

EduFOCUS



Special Issue for Women's Day 2021 | Private Circulation Only



THIS INTERNATIONAL WOMEN'S DAY
ANDIE AND GAP SALUTE THE TENACITY OF TEACHERS

'FROM ZOOM TO ZOOMBA'

Proud of you, dear Teacher! Despite having two left feet on the digital floor, you nimbly danced around the myriad problems to ensure your students were not deprived of the joys of learning. Wow-some job moving from the blackboard to the screen!



SUN 7TH MARCH, 2021 • 4 TO 6 PM

VENUE : ST. ANDREW'S CONFERENCE HALL, BANDRA



ज्ञानः, अध्ययनः, परम्परा



The Bandra SHE-link Project



ANDIE

Andrean Network of
Dynamic and Inspired Educators

Andrean Network of Dynamic and Inspired Educators (ANDIE) and Grand Academic Portal (GAP) are proud to present **From Zoom to Zoomba**; an evening to celebrate our teachers who have had to move from classroom teaching to online teaching without any prior experience or training because of the Covid-19 pandemic.

From Zoom to Zoomba is part of the **Bandra She-Link Project** which was inaugurated on 8th March, 2018 by Bishop Barthol Barretto. Just as Bandra Worli SeaLink connects two parts of Mumbai, the Project aims to connect the common people to ‘she-roes’ from across the country who have overcome obstacles and have triumphed. It is important to raise awareness about the issues they have faced (domestic violence, gender discrimination, environmental issues, etc.) as well as embrace the spirit of these women who carry on and help others despite the odds.

Today, the teaching community are our ‘she-roes’. While the medical community has been felicitated at award ceremonies and lauded by the press for their proactive role in containing the spread of the virus, the teachers have been forgotten and their role trivialised. If it were not for their commitment to their vocation, a major chunk of the population would have had to forego an entire year of learning. They switched so seamlessly between the blackboard and the screen that it seemed like they were born with these skills. Only they know the tremendous efforts they have had to put in to maintain some semblance of normalcy in the lives of their students.

Andrean Network of Dynamic and Inspired Educators (ANDIE) is the latest offering from St. Andrew’s Educational Foundation. The brainchild of Rector Fr. Magi Murzello, ANDIE was set-up in June 2019 after the success story of St. Andrew’s Centre for Philosophy and Performing Arts (SAPP); another brainchild of Fr. Rector. ANDIE aspires to be a network that will inspire educators to be out-of-the box thinkers – to be creative and ideate – and then share their passion and enthusiasm with their personal universe of co-educators and students. Through seminars and workshops, participants are given the space to freely exchange ideas and new developments in the field and also seek guidance on tackling the various challenges they face. But ANDIE is not all work and no play. There are events galore that refresh principals and teachers and have them raring to go back to work fully recharged. In a nutshell, ANDIE wants to ignite the passion in educators to take education to a higher level.

Grand Academic Portal (Gyan-Adhyayan-Parampara) is an initiative started by Dr. Gurudutta P. Japee and Dr. Preeti Oza to provide a supplementary and complementary element to the existing formal higher education system in India. The founders have collectively envisaged a platform to provide an innovative, free, equal, equitable, collaborative, sustainable, and all-inclusive teaching-learning-pedagogy environment to all the stakeholders of higher education in India. GAP is present in more than five Indian states and is growing in popularity in foreign countries too. GAP is a network group functioning in the field of higher education in India. It is a platform with more than a thousand direct and indirect stakeholders who are professors, faculty members, researchers, industry patrons, lawyers and other highly esteemed professionals from India and abroad. GAP is operational in many areas of higher education like research, consultancy, publication of books and journals, project management, resource mobilization, faculty development and training and mentoring. There are many sub-bodies under the umbrella of GAP like ISAC (International Society for Applied Commerce) which cater to these individual verticals.



Well-being in Teachers Heralds a Better World

usha Pandit



“A teacher’s work is never done” is a truism that can bear repetition. It is a job that is not just confined to planning for multiple classes, preparing and teaching lessons, managing classrooms, setting papers, doing corrections, entering marks and meeting parents. Administrative support, team meetings, monitoring of children, pastoral care, parent reassurances, co-curricular and extra-curricular activities, and even government duties can make the job exhausting.

Like a juggler, the teacher finishes a year’s work to be looking at planning for the next. In some cases, there is more correction awaiting him/ her for board examinations where results are due. Like most of us say, ‘It’s a rat race.’ It shouldn’t be.

In this lies the need for “wellness”. Long, arduous, often ill-rewarded, teaching as a profession can potentially cause immense stress. Often overworked, unsupported, underpaid, the teacher lacks personal time, has difficulty in work-life balance and is a victim of burnouts.

The difference between teaching and other professions is that it has to do with the future. Children are the blocks on which the edifice of tomorrows will be built. The responsibility of shaping the individual to bear its burdens, its brunt, and its challenges cannot be circumvented even if we were to assume helplessness. The ghosts in that responsibility haunt us.

How then can we create well-being? There is much that has been said about body connects, work-life balances, of good eating and exercise regimens that many before me have elaborated on and which hold true for all times and indeed for all professions. I am going to turn the problem on its head and attempt to think of how the work itself can be made enjoyable, rewarding and exciting. Is that possible at all? Yes, it is. But not without the audacity to make a change.

Analogously, a large obese body is prone to illnesses and one can wish its woes away by alluding to political correctness, or blaming size zero advertising, or cultural norms of the community. Its size will simply kill it. We, therefore, need to shed the yoke of

the flab of tradition, custom, comfort zones, whatabouteries of our own journeys and accept that it is a changed world we live in and, more importantly, a radically transformed world that our students will inhabit given the speed of artificial intelligence and robotics looming over the scientific horizon. Like Khalil Gibran said, they will dwell in “the house of tomorrow which you cannot visit even in your dreams”.

We have already seen the lack of human connects with the increase of digital connectivity and witnessed its trauma and woes. We have experienced the stress of speed and its urgency and roller coaster rides to nowhere. Our children have suffered and are suffering the ambitions built by this speed so much so that they have lost their childhood to burgeoning work, more tuition and extra activities structured in. The blessings of nature, of daydreaming, ruminations, the laughter of friends, the silences of company are a thing of the past. There is an injustice in it that escapes us. When we speak of change, it must come from the minds of these children that we are nourishing today.

So, first is a realistic view of where these children are headed. Second is what they need to survive, excel professionally and, finally, what they need to be happy, content and emotionally successful. We need to think about what sort of societies they will live in and how much healing mechanisms they will have to be trained in to be psychologically whole and fit. We need to ask ourselves where we are in our pedagogical processes that are outdated. Will they be relevant and how much work are we putting into those silos? This will help to reduce the drudgery substantially. So, are children doing the same kind of work we did? Have we moved into technology in reasonable proportions? Have we changed the nature of our testing and assessing without losing the essence of knowledge and application for collaborative and creative purposes? Have we geared up to put in more wisdom into a privileged population that will take for granted a lot like we did with our parents? The answers to these questions should direct us.

