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NEWSLETTER

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Matthew Raggett

Headmaster
The Doon School



Robert Thorn

Head of Academy
English International School
of Bratislava



Joe Lumsden

Principal
Stonehill International School



Addie Christian

Head of Junior Programme
Heritage Xperiential
Learning School, India



Shiv Khera

Motivational Speaker
International Best
Selling Author



Roshan Gandhi

Director of Strategy
City Montessori School,
India





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The Doon School,
Dehradun



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Principal
Stonehill International
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Motivational Speaker
International Best Selling
Author



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Heritage Xperiential Learning
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Director of Strategy
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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



► **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 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.



► **To understand what is actually 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.



► **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."*

Heritage Xperiential
Learning School,
Gurugram



Addie Christian

Head of Junior
Programme



Positive, Strong Relationships = Successful School

“One child, one teacher, one pen and one book can change the world.”

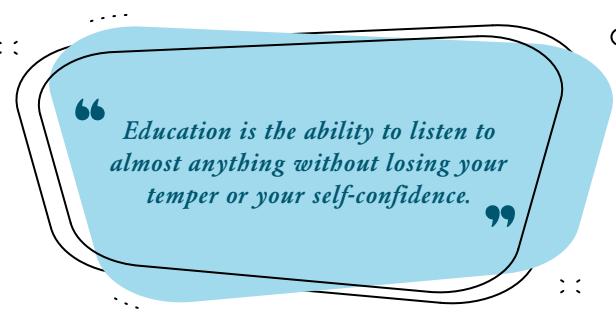
What is the most significant aspect of setting the stage, so a school is successful? The answer is one simple word: **RELATIONSHIPS**, yet it is complex. The key to a successful school is to build positive, effective relationships between all stakeholders. Relationships between all the people within the educational community set the culture of a school. This results in the learning environment becoming a safe zone for everyone. Students **LOVE** coming to school. They want to learn, so they are more actively engaged in their learning. Teachers and staff feel valued, which enhances their work ethic. Parents feel that they are truly part of the learning community, so they are supportive. Relationships build trust and instil a positive culture where hard work by all is valued and appreciated.

Knowing the influence that strong relationships have on the success of a school, how do we build positive relationships between all stakeholders? First, relationships are personal, which means that one must make personal connections with one another. One of the most precious things in life is **TIME**. Relationships take time to develop, and each person must be willing to invest their time in building them. Appreciating people's efforts, attitudes, and accomplishments is an important way to foster relationships. Another vital piece of the puzzle in fostering relationships is active listening. The heart of a successful school is its culture, which is defined by the relationships between students, faculty, and parents.

Connecting with people on a personal level is one of the building blocks to fostering strong relationships. Recognizing people as individuals is imperative. At every opportunity, people should be addressed by their name. This lets them know that they are seen; they are not just students, teachers, or parents. Showing genuine interest in their personal lives deepens the personal connection. Merely asking a student what his favourite sport or book is, or anything that does not have a connection with the school goes a long way. It validates that he matters and that the relationship is not based solely on school. Personal connections are vital to cultivating positive relationships.

Appreciation is key to any positive relationship. It has been defined as *"acknowledging the value and meaning of something-an event, a person, a behaviour, an object-and feeling a positive emotional connection to it"* (Adler and Fagley, 2005, p.81). Demonstrating appreciation can be done in many different manners. One can simply verbalize it. For example, *"Ashok, the variety of colours that you put in your drawing catches the viewer's attention. Your attention to detail is appreciated."* Emails can also be used as an avenue to communicate one's appreciation. Within the email, visuals can be added to deepen the message. Lastly, a hand-written note is the most personal way to illustrate appreciation. Margaret Cousins, an Irish-Indian educationist, said, *"Appreciation can make a day, even change a life. Your willingness to put it into words is all that is necessary."* What is active listening? Active listening involves listening with all the senses. Relationships are solidified when all stakeholders

actively listen to one another. When a person is talking, eye contact is essential to convey that one is listening or paying attention to what is being said. Paraphrasing is another way to communicate that one is listening. Finally, a person's posture confirms or denies if he is actively listening. Is the person leaning in or leaning away as you speak? People feel valued when people listen to them. This is a key component of strong relationships.

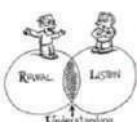


Strong, positive relationships between all stakeholders are the key to a successful school. Creating personal connections with one another deepens the bonds between people. Time is one of our most precious commodities. For relationships to flourish, teachers and leaders must make time for students and parents. When a person is shown appreciation, he will always do more than expected. Actively listening to one another is a sign of a positive relationship. Relationships are the heartbeats of a successful school.

Listening to Students



Attend to the speaking Learner with an open mind; without any agenda except to just Listen.



Practice empathy skills with both verbal and nonverbal responses.



Summarize what you heard the learner saying.



Ask open-ended questions if and when you don't understand what the learner is saying and/or if you need further information.



Use body language and nonverbal cues that demonstrate a focus on the speaking learner.



Engage in informal conversations encouraging learners to talk about non-school related topics.



Reflect back to the learner what you believe to be the thoughts and feelings behind the stated message.



Inquire about how learners connect to their learning; about their metacognitive strategies.

Stonehill
International School,
Bangalore



Joe Lumsden
Secondary School
Principal

Leading With Courage in Education

You have to believe that relationships come first and that people are always more important than a system.

1

Any system that you set up is not going to be equitable or work for all the stakeholders. Systems need to bend, and when they do, everybody needs to understand the difference between what is *'fair'* and what is *'equal'*.

Relationships based on trust and support have to be built throughout the whole learning community. You cannot run cooperative learning experiences if students are more interested in competing with each other and if it is in anyone's interest to *'beat'* anybody else. You also can't expect any student to be courageous enough to present their work in front of others, share their ideas comfortably in a group, or risk failure by attempting a more challenging task if there isn't the safety-net of a supportive community of students, teachers, parents and administrators protecting them.

Every school is torn apart by three conflicting demands from the world and the community that it serves. Firstly, there is the *'economic'* demand for high scores and university placements that promise financial returns for parents. Secondly, there is the *'social'* demand for graduates that will have a positive impact on the planet and the society that they live in. Finally, there is the *'personal'* demand for schools to provide opportunities for each child to grow in their own way and to fulfil their unique potential. School leaders need to pay attention to all three demands as they make decisions on a daily basis.

Now, with countless new ideas in education battling for attention and the evidence base flimsy, contested, and often politically biased in all areas, we need to rely on a clear vision of what it takes to lead an educational community in the twenty-first century. As we move forward through the jungle of rapid social, economic and technological change, these, I believe, are the five tenets that we need to hold onto:

CONFIDENCE
WORK
SUCCESS
TEAMWORK
MOTIVATION
INTELLIGENCE
CREATIVITY



You have to believe that our task is to prepare students for the future, not just for their university career.

2

If we are willing to shoot for a more noble goal, then we can justify spending time on getting students involved in real-world learning activities, wading into the murky waters of interdisciplinary challenges, getting out of the school building to work with local organisations and businesses, and helping them connect their learning to the kind of things they will probably be doing after academia.

Of course, students need to practice for university-entrance exams, but not at the expense of *'getting an education'*.

**Our job as teachers is not to "prepare" kids for something;
our job is to help kids learn to prepare themselves for anything.**



You have to believe in a more democratic sharing of power, both in the school and in the classroom.

3

We need to understand that not only is *"my way"* (the teacher's methodology) appropriate for many students, but that there is also a *"highway"* (presumably for the more gifted students in the subject), and there are even numerous alternative routes that will get students to a variety of desired destinations. This may manifest itself in increased student voice in the curricular decisions made in class, differentiated instruction and assessment, mixed grade levels, an approach to 'inclusion' that is more push-in than pull-out in a school, and flexible scheduling with students determining how to spend their time. Teachers and administrators need to be okay with the mess that such an approach inevitably results in.

And on a whole-school level, administrators also have to be comfortable allowing teachers to experiment and to run their classes in their own style, a style that will hopefully

allow them to remain true to their own personalities rather than being sucked into a standardised system of instructional practice.

You have to believe that students, when or if they want to, are quite capable of learning whatever is necessary without you.

4

If you are going to pretend to hold on to the knowledge that students need to succeed in your course, then you are constantly going to be resisting so many of the initiatives that hold so much potential. If students are spending time completing projects connected to their passions, or if they are given the choice of what to read, or if they are given time for self-directed learning, they are inevitably not always spending time doing what you think they need to do in your course.

You may argue that there are things they need to know to do well in your course, but we need to have faith that, given the resources and clear expectations, students are quite capable of learning such things by themselves. They will do so when they need to, not necessarily when you want them to.

