Document on illustrations

Contents

WHY ILLUSTRATIONS?

Illustrations help us:

1. Understand more about the problems faced by the child in his/her approach towards learning.
2. Establish a need for a better approach.
3. Create an impact in the session by explaining the parent and the student better ways of studying through a practical and real-life approach.

Note - Rapport building is not just about asking questions, it is used for making the customer feel comfortable, get to know them, build trust and engage in the VC session. These questions given above are just for example. Similar types of questions can be followed.

What are effective Illustrations?

Illlustrations is a tool used to highlight the challenges which a kid faces, the general problems and the common flaws which are there in the way we commonly teach them, it may be just like stories which can help our product appear beneficial and communicate a message more organically. During the session illustrations are essential to make ideas clear by giving examples or by showing videos to the parent. Here we are going to discuss academic illustrations and non academic illustration.

What makes an illustration effective?

There are two things which play an important role to make an illustration effective.

Relatable: The concept discussed over the call or in the session should be basic, where the parent and student should find it relatable.

For example: Imagine a parent who is uneducated and wants his child to do well in their academics, if a BDT pitches a trigonometry question to the student for need generation, how can the parent understand the concept behind the illustration?
So we should keep in mind before delivering any concept it should be relatable to the child/customer or else they will feel this as a tuition class.

Note: BDT shouldn't pitch any illustrations where they themself are not confident.

Delivery: Landing of the illustration makes all the difference. The delivery of certain examples used for illustrations should land right on spot or there is a chance of parents losing interest in the session.

Types of illustrations

Generally, Illustrations can be of 2 types: Academic or Non-academic.

1. Academic Illustrations: Caters to academic questions like general conceptual, academic questions etc.
2. Non-academic: Caters to questions not related to academics like examples in our surrounding etc.

So let us now go through some illustrations to understand the verbatim and delivery.

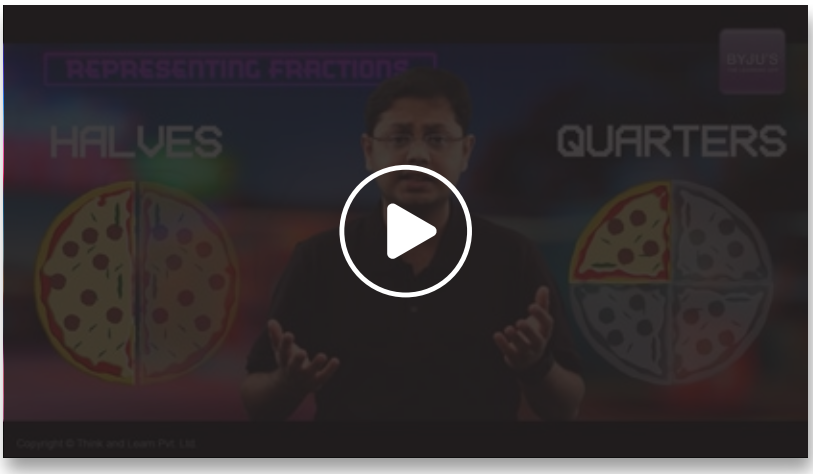
Let us understand some Academic illustrations

A. Academic illustrations

1. Fraction (class 4-6)

Mindset: Here we aim in making the parent understand how we explain the application & then the concept.

- Fraction is taught to students in class 4 and 5, where till class 3 they solve some basics of mathematics.
- ½ or ⅜ which is greater? Such questions can confuse the student, especially when concepts are not clear and learning happens through memorising and not understanding concepts. While schools teach concepts conventionally, at Byju's we explain the concept through real-time examples. Like for fractions we give the example of a pizza as kids are aware of its shape.



So just imagine that Kid A is given ⅜ of pizza and kid B is given ½ of pizza.

Here we are not speaking about the P/Q (numerator or denominator) format of fractions, as we are concentrating only on the application level of this concept.
Because this is something that kids will relate to well and help parents become more involved in the learning process.

Fraction video link: https://www.youtube.com/watch?v=i0oGoCFxIZ4

2. Two alarm clocks (Class 5-8)

Mindset: At BYJU''S, we first teach students the basic logic and reason behind learning a concept, and then teach them the method to solve something.

Here's a simple question: imagine that a kid is wearing a wrist watch on both the hands. Let's assume clock A has an alarm of every 10 minutes, clock B has an alarm for every 20 minutes.

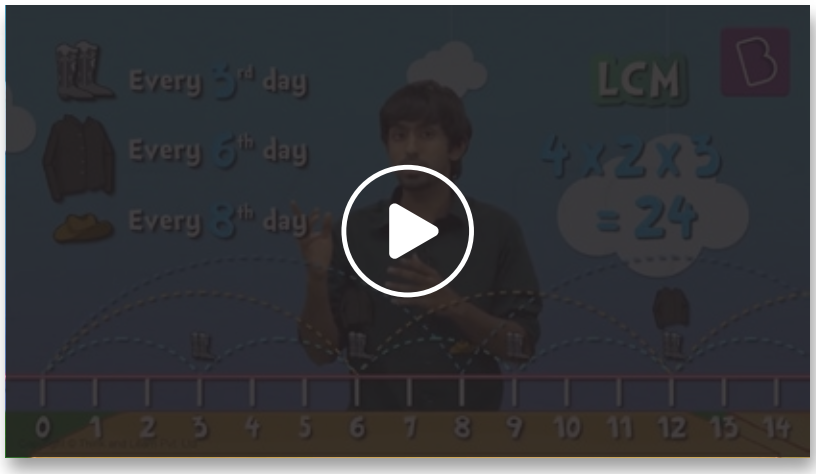
Question 1: Do you think that both the watches buzz together? Ever?

So here you can analyse the student's way of learning and understanding concepts based on their reply.

Now let's alter the question:
Clock A has an alarm set for every 10minutes, clock B has an alarm set for every 212 minutes.

Question 2: Do you think that both the watches buzz together? Ever?

Students start solving the question and they might get confused in finding the answer. Majority of the students fail to realise that this question is related to L.C.M as the basic knowledge of relating the concepts to real-life situations is not taught in schools, as they follow the traditional methodology of learning and they tend to directly solve L.C.M.
So learning about L.C.M is very important as after class 5 students won't learn L.C.M, they start using it in resolving the problems in further classes.



