

CampusCare[®]

Newsletter



Matthew Raggett

Headmaster

The Doon School,
Dehradun



Roshan Gandhi

Director of Strategy

City Montessori School,
Lucknow



Dr. Kavita Aggarwal

Director & Chairperson at MISA

D.G. Khetan International School
Mumbai



Abha Meghe

Director

Meghe Group of Schools





CampusCare[®] i-Learn

Learn the interactive way!

LEARN

Mono

3D
Stereo

Apps

Augmented
Reality [AR]

Virtual
Reality [VR]

Parents

Student



Video



Text



2D Simulation



3D Interactive



3D Simulation



Quiz



Keyterms



Glossary



Images



Pre-requisites



TEACH & MANAGE

ACCESS

Teachers

HOW TO REACH US

HELPDESK: +91-11-43193333

FOR SALES ENQUIRY: +91-11-43193337

NEWSLETTER ARTICLE SUBMISSION: +91 8700706033

VISIT US: B-227, Okhla Industrial Area, Phase-1,
New Delhi-110020

OTHERS

HR: hr@entab.in

Sales: info@entab.in



www.entab.in

CampusCare[®] & CampusSoft[®] are the registered trademarks of Entab Infotech Pvt. Ltd., New Delhi. **Disclaimer:** Entab reserves all rights to revise the product, services, features and the model of sale, among others, from time to time, without any prior notice.

From Team Entab



Dear Reader,

Greetings from Entab!

We convey our sincere gratitude to you for being a valued reader and making this endeavour a great success. At the moment, we are inundated with subscription requests from all parts of the country. We are delighted to tell you that CampusCare is Entab's independent CSR initiative and thereby, we keep it free for all educators and anyone who wants to grasp new, innovative methods of teaching.

The last issue received an overwhelming response from our readers, including several eminent principals, who commended the wide array of topics in it. We have a thorough process of curating

content. This issue, too, comprises high-quality articles from some of the profound personalities in the K-12 education sector. We welcome you to contribute your article to our newsletter and uplift the level of education.

Over the past 20 years, Entab has retained its position as India's most preferred school management software provider. Its product CampusCare is the talk of the school fraternity and is regarded as one of the most advanced School ERP systems. Our new product, i-Learn, is a unique learning management system with augmented reality and virtual reality which is also catching fire.

Most importantly, I would like to thank all the principals, the school management and the parents who have been aboard on this journey. With that in mind, we are glad to unveil the fourth issue of the CampusCare Newsletter.

Wish you luck in your future endeavours.

With best wishes,
Johny Thacheth
Manager
Administration



Dear Reader,

Season's greetings!

It is a great honour and privilege for us to announce that we have successfully completed two decades in the education sector. Founded nearly 20 years ago, we have a reputation as a leading school management software provider in India and abroad, with impressive clientele as well as high customer satisfaction rates.

Headquartered in New Delhi, we are an award-winning organisation that is synonymous with honesty, integrity and a high standard of business ethics. These are the signs indicating that this firm is a leader, not a follower. The credit goes to our ingenious team, who works assiduously to engineer the best

solutions for schools to improve their efficiency, productivity, and reputation.

We would like to profusely thank the esteemed principals, the directors, and our dear readers who have contributed to our previous issues, making the CampusCare Newsletter a tremendous success. We welcome you to provide your inputs to enhance the overall quality of the journal. Together with our erudite editorial board, we promise to work passionately to take this ready reckoner to the next level.

We look forward to a long-lasting association.

With best wishes,
M K Unni
Manager
HR Department

CONTENT



Early Childhood and Education

Abha Meghe
Director
Meghe Group of Schools

01



Making Educational Innovations Successful

Roshan Gandhi
Director of Strategy
City Montessori School, Lucknow

02



What Do We Look for in Our Students and Their Parents?

Matthew Raggett
Headmaster
The Doon School, Dehradun

03



Can Technology Replace Teachers?

Dr. Kavita Aggarwal
Chairperson, MISA
Director, D.G. Khetan
International School, Mumbai

04



Teaching Arithmetic in Kitchen

Harshit Bansal
Director
Abhinav Group of Schools

05



When Inclusion is Prejudice

Kusum Kanwar
Director Principal
Kangaroo Kids,
Kandivali & Andheri,
Lokhandwala

06



The Power of Learning through Experience: A New-Age Classroom

Dr. Nicholas Correa
Executive Director & Principal
New Horizon Public School,
Navi Mumbai

07



Evolution of School ERP: 20 Years and Counting

Lawrence Zacharias
Managing Director
Entab Infotech Pvt. Ltd.

08



Experiential Learning and Its Significance

Kavita Sanghvi
Principal
Chatrabhuj Narsee Memorial
School, Mumbai

09



Self-Confidence – A Way To Success

Jean Moses Gomes
Principal
C.E.S's Michael High School,
Mumbai

10



Augmenting Education

Shikha Arora
Principal
Indraprastha World School,
New Delhi



External Accreditations for School: How Much Do They Matter?

Varduhi Grigoryan-Avetisyan
Principal IGCSE/DP
Genesis Global School
Noida



Strengthening Education System in Age of Technology

Jacob Das
Principal,
Yavatmal Public School, Yavatmal
(M.S)



Practice, Don't Preach!

Dr. Pushpy Dutt
Principal,
Delhi Public School,
Nashik



Empathy in Classrooms

Aditi Banerji
Principal
Lodha World School, Dombivli,
Mumbai



Nurturing Young Creative Minds

Harjinder Kaur
Principal
G.D. Goenka Public School,
Muzaffarnagar



Teacher and Teaching

Dr. Priti Ojha
Principal
Delhi International School,
New Delhi



Be the Change

Anuja Naik
Principal
Omkar Cambridge International
School, Mumbai



Interview

Sheba Thapar
Headmistress
St. Xavier's High School,
Gurugram

CREDITS

CREATIVE HEAD

Himanshu Singh Rialch

EDITOR

Ashmita Tamta

ART & DESIGN

Yash Jain

Animesh Malik

PUBLIC RELATIONS

Rajiv Bahl

SUPPORT

Dini Augustine

Animesh Chandra

**Meghe Group
of Schools**



Abha Meghe
Director



Early **Childhood and** **Education**

The child's earliest years of life, especially from the womb to the age of three years, are for brain development.

In this brain-building process, a child's neural connections are shaped by genes and life experiences, namely proper nutrition, protection and stimulation from the talk, play, and responsive attention from the family, home culture and the caregivers. This combination of nature and nurture establishes the foundation of a child's future.

Early childhood education should strive to transform education into an art that educates the heart, the hands as well as the head. A child, with curiosity bubbling in them, is the face of future that could be moulded to near perfection by giving them an adequate environment where they can be taught to think, not what to think. From birth to the age of 3 years, children are at home, and they are acquainted with family and relatives only. They step out into society when they come to school, and for that, the selection of the right school is crucial. Parents need to select the school based on not only the infrastructure but also the fundamental values, policies and their execution. The first six years of life are very critical since the rate of devel-

opment in these years is more rapid than at any other stage of development. To build a strong foundation and to meet the specific milestone, pre-primary education plays a vital role in a child's life where school and parents' role is essential. Parental participation and involvement gives confidence and support to develop self-esteem among children.



Chief objectives of early years of education

Ensure each child is valued, feels safe, secure, and respected as well as develops a positive self-concept.

Provide a strong foundation for physical and motor development.

Enable effective communication and foster both receptive and expressive language.

Imbibe good nutrition routines, health habits, hygienic practices, and self-help skills.

Enable a smooth transition from home to early childcare education to a primary school environment.

Enable scope for overall personality development.

With these objectives ensuring development for all children, there is a need for designing a pre-primary curriculum which develops all the skills such as physical, cognitive & linguistic, aesthetic and creative skills as well as socio-emotional skills. This creates healthy and skill-based growth which creates a healthy and happy learning atmosphere for the children. It also makes them aware of their social responsibilities which later helps them to become a good citizen.

The theme-based approach of teaching promotes the integrated concept and helps in developing skills as well as understanding culture and values. Children of this age group learn best through play and learning by doing. They are naturally curious to explore their immediate world using their senses they want to touch everything they see. So the teacher should use an integrated approach while making a lesson plan which is primarily based on creating a stimulating learning environment for the child through planned activities which are joyful, and involves active thinking. Children must be engaged in various kinds of play such as physical, language, object, dramatic, constructive and games with rules. This helps later to develop a positive approach to learning and life as a whole.

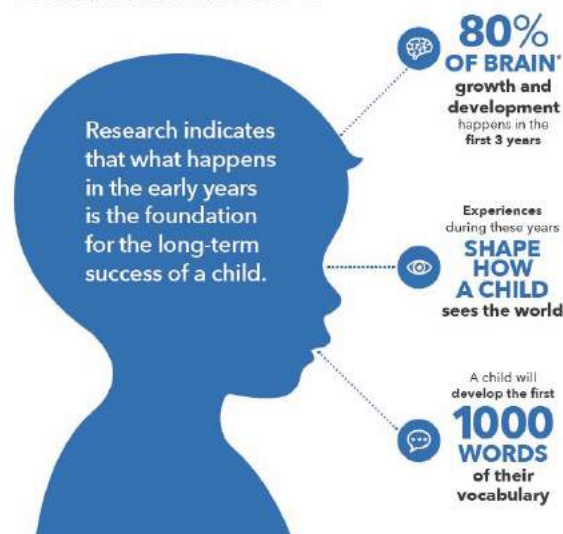


It views children as happy, healthy and confident each child with a unique identity, grounded in their individual strengths and capacities; and with respect for their unique social, linguistic, and cultural heritage and diversity. Circle time is a place to regroup and reconnect to develop their listening skills, learn new vocabulary, practice language skills, follow directions, build self-confidence, and learn about being a member of a community. As children grow and learn, they explore, enquire, make discoveries and apply their understanding to become self-regulated lifelong learners. The vital learning corners that need to be set up in a preschool classroom are dramatic play corner, reading corner, puzzle corner, and drawing painting corner. The other corner, such as creative art, writing, science and music, could be included and set up. Various co-curricular activities develop active listening, verbal and non-verbal communication skills. To develop creativity, varieties of drawing, colouring, collage making and paper folding must be there in the daily lesson plans, which improves not only their creative and aesthetic appreciation but also their motor skills.

Development and learning of children happen hand in hand and largely depends on the influence of the child's family, immediate environment community and at a broader level the society. Every culture has its norms, structure and behaviour, and more so each culture has its own way of interpreting children's behaviour and development. An educator must be sensitive about how their own culture has shaped their thinking and also consider the multiple environments in which different children live and how they need to be considered while making a decision for children's development and learning. An excellent learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development, particularly in these sensitive periods.

The Importance of Early Learning

FOR CHILDREN AGES 0 - 3



Children receiving high quality early learning from parents, family and care givers are happier, healthier and more likely to succeed later in life.

City
Montessori
School,
Lucknow



Roshan Gandhi
Director of Strategy

Making Educational Innovations Successful



It's wonderful to see the immense amount of innovation happening in the Indian education sector, both in the world of education technology – with 4,000 education technology companies active in India – and in general pedagogical practice, with thousands of hardworking teachers experimenting with new practices every day. Innovative educators are the best educators, constantly striving to improve classroom practices in such a way that unleashes the full potential of their students. Education innovation, however, must be approached in such a way that it has an effective and lasting impact on teaching practice and student outcomes. One cannot help but observe

the number of innovations that do not reach their full effect due to a failure to acknowledge three critical criteria.

