CENTRE FOR INDIVIDUAL
RESOURCE DEVELOPMENT INTERNATIONAL

CiRDI NEWS

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CIRDI – LAUNCHED ON WORLD TEACHERS' DAY

Centre for individual resource development international (CIRDI) was launched on 5th October, a day which is also celebrated all around the globe as World Teacher's Day. It pays a fitting tribute to the teachers' world over as the very existence of CIRDI is to empower teachers by offering them a platform to excel, explore and upgrade their knowledge and skills. The brainchild of President Dr. Suresh Nair and Secretary Mrs. Deepa Desai, CIRDI is a platform where teachers and educators are maneuvered to outpace their present proficiency and mentor the student community through local and international mentorship. In his welcome address President, Dr. Suresh Nair shared his vision for CIRDI which is to be the centre of possibilities for educationists, corporate and social organizations in bringing sustainable development towards economic, literacy, inclusion, and individual aspirations which will help in the growth and evolution of teachers.

Dr. A.P. Jayaraman, former Nuclear Scientist-BARC, the guest speaker at the event in his speech equated E (education) = F (future). Emphasizing the role of teachers, he urged the teachers to be reflective and chalked a larger responsibility for teachers as navigators, pathfinders, counselors, and confidants. Furthermore, Dr. Jayaraman inaugurated the CIRDI website (www.cirdi.in) to have increased accessibility and also to establish credibility.

Mrs. Monica Naithani, Head – Times NIE - The Times of India, in her speech, drew parallels from education in the past to the present and also discussed the need to revamp the present system of education as it places a heavy burden on a student during the process of learning. She highlighted the role of spirituality in the traditional way of learning to the evolved pattern which is a result of western influence and shared her views on the massive transformation in the field of education which the world will be witnessing in the coming years. CIRDINEWS (bi-monthly newsletter) was also inaugurated by Mrs. Naithani on the occasion.

The ceremony concluded with a vote of thanks proposed by the Secretary of CIRDI Mrs. Deepa Desai.

Mrs. Sheeja Menon - Editor.

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7 Ways to Take Control of Your Classroom to Reduce Student Misbehavior

(Colette Bennett)

Good classroom management goes hand-in-hand with student discipline. Educators from novice to experienced need to consistently practice good classroom management to reduce student behavioral problems.

To achieve good classroom management, educators must understand how social and emotional learning (SEL) influences the quality of teacher-student relationships and how that relationship influences classroom management design. The Collaborative for Academic, Social and Emotional Learning describes SEL as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Classrooms with management that meets academic and SEL goals require less disciplinary action. However, even the best classroom manager can use a few tips at times to compare his or her process with evidence-based examples of success.

These seven classroom management tactics reduce misbehavior so teachers can focus their energy on making effective use of their instructional time.

- ***Plan for Blocks of Time**:*

In their book, The Key Elements of Classroom Management, Joyce McLeod, Jan Fisher, and Ginny Hoover explain that good classroom management begins with planning the time available.

Discipline problems generally occur when students become disengaged. To keep them focused, teachers need to plan different blocks of time in the classroom.

- ***Allocated time** accounts for the total span of teacher instruction and student learning.*
- ***Instructional time** covers the time teachers spend actively teaching.*
- *During **engaged time**, students work on tasks on their own.*
- *And in **academic learning time**, teachers prove that students learned the content or mastered a particular skill.*

Each block of time in the classroom, no matter how short, should be planned. Predictable routines help structure blocks of time in the classroom. Predictable teacher routines include opening activities, which ease transitions into class; routine checks for understanding, and routine closing activities. Predictable student routines work with partner practice, group work, and independent work.

- ***Plan engaging Instructions**:*

According to a 2007 report sponsored by the National Comprehensive Center for Teacher Quality, highly effective instruction reduces but does not fully eliminate classroom behavior problems.

In the report, "Effective Classroom Management: Teacher Preparation and Professional Development," Regina M. Oliver and Daniel J. Reschly, Ph.D., note that instruction with the ability to encourage academic engagement and on-task behavior usually has:

- *Instructional material that students find educationally relevant*
- *A planned sequential order that is logically related to skill development at students' instructional level*
- *Frequent opportunities for students to respond to academic tasks*
- *Guided practice*
- *Immediate feedback and error correction*

The National Education Association offers these recommendations for motivating students, based on the premise that students need to know why the lesson, activity, or assignment matters:

- *Give students a voice.*
- *Give students a choice.*
- *Make instruction fun or enjoyable.*
- *Make instruction authentic.*
- *Make instruction relevant.*
- *Use the technology tools of today.*

- ***Prepare for Disruptions:***

A typical school day is loaded with disruptions, from announcements on the PA system to a student acting out in class. Teachers need to be flexible and develop a series of plans to deal with anticipated classroom disruptions, which rob students of precious in-class time.

Prepare for transitions and potential disruptions. Consider the following suggestions:

Place lesson objectives and resources in an area of the classroom where students can see them. Tell students where they can find lesson information online. In the event of a fire drill or lockdown, students know where to access information.

Identify the typical times for student disruptions and misbehavior, usually at the start of the lesson or class period, when topics change, or after a lesson or class period. Be ready to re-task students when they get off the established routine(s).

Greet students by name at the door to get a feel for their moods/temperament. Engage students immediately with independent opening activities.

Diffuse conflicts (student-to-student or student-to-teacher) in the classroom with a series of steps: by re-tasking, by engaging in dialogue, by temporarily relocating a student to a designated "cooling off" area, or, if a situation warrants, by speaking to a student as privately as possible. Teachers should use a non-threatening tone in private talks with misbehaving students.

As a last resort, consider removing a student from the classroom. But first, alert the main office or guidance department. Removing a student from the classroom gives both parties a chance to cool off, but it should never become a routine practice.

- ***Prepare the Physical Environment:***

The physical environment of the classroom contributes to instruction and student behavior. As part of a good classroom management plan to reduce discipline problems, the physical arrangement of furniture, resources (including technology), and supplies must achieve the following:

- *The physical arrangement eases traffic flow, minimizes distractions, and provides teacher(s) with good access to students.*
- *The classroom setup assists with transitions between various classroom activities and limits distractions.*
- *The classroom setup supports quality student interactions for particular classroom activities.*
- *The design of the classroom physical space ensures adequate supervision of all areas.*
- *The classroom setup contains designated areas for staff and students.*

- ***Be Fair and Consistent:***

Teachers must treat all students respectfully and equitably. When students perceive unfair treatment in the classroom, whether they are on the receiving end of it or just a bystander, discipline problems can ensue.

