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Celebrating 10 Years

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A Healthy Mind For All

Kanmani Kavitha

Principal, Endeavour Academy,
Bengaluru

Moving From
Sustainability
Mindset To Growth
Mindset

Heart Failure
A Patient Guide

A Story On
Application Of
Physics In
Daily Life

Editorial Team

Rashmi Marian Furtado
Varsha Prasad

Design & Layout

Madan K. S.

Support

Team Greycaps

Follow us on



CONTACT US

vibha@greycaps.com
www.greycaps.com

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Do Teachers have Aspirations?

■ RASHMI MARIAN FURTADO

Senior Editor, TeacherTribe.world



TeacherTribe.world recently partnered with the National Education Foundation to create a unique program for teachers. The reason it was unique is because it was specifically for aspiring Principals. This two-day session with teachers was truly an eye opener for everyone involved. People who are in a non-teaching profession usually don't give much of a thought to the aspirations of a teacher. And this program proved to us on just how much the teachers aspire to do. Their ambitions and goals for themselves is what we witnessed in this program.

Aspirations can be both intrinsic and extrinsic. Intrinsic aspirations often revolve around forming meaningful relationships with others, contributing to the community, enjoying a good physical and mental health, and personal growth. Extrinsic aspirations often focus on achievements. The two-day program with teachers who identify themselves as aspiring principals, showed us the desire each of the teacher had to be successful in their respective careers.

While each of the teachers had their own desires to accomplish something, they did require certain amount of direction and guidance. Once we set a goal in our minds, there are many ways to keep the aspiration in you alive. Let's discuss some of them.

Utilising every opportunity that comes your way.

It's important for all of us to make use of every opportunity that comes our way. One can never tell if the outcome will be favourable or not. What we need to remember is we will never know what we are capable of unless we try. This also helps us discover ourselves and be aware of our strengths and weaknesses. Utilising every opportunity while not depending on it for success is what's important.

Timely and regular evaluation.

This helps us understand if we are on the right track. It's important to regularly evaluate ourselves to know if we are on the right track or if a course correction is required.

The most important point to remember is to have the courage to have your own aspiration and goal.

Finding your own cheerleading squad.

While it's important to find the motivation within yourself, finding a group of people who share similar interests, vision or aspirations for themselves is vital. These people can be the cheerleading squad all of us require every once in a while. Supporting and helping each other when required is crucial.

If you fall, get up, dust yourself and move forward.

We need to understand the value of moving on and moving forward. Moving on does not mean that we do not care. It simply means that we will not allow anything to stop us from achieving our goals and aspirations.

Updating ourselves constantly.




Like an app that keeps updating itself, we humans also need to update

and upgrade ourselves. This helps us stay relevant. Attending programs where we communicate and make new friends with others in the industry is very helpful. Maintaining good reading habits and doing some short-term courses also fall under update oneself.

These are a few simple steps among many that are important to keep our aspirations alive. The most important point to remember is to **have the courage to have your** own aspiration and goal. All of us deserve to enjoy professional success. As we are closing in on the end of an academic year and about to begin the next one, let's resolve to **work harder and rise higher!** ■

Yours Positively!



 @rashmimfurtado
 @rashmimfurtado
 Rashmi Furtado

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

Moving From Sustainability Mindset To Growth Mindset

■ G. BALASUBRAMANIAN

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



The journey from the sustainability mindset to the growth mindset is indeed challenging, but rewarding. “It does not matter how slowly you go so long as you do not stop,” said Confucius. People tend to stay put with sustainability mindset because it ensures their hospitality in the comfort zone, it doesn’t challenge them with any unfounded fear of the future. It helps them stay secure with the resources they have and that they have earned or assimilated over a period. Sustainability mindset ensures a non-challenging routine and moves in the known path rather than moving towards a path less travelled and is unknown. Sustainability mindset is indeed a projection of one’s compromise with the known and the unwillingness to explore the unfathomed oceans of the unknown. In contrast, growth mindset calls for a continuous engagement with exploration, the willingness to take risks and experiment with the allied and auxiliary capsules of knowledge, the willingness to be more dynamic and invest in the future.

