



Teacher Wellbeing

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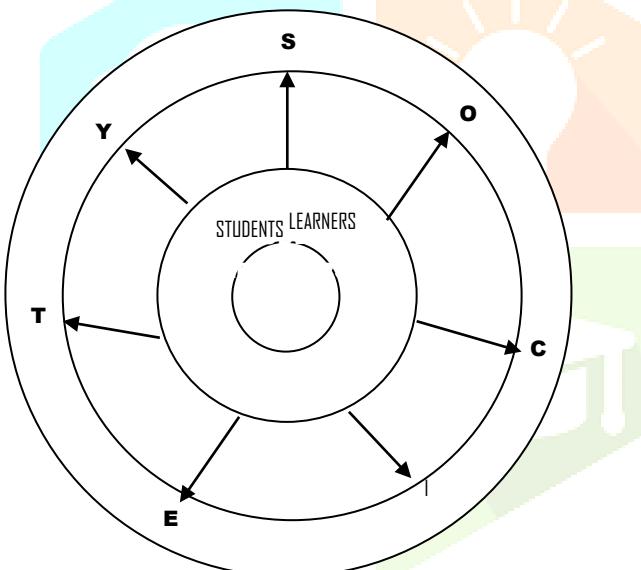
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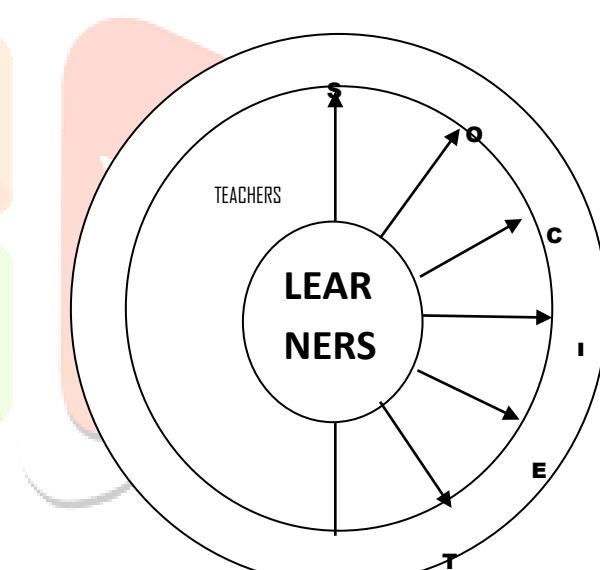
Hatbasantapur, Arambagh, Hooghly

Equilibration : Whereabouts

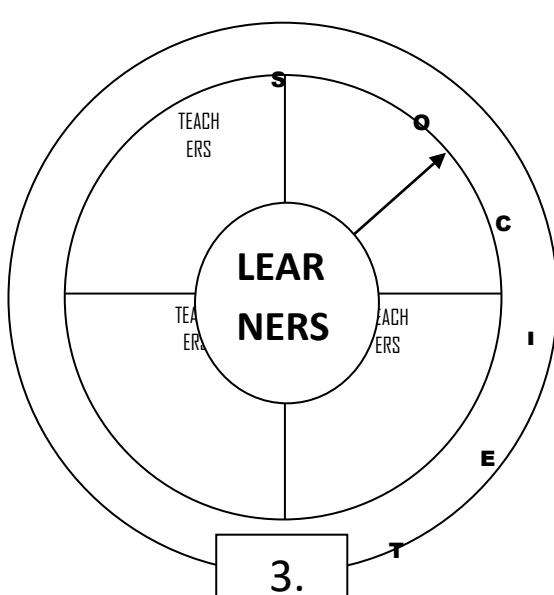
Diagram of society and Learner



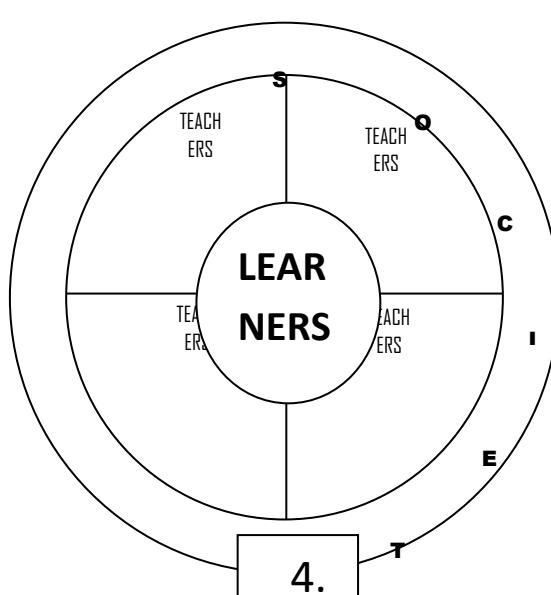
1.



2.