There is a case to be made for differentiated discipline, however. Students come to school with specific needs, socially and academically, and educators should not be so set in their thinking that they approach to discipline with a one-size-fits-all policy.
Additionally, zero-tolerance policies rarely work. Instead, data demonstrates that by focusing on teaching behavior rather than simply punishing misbehavior, educators can maintain order and preserve a student's opportunity to learn.
It is also important to provide students with specific feedback about their behaviors and social skills, especially after an incident.

- ***Set and Keep High Expectations:***

Educators should set high expectations for student behavior and academics. Expect students to behave, and they likely will. Remind them of expected behavior, for example, by saying: "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

According to the Education Reform Glossary:
The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all students to high expectations effectively denies them access to a high-quality education since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them.

In contrast, lowering expectations—for behavior or academics—for certain groups perpetuates many of the conditions that "can contribute to lower educational, professional, financial, or cultural achievement and success."

- ***Make Rules Understandable:***

Classroom rules must align with the school rules. Revisit them regularly and establish clear consequences for rule-breakers.

In making the classroom rules, consider the following suggestions:

- *Involve students in all aspects of creating the classroom management plan.*
- *Keep things simple. Too many rules make students feel overwhelmed.*
- *Establish those rules that cover behaviors that specifically interfere with the learning and engagement of your students.*
- *Keep the language appropriate to the developmental level of the students.*

- *Refer to rules regularly and positively.*
- *Develop rules for various situations in and out of school (fire drills, field trips, sporting events, etc.).*
- *Use evidence-based practices to see how rules work or not. Monitor the effectiveness of school-wide rules using data.*

(Compiled By: Dr. Suresh Nair, Principal – Vivek Vidyalaya and Jr. College, Mumbai)

Meeting the 21st Century Challenge in the Classroom Through the Use of Technology

(Dr. Sangeeta Srivastava – Principal, T.P Bhatia Jr. College of Science, Mumbai)

A widening gap has formed between the knowledge and skills students acquire in a majority of schools and the knowledge and skills needed to succeed in the increasingly global, technology-infused 21st-century workplace.

As a first step toward bridging this gap, it is required that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability. This will help the students to brace themselves to meet the challenges of secondary education and then they will be prepared to meet the challenges of higher education. Numerous corporates and non-profit organizations have prepared policy reports and frameworks describing the need to improve children's higher-level technology-related skills.
While many different terms have been used to describe what students need, such as digital literacy, technological literacy, and 21st-century skills, education leaders, nationally and internationally, are beginning to come together around a new common definition of what students need to know and that is known as information and communication technology (ICT) literacy. It reflects the need for students to develop learning skills that enable them to ***think critically, analyzes information, communicate, collaborate, and problem-solve.*** *This is an essential role that technology could play in realizing these learning skills in today's knowledge-based society.*

Representatives of the ICT literacy skills are the following six arenas critical to students' success in life leading to higher education or work. (Kay and Honey, 2005):

- *Communicate Effectively: Students must have a range of skills to express themselves not only through paper and pencil but also audio, video, animation, design software as well as a host of new environments (e-mail, Web sites, message boards, blogs, media, word processing, cell phones, etc.).*
- *Analyze and Interpret Data: Students must have the ability to analyze, compare, and choose from a large amount of data now available in Web-based and other electronic formats.*
- *Manage and Prioritize Tasks: Students must be able to manage the multi-tasking, selection, and prioritizing across technology applications that allow them to move fluidly among teams, assignments, and communities of practice.*
- *Engage in Problem Solving: Students must have an understanding of how to apply what they know and can do to new situations.*
- *Ensure Security and Safety: Students must know and use strategies to acknowledge, identify, and negotiate 21st-century risks.*

Roschelle, Pea, Hoadley, Gordin, and Means (2000) identify four fundamental activities of how technology can enhance both what and how children learn in the classroom.

They also indicate that the use of technology is more effective as a learning tool when embedded in a broader education reform movement that includes improvements in teacher training, curriculum, student assessment, and a school's capacity for change.

Different Types of Technology and Their Educational Applications

Many different types of technology are used to support and enhance learning. Everything from video content and digital moviemaking to laptop computing and handheld technologies has been used in classrooms, and new uses of technology such as podcasting, video conference platforms, and several social media tools are constantly emerging.

Various technologies deliver different kinds of content and serve different purposes in the classroom. For example, word processing and e-mail promote communication skills; database and spreadsheet programs promote organizational skills, and modelling software promotes the understanding of Science and Math concepts. It is important to consider how these electronic technologies differ and what characteristics make them important as vehicles for education. Technologies that are used in classrooms today range from simple tool-based applications (such as word processors) to online repositories of scientific data and primary historical documents, to handheld computers, closed-circuit television channels, video conferencing, and two-way distance learning classrooms. Even the cell phones that all the students now carry with them are used to learning.

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*Each technology plays a different role in students' learning. Rather than trying to describe the impact of all technologies as if they were the same, there is a need to think about what kind of technologies are being used in the classroom and for what purposes. Two general distinctions can be made. Students can **learn 'from'** computers—where technology is used essentially as tutors and serves to increase student's basic skills and knowledge; and can **learn 'with'** computers—where technology is used as a tool that can be applied to a variety of goals in the learning process and can serve as a resource to help develop higher-order thinking, creativity and research skills (Reeves, 1998; Ring staff & Kelley, 2002).*

While Discreet Educational Software (DES) remains the most commonly used approach to computer use in student learning, in more recent years, the use of computers in schools can become more diversified as educators recognize the potential of learning 'with' technology as a means for enhancing students' reasoning and learning skills. No longer limited to school computer laboratories, school hours, and specific devices, technology access has resulted in an increasingly learner-centered experience and the ability to learn through technology enhances their self-esteem too.

(A research article)

Role of Schools

(Ms. Deepa C Desai - Former Principal, Mahapragya Public School, Mumbai)

To say that education today has changed is surely an understatement. What is it that has changed? Is it the approach to education as a whole, the teaching methodology, or is it the students and the parents? Well in my opinion it is a combination of all.

We live in an ever-changing world where every day there are so many developments. The myriad of changes we see is in technology. It has overtaken every aspect of our life and it is no surprise that it has reached our children as well. The world today is powered by technology and hence it is no surprise that this technology has reached the classrooms.