Let us consider a few methods by which one can engage with this directional change.

1. Growth mindset is a demonstration of life.

Growth is an organic process and ushers life into the existing system. It acknowledges the need to move from the static state to the dynamic state for an existential recognition of both the biological life and the intellectual life. It recognises the existence of knowledge and experience beyond one's own universe of operation and the wisdom to deal with better things outside one's own cognition. It triggers curiosity, pathways to novelty and seeks newer meanings to the known and meanings to the unknown.

2. Growth mindset helps realise potentials beyond presumptions.

Many of us consider our current state of existence as the ultimate reality and hence are unwilling to negotiate with the bigger, larger and more competent self in us. The lack of awareness about the self, its strength, its potentials and its possibilities hold the individual in the dark. It is important to believe, and therefore act towards identifying and experiencing the bigger, the larger and the competent self in us and give it a fair chance to express itself in totality and play its own game.

3. Growth mindset helps redefine the self and our operating universe

The human mind tends to define many things based on its perceptions. It tends to believe that only that is perceived exists. And hence it doesn't give due place, consideration, opportunities to the intuition, the gut feeling and the strength of the inner potentials. It refuses to believe that every limit is a limited version of the limitless and hence unwilling to invest in the unknown. Any process of growth calls for self-acceptance as well as self-motivation. Experiences and failures do help us to redefine, reposition and be resilient.

4. Growth mindset triggers and empowers new learning.

Growth is an outcome of new learning, new experiences, new observations, new connections and new relationships. The fear to engage with learning either due to a sense of self-pity or self-contempt, the fear to engage with learning as it would expose our current presumed status or rating, will certainly hinder growth. Learning provides opportunity for growth, introduces to newer possibilities, and helps to destress and relieve us from any anticipatory neurosis from the invisible and the unknown. The neuroplasticity of the brain provides limitless opportunities for new learning and thus to stay current with what happens.

5. Growth mindset gives a 360-degree vision of the universe of operation.

Growth could both be unidirectional and multidirectional. The moment one is willing to subscribe to the idea of growth, it opens our mind to innumerable possibilities all around our universe of operation. We try to understand that each nut and bolt of the existing system is a different universe and hence, our insight and hindsight about what we do or with what we are engaged gets redefined, repurposed opening newer reasons to negotiate with them with better perfection. We realise the meaning of the statement that every microcosm holds a macrocosm in its body, energy and form. The ability to deal with each of them either singularly or collectively takes us towards growth. It is important to understand the meaning and implication of the words of Elbert Hubbard, "The greatest mistake you can make in life is to be continually fearing you will make a mistake."

It is time that our education system focuses on developing the growth mindset in the minds of our young achievers. ■

A Healthy Mind For All

■ Kanmani Kavitha

Principal, Endeavour Academy, Bengaluru

Kanmani Kavitha boasts a rich three-decade career in esteemed ICSE and CBSE institutions across Bengaluru. Her journey commenced in 1993 at St. Paul's English School, where she dedicated 11 years to shaping young minds. She later assumed the role of Senior Coordinator at BGS International Residential School for a year, before embarking on a freelance path, conducting various enriching sessions in schools citywide. Notably, she played a pivotal role in establishing and leading a Montessori environment for three years. For twelve years, Ms. Kanmani flourished at PSBB Learning Leadership Academy, contributing as a Key Activity Coordinator and Senior Secondary Level English teacher. Presently, she spearheads Endeavour Academy in Bengaluru.



Kanmani is an alumna of National College, Jayanagar. She holds a degree in Psychology, Economics and Sociology, complemented by double Post Graduate degrees in English and Psychology, as well as a B.Ed. in English and Social Science. Additionally, she is a Certified Counsellor with a Diploma in Personal Counselling Skills, currently pursuing further studies in Transactional Analysis to become a Psychotherapist.