The role of the teacher is changing from knowledge-giver to facilitator, co-learner and mentor. The

speed of technology and our own unfamiliarity with it does not allow us to participate equally with children. Harnessing them to textbook content, especially if it does not engender thinking but needs to be regurgitated by the letter, is wasteful. The ability to loosen the reins is critical to our well-being. Otherwise, we are swimming against the tide. As co-learners, we have the happy circumstance of creating journeys in learning that are no longer a burden on us. We share the burden and the learning. We allow our experience to guide them.

Keeping abreast, reading and finding out should not be seen as more work but as the joy of learning. It is all in the mind and in our perspectives. If we build a culture of seeing new learning as “work” then it will seem like a mountain to be climbed. If we see it as an adventure, the same work will appear to be an opportunity for self-actualisation. The impact of that on wellness is tremendous. To skirt that would be to feel incompetent. When we stick to the known and trodden path and it is criticised in every forum, we feel all the more diminished in our own eyes. It is counterproductive to well-being.

All education is not seated in the academic. There is more to be done with the socio-emotional dilemmas of the child in a complex world. There are questions asked for which there are no right or wrong answers. Learning to be in the grey, to exercise moral honesty, to know that empathy is a virtue that surpasses all and crowns the survival of mankind are lessons that only a human can impart. Fortunately for us, we are the chosen ones.

These lessons are universal and surpass time and eras. They are the stuff that our souls are made of and are found abundantly in the literature of great thinkers and philosophers. In the technological meshes of our times where confusion reigns, this manna is what will save our children from mutual annihilation or mutilation of self. Who but we can offer that lesson? Integration, wholeness, differentiation, respect and compassion are goals that cannot be reiterated enough in a world where we no longer seem to distinguish ‘cunning’ from ‘competence’. In that roar of giant masses for revenge on nebulous historic and mythical figures, we stand often



overwhelmed. How easy is it then for our children to be tarnished, influenced and brainwashed? Their need is not in the academic, unless we have kept them chained to the shackles of the predigital world of the twentieth century, it is humanitarian and spiritual.

Stress is a silent killer. It causes physical and psychological damage. Psychosomatic illnesses are often related to the mind and body not being in sync. It is therefore necessary for teachers to take care to eat a healthy diet. Schools are famous for “celebrations” and binge eating on a daily basis. This is very harmful and it is important schools become aware of this as a serious health hazard for its staff and restrain its unchecked prevalence.

Stress is often created by the organisation that creates workloads that are based on quantity and time. Often, the need is for teachers to be on duty for a certain number of hours. What we need to focus on is quality

and outputs that are marked for its value and worth.

Workload for teachers is not just a time-table or experiences. There is another world at home of personal routines, family responsibilities, family pressures and financial circumstances, personal fatigue and worries about one’s own children. Classroom and student responses, school’s political climate and administrative work can add to the mind’s pressures.

How does one lift the teacher from this morass and move him/ her towards motivation to live joyfully? First of all, the teacher needs to acknowledge the massive role played in doing a job that is remarkably responsible for building a better society in the future in the upliftment of children. This awareness needs to be reaffirmed often. It is important for the teacher to be a learner and share the journey of discovery with children. It is an absolute burden for anyone to aspire to know everything or to

have the onus of being the giver of knowledge at all times.

Classrooms should be flipped and children be given thinking questions to ponder on and find answers to rather than gather information from the net to cut-paste as research. Pedagogical shifts to discussions, ideation, differentiation of children will help the teacher work at different levels, have realistic expectations and celebrate the success of children where work is not geared to achieve an unachievable 'one size fits all' goal.

Lack of transparency and lack of sharing are twin burdens that the fraternity languishes under despite it being shouted from every conference, conclave and seminar rooftop. Unless the entire community of teachers and all schools in the country are able to lift themselves to function well, the wellness we seek will be flawed. Internally, encourage team teaching, collective planning, question paper banks and resource banks. A determined effort in this direction needs to be made by all of us.

When we aim for autonomy in children as far as skills are concerned, we make their learning independent, productive, progressive and sustained. Otherwise, we are regularly in the "giver" mode where they "receive" our largesse in the name of teaching. This is a burden on the teachers. Teaching "how" to learn is easier than telling them "what" to learn. It frees them from our apron strings and lets them fly.

If the syllabus could be dealt with differently, it would take away most of the pain. If planning could be done for one year and revisited for remarks on improvement or reflections on successes, we would actually be an evolving and learning institution. If children could be engaged in participatory activities as opposed to constant lectures, the interest factor would keep them occupied and learning. Often, marking can be done through a peer mark before it reaches the teacher marking. If you give them rubrics, the marking itself becomes a learning exercise in reinforcing all the success criteria they need for getting better marks. Pain points need to be addressed by thinking outside the box.

We are labouring under a rigid structure where subjects are not integrated. The teacher has little freedom to innovate or digress. With a steadily burgeoning knowledge base, these subject silos create a massive burden when they could easily have been linked to other subjects and the work halved. We need to take a little time to step back and find solutions.

Often, the teacher does not have the skills or the training to create resources that will make learning more competent and time-efficient. Often, he/ she is torn between the management, the parents and the students. It is a hard life.

Added to this, we are indoctrinated with the narratives of "finishing the syllabus", blindly following "board pattern of questions" and "explaining" everything in the name of qualities or duties of being a good teacher. Instead, we need to unravel the syllabus and allow children to discover themes and skills, correlate it to earlier or parallel learning and link it to life situations and applications. We need to understand the broad philosophies of boards and use the developmental years to see beyond an exam to life that requires a lot more to succeed. We need to get children to think critically, debate and discuss points as opposed to telling them what to think. Breaking these boundaries is necessary to escape the traps we have laid for ourselves. We need to redeem our thinking hats.

A sensitive school will create esteem. It comes from group learning in a fixed time. It could be discussions, reading aloud, learning English structures, talking of current affairs in subject areas. We badly need to reclaim school as an intellectual space and not merely a social one. Small acts of support and collegiality can go a long way. A word of praise, mentoring in teaching areas that are weak and team teaching can help.

Parent tensions can be lessened by just a little act of making a phone call and talking about the child. It creates a lot of happiness and reduces any hostility instantly. It is a good idea to establish that the child is the centre and we are all working towards his/ her well-being. A transparent and participatory syllabus where parents are partners will help everyone be on

the same page. Use technology effectively to be in touch with all parents. If parents could celebrate the work of their children in a common WhatsApp group, it would stop them speculating on the work done in private chats. Technology would then bridge the gaps constructively.

Teachers suffer from many anxieties and one among them is the reluctance to seek help actively. An anonymous box of questions can be kept where answers can be provided by any other teacher. Teachers observing teachers is a wonderful learning enterprise that is free and in-house. A bank of back-up

resources will help teachers feel secure. Avoid school political cliques which are often gossip beds and can create a lot of negative energy on which egos thrive. Managements must be alert to this malaise and encourage greater collegiality.

Finally, time with the warmth of family, the laughter of friends, the comradery of new relationships at work and joyous smiles of children are rewards the teacher must consciously acknowledge and be grateful for. Reward yourself often with small gifts, shopping and trinkets. Take pleasure in the ordinary free blessings of life. The staffroom is a place to learn





a lot. You are surrounded by knowledgeable, talented people who are colleagues and friends. There is so much to learn from them. From time to time, collectively reconnect to the actual purpose of being a teacher and feel proud that you are building character.