You have to believe that it is 'growth' that matters, not 'achievement', and that learning cannot be easily quantified.

5

The battle that administrators face is to make sure everybody knows that high average scores in external exams are not necessarily an indicator of success for the school. The easiest way to ensure high scores is to control admissions and limit the number of students taking such tests. Put qualifying criteria in place, and you are safe.

Administrators have to focus on *'growth'*—on showing the community the things that students learned due to their enrolment in the school, on the progress against academic indicators with reference to where they started from, on the things they tried for the first time, on the reflection that they engaged in during challenging learning experiences, on how they were able to meet their goals and, perhaps, take steps towards their dreams.

That's much harder than putting up a bar graph to show the performance of the graduating class in the recent exam session. Administrators have to believe that it is worth the effort.



Robert Thorn
Head of Academy

A Shared Vision Trust



- Does your school have a vision statement?
- Do all the people in your school community know the school's vision?
- Does your school have a mission statement?
- Do all the members of your school community know their roles in realising the vision?
- Are they aware of how they can contribute to the shared vision?

In this article, we will look into the first of the steps towards a shared vision.

While ago, I was lucky enough to be inspired by Peter Senge's ideas about learning organisations, and I made this diagram adapted from his work.

As you can see, if we start at the top and follow the arrows around, there are three steps before we get to a shared vision:

- **Trust (Holistic, dispositional)**
- **Communication (Effective and Appropriate)**
- **Collaboration (Effective and Agile)**

It's not that you can't have a vision without these three steps, but without high levels of trust, good, appropriate communication and effective collaboration, it's unlikely that your vision will be shared, or your community enabled to realise it.

Basically, when members of a community have high levels of trust between them, they are more likely to be able to communicate well. When they can communicate well, then they are more likely to collaborate effectively.

What attention do you pay to the levels of trust in your school community?

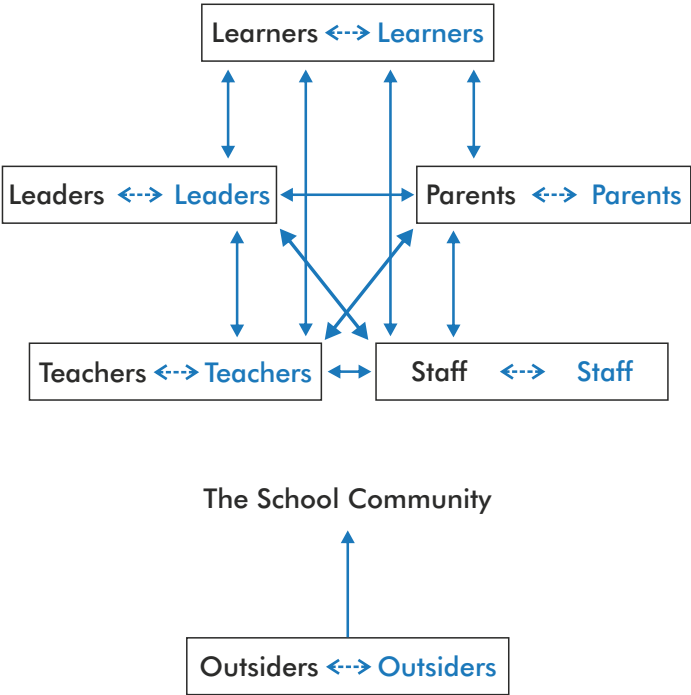
Do you take effective communication for granted?

Is your school the sort of school where all the help young people receive in learning to collaborate either happens outside the class or consists of just asking them to get into groups and handing them a problem to solve or project to do? If so, then there is a lot more you can do.



So, how are the levels of trust in your school community?
Firstly, where are the lines of trust in a school community?

There are a lot of blue arrows – a lot of places for trust to be developed or lost. There is no room for me to go through them all here (but I suggest you do take time to reflect on each yourself, for your own organisation because missing one can have damaging consequences). So, let's just take a quick look at some of these blue arrows of trust.



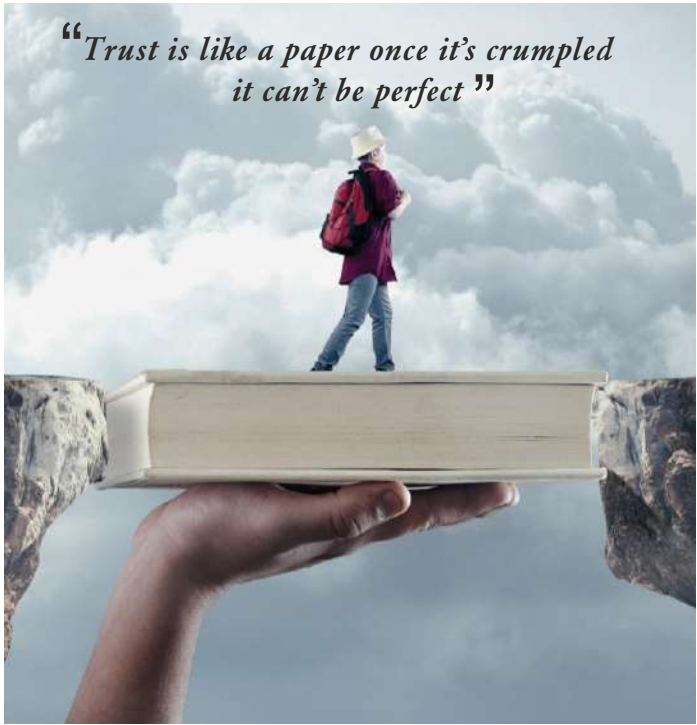
Some will be obvious to you. For example, if within one group in the school (e.g. learners or teachers or non-teaching staff, etc.) there aren't reasonably high levels of trust between individuals, then the school is not going to be a very nice place to be - for them or for those they have to deal with.

Or, if levels of trust are low between members of two groups, the same applies. For example, if the levels of trust are low between learners and teachers - then learning in class will be severely affected as distrust forms a barrier to healthy learning.

What is not so obvious perhaps (but, I believe, easily understandable) are trust relationships between parents, or between non-teaching staff and learners or between outsiders. Let's briefly look at each of these.

Parents: If parents do not have high levels of trust between each other, then your Parent Association or community activities will surely be problematic – or at least not go as well as one might hope.

Learners: If trust levels between learners and non-teaching staff are low – what might be the outcome? What do you think happens when your non-teaching staff don't trust the young people in your school? One thing is that a wealth of learning opportunities are lost. Imagine your secretaries, janitors, cleaners, assistants, technicians, not trusting the young people in their community enough with opportunities for responsibility (adults often underestimate the capacity of young people to take responsibility). As responsibility only grows through opportunities to take it, the opportunities are lost through distrust.



Finally, how could those outside the school community being distrustful of each other affect the school community?

I think you can imagine the negative impacts of outsiders being distrustful of the school community, but the members of your school community often come from outside the community. That's where they come from bringing distrust into school, and

So, how do you know if your school community is connected through high levels of trust?

Why not ask?

In schools with high levels of trust, you will hear people talking of others positively and about learning opportunities with them – 'I like the cleaners because they are always so friendly and helpful'; 'it is always good to see the other mothers in my class because they have such fun together'; 'I don't like making mistakes, but I feel safe because the teachers/leaders in our school never blame, they just help me fix things', and so on.

Is that what you would hear?

In schools with low levels of trust, their answers will sound more like a litany of complaints, blaming each other and criticism. I think I don't need to give examples here – we all know them.

What does trust look like in your school?

Collect a few colleagues together or a few of your staff and

discuss. Don't accept the first few answers and don't let anyone get away with trying to tell you what they think you want to hear. Dig deep, then have a break. Come back to it the next day – get people to think. And they will. Then they will start to see where the trust is and where it is not, and perhaps they will begin to see how to fix it where it needs fixing.

What can you do to develop higher levels of trust in your school community and beyond?

Here are a few ideas; **what can your community add?**

- Making the idea of developing higher levels of trust explicit – letting people know it's important, why and what they can do about it.
- Knowing more about each other – eating together.
- Solving issues together – workshops for parents and teachers, learning opportunities for teaching staff and non-teaching staff.
- Sharing experiences.
- Allowing others to see your vulnerability.
- Supporting others in their vulnerable moments.
- Making wise decisions to the benefit of others.
- Eradicating blame and becoming a *'blame-free environment'*.

This is a short space to write everything, but I am pleased to elaborate.

Next issue, let's think about the next step towards creating a shared vision – communication.