Her contributions to education have been acknowledged with the prestigious Wipro Best Teacher Award for Innovative Classroom Practices. As a CBSE Resource Person, she imparts her expertise through teacher training and skill-based workshops, while also serving as the Master Trainer for the UNESCO School Health and Wellness program.

1. What, according to you, are some of the major characteristics that teachers of today require?

In order to create a learning environment that is both supportive and inclusive for their students, teachers today must possess a diverse and extensive set of skills. Adaptability, empathy, technological proficiency, cultural competence, and the ability to foster critical thinking and problem-solving skills are all crucial qualities that a teacher must possess. Additionally, teachers must be equipped to recognise signs of mental health issues and provide support and resources to students in need. Practicing self-care to prevent burnout, collaborating with mental health professionals, and being trained in trauma-informed teaching practices are all essential skills that a teacher must possess. By doing so, they can create a positive and supportive classroom environment and help students who have experienced adversity. Overall, being a teacher today requires a wide range of skills and knowledge, and with these qualities, teachers can make a significant impact on the lives of their students.

2. These days, teacher empowerment is becoming a challenge. How can you facilitate teachers to upgrade themselves?

Empowering teachers is essential for improving the quality of education and fostering better student outcomes. To achieve this, educational institutions should provide professional development opportunities that focus on pedagogical techniques, technology integration and mental health support. Collaborative learning communities, such as peer-to-peer learning networks and mentoring programs, should be encouraged to facilitate the sharing of experiences, best practices, and resources among teachers. In addition, it is crucial to allocate sufficient resources and funding for educational materials, technology tools, and professional development programs. Granting teachers autonomy

in curriculum design, assessment strategies, and instructional methods is also essential for enabling them to tailor their teaching approach to the unique needs and interests of their students. Recognising and celebrating teachers' achievements, contributions, and dedication to their profession boosts morale and motivation, inspiring them to invest in their professional growth. Finally, cultivating a supportive and collaborative school culture with strong leadership that values and prioritises teacher input, feedback, and teacher well-being will foster a sense of empowerment and belongingness. By implementing these strategies, educational institutions can definitely empower teachers to continuously upgrade themselves and excel in their roles as educators.

3. If you have to pick 2 major improvements or innovations in the education sector in India, in the past 10 years, what would they be and why?

I have now been teaching for thirty years and looking back, the education sector in India has made a significant progress in the past decade, thanks to two major improvements and innovations – (a) Digital Learning initiatives and (b) Skill Development programmes.

Digital Learning initiatives have transformed education delivery in India, allowing students in remote and underserved areas to access quality educational resources. This has facilitated personalised and self-paced learning experiences, improved teacher-student engagement, and enhanced collaboration among educators.

The widespread adoption of digital learning platforms and technology-enhanced teaching methods has certainly revolutionised education delivery in India. Initiatives like the Digital India campaign, the National Digital Literacy Mission, and platforms like SWAYAM and DIKSHA have significantly expanded access to quality educational resources.

The focus on skill development and vocational education has been a game-changer for youth in India. It's amazing how programs like Skill India and National Skill Development Corporation (NSDC) have helped bridge the gap between education and employment, leading to reduced unemployment rates and fostering economic growth. Vocational training courses and Skill Modules integrated into school curricula are helping students acquire employable skills and promoting entrepreneurship. These initiatives are truly transforming the education landscape in India, promoting greater equity and quality in learning outcomes.

4. What is your concept of a 'Future School'? What do you think will be major challenges of responding to future schools for principals?

Imagine a school where students are equipped with the skills and knowledge to thrive in a rapidly changing world. A Future School is just that - a forward-thinking approach to education that incorporates innovative technologies, flexible learning spaces, and a focus on skills development to foster creativity, critical thinking, and collaboration among students. With a global perspective and a culture of lifelong learning and adaptability, Future Schools are designed to create a brighter future for all.

As principals, we have the opportunity to lead our schools towards transformative and future-ready education experiences by embracing these opportunities and proactively addressing issues of equity and inclusion. Together, we can prepare our students to be the leaders and changemakers of tomorrow.