Fraction video link: https://www.youtube.com/watch?v=IraBU4WTyOI&feature=youtu.be

3. Shopping Mall Discount (Class 8 -10)

Mindset: How our product is beneficial and relatable to real time scenarios.

Let's take an example.

Shop A: Gives a discount of 50%+ 50%
Shop B: Gives a discount of 80%
Which shop would you choose ?
Here the student might fail to answer the question correctly.

As generally customers pay attention to shop A compared to shop B. Initially the reason is they think that they are getting a 50%+50%=100% discount on the product.
But in practicality we know that 100% discount doesn't exist. These are certain strategies where the shopkeepers follow in general.

Store - A
50% + 50%

Store - B
80%

4. Distance by time (Class 9, 12)

Mindset: To know whether the kid thinks something out of the syllabus.

The way students are taught, they tend to only be concerned about the syllabus and good marks. But what's more important is that students should be able to understand the concept and its practicality -- this is however lacking in many students.

We all know that when we divide distance by time we get speed measured in metre per second.

- Distance / time = speed (m/s)

When we divide speed by time we get a quantity called acceleration, measured in metre per seconds square.

- Speed / time = acceleration (m/s^2)

Let's again divide the acceleration by time, what do we get ?

- Acceleration / time = ? (m/s^3)

Then the kid will be a little bit conscious and thinking about the question. And will end up saying that this is something which is not taught in our syllabus or in school.
Answer: Yes! We can divide acceleration by time the output we get is jerk measured in metre per seconds cube.

Here we can conclude that students are running behind the concepts for marks rather than enjoying the concepts or liking the chapter. As we believe that if students enjoy the concepts while learning he/she can do well in their exams.

For Class 9-12

- **distance/ time = speed (m/s)**
- **acceleration/time = ? (m/s^3)**
- **speed/time = acceleration (m/s^s)**

Let us understand some Non-academic illustrations

B. Non-academic illustrations

Non-academic here means not asking any direct questions or concept related questions to parents and students. We are giving them very basic real-life situations that can give them an idea of what our product is dealing with and how our program will be helpful to the kid.

1. Science channel (Class 6-10)

Mindset: The main agenda or main motive of bringing these illustrations is to give an idea and importance of visualization. Here we are not going to ask any concept-related questions to the parent or kid. Just we speak about the real-time scenario. For example:

Counselor: Does your kid watch Science channel?

Parent: Yes!

Counselor: Just imagine that your kid is watching a documentary about dolphins. The person who is delivering this dolphin documentary on television will be a researcher. If the same content is given through a research paper known as a “thesis”, Will your kid show the same interest in reading the documentary?

Parent: He won't have that interest to do that.

Counselor: Suppose If your kid gets a call from this researcher, do you think your kid will be interested to talk with that person?

Parent: I don't think so

Counselor: In the same way, the kid will find difficulty in learning the research level concepts in their academics. Hence visualization plays an important role in understanding the content.
Here in BYJU’S the content department will visualise the same textbook curriculum through real images or through animation.

We can use the Harry Potter movies as examples. It is a well known novel and they have been made into movies that are popular among many people. So when we talk about BYJU’S it's like a video adaptation of maths and science from textbooks. So the idea here is to convey to the parents that they should take BYJU’S as a benefit, Not a burden for the student. The moment they will take it as a catalyst they won't have any objection to that.

BYJU’S is not changing the syllabus or concept, we are changing the way of learning. This is one of the useful and important illustrations which is very easy to deliver and communicate with the parent.

Discovery Channel Videos/ Science Videos	BYJU'S
Researcher + Thesis + Real shorts & animation	Author of the Book + Book + Real shorts & animation

2. Beam balance (Class 6-12)

Mindset: Make the child learn through real- life examples that are known as practical approaches.

Here we tend to understand and retain better, if we are able to relate what we learn with the real physical world.

In general as we all have learnt in initial classes as "A" for apple "B" for a ball and "C" for cat. The ideology over here is to make the kids understand the concept through what they see in daily life rather than theoretical explanation.

As we move higher up the grades we stop learning practically and start memorizing. For example: While teaching linear equations with one variable, teachers discuss the changing of signs but not the reasons behind it. But at BYJU'S this very concept is explained practically by using an example of the beam balance.

Majority of the students might be aware of how to solve linear equations, but very few know what linear equations are. Conceptual understanding is very important in remembering and solving problems in multiple ways.

Just imagine if the student doesn't understand the linear equation in one variable how can we expect them to understand the linear equation in two variables. To overcome this students start memorizing the concepts which only helps in scoring marks but not in gaining knowledge.

Explanation of linear equations through beam balance is provided in the below link.

Beam balance video link: https://youtu.be/IN20VrPmxdk

3. Unknown dish (Class 4-12)

Mindset: To increase involvement of both the parents in the session.

Here we aim in dealing with two categories of parents through non-academic illustrations such as:

1. Parents who are not involved in the session.
2. Parents who have less interest in their child's education.

Step 1: Ask any one of the parents whether she/he knows how to cook a specific dish (unknown).

Step 2: Ask them what they will do if a test is scheduled tomorrow on the same topic.. And tell them there are only two ways to get ready for the test:

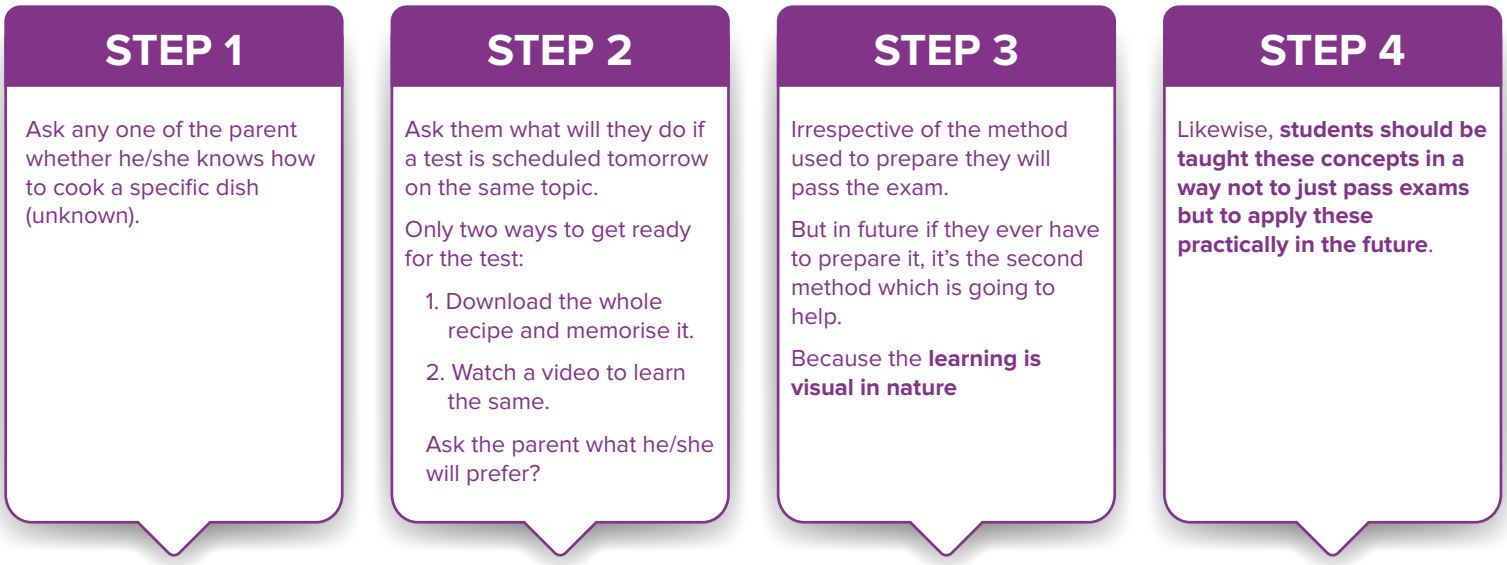
1. Download the whole recipe and memorize it.
2. Watch a video to learn the same.

Ask a parent what she/he will prefer?

Step 3: Irrespective of the method used to prepare they will pass the exam. But in the future, if they never have to prepare it, it's the second method that is going to help. Because the learning is visual in nature.

Step 4: Likewise, Students should be taught these concepts in a way not to just pass exams but to apply these practically in their future.

In general if you check the status of a student in their current academics, just like the recipe they memorise whatever they have in textbooks or what teacher teaches them. We believe that if they are not able to see it through visuals it becomes difficult to remember for a long time. So students have to learn the concepts rather than just memorizing.



4. Building block (Class 1- 2)

Mindset: If a parent is going for a multiple-year program then it's because of the reduction or because of the EMI option. Here the salesperson is playing the role of a subject-oriented or an academic-oriented person. And this non-academic illustration will help the salesperson to pitch a multiple-year program.

We are calling classes 1-5 building blocks because students are learning simple things like addition, multiplication, subtraction, LCM, fraction, HCF, etc. a student never thinks about multiplication before he/she learns addition because they won't be able to understand multiplication without addition. So classes 1-5 become building rocks as students learn very basic concepts.

Now let's look at classes 6-8. Here students learn all about distance, time, linear equations in one variable, elements, etc. Additionally, they are also learning the basics of topics like electricity, and magnetism.

From classes 9 and 10 students start to learn more complex concepts. For instance, they begin to understand how distance and time come together to give us velocity. They also go from learning about linear equations with one variable to linear equations with two variables and how elements become compounds. In other words what is taught as basics in class 6-8 are taught as concepts in class 9 and 10.

Now once the student is good with concepts, class 11-12 they learn how to apply these concepts. For instance, velocity will get upgraded to escape velocity, linear equations in two variables become coordinate geometry, compounds become salt analysis. So here we are not just giving the monetary reasons for the parents to enroll from class 6,10, but we also need to address the fundamental academic-oriented reasons that students can benefit from.

Class 11-12 : Application

Escape velocity, Coordinate geo, Salt analysis, etc

Class 9-10 : Concepts

Velocity, Acc, LEITV, Compounds, etc

Class 1-5 : Building Blocks

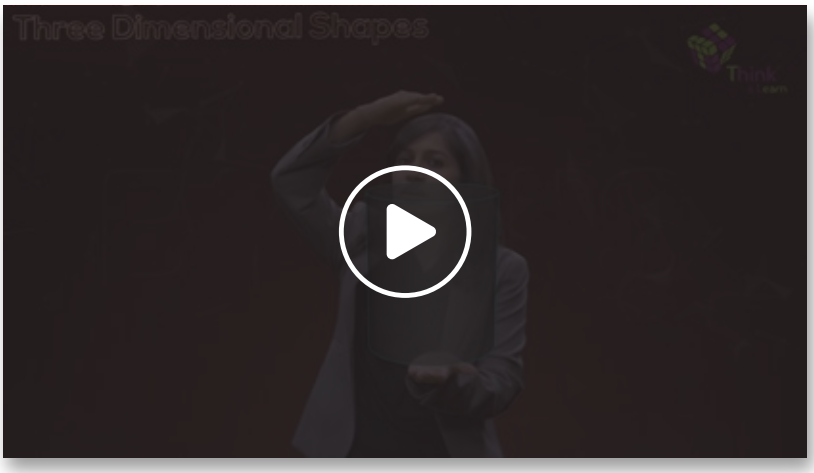
+, -, X, %, Fraction, LCM, HCF, etc

Class 6-8 : Basics

Dist, Time, LEIOV, Elements etc

More illustration examples

a. Purpose of Illustration- To explain how mugging up prevents us from gaining conceptual clarity, explained using 2D-3D concept



Link: https://youtu.be/f6DZoX5dKbE (Class 3, 4)

Counsellor/SP: You might be knowing the formula for Area of Square?

Student/Parent: Yes, i.e. (Side)^2

Counsellor/SP: That's great. I will go ahead and ask you one more question, please help me with the formula for Perimeter of Square?

Student/Parent: Yes, it is (4 * Side).

Counsellor/SP: Fabulous. One more to add, What is the Volume of Square?

Student/Parent: It is (Side)^3.

