



### From The Editor's Desk

Teachers are no less than the pillars and leaders of an institution. They offer their advice, expertise, insight and wisdom that helps to enable progressive and sustainable academic growth of the students. They provide the children with abundant knowledge and shape the future like none other.



### Significance of Interpretation of History

What we read and how we interpret, has a great impact on the minds of the reader. Now a days, after availability of internet, to everyone, there is a revolution in the field of information and the presence of Google Guru, everyone has access to information. Thus it becomes a responsibility of everyone to interpret facts without bias. As today's mind has a tendency to read in between the lines and interpret, it according to their own comfort level and there is a very thin line in between the two kinds of interpretation. Eg. In the battle of Haldighati, the common perception is that, the battle was fought between an Indian and a foreigner. The battle was fought on 18th June 1576 between cavalry and archers supporting the Rana of Mewar, "Maharana Pratap" and the Mughal emperor Akbar". The forces of Akbar were led by Mansingh of Amber and Maharana Pratap by Hakim Khan Suri. The Mughals were victorious and they inflicted significant casualties among Mewar but failed to capture Maharana Pratap who escaped. Both the side most of the army consisted of Rajputs. One of the Mughal commander said, 'It is hard to predict who will be victorious but easy to predict that only Rajputs will bleed and die. Now if the last statement without prologue is stated, the interpretation will change completely in the minds of the reader and they would think it as a Hindu-Muslim war where the Hindus only bled. Were the army consisted of Rajputs on both the sides so the statement of the Mughal commander is very true, that either side can win, but as it is a war, whoever dies will be a Rajput mostly. So context of the statement matters! Shakespeare Hamlet says, "Fragility they name is women", this the Shakespeare says in context to a particular lady his mother. The above statement cannot be generalised for every women, similarly Haldighati cannot be termed as a Hindu-Muslim conflict. Thus historical facts need to be interpreted in totality with relevant context rather than in pieces. It can be hazardous for social integrity and harmony.



- Indrani Chakraborty, Sunbeam Lahartara



Teachers who are committed to their profession have similar qualities to leaders in other areas. They are not just thinking about themselves, but how their efforts will produce successes for all of those who are a part of their profession. Teachers exhibit leadership in multiple, sometimes overlapping ways. Some leadership roles are formal with designated responsibilities. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers. Teachers have various levels of school leadership qualities. Some leadership qualities are learned and some are part of their personality. Great teachers possess a combination of leadership qualities that are respected by the students, parents, peers and the communities. Students learn from the individual in their life and teachers play a

### Teach, Lead, Inspire...

huge part of any child's life. Having teachers who made leadership in the classroom observed and brought into the child's life so that they can be a leader in their own future. If you have following qualities than you are not only a teacher but a teacher with great leadership qualities:

- They are committed to the students and school.
- Their collaboration with others is admirable.
- They embrace changes.
- They are passionate about teaching and learning.
- Great teachers are great communicators and rapport builders.
- Create opportunity

Here are the most important characteristics and styles any effective educational leader should possess and demonstrate on a daily basis in the classroom.

- Visionary - mobilize students toward a vision. ...
- Affiliative - create emotional bonds and harmony. ...
- Pacesetter - expect excellence and self-direction. ...
- Coaching - develop them for the future. ...
- Democratic - build consensus through participation. ...
- Commanding - demand immediate compliance.

Teachers pass their qualities and skills to their students. One of them is the quality of being a leader. As a History teacher, I teach about national and worldwide leaders like Gandhi Ji, Abraham Lincoln, Hitler, Nelson Mandela etc. and the focus is on how did certain men and women attain such leadership status? What choices and decision did they make in difficult situations? What sacrifices were they required to make? How did they evaluate success and failure? Asking such questions helps me in inculcating leadership qualities in my students. Therefore it is necessary for a teacher to take initiative in the class and teach the young minds to inculcate qualities that would transform them into leaders of tomorrow.