It looks like it is there for keeps. Today's child has vast information at the click of a button. But what impact does it have on the child? Majority of the children have distanced themselves from the pleasures of reading books. They do play but not on the grounds, it is on the play stations, cell phones & computers. On one side development in science and other fields has accelerated but on the other the moral values and ethics are on a decline. The bond of love and care which keeps relationships firmly cemented is slowly disintegrating.

All this makes us wonder why? Are we lacking somewhere in imparting education? Are we forgetting the values that defined us, the ethics that bonded us?

We talk about global education and technically the world today is considered more open, freer. But, is that a good thing? For, we see maximum injustice being done to humanity. We have become selfish and self-centered and we don't hesitate to put someone down for our own personal gains. Who is responsible for this?

The answer lies within us. When a child is born, he does not know right and wrong or moral or immoral. He is like a clay that can be moulded, a blank state. Home is the first learning place that the child encounters.
It is here that he learns to share, to care, to support and to help. Then comes the school. The purpose of education is to mould and inculcate men and women with a strong character and moral values. People who can accept success as well as failure with grace. But with both parents working and the family structure changing from joint to nuclear the onus of character building and value inculcation falls on the school.

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The school is responsible to take on the role of caregivers, teachers, role models- in other words is the second home. This is done through various ways. Right from the morning assembly to dispersal, the children learn some valuable life lessons. These values can be integrated while teaching various subjects.

The mission and vision of the Management and the Principal goes a long way in making the school what it is. The morning assembly is an important aspect of quality schooling. It is here that themes & topics can be taken up which imbibe in children a sense of responsibility and inculcate the required values. Celebration of National functions and Annual functions is a common site in schools. But if the same is done with a theme giving a message to society or masses it creates an impact on not only the young impressionable minds but also adults.

Parental role is very important in nurturing an individual with a strong value-based foundation. Hence schools have to have parental workshops and events from time to time. Parents have to be involved in the process of building a value-oriented culture in the schools. A wide range of activities conducted in schools help in developing emotionally, socially, physically and intellectually sound students- which is the need of the hour.

Since the schools have become 'Surrogate Mothers', the responsibility of developing value- based society has become two-fold on them. These expectations will only increase in the years to come. Hence the schools need to be prepared and strong enough to swim in the tidal wave of change and expectation.

Ek haseen jahaan

(Ms. Anjum Panna - Educator, Conversationalist & A story teller)

Mushkil hai— saath rehkar apni pehchan ko barkarar rakhna

Lekin chalo Koshish toh karein..

baba kundali dekh lenge - ammi ko tum istakhara nikalne keh dena..

Chalo Ghar ko ittar aur Chandan dono ki khushbuon se bhare.

Tum sajde mein hajate karna main haatho ko jod kar maang liya karungi..

Parda hoga lekin haya ka - aankhon mein - arddhangini mante ho toh

saath nibhakar chalungi.

Jab buzurg tumhare aayenge toh sur par chadar odh lungi..

Haath choom kar dhal jaaungi unn mein

Aur mere ghar waale aaye toh unke bhi pair choo lungi..

Kalme tum padh lena, main path padha karungi

Main daan karungi tum sadke nikal lena

Kaseeda tum padhoge jab - main bhajan ke raag ched dungi..

bade pyaar se rakha hai mera naam Manhar - mummy daddy ne

Mehrunisa se mutta lik main rakh nahi paungi

Khan aur purohit dono naam magar garv se mere naam ke aage lagaungi..

Baccho ki fikar hai tumhein

Arrey woh ek se zyaada bhashayein bol lenge

do sanskritiyan ka mail dikhalayenge

Eidi bhi batorenge diwali bhi ikattha hogi unki

Puranpoli khayenge holi ki - bakri Eid ki dawat bhi nosh farmayenge.

Padhne do unhe Geeta aur Quran, phir haath jodna hai yaa sajde karne

yeh faisla unpar chhod do.

Kya sahi kya galat iski paribhasha unhe tay karne do- yeh dharam ke

darr ka faasla tod do.

Aur kahan humne suni humare bado ki, ki humare wale humari sunenge

Woh humse hai par humare nahi yeh yaad rakhna- unki raah woh khud chunenge

Kisi aur waqt ke liye janme hai - waqt ke saath chalne do..

Badalte reeti riwaazon mein unhe apne aap dhalne do..

Woh nahi dekhte jaati, dharm aur imaan, hum hi toh bhed karte hai.

Bacche toh bas pyaar karna jaante hai hum bade hi nafrat ko bharte hai..

Hum har koi ek doosre se alag hai, par insaan hum ek samaan

Bas zara apnaney ki koshish karein toh shayad bana paaye ek haseen jahaan.

Toh phir manzoor hai naa..chalo yeh naya rishta saath milkar nibhaye

tum tumse rehna, main mujh jaise.. chalo iss duniya ki vibhinnata

ka jashna manayenge..

iss duniya ki vibhinnata ka jashna manayenge..

Let's not just tolerate.. but accept and celebrate differences!

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TED TALKS IN SCIENCE – PEDAGOGICAL TOOL FOR SCIENCE TEACHERS TO ENGAGE STUDENTS CREATIVELY IN ONLINE CLASSES

(Dr. Bibhuti Narayan Biswal- Academic Co-ordinator, Reliance Foundation School Academic Council (RFSAC), Reliance Corporate Park, Navi Mumbai-400 701)

Introduction

One of the most central and pervasive goals of schooling is to help students to think. It is a common perception among students that learning science is synonymous with the deep thinking process. Teaching Science with clearly stated learning outcomes have a profound influence on the activities teachers provide for children, how it is organized and managed in the classrooms, what role students play, the way equipment and materials are used, and the criteria used in assessing and evaluating it. In the light of the continued pandemic situation and online learning capturing students' attention in Science teaching is a herculean task for teachers.

In the changing scenario of schooling, teachers, and schools must rethink strategies, tools, and methodologies that are being used to teach Science as children nowadays are having greater access to technology and the internet all the time. In the aftermath of lockdown followed by the closure of educational institutions, online learning is seen as a panacea to battle with challenges of learning due to COVID-19. Educators throughout our country and the world over perceive social media as one of the powerful drivers of change for teaching and learning practices. Dealing with social media to accelerate student learning is causing immense pressure on offline teachers (Traditional teachers) on each passing day. The sooner we learn to harness the potentials of social media as a learning tool; the better will be the learning for all students in our schools, so is the case of integrating a popular video platform called TED talks.