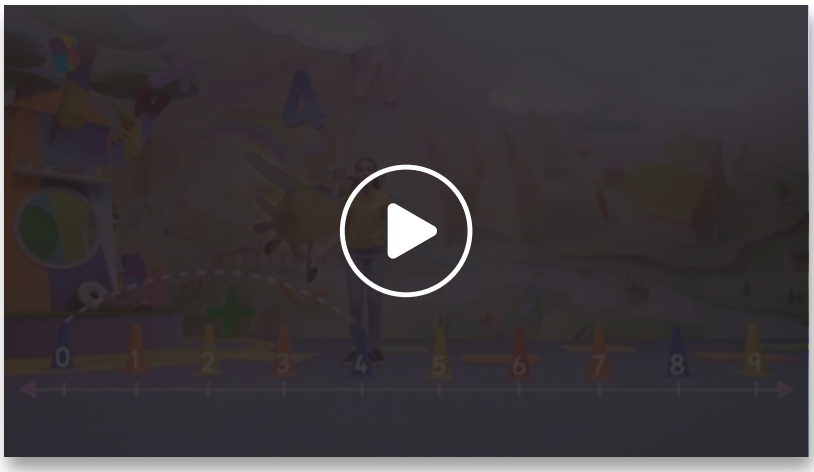
Counsellor/SP: Are you sure?

Student/Parent: Yes.

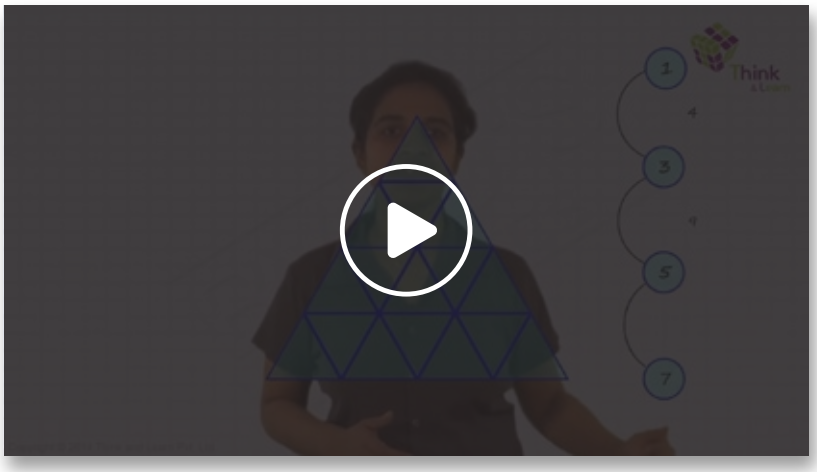
Counsellor/SP: I am afraid. You're wrong. Astonished? I will run you through a proper explanation. One cannot find the volume of a Square as it is a 2D object. Volume can be measured for a 3D object only.

We were taught in the same manner where we all used to learn the formulas without even knowing the application of it and this somehow goes on till higher standards where the child without even understanding tries to mug up the formula and faces issues when any kind of numerical/word problem is asked.

b. Purpose of Illustration- Explanation of NUMBER LINE with real-life examples



Link: https://youtu.be/x_NX2bE6nHM (Class 3)



Link: https://youtu.be/qjrRZYYWFeU (Class 4)

Counsellor/SP: So as we were discussing how BYJU'S related studies with daily life, I'd like to ask you a question. Tell me about the 4 properties of a number line.

Student/Parent: Properties? I don't exactly remember, although I can tell you about a number line in general.

Counsellor/SP: Any guesses why you don't remember the properties?

Student/Parent: Maybe I studied the number line long back.

Counsellor/SP: Generally, what happens is that students study for examinations, once the exam is over they forget the details about it as they think it won't be useful in the future? Let me make it clear that everything that is taught from class 1- 10 builds the foundation of basic knowledge required in any field. What do you think?

Counsellor/SP: Any guesses why you don't remember the properties?

Student / Parent: Yes I have heard that.

Counsellor/SP: So let me take you back to understanding properties of a number line. The number line properties can be understood from simple objects in your house. Have you noticed that a number line has origin as 0, equal gaps between each division, all numbers in sequence and positive and negative values? These are the 4 properties. Difficult to remember right? Let's make it simple.

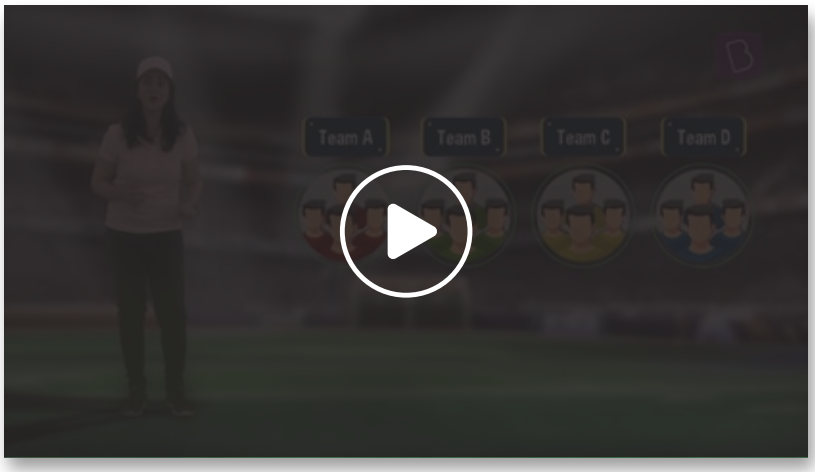
1. Can you see a clock nearby? You'll see the clock has equal intervals of time between 2 numbers. That's EQUAL DISTANCE property of the number line that all numbers have equal distances/divisions in between.
2. Can you see a calendar nearby? You'll see all the dates are in sequence, 2 comes after 1, 4 comes after 3 and so on. That's the SEQUENCE property of the number line that all numbers in the number line are in sequence.
3. You must have seen a thermometer? You've seen the temperature rise and drop right? It's the POSITIVE & NEGATIVE property of the number line, that you can go positive as well as negative in a number line.
4. And finally, you must have used a lift right? You must have seen the lift's origin is ground floor or 0 right? That's the ORIGIN property of a number line that the origin of a number line is 0.

Did you see that all properties can be summarized with objects like clock, calendar, thermometer and a lift? I hope now you'll never forget the number line properties.

Student/Parent: This is till now the best way to make someone understand the number line.