**“To gain trust,
one must show trust.”**

International Best
Selling Author



Shiv Khera
Motivational Speaker

*If You **PREPARE** Them, You Won't Have to **REPAIR** Them*

When I do corporate training, I tell the people at the top, "What I am doing in your organization is repair work. If you prepare them, you won't have to repair them."



» Where do you prepare them?

In schools and colleges

» Who prepares them?

Only parents & teachers, only parents & teachers, in life, care to correct, the world punishes.

» How do you judge the progress in a country?

Not by the industry or infrastructure, but it is by the quality of character the country is producing in its citizens. Unfortunately, in India, we are not focusing on character.

In today's fast-changing world, products are getting obsolete almost the day they are getting launched. Knowledge is getting obsolete within 2-3 years. It has literally become a cliché that

"the only constant is change". If that is true, then either we are in deep trouble, or there is a great opportunity for those who are prepared. The big question is that with so much uncertainty, what do students prepare for? Is there anything other than 'change' that is constant? If there is, then we should prepare our youth in the following three skills that are constant.

1) People skills



We are hired for our skills, but we are fired for our behavior not only as employees but even as vendors. Today's generation is so comfortable with technology and computers that they are becoming uncomfortable with people.

2) Persuasion skills



Persuasion skill means the ability to influence, negotiate, convince, and sell. It is not about nagging. It is about being able to influence others to achieve your objectives by putting your point across succinctly and effectively.

3) Prioritizing skills



Priorities are based on values. When we forget our priorities, we are unable to distinguish between what's urgent in life and what's important. Urgent may or may not be important and important may or may not be urgent. But

interestingly whenever we ignore what is important, it converts into urgent.

Example: Health and relationships are both important, but they are urgent. If we ignore health, we land up in the hospital, and if we ignore relationships, we start talking through our lawyers.

A complete education has two components:

- 1) It teaches a person how to make a living.
- 2) It also teaches them how to live.



SKILL + WILL = SUCCESS

We need to distinguish between skills and competence. Skill is ability; competence is ability along with the willingness and desire to do the job. There are many skillful people who are totally incompetent.

Numerous surveys, including NASDAC, clearly bring out that 90% of graduates coming out of schools and colleges are not employable.

» What makes our graduates unemployable or employable?

A bad attitude, wrong values, and unrealistically high expectations where they all want to start as CEOs.

» Does discipline give freedom or does it take away freedom?

Many times people think that discipline takes away freedom. That is not true. Discipline actually gives freedom.

You take a train off the track it is free, but where does it go? If you free the steering wheel of the car, it is free but where does it go? The answer is **"Nowhere"**. Discipline is a track to run on, and it gives freedom. Parenting and teaching is not a popularity contest. We need to do what's right and in the best interest of the child.



» Is discipline an act of love?

Nature teaches us that sometimes in life, you have to be unkind to be kind. Take the case of the mother giraffe, she is 20 feet tall and gives birth to a baby giraffe standing up. The baby plops down from mother's womb on to the hard surface. The baby is weak and can't get up.

What is the first thing the mother giraffe does?

She takes a head start and gives one kick to the baby giraffe. The baby jumps up, but the legs are weak and wobbly and he falls down. The mother giraffe gives one more kick, but the baby is weak and wobbly, and falls down again. The mother keeps kicking the baby until it is able to get onto its feet. Why? It is because the mother realizes that the only chance of survival for the baby in the jungle is to get on its feet; otherwise the baby cannot run and will be eaten up by the predators. Is this an act of love? The message is very clear:

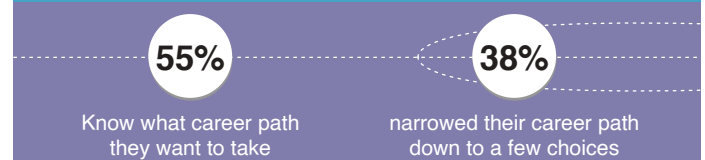
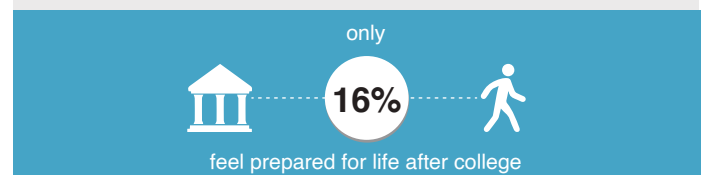
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Sometimes in life,
you have to be unkind to be kind.

-Shiv Khera

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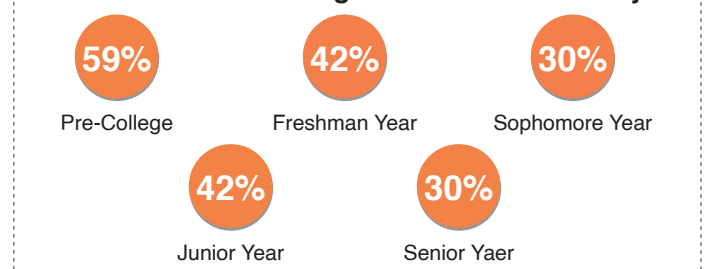
Are Students Prepared for the Workplace?



For Career Planning Students Seek Advice From...



Students Start Planning for Their Careers Early...



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.

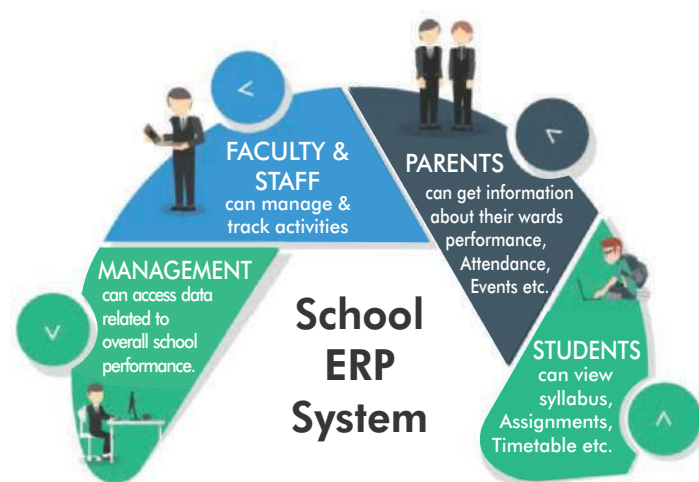
Technology must be viewed as a tool for teaching, not as a replacement for a teacher

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.



Dr. S. K. Rathor
Founder & Chairman

Helicopter Parenting: Helping or Hovering?



One are the days when children played outside until sunset and came home with muddy clothes and bruises. Today, we live in an era where playing is *'unhygienic'* and getting a scratch on the hand is scary. The definition of play for a 3-year-old has changed to sitting on a couch

scrolling through the app store for new gaming apps as parents fear to send them outside.

What has gone wrong down the lane? Is it our parenting style? And to no surprise, the answer to that question is **YES**. According to recent research, **75% of the Indian parents** are knowingly or unknowingly adopting *"Helicopter Parenting"* as their parenting style.

What is helicopter parenting?



It is a highly overprotective and over-controlling parenting style. A helicopter parent, just like a helicopter, hovers closely over their child and is rarely out of reach.

As a parent, it is natural to have those mama bear instincts as soon as we sense our child is in danger. Protecting the child from any possible danger and taking complete control over their life hamper the child's overall development. Parents should not constantly shadow their child and should not dictate to them what to do, what not to do, and how to do.

Causes of helicopter parenting



Helicopter parenting has various facets that impact the physical, psychological and social well-being of adolescents and emerging adults. To ensure their child's well-being and success parents consciously or unconsciously become over-involved in their child's life and tend to take all the decisions on their behalf.

They often do not consider their child an independent individual and treat them as a part of their being, which adversely impacts the development of the adolescent.

Parents see their own reflection in their children and at times, try to fulfil their lost dreams and ambitions through their children, regardless of what their child desires to achieve. They try to ensure their child's academic success to maintain their social standing.



Negative impact of helicopter parenting

- **Lack of Independence**

Children find it difficult to do a task independently (e.g., eating food, holding a glass) as they are entirely dependent on their parents.

- **Inability to cope with life's challenges**

Lack of autonomy in early years has long-term effects on a child's coping skills. It is commonly seen that kids of helicopter parents find it challenging to cope with life situations like success or failure.

- **Impact on physical well-being**

Helicopter parents restrict their child from outdoor play as they feel the environment is not safe or the child may get hurt, which in turn hampers a child's physical growth.

- **Lack of confidence**

Children of helicopter parents are not confident about the abilities they possess as they are rarely allowed to explore them. Due to low self-confidence, children might also lack communication skills.