TED Talks Defined

The acronym for Technology, Entertainment, and Design is called TED. TED talks are a variety of recorded presentations/talks on a wide range of topics ranging from education, politics, technology, health, communication, science, business, etc., where a speaker shares their knowledge/understanding on a particular topic for a maximum duration of 18 minutes, intending to inspire and stimulate the audience.

The Rationale of TED Talks in Science?

According to Wingrove (2017), TED is useful in an academic context given the features of the platform and its content; an excellent pedagogical tool due to its ability to wow, inspire, and amaze an audience, it allows videos to be sorted on the basis of jaw-dropping, funny, courageous, inspiring, etc. These characteristics make TED an easy-to-use and powerful means to share and discuss a myriad of issues with the students, developing not just their communicative skills but also their ability to face critically what they are watching in a wider social, cultural, academic, or political context. Also, TED presentations indirectly contribute to the inculcation of skills like hypothesizing, manipulating the physical world, and reasoning from data which is very much needed for learning Science.

Advantages of TED Talks

TED talk videos are available free of cost both on the official website and on YouTube since 2006. Some of the major benefits of TED talks are :

- ✓ *TED Talks can be integrated into class lectures, discussions, and activities, both to promote student motivation and to encourage teachers to introduce innovative instructional proposals, such as the flipped classroom methodology.*
- ✓ *TED Talks are valuable classroom material that enhances engaging and eye-opening discussions among students and faculty. The format of TED Talks suits well to millennial students due to its limited duration and multimedia format that betters their somewhat limited attention.*
- ✓ *TED Talks were introduced to develop oral presentations skills in an oral presentation assignment in a Physical Chemistry course (Stout,2019).*
- ✓ *TED talks bring appealing current issues, as well as draws speakers from different parts of the world, which helps students to listen to a range of speakers and their different accents.*
- ✓ *TED talks reach a very large audience with authentic content and often advocate for important matters of societal change.*

TED Talks as Pedagogy

Due to its unique popularity, and its ability to capture the attention of students, some teachers are using TED Talks as a teaching resource in their classes for creating new learning experiences. Some of the salient features of TED talks are-

- *It gives an idea that can change how people see the world*
- *It brings forth big ideas about any issue or concept through presentation*
- *It creates enduring understanding for the students*
- *It rebuilds the concept/big idea inside the minds of listeners*
- *It helps in the development of professional skills of students*
- *TED talks promote other skills such as critical thinking, citizenship abilities, and 21st-century skills*
- *It brings presenters self-reflection which connects students to do the same while watching the talk.*
- *It creates an excellent online learning environment for pedagogical purposes of teachers*

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- *It is authentic and appealing in nature as the speakers share their own personal stories, ideas, and experiences with the audience.*
- *It brings interdisciplinary understanding through the topic*
- *The TED approach strongly promotes the idea of substance over the show and helps in improving students' public speaking skills, etc.*
- *It brings through their own lives, brings something to the talk that resonates with their audience, and forges a deep connection.*

In addition to this, TED talks are a potent source of pedagogy in Science as it-

a) *Involves the right kind of word choices that are needed to form an image in the audience's mind about the concept as Words can do that with much more clarity than any static image available on Google. This is precisely called subject-specific vocabulary.*
b) *Stimulates all students to approach the larger question(s) the speaker presented from different perspectives.*
c) *Brings original thinking and freedom to express ideas through its unique structure*
d) *Promotes essential questions 1) What do these larger questions mean to them personally?*
2)How can they use what they learned in class with the understanding of the presenter's ideas? 3) How to assimilate classroom science learning with the TED topic big ideas and exploring possible connections? etc.

Fascinating Science TED Talks For Teachers

A list of 14 TED talks is given below comprising a variety of topics such as creativity, online learning, How to learn, open-source learning, interdisciplinary learning, etc. for the ready reference of teachers to make their class more engaging and learning more enjoyable.

- *Inside the ant colony (https://www.ted.com/talks/deborah_gordon_inside_the_ant_colony#t-230295) a good source for exploring the unique combinations of working of Science and Mathematics.*
- *How Simple Ideas Lead to Scientific Discoveries (https://www.ted.com/talks/adam_savage_how_simple_ideas_lead_to_scientific_discoveries) by Adam Savage who is a prolific speaker on scientific discoveries that came from simple, creative methods anyone could have followed. According to him the simplest question could carry you out to the edge of human knowledge.*
- *Questions that no one knows the answers to (https://www.ted.com/talks/chris_anderson_ted_questions_no_one_knows_the_answers_to#t-601820) delves into two questions: Why can't we see evidence of alien life? And how many universes are there?*
- *Award-winning Teenage Science in Action (https://www.ted.com/talks/lauren_hodge_shree_bose_naomi_shah_award_winning_teenage_science_in_action) a story of the Google Science Fair. In this talk, Naomi Shah, Lauren Hodge, and Shree Bose explained their extraordinary Science projects and their passion for cultivating Science.*
- *The Roots of Plants Intelligence (https://www.ted.com/talks/stefano_mancuso_the_roots_of_plant_intelligence) Plants behave in some oddly intelligent ways: fighting predators, maximizing food opportunities ... But can we think of them as actually having a form of intelligence of their own? Listen to Stefano Mancuso, an Italian botanist giving stimulating evidence.*
- *Physics is fun to Imagine (https://www.ted.com/talks/richard_feynman_physics_is_fun_to_imagine) watch most celebrated physicist Richard Feynman explains what fire, magnets, rubber bands (and more) are like at the scale of the jiggling atoms they're made of.*
- *The Call to Learn (https://www.ted.com/talks/clifford_stoll_the_call_to_learn) by Clifford Stoll captivates his audience with a wildly energetic sprinkling of anecdotes, observations, asides -- and even a science experiment. After all, by his own definition, he's a scientist: "Once I do something, I want to do something else."*
- *Could tissue engineering mean Personalized medicine? (https://www.ted.com/talks/nina_tandon_could_tissue_engineering_mean_personalized_medicine) Each of our bodies is utterly unique, which is a lovely thought until it comes to treating an illness -- when everybody reacts differently, often unpredictably, to standard treatment. Nina Tandon a Tissue engineer, talks about pluripotent stem cells to make personalized models of organs on which to test new drugs and treatments, and storing them on computer chips in an exciting manner.*
- *An 8 dimensional model of the universe (https://www.ted.com/talks/garrett_lisi_an_8_dimensional_model_of_the_universe) Physicist and surfer Garrett Lisi presents a controversial new model of the universe that -- just maybe -- answers all the big questions.*

Conclusion

With the ever-expanding digitization of teaching-learning practices, the reach of digital content has witnessed increased acceptance among students and teachers. Teachers should use TED Talks to spark interest and curiosity among students towards a particular topic. Also, these talks could be more useful for teachers who could make their class more engaging and improve their teaching skills by watching and following the techniques used by the presenters. A timely call by teachers towards TED talks can really redefine our classroom engagements and ensuring learning in all core subjects and inculcating relevant skills among students successfully.