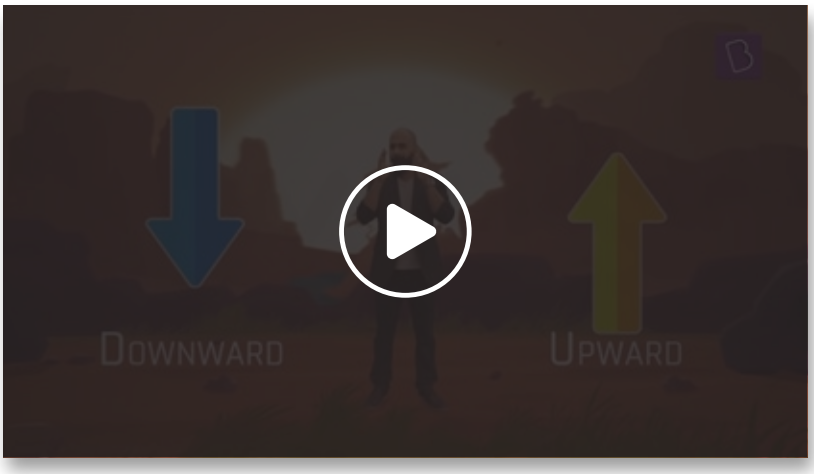
Counsellor/SP: This is how we teach in BYJU's, where we create so much of relativity of school study with home that the child starts loving the subject. When the likeness increases, the child is more willing to study and do well.

c. Understanding division



Link: https://youtu.be/zQuQFxTrilk (Class 4)

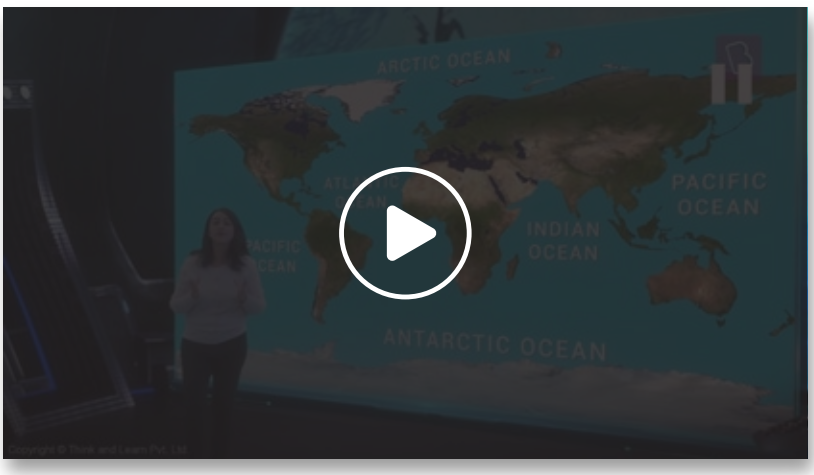
d. Gravity



Link: https://youtu.be/3CoCsDrBsYs (Class 5)

e. Purpose of Illustration: Explaining the Water Cycle through Roti Example

Link: https://youtu.be/kgD71QMS9rM (Class 4)



Link: https://youtu.be/bfOOtBv_ELs (Class 6)

Counsellor/SP: Any guesses why you don't remember the properties?

Counsellor/SP: As we were discussing the practical way of learning in BYJU'S. I'd like you to consider the example of a water cycle.

Student /Parent: Okay.

Counsellor/SP: In a normal class, the teacher will write the 3 stages of the water cycle right?

Student/Parent: Yes, sometimes they also explain the 3 stages taking example of a sea and how water evaporates. .

Counsellor/SP: Sure, but then in your class if at any point of time I had to ask what are the 3 stages of the water cycle, how many students will be able to recall and tell?

Student/Parent: Around 30-40%.

Counsellor/SP: Okay, that's a very low percentage. Don't you think lack of real-life examples make it difficult for us to understand science and recall the concepts? What we believe in BYJU'S is that if any child can be made to realize that whatever they study in school is related to their daily life things, then they'll be more willing to learn.
Let's understand this. Have you ever taken/ ever given your child Tortillas (Rotis), in tiffin?

Student/Parent: Yes.

Counsellor/SP: You must have got a complaint/ you must have complained about the rotis being moist?

Student/Parent: Yes.

Counsellor/SP: In a water cycle, the 3 stages are evaporation, condensation and precipitation.

The rotis become moist because of these 3 stages. Amazed? I'll explain. When we put the hot rotis in the tiffin, the water in it is still evaporating (evaporation), the tiffin made of steel/ plastic is generally room temperature, so the evaporated vapor touch the roof of the tiffin and change into water droplets again (condensation) and the water droplets fall on the rotis and make them moist (precipitation).
Now tell me, did you ever learn about water cycles like this?

Student/Parent: Never.

Counsellor/SP: This is the way we teach in BYJU's, we relate everything to real-life happenings and that is how children start loving the subjects.

Student/Parent: Great this is a very good way of explaining things.

f. Purpose of Illustration: Fraction example used to make parents understand why concept clarity is important

Link: https://youtu.be/NxND6AZYzdo (Class 6) (Fraction using Pizza)

Counsellor/SP: What is fraction?

Student: Fraction is 1⁄2.

Counsellor/SP: That is an example. But what is a fraction?

Student: Numerator/ Denominator

Counsellor/SP: I will give you one more minute to think once again. No need to give an answer in a hurry. Relax and think.

Student: Not able to answer as confused.

Counsellor/SP: Fraction is part of a whole. Sir basically what happens is kids normally study only for exam purpose because of which they only focus on getting marks and their basics are always weak which they realize in higher grades or competitive exams but then it's too late and then they don't go back to the grades and learn again as the major issue they face is time. And they again continue to study in the same pattern.