- **Anxiety**

Children growing up in an overprotective environment, generally, experience uneasiness, nervousness, and uncertainty as they lack confidence.

How to stop being a helicopter parent?

- **Gift them independence:** Sit down with a cup of tea and analyse all the basic activities your child is unable to do independently. Help them become more self-reliant like letting them eat on their own even if it means spilling the food all over the table.

- **Let them take risks:** We all grow up falling, getting hurt, and standing back on our feet again, so stop fearing and let the children grow naturally. Allow them to go outside and have a muddy and grassy play with their friends. Don't panic if they get a little hurt. In fact, tell them to get up and dust themselves off.

- **Let your child struggle:** Allow the child to face their own challenges and let them experience both the happiness of success and the disappointment of failure.

- **Give them responsibility:** Early years are perfect for teaching children to work independently and develop the skills they will need later in life. Start giving your child small responsibilities like arranging their toys after playing, cleaning their face after eating, etc.

All in all, parents should never impose their dreams and ambitions on their children. They should treat the child as an individual and should involve them in every decision-making, whether it is selecting a school or clothes.

HOW HELICOPTER PARENTING AFFECTS KIDS



In 2013, **95%** of college counselling centers reported that the number of students with significant psychological problems is a growing concern on their campus.

70% reported that the number of students with psychological problems had increased in the past year.

Nearly **25%** of student counselling center clients were reported to be on psychotropic drugs.

OUT OF 100,000 COLLEGE STUDENTS, STUDIES FOUND THAT:

84% felt **OVERWHELMED** by responsibilities

60.5% felt very **SAD**

57% felt very **LONELY**

51.3% felt overwhelming **ANXIETY**

4% had seriously considered **SUICIDE**





CAMPUSCARE EDTALKS

Broadcasted every week, **CampusCare EdTalks** is a popular talk show where leading educators, including directors and chairpersons of prestigious schools, make an appearance and share their remarkable journeys. On the show, they recount their unforgettable life stories, open up about the challenges they faced, and reveal the key to success and what inspired them. Besides, the program gives an exclusive sneak peek into educators' lesser-known personal lives, which can be a learning lesson for many. Watch full episodes of CampusCare EdTalks on our social media.



PARENT HELP DESK

Entab facilitates an active, round-the-clock interchange between school and parents. Parents may face some technical issues while using mobile apps, school management software, and other ERP solutions. To fix those, we have set up a **24x7 Dedicated Parent Helpdesk**, which serves as an accessible, reliable medium for parents to seek assistance. Famous for remarkable customer service, our qualified team is fully equipped to deal with questions raised in regional languages. Queries, whether raised through email or phone, are resolved within the stipulated time of 24 hours.



PARENT WORKSHOPS

Technology lends a helping hand when it comes to parents making positive connections with the school. Available for all devices, Entab's mobile apps keep parents in the loop about their ward's achievement, progress, and next steps. Our experienced squad regularly conducts **Parent Workshops** to make parents thoroughly understand the functioning of the software so that they can utilise it to the hilt and get the best results. From viewing report cards to accessing attendance records to analysing performance, these workshops also guide parents about the latest technology and tools.



AR, VR & 3D LABS

Tech-enabled education has promised a new paradigm of learning, which can usher greater inclusiveness and improved learning and teaching experience. To help in fulfilling the learning standards of 21st century, Entab helps in crafting **AR, VR and 3D labs at schools**. With our aim to enhance learning experience, we at Entab continuously stride to design ed-technological marvels to simplify the difficult topics in science, mathematics, etc. Blending digital content with classroom teaching, we design labs that empower students to learn through 3D animated videos and 3D simulation promising an immersive, engaging and interactive learning environment.

CONFERENCES



Today, school professionals need to know more and learn more than ever before. Therefore, Entab partners with multiple conferences throughout the year to bring the world's top educationists under one roof. These conferences serve as an excellent platform for school leaders to discuss the best practices and strategies related to **K-12 education**. Educators become familiar with new tools and meet hundreds of academicians. Our experts also conduct intriguing, knowledge-building sessions to help schools enhance their communication, productivity, efficiency, reputation, enrolment, among others.



SCHOOL STAFF ERP TRAINING

Technology has made accounting and managing a school easier than ever. Rolled out by Entab, **Staff Orientation Workshops** are specially designed for principals, teachers, administrators, and management. Held by top professionals, these workshops train the faculty to effectively use school ERP software, mobile apps, communication portals, and other tools for effective communication and collaboration with parents. Teaching and non-teaching staff of every skill level, from every department of the school, learn how to leverage technology to promote transparency and bridge the communication gap.



SCHOOL ERP CONSULTATION

With two decades of accumulated expertise in the school ERP domain, our consultants can identify a school's pain points and suggest effective solutions. From analysis to guidance to implementation, we are known for providing exceptional **end-to-end consulting services** to schools. Your school can schedule an appointment with us. Our specialists will work closely with your institution, assess its needs, advise, and structure ERP solutions accordingly. Whether you are looking to enrol more students or communicate more effectively with parents, connect with us to learn how your school can accomplish its goals and aspirations.

ENTAB INITIATIVES

LMS CONSULTATION

With Entab's substantial experience in modern e-learning methodology, we provide consultancy services to schools on designing the e-learning program. Schools are adopting e-learning extensively but, it is vital to shortlist topics with a clarified purpose. We help schools to evaluate these specifications, as per the requirements of the curriculum. Our consultants can help your school get a better value for money and cut down the cost ensuring a better ROI. Our strategic **LMS consultancy** has proved to open new doors of better student performance and enhanced teaching and learning experience.



The Scindia School, Gwalior



**Dr. Madhav Deo
Saraswat**
Principal



Education for Life or Livelihood?

The word “*education*” has many connotations to it. For some, it is the mere acquisition of facts and figures, while for others, it is all about acquiring skills to befit the 21st century-survival of the fittest as suggested by Charles Darwin. However, in this endeavour, the essence of education has been diluted to a great extent, if not completely lost.

Education is a process of providing the wherewithal to an individual to be able to differentiate between right and wrong and to muster the courage to choose the right path, even if it means to tread the road less travelled. **Education for life or livelihood?**—A question we all need to answer, to be able to do justice to our role as parents, teachers and facilitators.

No more are we living in a world where we can afford to be in isolation with each other, or be ignorant of our surroundings. We are much more connected to each other than we were ever

before in ways more than one. Therefore, it is crucial that we develop a class of individuals who not only possess an academic bent of mind but can also empathise with others and are sensitive human beings. It is time that we go back to our roots and develop an education system where there is an equal focus on building up individuals with strong values and principles. We cannot afford to take a blinkered approach and create a bandwagon of personalities who are highly employable but insensitive.

There is indeed a huge gap between what is written in the book and what is practised in real life. To bridge this gap, meaningful and continuous engagement in community development programs as a way to provide real education to youngsters is the need of the hour. If schools can engage students in tree-plantation, campus-cleaning, water conservation, teaching underprivileged children, etc., they will internalize a more significant role for themselves in society and become leaders of change. Also, unless we provide exposure to children to experience those values which are printed in the books, they will never be internalized. Aforementioned is what I think is critical for Indian school education.

Education would be meaningless if we become the destroyers of the only habitat that we have; at least as of now. It is imperative that we sensitize our prodigies towards these issues as well so that they lead a fulfilling life themselves and leave a happier and healthier planet for the generations to come.

— *“An investment in knowledge
pays the best interest.”* —

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.



Seth M R Jaipuria
School, Lucknow,
Uttar Pradesh



Kanak Gupta
Director



FOR TWENTY-FIRST CENTURY SCHOOLS

At school, educators aim to impart an education that helps students excel in their life. The academic curriculum should be designed in a way that allows students to focus on creativity and innovation. The educational framework needs to help students improve self-confidence through participation and involvement in co-curricular activities. Schools must strive to provide value-based education and training. Help students to make effective decisions that enable them to compete in national and international examinations. The goal should be to foster discipline and fraternity and to give special emphasis on national integration and foster international understanding and brotherhood.

▶ INNOVATION IN EDUCATION



Innovation in the education sector has now become essential. Schools and teachers need to remain updated with the current happenings in the industry. They need to constantly learn new things. Firstly, teachers need to become expert learners; only



TRAINING



SKILLS
• ABILITY



KNOWLEDGE
• INFORMATION
• EXPERIENCE



COMMUNITY

then can they make their students expert learners. Teachers need to stay informed; only then would they be able to plan an effective curriculum acknowledging the needs of the students. Also, we need to embrace technology. Online classes, workshops, and innovation labs in school are all a part of technology and innovation. In the school education system, the assessment framework needs to have the right tools and methods that help evaluate learning in a true sense, and it should not merely be examination driven.