A teacher, who is strong, sound of mind and joyous, energises and galvanises the children by example. Wellness is infectious like a warm smile. It invites an automatic response. It uplifts. It heralds a better world.



Usha Pandit has 3 decades of teaching experience in K-12 in 4 countries. She is the Founder-CEO of Mindsprings and the author of 40 textbooks for English from Pre-primary to Grade VIII. She is also a curriculum expert, an educational consultant, an inspirational speaker at conferences and a champion of gifted education. Usha runs a seminal, award-winning academic enrichment programme for children with cancer at the Tata Memorial Hospital, Mumbai. The Mindsprings website www.mindsprings.in showcases her work.

A Teacher's Well-Being

Johnson George



Teaching, as a profession, is a noble profession – no doubt about it. A cultured, skilled society cannot arise without proper and effective learning. Teachers play a huge role in shaping a student's life – academically, socially and emotionally. However, the teacher-student relationship has taken a toll over the years and is sadly a declining trend. Simultaneously, the health of teachers is also on the decline. When I talk of health of a teacher, I am mainly focusing on the emotional and physical health.

What are some of the occupational hazards that teachers are exposed to today? The top 4 reported issues that teachers are exposed to are voice problems, stress, aching legs and viral infections. How can teachers avoid these health threats?

Voice Problems: We see complaints of laryngitis; an inflammation of the voice box (larynx) from overuse, irritation or infection. In most cases, laryngitis symptoms last less than a couple of weeks and are caused by something minor such as a virus. Laryngitis signs and symptoms can include hoarseness, weak voice or voice loss, tickling sensation and rawness in the throat, sore throat, dry throat and dry cough. Some precautions include:

- Taking rest periods during the day to give your voice a break
- Reducing shouting efforts
- Staying hydrated – drink lots of water
- Gargling your throat at least twice a day with warm water





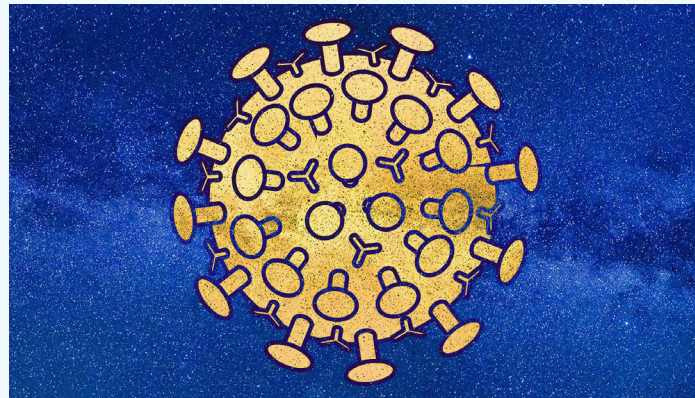
Stress: Teaching is becoming a high-stress occupation. This high stress is causing teachers to burn out, disengage with the students and become dissatisfied with the profession. Studies show that between 30 – 40% of the teachers will leave within their 5th year of service. Many teachers report that job satisfaction is at an all-time low; pressuring of high stakes testing and managing difficult students have dramatically increased the cognitive and emotional demands of teaching leaving them feeling overwhelmed. They cite that they often lack effective and inclusive leadership. They also feel powerless because they don't have much say in how the school is run. Some ways to reduce stress would be to:

- Spend time in personal meditation
- Introduce mindfulness programmes and stress management programmes – these programmes can help teachers manage emotions and find joy in teaching
- Run mentoring programmes that can help new teachers and thereby reduce stress
- Empower them to bring out their own creativity
- Have reward and recognition programmes for teachers. Recognise individual achievements
- Find your own way of managing stress. Let's keep a tight security on the gate of our mind so that only positive thoughts are allowed to enter and only words of wisdom are allowed to exit.



Aching legs: Aching legs are a health hazard for a teacher who is standing in a classroom all-day long. This can lead to long term chronic health problems. Teachers could:

- Exercise focussing on lower leg blood circulation, light manual muscle relaxation and lying down with legs elevated to let gravity drain the fluid out of the legs back to the body
- Find time to sit in-between without disturbing the lecture flow
- Move around the class sometime instead of standing in one position



Viral Infections: Some ways of preventing these are by taking the flu shot each season (especially in schools where children come from low healthcare facility areas or infected families). Wash your hands regularly and go for regular health check-ups.

The other health issues include shoulder pain due to writing on blackboard, continuous correction of exam papers and acidity due to long breaks between meals.

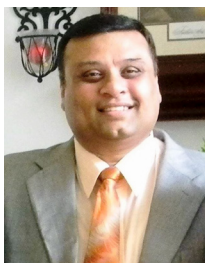
It is important to note that the teachers play a pivotal role in the lives of the students. Therefore,

the management/ trustees must always consider and respect this relationship. Also, workplace wellness programmes can improve teacher health, lower medical costs and reduce absenteeism. I have listed some of the ways these can be achieved:

1. Consider reducing teacher-student ratio, wherever possible. An ideal ratio is 1:20.
 2. Switch to edu-com, audio-visual and experiential learning combinations to get some rest from continuously speaking and also reduce stress.
 3. Where the teacher-student ratio is greater than 1:30, a collar mic will help the teacher lessen the strain on the vocal cords.
 4. Well-balanced snack/ meal breaks for teachers are a must.
 5. Hygienic washrooms and refreshment areas can be provided.
 6. The management must avoid correcting/ reprimanding teachers in front of students. Such activity must be done in private and emphatically.
 7. Avoid combining extra-curricular activities with teaching activities while scheduling teachers as this causes extra stress. The teachers' competency and willingness, their attitude and behavioural aspects may be mapped. Care must be taken to ensure that the mapping is followed while assigning task responsibility. This ensures that besides being done in an organised and professional manner, the intended task is accomplished with willingness, enthusiasm and passion.
 8. Have an experienced HR personnel who can handle staff grievances in the form of a friend, counsellor and guide.
 9. Have mentoring programmes to help new teachers accomplish the objectives.
 10. Although teachers are trained in education imparting skills, it is important to have refresher workshops that can help them cope with newer challenges, generational mindset shifts and current technologies. Grooming the teachers and training them in chosen domain areas enhance the teachers' strengths. The teachers must be made aware of the education challenges that lie in front of the teaching fraternity. The adaptation of new teaching strategies, shedding off the orthodox methodology, coming out of "comfort zone" of teaching the "secured" content will make the teachers willing to give their best. These practices will ultimately prove beneficial for the teachers themselves. A systemic approach may be adopted towards understanding the challenges and meeting them in an organised manner. The teaching staff of the institution will become distinctly better than any other workforce in terms of content delivery using modern methodologies and doing assessment and evaluation using latest methodologies.
 11. The management must be aware of special health needs of its teachers (e.g. an existing infirmity, differently-abled, pregnancy, mental trauma, etc.). An emphatic approach must be adopted, rather than being critical of the same.
 12. Besides the staffroom, a healthcare room may be introduced (with a few beds) in case of emergency. The institution may arrange to collaborate with a general physician and a local hospital to be used in case of emergency. A group medical insurance facility will also help the teachers to manage expenses related to hospitalisation.
 13. Appropriate safety equipment and practices (like CCTV cameras, fire extinguishers, fire drills, emergency drills, anti-abuse policies, grievance redressal policies, etc.) will not only help the staff feel secure but also allow them to manage an emergency.
 14. If there is a school bus facility, teachers coming from those areas may be offered a seat (subsidised/ gratis) to make their travel comfortable.
 15. Have a structured and transparent performance analysis of the teachers. Performance analysis should enable identification of issues such as:
 - Insufficient/ Ineffective resources, competencies, organisational knowledge and inappropriate behaviour
 - Risks and opportunities that are not being sufficiently addressed
 - Weakness in leadership activities
 - Potential strengths that might need to be fostered with respect to leadership activities
 - Outstanding processes and activities that could be used as a model to improve other processes
- Some of the key factors motivating the teachers are professional enrichment, caring atmosphere at