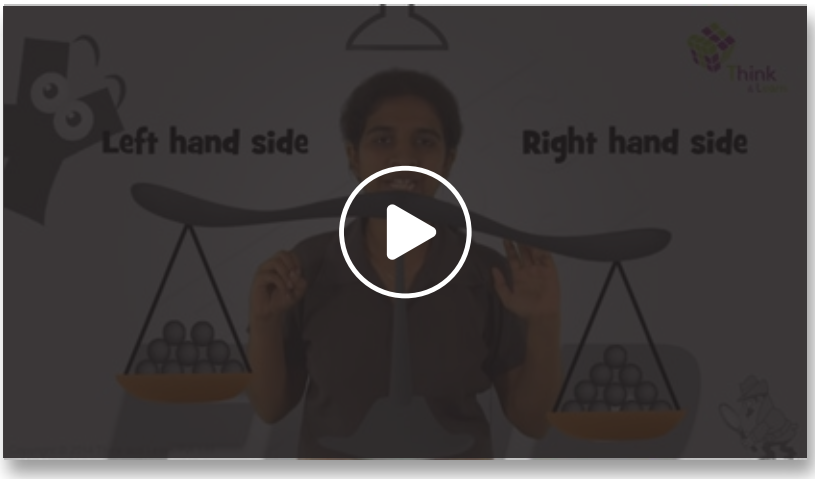
Parent: Yes it's true as my younger kid was very good till 5th grade but in higher grades she started finding it difficult to remember and started feeling stressed.

Counsellor/SP: Sir, basically what happens is we are busy in our everyday life and we only tell the kids to study but the major problem is how to study which no one tells them and then they start losing interest in studies and study only before exams. So we, at BYJU'S, always focus on concept clarity by using real-life examples so that it becomes easy for the kid to understand and retain it for a longer time and it also increases his knowledge.

Parent: That's really nice. This is what is missing in the education system.

g. Purpose of Illustration: Need of learning through real-life examples (Practical approach)

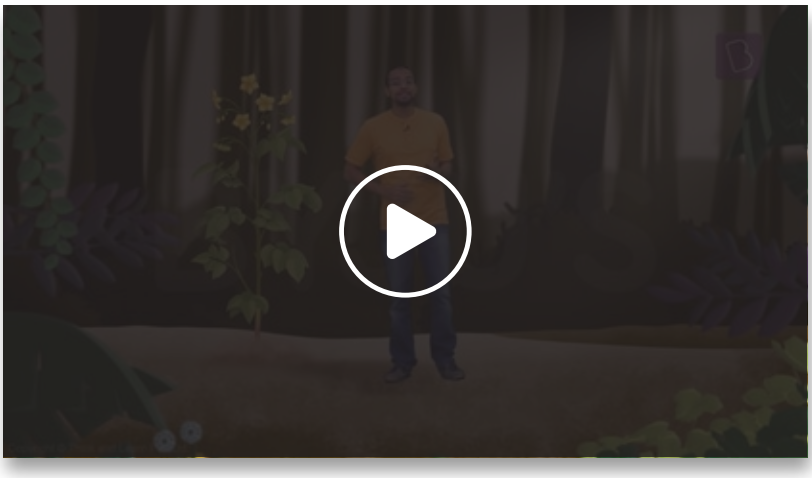
Beam Balance



Link: https://youtu.be/lN20VrPmxdk (Class 7)

- We tend to understand and retain it better, if we are able to relate what we learn with the real physical world.
- As we move higher up the grades we stop learning practically and start memorising.
- For example, every teacher while teaching Linear Equation in One Variable will discuss the sign changing process and not the reason. But at BYJU'S this concept is explained practically by using an example of a beam balance.

h. Purpose of Illustration: Explaining visualization through photosynthesis example



Link: https://youtu.be/K8OssnSp8ks (Class 7)

Link: https://youtu.be/TFMgmOH01nU (Class 7)

Counsellor/SP: Do you know how plants make their food?

Child: Umm...yes.

Counsellor/SP: What do we call that process?

Child: Photosynthesis

Counsellor/SP: Can you tell me what all plants need for photosynthesis?

Child: Umm...Water, Oxygen, Soil, Sunlight and chlorophyll.

Counsellor/SP: Why do they need sunlight? I mean what they are getting from sunlight that helps them make their own food.

Child: Umm ...

Counsellor/SP: Have you seen your mother make tea in the kitchen? What is all she uses to make it?

Child: Tea Leaves, Vessel, Milk, Sugar ...

Counsellor/SP: Anything else

Child: Yes gas

Counsellor/SP: You mean to say heat right?

Child: Yes

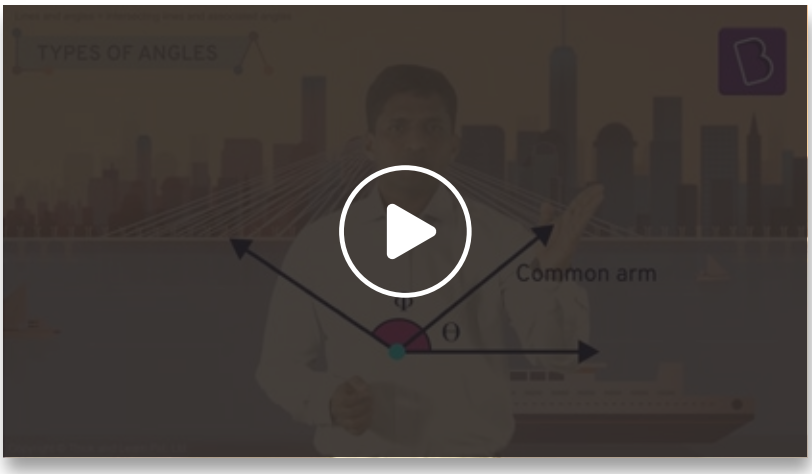
Counsellor/SP: So if your mother just put all the ingredients in the vessel without the heat, will the tea be made?

Child: No

Counsellor/SP: Similarly plants need sunlight for energy to make their food via photosynthesis, without sunlight plants wouldn't be able to convert other ingredients into their food.