STUDENT-CENTRIC LEARNING



When it comes to learning with innovation, student-centric learning plays a significant role. In this type of learning approach, the information to be learned is conveyed to all students in a more organized manner. Students get a clear-cut explanation about the subject. Irrespective of that, students get the personalized attention that they deserve. Also, in this type of learning, the classroom environment is comfortable, which allows the students to express freely. The teachers acknowledge the answers of their students appropriately and elaborate the solutions using probing questions. The teachers elucidate their answers with real-life and practical illustrations. The most important aspect of this type of learning is to make students learn newer things easily and to develop self-confidence and mental alertness.

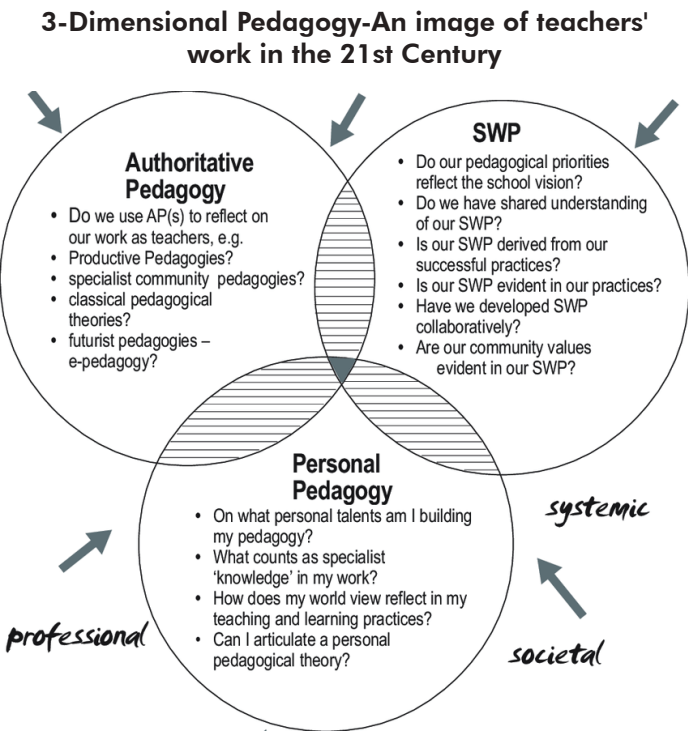
TEACHER-CENTRIC LEARNING



In a teacher-centric learning methodology, the teacher is viewed as the sole source of knowledge and authority. When education is teacher-centric, teachers have full control over the classroom and other activities. Here, the students are viewed

as empty vessels who receive information from their teachers passively. Also, the teacher is an important source of information regarding how the learners are doing.

However, you need to know that there are many pros and cons associated with this type of learning methodology. The most significant advantage is that the classroom remains orderly, and students remain quiet. But the disadvantage is that students do not learn to collaborate with their fellow mates. Also, this type of learning approach does not allow students to express their opinions freely, and most of the time, they get bored.



WE BELIEVE

Each **LEARNER** is *CURIOUS*, **COMPETENT** able to take an **ACTIVE ZONE** in their own learning.

Effective **EDUCATORS EMPOWER** ALL LEARNERS TO ACHIEVE *personal excellence by being* **OPEN, FLEXIBLE** and responsive to their needs.

A POSITIVE, INNOVATIVE **LEARNING ENVIRONMENT** empower all of us to *GROW* through **RICH, AUTHENTIC RELATIONSHIPS** both locally & globally.

Together as a **COMMUNITY** of *families, educators and leaders* we share responsibility to *INSPIRE* our modern learners to be **ACTIVE, CRITICALLY ENGAGED, GLOBAL CITIZENS.**

City Harbour
International
School,
Malaysia



N.S. Lal Muhunthan
Managing Director

PROMOTING STUDENT WELFARE IN BOARDING SCHOOLS

Many questions surface when we hear of ‘boarding school?’ Will my child adjust after being with the family? How about the food, sharing rooms, doing chores, laundry, strict discipline, gadget use restriction? More importantly, will they be confined to a room after school hours?

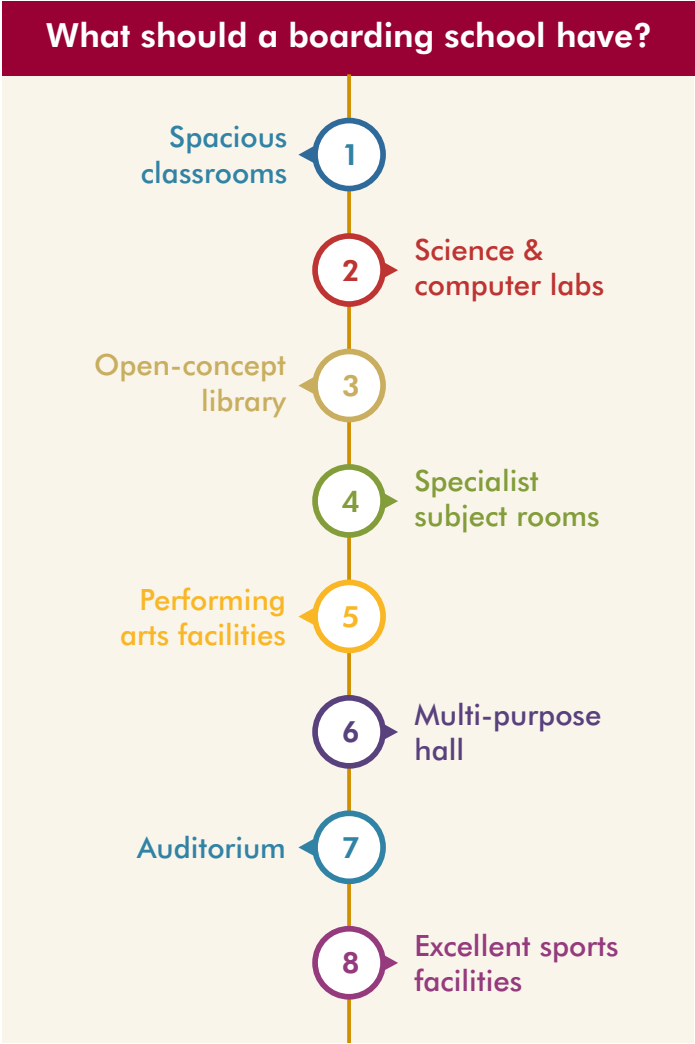
And the questions rage on...

A boarding experience can be truly special if the school successfully creates a home away from home, with a place for every student in a protective and affectionate environment. It is even better if when the residential school is a stone’s throw away from basic amenities like a shopping mall, medical centres, fast food outlets, and 24-hour services.

Facilities such as a swimming pool, gym, play area, lush green lawns, and highly-secured hostels can undoubtedly add a lot to the boarding experience.

With teachers as wardens, students live, study, and grow with values and good habits ingrained in them. An open sky deck with a wading pool and wide-open spaces for relaxation will allow students to read or work in serene surroundings. Chalk out a schedule for weekdays and weekends that includes study time, leisure, and outings.

Take students out for weekend getaways, school holidays, and whenever time permits to savour the flavours of the local areas. Encourage them to engage in philanthropies.



Teachers must ensure that standards are maintained year after year. Teaching and learning take various forms with a focus on skills to drive the content. To raise independent thinkers and future global citizens, concepts should be acquired along with critical and creative thinking, collaboration, and having a growth mindset.

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

Sports and adventure activities should be an integral part of the curriculum. Students enjoy various co-curricular and extracurricular activities—chess, little kitchen, robotics, art and craft, swimming, squash, badminton, and tennis to name a few. They develop resilience and become risk-takers when they embark on rock climbing jungle trekking, canoeing, kayaking, and other sea sports. Leadership camps are excellent for sharpening skills.



Parents want their children to have a wide range of experiences in their school life but have very little or no time to rush them around from one class to another. A residential school satisfies all this and offers much more than academics and sports. Given the busy schedules of parents in this fast-changing economy, a boarding school provides an ideal getaway from the hustle and bustle of the city, allowing children to enjoy learning as well as experience and discover the unknown.

making better Choices


Compared with students who spent **1-4 hours per week** involved in **co-curricular activities**.

Students who spent **no time** involved in **co-curricular activities** were:


- 27%** more likely to have been arrested
- 35%** more likely to have smoked cigarets
- 37%** more likely to have become teen parents
- 49%** more likely to have used drugs
- 57%** more likely to have dropped out of school by the time they would have been seniors

Students who participate in the arts **9 hours or more** each week for at least a year are **4x more likely** to:


They're also **3x more likely** to:




be recognized for academic achievement




win a school attendance award



be elected to class office



participate in a science and math fair



win an award for writing

28

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!