5. There are hybrid teaching models that have emerged, and are emerging, across the globe today. What kind of leadership will schools require to handle this?

The emergence of hybrid teaching models has brought about a need

for visionary and adaptable leadership in schools. Effective leadership in this context involves having a clear vision and strategic plan that aligns with the school's mission and goals, while anticipating future trends in education and technology. Leadership must also prioritise the well-being and professional development of teachers and staff, providing them with the necessary resources, support and training to succeed in a hybrid teaching environment. By fostering a culture of pedagogical innovation and experimentation, leaders can encourage teachers to explore new instructional strategies and teaching approaches that leverage the strengths of hybrid learning. Effective communication and collaboration are also essential for successful implementation of hybrid teaching models. Leaders can establish clear channels of communication with teachers, students, parents and other stakeholders, and foster a collaborative culture that promotes transparency, trust, and engagement. Finally, good leadership must also embrace flexibility and adaptability, recognising that hybrid teaching models require a fluid approach to accommodate changing circumstances and evolving student needs. By demonstrating visionary leadership, supporting technological integration, prioritising teacher and staff support, promoting communication and collaboration, and embracing flexibility and adaptability, school leaders can inspire their teams to achieve success in the digital age.

6. In the world today of artificial intelligence and chatbots, how can teaching and learning be made relevant in schools?

The integration of artificial intelligence (AI) and chatbots into the teaching and learning process has the potential to enhance education by providing personalised and data-driven instruction, augmented assessment and feedback, and advanced teaching support. AI algorithms can analyse large sets of student data to identify patterns, trends, and areas for improvement, empowering teachers to provide targeted interventions and support to students

with greater precision. Chatbots, on the other hand, can deliver real-time feedback and support to students, allowing them to identify their strengths and areas for growth. Additionally, AI-powered tools can assist teachers in lesson planning, content creation, and classroom management, providing educators with more time to focus on the needs of their students.

It is essential to bear in mind that while AI and chatbots offer many benefits, they must complement rather than replace human teachers. **Educators play a pivotal role in fostering social-emotional skills, critical thinking, creativity and ethical decision-making, which are all essential for success in the digital age.** As such, schools should strive to incorporate AI and chatbots in ways that enhance the teaching and learning experience, empower educators and equip students with the skills they need to succeed in the workforce. By embracing these technologies, we can create a more inclusive and dynamic learning environment that promotes lifelong learning and prepares students for the challenges and opportunities of the 21st century. Therefore, it is vital to incorporate AI and chatbots into the teaching and learning process in ways that improve the educational experience, increase productivity and provide a more personalised learning environment. This approach will ensure that future generations of students are equipped with the skills and knowledge they need to succeed in an ever-changing world.

7. Your message for teachers...

Dear Fellow Facilitators,

As a teacher, I take great pride in the work that I do. Educators have a profound impact on the lives of their students, and I am honoured to be a part of such a meaningful profession. The qualities of patience, understanding, empathy and compassion are essential for

teachers to support their students in achieving their full potential. In light of recent events, I have been inspired by the adaptability and innovation demonstrated by teachers around the world. Your unwavering dedication to delivering quality education, whether in-person or online, is a testament to their commitment to the profession and their students' success.

It is important to remember that as educators, we not only nurture minds but also hearts. The mental wellbeing of our students should be a top priority, and we should provide them with a safe space to express themselves. Let us equip ourselves with the necessary tools and knowledge to address mental health challenges effectively. As quoted by Nelson Mandela, “Education is the most powerful weapon which you can use to change the world.” Let’s together foster open communication, empathy and understanding within our classrooms. We can create a positive and inclusive learning environment that will empower our children to reach their full potential. ■

SILENT FEARS

■ S. Indira Narayan

Educator

S. Indira Narayan is an educationist with more than 35 years of rich experience in the teaching field. She has held multiple portfolios. She has been associated with St. Ann's High School, ICSE, ISC, Secunderabad, for over three decades, teaching English language and English literature for classes 10, 11 and 12. The last portfolio she held was as Academic Coordinator, St. Ann's High School, at Kompally Hyderabad, under the same management.