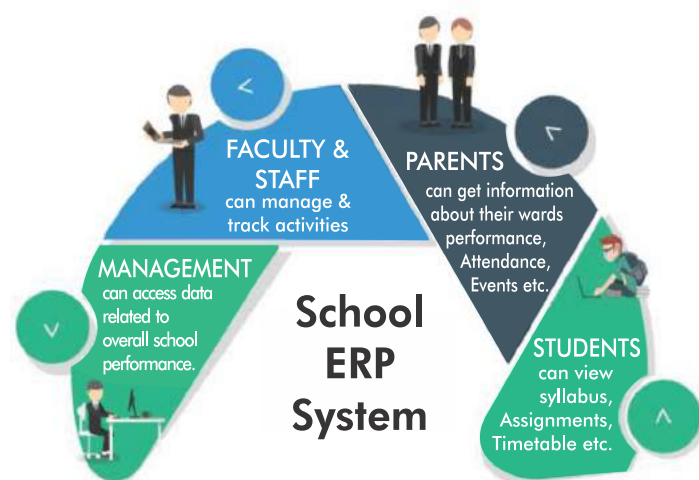
Technology must be viewed as a tool for teaching, not as a replacement for a teacher

Education technology must be viewed for what it is: a tool that educators can use to support their students to achieve better learning outcomes, which is only useful insofar as it complements a skilled teacher. Technology can never substitute for the essential role of a teacher, and we see very few students demonstrating significant improvement without effective human

intervention. Education innovators face the risk of overemphasizing the role of education technology, in which it is mistakenly seen to have the ability to directly fix learning outcomes. While technology can help teachers improve their teaching in myriad ways – by generating data to help them pinpoint differentiated learning levels within a class, by providing quality content that can enhance a lesson, by reducing their administrative burden to open up more time for planning lessons and improving teaching skills, or by acting as a medium through which new pedagogical practices such as flipped learning can be experimented with – it can never replace the teacher’s human touch that motivates a child to put in the effort required to improve his or her learning outcomes. Education technology is a means to the greater ends of enhanced pedagogy, empowered teachers, and improved learning outcomes, not an end in itself – and educational leaders must recognize this.

Technology cannot be effective without adequate training and support

Secondly, a discerning educational innovator wishing to enhance pedagogy through technology must carefully sift through the incredible variety of products that exist in the market to select the most appropriate ones, and must deploy them effectively. Failure to take care in this regard means that the same tool which has the potential to be of great use to teachers may also become a burden upon them. For instance, interactive white boards can be an incredibly powerful piece of classroom equipment if implemented with the correct approach, but can end up as a dangerously expensive and inconvenient white elephant if not. If their deployment is accompanied by adequate teacher training conducted in a manner that demonstrates their helpfulness for classroom practice, together with robust hardware support through which the inevitable technical failures can receive consistently rapid resolution, then they have the potential to be a success that enhances classroom teaching. Without this, however, the same classroom hardware will leave teachers frustrated and wishing that they still had a regular non-digital whiteboard, due to lack of knowledge of how to utilise them effectively and frequent technical difficulties that will render them unusable. *Similarly, a well-chosen school ERP system*



implemented in the right way can significantly reduce teachers’ non-academic workload, but if the system is not effective then getting teachers to migrate from manual to digital administrative systems may turn into a time-consuming burden and source of resentment.



“Roshan Gandhi is the Director of Strategy of City Montessori School, Lucknow, which is the world’s largest school with 57,000 students.”

entāb

A Culture of Innovation

Thirdly, an educational institution wishing to implement educational innovations must work towards ensuring that the organisation’s culture is one that is open to change and development of teaching practice. This kind of culture can partly be facilitated through well-designed accountability systems – such as teachers’ promotion being linked with their active participation in training programmes combined with evidence of enacting the learning from those programmes in their classrooms – but such systems are insufficient on their own. Even more important than a structural shift from the top-down would be the culture change that occurs at the grassroots level. An institution must create space, time, and incentives for teachers to collaborate, learn from one another, plan, and enjoy remaining continuously engaged with a discourse on teaching and learning, so that their passion about making a difference to children’s lives is ignited and they find themselves constantly on the lookout for new ways of enhancing their teaching for the benefit of their students.

When all these factors are fully taken into consideration, educational innovations have the potential to be a success by empowering teachers to improve their students’ learning outcomes.

The Doon
School,
Dehradun



Matthew Raggett
Headmaster



What Do We Look for in Our Students and Their Parents?

It's admission season again! Parents who have spent months, sometimes years, looking for the ideal school are going through the process, and the anxiety of their child clearing tests, handling interviews and working their way through whatever imaginative selection procedures schools are coming up with to fill their seats and beds with the best students. There is even a parasitic industry of coaching centres, counsellors, and

tutors out there offering to groom students for admission to the country's most selective schools at a cost comparable to the school fees.

The Indian educational landscape, in which as many children go to private schools as to government schools, provides enormous choice for parents. For certain schools, it also provides as much choice for their admission departments, and I think

that this is something that is not talked about enough. What parents should be looking for in a school is the subject of many discussion forums, kitty parties, and books. What a school is looking for in its students and their parents is a little more opaque.

I want to share what I think schools should be looking for in their students so that everyone can make the most out of what is, from my experience and all too often, a stressful and unpleasant experience, especially for the children. Can you imagine what it is like meeting 200 children who have been so highly prepared that they no longer know what they really think about anything?

Schools like the one I work for are all trying to put together the most interesting, curious, collaborative teams they can so that whatever curriculum they deliver, activities they do, or opportunities they provide, their staff will be able to use the experiences, the interests and the enthusiasm of the children to bring out the best from every opportunity that they have to learn together. Certainly, they will want to know whether they can read, write, and have a reasonable understanding of mathematics, but there is so much more that we are looking for. We can teach all of that stuff. Make no mistake! Life is competitive, but we will very rarely be competing on our own, we will always be part of a team, a partnership, or as we tend to do it in school, part of a class; this is why all of our admissions interviews are group interactions with four children together.

So what can we as parents be doing to prepare our children to be the people who others will want to work with?



who are used to hearing words that are read to them and in everyday conversations tend to excel in school. Think of reading as nutrition for the brain; it is like a software update.

Read with them from the moment they can sit up and do not stop when they are able to read to themselves; this is as much about cementing your relationship as it is about the reading itself. Preschoolers



answer in more than a single word. Do not fret if your child is not initially thrilled about answering your questions. Do not rush; always allow children to take their time.

Ask them questions that do not have clear answers; they will never learn to think for themselves if they are only asked to give the right answer to unimaginative questions. Look for questions that children could



relevant. With our outdated obsession for quizzing and general knowledge, we are leading our children down a rabbit hole that has no end and almost no utility. When my smartphone can answer almost any question in no time at all, the value of knowing anything becomes far less important than knowing what to do with the information and how to use it, how to create something new from it, or how to collaborate around it. Challenge them to tell or give you something more interesting than facts and play with them in ways that build their capacity to get things wrong and not worry about it.

To understand what is actually



Recognise and reward effort and hard work rather than achievement. No one becomes good at anything without putting in time and practice or without making mistakes from which they learn. By focusing on the outcome, we enable our children to give up too soon or to see themselves as not good at something. This fixed mindset is the opposite of learning.



Realise that the work you do in establishing their core values and attitude towards work will do more for their success than any school you can send them to. Don't think that you can spend the money later to make up for something that you missed out on along the way; solid foundations are what allow things to grow and are very difficult to fit later on. It is far better to invest the time sooner than any amount of money later; you simply cannot buy neural connections as an afterthought!

The earlier we practise this empowering parenting and teaching with our children, the greater their learning will be, the better they will do in any admissions process. Hence, I will have far more interesting conversations around the table at our group interviews.

TIPS FOR TEACHERS ON FAMILY ENGAGEMENT

- Welcome every student's family as your education partner.
- Communicate frequently and in the way that work best for each family.
- Teach Families how to support student success..
- Encourage families to speak up for the needs of their student.
- Share power with families and students when working to improve the school.
- Collaborate with community partners that can support families.

“The alma mater of numerous world leaders, The Doon School continues to be a dream school for many.”

**D.G.Khetan
International
School,
Mumbai**



Dr. Kavita Aggarwal
Chairperson, MISA

Can Technology Replace Teachers?



Technology, by no means, can be a replacement for teachers, but yes, it can be used effectively by the teachers to enhance the learning process.

computers tablets, handheld devices and learning materials, which build 21st-century skills.

The role of technology in education is continuously expanding from projectors to smart boards and enabling better interaction between teachers and students in the classroom. Every day, we see various aspects of technology are becoming an inherent part of the educational experience for students, teachers, parents, and management alike.

Teachers do more than just the one-way task of instructing a student. They identify social cues that would be impossible for a machine to parse, especially non-verbal or invisible interactions that affect the learning experience. They help identify roadblocks for students that might be more personal or emotional in nature that a machine cannot pick up.

Technology has the ability to enhance relationships between teachers and students. When teachers effectively integrate technology into subject areas, teachers grow into the roles of advisors, content experts, and coaches. Technology helps make teaching and learning more meaningful and fun.

Technology Improves the engagement of the students when it is integrated into lessons. It encourages collaboration amongst the students and the teacher. Students can also learn life skills through technology. It helps teachers in better classroom interaction and supports both teaching and learning, wherein technology infuses classrooms with digital learning tools, such





Think back to your favourite teacher – *“Did you enjoy her teaching because of her infallible library of knowledge or because of how she made the subject come alive for you?”*

According to the research findings, the use of technology changes the role of the teacher from a traditional knowledge provider into a facilitator guiding the students' learning processes and engaging in problem-solving jointly with the students. It also supports the teacher right from multimedia presentations to computer simulations to clickers, thereby enhancing their teaching.

Instead of asking whether technology has reached a point where it can replace human teachers, we must ask what aspects of the job it can take over to make their lives easier and how technology in the classroom is effective and can support teachers.

So will technology displace teachers' jobs? The real answer is yes and no. Technology is not going to eliminate the need for teachers because of the emotional relationship between the teacher and the student, but the teacher needs to continually upgrade to replace the traditional method of classroom teaching to digitally interactive teaching.

*Technology will not
replace great teachers
but technology in the
hands of great teachers
can be transformational.*

—George Couros

Abhinav
Group
of Schools



Harshit Bansal
Director

Teaching Arithmetic in Kitchen

Can basic mathematics be taught to a kid in the kitchen? Of course, yes! Mathematics is all around us in some form or the other.

Teaching maths to a kid is a tedious task for any mathematics teacher. This is because, in a subject like maths, there is very less scope of imagining the concepts being taught. Therefore, at times, the child is not able to understand the concept. To achieve it, teachers should make use of kitchen mathematics, right from the junior classes to the middle classes. It has been proved to be one of the ideal ways to do so.

The best thing about kitchen maths is that all the concepts can be created right in front of the child. The educator has to develop a connection between the mathematical concept and the physical things in the kitchen.

Concepts like fractions and decimals, ratio and proportions, quantities and estimation, conversions, symmetry, etc. can be taught very efficiently via hands-on learning experiences as it is in the process of cooking.

