



**It was one of those monsoon mornings.**

## From the Desk of Dr. Atthreya

The roads were flooded. A mom was taking her daughter to the school. The young one told her mother: Mummy, mummy, look at the rainbow! The girl saw the rainbow in the flooded waters. The mother did not she was preoccupied. She said: " Forget it. It is late for the school". The child tends to think creatively; the elder often thinks she cannot afford to.

Our creative energies, experts point out, flow briskly, easily and smoothly when we are very young. Only they need space to flourish.

Experts also point out that unless the creative tendencies are actively encouraged, they tend to take a back seat they do not disappear but they become dormant.

is ignored and even insulted. The other part is the creative part.

Put in operational language, the right brain does divergent thinking, it thinks of possibilities and alternatives and using



appropriate criteria, the left brain does the convergent thinking, it chooses the best option for adoption.

Each school has to give this concerted attention. Mindset and methodologies have to make adjustments. What is important to remember is that this way we will help our children to enjoy more and achieve more.

**My guess is many schools are taking concrete steps in this direction of creativity education. May I request them to share their experiences through these pages? Let us enrich each other.**

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## Right Brain Riches: Let us Consolidate and Capitalise

Experts further point out that creative dimensions of man are found in the right hemisphere of the brain and the right brain functions differently from the way the left brain does. And therefore we should cater to those special needs.



Our educational system does not cater to those special needs because it is left brain-oriented. It aims to give

children what is logical.

It aims to give children facts and figures. It encourages children to go for THE correct answer.

This is understandable. This way the system prepares the young people for 'real' life. In the bargain, the system handicaps the children. The children learn to use only part of the brain the left hemisphere of the brain.

The other part some call it the richer part

Where the right brain function does not precede, the left brain goes for standard or conventional or, may be, obsolete solutions.

Another aspect is worth emphasizing.

The right brain is the fun part of the brain and the left brain is the function part of the brain. Just as all fun and no function cannot be acceptable, all function and no fun cannot be acceptable.

Let us consolidate and capitalize on the children's natural tendencies for using the right brain. Let us adopt appropriate strategies and systems. As some schools have wisely done, let us keep the children away from the left brain oriented examination system till they complete their eighth standard. Let us then give them the benefit of using the left brain too but in good time. That way we will give them whole brain education.

Public examination is a left brain proposition. We have to remember that. Fortunately, it is only at the 10<sup>th</sup> standard. This strategy of focus on right brain followed by focus on left brain cannot happen. It has to be made to happen.



**Life is currently described in one of four ways:**

**A journey, a battle, a pilgrimage, or a race. Select your own metaphors, but the necessity of finishing is all the same.**

**For if life is a journey, it must be completed.**

**If life is a battle, it must be finished.**

**If life is a pilgrimage, it must be concluded.**

**And if life is a race, it must be won.**

- The War Cry