Indira Narayan has conducted numerous workshops for school teachers and continues to do so. She is also interested in writing and blogs regularly on - <http://vinplaksha.wordpress.com/>

Anita was a girl of class 3. The quarterly examinations in her school were over and the report cards were to be given when she was away. Her father wanted her to collect her marks card from her teacher earlier than usual, as the family had to go out of station, for an emergency. Every time her father asked about the report card, Anita had some excuse or the other – the teacher was absent, the teacher was busy, etc. After a few days of this back and forth and lots of excuses, Anita heard her teacher calling her name in class. She looked up in fear and saw her elder sister Geeta, standing next to the teacher's desk, with Anita's report card. She had forgotten that she had an elder sister studying in the same school, in a higher class!

Needless to say, her father was upset and angry. He scolded her for the lies. 'Why did you do it?' he asked. 'I am very scared of the teacher,' came the reply.

For Anita, it was a lesson for a lifetime. Now a mother of two kids, she recalls that she never consciously lied again. Anita understood that her fears against her teacher were unfounded, created by herself, because, the next day of the incident, her teacher called her and told her in a kind tone, never to repeat what she had done, and that honesty is the best policy.

Though she did not realise it, Anita had a sub-conscious fear that her father would be disappointed if she did not fare well, more so because he was monitoring her schoolwork closely, helping her whenever she needed it. An intelligent girl, she was one of those kids whose academic graph was not always the same, definitely in the top 10, but up and down within this number!

Fears, conscious or sub-conscious, have a way to disturb our mind. Fear of darkness, fear of dogs, cats, lizards, etc., fear of monster, fear of sharp instruments, fear of being alone in the house and such, are some fears that we recognise. Most of us have some such fears. It is quite possible to address and overcome these. A right mentor, a good friend, an understanding parent can do wonders.

Fears that develop when parents put great expectations, are many a times quietly borne by the child. The troubled child continues to grow with that, and one cannot expect a good growth always. Like all exceptions, there will be bright sparks in some children, who get used to achieving under pressure. We live in a society that weighs merit on the marks achieved, where academic excellence is the yardstick of intelligence! Is it?

Society can be quite harsh and critical to students who don't perform well. Criticism, mild or severe, can leave an indelible mark, an untold fear in a child. Self-doubts arrive to take them down-the-hill path, that in turn leads to low self-esteem, a vicious circle indeed. The neck-to-neck competition, the educational system of the country, where

the focus remains on performance, prompts parents to give a push to their ward to 'perform' and keep up, irrespective of the fact that the fear of it is working within their child.

Yes, there is no doubt that parents want the best for their children; to study in the best of universities and get the best of jobs. They convey this to their kids in some way or the other. It could be a direct 'you must do this' approach or a subtle injecting of their own desires. Desires and suggestions from parents become 'expectations' to live up to, in children. Expectations of parents may not be wrong, but it becomes wrong when these become a source or a factor to lose temper and say hurtful things, 'Shame on you', 'you don't deserve all the good things I bought for you', 'you lost 2 marks because of your carelessness', 'you should (not could) have done much better', are statements that are detrimental to a tender mind's development. Comparison with achievers seals the hurt.

I hasten to add that the direction of my article is not to make villains of parents. Their love and concern for their wards cannot be questioned. While assuring the comforts of life, good home and safe ambience, their anxiety to see academic excellence in their children, many a time makes them oblivious to the fears they are inculcating with their high expectations.

Some students flounder to answer questions asked in class, with anxiety written large on their faces. They suddenly seem to have forgotten the answer and that aggravates and troubles them. If you ask them, they will tell you that they had learnt their lessons, studied hard at home, but why does this happen? Sometimes they undermine their own worth, create their own fears and allow them to control their reactions. On other times, the critical responses from their parents and their teachers, act as shutters that come down their mind, blocking all matter. These responses need not be strong or loud, just a slight look of being disappointed can upset children, leading them analysing their capabilities.