Priyanka Joshi, Sunbeam Suncity

**शिक्षक - एक मार्गदर्शक**

निवर्तयत्यन्यजनं प्रमादतः स्वयं च निष्पापथे प्रवर्तते ।  
गुणाति तत्त्वं हित मिच्छुरगिनाम् शिवाधिनां यः स गुरु निर्गद्यते ॥

अर्थात् - जो दूसरों को प्रमाद करने से रोकता है, निष्पाप रास्ते पर चलता है, हित और कल्याण की कामना रखता है और तत्वबोध कराता है उसे गुरु (शिक्षक) कहते हैं ।

किसी भी समाज में शिक्षक का बहुत महत्व होता है। शिक्षक समाज की नयी पीढ़ी को शिक्षित करता है। समाज और राष्ट्र के निर्माण में एक अध्यापक का योगदान बहुत महत्वपूर्ण होता है। हिन्दू धर्म में शिक्षक को ईश्वर के तुल्य माना जाता है - 'आचार्य देवो भवः।' शिक्षक की भूमिका उस मार्ग की तरह है जिस पर चलकर लोग जीवन की ऊँचाइयों को छूते हैं। एक शिक्षक का जीवन कई दीपों को प्रज्वलित करता है।

एक शिक्षक नेता के रूप में कार्य करता है। नेता वह है जो किसी चिन्हित लक्ष्य तक ले जाने का काम करे ठीक उसी प्रकार शिक्षक भी अपने जीवन के अन्तिम क्षण तक मार्गदर्शक की भूमिका अदा करता है जिसके कारण समाज में शिक्षक को उच्च दर्जा दिया जाता है।

शिक्षक हमें केवल किताबी ज्ञान ही नहीं देता अपितु हमें जीवन जीने की कला भी सिखाता है। जिस प्रकार एक नेता समाज, देश या वर्ग समूह का नेतृत्व करता है वैसे ही शिक्षक एक विद्यार्थी को धैर्य, प्यार और देखभाल से उसके पूरे जीवन को आकार देता है। शिक्षक एक माली की भाँति होता है जैसे एक माली पौधों को काँटता-छाँटता और सींचता है वैसे ही शिक्षक विद्यार्थी का पोषण करके उसका शारीरिक, मानसिक और सामाजिक विकास करता है। निष्कर्ष रूप से कह सकते हैं कि शिक्षक ज्ञान, समृद्धि और प्रकाश का एक बड़ा स्रोत होता है।

अपर्णा सिंह, सनबीम अन्नपूर्णा

**Teacher As A Leader**

Despite extending research in general area of educational leadership, the definition of teacher leadership remains varied because a teacher engages in such a wide range of activities & roles that may involve leadership.

Everyone who studies, works and leads in school emphasizes the quality of teaching as the key to student learning. Focusing on students success – to be effective, administrator must unleash the leadership and instructional expertise of the teacher who knows most about what works in classrooms to help students learn. Teacher leaders are an invaluable resource in this context because each teacher leader emphasizes to focus on students, collaborative work with teacher and a commitment to ongoing learning.

Students benefit when they see their teachers taking risks, extending boundaries and stretching their capabilities. A teacher who tries new teaching models or uses new technology in her or his classrooms takes risks very publicly.

Teacher leaders are best developed as they demonstrate the best practices in curriculum, institution and assessment and show an understanding of school cultures as they initiate and support change and the development of colleagues in a variety of settings.

- Ms. Shalini Tiwari, Indiranagar

**People Are Living Histories**

All people are living histories. Communities speak languages that are inherited from the past. They live in societies with complex cultures , tradition and religions that have not been created on the spur of the moment People use technologies that they have not themselves invented .and each

individual is born with a personal variant of an inherited genetic template , known as the genome , which has evolved during the entire life – span of the human species.

So , understanding the linkages between past and present is absolutely basic for a good understanding of the condition of being human That, in a nutshell , is why history matters. It is not just useful it is essential as the study of the past is essential for “rooting people in time.” people who feel themselves to be rootless live, often causing a lot of damage to themselves and others .

Understanding History is integral to a good understanding of the condition of being human. That allows people to build and as may will be necessary, also be change upon a secure foundation. Neither of these options can be undertaken well without understanding the context and starting points. All living people live in the here and now but it took a long unfolding history to get everything to now and that history is located in time –space, which holds this cosmos together and which frames both the past and the present.