The shopping experience can help a child understand a few handy concepts, namely:

1) Quantities: While fruits and vegetables are usually bought in kilograms, spices are often bought in grams. This allows the child to visually see how much grams of chilli powder will constitute a kilogram of chilli powder. Practical application of this concept can help a kid understand various topics like volume, conversions, and estimation.

2) Unitary Method: If a particular recipe for two people requires this much amount of raw material and spices, how much material will be required for six people? Ask your students, if they do not answer you in the classroom, they definitely will at a supermarket.

3) Discounts and Calculations: While one shops at a supermarket, the trip ends at the billing counter where the child understands how much money to give for the items purchased and how much balance the teller is going to return. It can also introduce the concepts of percentage, discount, profit and loss.

Activities to support maths learning shopping.

Kitchen



Let your child help with baking/cooking.

How many more pieces of cake do we need?



1 plate, 1 knife and fork and spoon for 1 person



What size pan do we need?

What shape is the cake?



Do we need a whole one or half?

Are these the same or different?



What number is on the bus?

Is your bag heavier or lighter than mine?



Sometimes let your child hand over the money



“The only way to learn mathematics is to do mathematics.”

- Paul Halmos

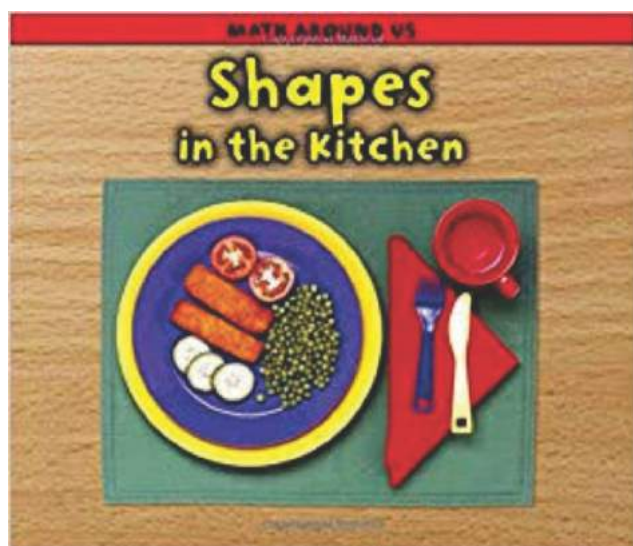
Stepping back into the kitchen, we discover a lot of scientific and mathematical equations waiting to overwhelm us. In any kitchen, the child is able to visualize against himself the following:

1) Shapes and Sizes: The pan is a circle, containers are cylindrical, the serving tray is a rectangle, etc. Some containers are bigger than others. Some are cylindrical at the bottom and tapered at the top. Our kitchens are full of different shapes and sizes; if the kid understands this at an early age, then geometry will not haunt him later.

2) Ratio and Proportions: A good cup of tea requires half a cup of water and half a cup of milk. How much milk and water are needed for seven cups of tea? Congratulations, you just taught your child the concept of ratios and proportions! Easy as a breeze, right? And you were trying so hard in the classroom.

3) Fractions and Decimals: 1 tbsp, $\frac{1}{2}$ tbsp, $\frac{1}{4}$ tbsp, $\frac{1}{8}$ tbsp. 1 tbsp, 0.5 tbsp, 0.25 tbsp, 0.125 tbsp. You just cracked a jackpot deal by teaching decimals and fractions to your students. And you thought teaching maths was hard!

4) Time: Heat a cup of tea for 10 seconds. Bake a cake for 10 mins. Prepare a delicious recipe in 1 hour. The concept of time, done!



Once you are done preparing dishes with your students, there is still a concept you can teach them while setting up the eating table, which is symmetry. Setting up a table is an art. There are fancy restaurants that set up the table up to $\frac{1}{10}$ th of an inch. So, setting up the table can be an activity wherein symmetry can be taught to children efficiently.

Teaching mathematics in the kitchen is a fun activity for the children as well as the educator. The clarity students get while they receive hands-on learning in the kitchen helps them remember the concept for a lifetime. And this is all basic maths. Complex concepts like integration and differentiation need this basic skillset to have a good command of mathematics. So next time, you are planning a lesson plan for your mathematics class, do plan a visit to the kitchen!

5 TIPS TO BOOST MATHS SKILLS



How to teach maths this session?
Try these tips and raise the bar.



EMBRACE THE BASICS

Want your kid to excel in maths? Focus on the basics, make them learn tables and other hacks like roots and squares. It not only saves time, but makes the brain sharper.



MOTIVATIONAL MODEL

Analyze what are the mathematical standards that a student should follow. Spend some time revising them. Sit with the kid to solve the problems they find tough. Your motivation + student's interest = sharp math skills.



WORD PROBLEM DILEMMA

Not all of us are sharp enough to read a paragraph of situation and find out what mathematical solution does it demand. Help them analyze the situations practically as they are implemented by us in real life.



CALCULATED HACKS

Sit with your child and make them realise how maths can be useful in the future. Show them how you measure your clothes while stitching, or bargain with the vendors while shopping. Architecture, engineering, finance, business, let them know, what wonders maths can do.



LINEAR EQUATIONS

Make sure your kid understands the importance of algebra and solving equations. Sit with them and help them grow their math skills.

*"Math is not a problem
to be solved, but a number
TO BE ENJOYED!"*

Kangaroo Kids,
Kandivali & Andheri,
Lokhandwala



Kusum Kanwar
Director Principal

When *Inclusion* is *Prejudice*



“I love school.” For educators, such declaration from a student is the best testament of ‘success’.

However, Priya, 8, is not among our *‘usual’* preschoolers. She lives under the flyover in the slums of Kandivali near our school.

While it has been a while since we opened our doors and hearts to the children of Humanity Foundation, around 30 feisty street children aged 4 to 16, this most impromptu confession, with twinkling eyes and one that prompted other more reluctant children to also coyly break into a jiggle and express their happiness, is perhaps one of the most surreal moments I have experienced.

It is during such moments that we realise the impact we can have on improving lives through some additional basic efforts.

In this case, it would be helping Priya and other children like her experience the joys of well-kept school premises and other resources, or even dedicatedly training a group of tribal children in self-defence, education and hygiene.

It made me think how much we could really achieve if each of our children could attend quality school programmes (*which is the fundamental right of each and every child as per the Indian constitution*) right from the preschool level and not just from the primary. What does the term inclusion really mean?

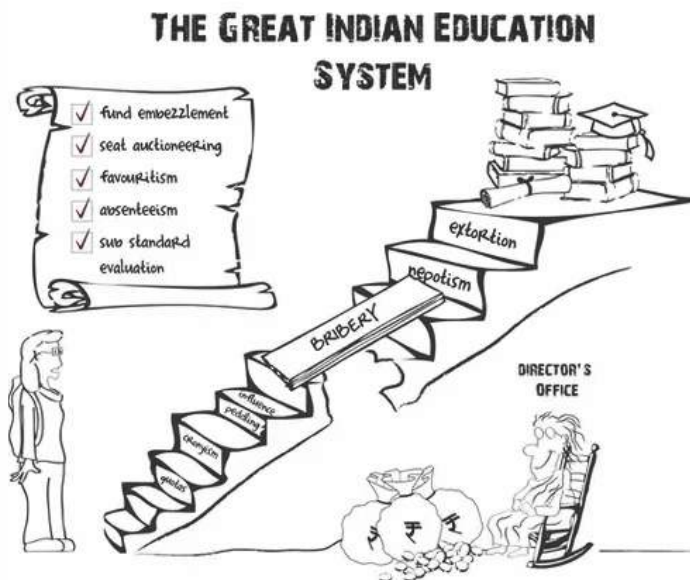
We have always prided ourselves in being an *‘inclusive’* school. Through our initiatives, we have tried to extend its *‘social inclusion’* too. While our children at Kangaroo Kids Preschool

and the children of Humanity Foundation have already set the wheels in motion in terms of learning to respect and share each other's spaces, I constantly wonder why must there be a need for schools to be *'inclusive'* in the first place. Should that be our goal?

The RTE Act has set in pace a mission to achieve universal elementary education but can inclusion be suddenly forced upon when there are so many learning, cultural, and linguistic obstructions to grapple with? Have reservations at colleges and institutions helped us get the desired effect of ensuring that the opportunities presented be translated into effective outcomes?

That is the keyword we must analyse - the outcome, in terms of empowerment. A dipstick survey report by Parikrama Humanity Foundation, a non-profit company in the field of primary education, found that only 8 per cent of the jobs in well-known IT companies in Bangalore are held by people who have emerged from government schools. Yet of the million-plus schools in this country, 94 per cent are government or government-aided institutions. Alarming, in India's emerging knowledge industry, more than 90 per cent of jobs are held by people from 6 per cent of its schools.

Higher education fares better than primary education but has only about 10% of the population having access to it. Also, 3 million graduates a year being dispensed out of faulty education systems into various enterprises – locally and globally. Out of these, a whopping 90% are deemed unfit for the job market. What do these numbers tell us?



01 We need a well thought out and tailored approach for real *'inclusion'* to take place factoring in the social, economic and bureaucratic elements. It must clearly run deeper than sweeping Acts and Reservations that sound ideal but must be pragmatic and in sync with ground realities.

02 In a country where 74% of the population still depends on agriculture as the primary means of livelihood and earnings of less than 100 rupees a day, where do we stand at vocational education and training

(VET) in this skill-based economy? A dismal 10% of workers receive formal education in vocational education, compared with 65% in the US and 70% in the UK. China is training 90 million youths against our 3.5 million youths in VET! We need more and more social enterprises that also focus on truly empowering people across communities.

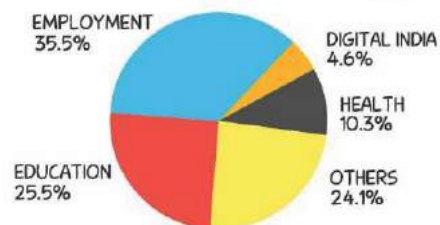
03 We have the lowest spends on Education and Health – the two most critical components that build a nation! India beats sub-Saharan Africa, known all over the world in terms of hunger parameters. How do we expect our children to study when they aren't healthy? How does anyone grow financially if bogged by debts due to escalating healthcare costs – since our public healthcare is also such a failure? Our public expenditure on healthcare is just over 1% of GDP. In education, it is about 3% less than that of sub-Saharan Africa.

For true empowerment through inclusion, one that transcends the social, economic, and cultural factors, it must have 100% involvement from the entire ecosystem. We need to start early, young and work together. And not just through reservations or categorisations, which further divides us. We need to connect at the ground level and encourage the communities to explore, engage and enrich each other's perspectives while also advocating their equal rights to be included in the societal framework with the freedom of also retaining their respective identities.

While inclusion is a way of abolishing various degrees of inequalities, it shouldn't be an end. The goal must be empowerment.

After all, doesn't the term 'inclusion' imply prejudice?

Which sector should be prioritised in the Union Budget?



"I believe that education is the single most important civil-rights issue that we face today. Education could help solve issues like mass incarceration, poverty, and voting rights, that we simply cannot afford to lose out on the potential of even one young person."

- Michelle Obama

New Horizon Public School, Navi Mumbai



Dr. Nicholas Correa
Executive Director & Principal



The Power of Learning through Experience: A New-Age Classroom

Experiential learning is the process of learning through experience or learning by doing. Students of any age group can learn a concept effectively through role-playing, field trips, experiments and various other group activities. Experiential learning first immerses the learners in an experience, followed by reflection about the experience to develop new skills, new attitudes or new ways of thinking. Experiential learning allows students to see how their learning applies to life outside the classroom.

