle door of the hall was closed for 52 years. It was in this hall that the headmaster addressed 42 Muslim students in 1947. School captain Hasan Agha led the 42 boys to another school in newly created Pakistan. Since then the door was kept closed. It was in 2009 that Humayun Khan, a former ambassador of Pakistan, who visited his alma mater for its founder's day celebrations, opened the door.

FAMOUS ALUMNI AND AN INFAMOUS ONE

The school has produced the highest decorated officer among all armies of the world, heads of state, ambassadors, judges, defence, civil and paramilitary officers, ministers and politicians.

Virbhadra Singh, the six-time chief minister and former Lok Sabha member, is an alumnus. He joined the school in 1947 and passed out in 1951. He was the first founder secretary of the Old Cottonian Association's Delhi Chapter in 1952. Four legislators in the state assembly are Cottonians, including Virbhadra's son Vikramaditya Singh, Ashish Butail and Vinay Kumar.

"My school taught me to deal with daily challenges with righteousness. It helped me reach where I am today, overcoming every hurdle," says Butail, a Congress legislator from Palampur.

There are old students who have chosen to teach at their alma mater. "Teaching is not just a profession, it is a mission. I wanted to serve the school that moulded me," says Praveen Dharma, an alumnus who been teaching for 17 years.

Source: www.hindustantimes.com



Dr. Anupama Mishra

Sunbeam School, Varuna

Sunbeam School, Varuna, based in Varanasi is part of the Sunbeam Group of Education Institutions founded in 1972. The school is affiliated with the Central Board of Secondary Education (CBSE) and has classes from Playgroup to Class XII. It follows the U.P. Govt. Fee Ordinance for schools. Anupama Mishra, Principal of Sunbeam School, Varuna, recently awarded the Re-think Progressive Principals of the year 2017, speaks to School magazine.

As Nelson Mandela said, "Education is the most powerful weapon we can use to change the world", Anupama truly believes that only education can change the face of the world. Creating curious, confident and innovation driven

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students, empowerment of teachers and "change" is the driving force she works around.

Who inspired you to become a teacher?

Observing my grandma who had been a teacher in a Government Primary school, her dedication and commitment have inspired me to become an educator. Though now I am more engaged in Administrative jobs, I am a teacher from the core.

What are the 3 key challenges you face in your role as Principal?

- Safety & security of students on campus.
- Rat-race of securing marks – the kind of pressure, anxiety and stress we have burdened our students with
- Lack of passion and commitment of teachers for their classes and their engagement in various coaching institute outside the school campus is a major cause for degradation in the standards of classroom teaching.

How important is teaching Finance at the school level?

Today's young students face an

overwhelming number of complex financial decisions. By including lessons on smart money habits early in their cognitive development, we can encourage them to save money, foster family conversations and empower students to be Stewards of their own financial futures.

What do you think of students attending coaching centres- are they helpful?

Coaching classes serve as a parallel system for students preparing for bond or competitive exams. The emergence of various coaching centres in the country is a redressal to the rise in a number of competitive exams; a student has to give in order to achieve his / her exam goals. It has become a necessity for everyone who needs that extra training to make the grade.

How effective are the new technology-based teaching tools versus the traditional chalk-and-duster?

According to my teachers, usage of newer mediums like smart-board and other audio-visual mediums in the classroom has definitely added a new dimension. As compared to the traditional chalk and duster approach, the use of technological aids caters to the multiple intelligences of the students in a much more concrete way, thus increasing the effectiveness of classroom delivery manifold. Besides, the students feel more connected and involved with what is being taught in the classroom.

Read more at: <https://bit.ly/2CPq8tq>



Chandramukhi Nishant Nikale

Colaba Municipal Secondary School, Mumbai



Located in Colaba area of Mumbai, Colaba Municipal Secondary School is an undertaking of the Municipal Corporation of Greater Mumbai (BMC - Brihanmumbai Municipal Corporation) and hence provides free education for all. The school follows the State Board (SSC) in vernacular medium and has classes from I - XII. Mrs. Chandramukhi Nishant Nikale is the Asst. Head Mistress of the school.

TEACHING AND ITS INSPIRATION

Nikale says, "Teaching is a noble profession and from childhood I like it. It was my dream and my mother helps me a lot to achieve it because basically I belong to the family where beside girl's education and career, more importance given to marriage and family."

SCHOOL IS A REFLECTION OF ITS HEADMASTER

Classroom is the reflection of class teacher likewise school is the reflection of its headmaster. In Nikale's opinion, teachers as well as students are always with full of energy - it just depends on headmaster, how he/she chooses to channelize their energy.

INNOVATIVE TEACHING METHODS

At Colaba Municipal Secondary School, different activities for children are organized according to the teacher's creativity. For eg. To learn Maths chapters like profit and loss, addition, subtraction, a market day is celebrated where students have to go to a make-believe market and buy and sell things with play-money. When learning multiplication tables, teachers often give dance steps for table recitation.

By making children part of plays on various issues like having a plastic-free society, beti bachao beti padhao, cleanliness etc a sense of social awareness not only among the students but also among the parents is developed.

GOVERNMENT AID

Being a BMC undertaking school, there is no school fees. It is free for all. The government also provides notebooks, uniform, pen, pencil etc all free of cost to students.

CHALLENGES AND COLLECTIVE PROBLEM-SOLVING

The key challenges faced by Nikale are dealing with student absenteeism and low co-operation from parents as the student are mostly from very low income backgrounds and do not want to take studies seriously.

Working and thinking as a group to solve problems at school, breaking groupism rampant amongst the teachers, motivating teachers to work differently for more efficiency and using audio-visual teaching aids in class are some of Nikale's achievements.

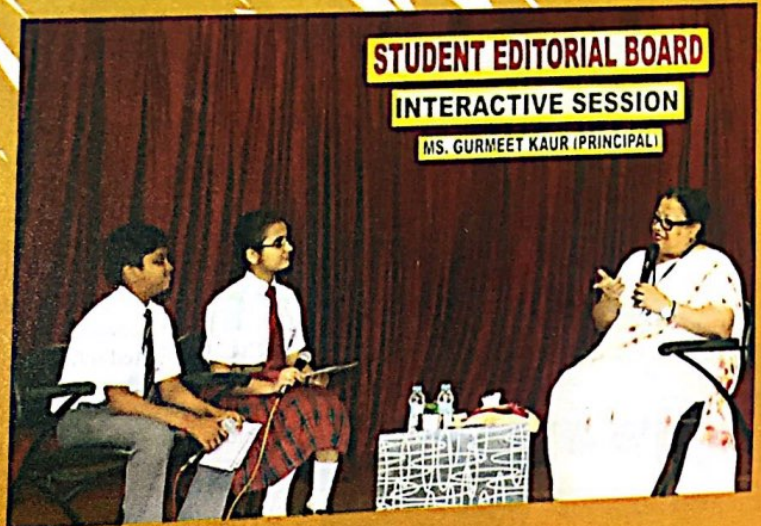
Nikale concludes by saying that today it is most important to make students understand that education doesn't mean having a degree, but the skill to apply it in day-to-day life. That is the main value-addition of education.

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Gurmeet Kaur

Sunbeam English School
Bhagwanpur



as I wanted to make a difference in the lives of as many students as I can.

I believe - 'The Word Impossible says I M POSSIBLE'.

There were two inspirations in my life who highly influenced me in my life are my parents, second was my Class V Class Teacher, Mrs Assi. Their guidance, mentoring and the values they have inculcated in me, inspired me to take up teaching as a profession.

What is your opinion on teaching finance, leadership skills to students at an early age?

It's a good idea to teach finance to students and the initiative by Government on Financial literacy is a welcome step. Leadership skill is and should be developed through student council, monitors etc. as these responsibilities when given, give students a chance to learn how to behave like leaders and also help increase their analytical, critical and interpersonal skills.

What are your thoughts on the importance of the multiple competitive exams children need to take today?