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CiRDI NEWS

Education-An Overview

(Mrs. Vijaysheela Sardesai – Retd. Director and Chairperson of MSBSHSE Pune).

India celebrated its 75th Independence Day on 15th August this year. In the last 75 years education sector has grown in leaps and bounds Today in India, around 89 lakh teachers are teaching 25 crores of students studying in 15 lakh schools. About 32 lakh students take class X and Class XII examinations every year in Maharashtra alone. Education has reached the remotest corner of the country barring perhaps, very difficult-to-reach areas. Various education commissions set up brought about changes that helped in expanding schooling facilities, strengthening school infrastructure, providing adequate teachers, and improving classroom transactions. The school classroom transactions also emphasized, relating classroom teaching to students' life situations, making it child-centered and activity-centered, helping students to construct her knowledge (constructivist approach), Assessing students throughout the year, and Continuous comprehensive evaluation to help students achieve age-appropriate learning goals. No detention policy to help students learn in a fear-free class atmosphere. All the above and many other such measures are expected to improve the quality of school education. However, we see great variation in the quality of education offered in different schools. There is a divide between an urban-rural, public-private, rich, and not-so-rich. More and more students are seen to be achieving good marks. But can we say they have imbibed learning skills, and are well equipped with 21st-century learning skills? There is also a perception that foreign boards provide a better education than state board schools. Why? There is thus an urgent need to discuss and understand the quality of education. Quality is perceived differently by different stakeholders. School principals, teachers, teacher educators, and education administrators should be brought on board for minimum common understanding on quality. Another less explored area is the use of technology in school for quality improvement.

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Technology use started way back in 1986 under Education Satellite Program Centre Institute for Education Technology at the center and State Institutes of Education technology were formed in six states. Maharashtra was one of the states. school television programs were beamed for the benefits of schools during school times twice for schools running in two shifts However, due to limitations of the school timetable, the program was closed. In the meantime, private companies came forward with educational programs with the promise to track child-wise, subject-wise progress throughout the year. Schools, where parents can afford to pay the fees of such programs, are taking the benefit. The need therefore now is to find ways and means to extend similar technology support for all school children. Perhaps there is a need to develop support programs for students who have been left out. On this background, CIRDI's initiative is worthy of praise. Due to very long lockdown and online schooling, teachers are now ready to give and receive guidance. Besides lockdown has also underlined that one doesn't need fancy costly gadgets to receive help online. Online resources are now created in large numbers. which can be shared as library references. A one-step-ahead would be to give a peep into the classrooms where lessons are based on 80%students participation and 20% of teacher talk is restricted to giving instructions, clarifications only. I hope this initiative takes a leap jump into our children acquiring 21st-century learning skills. After all proof of the pudding is in eating it. I must stop at much talked about 21st-century learning skills.

-Critical thinking
-Problem-solving
-Reasoning analysis interpretation
-Synthesizing information
-Research skills
-Practised interrogative questioning
-Creativity artistry curiosity imagination personal expression.

On this background, CIRDI's online learning resources would go a long way creating a valuable repository. This will be an asset to all.
My very best wishes to all associated.

CiRDI NEWS

When profession turns into passion...

(Ms. Meeta Malhotra
Ex-Facilitator Primary Section AVM, Juhu)

Every childhood dream of becoming one such person in life when he/she grows up, who has made an impact or whose nature of work has been impressive as a child, I emulated my school teachers and was very attracted to this profession, only because I loved writing with chalks on the blackboard, erasing written matter with a duster and most importantly, I loved writing remarks in the calendars of erring students! I enjoyed role play, where I would wrap around, my mother's 5-yard saree, messily and pretend to enter into a class. I wore my grandmother's big, old spectacles and even carried a handbag on my shoulder to bring a bit of authenticity to my role. I played the part to the tee. Little did I know, this innocent role-play would one day become an important part of my existence.

I finished college and soon got married. It was clear in my mind that I had to work, to basically pass my time and also to put my education to good use. I started my first job in the hospitality industry, but soon felt burnt out due to erratic time schedules. In the meantime, I had my first baby. I soon gave up this job as I realized that I was missing the best experiences of my baby's growing years. I took a break for a year and then started hunting for jobs that would have convenient timings.

My aunt, who is a teacher, happened to visit me one day. She insisted that I give a thought to the teaching profession, as she had seen me in my element as a child. So far, this option had not crossed my mind at all. I felt so excited with the fact that I would get to work with chalks and dusters and the added temptation was that I would get vacation at the same time as my child!!! Well, honestly, THAT was the real reason I agreed and went ahead with my preparations to become a teacher. I scored good marks in my entrance exams and got admission to one of the best colleges in Mumbai.

There was no looking back after that. I instantly got a job with a reputed school in the suburbs and my first day was unforgettable in my life. I didn't know the responsibilities and the accountability that tags along with the life of a teacher. When I saw the innocent, naïve eyes of 40 little children looking at me, for a second, I got a bit intimidated. Their eyes conveyed a thousand moods and feelings.

I felt the emotion of each child. Some apprehensive, some nervous, some happy, some excited, some confident, some hopeful, some ready, and some not-so-ready!!! Gosh!!! I said to myself, "This is not going to be easy". Within a few days, 'THE' children became 'MY' children. I started understanding the huge role I had to play in the classroom, in those 8-9 hours in school. I understood a teacher's role is not limited to writing on the blackboard, erasing written matter, or writing remarks in the child's calendars, but much deeper than that. Along with being a teacher, I became a mother, a counselor, a helper, a friend...everything that a child needed while in school. I realized being a teacher was not an easy job. The job required a lot of love, affection, acceptability, restraint, honesty, efficiency, onus, capacity, ability, and most of all endearment and sensitivity. One doesn't need to have all the qualities. However, as an efficient teacher one needs to display any one of them at some time or the other, as required. In addition to this, handling apprehensive parents was a challenge in itself. I had to master this skill too.