The general concept of experiential learning is ancient. Ancient Vedic education was all about learning through experience. Greek philosopher Aristotle said, "For the things we have to learn before we can do them, we learn by doing them." According to Professor David A. Kolb, an experimental learning theorist, this type of learning can be defined as "the process whereby knowledge is created through the transformation of

experience. Knowledge results from the combination of grasping and transforming the experience. Kolb's theory of experiential learning is well known and widely practised across the globe. Kolb's research shows mastering expertise is a continuous process of experience, reflection, conceptualization and experimentation. These elements make up the experiential learning cycle which shows the relationship between each phase.

Methods of experiential learning

Experiential learning activities are often viewed as impractical and potentially unfeasible. However, research has shown that the metacognitive skills used by students while participating in the experiential learning activities enable them to assess their true level of understanding and mastery of the subject matter.

Method 01

Incorporating simple experiential activities in class.

1. Determining the objectives.

This is the first step of integrating experiential learning into the classroom. Teachers must figure out skills that students need to acquire and content they need to understand. This will help the teacher design experiential activities which are in line with the teacher’s goals for the class.

2. Select an activity which helps meet those objectives.

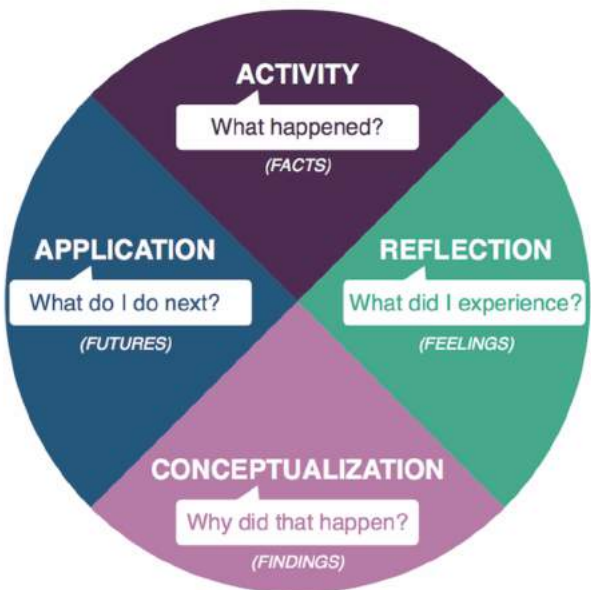
Teachers must select an activity that is in line with the educational goals of the class. For instance, if a teacher is teaching the democratic process, she can hold a mock election. If a teacher is teaching economics, she can put students in a group, give them a budget, and tell them to spend their funding on a business idea.

3. Ask students to reflect on the activity.

After completion of the task, the teacher can either hold a group discussion, viva or give a written assignment to see how well the students understood the topic.

4. Apply the activity directly to the lesson.

Teachers can conduct a quiz or any other relevant activity or otherwise directly address the topic she is teaching. The goal of experiential learning is to improve the comprehension ability of the student. Teachers must make sure students have actually learned the topic by applying her lesson directly to an assignment or test.



5. Reinforce what was learned in the activity.

Now that the students have completed the in-class experiential learning assignment, it’s time to reinforce the subject matter. In a subject like economics, teachers can ask students to consider the economic ramifications on existing businesses. If they were going to use their money to open a book store, the teacher can ask them to consider whether or not their new business would impact profit.

Method 02

Utilizing advanced project-based learning.

TRADITIONAL LEARNING	EXPERIENTIAL LEARNING
Read a manual	Immersive experiences
Watch a video	Themed challenges
Go to a seminar	Mirrors real life
Review case studies	Unique exercises
5% retention rate	90% retention rate

1. Create a project that teaches core principles.

Generally, these are group learning experiences, but learning projects can also be assigned to individuals depending on their specific educational needs. For smaller classes, a teacher can use a simple project like having students make picture books about a history lesson. Middle and senior students can be taught leadership and time management skills.

2. Provide specific standard proformas.

A teacher can give the students a rubric at the start of the project, for a clear understanding of the teacher’s expectations. If the rubrics is not used, the project must be kept simple. A teacher must make an outline for each step in the project. For example, a rubric for the debate project teacher may include researching topics, writing the speech, delivering the speech, and answering questions following the presentation.

3. Analyze what students have learnt.

Following the group project, a teacher must take time to assess the student’s comprehension of key ideas. This can be done in a number of ways like giving a quiz, assigning a written essay, explaining what they learned from the project or simply conducting a class discussion about how the project is related to the subject.

4. Reflect on the lessons of teamwork.

If a teacher chooses a group project, it is important to build an opportunity for students to assess their experience with the group. Many students struggle to work together; high-achieving students may struggle to relinquish power over their grades to their peers. At the end of the assignment, the teacher can ask each student in the group to evaluate their own and other’s performance. Teachers can ask all the students to outline their personal contribution to the group activity.

5. Provide an opportunity for students to reflect on the process.

After each experiential lesson, the teacher must allow her students to self-reflect on their learning process. Teacher can ask students to write a short reflection about the experience, issues that may have come up, and provide feedback about their experience. The teacher can create a questionnaire with questions such as:

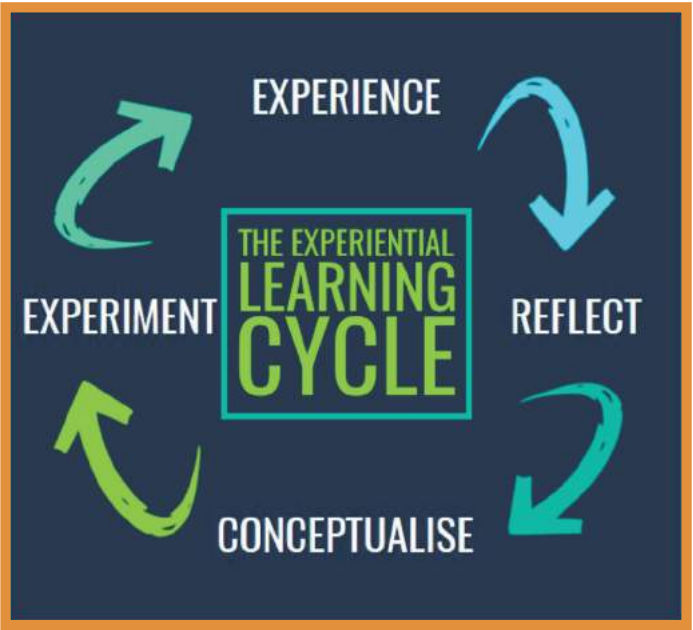
- How did the experiential learning process go for you?
- What did you learn in terms of the subject matter?
- What was easy or challenging about this process?
- What do you want to improve for the next lesson?

Method
03

Taking Learning
outside the class.

1. Make a museum or zoo in your classroom.

Teachers can use community museums, zoos, or historical sites as an interactive classroom for experiential learning. A teacher must talk to the curators or managers of the sites before making a good plan. Teachers can even avail assistance from the museum guides to make the experience more exciting.



2. Assign a trip to the theatre.

Suppose, the teacher is teaching Literature, one can take the students to a theatre to watch a play. Just attending the performance is not complete experiential learning. Teachers must ask students to write a review or complete a quiz following the show, or in fact, make a drama script and perform it.



3. Visit nearby shops, restaurants, or parks.

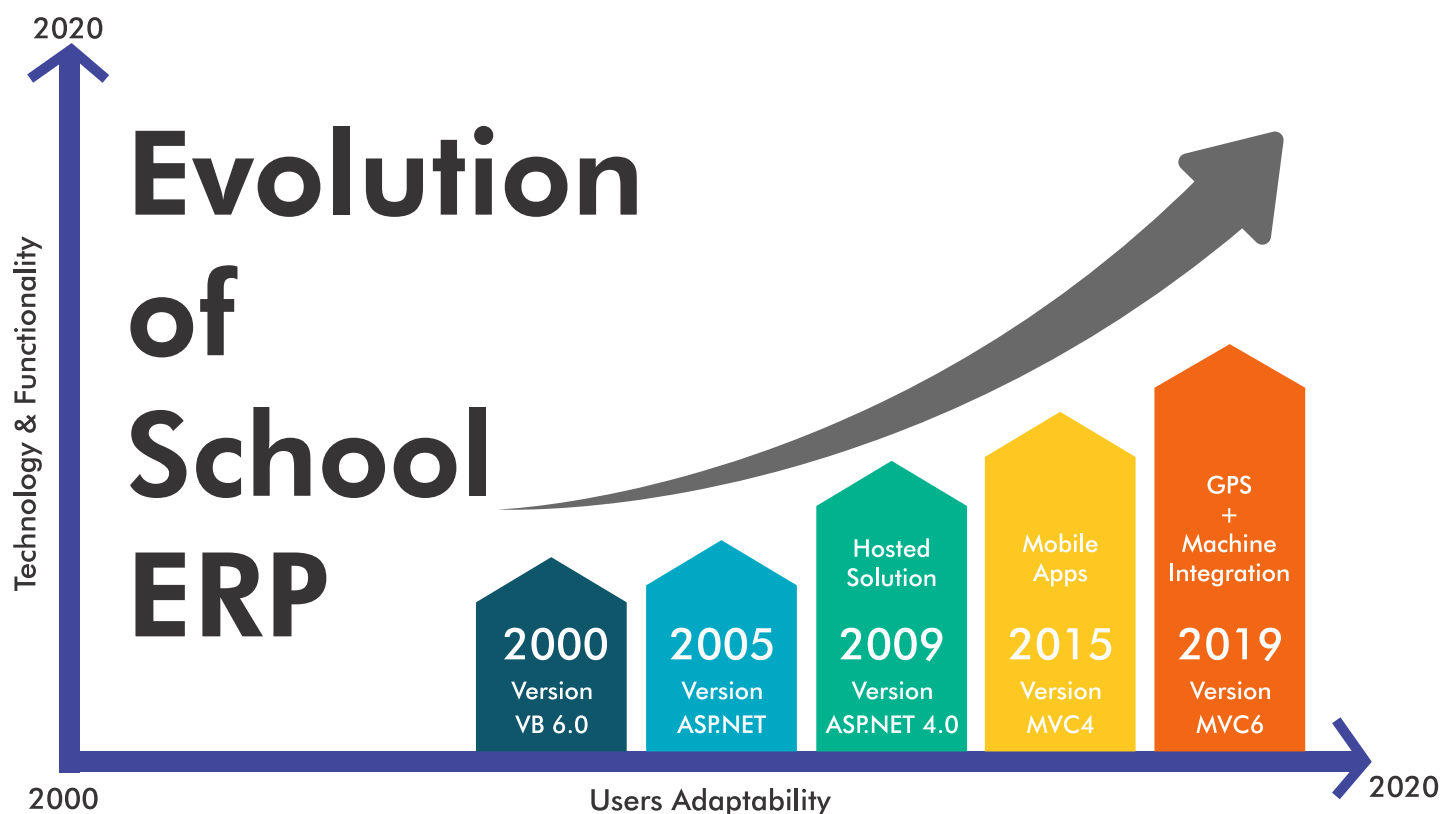
A teacher can take the students for a walk to a nearby park or a local store or restaurant into a class lesson. For instance, if the students are studying economics, they can visit several local stores and compare prices on specific items or understand the theory of demand & supply or stock management, etc. Lessons related to local administration can be given at a local park, like who is responsible for funding the maintenance of the park? What are the other public services provided?