Have we wondered why is it that some institutions are already doing these activities while others are yet to start? Well, the reason is we do not collaborate to learn from one another. We need to have a best-practice sharing between institutions. When faced with a challenge, we must brainstorm within our team for solutions through a root-cause analysis. If we do not find a good solution, we

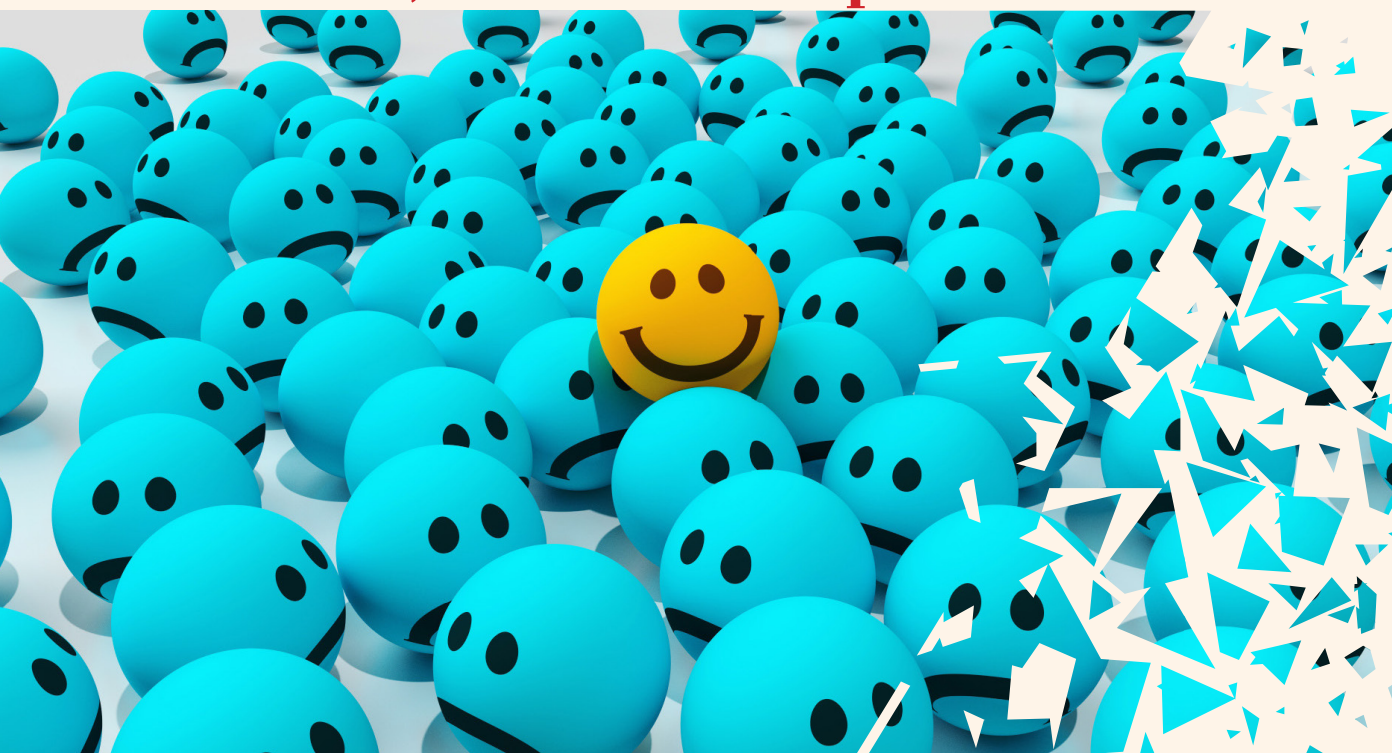
A conscious effort in this direction will help reduce attrition, thereby increasing retention and improving classroom instruction. A healthy management-teacher-student relationship will always be a win-win situation for society and the nation at large. A congenial environment in the institution will make the teachers do more than their individual capacity would otherwise permit. In addition, teacher-supportive initiatives, academic ambience that fosters research, interesting academic experimentation for improvement in the academic content delivery and encouragement for individual or group research opportunities will also enable teachers continue to perform excellently.



Johnson George is a corporate trainer, and a certified lead auditor for various ISO systems and performance excellence. He is also the author of 2 books – ‘An Insight into Corrective Action’ and ‘Christian Insight into Love, Joy and Peace’.

Dear Stress, Let's Break Up

Abhishek Banerji



“1 in 5 teachers feel stressed about their job most or all of the time, compared to other similar professionals,” says a report by National Foundation for Educational Research (NFER) and yet, when education stakeholders consider ameliorating the school conditions, most of the attention gets deployed to just school safety, school climate, student mental health needs, etc. often overlooking teacher well-being which is a critical parameter in the overall health of the school. Thanks to researchers, there is now a focus on issues like “teacher stress” and the domino and ripple effect it has on the well-being of students and the school as a whole. Teacher stress has been defined as the experience by a teacher of negative, unpleasant emotions (such as tension, anger, or depression) as a result of some aspect of their work as a teacher.

According to Travers and Copper, the main causes of teacher stress can be divided into 6 factors:

1. Stressors intrinsic to the actual job (e.g. poor working conditions, work overload and underload, working long hours)
2. Role in the organisation (e.g. role ambiguity and role conflicts)
3. Relationships at work (e.g. principals, colleagues and students)
4. Career development (e.g. job security)
5. Organisational structure and climate (e.g. participation in decision making and performance appraisal)
6. Home-work interference (e.g. not being able to give time to family)

In this day and age, teachers are suffering from more severe psychological problems than at any point in this century. In an alarming report they reveal the school workforce is being pushed to “breaking point”. In times like these, when it’s almost a given that stress is inevitable, apart from the school management and education stakeholders promoting teacher well-being, it becomes very essential for a teacher to embrace self-care at a personal level as well and actually pay attention to their stress levels and work on their coping strategies.

Presented here is an instrument called 'The Wilson Stress Profile for Teachers' which is a 36-item self-report stress inventory developed by Dr. C.F. Wilson for teachers. It enables a respondent to check their stress levels.

Wilson Stress Profile for Teachers

Below is a list of statements dealing with your general feelings about yourself. Each of the 36 items is scored on a 5-point Likert scale (1 = never and 5 = very often). Please indicate how often the following statements apply to you by circling the appropriate number from the scale below on the line.