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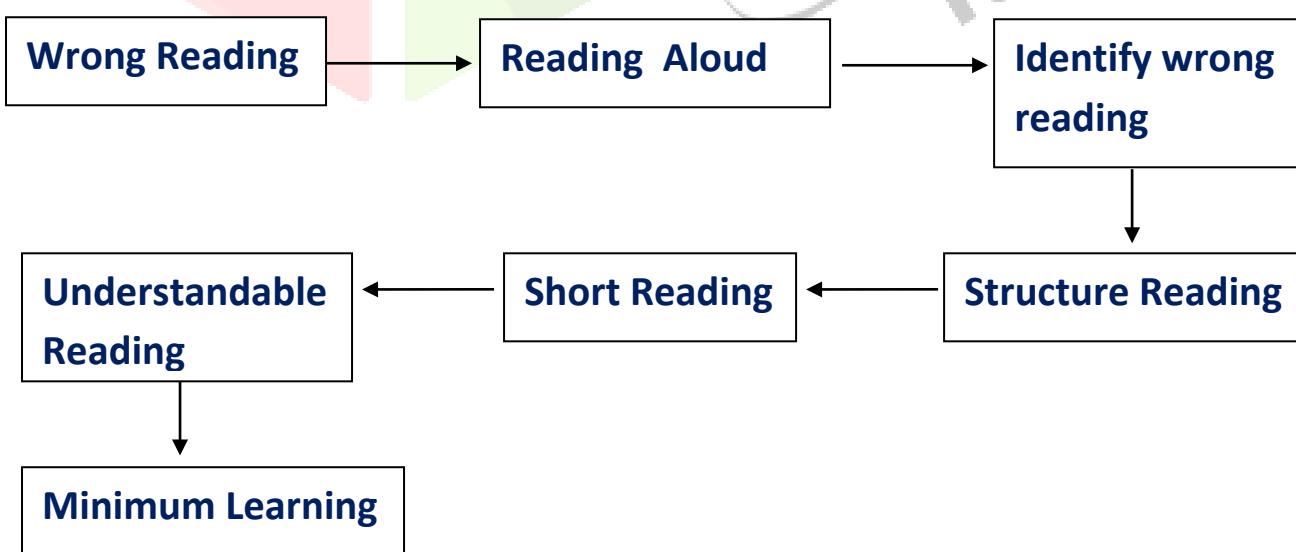
4.

TEACHER WELLBEING

Acceptance one self's liability to the minimum Learning of Learners

Reading Compulsion

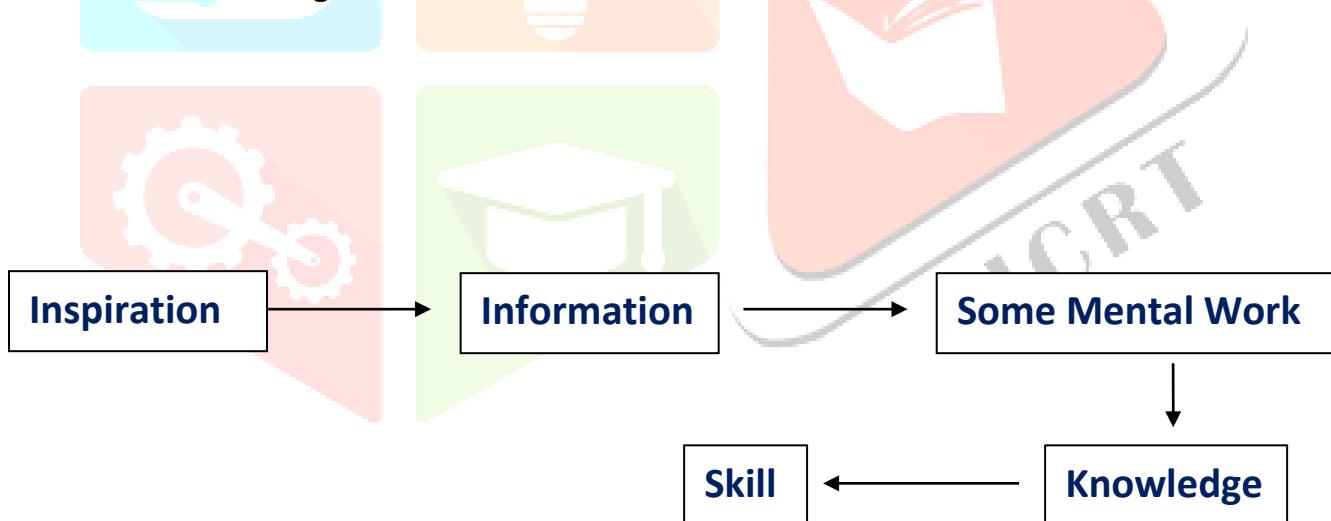
Reading is a vital part of learning. Teachers' reading and learners' reading enhance the ability of utmost learning's. The compulsion to read something everyday that the teachers of the learners may be perceived is the gateway of first-hand learning. There will be certain Teachers' liability to the learners as well as learners liability to the learning. Teachers' reading is an exceptional reading skill, and it can be overviewed from a distinct perspective. Teachers should study through referential learning based on critical thinking. Apart from the study books they are going to teach in the sessions, teachers should gain knowledge from context learning. At first, they will have enriched with reading habits. Teachers as a profession don't enforce learners' reading skills. So, the first-hand learners are deprived of minimum learning. The Teachers' scholars would like to have a look at Teaching comprehension. They should encourage first-hand learners with self-reading. Providing inspiration to go through what learners are being introduced, the teacher must have a compulsion to enforce learners' capabilities. If first-hand learning has been given out, the minimum learning affects higher learning. It is our compulsion to increase learners' abilities. The technique we can follow:



Inspiration and Hardworking

To develop the minimum outcome of learning with Teachers' inspiration, pupils and teachers will be devoted to mentalhardworking.Learning is outset with the help of inspiration from teaching professionals. Learners IQ can be amplified with the motivation of reading skills.It is to be conceived that extension of reading skills will identify the learners' IQ.