Experiential learning enables children to pursue their own areas of interest and to work through problems as they arise in real-life situations. For example, through role-play, children learn to communicate effectively in different social or emotional situations.

“Learning is **EXPERIENCE**.
Everything else
is just an information.”
- Albert Einstein



Lawrence Zacharias
Managing Director



The Evolution of School ERP: 20 Years and Counting

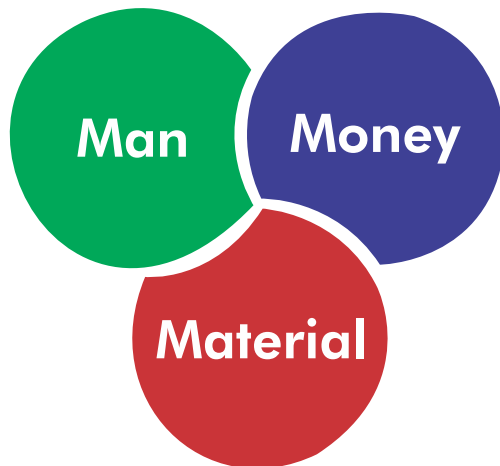
By the end of the last century, computer technology had found space in the education industry. While everyone knew technology could simplify and make things easy, the

question was “what to make easy?” It was about looking for the real problem statement.

Back in the day, storing and managing basic student records, admission number, transfer certificate details, security deposits, fee accounting, tabulation of marks, result preparation, right utilisation of big libraries, salary records, staff management was a tough, tiresome task. Another hurdle was a lack of computer-literate staff along with the unsatisfactory state and maintenance of infrastructure.

The understanding of these “*problem areas*” helped us address the needs of the schools by the academic year 2000-2001. The initial focus was on making schools understand technology, its necessity, and helping them implement it to bring substantial improvements in their management of the 3Ms – Man, Money, and Material.

100% Accountability:



& communication

By the year 2005, the top-end schools realised the importance of integrated enterprise resource planning (ERP) working on a client-server architecture and also the essentiality of tools for parental engagement. Although the internet was expensive, it was handy for the elite community. The remote desk monitor over the internet was the first game-changer. The remote desk monitor/team-viewer technology helped us enhance the utilisation of our ERP better in many schools across India. It helped us in providing immediate services and support to remote clients personally. The feelings of clients changed, and they spread their smiles to bring in more schools to the technology front.

In 2009, the browser packages started gaining momentum due to better availability of internet across the country. Even though they were expensive, people willingly invested in them to grab the benefit of working from anywhere. Online services gained momentum from 2009 to 2012, and the entire software services shifted hosted services, ensuring higher and better success for the schools in their everyday functioning.

In early 2015, we launched our mobile apps loaded with an unmatched number of features. With nearly 1 million downloads and 4.3-star ratings on App Store, these apps handle most of the communication with the school. Every 3 months, a new version is released based on the principle of what is **"New, Next, and Better"**. The parental engagement tool coming to mobile devices was another game-changer in the school ERP. The parental engagement tool directly connects parents with the school and assists students in their daily educational or co-curricular activities. Timely delivery of accurate information regarding regular classes, assignments, events, results and related information makes the parent feel comfortable and relaxed about their ward's performance and development.

Enhancing Efficiency and Reputation

The productivity of an organisation is directly dependent on its leadership and the quality of management. The major part is management. If the management part can be automated to a high level, the focus of the management could be on the

leadership; in turn, the productivity would shoot up. The efficiency of the entire team would be growing multifold, based on the quality of the tools and systems they use for their daily administration.

Reputation is a byproduct of timely communication, better results, among others. The ERP and mobile apps have been a significant tool for many good schools of the country to improve their application count for admission, from 400 registrations in 2003 to 4,000 registrations in 2018, i.e. within 15 years for the same number of seats. Reputation is the outcome of the credibility you build. The **"connect"** that you create will help build credibility. So, mobile apps play a vital role in the current world.

Change: The only constant

The four dynamic factors that have been addressed all along our ERP journey are technology, functionality, devices, and users. The technological evolution began from a stand-alone machine to client-server to a browsing architecture to a totally-hosted solution.

A true innovator in the ERP segment, Entab keeps exploring new possibilities of serving and helping good schools to become the best schools. From the year 2000, the journey of transforming schools is underway. So far, we have empowered a great number of schools through a solid establishment spread across the country.

The Entab promise

The major challenge a school faces in the market is to choose the right software when there are several options available. We address this problem by providing the most intuitive, accurate, powerful, and fastest ERP system. The stability, security, and safety factors related to data, software and others are handled diligently by our proficient team. The applications use Microsoft Technologies, ensuring the factors above are never compromised. We work to improve the productivity, efficiency, and reputation of the school by extending them the best-in-class ERP solutions and the most reliable services. Our robust team with 20 years of experience knows the mission and vision, and endeavours each day to see the smiles on the faces of the people associated with us.

"Set Standards and Benchmarks to IMPROVE the Quality, Reliability & Dependability."

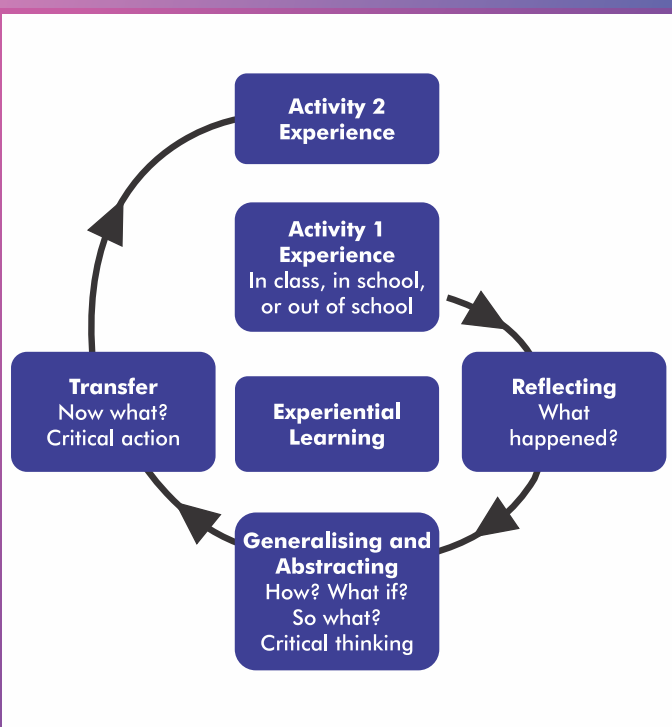


Kavita Sanghvi
Principal

EXPERIENTIAL LEARNING AND ITS SIGNIFICANCE

Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as *"the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."*

With my experience as a head and teacher trainer, I have observed that teachers confuse experiential with experiment. ‘Experiment’ may be a mode or a platform for experiential-based learning but is not a substitute. So why not go deeper into the flow of experiential-based learning?



The first step of the process is to ensure that the student has an *'Experience'* which could be through an activity, an experiment, or an event like visiting a museum, watching a movie, listening to a motivating speech or investigating a phenomenon. Once the child has hands-on experience, he moves to the next step of *'Reflection'* where they reflect on the same through some deep questions shared by the teacher.

Example: If the child has watched Chimamanda Ngozi Adichie's TED Talk, "*The Danger of a Single Story*," they could be given the following questions from the talk by the teacher:

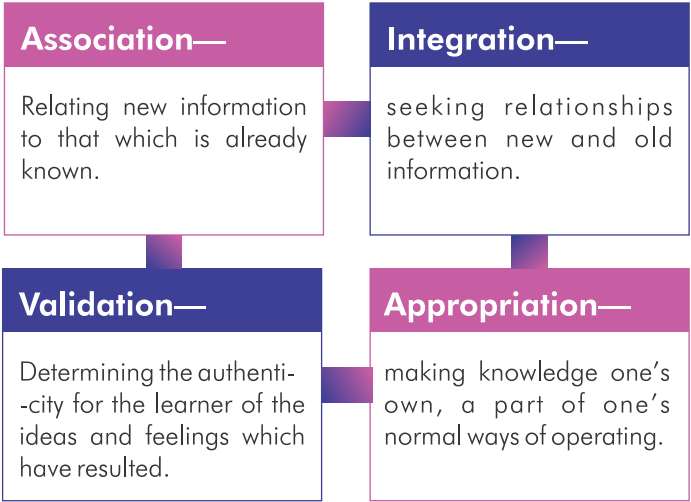
- a.) Why is the talk addressed as “*The Danger of a Single Story*?”
- b.) Reflect on the incidents quoted by the speaker as well as compare them with the incidents in your local setting.
- c.) What was the speaker trying to convey?
- d.) Predict how a single story will impact generations to come.
- e.) Imagine giving a talk on the same lines yourself, design your speech of 1000 words.



Similarly, if the student has conducted an experiment on the path of light through a glass block, the teacher could put forward questions like:

- a.) What did you observe in the path of rays before and after entering the glass block?
- b.) What could be the possible explanations for this observation?
- c.) Would it make a difference if we replace the glass block with a plastic block?

As soon as the child starts reflecting, he embarks on the third process, i.e. ‘*Conceptualising*’ which has four aspects of the process of re-evaluation, which will be considered by the learner. They are:



“Thus students will connect concepts in the case of Chimamanda to history and geography stories, events and ideas shared in the class.”

In the science experiment, they will connect the phenomenon to theories of reflection and refraction.



Finally, they move on to the last stage of ‘*Application*’, where they apply their learning to new experiences, concepts and phenomenon. Example: While reading the history of the place, they refer to incidents written by the natives and the outsiders. While doing the experiment of refraction, they connect the change in the path of light to a pencil appearing crooked in a beaker filled with water.

“LEARNING IS A TREASURE THAT WILL FOLLOW ITS OWNER EVERYWHERE.”

In a nutshell, experiential learning enhances the effectiveness of learning, student engagement and memory retention by promoting collaboration and scaffolding among learners. Students have the ability to learn deeply when something is connected with values and feelings. Build strong relationships between feelings and thinking processes. Therefore, experiential learning leads to lifelong learning and motivates students to introspect, conceptualise, and plan further steps.

Imagine if you were to compare the pieces of evidence of learning graphs of students taught by conventional method and by the experiential method, my questions posed to you are:

- a.) Where would you observe maximum learning and why?
- b.) What steps would you incorporate to bring in the change in your own school?
- c.) What challenges do you expect, and how do you plan to overcome them?



“Every new experience brings in challenges, but with the right mindset and support, we can create miracles.”

C.E.S's
Michael
High School,
Mumbai



Jean Moses Gomes
Principal



Self-Confidence – A Way To Success

What, according to you, is a success? Success means prosperity, achievement, winning, earning respect, continually finding more real happiness and satisfaction from one's life. None of us wants to live a life of mediocrity. But the question arises, how do we achieve success in what we do?

Success is all about what you believe and how much hard work you put in. If you believe you can achieve, you will definitely achieve it. If you take the first leap of faith and positivity, you will certainly achieve great things. When you believe "I can do it" the "how to do it" develops. My magic mantra for all my students has always been "I can, I must and I will", and the first stanza in the mantra is about having a positive approach towards life.

we have a negative approach towards ourselves and doubt our capabilities, we are more likely to fail. For example: if you think that you cannot do a thing because of the many excuses one can give, you will never be able to do it. But if you think you can do it come what may; if you think about victory, you will undoubtedly succeed.