1. I have difficulty controlling my class.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
2. I become impatient/angry when my students do not do what I ask them to do.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
3. Lack of student motivation to learn affects the progress of my students negatively.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
4. My students make my job stressful.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
5. I have difficulty in my working relationship with my administrator(s).
1 2 3 4 5
Never Rarely Sometimes Often Very Often
6. My administrator makes demands of me that I cannot meet.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
7. I feel I cannot be myself when I am interacting with my administrator.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
8. I feel my administrator does not approve of the job I do.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
9. I feel isolated in my job (and its problems).
1 2 3 4 5
Never Rarely Sometimes Often Very Often
10. I feel my fellow teachers think I am not doing a good job.
1 2 3 4 5
Never Rarely Sometimes Often Very Often
11. Disagreements with my fellow teachers are a problem for me.
1 2 3 4 5
Never Rarely Sometimes Often Very Often

12. I get too little support from the teachers with whom I work.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

13. Parents of my students are a source of concern for me.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

14. Parent's disinterest in their child's performance at school concerns me.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

15. I feel my students' parents think I am not doing a satisfactory job of teaching their children.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

16. The home environment of my students concerns me.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

17. I have too much to do and not enough time to do it.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

18. I have to take work home to complete it.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

19. I am unable to keep up with correcting papers and other school work.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

20. I have difficulty organising my time in order to complete tasks.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

21. I put self-imposed demands on myself to meet scheduled deadlines.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

22. I think badly of myself for not meeting the demands of my job.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

23. I am unable to express my stress to those who place demands on me.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

24. Teaching is stressful for me.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

25. The frequency with which I experience one or more of these symptoms (stomach-aches, backaches, elevated blood pressure, stiff necks and shoulders) is:

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

26. I find my job tires me out.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

27. I am tense by the end of the day.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

28. I experience headaches.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

29. I find myself complaining to others.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

30. I am frustrated and/ or feel angry.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

31. I worry about my job.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

32. I feel depressed about my job.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

33. I am unable to use an effective method to manage my stress (such as exercise relaxation techniques, etc.)

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

34. Stress management techniques would be useful in helping me cope with the demands of my job.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

35. I am now using one or more of the following to relieve my stress: alcohol, drugs, yelling, blaming, withdrawing, eating, smoking.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

36. I feel powerless to solve my difficulties.

1	2	3	4	5
Never	Rarely	Sometimes	Often	Very Often

Calculate total score by adding the scores of all 36 questions. And look where you stand in accordance with the scale below:

36 to 72 = Low Stress

73 to 108 = Moderate Stress

109 to 180 = High Stress

Stress, if ignored, is like a snowball: it starts from an initial state of small import and builds upon itself, becoming larger, graver and also perhaps potentially dangerous or disastrous. Therefore, it becomes very essential to keep a check and monitor one's stress levels and indulge in a little self-care regularly.

Here are a few points that will definitely help you to cope with your stress.

- 1. Know your stressors:** Being self-aware and taking cognizance of what or who stresses you out is the first and the most important way of dealing with stress.
- 2. Embrace the stress:** Although this might sound counter-intuitive, but instead of fretting and getting overwhelmed by the idea of potential oncoming stressors and causing oneself to experience “meta-stress” (stress about stress), it helps if one acknowledges the oncoming stressors instead of avoiding them or fretting over them and works towards a strategy for mitigating the effect.
- 3. Know your circle of control:** Although one might have wide range of “concerns”, knowing your circle of “control” enables you to focus your energies on things and concerns you can actually do something about or have some control over.
- 4. Learning to say “no”:** Learning to say “no” can prevent you from taking more things on your plate than you can actually handle. Also, it can open up opportunities for you to say “yes” to the things that really matter as it enables you to be more proactive rather than reactive, eventually evading a burnout.
- 5. Mind full or mindful:** Mindfulness exercises like mindful breathing, loving kindness meditation, five senses exercise, mindful walking, etc. gently builds an inner strength, so that future stressors have less impact on your happiness and physical well-being.



6. **Disconnect:** Unplugging yourself and taking short relaxation breaks from your demanding schedule can boost your efficiency and well-being more than you can imagine. Afterall, as Sydney Harris says, “The time to relax is when you don’t have time for it.”
7. **Emotional first aid:** Just as you would identify which of the many pain relievers on the shelves works best for you, similarly it is essential to identify which coping strategy helps you the best to overcome your stress. Try out various techniques and figure out which are easiest for you to implement and which tend to be most effective for you. But mostly, get into the habit of taking note of your psychological health on a regular basis, especially after a stressful, difficult or emotionally demanding situation.
8. **Chuckle or trouble:** A sense of humour can be an amazing, simple and inexpensive line of defence when it comes to coping with stress. Laughing is a potent antidote to chronic stress and turning on your humour radar and adding some giggles and gurgles to your everyday life can go a long way in making your life less stressful.

In conclusion, I would like to leave you with this dippy yet funny doggerel ‘Prayer of a Stressed Teacher’ by Chris Hall

“Heavenly Father, sincerely I pray
That some of these kids don’t come to school today
Especially that Johnson kid
Of course you know what he did
Stole my pens from my desk
And changed the grades on all my tests
Found my lunch and ate it all up
It was funny when it made him throw up
But it wasn’t funny when he did it
in my favourite cup
Lord, I need this job though, don’t let me give up”



Abhishek Banerji is a psychotherapist with international accreditations in various multimodal psychotherapies. He is also an actor, keynote speaker and entrepreneur. He has been honoured with Birla Young Indian of the Year 2020, Yuva Ratna 2020 and has been appointed as a Global Goodwill Ambassador from India by Global Goodwill Ambassadors (USA).

Hi-5: Burnin' the Burnout

Suzie D'Silva



Build-in the 5 B's

- ✓ **Believe in growth:** People that believe in personal, academic and professional development hold onto the hope that things can get better if perseverant. So, if we feel we are stuck and not getting stronger or more capable, it can make us feel hopeless.
- ✓ **Believe in making a difference:** We need to feel like what we do matters and makes a difference. Celebrate little successes and know we are making things better.
- ✓ **Believe in a strong sense of purpose:** We need to feel like our work is connected to an important cause. Burnouts occur when we focus on the problems instead of the purpose.
- ✓ **Believe in sharing and connecting with other passionate educators:** The people you share with and connect with most will have a big influence on your outlook. On the other hand, if you are consistently around people who are negative and who lack energy, you will start to feel that way too.

- ✓ **Believe in controlling your mindset:** We burn out when we feel we cannot make decisions or take the action needed to create change. You cannot control the environment of your school or the children who are placed in your class, but you can control what is in your control only. Most importantly, you can control your mindset.

Calm the 5 C's

- ✓ **Calm the stress:** Take 2 minutes to breathe deeply before falling asleep and first thing in the morning. Place one hand on your chest and the other on your forehead. As you inhale, feel the pressure of your hands, and then exhale out a worry or concern that has recently taken up space in your brain. Each time you inhale and exhale, try to extend the exhale by 2 – 3 seconds. Reflecting on these 2 minutes, ask yourself: Can you personally change this worry or concern? How much of it is in your control? How much of it is out of your control?