I knew for the fact that if I have chosen to be a teacher, I better strive for perfection. I plunged myself into my duties and didn't realize when the profession turned into a passion.

My day began, hearing the peals of laughter and the chirpy bantering of my school children. Children would come to me with childish disputes, unhappy grievances, and modest fights. I learned to calm them, guide them and sensitize them. And all this came with experience. It's been almost 32 years that I am a teacher, today by passion.

As a teacher, you can make or mar a child's life. As a teacher, you have the mammoth responsibility of molding the characters of the children. As a teacher, when you touch the chords of their hearts, you imprint an indelible mark on their souls. They will remember you even after you cease to be one.

I cannot imagine myself in any other field. This is one job that continues teaching you so many different lessons of life. I consider myself a learner because even at this age, after so much experience, I am yet learning from my students.

I am thankful to the Almighty for choosing me for this profession. One can't be more gratified than this!

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CiRDI NEWS

DYANAMICS OF SCIENCE EDUCATION

(Dr. (Mrs). Ambujam V. Iyer, Former Head - Department of Education Management, SNDT Women's University)

The modern civilization is a scientific civilization. This is an age where the modern society is completely drawn into the scientific environment, and science has become an integral part of our life and living. In fact, science now has an all-pervading influence on every phase of human activity. In recent times, there has been rapid addition of knowledge to the world of science. Great advancements of science and technology, and use of these scientific achievements in promoting the wellbeing of mankind through their applications in the field of industry, communication, transport, engineering, agriculture medicine has made science more important than ever before. Science has, in fact, radically transformed the material environment of the citizens of the modern world. Science has added a new positive dimension to education and to its role in the life of the nation, but central to all this, is the quality of science education.

The Education Commission (1964-1966) has appropriately remarked that "If science is poorly taught and badly learnt, it is more than burdening the mind with dead information and it could degenerate into superstition. What we desperately need is the improvement in the standard and quality of science education at all levels in the country."

The need for science education is more so emphasized, as it improves concept development, fosters higher cognitive abilities and skills, besides promoting the spirit of inquiry and experimentation. Science is an international activity of a dynamic nature. In recent years, the explosion of knowledge and reformation of many concepts in science has outstandingly brought forth the inadequacy of the existing school programmes of science education. This in turn has brought about a mounting pressure for a radical reform of school curriculum. The present curriculum is bookish and helps in imparting knowledge and rote learning. Thus, if science education has to keep pace with knowledge explosion in addition to development of higher cognitive abilities, it becomes imperative for our curriculum to be modified or changed. This would necessitate modification of our textbooks as it is, the text books that define the scope of our curriculum.

Ultimately, any attempt at curriculum improvement would mean preparation of suitable textbooks, and other teaching and learning materials which would define the goals and the content of proposed science education programme in terms meaningful to the school and as actual tools used by teachers and pupils.

The textbooks which surround and support teaching of all kinds, and at all levels of instruction define for many, the tasks of science education. Very often, they are significant limitations of the capacity of a school teacher to work out his/her own purposes. Educational development and curriculum development, thus go hand in hand with textbook selection and content.

Considering the recent state of science education in our schools, the Education Commission (1964-66) reports; "Science education in our country is in a bad shape and it also becomes worse if we fail to reckon with the explosion of knowledge."

The main reason is quiet obvious. Text books often lead weak and ineffective science programmes in the class room. The following are some of the possible reasons for this state of affairs.

1. *Text books are accepted as ends in themselves. As a result, the text book approach is normally content oriented and the content usually becomes the main goal of the lesson.*
2. *Text books do not aid students in the correct understanding of basic concepts and principles of science.*
3. *Text books do not include glossary at the end of each chapter, as a result new scientific terms rarely comes into the focus of students' attention.*

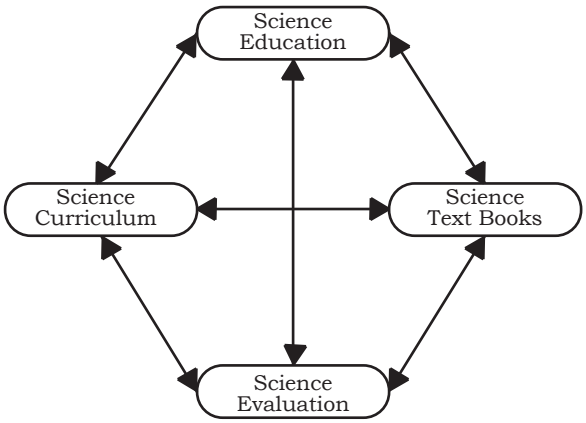
In addition to the above mentioned reasons related only to textbooks, the other factors that have further deteriorated the betterment of science education in Indian schools are;

- *In most schools, science teaching is carried on through teacher-talk, with occasional stereotyped demonstrations.*
- *Methods of teaching are out dated, stereotyped and lack involvement from pupils.*
- *Owing to the dearth of well qualified trained science teachers, science education in schools has become dull and uninteresting.*
- *Inclusion of exercises after each lesson reflecting the content directly has further aggravated the situation.*

The following suggestions would probably enhance the effectiveness of science education in our country.

1. *Providing teachers' manual or teachers' guide which would enhance teachers' knowledge and competencies in the classroom.*
2. *New concepts and principles of science should be supplemented with examples.*
3. *A glossary and summary at the end of each chapter, would highlight the content and provide a clear understanding of the concepts in the lesson.*
4. *Inclusion of thought provoking exercises having variety and complexity and skill type questions.*
5. *New methods of teaching science which would promote inquiry should be adopted in our school programmes.*
6. *Science teaching as a process through experiments, demonstrations should be encouraged in the programme.*

7. *In a developing country like India, science education is considered as a powerful instrument for bringing about social change. It helps to strengthen national economics, creates new resources, provides, opportunities for employment and attempt to bring out a global outlook.*
8. *Thus an improvement in the quality of science education can be visualized by inter-relating the other three dimensions, namely, production and implementation of suitable science textbooks with thought provoking exercises that would lend substance and significance through an innovative dynamic and effective curriculum thus upgrading the quality of science education.*



In conclusion, science education, whether it aims at introducing all learners to the main ideas and principles of science or at the training of future scientists, calls for teachers with specific qualifications. To teach science effectively, that is, in a way that promotes students' understanding and abilities, science teachers need a thorough understanding of the ways their students learn science content and skills, and what sort of learning difficulties may occur, and why. Moreover, it is important that science teachers understand what and how science can be interesting or challenging for their students. Closely connected to this understanding, science teachers need to develop a large repertoire of instructional strategies and representations of science content, which they can use in classroom practice in a flexible way so as to accommodate student learning, stimulate interest in science, and anticipate differences between students. Moreover, similar to teachers of other subjects, they need to know and use a repertoire of formative and summative assessment techniques, which goes beyond the traditional and familiar ways of evaluation. Recent research in science education brings to life the systemic, complex nature of science teaching and learning. It provides guidance to curriculum designers by describing the interpretive, cultural, and deliberate dimensions of knowledge integration. Frameworks for design of science instruction foster knowledge integration by calling for materials and activities
that feature accessible ideas, make thinking visible, promote team learning and encourage self-monitoring - that is the ultimate goal of education.