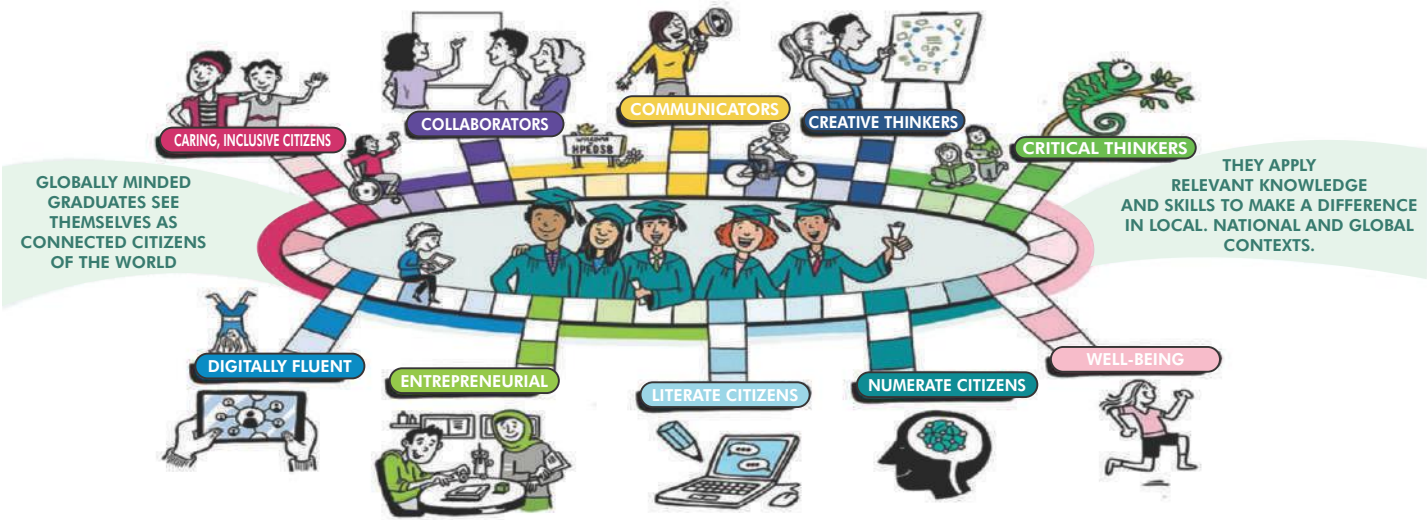
Why are we so desperate to get as many external evaluations as possible? Why do we consider the number of external accreditations to be decisive in considering the school to be a successful one, a school that is really providing with high-quality education and is giving its learners the best of the opportunities 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





Amol Arora
Vice-Chairman
& Managing Director

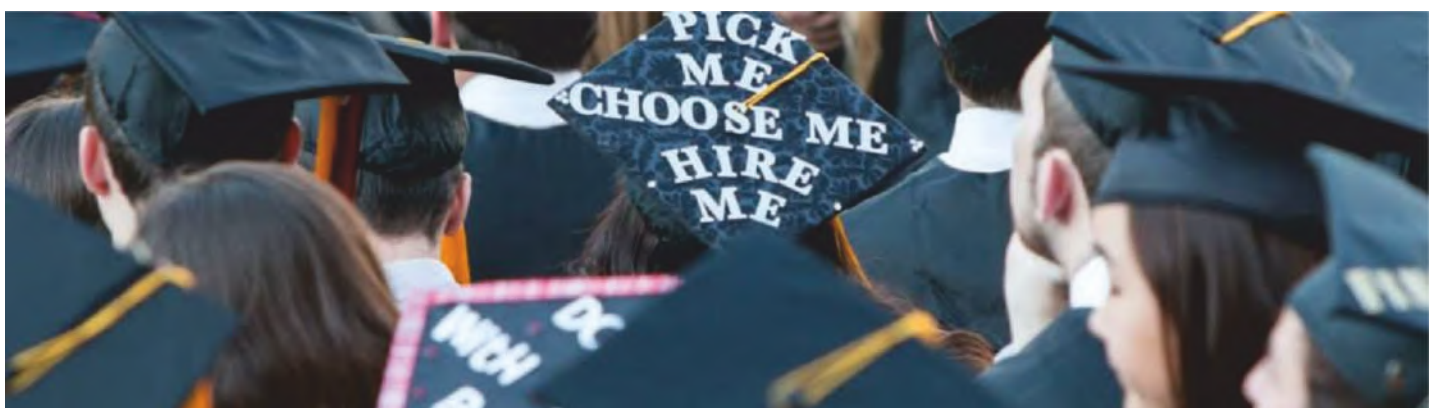
NEP 2019: Stronger Education & Future-Ready Workforce

The Indian education system has been criticized time and again for being too straitjacketed in its approach and methodology to have any room for individual creativity. The true purpose of education has been lost somewhere in the battle for higher marks. The Tamil Nadu education system holds testimony to the same. Recently, the state has reported many instances of students adopting unfair means to increase their test scores, which has attracted a lot of criticism.

Largely producing inefficient students, it has brought India to a stage where graduates are driving unemployment, which has reached 13% according to a study by Centre for Monitoring

Indian Economy (CMIE). The case of Indian engineering students is a glaring example - currently, 80% of Indian engineering graduates are not employable due to a lack of industry-relevant skills. *"Literate and unemployed"* today is a new challenge for India.

Considering this scenario, one cannot help but wonder - while enrolment numbers are increasing, are Indian students really learning within the current education landscape? The truth is that the entire system requires a complete transformation wherein the focus shifts from rote learning to clearing concepts and acquiring skills.



Early childhood education as a tool to strengthen basic concepts

It is with the vision of laying the core foundation of a holistic education that the Indian government has introduced the New Education Policy (NEP). The NEP is a road map that has been created to prepare students to deal with the world beyond the classroom. For this, it emphasizes many aspects, starting with early childhood education. Taking into consideration that over 85% of cumulative brain development occurs before the age of six, it places special importance on creating a stress-free environment for young students to prosper by integrating play into learning. It proposes to ensure effective foundational literacy and numeracy, with distinct attention on early language and mathematics. By catching them young where they lack, it aims to fill out any possible gaps in their basic knowledge that could create a hurdle later on.



Keeping brain development central to its approach, NEP offers a curriculum and pedagogical structure, which lays equal emphasis on all subjects. Moreover, by combining vocational and academic streams, it throws an open plethora of productive skills for the students to grasp, making them more employable in the long run.

Vocational education and tech-integration for industry-relevant skills

With such a new-age approach to learning, the policy aims at making it much easier to address the gaps in higher education. Proposing to break *“rigid boundaries of disciplines”*, it aims to make way for more broad-based and flexible learning. Moreover, it has renewed the focus on high-quality research, which can go a long way in augmenting their competency from the industry viewpoint. Considering the ever-changing needs of the business ecosystem,



the NEP seeks to dislodge the present scenario by giving vocational and industry-focused subjects equal importance. It has separate clauses for vocational education and technology integration to assimilate into students' learning. By 2025, it aims to provide access to vocational education to at least 50% of all learners across the country.

Improving the quality of education with an updated faculty



While the old system did not look at teacher training more than a check-the-box exercise, this policy gives teacher education a new meaning. It looks at updating them rigorously with current trends as a

means to further improve the quality and relevance of education being imparted.

In spite of these advantages, the NEP's clause on school management can be a restricting factor in bringing about the desired change in the education system. Its proposal for the School Management Committee to evaluate improvements in schools and the teaching-learning process can place undue restrictions/pressure on private sector schools. It is no secret that the private sector has played an active role in supplementing the government sector's efforts to make quality education available. However, this clause could discourage new players from entering the space and even shake the trust between the private and public sector. An education system arising from such dynamics might have problematic gaps in it.

Looking at the broader picture, the government should modify the clause, enabling a vision of partnership rather than rivalry with the private sector. By pooling public and private resources, they can together build a truly forward-looking system of education.

This can power much-needed elevation in what is taught to students and how. Keeping in mind that today's students will play a critical role in driving growth for the economy tomorrow, the NEP takes the front seat as a subject of national importance. That said, the forthcoming generations of students, with the right balance of practical as well as theoretical elements, will be able to accelerate the country's journey towards emerging as an economic superpower. NEP will help the country in reaping its demographic dividend if its few sore points are revised for the benefit of teachers and students alike.

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.

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

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





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.