✓ **Calm the breath:** Inhale for 4 counts, hold for 4, and exhale slowly for 4 counts. You can increase the holding of breath by a few seconds once you find the rhythm of the exercise. As you rhythmically find this breath, each time you inhale imagine diving deeper into a pool of blue water. As you complete your last breath and exhale, imagine yourself floating to the surface, renewed and weightless.

✓ **Calm the sound:** The right sound can be very powerful for engaging a calm response. Close your eyes for a minute or two, listen to the soothing sound of Tibetan bowls, chimes, running water, nature or whatever sound you associate with a calm state of mind. Imagine all your stress draining out of the palms of your hands and the soles of your feet.

✓ **Calm your space:** Create an area that's just right for you to regularly relax for a few minutes in the staffroom or classroom or at home. Intentionally calm yourself over 30 seconds or one minute of quiet breathing or focusing on a stimulus.

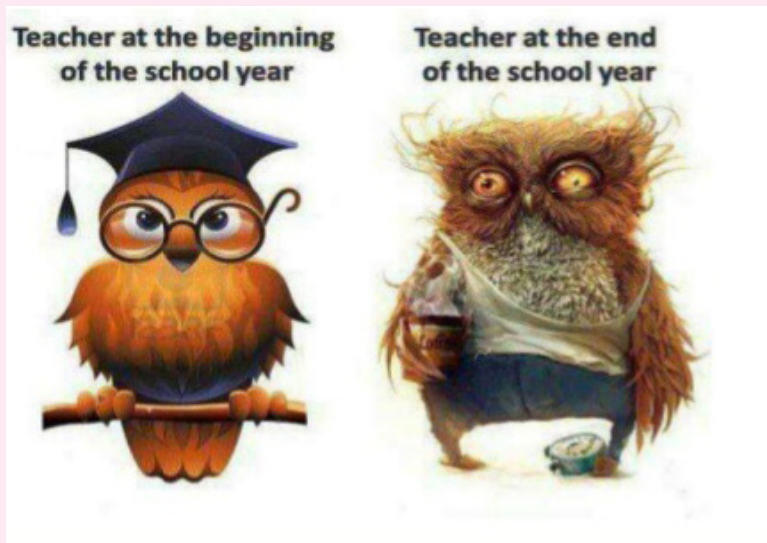
✓ **Calm your unwanted thoughts:** Try a few minutes of deep breathing and repeat a mantra/chant/ hymn/ prayer which will soothe your frayed nerves. Deep inhaling and exhaling will allow you to reframe your thoughts and prevent unwanted reminders from creeping in. In fact, this is the ultimate goal because your thoughts create your emotions. If you want to feel better, feel less stressed, less anxious, less overwhelmed; you have to stop choosing thoughts which create those feelings.

Leverage the 5 L's

✓ **Leave all schoolwork at school:** A teacher's list of tasks never really ceases and can often lead to a burnout. Unwind at home with your family and hey, don't forget to tend to yourself too!

✓ **Lessen the cumulative workload:** Share the workload with a co-worker by planning lessons together, assigning the same homework and troubleshooting areas of concern.

✓ **Learn to take a break:** Take time off to get refreshed as it may even positively impact students/ family by giving them a more refreshed teacher/ family member.



✓ **Land at school early:** Quiet mornings in the classroom before the first bell is rung is the best time to plan/ complete the schoolwork and remain focused for the day.

✓ **Lockout the Sunday blues:** A teacher frantically scrambles to strategise for the coming week, plan lessons, grade papers, etc. It is so important to be able to enjoy a weekend without having to worry about school. Leave the classroom on Friday/ Saturday planned and prepared for the next week.

Rejuvenate the 5 R's

✓ **Rest from your labour** – Remember, even God rested on the 7th day!

✓ **Reset your workload** – Re-evaluate and categorise everything you do into what is Urgent, Important and Nice-to-do.

✓ **Regulate your schedule** – Handle one day at a time. You cannot master your 'Future' if you fail in mastering your 'Today'.

✓ **Refuel your spirit:** There is no harm in reaching out. Seek help and support from your peers and family when you find your energy reserves depleted.

✓ **Renew your vision:** If you are stuck in 2nd gear, try changing your perspective towards achieving your goal. You will be motivated out of inspiration rather than out of desperation. *'Where there is no vision, the people perish.'* (Prov. 29:18 KJV).

Combating Stress as a Teacher

Stress, in my opinion, is self-imposed. Being a teacher for more than 20 years, I have realised that teachers go through innumerable stress-related issues. Each day could bring an endless list of tasks that could cause stress with the students, colleagues, management or meeting deadlines. However, stress is usually handled differently by different people. Some people allow stress to affect their mental, physical and spiritual health, while others appear stress-free most of the time. I suggest these 3 P's that could be helpful.



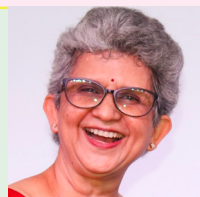
1. **Prayer:** Prayer is an effective means to combat stressful situations. Most of us generally do not resort to prayer. However, I have experienced that whenever I have prayed to my Lord Jesus, He has not only helped me cope with the problem but has taken the problem away. So, I would encourage you to try praying.
2. **Positivity:** Another effective tool is to be positive in the midst of a stressful situation. Try to think of ways that will help change the source of the stress. Avoid mingling and talking to people who are negative. This can add to the stress. A regular habit of exposing oneself to inspirational literature and media brings positivity into stressful situations.
3. **Perspective:** It is always helpful to train ourselves to look at a challenge with the right perspective; looking at it with a fresh pair of eyes. In other words, I recommend trying to be solution-minded. Often, we tend to look at a challenge as a problem, grumble and worry about it, thus giving ourselves unwanted stress. Try looking for solutions to the problem instead. If you find it hard to think at that time, try talking to people who are solution-minded.

These 3 P's have worked tremendously and brought me through several high-pressure situations. I hope you are encouraged to try them out too.

Dagmar D'Cruz,

Ex-teacher, Jamnabai Narsee School,
Co-founder, The Triune Academy of Learning

Most of you would have experienced a sudden burst of temper over a seemingly trivial issue. Stress could be the underlying factor for this outburst. Each individual has an optimal stress level. Each person responds differently to stress.



How do you reduce stress:

- Prioritise.
- Organise your time. Remember everybody has only 24 hours to a day.
- Learn to relax – If you have to wait in a queue occupy your time in a pleasurable way. These days, mobile phones are available for the purpose.
- Develop a hobby.
- Maintain a balanced diet.
- Avoid too much caffeine, tobacco or alcohol.
- Learn to enjoy what you are doing rather than looking at it as a job.
- Try not to play your role to perfection. Mere mortals cannot be perfect every time.
- Try practicing yoga which has been used as a therapy to alleviate stress.
- Laughter therapy is a good antidote too.

Dr. Pramila Kudva,

Principal, Pawar Public School, Kandivali (West)

“Go for a walk to find yourself”

Dr. Omkar Bhatkar



Wanderer Above the Sea of Fog by Caspar David Friedrich

“At last he went back to his old habit of spending most of his time at his office in Jesse Hall. He told himself that he should be grateful for the chance of reading on his own, free from the pressures of preparing for particular classes, free from the predetermined directions of his learning. He tried to read at random, for his own pleasure and indulgence, many of the things that he had been waiting for years to read. But his mind would not be led where he wished it to go; his attention wandered from the pages he held before him, and more and more often he found himself staring dully in front of him, at nothing.”