Talking about the popularity of these exams, you don't ask your classmates - Are you writing an exam?, but ask - Which one are you taking?!

The age at which children can take talent searches or scholastic examinations only seems to be coming down, with

organizations inducting it for students of primary classes too. Following requests from schools and parents, science Olympiad Foundation has introduced Science, Mathematics & English Olympiad this year for students of Class I.

Experts say while academics is part of life making children it for hours to study can take a fall on their childhood. Sensory learning is the best way to encourage children to study.

What factors can make a school in India at par with the best in the world?

The major factor which acts as a deterrent, is India's economy and want of resources. Thus, project-oriented education system, which teaches us to apply or assign our learnt concepts in the practical domains, remains somewhat improbable. Rationalizing and analyzing, which are the chief ends of education, are decried.

Some concrete steps that can be taken are:

- Employing well-qualified teachers and keeping tabs on their individual development
- Regular updates regarding the best teaching methods practiced throughout the world will help
- Academic accreditation and rigorous annual evaluation of a school's performance to monitor its holistic development is essential

Read more at: <https://bit.ly/2PCVUIP>

Established in 1972, Sunbeam English School, Bhagwanpur is a co-educational CBSE affiliated school based in Varanasi. The school is headed by Ms. Gurmeet Kaur who has been the Principal since 2009 and has been associated with the school for 22 years now.

What inspired you to enter the field of Education?

Teaching is one of the pious professions to date and is the only profession where no one can compel you to become corrupt. Teaching is interaction with new views, ideas, and challenges in the form of students. I chose to teach as my profession

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KESAR PATEL

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The new venture of Tagore Group of Schools, Tagore Global School, located in Kurukshetra-Haryana is a CBSE affiliated school. Still, in its inaugural year of operation, the school is headed by Kesar Patel as its Principal who has over two decades of experience in the Education sector.

Preparing the students for a world which we have not seen but only foreseen is a challenge in itself for any Educator

Kesar says that they have tried to identify the skills and the aptitudes required for the tomorrow's adult. They have chalked out some very basic skills and devised the curriculum and other activities based on it.

These students need challenges, they want to learn, they want to be techno savvy, they want to incorporate whatever they have learnt into the classrooms, they challenge their peers, at times they collaborate with them, they become leaders at times and learn to follow equally well and lots more.

Specific learning skills adopted to prepare the students for global competency.

Teaching Decision Making Skills to Students

We have to make several decisions every single day, ranging from the simple - what to eat for breakfast to the more complex of whether to invest in a car now or later. Hence, before teaching financial literacy skills, or leadership skills or social responsibility skills, it is important to teach them the skill of decision making.

The child has to learn to take the decisions independently and stand by his or her decision, accept the

consequences of those decisions and learn to move ahead and take new decisions in life.

Tackling the Obsession for Competitive Exams

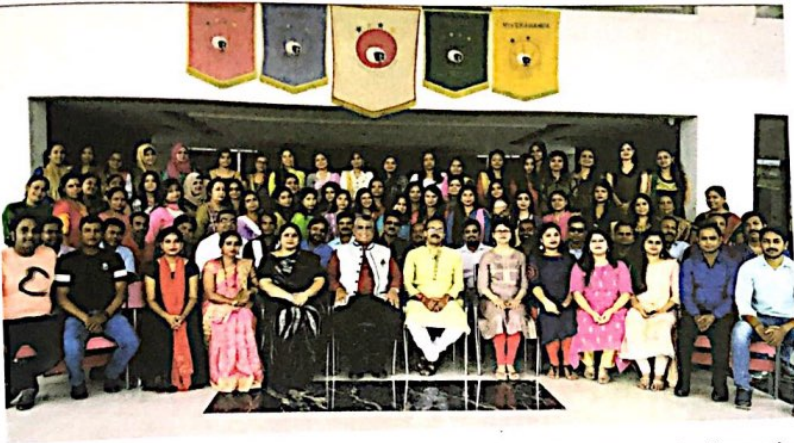
Mrs Patel believes that career counseling is the key word. The majority of students do not realize where their true potential lies. They only see a good job and better prospects and so they jump into the race of competitive exams. If the students are aware of their passion and potential, they will definitely take different routes and so there will be less of running around for these competitive examinations.

Challenges Faced As a Principal

Mrs Patel tells us that the three biggest challenges are -

- Training teachers and giving them apt exposure. Making the teacher realize the nobility of the profession and the need of the hour. Education has to be a blend of traditional and modern practices.
- To help the students realize their true potential and help them to understand that school education is not all about literacy - it is about skills which will help them to work and survive in the coming years.
- Educating parents that education is not at all about marks but about the development of their wards. They need to realize that the professions which are in existence today might not be available in the coming years.

Also, global skills might seem secondary in importance where literacy is still a challenge for India, but we believe that if we truly aspire to have a world class education system, we must engage with the world.



Dr. Raghuvveer Y.V.

G.D. Goenka Public School, Patna

An academician for last 25 years, Dr. Raghuvveer Y.V. is the current Principal of CBSE-Senior secondary affiliated G.D. Goenka Public School based in Patna.

The journey so far...

Usually, people start and develop their teaching career from school to college. But I did the opposite for self-satisfaction. I was a 'seasoned lecturer in life science' in college education for the first 17 years. I was teaching intermediate to post graduation classes.

Being a rank holder (5th Rank) for the University of Mysore and having been worked as a dynamic lecturer for more than 15 years, I had an impression that students learn a lot from me! But when I ventured to school administration as a founder principal of a CBSE school, I realized that 'I learnt a lot of things' from children and their parents.

Being a lecturer at college versus being a school teacher

In colleges, we just teach and complete our portion of syllabus irrespective of student's interest. But in schools, an inspiring teacher first needs to evoke interest among students and then, develop any lesson through engaging activities.

So, the actual teaching – learning process happens in schools through pedagogy and such a systematic approach doesn't happen in colleges.

Advantages of an International program over a traditional school curriculum in India

Except for some lapses in the application oriented teaching-learning system in India, I don't think there is much of advantage with just an international program. As per my personal experience going to a couple of schools at USA in the recent past, the objective questionnaire that used to

be followed abroad is gradually getting replaced by descriptive questioning system like in India...!

We have 95% of Indians and 5% of international students. We have not come across any differences in the IQ among Indian and foreign students. However, the cultural differences are seen at some special occasions.

Switching Boards while in school

Especially from 5th standard and onwards when there is a change in curriculum, like state board syllabus to CBSE / ICSE / IGCSE / IB, children can grasp higher order thinking skills, learning by doing, right questioning and debatable abilities.

Exposure to competitive exams like NTSE and Olympiad Exams can help the students to manage from one stream to another stream.

Hiring and managing teachers

The teacher's community is an extremely sensitive group of people. As long as they are respected and given some freedom and space to execute their work, they would work. Else, they hop from place to place hunting for these benefits apart from monetary benefits.

We even take up campus interviews in the reputed B.Ed colleges to get a fresh lot of ideas to our school children. Even though these fresh candidates are inexperienced in teaching, they learn required skills very fast and adapt to every school's requirement!

We do a weekly scheduled program called TEBT (Teacher's Evaluation Before Teachers). Each teacher performs on a lesson before their own section of teachers. There is a 10 point rubrics for marking the functionalities / progress / ignorance / mistakes done by the faculty, including a feasible penalty system. Thus, discipline is naturally maintained among teachers.



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Riju Shrivastava

Computer Science Teacher
Delhi Public School, Jaipur

Equipped with 18 years of teaching experience, Riju Shrivastava, is a Computer Science teacher (PGT) at Delhi Public School, Jaipur for last 6 years. DPS Jaipur follows the CBSE curriculum and has classes from Nursery - XII. Shrivastava's responsibilities include managing the school website, school portal and designing the time table for a total of the 131 teachers.