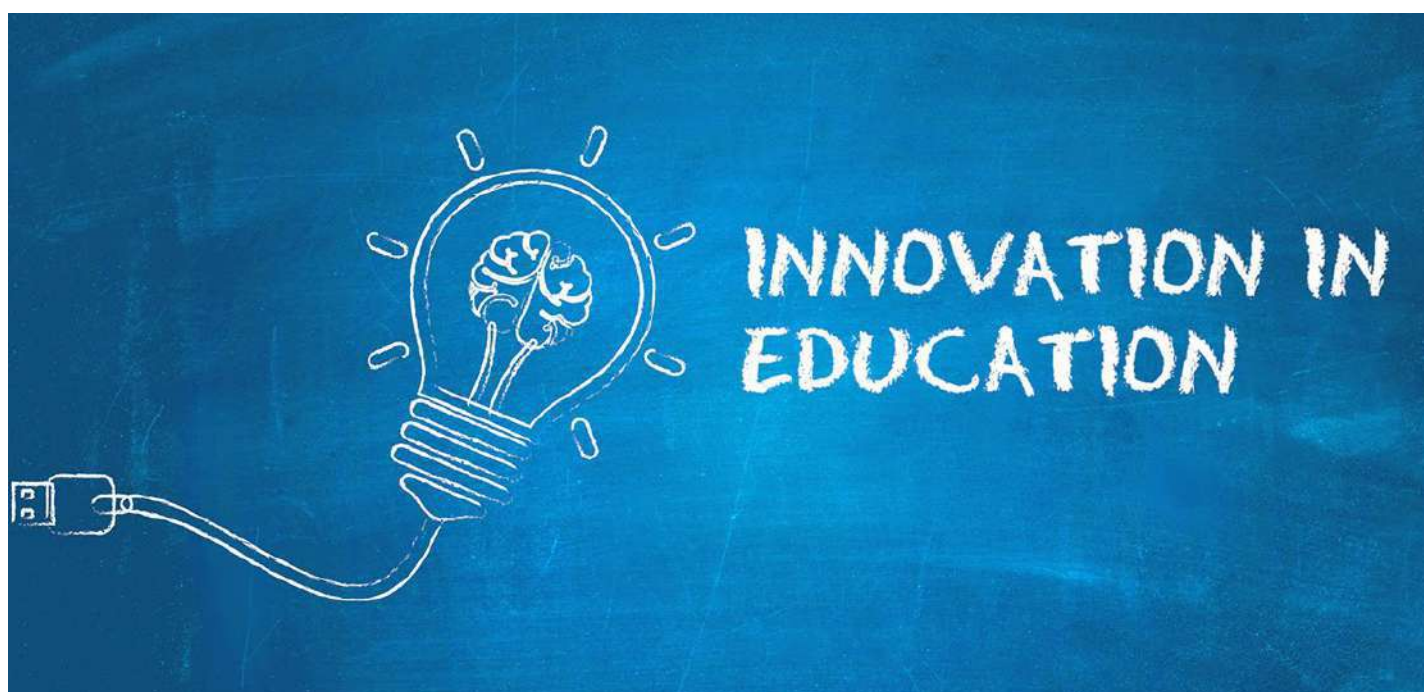
*Technology will not
replace great teachers
but technology in the
hands of great teachers
can be transformational.*

—George Couros

Satluj Group of Schools



Reekrit Serai
Managing Director



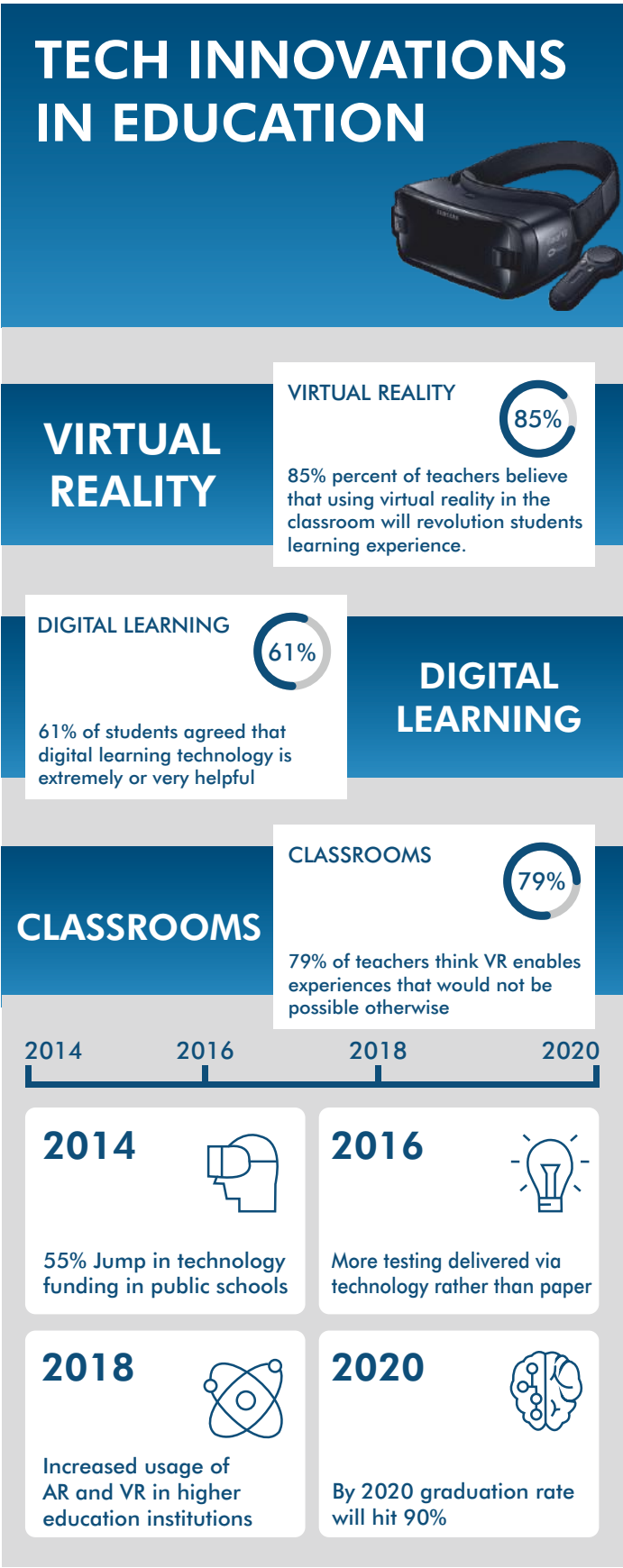
When it comes to innovation in education, we must remember that learning is no longer dependent on the teacher alone. People still learn and teach in ways invented during the Industrial Revolution, and they do not work anymore. Innovation in education is doing what is best for students. A curriculum that is flexible and piques learner's curiosity. We need to understand that our students need more than the skills needed to pass their assessment. We need to give them tools that will prove to be productive in their future.

A child entering the education system (kindergarten) in 2019 will graduate from school in 2032. The world will be extremely different then. According to the McKinsey report, 'in about 60 per cent of occupations, at least one-third of the constituent activities could be automated.' Some top jobs then will be a commercial space pilot (if we see SpaceX by Elon Musk and Blue Origin by Jeff Bezos), creating organ/body parts with the help of

3D printing. We will also have self-driving cars, virtual reality (VR) architects, Sherpa Robot, drone command crew, brain augmentation, and a whole set of industries that have still not been invented yet. The top skills required for these jobs will be Mental Elasticity and Complex Problem-Solving, Critical Thinking, Creative People Skills, and Interdisciplinary Knowledge. So to cope with a future like this, teaching-learning pedagogies need to be drastically modified. A more creative and innovative outlook towards K-12 education is, therefore, requisite.

The Industrial Revolution 4.0 has deemed traditional methodologies of teaching redundant. Without the use of technology in education, it has become impossible to keep ourselves relevant. Gen Z, unlike millennial or other generations, was born into tech. Thus, it is essential to teach them HOW to learn and not WHAT to learn. They will

learn the 'WHAT' from Google. Teachers are instrumental in teaching the HOW. Recent studies have shown a medical school class with iPads scored 23% higher in exams than other classes without this device.



It is interesting to see the education sector flooded with ingenious, innovative techniques. Teacher for a small portion of the lesson, often indulge in content that might not strictly be a part of the curriculum but something that learners have shown interest in. Teaching history in the form of a graphic novel created by students is an excellent example of integrating subjects. Recently, South Korea experimented with robot teachers, which made the lesson interesting and enabled teachers from anywhere in the world to be 'present' in the class.