Jyoti Singh, Sunbeam Annapurna





## Teachers As Leaders

**The only safe ship in a storm is with the strong leadership**  
Teacher leaders emerge spontaneously and organically from the teacher ranks. Instead of being selected, they take the initiative to

address a problem or institute a new program. They have no positional authority; their influence stems from the respect they command from their colleagues through their expertise and practice. The litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilization. Shervil (1999) submits that teachers-leaders are clinical faculty, clinical educators, teachers-in-residence, master teachers, lead teachers and clinical supervisor, while Gortner, Kaagan Ferguson and Hamm (2002) see teacher-leaders also those "aspiring to lead school reforms." A hall mark of leadership is the ability to collaborate with other. A number of values and dispositions make certain individuals ideally suited for teacher leadership. Effective teacher leaders are open-minded and respectful of others. They display optimism and enthusiasm, confidence and decisiveness. Many attributes of good teacher leaders are fundamentally the same as the attributes of good teachers : persuasiveness, open-mindedness flexibility, confidence and expertise in their fields. However, working with the colleagues is profoundly different from working with students. To assume a leadership role, they may need expertise in curriculum planning, assessment design, data analysis and the like. In fact the leadership skills are not typically taught in teacher preparation programs. It is the need of the hour to inculcate Leadership qualities among all the teacher educators and instructors.

**Ajeet Singh, Sunbeam Varuna**



People live in the present. They plan for and worry about the future. History, however, is the study of the past. Given all the demands that press in from

## IMPORTANCE OF HISTORY

living in the present and anticipating what is yet to come, why bother with what has been? Given all the desirable and available branches of knowledge, why insist as most educational programs do on a good bit of history? And why urge many students to study even more history than they are required to?

Any subject of study needs justification: its advocates must explain why it is worth attention. Most widely accepted subjects-and history is certainly one of them-attract some people who simply like the information and modes of thought involved. But audiences less spontaneously drawn to the subject and more doubtful about

why to bother needs to know what the purpose is. Historians do not perform heart transplants, improve highway design, or arrest criminals. In a society that quite correctly expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine. History is in fact very useful, actually indispensable, but the products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines. In the past history has been justified for reasons we would no longer accept. For instance, one of the reasons history holds its place in current education is because earlier leaders believed that a knowledge of certain historical facts helped distinguish the educated from the uneducated; the person who could reel off the date of the Norman conquest of England (1066) or the name of the person who came up with the theory of evolution at about the same time that Darwin did (Wallace) was deemed superior-a better candidate for law school or even a business promotion. Knowledge of historical facts has been used as a screening device in many societies, from China to the United States, and the habit is still with us to some extent. Unfortunately, this use can encourage mindless memorization-a real but not very appealing aspect of the discipline. History should be studied because it is essential to individuals and to society, and because it harbors beauty. There are many ways to discuss the real functions of the subject-as there are many different historical talents and many different paths to historical meaning. All definitions of history's utility, however, rely on two fundamental facts. History helps us to understand people and societies. In the first place, history offers a store house of information about how people and societies behave. Understanding the operations of people and societies is difficult through a number of disciplines make the attempt. History helps us understand change and how the society we live in came to be. The second reason history is inescapable as a subject of serious study follows closely on the first. The past causes the present, and so the future. Only through studying history can we graph how things change; and only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist to change.

**Vineet Ashish, Sunbeam Bhagwanpur**

## Why History ?

This question is best answered on the basis of a careful reading of some good historians. Historians are interested in providing conceptualization and factual descriptions of events and circumstances in the past. This effort is an answer to

questions such as : "What happened? What was it like? What were some of the circumstances and happenings that took place during this period in the past?" Sometimes this means simply reconstructing a complicated story from scattered historical sources for example-narrative of the first war of Independence. Historians often want to answer "Why" questions Why did this event occur? What the conditions and forces that brought it about? This body of questions invites the historians to provide an explanation of event or pattern he or she describes. In short, historians conceptualize, describe, contextualize, explain and interpret events and circumstances of the past. Ultimately, the historian's task is to shed light on the What, Why and how of the past, based on inferences from the evidence of the present.