RECOGNITION BY GOOGLE

Ms. Shrivastava was the recipient of Best National Cyber Olympiad In charge at State Level in the year 2006. She was appointed the Google Educators' Group (GEG), India Leader by Google for Rajasthan in 2014. She was also the speaker at Google for Education India Summit featuring Google apps for education in 2016.

THE INSPIRATION

Ms. Shrivastava talks with gratitude for her English Teacher, Mr. Sant Kumar who had an enriching effect on her educational aspiration. He made the subject come to life beyond the basic curriculum and had a very effective approach towards class management. Presently she takes Ms. Sangeeta Kain, Principal, DPS Jaipur as a role model for being the administrator with a vision to take the organization to great heights and leads by example in all arenas especially punctuality, commitment, industrious, fairness, resourcefulness, firmness and courage and exhibit a passion for his job

COMPUTER SCIENCE & ITS RELEVANCE

In the current scenario, digitization is changing the lives of people which is possible only when students are geared with the knowledge of computers and this gives me immense satisfaction that I am the part of shaping future planners, says Shrivastava.

I feel that teaching being the best way of learning gives you the best platform to grow more with your subject. When a topic is being taught in the classroom and there are queries being raised by students, then as a teacher, you get a chance to go deep into the topic and explore it.

Computer Science is the most happening subject as far as its development is concerned. By the time I finished my post graduation, the market was flooding with new languages, new software and all that I realized was I will be lagging behind in the crowd if I don't keep myself updated. So its learning before teaching!!

TEACHING METHODOLOGY

Computers are the best tool themselves when it comes to innovation. For every lesson of programming I teach in the class. I have to execute the same on the machine to make the students believe that things actually work.

Being a GEG Leader, I use Google tools extensively. I use Google docs to create lesson plans and worksheets, Google forms to get responses and Google classroom to share assignments with my students. So on a larger picture, I am easily approachable to students and also reduce the use of paper and encourage them to be eco friendly.

The curriculum is exam oriented and it has to be, otherwise it will be tough to access the examinee. Rote learning is not possible with computer science as whatever you write in the answer script has to be logical and a computer science student must use his analytical and logical power to access the program just like a computer would do.

CHALLENGES FACED AS A TEACHER

In my view, a computer science teacher has too much content to fit in to the time available, how to track, measure and assess learning progress. There is lack of previous experience of programming concepts to students which tends the teacher to devise ways to make the subject student friendly. Above all, constant renewal of content becomes the need of the hour as technology is expanding.

Read more at: <https://bit.ly/2OuegLh>

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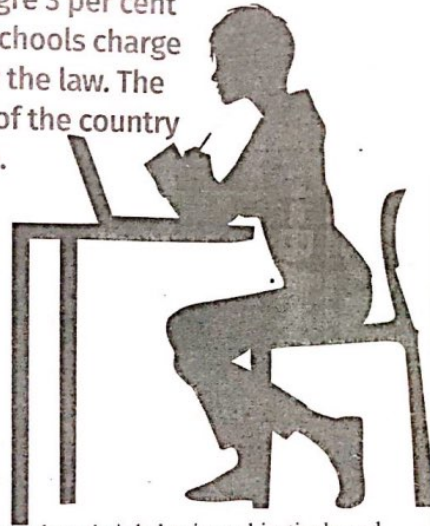
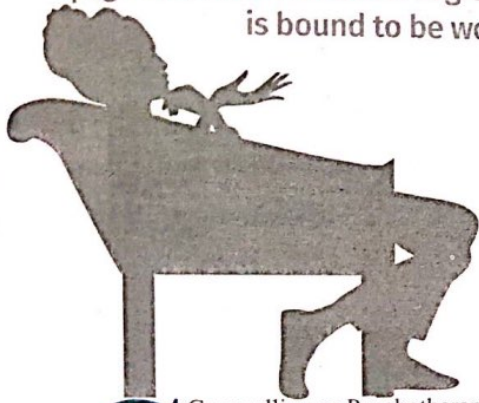
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Counselling in Schools In India

The CBSE has made it mandatory to have a counselling service in every school. Despite this, even in supposedly the most developed region of the country, NCR, a meagre 3 per cent of schools have counsellors. The schools charge hefty fees and yet don't abide by the law. The plight of schools in other regions of the country is bound to be worse.



Counselling or Psychotherapy is not considered as an option in Indian society. Often it is tagged as a service for mad people. The stigma does not allow vulnerable people to seek help when they need it. Adolescence and childhood is a developmental stage for every individual. In order to ensure that a mentally and physically healthy adult is grown out of any child, it is necessary to pay attention to their mental growth and attitude during his growth years.

Understanding psychology of a younger individual is complex. The myriad of feelings, emotions and societal and peer pressure they go through often develops some negative feelings such as fear, stress, jealousy or losing trust from people. For some youngsters, this has caused several health problems including heart diseases or blood pressure. For some others it has caused other mental problems which do not allow them to be completely productive. And there are some extreme cases in which the individual is so disheartened that they end up killing themselves or someone else.

With the advent of nuclear families and working parents, the children are under tremendous pressure to meet the high expectations. The teacher's in the school are racing away to meet the unreasonable deadlines of finishing the syllabus and hence have no time to deal with psychological issues of children. The students do not find anyone they can trust who would listen to them, help them

analyse their behaviour objectively and comfort them by providing a solution to handle the complex feelings they experience. This is where the counsellors will play a major role and avert the crisis.

The CBSE (Central Board of Secondary Education) has made it mandatory to have a counselling service in every school. Despite this, even in supposedly the most developed region of the country, NCR, a meagre 3 per cent of schools have counsellors. The schools charge hefty fees and yet don't abide by the law. The plight of schools in other regions of the country is bound to be worse.

There are less than 5,000 psychiatrists and less than 2,000 clinical psychologists in the country. This shortage in mental health professionals needs to be addressed soon as India has a very young population.

Children are more prone and vulnerable to emotional, physical and sexual abuse during their teens. According to ICMR (Indian Council of Medical Research), more than 10% of students in the Indian educational system are suffering from some or the other mental health problems. A system wherein a counsellor is mandatory will ensure that these problems are detected early and don't graduate to become a full blown crisis. We need efficient and trained counsellors, and special educators who can effectively deal with the problems of the children so that they are not pushed towards taking the extreme step.

Source: <https://bit.ly/2EgG89o>

Nutrition education in schools can tackle anaemia

IRON deficiency continues to be the main reason for anaemia in India



The study showed that nutrient intake of the selected students had increased after the intervention.

IRON deficiency continues to be the main reason for anaemia in India. A research done at Professor Jayashankar State Agricultural University found that the problem can be tackled by educating people about nutritional value, at community and school levels, for a considerable amount of time.

The study was conducted among 300 adolescent girls aged between 13 and 17 years with haemoglobin levels below 12mg/100ml. The girls were picked from four villages in Moinabad mandal of Rajendranagar district. It was found that there was a slight improvement in haemoglobin levels in the girls after four months of intensive nutritional education intervention.

The study showed that nutrient intake of the selected students had increased after the intervention. The experiment divided the 300 participants into two equal groups — one experimental group and one control group. The experimental group was given nutritional education while the control group was not. At the end, it was observed that intake of nutrition had increased in the experimental group.

"Nutrients, fat, energy, calcium, iron and riboflavin intake was significantly higher in experimental group when compared with the control group," the study said. The experimental group had also increased the intake of roots and tubers, leafy vegetables, nuts and oilseed, milk and milk products. There was also significant increase in the awareness of students after the four-month nutritional education.

GEMS school opens cricket academy in Dubai

GEMS Heritage Cricket Academy is open to cricketers aged three to six, who can join the Mini Smashers programme, as well as those aged seven to 16



Dubai-based GEMS Heritage Indian School, in partnership with ESM (East Sports Management), has opened GEMS Heritage Cricket Academy, a world-class facility with state-of-the-art technology, an enhanced curriculum and ICC-qualified coaches.