Mobile technology, too, has become a useful tool. Several innovative mobile apps like Edx, Google Play Books, etc. allow teachers to conduct polls, enhance verbal and presentation skills and help incorporate technological skills into core lessons. 3D printing technology offers learners interactive multimedia presentations, which enables them to understand the concept better. Artificial intelligence (AI), virtual reality (VR), mixed reality (MR), and blockchain have all become a part of teaching methodologies. Assistive Technology is especially useful for students with special needs and learning disabilities, like – Dyslexia and reading problems.

Keeping the technology aside, it is also imperative to inculcate 'Real-World' learning. Brainstorming is an excellent option. Learning should not be cocooned within the classroom. A class beyond the classroom is beneficial. Introduction of role-playing, storyboard teaching, puzzles and games, school clubs, crossover learning, computational learning, etc. has seen marvellous results as well.

Innovation has made learning exciting and engaging for Gen Z world of technology. It is a faster and more efficient way to deliver a lesson and reduces the need for limited content of textbooks, thus lowering the long-term cost incurred by students and schools. It also makes teacher-student communication effective. W.B. Yeats said, 'Education should not be the filling of a pail, but the lighting of a fire.' Innovative thinking has done so much more than just 'fill the pail'. It has ignited a passion for learning in the students, which is essential for a very competitive world ahead of them.

“
*EDUCATION
is the Path to
INNOVATION.*
”



Ashok Pandey

Director

Greta Thunberg and Global Citizenship



Greta Thunberg, a Swedish student and climate activist, has become a household name in the world. She has returned to her home country from Madrid where the Conference of Parties (COP25) under the UN umbrella, unfortunately, failed to reach a conclusion on the urgency to deal with climate change. Thunberg is fatigued not only by the arduous train journeys she has been undertaking for quite some time. She is also hurt by the patronising and condescending comments by the people in power from around the world. Thunberg is undaunted, regardless. What has motivated her to go on a school strike and become a crusader of a global movement to control global emissions? After all, she is just one

of the seven billion people living on the earth right now.

Roots of Thunberg's concerns, speeches and the clarion call lay in an identity that she embodies. And that identity is **global citizenship**. Our identities characterised by our work, families, location, and ideologies get submerged into a common core – Global Citizenship. Mahatma Gandhi nudged us to this path when he said that his status as a citizen of the universe is more encompassing than the one as a Gujarati, an Indian, or that he spent several years outside India. Therefore, it brings us to the conclusion that the more we broaden our identities, the more we move closer to Global Citizenship.

Oxfam International, a confederation of 19 independent charitable organisations, offers a useful working definition for global citizens. A **global citizen** is someone who:

- ✦ Is aware of the full world and has a sense of their role as a world citizen.
- ✦ Respects and values diversity.
- ✦ Has an understanding of how the world works.
- ✦ Is outraged by social injustice.
- ✦ Participates in the community at a range of levels, from the local to the global.
- ✦ Is willing to act to make the world a more equitable and sustainable place.
- ✦ Takes responsibility for their actions.

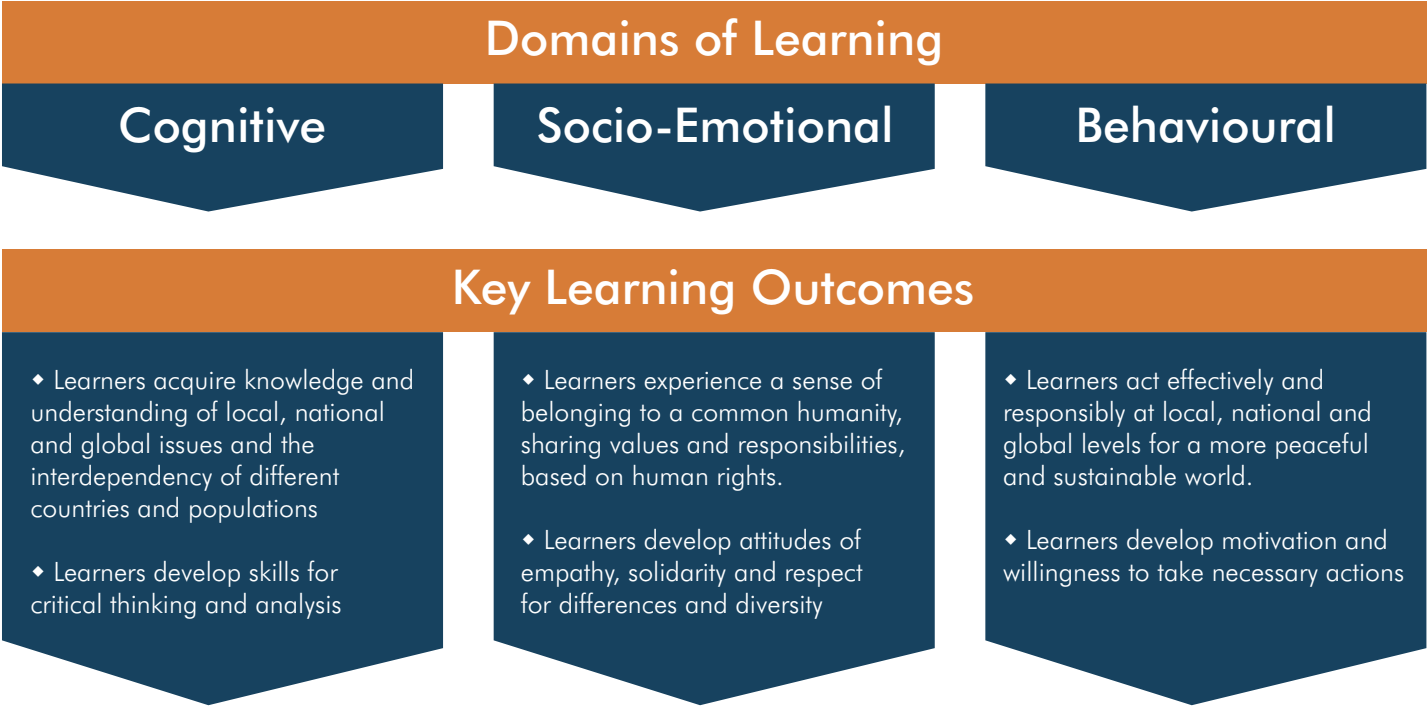
Global citizenship should be the vision for each of us on this planet. And the good thing is that global citizenship can be cultivated. Therefore, global citizenship education should be the agenda of educators. The United Nations has accorded an essential place for global citizenship as target 4.7 of the Sustainable Development Goal 4. The target reads: "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development."

An effective global citizenship education requires young people to be sensitised towards the needs and the problems of society. They need to be able to solve the problem, make a decision, take a stand and communicate their ideas effectively. These are the same 21st-century skills and attributes which the world has recognised as the essential qualification to succeed at workplaces and in life. Global Citizenship education is about placing our young children in a larger context where their idea of the universe is broad and deeply connected with the world outside their immediate community.

We must encourage children to make choices, indulge in exploring and inquiring, and help them to feel free to ask questions. They must also take affirmative actions based on kindness, gratitude and responsibility. Accountability must move beyond their books to the environment. Deprivation and lack of opportunity, which many of our children and adults are facing should agitate each one of us. John Dewey has rightly remarked that **"Education is not preparation for life; it is life itself."**

The education for global citizenship and Sustainable Development become more critical, as societies become interconnected and interdependent through media and telecommunication, culture and economics, sharing of environmental resources and international exchanges. The youth of today will assume leadership tomorrow. It is imperative that we support their voices.

Global Citizenship Education





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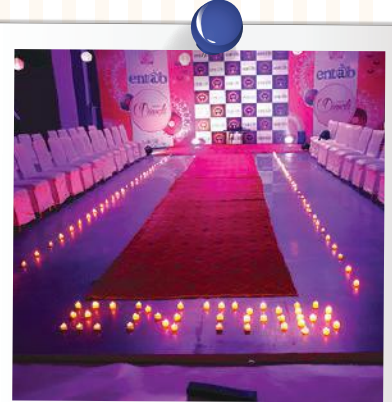
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Independence Day



Annual Day



Diwali



Women's Day



Head Office



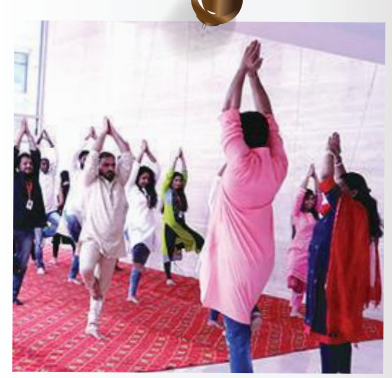
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