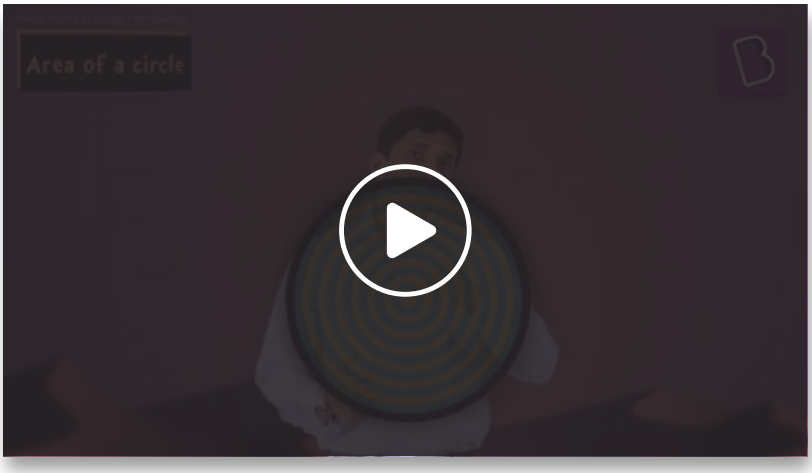
Counsellor/SP (Addressing everyone): So this is how we teach in BYJU'S. We relate every concept to day-to-day real life examples and help the child visualize the same.

i. Types of angles



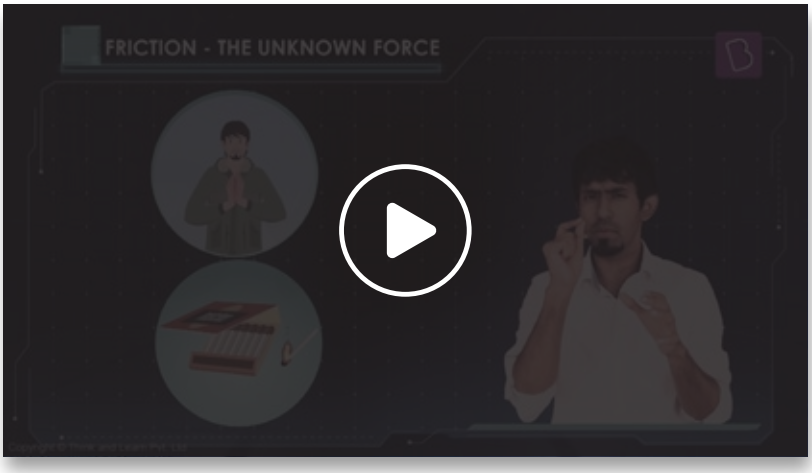
Link: https://youtu.be/8MM3r30JrGQ (Class 7)

j. Area of a Circle



Link: https://www.youtube.com/watch?v=HE12r4vCwII (Class 8 onwards)

k. Purpose of Illustration: Explanation of practical and conceptual learning



Link: https://youtu.be/dv5z2ImiEPo (Class 8)

Counsellor/SP: So Sir/Maam let's consider a topic called Friction.

Student/Parent: Okay.

Counsellor/SP: In general, classroom teachers will either explain the topic by explaining the formula or definition. What do you say ?

Student/Parent: Yes, even sometimes examples will also be taken.

Counsellor/SP: Absolutely but if there is a classroom of 30 students and a teacher tries explaining something, data suggests that it will be only grasped max by 25 people and for the rest, it will go for a toss. Do you agree with this Sir ?

Student/Parent: Yes. Not all children will be attentive and focused.

Counsellor/SP: True sir, So what BYJU'S does here is when we are trying to explain the same topic friction. Instead of directly coming to the point, we will create a story in which a person will be riding a bicycle. So, for the tyre to move forward there needs to be grip first of all. So we will discuss what a grip is and why we have threading on the tyre. Also how will the grip result in friction will be explained in slow motion virtually.
So, now whenever the child watches a bicycle on the road or threading or something related to that they will remember friction and whenever the child watches the word called friction in the examination they will remember a bicycle. This is called conceptual learning. Whatever they study in their textbooks is always available around them all the time.

Student/Parent: Great, this is a very good way of explaining things but I think their teachers are already following this methodology.

Counsellor/SP: Sir, there is nothing wrong in you thinking that way but as you told not every child in the class will be attentive. It could even be your child. Missing one topic now, will result in losing interest in that specific topic/subject in the future. So we explain everything by personalising the topics and answering the questions so that each and every child will be interested to learn and to remember for longer periods of time.

I. Purpose of Illustration: Using real life examples to teach

Link: https://youtu.be/9t4YXBqquV8 (Class 9)

Counsellor/SP: Ma'am do you remember Newton's third law of motion ?

Student /Parent: Yes. Every force has an equal and opposite reaction.

Counsellor/SP: Could you explain Newton's first law of motion ?

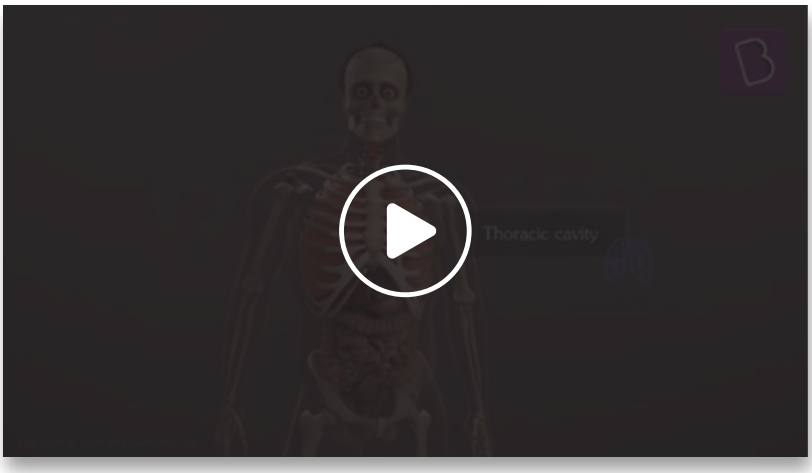
Student /Parent: I don't remember.

Counsellor/SP: Second law of motion ? Gauss law? Bernoulli's principle?

Student/Parent: Had studied but I forgot.

Counsellor/SP: Yes ma'am, I can understand. Why do you think you were able to remember Newton's third law of motion but not the other laws? Because you would have learnt it with a relevant real-life example and makes it much easier for you to understand and recollect but the other concepts we may have studied it as a law without completely understanding or knowing where the real life examples are. This is where BYJU'S helps the student in recollecting concepts through our adaptive learning module and provides concept-related videos at that point of time where the student is going wrong in the learning process.

m. Human respiration: Mechanisms of breathing (Class 10)



Link: https://youtu.be/_bhcR5X3VZ4 (Class 10)

n. Purpose of Illustration: Cooking Example

Link: NA

Counsellor/SP: Do you know how to cook _____ (any uncommon dish name)?