With West Indies cricketing legend Brian Lara as the guest of honour, the event was held on the grounds of GEMS Heritage Indian School and included a girls' and boys' T10 cricket match, a variety of cricketing activities, inspirational speeches and an official unveiling of the Heritage Plaque, marking the launch of not just the new academy, but also the Heritage Cricket Cup.

Lara took to the crease at the start of the girls' match and later tossed the coin for the boys' game. Sunny Varkey, founder, GEMS Education, said: "I am proud to see the establishment of such an important initiative to promote cricket – a sport so loved in India, my home country, as well as in the UAE, my home. I am also immensely pleased to see this special academy come to fruition as one of the standout USPs of GEMS Heritage Indian School. We are laying the foundations of a glorious cricketing future for our students, the school, GEMS Education and the nation as a whole, and I look forward to seeing the cricketing stars of tomorrow develop their skills today in our academy."

Lara said: "I'm delighted to be a part of this great moment at GEMS Heritage Indian School. It was great talking to Sunny Varkey and understanding the school's association with the tournament, along with the broader vision of promoting the best cricket experience in the UAE."

"School cricket is the life and soul of this beautiful game, and where the passion to play at the highest level comes from for any international cricketer. Knowing that Dubai is a melting pot of talented players from around the world, I certainly believe the Heritage Cricket Cup will be an amazing experience and a tournament that will set the standard of youth cricket in the country for a very long time."

Darryl Bloud, executive principal, GEMS Heritage Indian School, said: "The launch of GEMS Heritage Cricket Academy marks a memorable moment in our school's history. Our sporting facilities lend themselves very well to the introduction of a large-scale academy and tournament, and I am delighted to be part of such a fantastic initiative – one that promises a rewarding sporting experience for our talented students to develop and hone their cricket skills."

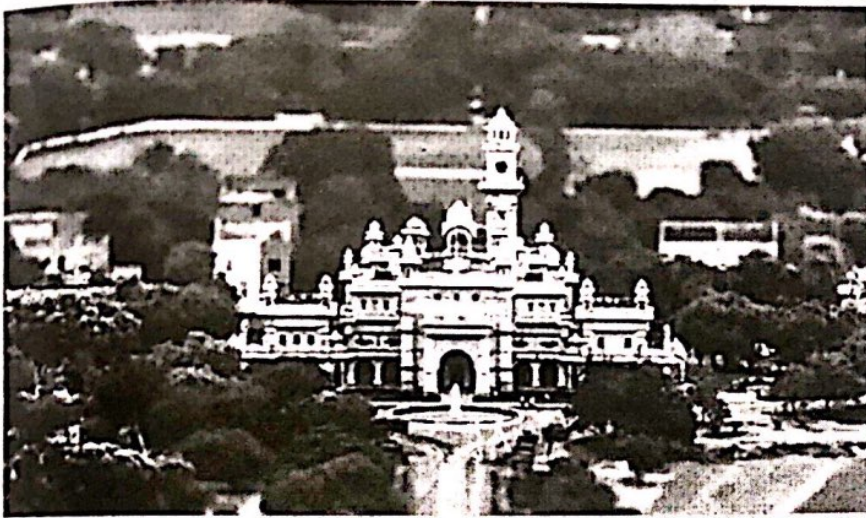
The inaugural Heritage Cricket Cup features players from 21 schools from across the UAE, with a mix of the country's top up-and-coming cricketers. The tournament aims to bring out the best in these rising stars, as the Heritage Cricket Cup provides important quality game time for young players to test and execute the skills they have learned and practised over the course of the season.

James Bowring, managing director of ESM, said: "The partnership between GEMS Heritage Indian School and ESM started with a shared vision of creating a school which would deliver cricket like no other. ESM is very proud of the outcome, as the facilities have been purpose built to give cricketers of all ages a wonderful place to be coached, practise and, most importantly, play cricket matches at every level. I am really excited to see talented cricket stars emerge from GEMS Heritage Cricket Academy in the future."

GEMS Heritage Cricket Academy is open to cricketers aged three to six, who can join the Mini Smashers programme, as well as those aged seven to 16. Offerings include ICC-qualified coaches, international-grade facilities, technology-driven training with Pitch Vision and BOLA Bowling machines, a variety of tournaments and talent camps, and free transportation to and from the Academy provided by STS (School Transport Services).

Source: TradeArabia News Service

Supreme Court refuses to reinstate unruly staff of a school



The Supreme Court has refused to reinstate two employees sacked by Mayo College, Ajmer, for disrupting its Annual Day to press a demand for bonus, saying people working at educational institutions should display "greater responsibility".

"The mode and methodology of making demands in these educational institutions cannot be (on a) par with an industrial establishment, where workmen agitate for their rights," the bench of Justices Kurian Joseph and Sanjay Kishan Kaul said in a recent judgment.

"Persons employed in educational institutions right from Class IV staff to the highest level have a far greater responsibility on account of the nature of activity which takes place in these institutions - Education."

The court explained: "There are students of all ages, starting from younger ones to

older teenagers, who are studying and living on these campuses. It is a different kind of 'Gurukul'. Thus, anything which is done as would cause an adverse impact on the mind(s) of these young people is something we find difficult to approve, even if it is claimed as a right to make certain demands."

The apex court, however, slightly increased the "compensation" that a high court had awarded the appellants, who had not received their dues such as gratuity and provident fund. It ordered that Kailash Singh be given Rs 25 lakh and Jeffry Jobard, Rs 18 lakh.

Singh and Jobard had been sacked on November 9, 2000, for allegedly creating a scene during the Annual Day celebrations, embarrassing the school management and

guests and triggering the cancellation of the customary dinner to which several VIPs had been invited.

The court noted "the background of the management apparently claiming that they were not averse to the principal demand of bonus, but that they were waiting for the necessary government decision".

"We may add that an Annual Day is always an important day in an educational institution, with active participation of parents. It is of great significance even to the passing out batch of students, and the sensitivity of the parents and children should have been kept in mind, while asserting such rights, by the employees," the court said.

"We have no hesitation in concluding that there can be no question of reinstatement in such a case."

The court noted that Singh and Jobard had not filed any affidavit to prove they had not taken up employment with any other organisation since their sacking by Mayo College.

Singh had been recruited as a Class IV employee in January 1984 and was promoted to lower division clerk in 1994 and posted in the library. Jobard was recruited as a lower division clerk in July 1985. Mayo College, one of the country's elite boarding schools, was founded in 1875 by Sir Richard Southwell Bourke, Sixth Earl of Mayo, who was Viceroy of India from 1868 to 1872.

Source: www.telegraphindia.com

National workshop on 'digitalising school sports'

The School Sports Promotion Foundation (SSPF) today conducted a national workshop on 'Digitalising School Sports' to help implement its National Talent Search and Nurture (NTSN) programme across the country.

The SSPF, in collaboration with the Sports Authority of India, launched the

NTSN programme in 2015 to conduct the Schools India Cup in various disciplines in the age group of 10-15 in a three-tier championship (district, state and national) to identify young talent and nurture them to win medals in national and international events.

The workshop was aimed at imparting IT training to sportsmanagers from across the country and also launch Season 3 of Schools

India Cup in five disciplines -- athletics, football, cricket, volleyball and basketball. The workshop, attended by around 100 state managers, was supported by PHD Chamber of Commerce and Industry.

SSPF Chairman Om Pathak, who is also a member of Prime Minister's Olympic Task Force constituted to recommend the roadmap for improving India's performance in the next three Olympic Games, said, "Grass-roots sports is extremely important to any developing sports nation. It will create tremendous value and develop more talent for the country in the times to come."

1982 Asian Games gold medallist Charles Borromeo, former India cricketer Chetan Sharma and ex-India volleyball captain Om Parkash were also present in the event.