I would say that a child develops fear of non-performance, not always for themselves, but fears of not living up to what their parents expect of them. They want to do well for the parents, they want to earn that pat on their back, which is not given easily. Parents feel that by comparing their child with their peers who have done better than them, they are motivating the children to do better and reach that level. But sadly, motivation rarely happens. Dislike of comparison, inability of the parents to see some worth in them, lack of that one gesture of understanding, lead to further fears and anxiety.

Whatever be the reason and whoever be the cause, fears in a child's mind must be given cognisance, especially if it is not one of those fears that are temporary. Drawing a blank when a question is asked, taking the stand of 'offence is the best form of defense,' (being rude or loud), seeking time and postponing the task, are manifestations of a deep rooted fear that need to be addressed in a gentle manner; not by accosting or demanding.

This article is not addressed with any prejudice to parents or teachers. It is my expression and impression, of the sensitive minds I have come across, who lose out in the battle of academics for want of being understood, accepted and whose fears, big or small, should be respected, however young in age they may be. Let us not push children beyond what their age and their desires are able to handle. A gardener nurtures a tender sapling with utmost care and tends to it with love, observing its growth day by day, till such a time that he feels (knows) and is confident that it can now grow beautifully, with a little support. Dear parents and teachers - children are like this. Let them bloom naturally. Feast your eyes when this happens and fill yourself with pride. ■

A Story On Application Of Physics In Daily Life

■ D. Margarate Rubia Florence

PGT, Physics

*National Hill View Public School (NHVPS), Unit-1,
Rajarajeshwari Nagar*



Margarate Rubia Florence is a passionate and dedicated physics teacher. With a career spanning over twenty-four years, she has become a respected faculty in the field of physics education, known for her innovative teaching methods and deep expertise in the subject matter.

She holds a Master of Science (M.Sc.) degree in Physics and has successfully completed her Master of Philosophy (M. Phil.) degree in Physics. She is presently a physics teacher at National Hill View Public School, Unit-1, Rajarajeshwari Nagar and she handles physics for the Senior Secondary students.

The following is a story scripted by Margarate to throw light on the day-to-day application of Physics. She narrated this story to her students to make them realise the omnipresence of physics all around.

Today we will understand how physics is applied and useful in our everyday life with the help of a story.

As all stories have a hero, even my story has a hero. Our hero is a physics student and he has a physics exam the next day. So he prepares well and goes to sleep. The next morning, on hearing a sound, he gets up. That's

nothing but an alarm sound. From here, physics is going to travel with us. The alarm clock produces sound. In physics, we learn about the propagation and properties of sound waves.

Our hero gets up and opens the door of his room. He can open the door because of physics. Are you wondering how? Since he applied a force on the handle of the door, he could open it. So, what is force? Force is nothing but push or pull. Then he takes a shower and irons his shirt. This iron box works on the principle of physics. Heat flows from a hot body to a cold body.

Now our hero gets ready and walks to the bus stop. Physics is even involved in walking! We can all walk steadily because of physics. It is nothing but the friction between our shoes and the ground. What will happen if there is no friction? You will slip and fall down!

Now our hero gets onto the bus. He takes out his headphones to listen to music. This headphone also works because of physics. It essentially converts electrical energy into sound by using magnets to vibrate the air which creates sound.

The bus arrives at college and brakes are applied. At this time, our hero falls in front and hits his head on the front seat. But why? This is due to inertia of motion. This concept is used in car seat belts to reduce inertia and avoid injury.

He reaches the exam hall, and the question paper and answer script are given. Now, he starts writing. What is he going to write with? With a ballpoint pen. This pen also works on the principle of physics, i.e. surface tension and gravity.

After the exam, he comes out of the exam hall. All his friends gather, he immediately takes out his mobile and takes a selfie. Here, we are going to see two things, mobile and selfie. Mobile uses radio waves to communicate. The principle of selfie is optics, i.e., reflection and transmission of light.