**Anju Singh, Sunbeam Varuna**



**PRINCIPALS AS LEADERS OF TODAY AND TOMORROW**

Educational leadership is usually the responsibility of school administrators and principals, who

strive to create positive change in educational policy and processes. Schools offering Education - Organizational Leadership degrees can also be found in these popular choices. Educational leadership involves working with and guiding teachers toward improving educational processes in elementary, secondary and post secondary institutions. Those in educational leadership roles tend to go above and beyond just management and administrative tasks, however. They are trained to advance and improve educational systems and create and enact policies. Educational leaders usually are employed as school principals or administrators but can take on additional roles, such as department chair or academic dean.

**School Based Management (SBM)** : Schools need principals with a vision for improving the school's learning environment within a well-functioning school-based management (SBM) system. SBM involves setting school directions concerning students, teacher development, and allocation of material and financial resources. Effective SBM impacts motivation, commitment, and student and teacher success by: facilitating school leadership that is both appropriate to the unique context and needs of the school community, developing and implementing school improvement plans, establishing fair and effective teacher appraisal systems, structuring classrooms and schools according to school needs, building partnerships with the community, and ensuring that frameworks exist to support the functions of other school departments and personnel.

**A Great Principal** : So here are eight to take with you to your own desert island Vision. It's easy to dismiss the concept of "vision" as vague and woolly, but the best school principals are visionaries with a clear sense of moral purpose. The eight undying qualities of great Principals are following : • Courage..... • Passion..... • Emotional intelligence..... • Judgement..... • Resilience..... • Persuasion..... • Curiosity..... The Best school Principals are visionaries, able to shape the future for themselves.

**1. Vision** : It's easy to dismiss the concept of "vision" as vague and woolly, but the best school principals are visionaries with a clear sense of moral purpose. Successful principals have "great vision – the ability to formulate and shape the future, rather than be shaped by events".

**2. Courage** : Successful school principals show great determination, with the willpower and patience to see things through. They are willing to take risks and are steadfast in challenging under-performance or poor behaviour. "There's a mental courage that they don't waver from."

**3. Passion** : "They are there for the children and they never ever forget that," successful school principals are passionate about teaching and learning and show great commitment to children. They take an active interest in their pupils' work – and that of their staff.

**4. Emotional Intelligence** : Successful school principals are team-builders. They understand the importance of relationships, empower their staff and pupils and show great empathy. "Get the relationships right – open, trusting, humorous – and much else follows naturally."

**5. Judgement** : The best headteachers show great judgment, make the right calls and are wise leaders. Crucially, however, it isn't simply a matter of acting alone. It's about involving the whole school community and taking people forward together.

**6. Resilience** : The business of headship is full-on and, at times, gruelling. Successful school principals are optimistic and resilient, remain calm in a crisis and are energetic and positive at all times.

**7. Persuasion** : The best school principals are confident communicators and storytellers. They are great persuaders and listeners, adept at describing 'the story of their school' to any audience. They are also great motivators. "Getting people to do things and go that extra mile lies at the heart of good leadership," is an important trait of a great principal.

**8. Curiosity** : Successful school principals are outward-looking and curious. "Headship is about having at least one foot outside of the school looking at what's going on elsewhere and picking up good ideas." They are excellent networkers and great opportunists, always in touch with events.

**Great Principals Lead Teaching and Learning at Their Schools** : Principals at successful schools understand the strengths and needs of their students and they know what is happening in the classrooms at their schools. These Principals play an active role in planning and supporting instruction that is appropriate for their students, and they ensure that school time and resources are focused on student achievement.

**Great Principals Hire, Develop, and Retain Excellent Teachers** : One of a Principal's most important roles is ensuring that every student is taught by an excellent teacher. Although it can be time-consuming, principals must actively recruit good teachers to their schools. Principals can visit teacher education classes to find promising new teachers; they can open their schools to student teachers and try to hire the good ones; and they can talk to teachers and other principals to find quality experienced teachers who might be looking for new positions. Principals must also support and develop the teachers they have.

**Great Principals Build a Strong School Community**

For a school to be successful, the administration, teachers, parents, students and support staff must work as a team. Principals must work with the staff to make school a welcoming place for all students and their families.

**Principal as Principle of Success** : Principal observations can provide feedback to team members who implement new strategies as part of their action research. Finally, many new evaluation tools have components related to teacher collaboration. An effective principal will use that aspect of evaluation as a catalyst to strengthen the team process.

**Shimmi Sharma, Sunbeam Lahartara**