Source: www.business-standard.com

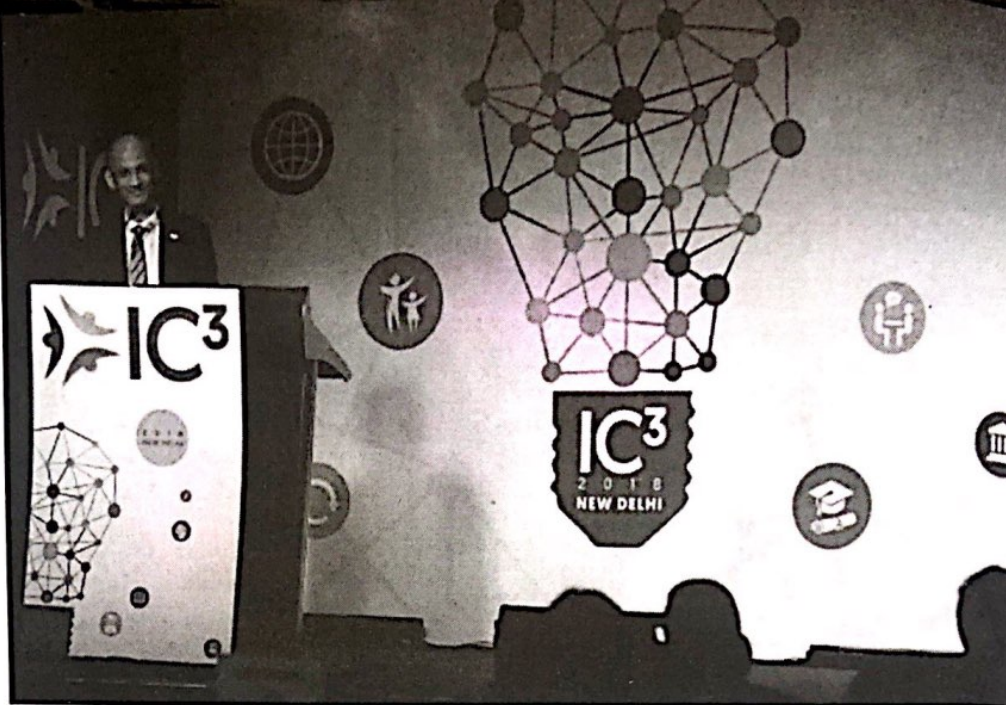
The 2018 Annual IC3 Conference witnesses 40 sessions with more than 100 speakers from around the world. The 2018 Annual International Career and College Counseling (IC3) Conference that concluded on August 30 in New Delhi acknowledged that India's 350 million students -- the biggest student population in the world -- need at least 1.4 million career counsellors to maintain a globally acceptable student-to-school-counselor ratio.

The conference also unveiled a special report 'A World on The Move: Trends in Global Student Mobility' by Institute of International Education (IIE) highlighting that despite global uncertainty, the demand for international education has consistently been on the rise and will continue to grow. With more than 100 speakers and over 40 sessions, the 3rd edition of the IC3 Conference provided an engaging platform to discuss new ideas and opportunities in global higher education and student counselling.

HERE'S WHAT GANESH KOHLI, IC3 CONFERENCE CHAIR, SAID:

"We were delighted with the level of participation and discourse at the conference this year. This year marks a major milestone with the launch of the IC3 Institute to realise our mission of establishing a dedicated career counseling department in all schools and colleges in India and throughout Asia. Never have students had so much freedom to choose courses, careers, and countries than they do today."

"These are however also times of extreme uncertainty. Students need guidance and coaching for career development like



India in dire need of 1.4 million career counsellors for students

To maintain a globally acceptable student-to-school-counselor ratio

any other discipline taught in schools. If India has to realise its demographic dividend, it needs to provide one career counselor for every 250 students it has," said Ganesh Kohli, President and Chief Mentor, KIC University Assistant and Former High School College Counselor.

The conference witnessed multiple breakout sessions, insightful keynote addresses by leading education experts, networking opportunities and other pre- and post-conference events such as workshops, presidential forum, fair and symposium, and local university visits.

Further, keynote speaker Karthik Krishnan, Britannica Group, US, Global CEO said:

"It is exciting to see the momentum IC3 has generated within the Asian teaching community and academic institutions. Career counseling has long been a gaping hole in institutions and is even more crucial in the context of the sweeping changes in types of jobs the world is likely to see in the light of emerging technologies from artificial intelligence to gene therapy."

"Students will benefit immensely from IC3's effort to empower high schools and colleges with professional development opportunities and guide students on what to study, where to study, and how to prepare for



Students with depression can show skill deficits, experts say

Researchers find parents and teachers of depressed children have difficulty identifying depressed children. Early elementary students with symptoms of depression are much more likely to be at risk for academic deficits, according to new research.

Researchers at the University of Missouri (MU) have found that children who show mild to severe symptoms of depression in second and third grades are six times more likely to have skill deficits, such as difficulties with social skills or academics, than children without symptoms. Parents and teachers also had difficulties recognizing depression in children.

The Anxiety and Depression Association of America reports that as many as 2 to 3 percent of children ages 6-12 might have major depressive disorder.

"When you ask teachers and parents to rate a child's level of depression, there is usually only about 5-10 percent overlap in their ratings. For example, the teacher might report that a child has difficulties making friends in class, but the parent might not notice this issue at home," says Keith Herman, a professor in the MU College of Education.

"Some people would view that overlap as the truth about a child's well-being and areas of disagreement as errors, but we need to explore the possibility that they each are seeing different aspects of children's behavior and mental health."

Herman and education professor Wendy Reinke completed profile analyses of 643 children in early elementary school to explore how patterns between student, teacher, and parent reporting can be used to gain a holistic picture of a child's mental health.

They found that even though 30 percent of children in the study reported feeling mildly to severely depressed, parents and teachers often failed to recognize the child as depressed. However, teachers and parents were more skilled at identifying other symptoms that might predict long-term risk for depression, such as social problems, inattention, and skill deficits.

"The gold standard for identifying children who might be at risk for developing depression later in life is to ask the children themselves," Herman says. "However, even if a child doesn't say they feel depressed, certain outward behaviors might provide clues to the state of the child's mental health. It's important for teachers and parents to catch these behaviors early to prevent long-term problems that occur with depression."

There are two important steps to address these concerns, Herman says:

1. Mental health professionals can work with teachers and parents to identify depressive symptoms early by including self reports from children in mental health evaluations.
2. Screenings also should consider social difficulties, inattention and skill deficits as this might help provide support to at-risk students before they develop further depressive symptoms.

"Using latent profile and transition analyses to understand patterns of informant ratings of child depressive symptoms," was published in the *Journal of School Psychology*. Co-authors include Daniel Cohen, assistant professor at the University of Alabama; Rick Ostrander, associate professor at John Hopkins University; Lori Burrell, research associate at John Hopkins University; Elizabeth McFarlane, associate scientist at John Hopkins University; and Anne Duggan, professor at John Hopkins University.

Funding was provided in part by the Federal Maternal and Child Health Bureau, the Annie E. Casey Foundation, the David and Lucile Packard Foundation, and the Hawaii State Department of Health. The content is solely the responsibility of the authors and does not necessarily represent the official views of the funding agency.



A record number of British private schools are opening or licensing overseas offshoots, according to a report. The findings, from the education consultancy ISC Research, fuel fears that a rising number of maths and science teachers are being poached from British state schools to teach wealthy children in Asia and the Middle East.

A total of 14 international schools linked to top British private schools have opened this term, including schools in China, Thailand, the United Arab Emirates, Hong Kong and Malaysia.

Most of the overseas pupils take GCSEs and A-levels and are keen to win places at top British universities, including Oxford and Cambridge.

Professor Alan Smithers, from the University of Buckingham, said: "These international schools present attractive opportunities but we are crucially short of science and maths teachers. These schools are in effect poaching them from state schools in this country and are adding to our shortages."