This is an excerpt from *Stoner* written by John Williams in 1973; one of my favourite novels and it tells the story of William Stoner who enters the University of Missouri at 19 years of age to study agriculture. Later, he becomes a teacher. He marries the wrong woman. His life is quiet and, after his death, his colleagues at the University remember him rarely. William Stoner's life is the story of most passionate teachers around. Stoner spent an immoderate amount of time in planning for his class, scrutinising his students' assignments and guiding them in every way possible; he was a dedicated teacher. He was so much of a teacher that very soon he forgot about his existence beyond that. His likes, dislikes, inclinations, pain or glories beyond being a teacher were hardly remembered. But does Stoner realise that he is also something beyond being a teacher?

In this essay, I have attempted to put down my thoughts on 'the well-being of a teacher' and how it could be taken care by going out for a walk. I have put together some of my favourite authors and painters who have also expressed it in their works.

It is noticeable that an accountant does not bring his accountancy home nor does a labourer from the industry bring his blue uniform home; the security does not guard his own home and the painter does not paint the dinner table. But a teacher will carry home assignments to check, question papers to set, answer sheets to assess, a pile of books to prepare for the class, the student's attendance sheet to tally and what not! More often than not, this ends up on the dining table if there is no separate space to do school work at home. The term 'school work at home' itself sounds like a paradox. One might argue over what is new about it, even the CEO of the office carries work home and sometimes even the manager. If that's the case, then the teaching job is not the 5-hour job as it appears to be, it is much more than that. A teacher remains a teacher even out of school or college often carrying the burdens of school work on their head and soon drowning themselves under this burden.

Teachers love teaching and are passionate about it but being a teacher is not only about teaching a 1-hour class on Buddhist ethics or quadratic expressions. There is much more that goes into teaching. Along

with good moments of teaching, there are several moments which require an understanding of oneself to be able to deal with it. There are students we get attached to, there are divisions which do not inspire us; at times, there are subjects forced upon us to teach, syllabi that change without giving us enough time to prepare and, most often, the realisation that what we have to teach in the new syllabus is utterly impractical, unnecessary and drab. (A sincere teacher here goes out of the way to make it practical, necessary and interesting.)

As if this is not enough, there are administrative duties, pressure from parents and most often from the management and the system at large, following strange rules made without the consent of all, odd roles to be played such as planning a farewell along with preparing for a class on ecosystem, to teach and hold the attention of the students whose attention span is reducing every day, to be punctual, to dress well, to speak politely, to have manners, etiquettes, political stands and, above all, be generous. To be a teacher demands a kind of perfection that we think is possible. More often than not, we are fooling ourselves when we strive to achieve perfection. And in this race to be the perfect role model, we are constantly trying to be someone else. In this rat race to be the perfect teacher, we often spend long hours preparing a PowerPoint on the history of the Mauryan dynasty or designing cue cards for the geography class or checking assignments rigorously so that our red pen does not make mistakes in marking or even talking to students during breaks and then not eating lunch in order to be on time for the following class.

Amidst all this, do we ignore ourselves? Do we really make time to read what we want to read? Do we make time to cook a meal we have been planning to make? Do we take assignments home to check and end up ignoring our loved ones or even taking them for granted? Do we dress for perfection? Do we go for a walk or do we come running to prepare for next class? And when we are home drinking our cup of tea, do we think about why our class is so careless? And when on our way back, are we discussing with our colleague how our supervisor is implementing new policies which we think are unnecessary? Even when we wake up early for school, very often we



Walking Alone by Joseph Lee HonKong

Most teachers sacrifice themselves too much under the weight of teaching being a noble profession. If teachers sacrifice too much, then there is nothing they would be able to give to the world. Needless to mention, this is often a thankless job in modern times. At such times, one has to replenish themselves. Disconnect from the world to connect to yourself. Once again, make an attempt to discover your heart. Once you discover your heart, it is like discovering a fire torch and you can light the way for yourself and others who follow

have to miss breakfast so that we do not miss the train or bus and reach on time for the assembly. In fact, in the morning, we have no time to even choose our dress, which is why we keep it ready the previous night. This is how busy we are that we do not even get to see the blue skies and feel the warmth of the morning sun. This schedule distances us from enjoying the blissful mornings and, in no time, we stop observing the little joys of life and nature. Like Charlie Chaplin's *Modern Times*, even the teacher's life has become nothing but a conveyor belt. There can be situational solutions to this. But everybody is different and different things work on different bodies. Yes, it is also about the body as much, it is of the mind, an amalgamation of the 'self'.

This self needs to be cared for so that one is able to care about others. The need of the hour in times of crisis is to discover oneself. But during stressful times, finding oneself is not easy. It is like finding the way in the storm. Finding your way in a storm, you will always end up losing the path you have. One has to wait for the storm to subside and then choose a path to find your way.

you. This light is found by you but, on your path, you share it with many others so that they can take some light with themselves for their own paths. After walking for some time giving this light to others, one realises that the light is gone and now the only way is to pause and think about whether you can create light there or walk a little to find or to create another light. A teacher's life is about continually renewing and finding yourself so that you help others find themselves. A teacher cannot be just a teacher, a teacher has to be a learner first and teacher second. Lessons of life are learnt until we die and therefore we should never cease to be a student of the school called life. As Maya Angelou puts it, *"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others."*

Often, what has helped me as a quick fix is a walk. Walking is a remedy that often works in times of stress. Walking aimlessly when one is stressed calms the mind, body and the soul. Like Hippocrates puts it, *"If you are in a bad mood, go for a walk. If you are still in a bad mood, go for another walk."*

Les Rêveries du Promeneur Solitaire (Meditations

of a Solitary Walker), an unfinished manuscript composed between 1776 and 1778, is one of the last works of Jean-Jacques Rousseau. He died 3 months short of completing the 10 “walks” that comprise *Rêveries*. “I am devoting my last days to studying myself,” he wrote. The result is remarkable, the work of a man who felt himself rejected by society turned in on himself. The work is a powerful meditation on the quest for self-care. Rousseau felt rejected by society or you could say that he reached his mid-life crisis. But reaching the 40’s milestone, he analysed the stock of his life while taking walks in isolation.



PENGUIN CLASSICS

JEAN-JACQUES ROUSSEAU

Reveries of the Solitary Walker

On his 3rd walk, he writes:

“Since the days of my youth I had fixed on the age of 40 as the end of my efforts to succeed, the final term of my various ambitions. I had the firm intention, when I reached this age, of making no further effort to climb out of whatever situation I was in and of spending the rest of my life living from day to day with no thought for the future. When the time came, I carried out my plan without difficulty and, although my fortune at that time seemed to be on the point of changing permanently for the better, it was not only without regret but with real pleasure that I gave up these prospects.

In shaking off all these lures and vain hopes, I abandoned myself entirely to the nonchalant tranquillity which has always been my dominant taste and more lasting inclination. I quit the world and its vanities, I gave up all finery—no more sword, no more watch, no more white stockings, gilt trimmings and powder, but a simple wig and a good solid coat of broad cloth—and what is more than all the rest, I uprooted from my heart the greed and covetousness which gave value to all I was leaving behind. I did not confine my reformation to outward things. Indeed, I became aware that this change called for a revision of my opinions, which although undoubtedly more painful was also more necessary, and resolving to get it all over at once, I set about a strict self-examination which was to order my inner life for the rest of my days as I would wish it to be at the time of my death.”