***"CONFIDENCE COMES
NATURALLY WITH SUCCESS
BUT, SUCCESS COMES
ONLY TO THOSE,
WHO ARE CONFIDENT"***

Our mind is a thought factory producing countless thoughts in one day. If you think about triumph, you will definitely charge yourself of positive thoughts, but if you think about defeat, you are moving downwards with negativity. As humane in nature, it is very easy to make excuses and give in to laziness, but when we start taking responsibility of our own development, we can cure ourselves of excuses that hinder our progress. We should never feel low of ourselves as each one of us is blessed with unique capabilities. As we live in an environment which is so diverse, we should always try to learn something new, keep reading, be observant and work hard, even more, to better than one could ever be.

So, my dear students and teachers, it is essential to believe in ourselves that each of us is capable of leading ourselves into victory. Thus, this vacation, let us remind ourselves of this acronym BELIEF so that we can:

- B** Build **CONFIDENCE**
- E** Give **NO EXCUSES**
- L** Think like a **LEADER**
- I** Take **INITIATIVES**
- E** Learn from our **ENVIRONMENT**
- F** Destroy **FEAR**



**“People do a lot for Money, More for a Leader
& Most for a **BELIEF.**”**

Indraprastha
World School,
New Delhi



Shikha Arora
Principal

AUGMENTING EDUCATION

“A good teacher is like a candle- it consumes itself to light the way for others”

The futurist, Alvin Toffler in his book, *“Future Shock”* stated, *“Tomorrow’s illiterate will not be the man who can’t read; he will be the man who has not learned, how to learn.”* Years later, after reading this book on the 90s, I had the opportunity to participate in an international conference in Dubai. One fascinating takeaway from this conference was the biological paradigm that boiled down to adaptability being the crucial trait needed for success.

You may wonder how adaptability and today’s literacy relate to education. It matters most because it will help you determine what is most necessary to educate your child for the future. We have to understand the changing definitions of literacy requirements and help our children learn what’s required to adapt to changing times.

Biological Paradigm: Adaptability

Against a backdrop of uncertainty, rapid digital innovation, economic upheaval and unprecedented change, novel competencies for not only success but also survival, are emerging in the modern era. Children enrolling in schools today cannot anticipate the challenges they will face when they grow up in 15-20 years. In order to be adaptable to any new possibilities, parents and educators must prepare children today with the necessary skills to succeed in the 21st century. What are the most pertinent skills required for the future?

The 21st-Century Scenario

It is not about how much knowledge one has gathered, but rather, what one can do with that knowledge. Your child must be able to apply, analyze, synthesize, compare, contrast and evaluate what he or she knows. Learners today must be able to utilize skills broadly and engage in flexible thinking. Our children are termed *‘digital natives’* who have been born after the digital revolution, having ample access to technology from almost infancy via smartphones and tablets.

Digital Natives

- Receive information really fast, i.e. within seconds.
- Parallel process information and multi task.
- Prefer to see graphics before the text.
- Prefer random access to resources, i.e. via hyperlinks.
- Function best when networked.
- Thrive on instant gratification and frequent rewards.
- Prefer games to “serious” work.

Digital Immigrants

- Prefer a controlled release of information from a limited source.
- Prefer single or “focussed” tasks.
- Often prefer to get information from text.
- Prefer information to be presented linearly, logically and sequentially.
- Have a greater need for private and personal space for introspection.

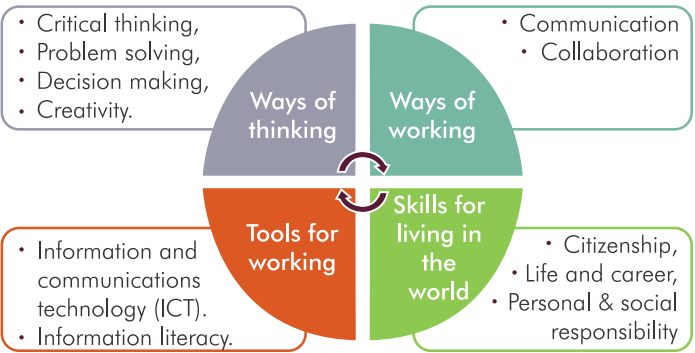
Growing up in the information age and having data available at the click of a mouse (or rather, the tap of a touchscreen) is very different from the time we were children. Therefore, we, as parents, are termed *‘digital immigrants’* who entered and assimilated into the new information and communication technology era. In the 21st century, we must be able to discern relevant knowledge and function as information seekers. It is far more critical to be able to know how to use knowledge in relevant situations than remember facts.

As Toffler predicted, New education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction – how to teach himself. The changing state of affairs requires individuals to envision and function themselves as lifelong learners and rise to upcoming challenges as proactive problem solvers.

21st-Century Skills

“Creativity is as important in education as literacy, and we should treat it with the same status,” said Sir Ken Robinson, an internationally acclaimed author and education expert, speaking on creativity in education. The four Cs of the 21st-century skills required for students are Creativity, Critical thinking (also known as higher-order thinking), articulate Communication and Collaboration among diversity. Creativity and innovation are the top strategic priorities in today’s progressive organizations. Considerable evidence now suggests that creativity can make a substantial contribution to an individual’s growth, academic success and competitiveness.

FOUR CATEGORIES OF 21ST-CENTURY SKILLS



Andrew and Gala Grant, the authors of *“Who killed Creativity?”* state, *“The pace of life has changed so much that innovation is now a core survival skill; a necessity, not luxury.”* Creativity produces ideas that are original and useful to solve problems and optimize opportunities. Integrating the arts alongside education not only cultivates critical thinking skills, but also helps find unique ways to process, collaborate, and communicate our thinking. As the famous Albert Einstein once said, *“Imagination is more important than knowledge. Knowledge is limited; imagination encircles the world.”*

4 Cs

Collaboration

Working together to reach a goal
- putting talent, expertise, and
smarts to work.

Communication

Strong thoughts, questions, ideas,
and solutions.

Creativity

Trying new approaches to get
things done equals innovation
and invention.

Critical Thinking

Looking at problems in a new
way, linking learning across
subjects and disciplines.

Reinventing Schools

The challenge before us is to reinvent schools for the changing times, for the sake of our children. Although making a paradigm shift in the education space is not an easy task. It requires a lot of effort, clear vision and the burning desire to transform the current face of education in India. Normally, when any of us thinks of education, we think of a school. If we feel a paradigm of education is a must, the question before us is *“what is the 21st-century education?”*

21st-century schools should be designed in a way to recognize the need for developing skills. These skills can be learned through our curriculum and it should be interdisciplinary, integrated and project-based. The next question before us is how education should be designed to meet the needs of 21st-century students?

It is of vital importance to see that the curriculum is project-oriented, research-driven for life, engaging students in addressing the real-world problems. In this background the definition of school, teacher and learner assume a new look; schools should not be confined to the four walls, rather they should connect teachers, students and society to the wealth of knowledge that exists in the world. Teachers take the role of orchestration of learning and helping students to translate information into knowledge and knowledge into wisdom, learners to be seen in a different context. Teachers’ onus is to see that students maintain interest by helping them to see how and what they are learning prepares them for life in the real world.

Genesis
Global
School,
Noida



Varduhi Grigoryan-Avetisyan

Principal IGCSE/DP

External Accreditations for School:

How Much Do They Matter?

As school leaders, who are part of the world educational community, trying to keep up with the world developments and their innovative programs appearing every other moment, we sometimes feel quite confused and lost in the expectations of what evaluations the schools should go through to be considered good enough to reach the “top school” ranking.

As educators, we are supposed to do our best to make the teaching-learning process of as high quality as possible considering the needs of our learners, the every day changes occurring in the real world, the perspectives of the community that we have and if considering further, the needs of our parents who are sometimes dictating us what actions to take.

As directors and principals of schools, how often do we feel the great pressure from the community trying to show that what we do and what we work on is worth to be there? And what are the ways that we are trying to do that? The new tendency is to get as many accreditations for the school as possible!

Is that really a solution to the existing problem?

Getting the school accredited for a certain program or getting an evaluation of a certain external organisation stating that the school is successful in doing what it is doing or offering what it is offering does not really mean that we are impacting the teaching and learning practices that are in place in the school. *How do our students benefit from these many evaluative visits?*

Thinking it through, it is quite similar to having learners taking many different exams just for the purpose of proving that their knowledge and their skills are of the level that we already know they are. Would you ever approve of having students take several external exams which are quite the same: checking the same knowledge, the same skills and the level of the student preparation for the next level studies? Hardly would you say you would because this is meaningless. Why should you put your own students under the stress of going through all those exams if just one exam would be enough to showcase their learning?



And here I wonder: Why do we look at the accreditation process in a different way?

When you visit the websites of the best schools in the world, it is quite interesting to see how the first pages would be devoted to the celebration of the success that the school had getting accreditation from different external organisations and associations stating that the school has high standards and practices in place. Is what they evaluate different from each other? Not really! All of them are basically trying to evaluate the schools on their philosophy, organisation, resources, curriculum and teaching and learning practices. If this is the case, then I must go back to my question!

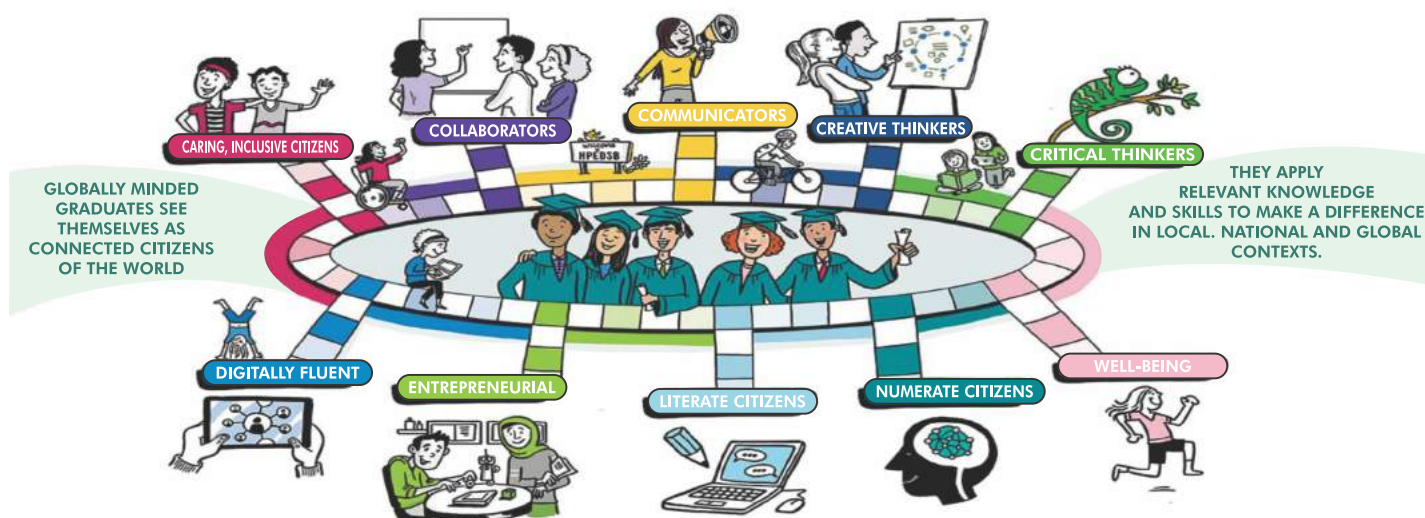
Why are we so desperate to get as many external evaluations as possible? Why do we consider the number of external accreditations to be decisive in considering the school to be a successful one, a school that is really providing with high-quality education and is giving its learners the best of the opportunities to become well-rounded, internationally-minded, caring global citizens who are lifelong learners, who know what, how and why they learn things and are able to apply their own knowledge and skills in different known and unknown situations?