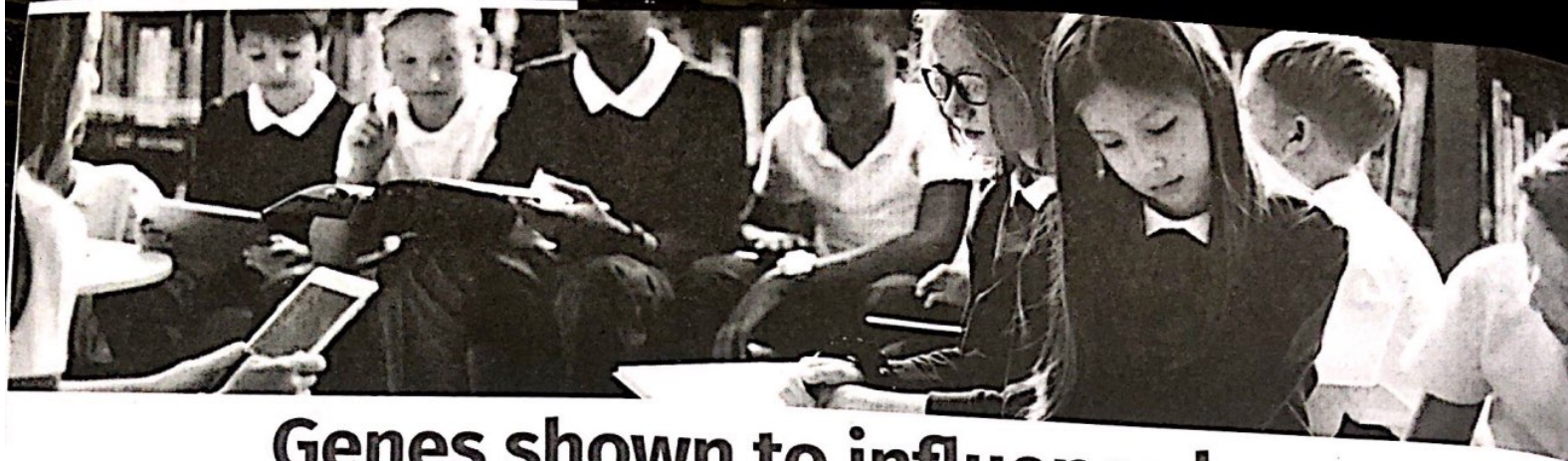
Scotland's Merchiston Castle School is opening its first sister institution in China. Andrew Hunter, Merchiston's former headmaster, who is now based in China as educational adviser to the new school in Shenzhen, said the idea came after a Chinese pupil successfully boarded in Scotland. Hunter said: "All the staff is British — the Chinese parents want that." He said maths and science teachers recruited from the UK were attracted by tax-free salaries and teaching highly motivated, clever pupils.

"I think there is a brain drain of really brilliant teachers from the UK. Britain needs to be careful. If you are a teacher with a maths, science or economics degree, the world is your oyster."

Maths & science teachers of British private state schools are poached to teach wealthy kids in Asia and Middle East

Source: www.eschoolnews.com

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Genes shown to influence how well children do throughout their time at school

Children differ widely in how well they do at school. In recent years, researchers have shown that around two-thirds of differences in school achievement can be explained by differences in children's genes.

Genes have been shown to influence how well children do at primary school, at the end of compulsory education, and even in different subjects. However, less is known about how genetic and environmental factors contribute to how well a child continues to do academically throughout their time at school.

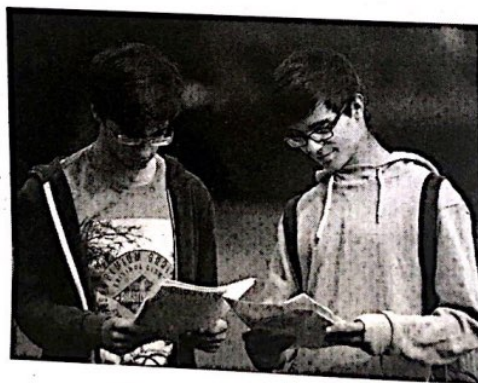
To study this, we used a sample of over 6,000 pairs of twins who are part of the UK-representative Twins Early Development Study and analysed their test scores from primary school to the end of compulsory education. Our new research found that the twins' educational achievement was remarkably stable: children who do well in primary school also tend to perform well in GCSE exams, taken at the end of compulsory education.

Using twins allows us to estimate the proportion of differences that can be explained by genetic factors. Identical twins share 100% of their genes, while non-identical twins share on average 50% of the genes that differ between people, just like other siblings. If identical twins are more alike on a particular trait than non-identical twins, such as school achievement, we can infer that it is influenced by their genes. We can then estimate the heritability of that trait – or the proportion of differences that are down to the differences in children's DNA sequence.

We looked at what factors influenced stability in educational achievement – when grades in a standardised test remain similar between primary and secondary school. We found that about 70% of the stability in achievement is explained by genetic factors, while 25% is accounted for by the twins' shared environment, such as growing up in the same family and attending the same school. The remaining 5% was explained by their non-shared environment, such as different friends or different teachers.

When there was a change in educational achievement – where grades increased or dropped between primary and secondary school – we found this was largely explained by those environmental factors that are not shared by twins.

It's reasonable to assume that this substantial influence of genes on the continuity of children's achievement during their time at school can be explained by intelligence. Yet we found the influence of genes remained substantial – at 60% – even after accounting for intelligence, which was measured using several verbal and nonverbal tests taken by the twins over the course of childhood and adolescence.



PREDICTING ACHIEVEMENT USING DNA

While twin study estimates such as this can tell us about traits within large groups of people, recent scientific advances are revealing more about the influence of genes on the individual. There has been considerable recent success in identifying genetic variants associated with educational attainment through what are called genome-wide association studies (GWAS). These studies pinpoint genetic markers associated with certain traits. However, each genetic marker explains a very small proportion (less than 0.1%) of the individual differences in school performance.

A more powerful method was recently de-

veloped that sums up thousands of the genetic markers found in the GWAS studies to instead calculate a genome-wide "polygenic score". This score is now being used, with increasing levels of accuracy, to predict variance in a trait, such as school achievement, for people unrelated to each other.

As part of our new study, we used data from previous GWAS analyses to create a polygenic score for education attainment. We calculated a score for one of each pair of our 6,000 sets of twins (so that everybody in this part of the study was unrelated). This predicted whether they would do well across their time at school. These predictions ranged from accounting for 4% of the variance in educational attainment at the start of primary school, to 10% of the variance at GCSE levels. Our findings confirmed the results from the first part of our twins analysis – that the same genetic variants play a role in explaining why children differ in achievement at every stage in development.

Our findings, which suggest that genes influence how well a child will do across the length of their time at school, should provide additional motivation to identify children in need of interventions as early as possible, as problems are likely to remain throughout the school years. In the future, polygenic score prediction, together with the prediction of environmental risks – such as exposure to certain neighbourhood, family, and school characteristics – might provide a tool to identify children with educational problems very early in life. They could then be provided with individualised learning programmes.

For example, we could use DNA tests at birth to identify children at genetic risk for developing reading problems, and give them early intervention. As preventive interventions have greater chances of succeeding early in life, a great strength of polygenic scores is that they can predict at birth just as well as later in life, which could be of particular help for those children who are likely to struggle the most.

Dorms, discipline and life lessons

Boarding schools are generally 'popular' for making young men out of boys. Experiences of few women who underwent hostel life as students and emerged stronger and wiser for it and whether they'd recommend it



For most women who speak glowingly of boarding schools - irrespective of whether they've ever been to one - chances are they've got Enid Blyton to thank. The well-loved author's Malory Towers and St. Clare's series are oft-credited for endearing young minds to the idea of midnight feasts and daring rescues, stern headmistresses and a gang of girlfriends who'd be true - and set the tone for how exciting living away from home must be.