Thus, it is a walk that provides the mind with an understanding of the self. We are living in a culture of workaholism to which there is no full stop. Like a conveyer belt, everything is interconnected and interdependent. While teachers are busy teaching Semester I and trying hard to make a connect with the students, the exam sets in and, post-exams, when there is a break for all, the break is for namesake before we begin preparation for Semester II. It is already

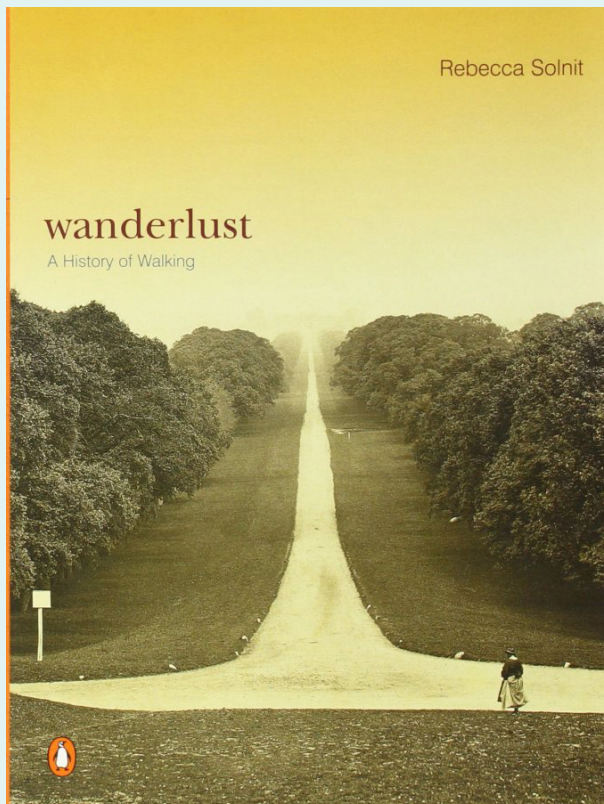
there, growing all around us like acrid air. The teaching culture does not provide us enough breaks and work continues to multiply like that of a worker bee.

Also, Rebecca Solnit describes what walking brings to her in her book *Wanderlust* (2000): *“The multiplication of technologies in the name of efficiency is actually eradicating free time by making it possible to maximise the time and place for production and minimise the unstructured travel time in between. New timesaving technologies make most workers more productive, not more free, in a world that seems to be accelerating around them. Too, the rhetoric of efficiency around these technologies suggests that what cannot be quantified cannot be valued — that that vast array of pleasures which fall into the category of doing nothing in particular, of wool-gathering, cloud-gazing, wandering, window-shopping, are nothing but voids to be filled by something more definite, more productive, or faster paced... As a member of the self-employed whose time saved by technology can be lavished on daydreams and meanders, I know*

these things have their uses, and use them — a truck, a computer, a modem — myself, but I fear their false urgency, their call to speed, their insistence that travel is less important than arrival. I like walking because it is slow, and I suspect that the mind, like the feet, works at about 3 miles an hour. If this is so, then modern life is moving faster than the speed of thought, or thoughtfulness.”



Kierkegaard illustration, Philosophie magazine



On contemplating our greatest source of unhappiness, Søren Kierkegaard writes, *“Of all ridiculous things, the most ridiculous seems to me, to be busy — to be a man who is brisk about his food and his work... What, I wonder, do these busy folks get done.”* Kierkegaard, the 19th-century Danish philosopher, felt that people who are constantly busy doing something are actually doing nothing in particular but only running away from their ‘self’. Being busy is escapism from discovering yourself. It is only in moments of solitude that one tries to meet his/her own ‘self’. Every teacher has a responsibility to know themselves in order to make the path for others. Therefore, selfcare is necessary for an individual, for every teacher to be able to care for others. If teachers

feel that the situation around them is stressful and it is burning them inside out, then better than trying to fight the situation without enough protection to their 'self', they should walk out for some time and keep walking till they feel alright to resume. This will not be considered 'escapism', 'egoist' or simply 'self-love'; rather, it is love of self and it is highly important for every teacher to be able to love themselves.

Rousseau was one of the first philosophers to make the clear distinction between *amour de soi*, love of self or innate self-esteem, and *amour-propre*, self-love or egotistical pride. Having reached a state of

contentment, he remarks in his 8th Walk: "... *alone with myself, contented with myself and already enjoying the happiness, which I feel I have deserved ... Love of self alone is active in all of this, self-love has no part.*" Therefore, Rousseau had distinguished ego from self-esteem very early, before the birth of psychological understandings on the subject.

In short, walking cleans the soul of the weight of the burden that we carry, purifies the body with the sweat of unnecessary trivialities, clears our vision with clean air and cleanses the throat of words stuck in limbo, those said and unsaid. Walk, more than a preparation for the future, is an aimless meandering of thoughts which, by the end, resolve themselves in one way or another. Every teacher, every soul needs to walk every day be it with the sunrise or the sunset and observe how everything around them moves by.

To conclude, I would echo the words of the Swiss modernist writer Robert Walser, from his short story "The Walk (1917)":

"With the utmost love and attention, the man who walks must study and observe every smallest living thing, be it a child, a dog, a fly, a butterfly, a sparrow, a worm, a flower, a man, a house, a tree, a hedge, a snail, a mouse, a cloud, a hill, a leaf, or no more than a poor discarded scrap of paper on which, perhaps, a dear good child at school has written his first clumsy letters."



SHE-LINKS - PAST, PRESENT AND FUTURE



Friday, 6th March, 2020

Venue: St. Andrew High School quadrangle and Turf Park, Bandra (W)
4.30 pm onwards | Open to all



Saturday, 7th March, 2020

Venue: St. Andrew's Conference Hall, St. Dominic Road, Bandra (W)
8 am onwards | Open to women only | Prior registration necessary

Presented by

Andrean Network of Dynamic and Inspired Educators
and Indian Association of Secretaries and Administrators



AND FUTURE



Sunday, 8th March, 2020

Venue: St. Andrew High School quadrangle, Bandra (W)
6 pm onwards | Open to all

(ANDIE), Grand Academic Portal (GAP)
ive Professionals (IASAP)

Official Gifting
Partner

COLOR3AR

Mall
Partner



Entertainment
Partner









Even though a woman is a paradox, she is a gradual paradox. Just like the waxing and waning of the moon – a constant process of change – she plays multiple roles in life; keeps shedding one skin for another. Who is this woman really? Is she the one who nurtures a child for nine months in her belly, or the one who drives down the road with a carton of books for children not her own, or the one who has given her life in the service of God, or the one who waits patiently for her husband to return home? Is she the one who works 24x7 in front of a screen making presentations, or is she the one who awaits Prince Charming, or who no longer believes in Cinderella's fairy tale and rides her own horse? Only she knows who she really is. This painting is an attempt to look for that woman – the only person who knows who she really is.

- An artistic attempt by Dr. Omkar Bhatkar – SHE-links 2020