ART OF THINKING

(Dr.A.P. Jayaraman – Former Sr. Nuclear Scientist, BARC and President, STEAM Academy)

George Bernard Shaw has famously said after thinking about our thinking habits, "Two percent of the people think; three percent of the people think they think; and ninety-five percent of the people would rather die than think". So alien seems to be thinking to human nature. Even that two per cent of the thinking people do it defectively. 'All We Need is less irrationality." so wrote Rolf Dobelli in his million copy bestseller book 'The Art of Thinking Clearly" published in 2013. He has presented an abominable list of over one hundred thinking errors which we perfunctorily make in our daily life and also in our so called thoughtful arguments. We seem to be existing in a world of dysrationalia. If only we could spot those logical fallacies and steer clear of them we would certainly enter the brave new world of rational thinking!

Hot Theory

Why do we slide into these logical traps? There are two grand unified theories of irrationality. First, we have the old High Temperature theory. In this classic Platonic model a rider steers wildly galloping horses. Rider stands for reason. Galloping horses signify emotions. Reason restrains emotions. If this mechanism fails, irrationality runs its free and relentless course.

Reason puts a lid on emotions. But the hot boiling lava, product of volcanic eruption and emotional turbulence erupts. Thus we suffer from the thermal stress of irrationality.

Cold Theory

Secondly, we have the nascent Cryogenic theory of irrationality. Science enters. Psychologists jettisoned Freudian paradigms and started analyzing our thoughts and actions. Thinking about thinking or metacognition started. The rationalist ego and the moralist superego controlling the impulsive id were intellectually discarded although they often parade as fashionable nonsense or higher superstitions. Thinking is not pure and can be contaminated. Even proficient grandmasters are prone to error. Let us not labour under the illusion that the errors are randomly distributed. There is a pattern in the incidence of errors and is predictable and preventable.

Essence of Science

We live in a world of modern science. This world of science has a short history. Science is simply knowing and doing things.

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We are trying to know the world and we are doing many things scientifically creating new knowledge. In our path of enlightenment, we are guided by the undertones of the scientific method, a method many scientists are madly in love. It uncovers information that is inconvenient for faith and reveals technical facts that clash with irrationally held beliefs.

Restrained optimism permeates science. Blue ocean research asks basic questions. Why is the sky blue? That is knowledge for knowledge's sake uncontaminated by utilitarianism. Asking good questions leads to problem solving skills. Thus science and technology mediated by engineering deliver goods and services essential to life. Albert Einstein negated incomprehensibility and posited a comprehensible world with overtones of optimism.

Science Today

Science today is a grand organized professional empire. More than 99.9% of all named scientists recorded in human history are engaged in knowing and doing things. In 2015, money spent is a $ 2 trillion. Research hours measured touched 26 billion. Creativity filed innovative patents filed 2.6 million. Generating new knowledge scientific publications peaked at 920,000. 260,000 scientific workers donned the Ph. D hood. Such in outline is the S and T complex.

With knowledge as the true legal global currency today we need to look at the theory of knowledge, epistemology. Knowledge is the condensation product of doubt. Defining knowledge with the accuracy and precision physics demands may push us into a semantic cul de sac.

Theory of Knowledge (ToK)

ToK or epistemology begins with a doubt.Knowledge is belief which is in agreement with the facts. What is a belief? What is a fact? What sort of agreement between them would make a belief true? Those are Russellian questions.

The brave new world of brain sciences is emerging with powerful tools of Positron Emission tomography and Functional Magnetic Resonance Imaging. Neuroscientists like Vilayanur Ramachandran are revealing a lot about our brains and their thinking features.

Info Big Bang

In this age of information explosion with misinformation and disinformation also being energetically circulated, separating the truth has become a daunting and baffling challenge for even the seasoned rational thinkers. Ebola vaccine, Climate change, and conspiracy theories are examples of different hue.

We need to learn and acquire honed tools to identify the features of irrational thinking, evaluate essential evidence, recognize our own latent biases and deploy strategies to transform shouting matches into meaningful discourse.

"People don't think like scientists; they think like lawyers. They hold the belief they want to believe and then they recruit anything they can to support it," says Peter Ditto, a psychologist who studies judgment and decision-making at the University of California. The name of the game is retrofitting marriages of convenience.

Cherry Picking

Deliberate efforts are made to selectively pick data and fit them into pet model against the totality of evidence is a soft trick many charlatans do. They pick holes in research techniques and make wild and bald claims ignoring the totality of evidence. *One recent glaring instance is the claim that vaccination is responsible for autism.*

Recognizing, evaluating addressing and controlling irrational thoughts is a perplexing task. Diagnosis is the first step and half the war is won. The longer those irrational thoughts are allowed to linger the prognosis is undesirable with hard to treat personality disorders.

Catch Them Young

Some telltale symptoms are looking for seeing only worst case scenarios called catastrophizing. Coupled with this is minimization or inability to see the good qualities of oneself and ability to magnify the defects of others. This is inattentional blindness of a bad odour. Then comes the infection of grandiosity with the illicit belief that I can do better than anyone. All or nothing thinking, distorted leaps in logic and delusional thinking are present in children. Teachers in schools who teach ToK have to address these problems presented by children

Basic science is the solvent of all superstitions, including the Higher Superstitions. Scientific method is the rational compass for reasonable acceptance and rejection of emerging paradigms. Pseudoscientific fashion parades and crypto scientific masquerades have to be relentlessly analyzed by the application of the scientific method.

2022 is the International Year of Basic Sciences for Sustainable Development. The basics of all basic sciences is the scientific method which deals with knowing about knowing.