My own introduction to the idea of boarding school was quite different - and occurred well before I encountered

the imaginative world of the O'Sullivan twins. With my grandparents working hard in the Middle East to provide for their family, back in the 60s, my mum and her sister were enrolled at a boarding school in India, an experience that made them vow never to send their own children away.

The broader boarding school debate has always managed to sharply divide opinions into camps of those for and against - but, while they are generally considered a great platform for 'turning boys into men', we also wondered if they were just as effective at equipping young girls and women.

Dubai-based Laetitia Tregoning was 11 years old when she went to Wycombe Abbey, an all-girls boarding school in the UK with a reputation for producing such notable alumnae as Booker Prize-winning novelist Penelope Fitzgerald and cricketer Molly Hide, who captained England for 17 years. The transition wasn't very difficult for her - primarily because, like many of her peers, she too had read a "load of Enid Blyton books", including Malory Towers, the summer before she went and, therefore, "couldn't wait" to get there for her own academic adventures to begin.

Her main challenge had more to do

with the school's record for high achievers - which meant that she spent most of her time "trying to keep up". The school was also very strict. "Wycombe Abbey was more disciplined than many other schools - we always felt we had the short straw compared to friends at other schools, to be honest," says the 41-year-old.

Having said that, she also insists the experience was loads of fun. "My memories are really happy ones, generally. I met some great friends - some of my school friends are definitely my best friends, and I am in touch with them even today. There is also a sense of understanding as you've been through a lot together." It's not unlike being in Dubai, she adds. "You are often away from direct family, so you lean on those around you more and, as a result, make some great friends."

For many, it's the tough, disciplined environment at boarding school that they credit with equipping them for life outside the secure confines of their alma mater. In Laetitia's case, she says the experience greatly helped shape who she is today, and even prepared her for the cutthroat world of entrepreneurship now that she's finally decided to start her own PR company, called Story PR, in Dubai. "It taught me to push myself and become as ambitious as I am today in wanting to do my own thing. At school, we were given opportunities to explore skills like public speaking and debating; there was also an initiative called Young Enterprise where, as young teenagers, we had our own businesses and sold goods within the school - a little like *The Apprentice* but very scaled down, of course!"

If it's one thing boarding schools are known for, it's their 'zero indiscipline' policy. Reading books like Frances Hodgson Burnett's *A Little Princess* only reinforced those ideas of mean and merciless authoritarian figures (looking at you, Miss Minchin) for me - and it wasn't until JK Rowling put her blessed pen to paper with the Harry Potter series that my own perspective broadened to consider that boarding schools could house teachers who could be mentors too.

Laila Clarke, who is general manager at The Studio Dubai and went to boarding school for her A-levels, says that although her school also followed traditional rules such as 90 minutes of homework each night as well as 'lights out at 10pm', it was also quite "forward-thinking and liberal", with a special focus on theatre studies. "We called

the teachers by their first names and I found that they communicated with us much more as equals than the traditional teacher/student relationship," she recalls.

"They were still very strict when it came to us handing in homework late!" she continues. "But I remember that when we had taken our English A-Level exam, the teacher invited us to her house for a BBQ to celebrate. It was really nice to be treated like an equal rather than a child. I think her approach worked wonders, as we were very engaged in her classes and showed her due respect. Some of the boarding houses were also co-ed, which, from what I understand, is fairly rare for boarding schools." The students were also allowed to go into the closest town on weekends and make their own way back, as long as they were back by curfew.

Her own challenge had more to do with getting used to living with lots of other people all the time. "It can be quite full-on being with people 24/7, as there were not many places to have some down time without someone being around," she explains.

One thing that almost everyone we spoke to unanimously agrees on, however, is that the educational approach is not for everyone. Laetitia's husband is a strong advocate for boarding schools, and while she'd certainly consider it for their two boys, she's also seen how it can "make and break" people. "I think you need to take each child case by case," she says.

Georgina Victoria Morton - who has lived in the UAE for the last 22 years and just left the country this summer - strongly subscribes to the school that believes it "isn't a natural process to be separated from your parents at such a key time of life". Speaking to WKND from France, she tells of how her family used to live in Brunei. The lack of English-speaking schools for middle-schoolers there meant her folks didn't have much of an alternative, but to enrol her in a traditional (but co-ed) school in Suffolk, England.

It took a long time for the then 11-year-old to settle, and she remembers crying herself to sleep every night for the first year due to homesickness. "One of my stand-out memories is of the payphone area. There was always a queue of crying girls calling home and asking to leave. In a way, I was glad I couldn't call home (calling overseas wasn't an option) but it seemed to make the process much more painful for them." The family separation, especially after the holidays, was

the hardest. "It never seemed to get any easier being left at the school and seeing your parents drive away, knowing you wouldn't see them for 10-12 weeks," she recalls.

Not all her memories are tainted by the emotional trauma of being away from home. "I did end up making an amazing group of friends and, once I settled in, I did love sharing a room with six girlfriends," she offers, fairly. What's more, she ended up marrying her best male friend from boarding school too. "We lost touch for about 15 years after we left school. He found me on Facebook 10 years ago, came to Dubai for a holiday and proposed after 10 days!"

Georgina's contrary stance to the concept of boarding school is also rooted in how deeply the experience went on to affect her relationships. "I had abandonment issues, and found it hard to trust or develop a closeness to people. I struggled with the concept of 'missing people' and grew up feeling like I only had myself to rely on, since growing up without the support of your family on a daily basis does make you independent from a very young age," she says.

With experts increasingly calling for parents to adopt a far more 'hands-on' approach these days, the mum-of-one believes growing up without the guidance of family to shape your values as well as help you understand the emotional and physical changes you go through as a teenager causes boarding school students to really "miss out".

Laetitia offers one last consideration: the cost. "It's a far heavier option than when I went to school that one really must ask if the benefits outweigh the prohibitive price. I often think of all the things you could do with the money while still educating your children well." But while she's personally grateful to have been given the opportunity to go to boarding school, she reiterates that it's always an option she'd champion - but only for the right child.

Karen Ann Monsy

A 'Dubai child', Karen has been writing for magazines for close to a decade. She covers trends, community, social issues and human interest features. Whether it's overcoming disability, breaking stereotypes or simply relating the triumphs of everyday lives, she seeks out those stories that can uplift, encourage and inspire. You can find her favourite work at www.clippings.me/karenannmonsy, karen@khaleejtimes.com

Source: www.khaleejtimes.com



FINLAND: SISU

Sisu is an untranslatable Finnish term that blends resilience, tenacity, persistence, determination, perseverance and sustained, rather than momentary, courage: the psychological strength to ensure that regardless of the cost or the consequences, what has to be done will be done.

It originates from the word sisu, meaning "intestines" or "guts"; Daniel Juslenius, author of the first Finnish-language dictionary in 1745, defined sisucunda as the place in the body where strong emotions live. In a harsh environment and with powerful neighbours, it was what a young nation needed.

Sisu is what, in 1939-40, allowed an army of 350,000 Finns to twice fight off Soviet forces three times their number, inflicting losses five times heavier than those they sustained.

More prosaically, it has helped Finns get through a lot of long, lonely, dark and freezing winters, building in the process one of the wealthiest, safest, most stable and best-governed countries in the world. It is not all good, of course. Sisu can lead to stubbornness, a refusal to take advice, an inability to admit weakness, a lack of compassion.

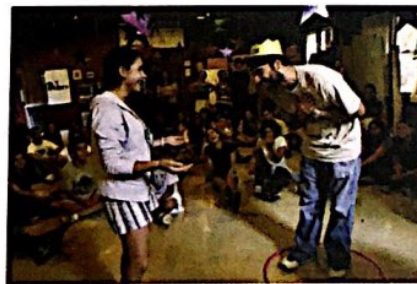
It has become a bit of cliché in Finland – a brand name for trucks and strongly-flavoured sweets. Research shows it holds little appeal to the young. But ask a Finn to define the national character, and it's the word most still reach for.