Parent: No

Counsellor/SP: So, If I tell you, tomorrow you have an exam on the topic (dish), what wil you do? What I can see you have two options : one: download the whole recipe and memorise it: second: watch a video of the same or join someone in the making process of the same. What will you prefer?

Parent: Will prefer the second option (mostly).

Counsellor/SP: But if we see, both ways you will be able to clear the test I asked for, but still you preferred the second option. And the reason is very simple, in life if you have to make the dish yourself, the second way will help you the most. The same goes for the students also, they are memorising Maths, Physics, Chemistry & Biology as recipes from a recipe book but when they have to apply it somewhere in their real life, they fail to do so.

For example, a kid learns Linear Equation in One Variable, he understands how to solve it but never realises it's meaning or how this will be useful in real life. Hence, I will request you to take out 10 mins from your busy schedule and check any of our videos and see how we are using real life examples and animations to make the student visualise the concepts they are learning.

o. Purpose of Illustration: Explaining the importance of practical knowledge through interview example.

Link: NA

Counsellor/SP: Sir, May I know what your profession is?

Student/Parent: I am a software engineer, working as manager in XYZ company.

Counsellor/SP: That's great. So you might be taking interviews being at such a great position?

Student/Parent: Yes. I do.

Counsellor/SP: So let's say for example, you are taking an interview where two different candidates (Freshers) appear. The first candidate had only theoretical knowledge and had scored 98% during his graduation while the other candidate had practical knowledge and had scored 70%.
You have to hire only one of them. Whom would you hire?

Student/Parent: I will hire one with practical knowledge as that is very important for the company.

Counsellor/SP: Exactly Sir. Just like the candidate with more practical knowledge is hired, similarly we need to make the student understand the importance of practical learning rather than just learning for the sake of marks. Marks can never guarantee that a child has understood everything, because when you talk about competitive exams, let it be IMO, NMO, NSO, NSTSE etc, a very simple question is asked in a very twisted format, just to understand if the child is clear with the concepts or not.

Student / Parent: I too want my child to learn with a practical approach rather than going through method wise learning.

Counsellor/SP: This is how we teach in BYJU'S, where we teach everything in the form of videos with a practical approach so that it becomes really very easy for the child to understand and grab the concept behind what he is studying.

p. Purpose of Illustration: Making parents understand that learning should be multidimensional

Video: NA

SP/Counsellor: Hi Sir, I would like to bring out a very simple methodology or rather "Mantra" that would drive your child's concepts to a whole new level and help them learn more effectively.

Parent: We are happy with our child's conventional methods and we don't feel video learning would help much.

SP/Counsellor: Learning is multidimensional. There is no one wholesome way for that. One needs to have a mix of all. That is-

1. Reading- Reading would help your child imagine and also learn vocabulary better.
2. Watching/Viewing- This would help your child channelize the imaginations correctly.
3. Experiencing- He/she needs to relate the concept with his daily life by experiencing examples and relate everything around him/her with Maths and Science.
4. Practicing- As we all know, practice makes a man perfect. I would modify it a little and quote it as " Right practice makes a man perfect".

q. Purpose of Illustration: Practical way of learning through kitchen example

Video: NA

SP/Counsellor: (Addressing the child) Tell me at least 5 things in your mother's kitchen which are circular in shape.

Student: Sir microwave plate, gas burner, chapati, glass bottom, saucepan top.

SP/Counsellor: Ok Mrs. Verma, your turn now. 5 things you can think of having a circular shape in nature. (involving parents as well to build up a light conversation and also make them admit themselves).

Mother: Sir Belan, gas knob, gas pipe, cylinder knob,cylinder stand.

SP/Counsellor: Mr. Verma, your turn now.

Father: Sir they have already said all the examples.

SP/Counsellor: Mr Verma think more. There are many more examples of circles in the kitchen.

Father: Ok..the front of the kitchen gas lighter.

SP/Counsellor: Wonderful example, what else?

Father: Tap top, circular shape at the the end of tap, tubes in water purifier, water bottle base

SP/Counsellor: Excellent Mr Verma! So we were able to see so many examples of circles in the kitchen itself and I can make you count at least 50 more. From today, circle is not just a topic to study but he will start searching for circles in the things around him.
So the point that I am trying to make here is that studies is not just limited to books but is everywhere and the moment he/she starts recognising studies in everything that he/she sees around. He/she can become everything he aspires to become.The biggest question should be how and why.

r. Purpose of Illustration: Making parents understand the stages of learning and how BYJU'S integrates it

Link: NA

Counsellor/SP: Sir do you know how education was 500 years or may be 1000 years back?

Parent: Maybe

Counsellor/SP: There were Gurukuls or Ashrams where young kids were sent for years to understand life and principles.

Parent: Yes Yes

Counsellor/SP: So in those Gurukuls there were three phases in which the whole education was divided namely:

a. First phase: Shashtra Vidya- In which they were taught about the different weapons so that they could choose one and go forward in learning everything about it.

b. Second Phase: They were taught to use these shastra's (weapons)

c. Third Phase: When they got proficient in their shastra gyan they were sent to war.

Similarly sir, today the whole elementary education system is divided into three phases namely:

a. First phase: From class 1-5 a child is introduced to all subjects (shastra's) and this is the right time to develop the child's interest in any particular subject

b. Second phase: From class 6-10 the child goes deep into its subject interest and gets proficient in it

c. Third phase: From class 11-12 is war time, a war with students across the nation (competitive exams
Parent; Yes you are right.

Counsellor/SP: So Sir, irrespective of which phase your child is in, there is a competition he needs to prepare for, consistent efforts are required on a long run i.e. why we have integrated courses in BYJU'S and we start at an early age.

s. Purpose of Illustration: Making parents understand the stages of learning and how BYJU'S integrates it

Unknown Dish

Step 1: Ask any one of the parents whether he/she knows how to cook a specific dish (unknown).

Step 2: Ask them what they will do if a test is scheduled tomorrow on the same topic. Only two ways to get ready for the test :

1. Download the whole recipe and memorise it.

2. Watch a video to learn the same.

Ask the parent what he/she will prefer?

Step 3: Irrespective of the method used to prepare they will pass the exam.
But in future if they ever have to prepare it, it's the second method which is going to help.
Because the learning is visual in nature.

Step 4: Likewise, students should be taught these concepts in a way not to just pass exams but to apply these practically in the future.