I acknowledge the importance of having an external evaluation from time to time to see where the school is, how it has progressed, whether it is close to the standards that it is trying to meet or not, whether there is a well-developed action plan to take the schools through the progression or not. However, our competition to have more external accreditations than other schools does sometimes impact our main goal of providing our learners with the best of the learning opportunities in a negative way. The way the exams put stress on the learners, these evaluations put stress on the school community! We avoid the stress for the learners, but we happily accept the same thing for the whole community considering that to be a showcasing opportunity of what we do.



Maybe it is better to focus on what we do, how we do and why we do try to make our practices better, more beneficial, more impactful for the school community rather than try to keep with the great marathon of having more logos appearing on our websites?

OUR GRADUATES: GLOBALLY MINDED LEARNERS & LEADERS



Yavatmal
Public
School,
Yavatmal,
Maharashtra



Jacob Das
Principal

Strengthening education system **IN AGE OF TECHNOLOGY**



Education was and will always be the only source by which human beings can become the source of all other resources. The contribution, importance and involvement of PEOPLE cannot be ignored or left to bloom in its own way. People need to be groomed with proper values, knowledge, skills to succeed without compromising ethics and harming our mother earth.

A guided, streamlined road map and conventions should be built to protect and produce the most valuable resource on earth- The Humans (People). The staff, the students, the school, the society and the systems weaved around the four pillars can only pave the way for an enlightened society, empowered humans with the right knowledge and ability to take the decisions and actions, which will benefit and protect the human race (People) from all sorts of danger (Man-made and Natural).

A nation is known by the decision-making power of its' people, the resources it has and the ability to utilize its' own resources in the best possible way. Human resource alone has the aura and power of creating, producing and for that matter destroying and wasting all other resources. Thus, this needs to be judiciously developed and used for exploration and optimum utilization.

Human beings are either born with talent or else acquire, groom and develop them. Thus, it is necessary to develop skills, and creativity along with it. we must develop the art of serving it in the best manner. The school being the central location where actually the People (Staff and Students) are trained, groomed, programmed and managed.

For this, the existence of an educational institute becomes crucial. Legacies and conventions are laid down from generation

to generation. Strategies are needed to handle people associated directly or indirectly as it is these people, staff and students of the society who will either make or break the institute. The bedrock of establishing an educational Institute for our society is the *Staff*.

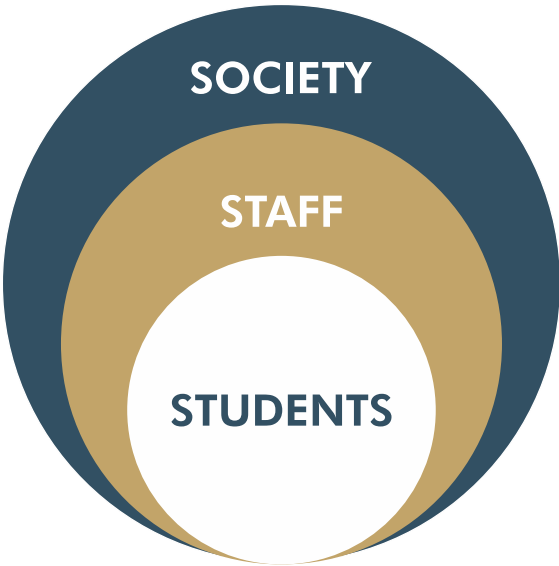
Staff

The best of the academic institutions will always have to its' credit the best staff who are knowledgeable and have credibility. The staff is the face of the institution and hence, we cannot afford to focus only on teaching staff and administrative staff. Institutes need staff who are capable to handle work, complete the task with novelty and contribute to branding of the institution, stand strong in case of crisis and extend a positive solution.

What does a staff want from their employer? Of-course, a handsome pay pack and other incentives. But other factors that they look for are: equality, recognition, appreciation, including them in decision making, scope for upgrading in job title and position, mutual bond and trust, stress-free working environment, space for creativity annual evaluation and promotion. Credibility of the organization also adds to the value and motivation of the employee.

For managing staff, the following areas must be identified and defined during staff induction and orientation program.

- Action plan and Attitude.
- Brainstorming and Back end staff integration.
- Control, Co-ordination & Co-operation and Culture (Work)
- Desired work action, Delegation of work and Dedication
- Expected outcome and Environment.



The Staff Orientation or Induction must be conducted for all new appointees as well as the old staffs, which will act as booster and reminders on yearly basis.

Students

Students are the future people who are among the stakeholders. Hence, they are crucial pillars of an institution. An institution is known by its students, their results and their placement in the society. It is the students who actually bring laurels to the institute with the hard and joint efforts of the staff, both on-screen and behind the screen. Students, need to be trained every day in every front and made to face challenges, where both emotional, physical, logical and critical thinking ability with IQ needs to be built up and taken care of.

Love for oneself and respect for others with empathy, values and ethics have to be the centrifugal force around which such people need to grow. Multitasking dynamics and peer pressure, along with expectations and ability, must be matched cumulatively.

Society

It is here where the maximum learning, failures and test are done, and the results are given out to the people who faced it. It is that battleground which everyone faces. One has to learn how to cope with unexpected situations and outcomes.

In most cases, the critical instant judgements are vague and biased—in short, not correct. In the age of social media, most of the analysis and announcements are fake and smartly tailored as per needs. It is here that people need to be protected and safe from being victimized and stigmatized. They need to be protected from anti-virus, and this can be done by staying away from the rumours. A strong uninterrupted and intermittent flow of correct information and sharing of justified information with its own people can help in vaccination of our people, whom we care, protect and never want to lose.

Institutes must act as shields for protecting their staff with proper encouragement both in terms of money and kind. The problems of its people must be solved and understood and accepted like the thorns stuck in our own shoe. Staff-student-society is a triangle, which cannot afford to neglect the other in growing up with people of joy, creativity, character, confidence and co-operation. It is people who have dedication and passion for whatever little they contribute in the building up of its group- be it staff, students, or society- where the institute is in the limelight.

Therefore, a great task force is made of people who live their dreams with the dreams of their own institute, society, and nation. Let's not ignore the great source of inspiration, the 'people' in the progress and growth of any institute; the people about whom we like to talk, remember and give anecdotes to the generations to come.



**"No man is an island, entire of itself;
every man is a piece of the continent."**



We cry hoarse about failing social values but we ourselves contribute little towards creating a value-rich environment in our own homes. The problem is not with the younger generation or our children. The problem lies in our own minds. We ourselves have somewhere lost our value system, giving in to what appears to be profits from accepting changed values. We cry about corruption, but we would be the first ones to pay when it concerns our own work, or even accept bribes if it relates to our duties! It is merely a matter of opportunity, or lack of it, and not an ethical attitude that some people are not corrupt. Today's generation takes corrupt practices for granted and unfortunately accepts it as normal behaviour. These are disturbing trends as morality becomes decadent when falsehoods are taken to be the norm rather than the exception.

We fear the worst for the generations to come and feel that they are not responsible enough to care for genuine moral values. But then do we have our children to blame, or should we introspect ourselves?

Apart from providing our kids with all material necessities, don't you think they also need personal attention and they need to be listened to, and they need to see examples of personal integrity and manners?

What value system our parents and teachers imbibed in us, I sadly regret, we have failed to hand over to our next generations merely because we never had time for them. Not only that, we ourselves failed to practice our own value system over a period of time, and we have come so far that we find moral and social values redundant

It is not my purpose to preach or sermonise, but merely to warn ourselves and advise us to try and look within if we are doing justice to ourselves and our children and if we are giving them the best of value system, for degeneration is an easy process that comes naturally to any system. We barely have any time at

hand now if the trends of today are an indication of the shape of things to come.

There is no magic wand here, we have to introspect and improvise for ourselves based on our life experience and no amount of external motivation will help unless there is push from within. Our only salvation lies in being with our families more often, listening to and talking to our children and our parents, and in spending quality time together, doing introspection on our deeds each day, sharing good feelings and enriching the lives of our children so that they imbibe good social values from us, not by our preaching, but by demonstrating personal examples.



Lodha World
School, Dombivli,
Mumbai



Aditi Banerji
Principal



EMPATHY IN CLASSROOMS

EMPATHY has no script.

There is no right way or wrong way to do it. It's simply listening, holding space, withholding judgment, emotionally connecting, and communicating that incredibly healing message of "You're not alone."

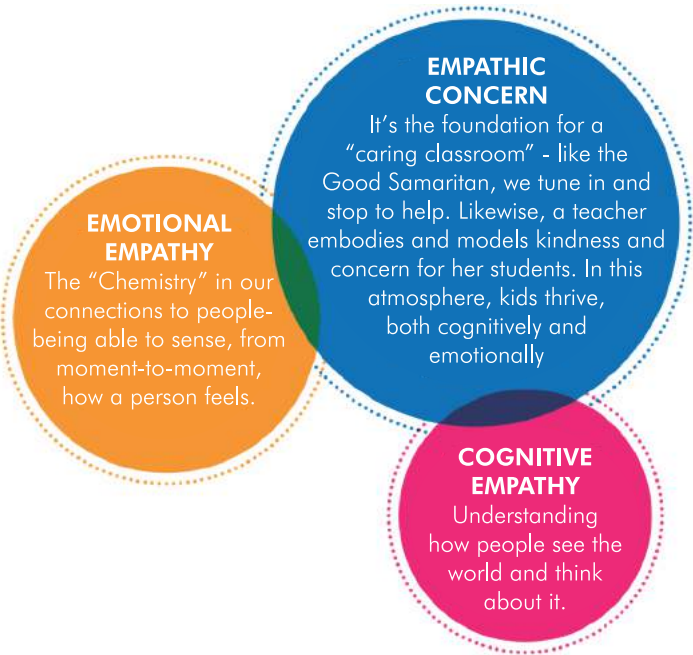
On the first day, as children walk in through the portals of the school, a myriad of emotions is palpable. Parents who have come to drop their pre-primary children to school for the first time are excited, overwhelmed as their little one is taking their first step towards formal schooling. This is when I pause and wonder what is it that the world of education is offering to our new generation! Technology, knowledge, different languages – the bouquet of offerings is vast.

We say we are preparing our children to be global citizens. Every educational institution offers a gamut of sports, extra curricular and co-curricular activities, new learning methodologies, and much more. Is this all that our students need? We are equipping children with a lot of skills such as problem-solving, critical thinking, and logical reasoning which we feel make them 21st-century ready. However, is there something more that we can do to enhance their personality?