Now, our hero reaches home. He takes his mobile and notices that the charge has drained. The charger works on the principle of electromagnetic induction. At last, our hero has a good dinner and goes to sleep peacefully. Here ends the story.

Dear children, what we can conclude is that in our day-to-day life, we cannot live without physics. Instead of questioning where we have physics, we can wonder where we don't have physics. That is the reality. So, develop an interest in learning this fascinating subject and it will be a cakewalk for you. ■

Heart Failure

A Patient Guide

■ Dr. Vivek Baliga

Cardiologist and Consultant Physician

Dr. Vivek Baliga B. is a consultant physician and cardiologist, and director of Baliga Diagnostics in Bengaluru. He is a keen advocate of patient education and loves to blog about all things health-related. Learn more about him at drvivekbaliga.com.



What is heart failure?

The human heart is the most efficient pump in the world. On an average, it beats over 2.5 billion times in our lifetime. It provides oxygen rich blood and nutrients to each and every cell in the body. Every minute it beats, the heart pumps around 5 liters of blood around the body. This blood goes to the kidneys, brain, eyes, ears, nose, toes and every other part of the body. Without a normal functioning heart, the rest of our organs and tissues would suffer.

So when the heart becomes weak, it can be a little concerning. After all, it is not just the heart that gets affected, it is also the other vital organs and tissues.

The term ‘heart failure’ is used to describe a weak heart. In simple terms, it means that the heart is not as efficient a pump as it used to be. In 1933, **Dr. Thomas Lewis defined heart failure as ‘a condition in which the heart fails to discharge its contents adequately’**. But the condition was identified even earlier, with the medical practitioners from India,

Egypt and Greece also describing this problem in people they treated. The word ‘heart failure’ can be scary and overwhelming. It might seem like an immediate life-threatening condition. However, that is not entirely the case. Heart failure doesn’t mean that your heart has stopped working; it simply means that your heart is not functioning at an optimal level.

Essentially, heart failure is a condition wherein your heart is not in a position to supply enough blood to meet your body’s requirements. When your heart cannot provide adequate blood supply to your organs, your normal day-to-day activities such as walking, climbing stairs or sleeping flat on your back could be affected. In extreme cases, even simple activities such as brushing the teeth or bathing can become quite a tough task. For instance, if you were someone who had no difficulty climbing two flights of stairs before your diagnosis, you may now experience breathlessness during such activity.

Types of heart failure

Heart failure can be classified into two types: systolic heart failure and diastolic heart failure. Systolic heart failure occurs when the heart muscles are weakened and cannot contract with enough force to pump blood adequately. Diastolic heart failure, on the other hand, happens when the heart muscles become stiff and cannot relax properly, leading to impaired filling of the heart chambers. Both types result in decreased cardiac output and fluid buildup in the lungs and other body tissues.

Factors - Several factors can contribute to the development of heart failure. The most common causes include coronary artery disease, high blood pressure, previous heart attacks, heart valve problems, and certain conditions that weaken the heart muscles, such as cardiomyopathy and myocarditis. Other risk factors include obesity, diabetes, smoking and a family history of heart disease.

Treatment - The treatment of heart failure aims to relieve symptoms, slow disease progression and improve the patient's overall well-being. Medications play a crucial role in managing the condition. Diuretics are commonly prescribed to reduce fluid retention, while ACE inhibitors, beta-blockers, and angiotensin receptor blockers help improve heart function, lower blood pressure, and reduce the workload on the heart. Additional medications may be used in specific cases.

Lifestyle modifications are also vital in managing heart failure. These include adopting a heart-healthy diet low in sodium and saturated fats, engaging in regular exercise within recommended limits, quitting smoking and limiting alcohol consumption. Patients with severe heart failure may require medical devices like pacemakers, implantable cardioverter-defibrillators (ICDs) or left ventricular assist devices (LVADs) to support heart function.