IRAN: TA'AROF

Ta'arof is a Persian word that has no English equivalent, referring to the art of etiquette ubiquitous in everyday Iranian life. "You go first," says Mr A as he meets Mr B at the doorstep, as they try to enter a building. "No, it's not possible, you go first," Mr B insists in response. Ta'arof dictates a ritual that may see them both waiting for a couple of unnecessary minutes before one steps forward to enter.

Etiquette & Manners

Every society and culture has their own unique sophistication; be it language or the way people express themselves in the best possible exquisite manners! Here are some distinct words and phrases that can't be translated into English language.



It is an etiquette that is seen almost in all aspects of Iranian life, from hosts insisting on guests taking more food from the table, to the exchanges in the bazaar. "How much is this carpet?" asks Ms A after choosing her favourite in the shop. "It's worthless, you can just take it," responds the seller, quite disingenuously.

Although Ms A in reality cannot take the carpet out of the shop without paying for it, the seller might insist up to three times that she should just do that, until the amount of the price is finally mentioned.

The awkward exchanges may have originat-

ed out of politeness; ultimately, they may work to the seller's favour, as the buyer feels a certain obligation to respond to such deference with a purchase, even if the final price is more than she expected.

Another example: you are walking with a friend and you end up doing Ta'arof, asking him to come to yours for lunch, even though you don't have anything prepared and you don't really want him to accept.

The friend insists out of Ta'arof that he wouldn't come because he knows you're tired and doesn't want to be a burden, even though deep down he really wants to have lunch at your place.

"Oh, don't Ta'arof," you say in a Ta'arof asking your friend not to Ta'arof. He ends up accepting your reluctant Ta'arof. You're a bit irked, but you'll have to be all smiles. Not all Taa'arofs are insincere; some are, some aren't. You'd Ta'arof even if you badly want something, saying you don't want it; you'd Ta'arof if you really hate something, pretending you want it.

More words to follow in upcoming issues

How is Indian education doing? Not really well!

Indian education needs to know its historic context, its evolution during the freedom struggle and its future!

What are the education ideals and the current practices that grip our attention? The international rankings of universities by the London-based Times Higher Education Supplement (THES) ranks India's higher education very low.

And the news is that this time even the usual institutions, except the Bangalore-based IISc other "suspects" like the IITs are missing from the ranks. One or two new names, the Indore-based IIT, JSS Mysore and the Amrita in Coimbatore are up for attention.

What about the original three of India's past history, namely, Madras, Calcutta and Bombay? Obviously, it seems there is something wrong by the current assessment. Surely, we need some enlightenment by the authorities, right? The THES's rankings bring in the oldest universities, Oxford first, Cambridge close to second. This ranking seems normal, given the fact that these old universities are many centuries old and the academic range is far and wide.

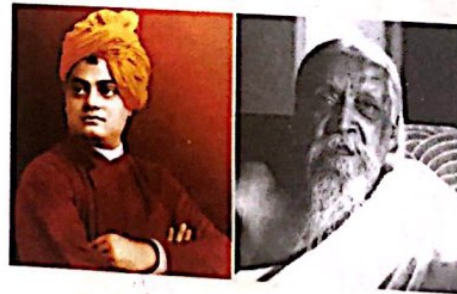
Even there is one Chair at Oxford for the exclusive subject of "Public Understanding of Science". The first occupant is none other than Richard Dawkins - the author of the book "Selfish Gene".

It is really sad that education in India is caught up in great chaos and confusion. At the time when the rankings of universities came out there was a conference in Delhi on a very high-sounding topic - "Conference of Academic Leadership on Education for Resurgence". This was organized by the UGC and the AICTE and ICSSR. Over 350 VCs attended and by any account this was a very powerful group indeed. The PM promised one lakh crore rupees for infrastructure in higher education by 2022.

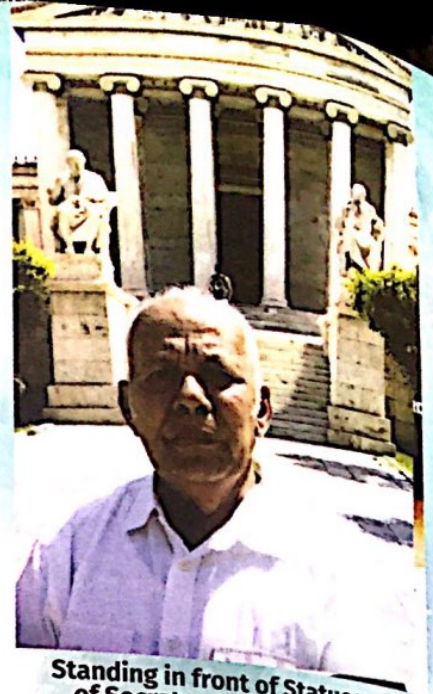
There is no doubt that the traditional centers of learning, the Gurukulas and Pathshalas and some of the old ones still flourish in centers like Varanasi even today. But let us realize that today our education system is so corrupt that all education has become

commercial. Education has been replaced by tuition and coaching centres. Even the government bodies like CBSE and UGC have become license-dispensers! It is exams after exams and there is no end to bribes in the education ladder!

The educated middle classes are the worst culprits and it is they who set the tone and tension in the education sector. Education corruption had almost ruined many families and as per some account the children today dropped out of the schools are variously estimated; 2011 Census puts the 5-13 age group at 8.4 crores, HRD puts at 60.64 lakhs, while the 71st round of NSS, one private expert team (The Hindu September 4, 2018) at 4.5 crore; which is 16.1% of children in this age group. In big States like Odisha, UP, Gujarat this percentage exceeds 20%. Bihar, Rajasthan and MP the percentage comes to nearly 18% plus! These bare facts are enough to indicate that we in India are still somewhere at the bottom of social development and when we talk of higher education we have to be much more cautious.



Just now we read through an essay (Frontline - Oct.2018) about the nationalist education movement of the 19th and early 20th centuries and there was a sense of history and a sense of our education we inherited from the British colonialist practices and how our national leaders and thinkers, from Swami Vivekananda to Sri Aurobindo Ghose to Tagore and Gandhi wanted an education system that could really regenerate a fallen nation. Today anybody has any thought on these lines? The Frontline article is written by Sabyasachi Bhattacharya (de-



Standing in front of Statues of Socrates and Plato at Athens University

tails about the author is not given) and it is essentially an attempt to analyse the latest movements in the BJP parlance about the promotion of what the author called the Sanskari Supremacism.

Our universities must realize that only high quality faculties can attract best students. If only we can decide on a policy of recruitment of foreign faculty to teach some subjects, then such a university will draw attention and respect and recognition. Try at one or two universities like Delhi, Bombay, Madras and Calcutta there will be revolutionary change in our education outlook. Make Mr. Mukesh



Ambani to start on this sort of education revolution. Others would follow. The big Indian corporations go all the way to Harvard to institute chairs. Why not they do this inside India?

Readers might be interested to know that at one time, the largest academic faculty in the world was Oxford philosophy faculty! So too Cambridge. British colonialism has become a taint even now. Our brilliant youngsters even now want to migrate to the American shores and even if they come back they want to settle into the bureaucratic machinery!

Education must instill truth and selflessness. How many present day rich schools and self-financing colleges can produce students with these moral qualities? Please inject some morals in your students, school and college founders, and now university promoters. Please take a note!

V. Isvarmurti

Founder and Chairman
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Email:isvarmurti@gmail.com

Why do you want kids to code?

Wrong answers

Use variables

Write loops

Use if... then... statements

Debug an error

Use Boolean logic

Learn hexadecimal

Learn syntax

Use technology

Right answers

Explore ideas

Collaborate with others

Make thinking concrete

Visualize a process

Learn how to design

Solve a problem

Create something exciting

Control technology

Coding is a tool, not a learning outcome.

Created by @cashjim

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