CiRDI NEWS

Dealing with summer learning loss

(Dr Pramila Kudva - Principal of Pawar Public School, Kandivali, Mumbai).

(Credit: Teacher ACER, April 2018)

Parents are often worried about a decline in their child's academic ability after long school holidays. Recently, I received an email from a concerned parent requesting a change in the academic calendar; she feared that her child would forget all her lessons by the time she joins school after the long summer break. Without precautions or steps to facilitate learning, children can experience learning loss or brain drain even if the dates for commencing the academic year are revised. In India, such losses can also happen over long festive breaks; students forget what they learn as they disengage from learning or stop reviewing the lessons.

As long holidays break the rhythm of instruction, they affect students' achievements and academic performance. For instance, I have noticed that upon re-joining schools, some children lose their English-speaking fluency as they typical use their mother-tongue outside classrooms. Learning loss also tends to be more pronounced in math and spelling as compared to other areas of learning. Entwisle, Alexander, and Olson's 'faucet theory' draws a comparison to explain the learning loss. The teaching-learning processes of a school are compared to a faucet. As the resource faucet remains turned on when the school is in session, children gain from it. When the school is not in session, the resource faucet is turned off and learning stops. Gary Huggins, CEO of the National Summer Learning Association points out in Summer Learning Can Be a Game Changer that children lose as much as two to three months of math and reading skills over the summer, with the losses being more marked among lower-income kids.

How can you beat summer learning loss?

Extended school days:

Cooper mentions in ERIC Digest that students in Japan spend 240 days in school. As per the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act), schools in India are expected to work 200 days at primary school level [grades 1 to 5] and 220 days at middle school level [grades 6 to 8], which is still lower than countries like Japan Cooper quotes Hazleton et al's study in 1992 that concludes that 35 extra days in school could bring an evident change in education outcomes. But there are counter- arguments that extra classes can cause fatigue in students, have cost implications for the school, or stretched work hours for teachers. Thus, education systems need to examine such concerns before making decisions on changing the number of working days in an academic year.

Many short vacations throughout the year

Based on the location of the school, most Indian schools have summer vacations along with festive breaks. The three common ones are – summer vacation, Diwali/Dussehra holidays, and Christmas break. These vacations are spread through the school year and can be one way of reducing learning loss if not eliminating it altogether.

Learning during the holidays

It is important to keep students engaged during the holiday break. However, this does not mean that children are given vast quantities of holiday homework. Various activity-based and child-friendly learning methods can help them develop their knowledge and skills. Many schools and private institutes offer a number of curricular and co-curricular activities for students. Enrolling in these activities can help students to learn even during summer breaks. Parents have a critical role in encouraging their children to participate in activities that promote learning. For instance, while travelling in a vehicle, parents can check their children's knowledge by asking them to calculate speed or distance or time. This could be the speed of a bus, car, a bicycle or even the speed of walking.

If parents take their children to new places during holidays, it becomes an exposure trip where children learn about new cuisines or a new language. They could be encouraged to write a travelogue, make a scrapbook and so on. These days, televisions are found practically in every home. In India, cricket is a game which is followed avidly. Children can be asked to calculate the average score per over in a cricket match, or questions on the speed of the ball. With a little imagination, one could even predict the trajectory on the field while playing cricket. To extend this further - tie a ball in a sock, hang it in an open space, and let the child practice hitting it. A good way to train how to hit the ball and control the shot! If the child is a pre-schooler, the child can be asked to read numbers of vehicles, identify the odd and even numbers on the number plates, recognise colours of vehicles, or read billboards. This kind of activity can be done even as one is traveling from one place to another. Parents and children in rural India may however, lack access to extra-curricular activities, technology, or the opportunity for vacations. For them, a walk around the village is an opportunity to learn about angles and directions. A village fair is a place where the child can be exposed to many concepts. For instance, the centripetal force of a Ferris wheel or a giant wheel as it is called in India, the centrifugal force of a merry go around, the kaleidoscope and principles of reflection, or the food value of a deep-fried samosa versus a shallow fried vegetable cutlet! The list is endless. Parents and teachers can join hands to reduce summer learning loss. We need a 'thinking mind' to keep children actively engaged in different learning activities that build upon their prior knowledge.

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CiRDI NEWS

Teaching – challenging yet passionate!

(Ms. Parimala Kulkarni - Educationist – Bengaluru)

Perhaps hidden in my genes was this passion
For teaching, just like my mother, who has been in the same profession.
Its presence was first felt when I was in the higher secondary,
It got fully manifested after I graduated in teacher education!

The journey began with a small step,
By counting numbers, singing songs, and making boats with the tiny tots,
And teaching basic grammatical and computing skills,
And exposing the inquisitive minds of the primary group
To simple scientific phenomena!

The climbing steps increased as I grew up in the profession,
Diversifying my teaching skills to children of different ages,
From problem solving and geometrical theorems to chemical reactions and scientific principles,
All the time learning new vistas of the trade.

As I progressed, I took on many roles,
Besides classroom teaching and associated activities,
Became a mentor and a guide,
Often a nurse and at times a referee,
Sometimes a strict disciplinarian and also a soft counselor.

Had to walk the talk with many a student,
Was a tactful corrector and sometimes a shouter?
A scriptwriter, a drama director, an event organizer, a quiz master,
A trip manager, a trainer, and above all a career of the young souls.

With the boom in IT At the beginning of this century,
I inculcated technology in day-to-day
teaching
Which inspired me to shift my gear into the new fields of
Content development and teacher training.
And now in online teaching and zoom meetings!

Like in all other professions this profession to has
Its adversities and challenges,
But there is a need to train ourselves
To overcome these differences and rise to the need of the hour.

I feel that the crux of this noble profession is student-centric.
When every child is molded in the right direction,
By guiding and training the young minds,
And responding to each child's sensitivities,
Only then we would have achieved our goal of making a better society.

Follow Your Dreams

(Ms. Sarabjeet Kaur)

Challenges in your life will make you wonder,
Is this path worth treading, you may sometimes ponder!

At such times, listen attentively to the voice of your gut,
Think, reflect, take a pitstop, if you must.
Then gear yourself up to work tirelessly,
Persevere and slog to follow your dreams passionately.

Dreams give your life purpose and direction,
Take a leap of faith and put your ideas into action.
Learn new skills and conquer your fears
Encourage, spread cheer and motivate your peers

For the secret of living a worthy life,
Is in doing your best and seeing everyone thrive.

From Mar-Apr issue onwards CIRDI News will be ICRDE News