Despite advances in treatment, heart failure is a chronic condition that often requires lifelong management. The long-term prognosis can vary depending on various factors, including the underlying cause, the patient's overall health, and the severity of the condition. Early diagnosis, adherence to treatment and, regular follow-up care are crucial in improving outcomes and prolonging survival.

While heart failure is a progressive condition, advances in medical therapies and interventions have significantly improved the prognosis for many patients. However, it is important to note that heart failure is a serious condition that can lead to complications, such as arrhythmias, kidney problems and fluid buildup in the lungs. Close monitoring, medication adjustments and lifestyle modifications are essential to manage symptoms, prevent exacerbations, and improve long-term outcomes. ■

Class Dojo

ClassDojo is a digital sharing and classroom management platform where teachers can document the day in class and track a student's progress. Teachers also have the option to share students' progress with their families.



ClassDojo

Features:

- The platform has an easy-to-use interface.
- Teachers can create class announcements and assign groups for better management.
- Students can submit their responses to the assigned activities in the form of text, image, video or audio.
- Teachers have the option to assign critical thinking class activities through the section – Conundrum.
- The platform can be used to create academic and behavioural progress reports of the students.
- The 'Class Story' feature on the platform allows teachers to post images and messages to parents and guardians.

How does it help teachers?

- The platform can help ease communication barriers between home and school.
- ClassDojo can also help teachers better manage the student's yearly progress.
- It can help increase student engagement and interaction. ■

Advent of AI in Classrooms - Good or Bad?

■ **VARSHA PRASAD**
Editor, TeacherTribe.world



Innovations and technology today are fuelling learning and learning spaces. What was thought of as impossible a few decades ago, has become reality now. Due to these advancements in technology and the accessibility, learning and information assimilation across fields has grown beyond bounds. The teaching profession is one of the best examples!

In a conversation with a highschooler recently, I heard a lot of praises for his teachers in school. Curious about what the teachers were doing to impress teenagers like him, I got conversing with him. Typical of any teenager, his answers revolved around how cool his teachers were as they used gadgets in class to teach, used presentations and involved the class in using technology-driven tools for learning. The child also went on to say that him, and all his peers, loved teachers who went out of the way and learnt newer things and experimented with stuff to engage with the class.

On the other side, interacting with a few teachers gave me a similar opinion on technology and how it is helping them navigate through the classroom. While very few teachers were apprehensive about tech-based tools entering classrooms, majority of the teachers were for the idea of integrating technology into teaching and learning. Some

teachers were enthusiastic to explore augmented reality (AR) and virtual reality (VR) in classrooms or learning labs. These conversations came about after multiple debates on how artificial intelligence (AI) and AI-driven tools were replacing or would replace teachers in classrooms.

The Reality

We have to face the reality in today's world, that technology is everywhere. Running away from it or trying to avoid it will make us less-informed and less-connected to the world. But the newer developments and inventions will not go away. In the classroom

scenario, avoiding AI tools and tech-based learning will make us teachers outdated and boring, while our students will continue to explore what is new and trending. Like in the situation with the highschooler, students will start respecting teachers and connecting with them, only when the teachers become relevant.

Teachers can set an example in class or school on using technology, especially AI tools, prudently.

A Boon for Teachers

Teachers will have to start leveraging on the new inventions and innovations, and start using the opportunity to make concepts and situations worth remembering and recalling. Teachers will have to go with the flow of the trends and use these to their advantage. With a wide range of visual support from AR and engagement support from VR, classrooms can become teachers' stage, and teachers, the storytellers.

With AI being widely used by students, teachers can use this to curate a wide range of educational resources, including activities and lesson plans, to support their classroom teaching. They can set an example in class/school on using technology, especially AI tools, prudently.

REFLECTIONS

At the end of the day, any technology that will be used for educational purposes can only be used as supplementary tools. Replacing teachers in classrooms will never see the day of light, as human touch to anytime adds more value.

What is your thought on the advent of AI and AI-driven tools in the classrooms? Share them with me at varsha@greycaps.com. ■



Varsha Prasad



Varsha Prasad



varsha@greycaps.com

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