Let's bring in a lot of empathy in our classrooms. So what is EMPATHY? It is the ability to understand and share the feelings of another. Empathy involves a good deal of listening. Listening is the most effective way to demonstrate to each other that we care. Listening builds a bridge between two or more people. Being able to practice empathy is one of the most important skills we can teach our children. In a world that spends so much time picking at flaws, fear and anger being ignited at small issues, empathy is the balm which can keep worries at bay and calm down the anger. It helps us to be aware of and sensitive to the feelings and needs of others.

What You Need for a Caring Classroom

It's not just enough to know other people think or feel-we also need to be concerned about them, ready to help. Daniel Goleman and Peter Senge outline three kinds of empathy kids need for success at work and in life.



Techniques to Develop Empathy in Children

We need to take empathy to our classrooms using very simple techniques. We can demonstrate empathy which would encourage children to imbibe the skill. Most of it can be done in our value education classes; however, the process needs to be incorporated into all our lessons.

Build a bridge. Empathy involves listening and opening up. We need to share our thoughts with a kindred spirit. In turn, we also learn to listen. It is a two-way street.

Look around and focus. Take in your surroundings, pay attention to the people around you. Sometimes we drive by without noticing what's around us. We need to be mindful, and in turn, our children will learn that too.

Withhold judgment. We judge events immediately, whether they are good or bad. Before we pass judgment, we need to understand the other person's perspective, think clearly, and then react. Gaining a deeper perspective helps in developing empathy towards others.

Offer a helping hand. Offering help is an integral part of expressing empathy. It shows that you understand another person's need and are willing to go out of your way to help them.

These are just a few ways in which we can bring empathy into our classrooms. Encouraging children to listen, share, help, reach out, be sensitive to each other's feelings is a step towards our goal of fostering empathy. Make it part of your daily life. If we help our children to be non-judgmental, they will be able to reason and look at difficult situations with a lot of thought. It will help them solve issues with thoughtfulness. That is what the world needs today. Taking empathy to classrooms would make our schools and society beautiful.

Strategies to Develop Empathy in Children



3-5 Years

- Help children recognize their feelings and body.
- Read stories and discuss the characters' emotions and reactions.



5-7 Years

- Print or cut out pictures from magazines that show sad, angry, or happy faces.
- Embrace diversity. Help children understand what they have in common with others.



7-9 Years

- Engage in high-level discussions about fictional and non-fictional characters.
- Create empathy maps. Choose an emotion. Brainstorm what you might say, think, and do when you feel that way.



9+ Years

- Discuss current events and ask them what they would do in that situation.
- Encourage them to choose volunteer work.

**G.D. Goenka
Public School,
Muzaffarnagar**



Harjinder Kaur
Principal

Nurturing Young Creative Minds

A child needs a playful, healthy and happy childhood, in addition to a safe environment surrounded by the beauty of nature. Every child must be seen as an active and competent agent. Free thinking, imagination, visualisation, and being not suppressed, strained, or threatened by the environment generate creativity in children. Many times children feel confused, not knowing where they are or where they are going. They lose track, encounter question after question and are apprehensive about what they have arrived at. At such a stage, mentors should not panic.



Our adult brains generally love clarity but not the brain of young creative minds which receive illuminations from all different directions. At this stage, mentors must gently help the child attain a relaxed state of mind as in the relaxed state; the child is likely to be aware of a situation. The child will streamline and filter thoughts and illuminations, resulting in some other kind of conclusion, which is his research and creation on their level. The conditioning in this direction gradually leads to better creations.

Today, children have easy access to technology and social media and hence faster attainment of readership of one's position paper. Their sense of accomplishment and leadership will have no bounds. As a matter of fact, the change for better skills is needed in educators (facilitators) before educands. This includes challenges involved in understanding the fast-changing behaviour patterns of children – both emotionally and psychologically. If done on a continuum, it will help educators take longer strides in facilitating the creative minds of today to envision the world in the right perspective and stand out as a better human being and a citizen.

Tips to Improve Child's Creativity



Inspire Visualisation

A child learns better when the teaching is more visual, Try teaching kids with animated videos & learning lessons

Challenging Books

Books that allow children to solve creative puzzles expand their imagination and are one of the best methods to induce creativity in a young brain.



Physical Activities

Games that require extensive physical movement challenge the brain to multitask physically at mentally building great brain-body coordination.

Maintaining Diary

Writing down the dreams pushes the kids brain to think about the details of their dreams. Writing a diary is hence proven to improve the quality of thoughts.



Delhi
International
School,
New Delhi



Dr. Priti Ojha
Principal



Teacher and Teaching

When I am asked to speak about the needs of a teacher, my heart falls apart to let all of you know that it is only attitude and passion for this responsibility.

A classroom with all the resources and technology, best infrastructure, safe environment, amazing vision of the school may not provide the best knowledge to the child, until you do not have a teacher who has a connection with students, shares a bond of trust, accepting the child with mistakes and most importantly, an attitude which responds to the needs of the children.

Teaching and learning in the classroom has become very mechanical. Students doing an activity given to them does not engage their thinking. Enquiry-based learning will make the class alive with accelerated learning. It helps the child to ask all what is important for them to know. Once they receive answers to their inquisitive queries, they will then welcome you for updating their knowledge.

Our biggest challenge today is to engage students as per the curriculum. I feel knowledge is mandatory, but skill and attitude have to be tapped, which is sadly not happening. Once the interest of the child is identified, learning will be effortless for the child and the teacher.

Now the above-mentioned task needs brilliant teachers. A smart teacher needs to engage the students, assess them, receive feedback and follow-up.

It is definitely not easy. Teachers need guidance, practice, exposure, understanding, emotional stability, commitment, and focus on the goals to achieve. They have to be vivid readers, travellers and should attend exchange programs to where they can travel to various schools to bring new ideas to the classrooms.

We cannot do away with assessments as it helps to understand the learning of the child. Children should be given the freedom, that when may they be assessed. The information to be converted into the data is the need of the hour. So theory has to be practised, to develop skill, attitude and knowledge. The ASK model synthesized from Bloom's taxonomy is essential for all of us to identify in expected learning outcomes. Road maps for learning should be on The ASK model, which will assure facilitator for providing 360 degrees, holistic development of the child.

GROWING OUR TEACHERS

Building Our Nation

by providing opportunities at every stage and in every way to deepen our teachers' skills and expertise.

MOE aims to strengthen a culture of learning among our teaching force, a culture of teachers growing teachers, and in the process, nature teacher leaders who are accomplished in their profession and able to lead fellow educators.

Developing Teacher Leaders

Growing Educators' Expertise through Specialisation

Quality Teaching and Learning Resources

Strengthening Professional Development for Teachers

Deepening Mentoring Capacity in Schools

BETTER
WAYS, IDEAS, TOOLS

To Support Teachers and Schools

to deepen the culture of improving, innovating, co-creating and sharing of effective teaching resources and process innovations.

By supporting this culture, MOE hopes to create time and space for our teachers and schools to deliver more impactful learning experiences and achieve better education outcomes for our students.

Omkar
Cambridge
International
School,
Mumbai



Anuja Naik
Principal



Educating students when they are lacking imagination & concentration is becoming a challenge. Nowadays, every disciplinary action is being restricted in the name of it being a harsh punishment.

When education as a process is changing, we need to change the way we educate them. Simple explanations or demonstrations are not enough to make our learners logical and creative. To enhance their imagination and to add on skills to

make them competent enough in this ever-changing globalization, I have found out some simple solutions like changing our teaching methodologies by making it more interactive.

I always advise my teachers to conduct more experiential learning tactics. I believe Kinesthetics activity-based teaching is the key to grab the attention of the class. For a stress-free assessment system, we have implemented a creative revision

methodology in our school. We conduct surprise tests, monthly tests, peer assessments, group assessments, and self-assessment. We have a teachers' feedback system to recap every day. We have adapted a unique technique of password while entering the classroom in an average kid enter the class at least 4-5 times a day in our day boarding school. Anything which requires repetition like new vocabulary, meaning, definition, calculation, formulas - a password is set by the teacher daily so, instead of saying teacher, may I come in, children say the password. This helps them recap and revise the topic without even knowing that they are revising.



Also, to develop the thought process we at times play light music in the classroom. It's proven that music therapy helps in several subjects like mathematics and the results are positive after implementation in my school.

I have always believed that education is not the final destination it is the process of learning that counts, so, it's important that learners get a pleasant encouraging atmosphere to learn and grow.

Striking balance between real and virtual

While walking on the streets, have you ever noticed that almost every single person is walking with their face glued to their mobile screens? You, surely have!

It seems that technology has completely taken over our lives today. Kids prefer staying indoors and are engrossed all the time into their electronic gadgets. Though being tech-savvy is the way today, they are lacking the physical activities, which is much needed at this age. Further, the virtual reality may take them to the next world but they must remain in this world and do creative things to develop their imagination. A very high dose of virtual reality can take us away from real people and affect our social etiquettes tremendously. It is seen that we don't have real conversations or visits and are becoming disconnected from our friends and family. Technology makes us stressed and frustrated so it is time that we take a break & drag our eyes away from the screen.

Benefits of Outdoor Play

& 10 ways to get Kids to Play Outside

Kids are spending more time in front of electronic screens and less time playing outdoors. Here are a few important reason for your Kids to play outside.

Stimulates Imagination

42%

of Kids under 8 years old have their own cell phone.

Exercise

USA Census found

20%

highschool kids are overweight

Promotes a Healthy Lifestyle

Socialize

New & Fun Learning

Teaches Responsibility

Improves Hand-Eye Coordination¹

Improves Vision

Reduces Stress & Fatigue

of kids aged 5 to 16

27%

of day is spent watching a screen

Vitamin D

Albert Einstein College of Medicine says

7 out of 10

children have low Vitamin D levels



Sheba Thapar

Headmistress

St. Xavier’s High School, Gurugram



Bollywood or Hollywood?

The best of both!

Your favourite cuisine?

Chinese.

One catch phrase you quite often use.

“Let’s do it!”

The title of your autobiography would be...

The diary of an educationist.

Your fuel: A hot cappuccino or adrak wali chahi?

Cappuccino anytime.

One piece of advice you always give your teachers?

Take some time out for yourself.

Did you have strict parents?

No, they were quite adjusting.

Facebook, YouTube, Instagram, Quora, LinkedIn - which one do you prefer?

Facebook.

One exercise you do to maintain your focus...

Meditate.

One out-of-the-box idea you implemented in your school.

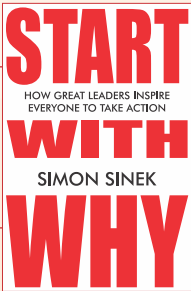
Parent-engagement strategies.

How will you feel if your whole school is in your mobile?

That’s already! (on WhatsApp groups)






Birthplace Delhi	Hometown Delhi	Zodiac Sign Aries
Favourite Subject Mathematics	Role Model My mother.	
Schooling Queen Mary's School, Delhi		
College St. Stephen's College, Delhi University		

Which book are you currently reading?
Start with why by Simon Sinek.





WHAT WE PROVIDE ?

-  ERP Consultation
-  Regional Technical Support
-  Parent Training & Workshop
-  Yearly Staff Training
-  Parent Support Helpdesk

-  Communication Portals
-  3 ERP Versions
-  Mobile Apps
-  Microsoft Technology
-  Website Development



entab

SCHOOL ERP & MOBILE APPS



CampusCare[®]
Enterprise Version

CampusSoft[®]
Standard Version



+91-11-4319 3337



admin@entab.in

1300+
clients