The first-hand learner's ability to learn something emerges from Teachers' inspiration. Inspiration is the source of all learning capabilities. Teachers can improve the learners' minimum learning through the spur of teaching. Thinking on learning will have conducted to develop the reading skill. Mental hardworking is now being introduced. Teachers can confer information to the first-hand learner. They can have the option to pick up learners' potentialities. Besides, Teachers' mental hard work is more useful than learners' mental work. That boosts teachers to recognise learners' IQ levels. Having knowledge, they can improve learners' IQ to a valuable level. As the sun is all source of power, Inspiration is the all-source of learning.



Marks not defined as learners' scholar in a specific Examination

Learners IQ should not define according to marks they obtained. Marks can be highly improved through some notes in a particular examination. Their learning is not being enriched. But for some learnings', the Scholars can be acquired.

If one learners' scholar accepts all subject matters, he will gain learning as a whole. Learning is associated with self-realisation. It must be acquired from society and real experiences. Now, I am going to distinguish Marks and learning in a practical way. With the help of teachers, learners can obtain good marks that will not indicate the expansion of learning. Marks is called 'abstract', but learning is called 'concrete' as far as I am concerned. If teachers are devoted to how marks' improvement with suggestive way, their learning will remain unsatisfied. We expect learning satisfaction from the teacher. Learners' learning outcomes will be unprivileged though they have obtained good marks in the examination. Most of the learners are under these circumstances. Learning is now like ready-made garments, use and throw. Teachers should provide a direction to the way of learning outcome, not marks. They can follow what learners' interests.

A learners' learning is diagnosed:

Marks Obtained – 90%
Learnings' Outcome – 60%

Marks Obtained – 80%
Learnings' Outcome – 40%

Marks Obtained – 60%
Learnings' Outcome – 90%

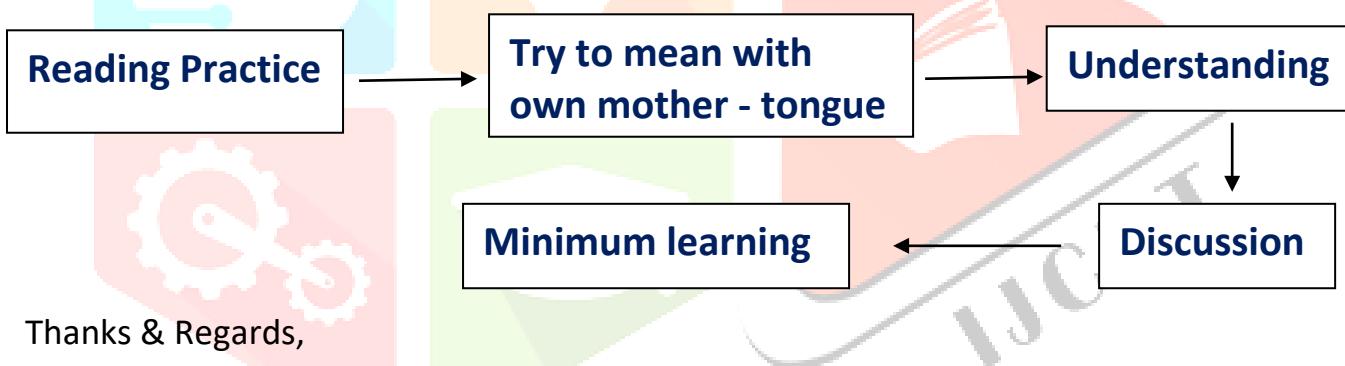
Marks Obtained – 50%
Learnings' Outcome – 60%

Taking attention to elaboration, not to abstract or headlines

Nowadays, learners can be made out conceptions through abstract or headlines. But it is not enough to realise what the articles actually are going to speculate. Learning is fulfilled with the discussion of given topics. Understanding is not perfect learning. It may be a process of learning. But we depend on understanding and imagining that we come to know the whole matter.

Taking attention to headlines is a kind of learning process we are being satisfied. Our imagination is so elevated that we try to learn from the headlines. As teaching professionals, we should motivate elaboration of the subject and instigate the learners to go through the topics very carefully. Teachers should instinct learners to write something that pupils come to know learners will briefly explain conception as they are satisfied with abstract learning. Reading practice makes desirable learning, and teachers' compulsion to take attention to elaboration should have emphasised with the following process:

The process of taking attention to elaboration:



Thanks & Regards,

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